

2014 Gap Analysis for the North Texas Region

North Texas Regional P-16 Council

Fall, 2015

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Our Mission

The North Texas Regional P-16 Council provides networking and collaborating opportunities across all levels of education along with families, businesses, workforce systems, faith-based groups, local, state, and federal agencies, and philanthropic and community organizations to advance the education of all students and to close the gaps in students' academic access and achievements.

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;
- develop collaborative relationships and resources that promote education and produce educated citizens who are workforce ready;
- support the development of educators who understand and promote the diverse needs of communities and workplaces; and
- increase understanding of educational transitional and career pathways among students, families, educators, and leaders.

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 (TEA) and Texas Higher Education Coordinating Board (THECB) data, which depend on 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 2014 Report

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

The 2014 report offers longitudinal data going back to 2006 for college readiness indicators pertaining to regional high school graduates through the 2013-14 school year. Data about college readiness measured by TAKS/STAAR scores of graduates in English Language Arts, mathematics and both subjects, SAT/ACT results, and advanced course/dual enrollment completion showed patterns of progress similar for the state of Texas and the North Texas region.

Scores for students of the region on the state TAKS/STAAR assessments in English Language Arts, mathematics, and both subjects have increased over time, and regional student scores tend to be higher than state averages. Gaps in the achievement of ethnic, gender, and socioeconomic subgroups are apparent, however, in spite of subgroup gains. Notable in the 2013-2014 data were drops in English language arts scores in the state and region sufficient to reverse, for this one year, a rising trend for this subject.

SAT/ACT trend data showed almost no increases in percentages of students taking the tests in the state or region. The percentages of students meeting or exceeding the passing criteria for the tests tended to be higher for students in the region than for those in the state.

Currently, more than 30% of high school students in that state and region enroll in advanced courses, which includes dual enrollment. Percentages of high school students enrolled in advanced courses/dual enrollment have increased by about 11% in the state and region since 2003, with the rate of regional enrollment exceeding that of the state. Breaking out dual credit enrollment since 2009 showed the region lagged behind the state on this college readiness measure. Instead, AP/IB courses were more likely to be taken by students in the North Texas region, compared to those of the state.

Since 1996, the number of students enrolled in higher education in Dallas, Denton, Collin, and Tarrant counties has more than doubled, with an average of 50% of students going on to college immediately after high school graduation. In spite of increasing college enrollment for all subgroups, there are gaps for African American and Hispanic compared to White students, for males compared to females, and for socioeconomically disadvantaged students.

Students who enter college not requiring developmental education are more likely to graduate or to persist in their programs than those requiring developmental education. However, 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. Although lower percentages of students in the region who entered 2-year and 4-year colleges required developmental education than comparable students across the state, more than half of regional students who entered 2-year colleges required developmental education.

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. From 2009 to 2012, 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%. 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 data in this report are presented longitudinally in tables and graphs. Tables typically present chronological data by year from the oldest collected by the North Texas Regional P-16 Council to the most recent. In this report, our focus, whenever possible, is on the Mean Annual Rate of Change (MARC) for the years presented. MARC enables us to answer questions about trends in the performance of the group represented on a particular measure over time. 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 augment the tables by presenting longitudinal data for the state and for ESC 10 and ESC 11. 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.

Our purpose in presenting regional data is to compare indicators for students in North Texas to those of the State. It was not possible to combine the data for ESC 10 and ESC 11 using the statistics available, so they had to be presented separately.

Readers of earlier gap analysis reports will note changes in the state accountability systems used by the TEA and the THECB over time. These changes pertain to the assessments employed and the way their results and other school data are reported. This 2014 report includes detailed information about high school student performance based on the Texas Assessment of Knowledge and Skills (TAKS) through 2011-2012 and the State of Texas Assessment of Academic Readiness (STAAR) and End of Course (EOC) tests, effective 2012-13. Although not directly comparable, both TAKS and STAAR results are presented in this report. In the 2012-2013 school year, the Texas Academic Performance Reports (TAPR) replaced the Academic Excellence Indicator System (AEIS) that had been in use since 1990-1991. Detailed information about differences between the two state assessment systems on which the data presented here are based is included in the 2013 Gap Analysis Report.

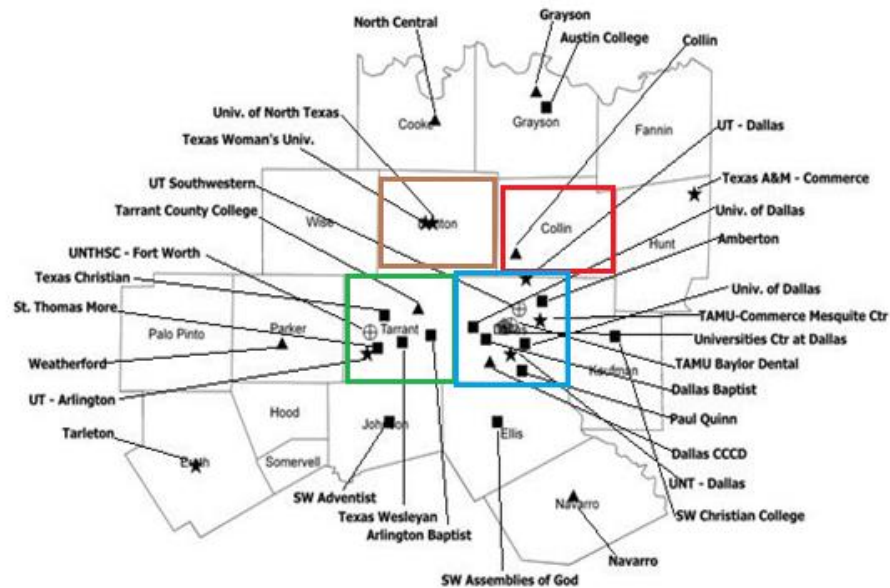
Geographic and Demographic Parameters

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

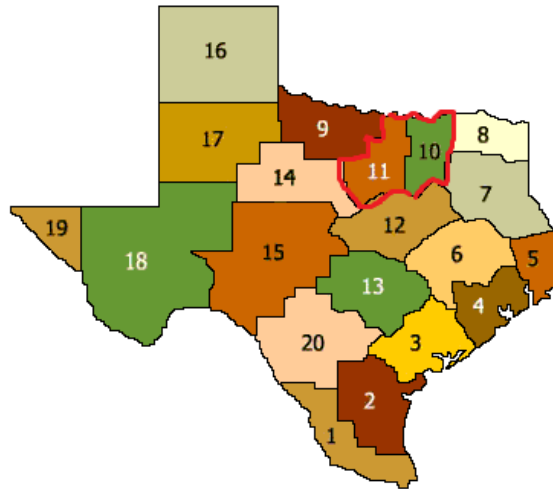


Note: Region 3 of THECB includes the entire ESC 10 and the majority of ESC 11 of TEA.

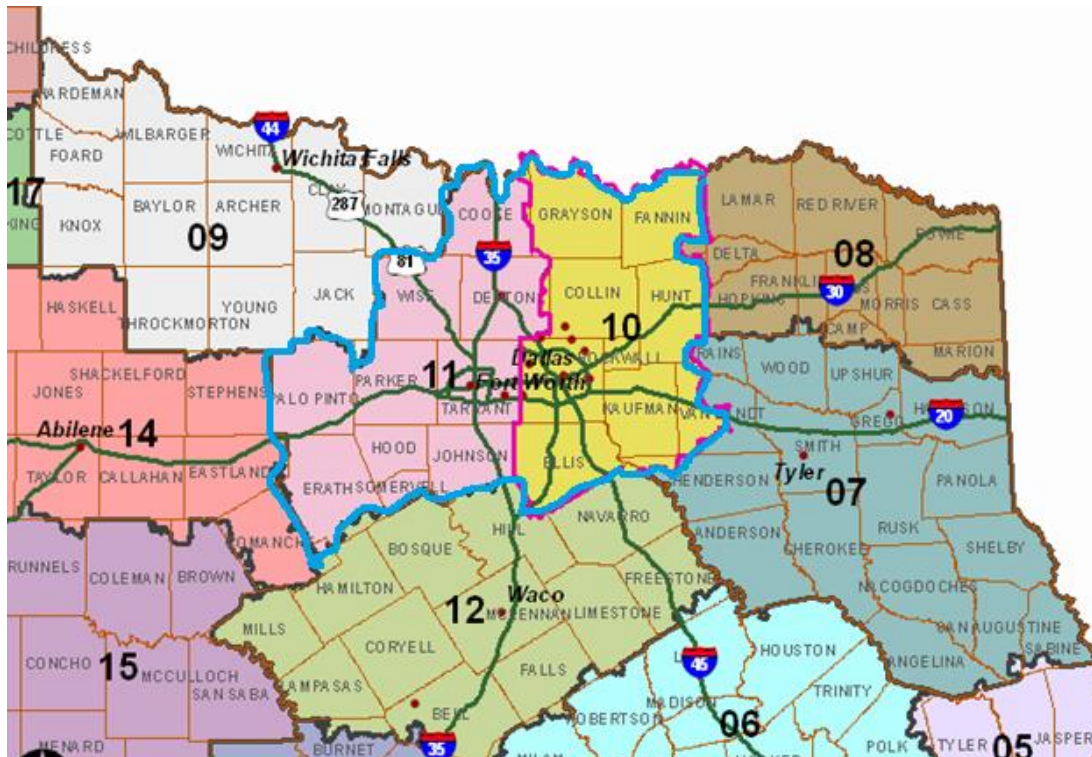
Region 3 Public and Private Institutions of Higher Education



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



Municipal Counties in Education Service Centers (ESCs) 10 and ESC 11



Note: There are eight counties in ESC 10 (Collin, Dallas, Ellis, Fannin, Grayson, Hunt, Kaufman, and Rockwall) and nine in ESC 11 (Cooke, Denton, Erath, Hood, Johnson, Palo Pinto, Parker, Tarrant, Wise). Navarro County is not part of ESC 10 or 11 but is a part of THECB Region 3.

2000 and 2010 Populations 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, 2015)

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.

College Readiness Scorecard

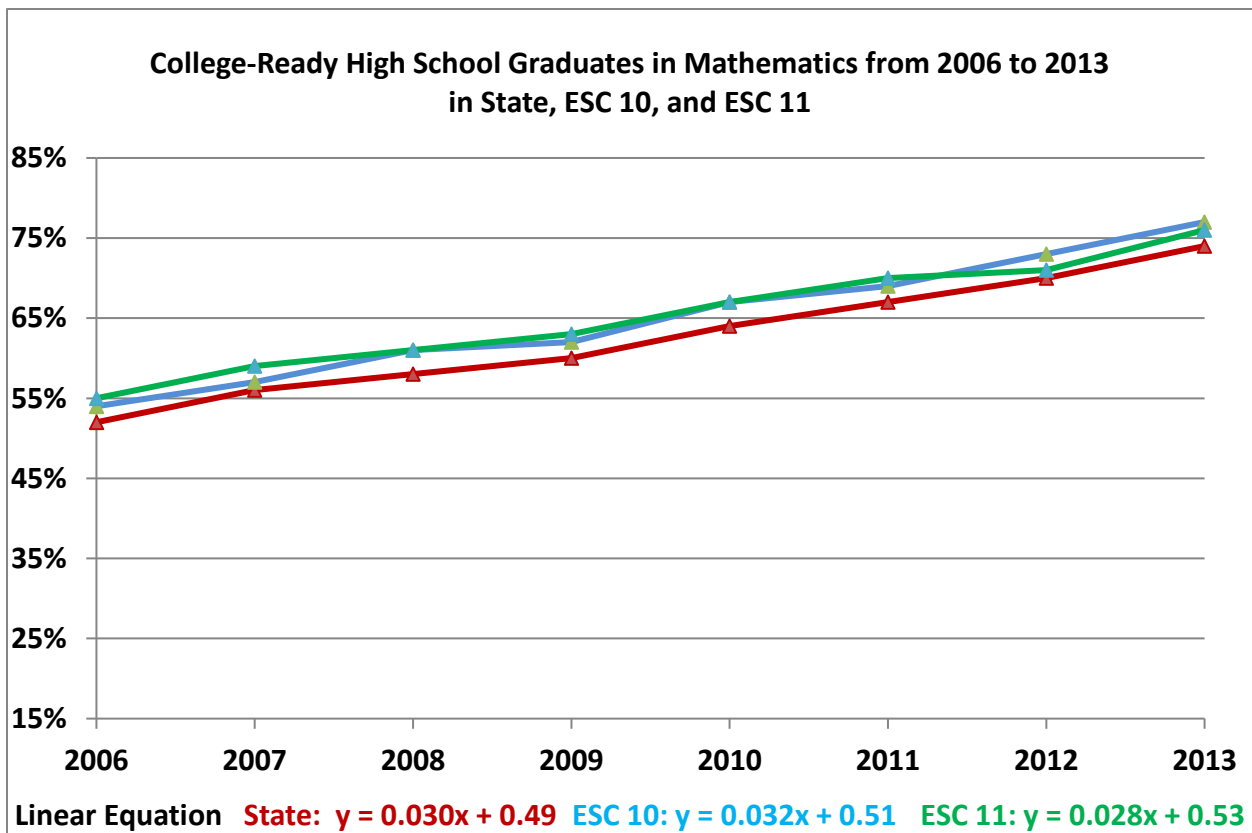
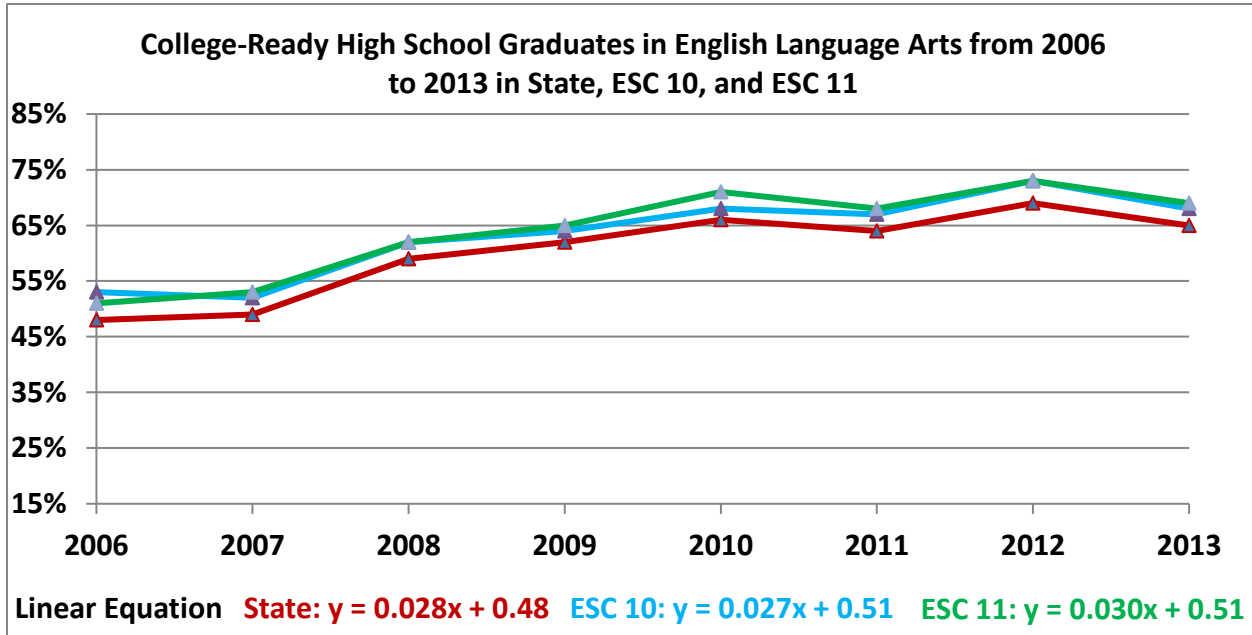
Since 2006, Texas students have made substantial and almost always continuous gains in the extent of college readiness as measured by TAKS/STAAR scores in English language arts (ELA), mathematics, and both subjects, although a drop in English language arts scores was seen for students in all groups from 2012 to 2013 and was substantial enough to negatively impact scores in both subjects for some subgroups. The North Texas region has often been 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 2013-14, 56% of students in the state and 59/60% 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 2013-14 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.

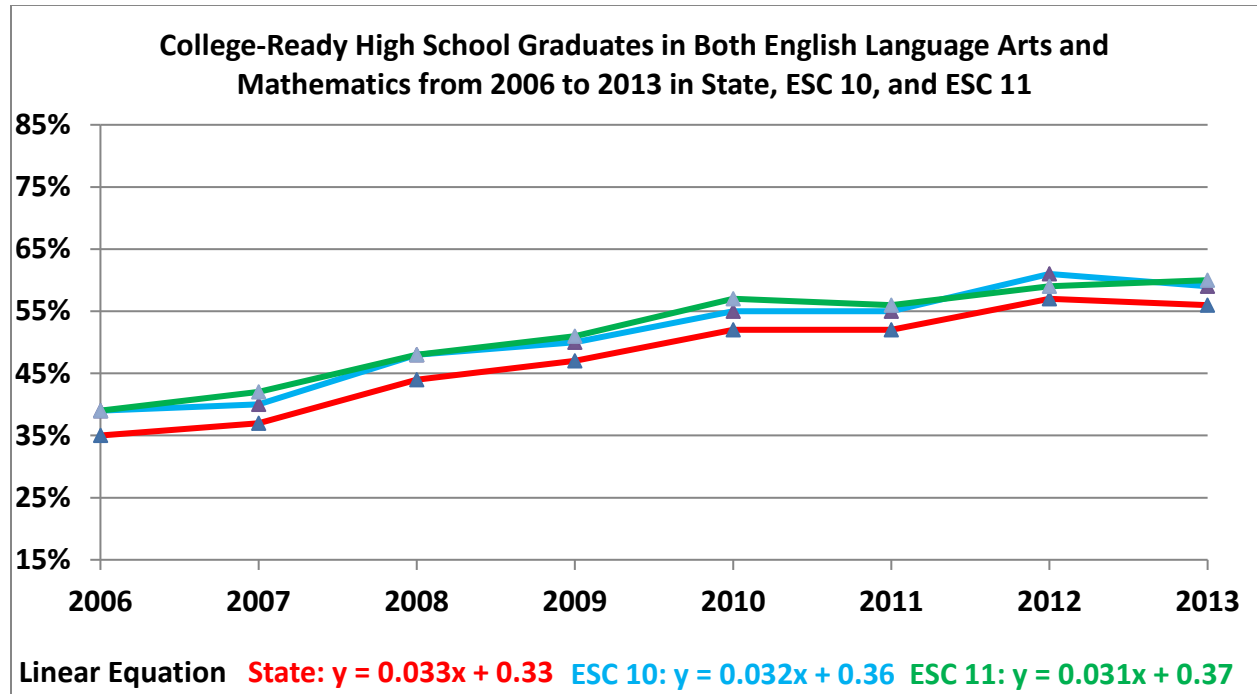
College-Ready High School Graduates in English Language Arts, Mathematics, and Both Subjects and Mean Annual Rate of Change from 2006 to 2013 in State, ESC 10, and ESC 11

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%
2013	65%	74%	56%	68%	77%	59%	69%	76%	60%
Δ	4%	4%	1%	5%	4%	2%	4%	5%	1%
MARC	2.8%	3.0%	3.3%	2.7%	3.2%	3.2%	3.0%	2.8%	3.1%

(Source: Texas Education Agency - AEIS 2007 – 2012; TAPR 2012-13, 2013-14)

Note: Δ = Change from 2012 to 2013; MARC = Mean Annual Rate of Change from 2006 to 2013



