



E³ ALLIANCE

2008 Central Texas
Education Profile

July 31, 2008

What is the E³ Alliance?

- A catalyst for change
- The P-16 Council for Central Texas

Aligning our education systems to better fulfill the potential of every citizen and, in turn, drive a globally competitive economic future



Acknowledgements

This Profile would not be possible without the support of our partner organizations and funders:

Partner Organizations

- Central Texas Sustainability Indicators Project
- Greater Austin Chamber of Commerce
- Region 13 Education Service Center
- Texas Education Agency
- Texas Higher Education Coordinating Board

Funders

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- Austin Area Research Organization
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Acknowledgments

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Profile Overview

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What is the Education Profile?

A comprehensive review of education in Central Texas

- Who our students are and where they go to school
- Comparisons by demographic group, district, and higher education institution
- Performance outcomes
- Factors related to P-16 student achievement
- Recommendations based on initial findings

Why a Regional Profile?

From Information to Action

1. A **communication tool** in our efforts to engage the region around systemic change in education
2. Focus and drive **further research**
3. Guide **alignment efforts** for the region

Selected Findings

1. Overall student achievement is improving, but large disparities between groups remain
 - *Differences in school and district demographics do not fully explain gaps in student performance*
2. Math & science achievement gaps are large and -- in some cases – growing
 - *Also, experienced Math and Science teachers not assigned to high needs schools*
3. English Language Learners (ELL) students are the most rapidly growing demographic group
 - *Performance is improving but far below peers in all categories*
4. 9th grade is the bellwether year
 - *For staying in high school and graduating on time*

Selected Findings

5. More students complete more rigorous coursework
 - *Yet far too few demonstrate college readiness*
6. Higher ed enrollment rates (direct to college) have increased slightly over the past five years
7. The college graduation rate of students from Central Texas is 43%
 - *Still far below Closing the Gaps Goals*
 - *Over half of CT degree-seeking college students are non-traditional*
8. **Overall, too few Central Texas students**
 - *Graduate high school*
 - *Go to college, and*
 - *Get a post-secondary degree*

... to meet our regional economic needs and create a globally competitive future for Central Texas

Economics: Central Texas in the 21st Century

Economics: Texas Highlights

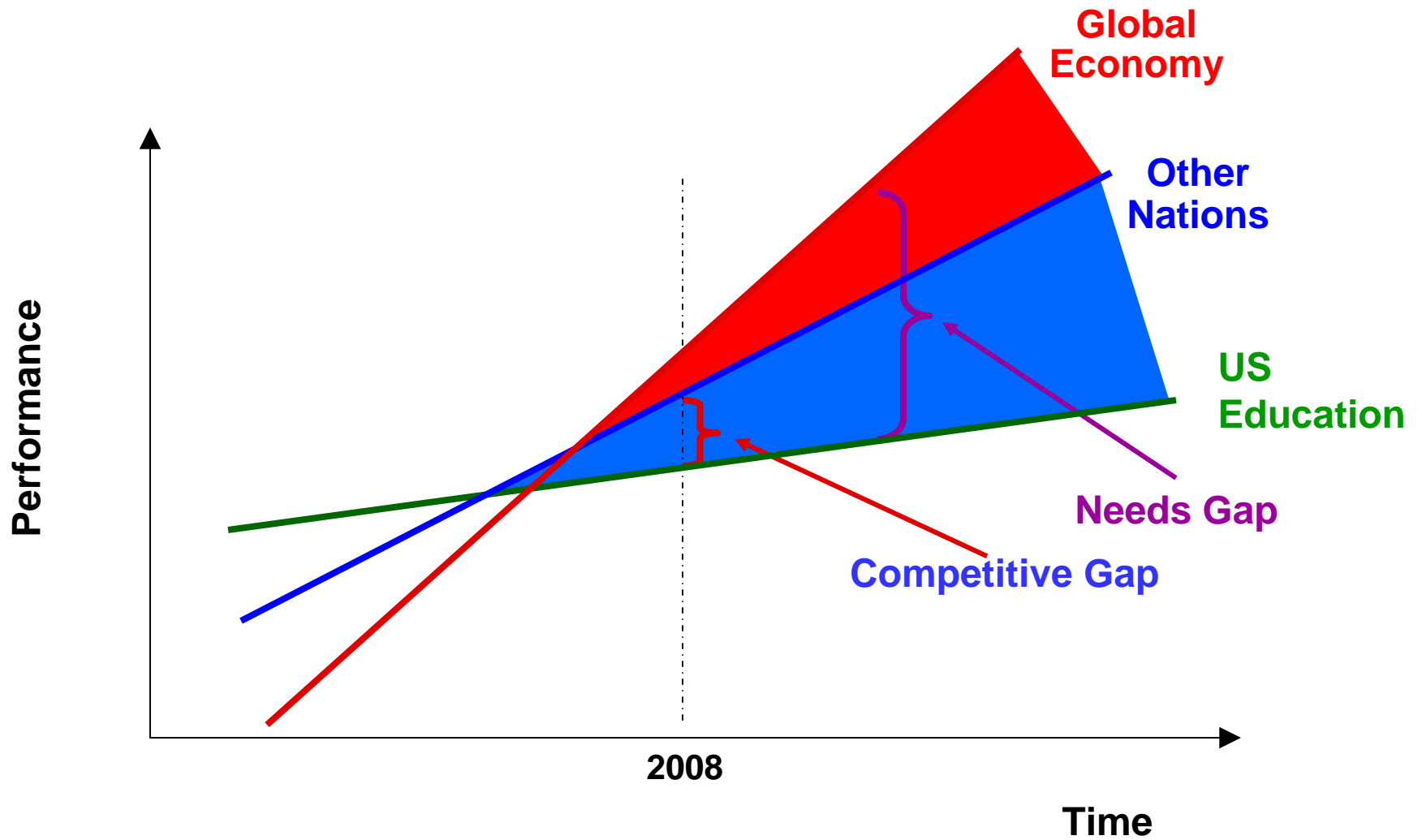
1. Statewide, each annual class of dropouts costs Texas **\$32 Billion** over their lifetimes*
2. Meeting *Closing the Gaps* goals would:
 - ↑ Texas economy by **\$1.9 trillion by 2030****
 - ↑ Central Texas employment by more than 100,000 jobs
3. Increasing engineering degrees by 25% would add **\$6 billion** to Texas within 15 years***

*Source: www.all4ed.org/pressroom_room/press_releases/030/2006

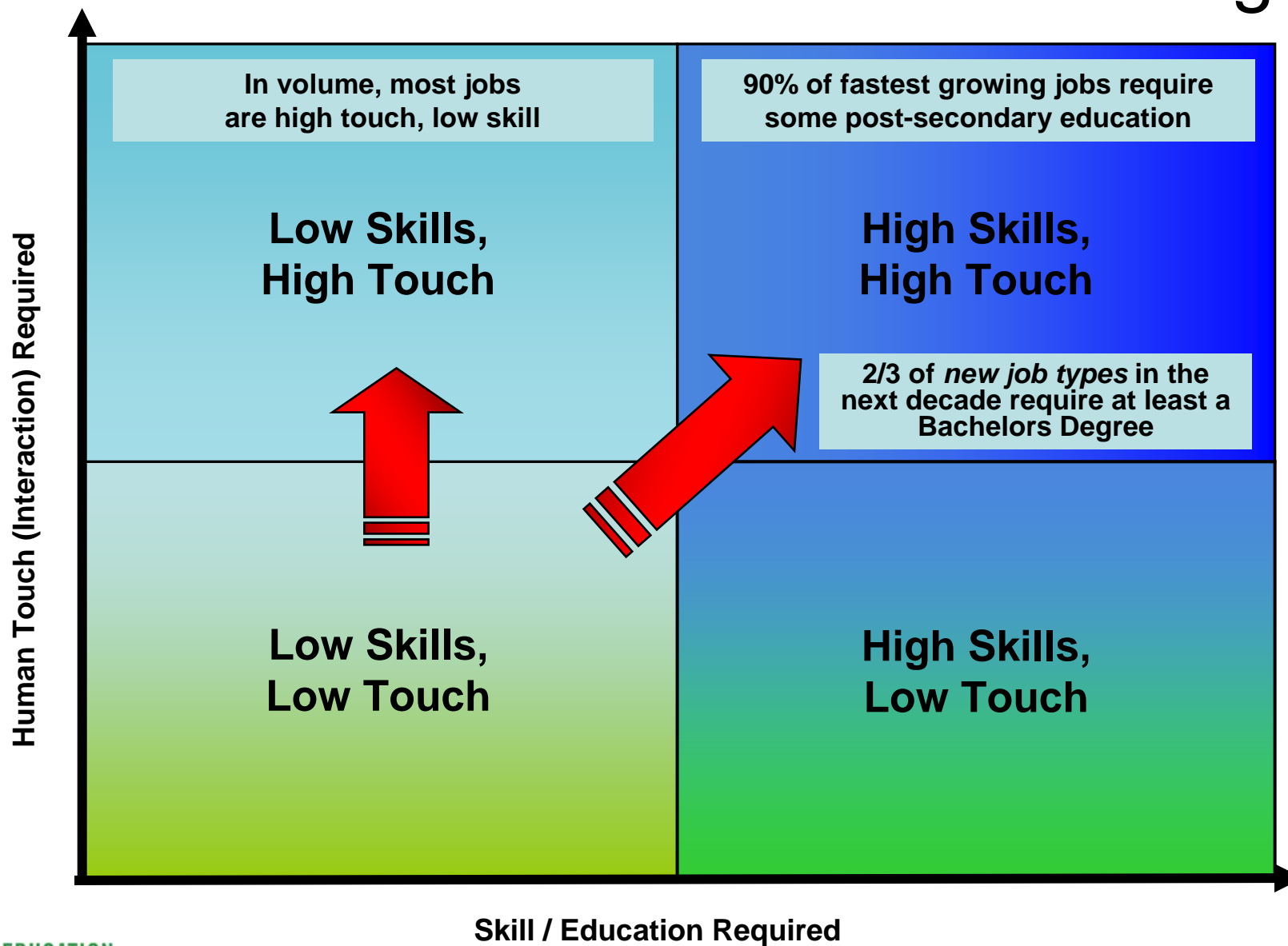
**Source: The Perryman Group, *A Tale of Two States ... And One Million Jobs!*, 2007

***Source: The Perryman Group, *The Potential Impact of an Initiative to Increase the Pool of Engineering and Computer Science Graduates on Business Activity in Texas*, 2007

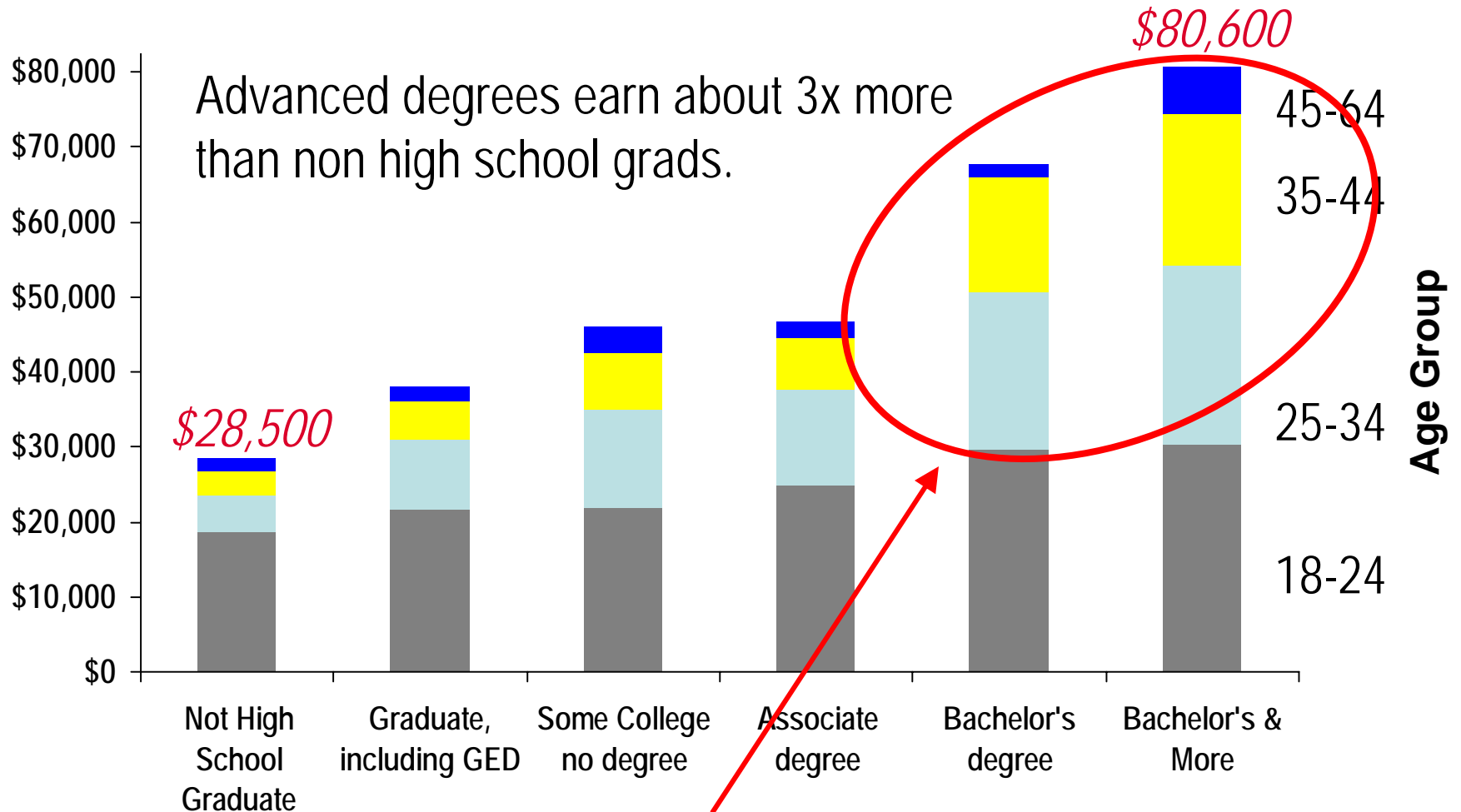
“The Big Disconnect”



U.S. Workforce Needs Are Shifting



Why Do We Care?

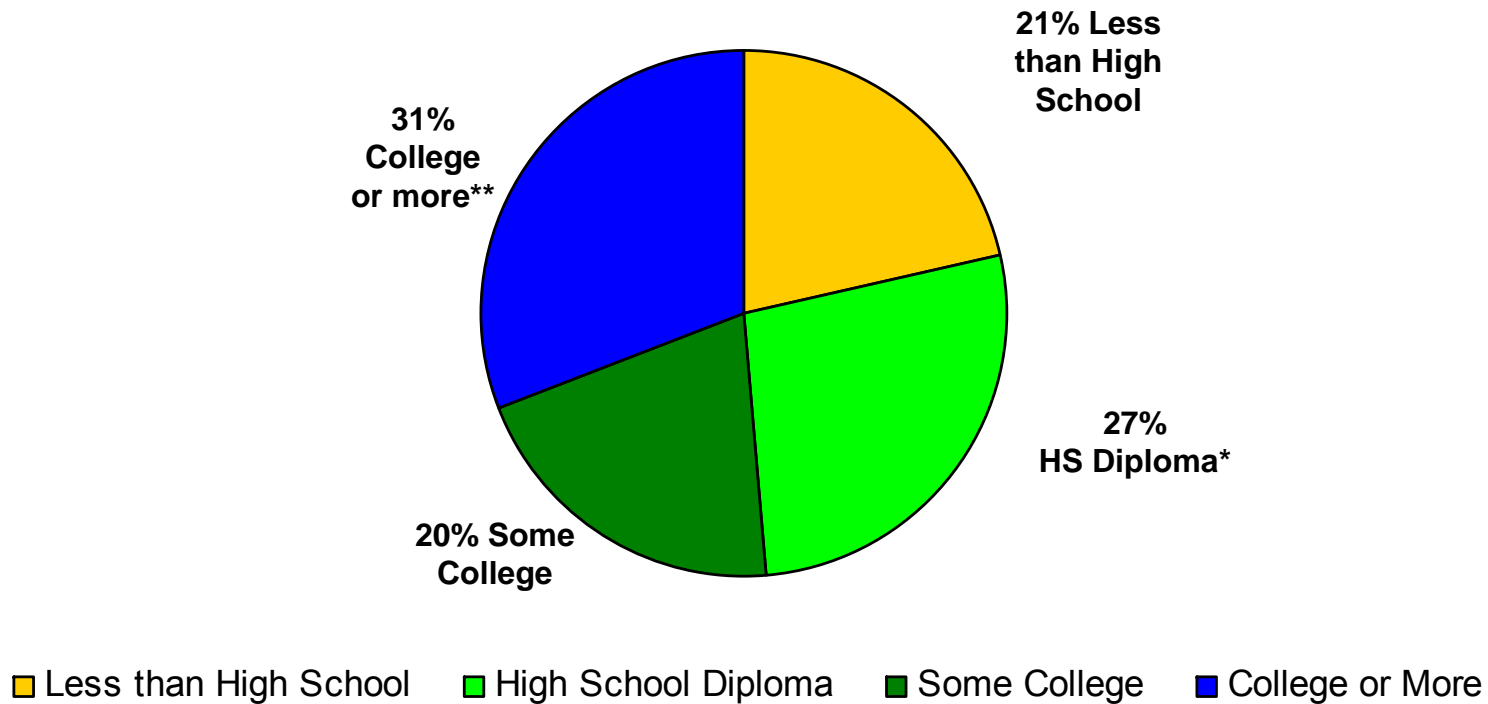


**Higher degree =
higher growth potential**



Source: US Census Bureau Current Population Survey, March 2005

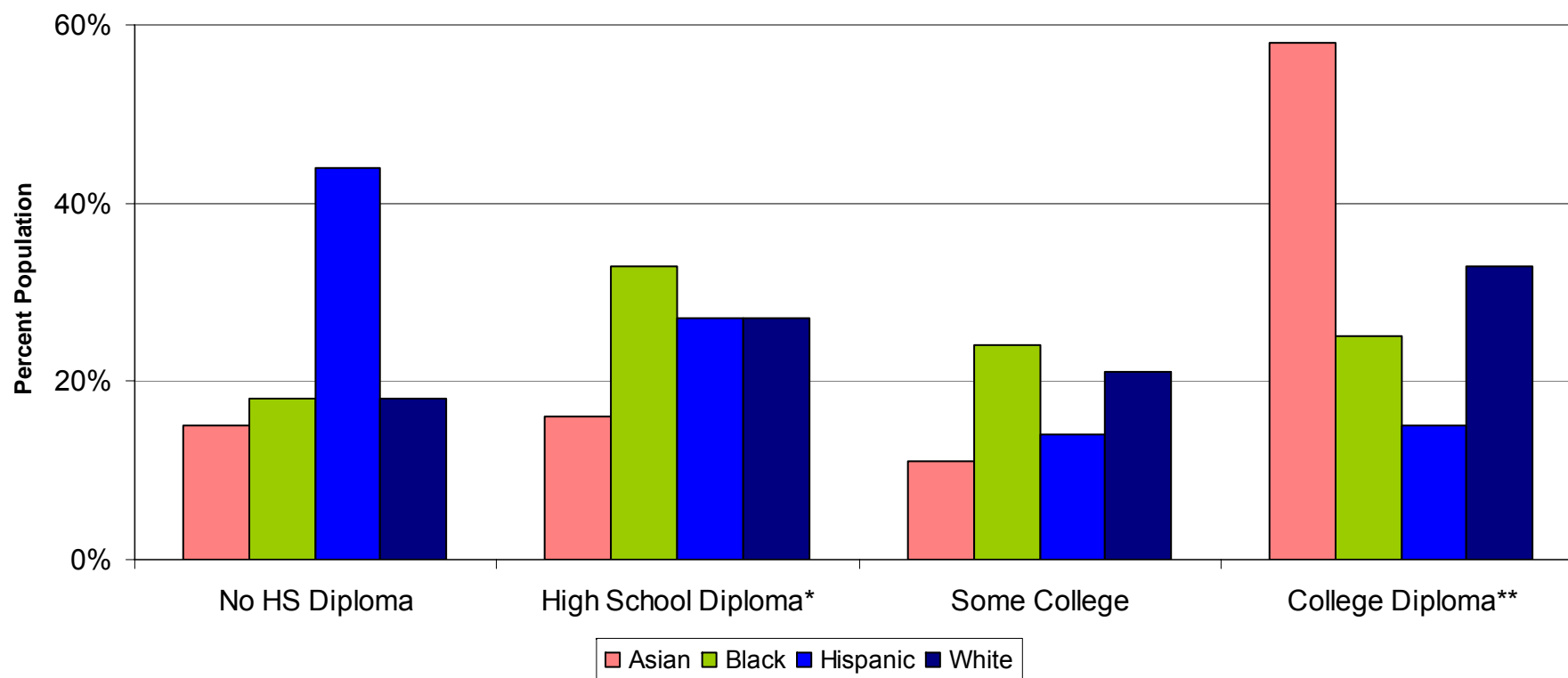
Texas Today: Almost Half Have a High School Diploma or Less



*Includes G.E.D.
** Includes Associate's, Bachelor's, or Graduate Degree

Wide Gaps in Education Attainment Across Texas Populations

Education Outcomes of Texans, Age 25 and Over (2006)



*Includes G.E.D.

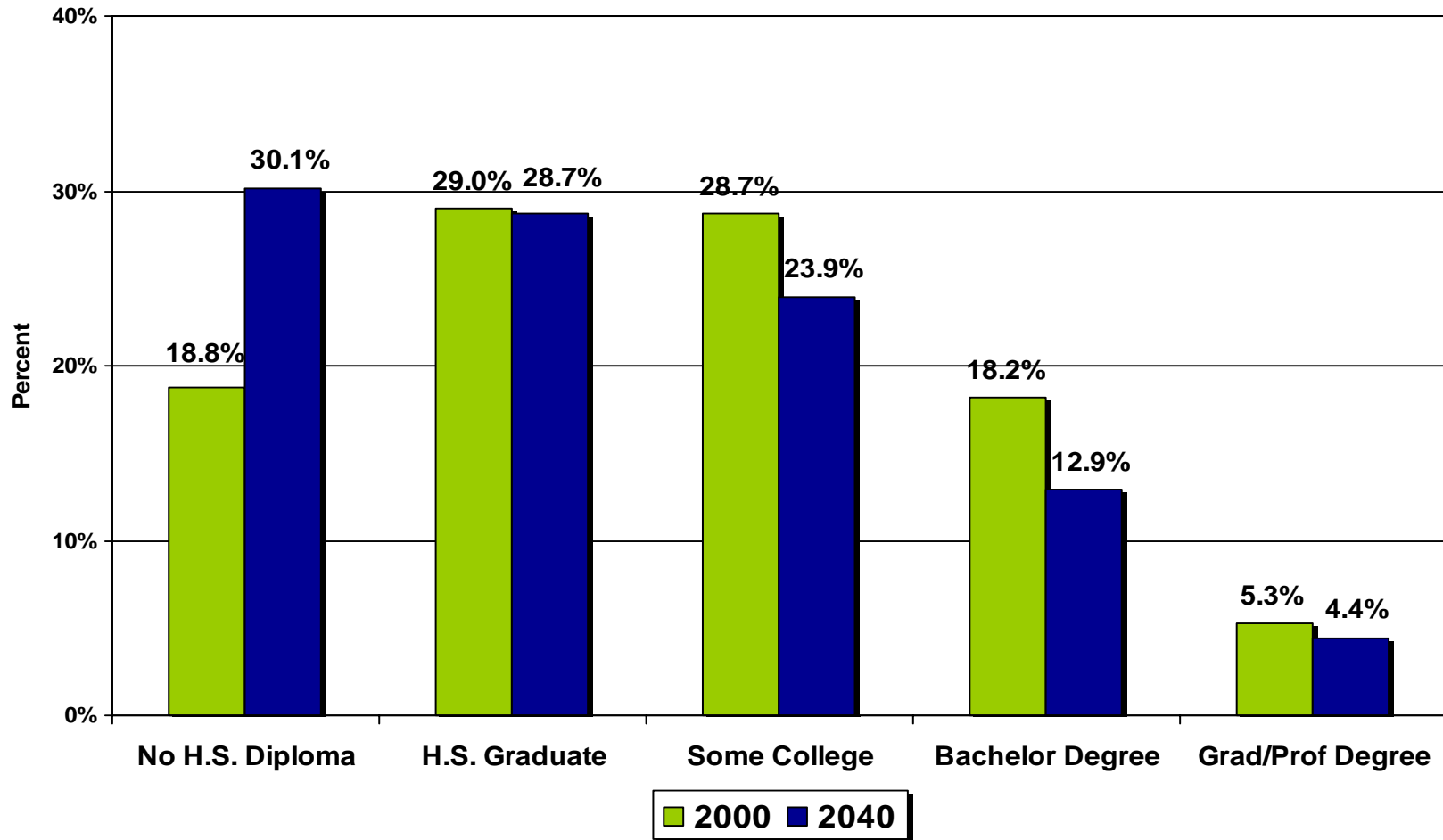
** Includes Associate's, Bachelor's, or Graduate Degree



Source: U.S. Census – American Community Survey, 2006

Without Systemic Change, Attainment Will Drop Even More

Projected % of Texas Population Ages 18 to 65 by Education Outcomes



Central Texas Economic Future Dims Without Increased College-Going Rates

1. Each annual class of dropouts costs Central Texas **\$425+ Million** over their lifetimes*
2. If no change, by 2030, Central Texas will:**
 - Lose **85,000** jobs
 - Personal income ↓ **~\$10 Billion**
 - Local spending ↓ **\$40+ Billion**

*Source: Data derived from TEA, AEIS reports and Cecelia Rouse, "Labor Market Consequences of an Inadequate Education." Symposium on Social Costs of Inadequate Education, 2005.

**Source: The Perryman Group, *A Tale of Two States and One Million Jobs*, 2007

Texas Will Reap Huge Economic Benefits by “Closing the Gaps”

By 2030:

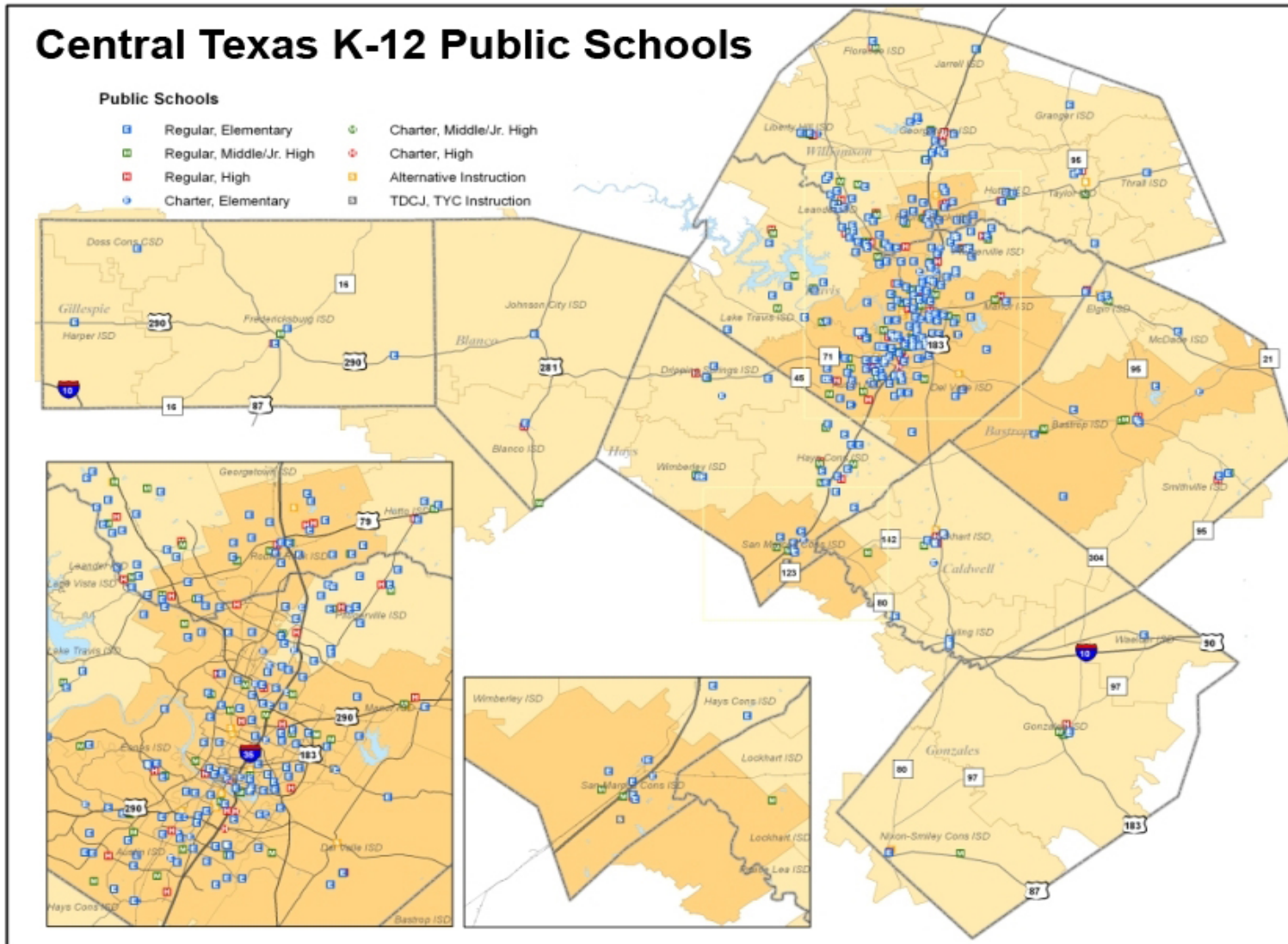
- **↑ \$1.9 Trillion** in economic output
- **↑ 1,000,000** new jobs in Texas
- **↑ 100,000** new jobs in Central Texas

Education Profile Scope of Work

Scope of Central Texas Education Profile: P-12

- Total: **35** districts; **17** charter school districts
 - Total number of P-12 public schools students: **278,677***
 - Charter school enrollment: **1.7%** of the total public school population (**4,599** students)
 - Not included: **~8,500** private school students
- Covers Austin-Round Rock Metropolitan Statistical Area (MSA) five-county region: **Bastrop, Caldwell, Hays, Travis** and **Williamson** Counties
- Plus districts in Austin Community College (ACC) Service Area: **Blanco, Doss, Fredericksburg, Harper, Johnson City,** and **Nixon-Smiley**

Geographic Map for Central Texas Education Profile



Scope of Central Texas Education Profile: P-12 Characteristics

- **35 districts classified by student enrollment:**
 - 8 Large districts: **>7,500** students
 - 14 Medium districts: **1,500-7,500** students
 - 13 Small districts: **<1,500** students
- **9 Partner Districts (75% CT student enrollment)** participate frequently in community engagement and alignment work

Austin

Eanes

Pflugerville

Bastrop

Leander

Round Rock

Del Valle

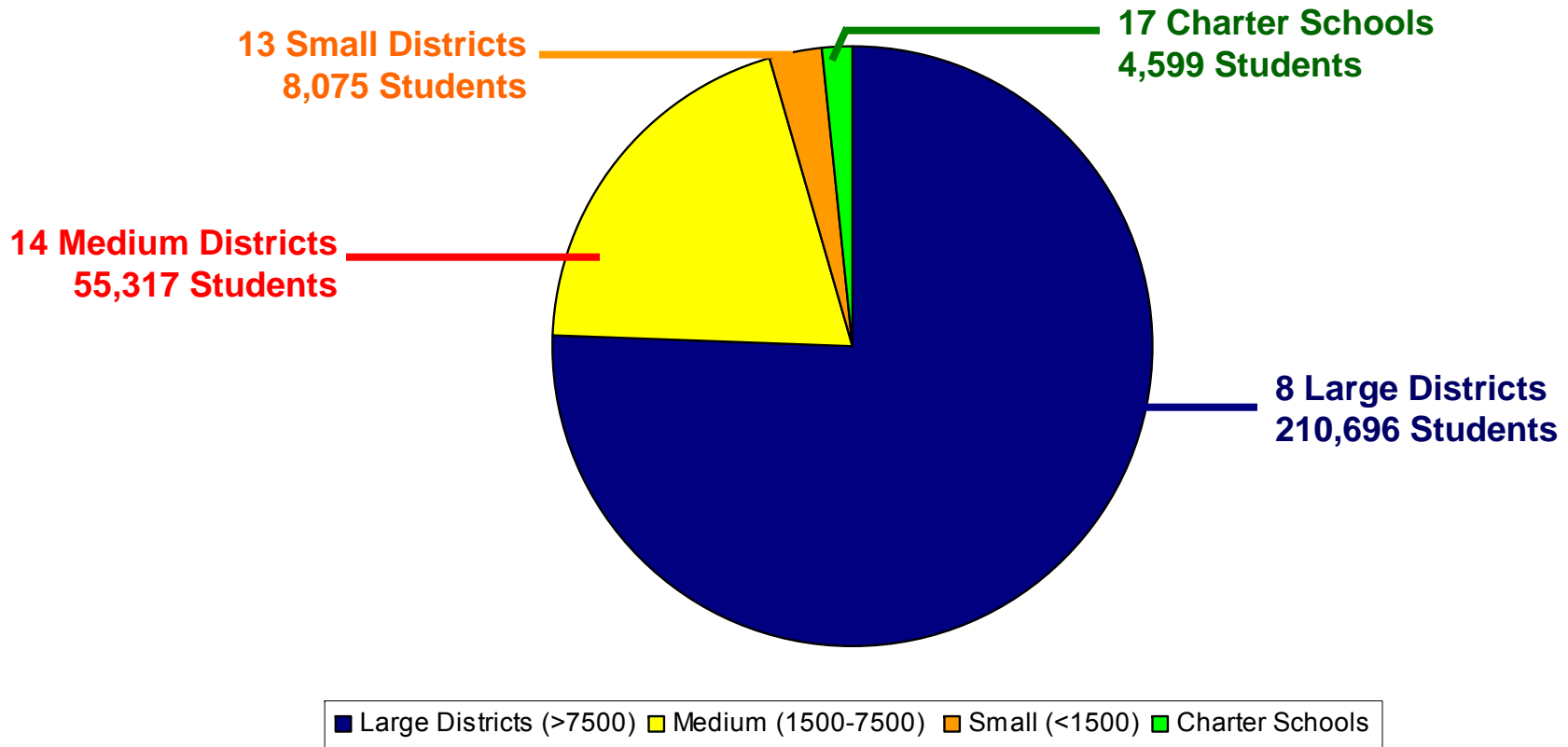
Manor

San Marcos

- **Students classified according to:**
 - Economic status (Low Income, Non-Low Income)
 - English Language Learners (ELL, Non-ELL)
 - Ethnicity (Black, Hispanic, White, etc.)
 - Gender

Scope of Central Texas Education Profile: P-12 Enrollment

Distribution of P-12 Students in Central Texas, 2006-07



Total of 278,677 students in 35 districts and 17 charters

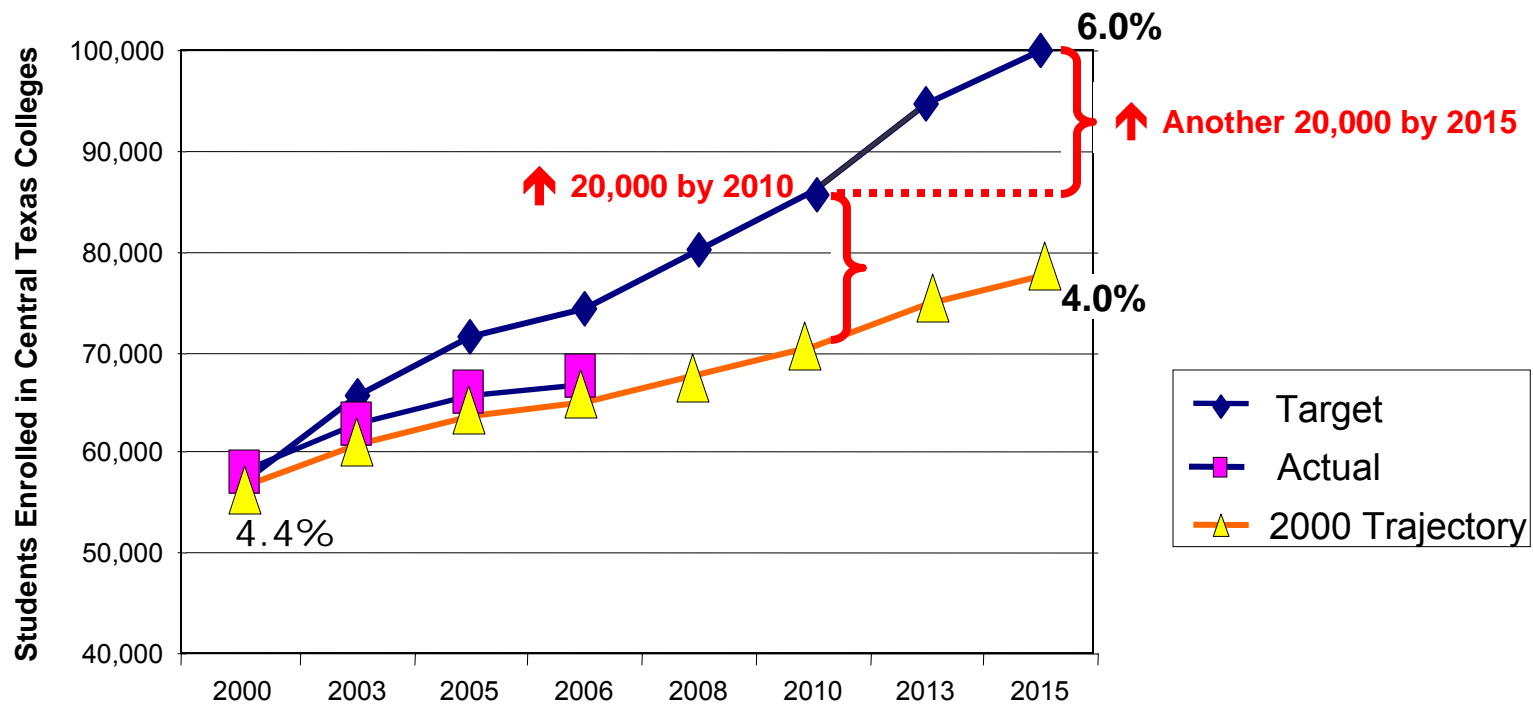
Scope of Central Texas Education Profile: Higher Education

- **101,100** undergraduates in Regional institutions
- **7 Regional colleges and universities in the Austin-Round Rock MSA**
 - Austin Community College*
 - Concordia University
 - Huston-Tillotson University
 - St. Edward's University
 - Southwestern University
 - Texas State University – San Marcos
 - The University of Texas at Austin
- **Other colleges with high Central Texas enrollment**
 - Blinn Junior College*
 - Central Texas College*
 - Texas A&M University
 - The University of Texas at San Antonio

*2 year institutions

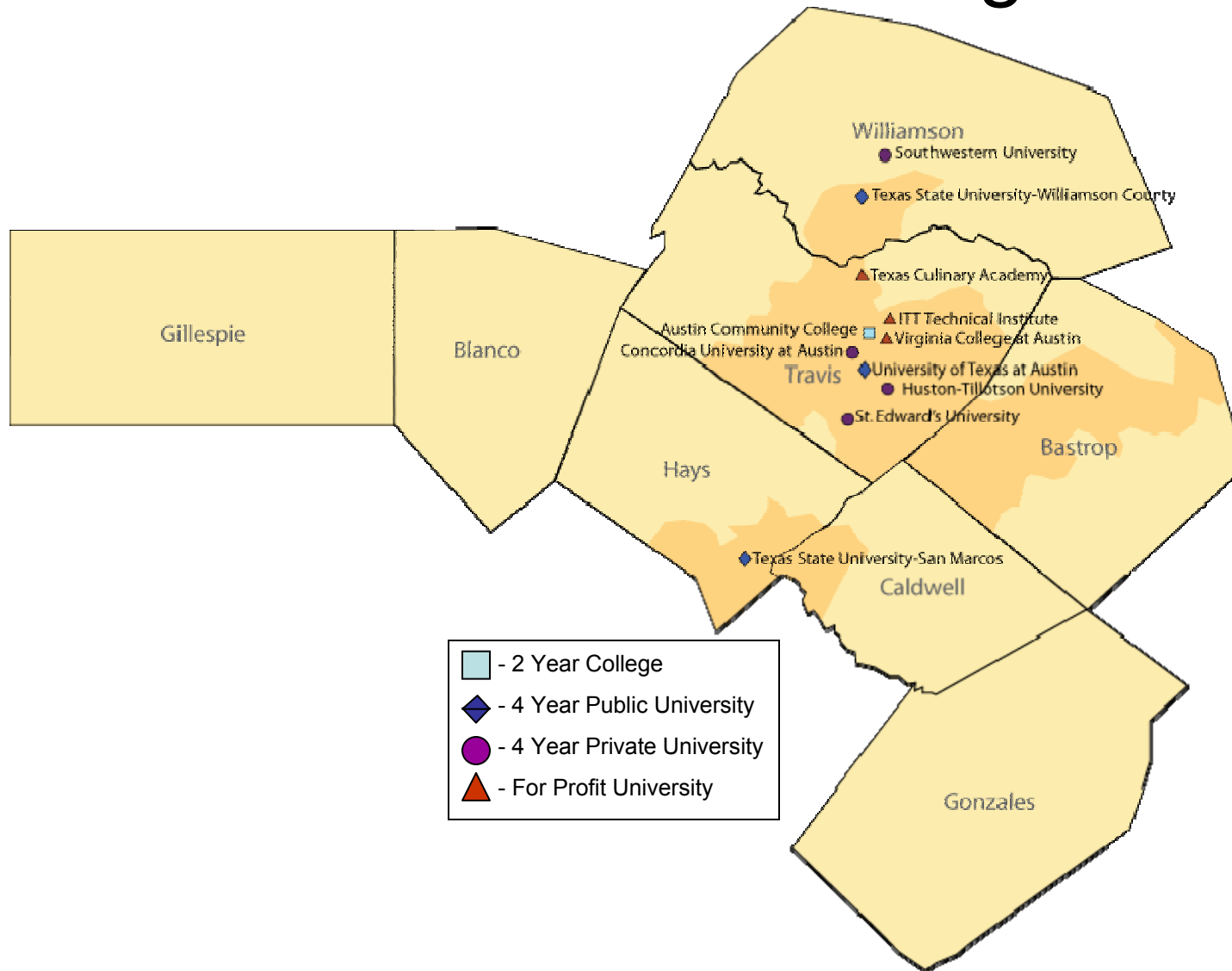
Central Texas College Enrollment Not on Target for “Closing the Gaps”

Residents in Austin MSA Enrolled in Higher Education



“Closing the Gaps” is the Texas Higher Education Coordinating Board’s state goals for Texas student success in higher education, including enrollment through graduation.

