

# North Texas Regional P-16 GAP Analysis for the School Year of 2007-2008



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# Overview

## 1. Introduction

- The Goals of the North Texas Regional P-16 Council
- The demography and changes of the general populations in the north Texas counties
- The demography of the students in the school districts in the regional council
- The accountability ratings and changes
- Focal Data Elements

## 2. PK-5 Critical Factors

- Public Pre-K Enrollment
- Grade 1 on Grade-Level
- TAKS Performances on G3 Reading, G4 Writing, and G5 Math

## 3. Middle School Success Factors

- Grades 6-8 TAKS scores
- Retention Rates in Grade 6-12.

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- 9<sup>th</sup> Graders Taking Advanced Courses
- 9<sup>th</sup> Grader Advanced to 10<sup>th</sup> Grade On Time
- 12<sup>th</sup> Graders Taking Advanced Courses
- Outcomes of the 9<sup>th</sup> Grade Cohort

## 5. Transitions to College and Higher Education Success Factors

- College Readiness
- Higher Education Enrollment
- Higher Education Graduation

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# The Goals of North Texas Regional P-16 Council

- To become the umbrella organization in the north Texas region that advocates for student success across all levels of education;
- To support educational and community initiatives that create a college-going culture, especially among students from underrepresented groups; and
- To develop collaborative relationships and resources that promote education and produce educated citizens who are workforce ready.

# **The Member School Districts at a Glance**

# Member School Districts

## Council 7 (13 ISDs)

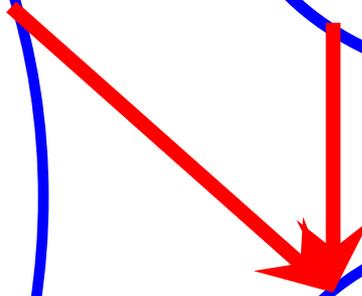
1. Cedar Hill ISD
2. Denton ISD
3. DeSoto ISD
4. Duncanville ISD
5. Fort Worth ISD
6. Irving ISD
7. Lancaster ISD
8. Little Elm ISD
9. McKinney ISD
10. Mesquite ISD
11. Plano ISD
12. Richardson ISD
13. Wylie ISD

## Council 30

Dallas ISD only

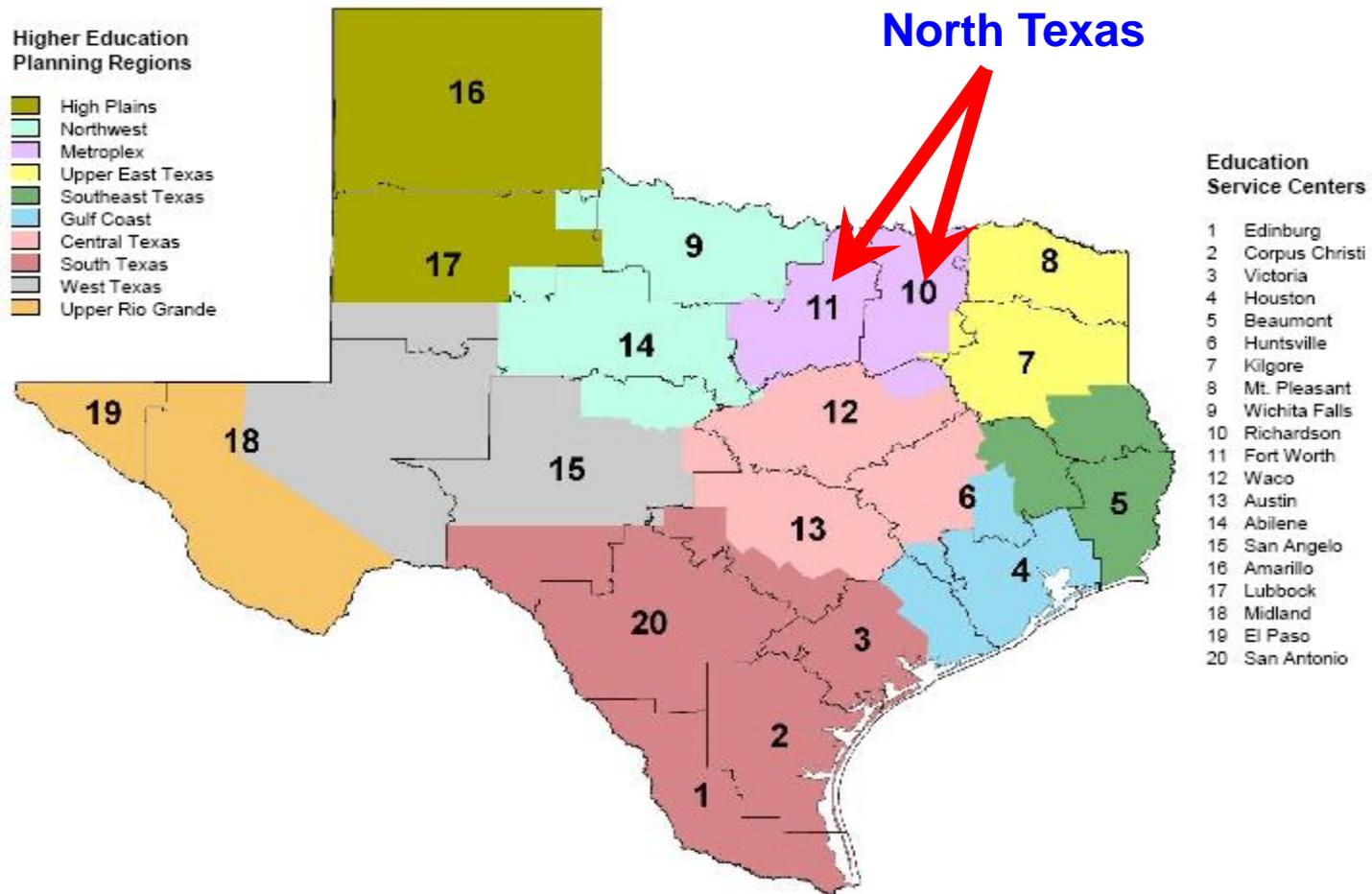
## North Texas Regional Council

14 ISDs



# The Education Service Center (ESC) Regions in Texas

Public Education and Higher Education Regions



# Relationship with the Education Service Center (ESC) Regions

## Region 10 (Richardson)

**80 ISD/CSD**

**35 Charter School Districts**

.....

1. Cedar Hill ISD
2. Dallas ISD
3. DeSoto ISD
4. Duncanville ISD
5. Irving ISD
6. Lancaster ISD
7. McKinney ISD
8. Mesquite ISD
9. Plano ISD
10. Richardson ISD
11. Wylie ISD

## Region 11 (Fort Worth)

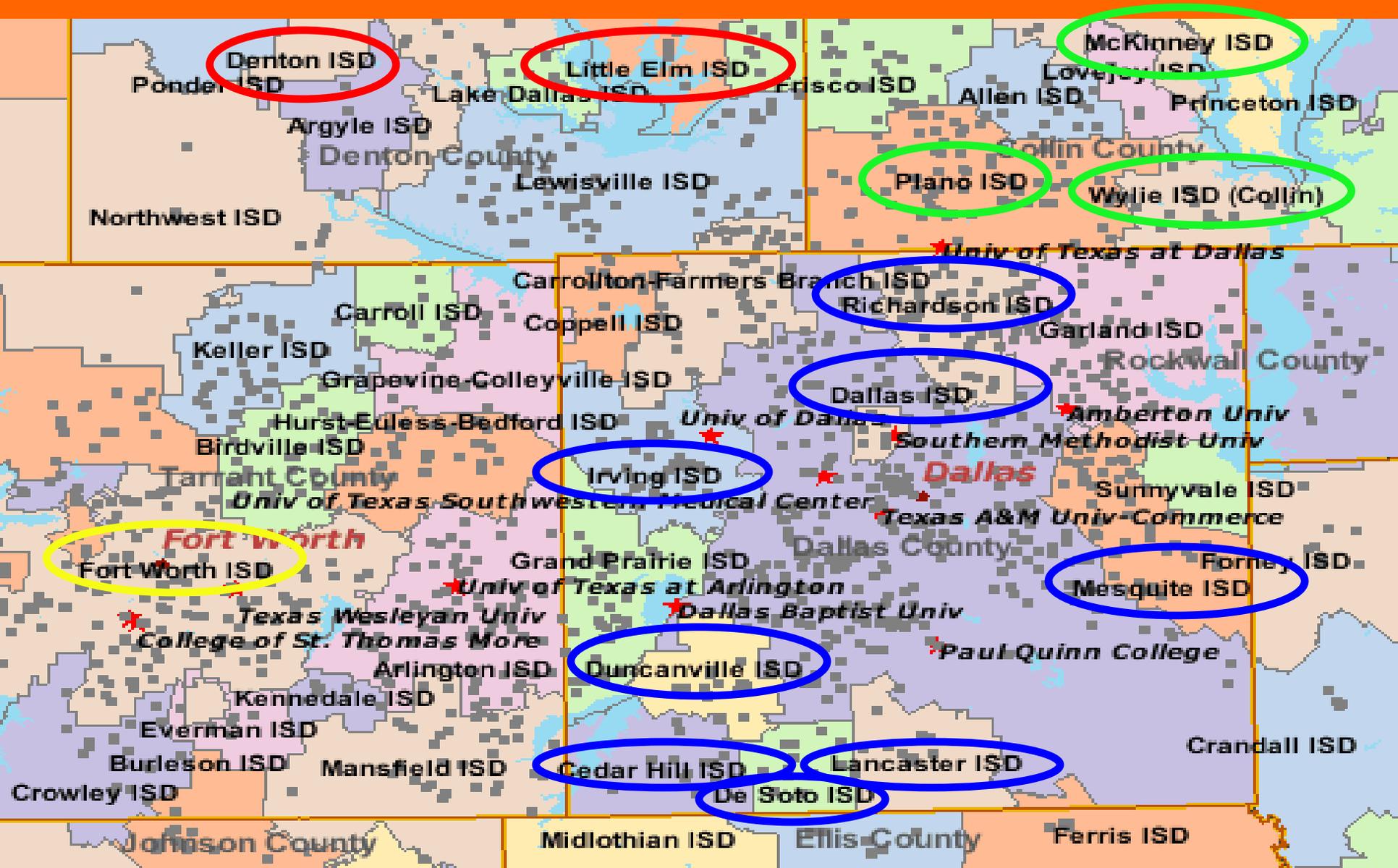
**76 ISD/CSD**

**16 Charter School Districts**

.....

1. Denton ISD
2. Fort Worth ISD
3. Little Elm ISD

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



# The 14 ISDs Can be Classified into Three Types Based on the Total Student Size (2007-08)

## Large ISDs (>60,000)

1. Dallas (157,605)
2. Fort Worth (78,732)

## Medium ISDs (15,000-60,000)

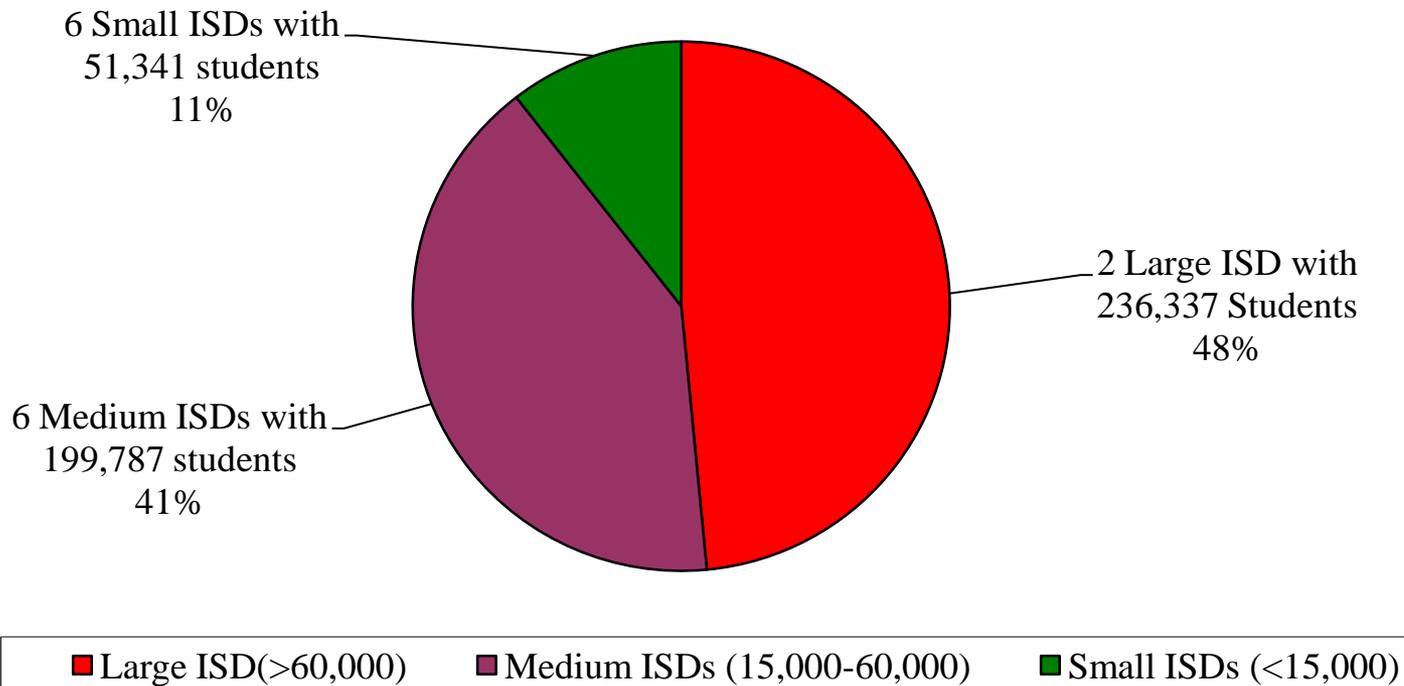
1. Plano (53,439)
2. Mesquite(36,448)
3. Richardson (34,091)
4. Irving (32,707)
5. McKinney (22,276)
6. Denton (20,826)

## Small ISDs (<15,000)

1. Duncanville (12,385)
2. Wylie (10,690)
3. DeSoto (8,884)
4. Cedar Hill (7,831)
5. Lancaster (6,180)
6. Little Elm (5,371)

# About 90% of the Students Were in the Two Large and Six Medium School Districts

**Number of Students in the Three Types of ISDS in the Regional Council in 2007-08**



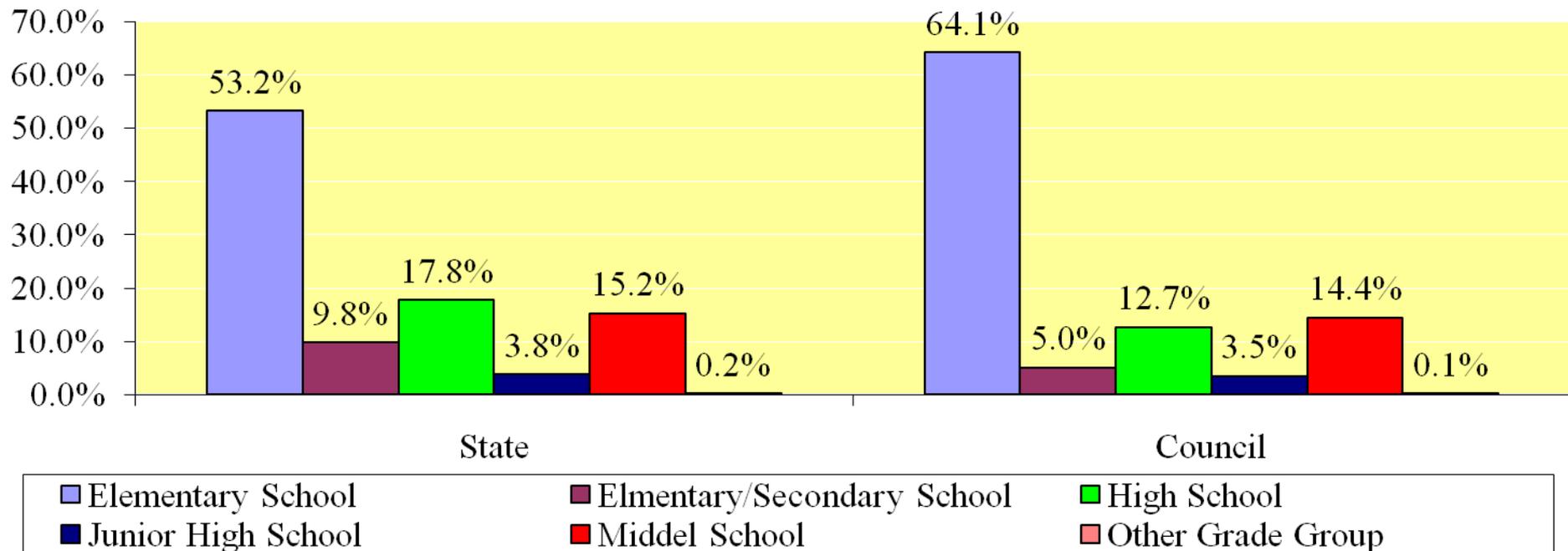
# Number of Schools in the Regional Council in 2007-2008

	<b>Total Enrollment</b>	<b>Number of Schools</b>	<b>No. of Elem Schools</b>	<b>No of Elem/Secondary</b>	<b>No. of High School</b>	<b>No. of Junior High School</b>	<b>No. of Middle School</b>	<b>No. of Other Grade Group</b>
State	4651516	8226	4377	805	1461	314	1253	16
Council	487465	714	458	36	91	25	103	1

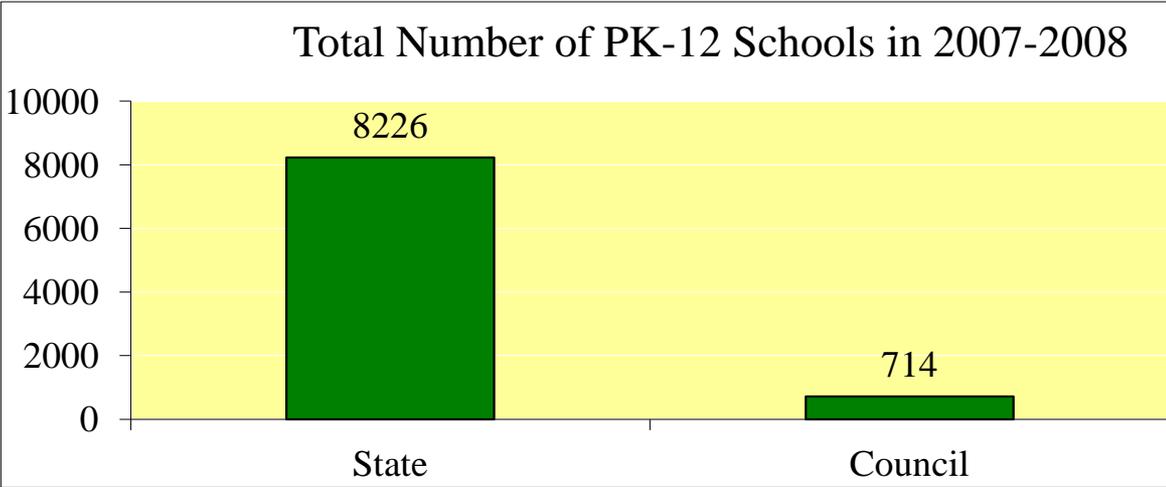
# Distribution of School Types: Different from the State

The North Texas Regional P-16 Council had a higher percentage of elementary schools and a lower percentage of secondary schools, especially high schools, than the state.

Distribution of School Types in the North Texas Region Comparing with the State in 2007-2008

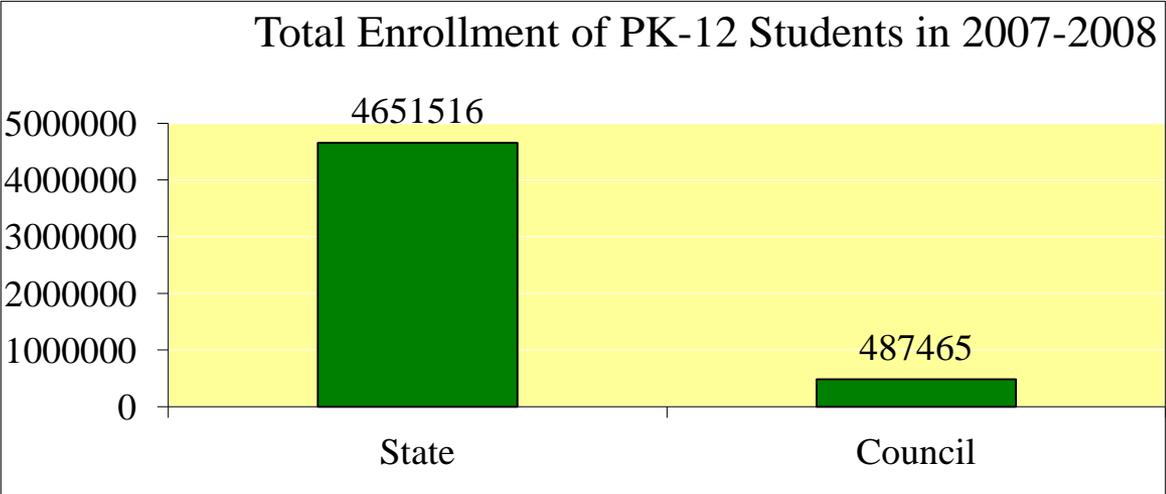


# The Regional Council Represented Approximately 10% of the Total Students or Schools in Texas



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

There were 714 schools in the regional council in 2007-08, about 9% of the total schools in the state.



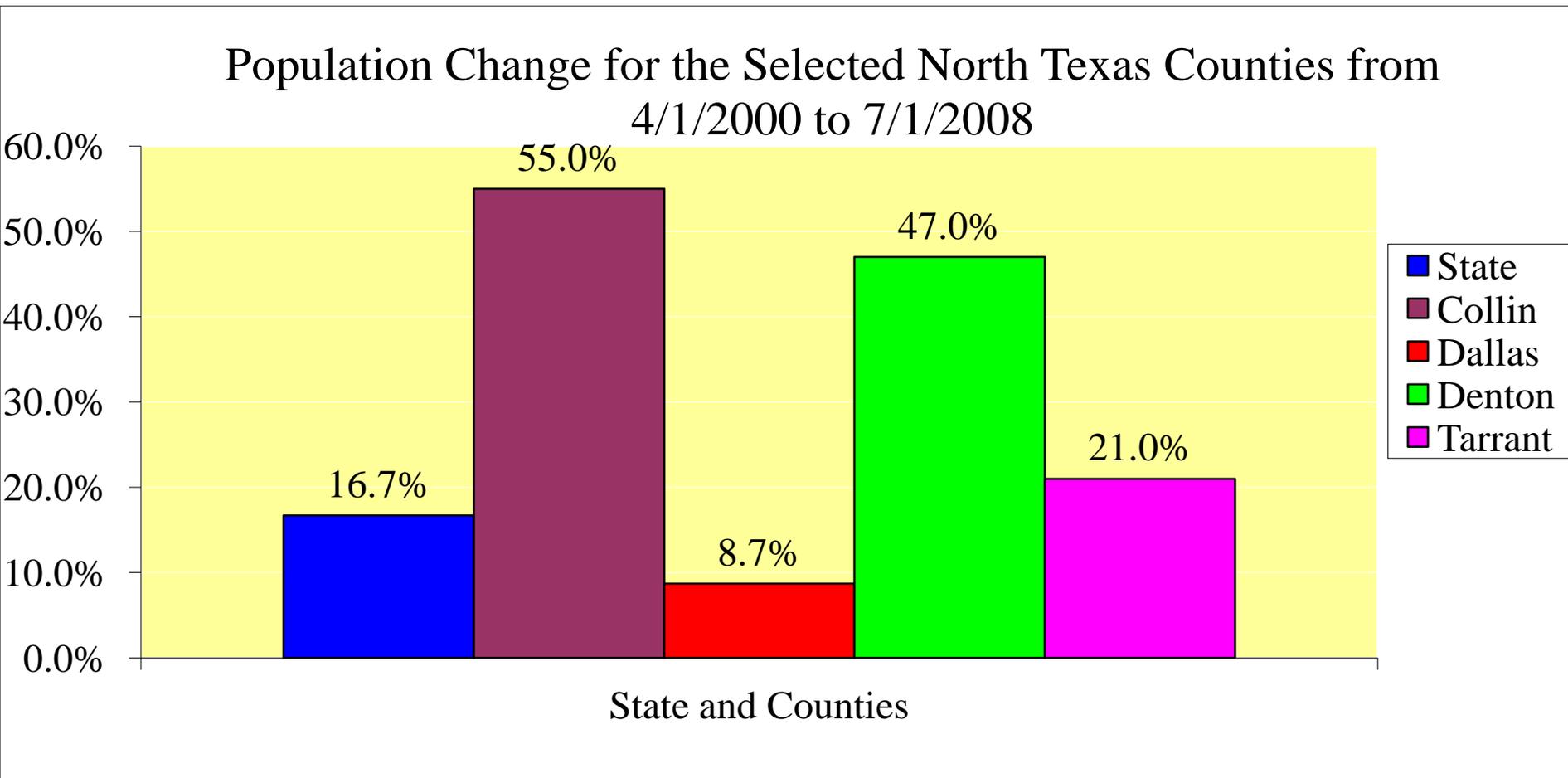
Source: TEA AEIS Reports2007-2008

The total number of students in 2007-08 in the regional council was 487,465, about 10.5% of the total PK-12 student population in the state.

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

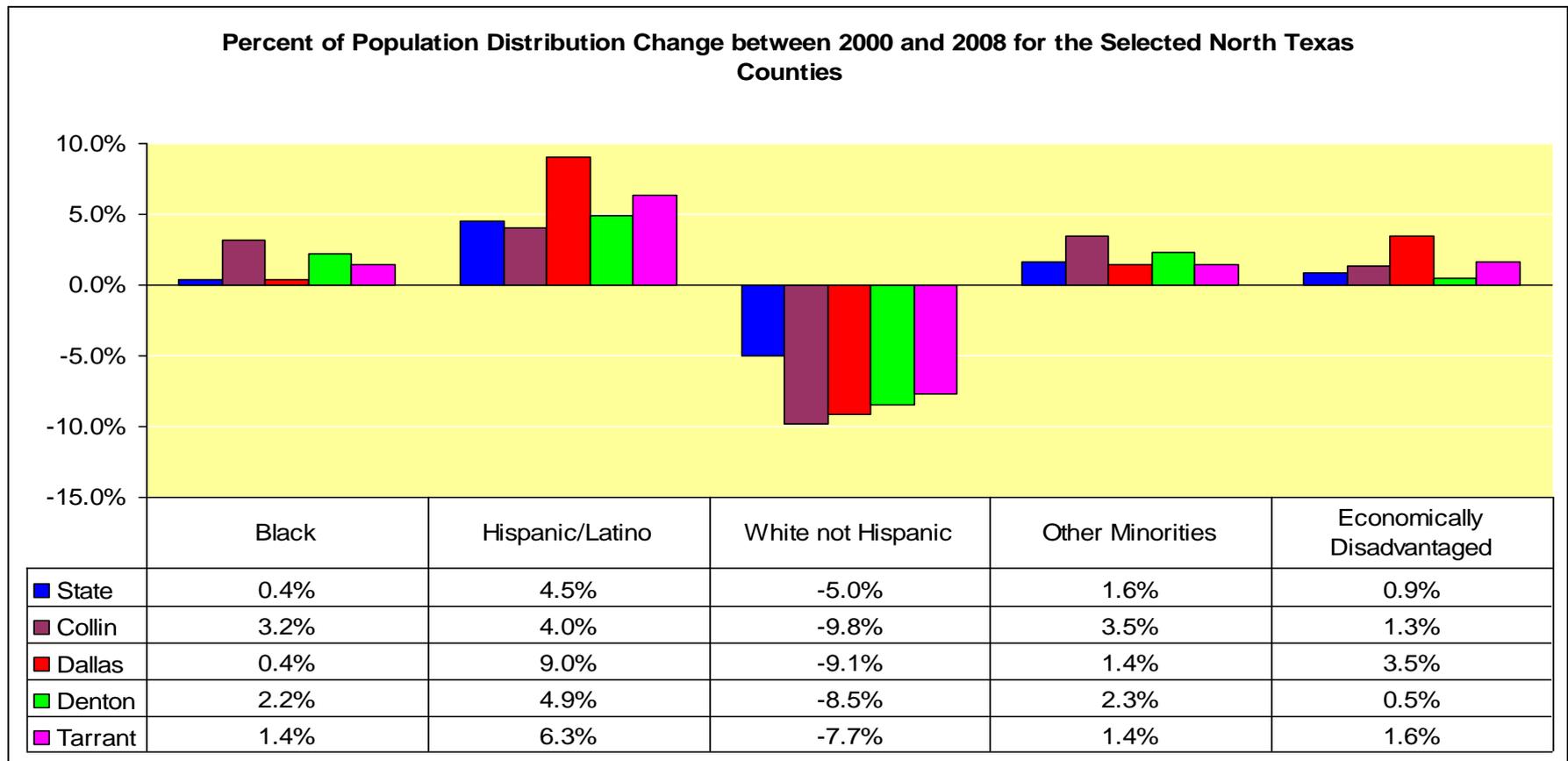
# Population Changes in North Texas from 2000 to 2008

The population growth from 2000 to 2008 in Collin and Denton Counties had been about 3 times faster than the state. But Dallas County, the largest one, had been slower than the state.



# Changes on Population Composition in the Eight Years

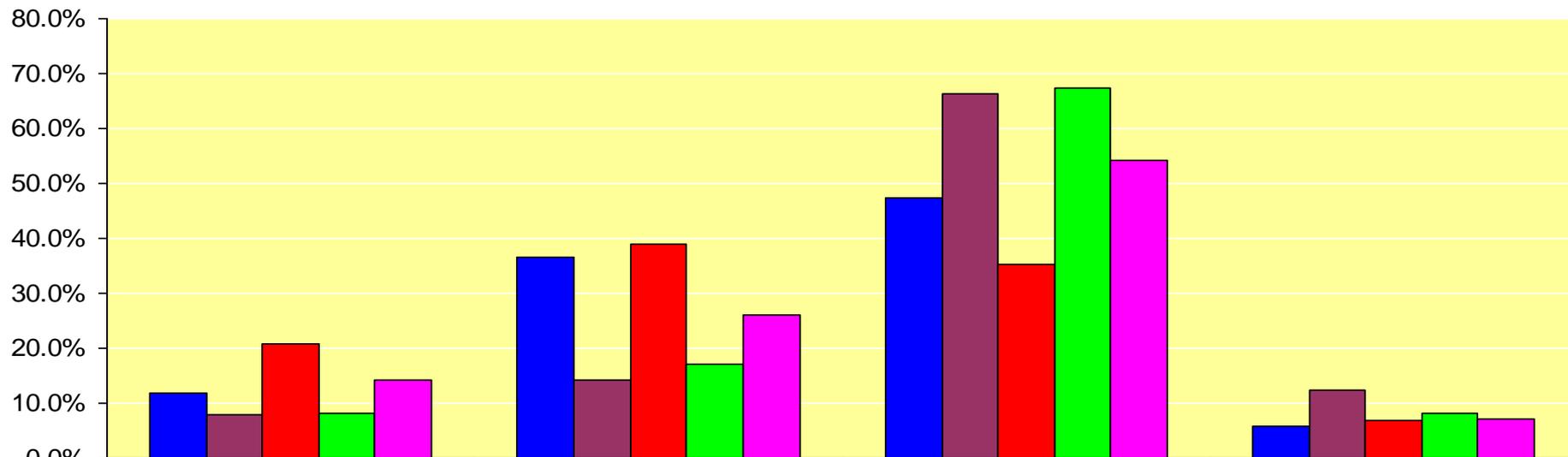
All of the four counties had declined faster than the state on White. Consequently, all counties had grown faster than the state towards diversity, particularly in African American in Collin County and Hispanic in Dallas County. All but Denton County also had higher change rates on economically disadvantaged than the state.



# Ethnic Composition of the Regional Population in 2008

About 60% of the population in Dallas County were African American and Hispanic. But, Collin and Denton Counties had only about 22% and 25%, respectively.

Percentage of Population Distribution by Ethnicity for Selected North Texas Counties in 2008

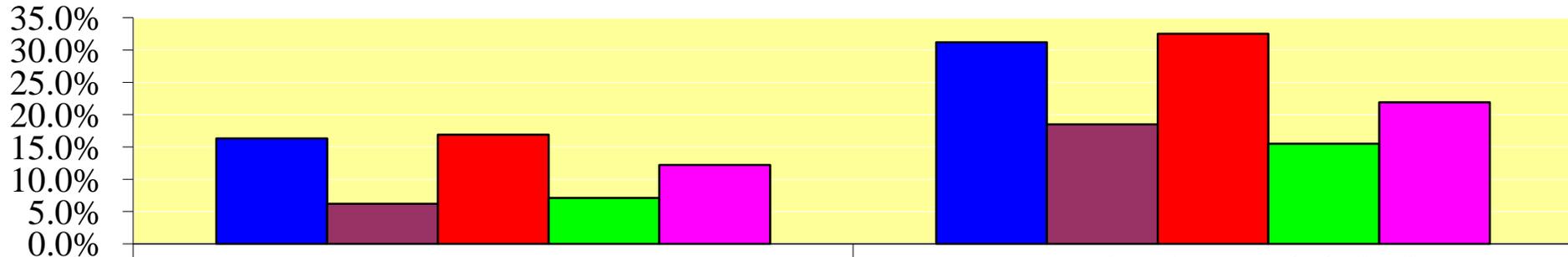


	Black	Hispanic/Latino	White not Hispanic	Other Minorities
State	11.9%	36.5%	47.4%	5.7%
Collin	8.0%	14.3%	66.3%	12.3%
Dallas	20.7%	38.9%	35.2%	6.9%
Denton	8.1%	17.1%	67.5%	8.2%
Tarrant	14.2%	26.0%	54.2%	7.0%

# Economically Disadvantaged (2007) and LEP (2000)

The percentages of economically disadvantaged persons and people speaking language other than English at home in Dallas County were comparable to the state averages, whereas the other three counties were lower than the state on the two indicators.

Population of Low SES and Limited English Language Proficiency in the Selected North Texas Counties



Economically Disadvantaged

Language other than English Spoken at Home

■ State	16.3%	31.2%
■ Collin	6.2%	18.5%
■ Dallas	16.9%	32.5%
■ Denton	7.1%	15.5%
■ Tarrant	12.2%	21.9%

Note: Economically Disadvantaged is based on the data in 2007 and LEP is based on Census 2000.

Source: U.S. Census Bureau: State and County QuickFacts. 2009

# Summary of the Regional Demography and Changes

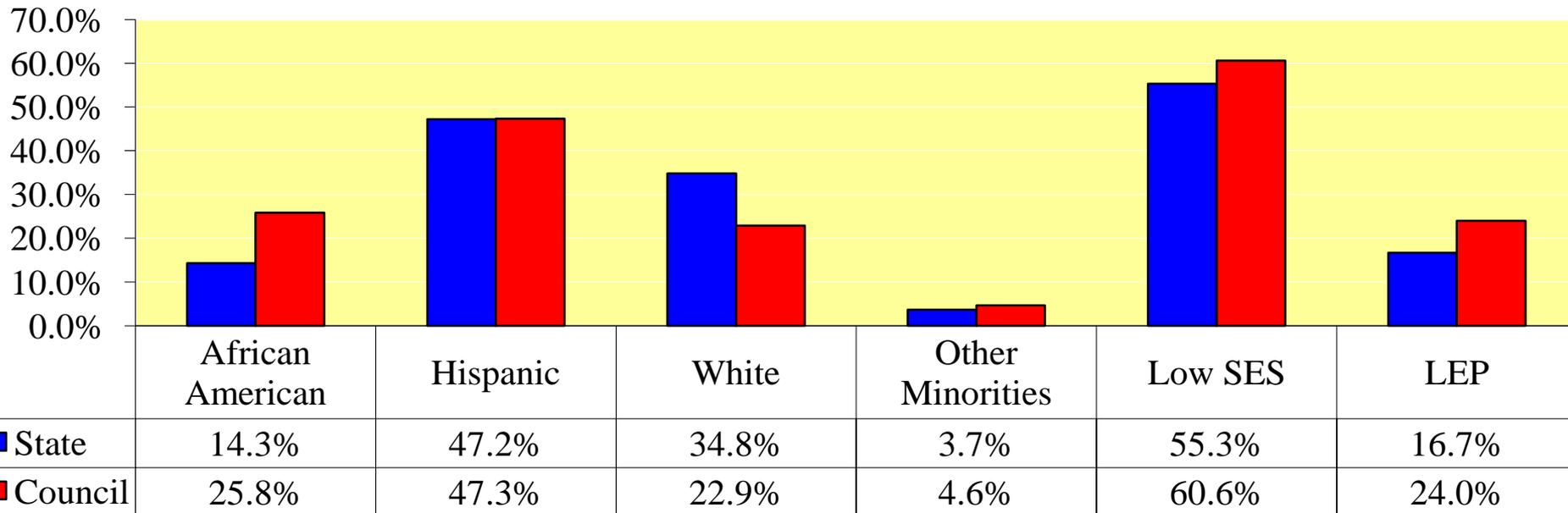
- Although all counties had grown in population from 2000 to 2008, the two small counties (i.e., Collin and Denton Counties) grew much faster than the two large ones (i.e., Dallas and Tarrant Counties).
- The four counties in north Texas had grown faster than the state on population diversity from 2000 to 2008.
- Dallas County had the largest percentage of under-represented population among the four counties, particularly of the Hispanics and the economically disadvantaged.