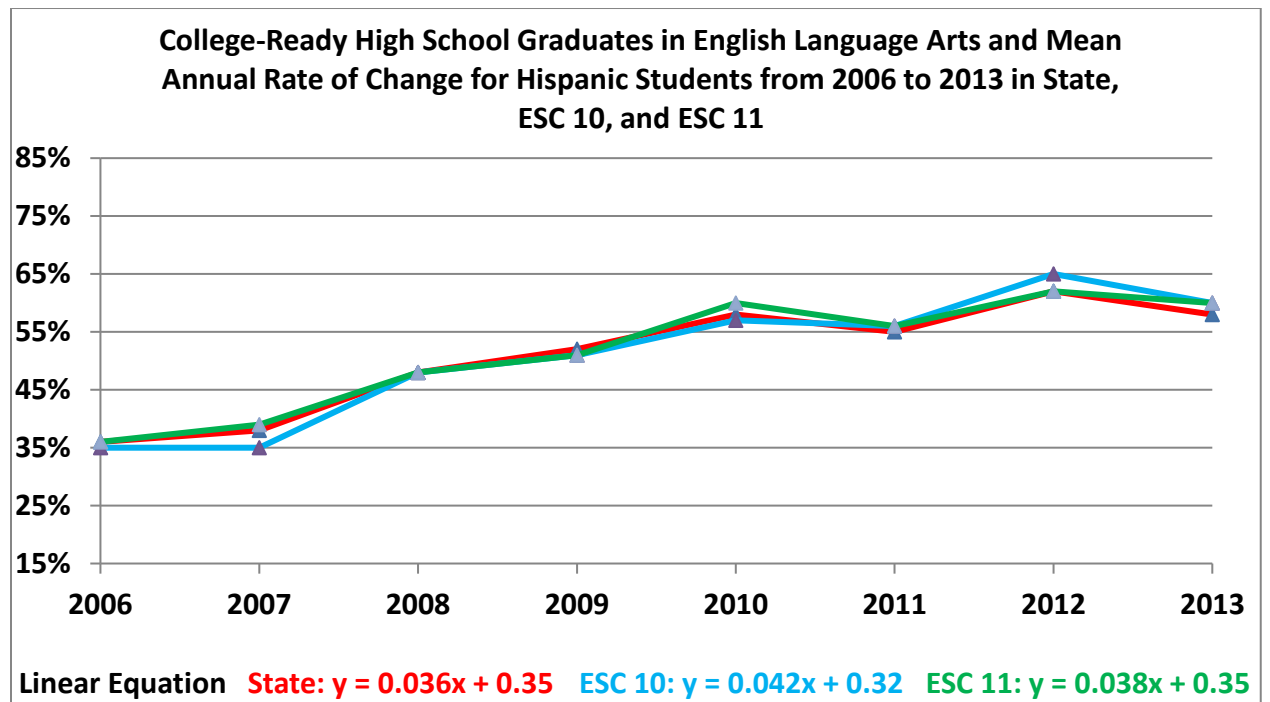
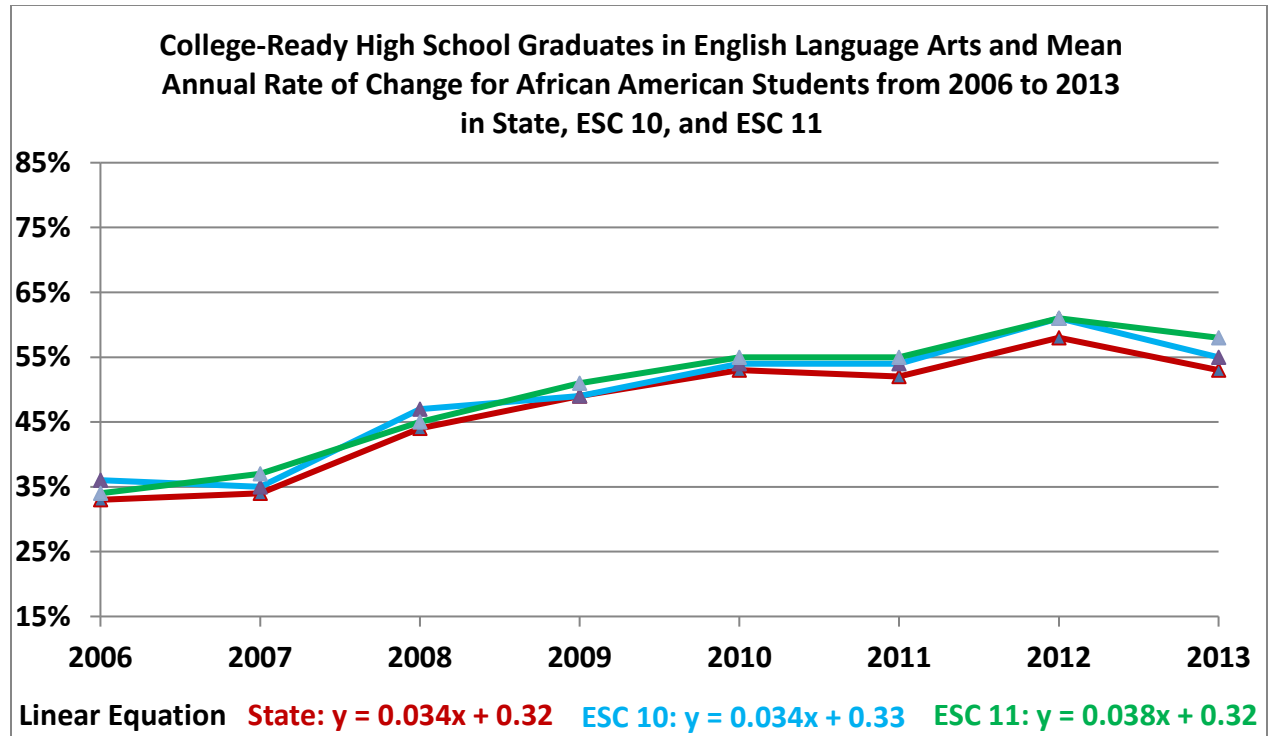


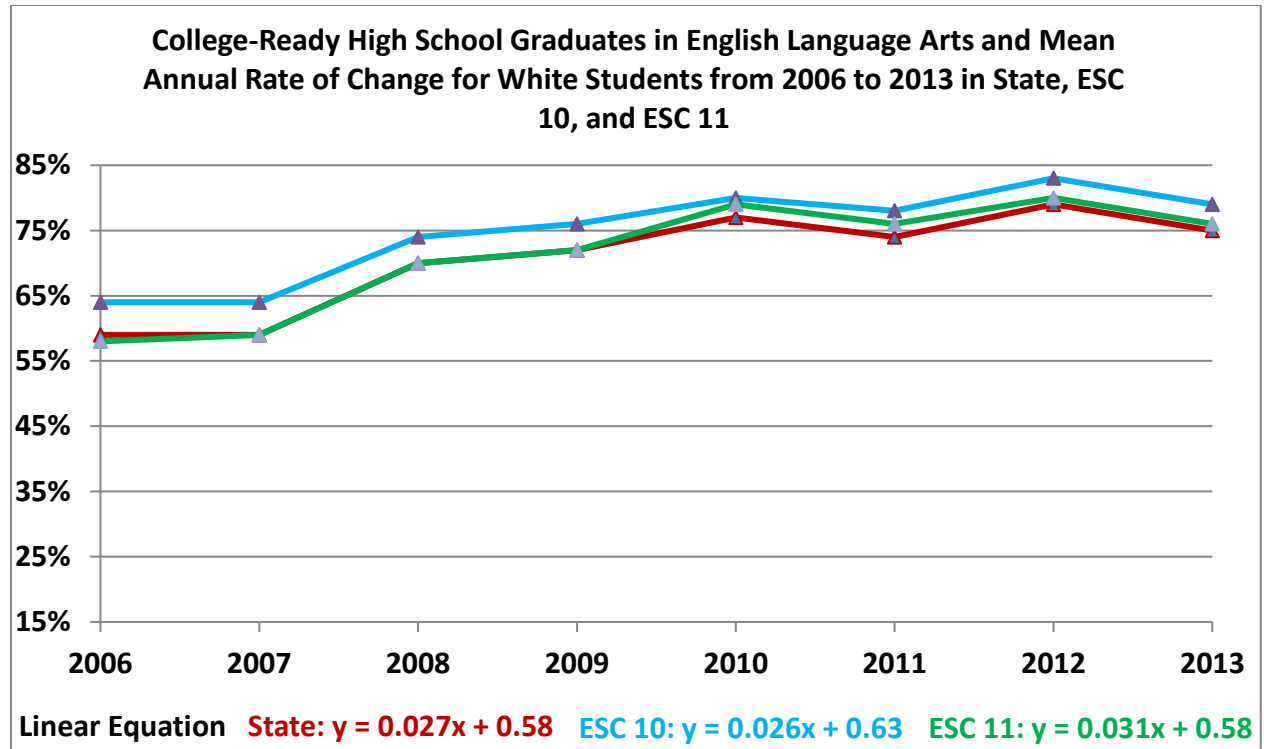
College-Ready High School Graduates in English Language Arts and Mean Annual Rate of Change from 2006 to 2013 in State, ESC 10, and ESC 11 by Ethnicity

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%
2013	53%	58%	75%	55%	60%	79%	58%	60%	76%
Δ	↓ 5%	↓ 4%	↓ 4%	↓ 6%	↓ 5%	↓ 4%	↓ 3%	↓ 2%	↓ 4%
MARC	↑ 3.4%	↑ 3.6%	↑ 2.7%	↑ 3.4%	↑ 4.2%	↑ 2.6%	↑ 3.8%	↑ 3.8%	↑ 3.1%

(Source: Texas Education Agency - AEIS 2007 – 2012; TAPR 2012-13, 2013-14)

Note: Δ = Change from 2012 to 2013; MARC = Mean Annual Rate of Change from 2006 to 2013



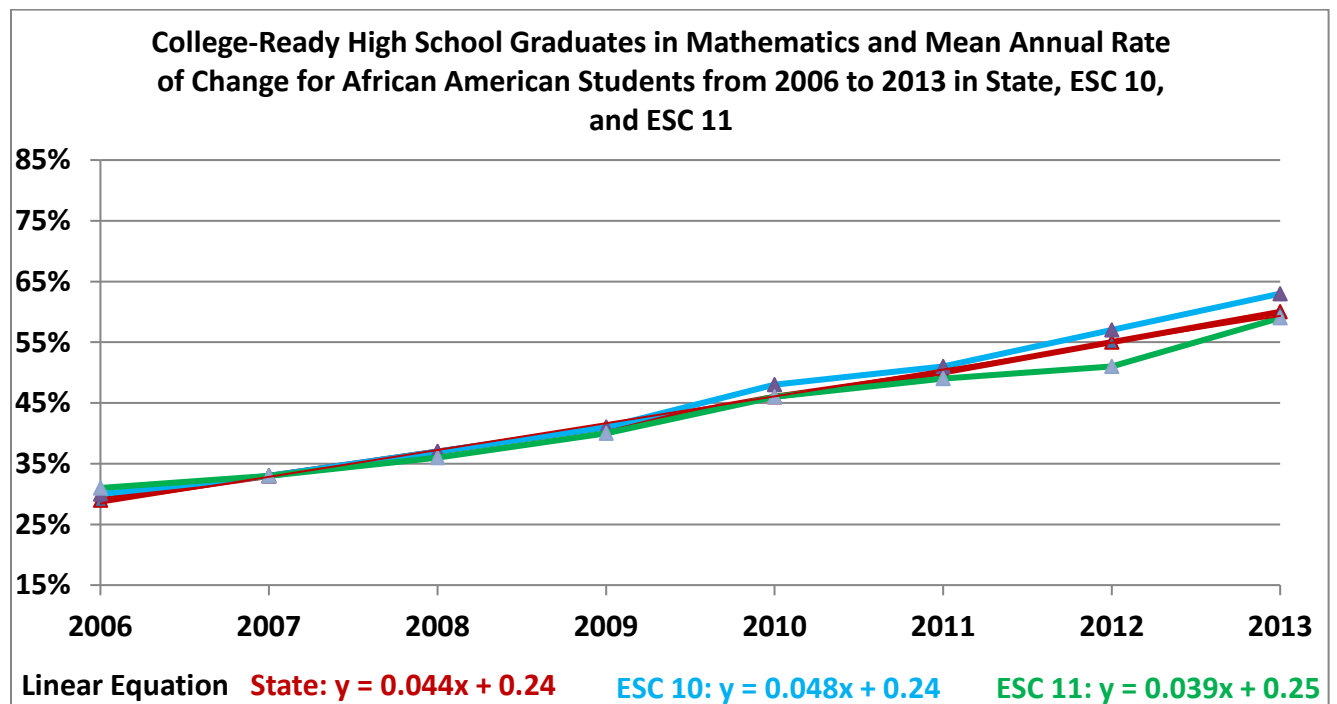


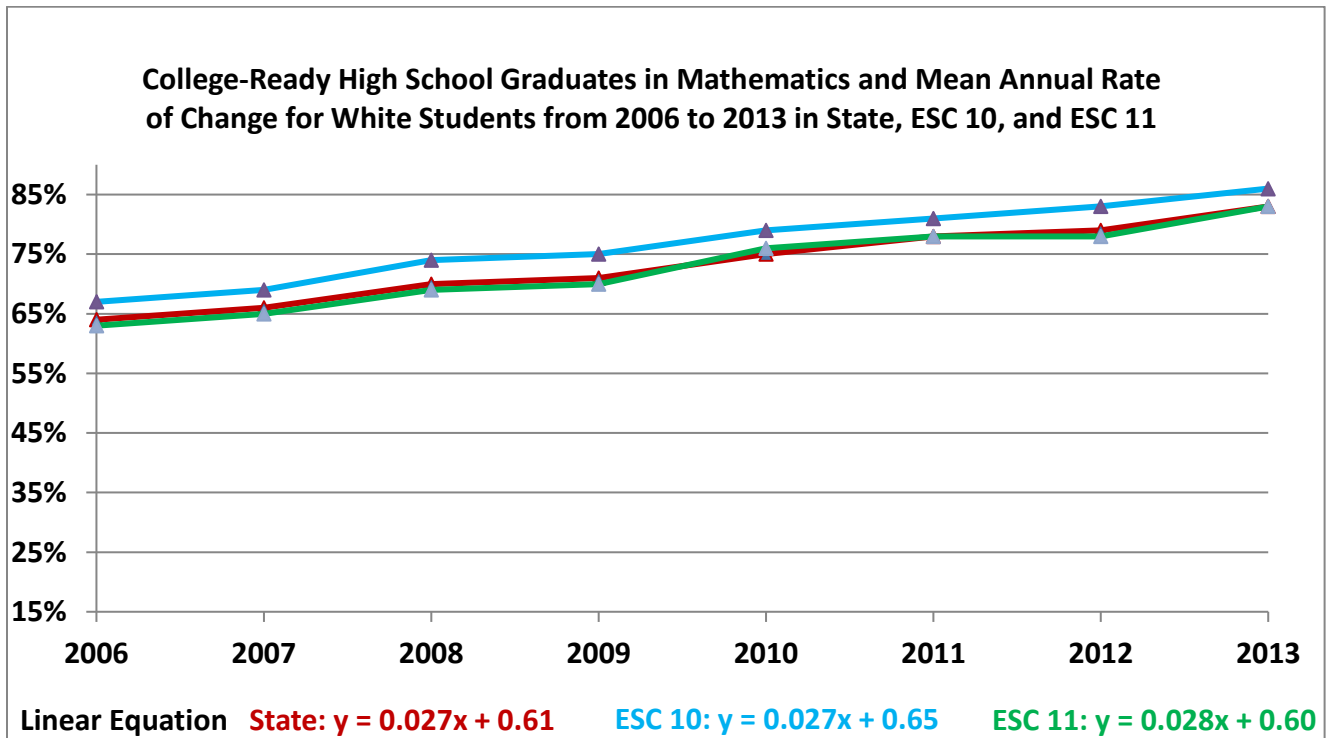
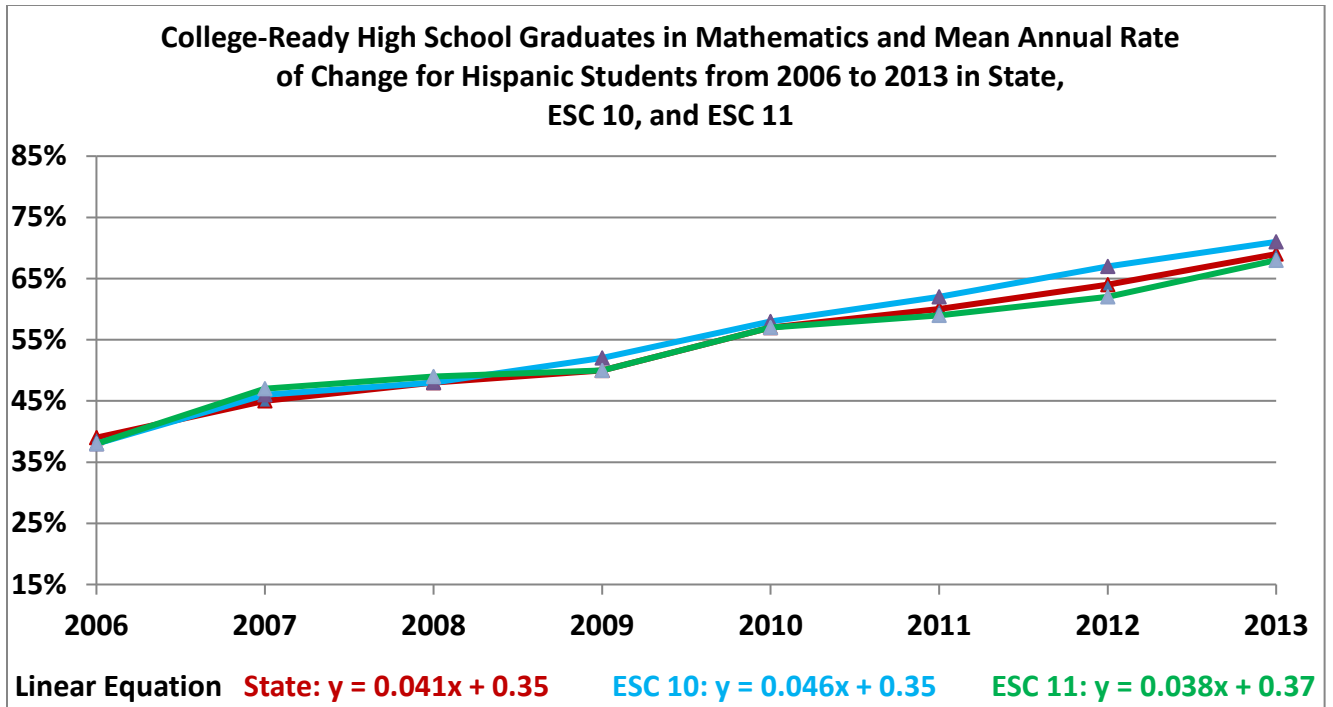
College-Ready High School Graduates in Mathematics and Mean Annual Rate of Change from 2006 to 2013 in State, ESC 10, and ESC 11 by Ethnicity

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%
2013	60%	69%	83%	63%	71%	86%	59%	68%	83%
Δ	↑ 5%	↑ 5%	↑ 4%	↑ 6%	↑ 4%	↑ 3%	↑ 8%	↑ 6%	↑ 5%
MARC	↑ 4.4%	↑ 4.1%	↑ 2.7%	↑ 4.8%	↑ 4.6%	↑ 2.7%	↑ 3.9%	↑ 3.8%	↑ 2.8%

(Source: Texas Education Agency - AEIS 2007 – 2012; TAPR 2012-13, 2013-14)

Note: Δ = Change from 2012 to 2013; MARC = Mean Annual Rate of Change from 2006 to 2013



