North Texas Regional P-16 Council

2010 GAP Analysis Report

September, 2011

North Texas Regional P-16 Council Members:

"I Have a Dream Foundation"--Ft. Worth
Brookhaven Community College
Cedar Hill ISD
Collin County Community College District
Communities in Schools
Dallas Baptist University
Dallas County Community College District
Dallas ISD
Denton ISD
DeSoto ISD
Duncanville ISD
Education is Freedom
Education Service Center, Region X
Education Service Center, Region XI
Fort Worth ISD
Irving ISD
Lancaster ISD
Little Elm ISD
Literacy Instruction for Texas (LIFT)
McKinney ISD
Mesquite ISD
Mountain View College (DCCCD)
Plano ISD
Richardson ISD
Southern Methodist University
Texas A&M University - Commerce
Texas Woman's University
University of North Texas, Denton Campus, University of North Texas Dallas Campus
University of Texas at Arlington
University of Texas at Dallas
Wylie ISD

Community Members:

Greater Dallas Chamber
LULAC National Educational Service Centers
North Texas Community College Consortium
Fort Worth Chamber of Commerce
Texas Higher Education Coordinating Board, P-16 Specialists

Gap Analysis Task Group Members:

Dr. V. Barbara Bush, University of North Texas
Fidel Castillo, Tarrant County College
Dr. Donna Crenshaw, DeSoto ISD
Denise Davis, Early College High School Initiative
Dr. Jeanne Gerlach, University of Texas, Arlington
Dr. Kizuwanda Grant, Mountain View College
Dr. Mary Harris, University of North Texas
Dr. Pam Haws, University of Texas at Arlington
Dr. Francine Holland, Education Service Center, Region XI
Dr. Jean Keller, University of North Texas - Chair*
Dr. Barbara Lerner, Texas Woman's University
Dr. Marcus Martin, Education is Freedom
Dr. Jim Roberts, University of North Texas
Dr. Liliana Valadez, Dallas ISD
Dr. Changkuan Xu, University of North Texas*
*Writers

With Special Thanks To:

Dr. Allen Clark, Director of Institutional Research, University of North Texas
Shaheen Begum, Graduate Assistant, Institutional Research and Accreditation, University of North Texas
Andrea Maloy, Administrative Assistant, Early College High School Initiative, University of North Texas

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).

Table of Contents

Page Number

Executive Summary 1

Overview of the Demographic Profiles 2

Overview of PK-5 Findings 4

Overview of Secondary Education Findings 5

Overview of Postsecondary Findings 7

Recommendations of the 2010 Gap Analysis Report 10

Introduction to the 2010 Report 13

Demographic References for This Report 17

Regional Demography and Changes 17

Regional School District Demography in 2009-2010 and Changes 19

Accountability Ratings and Adequate Yearly Progress (AYP) in 2010 and Changes 25

Accountability Ratings and AYP Evaluations in 2009-2010 25

Track the Change of Accountability Ratings and AYP Evaluations from 2004 to 2010 26

Summary of the Socio-demographic and School Contexts 31

Gap Analysis for Elementary Education (PK - Grade 5) 33

Enrollment in Public Pre-Kindergarten in 2010 34

Total Enrollment of 4-year Old Children in Public Pre-Kindergartens in 2009-2010 34

Track the Change - The Average Annual Change Rate of PK Enrollment in 2004 - 2010 35

Elementary School Students' TAKS Performances 37

Third Grade TAKS in Reading in 2009-2010 37

Fourth Grade TAKS in Writing in 2009-2010 39

Fifth Grade TAKS in Mathematics in 2009-2010 40

The Change Trend of the TAKS Performances in Grade 3 Reading from 2003 to 2010 42

The Change Trend of the TAKS Performances in Grade 4 Writing from 2003 to 2010 44

The Change Trend of the TAKS Performances in Grade 5 Math from 2003 to 2010 46

Summary of the PK-5 Findings 49

Gap Analysis for Secondary Education (Grades 6-12) 51

Sixth-Eighth Grade TAKS Results in 2009-2010 51

Retention Rates in 6th-12th Grades in 2006-2009 54
High School Success Factors 67
9-12th Graders Taking Advanced Course/Dual Enrollment in 2008 and 2009 67
AP/IB Results (tested) in 11-12th Graders in 2008 and 2009 72
4-Year Completion Rate in Different Categories in the Classes of 2008 and 2009 76
The Change Trend of HS Graduation Plan with RHSP, MHP/IEP, or DAP from 1998 to 2009 82
Summary of the GAP Analysis for Secondary Education 84
Gap Analysis for Postsecondary Education 87
College-Ready 88
College-Ready Graduates in Both English and Math and Enrollment in the Class of 2009 88
College-Ready Graduates by Demographic Groups in the Classes of 2006, 2007, 2008, and 2009 89
College-Ready on TSI - Higher Education Readiness Components from 2004 to 2010 93
Higher Education Enrollment 98
Texas Higher Education Enrollment in the Regional Council in the Class of 2009 98
Higher Education Enrollment in the North Texas Counties from 1996 to 2009 99
Postsecondary Education in the Metroplex Region or Region 3 102
Higher Education Enrollment in Region 3 102
Higher Education Attainment in the Regional Residents 104
The FY 1998 7th Grade Cohort Study through FY 2009 Higher Education 110
Summary on Postsecondary Education 114
Recommendations 117
References 121
Appendix A A Summary of the Findings from the 2009 GAP Analysis Report 122
Appendix B Recommendations from the 2009 GAP Analysis Report 128
Appendix C The North Texas Regional P-16 Council Meeting Minutes in 2010 130

List of Figures

Page Number

Figure 1 *Population Change in the Nation, the State, and North Texas from 2009 to 2010* 17
Figure 2 *Demographic Profiles in the Nation, the State, and the North Texas Counties in 2010* 18
Figure 3 *Total ECE-12 Enrollment in the State and the Regional Council in 2008, 2009, and 2010* 19
Figure 4 *Percent of Change of the Total ECE-12 Enrollment from 2009 to 2010* 20
Figure 5 *Percent of the Total Enrollment in the Three Types of Districts in the Council in 2008 - 2010* 20
Figure 6 *Students' Demography between the Council and the State in 2009 and 2010* 21
Figure 7 *Percent of ECE-12 Students in Different Demographic Groups from 2003 to 2010* 23
Figure 8 *Annual Change Rate of the ECE-12 Student Size between 2003 and 2010* 24
Figure 9 *The Average Annual Change Rate of Total ECE-12 Student Size from 2003 to 2010* 24
Figure 10 *Percent of Schools by Accountability Ratings in 2009 and 2010* 25
Figure 11 *Percent of Schools by AYP evaluations in 2009 and 2010* 26
Figure 12 *Accountability Ratings and AYP in the State and the Council from 2004 to 2010* 27
Figure 13 *The Average Annual Growth Rate of Accountability Ratings by Category from 2004 to 2009* . 29
Figure 14 *The Net Annual Change Rate of Accountability Ratings from 2004 to 2010* 30
Figure 15 *The Net Annual Change Rate of AYP from 2004 to 2010* 30
Figure 16 *Number of Years on 'Met AYP' or 'Missed AYP' between 2004 and 2010 in the 14 ISDs* 31
Figure 17 *Total Number of Public PK Enrollment in 2009-10* 34
Figure 18 *Percent of Change on public PK enrollment from 2009 to 2010* 35
Figure 19 *The Annual Change Rate of Public Pre-K Enrollment from 2004 to 2010* 36
Figure 20 *Percent of 3rd Graders Meeting the Passing Standards of TAKS in Reading in 2010 and 2009* 38
Figure 21 *Percent of 4th Graders Meeting the Passing Standards of TAKS in Writing in 2010 and 2009* . 39
Figure 22 *Percent of 5th Graders Meeting Standards in Mathematics in 2010 and 2009* 41
Figure 23 *Report of TAKS Indicators - Met Standards, Grade 3 Reading between 2003 and 2010* 42
Figure 24 *The Average Annual Change Rate in Grade 3 Reading TAKS from 2003 to 2010* 44
Figure 25 *Report of TAKS Indicators - Met Standards, Grade 4 Writing between 2003 and 2010* 44
Figure 26 *The Average Annual Change Rate on Grade 4 TAKS Writing between 2003 and 2010* 46
Figure 27 *Report of TAKS Indicators - Met Standards, Grade 5 Mathematics in 2003-2010* 46
Figure 28 *The Average Annual Change Rate on Grade 5 TAKS Mathematics between 2003 and 2010* 48
Figure 29 *Percent Met Standard on Middle School TAKS in 2009 and 2010* 53
Figure 30 *Percent Commended on Middle School TAKS in 2009 and 2010* 53
Figure 31 *Retention Rates by Demographic Variables in Grade 6 between 2006 and 2009* 55
Figure 32 *Retention Rates by Demographic Variables at Grade 7 between 2006 and 2009* 56
Figure 33 *Retention Rates by Demographic Variables at Grade 8 between 2006 and 2009* 57
Figure 34 *Retention Rates by Demographic Variables at Grade 9 between 2006 and 2009* 58
Figure 35 *Retention Rates by Demographic Variables at Grade 10 between 2006 and 2009* 59
Figure 36 *Retention Rates by Demographic Variables at Grade 11 between 2006 and 2009* 60
Figure 37 *Retention Rates by Demographic Variables at Grade 12 between 2006 and 2009* 61

Figure 38 *Overall Retention Rates by Grade between 2006 and 2009* 63
Figure 39 *Percent of Advanced Course/Dual Enrollment Completion in 2008 and 2009* 67
Figure 40 *Percent of Advanced Course/Dual Enrollment Completion in 2008 and 2009* 68
Figure 41 *Percent of AP/IB Results Tested in 2008 and 2009 in the state and Regions 10 and 11* 72
Figure 42 *Percent of AP/IB Results Tested in Demographic Groups in 2008 and 2009* 73
Figure 43 *Percent of 4-Year Completion Rate in Different Categories in the Classes of 2008 and 2009* ... 77
Figure 44 *Completion Rates I and II in the Classes of 2008 and 2009* 81
Figure 45 *The Change Trend of Graduation Plans with RHSP, MHP/IEP, and DAP from 1998 to 2009* 82
Figure 46 *Comparison of the Change Rate of High School Graduates with Different Plans in 1998-2008* 83
Figure 47 *Percent of High School Graduate Being College-Ready and Enrolled in 2008 and 2009* 89
Figure 48 *Percent of College-Ready in English Language Arts in the Classes of 2006 - 2009* 90
Figure 49 *Percent of College-Ready in Mathematics in the Classes of 2006–2009* 91
Figure 50 *Percent of College-Ready in Both English and Math in the Classes of 2006 - 2009* 92
Figure 51 *Percent of College-Ready on H.E. Readiness Components in English between 2004 and 2010*. 94
Figure 52 *Average Annual Growth Rates of College-Ready on English in 2004-2010* 95
Figure 53 *Percent of College-Ready on H.E. Readiness Components in Math between 2004 and 2010* ... 96
Figure 54 *Average Annual Growth Rates of College-Ready on Mathematics between 2004 and 2010* 97
Figure 55 *Percent of Postsecondary Enrollment in the Four North Texas Counties from 1996 to 2009* 99
Figure 56 *Percent of 4-year Enrollment in the Four North Texas Counties from 1996 to 2009* 100
Figure 57 *Percent of 2-year Enrollment in the Four North Texas Counties from 1996 to 2009* 100
Figure 58 *Annual Change Rate of Postsecondary Enrollment in North Texas from 1996 to 2009* 101
Figure 59 *Fall 2009 Regional Residents' Enrollments in Higher Education* 102
Figure 60 *Metroplex Residents Enrolled by Public Inst. Type and Ethnicity, Fall 2000 vs. 2009* 103
Figure 61 *Gender Differences on Public Higher Education Enrollment in Fall 2009 in Region 3* 103
Figure 62 *Graduation Rates (Bacc+) of Fall 1999 FTUG Cohorts within 6 Years at Public CTCs* 104
Figure 63 Graduation Rates (Bacc+) of Fall 1999 FTUG Cohorts within 10 Years at Public CTCs 105
Figure 64 *Graduation Rates (Bacc+) of Fall 1999 FTUG Cohorts within 6 Years at Public Universities* ... 106
Figure 65 *Graduation Rates (Bacc+) of Fall 1999 FTUG Cohorts within 10 Years at Public Universities* . 106
Figure 66 *Regional Graduates Earned Degree/Certificate by Enrollment Status in Classes of 2001-03* .. 108
Figure 67 *Percent of Receiving Degree/Certificate in the Classes of 2001–2003 in Region 3* 108
Figure 68 *Percent of Receiving Baccalaureate Degree in the Classes of 2001-2003* 109
Figure 69 *FY 1998 7th Grade Cohort Tracked through FY 2009 Higher Education in All Students* 111
Figure 70 *FY 1998 7th Grade Cohort for Hispanic Students in Region 3 vs. State* 111
Figure 71 *FY 1998 7th Grade Cohort for African American Students in Region 3 vs. State* 112
Figure 72 *FY 1998 7th Grade Cohort for White Students in Region 3 vs. State* 112
Figure 73 *FY 1998 7th grade cohort: African American, Hispanic, and White males in Region 3* 113
Figure 74 *FY 1998 7th grade cohort: African American, Hispanic, and White females in Region 3* 113
Figure 75 *FY 1998 7th Grade Cohort: Comparison by Ethnicity and Gender in Region 3* 114

List of Tables

Table 1 *The Comparison of the Selected Data Elements and Indicators in the 2009 and 2010 Reports* ... 14

Executive Summary

In the past two years, the THECB P-16 Initiatives Division had provided the core data elements and the associated data files for the gap analysis. This is not the case anymore for the 2010 gap analysis. We were informed to search the data and select the indicators by ourselves this time. Apparently, the easiest way is to use the same data and indicators as before if ever possible. After the preliminary data search, it was found that majority of the indicators in the 2008 and 2009 gap analysis reports were still feasible for this year's gap analysis, although not completely identical. In addition, there has been an increasing interest in the performances of the minority students in higher education in the past years due to the initiatives of *Closing for Gaps by 2015*. In response to such interest and demand, the THECB has published various reports on the Texas Higher Education Regional Data website. Among these reports, the longitudinal one on the 1998 seventh grade cohort through higher education in 2009 is particularly valuable. It clearly demonstrates how the cohort, either as a whole or by ethnicity and gender, had progressed from the 7th grade in 1998 to higher education graduation by 2009. Thus, in addition to reporting the similar indicators as those in the past two reports, we also added analysis on the performances of the regional students in the seventh grade cohort.

This eighth annual gap analysis report for the North Texas Regional P-16 Council resembles the 2008 and 2009 reports on (1) using the similar demographic and PK-16 indicators, (2) presenting data primarily in graphs rather than in tables, and (3) omitting the charts at the ISD level in this Word document while leaving them to the tables with a dropdown listbox in the Excel document. However, this report differs from the previous two ones on two major aspects. First, the demographic and PK-16 indicators in the current report were not completely congruent to those in the 2008 and 2009 reports as the data were no longer supplied by the THECB P-16 Initiatives Division. Second, several new indicators related to the Metroplex region from the Texas Higher Education Regional Data were added. The chosen data elements and indicators for the present gap analysis were documented at length in Table 1 in the section of 'Introduction to the 2010 Report' in this document.

We also continued the trend analyses in the 2008 and 2009 reports if ever possible. In fact, in most cases, this 2010 report extended the data analysis in the previous report to the next data point. Hence, the four primary purposes of this report are as follows: (a) conducting the horizontal analysis on the key academic and non-academic performance indexes between north Texas and the state in 2010 or on the latest data point; (2) performing vertical analysis on the key indicators between 2010 and 2009 or between 2009 and 2008, depending on the available latest data point, in north Texas and the state; (3) tracking the change trends on the key indicators based on the multi-year cross-sectional data in north Texas and the state; and (4) identifying the gaps on various indicators in higher education between north Texas and the state by utilizing the longitudinal cohort data.

At this point, it should be pointed out that north Texas has four different annotations in this report depending on the source of the data. If the council or the regional council was used, it refers to the North Texas Regional P-16 Council with 14 member ISDs. Whenever the data were available or could be derived for the regional council based on the 14 ISDs, we would present the data for the regional council. The Texas Education Agency does not use the concept of regional council. Instead, it divides the public basic education in Texas into 20 ESC (Education Service Center) regions. In this context, north Texas refers to ESC Region 10 (i.e., Richardson) with 115 districts and ESC Region 11 (i.e., Fort Worth) with

92 school districts. On many of the indicators based on the data sources from the TEA, we used the ESC Regions 10 and 11 because the regional council was not applicable in these scenarios. In many of its earlier reports, the THECB used the municipal counties. In those reports, north Texas means the four counties in north Texas: Collin, Dallas, Denton, and Tarrant. These municipal counties have also been used by the U.S. Census Bureau. In the present report, we used these municipal counties only when presenting the demography and higher education enrollment in north Texas. Finally, the THECB lately classifies the Texas higher education into ten regions. North Texas in this context refers to Region 3 or the Metroplex region, which includes 17 municipal counties and 32 public and independent higher education institutions in the DFW area (see the map in Texas Higher Education Regional Data for Region 3 for details). We used the concept of Region 3 primarily when we analyzed the regional residents' performances on the Texas Higher Education Regional Data.

To achieve the above purposes, the following data sources were utilized for this report. First, the regional demographic profiles were updated based on the latest data available from the U. S. Census Bureau website (http://www.census.gov/). Second, the TEA's Lone Star Report System (http://loving1.tea.state.tx.us/lonestar/Home.aspx) was used to update the Accountability Ratings and Adequate Yearly Progress (AYP) evaluations in the regional council and the 14 school districts. It was also used for the analysis on the public PK enrollment. The data on various academic and non-academic indicators in elementary and secondary education were pulled out from the AEIS website (http://ritter.tea.state.tx.us/perfreport/aeis/). As in the previous report, the high school graduation data were from the Texas PK-16 Public Education Information Resources (TPEIR) (http://www.texaseducationinfo.org/tea.tpeir.web/topic_graduate.aspx). The fifth data source was Texas Higher Education Data: High School to College Linkages (http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolByCountyDistrict.cfm). Finally, the Texas Higher Education Regional Data website was used to analyze the regional students' performances on higher education. This report in MS Word was created for easy readability as in 2008 and 2009. Hence, it typically only presents the graphs for the aggregate entities (e.g., the state, the regional council, or the ESC regions), and omits the charts for individual entities at the district level as the last two reports. For the previous reports and the current detailed report in Excel, please refer to the North Texas Regional P-16 Council website at www.coe.unt.edu/NTP16 as usual.

Overview of the Demographic Profiles

The first part of this report provides the contextual references for the 2010 gap analysis, and is organized in a similar way as before. It starts with the latest demography and the changes in the general population in north Texas. It then examines the demographic profiles of the regional school districts in the school year of 2009-2010 and the changes from 2009 to 2010. Finally, it addresses the accountability ratings and the adequate yearly progress (AYP) evaluations in the regional school districts in the school year of 2009-10 and the changes. Typically, we started the analysis with the latest data as the snapshot, and then we tracked the changes over time if possible.

On the general population, about 55% in the four north Texas counties were non-Anglo in 2010, 18% higher than the national average. Dallas County had the largest ratio of the underrepresented people, 12% higher than the statewide average. However, the other three counties had lower percentages of

underrepresented populations than the state. Among them, Collin and Denton Counties had 63.1% and 64.4% Caucasians, respectively, close to the national average of 63.7%. In 2010, Texas had 37.6% of Hispanics, over 21% higher than the national average. Among the four north Texas counties, only Dallas County was higher than the statewide average on Hispanics. It also had the largest ratio of African Americans at 21.9%, about 10% higher than the national average of 12.2% and the state average of 11.5%. For the population changes from 2009 to 2010, the state of Texas had increased 1.5%, more than twice faster than the nation at 0.6%. In north Texas, all of the four counties had been slower than the state. Dallas and Collin Counties had even dropped 3.4% and 1.2%, respectively.

On the school profiles, the regional council and the state had increased 1.1% and 2.0%, respectively, on the total ECE-12 enrollment from 2009 to 2010. Within the regional council, as found in the earlier years, small ISDs were likely to have fast growth. For the three types of school districts, the large one had gradually decreased at an annual rate of about 0.5% from 2008 to 2010. On the other hand, the small and medium ones had slowly grown at an annual rate of 0.2 – 0.3% - 0.3%. On student diversity, both the North Texas Regional P-16 Council and the state continued to grow from 2009 to 2010. The regional council was still higher than the state on the underrepresented students in 2010: 11.5% higher on the non-Caucasian students, 4.7% higher on the students from the low income families, and 7.6% higher on the LEP students. However, the growth rate on non-Caucasian students in the regional council had been reduced to 0.5%, lower than the rate of 0.7% in the state.

The trend analysis on the demography of the ECE-12 students based on the eight-year data from 2003 to 2010 has revealed the following pattern of changes in the state, the regional council, and most of the 14 school districts: fast increases of the Hispanic and low SES students, slow growth of the LEP students, a steady decrease of Caucasians, and small changes of the African Americans. The regional council had grown even faster than the state on the Hispanic and low SES students. However, the regional council had grown at an annual rate of 1% in the eight school years from 2003 to 2010, slower than the state at 1.7%. Within the council, small ISDs were more likely to show large growth rates. Moreover, the two largest ISDs even demonstrated a negative annual growth rate at -0.5% and -0.1%, respectively.

On accountability ratings, the regional council continued the improvement from 2009 to 2010, especially on the categories of ‘Exemplary’ and ‘Academically Unacceptable’. However, the state as a whole had progressed even faster than the council in the same period, especially on ‘Exemplary’ and ‘Recognized’. Consequently, the regional council had fallen behind the state about 5% on the combination of ‘Exemplary’ and ‘Recognized’ in 2010 from a leading position of roughly 12% ahead of the state in 2009. On AYP evaluations, whereas the state had dropped 2.6% on ‘Met AYP’ and increased 16% on ‘Missed AYP’ from 2009 to 2010, the regional council had performed much better, especially with a 4.5% increase on ‘Met AYP’. Accordingly, the regional council had surpassed the state 7% on ‘Met AYP’ in 2010, which was about 1% below the statewide average in 2009.

The trend analysis on accountability ratings from 2004 to 2010 has found that the state and the regional council had a similar change pattern: a steady growth on 'Exemplary' and 'Recognized', a stable

decline on ‘Academically Acceptable', and a small undesirable positive increase on 'Academically Unacceptable'. The regional council had a net annual growth rate of 5.1% on accountability ratings from 2004 to 2010, faster than the statewide average 4.3%. On AYP evaluations, whereas the state had a negative average annual rate of -2.0%, the regional council demonstrated a small positive growth rate at 0.6%, possibly due to its relatively large progress from 2009 to 2010.

Overview of PK-5 Findings

The second part of this report concentrates on public pre-K enrollment and the TAKS performances in elementary schools as before. More specifically, on public PK enrollment, we examined: (a) the total number of public pre-K enrollment in each of the 14 ISDs in the school year of 2009-2010, (b) the percentage of change on public PK enrollment from 2009 to 2010, and (c) the average annual growth rate from 2004 to 2010. On the TAKS tests in the elementary school, we extended the analysis in the last report to include the data in 2010: (a) the overall percentages of 3rd graders in reading, 4th graders in writing, and 5th graders in mathematics on meeting the passing standards in 2010 and 2009; (b) the percentages of meeting the passing standards on the three TAKS tests in 2010 and 2009 in different demographic groups; (c) the percentages on meeting the passing standards on the three tests in different demographic groups in the state, the ESC Regions 10 and 11, and the 14 ISDs from 2003 to 2010; and (d) the average annual growth rates on the three TAKS tests on meeting the passing standards in different demographic groups in the state and the ESC Regions 10 and 11 in the eight-year period from 2003 to 2010. Thus, for the indicators in elementary education, this 2010 report did not have data on public PK enrollment by ethnicity or SES and the ARI or AMI participation in the first graders as in the 2008 and 2009 reports.

On public PK enrollment, the council had increased 2.5% from 2009 to 2010, much slower than the state at 6.6%. Smaller districts were likely to demonstrate larger change rates. The trend analysis on the total public PK enrollment size in the seven-year period from 2004 to 2010 indicates that the regional council had grown at an annual rate of 3.2%, slightly slower than the state at 3.8% in the same period. Again, small ISDs generally tended to have fast growth.

On the elementary TAKS tests, as the data for the regional council were not provided this year, the data for the ESC Regions 10 and 11 were used. Regions X and XI had increased 2% and 1% to 93% and 92% on meeting the passing standards in Grade 3 reading, respectively, from 2009 to 2010. Meanwhile, the state had grown 2% to 92%. Thus, the two local ESC regions overall were fairly close to the state on meeting the minimum standards in Grade 3 reading in the past two years. For the subtle differences, Region X appeared to be higher than the state, and Region XI was lower than the state in 2010. In addition, Region X had grown faster than Region XI from 2009 to 20010. For the differences in the demographic groups, the White and Asian/Pacific Islander groups were still notably higher than the African American, Hispanic, and low SES groups in 2010. However, the latter three groups had grown faster than the two former ones from 2009 to 2010.

On the TAKS test in Grade 4 writing, the state and Regions X and XI had increased 1%, 1%, and 0% to 92%, 93%, and 91%, respectively, from 2009 to 2010. Thus, Region X was slightly higher than the state and Region XI in 2010. Region 10 also had a faster growth rate than Region XI from 2009 to 2010. Additionally, the African American and low SES groups had decreased 1% in Region XI from 2009 to

2010. Thus, the growth on Grade 4 writing in Region XI was not as consistent as that on Grade 3 reading. For the group differences in the five individual groups, the White and Asian/Pacific Islander groups were still higher than the other three groups in 2010. However, the magnitudes of the differences between the high and low performance groups on Grade 4 writing were smaller than those on Grade 3 reading or Grade 5 mathematics.

On Grade 5 mathematics, the state and Regions X and XI had increased 2%, 3%, and 4% to 86%, 88%, and 87%, respectively, from 2009 to 2010. Thus, the two local ESC regions were higher than the state in 2010. They also had grown faster than the state from 2009 to 2010. Region X was still 1% higher than Region XI in 2010. However, Region XI had increased 1% faster than Region X and 2% faster than the state from 2009 to 2010. For the group differences, the White and Asian/Pacific Islander groups were much higher than the other three demographic groups just as in Grade 3 reading. Moreover, the African American group ranked the lowest in the state and the two local regions, even significantly lower than the Hispanic group. Again, the low performance groups generally showed high growth rates from 2009 to 2010.

The trend analysis on the elementary TAKS performances in the eight-year period from 2003 to 2010 has found that, although the annual growth rates were generally less than 2%, the state and the two local ESC regions all had positively grown in either the collective group or the individual groups. However, there were some group differences on the growth rate among the entities, groups, or even the tests. Region XI appeared to grow slower than the state and Region X on Grade 3 reading and Grade 4 writing. The lowly performed African American, Hispanic, and low SES had generally grown faster than the highly performed White and Asian/Pacific groups. The growth rate on the lowly performed TAKS test in Grade 5 mathematics was higher than that in Grade 3 reading or Grade 4 writing. Thus, in many cases, the gaps had been reduced. However, there were several exceptions. First, the gender gaps on certain TAKS tests were not shrank as desired. For instance, males had been lower than females on the Grade 3 TAKS test in reading. However, they did not grow faster than females. Similarly, the female group had performed lower than the male counterpart on the TAKS test in Grade 5 mathematics. But it had not increased faster than the male group. The second concern is that the African American group had been lower and had grown slower than the Hispanic group. At last, Region XI did not show higher growth rates than the state or Region X although it had been lower than them.

Overview of Secondary Education Findings

The gap analysis for secondary education this year is organized similarly as in 2008 or 2009. It also has three sections as in the previous two reports, but with some major differences as the same types of data were not provided this year. The first section is still on the TAKS performances in middle school grades. The second section is also dedicated to retention rates in secondary education as before. And the last section is again on high school success factors. Nevertheless, the data elements in the last section were quite different from those in the 2008 and 2009 reports: (a) the 9–11th graders taking advanced course/dual enrollment in different demographic groups in the state and Regions 10 and 11 in 2008 and 2009, (b) the 11–12th graders on the AP/IB results (tested) in the state and Regions 10 and 11 in 2008 and 2009, and (c) 4-year completion rate (grades 9 – 12) including Completion Rate I and Completion Rate II in the collective and the individual demographic groups in the state and Regions 10 and 11 in 2008 and

2009. Finally, the trend analysis on the three types of graduation plans in MPH/IEP, RHSP, and DAP in the state and the regional council was extended to include the newest data in 2009.

On the eight secondary TAKS tests, Region 10 and Region 11 had similar percentages on meeting both the minimum and commended standards in 2010. And both were typically about 2% higher than the state. Students generally performed better on English language arts than on mathematics and science. The two local regions also had the similar change patterns as the state on every TAKS test from 2009 to 2010. However, there were wide variations on the changes from 2009 to 2010 on the eight TAKS tests in the state and Regions 10 and 11. Grade 8 science and Grade 7 mathematics and writing had positive increases on meeting both the passing and commended standards. Conversely, Grade 6 reading had the largest decreases on meeting the two standards. The remaining four tests showed inconsistent changes, typically in opposite directions on meeting the two standards.

On retention rate in 6–12th grades, both Region 10 and Region 11 were slightly better than the state in 2009. Furthermore, Region 11 even had lower rates than Region 10. For the differences in the demographic groups, the African American, Hispanic, and low SES students had much higher retention rates than the Caucasian peers in 2009 as before. Also the male group had a higher rate than the female counterpart, especially in 6–8th grades. For the differences on grade, the rates were typically less than 2% in 6–8th grades, jumped to around 12% in Grade 9, then dropped to about 5-6% in 10–11th grades, and finally increased to about 7% in Grade 12 in 2009. Finally, the retention rate had typically declined in the four-year period from 2006 to 2009 in the 17 entities at each grade.

On the first indicator for high school success, the overall ratio on 9–12th graders taking advanced course/dual enrollment in 2009 in the state, Regions 10 and 11, and most of the 14 ISDs was generally around 25%. More specifically, Region 11 was close to the state, and Region 10 was 1-2% higher than the state. For the group differences on the demographic variables, the Asian/Pacific Islander and White groups were much higher than the African American, Hispanic, and low SES groups. In addition, females were about 5% higher than males. Within the regional council, the Plano and Richardson ISDs showed consistent high percentages across the groups. The Dallas and Fort Worth ISDs also demonstrated high ratios, especially in the African American, Hispanic, and low SES groups. On the other hand, the DeSoto and Mesquite ISD were low in most of the groups. For the changes from 2008 to 2009, most of the 17 educational constituents had increased 1-2%. In addition, Region 10 appeared to grow somewhat faster than Region 11 and the state.

On the second high school success indicator – 11-12th graders participated in AP/IB tests, the findings were generally similar to those on 9-12th graders taking advanced course/dual enrollment. For instance, for the differences between the state and Region 10 and 11, Region 10 was approximately 2% higher than the state, and Region 11 was close to the state in most of the groups in 2009. For the group differences on ethnicity, the Asian/Pacific and White groups were much higher than the African American and Hispanic groups. Additionally, the Hispanic group was about 5% higher than the African American group. For the gender difference, females were also about 5% higher than males in 2009 as on the previous indicator. Moreover, the advantages of Regions 10 and 11 over the state were more from the White and/or the female groups rather than from the African American, Hispanic, or male groups. However, different from the steady1-2% growth from 2008 to 2009 on the previous indicator, the magnitude of the change on

AP/IB results (tested) was smaller, typically in the range of ±0.5% in most of the groups in the two local ESC regions and the state.

For the third indicator on 4-year completion rate in different categories, about 80% of high school students graduated on time in the state and Regions 10 and11 in 2009. In addition, Region 11 was slightly higher than Region 10 which was close to the state in most of the groups. For the group differences on the demographic variables, the Asian/Pacific Islander and White groups had much higher percentages on 'Graduated', Completion Rate I, and Completion Rate II than the African American, Hispanic, and low SES groups. For the gender difference, the female group had been about 1-2% higher than the male group on 'Graduated', Completion Rate I, and Completion Rate II in both 2008 and 2009. On other categories, the African American and the male groups appeared to have higher percentages of students receiving GED than the other groups. For the individual ISDs in the regional council, the Dallas ISD showed consistently low percentages on 'Graduated', Completion Rate I, and Completion Rate II in the collective and individual groups. For the changes from 2008 to 2009, there were small positive increases, often less than 2% on 'Graduated', Completion Rate I, or Completion Rate II in most of the educational constituents. Again, the highly performed entities generally showed slower growth rates than the lowly performed ones.

The trend analysis on high school graduation plans in RHSP, MHP/IEP, and DAP from 1998 to 2009 has found that the state and the regional council had increased at an annual rate of 4.4% and 5.2% on RHSP, respectively. Meanwhile, the state and the regional council had declined at an annual rate of -4.6% and -4.9% on MHP/IEP from 1998 to 2009, respectively. In the same 12-year period, the state and the regional council had increased at an annual rate of 0.1% and 0.3% on DAP, respectively. Thus, both the state and the regional council had made significant progress within the 12 school years on RHSP and MHP/IEP, but had not improved much on DAP. Comparatively, the regional council had improved faster on RHSP and MHP/IEP, but slower on DAP than the state in the 12 years. Furthermore, it was found that the ISDs with higher growth rates on RHSP usually demonstrated faster decline rates on MHP/IEP from 1998 to 2009.

Overview of Postsecondary Findings

The final part of this report, like the previous two ones, focuses on postsecondary education including college-readiness and higher education enrollment. In addition, it takes advantage of the Texas Higher Education Regional Data, including the 1998 seventh grade cohort tracked through higher education in 2009, for the first time as they were available in 2010. The analysis on college-ready in this report is fairly similar to the ones in the 2008 and 2009 reports. It first presents the percentages of college-ready graduates in both English language and mathematics in the state, the regional council, and the 14 ISDs in 2009. It then displays the percentages of college-ready graduates in the collective and the individual demographic groups in English language arts, mathematics, and both subjects from 2006 to 2009. Finally, it tracks the performances on the TSI – Higher Education Readiness Components in English language arts and mathematics in the collective and the demographic groups in the state and Regions 10 and 11 from 2004 to 2010. On higher education enrollment, we first present the enrollment data in the state, the North Texas Regional P-16 Council, and the 14 ISDs in 2009. Then, we track the enrollment data in the four north Texas counties (i.e., Collin, Dallas, Denton, and Tarrant) between 1996 and 2009 by the categories of 2-year, 4-year, and total. In addition, we compare the average annual

growth rates in the 14 years on the three categories in the north Texas counties with the corresponding ones in the state. On the Texas Higher Education Regional Data, we first present the higher education enrollment in 2009 in the Metroplex region or Region 3. Then we contrast the enrollment in 2000 and 2009 in Region 3. Later, we examine the higher education attainment in the regional residents, as measured by percentages of receiving baccalaureate or higher degrees or earning degree/certificate. Finally, we explore the 1998 seventh grade cohort data from several different perspectives as this longitudinal cohort study could reveal many meaningful messages that other cross-sectional data cannot.

On college readiness, the ratios of college-ready graduates in both English language arts and mathematics in 2009 in the regional council and the state were 47% and 45%, an increase of 3% or 2% from 2008, respectively. For the ESC Regions 10 and 11, they were slightly higher than the state on college-ready graduates in English language arts or mathematics in the school years of 2006–2009. Furthermore, Region 11 had been somewhat higher than Region 10. The state and Regions 10 and 11 had positively grown on college-ready graduates in either English language arts, mathematics, or both in the four-year period from 2006 to 2009. Additionally, the low performance groups or districts generally had higher growth rates than the highly performed ones from 2006 to 2009. For the group differences on gender, the female group was higher than the male counterpart on English language arts, but it was lower than the male group on mathematics. The gender gap had become blurred when both subject areas were considered concurrently. For the group differences on the other demographic variables, the White and Asian/Pacific Islander groups were much higher than the African American, Hispanic, and low SES groups. Finally, the trend analysis on the seven-year data on TSI - Higher Education Readiness Component from 2004 to 2010 basically reveals the same findings as those on college-ready graduates. Moreover, it refines several earlier findings. For instance, it finds that the African American group usually had the lowest percentages, especially in mathematics. It also indicates that the growth in English language arts was faster than that in mathematics.

On higher education enrollment, the rates in the class of 2008-2009 in the state and the regional council were still 54% and 51%, respectively, the same as those in the classes of 2007-2008 in the last report. For higher education enrollment in the four counties in north Texas in 2009, the north Texas as a whole was comparable to the state on 2-year enrollment, but about 1% lower than the state on 4-year enrollment. Denton County had been the highest on 4-year enrollment from 1996 to 2009, but it had been generally the lowest on 2-year enrollment. Thus, it is important to decompose the total enrollment into 2-year and 4-year for analysis. Almost all of the counties in north Texas had a small positive growth rate on both 2-year and 4-year enrollments. The average annual growth rates in north Texas as a whole in the 14 years from 1996 to 2009 on 2-year, 4-year, and the total enrollment were 0.13%, 0.35%, and 0.48%, respectively. The corresponding rates in the state were 0.19%, 0.44%, and 0.63%. Thus, the north Texas collectively was slightly slower than the state. The counties with low performances generally had grown faster than the ones with high performances. In short, the trend analysis on the 14-year data from 1996 to 2009 on higher education enrollment has found that that the north Texas as a whole had been lower than the state and had grown slower than the state, especially in 4-year enrollment.

Texas higher education regional data revealed that majority of the students in Region 3 were enrolled into the in-region, the public, or the 2-year higher education institutions in 2009. From 2000 to 2009, each ethnic group had a remarkable increase in both 2-year and 4-year enrollments. The Hispanic group had the largest growth, followed by the African American group. The growth on 2-year enrollment

was much larger than that on 4-year enrollment. The White group still was the largest in higher education enrollment in Region 3 in 2009. However, it had reduced 9% to 53% on 2-year enrollment and 62% on 4-year enrollment from 2000 to 2009. More females were enrolled in either 2-year or 4-year enrollment in each ethnic group in Region 3 in 2009. The gender disparity was the largest in the African American group, especially on 4-year enrollment. Less than one third of the enrollees in the African American group were males in 4-year enrollment. The gender gap in the White group was the least, at 16% in both 2-year and 4-year enrollments.

On higher education attainment, Region 3 was lower than the state in the first-time undergraduates (FTUG) started at public Community and Technical Colleges (CTCs) on receiving the baccalaureate or higher degrees within 6 or 10 years. However, it was higher than the state in the FTUGs started at public universities. For the gender differences, females were higher than males in each ethnic group. For the differences on ethnicity, the White group was the highest, whereas the African American group was the lowest. More precisely, the African American male group had been the lowest consistently. The Hispanic group was usually between the White and the African American groups. Nevertheless, it was almost close to the White group in the FTUG started at public universities within 10 years. For the differences between the 6-year and 10-year data collection points, each group had shown significant gains, especially in the low performance groups. On higher education attainment as reflected on earning a higher education degree/certificate in the classes of 2001-2003, Region 3 had a total ratio of 22.2%, one percent lower than the statewide average. For the three individual enrollment types, Region 3 was close to the state in those who did not start higher education immediately after high school graduation and those started at 2-year. However, Region 3 appeared to be slightly lower than the state in those started at 4-year. Finally, although as many as 40 public universities in Texas conferred the baccalaureate degrees to the regional residents in the classes of 2001-2003, only six universities had relatively large percentages: UNT (18.1%), Texas A&M (13.8%), UT Austin (12.7%), UT Arlington (12.3%), Texas Tech (9.9%), and UT Dallas (7.6%). They collectively accounted for almost 75% of the baccalaureate degrees.

For the analysis on the 1998 seventh grade cohort through higher education in 2009, it was found that Region 3 was slightly lower than the state on the key milestones. The differences were more obvious in the Hispanic group than in the African American or White groups. For the gender difference, females outperformed males in each of the three ethnic groups on all of the major milestones. For the differences on ethnicity, the Caucasians were higher than the African Americans and Hispanics. Furthermore, the African American group was slightly higher than the Hispanic group. For the performances on the key milestones, the ratio of graduation from high school ranged from 57% in the African American male group to 75% in the White female group. Similarly, the ratio of high education enrollment ranged from 26% in the Hispanic male group to 63% in the White female group. Finally, the ratio of earning a higher education degree/certificate ranged from 5% in the Hispanic male group to about 29% in the White female group.

In conclusion, three major conclusions could be drawn from the above PK-16 analyses across the indicators. In the forefront, the north Texas (either the regional P-16 council, the ESC Regions 10 and 11, the four municipal counties, or Region 3 in Texas higher education regions) generally was comparable to the state on various indicators. Secondly, the north Texas and the state usually had the same or similar change patterns, often in the desired direction. Finally, there were some notable differences between the north Texas and the state or between different entities/groups within north Texas as explained on the

applicable indicators through this report. The unsatisfactory performances in north Texas serve as a major driving force of the recommendations below.

Recommendations of the 2010 Gap Analysis Report

The recommendations below are primarily based on the findings of the gap analysis in the current report. Some of these recommendations could be addressed by the regional council alone, whereas many others require joint adventures between the North Texas Regional P-16 Council and the other key stakeholders.

1. Although slower than the state, the regional council continued to grow on diversity from 2009 to 2010 and had a higher percentage of diversity in the ECE-12 students than the state in 2010, thus, it is critical for the schools in the regional council to be ready for the growing and greater diversity, especially for the fast rise of the Hispanic and low SES students.

2. It appears that there has been a tendency of "regression to the mean" in both the general population in north Texas and the ECE-12 students in the regional council. In other words, small counties/school districts have grows faster than the large ones. Hence, we should prepare and plan for such a change trend.

3. Although the regional council had significantly improved on accountability ratings from 2009 to 2010, as reflected in the increase of 'Exemplary' and the decline of 'Academically Unacceptable', it had grown much slower than the state in the same period. The regional council needs to identify the key factors leading to relatively slow growth in the council, and implement proper action plans to catch up with the state on accountability ratings.

4. On AYP evaluations, although the regional council was 7% higher than the state in 2010, and had grown faster than the state either in the 2-year interval from 2009 to 2010 or in the seven-year interval from 2004 to 2010, the status and the growth of AYP evaluations were much less satisfactory than those on accountability ratings in the regional council. We definitely need to understand why the improvement on accountability ratings was so dramatic, whereas the progress on AYP evaluations was so still if not worsening.

5. On public PK enrollment, the regional council had grown slower than the state either from 2009 to 2010 or from 2004 to 2010. Hence, the North Texas Regional P-16 Council needs to work collaboratively with the slowly growing ISDs to boost the public PK enrollment.

6. On elementary TAKS tests, there were two major concerns. Firstly, Region XI needs to improve faster to catch up with Region X in the neighborhood. Secondly, as the African American group was the lowest on the Grade 5 mathematics TAKS test, we may need to examine if the African American group was also the lowest on the TAKS tests in mathematics in other grades. Then, we should implement effective programs to help the African American students.

7. Similarly, the trend analysis on the eight-year data from 2003 to 2010 has found that certain low performance groups/entities did not show higher growth rates such as the male students in Grade 3

reading, the female students in Grade 5 mathematics, the lowly performed African American group and the ESC Region 11. We should pay more attention to these low performance groups/entities in order to close the gaps.

8. The biggest issue on secondary TAKS tests was that some tests had not positively grown on meeting the minimum and commended standards from 2009 to 2010 as desired. Particularly, Grade 6 reading had dropped notably on meeting both of the standards. We do not know if such a decline was related to the changes in the test itself or the performances of the students. Additionally, the growth on the commended performance deserves more attention as it was lower than that on meeting the passing standards.

9. On retention rates in Grades 6-12, the state, the ESC Regions 10 and 11, and most of the 14 ISDs in the regional council had made remarkable progress from 2006 to 2009. Thus, we should repeat the best practices to further reduce the retention rates in the African American, Hispanic, low SES, and male students.

10. On high school students taking advanced course/dual enrollment in 2009, while we should strive to increase the percentages in all of the groups as the ratios were only around 25% in most groups, we may need to particularly focus on the ones with the relatively low percentages such as Region 11, the African American, the Hispanic, the low SES, or the male students. For the differences among the ISDs, we found that the Dallas and Fort Worth ISDs had performed well, especially in the African American, Hispanic, and low SES groups, whereas the Mesquite ISD was low in most of the groups. Clearly, the most important question is to know why the two largest ISD did so well in the three normally low performance groups and why the Mesquite ISD was so surprisingly low on this indicator. Then, we should identify the key success factors and learn from the best practices.

11. On the performance of 11-12th graders participated in the AP/IB tests, two findings deserve special attention. First, the African American group was about 5% lower than the Hispanic group, and males were also 5% lower than females. We should make extra efforts to help the African American and the male students. Second, there were few changes from 2008 to 2009 in most of the groups in the state or Regions 10 and 11. We need to improve the ratio of 11-12th graders taking AP/IB tests.

12. On 4-year completion rate, the Dallas ISD had the lowest percentage on 'Graduated', Completion Rate I, or Completion Rate II. Thus, we should take necessary actions to improve the performances in the Dallas ISD. In addition, we need to provide more helps to the African American, Hispanic, low SES, and male students as well.

13. As stated in the earlier reports, we need to increase the ratio of students graduating with DAP in both the regional council and the state.

14. On college readiness, we need to improve more on college-ready in mathematics, especially in African American students.

15. We need to increase higher education enrollment, especially 4-year enrollment, in the regional council or in the four counties in north Texas.

16. The local community colleges need to be ready the fast growth of Hispanic students.

17. We should make every effort to enroll more African American and Hispanic male students in higher education, especially in the 4-year institutions. Furthermore, we need to support them to complete the higher education successfully with a degree/certificate.

18. We need to develop effective programs and action plans to close the gaps between the Metroplex region and the state on higher education enrollment and attainment.

Introduction to the 2010 Report

Texas has adopted *Closing the Gaps by 2015: The Texas Higher Education Plan* since 2000 to close the educational gaps within Texas and to catch up with other leading states in the nation. By the end of the school year 2010, Texas was on a strong trajectory to meet the statewide goals for participation and success. More specifically, the ratio of the actual total higher education enrollment over the target in 2010 was 20%, and the ratio of the actual degrees awarded over the target in 2010 was approximately 3.3%. Thus, Texas still aims at to be a national leader and global competitor in postsecondary educational attainment in the remaining five years. However, while the state had made tremendous progress over the past 10 years, great challenges persist. Particularly, the Hispanics and African American males continue to lag behind peers in both higher education enrollment and attainment (THECB, 2011a, 2011b). Unfortunately, the THECB has not yet published similar performance data related to the participation and success goals at the regional level in a graphic or other form.

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. This year, as the newly released Texas Higher Education Regional Data was also utilized, the scope was shifted to the Metroplex region or Region 3 when the data source was used. For the most part, the Metroplex region by the THECB coincides with the ESC Regions 10 and 11 by the TEA. However, the former appears to be larger than the latter as it contains more higher education institutions and municipal counties. This large diverse region in north Texas creates many opportunities and challenges related to college and career readiness.

The earlier gap analysis reports revealed that the north Texas typically was around the statewide average or below-average on most of the indicators. For instance, on higher education enrollment in 2009, the Metroplex region ranked at the 7th, 4th, 6th places in the 10 regions in the state for the White, African American, and Hispanic students, respectively. On higher education attainment as measured by the percentage of baccalaureate degree or higher, this region ranked at the second position in 2000. However, it dropped to the sixth place in 2009 as measured by the percentage of higher education degree or certificate in Texas based on the 1998 seventh grade cohort study. Furthermore, for the Hispanic students in the cohort study, the Metroplex region was at the last position among the 10 Texas higher education regions. Moreover, this region demonstrated the largest gender gaps on higher education enrollment and attainment (THECB, 2010). Thus, we should focus more on the Hispanic, African American, economically disadvantaged, and limited English language students, especially the African American and Hispanic male students to meet the regional targets of *Closing the Gaps by 2015*.

In 2009, the THECB supplied 12 core data elements to its regional council members as in 2008. However, the THECB did not provide any data or indicators to the regional councils anymore in 2010. Instead, each regional council was suggested to find and use the proper data elements and indicators for the gap analysis. In an effort to maximize the similarity between the present gap analysis and the previous two ones, we had chosen the data elements as listed in Table 1 below after a systematic data search. The

data elements were contrasted with the ones in 2009 if possible. A new block in Table 1 focuses on the newly available Texas Higher Education Regional Data. Additionally, we analyzed the 1998 seventh grade cohort data thoroughly as they addressed higher education enrollment and attainment by gender and ethnicity simultaneously. The table clearly indicates the 2010 gap analysis focused on postsecondary education including college readiness, higher education enrollment, and higher education attainment

Table 1 *The Comparison of the Selected Data Elements and Indicators in the 2009 and 2010 Reports*

2009 Gap Analysis	2010 Gap Analysis
Demography and Changes	***Demography and Changes***
1. Demographic change in the four north Texas counties from 2008 to 2009	1. Demographic change in the four north Texas counties from 2009 to 2010
2. Student's demography in the regional council from 2003 to 2009	2. Student's demography in the regional council from 2003 to 2010
3. Accountability Ratings and AYP in the regional council from 2004 to 2009	3. Accountability Ratings and AYP in the regional council from 2004 to 2010
PK-5 Indicators	***PK-5 Indicators***
1. # Children enrolled in public PK in 2008-09 in the council (total and sub groups)	1. # Children enrolled in public PK in 2009-10, but no data for the demographic groups
2. # 1st graders meeting standard for 2nd grade in 2008 in the council	2. Data for the numbers of 1st graders enrolled in ARI and AMI in 2008-09 were not available.
3. % students met minimum and commended standards on TAKS in Grade 3 reading, Grade 4 writing, and Grade 5 mathematics in 2008-09 in the council	3. % students met standards on TAKS in G3 reading, G4 writing, and G5 mathematics in 2009-10 in ESC Regions 10 and 11, but no data on commended performances.
4. Trend Analysis: # Children enrolled in public PK in the council from 2004 to 2009	4. Trend Analysis: # Children enrolled in public PK in the council from 2004 to 2010
5. Trend Analysis: % of students met standards on the three TAKS tests from 2003 to 2009 (ESC Regions 10 and 11)	5. Trend Analysis: % of students met standards on the three TAKS tests from 2003 to 2010 (ESC Regions 10 and 11)
Middle School Success Indicators	***Middle School Success Indicators***
1. Distribution of scale TAKS scores for Grade 6 reading and math; Grade 7 reading, math, and writing, and Grade 8 reading, math, and science in the council (2009 vs. 2008)	1. % met standards and commended performances on the scale TAKS scores for the same eight TAKS tests in Regions 10 and 11 (2010 vs. 2009)
2. Trend Analysis: Retention rate for 6th- 12th graders from 2006 to2008 in the state, the	2. Trend Analysis: Retention rate for 6th- 12th graders from 2006 to2009 in the state, the

ESC Regions 10 and 11, and the 14 ISDs.	ESC Regions 10 and 11, and the 14 ISDs.

(table continues)

Table 1 (*continued*)

High School Success Factors	***High School Success Factors***
1. # 1st time 9th graders taking 10th grade level course in the council (2009)	1. Advanced Course/Dual Enrollment Completion of 9-12th Graders in ESC Regions 10 and 11 (2008 and 2009)
2. # 1st time 9th graders advance to 10th grade on time in the council (2008)	
3. 12th graders taking advanced coursework in the council (2009)	2. AP/IB Results (Tested) of 11-12th Graders in ESC Regions 10 and 11 (2008 and 2009)
4. Outcomes for the 9th grade cohort (2004-05) that graduated with MHP, RHSP, or DAP; continued, earned GED, dropped out, or as other leavers in the council (2008)	3. Percent of 4-Year Completion Rate in Four Different Categories in Classes of 2008 and 2009
	4. Completion Rate I and Completion Rate II in Classes of 2008 and 2009
5. Trend Analysis: High school students graduated with MHP/IEP, RHSP, or DAP from 1998 to 2008	5. Trend Analysis: High school students graduated with MHP/IEP, RHSP, or DAP from 1998 to 2009
Higher Education Success Factors	***Higher Education Success Factors***
1. # high school graduates were college-ready in the council (2007-08)	1. # high school graduates were college-ready in the council (2008-09)
2. # high school graduates directly enrolled into higher education in the council (2007-08)	2. # high school graduates directly enrolled into higher education in the council (2008-09)
3. College-ready in English, math, and both from 2006 to 2008 in ESC Regions 10 and 11	3. College-ready in English, math, and both from 2006 to 2009 in ESC Regions 10 and 11
4. # high school graduates earned higher education degree or certificate within 6 years (classes of 2000, 2001, and 2002) in the council (2007-08)	4. Percent of Receiving Degree/Certificate for High School Graduates in 2001, 2002, and 2003 in Region 3 and the state in 2008-09
5. Trend Analysis: College readiness on TSI Higher Education Readiness Component on English language arts and math in ESC Regions 10 and 11 from 2004 to 2009	5. Trend Analysis: College readiness on TSI Higher Education Readiness Component on English language arts and math in ESC Regions 10 and 11 from 2004 to 2010
6. Trend Analysis: High school graduates enrolled in higher education the following fall from 2007 to 2009 in north Texas	6. Trend Analysis: High school graduates enrolled in higher education the following fall from 1996 to 2009 in north Texas

(table continues)

Table 1 (*continued*)

Regional Students in Higher Education	Regional Students in Higher Education
	1. Regional Residents' Enrollment in Texas Higher Education in 2009
	2. Regional Residents' Enrollment in Texas Public Higher Education Institutions by Ethnicity in 2000 vs. 2009
	3. Public Higher Education Enrollment by Gender and Ethnicity in Fall 2009 in Region 3
	4. Percentage of Receiving Degree/Certificate for High School Graduates in 2001, 2002, and 2003 in Region 3 vs. the State (identical to indicator 4 in the previous section)
	5. Regional Residents' Graduation Rates with Baccalaureate or Higher Degrees within 6 Years vs. 10 Years of Fall 1999 1st Time Undergraduate Cohorts at Public Community and Technical Colleges and at Public Universities
	6. FY 1998 7th grade cohort tracked through FY 2009 higher education in Region 3 vs. the State
	7. FY 1998 7th grade cohort tracked through FY 2009 higher education by ethnicity and gender in Region 3
	8. FY 1998 7th Grade Cohort Tracked through FY 2009 Higher Education for Hispanic Students in Region 3 vs. the State
	9. FY 1998 7th Grade Cohort Tracked through FY 2009 Higher Education for African American Students in Region 3 vs. the State
	10. FY 1998 7th Grade Cohort Tracked through FY 2009 Higher Education for White Students in Region 3 vs. the State
	11. FY 1998 7th Grade Cohort Tracked through FY 2009 Higher Education for African American, Hispanic, and White Female students in Region 3 vs. the State
	12. FY 1998 7th Grade Cohort Tracked through FY 2009

	Higher Education for African American, Hispanic, and White Male students in Region 3 vs. the State

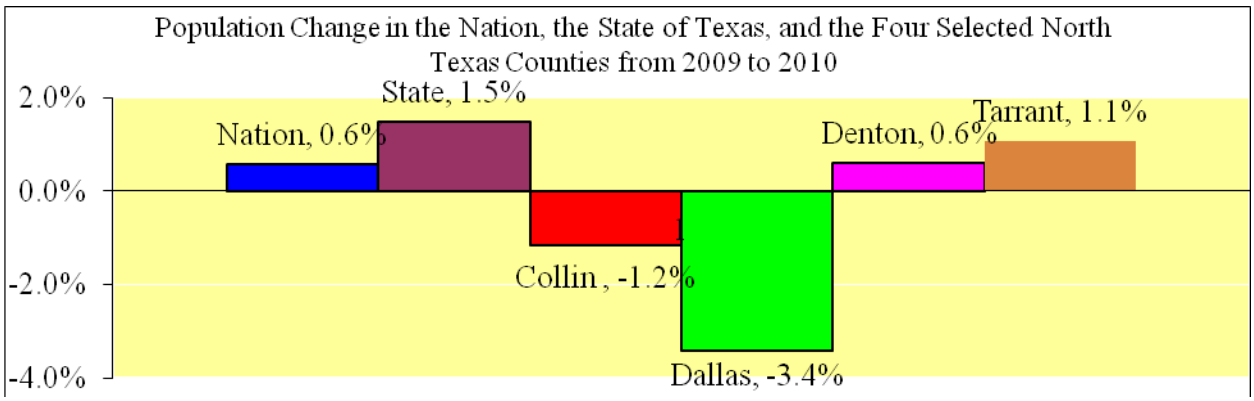
Demographic References for This Report

Texas is the second largest state in population in the United States after California. It also ranked second in the nation on proportion of Hispanic/Latino after California in 2010. In addition, it has been one of the fastest growing states in the nation in the past 10 years. The population growth rate from 2000 to 2010 was 20.6%, more than double of the national average 9.7% and ranked 5th in the nation after Nevada (35.1%), Arizona (24.6%), Utah (23.8%), and Idaho (21.1%) (U. S. Census of Bureau, 2010). Within the state, our Metroplex region has been the most populous one, and was anticipated to grow at the most rapid rate of pace from 2009 to 2015, with a 16.3% increase in population. The African American population was also projected to have the greatest growth rate at 13.4% in the 10 Texas Higher Education Coordinating Board regions. Meanwhile, the Hispanic population in the region was estimated to increase 25.6% as well. On the other hand, the White was predicted to increase only 3.9% in the same period (THECB, 2010). Moreover, there have been large variations on socio-demographic profiles in the north Texas counties. Thus, it is worthwhile to closely examine the socio-demography and the changes in north Texas.

Regional Demography and Changes

Figure 1 shows the percentages of population changes in the nation, the state of Texas, and the four north Texas counties from 2009 to 2010 based on the newly released U. S. 2010 Census Data from the U. S. Census Bureau website. Both the nation and the state of Texas had positive growth rates, and Texas at the rate of 1.5% was even more than twice faster than the nation at 0.6% from 2009 to 2010. However, the growth from 2009 to 2010 appeared to be slower than that from 2008 to 2009 in the nation or the state as the rates were 1.0% and 1.9%, respectively, from 2008 to 2009. In addition, none of the four local counties were faster than the state. Furthermore, Dallas and Collin Counties even had negative growth at -3.4% and -1.2%, respectively. Thus, the population change in north Texas from 2009 to 2010 was quite different from that from 2008 to 2009 which demonstrated that the north Texas had grown faster than the state as shown in Figure 1 in the previous report.

Figure 1 *Population Change in the Nation, the State, and North Texas from 2009 to 2010*

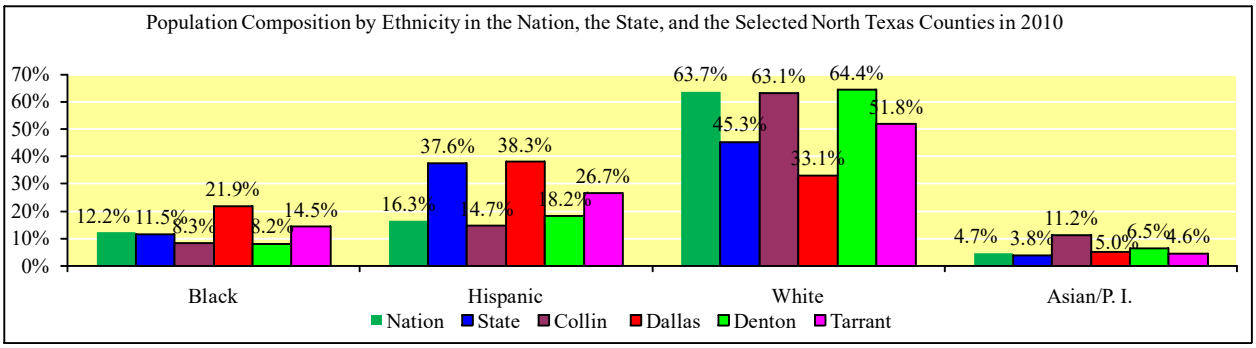


Source: U.S. Census Bureau: 2010 Census Data (http://2010.census.gov/2010census/data/)

Figure 2 below displays the ethnic composition of the population in the nation, the state of Texas, and the four north Texas counties in 2010. By 2010, the nation had 63.7% of White. Among the rest 36.3% people of color, 12.2% were African Americans, 16.3% were Hispanics, 4.7% were Asians/Pacific Islanders, and the remaining 3.1% in multi-racial or other minorities were not graphed. The state of Texas had similar ratios of African Americans and Asians/Pacific Islanders as the nation. However, the ratio of Hispanics was 37.6% in the state, more than double of the national average. Subsequently, Texas had only 45.3% of Caucasians in 2010. Among the four north Texas counties, Collin and Denton Counties were close to the nation average. Dallas County had the largest degree of diversity as evidenced in the lowest percentage of Caucasians. It was also higher than the state on every non-Caucasian group. Tarrant County had 51.8% Caucasians, lower than the nation average 63.7%, but higher than the state average 45.3%. Hence, the diversity in Tarrant County was higher than the nation but lower than the state.

When comparing the ethnic composition in 2010 with that in 2008 (see the 2009 Gap Analysis Report), it was found that both the nation and the state had dropped 1.9% in White. Meanwhile, Collin, Dallas, Denton, and Tarrant Counties in north Texas had decreased 3.2%, 2.1%, 3.1%, and 2.4% in White, respectively. Thus, the diversity had increased 1.9% in the nation and the state. And the four north Texas counties had grown even faster than the nation or the state. In the three non-Caucasian groups, the African American group had slightly dropped 0.6% and 0.4% in the nation and the state, respectively. However, all of the four counties in north Texas had somewhat increased at 0.3%, 1.2%, 0.1%, and 0.3%, respectively. The Hispanic group had grown 0.9% and 1.1% in the nation and the state. All but Dallas County in north Texas also had positive growth. The growth rates ranged from 0.4% in Collin County to 1.1% in Denton County. For the Asian/Pacific Islander group, the nation and the state had increased 0.2% and 0.3%. The four north Texas counties also had positive growth at a rate of 1.4%, 0.4%, 0.9%, and 0.3%, respectively. In short, the state was fairly similar to the nation on the change of ethnic groups from 2008 to 2010. And north Texas was even faster than the state towards diversity in the same period.

Figure 2 ***Demographic Profiles in the Nation, the State, and the North Texas Counties in 2010***



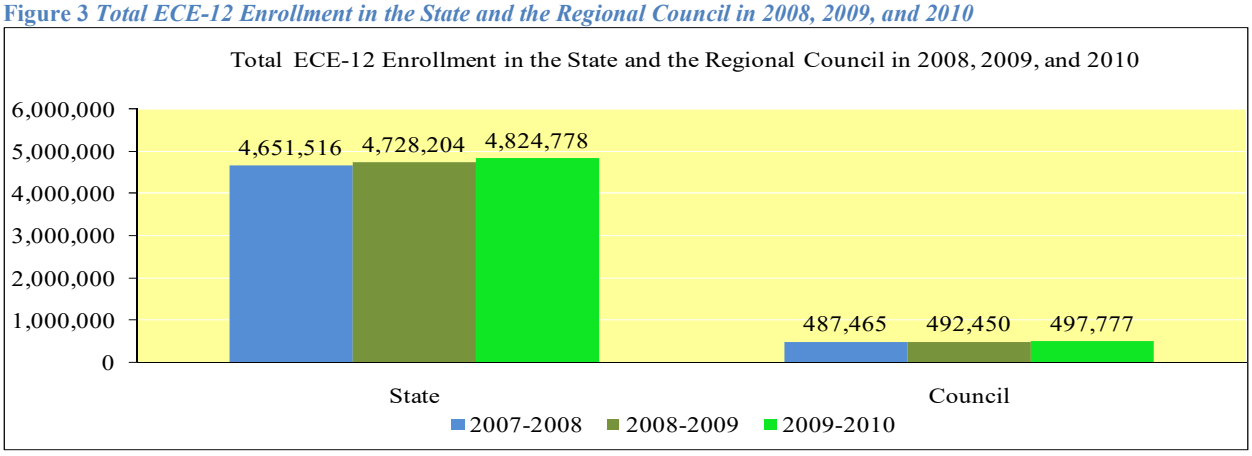
Source: U.S. Census Bureau: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

Regional School District Demography in 2009-2010 and Changes

This section concentrates on the school demography in the school year 2009-2010, in comparing with that in the previous school year. It also tracks the changes over the 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 displays the latest 5-year data only. Thus, the 2003-2004 and 2004-2005 data, which were available in the earlier years, are no longer on the website this year. Subsequently, they were copied from the 2008 and 2009 reports for the trend analysis in this report.

Figure 3 simply lists the total ECE-12 student size in the state and the North Texas Regional P-16 Council in the three school years of 2007-08, 2008-09, and 2009-10. It clearly demonstrates that the total enrollment had increased each year in the two entities. However, the ratio of the total student size in the regional council had slightly decreased from 10.5% in 2008, to 10.4% in 2009, and finally to 10.3% in 2010. In other words, the state appeared to grow faster than the regional council in the past three years. This point becomes more obvious in Figure 4 below.

