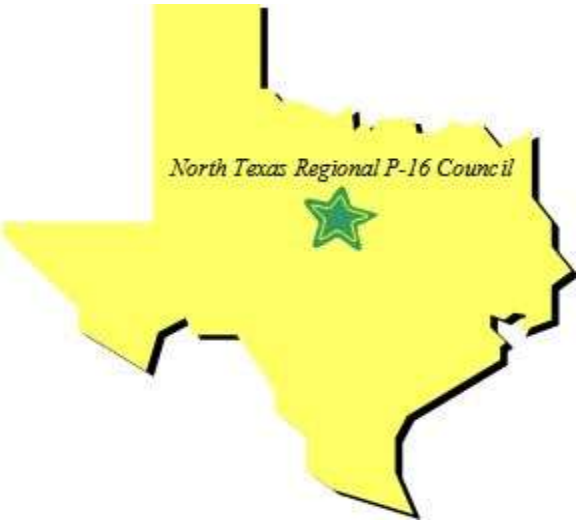


# North Texas Regional P-16 Gap Analysis for the School Year of 2009-2010



Contact: Dr. Jean Keller (Chair)

[jean.keller@unt.edu](mailto:jean.keller@unt.edu)

Dr. Changkuan Xu (Data Analysis)

[changkuan.xu@gmail.com](mailto:changkuan.xu@gmail.com)

Website: [www.coe.unt.edu/NTP16](http://www.coe.unt.edu/NTP16)

# Purposes of the 2010 Gap Analysis

- Presenting the data from ESC Regions 10 and 11 of the Texas Education Agency or Region 3-Metroplex (of the Texas Higher Education Regions) on key indicators
- Conducting horizontal gap analysis between the regional council / ESC Regions 10 and 11/T.H.E. Region 3 and the state on the core indicators
- Tracking the changes on the core data elements for the latest two-year period
- Identifying trends over time on the relevant indicators using multi-year or longitudinal data.

# The Focal Data

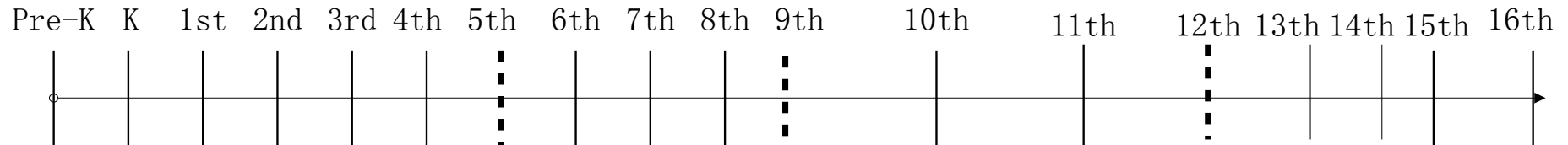
# The 12 Data Elements for Analysis in the Past Two Years Are Not Provided This Year

## Pre-K – 5th Grade Indicators

## Middle School Success Factors

## High School Success Factors

## Transition to College and TX HE Success Factors



### Pre-K – 5th Grade Indicators:

1. *# Children enrolled in public pre-K*
2. *# students meeting standard for 2<sup>nd</sup> grade by the end of 1<sup>st</sup> grade assessed by # 1<sup>st</sup> graders enrolled in ARI and AMI*
3. *# students meeting minimum and commended standards on TAKS for Grade 3 Reading, Grade 4 Writing, and Grade 5 Mathematics*

### Middle School Success Factors:

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*
2. *Retention rate for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders*

### High School Success Factors:

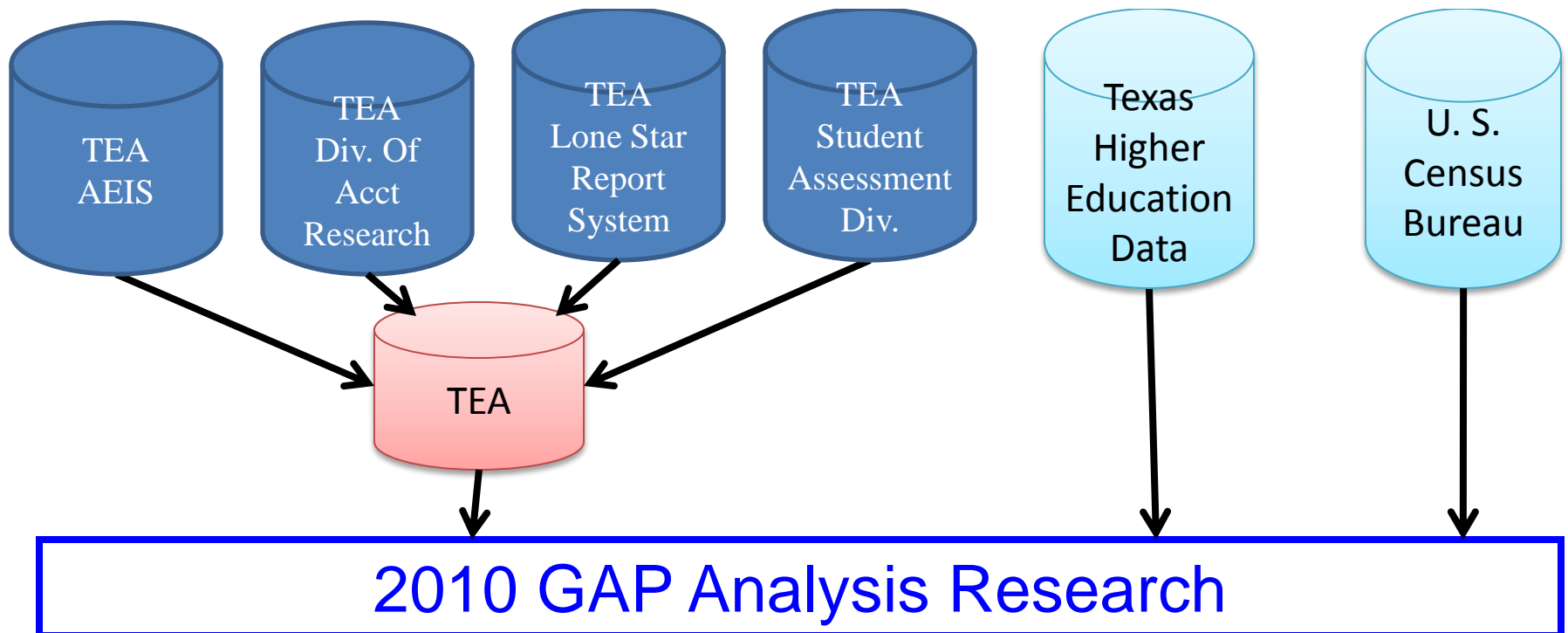
1. *# 1<sup>st</sup> time 9<sup>th</sup> graders taking 10<sup>th</sup> grade level course*
2. *# 1<sup>st</sup> time 9<sup>th</sup> graders advancing to 10<sup>th</sup> grade on time*
3. *# 12<sup>th</sup> graders taking advanced coursework*
4. *Outcomes for the 9<sup>th</sup> grade cohort that graduated with MHP, RHSP, or DAP; continued, earned GED, dropped out, or as other leavers*

### Transition to College and TX HE Success Factors:

1. *# high school graduates college-ready*
2. *# high school graduates directly enrolled into HE*
3. *# high school graduates earning HE degree or certificate within 6 years*

# Main Data Sources for the 2010 Research Studies

In most cases, we could update the GAP analysis in 2010 by utilizing the data from the following sources



# Selected Data Elements for the Analysis in 2010

## - Regional Demographic Information

<b>Last Year</b>	<b>This Year</b>
<b>1. Demographic change in the four north Texas counties from 2008 to 2009</b>	<b>1. Demographic change in the four north Texas counties from 2009 to 2010</b>
<b>2. Student's demography in regional council members from 2003 to 2009</b>	<b>2. Student's demography in regional council members from 2003 to 2010</b>
<b>3. Accountability Ratings and AYP in regional council members from 2004 to 2009</b>	<b>3. Accountability Ratings and AYP in regional council members 2004 to 2010</b>

### Legend for the Data Elements in 2010

**Black:** Extending to the next data point from the previous gap analysis in 2009

**Red:** Unavailable, no replacements either

**Blue:** No data for the regional council, but substitutes or partial data were possible.

**Purple:** Added this year

# Selected Data Elements for Analysis

## - Elementary Education

Last Year	This Year
<p>1. # Children enrolled in public PK in 2008-09 in the council (total and sub groups)</p>	<p>1. # Children enrolled in public PK in 2009-10, but no data for the demographic groups</p>
<p>❖ Trend Analysis: # Children enrolled in public PK in the council from 2004 to 2009</p>	<p>❖ Trend Analysis: # Children enrolled in public PK in the council from 2004 to 2010</p>
<p>2. # students meeting standard for 2<sup>nd</sup> grade by the end of 1<sup>st</sup> grade assessed by # 1<sup>st</sup> graders enrolled in ARI and AMI in 2007-08 in the council</p>	<p>2. Data for the numbers of 1<sup>st</sup> graders enrolled in ARI and AMI in 2008-09 were unavailable.</p>
<p>3. % students in the council meeting the minimum and commended standards on the TAKS tests in Grade 3 reading, Grade 4 writing, and Grade 5 mathematics in 2008-09</p>	<p>3. % students in the council meeting minimum standards on the TAKS tests in G3 reading, G4 writing, and G5 mathematics in 2009-10 in the ESC Regions 10 and 11, but no data on the commended performances.</p>
<p>❖ Trend Analysis: % of students meeting standards on the three TAKS tests from 2003 to 2009 in ESC Regions 10 and 11</p>	<p>❖ Trend Analysis: % of students meeting standards on the three TAKS tests from 2003 to 2010 in ESC Regions 10 and 11</p>

# Selected Data Elements for Analysis

## - Middle School Success Factors

Last Year	This Year
<p>1. Distribution of scale TAKS scores on Grade 6 Reading and Math; Grade 7 Reading, Math, and Writing, and Grade 8 Reading, Math, and Science in the council (2008-09 vs. 2007-2008)</p> <p>❖ <i>Trend Analysis: Retention rate for 6 - 12<sup>th</sup> graders from 2006 to 2008 in the state, the ESC Regions 10 and 11, and the 14 ISDs.</i></p>	<p>1. % met standards and commended performances on the scale TAKS scores on Grade 6 Reading and Math; Grade 7 Reading, Math, and Writing, and Grade 8 Reading, Math, and Science in the ESC Regions 10 and 11 (2009-10 vs. 2008-09)</p> <p>❖ <i>Trend Analysis: Retention rate for 6<sup>th</sup>- 12<sup>th</sup> graders from 2006 to 2009 in the state, the ESC Regions 10 and 11, and the 14 ISDs.</i></p>



# Selected Data Elements for Analysis

## - High School Success Factors

<b>Last Year</b>	<b>This Year</b>
<p>1. # 1<sup>st</sup> time 9<sup>th</sup> graders taking 10<sup>th</sup> grade level course in the council (2008-09)</p> <p>2. # 1<sup>st</sup> time 9<sup>th</sup> graders advancing to 10<sup>th</sup> grade on time in the council (2007-08)</p> <p>3. # 12<sup>th</sup> graders taking advanced coursework in the council (2008-09)</p> <p>4. Outcomes for the 9<sup>th</sup> grade cohort (2004-05) that graduated with MHP, RHSP, or DAP; continued, earned GED, dropped out, or as other leavers in the council (2007-08)</p> <p>❖ Trend Analysis: High school students graduating with MHP/IEP, RHSP, or DAP from 1997-1998 to 2007-2008</p>	<p>1. Advanced Course/Dual Enrollment Completion of 9-12<sup>th</sup> Graders in ESCs 10 and 11 (2008 and 2009)</p> <p>2. AP/IB Results (Tested) of 11-12<sup>th</sup> Graders in ESCs 10 and 11 (2008 and 2009)</p> <p>3. Percent of 4-Year Completion Rate in Four Different Categories in Classes of 2008 and 2009</p> <p>4. Completion Rate I and Completion Rate II in Classes of 2008 and 2009</p> <p>❖ Trend Analysis: High school students graduating with MHP/IEP, RHSP, or DAP from 1997-1998 to 2008-2009</p>

# Selected Data Elements for Analysis

## - Higher Education Success Factors

Last Year	This Year
<ol style="list-style-type: none"> <li>1. # high school graduates college-ready in the council (2007-08)</li> <li>2. # high school graduates directly enrolling into HE in the council (2007-08)</li> <li>3. # students college-ready in English, Math, and Both from 2006 to 2008 in ESCs 10 and 11</li> <li>4. # high school graduates earning HE degree or certificate within 6 years (classes of 2000, 2001, and 2002) in the council (2007-08)</li> </ol>	<ol style="list-style-type: none"> <li>1. # high school graduates college-ready in the council (2008-09)</li> <li>2. # high school graduates directly enrolling into HE In the council (2008-09)</li> <li>3. # students college-ready in English, Math, and Both from 2006 to 2009 in ESCs 10 and 11</li> <li>4. <a href="#">Percent of Receiving Degree/Certificate for High School Graduates in 2001, 2002, and 2003 in Region 3 and the state in 2008-09</a></li> </ol>
<ul style="list-style-type: none"> <li>❖ Trend Analysis: College readiness on TSI Higher Ed Readiness Component on English Language Arts and Math in ESCs 10 and 11 from 2004 to 2009</li> </ul>	<ul style="list-style-type: none"> <li>❖ Trend Analysis: College readiness on TSI Higher Ed Readiness Component on English Language Arts and Math in ESCs 10 and 11 from 2004 to 2010</li> </ul>
<ul style="list-style-type: none"> <li>❖ Trend Analysis: HS Graduates Enrolling in HE the Following Fall from 2007 to 2009 in north Texas</li> </ul>	<ul style="list-style-type: none"> <li>❖ Trend Analysis: HS Graduates Enrolling in HE the Following Fall from 1996 to 2009 in north Texas</li> </ul>

# Selected Data Elements for Analysis

## - Higher Education Success Factors

Last Year	This Year
N/A	<p data-bbox="401 529 1649 596"><b>Texas Higher Education Regional Data</b></p> <ol data-bbox="401 611 1914 1382" style="list-style-type: none"> <li data-bbox="401 611 1773 658">1) Regional Residents' Enrollment in Texas Higher Education in 2009</li> <li data-bbox="401 668 1754 758">2) Regional Residents' Enrollment in Texas Public Higher Education Institutions by Ethnicity in 2000 vs. 2009</li> <li data-bbox="401 768 1914 858">3) Public Higher Education Enrollment by Gender and Ethnicity Fall 2009 in Region 3</li> <li data-bbox="401 868 1914 958">4) Percent of Receiving Degree/Certificate for High School Graduates in 2001, 2002, and 2003 in Region 3 and the state (also in the previous slide)</li> <li data-bbox="401 968 1889 1153">5) Regional Residents' Graduation Rates with Baccalaureate or Higher Degrees within 6 Years vs. 10 Years of Fall 1999 1<sup>st</sup> Time Undergraduate Cohorts at Public Community and Technical Colleges and at Public Universities</li> <li data-bbox="401 1163 1914 1382">6) The 1998 Seventh Grade Cohort tracked through Higher Education on the Key Milestones: HS Graduation, H.E. Enrollment, and Graduate from HE               <ol style="list-style-type: none"> <li data-bbox="498 1272 1205 1319">1) In Total in Region 3 vs. the State</li> <li data-bbox="498 1329 1537 1376">2) By Ethnicity and Gender in Region 3 vs. the State</li> </ol> </li> </ol>

# **The School Districts in the North Texas Regional P-16 Council**

# Member School Districts

## School Districts included in the North Texas Regional P-16 Council in 2010

1. Cedar Hill ISD
2. Dallas ISD
3. Denton ISD\*
4. DeSoto ISD
5. Duncanville ISD
6. Fort Worth ISD\*
7. Irving ISD
8. Lancaster ISD
9. Little Elm ISD\*
10. McKinney ISD
11. Mesquite ISD
12. Plano ISD
13. Richardson ISD
14. Wylie ISD

\* Indicates the ISDs are in the ESC Region 11, others are in the ESC Region 10.

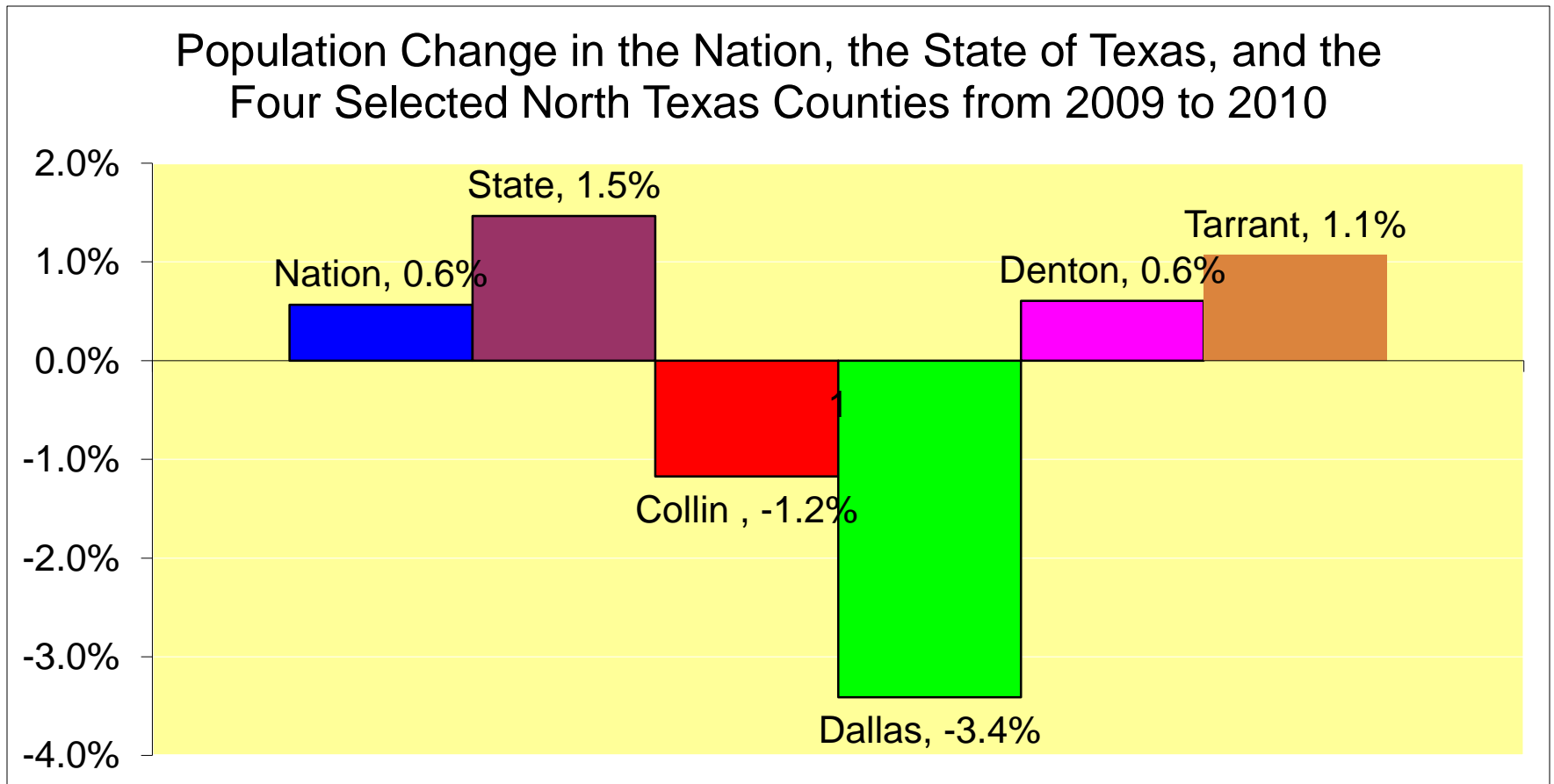
# The Locations of the 14 School Districts in the Four North Texas Counties



**Put it in Context:  
The Demographic Profiles**

# Population Changes in North Texas from 2009 to 2010

- The state grew more than twice as fast as the nation from 2009 to 2010.
- All four north Texas counties increased in population at less than the state average. Dallas and Collin Counties had negative growth from 2009 to 2010.

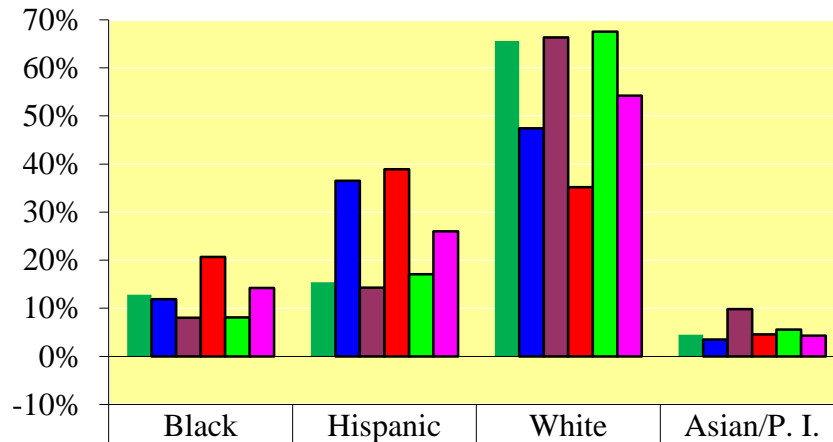




# Population Ethnic Composition in North Texas in 2008 vs. 2010

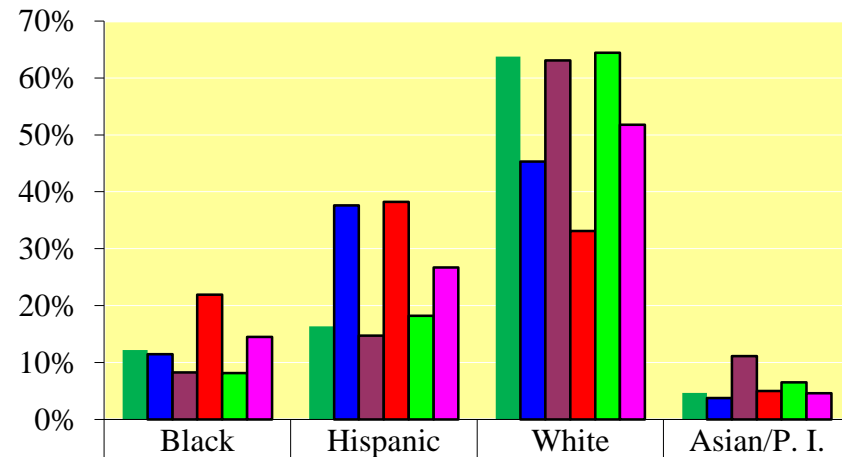
- Both the nation and the state dropped 1.9% in White population or grew 1.9% in diversity from 2008 to 2010
- All of the four north Texas counties grew faster in diversity than the state or the nation from 2008 to 2010 (3.2%, 2.1%, 3.1%, and 2.4%, respectively, vs. 1.9% in the state or the nation).

**Population Composition by Ethnicity in the Nation, the State, and the Selected North Texas Counties in 2008**



	Black	Hispanic	White	Asian/P. I.
■ Nation	12.8%	15.4%	65.6%	4.5%
■ State	11.9%	36.5%	47.4%	3.5%
■ Collin	8.0%	14.3%	66.3%	9.8%
■ Dallas	20.7%	38.9%	35.2%	4.6%
■ Denton	8.1%	17.1%	67.5%	5.6%
■ Tarrant	14.2%	26.0%	54.2%	4.3%

**Population Composition by Ethnicity in the Nation, the State, and the Selected North Texas Counties in 2010**



	Black	Hispanic	White	Asian/P. I.
■ Nation	12.2%	16.3%	63.7%	4.7%
■ State	11.5%	37.6%	45.3%	3.8%
■ Collin	8.3%	14.7%	63.1%	11.2%
■ Dallas	21.9%	38.3%	33.1%	5.0%
■ Denton	8.2%	18.2%	64.4%	6.5%
■ Tarrant	14.5%	26.7%	51.8%	4.6%

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

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

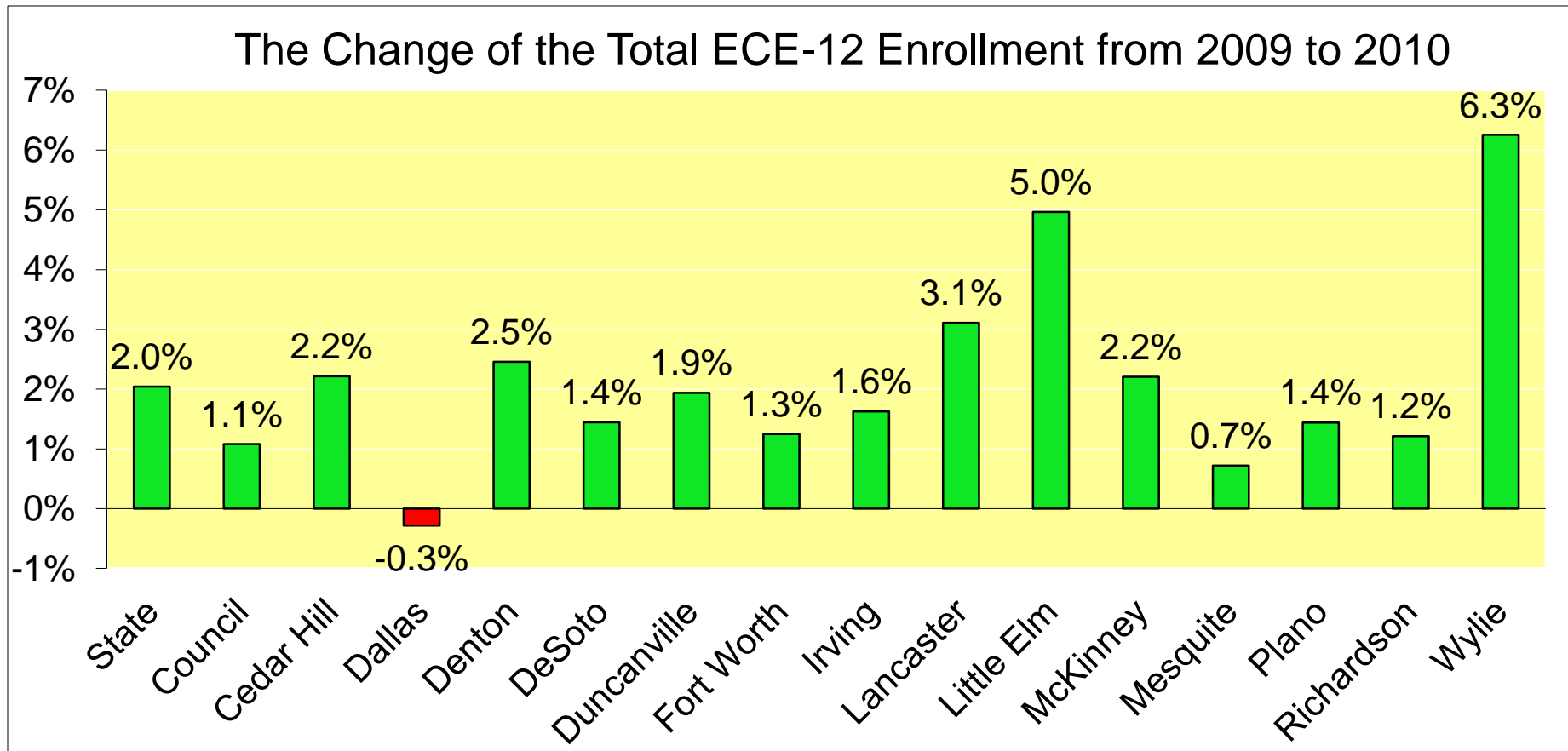
# Summary of the Regional Demography and Changes

- The nation, the state, and the four north Texas counties continued to grow in diversity.
- The north Texas counties grew faster than the state and the nation in diversity.
- Diversity was not evenly distributed in the four north Texas counties. Dallas County, the largest, had the largest percentage of population groups underrepresented in HE, followed by second largest, Tarrant County. Nevertheless, the other two smaller counties have grown faster in diversity in recent years than the two larger counties.

# **The Dynamic Schools**

## Change in Total EC-12 Enrollment from 2009 to 2010

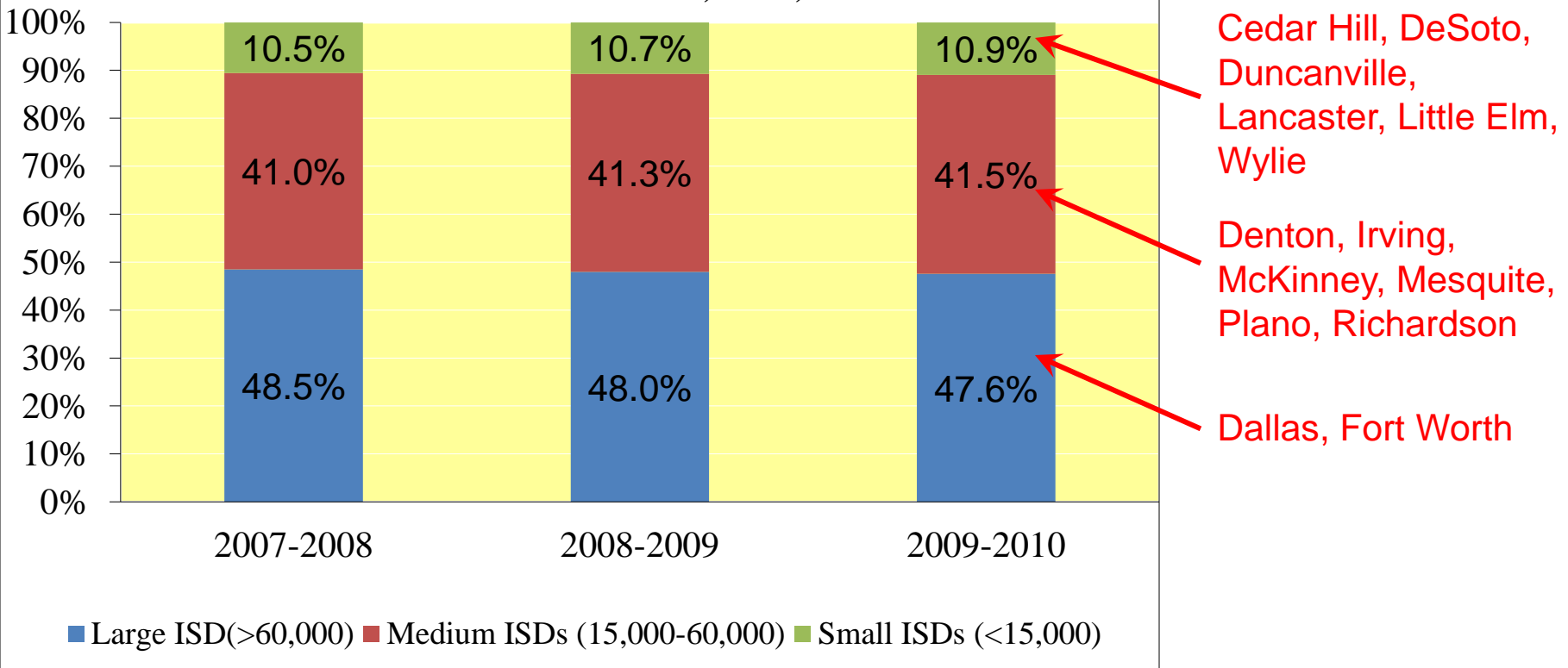
- The council's region grew slower than the state (1.1% vs. 2.0%) from 2009 to 2010, mainly due to decline in the large Dallas ISD.
- All but Dallas ISD grew in EC-12 enrollment from 2009 to 2010.
- Smaller ISDs were likely to have faster growth.



# The 14 ISDs in the Regional Council across Three Years

- The two largest ISDs (Dallas and Fort Worth) had almost half of the student population in the north Texas regional council. The six medium ISDs comprised about 40%, and the remaining six small ISDs accounted for about 10%.
- However, the large ISDs have gradually shrunk, and the small/medium ISDs have slowly expanded.

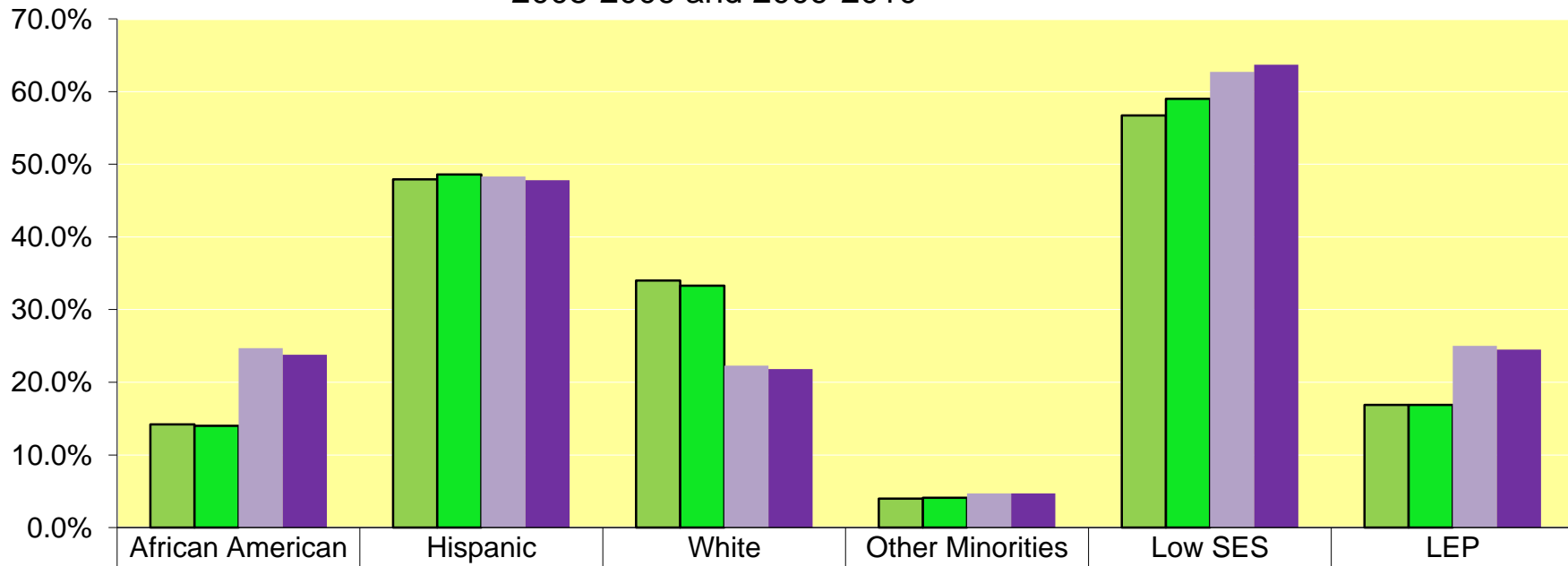
The Large, Medium, and Small ISDs in the Regional Council in the School Years of 2008, 2009, and 2010



# Student Demography in 2009 and 2010

- The regional council had higher percentages of African American, economically disadvantaged, and LEP students, and low ratio of White students, compared to the state in both 2009 and 2010. The two entities had comparable ratios of Hispanics in the two years
- The state increased 0.7% in diversity from 2009 to 2010, slightly faster than the regional council at 0.5% in the same period.

Comparison of Student Demography between the Regional Council and the State in 2008-2009 and 2009-2010



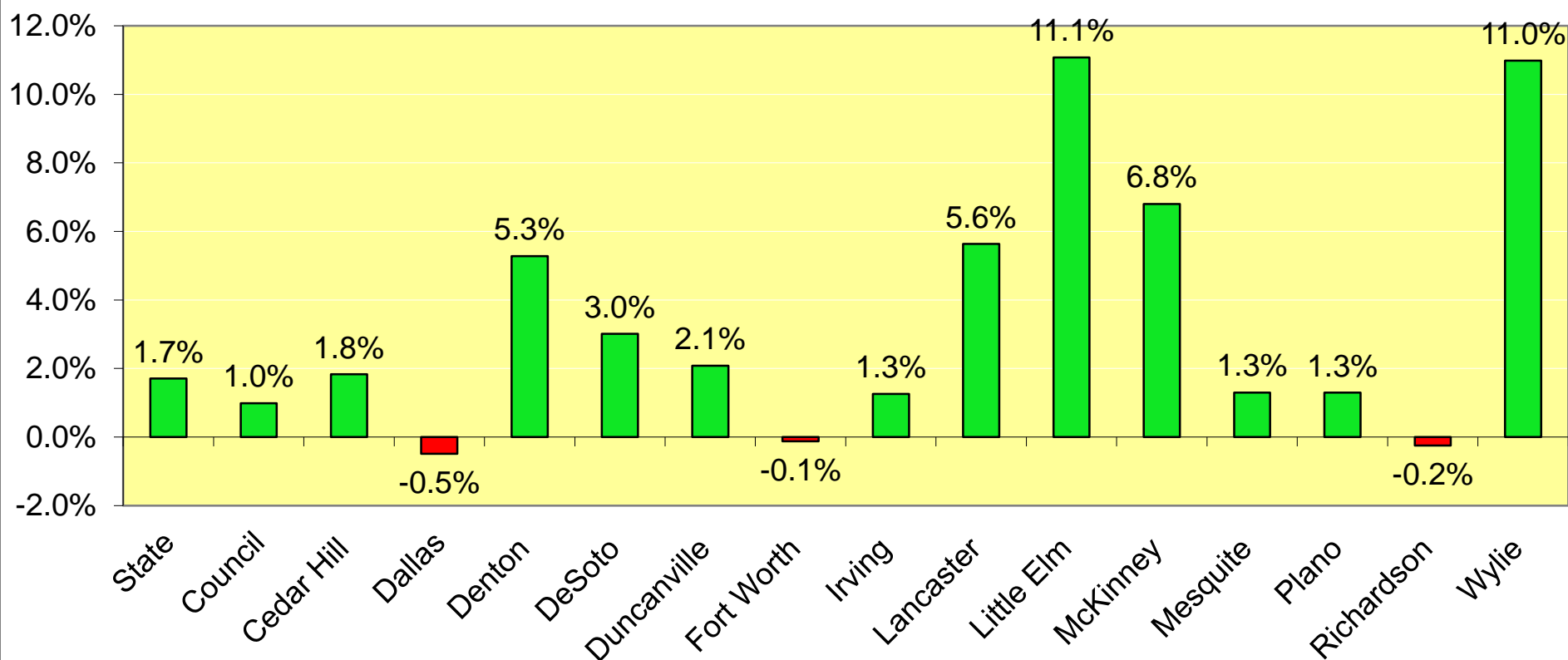
■ State in 2009	14.2%	47.9%	34.0%	4.0%	56.7%	16.9%
■ State in 2010	14.0%	48.6%	33.3%	4.1%	59.0%	16.9%
■ Council in 2009	24.7%	48.3%	22.3%	4.7%	62.7%	25.0%
■ Council in 2010	23.8%	47.8%	21.8%	4.7%	63.7%	24.5%

# Trend Analysis

## The Average Annual Growth Rate of EC-12 Enrollment from 2003 to 2010

- The regional council EC-12 student population grew more slowly than the state (1.0% vs. 1.7%), largely due to the negative growth in the three large ISDs in the council (i.e., Dallas, Fort Worth, and Richardson).
- Smaller ISDs were like to have larger growth rates.

The Average Annual Change Rate of Total EC-12 Student Enrollment from 2003 to 2010

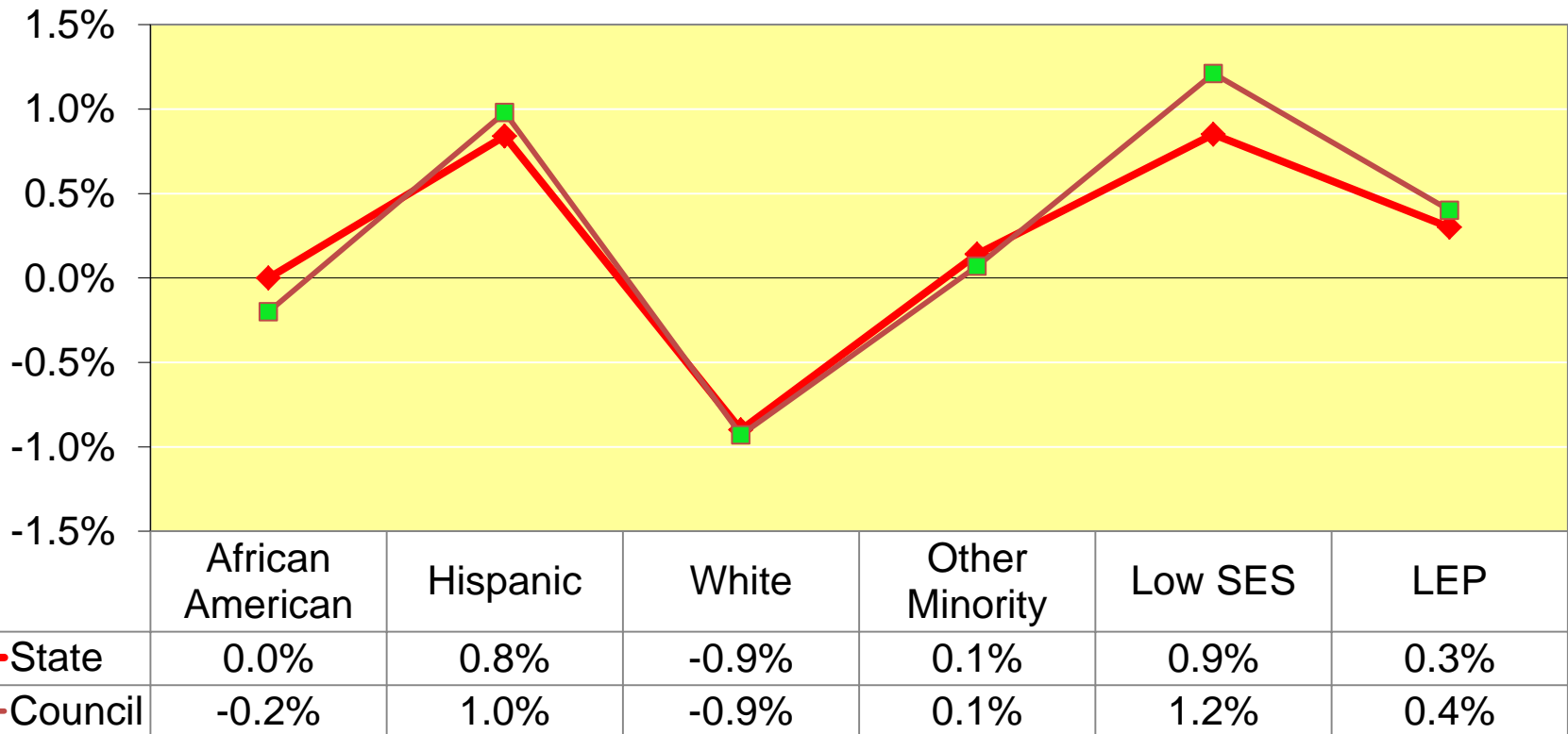


# Trend Analysis

## The Annual Growth Rate of EC-12 Students by Demography from 2003 to 2010

- The regional council and the state had the same change patterns: Hispanics/Low SES  $\uparrow$ , LEP  $\nearrow$ , Black/Other Minorities  $\approx$ , White  $\downarrow$
- The regional council grew slightly faster than the state in Hispanic, Low SES, and LEP students.