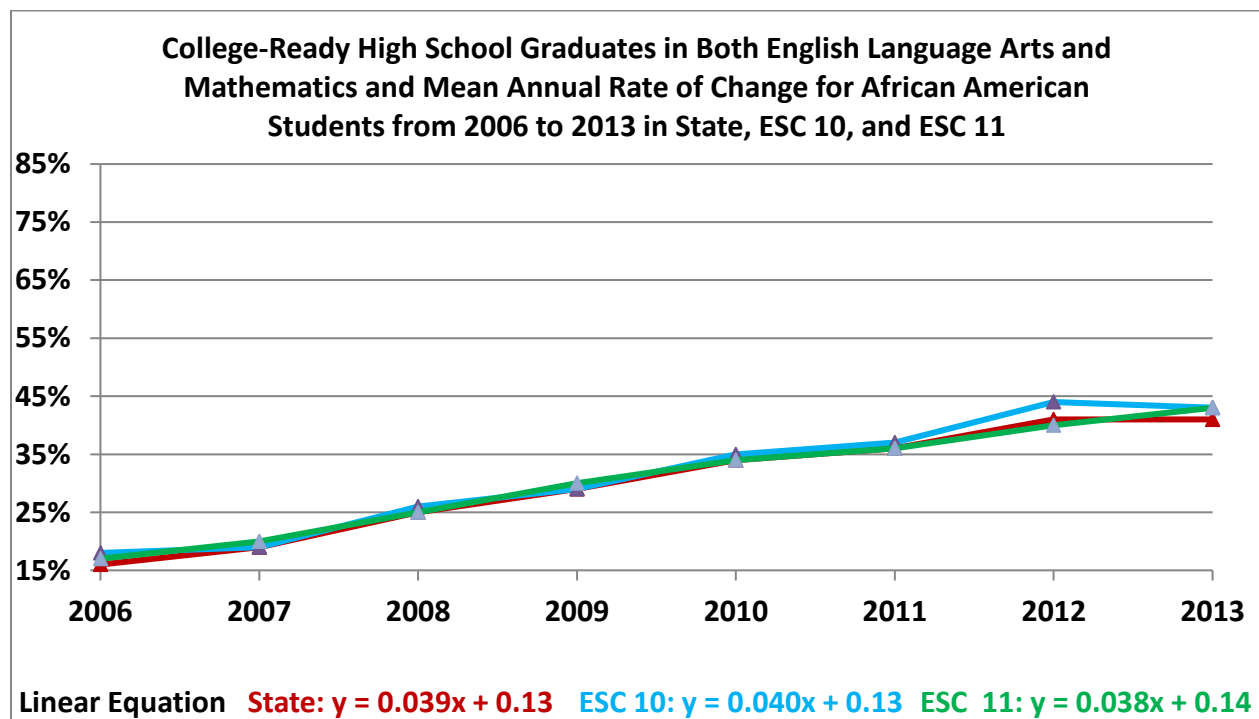


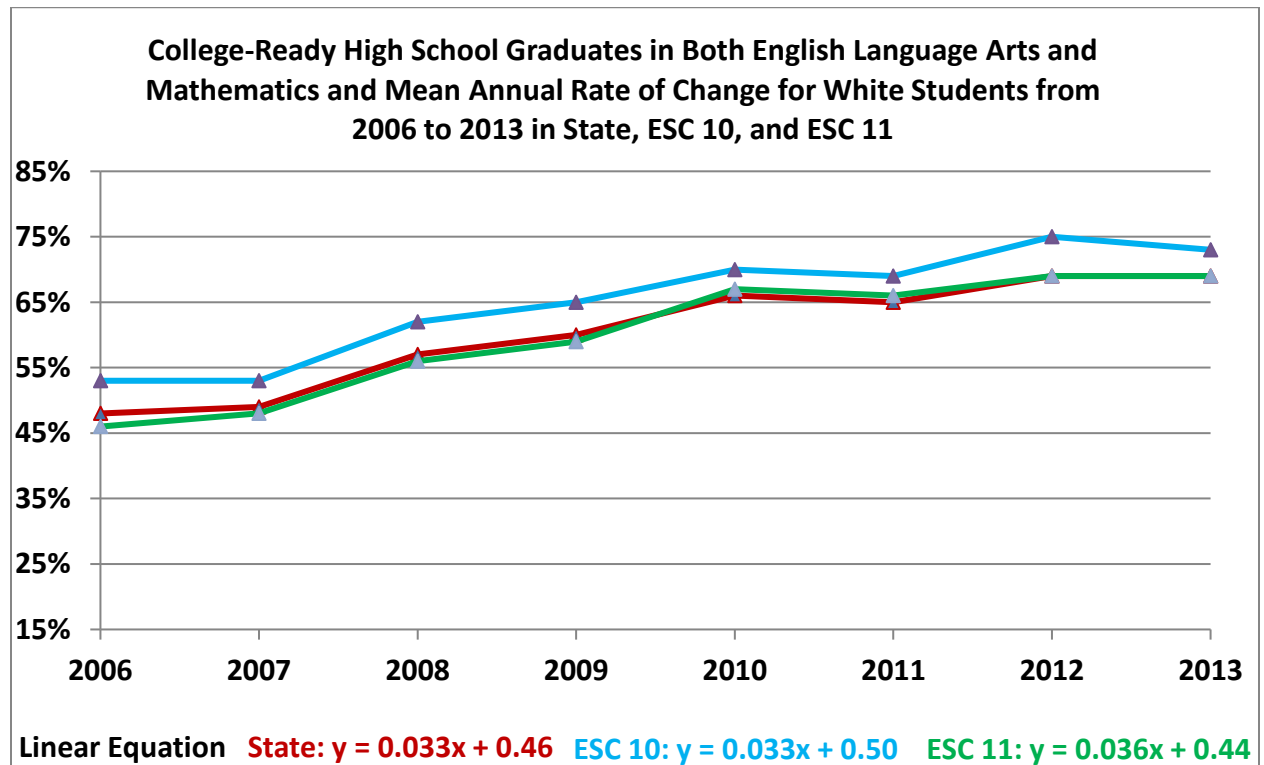
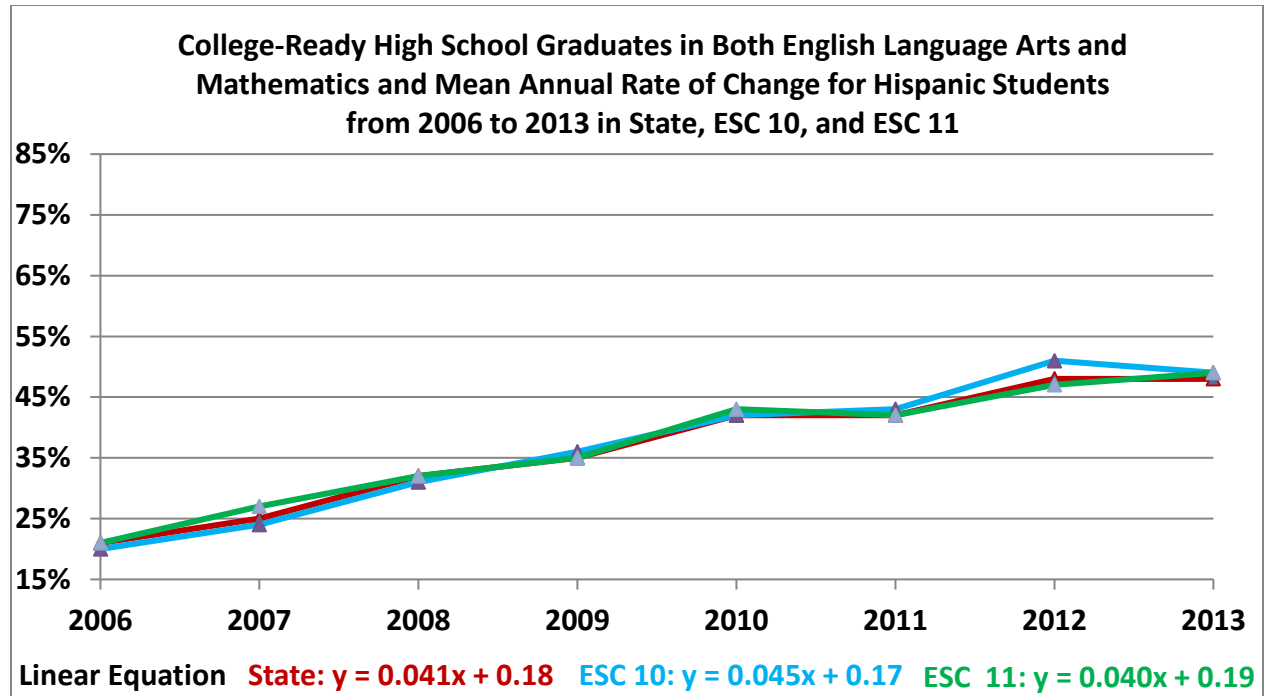
College-Ready High School Graduates in Both English Language Arts and Mathematics and Mean Annual Rate of Change from 2006 to 2013 in State, ESC 10, and ESC 11 by Ethnicity

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%
2013	41%	48%	69%	43%	49%	73%	43%	49%	69%
Δ	No Change	No Change	No Change	↓ 1%	↓ 2%	↓ 2%	↑ 3%	↑ 2%	No Change
MARC	↑ 3.9%	↑ 4.1%	↑ 3.3%	↑ 4.0%	↑ 4.5%	↑ 3.3%	↑ 3.8%	↑ 4.0%	↑ 3.6%

(Source: Texas Education Agency - AEIS 2007 – 2012; TAPR 2012-13, 2013-14)

Note: Δ = Change from 2012 to 2013; MARC = Mean Annual Rate of Change from 2006 to 2013



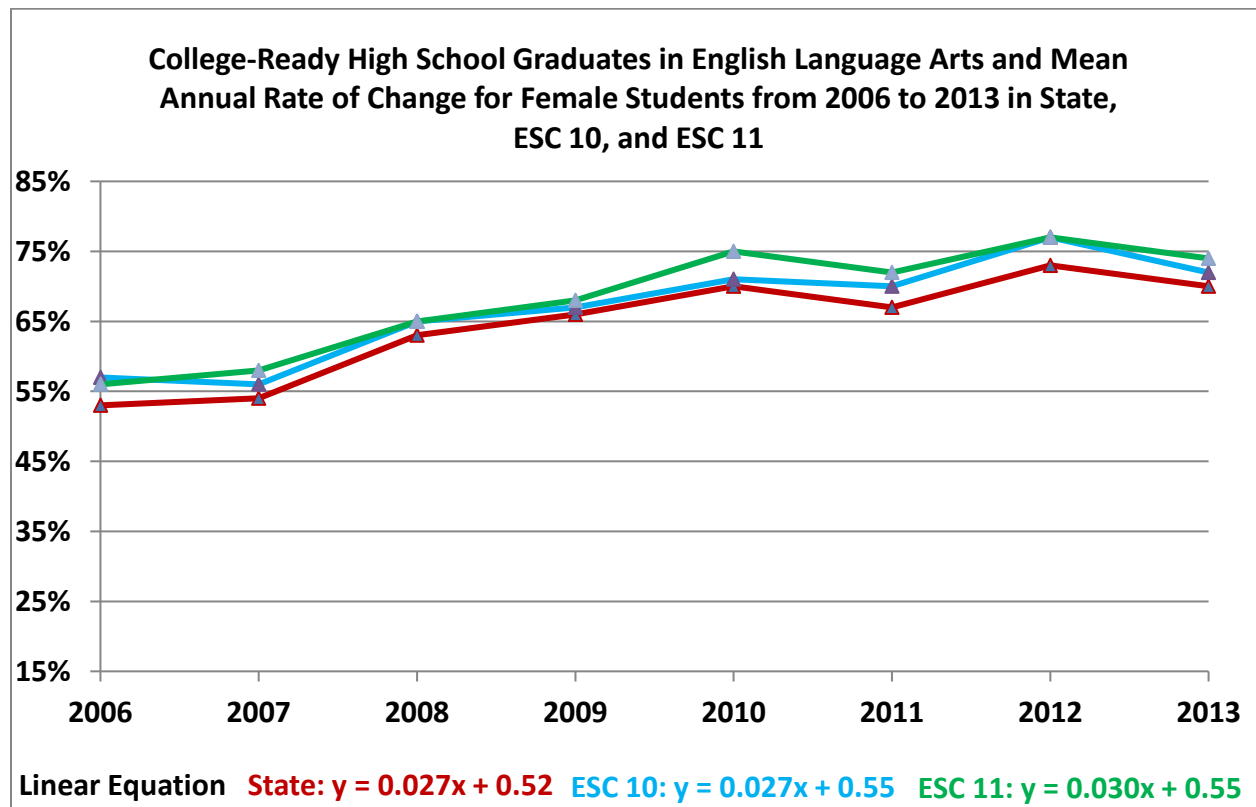
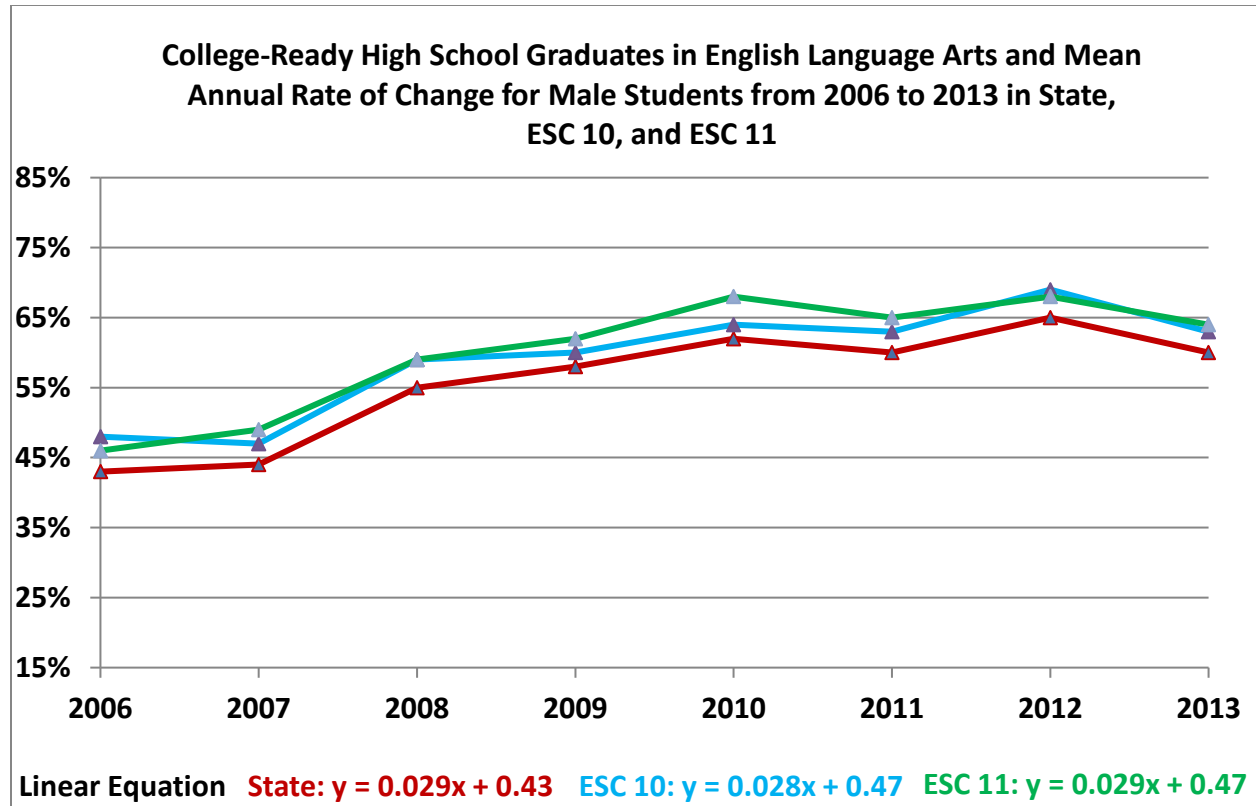


College-Ready High School Graduates in English Language Arts and Mean Annual Rate of Change from 2006 to 2013 in State, ESC 10, and ESC 11 by Gender

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%
2013	60%	70%	63%	72%	64%	74%
Δ	↓ 5%	↓ 3%	↓ 6%	↓ 5%	↓ 4%	↓ 3%
MARC	↑ 2.9%	↑ 2.7%	↑ 2.8%	↑ 2.7%	↑ 2.9%	↑ 3.0%

(Source: Texas Education Agency - AEIS 2007 – 2012; TAPR 2012-13, 2013-14)

Note: Δ = Change from 2012 to 2013; MARC = Mean Annual Rate of Change from 2006 to 2013

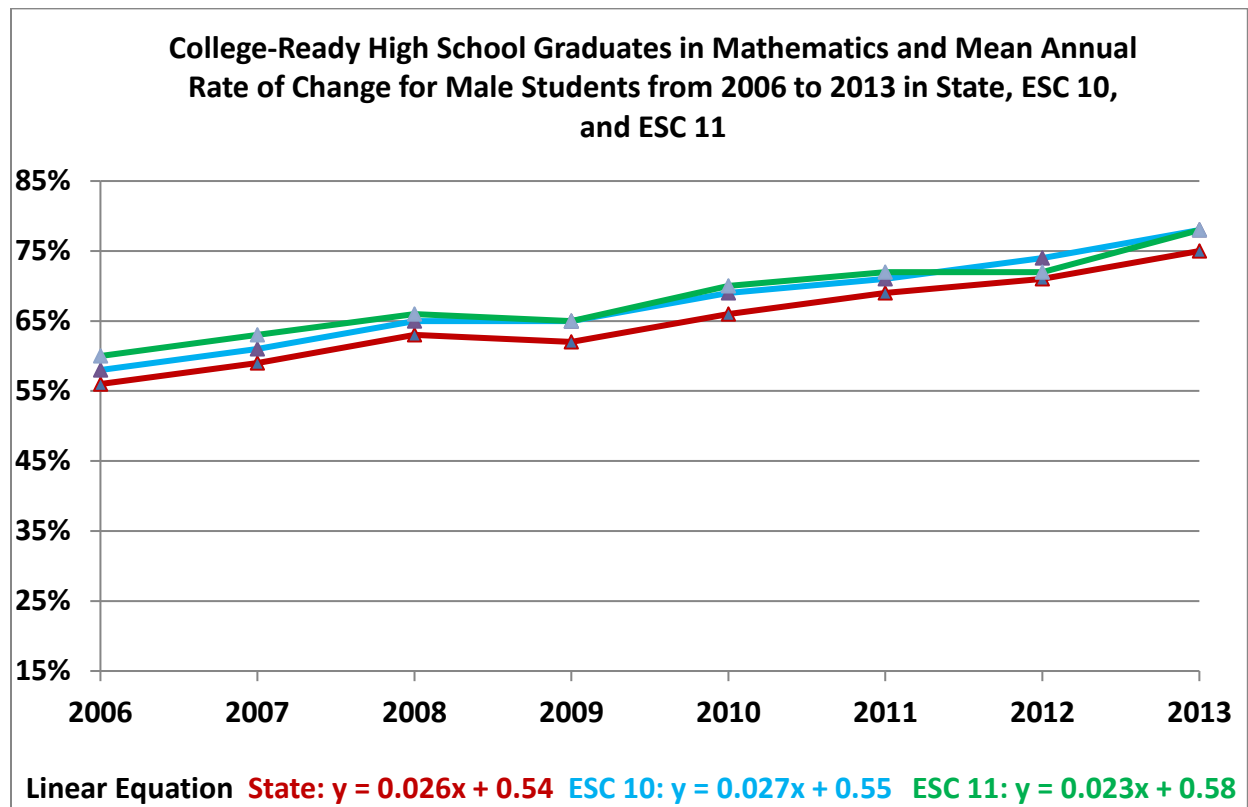


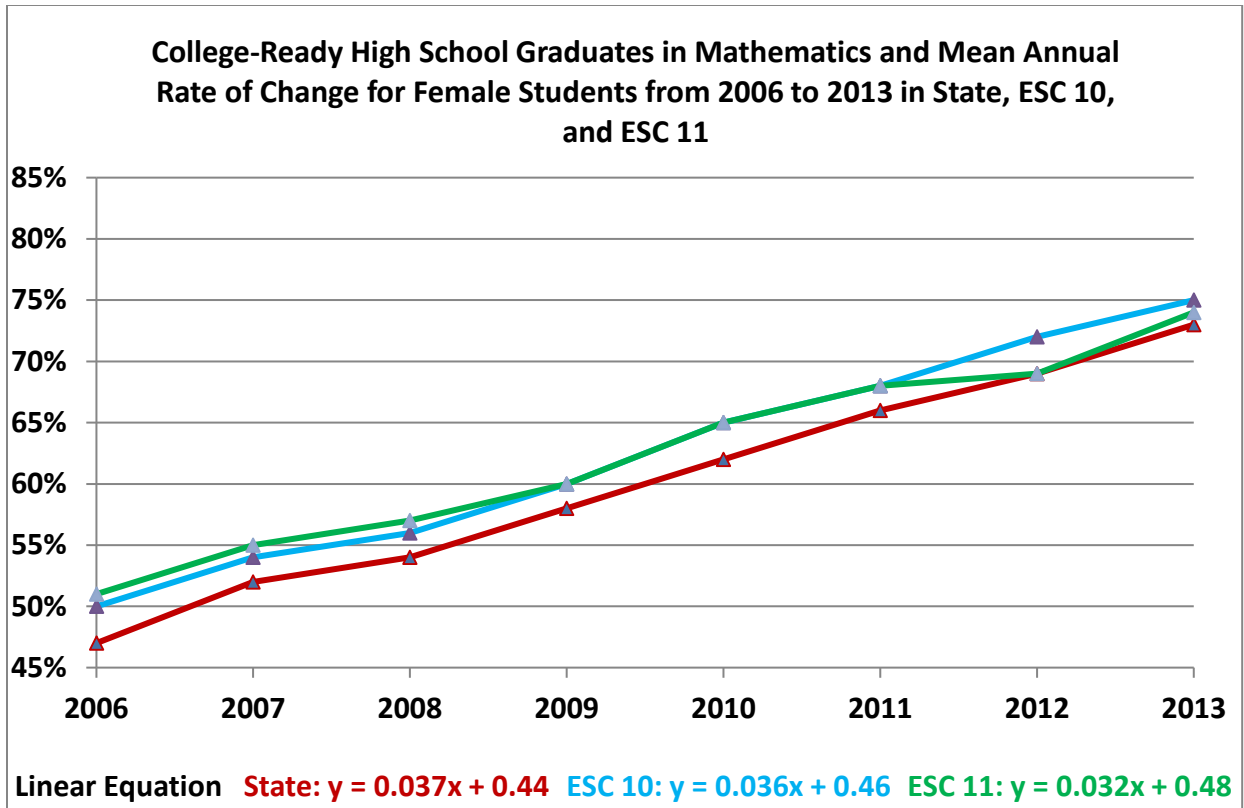
College-Ready High School Graduates in Mathematics and Mean Annual Rate of Change from 2006 to 2013 in State, ESC 10, and ESC 11 by Gender

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%
2013	75%	73%	78%	75%	78%	74%
Δ	↑4%	↑4%	↑4%	↑3%	↑6%	↑5%
MARC	↑ 2.6%	↑3.7%	↑ 2.7%	↑3.6%	↑ 2.3%	↑3.2%

(Source: Texas Education Agency - AEIS 2007 – 2012; TAPR 2012-13, 2013-14)

Note: Δ = Change from 2012 to 2013; MARC = Mean Annual Rate of Change from 2006 to 2013



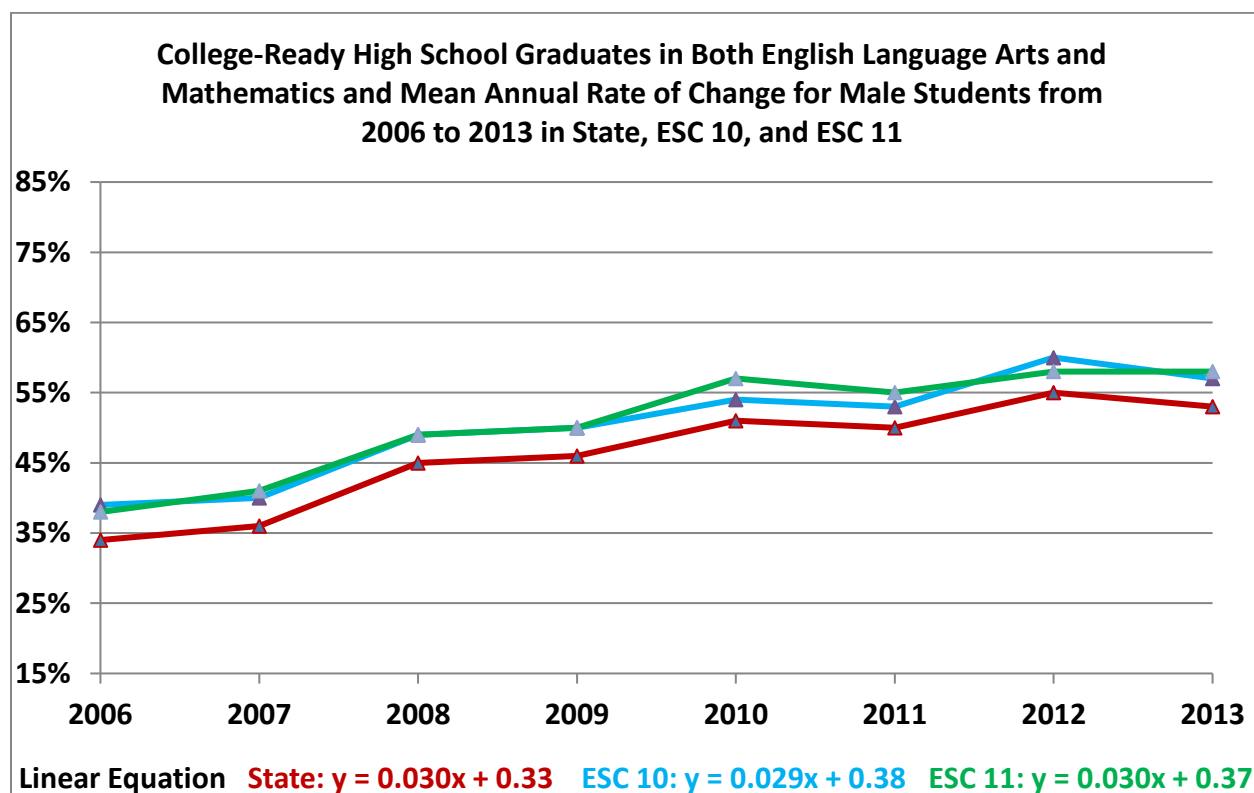


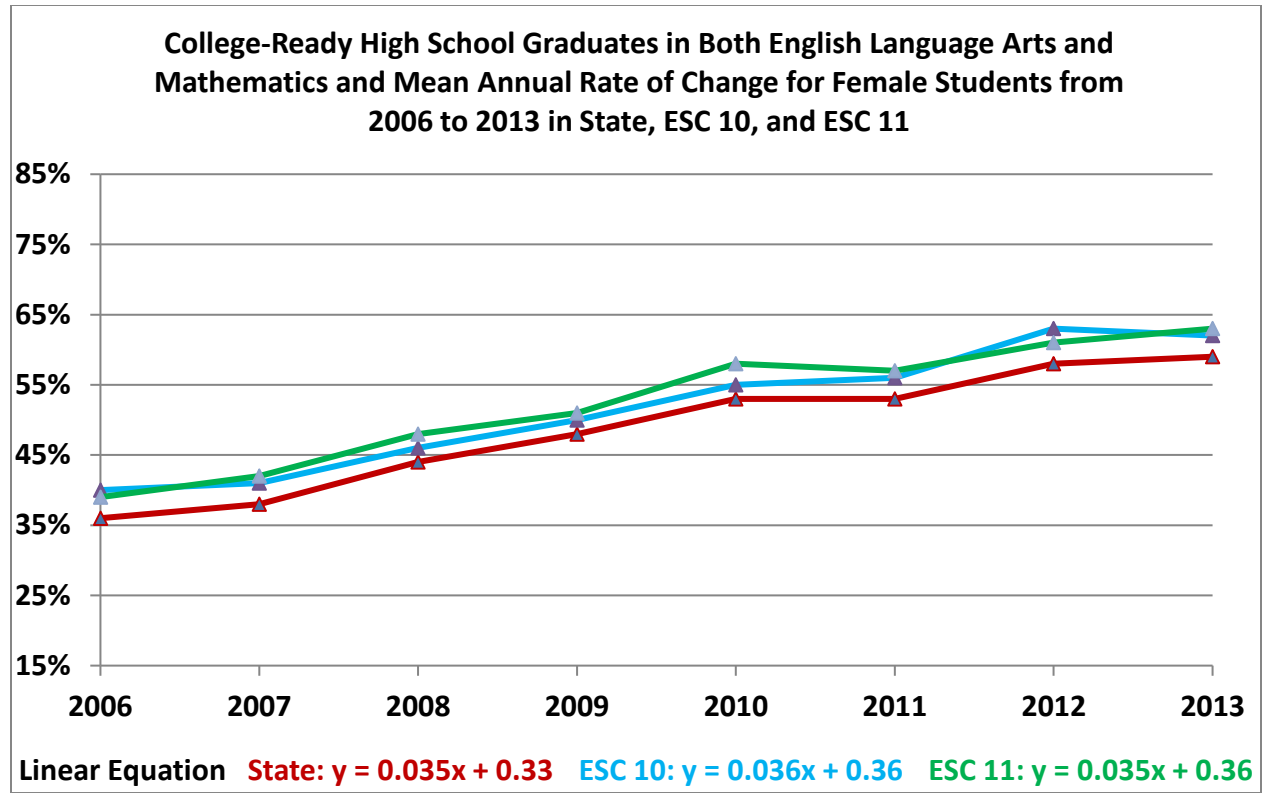
College-Ready High School Graduates in both English Language Arts and Mathematics and Mean Annual Rate of Change from 2006 to 2013 in State, ESC 10, and ESC 11 by Gender

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%
2013	53%	59%	57%	62%	58%	63%
Δ	↓2%	↑1%	↓3%	↓1%	No Change	↑2%
MARC	↑ 3.0%	↑3.5%	↑ 2.9%	↑3.6%	↑ 3.0%	↑3.5%

(Source: Texas Education Agency - AEIS 2007 – 2012; TAPR 2012-13, 2013-14)

Note: Δ = Change from 2012 to 2013; MARC = Mean Annual Rate of Change from 2006 to 2013





Considered as a college readiness measure, SAT/ACT performance shows very modest increases for the state and region in percentages of students taking these tests from 1996 to 2013 with drops in both 2012 and 2013. Students in the region exceeded those of the state in the percentages scoring at or above the passing criteria on both tests. Trend data showed slight gains in scores on the ACT and decreases in scores on the SAT between 1996 and 2011.