Figure 3 ***Total ECE-12 Enrollment in the State and the Regional Council in 2008, 2009, and 2010***

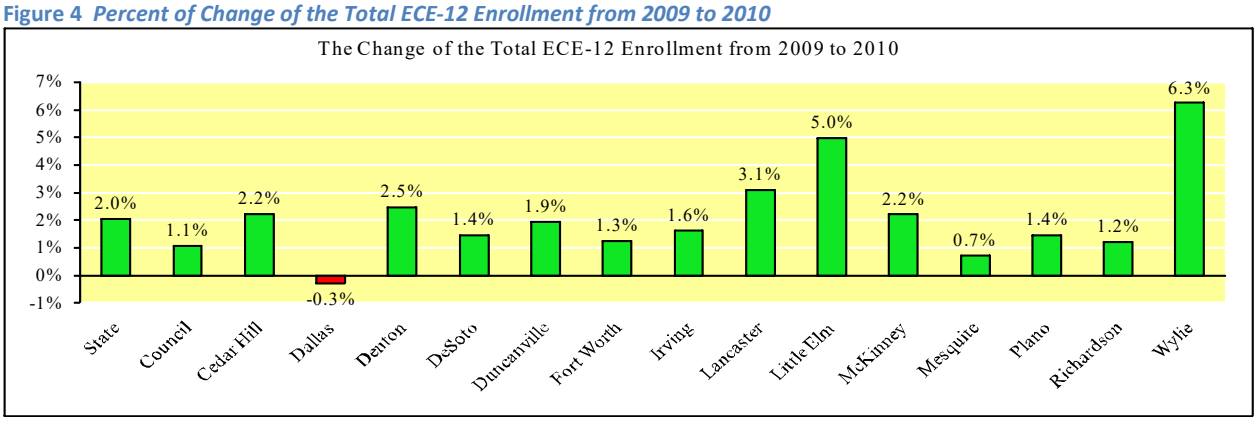


Source: TEA AEIS Report, 2007-2008, 2008-2009, and 2009-2010

Figure 4 displays the percentage of change in the state, the regional council, and the 14 member school districts from 2009 to 2010. The state had increased at a rate of 2%, approximately twice faster

than the regional council. The slower growth rate in the regional council was largely attributed to the decline in the Dallas ISD, the largest one in the council. In addition, the Fort Worth ISD, the second largest one in the council, and the other four medium ISDs (i.e., Irving, Mesquite, Plano, and Richardson) also had the growth rates below the statewide average. Thus, although there were tremendous growth in some small ISDs (e.g., Wylie and Little Elm), the fast increase in these small districts were not sufficient enough to offset the slow growth in the large and medium ones.

Figure 4 *Percent of Change of the Total ECE-12 Enrollment from 2009 to 2010*

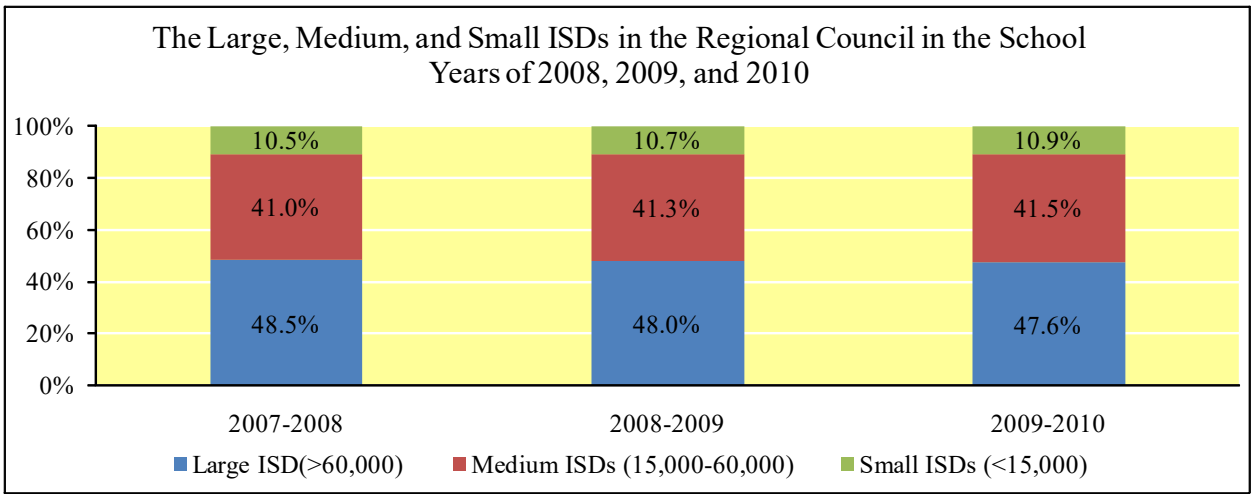


Source: TEA AEIS Report, 2008-2009 and 2009-2010

In the previous report, we also examined the change rate of the total enrollment in the state, the regional council, and the 14 ISDs from 2008 to 2009. The findings in the current and the previous reports were similar: (a) the council grew slower than the state, (b) the Dallas ISD had decreased, (c) large and medium districts tended to have slow growth, and (4) small ISDs were likely to have fast changes. The Lancaster ISD appeared to be an exception. It had the largest decline in the regional council at 3.1% from 2008 to 2009. However, it demonstrated a notable increase of 3.1% from 2009 and 2010 as desired.

In the 2008 and 2009 reports, we categorized the 14 ISDs in the regional council into three types based on the total student size: large (Dallas and Fort Worth), medium (Denton, Irving, McKinney, Mesquite, Plano, and Richardson), and small (Cedar Hill, DeSoto, Duncanville, Lancaster, Little Elm, and Wylie). These three categories appeared to be still valid in 2010. Figure 5 further displays the ratios of the three types of districts in the school years of 2008, 2009, and 2010. It demonstrates that the small and medium ISDs had gradually grown, whereas the large ISDs had steadily declined in the past three years.

Figure 5 *Percent of the Total Enrollment in the Three Types of Districts in the Council in 2008 - 2010*

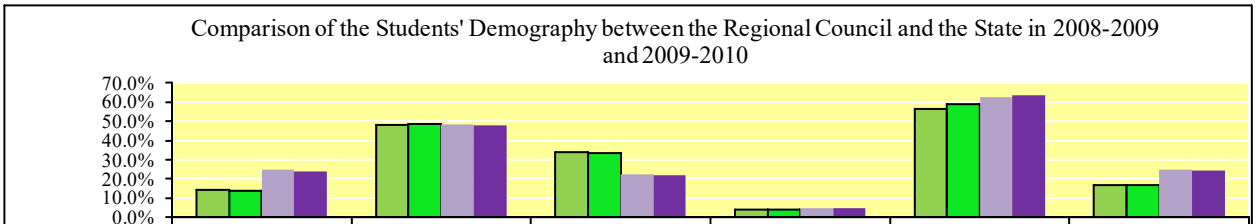


Source: TEA Academic Excellence Indicator System Report, 2007-2008, 2008-2009, and 2009-2010

Overall, the findings from the above three figures on the total ECE-12 student enrollments in the three school years reveal three important change trends. First, the state, the regional council, and most of the school districts had slightly increased the total ECE-12 student enrollment. Second, the regional council appeared to be slower than the state. Finally, small and medium ISDs were more likely to have fast changes, whereas the large ISDs had changed slowly.

Figure 6 further compares the demographic composition of the total ECE-12 students in the regional council with that in the state in 2009 and 2010. Overall, the difference between the council and the state in 2010 was fairly similar to that in 2008 and 2009. The regional council still had a greater degree of diversity than the state in 2010. More specifically, the council was higher than the state in African American, low SES, and LEP students. But it was comparable to the state in Hispanic and Other Minorities. Furthermore, both the regional council and the state had decreased in White at 0.5% and 0.7%, respectively, from 2009 to 2010. However, different from the faster growth of Hispanic in the regional council from 2008 to 2009, the council had declined 0.5% from 2009 to 2010 in Hispanic, whereas the state had grown 0.7% in the same period. The changes in other demographic groups between the council and the state from 2009 to 2010 were similar: a continuing decrease of African American and a steady increase of low SES, and little change in Other Minorities and LEP. Hence, it appears that although the regional council was even more diverse than the state in 2010, its growth towards diversity had been slower than the state from 2009 to 2010.

Figure 6 *Students' Demography between the Council and the State in 2009 and 2010*

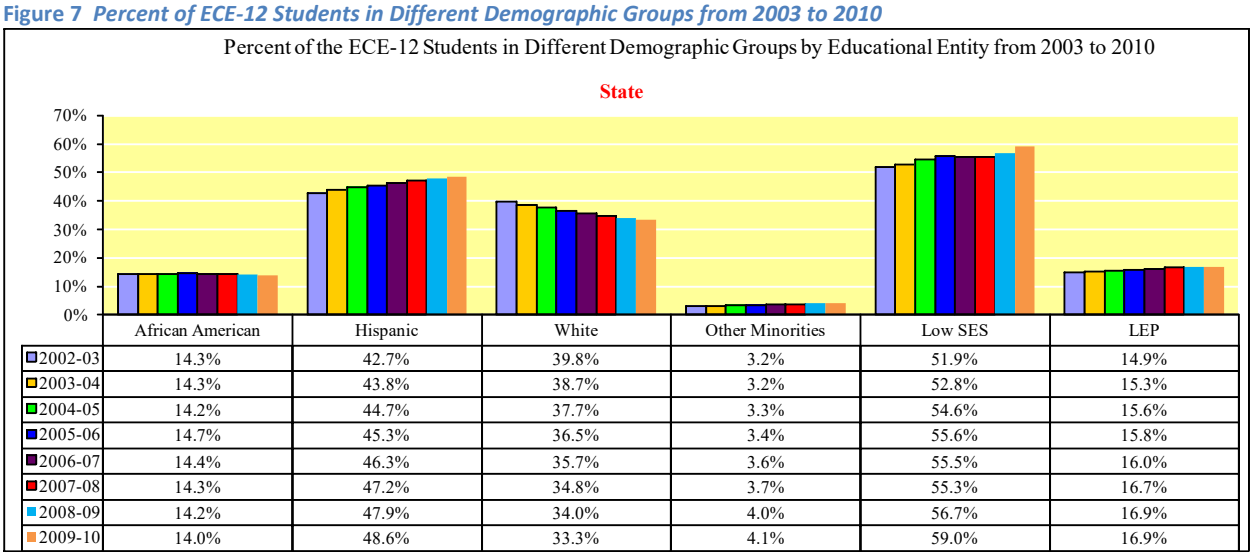


	African American	Hispanic	White	Other Minorities	Low SES	LEP
State in 2009	14.2%	47.9%	34.0%	4.0%	56.7%	16.9%
State in 2010	14.0%	48.6%	33.3%	4.1%	59.0%	16.9%
Council in 2009	24.7%	48.3%	22.3%	4.7%	62.7%	25.0%
Council in 2010	23.8%	47.8%	21.8%	4.7%	63.7%	24.5%

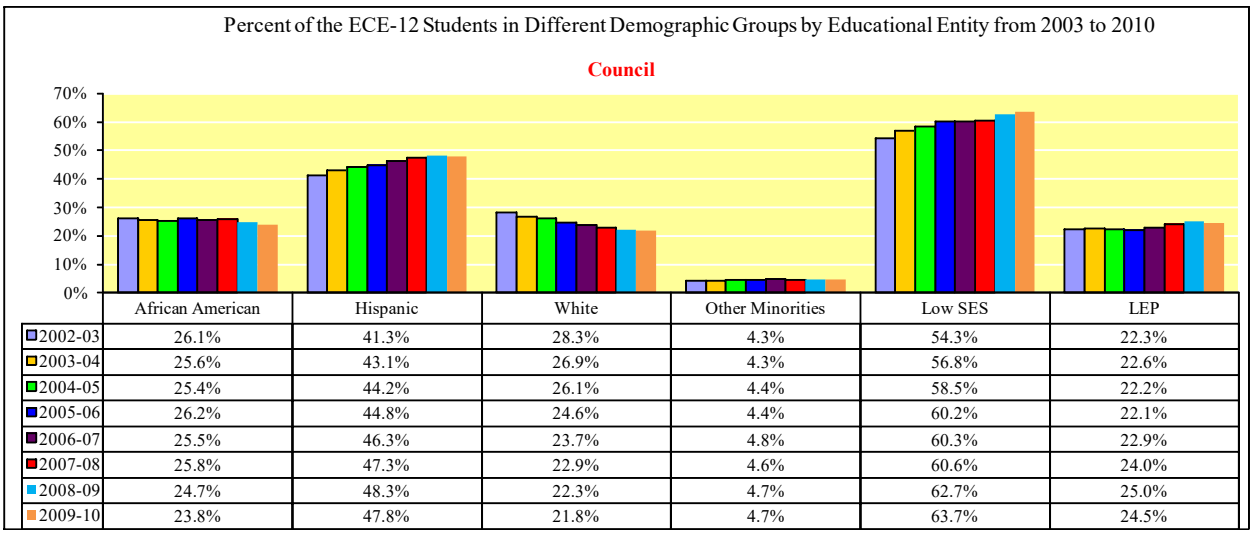
Source: TEA Academic Excellence Indicator System Report, 2008-2009 and 2009-2010

Table 8, with a combo box, in the Excel document lists the percentages of the total ECE-12 enrollment in different demographic groups in the past eight years from 2003 to 2010 in the state, the regional council, and the 14 member school districts. It is the first of many in that document that uses a drop-down list box for a consolidated presentation of data. As before, this Word version of the report typically only displays the charts for the state and the regional council. The charts at the district level were left to the Excel version of the report. Figure 7 below presents the percentages in different demographic groups in the state and the council from 2002-2003 to 2009- 2010. Overall, the regional council and the state demonstrated the same change trend – the steady growth of diversity in terms of consistent decline of White in the 8-year period. On the other hand, students from the underrepresented background had progressively increased, especially in the Hispanic and low SES groups. Students in LEP and other minorities also demonstrated a positive growth. However, the African American students appeared to be declining, especially in the regional council. Additionally, it should be noted that these change patterns in the state and the regional council were not always true in every school district. For instance, although the council overall had a negative growth in African Americans, the three ISDs in the African American communities in south Dallas (i.e., Cedar Hill, Desoto, and Lancaster) had experienced an unwavering growth in African American students from 2003 to 2010 as shown in Table 8 in the Excel document.

Figure 7 *Percent of ECE-12 Students in Different Demographic Groups from 2003 to 2010*



	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%
2009-10	14.0%	48.6%	33.3%	4.1%	59.0%	16.9%



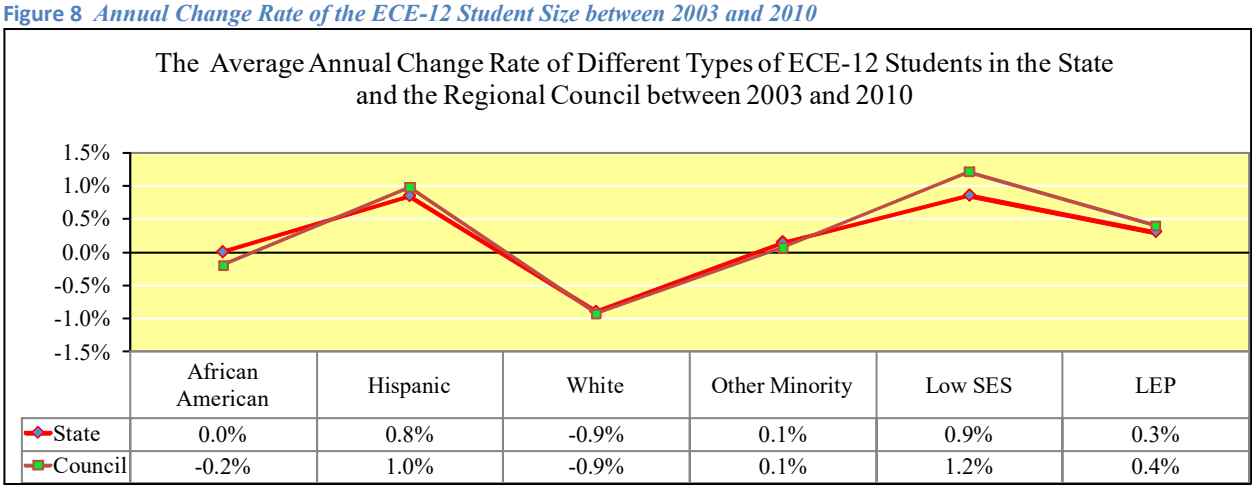
	African American	Hispanic	White	Other Minorities	Low SES	LEP
2002-03	26.1%	41.3%	28.3%	4.3%	54.3%	22.3%
2003-04	25.6%	43.1%	26.9%	4.3%	56.8%	22.6%
2004-05	25.4%	44.2%	26.1%	4.4%	58.5%	22.2%
2005-06	26.2%	44.8%	24.6%	4.4%	60.2%	22.1%
2006-07	25.5%	46.3%	23.7%	4.8%	60.3%	22.9%
2007-08	25.8%	47.3%	22.9%	4.6%	60.6%	24.0%
2008-09	24.7%	48.3%	22.3%	4.7%	62.7%	25.0%
2009-10	23.8%	47.8%	21.8%	4.7%	63.7%	24.5%

Source: TEA Academic Excellence Indicator System Report from 2002-2003 to 2009-2010

As the two previous gap reports, this 2010 report also conducted the trend analysis on the dynamic changes of the total ECE-12 enrollment in different demographic groups from 2003 to 20010 as measured by the average annual growth rate. As before, an average annual growth rate is still defined as the coefficient on the linear regression equation of the trend line for a group in an educational constituent. Refer to the 2008 report for an example on how to obtain the regression coefficient if interested. However, different from the last two reports, the present one only displays the average annual change rates in the state and the regional council as shown in Figure 8 below. The change rates in the eight-year period from 2003 to 2010 for the 14 member districts were omitted this year for simplicity. Figure 8 shows that the regional council and the state generally had the same change trends: about 1% decline in White, approximately 1% increase in Hispanic and low SES, small positive growth rates on Other

Minorities and LEP, and zero or small negative change rates in African American. However, the regional council appeared to grow slightly faster than the state on Hispanic, low SES, and LEP students. Thus, these growth rates indicate that diversity had been growing in north Texas as in the state, with an even faster rate in Hispanic, Low SES, and LEP groups in the school years from 2002-03 to 2009-10.

Figure 8 *Annual Change Rate of the ECE-12 Student Size between 2003 and 2010*

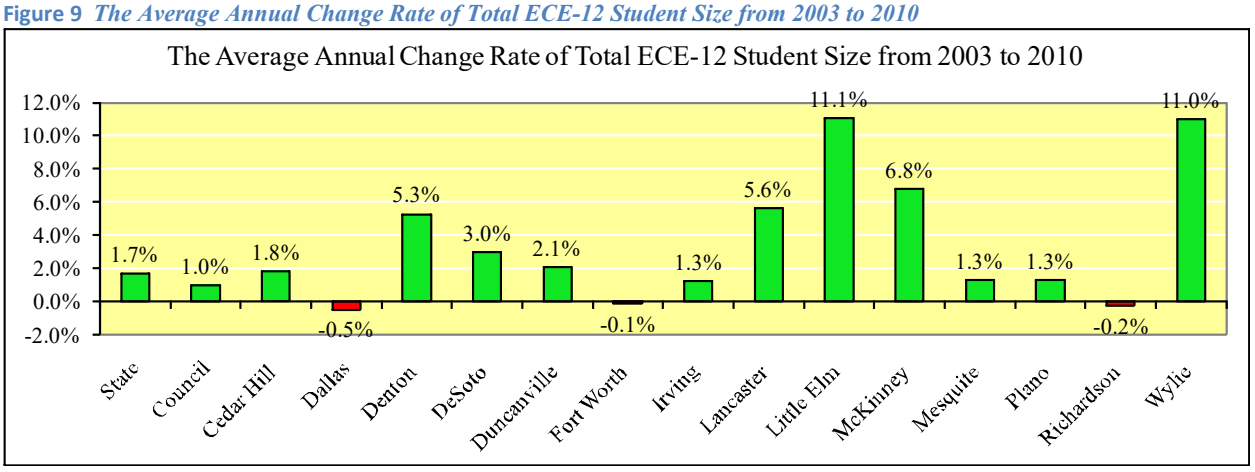


	African American	Hispanic	White	Other Minority	Low SES	LEP
State	0.0%	0.8%	-0.9%	0.1%	0.9%	0.3%
Council	-0.2%	1.0%	-0.9%	0.1%	1.2%	0.4%

Source: TEA Academic Excellence Indicator System Report, from 2002-2003 to 2009-2010

For the third time, the gap analysis in the North Texas Regional P-16 Council has performed the trend analysis on the overall growth of the total ECE-12 student size in the state, the regional council, and the 14 member school districts in the past eight years by computing the average annual growth rate. Once again, the average annual growth rate was computed as the mean of the change rates for the seven consecutive 2-year intervals. Refer to the same section in the previous report for details if interested. Figure 9 below indicates that the state and the regional council had grown at a rate of 1.7% and 1.0%, respectively, in the eight school years. The council was slightly slower than the state. Within the council, variations existed in the school districts. Large and medium ISDs had small or even negative growth rates, whereas the small ones were likely to experience rapid positive growth.

Figure 9 *The Average Annual Change Rate of Total ECE-12 Student Size from 2003 to 2010*



Source: TEA Academic Excellence Indicator System Report, from 2002-2003 to 2009-2010

The findings on the school demography and its changes in Figures 3-9 above can be summarized as follows. First of all, the regional council had approximately 10% of the total ECE-12 student size in the state in 2010. Secondly, the council had demonstrated the similar change trends as the state from 2003 to 2010: steady increase of students from the underrepresented families and constant decrease of Caucasian students. Thirdly, although the council was similar to the state on the general trends, it had been different from the state on two aspects: slower growth rate for the total student size and faster growth rate on Hispanic and low SES students. Last, but not the least, the large and medium ISDs demonstrated slow change rates, and the small ones had experienced fast growth.

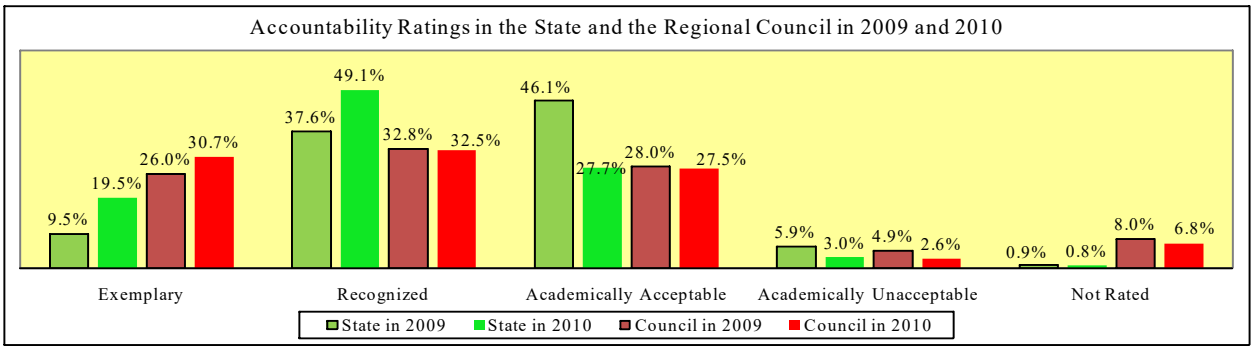
Accountability Ratings and Adequate Yearly Progress (AYP) in 2010 and Changes

Similar to the previous two reports, this section primarily focuses on school accountability ratings and Adequate Yearly Progress (AYP) evaluations with updated data. It has the same two sections as in 2008 and 2009. Section one first presents the percentage of schools in each categories of accountability ratings and AYP evaluations in the state and the regional council in 2010, in parallel with that in 2009. Section two then tracks the change trends on accountability ratings and AYP evaluations from 2004 to 2010 in the state, the council, and the 14 ISDs. Once again, the data for the regional council was figured out based on the data for the 14 member school districts from the TEA's Lone Star Report System website (http://loving1.tea.state.tx.us/lonestar/Home.aspx). Refer to the 2008 Gap Analysis Report for the procedures to derive a percentage for the regional council if interested.

Accountability Ratings and AYP Evaluations in 2009-2010

Figure 10 first displays the percentages of school by the category of accountability ratings in the state and the regional council in 2009 and 2010. In 2010, the regional council had 30.7% of schools rated as 'Exemplary', 11.2% higher than the state. But it had only 32.5% of schools on 'Recognized', 16.6% lower than the state. Hence, the regional council had a total ratio of 63.2% in the top two categories, 5.4% lower than the combined ratio of 68.8% in the state. Thus, on these two top categories, although the council had significantly increased 14.4% from 2009 to 2010, the state had grown even more at 21.7% in the same period. Part of the reason for the dramatic increase in the state is possibly the massive shift from 'Academically Acceptable' to 'Exemplary' or 'Recognized' from 2009 to 2010. In short, the regional council overall was comparable to the state on 'Academically Acceptable' and 'Academically Unacceptable'. But it was about 5% lower than the state on the combination of 'Exemplary' and 'Recognized' in the school year of 2010.

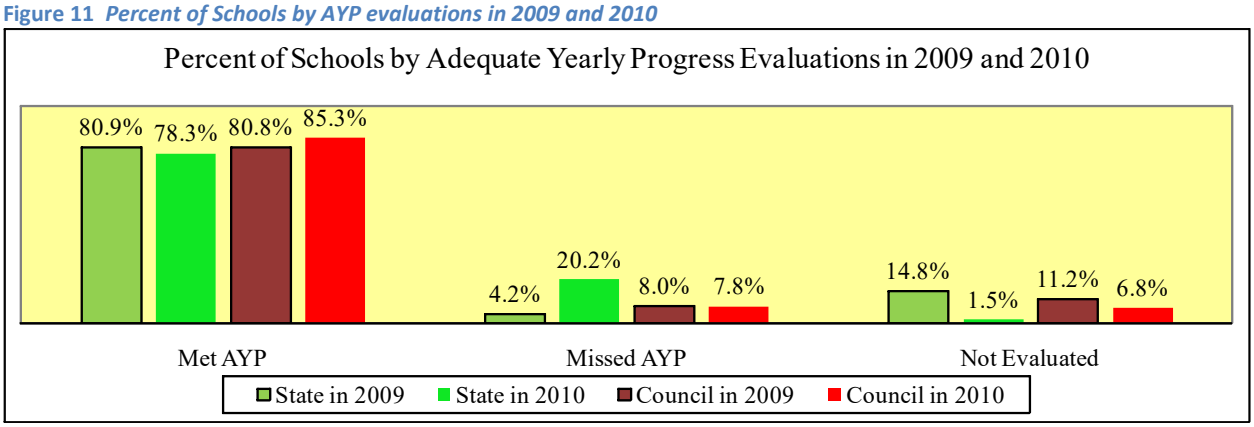
Figure 10 *Percent of Schools by Accountability Ratings in 2009 and 2010*



Source: Lone Start Reports - Accountability Ratings: 2009 and 2010 (http://loving1.tea.state.tx.us/lonestar/Home.aspx).

On AYP evaluations, as shown in Figure 11, 85.3% of the schools in the North Texas P-16 Regional Council had met the AYP standards in 2010, increasing 4.5% from 80.8% in 2009. However, the state had decreased to 78.3% from 80.9% in the same period. On the other hand, the state had a sharp increase of 16% on the category of 'Missed AYP' from 2009 to 2010, whereas the regional council had only 7.8% of schools rated as 'Missed APY' in 2010, slightly slower than the ratio of 8.0% in the previous year. Thus, the regional council had surpassed the state 7% on 'Met AYP' from the comparable rates in 2009. In conclusion, the North Texas P-16 Regional Council had made notable progress on 'Met APY' from 2009 to 2010, whereas the state had become deteriorated as witnessed in the decline of the ratio on 'Met AYP' and the increase of the percentage on 'Missed AYP' in the same period. Consequently, by the end of the school year 2010, the regional council had outperformed the state on AYP evaluations from the comparable levels in 2009 and the inferior position in 2008.

Figure 11 *Percent of Schools by AYP evaluations in 2009 and 2010*



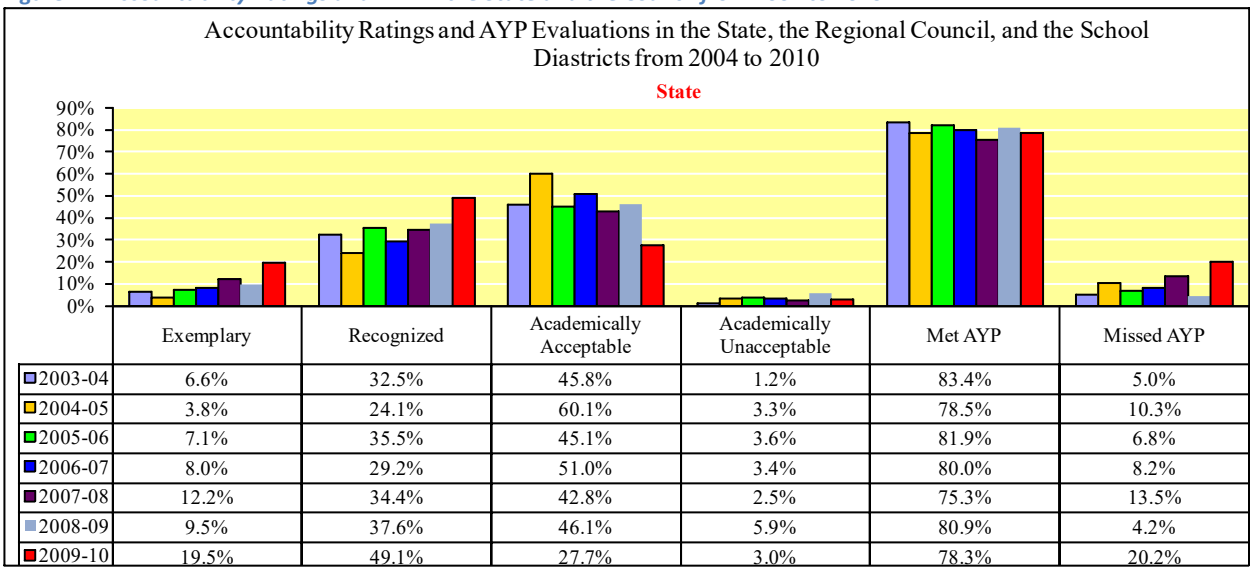
Source: Lone Start Reports – Adequate Yearly Progress: 2009 and 2010 (http://loving1.tea.state.tx.us/lonestar/Home.aspx).

Track the Change of Accountability Ratings and AYP Evaluations from 2004 to 2010

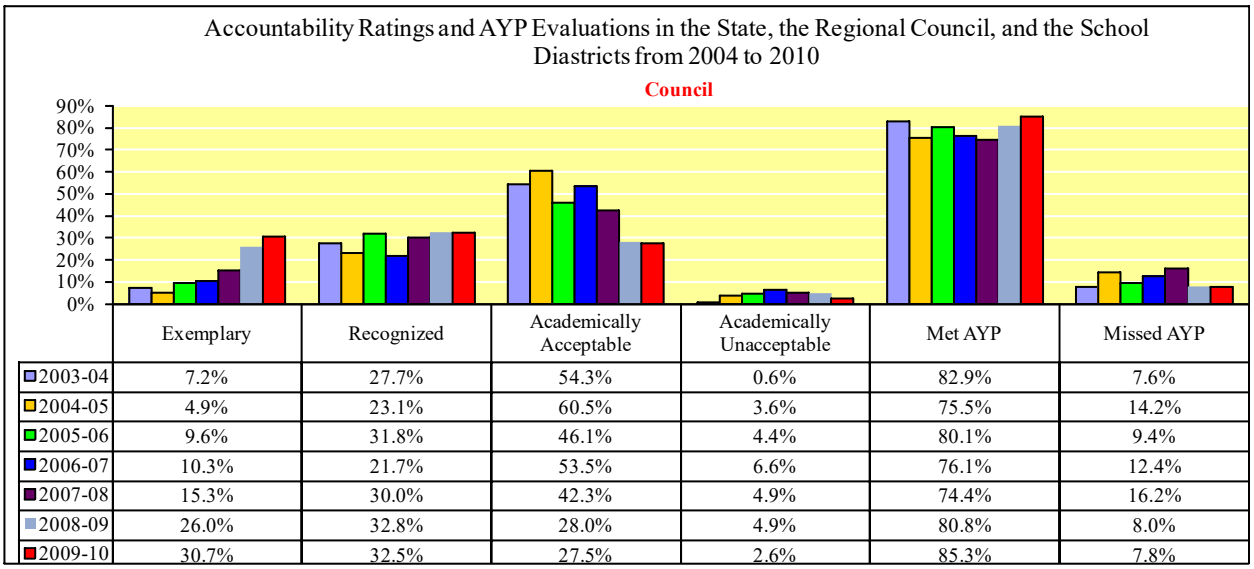
To track the changes of accountability ratings and AYP evaluations from 2004 to 2010, we performed the analysis from the same three perspectives as in the last two reports: (a) presenting the percentage in each category of the two rating systems in every school year in the 16 educational constituents, (b) quantifying the change rate for each individual category of accountability ratings in the seven years, and (c) finally consolidating the growth rates into one single composite index for accountability ratings and AYP evaluations in the 16 entities in the seven years. However, for the first

one, only the charts for the state and the regional council are displayed below in Figure 12, whereas the ones for the ISDs are defaulted to Table 13 in the Excel document. Figure 12 below clearly shows that both the state and the regional council had the similar change trends on accountability ratings in the seven years: a remarkable increase in 'Exemplary' and 'Recognized', a sharp decrease in 'Academically Acceptable', and a slow climb in 'Academically Unacceptable'. However, they seemed to be somewhat different on AYP evaluations. Whereas the state appeared to be somewhat declining on 'Met AYP' and increasing on 'Missed AYP', the regional council had slightly grown on 'Met AYP' and remained flat if not better on 'Missed AYP'.

Figure 12 *Accountability Ratings and AYP in the State and the Council from 2004 to 2010*



	Exemplary	Recognized	Academically Acceptable	Academically Unacceptable	Met AYP	Missed AYP
2003-04	6.6%	32.5%	45.8%	1.2%	83.4%	5.0%
2004-05	3.8%	24.1%	60.1%	3.3%	78.5%	10.3%
2005-06	7.1%	35.5%	45.1%	3.6%	81.9%	6.8%
2006-07	8.0%	29.2%	51.0%	3.4%	80.0%	8.2%
2007-08	12.2%	34.4%	42.8%	2.5%	75.3%	13.5%
2008-09	9.5%	37.6%	46.1%	5.9%	80.9%	4.2%
2009-10	19.5%	49.1%	27.7%	3.0%	78.3%	20.2%



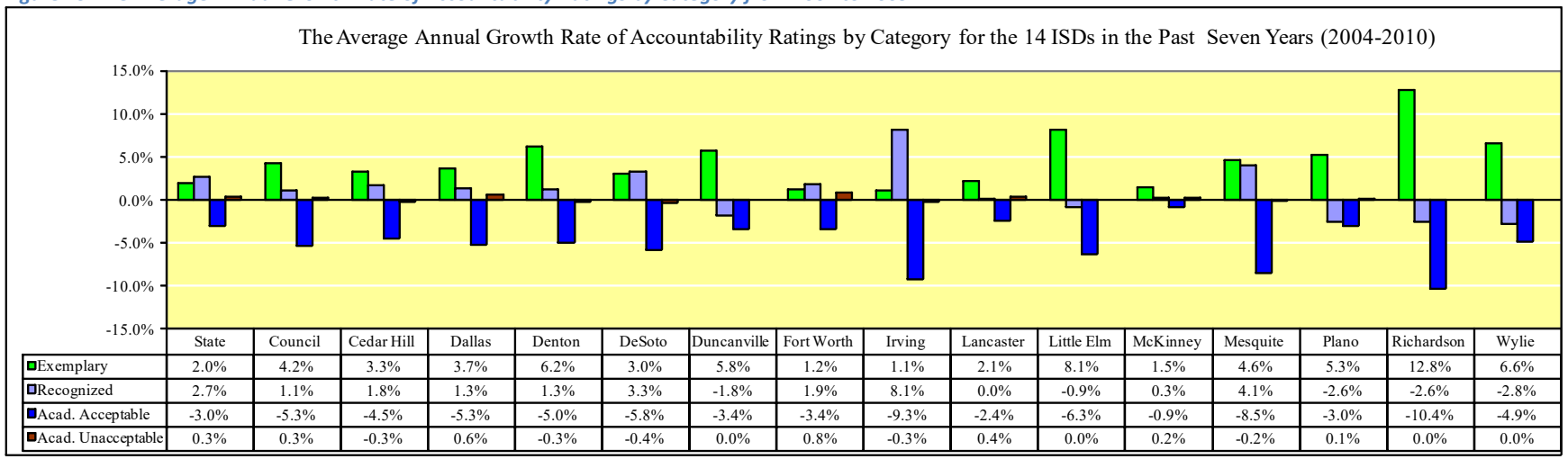
	Exemplary	Recognized	Academically Acceptable	Academically Unacceptable	Met AYP	Missed AYP
2003-04	7.2%	27.7%	54.3%	0.6%	82.9%	7.6%
2004-05	4.9%	23.1%	60.5%	3.6%	75.5%	14.2%
2005-06	9.6%	31.8%	46.1%	4.4%	80.1%	9.4%
2006-07	10.3%	21.7%	53.5%	6.6%	76.1%	12.4%
2007-08	15.3%	30.0%	42.3%	4.9%	74.4%	16.2%
2008-09	26.0%	32.8%	28.0%	4.9%	80.8%	8.0%
2009-10	30.7%	32.5%	27.5%	2.6%	85.3%	7.8%

Source: Lone Start Reports: Accountability Ratings/Adequate Yearly Progress, 2003-2004 to 2009-2010 (http://loving1.tea.state.tx.us/lonestar/Home.aspx).

For the second part of the trend analysis, we calculated the average annual growth rate for each category of accountability ratings in each entity. Again, the average annual growth rate for a category was from the regression coefficient of the trend line for that category over the seven years. The state had grown at a notable annual rate of 2.0% and 2.7% on 'Exemplary' and 'Recognized', respectively. The regional council had increased even much faster than the state at an annual rate of 4.2% on 'Exemplary'. However, it had grown slower than the state on 'Recognized'. On 'Academically Acceptable', both the state and the council had declined dramatically. And the council with an annual of -5.3% was much faster than the state with a rate of -3.0%. Finally, the regional council and the state appeared to have the same annual growth rate of 0.3% on 'Academically Unacceptable'. Thus, overall, the regional council seemed

to grow faster than the state on the combination of 'Exemplary' and 'Recognized' and drop faster than the state as well on 'Academically Acceptable' from 2004 to 2010. Within the regional council, the ISDs generally demonstrated the same change trends of positive growth on 'Exemplary' and 'Recognized' and negative decline on 'Academically Acceptable' as the state and the regional council. Nevertheless, large variation existed in the 14 school districts. The Irving, Little Elm, and Richardson ISDs appeared to improve the most. On the other hand, the McKinney, Lancaster, and Fort Worth ISDs seemed to have the least growth. These visual observations were further verified in the next figure.

Figure 13 *The Average Annual Growth Rate of Accountability Ratings by Category from 2004 to 2009*

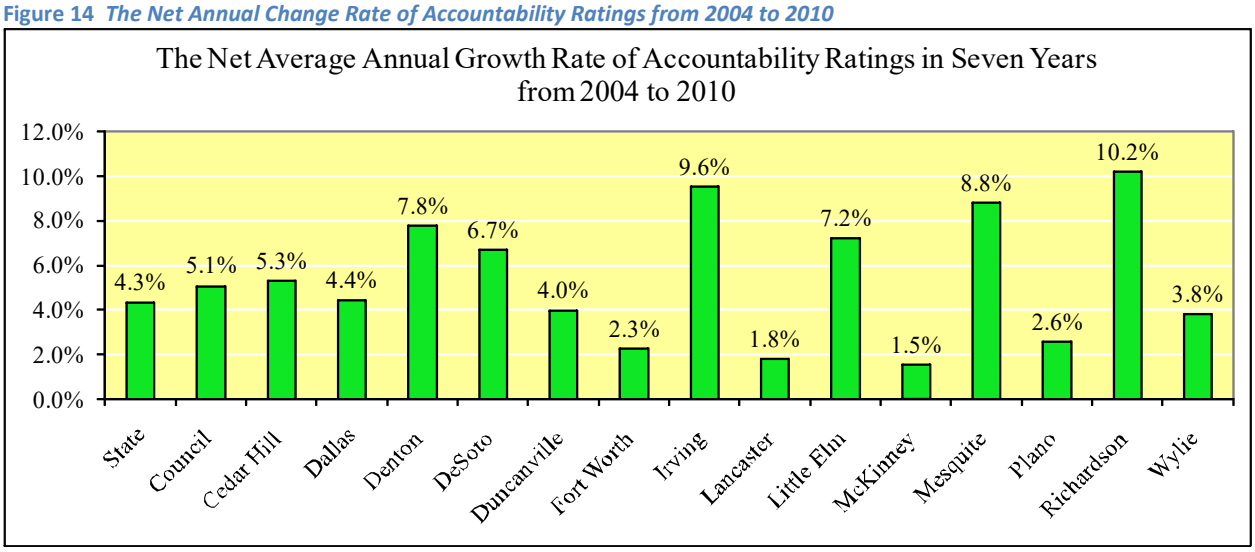


	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
Exemplary	2.0%	4.2%	3.3%	3.7%	6.2%	3.0%	5.8%	1.2%	1.1%	2.1%	8.1%	1.5%	4.6%	5.3%	12.8%	6.6%
Recognized	2.7%	1.1%	1.8%	1.3%	1.3%	3.3%	-1.8%	1.9%	8.1%	0.0%	-0.9%	0.3%	4.1%	-2.6%	-2.6%	-2.8%
Acad. Acceptable	-3.0%	-5.3%	-4.5%	-5.3%	-5.0%	-5.8%	-3.4%	-3.4%	-9.3%	-2.4%	-6.3%	-0.9%	-8.5%	-3.0%	-10.4%	-4.9%
Acad. Unacceptable	0.3%	0.3%	-0.3%	0.6%	-0.3%	-0.4%	0.0%	0.8%	-0.3%	0.4%	0.0%	0.2%	-0.2%	0.1%	0.0%	0.0%

Source: Lone Start Reports: Accountability Ratings: 2004 to 2010 (http://loving1.tea.state.tx.us/lonestar/Home.aspx).

For the last part of the trend analysis on accountability ratings and AYP evaluations, we used the same composite index as that in the previous two years to simplify the change trends. The net annual growth rate was again calculated as the sum of rates on 'Exemplary' and 'Recognized' minus the rate of 'Academically Unacceptable'. The rate of 'Academically Acceptable' was excluded from the formula once more as it is hard to label it as positive or negative. Figure 14 demonstrates that the regional council had grown at an average annual rate of 5.1% in the seven years from 2004 to 2010 on accountability ratings, faster than the state at a yearly rate of 4.3%. For the ISDs in the regional council, Figure 14 generally supports the visual observations from Figure 13: the Richardson, Irving, Mesquite ISDs had the highest annual rates in the council, and the McKinney, Lancaster, and the Fort Worth ISDs showed the lowest growth rates. Again, it was noted that most of the fastest growing districts on accounting ratings in the past years were the medium ones as in the previous report. We do not know the exact reasons for this phenomenon if there are any.

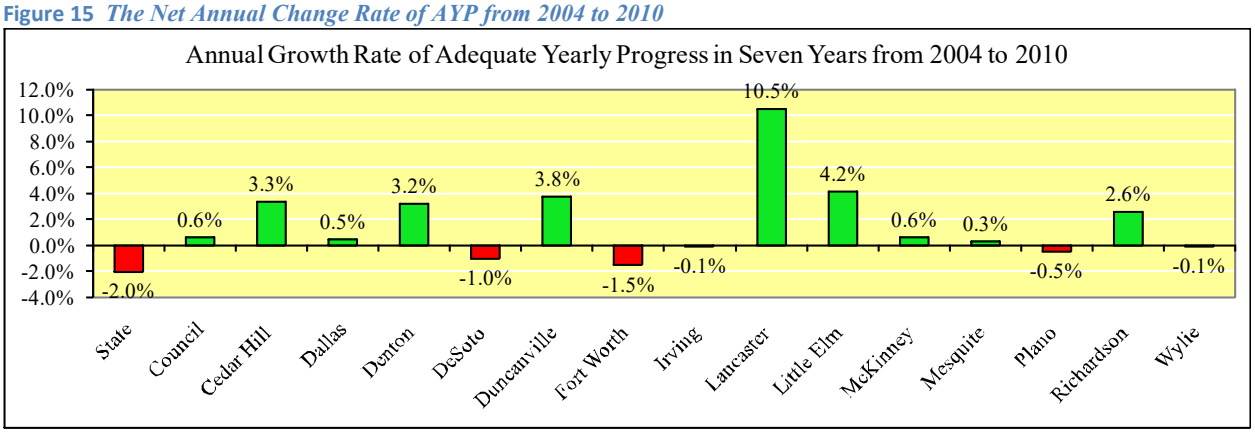
Figure 14 *The Net Annual Change Rate of Accountability Ratings from 2004 to 2010*



Source: Lone Start Reports: Accountability Ratings: 2004 to 2010 (http://loving1.tea.state.tx.us/lonestar/Home.aspx).

Similarly, a composite index for the dynamic change of AYP evaluations was defined as the difference between the annual rate on 'Met AYP' and the annual rate on 'Missed AYP' as in the last two reports. Once again, the annual rate itself on 'Met AYP' or 'Missed AYP' was based on the regression coefficient of the trend line for either of the two categories over the seven years. In the 2009 report, we found that both the state and the council had declined roughly at an annual rate of 1% in the six-year period from 2004 to 2009. However, due to the significant improvement in the regional council and the notable deterioration in the state on AYP evaluations from 2009 to 2010, the regional council had grown positively at an annual rate of 0.6%, whereas the state had decreased more rapidly at a rate of 2.0% in the seven school years as shown in Figure 15. For the ISDs within the council, although they still demonstrated wide variations, the magnitudes had been shrunk to be in the range of -1.5% in the Fort Worth ISD to 10.5% in the Lancaster ISD, notably narrower than the range of -5.2% to 11.3% in the previous report for the six school years from 2004 to 2009.

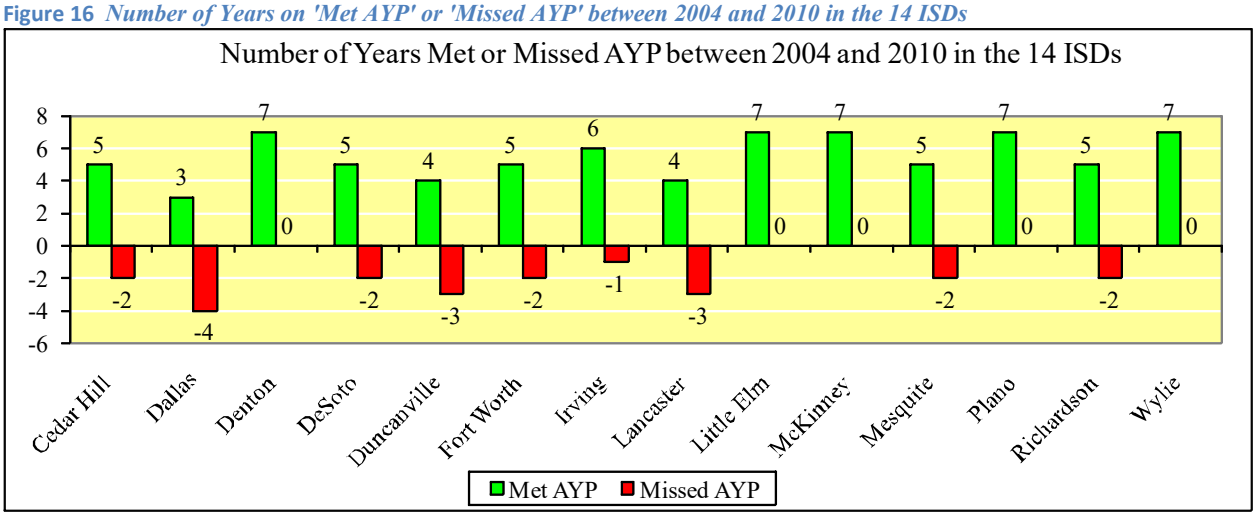
Figure 15 *The Net Annual Change Rate of AYP from 2004 to 2010*



Source: Lone Start Reports: AYP, from 2004 to 2010 (http://loving1.tea.state.tx.us/lonestar/Home.aspx).

Additionally, similar to the last two reports, the present one also counted the number of years on 'Met AYP' and 'Missed AYP' in each of the 14 ISDs in the seven school years from 2004 to 2010. Figure 16 demonstrates a large variation in the school districts. Whereas five ISDs had been always on target, the other nine school districts had missed AYP evaluations, ranging from once in the Irving ISD to four years in the Dallas ISD. The other seven ISDs had missed twice or three times.

Figure 16 *Number of Years on 'Met AYP' or 'Missed AYP' between 2004 and 2010 in the 14 ISDs*



Source: Lone Start Reports: AYP, from 2003-2004 to 2009-2010 (http://loving1.tea.state.tx.us/lonestar/Home.aspx).

In conclusion, the above analysis on accountability ratings have found that both the state and the North Texas P-16 Regional Council had made remarkable progress in the past seven years, especially on the categories of 'Exemplary' and 'Recognized'. Furthermore, the regional council had grown even faster than the state on the composite annual growth. However, due to the relatively greater growth from 2009 to 2010 in the state, the regional council had fallen about 5% behind the state on the combination of 'Exemplary' and 'Recognized' in 2010 from the comparable levels in 2009. Whereas the changes on accountability ratings were mostly desirable, the progress on AYP evaluations in the same period was unsatisfactory, especially in the state. The state had been decreased at an annual speed of 2% in the seven-year period from 2004 to 2010. The regional council had performed better than the state, increasing at a small positive annual rate of 0.6% in the same period.

Summary of the Socio-demographic and School Contexts

- The population in the state of Texas had increased 1.5% from 2009 to 2010, more than twice faster than the nation at 0.6%. All of the four north Texas counties had been slower than the state. Dallas and Collin Counties had even dropped 3.4% and 1.2%, respectively, from 2009 to 2010.

- Texas had 37.6% of Hispanics in 2010, over 21% higher than the national average. Among the four north Texas counties, only Dallas County was higher than the state. It also had the largest ratio of African Americans at 21.9%, about 10% higher than the national average of 12.2% and the state average of 11.5%.

- About 55% of the population in the four north Texas counties was non-Anglo in 2010, 18% higher than the national average. Dallas County had the largest ratio of the underrepresented people, 12% higher than the state. However, the other three counties had lower percentages of underrepresented populations than the state. Among them, Collin and Denton Counties had 63.1% and 64.4% Caucasians, respectively, close to the national average of 63.7%.

- The state and the regional council had increased 2.0% and 1.1%, respectively, on the total ECE-12 enrollment from 2009 to 2010. Within the regional council, as found in the earlier years, small ISDs were likely to have fast growth.

- For the three types of school districts, the large one had gradually decreased at an annual rate of 0.5% from 2008 to 2010. On the other hand, the medium and small ones had slowly grown at an annual rate of 0.2% or 0.3%.

- Both the state and the North Texas Regional P-16 Council continued to grow on student diversity from 2009 to 2010. The regional council still had a higher percentage of the underrepresented students than the state in 2010, 11.5% higher on the non-Caucasian students, 4.7% higher on the students from the low income families, and 7.6% higher on the LEP students. However, the growth rate on non-Caucasian students in the regional council had been slowing down to 0.5% from 2009 to 2010, lower than the rate of 0.7% in the state.

- The trend analysis on the demography of the ECE-12 students based on the eight-year data from 2003 to 2010 has revealed the same pattern of changes in the state, the regional council, and most of the member school districts: fast increases of the Hispanic and low SES students, slow growth on the LEP students, a steady decrease of the Caucasian students, and little change in the African Americans. The regional council had grown even faster than the state on Hispanic and low SES students.

- The regional council overall had grown at an annual rate of 1% in the eight school years from 2003 to 2010 on the total ECE-12 student size, slower than the rate of 1.7% in the state in the same period. Within the council, small ISDs were more likely to show fast growth. Furthermore, the two largest ISDs even had a negative annual rate of -0.5% and -0.1%, respectively.

- The regional council continued to improve on accountability ratings, especially on the categories of ‘Exemplary’ and ‘Academically Unacceptable’ from 2009 to 2010. However, the state as a whole had progressed even greater than the council in the same period, especially on ‘Exemplary’ and ‘Recognized’. Accordingly, the regional council had fallen behind the state about 5% on the combination of ‘Exemplary’ and ‘Recognized’ in 2010 from a position of about 12% ahead of the state in 2009.

- Whereas the state had dropped 2.6% on ‘Met AYP’ and increased 16% on ‘Missed AYP’ from 2009 to 2010, the regional council had performed much better with a 4.5% increase on ‘Met AYP’ and a negative 0.2% decline on ‘Missed AYP’. Subsequently, the regional council had surpassed the state 7% on ‘Met AYP’ in 2010, which was about 1% behind the state in 2009.

- The trend analysis on accountability ratings from 2004 to 2010 has found that the state and the regional council had a similar change pattern: a steady growth on 'Exemplary' and 'Recognized', a stable decline on ‘Academically Acceptable', and a small undesirable positive increase on 'Academically Unacceptable'. The regional council had a net annual growth rate of 5.1% on accountability ratings from 2004 to 2010, faster than the statewide average 4.3%.

- On AYP evaluations, whereas the state had a negative average annual rate of -2.0%, the regional council demonstrated a small positive growth rate at 0.6%, largely due to the progress from 2009 to 2010.

Gap Analysis for Elementary Education (PK - Grade 5)

In this section for elementary education, we continued to analyze public pre-K enrollment and the TAKS performances in elementary schools as before. More specifically, on public PK enrollment, we examined: (a) the total number of public pre-K enrollment in each of the 14 ISDs in the school year of 2009-2010, (b) the percentage of change on public PK enrollment from 2009 to 2010, and (c) the average annual growth rate from 2004 to 2010 on public PK enrollment. On the elementary TAKS tests, we displayed: (a) the overall percentages of 3rd graders in TAKS reading, 4th graders in TAKS writing, and 5th graders in TAKS mathematics on meeting the passing standards in 2010 and 2009; (b) the percentages of the three tests on meeting the passing standards in 2010 and 2009 in different demographic groups; (c) the percentages of three TAKS tests on meeting the passing standards in different demographic groups in the state, Regions 10 and 11, and the 14 ISDs from 2003 to 2010; and (d) the average annual growth rates on the three tests on meeting the passing standards in different demographic groups in the state and Regions 10 and 11 in the eight-year period from 2003 to 2010. Thus, this 2010 report differs from the previous one on three aspects: (a) the PK enrollment by ethnicity or SES was not possible this year, (b) the analysis of the first graders on grade level by the end of 1st grade as measured by the ratio of ARI or AMI participation was also omitted as no data were available, and (c) the trend analysis as indicated by the annual growth rates on meeting the passing standards for the ISDs was omitted for simplicity.

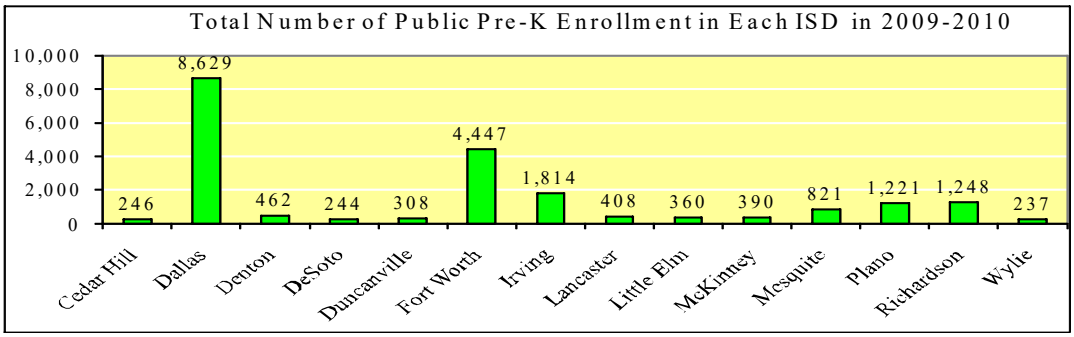
Enrollment in Public Pre-Kindergarten in 2010

As stated before, this year's report on public PK enrollment extends the previous one with the 2010 data. It contains three parts: (a) public PK enrollment in 2010 in the 14 ISDs; (b) the ratio of change from 2009 to 2010 at the state, council, or ISD level; and (c) the average annual growth rate on public PK enrollment from 2004 to 2010. However, the public PK enrollment data by ethnicity or SES, which were available in the earlier two years, were unable to be obtained this year.

Total Enrollment of 4-year Old Children in Public Pre-Kindergartens in 2009-2010

The first part on public PK enrollment simply lists the total number of enrollees in the 14 member school districts in the school year of 2009-2010. These numbers were from the TEA's Lone Star Education Reports website (http://loving1.tea.state.tx.us/lonestar/AboutData.aspx). Once again, the number of the PK enrollment in each district as shown in Figure 17 was generally proportional to the total ECE-12 student size for that district as in 2008 and 2009.

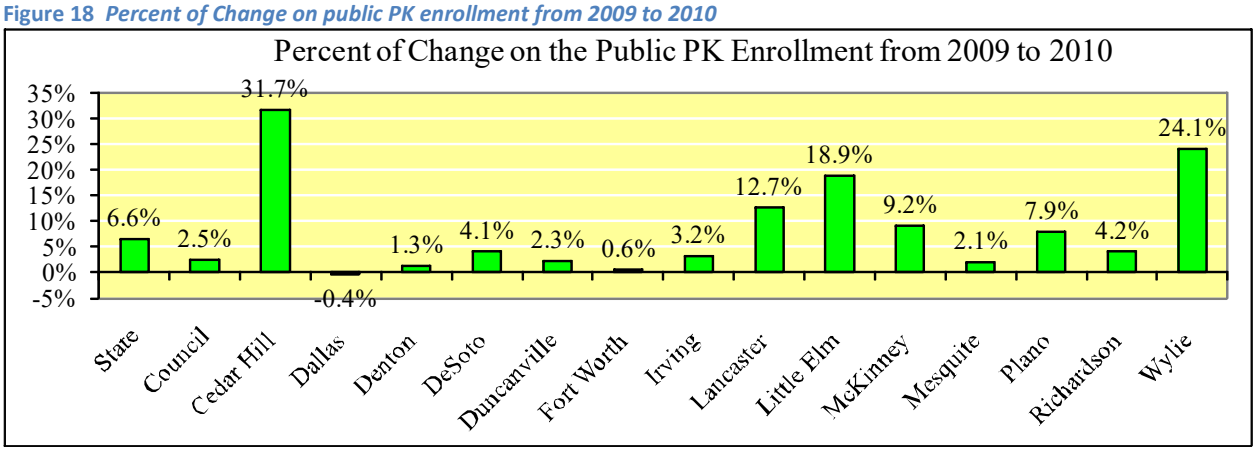
Figure 17 *Total Number of Public PK Enrollment in 2009-10*



Source: Lone Star Education Reports (http://loving1.tea.state.tx.us/lonestar/Home.aspx): Pre-K Enrollment in 2010.

The figure below further quantifies the change on the total public PK enrollment from 2009 to 2010 in the state, the regional council, and the 14 ISDs. As before, the total enrollment for the regional council was the sum of the number of enrollment in the 14 ISDs. Similarly, the rate of change for the regional council was defined as the ratio of the difference between the total PK enrollment in 2010 and the total enrollment in 2009 by the total enrollment in 2009 in the regional council. Figure 18 indicates that the regional council had a growth rate of 2.5% from 2009 to 2010, much lower than the state at 6.6%. Within the council, it appears that small districts were more likely to have large percentages of changes. Meanwhile, the two largest ISDs had the lowest ratios of changes.

Figure 18 *Percent of Change on public PK enrollment from 2009 to 2010*



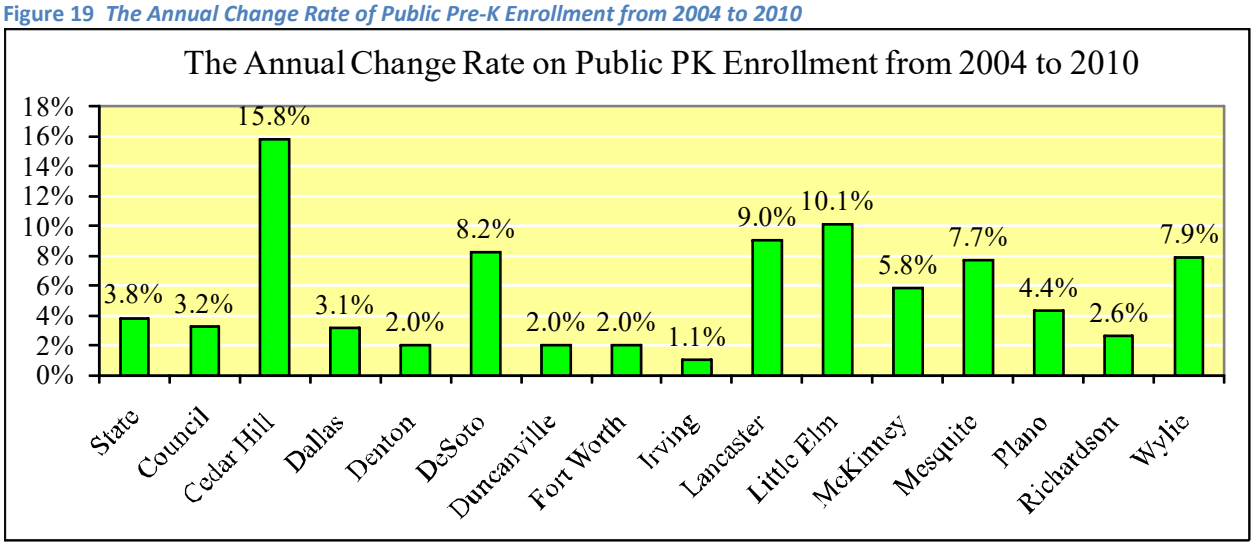
Source: Lone Star Education Reports (http://loving1.tea.state.tx.us/lonestar/Home.aspx): Pre-K Enrollment in 2009 and 2010.

Track the Change - The Average Annual Change Rate of PK Enrollment in 2004 - 2010

As in the last two reports, the current one tracks the changes of public PK enrollment in the regional council and the 14 school districts from 2004 to 2010. The average annual growth rate is again used as the quantitative indicator of the change trend. Its calculation remained the same as before. In other words, the average enrollment across the seven years was used as the denominator. The average annual change number of enrollment was obtained from the linear regression equation of the trend line of the enrollment for an entity from 2004 to 2010, and used as the numerator. The annual growth rate for the regional council was obtained similarly.

Figure 19 below shows that the North Texas Regional P-16 Council had an average annual rate of 3.2% on the total public PK enrollment in the seven school years from 2004 to 2010, slightly lower than the statewide average 3.8%. All of the 14 ISDs in the council also demonstrated positive growth, ranging from 1.1% in the Irving ISD to 15.8% in the Cedar Hill ISD. Once again, it was found that small districts were likely to have fast annual growth rates.

Figure 19 *The Annual Change Rate of Public Pre-K Enrollment from 2004 to 2010*



Source: Lone Star Education Reports (http://loving1.tea.state.tx.us/lonestar/Home.aspx): PK Enrollment, 2004-2010

The figures above reveal three important findings on the public Pre-K enrollment. First of all, the total public PK enrollment had been generally proportional to the total ESC-12 student size in each school district. And it continued to increase every year. Secondly, the regional council had grown slower than the state, either from 2009 to 2010 or in the seven-year period from 2004 to 2010. Finally, smaller ISDs were likely to have faster growth rates. These findings have several practical implications. Firstly, although public PK enrollment had been increasing in the state, the regional council, and most of the school districts, many 4-year children were still left outside of the quality education programs. We need to continue to boost the public PK enrollment, especially in the slowly growing ISDs. Secondly, the data in the past two years had shown that most of the enrolled children were from the African American, Hispanic, and low SES families. Although the data by ethnicity and SES were not available this year, it was assumed that the enrollees in 2010 had similar demographics as before. Thus, we need to further improve the multicultural sensitivity and readiness in the teaching and support staff in the public PK programs. Last, but not the least, we are still not quite sure why public PK enrollment had been much lower than the kindergarten enrollment. We need data-driven and research-based practical measures or programs to guide our efforts to boost public PK enrollment in the regional council.

