

2013 Gap Analysis for the North Texas Region

North Texas Regional P-16 Council

August, 2014

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Our Mission

The North Texas Regional P-16 Council works across the various levels of education along with families, business, faith-based groups, local, state, and federal agencies, and community organizations to advance the education of all students and to close the gaps in students' academic achievements at all educational levels.

Our Goals

The North Texas Regional P-16 Council will:

- support educational and community initiatives that create a college-going culture, especially among students from underrepresented groups in higher education; and
- develop collaborative relationships and resources that promote education and produce educated citizens who are workforce ready.

Purpose of the Gap Analysis Reports

The gap analysis reports, first issued by the North Texas Regional P-16 Council in 2003, offer analysis of data that explicate the achievement of students in the region and gaps in their achievement that must be addressed. Using Texas Education Agency and Texas Higher Education Coordinating Board data, as well as data collected from members, the reports contribute to evaluation of regional progress in closing student achievement gaps. They provide a longitudinal picture of progress on key measures as a basis for strategic planning of the Council to address its goals.

Executive Summary of the 2013 Report

In spite of rapid change in the ethnic diversity of the region, Whites are expected to remain the largest ethnic group among the young adult population of the region through 2020, in a state with a Hispanic majority for this age group.

Important in interpretation of this and subsequent gap analysis reports is a change in the state accountability system that pertains to the assessments employed and the way their results and other school data are reported. This report includes detailed information about the Texas Assessment of Knowledge and Skills (TAKS) and the State of Texas Assessment of Academic

Readiness (STAAR) and End of Course (EOC) tests. Although not directly comparable, both TAKS and STAAR results are presented in this report.

The 2013 report offers longitudinal data going back to 2006 for college readiness indicators pertaining to regional high school graduates through the 2011-12 school year. Data about college readiness (measured by TAKS/STAAR scores of graduates in English Language Arts, mathematics and both subjects, AP/IB indicators, and SAT/ACT results) showed patterns of progress were similar for the state and region. Student scores on the state assessments have increased over time. Gaps in the achievement of ethnic, gender, and socioeconomic subgroups continued in spite of subgroup gains. AP/IB participation has been consistently high for our region compared to the state as are the percentages of students in the region who take the AP/IB tests and those who achieve the criterion scores. SAT/ACT trend data showed modest increases in percentages of students taking the tests in the state and region. The percentages of students meeting or exceeding the test passing criteria tended to be higher for students in the region (30%/32% in 2012) than for those in the state (25% in 2012).

Percentages of high school students enrolled in advanced courses have increased by about 10% in the state and region since 2003. Breaking out dual credit enrollment since 2009 shows the region lagged behind the state on this college readiness measure. Instead, AP/IB courses are more likely to be taken by students in the north Texas region compared to the state.

Since 1996, the number of students enrolled in higher education in Dallas, Denton, Collin, and Tarrant counties has doubled. In spite of increasing college enrollment for all subgroups, there were gaps for African American and Hispanic compared to White students, for males compared to females, and for socioeconomically disadvantaged students.

Students who entered college not requiring developmental education were more likely to graduate or to persist in their programs than those requiring developmental education. More than 50% of regional students who entered 2-year colleges required developmental education. Students in the region who entered 4-year colleges not requiring developmental education were less

likely to graduate than those of the state in general. Of high school graduates who entered postsecondary education in the region, 26% completed a degree or certificate within 6 years, which is similar to the state data.

The employment rate for graduates of 2-year colleges in the region was about 69% and for 4-year colleges in the region, about 74% from 2009 to 2012. The employment picture in terms of employment rate and mean wage was slightly better for students in the region than in the state.

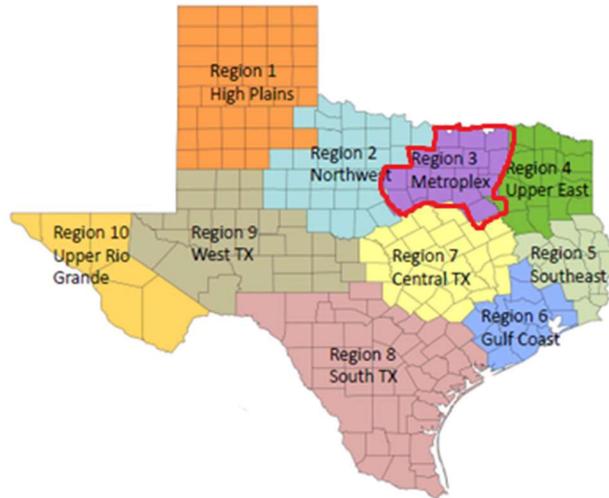
Notes on Reading the Data Presentations

Most of the tables in the report present longitudinal data. The data are presented in both tables and graphs. The tables usually present chronological data by year from the oldest collected by the North Texas Regional P-16 Council to the most recent. Our interest in this report is in the Mean Annual Rate of Change (MARC) for the years presented. MARC enables us to answer questions about trends over time in the performance of the group represented on a particular measure. The direction of the trend for each column is indicated by the color of the MARC, green for improving, red for declining, and yellow for constant.

Line graphs illuminate the tables by presenting longitudinal data for the state and for ESC 10 and ESC 11. Our purpose here is to compare students in North Texas to the State, but it was not possible to combine the data for ESC 10 and ESC 11 using the statistics available for this analysis. In reading these graphs, please note that in order to save space, the x-axis generally ranges from 15% to 85%, not presenting the full range of possible scores with the danger that the reader may assume that low scores are lower and high scores higher than is actually the case.

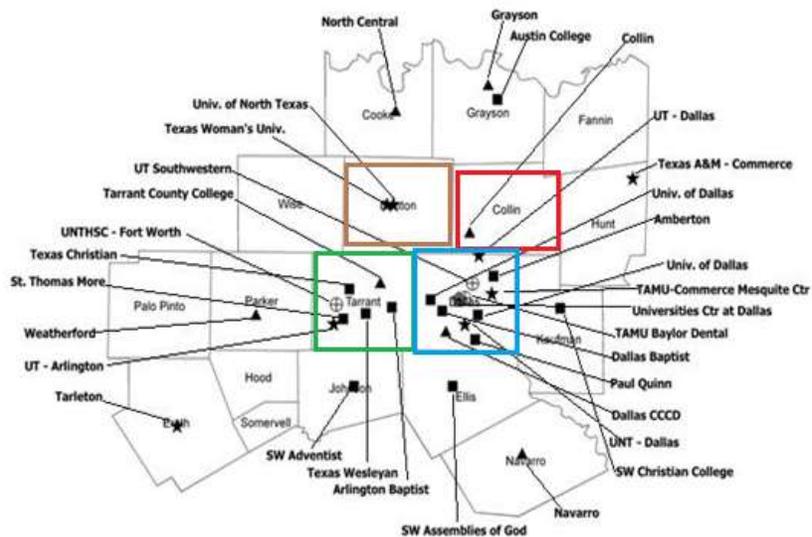
Geographic and Demographic Parameters

Texas Higher Education Coordinating Board Regions (Region 3 – Metroplex is highlighted.)

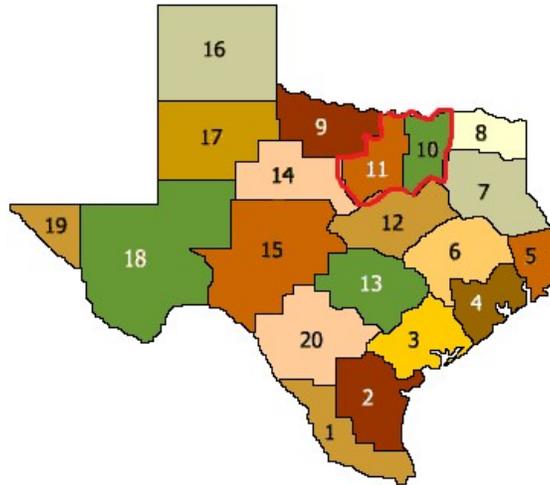


Note: Region 3 of THECB includes the entire ESC 10 and the majority of ESC 11 of TEA.

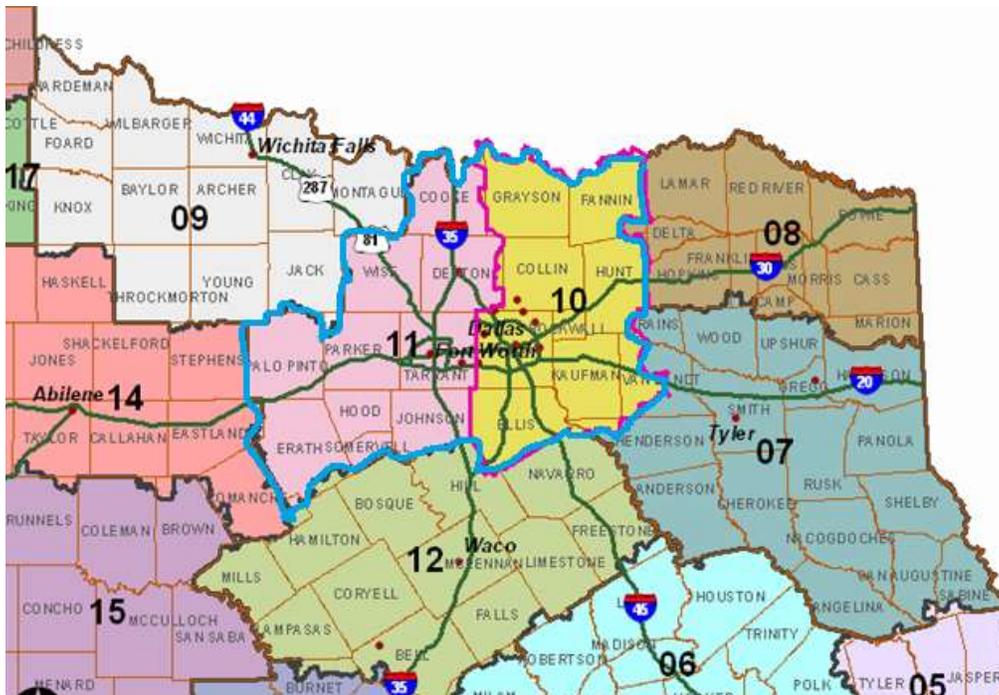
Region 3 Institutions of Higher Education



Texas Education Agency Regions (Education Service Centers 10 and 11 are highlighted.)



Municipal Counties in Education Service Center (ESC) 10 and ESC 11



Note: There are eight and nine counties in ESCs 10 and 11, respectively. Navarro County is not part of ESC 10 or 11. However, it is a part of THECB Region 3.

2000 and 2010 Population Estimates and 2015 and 2020 Projections in State and Region 3 by Ethnicity (Ages 18 - 35 only)

Year/ Δ	State			Region 3		
	White	African American	Hispanic	White	African American	Hispanic
2020	2,481,446	864,728	3,419,255	747,006	286,901	711,682
2015	2,569,212	837,650	3,069,275	768,460	272,833	624,887
2010	2,577,006	790,025	2,744,451	769,938	256,712	565,789
2000	2,619,380	690,025	2,159,137	820,391	216,384	440,050
Δ	↓ 3.7%	↑ 9.4%	↑ 23.2%	↓ 3.0%	↑ 11.8%	↑ 25.8%

(Source: THECB – Texas Higher Education Regional Data – 2010, 2012)

Note 1: Δ = Difference between 2020 and 2010.

Note 2: The Metroplex region includes 18 counties in north Texas.

For adults in the 18-35 age range, the North Texas Region is changing faster than the state in percentage increases of African American and Hispanic young adults, with corresponding decreases in the percentage of White young adults. By 2020, Whites are expected to still be the largest ethnic group among young adults in the North Texas Region in a state where the majority ethnicity for this age group is and will continue to be Hispanic.

Changes in the Texas School Accountability System

The Texas Academic Performance Reports (TAPR) replaced the Academic Excellence Indicator System (AEIS) reports for 2011-2012 school year data. The Table below summarizes differences between the two state accountability systems, and the Table that follows compares the state assessment systems on which they are based.

Texas Academic Performance Report (TAPR) Compared to Academic Excellence Indicator System (AEIS) Report Systems

Criterion	AEIS	TAPR
Underlying Assessment Program (More details are provided in the Table that follows..)	Texas Assessment of Knowledge and Skills (TAKS) focused on assessment of students at multiple grade levels on the content of the curriculum from multiple courses.	The State of Texas Assessments of Academic Readiness (STAAR) emphasizes "readiness" knowledge and skills that are considered most important for success in the following grade or course subject and for college and career.
Rationale	The TAKS tests failed to assess knowledge and skills associated with college readiness.	Senate Bill 1031, passed in 2007, replaced the high school TAKS tests with end-of-course (EOC) tests beginning with 9th graders in 2011-12.
Active Years	From 1990-1991 to 2011-2012	Beginning in 2011-2012
School Report Card Change		Campuses received newly designed report cards in January 2014.
Financial Component Change		The financial component of the TAPR is embedded in the report, and a hard copy is no longer provided.

(Sources: <http://www.senate.state.tx.us/75r/senate/archives/Arch07/p032207a.htm>,

<http://ritter.tea.state.tx.us/perfreport/tapr/2013/faq.html>,

http://governor.state.tx.us/priorities/education/public/accountability/end_of_course_exams)

Some Differences between TAKS and STAAR Assessments

Criterion	TAKS	STAAR
What is tested?	<ul style="list-style-type: none"> • During initial TAKS development, Texas Essential Knowledge and Skills (TEKS), student expectations to be assessed, were determined by Texas educators. • Test objectives that matched the student expectations were developed. • Blueprints for each assessment—the number of items per objective and on the overall test—were developed, with test lengths ranging from 30–60 items. • At grades 3–8, content area tests assessed grade-specific content, with the exception of science at grades 5 and 8, which assessed multiple grades of science curriculum. • At grades 9–11, grade-level assessments assessed content from multiple courses. 	<ul style="list-style-type: none"> • Educator committees identified which TEKS cannot be assessed by a paper/pencil assessment, which TEKS should be emphasized because they are necessary both for success in the current subject/grade or course and for preparedness in the next subject/grade or course, and which TEKS are considered supporting and should be assessed but receive less emphasis. • New test blueprints emphasize the assessment of the curriculum standards that best prepare students for the next grade or course. • The assessments encompass only the curriculum for that grade or course, with the exception of science at grades 5 and 8. The science assessments at these two grades emphasize the 5th and 8th grade curriculum standards that best prepare students for the next grade or course; in addition, these assessments include curriculum standards from two lower grades (i.e., grades 3 and 4 or grades 6 and 7) that support students’ success on future science assessments.
Rigor of Exams		<ul style="list-style-type: none"> • More questions per test • Measures a higher level of thinking in relation to content skills • More items where students have to write in responses rather than select a response from those provided • Deeper focus on content taught during the current year rather than

		<p>testing knowledge and skills learned over multiple years</p> <ul style="list-style-type: none"> Measures college and career readiness
Performance Standards	<ul style="list-style-type: none"> Performance standards were set separately for each grade and subject. Performance standards were set based on the examination of test content. 	<ul style="list-style-type: none"> Performance standards were set as an aligned system across grades and courses within a content area from grades 3–8 through high school. Performance standards set were based on data from empirical studies of other state, national, and international assessments as well as on the examination of test content.
Grade and Subject Assessed	<p>The same for Grades 3 - 8</p> <p>Grade 9: Mathematics, Reading</p> <p>Grade 10 and Exit Level: Mathematics, English Language Arts, Science, and Social Studies</p>	<p>The same for Grades 3 - 8</p> <p>High School EOC was originally planned for: Algebra I, Algebra II, Geometry, English I, English II, English III, Biology, Chemistry, Physics, World Geography, World History, and U. S. History.</p> <p>House Bill 5, passed in 2012, reduced EOCs to include Algebra I, English I, English II, Biology, and U.S. History.</p>

(Sources: A comparison of assessment attributes Texas Assessment of Knowledge and Skills (TAKS) to State of Texas Assessment of Academic Readiness (STAAR) at https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0CCIQFjAA&url=http%3A%2F%2Fwww.tea.state.tx.us%2FWorkArea%2FDownloadAsset.aspx%3Fid%3D2147487728&ei=vDu_U87zGZOvyATqo4KoCg&usg=AFQjCNGwbUD5QLpskfG0iedEGk_v400Clg&sig2=fCqfGnYGKnujvJ-Zbx90BA

http://www.tea.state.tx.us/index3.aspx?id=3693&menu_id=793

<http://www.tea.state.tx.us/student.assessment/required/>

College Readiness Scorecard

Since 2006, Texas students have made substantial gains in the extent of college readiness as measured by TAKS/STAAR scores in English language arts (ELA), mathematics, and both subjects. The North Texas Region was similar to and often slightly higher than the state in percentages of students whose TAKS/STAAR scores indicated they were college ready in ELA, mathematics, and both subjects. In 2012, 57% of students in the state and 61/59% of students in the region met the criteria for college readiness in both subjects. Regional data were similar to those for the state when scores are examined by ethnicity and gender. Gaps for African American and Hispanic students compared to White students, tended to close over time but were still very evident in 2012 on all three measures. Females of the state and region performed better than males in ELA, and males performed slightly better in mathematics. When both subjects were considered together, differences by gender tended to favor females.

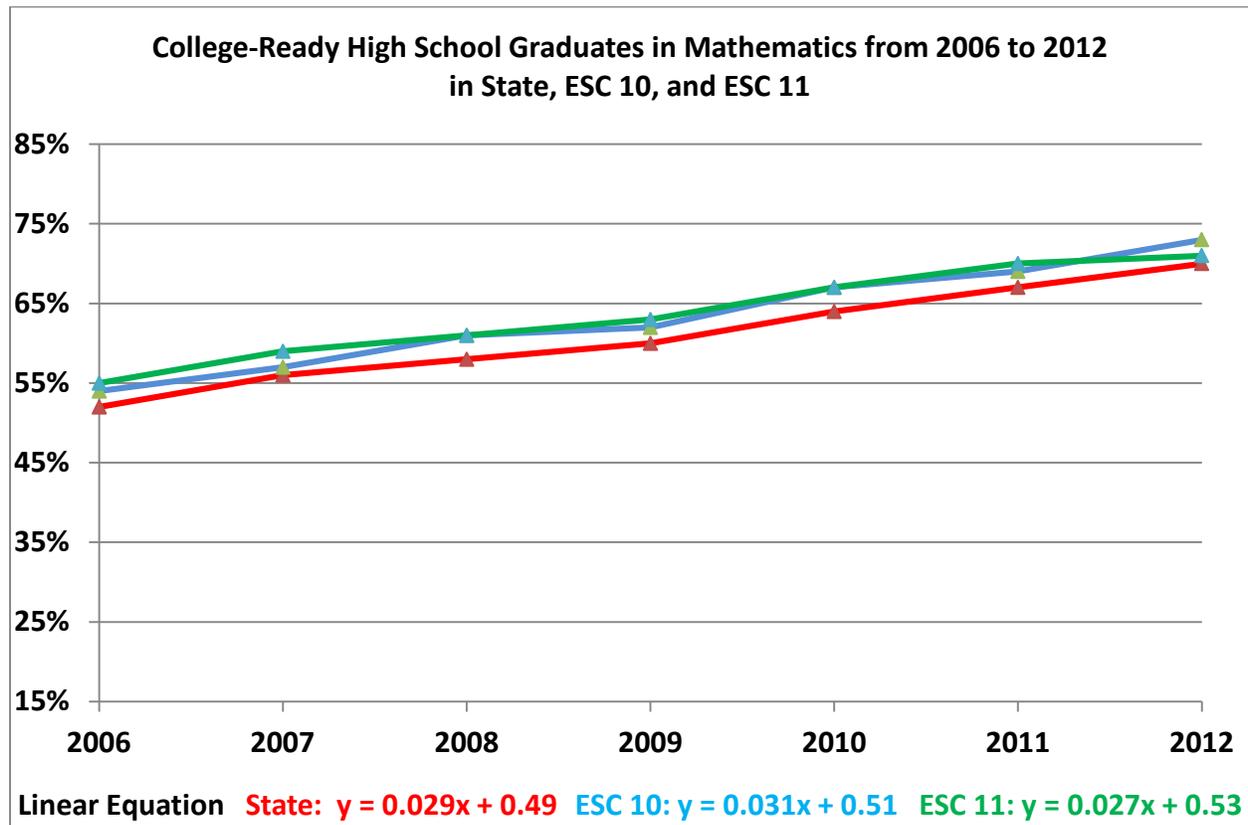
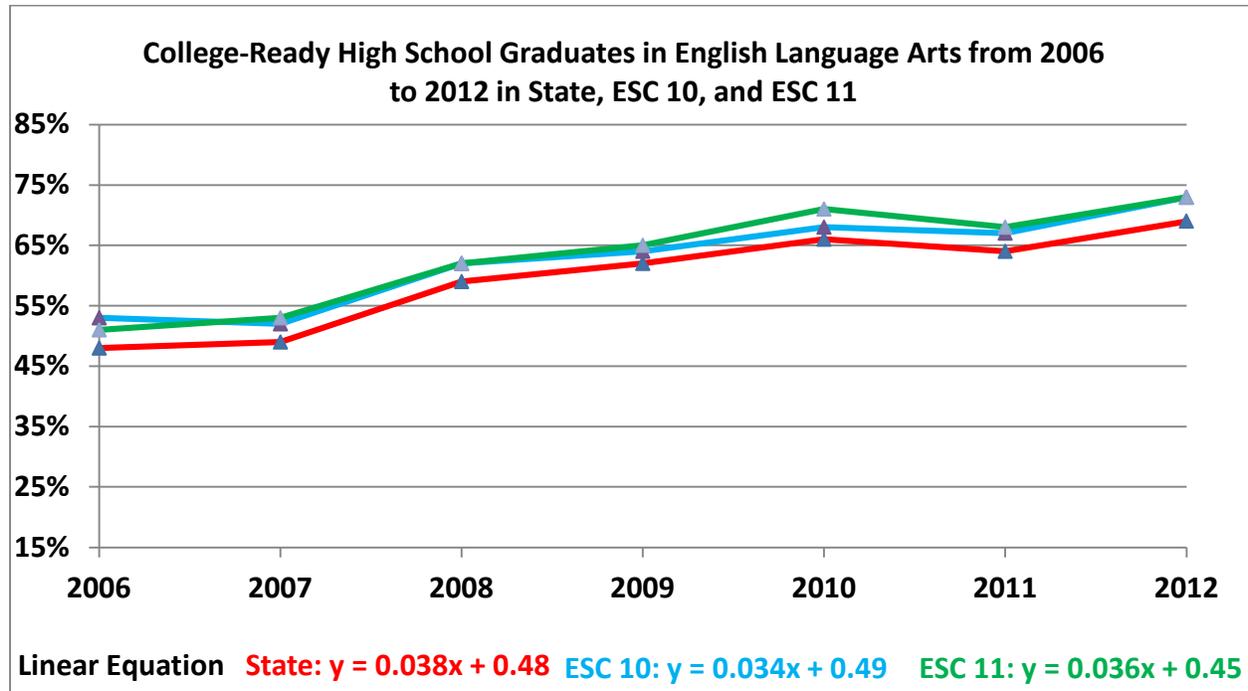
College-Ready High School Graduates in English Language Arts, Mathematics, and Both Subjects and Mean Annual Rate of Change from 2006 to 2012 in State, ESC 10, and ESC 11