Geographic Map of Central Texas Colleges



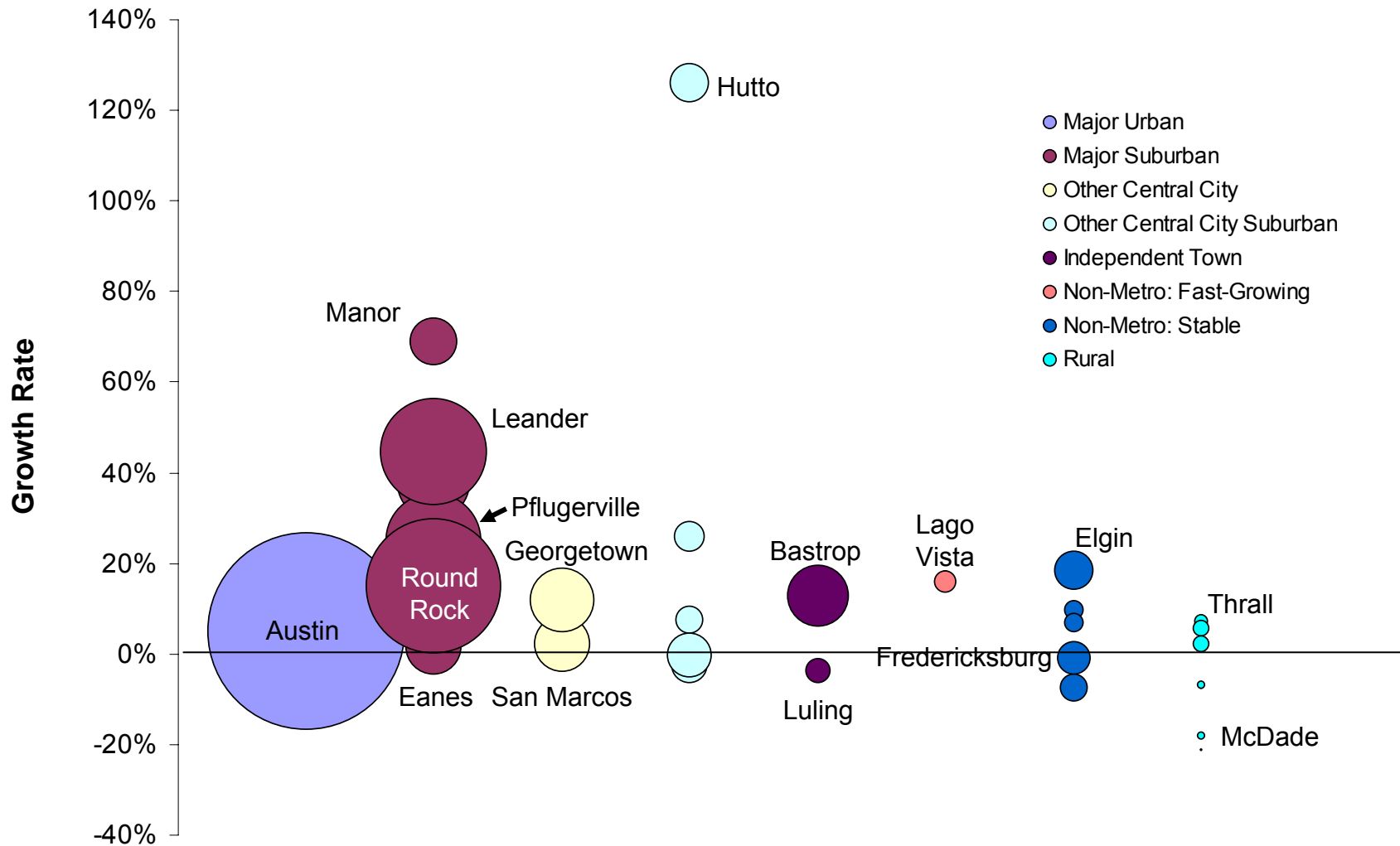
Our Changing Demographics

Central Texas Growth and Demographic Trends

1. Capital Area* populations expected to grow by **37%** between 2000-2015 and to **double** by **2040**
2. Greatest growth expected in the Hispanic population, from **30%** of the Central Texas population to **over 50%**
3. CT low income population is rapidly increasing and expanding in geographic area
4. By 2030, the majority of our region will be non-White
– Our schools are already there!

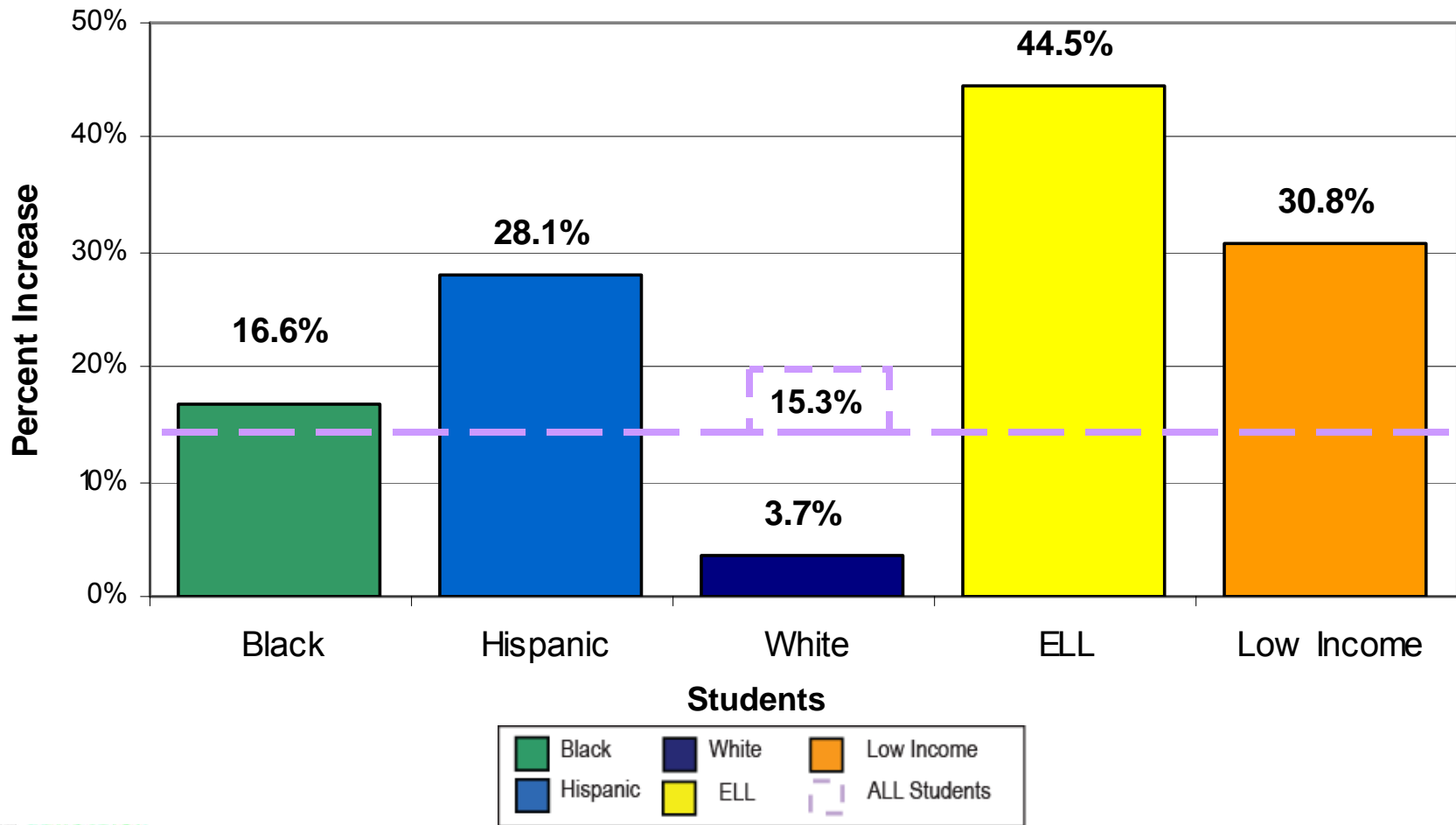
Capital Area includes Travis, Hays, and Williamson Counties

District Type & 5-Year Rate of Growth



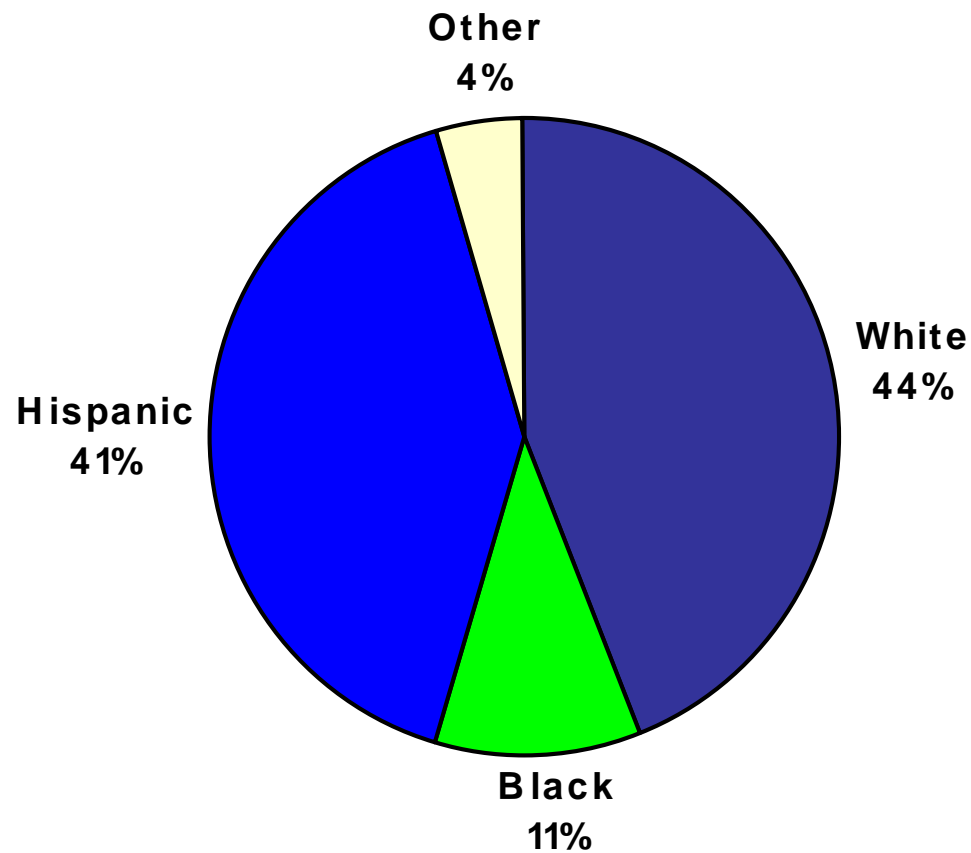
Disproportionate Growth Across Student Populations

Central Texas Student Enrollment Growth, 2002-03 to 2006-07



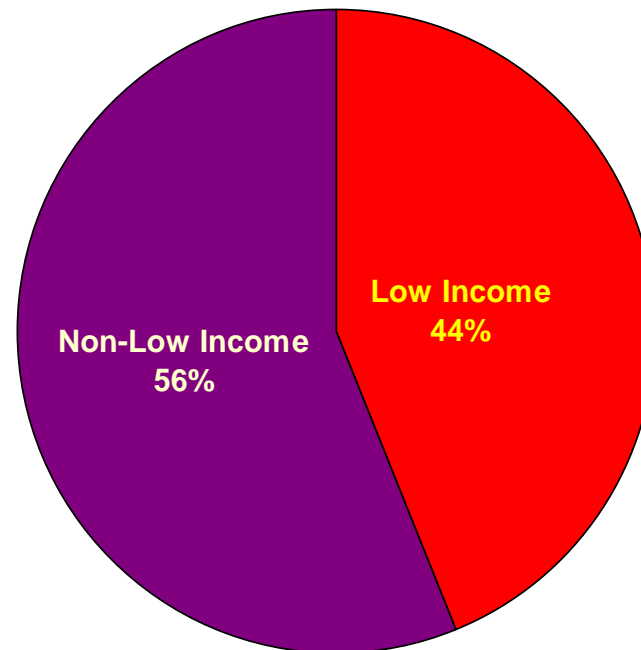
Enrollment by Ethnicity

Enrollment by Ethnicity, All CT Districts and Charter Schools, 2006-07



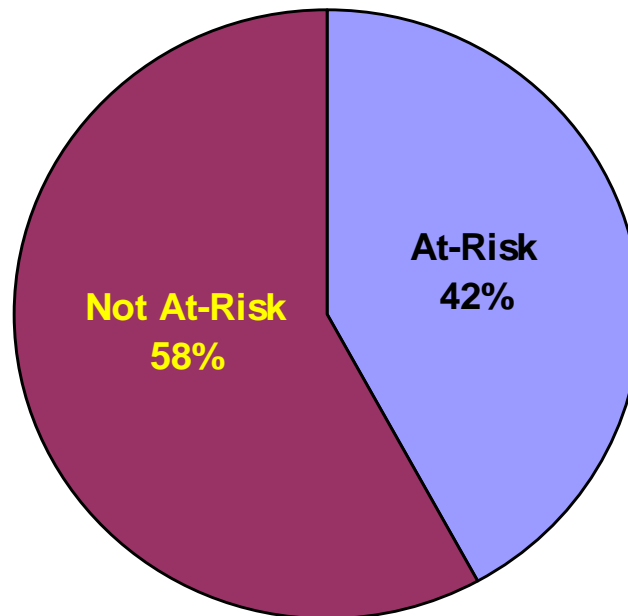
Nearly Half of the Student Population is Low Income

Enrollment by Economic Status, All CT Districts and Charter Schools, 2006-07



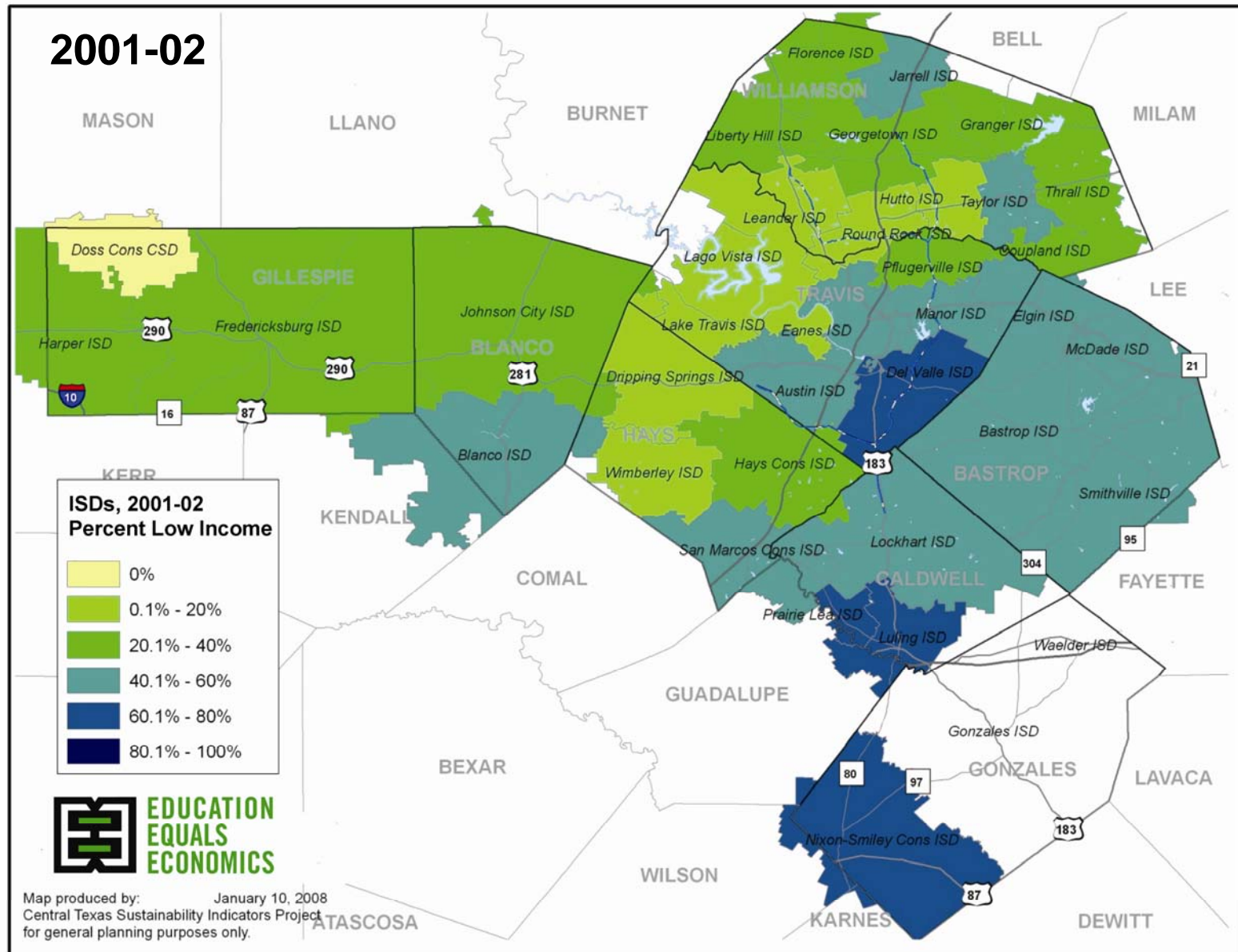
Over 40% of Students are “At-Risk”*

**At-Risk Student Population, All Districts
2006-07**

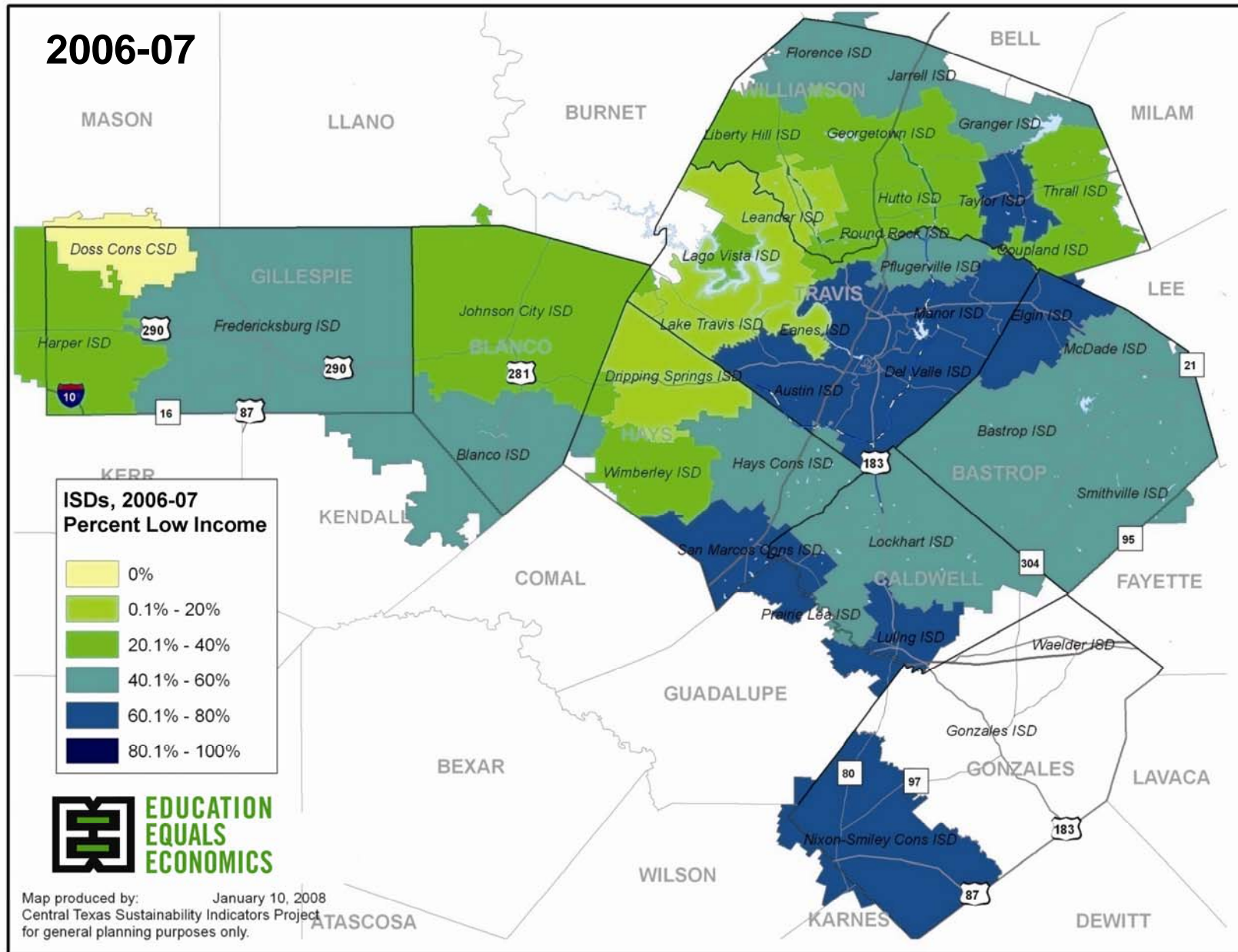


***“At-Risk” is based on 14 TEA-defined social, academic, and behavioral factors. Does not include income.**

Central Texas Income Distribution: Where We've Been...



...And Where We Are Now



Economic Breakdown of Central Texas School Districts

0-20.0% Low Income

(5 Districts)

District Name	% Low Income, 2006-07
Doss Cons.	0.0%
Eanes	2.7%
Dripping Springs	10.4%
Lake Travis	11.7%
Leander	19.2%
Lago Vista	19.9%

20.1-40.0% Low Income

(9 Districts)

District Name	% Low Income, 2006-07
Wimberly	20.3%
Liberty Hill	22.0%
Thrall	24.0%
Round Rock	24.7%
Johnson City	28.8%
Coupland	33.3%
Harper	33.4%
Hutto	35.1%
Georgetown	36.2%

40.1-60.0% Low Income

(12 Districts)

District Name	% Low Income, 2006-07
Pflugerville	41.4%
Hays Cons.	41.5%
Blanco	42.7%
Smithville	47.3%
Florence	47.4%
Fredericksburg	47.5%
Jarrell	50.8%
Granger	51.9%
Bastrop	53.7%
Lockhart	57.1%
Prairie Lea	57.3%
McDade	57.8%

60.1-80.0% Low Income

(8 Districts)

District Name	% Low Income, 2006-07
Elgin	60.1%
Taylor	60.8%
Austin	60.9%
Luling	63.1%
San Marcos	67.0%
Manor	69.5%
Nixon-Smiley	74.5%
Del Valle	77.1%

Charter School Enrollment Small, but Growing Fast

1.7% of CT students attend charter schools*

	2002-03	2006-07	Growth
All Students	2,522	4,599	81%
Black	727	1,024	41%
Hispanic**	567	1,719	203%
White	1,182	1,644	39%
Other Ethnicities	46	168	365%
Low Income	1,097	2,086	90%
ELL**	14	250	1,686%

*Does not include Pre-K numbers

**Approximately 25% of the increase in Hispanic and ELL students can be attributed to KIPP

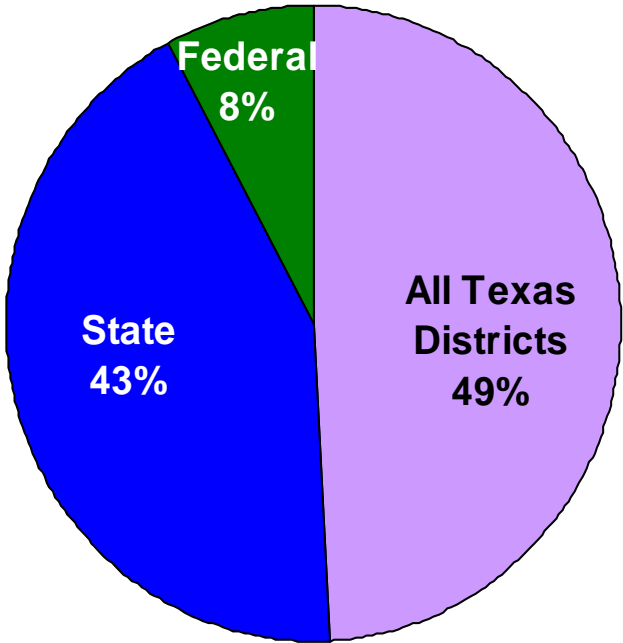
School Operations

School Operations

1. Local revenues support public education at far greater rates than state revenues
2. Gap between state and local funding much larger for Central Texas schools
3. Teacher and administrator turnover high
Teacher turnover higher at high-needs schools

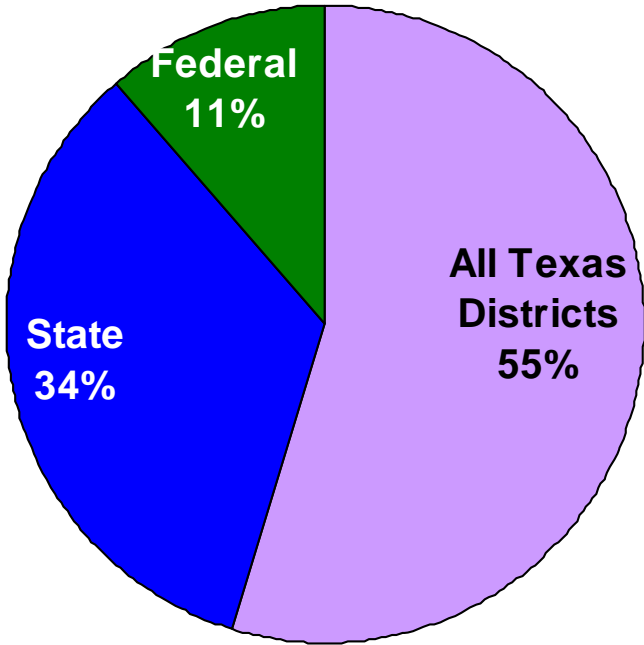
Texas School Funding Grows, But State Share Declines

Sources of **Texas** Per-Pupil Funding
(Weighted Average) 1996



Avg. Funding/Pupil: \$5,233
Avg. District Share: \$2,577

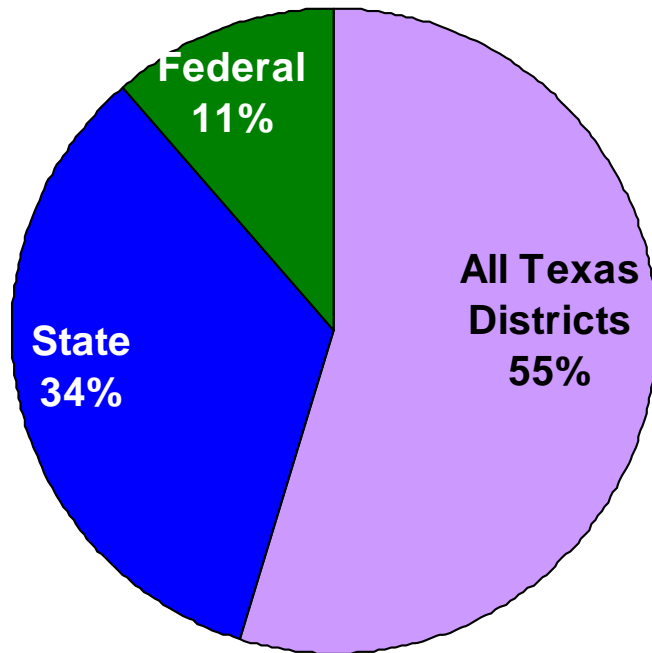
Sources of **Texas** Per-Pupil Funding,
(Weighted Average) 2007



Avg. Funding/Pupil: \$8,768 (\$6,642 in Constant '96 Dollars)
Avg. District Share: \$4,787 (\$3,587 in Constant '96 Dollars)

Central Texas District Share Far Exceeds State Average...

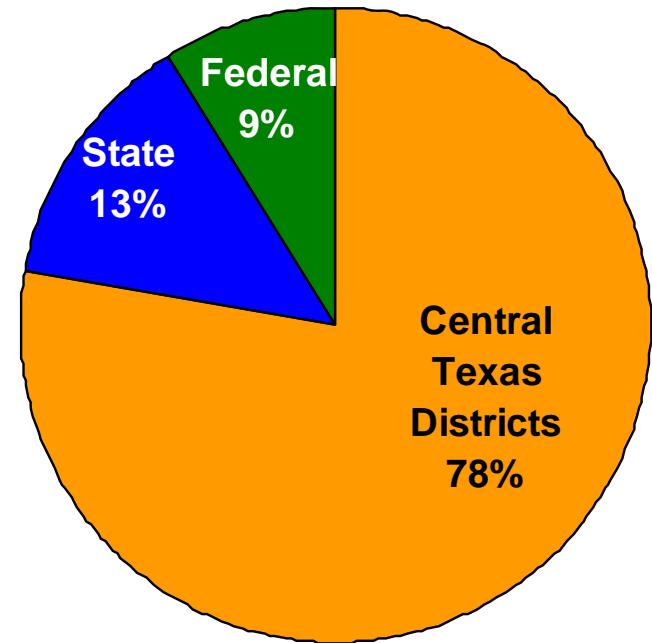
Sources of **Texas** Per-Pupil Funding
(Weighted Average) 2007



State Avg. Funding/Pupil: \$8,768

Avg. District Share: \$4,787

Sources of **Central Texas** Per-Pupil Funding,
(Weighted Average) 2007

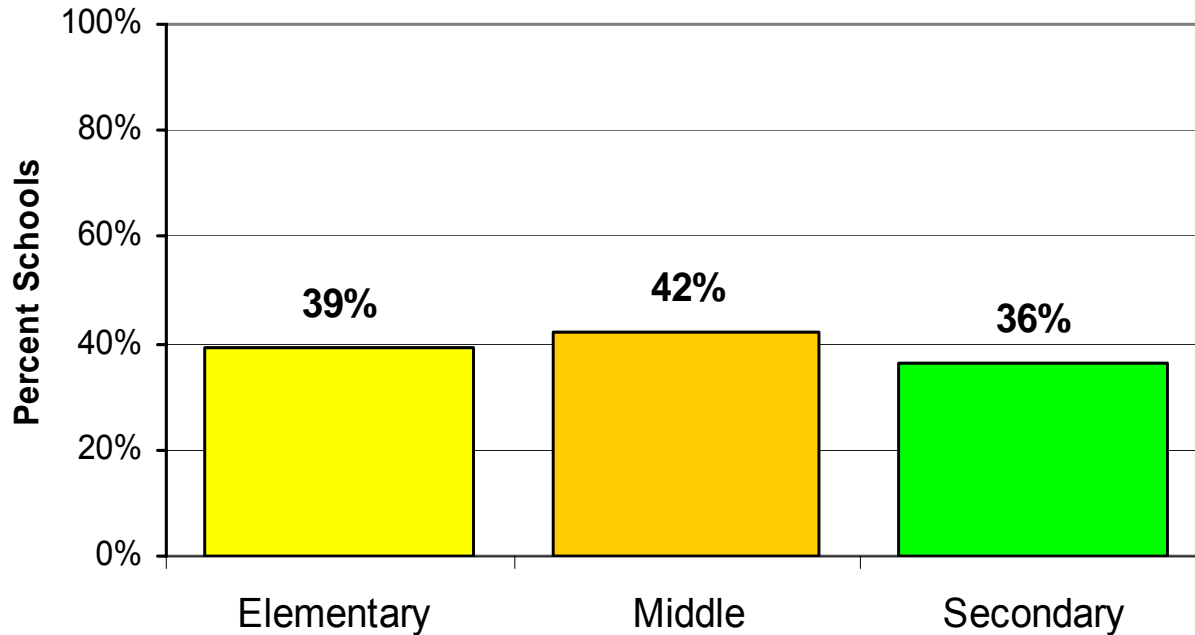


CT Avg. Funding/Pupil: \$8,920

CT Avg. District Share: \$6,958

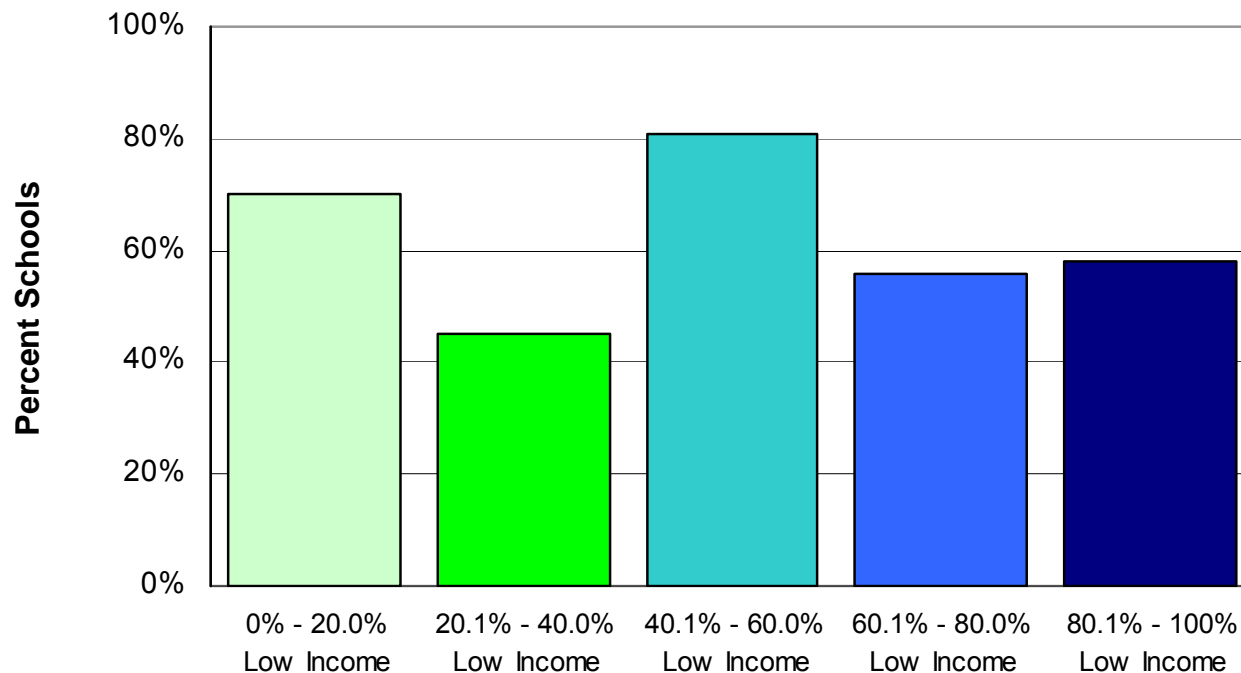
Less Than 40% of Principals at Same School for 5 Years