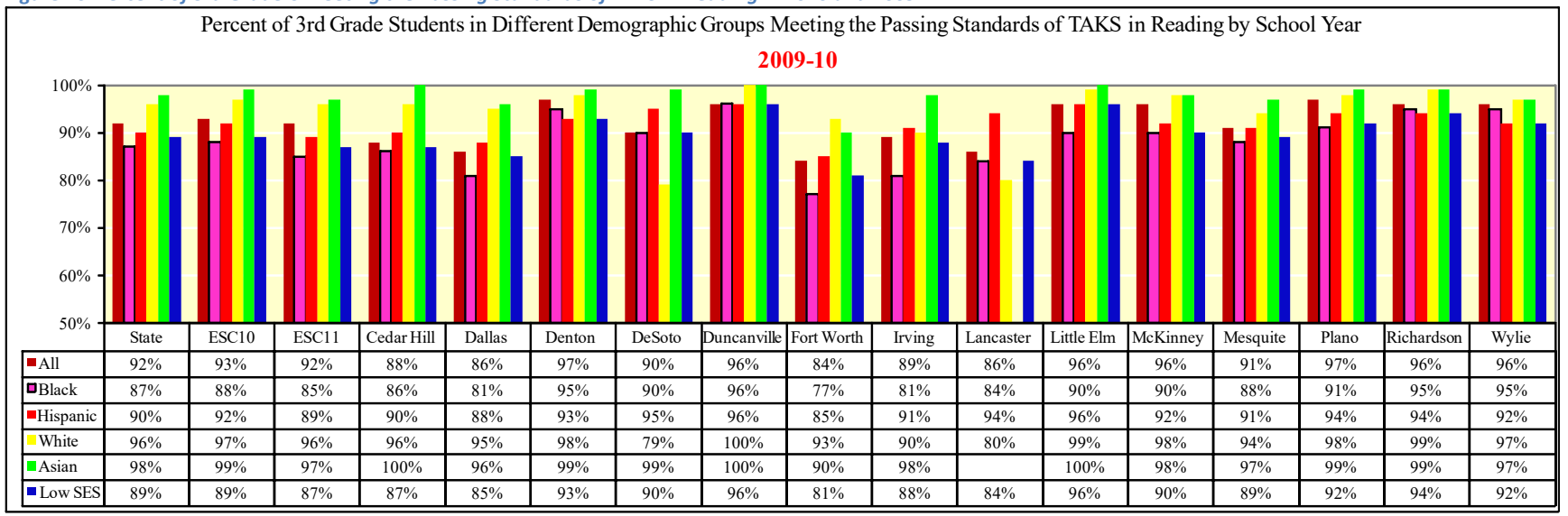
Elementary School Students' TAKS Performances

This section on the TAKS tests in elementary schools has two major blocks. The first one focuses on the percentages of students on meeting the minimum passing standards in Grade 3 reading, Grade 4 writing, and Grade 5 mathematics in the state, the ESC Regions 10 and 11, and the 14 ISDs in 2010, in comparison with the performances in 2009. The second block concentrates on the change trends on the three TAKS tests, presented in two different ways: first simply listing the percentages from 2003 to 2010 by educational entity, then comparing the average annual growth rates in the local ESC regions and the state. There were several major differences between the current report and the previous two ones on the indicators of the elementary TAKS tests due to data not provided by the THECB P-16 Division. First, the percentages for the regional council were not available as the data were neither provided nor computable from the member school districts. Instead, the data for the ESC Regions 10 and 11 were used. Second, the percentages on meeting the commended standards were skipped. Third, the percentages in the two school years in the state, the regions, and the ISDs by demographic variables were omitted for the sake of brevity. Finally, the trend analysis only displayed the charts for the state and the two local ESC regions this year for simplicity.

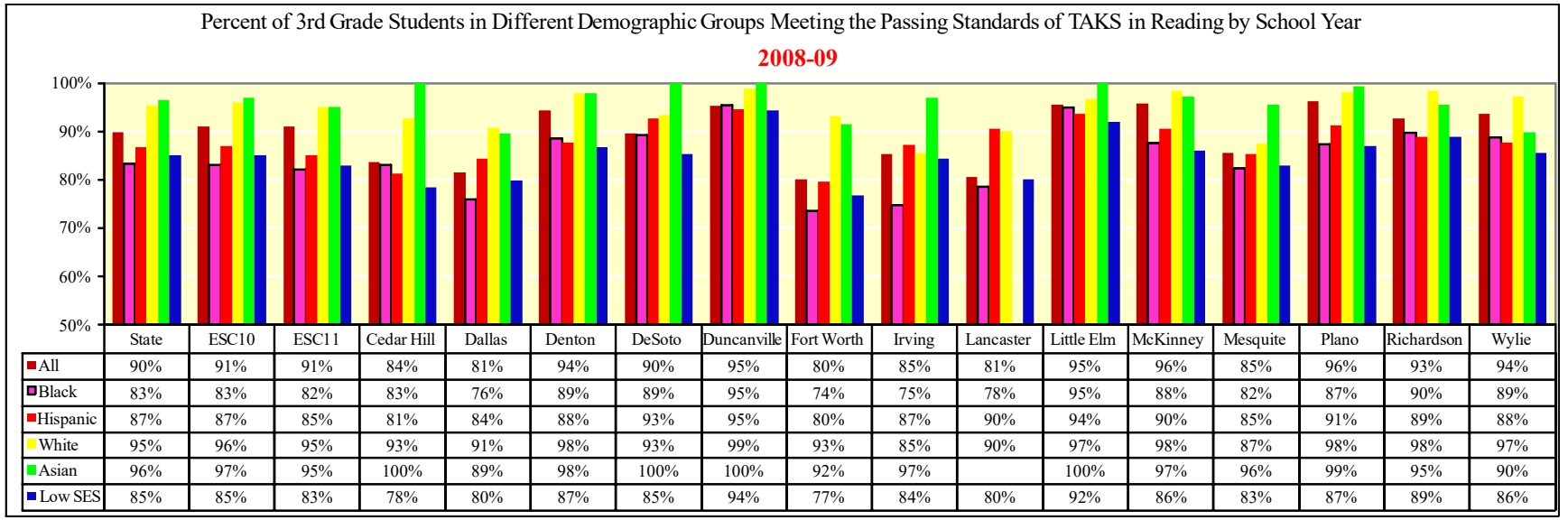
Third Grade TAKS in Reading in 2009-2010

Figure 20 below first displays the percentages of 3rd graders on meeting the passing standards in the state, the ESC Regions 10 and 11, and the 14 ISDs in the collective and the five demographic groups in 2010 and 2009. The first chart of the figure for the school year of 2009-2010 shows that Region XI (i.e., Fort Worth) collectively had a ratio of 92%, fairly close to the statewide average. Region X (i.e., Richardson) with a rate of 93% was slightly above the state. Nine out of the 14 ISDs also had a ratio of at least 90%. For the individual groups, the White and Asian/Pacific Islander groups were about 10% higher than the other three groups. Among the three low performance groups, the African American group appeared to have the lowest ratio. When comparing the performance in 2010 with that in 2009, the state and the two local ESC had increased 2%, 2%, and 1% in the collective group, respectively. Most of the ISDs, especially the two largest districts, had notable positive changes. For the individual groups, the low three performance groups demonstrated higher growth rates than the White and Asian/Pacific Islander groups. Thus, the group differences among the ISDs or among the demographic groups from 2009 to 2010 appeared to be shrinking, implying the gaps had been reduced either at the state, the ESC region, or the ISD level.

Figure 20 *Percent of 3rd Graders Meeting the Passing Standards of TAKS in Reading in 2010 and 2009*



	State	ESC10	ESC11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
All	92%	93%	92%	88%	86%	97%	90%	96%	84%	89%	86%	96%	96%	91%	97%	96%	96%
Black	87%	88%	85%	86%	81%	95%	90%	96%	77%	81%	84%	90%	90%	88%	91%	95%	95%
Hispanic	90%	92%	89%	90%	88%	93%	95%	96%	85%	91%	94%	96%	92%	91%	94%	94%	92%
White	96%	97%	96%	96%	95%	98%	79%	100%	93%	90%	80%	99%	98%	94%	98%	99%	97%
Asian	98%	99%	97%	100%	96%	99%	99%	100%	90%	98%		100%	98%	97%	99%	99%	97%
Low SES	89%	89%	87%	87%	85%	93%	90%	96%	81%	88%	84%	96%	90%	89%	92%	94%	92%



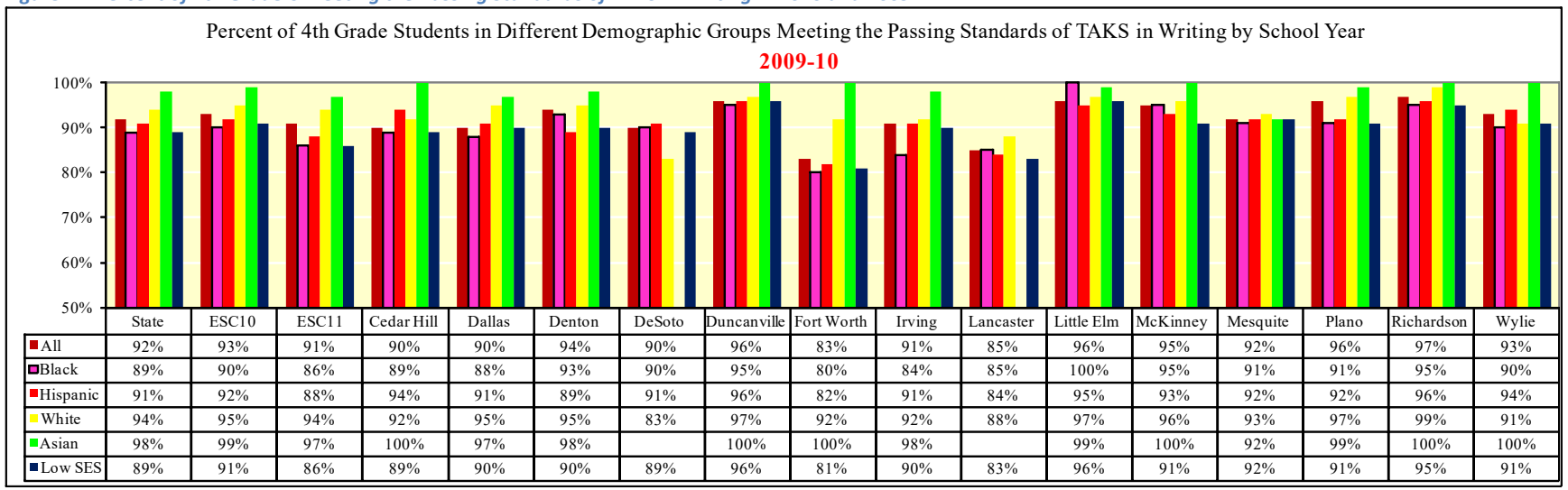
	State	ESC10	ESC11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
All	90%	91%	91%	84%	81%	94%	90%	95%	80%	85%	81%	95%	96%	85%	96%	93%	94%
Black	83%	83%	82%	83%	76%	89%	89%	95%	74%	75%	78%	95%	88%	82%	87%	90%	89%
Hispanic	87%	87%	85%	81%	84%	88%	93%	95%	80%	87%	90%	94%	90%	85%	91%	89%	88%
White	95%	96%	95%	93%	91%	98%	93%	99%	93%	85%	90%	97%	98%	87%	98%	98%	97%
Asian	96%	97%	95%	100%	89%	98%	100%	100%	92%	97%		100%	97%	96%	99%	95%	90%
Low SES	85%	85%	83%	78%	80%	87%	85%	94%	77%	84%	80%	92%	86%	83%	87%	89%	86%

Source: TEA AEIS – 3rd Grade Reading in 2008-09 and 2009-10.

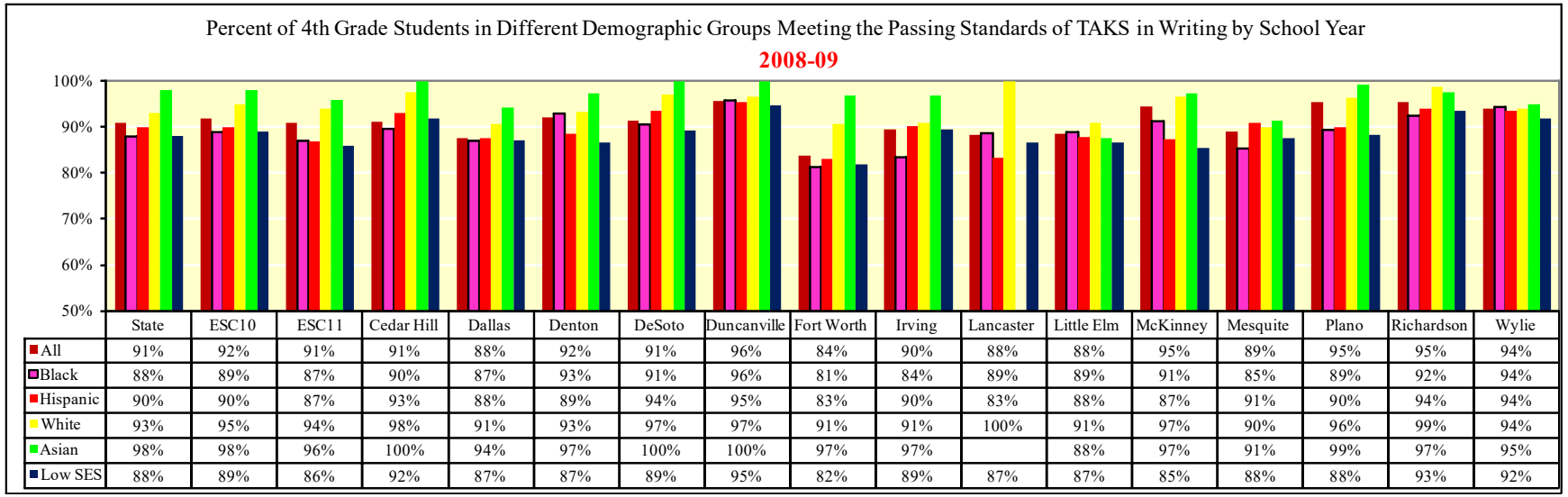
Fourth Grade TAKS in Writing in 2009-2010

Similar to the previous figure on the 3rd grad reading, Figure 21below presents the percentages on meeting the minimum standards in Grade 4 writing in 2010 and 2009. The first chart shows that the overall passing rates in the state and the two local ESC regions in 2010 were similar to those in Grade 3 reading. In other words, the ESC Region 10 was slightly higher than the state, whereas the ESC Region 11 was about 1% lower than the state. For the individual groups, most of them in the ESC Region 10 were 1% higher than the state for the corresponding ones, just as the collective group. The African American, Hispanic, and low SES groups in Region XI were approximately 3% lower than the respective groups in the state. For the 14 ISDs in the regional council, only two of them had an overall ratio below 90%, but still above 80%. For the individual groups, the White and Asian groups were 3% - 9% higher than the other three groups. The group differences in Region XI seemed to be larger than the corresponding ones in Region X and the state. In the last report, we found that the TAKS performances in Grade 4 writing had little changes from 2008 to 2009 in the state and the regional council in the collective or individual groups. This year, it seemed that the ESC Region 10 and the state had about 1% increase for most of the groups from 2009 to 2010, whereas the changes in Region XI were in the range of ±1% in the same period. For the 14 ISDs, only four of them had declined from 2009 to 2010, ranging from -1% to -3%. Thus, it appears that the progress from 2009 to 2010 was larger than that from 2008 to 2009 in the state, the two local ESC regions, and most of the ISDs. Even so, some entities had grown slower than others. For instance, Region XI had lower growth rates than Region X and the state. The African American group appeared to grow slightly slower than the Hispanic and low SES groups, especially in Region XI.

Figure 21 *Percent of 4th Graders Meeting the Passing Standards of TAKS in Writing in 2010 and 2009*



	State	ESC10	ESC11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
All	92%	93%	91%	90%	90%	94%	90%	96%	83%	91%	85%	96%	95%	92%	96%	97%	93%
Black	89%	90%	86%	89%	88%	93%	90%	95%	80%	84%	85%	100%	95%	91%	91%	95%	90%
Hispanic	91%	92%	88%	94%	91%	89%	91%	96%	82%	91%	84%	95%	93%	92%	92%	96%	94%
White	94%	95%	94%	92%	95%	95%	83%	97%	92%	92%	88%	97%	96%	93%	97%	99%	91%
Asian	98%	99%	97%	100%	97%	98%		100%	100%	98%		99%	100%	92%	99%	100%	100%
Low SES	89%	91%	86%	89%	90%	90%	89%	96%	81%	90%	83%	96%	91%	92%	91%	95%	91%



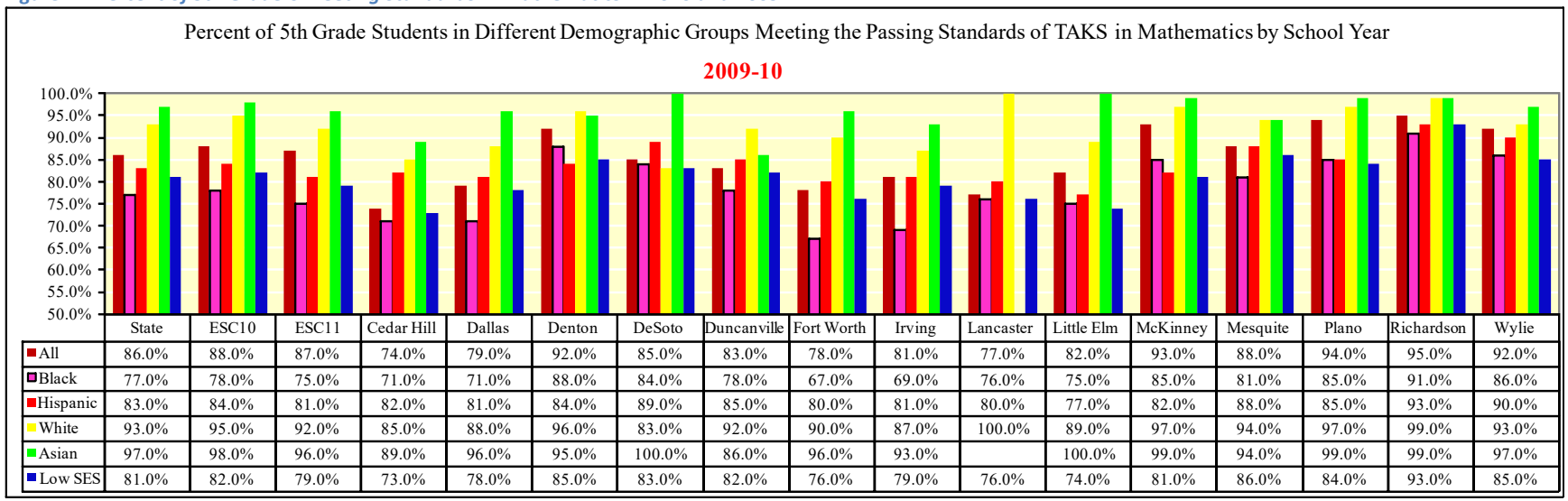
	State	ESC10	ESC11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
All	91%	92%	91%	91%	88%	92%	91%	96%	84%	90%	88%	88%	95%	89%	95%	95%	94%
Black	88%	89%	87%	90%	87%	93%	91%	96%	81%	84%	89%	89%	91%	85%	89%	92%	94%
Hispanic	90%	90%	87%	93%	88%	89%	94%	95%	83%	90%	83%	88%	87%	91%	90%	94%	94%
White	93%	95%	94%	98%	91%	93%	97%	97%	91%	91%	100%	91%	97%	90%	96%	99%	94%
Asian	98%	98%	96%	100%	94%	97%	100%	100%	97%	97%		88%	97%	91%	99%	97%	95%
Low SES	88%	89%	86%	92%	87%	87%	89%	95%	82%	89%	87%	87%	85%	88%	88%	93%	92%

Source: TEA AEIS - 4th Grade Writing in 2008-09 and 2009-10.

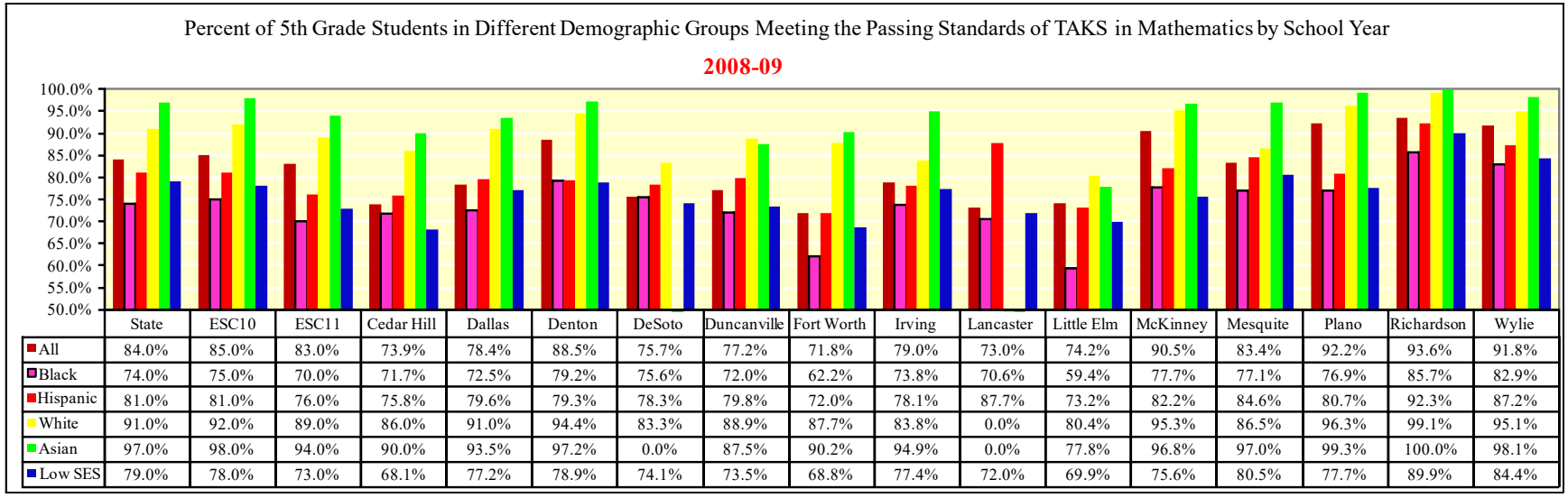
Fifth Grade TAKS in Mathematics in 2009-2010

On fifth grade mathematics, we observed the same patterns of group differences as those on 3rd grade reading and 4th grade writing: Region X was about 1% higher than the state, and Region 11 was 1% lower than the state. Also the White and Asian groups were higher than the other three groups as in the other two TAKS tests. However, the percentage of meeting the passing standards in each group on 5th grade mathematics was lower than the corresponding one on 3rd grade reading or 4th grade writing in the state and the two local ESC regions. In addition, the group differences between the two high performance groups and the three low performance ones seemed to be larger than that on Grade 3 reading or Grade 4 writing. For the changes from 2009 to 2010, the state and Regions X and XI overall had increased 2%, 3%, and 3%, respectively. In the individual groups, the three low performance groups had increased slightly more than the White and Asian groups. The overall growth rates in the 14 ISDs from 2009 to 2010 ranged from 0.1% in the Cedar Hill ISD to 9.3% in the DeSoto ISD. In conclusion, the state, the two local ESC regions, and the 14 ISDs still had lower percentages on meeting the passing standards in 5th grade mathematics than that in Grade 3 reading or Grade 4 writing in 2010. However, the growth rate on 5th grade mathematics from 2009 to 2010 was larger than that on 3rd grade reading or 4th grade writing. In addition, the group differences among the demographic groups or among the ISDs on fifth grade math appeared to be larger than the corresponding ones in 3rd grade reading or 4th grade writing.

Figure 22 *Percent of 5th Graders Meeting Standards in Mathematics in 2010 and 2009*



	State	ESC10	ESC11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
All	86.0%	88.0%	87.0%	74.0%	79.0%	92.0%	85.0%	83.0%	78.0%	81.0%	77.0%	82.0%	93.0%	88.0%	94.0%	95.0%	92.0%
Black	77.0%	78.0%	75.0%	71.0%	71.0%	88.0%	84.0%	78.0%	67.0%	69.0%	76.0%	75.0%	85.0%	81.0%	85.0%	91.0%	86.0%
Hispanic	83.0%	84.0%	81.0%	82.0%	81.0%	84.0%	89.0%	85.0%	80.0%	81.0%	80.0%	77.0%	82.0%	88.0%	85.0%	93.0%	90.0%
White	93.0%	95.0%	92.0%	85.0%	88.0%	96.0%	83.0%	92.0%	90.0%	87.0%	100.0%	89.0%	97.0%	94.0%	97.0%	99.0%	93.0%
Asian	97.0%	98.0%	96.0%	89.0%	96.0%	95.0%	100.0%	86.0%	96.0%	93.0%		100.0%	99.0%	94.0%	99.0%	99.0%	97.0%
Low SES	81.0%	82.0%	79.0%	73.0%	78.0%	85.0%	83.0%	82.0%	76.0%	79.0%	76.0%	74.0%	81.0%	86.0%	84.0%	93.0%	85.0%



	State	ESC10	ESC11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
All	84.0%	85.0%	83.0%	73.9%	78.4%	88.5%	75.7%	77.2%	71.8%	79.0%	73.0%	74.2%	90.5%	83.4%	92.2%	93.6%	91.8%
Black	74.0%	75.0%	70.0%	71.7%	72.5%	79.2%	75.6%	72.0%	62.2%	73.8%	70.6%	59.4%	77.7%	77.1%	76.9%	85.7%	82.9%
Hispanic	81.0%	81.0%	76.0%	75.8%	79.6%	79.3%	78.3%	79.8%	72.0%	78.1%	87.7%	73.2%	82.2%	84.6%	80.7%	92.3%	87.2%
White	91.0%	92.0%	89.0%	86.0%	91.0%	94.4%	83.3%	88.9%	87.7%	83.8%	0.0%	80.4%	95.3%	86.5%	96.3%	99.1%	95.1%
Asian	97.0%	98.0%	94.0%	90.0%	93.5%	97.2%	0.0%	87.5%	90.2%	94.9%	0.0%	77.8%	96.8%	97.0%	99.3%	100.0%	98.1%
Low SES	79.0%	78.0%	73.0%	68.1%	77.2%	78.9%	74.1%	73.5%	68.8%	77.4%	72.0%	69.9%	75.6%	80.5%	77.7%	89.9%	84.4%

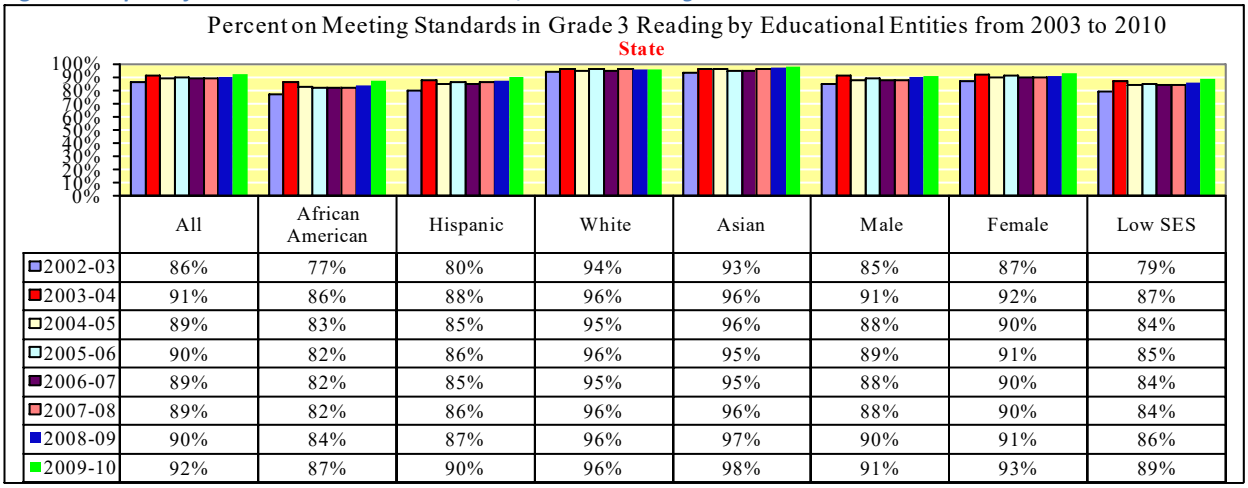
Source: TEA AEIS - 5th Grade Mathematics in 2008-09 and 2009-10.

The findings from the above analysis on the elementary TAKS tests in elementary education can be summarized as follows. First of all, the state, Regions X and XI, and most of the ISDs had an overall ratio about 91% in Grade 3 reading and Grade 4 writing and around 87% in fifth grade mathematics in 2010. Region X was 1% higher than the state and Region XI was 1% lower than the state. The White and Asian/Pacific Islander groups were still higher than the African American, Hispanic, and low SES groups although the latter three groups generally had grown faster than the former two ones. The group differences among the demographic groups or among the ISDs on fifth grade mathematics were larger than those on third grade reading or fourth grade writing. The changes on the three TAKS tests had grown about 1% from 2009 to 2010. Finally, whereas the gaps between the high performance entities/groups and the low performance ones had generally been reduced, we observed some low performance entities/groups still had lower growth rates on certain TAKS tests. These findings indicate that, although the elementary TAKS performances had made progress and the gaps had been shrunk from 2009 to 2010, the performances or the changes in certain groups or districts on certain TAKS tests were still not satisfactory. We need to continue to focus on the African American, Hispanic, and low SES groups. In addition, Region XI needs to improve more on the Grade 5 mathematics TAKS test. Finally, it is always worthwhile to find and share the best practices in the highly improved ISDs. Their experiences are particularly instrumental to the low performance ISDs with similar community or school demography.

The Change Trend of the TAKS Performances in Grade 3 Reading from 2003 to 2010

We again tracked change trend on meeting the passing standards in Grade 3 reading, Grade 4 writing, and Grade 5 mathematics by including the 2009-10 data. Figure 23 below first displays the percentages on meeting the passing standards in third grade reading in the collective group and the seven individual groups in the state and the two local ESC regions from 2003 to 2010. For the data in the 14 ISDs, refer to Table 24 in the Excel document. The data in the figure clearly demonstrate that the state and Regions X and XI generally had steadily grown in the collective and individual groups in the eight-year period. Again, the White and Asian/Pacific Islander groups appeared to be higher than the African American, Hispanic, and low SES groups. But the latter three groups seemed to have grown faster than the former two groups. For the gender difference, females were slightly higher than males. However, males appeared to grow somewhat faster. Thus, the change trends on Grade 3 reading were positive as reflected in the steady progress over the time and the gradual closure of the gaps.

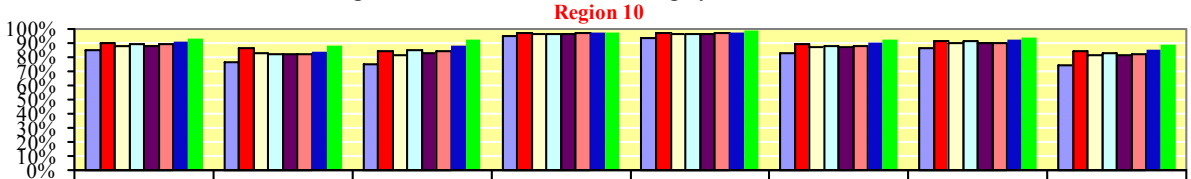
Figure 23 *Report of TAKS Indicators - Met Standards, Grade 3 Reading between 2003 and 2010*



	All	African American	Hispanic	White	Asian	Male	Female	Low SES
2002-03	86%	77%	80%	94%	93%	85%	87%	79%
2003-04	91%	86%	88%	96%	96%	91%	92%	87%
2004-05	89%	83%	85%	95%	96%	88%	90%	84%
2005-06	90%	82%	86%	96%	95%	89%	91%	85%
2006-07	89%	82%	85%	95%	95%	88%	90%	84%
2007-08	89%	82%	86%	96%	96%	88%	90%	84%
2008-09	90%	84%	87%	96%	97%	90%	91%	86%
2009-10	92%	87%	90%	96%	98%	91%	93%	89%

Percent on Meeting Standards in Grade 3 Reading by Educational Entities from 2003 to 2010

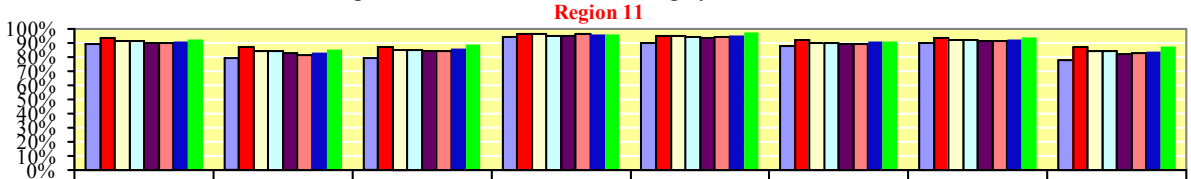
Region 10



	All	African American	Hispanic	White	Asian	Male	Female	Low SES
2002-03	85%	76%	75%	95%	93%	83%	86%	74%
2003-04	90%	86%	84%	97%	97%	89%	91%	84%
2004-05	88%	83%	81%	96%	96%	87%	90%	81%
2005-06	89%	82%	85%	96%	96%	88%	91%	83%
2006-07	88%	82%	83%	96%	96%	87%	90%	81%
2007-08	89%	82%	84%	97%	97%	88%	90%	82%
2008-09	91%	84%	88%	97%	97%	90%	92%	85%
2009-10	93%	88%	92%	97%	99%	92%	94%	89%

Percent on Meeting Standards in Grade 3 Reading by Educational Entities from 2003 to 2010

Region 11

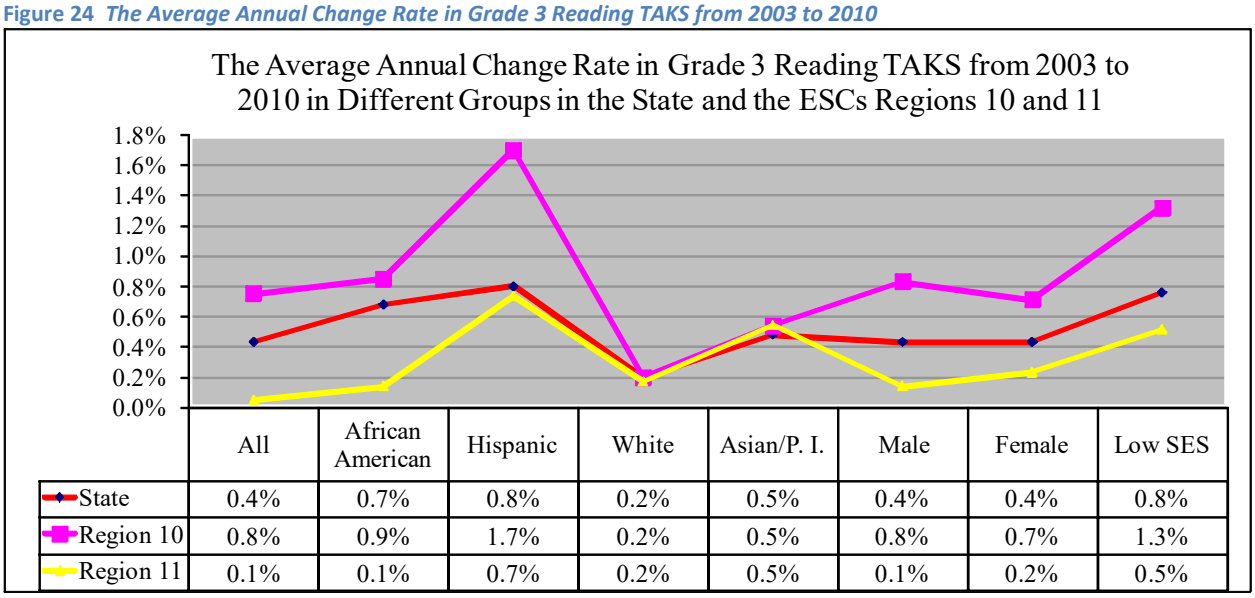


	All	African American	Hispanic	White	Asian	Male	Female	Low SES
2002-03	89%	79%	79%	94%	90%	88%	90%	78%
2003-04	93%	87%	87%	96%	95%	92%	93%	87%
2004-05	91%	84%	85%	96%	95%	90%	92%	84%
2005-06	91%	84%	85%	95%	94%	90%	92%	84%
2006-07	90%	83%	84%	95%	93%	89%	91%	82%
2007-08	90%	81%	84%	96%	94%	89%	91%	83%
2008-09	91%	83%	86%	96%	95%	91%	92%	84%
2009-10	92%	85%	89%	96%	97%	91%	94%	87%

Source: Texas Education Agency, AEIS Reports from 2002-2003 to 2009-2010.

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 previous two reports. The results in Figure 24 show that the state and the two local ESC regions all had an overall positive annual growth rate. Region X was much higher than the state, and Region XI was remarkably lower than the state and Region X. Such a pattern of group difference between Region X/Region XI and the state in the collective group was also evidenced in all of the individual groups except for the White and Asian/Pacific Islander groups. For these two top performance groups, Regions X and XI and the state had the same annual rate of 0.2% and 0.5%, respectively. Among the four ethnic and the low SES groups, the Hispanic group had the largest growth rate, followed by the low SES group, then by the African American group. The White and the Asian/Pacific Islander groups were generally lower than the three low performance groups. For the two gender groups, they seemed to have similar growth rates in the three educational constituents. In short, it seems that the only serious issue on Grade 3 reading was the slow growth in Region XI, especially in the African American group.

Figure 24 *The Average Annual Change Rate in Grade 3 Reading TAKS from 2003 to 2010*



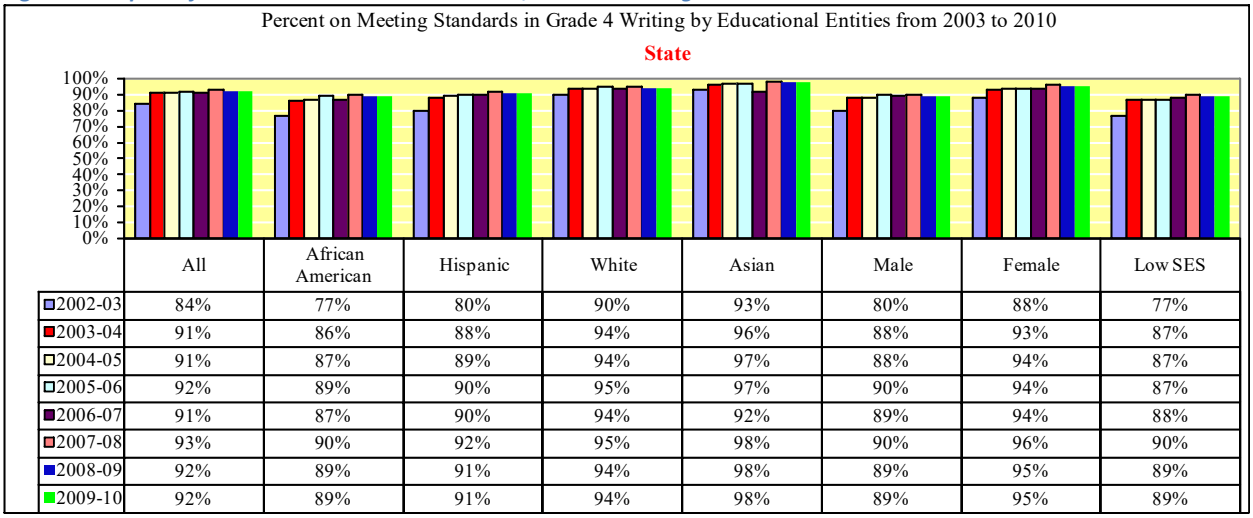
	All	African American	Hispanic	White	Asian/P. I.	Male	Female	Low SES
State	0.4%	0.7%	0.8%	0.2%	0.5%	0.4%	0.4%	0.8%
Region 10	0.8%	0.9%	1.7%	0.2%	0.5%	0.8%	0.7%	1.3%
Region 11	0.1%	0.1%	0.7%	0.2%	0.5%	0.1%	0.2%	0.5%

Source: Texas Education Agency, AEIS Reports from 2002-2003 to 2009-2010.

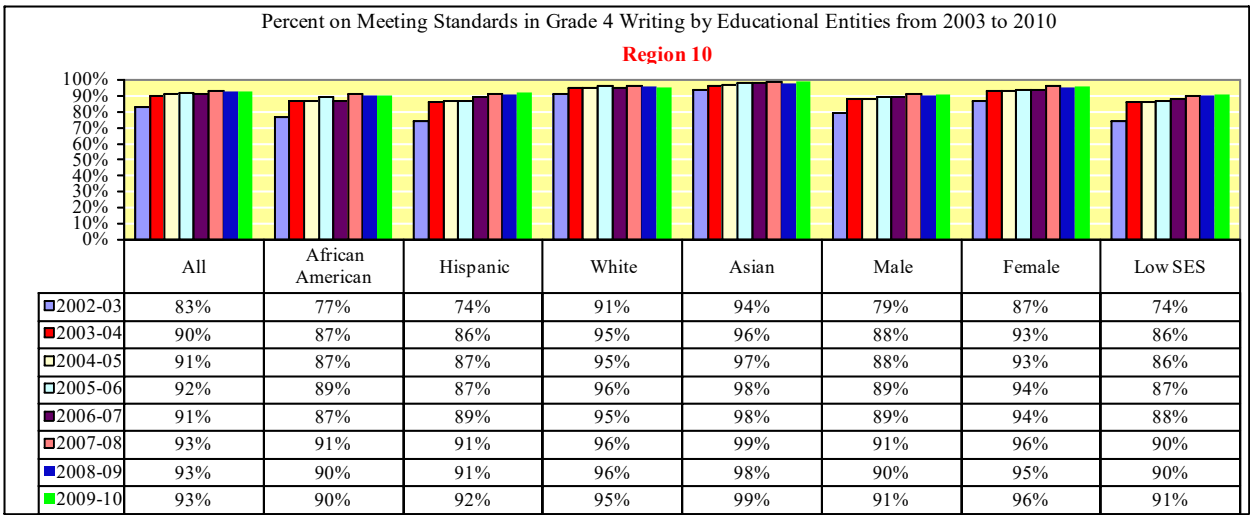
The Change Trend of the TAKS Performances in Grade 4 Writing from 2003 to 2010

Similar to Figure 23 on Grade 3 reading, Figure 25 below displays the percentages on meeting the passing standards in Grade 4 writing in the state and the ESC Regions 10 and 11 from 2003 to 2010. Table 26 in the Excel document also presents the percentages in the 14 ISDs. The data on the three charts in Figure 25 below indicate that the state and Regions X and XI all had positive growth from 2003 to 2004 in all of the groups. However, it seems that the growth mainly occurred from 2003 to 2004. The changes from 2004 to 2010 appear to be fairly flat in the collective and most of the individual groups. As in Grade 3 reading, the White and Asian/Pacific Islander groups had been higher than the African American, Hispanic, and low SES groups, and females had performed better than males. Finally, it seems that the low performance group had relatively larger growth rates.

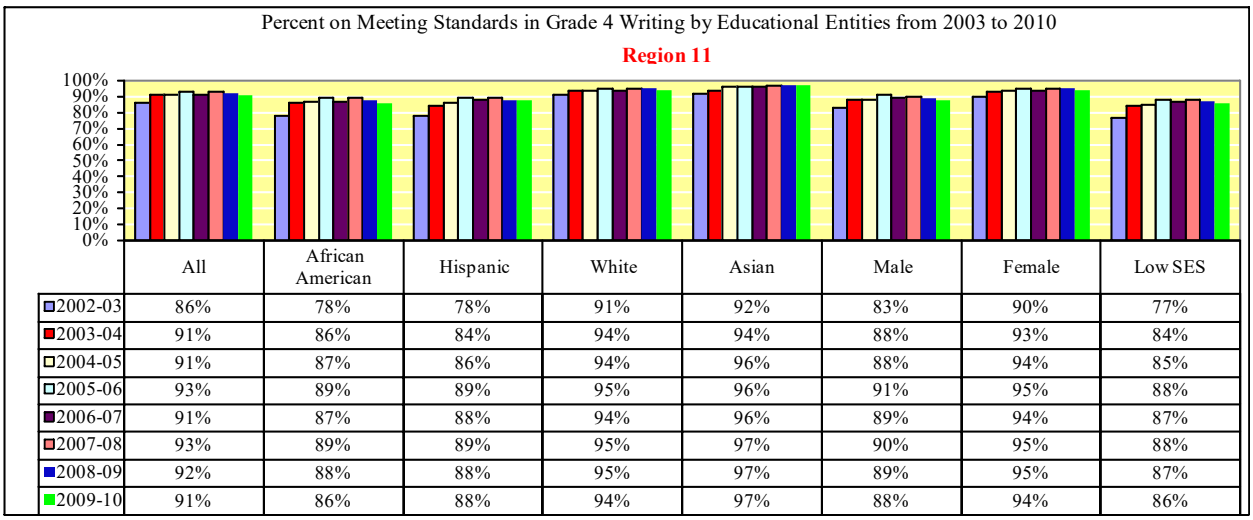
Figure 25 *Report of TAKS Indicators - Met Standards, Grade 4 Writing between 2003 and 2010*



	All	African American	Hispanic	White	Asian	Male	Female	Low SES
2002-03	84%	77%	80%	90%	93%	80%	88%	77%
2003-04	91%	86%	88%	94%	96%	88%	93%	87%
2004-05	91%	87%	89%	94%	97%	88%	94%	87%
2005-06	92%	89%	90%	95%	97%	90%	94%	87%
2006-07	91%	87%	90%	94%	92%	89%	94%	88%
2007-08	93%	90%	92%	95%	98%	90%	96%	90%
2008-09	92%	89%	91%	94%	98%	89%	95%	89%
2009-10	92%	89%	91%	94%	98%	89%	95%	89%



	All	African American	Hispanic	White	Asian	Male	Female	Low SES
2002-03	83%	77%	74%	91%	94%	79%	87%	74%
2003-04	90%	87%	86%	95%	96%	88%	93%	86%
2004-05	91%	87%	87%	95%	97%	88%	93%	86%
2005-06	92%	89%	87%	96%	98%	89%	94%	87%
2006-07	91%	87%	89%	95%	98%	89%	94%	88%
2007-08	93%	91%	91%	96%	99%	91%	96%	90%
2008-09	93%	90%	91%	96%	98%	90%	95%	90%
2009-10	93%	90%	92%	95%	99%	91%	96%	91%

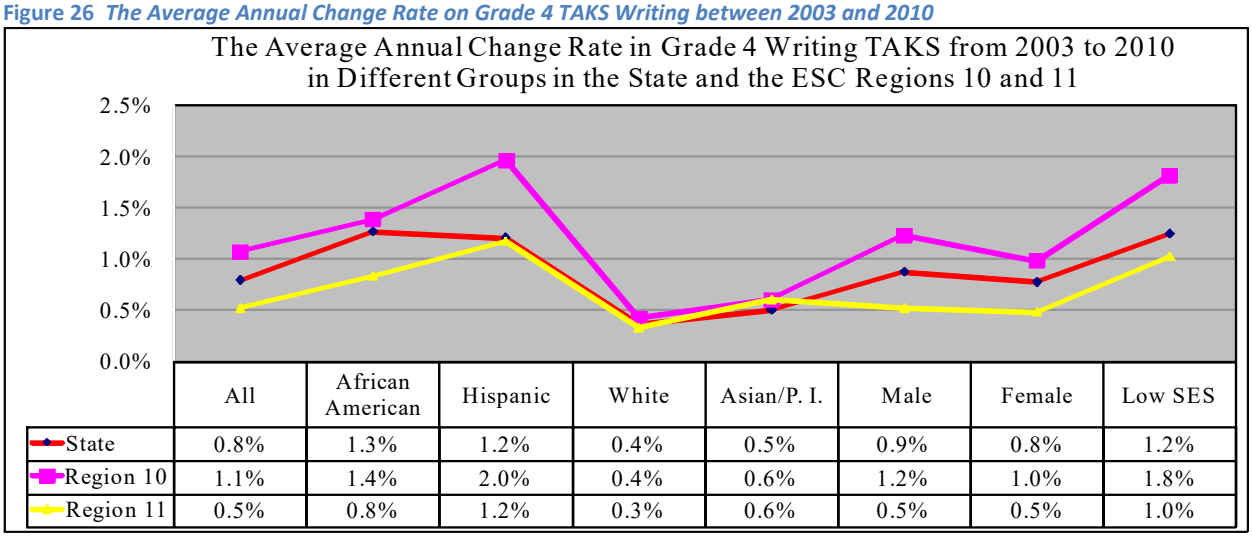


	All	African American	Hispanic	White	Asian	Male	Female	Low SES
2002-03	86%	78%	78%	91%	92%	83%	90%	77%
2003-04	91%	86%	84%	94%	94%	88%	93%	84%
2004-05	91%	87%	86%	94%	96%	88%	94%	85%
2005-06	93%	89%	89%	95%	96%	91%	95%	88%
2006-07	91%	87%	88%	94%	96%	89%	94%	87%
2007-08	93%	89%	89%	95%	97%	90%	95%	88%
2008-09	92%	88%	88%	95%	97%	89%	95%	87%
2009-10	91%	86%	88%	94%	97%	88%	94%	86%

Source: Texas Education Agency, AEIS Reports from 2002-2003 to 2009-2010.

Similar to Figure 24 on third grade reading, Figure 26 quantifies the change trends on Grade 4 writing over the eight-year period from 2003 to 2010 in the collective and the seven individual in the state and the two local ESC regions. As in Figure 24 on Grade 3 reading, all of the growth rates were positive. Furthermore, Region X was faster than the state, and Region XI was slower than the state. But the group difference between Region X and the state or between Region XI and the state on Grade 4 writing was not as large as that on Grade 3 reading. For the demographic groups, as in Grade 3 reading, the Hispanic group had the largest growth rate, followed by the low SES and African American groups. The highly performed White and Asian/Pacific Islander groups again showed slower growth rates than the three low performance groups. For the two gender groups, the lowly performed male group appeared to be slightly faster than the better performed female counterpart.

Figure 26 *The Average Annual Change Rate on Grade 4 TAKS Writing between 2003 and 2010*



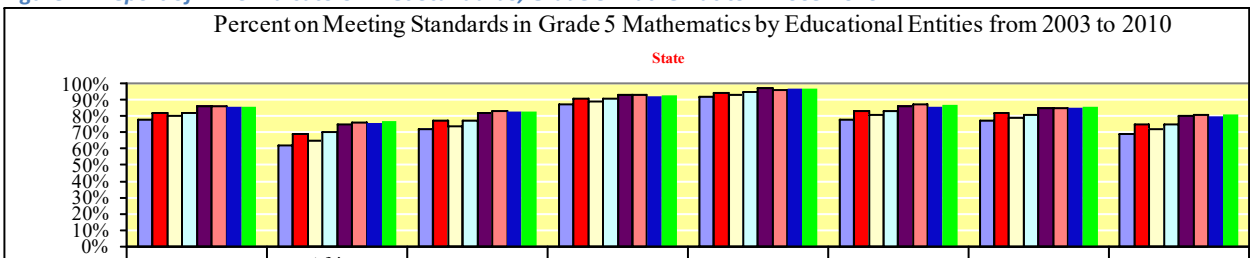
	All	African American	Hispanic	White	Asian/P. I.	Male	Female	Low SES
State	0.8%	1.3%	1.2%	0.4%	0.5%	0.9%	0.8%	1.2%
Region 10	1.1%	1.4%	2.0%	0.4%	0.6%	1.2%	1.0%	1.8%
Region 11	0.5%	0.8%	1.2%	0.3%	0.6%	0.5%	0.5%	1.0%

Source: Texas Education Agency, AEIS Reports from 2002-2003 to 2009-2010.

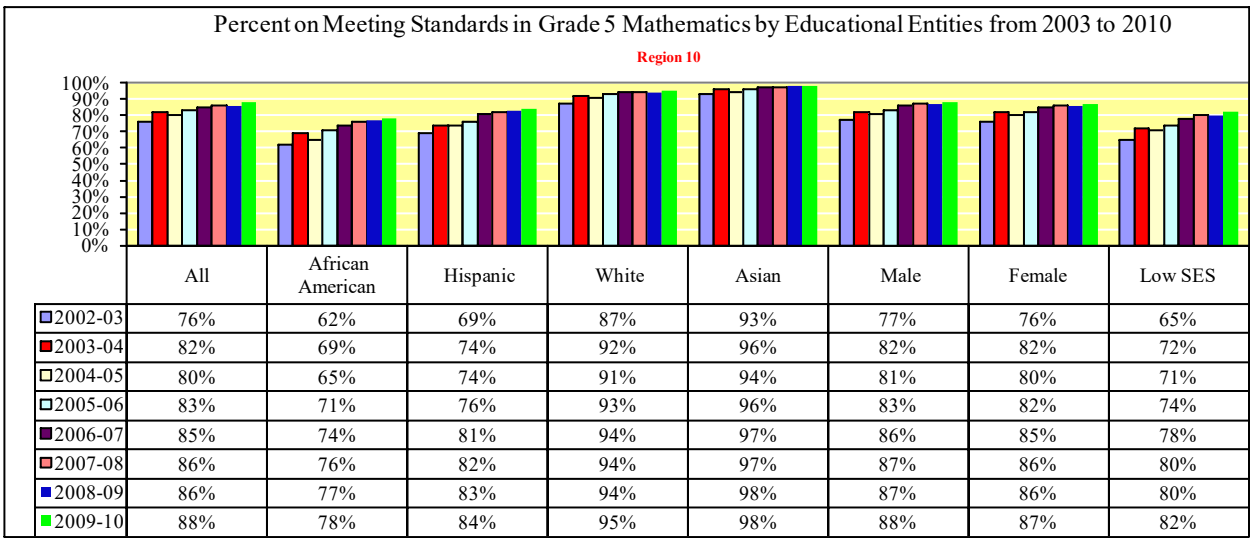
The Change Trend of the TAKS Performances in Grade 5 Math from 2003 to 2010

Table 28 in the Excel document lists the passing percentages on Grade 5 mathematics in the state, Regions X and XI, and the 14 ISDs from the school years of 2002-2003 to 2009-2010. Once again, only the charts for the state and Regions 10 and 11 are presented in this Word document as shown in Figure 27 below. The charts for the ISDs are left to Table 28 in the Excel document. Similar to the findings on Grade 3 reading and Grade 4 writing in Figures 23 and 25, the White and Asian/Pacific Islander groups had been higher than the African American, Hispanic, and low SES groups. However, for the gender difference on fifth grade mathematics, different from the two earlier TAKS tests, males had generally performed slightly better than females. For the change trend over time, the percentages also appeared to have increased over the years either in the collective or individual groups. Nevertheless, 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 gap between the lowest African American group and the second lowest Hispanic group appeared to be larger than that on Grade 3 reading or Grade 4 writing.

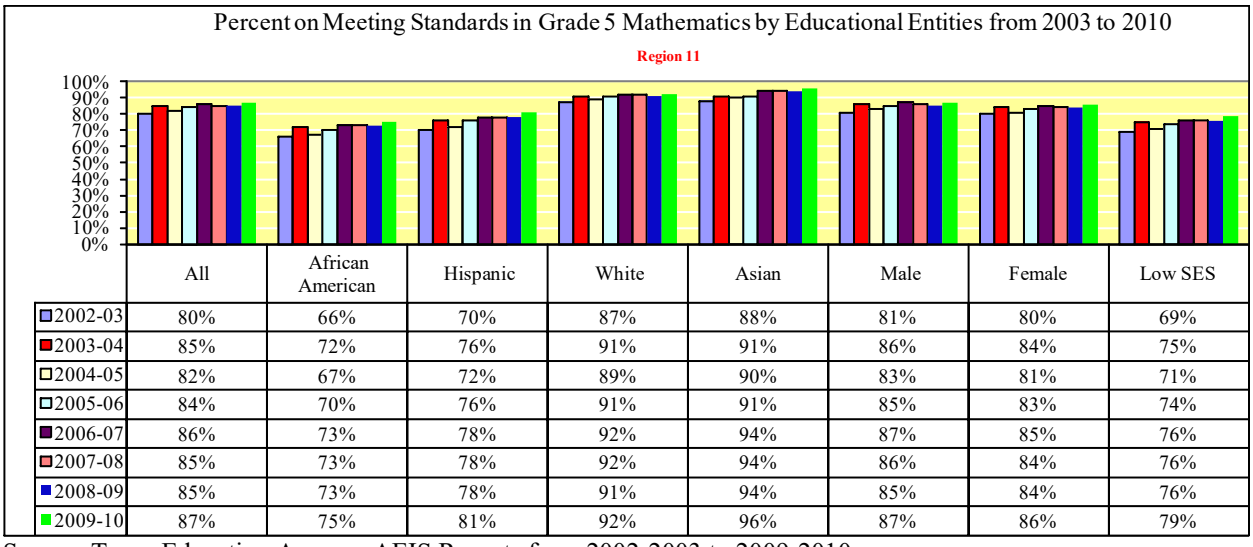
Figure 27 *Report of TAKS Indicators - Met Standards, Grade 5 Mathematics in 2003-2010*



	All	African American	Hispanic	White	Asian	Male	Female	Low SES
2002-03	78%	62%	72%	87%	92%	78%	77%	69%
2003-04	82%	69%	77%	91%	94%	83%	82%	75%
2004-05	80%	65%	74%	89%	93%	81%	79%	72%
2005-06	82%	70%	77%	91%	95%	83%	81%	75%
2006-07	86%	75%	82%	93%	97%	86%	85%	80%
2007-08	86%	76%	83%	93%	96%	87%	85%	81%
2008-09	86%	76%	83%	92%	97%	86%	85%	80%
2009-10	86%	77%	83%	93%	97%	87%	86%	81%



	All	African American	Hispanic	White	Asian	Male	Female	Low SES
2002-03	76%	62%	69%	87%	93%	77%	76%	65%
2003-04	82%	69%	74%	92%	96%	82%	82%	72%
2004-05	80%	65%	74%	91%	94%	81%	80%	71%
2005-06	83%	71%	76%	93%	96%	83%	82%	74%
2006-07	85%	74%	81%	94%	97%	86%	85%	78%
2007-08	86%	76%	82%	94%	97%	87%	86%	80%
2008-09	86%	77%	83%	94%	98%	87%	86%	80%
2009-10	88%	78%	84%	95%	98%	88%	87%	82%

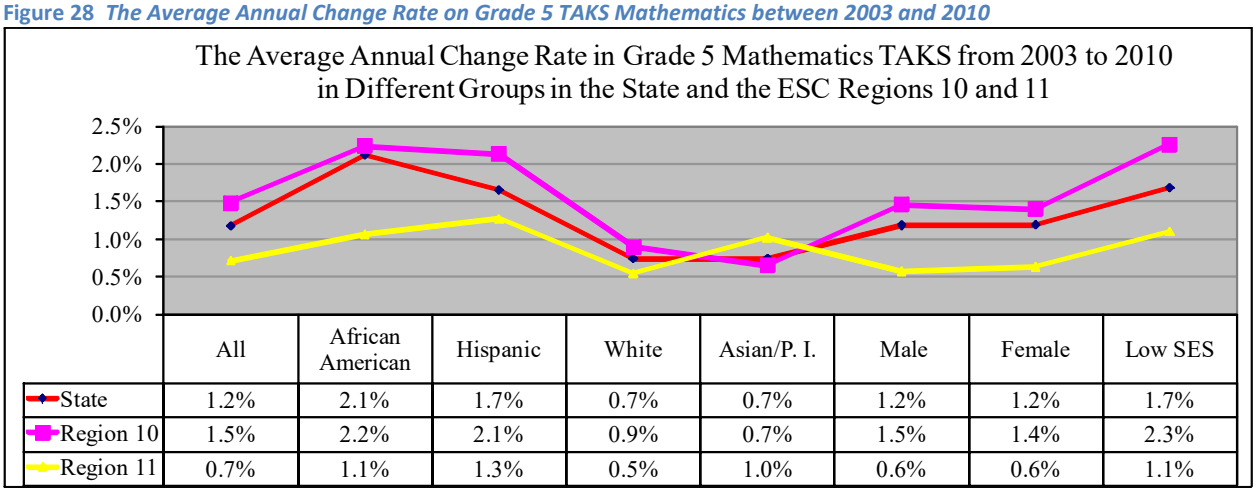


	All	African American	Hispanic	White	Asian	Male	Female	Low SES
2002-03	80%	66%	70%	87%	88%	81%	80%	69%
2003-04	85%	72%	76%	91%	91%	86%	84%	75%
2004-05	82%	67%	72%	89%	90%	83%	81%	71%
2005-06	84%	70%	76%	91%	91%	85%	83%	74%
2006-07	86%	73%	78%	92%	94%	87%	85%	76%
2007-08	85%	73%	78%	92%	94%	86%	84%	76%
2008-09	85%	73%	78%	91%	94%	85%	84%	76%
2009-10	87%	75%	81%	92%	96%	87%	86%	79%

Source: Texas Education Agency, AEIS Reports from 2002-2003 to 2009-2010.

The change trends on Grade 5 mathematics were similar to those on Grade 3 reading or Grade 4 writing in the same eight-year period as shown in Figure 28 below. In other words, all of the average annual growth rates in the collective or individual groups were positive. Region X was still faster than the state, and Region XI was typically lower than the state. The three low performance demographic groups had greater growth rates than the two highly performed groups. However, the growth rate on fifth grade mathematics was generally larger than that on Grade 3 reading or Grade 4 writing for each group. Additionally, the gender difference on the growth rate was not obvious. In other words, although the female group had performed lower than the male counterpart, it did not demonstrate a higher growth rate as desired.

Figure 28 *The Average Annual Change Rate on Grade 5 TAKS Mathematics between 2003 and 2010*



	All	African American	Hispanic	White	Asian/P. I.	Male	Female	Low SES
State	1.2%	2.1%	1.7%	0.7%	0.7%	1.2%	1.2%	1.7%
Region 10	1.5%	2.2%	2.1%	0.9%	0.7%	1.5%	1.4%	2.3%
Region 11	0.7%	1.1%	1.3%	0.5%	1.0%	0.6%	0.6%	1.1%

Source: Texas Education Agency, AEIS Reports from 2002-2003 to 2009-2010.

In summary, the above trend analysis on the three elementary TASK tests in the state and the ESC Regions X and XI in the eight school years from 2002-03 to 2009-10 seems to reveal two satisfactory trends. First of all, all of the groups had positive growth rates either in the state or the two local ESC regions although the average annual change rates were usually less than 2%. Secondly, the low performance groups/entities/tests typically had faster growth rates than the highly performed ones, indicating the gaps had been gradually closed. For instance, the Hispanic, African American, and low SES groups had grown faster than the highly performed White and Asian/Pacific Islander groups. Also the male group had larger annual growth rates than the female group in Grade 3 reading or Grade 4 writing. Additionally, Region X were lower than the state and Region XI in the earlier years, but it had grown faster than the state or Region XI and outperformed them by the school year 2009-10.

However, although the general trends were satisfactory, we have identified at least three issues on elementary TAKS performances. The first one was that the gender gap on Grade 5 mathematics was not reduced as that on Grade 3 reading and Grade 4 writing. We may need to do similar trend analysis on mathematics in other grades, at least in the elementary ones, to see whether the gender difference on the growth rate was blurred in those grades as well. Then we could further explore the possible reasons or related factors and develop appropriate action plans to close the gender gap on mathematics. Secondly, although Region XI had higher percentages in the earlier years, it generally fell behind the state and Region X in recent years due to the slower growth. Why did it grow slower than Region X in the neighborhood, and what were the critical success factors for the faster growth in Region X? If we know the answers to these questions, we are at a better position to help the slowly growing Region XI. Finally, the group difference between the African American group and the other ethnic groups appeared to be larger on mathematics than that on grade 3 reading or grade 4 writing. Thus, we should make an extra effort to help the African American students on mathematics.

Summary of the PK-5 Findings

On Public Pre-K Enrollment

- The regional council had increased 2.5% from 2009 to 2010, much slower than the state at 6.6%. Smaller districts were likely to demonstrate larger change rates.

- We were unable to present the information on the ethnic or SES composition of the PK enrollees in 2010 as the data were unable to be obtained. But it was assuming that majority of the enrolled 4-year-olds were still from the African American, Hispanic, and low SES familial backgrounds as in 2008 and 2009.

- The trend analysis on public PK enrollment in the seven-year period from 2004 to 2010 indicates that the regional council had grown at an annual rate of 3.2%, slightly slower than the state at 3.8%. Again, small ISDs generally tended to have fast growth.

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

- On the elementary TAKS tests, as the data for the regional council were not provided this year. The data for the ESC Regions X and XI on the AEIS website were used.

- On meeting the passing standards in Grade 3 reading, Regions X and XI had increased 2% and 1% to 93% and 92%, respectively, from 2009 to 2010. Meanwhile, the state had grown 2% to 92%. Thus, the two local ESC regions overall were fairly similar to the state on the ratio of meeting the minimum standards and on the growth in Grade 3 reading in the past two years. For the subtle differences, Region X appeared to be higher than the state in 2010, and Region XI was lower than the state. In addition, Region X had grown faster than Region XI from 2009 to 20010. For the performance differences in the demographic groups, the White and Asian/Pacific Islander groups were still notably higher than the African American, Hispanic, and low SES groups in 2010. However, the latter three groups appeared to have grown faster than the two former groups from 2009 to 2010.

- On the TAKS test in Grade 4 writing, the state and Regions X and XI had increased 1%, 1%, and 0% to 92%, 93%, and 91%, respectively, from 2009 to 2010. Region X was slightly higher than the state and Region XI in 2010. It also demonstrated a faster growth rate than Region XI from 2009 to 2010. Furthermore, the African American and low SES had decreased 1% in Region XI. Thus, the growth on Grade 4 writing in Region XI was not as consistent as that on Grade 3 reading from 2009 to 2010. For the group differences in the five individual groups, the White and Asian/Pacific Islander groups were still higher than the other three groups in 2010. However, the magnitude of the difference between the high and the low performance groups on Grade 4 writing was smaller than the corresponding one on Grade 3 reading or on Grade 5 mathematics.

- On Grade 5 mathematics, the state and Regions X and XI had increased 2%, 3%, and 4% to 86%, 88%, and 87%, respectively, from 2009 to 2010. Thus, the two local ESC regions were higher than

the state in 2010, and had grown faster than the state from 2009 to 2010. Region X was still 1% higher than Region XI in 2010. However, Region XI had increased 1% faster than Region X and 2% faster than the state from 2009 to 2010. For the group differences, the White and Asian/Pacific Islander groups were much higher than the other three demographic groups as in Grade 3 reading. Furthermore, the African American group had the lowest ratio in the state, Region X, or Region XI, even significantly lower than the Hispanic group. Again, the low performance groups tended to demonstrate higher growth rates from 2009 to 2010.

