North Texas Regional P-16 Gap Analysis for the School Year of 2008-2009

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Organization of This Presentation

1. **Socio-demographic Information**
   - The updated demography and changes of the general populations in the north Texas counties
   - The latest demography of the students in the school districts in the regional council
   - The updated accountability ratings and Adequate Yearly Progress (AYP) and changes
   - The 12 focal data elements
   - Additional data elements for trend analysis
2. **PK-5 Critical Factors**
   - Public Pre-K Enrollment in 2009
   - Grade 1 on Grade-Level in 2008
   - Performances on G3 Reading, G4 Writing, and G5 Math in 2009
3. **Middle School Success Factors**
   - Grades 6-8 TAKS scores in 2009
   - Retention Rates in Grade 6-12 in 2006-2008
4. **High School Success Factors**
   - 9th Graders Taking Advanced Courses in 2009
   - 9th Grader Advanced to 10th Grade On Time in 2008
   - 12th Graders Taking Advanced Courses in 2009
   - Outcomes of the 9th Grade Cohort of 2004-2005 in 2007-2008
5. **Transitions to College and Higher Education Success Factors**
   - College Readiness in 2008
   - Higher Education Enrollment in 2007, 2008, and 2009
   - Higher Education Graduation of Classes 2000-2002 in 2007-2008
6. **Recommendations**

Note: Red – Data points are one year behind
Blue - one year ahead of the provided data.

Purposes of the 2009 Gap Analysis

- Presenting the performances in the regional council and its member school districts on the 12 key indicators
- Conducting the horizontal gap analysis between the regional council and the state on the core indicators with the provided 2009 data sets,
- Tracking the changes on the 12 data elements from 2008 to 2009 or from 2007 to 2008 depending on the provided data points, in comparing with the 2008 baselined metrics
- Identifying trends over time on the relevant indicators with multi-year data.

The Focal Data

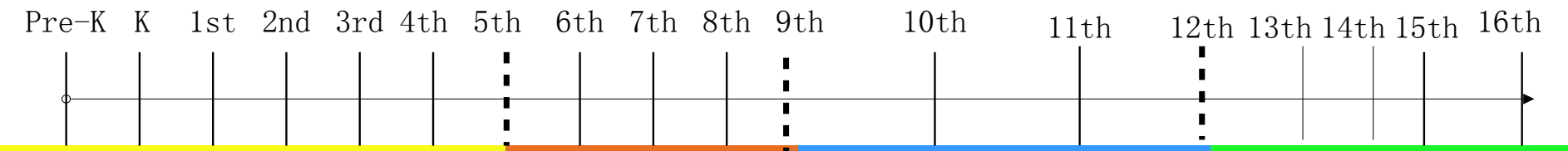
Suggested Data Elements for Analysis

Pre-K – 5th Grade Indicator

High School Success Factors

Middle School Success Factors

Transition to College and TX HE Success Factors



Pre-K – 5th Grade Indicator:

1. *# Children enrolled in public pre-K (2008-09)*
2. # students meeting standard for 2nd grade by the end of 1st grade assessed by # 1st graders enrolled in ARI and AMI (2007-08)
3. *# students meet minimum and commended standards on TAKS for Grade 3 Reading, Grade 4 Writing, and Grade 5 Mathematics (2008-09)*

Red – data points are one year behind

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 (2008-09)
2. *Retention rate for 6th, 7th, and 8th graders (2007-08)*

High School Success Factors:

1. *# 1st time 9th graders taking 10th grade level course (2008-09)*
2. *# 1st time 9th graders advance to 10th grade on time (2007-08)*
3. *12th graders taking advanced coursework (2008-09)*
4. *Outcomes for the 9th grade cohort (2004-05) that graduated with MHP, RHSP, or DAP; continued, earned GED, dropped out, or as other leavers in 2007-08*

Transition to College and TX HE Success Factors:

1. # high school graduates were college-ready (2007-08)
2. # high school graduates directly enrolled into HE (2007-08)
3. # high school graduates earned HE degree or certificate within 6 years (classes of 2000, 2001, and 2002) in 2007-08

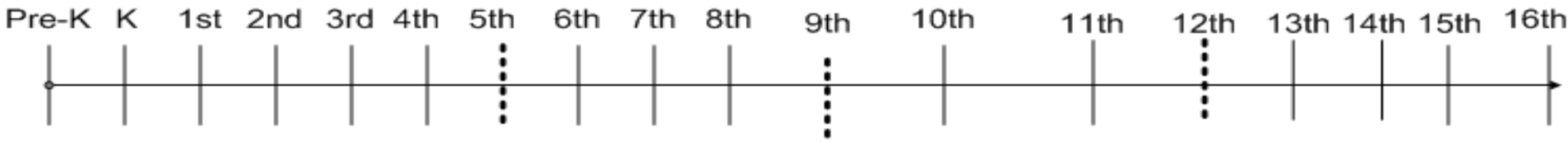
Modifications from the Previous Data Elements

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:

No Change,
Data Proceed 1 Year

Middle School Success Factors:

No Change,
Data Proceed 1 Year

High School Success Factors:

No Change,
Data Proceed 1 Year

Transition to College and TX HE Success Factors:

- Different from the 2008 data file, the state total was unavailable on higher education graduation in 2009.

Added Data Elements for Trend Analysis

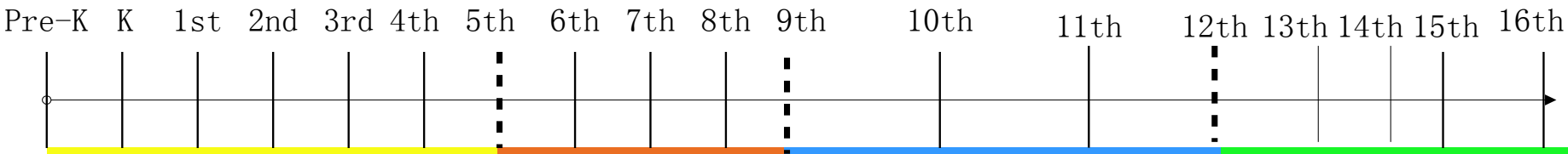
- To identify the trends, we located and used some additional multi-year data

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 from 2004 to 2009, expanding from on year to 6 years.*
- *% of students passing TAKS fin Grade 3 Reading, Grade 4 Writing, and Grade 5 Mathematics from 2003 to 2009, expanding from one year to 7 years.*

Middle School Success Factors:

- *Retention rate for 6th- 12th graders from 2006 to2008, expanding one year to 3 years and expanding the grades to 6-12 from 6-8.*

High School Success Factors:

- Added High school students graduated with MHP/IEP, RHSP, or DAP from 1997-1998 to 2007-2008

Transition to College and TX HE Success Factors:

- Added College readiness on TSI Higher Ed Readiness Component on English Language Arts and Math from 2004 to 2009
- Added HS Graduates Enrolled in HE the Following Fall from 2007 to 2009 in North Texas (see the next slide)

Plus, (a) Demographic change from 2008 to 2009
(b) Student's Demography from 2003 to 2009
(c) Accountability Ratings and AYP from 2004 to 2009

Added Data Elements for Trend Analysis

- On Higher Education Enrollment

From the data set provided by the THECB P-16 Initiatives:

# of Higher Ed Enrollment in the state, the regional councils, and ISDs for the graduates of 2007-08.

Issue 1: total only, not breaking down into 2-year and 4-year
Issue 2: the data point is one year behind
Issue 3: no numbers for the counties in Texas

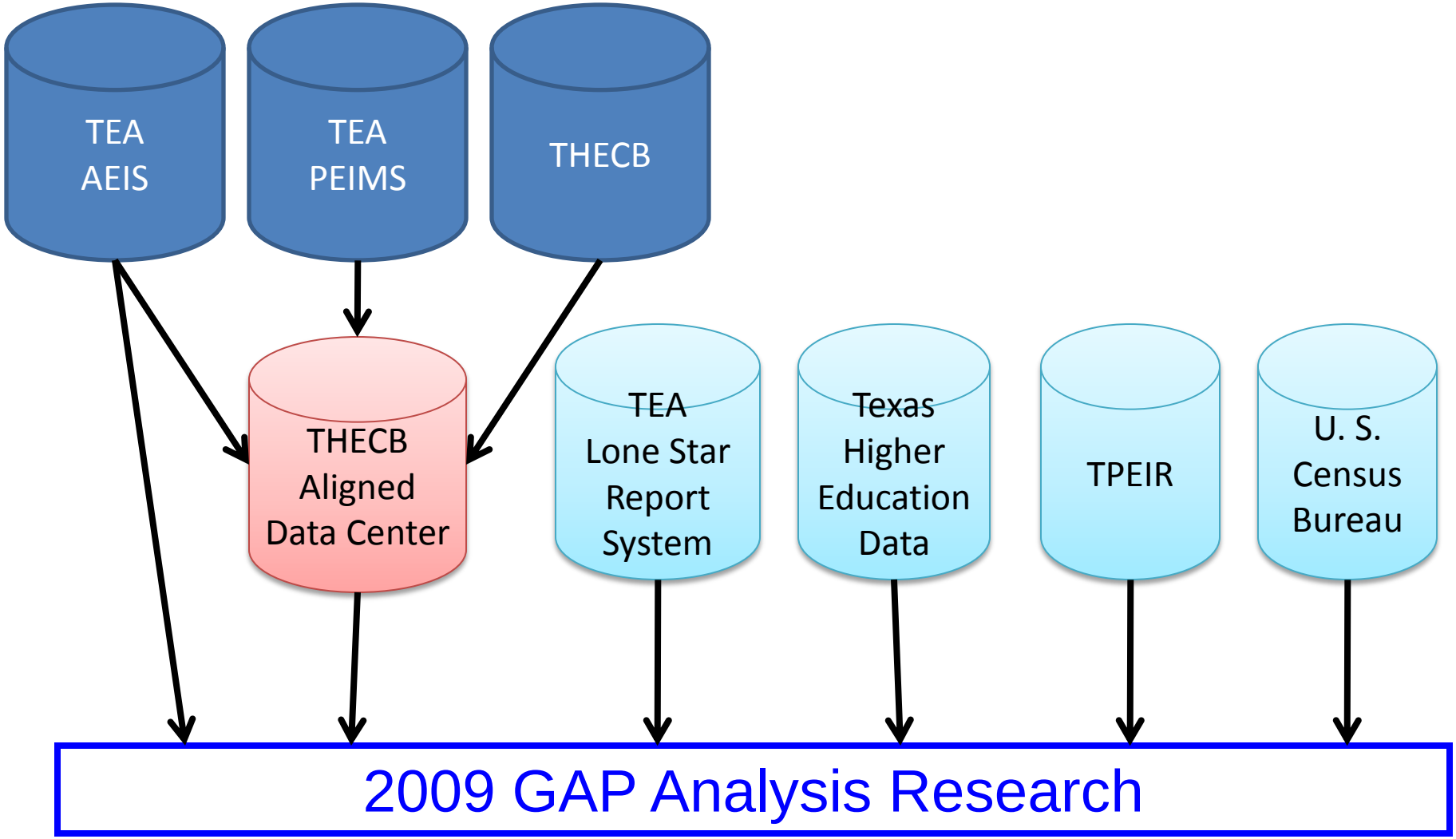
From High School to College Linkages (http://www.txhighereddata.org/interactive/hscolllink.cfm)\

1. High School Graduates Enrolled in Higher Education the Following School Year by High School County
    - Pros: data for the state and counties; Four categories - 2-year, 4-year, not trackable, and not found
    - Cons: from 1995-996 to 2005-2006 only
2. High School Graduates Enrolled in Higher Education the Following School Year by High School County, School District
    - Pros: data for the state, counties, and P-16 councils could be derived; Four categories - 2-year, 4-year, not trackable, and not found; the latest 2008-09 data are available as well.
    - Cons: time-consuming manual calculations to derive the totals for the state. We have done the Classes of 2006-07, 2007-08, and 2008-09. Data for other councils are available as well.

What do we do on this indicator?

2008 ➔2007, 2008, 2009; total➔2-year, 4-year, and total; No counties ➔ Counties

Data Sources for the Research Studies



Member School Districts

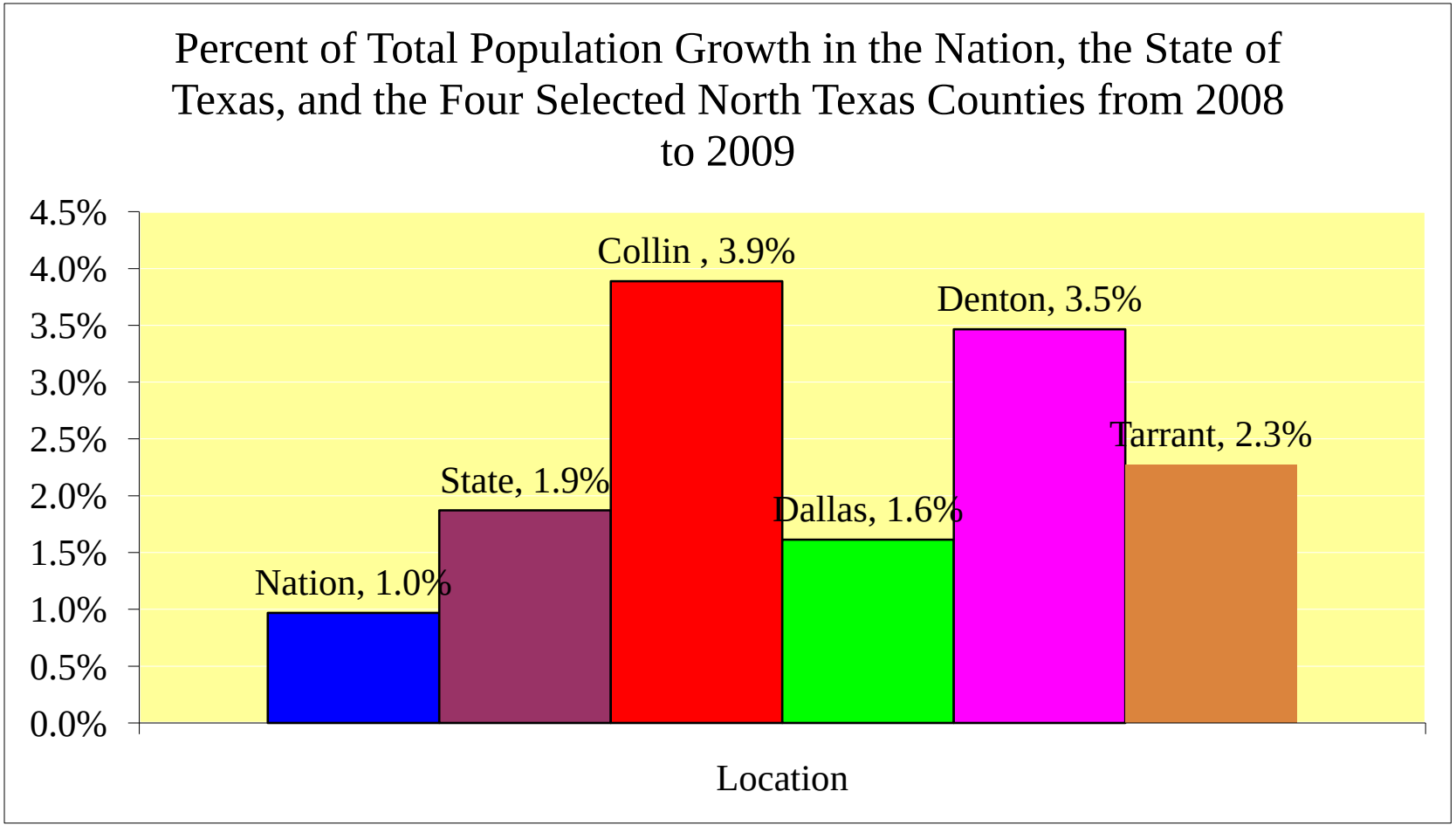
School Districts in the North Texas Regional P-16 Council in 2009

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

* Region XI in the Texas Education Service Center Region, others in Region X

Put it in the Context:
The Demographic Profiles

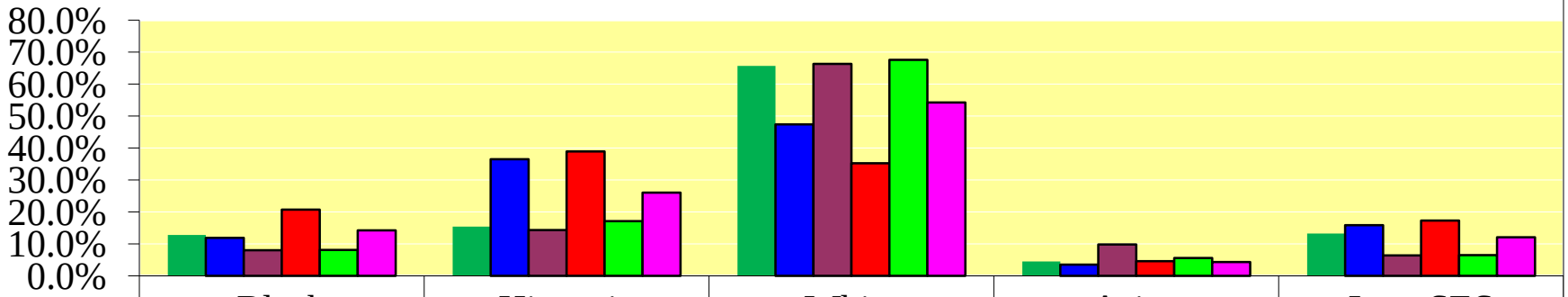
All of the four north Texas counties except Dallas County had increased faster than the state from 2008 to 2009. Small counties grew faster than the large ones.



Source: U.S. Census Bureau: State and County QuickFacts. 2010

The Dallas County was much more socio-demographically diversified than the state and the other three north Texas counties in 2008.

Population Composition in 2008 in the Nation, the State, and the North Texas Counties



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

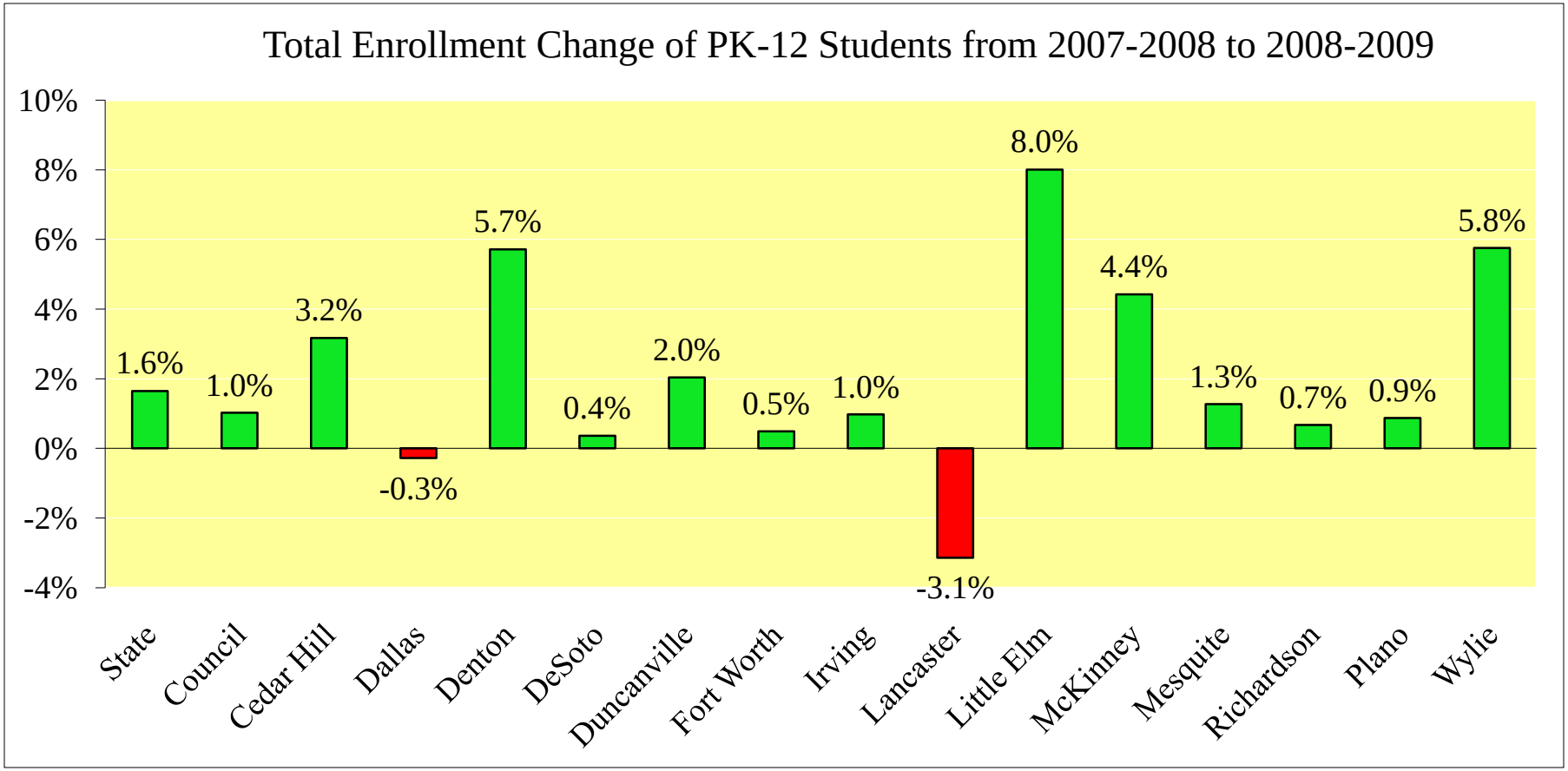
Source: U.S. Census Bureau: State and County QuickFacts. 2010

Summary of the Regional Demography and Changes

- The nation, the state, and the north Texas counties continue to grow on diversity.
- The north Texas had grown faster than the state, and the state was faster than the nation on diversity.
- Diversity was not evenly distributed in north Texas. Dallas County had the largest percentage of underrepresented population in the four counties, followed by Tarrant County. Nevertheless, the other two counties had grown fast on diversity in recent years.

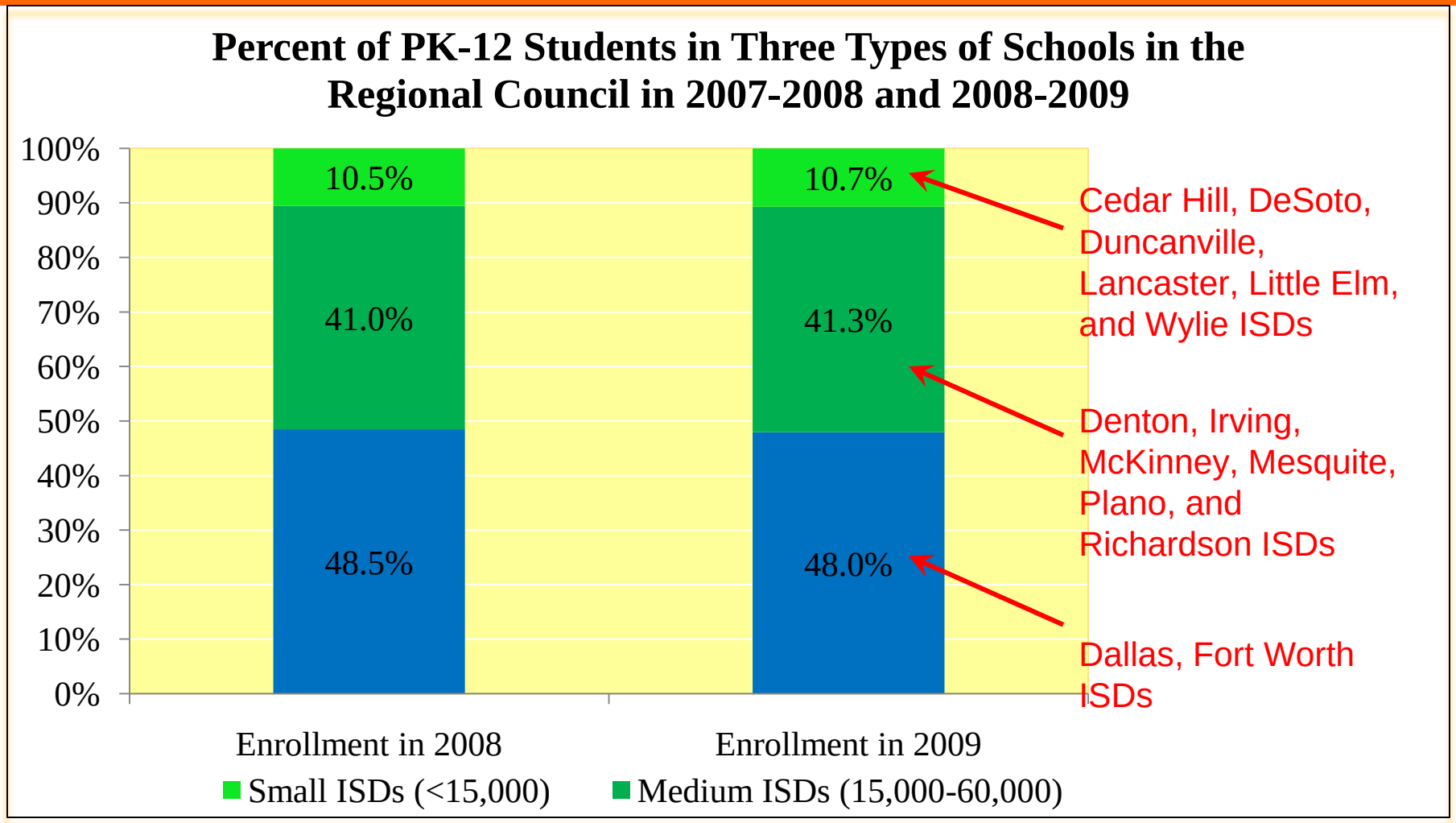
The Dynamic Schools

Most ISDs Experienced PK-12 Enrollment Increase from 2008 to 2009.



Source: TEA AEIS Reports 2007-2008 and 2008-2009

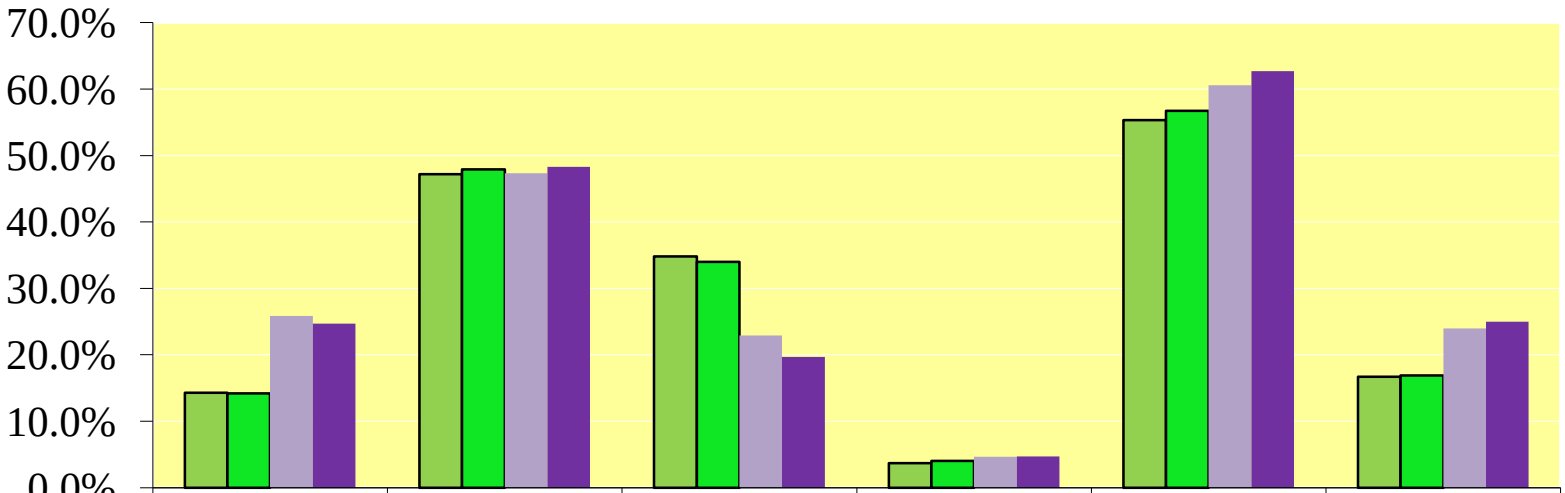
The distribution pattern of the three types of school districts had remained virtually the same from 2008 to 2009.



Source: TEA AEIS Reports 2007-2008 and 2008-2009

The regional council had become diversified faster than the state from 2008 to 2009.

Percent of the ECE-12 Student Composition in the State and the Regional Council in 2008 and 2009

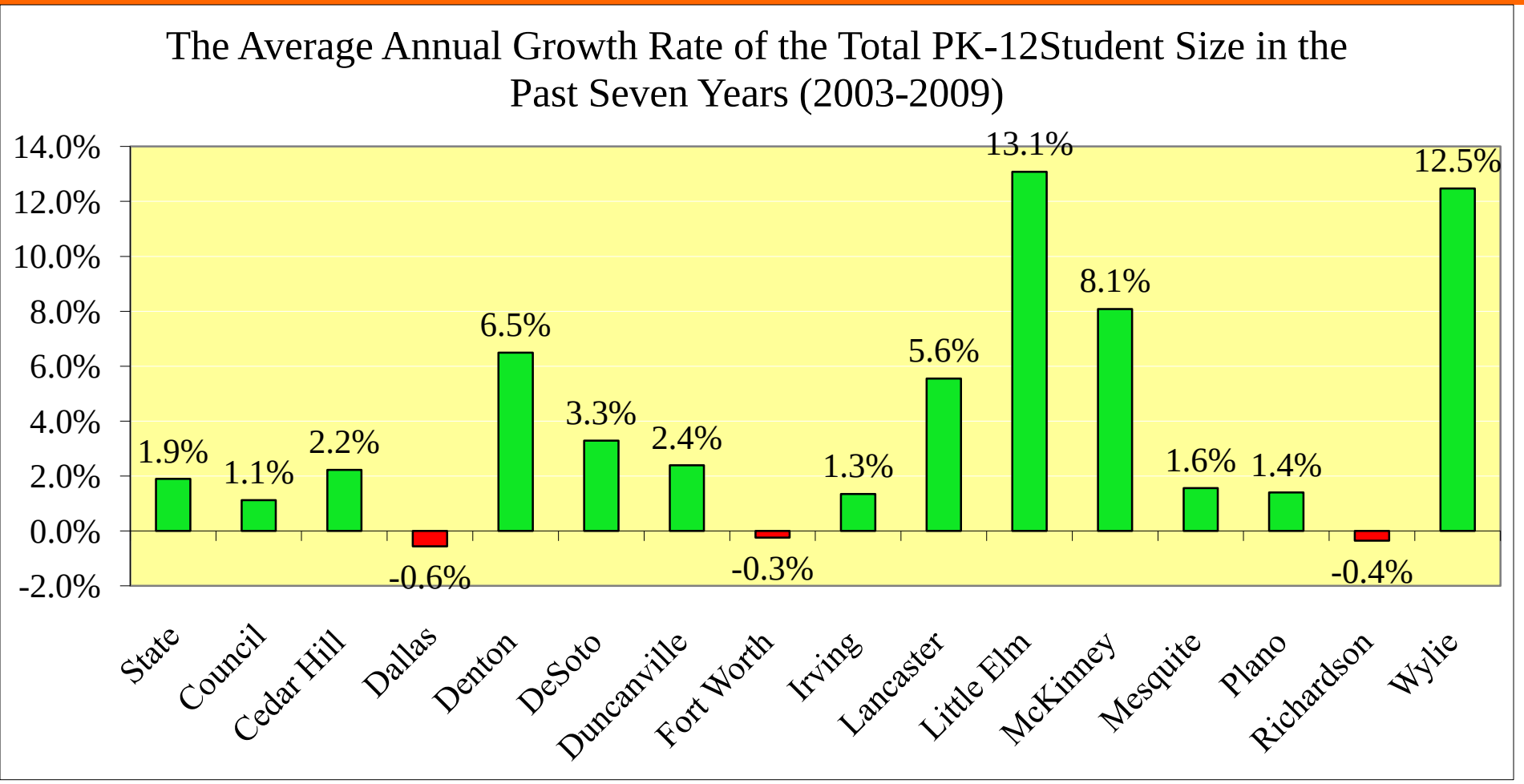


	African American	Hispanic	White	Other Minorities	Low SES	LEP
State in 2008	14.3%	47.2%	34.8%	3.7%	55.3%	16.7%
State in 2009	14.2%	47.9%	34.0%	4.0%	56.7%	16.9%
Council in 2008	25.8%	47.3%	22.9%	4.6%	60.6%	24.0%
Council in 2009	24.7%	48.3%	19.7%	4.7%	62.7%	25.0%

Source: TEA AEIS Reports 2007-2008 and 2008-2009

Track the Change

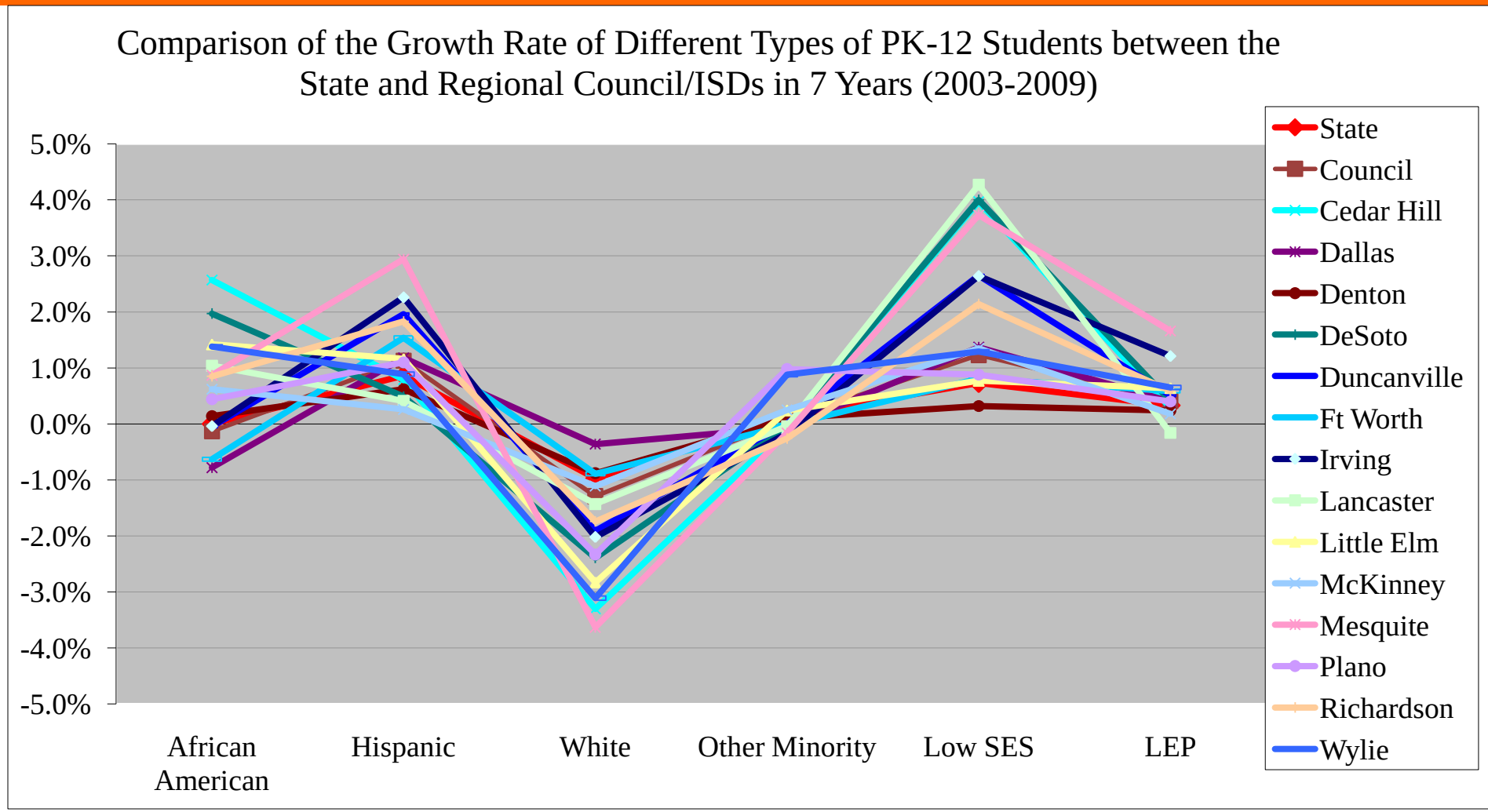
Most ISDs had grown in total enrollment, especially in some small/medium school districts from 2003 to 2009.



Source: TEA AEIS Reports 2003-2009

Track the Change

Most ISDs had grown faster than the state on Black/Hispanic/Low SES Students from 2003 to 2009.



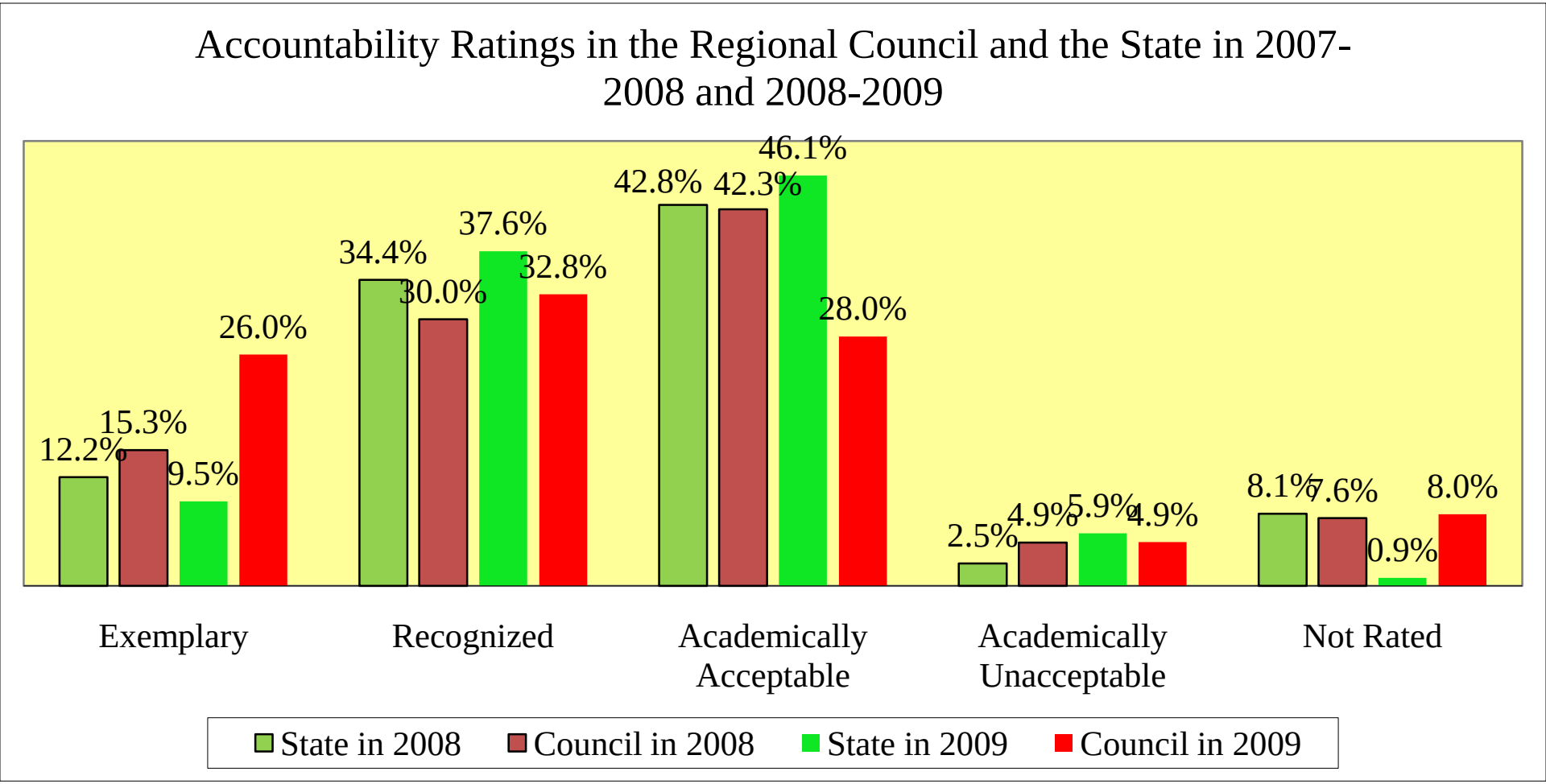
Source: TEA AEIS Reports 2003-2009

Summary of Student and School Profiles

- The regional council had grown in the total ECE-12 student size from 2008 to 2009.
- The council had increased its total ECE-12 student size almost twice as fast as the state for the past six years.
- Small districts tended to grow faster.
- The ratios of the three types of school districts in term of student size almost remained the same from 2008 to 2009.
- The regional council had continuously grown on diversity, even faster than the state.