The Average Annual Change Rate of Different Types of EC-12 Students in the State and the Regional Council in 8 Years (2003-2010)





# Summary of Student and School Profiles

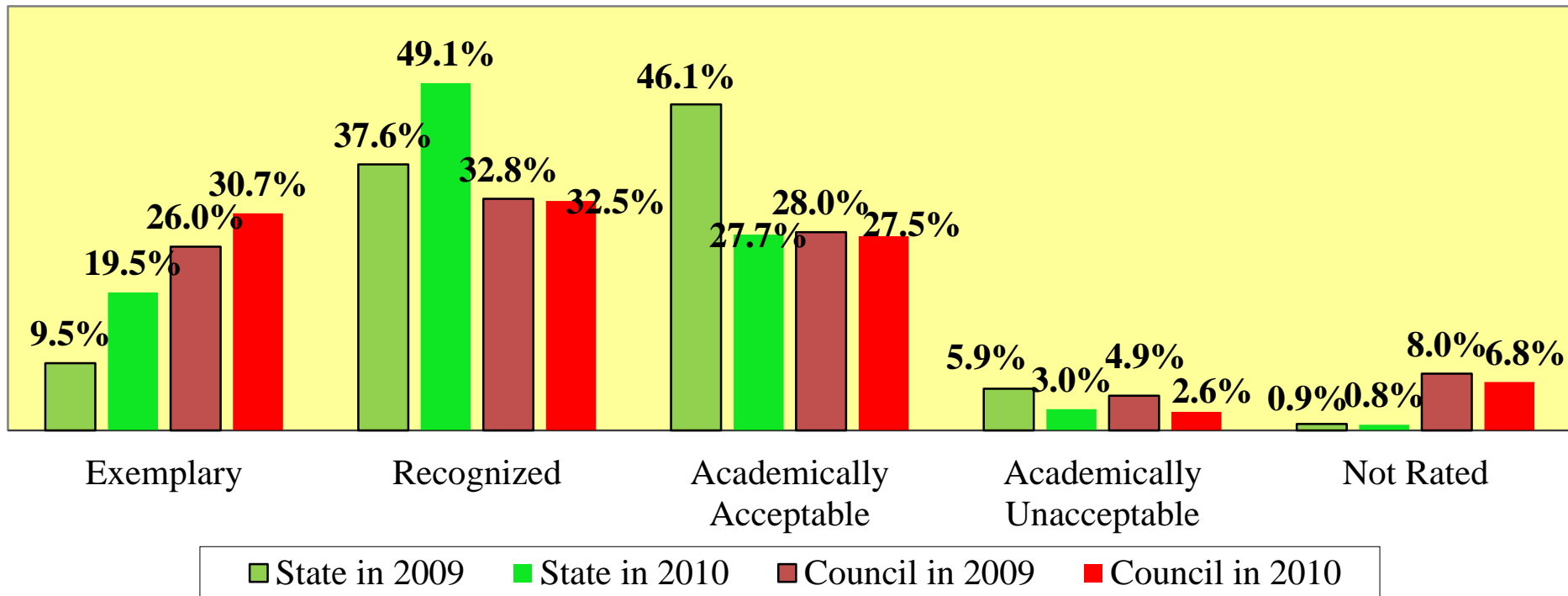
- The regional council, along with its member ISDs except for the Dallas ISD, grew in total EC-12 student enrollment 2009 to 2010.
- The council members increased in total EC-12 student enrollment at an annual rate of 1% in the past eight years, slower than the state average of 1.7%. Smaller districts tended to grow faster.
- Although the two largest ISDs accounted for almost 50% of the total student enrollment in 2010, their composite ratio gradually decreased from 2008 to 2010.
- The regional council has continuously grown in diversity, faster than the state in Hispanic, low SES, and LEP enrollment.

# **Accountability Ratings and AYP**

# Accountability Ratings in the State and the Regional Council in 2009 and 2010

- The state gained over 20% in ‘Exemplary’ and ‘Recognized’ accountability ratings from 2009 to 2010 (from 47.1% to 68.6%), much faster than the 4.4% growth in the regional council (from 58.8% to 63.2%). The council was below the state average for ‘Exemplary’ and ‘Recognized’ schools in 2010.
- The regional council had little change in ‘Recognized’ or ‘Academically Acceptable’ schools from 2009 to 2010, whereas the state had over 10% increase on ‘Recognized’ and almost 10% decrease on ‘Academically Acceptable’.

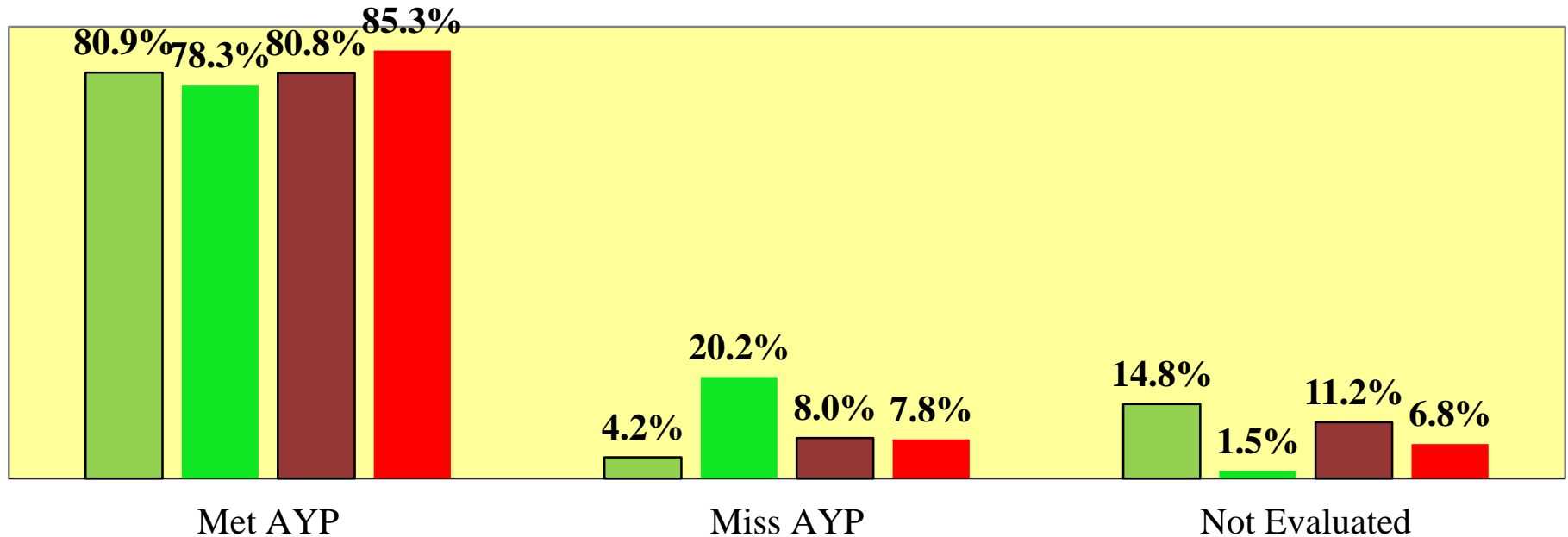
Accountability Ratings in the State and the Regional Council in 2009 and 2010



# Adequate Yearly Progress (AYP) Rating in 2009 and 2010

- Schools in the regional council surpassed the state by about 7% in meeting AYP in 2010; rates were comparable 2009
- The school rating of 'Missed AYP' significantly increased from 4.2% to 20.2% in the state, whereas the regional council remained almost the same as in 2009, at about 8%.

Percent of Schools by Adequate Yearly Progress Rating in 2009 and 2010



■ State in 2009   ■ State in 2010   ■ Council in 2009   ■ Council in 2010

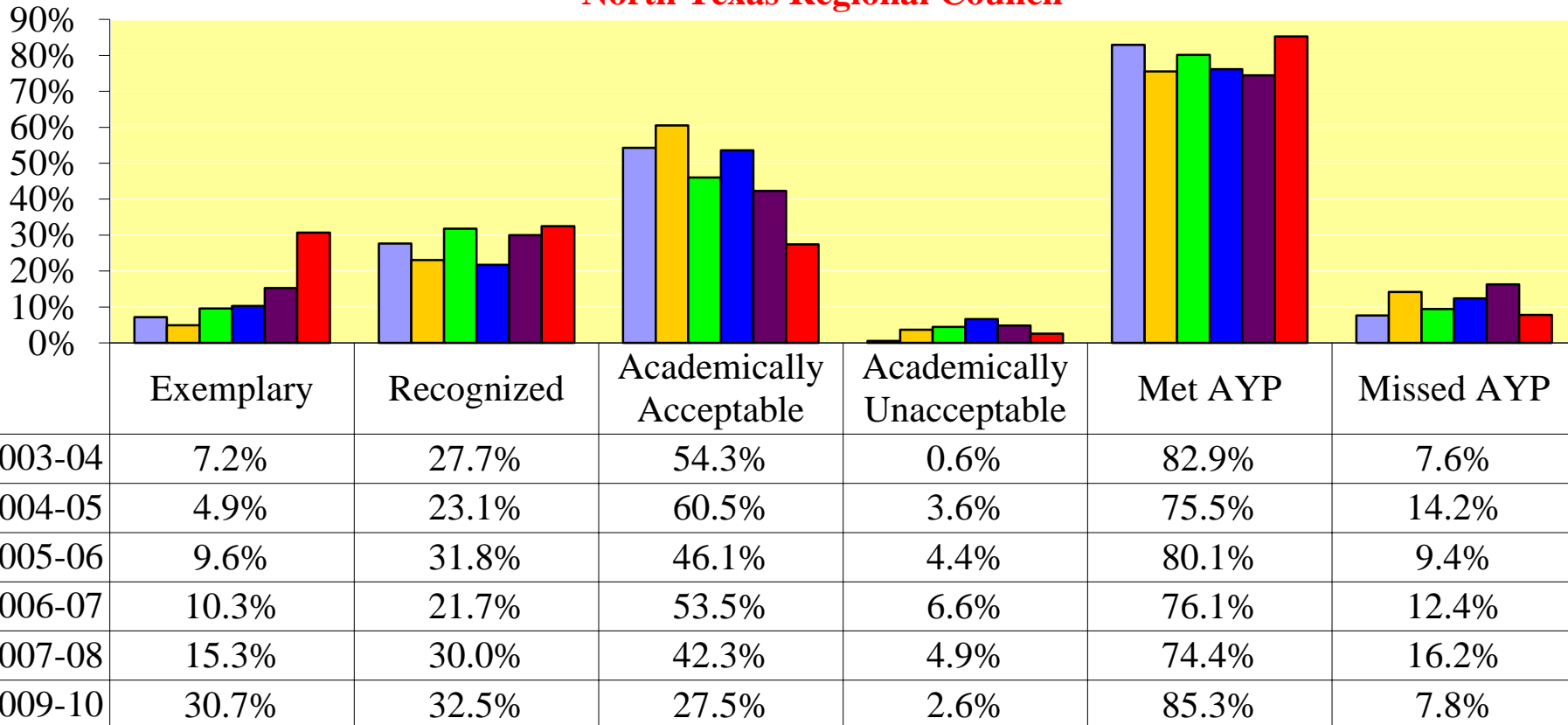
# Track the Change

## Accountability Ratings and AYP in the Regional Council from 2004 to 2010

- Note the significant increase in 'Exemplary,' noticeable growth in 'Recognized', and remarkable decrease in 'Academically Acceptable.'
- Little change on 'Met AYP' for schools from 2004 to 2010

Accountability Ratings and Adequate Yearly Progress in the Regional Council from 2004 to 2010

### North Texas Regional Council

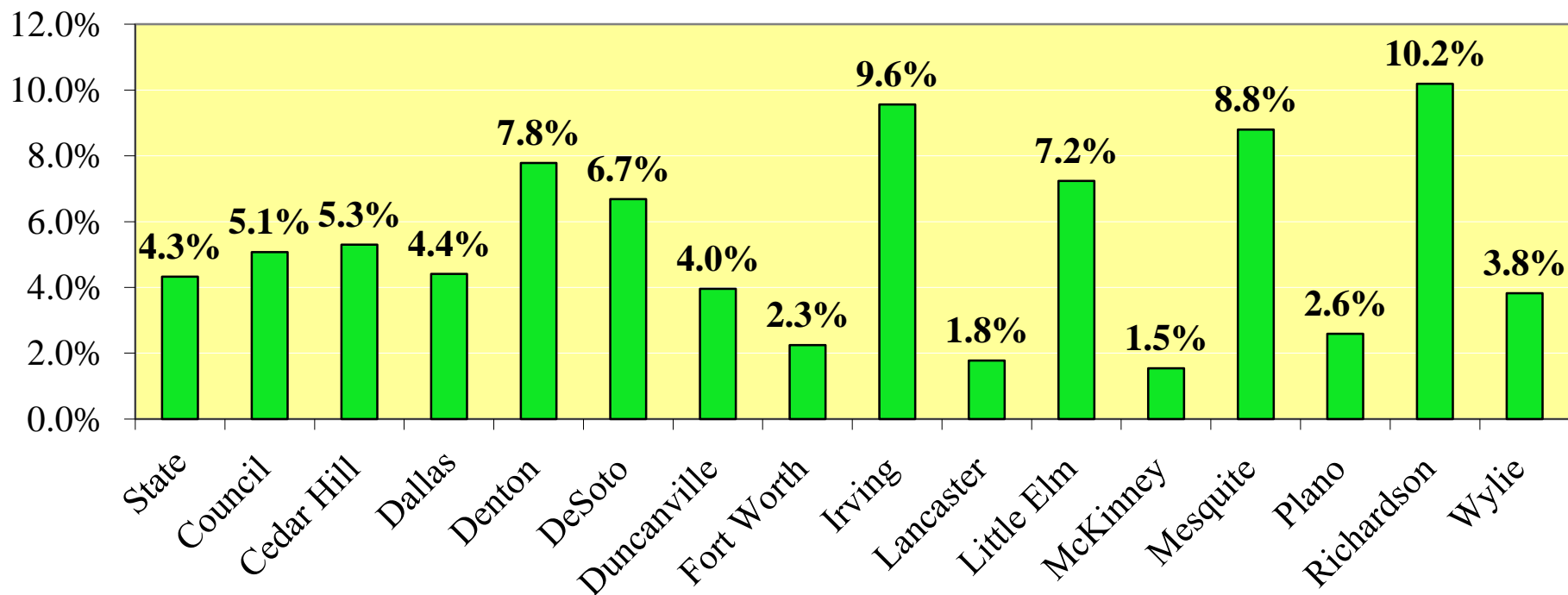


# Trend Analysis

## The Net Average Annual Growth Rate of Accountability Ratings from 2004 to 2010

- The regional council increased at an average annual rate of 5.1% on accountability ratings from 2004 to 2010, faster than the state with a rate of 4.3%.
- All ISDs had positive growth rates.

The Net Average Annual Growth Rate of Accountability Ratings for the 14 ISDs in the Past Seven Years (2004-2010)



Source: TEA LONESTAR (<http://www.lonestarreports.com/>)

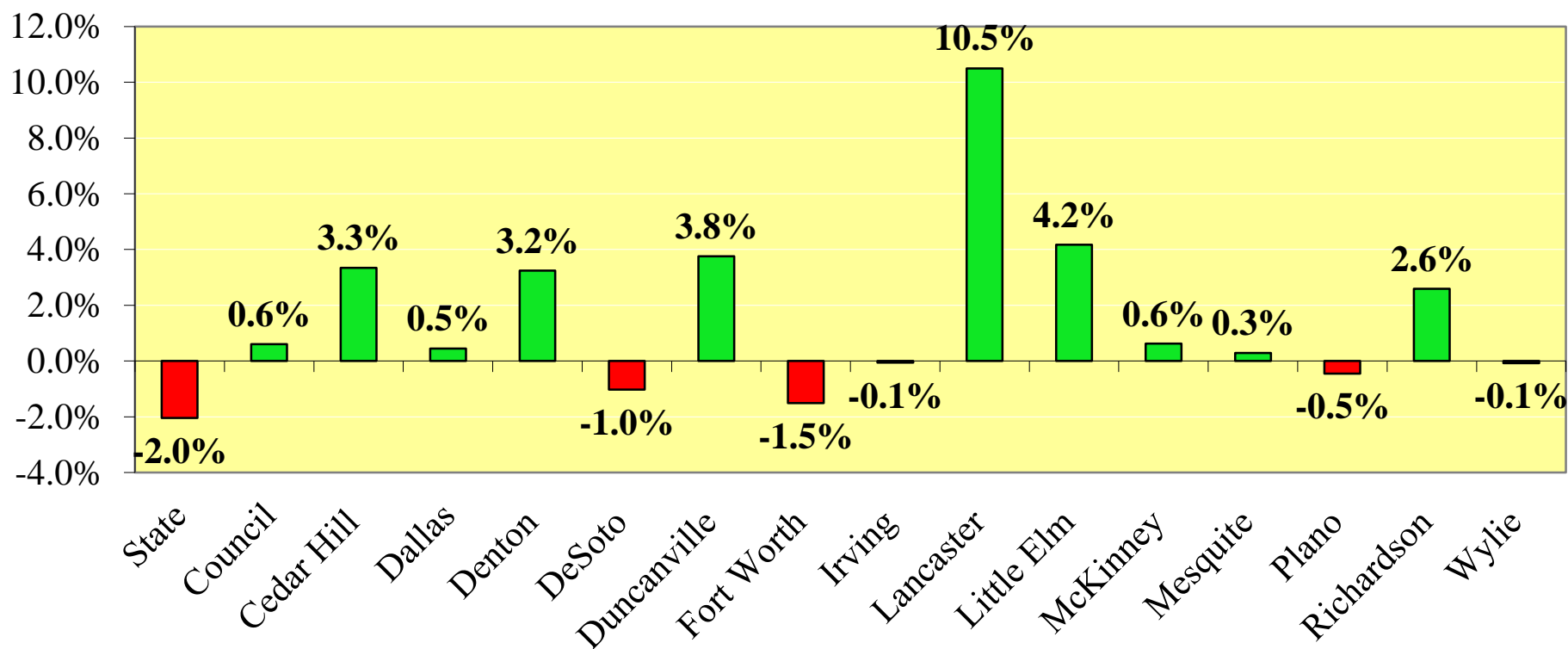
Note: Net change = Exemplary + Recognized – Academically Unacceptable

# Trend Analysis

## The Net Average Annual Growth Rate on AYP Evaluation from 2004 to 2010

- The regional council grew positively in meeting AYP at an annual rate of 0.6%, better than the change rate of -2% in the state on AYP from 2004 to 2010.
- Smaller ISDs appeared to increasing AYP ratings faster.

Annual Growth Rate of Adequate Yearly Progress for the 14 ISDs in Seven Years from 2004 to 2010



# Summary of Accountability Ratings and AYP Evaluations

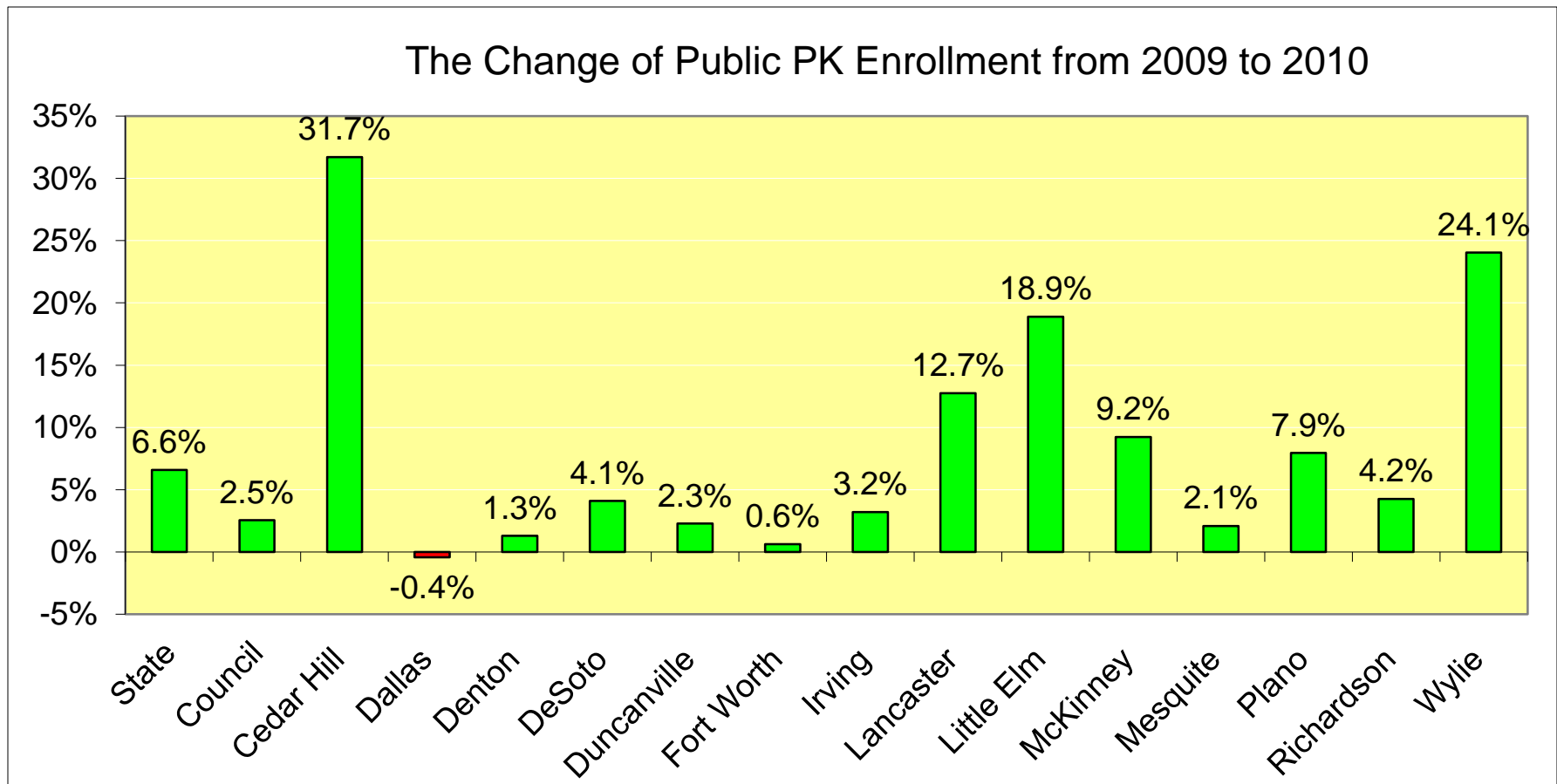
- The regional council increased 5% in school 'Exemplary' and 'Recognized' accountability ratings from 2009 to 2010, much slower than the 20% increase in the state. Consequently, the council was about 5% behind the state for the combined top two categories in 2010.
- The regional council improved about 5% on school AYP from 2009 to 2010, whereas the state decreased about 3%. Accordingly, the council was about 7% higher than the state in 2010.
- The trend analysis for seven-year data from 2004 to 2010 indicates that the state, the regional council, and the 14 member ISDs all had positive growth in school accountability ratings. The council improved about 1% faster than the state. Nevertheless, neither the council nor the state improved much on AYP from 2004 to 2010. In fact, the state decreased at an annual rate of 2%.



# **Pre-K-5 Indicators**

# The Change of Public PK Enrollment from 2009 to 2010

- The regional council grew 2.5% from 2009 to 2010 on public PK enrollment, lower than the 6.6% increase in the state.
- All ISDs but Dallas had positive growth.
- Small ISDs were likely to have large growth rates.

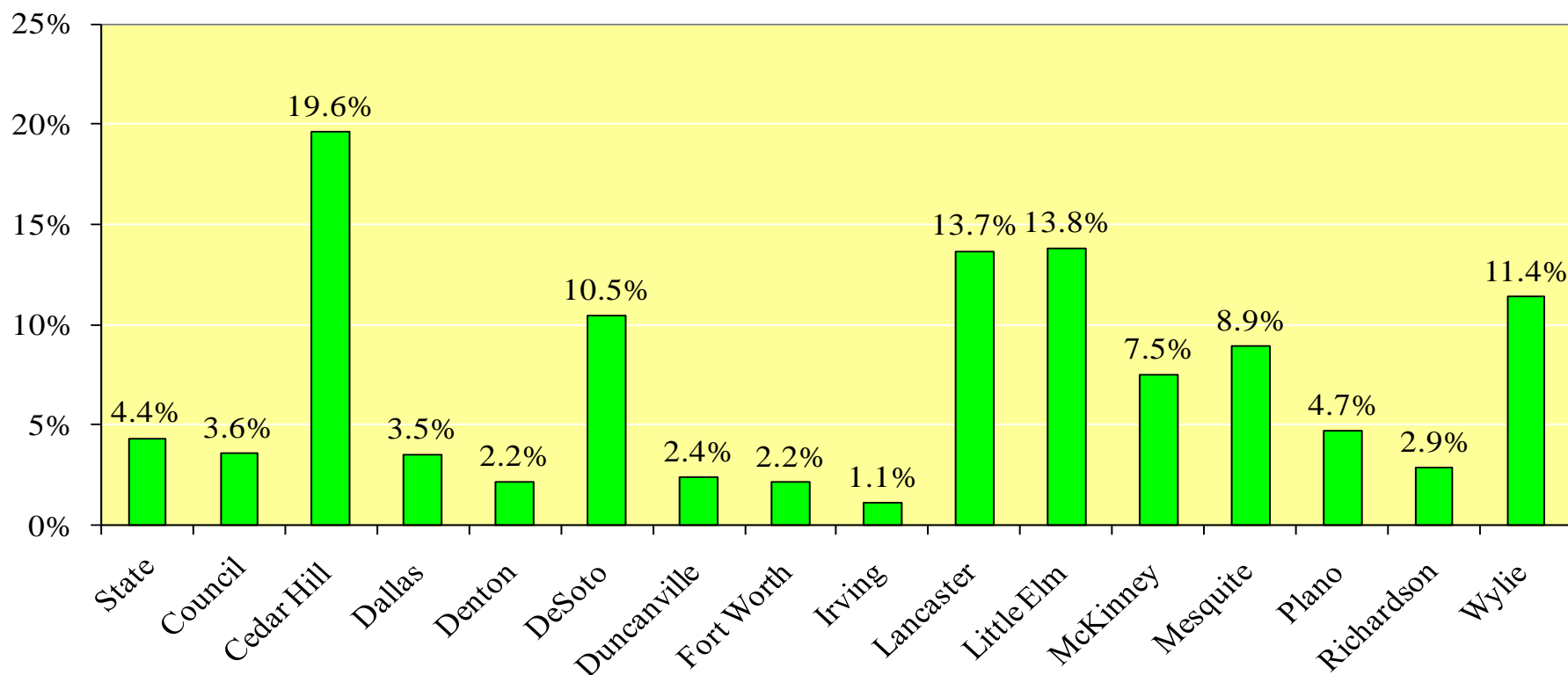


# Trend Analysis

## The Annual Change in Public PK Enrollment from 2004 to 2010

- The state, the council, and the 14 member ISDs all had positive change in PK enrollment, the regional council grew slower than the state.
- Smaller ISDs demonstrated faster growth rates

The Annual Change Rate on Public PK Enrollment from 2004 to 2010



# Findings on Public Pre-K Enrollment

- **The total public PK enrollment in the regional council increased 2.5% from 2009 to 2010, much slower than 6.6% in the state. Smaller ISDs were likely to grow faster than the large ones.**
- **In 2008 and 2009, almost 90% of the public PK enrollees were from African American and Hispanic or from economically disadvantaged families. The composition of the children enrolled in 2010 was not available, but it is believed to be similar to those in 2008 and 2009.**
- **The public PK enrollment in the regional council grew at an annual rate of 3.6% from 2004 to 2010, slower than 4.4% in the state. Smaller ISDs grew much faster than the larger ones, in general.**

# The Implications of the Findings

The analysis of the data has shown that although the regional council has increased in public PK enrollment each year in the past seven years, its growth was noticeably slower than the state. Why so, and how can we improve the situation? We may need to establish a special task force on the public PK enrollment. Some key issues to think about may be:

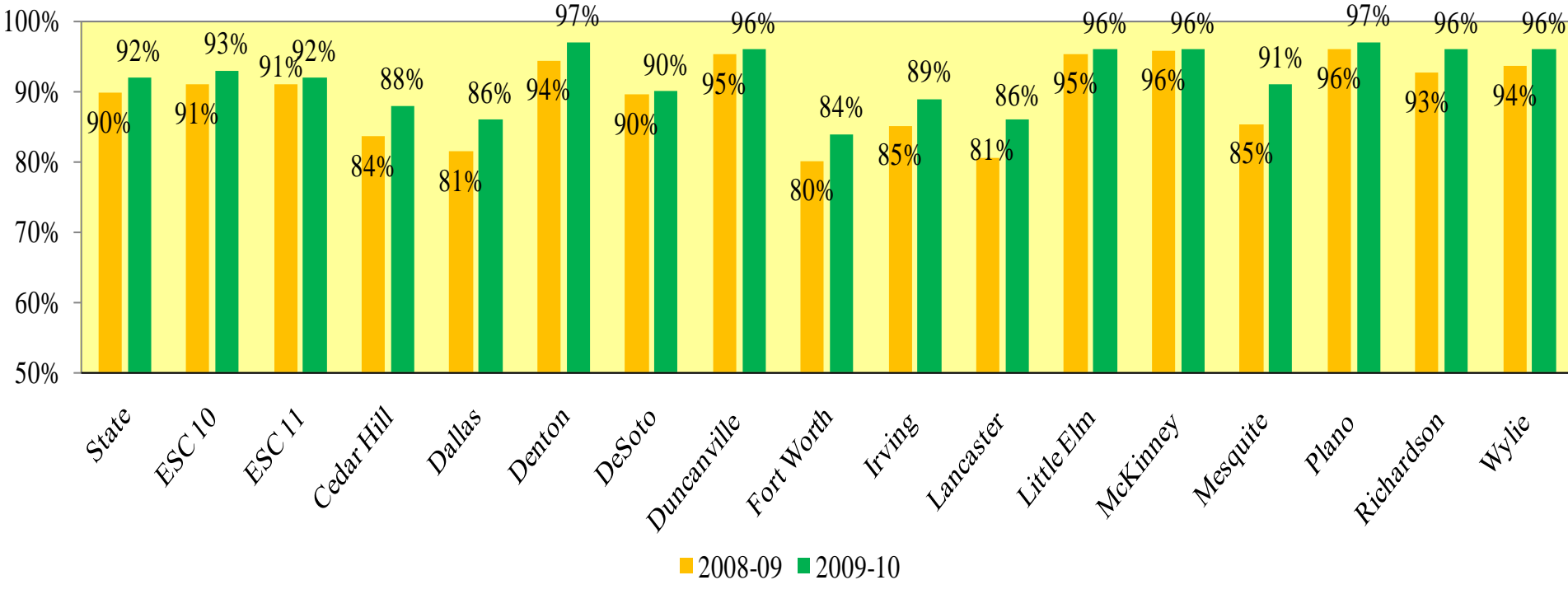
- Why has the regional council grown slower than the state?
- What are the barriers to growth in public PK enrollment?
- What strategies encourage public PK enrollment, especially in the slower growing ISDs or subgroups?
- How can public PK programs operate with high quality and be attractive to the parents with qualified children?
- What are action plans and how can they be implemented?

# 3<sup>rd</sup> Grade Reading TAKS Met Standards in 2009 and 2010

- The state and Regions 10 and 11 increased 2%, 2%, and 1%, respectively, from 2009 to 2010.
- No ISDs had negative changes.
- The lower performing ISDs in 2009 were likely to demonstrate significant improvement.

3rd Grade Students Meeting the Passing Standards of TAKS in Reading in 2008-2009 and 2009-2010

All Students



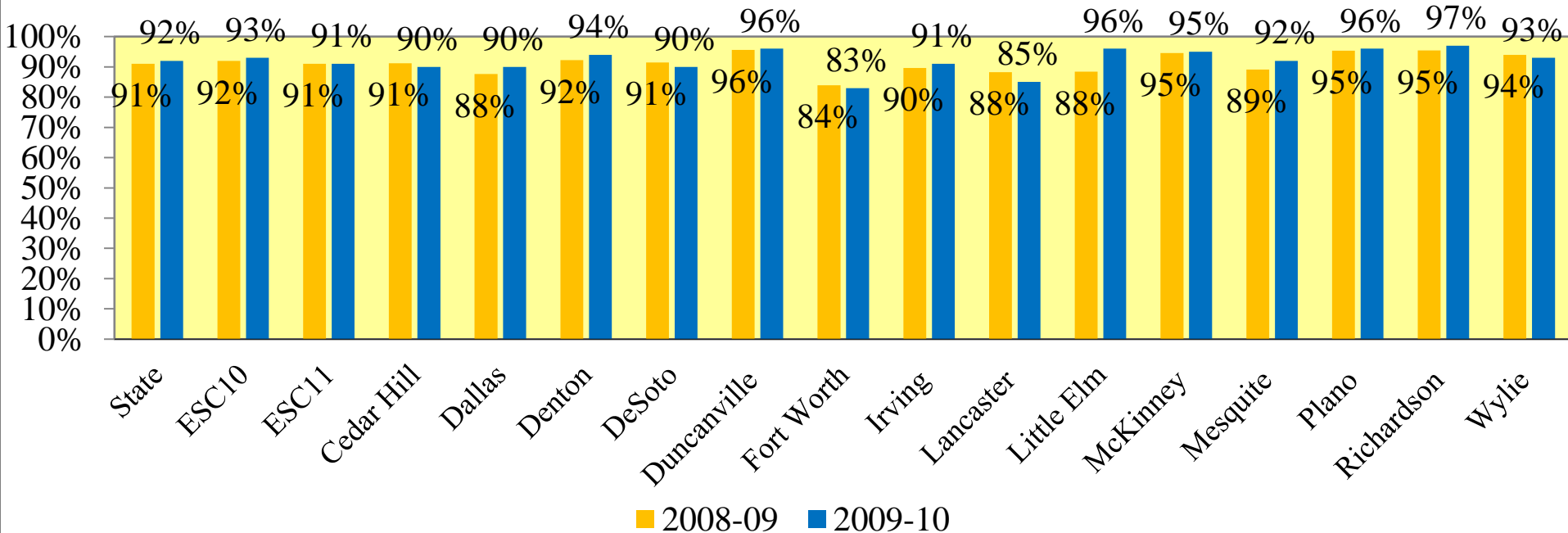
Source: TEA AEIS - 3rd Grade Reading in 2008-09 and 2009-10.

# 4<sup>th</sup> Grade Writing TAKS Met Standards in 2009 and 2010

- The state and Region 10 increased 1% from 2009 to 2010, whereas Region 11 had virtually no change, remaining at 91%.
- The state, Regions 10 and 11, and 12 out of the 14 member ISDs had a passing rate of at least 90% in 2010.
- Eight out of the 14 ISDs had positive changes.
- However, two ISDs showed relatively low passing rates.

4th Grade Students Meeting the Passing Standards in Writing in 2008-2009 and 2009-2010

All Students

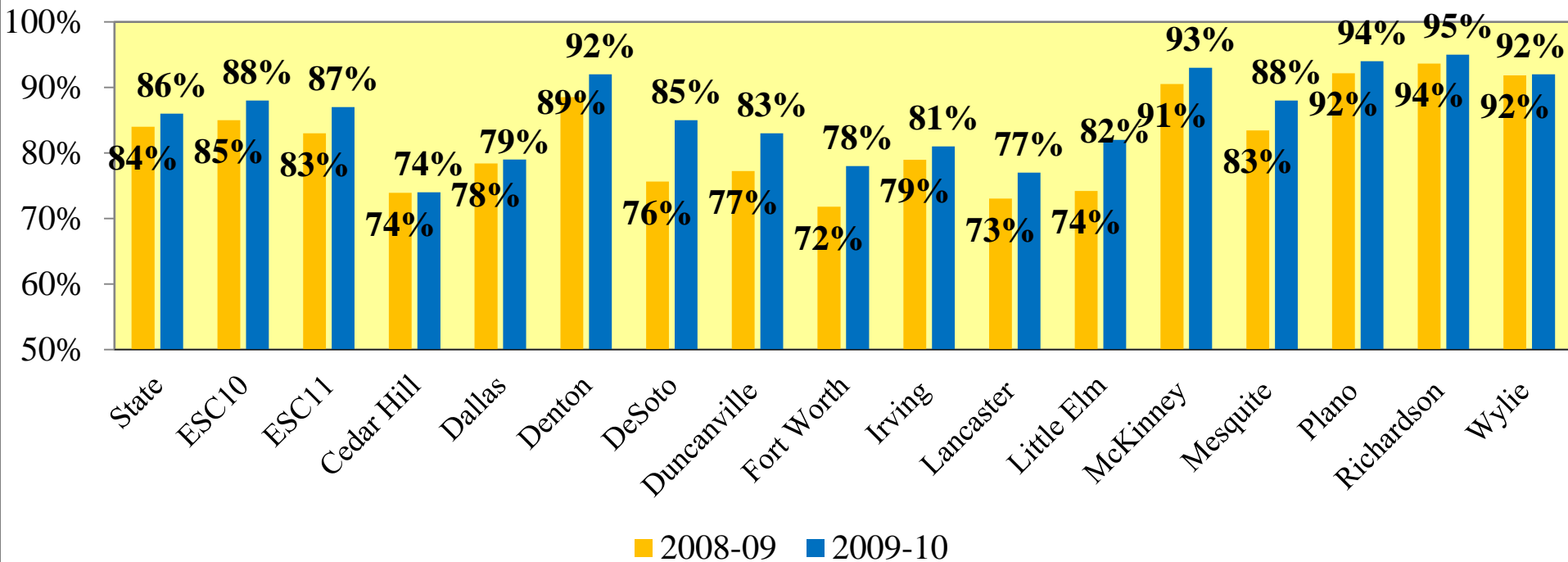


# 5<sup>th</sup> Grade Math TAKS Met Standards in 2009 and 2010

- The state and Regions 10 and 11 increased 2%, 3%, and 4%, respectively, from 2009 to 2010.
- The percentages of students that passed grade 5 math were generally lower than in 3<sup>rd</sup> grade reading or 4<sup>th</sup> grade writing in each entity. But these passing percentages in mathematics grew faster from 2008-09 to 2009-10..
- Regions 10 and 11 were again comparable to the state in 2009 and 2010.

5th Grade Students Meeting the Passing Standards in Mathematics in 2008-2009 and 2009-2010

All Students



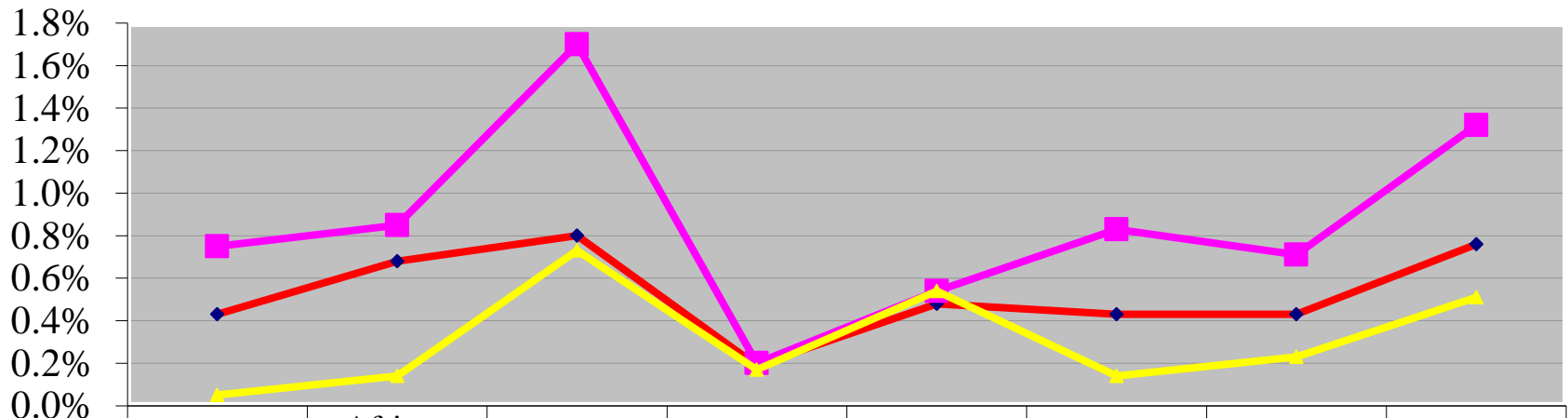


# Trend Analysis

## Annual Growth Rate on G3 Reading Met Standards from 2003 to 2010

- Every group showed a positive growth rate
- Region 10 > State > Region 11
- Hispanic/Low SES/African American > White or Asian/Pacific Islander
- Male and female had similar growth rates

The Average Annual Change Rate in Grade 3 Reading TAKS from 2002-2003 to 2009-2010 in Different Groups in the State and the ESCs 10 and 11



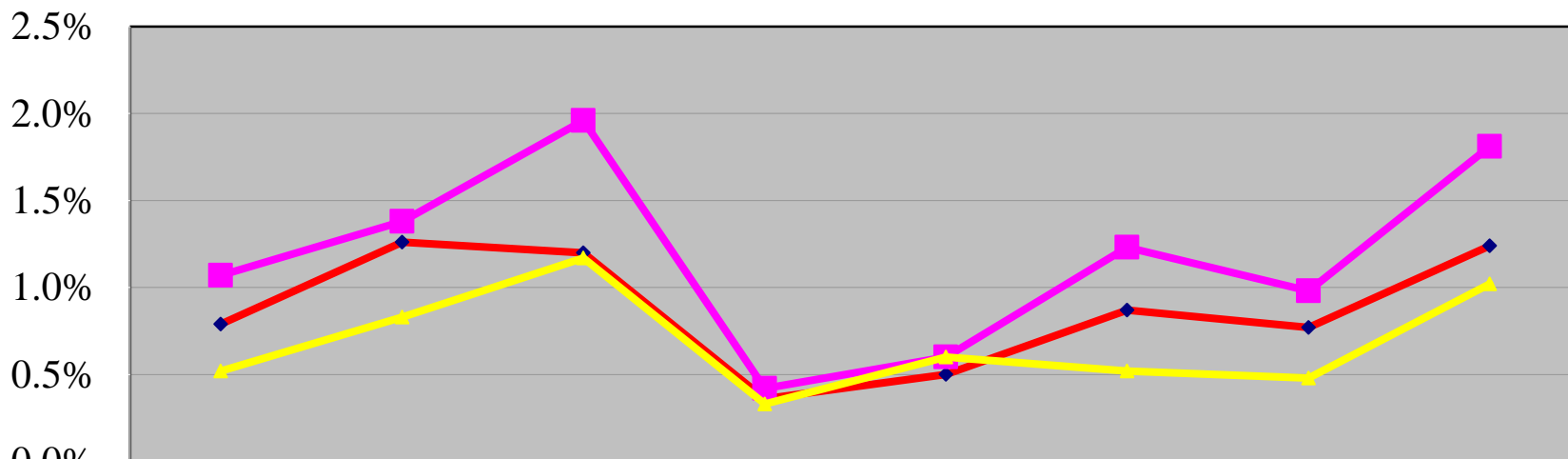
	All	African American	Hispanic	White	Asian/P. I.	Male	Female	Low SES
State	0.4%	0.7%	0.8%	0.2%	0.5%	0.4%	0.4%	0.8%
Region 10	0.8%	0.9%	1.7%	0.2%	0.5%	0.8%	0.7%	1.3%
Region 11	0.1%	0.1%	0.7%	0.2%	0.5%	0.1%	0.2%	0.5%

# Trend Analysis

Annual Growth Rate on G4 Writing Met Standards from 2003 to 2010

- Positive growth rates for all groups
- Region 10 > State > Region 11
- Hispanic/Low SES/African American > White or Asian/Pacific Islander
- Males appeared to be improving somewhat faster than females

The Average Annual Change Rate in Grade 4 Writing TAKS from 2002-2003 to 2009-2010 in Different Groups in the State and the ESCs 10 and 11



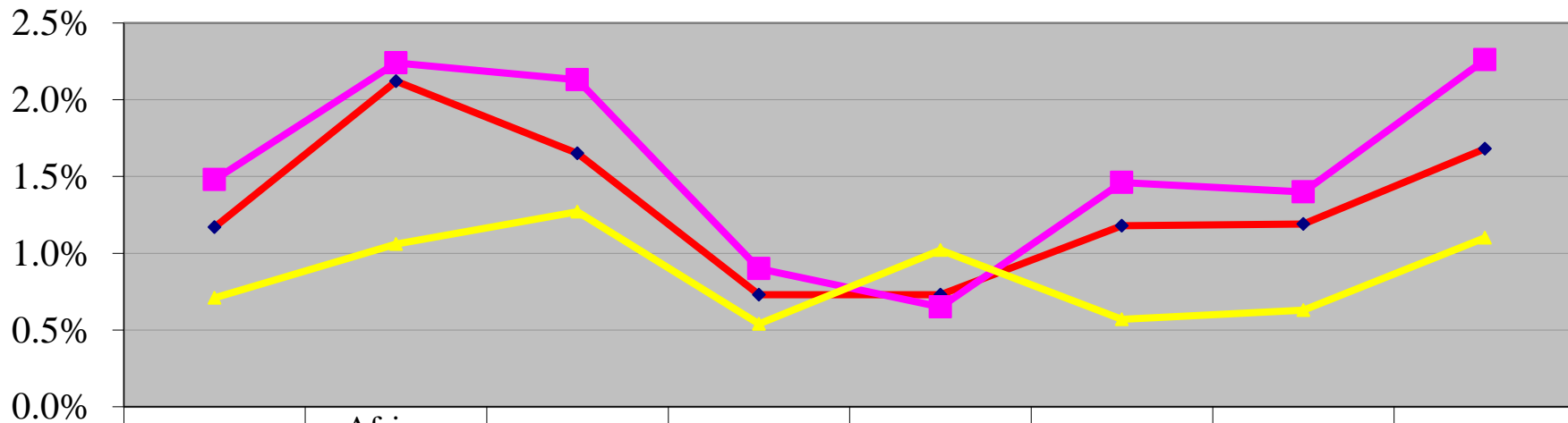
	All	African American	Hispanic	White	Asian/P. I.	Male	Female	Low SES
State	0.8%	1.3%	1.2%	0.4%	0.5%	0.9%	0.8%	1.2%
Region 10	1.1%	1.4%	2.0%	0.4%	0.6%	1.2%	1.0%	1.8%
Region 11	0.5%	0.8%	1.2%	0.3%	0.6%	0.5%	0.5%	1.0%

# Trend Analysis

## Annual Growth Rate on G5 Math Met Standards from 2003 to 2010

- Every group had a positive growth rate
- Region 10 > State > Region 11
- African American/Hispanic/Low SES > White or Asian/Pacific Islander
- The two gender groups had similar growth rates

The Average Annual Change Rate in Grade 5 Mathematic TAKS from 2002-2003 to 2009-2010 in Different Groups in the State and Regions 10 and 11



# Summary of TAKS Performances in Elementary School

- The Similarities
  - ❑ Regions 10 and 11 and the state had high percentages of students meeting the minimum standards in Grade 3 reading, Grade 4 writing, and Grade 5 mathematics in 2009 and 2010.
  - ❑ The state, Regions 10 and 11, and most of the ISDs had similar positive growth from 2009 to 2010 on the three TAKS tests.
  - ❑ The state and Regions 10 and 11 had similar change trends on these TAKS tests in the 7 years from 2003 to 2010
- The Differences
  - ❑ Region 10 had higher passing rates than the state and Region 11 in 2010.
  - ❑ Region 10 also seemed to improve faster than the state from 2003 to 2010, whereas Region 11 scores appeared to be slightly slower than the state's.
- The Gap has been gradually closed based on the trend analysis
  - ❑ African American/Hispanic/Low SES > White or Asian/Pacific Islander
  - ❑ G5 Mathematics > G3 Reading / G4 Writing.