- The trend analysis on the elementary TAKS performances in the eight-year period from 2003 to 2010 has found that the state and the two local ESC regions all had positively grown in either the collective or the individual groups although the annual growth rates were generally less than 2%. However, there were some group differences on the growth rate among the different entities, groups, or even the tests. Region XI appeared to grow slower than the state and Region X on Grade 3 reading and Grade 4 writing. The lowly performed African American, Hispanic, and low SES generally grew faster than the highly performed White and Asian/Pacific groups. The growth rate on the lowly performed TAKS test in Grade 5 mathematics was higher than that in Grade 3 reading or Grade 4 writing. Thus, in many cases, the gaps had been reduced.

- There were three major issues based on the findings of the trend analysis. First, the gender gaps on some TAKS tests were not reduced as desired. For instance, males had been lower than females on the third grade TAKS test in reading. However, they did not grow faster than females. Similarly, females had performed lower than males on the fifth grade TAKS test in mathematics. But they had not increased faster than males. The second concern is that the African American group had grown slower than the Hispanic group although its ratio had been typically lower than the corresponding one for the Hispanic group. At last, Region XI appeared to have consistently lower growth rates than the state or Region X even though it had not performed better than them.

Gap Analysis for Secondary Education (Grades 6-12)

The gap analysis for secondary education this year is organized similarly as in 2008 or 2009. It has the three identical sections as in the previous two reports, but with some major differences as the same types of data were not provided this year. The first section is still on the TAKS performances in middle school grades. The second section is dedicated to the retention rates in secondary education as before. The last section is again on high school success factors. Nevertheless, the same four data elements for section three in the previous two reports were not available anymore this year: (a) the 9th graders taking advanced courses in 2009-10, (b) the 9th graders advanced to 10th grade on time in the school year of 2008-09, (c) the 12 graders taking advanced coursework in 2009-10, and (d) the different graduation outcomes for the 9th grade cohort of 2005-06 in the school year of 2008-09. They were replace with three new data components: (a) the 9^{th} - 11^{th} graders taking advanced course/dual enrollment in different demographic groups in the state and Regions 10 and 11 in 2008 and 2009, (b) the 11^{th} – 12^{th} graders on the AP/IB results (tested) in the state and Regions 10 and 11 in 2008 and 2009, and (c) 4-year completion rate (grades 9 – 12) including Completion Rate I and Completion Rate II in the collective and the individual demographic groups in the state and Regions 10 and 11 in 2008 and 2009. Finally, the trend analysis on the three types of graduation plans in MPH/IEP, RHSP, and DAP in the state and the regional council was conducted as before with the newest data in 2009.

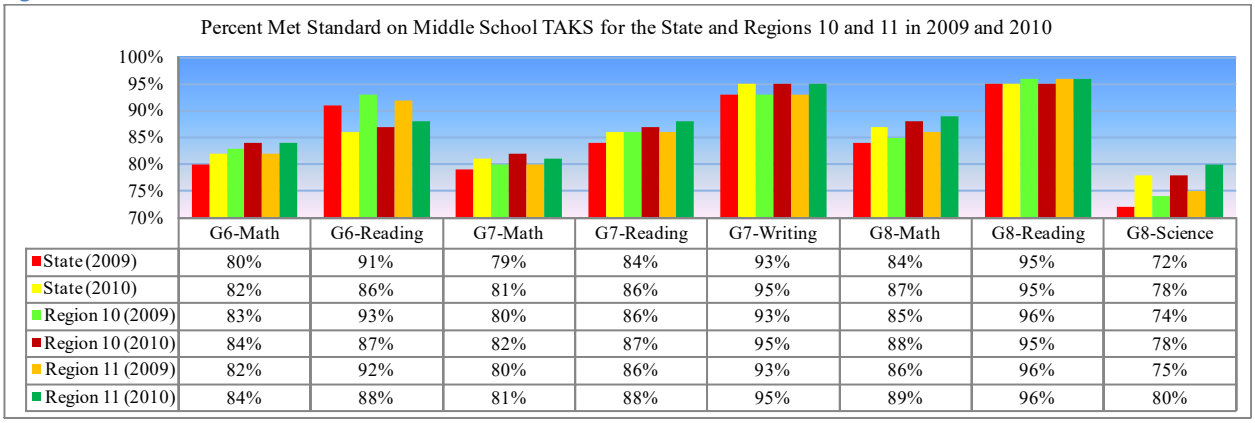
Sixth-Eighth Grade TAKS Results in 2009-2010

For the TAKS performances in middle school, as the mean scores were not available this year, we used the percentages on meeting the passing and the commended standards on the same eight TAKS tests as before (i.e., 6th grade reading and mathematics, 7th grade reading, mathematics, and writing, and 8th grade reading, mathematics, and science) in the state and the ESC Regions 10 and 11 in 2009 and 2010. However, the percentages for the regional council cannot be computed as the AEIS report on the TEA's website does not publish the number of students tested on each test in each ISD. Hence, the Whitney-Mann U-test, performed in the two earlier reports, cannot be performed to explore the group difference between the state and the regional council or between the state and Regions 10 and 11. In addition, as the frequency distribution of the scaled scores on the eight TAKS tests in the state and Regions 10 and 11 were unavailable this year, the examinations on the differences of the percentile ranks for the scores of 2100 and 2400 between the state and the regional council or between the state and Regions 10 and 11 were unable to be conducted this year.

Figure 29 first shows that the ratios of meeting the passing standards in the state and the two local ESC regions on the eight TAKS tests in 2009 and 2010. The percentages ranged from upper 70s% on Grade 8 science to middle 90s% on Grade 8 reading. Generally, students performed better on English language arts than on mathematics or science. In addition, Regions 10 and 11 typically were about 1-2% higher than the state on the eight TAKS tests in 2010. For the changes from 2009 to 2010, the state and Regions 10 and 11 had positive increases on six of the eight tests. Among them, the test on eighth grade science had the largest increase of 4-6%. The other five tests had normally increased 2-3%. On the other

hand, the state and the two local regions had virtually no changes on Grade 8 reading. However, they had dropped about 4-6% on Grade 6 reading.

Figure 29 *Percent Met Standard on Middle School TAKS in 2009 and 2010*

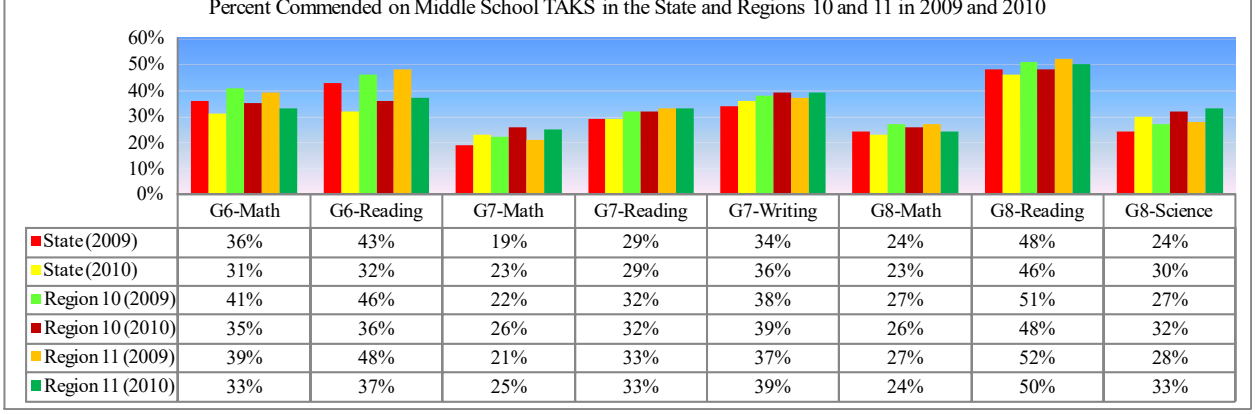


	G6-Math	G6-Reading	G7-Math	G7-Reading	G7-Writing	G8-Math	G8-Reading	G8-Science
State (2009)	80%	91%	79%	84%	93%	84%	95%	72%
State (2010)	82%	86%	81%	86%	95%	87%	95%	78%
Region 10 (2009)	83%	93%	80%	86%	93%	85%	96%	74%
Region 10 (2010)	84%	87%	82%	87%	95%	88%	95%	78%
Region 11 (2009)	82%	92%	80%	86%	93%	86%	96%	75%
Region 11 (2010)	84%	88%	81%	88%	95%	89%	96%	80%

Source: TEA - Student Assessment TAKS Region, District, and Campus Level Data Files (http://ritter.tea.state.tx.us/student.assessment/reporting/taksagg/dnload.html)

On the percentages of meeting the commended standards, as shown in Figure 30 below, the state and Regions 10 and 11 ranged from low 20s% on Grade 7 mathematics to upper 40s% on Grade 8 reading. And most of them were in 30s%. Again, students appeared to perform better on English language arts than on mathematics or science as in meeting the passing standards. Regions 10 and 11 had similar percentages on each of the tests, and both were about 2-3% higher than the state. For the changes from 2009 to 2010, three tests had positive growth. Among them, the one on Grade 7 mathematics had increased 4% in the three educational constituents. The test on Grade 7 writing had grown 2%, 1%, and 2%, respectively in the state, Region10, and Region 11. The TAKS test on Grade 8 science had the largest increase of 6% in the state and 5% in Regions 10 and 11. On the other hand, Grade 7 reading had virtually no change. For the other four tests, they even had negative growth. Two of them had relatively small decreases. The test on Grade 8 mathematics had dropped 1%, 1%, and 3% in the state, Region 10, and Region 11, respectively. Similarly, the Grade 8 reading TAKS test had increased 2%, 3%, and 2%, respectively, in the state and Regions 10 and 11. The tests on Grade 6 mathematics and reading had the largest decreases. The state and the two local regions had dropped 5%, 6%, and 6% on Grade 6 mathematics, respectively. The TAKS test on Grade 6 reading had dropped even more than that on Grade 6 mathematics at 11%, 10%, and 11%, respectively, in the state and Regions 10 and 11.

Figure 30 *Percent Commended on Middle School TAKS in 2009 and 2010*



	G6-Math	G6-Reading	G7-Math	G7-Reading	G7-Writing	G8-Math	G8-Reading	G8-Science
State (2009)	36%	43%	19%	29%	34%	24%	48%	24%
State (2010)	31%	32%	23%	29%	36%	23%	46%	30%
Region 10 (2009)	41%	46%	22%	32%	38%	27%	51%	27%
Region 10 (2010)	35%	36%	26%	32%	39%	26%	48%	32%
Region 11 (2009)	39%	48%	21%	33%	37%	27%	52%	28%
Region 11 (2010)	33%	37%	25%	33%	39%	24%	50%	33%

Source: TEA - Student Assessment TAKS Region, District, and Campus Level Data Files (http://ritter.tea.state.tx.us/student.assessment/reporting/taksagg/dnload.html)

The above analysis on the TAKS tests in middle school shows that the two local ESC regions had similar performances on meeting both the passing and the commended standards. Additionally, they were generally about 2% higher than the state. Students typically performed better on English language arts than on mathematic or science on meeting the two standards. For the changes from 2009 to 2010, although the state and the two local regions demonstrated the same change trend on each test, the change patterns were not consistent across the tests in the three educational constituents. Three tests (i.e., Grade 8 science, Grade 7 mathematics and writing) had positive increases on meeting both of the standards. Among them, the one on Grade 8 science had the largest growth in the state and the two ESC regions. On the other hand, the TAKS test in Grade 6 reading demonstrated the largest decrease on meeting both of the passing and the commended standards. The other four tests showed inconsistent changes, typically in opposite directions.

The above interpretations of the findings on the eight TAKS tests assume that the results were comparable across the school years, grades, or tests. If so, we need to further explore why students had performed better on certain tests than on others, or why students had made progress on one standard whereas they had declined on another. On the other hand, if these tests were incomparable, then it would be meaningless to compare the results across the tests on different subject areas in different years. The only thing meaningful then would be to compare the performances between the local ESC regions and the state on a particular test in 2010. We had sent an inquiry email on this issue to the Student Assessment Division at TEA last year, but we did not receive a response. Earlier this year, we sent another inquiry email on the same issue again. Unfortunately, we have not received a response yet by the time of this writing.

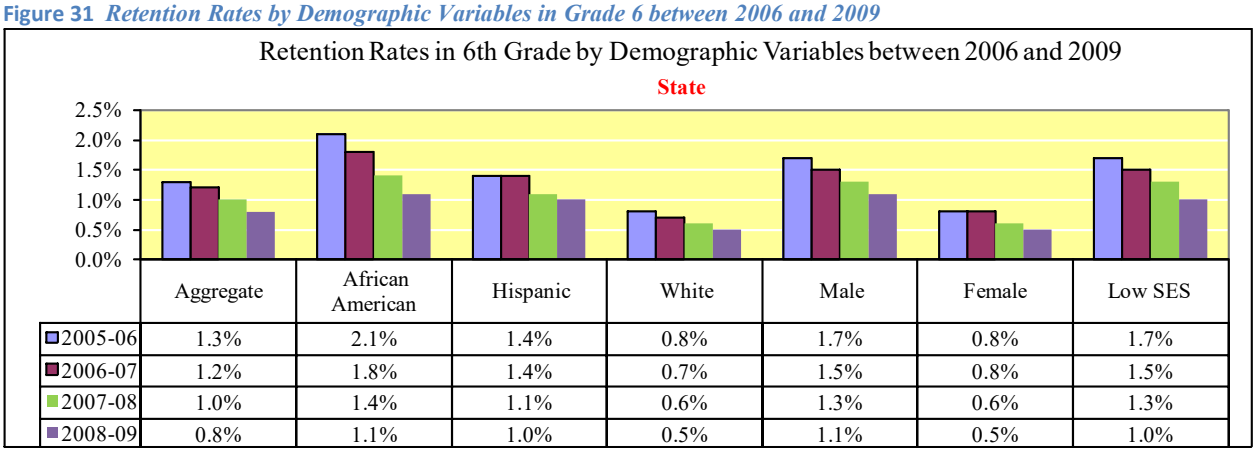
Retention Rates in 6th-12th Grades in 2006-2009

The analysis on retention rate in the current report follows the same procedures as in the previous two reports. It continues to use the data from the Division of Accountability Research at Texas Education Agency (http://www.tea.state.tx.us/acctres/retention/years.html) with inclusion of the latest data in the school year of 2008-09. It still targets on 6th-12th grades as before. In other words, the present report focuses on the retention rates in 6th-12th grades from 2006 to 2009. It first presents the retention rates in the collective and individual groups between 2006 and 2009 by educational constituent in 6-12th grades, with one figure for each of the seven grades. Again, each figure contains three charts for the state and the two local regions only. The retention rates for the 14 ISDs at each grade were omitted from this document and left to Tables 32-38 in the Excel document. Then, this report displays the overall retention rates in the 17 educational constituents simultaneously by grade between 2006 and 2009, with one chart for one grade, just as the 2008 and 2009 reports. Nevertheless, for the sake of brevity, the part on the retention rates in Grades 6-12 in different educational constituents in each of the demographic groups was omitted this time.

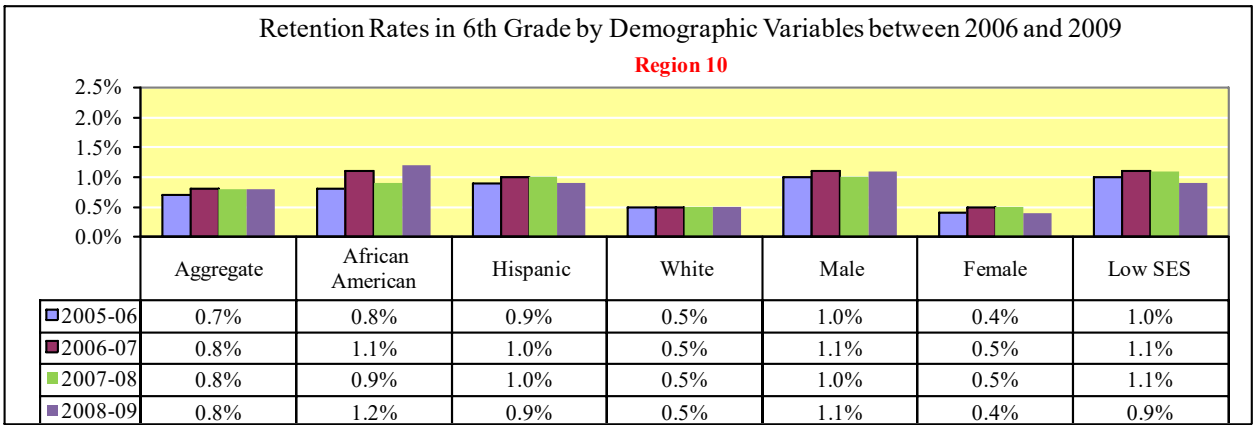
Figures 31-37 show the retention rates in 6th-12th grades in the state and Regions 10 and 11in the collective and the six demographic groups in the school years of 2006, 2007, 2008, and 2009. The three charts in each figure show how the collective and individual groups in the state, Region 10, and Region 11 had changed on retention rate in the four school years. Figure 31, the first one in the series, shows that the overall retention rates in 6th grade were 0.8%, 0.8%, and 0.5%, respectively, in the state and Regions 10 and 11. For the retention rates in the individual groups, the African American, Hispanic, and low SES

groups had much higher rates than the White counterpart. And males had been remarkably higher than females. For the differences between the local ESC regions and the state in 2009, Region 11 was lower than Region 10 which had a similar rate as the state. For the change trend over the four-year period from 2006 to 2009, the state had been consistently declining in the collective and the six individual groups. Region 11 also had reduced the retention rates in all of the groups almost in every year, but with a slower decreasing rate than the state. Region 10, on the other hand, seemed to have little improvement on retention rate if not worsening even though it had higher retention rates than the improving Region 11.

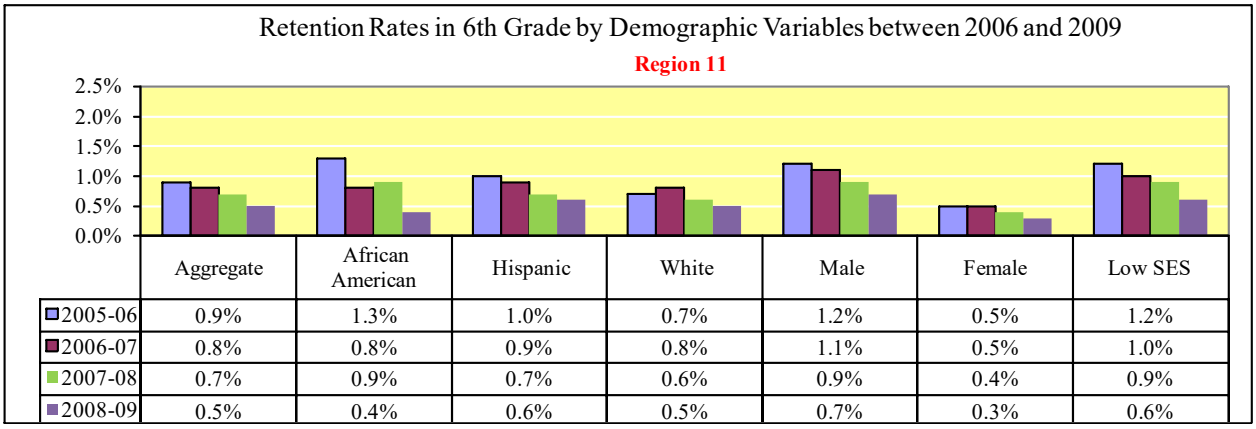
Figure 31 *Retention Rates by Demographic Variables in Grade 6 between 2006 and 2009*



	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%
2008-09	0.8%	1.1%	1.0%	0.5%	1.1%	0.5%	1.0%



	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	0.7%	0.8%	0.9%	0.5%	1.0%	0.4%	1.0%
2006-07	0.8%	1.1%	1.0%	0.5%	1.1%	0.5%	1.1%
2007-08	0.8%	0.9%	1.0%	0.5%	1.0%	0.5%	1.1%
2008-09	0.8%	1.2%	0.9%	0.5%	1.1%	0.4%	0.9%

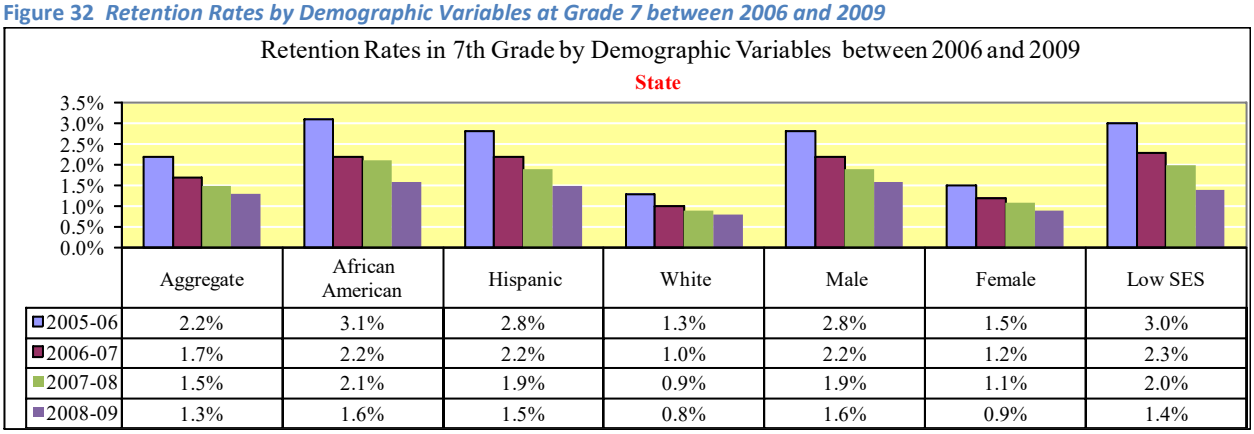


	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	0.9%	1.3%	1.0%	0.7%	1.2%	0.5%	1.2%
2006-07	0.8%	0.8%	0.9%	0.8%	1.1%	0.5%	1.0%
2007-08	0.7%	0.9%	0.7%	0.6%	0.9%	0.4%	0.9%
2008-09	0.5%	0.4%	0.6%	0.5%	0.7%	0.3%	0.6%

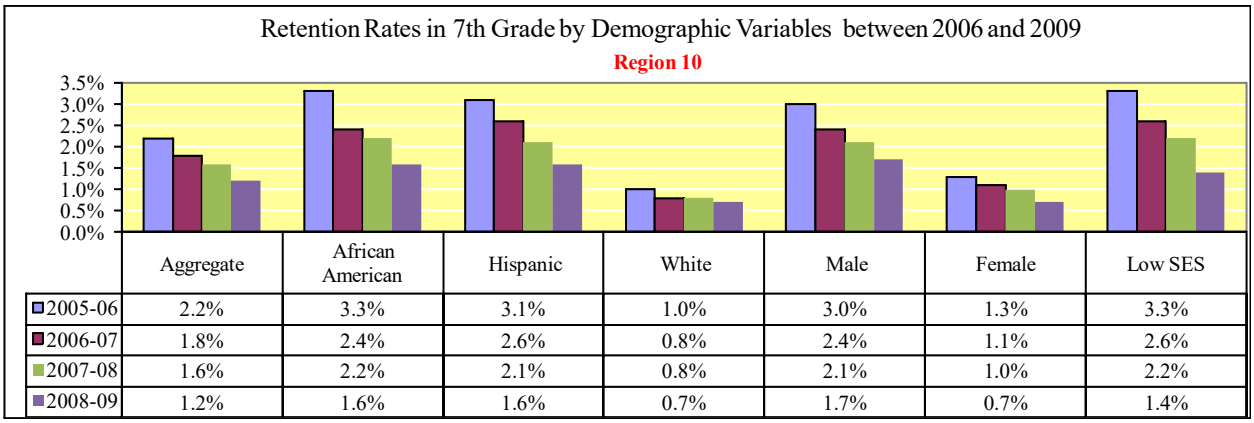
Source: Texas Education Agency, Grade-Level Retention Data, 2006 - 2009

Figure 32 below displays the retention rates in 7th grade in the state and Regions 10 and 11 in the seven groups in the school years of 2006, 2007, 2008, and 2009. Again, the charts for the 14 ISDs were left to the Excel document. It shows that the retention rates were generally less than 1.5% in the collective and individual groups in the state and Regions 10 and 11 in 2009. For the six demographic groups, we observed the same pattern of group differences as in Grade 6. That is, the African American, Hispanic, and low SES had been much higher than the White group. And males had been almost twice as high as females. The biggest difference between this figure and the earlier one was that Region 10 also demonstrated steady decreases over the years, just as the state and Region 11. Furthermore, it appeared declining even faster than Region 11, possibly due to its relatively high retention rates in the earlier years.

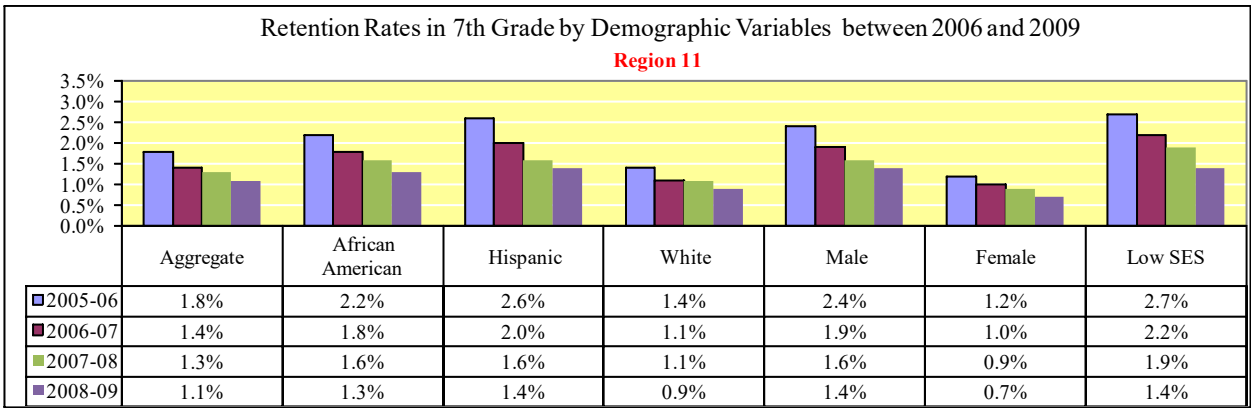
Figure 32 *Retention Rates by Demographic Variables at Grade 7 between 2006 and 2009*



	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	2.2%	3.1%	2.8%	1.3%	2.8%	1.5%	3.0%
2006-07	1.7%	2.2%	2.2%	1.0%	2.2%	1.2%	2.3%
2007-08	1.5%	2.1%	1.9%	0.9%	1.9%	1.1%	2.0%
2008-09	1.3%	1.6%	1.5%	0.8%	1.6%	0.9%	1.4%



	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%
2008-09	1.2%	1.6%	1.6%	0.7%	1.7%	0.7%	1.4%

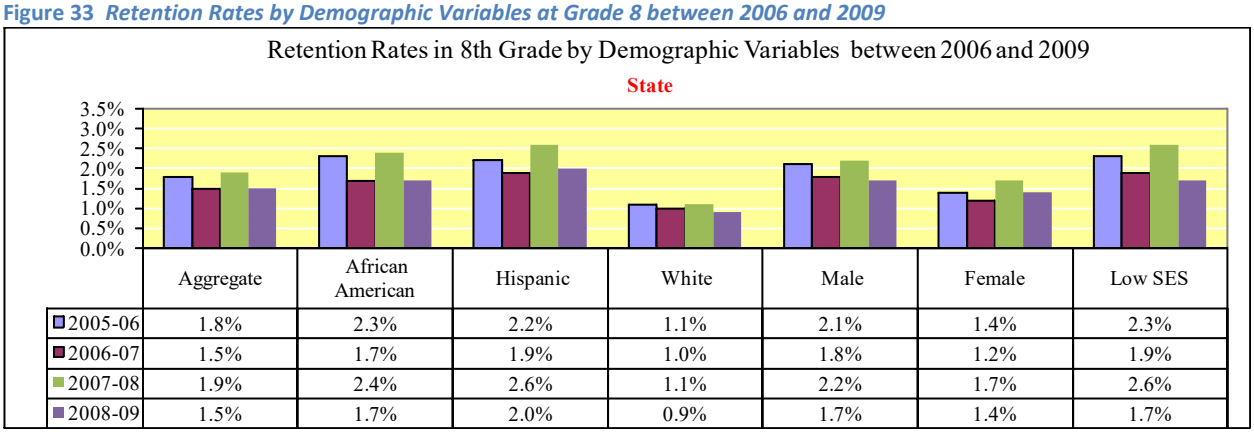


	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	1.8%	2.2%	2.6%	1.4%	2.4%	1.2%	2.7%
2006-07	1.4%	1.8%	2.0%	1.1%	1.9%	1.0%	2.2%
2007-08	1.3%	1.6%	1.6%	1.1%	1.6%	0.9%	1.9%
2008-09	1.1%	1.3%	1.4%	0.9%	1.4%	0.7%	1.4%

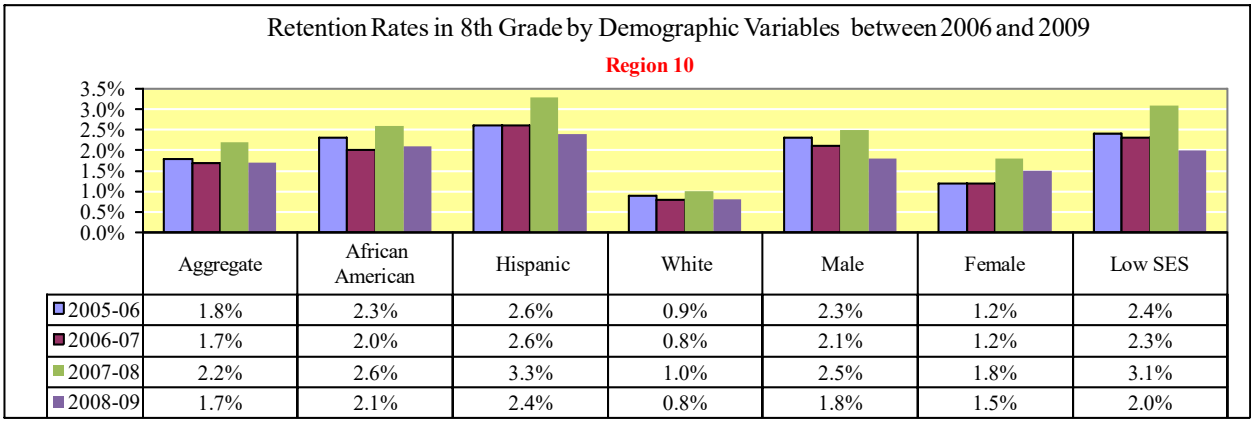
Source: Texas Education Agency, Grade-Level Retention Data, 2006–2009.

Similarly, Figure 33 presents the retention rates in 8th grade in the state and Regions 10 and 11 in the seven groups from 2006 to 2009. The retention rates in 2009 were slightly higher than those in Grades 6 and 7, typically less than 2%. For the group differences, the patterns found in Grades 6 and 7 appeared to be still 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. However, for the changes over time, unlike Grade 7 with a pattern of steady decline over the four years, Grade 8 seemed to demonstrate a down-up-down pattern from 2006 to 2009. In other words, the retention rate had declined from 2006 to 2007, then increased from 2007 to 2008, and declined again from 2008 to 2009 in most of the groups in the state and Regions 10 and 11. We do not know why there was an increase from 2007 to 2008.

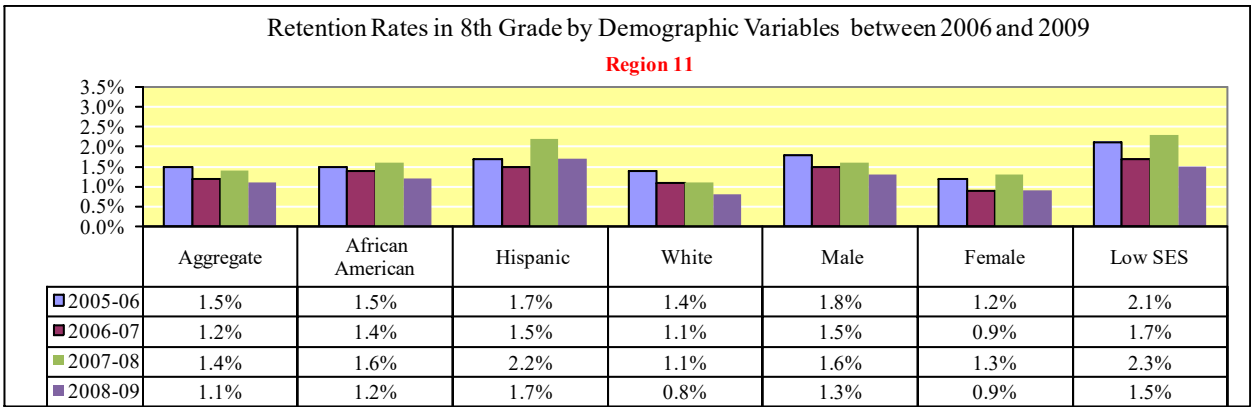
Figure 33 *Retention Rates by Demographic Variables at Grade 8 between 2006 and 2009*



	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%
2008-09	1.5%	1.7%	2.0%	0.9%	1.7%	1.4%	1.7%



	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%
2008-09	1.7%	2.1%	2.4%	0.8%	1.8%	1.5%	2.0%

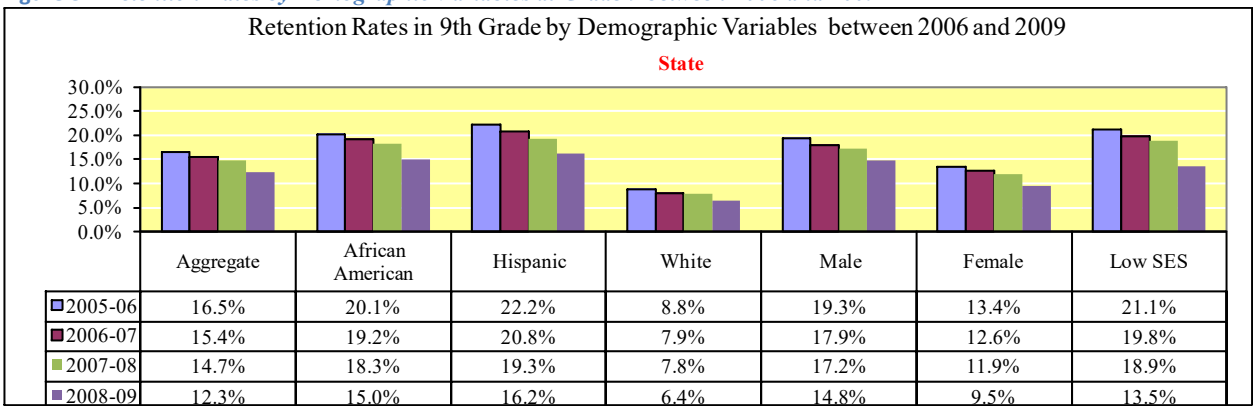


	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	1.5%	1.5%	1.7%	1.4%	1.8%	1.2%	2.1%
2006-07	1.2%	1.4%	1.5%	1.1%	1.5%	0.9%	1.7%
2007-08	1.4%	1.6%	2.2%	1.1%	1.6%	1.3%	2.3%
2008-09	1.1%	1.2%	1.7%	0.8%	1.3%	0.9%	1.5%

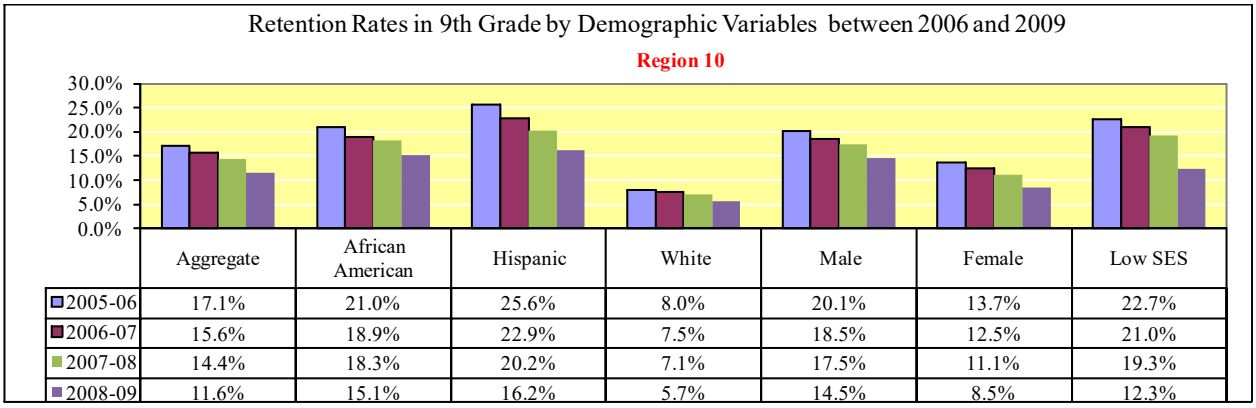
Source: Texas Education Agency, Grade-Level Retention Data, 2006–2009.

The retention rate at Grade 9 was much higher than those in middle school grades, as shown in Figure 34. It was 12.3%, 11.6%, and 11.4%, respectively, in the collective group in the state and Regions 10 and 11 in 2009. The Hispanic group appeared to have the largest rate, followed by the African American and low SES groups. The White group was only about half or even less of that in the Hispanic and low SES groups. Males were still higher than females, roughly 50% more. Overall, the two local regions had similar retention rates, and both were slightly better than the state. For the changes over time, both the state and Regions 10 and 11 had shown steady decline from 2006 to 2009.

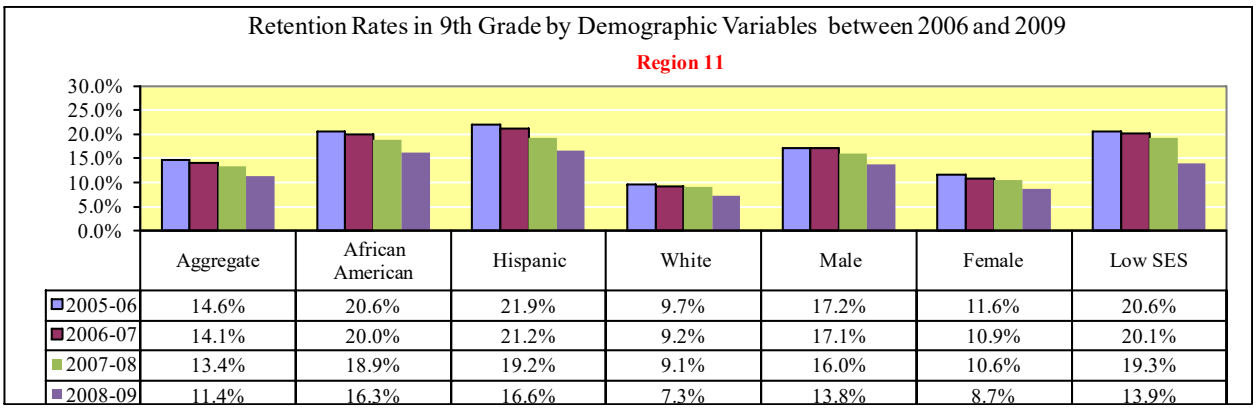
Figure 34 *Retention Rates by Demographic Variables at Grade 9 between 2006 and 2009*



	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%
2008-09	12.3%	15.0%	16.2%	6.4%	14.8%	9.5%	13.5%



	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%
2008-09	11.6%	15.1%	16.2%	5.7%	14.5%	8.5%	12.3%

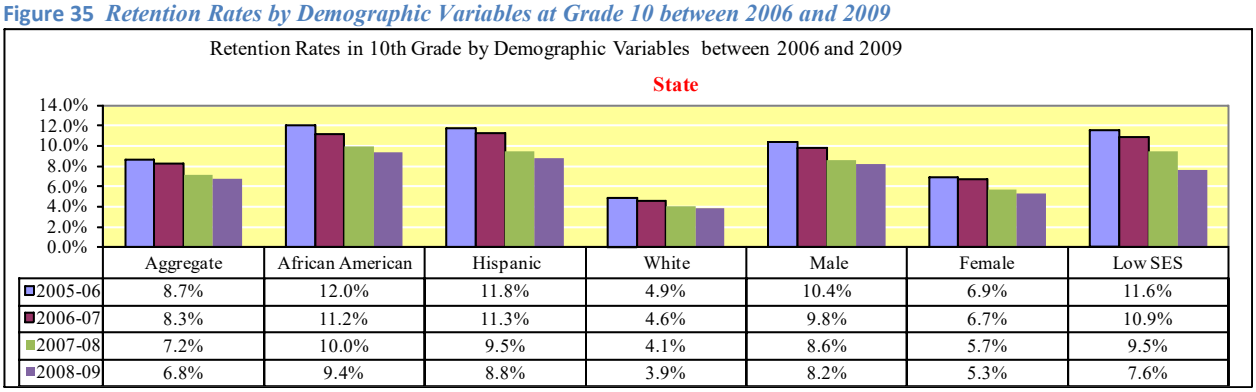


	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	14.6%	20.6%	21.9%	9.7%	17.2%	11.6%	20.6%
2006-07	14.1%	20.0%	21.2%	9.2%	17.1%	10.9%	20.1%
2007-08	13.4%	18.9%	19.2%	9.1%	16.0%	10.6%	19.3%
2008-09	11.4%	16.3%	16.6%	7.3%	13.8%	8.7%	13.9%

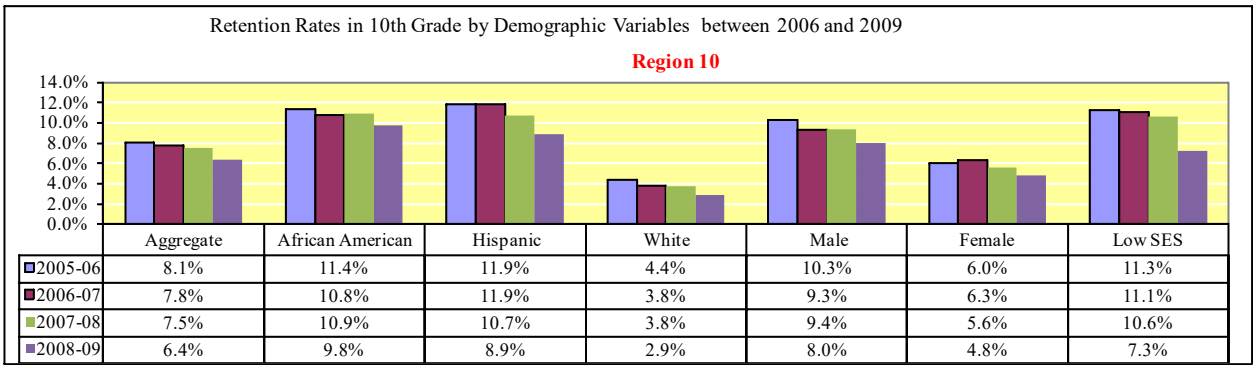
Source: Texas Education Agency, Grade-Level Retention Data, 2006–2009.

Figure 35 below shows that the overall retention rates in 10th grade in 2009 was 6.8%, 6.4%, and 6.9% in the state and Regions 10 and 11, respectively. The pattern of group differences on the demographic variables found in the earlier grades was still valid. That is, the African American, Hispanic, and low SES groups were much higher than the White group, and the male group was higher than the female counterpart. For the changes over time, unlike the state and Region 10, Regions 11 did not show a steady decline over the four-year period due to the increases from 2006 to 2007. The biggest difference between Figure 35 and the earlier ones on retention rate in Grades 6 – 9 was that Region 11, for the first time, was consistently higher than Region 10 in each group in 2009.

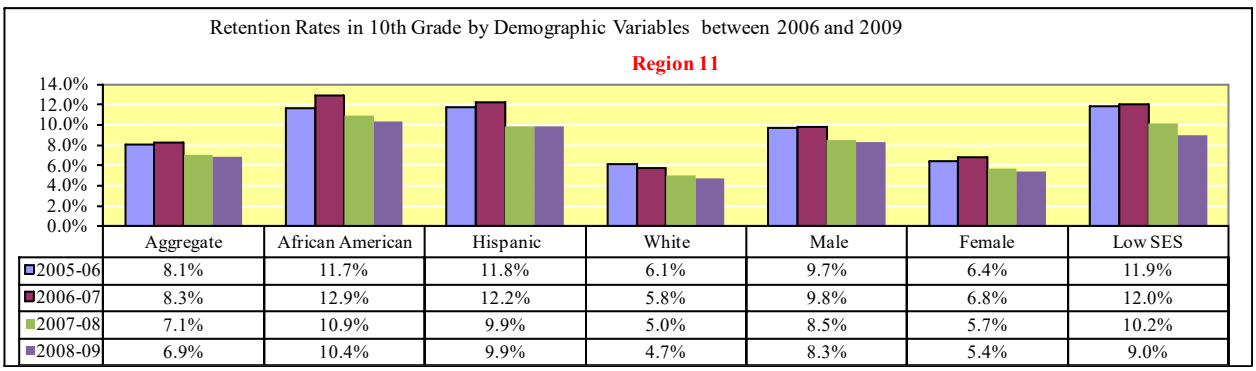
Figure 35 *Retention Rates by Demographic Variables at Grade 10 between 2006 and 2009*



	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%
2008-09	6.8%	9.4%	8.8%	3.9%	8.2%	5.3%	7.6%



	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%
2008-09	6.4%	9.8%	8.9%	2.9%	8.0%	4.8%	7.3%

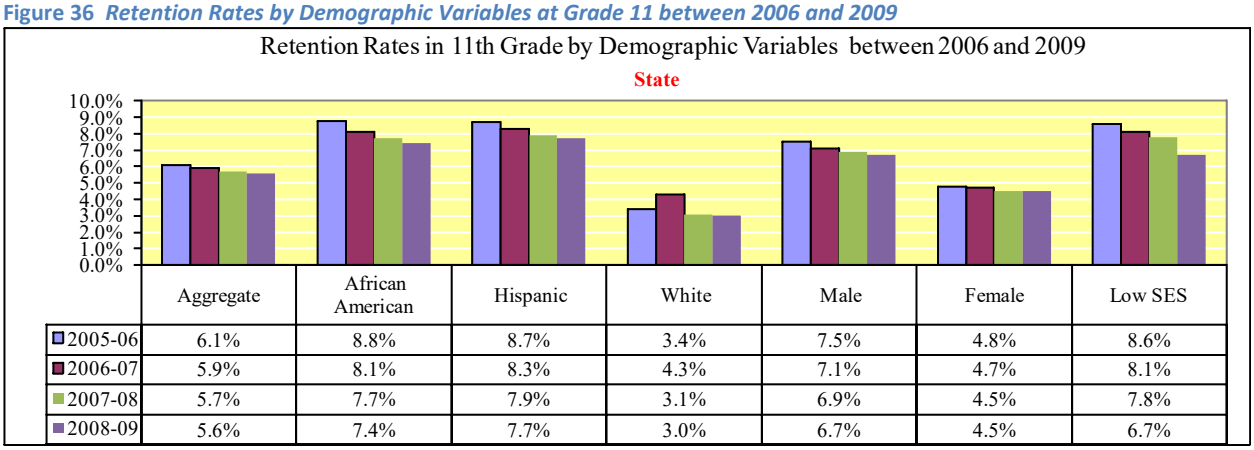


	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	8.1%	11.7%	11.8%	6.1%	9.7%	6.4%	11.9%
2006-07	8.3%	12.9%	12.2%	5.8%	9.8%	6.8%	12.0%
2007-08	7.1%	10.9%	9.9%	5.0%	8.5%	5.7%	10.2%
2008-09	6.9%	10.4%	9.9%	4.7%	8.3%	5.4%	9.0%

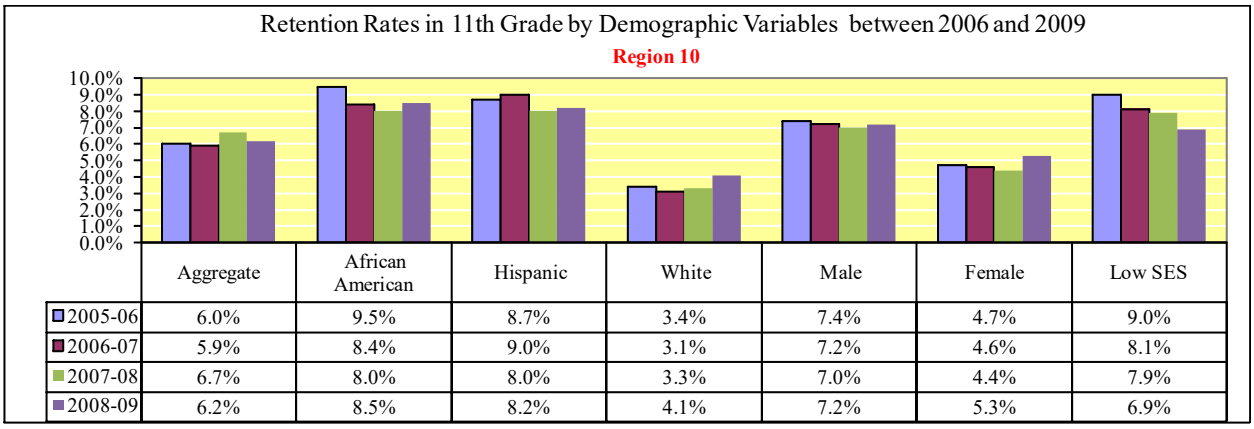
Source: Texas Education Agency, Grade-Level Retention Data, 2006–2009.

The retention rates in 11th grade appeared to be smaller than that in Grade 10, but still much higher than those in the middle school grades, in each of the corresponding groups. The total average retention rate was 5.6%, 6.2%, and 4.4% in the state and Regions 10 and 11 in 2009, respectively. Once again, the African American, Hispanic, low SES, and male groups were notably higher than the White and female groups. Within the four school years, the state and Region 11 generally demonstrated constant decline in each of the groups. However, Region 10 did not show stable improvement over the time.

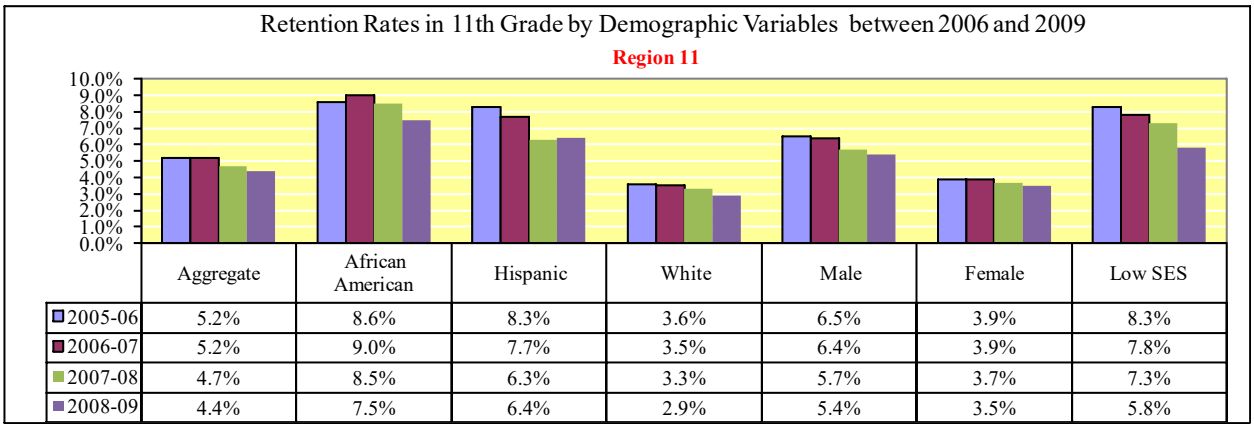
Figure 36 *Retention Rates by Demographic Variables at Grade 11 between 2006 and 2009*



	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%
2008-09	5.6%	7.4%	7.7%	3.0%	6.7%	4.5%	6.7%



	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%
2008-09	6.2%	8.5%	8.2%	4.1%	7.2%	5.3%	6.9%

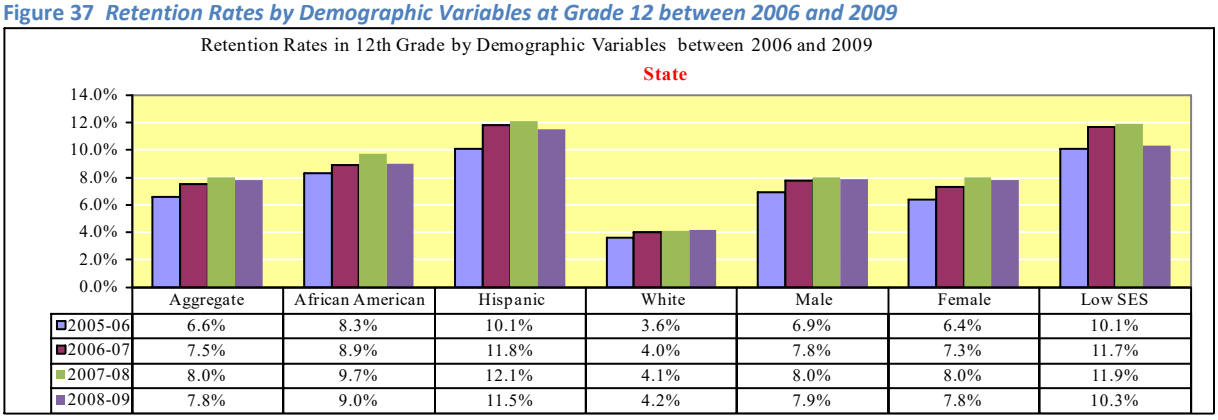


	Aggregate	African American	Hispanic	White	Male	Female	Low SES
2005-06	5.2%	8.6%	8.3%	3.6%	6.5%	3.9%	8.3%
2006-07	5.2%	9.0%	7.7%	3.5%	6.4%	3.9%	7.8%
2007-08	4.7%	8.5%	6.3%	3.3%	5.7%	3.7%	7.3%
2008-09	4.4%	7.5%	6.4%	2.9%	5.4%	3.5%	5.8%

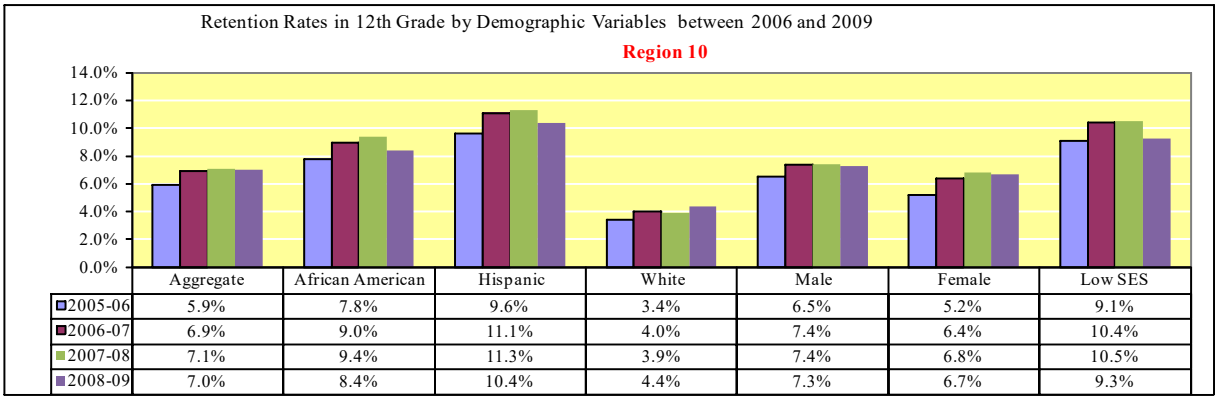
Source: Texas Education Agency, Grade-Level Retention Data, 2006–2009.

Finally, Figure 37 displays the retention rates in 12th grade. The overall rates in the state and Regions 10 and 11 were 7.8%, 7.0%, and 6.0% in 2009, respectively. It appears that retention rate in Grade 12 was the second largest in the secondary school grades after that in Grade 9. For the differences among the demographic groups, once again, the African American, Hispanic, and low SES groups were notably higher than the White group. However, the gender gap at Grade 12 was much smaller than that in the earlier grades although males had been still higher than females. For the changes over time, different from the other grades, Grade 12 overall did not demonstrate stable declines over the four years. In fact, retention rate from 2006 to 2008 had actually increased in most of the groups in the state and Regions 10 and 11. Nevertheless, the retention rates had dropped from 2008 to 2009 as desired. Region 11 appeared to decline faster than the state or Region 10.

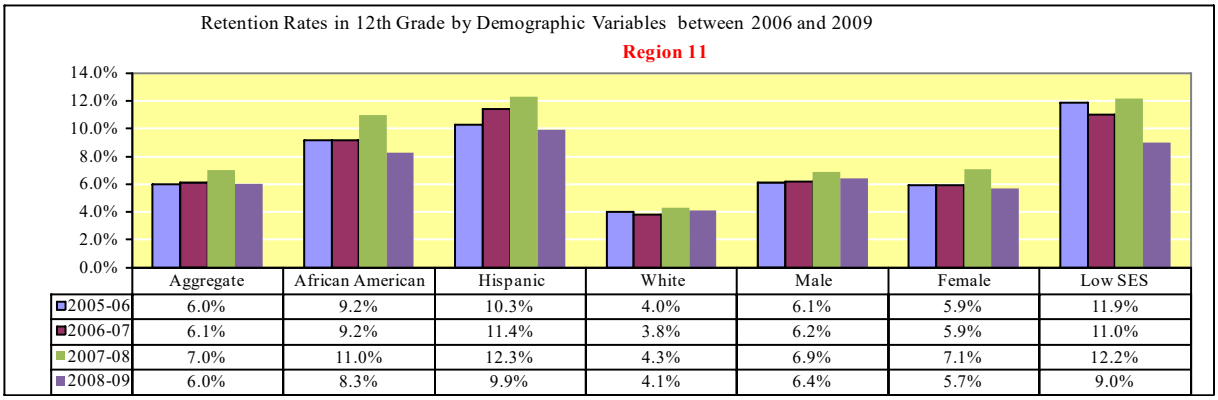
Figure 37 *Retention Rates by Demographic Variables at Grade 12 between 2006 and 2009*



	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%
2008-09	7.8%	9.0%	11.5%	4.2%	7.9%	7.8%	10.3%



	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%
2008-09	7.0%	8.4%	10.4%	4.4%	7.3%	6.7%	9.3%



	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%
2008-09	6.0%	8.3%	9.9%	4.1%	6.4%	5.7%	9.0%

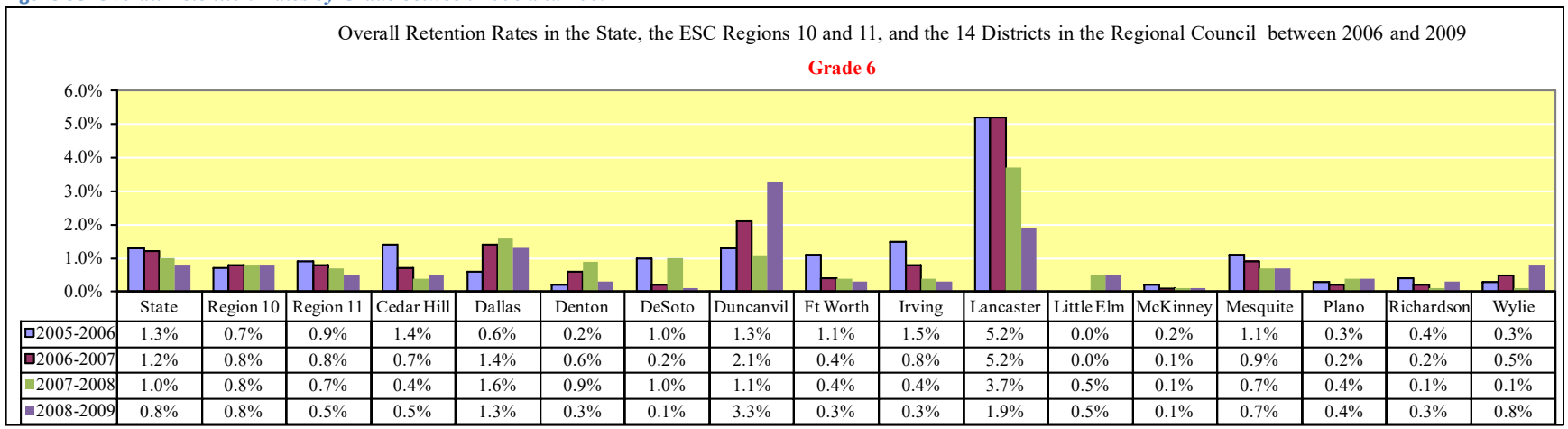
Source: Texas Education Agency, Grade-Level Retention Data, 2006–2009.

Figure 38 below displays the retention rates in the collective group for each of the 17 entities (i.e., the state, Regions 10 and 11, and the 14 ISDs in the North Texas Regional P-16 Council) in the four years from 2006 to 2009, with one chart for each secondary grade. To save space, the figures for the individual demographic groups were omitted. Such a presentation makes it possible to visually 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 four years in these educational constituents at each grade. Finally, it is also possible to observe the change trend across the grades from the seven charts in the figure.

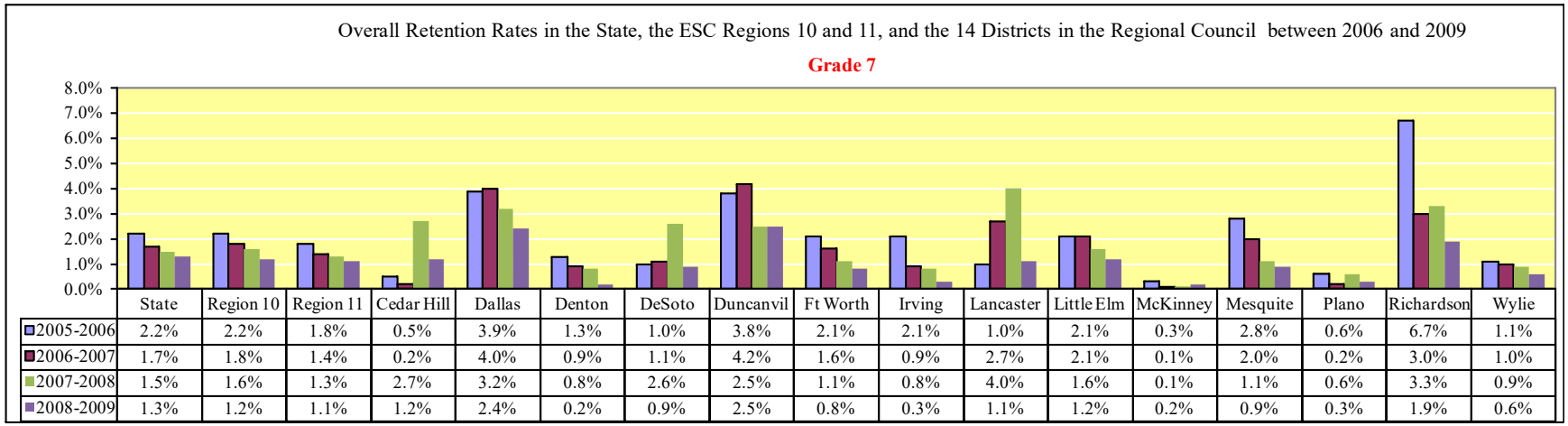
In 6th grade, the state, Regions 10 and 11, and most of the ISDs had rates less than 1% in 2009. Furthermore, Region 11 was better than Region 10 which subsequently was lower than the state. Only three ISDs had rates greater than 1%. Among them, the Duncanville ISD had the largest rate at 3.3% in 2009 and also the largest increase from 2008 to 2009. The Lancaster ISD was the second largest with a rate of 1.9%. However, it had dropped the most from 2008 to 2009 in the regional council. The Dallas ISD had dropped slightly from 1.6% in 2008 to 1.3% in 2009. These three ISDs need to make an extra effort to reduce the retention rate in the future school years. The retention rates in Grade 7 were typically less than 1.5% in 2009. Only the Dallas, Duncanville, and Richardson ISDs had rates over 1.5%. Nevertheless, majority of the educational constituents had reduced the retention rate from 2008 to 2009. The retention rates in Grade 8 were less than 2% in the state, Regions 10 and 11, and ten ISDs in 2009. The other four ISDs with a rate over 2% were Cedar Hill, Dallas, DeSoto, and Lancaster. Of them, the three ISDs in the African American communities (i.e., Cedar Hill, DeSoto, and Lancaster) all had increased from 2008 to 2009, whereas the Dallas ISD had dropped to 2.5% from 3.9% in 2008. In summary, retention rate in Grade 6 was lower than that in Grade 7, which subsequently was lower than that in Grade 8. Even so, retention in Grade 8 was still less than 2% in the state, Regions 10 and 11, and most of the ISDs. In addition, retention in most of the 17 entities had been generally decreasing in the four-year period from 2006 to 2009 in all of the three middle school grades. Nevertheless, variations existed among the ISDs. Those with relatively large retention rates or increases were the targets for improvement in the future.