# **The Dynamic Schools**

# Students Demographic Profiles in 2007-08

Except for the comparable percentage on Hispanic, the regional council was higher than the state on every other underrepresented group: 11.5% higher on African American, 5.3% on low SES, 7.3% on LEP, about 1% on Other Minorities. Thus, the regional council was higher than the state on diversity.

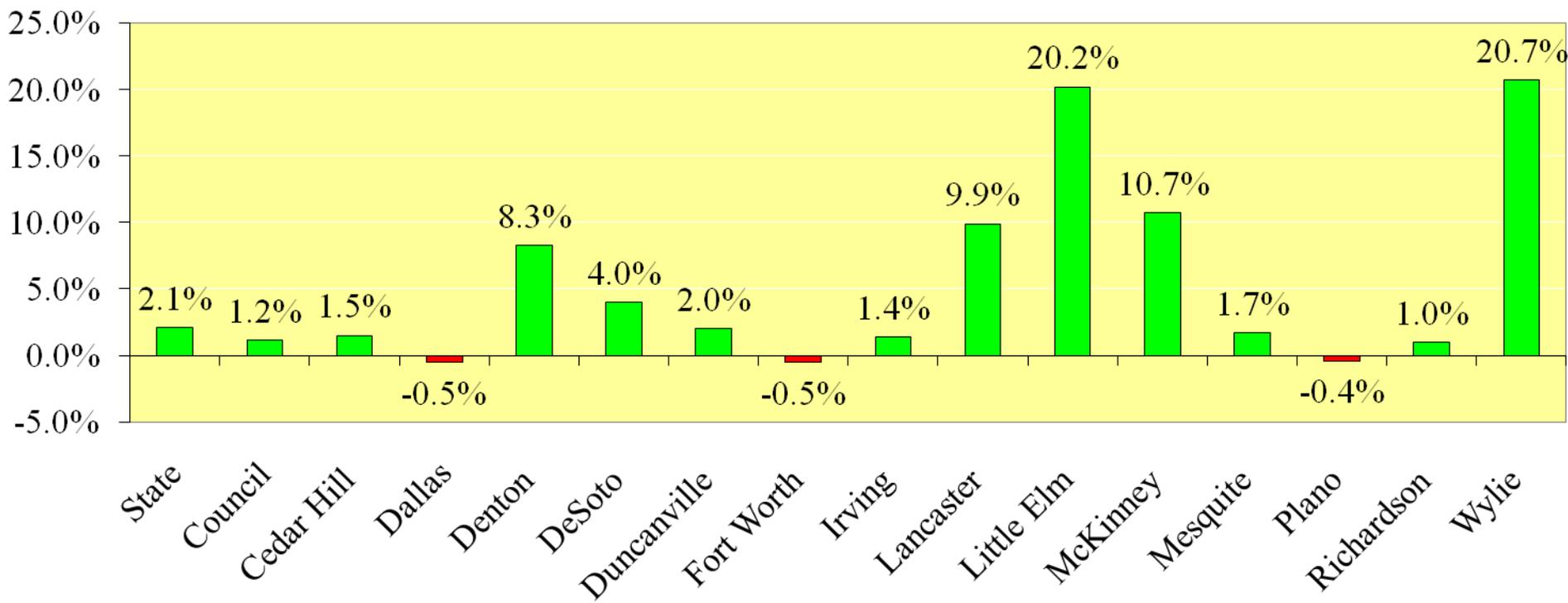
Students' Demography between the Regional Council and the State in 2007-2008



# Enrollment Change Rate from 2003 to 2008

Large ISDs slightly shrank, but some small and medium ISDs had rapid growth in the past six years.

The Average Annual Growth Rate of the Total Student Size for the 14 ISDs in the Past Six Years (2003-2008) in Relative to the Size in 2002

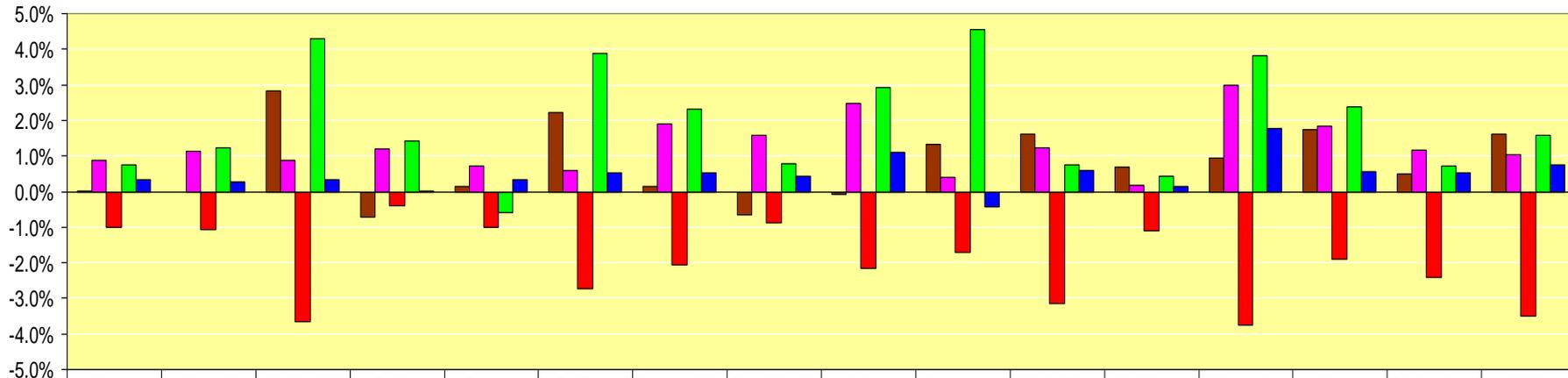


Source: TEA AEIS Reports 2002-2008

# Demographic Changes in the Past Six Years

The regional council had grown faster than the state in African American, Hispanic, and Low SES from 2003 to 2008. The Cedar Hill and DeSoto ISDs had the fastest growth in African American. The Irving and Mesquite ISDs had increased the most in Hispanic. The Mesquite ISD had the largest change in LEP students.

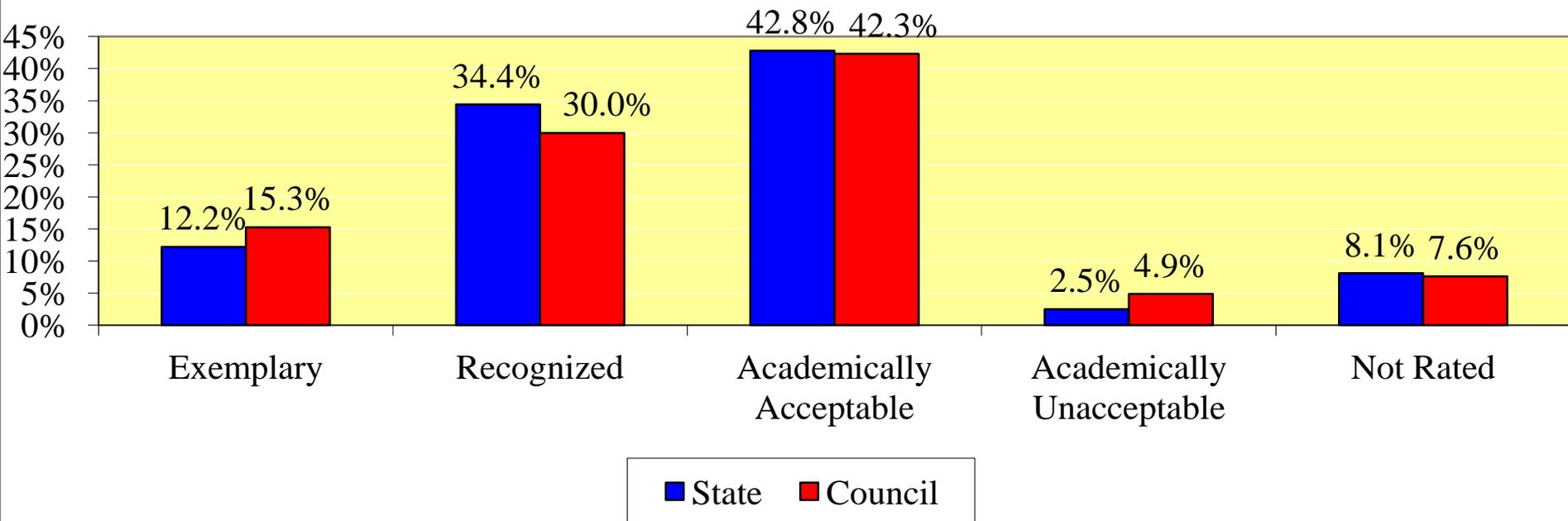
Annual Growth Rate of Pre-K-12 by Demographics for Each ISD in Six Years (from 2003 to 2008)



# The North Texas Regional P-16 Council was below the State on Accountability Ratings in 2007-2008

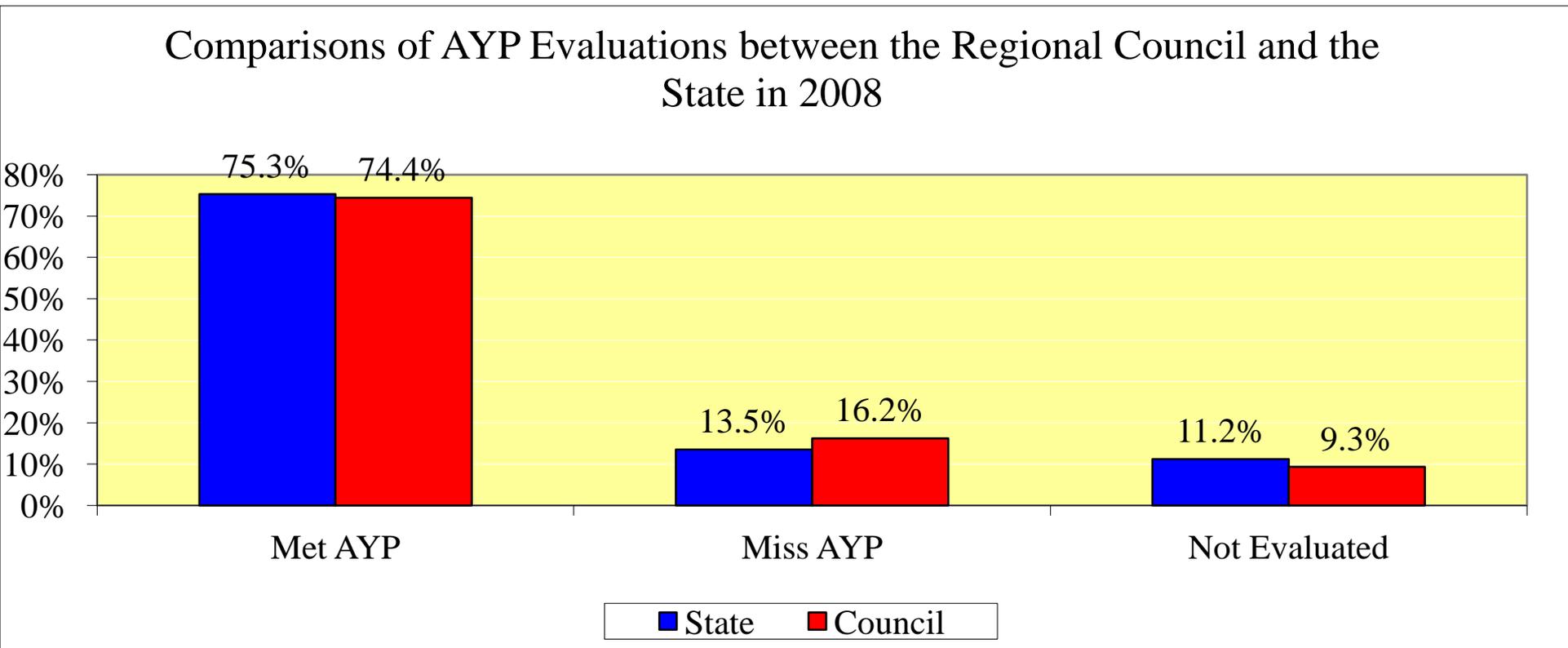
The regional council was 1.3% lower on the combination of 'Exemplary' and 'Recognized', 0.5% lower on 'Academically Acceptable', and 2.4% higher on 'Academically Unacceptable' than the state.

Comparisons of Accountability Ratings between the Regional Council and the State in 2008



# The Regional Council was below the State on Adequate Yearly Progress (AYP) in 2007-2008

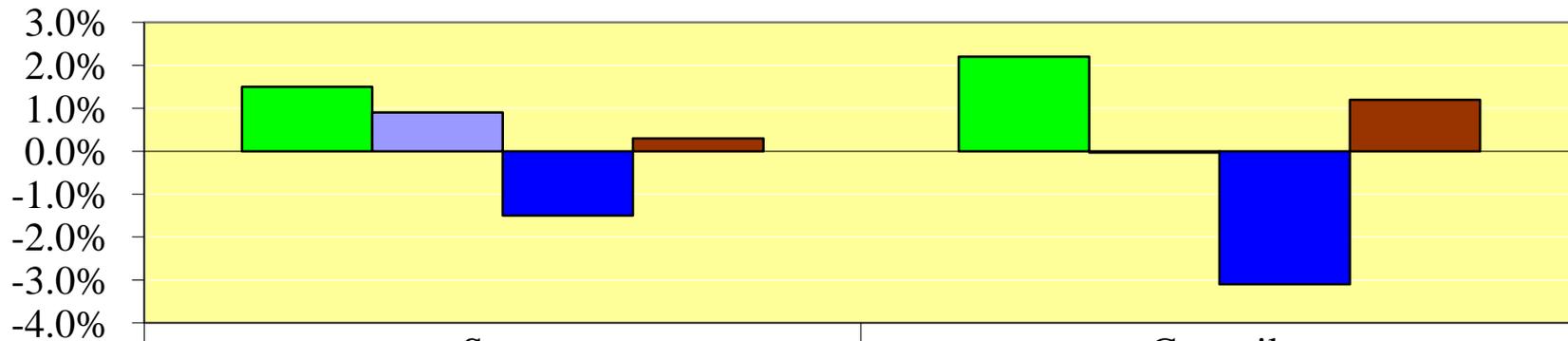
The regional council was about 1% lower on 'Met AYP', and about 3% higher on 'Missed AYP' than the state in 2007-2008.



# Changes on Accountability Rating from 2004 to 2008

In the state, 'Exemplary' and 'Recognized' had increased about 2.4% annually, and 'Academically Acceptable' decreased at the yearly rate of 1.5%. But, the regional council was slower on the positive ratings and faster on the negative rating than the state.

The Average Annual Growth Rate of Accountability Ratings by Category for the 14 ISDs in the Past Five Years (2004-2008)

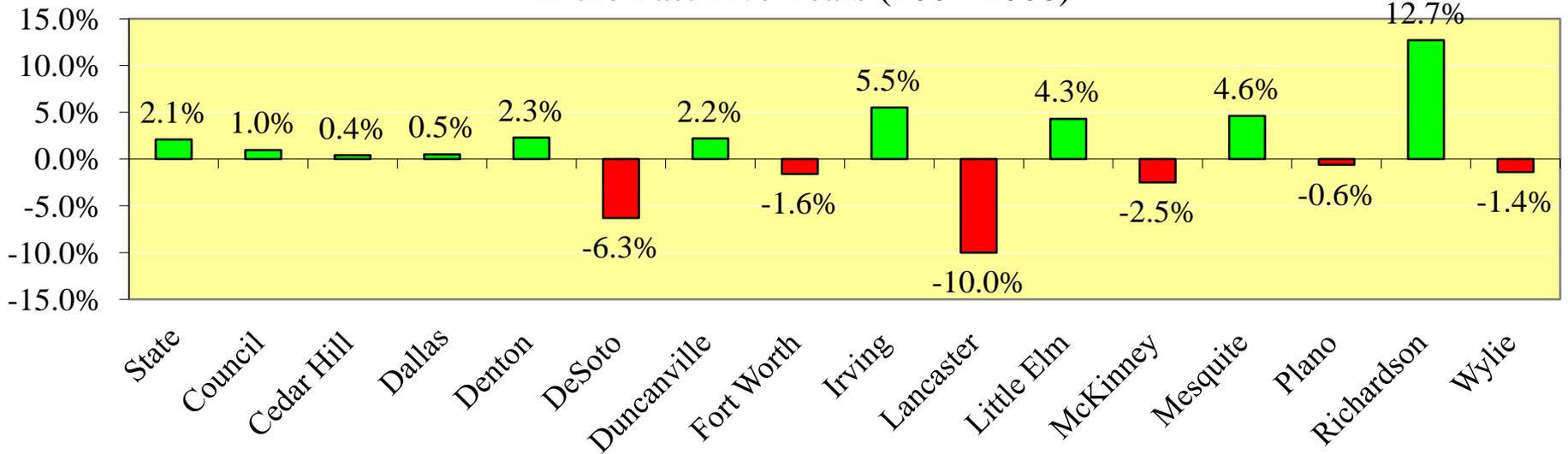


■ Exemplary	1.5%	2.2%
■ Recognized	0.9%	0.0%
■ Acad Acceptable	-1.5%	-3.1%
■ Acad Unacceptable	0.3%	1.2%

# Net Change on Accountability Ratings from 2004 to 2008

Overall, both the regional council and the state had grown at a positive annual rate from 2004 to 2008. However, the regional council grew slower than the state. Furthermore, six ISDs in the council had a negative annual change rate. Two of them had declined even at an annual rate over 6%.

The Net Average Annual Growth Rate of Accountability Ratings for the 14 ISDs in the Past Five Years (2004-2008)



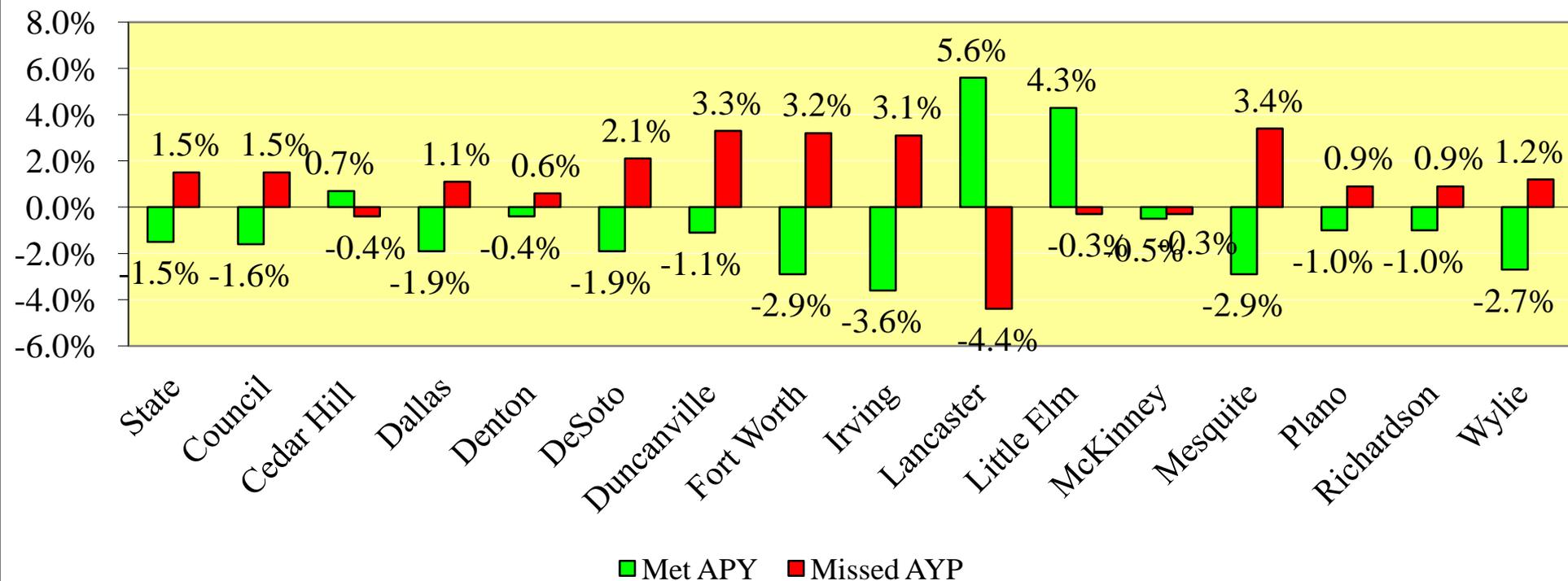
Source: TEA LONESTAR (<http://www.lonestarreports.com/>)

Note: Net change = Exemplary + Recognized – Academically Unacceptable

# Unsatisfactory Changes on AYP Ratings from 2004 to 2008

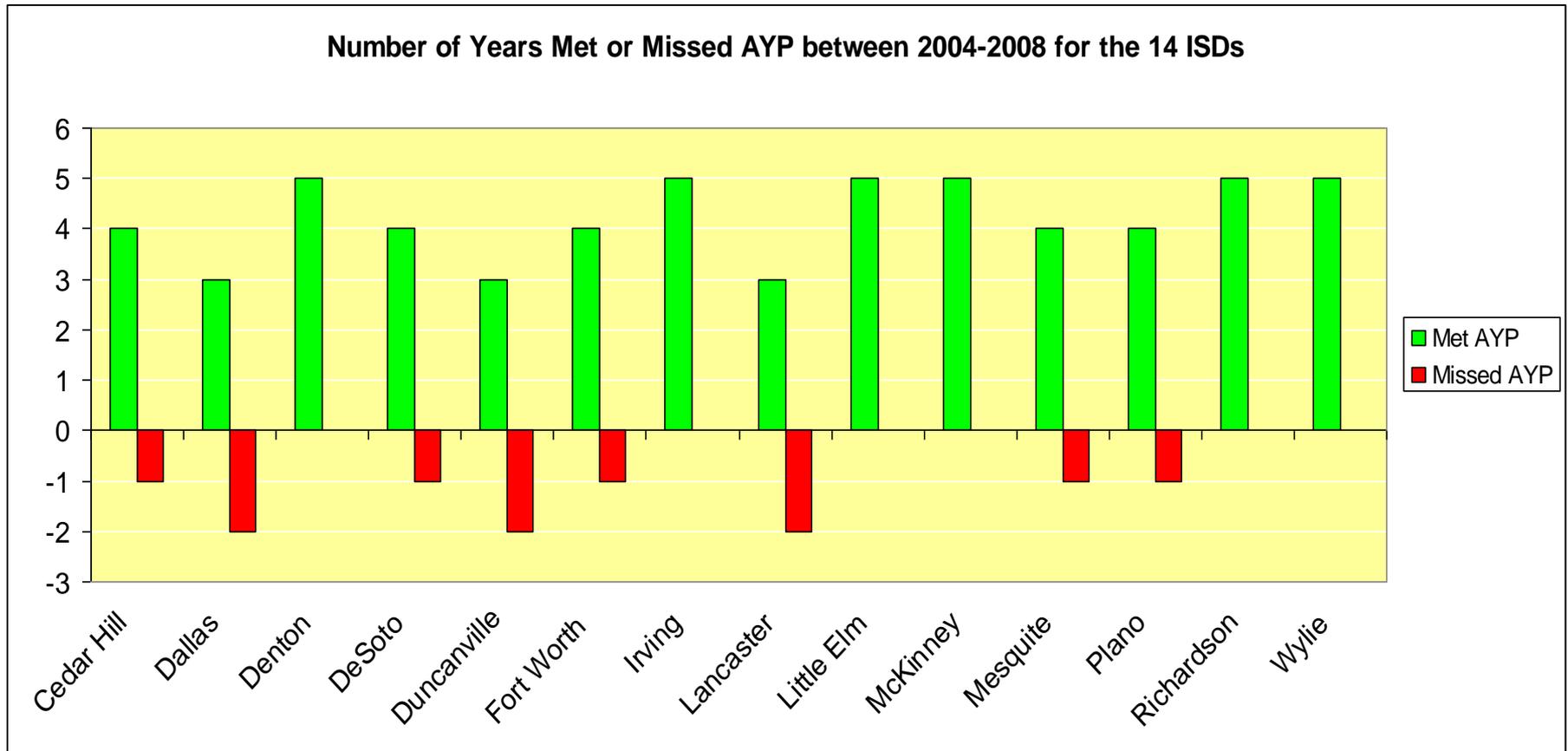
Both the state and the regional council had a negative annual growth rate on 'Met AYP' and a positive rate on 'Missed AYP.' So did many ISDs in the regional council. But the Lancaster and Little Elm ISDs had remarkably improved on AYP in the last five years.

Annual Growth Rate of Adequate Yearly Progress from 2004 to 2008



# Number of Years Missed AYP from 2004 to 2008

No ISDs missed more than 2 years. Three ISDs missed 2 times and 5 missed once. The other 6 ISDs had always been on target



# Summary of the Accountability Ratings and the AYP Evaluations

- **The North Texas Regional P-16 Council was slightly behind the state on both accountability ratings and AYP evaluations in the school year of 2007-2008.**
- **The annual change rates of the accountability ratings and AYP in the past five years again showed that the regional council had changed slower than the state in the favorable direction.**
- **The unsatisfactory status and growth on accountability ratings and AYP in the regional council may be largely contributed to some particular ISDs.**

# The Focal Data

# Suggested Data Elements for Analysis

## Pre-K – 5th Grade Indicator

## High School Success Factors

## Middle School Success Factors

## Transition to College and TX HE Success Factors

Pre-K K 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th 13th 14th 15th 16th

### Pre-K – 5th Grade Indicator:

1. *# Children enrolled in public pre-K (2007-08)*
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 (2006-07)
3. *# students meet minimum and commended standards on TAKS for Grade 3 Reading, Grade 4 Writing, and Grade 5 Mathematics (2007-08)*

### 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 (2007-08)
2. Retention rate for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders (2006-07)

### High School Success Factors:

1. *# 1<sup>st</sup> time 9<sup>th</sup> graders taking 10<sup>th</sup> grade level course (2006-07)*
2. *# 1<sup>st</sup> time 9<sup>th</sup> graders advance to 10<sup>th</sup> grade on time (2006-07)*
3. *12<sup>th</sup> graders taking advanced coursework (2007-08)*
4. *Outcomes for the 9<sup>th</sup> grade cohort (2003-04) that graduated with MHP, RHSP, or DAP; continued, earned GED, dropped out, or as other leavers in 2006-07*

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

1. # high school graduates were college-ready (2006-07)
2. # high school graduates directly enrolled into HE (2006-07)
3. # high school graduates earned HE degree or certificate within 6 years (classes of 1999, 2000, 2001)

Indicators in italic implies that data for the ethnic and low SES groups were available

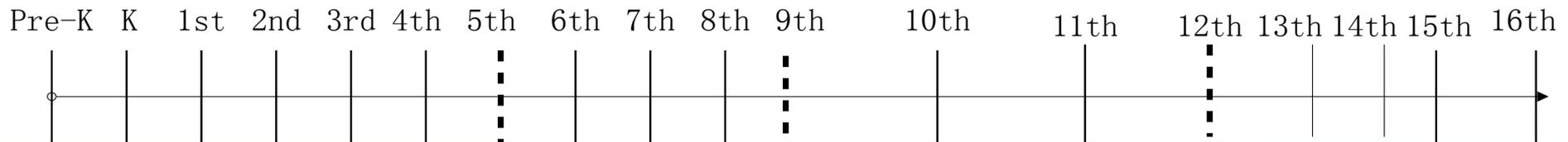
# Modifications from the Previous Data Elements

## Pre-K – 5th Grade Indicator

## High School Success Factors

## Middle School Success Factors

## Transition to College and TX HE Success Factors



**Pre-K – 5th Grade Indicator:**

- # Children enrolled in public pre-K **Changed to**
- # Children enrolled in public or private pre-K
- # 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 AP and AMI **Changed to**
- # students meeting standard of 2<sup>nd</sup> grade by the end of 1<sup>st</sup> grade assessed by TPRI and DRA

**Middle School Success Factors:**

- Distribution of scale TAKS scores for Grade 7 Writing, and Grade 8 Science **Added**
- % FTE teachers teaching high-school level courses **Dropped**

**High School Success Factors:**

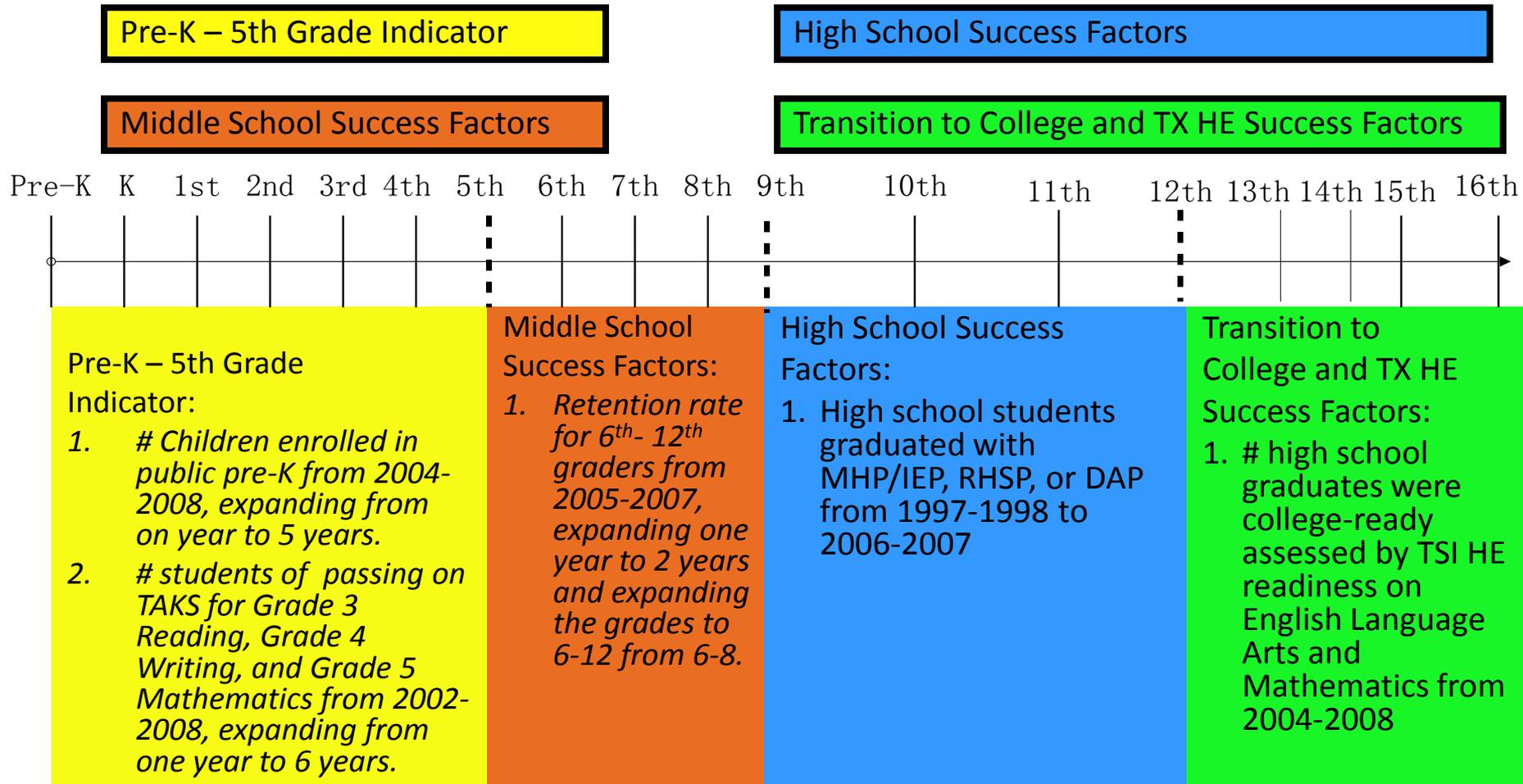
- # 1<sup>st</sup> time 9<sup>th</sup> graders taking 10th grade level course **Changed to**
- % of middle school students in advanced courses or HS credit courses
- # 1<sup>st</sup> time 9<sup>th</sup> graders advance to 10th grade on time (2006-07) **Changed to**
- % 9<sup>th</sup> grade class that earned ≥ 6 credits in 1<sup>st</sup> year

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

No change

# Added Data Elements for Analysis

- To identify the trends, we located and used some additional longitudinal data

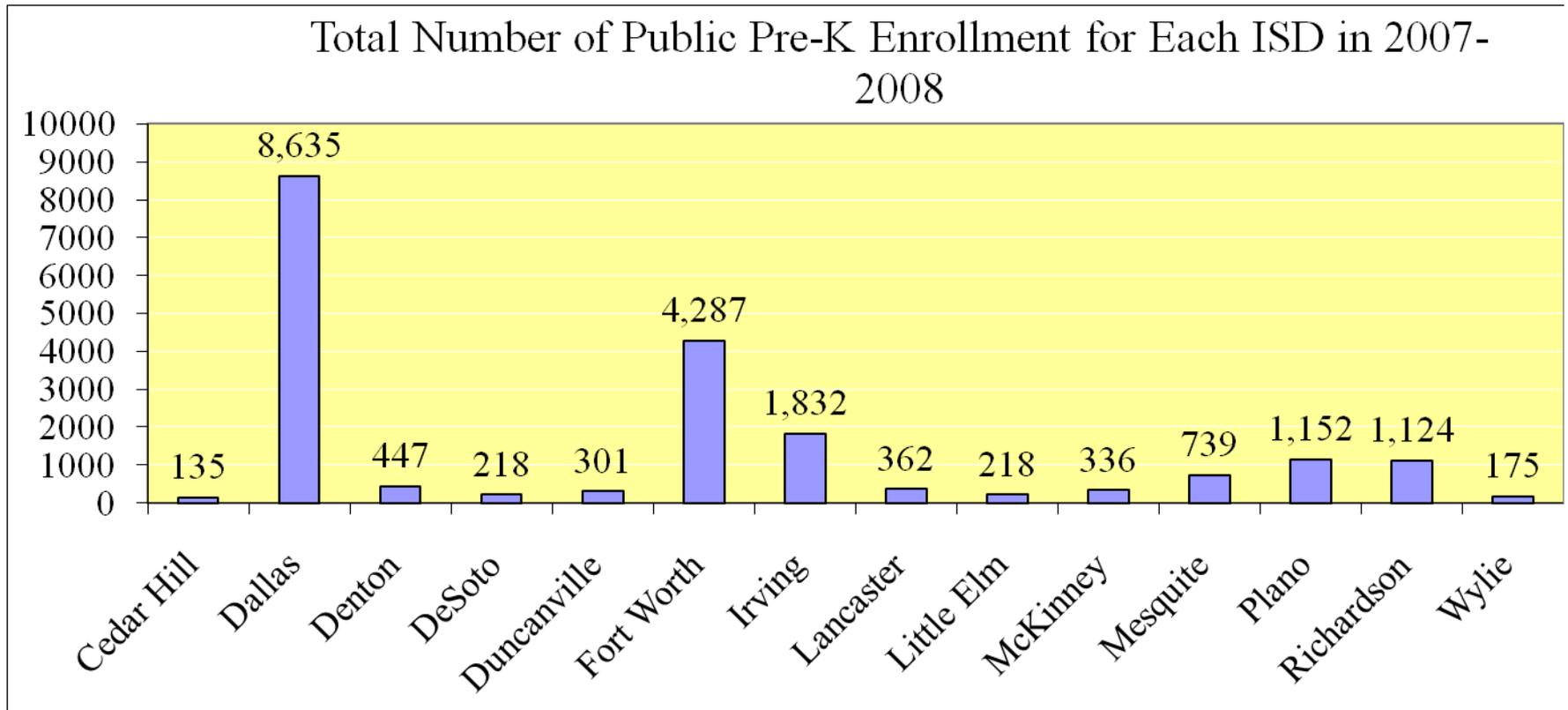


- Plus, (a) Demography in 2008 and changes (2000-2008) in the region  
 (b) Student's Demography from 2003 to 2008  
 (c) Accountability and AYP Ratings from 2004 to 2008

# **Pre-K-5 Indicator**

# Children Enrolled in Public Pre-K (1 of 4)

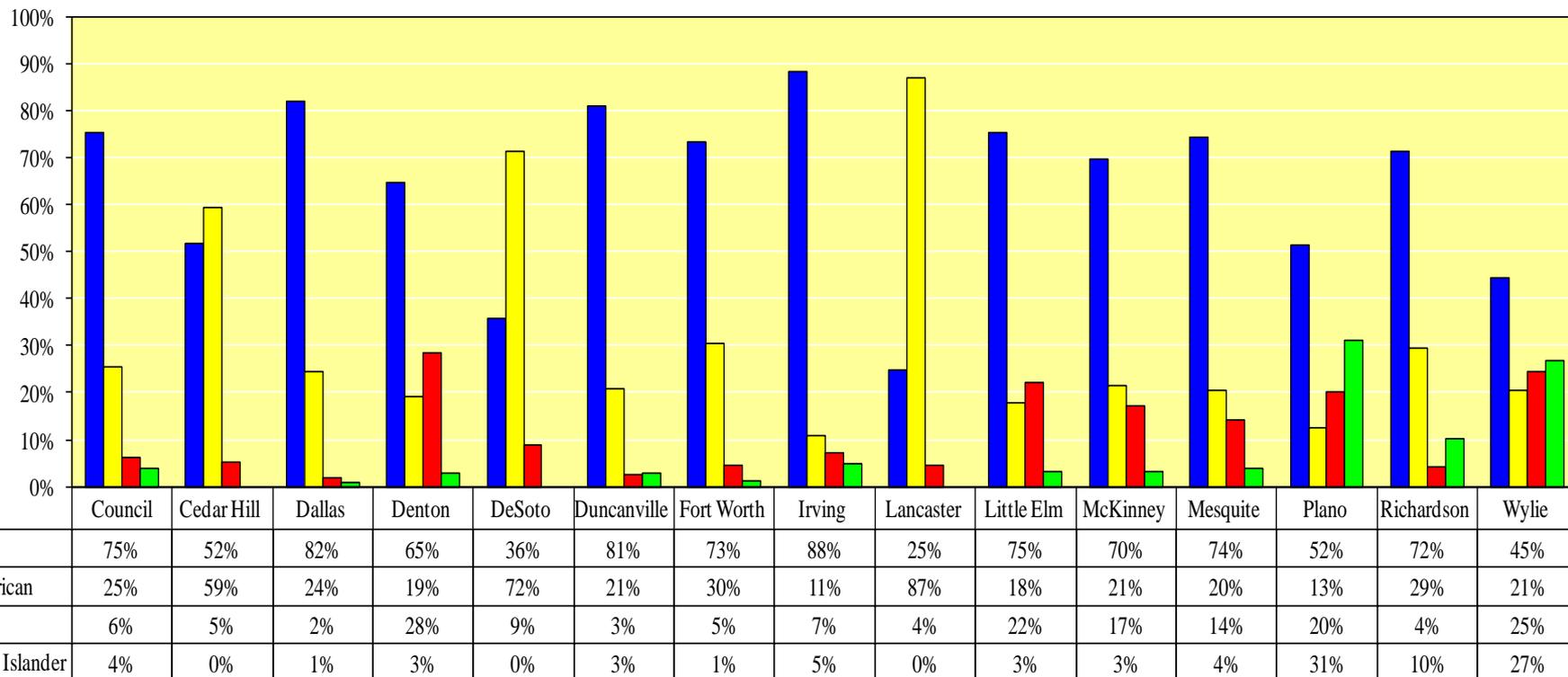
The number of 4-year old children enrolled into the public Pre-K in 2007-2008 was proportional to the total PK-12 student size in each ISD. The PK students usually made up of about 2-5% of the total student size.