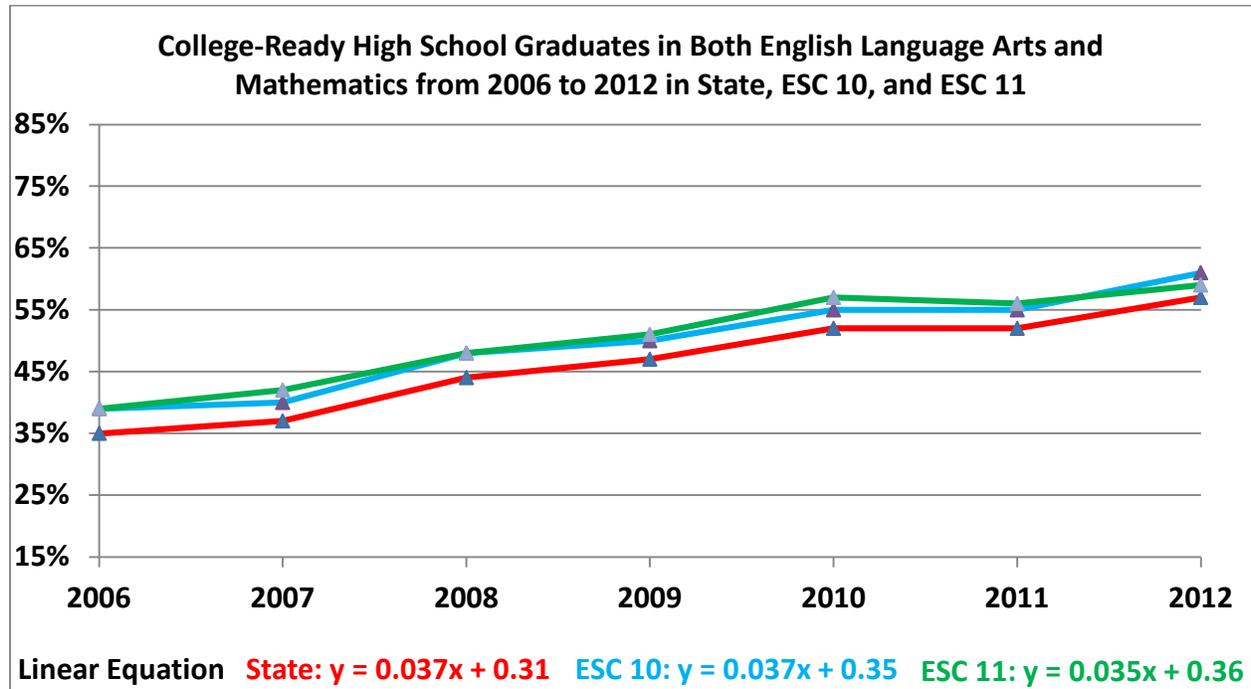
Year/ MARC	State			ESC 10			ESC 11		
	ELA	Math	Both Subjects	ELA	Math	Both Subjects	ELA	Math	Both Subjects
2006	48%	52%	35%	53%	54%	39%	51%	55%	39%
2007	49%	56%	37%	52%	57%	40%	53%	59%	42%
2008	59%	58%	44%	62%	61%	48%	62%	61%	48%
2009	62%	60%	47%	64%	62%	50%	65%	63%	51%
2010	66%	64%	52%	68%	67%	55%	71%	67%	57%
2011	64%	67%	52%	67%	69%	55%	68%	70%	56%
2012	69%	70%	57%	73%	73%	61%	73%	71%	59%
MARC	3.8%	2.9%	3.7%	3.4%	3.1%	3.7%	3.6%	2.7%	3.5%

(Source: Texas Education Agency - AEIS 2007 – 2012, TAPR 2012-2013)

Note 1: ELA = English Language Arts, Math = Mathematics

Note 2: MARC = Mean Annual Rate of Change



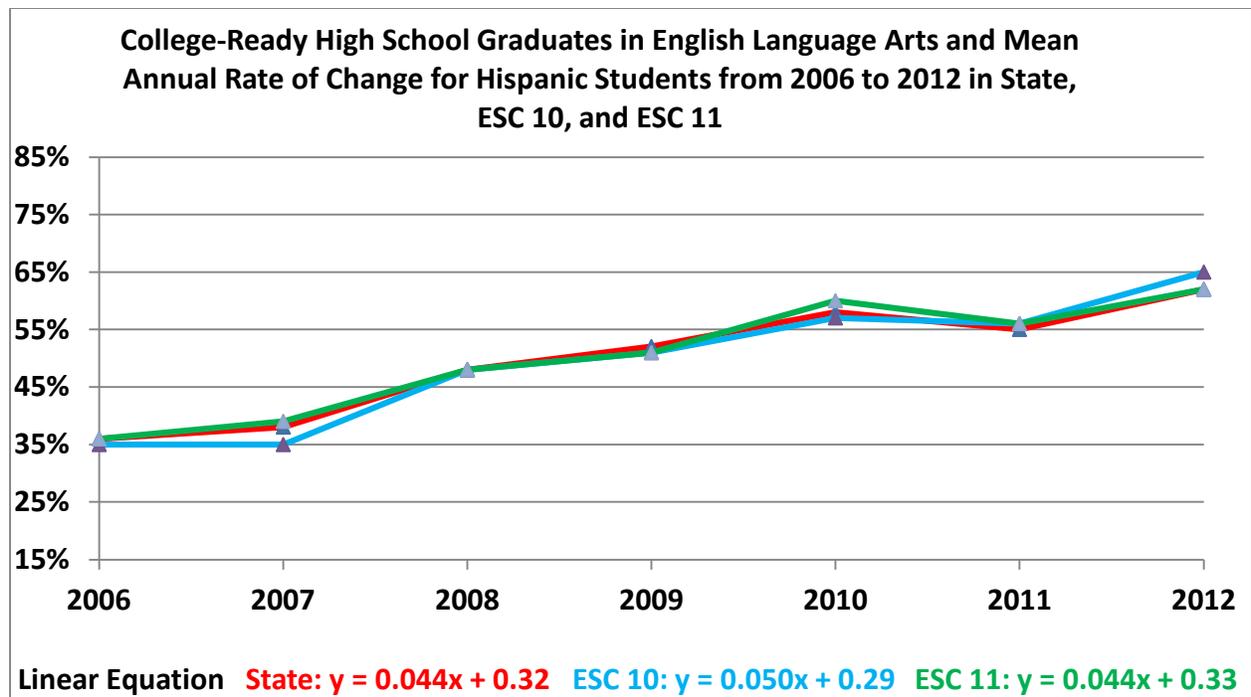
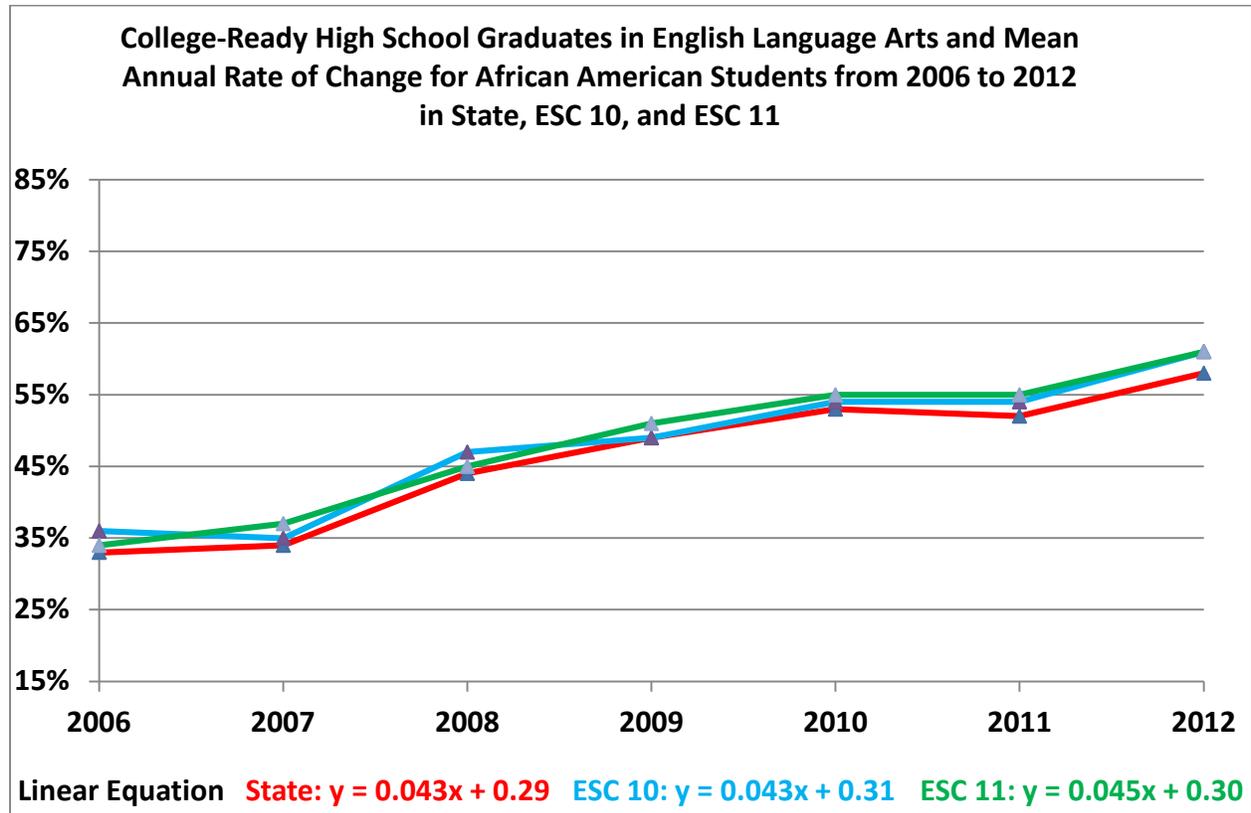


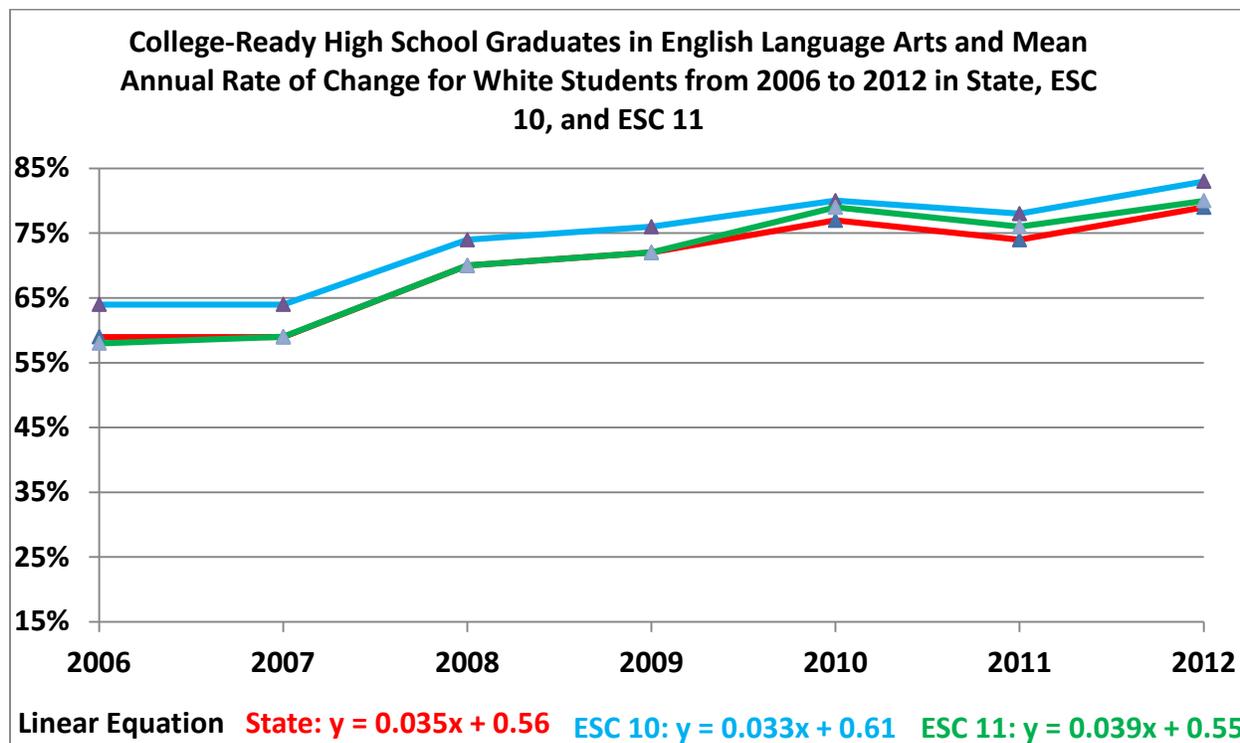
College-Ready High School Graduates in English Language Arts and Mean Annual Rate of Change from 2006 to 2012 in State, ESC 10, and ESC 11 by Ethnicity

Year/ MARC	State			ESC 10			ESC 11		
	African Amer.	Hispanic	White	African Amer.	Hispanic	White	African Amer.	Hispanic	White
2006	33%	36%	59%	36%	35%	64%	34%	36%	58%
2007	34%	38%	59%	35%	35%	64%	37%	39%	59%
2008	44%	48%	70%	47%	48%	74%	45%	48%	70%
2009	49%	52%	72%	49%	51%	76%	51%	51%	72%
2010	53%	58%	77%	54%	57%	80%	55%	60%	79%
2011	52%	55%	74%	54%	56%	78%	55%	56%	76%
2012	58%	62%	79%	61%	65%	83%	61%	62%	80%
MARC	↑4.3%	↑4.4%	↑3.5%	↑4.3%	↑5.0%	↑3.3%	↑4.5%	↑4.4%	↑3.9%

(Source: Texas Education Agency - AEIS 2007 – 2012, TAPR 2012-2013)

Note: MARC = Mean Annual Rate of Change



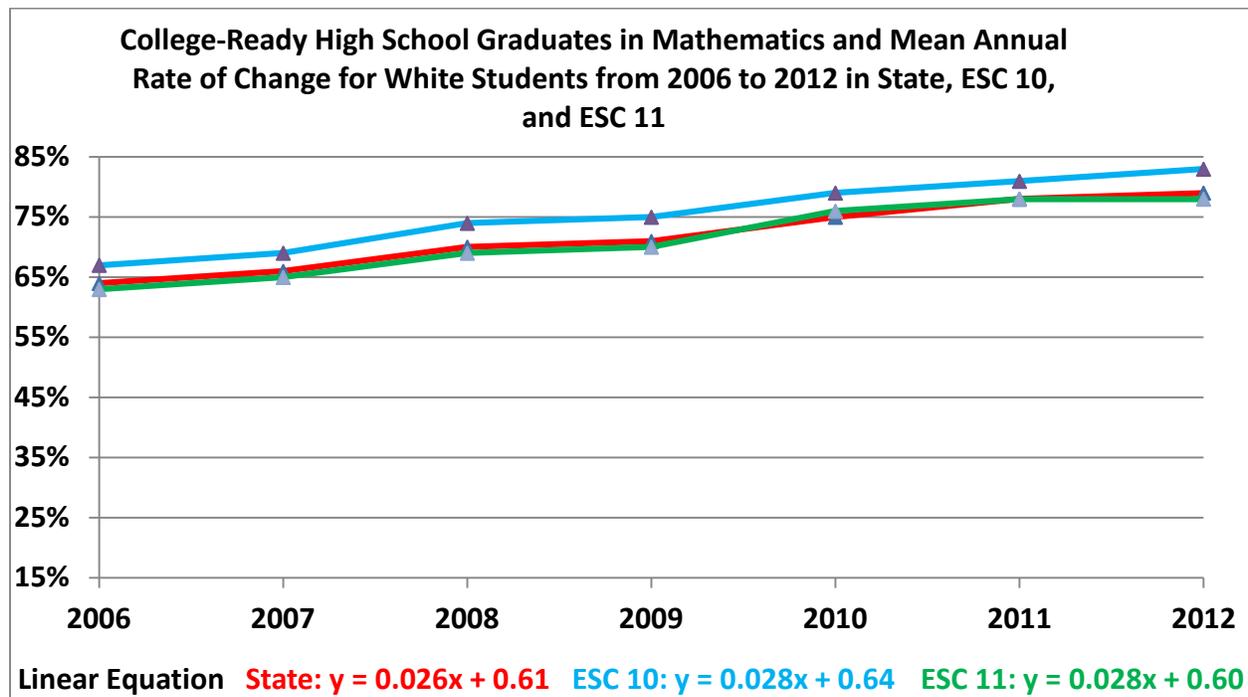
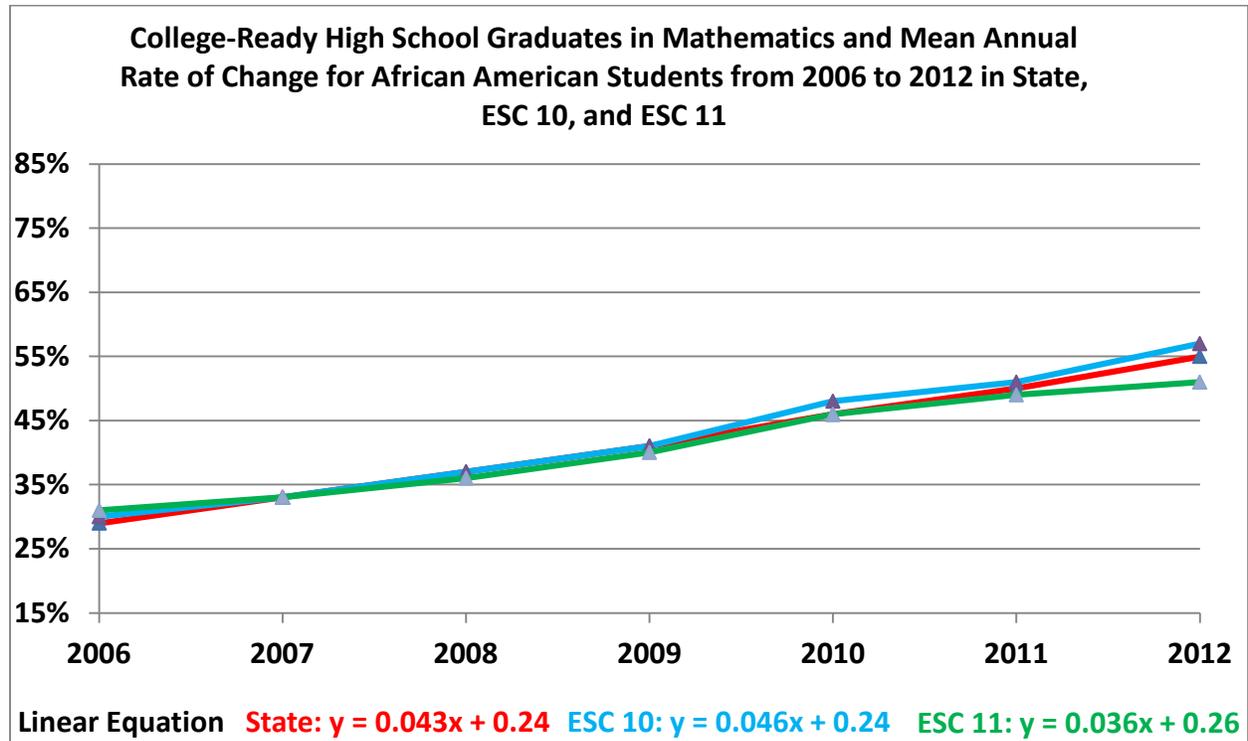