**Schools with Same Principal for 5 Years
All CT Schools 2001-02 Through 2006-07**



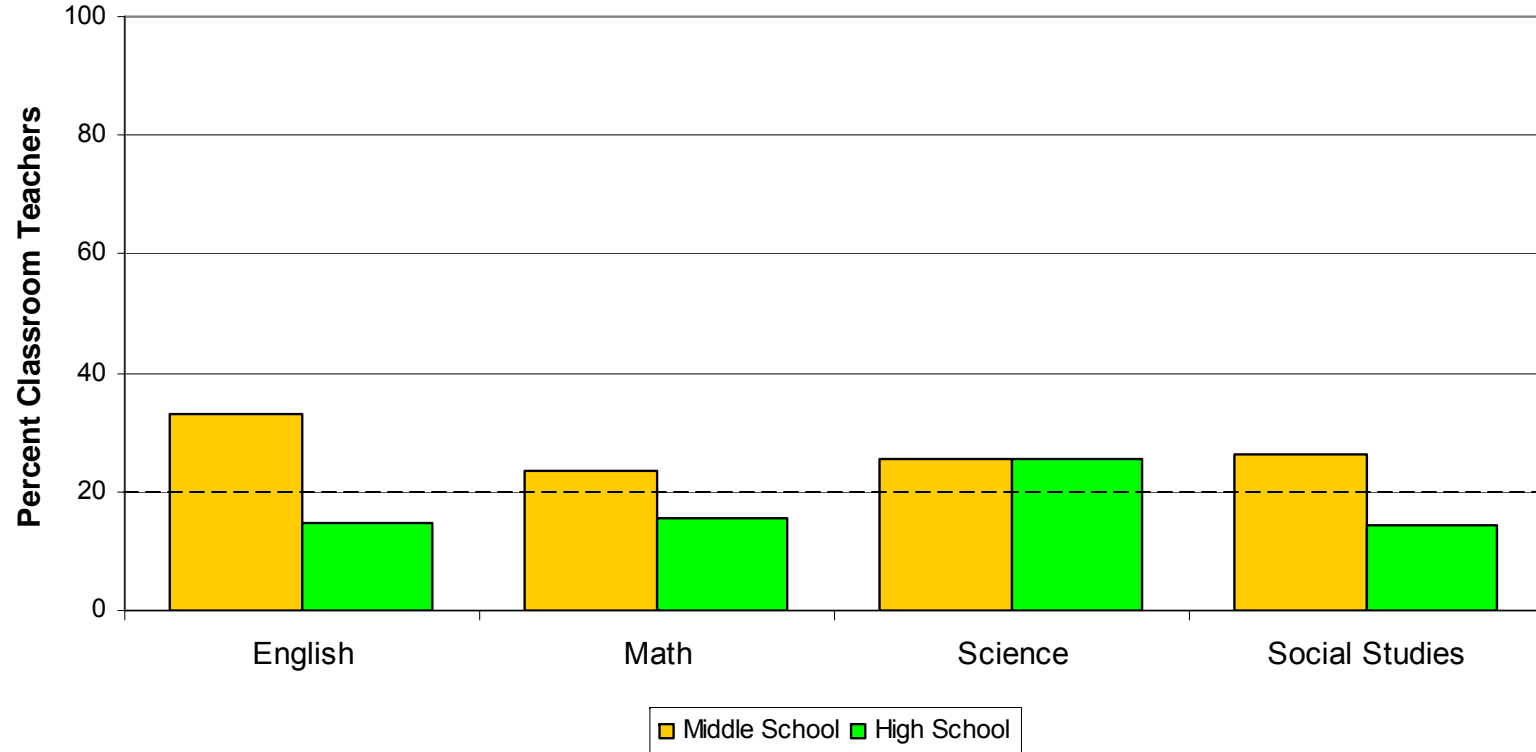
Principal Turnover Higher for Low and Middle-Needs Schools

Schools with New Principal, At Least Once in 5 Years
All CT Schools, 2001-02 through 2006-07

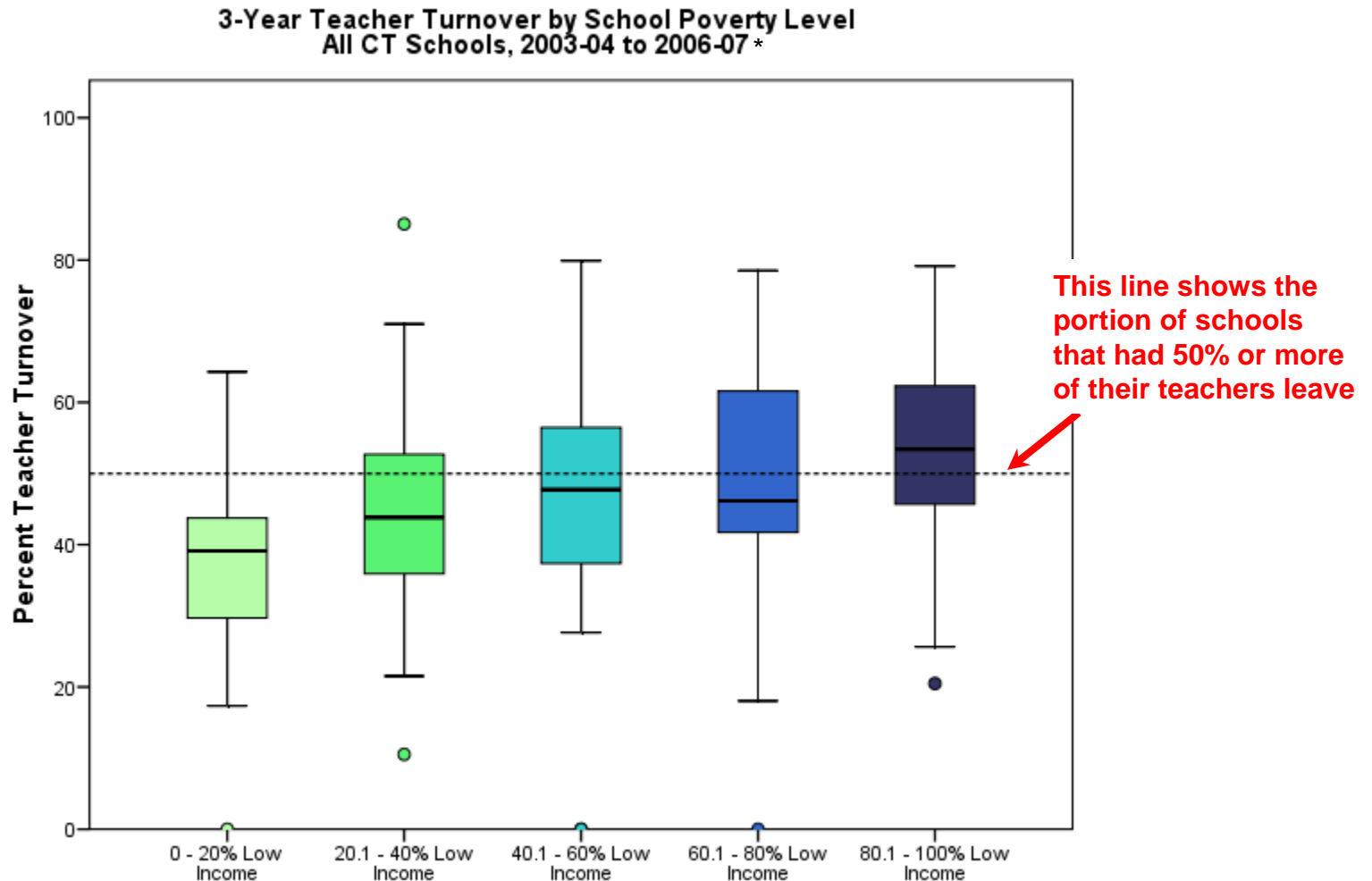


About 20% CT Secondary Teachers Not Certified or Teach Out-of-Field

Secondary Teachers Not Certified or Teaching Out-of-Field,
Average of All CT Schools, 2006-07



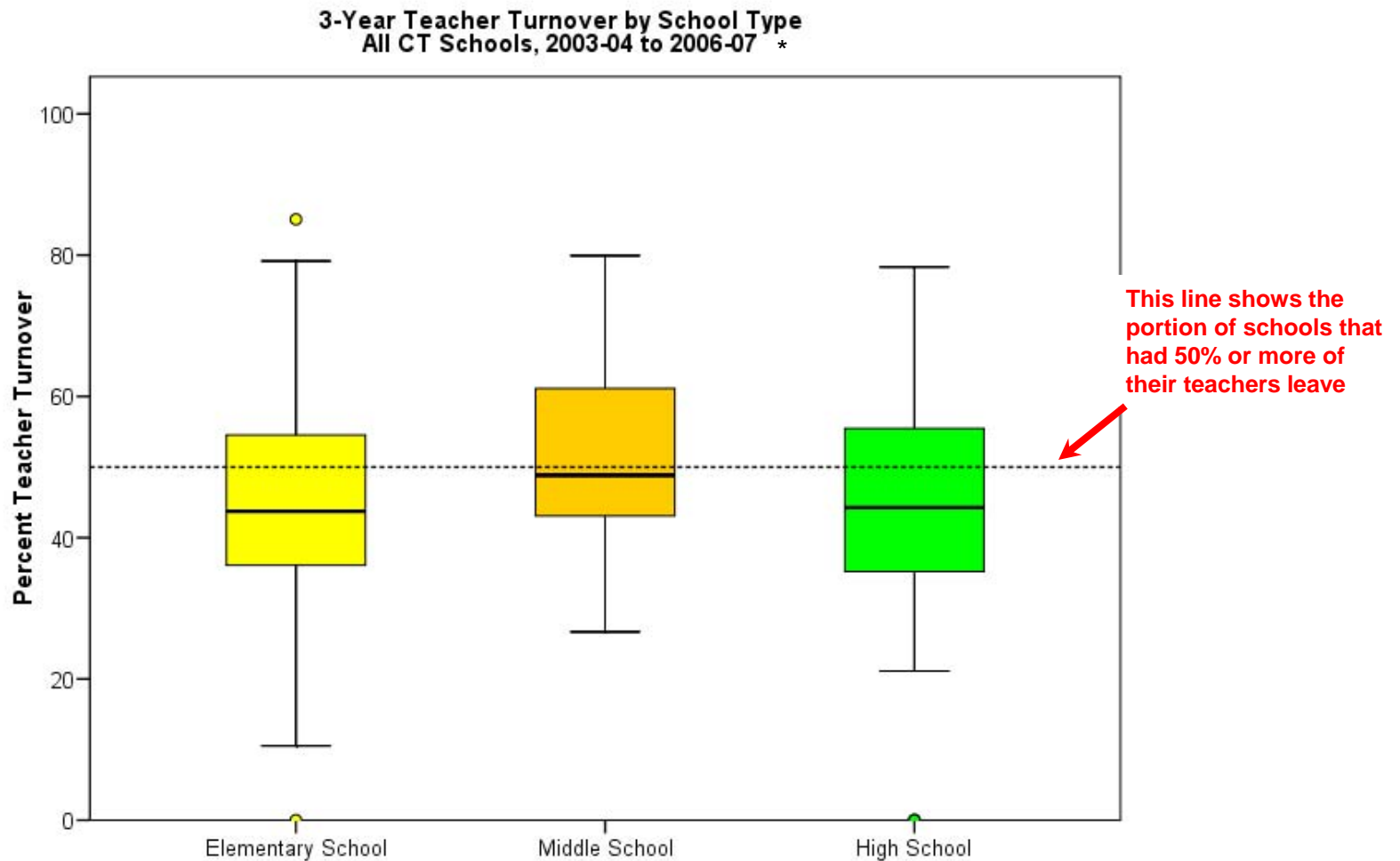
Teacher Turnover High, More So in Higher Needs Schools



*345 Schools

Source: Ed Fuller, College of Education, University of Texas at Austin

Almost Half Middle Schools Had 50% or Greater Teacher Turnover



Early Childhood Education (ECE) in Central Texas

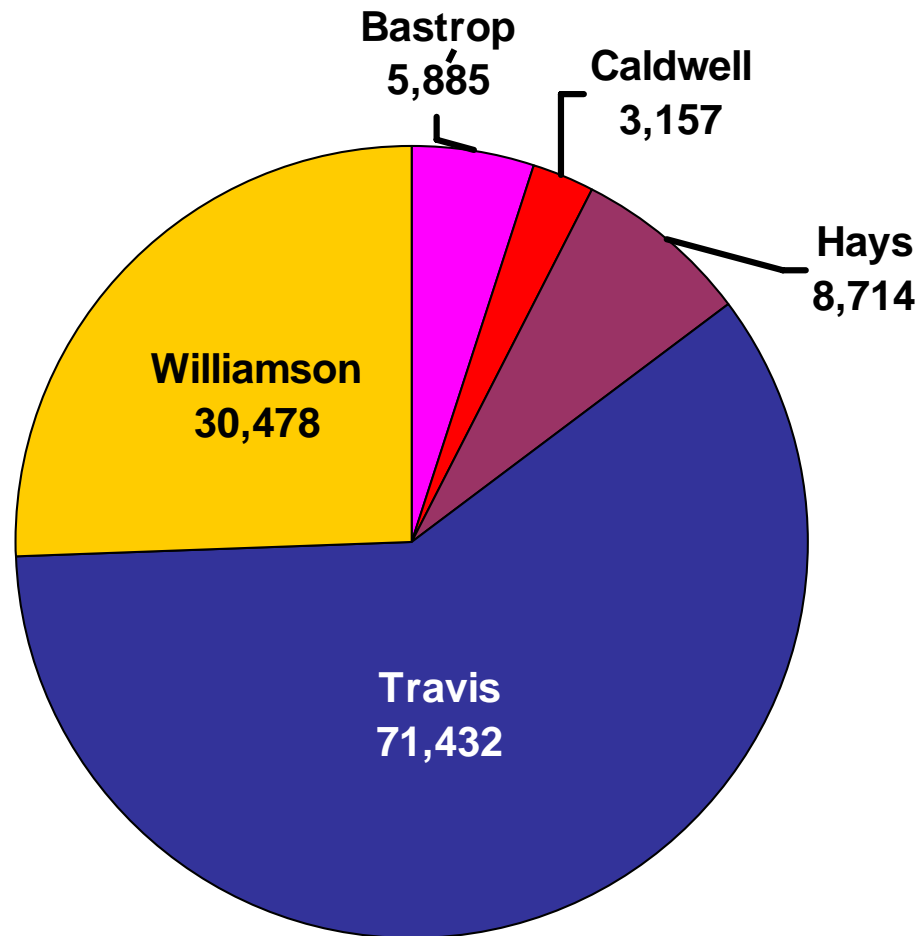
ECE Findings and Trends

(reported by county rather than by district)

1. Huge population increase in children 0-5 years, especially in Travis and Williamson counties
2. High demand for subsidized child care, but access is limited by waiting lists
3. Child care is most expensive in urban areas with highest concentration of poor families
4. Pre-K enrollment has grown rapidly over last decade, but...
5. **3,000** Central Texas children eligible for public Pre-K but not enrolled
6. Structure and standards of public Pre-K varies widely across districts

Regional Population Breakdown: Children 5 Years and Under

Children 5 Years and Under By Counties, 2008

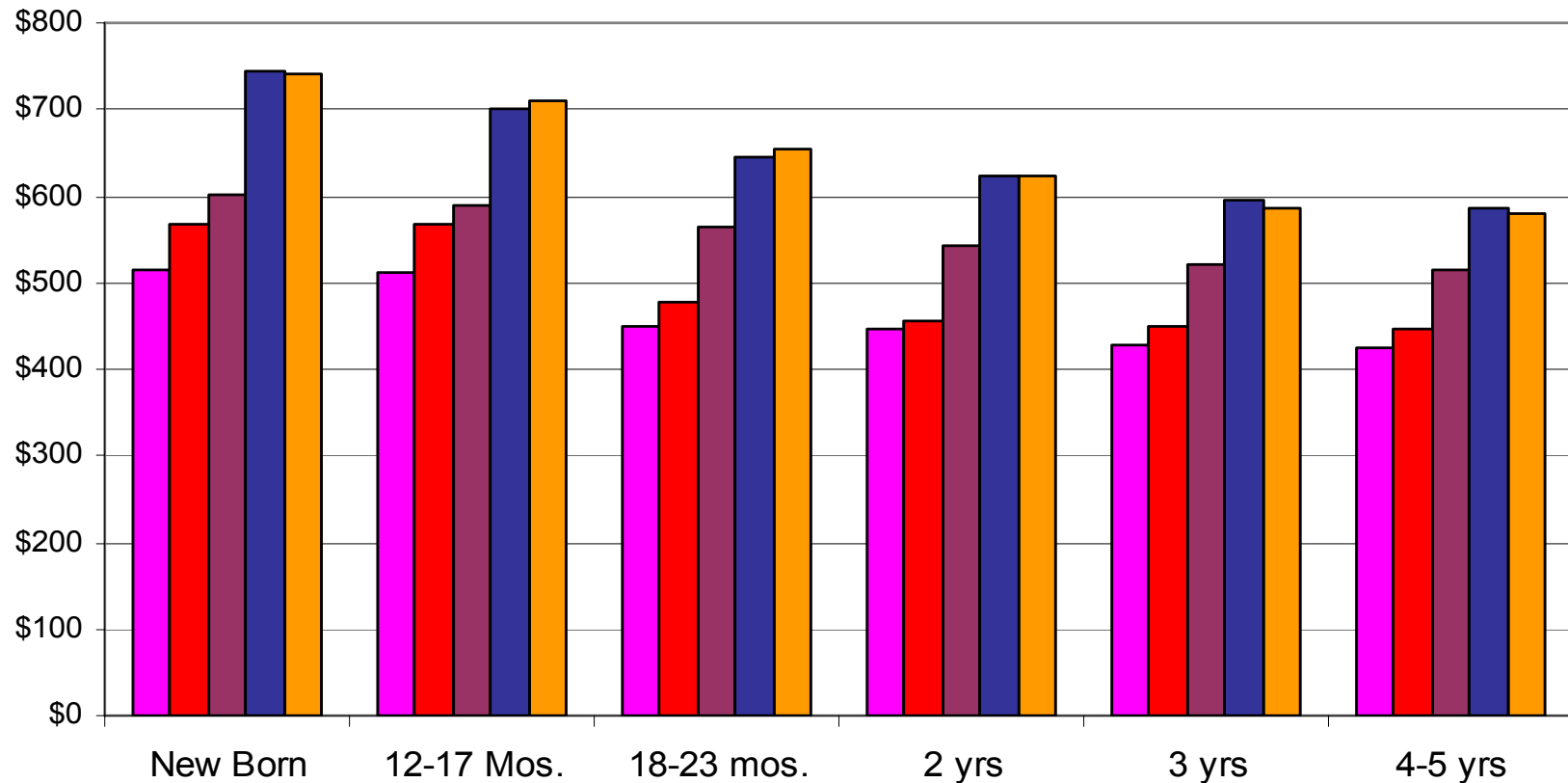


Early Childhood Service Comparisons

Measure	Texas	Bastrop	Caldwell	Hays	Travis	Williamson
Number of NAEYC Accredited Programs	536	4	0	4	65	8
Number of Children Served by NAEYC Accredited Programs	60,987	83	0	200	6,190	844
Number of Licensed Child Care Centers	9,017	39	15	60	428	165
Number of Reported Licensed Child Care Slots	866,501	2,832	747	4,342	38,719	17,948
Number of Licensed Child Care Facilities (All types)	10,509	45	16	66	465	202
Number of Registered Family Child Care Homes	6,741	15	0	27	202	133
Number of Head Start Programs	1,111	9	2	4	52	8

Child Care Most Expensive in Counties with High Poverty Concentrations

Monthly Cost for Child Care at Licensed Centers in Central Texas by County, 2007

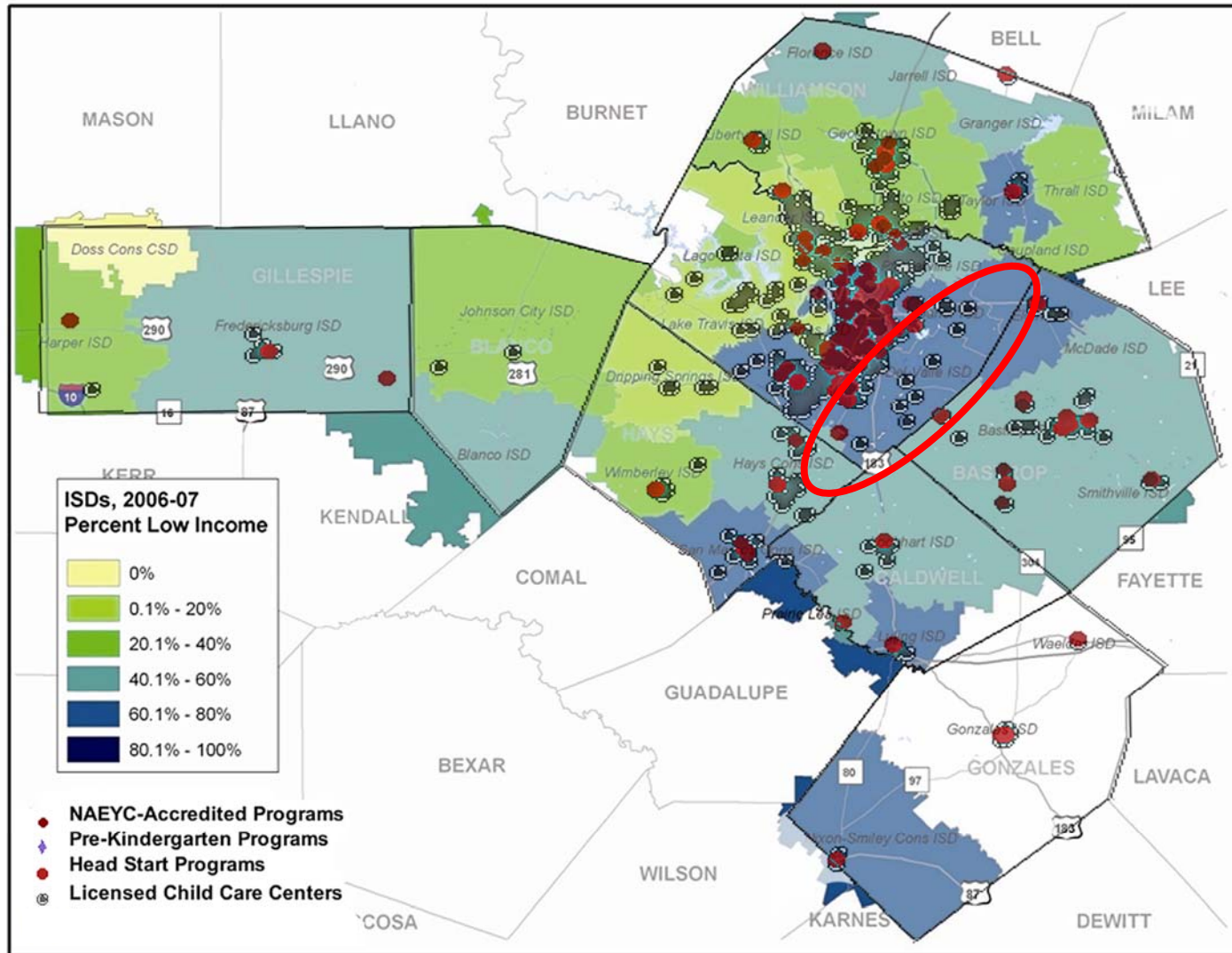


■ Bastrop
 ■ Caldwell
 ■ Hays
 ■ Travis
 ■ Williamson



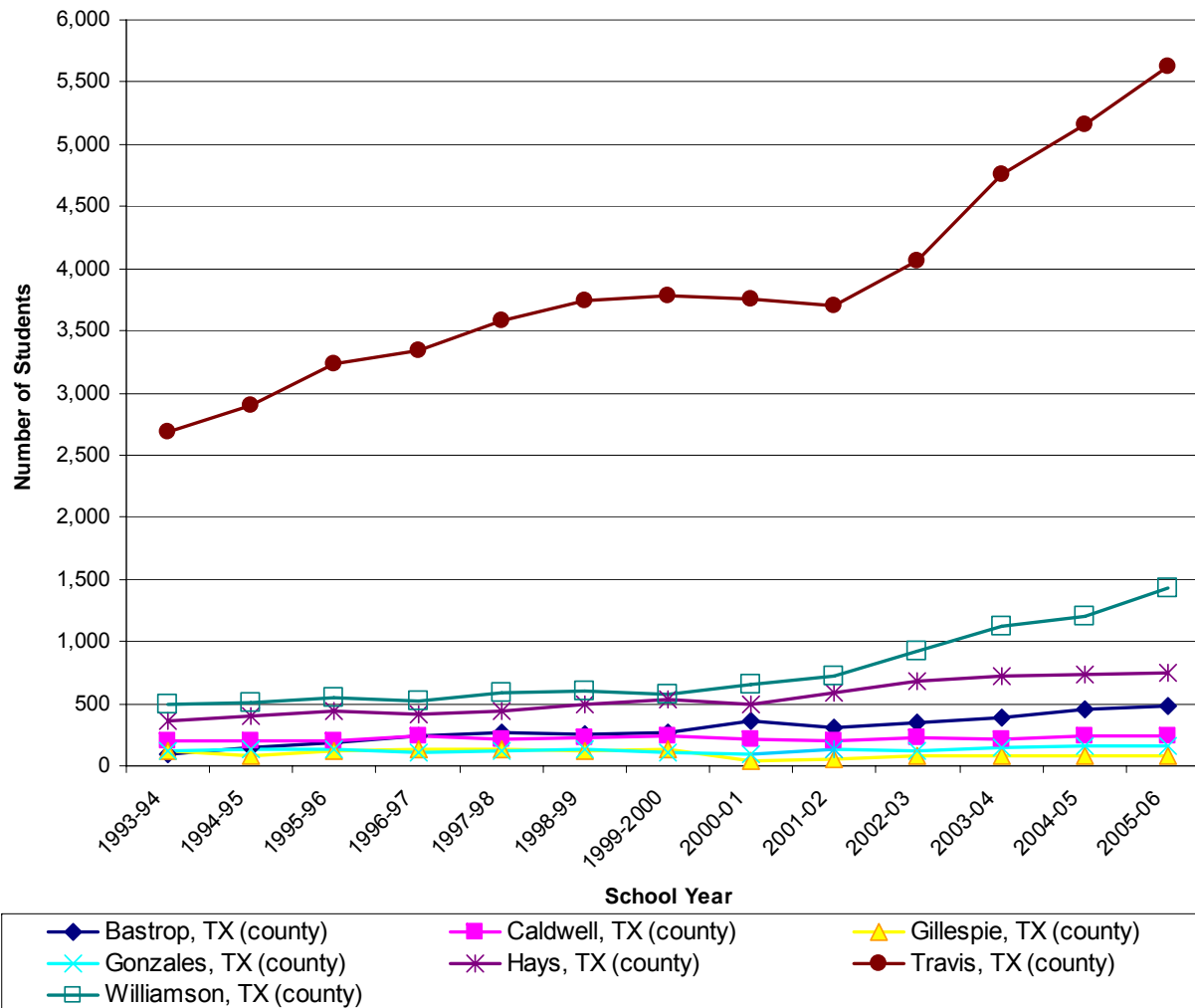
Source: Family Connections, 2007

Areas with High Concentrations of Poverty Lack Accredited ECE Centers



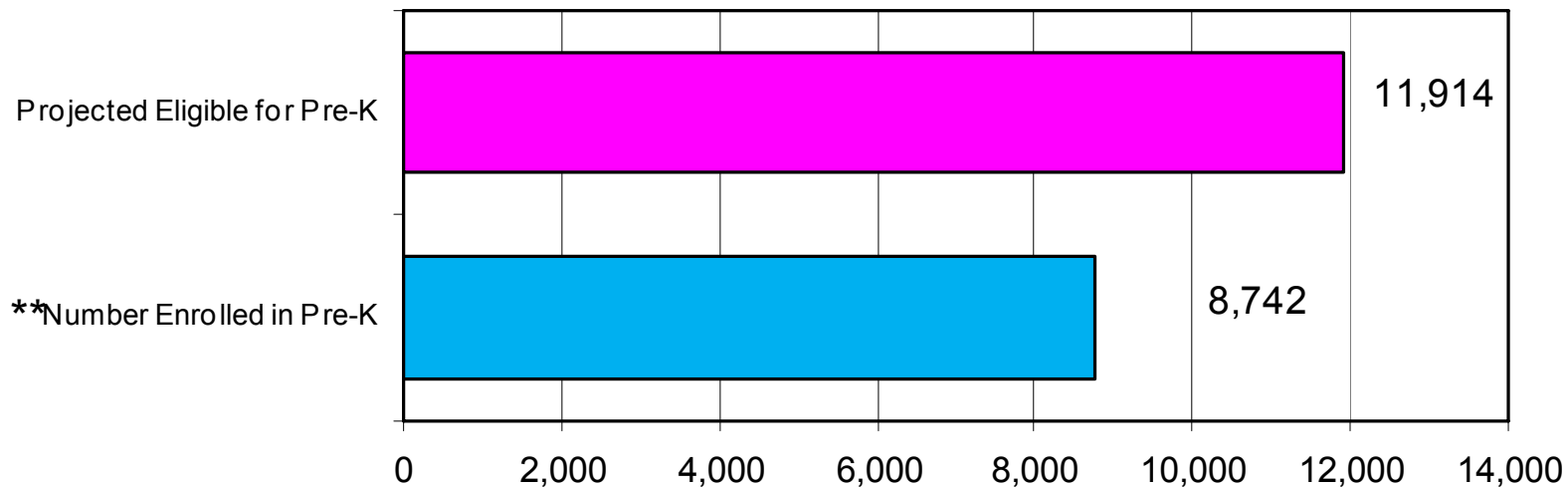
Pre-K Enrollment Has Grown Rapidly Over Last Decade

Pre-Kindergarten Enrollment (number)



3,000 Eligible Central Texas Children Do Not Enroll in Public Pre-K*

2006 Pre-K Enrollment and Projected Eligible



*Rates and program structure vary widely across districts

** To qualify for public Pre-K, a child must be (one of the following): (1) eligible for free and reduced lunch, (2) in an active military household, (3) is or has been in foster care, (4) an ELL or (5) qualify for Early Childhood Intervention (ECI).

The Student Experience: K-12

The Student Experience: K-12 Overview

- Findings and Trends
- Texas Accountability System for Student Outcomes
- Achievement Gap: Problems and Progress
- Math & Science: Resources and Outcomes
- English Language Learner Students: Challenges and Opportunities
- Dropouts, Retention and Graduation

K-12 Findings and Trends

1. Most student group outcomes are improving in most categories
2. Large disparities between groups remain
3. Students have most difficulties in transitions – elementary to middle school, middle to high school, high school to college, community college to 4-year degree programs
4. Fewer Hispanic and Black students enroll in advanced classes compared to White and Asian students
5. *Too few* students are graduating high school, getting into college, and getting a post-secondary degree

Texas Accountability System for Student Outcomes

1. Since 2002-03, Texas has used the Texas Assessment of Knowledge and Skills (TAKS) test to assess student knowledge and skills
 - *Much* harder than the previous TAAS test
 - More closely aligned to the Texas curriculum, the Texas Essential Knowledge and Skills (TEKS)
2. Students take TAKS starting in 3rd grade and continue every grade through 11th grade (“Exit Level”)
 - Reading and Math: Every year, 3rd – 11th Grade
 - Writing, Science and Social Studies tested in select grade levels after 3rd grade
3. For each TAKS test, students “pass” or “do not pass” – A student who passes can be also be “commended” for a strong performance

Texas Accountability System for Student Outcomes (2)

4. Texas Student Success Initiative (SSI) determines whether a student automatically advances to the next grade level for grades

- Pass the 3rd grade Reading TAKS before going on to 4th grade
- Pass the 5th grade Reading and Math TAKS before going on to 6th grade
- Pass the 8th grade Reading, Math and Science TAKS before going on to 9th grade
- Students are allowed multiple administrations to pass needed TAKS, and a grade placement committee makes the ultimate decision about advancement

5. 11th Grade TAKS – the “Exit Level” exams:

- Students must pass 4 TAKS to graduate from high school (English Language Arts, Math, Science and Social Studies)
- Students have 5 opportunities to take and pass Exit Level TAKS to graduate on time
- 2010: Texas will move to End-of-Course exams to replace TAKS in high school

Texas Accountability System for Student Outcomes (3)

6. Texas Success Initiative (TSI) is the standard showing whether a high school student is “college ready”

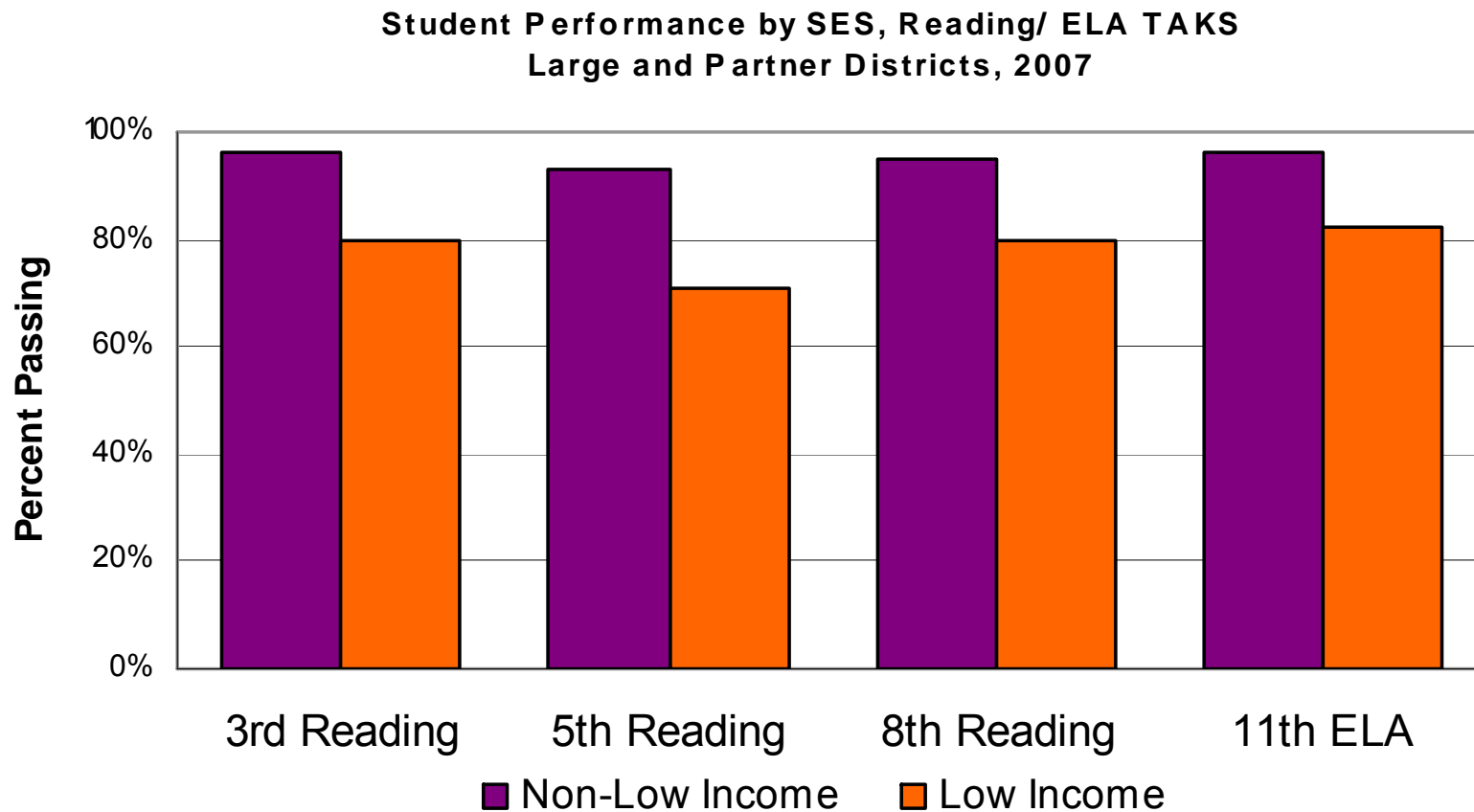
- For English Language Arts and for Math
- Students qualify for each subject through a high score on the corresponding TAKS, the SAT or ACT or through another test
- Students meeting TSI are exempt from developmental (remedial) coursework in college
- TSI was formerly known as “TASP”

7. Texas Academic Excellence Indicator System (AEIS) reports school and district success – based largely on the percent of students passing TAKS tests