# Children Enrolled in Public Pre-K (2 of 4)

Hispanic and African American children accounted for over 90% of the enrollment in all ISDs but Plano and Wylie. Hispanic was the largest group in all ISDs but the three ones in the African American communities in south Dallas.

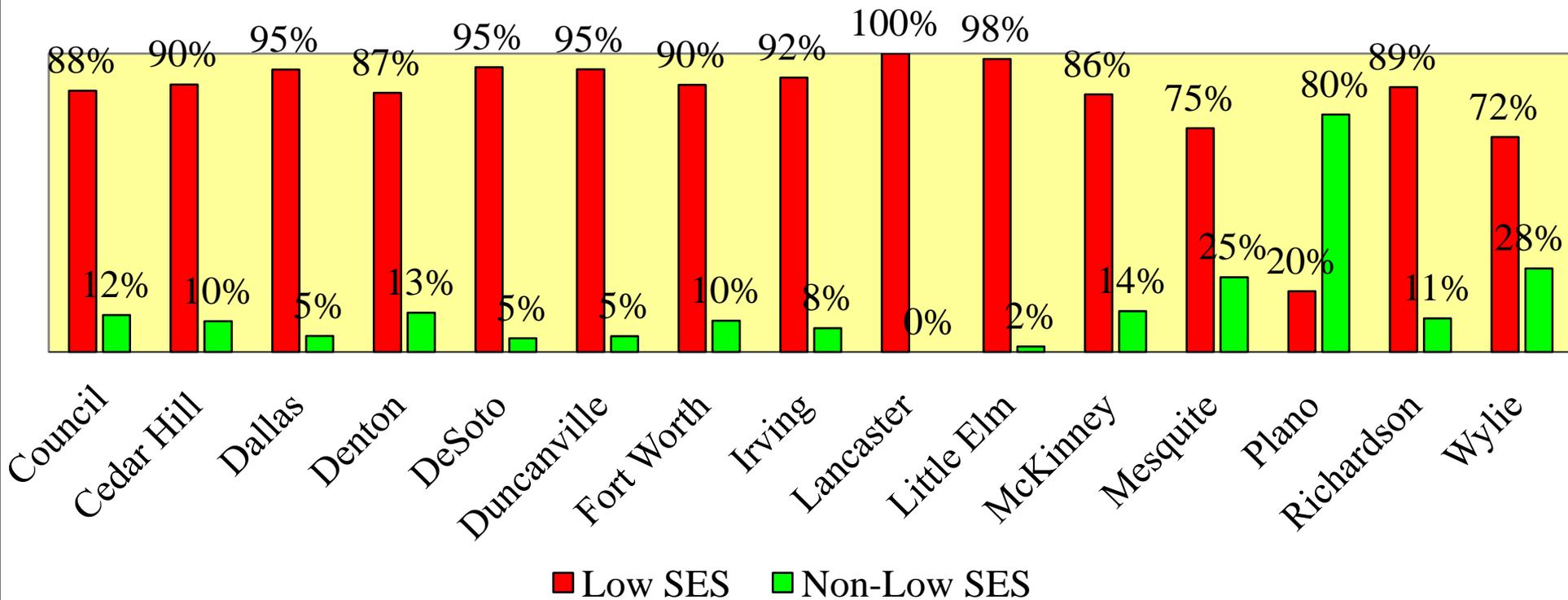
Percentage of Public Pre-K Enrollment by Ethnicity in 2007-08



# Children Enrolled in Public Pre-K (3 of 4)

In all ISDs but Plano, most of the public pre-K enrolled children were from the low SES families, often over 80%.

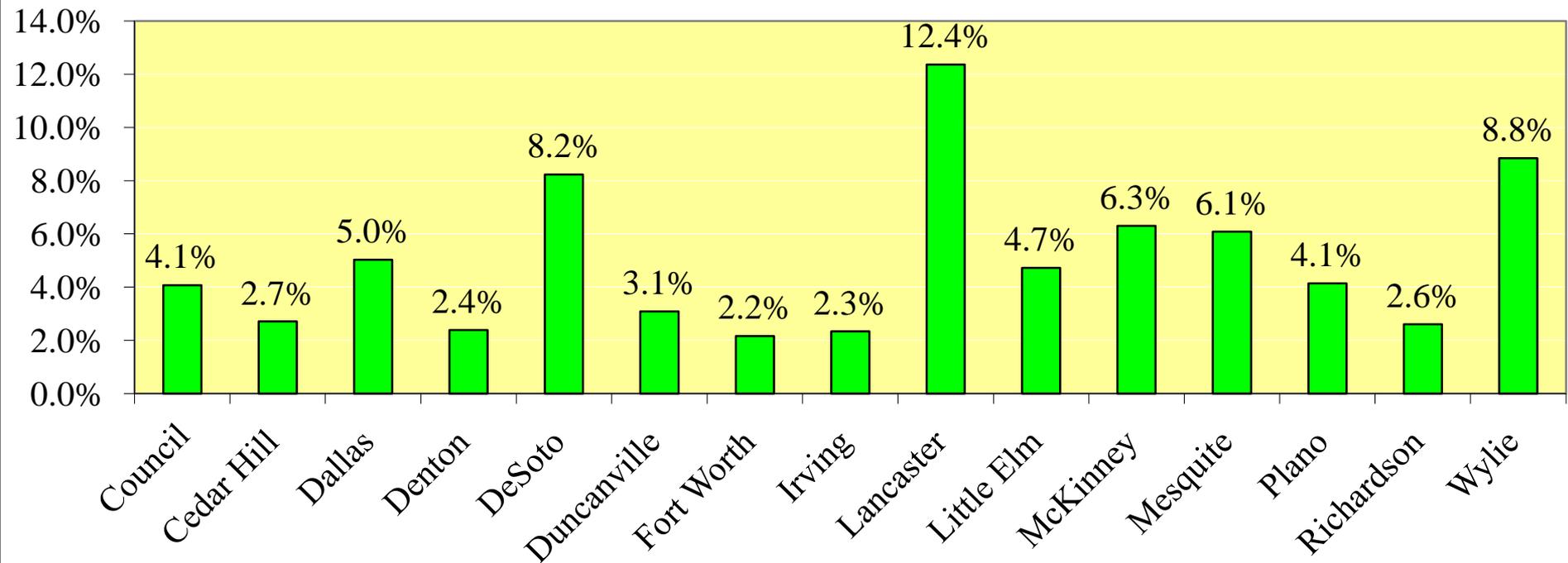
Percent of the Public Pre-K Children by SES in 2007-2008



# Children Enrolled in Public Pre-K (4 of 4)

In all ISDs, the public pre-K enrollment had increased in the past five years. The average change rate in the council was 4%. Smaller ISD were likely to have larger growth rates.

The Annual Growth Rate of Public PK Enrollment between 2004 and 2008



# Findings on the Public Pre-K Enrollment

- **The total enrollment was proportional to the district size.**
- **The public Pre-K enrollment only made up of 2-5% of the total Pre-K-12 student size.**
- **Majority of these children, often over 85%, were from the disadvantaged families, especially from the Hispanic and low SES families.**
- **The public Pre-K enrollment had positive growth in the council and all of its member school districts from 2004 to 2008. The average change rate was 4% in the regional council. But some ISDs had grown twice or even three times faster than the council as a whole.**

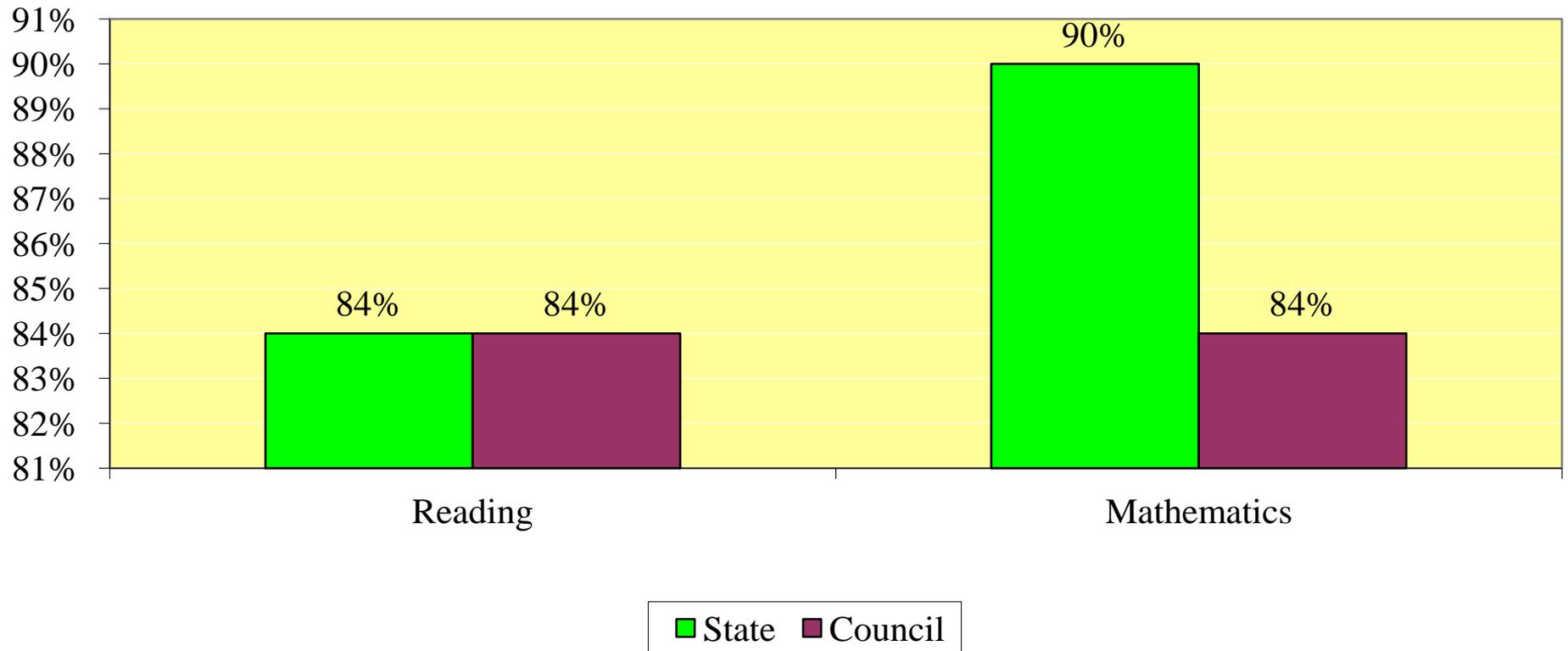
# The Implications of the Findings

- **The % of the Pre-K public enrollment was normally 3-5% less than that for kindergarten. Why so? Where were the children not enrolled into the public PK programs?**
  - **Some of the qualified 4-year old children may miss the quality public Pre-K education, especially for those in the disadvantaged families.**
- **How much % of the Pre-K teachers were from the same or similar cultural background as the children? or how much % of the teachers were culturally ready for these children, largely from the disadvantaged families?**
  - **We may need more Pre-K teachers culturally sensitive to these minority or economically disadvantaged children.**
- **We may need inter-district collaborations on the Pre-K teaching staff to balance the uneven growth among the districts within the council.**

# 1<sup>st</sup> graders on grade level (1 of 3)

The regional council was similar to the state in reading, but it was 6% lower than the state in mathematics.

Percent of 1st Graders Meeting Standards for 2nd Grade in 2006-2007

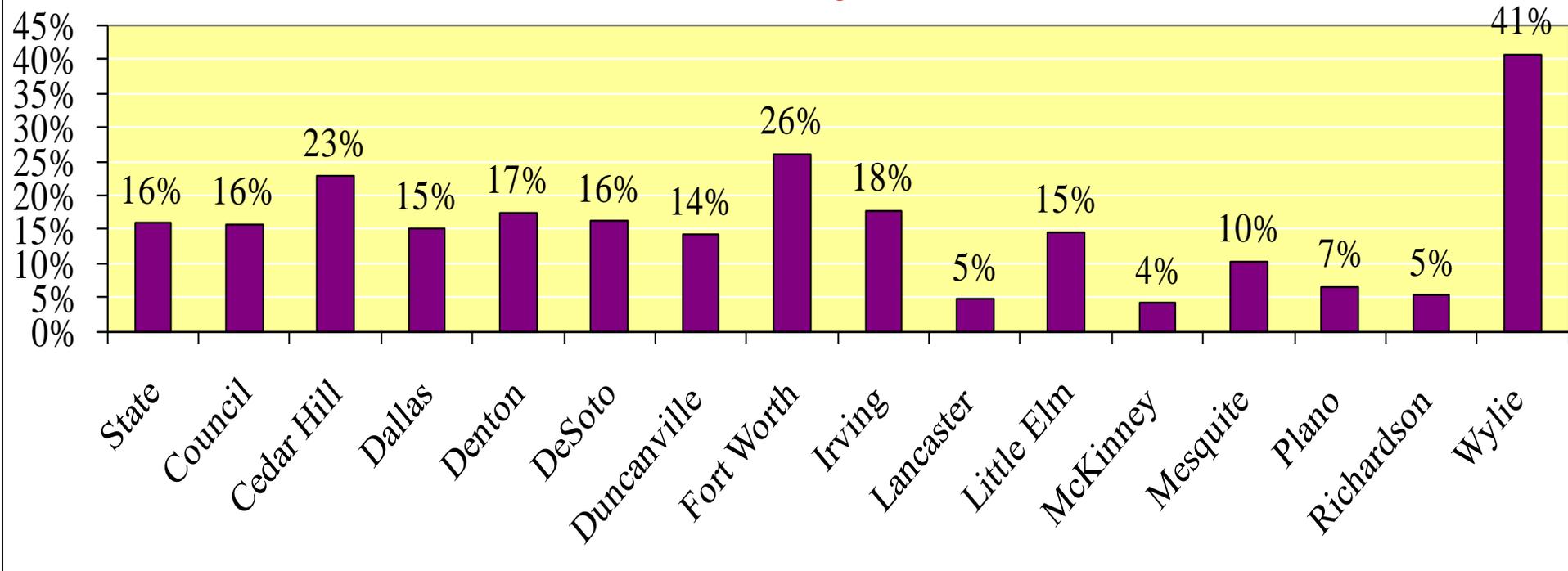


# 1<sup>st</sup> graders on grade level (2 of 3)

The council had 16% children struggling in reading, similar to the state. But several ISDs had relatively high percentages.

Percent of 1st Graders Struggling in Reading or Mathematics in 2006-07

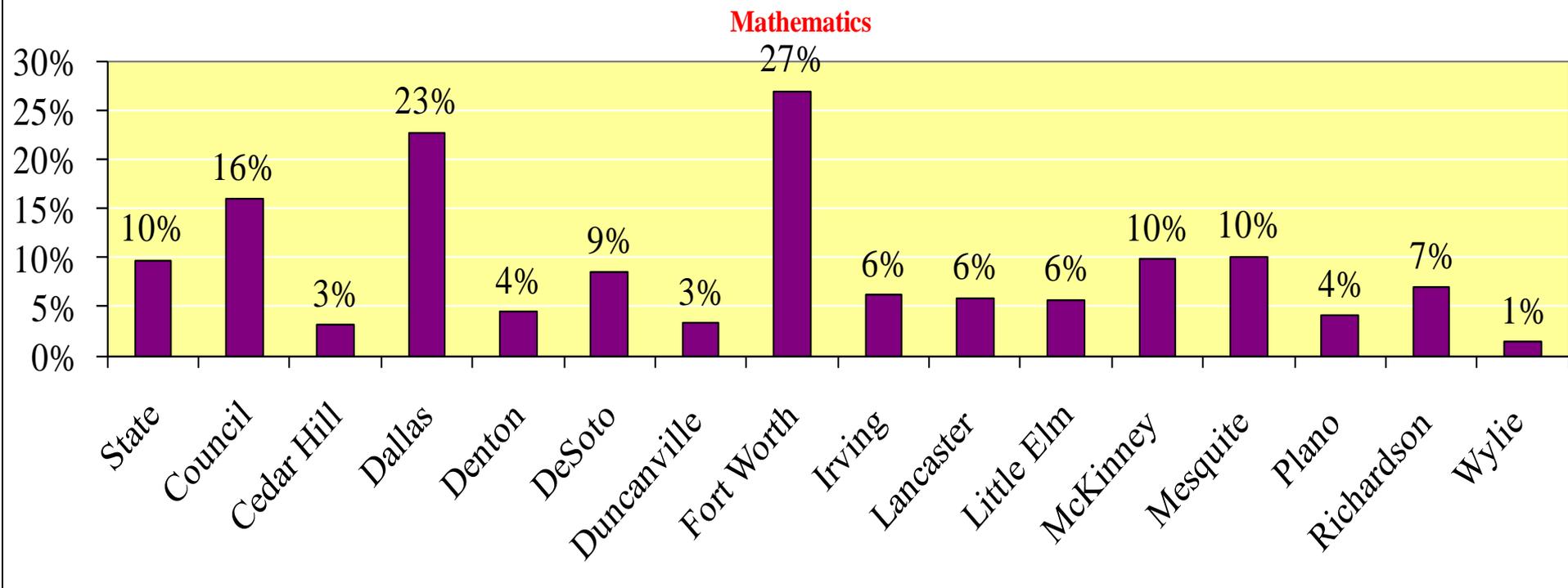
Reading



# 1<sup>st</sup> graders on grade level (3 of 3)

The council was 6% higher than the state, largely due to the high percentages of 1<sup>st</sup> graders struggling in mathematics in the two largest ISDs.

Percent of 1st Graders Struggling in Reading or Mathematics in 2006-07



# Findings on 1<sup>st</sup> Graders on Grade Level

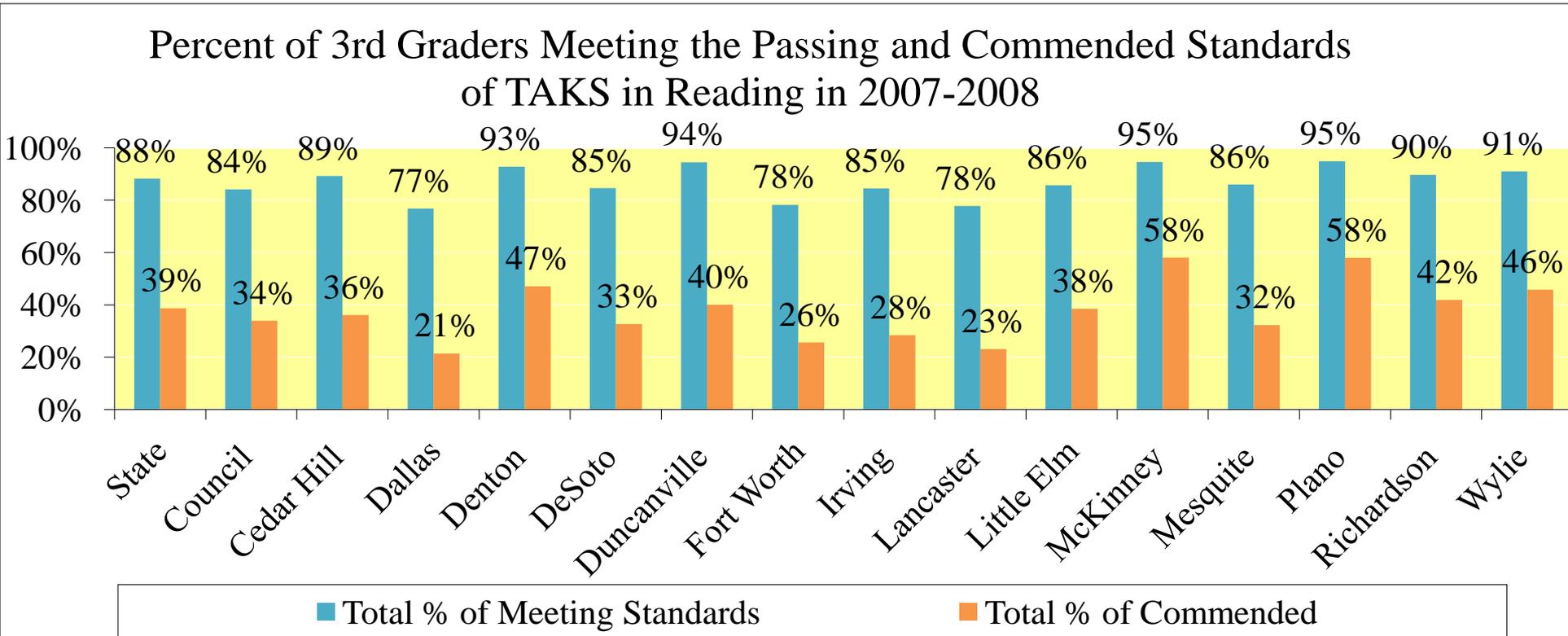
- The North Texas Regional P-16 Council had over 6,000 of 1st graders struggling in reading or mathematics in 2006-2007.
- Whereas majority of the 1st grade students met the standards for 2nd grade by the end of 1st grade, there were still 16% of children not being on grade level in either reading or mathematics in the regional council.
- The regional council was 6% higher than the state on the ratio of children struggling in mathematics. However, it was comparable to the state in reading.
- Some ISDs had consistently high or low percentages on both reading and mathematics. Others had a high percentage of struggling children on one subject area, but a low ratio on another subject.

# The Implications of the Findings

- **It is critical to keep all children in the education pipeline from the beginning. These 16% children need special helps to catch up with the peers.**
- **We need to focus more on mathematics, particularly in the two largest districts.**
- **We need to identify the best practices in the ARI and AMI programs for first graders at the district or campus level. Such an effort is particularly important and instrumental to other districts or campuses in vicinity with similar general population and/or student demographics, but with high struggling percentages.**

# 3rd graders in Reading TAKS (1 of 3)

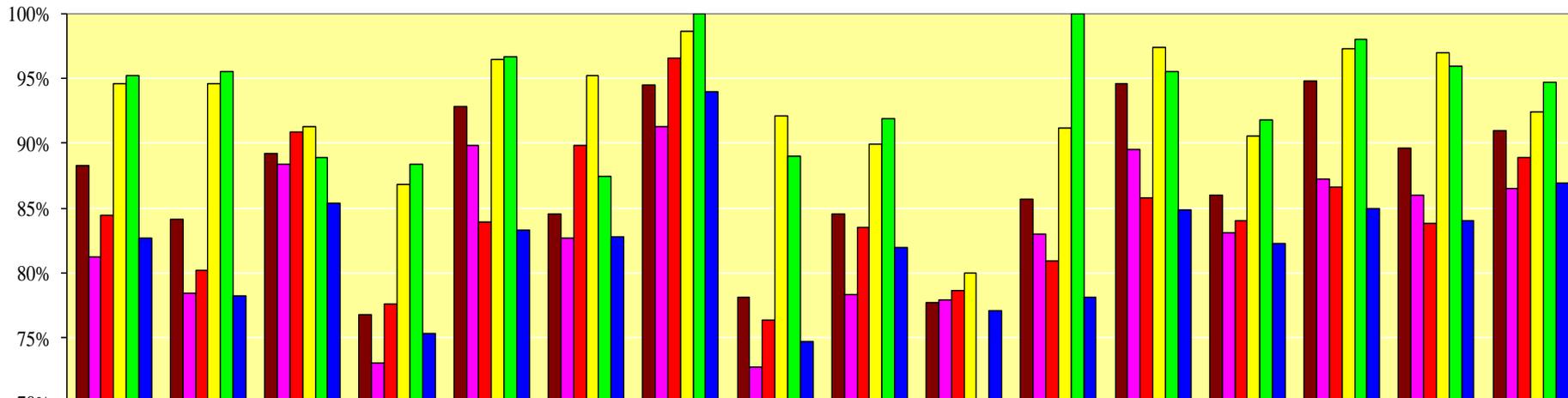
The regional council was about 4-5% below the state on both standards. ISDs with higher percentages of meeting the minimum standards generally also had higher percentage on meeting the commended standards.



# 3rd graders in Reading TAKS (2 of 3)

The regional council collectively was 4% lower than the state, primarily due to the low performances in the African American, Hispanic, and low SES groups. The White and Asian groups were similar to the counterparts in the state population.

Percent of Meeting the Passing Standards in Grade 3 TAKS Reading in 2007-2008

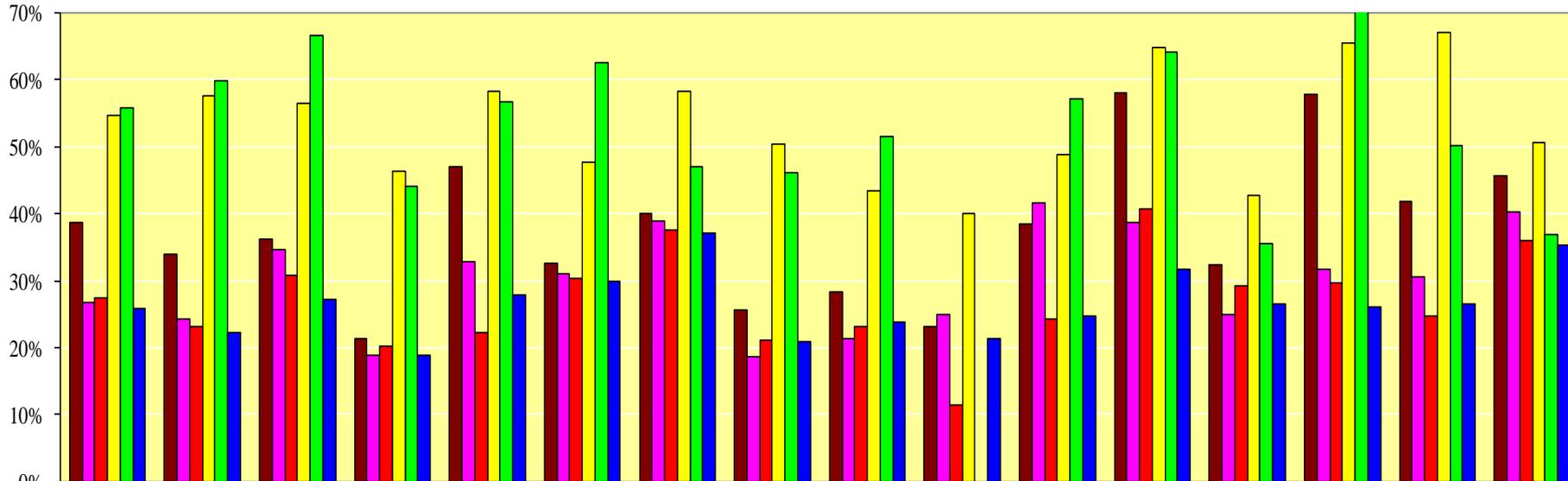


	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
All Students	88%	84%	89%	77%	93%	85%	94%	78%	85%	78%	86%	95%	86%	95%	90%	91%
African Amer	81%	78%	88%	73%	90%	83%	91%	73%	78%	78%	83%	90%	83%	87%	86%	87%
Hispanic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

# 3rd graders in Reading TAKS (3 of 3)

Similar conclusions to those on meeting the minimum passing standards can be drawn from the graph below on meeting the commended standards.

Percent of Meeting the Commended Standards in Grade 3 TAKS in Reading in 2007-2008



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
All Students	39%	34%	36%	21%	47%	33%	40%	26%	28%	23%	38%	58%	32%	58%	42%	46%
African Amer	27%	24%	35%	19%	33%	31%	39%	19%	21%	25%	42%	39%	25%	32%	31%	40%
Hispanic	27%	23%	31%	20%	22%	30%	38%	21%	23%	11%	24%	41%	29%	30%	25%	36%
White	55%	58%	57%	46%	58%	48%	58%	50%	43%	40%	49%	65%	43%	66%	67%	51%
Asian/P. I.	56%	60%	67%	44%	57%	63%	47%	46%	52%	0%	57%	64%	36%	70%	50%	37%
Low SES	26%	22%	27%	19%	28%	30%	37%	21%	24%	21%	25%	32%	27%	26%	26%	35%

# Findings on G3 Reading and Implications

- **Findings**

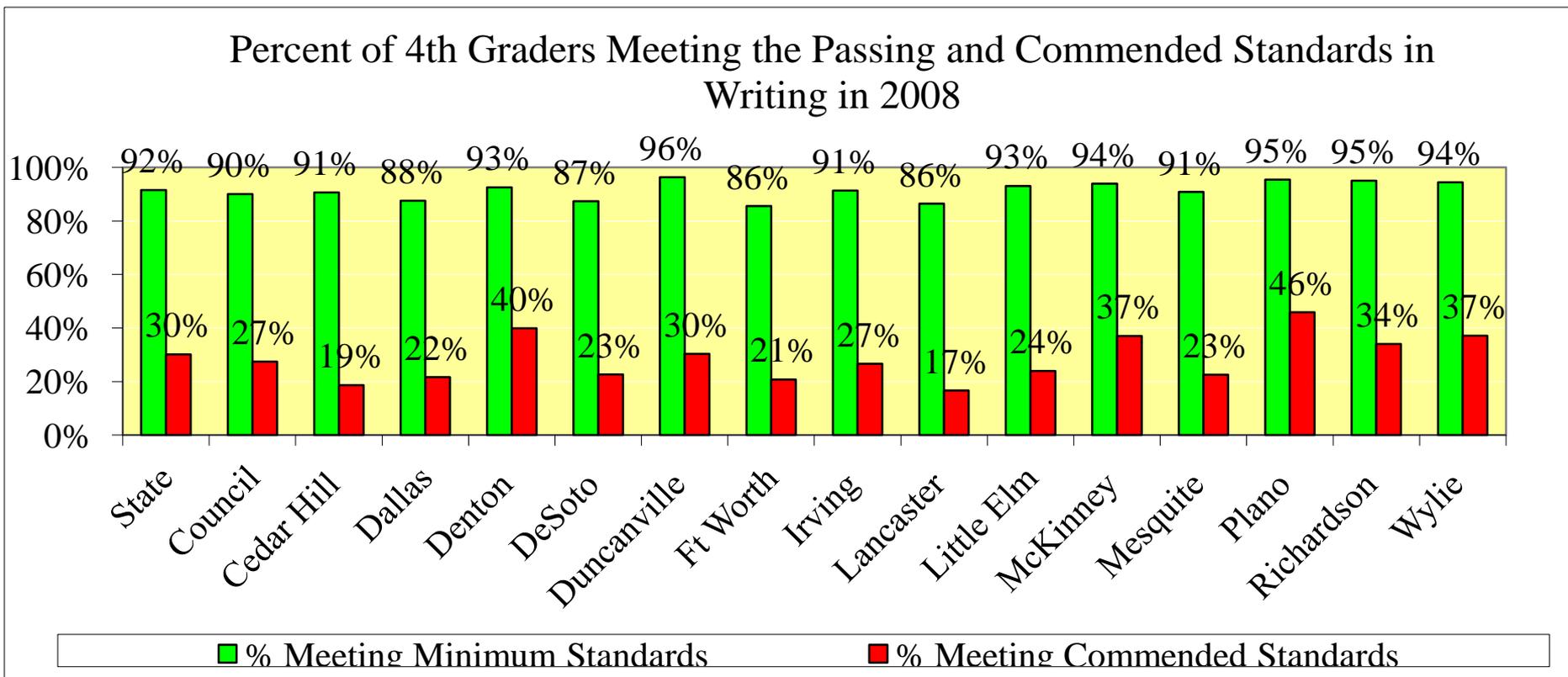
- The regional council had about 16% third graders with difficulty in passing the minimum standards.
- Our council was 4% higher in the lower bound ( $\leq 2100$ ) and 5% lower in the upper bound ( $\geq 2400$ ) than the state.
- The lower percentages in the council were primarily contributory to the low performances of the African American, Hispanic, and low SES groups.
- The differences between the three low performance groups and the two high ones were more evident in the low performance ISDs.
- The two largest ISDs in the council had the lowest percentages on meeting both of the standards.

- **Implication**

- Focus on the three low performance groups and the two low performance ISDs, especially the African American, Hispanic, and low SES third graders in the two largest ISDs.