College-Ready High School Graduates in Mathematics and Mean Annual Rate of Change from 2006 to 2012 in State, ESC 10, and ESC 11 by Ethnicity

Year/ MARC	State			ESC 10			ESC 11		
	African Amer.	Hispanic	White	African Amer.	Hispanic	White	African Amer.	Hispanic	White
2006	29%	39%	64%	30%	38%	67%	31%	38%	63%
2007	33%	45%	66%	33%	46%	69%	33%	47%	65%
2008	37%	48%	70%	37%	48%	74%	36%	49%	69%
2009	41%	50%	71%	41%	52%	75%	40%	50%	70%
2010	46%	57%	75%	48%	58%	79%	46%	57%	76%
2011	50%	60%	78%	51%	62%	81%	49%	59%	78%
2012	55%	64%	79%	57%	67%	83%	51%	62%	78%
MARC	↑4.3%	↑4.1%	↑2.6%	↑4.6%	↑4.6%	↑2.8%	↑3.6%	↑3.7%	↑2.8%

(Source: Texas Education Agency - AEIS 2007 – 2012, TAPR 2012-2013)

Note: MARC = Mean Annual Rate of Change

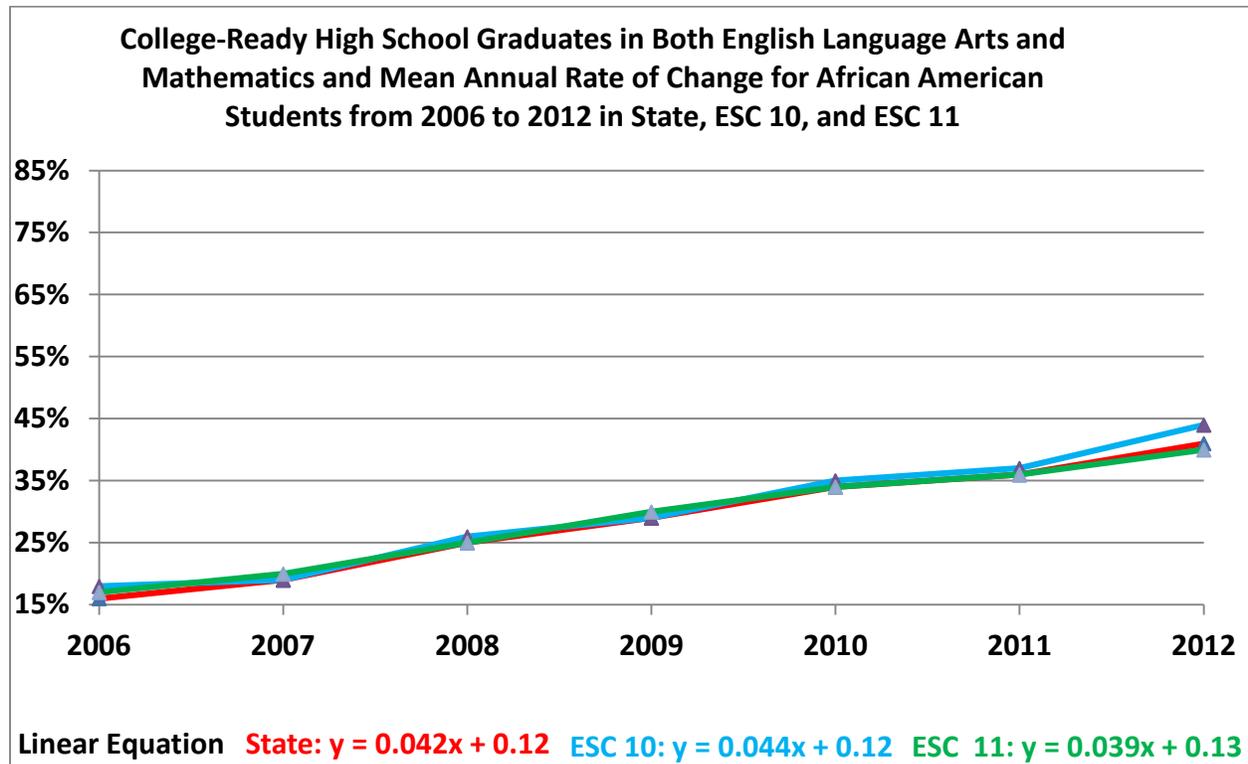


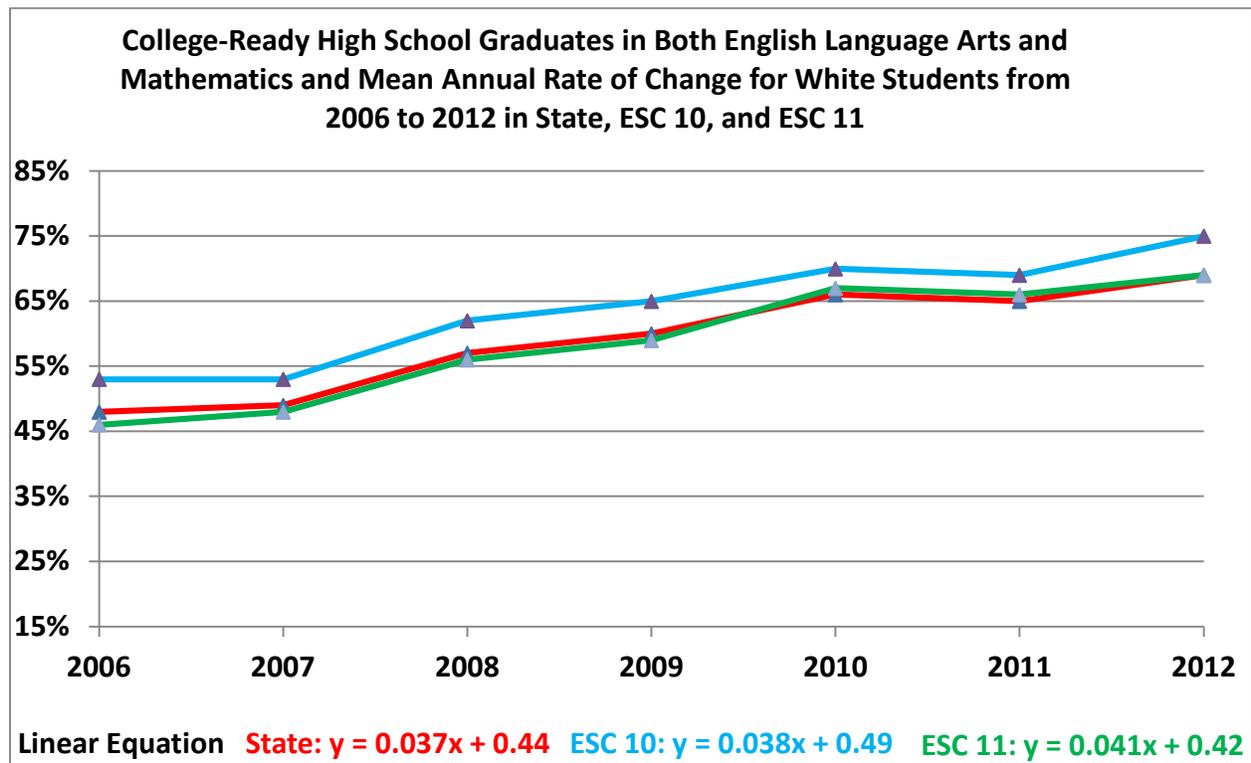
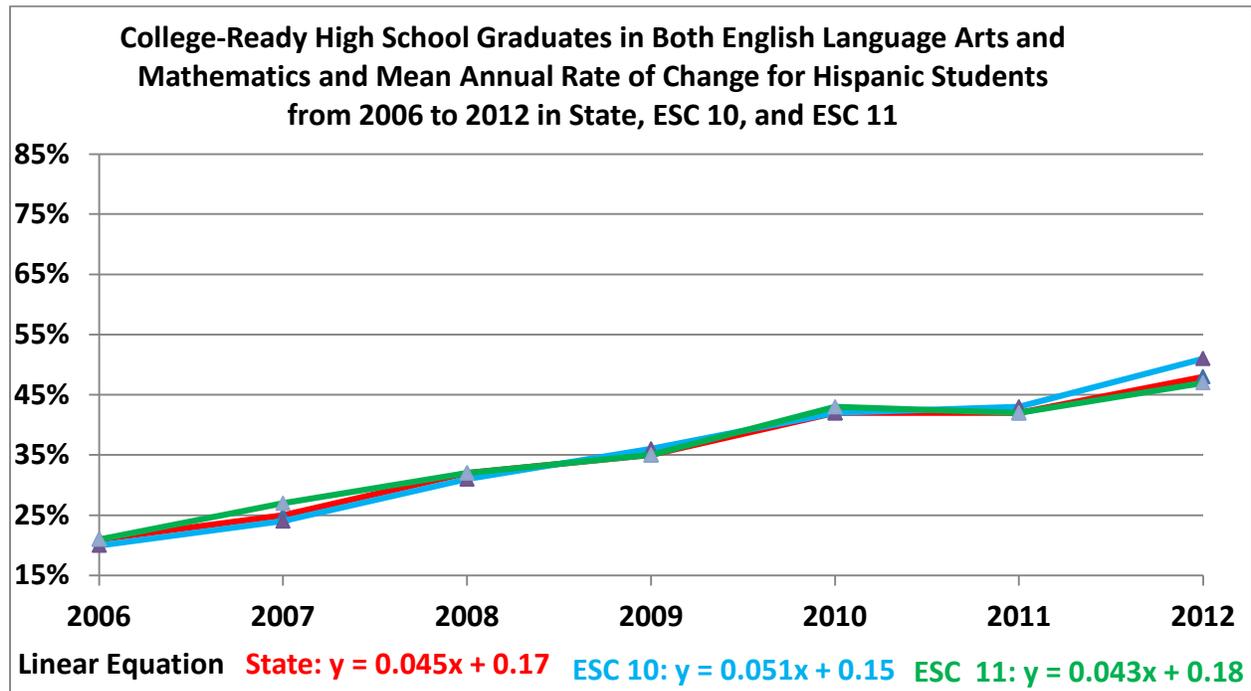
College-Ready High School Graduates in Both English Language Arts and Mathematics and Mean Annual Rate of Change from 2006 to 2012 in State, ESC 10, and ESC 11 by Ethnicity

Year/ MARC	State			ESC 10			ESC 11		
	African Amer.	Hispanic	White	African Amer.	Hispanic	White	African Amer.	Hispanic	White
2006	16%	21%	48%	18%	20%	53%	17%	21%	46%
2007	19%	25%	49%	19%	24%	53%	20%	27%	48%
2008	25%	32%	57%	26%	31%	62%	30%	35%	59%
2009	29%	35%	60%	29%	36%	65%	25%	32%	56%
2010	34%	42%	66%	35%	42%	70%	34%	43%	67%
2011	36%	42%	65%	37%	43%	69%	36%	42%	66%
2012	41%	48%	69%	44%	51%	75%	40%	47%	69%
MARC	↑4.2%	↑4.5%	↑3.7%	↑4.4%	↑5.1%	↑3.8%	↑3.9%	↑4.3%	↑4.1%

(Source: Texas Education Agency - AEIS 2007 – 2012, TAPR 2012-2013)

Note: MARC = Mean Annual Rate of Change



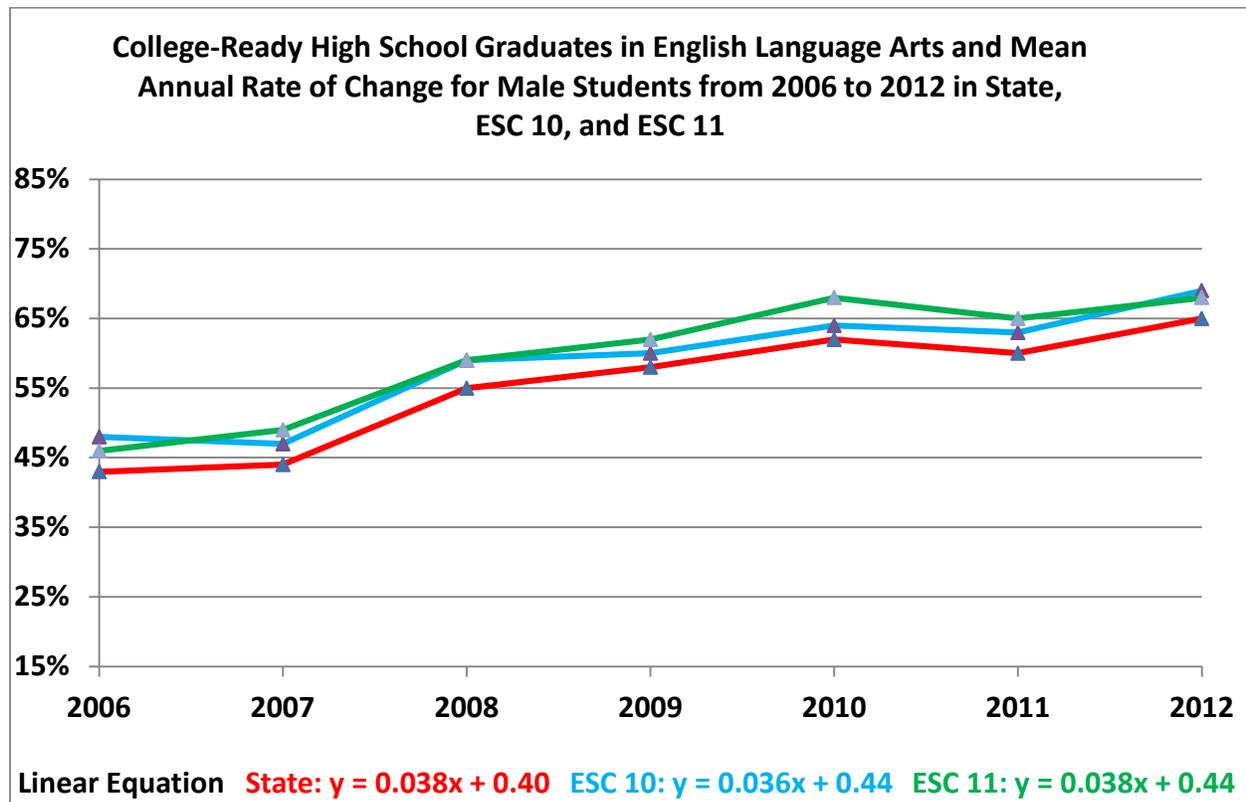


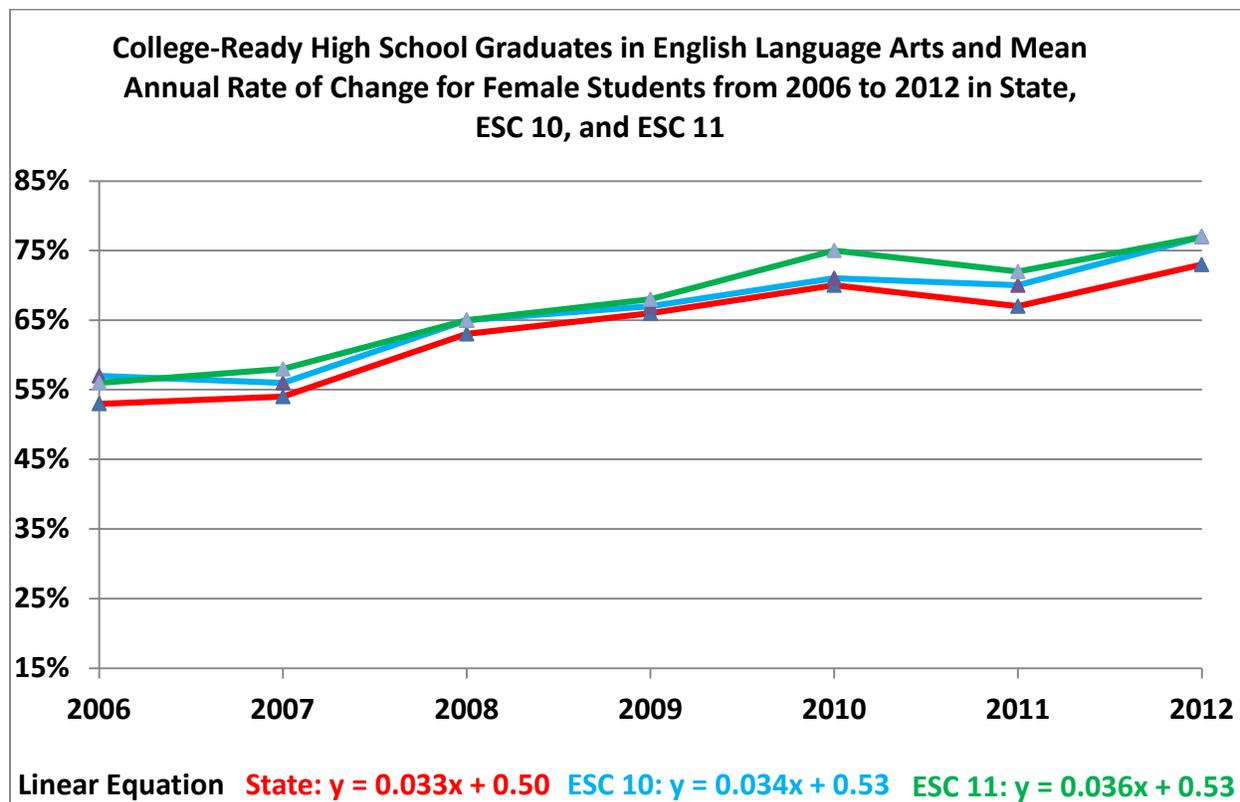
College-Ready High School Graduates in English Language Arts and Mean Annual Rate of Change from 2006 to 2012 in State, ESC 10, and ESC 11 by Gender

Year/ MARC	State		ESC 10		ESC 11	
	Male	Female	Male	Female	Male	Female
2006	43%	53%	48%	57%	46%	56%
2007	44%	54%	47%	56%	49%	58%
2008	55%	63%	59%	65%	59%	65%
2009	58%	66%	60%	67%	62%	68%
2010	62%	70%	64%	71%	68%	75%
2011	60%	67%	63%	70%	65%	72%
2012	65%	73%	69%	77%	68%	77%
MARC	↑3.8%	↑3.3%	↑3.6%	↑3.4%	↑3.8%	↑3.6%