Achievement Gap: Problems & Progress

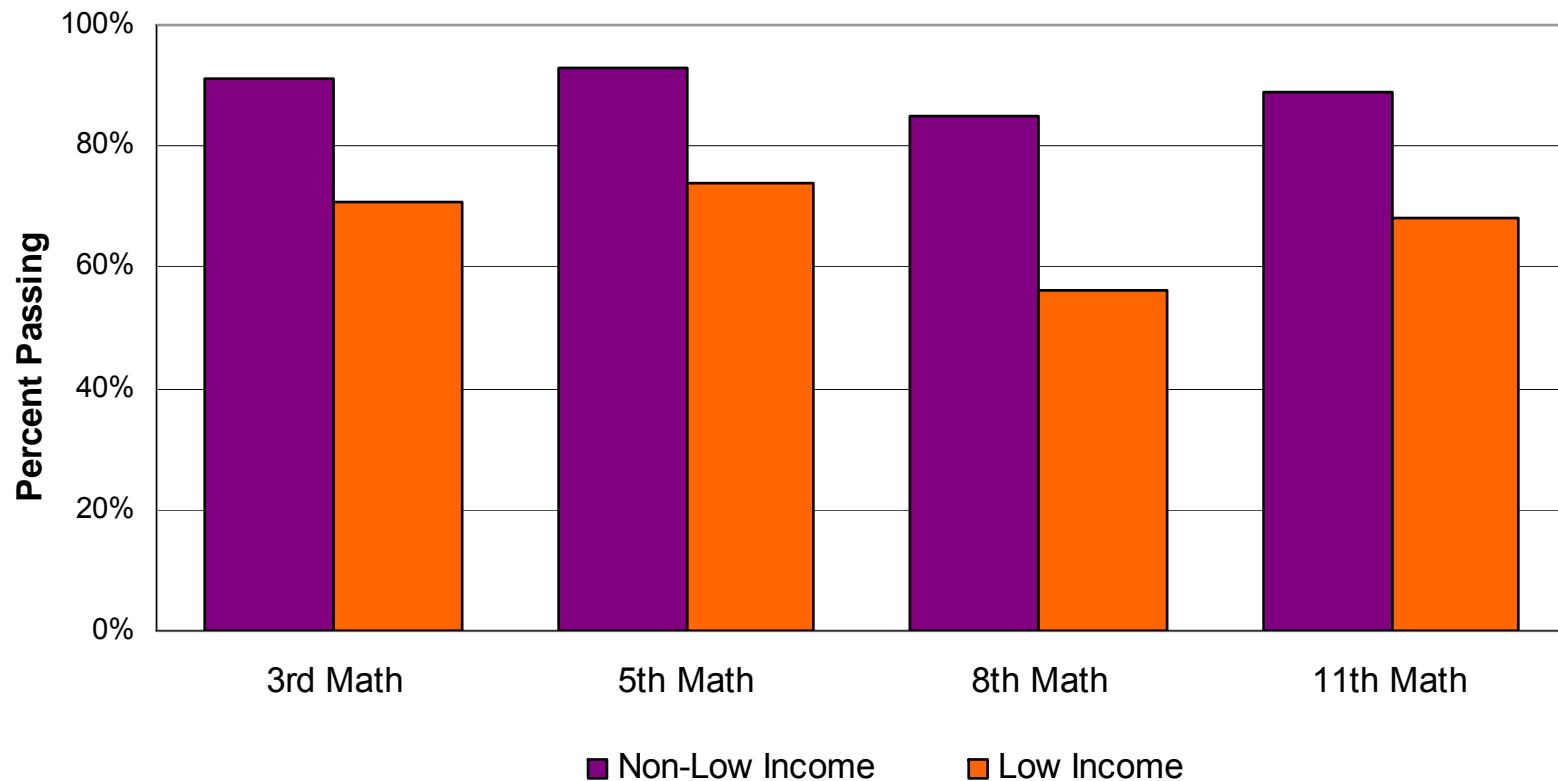
1. Large gaps between different economic and ethnic groups persist
2. Many gaps gradually closing across the region
3. Gaps are greater at higher grades, but tend to close at graduation
 - In part, because struggling students drop out!
4. Differences in school and district demographics do not explain all differences in gaps

Low Income Students Trail More Affluent Peers on Reading TAKS



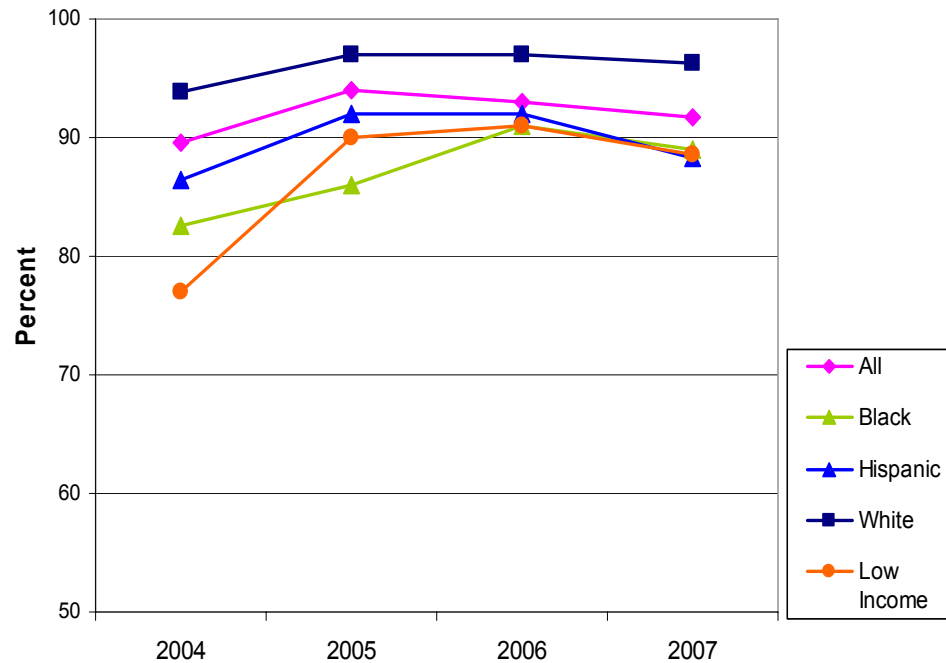
Achievement Gap for Low Income Students is Larger on Math TAKS

Student Performance by SES, Math TAKS
Large and Partner Districts, 2007

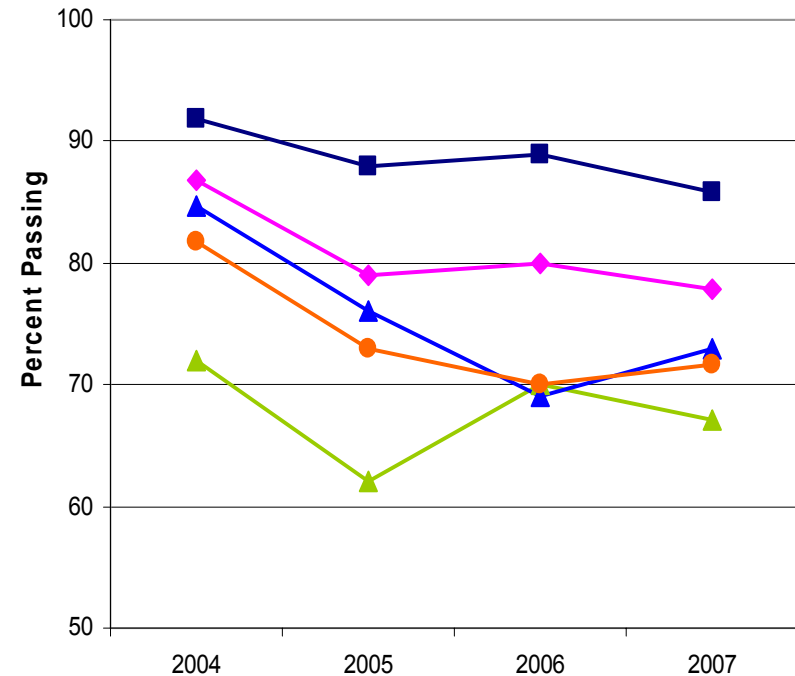


3rd Grade Reading & Math TAKS Rates Mostly Decline

3rd Grade Reading SSI - Percent Passing 1st or 2nd TAKS Administration, All Districts and Charters



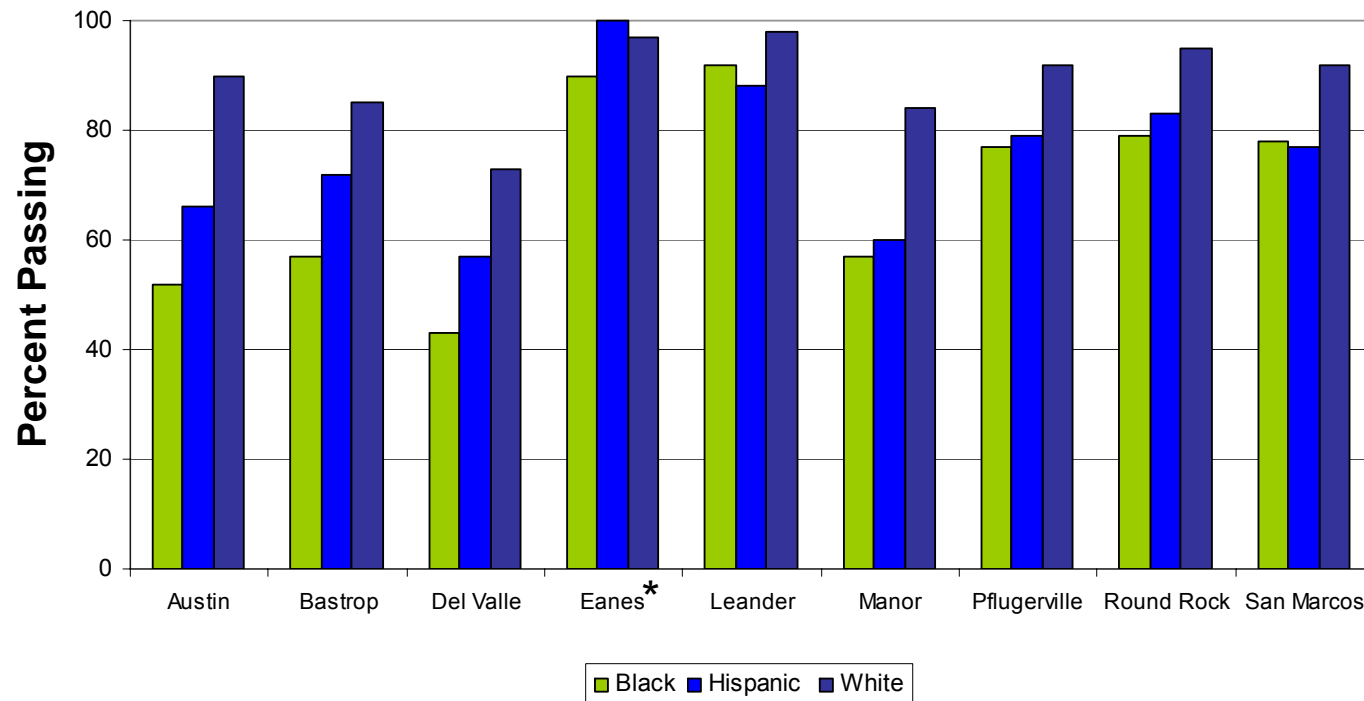
Student Performance on 3rd Grade Math TAKS All Districts and Charters, 2004-07



While the results for CT 3rd graders are unsatisfactory, they mirror 3rd grade performance trends statewide

Black & Hispanic 3rd Graders Perform Far Below White Peers

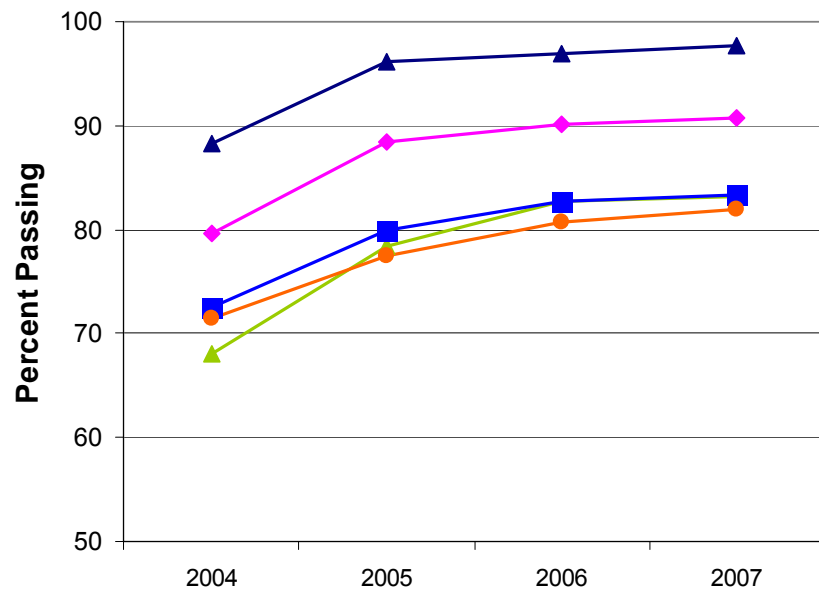
Passing Rates, 3rd Grade All TAKS (Math and Reading)
Partner Districts, 2007



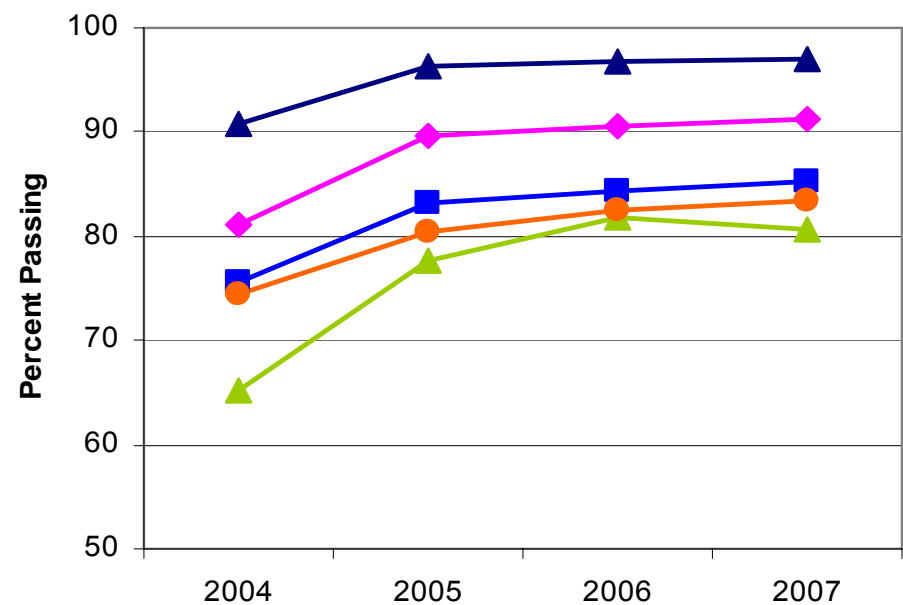
* Eanes' Black and Hispanic population is smaller (< 7%) than most other CT school districts.

5th Grade Passing Rates Rising

Student Performance on 5th Grade Reading TAKS
All CT Districts and Charters, 2004-07



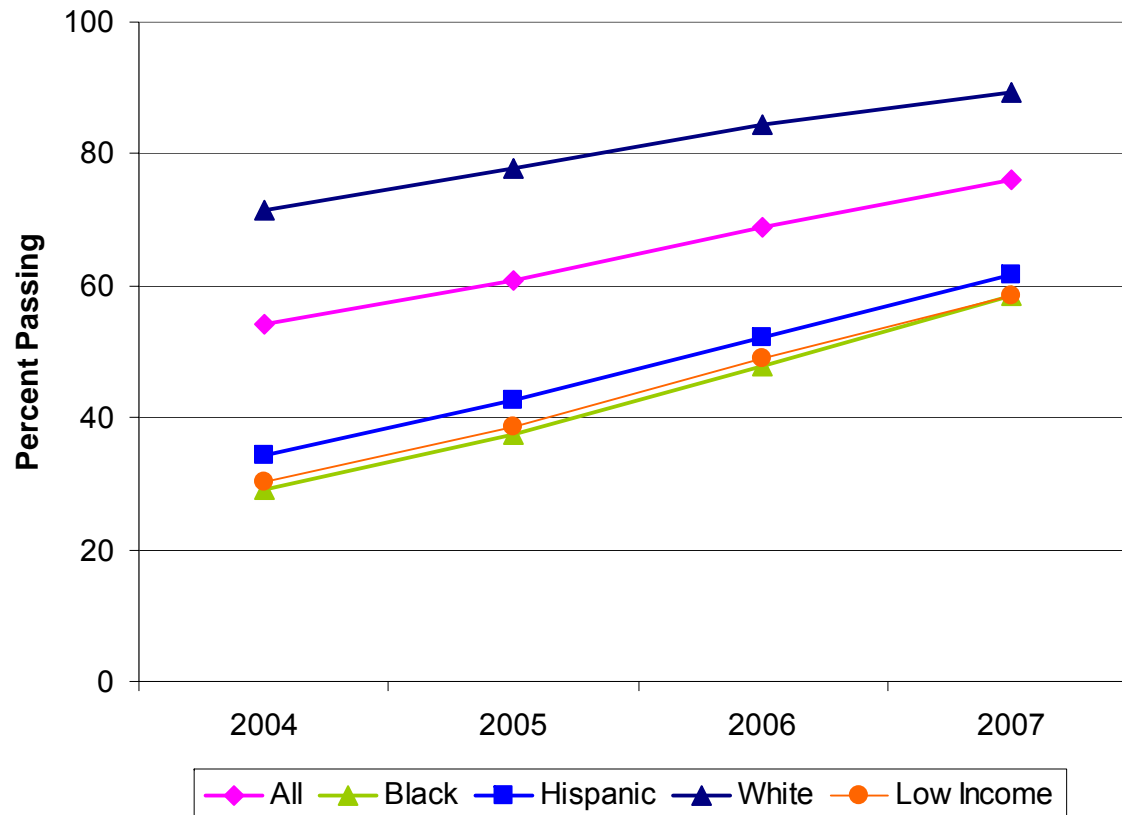
Student Performance on 5th Grade Math TAKS
All CT Districts and Charters, 2004-07



◆ All
 ▲ Black
 ■ Hispanic
 ▲ White
 ● Low Income

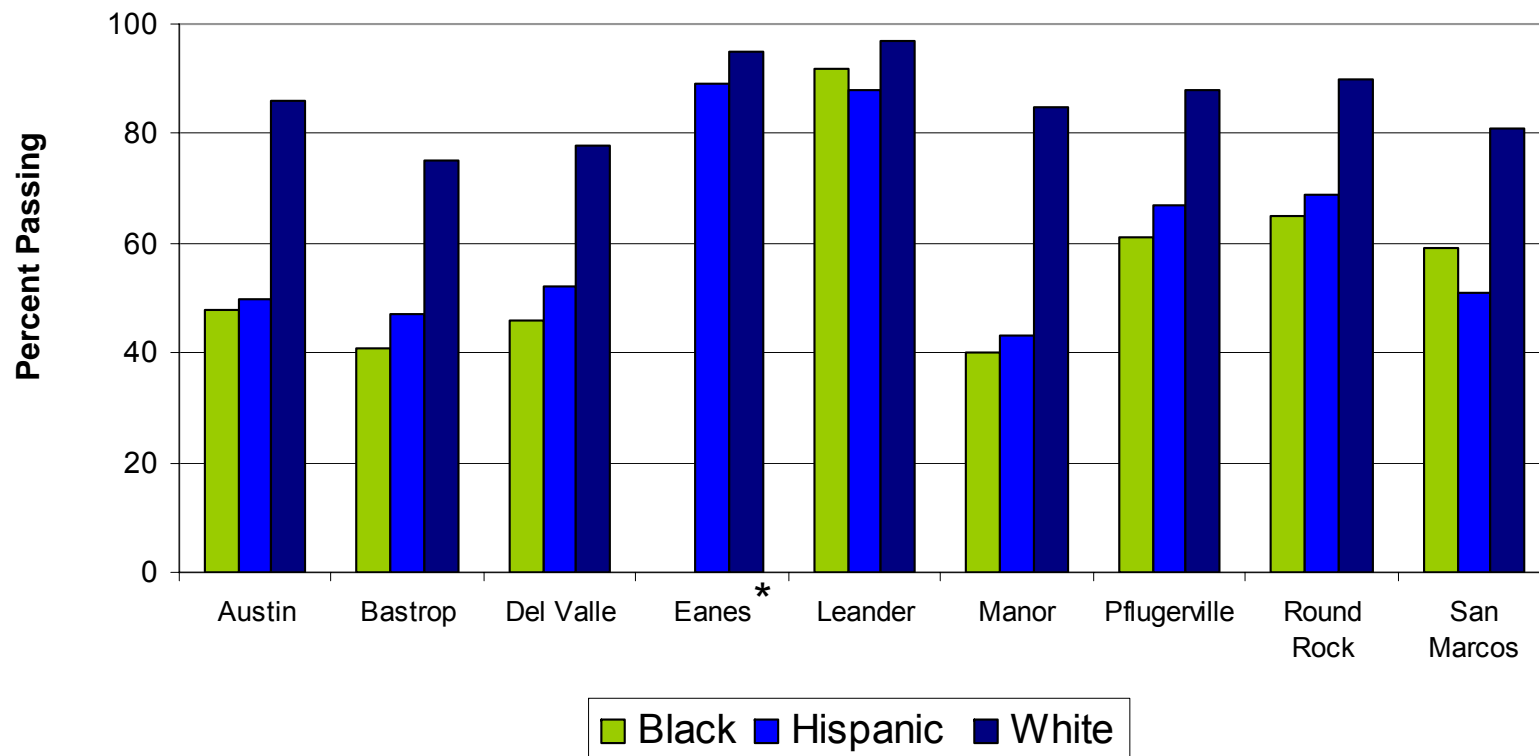
5th Grade Achievement Gap Decreased by 15% Since 2004

Student Performance, 5th Grade All TAKS (Math, Reading, Science)
All Central Texas Districts & Charters, 2004-07



Many Districts Still Have Large Gaps in 5th Grade Achievement

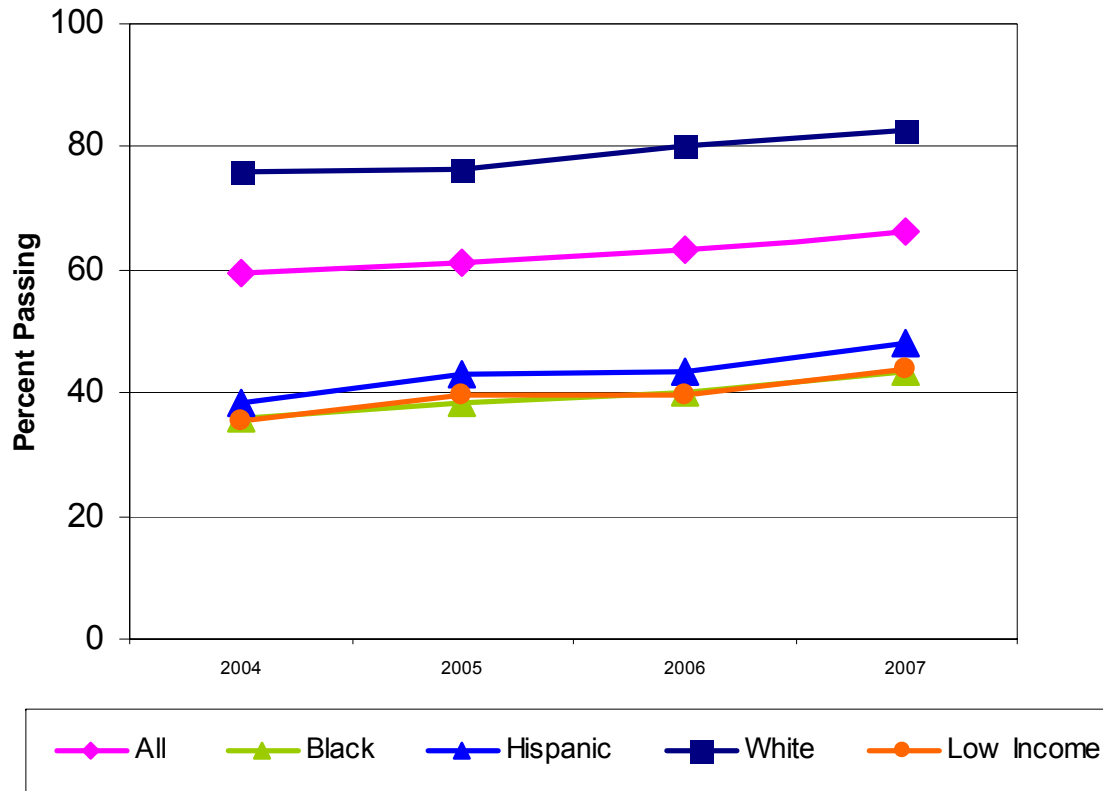
Passing Rates, 5th Grade All TAKS (Math, Reading, Science)
Partner Districts, 2007



* Eanes' Black and Hispanic population is smaller (< 7%) than most other CT school districts, with too few 5th grade Black students to display results due to privacy concerns.

8th Grade Passing Rate for “All Tests” Improves But the Gap Persists

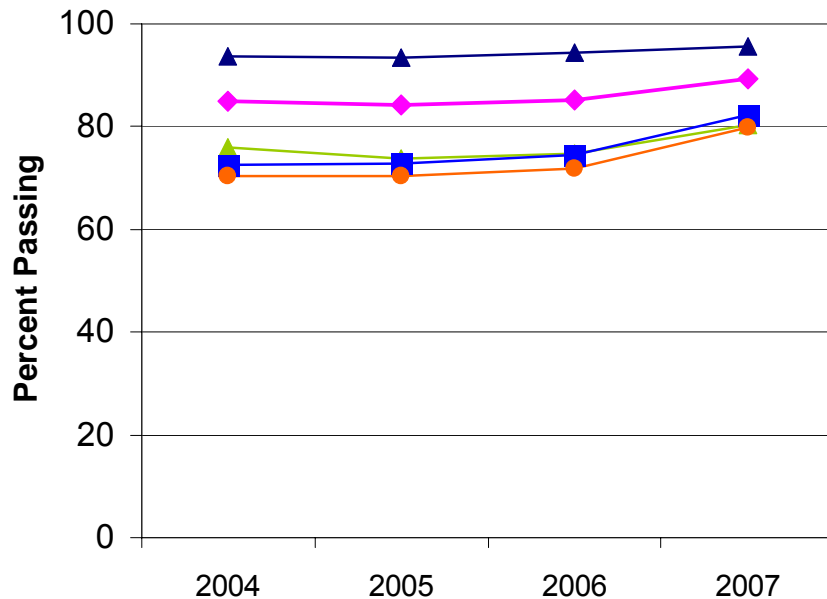
Student Performance, 8th Grade All TAKS*
All Central Texas Districts and Charter Schools, 2004-07



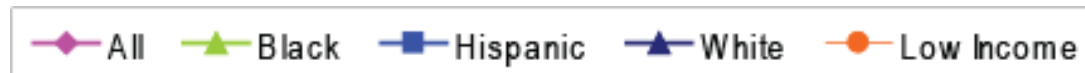
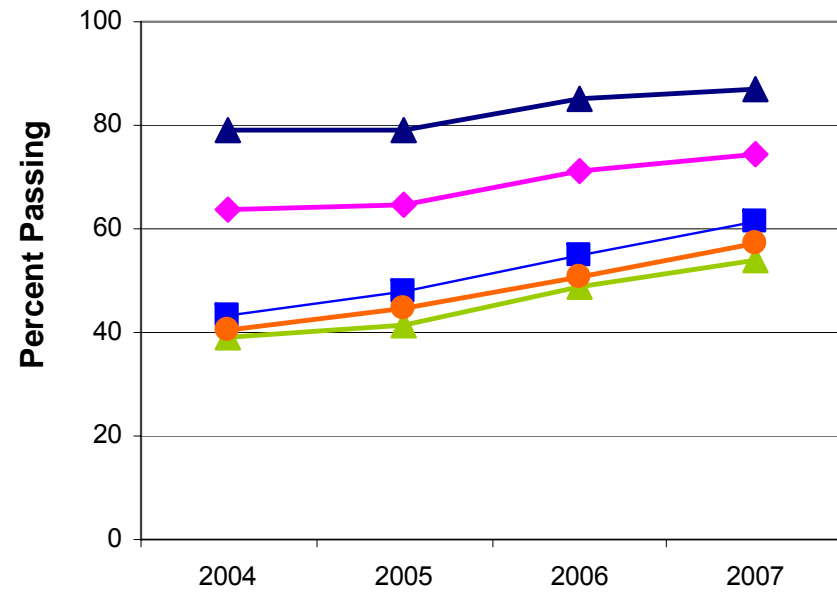
***2004, 2005: Reading, Math, and Social Studies;
2006: Includes Science (tested at 2 SEM below Panel Recommendation)
2007: Reading, Math, Social Studies, and Science**

Improvement in 8th Grade Reading and Math, but Math Gaps Remain Large

Student Performance on 8th Grade Reading TAKS
All CT Districts & Charters, 2004-07

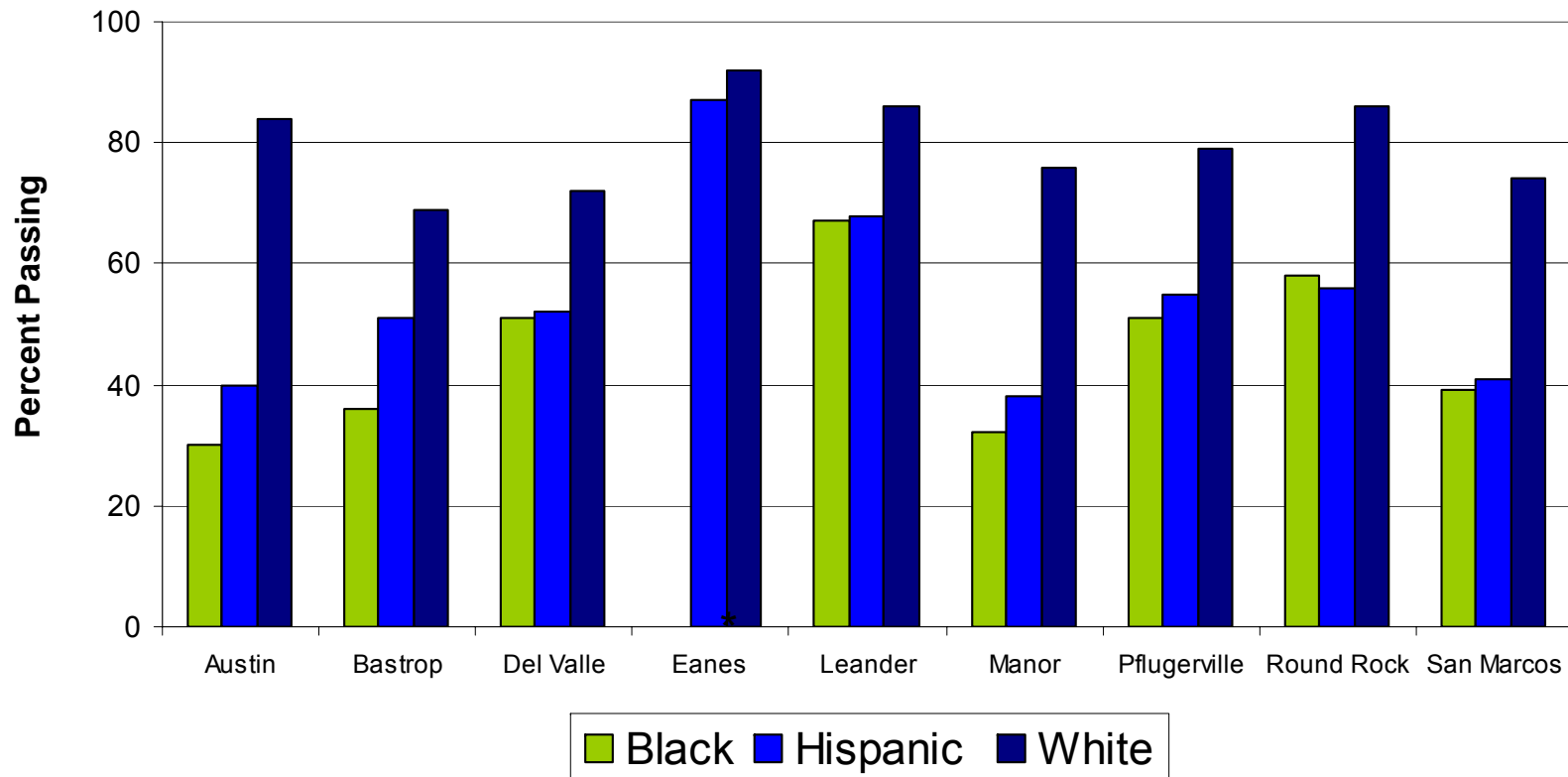


Student Performance on 8th Grade Math TAKS
All CT Districts & Charters, 2004-07



Low 8th Grade Academic Achievement for Most Black and Hispanic Students

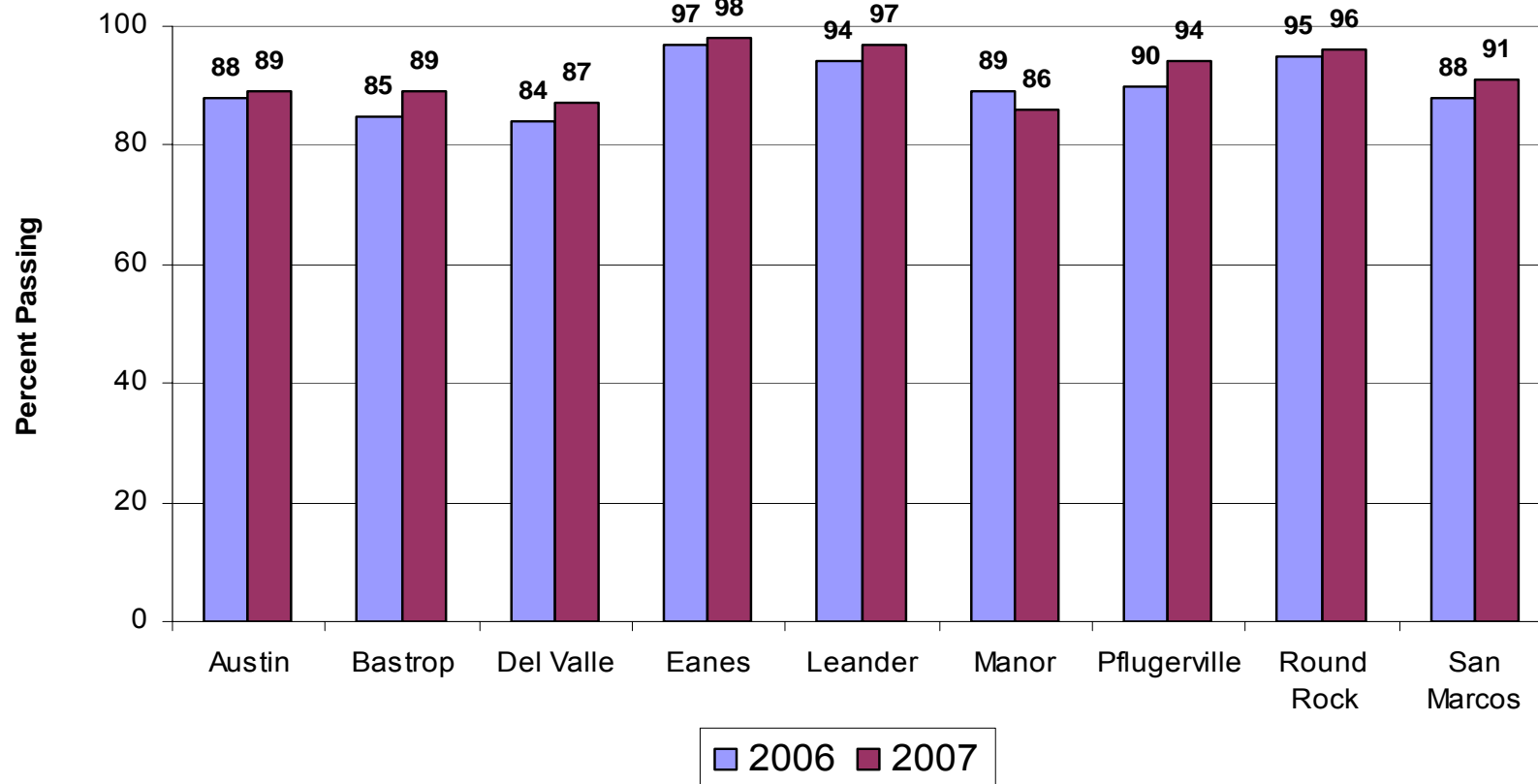
Passing Rates, 8th Grade All TAKS (Math, Reading, Science)
Partner Districts, 2007



***Eanes' Black and Hispanic population is smaller (< 7%) than most other CT school districts, with too few 8th grade Black students to display results due to privacy concerns.**