# 4th graders in Writing TAKS (1 of 3)

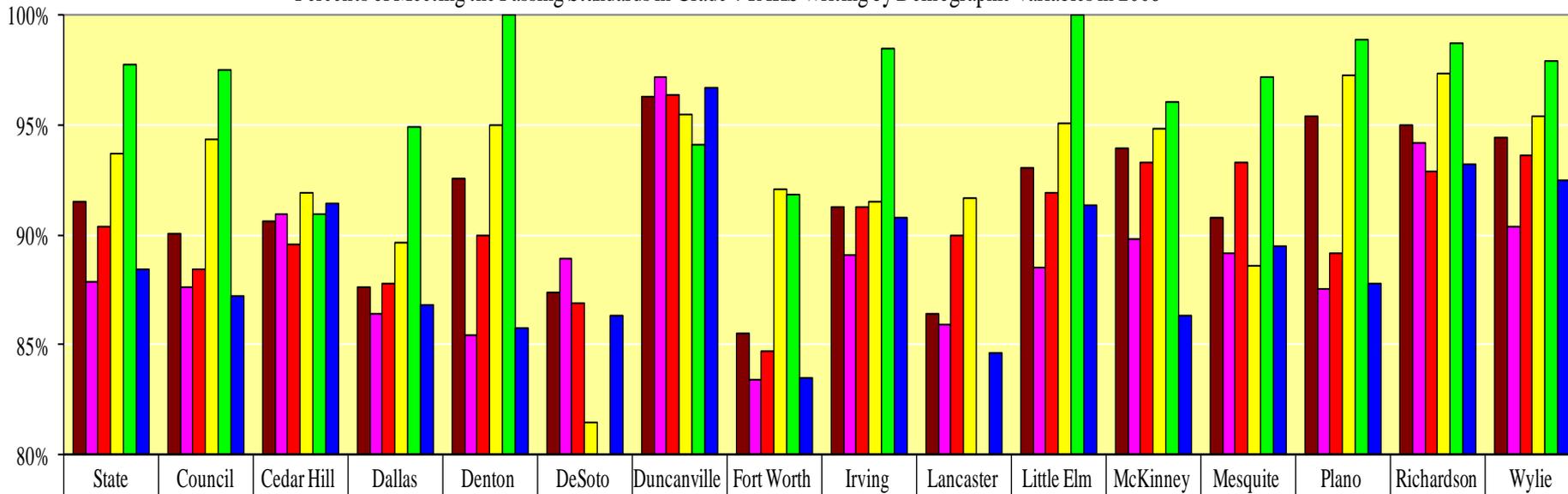
The regional council was about 2-3% below the state on the two standards. The high/low performance ISDs on meeting the minimum standards usually also were high/low on meeting the commended standards.



# 4th graders in Writing TAKS (2 of 3)

The African American, Hispanic, and low SES groups were lower than the other two groups, and their low performances were the primary sources of lower percentage in the regional council.

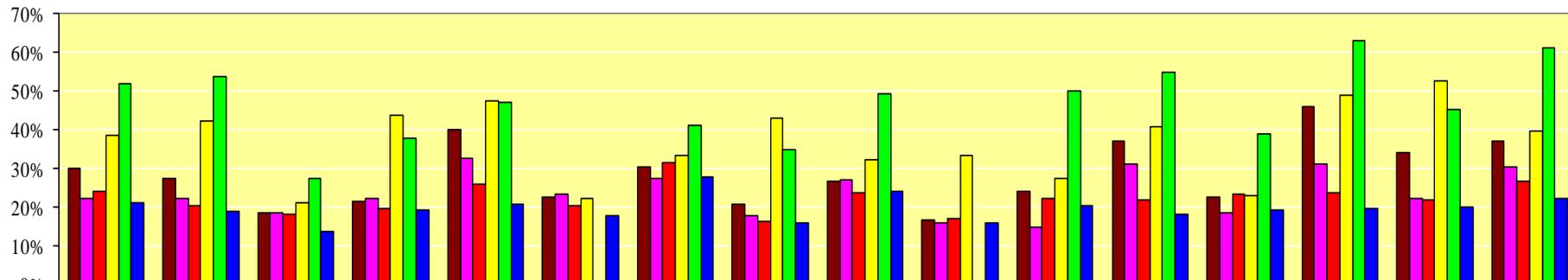
Percents of Meeting the Passing Standards in Grade 4 TAKS Writing by Demographic Variables in 2008



# 4th graders in Writing TAKS (3 of 3)

Only 27% fourth graders met the commended standards in the regional council, 3% lower than the state. African American, Hispanic, and low SES groups were notably lower than the other two groups, and their low performances were the primary sources of lower percentage in the regional council.

Percents of Meeting the Commended Standards in Grade 4 TAKS Writing by Demographic Variables in 2008



# Findings on G4 Writing and Implications

## ➤ Findings

- 10% fourth graders were at-risk in writing, 2% higher than the state.
- Only 27% met the commended standards, 3% lower than the state
- The Hispanic and low SES groups had the lowest percentages on meeting both standards at the council and state level
- The low percentages on meeting the two standards in the low performance ISDs were no longer confined to any particular groups, as in Grade 3 reading.

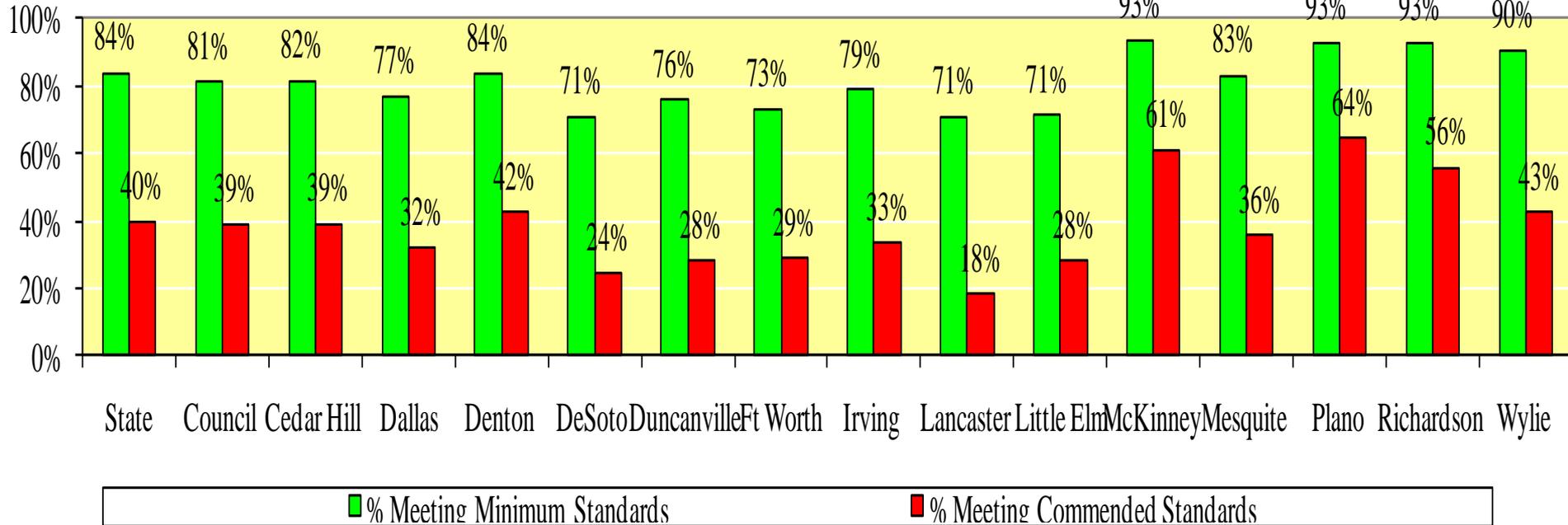
## ➤ Implications

- For the low performance ISD: Work on all children in all groups.
- For other ISDs: Focus on the Hispanic and low SES groups

# 5th graders in Math TAKS (1 of 4)

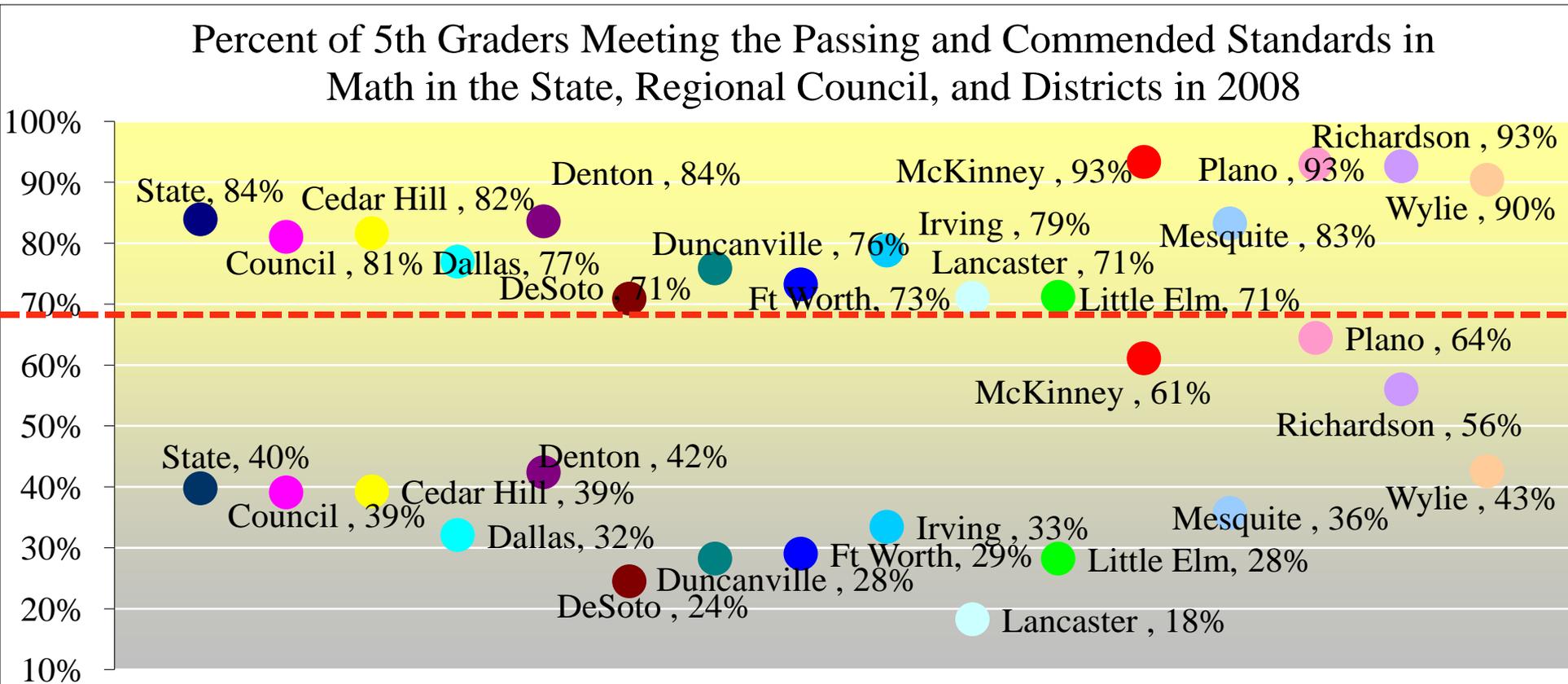
The regional council was 3% and 1% lower than the state on the two standards, respectively. ISDs with high/low % on meeting the minimum standards typically also had high/low % on meeting the commended standards. Additionally, the gaps among the ISDS in G5 math appeared to be wider than those in Grade 3 reading or Grade 4 writing.

Percent of 5th Graders Meeting the Passing and Commended Standards in Mathematics in 2008



# 5th graders in Math TAKS (2 of 4)

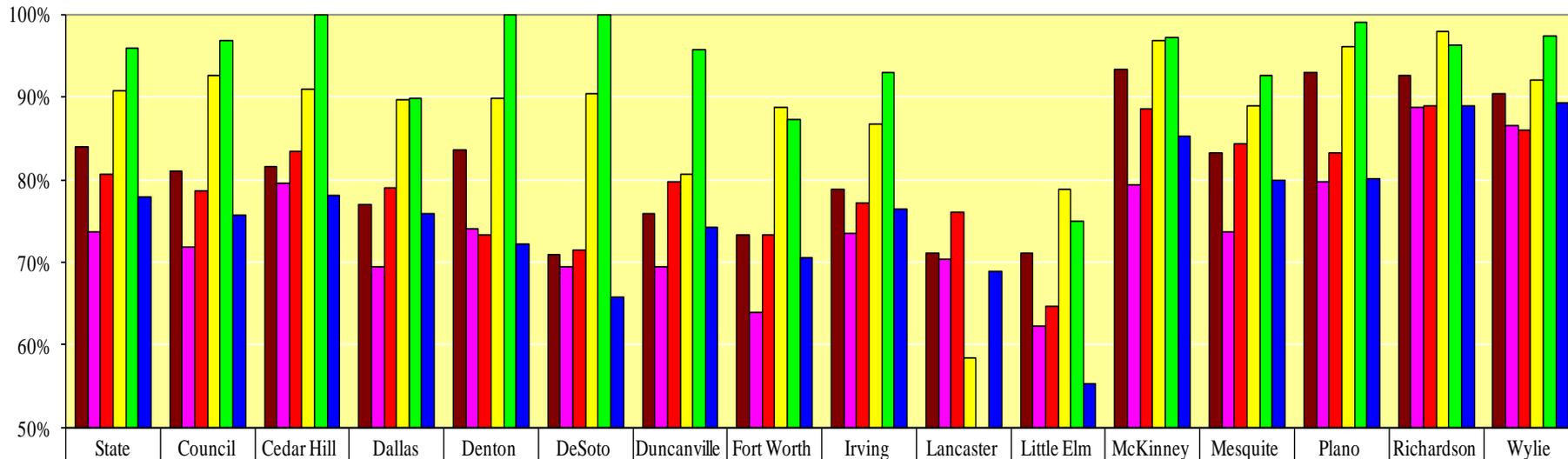
The performances in Grade 5 mathematics in the 14 ISDs were more disparate than those in Grade 3 reading or Grade 4 writing. The percentages on meeting the commended standards in the high performance ISDs were even close to ratios of meeting the passing standards in the low performance districts.



# 5th graders in Math TAKS (3 of 4)

In both the state and the council, African American had the lowest percent age on meeting the two standards, followed by the low SES group, and then by the Hispanic group. These three groups were remarkably lower than the other two groups, as in Grade 3 reading or Grade 4 writing.

Percents of Meeting the Passing Standards in Grade 5 TAKS Math Test in 2007-2008

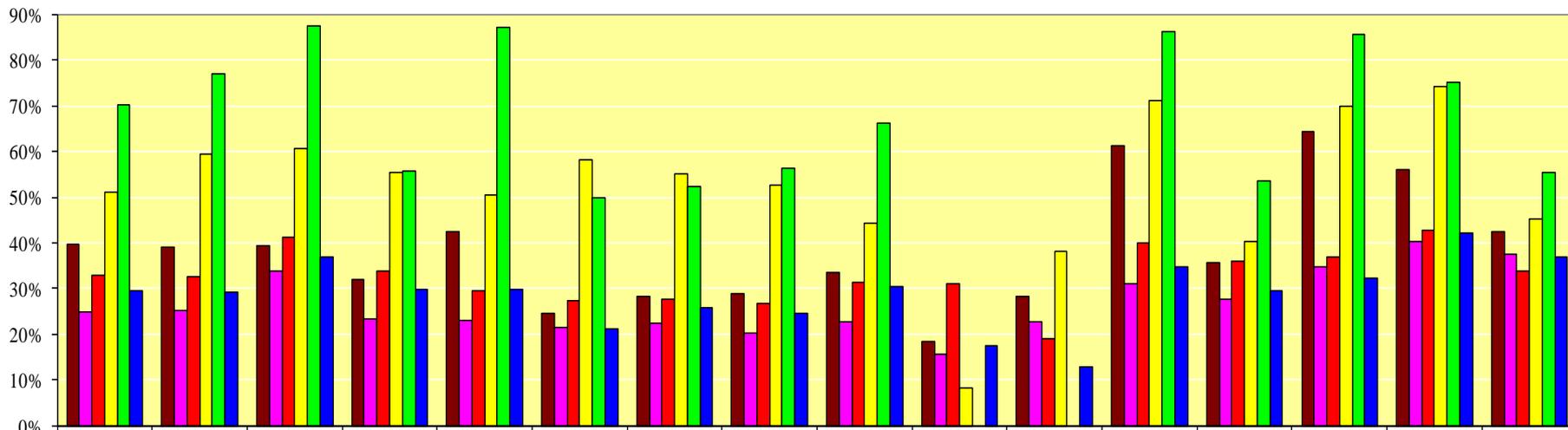


	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
■ Aggregate	84%	81%	82%	77%	84%	71%	76%	73%	79%	71%	71%	93%	83%	93%	93%	90%
■ African Amer	74%	72%	80%	69%	74%	69%	70%	64%	73%	70%	62%	79%	74%	80%	89%	87%
■ Hispanic	81%	79%	83%	79%	73%	71%	80%	73%	77%	76%	65%	89%	84%	83%	89%	86%
■ White	91%	93%	91%	90%	90%	90%	81%	89%	87%	58%	79%	97%	89%	96%	98%	92%
■ Asian	96%	97%	100%	90%	100%	100%	96%	87%	93%		75%	97%	93%	99%	96%	97%
■ Low SES	78%	76%	78%	76%	72%	66%	74%	70%	76%	69%	55%	85%	80%	80%	89%	89%

# 5th graders in Math TAKS (4 of 4)

Similar to the finding on the previous slide on meeting the passing standards.

Percents of Meeting the Commended Standards in Grade 5 TAKS Math Test in 2008



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
■ Aggregate	40%	39%	39%	32%	42%	24%	28%	29%	33%	18%	28%	61%	36%	64%	56%	43%
■ African Amer	25%	25%	34%	23%	23%	22%	22%	20%	23%	16%	23%	31%	28%	35%	40%	38%
■ Hispanic	33%	32%	41%	34%	29%	27%	28%	27%	31%	31%	19%	40%	36%	37%	43%	34%
■ White	51%	59%	61%	55%	50%	58%	55%	53%	44%	8%	38%	71%	40%	70%	74%	45%
■ Asian	70%	77%	88%	56%	87%	50%	52%	56%	66%		0%	86%	54%	86%	75%	55%
■ Low SES	29%	29%	37%	30%	30%	21%	26%	25%	30%	17%	13%	35%	29%	32%	42%	37%

# Findings on Grade 5 Mathematics

- **The regional council had about one fifth (19%) of 5th graders being at-risk in mathematics, 3% higher than the state.**
- **The lower percentage in the council on meeting the passing standards was primarily contributory to the low performances of the African American, Hispanic, and low SES groups**
- **The African American group had the lowest percentages on both standards.**
- **The group differences on ethnicity or district within the council on the Grade 5 mathematics TAKS test appeared to be wider than those on the other two TAKS tests.**
- **The ISDs with an overall low percentage generally had low percentages in the individual groups as well.**

# Implications of the Findings on G5 Math

- **We need to concentrate on:**
  - the 19% students who did not pass the minimum standards,
  - the five low performance districts,
  - the African American, Hispanic, and low SES students.
  - particularly, the African American or Hispanic students from the low SES families in the low performance districts.
- **Find out what the other ISDs demographically similar to the low performance ones but with relatively high % did, and share the best practices.**

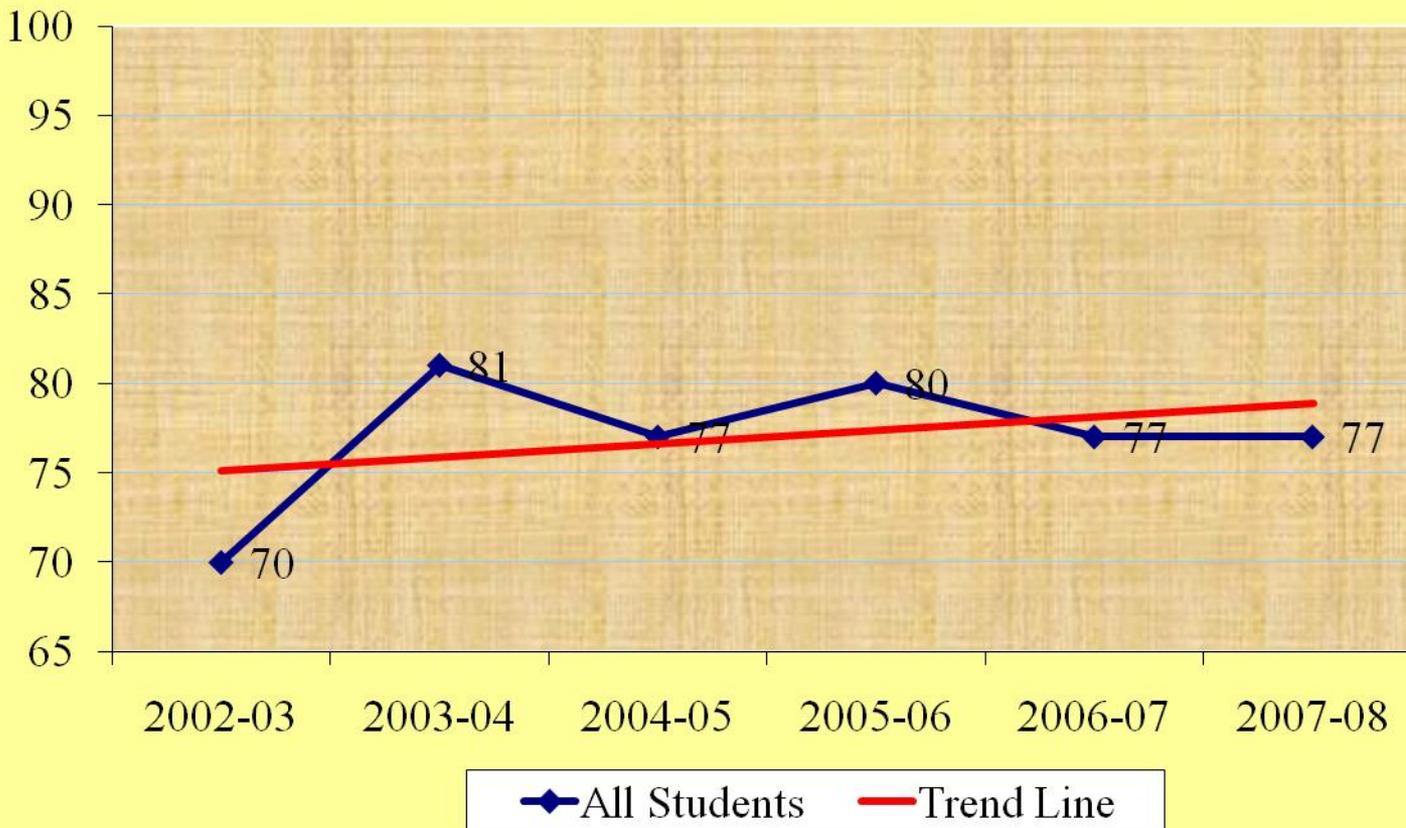
# Summary on the Elementary Graders' TAKS Performances in 2007-2008

- Overall, the regional council was slightly lower than the state on meeting both the minimum and commended performance standards in Grade 3 reading, Grade 4 writing, and Grade 5 mathematics.
- The lower percentages in the council were largely related to low performances of the African American, Hispanic, and low SES students in the low performance districts.
- There were wide differences among the ISDs in the regional council. ISDs with high or low percentages on one standard were typically high or low on another standard. But there were some exceptions. Roughly, it appeared that there were four groups of ISDs within the regional council:
  - Consistently high
  - Consistently low
  - Around the average
  - Inconsistent (not consistent across the grades, subject areas, or standards)

# Track the change – For Grade 3 Reading

An example: On how to get the points on the next three slides

The Changing Trend on Meeting the Passing Standards on Grade 3 Reading between 2003 and 2008 for All Students



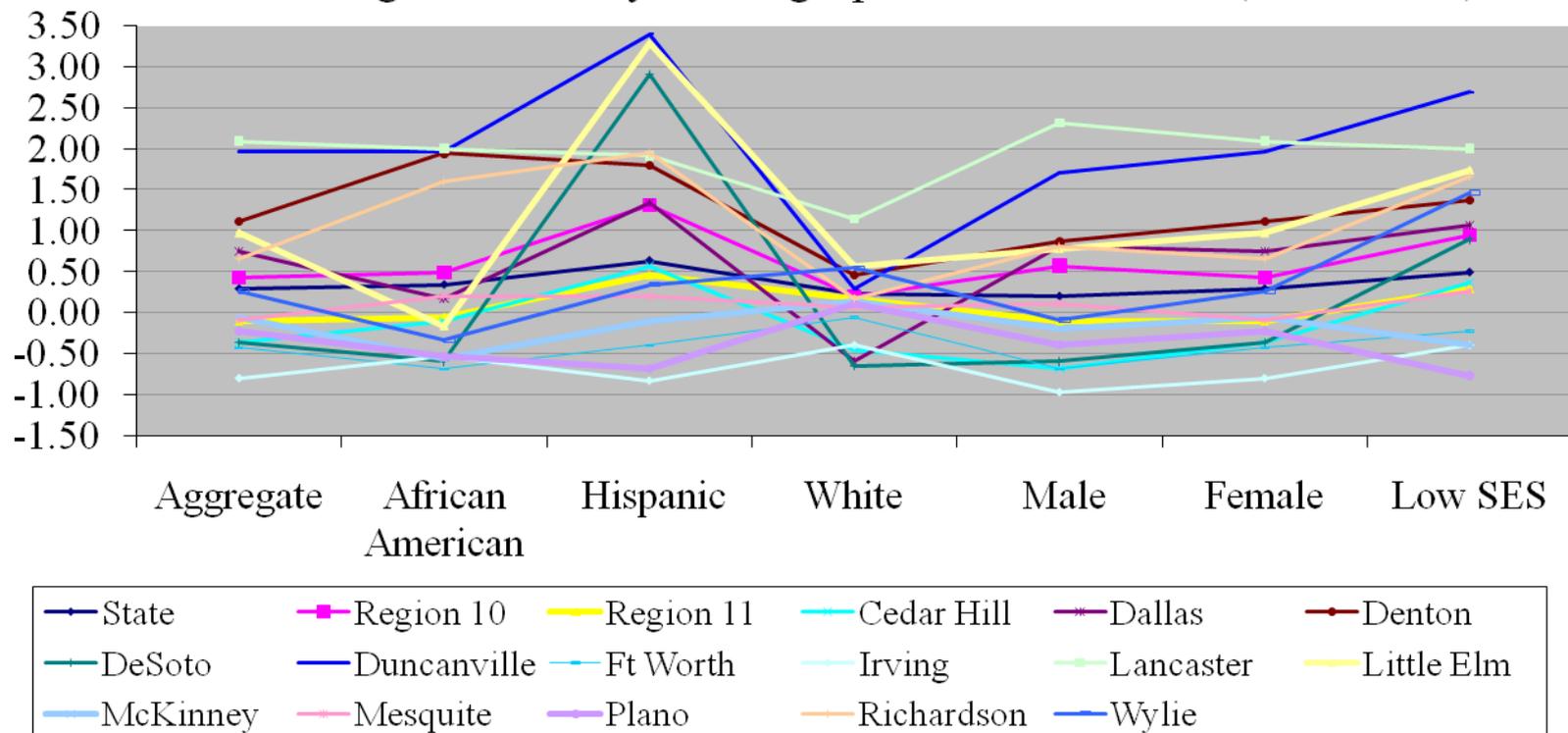
$$y = 0.74x + 74.40$$

Annual rate .74%

# Track the change – Grade 3 Reading

The state, Region 10, and most of the 14 ISDs in the regional council improved at a rate about 0.5% over the last six years on meeting the minimum standards. Hispanic had grown the fastest.

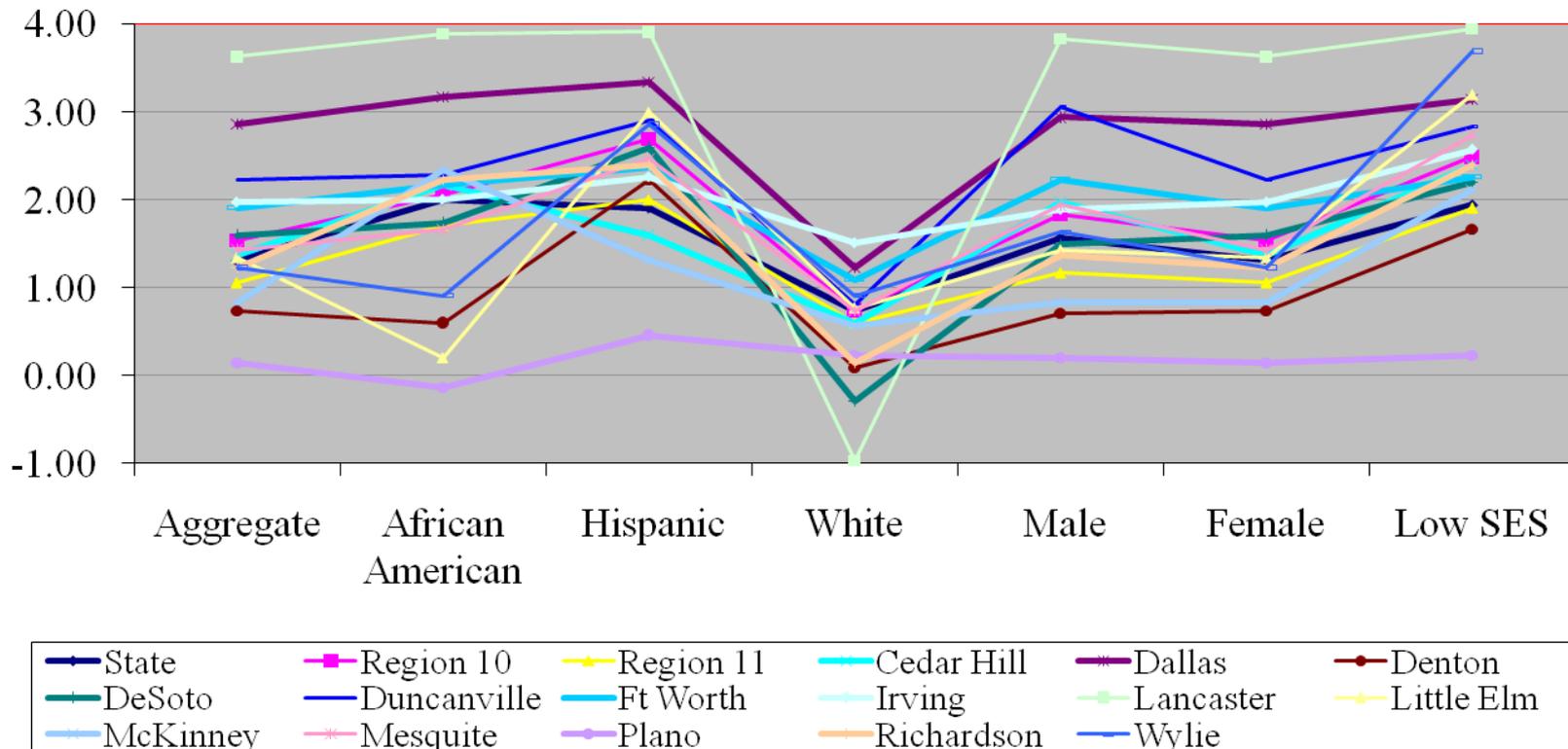
Change Rate of Grade 3 Reading - Meeting the Minimum Passing Standard by Demographics in Six Years (2003-2008)



# Track the change – Grade 4 Writing

The state, Regions 10 and 11, and 10 ISDs had improved at the rate about 1.5% over the last six years on meeting the minimum standards. Hispanic and Low SES had a rate > 1.5% in 12 ISDs.

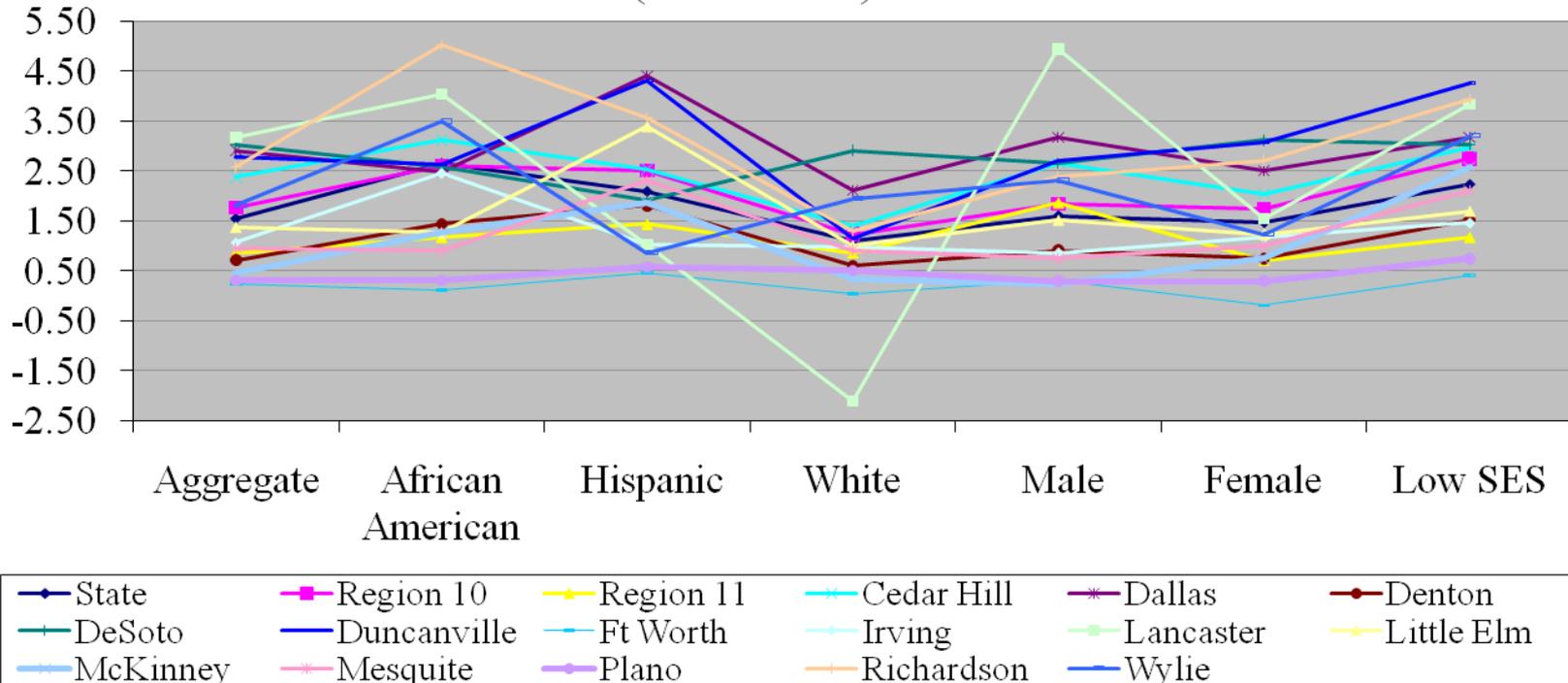
Change Rate of Grade 4 Writing - Meeting the Minimum Passing Standard by Demographics in Six Years (2003-2008)



# Track the change – Grade 5 Math

The state, Regions 10 and 11, and all ISDs had positive growth over the last six years. African American and Hispanic had higher rates than White. Male improved faster than female.

Change Rate of Grade 5 Mathematics - Meeting the Minimum Passing Standard by Demographics in Six Years (2003-2008)



# The Trends on G3 Reading, G4 Writing, and G5 Mathematics from 2003 to 2008

- The state, the two local ESC regions, and most of the 14 ISDs had grown over the six-year period although the average annual change rates were usually less than 2%.
- The low performance entities or groups generally had higher annual growth rates than those with relatively high percentages. For instance,
  - Region 10 > Region 11
  - Low performance districts > high performance ISDs
  - Hispanic, African American, and low SES > White
  - Male > Female in English language arts

# Implications of the Trends

- Overall, the trend analysis indicates the gap had been gradually closing between the districts or groups in the desired direction.
- Two important exceptions to the trends
  - Male had faster annual growth rates than female in Grade 5 mathematics, implying the gap on mathematics has been widened.
  - Some low performance districts did not demonstrate high annual growth rates.
- Practical implications:
  - Special policies, programs, or measures need to be designed and implemented at the state, ESC region, and district level to help the female students on mathematics.
  - The low performance ISDs with lower annual growth rates may benefit from the experiences in the neighboring districts with similar demographic characteristics, but with higher rates.
  - The high performance groups/districts should not be ignored while our focus has been on the low performance ones.