# Implications of the Findings on the TAKS Performances in Elementary School

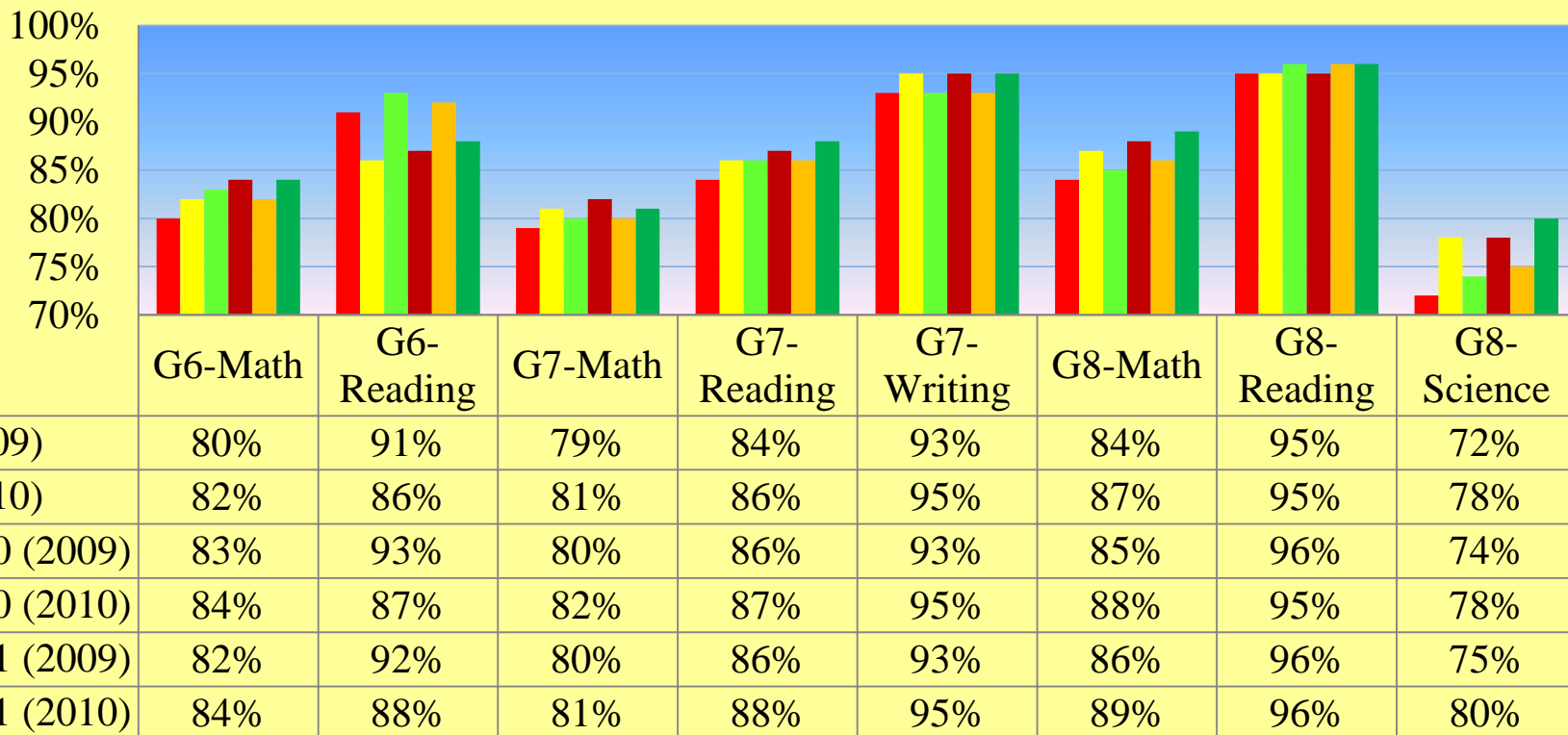
- Good news: most of the ISDs had positive growth on the three TAKS tests, and the gaps are closing in the desired direction.
- Issues:
  - still wide differences among sub-groups in the percentages of students who met standards and on the growth rates among the ISDs
  - G4 Writing had relatively lower improvement from 2009 to 2010 than G3 Reading and G5 Mathematics
- Actions:
  - Identify the key success factors in the highly improved ISDs,
  - Continue to focus on the lower performing groups: African American, Hispanic, Economically Disadvantaged, and LEP,
  - Focus more on G4 writing,
  - Share the best practices.

# Middle School Success Factors

# Grades 6-8 TAKS Scale Scores in 2009 and 2010 - Met Standards

- The two regions and the state had similar change patterns from 2009 to 2010: Large increase in G8 science (↑); small increase in G6 math, G7 math, G7 reading, G7 writing, and G8 math (↗); little change in G8 reading (≈); and big decline in G6 reading (↓)
- The two local ESC regions seemed to be about 1-2% higher than the state on most of the tests.

**Percent Met Standard on Middle School TAKS for the State and Regions 10 and 11 in 2009 and 2010**

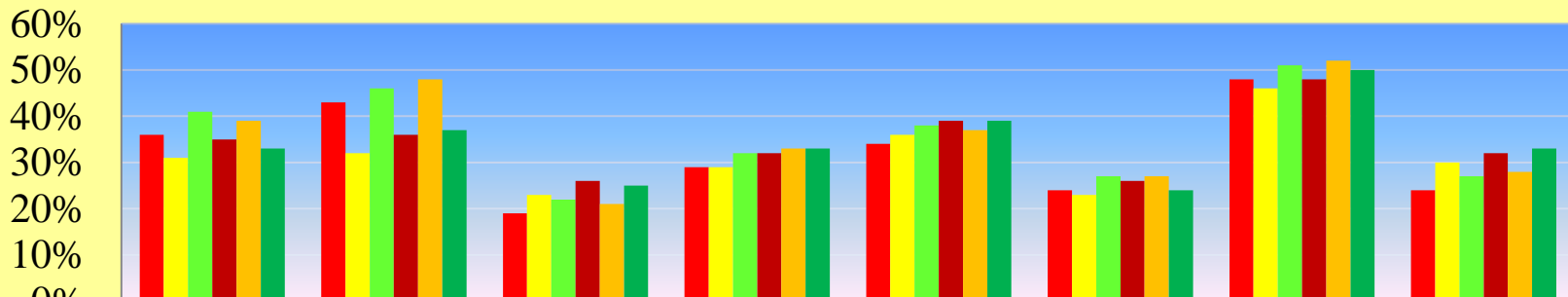


Source: TEA - Student Assessment TAKS Region, District, and Campus Level Data Files  
<http://ritter.tea.state.tx.us/student.assessment/reporting/taksagg/dnload.html>

# Grades 6-8 TAKS Scale Scores in 2009 and 2010 –Commended

- The two ESC regions and the state had similar change patterns from 2009 to 2010: Large increase in G8 science and G7 math (↑), small increase in G7 writing (↗), little change in G7 reading (=), small decrease in G8 math and G8 reading (↘), and large decrease in G6 math and G6 reading (↓)
- Regions 10 and 11 seemed to be about 2-3% higher than the state on most of the tests.

**Percent Commended on Middle School TAKS for the State and Regions 10 and 11 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%



# Summary of the Findings on Grades 6-8 TAKS Scale Score in 2009 and 2010

- The two local ESC regions seemed to be slightly higher than the state in meeting both the minimum and commended standards on the middle school TAKS tests in 2009 and 2010.
- The two local ESC regions demonstrated the same change patterns as the state from 2009 to 2010 in meeting the minimum and commended standards as follows:
  - Consistent increase: G8 Science, G7 Math, G7 Writing
  - Consistent decrease: G6 Reading
  - Small change: G7 Reading, G8 Math, G8 Reading
  - Inconsistent change: G6 Math
    - small increase on 'met standards'
    - big decrease on commended performances

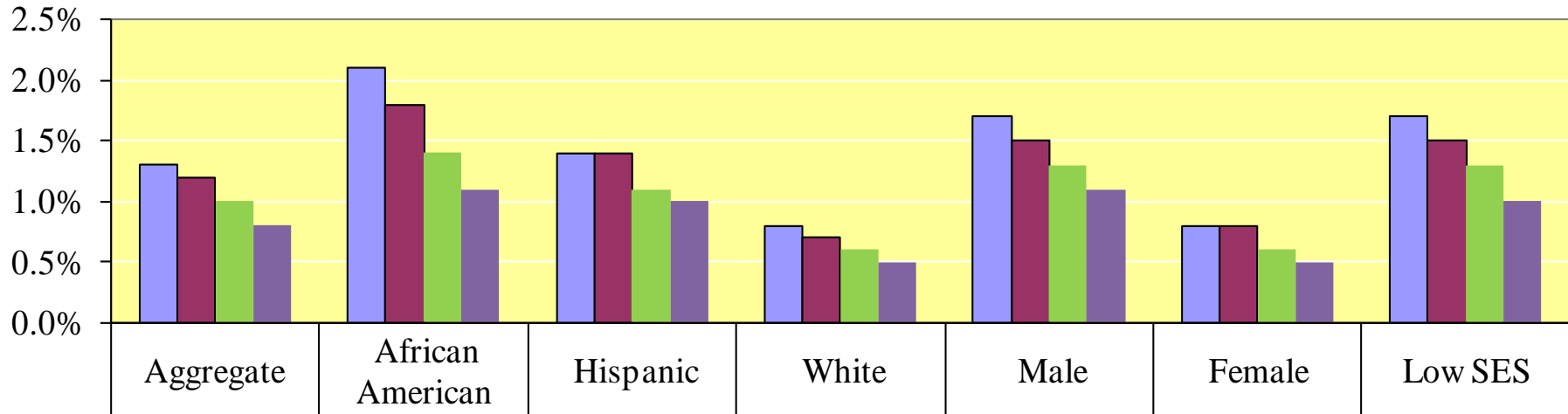
# Implications of the Findings on Grades 6-8 TAKS Scale Score in 2009-10

- The biggest puzzle this year on the middle school TAKS is why the TAKS tests had different change patterns from 2009 to 2010. What are reasons?
  - Test factors such as change in the degree of difficulty?
  - Standard factors such as changes in measuring standards?
  - Student factors?
  - Teacher factors
  - School factors?
- Although most of the changes in meeting the minimum standards are positive, the changes in meeting the commended standards are disturbing. Except for the large increase in G8 Science and G7 Math and small increase in G7 Writing, the other changes are negative in direction. How can we improve the ratios of meeting the commended standards on the middle school TAKS tests?

# Grade 6 Retention Rate (Repeating Grade)

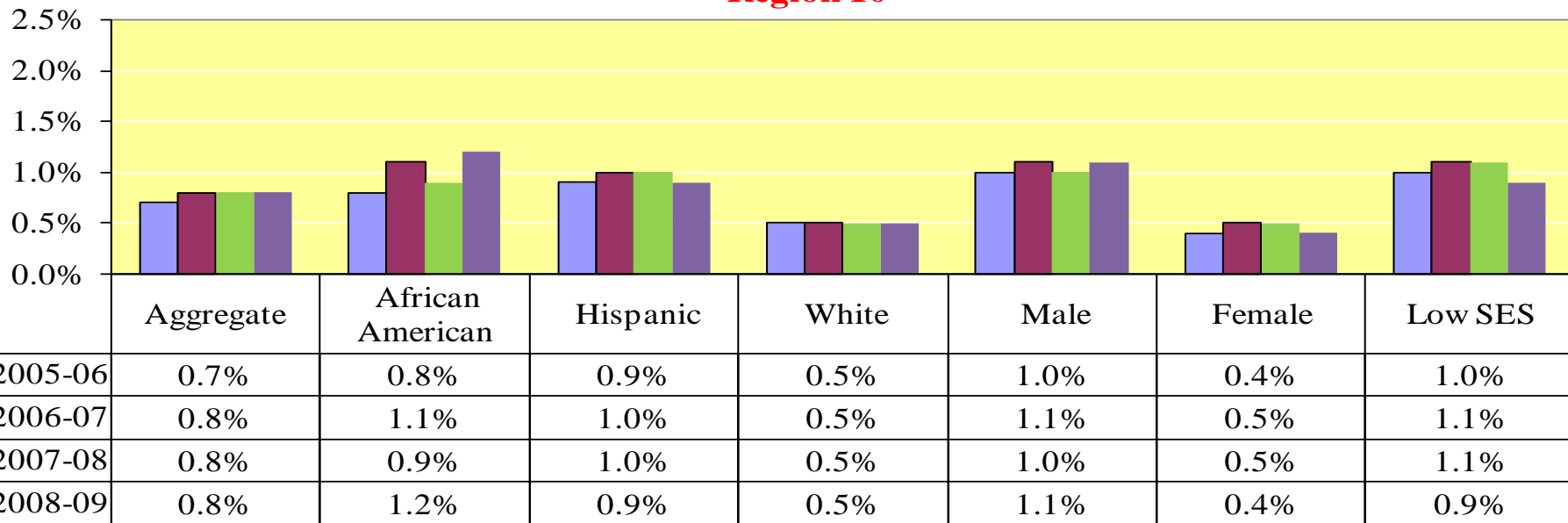
- Generally fewer than 2% in each group
- African American/Hispanic/Male/Low SES > White/Female
- Decreasing gradually each year in each group
- Regions 10 and 11 have slightly lower rates than the state

**Retention Rates in 6th Grade by Demographic Variables between 2006 and 2009**  
**State**



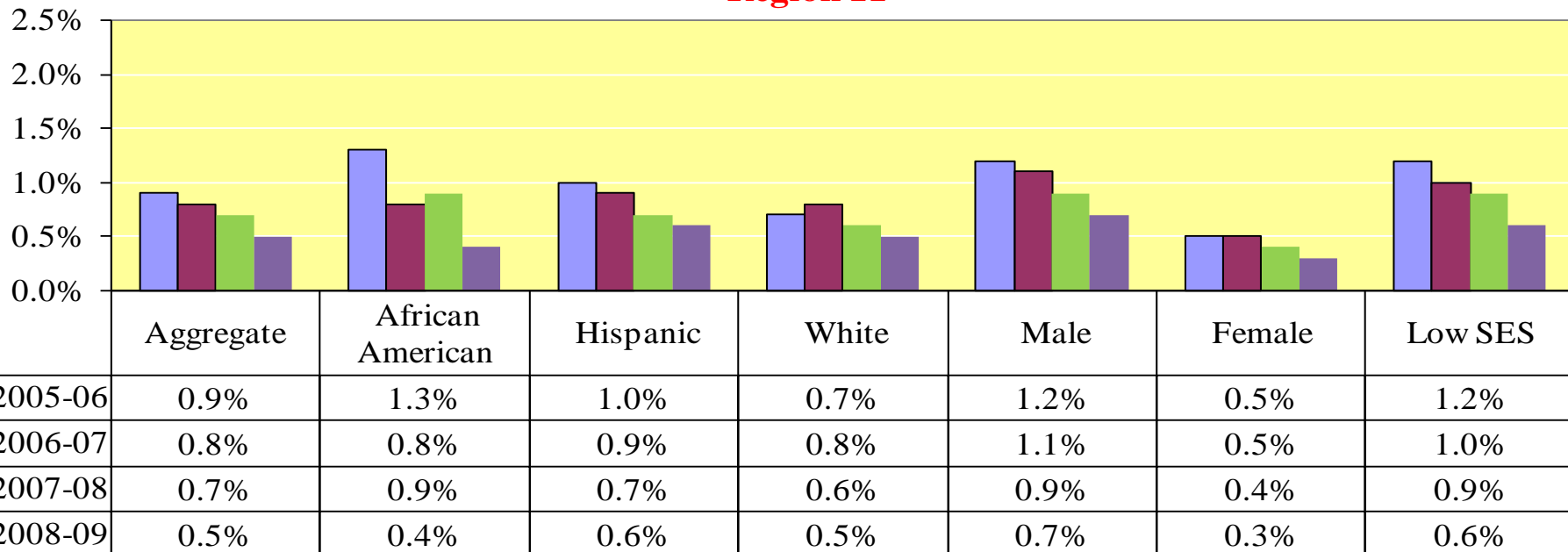
## Retention Rates in 6th Grade by Demographic Variables between 2006 and 2009

### Region 10



## Retention Rates in 6th Grade by Demographic Variables between 2006 and 2009

### Region 11

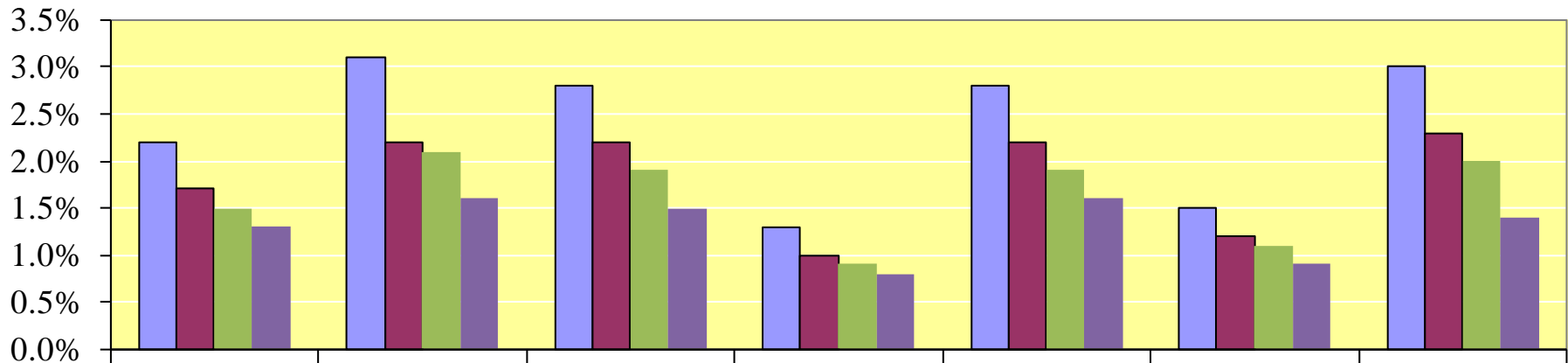


# Grade 7 Retention Rate (Repeating Grade)

- Generally fewer than 3% in each group
- African American/Hispanic/Male/Low SES > White/Female
- Decreasing gradually each year in each group
- Region 11 better than Region 10, which was close to the state.

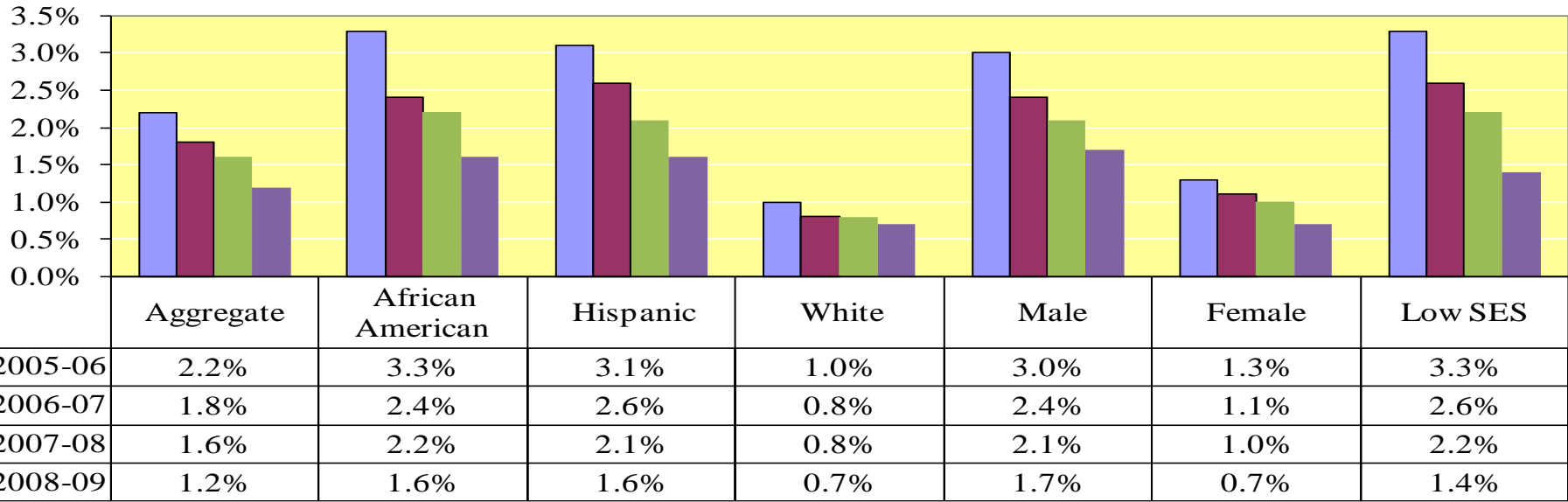
**Retention Rates in 7th Grade by Demographic Variables between 2006 and 2009**

**State**



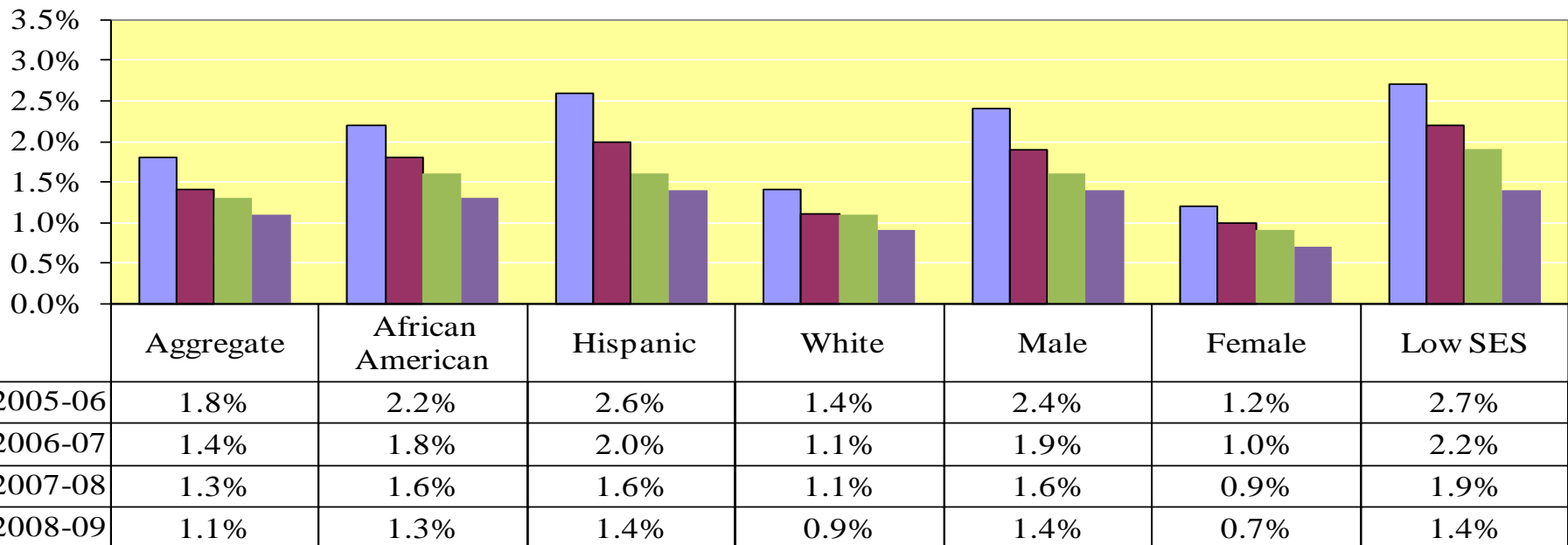
## Retention Rates in 7th Grade by Demographic Variables between 2006 and 2009

### Region 10



## Retention Rates in 7th Grade by Demographic Variables between 2006 and 2009

### Region 11

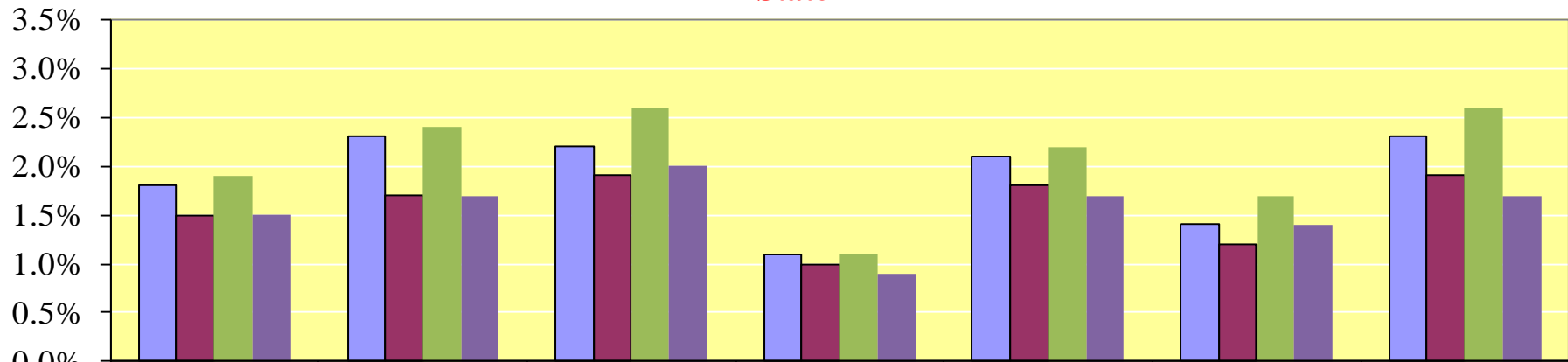


# Grade 8 Retention Rate (Repeating Grade)

- Generally fewer than 3% in each group
- African American/Hispanic/Male/Low SES > White/Female
- Decreasing from 2008 to 2009 in each group, but the change pattern over the 4-year period is not consistent.
- Region 11 better than Region 10 and the state

Retention Rates in 8th Grade by Demographic Variables between 2006 and 2009

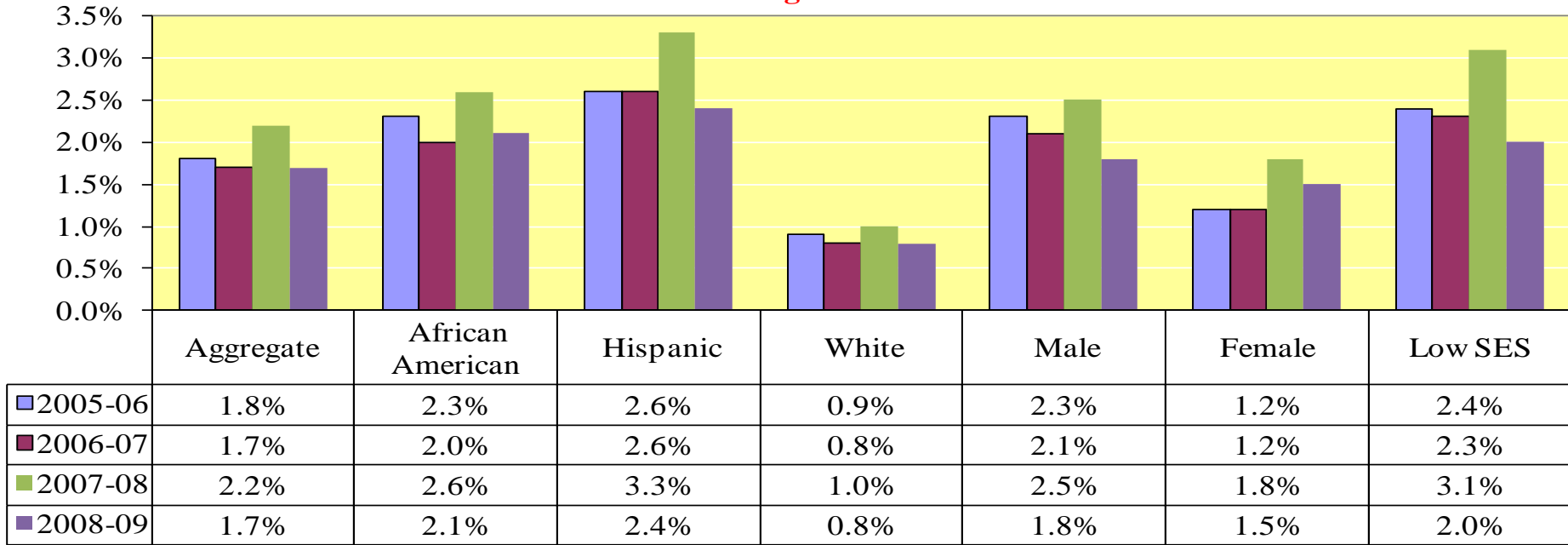
State



	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%

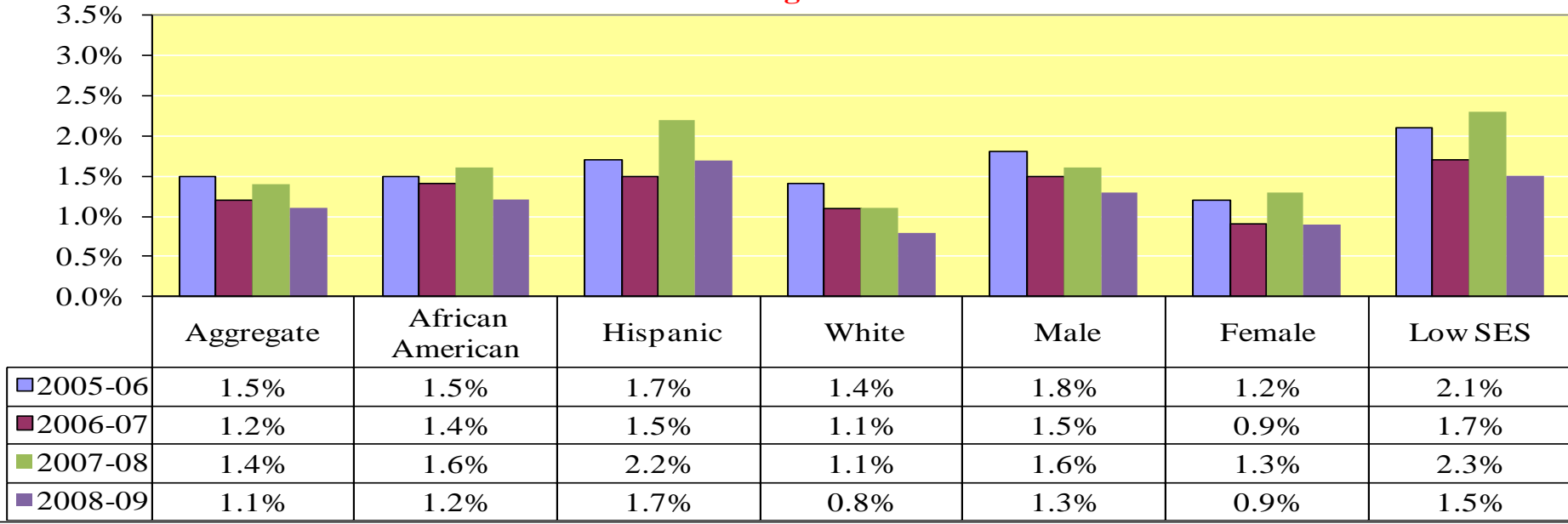
## Retention Rates in 8th Grade by Demographic Variables between 2006 and 2009

### Region 10



## Retention Rates in 8th Grade by Demographic Variables between 2006 and 2009

### Region 11



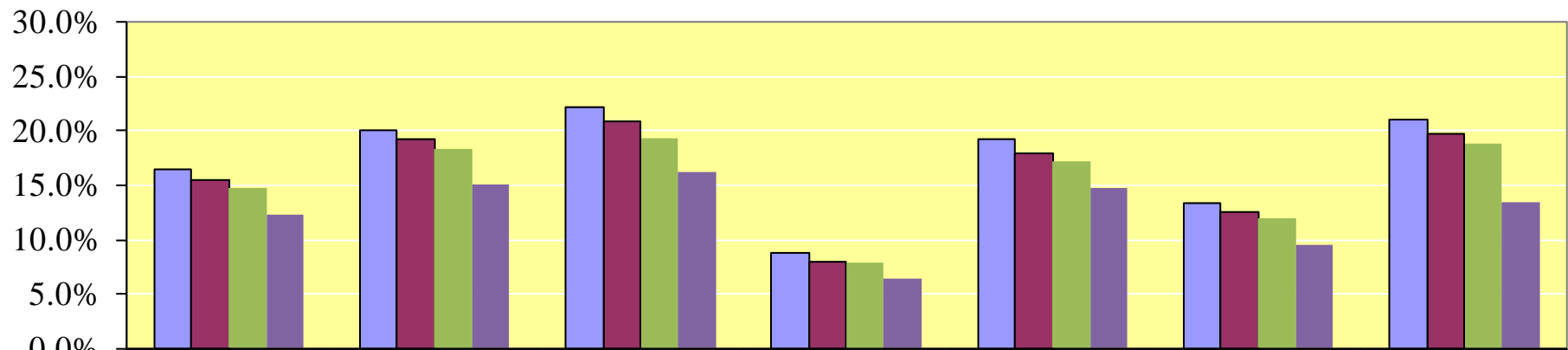


# Grade 9 Retention Rate (Repeating Grade)

- Sharp increase in Grade 9, typically larger than 10%
- African American/Hispanic/Male/Low SES > White/Female
- Noticeable decrease each year, especially in groups with high retention rates
- Regions 10 and 11 and the state had similar rates and change patterns

**Retention Rates in 9th Grade by Demographic Variables between 2006 and 2009**

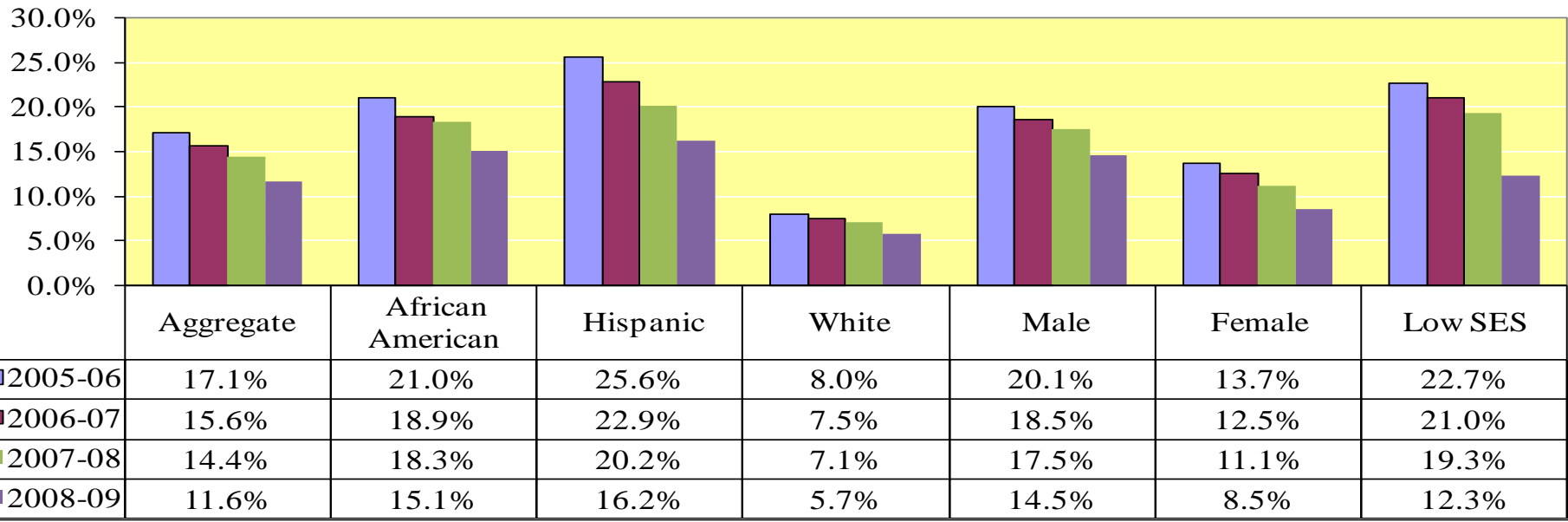
**State**



	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%

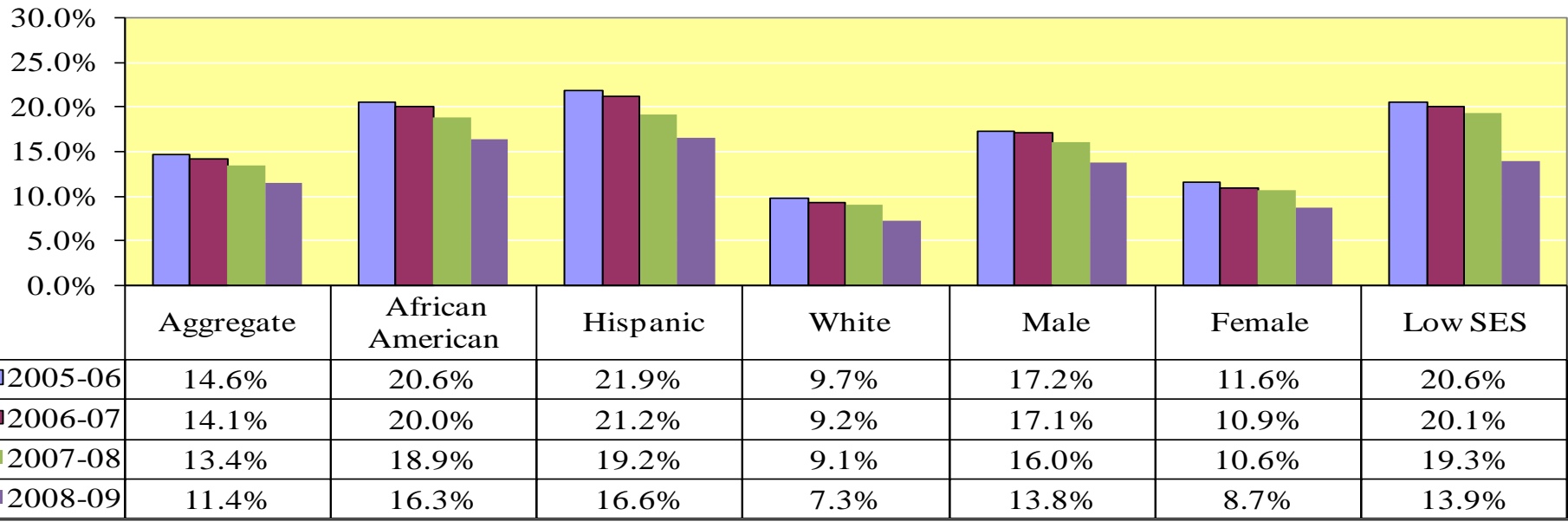
## Retention Rates in 9th Grade by Demographic Variables between 2006 and 2009

### Region 10



## Retention Rates in 9th Grade by Demographic Variables between 2006 and 2009

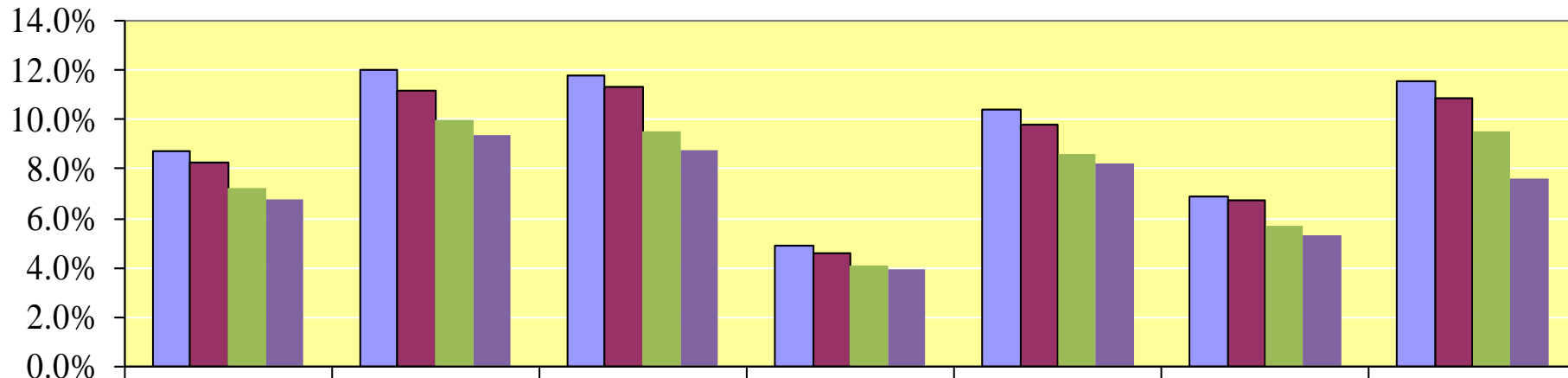
### Region 11



# Grade 10 Retention Rate (Repeating Grade)

- Dropped significantly from the apex in Grade 9 to 5-10%
- African American/Hispanic/Male/Low SES > White/Female
- Decreasing gradually each year
- Regions 10 and 11 and the state had similar rates and change patterns