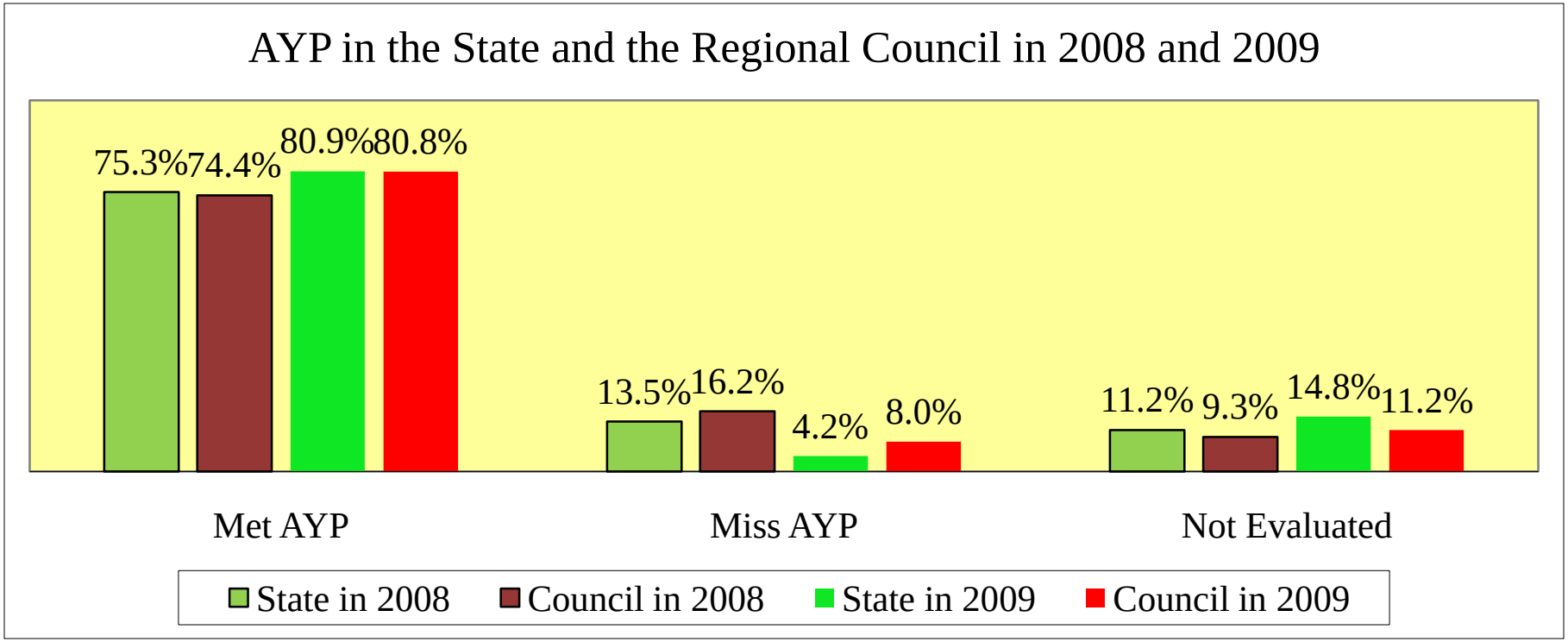
The Accountability Ratings and AYP

The council had made remarkable improvement on ‘Exemplary ’ and ‘Recognized’ from 2008 to 2009.



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

Both the state and the regional council had improved on AYP from 2008 to 2009, and the council had caught up with the state on AYP by 2009.



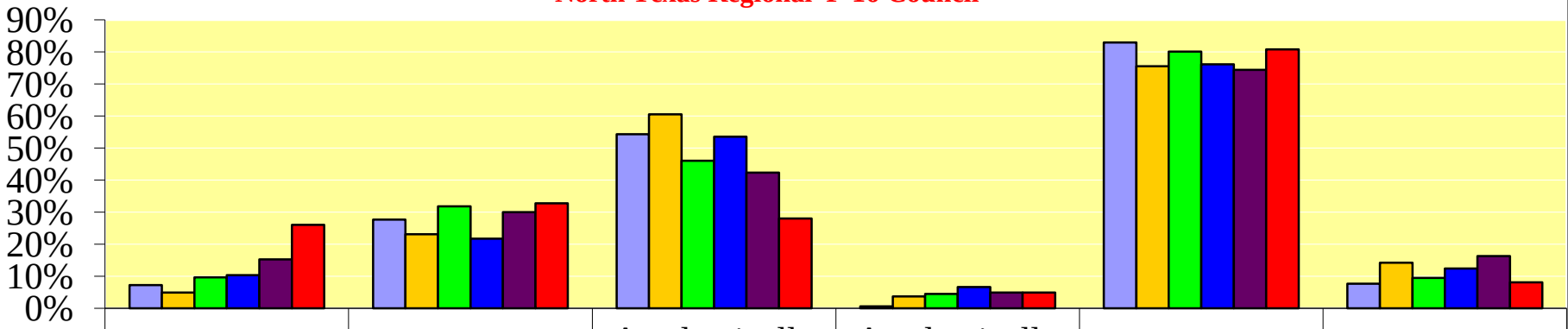
Source: TEA LONESTAR (http://www.lonestarreports.com/)

Track the Change

Significant increase on 'Exemplary', noticeable growth on 'Recognized', and virtually no change on 'Met AYP' from 2004 to 2009.

Accountability Ratings and Adequate Yearly Progress in the Regional Council from 2004 to 2009

North Texas Regional P-16 Council

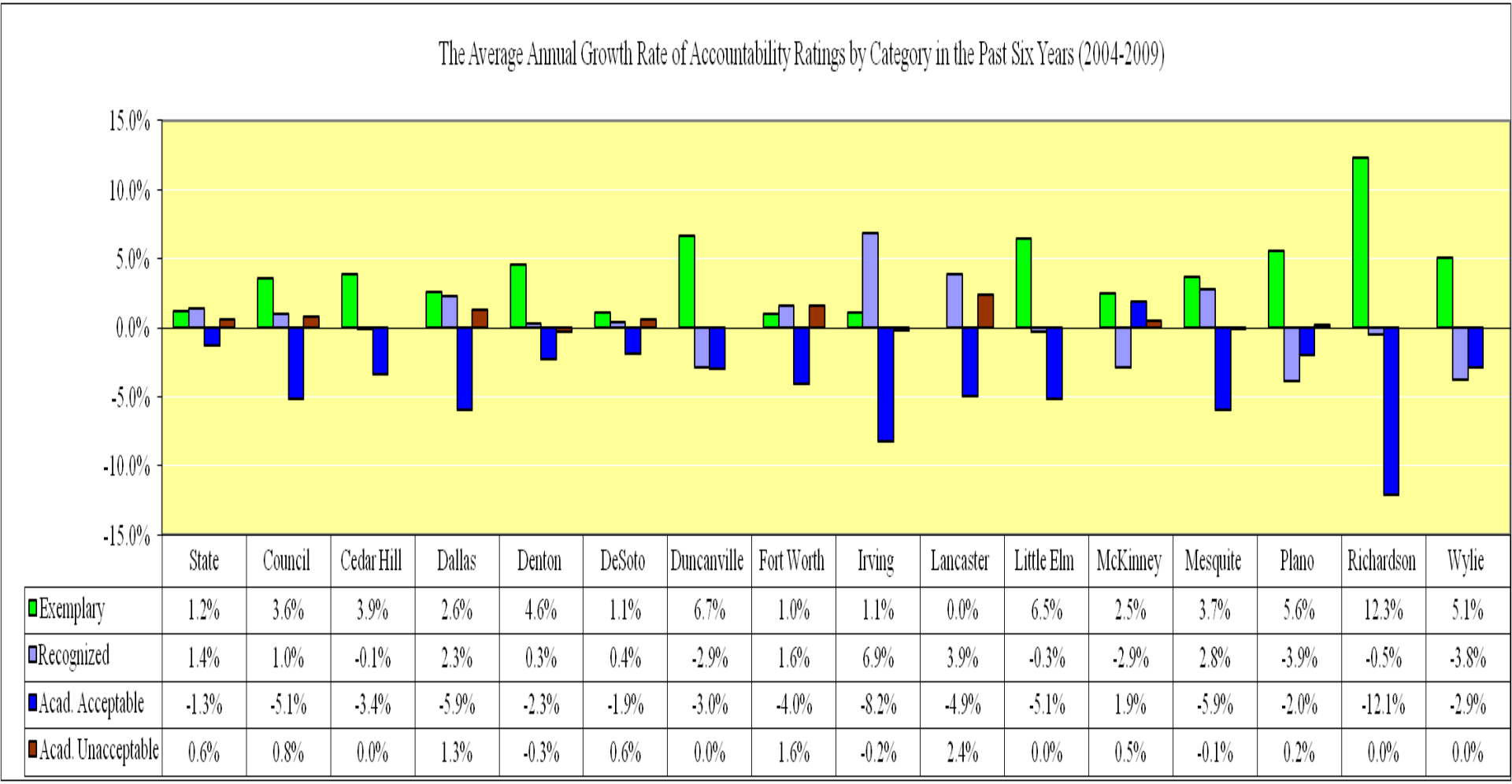


	Exemplary	Recognized	Academically Acceptable	Academically Unacceptable	Met AYP	Missed AYP
2003-04	7.2%	27.7%	54.3%	0.6%	82.9%	7.6%
2004-05	4.9%	23.1%	60.5%	3.6%	75.5%	14.2%
2005-06	9.6%	31.8%	46.1%	4.4%	80.1%	9.4%
2006-07	10.3%	21.7%	53.5%	6.6%	76.1%	12.4%
2007-08	15.3%	30.0%	42.3%	4.9%	74.4%	16.2%
2008-09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

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

Track the Change

Positive growth on 'Exemplary' and 'Recognized', and decrease on 'Academically Acceptable' in the state, the regional council, and most of the ISDS from 2004 to 2009.

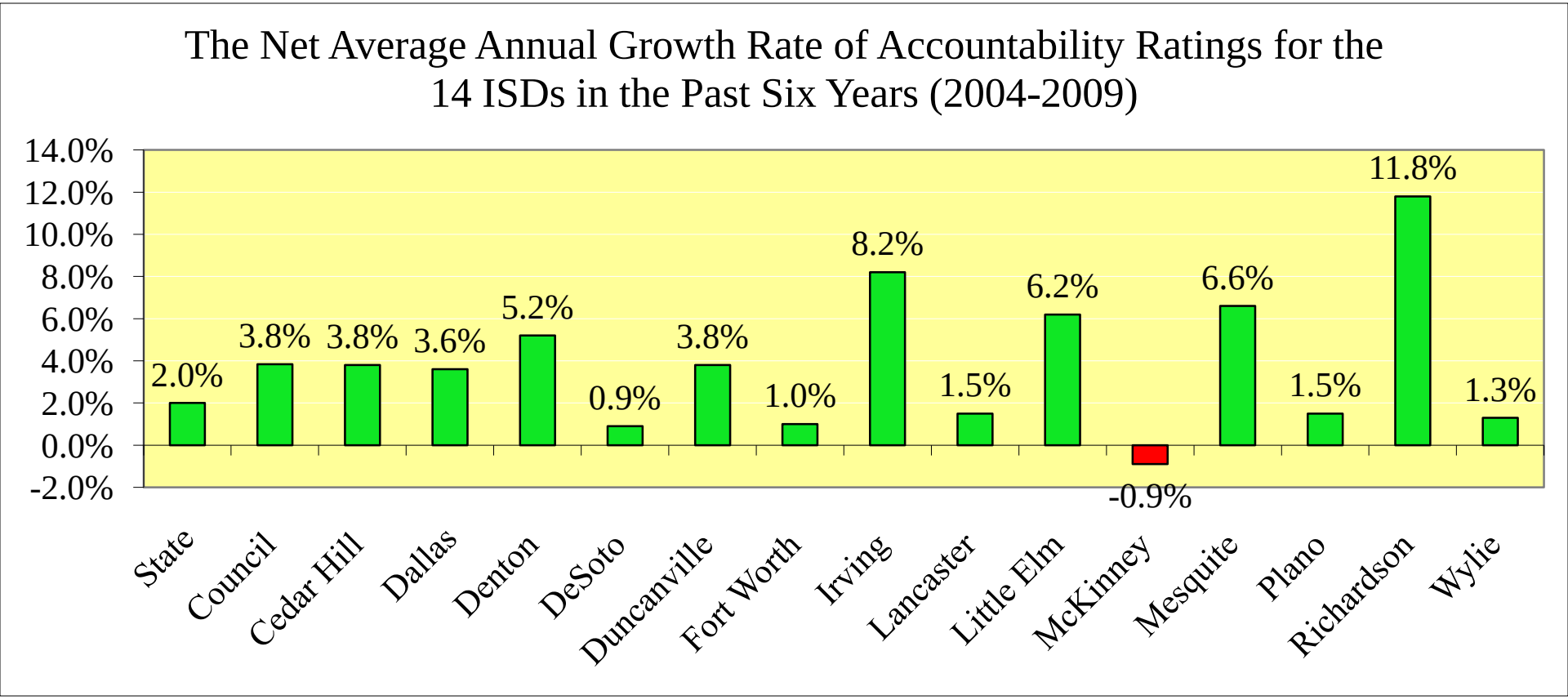


	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
Exemplary	1.2%	3.6%	3.9%	2.6%	4.6%	1.1%	6.7%	1.0%	1.1%	0.0%	6.5%	2.5%	3.7%	5.6%	12.3%	5.1%
Recognized	1.4%	1.0%	-0.1%	2.3%	0.3%	0.4%	-2.9%	1.6%	6.9%	3.9%	-0.3%	-2.9%	2.8%	-3.9%	-0.5%	-3.8%
Acad. Acceptable	-1.3%	-5.1%	-3.4%	-5.9%	-2.3%	-1.9%	-3.0%	-4.0%	-8.2%	-4.9%	-5.1%	1.9%	-5.9%	-2.0%	-12.1%	-2.9%
Acad. Unacceptable	0.6%	0.8%	0.0%	1.3%	-0.3%	0.6%	0.0%	1.6%	-0.2%	2.4%	0.0%	0.5%	-0.1%	0.2%	0.0%	0.0%

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

Track the Change

The regional council and nine out of the 14 ISDs had grown faster than the state on accountability ratings from 2004 to 2009.

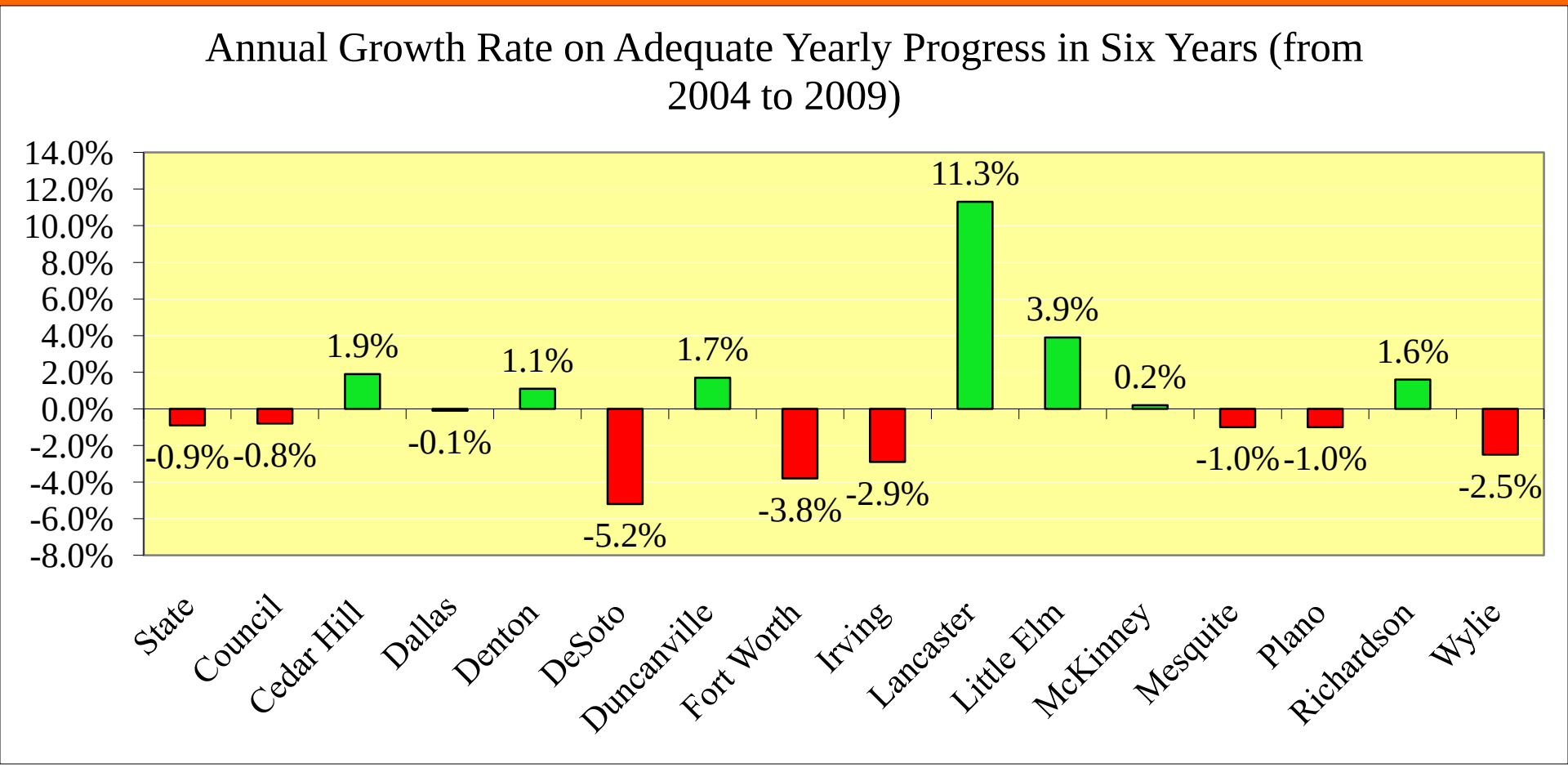


Source: TEA LONESTAR (http://www.lonestarreports.com/)

Note: Net change = Exemplary + Recognized – Academically Unacceptable

Track the Change

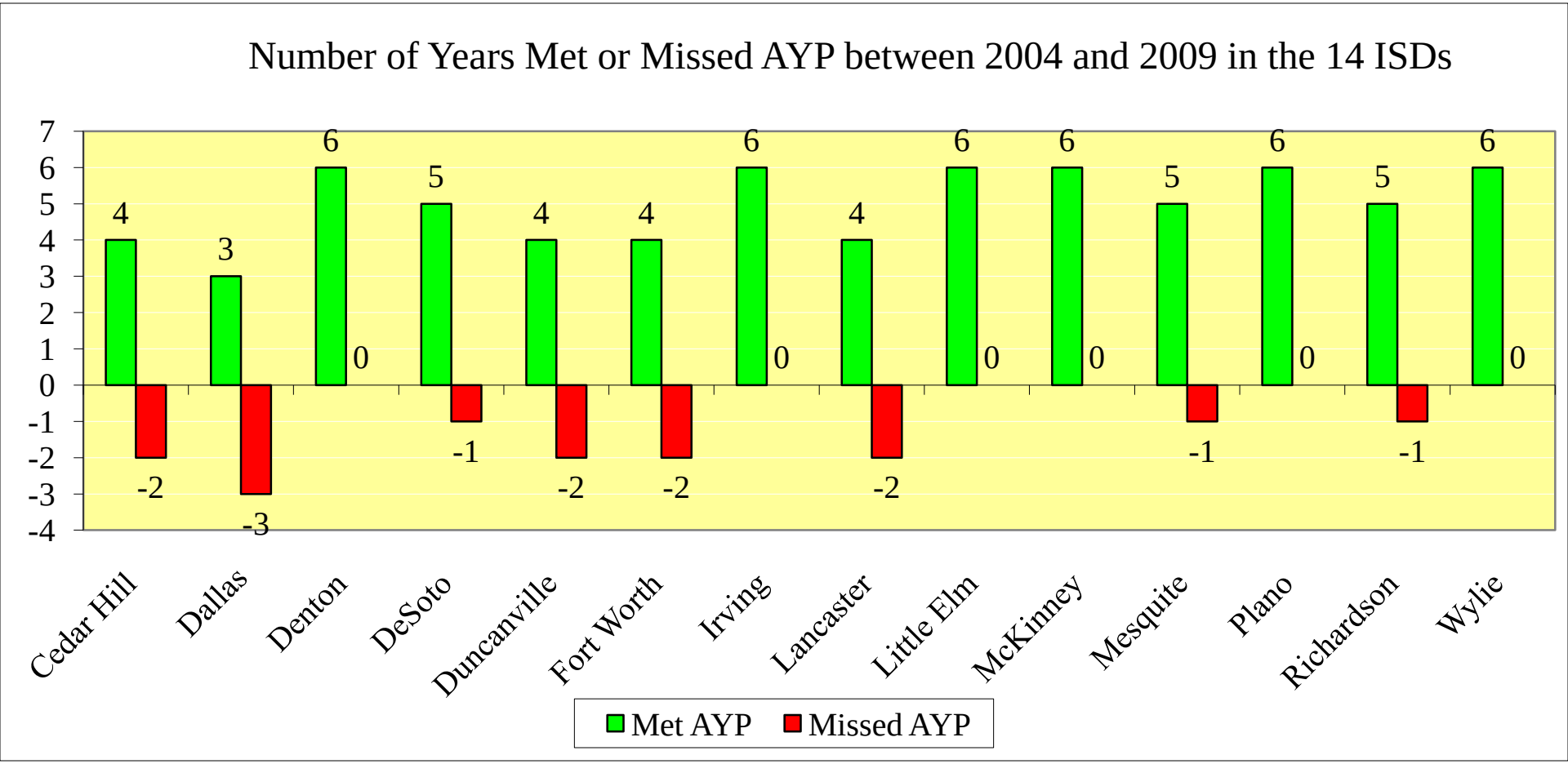
The state, the regional council, and most of the ISDs had not improved on AYP from 2004 to 2009.



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

Track the Change

No ISDs missed more than 3 years. One ISD missed three years, four ISDs missed 2 times, and 3 missed once. The other 6 ISDs had always been on target.



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

Summary of Accountability Ratings and AYP Evaluations

- The regional council had made tremendous progress on accountability ratings from 2008 to 2009, and it had surpassed the state by the school year of 2008-09.
- Both the regional council and the state had also improved on AYP, and the council had grown somewhat faster the state from 2008 to 2009. But the council was still slightly behind the state on AYP by 2009.
- The trend analysis over the past years indicates that the council and the state had steady growth on accountability ratings. The council was almost twice as fast as the state. But both the council and the state had declined at an annual rate of almost 1% on AYP from 2004 to 2009.

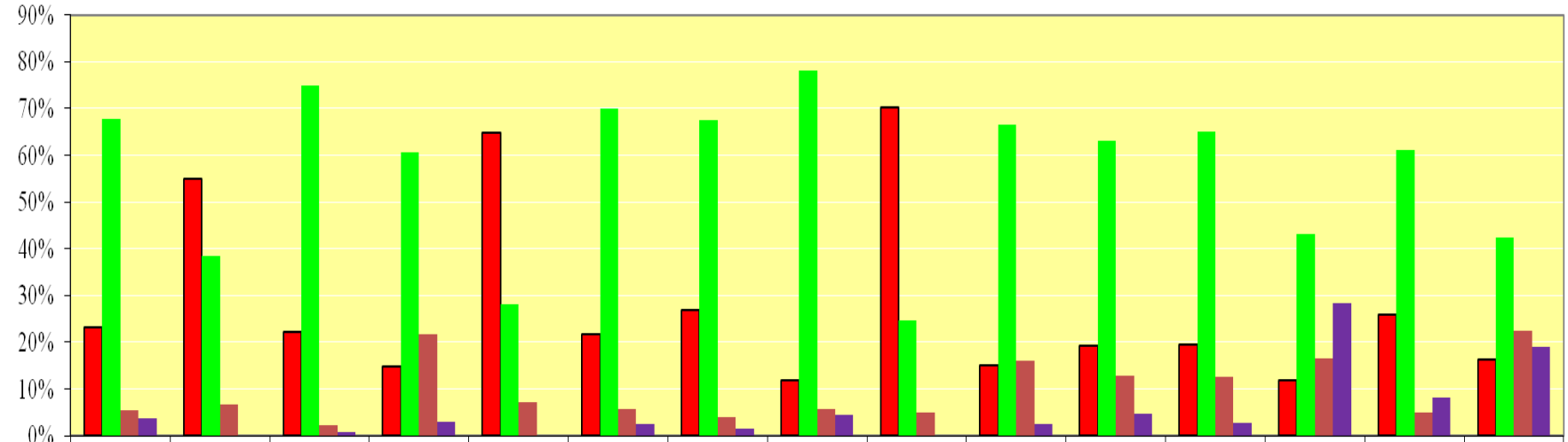
Pre-K-5 Indicator

Children Enrolled in Public Pre-K

African American and Hispanic were the two largest groups in most of the ISDs in 2009, like in 2008.

Percentages of the Public Pre-K Children in Different Ethnic Groups in 2008 and 2009

2008-2009

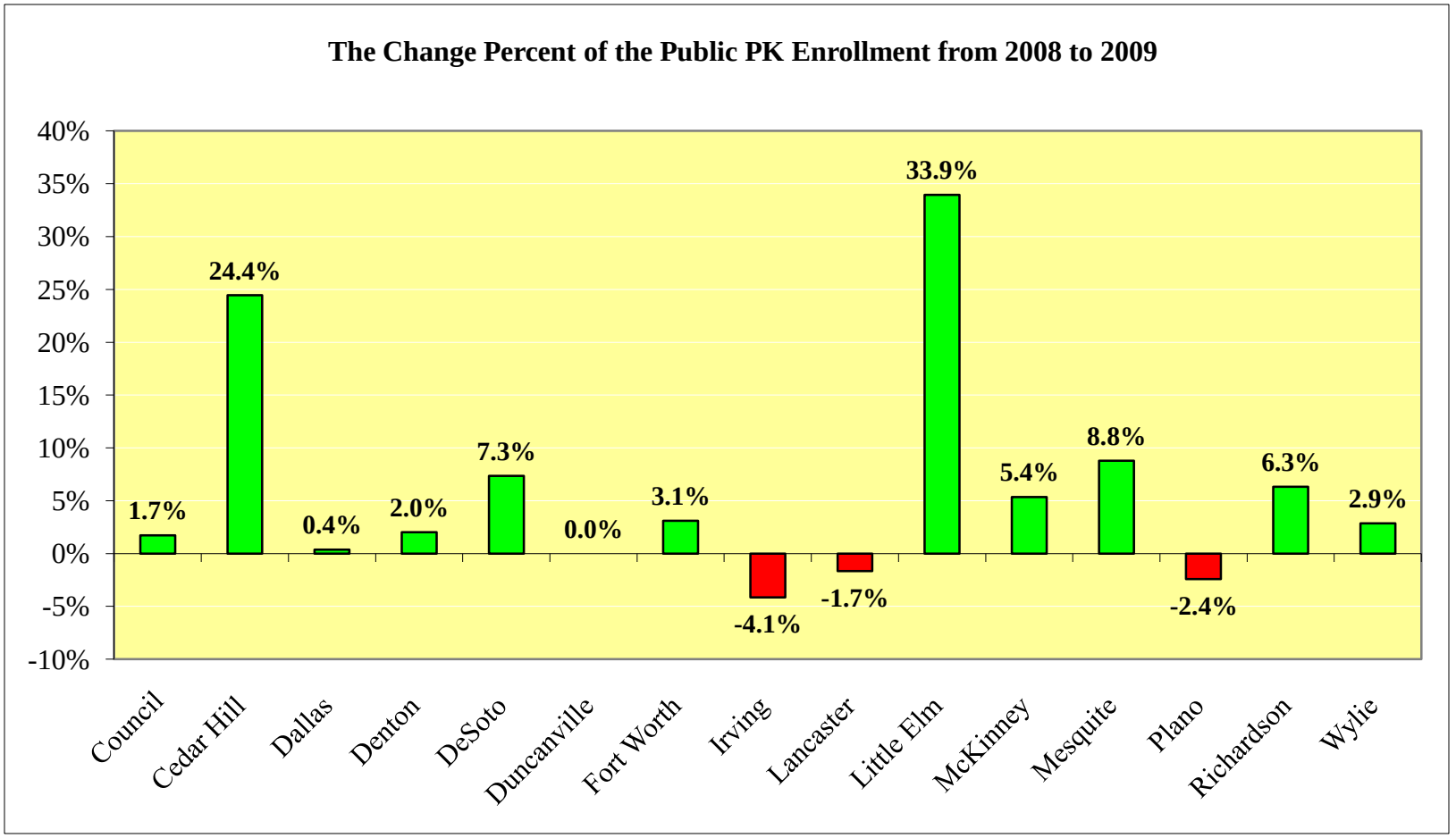


	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
African American	23.2%	54.9%	22.2%	14.7%	64.9%	21.7%	26.8%	11.8%	70.3%	15.1%	19.2%	19.5%	11.8%	25.8%	16.4%
Hispanic	67.7%	38.3%	74.8%	60.7%	28.0%	70.0%	67.5%	78.1%	24.7%	66.5%	63.1%	65.0%	43.2%	61.1%	42.3%
White	5.4%	6.7%	2.1%	21.7%	7.1%	5.8%	4.1%	5.6%	5.0%	16.0%	12.9%	12.7%	16.6%	5.0%	22.4%
Other	3.8%	0.0%	0.9%	2.9%	0.0%	2.4%	1.6%	4.4%	0.0%	2.5%	4.8%	2.8%	28.4%	8.1%	18.9%

Source: THECB P-16 Initiative Ad Hoc Data on Public Pre-K enrollment in 2008-2009.

Children Enrolled in Public Pre-K

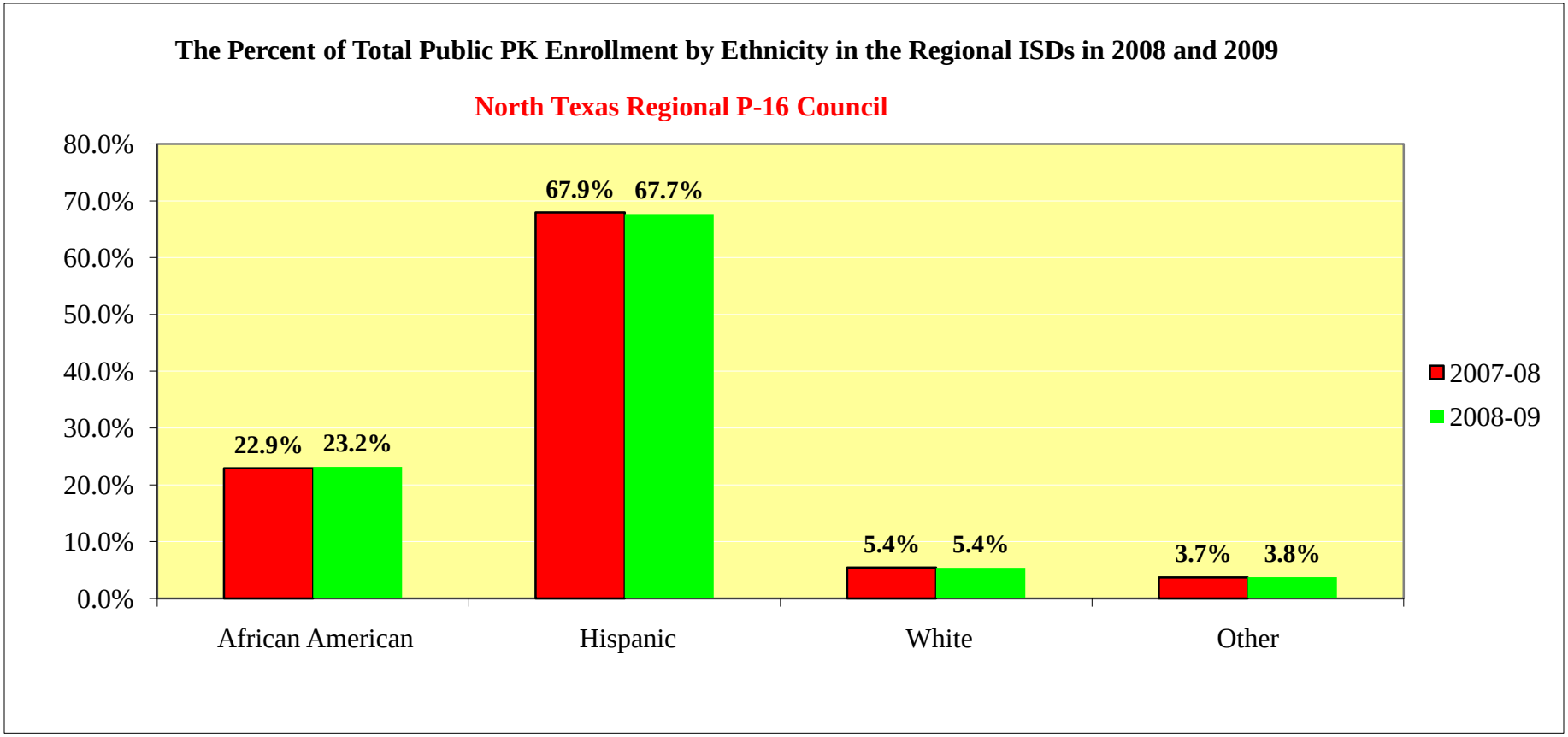
Most ISDs had increased in public PK enrollment from 2008 to 2009, especially in the small ISDs.



Source: THECB P-16 Initiative Ad Hoc Data on Public Pre-K enrollment in 2007 -2008 and 2008-2009.

Children Enrolled in Public Pre-K

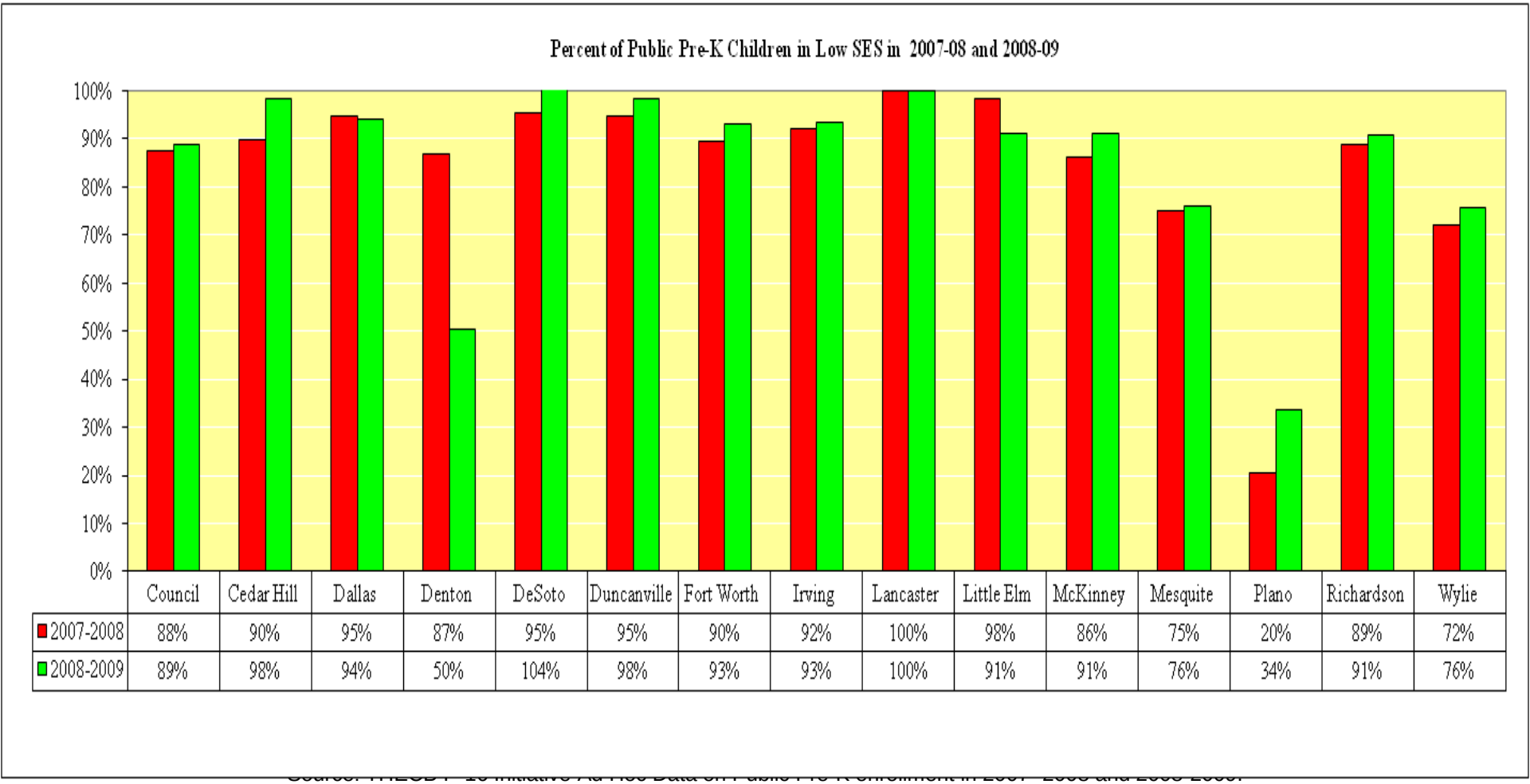
Nearly no changes on ethnic composition of the enrolled children from 2008 to 2009.



Source: THECB P-16 Initiative Ad Hoc Data on Public Pre-K enrollment in 2007 -2008 and 2008-2009.

Children Enrolled in Public Pre-K

Most ISDs had the similarly high percentages of the low SES enrollees from 2008 to 2009.