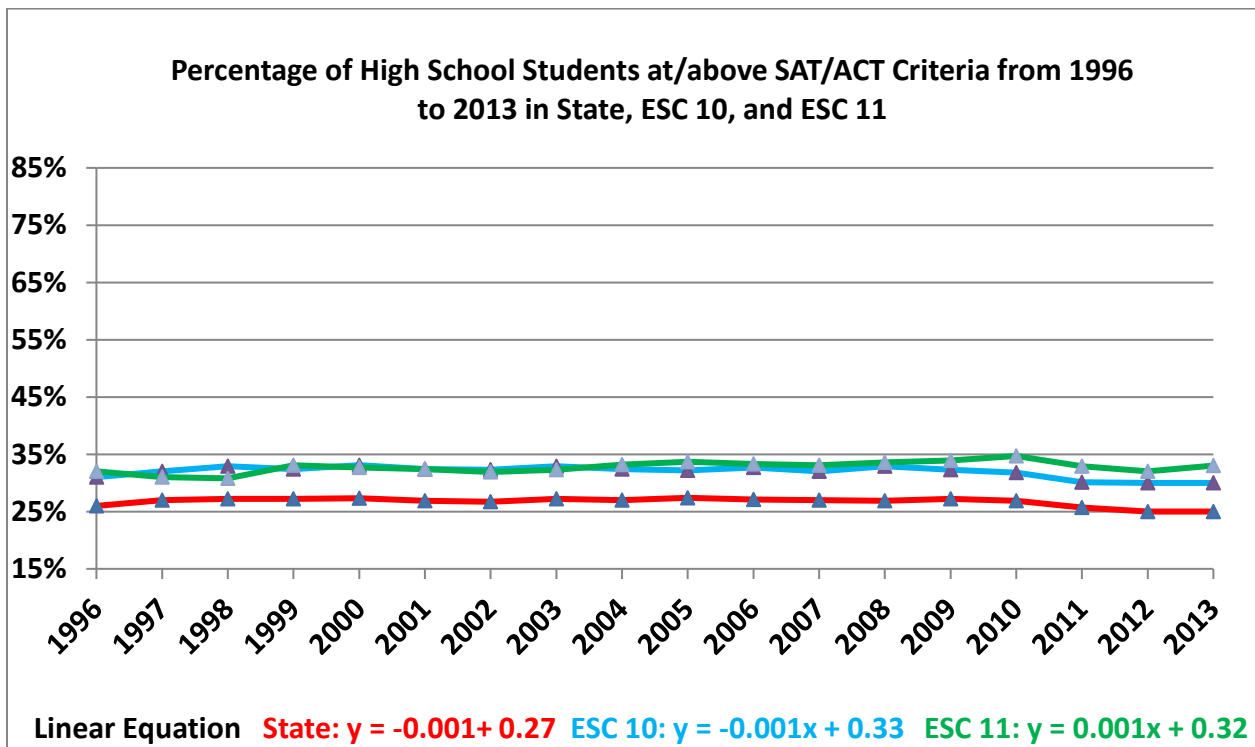
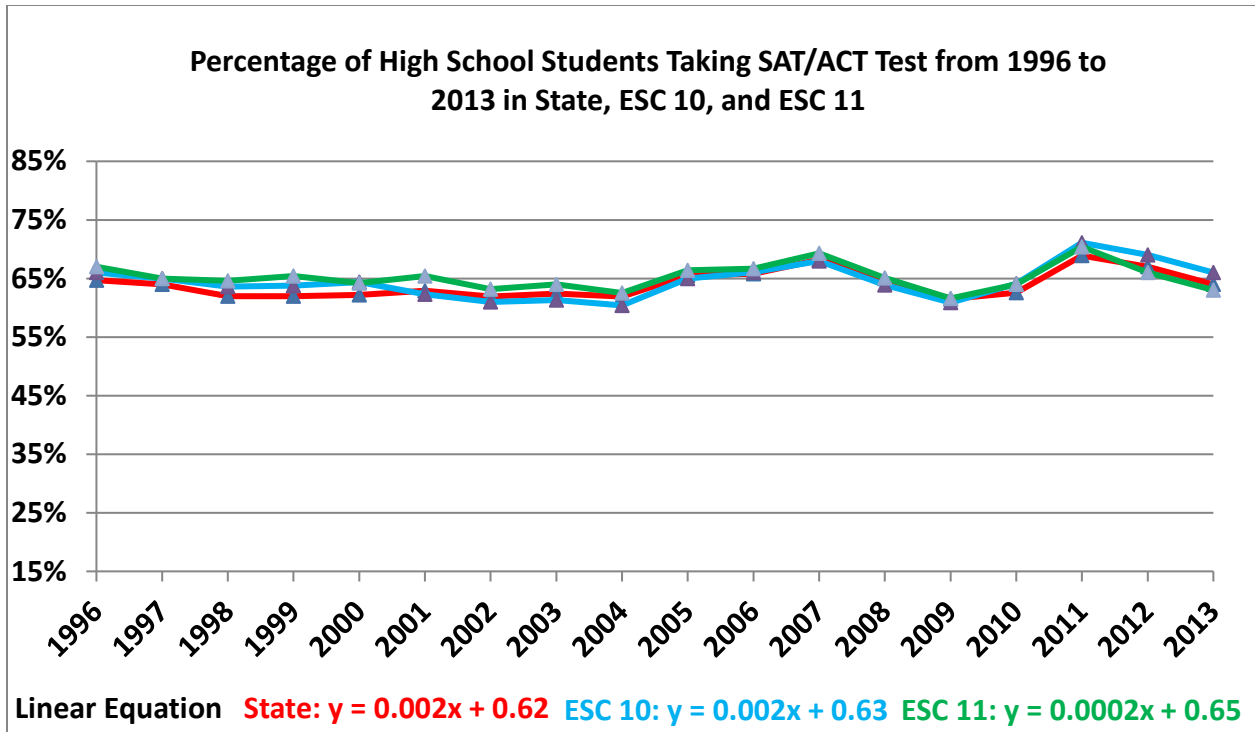
SAT/ACT Results of High School Students and Mean Annual Rate of Change from 1996 to 2013 in State, ESC 10, and ESC 11

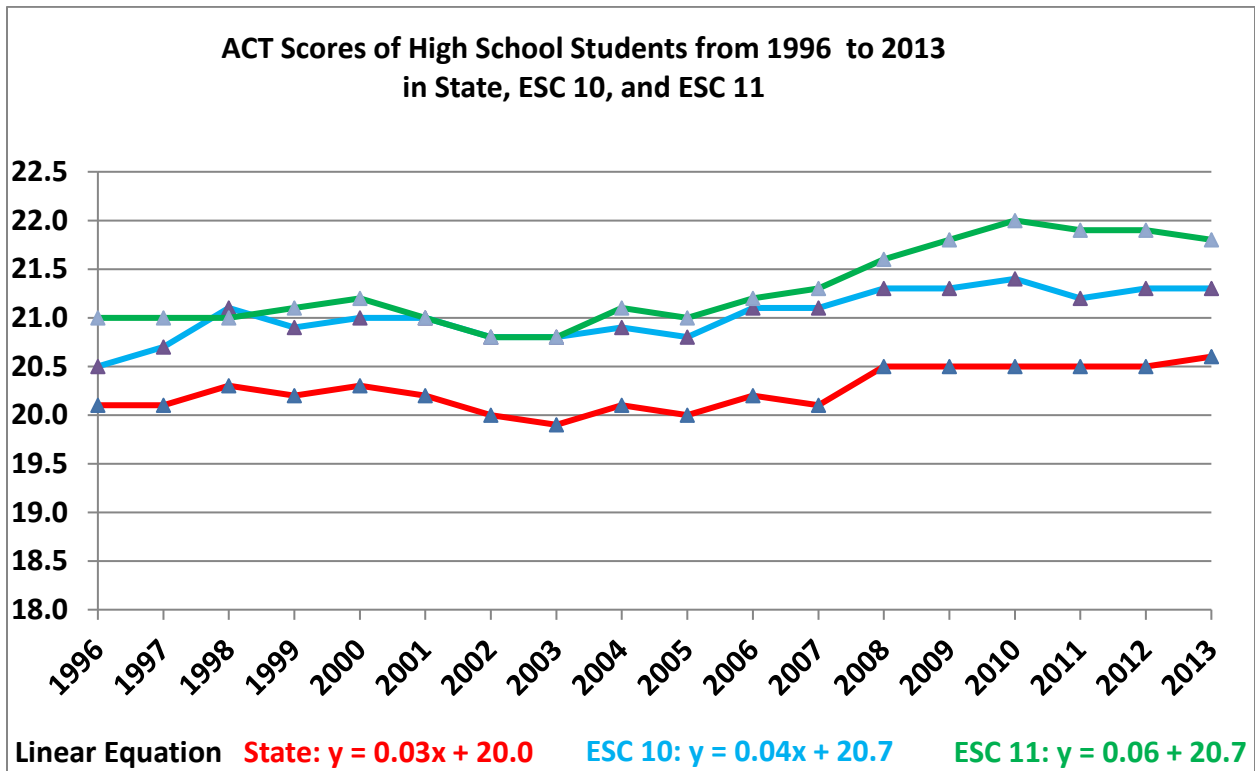
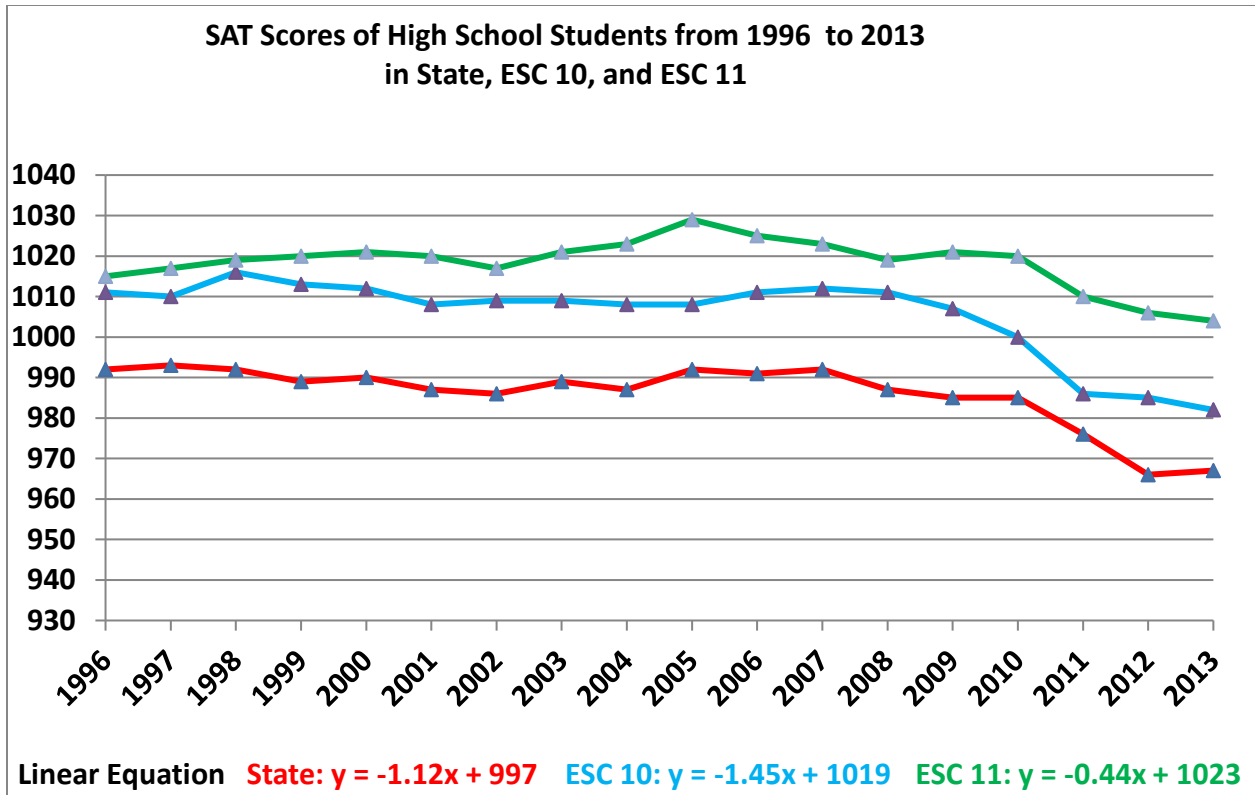
Year/ MARC	State			ESC 10			ESC 11		
	% of Students Taking SAT/ACT	Percent >= Criteria	SAT/ACT Score	% of Students Taking SAT/ACT	Percent >= Criteria	SAT/ACT Score	% of Students Taking SAT/ACT	Percent >= Criteria	SAT/ACT Score
1996	65%	26%	992/20.1	66%	31%	1011/20.5	67%	32%	1015/21.0
1997	64%	27%	993/20.1	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%	1021/21.8
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
2013	64%	25%	967/20.6	66%	30%	982/21.3	63%	33%	1004/21.8
Δ	↓ 3.1%	↑ 0.5%	↑ 1 / ↑ .01	↓ 2.6%	↑ 0.5%	↓ 3.0 / 0.0	↓ 3%	↑ 0.5%	↓ 2 / ↓ 0.1
MARC	↑ 0.2%	↓ 0.1%	↓ 1.1 / ↑ .03	↑ 0.2%	↓ 0.1%	↓ 1.5 / ↑ .04	↑ 0.02%	↑ 0.1%	↓ 0.4 / ↑ .06

(Source: Texas Education Agency - AEIS 2007 – 2012; TAPR 2012-13, 2013-14, Personal communication with Rona Tong and Jonathan West at TEA on the SAT scores)

Note 1: Δ = Change from 2012 to 2013; MARC = Mean Annual Rate of Change from 1996 to 2013

Note 2: The SAT scores in 2012 and 2013, to be consistent with those in 2011 and earlier, do 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 2013, the percentages of high school students in the region completing advanced courses increased from about 20% to about 32%. Splitting out the percentages of high school students completing dual credit in these same years (See page 31.) 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 courses and programs.

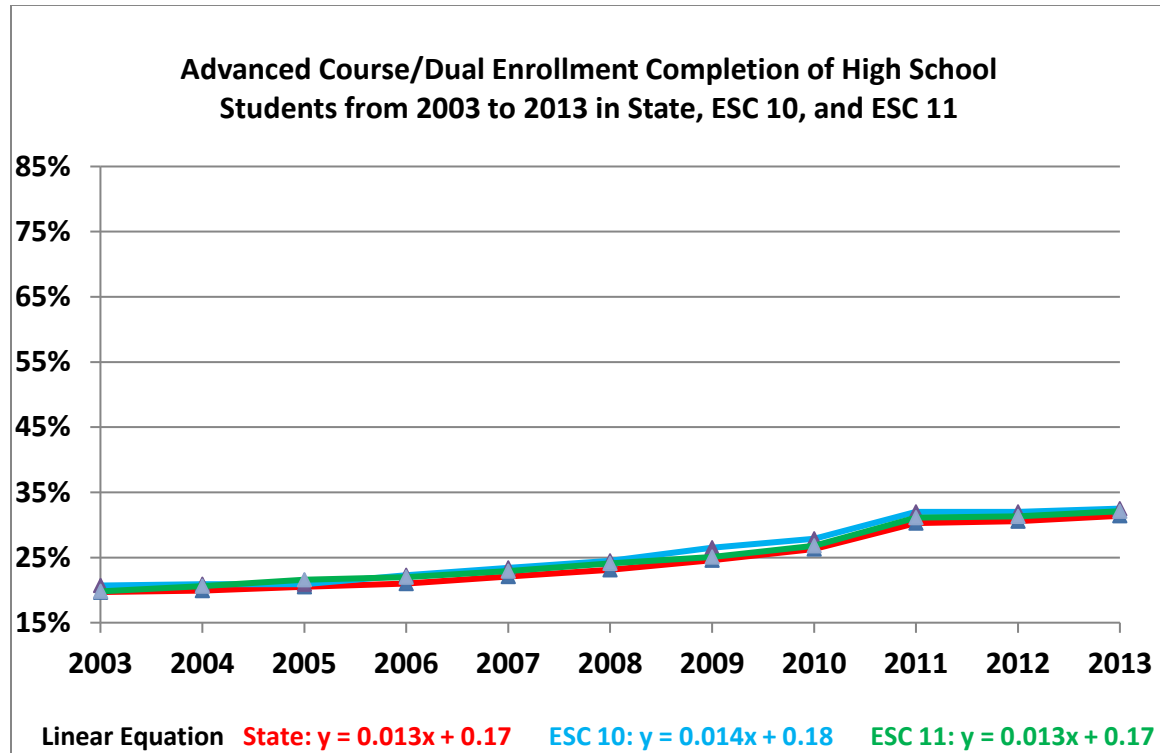
Advanced Course/Dual Enrollment Completion of High School Students and Mean Annual Rate of Change from 2003 to 2013 in State, ESC 10, and ESC 11

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%
2013	31.4%	32.5%	32.1%
Δ	↑0.8%	↑0.5%	↑0.8%
MARC	↑1.3%	↑1.4%	↑1.3%

(Source: Texas Education Agency - AEIS 2004 – 2012; TAPR 2012-13, 2013-14)

Note 1: Δ = Change from 2012 to 2013; MARC = Mean Annual Rate of Change from 2003 to 2013

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.