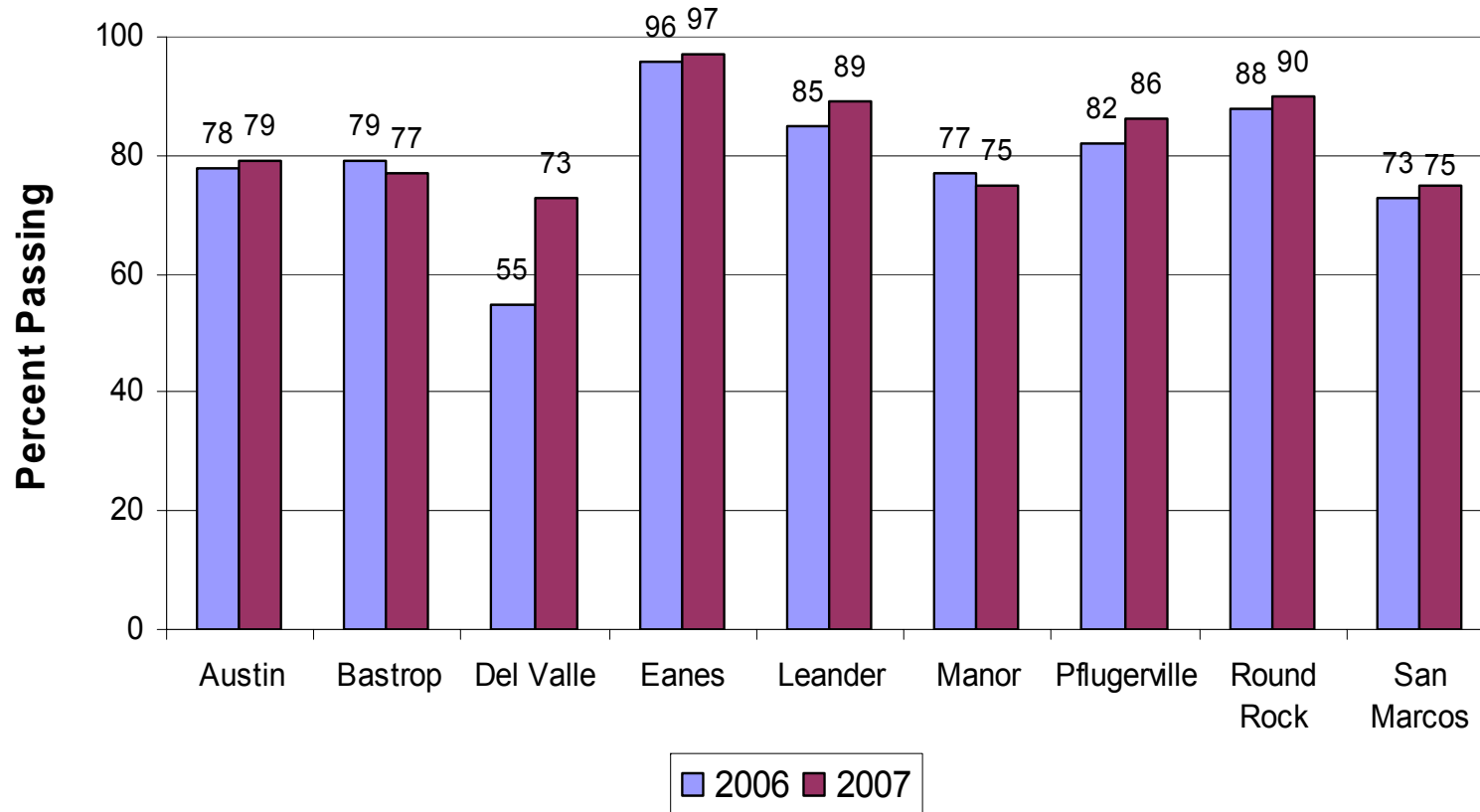
Small Rise in Exit ELA TAKS Performance for Partner Districts

Passing Rates, Exit Level ELA TAKS
Partner Districts, 2006 and 2007



Most Partner Districts Improved on Exit Level Math TAKS

Passing Rates, Exit Level Math TAKS
Partner Districts, 2006 and 2007

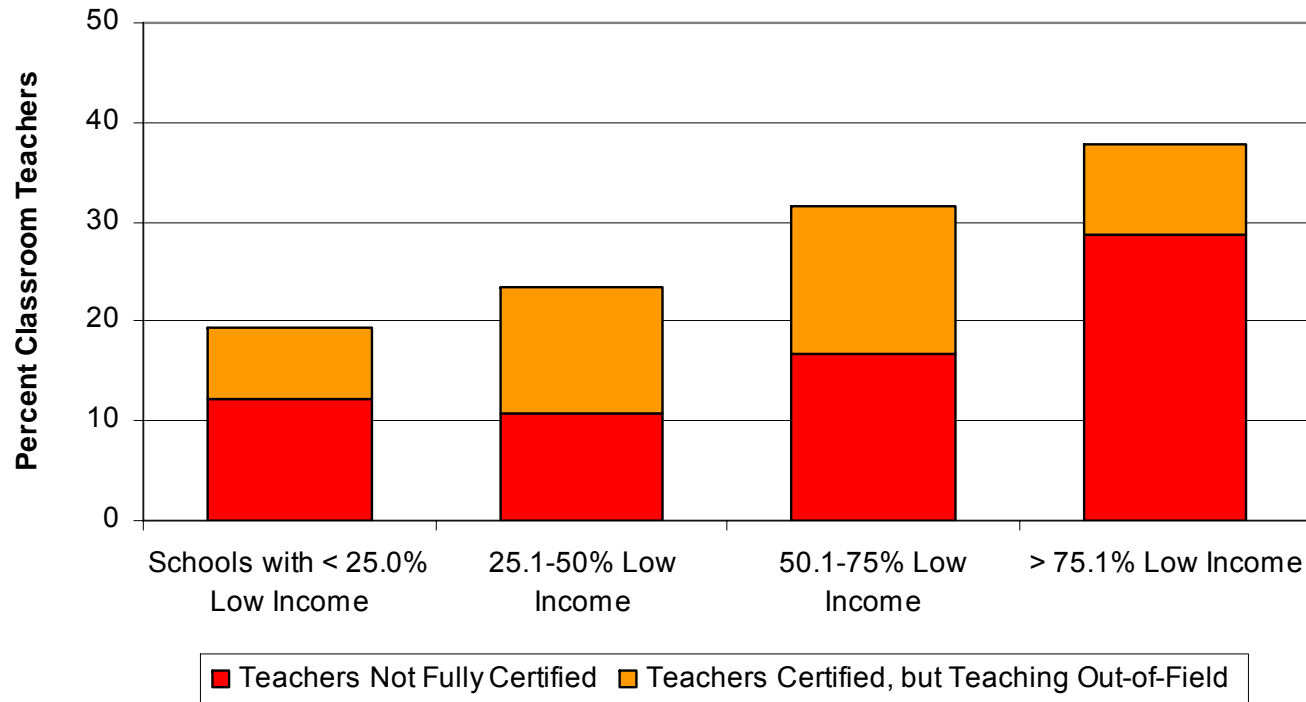


Math and Science: Resources and Outcomes

1. There are fewer fully-certified math and science teachers working at high-needs secondary schools
2. Unlike literacy, there are few commonly-used tests that measure student skills in arithmetic and algebra
3. Student performance on the 8th grade Math TAKS is predictive of passing the Exit Level Math TAKS*

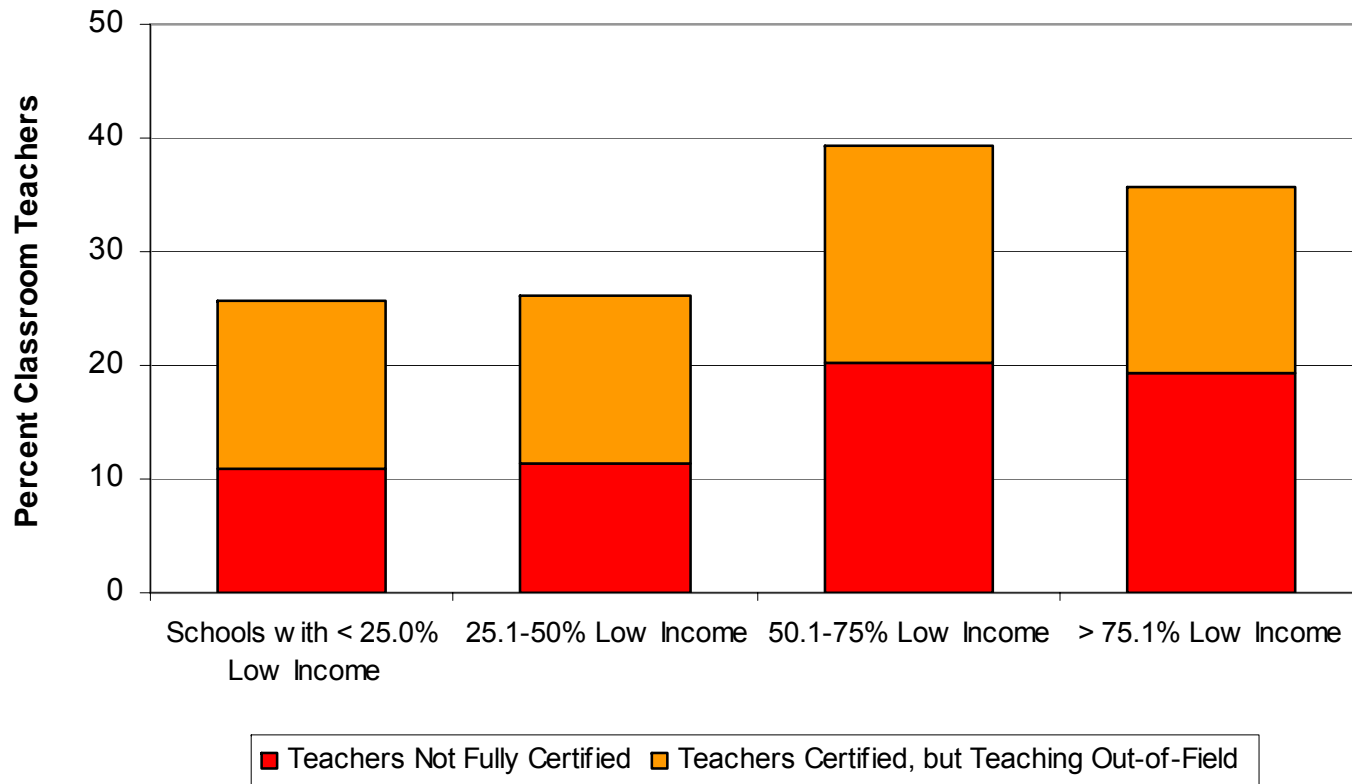
High-Needs Schools Have Less Qualified Math Teachers

Distribution of Math Teachers
Not Certified or Teaching Out-of-Field
Central Texas Secondary Schools, 2006-07



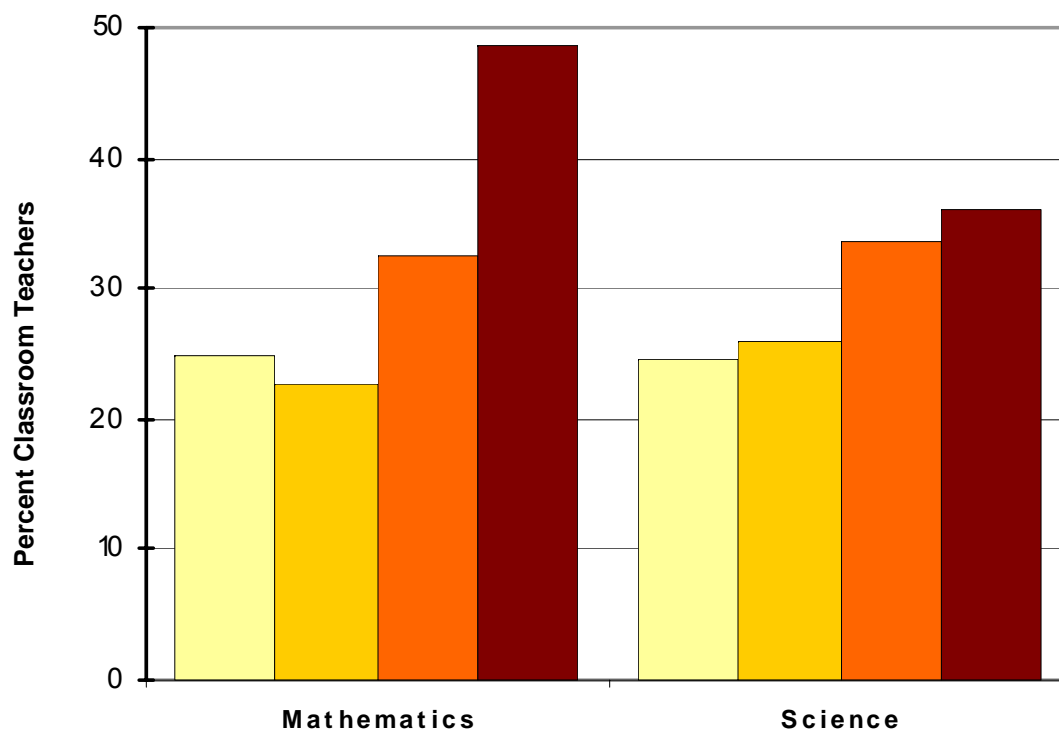
High-Needs Schools Have Less Qualified Science Teachers

Distribution of Science Teachers
Not Certified or Teaching Out-of-Field
Central Texas Secondary Schools, 2006-07



Less Experienced Math and Science Teachers in Highest Need Schools

Distribution of Novice* Math and Science Teachers
by School Poverty Level, 2006-07



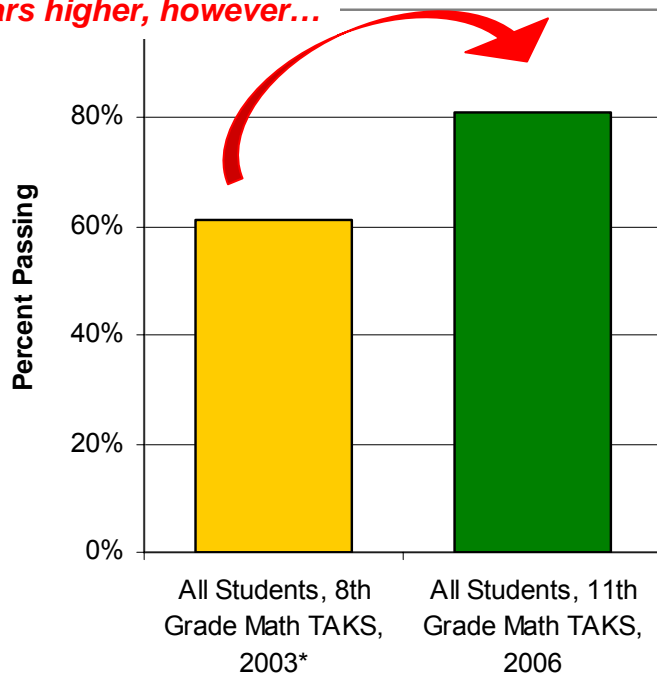
Legend:
■ Schools with <25% Low Income
■ 25.1-50% Low Income
■ 50.1-75% Low Income
■ >75% Low Income

Novice Teachers are teachers with less than 3 years of teaching in the classroom.

8th Grade Math TAKS Scale Score Predicts 11th Grade Results

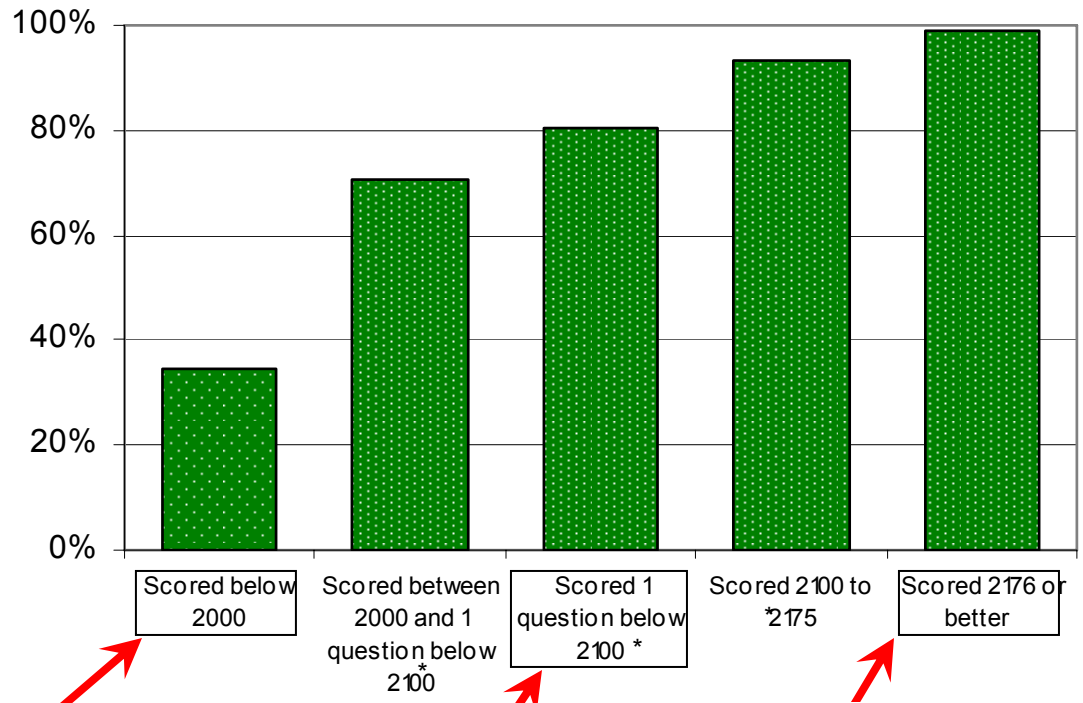
Student Performance on Math TAKS
7 Districts, 2003 and 2006

11th grade performance appears higher, however...



***A student passes with a scale score of 2100**

Distribution of Student Performance on 11th Grade Math TAKS Based on 8th Grade Scale Score*



These students 90% less likely to pass 11th Math TAKS

These students 50% less likely to pass 11th Math TAKS

These students 6 times more likely to pass 11th Math TAKS



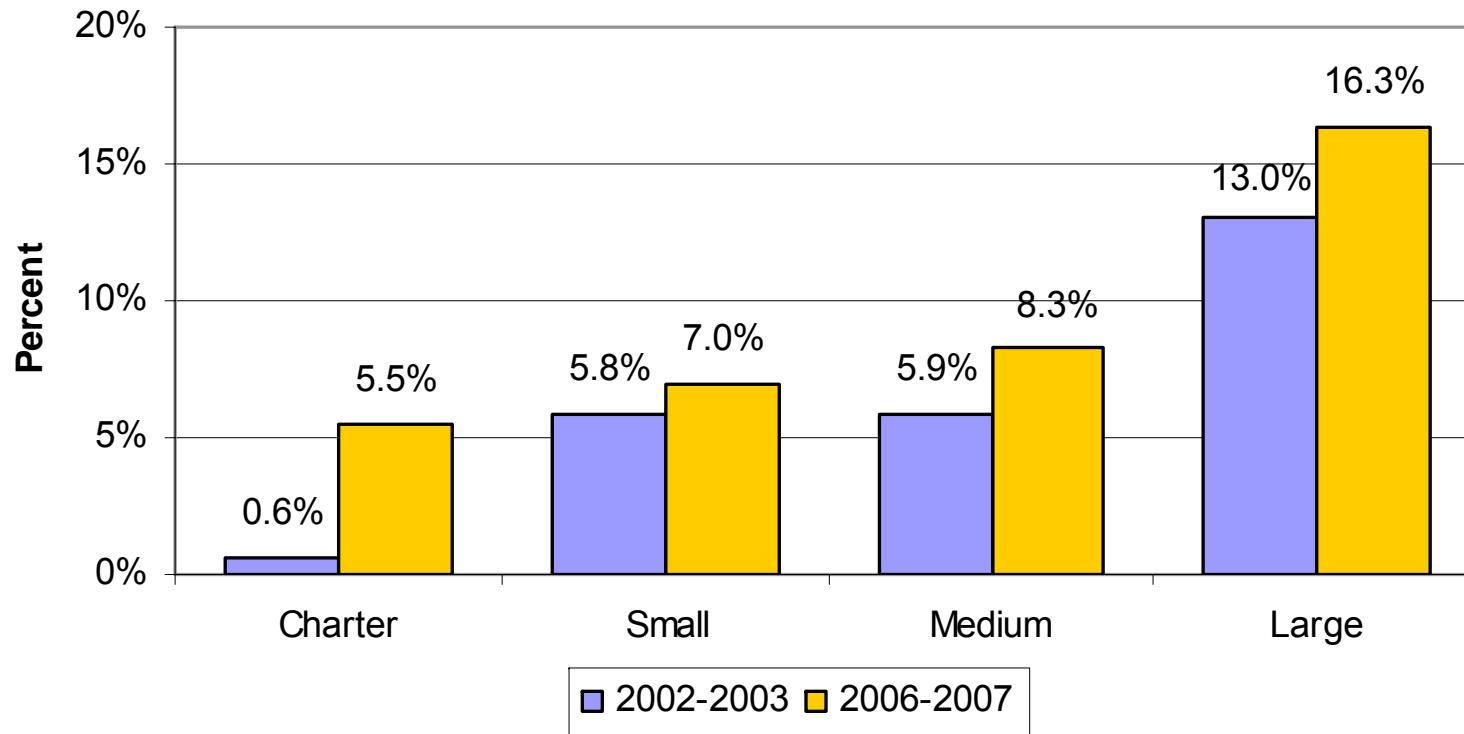
Source: Ed Fuller, College of Education, University of Texas, Unpublished study for the E³ Alliance, 2008

English Language Learners (ELL): Challenges and Opportunities

1. Growing at three times the rate of the general student population
2. Performance improving over time
3. But performance of ELL students is far below peers in all categories
4. Those who successfully exit from Bilingual and ESL programs perform better than native English speaking students
5. ELL students coming in at higher grades pose greater challenges
6. Different ideologies within and among districts: support two languages versus English immersion

ELL Population Experiencing Significant Growth

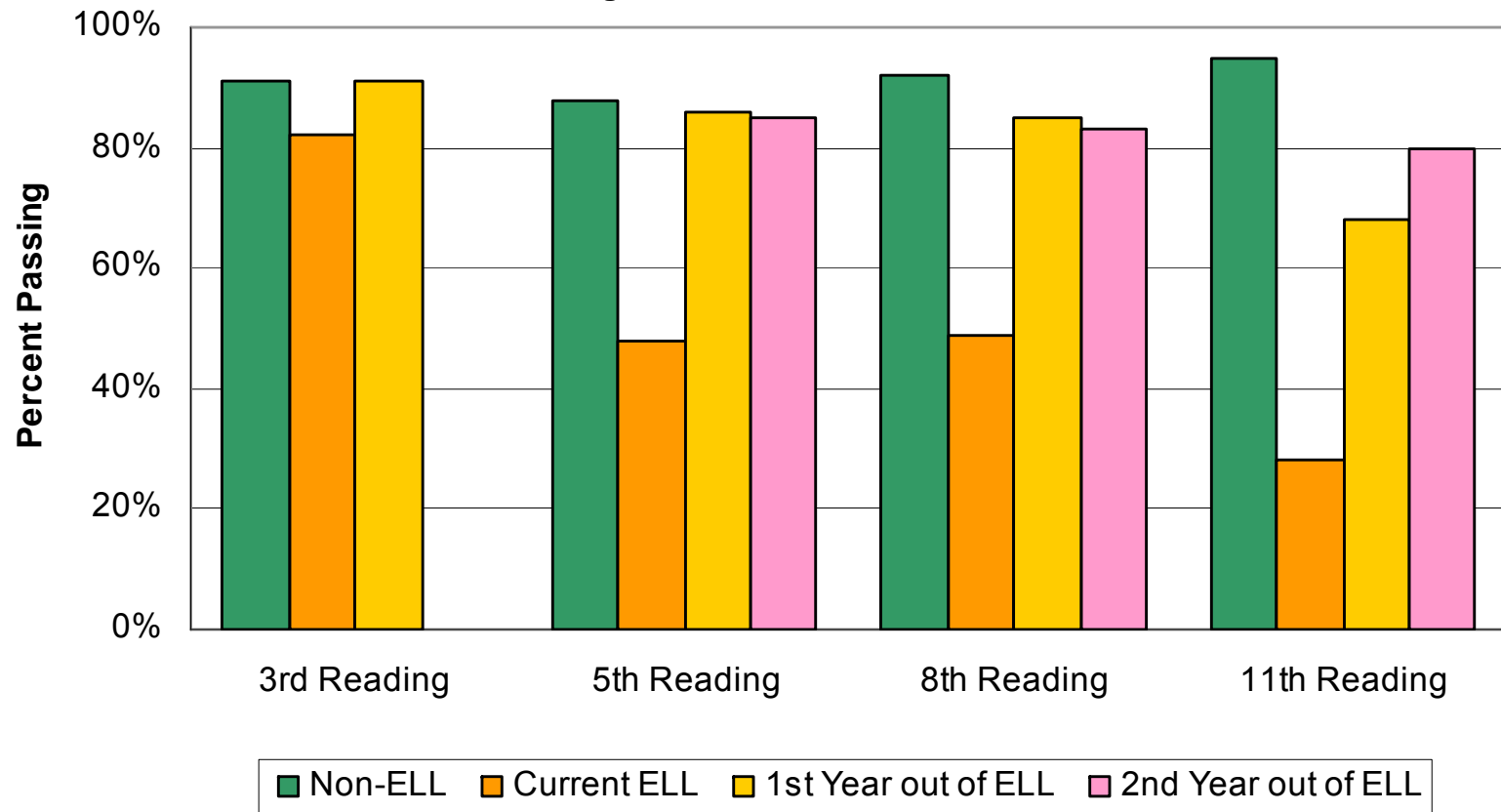
Percent of Students Classified as English Language Learners
Grouped by District Size, 2002-03 and 2006-07



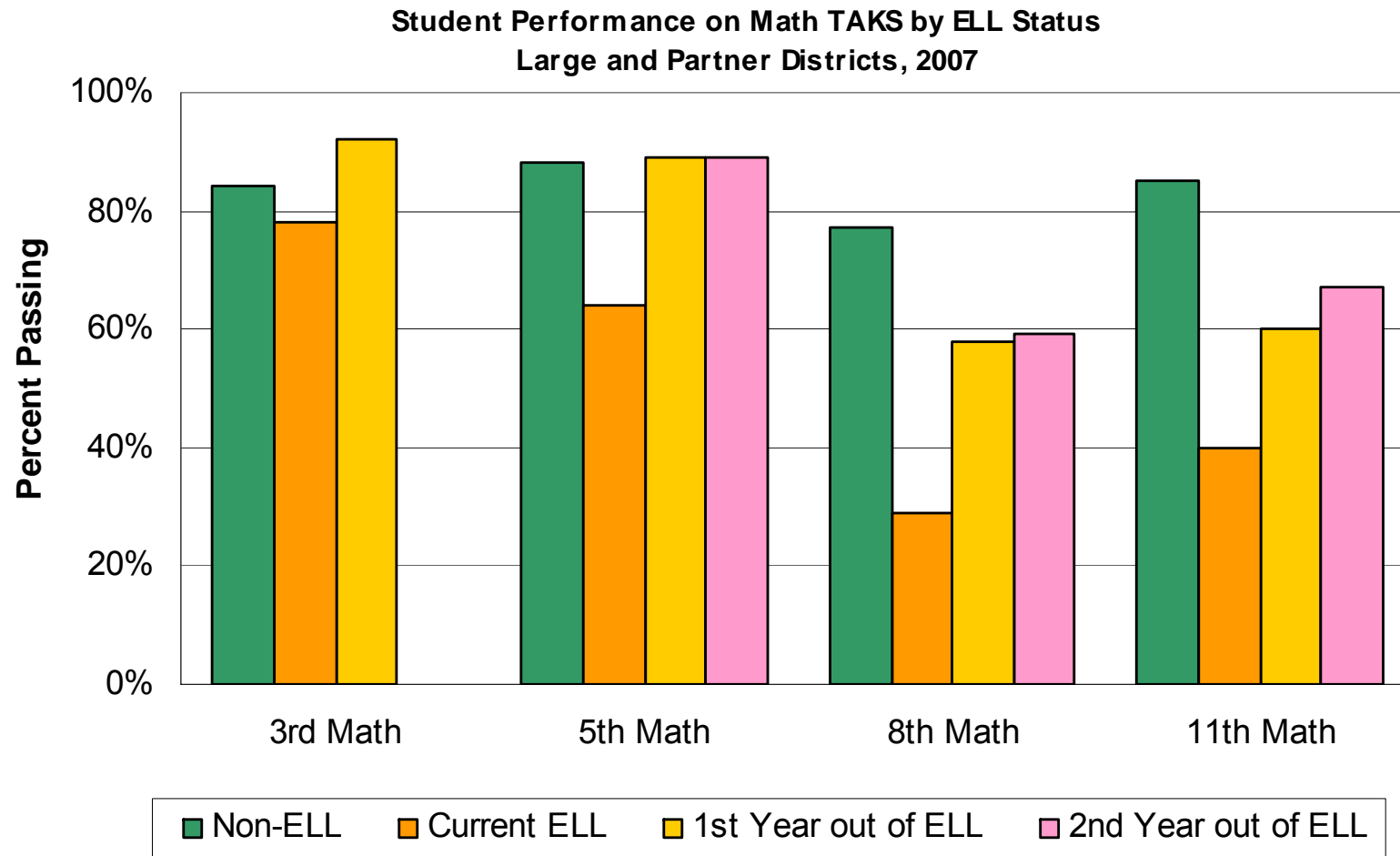
For example, Austin ISD ELL Population grew 28% since 2002-03

ELL Reading Performance Lower in Later Grades

Student Performance on Reading/ELA TAKS by ELL Status
Large and Partner Districts, 2007

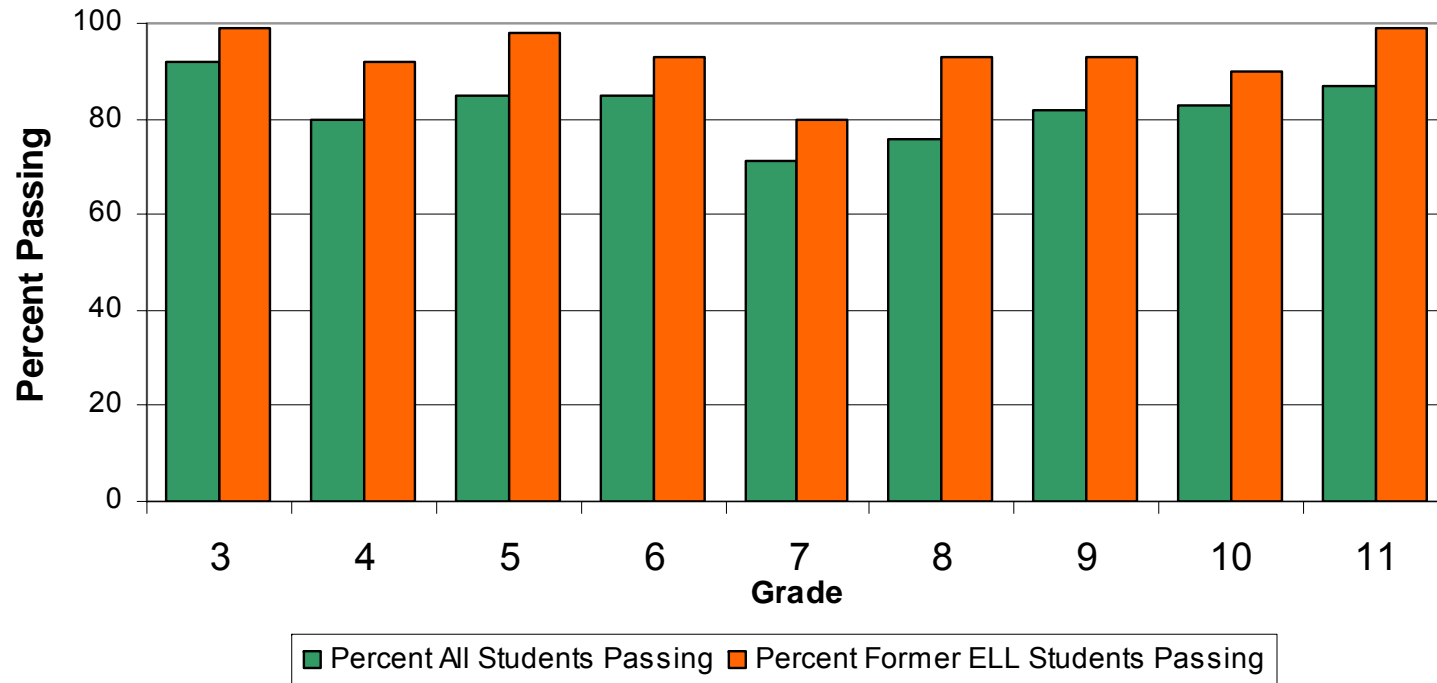


ELL Performance on Math TAKS Falls Off from 5th Grade Onwards



AISD Former ELLs Perform Well on Reading/ELA TAKS

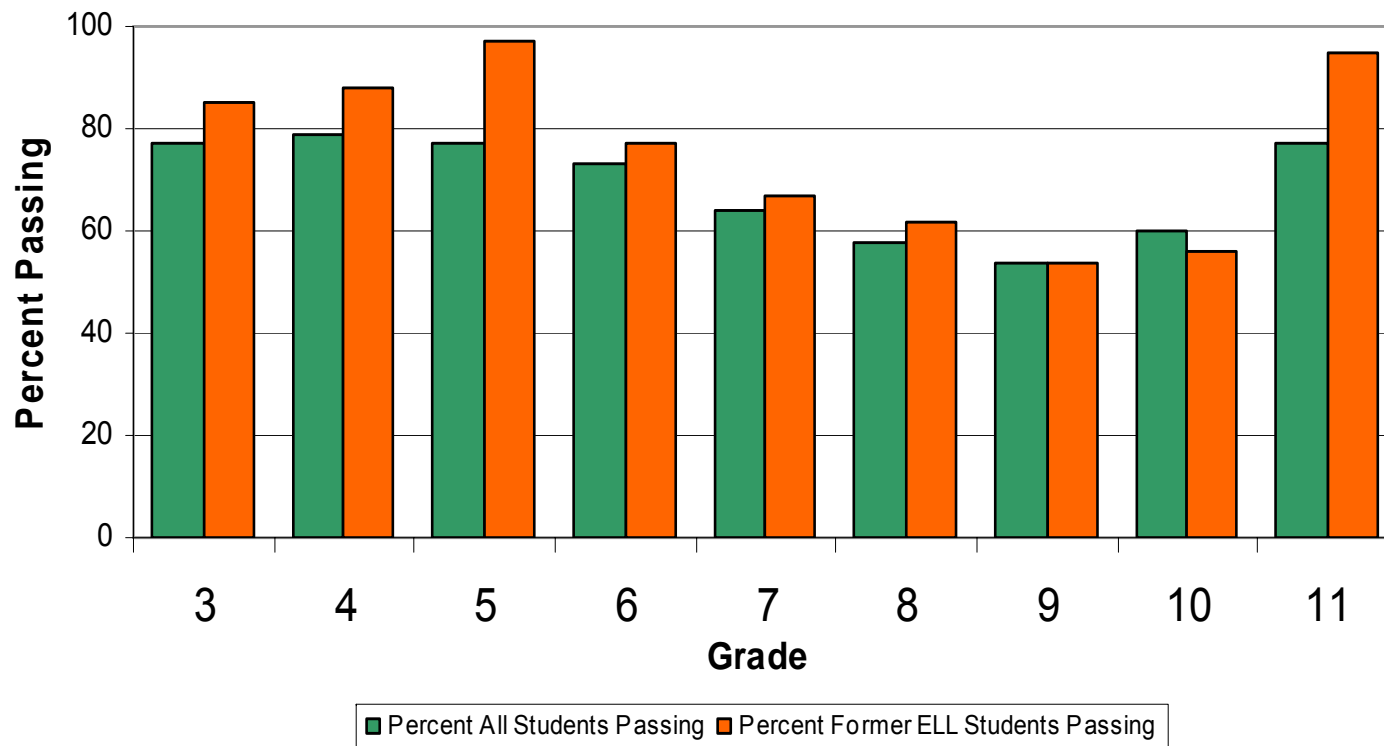
Performance of Austin ISD Students and Former ELL Students on Reading/ELA TAKS, 2006



“Former ELLs” are students who participated in Bilingual Education or English as a Second Language Programs and then exited upon sufficient attainment of English language skills

AISD Former ELLs Outpace Others on Math TAKS

Performance of Austin ISD Students and Former ELL Students on Mathematics
TAKS, 2006

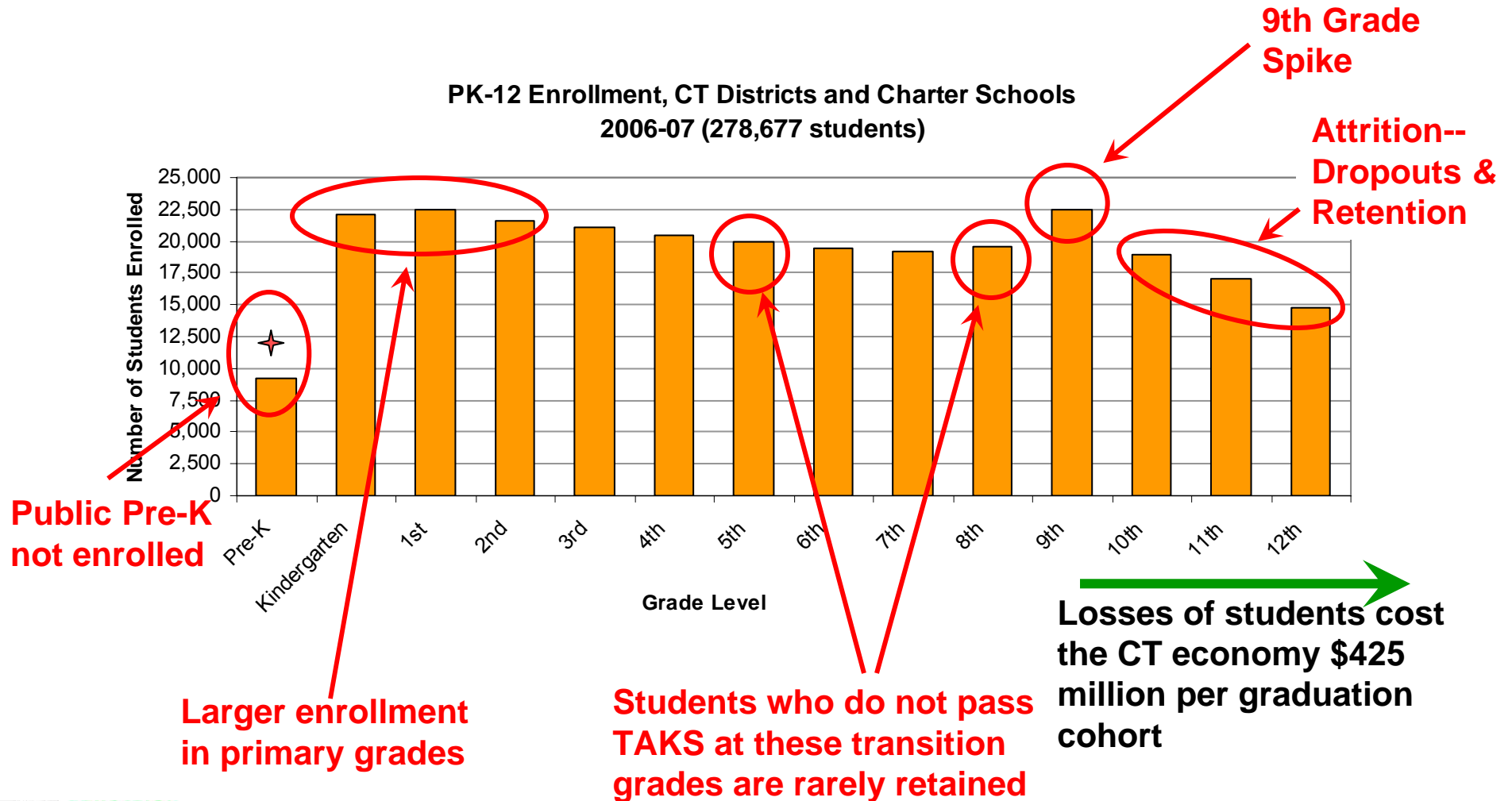


“Former ELLs” are students who participated in Bilingual Education or English as a Second Language Programs and then exited upon sufficient attainment of English language skills