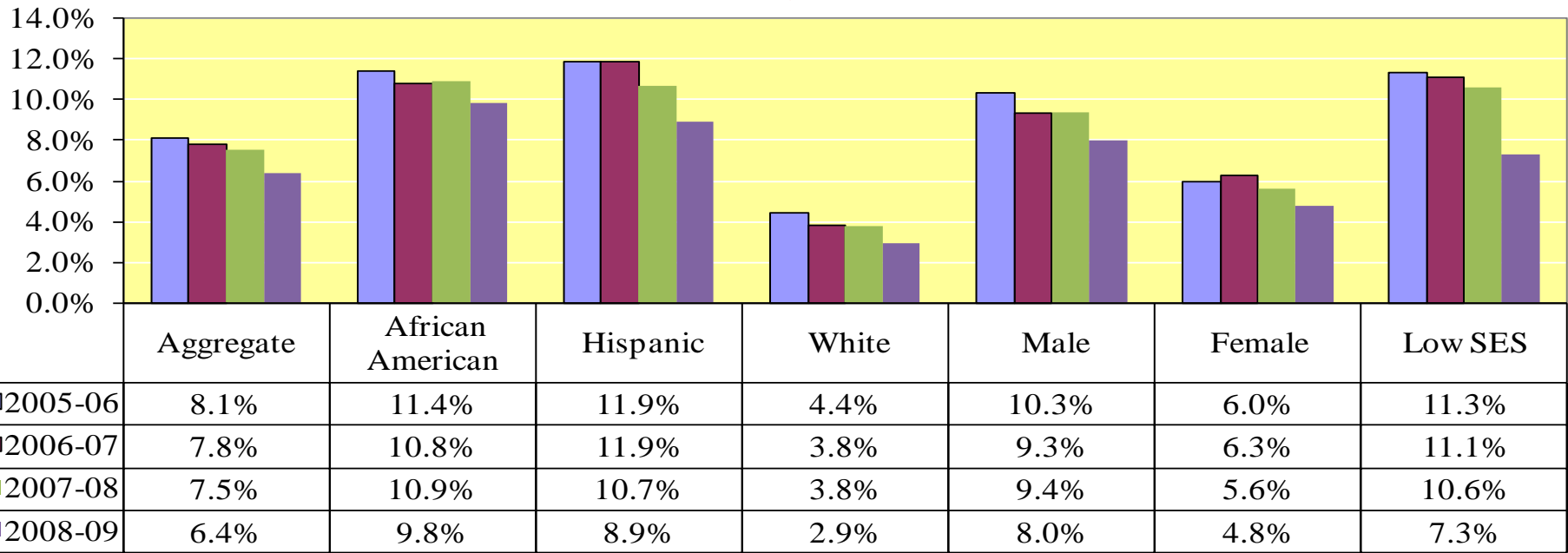
**Retention Rates in 10th Grade by Demographic Variables between 2006 and 2009**  
**State**



	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%

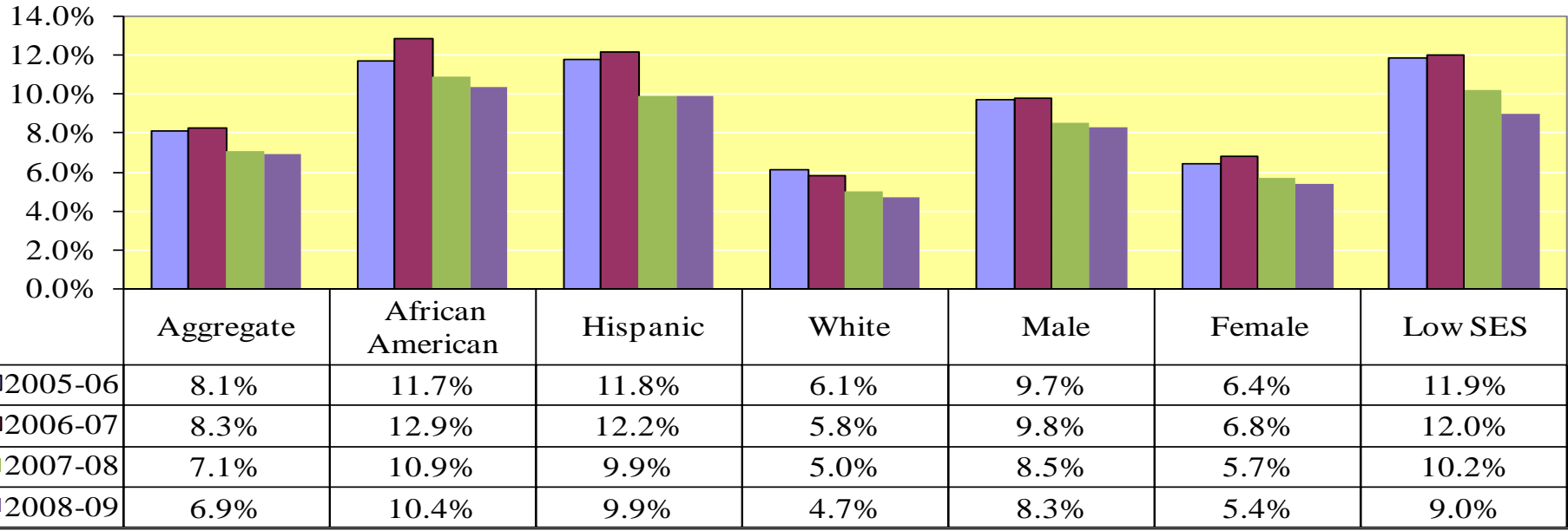
## Retention Rates in 10th Grade by Demographic Variables between 2006 and 2009

### Region 10



## Retention Rates in 10th Grade by Demographic Variables between 2006 and 2009

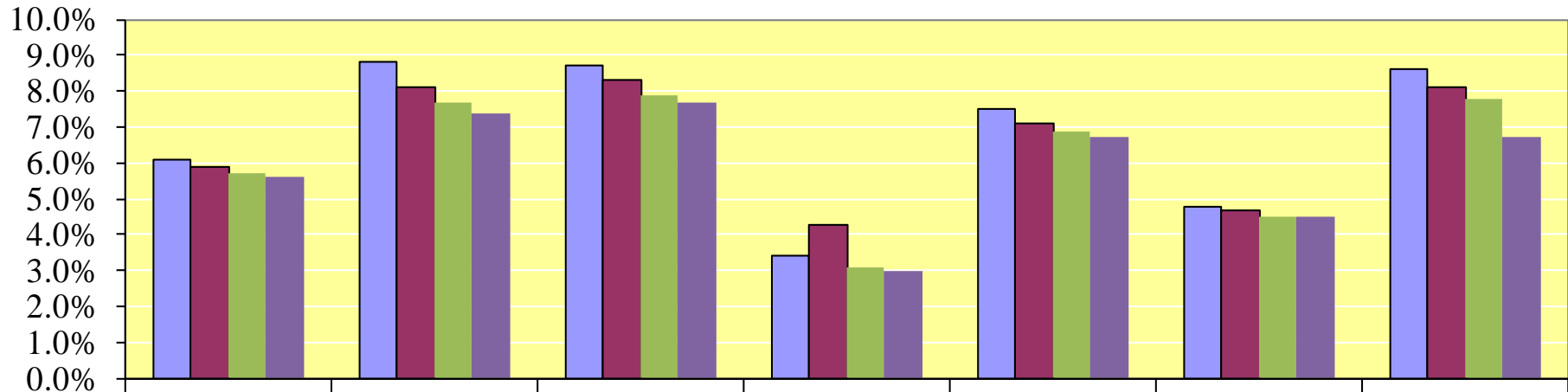
### Region 11



# Grade 11 Retention Rate (Repeating Grade)

- Further dropped to 4-8%
- African American/Hispanic/Male/Low SES > White/Female
- Decreasing gradually each year
- Region 11 better than Region10 and the state

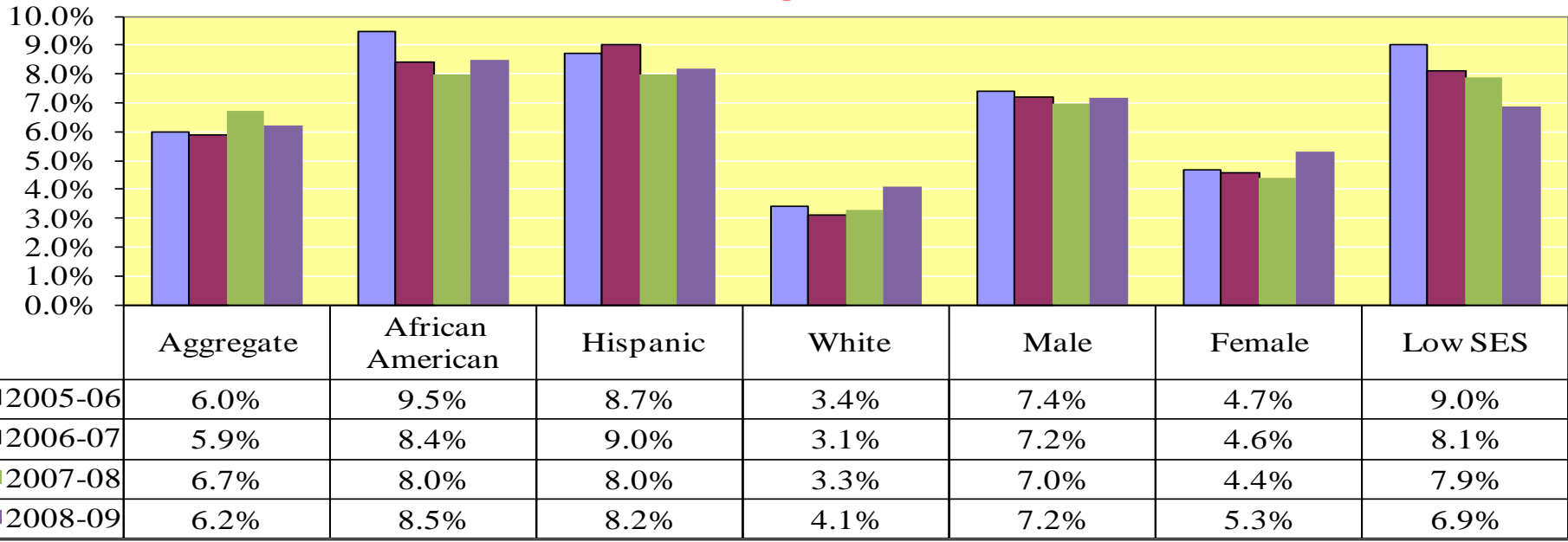
**Retention Rates in 11th Grade by Demographic Variables between 2006 and 2009**  
State



	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%

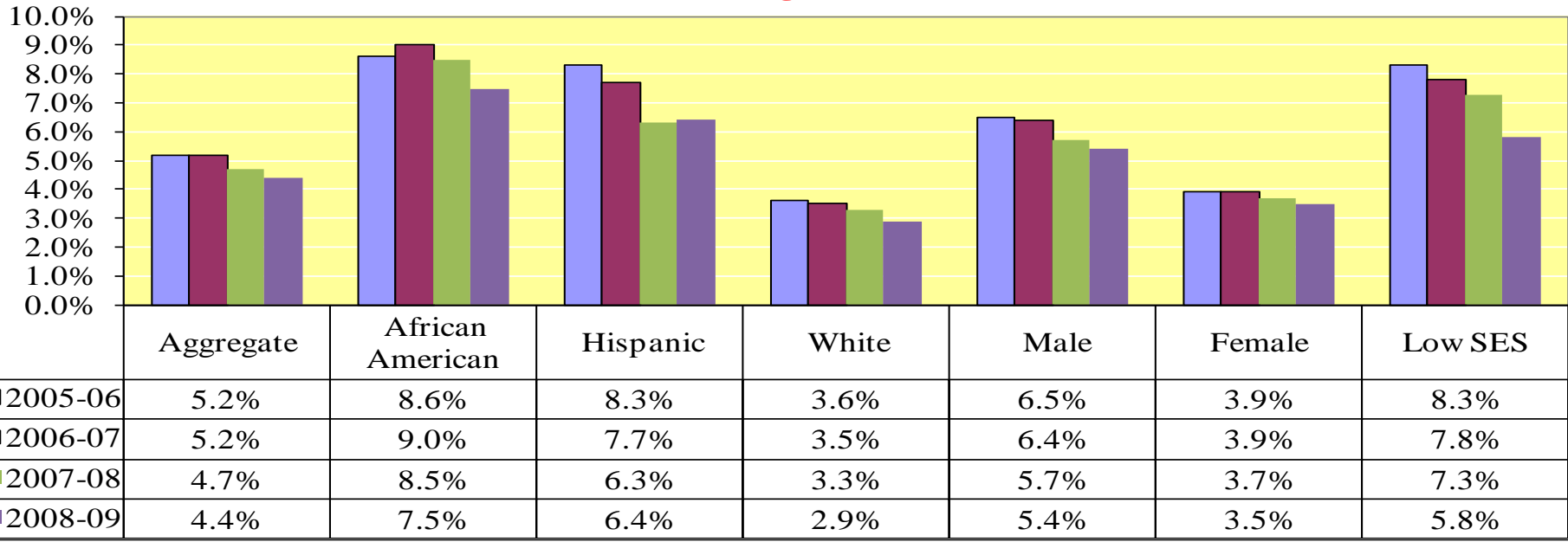
### Retention Rates in 11th Grade by Demographic Variables between 2006 and 2009

#### Region 10



### Retention Rates in 11th Grade by Demographic Variables between 2006 and 2009

#### Region 11

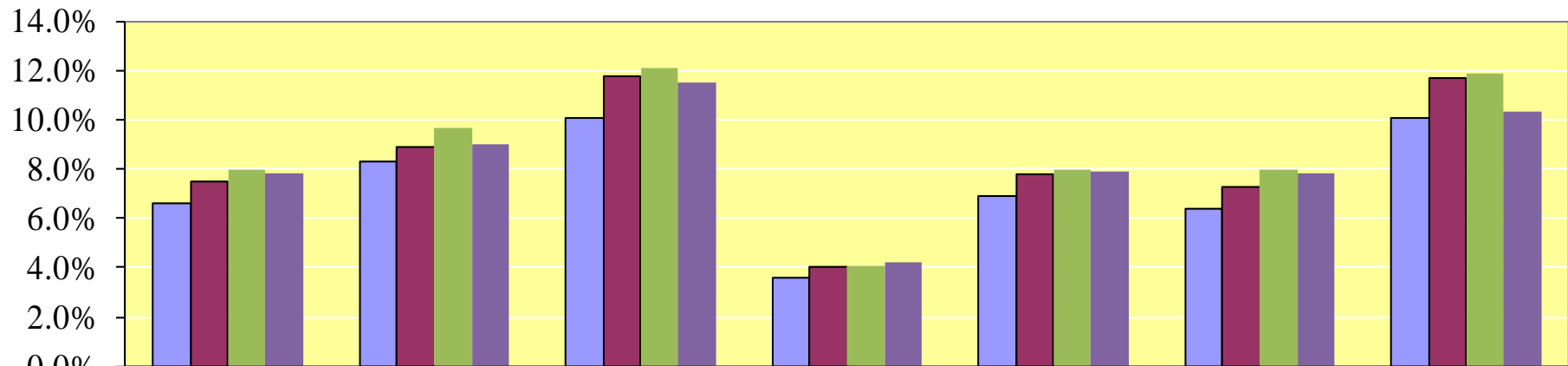


# Grade 12 Retention Rate (Repeating Grade)

- Increased 1-2% from Grade 11
- African American/Hispanic/Low SES > White
- The gender gap was not as obvious as in other grades.
- Increasing gradually each year in most of the groups from 2006 to 2008, but notable declines from 2008 to 2009.
- Regions 10 and 11 had been slightly lower rates than the state

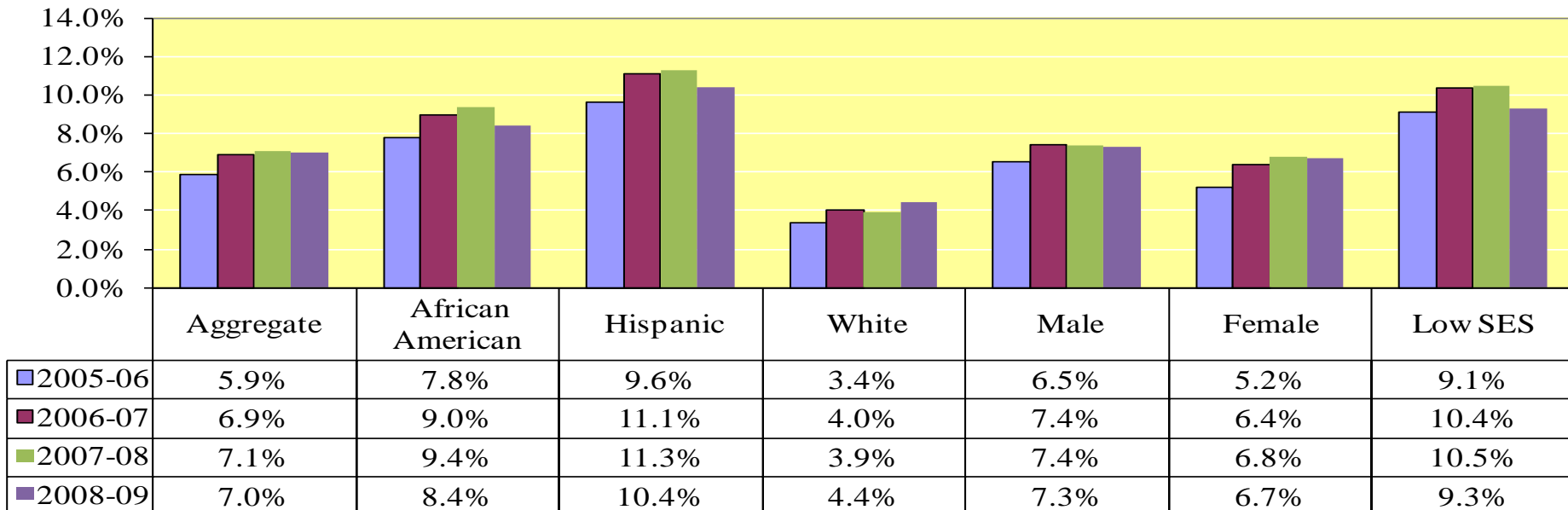
**Retention Rates in 12th Grade by Demographic Variables between 2006 and 2009**

**State**



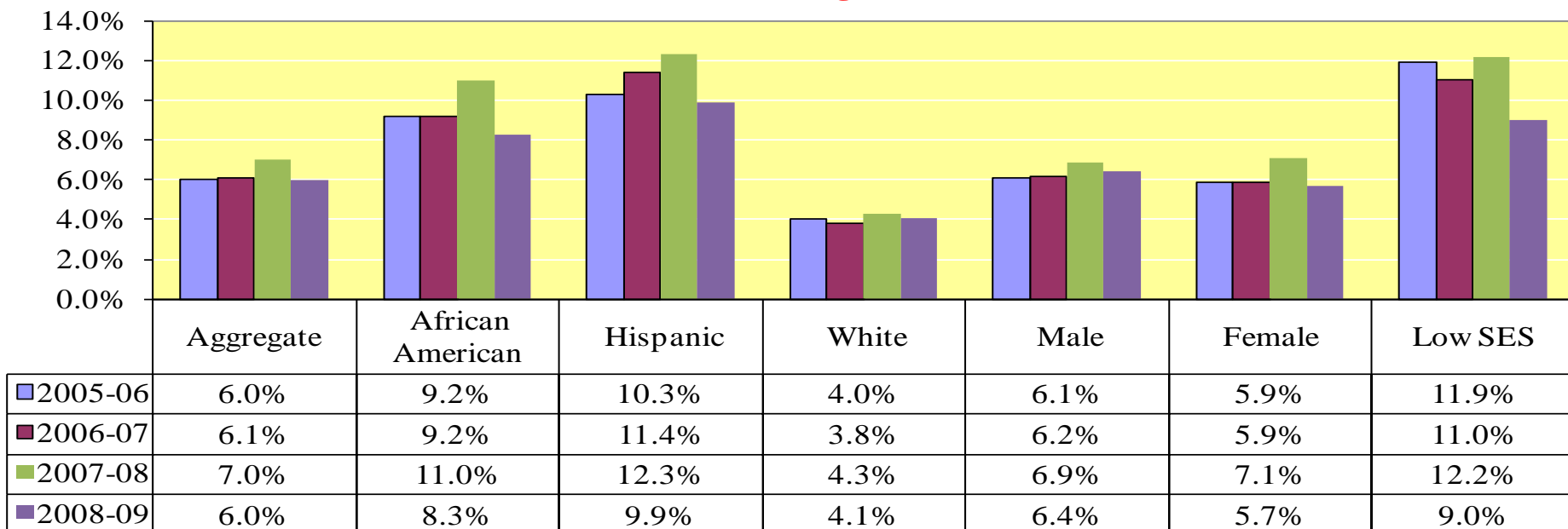
## Retention Rates in 12th Grade by Demographic Variables between 2006 and 2009

### Region 10



## Retention Rates in 12th Grade by Demographic Variables between 2006 and 2009

### Region 11





# Summary of Findings on Retention Rates in Grades 6-12 in 2006, 2007, 2008, and 2009

- Grades 6-8 typically had retention rates less than 3%. Retention was a challenge in high-school grades, especially in Grades 9 and 12.
- The two local ESC regions generally had retention patterns similar to the state across the grades and school years. Nevertheless, Region 11 appeared to be slightly better than Region 10 and the state.
- Retention rates from 2006 to 2009 have generally declined consistently in all grades but Grades 8 and 12.
- The African American, Hispanic, low SES, and male groups, in general, had higher retention rates than the White and female groups.

# Implications of the Findings on Retention Rate

To reduce the retention rate in secondary schools, we need to concentrate on:

- the African American, Hispanic, Low SES, and Male groups;
- the following grades
  - Grade 8 – not consistently decreasing each year
  - Grade 9 – the highest rate in secondary education
  - Grade 12 – the second largest rate and not consistently declining
- the districts with relatively high rates across the grades and school years.

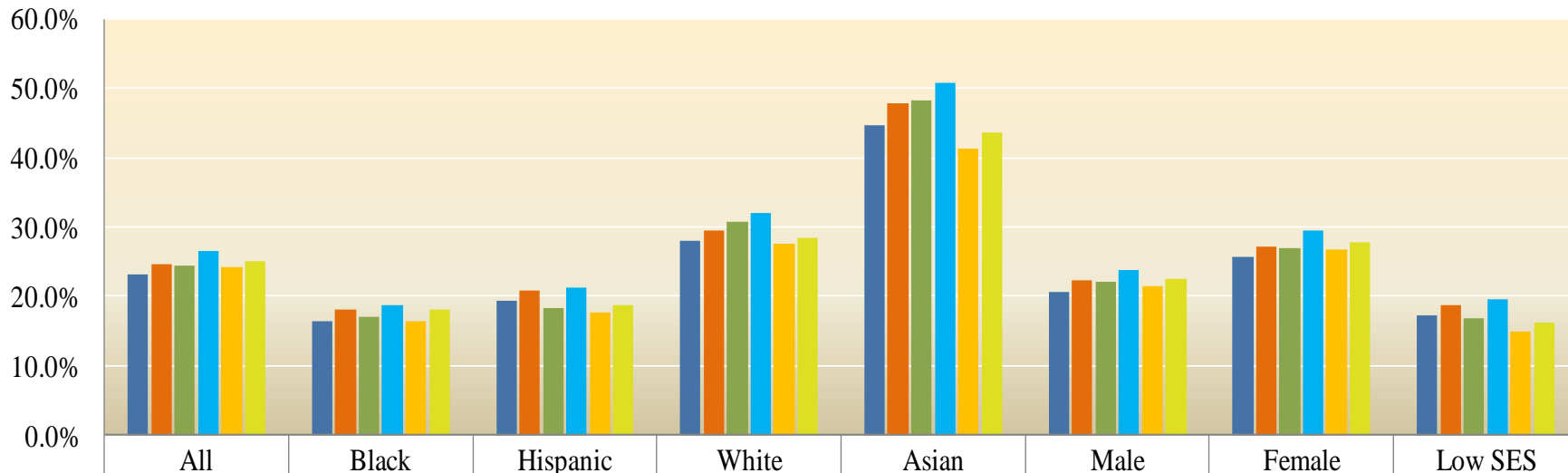
# High School Success Factors

# Advanced Course/Dual Enrollment Completion in 2008 and 2009

(This 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)

- **Asian/Pacific Islander > White > Hispanic > Low SES > African American**
- **Females were about 5% higher than males**
- **1-2% increase from 2008 to 2009 in most of the groups**
- **Region 10 was about 1% better than the state and Region 11**

**Percent of Advanced Course/Dual Enrollment Completion in 2008 and 2009 in the State and Regions 10 and 11**

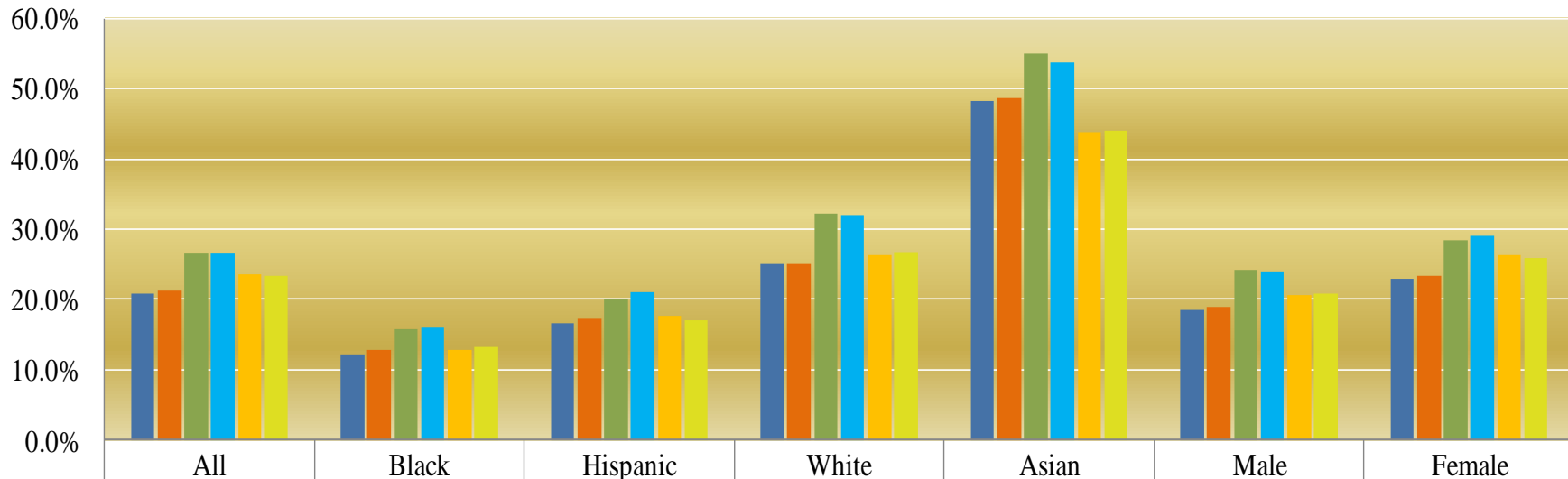


# AP/IB Results (Tested) in 2008 and 2009

(Three values are calculated for AP/IB Results: (1) Tested - showing the % of students in grades 11 and 12 taking at least one AP or IB examination. (2) Examinees  $\geq$  Criterion, (3) Scores  $\geq$  Criterion. Using the 1<sup>st</sup> test only)

- Asian/Pacific Islander > White > Hispanic > African American (no data for Low SES)
- The female group was about 4-5% higher than the male group
- No significant changes from 2008 to 2009 in most of the groups
- Region 10 was 3-4% higher than Region 11 and the state.

**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%

# Summary of Findings on Advanced Course/Dual Enrollment Completion and AP/IB Results (Tested) in 2008 and 2009

- Overall, there were about 20-25% 9-12<sup>th</sup> graders who completed advanced course/dual enrollment and 20-26% 11-12<sup>th</sup> graders taking AP/IB exams in the state and Regions 10 and 11 in 2008 and 2009.
- Region 10 seemed to be somewhat higher than Region 11, which was close to the state averages on these two indicators in the two school years.
- The Asian/Pacific Islander and White groups performed much better than the African American, Hispanic, and low SES groups. African Americans appeared to be the lowest on these two indicators.
- Females were significantly higher than males.
- There was 1-2% increase in advanced course/dual enrollment completion from 2008 to 2009, but no noticeable growth in percentages of 11-12<sup>th</sup> graders taking AP/IB exams in the same period.

# Implications of the Findings on Advanced Course/Dual Enrollment Completion and AP/IB Results (Tested) in 2008 and 2009

- We have identified the targets for improvement
  - ✓ The low performance groups: African American, Hispanic, low SES, and Male
  - ✓ The low performance ISDs (not presented here, but in the Excel document)
  - ✓ The low performing indicator – AP/IB Results (tested)
- How can we improve?
  - ✓ Learn from the better performing groups
    - White, Asian/Pacific Islander., Female groups
    - Better performing ISDs
    - Region 10
    - The growth in 9-12<sup>th</sup> graders' advanced course/dual enrollment completion vs. the inert AP/IB Results (tested)
  - ✓ Plan, implement, and evaluate

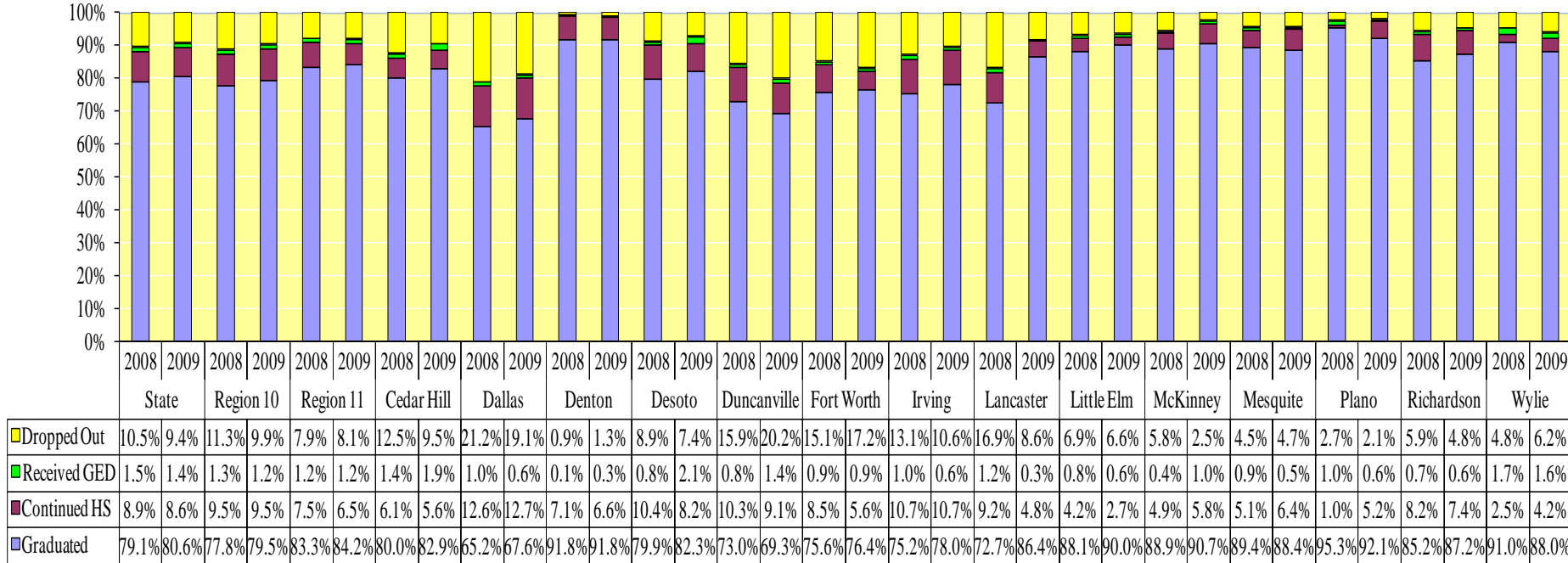
## 4-Year Completion Rate in Four Different Categories in the Classes of 2008 and 2009 for All Students

- On the category ‘Graduated,’ Region 11 > State > Region 10 in the composite and most of the individual groups.
- Regions 10 and 11, the state, and most of the ISDs had increases in ‘Graduated’ rates from 2008 to 2009 in each group.
- Although the category of ‘Graduated’ included the largest percentages of students in each ISD in the two years, wide differences existed among the ISDs.
- The African American group seemed to have the highest percentage of students receiving GED.
- Females were about 4% higher than males on ‘Graduated.’ They also had a lower percentage receiving GED than males.



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

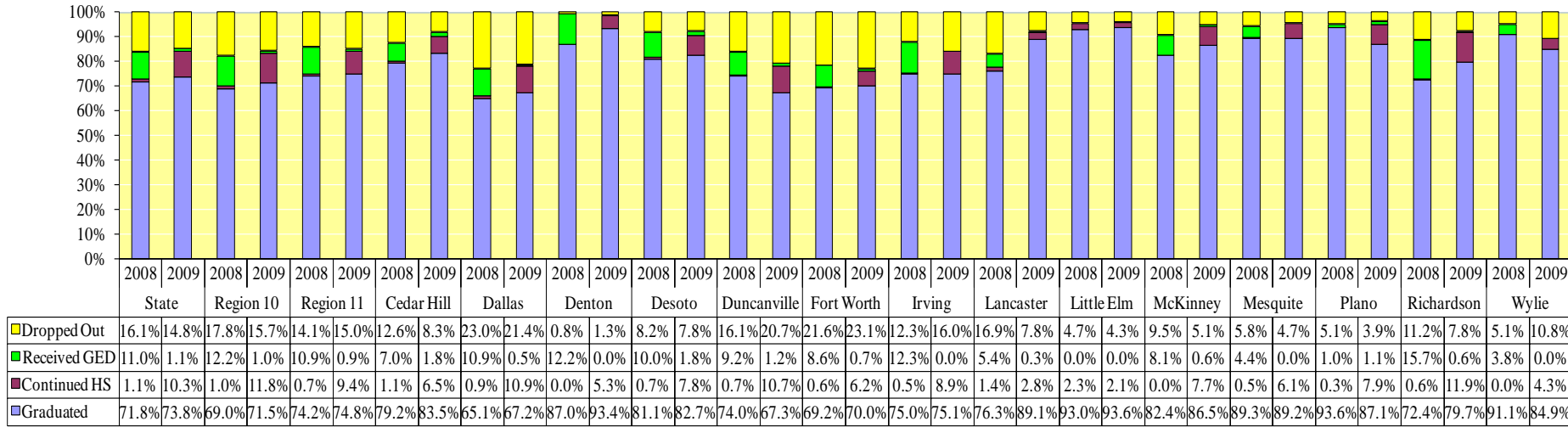
All



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

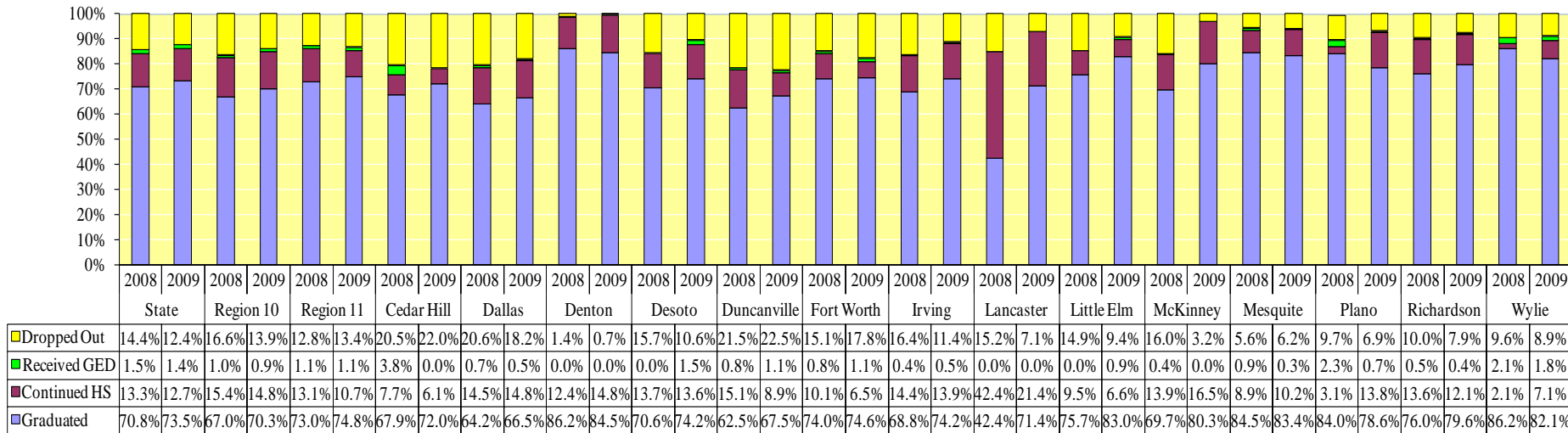
**Percent of 4-Year Completion Rate in Different Categories in Classes of 2008 and 2009**

**Black**



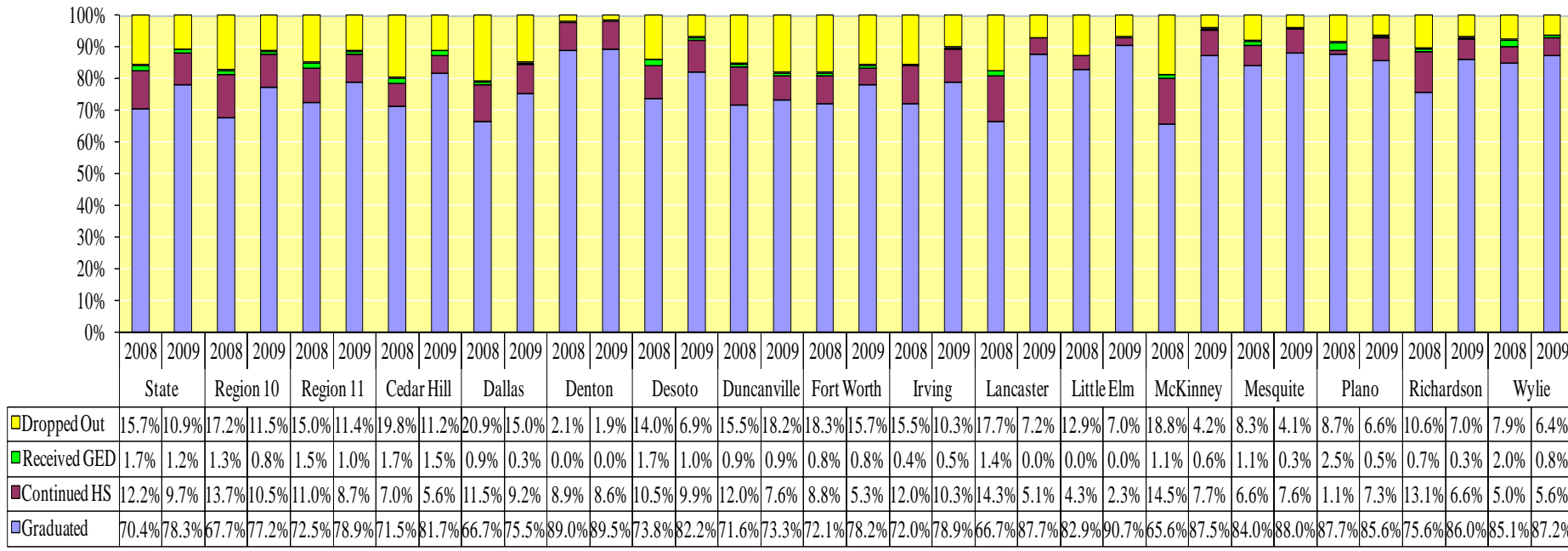
**Percent of 4-Year Completion Rate in Different Categories in Classes of 2008 and 2009**

**Hispanic**



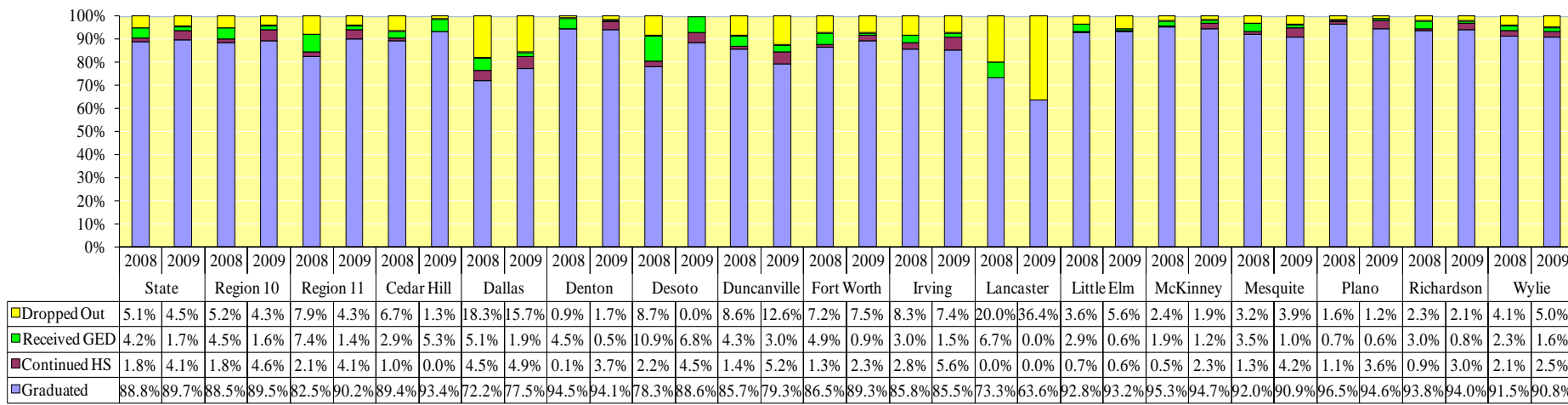
Percent of 4-Year Completion Rate in Different Categories in Classes of 2008 and 2009

Low SES



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

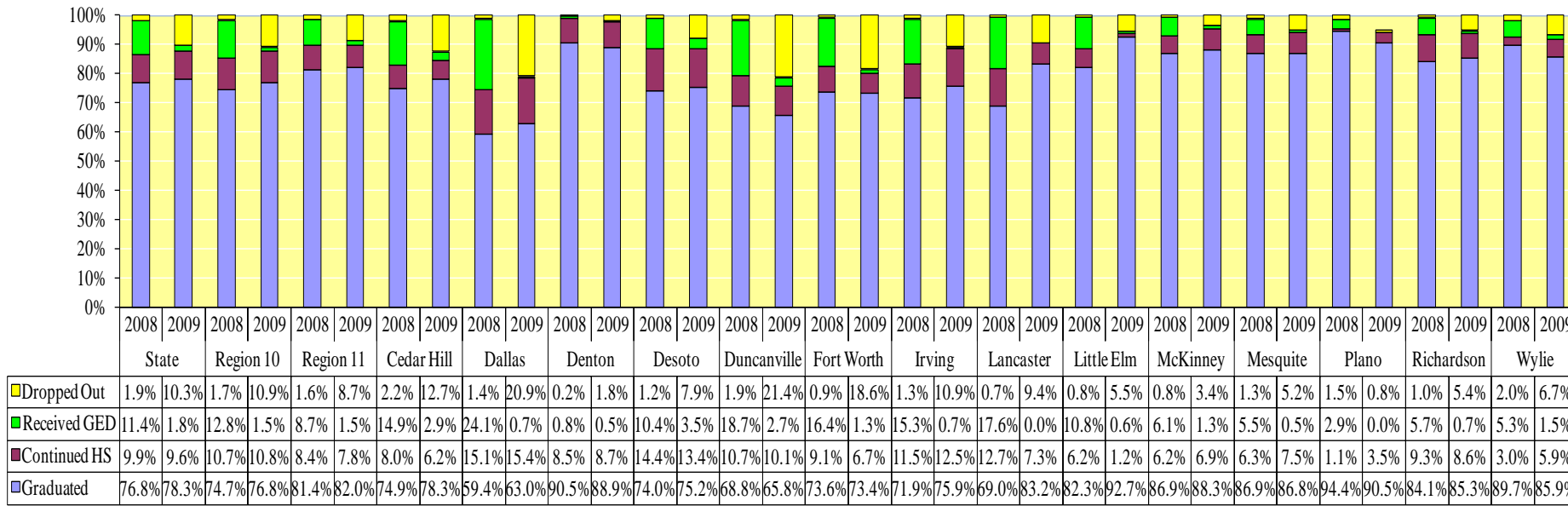
White



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

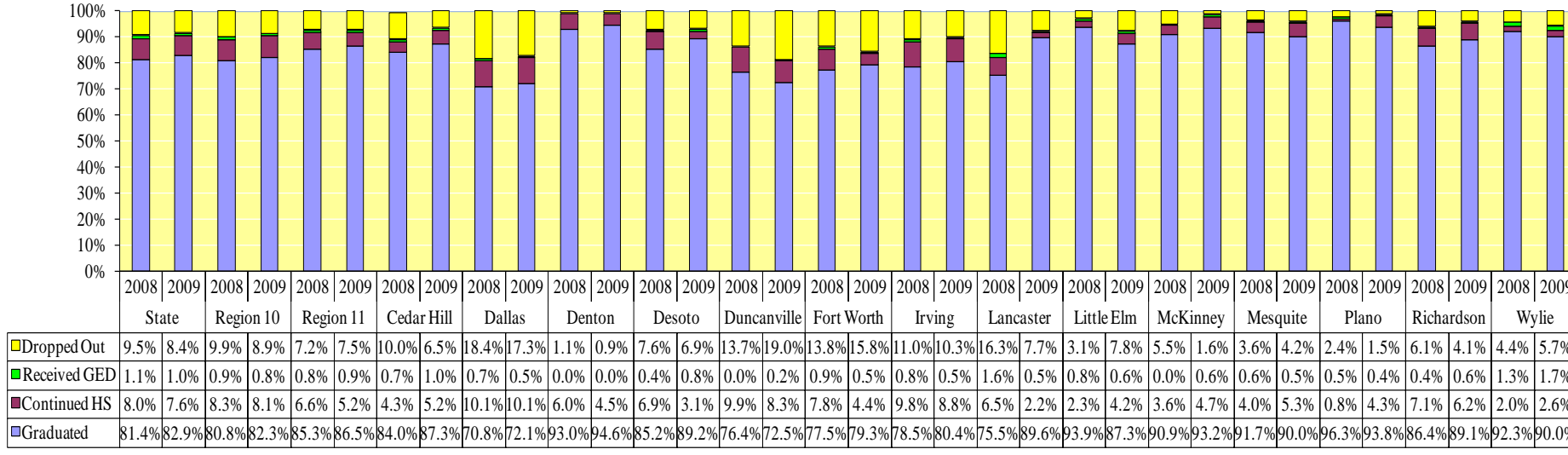
**Percent of 4-Year Completion Rate in Different Categories in Classes of 2008 and 2009**

**Male**



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

**Female**



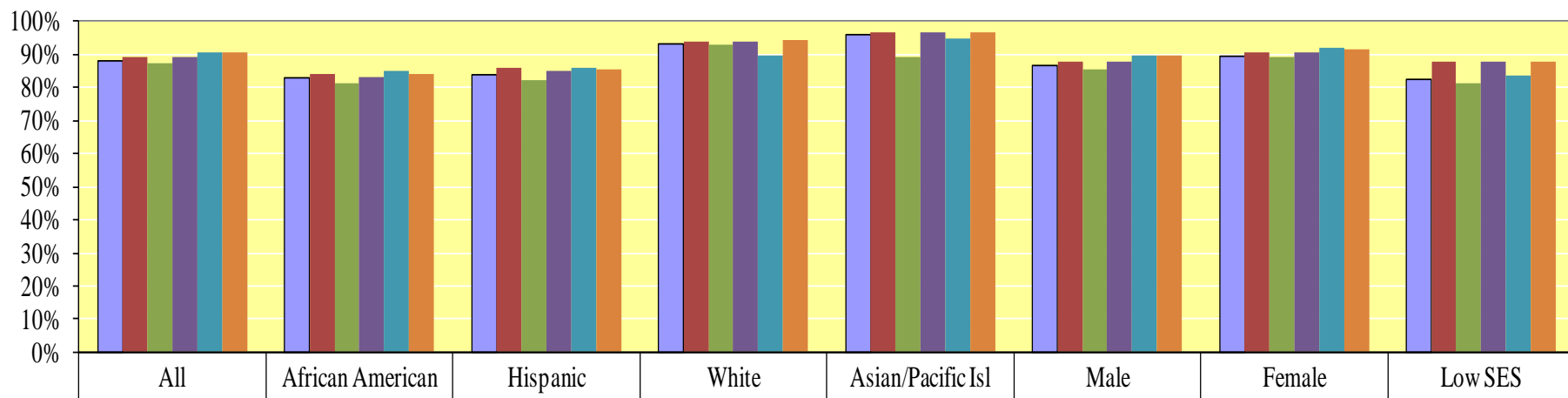
# Completion Rate I in the Classes of 2008 and 2009

## Completion Rate I = Graduated + Continued

- The two local ESC regions and the state had Completion Rate I in the range of 87-91% in 2008 and 2009. Region 11 was slightly higher than Region 10 and the state. However, Region 11 improved less than the state and Region 10 from 2008 to 2009
- White/Asian/P.I. > African American/Hispanic/Low SES; Female > Male. But the low performing groups appeared to improve faster than the high performing ones.