(Source: Texas Education Agency - AEIS 2007 – 2012, TAPR 2012-2013)

Note: MARC = Mean Annual Rate of Change



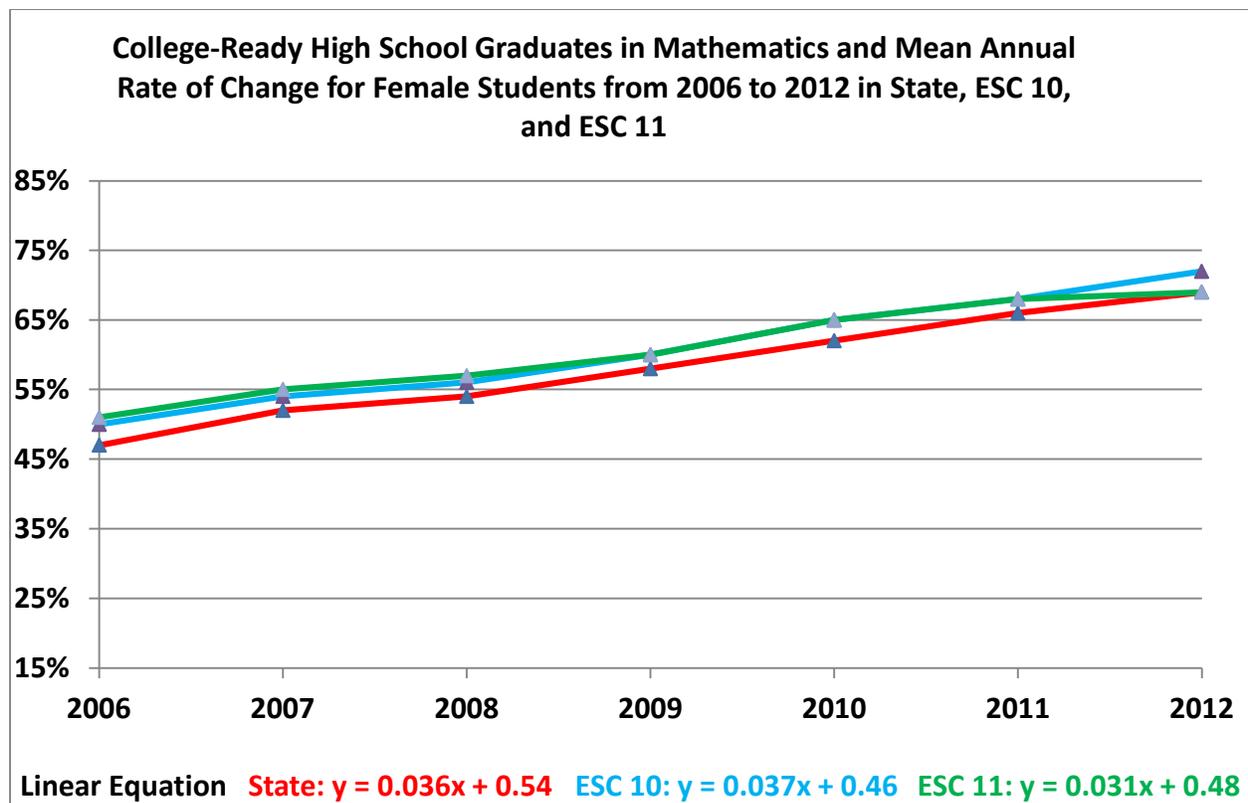
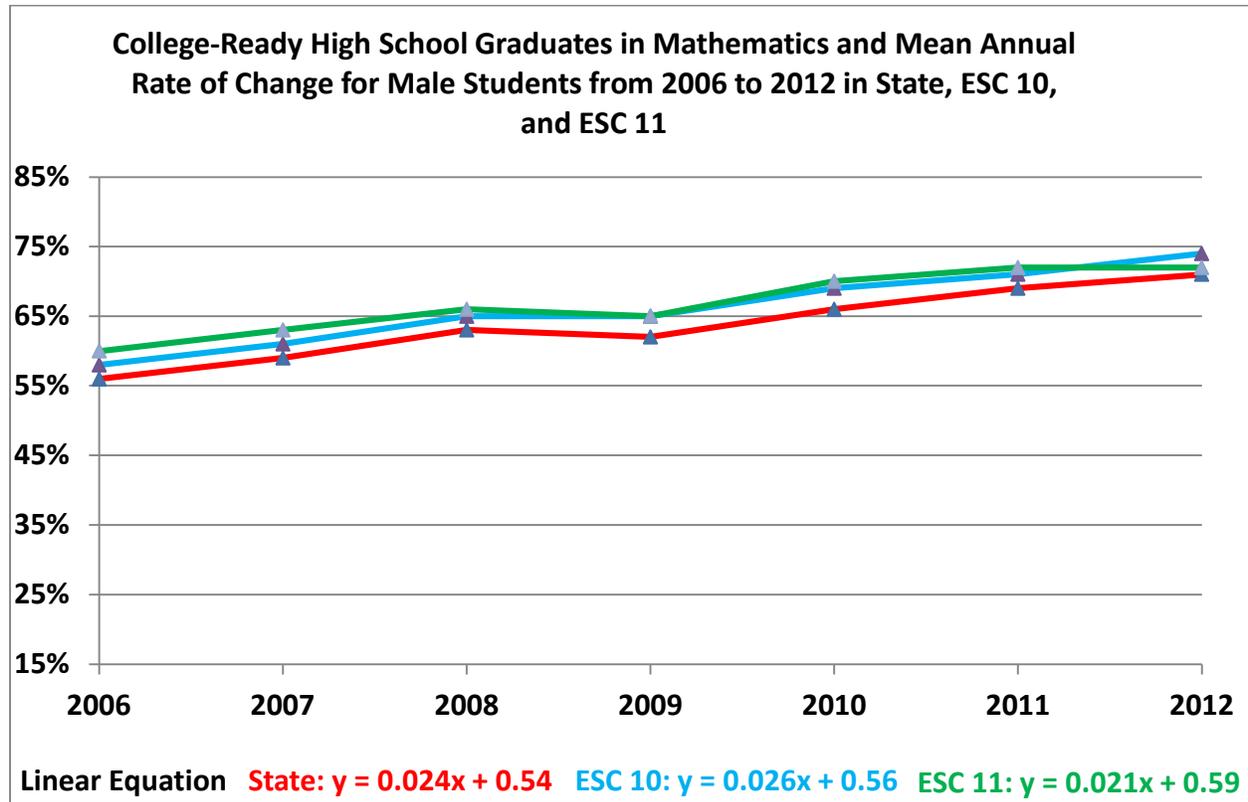


College-Ready High School Graduates in Mathematics and Mean Annual Rate of Change from 2006 to 2012 in State, ESC 10, and ESC 11 by Gender

Year/ MARC	State		ESC 10		ESC 11	
	Male	Female	Male	Female	Male	Female
2006	56%	47%	58%	50%	60%	51%
2007	59%	52%	61%	54%	63%	55%
2008	63%	54%	65%	56%	66%	57%
2009	62%	58%	65%	60%	65%	60%
2010	66%	62%	69%	65%	70%	65%
2011	69%	66%	71%	68%	72%	68%
2012	71%	69%	74%	72%	72%	69%
MARC	↑2.4%	↑3.6%	↑2.6%	↑3.7%	↑2.1%	↑3.1%

(Source: Texas Education Agency - AEIS 2007 – 2012, TAPR 2012-2013)

Note: MARC = Mean Annual Rate of Change

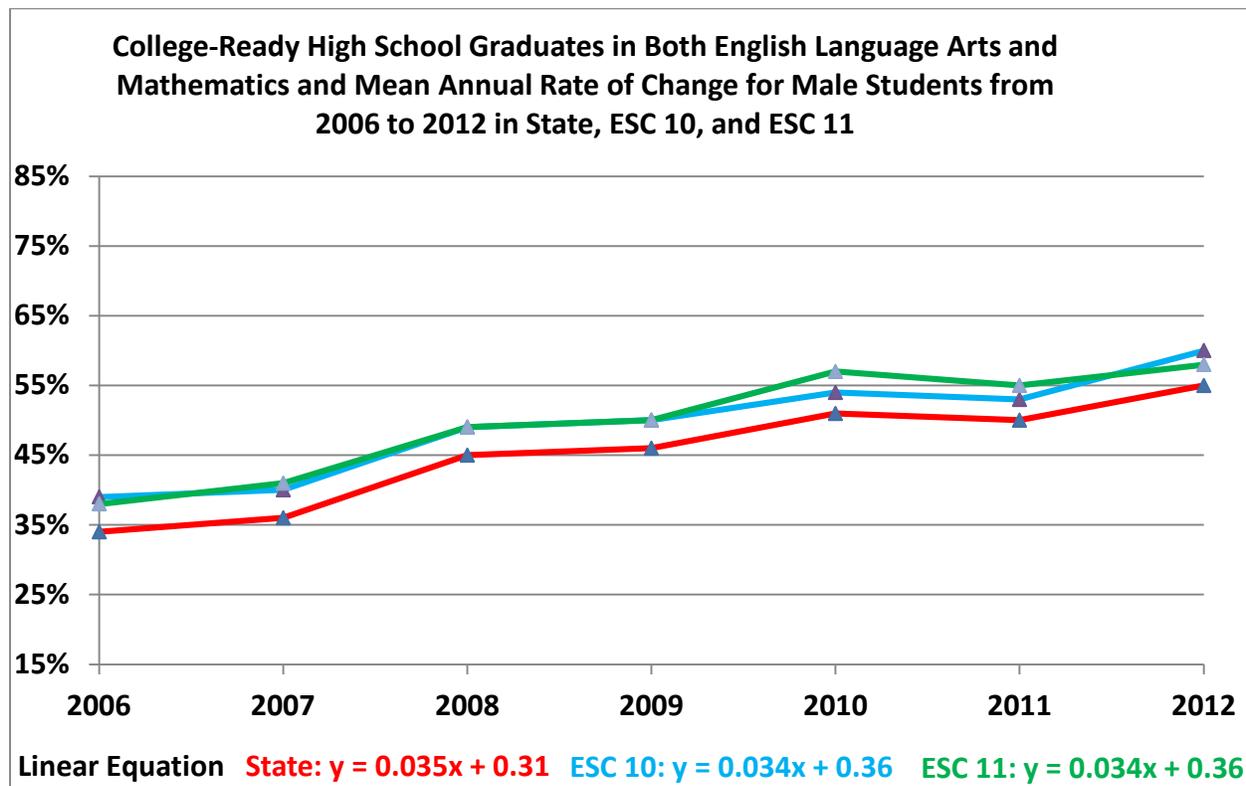


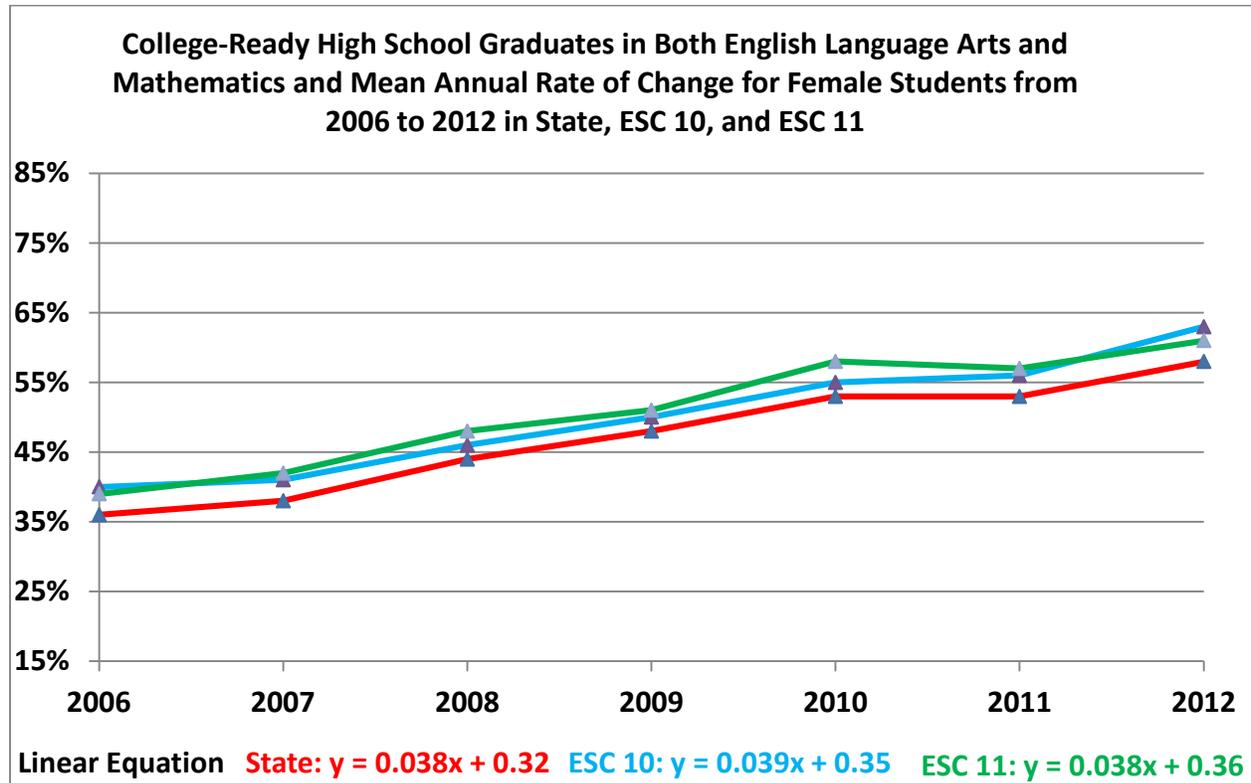
College-Ready High School Graduates in both English Language Arts and Mathematics and Mean Annual Rate of Change from 2006 to 2012 in State, ESC 10, and ESC 11 by Gender

Year/ MARC	State		ESC 10		ESC 11	
	Male	Female	Male	Female	Male	Female
2006	34%	36%	39%	40%	38%	39%
2007	36%	38%	40%	41%	41%	42%
2008	45%	44%	49%	46%	49%	48%
2009	46%	48%	50%	50%	50%	51%
2010	51%	53%	54%	55%	57%	58%
2011	50%	53%	53%	56%	55%	57%
2012	55%	58%	60%	63%	58%	61%
MARC	↑3.5%	↑3.8%	↑3.4%	↑3.9%	↑3.4%	↑3.8%

(Source: Texas Education Agency - AEIS 2007 – 2012, TAPR 2012-2013)

Note: MARC = Mean Annual Rate of Change





AP/IB performance is explored here as a college readiness indicator because of consistently higher rates of participation of students from the region compared to the state. Both state and region data show modest trends toward increased participation of students in AP/IB. Since 2000, the region has surpassed the state in the rate of participation of students in the AP/IB tests, with 56/54% of AP/IB students in the region completing the tests compared to 51% in the state in 2012. Students in the region also show higher rates of passing the tests. There are slight downward trends in both the state and region in students taking the tests and those passing between 1996 and 2012.

AP/IB Results of High School Students from 1996 to 2012 in State, ESC 10, and ESC 11

Year/ MARC	State			ESC 10			ESC 11		
	% of Students Taking AP/IB	% of Examinees >= Criterion	% of Scores>= Criterion	% of Students Taking AP/IB	% of Examinees >= Criterion	% of Scores>= Criterion	% of Students Taking AP/IB	% of Examinees >= Criterion	% of Scores>= Criterion
1996	10.8%	67.0%	64.2%	13.1%	67.8%	65.9%	7.5%	54.5%	56.3%
1997	8.6%	62.0%	59.2%	13.1%	62.5%	59.5%	9.3%	61.2%	56.5%
1998	9.7%	59.6%	57.4%	14.0%	60.7%	58.7%	10.5%	61.6%	57.6%
1999	11.0%	58.6%	55.7%	15.1%	62.2%	59.4%	12.4%	60.8%	55.7%
2000	12.7%	57.9%	53.9%	17.1%	56.5%	55.6%	13.2%	61.0%	54.3%
2001	14.3%	54.0%	50.1%	19.2%	59.2%	51.8%	14.8%	56.1%	51.1%
2002	15.0%	56.8%	52.9%	19.5%	60.0%	55.7%	16.3%	59.0%	53.3%
2003	16.1%	56.0%	51.4%	21.0%	58.8%	53.2%	17.3%	58.5%	51.1%
2004	17.4%	53.9%	49.3%	21.9%	56.9%	51.6%	18.6%	57.1%	50.4%
2005	18.4%	51.8%	47.4%	23.1%	54.8%	50.0%	19.7%	56.0%	50.3%
2006	18.9%	51.3%	47.2%	23.7%	54.2%	49.5%	20.8%	54.2%	47.7%
2007	20.0%	50.5%	46.8%	24.5%	54.6%	50.0%	22.2%	54.3%	46.8%
2008	20.9%	50.1%	46.0%	26.5%	53.7%	48.3%	23.5%	53.8%	46.2%
2009	21.2%	51.2%	47.4%	26.5%	53.7%	50.0%	23.4%	56.0%	50.1%
2010	22.7%	50.8%	46.7%	27.7%	54.8%	49.7%	25.0%	55.9%	49.7%
2011	24.0%	49.3%	45.2%	29.7%	52.8%	48.2%	25.6%	56.6%	50.4%
2012	21.9%	50.8%		26.9%	56.4%		22.8%	57.4%	
MARC	1.0%	0.9%	1.1%	1.1%	0.7%	1.0%	1.1%	0.3%	0.6%

(Source: Texas Education Agency - AEIS 2007 – 2012, TAPR 2012-2013)