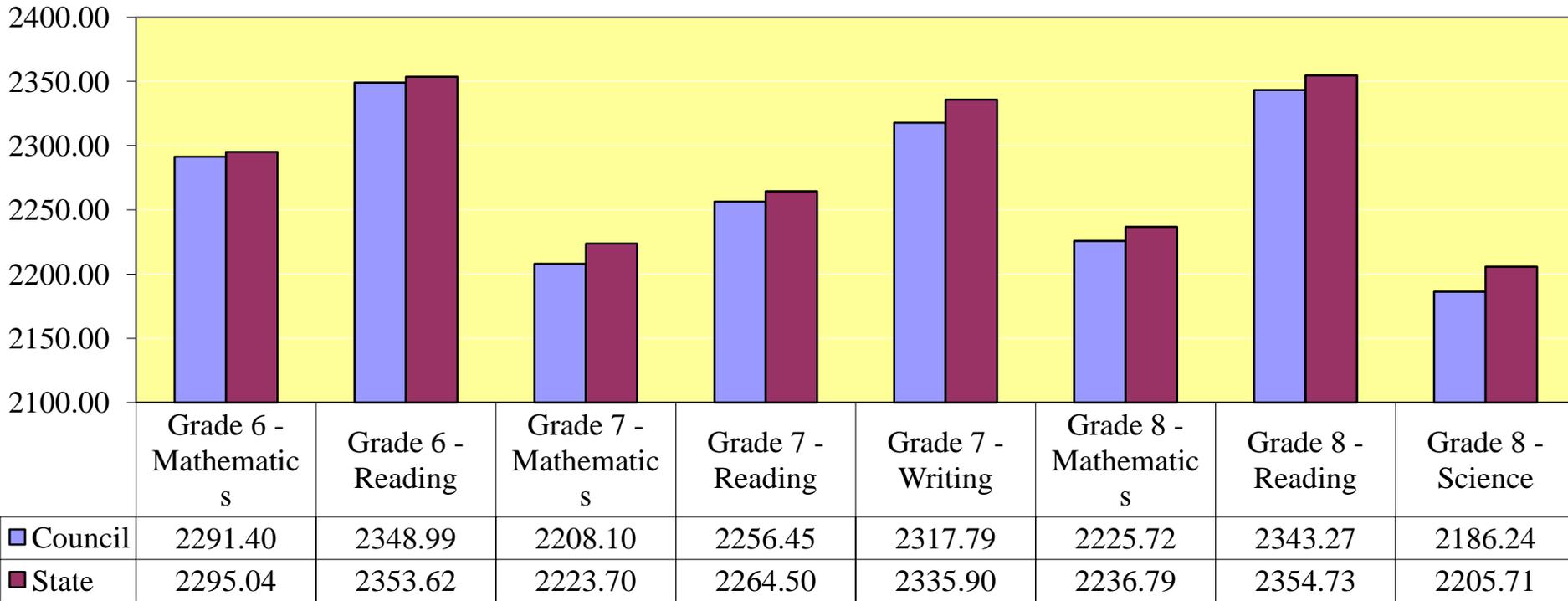
# Middle School Success Factors

# Grades 6-8 TAKS Scale Score in 2007-08 (1 of 3)

- The council was mathematically lower than the state

The regional council appeared to be lower than the state in all of the eight TAKS tests.

The Mean Scores on Secondary School TAKS between the Council and the State in 2008



# Grades 6-8 TAKS Scale Score in 2007-08 (2 of 3)

- The council was statistically lower than the state

The regional council was statistically lower than the state across the TAKS tests at the .001 level, except for that in Grade 6 mathematic at the .01 level.

	Council			State			Whitney-Mann U Test	Finding
	N	M	SD	N	M	SD	Z	
G6-M	30670	2291.4	263.2	302450	2295.04	250.86	2.80**	Council < State
G6-R	30564	2348.99	222.85	301507	2353.62	218.85	3.68***	Council < State
G7-M	31156	2208.1	186.67	303645	2223.7	183.04	15.18***	Council < State
G7-R	31145	2256.45	189.26	303631	2264.5	185.57	7.45***	Council < State
G7-W	31127	2317.79	194.05	302049	2335.9	186.62	17.68***	Council < State
G8-M	29398	2225.72	211.56	295875	2236.79	202.34	10.98***	Council < State
G8-R	29780	2343.27	204.99	298874	2354.73	198.67	8.89***	Council < State
G8-S	28974	2186.24	254.55	291120	2205.71	247.58	14.44***	Council < State

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

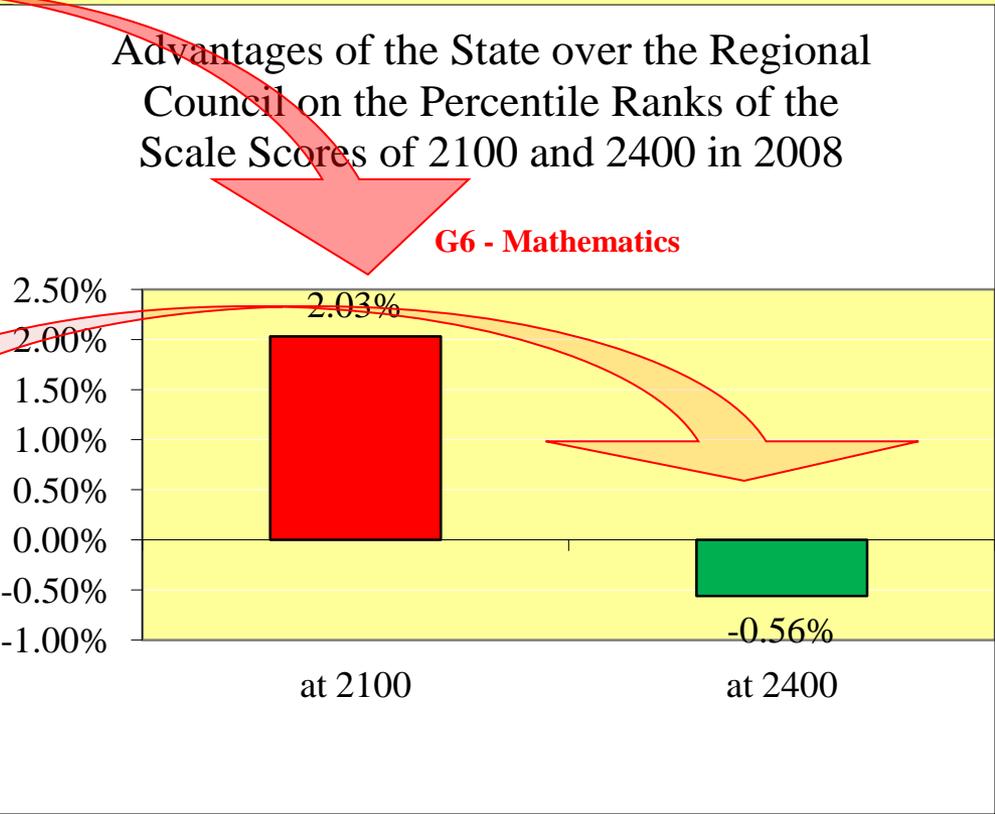
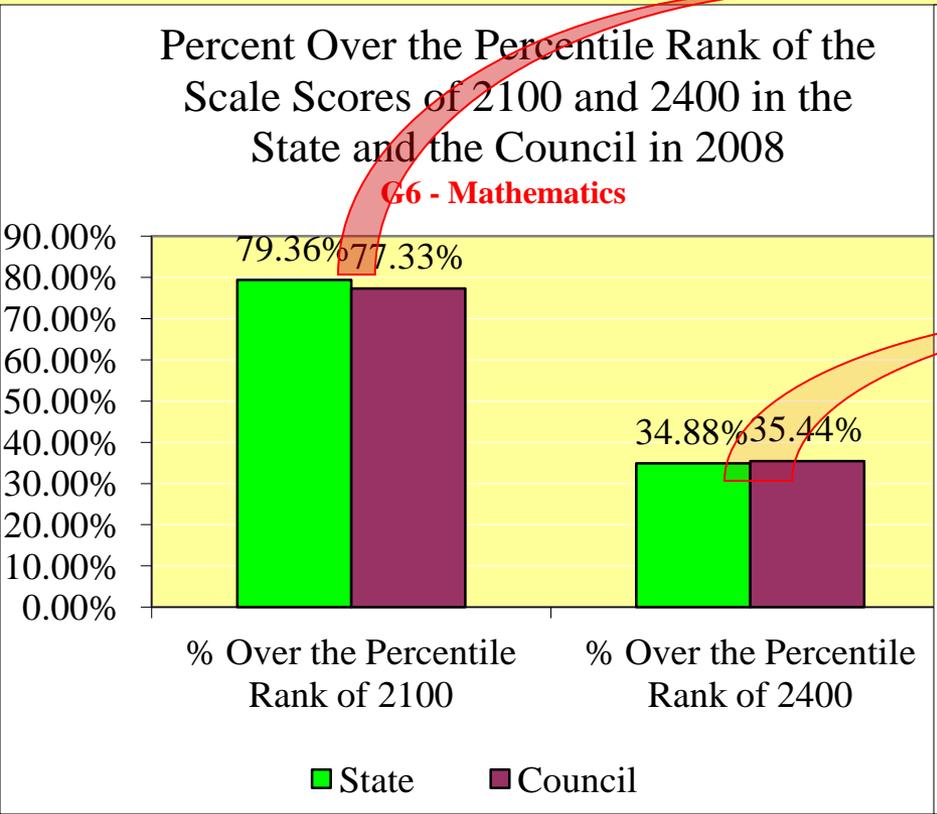
2. The mean scaled scores were weighted by frequency.

3. \*\* indicates significant at the .01 level and \*\*\* indicates significant at the .001 level.

# Grades 6-8 TAKS Scale Score in 2007-08 (3 of 3)

- The council was not only lower in means, but also performed worse on the percentile rank points for the scores of 2100 and 2400 than the state

In all of the cases but 6th grade mathematics at the score of 2400, the state outperformed the council. The percentile rank difference was usually larger at the score of 2100 than that at the score of 2400. In addition, the differences appeared larger in mathematics and science than in reading and writing (Only G6 math is presented here, refer to the gap analysis report for details).



# Summary of the Findings on the Grades 6-8 TAKS Tests in 2007-08

- The regional council was statistically lower than the state on all of the eight TAKS tests, usually at the .001 level, but with trivial or small effect sizes.
- Both the state and the regional council performed better in English language arts than in mathematics and science.
- The regional council had higher percentages of students not meeting the passing standards and lower percentages of students meeting the commended standards than the state.
- The percentile rank differences between the regional council and the state were generally larger in mathematics and science than in English reading and writing.

# Implications of the Findings on the Grades 6-8 TAKS Tests in 2007-08

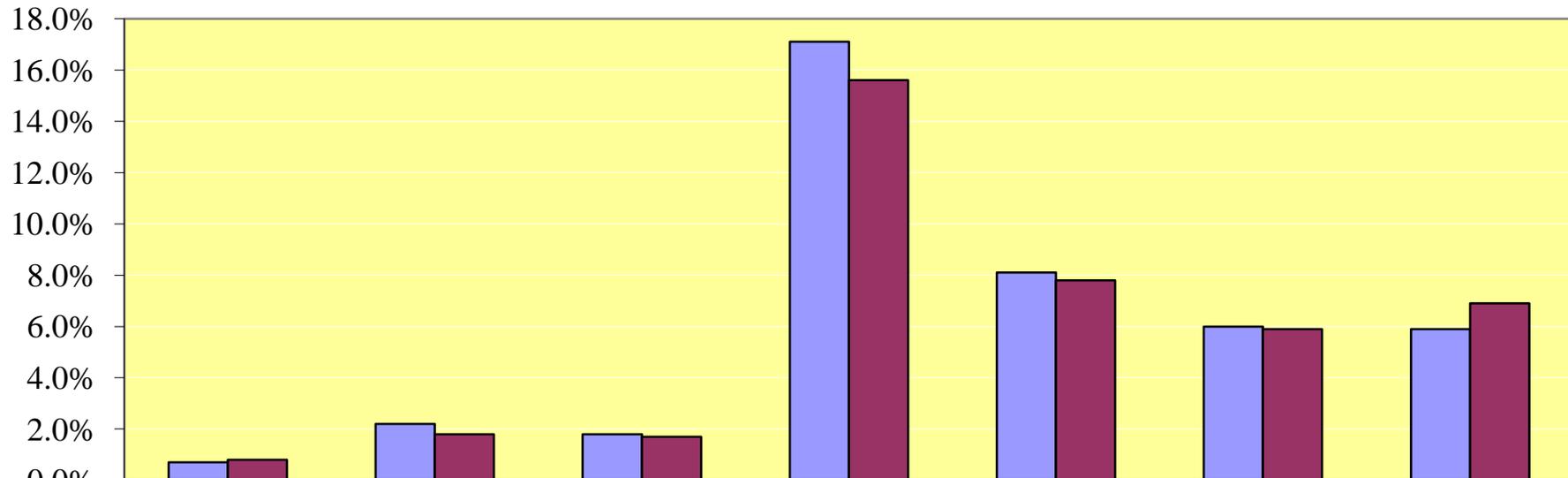
- Focus more on mathematics and science than on English reading and writing, especially for the 7-8th graders.
- As the regional council had higher percentage of students scoring less than 2100 than the state, we need to put more effort into these low achievers.
- We also need to increase the percentages on meeting the commended standards as they were typically lower than 25%.
- Need to identify and help the low performance districts.

# Grades 6-12 Retention Rates (Repeating Grade) in 2006 and 2007 (1 of 9)

Middle-school grades had low retention rates. High-school grades had relatively high retention rates. The peak appeared to be at Grade 9.

Retention Rates in All Students by Grade in 2005-2006 and 2006-2007

State



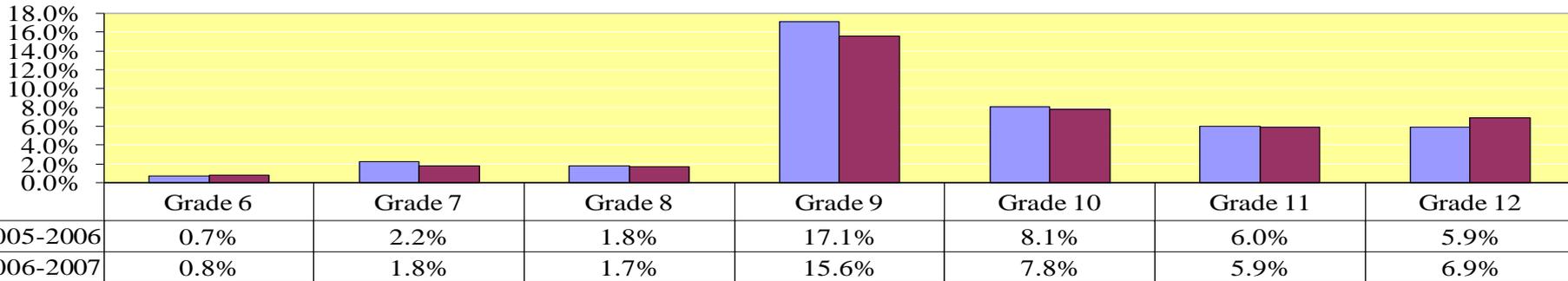
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-2006	0.7%	2.2%	1.8%	17.1%	8.1%	6.0%	5.9%
2006-2007	0.8%	1.8%	1.7%	15.6%	7.8%	5.9%	6.9%

# Grades 6-12 Retention Rates in 2006 and 2007(2 of 9)

Region 10 and Region 11 were similar to the state. The change pattern over the two years was also similar to the state, slightly declining in all grades but Grade 12.

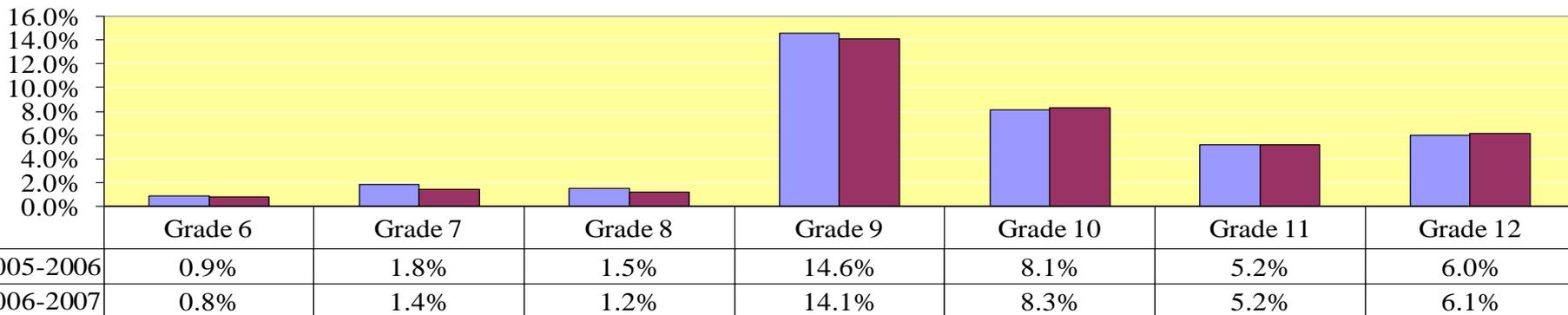
Retention Rates in All Students by Grade in 2005-2006 and 2006-2007

## Region 10



Retention Rates in All Students by Grade in 2005-2006 and 2006-2007

## Region 11

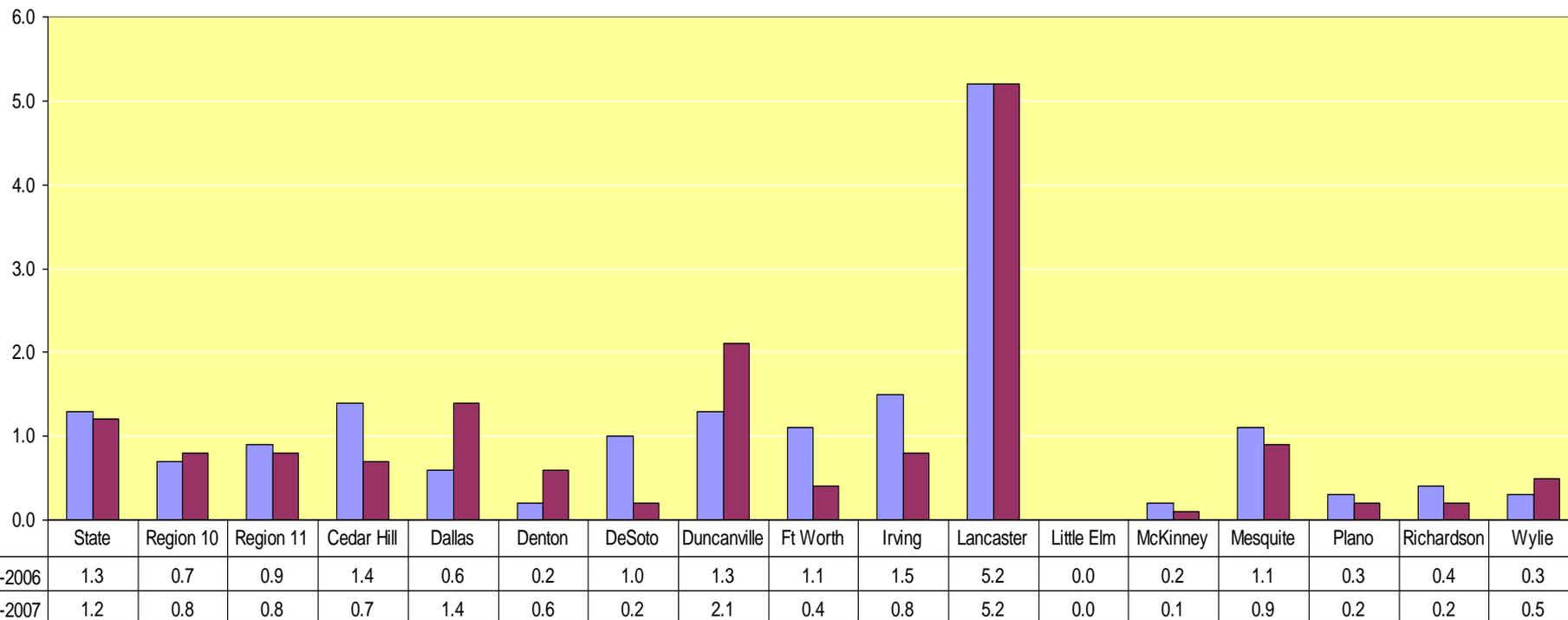


# Grade 6 Retention Rate in 2006 and 2007 (3 of 9)

Most ISDs generally had retention rates less than 2% in Grade 6. Also majority of the ISDs had reduced the retention rates from 2005-2006 to 2006-2007. But exceptions existed.

Overall Retention Rate at Grades 6-12 by ISD in 2005-2007

Grade 6

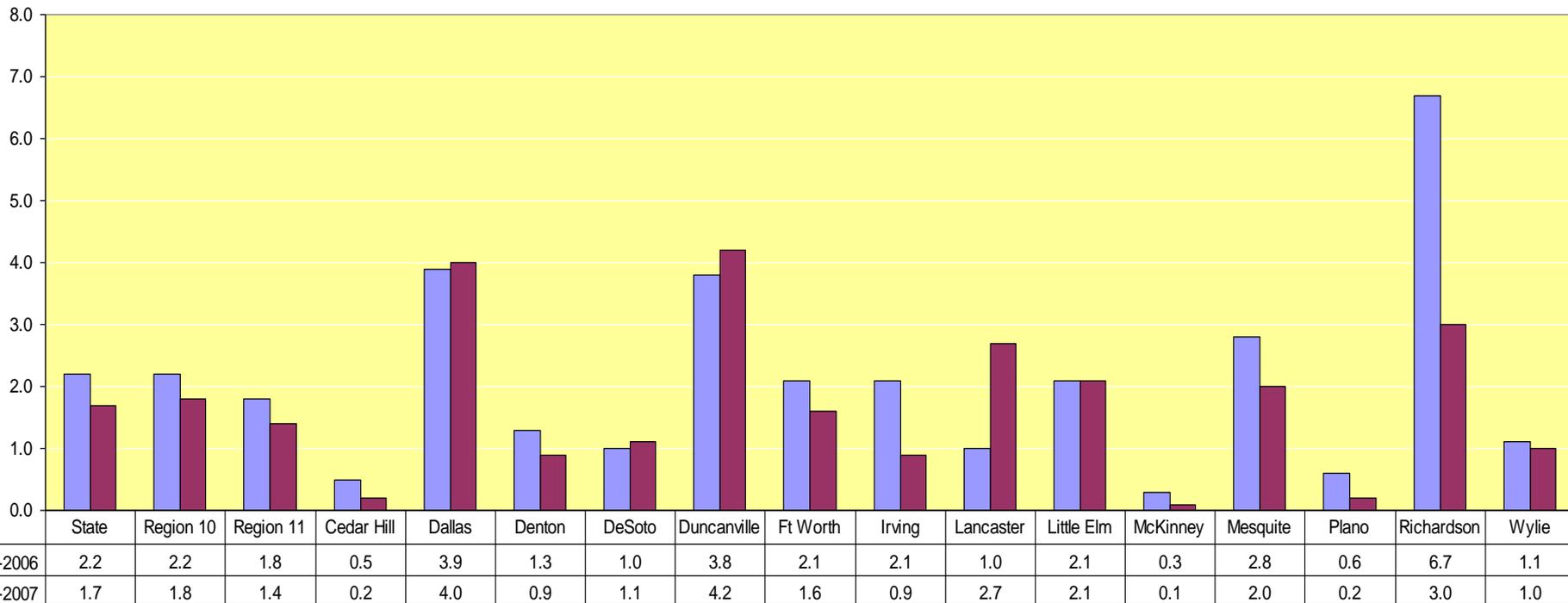


# Grade 7 Retention Rate in 2006 and 2007 (4 of 9)

Most ISDs had retention rates less than 5% ion Grade 7. In addition, nine ISDs had reduced the retention rates from 2005-2006 to 2006-2007.

Overall Retention Rate at Grades 6-12 by ISD in 2005-2007

Grade 7



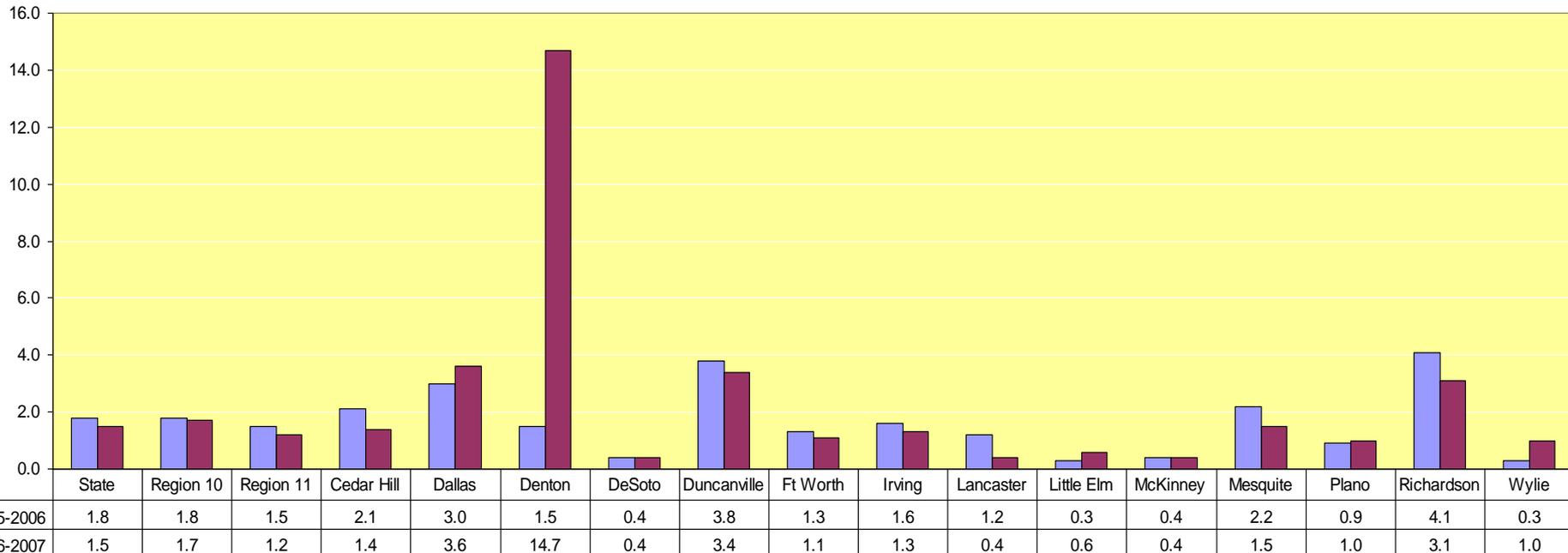
Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006 and 2006-2007

# Grade 8 Retention Rate in 2006 and 2007 (5 of 9)

Most ISDs generally had retention rates less than 4% at Grade 8. In addition, only two ISDs had considerably higher retention rate in 2005-2006 than that in 2006-2007.

Overall Retention Rate at Grades 6-12 by ISD in 2005-2007

Grade 8



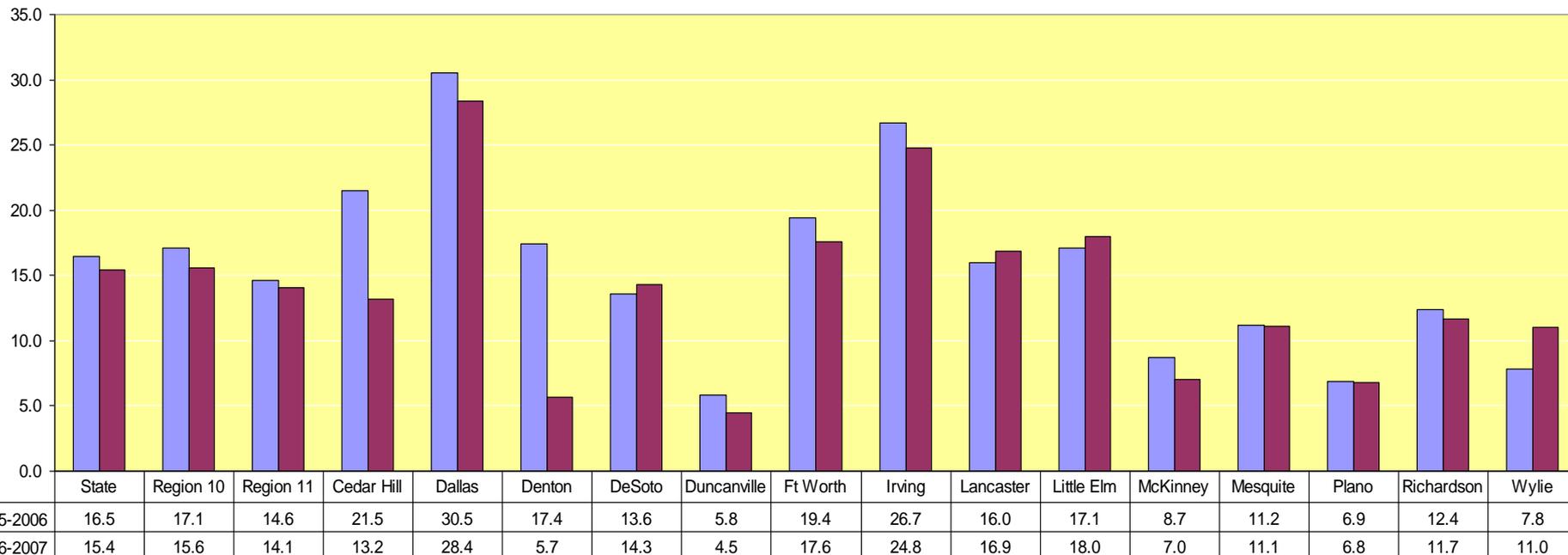
Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006 and 2006-2007

# Grade 9 Retention Rate in 2006 and 2007 (6 of 9)

The retention rates in the state and the two regions in Grade 9 were around 15% for the two school years. Some ISDs had noticeably higher rates than the region average. Most ISDs had improved on retention in the two years.

Overall Retention Rate at Grades 6-12 by ISD in 2005-2007

Grade 9



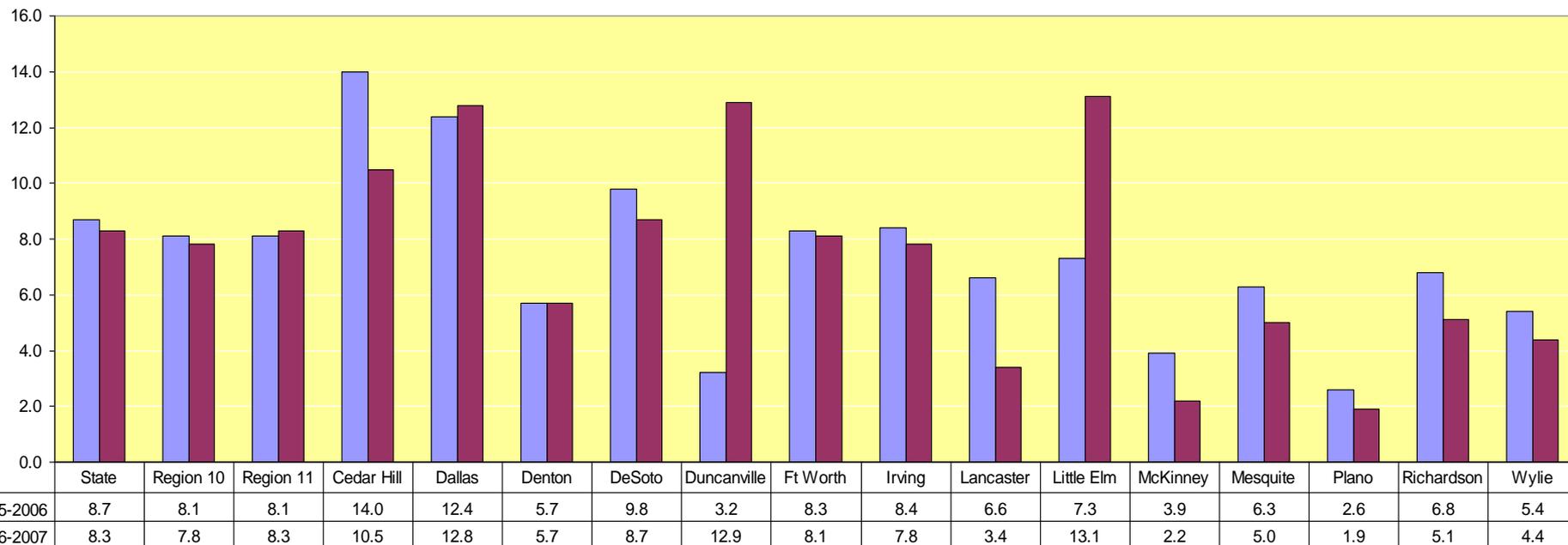
Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006 and 2006-2007

# Grade 10 Retention Rate in 2006 and 2007 (7 of 9)

The retention rates in the state and the two local ESC regions in Grade 10 were around 8% in the two school years. Three ISDs had higher rates than the state or region average. Most ISDs had reduced the retention rate from 2006 to 2007.

Overall Retention Rate at Grades 6-12 by ISD in 2005-2007

Grade 10



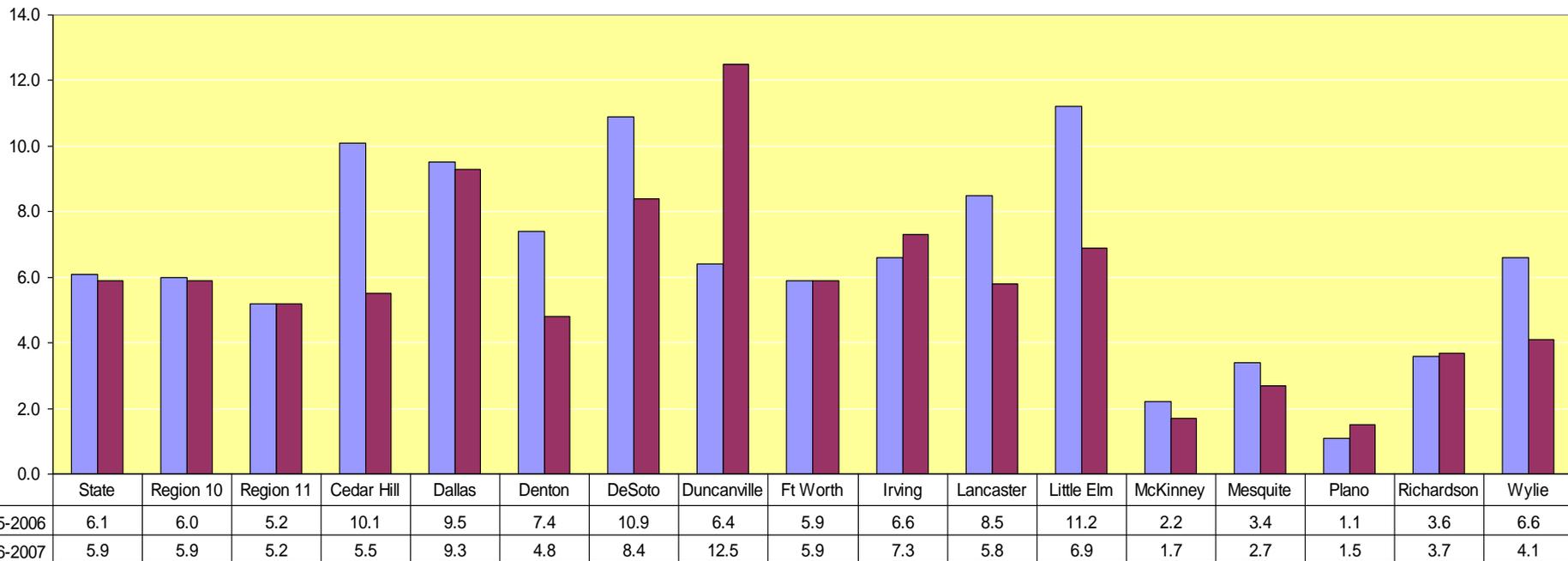
Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006 and 2006-2007

# Grade 11 Retention Rate in 2006 and 2007 (8 of 9)

The retention rates in the state and the two regions in Grade 11 were around 6% in the two school years. Most ISDs had reduced the retention rates from 2006 to 2007.