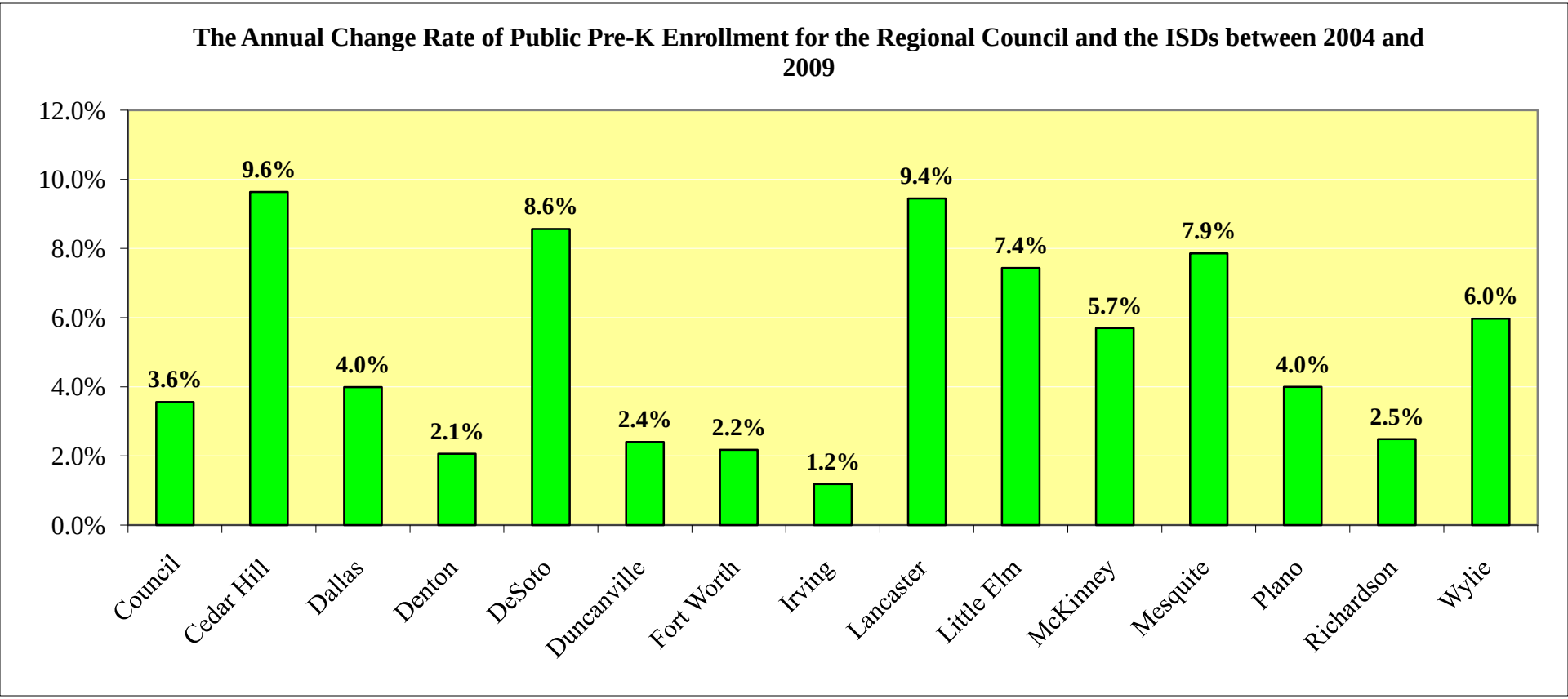


	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2007-2008	88%	90%	95%	87%	95%	95%	90%	92%	100%	98%	86%	75%	20%	89%	72%
2008-2009	89%	98%	94%	50%	104%	98%	93%	93%	100%	91%	91%	76%	34%	91%	76%

Track the Change

Children Enrolled in Public Pre-K

The public PK enrollment in all ISDs had increased from 2004 to 2009. Small ISDs had grown faster.



Source: THECB P-16 Initiative Ad Hoc Data on Public Pre-K enrollment in 2007 -2008 and 2008-2009.

Findings on the Public Pre-K Enrollment

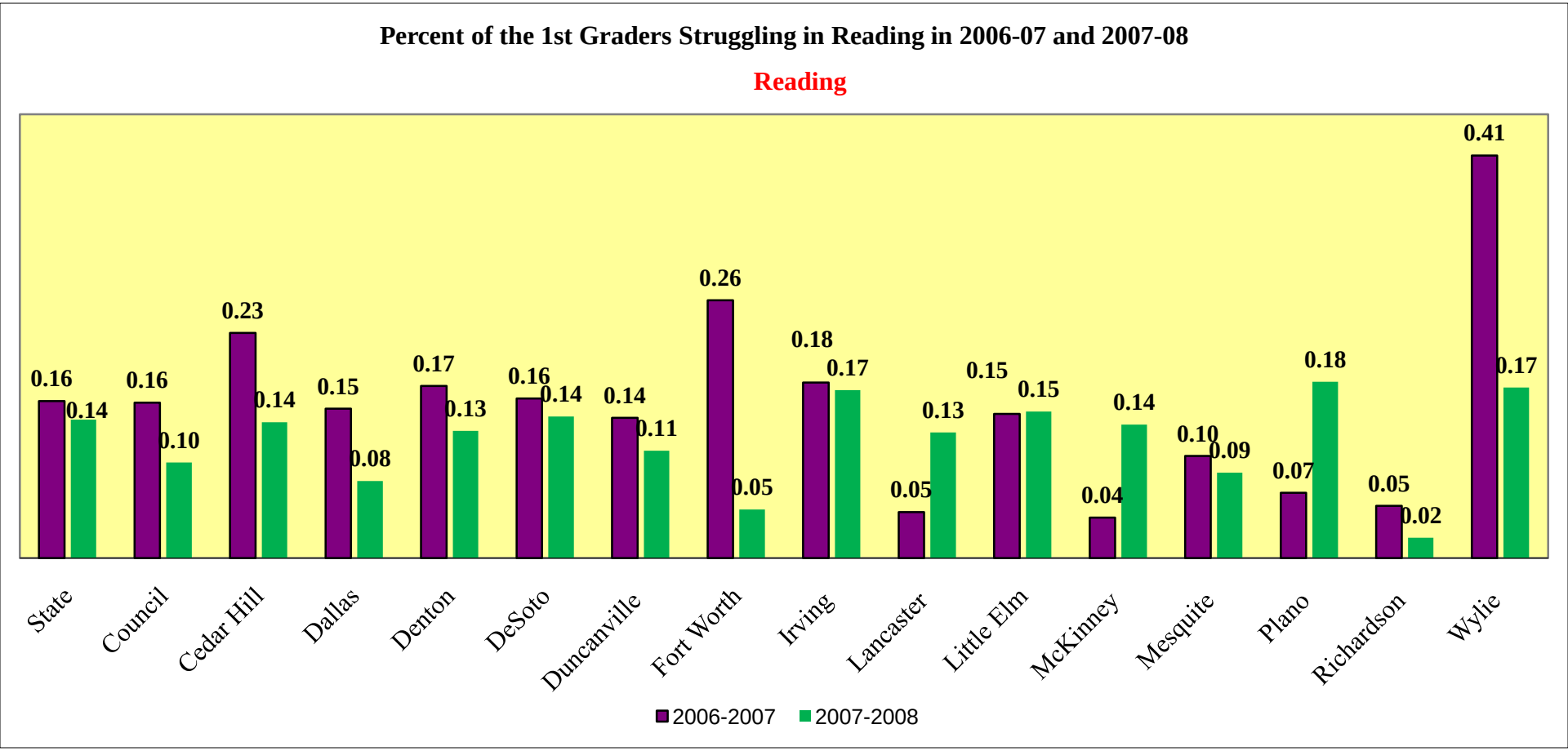
- **The total public PK enrollment had increased 1.7% from 2008 to 2009. Some small ISDs had large growth rates.**
- **The composition of the enrolled children was much the same as that in 2008, still almost 90% from the African American and Hispanic or the economically disadvantaged families .**
- **The public Pre-K enrollment had grown at an annual rate of 3.6% in the regional council from 2004 to 2009. Small ISDs had grown much faster.**

The Implications of the Findings

- We need additional information to address the key issues in public PK enrollment such as
  - How many children in each district qualify for the public PK enrollment, but not enrolled?
  - For these not enrolled into public PK, where were they?
  - Did each district have sufficient PK personnel and physical resources ready for the large growth of public PK enrollment?
  - What are the barriers to promoting the public PK enrollment?
- We may need to
  - Help the Pre-K teachers more prepared to the children from the underrepresented families.
  - Ensure the high quality ECE in the highly growing districts.
  - Increase the enrollment in the low growing districts.

1st graders on grade level

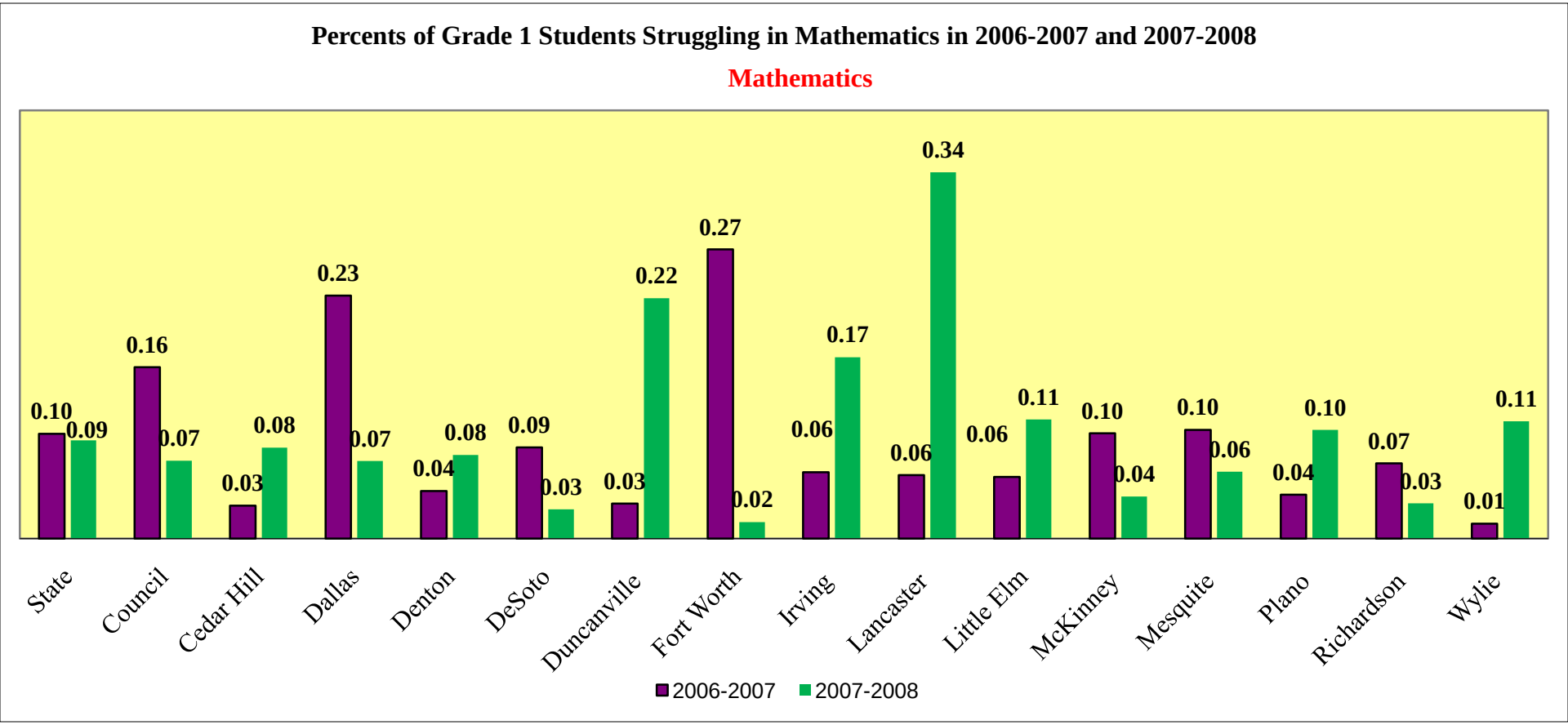
The council had improved 6% on reading, 4% better than the state from the comparable percentages in 2007. Eleven of the 14 ISDs had improved from 2007 to 2008.



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

1st graders on grade level

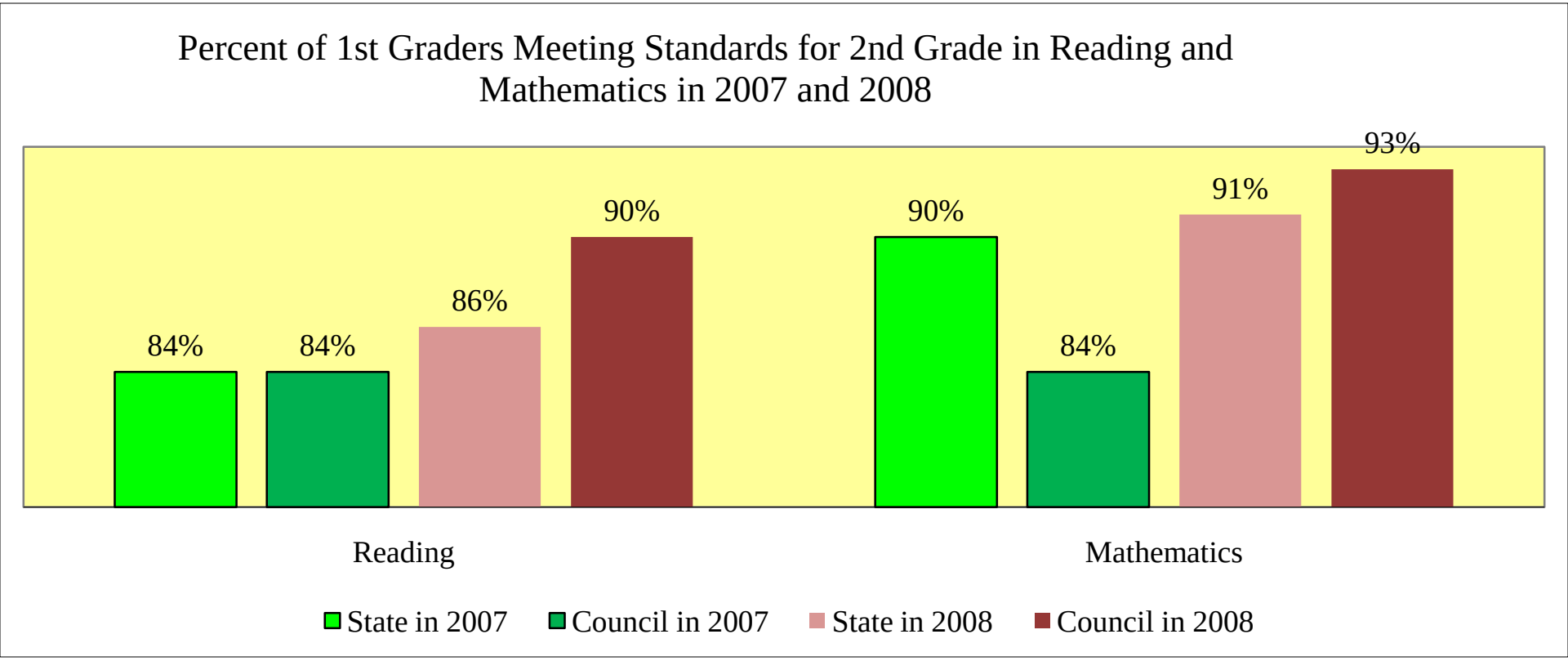
The regional council had reduced the ratio of children struggling in mathematics to 7% from 16% in 2007. It was 2% less than the statewide average in 2008.



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

1st graders on grade level

Both the state and the regional council had improved on reading and mathematics from 2007 to 2008. The regional council performed better than the state in 2008.



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

Findings on 1st Graders on Grade Level

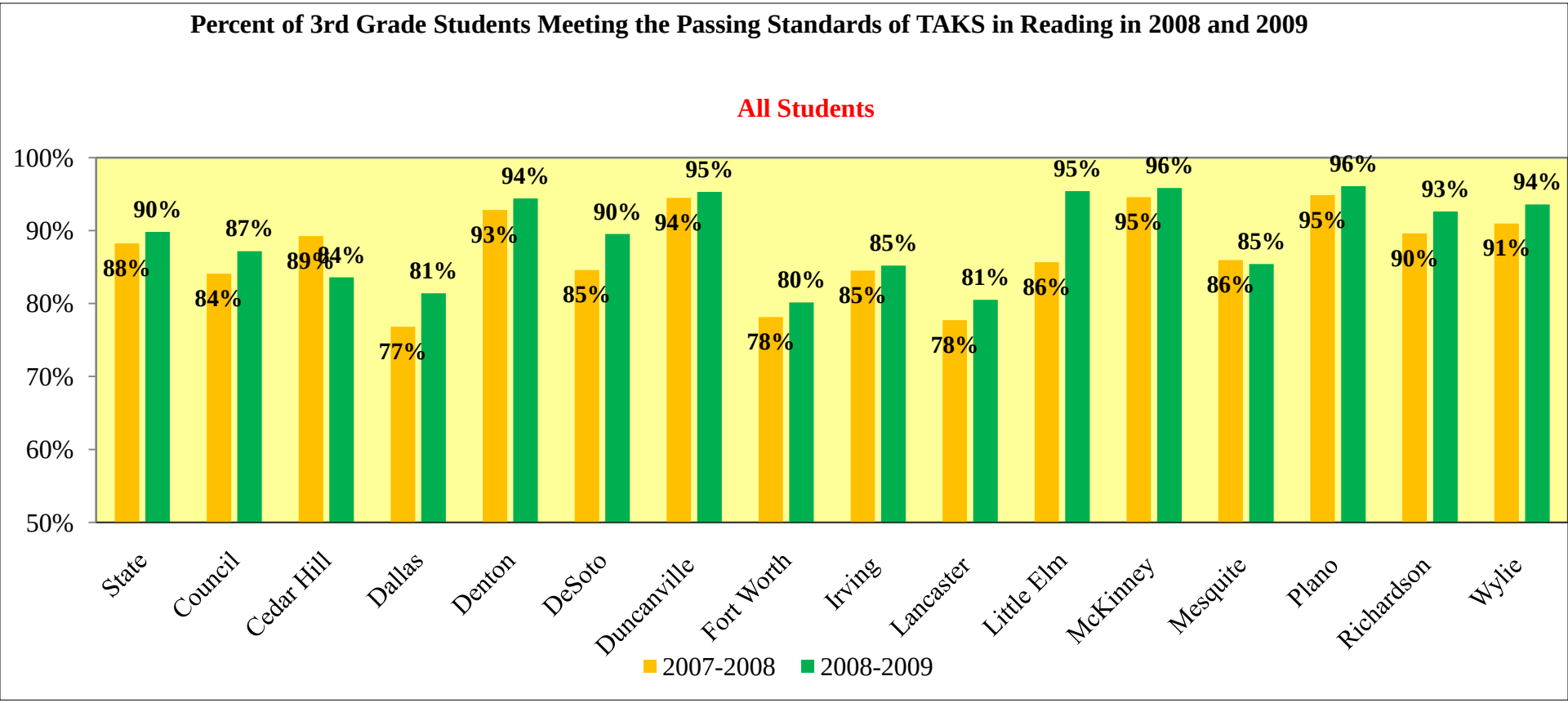
- For the ratio of 1st graders participated in the ARI or AMI programs, the North Texas Regional P-16 Council was 4% higher in reading, and 2% higher in mathematics than the state in 2008.
- Both the regional council and the state had improved the ratios of 1st graders on grade level at the end of Grade 1 from 2007 to 2008. And the council had progressed much more. It had increased 6% (vs. 2% in the state) in reading, and 9% (vs. 1% in the state) in mathematics from 2007 to 2008.
- The two large ISDs in the council had made tremendous progress in both reading and mathematics from 2007 to 2008.

The Implications of the Findings

- We still had 10% and 7% of 1st graders struggling in reading and mathematics, respectively, at the end of the school year 2007-08. It is critical to keep these children in the loop from the beginning of formal education.
- We need to focus more on mathematics, particularly for those in the two large districts with high struggling percentages.
- The districts with relatively high ratios of children in the ARI or AMI programs may need to conduct further analysis at the school/campus level. Then take proper measures to reduce the ratios of children struggling in reading and/or mathematics.

3rd graders in Reading TAKS

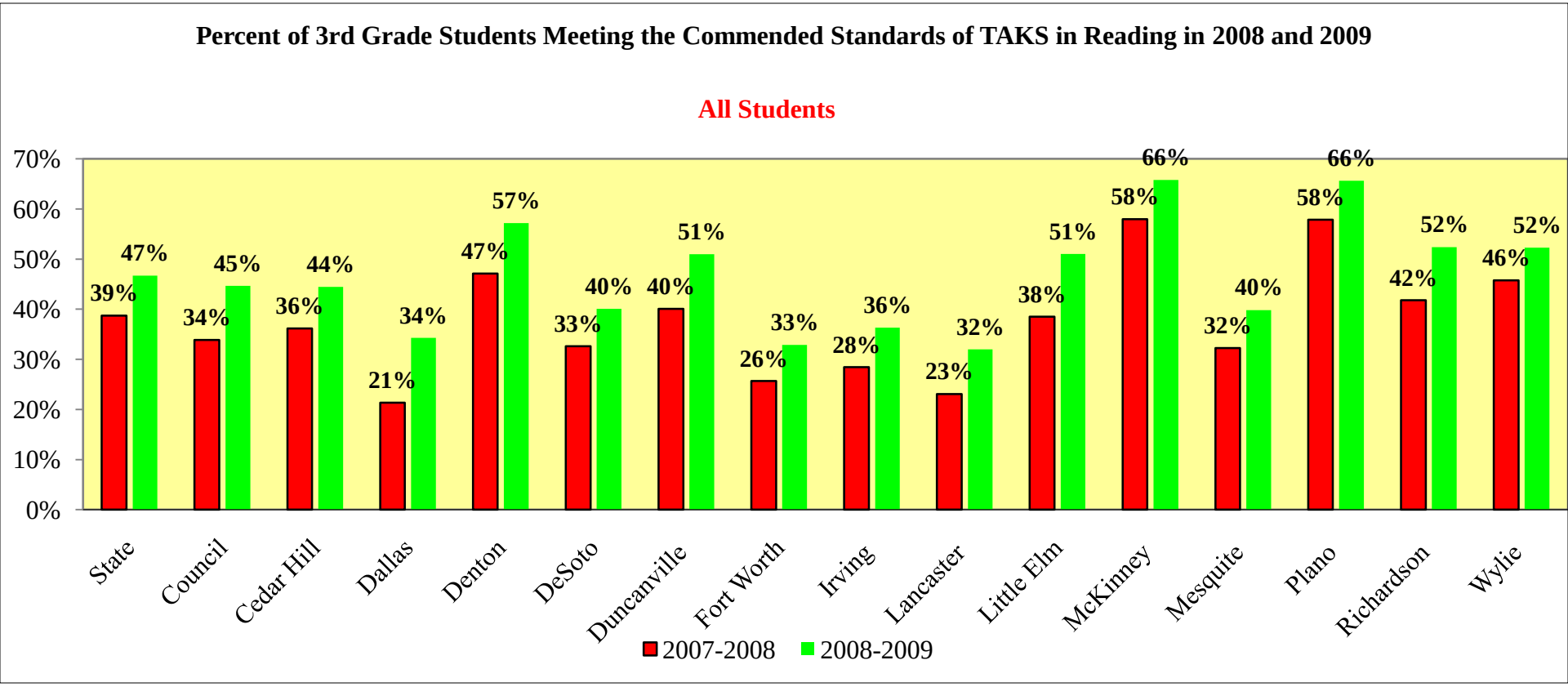
The state, the regional council, and 12 out of the 14 ISDs had increased 2-3% on meeting the minimum standards from 2008 to 2009.



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

3rd graders in Reading TAKS

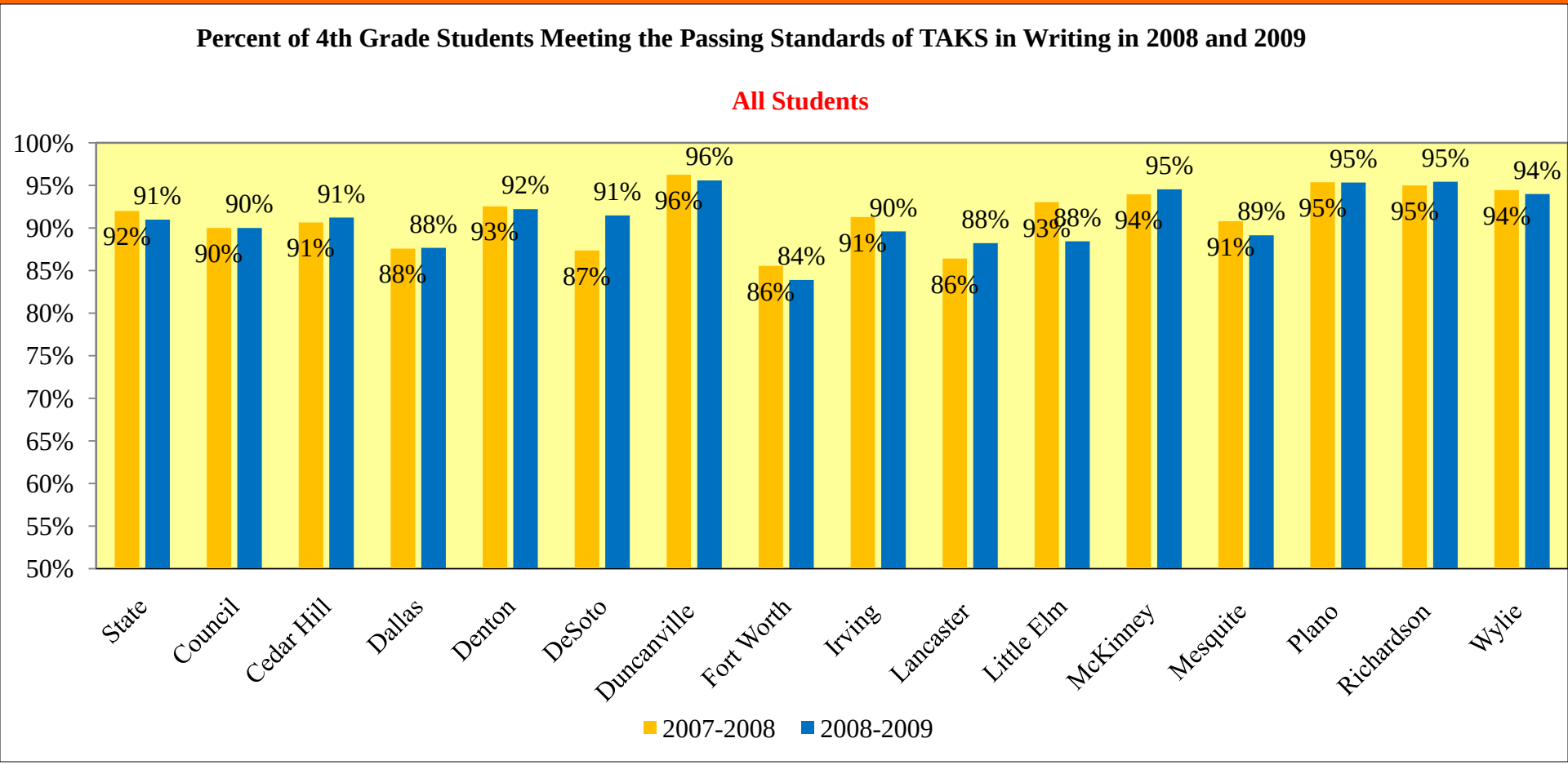
The state, the regional council, and all of the 14 ISDs had increased about 10% on meeting the commended standards from 2008 to 2009.



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

4th graders in Writing TAKS

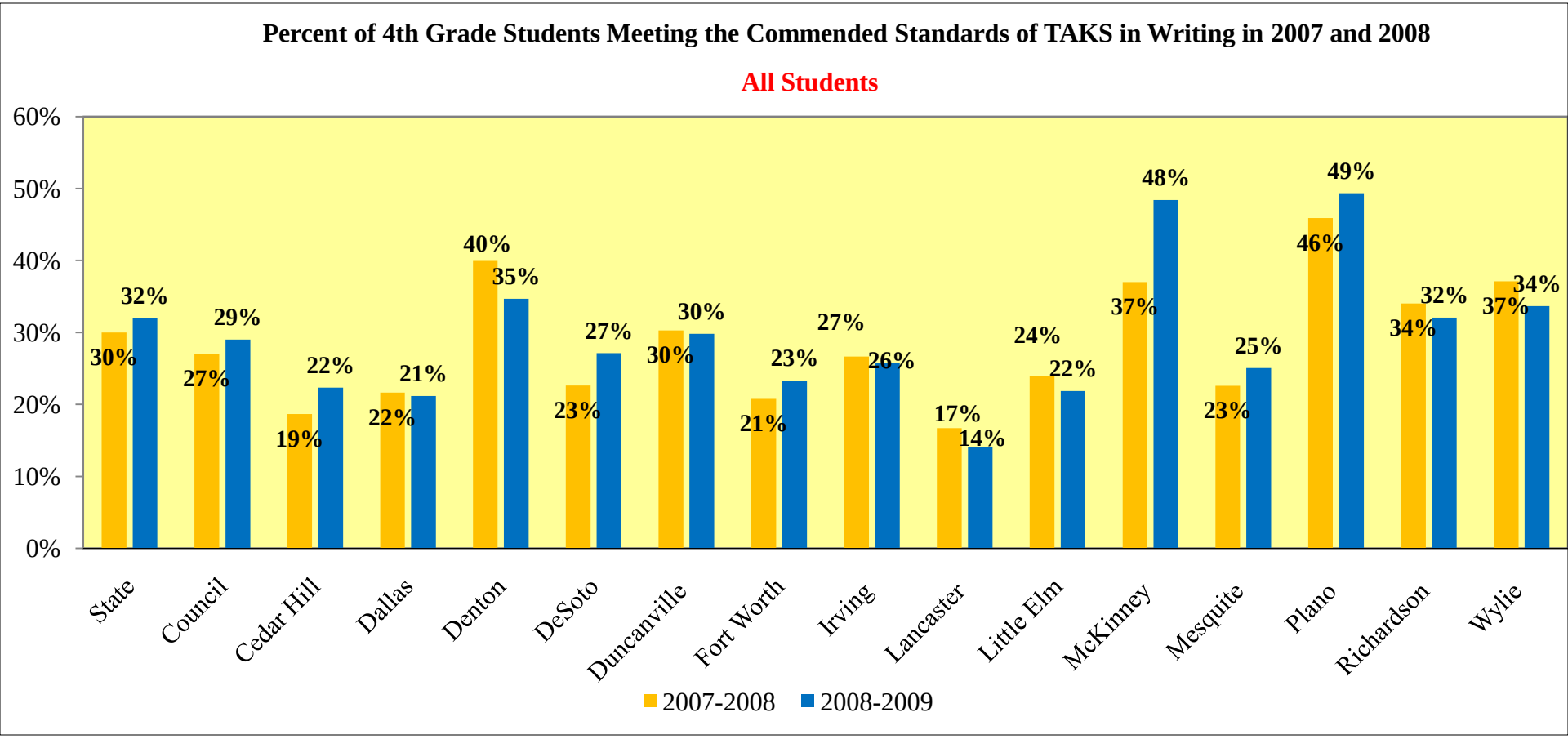
The state, the regional council, and all ISDs had little change from 2008 to 2009 on the percentage of meeting the passing standards in 4th grade writing.



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

4th graders in Writing TAKS

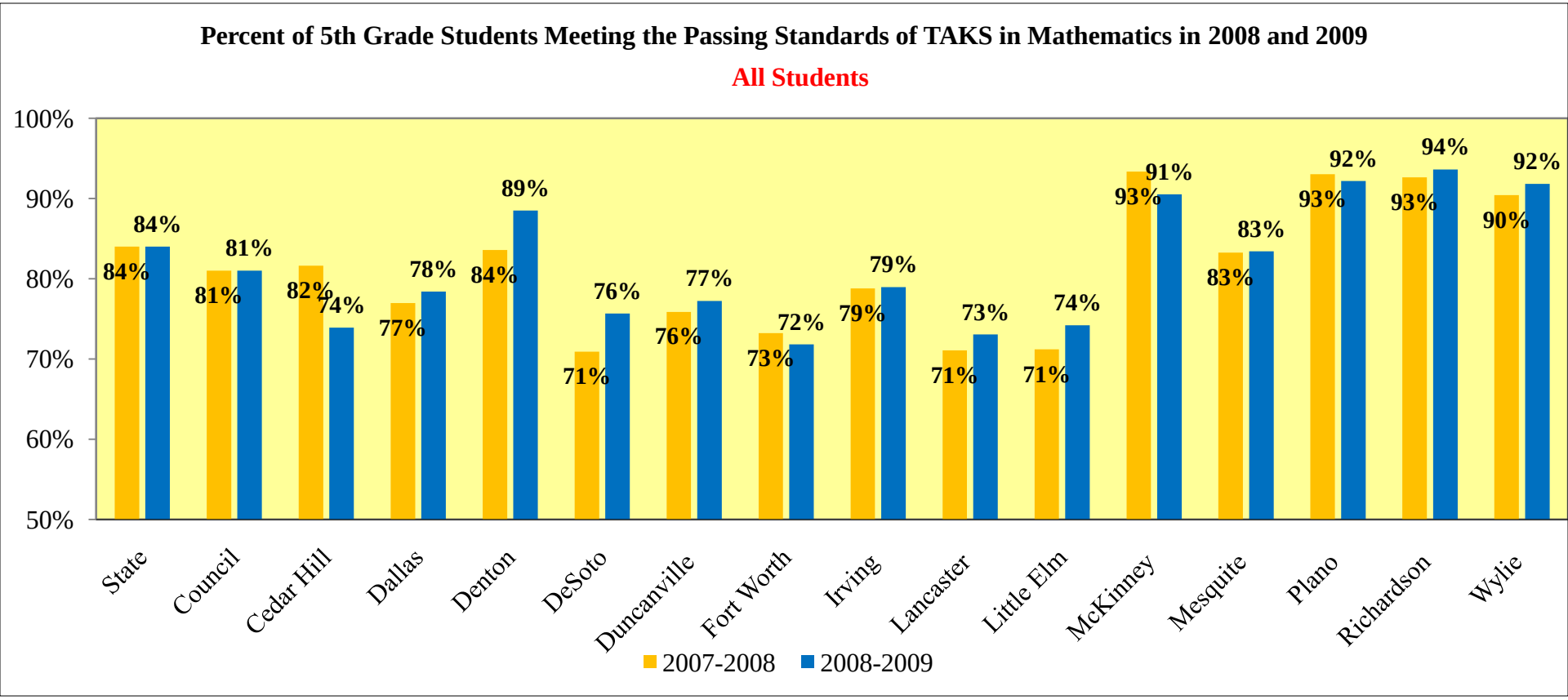
The state and the regional council had increased 2% from 2008 to 2009 on commended performances in 4th grade writing. Most ISDs had small changes.



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

5th graders in Mathematics TAKS

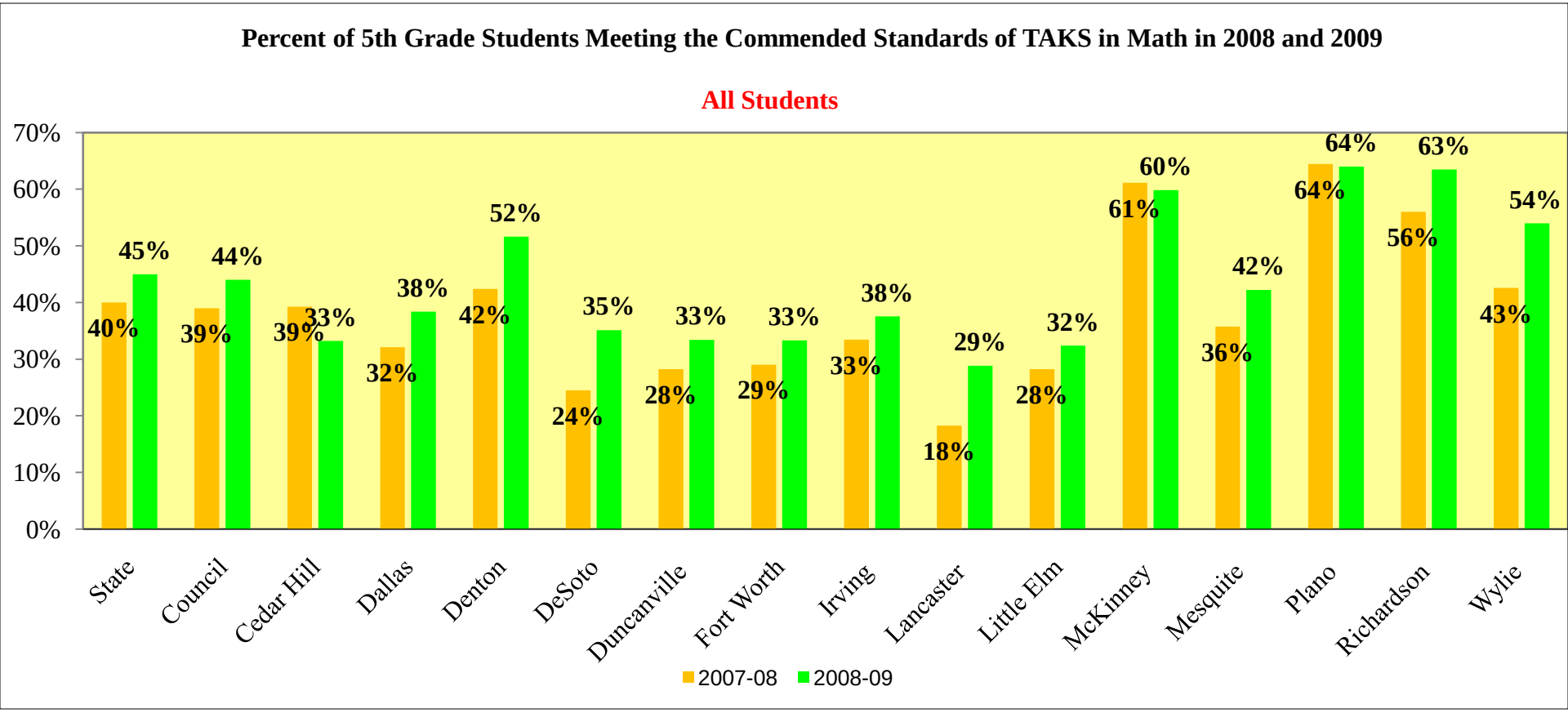
The state, the regional council, and majority of the 14 ISDs had little change on meeting the minimum standards from 2008 to 2009 in 5th grade mathematics.



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

5th graders in Mathematics TAKS

The state and the regional council had increased 5% from 2008 to 2009 on the commended performances of 5th grade math. Most ISDs had improved.