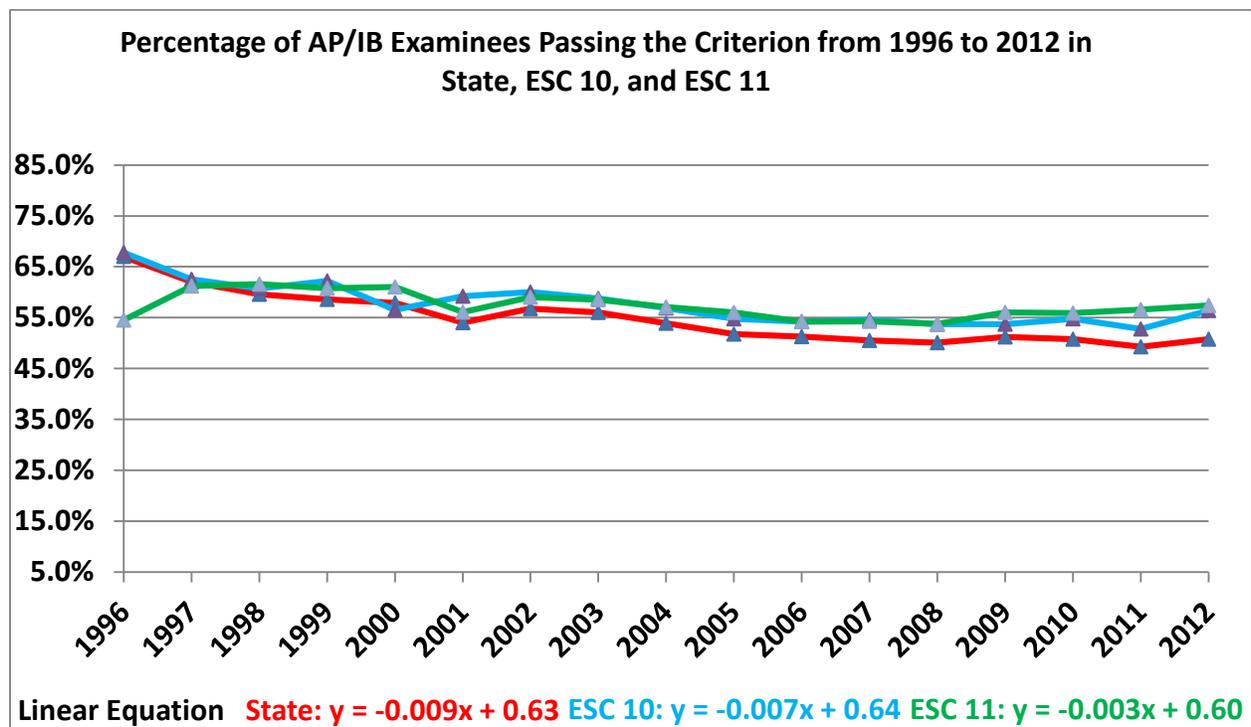
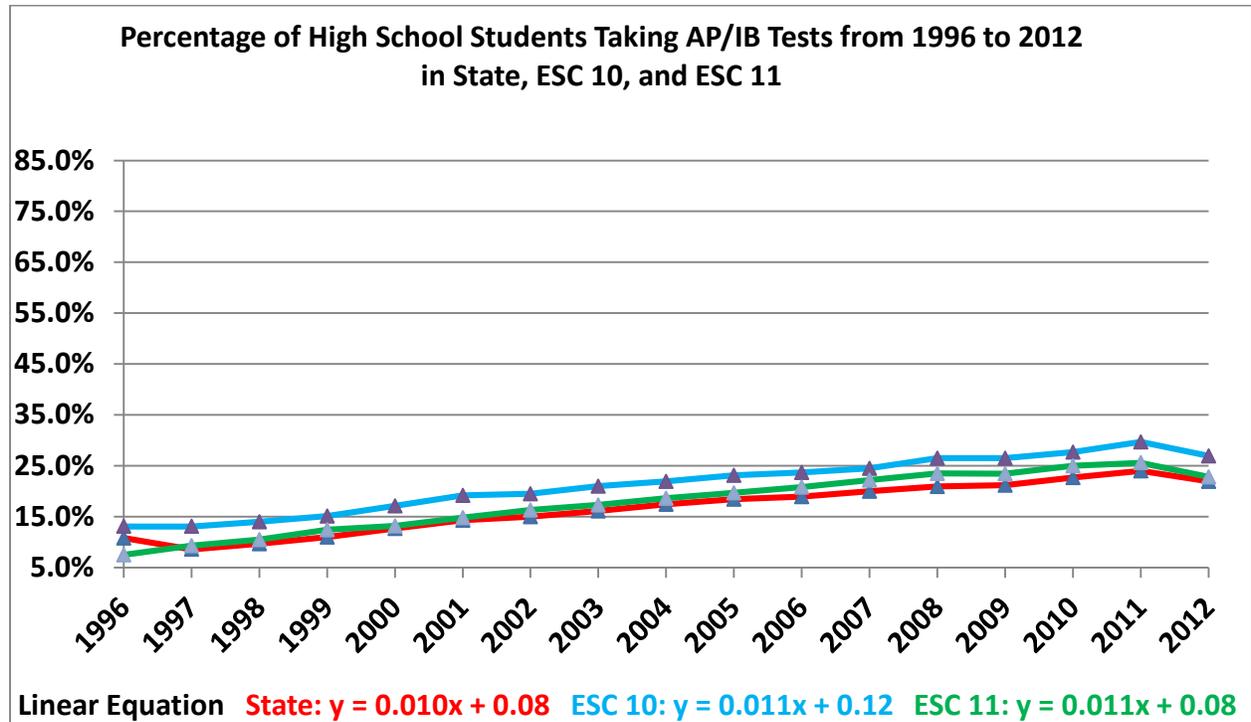
Note 1: MARC = Mean Annual Rate of Change

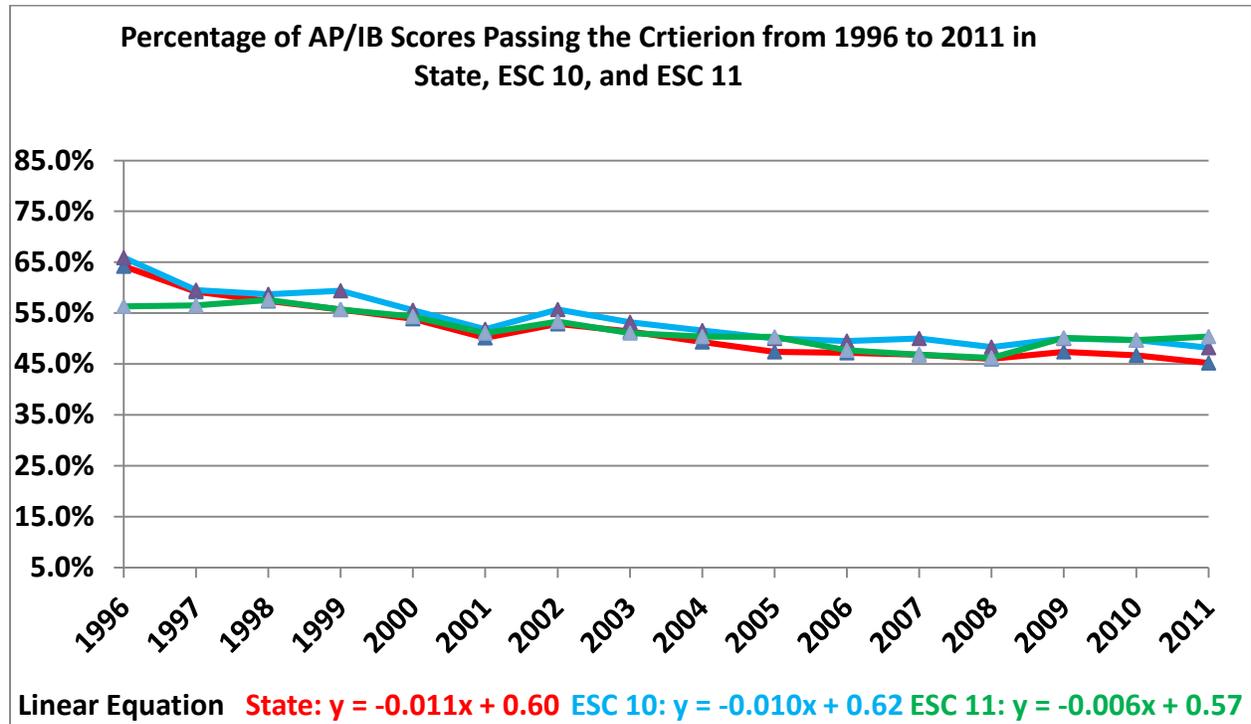
Note 2: The data on Scores>=Criterion for the school year 2011-12 were not reported in the 2012-13 TAPR.

Note 3: Percent of students taking AP/IB shows the percent of students in grades 11 and 12 taking at least one AP or IB examination.

Note 4: Percent of Examinees>=Criterion indicates the percent of examinees with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB).

Note 5: Percent of Scores>=Criterion demonstrates the percent of scores at or above the criterion score, that is, the ratio of the number of 11th and 12th grade AP & IB examination scores at or above criterion to the number of 11th and 12th grade AP & IB examination scores.





Considering SAT/ACT performance as a college readiness measure shows only modest increases for the state and region in percentages of students taking these tests from 1996 to 2012. Students in the region exceeded those of the state in the percentages scoring at or above the criteria of the tests. Trend data showed slight gains in scores on the ACT and decreases in scores on the SAT between 1996 and 2011. Graphs show that students in the region scored higher than those of the state on both tests.

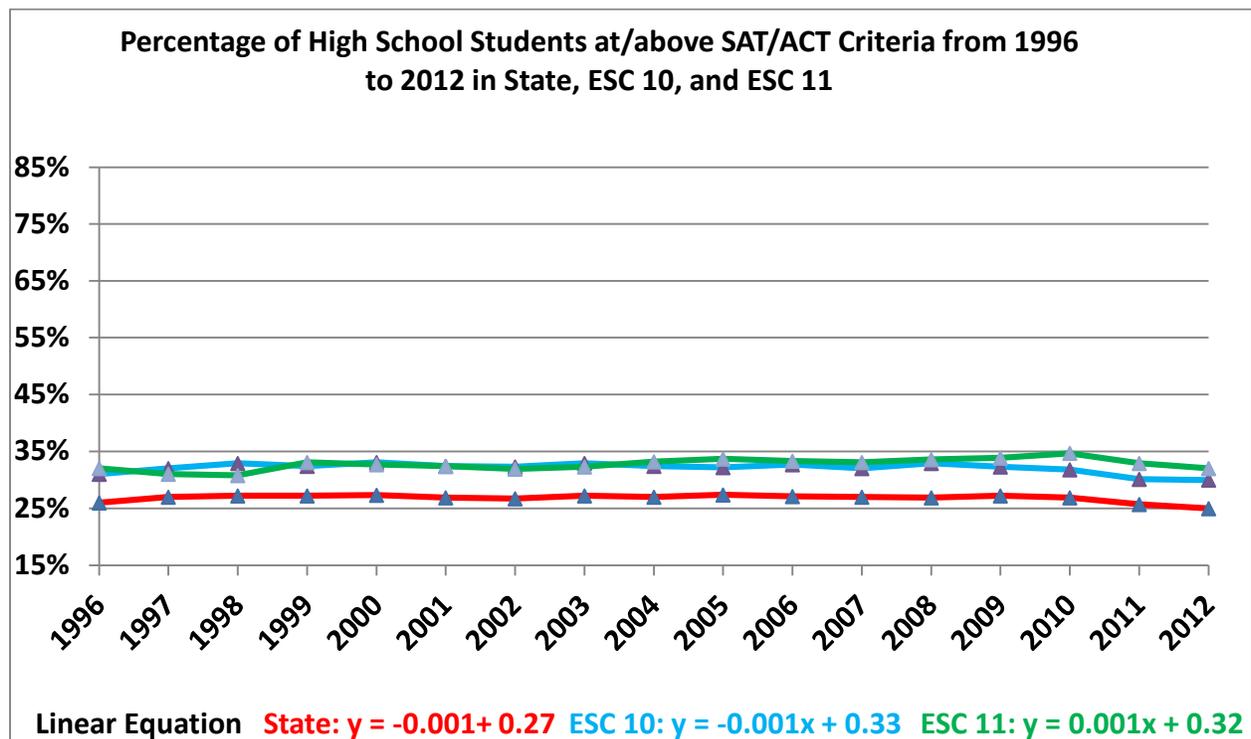
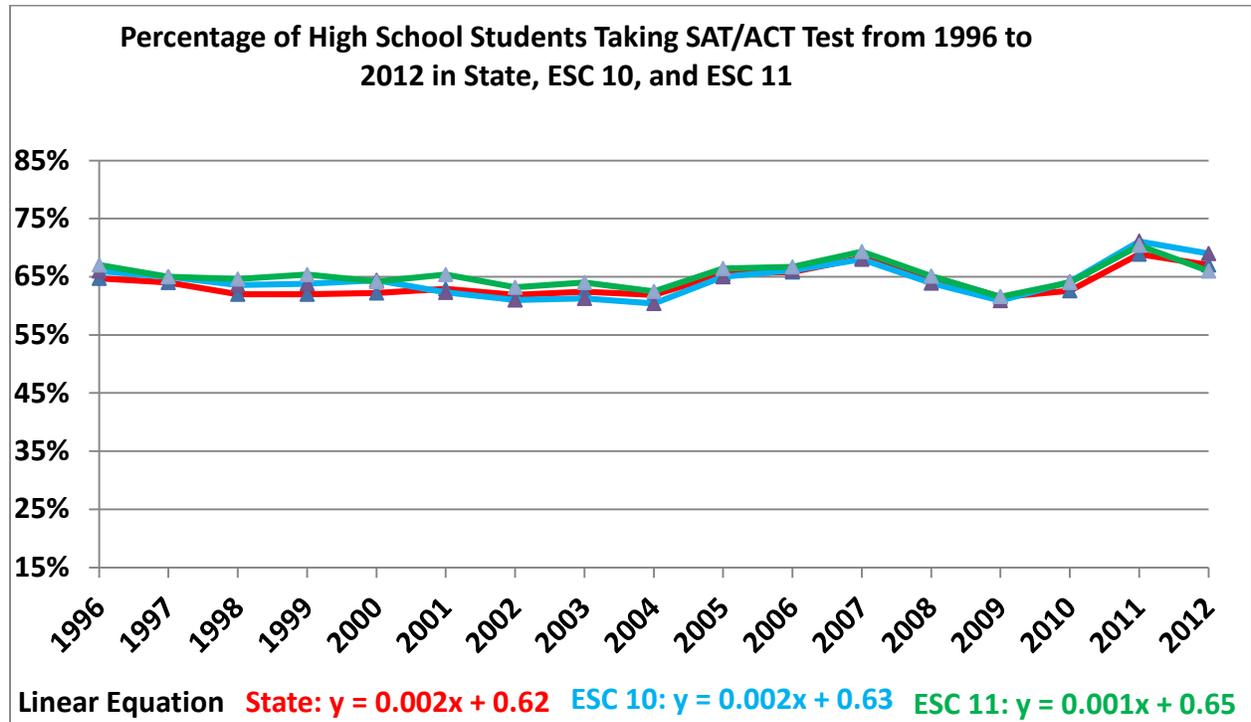
SAT/ACT Results of High School Students from 1996 to 2012 in State, ESC 10, and ESC 11

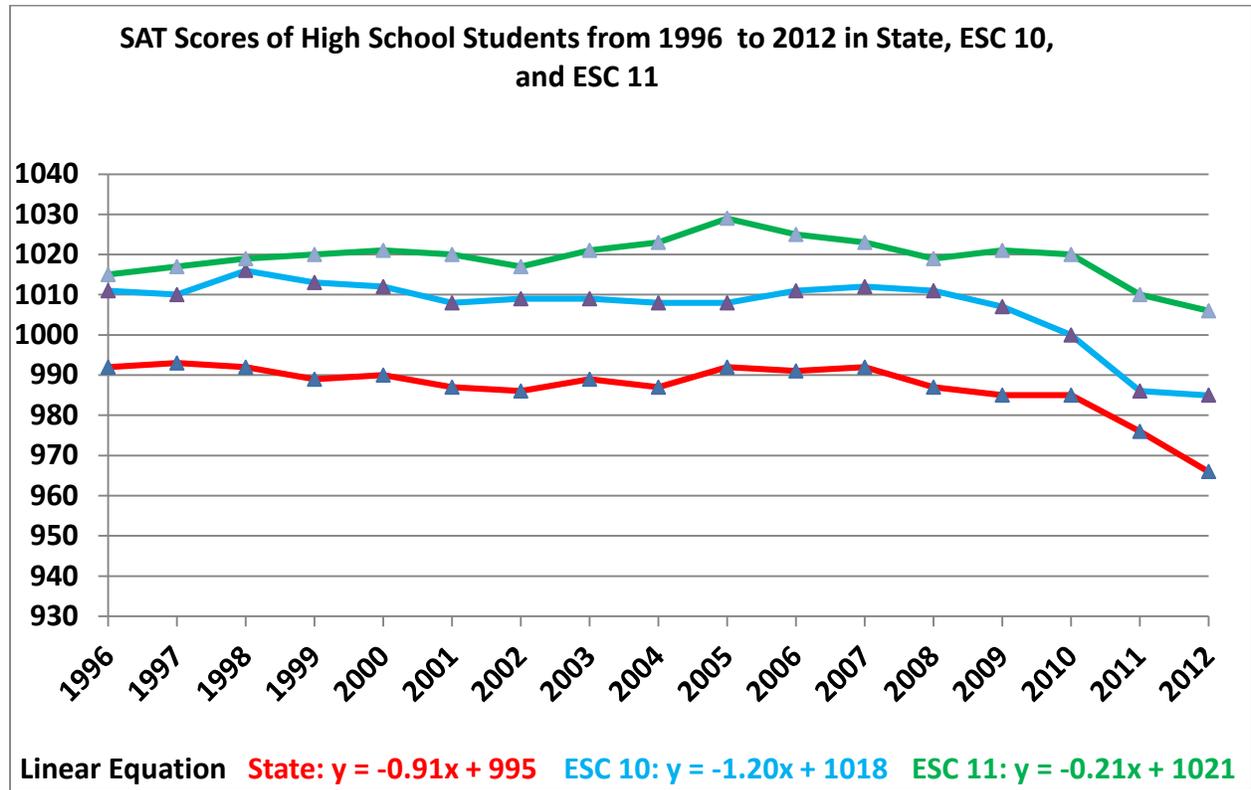
Year/ MARC	State			ESC 10			ESC 11		
	% of Students Taking SAT/ACT	Percent > =Criteria	SAT/ACT Score	% of Students Taking SAT/ACT	Percent > =Criteria	SAT/ACT Score	% of Students Taking SAT/ACT	Percent > =Criteria	SAT/ACT Score
1996	65%	26%	992/20.1	66%	31%	1011/20.5	67%	32%	1015/21.0
1997	64%	27%	993/20.1	65%	32%	1010/20.7	65%	31%	1017/21.0
1998	62%	27%	992/20.3	64%	33%	1016/21.1	65%	31%	1019/21.0
1999	62%	27%	989/20.2	64%	32%	1013/20.9	65%	33%	1020/21.2
2000	62%	27%	990/20.3	64%	33%	1012/21.0	64%	33%	1021/21.2
2001	63%	27%	987/20.2	62%	32%	1008/21.0	65%	32%	1020/21.0
2002	62%	27%	986/20.0	61%	32%	1009/20.8	63%	32%	1017/20.8
2003	62%	27%	989/19.9	61%	33%	1009/20.8	64%	32%	1021/20.8
2004	62%	27%	987/20.1	60%	32%	1008/20.9	63%	33%	1023/21.1
2005	66%	27%	992/20.0	65%	32%	1008/20.8	66%	34%	1029/21.0
2006	66%	27%	991/20.2	66%	33%	1011/21.1	67%	33%	1025/21.2
2007	68%	27%	992/20.1	68%	32%	1012/21.1	69%	33%	1023/21.3
2008	65%	27%	987/20.5	64%	33%	1011/21.3	65%	34%	1019/21.6
2009	62%	27%	985/20.5	61%	32%	1007/21.3	62%	34%	102121.8
2010	63%	27%	985/20.5	64%	32%	1000/21.4	64%	35%	1020/22.0
2011	69%	26%	976/20.5	71%	30%	986/21.2	70%	33%	1010/21.9
2012	67%	25%	966/20.5	69%	30%	985/21.3	66%	32%	1006/21.9
MARC	0.2%	0.1%	0.9.02	0.2%	0.1%	1.2.04	0.1%	0.1%	0.2.07

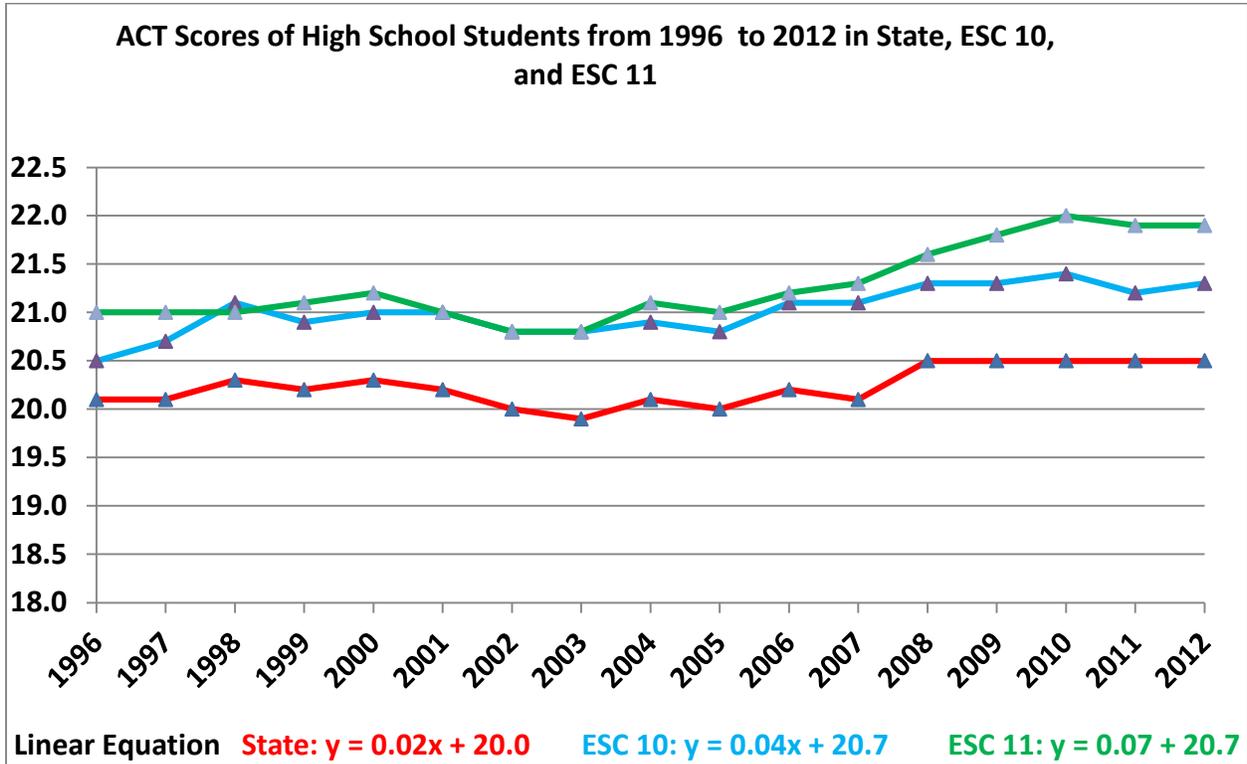
(Source: Texas Education Agency - AEIS 2007 – 2012, TAPR 2012-2013, Personal communication with Rona Tong at TEA on the SAT scores)

Note 1: MARC = Mean Annual Rate of Change

Note: 2 The SAT score in 2012, different from that reported in TAPR, does not include the part on writing.