The retention rate in Grade 9 was around 12% in the state and the two ESC regions in 2009. However, three ISDs (Dallas, Irving, and Lancaster) had rates over 15%. Of them, the Irving and Lancaster ISDs had actually increased from 2008 to 2009. The rates in Grade 10 had dropped to around 6.5% from the pike in Grade 9 in the state and Regions 10 and 11 in 2009. Nevertheless, among the 14 ISDs, the Cedar Hill, DeSoto, and Duncanville ISDs had a rate of 15% or higher. Furthermore, the Cedar Hill and DeSoto ISD had even increased from 2008 to 2009. In Grade 11, most of the 17 entities had rates around 6% in 2009. But four ISDs (i.e., Cedar Hill, DeSoto, Duncanville, and Little Elm) had a rate over 10%. Of them, the Cedar Hill, Duncanville, and Little Elm actually had increased from 2008 to 2009. Finally, the retention rates in Grade 12 had slightly increased to around 7% in 2009 in the state, Regions 10 and 11, and most of the ISDs. The Duncanville and Dallas ISDs had the largest rates of 9.7% and 8.4% in 2009, respectively. Thus, the group differences among the ISDs in Grade 12 appeared to be smaller than those in the earlier grades. Additionally, different from the earlier three years from 2006 to 2008, the retention rates in 12th grade had decreased from 2008 to 2009 as in the other grades in the state, Regions 10 and 11, and most of the ISDs.

Figure 38 *Overall Retention Rates by Grade between 2006 and 2009*



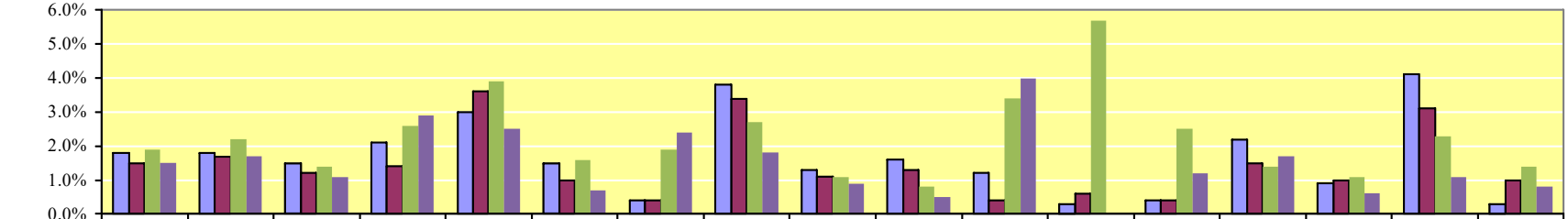
	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanvil	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2005-2006	1.3%	0.7%	0.9%	1.4%	0.6%	0.2%	1.0%	1.3%	1.1%	1.5%	5.2%	0.0%	0.2%	1.1%	0.3%	0.4%	0.3%
2006-2007	1.2%	0.8%	0.8%	0.7%	1.4%	0.6%	0.2%	2.1%	0.4%	0.8%	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%
2008-2009	0.8%	0.8%	0.5%	0.5%	1.3%	0.3%	0.1%	3.3%	0.3%	0.3%	1.9%	0.5%	0.1%	0.7%	0.4%	0.3%	0.8%



	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanvil	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%
2008-2009	1.3%	1.2%	1.1%	1.2%	2.4%	0.2%	0.9%	2.5%	0.8%	0.3%	1.1%	1.2%	0.2%	0.9%	0.3%	1.9%	0.6%

Overall Retention Rates in the State, the ESC Regions 10 and 11, and the 14 Districts in the Regional Council between 2006 and 2009

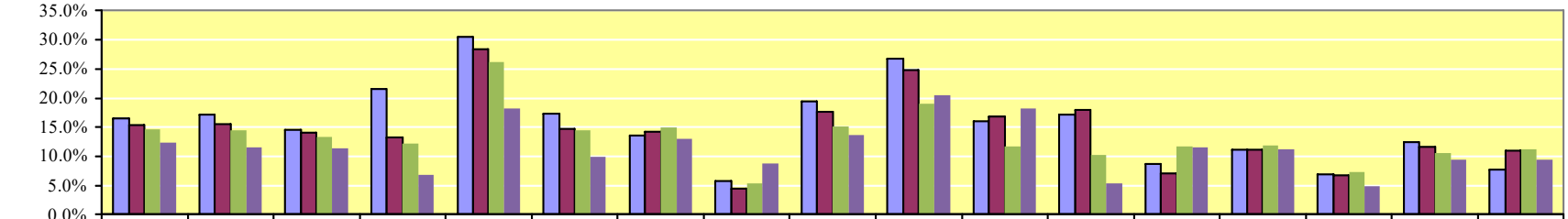
Grade 8



	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanvil	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%
2008-2009	1.5%	1.7%	1.1%	2.9%	2.5%	0.7%	2.4%	1.8%	0.9%	0.5%	4.0%	0.0%	1.2%	1.7%	0.6%	1.1%	0.8%

Overall Retention Rates in the State, the ESC Regions 10 and 11, and the 14 Districts in the Regional Council between 2006 and 2009

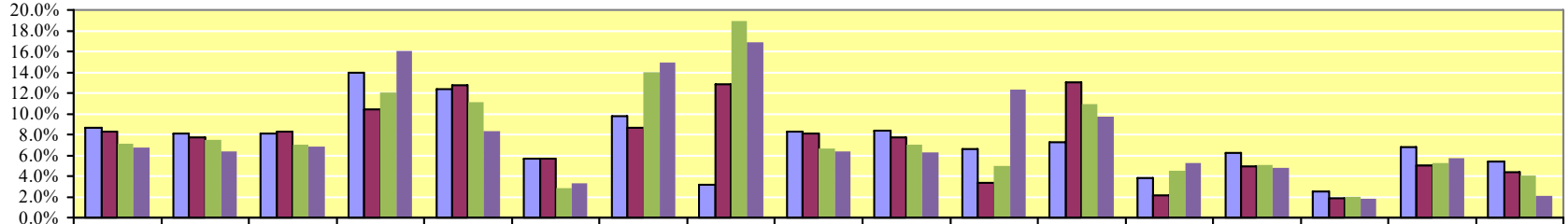
Grade 9



	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanvil	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%
2008-2009	12.3%	11.6%	11.4%	6.9%	18.2%	9.9%	13.0%	8.8%	13.7%	20.5%	18.2%	5.3%	11.6%	11.2%	4.8%	9.4%	9.4%

Overall Retention Rates in the State, the ESC Regions 10 and 11, and the 14 Districts in the Regional Council between 2006 and 2009

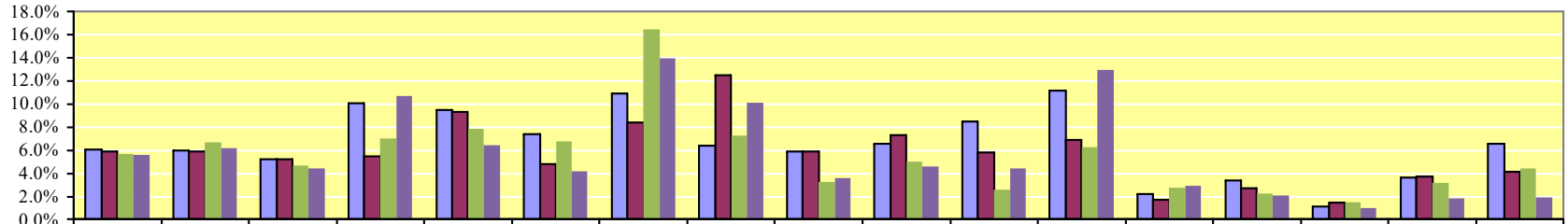
Grade 10



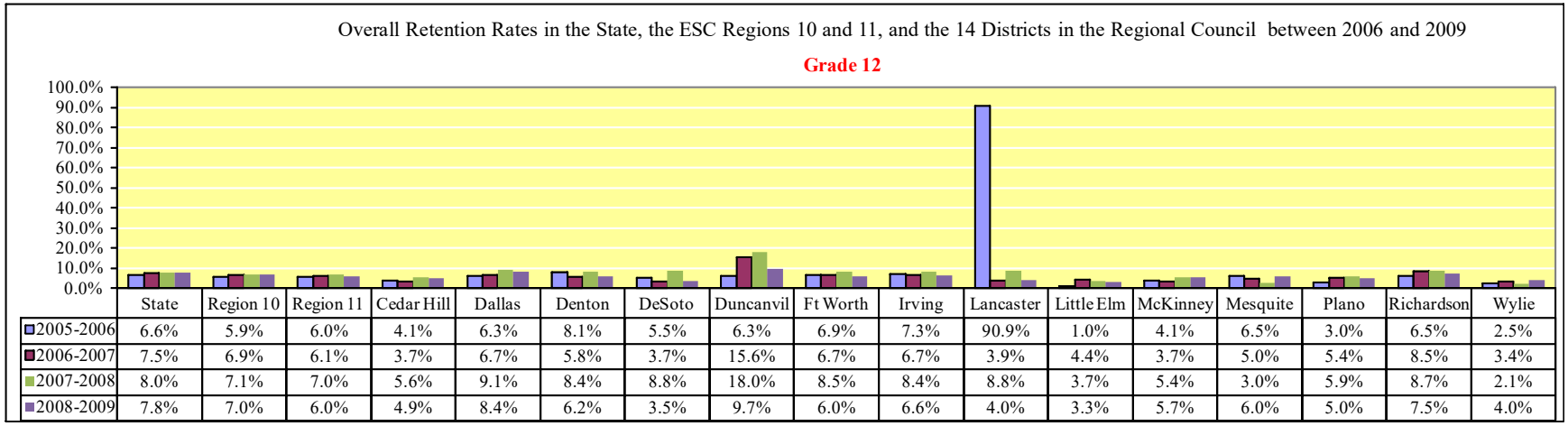
	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanvil	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2005-2006	8.7%	8.1%	8.1%	14.0%	12.4%	5.7%	9.8%	3.2%	8.3%	8.4%	6.6%	7.3%	3.9%	6.3%	2.6%	6.8%	5.4%
2006-2007	8.3%	7.8%	8.3%	10.5%	12.8%	5.7%	8.7%	12.9%	8.1%	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%
2008-2009	6.8%	6.4%	6.9%	16.1%	8.4%	3.3%	15.0%	16.9%	6.4%	6.3%	12.4%	9.8%	5.3%	4.8%	1.9%	5.8%	2.1%

Overall Retention Rates in the State, the ESC Regions 10 and 11, and the 14 Districts in the Regional Council between 2006 and 2009

Grade 11



	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanvil	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%
2008-2009	5.6%	6.2%	4.4%	10.7%	6.4%	4.2%	14.0%	10.1%	3.6%	4.6%	4.4%	13.0%	2.9%	2.1%	1.0%	1.8%	1.9%



	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanvil	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%
2008-2009	7.8%	7.0%	6.0%	4.9%	8.4%	6.2%	3.5%	9.7%	6.0%	6.6%	4.0%	3.3%	5.7%	6.0%	5.0%	7.5%	4.0%

Source: Texas Education Agency, Grade-Level Retention Data, 2006–2009.

In short, the findings on retention rate in secondary schools can be summarized as follows. Firstly, for the differences in the three ethnic and the low SES groups, the African American, Hispanic, and low SES were much higher than the White group. Secondly, for the gender difference, males had higher retention rates than females, especially in the middle school grades. Thirdly, for the group differences among the state and the two local regions, Regions 10 and 11 in general were slightly better than the state, and Region 11 was even somewhat better than Region 10. Fourthly, for the group differences among the ISDs in the regional council, wide variations existed. Some ISDs had much higher retention rates than others in each grade. Fifthly, for the change trend across the grades, the retention rate was typically less than 2% in 6-8th grades, but jumped to around 12% at Grade 9, then dropped to about 5-6% in Grades 10 and 11, and finally increased to around 7% in Grade 12. Finally, for the changes over time, most of the entities had generally reduced the retention rate in each group over the years. In the previous report, we found that retention rate seemed to increase from 2005-2006 to 2007-2008 in the 8th and 12th grades. However, we observed a consistent decline across the grades from 2008 to 2009 this year.

The above findings indicate that retention was generally not a serious challenge in 6 – 8th grades in middle school. Additionally, although retention rate was much higher in high school grades than in middle school grades, it had gradually decreased over the years, especially in Grade 9 at the highest. Moreover, we also witnessed a decline in Grade 12 from 2008 to 2009. Even so, we still need to concentrate on the groups, districts, or grades with the relatively high retention rates. Specifically, we should continue to focus on: (a) the African American, Hispanic, low SES, and male groups; (b) the high-school grades, especially the 9th and 12th grades; and (c) the districts with high rates.

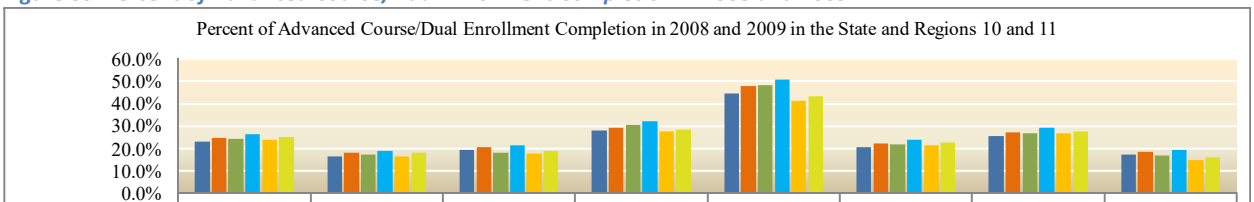
High School Success Factors

For the success factors in high school, the THECB P-16 Initiatives Division selected the following four data elements in 2008 and 2009: (a) the first-time 9th graders taking 10th grade level courses, (b) the first-time 9th graders advanced to 10th grade on time, (c) the 12th graders taking AP/IB course(s) or advanced courses in CTE, and (d) the different outcomes for the 9th grade cohort. However, these data were not provided this year. Instead, we used the ratio of high school students taking advanced course/dual enrollment and the percentage on the AP/IB results (tested). The former indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9-12. Advanced courses include dual enrollment courses. The latter indicator yields three values for the AP/IB Results: (a) tested - showing the percentage of students in Grades 11 and 12 taking at least one AP or IB examination, (b) examinees >= criterion – the percentage of examinees in the tested met the criterion, and (c) scores >= criterion – the percentage of the score frequency equal to or above the criterion threshold. In this report, we used the first value only. For comparison, we displayed the ratios on these two indicators in the state and Regions 10 and 11 in 2008 as well. The last data element in the previous two reports, the different outcomes of the 9th grade cohort at graduation, was replaced with the 4-year completion rate (grades 9 – 12). Finally, we continued the trend analysis on the three types of graduation plans in MPH/IEP, RHSP, and DAP in the state and the regional council.

9-12th Graders Taking Advanced Course/Dual Enrollment in 2008 and 2009

As the data point on 9-12th graders taking advanced courses or dual enrollment was one year behind, the latest data was for the class of 2008-2009 in the 2010 AEIS report. Figure 39 below shows that the overall percentages of advanced course/dual enrollment completion in the state and Regions 10 and 11 were 24.6%, 26.5%, and 25.1% in 2009, respectively. Thus, the two local Regions were somewhat higher than the state in 2009. Region 10 was even higher than Region 11. Furthermore, Region 10 had increased 2.0% from 2008 to 2009, faster than the state at 1.7% or Region 11 at 1.0% in the same period. For the four ethnic and the low SES groups, the Asian/Pacific Islander group had the largest ratio, followed by the White group, then by the Hispanic, low SES, and African American groups. For the two gender groups, females were about 5% higher than males in the state and Regions 10 and 11 in 2009. Each of the seven individual groups had increased about 1.5% in the state, 2% in Region 10, and 1% in Region 11 from 2008 to 2009.

Figure 39 *Percent of Advanced Course/Dual Enrollment Completion in 2008 and 2009*

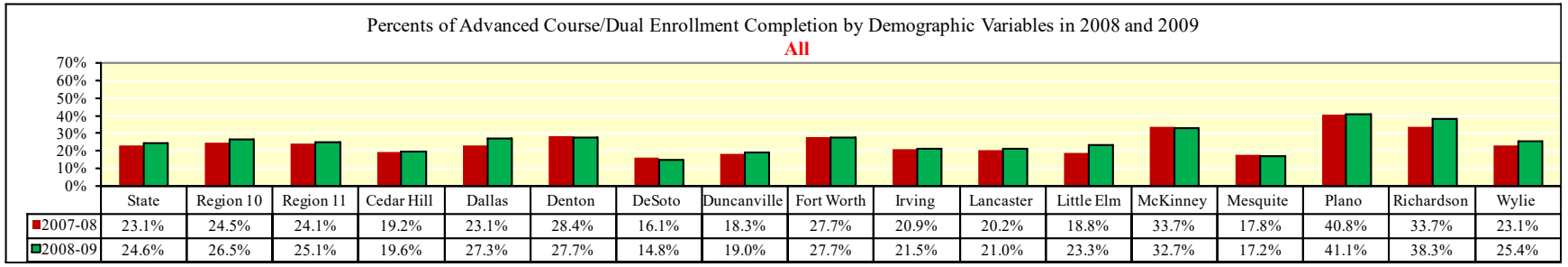


	All	Black	Hispanic	White	Asian	Male	Female	Low SES
State (2008)	23.1%	16.3%	19.3%	27.9%	44.7%	20.7%	25.7%	17.2%
State (2009)	24.6%	18.1%	20.8%	29.4%	47.9%	22.2%	27.2%	18.7%
Region 10(2008)	24.5%	17.1%	18.2%	30.7%	48.2%	22.0%	27.0%	16.9%
Region 10(2009)	26.5%	18.8%	21.3%	32.1%	50.8%	23.8%	29.4%	19.5%
Region 11(2008)	24.1%	16.5%	17.7%	27.6%	41.3%	21.4%	26.8%	15.0%
Region 11(2009)	25.1%	18.0%	18.8%	28.4%	43.5%	22.6%	27.7%	16.1%

Source: TEA, AEIS, 2009-2010 on Advanced Course/Dual Enrollment Completion.

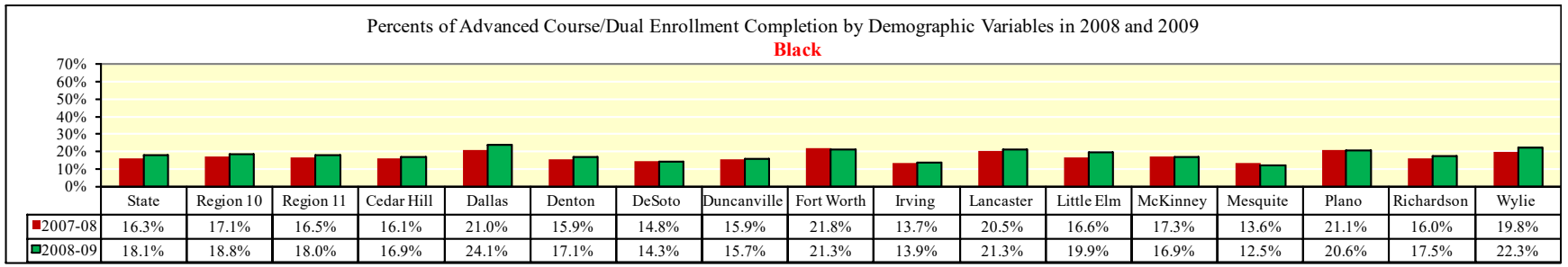
The seven charts in Figure 40 below further displayed the percentage of advanced course/dual enrollment completion in the collective and the six individual demographic groups in the 17 entities. Although the data for the state and Regions 10 and 11 were already displayed in Figure 39, the data for the 14 ISDs were new. Such a presentation allows us to compare the performances in the ISDs. For the collective group, the top three ISDs were Plano, Richardson, and McKinney. The Dallas and Fort Worth ISDs were also higher than the average in their own region in 2009. It is interesting to note that the Mesquite ISD which generally demonstrated higher performances on other indicators in the earlier grades had ratios much lower than its belonged Region 10 in both 2008 and 2009. For the changes from 2008 to 2009, the Dallas, Little Elm, and Richardson ISD had the largest increases at a rate over 4%.

Figure 40 *Percent of Advanced Course/Dual Enrollment Completion in 2008 and 2009*



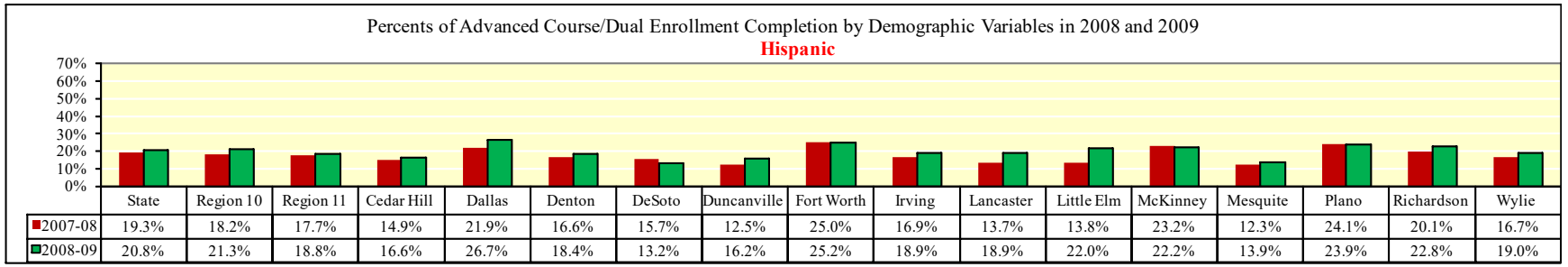
	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	23.1%	24.5%	24.1%	19.2%	23.1%	28.4%	16.1%	18.3%	27.7%	20.9%	20.2%	18.8%	33.7%	17.8%	40.8%	33.7%	23.1%
2008-09	24.6%	26.5%	25.1%	19.6%	27.3%	27.7%	14.8%	19.0%	27.7%	21.5%	21.0%	23.3%	32.7%	17.2%	41.1%	38.3%	25.4%

The African American group was about 6.5%, 7.7%, and 7.1% lower than the average in the collective group in the state and Regions 10 and 11 in 2009, respectively. For the 14ISDs, the Dallas ISD had the largest ratio, followed by the Wylie, Fort Worth, and Lancaster ISDs. The Plano ISD also had a rate over 20% in 2009. On the other hand, the Mesquite, Irving, and DeSoto had the lowest percentages. For the changes from 2008 to 2009, eight out of the 14 ISDs had positive increases. Among them, the Dallas and Little Elm had grown the most with a rate over 3%. In the six declining ones, the Mesquite ISD had the largest decrease at 1.1%. All of the others had just slightly decreased at rates less than 1%.



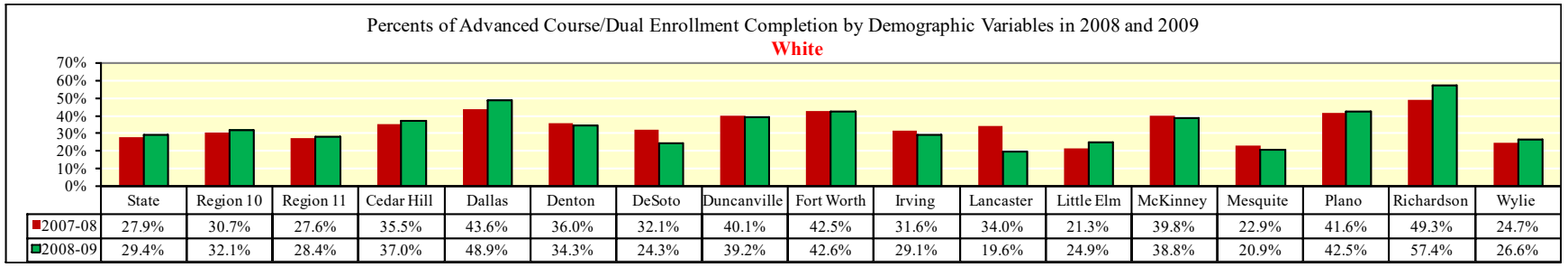
	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	16.3%	17.1%	16.5%	16.1%	21.0%	15.9%	14.8%	15.9%	21.8%	13.7%	20.5%	16.6%	17.3%	13.6%	21.1%	16.0%	19.8%
2008-09	18.1%	18.8%	18.0%	16.9%	24.1%	17.1%	14.3%	15.7%	21.3%	13.9%	21.3%	19.9%	16.9%	12.5%	20.6%	17.5%	22.3%

The Hispanic group had a rate of 20.8%, 21.3%, and 18.8% in the state, Region 10, and Region 11, respectively, in 2009. Again, Region 10 was higher than the state. However, Region 11, which was comparable to the state in the collective and the African American groups, was 2% lower than the state in Hispanics. In addition, Region 11 had the least increase rate at 1.1% from 2008 to 2009, smaller than 1.5% in the state and 2%in Region 10. For the 14 ISDs within the council, the two largest ISDs also had the largest ratio in 2009. In addition, the Dallas ISD had increased the most from 2008 to 2009, almost 5%. On the other hand, the DeSoto and Mesquite ISDs had the lowest percentages of 13.2% and 13.9% in 2009, respectively. The DeSoto ISD also decreased the most at 2.5% from 2008 to 2009 in the regional council.



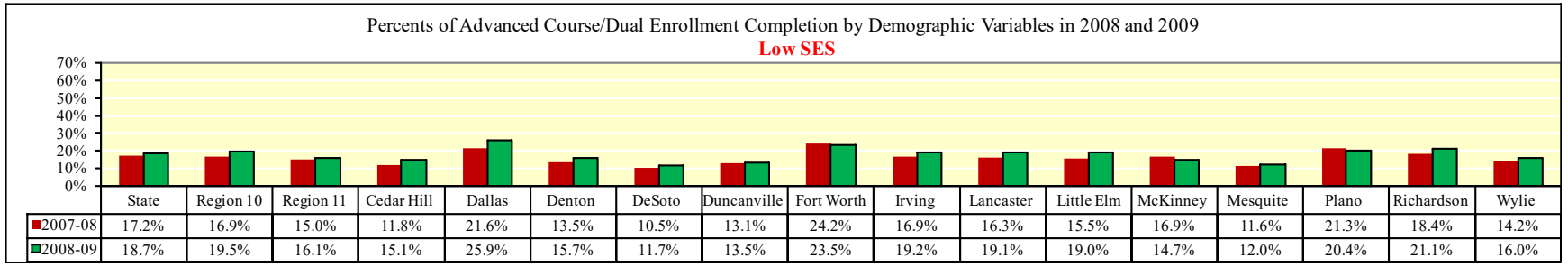
	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	19.3%	18.2%	17.7%	14.9%	21.9%	16.6%	15.7%	12.5%	25.0%	16.9%	13.7%	13.8%	23.2%	12.3%	24.1%	20.1%	16.7%
2008-09	20.8%	21.3%	18.8%	16.6%	26.7%	18.4%	13.2%	16.2%	25.2%	18.9%	18.9%	22.0%	22.2%	13.9%	23.9%	22.8%	19.0%

For the White group, the state and Regions 10 and 11 had the ratios of 29.4%, 32.1%, and 28.4%, respectively, in 2009. Again, Region 10 was higher than the state, and Region 11 was lower than the state as in the Hispanic group. The Richardson ISD had the largest ratio of 57.4%, followed by the Dallas ISD at 48.9%, the Fort Worth ISD at 42.6%, and the Plano ISD at 42.5%. These four ISDs were at least 10% higher than the average for their respective region. The top two performance ISDs also had the largest increases from 2008 to 2009. On the other hand, the Lancaster and Mesquite ISDs had the lowest ratios of 19.6% and 20.9% in 2009. They were at least 11% lower than the average in Region 10. Furthermore, the Lancaster ISD had the largest decrease of 14.4% from 2008 to 2009. The Mesquite had also reduced 2% from 2008 to 2009. However, as the number of the White students in the Lancaster ISD was typically small, these findings in that ISD on the Caucasian students were unlikely to be stable.



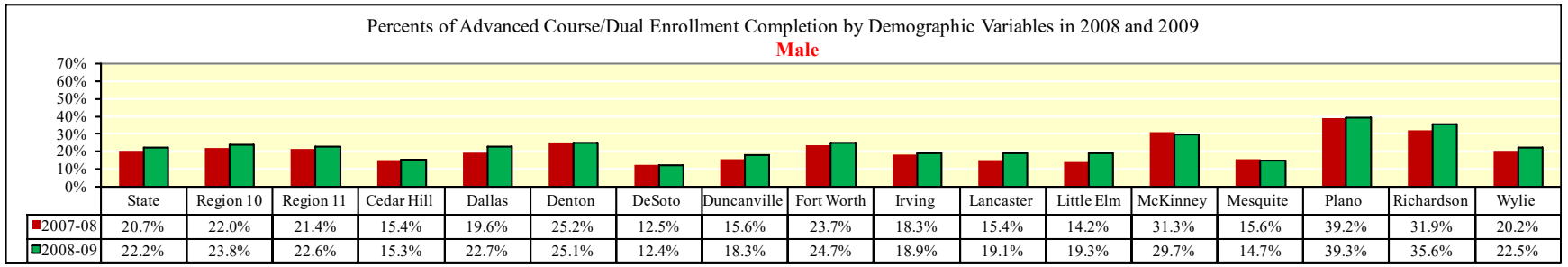
	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	27.9%	30.7%	27.6%	35.5%	43.6%	36.0%	32.1%	40.1%	42.5%	31.6%	34.0%	21.3%	39.8%	22.9%	41.6%	49.3%	24.7%
2008-09	29.4%	32.1%	28.4%	37.0%	48.9%	34.3%	24.3%	39.2%	42.6%	29.1%	19.6%	24.9%	38.8%	20.9%	42.5%	57.4%	26.6%

The low SES group had ratios of 18.7%, 19.5%, and 16.1% in 2009 for the state and Regions 10 and 11, respectively. Thus, it performed higher than the African American group, but lower than the Hispanic group. For the differences between the state and the two local ESC regions, once again, Region 10 was higher than the state, and Region 11 was lower than the sate just as in the Hispanic and White groups. Among the 14 ISDs, the two largest ISDs also demonstrated the highest ratios of 25.9% and 23.5%, respectively. They were 6.4% and 7.4% higher than the average in their respective region. Again, the DeSoto and Mesquite ISDs had the lowest ratios as in the Hispanic group. However, they had slightly increased 1.2% and 0.4%, respectively, from 2008 to 2009.



	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	17.2%	16.9%	15.0%	11.8%	21.6%	13.5%	10.5%	13.1%	24.2%	16.9%	16.3%	15.5%	16.9%	11.6%	21.3%	18.4%	14.2%
2008-09	18.7%	19.5%	16.1%	15.1%	25.9%	15.7%	11.7%	13.5%	23.5%	19.2%	19.1%	19.0%	14.7%	12.0%	20.4%	21.1%	16.0%

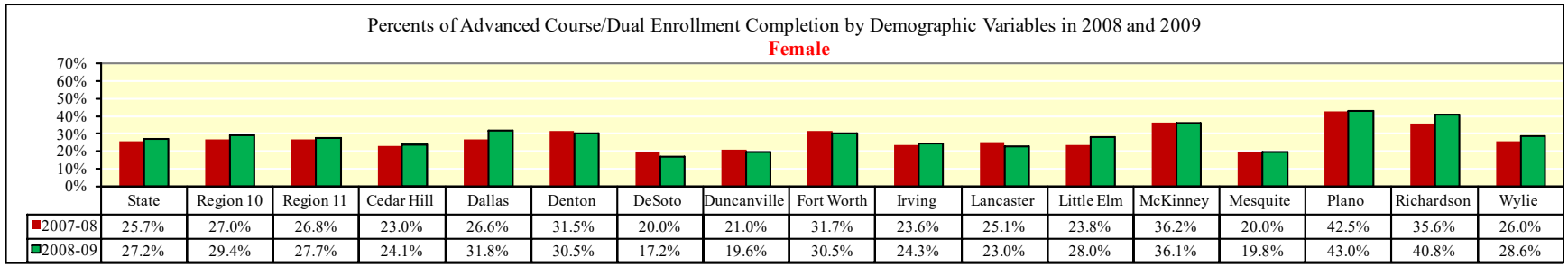
For the male group, Regions 10 and 11 were 1.6% and 0.4% higher than the state in 2009, respectively. The state and Regions 10 and 11 had also increased 1.5, 1.8%, and 1.2%, respectively, from 2008 to 2009. The Plano ISD had the largest ratio of 39.3%, followed by the Richardson ISD at 35.6%. The two largest ISDs had a rate of 22.7% and 24.7% in 2009, consequently 0.9% and 2.1% higher than the average for the male group in their respective region. Once again, the DeSoto and Mesquite ISDs showed the lowest rates of 12.4% and 14.7% in 2009, respectively. Furthermore, the Mesquite ISD experienced the largest decrease of 0.9% in the regional council.



	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	20.7%	22.0%	21.4%	15.4%	19.6%	25.2%	12.5%	15.6%	23.7%	18.3%	15.4%	14.2%	31.3%	15.6%	39.2%	31.9%	20.2%
2008-09	22.2%	23.8%	22.6%	15.3%	22.7%	25.1%	12.4%	18.3%	24.7%	18.9%	19.1%	19.3%	29.7%	14.7%	39.3%	35.6%	22.5%

For the female group, the state and the two local regions had a rate of 27.2%, 29.4%, and 27.7% in 2009, respectively, about 5% higher than that in the corresponding male group. Thus, the two local regions were 2.2% and 0.5% higher than the state, respectively, in 2009. The

increase from 2008 to 2009 was 1.5%, 2.4%, and 0.9%, respectively, in the state and Region 10 and 11. For the school districts in the council, the Plano and Richardson ISDs, again, had the largest rates as in the male group. The two largest ISDs were 2.4% and 2.8% higher than the average in the female group in their respective region. The Dallas ISD also demonstrated the largest increase of 5.2% from 2008 to 2009. On the other hand, the DeSoto, Duncanville, and Mesquite ISDs had the lowest ratios of 17.2%, 19.6%, and 19.8, respectively. Additionally, the DeSoto ISD was the one with the largest decrease at -2.8% in the regional council.



	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	25.7%	27.0%	26.8%	23.0%	26.6%	31.5%	20.0%	21.0%	31.7%	23.6%	25.1%	23.8%	36.2%	20.0%	42.5%	35.6%	26.0%
2008-09	27.2%	29.4%	27.7%	24.1%	31.8%	30.5%	17.2%	19.6%	30.5%	24.3%	23.0%	28.0%	36.1%	19.8%	43.0%	40.8%	28.6%

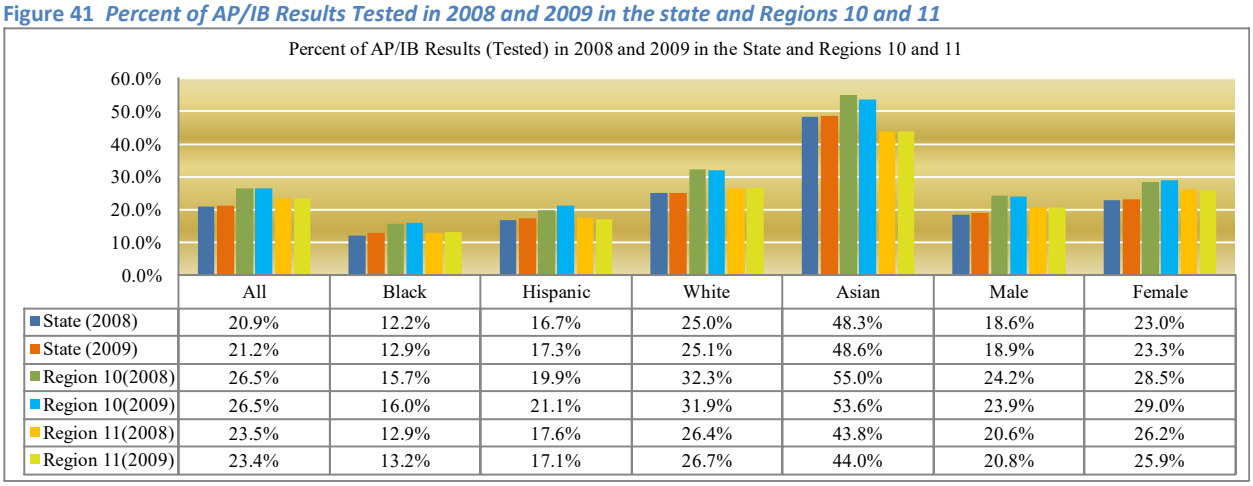
Source: TEA, AEIS, 2009-2010 on Advanced Course/Dual Enrollment Completion.

The data in Figures 39 and 40 on 9-12th graders taking advanced course/dual enrollment in 2009 showed that the overall rates in the state, Regions 10 and 11, and most of the ISDs were approximately 25%. Relatively, Region 10 was 1-2% higher than the state, whereas Region 11 had been close to the state. For the 14 ISDs in the council, the Plano and Richardson ISDs consistently demonstrated higher ratios across the groups. The two largest ISDs had also shown high rates, especially in the African American, Hispanic, and low SES groups. On the other hand, the DeSoto and Mesquite ISDs had been generally the lowest ones. The low performance on this indicator in the Mesquite ISD was somewhat unexpected as this ISD usually had done well on other indicators. For the group differences on ethnicity and SES, the Asian/Pacific Islander and White groups had much higher percentages than the African American, Hispanic, and low SES groups as in many other academic indicators. For the gender differences, females typically were about 5% higher than males in the entities. Additionally, although both the male and female groups in Regions 10 and 11were higher than their corresponding group in the state, females in the two local regions seemed to have larger margins over the peers in the state than males did. For the changes from 2008 to 2009, most of the 17 educational constituents had typically increased 1-2% from 2008 to 2009. Furthermore, Region 10 appeared to grow somewhat faster than the state and Region 11. The key implication of the above findings was to identify the critical factors leading to the differences in the entities or groups. Why was Region 10 higher than its neighbor Region 11 in 2009, and why had it made more progress than Region 11 from 2008 to 2009? Why did the Dallas and Fort Worth ISDs, which were typically low in other academic indicators in the earlier grades, have relatively high performances, especially in the disadvantaged groups? Similarly, why did the Mesquite ISD show poor performances on this indicator, whereas it normally performed well on other indicators? Why had the DeSoto ISD been lower than the Cedar Hill and Lancaster ISDs in the neighborhood with similar socio-demography in the general population and students?

AP/IB Results (tested) in 11-12th Graders in 2008 and 2009

As stated earlier, there are three values on the AP/IB results: (a) percentage of 11-12th graders tested in the AP/IB exams, (b) percentage of examinees scoring at the minimum criterion or above, and (c) percentage of scores at the minimum passing criterion or above. And only the first one was presented in this report. Figure 41 indicates that the overall ratios in the state and Regions 10 and 11 in 2009 were 21.2%. 26.5%, and 23.4%, respectively. Thus, Region 10 was about 5.3% higher and Region 11 was 2.2% higher than the state. When examining the data in the six individual groups, the differences between Region 10 and the state in the African American, Hispanic, White, Asian/Pacific Islander, males, and females were 3.1%, 3.8%, 6.9%, 5%, 5%, and 5.7%, respectively, in 2009. Thus, the advantage over the state in Region 10 was more from the Caucasian and Asian/Pacific Islander student than from the African American and Hispanic students, and more from females than from males. Similarly, the differences between Region 11 and the state in the four ethnic and two gender groups were 0.3%, -.2%, 1.6%, -4.8%, 1.9%, and 2.6% in 2009, respectively. Hence, the marginal advantages over the state in Region 11 were mainly from the Caucasian or female students. Surprisingly, it is interesting to note that the Asian/Pacific Islander group was about 5% lower than the state. For the differences in the four ethnic groups, the Asian/Pacific Islander group had the highest percentage, followed by the White group, then by the Hispanic group, and finally by the African American group. For the differences between the two gender groups, the female group was about 4-5% higher than the male group.

Figure 41 *Percent of AP/IB Results Tested in 2008 and 2009 in the state and Regions 10 and 11*

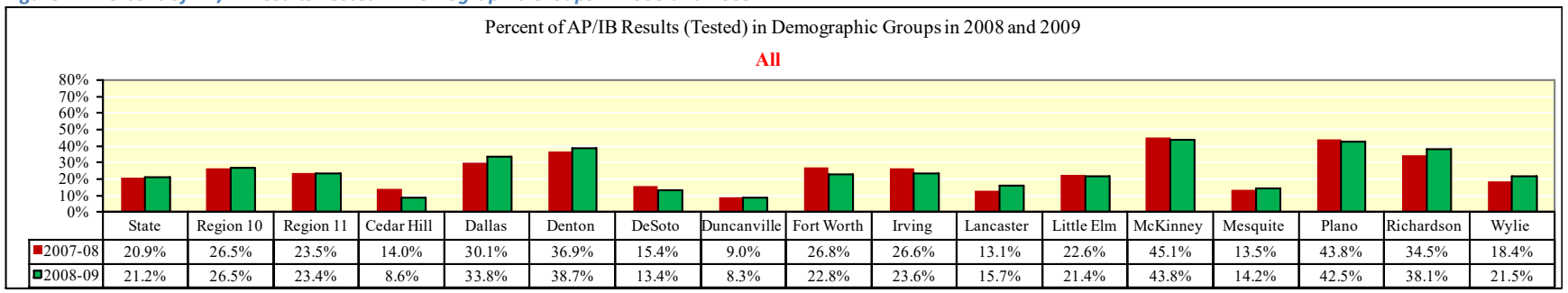


	All	Black	Hispanic	White	Asian	Male	Female
State (2008)	20.9%	12.2%	16.7%	25.0%	48.3%	18.6%	23.0%
State (2009)	21.2%	12.9%	17.3%	25.1%	48.6%	18.9%	23.3%
Region 10(2008)	26.5%	15.7%	19.9%	32.3%	55.0%	24.2%	28.5%
Region 10(2009)	26.5%	16.0%	21.1%	31.9%	53.6%	23.9%	29.0%
Region 11(2008)	23.5%	12.9%	17.6%	26.4%	43.8%	20.6%	26.2%
Region 11(2009)	23.4%	13.2%	17.1%	26.7%	44.0%	20.8%	25.9%

Source: Source: TEA, AEIS, 2009-2010 on AP/IB Resulted Tested.
Note: No data for the economically disadvantaged group were available.

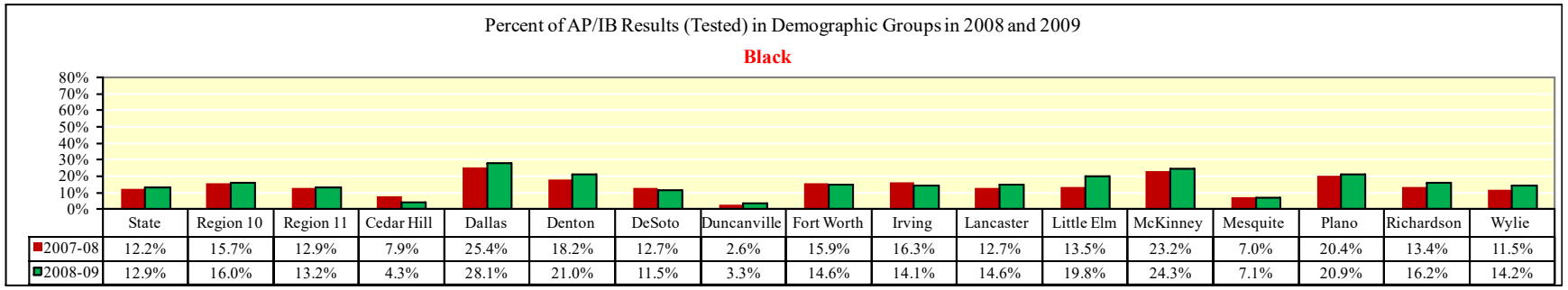
Similar to Figure 40 on 9-12th graders taking AP/Dual Enrollment, Figure 42 below presents the percentages of 11-12th graders taking the AP/IB exams in the 17 educational constituents in 2008 and 2009 in the collective and the six individual groups. Overall, the ratio was less than 30% in the state and the two local ESC regions in 2009. For the 14 ISDs in the regional council, the McKinney, Plano, Denton, and Richardson had the largest ratios of 43.8%, 42.5%, 38.7%, and 38.1%, respectively. The Dallas ISD ranked fifth with a rate of 33.8%. Another large ISD (i.e., Fort Worth) had a ratio of 22.8%, close to its regional average 23.4%. On the other hand, the Cedar Hill and DeSoto ISDs had the lowest ratios, slightly above 8%. For the changes from 2008 to 2009, the state and Regions 10 and 11 had little changes. The Dallas ISD had increased the most at 3.7%, whereas the Cedar Hill ISD had the largest drop of 5.4%.

Figure 42 *Percent of AP/IB Results Tested in Demographic Groups in 2008 and 2009*



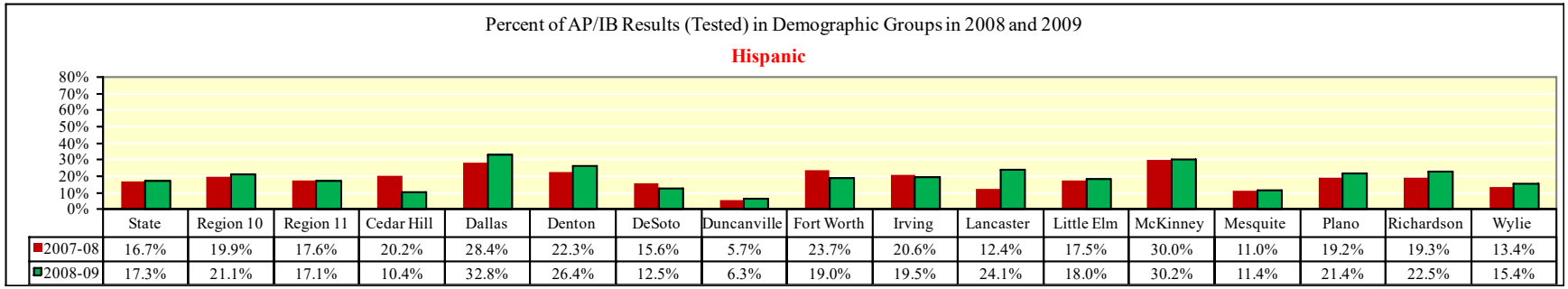
	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	20.9%	26.5%	23.5%	14.0%	30.1%	36.9%	15.4%	9.0%	26.8%	26.6%	13.1%	22.6%	45.1%	13.5%	43.8%	34.5%	18.4%
2008-09	21.2%	26.5%	23.4%	8.6%	33.8%	38.7%	13.4%	8.3%	22.8%	23.6%	15.7%	21.4%	43.8%	14.2%	42.5%	38.1%	21.5%

The African American group was about 10% lower than the average in the collective group in the state and Regions 10 and11. The Dallas ISD had the largest ratio of 28.1%, followed by the McKinney ISD at 24.3%. Conversely, the Duncanville and Cedar Hill ISDs had the lowest rates at less than 5%. For the changes from 2008 to 2009, the state and Regions 10 and 11 had slightly increased 0.7%, 0.3%, and 0.3%, respectively. Ten out of the 14 ISDs had positive increases. The Little Elm ISD had the largest growth at 6.3%. For the four declining ones, the Cedar Hill ISD had decreased the most at -3.6%.



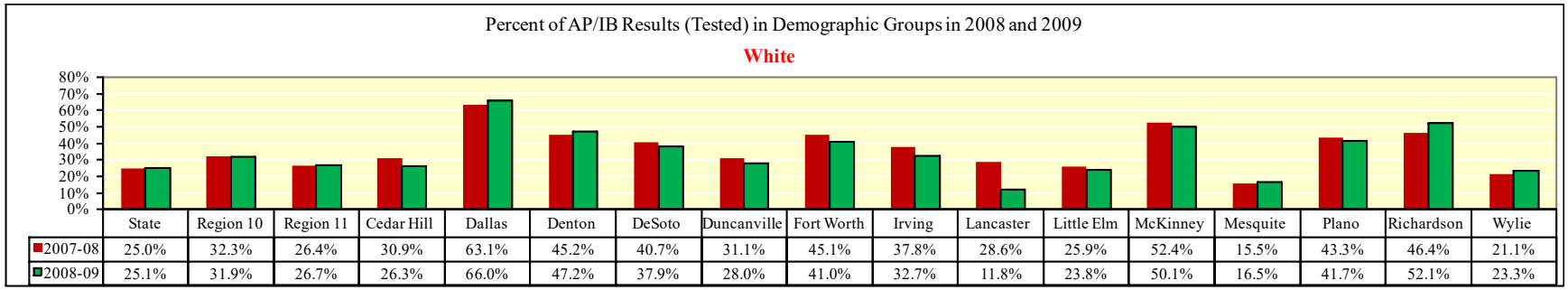
	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	12.2%	15.7%	12.9%	7.9%	25.4%	18.2%	12.7%	2.6%	15.9%	16.3%	12.7%	13.5%	23.2%	7.0%	20.4%	13.4%	11.5%
2008-09	12.9%	16.0%	13.2%	4.3%	28.1%	21.0%	11.5%	3.3%	14.6%	14.1%	14.6%	19.8%	24.3%	7.1%	20.9%	16.2%	14.2%

The Hispanic group had a rate of 17.3%, 21.1%, and 17.1% in 2009, respectively. Thus, Region 10 was about 4% higher than the state, and Region 11 was approximately at the level of statewide average. In addition, these ratios were about 5% higher than the corresponding ones in the African American group although they were about 5% lower than the averages in the collective group. Within the regional council, the Dallas ISD had the largest rate of 32.8%, followed by the McKinney ISD at 30.2%. On the other hand, the Duncanville ISD had the lowest ratio at 6.3%. The Cedar Hill ISD was the second lowest with a rate of 10.4%. For the changes from 2008 to 2009, the state and Regions 10 and 11 had increased 0.6%, 1.2%, and -0.5%, respectively. Within the council, the Lancaster ISD had the largest increase at 11.7%, followed by the Dallas ISD with a growth rate of 4.4%. Conversely, the Cedar Hill ISD had dropped the most, almost 10%.



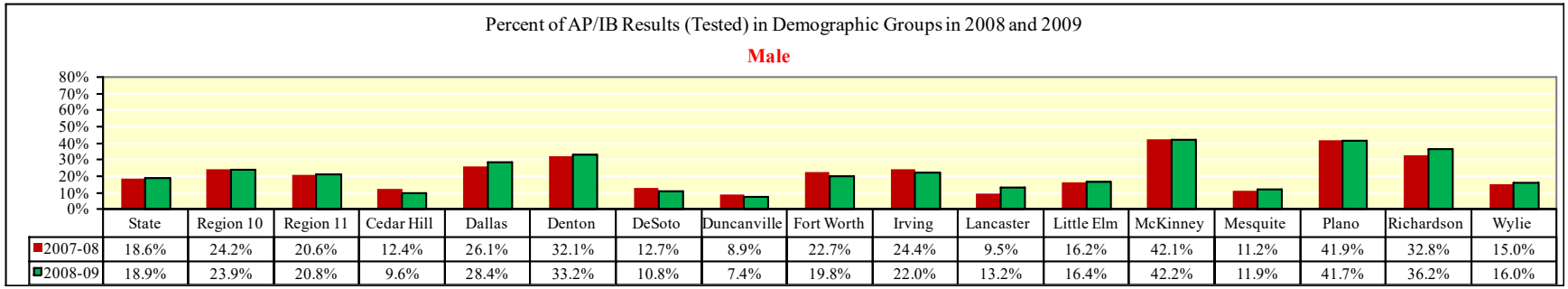
	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	16.7%	19.9%	17.6%	20.2%	28.4%	22.3%	15.6%	5.7%	23.7%	20.6%	12.4%	17.5%	30.0%	11.0%	19.2%	19.3%	13.4%
2008-09	17.3%	21.1%	17.1%	10.4%	32.8%	26.4%	12.5%	6.3%	19.0%	19.5%	24.1%	18.0%	30.2%	11.4%	21.4%	22.5%	15.4%

The White group had a ratio of 25.1%, 31.9%, and 26.7% in the state, Region 10, and Region 11, respectively, in 2009. Thus, Regions 10 and 11 were 6.8% and 1.6% higher than the state, respectively. Within the regional council, the Dallas ISD had the largest ratio of 66%, followed by the Richardson ISD at 52.1% and the McKinney ISD at 50.1%. The Fort Worth ISD also had a rate of 41%, over 13% higher than the average in Region 11. On the other hand, the Lancaster ISD had the lowest rate of 11.8%, followed by the Mesquite ISD at 16.5%. The state and Regions 10 and 11 had only changed 0.1%, -1.4%, and 0.3%, respectively, from 2008 to 2009. However, there were wide variations in the ISDs on the changes, ranging from an increase of 5.7% in the Richardson ISD to a decline of 16.8% in the Lancaster ISD.



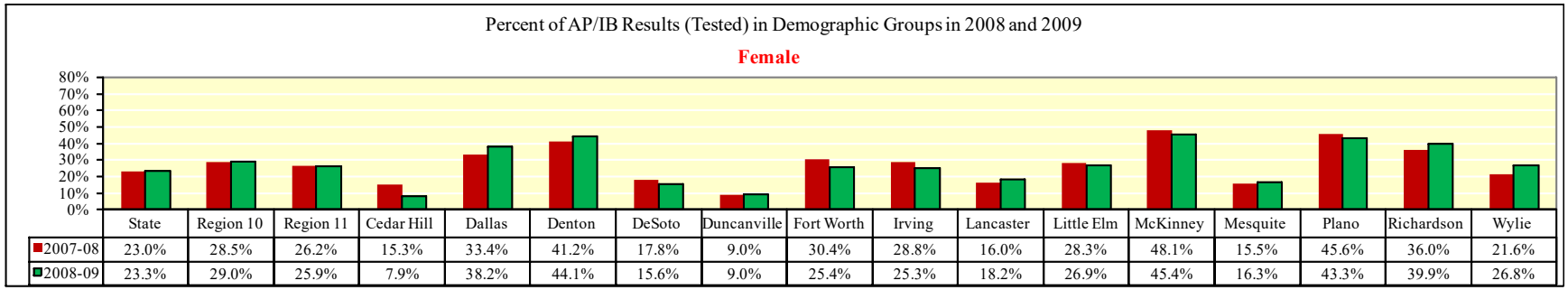
	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	25.0%	32.3%	26.4%	30.9%	63.1%	45.2%	40.7%	31.1%	45.1%	37.8%	28.6%	25.9%	52.4%	15.5%	43.3%	46.4%	21.1%
2008-09	25.1%	31.9%	26.7%	26.3%	66.0%	47.2%	37.9%	28.0%	41.0%	32.7%	11.8%	23.8%	50.1%	16.5%	41.7%	52.1%	23.3%

The ratios of male students participated in the AP/IB tests were 18.9%, 23.9%, and 20.8% in the state and Regions 10 and 11 in 2009, respectively. Thus, Region 10 was 5% higher and Region 11 was about 2% higher than the state. The top five ISDs with the highest rates were McKinney (42.2%), Plano (41.7%), Richardson (36.2%), Denton (33.2%), and Dallas (28.4%). The other nine ISDs were all less than the average in their respective region. Among them, the Duncanville, Cedar Hill, and DeSoto ISDs were the lowest ones at 7.4%, 9.6%, and 10.8%, respectively. From 2008 to 2009, the state and Regions 10 and 11 had only changed 0.3%, -0.3%, and 0.2%, respectively. Similarly, there were small changes in the 14 ISDs as well, ranging from 3.7% in the Lancaster ISD to -2.8% in the Cedar Hill ISD.



	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	18.6%	24.2%	20.6%	12.4%	26.1%	32.1%	12.7%	8.9%	22.7%	24.4%	9.5%	16.2%	42.1%	11.2%	41.9%	32.8%	15.0%
2008-09	18.9%	23.9%	20.8%	9.6%	28.4%	33.2%	10.8%	7.4%	19.8%	22.0%	13.2%	16.4%	42.2%	11.9%	41.7%	36.2%	16.0%

The rates for the female group in the state and Regions 10 and 11 were 23.3%, 29%, and 25.9%, respectively, in 2009. Region 10 was 5.7% higher and Region 11 was 2.6% higher than the state. Thus, females were roughly 5% higher than males in the state or Regions 10 and 11. In addition, the female students in the two local regions were 5.7% and 2.6% higher than the female counterparts in the state, respectively, larger than the 5% and 1.9% advantage over the state in the male group. Thus, the total advantages over the state in Regions 10 and 11 were more from the females than from males. For the differences in the ISDs in the council, again, the top districts with the largest percentages were McKinney (45.4%), Denton (44.1%), Plano (43.3%), Richardson (39.9%), and Dallas (38.2%) as in the male group. Conversely, the three ISDs with the lowest rates were Cedar Hill (7.9%), Duncanville (9.0%), and DeSoto (15.6%). Also similar to the male group, the female groups in the state and Regions 10 and 11 had only changes, at 0.3%, 0.5%, and -0.3% from 2008 to 2009, respectively. The changes in the 14 ISDs ranged from 5.2% in the Wylie ISD to -7.4% in the Cedar Hill ISD.



	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-08	23.0%	28.5%	26.2%	15.3%	33.4%	41.2%	17.8%	9.0%	30.4%	28.8%	16.0%	28.3%	48.1%	15.5%	45.6%	36.0%	21.6%
2008-09	23.3%	29.0%	25.9%	7.9%	38.2%	44.1%	15.6%	9.0%	25.4%	25.3%	18.2%	26.9%	45.4%	16.3%	43.3%	39.9%	26.8%

Source: TEA, AEIS, 2009-2010 on AP/IB Resulted Tested.

The analysis on 11-12th graders participated in the AP/IB tests on the above two figures reveals similar findings as that on the AP/dual enrollment in high school students. First, for the differences between the two local regions and the state, Region 10 was about 2% higher than the state, and Region 11 was close to the state in the collective and individual groups in 2009. For the differences between the ethnic groups, the

Asian/Pacific Islander and White groups were much higher than the African American and Hispanic groups. Furthermore, the Hispanic group was approximately 5% higher than the African American group. For the two gender groups, females were about 5% higher than males. Also, the advantages of Regions 10 and 11 over the state were more from the White and the Female groups than from other individual groups. For the differences among the ISDs in the regional council, large variations existed. The top performed ones included the McKinney, Plano, Richardson, Dallas, and Denton ISDs. On the other hand, the Cedar Hill, DeSoto, Duncanville, and Mesquite ISDs demonstrated low performances in 2009. The other five ISDs had ratios around the averages in their respective region or the state. However, for the changes from 2008 to 2009, unlike the steady 1-2% increase on the previous indicator, the magnitude of growth on the current indicator was typically less than |0.5%| in most of the groups in the state and Regions 10 and 11.

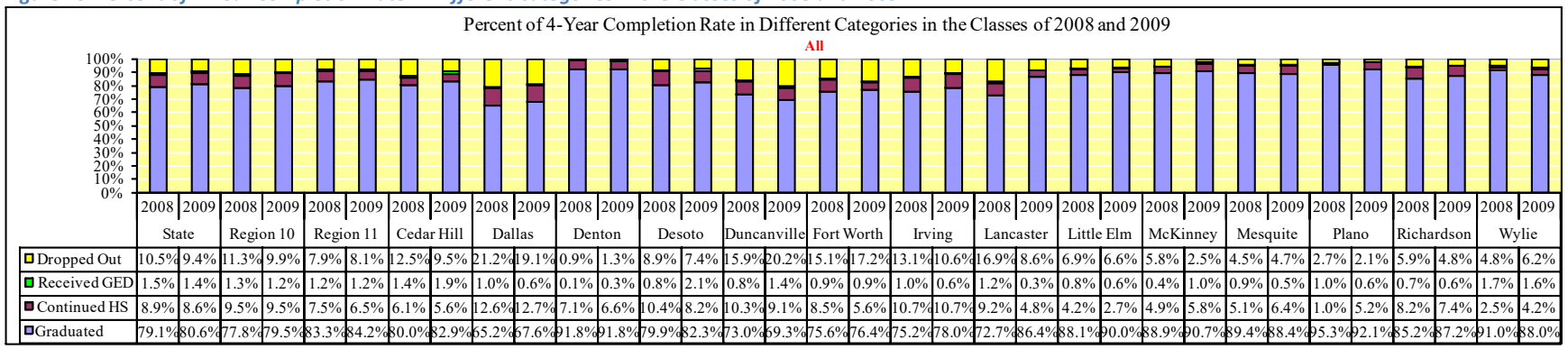
The above findings have several implications. First of all, the overall percentages of 11-12th graders participated in the AP/IB tests were low in the state, Regions 10 and 11, and majority of the ISDs, we need to develop strategies to boost the ratio in all of the educational constituents. Secondly, Region 11 had lower ratios than Region 10, and even had grown slower than Region 10. Thus, it needs to catch up with Region 10 in the neighborhood. Thirdly, we need to focus more on the African American, Hispanic, and male groups as they were typically low in each entity. Fourthly, we need to make extra efforts to help the ISDs with consistent low percentages across the groups. Last, but not the least, as most of the entities did not make much progress from 2008 to 2009, the success experience in the ISDs with significant progress in the two school years was particularly important. We should identify the critical success factors and implement the best practices in the slowly growing ISDs as well.

4-Year Completion Rate in Different Categories in the Classes of 2008 and 2009

The AEIS report on the TEA's website publishes the 4-year completion rate in grades 9-12 in four categories: Graduated, Received GED, Continued HS, and Dropped Out. In addition, it also lists Completion Rate I as the sum of the percentages of graduates and continuers, and Completion Rate II as the total of the percentages of graduates, continuers, and received GED. In this report, we present the percentages of the four categories and Completion Rate I and Completion Rate II in the state, Regions 10 and 11, and the 14 ISD in the collective and the six demographic groups in 2009, in comparison with those in 2008.

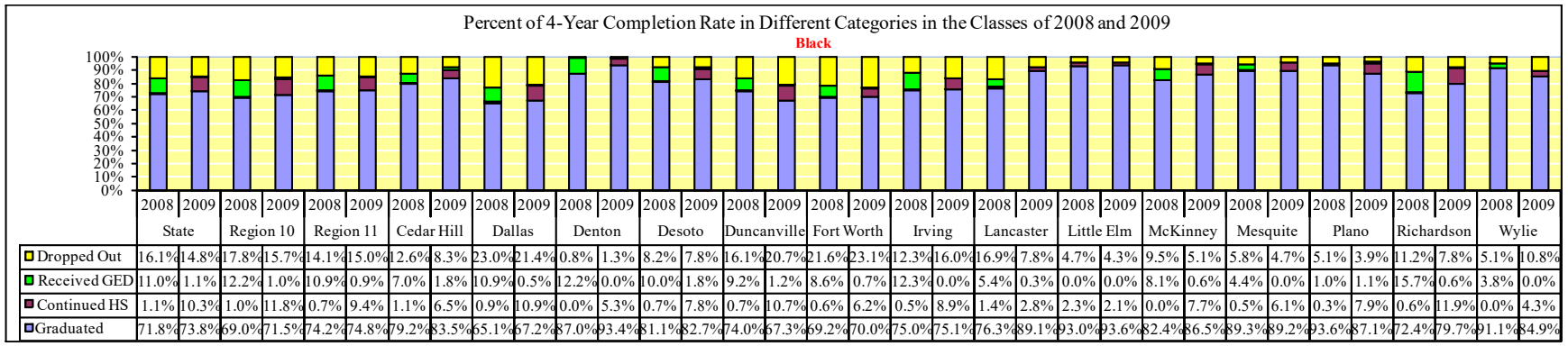
Figure 43 below shows that the state, the two local regions, and most of the 14 ISDs had the largest percentage on 'Graduated', followed by 'Dropped out', then by 'Continued HS', and finally by 'Received GED' in the two school years. Region 10 was about 1% lower than the state whereas Region 11 was 3.6% higher than the state on 'Graduated' in 2009. Within the council, the Plano and Denton ISDs had rates on 'Graduated' over 90% in 2008 and 2009. On the other hand, the Dallas ISD had the lowest rates, less than 70%, in the two years. From 2008 to 2009, the state and Regions 10 and 11 had increased 1.5%, 1.7%, and 0.9% on 'Graduated', respectively. Only four out of the 14 ISDs had declined on 'Graduated' from 2008 to 2009. The Duncanville ISD had decreased the most at -3.7%. For the ten growing ones, the Lancaster ISD had increased the most at 13.7%.