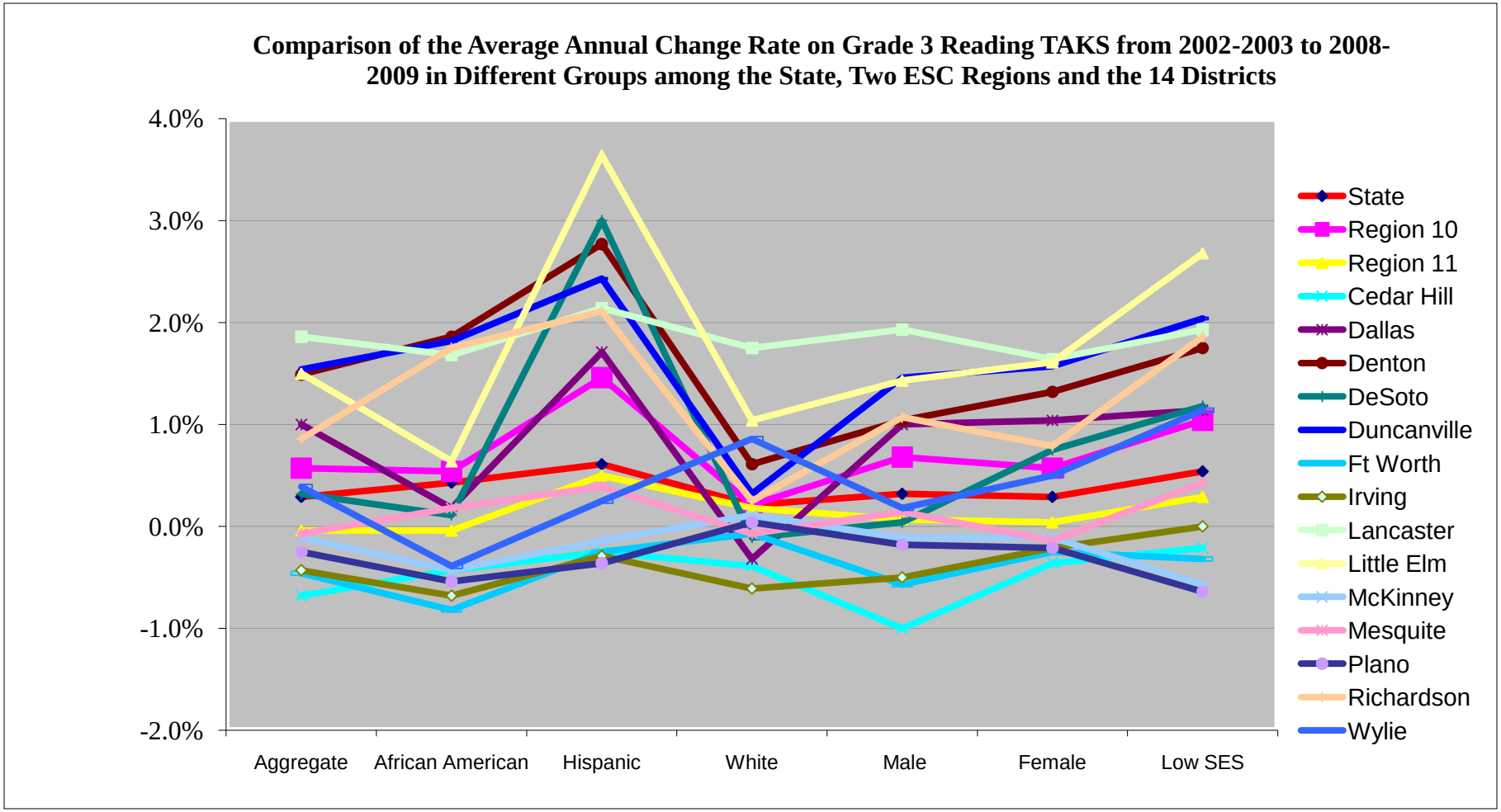


Source: TEA AEIS Reports, 2007-2008 and 2008-2009

Track the Change

3rd Grade Reading on the Passing Standards in 7 Years

Region 10>State>Region 11, Hispanic/Low SES > White



Source: TEA AEIS Reports, 2002-2003 to 2008-2009

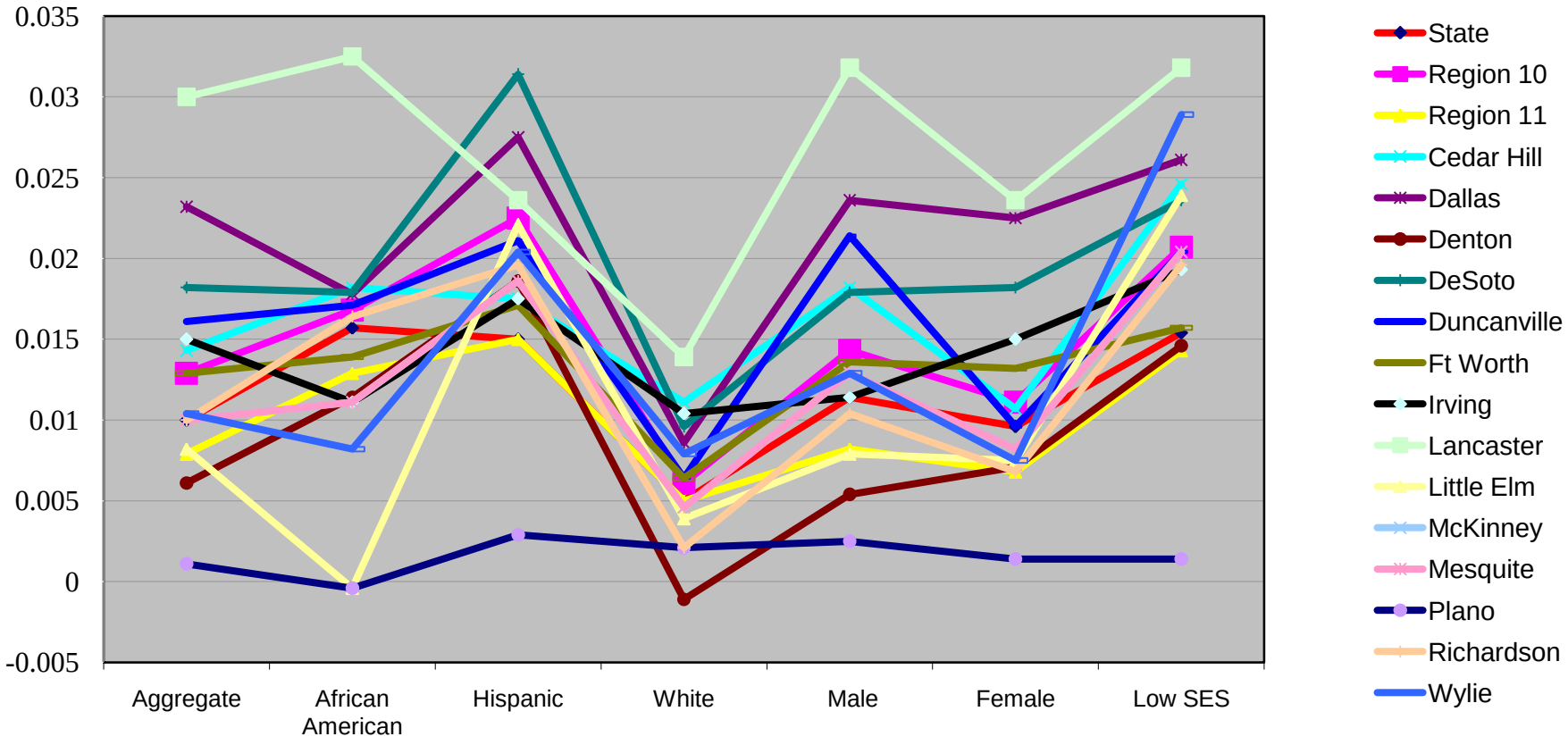
Track the Change

4th Grade Writing on the Passing Standards in 7 Years

Region 10>State>Region 11

Hispanic/Low SES/African American > White

Comparison of the Average Annual Change Rate on Grade 4 Writing TAKS from 2002-2003 to 2008-2009 in Different Groups among the State, Two ESC Regions, and the 14 Districts



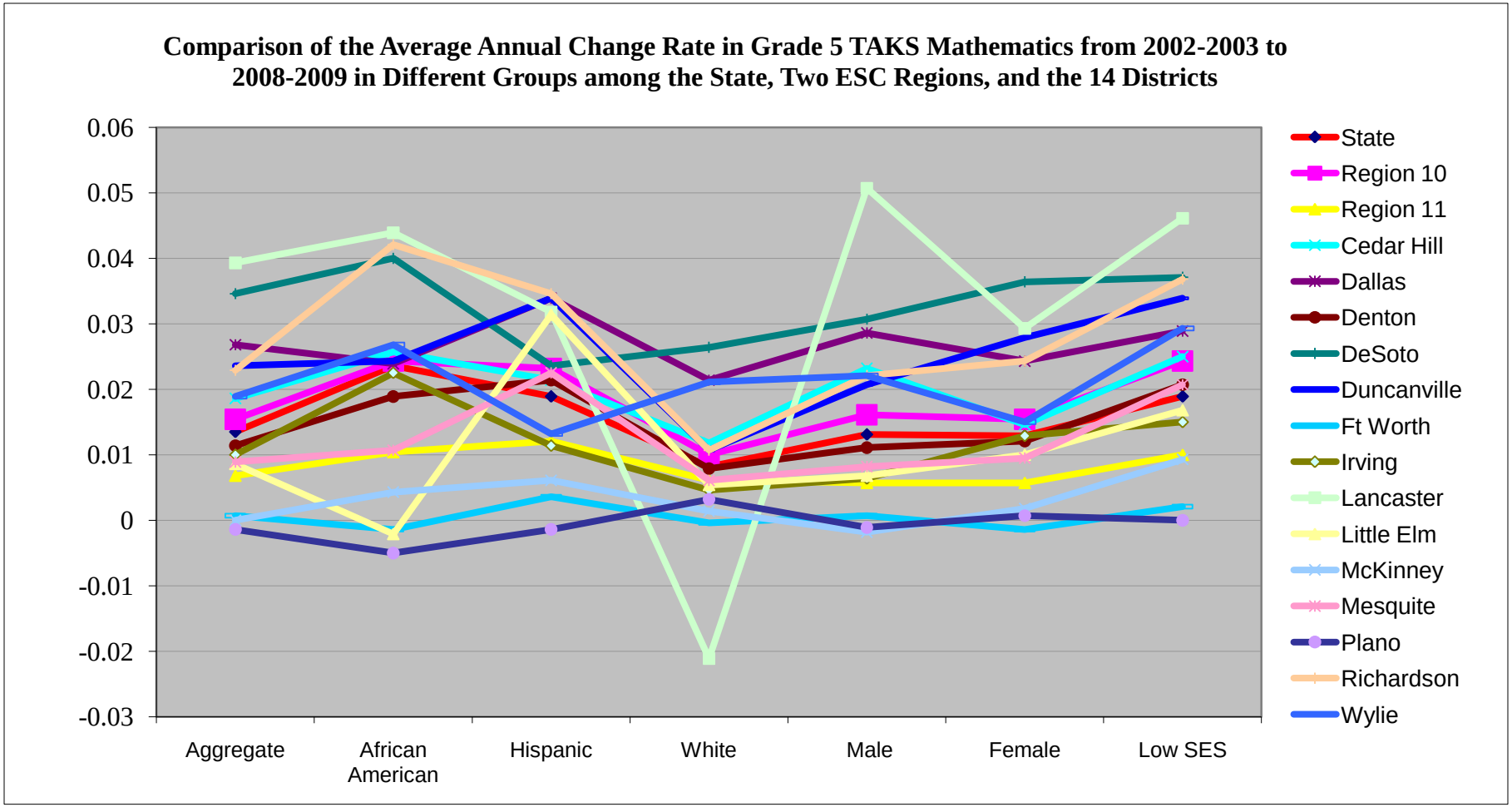
Source: TEA AEIS Reports, 2002-2003 to 2008-2009

Track the Change

5th Grade Math on the Passing Standards in 7 Years

Region 10≈State>Region 11, Female>Male

African American/Hispanic/Low SES > White



Source: TEA AEIS Reports, 2002-2003 and 2008-2009

Summary on the TAKS Performances in Elementary School

- Overall, the regional council was still 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 in 2009. But the gaps had been narrowed from 2008 to 2009.

- Both the state and the regional council had grown faster in Grade 3 reading than in the other two TAKS tests from 2008 to 2009. The growth on meeting the commended standards was faster than that on meeting the passing standards.

- The African American groups generally had the lowest percentages on meeting the two standards in the three TAKS tests.

- The trend analysis reveals that the low performance groups/constituents usually had larger average annual growth rates than the high performance counterparts from 2004 to 2009. In other words, the gap on ESC, gender, ethnicity, or SES appeared to be gradually closed.

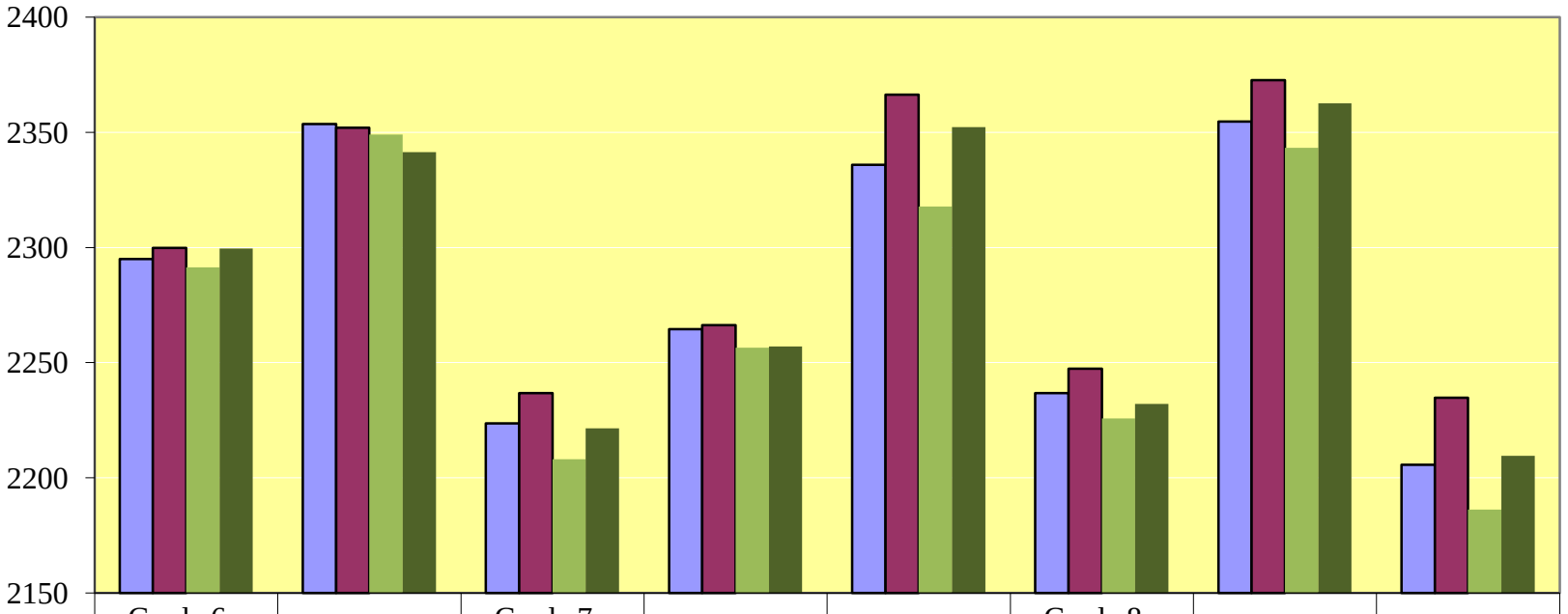
Implications of the Findings on the TAKS Performances in Elementary School

- Why did most of the districts make significant improvement in Grade 3 reading, but not in Grade 4 writing or Grade 5 mathematics?
- Why were the increases on meeting the commended standards generally higher than those on meeting the passing standards?
- Why did some districts, even those with high density of African American, Hispanic, or low SES students, make significant progress whereas others with similar demography did not?
- While the gaps had been closing in the desired direction, we need to continue to improve the low performance groups, especially the African American, low SES, and Hispanic groups.
- As always, we need to identify the critical success factors and share the best practices.

Middle School Success Factors

Grades 6-8 TAKS Scale Score in 2008 and 2009

The regional council and state had similar change patterns. They had generally increased from 2008 to 2009. The council was still slightly behind the state in general in 2009.



	Grade 6 - Mathematics	Grade 6 - Reading	Grade 7 - Mathematics	Grade 7 - Reading	Grade 7 - Writing	Grade 8 - Mathematics	Grade 8 - Reading	Grade 8 - Science
Rest of State in 2008	2295.04	2353.62	2223.70	2264.50	2335.90	2236.79	2354.73	2205.71
Rest of State in 2009	2299.81	2352.00	2236.77	2266.34	2366.34	2247.34	2372.63	2234.75
Council in 2008	2291.40	2348.99	2208.10	2256.45	2317.79	2225.72	2343.27	2186.24
Council in 2009	2299.56	2341.35	2221.45	2257.06	2352.30	2232.14	2362.52	2209.54

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

Grades 6-8 TAKS Scale Score in 2009

The regional council was lower than the state on all of the TAKS tests at the .001 level except for that on Grade 6 Math. But the practical significances were either small or trivial.

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

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

2. The mean scale scores were weighted by frequency.

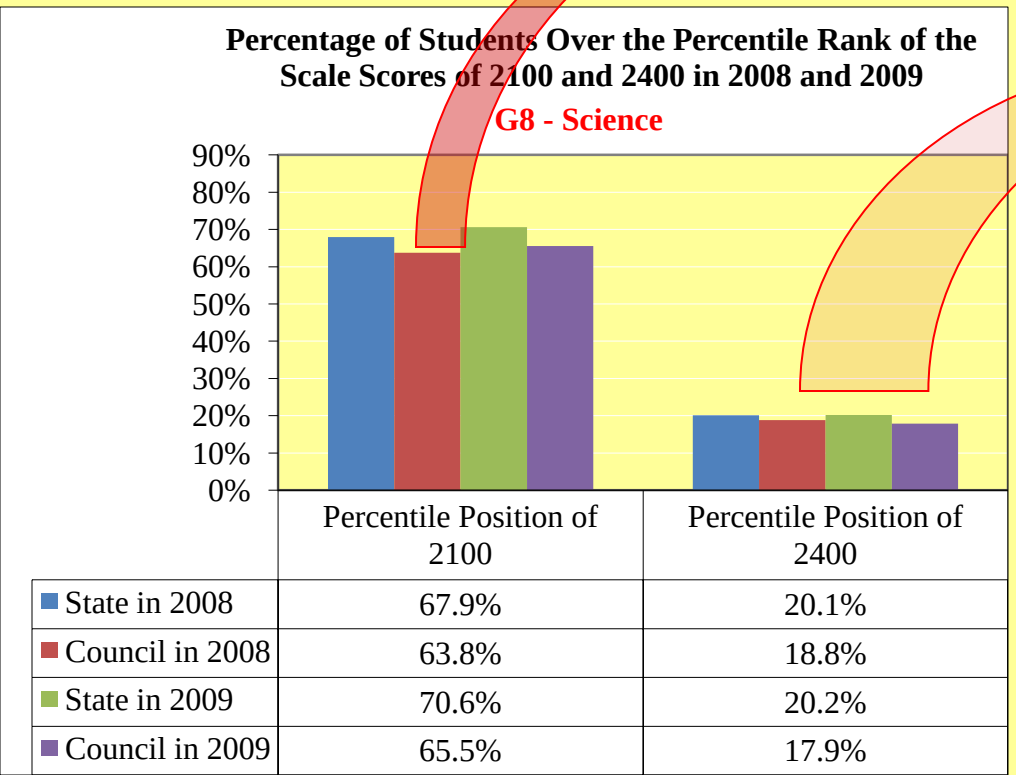
3. *** indicates significance at the .001 level.

4. Effect size of a gain score = [(Council Score in 2009-Council Score in 2008) – (State Score in 2009 – State Score in 2008)]/SDpooled

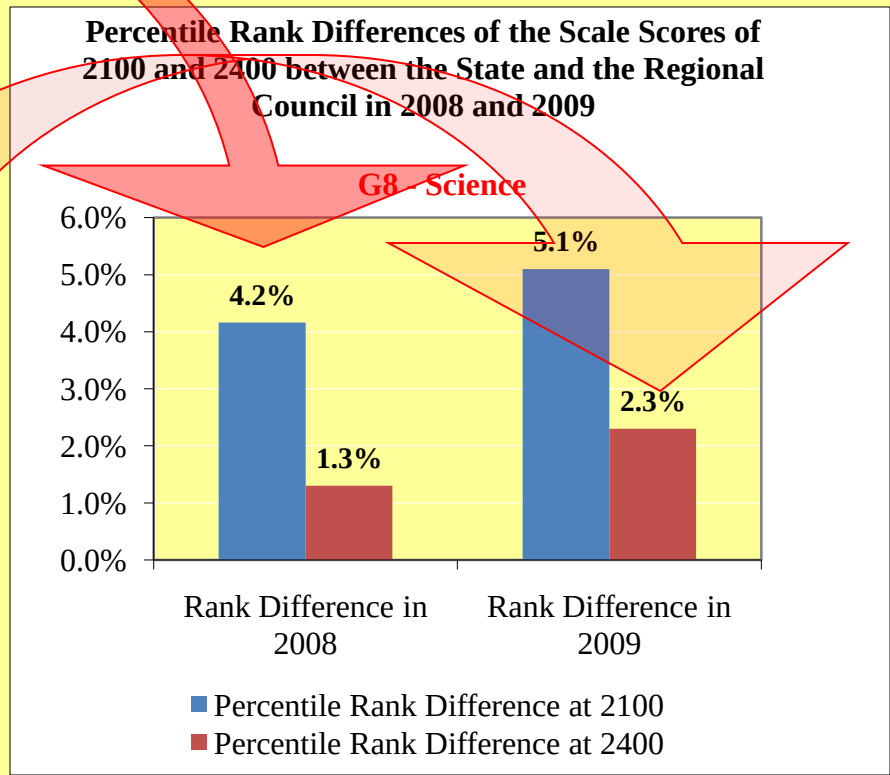
Source: THECB P-16 Initiatives Ad Hoc Data Files on grades 6-8 TAKS scale scores in 2008 and 2009.

Grades 6-8 TAKS Scale Score in 2008 and 2009

The largest difference between the regional council and the state was on Grade 8 science. The gap between them had become wider from 2008 to 2009.



	Percentile Position of 2100	Percentile Position of 2400
State in 2008	67.9%	20.1%
Council in 2008	63.8%	18.8%
State in 2009	70.6%	20.2%
Council in 2009	65.5%	17.9%



Summary of the Findings on Grades 6-8 TAKS Scale Score in 2008-09

- The regional council was still slightly lower than the state on the middle school TAKS in 2009.
- The regional council had demonstrated the same change pattern as the state from 2008 to 2009. Both had increases on all tests but the one on Grade 6 reading.
- The Grade 7 writing and Grade 8 reading had the relatively large mean scores, they also had the biggest increases from 2008 to 2009.
- Grade 8 Science had been low, but it had shown notable increase from 2008 to 2009.
- The council had been not only lower than the state on the means, but it had also been worse than the state on the percentile ranks of the scale scores of 2100 and 2400.

Implications of the Findings on Grades 6-8 TAKS Scale Score in 2008-09

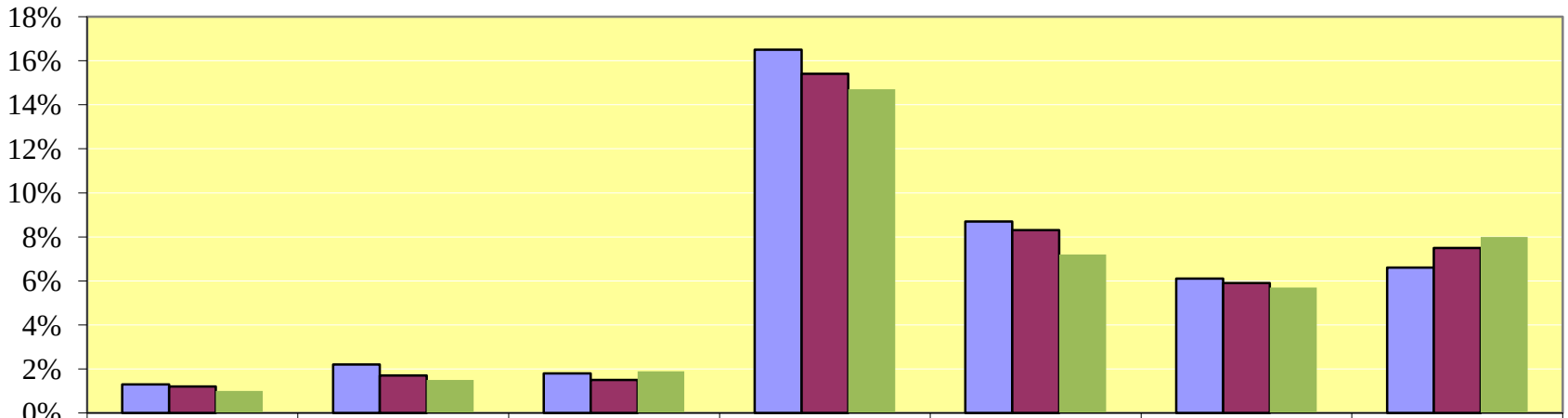
- As the TAKS performances in mathematics/sciences was typically lower than those in English reading and writing, we need to focus more on math and science.
- Whereas some TAKS performances had declined from 2008 to 2009 in the council , others demonstrated positive effect sizes on the net gain scores. Why so? What can we learn from those improved subject areas.
- The regional council had about 30% students not meeting the passing standards on some TAKS tests (e.g., Grade 8 science and Grade 7 mathematics). Identify these students and help them.
- The ratios of meeting the commended standards in some TAKS tests were only 20% or even less in the council and the state. Need action plans to increase the ratios of the high achievers as well.

Grades 6-12 Retention Rate (Repeating Grade)

High-school had higher retention rates than middle school. The peak was in Grade 9. Retention rates had typically declined from 2005-06 to 2007-08 in all grades except for Grades 8 and 12, especially in Grade 9.

Retention Rates in All Students by Grade between 2006 and 2008

State

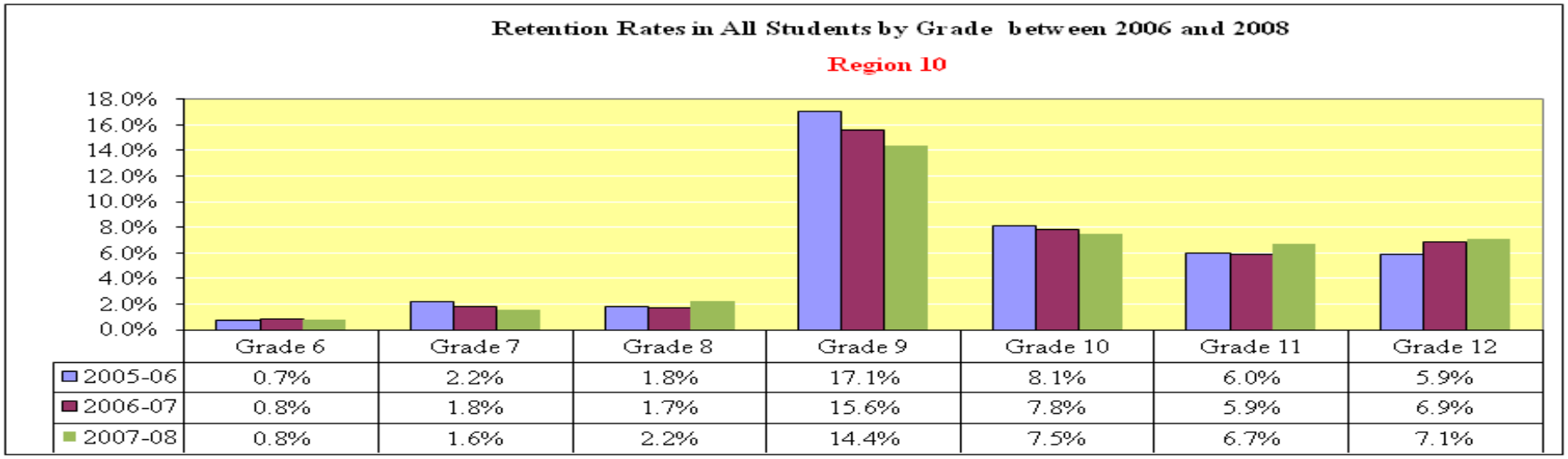


	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-06	1.3%	2.2%	1.8%	16.5%	8.7%	6.1%	6.6%
2006-07	1.2%	1.7%	1.5%	15.4%	8.3%	5.9%	7.5%
2007-08	1.0%	1.5%	1.9%	14.7%	7.2%	5.7%	8.0%

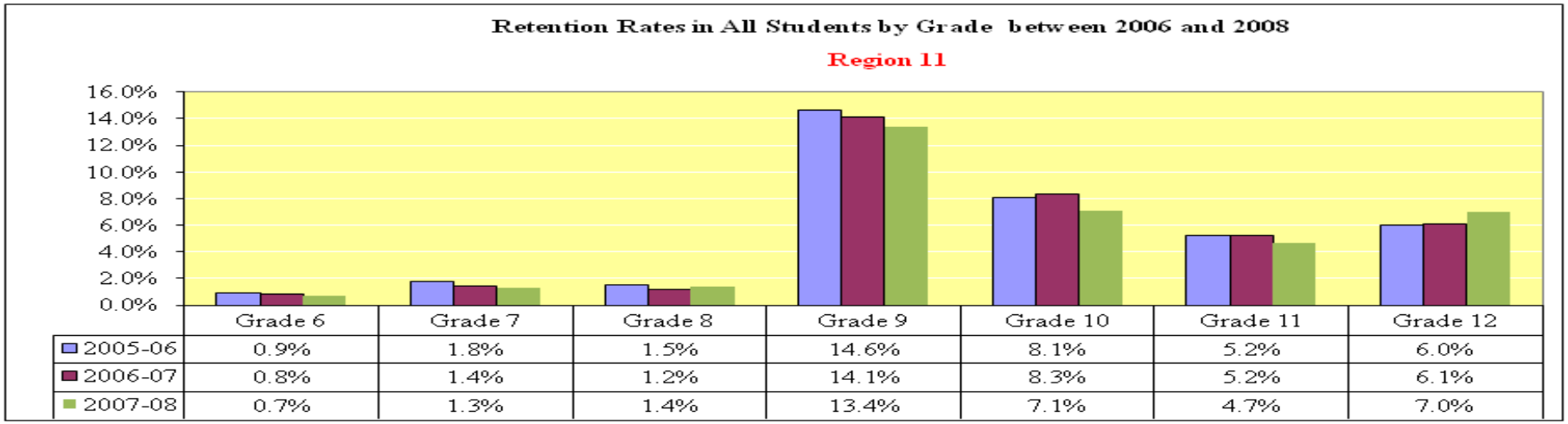
Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006, 2006-2007, and 2007-2008

Grades 6-12 Retention Rate (Repeating Grade)

The two regional ESCs were similar to the state on the retention rates and the change patterns across the grades and school years. ESC 10 was slightly higher than ESC 11.



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

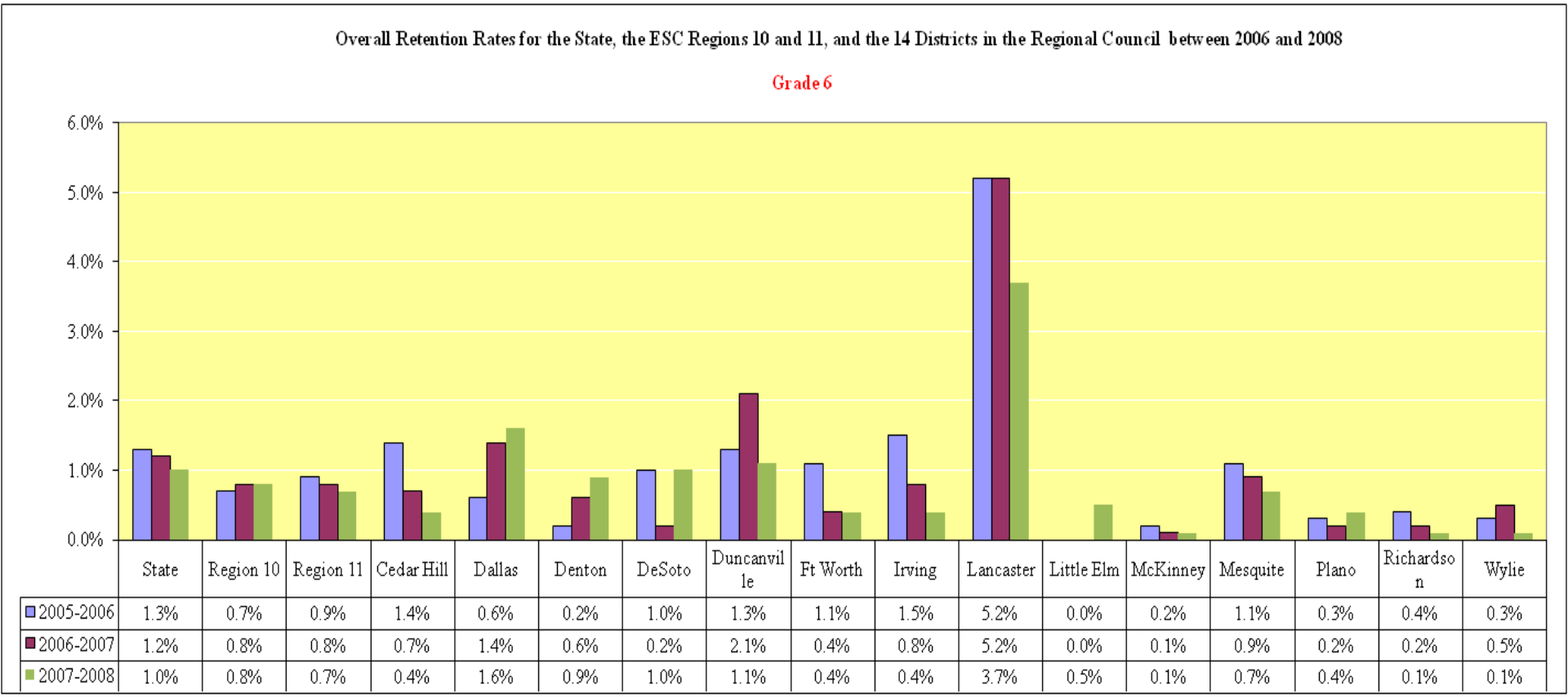


	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2005-06	0.9%	1.8%	1.5%	14.6%	8.1%	5.2%	6.0%
2006-07	0.8%	1.4%	1.2%	14.1%	8.3%	5.2%	6.1%
2007-08	0.7%	1.3%	1.4%	13.4%	7.1%	4.7%	7.0%

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

Grades 6-12 Retention Rate (Repeating Grade)

The retention rates at Grade 6 were generally low in 2006-2008. The two regional ESCs overall had lower retention rates than the state in the three years.

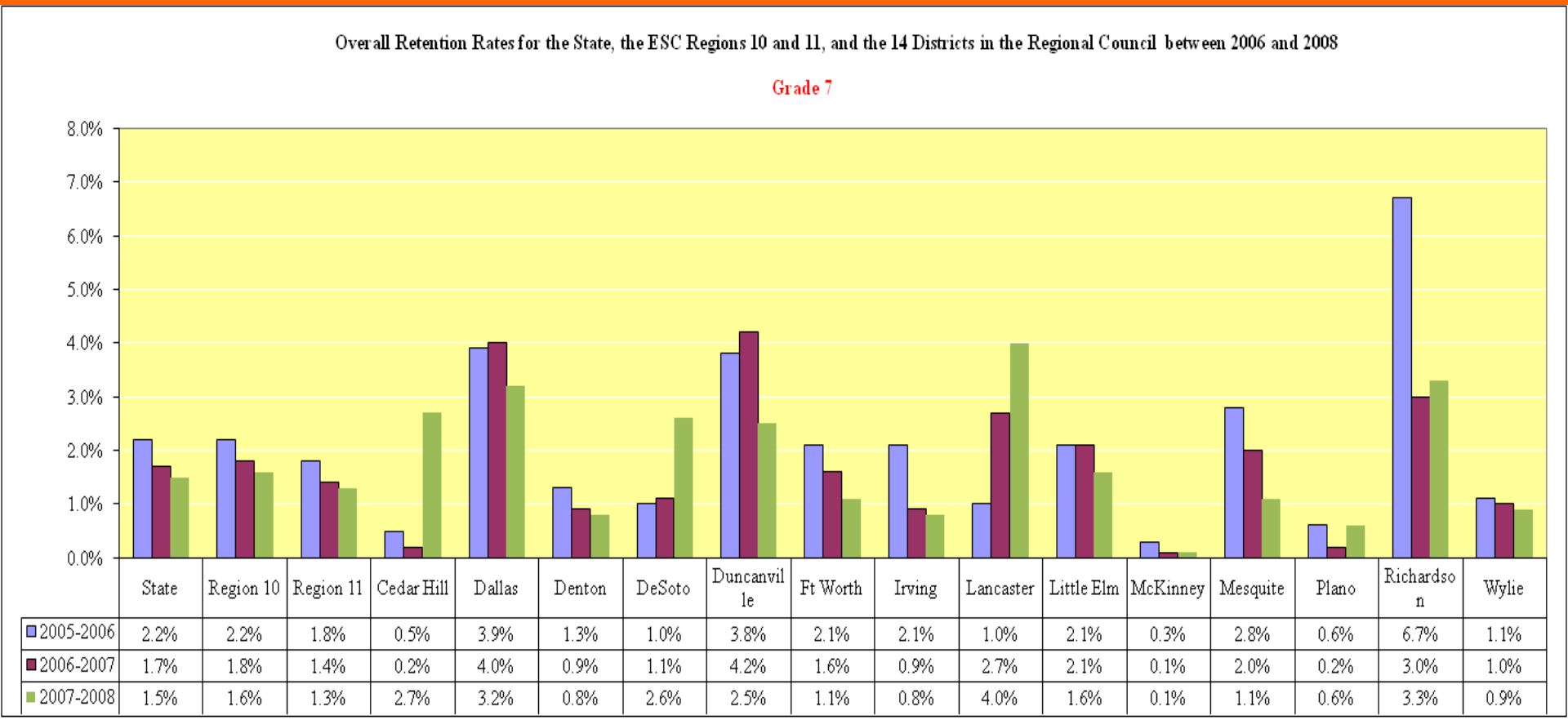


	State	Region 10	Region 11	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2005-2006	1.3%	0.7%	0.9%	1.4%	0.6%	0.2%	1.0%	1.3%	1.1%	1.5%	5.2%	0.0%	0.2%	1.1%	0.3%	0.4%	0.3%
2006-2007	1.2%	0.8%	0.8%	0.7%	1.4%	0.6%	0.2%	2.1%	0.4%	0.8%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

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

Grades 6-12 Retention Rate (Repeating Grade)

The retention rates at Grade 7 were about 1-2 % in 2006-2008 in the state and the local ESCs. The rates appeared declining from 2006 to 2008 in most of the entities. Region 11 was slightly better than Region 10, which was similar to the state.



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

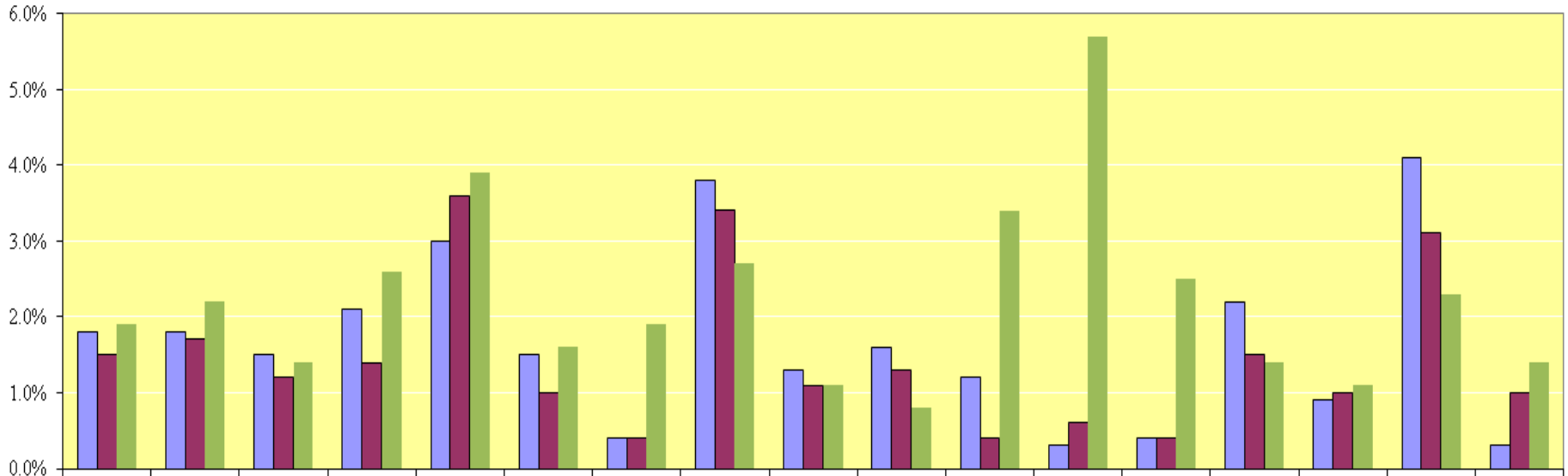
Source: Texas Education Agency, Grade-Level Retention Data, 2005-2006, 2006-2007, and 2007-2008

Grades 6-12 Retention Rate (Repeating Grade)

The two local ESCs and the state had similar retention rates in Grade 8 between 2006 and 2008. There were no consistent changing patterns in the educational entities. The retention rates did not seem declining.

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

Grade 8



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

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

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

- Grades 6-8 typically had retention rates less than 2%. Retention was a challenge in high school grades, especially in Grades 9 and 12.
- The two local ESCs basically were similar to the state on retention rate across the grades and school years. But Region 11 seemed to be slightly better than Region 10 and the state.
- Retention rates from 2005-2006 to 2007-2008 had generally declined in all grades but Grades 8 and 12.
- The African American, Hispanic, low SES, and male groups had been higher than the White, Asian, and female groups.
- Large variations existed in the districts on retention rate.