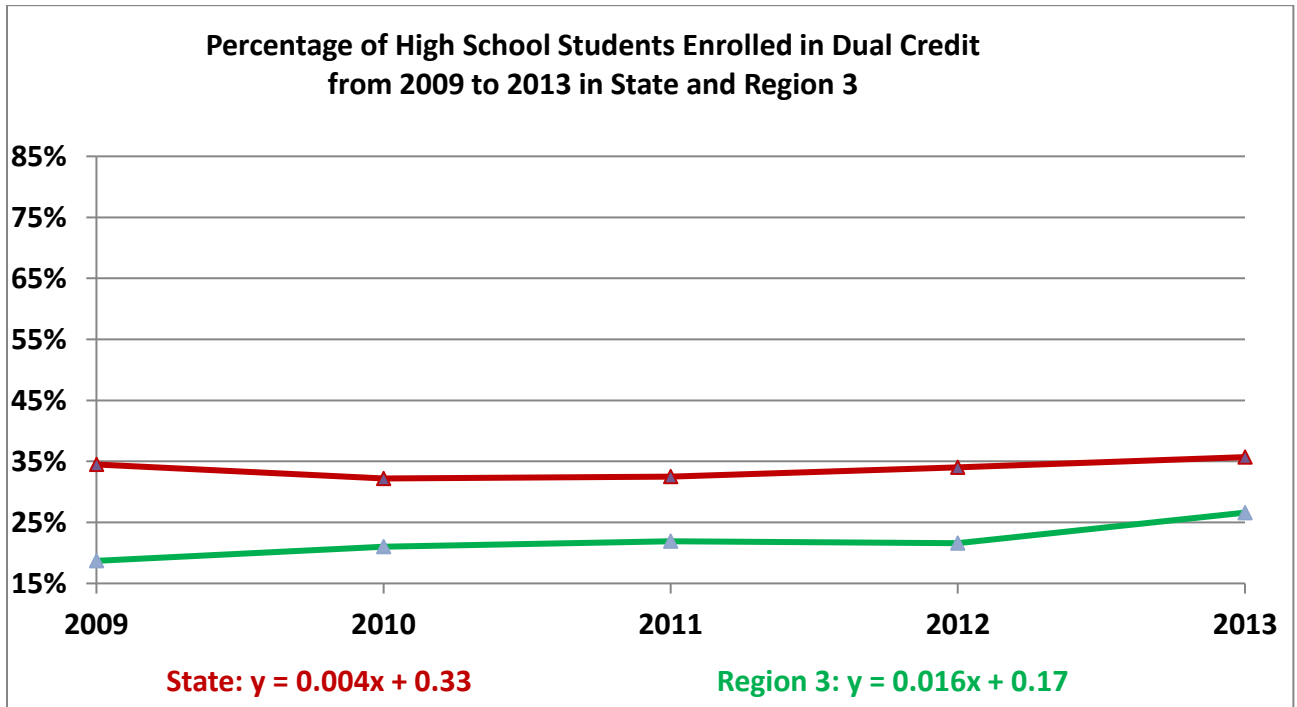
High School Students Enrolled in Dual Credit and Mean Annual Rate of Change from 2009 to 2013 in State and Region 3

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
2009	264,275	91,303	34.5%	69,130	12,949	18.7%
2010	280,520	90,364	32.2%	71,259	14,969	21.0%
2011	290,581	94,550	32.5%	76,023	16,640	21.9%
2012	292,636	99,454	34.0%	77,956	16,843	21.6%
2013	301,418	107,598	35.7%	80,970	21,163	26.6%
Δ	\uparrow 3.0%	\uparrow 8.2%	\uparrow 1.7%	\uparrow 3.9%	\uparrow 25.6%	\uparrow 5.0%
MARC	\uparrow 3.3%	\uparrow 5.0%	\uparrow 0.4%	\uparrow 4.6%	\uparrow 16.6%	\uparrow 1.6%

(Source: THECB – Dual Credit Report, 2009, 2011; Personal Communication with Julie Eklund/Doug Bond at THECB for the 2010, 2012, 2013 data)

Note 1: Δ = Change from 2012 to 2013; MARC = Mean Annual Rate of Change from 2009 to 2013

Note 2: The MARC for the total HS graduates and dual credit students is calculated as the ratio of the slope over the intercept of the linear equation.



Higher Education Enrollment Scorecard

Numbers of students enrolled in higher education has more than doubled in four North Texas Counties of interest between 1996 and 2014. 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 and Mean Annual Rate of Change from 1996 to 2014 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
2014	17,224	16,836	4,585	28,320	66,965
Δ	↑1.4%	↑4.4%	N/A	N/A	↑1.4%
MARC	↑4.5%	↑8.3%	N/A	N/A	↑6.4%

(Source: THECB – Texas Higher Education Data)

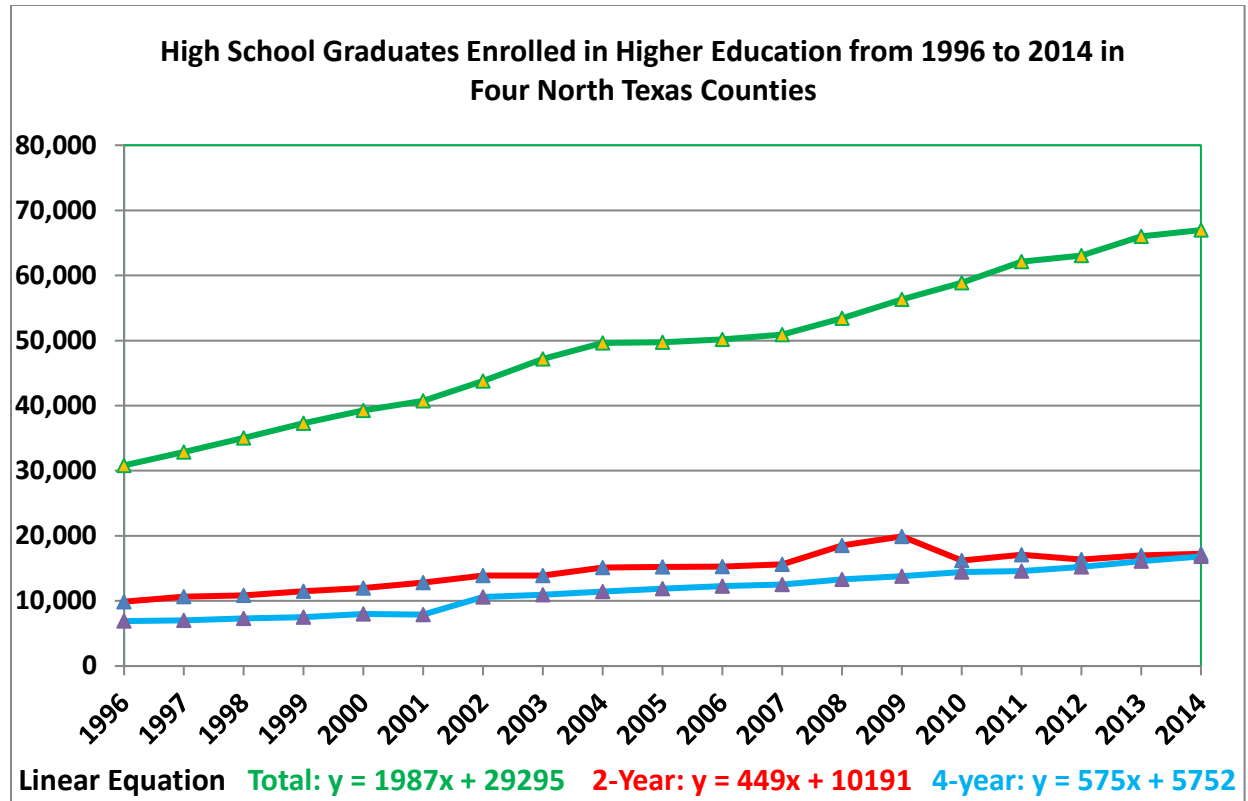
Note 1: Δ = Change from 2013 to 2014.

Note 2: '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 3: The corresponding numbers for the state are not provided.

Note 5: MARC = Mean Annual Rate of Change from 1996 to 2014, which is calculated as the ratio of mean annual difference or the slope of the linear equation over the enrollment in 1996.

Note 6: 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.



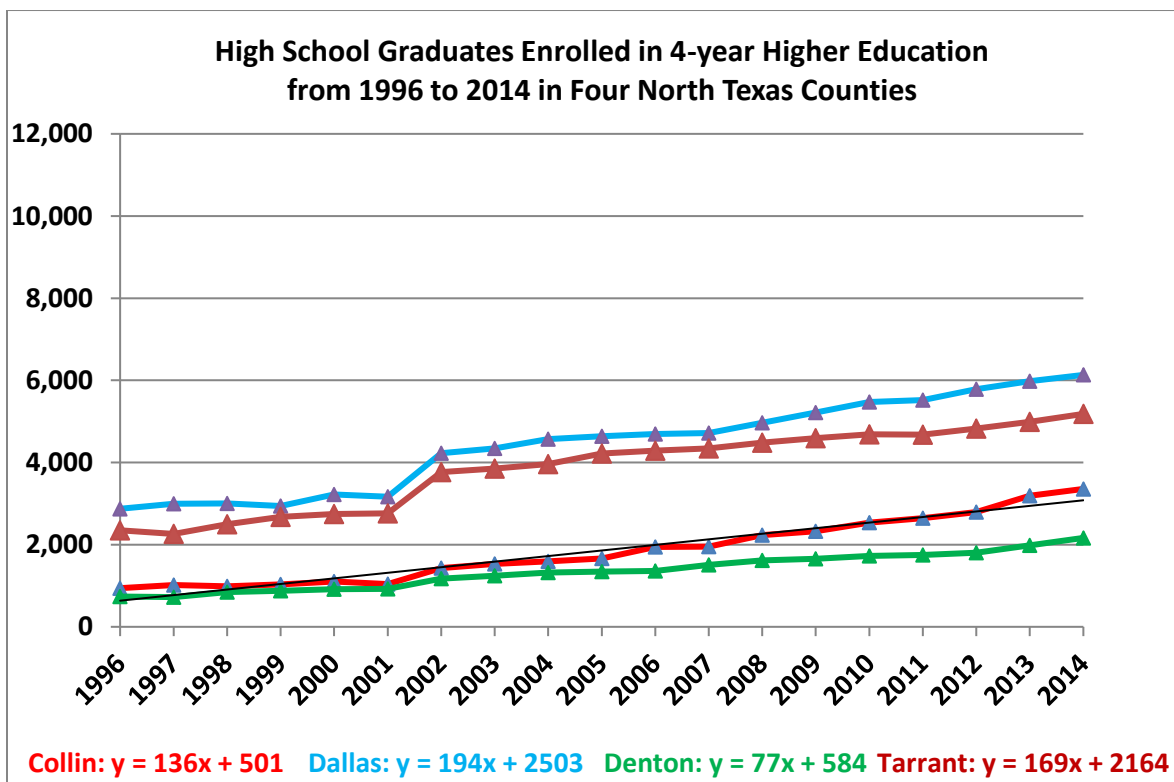
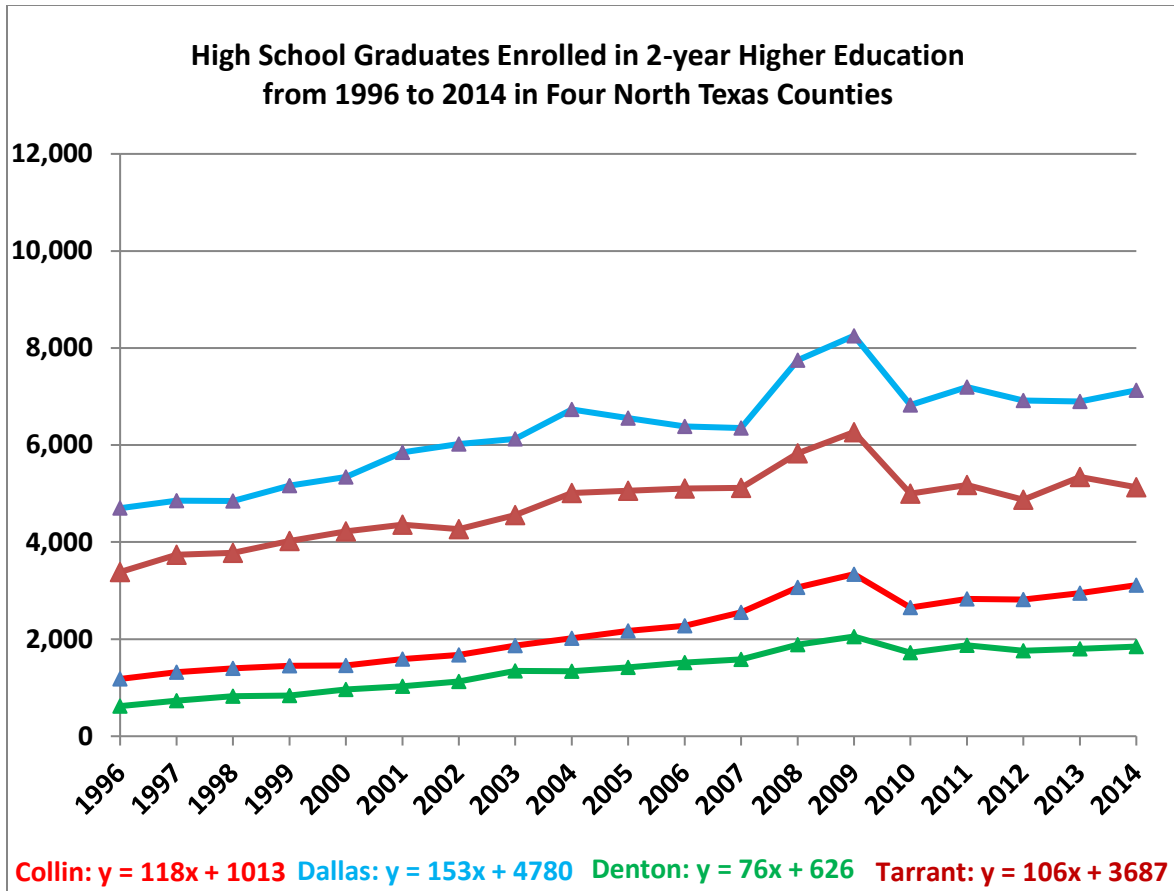
High School Graduates Enrolled in Higher Education and Mean Annual Rate of Change from 1996 to 2014 in Selected North Texas Counties

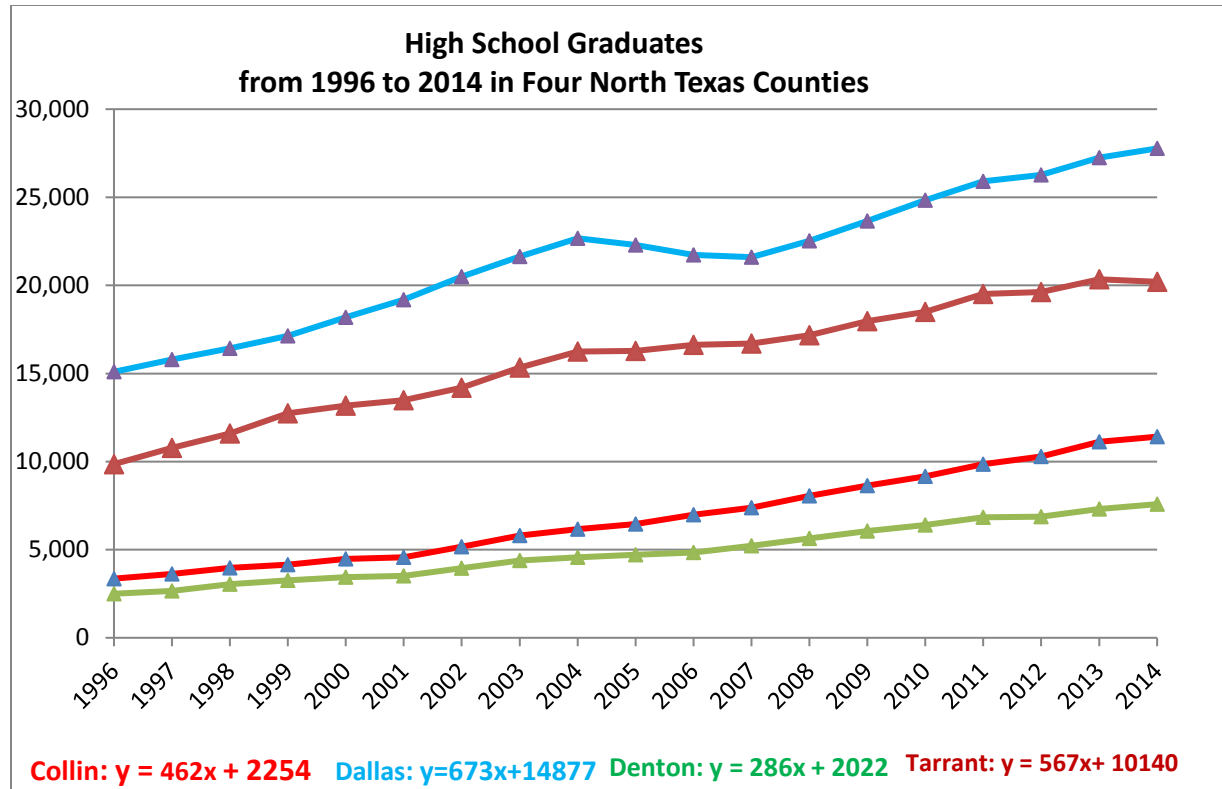
Year/MAD/MARC	Collin			Dallas			Denton			Tarrant		
	2-yr	4-yr	Total	2-yr	4-yr	Total	2-yr	4-yr	Total	2-yr	4-yr	Total
1996	1,180	941	3,359	4,699	2,874	15,097	620	738	2,500	3,384	2,350	9,856
1997	1,320	1,017	3,632	4,855	2,994	15,782	734	724	2,665	3,738	2,261	10,784
1998	1,400	984	3,962	4,844	3,001	16,432	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
2014	3,116	3,357	11,412	7,131	6,132	27,772	1,847	2,164	7,584	5,130	5,183	20,197
Δ	↑5.3%	↑5.0%	↑2.5%	↑3.3%	↑2.5%	↑1.9%	↑2.4%	↑8.5%	↑3.7%	↑4.1%	↑3.8%	↑0.7%
MARC	↑10.0%	↑14.5%	↑13.8%	↑3.3%	↑6.8%	↑4.5%	↑12.3%	↑10.4%	↑11.4%	↑3.1%	↑7.2%	↑5.8%

(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: Δ = Change from 2013 to 2014. MARC = Mean Annual Rate of Change from 1996 to 2014, which is calculated as the ratio of mean annual difference or the slope of the linear equation over the enrollment in 1996





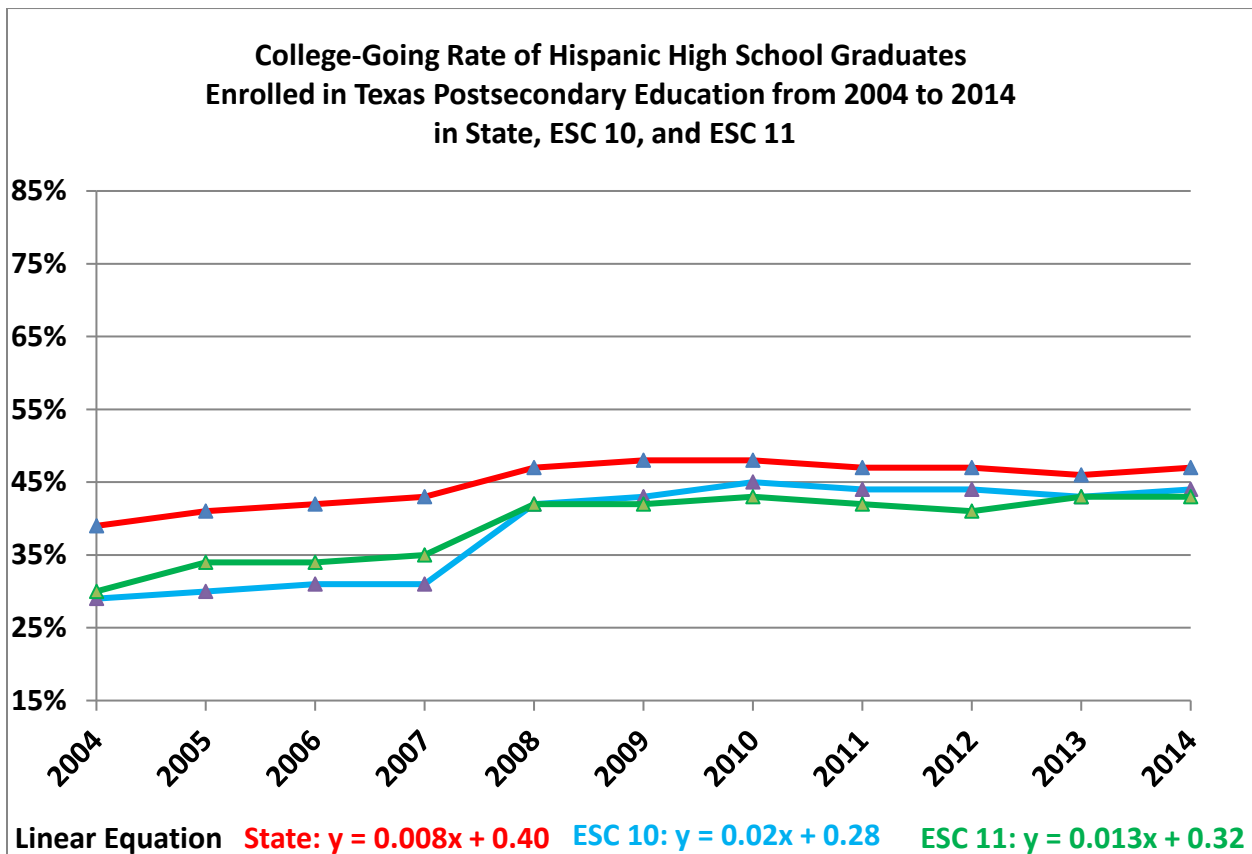
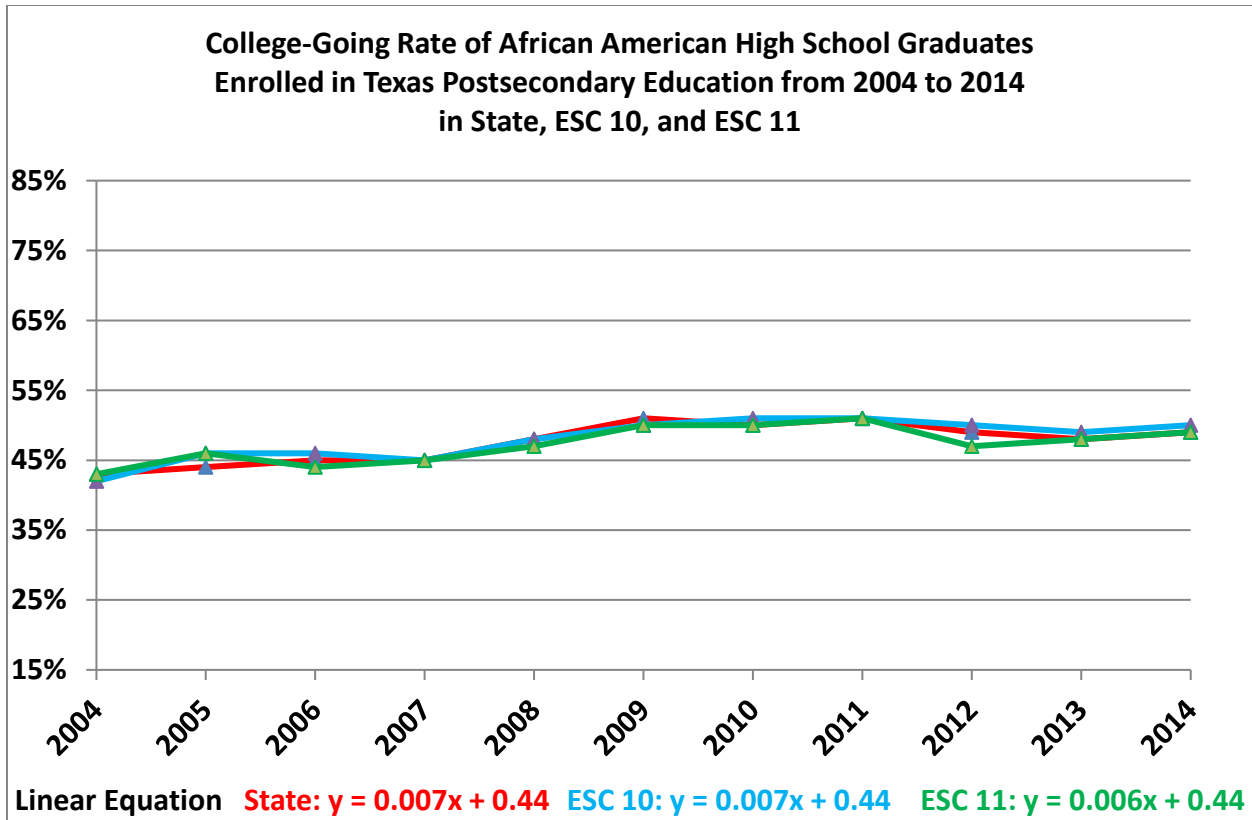
Increasing postsecondary enrollment trends for African-American and Hispanic and decreasing enrollment trends for White students are evident in the state and region, reflecting the ethnic composition of the young adult populations. Still, gaps are evident in the college going rates of African and Hispanic 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. In 2014, the college going rate for African American high school graduates in the state and region was about 50%; for Hispanic high school graduates, the college going rate was about 45%; and for White high school graduates, it was about 54%. The college going rate for male students was about 47% compared to 55% for female students.