Figure 43 *Percent of 4-Year Completion Rate in Different Categories in the Classes of 2008 and 2009*



	2008 State	2009 State	2008 Region 10	2009 Region 10	2008 Region 11	2009 Region 11	2008 Cedar Hill	2009 Cedar Hill	2008 Dallas	2009 Dallas	2008 Denton	2009 Denton	2008 Desoto	2009 Desoto	2008 Duncanville	2009 Duncanville	2008 Fort Worth	2009 Fort Worth	2008 Irving	2009 Irving	2008 Lancaster	2009 Lancaster	2008 Little Elm	2009 Little Elm	2008 McKinney	2009 McKinney	2008 Mesquite	2009 Mesquite	2008 Plano	2009 Plano	2008 Richardson	2009 Richardson	2008 Wylie	2009 Wylie
Dropped Out	10.5%	9.4%	11.3%	9.9%	7.9%	8.1%	12.5%	9.5%	21.2%	19.1%	0.9%	1.3%	8.9%	7.4%	15.9%	20.2%	15.1%	17.2%	13.1%	10.6%	16.9%	8.6%	6.9%	6.6%	5.8%	2.5%	4.5%	4.7%	2.7%	2.1%	5.9%	4.8%	4.8%	6.2%
Received GED	1.5%	1.4%	1.3%	1.2%	1.2%	1.2%	1.4%	1.9%	1.0%	0.6%	0.1%	0.3%	0.8%	2.1%	0.8%	1.4%	0.9%	0.9%	1.0%	0.6%	1.2%	0.3%	0.8%	0.6%	0.4%	1.0%	0.9%	0.5%	1.0%	0.6%	0.7%	0.6%	1.7%	1.6%
Continued HS	8.9%	8.6%	9.5%	9.5%	7.5%	6.5%	6.1%	5.6%	12.6%	12.7%	7.1%	6.6%	10.4%	8.2%	10.3%	9.1%	8.5%	5.6%	10.7%	10.7%	9.2%	4.8%	4.2%	2.7%	4.9%	5.8%	5.1%	6.4%	1.0%	5.2%	8.2%	7.4%	2.5%	4.2%
Graduated	79.1%	80.6%	77.8%	79.5%	83.3%	84.2%	80.0%	82.9%	65.2%	67.6%	91.8%	91.8%	79.9%	82.3%	73.0%	69.3%	75.6%	76.4%	75.2%	78.0%	72.7%	86.4%	88.1%	90.0%	88.9%	90.7%	89.4%	88.4%	95.3%	92.1%	85.2%	87.2%	91.0%	88.0%

For the African American group, the percentage on 'Graduated' in each educational constituent was generally 7%-10% lower than the percentage in the collective group. The ISDs with high or low percentages in the collective group also tended to have high/low percentages in the African American group. Additionally, most of the entities had increased from 2008 to 2009 as in the collective group. Another notable change from 2008 to 2009 was that the ratio on 'Received GED' had sharply declined in many educational constituents in the African American group.



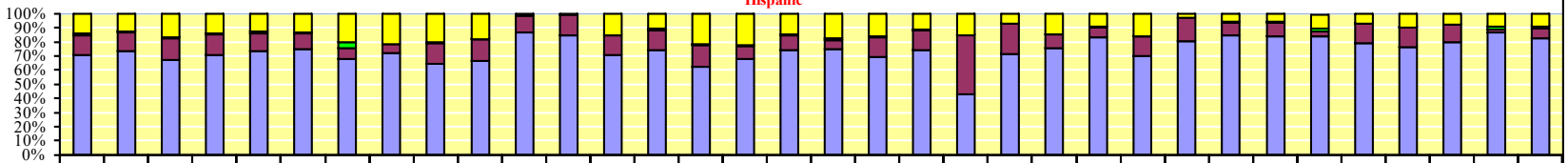
	2008 State	2009 State	2008 Region 10	2009 Region 10	2008 Region 11	2009 Region 11	2008 Cedar Hill	2009 Cedar Hill	2008 Dallas	2009 Dallas	2008 Denton	2009 Denton	2008 Desoto	2009 Desoto	2008 Duncanville	2009 Duncanville	2008 Fort Worth	2009 Fort Worth	2008 Irving	2009 Irving	2008 Lancaster	2009 Lancaster	2008 Little Elm	2009 Little Elm	2008 McKinney	2009 McKinney	2008 Mesquite	2009 Mesquite	2008 Plano	2009 Plano	2008 Richardson	2009 Richardson	2008 Wylie	2009 Wylie
Dropped Out	16.1%	14.8%	17.8%	15.7%	14.1%	15.0%	12.6%	8.3%	23.0%	21.4%	0.8%	1.3%	8.2%	7.8%	16.1%	20.7%	21.6%	23.1%	12.3%	16.0%	16.9%	7.8%	4.7%	4.3%	9.5%	5.1%	5.8%	4.7%	5.1%	3.9%	11.2%	7.8%	5.1%	10.8%
Received GED	11.0%	1.1%	12.2%	1.0%	10.9%	0.9%	7.0%	1.8%	10.9%	0.5%	12.2%	0.0%	10.0%	1.8%	9.2%	1.2%	8.6%	0.7%	12.3%	0.0%	5.4%	0.3%	0.0%	0.0%	8.1%	0.6%	4.4%	0.0%	1.0%	1.1%	15.7%	0.6%	3.8%	0.0%
Continued HS	1.1%	10.3%	1.0%	11.8%	0.7%	9.4%	1.1%	6.5%	0.9%	10.9%	0.0%	5.3%	0.7%	7.8%	0.7%	10.7%	0.6%	6.2%	0.5%	8.9%	1.4%	2.8%	2.3%	2.1%	0.0%	7.7%	0.5%	6.1%	0.3%	7.9%	0.6%	11.9%	0.0%	4.3%
Graduated	71.8%	73.8%	69.0%	71.5%	74.2%	74.8%	79.2%	83.5%	65.1%	67.2%	87.0%	93.4%	81.1%	82.7%	74.0%	67.3%	69.2%	70.0%	75.0%	75.1%	76.3%	89.1%	93.0%	93.6%	82.4%	86.5%	89.3%	89.2%	93.6%	87.1%	72.4%	79.7%	91.1%	84.9%

The percentages on 'Graduated' in the Hispanic group in the state and Regions 10 and 11 were 73.5%, 70.3%, and 74.8% in 2009, respectively. They were 7-10% lower than the corresponding one in collective group. But they were comparable to the respective ones in the African American group. For the ISDs in the regional council, the ratio ranged from 66.5% in the Dallas ISD to 84.5% in the Denton ISD. For the changes from 2008 to 2009, the Hispanic group appeared to be different from the African American group on two aspects. First, there were no dramatic changes on 'Received GED' in most of the entities. Second, the magnitudes of the changes on 'Continued HS' or 'Graduated' were

generally larger than those in the African American group in each ISD. The largest changes occurred in the Lancaster ISD. Nevertheless, these large changes were less likely to be stable as the number of the Hispanic students in the ISD was small.

Percent of 4-Year Completion Rate in Different Categories in the Classes of 2008 and 2009

Hispanic

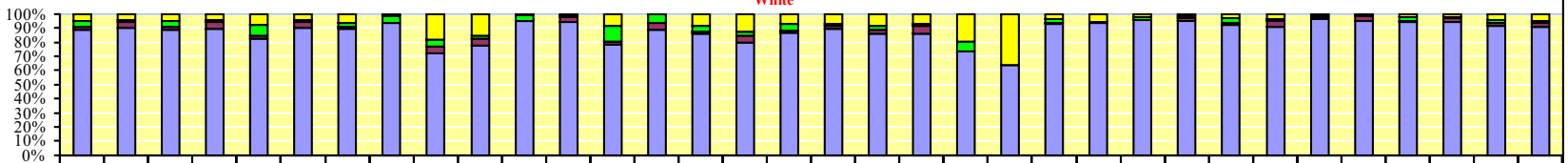


	State		Region 10		Region 11		Cedar Hill		Dallas		Denton		Desoto		Duncanville		Fort Worth		Irving		Lancaster		Little Elm		McKinney		Mesquite		Plano		Richardson		Wylie	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
Dropped Out	14.4%	12.4%	16.6%	13.9%	12.8%	13.4%	20.5%	22.0%	20.6%	18.2%	1.4%	0.7%	15.7%	10.6%	21.5%	22.5%	15.1%	17.8%	16.4%	11.4%	15.2%	7.1%	14.9%	9.4%	16.0%	3.2%	5.6%	6.2%	9.7%	6.9%	10.0%	7.9%	9.6%	8.9%
Received GED	1.5%	1.4%	1.0%	0.9%	1.1%	1.1%	3.8%	0.0%	0.7%	0.5%	0.0%	0.0%	0.0%	1.5%	0.8%	1.1%	0.8%	1.1%	0.4%	0.5%	0.0%	0.0%	0.0%	0.9%	0.4%	0.0%	0.9%	0.3%	2.3%	0.7%	0.5%	0.4%	2.1%	1.8%
Continued HS	13.3%	12.7%	15.4%	14.8%	13.1%	10.7%	7.7%	6.1%	14.5%	14.8%	12.4%	14.8%	13.7%	13.6%	15.1%	8.9%	10.1%	6.5%	14.4%	13.9%	42.4%	21.4%	9.5%	6.6%	13.9%	16.5%	8.9%	10.2%	3.1%	13.8%	13.6%	12.1%	2.1%	7.1%
Graduated	70.8%	73.5%	67.0%	70.3%	73.0%	74.8%	67.9%	72.0%	64.2%	66.5%	86.2%	84.5%	70.6%	74.2%	62.5%	67.5%	74.0%	74.6%	68.8%	74.2%	42.4%	71.4%	75.7%	83.0%	69.7%	80.3%	84.5%	83.4%	84.0%	78.6%	76.0%	79.6%	86.2%	82.1%

The White group had a ratio of 89.7%, 89.5%, and 90.2% on 'Graduated' in 2009, respectively. They were about 9-10% higher than the average in the collective group in the state and Regions 10 and 11. Within the regional council, the ratio on 'Graduated' ranged from 63.6% in the Lancaster ISD to 94.6% in the Plano ISD. However, the extreme low percentage in the Lancaster ISD may not be reliable as there were only a few Caucasian students in the district. The Dallas ISD was the second lowest with a ratio of 77.5%. From 2008 to 2009, the state and Regions 10 and 11 had increased 0.9%, 1%, and 7.7% on 'Graduated', respectively. Thus, Region 11 had grown much faster than the state and Region 10. The Desoto ISD had the largest increase and the Lancaster ISD had dropped the most. However, both of the districts had very small number of Caucasian students. By excluding these two ISDs with small numbers of White students, the Dallas ISD had the largest increase of 5.3%, and the Duncanville ISD had the largest decline at 6.3%. It was noted that the ISDs with large ratios were less likely to have large changes.

Percent of 4-Year Completion Rate in Different Categories in the Classes of 2008 and 2009

White

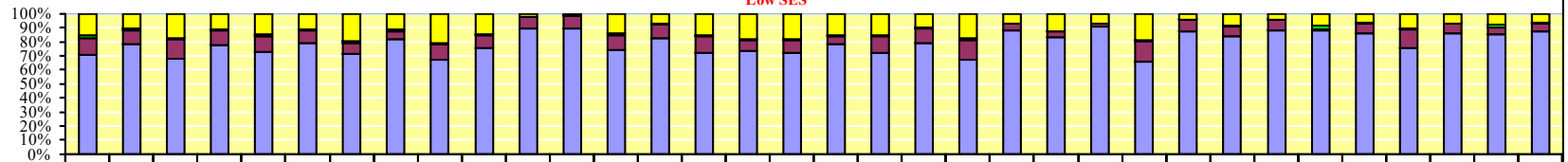


	State		Region 10		Region 11		Cedar Hill		Dallas		Denton		Desoto		Duncanville		Fort Worth		Irving		Lancaster		Little Elm		McKinney		Mesquite		Plano		Richardson		Wylie	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
Dropped Out	5.1%	4.5%	5.2%	4.3%	7.9%	4.3%	6.7%	1.3%	18.3%	15.7%	0.9%	1.7%	8.7%	0.0%	8.6%	12.6%	7.2%	7.5%	8.3%	7.4%	20.0%	36.4%	3.6%	5.6%	2.4%	1.9%	3.2%	3.9%	1.6%	1.2%	2.3%	2.1%	4.1%	5.0%
Received GED	4.2%	1.7%	4.5%	1.6%	7.4%	1.4%	2.9%	5.3%	5.1%	1.9%	4.5%	0.5%	10.9%	6.8%	4.3%	3.0%	4.9%	0.9%	3.0%	1.5%	6.7%	0.0%	2.9%	0.6%	1.9%	1.2%	3.5%	1.0%	0.7%	0.6%	3.0%	0.8%	2.3%	1.6%
Continued HS	1.8%	4.1%	1.8%	4.6%	2.1%	4.1%	1.0%	0.0%	4.5%	4.9%	0.1%	3.7%	2.2%	4.5%	1.4%	5.2%	1.3%	2.3%	2.8%	5.6%	0.0%	0.0%	0.7%	0.6%	0.5%	2.3%	1.3%	4.2%	1.1%	3.6%	0.9%	3.0%	2.1%	2.5%
Graduated	88.8%	89.7%	88.5%	89.5%	82.5%	90.2%	89.4%	93.4%	72.2%	77.5%	94.5%	94.1%	78.3%	88.6%	85.7%	79.3%	86.5%	89.3%	85.8%	85.5%	73.3%	63.6%	92.8%	93.2%	95.3%	94.7%	92.0%	90.9%	96.5%	94.6%	93.8%	94.0%	91.5%	90.8%

The low SES group had a ratio of 78.3%, 77.2%, and 78.9% on 'Graduated' in the state and Regions 10 and 11 in 2009, respectively. The distribution pattern of the percentages in the four categories in the state, Regions 10 and 11, and most of the ISDs in the low SES group was similar to that in the collective group. However, the percentage on 'Graduated' for the low SES group in each entity was generally 2-3% lower than that in the collective group. For the 14 ISDs in the regional council, the ratios ranged from 73.3% in the Duncanville ISD to 89.5% in the Denton ISD. For the changes from 2008 to 2009, the state, Regions 10 and 11, and most of the ISDs had increased 6-10%.

Percent of 4-Year Completion Rate in Different Categories in the Classes of 2008 and 2009

Low SES

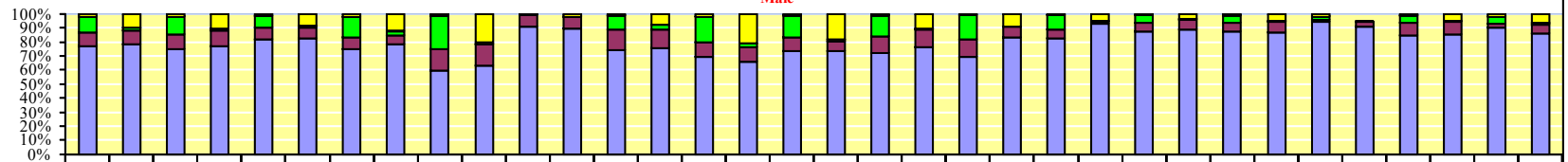


	State		Region 10		Region 11		Cedar Hill		Dallas		Denton		Desoto		Duncanville		Fort Worth		Irving		Lancaster		Little Elm		McKinney		Mesquite		Plano		Richardson		Wylie	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
Dropped Out	15.7%	10.9%	17.2%	11.5%	15.0%	11.4%	19.8%	11.2%	20.9%	15.0%	2.1%	1.9%	14.0%	6.9%	15.5%	18.2%	18.3%	15.7%	15.5%	10.3%	17.7%	7.2%	12.9%	7.0%	18.8%	4.2%	8.3%	4.1%	8.7%	6.6%	10.6%	7.0%	7.9%	6.4%
Received GED	1.7%	1.2%	1.3%	0.8%	1.5%	1.0%	1.7%	1.5%	0.9%	0.3%	0.0%	0.0%	1.7%	1.0%	0.9%	0.9%	0.8%	0.8%	0.4%	0.5%	1.4%	0.0%	0.0%	0.0%	1.1%	0.6%	1.1%	0.3%	2.5%	0.5%	0.7%	0.3%	2.0%	0.8%
Continued HS	12.2%	9.7%	13.7%	10.5%	11.0%	8.7%	7.0%	5.6%	11.5%	9.2%	8.9%	8.6%	10.5%	9.9%	12.0%	7.6%	8.8%	5.3%	12.0%	10.3%	14.3%	5.1%	4.3%	2.3%	14.5%	7.7%	6.6%	7.6%	1.1%	7.3%	13.1%	6.6%	5.0%	5.6%
Graduated	70.4%	78.3%	67.7%	77.2%	72.5%	78.9%	71.5%	81.7%	66.7%	75.5%	89.0%	89.5%	73.8%	82.2%	71.6%	73.3%	72.1%	78.2%	72.0%	78.9%	66.7%	87.7%	82.9%	90.7%	65.6%	87.5%	84.0%	88.0%	87.7%	85.6%	75.6%	86.0%	85.1%	87.2%

The male group had 78.3%, 76.8%, and 82% on 'Graduated' in the state, Regions 10 and 11, respectively, in 2009. These ratios were about 2-3% lower than the averages in the collective group. Within the regional council, the ratios ranged from 63% in the Dallas ISD to 92.7% in the Little Elm ISD. Another difference between the male group and the collective group was that the percentage on 'Received GED' in the former group was generally larger than that in the latter group. From 2008 to 2009, the state, Regions 10 and 11, and most of the ISDs had increased 1-2%.

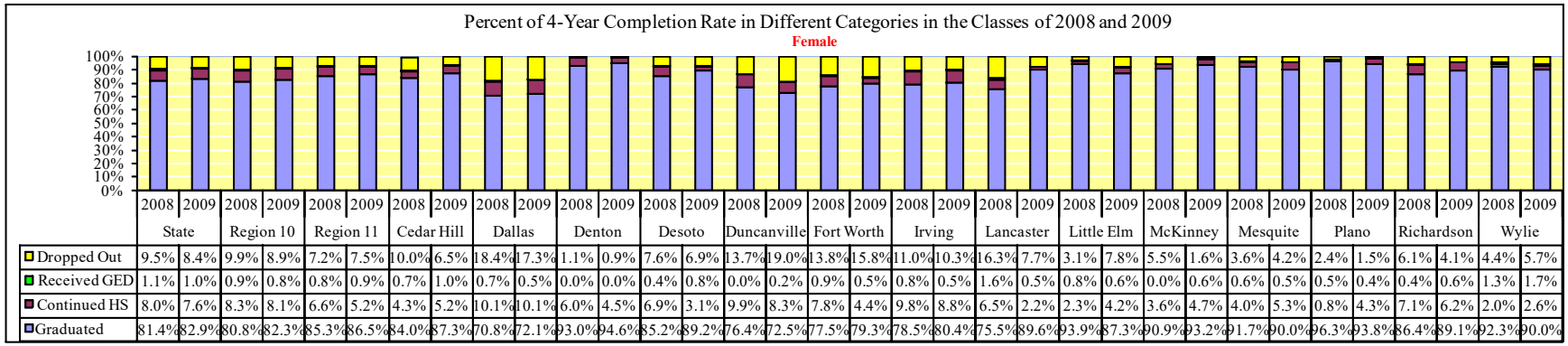
Percent of 4-Year Completion Rate in Different Categories in the Classes of 2008 and 2009

Male



	State		Region 10		Region 11		Cedar Hill		Dallas		Denton		Desoto		Duncanville		Fort Worth		Irving		Lancaster		Little Elm		McKinney		Mesquite		Plano		Richardson		Wylie	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
Dropped Out	1.9%	10.3%	1.7%	10.9%	1.6%	8.7%	2.2%	12.7%	1.4%	20.9%	0.2%	1.8%	1.2%	7.9%	1.9%	21.4%	0.9%	18.6%	1.3%	10.9%	0.7%	9.4%	0.8%	5.5%	0.8%	3.4%	1.3%	5.2%	1.5%	0.8%	1.0%	5.4%	2.0%	6.7%
Received GED	11.4%	1.8%	12.8%	1.5%	8.7%	1.5%	14.9%	2.9%	24.1%	0.7%	0.8%	0.5%	10.4%	3.5%	18.7%	2.7%	16.4%	1.3%	15.3%	0.7%	17.6%	0.0%	10.8%	0.6%	6.1%	1.3%	5.5%	0.5%	2.9%	0.0%	5.7%	0.7%	5.3%	1.5%
Continued HS	9.9%	9.6%	10.7%	10.8%	8.4%	7.8%	8.0%	6.2%	15.1%	15.4%	8.5%	8.7%	14.4%	13.4%	10.7%	10.1%	9.1%	6.7%	11.5%	12.5%	12.7%	7.3%	6.2%	1.2%	6.2%	6.9%	6.3%	7.5%	1.1%	3.5%	9.3%	8.6%	3.0%	5.9%
Graduated	76.8%	78.3%	74.7%	76.8%	81.4%	82.0%	74.9%	78.3%	59.4%	63.0%	90.5%	88.9%	74.0%	75.2%	68.8%	65.8%	73.6%	73.4%	71.9%	75.9%	69.0%	83.2%	82.3%	92.7%	86.9%	88.3%	86.9%	86.8%	94.4%	90.5%	84.1%	85.3%	89.7%	85.9%

Finally, the female group had ratios of 82.9%, 82.3%, and 86.5% on 'Graduated' in 2009 in the state, Region 10, and Region 11, respectively. These rates were 2-3% higher than the corresponding ones in the collective group in the three entities. Within the council, the ratio ranged from 72.1% in the Dallas ISD to 94.6% in the Denton ISD. For the changes in the two school years, the state and Regions 10 and 11 had increased 1.5%, 1.5%, and 1.2%, respectively. Within the regional council, the Lancaster ISD had the largest increase of 14.1%, whereas the Little Elm ISD had decreased the most at -6.3%.



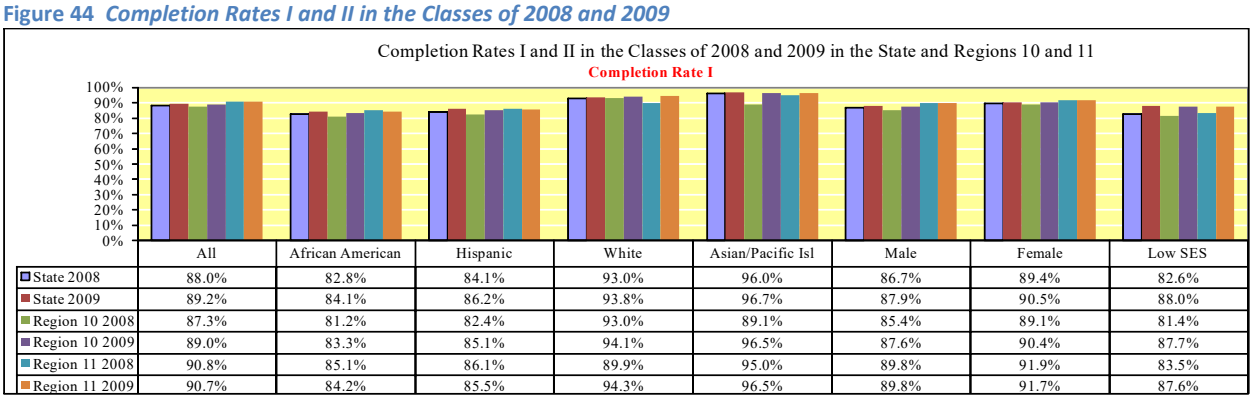
	State		Region 10		Region 11		Cedar Hill		Dallas		Denton		Desoto		Duncanville		Fort Worth		Irving		Lancaster		Little Elm		McKinney		Mesquite		Plano		Richardson		Wylie	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
Dropped Out	9.5%	8.4%	9.9%	8.9%	7.2%	7.5%	10.0%	6.5%	18.4%	17.3%	1.1%	0.9%	7.6%	6.9%	13.7%	19.0%	13.8%	15.8%	11.0%	10.3%	16.3%	7.7%	3.1%	7.8%	5.5%	1.6%	3.6%	4.2%	2.4%	1.5%	6.1%	4.1%	4.4%	5.7%
Received GED	1.1%	1.0%	0.9%	0.8%	0.8%	0.9%	0.7%	1.0%	0.7%	0.5%	0.0%	0.0%	0.4%	0.8%	0.0%	0.2%	0.9%	0.5%	0.8%	0.5%	1.6%	0.5%	0.8%	0.6%	0.0%	0.6%	0.6%	0.5%	0.5%	0.4%	0.4%	0.6%	1.3%	1.7%
Continued HS	8.0%	7.6%	8.3%	8.1%	6.6%	5.2%	4.3%	5.2%	10.1%	10.1%	6.0%	4.5%	6.9%	3.1%	9.9%	8.3%	7.8%	4.4%	9.8%	8.8%	6.5%	2.2%	2.3%	4.2%	3.6%	4.7%	4.0%	5.3%	0.8%	4.3%	7.1%	6.2%	2.0%	2.6%
Graduated	81.4%	82.9%	80.8%	82.3%	85.3%	86.5%	84.0%	87.3%	70.8%	72.1%	93.0%	94.6%	85.2%	89.2%	76.4%	72.5%	77.5%	79.3%	78.5%	80.4%	75.5%	89.6%	93.9%	87.3%	90.9%	93.2%	91.7%	90.0%	96.3%	93.8%	86.4%	89.1%	92.3%	90.0%

Source: TEA, AEIS, 2009-2010 on 4-Year Completion Rate (Grades 9-12)

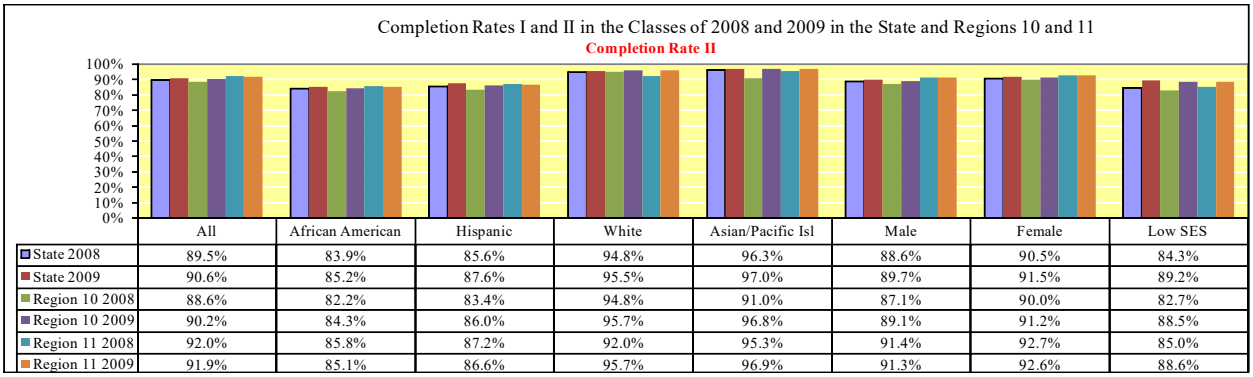
In addition to the percentage on each individual category, this report also presents the two composite indexes related to graduation rates: Composite Rate I and Composite Rate II. Figure 44 shows that the Completion Rate I was 89.2%, 89%, and 90.7% in 2009 in the state and Regions 10 and 11 in 2009, respectively. Thus, Region 11 was slightly higher than Region 10 which was close to the state. Such a pattern of group differences among the three entities for the collective group was also true for the individual groups in general. However, although Region 11 overall had a higher rate than the state or Region 10, it did not demonstrate higher percentages in the Hispanic and low SES groups. From 2008 to 2009, the state and Regions 10 and 11 overall had increased 1.2%, 1.7%, and -0.1%, respectively. For the individual groups, the Asian/Pacific Islander, White, and low SES groups had the relatively large increases.

The Completion Rate II in the state and Regions 10 and 11 in 2009 were 90.6%, 90.2%, and 91.9%, respectively. Again, Region 11 was higher than Region 10 which had a similar percentage as the state. Also, just as on Completion Rate I and 'Graduated', the Asian/Pacific Islander and the White groups were much higher than the African American, Hispanic, and low SES groups. The female group was generally about 2% higher than the male group in 2008 and 2009 in the state and the two local regions. For the changes from 2008 to 2009, overall, the state and Regions 10 and 11 had changed 1.1%, 1.6%, and -0.1%, respectively. For the individual groups, again, the Asian/Pacific Islander, White, and low SES groups generally had grown faster than the other demographic groups.

Figure 44 *Completion Rates I and II in the Classes of 2008 and 2009*



	All	African American	Hispanic	White	Asian/Pacific Isl	Male	Female	Low SES
State 2008	88.0%	82.8%	84.1%	93.0%	96.0%	86.7%	89.4%	82.6%
State 2009	89.2%	84.1%	86.2%	93.8%	96.7%	87.9%	90.5%	88.0%
Region 10 2008	87.3%	81.2%	82.4%	93.0%	89.1%	85.4%	89.1%	81.4%
Region 10 2009	89.0%	83.3%	85.1%	94.1%	96.5%	87.6%	90.4%	87.7%
Region 11 2008	90.8%	85.1%	86.1%	89.9%	95.0%	89.8%	91.9%	83.5%
Region 11 2009	90.7%	84.2%	85.5%	94.3%	96.5%	89.8%	91.7%	87.6%



	All	African American	Hispanic	White	Asian/Pacific Isl	Male	Female	Low SES
State 2008	89.5%	83.9%	85.6%	94.8%	96.3%	88.6%	90.5%	84.3%
State 2009	90.6%	85.2%	87.6%	95.5%	97.0%	89.7%	91.5%	89.2%
Region 10 2008	88.6%	82.2%	83.4%	94.8%	91.0%	87.1%	90.0%	82.7%
Region 10 2009	90.2%	84.3%	86.0%	95.7%	96.8%	89.1%	91.2%	88.5%
Region 11 2008	92.0%	85.8%	87.2%	92.0%	95.3%	91.4%	92.7%	85.0%
Region 11 2009	91.9%	85.1%	86.6%	95.7%	96.9%	91.3%	92.6%	88.6%

Source: TEA, AEIS, 2009-2010 on 4-Year Completion Rate (Grades 9-12)

The findings on the 4-year completion rate in different categories in the classes of 2008 and 2009 can be summarized as follows. First of all, majority of the 9th graders graduated on time by the 4th year. This was true in all of the groups in each educational constituent. Secondly, the overall ratio on 'Graduated' in the state and Regions 10 and Region 11 was around 80%. Relatively, Region 11 was higher than Region 10 which was very close to the state. However, Region 11 had grown slower than Region 10 or the state, especially in the low performance groups. Thirdly, for the group differences on the demographic variables, the Asian/Pacific Islander and White groups were much higher than the African American, Hispanic, and low SES groups on 'Graduated', Completion Rate I, and Completion Rate II. In addition, females had been about 1-2% higher than males in the two school years. Fourthly, the African American and the male groups appeared to have relatively high percentages of graduates receiving GED than other groups. Fifthly, for the differences among the school districts in the regional council, the Dallas ISD generally had a low percentage on 'Graduated', Completion Rate I, or Completion Rate II in the collective or individual groups. Lastly, there were small increases from 2008 to 2009 in most of the educational constituents. The highly performed entities generally demonstrated slower growth rates than the low performances ones.

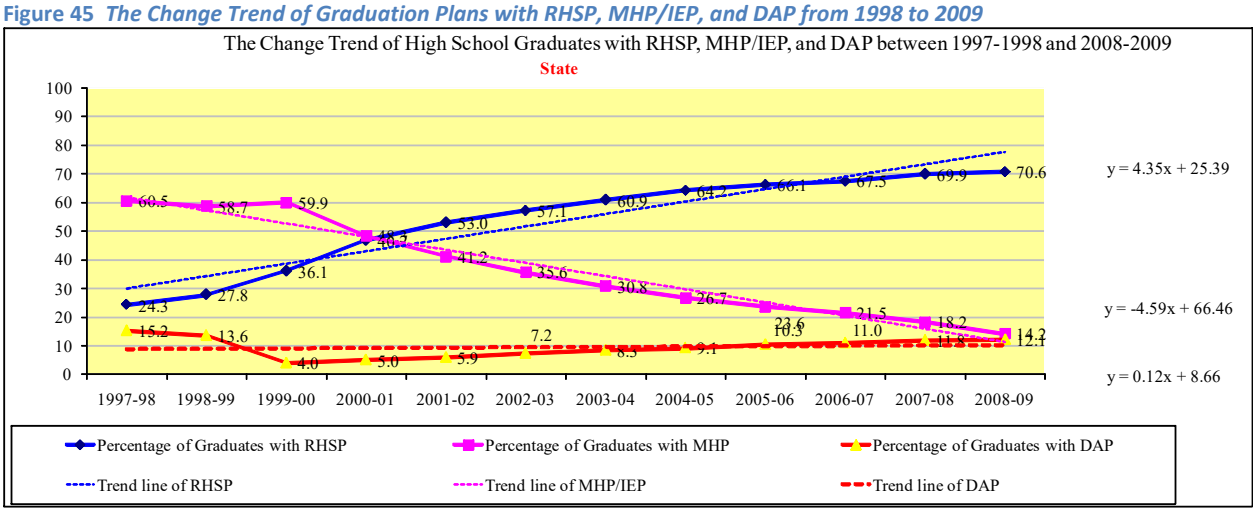
The major implication of the above results was that we could easily identify the lowly performed or slowly growing educational constituents or demographic groups for further improvement to close the gaps on graduation outcomes. More specifically, we should concentrate more than on the Dallas ISD and the others in south Dallas. The Fort Worth ISD also deserves a special attention as it was usually lower than its regional average in most of the groups. Finally, we should make extra efforts to help the African American and Hispanic students in Region 11 as they had notably declined from 2008 to 2009.

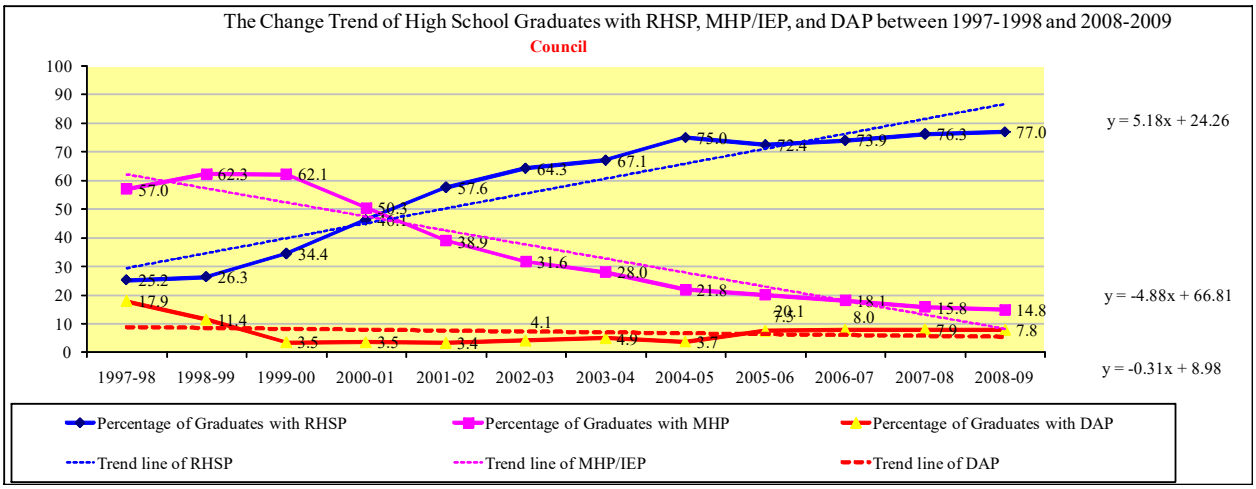
The Change Trend of HS Graduation Plan with RHSP, MHP/IEP, or DAP from 1998 to 2009

For the change trend on high school graduation plans, this year, we simply extended the previous analysis to include the newest data in the school year of 2008-2009. More specifically, we tracked the percentages on RHSP, MHP/IEP, and DAP in the state, the North Texas Regional P-16 Council, and the 14 school districts in the council from 1998 to 2009 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). However, this report only presents the data for the state and the regional council, whereas those at the district level were left to Table 46 in the Excel document. It should be pointed out that the data for the regional council was computed based on the data for the 14 ISDs in the regional council, just as in the previous two reports. Also 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 12 years.

Figure 45 shows that the percentages for the three graduation plans in the state in 2009 were 70.6%, 17.3%, and 12.1%, respectively. The regional council was about 6.4% higher on RHSP, 2.5% lower than MHP/IEP, and 4.3% lower on DAP than the state. Thus, the regional council appeared to perform better on RHSP and MHP/IEP, but worse on DAP than the state in 2009. The trend analysis on the 12-year data from 2008 to 2009 indicates the average annual growth rates on RHSP, MHP/IEP, and DAP in the state were 4.35%, -4.48%, and 0.12%, respectively. The corresponding percentages in the regional council were 5.18%, -4.88%, and -0.31%. Hence, the regional council had improved faster than the state on RHSP and MHP/IEP. However, it had even declined on DAP at an annual rate of -0.31%. The most important message from the trend analysis on high school graduation plans is that we should focus more on DAP while maintaining the desirable changes on RHSP and MHP/IEP, especially in the regional council.

Figure 45 *The Change Trend of Graduation Plans with RHSP, MHP/IEP, and DAP from 1998 to 2009*

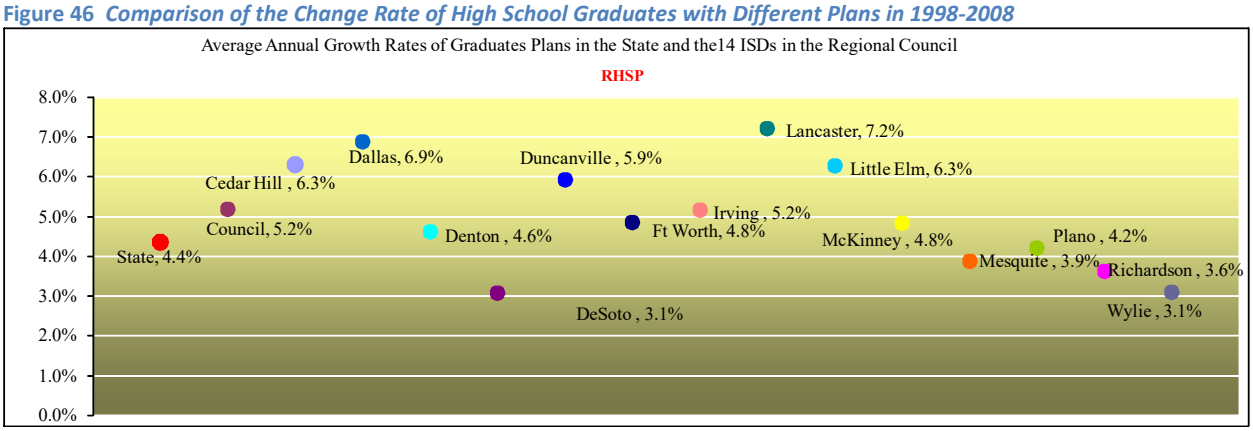


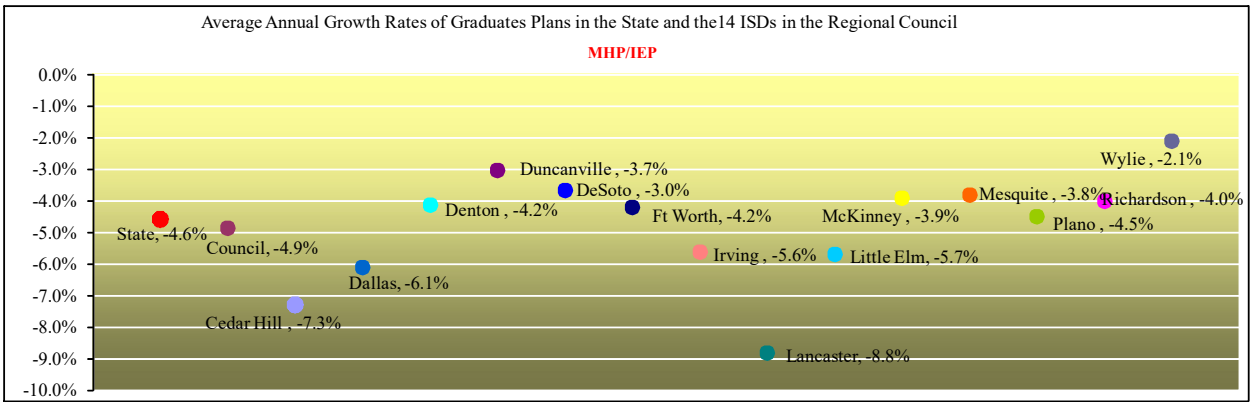


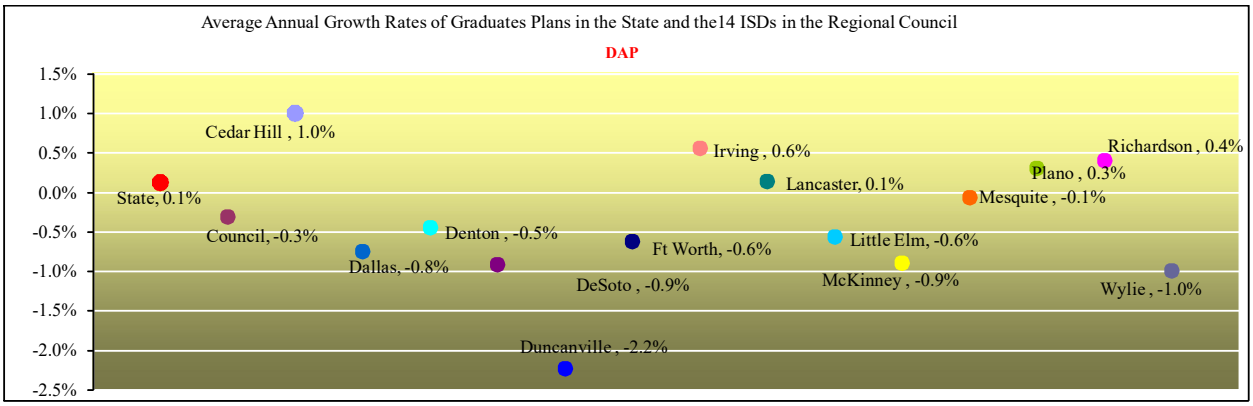
Source: Texas PK-16 Public Education Information Resource: High School Graduates Longitudinal Analysis - by District

Figure 46 further displays the average annual change rates between 1998 and 2009 on the three graduation plans in the state, the regional council, and the 14 ISDs. The three charts allow us to compare the relative performances of the 16 educational constituents on the three graduation plans. On RHSP, all of the 16 entities had positive growth rates. The regional council had a rate of 5.2%, about 1% faster than the state. The Lancaster ISD had the largest growth rate at 7.2%, followed by the Dallas ISD at 6.9%. On the other hand, the DeSoto and Wylie ISDs had the lowest rate at 3.1%. On MHP/IEP, all of the entities had negative growth rates as desired. The regional council had declined at an annual rate of -4.9%, slightly faster than the rate at -4.6% in the state. Again, the Lancaster ISD had improved the most at -8.8%, whereas the Wylie ISD had declined at the slowest rate of -2.1%. On DAP, all of the change rates were in the range of ±1% except for that at -2.2% in the Duncanville ISD. The regional council, at -0.3%, was slower than the state with a rate of 0.1%. Thus, it is not surprising to find that majority of the ISDs in the regional council had small negative growth rates on DAP. The major practical implication of the above findings is that these results could help us to locate the target ISDs for more improvement on RHSP or MHP/IEP. Then, we may need to learn from the highly improved ISDs. Finally, we should focus more on DAP in every educational constituent.

Figure 46 *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

Summary of the GAP Analysis for Secondary Education

On Middle School TAKS Indicators

- Region 10 and 11 had similar percentages on meeting both the minimum and the commended standards in 2010. And both were typically about 2% higher than the state.

- Students generally performed better on English language arts than on mathematics and science.

- The two local regions had the similar change patterns as the state on every TAKS test from 2009 to 2010.

- There were wide variations on the changes from 2009 to 2010 on the eight TAKS tests in the state and Regions 10 and 11. Grade 8 science and Grade 7 mathematics and writing had positive increases on meeting both the passing and the commended standards. Conversely, Grade 6 reading had the largest decreases on meeting the two standards. The other four tests showed inconsistent changes, typically in the opposite directions on meeting the two standards.

On Retention Rate in 6th-12th Grades

- For the differences in the demographic groups, the African American, Hispanic, and low SES students had much higher retention rates than the Caucasian group in 2009 as before. Also the male group had a higher rate than the female counterpart, especially in middle school.

- For the differences between the local regions and the state, both Region 10 and Region 11 were slightly better than the state in 2009. Furthermore, Region 11 even had lower rates than Region 10.

- For the differences in secondary grades, the rates were typically less than 2% in 6-8th grades, jumped to around 12% in Grade 9, then dropped to about 5-6% in 10-11th grades, and finally increased to about 7% in Grade 12 in 2009.

- The retention rate had typically declined in the four-year period from 2005-06 to 2008-09 in the 17 entities in all grades.

On High School Success Indicators

9-12th graders taking advanced course/dual enrollment in 2008 and 2009

- The overall ratio of taking advanced course/dual enrollment in the 9-12th graders in 2009 in the state, Regions 10 and 11, and most of the 14 ISDs was around 25%. More specifically, Region 11 was close to the state, and Region 10 was 1-2% higher than the state.

- For the group differences on the demographic variables, the Asian/Pacific Islander and White groups were much higher than the African American, Hispanic, and low SES groups. In addition, females were about 5% higher than males.

- Within the regional council, the Plano and Richardson ISDs showed consistently high percentages across the groups. The Dallas and Fort Worth ISDs also demonstrated high ratios, especially in the African American, Hispanic, and low SES groups. On the other hand, the DeSoto and Mesquite ISD were generally low in most of the groups.

- For the changes from 2008 to 2009, most of the 17 educational constituents had increased 1-2%. In addition, Region 10 appeared to grow somewhat faster than Region 11 and the state.

11-12th graders participated in AP/IB tests in 2008 and 2009

- In general, the findings on 11-12th graders in AP/IB results (tested) were similar to those on 9-12th graders taking advanced course/dual enrollment.

- For the difference between the state and Region 10 and 11, Region 10 was approximately 2% higher than the state, and Region 11 was close to the state in most of the groups in 2009.

- For the group differences on ethnicity, the Asian/Pacific and White groups were much higher than the African American and Hispanic groups. Furthermore, the Hispanic group was about 5% higher than the African American group.

- For the group difference on gender, females were also about 5% higher than males in 2009 as on the previous indicator.

- Similarly, the advantages of Regions 10 and 11 over the state were more from the White and the female groups than from the African American, Hispanic, or male groups.

- Within the regional council, the McKinney, Plano, Dallas, and Denton ISDs had the largest ratios, whereas the Cedar Hill, DeSoto, Duncanville, and Mesquite ISDs had the lowest percentages across the groups in 2009.

- However, different from the steady growth at 1-2% on taking advanced course/dual enrollment in 9-12th graders from 2008 to 2009, the magnitude of the change on AP/IB results (tested) was smaller, in the range of ±0.5%, in most of the groups in the state and Regions 10 and 11.

4-Year Completion Rate in Different Categories in 2008 and 2009

- About 80% of high school students graduated on time in the state and Regions 10 and11 in 2009. But Region 11 was slightly higher than Region 10 which was close to the state in most of the groups.

- For the group differences on the demographic variables, the Asian/Pacific Islander and White groups had much higher percentages on 'Graduated', Completion Rate I, and Completion Rate II than the African American, Hispanic, and low SES groups. Additionally, the female group had been about 1-2% higher than the male group on the same three indexes in 2008 and 2009.

- The African American and the male groups appeared to have higher percentages of students receiving GED than other groups.

- The Dallas ISD, the largest in the council, consistently had low percentages on 'Graduated', Completion Rate I, or Completion Rate II in the collective and individual groups.

- There were small positive increases, often less than 2%, on 'Graduated', Completion Rate I, or Completion Rate II in most of the educational constituents from 2008 to 2009. The highly performed entities generally had slower growth rates than the lowly performed ones.

Trend Analysis on High School Graduate Plans in RHSP, MHP/IEP, and DAP from 1998 to 2009

- The state and the regional council had increased at an annual rate of 4.4% and 5.2% on RHSP, respectively, from 1998 to 2009.

- The state and the regional council had declined at an annual rate of -4.6% and -4.9% on MHP/IEP from 1998 to 2009, respectively.

- In the same 12 years, the state and the regional council had increased at an annual rate of 0.1% and 0.3% on DAP, respectively.

- Thus, both the state and the regional council had made significant progress within the 12 school years on RHSP and MHP/IEP, but had improved little on DAP. Comparatively, the regional council had improved faster on RHSP and MHP/IEP, but slower on DAP than the state.

- The ISDs with higher increase rates on RHSP usually demonstrated faster decline rates on MHP/IEP from 1998 to 2009.

Gap Analysis for Postsecondary Education

The final part of this report, like the previous two reports, focuses on postsecondary education including college-readiness, higher education enrollment, and higher education attainment. In addition, it utilizes the data from the Texas Higher Education Regional Data for the first time as it became available in 2010. The first section is primarily on college readiness, including data on both College-Ready Graduates and TSI –Higher Education Readiness Components. Section II concentrates on enrollment into Texas higher education with data on the regional council or the north Texas counties. The last section uses the Texas Higher Education Regional Data to address regional residents' performances in higher education, including enrollment, graduation with a degree/certificate, and various outcomes from the 1998 seventh grade cohort study tracked 11 years through graduation from higher education in 2009.

College-Ready

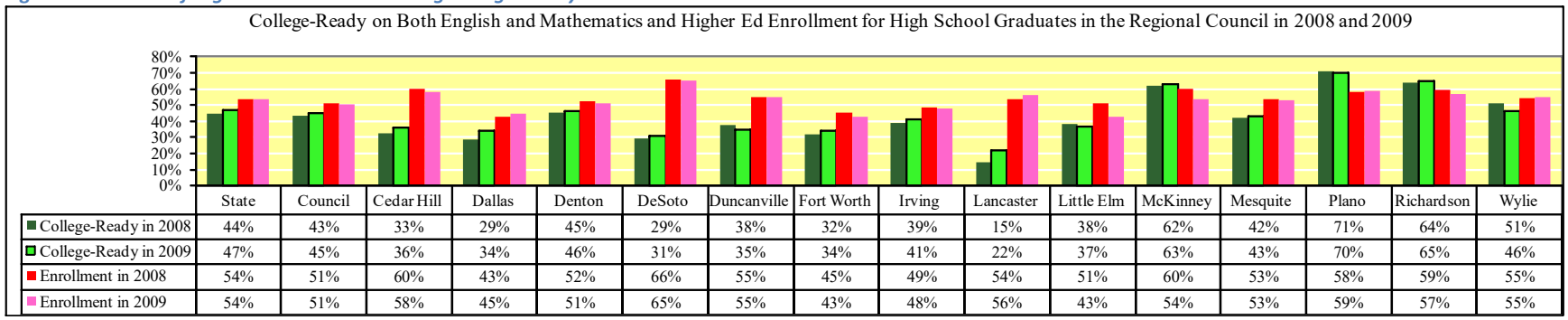
The analysis on college-ready in this report is fairly similar to the ones in the 2008 and 2009 reports. It first presents the percentages of college-ready graduates in both English language and mathematics in the state, the regional council, and the 14 ISDs in 2009, in comparison with those in 2008. It then displays the percentages of college-ready graduates in the collective and the individual demographic groups in English language arts, mathematics, and both subjects from 2006 to 2009. Finally, it tracks the performances on the TSI – Higher Education Readiness Components in English language arts and mathematics in the collective and the individual demographic groups in the state and Regions 10 and 11 from 2004 to 2010.

College-Ready Graduates in Both English and Math and Enrollment in the Class of 2009

In 2009, the THECB P-16 Initiatives Division provided the total numbers of high school graduates in the class of 2008 that were college-ready in both English language arts and mathematics in the state, the north Texas Regional P-16 councils, and the 14 school districts. Although the data were not provided this year, the same type of data can be obtained or computed from the Texas P-16 Public Education Information Resource - High School to College on Enrolled the Fall Semester Following High School Graduation by High School County and District: 2008-2009 Graduates Reports (http://www.texaseducationinfo.org/tea.tpeir.web/topic_hstocollege.aspx). Figure 47 displays the percentages on college-ready in both English language arts and mathematics in the state, the regional council, and the 14 ISDs in 2008 and 2009. It also presents the percentages on higher education enrollment in parallel in the 16 educational constituents in the two school years. But the discussion of the enrollment data was postponed to the section on higher education enrollment.

The ratios of college-ready in both English language arts and mathematics in the state and the regional council were 47% and 45% in 2009, respectively. Although both the regional council and the state had increased from 2008 to 2009, the state had grown faster than the council. Thus, the gap between the regional council and the state had increased slightly to 2% from 1% in 2008. For the ISDs in the regional council, the percentages ranged from 22% in the Lancaster ISD to 70% in the Plano ISD. The two largest ISD both had a ratio of 34%, 9% lower than the average in the council. For the changes from 2008 to 2009, the Lancaster and Dallas ISDs had the largest increases at 7% and 5%, respectively. On the other hand, the Wylie ISD had the largest decrease at 5%. In general, the districts with lower percentages tended to demonstrate larger changes.

Figure 47 *Percent of High School Graduate Being College-Ready and Enrolled in 2008 and 2009*



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
College-Ready in 2008	44%	43%	33%	29%	45%	29%	38%	32%	39%	15%	38%	62%	42%	71%	64%	51%
College-Ready in 2009	47%	45%	36%	34%	46%	31%	35%	34%	41%	22%	37%	63%	43%	70%	65%	46%
Enrollment in 2008	54%	51%	60%	43%	52%	66%	55%	45%	49%	54%	51%	60%	53%	58%	59%	55%
Enrollment in 2009	54%	51%	58%	45%	51%	65%	55%	43%	48%	56%	43%	54%	53%	59%	57%	55%

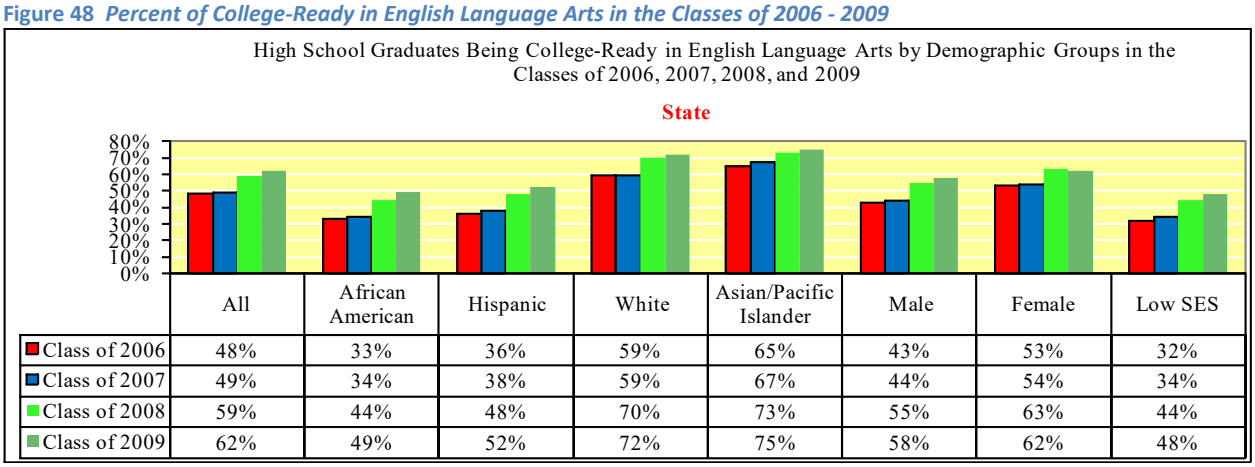
Source 1: TEA, AEIS 2009-2010 on College-Ready (Class of 2008 and Class of 2009)
Source 2: Texas P-16 Public Education Information Resource - High School to College on Enrolled the Fall Semester Following High School Graduation by High School County and District: 2008-2009 Graduates Reports (http://www.texaseducationinfo.org/tea.tpeir.web/topic_hstocollege.aspx)

College-Ready Graduates by Demographic Groups in the Classes of 2006, 2007, 2008, and 2009

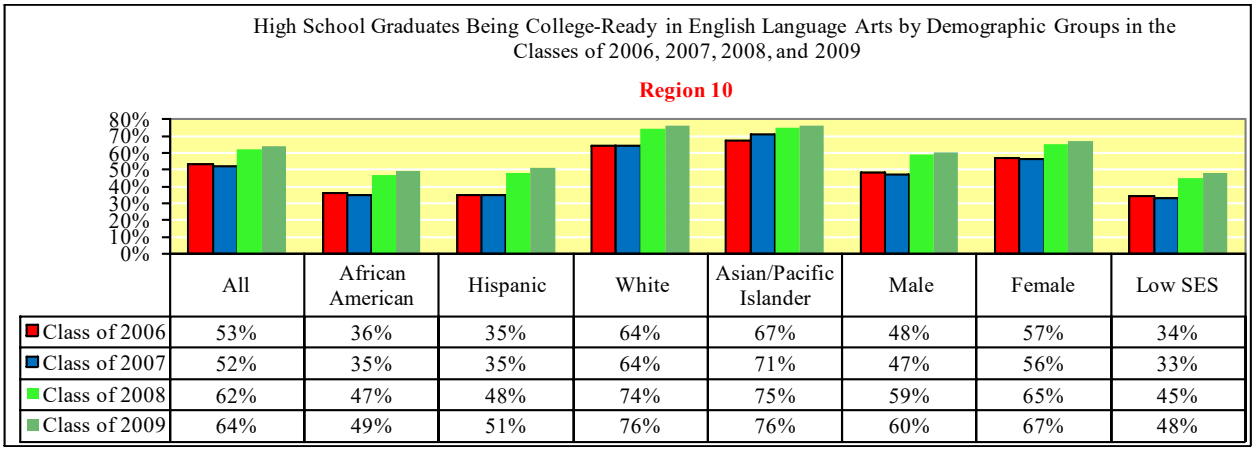
In addition to the presentation on the overall percentage on college-ready graduates in the regional council, this report, like the earlier two reports, also explores the ratios of college-ready in different demographic groups in the state, the ESC Regions 10 and 11, and the 14 ISDs in the council. As before, we examined the ratios of college-ready graduates in English language arts, mathematics, and both separately as shown in Figures 48, 49, and 50. Again, we only present the data for the state and Regions 10 and 11 in this Word document. The data at the ISD level were left to Tables 49-51 in the Excel document.

Figure 48 below shows that Regions 10 and 11 were 64% and 65% on college-ready in English language arts in 2009. They were 2% and 3% higher than the state, respectively. For the two gender groups, the female group was 4-7% higher than the male counterpart in the state and the two regions. For the other five demographic groups, the White and Asian/Pacific Islander groups were at least 20% higher than the African American, Hispanic, and the low SES groups. For the changes from 2006 to 2009, the state and the two local regions had shown steady growth in every group over the years. In addition, it appears that the low performance groups had grown generally faster than the highly performed ones.

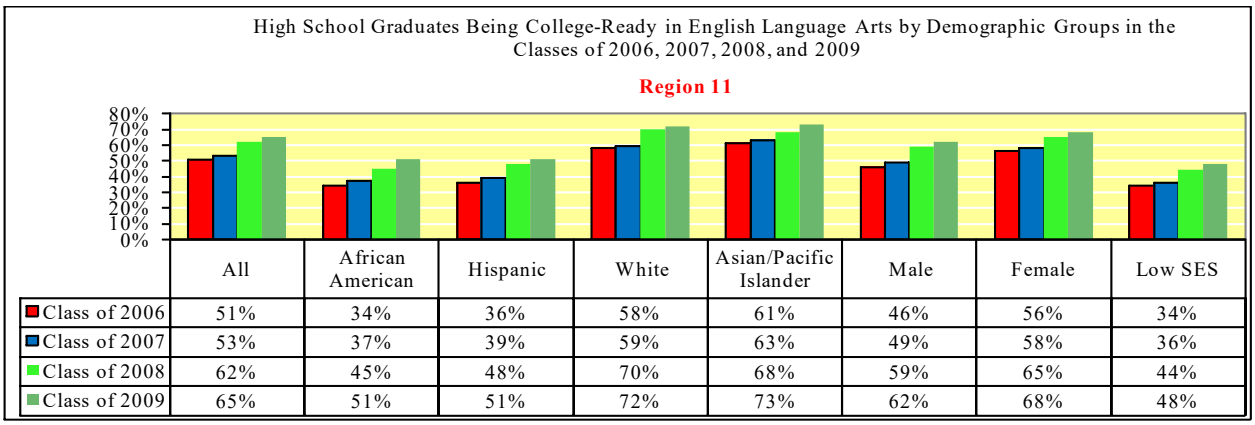
Figure 48 *Percent of College-Ready in English Language Arts in the Classes of 2006 - 2009*



	All	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%
Class of 2009	62%	49%	52%	72%	75%	58%	62%	48%



	All	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%
Class of 2009	64%	49%	51%	76%	76%	60%	67%	48%

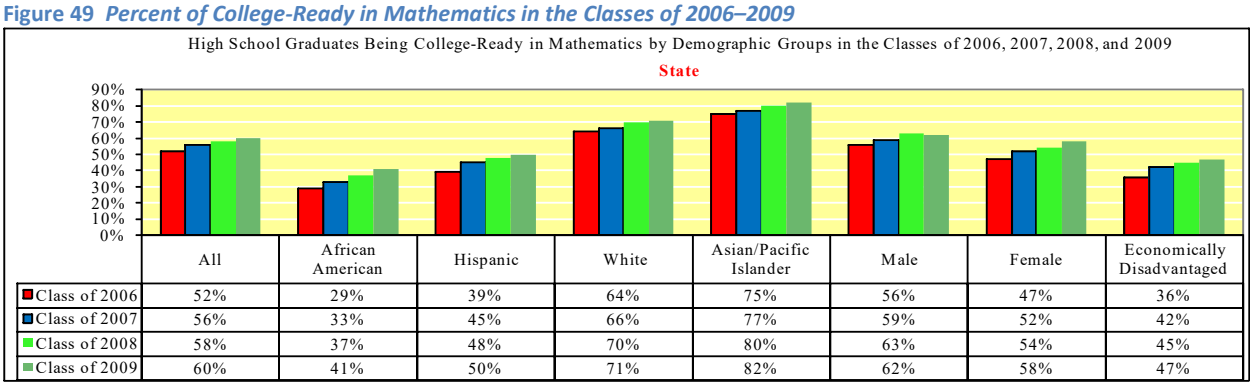


	All	African American	Hispanic	White	Asian/Pacific Islander	Male	Female	Low SES
Class of 2006	51%	34%	36%	58%	61%	46%	56%	34%
Class of 2007	53%	37%	39%	59%	63%	49%	58%	36%
Class of 2008	62%	45%	48%	70%	68%	59%	65%	44%
Class of 2009	65%	51%	51%	72%	73%	62%	68%	48%

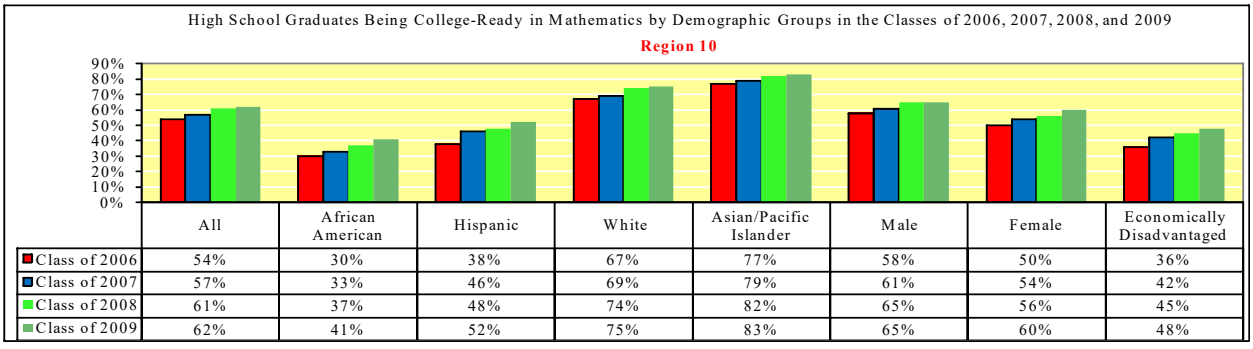
Source: TEA: TEA: 2006-07, 2007-08, 2008-09, and 2009-10 AEIS Reports.

The performances on college-ready in mathematics in the state and Regions 10 and 11 were generally similar to those in English language arts in many aspects as shown in Figure 49 below. First of all, both Regions 10 and 11 and were higher than the state, and Region 11 was also even slightly higher than Region 10. Secondly, each group had increased from 2006 to 2009, and the low performance groups had grown faster than the high performance ones. Thirdly, the White and Asian/Pacific Islander groups were much higher than the African American, Hispanic, and low SES groups. However, there were some notable differences as well. First, the overall percentages in mathematics in the state and the two local regions were about 2-3% lower than those in English language arts. Second, the Asian/Pacific Islander group was about 8-9% higher than the White group whereas they had similar ratios in English language arts. Similarly, the African American group was about 10% lower than the Hispanic group, whereas it was just slightly below the Hispanic group in English language arts. Third, the male group was about 4-5% higher than the female group, which was 4-7% lower on English language arts. At last, the growth from 2006 to 2009 in mathematics seemed to be slower than that in English language arts.