Implications of the Findings on Retention Rate

We need to concentrate on:

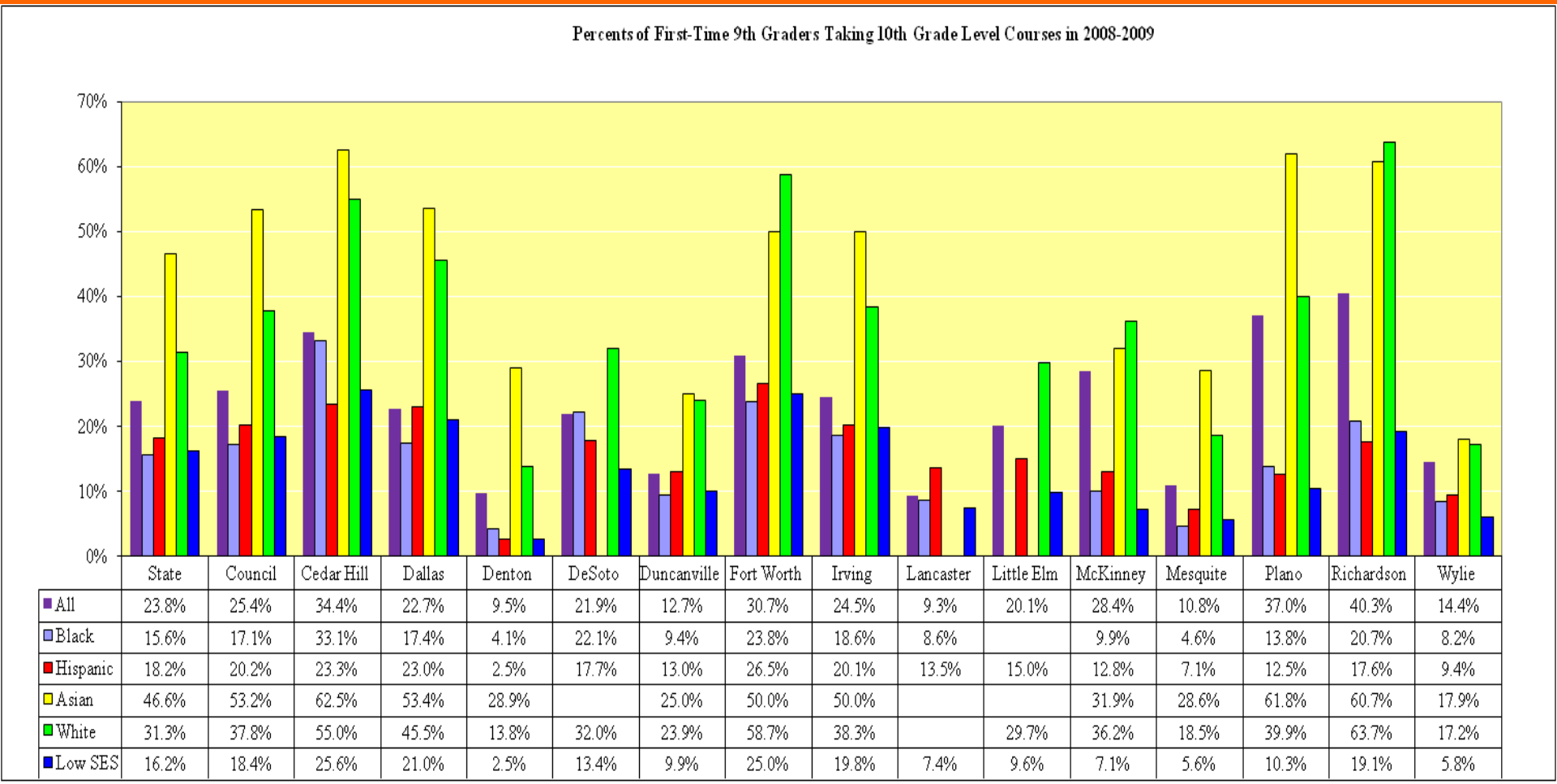
- the African American, Hispanic, Low SES, and Male groups;
- the high-school grade level, particularly the 9th grade;
- the districts with relatively high rates across the grades and school years.

Why retentions in Grades 8 and 12 had not declined or even increased, whereas they had declined in other secondary grades. What can we do to improve them?

High School Success Factors

9th Graders Taking 10 Grade Level Courses

The council was about 2% higher than the state on the 9th graders taking advanced courses in 2009. White/Asian were much higher than African American/Hispanic/Low SES.



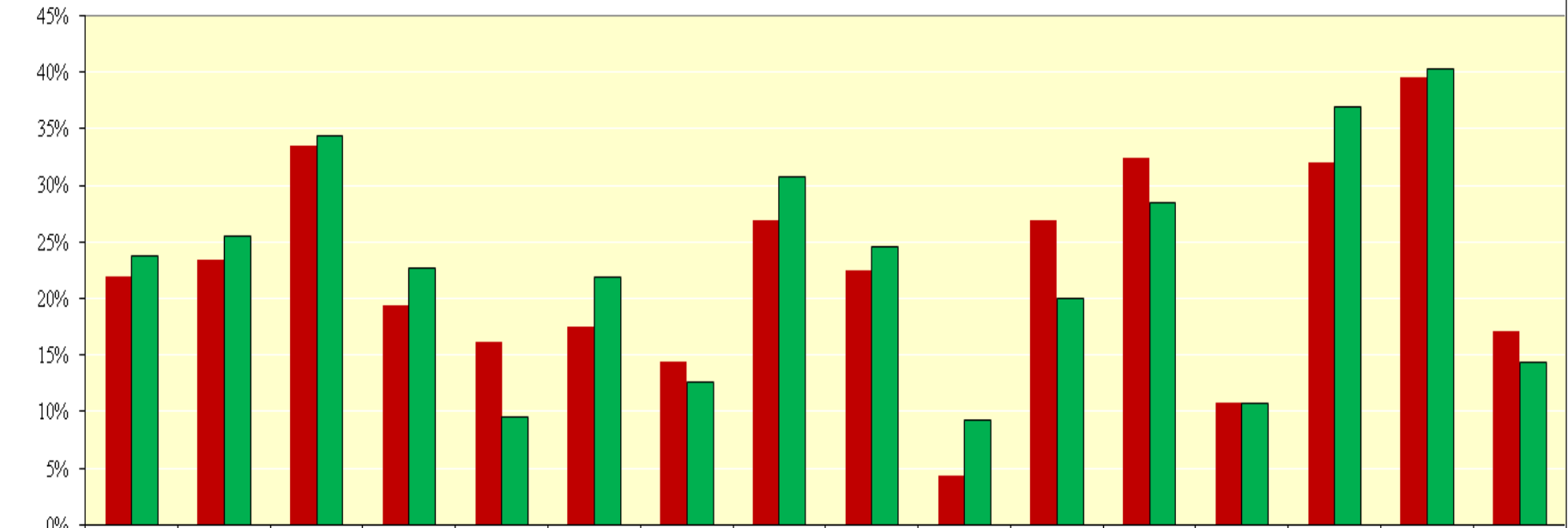
	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
All	23.8%	25.4%	34.4%	22.7%	9.5%	21.9%	12.7%	30.7%	24.5%	9.3%	20.1%	28.4%	10.8%	37.0%	40.3%	14.4%
Black	15.6%	17.1%	33.1%	17.4%	4.1%	22.1%	9.4%	23.8%	18.6%	8.6%		9.9%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

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

9th Graders Taking 10 Grade Level Courses

The state, the regional council, and majority of the ISDs increased 2-3% on 9th graders taking 10th grade level courses from 2008 to 2009. But, some ISDs dropped 4-7%.

Percents of First-time 9th Graders Taking 10 Grade Level Courses by Demographic Group 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
2007-08	22%	23%	33%	19%	16%	18%	14%	27%	22%	4%	27%	32%	11%	32%	40%	17%
2008-09	24%	26%	34%	23%	10%	22%	13%	31%	25%	9%	20%	28%	11%	37%	40%	14%

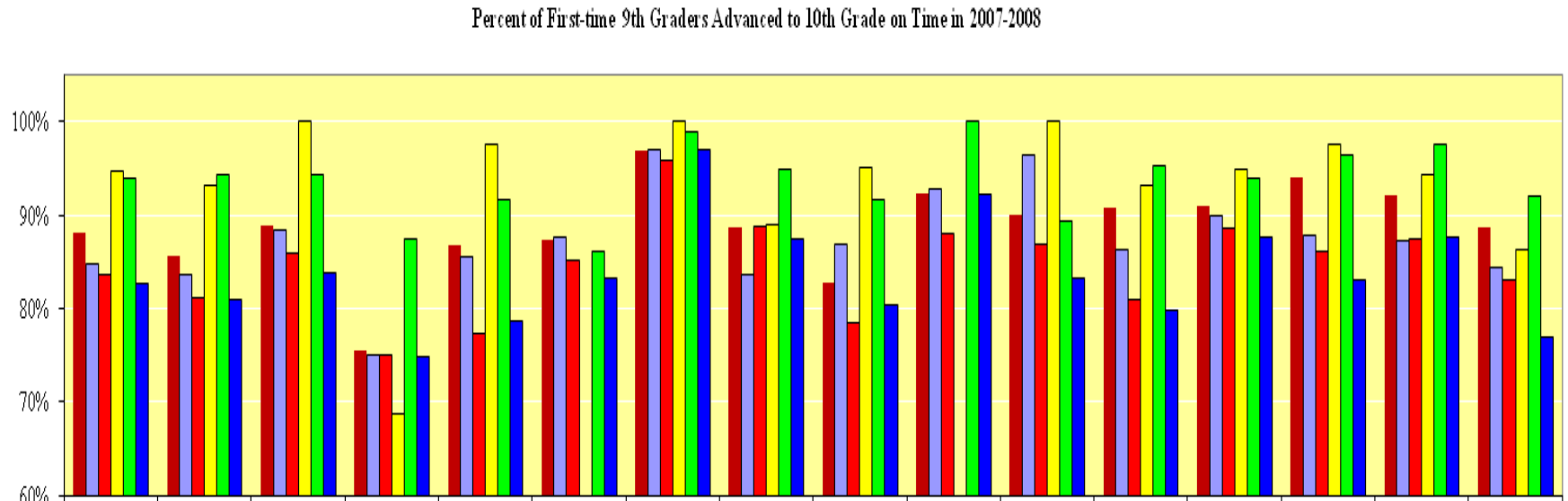
Source: The THECB P-16 Initiatives Ad Hoc Data on First-Time 9th Graders Taking Advanced Courses in 2008 and 2009.

Summary of Findings and Implications on 1st time 9th Graders Taking Advanced Courses in 2009

- Findings:
  - There were 24% and 26% first-time 9th graders taking 10th grade courses in the state and the regional council in 2009, respectively.
  - The state and the regional council had increased 2% and 3%, respectively, from 2008 to 2009.
  - The African American group had the lowest ratio in the two years.
  - Large variations existed on the ratio and the change rate in the school districts.
- Implications
  - Still low, need to continue to improve in all students, but especially in the three low groups (i.e., African American, Hispanic, and low SES)
  - Why some ISD had improved much more than others?
    - ✓ Indentify the critical success factors
    - ✓ Share the best practices
    - ✓ Plan, implement, and evaluate

9th Graders Advanced to 10th Grade on Time

The council was about 2% lower than the state for the 9th graders advanced to 10th grade on time in 2008. White/Asian was higher than African American/Hispanic/Low SES.

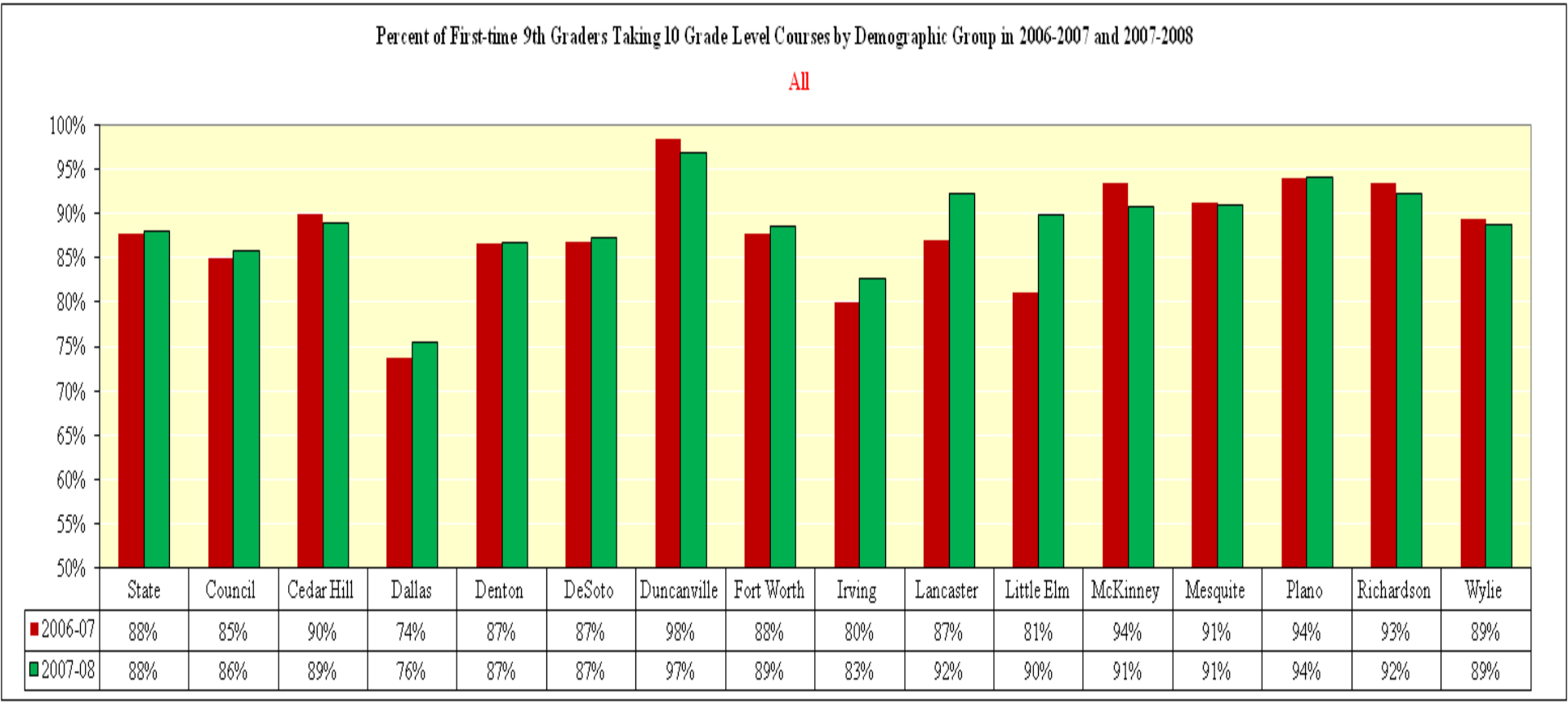


	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
All	88%	86%	89%	76%	87%	87%	97%	89%	83%	92%	90%	91%	91%	94%	92%	89%
African American	85%	84%	88%	75%	86%	88%	97%	84%	87%	93%	96%	86%	90%	88%	87%	84%
Hispanic	84%	81%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

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

9th Graders Advanced to 10th Grade on Time

Little change on 9th graders advanced to 10th grade from 2007 to 2008 in most of the educational entities.



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2006-07	88%	85%	90%	74%	87%	87%	98%	88%	80%	87%	81%	94%	91%	94%	93%	89%
2007-08	88%	86%	89%	76%	87%	87%	97%	89%	83%	92%	90%	91%	91%	94%	92%	89%

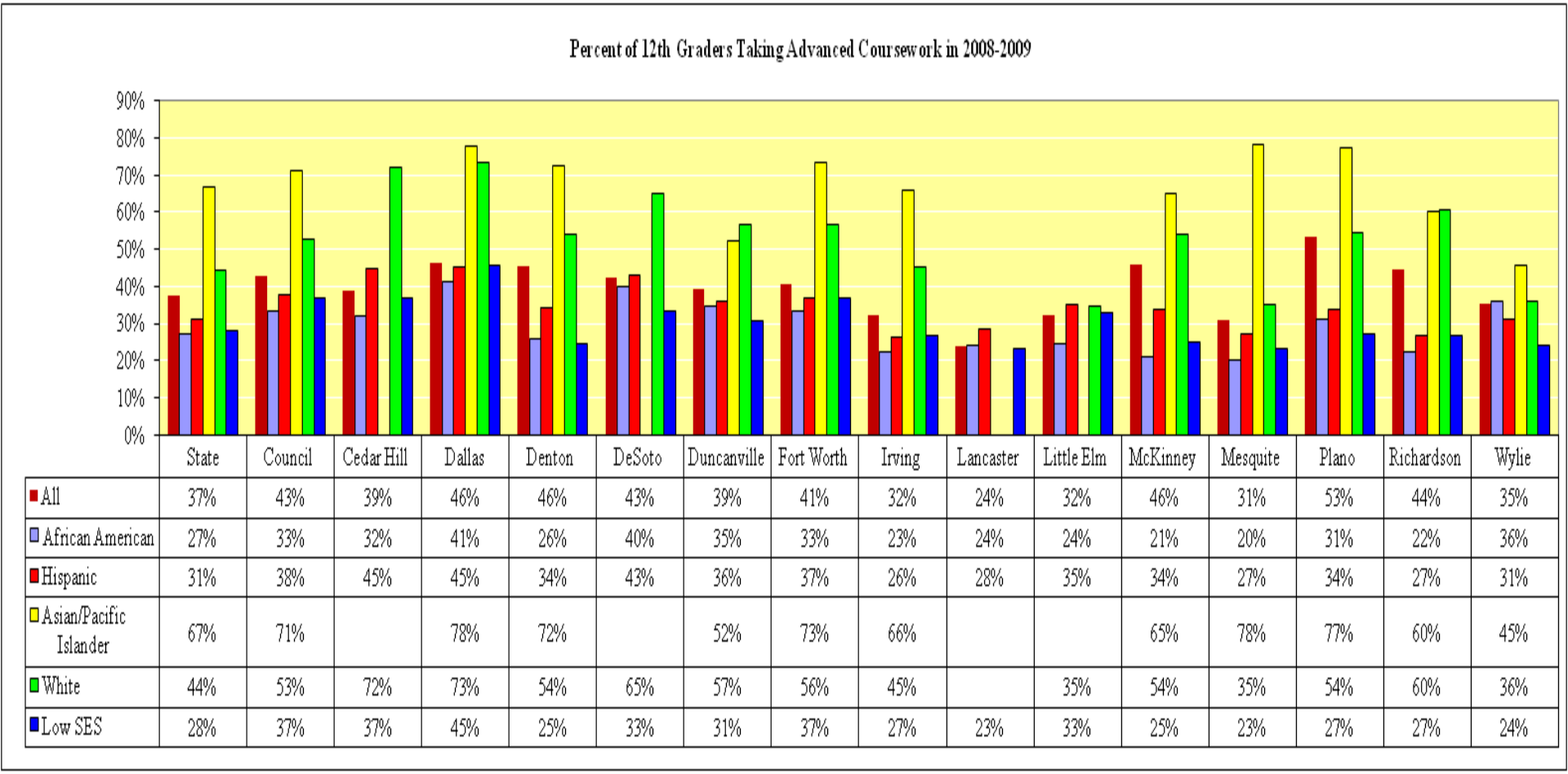
Source: The THECB P-16 Initiatives Ad Hoc Data on First-Time 9th Graders Advanced to 10th Grade on Time in 2007 and 2008.

Summary of Findings and Implications on 1st time 9th Graders Advanced to 10th Grade on Time in 2008

- Findings:
  - There were 88% and 86% first-time 9th graders advanced to 10th grade in the state and the regional council in 2008, respectively.
  - The state virtually had no change, but the council had increased 1% from 2007 to 2008. So the 3% gap in 2007 had been narrowed to 2% in 2008.
  - The African American, Hispanic, and low SES groups had low ratios in the two years.
  - Small variations existed on the ratio changes in the school districts.
- Implications
  - To improve the ratio, the districts may need to first identify the students who were in the boundaries of advancement or retention, and then find effective strategies and measures to help them advancing to 10th grade.

12th Graders Taking Advanced Courses

The council was overall 6% higher than the state for the 12th graders taking advanced courses in 2009. Generally, Asian/Pacific Isl.>White>Hispanic>African American/Low SES.



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

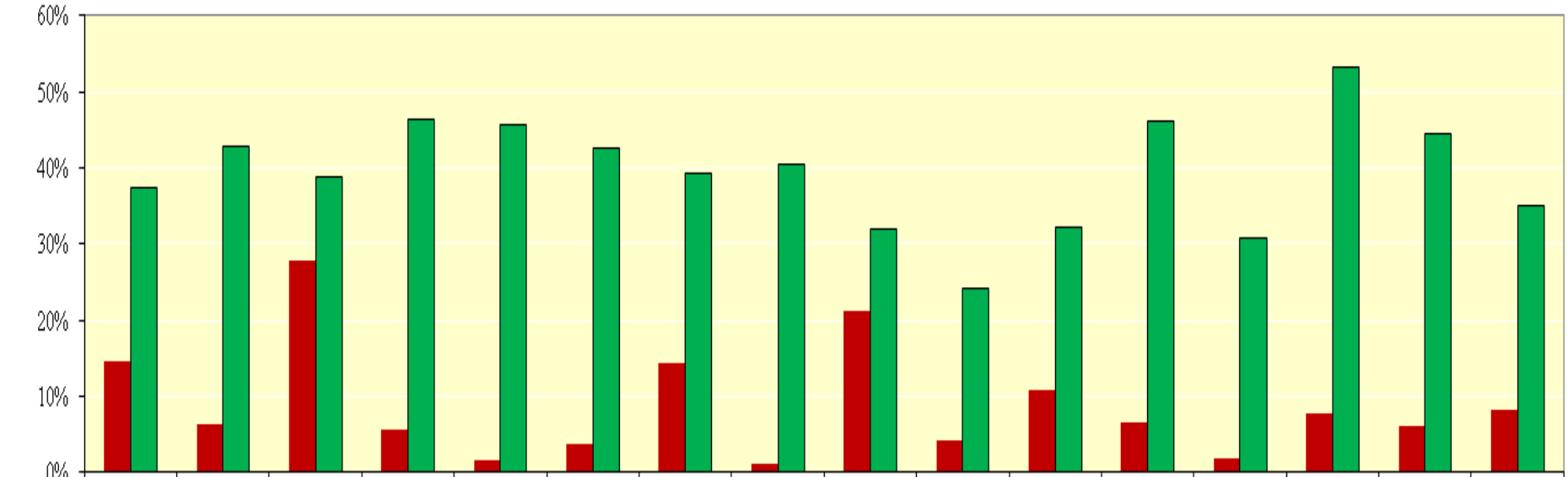
Source: The THECB P-16 Initiatives Ad Hoc Data on 12th Graders Taking Advanced Coursework in 2008-2009.

12th Graders Taking Advanced Courses

Significant increases of 12th graders taking advanced courses from 2008 to 2009 in all of the entities. However, missing data was an issue for many groups in 2008.

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

All



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

Source: The THECB P-16 Initiatives Ad Hoc Data on 12th Graders Taking Advanced Coursework in 2008-2009.

Summary of Findings and Implications on 12th Graders Taking Advanced Coursework in 2009

- There were 37% and 43% twelfth graders taking advanced coursework in the state and the regional council in 2009, respectively. The council was 6% higher than the state in the school year of 2008-09.

- Both the state and the council had made tremendous progress from 2008 to 2009, and the council had grown much faster than the state. Nevertheless, the 2008 data seemed to be incomplete. Thus, such large increases could be unstable. It is recommended to use the 2009 data as the baseline for the gap analysis in the future.

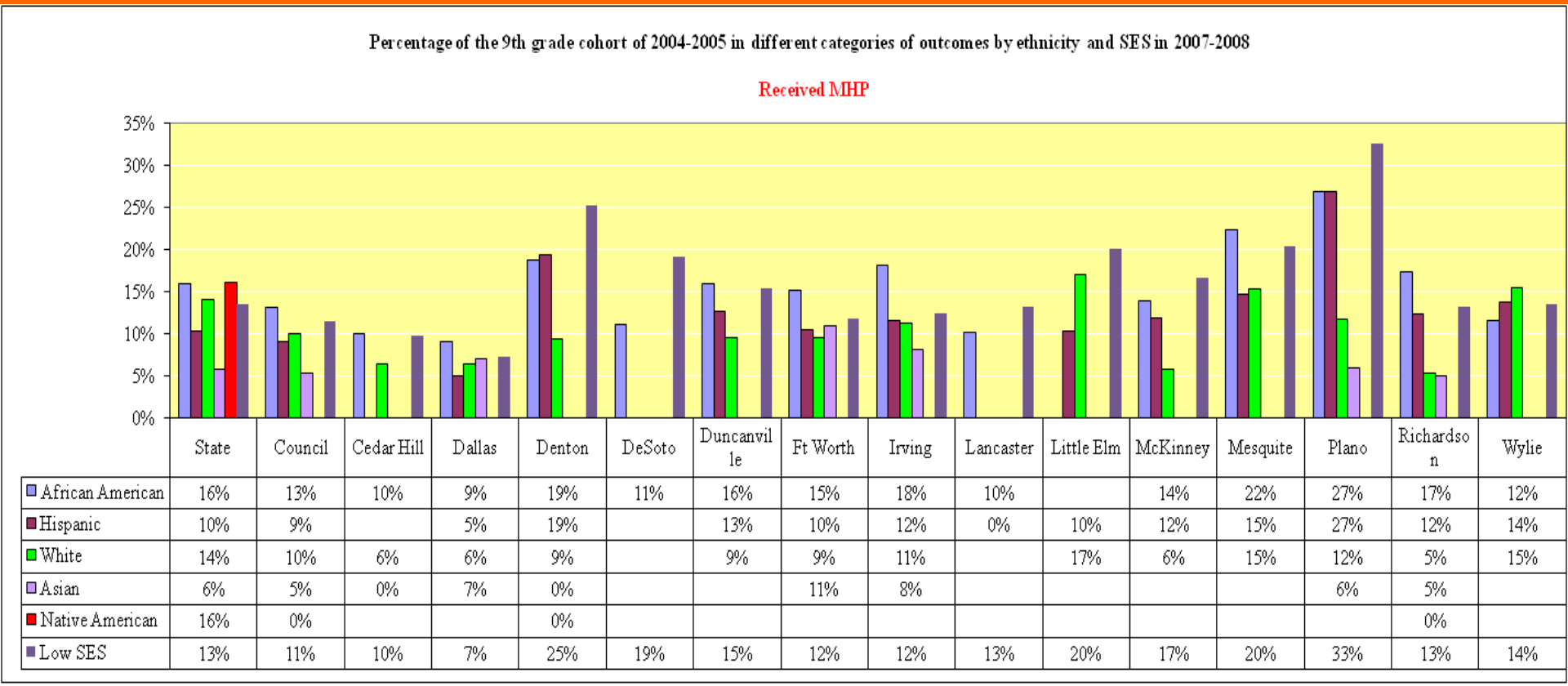
- The African American, Hispanic, and low SES groups had the lowest ratios in the two years. We need to particularly focus on these three groups while helping all students.

Outcomes of the 9th Grade Cohort of 2004-05 – on MHP

The MHP was generally less than 20%.

Council < State

African American seemed to have the largest percentage.



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
African American	16%	13%	10%	9%	19%	11%	16%	15%	18%	10%		14%	22%	27%	17%	12%
Hispanic	10%	9%		5%	19%		13%	10%	12%	0%	10%	12%	15%	27%	12%	14%
White	14%	10%	6%	6%	9%		9%	9%	11%		17%	6%	15%	12%	5%	15%
Asian	6%	5%	0%	7%	0%			11%	8%					6%	5%	
Native American	16%	0%			0%										0%	
Low SES	13%	11%	10%	7%	25%	19%	15%	12%	12%	13%	20%	17%	20%	33%	13%	14%

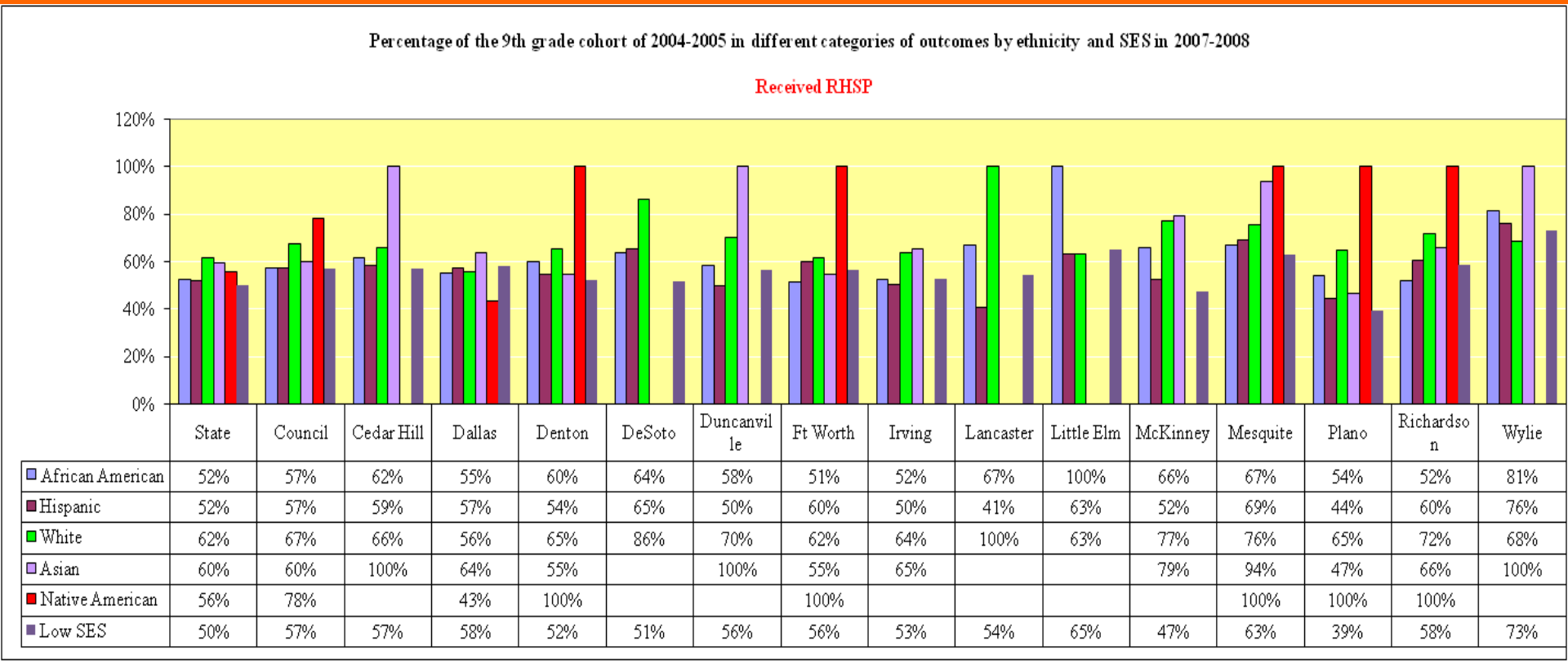
Source: The THECB P-16 Initiatives Ad Hoc Data on the Outcomes of the 9th Grade Cohort of 2004-05

Outcomes of the 9th Grade Cohort of 2004-05 – on RHSP

The RHSP was generally between 50% and 60%

Council > State

Generally, Black/Hispanic/Low SES < White/Asian.

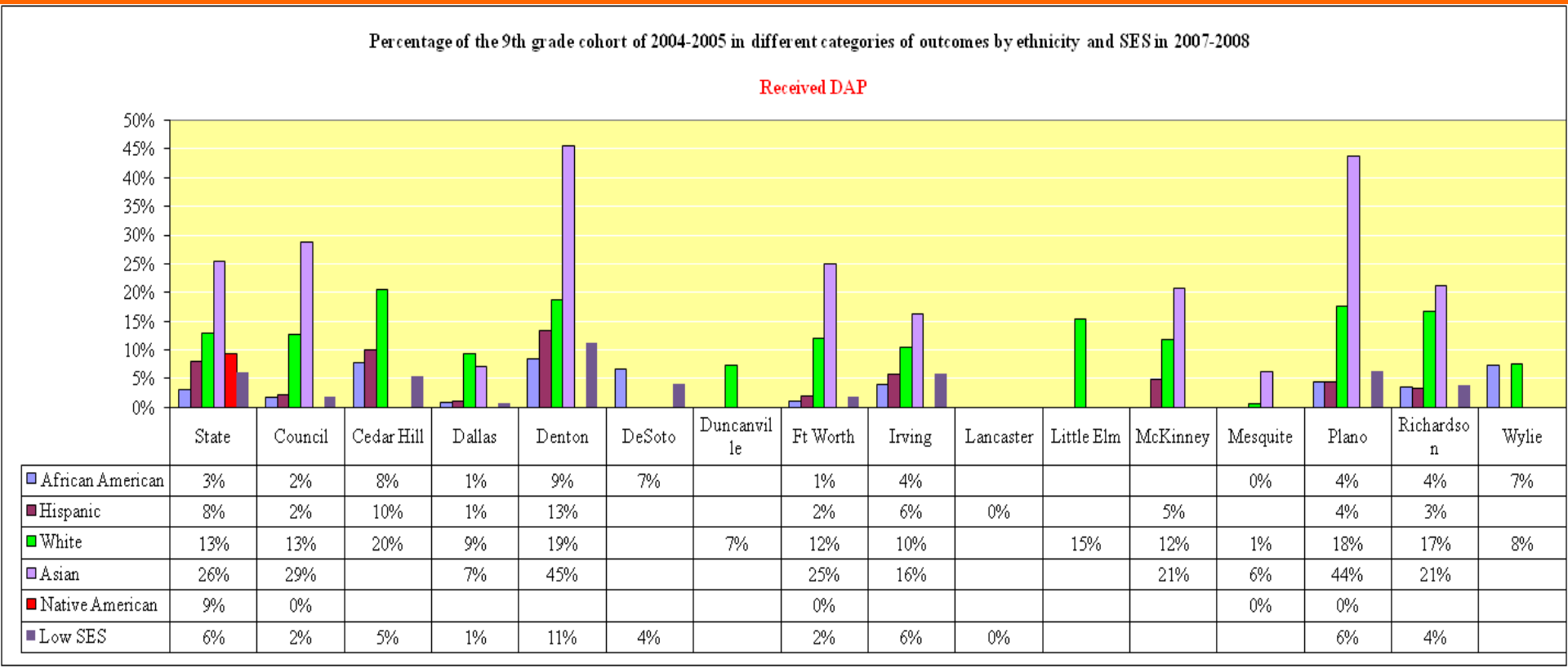


	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
African American	52%	57%	62%	55%	60%	64%	58%	51%	52%	67%	100%	66%	67%	54%	52%	81%
Hispanic	52%	57%	59%	57%	54%	65%	50%	60%	50%	41%	63%	52%	69%	44%	60%	76%
White	62%	67%	66%	56%	65%	86%	70%	62%	64%	100%	63%	77%	76%	65%	72%	68%
Asian	60%	60%	100%	64%	55%		100%	55%	65%			79%	94%	47%	66%	100%
Native American	56%	78%		43%	100%			100%					100%	100%	100%	
Low SES	50%	57%	57%	58%	52%	51%	56%	56%	53%	54%	65%	47%	63%	39%	58%	73%

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

Outcomes of the 9th Grade Cohort of 2004-05 – on DAP

The DAP was low in all of the groups except for the White/Asian groups in some of the educational entities. Data seemed incomplete in many ISDs.



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
African American	3%	2%	8%	1%	9%	7%		1%	4%				0%	4%	4%	7%
Hispanic	8%	2%	10%	1%	13%			2%	6%	0%		5%		4%	3%	
White	13%	13%	20%	9%	19%		7%	12%	10%		15%	12%	1%	18%	17%	8%
Asian	26%	29%		7%	45%			25%	16%			21%	6%	44%	21%	
Native American	9%	0%						0%					0%	0%		
Low SES	6%	2%	5%	1%	11%	4%		2%	6%	0%				6%	4%	

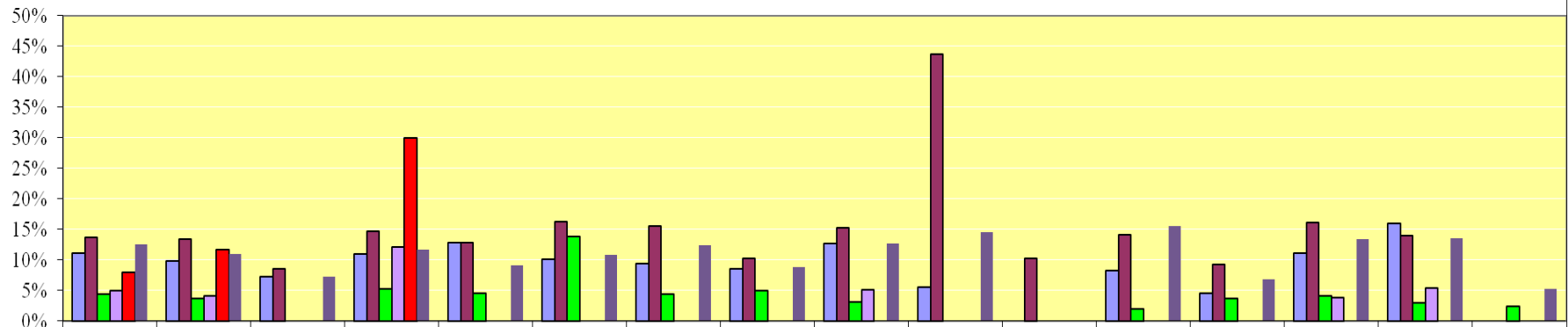
Source: The THECB P-16 Initiatives Ad Hoc Data on the Outcomes of the 9th Grade Cohort of 2004-05

Outcomes of the 9th Grade Cohort of 2004-05 – on Continuers

The Continuers group was generally less than 15%
Council had comparable percentages to the state
Generally, Black/Hispanic > White/Asian.

Percentage of the 9th grade cohort of 2004-2005 in different categories of outcomes by ethnicity and SES in 2007-2008

Continuers



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
African American	11%	10%	7%	11%	13%	10%	9%	9%	13%	6%	0%	8%	5%	11%	16%	
Hispanic	14%	13%	9%	15%	13%	16%	16%	10%	15%	44%	10%	14%	9%	16%	14%	
White	4%	4%		5%	5%	14%	4%	5%	3%			2%	4%	4%	3%	2%
Asian	5%	4%	0%	12%					5%					4%	5%	
Native American	8%	12%		30%										0%	0%	
Low SES	13%	11%	7%	12%	9%	11%	12%	9%	13%	15%		16%	7%	13%	14%	5%

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

Outcomes of the 9th Grade Cohort of 2004-05 – on GED

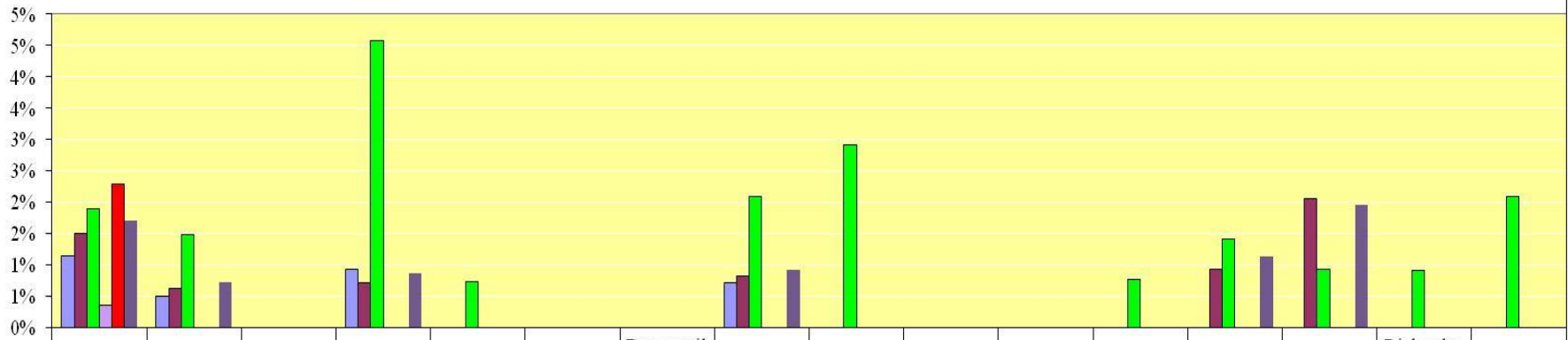
The GED group was generally less than 3%

Council < State

Missing data in many ISDs.