The North Texas Region was similar to or slightly exceeded the state in percentages of high school students who enrolled in and completed at least one advanced course. In the TAPR/AEIS reports, advanced courses include AP/IB, dual credit, and other courses identified by the Texas Education Agency. Between 2003 and 2012, the percentages of high school students in the region completing advanced courses increased from about 20% to about 31%. Splitting out the percentages of high school students completing dual credit from 2009 to 2012 (See page 32.) shows the region lags well behind the state for this type of advanced course. Instead, students in the region are more likely to enroll in AP/IB programs and courses.

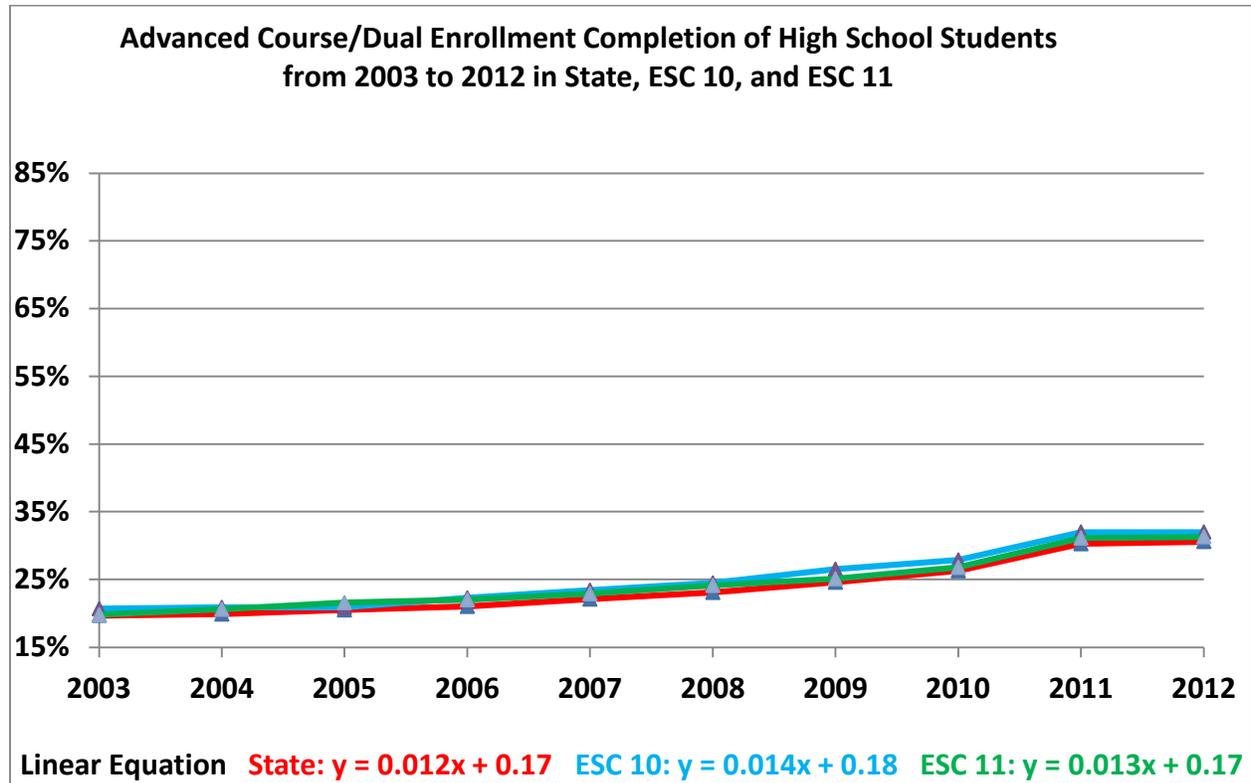
Advanced Course/Dual Enrollment Completion of High School Students from 2003 to 2012 in State, ESC 10, and ESC 11

Year/MARC	State	ESC 10	ESC 11
2003	19.7%	20.7%	19.8%
2004	19.9%	20.9%	20.6%
2005	20.5%	20.9%	21.6%
2006	21.0%	22.3%	22.0%
2007	22.1%	23.4%	22.9%
2008	23.1%	24.5%	24.1%
2009	24.6%	26.5%	25.1%
2010	26.3%	27.9%	26.8%
2011	30.3%	32.0%	31.1%
2012	30.6%	32.0%	31.3%
MARC	↑1.2%	↑1.4%	↑1.3%

(Source: Texas Education Agency - AEIS 2004 – 2012, TAPR 2012-2013)

Note 1: MARC = Mean Annual Rate of Change

Note 2: Advanced Course/Dual Enrollment Completion - This indicator is based on a count of students who completed and received credit for at least one advanced course in grades 9-12.



High School Students Enrolled in Higher Education Dual Credit in 2009, 2010, and 2011 in State and Region 3

Year/ Δ	State			Region 3		
	Total HS Graduates	Dual Credit Students	Percent of Dual Credit Students	Total HS Graduates	Dual Credit Students	Percent of Dual Credit Students
2012	292,636	99,454	34.0%	77,956	16,843	21.6%
2011	290,581	94,550	32.5%	76,023	16,640	21.9%
2010	280,520	90,364	32.2%	71,259	14,969	21.0%
2009	264,275	91,303	34.5%	69,130	12,949	18.7%
Δ	$\uparrow 0.7\%$	$\uparrow 5.2\%$	$\uparrow 1.5\%$	$\uparrow 2.5\%$	$\uparrow 1.2\%$	$\downarrow 0.3\%$

(Source: THECB – Dual Credit Report, 2009, 2011; Personal Communication with Julie Eklund/Doug Bond at THECB for the 2010, 2012 data)

Note: Δ = Difference between 2012 and 2011

Higher Education Enrollment Scorecard

Numbers of students enrolled in higher education has doubled in four North Texas Counties of interest between 1996 and 2013. This growth trend is evident in every county but especially in Collin and Denton Counties, where population growth was greater. Enrollment growth was more consistent for 4-year than 2-year colleges in all four counties. Notable on the table is growth in the number of not-found students. This statistic includes students enrolled in college out of state or at private institutions as well as those not enrolled in higher education.

High School Graduates Enrolled in Higher Education from 1996 to 2013 in Four North Texas Counties

Year/ MAD/ MARC	North Texas (Aggregate of Collin, Dallas, Denton, Tarrant Counties)				
	2-Year	4-year	Not Trackable	Not Found	Total
1996	9,883	6,903	2,364	11,671	30,821
1997	10,647	6,996	2,176	13,044	32,863
1998	10,847	7,322	2,418	14,451	35,038
1999	11,472	7,523	3,002	15,288	37,285
2000	11,982	7,984	3,178	16,128	39,272
2001	12,824	7,897	3,457	16,573	40,751
2002	13,904	10,602	4,283	15,821	43,800
2003	13,897	10,964	4,708	17,589	47,158
2004	15,108	11,450	4,641	18,455	49,645
2005	15,205	11,862	4,574	18,097	49,738
2006	15,281	12,294	4,609	17,970	50,154
2007	15,604	12,517	4,694	18,078	50,893
2008	18,537	13,301	3,045	18,513	53,396
2009	19,913	13,790	3,205	19,391	56,299
2010	16,203	14,419	3,469	24,798	58,889
2011	17,073	14,592	4,088	26,353	62,106
2012	16,366	15,204	4,281	27,214	63,065
2013	16,990	16,134	4,622	28,267	66,013
MAD	↑ 479	↑ 572	N/A	N/A	↑ 1989
MARC	↑ 4.8%	↑ 8.3%	N/A	N/A	↑ 6.5%

(Source: THECB – Texas Higher Education Data)

2013 Gap Analysis Report for the North Texas Region

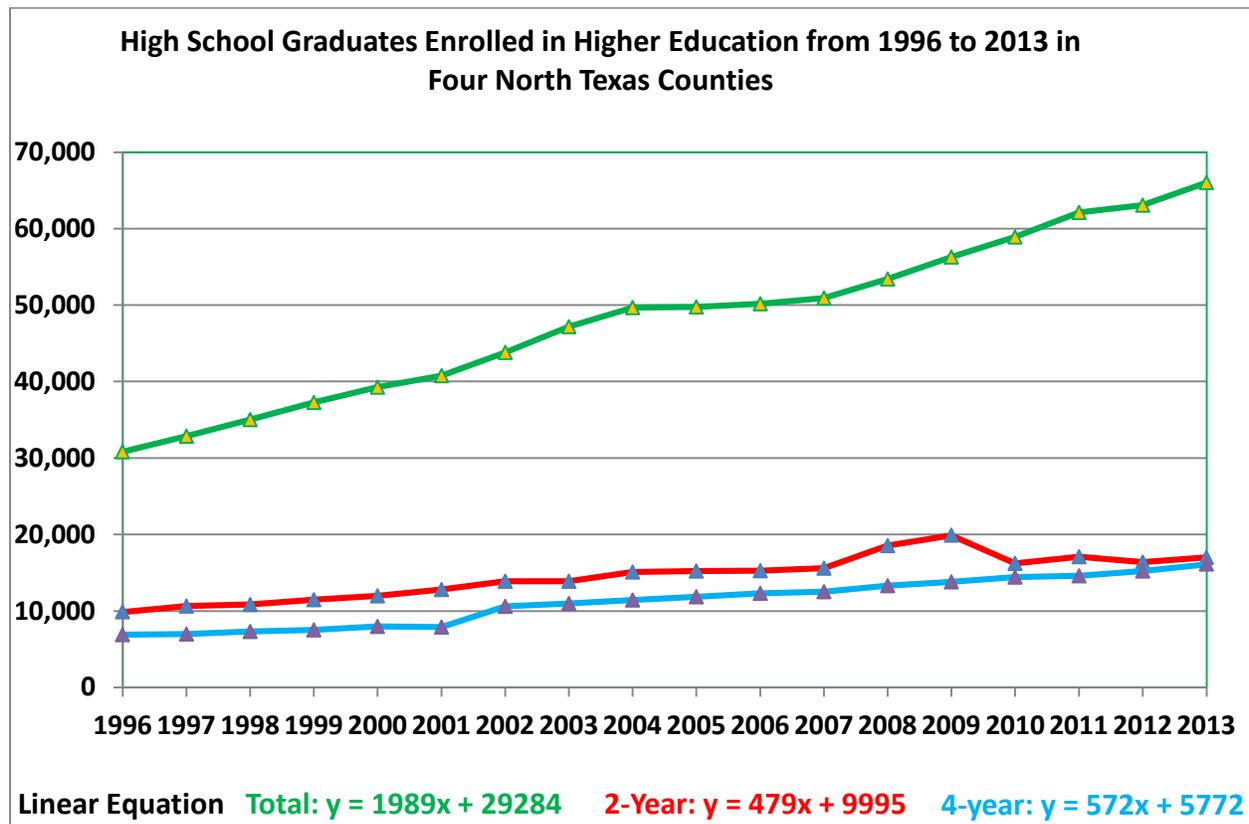
Note 1: 'Not Trackable' graduates have non-standard ID numbers that do not match any at Texas higher education institutions. 'Not Found' graduates have standard ID numbers that do match any at Texas higher education institutions in the specified year.

Note 2: The corresponding numbers for the state are not provided.

Note 3: MAD = Mean Annual Difference;

Note 4: MARC = Mean Annual Rate of Change. It is calculated as the ratio of MAD over the enrollment in 1996.

Note 5: Total = 2-year + 4-year + Not Trackable + Not Found. However, as majority of the graduates in 'Not trackable' and 'Not Found' do not enroll in higher education. The 'Total' actually is the total number of high school graduates, rather than the total enrollment in higher education.



High School Graduates Enrolled in Higher Education from 1996 to 2013 in Selected North Texas Counties

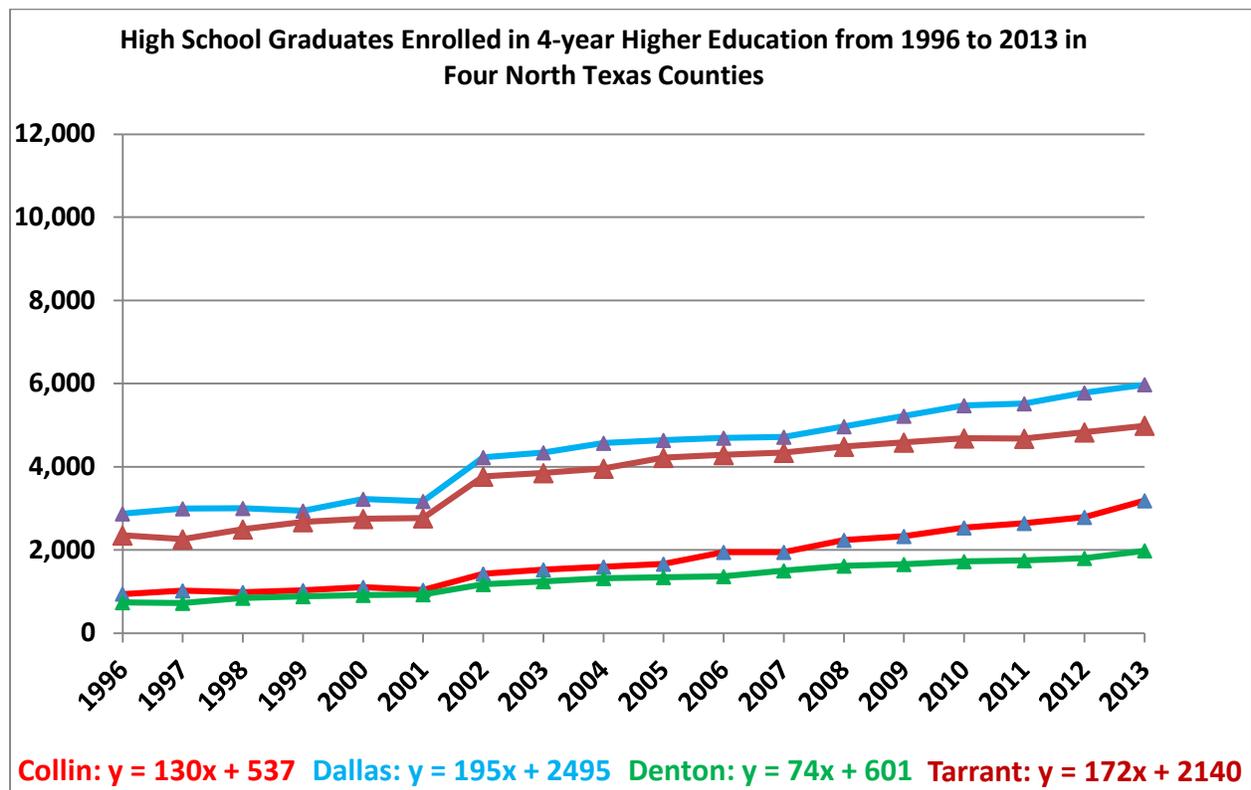
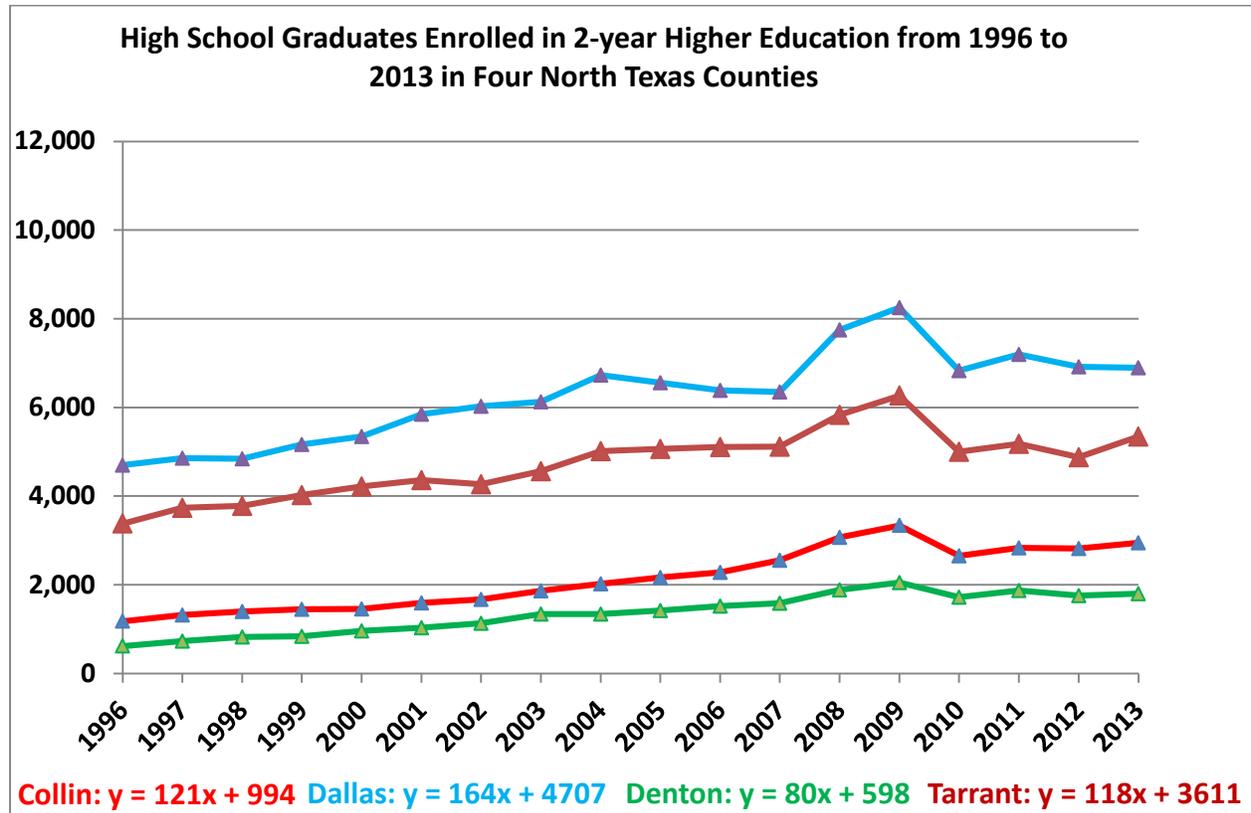
Year/ MAD/ MARC	Collin			Dallas			Denton			Tarrant		
	2-yr	4-yr	Total	2-yr	4-yr	Total	2-yr	4-yr	Total	2-yr	4-yr	Total
1996	1,180	941	3,359	4,699	2,874	15,097	620	738	2,500	3,384	2,350	9,856
1997	1,320	1,017	3,632	4,855	2,994	15,782	734	724	2,665	3,738	2,261	10,784
1998	1,400	984	3,962	4,844	3,001	16,432	825	843	3,040	3,778	2,494	11,604
1999	1,451	1,031	4,150	5,162	2,938	17,141	835	879	3,254	4,024	2,675	12,740
2000	1,458	1,102	4,470	5,342	3,221	18,194	963	914	3,439	4,219	2,747	13,169
2001	1,590	1,038	4,567	5,847	3,169	19,179	1,029	925	3,520	4,358	2,765	13,485
2002	1,673	1,427	5,162	6,024	4,230	20,503	1,131	1,176	3,951	4,266	3,769	14,184
2003	1,864	1,529	5,794	6,129	4,342	21,636	1,344	1,240	4,394	4,560	3,853	15,334
2004	2,021	1,597	6,157	6,732	4,573	22,678	1,341	1,322	4,574	5,014	3,958	16,236
2005	2,167	1,665	6,454	6,556	4,636	22,287	1,421	1,345	4,719	5,061	4,216	16,278
2006	2,277	1,946	6,978	6,381	4,696	21,723	1,518	1,363	4,834	5,105	4,289	16,619
2007	2,555	1,949	7,376	6,349	4,718	21,595	1,584	1,506	5,220	5,116	4,344	16,702
2008	3,069	2,234	8,063	7,751	4,967	22,534	1,886	1,615	5,633	5,831	4,485	17,166
2009	3,339	2,326	8,628	8,253	5,219	23,650	2,054	1,656	6,056	6,267	4,589	17,965
2010	2,651	2,535	9,154	6,827	5,473	24,838	1,724	1,723	6,407	5,001	4,688	18,490
2011	2,831	2,645	9,857	7,192	5,521	25,902	1,870	1,748	6,832	5,180	4,678	19,515
2012	2,815	2,791	10,290	6,916	5,783	26,271	1,759	1,802	6,882	4,876	4,828	19,622
2013	2,951	3,189	11,121	6,895	5,976	27,243	1,803	1,981	7,305	5,341	4,988	20,344
MAD	↑121	↑130	↑454	↑164	↑195	↑670	↑80	↑74	↑284	↑118	↑172	↑580
MARC	↑10.3%	↑13.8%	↑13.5%	↑3.5%	↑6.8%	↑4.4%	↑12.9%	↑10.0%	↑11.4%	↑3.5%	↑7.3%	↑5.9%

(Source: THECB – Texas Higher Education Data)

Note 1: Total = 2-year + 4-year + Not Trackable + Not Found. The latter two are not listed.