Overall Retention Rate at Grades 6-12 by ISD in 2005-2007

Grade 11



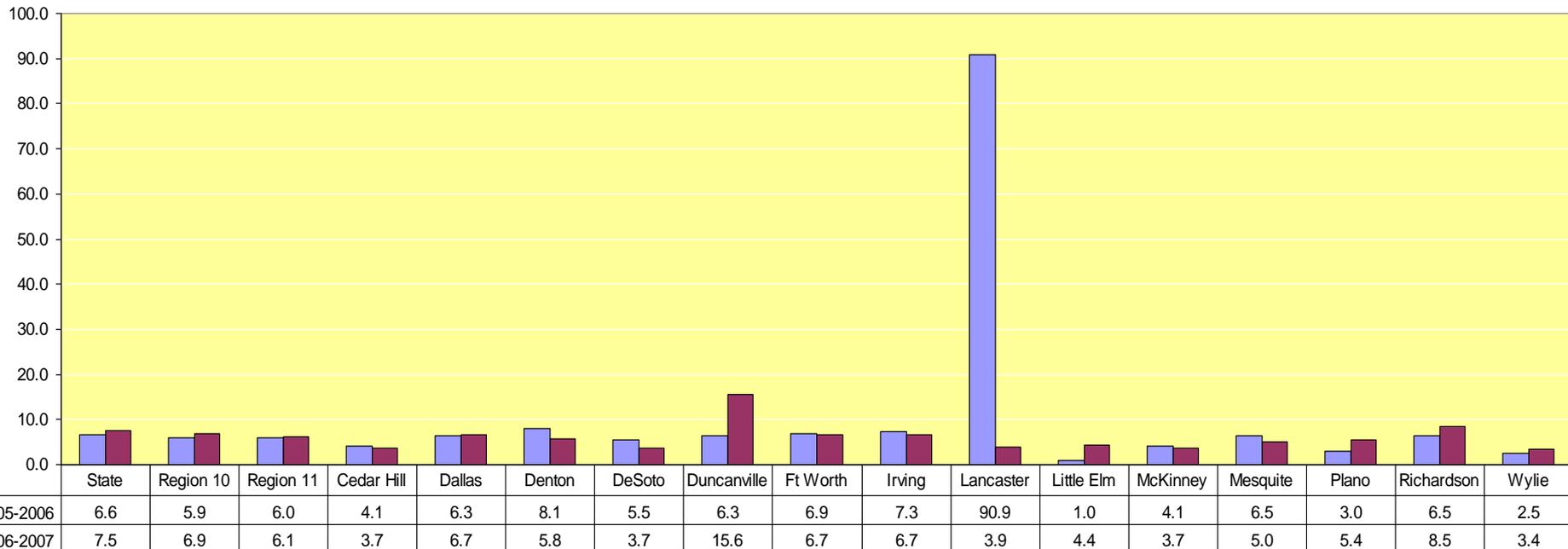
Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006 and 2006-2007

# Grade 12 Retention Rate in 2006 and 2007 (9 of 9)

The retention rates in the state and the two regions in Grade 12 were around 7% in the two school years. Half of the ISDs had improved the retention rates within the two years.

Overall Retention Rate at Grades 6-12 by ISD in 2005-2007

Grade 12



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

# Summary of Findings on Retention Rate

- Grades 6-8 had low retention rates, usually less than 3%. High-school level had relatively high retention rates. The peak occurred at Grade 9, typically around 15% in the state, the two ESC regions, and most of the 14 ISDs. The rates in 10-12<sup>th</sup> grades were typically about half of the peak in the 9<sup>th</sup> grade.
- Retention rates from 2006 to 2007 generally had declined.
- The African American, Hispanic, low SES, and male groups had higher retention rates than the White and female groups.
- Whereas the two regions had similar patterns on the retention rates across the grades and on the change trend across the school years, remarkable variations existed in the ISDs. Some districts demonstrated consistently high retention rates.

# Implications of the Findings on Retention Rate

We need to concentrate on :

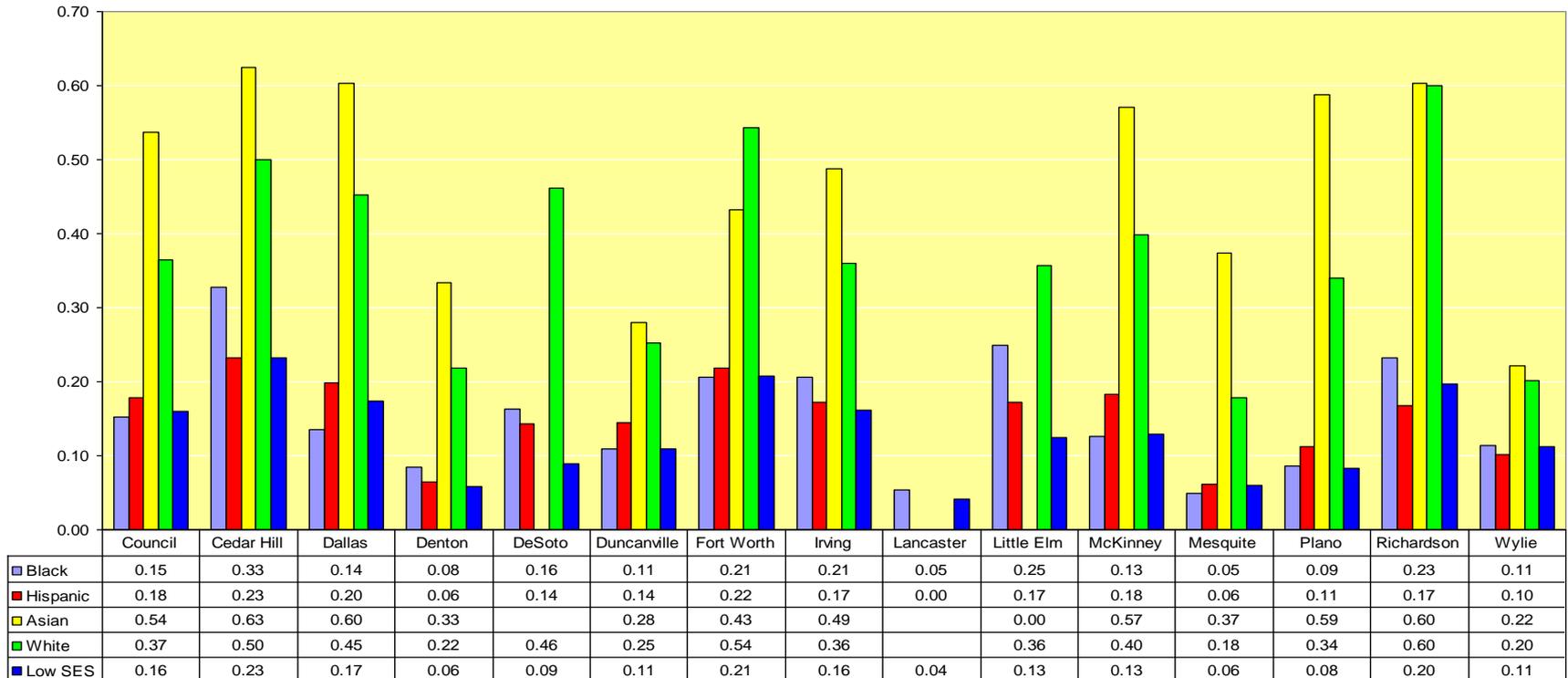
- the African American, Hispanic, Low SES, and male groups;
- the high-school grades, particularly the 9th grade;
- The school districts with relatively high rates across the grades and the school years.

# High School Success Factors

# 9<sup>th</sup> Graders Taking 10 Grade Level Courses

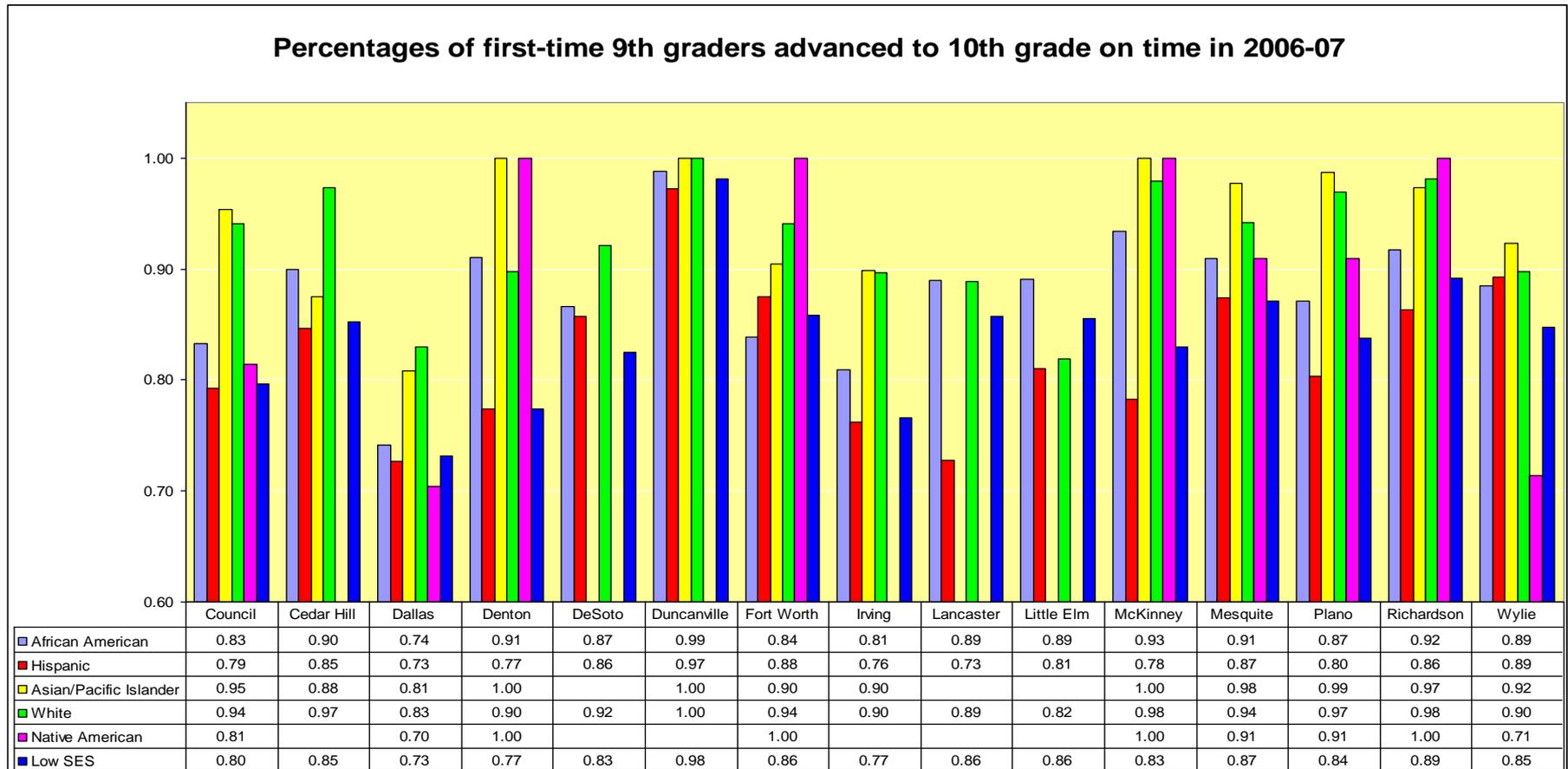
The percentages of 9<sup>th</sup> graders taking 10 grade level courses for the Asian/Pacific Islander and White groups were generally double of those for the African and Hispanic counterparts.

Percent of 9th Graders Taking 10 Grade Level Courses in 2007-08 by ISD



# 9<sup>th</sup> Graders Advanced to 10<sup>th</sup> Grade On Time

At least 70% first time 9<sup>th</sup> graders advanced to 10<sup>th</sup> grade on time in all of the groups at each ISD. But the percentages for the Asian/Pacific Islander and White students were generally higher than those for other groups. African American students appeared to have higher % than the Hispanic peers.

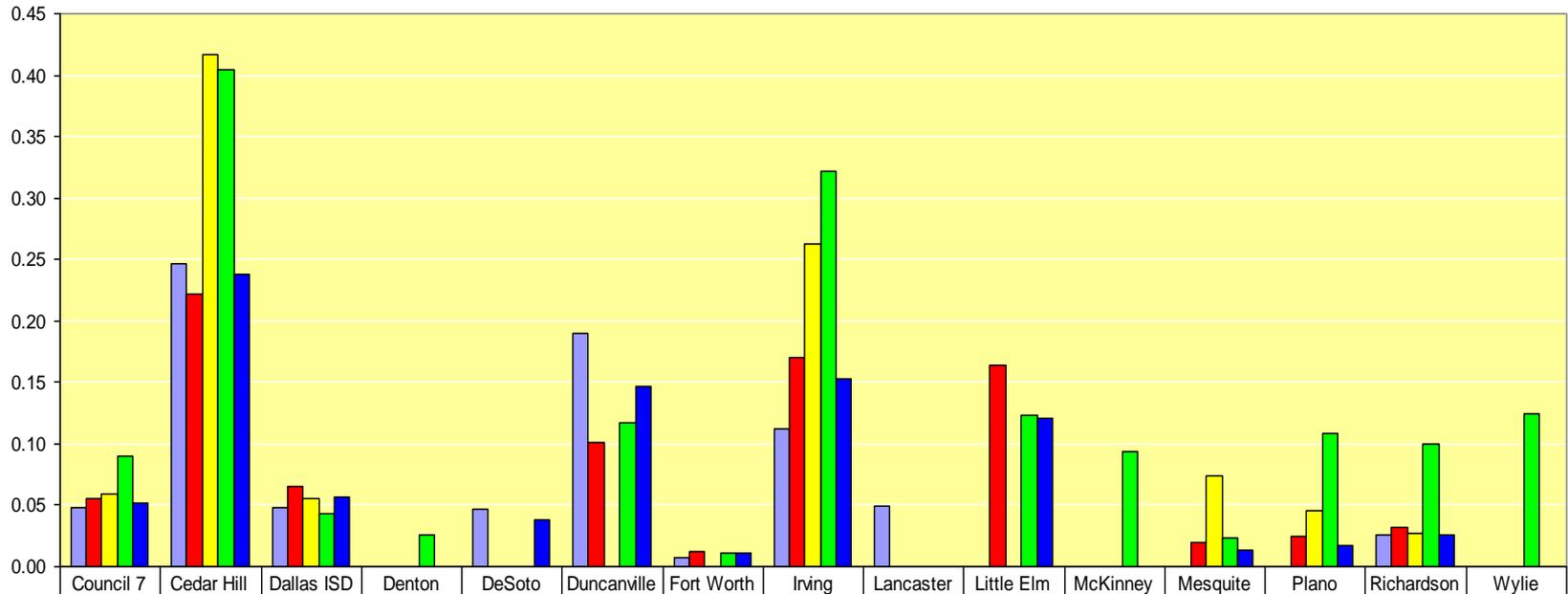


Source: Texas Education Agency, PEIMS Reports 2006-2007

# 12<sup>th</sup> Graders Taking Advanced Courseworks

Overall, only a small percentage of 12<sup>th</sup> graders took advanced courses in the regional council. But many ISDs had missing data. Thus, the findings were not conclusive.

Percent of 12th Graders Taking Advanced Coursework in 2007-2008 by ISD

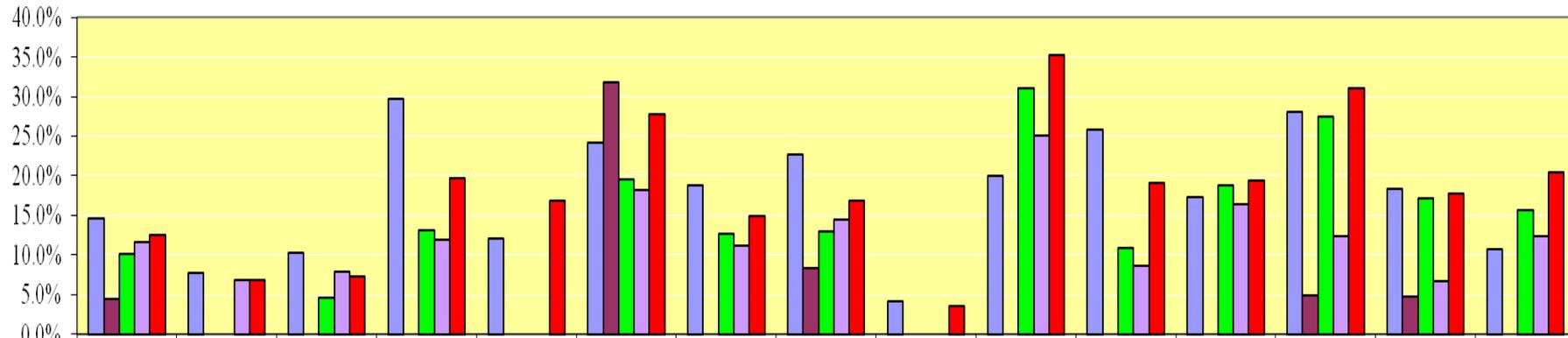


# Outcomes of the 9<sup>th</sup> Grade Cohort (1 of 7 – on MHP)

The percentage of the 9th grader cohort graduated on MHP (Minimum High School Plan) was less than 15% in most of the ISDs. The African American group had the highest percentage. The White and Asian/Pacific Island groups were lower than the other three groups.

Percent of the 9th grade cohort of 2003-2004 in different categories of outcomes in 2006-2007

Received MHP

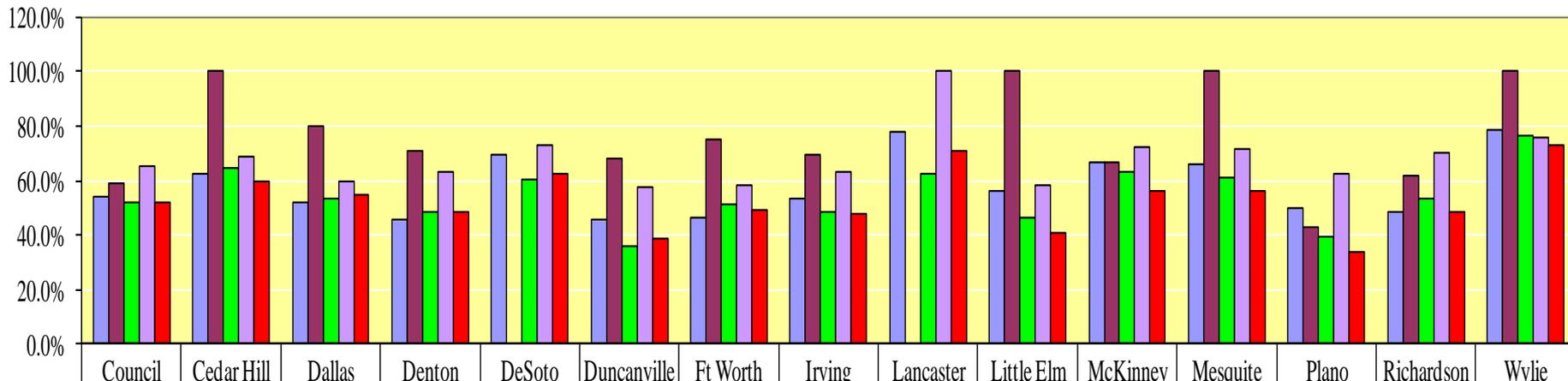


# Outcomes of the 9<sup>th</sup> Grade Cohort (2 of 7 on RHSP)

All groups in the councils had relatively high percentages on RHSP (Recommended High School Plan), ranged from 52% to 65%. But there were wide differences in the individual groups.

Percent of the 9th grade cohort of 2003-2004 in different categories of outcomes in 2006-2007

Received RHSP



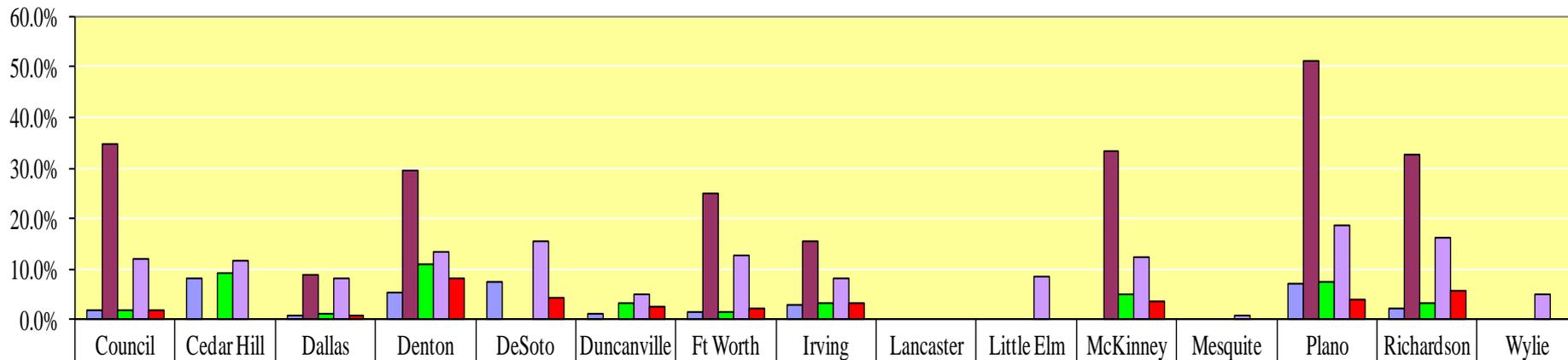
	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
African Amer	54.1%	62.2%	52.2%	45.9%	69.3%	45.4%	46.7%	53.4%	77.7%	56.0%	67.0%	65.9%	49.8%	48.5%	78.6%
Asian/P.I.	59.1%	100.0%	79.7%	70.6%		68.2%	75.0%	69.8%		100.0%	66.7%	100.0%	43.0%	62.0%	100.0%
Hispanic	52.3%	64.6%	53.5%	48.6%	60.6%	36.0%	51.1%	48.6%	62.8%	46.5%	63.0%	60.9%	39.6%	53.5%	76.6%
White	65.4%	69.0%	59.4%	63.5%	73.3%	57.5%	58.4%	63.0%	100.0%	58.3%	72.3%	71.7%	62.3%	70.3%	75.7%
Low SES	52.3%	59.6%	54.6%	48.2%	62.2%	38.9%	49.4%	47.7%	70.8%	40.7%	56.3%	56.4%	33.6%	48.7%	73.1%

# Outcomes of the 9<sup>th</sup> Grade Cohort (3 of 7 – on DAP)

Overall, only a small percentage of students in the 9<sup>th</sup> grade cohort graduated on DAP (Distinguished Achievement Program). The Asian/Pacific Islander group appeared to be higher than the other four groups in the council.

Percent of the 9th grade cohort of 2003-2004 in different categories of outcomes in 2006-2007

Received DAP

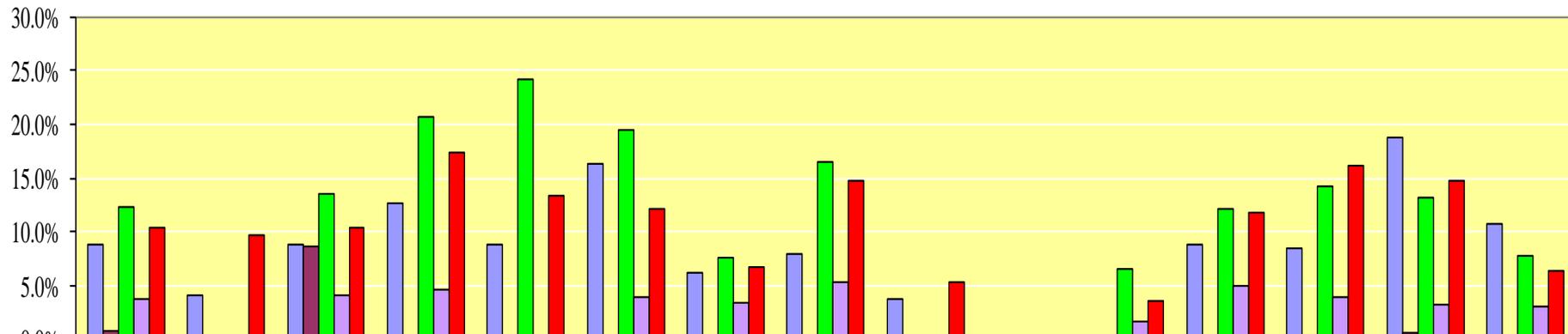


# Outcomes of the 9<sup>th</sup> Grade Cohort (4 of 7 on Continuers)

The Hispanic group had the largest percentage of continuers, followed by the low SES and African American groups. The percentages for the other two groups were less than 4%.

Percent of the 9th grade cohort of 2003-2004 in different categories of outcomes in 2006-2007

## Continuers



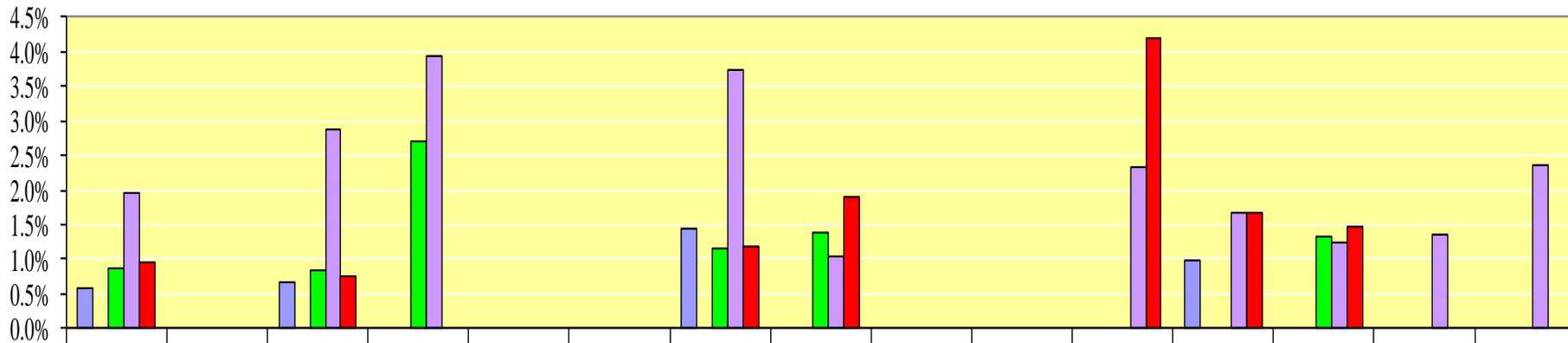
Group	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
African Amer	8.8%	4.0%	8.8%	12.6%	8.7%	16.2%	6.2%	8.0%	3.8%			8.8%	8.5%	18.9%	10.7%
Asian/P.I.	0.7%	0.0%	8.7%			0.0%				0.0%	0.0%		0.2%	0.5%	0.0%
Hispanic	12.4%		13.6%	20.7%	24.2%	19.5%	7.6%	16.5%			6.5%	12.1%	14.2%	13.2%	7.8%
White	3.7%		4.2%	4.7%	0.0%	3.9%	3.4%	5.3%			1.6%	5.0%	3.8%	3.2%	3.0%
Low SES	10.4%	9.6%	10.5%	17.4%	13.3%	12.2%	6.6%	14.7%	5.3%		3.6%	11.8%	16.1%	14.8%	6.4%

# Outcomes of the 9<sup>th</sup> Grade Cohort (5 of 7 on GED)

Overall, a very small percentage of the graduates in the 9<sup>th</sup> grade cohort received GED, at most 4.2% for the low SES group in the McKinney ISD. The White group appeared to have a relatively higher percentage than the other four groups.

Percent of the 9th grade cohort of 2003-2004 in different categories of outcomes in 2006-2007

Received GED



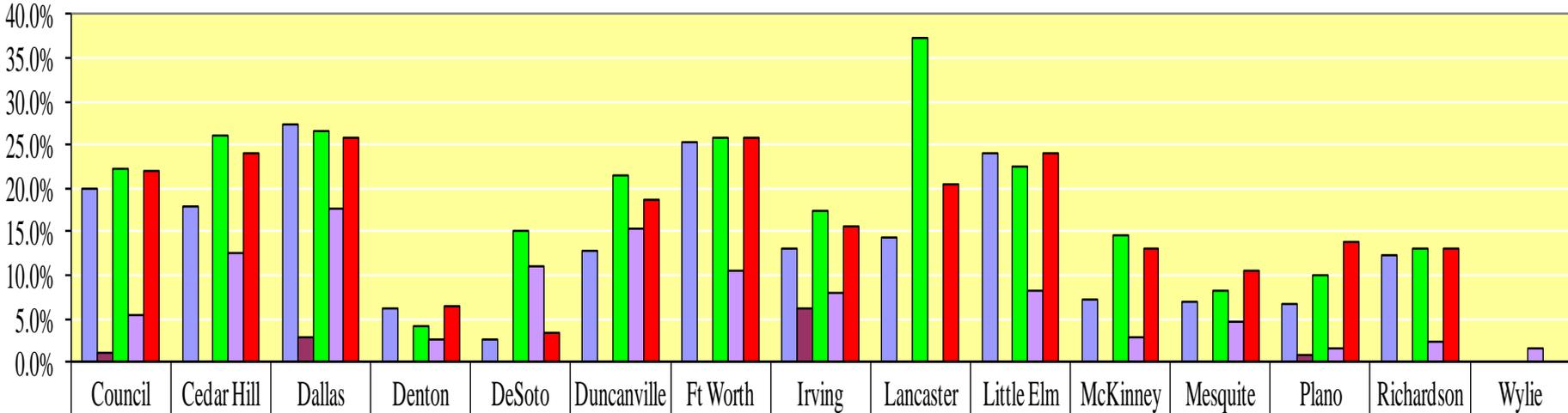
Group	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
African Amer	0.6%		0.7%				1.4%	0.0%	0.0%	0.0%		1.0%			0.0%
Asian/P.I.	0.0%	0.0%		0.0%				0.0%		0.0%	0.0%	0.0%			0.0%
Hispanic	0.9%		0.8%	2.7%			1.2%	1.4%	0.0%				1.3%		
White	2.0%		2.9%	3.9%			3.7%	1.1%	0.0%		2.3%	1.7%	1.2%	1.3%	2.4%
Low SES	0.9%		0.8%				1.2%	1.9%	0.0%		4.2%	1.7%	1.5%		

# Outcomes of the 9<sup>th</sup> Grade Cohort (6 of 7 on Dropout)

The dropout rate was relatively high in the African American, Hispanic, and Low SES groups, around 20%.

Percent of the 9th grade cohort of 2003-2004 in different categories of outcomes in 2006-2007

**Dropped Out**



	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
African Amer	19.9%	17.9%	27.4%	6.3%	2.6%	12.9%	25.4%	13.1%	14.4%	24.0%	7.2%	7.0%	6.6%	12.2%	
Asian/P.I.	1.1%	0.0%	2.9%	0.0%				6.3%		0.0%			0.9%		
Hispanic	22.3%	26.2%	26.6%	4.1%	15.2%	21.6%	25.8%	17.4%	37.2%	22.5%	14.7%	8.2%	10.0%	13.0%	
White	5.4%	12.6%	17.7%	2.5%	11.1%	15.5%	10.5%	8.0%		8.3%	2.9%	4.6%	1.6%	2.4%	1.5%
Low SES	22.0%	24.0%	25.9%	6.4%	3.5%	18.6%	25.9%	15.6%	20.5%	24.1%	13.2%	10.6%	13.7%	13.1%	

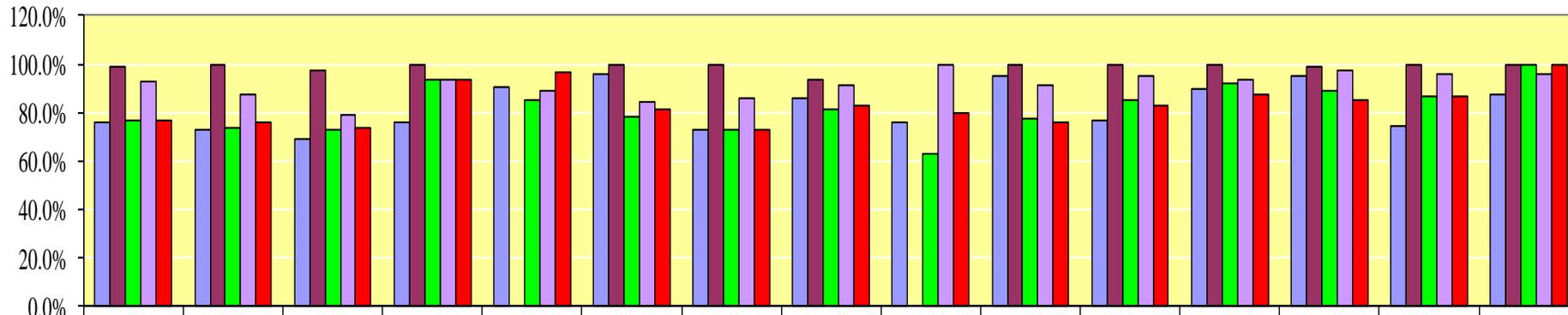
Source: Texas Education Agency, PEIMS Reports 2006-2007

# Outcomes of the 9<sup>th</sup> Grade Cohort (7 of 7 on Completion Rate I)

Every group in the council had the rate over 75%. The White and Asian/Pacific Islander groups were around 95%. The Mesquite and Wylie ISDs were over 85% in all of the six groups.

Percent of the 9th grade cohort of 2003-2004 in different categories of outcomes in 2006-2007

## Completion Rate I



# Summary of Findings on the 9<sup>th</sup> Grade Cohort of 2003-04

- Majority of the students graduated on RHSP and few numbers of graduates received GED in each group in the regional council.
- However, there were group differences on other outcomes.
  - The African American, Hispanic, and low SES groups had relatively higher percentages on the categories of MHP, continuers, and dropout.
  - The White and Asian/Pacific Islander groups were higher than the other three groups on DAP.
- The Completion Rate I was over 75% for each group in the council. But the Asian/Pacific Islander and White groups were much higher than the other three groups, above or approaching to 95%,

# Implications of the Findings on the 9<sup>th</sup> Grade Cohort of 2003-04

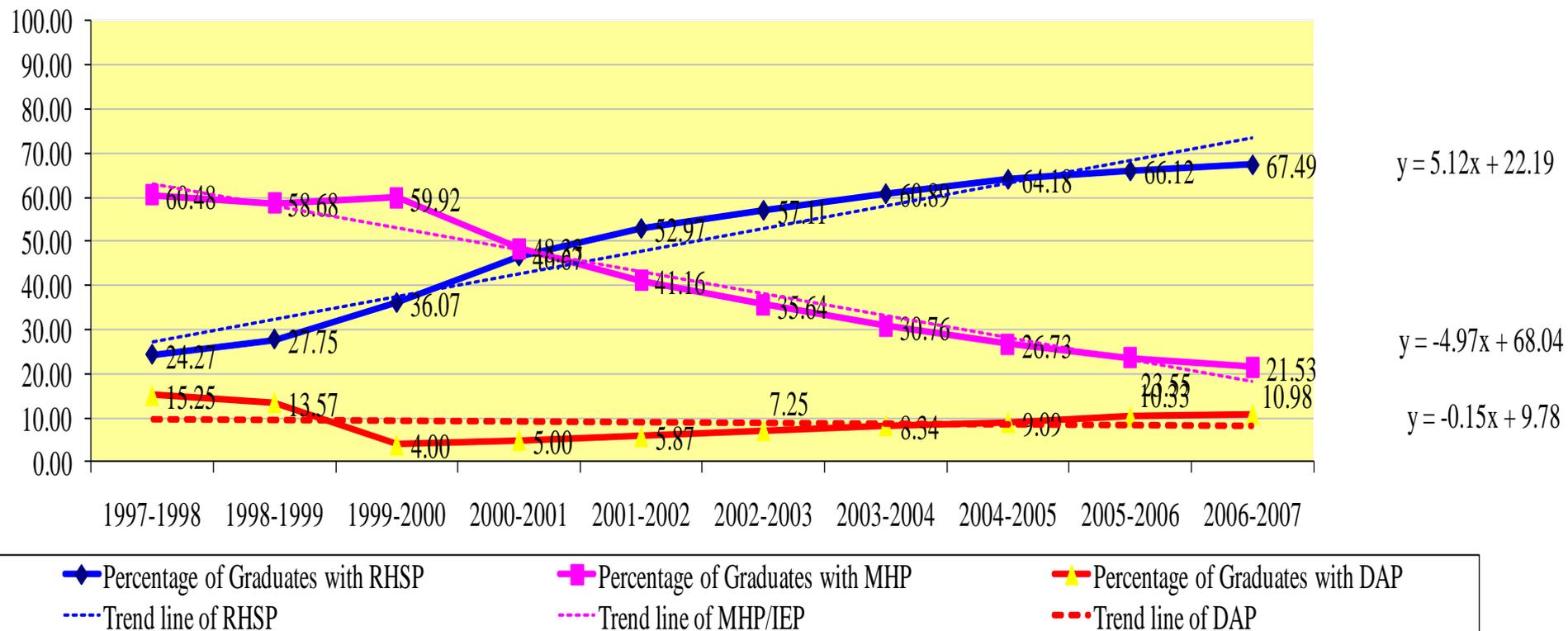
- Identify the target groups with unsatisfactory performances for improvement in each district
- Learn from these districts which had high percentages on the positive outcomes and low percentages on the negative outcomes.