Dropouts, Retention and Graduation

1. Some progress recently, however *graduation rates remain FAR too low* for all groups
2. Very different measures yield very different “dropout” numbers
3. Population to monitor is “All but TAKS”
4. Each annual class of dropouts costs Central Texas **\$425+ Million** over their lifetimes

Student Enrollment Shows Steady Drop-Off In Upper Grades



9th Grade Retention Patterns

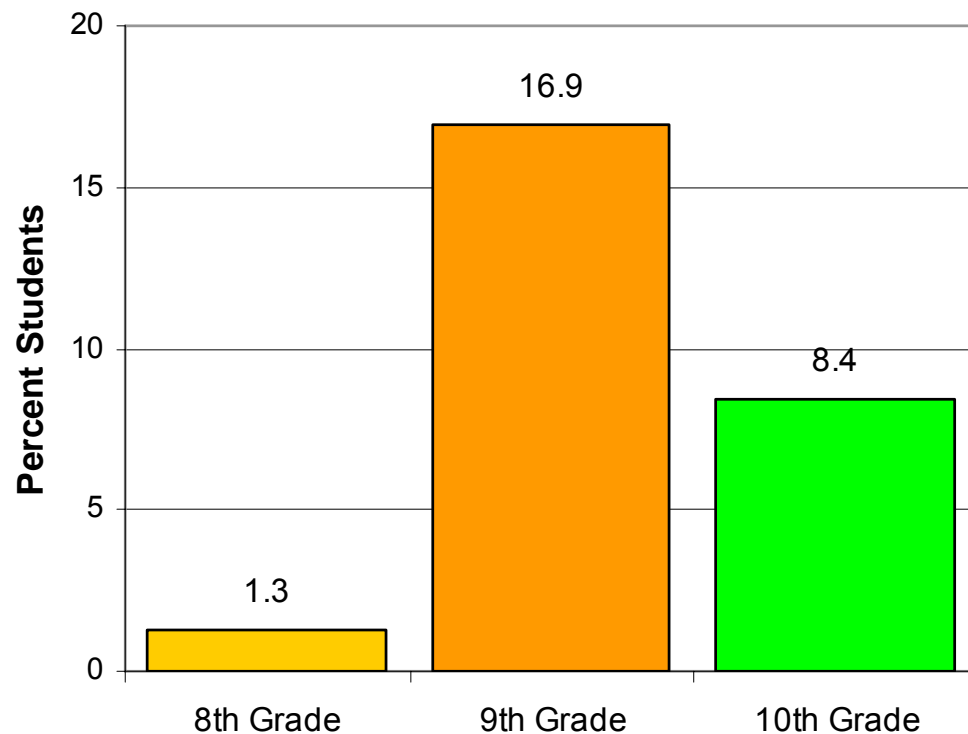
1. 12% of 2002-03 9th graders repeated this grade level in 2003-04 (1,218 out of 10,134 students)
2. Low income students repeat 9th grade at 3 times the rate of their more affluent peers
3. 9th grade “repeaters” are 4 times more likely to leave Texas public schools than non-repeaters

Very High 9th Grade Retention Rate

Who repeated the 9th grade?*

- 1 in 40 Asian/Pacific Islander students
- 1 in 6 Black students
- 1 in 5 Hispanic students
- 1 in 20 White students

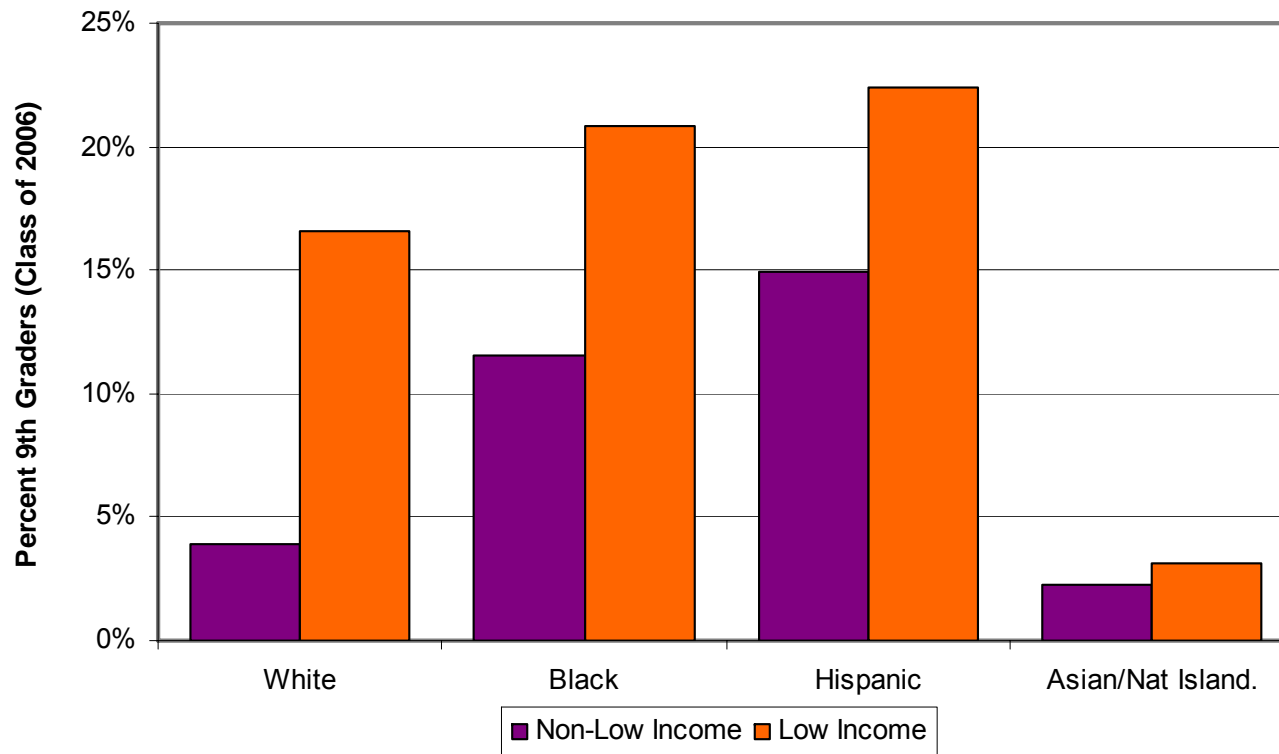
Retention Rates in Partner Districts,
8th, 9th, 10th Grades, 2006**



A student repeating 9th grade is 4 times more likely to drop out of school.*

Low Income Students Repeat 9th Grade at Greater Rates than More Affluent Peers

9th Graders Entering High School in 2002-03 (Class of 2006)
Repeating 9th Grade in 2003-04, Partner School Districts



**Low income White students are retained at 4 times their more affluent peers.
Low income Black students and Hispanic students are retained at 1½ times their more affluent peers.**

Campus Accountability for High School Graduation

1. Class of 2005 and before – campuses counted students in GED programs as non-dropouts
2. Class of 2006 onwards – more strict accounting of graduates and dropouts, aligning Texas to the NCES standard*:
 - *Completion Rate* – portion of 2002-03 9th graders graduated by Summer 2006 or continuing in Fall, 2006-07
 - *Dropout Rate* – portion of 2002-03 9th graders who left without valid reason** and did not complete a GED by Summer 2006

*National Center for Education Statistics

**Valid reasons for leaving school (non-dropout status) include: enrolling in another Texas public or private school, being home-schooled, beginning college, moving to another state, returning to home country, or being expelled, but not simply enrolling in alternative programs, such as GED

Central Texas Class of 2006 Dropout and Graduation Rates

Texas Accountability Indicators*			
Indicator	Central Texas	All Texas	Definition
Annual Dropout Rate (9 th -12 th)	2.8%	3.7%	Portion of enrolled students who dropped out during 2005-06 ➤ Does not include students going to alternative or GED programs
Completion Rate	90.2%	88.9%	Portion of 9 th grade class of 2002-03 who graduated by Summer 2006 or continued in Fall 2006-07
Graduated Students	81.5%	80.4%	Portion of 9 th grade class of 2002-03 who graduated by Summer 2006 ➤ Does not include GEDs earned by Summer 2006
Other Measures			
Cumulative Promotion Index**	60%	Unknown [§]	Probability of a 2002-03 9 th grader graduating in 2005-06 using Census projections
Attrition Rate***	33.1%	35.3%	Portion of students leaving their public school between 9 th grade (2002-03) and graduation (Summer 2006) ➤ Includes students leaving Texas, students enrolling in private school, and so on

*Source: TEA, AEIS Reports & Ad-hoc Data Requests, 2007

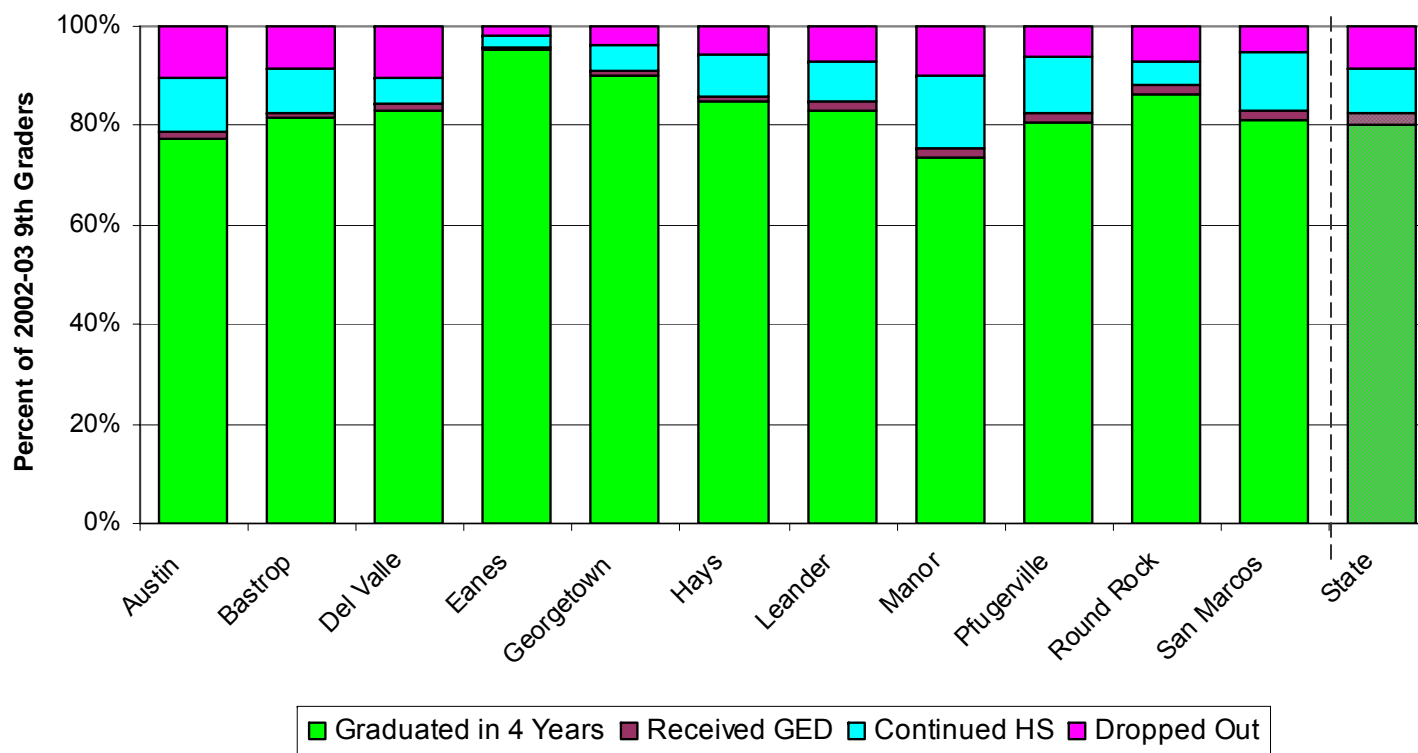
** Source: Gary Orfield, *et al. Losing Our Future: How Minority Youth are Being Left Behind by the Graduation Rate Crisis*, Cambridge, MA: The Civil Rights Project at Harvard University, 2004.

***Source: TEA, AEIS Reports using graduate counts from class of 05-06 and 9th grade enrollment counts 02-03

[§]The source for Cumulative Promotion Index did not publish measures for the State of Texas

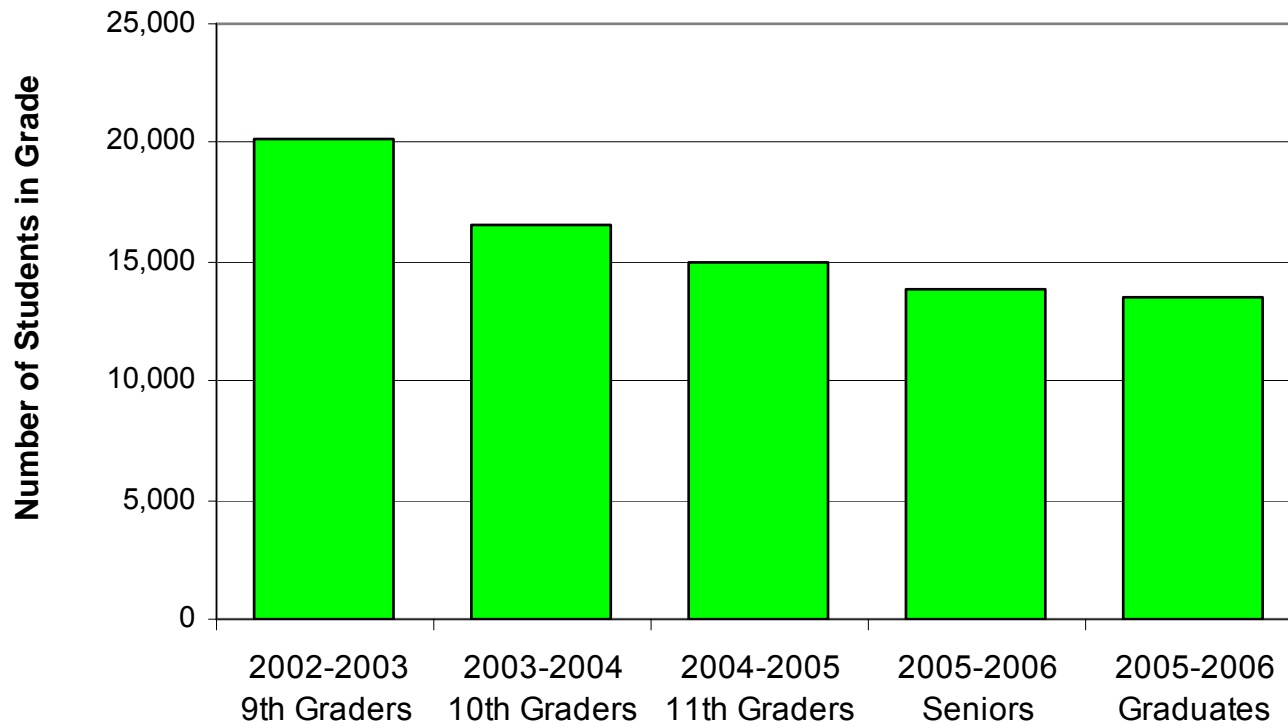
According to TEA, 80% CT High School Students Graduate On Time

Outcomes for Class of 2006, Large and Partner Districts

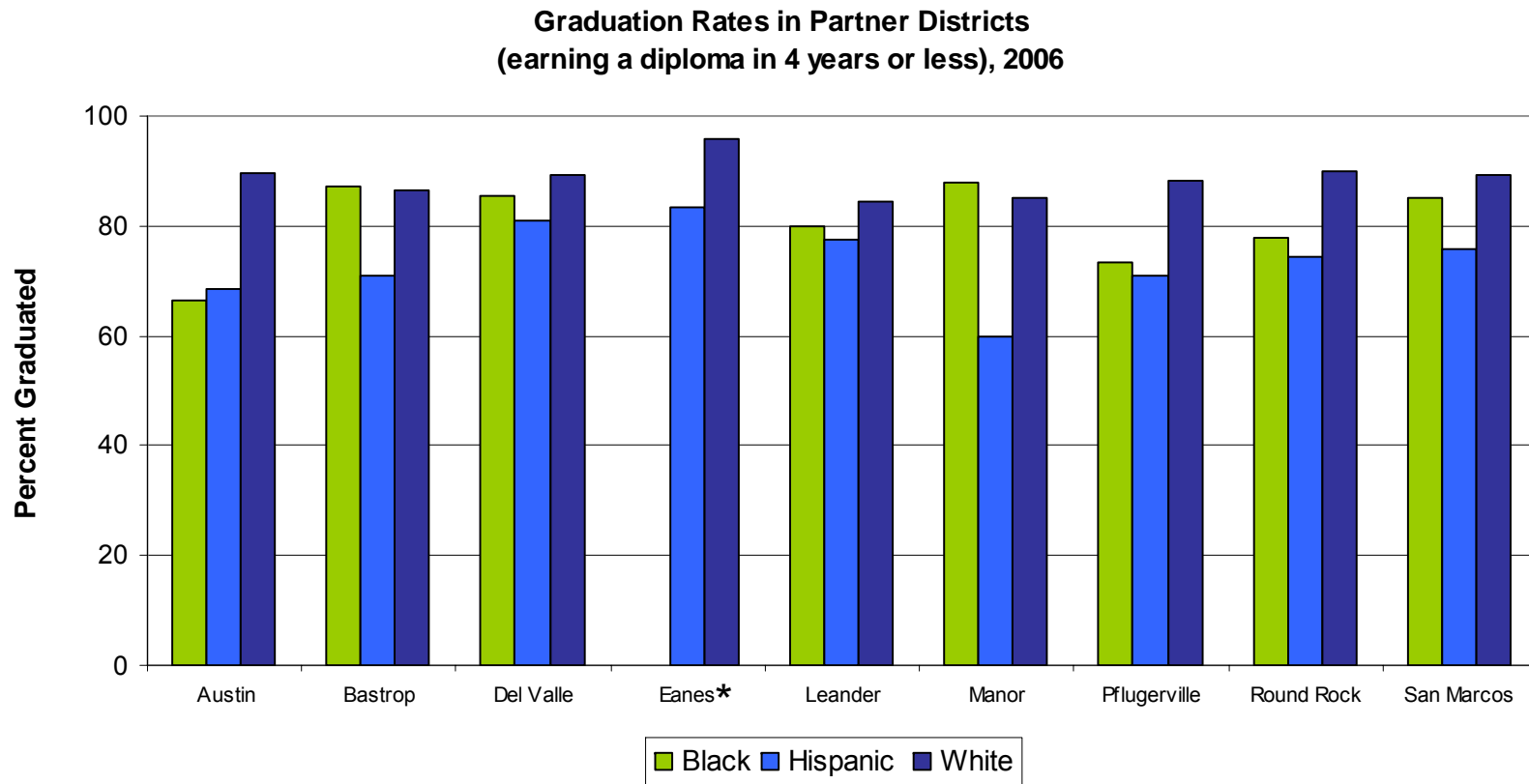


CT Enrollment Count Drops by 33% from 9th Grade through Graduation

Enrollment Counts, 9th Grade through Graduation
All CT Districts, 2002-03 through 2005-06

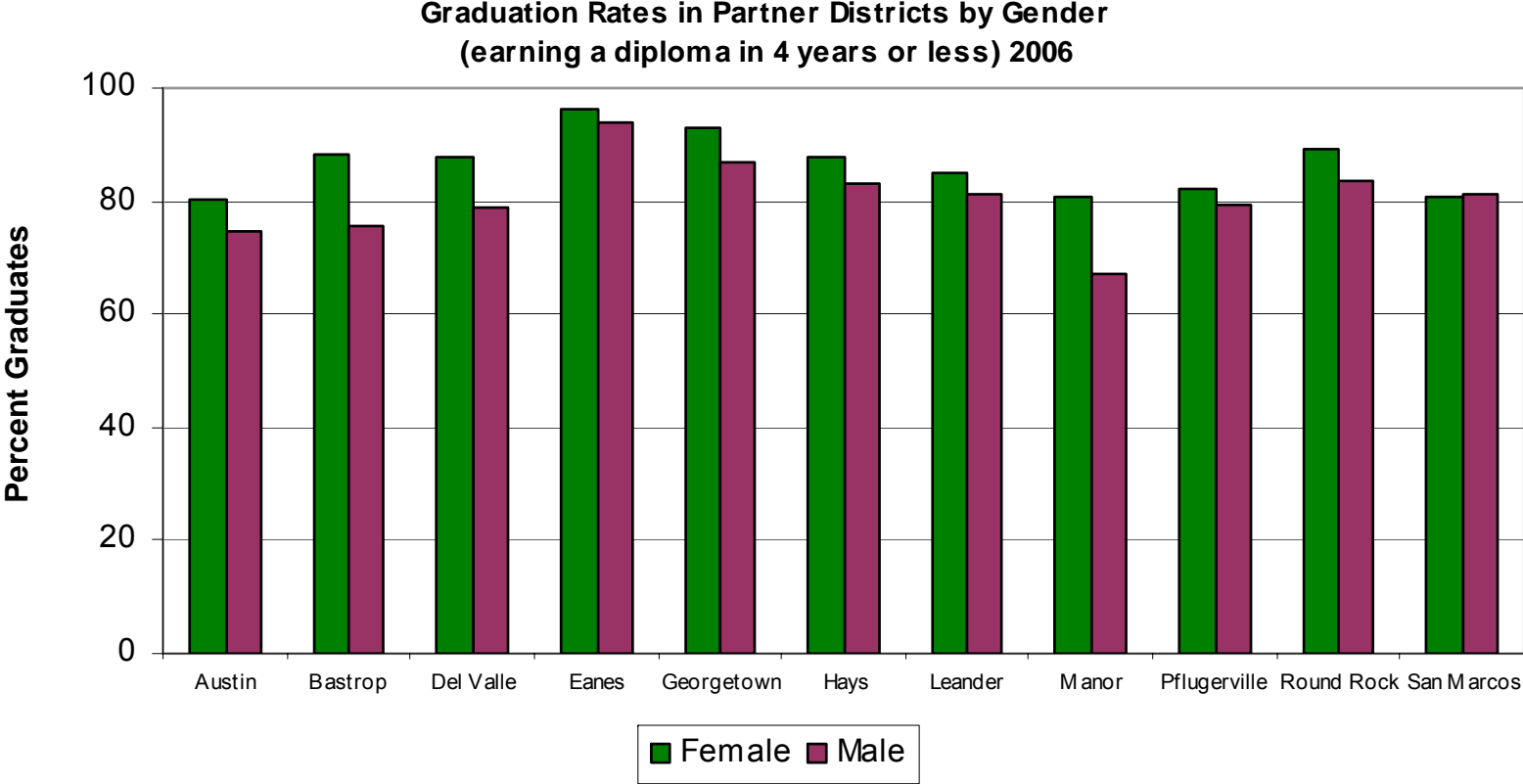


HS Graduation Gap is as Much as 28% in Some CT Districts



*** Eanes' Black and Hispanic population is smaller (< 7%) most other CT school districts, with too few Black students to display results due to privacy concerns.**

Females Graduate from HS at Higher Rates than Males



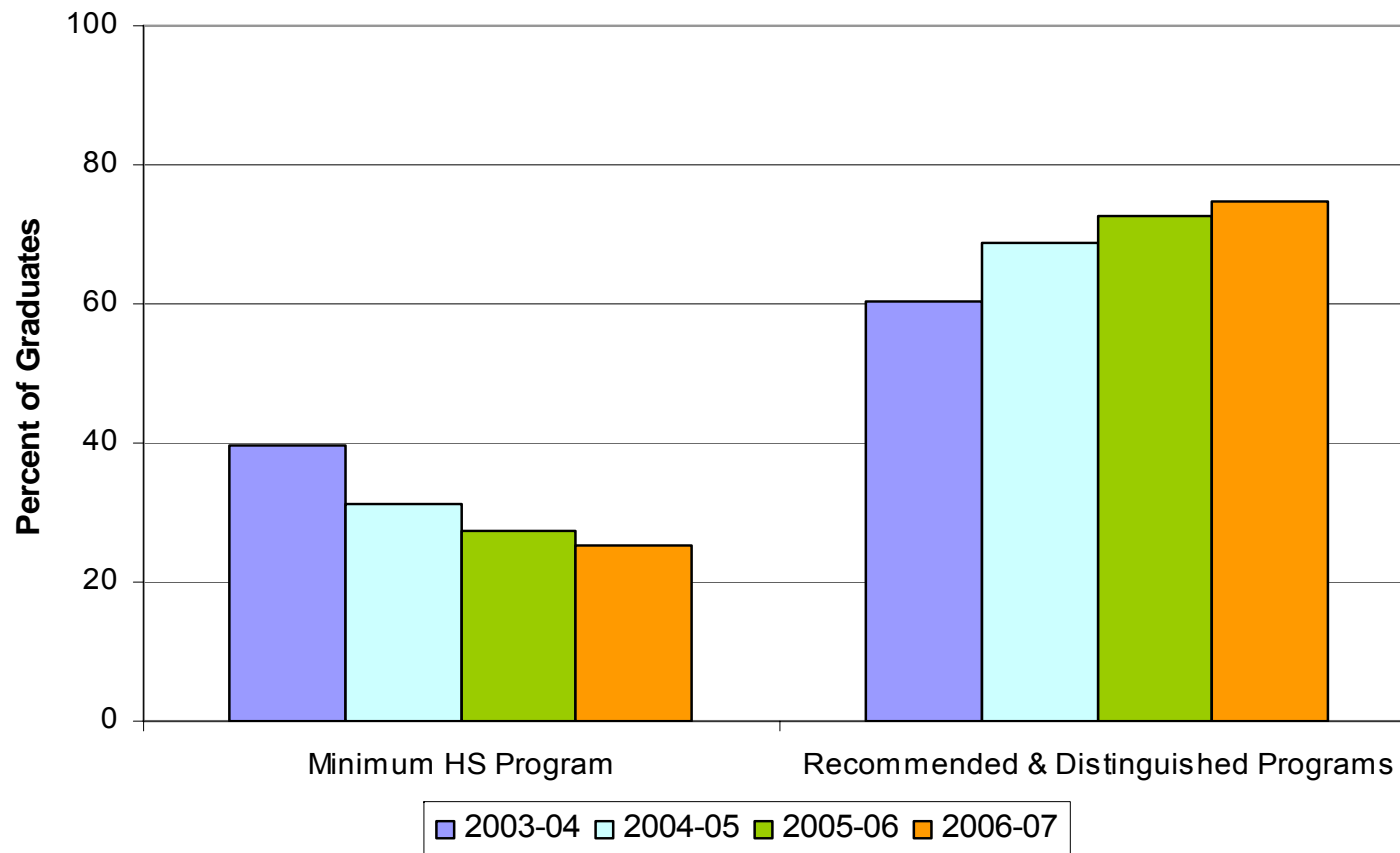
Transitions to College and Career

College Readiness for Central Texas High School Graduates

1. More students graduating on Recommended or Distinguished High School Plan
2. And more high school graduates take college entrance exams ...
3. But current measures show that far too few are “college ready”
4. And large gaps remain among different student groups

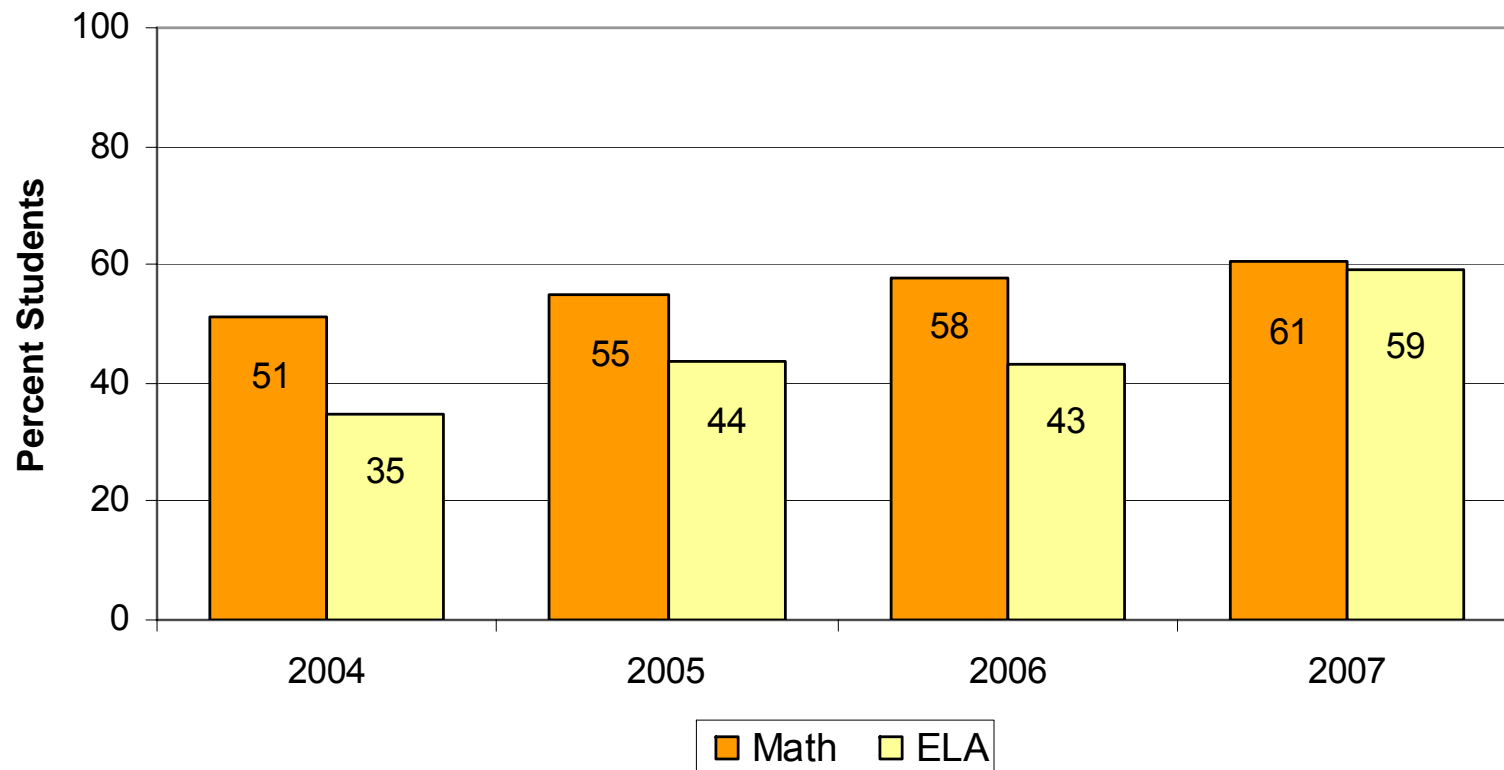
Steady Increase in CT Students Graduating on Distinguished and Recommended Plans

Graduation by Plan, All CT Districts and Charters,
Classes of 2003-2006



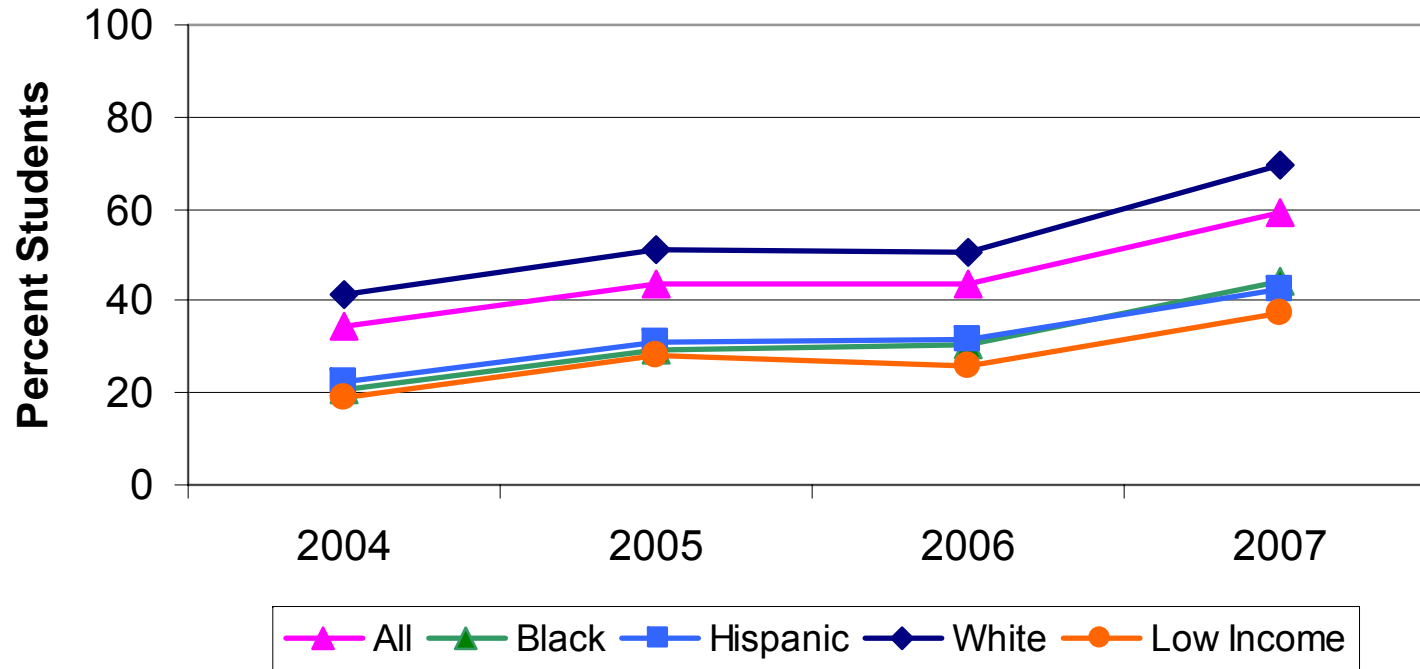
Students Meeting Standard for College Readiness Increase, Particularly in ELA

Students Scoring 2200 or Better on Math and English Language Arts (ELA)
Exit TAKS, All Districts and Charters, 2004-2007



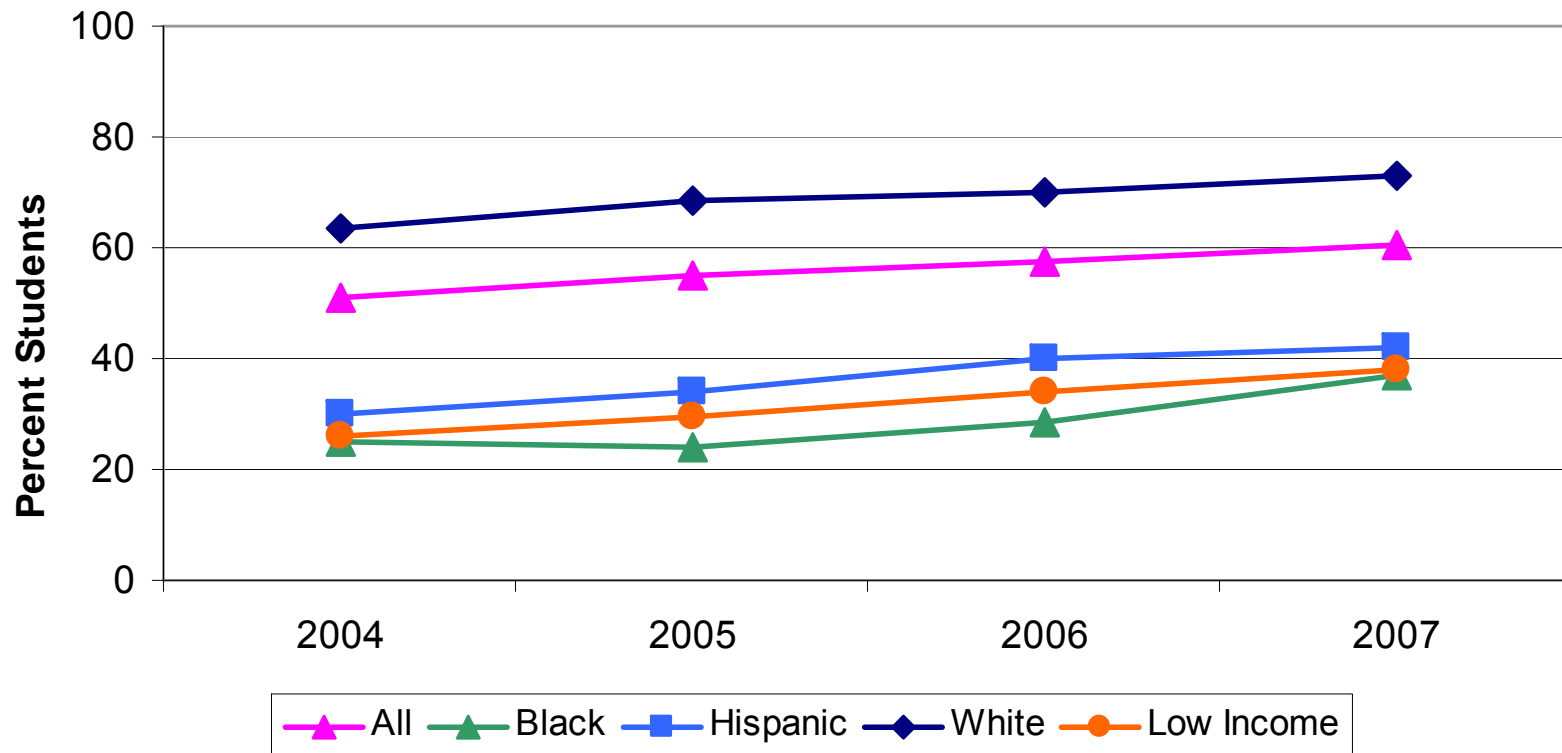
Big Increase, But Gap Persists in ELA College Readiness