Completion Rates I and II in Classes of 2008 and 2009 in the State and Regions 10 and 11

### Completion Rate I



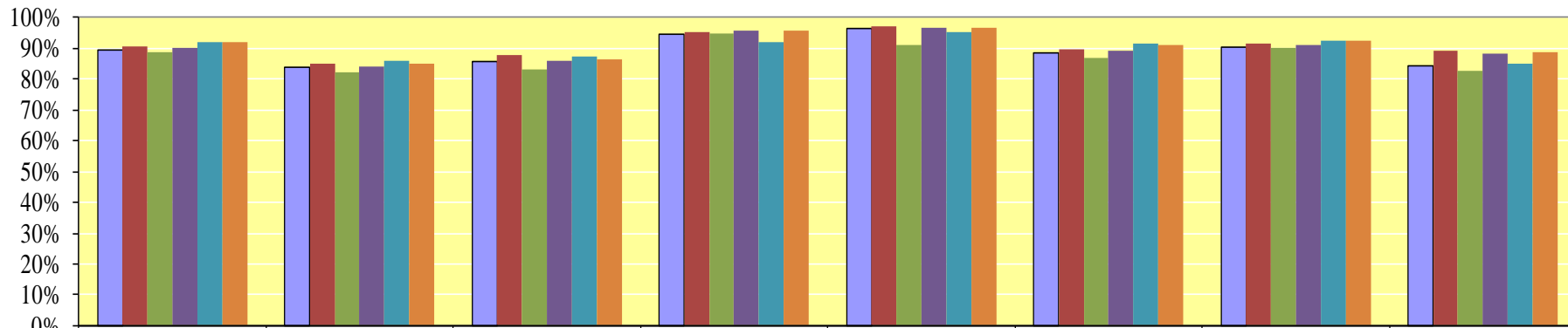
# Completion Rate II in Classes of 2008 and 2009

## Completion Rate II = Graduated + Continued + GED

- The two local ESC regions and the state had an overall Completion Rate I in the range of 88-92%, mostly around 90% , in 2008 and 2009. The rate for Region 11 was higher than for Region 10 and the state by 2009, but the gaps appeared to be reduced as the growth in Region 11 from 2008 to 2009 was less than in Region 10 or the state.
- White/Asian/P.I. > African American/Hispanic/Low SES; Female > Male. But the low performing groups generally appeared to improve faster than the high performing ones.

Completion Rates I and II in Classes of 2008 and 2009 in the State and Regions 10 and 11

**Completion Rate II**



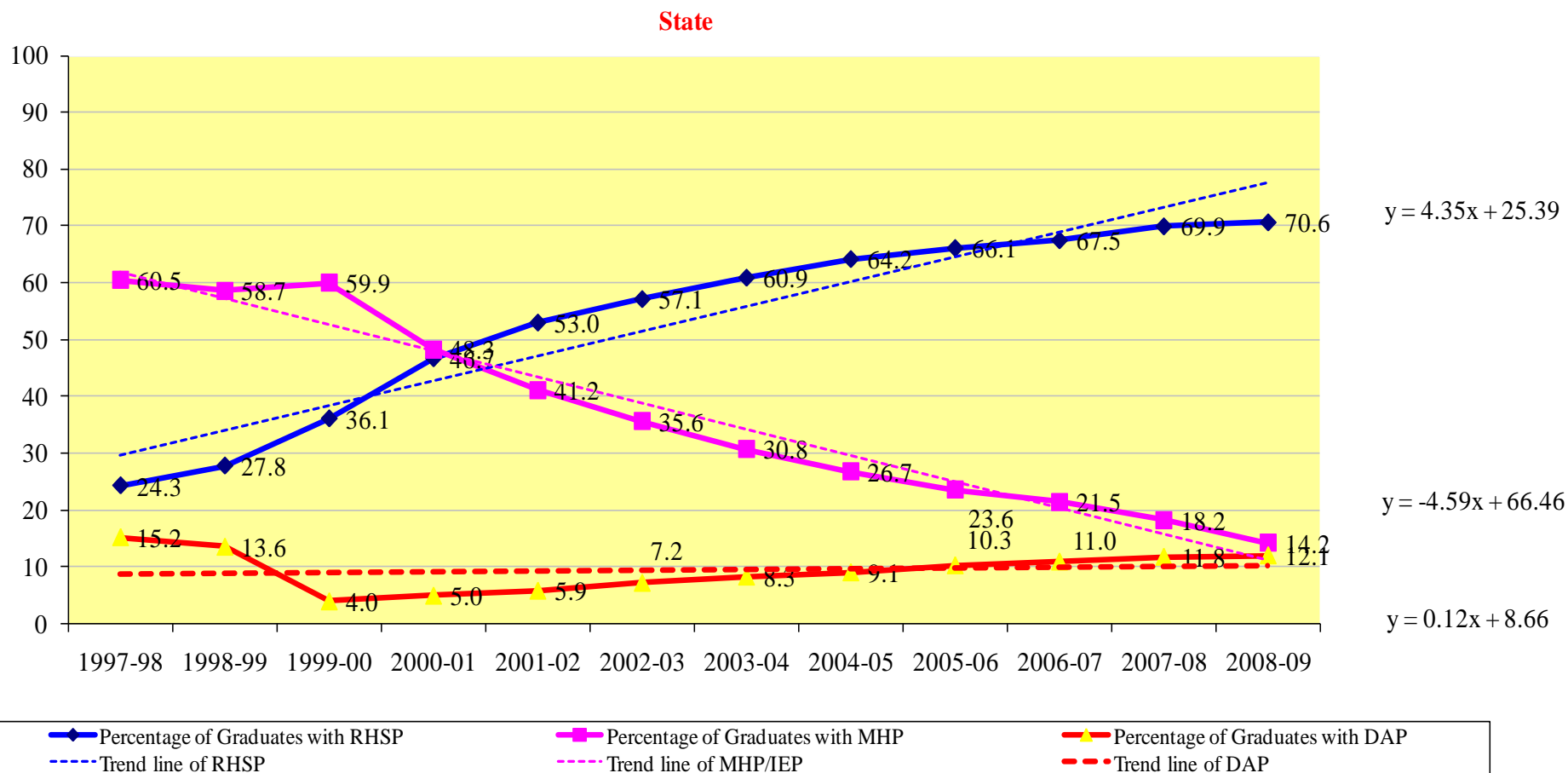
	All	African American	Hispanic	White	Asian/Pacific Isl	Male	Female	Low SES
State 2008	89.5%	83.9%	85.6%	94.8%	96.3%	88.6%	90.5%	84.3%
State 2009	90.6%	85.2%	87.6%	95.5%	97.0%	89.7%	91.5%	89.2%
Region 10 2008	88.6%	82.2%	83.4%	94.8%	91.0%	87.1%	90.0%	82.7%
Region 10 2009	90.2%	84.3%	86.0%	95.7%	96.8%	89.1%	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%

# Track the Change

**High School Graduates with RHSP (Recommended HS Program), MHSP/IEP (Minimum HS Program/Individualized Educational Plan), and DAP (Distinguished Achievement Program) in the State in 12 Years from 1998 to 2009**

**Significant increase on RHSP, remarkable decrease on MHP/IEP, and little change on DAP in 12 years**

The Change Trend of High School Graduates with RHSP, MHP/IEP, and DAP between 1997-1998 and 2008-2009

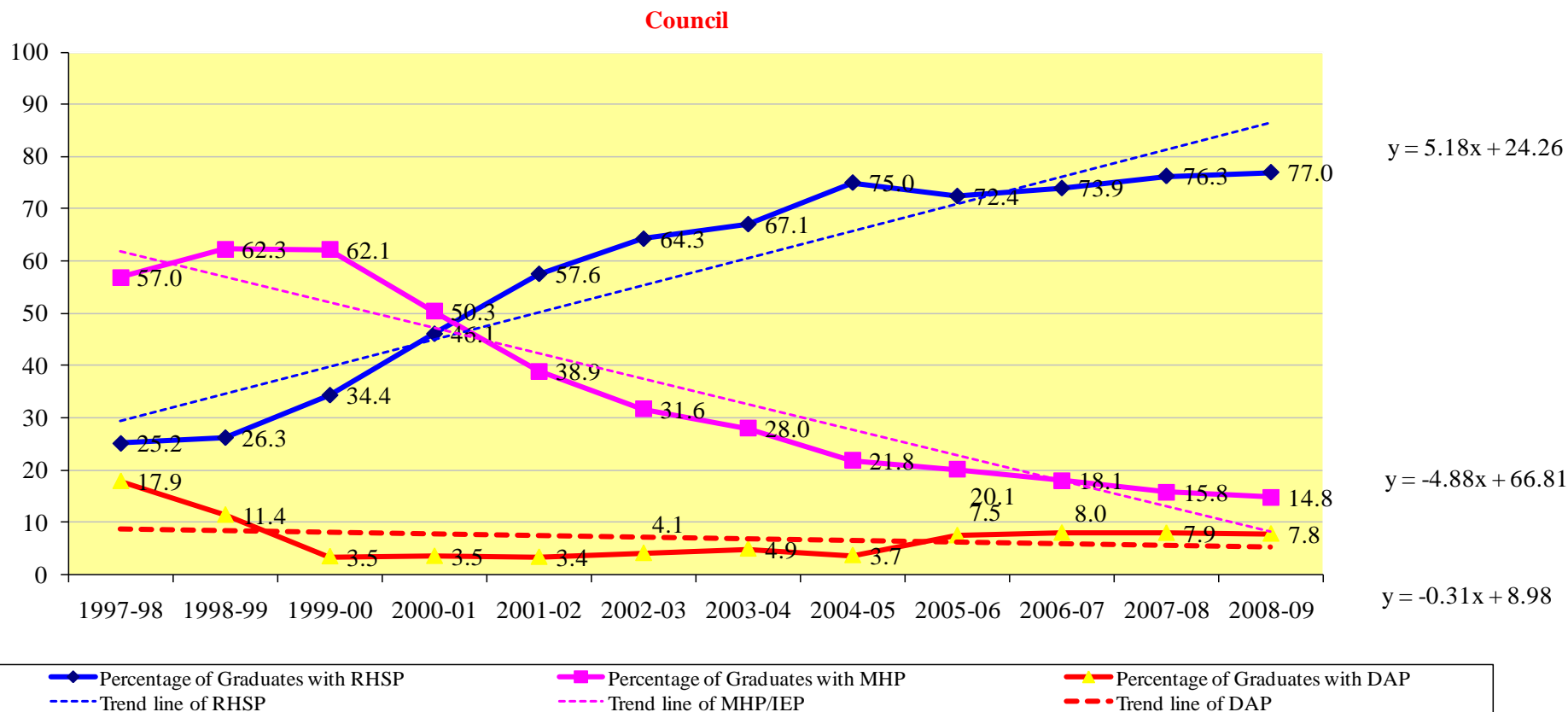


# Track the Change

## High School Graduates with RHSP (Recommended), MHP/IEP (Minimum), and DAP (Distinguished) in the Regional Council in 12 Years from 1998 to 2009

- The regional council improved slightly faster than the state on RHSP and MHP/IEP but somewhat slower than the state on DAP.

The Change Trend of High School Graduates with RHSP, MHP/IEP, and DAP between 1997-1998 and 2008-2009



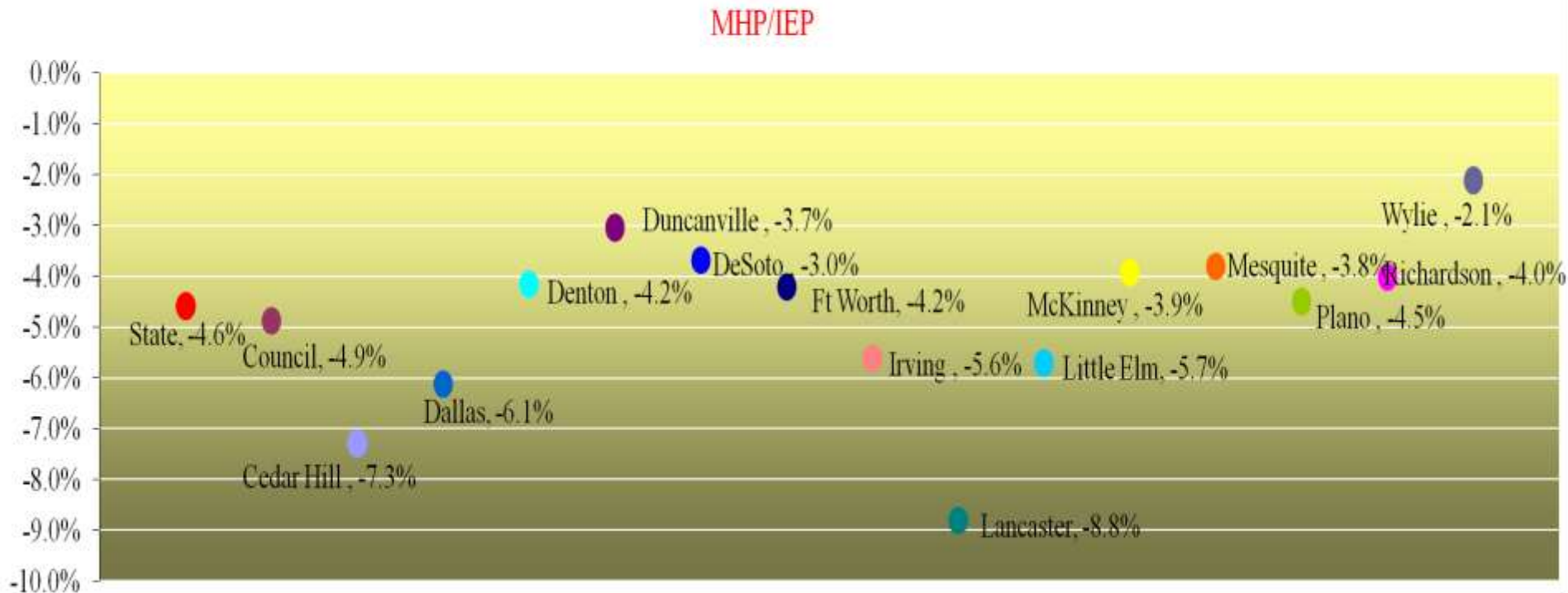


# Track the Change

**The Average Annual Growth Rate of High School Graduates with MHP/IEP (Minimum) in the State, the Regional Council, and the 14 ISDs from 1998 to 2009**

- **All had negative growth rates**
- **The council improved slightly faster the state.**
- **Some noticeable differences in the ISDs.**

Comparisons of the Annual Growth Rate of High School Graduates Plans between the State and 14 ISDs in the Regional Council b/t 1998 and 2009

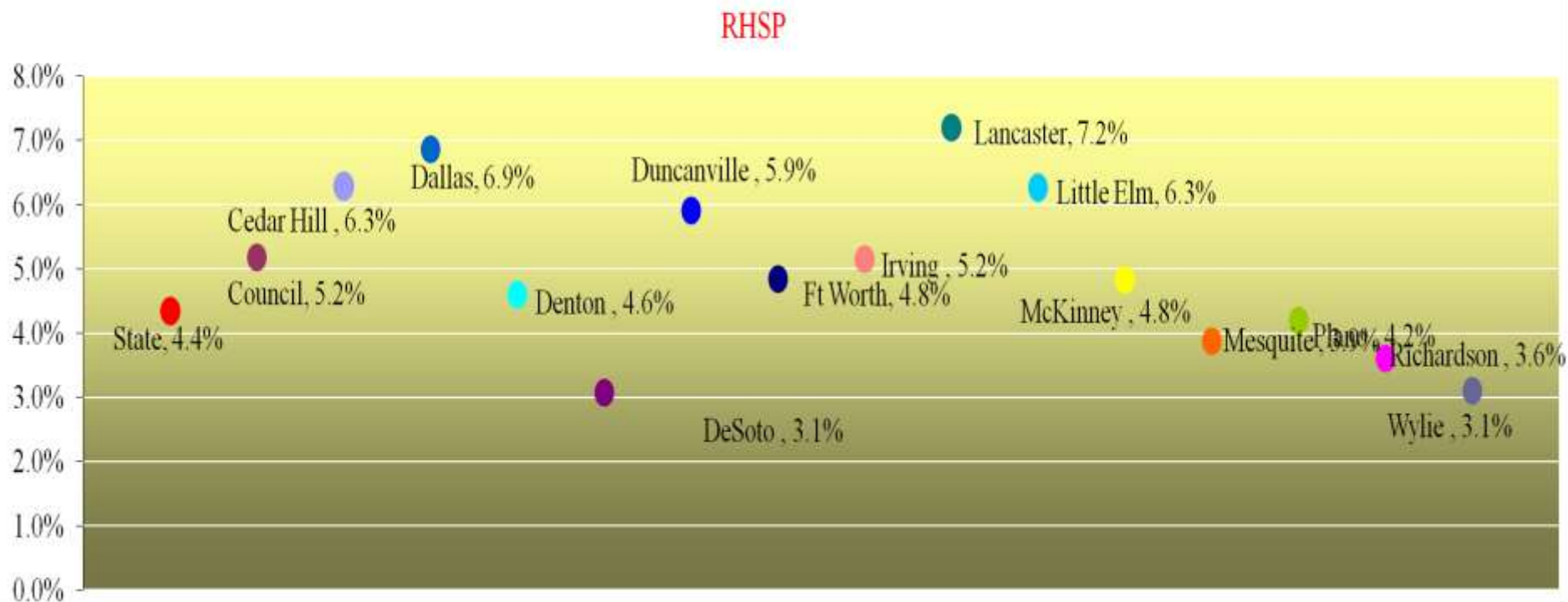


# Track the Change

**The Average Annual Growth Rate of High School Graduates with RHSP (Recommended) in the State, the Regional Council, and 14 ISDs from 1998 to 2009**

- **All had positive growth rates.**
- **The regional council decreased faster than the state**
- **Notable differences among the ISDs.**

Comparisons of the Annual Growth Rate of High School Graduates Plans between the State and 14 ISDs in the Regional Council b/t 1998 and 2009

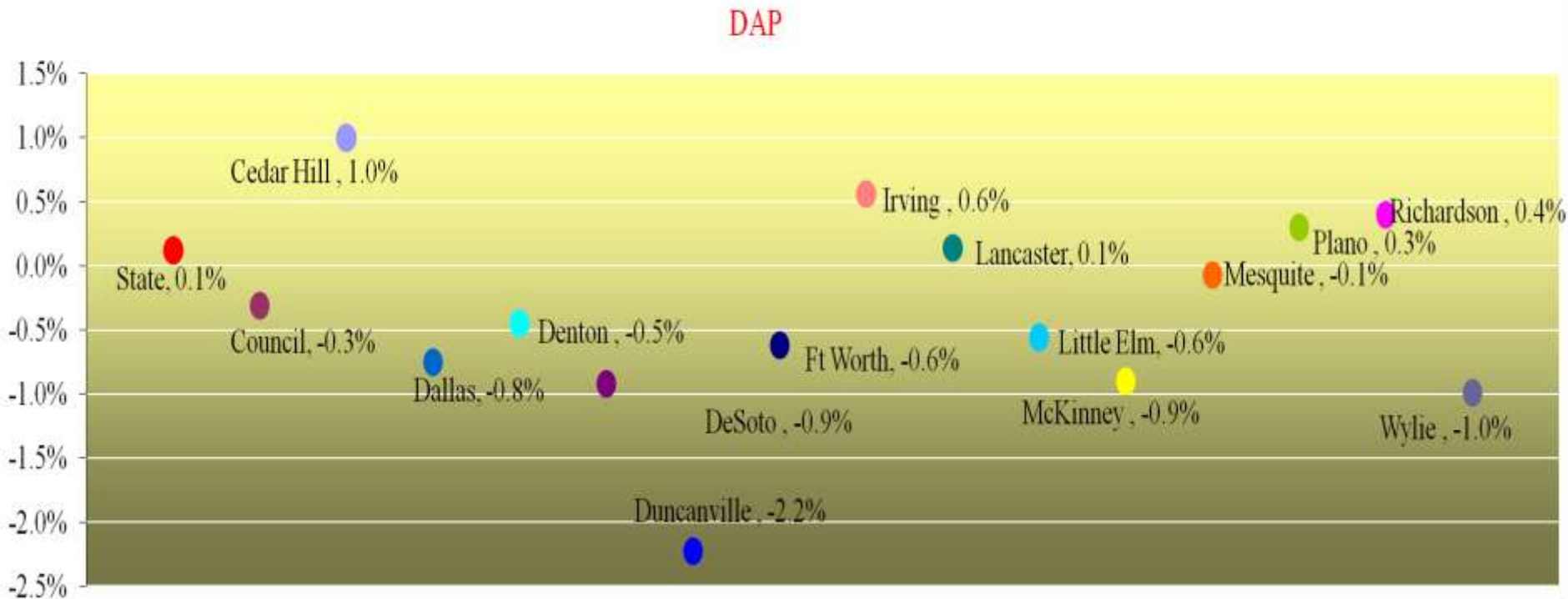


# Track the Change

**The Average Annual Growth Rate of HS Graduates with DAP (Distinguished) in the State, the Regional Council, and the 14 ISDs from 1998 to 2009**

- **Most of the growth rates are in the range of  $\pm 1\%$ .**
- **The state has virtually no change, whereas the regional council rates have slightly deteriorated at an annual rate of  $0.3\%$ .**

Comparisons of the Annual Growth Rate of High School Graduates Plans between the State and 14 ISDs in the Regional Council b/t 1998 and 2009



# Summary of Findings and Implications of High School Graduation Plans

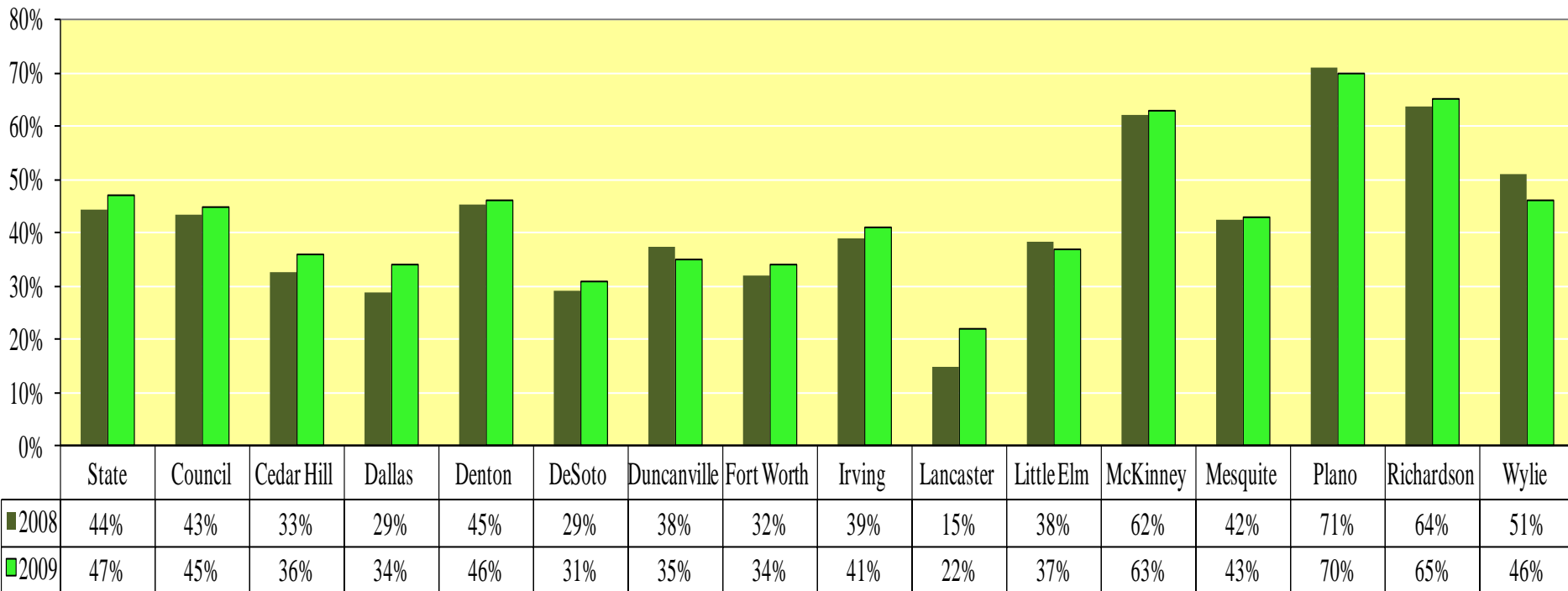
- Findings
  - In general, about 80% of high school graduates have completed secondary education successfully on time. The graduation rate in each group increased slightly from 2008 to 2009.
  - The groups/educational constituents with relatively low graduation rates typically improved faster on graduation rates than the better performing ones, resulting in reduced gaps.
  - The trend analysis on the graduate plan data in 12 years from 1998 to 2009 reveals significant growth on RHSP, a dramatic decrease on MHP/IEP, and virtually no change on DAP in the state, the regional council, and most of the 14 ISDs.
- Implications
  - While the gaps had been gradually closed as desired, we still need to focus on the low performance ISDs/Groups.
  - Concentrate more on the growth of students graduated with DAP.

# Transition to College and Higher Education Success Factors

# College-Ready in the Regional Council vs. the State in the Classes of 2008 and 2009

- The council was 1-2% lower than the state in 2008 and 2009.
- There was positive growth of college-ready students in the state, the council, and 10 of the 14 ISDs from 2008 to 2009.
- Wide differences existed among the ISDs in the regional council.

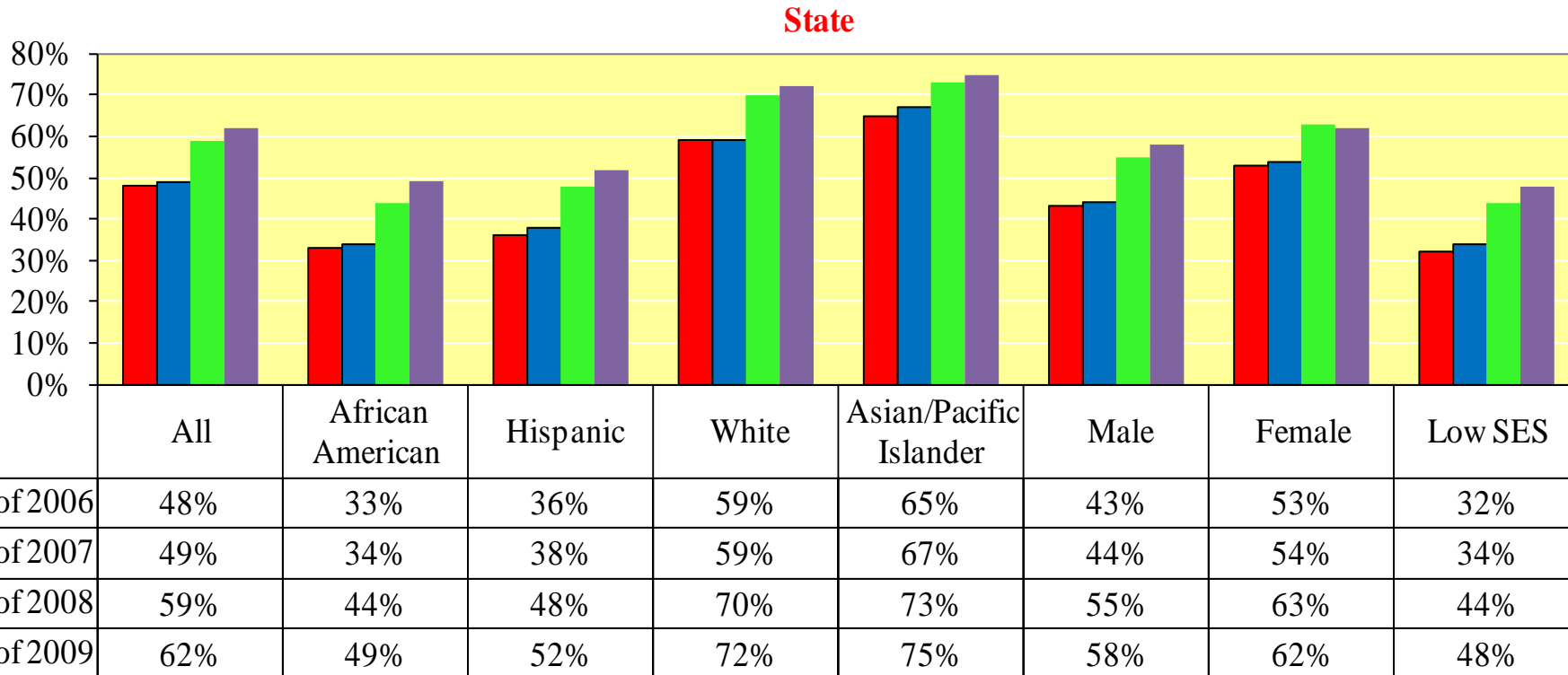
College-Ready on Both English Language Arts and Mathematics for High School Graduates in the Regional Council in 2007-2008 and 2008-2009



# College-Ready in English Language Arts in Regions 10 and 11 and the State in the Classes of 2006 - 2009

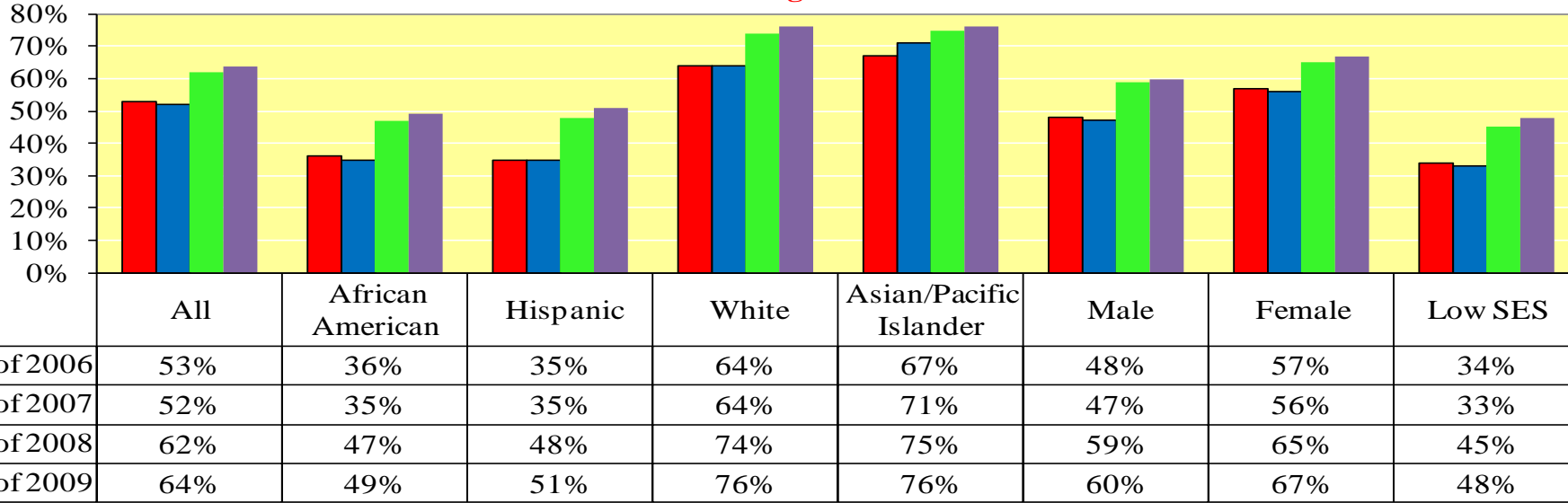
- Regions 10 and 11 > State
- College readiness generally increasing every year in each group
- White, Asian/Pacific Islander > Black, Hispanic, Low SES
- Female > Male
- The gaps, especially the gender gap, has been gradually closed.

**High School Graduates Being College-Ready in English Language Arts by Demographic Groups in the Classes of 2006, 2007, 2008, and 2009**



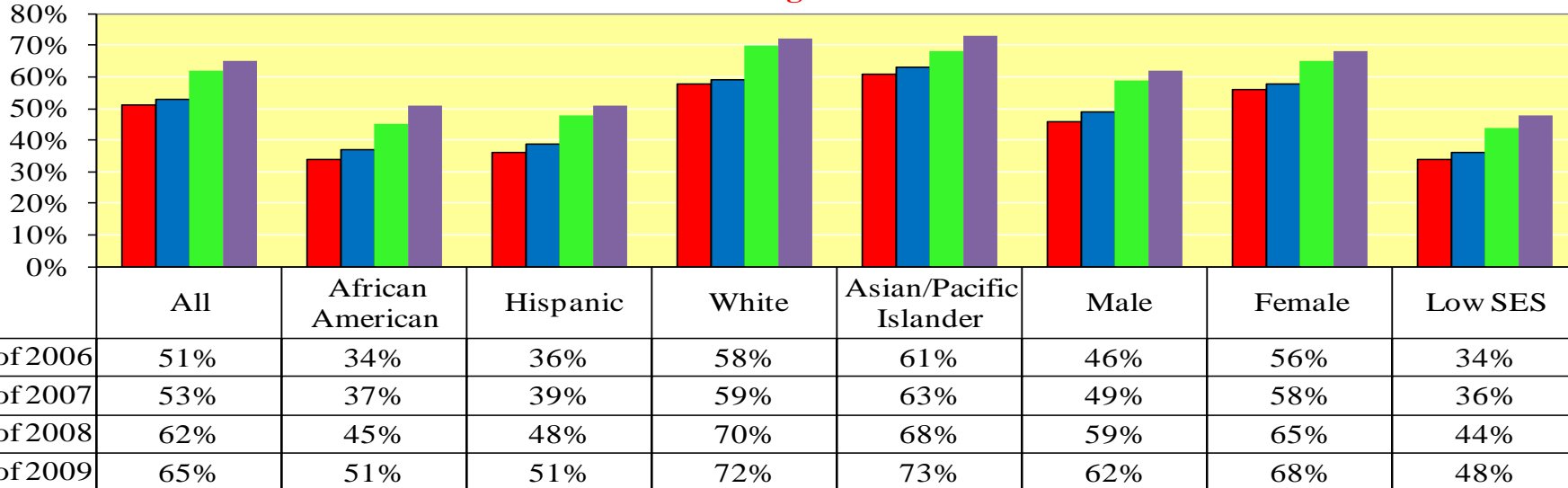
## High School Graduates Being College-Ready in English Language Arts by Demographic Groups in the Classes of 2006, 2007, 2008, and 2009

### Region 10



## High School Graduates Being College-Ready in English Language Arts by Demographic Groups in the Classes of 2006, 2007, 2008, and 2009

### Region 11



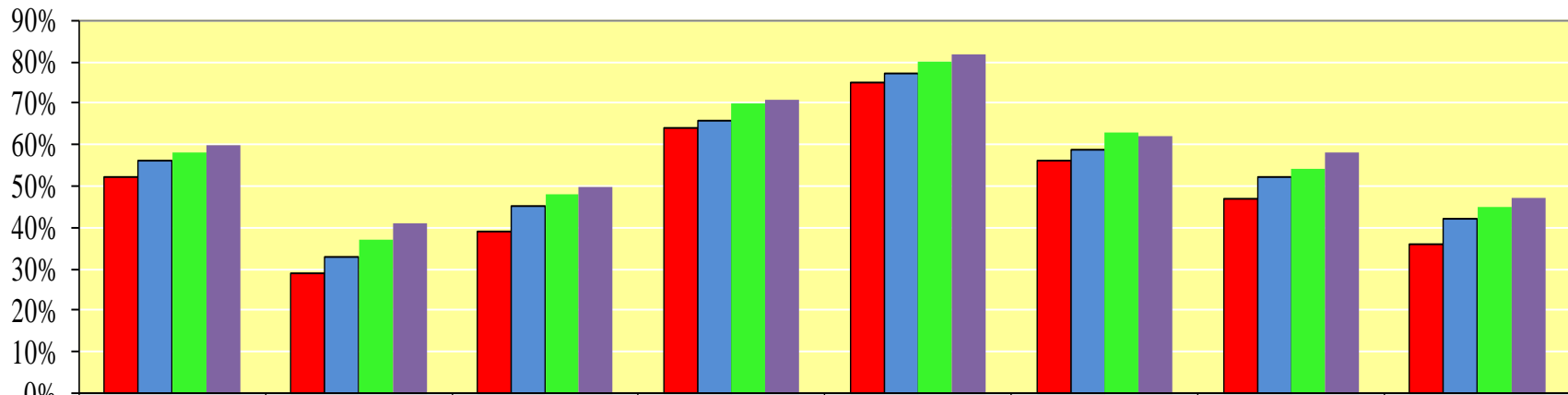


# College-Ready in Mathematics in Regions 10 and 11 and the State in the Classes of 2006 - 2009

- The percentage in each group was generally lower in math than in English language arts.
- Unlike English language arts, the gender gap has not closed in mathematics with the male group scoring higher than the female.
- For other groups, the findings were similar to those in English language arts

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

State

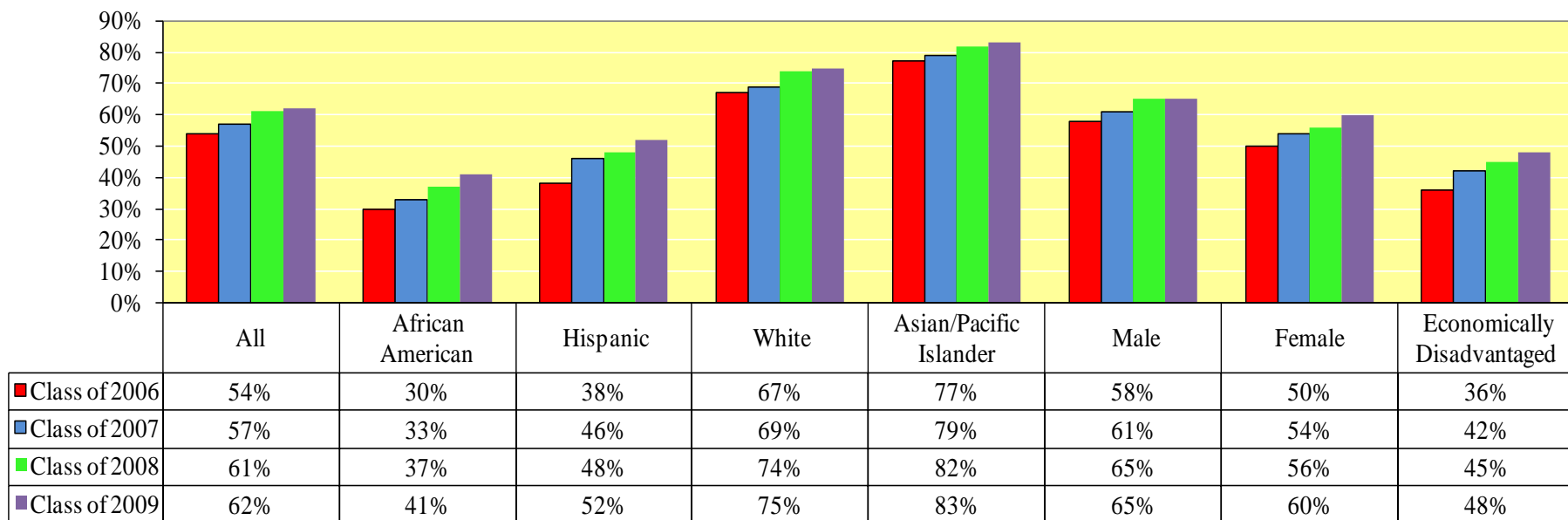


	All	African American	Hispanic	White	Asian/Pacific Islander	Male	Female	Economically Disadvantaged
■ Class of 2006	52%	29%	39%	64%	75%	56%	47%	36%
■ Class of 2007	56%	33%	45%	66%	77%	59%	52%	42%
■ Class of 2008	58%	37%	48%	70%	80%	63%	54%	45%
■ Class of 2009	60%	41%	50%	71%	82%	62%	58%	47%