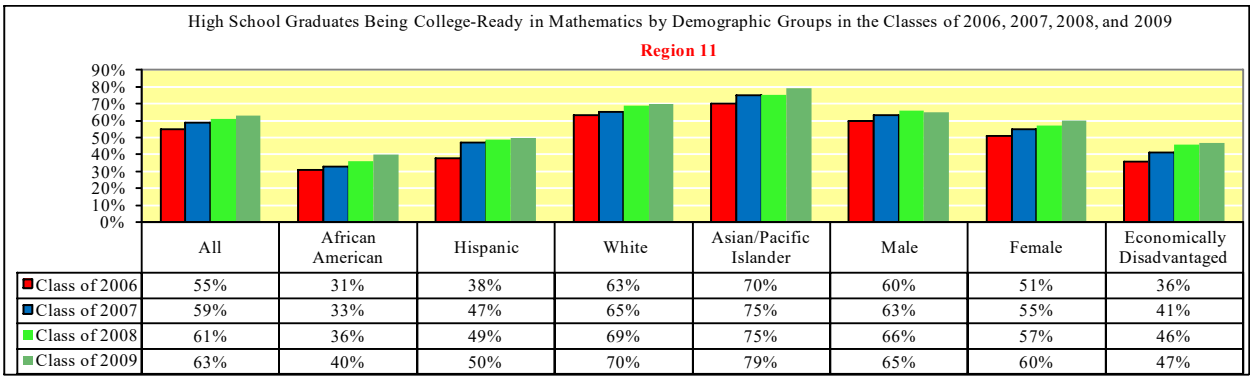
Figure 49 *Percent of College-Ready in Mathematics in the Classes of 2006–2009*



	All	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%
Class of 2009	60%	41%	50%	71%	82%	62%	58%	47%



	All	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%
Class of 2009	62%	41%	52%	75%	83%	65%	60%	48%

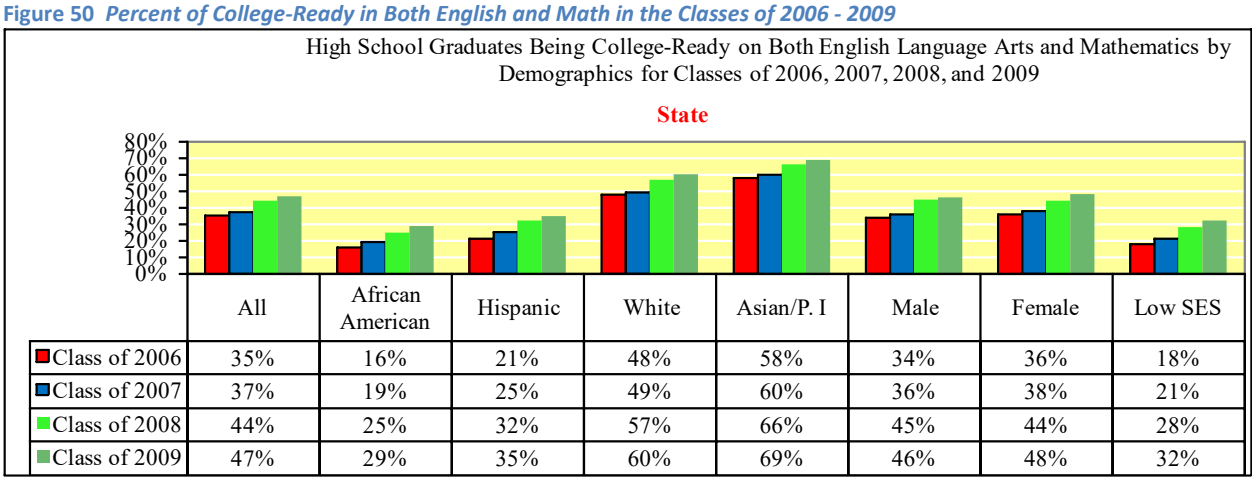


	All	African American	Hispanic	White	Asian/Pacific Islander	Male	Female	Economically Disadvantaged
Class of 2006	55%	31%	38%	63%	70%	60%	51%	36%
Class of 2007	59%	33%	47%	65%	75%	63%	55%	41%
Class of 2008	61%	36%	49%	69%	75%	66%	57%	46%
Class of 2009	63%	40%	50%	70%	79%	65%	60%	47%

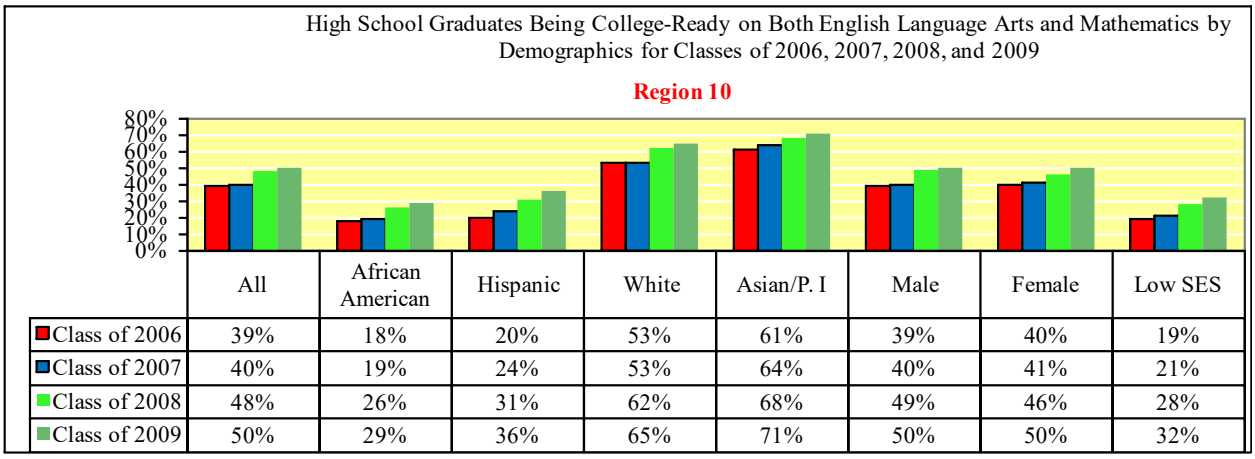
Source: TEA: 2006-07, 2007-08, 2008-09, and 2009-10 AEIS Reports

Similarly, Figure 50 displays the percentages of college-ready graduates in both English language arts and mathematics from 2006 to 2009. The overall percentages in the state and the two local ESC regions were 47%, 50%, and 51%, respectively, in 2009. The three educational constituents had increased 3%, 2%, and 3%, respectively, from 2008 to 2009. Thus, the local ESC regions were about 3-4% higher than the state. Region 11 was even higher and had grown somewhat faster than Region 10, as already shown in English language arts or mathematics in Figures 48 and 49. For the group differences on ethnicity, the Asian/Pacific Islander group had the highest ratio around 70%, 6-9% higher than the White one. The African American group had the lowest ratio at about 30%, 5-7% lower than the Hispanic group. Hence, the Asian/Pacific and White groups were at least 20% higher than the Hispanic and African American groups. The low SES group had a ratio about 32% in the state and Regions 10 and 11 in 2009, higher than the African American at 30% and lower than the Hispanic group at about 35%. For the gender difference, females were only slightly higher than males when both subject areas were combined as the advantage over the male group on English language arts was largely offset by the relatively low performance in mathematics. For the changes in the 4-year period from 2006 to 2009, all of the groups had positive growth. The Hispanic and the low SES groups appeared to have the largest growth rates.

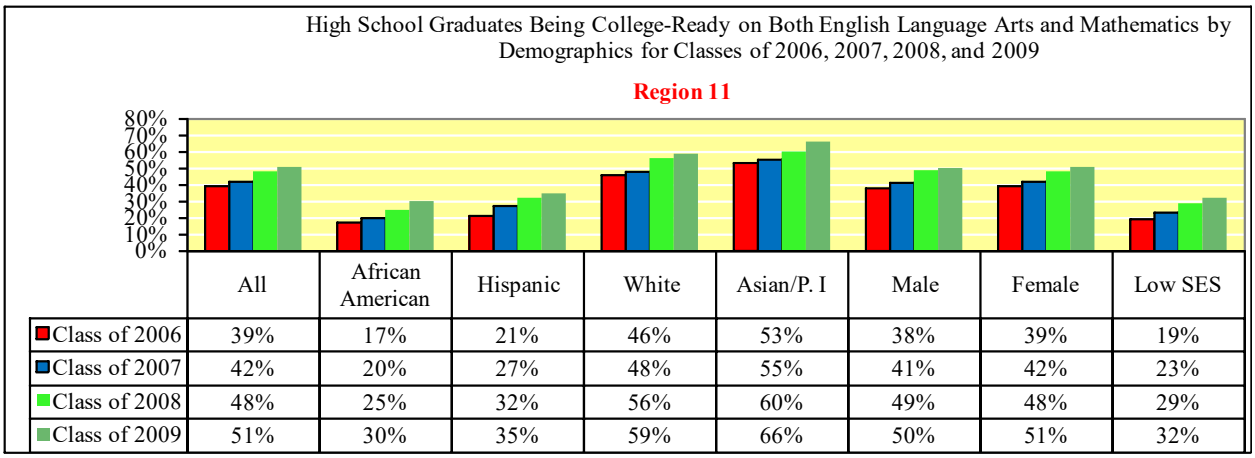
Figure 50 *Percent of College-Ready in Both English and Math in the Classes of 2006 - 2009*



	All	African American	Hispanic	White	Asian/P. I	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%
Class of 2009	47%	29%	35%	60%	69%	46%	48%	32%



	All	African American	Hispanic	White	Asian/P. I	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%
Class of 2009	50%	29%	36%	65%	71%	50%	50%	32%



	All	African American	Hispanic	White	Asian/P. I	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%
Class of 2009	51%	30%	35%	59%	66%	50%	51%	32%

Source: TEA: 2008-09, and 2009-10 AEIS Reports

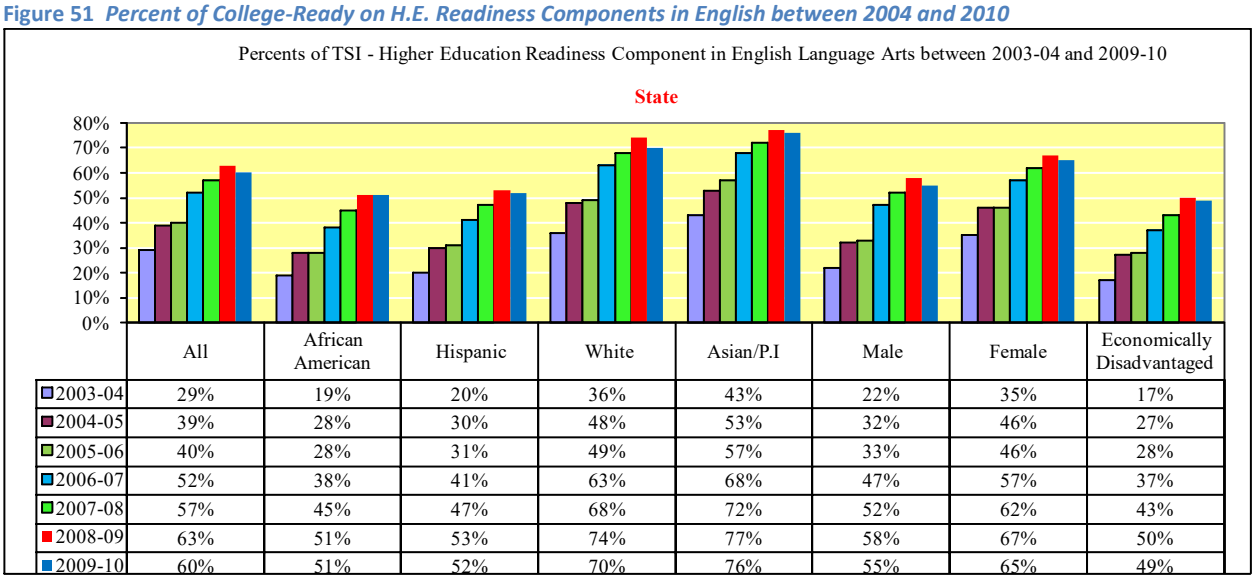
In summary, Figures 48-50 on college-ready graduates in the classes of 2006, 2007, 2008, and 2009 demonstrate that Regions 10 and 11 had been slightly higher than the state, and Region 11 had been even somewhat higher than Region 10. In addition, the state and the two local regions had positively grown in either English language arts, mathematics, or both in the 4-year period from 2006 to 2009. On group differences on ethnicity, the Asian/Pacific Islander and White groups were much higher than the African American and Hispanic groups, especially in mathematics. On gender, females were higher in English language arts and lower in mathematics than males. When both subject areas combined, the gender gap was not obvious anymore. Females were only marginally higher than males. From the perspective of practical applications, the findings from the above analysis have three major implications. First of all, the percentage on college-ready in mathematics had been lower and had grown slower than that in English language arts. Why so and how can we improve the performances in mathematics? Secondly, although the African American group generally had the lowest percentage in English language arts, math, or both, it did not show fastest growth rate. Why was the growth in the African American group slower than the other groups, especially the Hispanic group? Finally, although not presented here, it was observed that some ISDs had persistent improvement across the groups. We need to learn from these highly growing districts.

College-Ready on TSI - Higher Education Readiness Components from 2004 to 2010

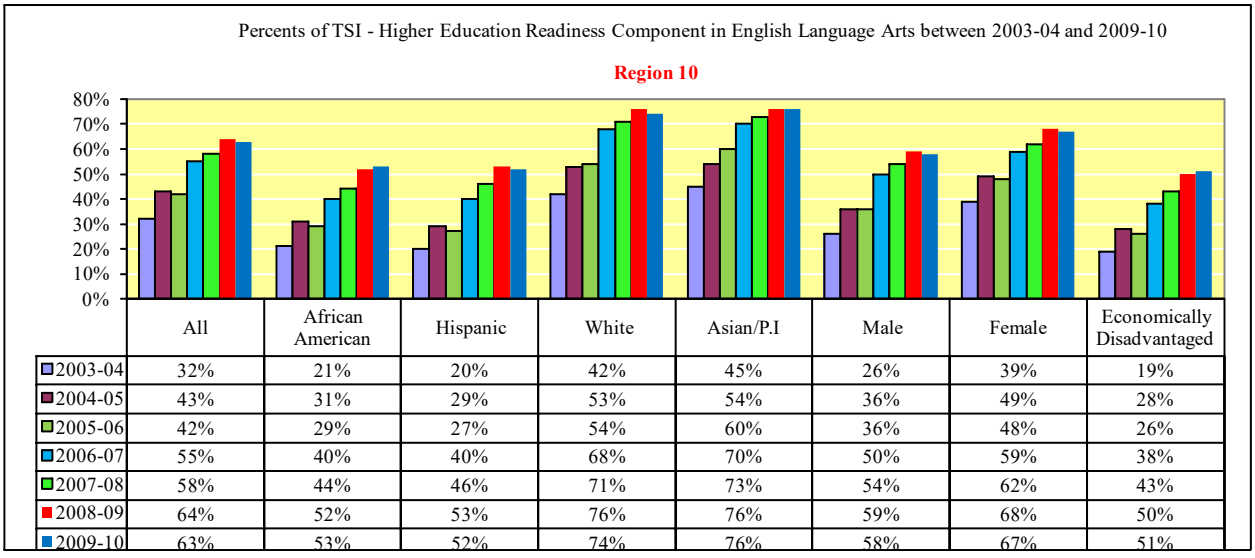
As the last two gap analysis report, the present one continued the analysis on college-ready on TSI - Higher Education Readiness Component. The differences between this set of indicators and the one on college-ready graduates were addressed in the same section in the previous two reports. Figure 51 below first lists the percentages of college-ready on TSI-Higher Education Readiness Component in English language arts from 2004 to 2010 in the state and the two local ESC regions in both the collective and the seven individual groups. The state and Regions 10 and 11 had the overall rates of 60%, 63%, and 64% in 2010, respectively. As found on college-ready graduates, both Regions 10 and 11 were higher than the state, and Region 11 was even higher than Region 10. This result was not only true in the collective group, but it was generally true in the individual groups as well. For the group differences, again, the Asian/Pacific Islander and White groups were much higher than the African American, Hispanic, and low SES groups. Similarly, females were about 9-10% higher than males. For the changes from 2004 to 2010, unlike the steady growth from 2004 to 2009, the ratio had surprisingly decreased from

2009 to 2010 in all of the groups in the state and Regions 10 and 11. The state and Regions 10 and 11 had reduced 3%, 1%, and 4% in the collective group, respectively, from 2009 to 2010.

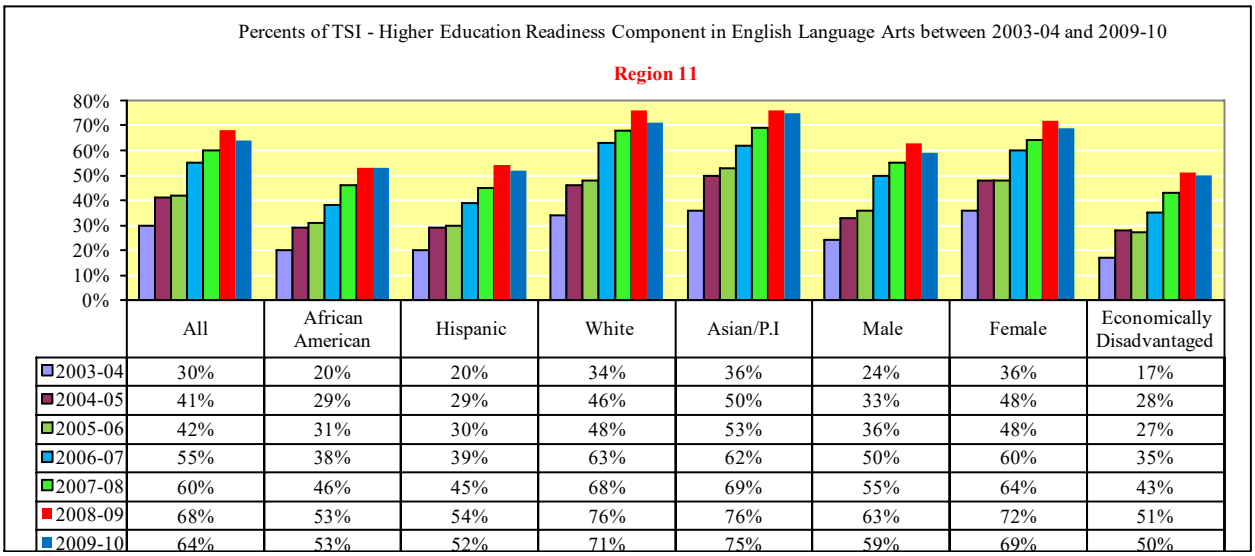
Figure 51 *Percent of College-Ready on H.E. Readiness Components in English between 2004 and 2010*



	All	African American	Hispanic	White	Asian/P.I	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%
2009-10	60%	51%	52%	70%	76%	55%	65%	49%



	All	African American	Hispanic	White	Asian/P.I	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%
2009-10	63%	53%	52%	74%	76%	58%	67%	51%

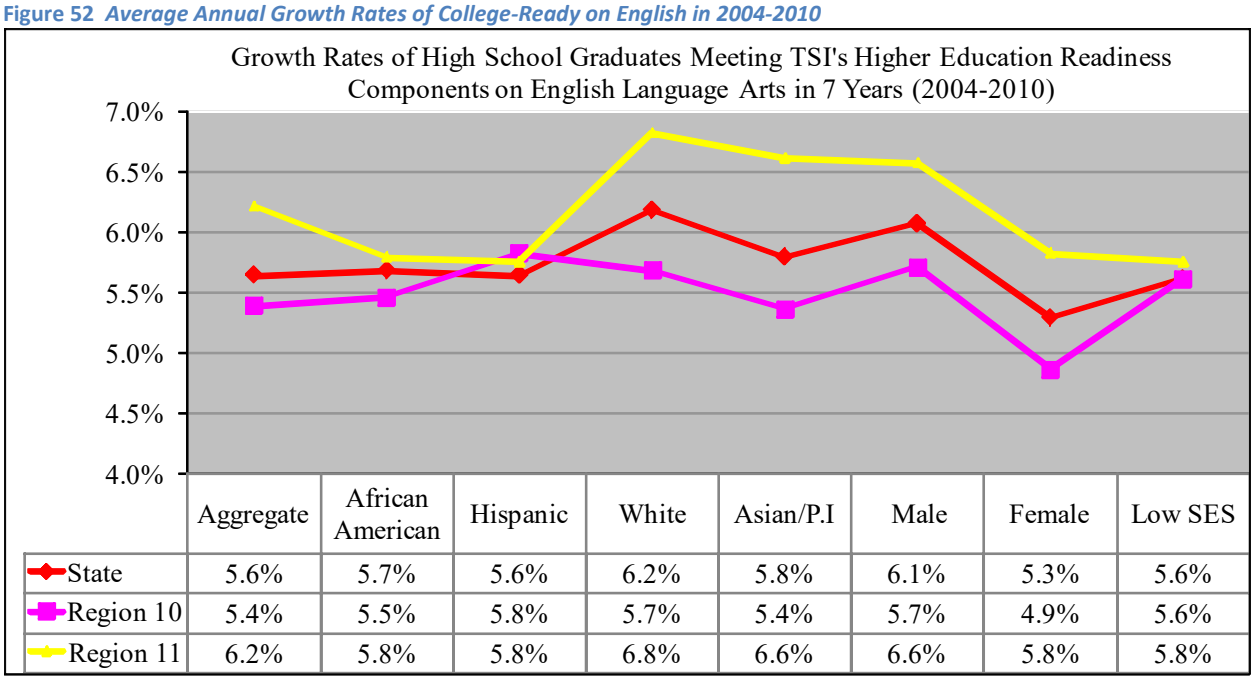


	All	African American	Hispanic	White	Asian/P.I	Male	Female	Economically Disadvantaged
2003-04	30%	20%	20%	34%	36%	24%	36%	17%
2004-05	41%	29%	29%	46%	50%	33%	48%	28%
2005-06	42%	31%	30%	48%	53%	36%	48%	27%
2006-07	55%	38%	39%	63%	62%	50%	60%	35%
2007-08	60%	46%	45%	68%	69%	55%	64%	43%
2008-09	68%	53%	54%	76%	76%	63%	72%	51%
2009-10	64%	53%	52%	71%	75%	59%	69%	50%

Source: 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, and 2009-10 AEIS Report

As in the past two reports, the average annual growth rate for the changes over the seven years from 2004 to 2010 for each group in the educational constituents was obtained from the regression coefficient for the trend line. However, the data for the 14 ISDs were eliminated for simplicity this year. Figure 52 shows that all of the groups in the state and Regions 10 and 11 had positive annual growth rates, ranging from 4.9% to 6.8%. Overall, Region 11 was 0.8% faster than the state, whereas Region 10 was slightly slower than the state. For the two gender groups, males had grown faster than females. For the other five demographic groups, the White group appeared to have the largest growth rate in general, followed by the Asian/Pacific Islander group.

Figure 52 *Average Annual Growth Rates of College-Ready on English in 2004-2010*

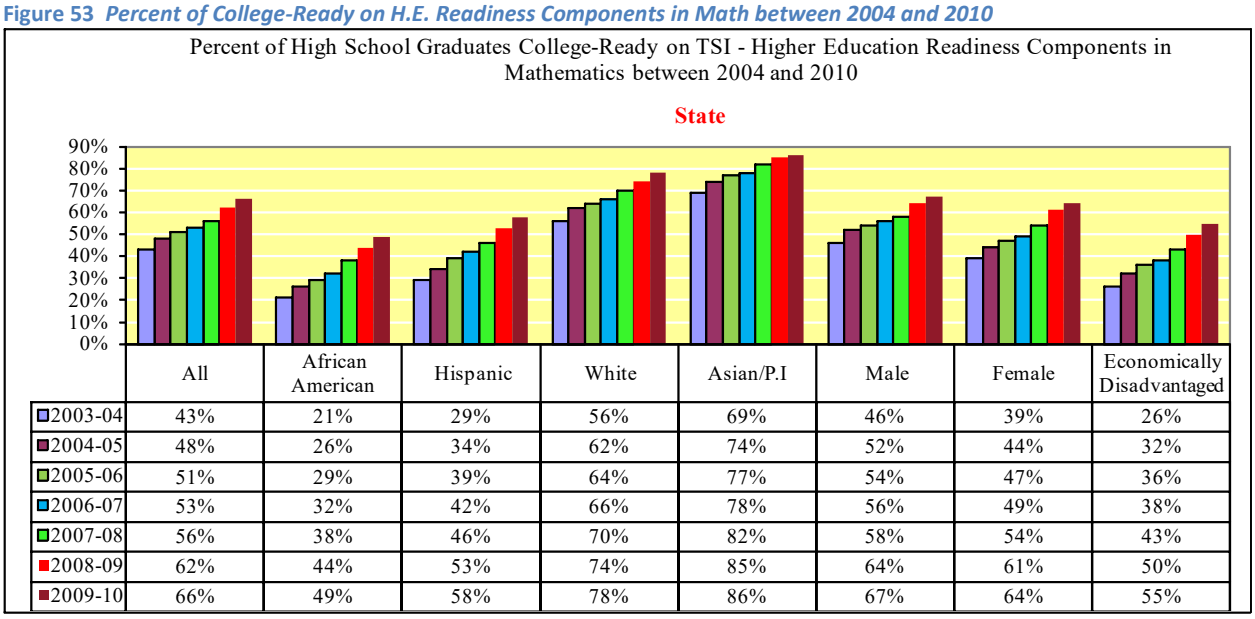


	Aggregate	African American	Hispanic	White	Asian/P.I	Male	Female	Low SES
State	5.6%	5.7%	5.6%	6.2%	5.8%	6.1%	5.3%	5.6%
Region 10	5.4%	5.5%	5.8%	5.7%	5.4%	5.7%	4.9%	5.6%
Region 11	6.2%	5.8%	5.8%	6.8%	6.6%	6.6%	5.8%	5.8%

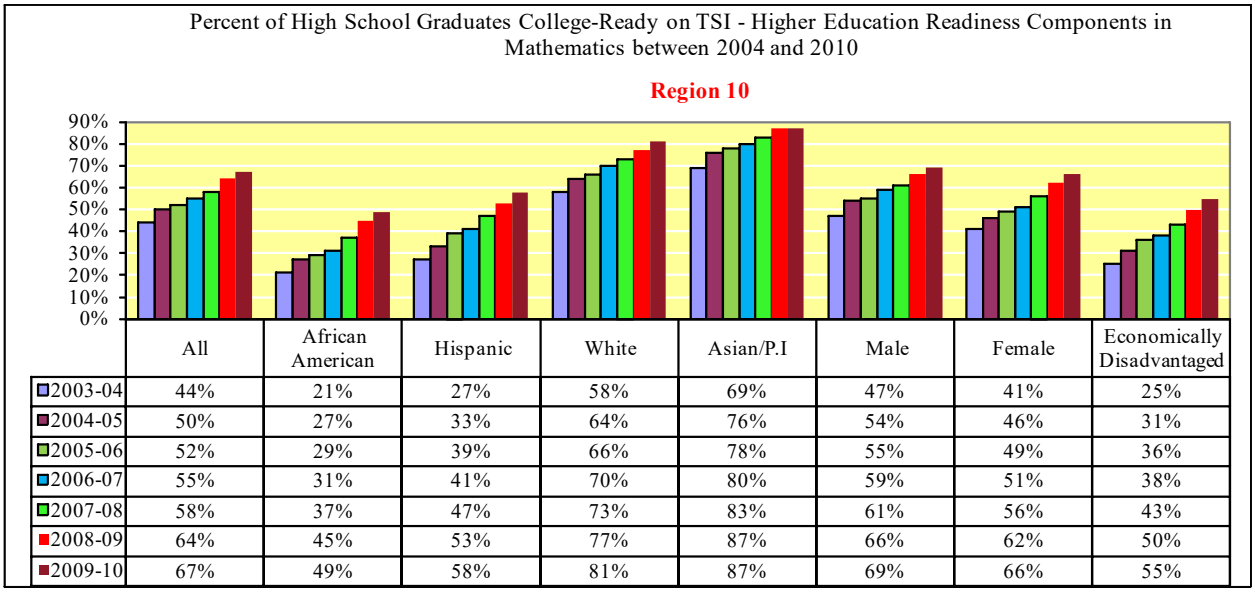
Source: 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, and 2009-10 AEIS Report

Similarly, Figure 53 below shows the percentages of college-ready on TSI-Higher Education Readiness Component in mathematics from 2004 to 2010 in the state and the two local ESC regions in the collective and the seven demographic groups. The state and Regions 10 and 11 had the ratios of 66%, 67%, and 68% in 2010, respectively. Once again, Regions 10 and 11 were higher than the state. For the gender differences, males had been higher than females, just as the result on college-ready graduates in mathematics in Figure 49. For the differences among the other demographic groups, also as found on college-ready graduates in mathematics, the Asian/Pacific Islander group had the highest percentage, followed by the White groups. These two groups were at least 20% higher than the other three groups. Once again, the African American group had the lowest ratio, and the low SES group was between the African American and Hispanic groups. For the changes over time, unlike English language arts, the change from 2009 to 2010 in mathematics continued the growth tendency. The state and Regions 10 and 11 had grown 4%, 3%, and 3%, respectively from 2009 to 2010.

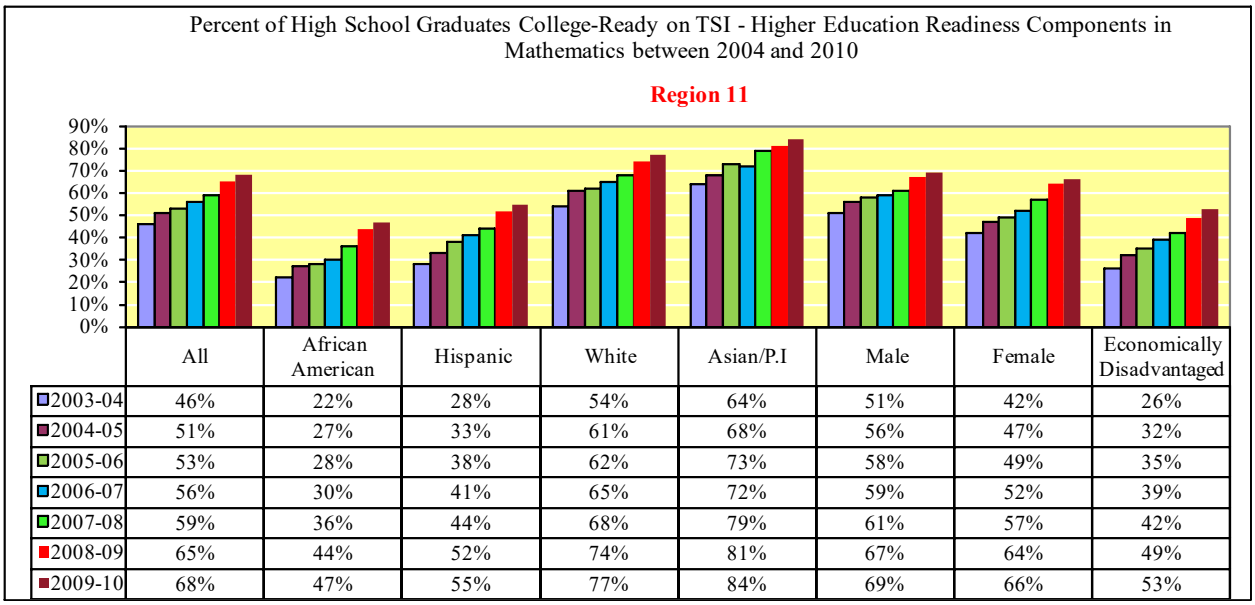
Figure 53 *Percent of College-Ready on H.E. Readiness Components in Math between 2004 and 2010*



	All	African American	Hispanic	White	Asian/P.I	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%
2009-10	66%	49%	58%	78%	86%	67%	64%	55%



	All	African American	Hispanic	White	Asian/P.I	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%
2009-10	67%	49%	58%	81%	87%	69%	66%	55%

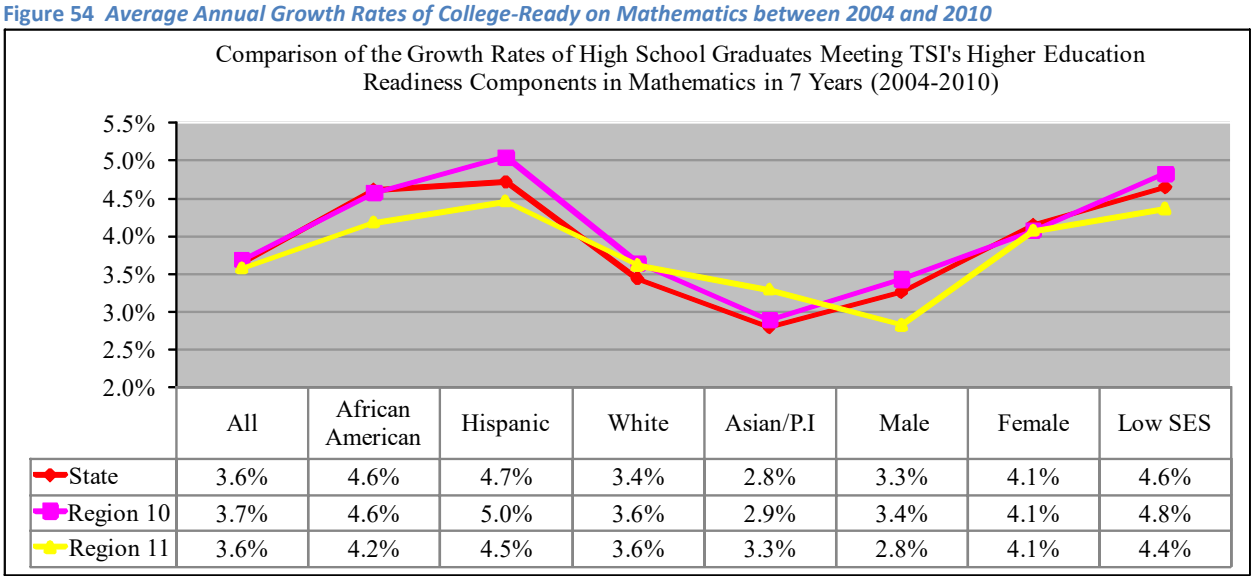


	All	African American	Hispanic	White	Asian/P.I	Male	Female	Economically Disadvantaged
2003-04	46%	22%	28%	54%	64%	51%	42%	26%
2004-05	51%	27%	33%	61%	68%	56%	47%	32%
2005-06	53%	28%	38%	62%	73%	58%	49%	35%
2006-07	56%	30%	41%	65%	72%	59%	52%	39%
2007-08	59%	36%	44%	68%	79%	61%	57%	42%
2008-09	65%	44%	52%	74%	81%	67%	64%	49%
2009-10	68%	47%	55%	77%	84%	69%	66%	53%

Source: 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, and 2009-10 AEIS Report

Also similar to Figure 52 on the annual growth rates on English language arts, Figure 54 below presents the average annual growth rates on mathematics in the eight group in the state and Regions 10 and 11 in the seven-year period from 2004 to 2010. All of the growth rates were positive, ranging from 2.8% to 5.0%. The state and Regions 10 and 11 had similar rates at 3.6%. Generally, the high performance groups had slower growth rates. For instance, the Hispanic, low SES, and African American groups had faster growth rates than the White and Asian/Pacific Islander groups. Also the female group had grown faster than the male group. However, the African American groups did not demonstrate the largest growth rate although it had been the lowest in the state, Region 10, or Region 11.

Figure 54 *Average Annual Growth Rates of College-Ready on Mathematics between 2004 and 2010*



	All	African American	Hispanic	White	Asian/P.I	Male	Female	Low SES
State	3.6%	4.6%	4.7%	3.4%	2.8%	3.3%	4.1%	4.6%
Region 10	3.7%	4.6%	5.0%	3.6%	2.9%	3.4%	4.1%	4.8%
Region 11	3.6%	4.2%	4.5%	3.6%	3.3%	2.8%	4.1%	4.4%

Source: 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, and 2009-10 AEIS Report

The above trend analysis on TSI – Higher Education Components in English language arts and mathematics basically reveals the same findings as that on college-ready graduates. In other words, the

two local ESC regions were higher than the state, and Region 11 was even higher than Region 10. The White and Asian/Pacific Islander groups were much higher than the African American, Hispanic, and low SES groups. And the African American group had typically been the lowest, especially in mathematics. Females were higher on English language arts, but lower on mathematics than males. Each group in the state and Regions 10 and 11 had positively grown in general from 2004 to 2010 on both English language arts and mathematics. Furthermore, the growth in English language arts appeared to be faster than that in mathematics. Additionally, the low performance groups had grown faster than the highly performed ones.

The implications from the above findings can be considered in four parts. Firstly, although we had made impressive progress over the years on college-ready, there were still about 50% high school students not college-ready in both English language arts and mathematics. We need to continue to improve the rates on college-ready. Secondly, we should focus more on the African American group as it generally had the lowest percentage, but not at the fastest growth rate. If we do not take extra measures to help the African American students, the gap between the African American and the other ethnic groups will become wider. Thirdly, Region 10 may need to improve more and faster to catch up with Region 11. Finally, it was found that, contrary to the growth tendency in other years, the percentage on TSI – Higher Education Components in English language arts had declined from 2009 to 2010. As the data on college-ready graduates was one year behind, we do not know if such decline will also appear on the indicator of college-ready graduates from 2009 to 2010. Either way, we need to understand the reasons for the decline. Was it because of the changes in tests, standards, or students' performances? Then, we should develop proper programs and action plans to promote students' performances on college readiness.

Higher Education Enrollment

This section on higher education enrollment has two major components. The first one presents the enrollment data in the state, the North Texas Regional P-16 Council, and the 14 ISDs in 2009, along with the data in 2008. In addition, it contrasts enrollment with college-ready in 2009 and 2008. The second component tracks the enrollment data in the four north Texas counties (i.e., Collin, Dallas, Denton, and Tarrant) between 1996 and 2009 by the categories of 2-year, 4-year, and total, in comparison with the statewide averages. In addition, we compared the average annual growth rates in the 14 years on the three types of enrollment in the north Texas counties with the corresponding ones in the state.

Texas Higher Education Enrollment in the Regional Council in the Class of 2009

In 2009, the THECB P-16 Initiatives Division provided the total number of high school graduates in the class of 2008 that were college-ready in both English language arts and mathematics, and the total number of enrollment in Texas higher education in the state, the P-16 councils, and the school districts. Although the data were not provided this year, we still could present the same type of information based on two different data sources as shown in Figure 47 earlier. Figure 47 also indicates that the enrollment in 2009 in the state and the regional council were 54% and 51%, respectively, the same as in 2008. The regional council was still 3% lower than the state in the previous year. Within the council, the enrollment rate ranged from 43% in the Little Elm ISD to 65% in the DeSoto ISD. For the changes from 2008 to 2009, the Dallas and Lancaster ISD had the largest increase of 2%, whereas the Little Elm ISD had decreased the most at -8%, followed by the -6% decline in the McKinney ISD. Thus, although the ratios

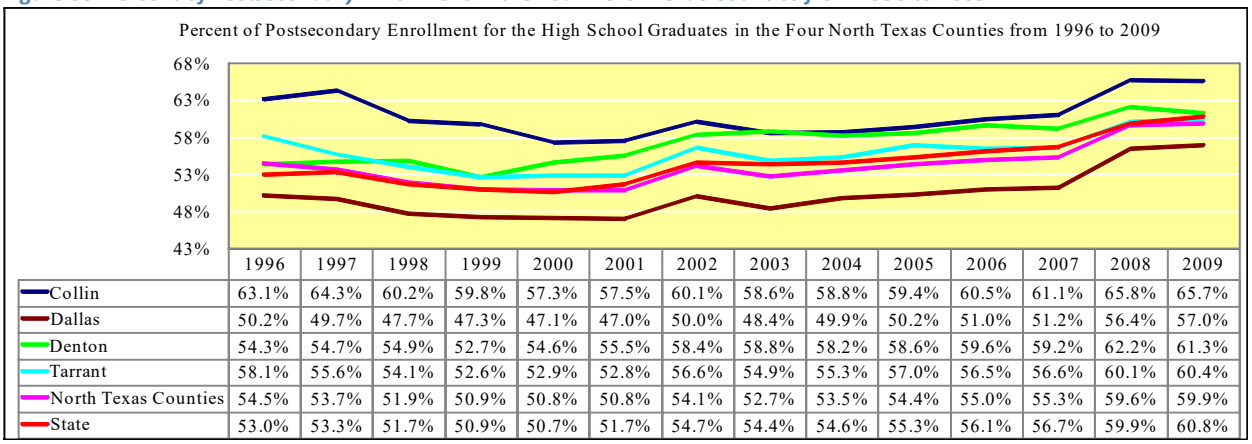
of college-ready in both English language arts and mathematics had increased 2-3% in the state and the regional council from 2008 to 2009, the percentages of enrollment had not subsequently increased.

The reduced gap between college-ready and higher education enrollment may be a good signal. What we need actually is to increase higher education enrollment with adequately qualified candidates, not just to boost higher education enrollment with any applicants even they are not academically ready. Otherwise, the higher education institutions, especially the community and technical colleges (CTCs), will have to implement effective developmental education programs to help the conditionally admitted students to be successful in higher education (Carlson, 2011). By saying the above, it does not mean that the higher education institutions in Texas had raised the admission standards in 2009. There may be other factors affecting the higher education enrollment as well, especially in the current economic recession era. We still do not know the exact reasons why the enrollment had kept almost the same from 2008 to 2009, even though the ratio of college-ready had noticeably increased.

Higher Education Enrollment in the North Texas Counties from 1996 to 2009

In the last report, we conducted the analysis on higher education enrollment for the high school graduates in the four north Texas counties from 2007 to 2009. As the THECB had resolved some data consistency issues as explained in the previous report, we did the analysis again on the enrollment data between 1996 and 2009 (i.e., all of the currently available school years). As in the previous report, we used three types of enrollment: total, 4-year, and 2-year. Figure 55 below first presents the total percentage of higher education enrollment in the state and four north Texas counties from 1996 to 2009. It shows that the overall ratio of enrollment in the four north Texas counties as a whole was fairly close to statewide average in the 14 years from 1996 to 2009. Among the four counties, Collin County was the highest, followed by Denton and Tarrant Counties. These three counties had been generally higher than the state. On the other hand, Dallas County had been the lowest. In 2009, the enrollment ratios were 59.9% and 60.8%, respectively, in north Texas and the state. The ratios in the four counties ranged from 57.0% in Dallas County to 65.7% in Collin County. For the changes over time, the state and the four north Texas counties appeared to have slightly grown, especially from 2003 to 2009. Furthermore, Dallas County seemed to grow faster than the other three counties, implying the gap among the four north Texas counties had been gradually closed.

Figure 55 *Percent of Postsecondary Enrollment in the Four North Texas Counties from 1996 to 2009*

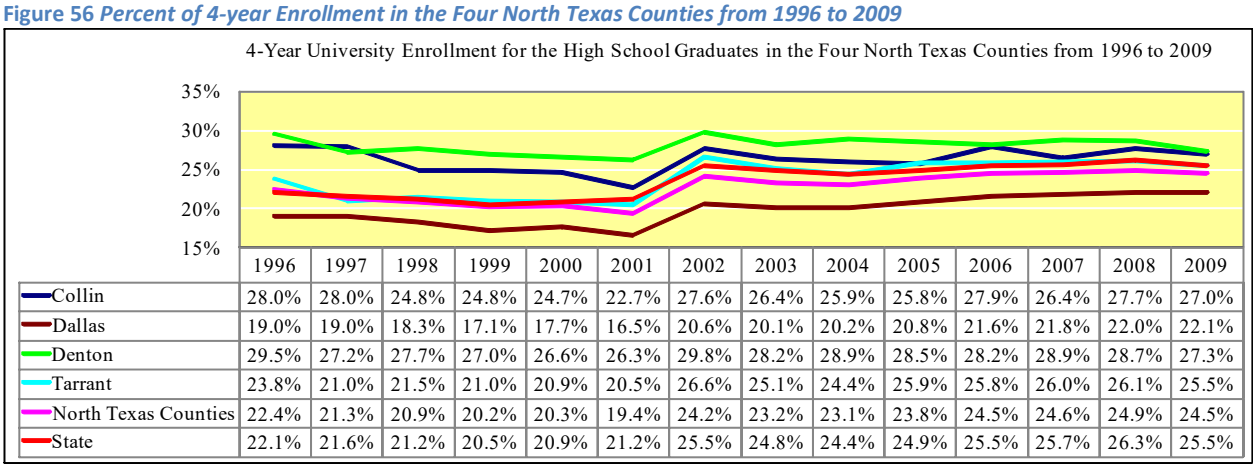


	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Collin	63.1%	64.3%	60.2%	59.8%	57.3%	57.5%	60.1%	58.6%	58.8%	59.4%	60.5%	61.1%	65.8%	65.7%
Dallas	50.2%	49.7%	47.7%	47.3%	47.1%	47.0%	50.0%	48.4%	49.9%	50.2%	51.0%	51.2%	56.4%	57.0%
Denton	54.3%	54.7%	54.9%	52.7%	54.6%	55.5%	58.4%	58.8%	58.2%	58.6%	59.6%	59.2%	62.2%	61.3%
Tarrant	58.1%	55.6%	54.1%	52.6%	52.9%	52.8%	56.6%	54.9%	55.3%	57.0%	56.5%	56.6%	60.1%	60.4%
North Texas Counties	54.5%	53.7%	51.9%	50.9%	50.8%	50.8%	54.1%	52.7%	53.5%	54.4%	55.0%	55.3%	59.6%	59.9%
State	53.0%	53.3%	51.7%	50.9%	50.7%	51.7%	54.7%	54.4%	54.6%	55.3%	56.1%	56.7%	59.9%	60.8%

Source: THECB - High School Graduates Enrolled in Higher Education the Following Fall by High School County: 1996 to 2009 Graduates. (http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolBySchoolYear.cfm)

The next two figures break the total higher education enrollment into two types: 4-year and 2-year. Figure 56 below displays the percentage of the 4-year enrollment in north Texas as a whole was 24.5% in 2009, 1% lower than the statewide average. Among the four north Texas counties, Denton County had the largest ratio of 27.3%, followed by Collin County at 27%. Tarrant County was close to the statewide average. Dallas County had the lowest ratio at 22.1%. The changes in the 14 years from 1996 to 2009 in north Texas and the state were fairly flat in general. Thus, the growth in 4-year enrollment appeared to be even slower than the small positive growth in the total enrollment.

Figure 56 *Percent of 4-year Enrollment in the Four North Texas Counties from 1996 to 2009*

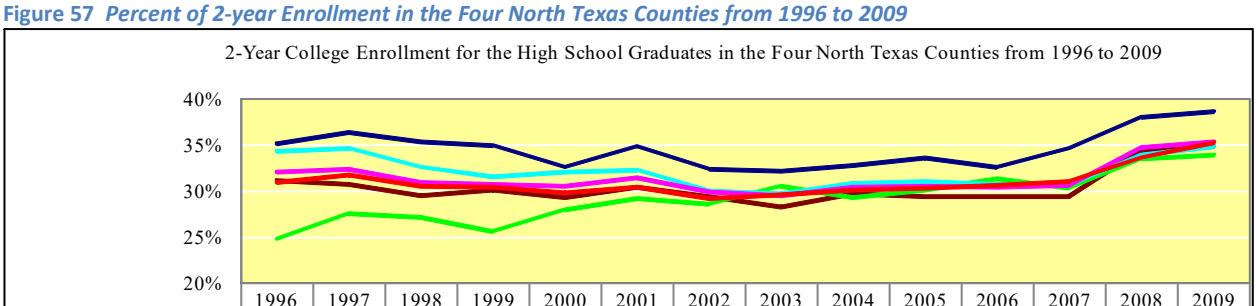


	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Collin	28.0%	28.0%	24.8%	24.8%	24.7%	22.7%	27.6%	26.4%	25.9%	25.8%	27.9%	26.4%	27.7%	27.0%
Dallas	19.0%	19.0%	18.3%	17.1%	17.7%	16.5%	20.6%	20.1%	20.2%	20.8%	21.6%	21.8%	22.0%	22.1%
Denton	29.5%	27.2%	27.7%	27.0%	26.6%	26.3%	29.8%	28.2%	28.9%	28.5%	28.2%	28.9%	28.7%	27.3%
Tarrant	23.8%	21.0%	21.5%	21.0%	20.9%	20.5%	26.6%	25.1%	24.4%	25.9%	25.8%	26.0%	26.1%	25.5%
North Texas Counties	22.4%	21.3%	20.9%	20.2%	20.3%	19.4%	24.2%	23.2%	23.1%	23.8%	24.5%	24.6%	24.9%	24.5%
State	22.1%	21.6%	21.2%	20.5%	20.9%	21.2%	25.5%	24.8%	24.4%	24.9%	25.5%	25.7%	26.3%	25.5%

Source: THECB - High School Graduates Enrolled in Higher Education the Following Fall by High School County: 1996 to 2009 Graduates. (http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolBySchoolYear.cfm)

The rate on 2-year enrollment in north Texas as a whole in 2009 was 35.4%, very close to the statewide average 35.3%. In the four counties, Collin County had the largest at 38.7%, followed by Dallas and Tarrant Counties at 34.9%, and Denton County was the lowest at 33.9%. For the changes over the 14 years, there seemed to be a positive growth tendency in the state and north Texas, especially in the later years. The fact of Denton County being the lowest on 2-year enrollment and the highest on 4-year enrollment as shown in Figure 56 indicates the need to dissect the total enrollment into 2-year and 4-year.

Figure 57 *Percent of 2-year Enrollment in the Four North Texas Counties from 1996 to 2009*

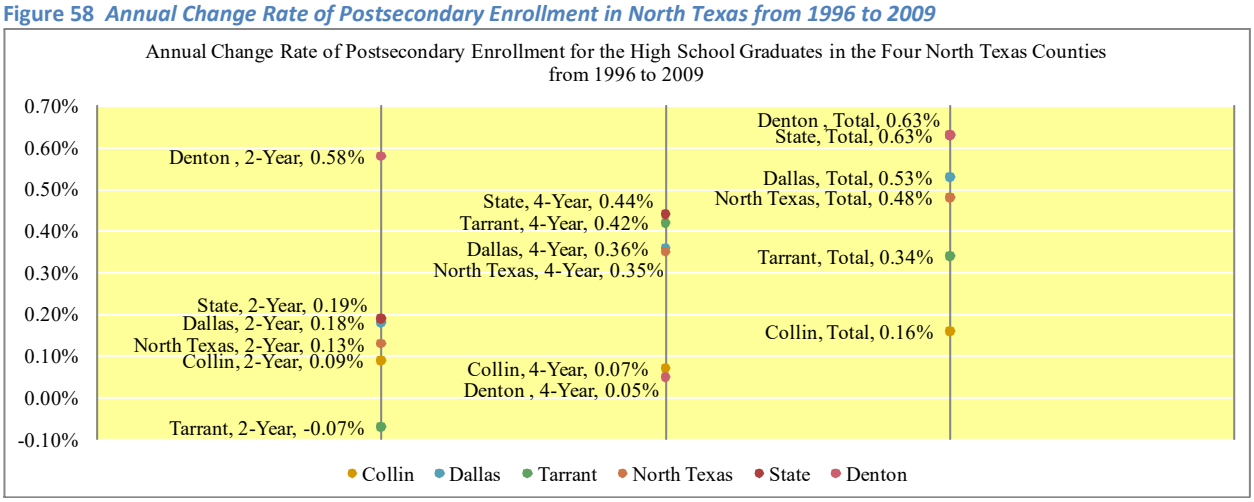


	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Collin	35.1%	36.3%	35.3%	35.0%	32.6%	34.8%	32.4%	32.2%	32.8%	33.6%	32.6%	34.6%	38.1%	38.7%
Dallas	31.1%	30.8%	29.5%	30.1%	29.4%	30.5%	29.4%	28.3%	29.7%	29.4%	29.4%	29.4%	34.4%	34.9%
Denton	24.8%	27.5%	27.1%	25.7%	28.0%	29.2%	28.6%	30.6%	29.3%	30.1%	31.4%	30.3%	33.5%	33.9%
Tarrant	34.3%	34.7%	32.6%	31.6%	32.0%	32.3%	30.1%	29.7%	30.9%	31.1%	30.7%	30.6%	34.0%	34.9%
North Texas Counties	32.1%	32.4%	31.0%	30.8%	30.5%	31.5%	29.9%	29.5%	30.4%	30.6%	30.5%	30.7%	34.7%	35.4%
State	30.9%	31.7%	30.5%	30.5%	29.8%	30.4%	29.2%	29.6%	30.1%	30.3%	30.6%	31.0%	33.6%	35.3%

Source: THECB - High School Graduates Enrolled in Higher Education the Following Fall by High School County: 1996 to 2009 Graduates. (http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolBySchoolYear.cfm)

Figure 58 further presents the average annual growth rates on 2-year, 4-year, and total enrollment in the state, north Texas, and the four individual counties in the 14-year period from 1996 to 2009. On 2-year enrollment, the state and north Texas had grown slightly at an annual rate of 0.19% and 0.13%, respectively. Among the four counties, Denton County had the largest annual growth rate at 0.58% as it had been generally low in the 14 years. On the other hand, Tarrant County had the lowest growth rate. It had even decreased at an annual rate of -0.07%. On the 4-year enrollment, the state and the four counties in north Texas all had positive growth rates. However, the north Texas counties had grown slower than the state either collectively or individually. The good news is that the counties with low ratios tended to grow faster than the ones with high percentages, indicating the gaps among the counties in north Texas had been gradually reduced. On the total enrollment, all of the four north Texas counties and the state had positively grown. The north Texas counties as a whole had an annual growth rate of 0.48%, slightly slower than the statewide average 0.63%. Among the four individual counties, Denton County had the largest rate of 0.63%, the same as the average in the state. Conversely, Collin County, which had had the highest percentages in the four north Texas counties in the 14 years, showed the slowest growth rate.

Figure 58 *Annual Change Rate of Postsecondary Enrollment in North Texas from 1996 to 2009*



Source: THECB - High School Graduates Enrolled in Higher Education the Following Fall by High School County: 1996 to 2009 Graduates. (http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolBySchoolYear.cfm)

In summary, the above three figures on higher education enrollment indicate that north Texas as a whole was comparable to the state on 2-year enrollment, but about 1% lower than the state on 4-year enrollment in 2009. Accordingly, the total postsecondary enrollment in north Texas was approximately 1% lower than the state in 2009. The second important finding is that counties with high percentages on 4-year enrollment did not necessarily have high ratios on 2-year enrollment or vice versa. Such a finding suggests a need to break the total enrollment into 2-year and 4-year enrollments. The third significant finding is that although the north Texas counties had generally been growing on 2-year, 4-year, or total enrollment, they were typically slower than the state. Finally, the counties in low performance usually had grown faster than the highly performed ones, implying the gaps among the counties in north Texas had been gradually closed. In short, north Texas was lower and had grown slower than the state, especially in 4-year enrollment. We need to make every effort to boost the growth in 4-year enrollment in north Texas. Otherwise, the gap between north Texas and the state will be even wider.

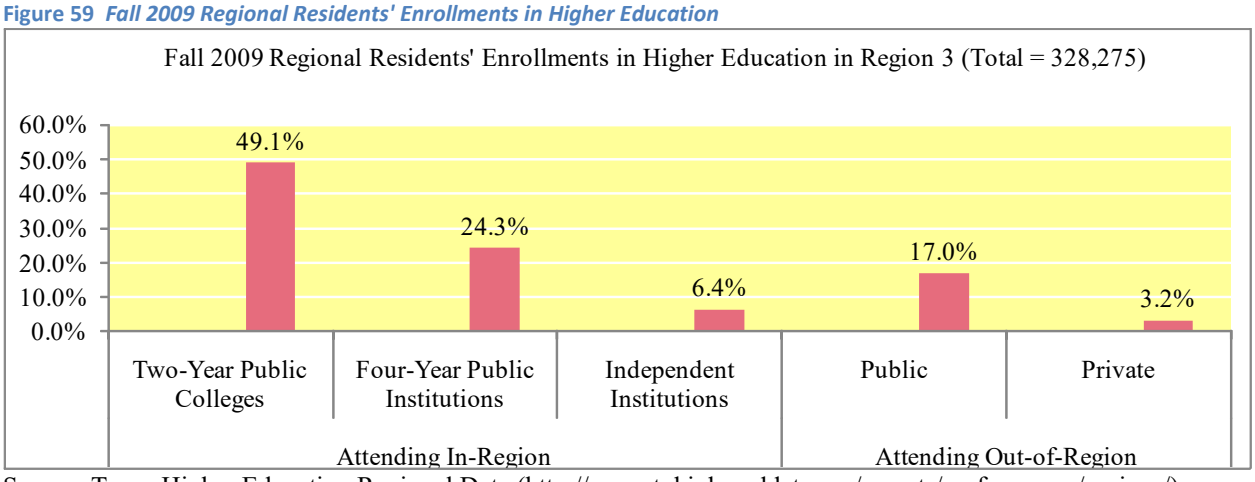
Postsecondary Education in the Metroplex Region or Region 3

The THECB released the Texas Higher Education Regional Data in 2010, in which it divides higher education in Texas geographically into 10 regions. The Dallas-Fort Worth area belongs to the Metroplex region or Region 3 which currently have 32 regional higher education institutions. The Texas Higher Education Regional Data websites publishes various reports on higher education for each of the regions, including higher education enrollment and high education attainment. Additionally, it presents a report on "Seventh Grade Cohort and High School to College" at the regional level. After examining these reports, we found that three areas of higher education data in Region 3 are of our interest for this gap analysis report. On higher education enrollment, we explored the overall enrollment in 2009, the comparison of enrollments between 2000 and 2009, and the gender difference on higher education enrollment in 2009. On higher education attainment, we focused on the graduation ratios with a baccalaureate or higher degree in the fall 1999 first-time undergraduate cohort, the percentages of receiving a degree/certificate within 6 years in the classes of 2001-2003, and universities offered the baccalaureate degrees to the regional residents. Finally, we analyzed the 1998 seventh grade cohort tracked through 2009 on the key milestones by ethnicity and gender in Region 3 and the state.

Higher Education Enrollment in Region 3

Figure 59 shows that the total enrollment in Fall 2009 in Region 3 was 328,275. Of them, 49.1% were in 2-year public colleges in the region, 24.3% were in the 4-year public institutions in the region, 6.4% were in the independent institutions in the region, 17.0% were in the public institutions outside of the region, and the remaining 3.2% attended the private institutions outside of the region. Thus, about 80% of the regional enrollees went to the higher education institutions in the region. And over 90% of the enrollees chose the public institutions.

Figure 59 *Fall 2009 Regional Residents' Enrollments in Higher Education*

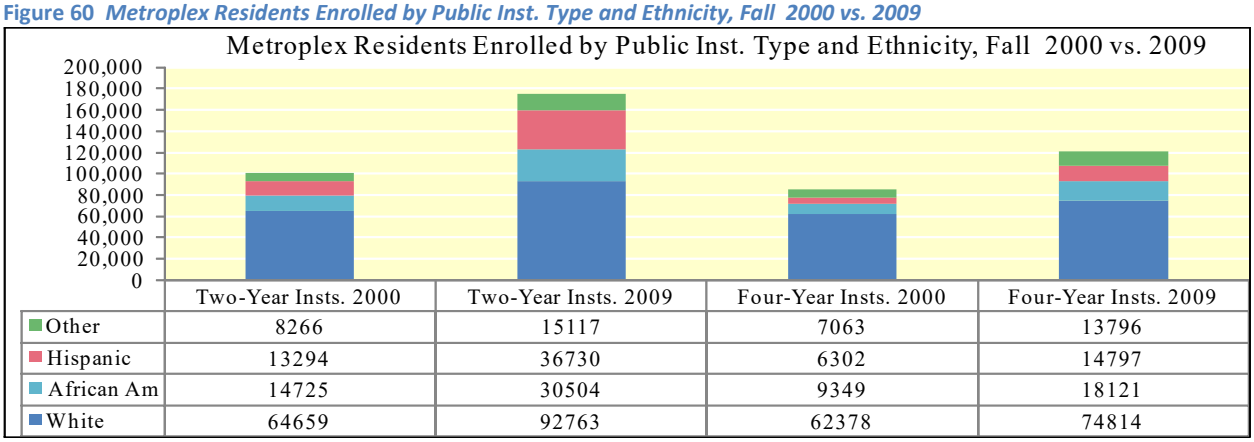


Source: Texas Higher Education Regional Data (http://www.txhighereddata.org/reports/performance/regions/)

Figure 60 below compares the higher education enrollment between 2000 and 2009 by the public institution type and ethnicity in Region 3. In 2000, the total numbers of 2-year enrollment in the White, African American, Hispanic, and Other groups were 64,659, 14,725, 13,294, and 8,266, respectively. The corresponding numbers of 4-year enrollment were 62,378, 9,349, 6,302, and 7,063. Thus, 2-year enrollment was higher than 4-year enrollment in each ethnic group, especially in the Hispanic and African

American groups. For the four ethnic groups, the White group accounted for 64% and 73% of the total 2-year and 4-year enrollments in Region 3, respectively. For the changes from 2000 to 2009, although each ethnic group had positively grown in either 2-year or the 4-year enrollment from 2000 to 2009, the growth rate varied. Relatively, the Hispanic group had increased the most, at 176% and 135% for 2-year and 4-year enrollments, respectively, followed by 107% and 94% in the African American group. The White group had the lowest increase at 43% and 20%, respectively. It still accounted for the largest portion of 2-year or 4-year enrollment in 2009 in the four ethnic groups. However, the ratio had reduced to 53% from 64% in 2000 in 2-year enrollment, and to 62% from 73% in 2000 in 4-year enrollment.

Figure 60 *Metroplex Residents Enrolled by Public Inst. Type and Ethnicity, Fall 2000 vs. 2009*

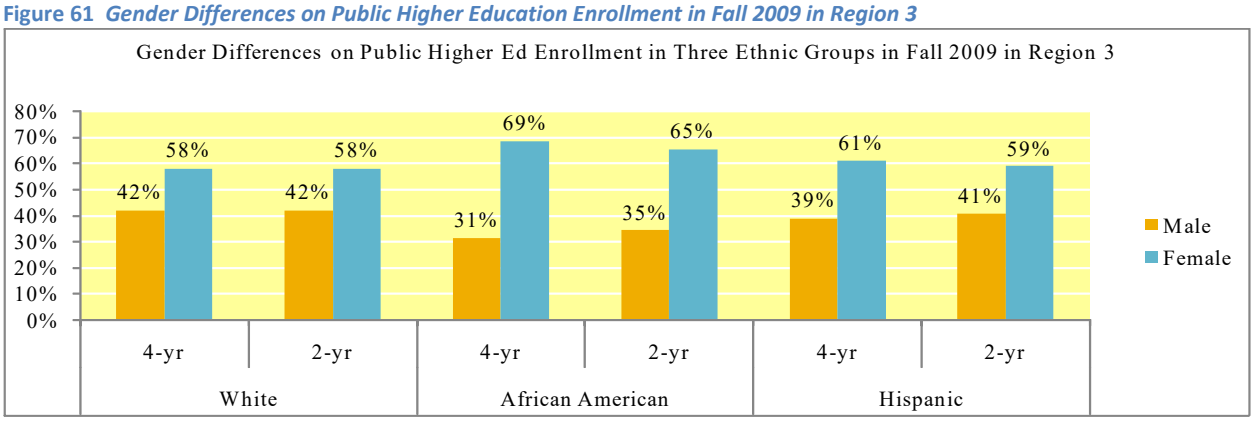


	Two-Year Insts. 2000	Two-Year Insts. 2009	Four-Year Insts. 2000	Four-Year Insts. 2009
Other	8266	15117	7063	13796
Hispanic	13294	36730	6302	14797
African Am	14725	30504	9349	18121
White	64659	92763	62378	74814

Source: Texas Higher Education Regional Data (http://www.txhighereddata.org/reports/performance/regions/)

The figure below further contrasts the ratios in the two gender groups by enrollment type and ethnicity in Region 3 in 2009. It shows that in all of the three ethnic groups in either 2-year or 4-year enrollment, females were higher than males. The White group had the least gap on gender. Females were 16% more than males in both 2-year and 4-year enrollments. On the other hand, the African American group had the largest gender gap. In 2-year enrollment, females were 30% more than males. In 4-year enrollment, females were even more than double of males. The gender gaps in the Hispanic group were 18% in 2-year enrollment and 21% in 4-year enrollment. In short, there were more females than males in each of the three ethnic groups in both 2-year and 4-year enrollments in Region 3 in 2009. Furthermore, the gender gap was the largest in the African American group and the least in the White group.

Figure 61 *Gender Differences on Public Higher Education Enrollment in Fall 2009 in Region 3*



Source: Texas Higher Education Regional Data (http://www.txhighereddata.org/reports/performance/regions/)

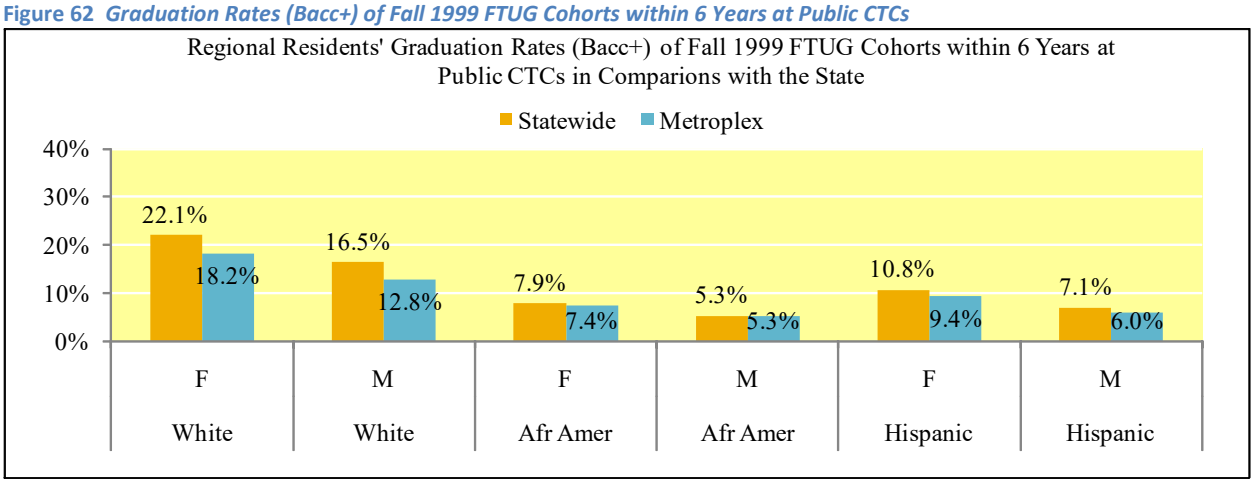
The findings on higher education enrollment in Region 3 can be summarized as follows. First of all, majority of the regional enrollees chose the in-region, the public and the 2-year higher education institutions. Secondly, each ethnic group had increased in both 2-year and 4-year enrollments from 2000 to 2009. The Hispanic and African American groups had the highest growth, especially in 2-year enrollment. Conversely, the White group had the lowest increase. Accordingly, although over 50% of the enrollees in 2009 were still Caucasians in either 2-year or 4-year enrollment, the proportion of the White enrollees had reduced 9% in both 2-year and 4-year enrollments from 2000 to 2009. Lastly, there were more females enrollees in each ethnic group in both 2-year and 4-year enrollments in 2009. The gender disparity was the largest in the African American group, especially in 4-year enrollment, and the least in the White group.