Students Scoring 2200 with a "3" or "4" on ELA Exit TAKS
All Districts and Charters, 2004-07

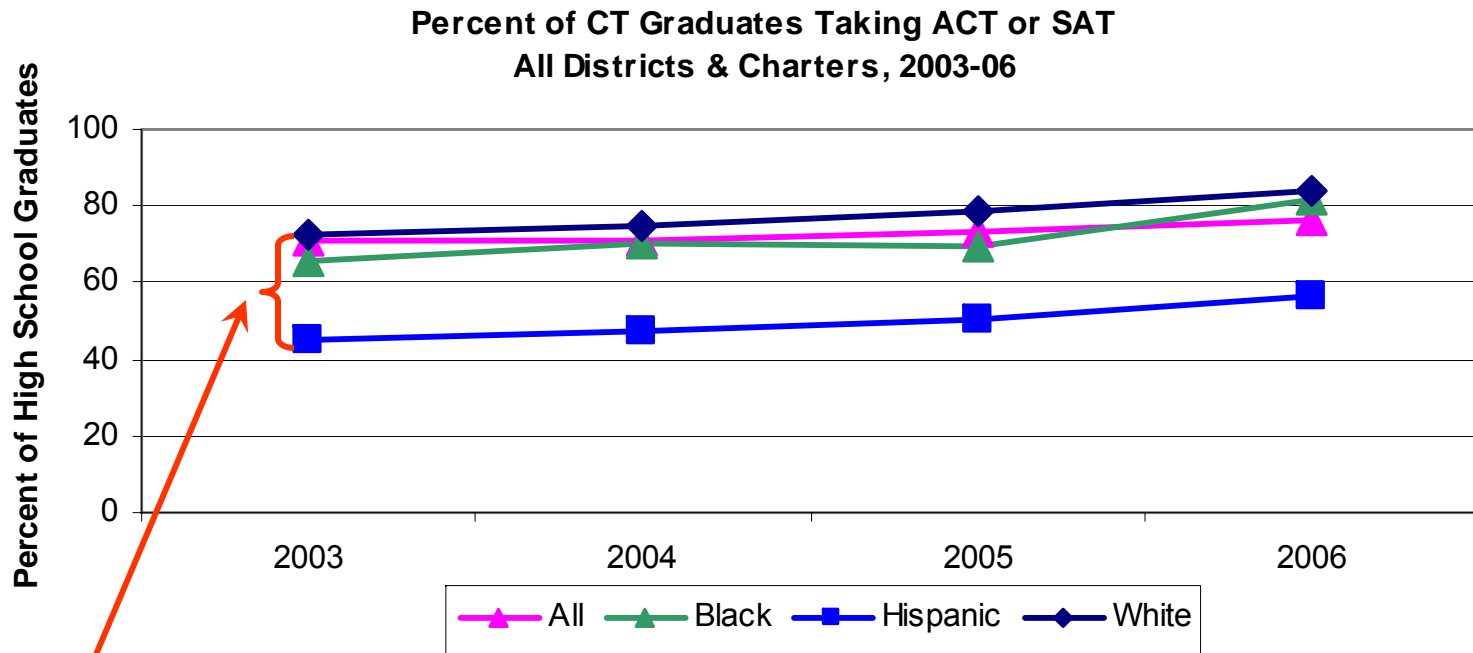


Gap Also Persists in Math College Readiness

Students Scoring 2200 or Above on Math Exit TAKS
All Districts and Charters, 2004-05



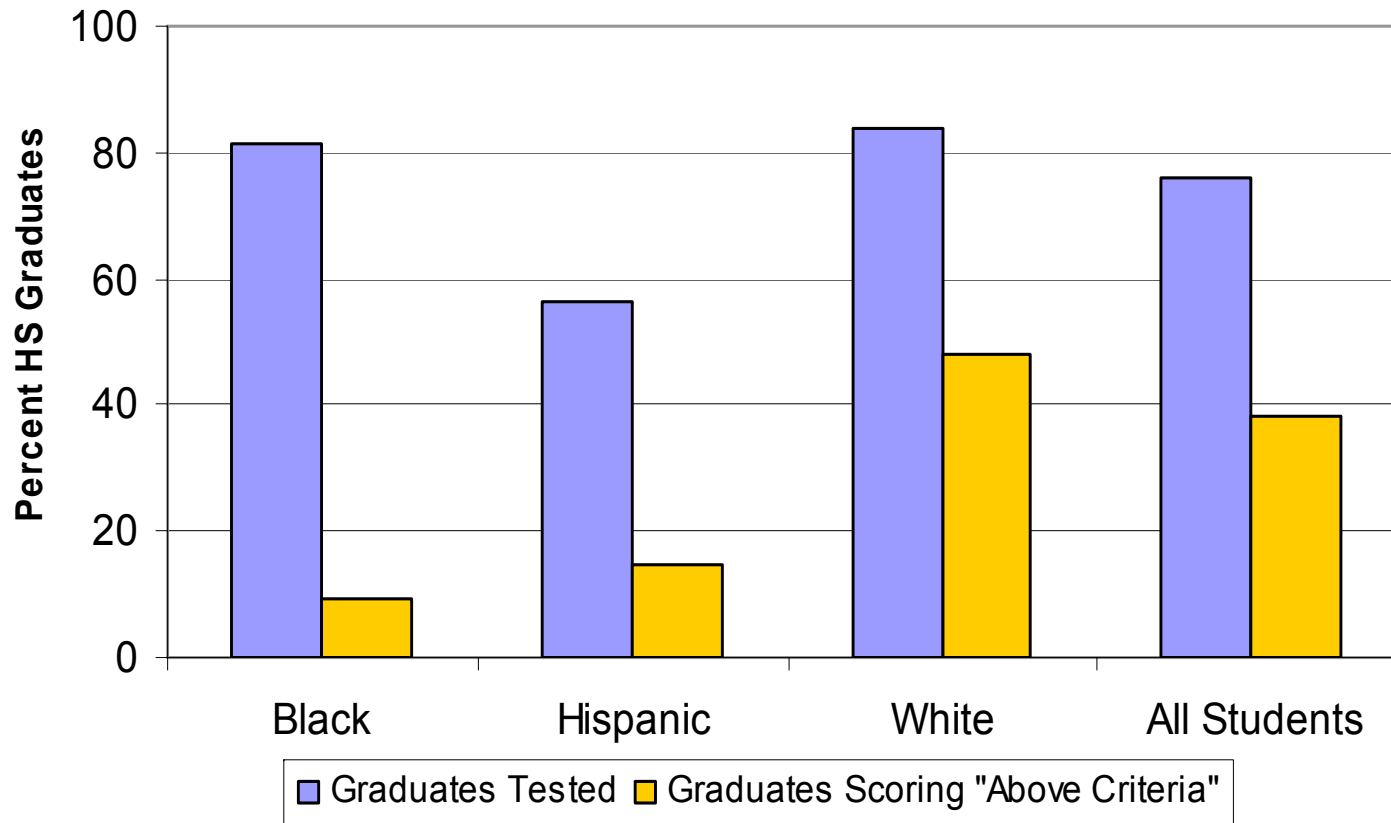
More HS Graduates Take College Entrance Exams



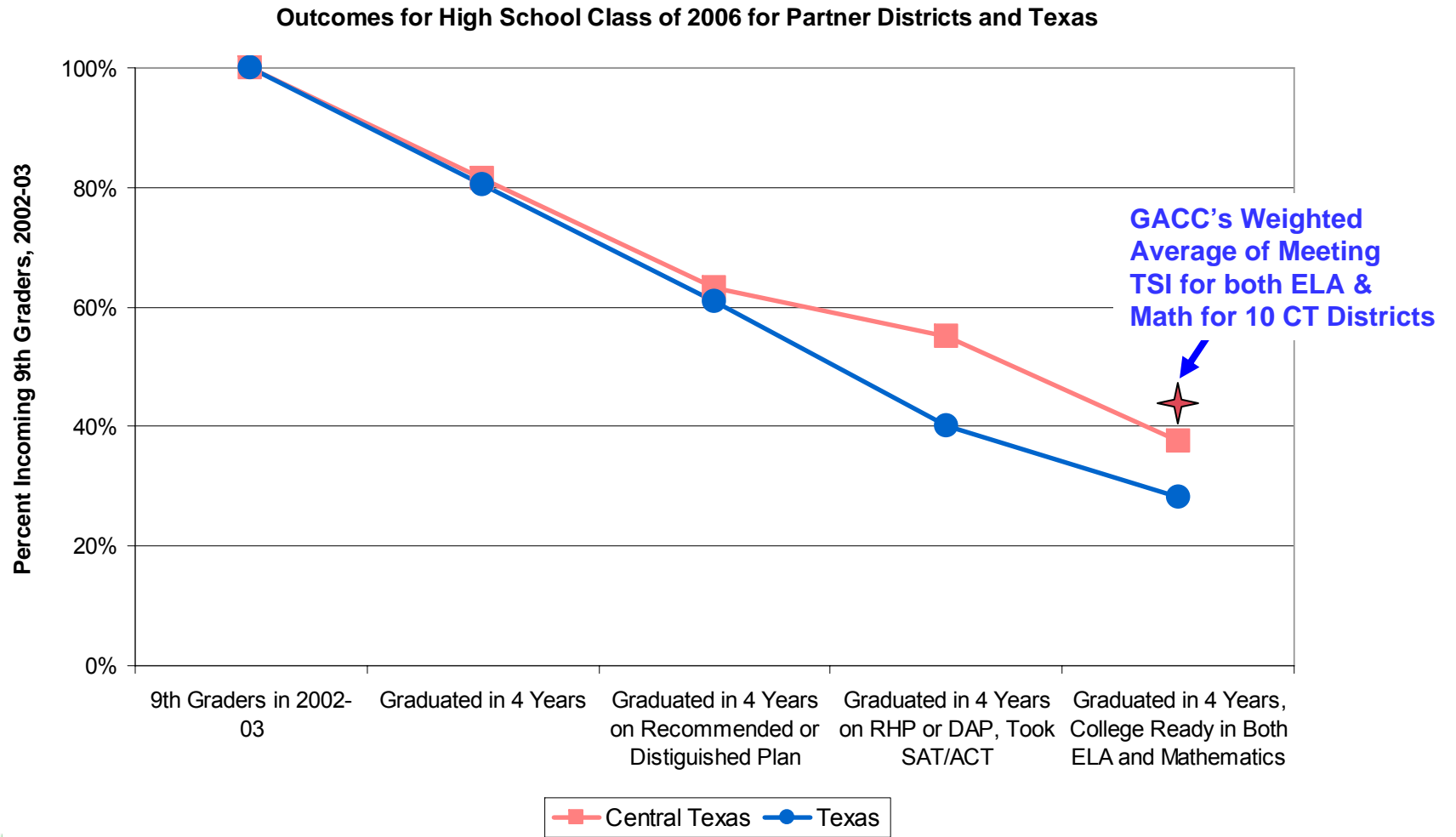
Hispanic students take college entrance exams at far lower rates than other student populations

Large Gaps Exist for Graduates Scoring "Above Criteria"

SAT/ ACT Participation and Performance,
All Districts and Charters, 2006



The Pipeline for College Readiness Narrows from 9th Grade On



College Readiness by District

TAKS, SAT & ACT COMBINED RESULTS Class of 2007			
Central Texas Districts	College Ready: English Language Arts	College Ready: Math	College Ready: Both Subjects (ESTIMATED)
Austin	48%	54%	39%
Bastrop	33%	44%	23%
Dripping Springs	74%	75%	64%
Eanes	83%	87%	79%
Georgetown	44%*	58%*	35%*
Hays	37%*	48%*	27%*
Hutto	46%	50%	31%
Manor	34%*	47%*	19%*
Pflugerville	42%*	53%*	29%*
Round Rock	65%	67%	55%
Weighted Average	52%	59%	43%

* TAKS only, does not include ACT/SAT

Source: Greater Austin Chamber of Commerce

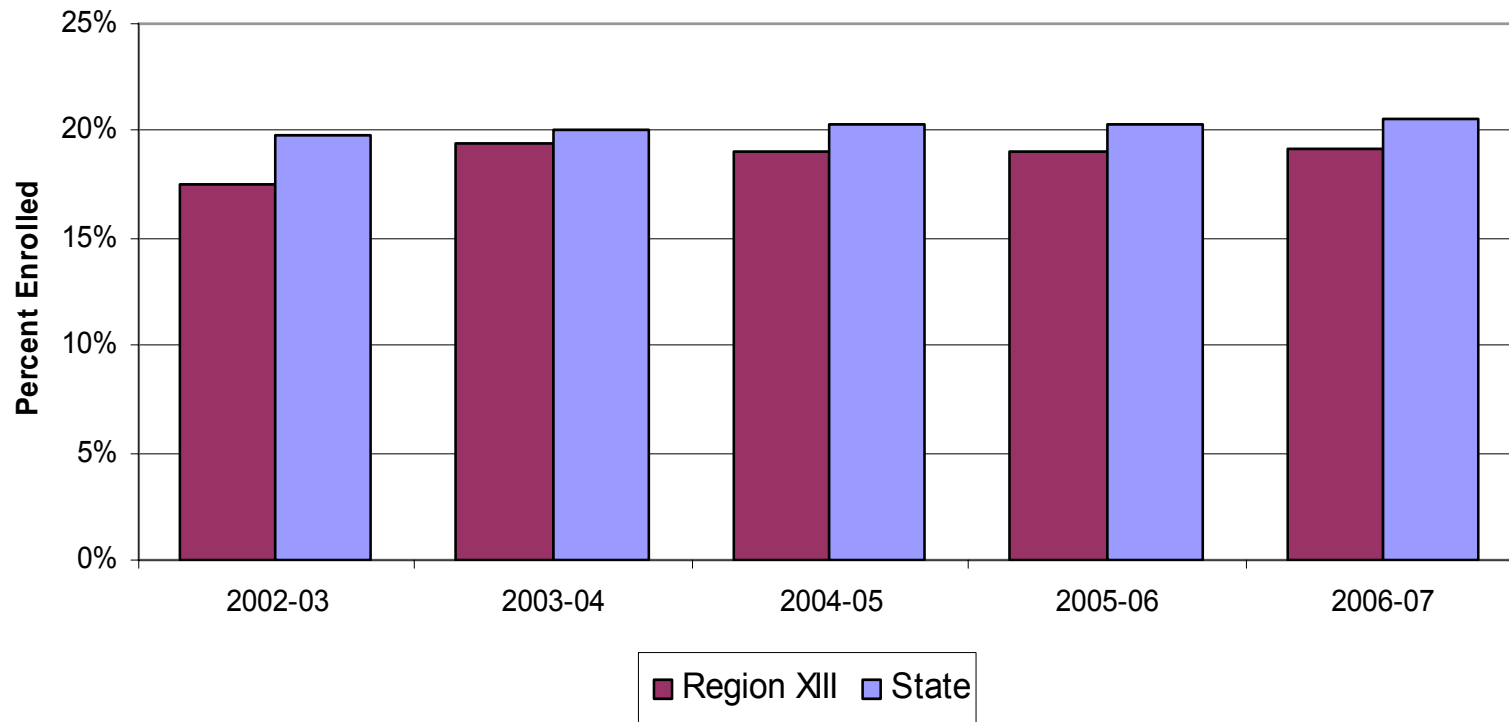
Career and Technology Education and Advance Coursework

1. Course enrollment in Career and Technology Education (CTE) courses tops 40,000 in Central Texas
2. Percentage of Black and Hispanic students taking AP/IB* courses lags behind White peers
3. Black and Hispanic AP/IB participation rates are rising
4. Black and Hispanic test results are improving

*AP refers to Advanced Placement. IB refers to International Baccalaureate. Both programs are explicit in their preparation of students for college level work.

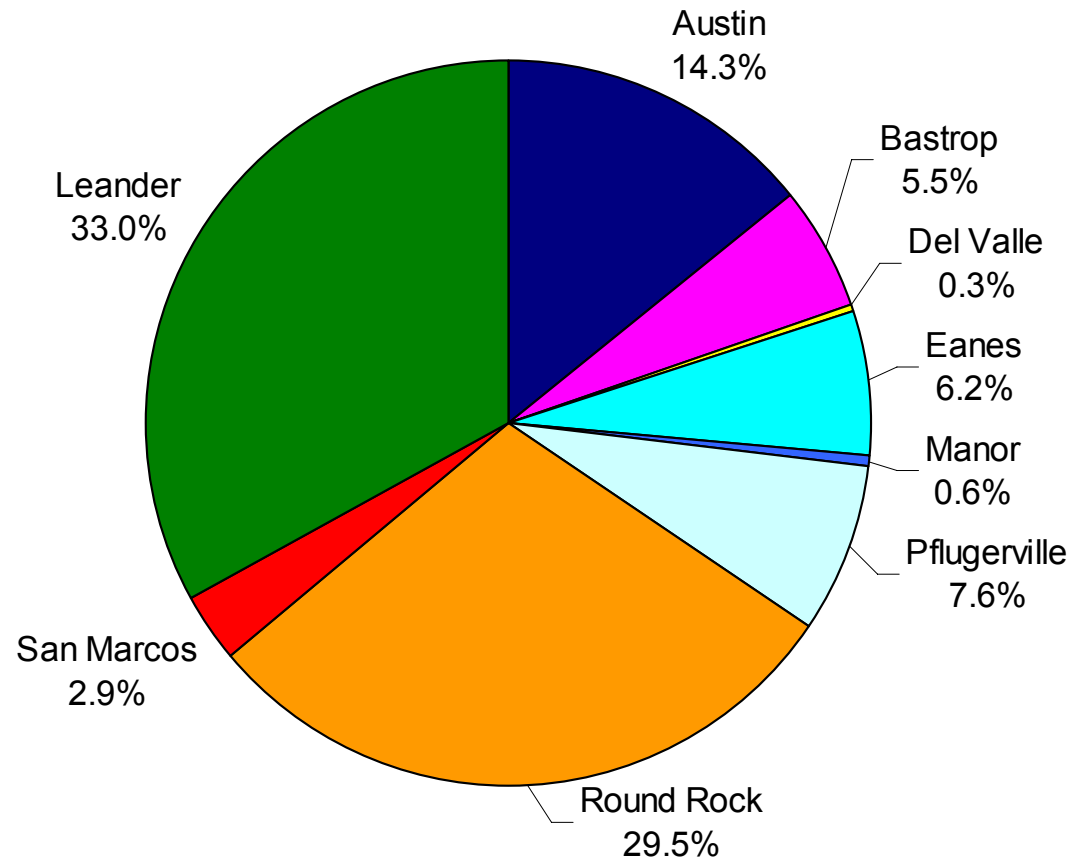
Almost 20% HS Students Enrolled in Career and Technology Education

Percent Enrolled in Career and Technology Coursework
Region XIII and State, 2002-07



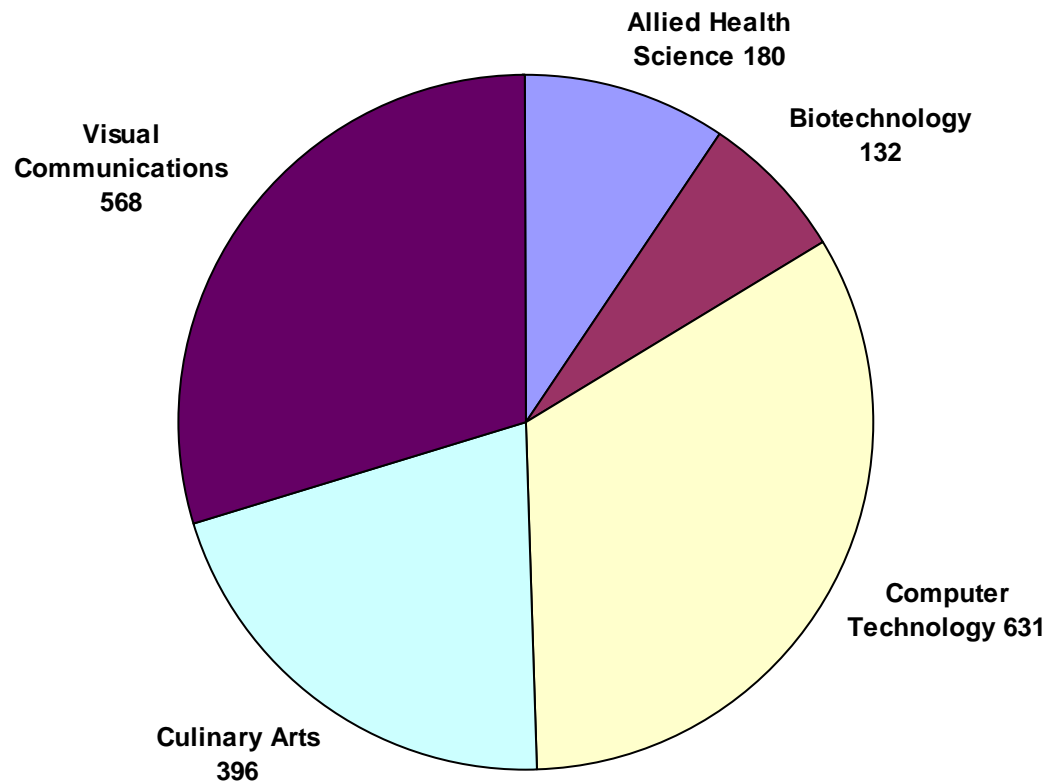
Districts Vary Widely in Students Earning ACC Tech Prep Credit

CT School Districts where Students Earned Tech Prep Credit through CTE Coursework, 2006-07 (1907 credits altogether)



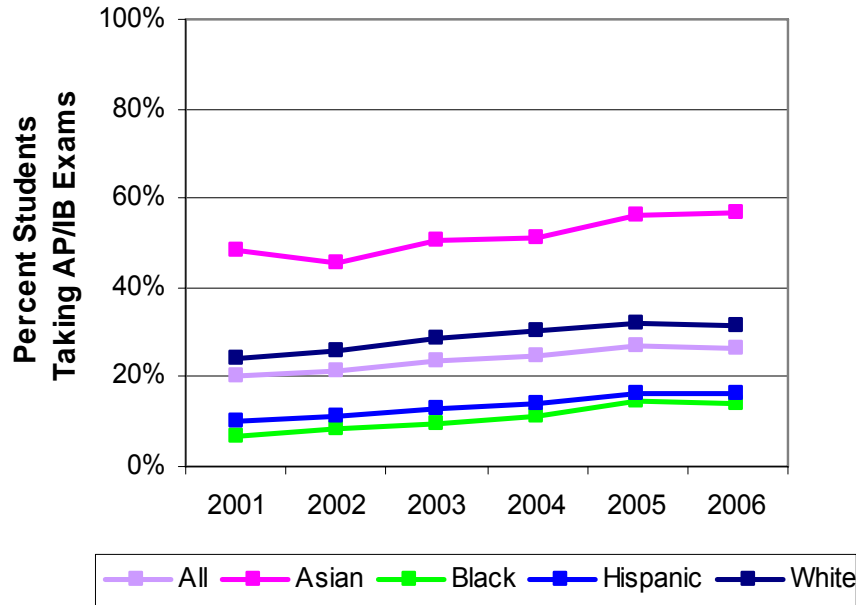
Variety of Workforce Specializations for CTE Students Earning ACC Tech Prep Credit

ACC Tech Prep Credit Earned Through CTE Coursework in Central Texas High Schools, 2006-07 (1907 credits altogether)

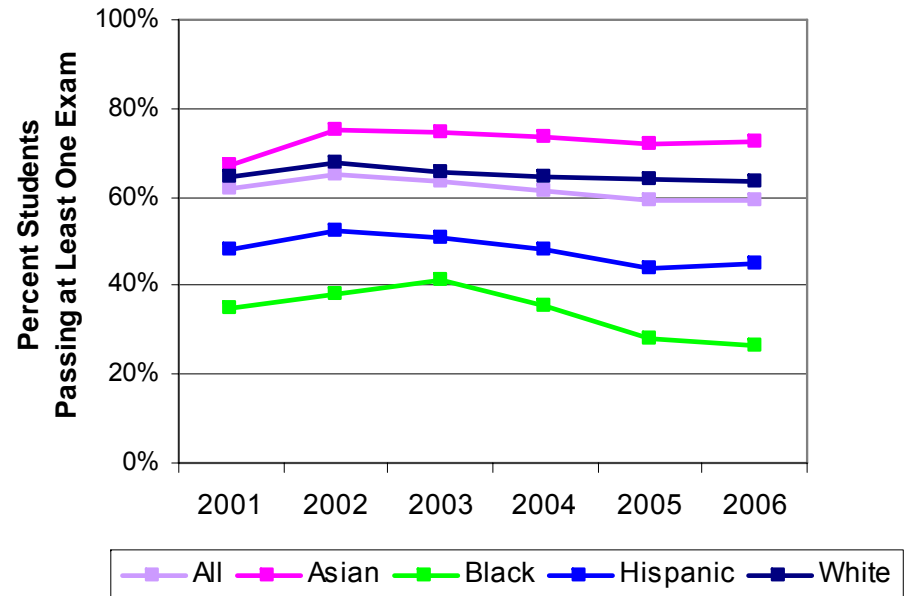


Positive Trend for AP/IB Test-Taking Some Decline in AP/IB Passing Rates

Participation in AP/IB Examinations
All Region 13 Students, 2001-06



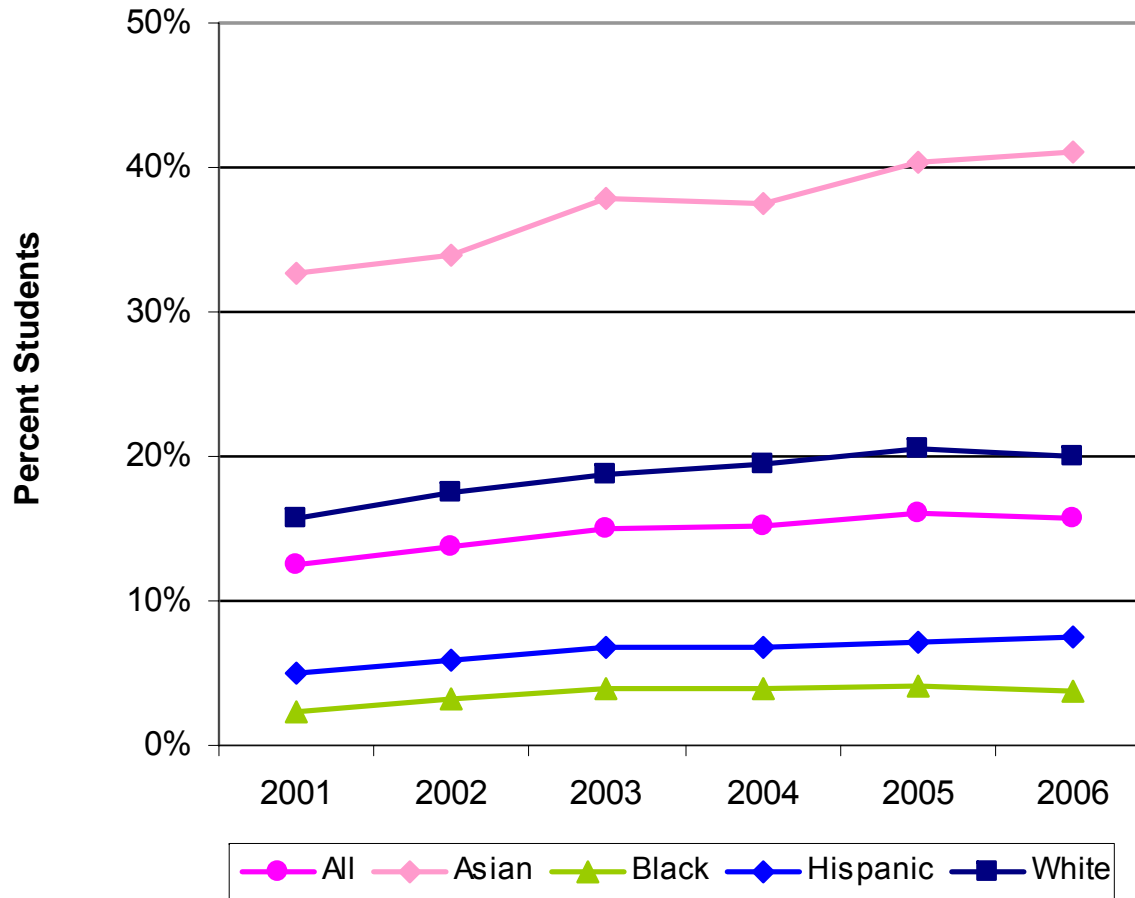
Success in AP/IB Examinations
All Region 13 Students, 2001-2006



All Student Groups Increase AP/IB Success

Asian Students Far Exceed Peers

Students Who Took and Passed AP/IB Exams
Region 13, 2001-2006



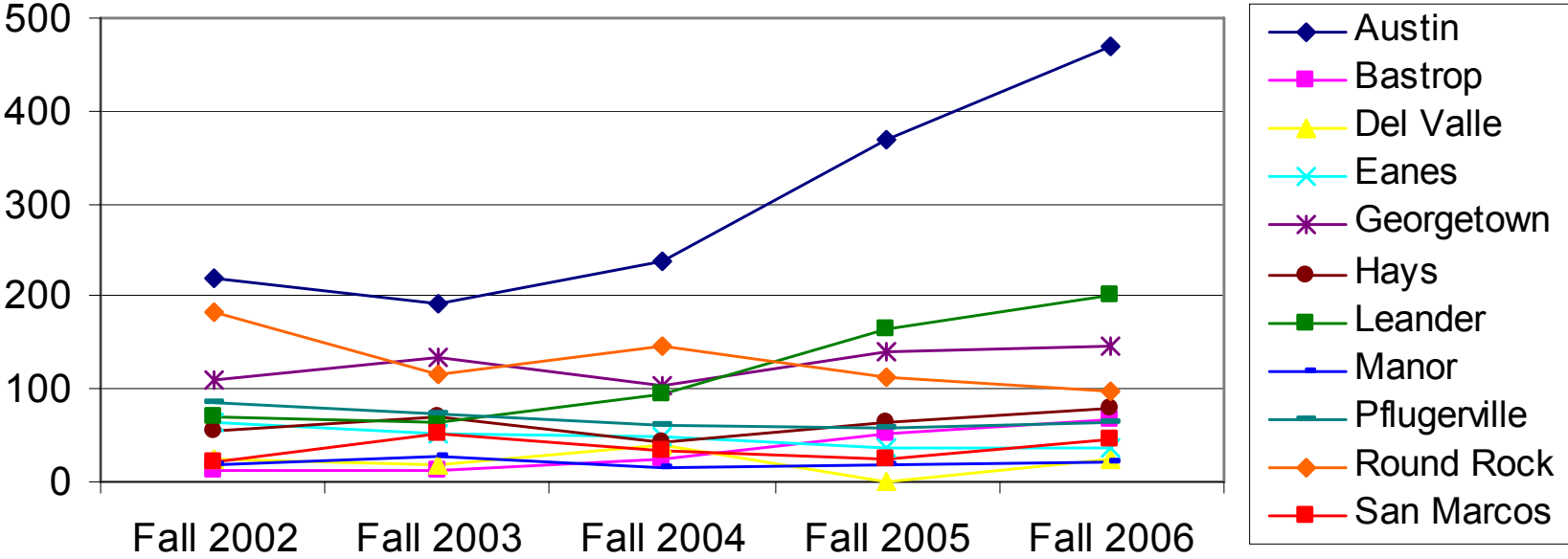
5 Year Gain:

All	+3.2%
Asian	+8.5%
Black	+1.3%
Hispanic	+2.5%
White	+4.3%

Dual Enrollment Has Increased Over Time

(ACC courses taken while in high school)

High School Concurrent Enrollment, Fall 2002-2006



Concurrently enrolled students are enrolled in high school (as juniors and seniors) and in college. These students receive college credit and high school graduation credit for the classes they take at ACC.

The Student Experience: Higher Education

Highlights on Central Texas College Enrollment

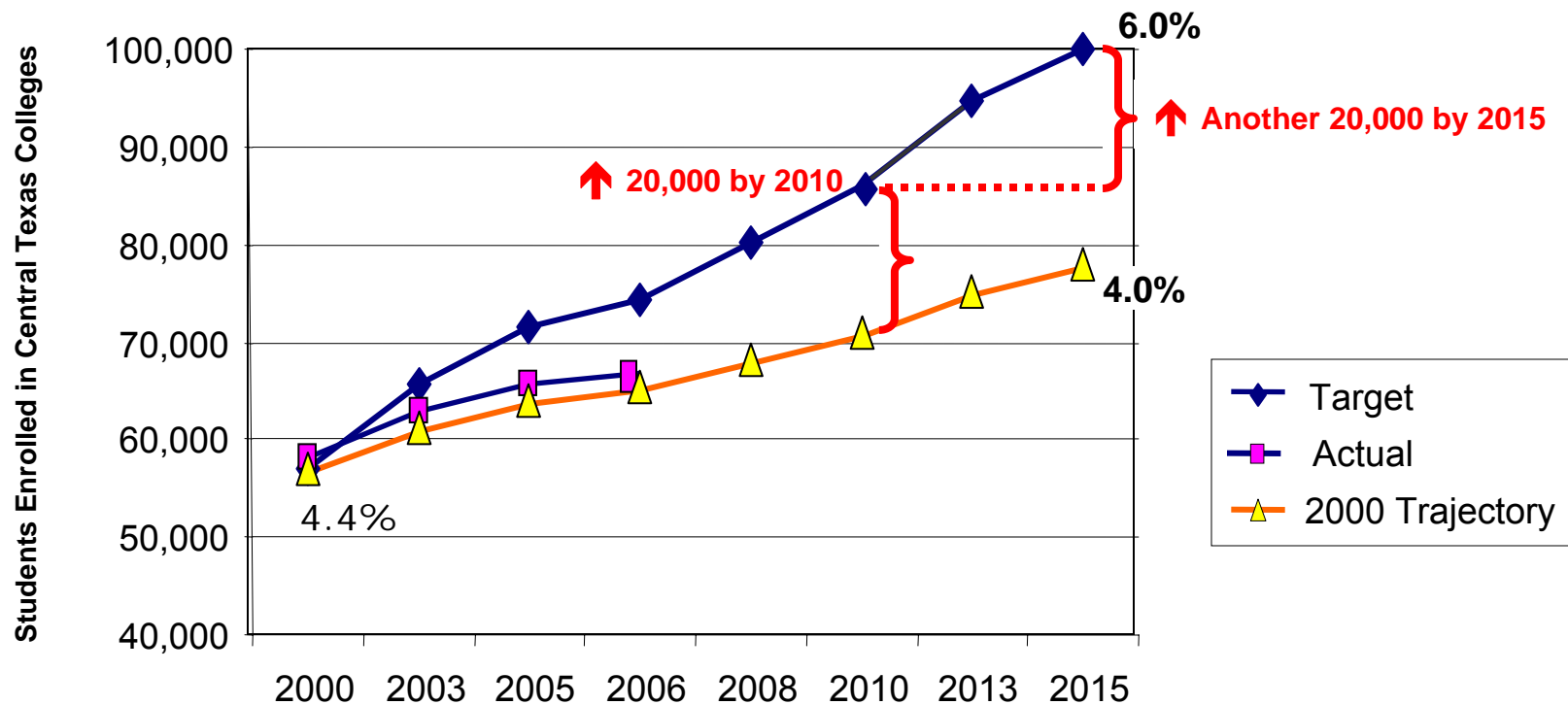
1. Meeting “Closing the Gaps” goals means*
 - By 2010: ↑ **20,000** *more* college students
 - By 2015: ↑ *another* **20,000** college students
2. To meet “Closing the Gaps” goals, CT colleges must increase capacity by **~20,000** “seats” *beyond 2015 enrollment projections*
3. 2006-07 undergraduate enrollment in Central Texas colleges: **101,100****

Highlights on Central Texas College Enrollment (*cont.*)

4. About **half** of CT high school graduates go to Texas colleges in the year following high school graduation
5. Of those, **half** go to CT colleges (full or part-time)
6. **54%** CT college students are “non-traditional” – not 18-24 year old full time college-goers
7. State counts of CT students going to college are ***not*** complete:
 - Students without social security numbers—***Not included***
 - Students who go to college outside Texas—***Not included***

Central Texas College Enrollment Not on Target for “Closing the Gaps”

Residents in Austin MSA Enrolled in Higher Education



“Closing the Gaps” is the Texas Higher Education Coordinating Board’s state goals for Texas student success in higher education, including enrollment through graduation.