# HS Graduates on MHP/IEP, RHSP, and DAP in Ten Years (1 of 5)

The annual growth rate for high school students graduated on MHP/IEP, RHSP, and DAP in Texas was about 5%, -5%, and 0%, respectively.

The Changes of High School Students Graduates with RHSP, MHP/IEP, or DAP between 1997-1998 and 2006-2007

State

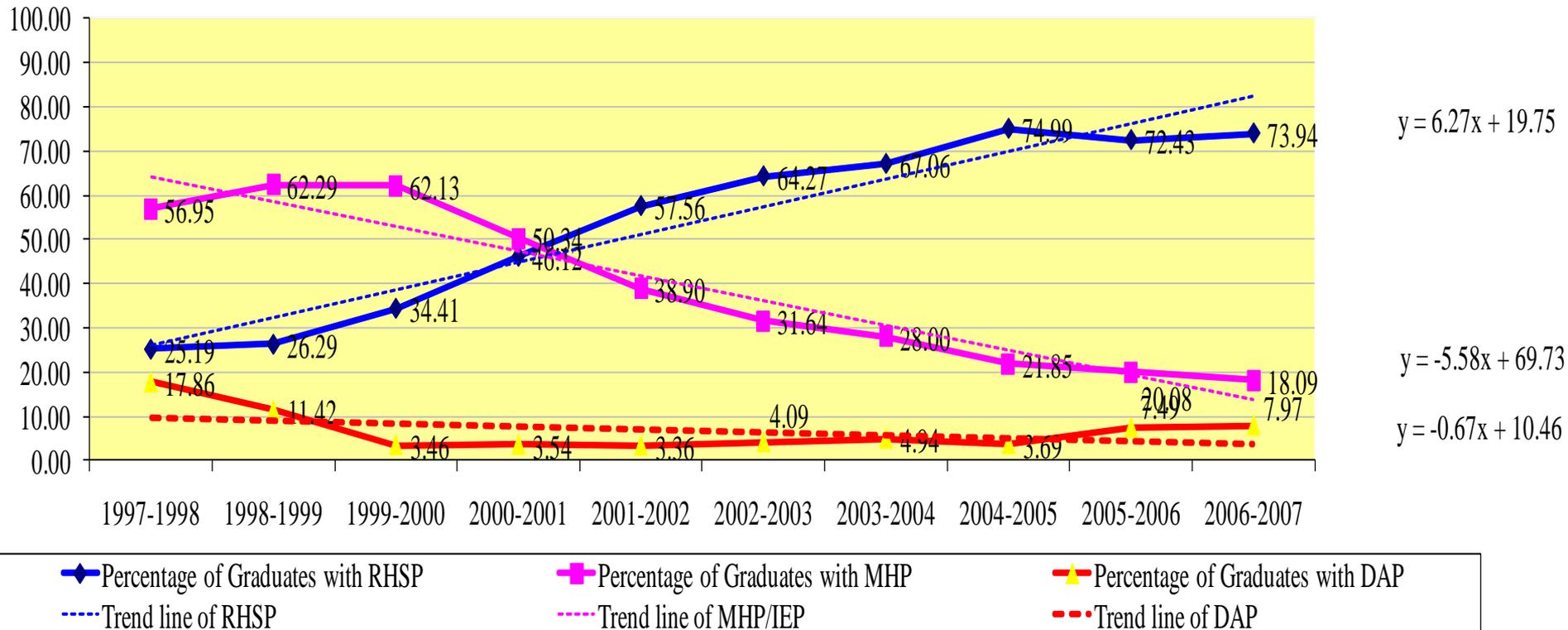


# HS Graduates on MHP/IEP, RHSP, and DAP in Ten Years (2 of 5)

The annual growth rate on MHP/IEP, RHSP, and DAP in the north Texas regional council was about 6%, -6%, and -1%, respectively. The council was better than the state on MHP/IEP and RHSP, but was slightly worse than the state on DAP.

The Changes of High School Students Graduates with RHSP, MHP/IEP, or DAP between 1997-1998 and 2006-2007

**Council**

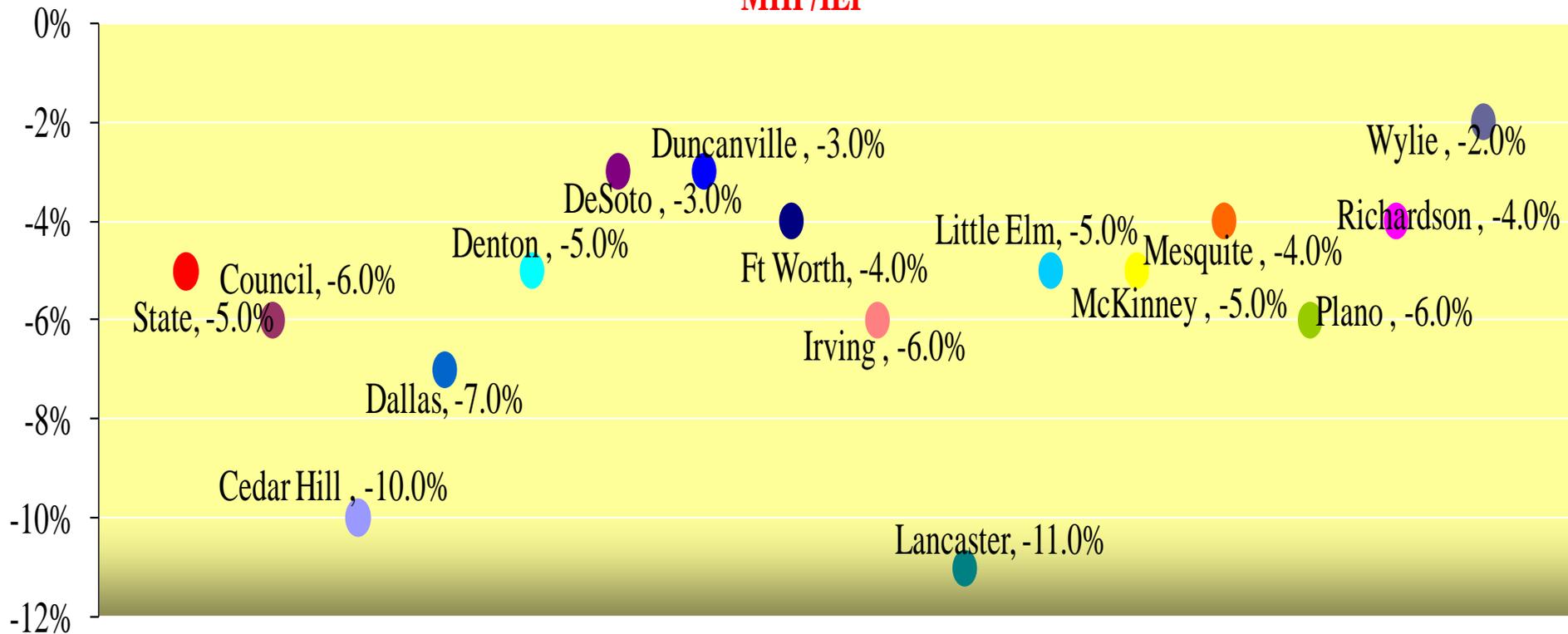


# HS Graduates on MHP/IEP, RHSP, and DAP in Ten Years (3 of 5)

All ISDs had reduced the ratio of graduates on MHP/IEP. The Lancaster, Cedar Hill, and Dallas ISDs were the top three improvers.

Average Annual Growth Rate of High School Graduation Plans between 1998 and 2007

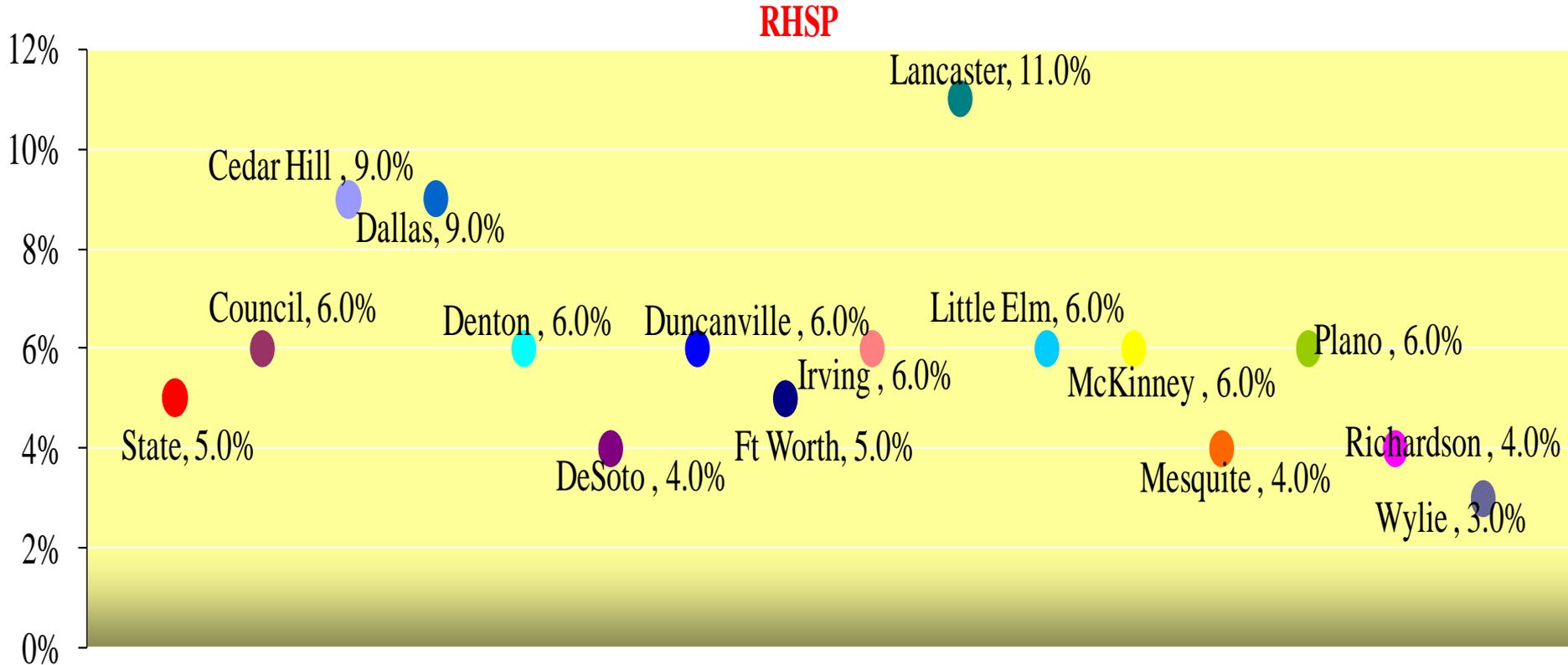
**MHP/IEP**



# HS Graduates on MHP/IEP, RHSP, and DAP in Ten Years (4 of 5)

All ISDs had increased the percentage of graduates on RHSP. The Lancaster, Cedar Hill, and Dallas ISDs again were the top three improvers.

Average Annual Growth Rate of High School Graduation Plans between 1998 and 2007

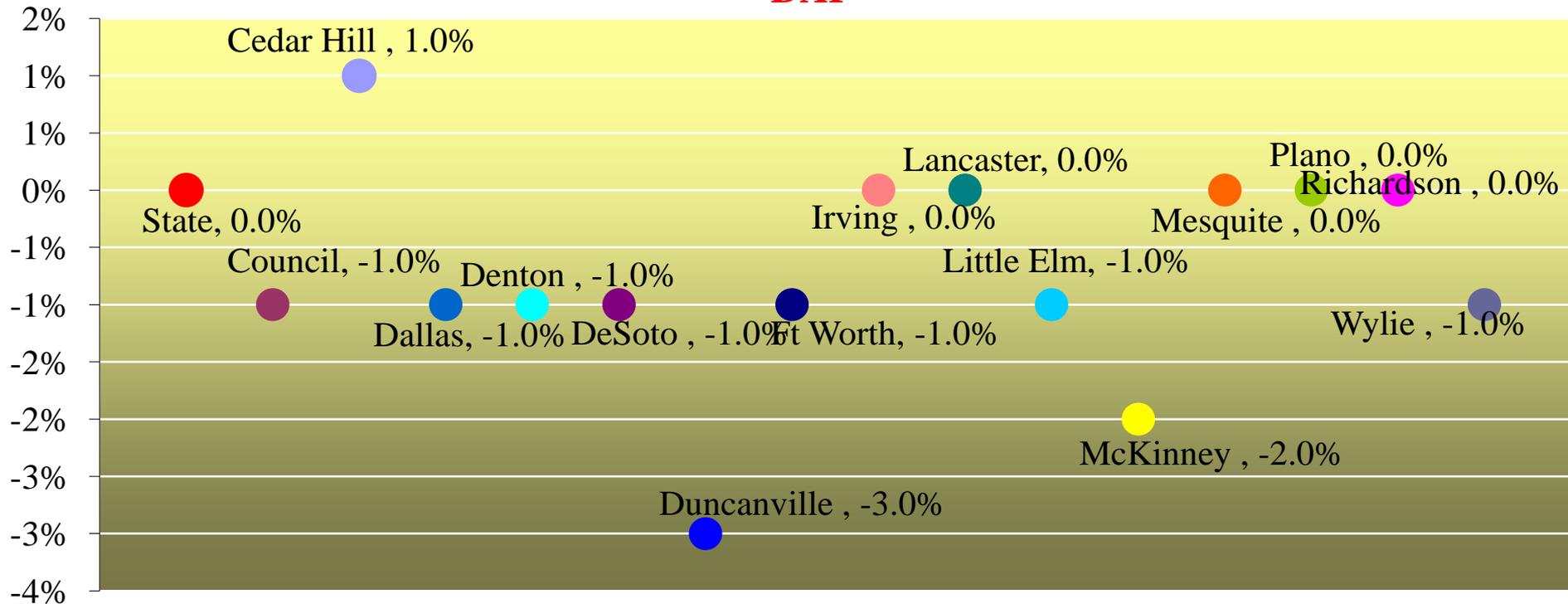


# HS Graduates on MHP/IEP, RHSP, and DAP in Ten Years (5 of 5)

Most of the ISDs, like the state and the regional council, did not change too much on DAP.

Average Annual Growth Rate of High School Graduation Plans between 1998 and 2007

## DAP



# Summary of Findings on Diploma Types

- The state, the regional council, and all of the 14 school districts had positive annual growth rates on RHSP.
- All had reduced the percentages of graduates on MHP/IEP.
- All but the Cedar Hill ISD had either no change or small negative change rates on DAP. The Cedar Hill ISD had the largest annual growth rate of 1% in the regional council.
- Some districts improved faster than others. The Cedar Hill ISD overall had the largest improvement across the diploma type in the regional council. The Lancaster and Dallas ISDs also had relatively faster improvement on RHSP and MHP/IEP than the other districts in the council.

# Implications of the Findings on Diploma Types

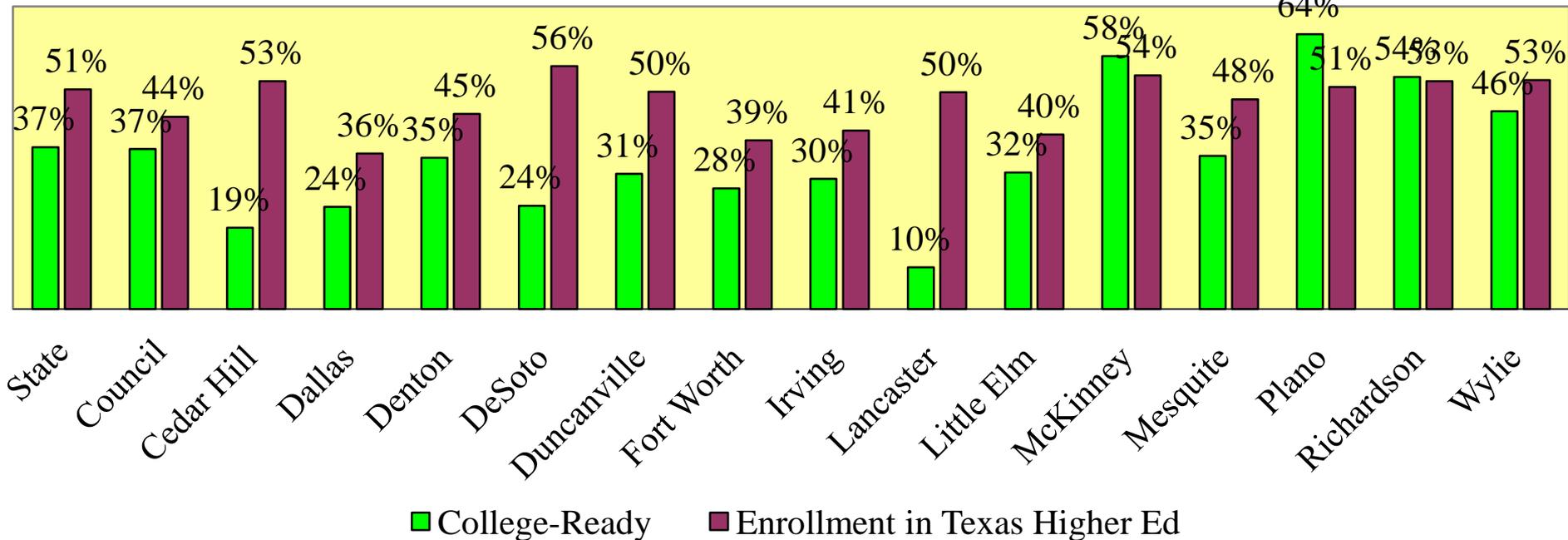
- The public high schools in Texas have not paid enough attention to the academically high achievers. We need to increase the annual growth rate on DAP as well, while we keep improving the rates on RHSP and MHP/IEP.
- The districts with outstanding improvement in the regional council may serve as the role models for other ISDs with low rates of improvement, especially for those in vicinity with similar school/district characteristics.

# Transition to College and Higher Education Success Factors

# College-Ready (1 of 6)

The state and the regional council on college-ready for HS graduates in 2007 was about 37%. However, there were large differences among the ISDs. The percentage of enrollment into the TX HE institutions was higher than the percentage of college-ready for HS graduates in all ISDs but the three high performance ones (i.e., McKinney, Plano, and Richardson).

Percent of College-Ready in Both English Language Arts and Mathematics and Enrollment in Texas Higher Education for the High School Graduates in the Regional Council in 2007

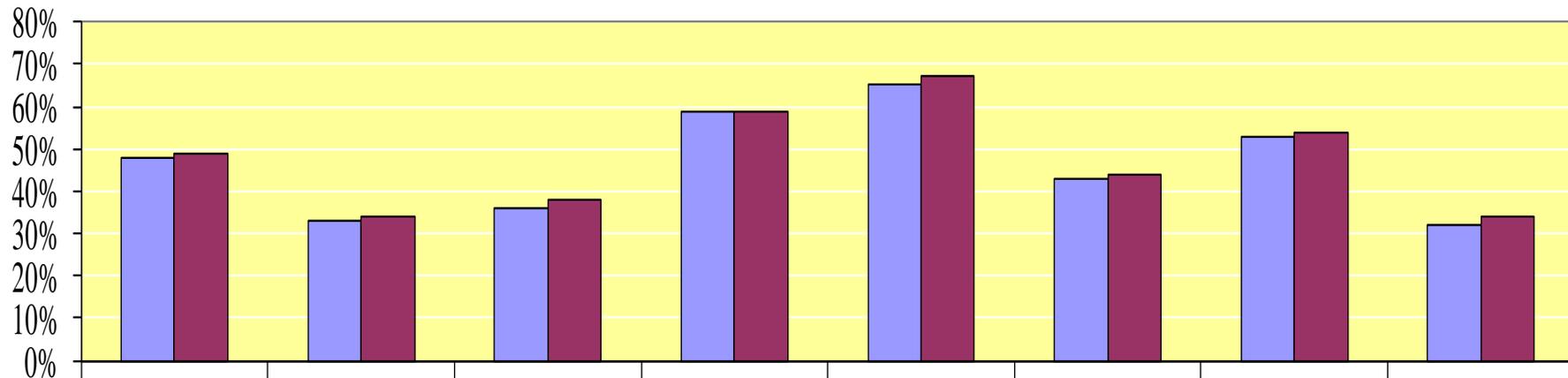


# College-Ready (2 of 6)

The order of college-ready in the state by ethnicity was Asian/Pacific Islanders, White, Hispanic, and African American. Female was slightly higher than male. The percentage for the low SES group was low as well. The individual group and the collective groups had improved about 2% over the two years.

Percent of High School Graduates College-Ready in English Language Arts by Demographics for Classes of 2006 and 2007

State



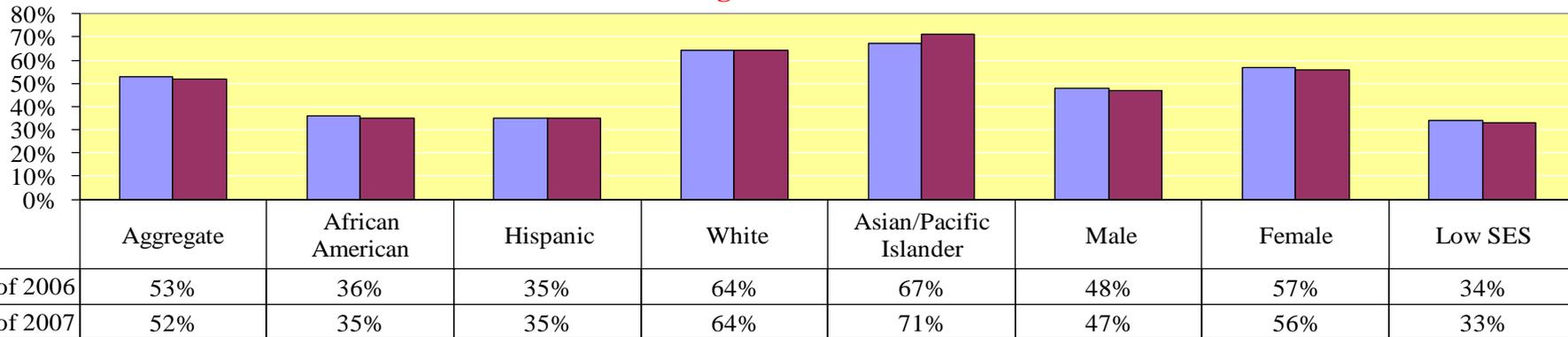
Class of 2006	48%	33%	36%	59%	65%	43%	53%	32%
Class of 2007	49%	34%	38%	59%	67%	44%	54%	34%

# College-Ready (3 of 6)

Region 10 and Region 11 had similar percentages of college-ready in most of the individual groups. Both were higher than the corresponding groups in the state. The patterns of group differences were similar to that in the state. The two regions had also increased the percentage as the state in both the collective and individual groups from 2006 to 2007.

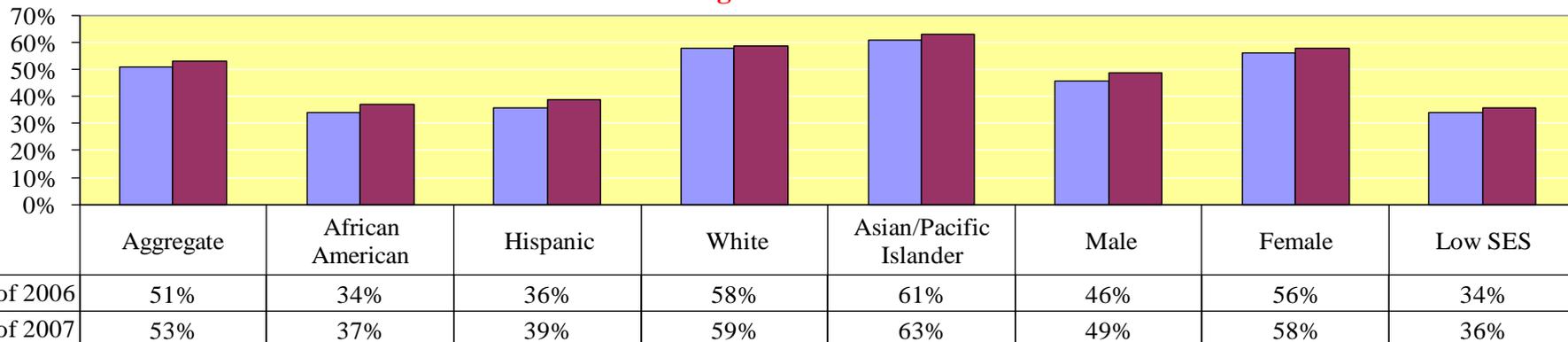
Percent of High School Graduates College-Ready in English Language Arts by Demographics for Classes of 2006 and 2007

## Region 10



Percent of High School Graduates College-Ready in English Language Arts by Demographics for Classes of 2006 and 2007

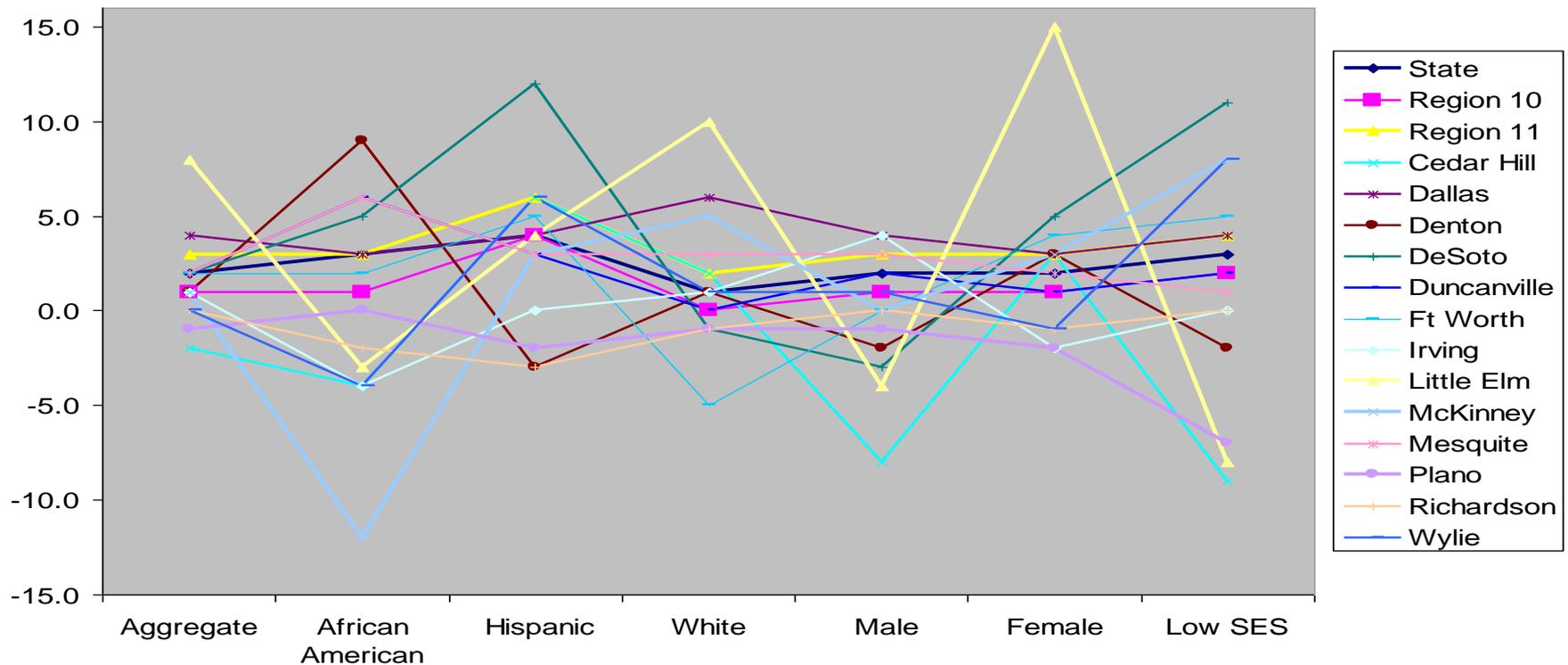
## Region 11



# College-Ready (4 of 6)

The state and the two regions had about 2% increase in in the collective and individual groups from 2006 to 2007. The Hispanic and low SES groups had relatively large improvement. The Little Elm ISD had the largest increase rate in the region, but the improvement was largely from the female and White groups.

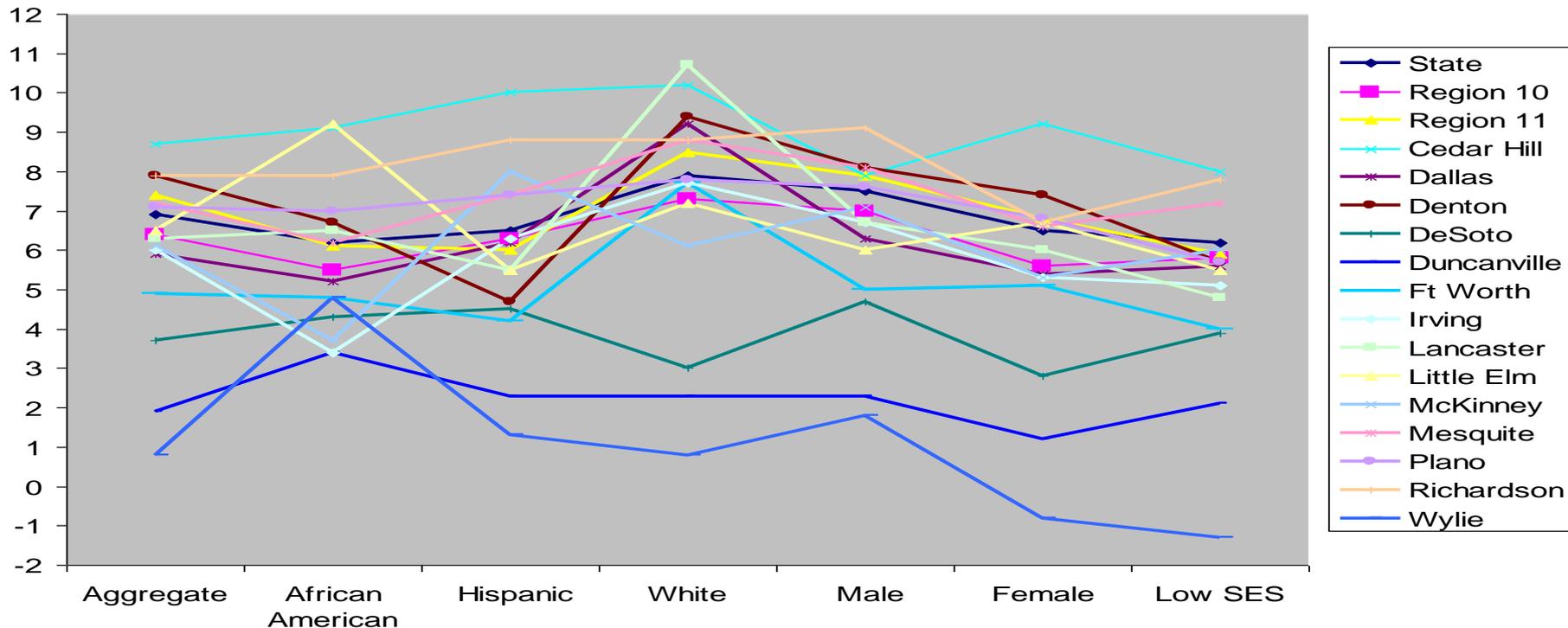
**Comparison of the Growth Rates of High School Graduates Being College-Ready between the State and the ISDs in Councils 7 and 30 on Both English Language Arts and Mathematics for Classes of 2007 and 2006**



# College-Ready (5 of 6)

The annual growth rates over the five years on English language arts in the state, Region 10, and Region 11 were 6.9%, 6.4%, and 7.4%, respectively. The White group appeared to have the largest growth rate in the six individual groups. The Cedar Hill and Richardson ISDs had the largest increase rates.

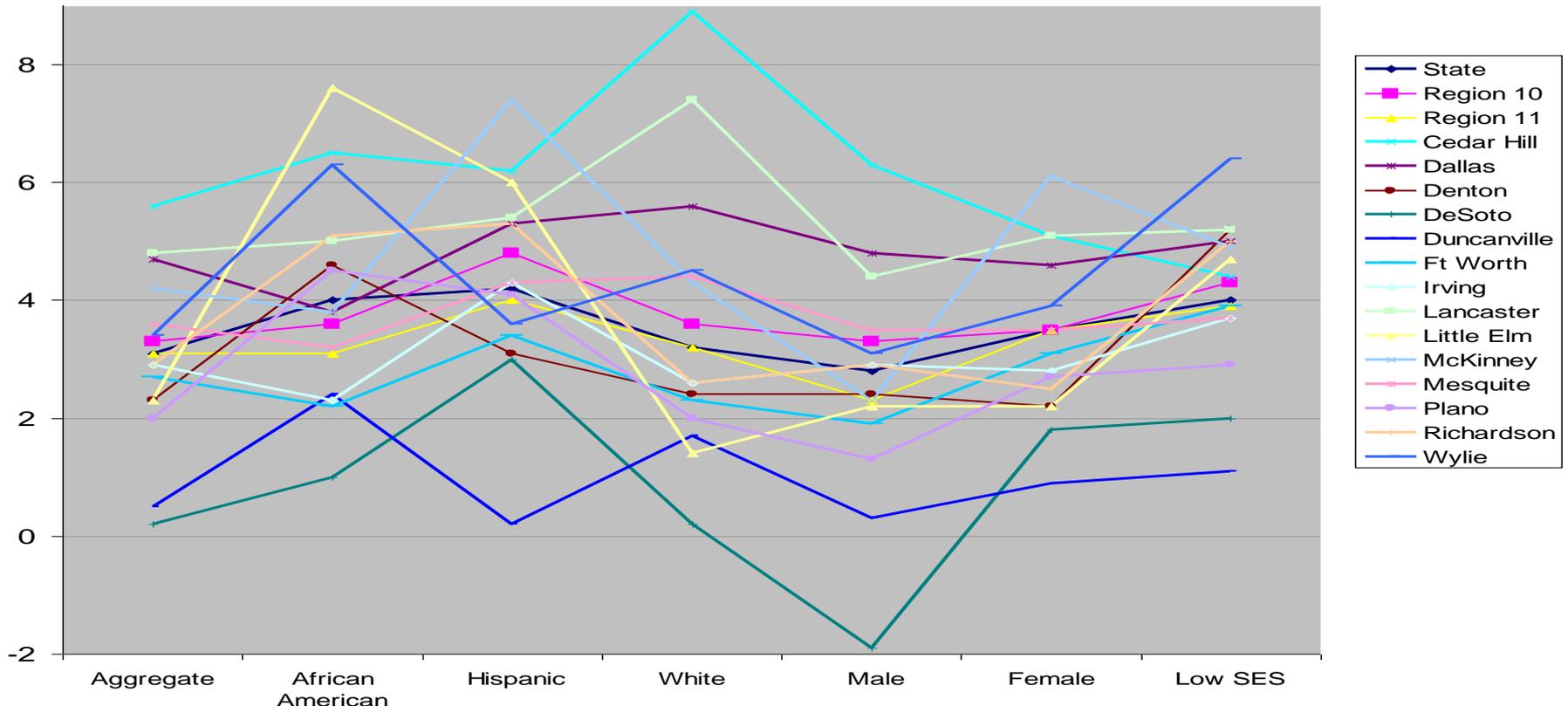
**Comparison of the Growth Rate of High School Graduates Meeting TSI's Higher Education Readiness Standard on English Language Arts in 5 Years (2004-2008)**



# College-Ready (6 of 6)

The annual growth rates over the five years on mathematics in the state, Region 10, and Region 11 were 3.1%, 3.3%, and 3.1%, respectively. The Hispanic group appeared to have the largest growth rate. The Cedar Hill, Lancaster, and Dallas ISDs appeared to have the largest overall increase rate.