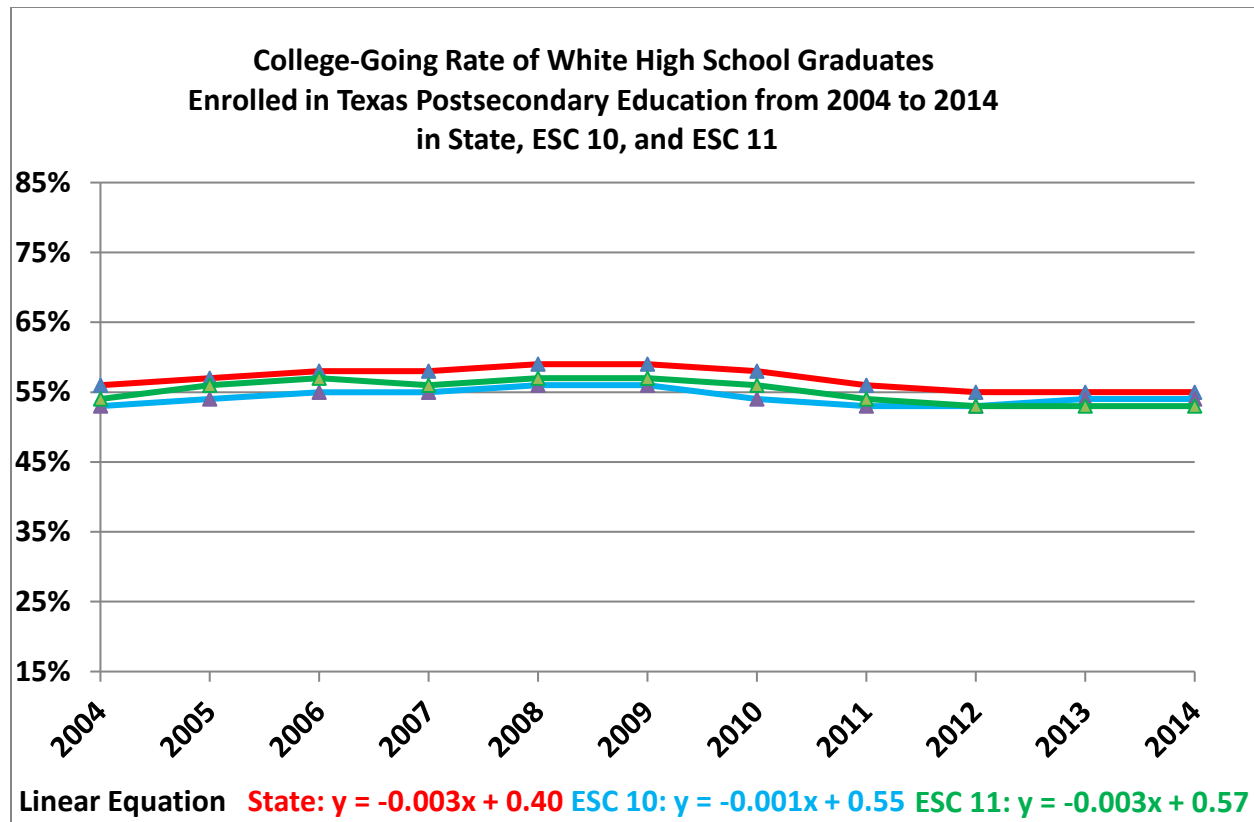
**College-Going Rate by Ethnicity of High School Graduates Enrolled in Texas
Postsecondary Education and Mean Annual Rate of Change
from 2004 to 2014 in State, ESC 10, and ESC 11**

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%
2014	49%	47%	55%	50%	44%	54%	49%	43%	53%
MARC	0.7%	0.8%	0.3%	0.7%	2.0%	0.1%	0.6%	1.3%	0.3%

(Source: THECB – Tracking Postsecondary Outcomes Dashboard)

Note: MARC = Mean Annual Rate of Change from 2004 to 2014



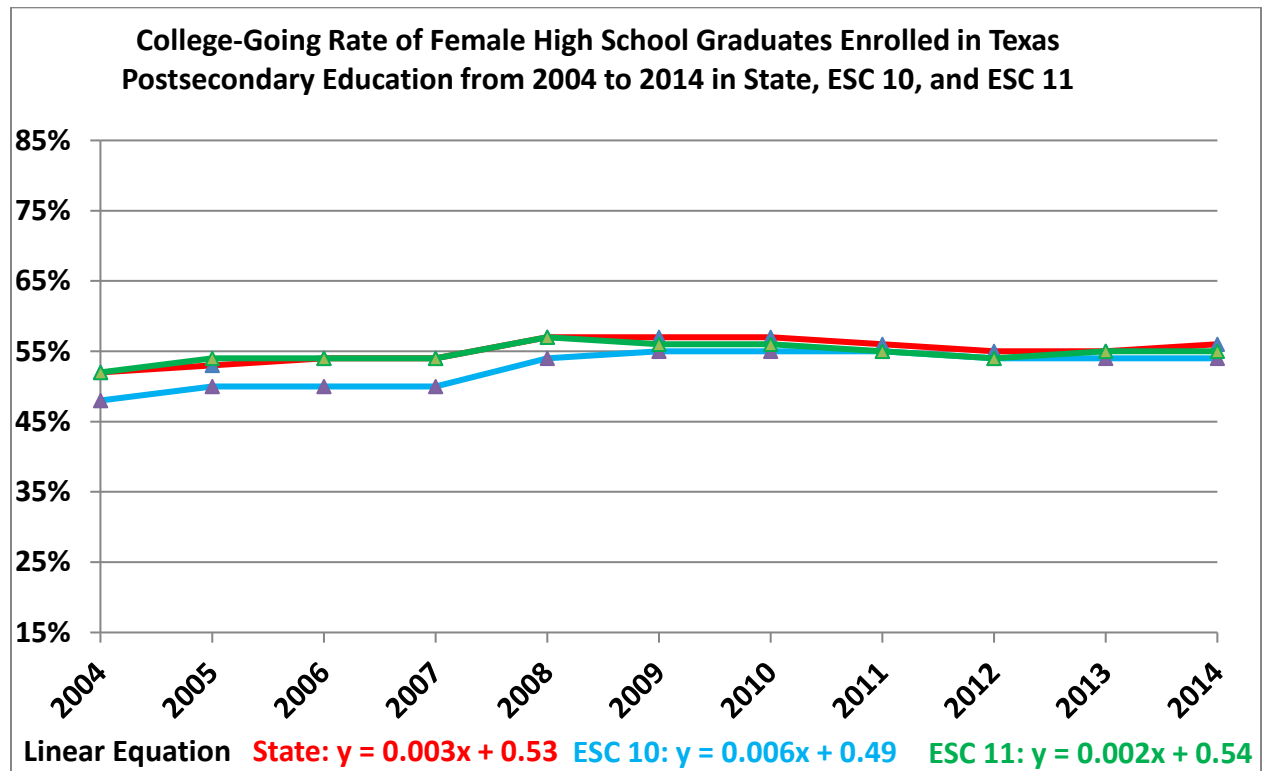
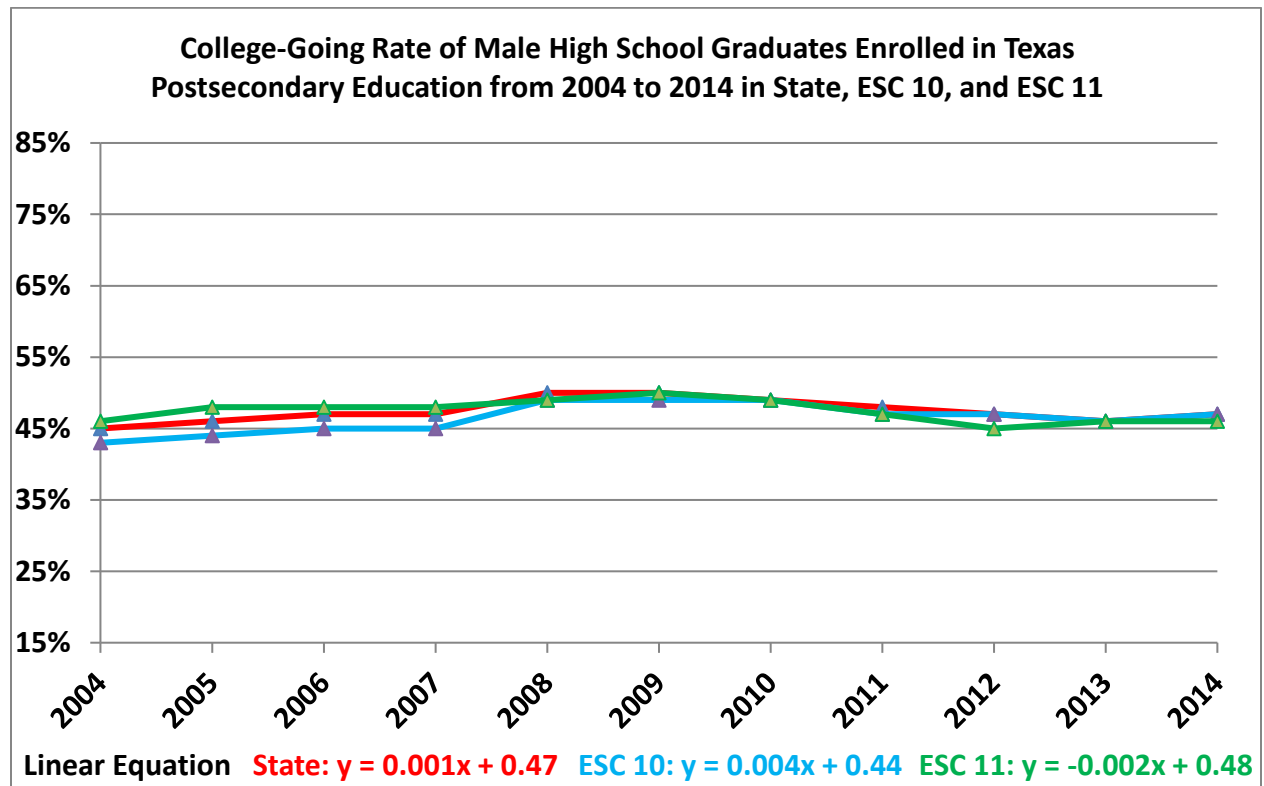


College-Going Rate by Gender of High School Graduates Enrolled in Texas Postsecondary Education and Mean Annual Rate of Change from 2004 to 2014 in State, ESC 10, and ESC 11

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%
2014	47%	56%	47%	54%	46%	55%
MARC	↑0.1%	↑0.3%	↑0.4%	↑0.6%	↓0.2%	↑0.2%

(Source: THECB – Tracking Postsecondary Outcomes Dashboard)

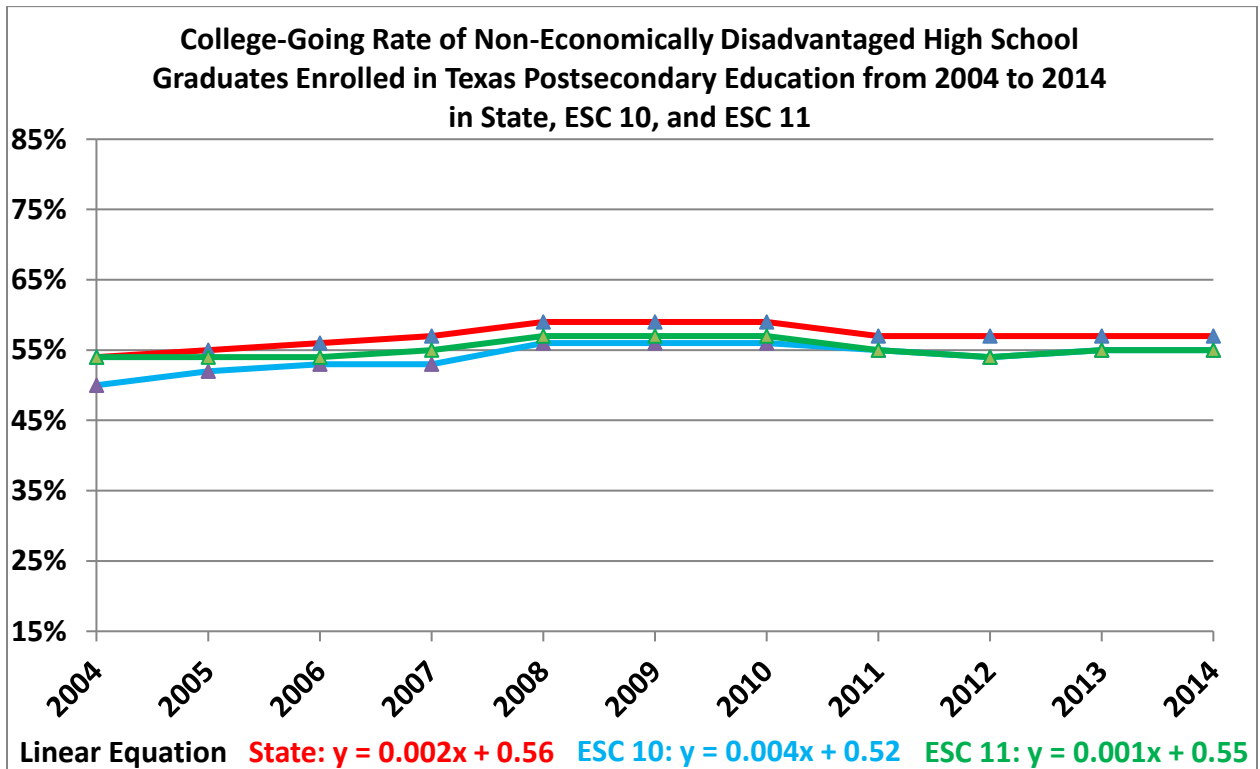
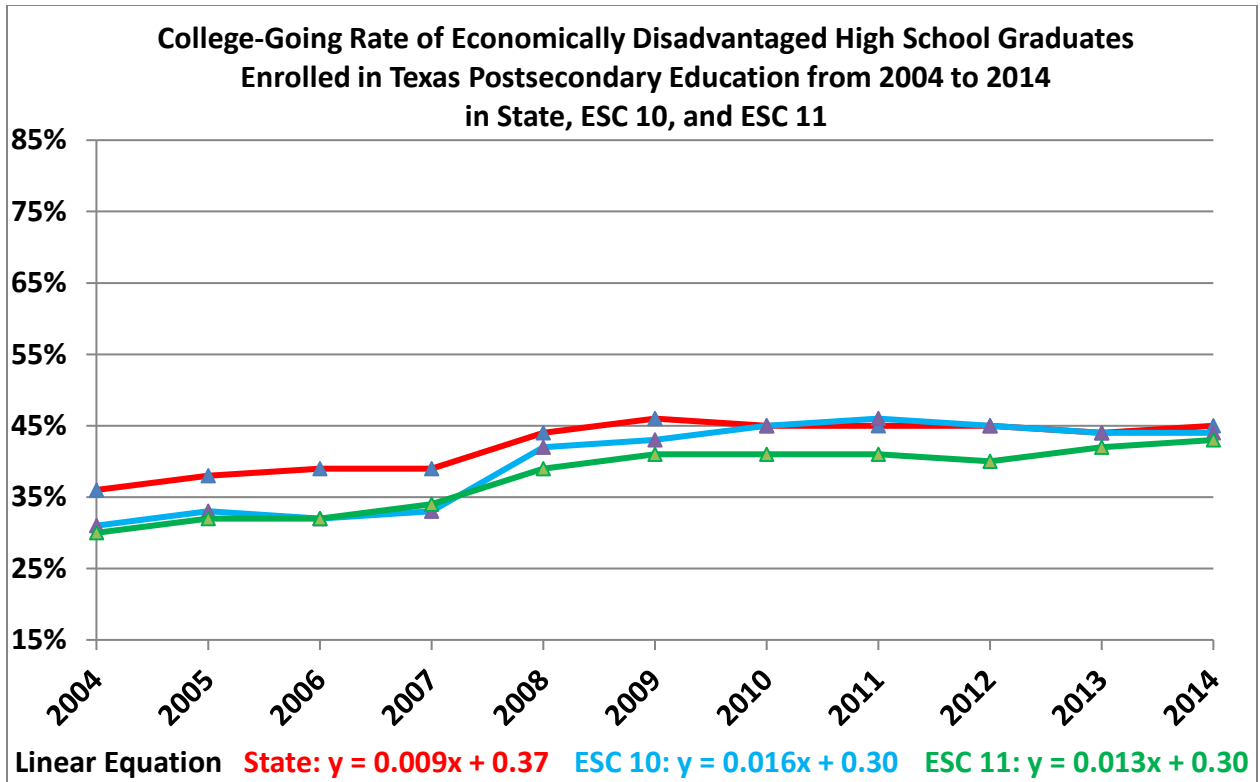
Note: MARC = Mean Annual Rate of Change



College-Going Rate by Socioeconomic Status of High School Graduates Enrolled in Texas Postsecondary Education and Mean Annual Rate of Change from 2004 to 2014 in State, ESC 10, and ESC 11

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%
2014	45%	57%	44%	55%	43%	55%
MARC	0.9%	0.2%	1.6%	0.4%	1.3%	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 percentages of both 2-year and 4-year college students requiring developmental education were lower in the region than in the state. In spite of this, graduation rates for college students who did not require developmental education were higher in the state than in the region for both 2-year and 4-year college students.

2-year College Outcomes for First Time in College (FTIC) Students Requiring Developmental Education vs. Those Not Requiring Developmental Education and Mean Annual Rate of Change in 2007-2010, 2008-2011, 2009-2012, 2010-2013, and 2011-2014 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
2014	59.5%	9.5%	25.1%	19.5%	35.2%	55.7%	5.7%	29.5%	16.5%	37.4%
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	↓1.3%	↑0.1%	↓0.5%	↑0.8%	↓1.0%	↓0.9%	↑0.1%	↑0.7%	↓0.1%	No Change
MARC	↓1.1%	↑0.2%	↓1.7%	↑0.6%	↓1.9%	↓0.9%	↑0.2%	↓1.5%	↑0.5%	↓1.4%

(Source: THECB – Developmental Education Accountability Measures Data)

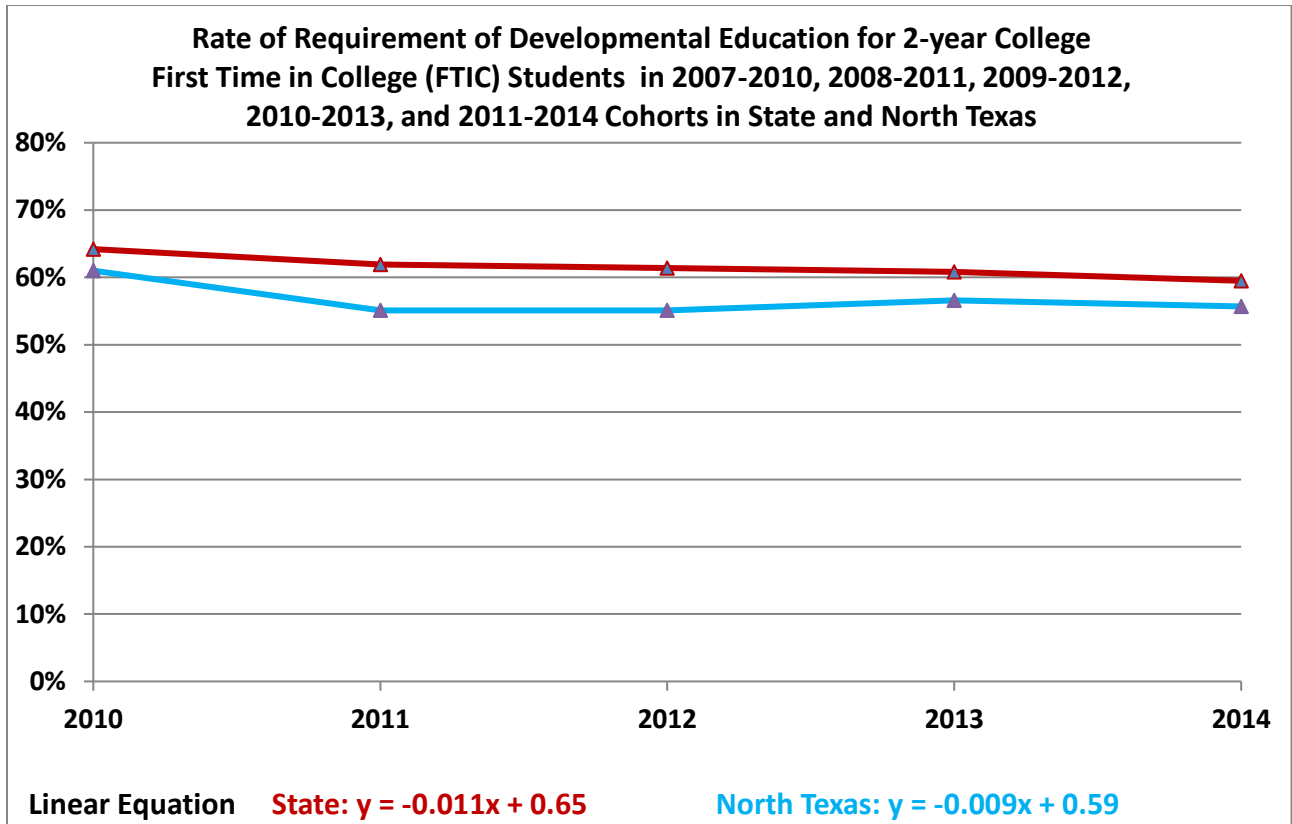
Note 1: Δ = Difference between 2013 and 2014. MARC = Mean Annual Rate of Change