Note 2: MAD = Mean Annual Difference.

Note 3: MARC = Mean Annual Rate of Change. It is calculated as the ratio of MAD over the enrollment in 1996.



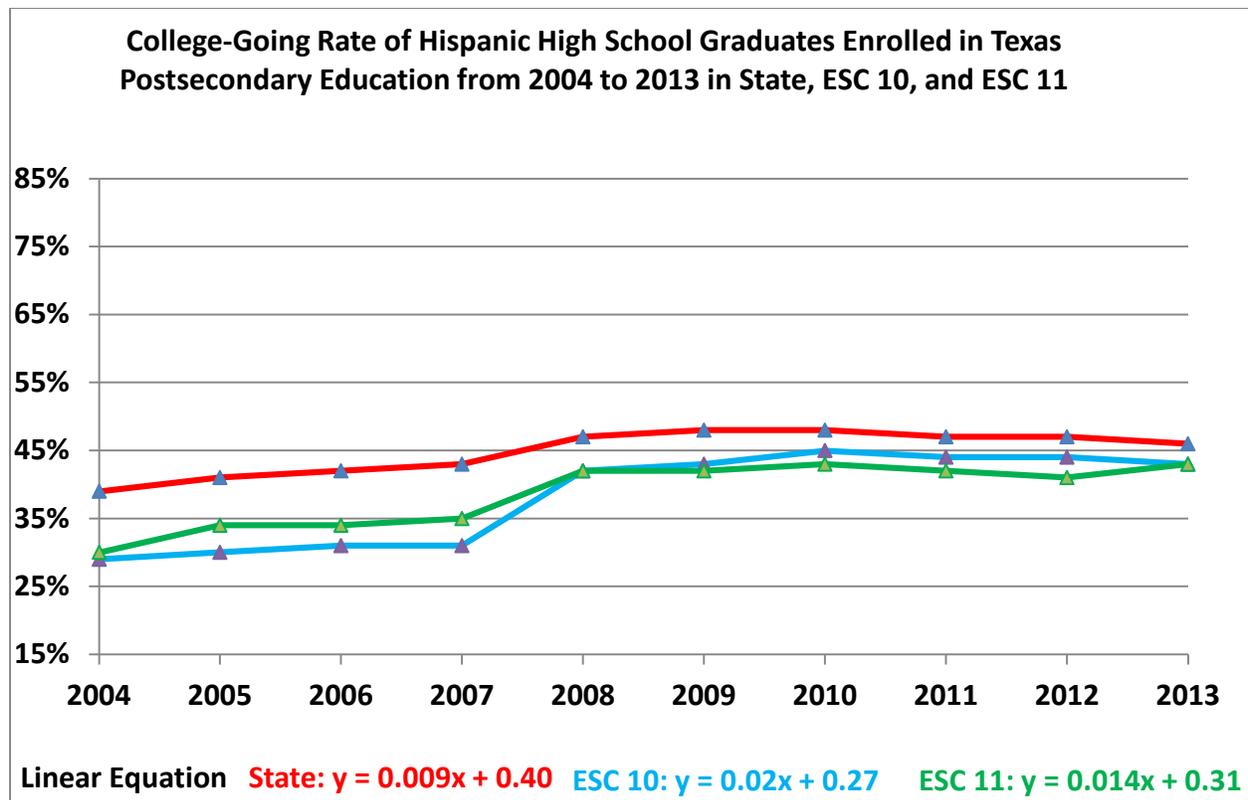
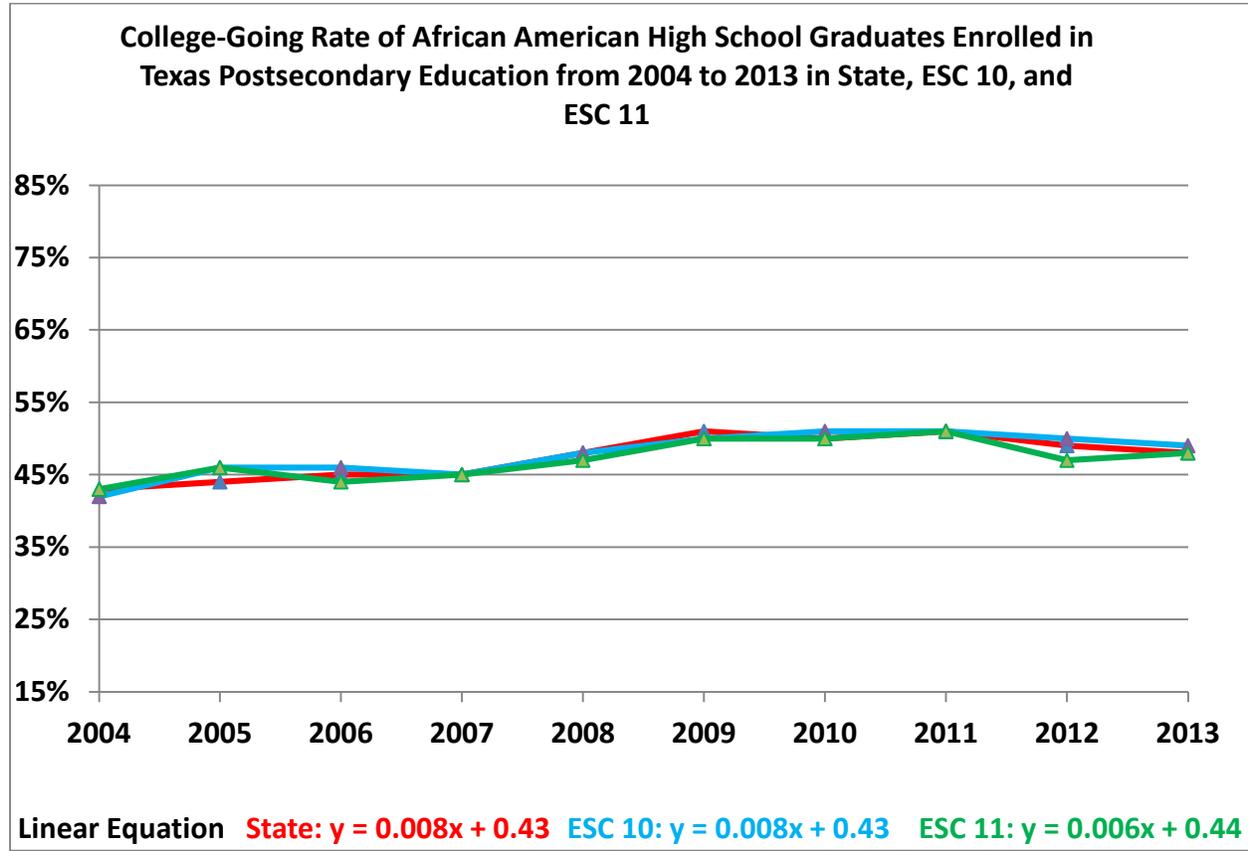
Trends toward increasing postsecondary enrollment for African-American and Hispanic and toward decreasing postsecondary enrollment for White students are evident for the state and region, reflecting the ethnic composition of the young adult population. Still, gaps are evident in the college going rates of African and Hispanic students compared to White students and of male compared to female students in both the state and region. Especially pronounced are gaps in the college going rate of economically disadvantaged students compared to others. Encouraging in the regional data are trends toward Hispanic, male, and economically disadvantaged postsecondary enrollment approaching the levels of the state.

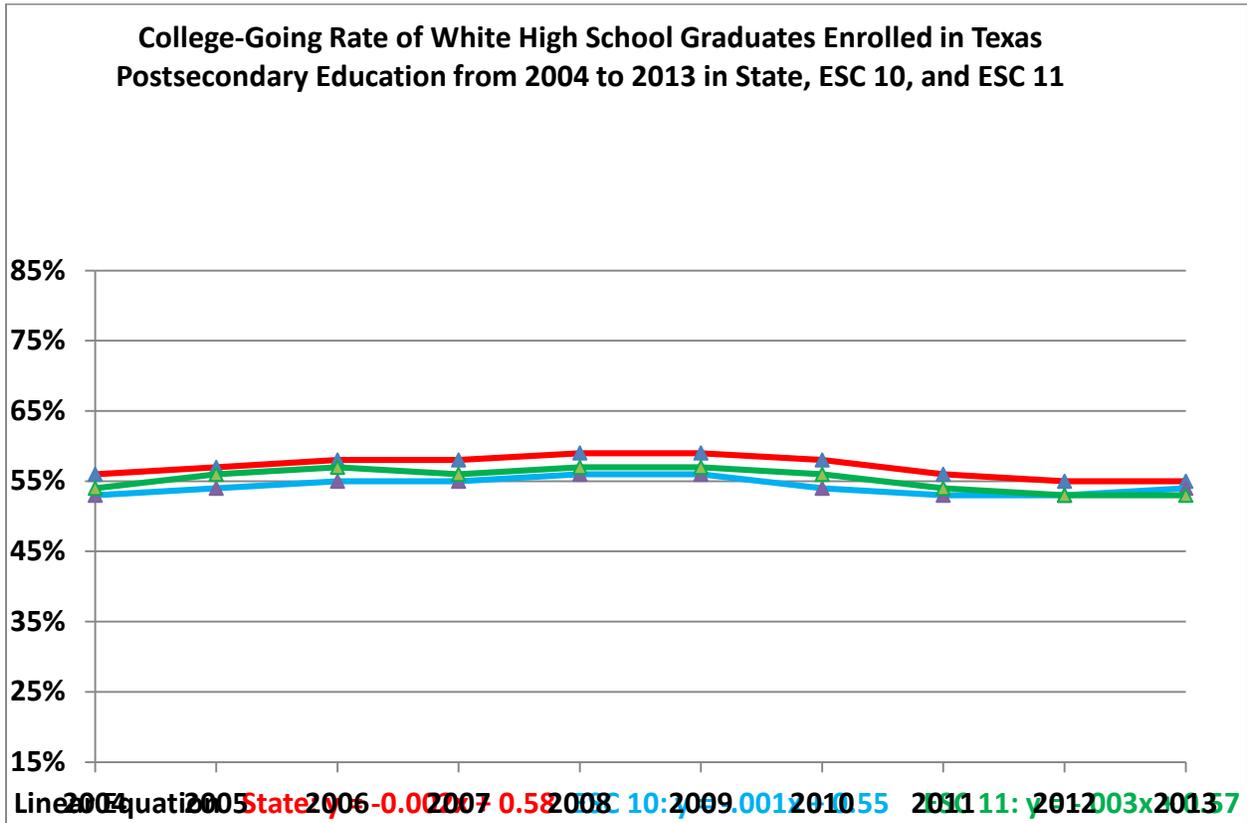
College-Going Rate of High School Graduates Enrolled in Texas Postsecondary Education from 2004 to 2013 in State, ESC 10, and ESC 11 by Ethnicity

Year/ MARC	State			ESC 10			ESC 11		
	African American	Hispanic	White	African American	Hispanic	White	African American	Hispanic	White
2004	43%	39%	56%	42%	29%	53%	43%	30%	54%
2005	44%	41%	57%	46%	30%	54%	46%	34%	56%
2006	45%	42%	58%	46%	31%	55%	44%	34%	57%
2007	45%	43%	58%	45%	31%	55%	45%	35%	56%
2008	48%	47%	59%	48%	42%	56%	47%	42%	57%
2009	51%	48%	59%	50%	43%	56%	50%	42%	57%
2010	50%	48%	58%	51%	45%	54%	50%	43%	56%
2011	51%	47%	56%	51%	44%	53%	51%	42%	54%
2012	49%	47%	55%	50%	44%	53%	47%	41%	53%
2013	48%	46%	55%	49%	43%	54%	48%	43%	53%
MARC	0.8%	0.9%	0.2%	0.8%	2.0%	0.1%	0.6%	1.4%	0.3%

(Source: THECB – Tracking Postsecondary Outcomes Dashboard)

Note: MARC = Mean Annual Rate of Change



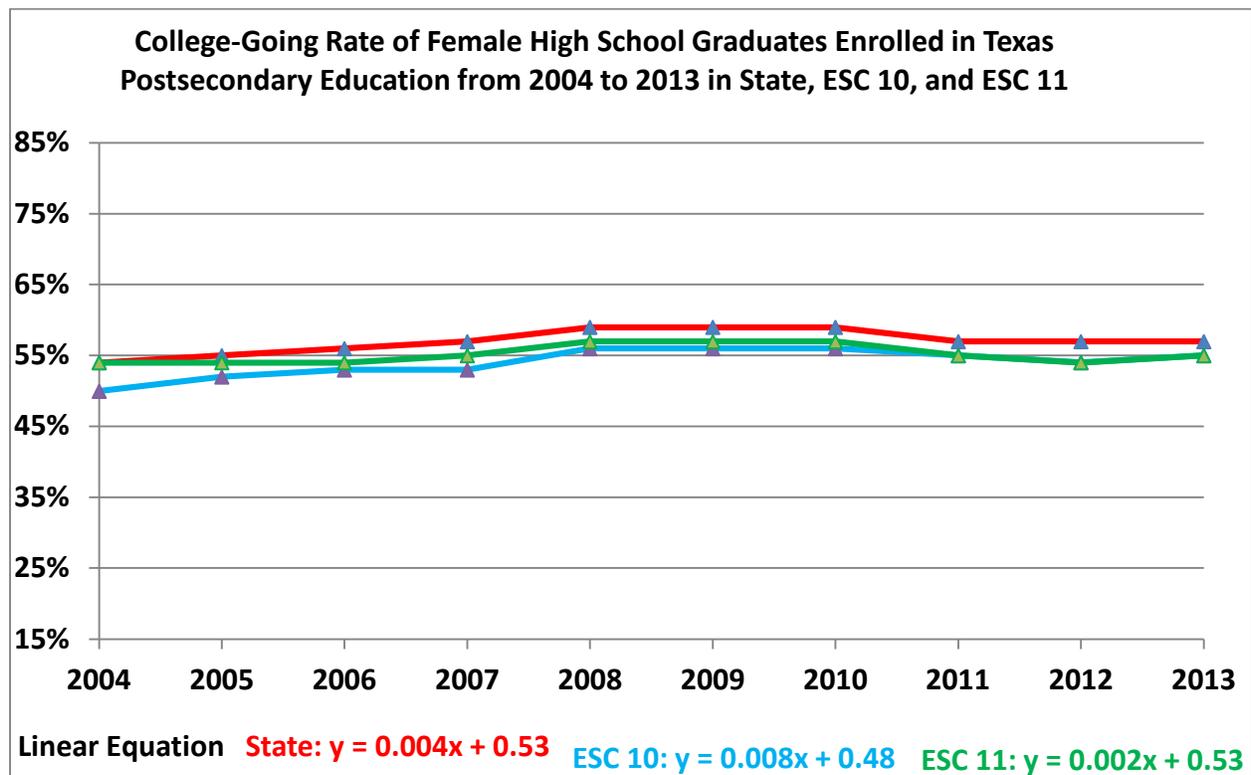
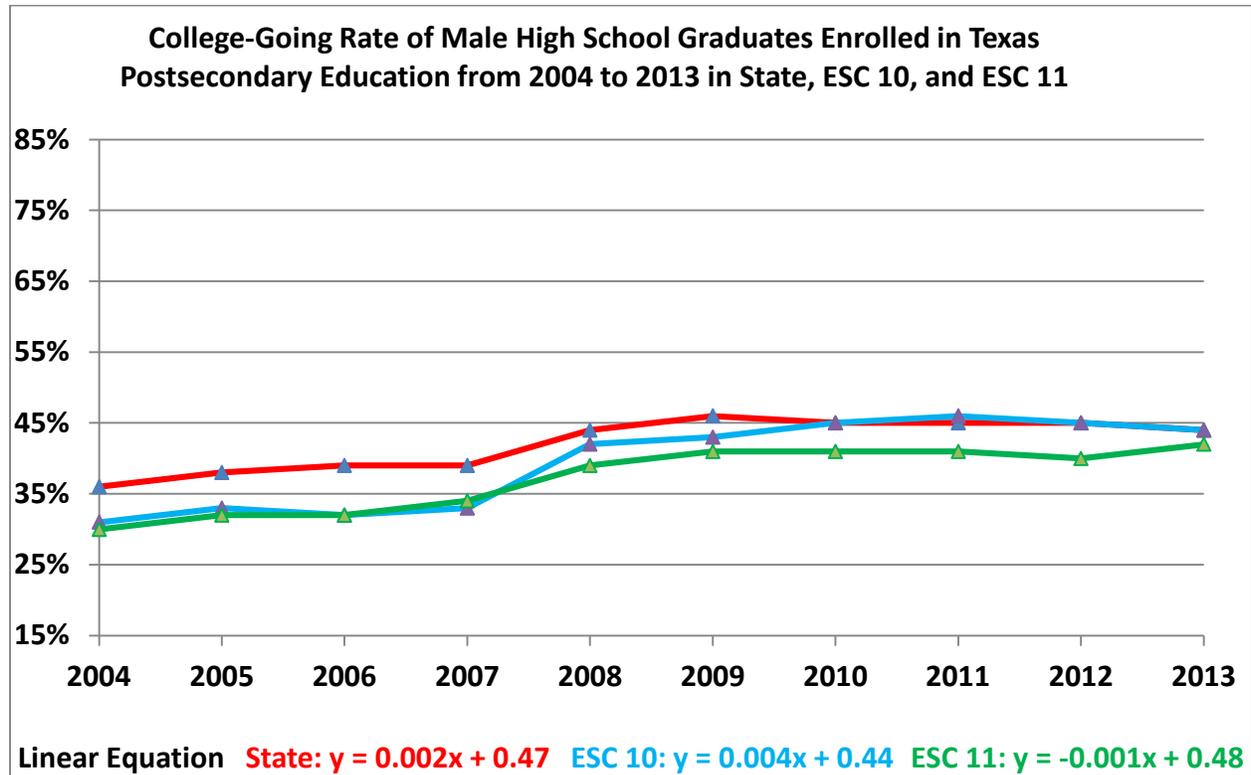


College-Going Rate of High School Graduates Enrolled in Texas Postsecondary Education from 2004 to 2013 in State, ESC 10, and ESC 11 by Gender

Year/ MARC	State		ESC 10		ESC 11	
	Male	Female	Male	Female	Male	Female
2004	45%	52%	43%	48%	46%	52%
2005	46%	53%	44%	50%	48%	54%
2006	47%	54%	45%	50%	48%	54%
2007	47%	54%	45%	50%	48%	54%
2008	50%	57%	49%	54%	49%	57%
2009	50%	57%	49%	55%	50%	56%
2010	49%	57%	49%	55%	49%	56%
2011	48%	56%	47%	55%	47%	55%
2012	47%	55%	47%	54%	45%	54%
2013	46%	55%	46%	54%	46%	55%
MARC	↑0.2%	↑0.4%	↑0.4%	↑0.8%	↓0.1%	↑0.2%