Percentage of the 9th grade cohort of 2004-2005 in different categories of outcomes by ethnicity and SES in 2007-2008

Received GED

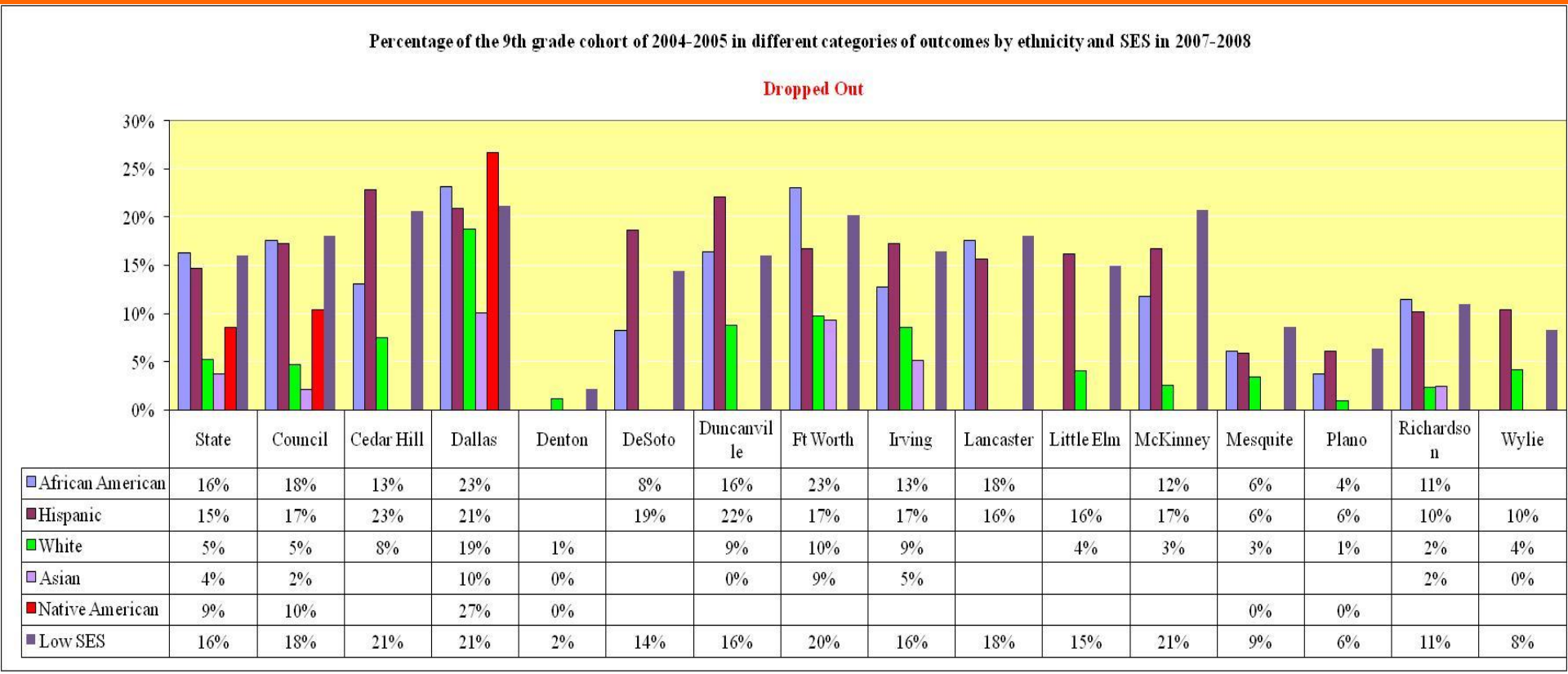


	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
African American	1%	1%		1%	0%			1%								0%
Hispanic	2%	1%		1%		0%		1%		0%	0%		1%	2%		
White	2%	1%		5%	1%			2%	3%	0%		1%	1%	1%	1%	2%
Asian	0%	0%	0%	0%	0%		0%		0%			0%	0%			0%
Native American	2%	0%			0%								0%		0%	
Low SES	2%	1%		1%				1%			0%		1%	2%		

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

Outcomes of the 9th Grade Cohort of 2004-05 - on Dropout

The dropout group was generally less than 20%.
The council was about 1% higher than the state.
Black/Hispanic/Low SES > White/Asian

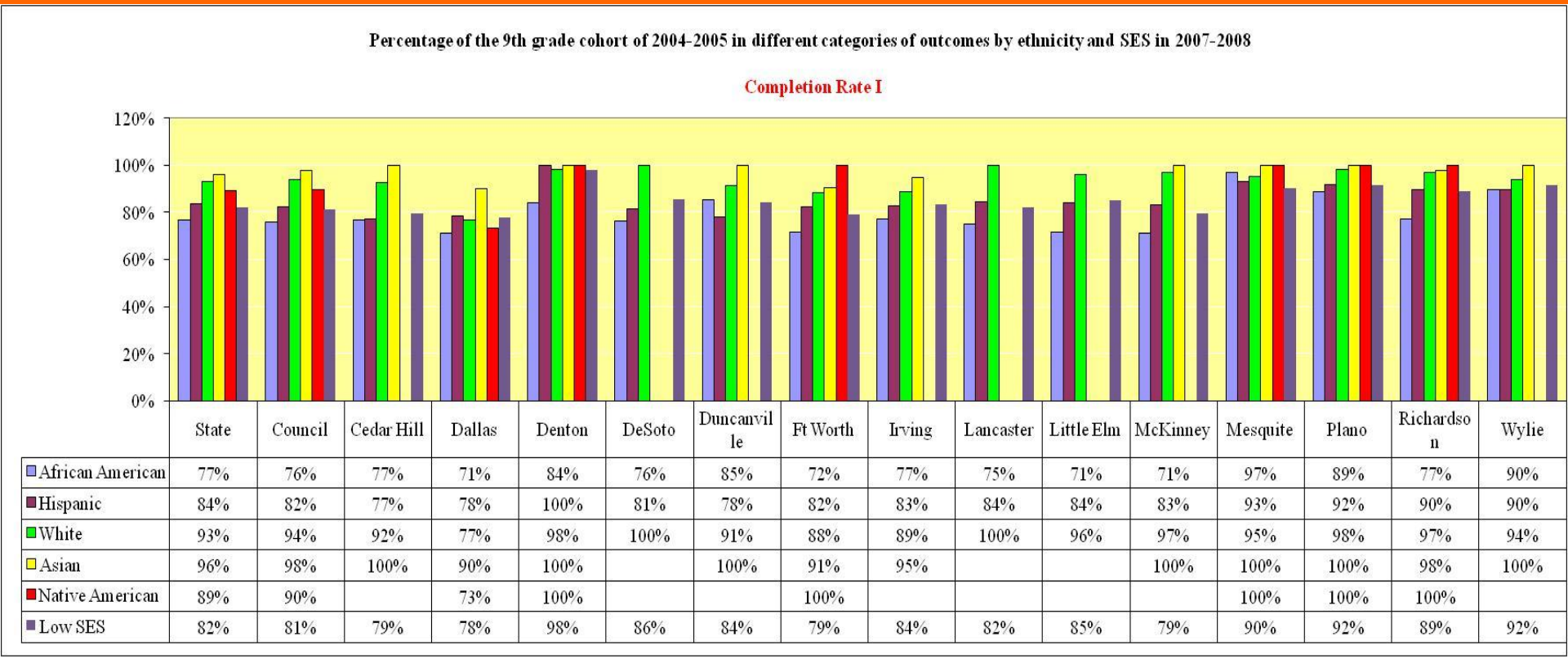


	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
African American	16%	18%	13%	23%		8%	16%	23%	13%	18%		12%	6%	4%	11%	
Hispanic	15%	17%	23%	21%		19%	22%	17%	17%	16%	16%	17%	6%	6%	10%	10%
White	5%	5%	8%	19%	1%		9%	10%	9%		4%	3%	3%	1%	2%	4%
Asian	4%	2%		10%	0%		0%	9%	5%						2%	0%
Native American	9%	10%		27%	0%								0%	0%		
Low SES	16%	18%	21%	21%	2%	14%	16%	20%	16%	18%	15%	21%	9%	6%	11%	8%

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

Outcomes of the 9th Grade Cohort of 2004-05 - Completion Rate I

The Completion Rate I was generally above 75%
The council was about 1% lower than the state.
Black/Hispanic/Low SES < White/Asian



	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
African American	77%	76%	77%	71%	84%	76%	85%	72%	77%	75%	71%	71%	97%	89%	77%	90%
Hispanic	84%	82%	77%	78%	100%	81%	78%	82%	83%	84%	84%	83%	93%	92%	90%	90%
White	93%	94%	92%	77%	98%	100%	91%	88%	89%	100%	96%	97%	95%	98%	97%	94%
Asian	96%	98%	100%	90%	100%		100%	91%	95%			100%	100%	100%	98%	100%
Native American	89%	90%		73%	100%			100%					100%	100%	100%	
Low SES	82%	81%	79%	78%	98%	86%	84%	79%	84%	82%	85%	79%	90%	92%	89%	92%

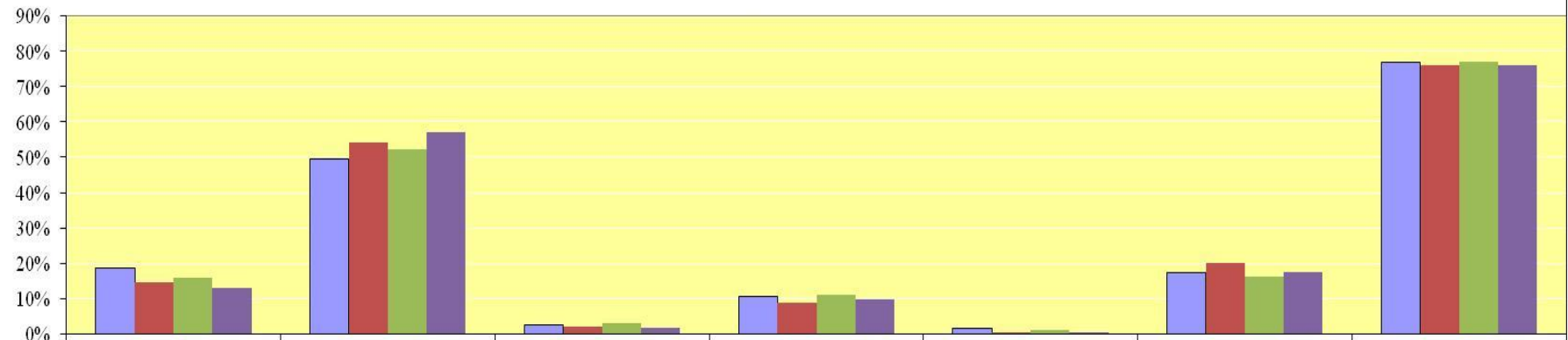
Source: The THECB P-16 Initiatives Ad Hoc Data on the Outcomes of the 9th Grade Cohort of 2004-05

Outcomes of the 9th Grade Cohort from 07 to 08

The African American group had decreased in MHP and increased in RHSP from 2007 to 2008 in both the council and the state . No other noticeable change in other categories from 2007 to 2008

Percentage of the 9th grade cohort of 2004-2005 in different categories of outcomes by ethnicity and SES in 2007-2008

African American

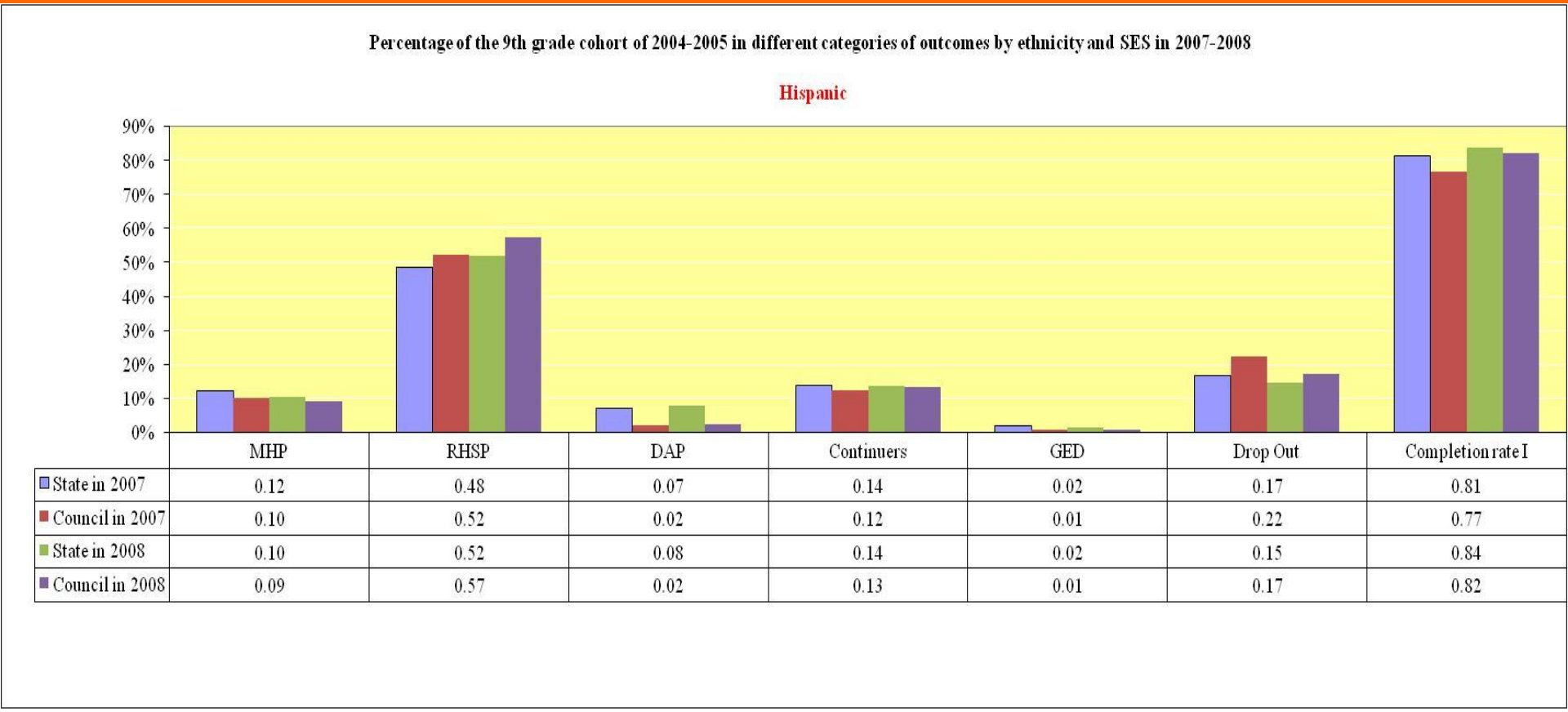


	MHP	RHSP	DAP	Continuers	GED	Drop Out	Completion rate I
State in 2007	19%	49%	2%	11%	1%	17%	77%
Council in 2007	15%	54%	2%	9%	1%	20%	76%
State in 2008	16%	52%	3%	11%	1%	16%	77%
Council in 2008	13%	57%	2%	10%	1%	18%	76%

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

Outcomes of the 9th Grade Cohort from 07 to 08

For the Hispanic group, MHP/Dropout decreased and RHSP/Completion Rate I increased in both the council and the state from 2007 to 2008.

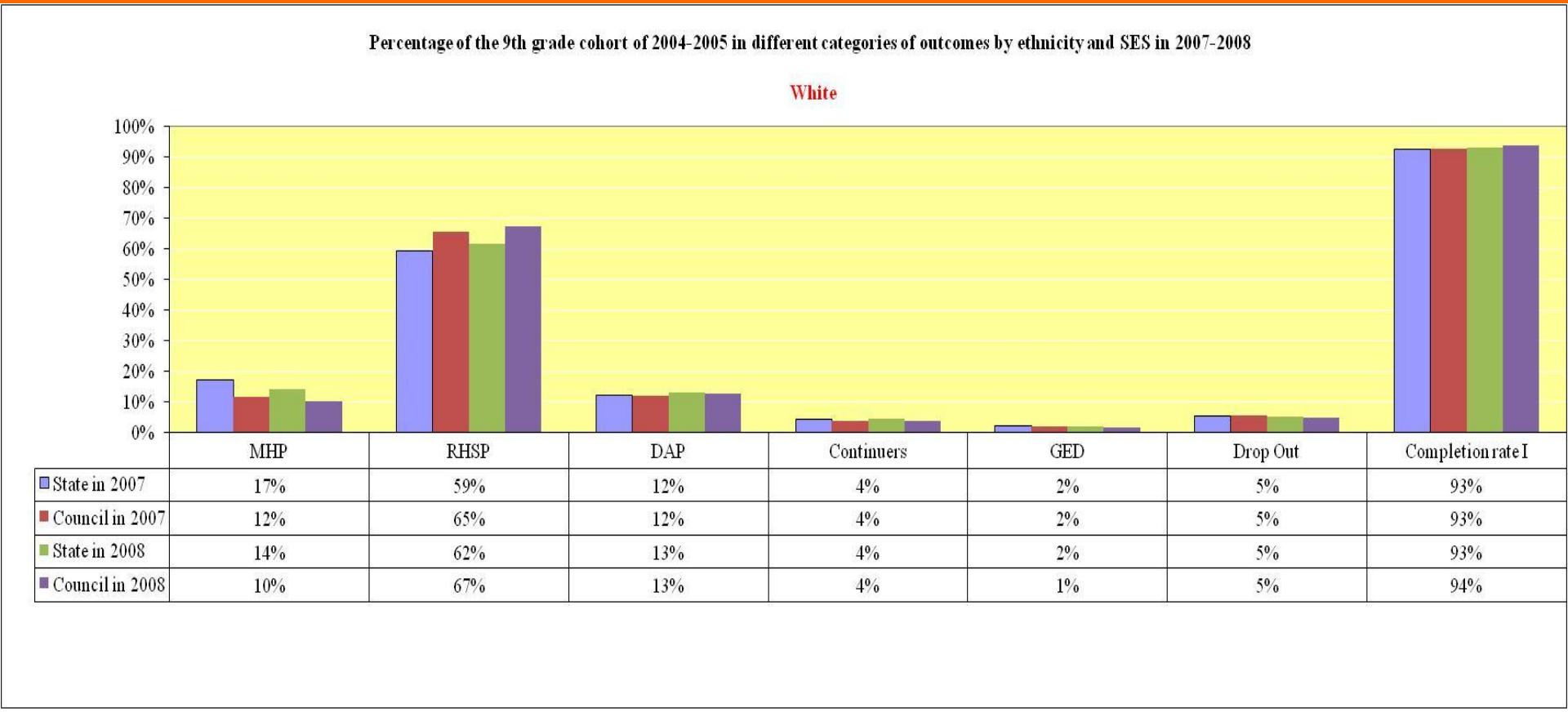


	MHP	RHSP	DAP	Continuers	GED	Drop Out	Completion rate I
State in 2007	0.12	0.48	0.07	0.14	0.02	0.17	0.81
Council in 2007	0.10	0.52	0.02	0.12	0.01	0.22	0.77
State in 2008	0.10	0.52	0.08	0.14	0.02	0.15	0.84
Council in 2008	0.09	0.57	0.02	0.13	0.01	0.17	0.82

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

Outcomes of the 9th Grade Cohort from 07 to 08

For the White group, MHP/Dropout decreased and RHSP increased in the council and the state from 2007 to 2008. No significant changes in other categories.



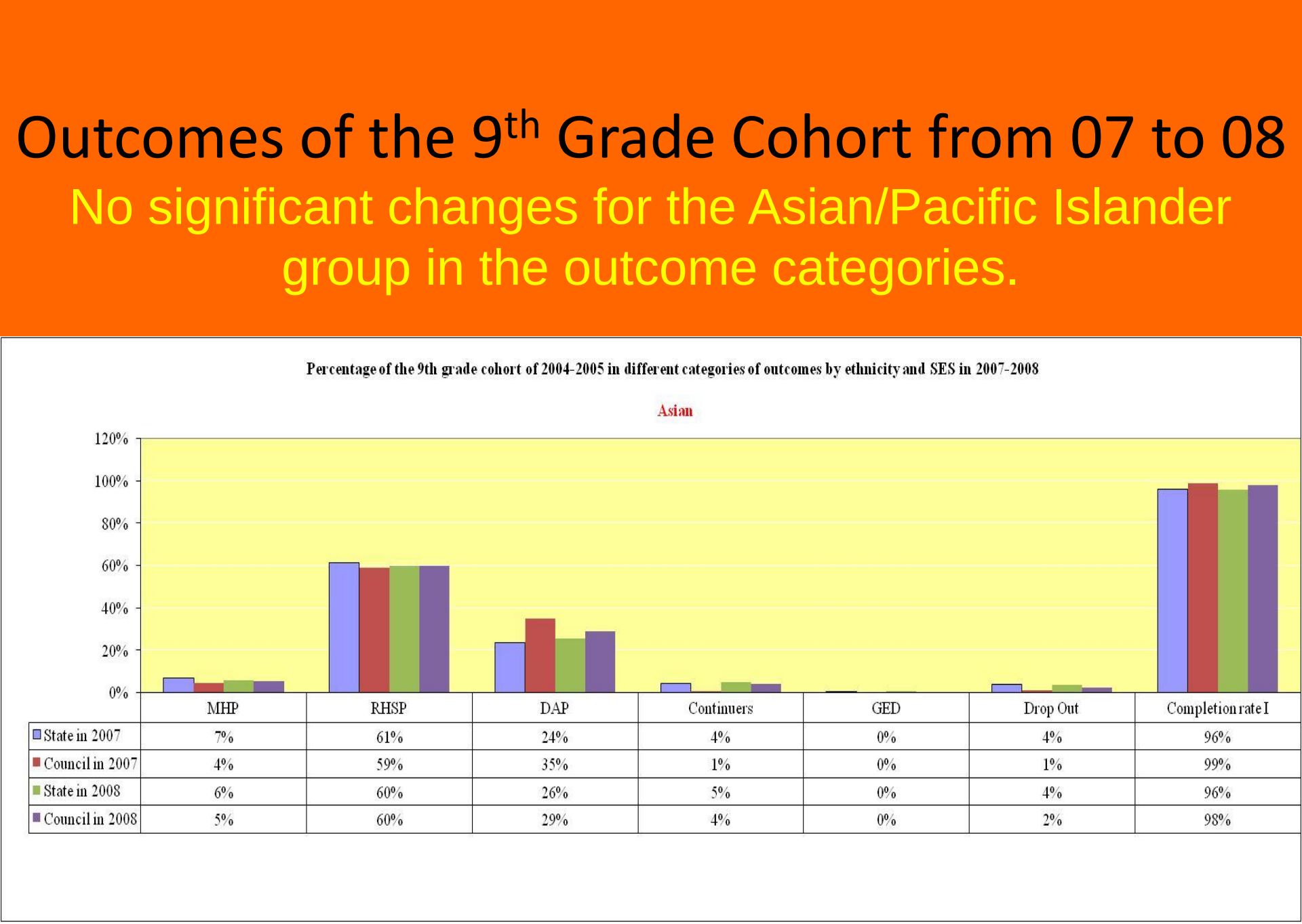
	MHP	RHSP	DAP	Continuers	GED	Drop Out	Completion rate I
State in 2007	17%	59%	12%	4%	2%	5%	93%
Council in 2007	12%	65%	12%	4%	2%	5%	93%
State in 2008	14%	62%	13%	4%	2%	5%	93%
Council in 2008	10%	67%	13%	4%	1%	5%	94%

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

Outcomes of the 9th Grade Cohort from 07 to 08

No significant changes for the Asian/Pacific Islander group in the outcome categories.

Percentage of the 9th grade cohort of 2004-2005 in different categories of outcomes by ethnicity and SES in 2007-2008

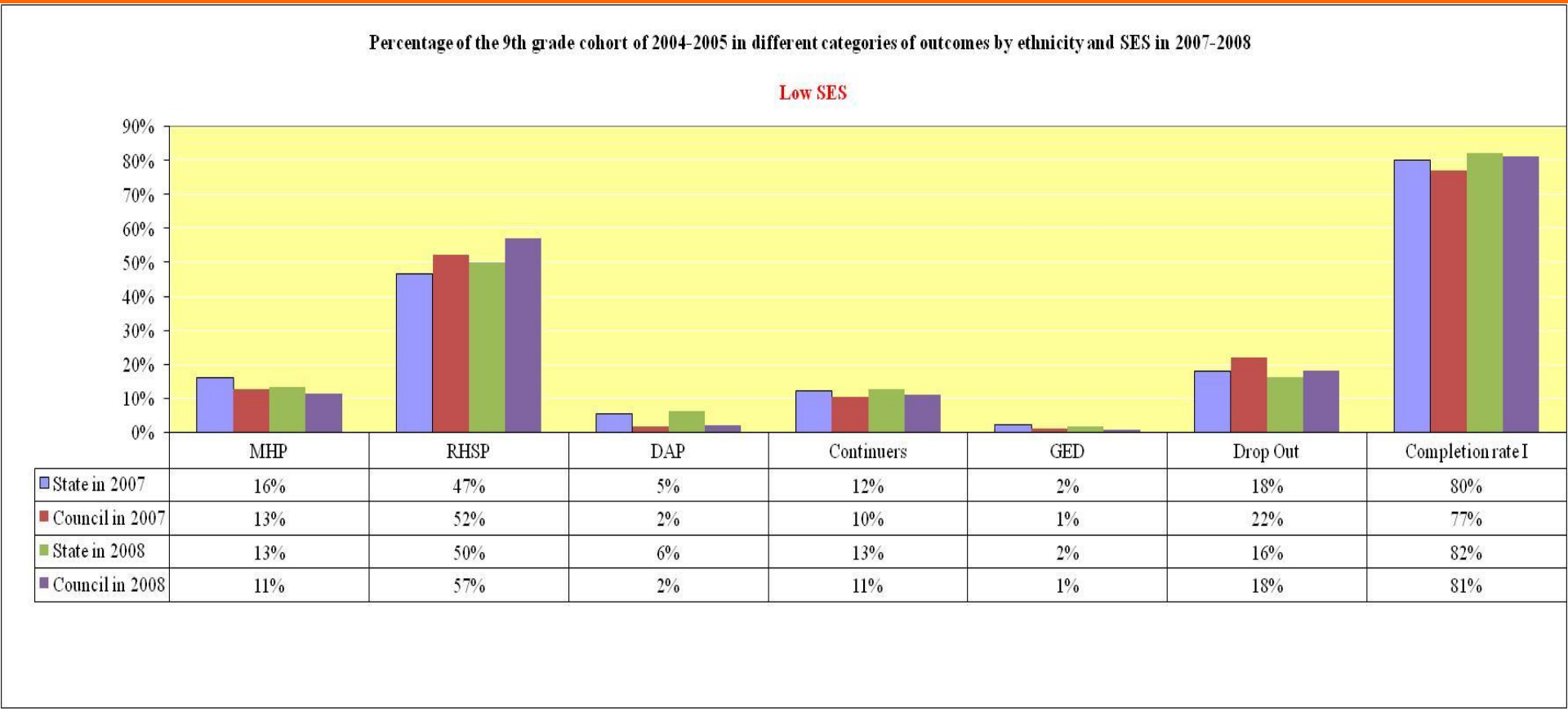


	MHP	RHSP	DAP	Continuers	GED	Drop Out	Completion rate I
State in 2007	7%	61%	24%	4%	0%	4%	96%
Council in 2007	4%	59%	35%	1%	0%	1%	99%
State in 2008	6%	60%	26%	5%	0%	4%	96%
Council in 2008	5%	60%	29%	4%	0%	2%	98%

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

Outcomes of the 9th Grade Cohort from 07 to 08

For the Low SES group, MHP/Dropout decreased and RHSP/Completion Rate I increased in both the council and the state from 2007 to 2008.



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

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

Summary of Findings and Implications on Outcomes of the 9th Grade Cohort of 2004-05

- Overall, the regional council was similar to the state on the ratios and patterns in different outcome categories for the 9th grade cohort of 2004-05. Both had the largest ratio on RHSP.

- The council was slightly better than the state on RHSP and MHP, but it was 1% lower than the state on Completion Rate I.

- Nearly all of the groups had changed in the desirable directions on MHP and RHSP from 2007 to 2008. However, the ratios on DAP were low and the changes were not satisfactory.

- While continuing to reduce the ratio of MHP and increase the ratio on RHSP, we also need to find ways to increase the ratio of DAP and to decrease the ratio of dropout.

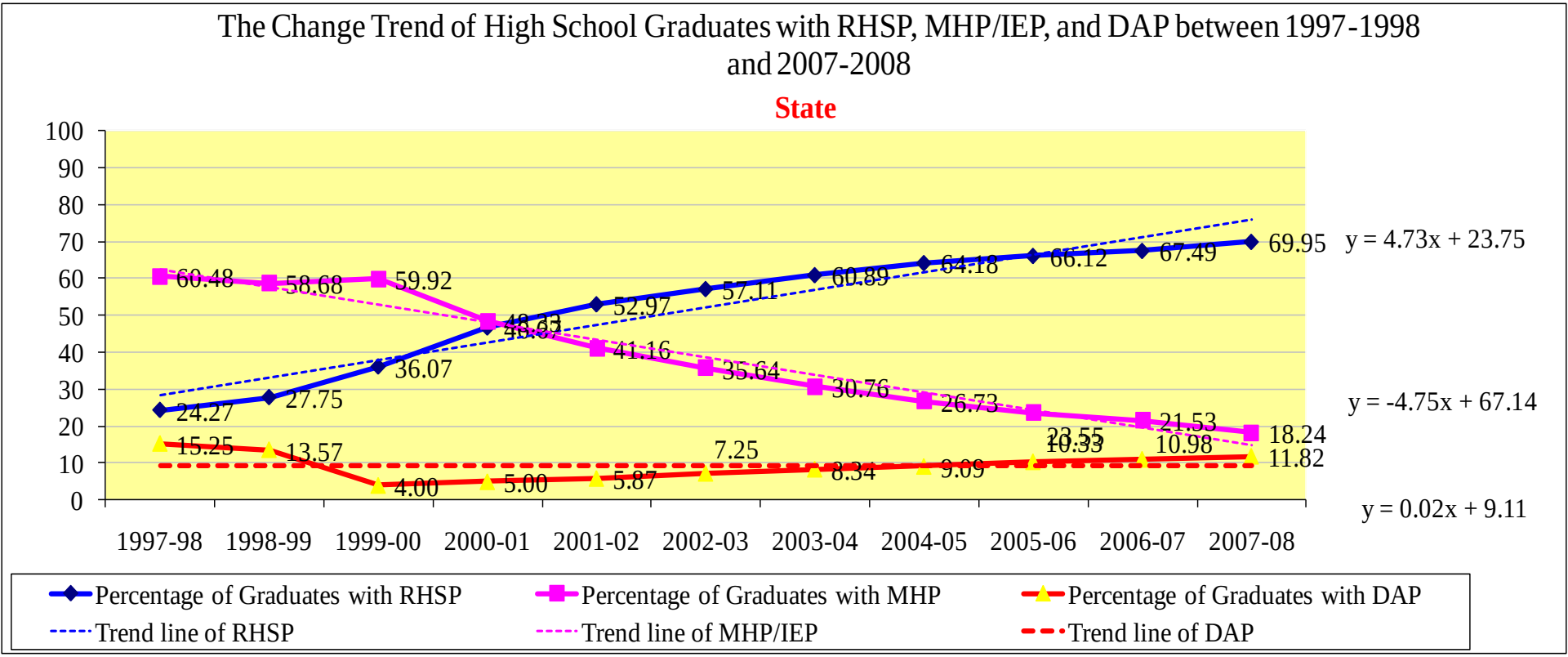
Track the Change

High School Graduation Plan from 1998 to 2008

About 4.7% annual increase on RHSP.

Approximately 4.8% yearly decrease on MHP/IEP.

Virtually no change on DAP in the 11 years in the state.

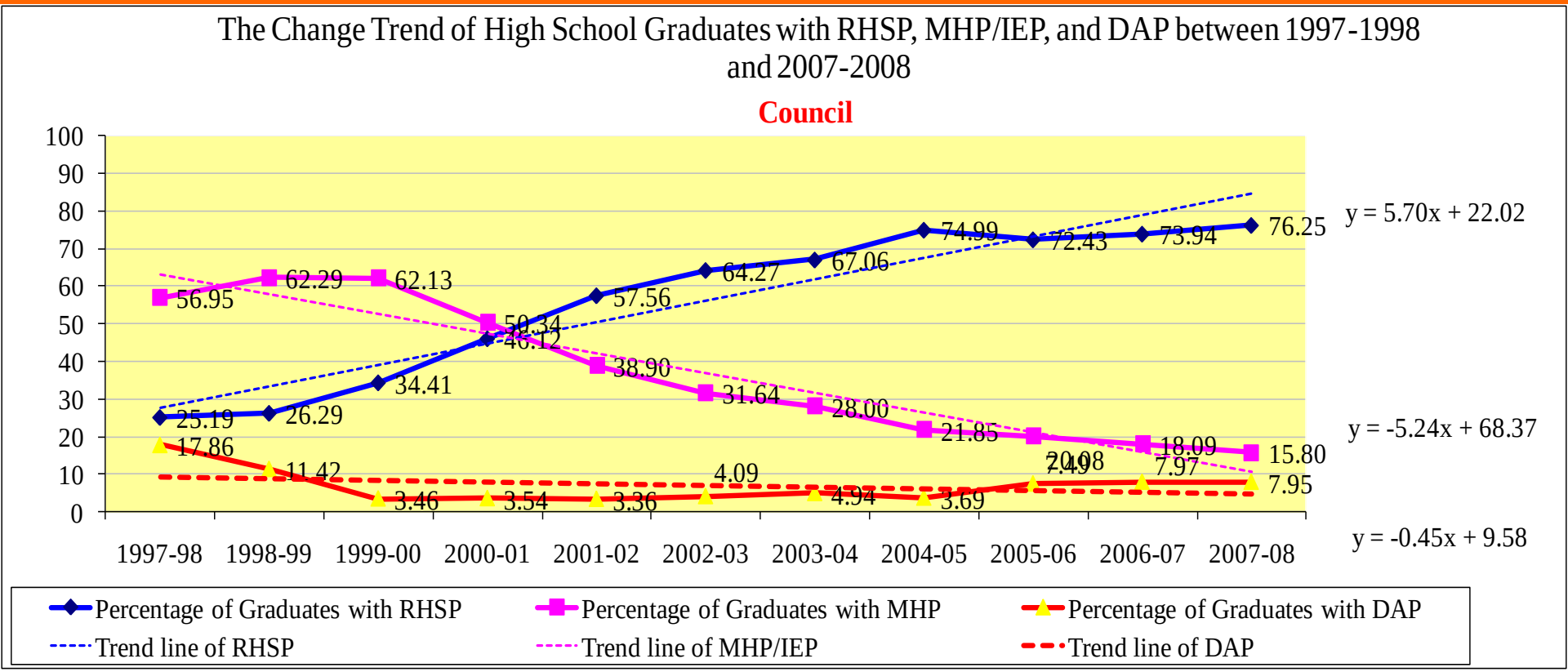


Source: Texas PK-16 Public Education Information Resource: High School Graduates Longitudinal Analysis

Track the Change

High School Graduation Plan from 1998 to 2008

The council had similar change patterns as the state, but improved faster than the state on MHP/IEP and RHSP. The DAP decreased slightly faster than the state.

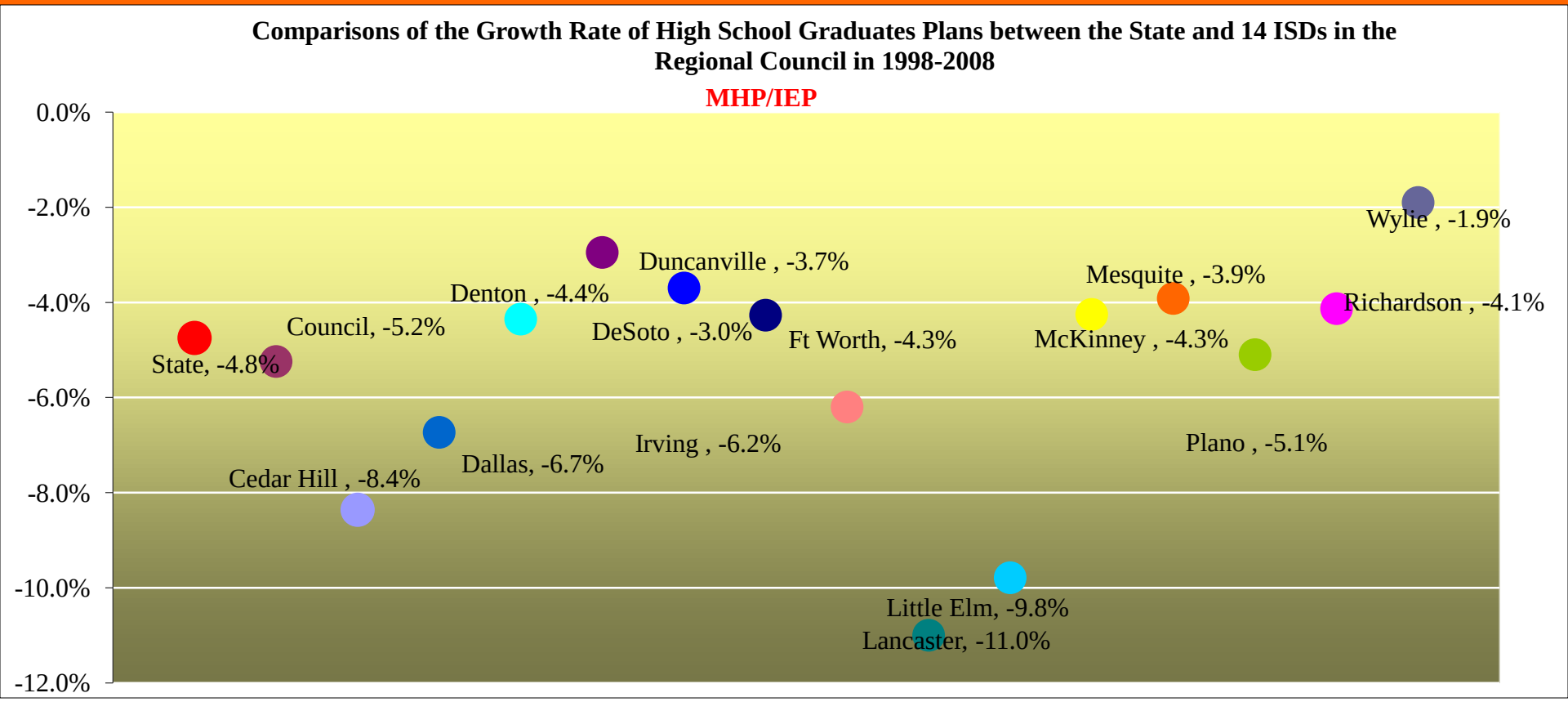


Source: Texas PK-16 Public Education Information Resource: High School Graduates Longitudinal Analysis

Track the Change – on MHP/IEP

High School Graduation Plan from 1998 to 2008

All entities decreased on MHP/IEP in the 11 year.
The council decreased slightly faster than the state.
The Lancaster, Little Elm ISDs improved the most.