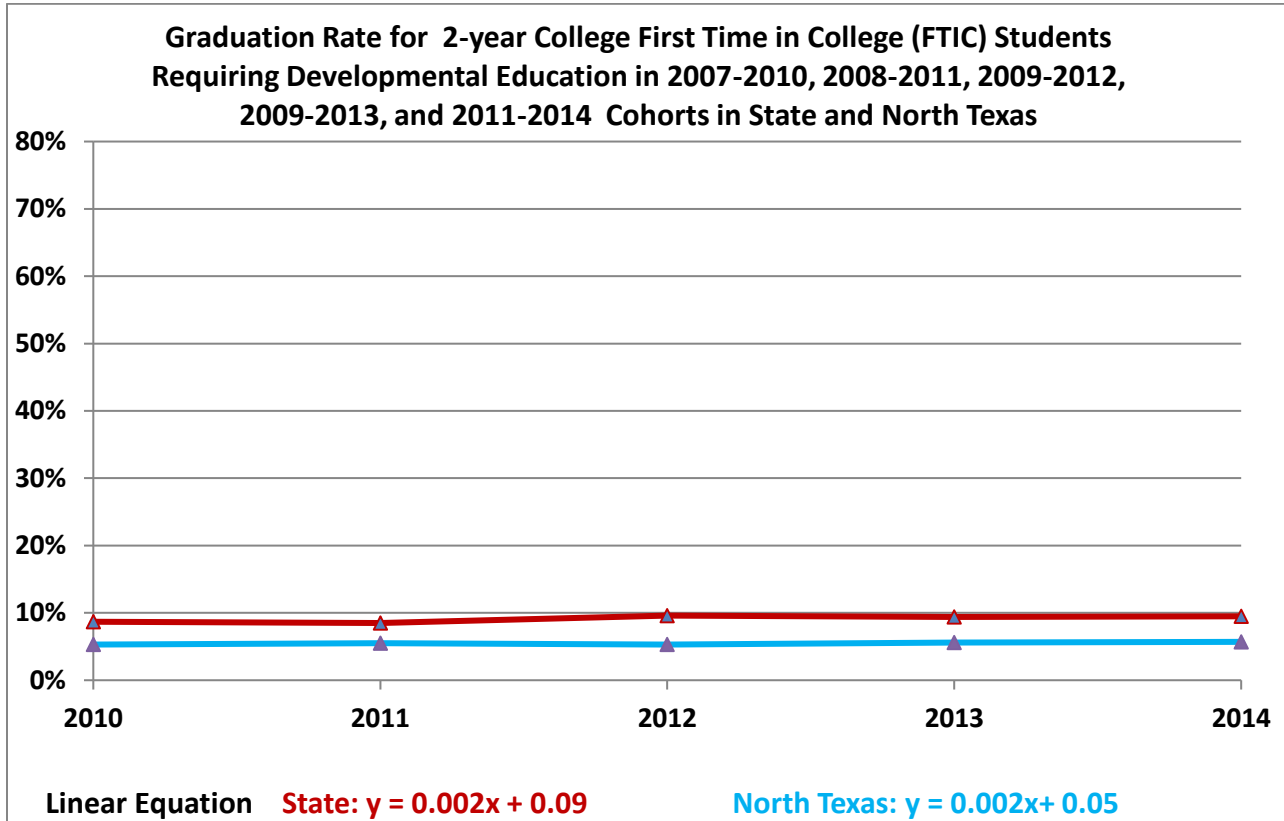
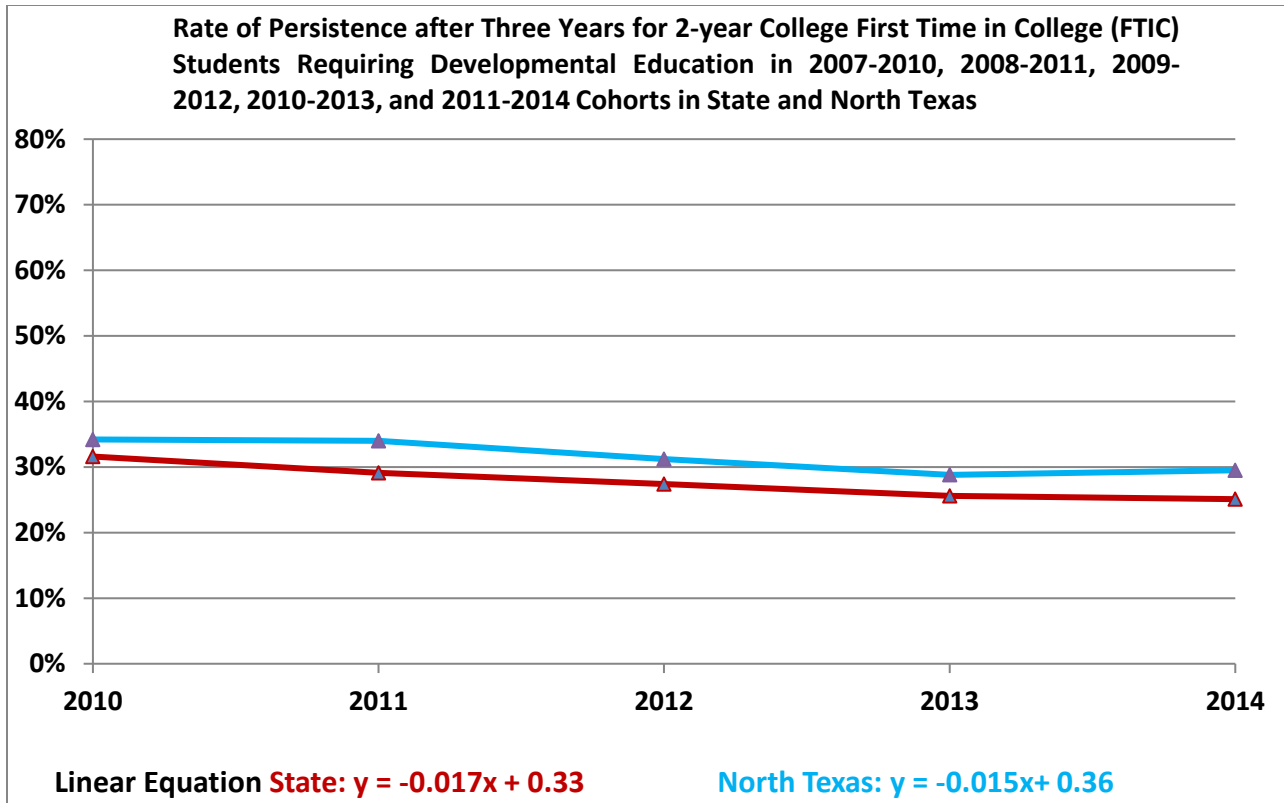
Note 2: The percent in developmental education is computed as the difference between 100 percent and the percent of students who met standards in all of the three areas (i.e., Math, Reading, and Writing).

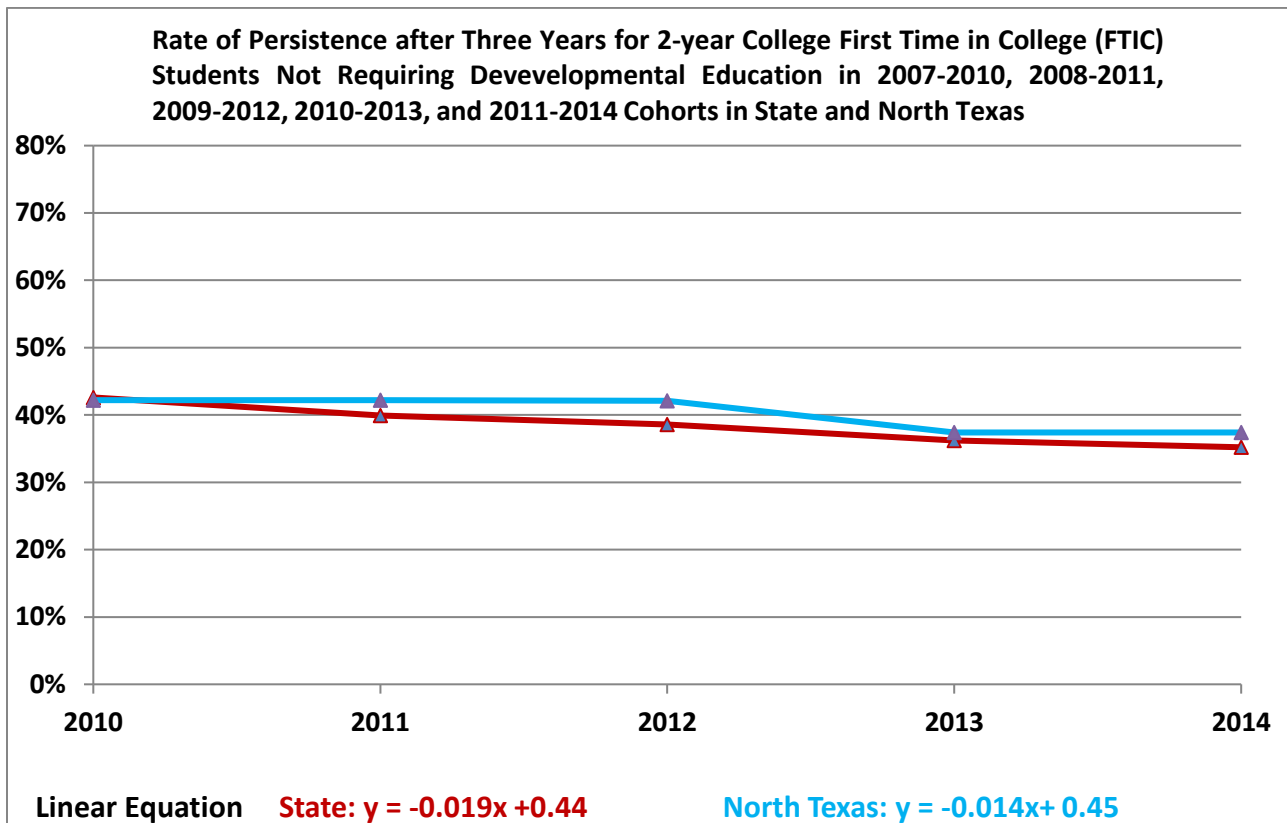
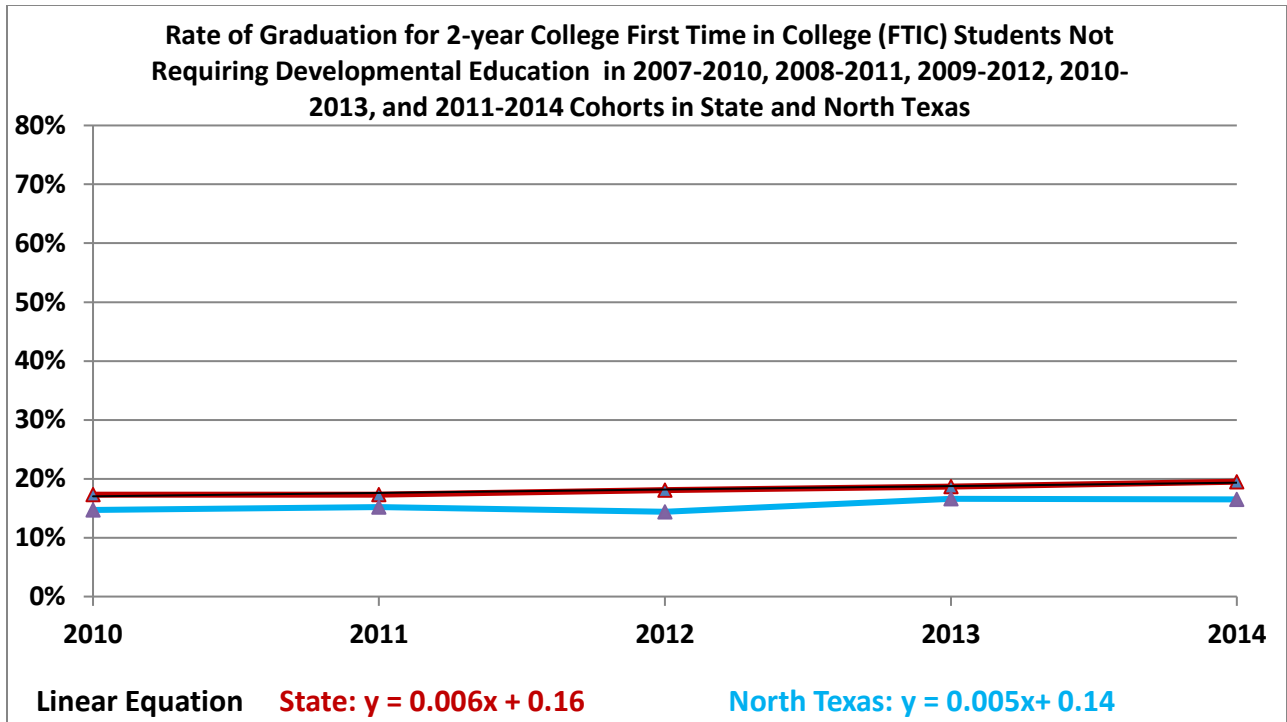
Note 3: North Texas 2-year colleges include Collin College, Dallas County Community College District, North Central Texas College, and Tarrant County College. Starting from the 2011 cohort, the Trinity River campus is included in the Tarrant County College.

Note 4: The percent of Graduated or Persisting for those “Not Requiring Developmental Education” in the state is directly provided. The corresponding data for north Texas was computed by using the number of students who met standards as the denominator.

Note 5: The 2011 cohort (containing 25,881 students in north Texas) was tracked for three years to 2014; 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.







4-year College Outcomes for First Time in College (FTIC) Students Requiring Developmental Education vs. Those Not Requiring Developmental Education and Mean Annual Rate of Change in 2004-2010, 2005-2011, 2006-2012, 2007-2013, and 2008-2014 Cohorts in State and 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
2014	19.0%	34.4%	15.6%	66.3%	9.7%	15.9%	41.8%	12.5%	61.8%	11.0%
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	↑1.1%	↑2.7%	↓0.4%	↑1.0%	↓0.2%	↑2.9%	↑6.3%	↓2.6%	↑2.0%	↓0.1%
MARC	↑2.0%	↑2.7%	↓0.6%	↑0.6%	↓0.3%	↑2.7%	↑1.4%	↓0.9%	↑0.6%	↓0.5%

(Source: THECB – Developmental Education Accountability Measures Data)

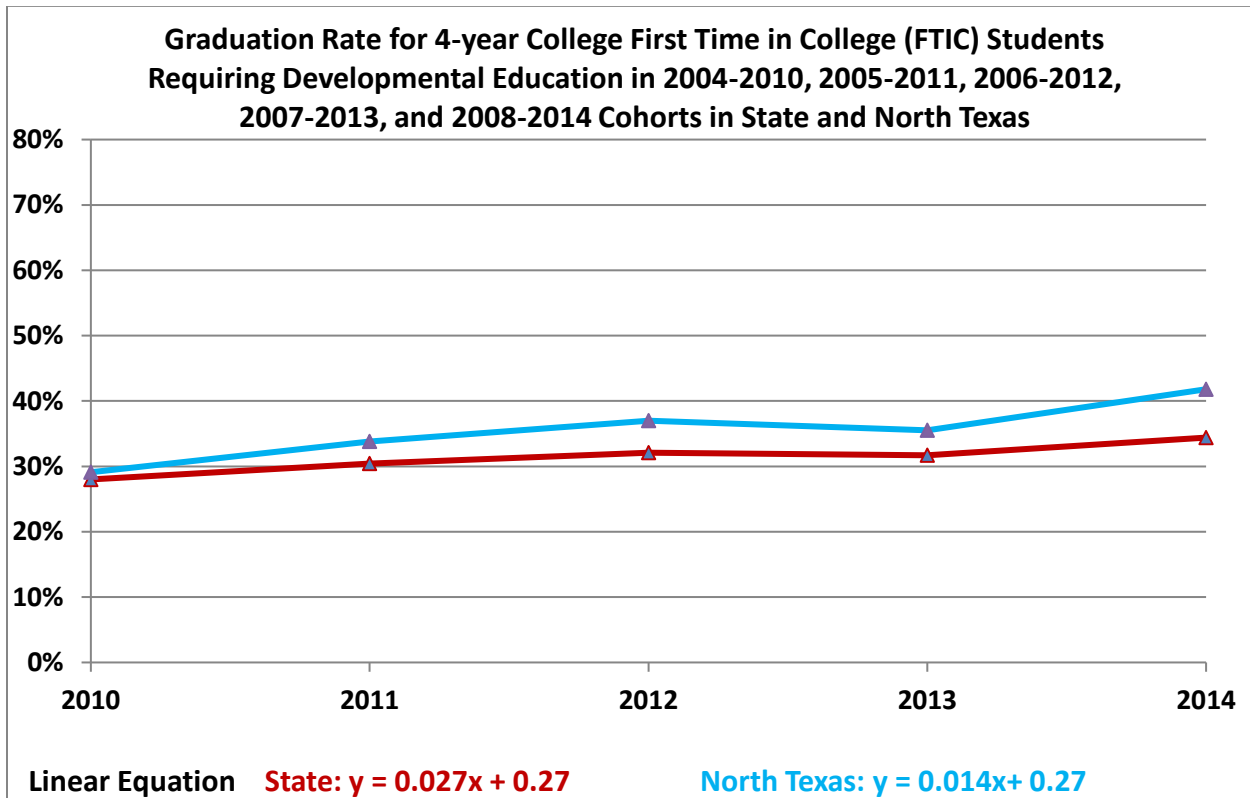
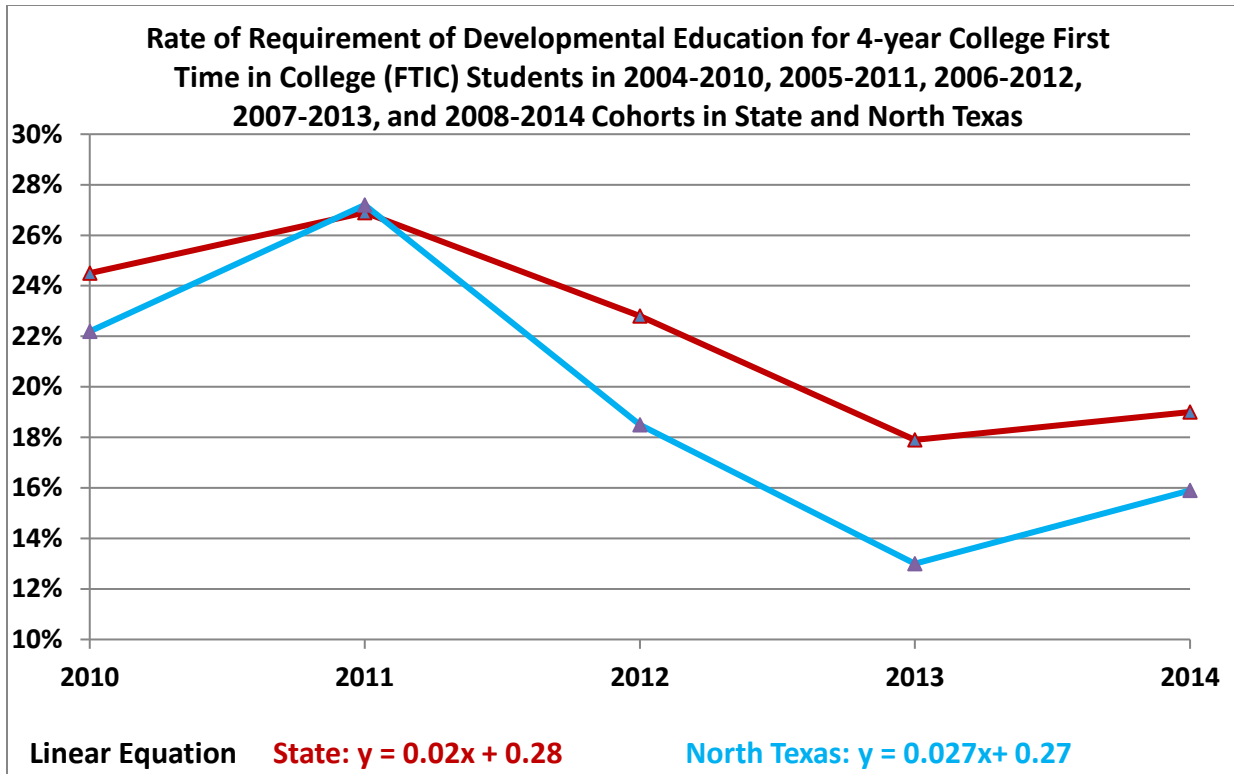
Note 1: Δ = Difference between 2013 and 2014. MARC = Mean Annual Rate of Change