(Source: THECB – Tracking Postsecondary Outcomes Dashboard)

Note: MARC = Mean Annual Rate of Change

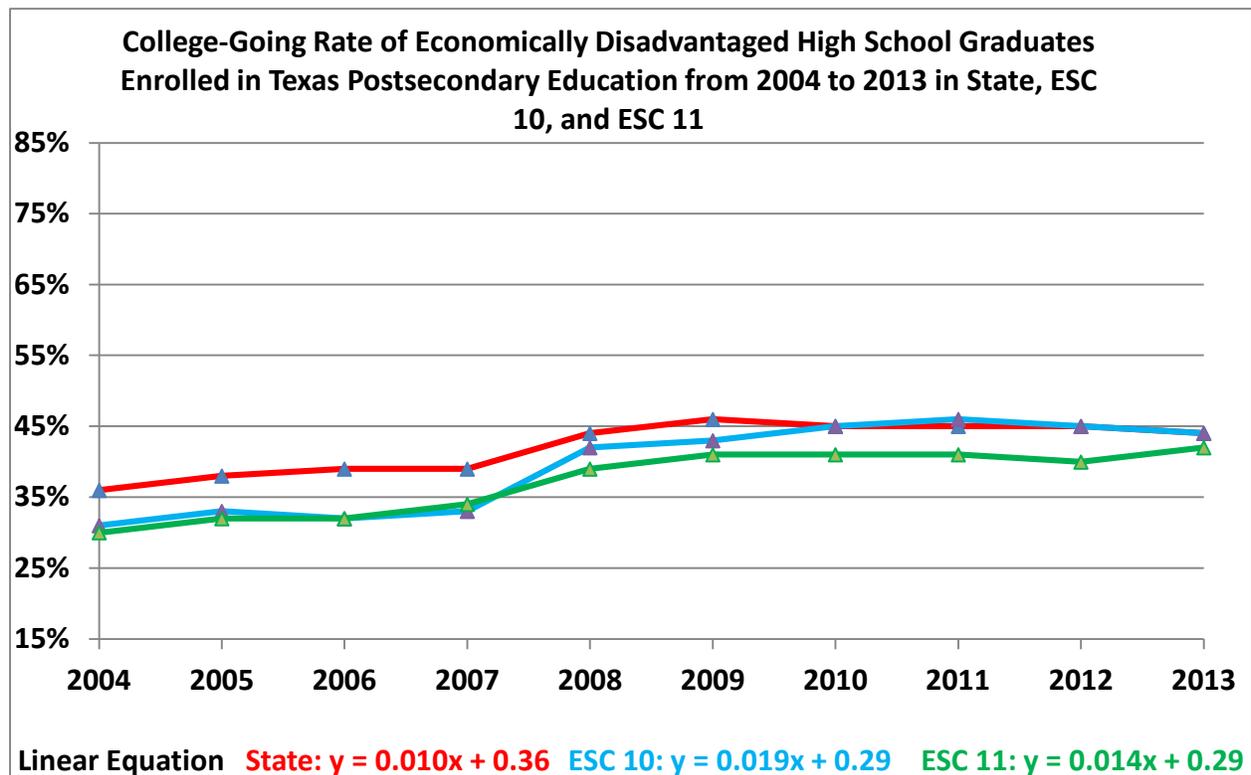


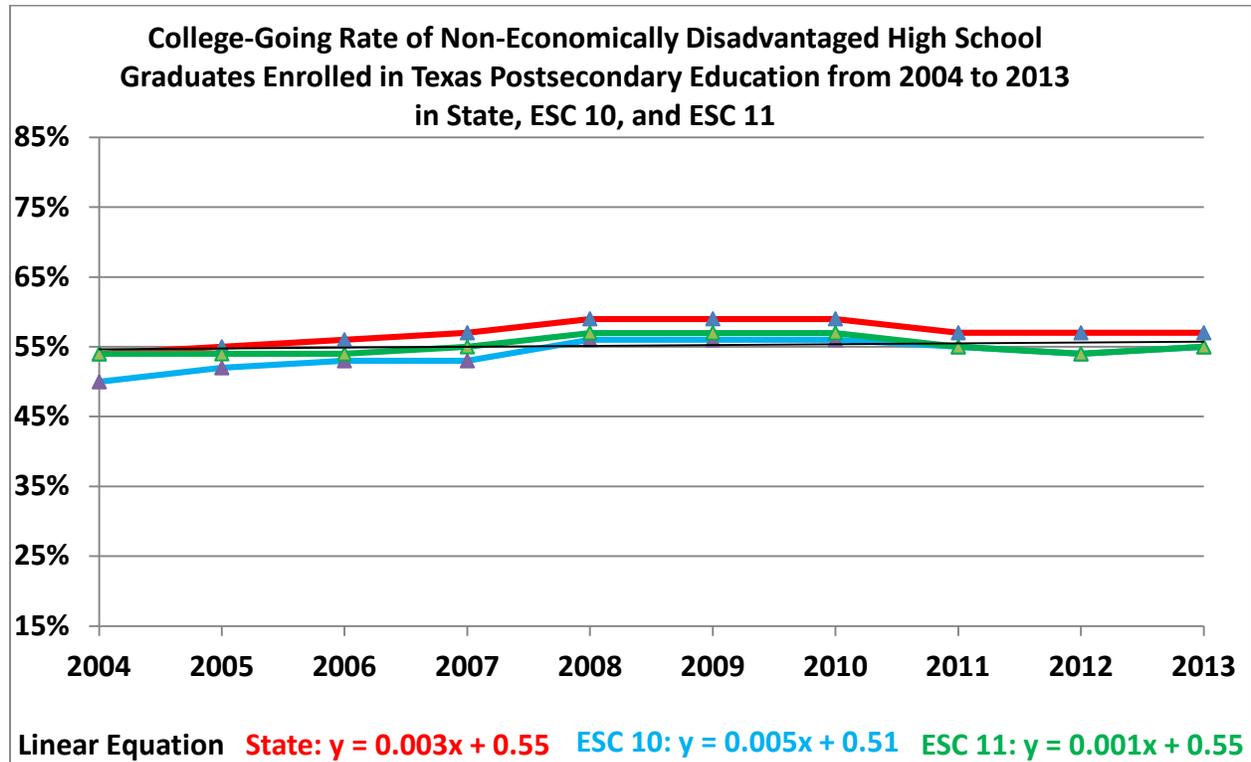
College-Going Rate of High School Graduates Enrolled in Texas Postsecondary Education from 2004 to 2013 in State, ESC 10, and ESC 11 by Economically Disadvantaged Status

Year/ MARC	State		ESC 10		ESC 11	
	Econ. Disadv.	Not Econ. Disadv.	Econ. Disadv.	Not Econ. Disadv.	Econ. Disadv.	Not Econ. Disadv.
2004	36%	54%	31%	50%	30%	54%
2005	38%	55%	33%	52%	32%	54%
2006	39%	56%	32%	53%	32%	54%
2007	39%	57%	33%	53%	34%	55%
2008	44%	59%	42%	56%	39%	57%
2009	46%	59%	43%	56%	41%	57%
2010	45%	59%	45%	56%	41%	57%
2011	45%	57%	46%	55%	41%	55%
2012	45%	57%	45%	54%	40%	54%
2013	44%	57%	44%	55%	42%	55%
MARC	↑1.0%	↑0.3%	↑1.9%	↑0.5%	↑1.4%	↑0.1%

(Source: THECB – Tracking Postsecondary Outcomes Dashboard)

Note: MARC = Mean Annual Rate of Change





Developmental Education Accountability Scorecard

Comparing the cohorts of students who entered 2-year and 4-year colleges in the state and region, it is clear that those who did not require developmental education were more likely to graduate or to persist in their programs. More than 50% of students in the region who entered 2-year colleges as part of the indicated cohorts required developmental education. However, there has been regional improvement in the percentages of both 2-year and 4-year cohort students not requiring developmental education. Also, the percentage of 2-year students requiring remediation was lower in the region than in the state. Graduation rates for college students who did not require developmental education were higher in the state, however, than in the region, and this was especially notable for 4-year college students.

First Time in College (FTIC) Students in 2-year Colleges Requiring Dev. Ed. vs. Those Not Requiring Dev. Ed. in 2007, 2008, 2009, and 2010 Cohorts in State and North Texas

Year /Δ	State 2-year Colleges					North Texas 2-year Colleges				
	% in Dev. Ed	Requiring Dev. ED		NOT Requiring Dev. Ed		% in Dev. Ed	Requiring Dev. ED		NOT Requiring Dev. Ed	
		Graduated	Persisting	Graduated	Persisting		Graduated	Persisting	Graduated	Persisting
2013	60.8%	9.4%	25.6%	18.7%	36.2%	56.6%	5.6%	28.8%	16.6%	37.4%
2012	61.4%	9.6%	27.4%	18.1%	38.6%	55.1%	5.3%	31.2%	14.4%	42.1%
2011	61.9%	8.5%	29.1%	17.3%	39.9%	55.1%	5.5%	34.0%	15.2%	42.2%
2010	64.2%	8.7%	31.6%	17.3%	42.6%	61.0%	5.3%	34.2%	14.7%	42.2%
Δ	↓0.6%	↓0.2%	↓1.8%	↑0.6%	↓1.4%	↑1.5%	↑0.3%	↓2.4%	↑2.4%	↓4.7%

(Source: THECB – Developmental Education Accountability Measures Data)

Note 1: Δ = Difference between 2013 and 2012

Note 2: The percent in developmental education is computed as the difference between 100 percent and the percent of students met standards in all of the three areas (i.e., Math, Reading, and Writing).

Note 3: North Texas 2-year colleges include Collin College, Dallas County Community College District, North Central Texas College, and Tarrant County College.

Note 4: The percent of Graduated or Persisting for those “Not Requiring Dev. Ed.” in the state is directly provided. In contrast, the counterpart in north Texas was computed by using the number of students met standards as the denominator.

Note 5: The 2010 cohort (containing 25,295 students in north Texas) was tracked for three years to 2013; The 2009 cohort (containing 23,281 students in north Texas) was tracked for three years to 2012; the 2008 cohort (containing 24,876 students in north Texas) was tracked for three years to 2011; and the 2007 cohort (containing 23,431 students in north Texas) was tracked for three years to 2010.

First Time in College (FTIC) Students in 4-year Colleges Requiring Dev. Ed. vs. Those Not Requiring Dev. Ed. in 2004, 2005, 2006, and 2007 Cohorts in North Texas

Year /Δ	State 4-year Colleges					North Texas 4-year Colleges				
	% in Dev. Ed.	Requiring Dev. ED		NOT Requiring Dev. Ed		% in Dev. Ed.	Requiring Dev. ED		NOT Requiring Dev. Ed	
		Graduated	Persisting	Graduated	Persisting		Graduated	Persisting	Graduated	Persisting
2013	17.9%	31.7%	16.0%	65.3%	9.9%	13.0%	35.5%	15.1%	59.8%	11.1%
2012	22.8%	32.1%	17.0%	65.8%	10.4%	18.5%	37.0%	13.2%	60.2%	11.9%
2011	26.9%	30.4%	17.4%	66.9%	10.5%	27.2%	33.8%	17.7%	59.3%	12.0%
2010	24.5%	28.0%	17.9%	65.3%	11.1%	22.2%	29.1%	15.9%	59.2%	13.0%
Δ	↓4.9%	↓0.4%	↓1.0%	↓0.5%	↓0.5%	↓5.5%	↓1.5%	↑1.9%	↓0.4%	↓0.8%

(Source: THECB – Developmental Education Accountability Measures Data)

Note 1: Δ = Difference between 2013 and 2012

Note 2: The percent in developmental education is computed as the difference between 100 percent and the percent of students met standards in all of the three areas (i.e., Math, Reading, and Writing).

Note 3: North Texas 4-year colleges include Tarleton State Univ., Texas A&M - Commerce, Texas Woman’s Univ., Univ. of Texas at Arlington, Univ. of Texas at Dallas, Univ. of North Texas, and Univ. of North Texas Health Science Center.

Note 4: The percent of Graduated or Persisting for those “Not Requiring Dev. Ed.” in the state is directly provided. In contrast, the counterpart in north Texas was computed by using the number of students met standards as the denominator.

Note 5: The 2007 cohort (containing 9,192 students in north Texas) was tracked for six years to 2013; The 2006 cohort (containing 9,512 students in north Texas) was tracked for six years to 2012; the 2005 cohort (containing 9,194 students in north Texas) was tracked for six years to 2011; and the 2004 cohort (containing 9,010 students in north Texas) was tracked for six years to 2010.

The percentages of public high school graduates who earned a degree or certificate within 6 years was studied for the 2001-2003, 2002-2004, and 2003-2005 cohorts. Rates of increase for the state and region were similar, although in each year, the percentage of completers was slightly lower for the region than the state.

Public High School Graduates from Classes of 2001-2003, 2002-2004, 2003-2005, and 2004-2006 Who Earned a Degree or Certificate within Six Years of High School Graduation in State and Region 3

Year/ Δ	State		Region 3	
	Number of H.S. Graduates	Percent of Cert/Degree	Number of H.S. Graduates	Percent of Cert/Degree
2012 (2004-06 Cohort)	724,273	25.3%	184,714	24.6%
2011 (2003-05 Cohort)	721,901	26.6%	181,260	26.1%
2010 (2002-04 Cohort)	707,350	26.3%	173,929	26.0%
2009 (2001-03 Cohort)	678,464	23.2%	163,338	22.2%
Δ	 0.3%	 1.3%	 1.9%	 1.5%

(Source: THECB – High School Graduates by Region Who Earned a Degree or Certificate within Six Years of HS Graduation, Personal communications with Ginger Gossman at THECB for the 2012 data)

Note: Δ = Difference between 2012 and 2011

Employment Scorecard

The total number of first time in college graduates from both 2-year and 4-year colleges increased from 2009 to 2012 in both the region and the state. Graduates of the 2-year and 4-year colleges in the region had slightly higher rates of employment and earned higher wages than those in the state. Employment of 4-year college graduates was stronger in the region than in the state. Mean wages, which had been decreasing for 2-year college graduates in the state and region from 2009 to 2011, held steady in 2012. Mean wages for graduates of 4-year colleges increased in both the state and the region.

Employment Rate and Average Wage in 4th Quarter for First Time in College (FTIC) Graduates of 2-year Colleges from 2009 to 2012 in State and North Texas

Year/ Δ	State 2-year Colleges				North Texas 2-year Colleges			
	Total Graduates	All Working	4th Qtr Employment Rate	4th Qtr Mean Wage	Total Graduates	All Working	4th Qtr Employment Rate	4th Qtr Mean Wage
2012	84,763	57,488	67.8%	\$7,198	13,806	9,368	67.9%	\$7,669
2011	78,898	53,312	67.6%	\$7,093	12,505	8,570	68.5%	\$7,535
2010	70,209	47,902	68.2%	\$7,320	12,147	8,315	68.5%	\$7,804
2009	61,155	42,614	69.7%	\$7,541	10,393	7,295	70.2%	\$8,032
Δ	↑ 7.4%	↑ 7.8%	↑ 0.2%	↑ 1.5%	↑ 10.4%	↑ 9.3%	↓ 0.6%	↑ 1.8%

(Source: THECB – Gainful Employment – Placement Rate)

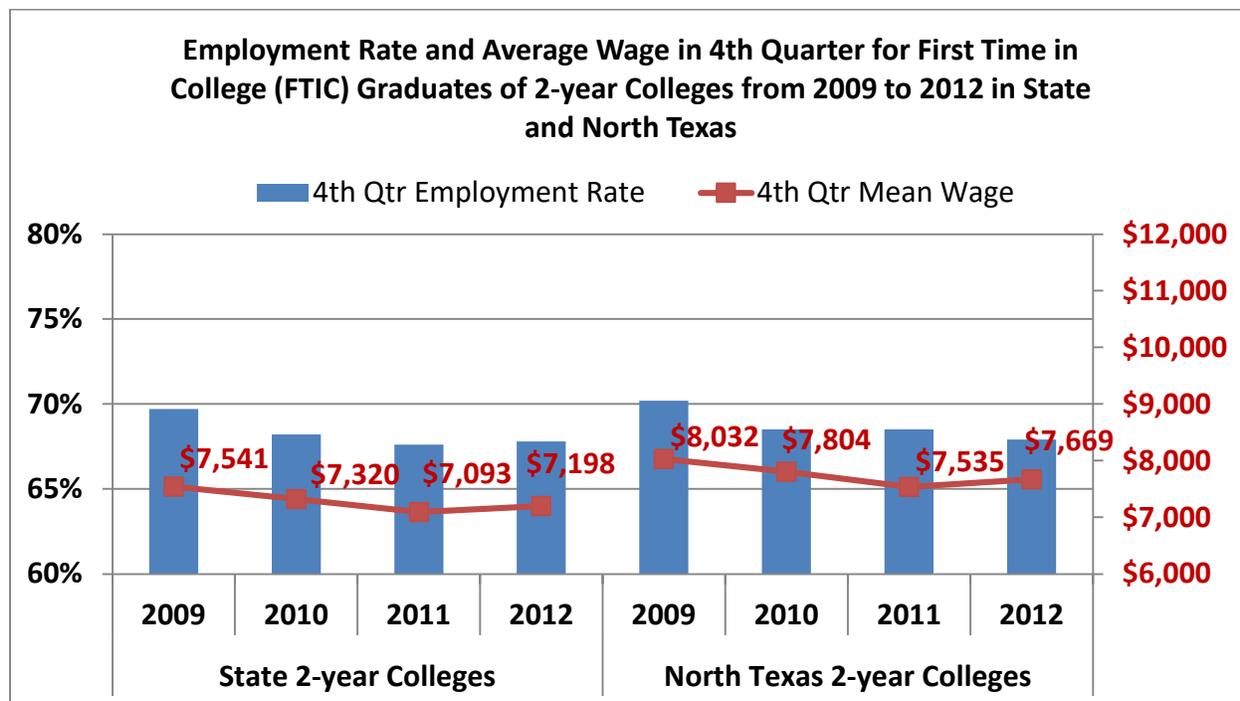
Note 1: Δ = Difference between 2012 and 2011

Note 2: The numbers are for all majors and all degrees/certificates.

Note 3: The annual average wage was not reported since 2009. However, 4th Qtr employment ratio and 4th Qtr mean wage have been consistently reported since then and were selected for analysis.

Note 4: North Texas 2-year colleges include Collin College, Dallas County Community College District, North Central Texas College, and Tarrant County College.

Note 5: Starting from 2010, the Trinity River campus is included in the Tarrant County College.



Employment Ratio and Average Wage in 4th Quarter for First Time in College (FTIC) Graduates of 4-year Colleges from 2009 to 2012 in State and North Texas

Year/ Δ	State 4-Year Colleges				North Texas 4-Year Colleges			
	Total Graduates	All Working	4th Qtr Employment Rate	4th Qtr Mean Wage	Total Graduates	All Working	4th Qtr Employment Rate	4th Qtr Mean Wage
2012	129,203	92,081	71.3%	\$10,484	30,200	22,106	73.2%	\$10,894
2011	123,998	87,649	70.7%	\$9,857	27,903	20,577	73.7%	\$10,325
2010	118,609	84,832	71.5%	\$9,894	25,575	18,835	73.6%	\$10,141
2009	114,582	82,831	72.3%	\$9,898	24,860	18,577	74.7%	\$10,003
Δ	\uparrow 4.2%	\uparrow 5.1%	\uparrow 0.6%	\uparrow 6.4%	\uparrow 8.3%	\uparrow 7.4%	\downarrow 0.5%	\uparrow 5.5%

(Source: THECB – Gainful Employment – Placement Rate)

Note 1: Δ = Difference between 2012 and 2011

Note 2: North Texas 4-year colleges include Tarleton State Univ., Texas A&M - Commerce, Texas Woman's Univ., Univ. of Texas at Arlington, Univ. of Texas at Dallas, Univ. of North Texas, and Univ. of North Texas Health Science Center.

Note 3: The statistics are based on graduates earning associate, bachelor, master, and doctorate degrees and/or bachelor-level and graduate-level certificates