Higher Education Attainment in the Regional Residents

In this section, we first present the graduation rates with a baccalaureate degree or above in the regional residents for the 1999 FTUG (First-Time Undergraduate) cohort at public CTCs (Community and Technical Colleges) and universities. The cohort was tracked twice in 2005 for the 6-year window and in 2009 for the 10-year window. Then, we examined the ratio of the regional residents earned a higher education degree or certificate within six years in the classes of 2001–2003. Finally, we explored where the high school graduates in the classes of 2001–2003 received their baccalaureate degree.

Figure 62 below first displays the percentages of receiving a baccalaureate degree or above in the regional residents in the 1999 FTUG cohort within 6 years at public CTCs by gender and ethnicity in Region 3 and the state. It shows the ratios for the six groups (i.e., White females, White males, African American females, African American males, Hispanic females, and Hispanic males) in Region 3 were 18.2%, 12.8%, 7.4%, 5.3%, 9.4%, and 6.0%, respectively. The corresponding percentages in the state were 22.1%, 16.5%, 7.9%, 5.3%, 10.8%, and 7.1%. These numbers suggest three important messages. First, females were higher than males. Second, the White group was higher than the Hispanic and African American groups, and the African American group was the lowest. At last, Region 3 was lower than the state. Hence, in the six groups, the White female group had the largest ratio and the African American male group had the lowest rate. Only about one out of every 20 African American male enrollees in the public CTCs in 1999 eventually received a baccalaureate or higher degree by 2005.

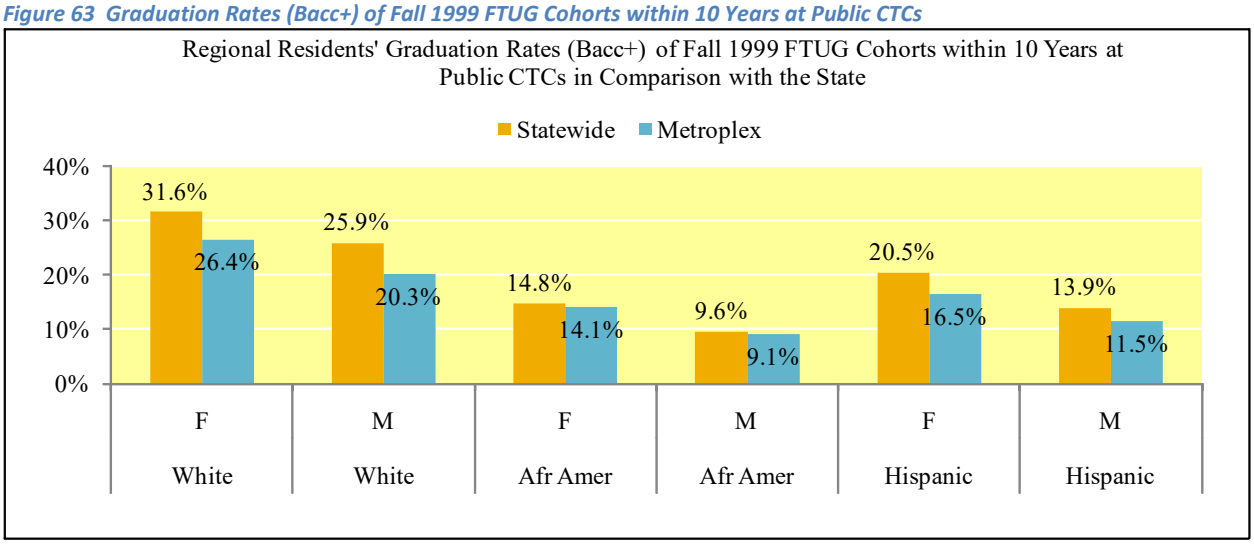
Figure 62 *Graduation Rates (Bacc+) of Fall 1999 FTUG Cohorts within 6 Years at Public CTCs*



Source: Texas Higher Education Regional Data (http://www.txhighereddata.org/reports/performance/regions/)

When the cohort was tracked again 10 years later in 2009, the percentages in the six groups had increased to 26.4%, 20.3%, 14.1%, 9.1%, 16.5%, and 11.5% in Region 3, respectively, as shown in Figure 63. Hence, the increase in each group from 2005 to 2009 appeared to be significant. However, the ratios of receiving a baccalaureate degree in these FTUGs initially admitted to the public CTCs were still low. For instance, even in the highest White female group, only about 26% of the CTC enrollees eventually received a baccalaureate or higher degree within 10 years. For the group differences, the three patterns identified earlier for the 6-year window were still true for the 10-year window. In other words, females were greater than males. The Caucasians were higher than the Hispanics which subsequently were larger than the African Americans. The state was also higher than Region 3. The African American male group was still the lowest in the six groups. Nevertheless, the gap between Region 3 and the state was the least in the African American group.

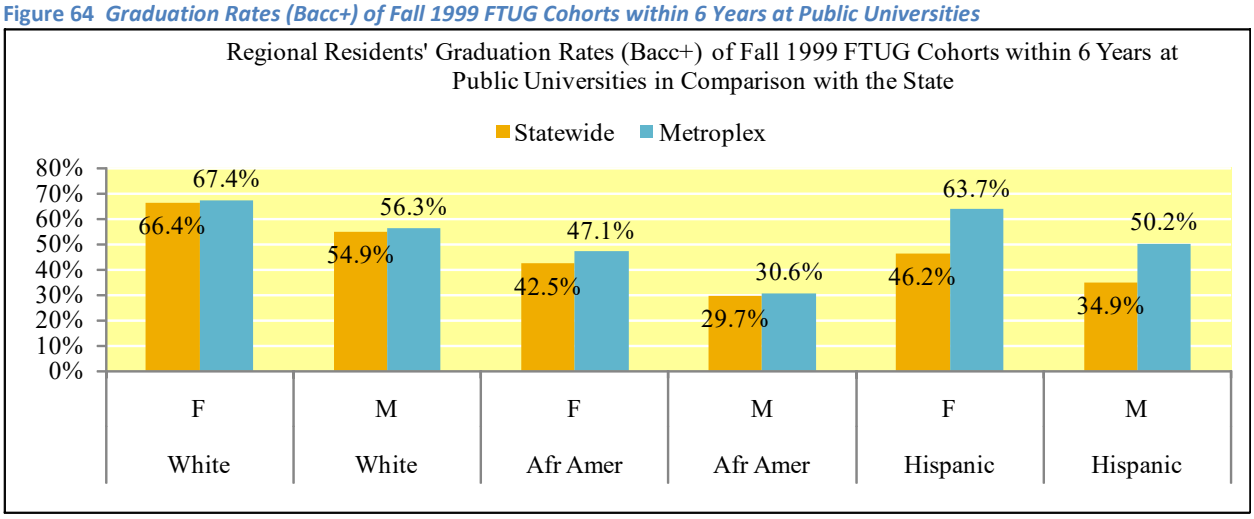
Figure 63 Graduation Rates (Bacc+) of Fall 1999 FTUG Cohorts within 10 Years at Public CTCs



Source: Texas Higher Education Regional Data (http://www.txhighereddata.org/reports/performance/regions/)

For the regional first-time undergraduate enrolled into public universities in fall 1999, the ratios of receiving a baccalaureate or higher degree within 6 years in the six groups were 67.4%, 56.3%, 47.1%, 30.6%, 63.7%, and 50.2%, respectively. The matching numbers in the state were 66.4%, 54.9%, 42.5%, 29.7%, 46.2%, and 34.9%. Females were still higher than males in each ethnic group in both Region 3 and the state. The White group still had the largest ratios, and the African American again had the lowest percentages. However, different from the finding in the public CTCs in Figures 62 and 63, Region 3 was higher than the state in each of the six groups, especially in the Hispanic group. Among the six groups, the African American males still had the lowest ratio as before. Only about one third FTUG enrollees in this group received a baccalaureate or higher degree within six years.

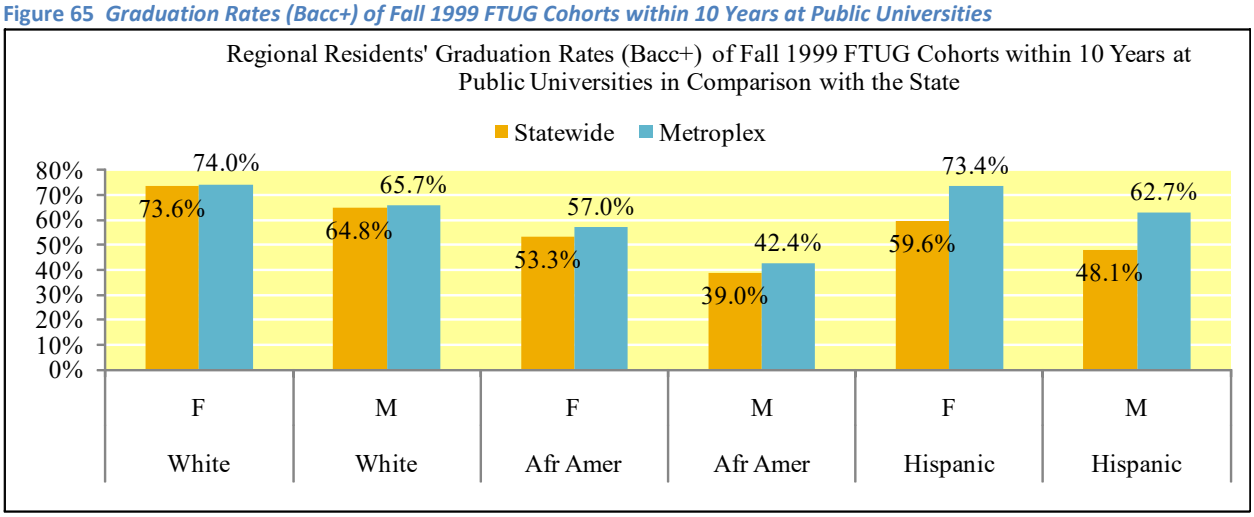
Figure 64 *Graduation Rates (Bacc+) of Fall 1999 FTUG Cohorts within 6 Years at Public Universities*



Source: Texas Higher Education Regional Data (http://www.txhighereddata.org/reports/performance/regions/)

When re-counting the data in 2009, it was found the percentages in the six groups had increased to 74.0%, 65.7%, 57.0%, 42.4%, 73.4%, and 62.7%, respectively. Accordingly, the increases from 2005 to 2009 in the six groups were 6.6%, 9.4%, 9.9%, 11.8%, 9.7%, and 12.5%, respectively. Thus, the African American and Hispanic males appeared to have the largest growth from 2005 to 2009. The three patterns on the group differences in the previous figure appeared to be held in Figure 65 as well. In other words, females were higher than males. The White group had the largest ratios; and the African American group had the lowest percentages. Region 3 was higher than Region 3. Nevertheless, the gaps between the White and the Hispanic groups were significantly reduced. The Hispanic group had almost caught up with the White group.

Figure 65 *Graduation Rates (Bacc+) of Fall 1999 FTUG Cohorts within 10 Years at Public Universities*



Source: Texas Higher Education Regional Data (http://www.txhighereddata.org/reports/performance/regions/)

The above four figures clearly demonstrated that females were higher than males on receiving a baccalaureate or higher degree in each ethnic group. For the group difference on ethnicity, the White

group had the highest ratios, whereas the African American group had the lowest percentages. Particularly, the African American male group had consistently shown the lowest ratios. The Hispanic group was typically between the White and African American groups. However, it was almost pared with the White group if we examined the cohort 10 year later in the FTUGs started at public universities. For the difference between Region 3 and the state, Region 3 was lower than the state in the FTUG students at public CTCs. However, it was higher than the state in the FTUG students at public universities. For the differences between the two time points, each group had shown a significant gain from 2005 to 2009, especially in the low performance groups.

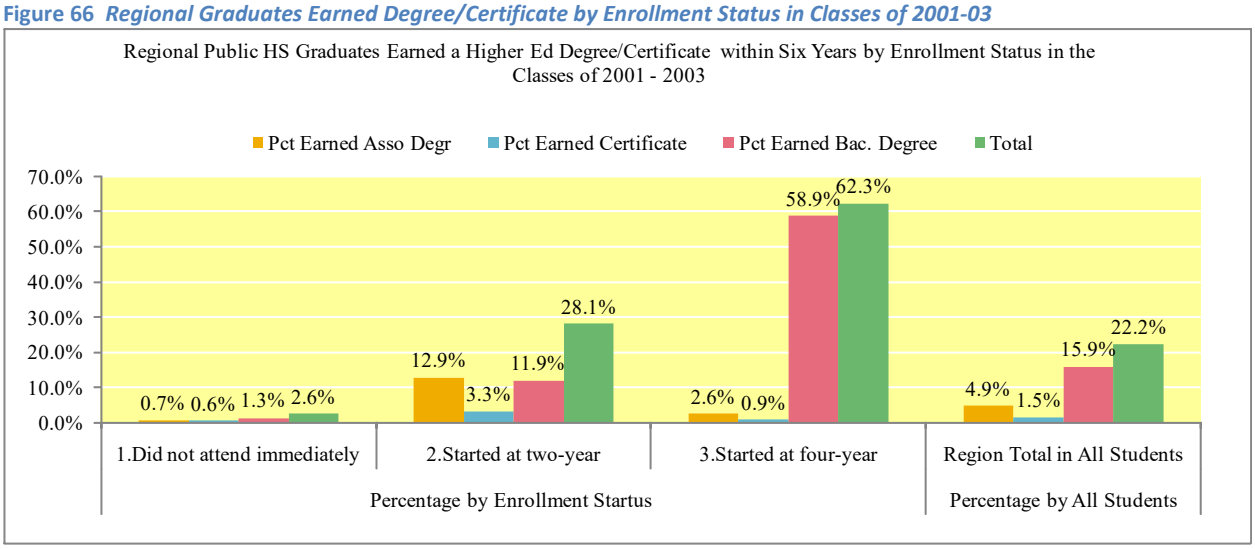
The implications of the findings are multifacets. First of all, as the African American and Hispanic males were typically lower than the other groups, we need to make extra efforts to help these two groups. Secondly, Region 3 was lower in the students started at public CTCs, but higher in those started at public universities than the state. Why so? Was it because of the students' performances or something else such as the admission requirements in the local CTCs? Thirdly, we may need to learn from the Hispanic group as it had performed much better than the African American group, especially in those started at public universities. Last, but not the least, we should continue to improve the ratios of the baccalaureate or higher degree recipients in each group, even in the White female students starting at public universities as 26% of them still did not receive a baccalaureate or higher degree in 10 years. This is consistent with the recent advocacy by Texas Higher Education Commissioners Raymund Paredes that improving access is not enough and Texas needs to reinvent public higher education (Hamilton, 2011).

Figure 66 below shows the percentages of receiving a higher education degree or certificate within 6 years in the high school graduates for the classes 2001–2003 in Region 3. It actually had two panels. The three clusters of the bars on the left panel displays the percentages in each of three types of starters. The denominator of the percentage was the total number of students in each enrollment status. The right panel presents the percentages in all students. The denominator for these percentages was the total number of high school graduates in Region 3.

The percentages in the students who did not start immediately higher education after high school graduation were very low. Only about 0.7%, 0.6%, and 1.2% of these students received an associate degree, a certificate, and a baccalaureate degree within six years, respectively. Thus, the total ratio in this type of starters was only 2.6%. For those started at 2-year institutions, 28.1% of them eventually earned a degree or certificate within six year. Of them, 12.9% received an associate degree, 11.9% earned a baccalaureate degree, and only 3.3% of 2-year starters earned a certificate. For the students started at 4-year institutions, almost 59% of them earned a baccalaureate degree as initially planned. Only 3.5% of these starters ended up with an associate degree or a certificate within six year.

When using the total number of high school graduates as the base, the percentages were 4.9%, 1.5%, and 15.9% for the associate degrees, the certificates, and the baccalaureate degrees, respectively. Thus, the total percentage on earning a degree/certificate within six years for the classes of 2001–2003 in Region 3 was 22.2%. These numbers were similar to the ratios of 3.5%, 0.8%, 18%, and 22.2%, respectively, for the classes of 2000–2002 in the North Texas Regional P-16 Council in the last report.

Figure 66 *Regional Graduates Earned Degree/Certificate by Enrollment Status in Classes of 2001-03*

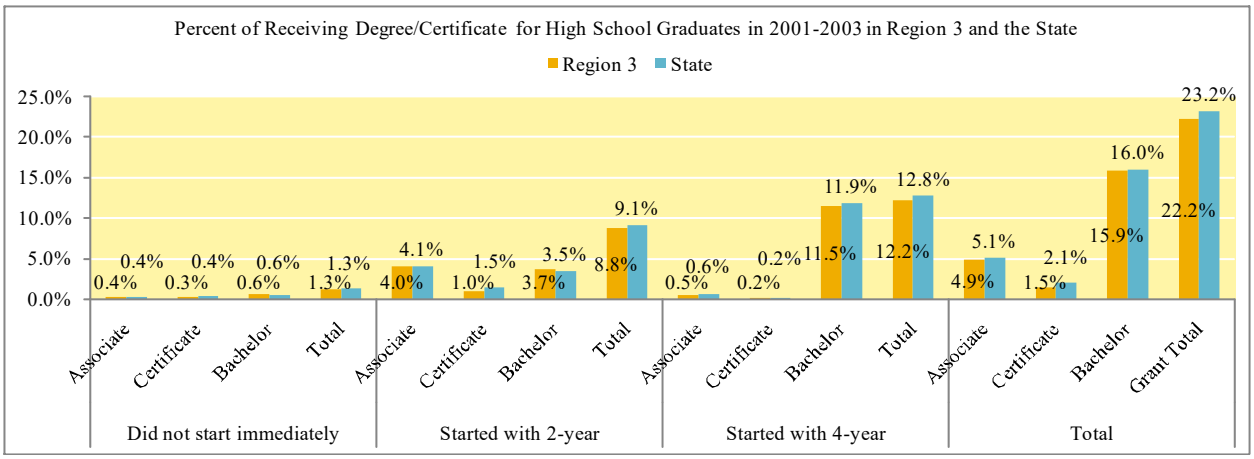


Source: Texas Higher Education Regional Data (http://www.txhighereddata.org/reports/performance/regions/)

The next figure also examined the percentages of receiving a degree/certificate within six years for the three types of starters in the classes of 2001–2003 in Region 3. But it differs from the previous one on two aspects. First, it compares Region 3 with the state, whereas the previous one displays the data for Region 3 only. Second, it uses the total high school graduates in the region as the denominator, rather than the number of students in each enrollment type. For the last block on the total ratios in the chart, the percentages for Region 3 were already presented in Figure 66 above. They are displayed here again here for the completeness and the comparison.

Figure 67 indicates the total percentages of earning a higher education degree or certificate within six years in the three types of starters in Region 3 were 1.3%, 8.8%, and 12.2%, respectively. Thus, the grand total ratio in Region 3 in the classes of 2001–2003 was about 22.2%. These numbers were slightly lower than the corresponding ones in the state. Furthermore, Region 3 appeared to be particularly lower than the state on certificate, as found in the earlier gap analyses for the students in the North Texas Regional P-16 Council.

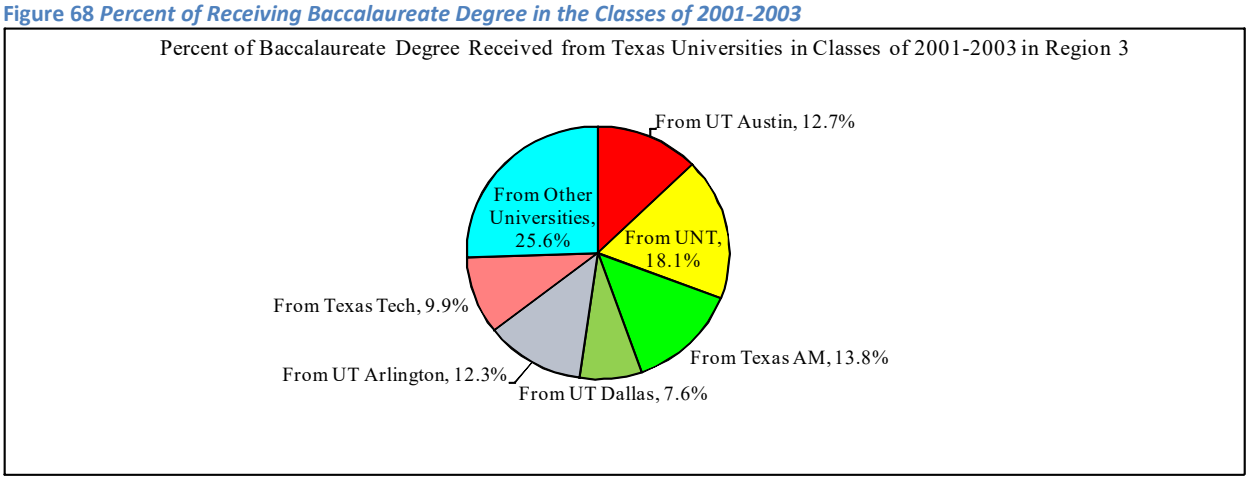
Figure 67 *Percent of Receiving Degree/Certificate in the Classes of 2001–2003 in Region 3*



Source: Texas Higher Education Regional Data (http://www.txhighereddata.org/reports/performance/regions/)

The last chart in this section presents the percentages of the universities that offered the baccalaureate degrees to the higher education graduates originally from the classes 2001–2003 in Region 3. There were totally 40 public universities in Texas conferred the baccalaureate degrees to the regional residents. Among them, the six universities with the highest ratios accounted for almost 75% of the total degrees. Of them, UNT offered the most at 18.1%, followed by Texas A&M at 13.8%, UT Austin at 12.7%, UT Arlington at 12.3%, Texas Tech at 9.9%, and UT Dallas at 7.6%. In the last gap analysis report, we found that the top six universities offered the baccalaureate degrees to the regional students in the classes of 2000 – 2002 in the North Texas Regional P-16 Council from high to low were UT Austin (19.6%), UNT (16.7%), Texas A&M (13.0%), UT Dallas (11.7%), UT Arlington (9.2%), and Texas Tech (7.9%). Thus, the portfolio of the conferring universities to the classes of 2001–2003 in Region 3 was fairly similar to that to the classes of 2000–2002 in the regional council. The only major differences was that UT Austin had the largest percentage for the 2000 – 2002 cohort in the regional council, whereas it ranked at the third place for the classes of 2001–2003 in Region 3.

Figure 68 ***Percent of Receiving Baccalaureate Degree in the Classes of 2001-2003***



Source: Texas Higher Education Regional Data (http://www.txhighereddata.org/reports/performance/regions/)

The above three figures for the classes of 2001–2003 in Region 3 indicate that the percentages of receiving a higher education degree or certificate in the students who did not start immediately higher education after high school graduation were very low. For those who started at 2-year institutions, the

total percentage for this enrollment type was still low, less than 30%. Finally, for those started at 4-year, the overall percentage of receiving a degree or certificate within six years was fairly high, over 62%. Even more, almost 59% of the students in this enrollment type earned a baccalaureate degree as initially planned. However, when using the total high school graduates as the denominator to calculate the percentages, Region 3 only had a total ratio of 22.2%, about one percent lower than the state. Also as found in the earlier reports for the regional council, Region 3 also had a lower percentage on certificate than the state. Finally, although as many as 40 universities had conferred the baccalaureate degrees to the regional residents in the classes of 2001–2003 in Region 3, only six universities offered the relatively large numbers of degrees. These six universities altogether accounted for almost 75% of the total degrees. And they were the same six universities with the largest ratios in the previous two gap analysis reports on the same indicator for the students in the North Texas Regional P-16 Council. The only notable difference was that some universities such as UT Austin or UNT had different rank positions in the two cohorts.

The major implications can be considered from three different perspectives. First, the percentages of earning a degree/certificate were still low in Region 3 and the state. We should increase the ratios of students earning degree/certificate in each enrollment type in Region 3 or the state, particularly for those who did not start immediately or started at 2-year. Secondly, we should understand why Region 3 was lower than the state. Then we need to close the gap between our Metroplex region and the state. Finally, the graduates in north Texas appeared to have a consistently lower ratio than the state on certificates. Why so? Is this a concern? Should we increase the percentage of earning certificates for the regional residents?

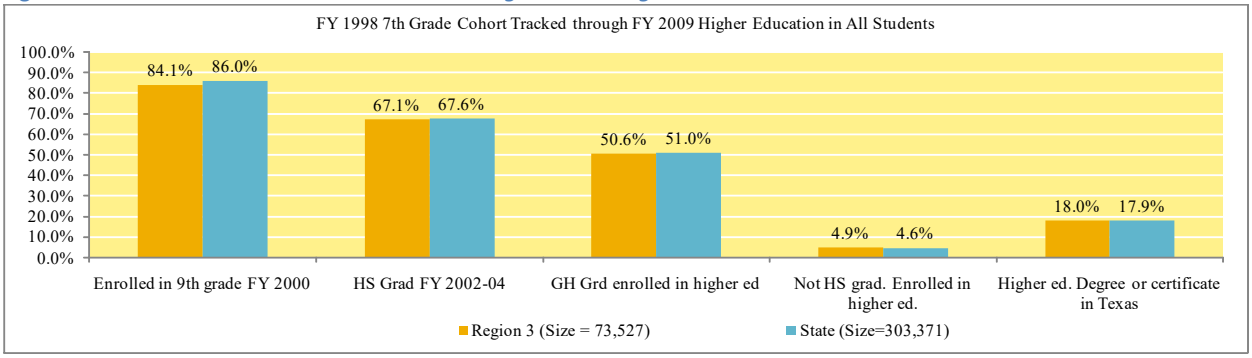
The FY 1998 7th Grade Cohort Study through FY 2009 Higher Education

The data on the 1998 seventh grade cohort, tracked through 2009 higher education, provide us valuable information on how students in the cohort had progressed from secondary to postsecondary education in a longitudinal way. They were analyzed as follows. First, we display the percentages of the regional students in the cohort at four major milestones in comparison with the state: enrolled in the 9th grade, graduation from high school, enrollment into higher education, and higher education attainment as measured by earning a higher education degree/certificate. In the second part, we further break the students in the cohort by ethnicity and gender, and investigate the performances in the Hispanic, African American, and White students in Region 3, in comparison with the state on the same four milestones. Moreover, higher education enrollment was further broken down into four subtypes: in-state 2-year, in-state 4-year, out-of-state 2-year, and out-of-state 4-year, in addition to the total percentage. Similarly, the overall percentage on degree/certificate was dissected into ratios on associate degrees, baccalaureate degrees, and certificates. Then, we contrast the performances of male and female students in the three ethnic groups in Region 3 and the state on the key milestones. Finally, we display the performances of the regional residents by ethnicity and gender simultaneously on three key milestones: graduation from high school, enrolled into higher education, and higher education attainment.

The chart below contrasts the performances on the key milestones in Region 3 and the state for all of the students in the 1998 seventh grade cohort. The cohort contained 73,527 seventh graders in Region 3 in 1998, about 24% of the total cohort size in the state. Overall, Region 3 was close to the state on the key milestones. About half of the students in the cohort had enrolled into higher education in Region 3 and the state. In addition, about 5% students in the cohort who did not graduate from high school in 2002-

2004 had also been enrolled in higher education in Region 3 and in the state. Eventually, about 18% students in the cohort received a higher education degree/certificate in 2009 in Region 3 or in the state.

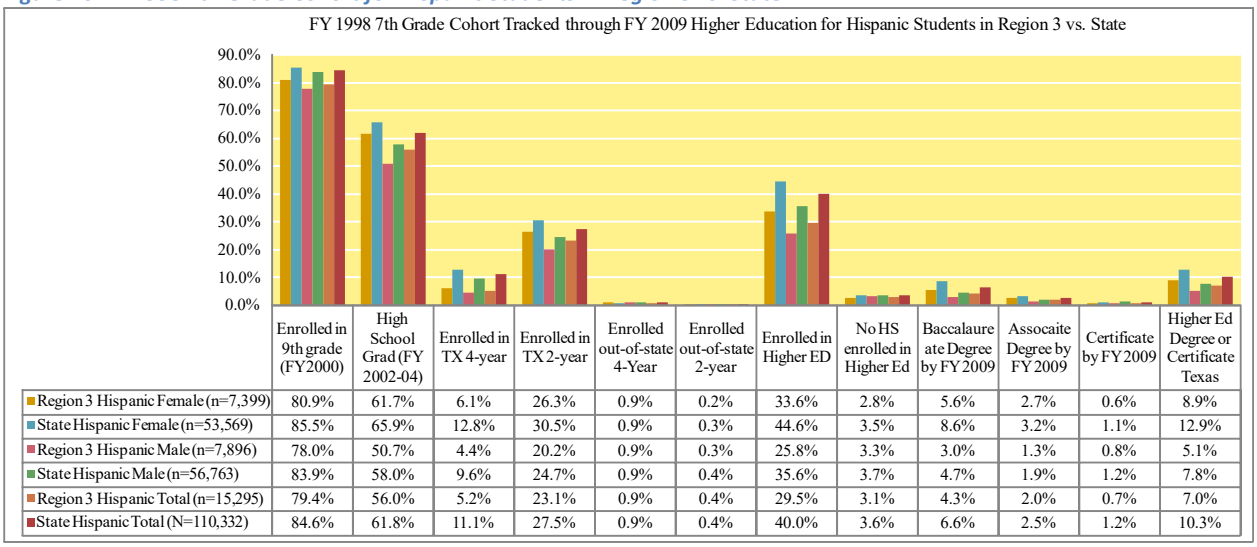
Figure 69 *FY 1998 7th Grade Cohort Tracked through FY 2009 Higher Education in All Students*



Source: THECB - Seventh Grade Cohort Tracked through Higher Education: FY 1998 Cohort (http://www.txhighereddata.org/Interactive/HSCollLink.cfm)

The next three figures examine the performances of the male and female students in Region 3 in comparison with the counterparts in the state in the Hispanic, African American, and White groups on the key milestones, one for each of the ethnic groups. Figure 70 on the Hispanic students clearly reveals two major findings: Region 3 was lower than the state in either the male or the female groups, and females were higher than males on the major milestones in both Region 3 and the state.

Figure 70 *FY 1998 7th Grade Cohort for Hispanic Students in Region 3 vs. State*

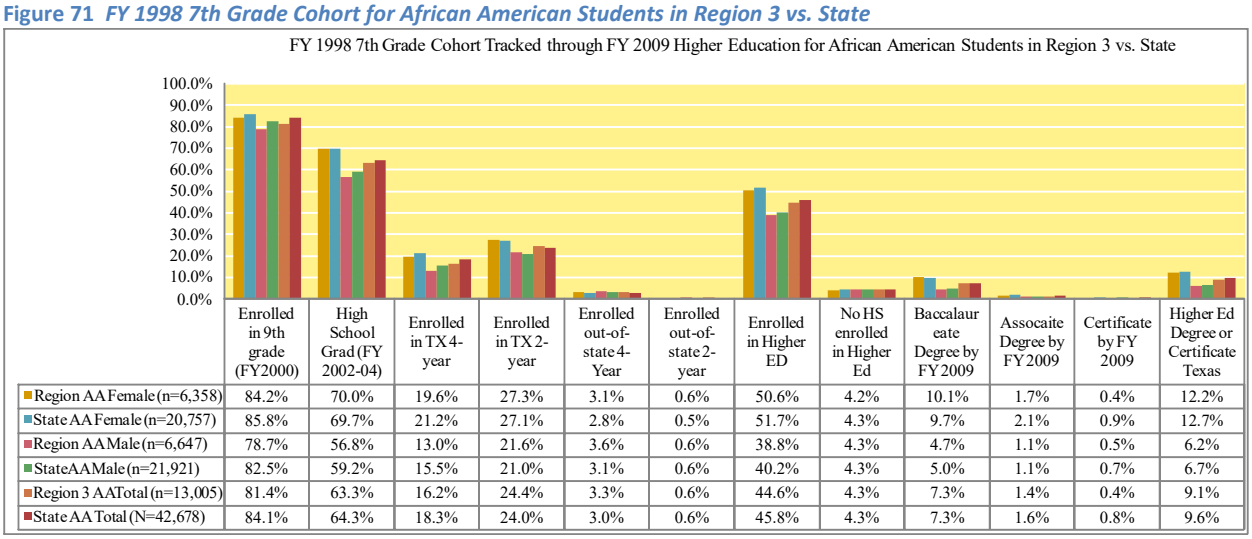


	Enrolled in 9th grade (FY2000)	High School Grad (FY 2002-04)	Enrolled in TX 4-year	Enrolled in TX 2-year	Enrolled out-of-state 4-Year	Enrolled out-of-state 2-year	Enrolled in Higher ED	No HS enrolled in Higher Ed	Baccalaureate Degree by FY 2009	Associate Degree by FY 2009	Certificate by FY 2009	Higher Ed Degree or Certificate Texas
Region 3 Hispanic Female (n=7,399)	80.9%	61.7%	6.1%	26.3%	0.9%	0.2%	33.6%	2.8%	5.6%	2.7%	0.6%	8.9%
State Hispanic Female (n=53,569)	85.5%	65.9%	12.8%	30.5%	0.9%	0.3%	44.6%	3.5%	8.6%	3.2%	1.1%	12.9%
Region 3 Hispanic Male (n=7,896)	78.0%	50.7%	4.4%	20.2%	0.9%	0.3%	25.8%	3.3%	3.0%	1.3%	0.8%	5.1%
State Hispanic Male (n=56,763)	83.9%	58.0%	9.6%	24.7%	0.9%	0.4%	35.6%	3.7%	4.7%	1.9%	1.2%	7.8%
Region 3 Hispanic Total (n=15,295)	79.4%	56.0%	5.2%	23.1%	0.9%	0.4%	29.5%	3.1%	4.3%	2.0%	0.7%	7.0%
State Hispanic Total (N=110,332)	84.6%	61.8%	11.1%	27.5%	0.9%	0.4%	40.0%	3.6%	6.6%	2.5%	1.2%	10.3%

Source: THECB - Seventh Grade Cohort Tracked through Higher Education: FY 1998 Cohort (http://www.txhighereddata.org/Interactive/HSCollLink.cfm)

Figure 71 below on the African American students shows the similar findings as the previous one on the Hispanic students. In other words, Region 3 was lower than the state, and males were lower than females. However, the gap between Region 3 and the state in the male or female group for the African American students was not as big as that for the Hispanic students in the cohort. The African American male and female students were just slightly lower than the counterparts in the state on the key milestones.

Figure 71 *FY 1998 7th Grade Cohort for African American Students in Region 3 vs. State*

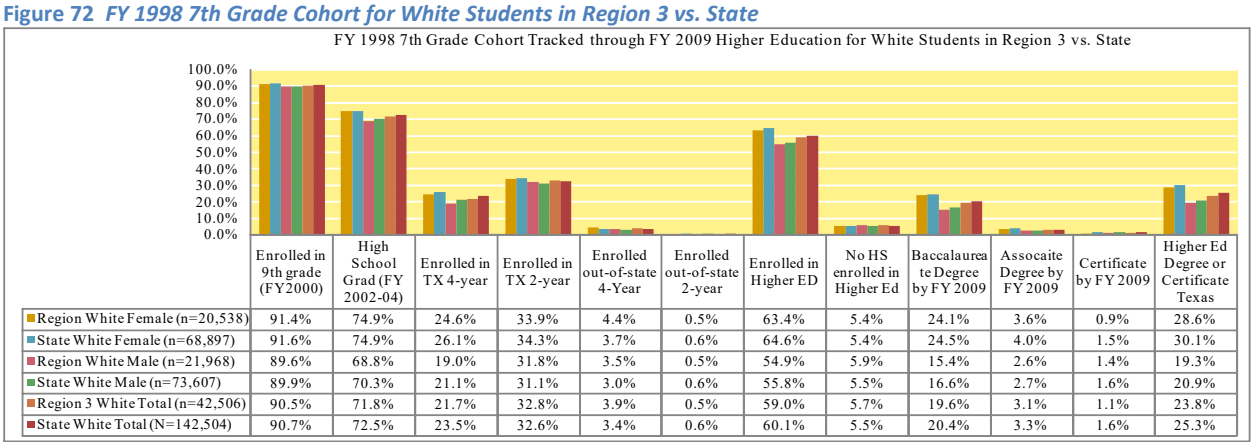


	Enrolled in 9th grade (FY2000)	High School Grad (FY 2002-04)	Enrolled in TX 4-year	Enrolled in TX 2-year	Enrolled out-of-state 4-Year	Enrolled out-of-state 2-year	Enrolled in Higher ED	No HS enrolled in Higher Ed	Baccalaureate Degree by FY 2009	Assocaite Degree by FY 2009	Certificate by FY 2009	Higher Ed Degree or Certificate Texas
Region AA Female (n=6,358)	84.2%	70.0%	19.6%	27.3%	3.1%	0.6%	50.6%	4.2%	10.1%	1.7%	0.4%	12.2%
State AA Female (n=20,757)	85.8%	69.7%	21.2%	27.1%	2.8%	0.5%	51.7%	4.3%	9.7%	2.1%	0.9%	12.7%
Region AA Male (n=6,647)	78.7%	56.8%	13.0%	21.6%	3.6%	0.6%	38.8%	4.3%	4.7%	1.1%	0.5%	6.2%
StateAAMale (n=21,921)	82.5%	59.2%	15.5%	21.0%	3.1%	0.6%	40.2%	4.3%	5.0%	1.1%	0.7%	6.7%
Region 3 AATotal (n=13,005)	81.4%	63.3%	16.2%	24.4%	3.3%	0.6%	44.6%	4.3%	7.3%	1.4%	0.4%	9.1%
State AA Total (N=42,678)	84.1%	64.3%	18.3%	24.0%	3.0%	0.6%	45.8%	4.3%	7.3%	1.6%	0.8%	9.6%

Source: THECB - Seventh Grade Cohort Tracked through Higher Education: FY 1998 Cohort (http://www.txhighereddata.org/Interactive/HSCollLink.cfm)

Finally, the last figure in this series focuses on the White female and male groups. The results of the group differences in the Caucasian students were similar to those found in the African Americans. In other words, females were higher than males, and Region 3 was only slightly lower than the state.

Figure 72 *FY 1998 7th Grade Cohort for White Students in Region 3 vs. State*



	Enrolled in 9th grade (FY2000)	High School Grad (FY 2002-04)	Enrolled in TX 4-year	Enrolled in TX 2-year	Enrolled out-of-state 4-Year	Enrolled out-of-state 2-year	Enrolled in Higher ED	No HS enrolled in Higher Ed	Baccalaureate Degree by FY 2009	Assocaite Degree by FY 2009	Certificate by FY 2009	Higher Ed Degree or Certificate Texas
Region White Female (n=20,538)	91.4%	74.9%	24.6%	33.9%	4.4%	0.5%	63.4%	5.4%	24.1%	3.6%	0.9%	28.6%
State White Female (n=68,897)	91.6%	74.9%	26.1%	34.3%	3.7%	0.6%	64.6%	5.4%	24.5%	4.0%	1.5%	30.1%
Region White Male (n=21,968)	89.6%	68.8%	19.0%	31.8%	3.5%	0.5%	54.9%	5.9%	15.4%	2.6%	1.4%	19.3%
State White Male (n=73,607)	89.9%	70.3%	21.1%	31.1%	3.0%	0.6%	55.8%	5.5%	16.6%	2.7%	1.6%	20.9%
Region 3 White Total (n=42,506)	90.5%	71.8%	21.7%	32.8%	3.9%	0.5%	59.0%	5.7%	19.6%	3.1%	1.1%	23.8%
State White Total (N=142,504)	90.7%	72.5%	23.5%	32.6%	3.4%	0.6%	60.1%	5.5%	20.4%	3.3%	1.6%	25.3%

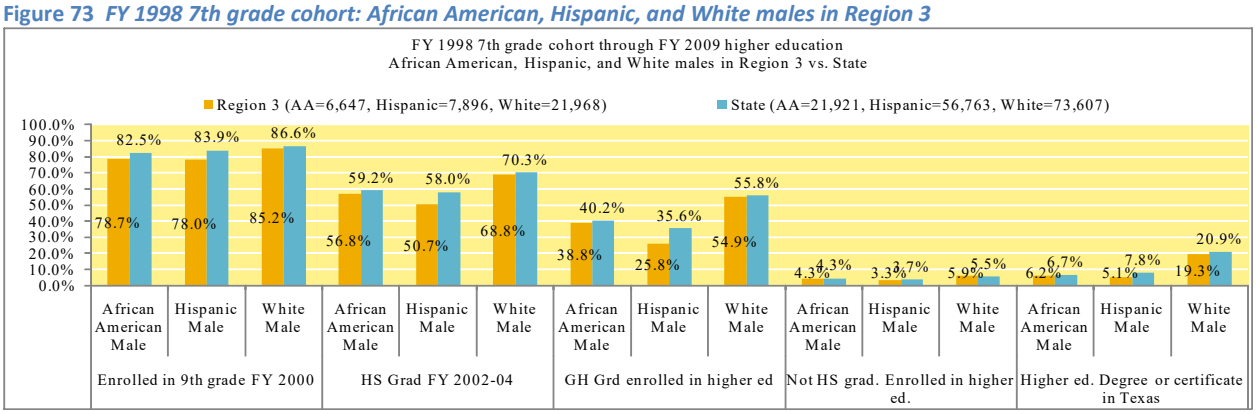
Source: THECB - Seventh Grade Cohort Tracked through Higher Education: FY 1998 Cohort (http://www.txhighereddata.org/Interactive/HSCollLink.cfm)

The analysis on the performances of the 1998 seventh grade cohort by gender and ethnicity in Region 3 and the state, as shown on the above three figures, reveals three major findings. First, females had performed much better than males in both Region 3 and the state in each ethnic group. Second, Region 3 was lower than the state, especially in the Hispanic group. Last, the White group was higher than the African American and Hispanic groups. For the Hispanic and African American groups, although these two groups had similar percentages in the state, the Hispanic female and male groups appeared to be lower than the corresponding African American groups in Region 3.

The next two figures compare the performances on the key milestones in the male or female students in the African American, Hispanic, and White groups in Region 3 and the state. The first one

concentrates on the male students in the three ethnic groups, and the second one focuses on the female students in the three groups. Figure 73 below clearly demonstrates that Region 3 was lower than the state. For the group differences on the male students, the White group was greater than the African American group which subsequently was larger than the Hispanic group.

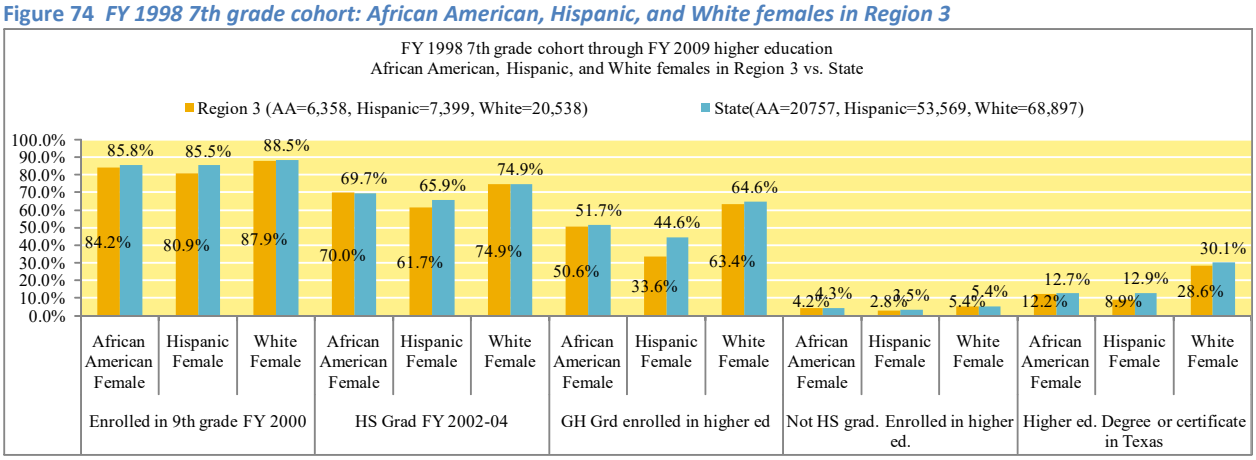
Figure 73 *FY 1998 7th grade cohort: African American, Hispanic, and White males in Region 3*



Source: THECB - Seventh Grade Cohort Tracked through Higher Education: FY 1998 Cohort (http://www.txhighereddata.org/Interactive/HSCollLink.cfm)

Similar conclusions can be drawn from Figure 74 on the female students. The state was higher than Region 3. The White group was higher than the African American and Hispanic groups. Furthermore, the African American female group was higher than the Hispanic counterpart. Additionally, females were better than males if we compare Figure 73 on the male students with Figure 74 on the female students.

Figure 74 *FY 1998 7th grade cohort: African American, Hispanic, and White females in Region 3*

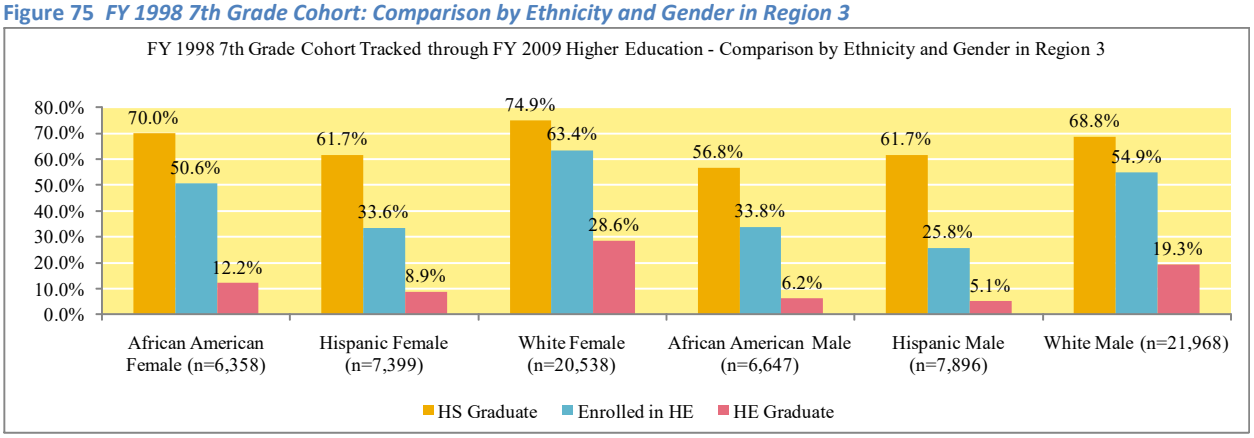


Source: THECB - Seventh Grade Cohort Tracked through Higher Education: FY 1998 Cohort (http://www.txhighereddata.org/Interactive/HSCollLink.cfm)

The final figure in this report presents the percentage on the three key milestones in the six groups of the regional residents by ethnicity and gender: graduation from high school, enrollment into higher education, and higher education attainment. For the gender differences, again, we found that females outperformed males in each ethnic group on all of the milestones. For the differences on ethnicity, White was higher than African American which subsequently was higher than Hispanic. Hence, the White female group had the largest ratio. Even so, there were only 28.6% seventh grade students in

this group receiving a higher education degree/certificate by 2009 in the Region 3 cohort. In the lowest Hispanic male group, only 5% students in the initial 1998 cohort successfully completed the higher education with a degree/certificate in 2009.

Figure 75 *FY 1998 7th Grade Cohort: Comparison by Ethnicity and Gender in Region 3*



Source: THECB - Seventh Grade Cohort Tracked through Higher Education: FY 1998 Cohort (http://www.txhighereddata.org/Interactive/HSCollLink.cfm)

The results from the cohort study in Figures 69-75 were fairly consistent. For the differences between Region 3 and the state, Region 3 was slightly lower than the state. The differences were more obvious in the Hispanic group than in the African American or the White group. For the gender differences, females outperformed males in each ethnic group on the major milestones. For the differences on ethnicity, White was greater African American, and African American was slightly higher than Hispanic. For the performance differences over the time on the key milestones, the ratio of graduating from high school ranged from 57% in the African American male group to 75% in the White female group. Similarly, the ratio of high education enrollment ranged from 26% in the Hispanic male group to 63% in the White female group. Finally, the ratio of higher education attainment measured by earning a higher education degree/certificate ranged from about 29% in the White female group to 5% in the Hispanic male group.

The above findings from the longitudinal cohort study clearly suggest us to focus more on the Hispanic and the male students in Region 3, especially the Hispanic or African American male students. The finding of the Hispanic group being lower than the African American appeared to be somewhat surprising as the findings on the other indicators in this report usually showed the African American group was lower than the Hispanic group. This seemingly discrepancy is possibly explained by the difference on the data points. For the cohort study, we started with the seventh graders in 1998 and tracked them through higher education graduation in 2009. On the other hand, the other indicators usually used the cross-sectional data at a much later data point. The significant growth in the Hispanic group in recent years might not be reflected in the seventh grade cohort.

Summary on Postsecondary Education

On College Readiness

- The ratios of college-ready graduates in both English language arts and mathematics in 2009 in the regional council and the state were 47% and 45%, an increase of 3% and 2% from the last year, respectively.

- Regions 10 and 11 were slightly higher than the state on the ratio of college-ready graduates in English language arts or mathematics in the school years of 2006–2009. Furthermore, Region 11 had been somewhat higher than Region 10.

- The state and Regions 10 and 11 had positively grown on college-ready graduates in either English language arts, mathematics, or both in the four-year period from 2006 to 2009.

- The low performance groups or districts generally had higher growth rates than the highly performed ones from 2006 to 2009.

- For the group differences on gender, the female group was higher than the male counterpart on English language arts, but it was lower than the male group on mathematics. However, the gender gap had become blurred when both subject areas were concurrently considered.
- For the group differences on the other demographic variables, the White and Asian/Pacific Islander groups were much higher than the African American, Hispanic, and low SES groups.

- The trend analysis on the seven-year data on TSI - Higher Education Readiness Component from 2004 to 2010 basically reveals similar findings as those on college-ready graduates. Additionally, it refines several findings. For instance, it found that the African American group usually had the lowest percentages, especially in mathematics. And the growth in English language arts was faster than that in mathematics.

On Higher Education Enrollment

- The higher education enrollment rates in the state and the regional council were still 54% and 51%, respectively, the same as those in the classes of 2007-2008 in the last report. The enrollment rates in the ISDs within the regional council in the classes of 2008-2009 ranged from 43% in the Little Elm ISD to 65% in the DeSoto ISD. The Dallas and Lancaster ISD had the largest increase of 2%, whereas the Little Elm ISD had dropped the most at 8% from 2008 to 2009.

- For higher education enrollment in the four counties in north Texas in 2009, north Texas, as a whole, was comparable to the state on 2-year enrollment, but about 1% lower than the state on 4-year enrollment.

- Denton County had been the highest on 4-year enrollment from 1996 to 2009, but it had been generally the lowest on 2-year enrollment. Thus, it is important to break the total enrollment into 2-year and 4-year.

- Almost all of the counties in north Texas had a small positive growth rate on both 2-year and 4-year enrollments. The average annual growth rates in north Texas as a whole in the 14 years from 1996 to

2009 on 2-year, 4-year, and total enrollment were 0.13%, 0.35%, and 0.48%, respectively. The corresponding rates in the state were 0.19%, 0.44%, and 0.63%. Thus, north Texas collectively was slightly slower than the state.

- The counties with low performances generally had grown faster than the highly performed ones.

- The trend analysis on the 14-year data from 1996 to 2009 on higher education enrollment has found that that north Texas, as whole, had been lower than the state, and even had grown slower than the state, especially in 4-year enrollment.

The Metroplex Regional Residents in Texas Higher Education Regional Data

Higher Education Enrollment in Region 3

- Majority of the regional residents were enrolled into the in-region, the public or the 2-year higher education institutions in 2009.

- From 2000 to 2009, each ethnic group had a remarkable increase in both 2-year and 4-year enrollments. The Hispanic group in Region 3 or the Metroplex regional had the largest growth, followed by the African American group. The growth on 2-year enrollment was much larger than that on 4-year enrollment.

- The White group still accounted for the largest portion of the higher education enrollment in Region 3 in 2009. However, it had reduced 9% to 53% on 2-year enrollment and 62% on 4-year enrollment from 2000 to 2009.

- More females were enrolled in either 2-year or 4-year enrollment in each ethnic group than males in Region 3 in 2009. The gender disparity was the largest in the African American group, especially on 4-year enrollment. Less than one third of the enrollees in the African American group were males in 4-year enrollment. The gender gap in the White group was the least, at 16% in both 2-year and 4-year enrollments.

Higher Education Attainment in Region 3

- For the differences on receiving the baccalaureate or higher degrees within 6 or 10 years between Region 3 and the state, Region 3 was lower than the state in the first-time undergraduates (FTUG) started at public Community and Technical Colleges (CTCs). However, it was higher than the state in the FTUGs started at public universities, especially in the Hispanic group.

- For the gender differences, females were higher than males on receiving a baccalaureate or higher degree in each ethnic group.

- For the differences on ethnicity, the White group was the highest, whereas the African American group was the lowest. Particularly, the African American male group had been the lowest. The

Hispanic group was usually between the White and the African American groups. Nevertheless, it was very close to the White group in the FTUGs started at public universities within 10 years.

- For the differences between the 6-year and 10-year data collection points, each of the six groups by ethnicity and gender had shown significant gains from 2005 to 2009, especially in the low performance groups.

- On earning a higher education degree/certificate in the classes of 2001-2003, Region 3 had a total ratio of 22.2%, one percent lower than the statewide average. For the three individual enrollment types, Region 3 was close to the state in the students who did not start higher education immediately after high school graduation or those started at 2-year. However, Region 3 was slightly lower than the state in those started at 4-year, especially on earning a certificate or a baccalaureate degree.

- Although as many as 40 public universities in Texas conferred the baccalaureate degrees to the regional residents in the classes of 2001-2003, only six universities had the relatively large ratios: UNT (18.1%), Texas A&M (13.8%), UT Austin (12.7%), UT Arlington (12.3%), Texas Tech (9.9%), and UT Dallas (7.6%). They collectively accounted for almost 75% of the degrees.

The 1998 Seventh Grade Cohort Tracked through Higher Education in 2009

- For the differences between Region 3 and the state, Region 3 was slightly lower than the state on the key milestones. The differences were more obvious in the Hispanic group than in the African American and White groups.

- For the gender difference, females outperformed males in each of the three ethnic groups on all of the major milestones.

- For the differences on ethnicity, the Caucasians were higher than the African Americans and Hispanics. Furthermore, the African American group was slightly higher than the Hispanic group.

- For the performances on the key milestones, the ratio of graduating from high school ranged from 57% in the African American male group to 75% in the White female group. Similarly, the ratio of high education enrollment ranged from 26% in the Hispanic male group to 63% in the White female group. Finally, the ratio of earning a higher education degree/certificate ranged from 5% in the Hispanic male group to about 29% in the White female group.

Recommendations

Just as in the earlier reports, the recommendations below are primarily based on the findings in the current report. Some of these recommendations could be addressed by the regional council alone, whereas many others require joint adventures between the North Texas Regional P-16 Council and the other key stakeholders.

1. Although slower than the state, the regional council continued to grow on diversity from 2009 to 2010 and had a higher degree of diversity in the ECE-12 students than the state in 2010. Thus, it is critical

for the school districts in the regional council to be ready for the growing and greater diversity, especially for the rise of the Hispanic and low SES students.

2. It appears that there had been a tendency of "regression to the mean" in both the general population in north Texas and the total ECE-12 students in the regional council. In other words, small counties or school districts tended to grow faster, and the large ones had grown slower. We should be prepared for such a change trend.

3. Although the regional council had significantly improved on accountability ratings from 2009 to 2010, as reflected in the increase of 'Exemplary' and decline of 'Academically Unacceptable', it had grown much slower than the state in the same period. The regional council needs to identify the key factors leading to the differences, and implement proper action plans to catch up with the state.

4. For AYP evaluations, although the regional council was 7% higher than the state in 2010 and had grown faster than the state in the 2-year interval from 2009 to 2010 or in the seven-year interval from 2004 to 2010, the status and the growth of AYP evaluations were unsatisfactory in the regional council. We definitely need to understand why the improvement on AYP evaluations was so small if not worsening.
5. On public PK enrollment, the regional council had grown slower than the state either from 2009 to 2010 or from 2004 to 2010. Hence, the North Texas Regional P-16 Council needs to work collaboratively with the slowly growing ISDs to boost the public PK enrollment.

6. On elementary TAKS tests, there were two major concerns. Firstly, Region XI was slightly lower than Region X and the state in 2010, and had grown slower than Region X from 2009 to 2010 on Grade 3 reading and Grade 4 writing. Thus, Region XI may need to improve faster to catch up with Region X. Secondly, the African American group ranked the lowest on the Grade 5 mathematics TAKS test. We should examine if the African American group also showed the lowest performances in the other elementary and secondary TAKS tests in mathematics. Then, we need to develop proper programs to help the African American students in mathematics.

7. Similarly, the trend analysis on the eight-year data from 2003 to 2010 has found that certain low performance groups/entities also had slower growth rates such as the male students in Grade 3 reading, the female students in Grade 5 mathematics, the African Americans in comparison with the Hispanics, or Region 11 vs. Region 10. These low performance groups/entities deserve special helps in order to close the gaps.

8. The biggest issue on the secondary TAKS tests was that some tests had negatively grown on meeting the minimum and/or the commended standards from 2009 to 2010. Particularly, Grade 6 reading had dropped notably on meeting both of the standards. We do not know if such a decline was related to the changes of the test itself, students' performances, or something else. In other words, we are not sure if these tests are comparable across the grades, school years, and/or subject areas. We sent an inquiry email to the Division of Student Assessment of the TEA on this issue, but we have not received a response.

9. On retention rates in Grades 6-12, the state, the ESC Regions 10 and 11, and most of the 14 ISDs in the regional council had made remarkable progress from 2006 to 2009. Thus, we should repeat the best practices to further reduce the retention rates in the African American, Hispanic, low SES, and male groups.

10. On high school students taking advanced course/dual enrollment in 2009, while we should strive to increase the percentages in all of the groups as the ratios were only around 25% in most groups, we may need to particularly focus on the ones with the relatively low percentages: Region 11, the African American, Hispanic, low SES, and the male groups. For the differences among the ISDs, we found that the Dallas and Fort Worth ISDs had performed well, especially in the African American, Hispanic, and low SES groups, whereas the Mesquite ISD was low in most of the groups. Clearly, the most important thing is to understand why the two largest ISD did so well in the three typically low performance groups and why the Mesquite ISD was so low in this indicator. Then, we should identify the key success factors and learn from the best practices.

11. On the performance of 11-12th graders participated in the AP/IB tests, two findings deserve special attention. First, the African American group was about 5% lower than the Hispanic group, and males were also approximately 5% lower than females. We should make extra efforts to help the African American and the male students. Second, there were few changes from 2008 to 2009 in most of the groups in the state or Regions 10 and 11. Why was the magnitude of the increase on AP/IB (tested) lower than that on taking advanced course/dual enrollment in 9-12th graders in the corresponding group? What can we do to improve the ratio of 11-12th graders taking AP/IB tests?

12. On 4-year completion rate, the Dallas ISD had the lowest percentage on 'Graduated', Completion Rate I, and Completion Rate II. Thus, we should take necessary actions to improve the rates in the Dallas ISD. In addition, we need to provide more helps to the African American, Hispanic, low SES, and male students as well.

13. As stated in the earlier reports, we need to increase the ratio of students graduating on DAP in both the regional council and the state.

14. On college readiness, the African American students need extra helps. Additionally, we need to increase the growth of college-ready in mathematics.

15. We need to increase higher education enrollment, especially 4-year enrollment, in the regional council or in the four counties in north Texas.

16. The local community colleges need to be ready for the fast growth of Hispanic students.

17. We should make every effort to enroll more African American and Hispanic male students into higher education, especially to the 4-year institutions. Furthermore, we need to support them completing the higher education successfully with a degree/certificate on time.

18. We need to develop effective action plans to close the gap between the Metroplex region or Region 3 and the state on higher education enrollment and higher education attainment.

References

Hamilton, R. (2011). Paredes: "We need to reinvent public higher ed." *The Texas Tribune*, July 26, 2011. Retrieved September 17, 2011, from http://www.texastribune.org/texas-education/higher-education/paredes-we-need-reinvent-publich-higher-ed/

Carlson, S. (2011). Community-college officials swap notes on common worries and challenges. *The Chronicle of Higher Education*, July 13, 2011. Retrieved September 17, 2011, from http://chronicle.com/article/Community-College-Officials/128225/

United States Census. (2010). Interactive population map. Retrieved Sept 7, 2011, from http://2010.census.gov/2010census/popmap/

THECB. (2010). *2010 Regional plan for Texas higher education*. Austin: Texas Higher Education Coordinating Board.

THECB. (2011a). *2011 Texas public higher education almanac: A profile of state and institutional performance and characteristics*. Austin: Texas Higher Education Coordinating Board.

THECB. (2011b). *THECB: Closing the gaps*. Austin: Texas Higher Education Coordinating Board. Retrieved September 17, 2011, from http://txhighereddata.org/approot/closingthegaps/ctg_main.htm

Appendix A
A Summary of the Findings from the 2009 GAP Analysis Report

Summary of the Socio-demographic and School Contexts

On Demography of the General Population

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, about 18% higher than the state average. But, the other three counties appeared to have lower percentages of underrepresented populations than the state.

On the Profiles of School Districts

1. 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.
2. 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.
3. 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.
4. The council had higher percentages of the underrepresented students than the state in 2009.
5. 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.
6. 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.
7. 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.

8. 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.
9. 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.
10. 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.

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

1. 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.
2. 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.

3. 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.
4. 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.
5. 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.
6. 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.
7. Generally the low performance groups or districts had high increase rates than the highly performed ones from 2008 to 2009.
8. 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.

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.

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.

Appendix B
Recommendations from the 2009 GAP Analysis Report

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.

Appendix C
The North Texas Regional P-16 Council Meeting Minutes in 2010

SOUTHERN DALLAS COUNTY P-16 COUNCIL
Organizational Meeting
December 16, 2010 - 3:00 PM
University of North Texas at Dallas
7400 University Hills Blvd. – Room 212
Meeting Notes

The following were in attendance on December 16, 2010:

Judith Allen – Communities in Schools
Gloria Bahamon – UNT Dallas
Ray de los Santos – LULAC
Cresslond Fannin – Lancaster ISD
Dr. Kay Forsythe – UNT Dallas
Dr. Jean Keller – UNT Dallas
Dr. Sylvia Lopez – Dallas ISD
Dr. Sandy Maddox – Region 10

During opening introductions those present identified the needs or issues related to creating a college-going and career ready culture from the perspective of their representative organization. Issues include creating a knowledge base including parent education, finding time and resources for school counselors to meet the needs of students regarding college and career readiness, defining the counselor role in promoting lifelong learning with an array of options including college as a vehicle, increasing basic skills (reading and writing) of college-going students, providing students with information including college/career events, and using data (gap analysis) to define and take action.

An overview of P-16 nationally, in Texas, and the North Texas Regional P-16 Council was shared. This included the historical basis for a Southern Dallas County P-16 Council as promoted by the North Texas Regional P-16 Council. Data indicate that there are unique needs for the Southern Dallas County area schools and agencies that warrant a P-16 Council (basically a sub-group from the North Texas Regional P-16 Council) that will focus on the southern Dallas County area.

It was also noted that Dr. John Price, UNT Dallas Founding President, has begun an initiative with local school districts and community colleges to promote a college-going culture. It was agreed that the Southern Dallas County P-16 Council would closely follow the development of this initiative to avoid duplication and ensure the best use of time and other resources.

A discussion followed that focused on activities to promote college and career readiness and a college-going culture. Lancaster ISD recently held a College Week and is planning a Career Week. Dallas ISD recently collaborated with SMU for their annual College Readiness Seminar which includes activities for guidance counselors as well as high school students. It was suggested that a regional event might be a good use of resources. Possibilities include engaging local personalities with roots in southern Dallas County such as television, political, and sports personalities; seeking corporate sponsorship and providing quality time to talk with students. The Dallas ISD College Fair is scheduled annually in September and was considered a strong possibility for this collaborative effort.

Other priorities discussed include the need to strengthen STEM (Science, Technology, Engineering, and Mathematics) knowledge, skill, and career interest. Additionally, it was noted that both the STEM and other initiatives should address the gender gap as currently female students excel over their males counterparts. The possibility of a males academy was suggested.

In planning for the next meeting of this group, a date of February 10, 2011, at 2:30 PM at the University of North Texas at Dallas was set. Additional membership to be invited to the February meeting was also discussed including those who had been invited but were unable to attend the December meeting.