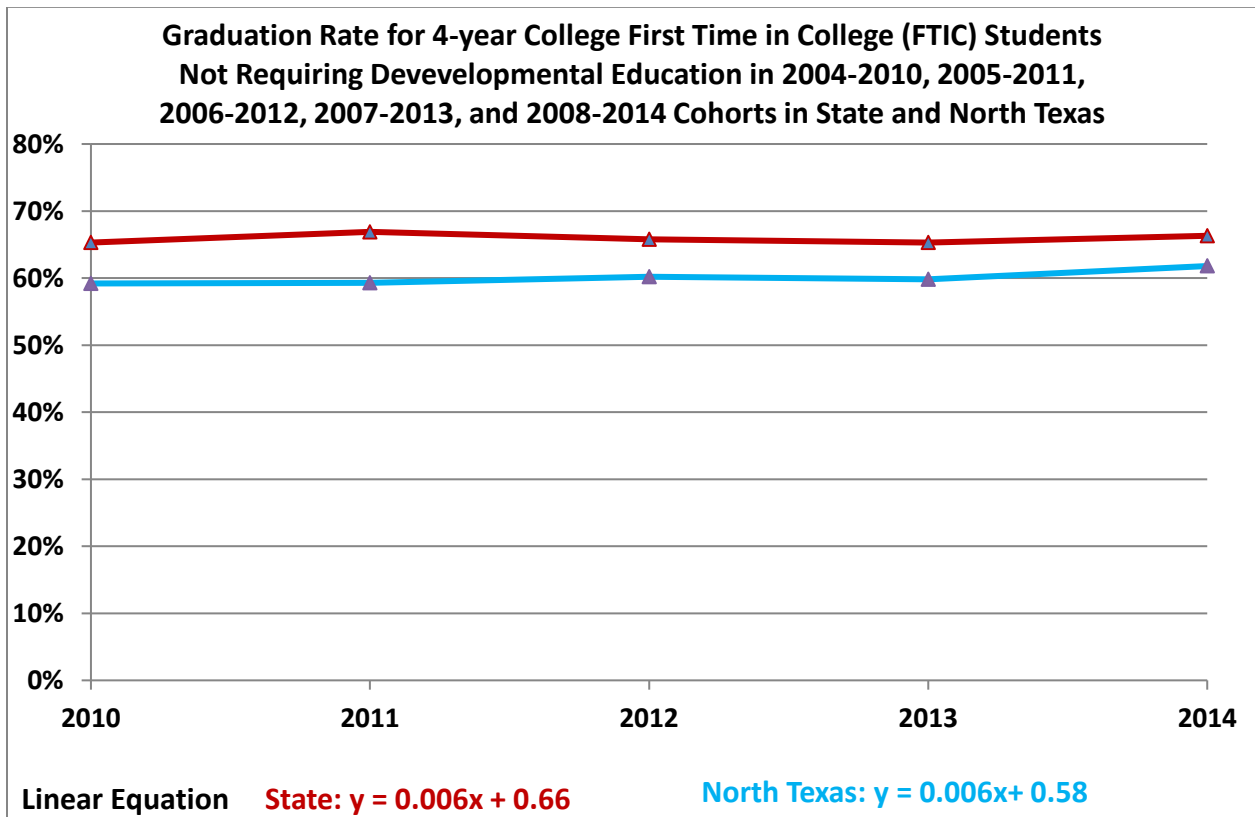
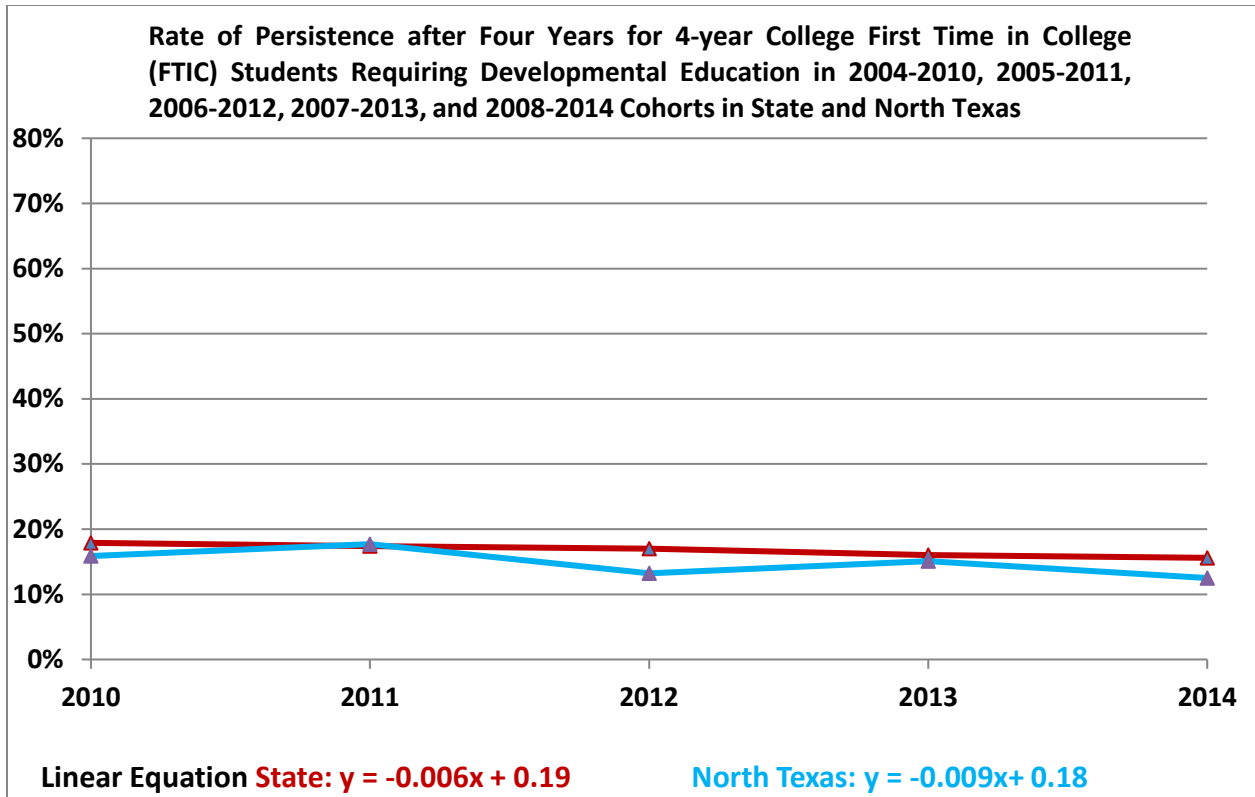
Note 2: The percent in developmental education is computed as the difference between 100 percent and the percent of students who met standards in all of the three areas (i.e., Math, Reading, and Writing).

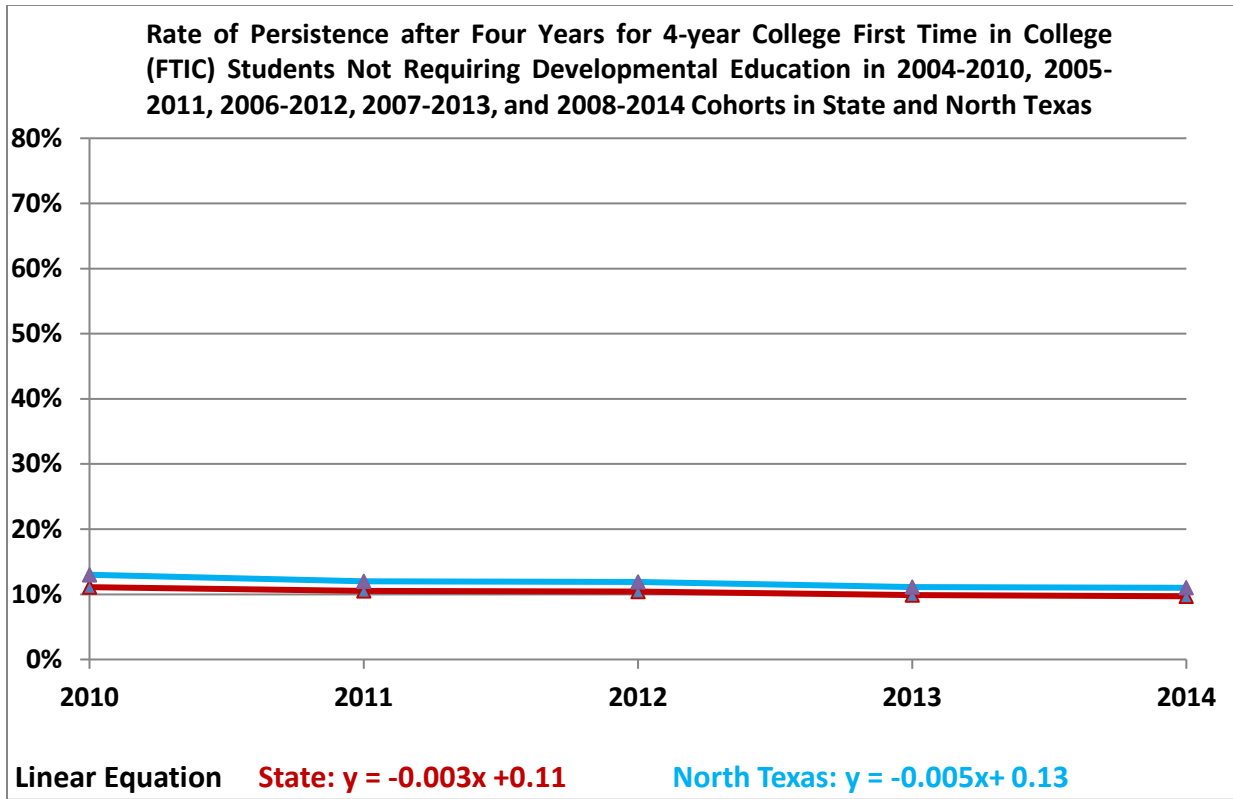
Note 3: North Texas 4-year colleges include Tarleton State University, Texas A&M - Commerce, Texas Woman’s University, University of Texas at Arlington, University of Texas at Dallas, University of North Texas, and University of North Texas at Dallas.

Note 4: The percent of Graduated or Persisting for those “Not Requiring Developmental Education” in the state is directly provided. The corresponding data for north Texas was computed by using the number of students who met standards as the denominator.

Note 5: The 2008 cohort (containing 9,602 students in north Texas) was tracked for six years to 2014; 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.







College Completion and Employment Scorecard

The percentage of high school graduates who completed a higher education degree or certification has increased each year from 2009 to 2013 in the region, reflecting to some extent larger numbers of high school graduates. Please note that this is the indicator most associated with the first goal of the 60x30TX strategic plan. The total number of first time in college students who graduated from 2-year and 4-year colleges increased each year from 2009 to 2013 in both the state and the region with notable increase in the number of these 2-year college graduates from 2012 to 2013.

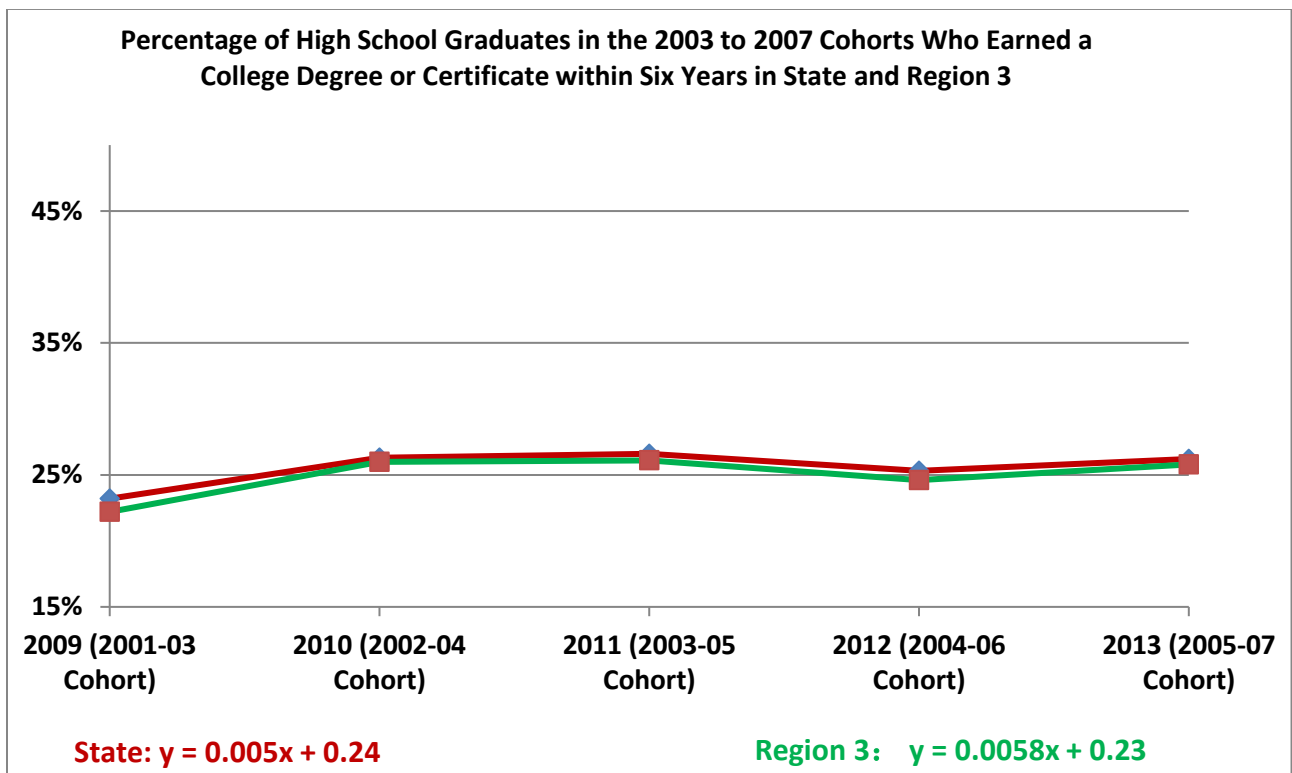
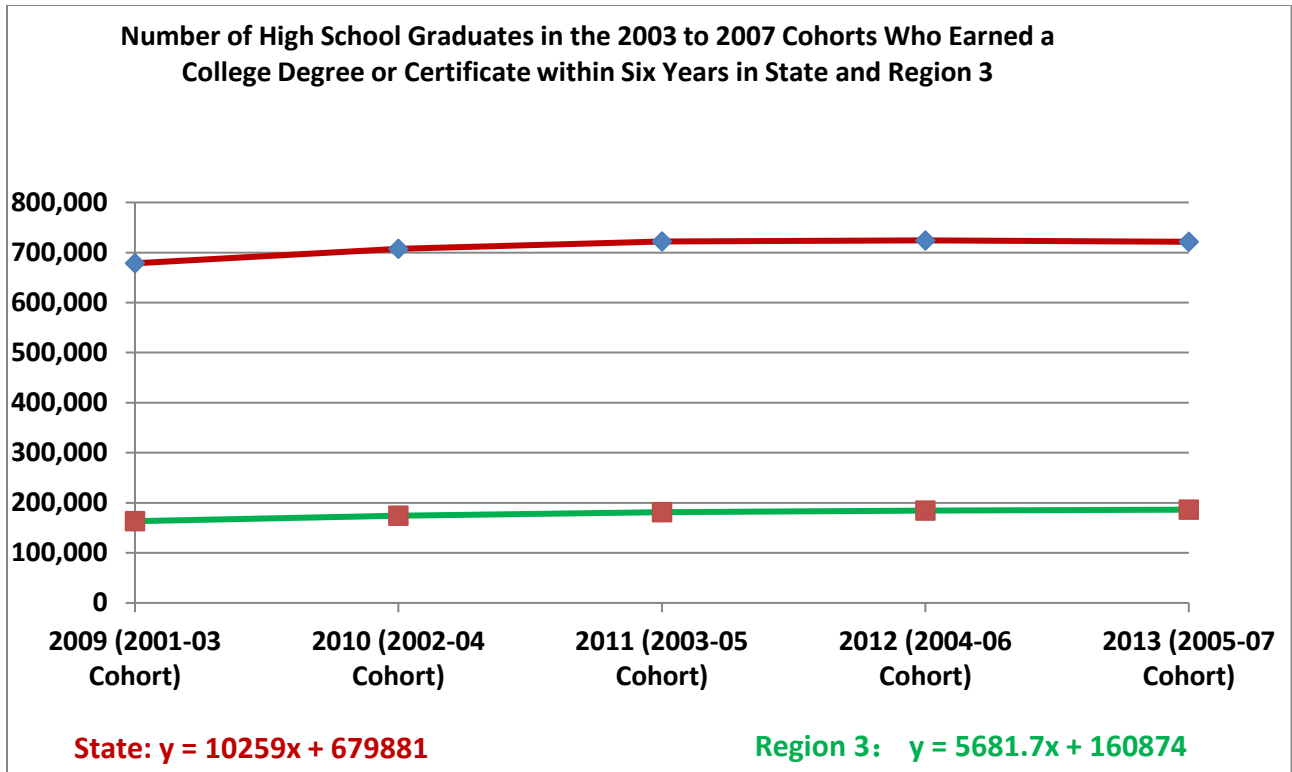
Of high school graduates who entered postsecondary education in the region, 26% completed a degree or certificate within 6 years, which is similar to the state data. Approximately 69% of 2-year college graduates and 74% of 4-year college graduates are employed in region, where graduates had slightly higher rates of employment and earned higher wages than those in the state. Mean fourth quarter wages, which had been decreasing for 2-year college graduates in the state and region from 2009 to 2011, increased in 2013. Mean fourth quarter wages for graduates of 4-year colleges increased in both the state and the region.

Public High School Graduates from Classes of 2003, 2004, 2005, 2006 and 2007 Who Earned a College Degree or Certificate within Six Years and Mean Annual Rate of Change from 2009 to 2013 in State and Region 3

Year/ Δ	State		Region 3	
	Number of H.S. Graduates	Percent with Cert/Degree	Number of H.S. Graduates	Percent with Cert/Degree
2013 (2007 grad)	721,296	26.2%	186,354	25.8%
2012 (2006 grad)	724,273	25.3%	184,714	24.6%
2011 (2005 grad)	721,901	26.6%	181,260	26.1%
2010 (2004 grad)	707,350	26.3%	173,929	26.0%
2009 (2003 grad)	678,464	23.2%	163,338	22.2%
Δ	↓0.4%	↑0.9%	↑0.9%	↑1.2%
MARC	↑1.5%	↑2.2%	↑3.5%	↑2.6%

(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 2013 and 2012; MARC = Mean Annual Rate of Change



Employment Rate and Average Wage in 4th Quarter for First Time in College (FTIC) Graduates of 2-year Colleges and Mean Annual Rate of Change 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
2013	92,888	65,545	69.5%	\$7,779	18,962	13,200	69.6%	\$8,016
2012	84,763	57,488	67.80%	\$7,198	13,806	9,368	67.90%	\$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	\uparrow 9.6%	\uparrow 14%	\uparrow 1.7%	\uparrow 8.7%	\uparrow 37.3%	\uparrow 41%	\uparrow 1.7%	\uparrow 4.5%
MARC	\uparrow 12.8%	\uparrow 13%	\downarrow -0.1%	\uparrow 0.5%	\uparrow 18.1%	\uparrow 17.6%	\downarrow -0.3%	\downarrow -0.2%

(Source: THECB – Gainful Employment –Placement Rate)

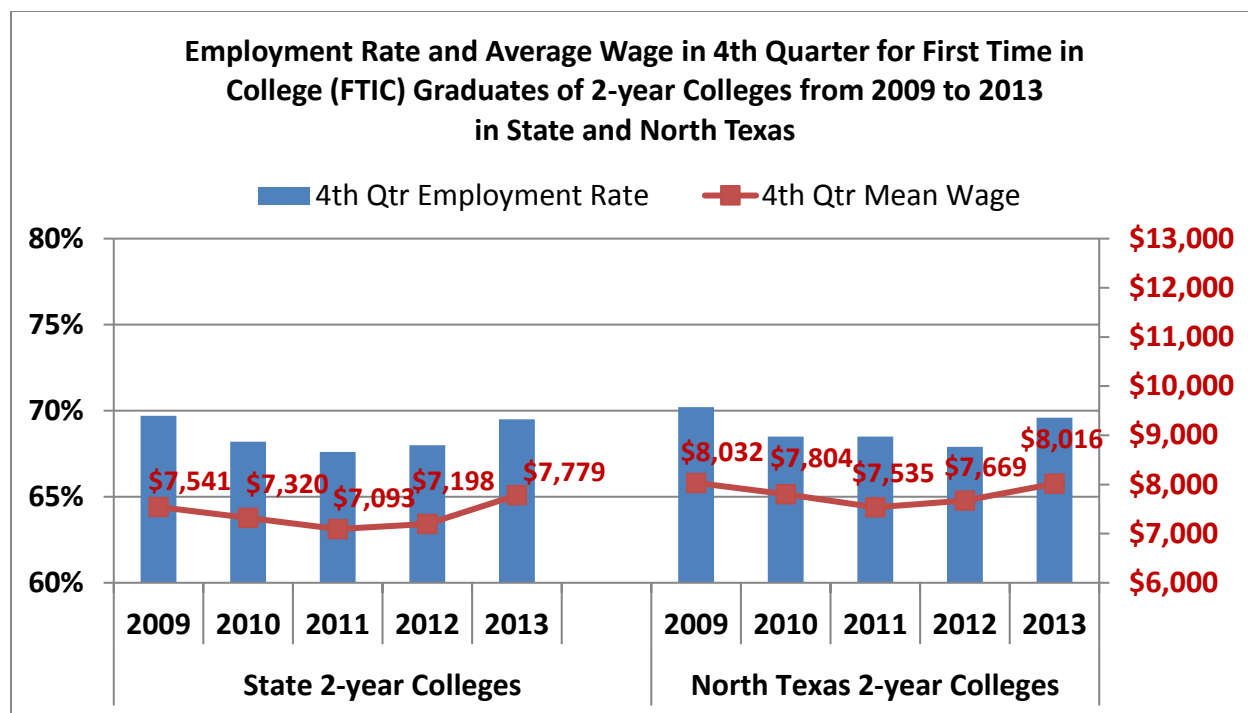
Note 1: Δ = Difference between 2013 and 2012, MARC = Mean Annual Rate of Change

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 2013 in State and North Texas

Year/ Δ	State 4-Year Colleges				North Texas 4-Year Colleges			
	Total Graduates	All Working	4th Qtr Empl. Rate	4th Qtr Mean Wage	Total Graduates	All Working	4th Qtr Empl. Rate	4th Qtr Mean Wage
2013	136,651	97,714	71.5%	\$11,290	32,077	23,556	73.4%	\$11,658
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 5.8%	\uparrow 6.1%	\uparrow 0.2%	\uparrow 7.7%	\uparrow 6.2%	\uparrow 6.6%	\uparrow 0.2%	\uparrow 7.0%

(Source: THECB – Gainful Employment – Placement Rate)

Note 1: Δ = Difference between 2012 and 2013

Note 2: North Texas 4-year colleges include Tarleton State University, Texas A&M - Commerce, Texas Woman's Univ., University of Texas at Arlington, University of Texas at Dallas, University of North Texas, and University of North Texas at Dallas. Starting from 2013, the data for University of North Texas at Dallas has been available and included.

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