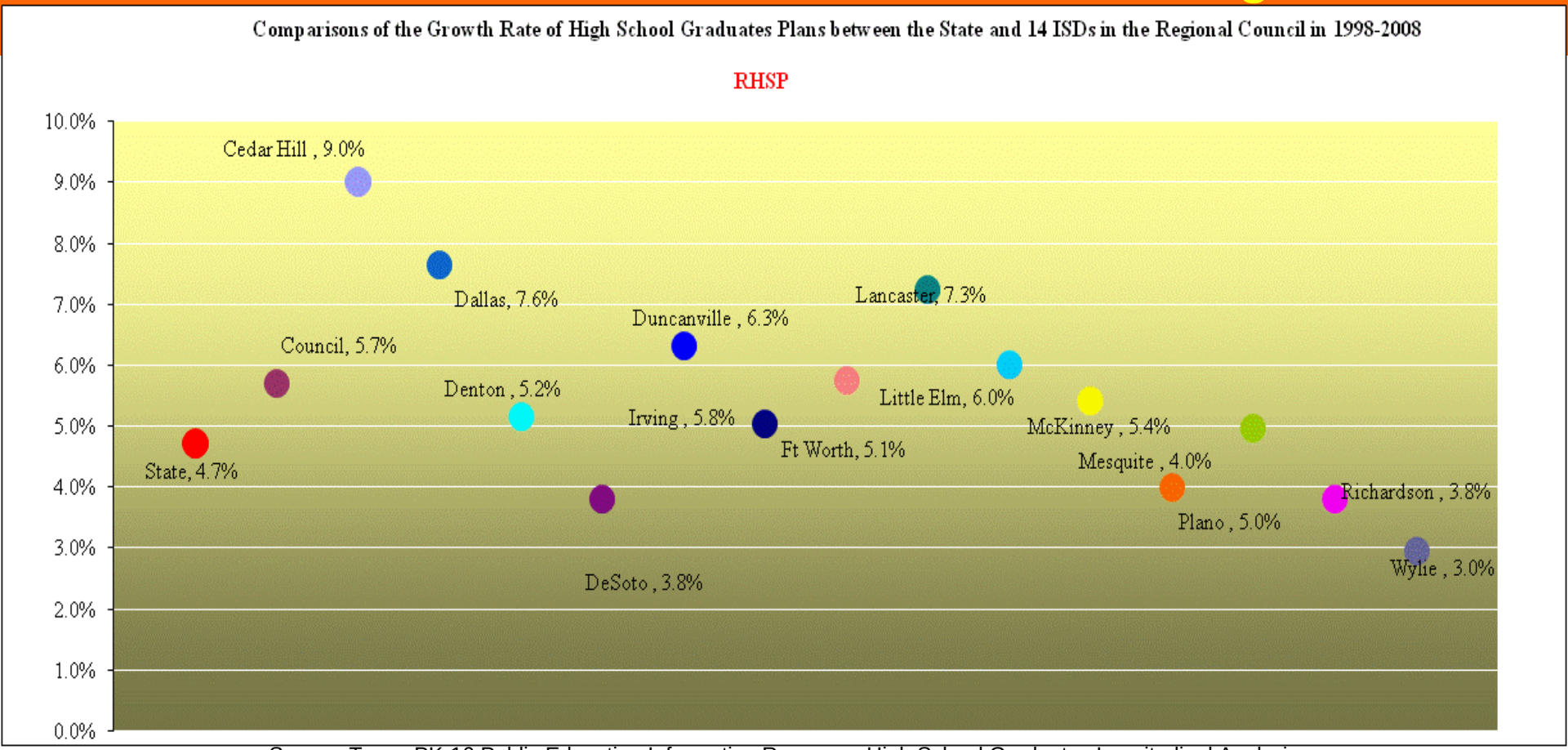


Source: Texas PK-16 Public Education Information Resource: High School Graduates Longitudinal Analysis

Track the Change – on RHSP

High School Graduation Plan from 1998 to 2008

All entities had positive annual growth rate on RHSP in the 11 year. The council increased 1% faster than the state. The Cedar Hill ISD had the fastest growth.

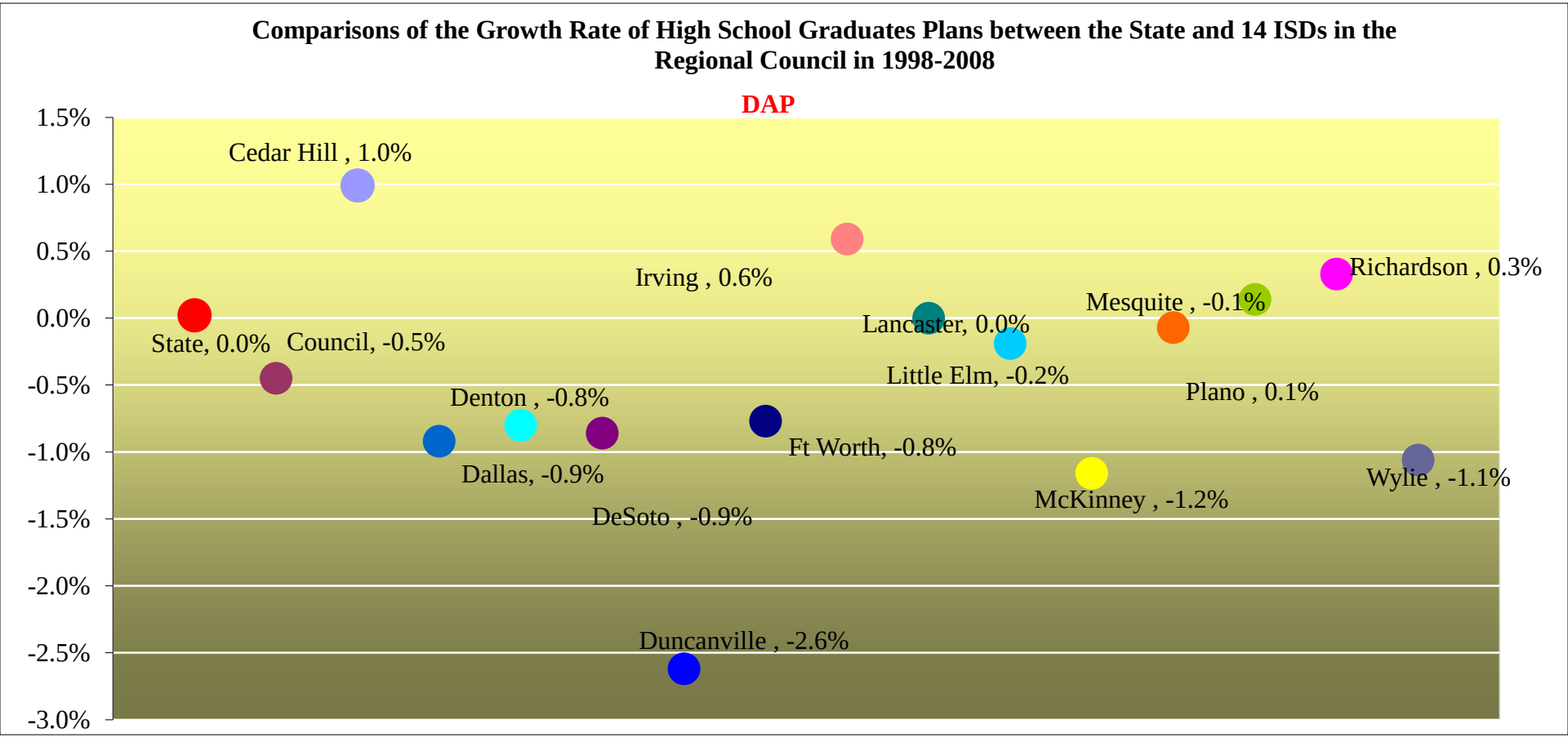


Source: Texas PK-16 Public Education Information Resource: High School Graduates Longitudinal Analysis

Track the Change – on DAP

High School Graduation Plan from 1998 to 2008

Little change on DAP had occurred in the state, the regional council, and most of the ISDs from 1998 to 2008.



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

Summary of Findings and Implications on High School Graduation Plan from 1998 to 2008

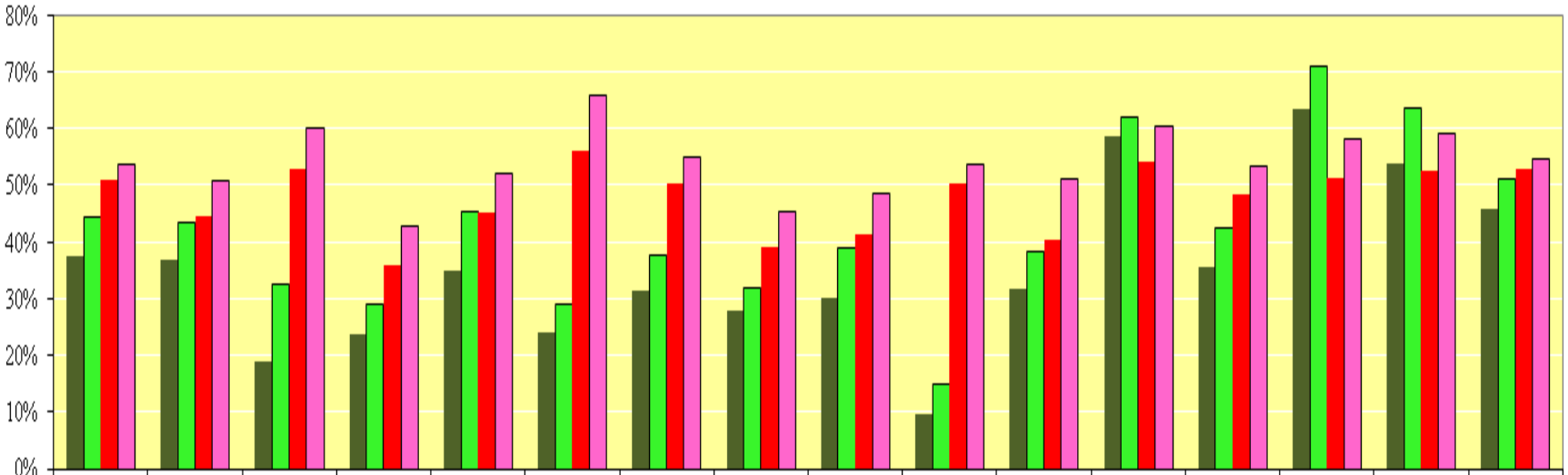
- The trend analysis on high school graduation plan using the data from 1998 to 2008 reveals that the state, the regional council, and the 14 member districts all had the same change pattern: a large positive growth on RHSP, a remarkable decrease on MHP, and little change on DAP.
- The council appeared to improve somewhat faster than the state on MHP and RHSP. However, DAP in the council had decreased at an average annual rate of -0.5%, whereas it had been stagnant in the state in the 11 years.
- There were some variations in each categories in the school districts.
- Whereas the changes on MHP/IEP and RHSP were satisfactory, the scenario on DAP was undesirable. Why was the ratio on DAP so low? Why little change on it? Is this acceptable? If not, what can we do to increase the ratio on DAP?
- Again, we need to learn from the highly improved districts on each of the three categories.

Transition to College and Higher Education Success Factors

College-Ready

The state, the regional council, and most of the ISDs had increased in college-ready and higher education enrollment. The gap between the council and the state had reduced to 3% from 7% in the previous year on higher education enrollment.

Percent of College-Ready on Both English Language Arts and Mathematics and Enrollment for High School Graduates in the Regional Council in 2006-2007 and 2007-2008

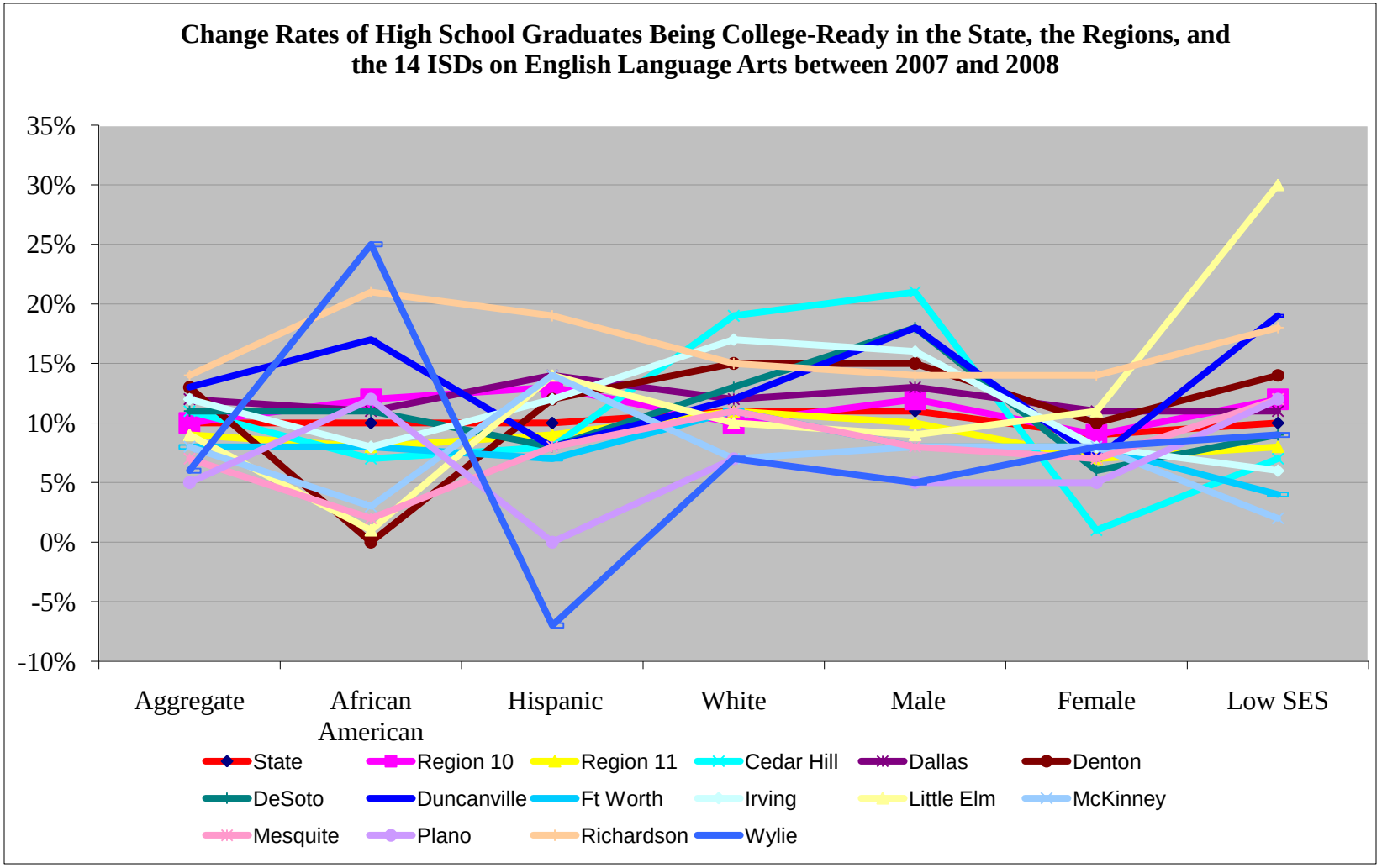


	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Fort Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
College-Ready in 2007	37%	37%	19%	24%	35%	24%	31%	28%	30%	10%	32%	58%	35%	64%	54%	46%
College-Ready in 2008	44%	43%	33%	29%	45%	29%	38%	32%	39%	15%	38%	62%	42%	71%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

Source: THECB Ad Hoc Data on **High school graduates that are College-Ready and enroll directly into higher education (2006-08)**

College-Ready

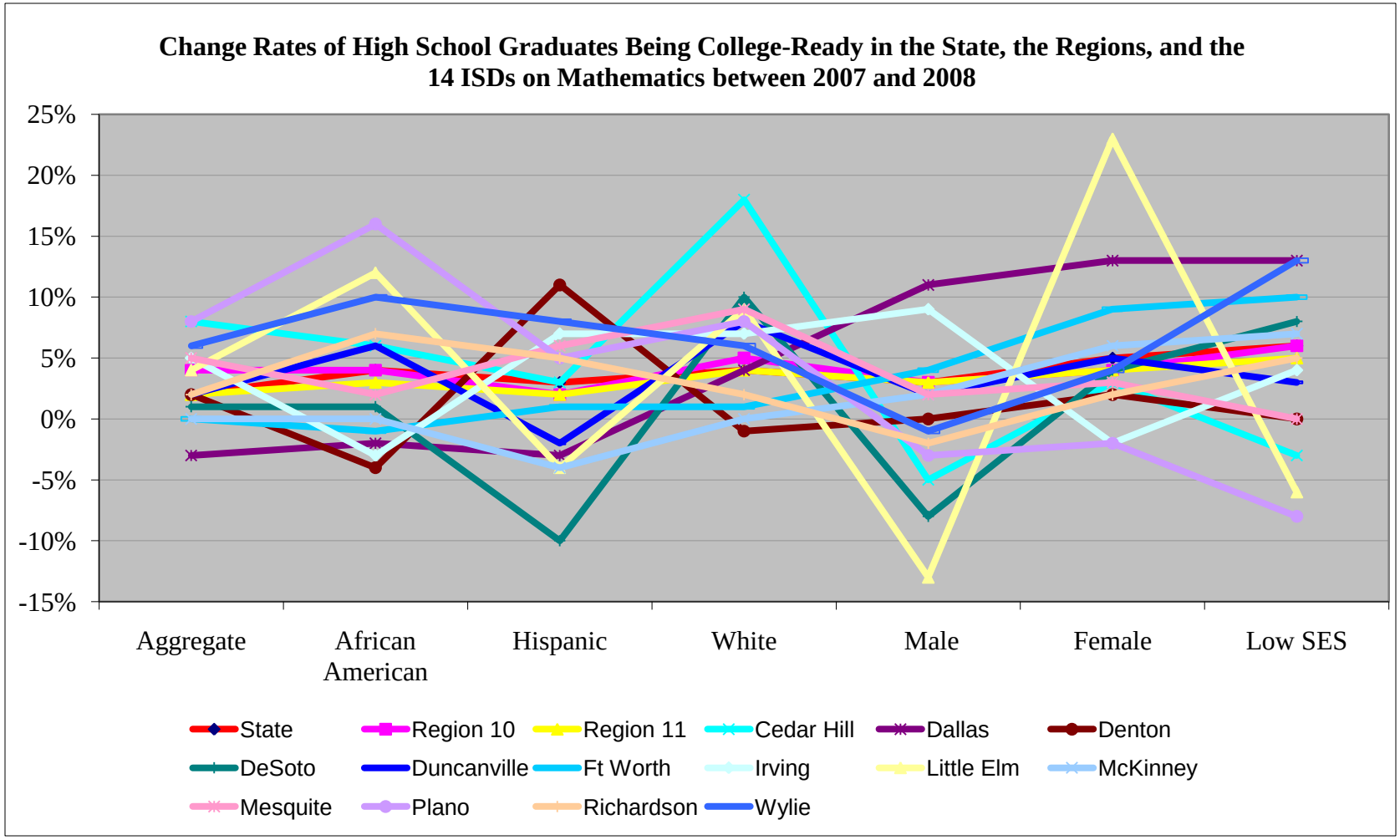
Most of the entities had increased about 10% from 2007 to 2008 on English language arts.



Source: THECB Ad Hoc Data on **High school graduates that are College-Ready and enroll directly into higher education (2006-08)**

College-Ready

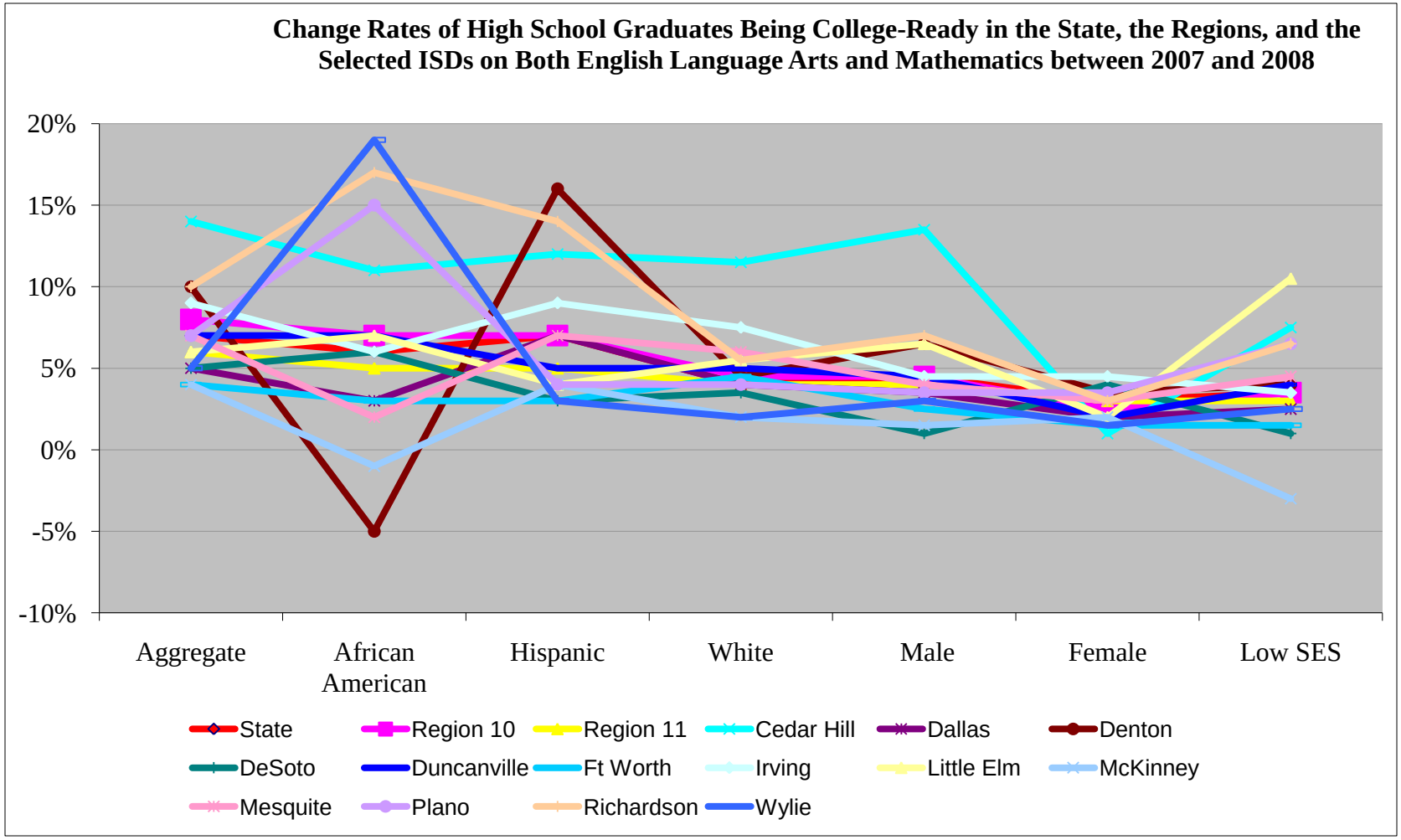
Most of the entities had increased about 5% from 2007 to 2008 on mathematics.



Source: THECB Ad Hoc Data on **High school graduates that are College-Ready and enroll directly into higher education (2006-08)**

College-Ready

Most of the entities had increased around 5% from 2007 to 2008 on both English language arts and mathematics.

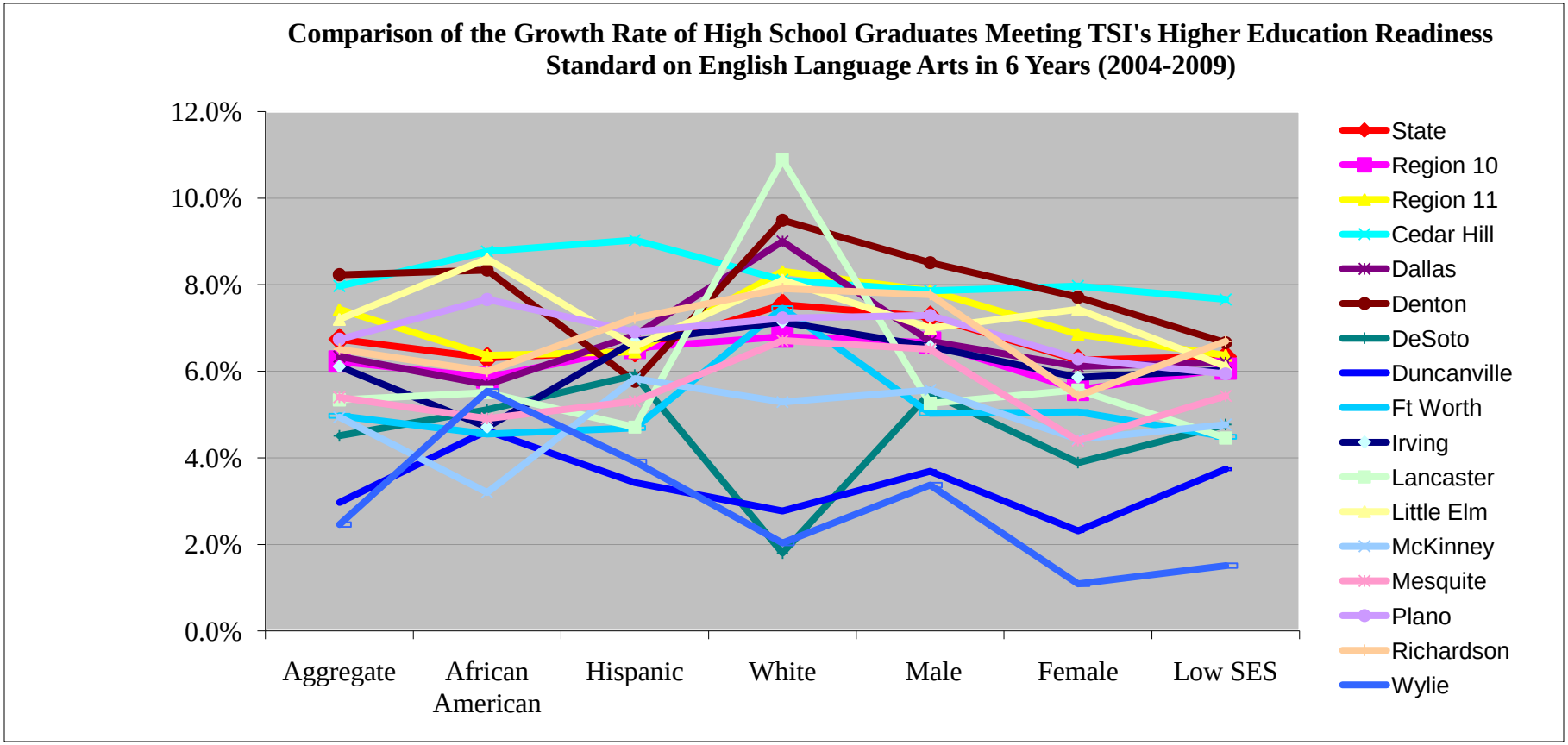


Source: THECB Ad Hoc Data on **High school graduates that are College-Ready and enroll directly into higher education (2006-08)**

Track the Change

TSI's Higher Education Readiness Components

About 6% annual increase in the state, two ESC regions, and the 14 ISDs on English language arts from 2004 to 2009. Regional 11 was slightly faster than the state, but Region 10 was somewhat slower than the state. The White was the fastest group overall.



Source: TEA's AEIS Reports, 2003-2004 and 2008-2009

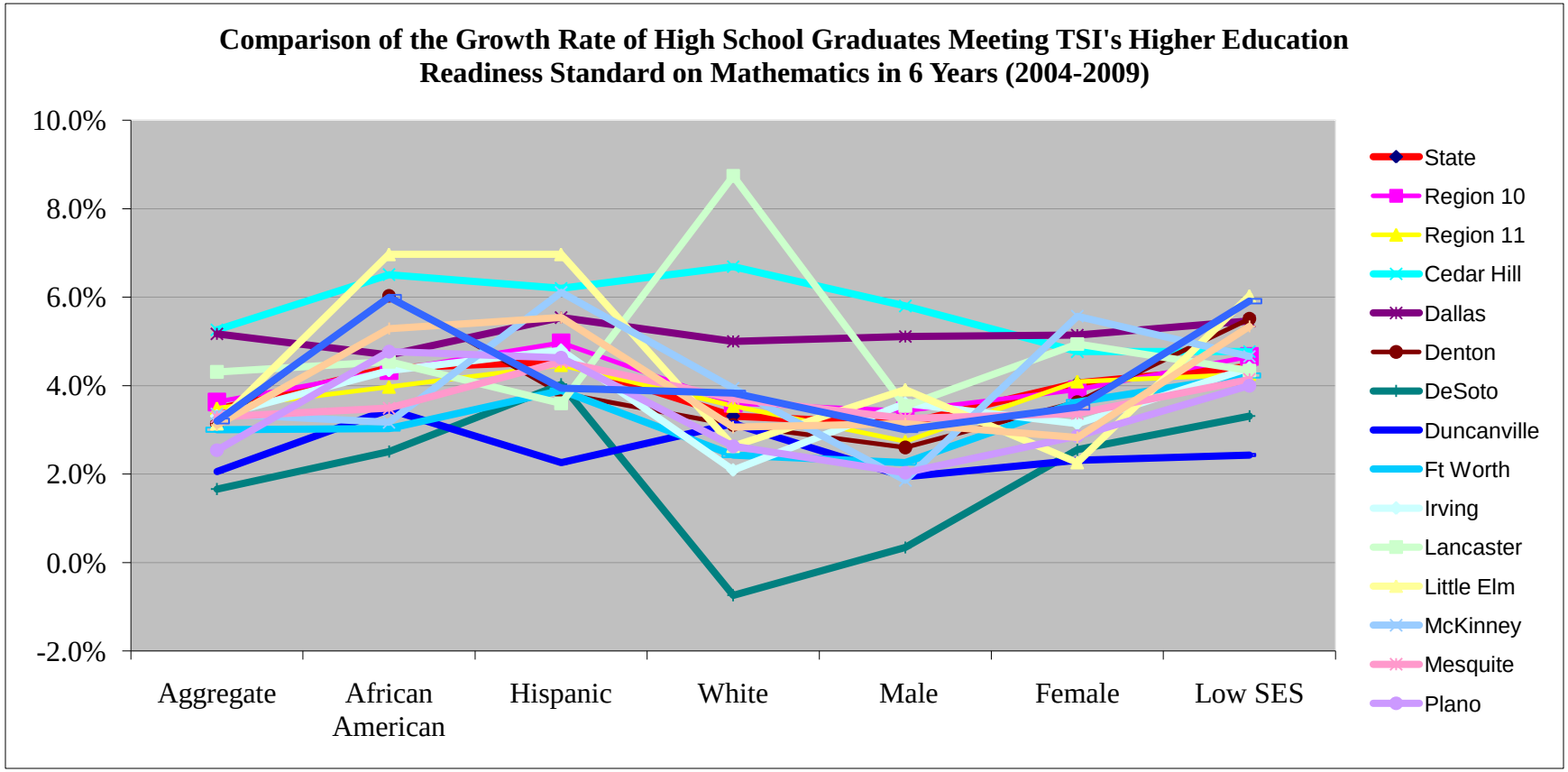
Track the Change

TSI's Higher Education Readiness

The state and the two ESC regions had about 3.5% annual growth rate on mathematics from 2004 to 2009.

African American/Hispanic/Low SES > White

Female > Male



Source: TEA's AEIS Reports, 2003-2004 and 2008-2009

Summary of Findings on College-Ready

- The percent of college-ready graduates in both English language arts and mathematics were 44% and 43%, respectively, in the state and the council in the 2007-08 graduates. The state and the council had increased 7% and 6% from the school year of 2006-07, respectively.

- The comparison of the ratios on college-ready graduates in the classes of 2007 and 2008 showed about 10% increase in English language arts, 5% in math, and 5% in both English language arts and math in most of the groups in the state, the council, and the districts.

- The trend analysis on the data for TSI-Higher Education Readiness Components (a different set of indicators on college readiness from that on College-Ready Graduates) from 2004 to 2009 has found that the average annual growth rate was about 6% in English language arts , and 3.5% in mathematics.

- The gaps between the low and high performance groups had generally been closed except for that on English language arts in TSI – High Education Readiness Component, in which the White group had high percentages, and also demonstrated a large average annual growth rate.

Implications of the Findings on College-Ready

- Over half of the high school graduates were not college-ready. What can we do to help these graduates prepare for the high-tech society after leaving high school?

- Some high school graduates still get enrolled into higher education even though they are 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 higher education institutions admitted them.

- The variation of the growth rates on college readiness in different educational constituents or groups provides us clues to identify the target districts/groups for further improvement, and learn from the better performed districts.

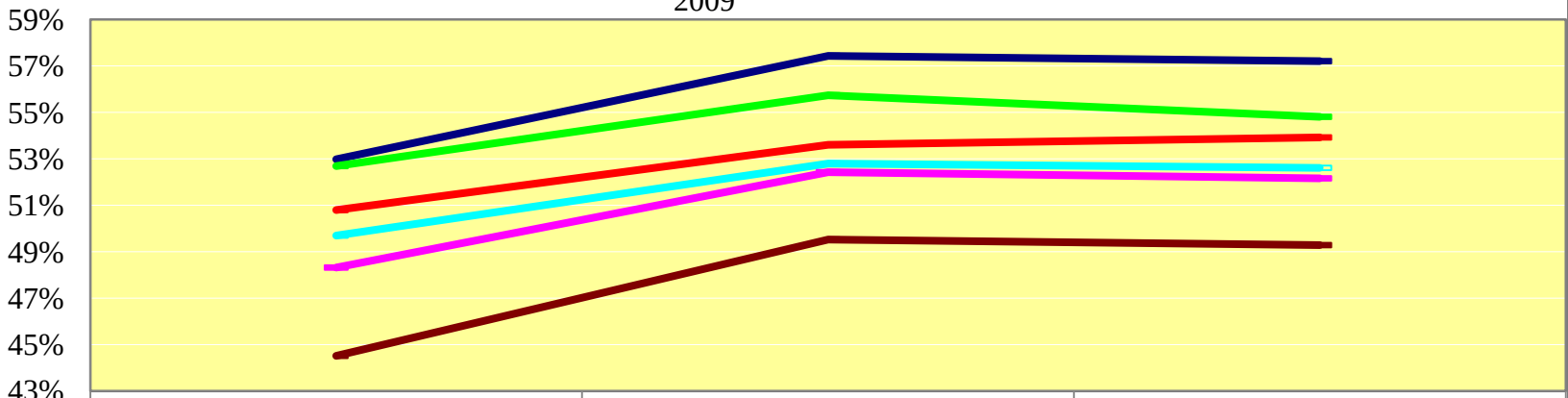
- Why the growth rate in English language arts was higher than that in mathematics? How to accelerate the growth rate in math?

Track the Change

Higher Education Enrollment from 2007 to 2009

The four north Texas counties had enrollment rates in the range of 45-58% from 2007 to 2009. The change pattern between the state and the local counties was similar: large increases from 2007 to 2008 and small changes from 2008 to 2009. Collin/Denton>Tarrant > Dallas; State > North Texas

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



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

Source: THECB Texas Higher Education Data, High School to College Linkages (http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolBySchoolYear.cfm), 2006-2007 to 2008-2009

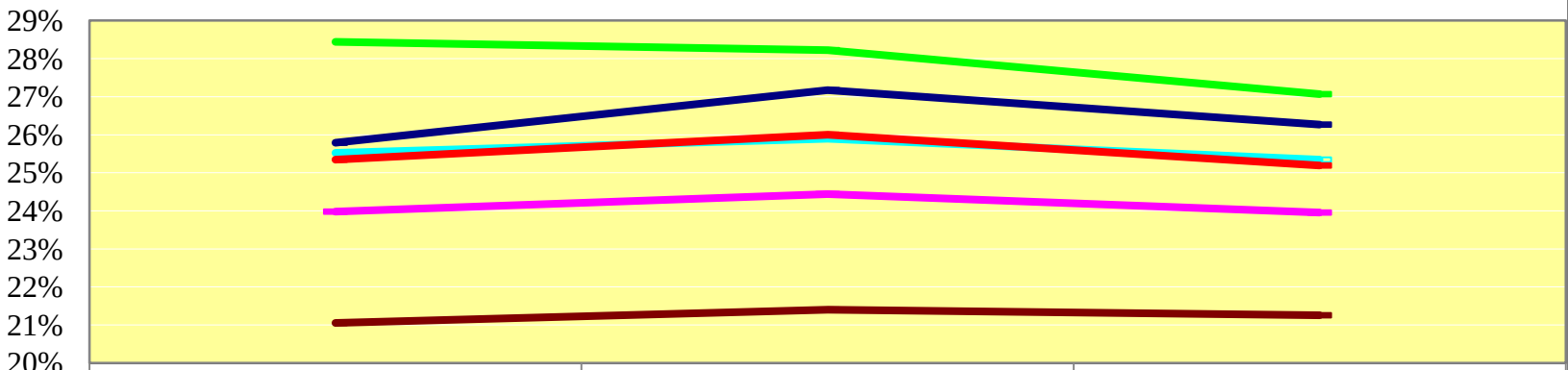
Track the Change

Higher Education Enrollment from 2007 to 2009

About 25% on 4-year enrollment. No big changes in the 3 years.

Denton>Collin>Tarrant ≈ state> North Texas Average>Dallas

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



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

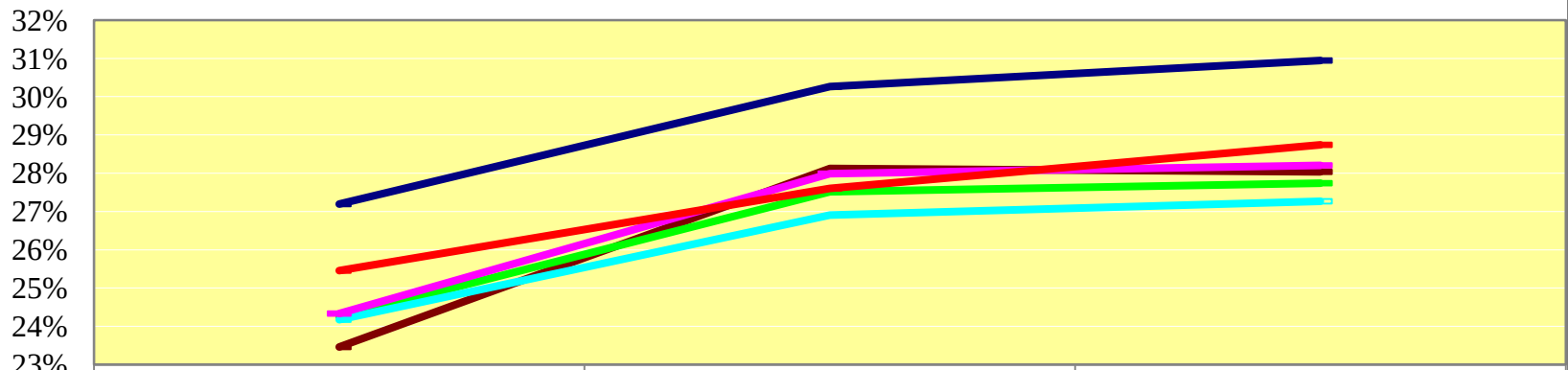
Source: THECB Texas Higher Education Data, High School to College Linkages (http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolBySchoolYear.cfm), 2006-2007 to 2008-2009

Track the Change

Higher Education Enrollment from 2007 to 2009

Two-year enrollment ratio had been higher than that in 4-year enrollment. Large increases from 2007 to 2008 and small increases from 2008 to 2009. Collin County had the largest ratio. Tarrant County was the lowest in 2008 and 2009.