**Comparison of the Growth Rate of High School Graduates Meeting TSI's Higher Education Readiness Standard on Mathematics in 5 Years (2004-2008)**



Source: TEA's AEIS Reports, 2003-2004 and 2007-2008

# Summary of Findings on College-Ready

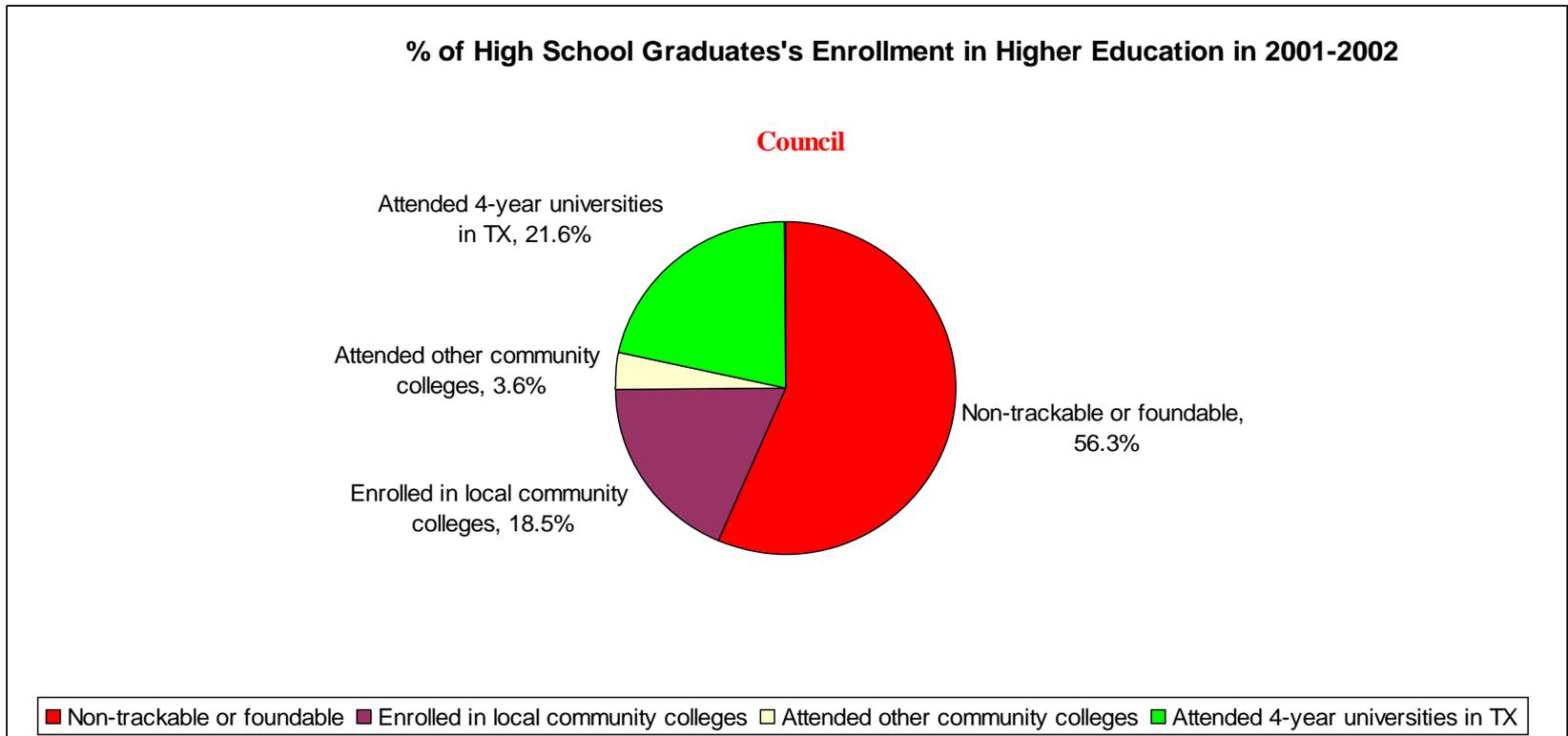
- The percentages of college-ready in both English language arts and mathematics were generally less than 40% in the state, the regional council or Regions 10 and 11, and most of the member school districts.
- The percentage of enrollment into higher education was generally higher than that of college-ready, especially in the low performance districts.
- The North Texas Regional P-16 Council or Regions 10 and 11 were comparable to the state on college readiness although they were general lower than the state on other indicators in the earlier grades.
- The change trend was positive over time.
- There were variations on the growth rate in the individual groups or districts. However, the Hispanic and the low SES groups appeared to have relatively faster improvement rates than the other four groups across the college-ready indicators and subject areas.

# Implications of the Findings on College-Ready

- Over half of the high school graduates were not college-ready. What are the challenges for these graduates to prepare for the high-tech society after leaving high school?
- Some of the high school graduates were still enrolled into higher education even though were not academically ready. How to ensure these students have a successful higher education live and be ready for the job market after graduation becomes a great challenge for the institutions admitted them.
- The variation of the growth rates on college-ready in the districts/groups helps us to identify the target groups for further improvement and learn from the better performed ones.

# Enrolled in Higher Education Institutions

More than half of the HS graduates were not trackable or not found in the Texas higher education institutions for the regional council. There were about 22% of the 2001-2002 HS graduates in the following fall enrolled in TX higher education and about 18.5% enrolled in the local community college. Thus, there were only less than 4% of the graduates enrolled in Texas higher education institutions outside north Texas. In short, of those students trackable, most of the HS graduates in the north Texas region were enrolled into either 4-year universities or local community colleges.



Source: Texas Higher Education Data, 2001-2002 graduates

# Findings on Higher Education Enrollment

- About half of the high school graduates were non-trackable or not found in Texas higher education system.
- For those enrolled in higher education in Texas, the order from high to low was: 4-year universities, local community colleges, and other community colleges in remote locations in Texas.
- Four ISDs (Dallas, Irving, Lancaster, Mesquite, and Wylie) had higher percentage of enrollment in local community colleges than in 4-year universities.
- The enrollment rate in other community colleges was typically less than 5%.

# Implication of the Findings on Higher Education Enrollment

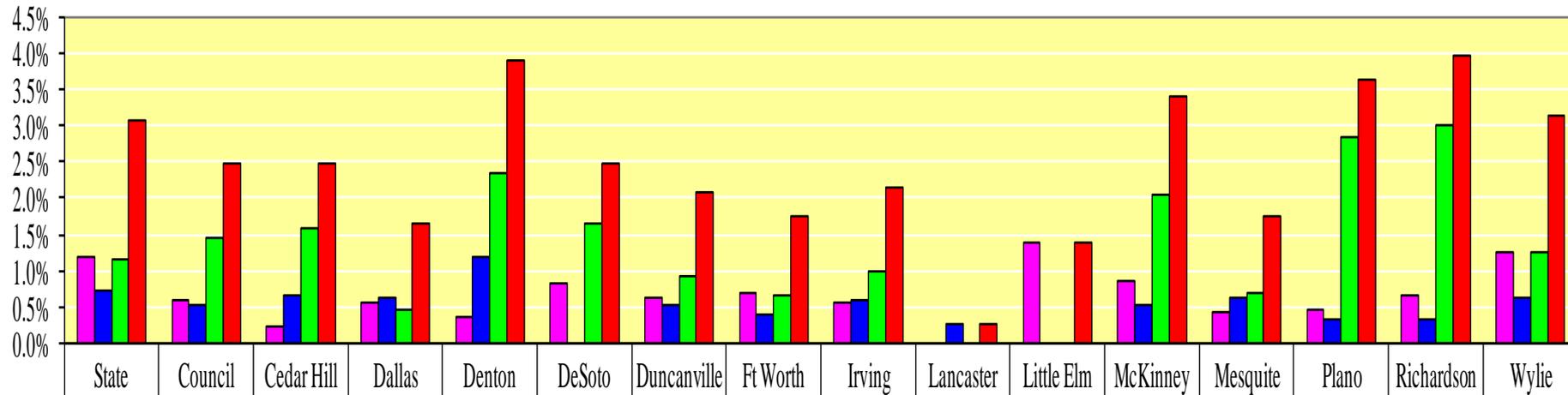
- How to reduce the percentage of non-trackable or not found?
- Some community colleges have low admission criteria or an open-door policy. What are the best practices to help the admitted students successfully complete the higher education in such type of colleges?
- How distance education may impact the low enrollment percentage in remote community colleges?

# Graduation from the Texas Higher Education Institutions (1 of 4)

The percentages of getting degree/certificate from TX High Ed institutions in 2006-2007 for those not starting HE immediately in the classes of 1999, 2000, and 2001 in the state and the regional council were 3.1% and 2.5%, respectively. But the % of getting the baccalaureate degree in the regional council was higher than that in the state.

Percent of Receiving Degree/Certificate for Three Types of College Starters in the Classes of 1999, 2000, and 2001

*Did not start immediately*



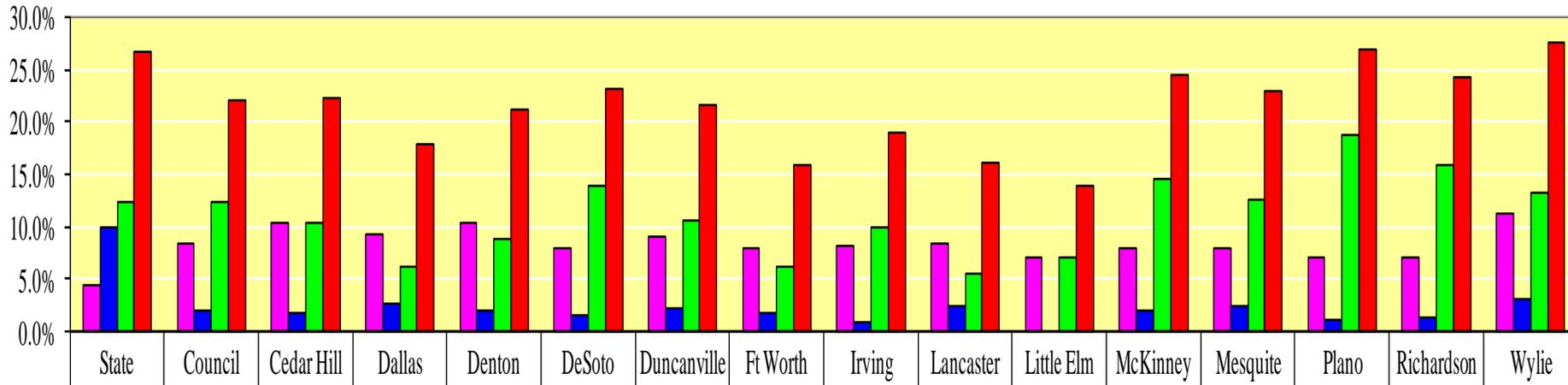
	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
Asso Degree	1.2%	0.6%	0.2%	0.6%	0.4%	0.8%	0.6%	0.7%	0.5%	0.0%	1.4%	0.8%	0.4%	0.5%	0.6%	1.3%
Certificate	0.7%	0.5%	0.7%	0.6%	1.2%	0.0%	0.5%	0.4%	0.6%	0.3%	0.0%	0.5%	0.6%	0.3%	0.3%	0.6%
Bacc Degree	1.2%	1.4%	1.6%	0.5%	2.4%	1.6%	0.9%	0.6%	1.0%	0.0%	0.0%	2.0%	0.7%	2.8%	3.0%	1.3%
Total	3.1%	2.5%	2.5%	1.7%	3.9%	2.5%	2.1%	1.7%	2.1%	0.3%	1.4%	3.4%	1.8%	3.6%	4.0%	3.1%

# Graduation from the Texas Higher Education Institutions (2 of 4)

The regional council was 5% lower than the state on getting degree/certificate from TX High Ed institutions in 2006-2007 for those started with 2-year in the classes of 1999, 2000, and 2001. Whereas certificate ranked 2<sup>nd</sup> and associate degree had the least % in the state, high school graduates in the regional council seemed to be favorite of the baccalaureate or associate degrees to certificates.

Percent of Receiving Degree/Certificate for Three Types of College Starters in the Classes of 1999, 2000, and 2001

Started with 2-year

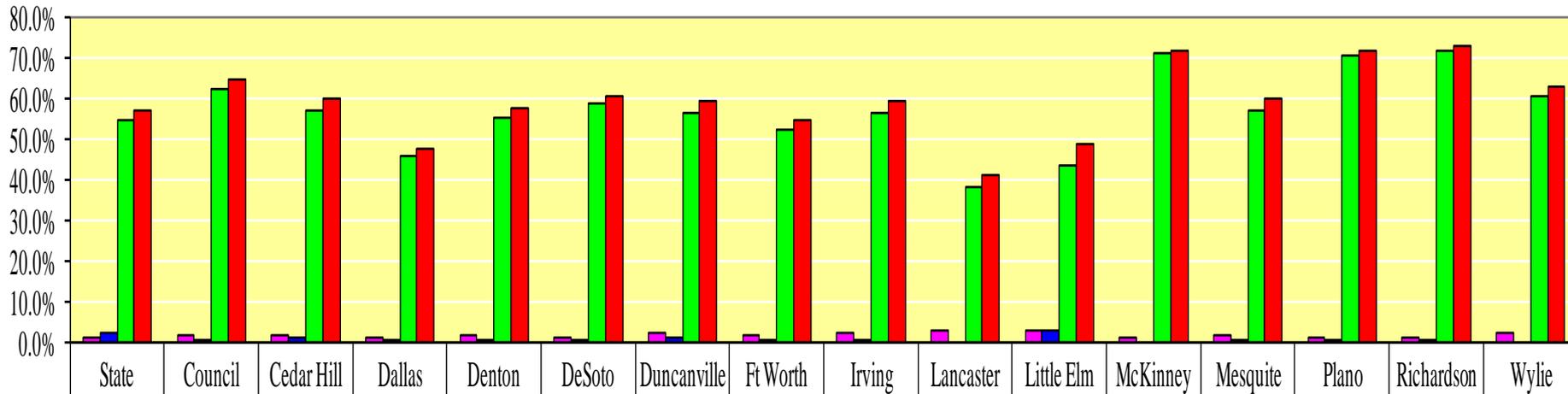


# Graduation from the Texas Higher Education Institutions (3 of 4)

The regional council was about 7% higher than the state on getting degree/certificate from TX High Ed institutions in 2006-2007 for those started with 4-year in the classes of 1999, 2000, and 2001. Those 4-year starters predominantly got the baccalaureate degree, no matter either at the state, council, or district level.

Percent of Receiving Degree/Certificate for Three Types of College Starters in the Classes of 1999, 2000, and 2001

Started with 4-year



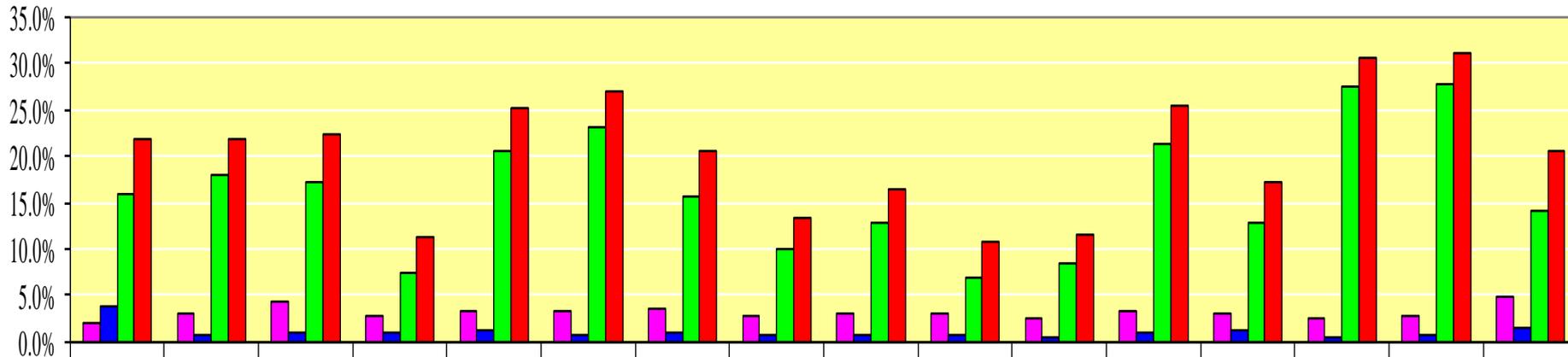
	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
Asso Degree	0.9%	1.5%	1.6%	1.3%	2.0%	1.0%	2.1%	2.0%	2.3%	3.2%	2.7%	1.0%	2.0%	1.0%	1.1%	2.1%
Certificate	2.0%	0.4%	0.8%	0.6%	0.3%	0.7%	0.9%	0.6%	0.6%	0.0%	2.7%	0.0%	0.7%	0.1%	0.2%	0.0%
Bacc Degree	54.4%	62.4%	57.2%	45.8%	55.4%	58.9%	56.2%	52.2%	56.2%	37.9%	43.2%	70.9%	57.2%	70.5%	71.8%	60.6%
Total	57.3%	64.4%	59.7%	47.6%	57.7%	60.5%	59.2%	54.8%	59.2%	41.1%	48.6%	71.9%	59.8%	71.7%	73.1%	62.8%

# Graduation from the Texas Higher Education Institutions (4 of 4)

The overall percentage of getting degree/certificate from TX High Ed institutions in 2006-2007 for all HS graduates in the classes of 1999, 2000, and 2001 in both the state and the regional council was about 22%. But different from the state, certificate had the lowest percentage in all of the 14 ISD in the regional council.

Percent of Receiving Degree/Certificate for Three Types of College Starters in the Classes of 1999, 2000, and 2001

Total



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
Asso Degree	2.1%	3.0%	4.3%	2.9%	3.4%	3.2%	3.6%	2.7%	2.9%	3.0%	2.7%	3.4%	3.1%	2.7%	2.8%	5.0%
Certificate	3.8%	0.8%	1.1%	1.1%	1.1%	0.7%	1.1%	0.8%	0.7%	0.9%	0.4%	0.9%	1.2%	0.5%	0.6%	1.4%
Bacc Degree	15.9%	18.0%	17.1%	7.4%	20.6%	23.1%	15.7%	10.0%	12.9%	6.9%	8.4%	21.2%	12.9%	27.4%	27.7%	14.2%
Total	21.8%	21.7%	22.5%	11.4%	25.1%	27.0%	20.5%	13.5%	16.5%	10.8%	11.5%	25.5%	17.2%	30.6%	31.1%	20.6%

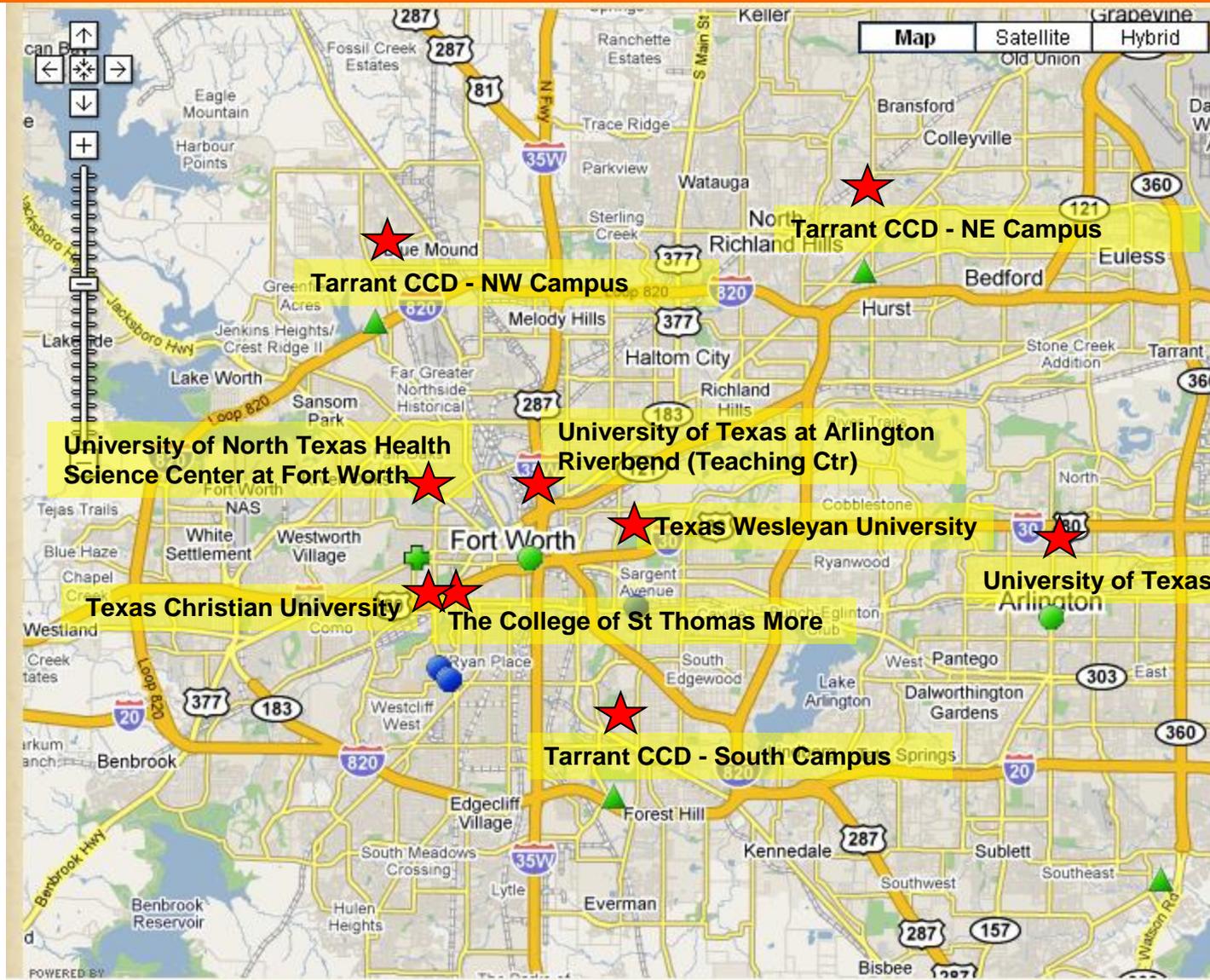
## Summary of Findings on Percentage of Receiving Degree/Certificate

- The over percentage of receiving degree/certificate was only about 22% in both the state and the regional council for high school graduates in the classes of 1999-2001. It is about half of the 44% higher education enrollment rate in the class of 2001-2002 in the regional council.
- Almost 73% of the graduates started at 2-year did not receive a degree or certificate within 6 years.
- The regional council and the state had similar overall percentages on receiving degree/certificate in the cohort.
- The lowest percentage on certificate across the districts in the regional council indicates that the graduates in north Texas were less interested in technical certificates than the peers in the state.

# Implications of the Findings on Percentage of Receiving Degree/Certificate

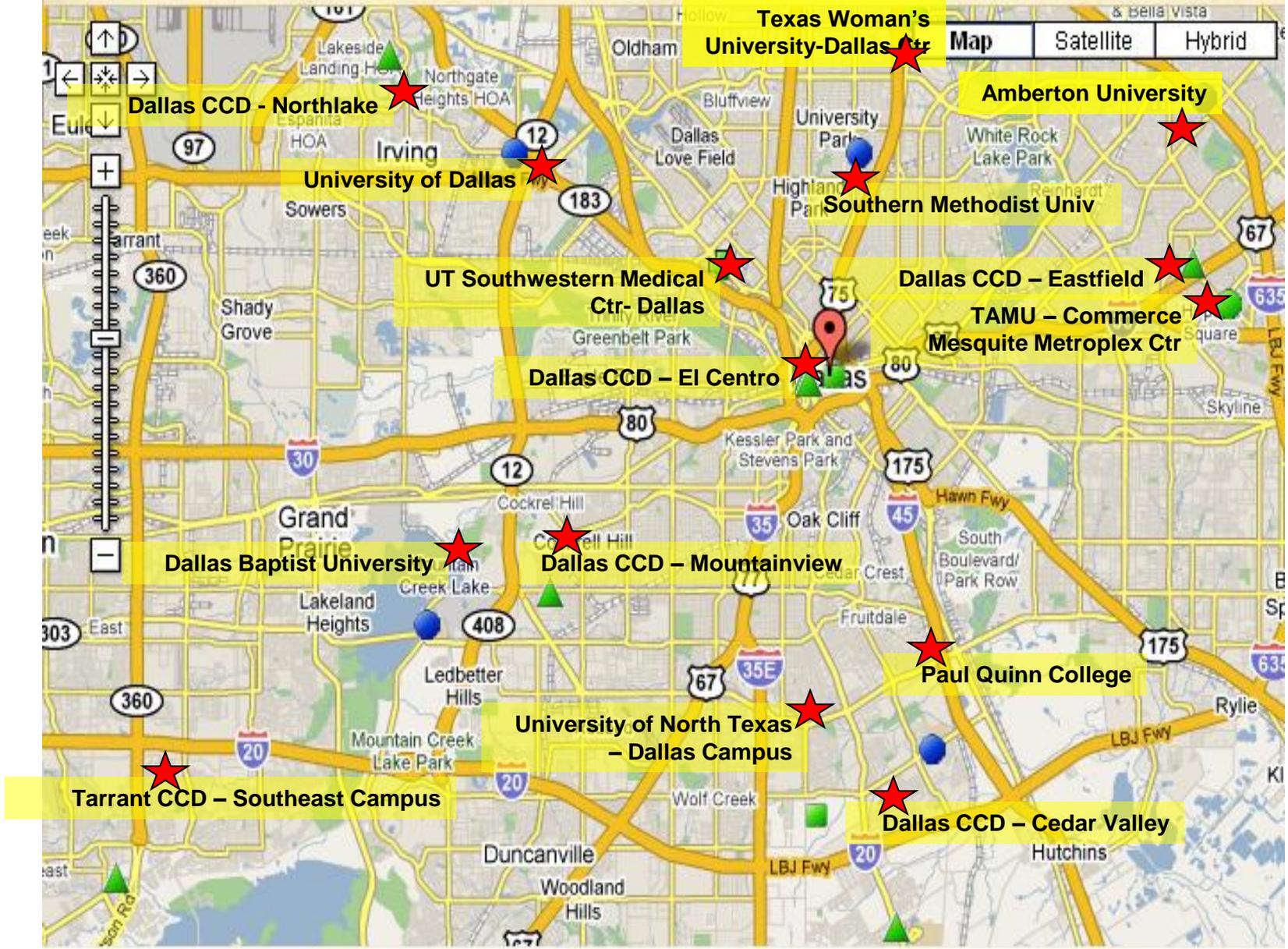
- Some enrolled students did not complete their higher education on time, or discontinued in the process. How to ensure all enrolled high school graduates finish their higher education successfully on time?
- It is a more critical issue for community colleges as almost 73% of the graduates started at 2-year did not receive a degree or certificate. What are the best practices in community colleges to help students graduate on time with an associate degree or certificate?
- The north Texas graduates were less interested in the job market-oriented certificate. Is this a concern?

# Regional H.E. Institutions: Tarrant County (9)

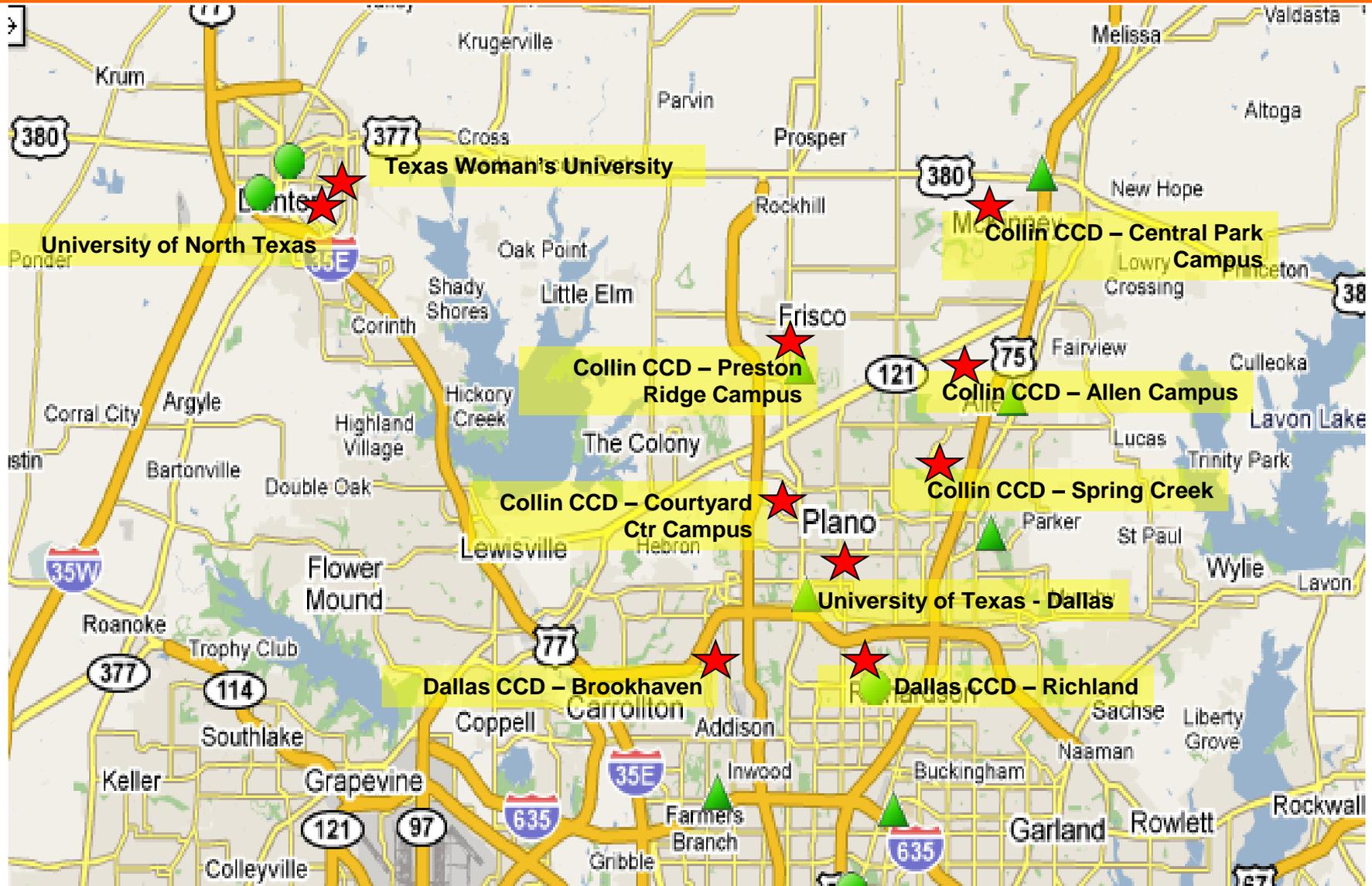


University of Texas at Arlington

# Regional H.E. Institutions: Dallas County (15)



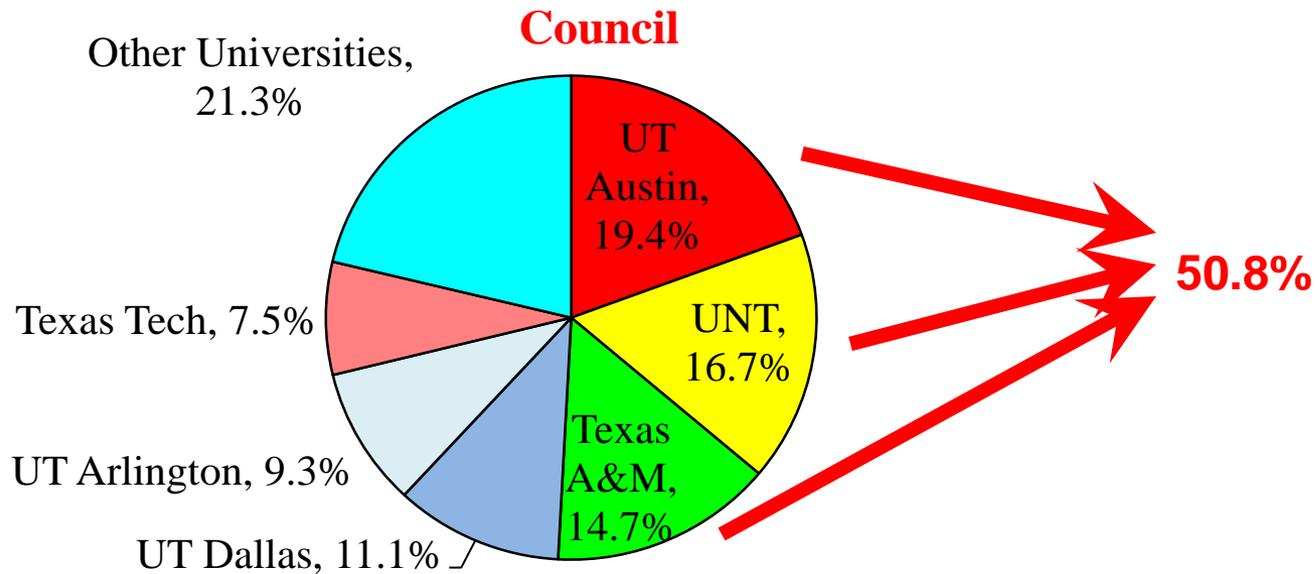
# Regional H.E. Institutions: North Dallas, Collin, and Denton Counties (10)



# Where Did They Get Their Bacc Degree?

Six universities consistently offered relatively large percentages of baccalaureate degree to the graduates, originally from the 14 ISDs in the North Texas Regional P-16 Council: UT Austin, UT Arlington, UT Dallas, Texas A&M, Texas Tech, and UNT. Among them, UT Austin, UNT, and Texas A&M. conferred over half of the degrees to the graduates originally from the local regional council.

Percent of Baccalaureate Degree Received from Texas Universities in the Classes of 1999-2001



## Summary of Findings on Universities That Offered the Degree

- The graduates of the classes of 1999-2001 in the North Texas Regional P-16 Council received their baccalaureate degrees from 35 universities in Texas. However, almost 80% of the degrees were offered by the six public universities: Texas A& M, Texas Tech, UNT, UT Arlington, UT Austin, and UT Dallas.
- The giant three - UT Austin, UNT, and Texas A&M, had consistently higher percentage across the districts. The three universities accounted over 50% of the degrees.
- Reputations – UT Austin, Texas A&M, and Texas Tech. The three prestigious universities offered over 40% of the degree even though they are not located in the DFW area.
- Convenience – UTD, UTA, or UNT. Each offered more degrees to the graduates in their own local areas.

# Implications of the Findings on Universities That Offered the Degree

- What are the factors influencing high school graduates choose the universities?
- How to build a win-win relationships on undergraduate enrollment between the rivalrous universities?
- How will the widespread computing technology-based distance education impact the undergraduate enrollment and graduation from higher education?

# Recommendations – Public Pre-K Enrollment

1. In order to have more qualified children enrolled in the quality Pre-K programs, we need to increase the community awareness on the importance of early childhood education, especially in the parents from non-traditional families.
2. Foster the partnership between the Head Start programs, private Pre-K programs, the public Pre-K programs to improve the reading, mathematics, and science instructions at the Pre-K level.

# Recommendations – Elementary Education

1. Work with the districts with relatively high percentages of first graders struggling in both reading and mathematics, to implement more effective intervention programs.
2. Identify the schools/campuses that had succeeded with large percentage of African American, Hispanic, and economically disadvantaged 3rd-5th grade students or with significant improvement in these three groups. Search for the critical success factors, and share the best practices.
3. Find the effective strategies to curb or narrow the widened gap in mathematics between the male and female students.

# Recommendations – Secondary Education

1. Identify the districts/campuses or individual groups that ranked high in middle school TAKS indicators, and share their successful stories with those having similar characteristics but with low performances.
2. Study the effectiveness of repeating grade, and identify the critical factors for effective retention programs.
3. Investigate the critical factors influencing the first time 9th or 12th graders taking advanced courses, and share the best practices.
4. Explore the factors that lead to low percentage and stagnant growth of the graduation plan on DAP.

# Recommendations – Postsecondary Education

1. Identify the critical factors that influence college readiness in the African American, Hispanic, and low SES students.
2. Investigate the reasons why the regional council was lower than the state on higher education enrollment, but with similar percentage of college-ready
3. Study the consequences of not enrolled in higher education.
4. Evaluate the impact of computing technology-based distance education on the choices of higher education institutions.
5. Examine why the high school graduates in north Texas were less interested in certificate than the state population.
6. Identify the critical factors and share the best practices for increasing degree/certificate completion.