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

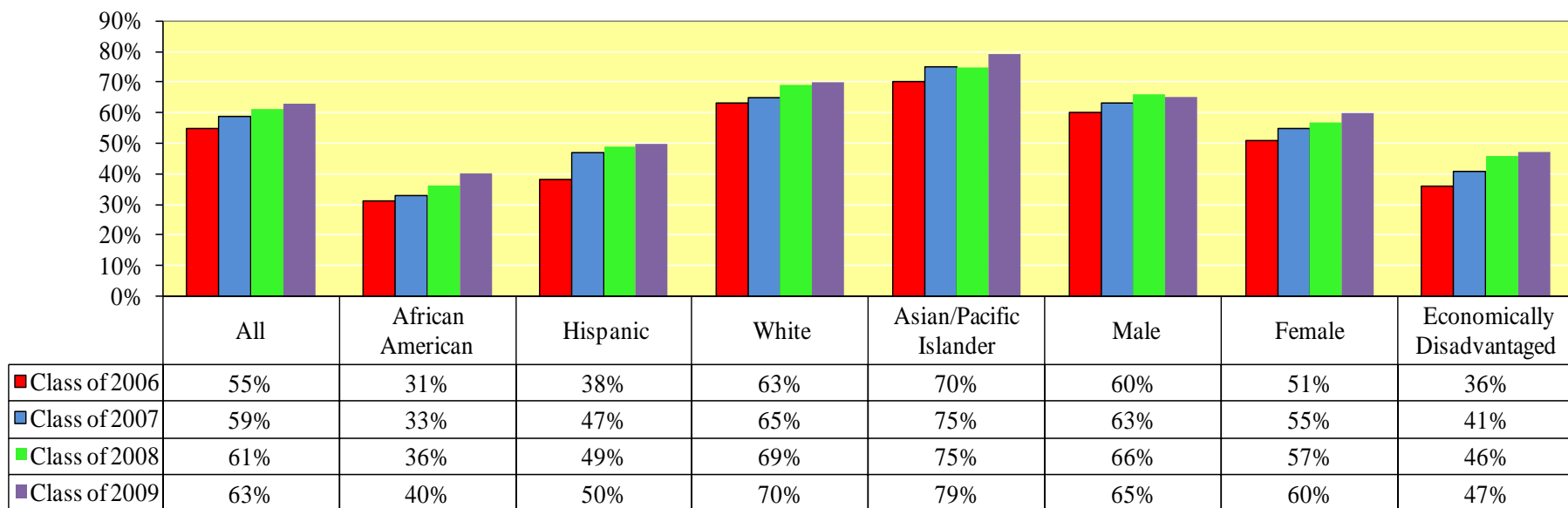
## High School Graduates Being College-Ready in Mathematics by Demographic Groups in the Classes of 2006, 2007, 2008, and 2009

### Region 10



## High School Graduates Being College-Ready in Mathematics by Demographic Groups in the Classes of 2006, 2007, 2008, and 2009

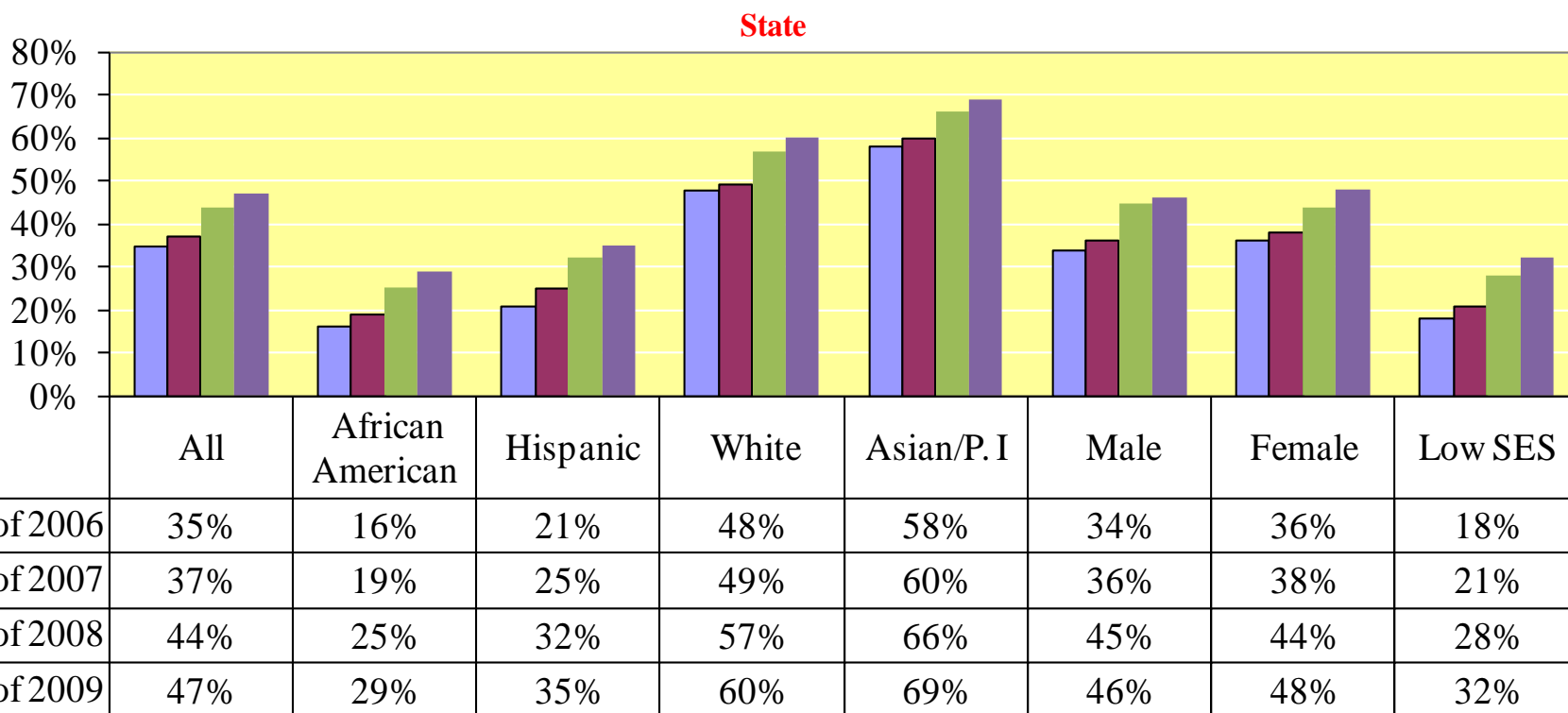
### Region 11



# College-Ready in Both English Language Arts and Mathematics in Regions 10 and 11 and the State in the Classes of 2006 - 2009

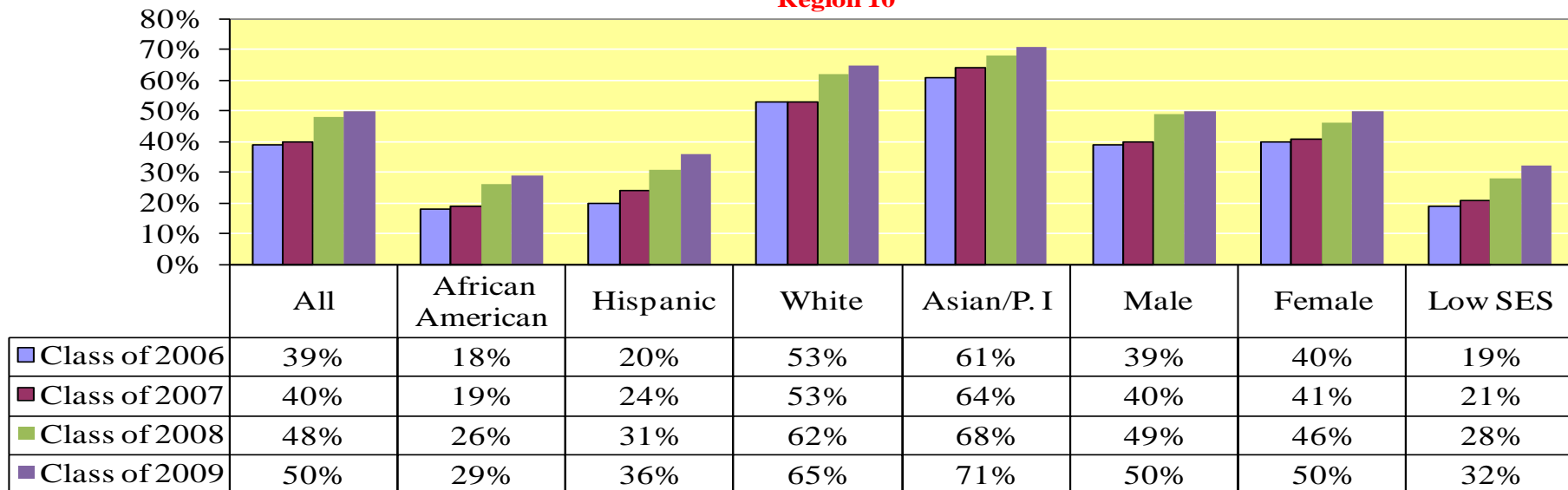
- Regions 10 and 11 > State
- Increasing every year in each group in general
- White, Asian/P. I. > Black, Hispanic, Low SES
- The gender gap was not as apparent as in English language arts.
- The other gaps appear to be gradually closing.

**High School Graduates Being College-Ready on Both English Language Arts and Mathematics by Demographics for Classes of 2006, 2007, 2008, and 2009**



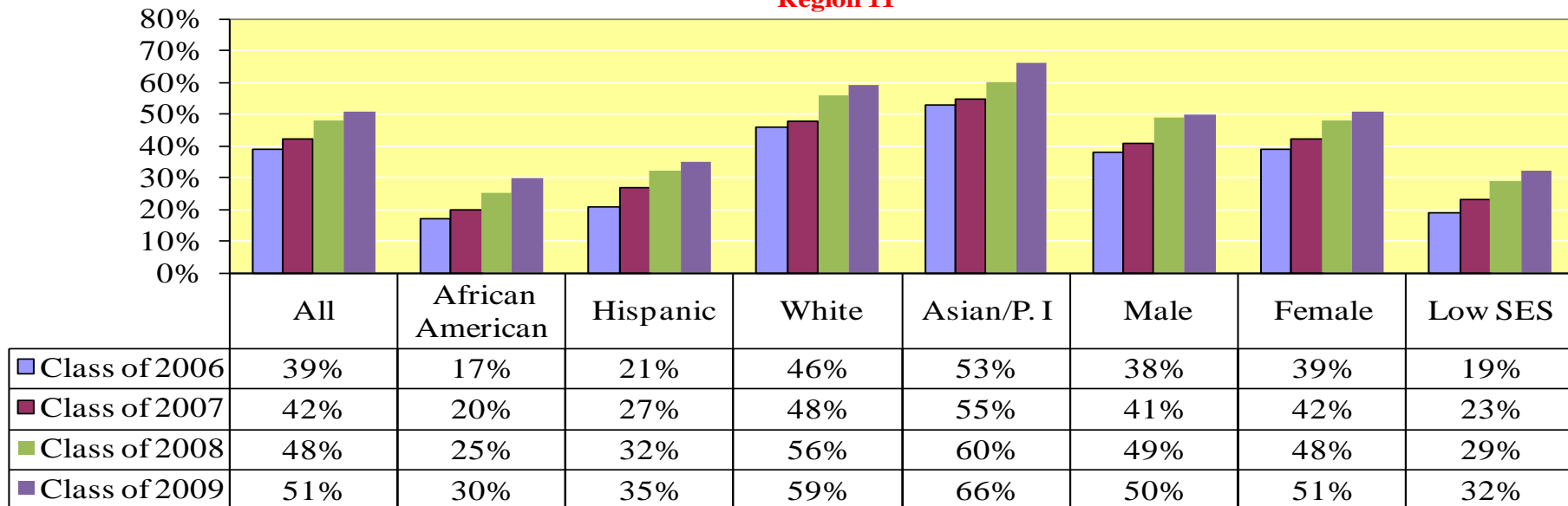
## High School Graduates Being College-Ready on Both English Language Arts and Mathematics by Demographics for Classes of 2006, 2007, 2008, and 2009

### Region 10



## High School Graduates Being College-Ready on Both English Language Arts and Mathematics by Demographics for Classes of 2006, 2007, 2008, and 2009

### Region 11



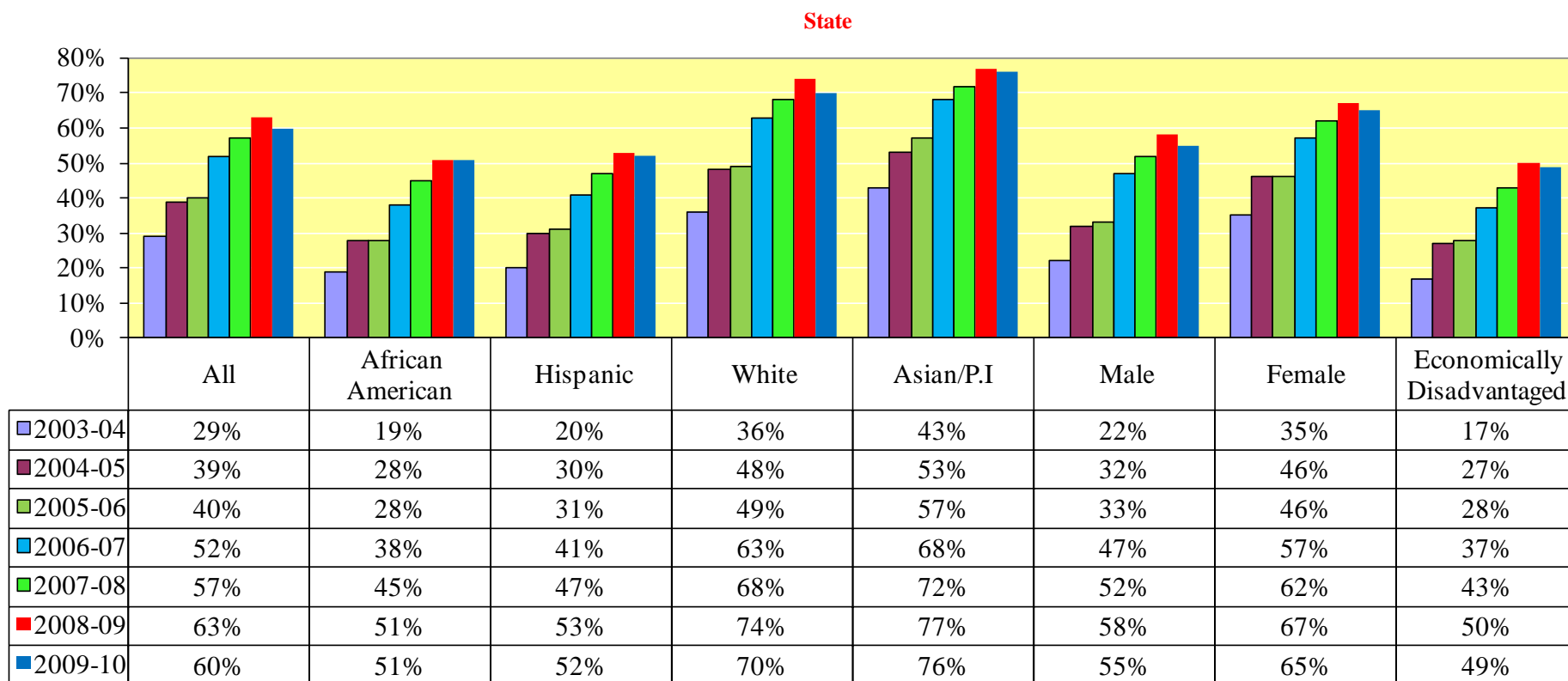
# Summary of the Findings on College-Ready Graduates

- ❑ On the indicator of college ready graduates, the regional council was 1-2% lower than the state in 2008 and 2009 in both English language arts and mathematics. However, Regions 10 and 11 were generally 2-3% higher than the state in English language arts, mathematics, and both subjects.
- ❑ The percentages of college-ready graduates in English language arts, mathematics, and both have typically been increasing each year in every group in Regions 10 and 11 and the state in the school years 2006 to 2009.
- ❑ The gaps had been gradually closed. The low performing groups, in general, demonstrated faster growth rates.
- ❑ Females were higher than males in English language arts. On the other hand, males were higher than females in mathematics. When both subjects were considered together, the gender gap disappeared.

# College-ready on TSI (Texas State Initiative) – Higher Education Readiness Components in English Language Arts in Regions 10 and 11 and the State from 2004 to 2010

- Regions 10 and 11 are typically 3-4% higher than the state.
- This indicator is generally increasing each year, but not from 2009 to 2010.
- White, Asian/P. I. > Black/Hispanic/Low SES and Male < Female
- Lower performing groups showed faster growth.

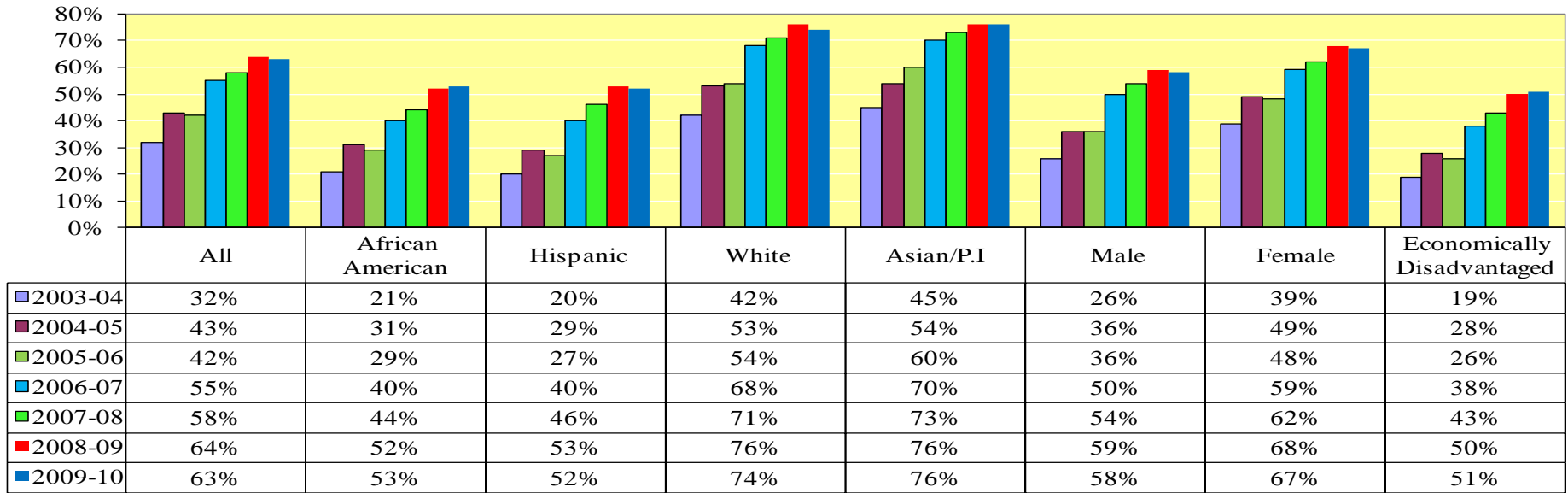
**Percents of TSI - Higher Education Readiness Component in English Language Arts between 2003-04 and 2009-10**



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

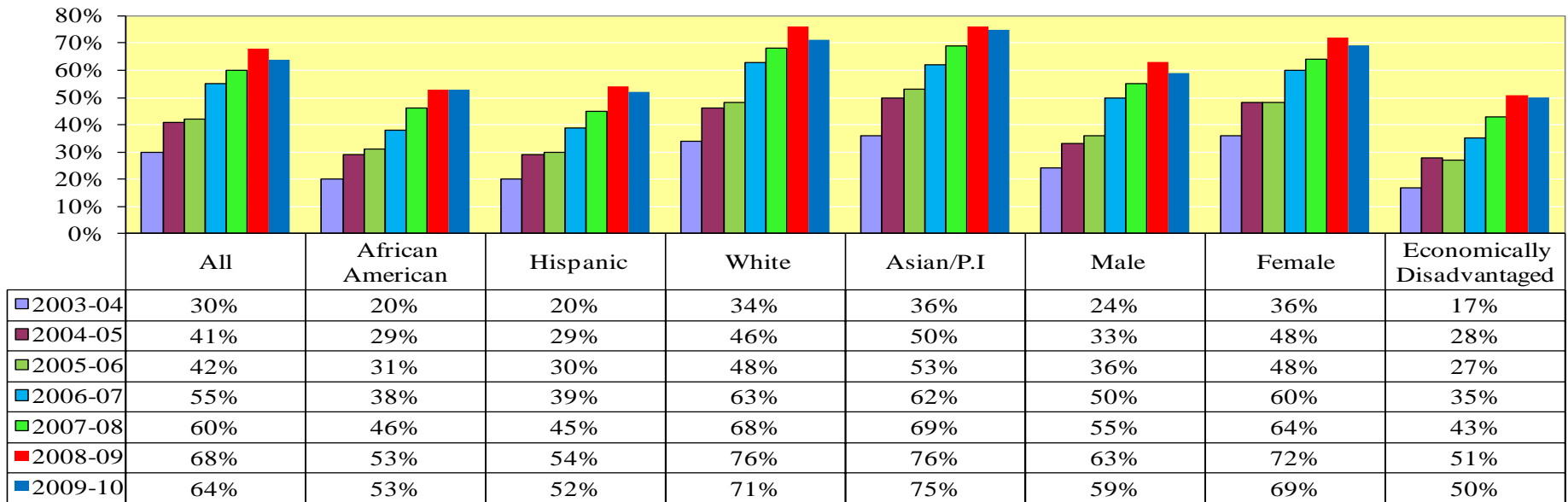
**Percents of TSI - Higher Education Readiness Component in English Language Arts between 2003-04 and 2009-10**

**Region 10**



**Percents of TSI - Higher Education Readiness Component in English Language Arts between 2003-04 and 2009-10**

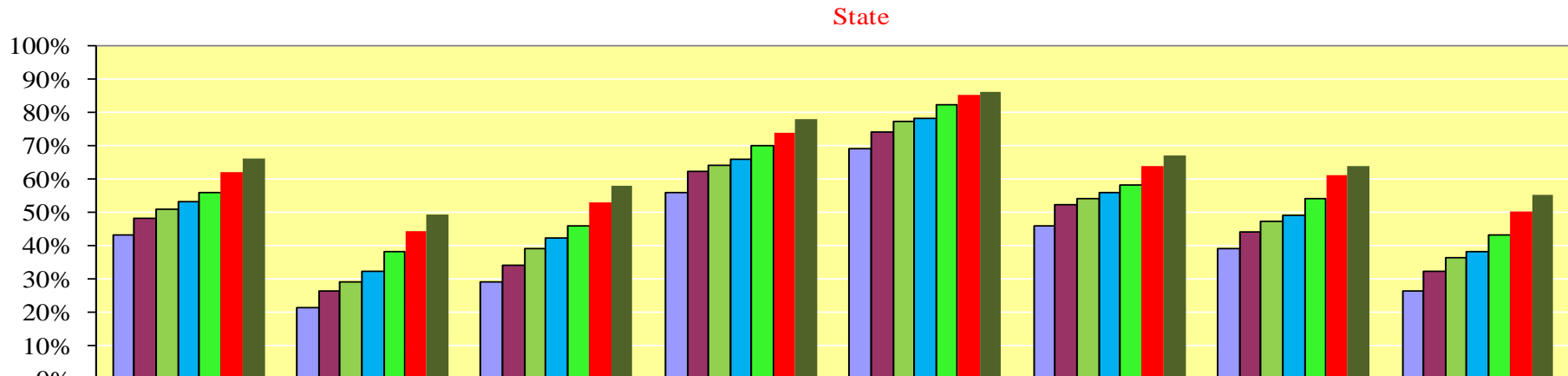
**Region 11**



# College-ready on TSI (Texas State Initiative) – Higher Education Readiness Components in Mathematics in Regions 10 and 11 and the State from 2004 to 2010

- Regions 10 and 11 are slightly higher than the state.
- This indicator has been steadily increasing each year in each group.
- White, Asian/P. I. > Black/Hispanic/Low SES and Male > female
- Lower performing groups demonstrated faster growth, as in English language arts.

**Percent of High School Graduates College-Ready on TSI - Higher Education Readiness Components in Mathematics between 2004 and 2010**



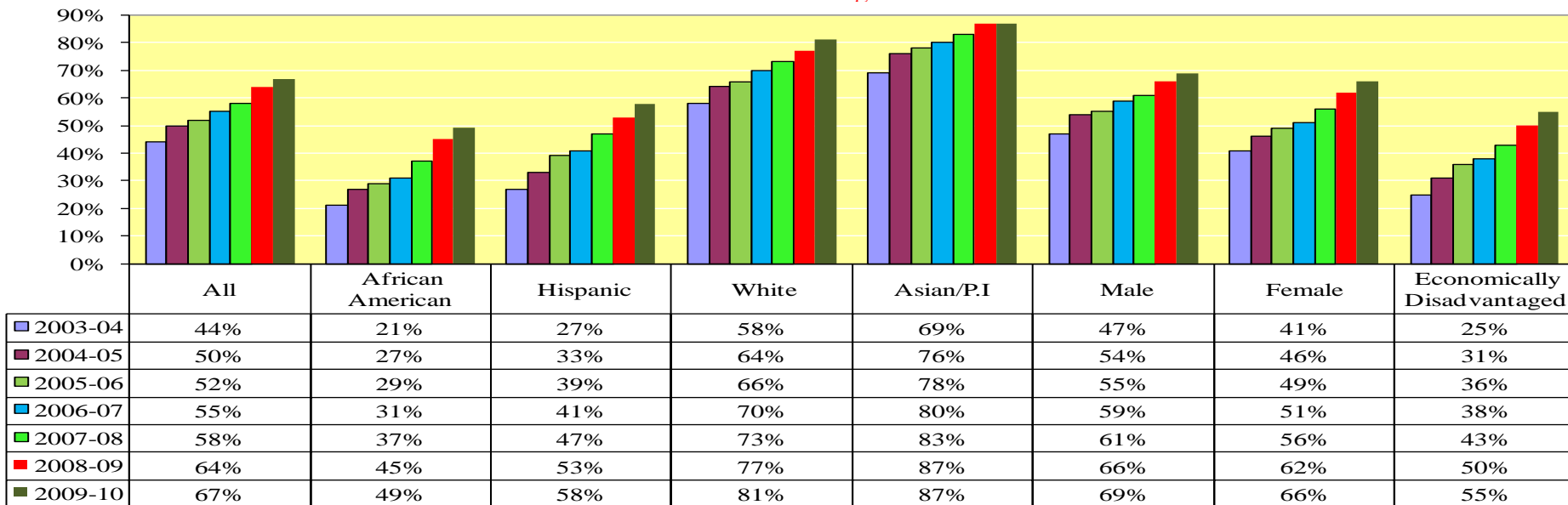
	All	African American	Hispanic	White	Asian/P.I	Male	Female	Economically Disadvantaged
2003-04	43%	21%	29%	56%	69%	46%	39%	26%
2004-05	48%	26%	34%	62%	74%	52%	44%	32%
2005-06	51%	29%	39%	64%	77%	54%	47%	36%
2006-07	53%	32%	42%	66%	78%	56%	49%	38%
2007-08	56%	38%	46%	70%	82%	58%	54%	43%
2008-09	62%	44%	53%	74%	85%	64%	61%	50%
2009-10	66%	49%	58%	78%	86%	67%	64%	55%

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



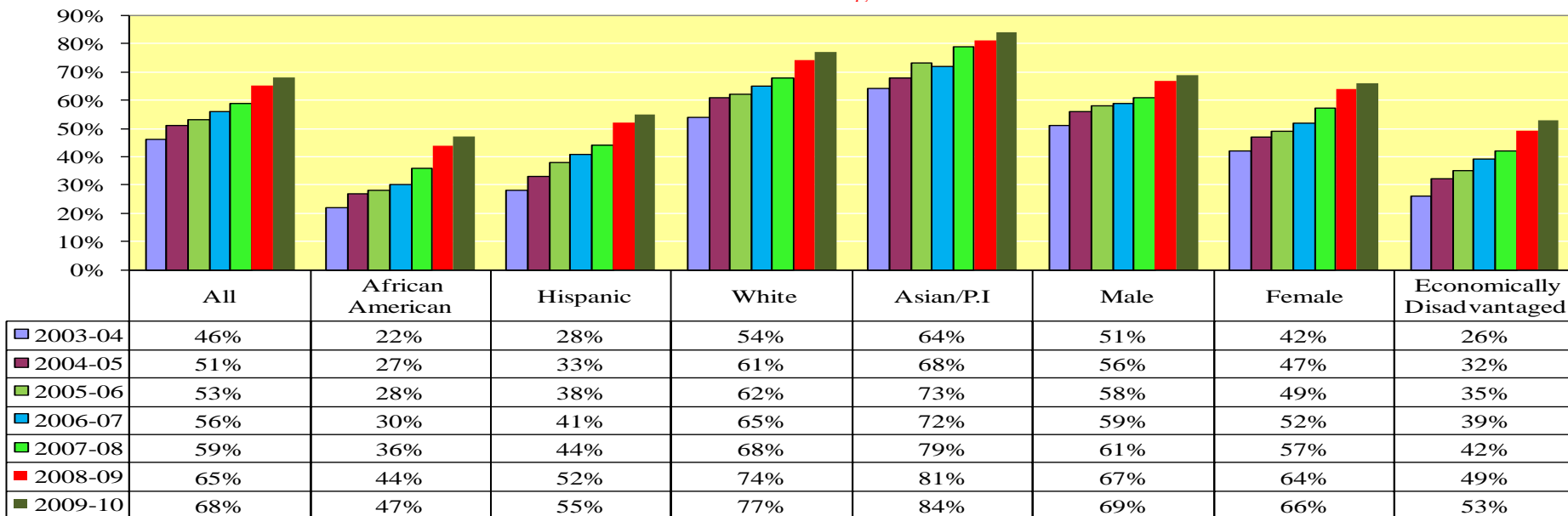
**Percent of High School Graduates College-Ready on TSI - Higher Education Readiness Components in Mathematics between 2004 and 2010**

**Region 10**



**Percent of High School Graduates College-Ready on TSI - Higher Education Readiness Components in Mathematics between 2004 and 2010**

**Region 11**

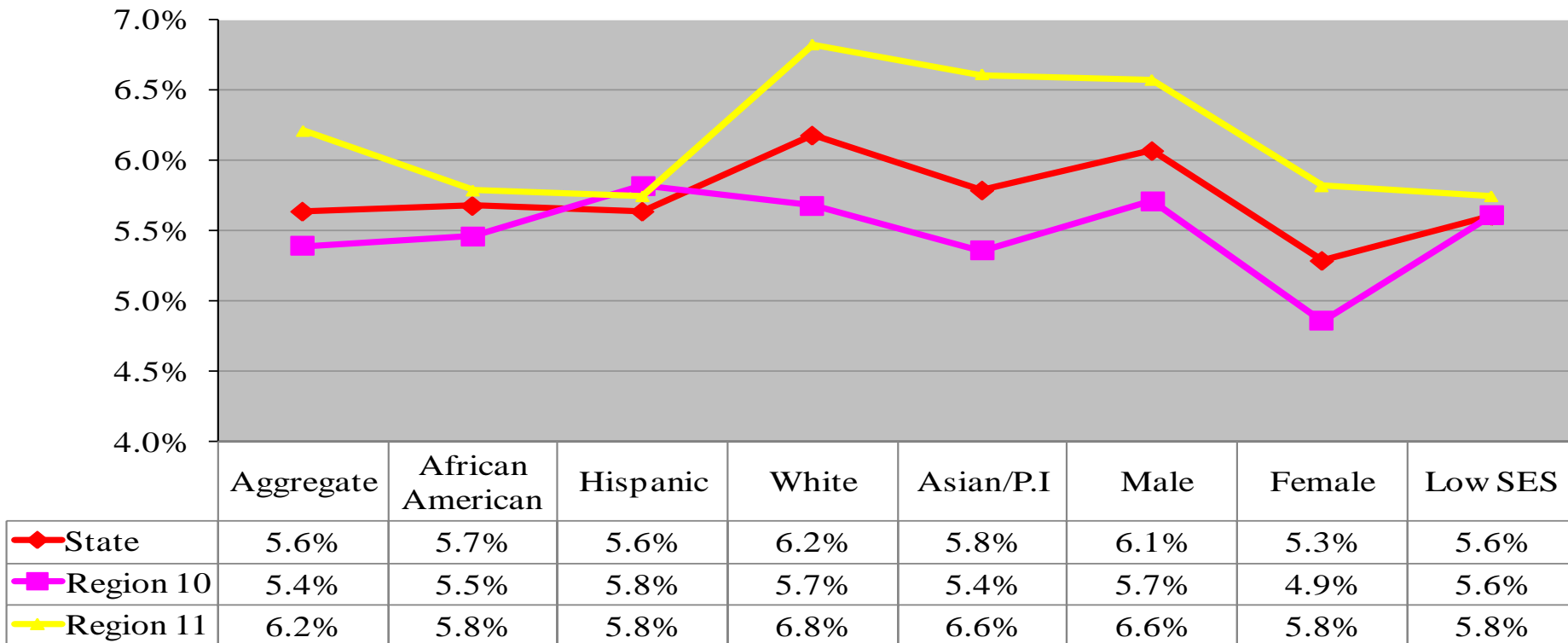


# Track the Change

## Average Annual Growth Rates of High School Graduates Meeting TSI's Higher Education Readiness Components in English Language Arts in 7 Years (2004-2010)

- All groups had positive annual growth rates, at least 4.9%
- Overall, Region 11 > State > Region 10
- Male > Female

**Growth Rates of High School Graduates Meeting TSI's Higher Education Readiness Components on English Language Arts in 7 Years (2004-2010)**



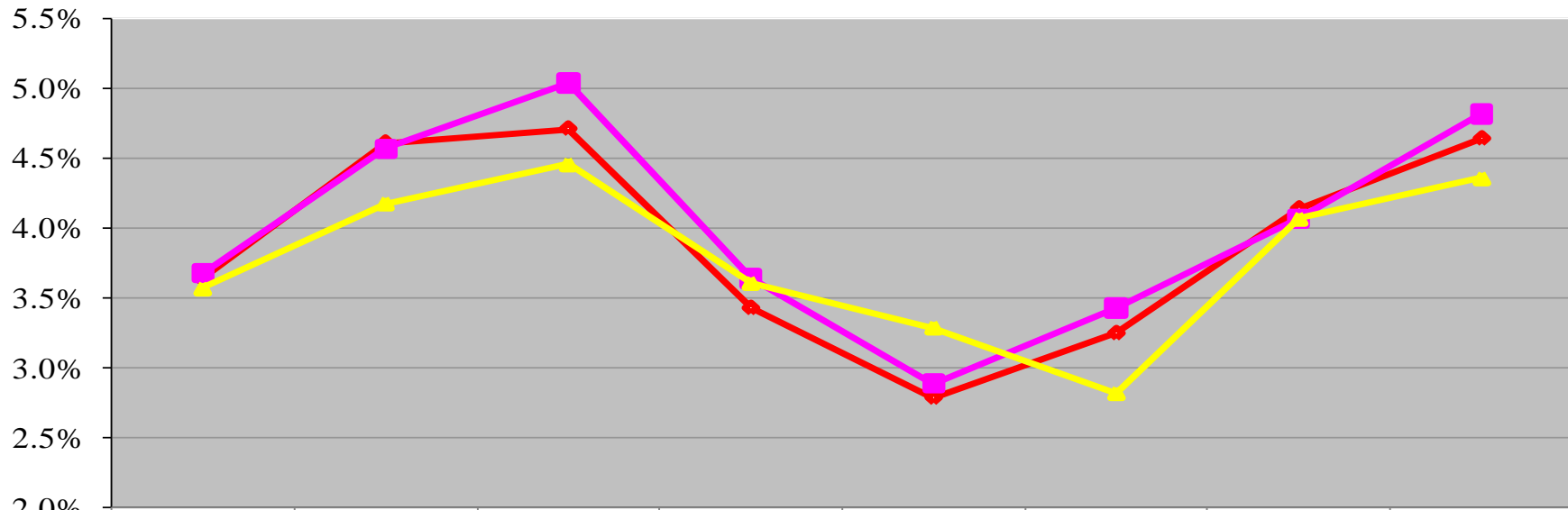
Source: 2003-2004, 2004-2005, 2005-2006, 2006-2007, 2007-2008, 2008-2009, and 2009-2010 AEIS Report

# Track the Change

## Average Annual Growth Rates of High School Graduates Meeting TSI's Higher Education Readiness Components in Mathematics in 7 Years (2004-2010)

- All groups had positive annual growth rates, at least 2.8%
- Regions 10 and 11 and the state had similar annual growth rates.
- Hispanic/Low SES/African American > White > Asian/P. I.
- Female > Male

Comparison of the Growth Rates of High School Graduates Meeting TSI's Higher Education Readiness Components in Mathematics in 7 Years (2004-2010)



	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: 2003-2004, 2004-2005, 2005-2006, 2006-2007, 2007-2008, 2008-2009, and 2009-2010 AEIS Report

# Summary of the Findings on College-Readiness from 2004 to 2010 (based on TSI – Higher Education Readiness Components)

- ❑ Regions 10 and 11 were slightly higher than the state.
- ❑ Each group in the state and Regions 10 and 11 showed increasing rates of college-ready students in both English language arts and mathematics.
- ❑ The African American, Hispanic, and Low SES groups scored lower than White or Asian/Pacific Islander counterparts in each subject area.
- ❑ Males had lower scores than females on English language arts, but higher than females in mathematics.
- ❑ The gap by ethnicity and gender has been reduced with faster growth in college readiness of the lower performing groups.
- ❑ The trend analysis reveals that the annual growth rate from 2004 to 2010 in English language arts was higher than in mathematics.

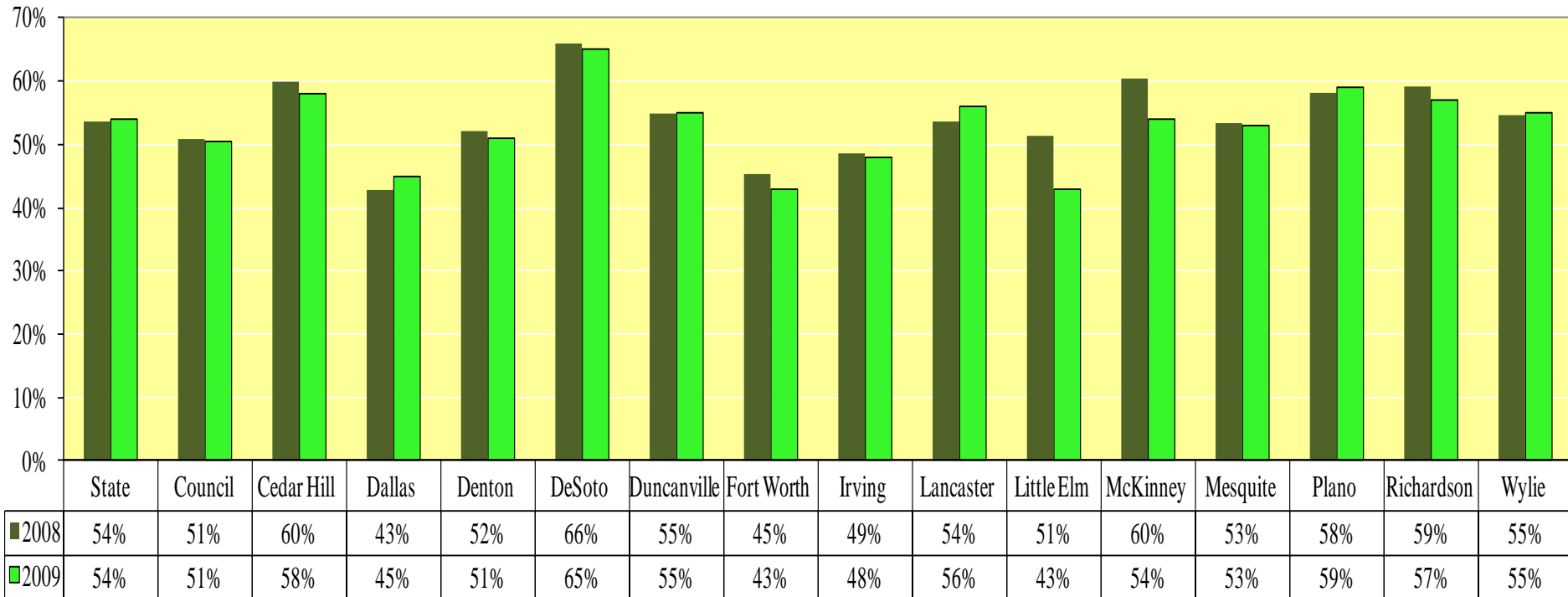
## Implications of the Findings on College-Readiness

- ❑ The percentage of students college-ready in mathematics has been lower and slower growing than in English language arts. Why so, and how can we improve performance in mathematics?
- ❑ The African American group generally had the lowest percentage on this indicator in English language arts, mathematics, and both, and these indicators did not show the fastest growth rate. Why was the growth in African American group slower than for the other groups, especially the Hispanic group?
- ❑ Some ISDs had persistent improvement across the groups. We need to learn from these high improvement districts.

# Higher Education Enrollment in the Regional Council vs. the State in the Classes of 2008 and 2009

- The regional council had enrollments 3% lower than the state in 2008 and 2009.
- Virtually no change from 2008 to 2009 in the regional council or the state.
- A majority of the ISDs in the regional council did not increase the higher education enrollment from 2008 to 2009.

Higher Education Enrollment for High School Graduates in the Regional Council in 2007-2008 and 2008-2009



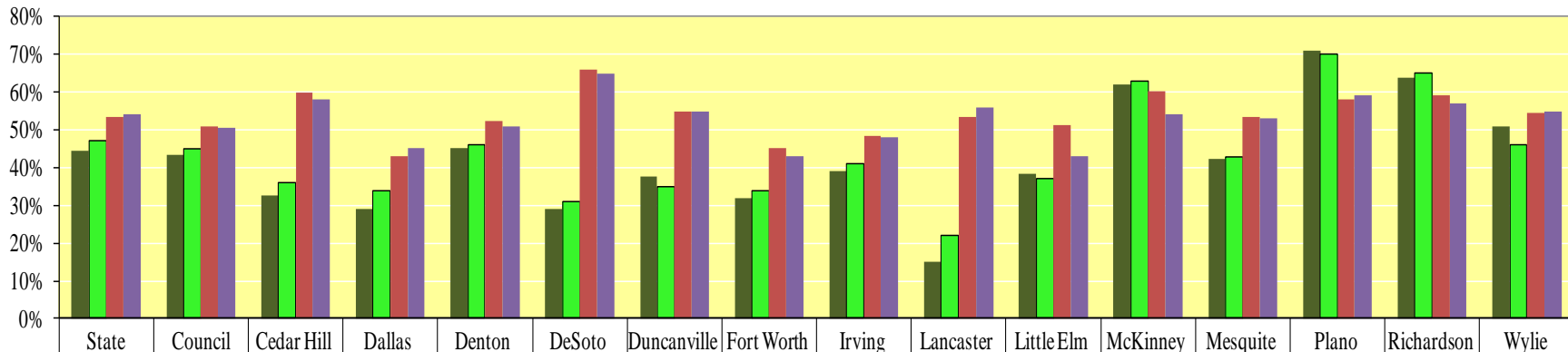
Source : Texas P-16 Public Education Information Resource - High School To College on Enrolled the Fall Semester Following High School Graduation by High School County and District: 2008-2009 Graduates Reports ([http://www.texaseducationinfo.org/tea.tpeir.web/topic\\_hstocollege.aspx](http://www.texaseducationinfo.org/tea.tpeir.web/topic_hstocollege.aspx))

# College-Readiness vs. Higher Education Enrollment in the Regional Council vs. the State in the Classes of 2008 and 2009

(This slide is the combination of the previous one and the earlier one on College-Readiness in the Regional Council vs. the State in the Classes of 2008 and 2009)

- The higher education enrollment was 6-8% higher than college-readiness in the regional council and the state in 2008 and 2009.
- The three top performing ISDs on college-readiness had postsecondary enrollment in Texas scores lower than college-readiness, whereas the other ISDs had postsecondary enrollment scores that exceeded college-readiness.