Percent of 2-Year Enrollment for the High School Graduates in the Four North Texas Counties from 2007 to 2009

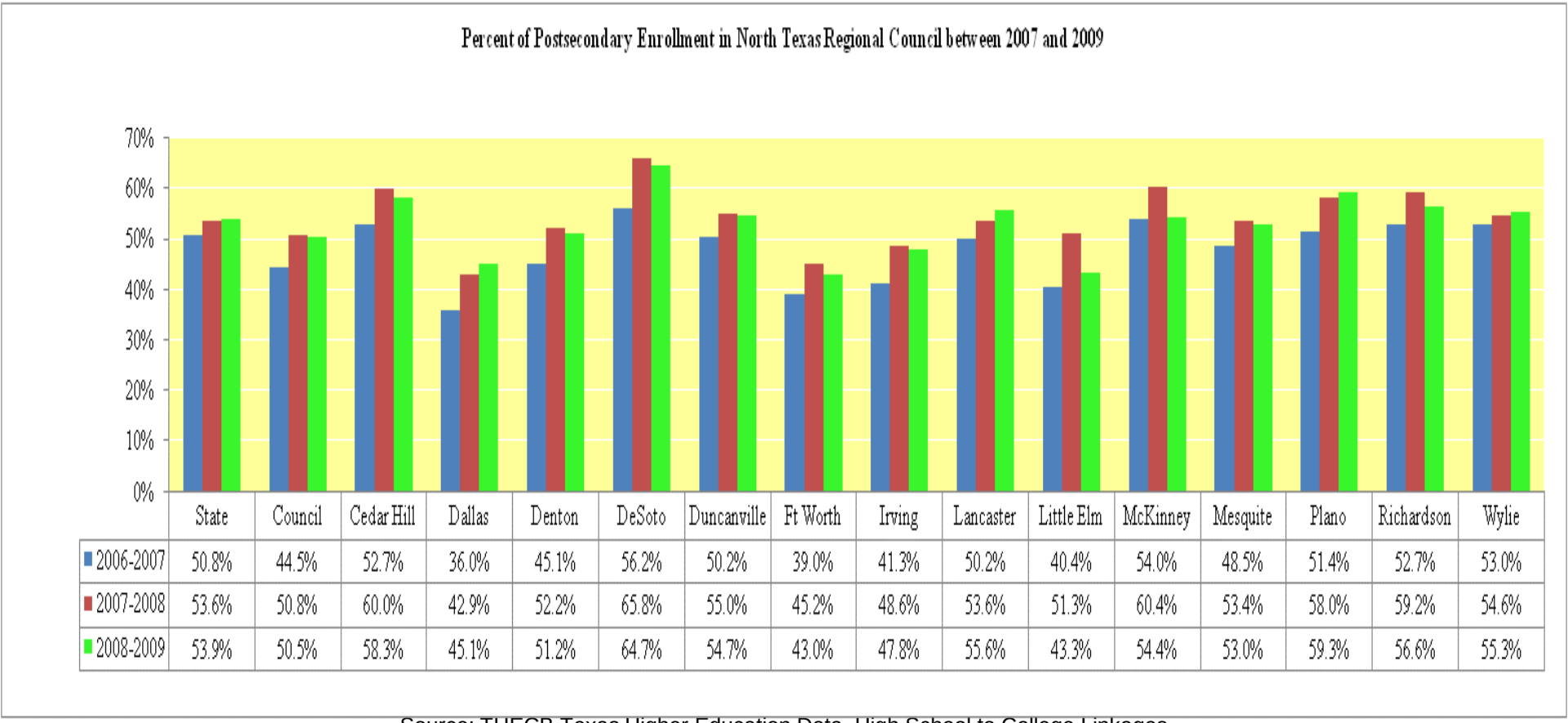


	2007	2008	2009
Collin	27.2%	30.3%	30.9%
Dallas	23.5%	28.1%	28.0%
Denton	24.3%	27.5%	27.7%
Tarrant	24.2%	26.9%	27.3%
North Texas Counties	24.3%	28.0%	28.2%
State	25.5%	27.6%	28.7%

Source: THECB Texas Higher Education Data, High School to College Linkages (http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolBySchoolYear.cfm), 2006-2007 to 2008-2009

Higher Education Enrollment from 2007 to 2009

The regional council had been about 3-4% lower than the state on postsecondary enrollment between 2007 and 2009. Positive growth in most entities from 2007 to 2009. But the change rate from 2007 to 2008 was larger than that from 2008 to 2009.



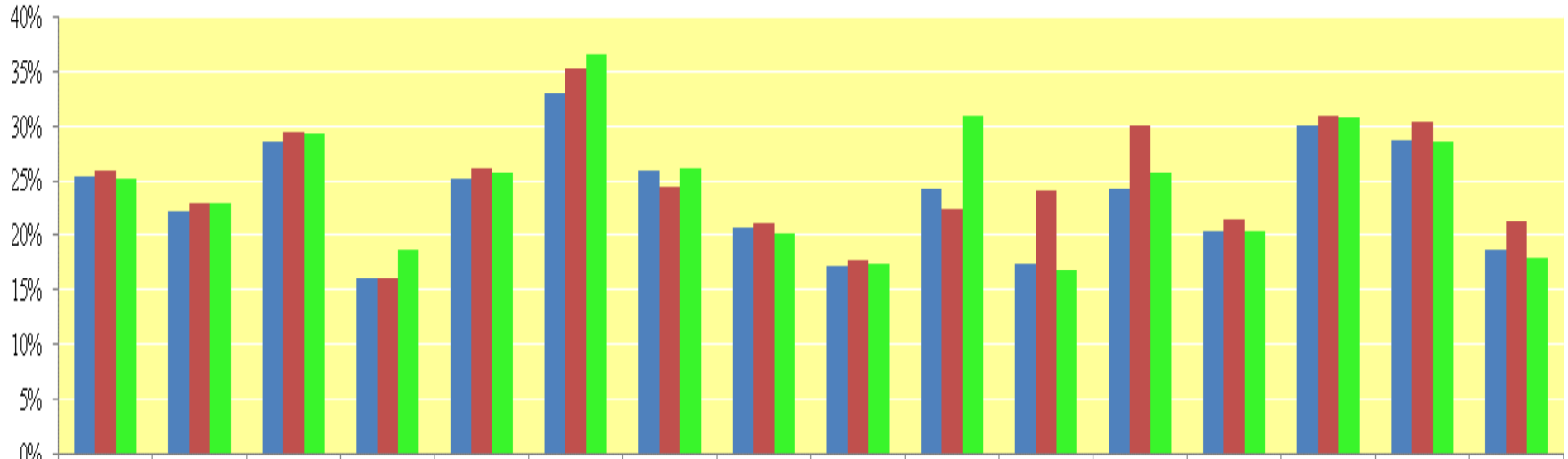
	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2006-2007	50.8%	44.5%	52.7%	36.0%	45.1%	56.2%	50.2%	39.0%	41.3%	50.2%	40.4%	54.0%	48.5%	51.4%	52.7%	53.0%
2007-2008	53.6%	50.8%	60.0%	42.9%	52.2%	65.8%	55.0%	45.2%	48.6%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

Source: THECB Texas Higher Education Data, High School to College Linkages (http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolByCountyDistrict.cfm), 2006-2007 to 2008-2009 Graduates

Higher Education Enrollment from 2007 to 2009

Small changes within the three years on 4-year enrollment. The council had been 2-3% lower than the state in the 3 years. Some ISDs showed relatively large ratios even though they were lower in other indicators in the earlier grades.

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

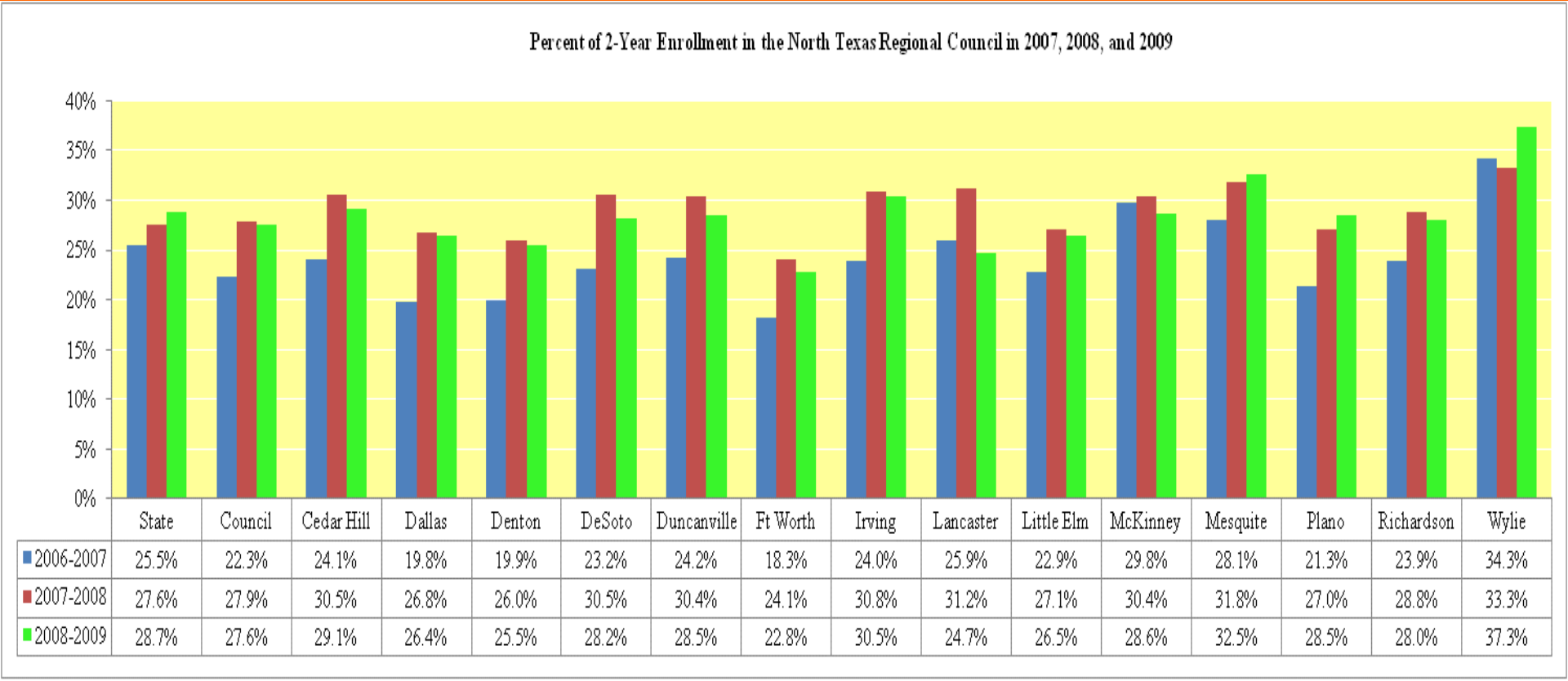


	State	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
2006-2007	25.3%	22.2%	28.6%	16.2%	25.2%	33.0%	26.0%	20.8%	17.3%	24.3%	17.5%	24.3%	20.4%	30.1%	28.8%	18.7%
2007-2008	26.0%	22.9%	29.4%	16.1%	26.2%	35.3%	24.5%	21.1%	17.7%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

Source: THECB Texas Higher Education Data, High School to College Linkages (http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolByCountyDistrict.cfm), 2006-2007 to 2008-2009 Graduates

Higher Education Enrollment from 2007 to 2009

Most of the entities had relatively large increases from 2007 to 2008, and small changes from 2008 to 2009. The council had been slightly behind the state on 2-year enrollment.



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

Source: THECB Texas Higher Education Data, High School to College Linkages (http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradEnrolByCountyDistrict.cfm), 2006-2007 to 2008-2009 Graduates

Summary of Findings on High Education Enrollment from 2007 to 2009

- The state, the council, and most of the ISDs had relatively large increases from 2007 to 2008, and small changes from 2008 to 2009 on postsecondary education enrollment. The increases were largely from the growing 2-year enrollment, rather than from the stagnant 4-year enrollment.

- The council had been 3-4% lower than the state in the three years, and the gap in 4-year enrollment had been larger than that in 2-year enrollment

- There were some variations on the percentage and change rates of higher education enrollment in the four north Texas counties and the 14 school districts in the regional council.

Implications of the Findings on High Education Enrollment from 2007 to 2009

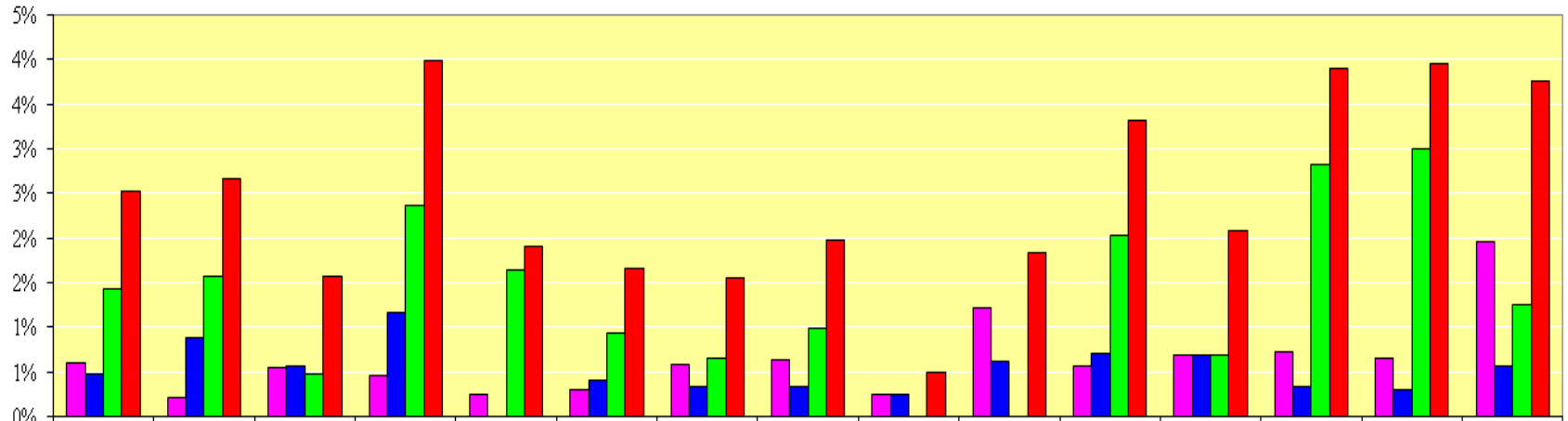
- Why was the change rate from 2008 to 2009 slower than that from 2007 to 2008?
- Why did the 4-year enrollment show little change in the three years?
- What are the implications to admit the high school graduates who are not college-ready? How likely are these students to finish the higher education successfully? What can we do to increase the likelihood of college-ready?
- Should we further break down the 2-year enrollment into two subtypes: unconditionally admitted and admitted with probation (or admitted into the developmental/deficiency program)?

Higher Education Graduation of the Classes 2000-2002

The regional council and the ISDs had very small percentages of degrees/certificates in the graduates who did not start higher education immediately. The percentage of getting the baccalaureate degree was higher than that on receiving associate degree or certificate in the regional council.

Percents of Receiving Degree/Certificate for Three Types of College Starters of High School Graduates in 2000-2002

Did not start immediately



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

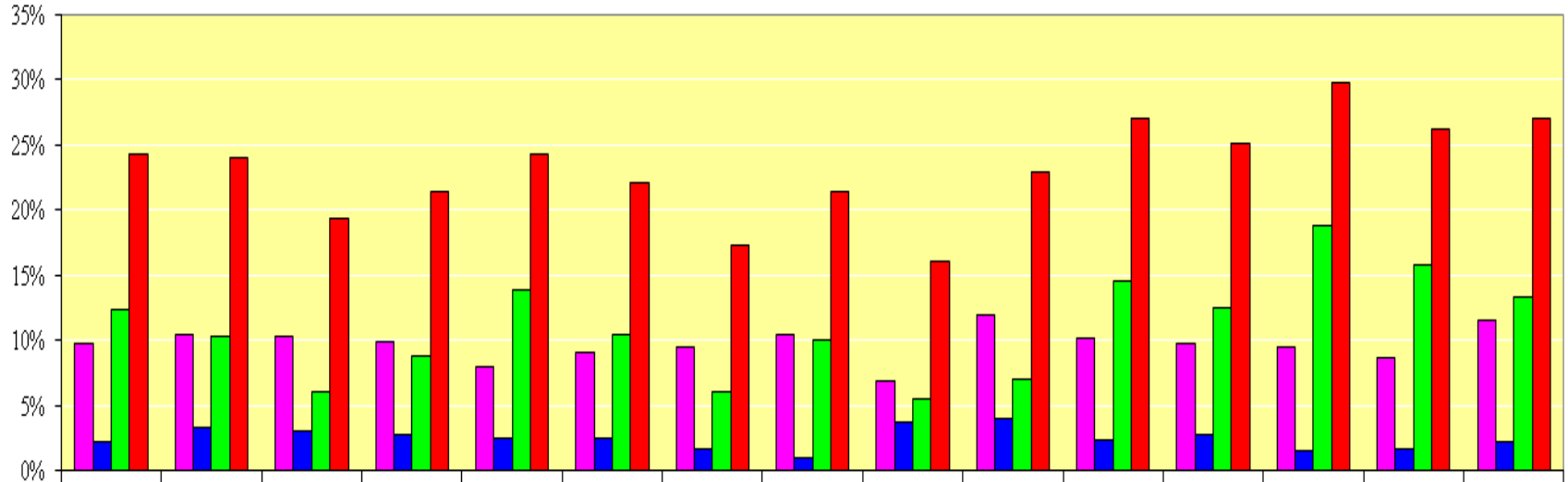
Source: THECB Ad Hoc Data on High School Graduates Earned Degree or Certificate Within 6 Years in Classes of 2000-2002

Higher Education Graduation of the Classes 2000-2002

In the council, about 24% of the graduates who started at 2-year eventually received a degree or certificate with 6 years. About 12% of these 2-year starters finished the higher education with a bacc degree, greater than that on associate degree or certificate.

Percents of Receiving Degree/Certificate for Three Types of College Starters of High School Graduates in 2000-2002

Started with 2-year



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

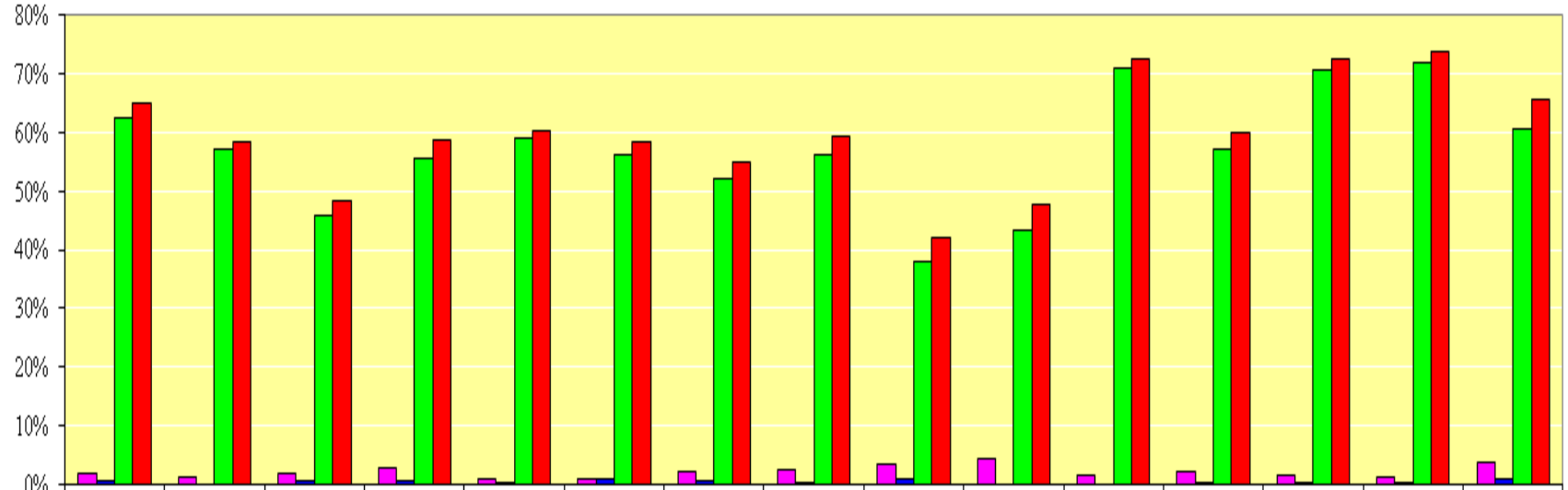
Source: THECB Ad Hoc Data on High School Graduates Earned Degree or Certificate Within 6 Years in Classes of 2000-2002

Higher Education Graduation of the Classes 2000-2002

About 65% of the high school graduates who started at 4-year received baccalaureate degrees as planned in less than 6 years. Less than 2.5% of these graduates successfully completed the higher education with an associate degree or certificate.

Percents of Receiving Degree/Certificate for Three Types of College Starters of High School Graduates in 2000-2002

Started with 4-year



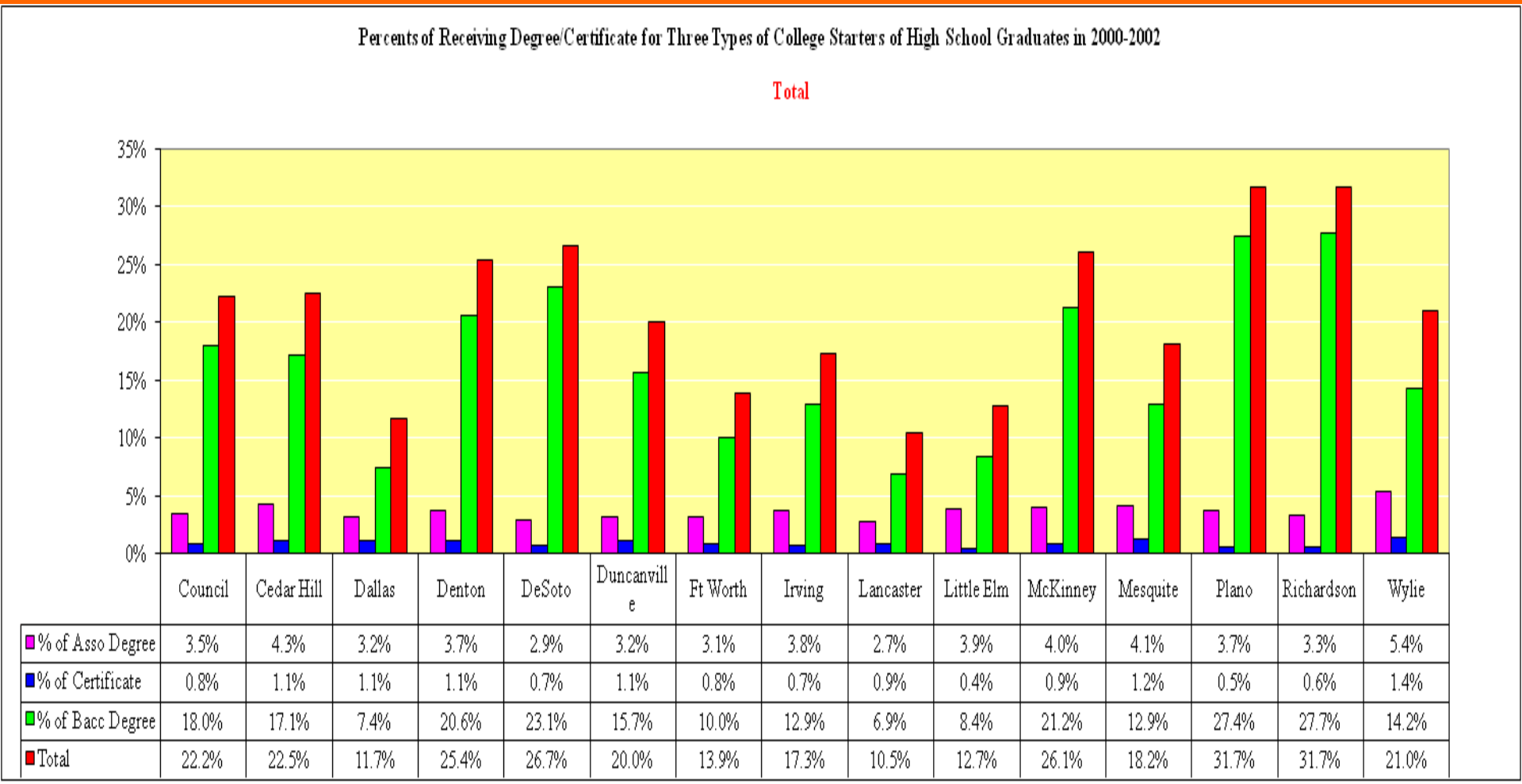
	Council	Cedar Hill	Dallas	Denton	DeSoto	Duncanville	Ft Worth	Irving	Lancaster	Little Elm	McKinney	Mesquite	Plano	Richardson	Wylie
% of Asso Degree	1.8%	1.2%	1.8%	2.7%	1.0%	1.0%	2.1%	2.6%	3.4%	4.5%	1.5%	2.1%	1.7%	1.3%	3.9%
% of Certificate	0.5%	0.0%	0.8%	0.6%	0.3%	1.0%	0.7%	0.5%	0.9%	0.0%	0.0%	0.5%	0.3%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

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

Higher Education Graduation of the Classes 2000-2002

When all of the three types of starters considered, about 22% of them in the classes 2000-2002 in the regional council eventually received degree/certificates in 6 years or less.

Bacc> Associate>Certificate in the council and the 14 ISDs.



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

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

Summary of Findings on Higher Education Graduation of Classes 2000-2002

- There were 22.2% high school graduates in the classes of 2000, 2001, and 2002 eventually finished the higher education in Texas with a degree or certificate within six years. It was roughly about half of the 44% higher education enrollment rate in 2001-2002 in the regional council.
- The ratio was 0.5% higher than 21.7% in the classes of 1999-2001.
- Almost 75% of the graduates started at 2-year did not receive a degree or certificate within 6 years.
- About 35% of the students started at 4-year did not finish the Texas higher education with a degree or certificate in 6 years or less.
- Certificates were least attractive to the north Texas graduates

Implications of the Findings on Higher Education Graduation of Classes 2000-2002

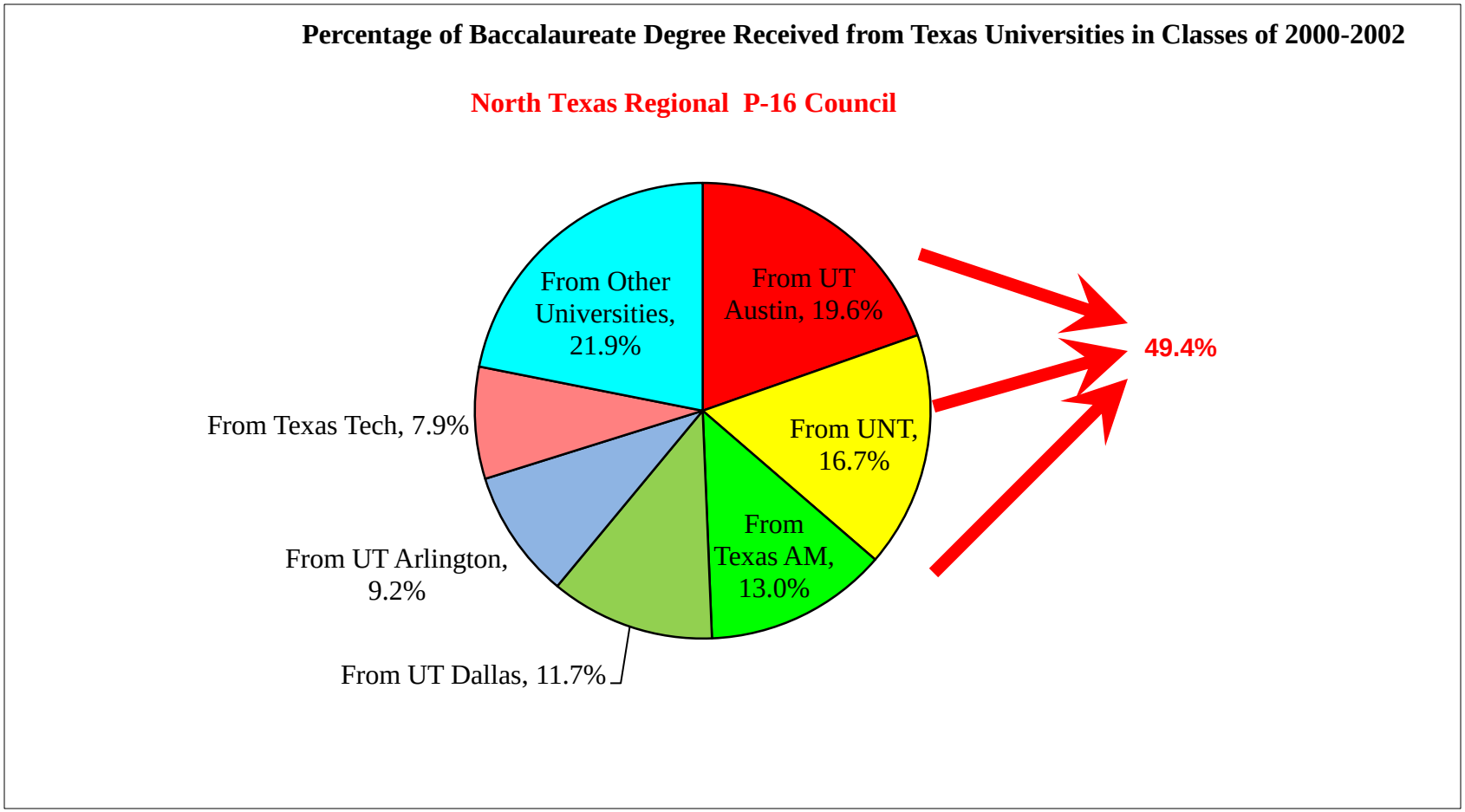
- About 50% of the enrolled students did not successfully finish the Texas higher education with a degree or certificate within 6 years. Where did they go (dropped out? transferred to somewhere out of Texas?)?

- What are the best practices in community colleges to help students graduated on time with an associate degree or certificate? What strategies, programs, or measures are particularly successful for those evaluated as not college-ready?

- We may need a strong partnership between the local community colleges and local industries to increase the ratio of certificate seekers based on the alignment of the market demand and certificate programs.

Higher Education Graduation of Classes 2000-2002

About half of the baccalaureate degrees were conferred by UT Austin, UNT, and Texas A&M for the classes 2000-2002 in the north Texas regional council.



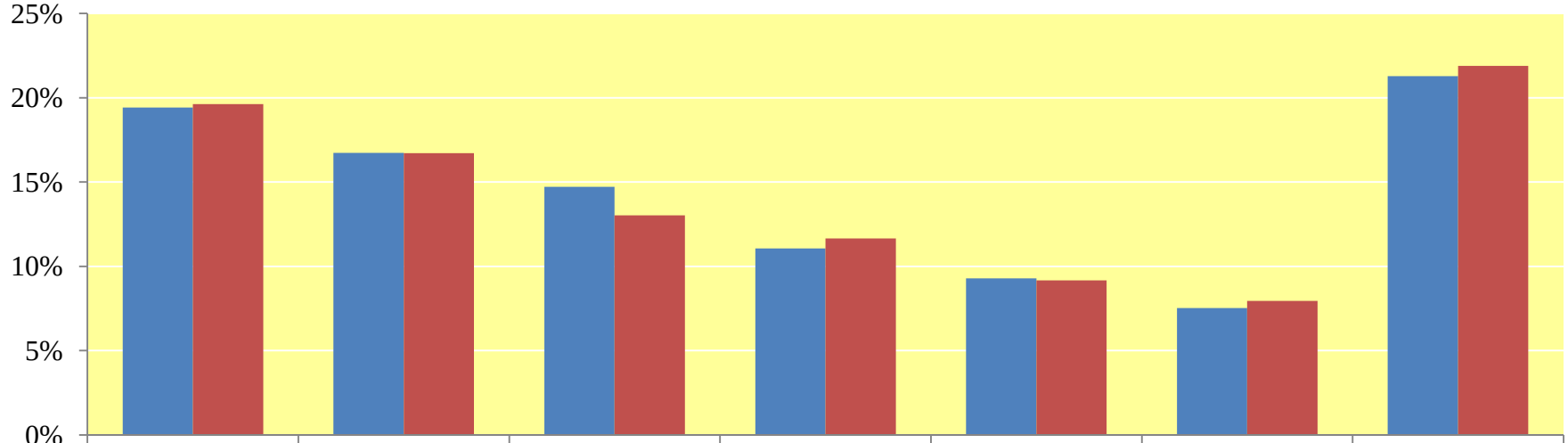
Source: THECB Ad Hoc Data on High School Graduates Earned Degree or Certificate Within 6 Years in Classes of 2000-2002

Higher Education Graduation of Classes 2000-2002

No remarkable changes on the percentage or the pattern of changes for the universities granting the baccalaureate degrees to the high school graduates originally from the regional council between the classes of 1999-2001 and the classes of 2000-2002.

Percent of Baccalaureate Degree Received from Texas Universities in Classes of 1999-2001 vs. Classes of 2000-2002

North Texas Regional P-16 Council



	From UT Austin	From UNT	From Texas AM	From UT Dallas	From UT Arlington	From Texas Tech	From Other Universities
1999-2001	19.4%	16.7%	14.7%	11.1%	9.3%	7.5%	21.3%
2000-2002	19.6%	16.7%	13.0%	11.7%	9.2%	7.9%	21.9%

Source: THECB Ad Hoc Data on High School Graduates Earned Degree or Certificate Within 6 Years in Classes of 1999-2001 and 2000-2002

Summary of Findings on Universities That Offered the Degree/Certificate

1. The graduates for the classes of 2000-2002 in the North Texas Regional P-16 Council received their baccalaureate degrees from 40 universities in Texas. Over 78% of the degrees were offered by six universities: Texas A& M, Texas Tech, UNT, UT Arlington, UT Austin, and UT Dallas.

2. UT Austin, UNT, and Texas A&M conferred almost 50% of the total baccalaureate degrees to the north Texas high school graduates in the classes 2000-2002.

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

Summary of the Performances on the 12 Data Element in Comparison with the Previous Dataset (1 of 8)

Legend of the Gauges:

↑ - Large positive change

↗ - Small positive change

≈ - Very small changes

= - Almost the same

↘ - Small negative change

↓ - Large negative change

Summary of the Performances on the 12 Data Element in Comparison with the Previous Dataset (2 of 8)

1. Public PK Enrollment (2008→2009) (1.7% growth) - ↗
2. First Grader on Grade Level (2007→2008) - ↑
   - Reading (State:84%→86%, Council: 84%→90%) - ↑
   - Math (State:90%→91%, Council: 84%→93%) - ↑
3. Elementary TAKS Tests(2008→2009) - ↗
   - 3rd Grade Reading
     - Passing (State:88%→90%, Council: 84%→87%) - ↗
     - Comm. (State:39%→47%, Council: 34%→45%) - ↑
   - 4th Grade Writing
     - Passing (State:92%→91%, Council: 90%→90%) - ≈
     - Comm. (State:30%→32%, Council: 27%→29%) - ≈

Summary of the Performances on the 12 Data Element in Comparison with the Previous Dataset (3 of 8)

3. Elementary TAKS Tests(2008→2009)
   - 5th Grade Mathematics
     - Passing (State:84%→84%, Council: 81%→81%) - =
     - Comm. (State:40%→45%, Council: 39%→44%) - ↑
4. Secondary TAKS Tests(2008→2009) - ≈
   - 6th Grade Math – (effect size of the net gain scores *d* = .02) ≈
   - 6th Grade Reading – (*d* = -.03) ≈
   - 7th Grade Math – (*d* = .01) =
   - 7th Grade Reading – (*d* = .00) =
   - 7th Grade Writing – (*d* = .03) ≈
   - 8th Grade Math – (*d* = -.01) =
   - 8th Grade Reading – (*d* = .01) =
   - 8th Grade Science – (*d* = -.01) =

Summary of the Performances on the 12 Data Element in Comparison with the Previous Dataset (4 of 8)

5. Retention Rates in 6-8th Grades (2007→2008) - ≈
   - 6th Grade
     (State: 1.2%→1.0%, R10: 0.8%→0.8%, R11: 0.8%→0.7%)- ≈
   - 7th Grade
     (State: 1.7%→1.5%, R10: 1.8%→1.6%, R11:1.4%→1.3%)- ≈
   - 8th Grade
     (State: 1.5%→1.9%, R10: 1.7%→2.2%, R11:1.2%→1.4%)- ↘
6. 1st Time 9th Graders Taking Adv. Courses (2008→2009) - ↗
   - (State: 22%→24%, Council: 23%→26%)
7. 1st Time 9th Graders Adv. to 10th Grade (2007→2008) - ≈
   - (State: 88%→88%, Council: 89%→88%)
8. 12th Graders Taking Advanced Courses(2008→2009) - ↑
   - (State: 19%→37%, Council: 6%→43%)

Summary of the Performances on the 12 Data Element in Comparison with the Previous Dataset (5 of 8)

9. Outcomes of the 9th Grade Cohort (2007→2008) - ↗
   - MHP (State:19%→16%, Council: 15%→13%) - ↗
   - RHSP (State:49%→52%, Council: 54%→57%) - ↗
   - DAP (State:2%→3%, Council: 2%→2%) - =
   - Continuers (State:11%→11%, Council: 9%→10%) - ≈
   - GED (State:1%→1%, Council: 1%→1%) - =
   - Dropout (State:17%→16%, Council: 20%→18%) - ↗
   - Completion Rate I
     (State:77%→77%, Council: 76%→76%) - =
10. College-Ready in both English and Math(2008→2009) - ↑
    - (State:37%→44%, Council: 37%→43%)

Summary of the Performances on the 12 Data Element in Comparison with the Previous Dataset (6 of 8)

11. Postsecondary Enrollment (2007→2008→2009) - ↗
    - Total
      (State:51%→54%→54%, Council: 46%→51%→51%) - ↗
    - 4-Year
      (State:25%→26%→25%, Council: 22%→23%→23%) - ≈
    - 2-Year
      (State:26%→28%→29%, Council: 22%→28%→28%) - ↗

Summary of the Performances on the 12 Data Element in Comparison with the Previous Dataset (7 of 8)

12. Graduate from Higher Education (2007→2008) - ≈

- Did not start immediately
  (State:3.1%→???, Council: 2.5%→2.5%) - **=**
- Started at 2-year
  (State:26.6%→???, Council: 21.9%→24.3%) - ↗
- Started at 4-year
  (State:57.3%→???, Council: 64.4%→64.8%) - **=**
- total
  (State:21.8%→???, Council: 21.7%→22.2%) - ↗

??? - The data for the state in 2008 were not provided.

Evaluation Matrix of the Performances on the 12 Data Element in Comparison with the Previous Dataset (8 of 8)

Indicators	1	2	3	4	5	6	7	8	9	10	11	12
Gauges	↗	↑	↗	≈	≈	↗	≈	↑	↗	↑	↗	≈

1 – Public PK Enrollment (2008-2009)
2 – 1st Graders on Grade Level (2007-2008)
3 – Elementary TAKS Tests (2008-2009)
4 – Middle School TAKS Tests (2008-2009)
5 – Retention Rates in 6-8th Grades (2007-2008)
6 – 9th Graders Taking Adv Courses (2008-2009)
7 – 9th Graders to 10th Grade (2007-2008)
8 – 12th Graders Taking Adv Courses(2008-2009)
9 – 9th Grade Cohort of 2004-05 (2007-2008)
10 – College-Ready (2007-2008)
11 – H. E. Enrollment (2007-2009)
12– H. E. Degree/Certificate (2007-2008)

Recommendations – Elementary Education

1. On public PK enrollment, on one hand, we need to keep providing high quality early childhood education to the enrolled children in the highly growing districts. On the other hand, we need to have more 4-year-old children enrolled into the public kindergarten in the slowly growing ISDs.

2. For first grader on grade level by the end of the first grade, there were huge differences in the districts. We need to identify the key success factors in the highly improved ISDs and share the best practices.

3. On elementary TAKS performances, the African American group usually ranked the lowest on meeting both the minimum and the commended standards. We need to find effective strategies and measures to improve the TAKS performances in the African American students.

Recommendations – Secondary Education

1. Identify the districts/campuses or individual groups that scored low in middle school TAKS tests, and share the successful stories of those with high degree of diversity but with high performances.
2. The school districts should identify the effective measures to reduce the retention rate in the African American, Hispanic, low SES, and male students.
3. Although the ratios of the first time 9^{th} grader and 12^{th} graders taking advanced course had increased, they were still low. We need to continue to increase the ratios.
4. Help more Hispanic and low SES 9^{th} graders advanced to 10^{th} grade on time.
5. Need to increase the ratio of students graduating on DAP.

Recommendations – Postsecondary Education

1. Focus more on increasing the ratio of college readiness in mathematics
2. Need to identify and share the best practices in the highly performed or improved ISDs on college readiness.
3. On higher education enrollment, we should pay more attention to 4-year enrollment
4. On graduation from higher education, we may need to encourage more students pursuing the certificates, especially if such a shift could lessen the dropout rate from higher education or make them more prepared for a job career.
5. Again, we need to identify the critical success factors and share the best practices for increasing degree/certificate completion in higher education institutions.