College-Ready on Both English and Mathematics and Higher Ed Enrollment for High School Graduates in the Regional Council in 2007-2008 and 2008-2009



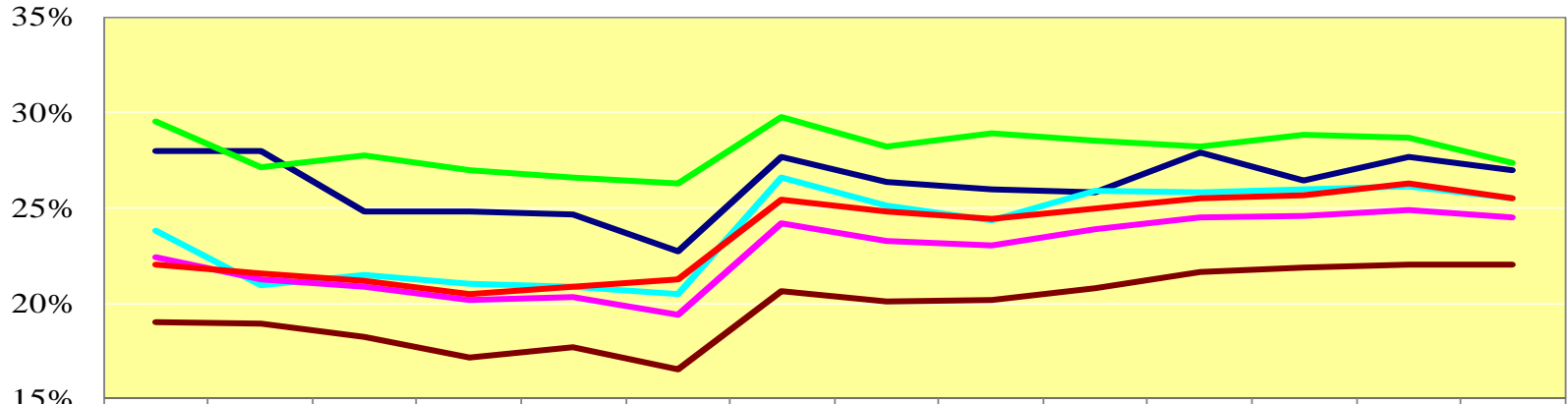
	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
College-Ready in 2008	44%	43%	33%	29%	45%	29%	38%	32%	39%	15%	38%	62%	42%	71%	64%	51%
College-Ready in 2009	47%	45%	36%	34%	46%	31%	35%	34%	41%	22%	37%	63%	43%	70%	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 : 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](http://www.texaseducationinfo.org/tea.tpeir.web/topic_hstocollege.aspx))

# 4-Year University Enrollment for High School Graduates in the Four North Texas Counties from 1996 to 2009

- Overall, no significant increases in 14 years
- Denton and Collin Counties are above the state averages, but show the least increase.
- Tarrant County is close to the state average
- Dallas County is the lowest in the past 14 years but has had the largest growth rate. North Texas as a whole has been slightly lower than the state in 4-year university enrollment.

4-Year University Enrollment for the High School Graduates 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:

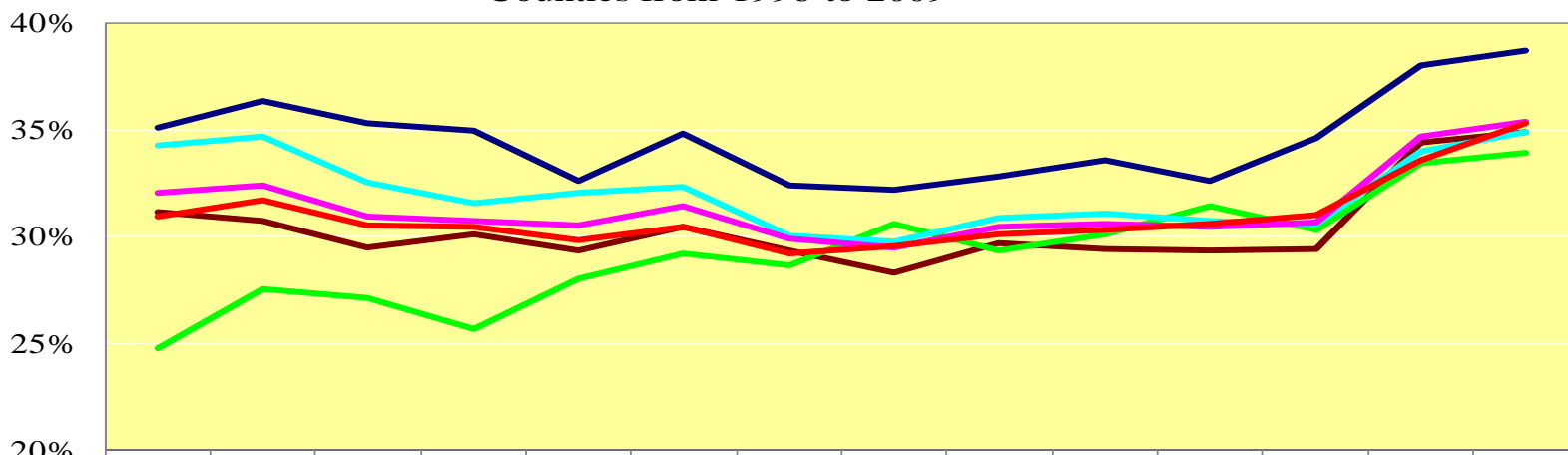
1995-1996 to 2008-2009 Graduates. (<http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolBySchoolYear.cfm>)



# 2-Year College Enrollment for High School Graduates in the Four North Texas Counties from 1996 to 2009

- No significant changes from 1996 to 2007, but notable growth from 2007 to 2009
- Collin County is the highest in the four North Texas counties
- Tarrant and Dallas Counties have performed near the state averages
- Denton County has been the lowest but also showed the fastest growth.
- North Texas as a whole has been slightly higher than the state in 2-year college enrollment.

2-Year College Enrollment for the High School Graduates 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%

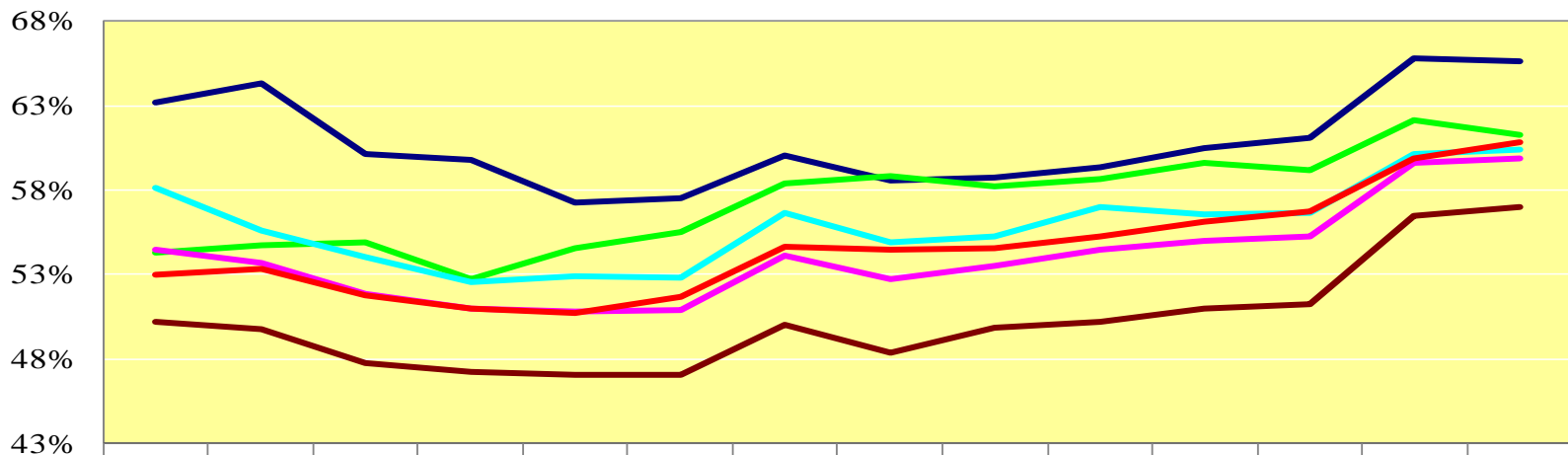
Source: THECB - High School Graduates Enrolled in Higher Education the Following Fall by High School County:

1995-1996 to 2008-2009 Graduates. (<http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolBySchoolYear.cfm>)

# Total Higher Education Enrollment for High School Graduates in the Four North Texas Counties from 1996 to 2009

- No significant changes from 1996 to 2003, but small steady growth from 2003 to 2009.
- Collin and Denton Counties have enrollment rates generally higher than the state.
- Tarrant County has been close to the state average.
- Dallas County has the lowest college enrollment rate, but it demonstrated the fastest growth.
- North Texas as a whole has been close to the state average in higher education enrollment.

Percent of Postsecondary Enrollment for the High School Graduates 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:

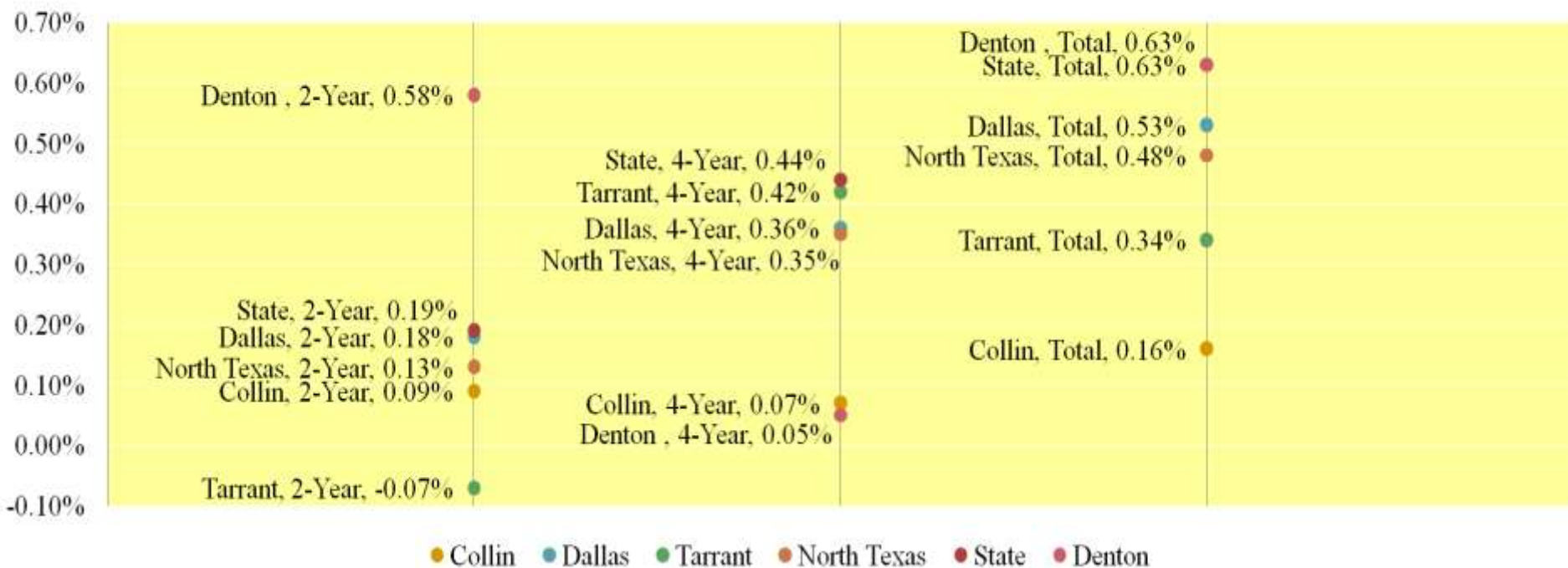
1995-1996 to 2008-2009 Graduates. (<http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolBySchoolYear.cfm>)

# Track the Change

## Annual Change Rate of Postsecondary Enrollment for High School Graduates in the Four North Texas Counties in 14 Years from 1996 to 2009

- Overall, the growth in higher education enrollment in the state and the North Texas counties was less than 1% over 14 years.
- North Texas grew slower than the state in 2-yr and 4-yr college enrollment.
- Denton County had the greatest growth rate in 2-year college enrollment.

Annual Change Rate of Postsecondary Enrollment for the High School Graduates in the Four North Texas Counties from 1996 to 2009



Source: THECB - High School Graduates Enrolled in Higher Education the Following Fall by High School County:

1995-1996 to 2008-2009 Graduates. (<http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolBySchoolYear.cfm>)

# Summary of the Findings on Higher Education Enrollment

- ❑ The regional council was about 3% lower than the state in higher education enrollment in 2008 and 2009. The state, the regional council, and most of the ISDs in the council did not increase in students enrolling in higher education from 2008 to 2009.
- ❑ The trend analysis on higher education enrollment in 14 years from 1996 to 2009 in North Texas and the state reveals that
  - ❖ Overall, there were only small positive changes in 2-year, 4-year, or the total higher education enrollment in the state and in North Texas. However, there was a steady growth in the higher education enrollment in the state and the four North Texas counties from 2007 to 2009.
  - ❖ North Texas is close to the state on this indicate, but has grown more slowly.
  - ❖ With regard to the differences,
    - North Texas has grown somewhat slower than the state in 2-year, 4-year, and total college enrollment.
    - The high performing counties tended to have slower growth rates and vice versa on this indicator.

# Implications of the Findings on Higher Education Enrollment

- ❑ Good News
  - ❖ The gap has been gradually closed. Higher education enrollment in the low enrollment counties grew faster than in the higher performing ones.
  - ❖ Although growth in higher education enrollment in the state and North Texas was not obvious in the 14-year period from 1996 to 2009, it has grown steadily in the latest 3 years from 2007 to 2009, and this is especially true of 2-year enrollment.
- ❑ The Challenges:
  - ❖ Higher education enrollment in the regional council grew slower than the state in 2008 and 2009. We need to increase enrollment of qualified students.
  - ❖ There has not been much improvement in the state or the regional council from 2008 to 2009. Why so and what can we do?.
  - ❖ We may need to drill down to the district/individual group levels to identify better understand patterns in higher education enrollment. The Texas Higher Education Regional Data presented below may provide partial answers.

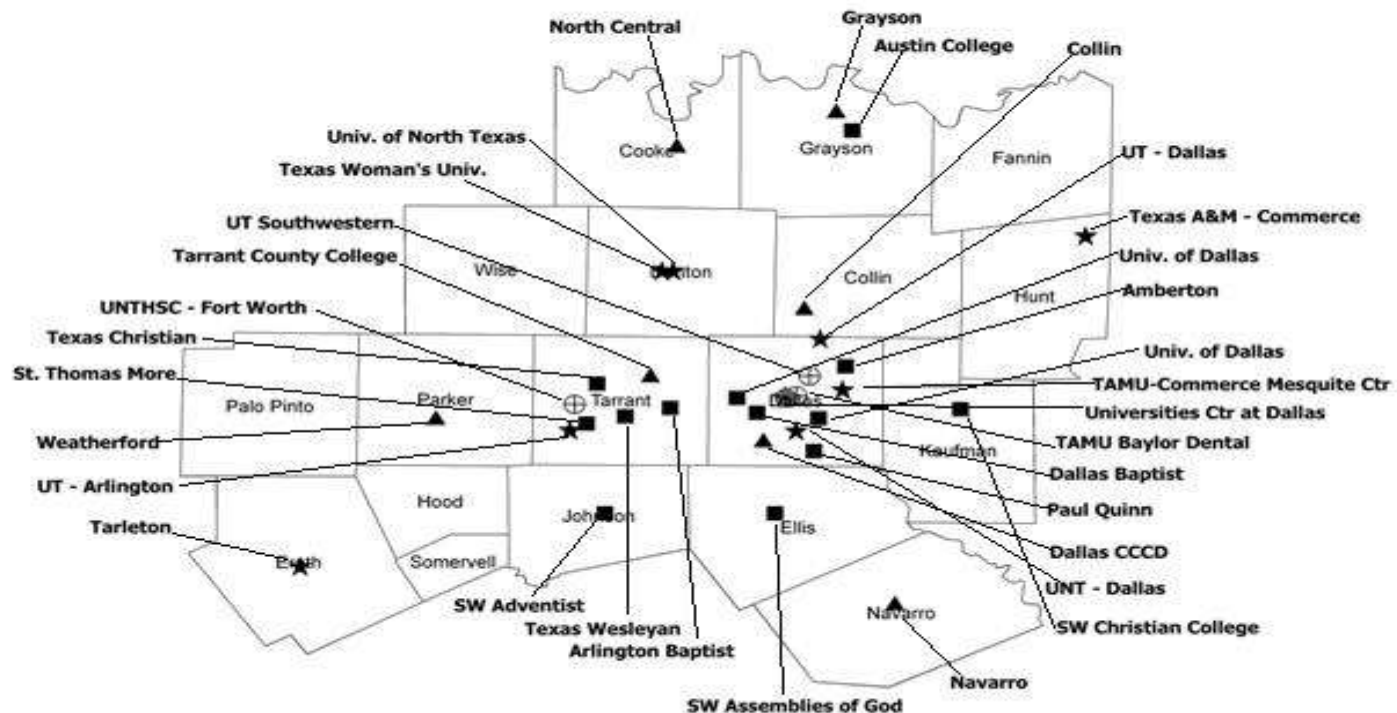
# The Ten Texas Higher Education Regions

The THECB divides the Texas Higher Education geographically into 10 regions.

**We are here, Region 3 (or Metroplex).**



# Thirty-two Higher Education Institutions in North Texas – Region 3 (Metroplex)

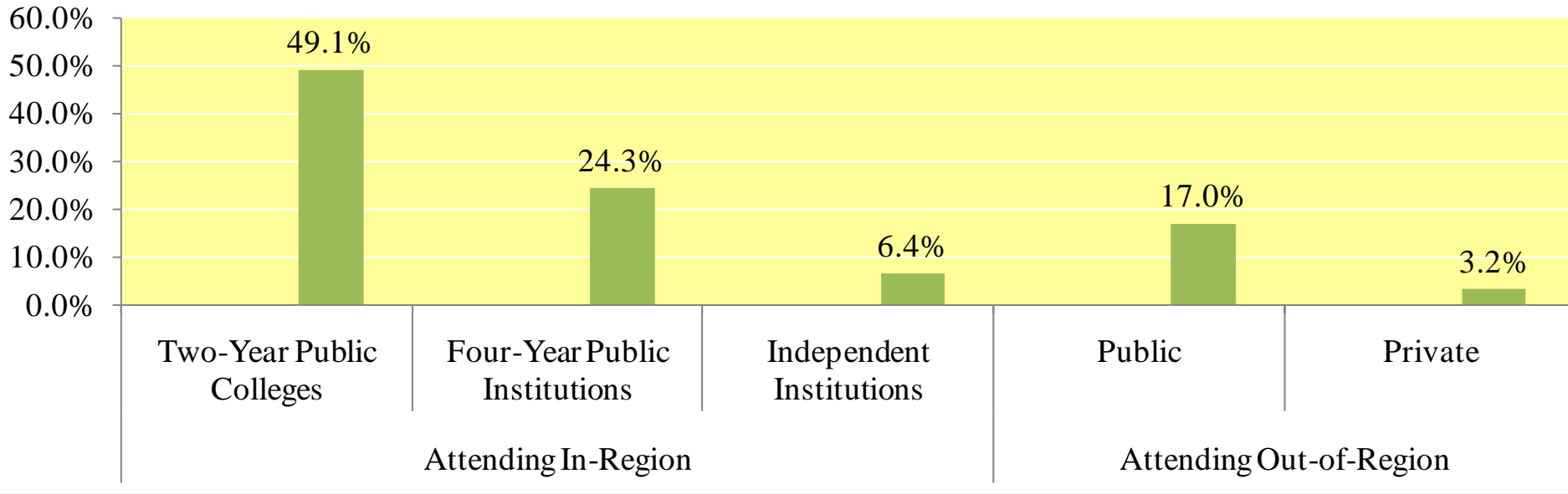


- ★ Public Universities
- ▲ Public Community & Technical Colleges
- Independent Universities
- ⊕ Health-related Institutions
- 👑 University System Center or Multi-institution Teaching Center

# Regional Residents' Enrollment in Texas Higher Education in 2009

- In-Region vs. Out-of-Region: 80% vs. 20% or 4:1
- Two-Year College vs. Four-Year University: 49% vs. 24% or 2:1
- Public vs. Private: 90% vs. 10% or 9:1

**Fall 2009 Regional Residents' Enrollments in Higher Education in Region 3  
(Total = 328,275)**



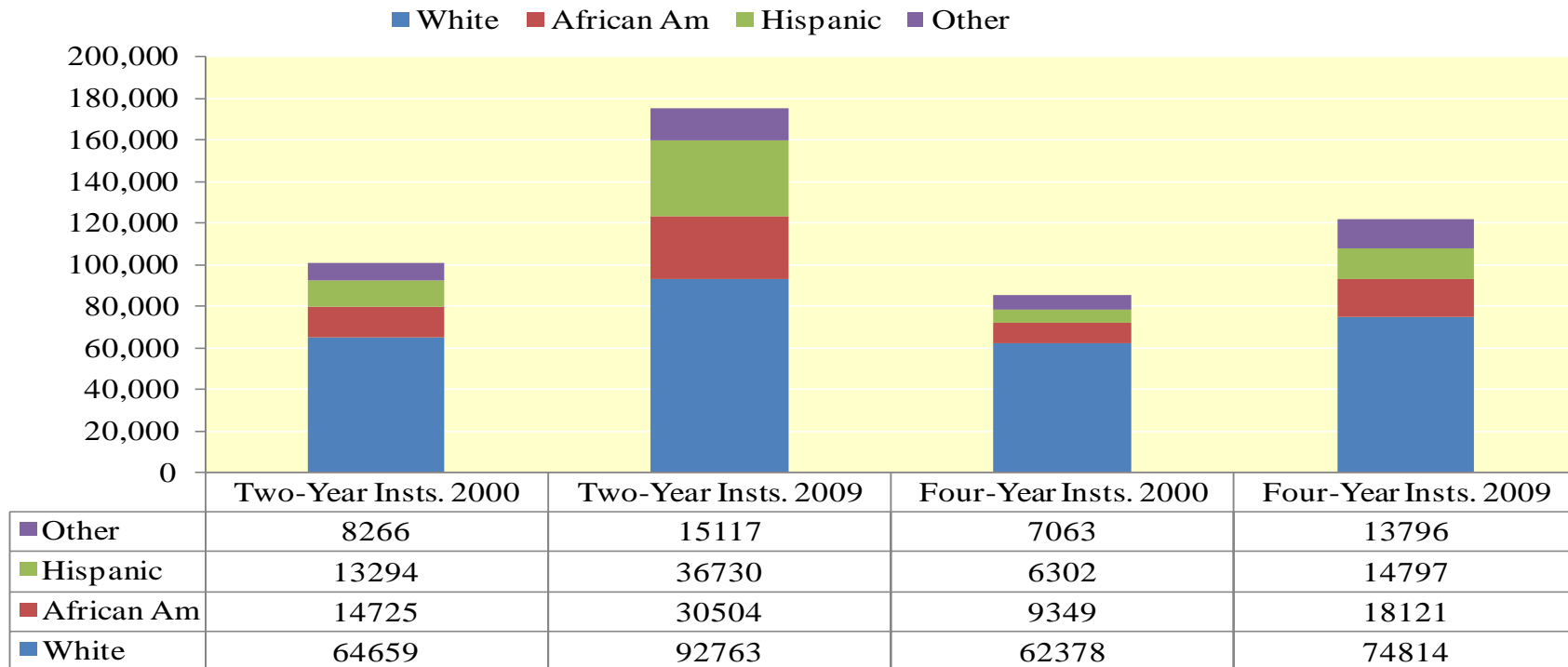
Source: THECB and Institutional Data



# Regional Residents' Enrollment in Texas Public Higher Education Institutions by Ethnicity in 2000 vs. 2009

- **Number of enrollment: 2-year > 4-year in each group. In fact, 2-year enrollment is more than double 4-year enrollment in the non-White groups.**
- **Growth of enrollment from 2000 to 2009:**
  - ❖ **2-year > 4-year (i.e., 73% vs. 43%)**
  - ❖ **Hispanic > African American/Other > White**

Metroplex Residents Enrolled by Public Inst. Type and Ethnicity, Fall 2000 & 2009

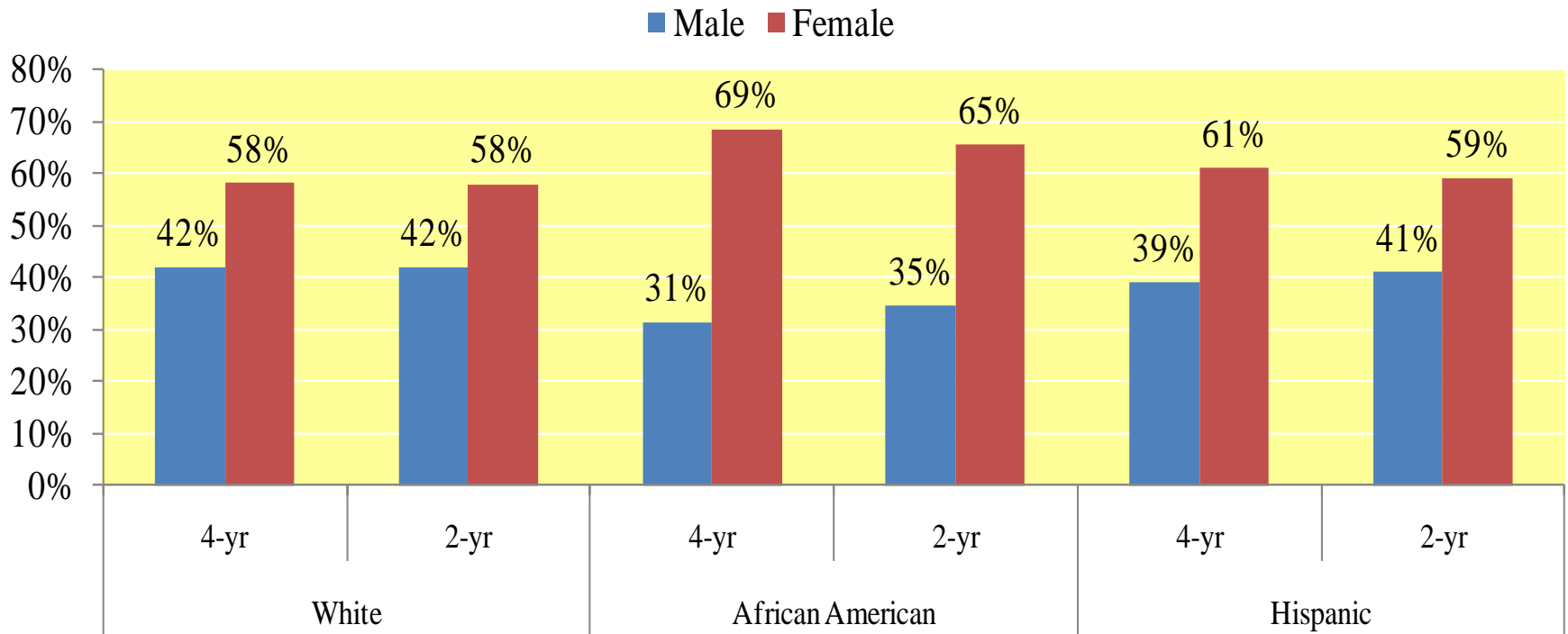


# Public Higher Education Enrollment by Gender and Ethnicity Fall 2009 in Region 3

(Note: The denominator in each group is the total enrolled students for that group)

- The gender gap in higher education enrollment: Female > Male
- The gender gap by ethnicity: largest in Black and least in White
- The gender gap by higher education institutions: 4-year > 2-year

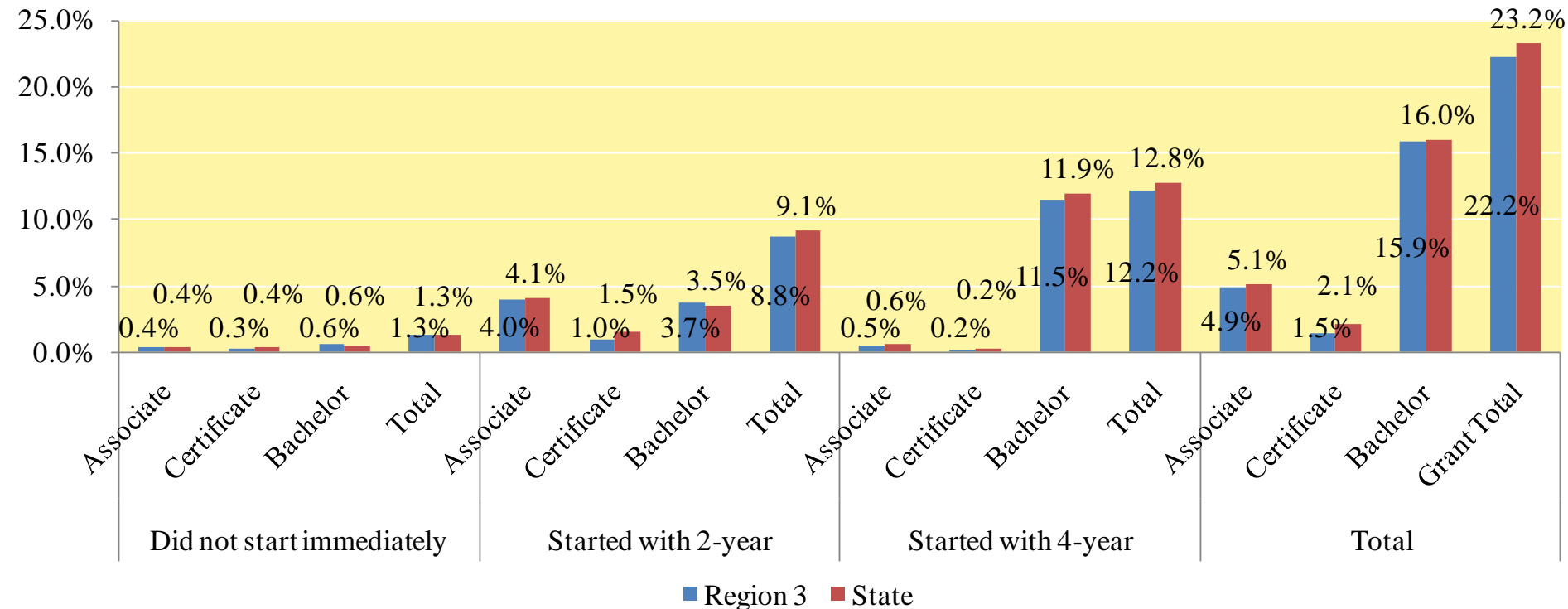
Percent of Public Higher Ed Enrollment by Gender and Ethnicity, Fall 2009 in Region 3



# Percentage of Receiving Degree/Certificate for High School Graduates in 2001, 2002, and 2003 in Region 3 and the state

- Less than one fourth of high school graduates in the classes of 2001-2003 received a degree/certificate within 6 years from Texas higher education institutions.
- Collectively, Metroplex (Region 3) was 1% lower than the state. Region 3 was notably lower than the state on receipt of certificates from 2-year institutions (1.0% vs. 1.5%) and on earning baccalaureate degrees started at 4-year institutions.

Percent of Receiving Degree/Certificate for High School Graduates in 2001-2003 in Region 3 and the State



Source: THECB and Institutional Data

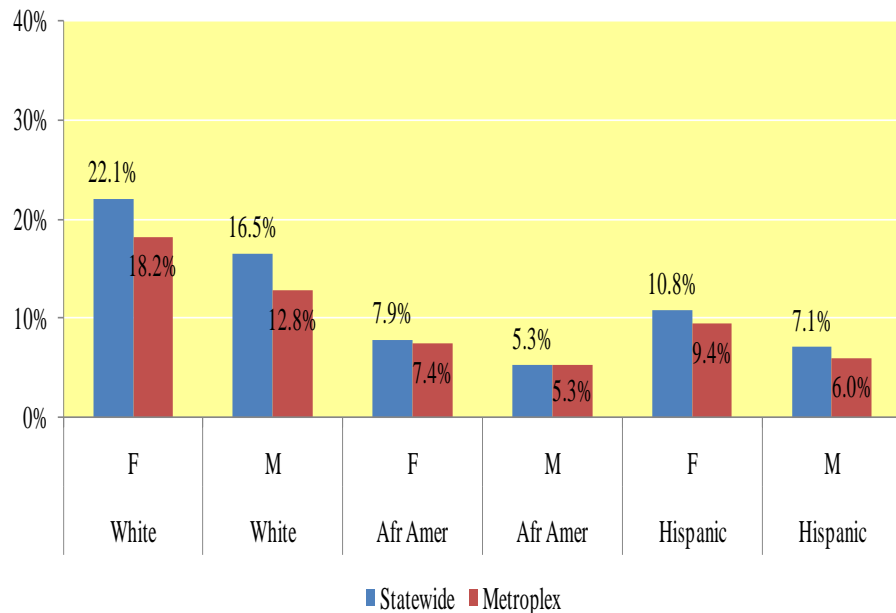
# Regional Residents' Graduation Rates with Baccalaureate or Higher Degrees within 6 Years vs. 10 Years of Fall 1999 First Time Undergraduate (FTUG) Cohorts at Public Community and Technical Colleges (CTCs)

(Note 1: the Cohorts were tracked twice: in 2005 for the 6-yr window and in 2009 for the 10-yr window)

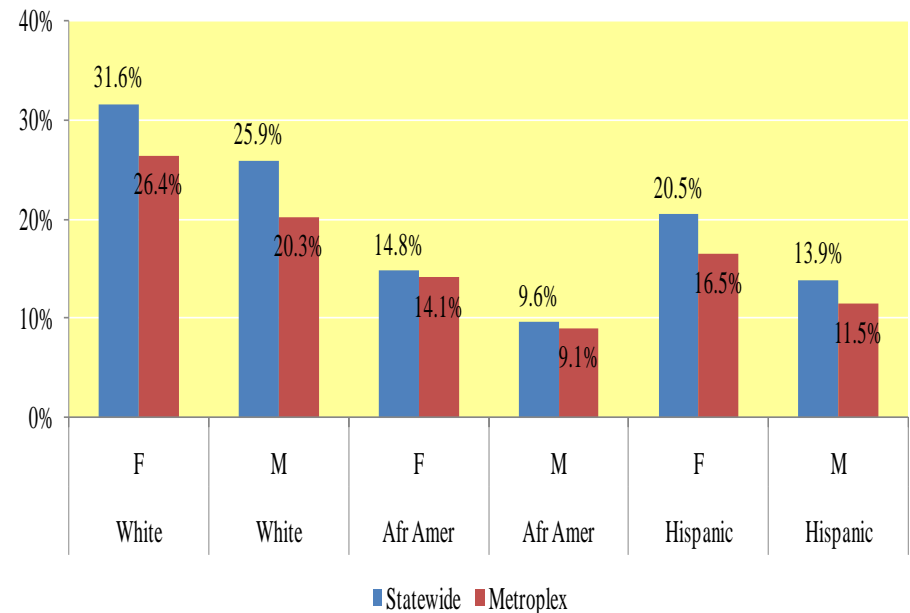
(Note 2: The denominator is the number of students enrolled in 2-year CTCs in the Fall 1999 cohorts)

- Region 3 < State
- Female > Male
- The three lowest groups: African American Male and Female, and Hispanic Male
- Within 6 years vs. Within 10 years: Hispanics increased the most, Afri Amer the least

Regional Residents' Graduation Rates (Bacc+) of Fall 1999 FTUG Cohorts within 6 Years at Public CTCs in Comparisons with the State



Regional Residents' Graduation Rates (Bacc+) of Fall 1999 FTUG Cohorts within 10 Years at Public CTCs in Comparisons with the State



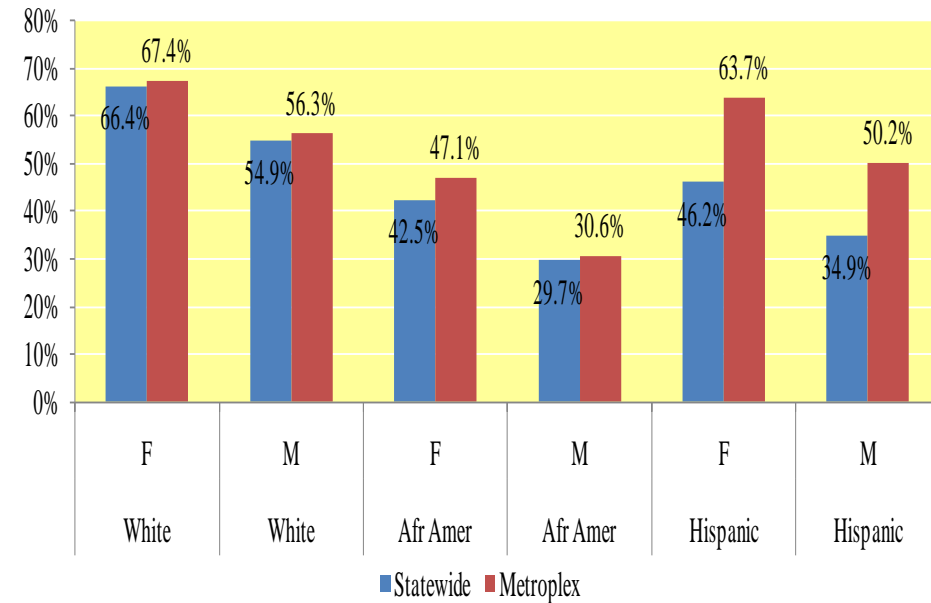
# Regional Residents' Graduation Rates with Baccalaureate or Higher Degrees within 6 Years vs. 10 Years of Fall 1999 First Time Undergraduate (FTUG) Cohorts at Public Universities

(Note 1: the Cohorts were tracked twice: in 2005 for the 6-yr window and in 2009 for the 10-yr window)

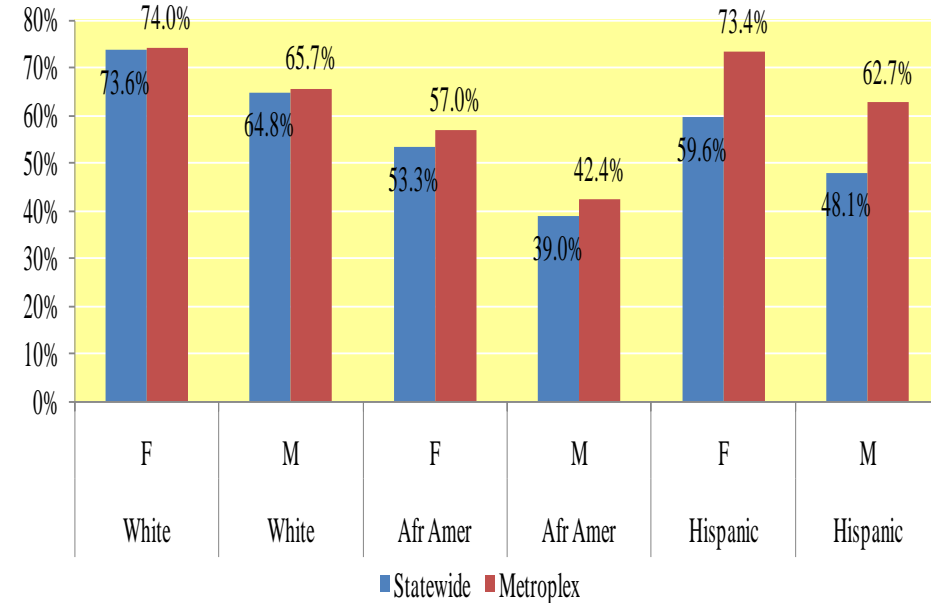
(Note 2: The denominator is the num. of students enrolled at 4-yr public univ in the Fall 1999 cohorts)

- Region 3 > State in each group
- Female > Male
- The African American male group was the lowest. It also increased the least from 2005 to 2009.
- The Hispanic group performed at least 13% higher than their peers in the state.

Regional Residents' Graduation Rates (Bacc+) of Fall 1999 FTUG Cohorts within 6 Years at Public Universities in Comparisons with the State



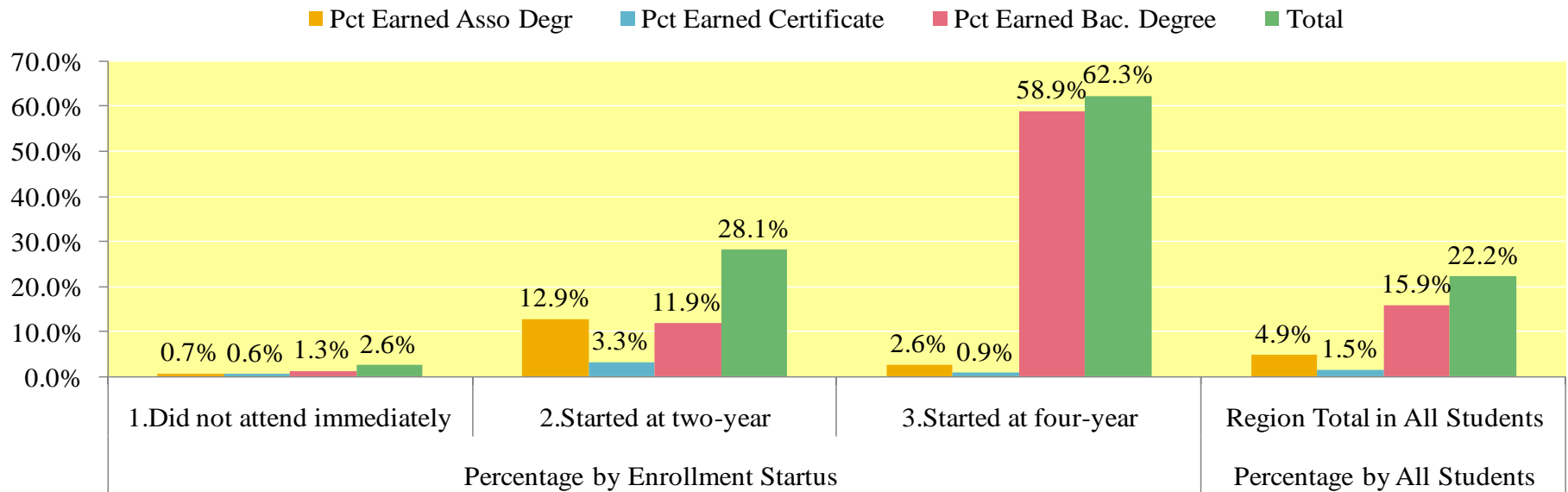
Regional Residents' Graduation Rates (Bacc+) of Fall 1999 FTUG Cohorts within 10 Years at Public Universities in Comparisons with the State



# Regional Public HS Graduates Earning a Higher Ed Degree/Certificate within Six Years by Enrollment Status in the Classes of 2001 – 2003

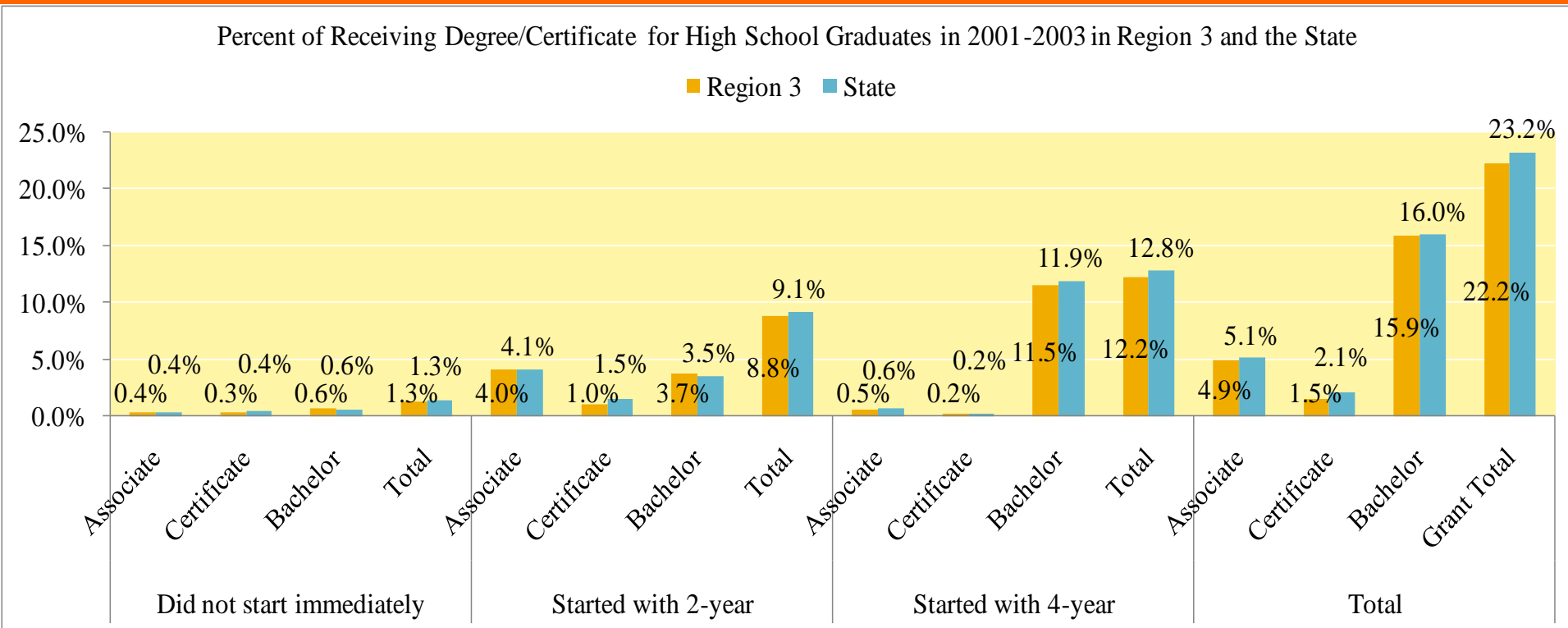
- The completion percentages for those who did not start immediately were very low.
- For those starting at 2-year institutions, 28.1% earned a degree or certificate within 6 year. Of these, 13% were associate degrees, and 12% were baccalaureate degrees.
- For those starting at 4-year institutions, 62.3% earned degrees, almost 59% of them, baccalaureate degrees.
- The percentage of all students who completed a degree was 22.2%.

Regional Public HS Graduates Earned a Higher Ed Degree/Certificate within Six Years by Enrollment Status in the Classes of 2001 - 2003



# Percentage of Receiving Degree/Certificate for HS Graduates in the Classes of 2001-2003 in Region 3 and the State

- 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. The total was 22.2%, one percent less than the state.
- Region 3 was slightly lower than the state, particularly on certificates.



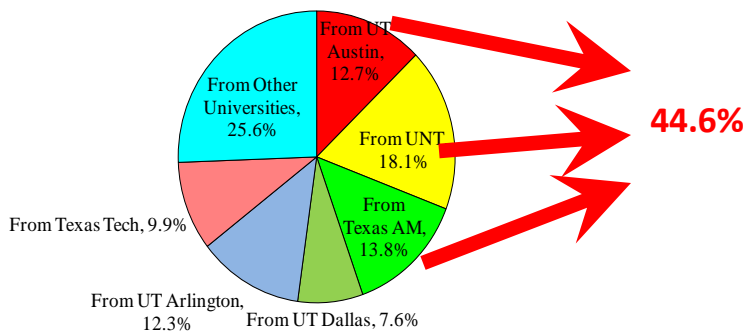
# Baccalaureate Degrees Received from the Texas Universities in the Classes of 2001-03 in Region 3

vs.

# Baccalaureate Degrees Received from the Texas Universities in the Classes of 2000-02 in the Council

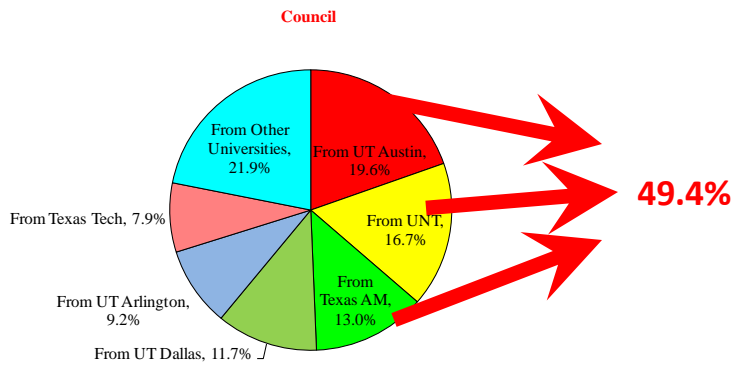
- Almost 45% of local graduates received their baccalaureate degrees from three major local universities.
- The picture of receiving baccalaureate degrees in Region 3 for the classes of 2001-03 was similar to that statistics for the Regional P-16 Council for 2000-02. However, the contribution of UT Austin is more apparent in the data from the Council.

Percent of Baccalaureate Degree Received from Texas Universities in Classes of 2001-2003 in Region 3



**UNT + UTD + UTA = 38%**

Percents of Baccalaureate Degree Received from Texas Universities in Classes of 2000-2002



**UNT + UTD + UTA = 37.6%**

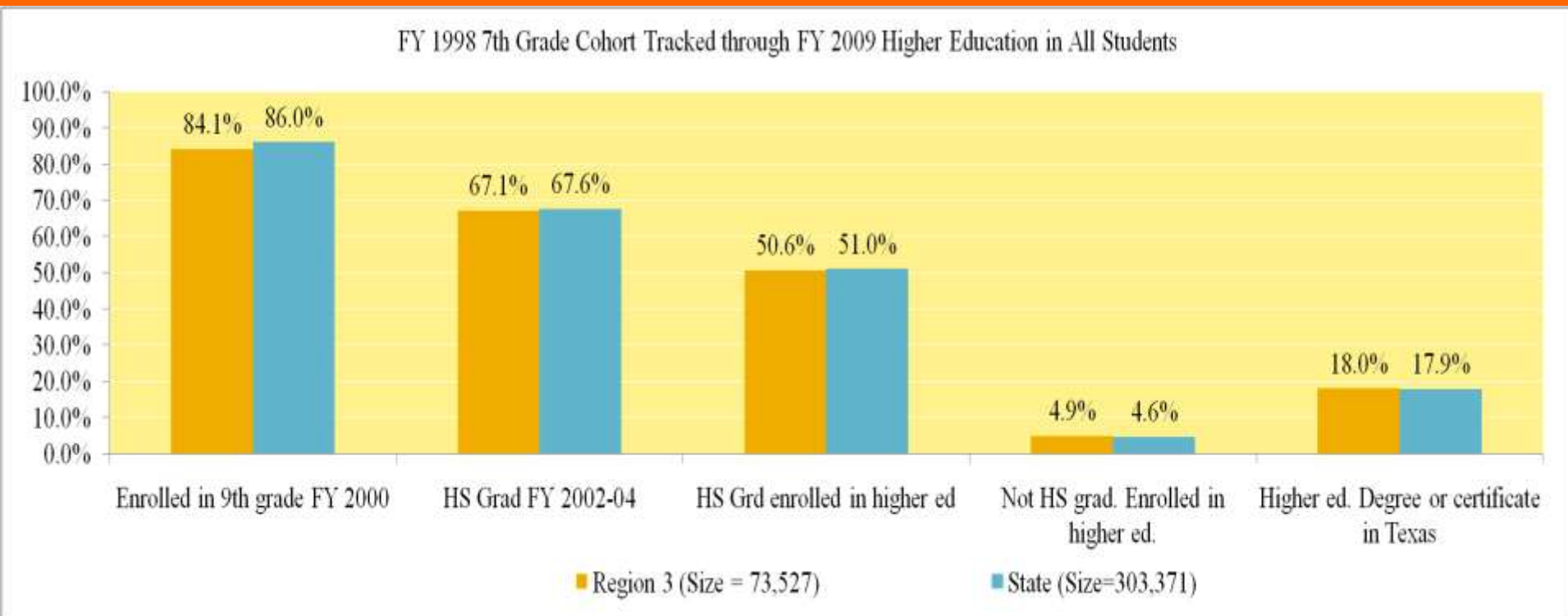
Source: THECB Ad Hoc Data on High School Graduates Earned Degree or Certificate Within 6 Years in Classes of 2000-2002



# FY 1998 Seventh Grade Cohort Tracked through Higher Education in 2009

(Note : The denominator is the total number of students in the 7th grade cohort in 1998)

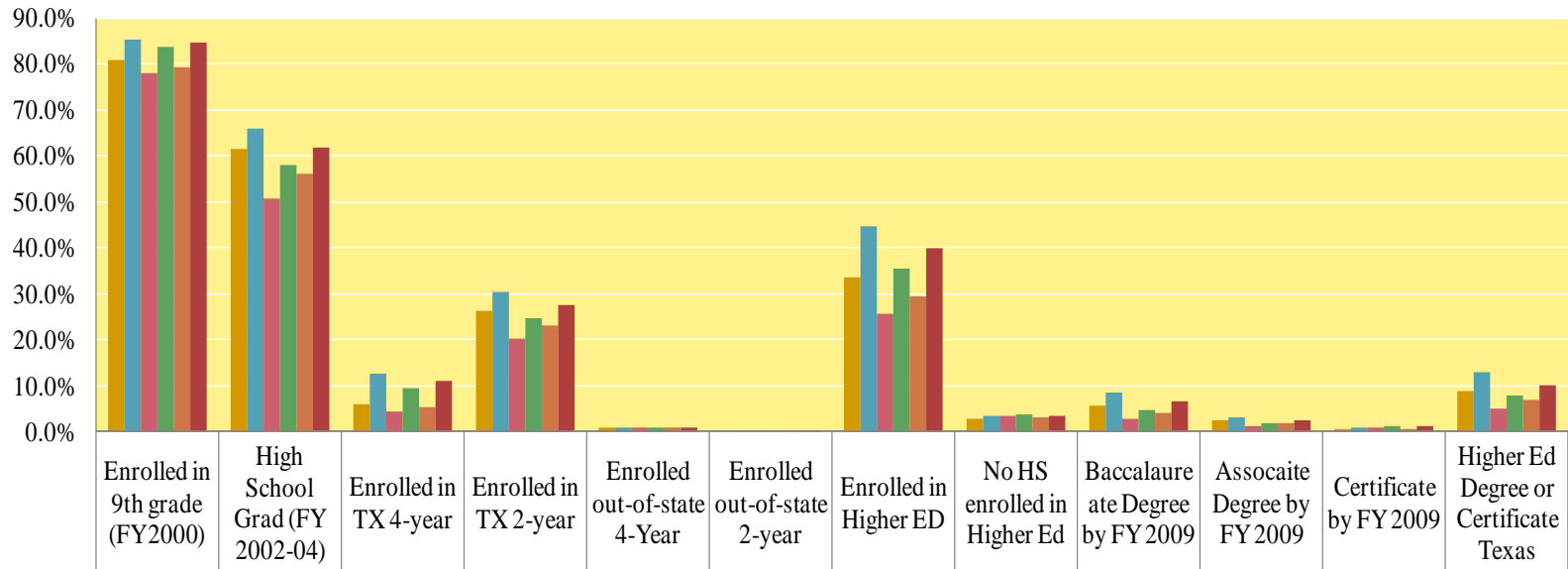
Region 3 was close to the state on the major milestones from enrollment in the 9th grade in 2000 to graduation from higher education with a degree/certificate in 2009.



# FY 1998 7th Grade Cohort Tracked through FY 2009 Higher Education for Hispanic Students in Region 3 and the State

- **Females performed better than males on the major milestones in both the state and Region 3.**
- **Both males and females in Region 3 were lower than their peers in the state.**

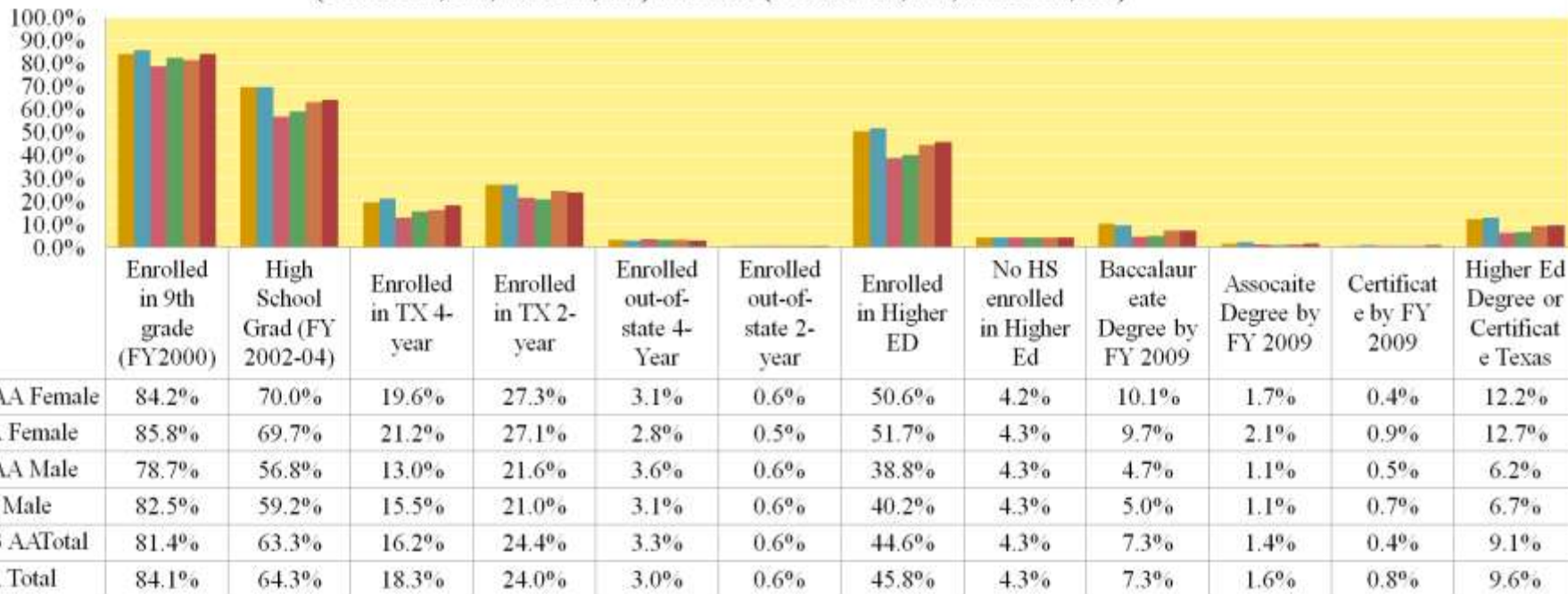
FY 1998 7th Grade Cohort Tracked through FY 2009 Higher Education for Hispanic Students in Region 3 vs. State



# FY 1998 7th Grade Cohort Tracked through FY 2009 Higher Education for African American Students in Region 3 and the State

- Females performed better than males on the major milestones in both the state and Region 3.
- Both males and females in Region 3 performed lower than peers in the state .
- African Americans performed slightly higher than Hispanic counterparts.

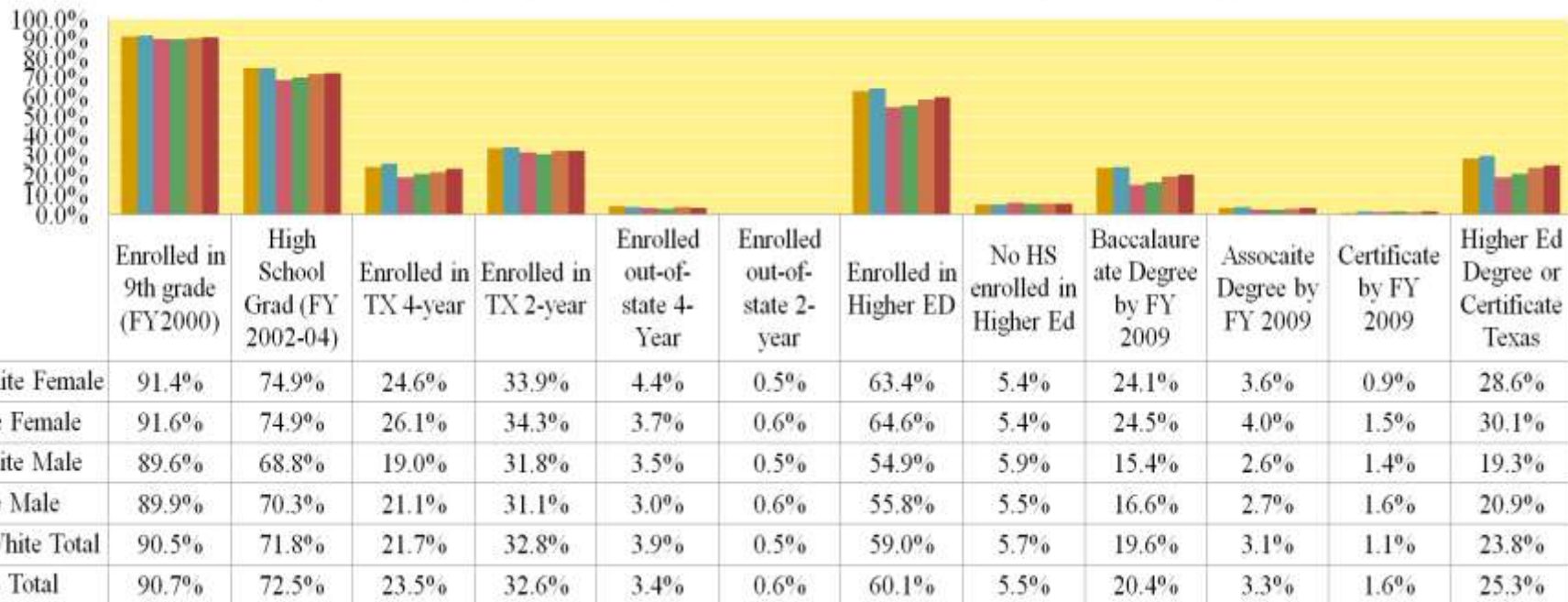
FY 1998 7th Grade Cohort Tracked through FY 2009 Higher Education for African American Students in Region 3  
(Female: 6,358; Male: 6,647) vs. State (Female: 20,757; Male: 21,921)



# FY 1998 7th Grade Cohort Tracked through FY 2009 Higher Education for White Students in Region 3 and the State

- Females performed better than males on major milestones in both the state and Region 3
- Both males and females in Region 3 performed slightly lower than the peers in the state .
- The White student performances was much higher than for Hispanic and African American counterparts.

FY 1998 7th Grade Cohort Tracked through FY 2009 Higher Education for White Students in Region 3 (Female: 20,538; Male: 21,968) vs. State (Female: 68,897; Male: 73,607)



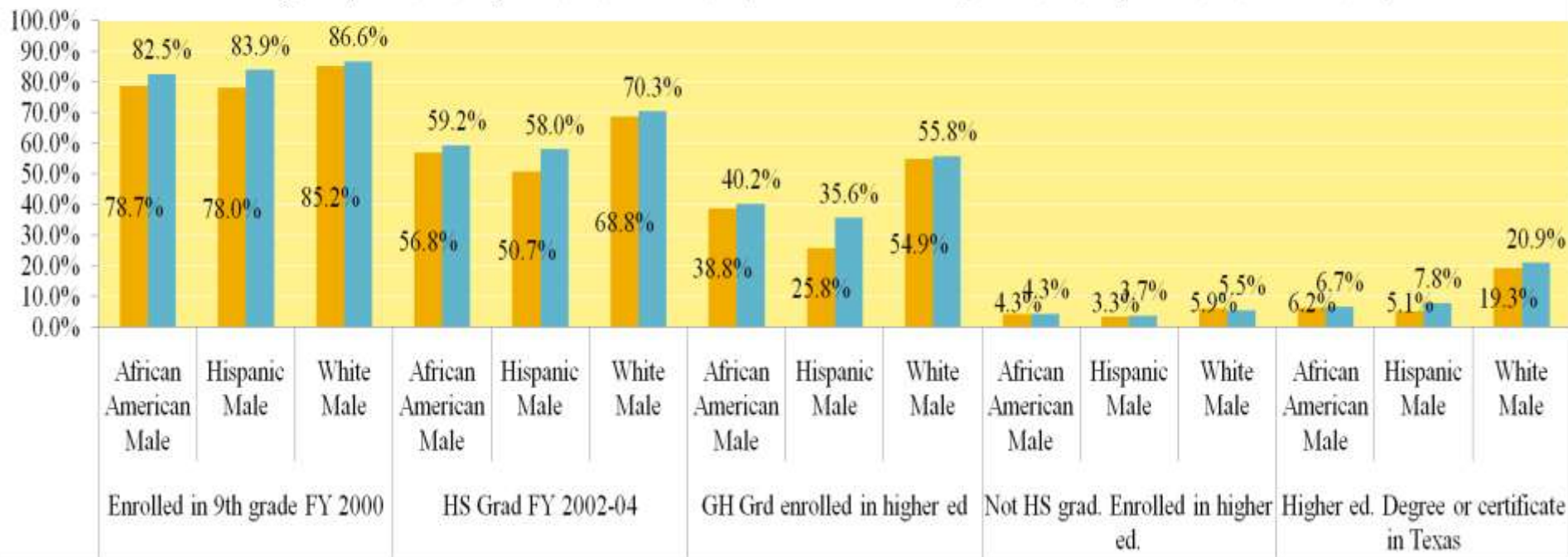
# FY 1998 7th Grade Cohort through FY 2009 Higher Education for African American, Hispanic, and White Males in Region 3 and the State

- Region 3 < State
- White > African American > Hispanic

FY 1998 7th grade cohort through FY 2009 higher education  
African American, Hispanic, and White males in Region 3 vs. State

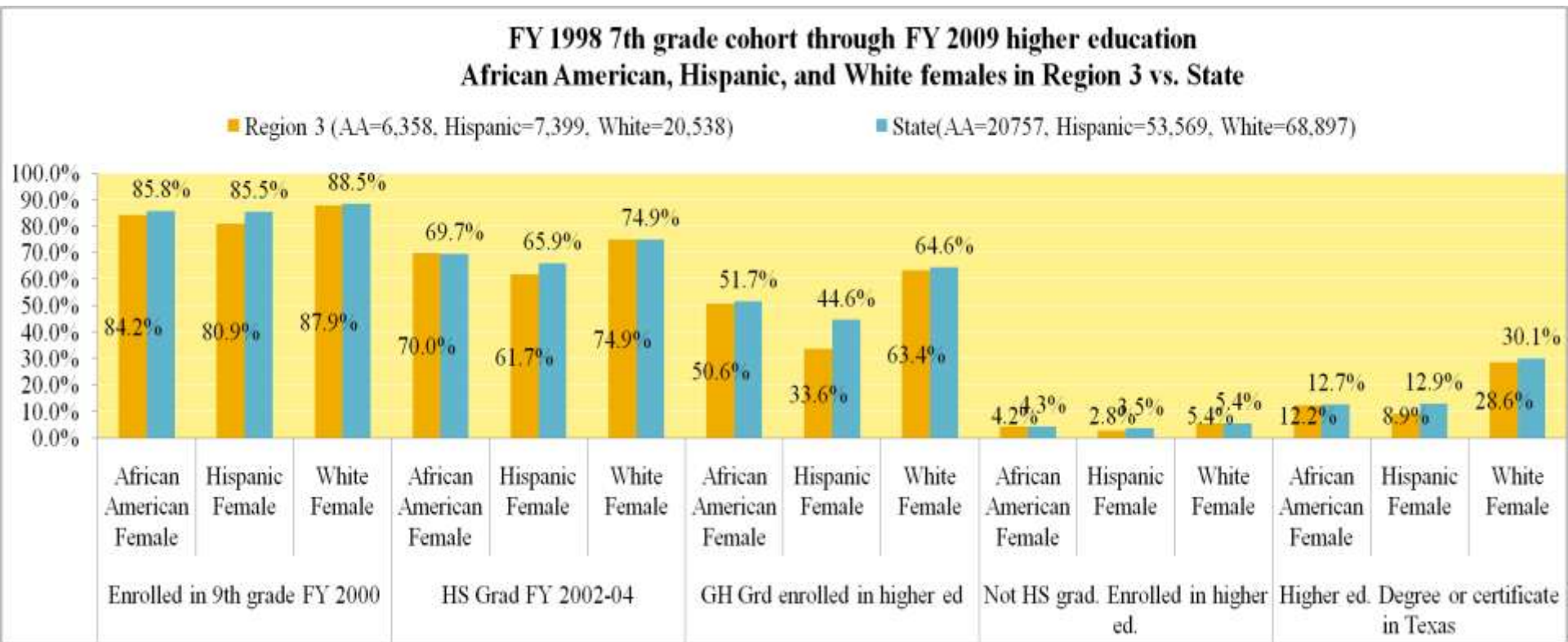
Region 3 (AA=6,647, Hispanic=7,896, White=21,968)

State (AA=21,921, Hispanic=56,763, White=73,607)



# FY 1998 7th Grade Cohort through FY 2009 Higher Education for African American, Hispanic, and White Females in Region 3 and the State

- Region 3 < State
- White > African American > Hispanic
- Female > Male (comparing with the males on the previous slide)



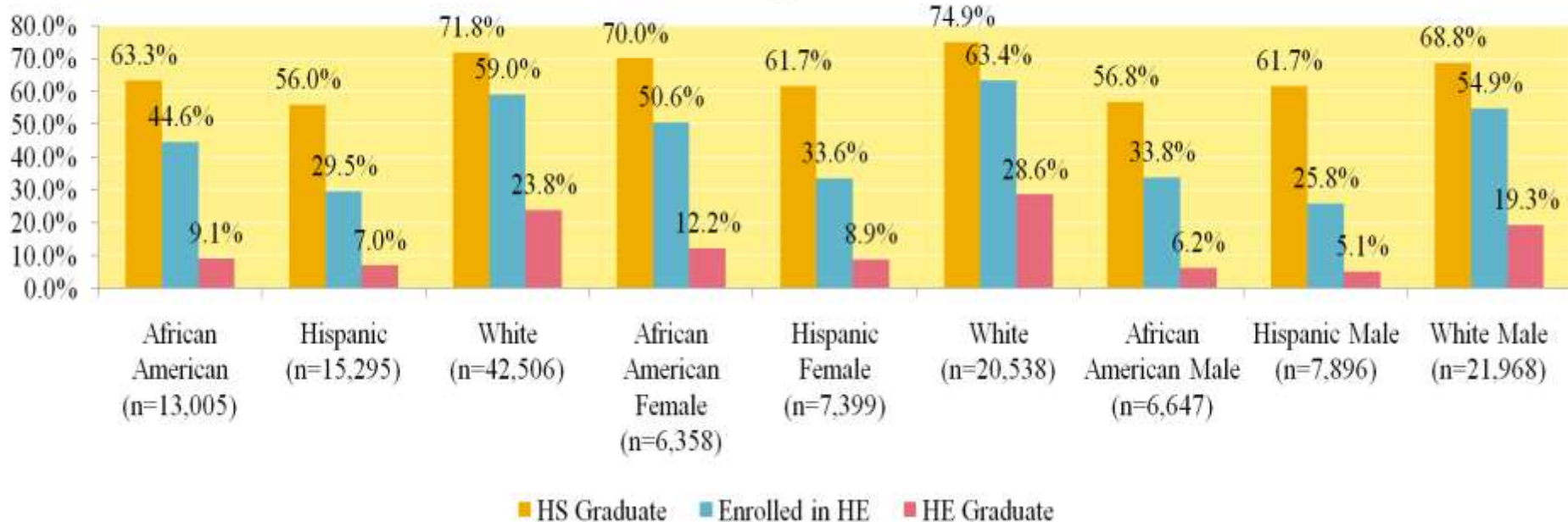
Source: THECB and Institutional Data

# FY 1998 7th Grade Cohort Tracked through FY 2009 Higher Education - Comparison by Ethnicity and Gender in Region 3

(Note : The denominator is the total number of students in the 7th grade cohort in 1998)

- For the gender differences, females > males
- For the differences on ethnicity, White > African American > Hispanic.
- The White female group had the highest higher education graduation rate at 28.6%; the Hispanic male group was the lowest, with only 5% of the initial 1998 cohort successfully completing a degree/certificate in 2009.

FY 1998 7th Grade Cohort Tracked through FY 2009 Higher Education - Comparison by Ethnicity and Gender in Region 3



# Summary of the Findings on Higher Education Enrollment in Metroplex (Region 3)

- Most of the regional higher education enrollees entered public, two-year, and local higher education institutions:
  - In-region vs. Out-of-Region – 4:1;
  - 2-year vs. 4-year – 2:1;
  - Public vs. Private – 9:1.
- The enrollment of students in 2-year institutions in Region 3 increased much faster than in 4-year universities from 2000 to 2009 (73% vs. 43%), especially for Hispanic and African American students.
- More females than males enrolled in either 2-year or 4-year higher education institutions in each ethnic group. The gender gap in enrollment was the largest in the African American group and the smallest in the White group.



# Summary of the Findings on Graduation from Higher Education in Metroplex (Region 3)

- Fewer than 25% of the HS graduates in the classes of 2001-2003 received a degree/certificate within 6 years in the state or in Region 3. Region 3 was 1% behind the state and was notably lower in receipt of certificates from 2-year institutions.
- For receiving baccalaureate or higher degree within 6-year or 10-year period
  - Females were consistently higher than males in each group in Region 3 and the state.
  - For those initially enrolled in 2-year colleges in Fall 1999,
    - Region 3 < State in each ethnic group.
    - The African American male group was the lowest.
  - For those originally enrolled in 4-year universities in Fall 1999,
    - Region 3 > State in each ethnic group!
    - The Hispanic, both male and female, had the largest advantage over the state average in the corresponding group.
- Baccalaureate Degree received from Texas universities
  - Almost 45% of the regional graduates received their baccalaureate degrees from three major universities: UT Austin, UNT, and Texas A&M
  - About 38% of the degrees were from three local universities: UNT, UTA, UTD
  - The picture for Region 3 classes of 2001-03 was similar to that for the North Texas Regional Council classes of 2000-02 except that the NTP16 council group had a higher percentage receiving baccalaureate degrees from UT Austin.

# Summary of the Findings on the 1998 Seventh Grade Cohort Tracked through Higher Education in 1998

- Region 3 was similar to the state except for some of the individual ethnic groups, where Hispanic and African American groups were lower in achieving milestones.
- Females > Males
- White > African American > Hispanic
- The African American and Hispanic male groups typically had the lowest percentages on the major milestones.

# Implications of the Findings on Higher Education Enrollment and Graduation

## ○ Higher Education Enrollment

### ■ The growth in 2-year > in 4 year

- Why so?
- How to increase the 4-year enrollment?
- What are the challenges of fast growth in 2-year enrollment, especially with more African American and Hispanic students?

### ■ Female > Male

- How to close the gender gap, especially for African American and Hispanic males?

## • Higher Education Graduation

- Overall ratio of degree/certificate: Region 3 < State: How to catch up?
- Why are the regional students less interested in technical certificates?
- Hispanic students enrolled in 4-year universities appear to finish very well. Why so, and what can we learn from them?
- How can we increase degree/certificate completion for the low performing groups, especially African American and Hispanic males?

# Summary of the Findings on the Key Indicators in Comparison to the State Average (Elementary Education)

## Indicator 1: Public PK Enrollment

Indicators	Public PK Enrollment
<b>2009→2010</b>	
State	6.6%
Council	2.5%
<b>2004→2010 (Annual growth rate)</b>	
State	4.4%
Council	3.6%

**Note: Undesirable performances/Changes are indicated in red.**

The part in blue is for the trend analysis based on multi-year or longitudinal data.

# Summary of the Findings on the Key Indicators in Comparison to the State Average (Elementary Education)

## Indicator 2: TAKS Met Standards in Elementary School

Indicators	G3 Reading	G4 Writing	G5 Math
<b>2010(Δ=2010 - 2009)</b>			
State	92%(+2%)	92%(+1%)	86%(+2%)
Region 10	93% (+2%)	93%(+1%)	88%(+3%)
Region 11	92% (+1%)	91%(±0%)	87%(+4%)
<b>2003 → 2010 (Annual growth rate)</b>			
State	0.4%	0.8%	1.2%
Region 10	0.8%	1.1%	1.5%
Region 11	0.1%	0.5%	0.7%

# Summary of the Findings on the Key Indicators in Comparison to the State Average (Secondary Education)

## Indicator 3: Percent and Change in TAKS Met Standards in Middle School

Indicators	G6 Math	G6 Reading	G7 Math	G7 Reading	G7 Writing	G8 Math	G8 Reading	G8 Science
2010( $\Delta$ =2010 - 2009)								
State	82(+2)	86(-5)	81(+2)	86(+2)	95(+2)	87(+3)	95( $\pm$ 0)	78(+6)
Region 10	84(+1)	87(-6)	82(+2)	87(+1)	95(+2)	88(+3)	95(-1)	78(+4)
Region 11	84(+2)	88(-4)	81(+1)	88(+2)	95(+2)	89(+3)	96( $\pm$ 0)	80(+5)

## Indicator 4: Percent and Change in TAKS Commended in Middle School

Indicators	G6 Math	G6 Reading	G7 Math	G7 Reading	G7 Writing	G8 Math	G8 Reading	G8 Science
2010( $\Delta$ =2010 - 2009)								
State	31(-5)	32(-11)	23(+4)	29( $\pm$ 0)	36(+2)	23(-1)	46(-2)	30(+6)
Region 10	35(-6)	36(-10)	26(+4)	32( $\pm$ 0)	39(+1)	26(-1)	48(-3)	32(+5)
Region 11	33(-6)	37(-11)	25(+4)	33( $\pm$ 0)	39(+2)	24(-3)	50(-2)	33(+5)

# Summary of the Findings on the Key Indicators in Comparison to the State Average (Secondary Education)

## Indicator 5: Percent and Change of Retention Rate in Middle School

Indicators	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>2009(<math>\Delta = 2009 - 2008</math>)</b>							
<b>State</b>	<b>0.8(-0.2)</b>	<b>1.3(-0.2)</b>	<b>1.5(-0.4)</b>	<b>12.3(-2.4)</b>	<b>6.8(-0.4)</b>	<b>5.6(-0.1)</b>	<b>7.8(-0.2)</b>
<b>Region 10</b>	<b>0.8(<math>\pm 0</math>)</b>	<b>1.2(-0.4)</b>	<b>1.7(-0.5)</b>	<b>11.6(-2.8)</b>	<b>6.4(-1.1)</b>	<b>6.2(-0.5)</b>	<b>7.0 (-0.1)</b>
<b>Region 11</b>	<b>0.5(-0.2)</b>	<b>1.1(-0.2)</b>	<b>1.1(-0.3)</b>	<b>11.4(-2.0)</b>	<b>6.9(-0.2)</b>	<b>4.4(-0.3)</b>	<b>6.0(-0.1)</b>

## Indicator 6: Percent and Change in Advanced Course/Dual Enrollment Completion

Indicators	Advanced Course/Dual Enrollment Completion in Grades 9-12	AP/IB Results (Tested) in Grades 11 and 12
<b>2009(<math>\Delta = 2009 - 2008</math>)</b>		
<b>State</b>	<b>24.6(+1.5)</b>	<b>21.2(+0.3)</b>
<b>Region 10</b>	<b>26.5(+2.0)</b>	<b>26.5(<math>\pm 0</math>)</b>
<b>Region 11</b>	<b>25.1(+1.0)</b>	<b>23.4(-0.1)</b>

# Summary of Findings on the Key Indicators in Comparison to the State Average (Secondary Education)

## Indicator 7: Percent and Change of 4-Year Completion Rate

Indicators	Graduated	Completion Rate I	Completion Rate II
<b>2009(<math>\Delta = 2009 - 2008</math>)</b>			
<b>State</b>	<b>80.6(+1.5)</b>	<b>89.2(+1.2)</b>	<b>90.6(+1.1)</b>
<b>Region 10</b>	<b>79.5(+1.7)</b>	<b>89.0(+1.7)</b>	<b>90.2(+1.6)</b>
<b>Region 11</b>	<b>84.2(+0.9)</b>	<b>90.7(-0.1)</b>	<b>91.9(-0.1)</b>

## Indicator 8: Average Annual Growth Rate for HS Graduation Plans from 1998 to 2009

Indicators	RHSP	MHP/IEP	DAP
<b>State</b>	<b>4.4%</b>	<b>-4.6%</b>	<b>0.1%</b>
<b>Council</b>	<b>5.2%</b>	<b>-4.9%</b>	<b>-0.3%</b>



# Summary of the Findings on the Key Indicators in Comparison to the State Average (High School to College)

## Indicator 9: College-ready Graduates and Higher Education Enrollment

Indicators	College-Ready Graduates	Higher Ed. Enrollment
<b>2009</b> ( $\Delta = 2009 - 2008$ )		
<b>State</b>	<b>47%</b> (+3%)	<b>54%</b> ( $\pm 0\%$ )
<b>Council</b>	<b>45%</b> (+2%)	<b>51%</b> ( $\pm 0\%$ )

## Indicator 10: Annual Growth Rate of TSI's Higher Education Readiness Components in 7 Years (2004-2010)

Indicators	English Language Arts	Mathematics
<b>State</b>	<b>5.6%</b> ←-----	<b>3.6%</b>
<b>Region 10</b>	<b>5.4%</b> ←-----	<b>3.7%</b>
<b>Region 11</b>	<b>6.2%</b> ←-----	<b>3.6%</b>

# Summary of the Findings on the Key Indicators in Comparison to the State Average (HS to College)

## Indicator 11: Higher Education Enrollment in North Texas

Indicators	2-Year	4-Year	Total
<b>2009(<math>\Delta</math> = 2009 - 2008)</b>			
State	35.3%(+2.3%)	25.5%(-0.8%)	60.8%(+0.9%)
North Texas Average	35.4%(+0.7%)	24.5%(-0.4%)	59.9%(+0.3%)
Collin	38.7%(+0.6%)	27.0%(-0.7%)	65.7%(-0.1%)
Dallas	34.9%(+0.5%)	22.1%(+0.1%)	57.0%(+0.6%)
Denton	33.9%(+0.4%)	27.3%(-1.4%)	61.3%(-0.9%)
Tarrant	34.9%(+0.9%)	25.5%(-0.6%)	60.4%(+0.3%)

## Indicator 12: Annual Growth Rate of Higher Education Enrollment from 1996 to 2009

Indicators	2-Year	4-Year	Total
State	0.19%	0.44%	0.63%
North Texas Average	0.13%	0.35%	0.48%
Collin	0.09%	0.07%	0.16%
Dallas	0.18%	0.36%	0.53%
Denton	0.58%	0.05%	0.63%
Tarrant	-0.07%	0.42%	0.34%

# Summary of Findings on the Key Indicators in Comparison to the State Average (Graduating from Higher Education)

Indicator 13: Receiving Degree/Certificate within 6 Years in 2009 in the Classes of 2001-2003

Indicators	Associate	Certificate	Bachelor	Total
State	5.1%	2.1%	16.0%	23.2%
Metroplex (Region 3)	4.9%	1.5%	15.9%	22.2%

# Summary of Findings on the Key Indicators in Comparison to the State Average (Graduating from Higher Education)

## Indicator 14: % of Bacc+ within 6-year/10-year in the 1998 FTUG cohort

Indicators	White Female	White Male	Black Female	Black Male	Hispanic Female	Hispanic Male
<b>Started at Public CTCs</b>						
<b>Within 6 years</b>						
<b>State</b>	<b>22.1%</b>	<b>16.5%</b>	<b>7.9%</b>	<b>5.3%</b>	<b>10.8%</b>	<b>7.1%</b>
<b>Region 3</b>	<b>18.2%</b>	<b>12.8%</b>	<b>7.4%</b>	<b>5.3%</b>	<b>9.4%</b>	<b>6.0%</b>
<b>Within 10 years</b>						
<b>State</b>	<b>31.6%</b>	<b>25.9%</b>	<b>14.8%</b>	<b>9.6%</b>	<b>20.5%</b>	<b>13.9%</b>
<b>Region 3</b>	<b>26.4%</b>	<b>20.3%</b>	<b>14.1%</b>	<b>9.1%</b>	<b>16.5%</b>	<b>11.5%</b>
<b>Started at Public Universities</b>						
<b>Within 6 years</b>						
<b>State</b>	<b>66.4%</b>	<b>54.9%</b>	<b>42.5%</b>	<b>29.7%</b>	<b>46.2%</b>	<b>34.9%</b>
<b>Region 3</b>	<b>67.4%</b>	<b>56.3%</b>	<b>47.1%</b>	<b>30.6%</b>	<b>63.7%</b>	<b>50.2%</b>
<b>Within 10 years</b>						
<b>State</b>	<b>73.6%</b>	<b>64.8%</b>	<b>53.3%</b>	<b>39.0%</b>	<b>59.6%</b>	<b>48.1%</b>
<b>Region 3</b>	<b>74.0%</b>	<b>65.7%</b>	<b>57.0%</b>	<b>42.4%</b>	<b>72.4%</b>	<b>62.7%</b>

# Summary of Findings on the Key Indicators in Comparison to the State Average (Graduating from Higher Education)

## Indicator 15: Baccalaureate Degrees from Texas Universities

<b>Indicators</b>	<b>Classes of 2001-2003 in Metroplex (Region 3)</b>	<b>Classes of 2000-2002 in the NTP16 Council</b>
<b>UT Arlington</b>	<b>12.3%</b>	<b>9.2%</b>
<b>UT Dallas</b>	<b>7.6%</b>	<b>11.7%</b>
<b>UNT</b>	<b>18.1%</b>	<b>16.7%</b>
<b>UT Austin</b>	<b>12.7%</b>	<b>19.6%</b>
<b>Texas A&amp;M</b>	<b>13.8%</b>	<b>13.0%</b>
<b>Texas Tech</b>	<b>9.9%</b>	<b>7.9%</b>
<b>Others</b>	<b>25.6%</b>	<b>21.9%</b>

# Summary of Findings on the Key Indicators in Comparison to the State Average (Graduating from Higher Education)

## Indicator 16: % of the 1998 7th grade cohort through higher ed by 2009

Indicators	White Female	White Male	Black Female	Black Male	Hispanic Female	Hispanic Male
<b>Enrolled in 9<sup>th</sup> grade in 2000</b>						
<b>State</b>	<b>91.6%</b>	<b>89.9%</b>	<b>85.8%</b>	<b>82.5%</b>	<b>85.5%</b>	<b>83.9%</b>
<b>Region 3</b>	<b>91.4%</b>	<b>89.6%</b>	<b>84.2%</b>	<b>78.7%</b>	<b>80.9%</b>	<b>78.0%</b>
<b>High School Graduated 2002-04</b>						
<b>State</b>	<b>74.9%</b>	<b>70.3%</b>	<b>69.7%</b>	<b>59.2%</b>	<b>65.9%</b>	<b>58.0%</b>
<b>Region 3</b>	<b>74.9%</b>	<b>68.8%</b>	<b>70.0%</b>	<b>56.8%</b>	<b>61.7%</b>	<b>50.7%</b>
<b>Higher Education Enrollment</b>						
<b>State</b>	<b>64.6%</b>	<b>55.8%</b>	<b>51.7%</b>	<b>40.2%</b>	<b>44.6%</b>	<b>35.6%</b>
<b>Region 3</b>	<b>63.4%</b>	<b>54.9%</b>	<b>50.6%</b>	<b>38.8%</b>	<b>33.6%</b>	<b>25.8%</b>
<b>Higher Ed Graduation with a Degree/Certificate by 2009</b>						
<b>State</b>	<b>30.1%</b>	<b>20.9%</b>	<b>12.7%</b>	<b>6.7%</b>	<b>12.9%</b>	<b>7.8%</b>
<b>Region 3</b>	<b>28.6%</b>	<b>19.3%</b>	<b>12.2%</b>	<b>6.2%</b>	<b>8.9%</b>	<b>5.1%</b>

# Recommendations – Elementary Education

1. On public PK enrollment
  - 1) Establish a task force to promote public PK enrollment in the region.
  - 2) Focus on the slowly growing ISDs or groups
2. On elementary TAKS performances, while we are on the right track and have made some desirable progress, we still need to improve the performance of the low achieving ISDs and groups, and in certain subject areas.

# Recommendations – Secondary Education

1. On middle school TAKS tests, we need to
  - 1) Stop the decline in grade 6 reading
  - 2) Concentrate more on commended performance
  - 3) Continue to focus on needs of the African American, Hispanic, low SES, and male students in each ISD.
2. Improve the retention rate in 8<sup>th</sup>, 9<sup>th</sup>, and 12<sup>th</sup> grades.
3. On students taking advanced courses and HS student graduation plans, we should
  - 1) increase the rate of taking AP/IB exams in grades 11 and 12.
  - 2) Pay more attention to the Distinguished Academic Program.



# Recommendations – Postsecondary Education

1. There is need to increase higher education enrollment of qualified high school graduates, especially in 4-year institutions.
2. Focus more on the low performing groups, especially African American and Hispanic males.
3. The Metroplex (Region 3) needs to catch up with the state on the key milestones.
4. The 2-year institutions need to address the increasing enrollment of high school graduates evaluated as not college-ready.