CT Higher Education Overview

	Carnegie Classification	Undergraduate Enrollment	Median ACT/SAT Score	Average Tuition & Fees TX Residents for 2 Semesters
Concordia University	Private Baccalaureate Diverse	1,156	1015	\$9,412
Huston-Tillotson University	Private Baccalaureate Arts & Sciences	704	755	\$10,187
Southwestern University	Private Baccalaureate Arts & Sciences	1,294	1232	\$21,361
St. Edward's University	Private Master's Large Program	3,431	1110	\$12,603
Texas State University – San Marcos	Public Master's Large Program	24,038	1060	\$5,414
University of Texas at Austin	Public Research Very High Level	37,459	1235	\$11,344
Austin Community College	Public Associates Diverse	33,039	NA	\$ 1,688

ACC Student Population

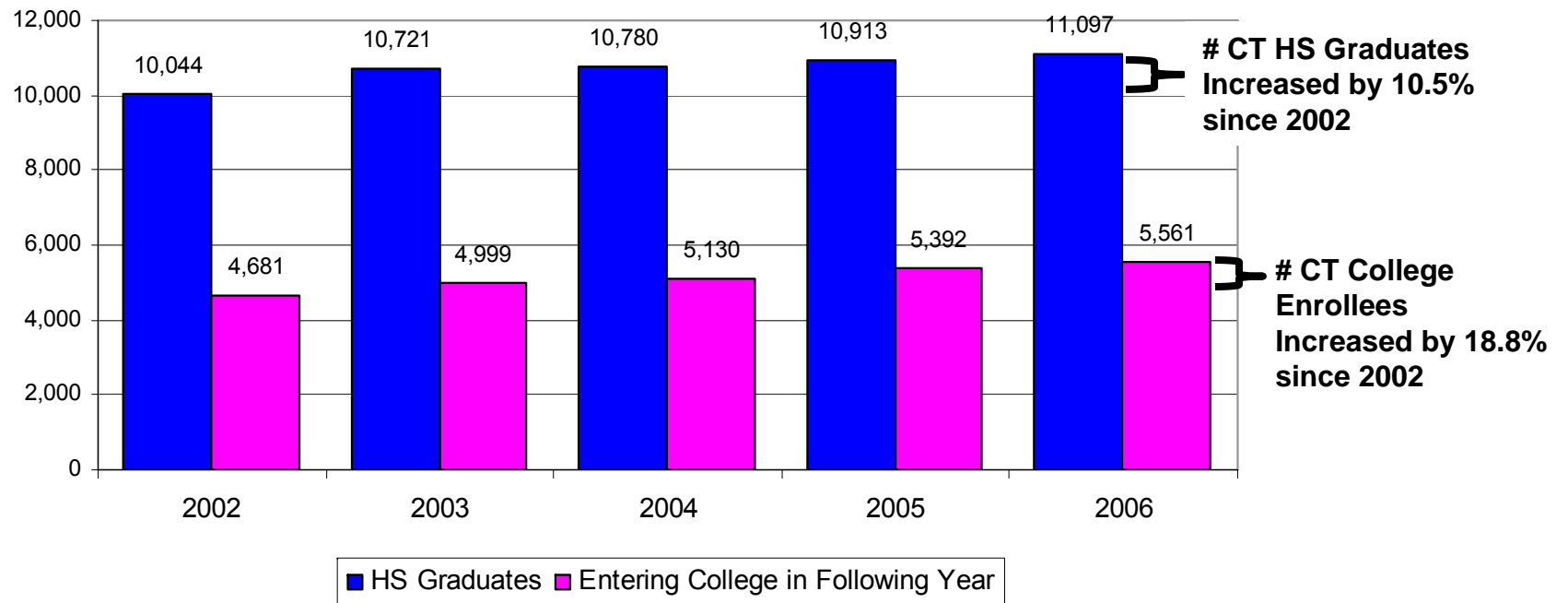
1. ~ **33,000** students enrolled in academic track courses
2. ACC's students vary from "traditional" 4-year institutions
 - **72%** part-time
 - **55%** \geq 22 years old
 - **40%** $>$ 30 years old
 - Over **50%** earn credit through distant learning and evening courses rather than daytime courses

CT Higher Education Enrollment Projections

Higher Education Enrollments	Fall 2006 Estimated Enrollment*	Projection for 2015**
ACC Closing the Gaps Update – Spring 2007	33,000	39,090
Concordia Estimate from President's Office	1,300	2,600
Huston-Tillotson*** Estimate from President's Office	700	1,200
St. Edward's Estimate from President's Office	5,200	6,000
Southwestern Not intended to change	1,300	1,300
Texas State San Marcos and Round Rock Institutional Estimate	27,500	35,900
UT Austin http://www.theccb.state.tx.us/Reports/PDF/1301.PDF	49,700	52,588
Total Capacity / Potential Capacity	118,700	~ 138,680
For "Closing the Gaps", need ~40,000 new students in higher education in Central Texas by 2015		Gain: ~19,980 Gap: ~ 20,000

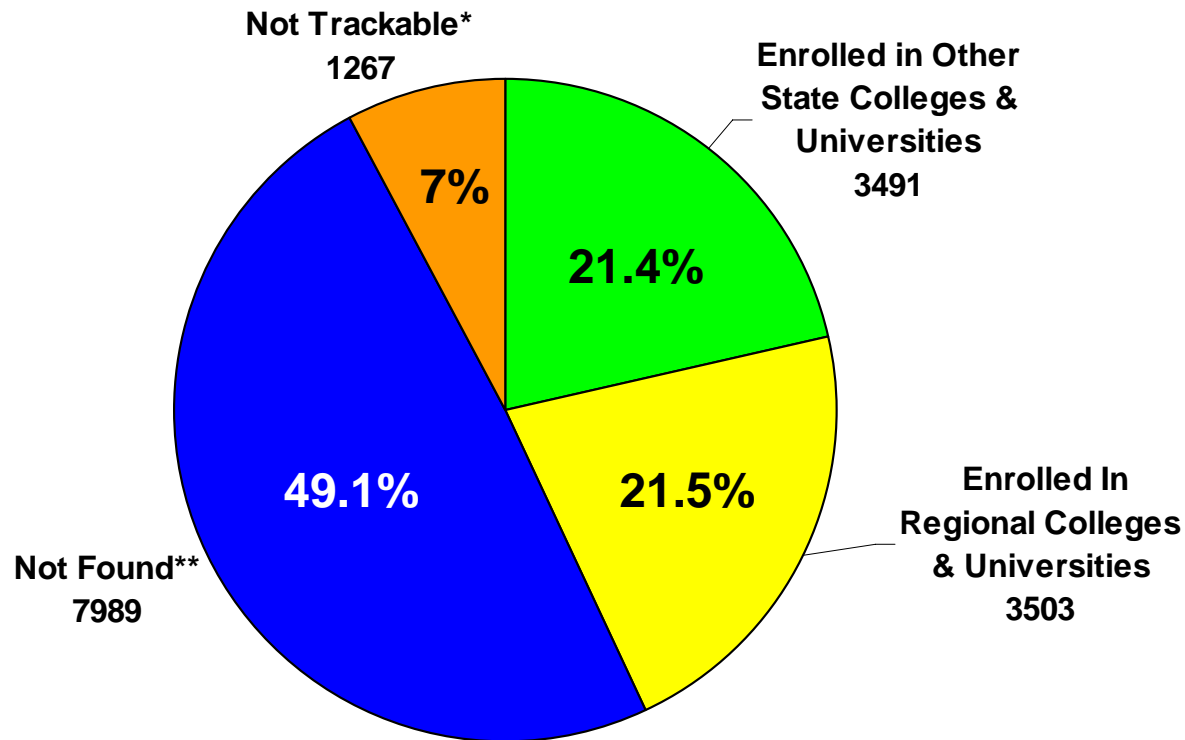
CT College Enrollment Grew Faster than High School Graduates

Number of High School Graduates and College-Goers from Large and Partner Districts, 2002-2006



Many Central Texas High School Graduates Stay Local, 7% “Not Trackable”

High School Graduates, All Districts, Tracked in State Higher Education, 2007 (16,250)

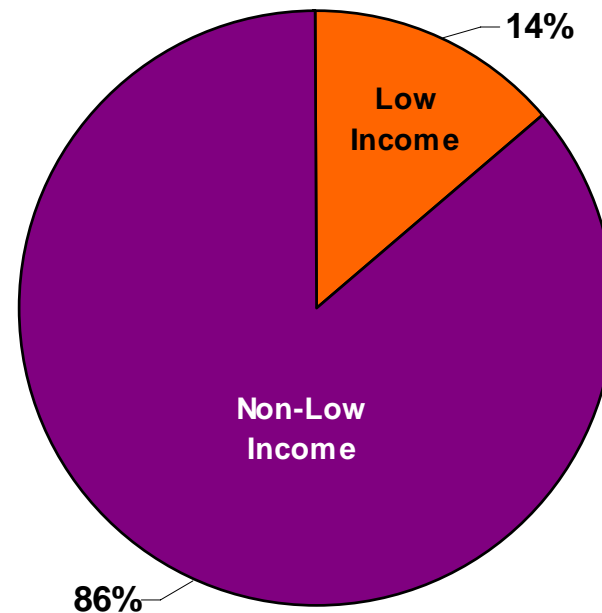


* “Not Trackable” are HS graduates with no assigned social security number at Texas higher education institutions

** “Not Found” are HS graduates with social security numbers, but not found in any public or private Texas college the Fall following graduation

CT Students Enrolling Directly to College: Less Than a Fifth are Low Income

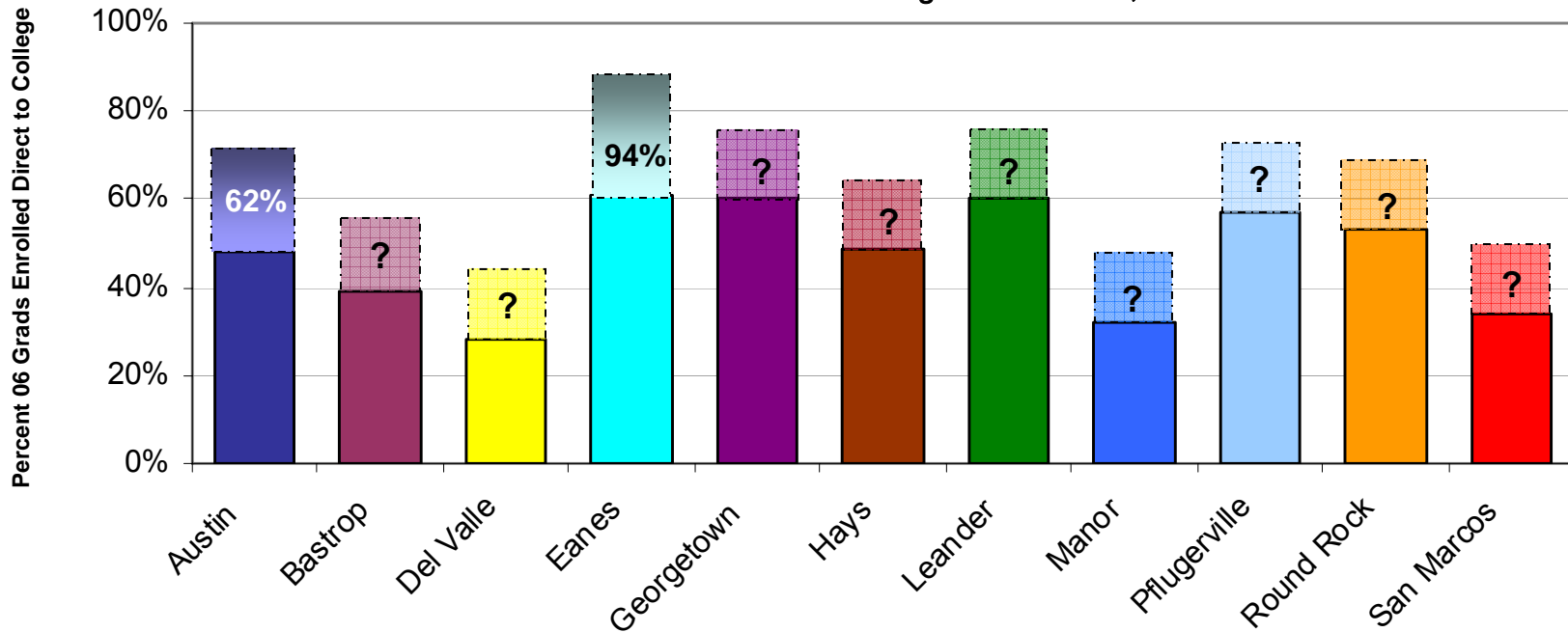
Economic Breakdown of Central Texas High School Graduates
Enrolled in Higher Education (3-Year Total), 2004-06



~44% of CT students (P-12) are low income

Central Texas Enrollment in Higher Education

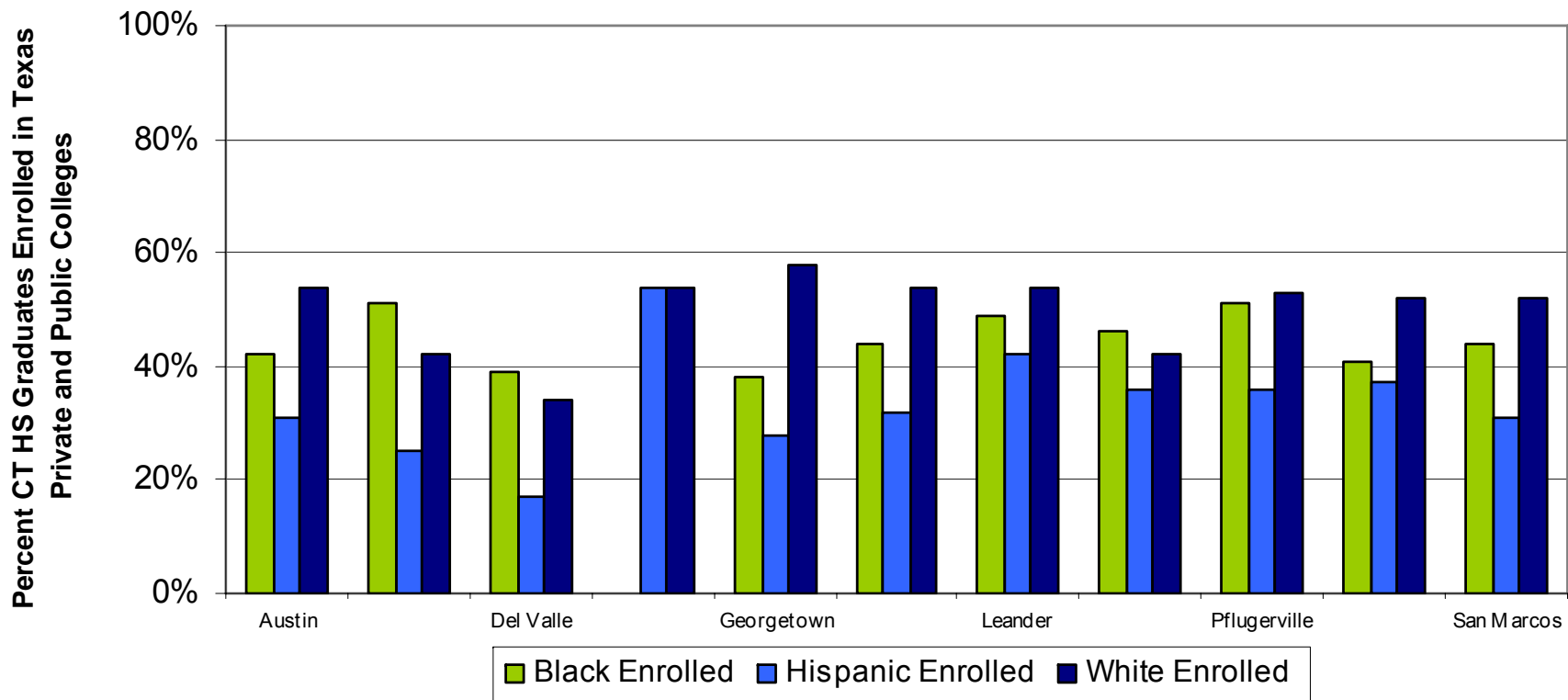
Higher Education Enrollment Rates of Large and Partner District HS Graduates Enrolled Fall Following Graduation, 2006



State data do not include students without SSNs, enrolling out-of-state, or after the fall following HS graduation. Estimate for under-reporting is 10%.

Gaps Remain for CT Students Enrolling Directly to College

Higher Ed Enrollment Rate by Ethnicity for Large and Partner Districts, Weighted Average for 2004, 2005, 2006



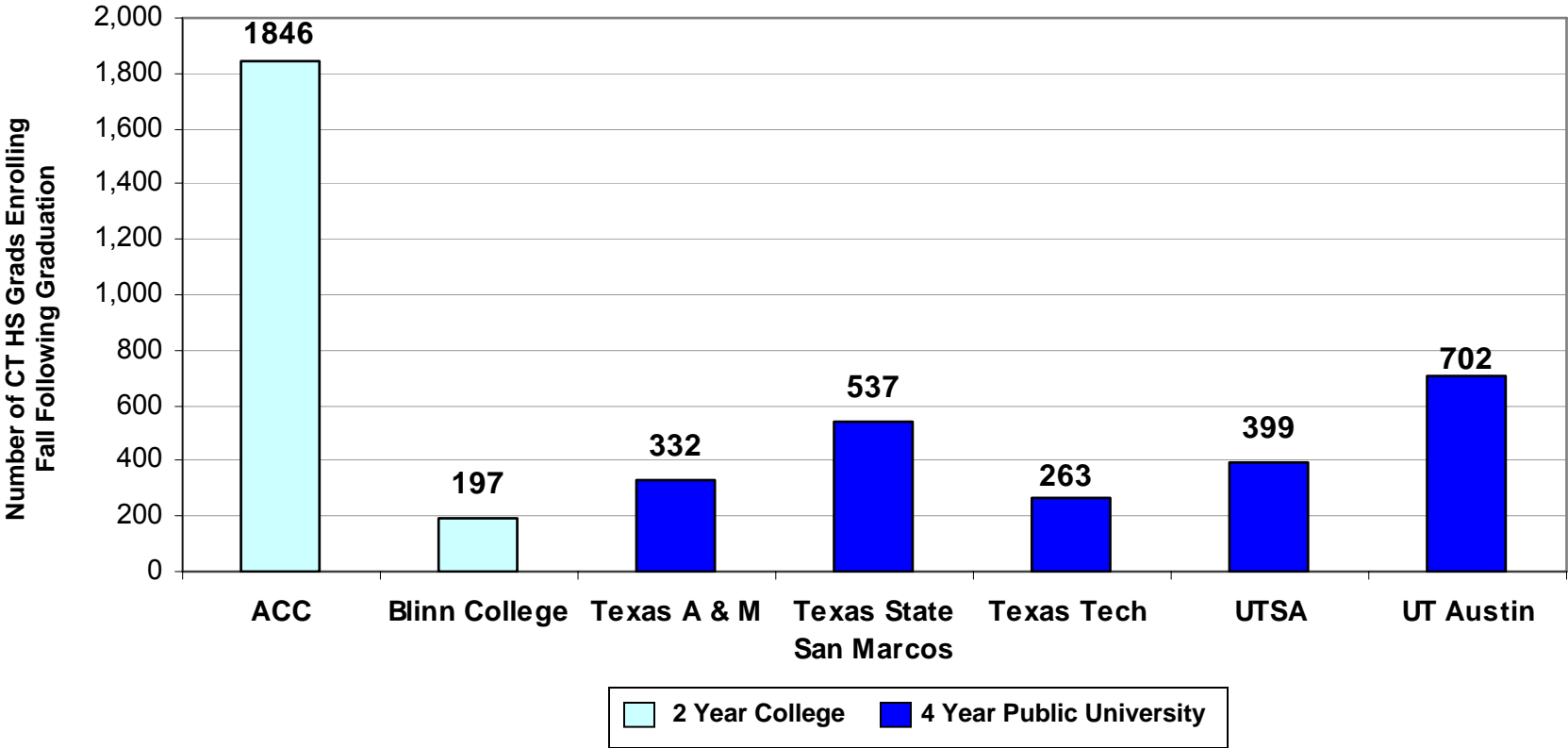
State data do not include students without SSNs, enrolling out-of-state, or after the fall following HS graduation. Estimate for under-reporting is 10%

Eanes ISD's Black student population too small to show due to privacy regulations



Public Higher Ed Institutions Most Frequently Attended by CT HS Graduates

Large and Partner District HS Grads Enrolling in Regional and Select Public Texas Higher Ed, 2007



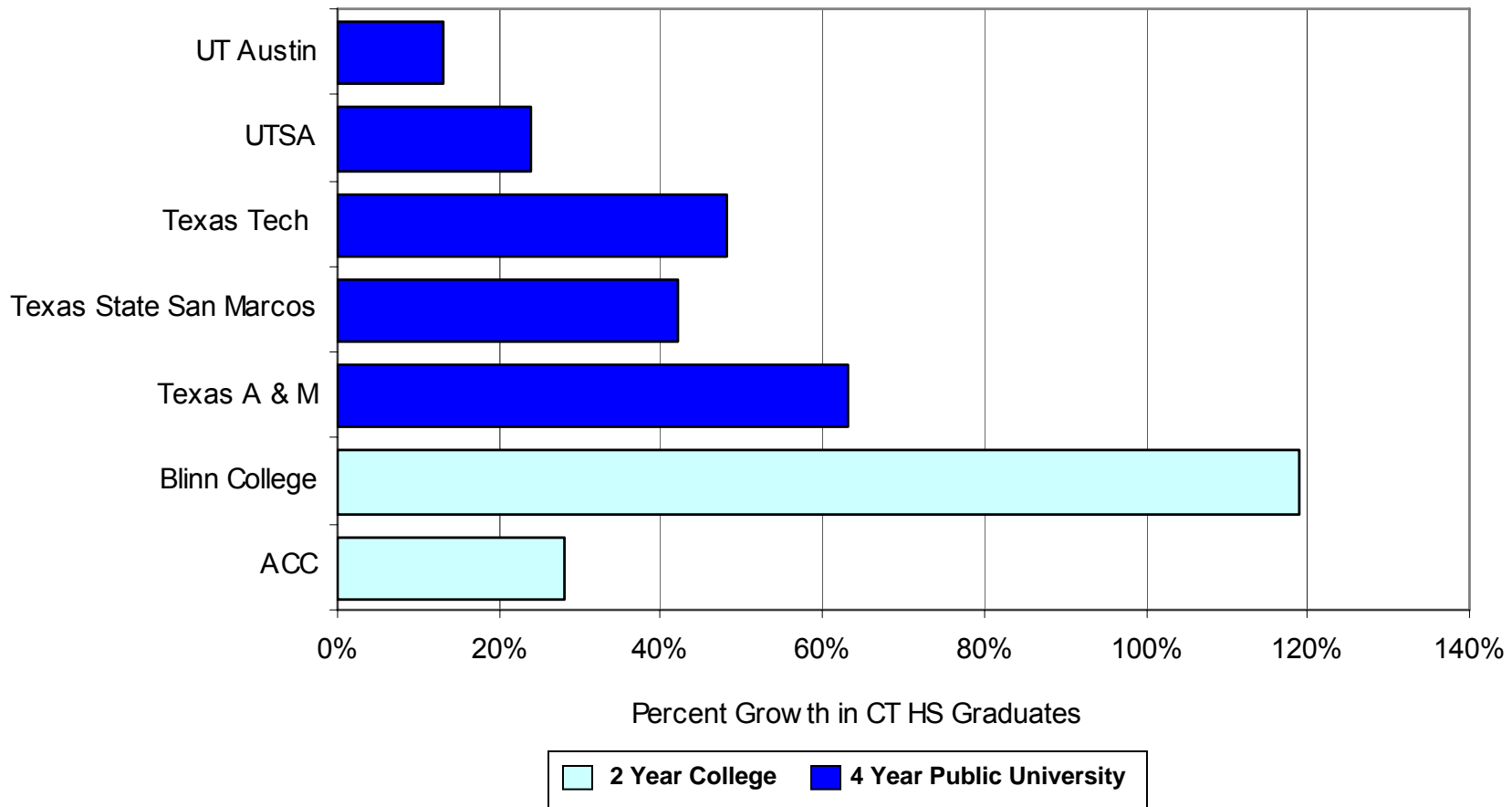
***Both full and part-time students that enrolled fall following high school graduation.**



Source: THECB public reports

All Regional Texas Higher Ed Institutions Show CT Student Enrollment Growth

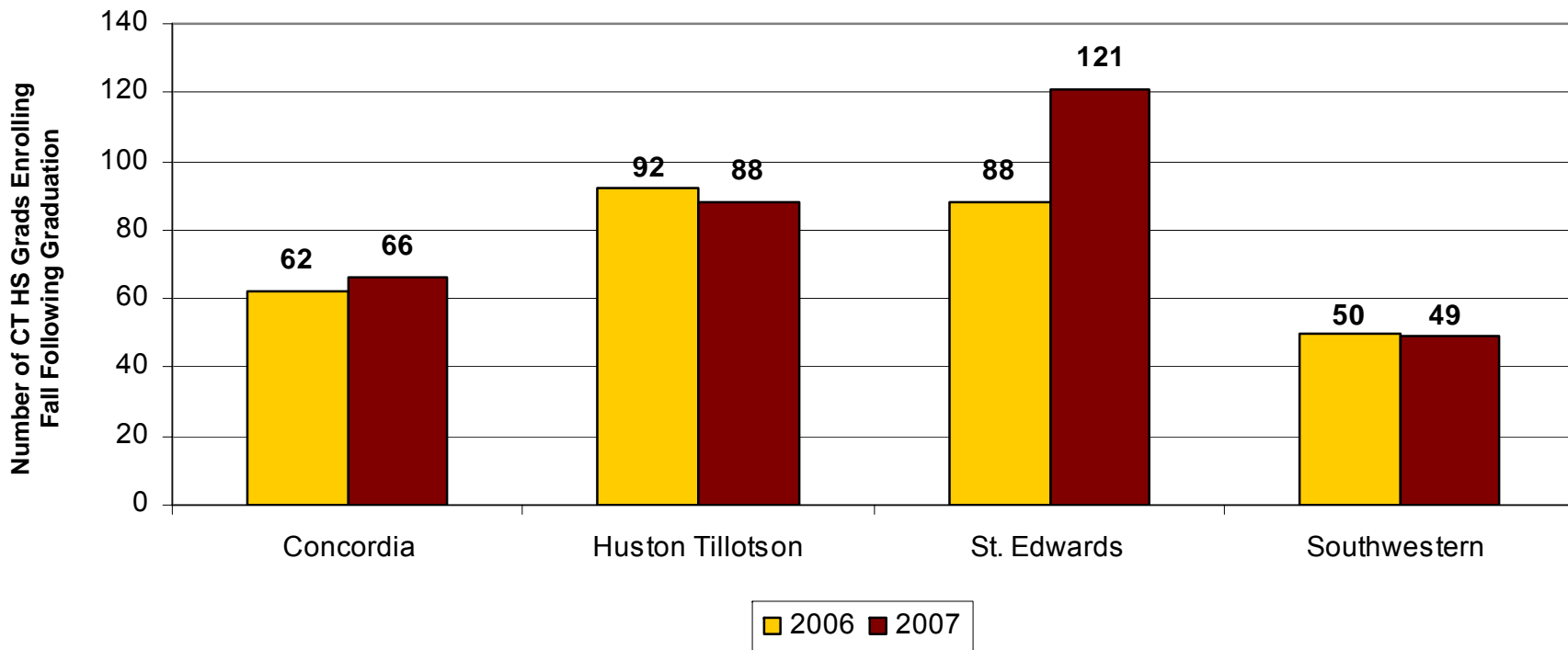
% Growth in Enrollment of Large and Partner District HS Graduates in Select Texas Higher Ed Institutions, 2002-2007



***Both full and part-time students that enrolled fall following high school graduation.**

2-Year View of CT HS Grads Enrolling in Regional Private Universities

CT HS Graduates Enrolling in Regional Private Independent Universities, 2007

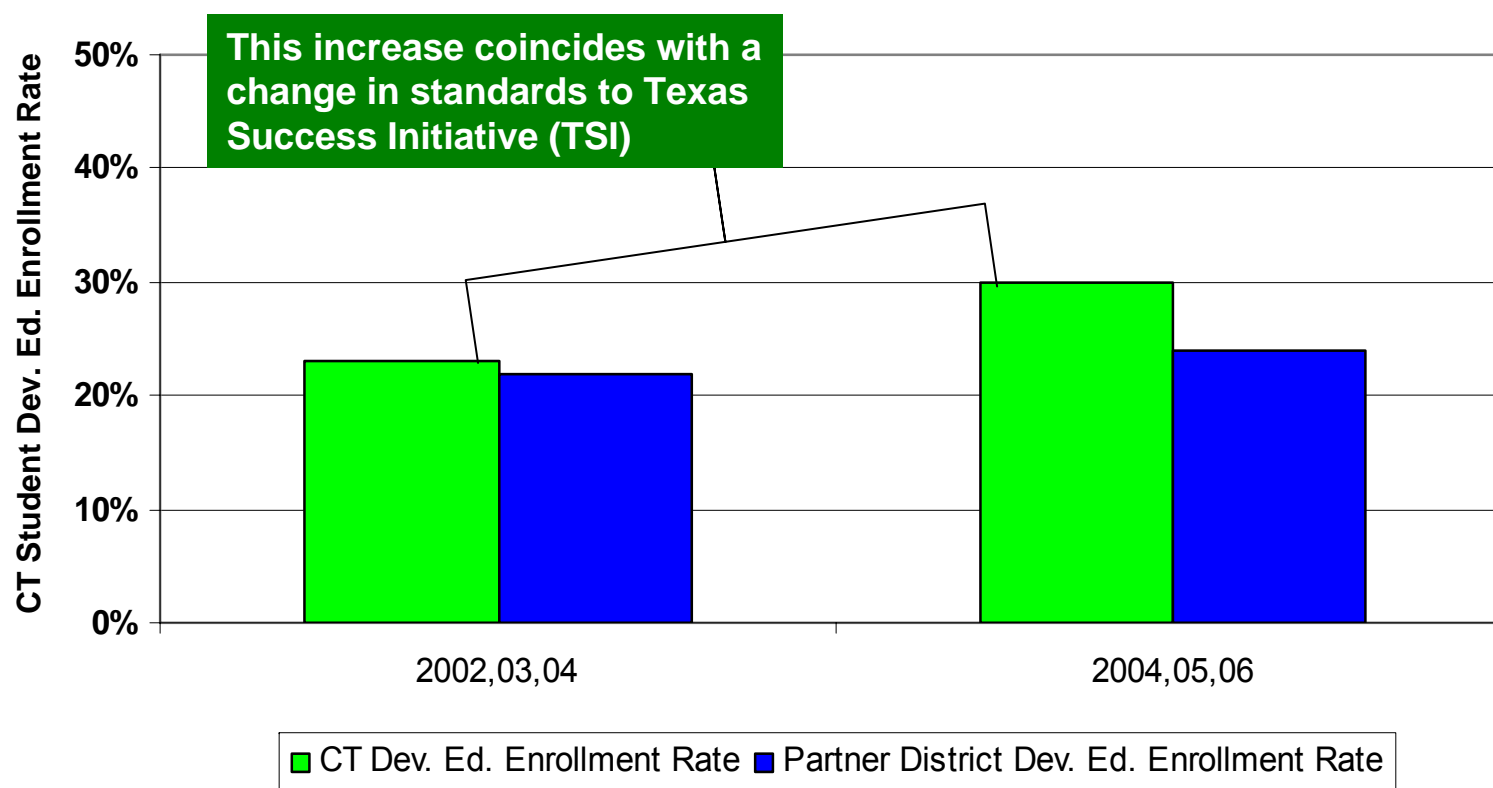


Developmental Education in Central Texas

1. Remediation for college students is referred to as Developmental Education (Dev. Ed.)
2. 1 in 4 CT high school graduates enroll in Dev. Ed. courses
3. Increases from 2002-2006 in Dev. Ed. enrollment rates coincide with increased higher education standards called Texas Success Initiative (TSI)
4. Dev. Ed. rates vary widely by district in Central Texas

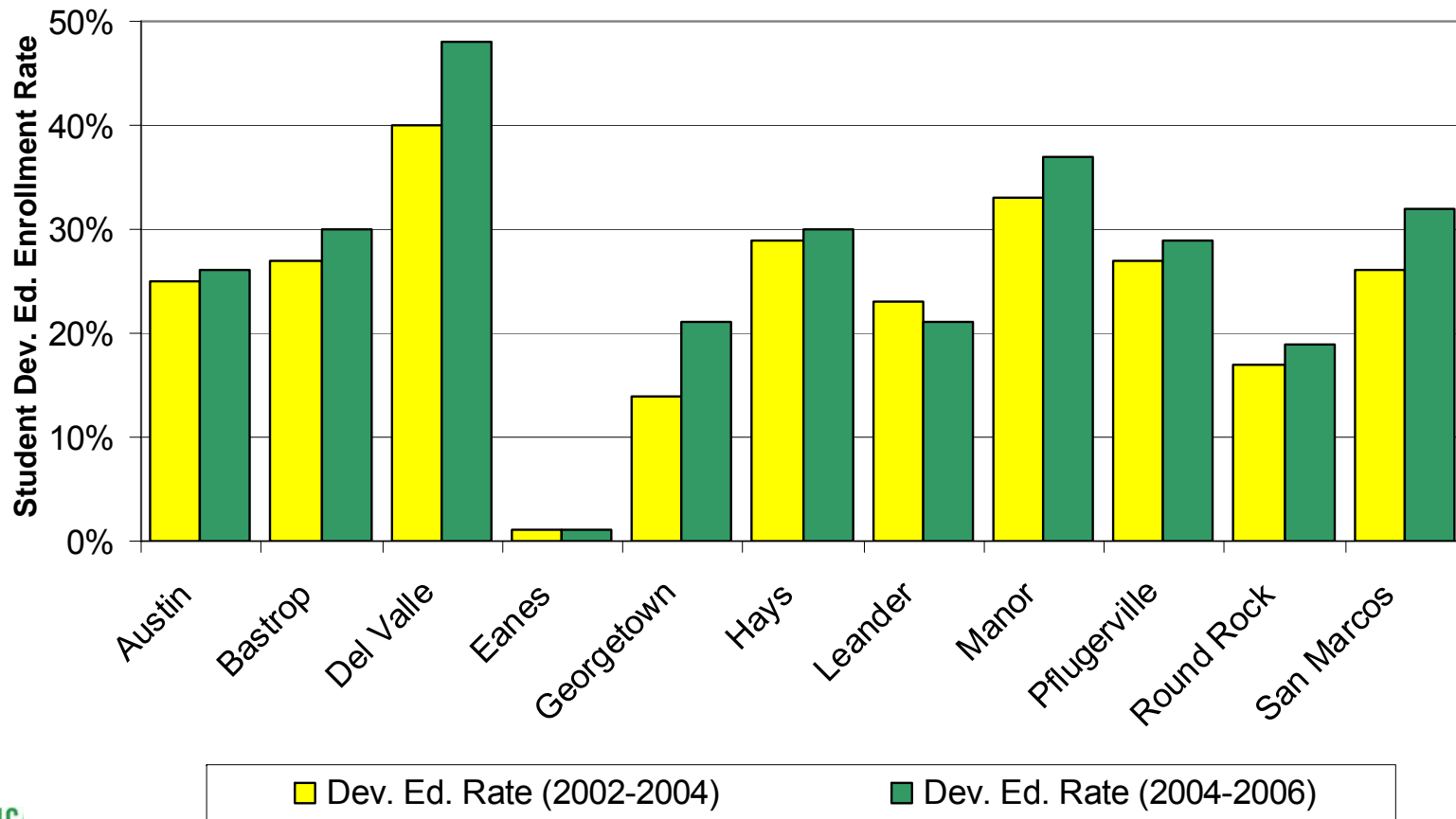
1 in 4 CT Students Enroll in Developmental Education Courses

Central Texas High School Graduate Developmental Education Enrollment Rate, 2002-2006



Most Districts Show an Increase in Dev. Ed. Rates with TSI Standard

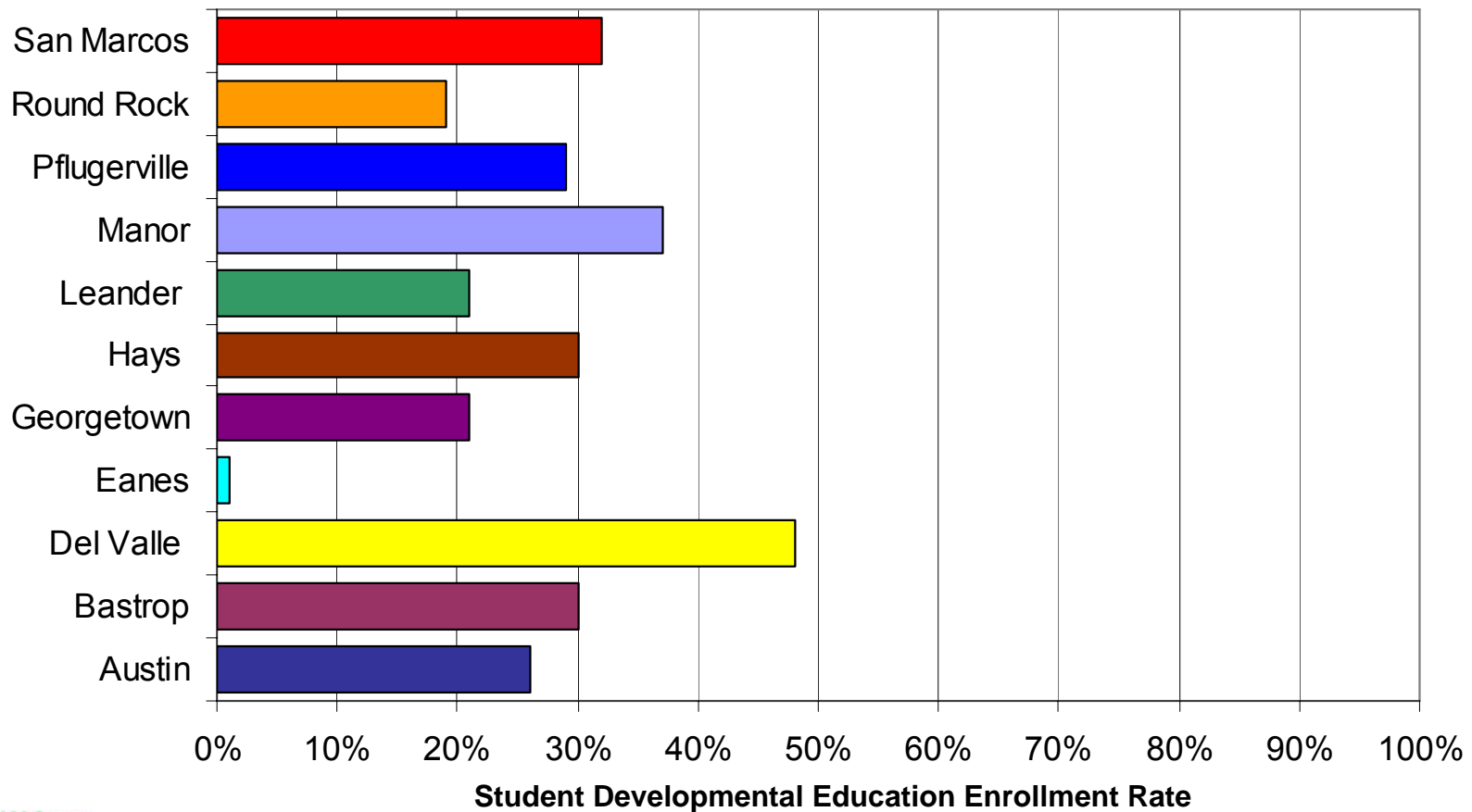
Large & Partner District Developmental Education Enrollment Rate, 2002-2004 and 2004-2006



Source: THECB Ad-Hoc Reports, 2008

District Dev. Ed. Enrollment Rates Vary Widely

Large and Partner District Developmental Education Enrollment Rate, 2004-2006

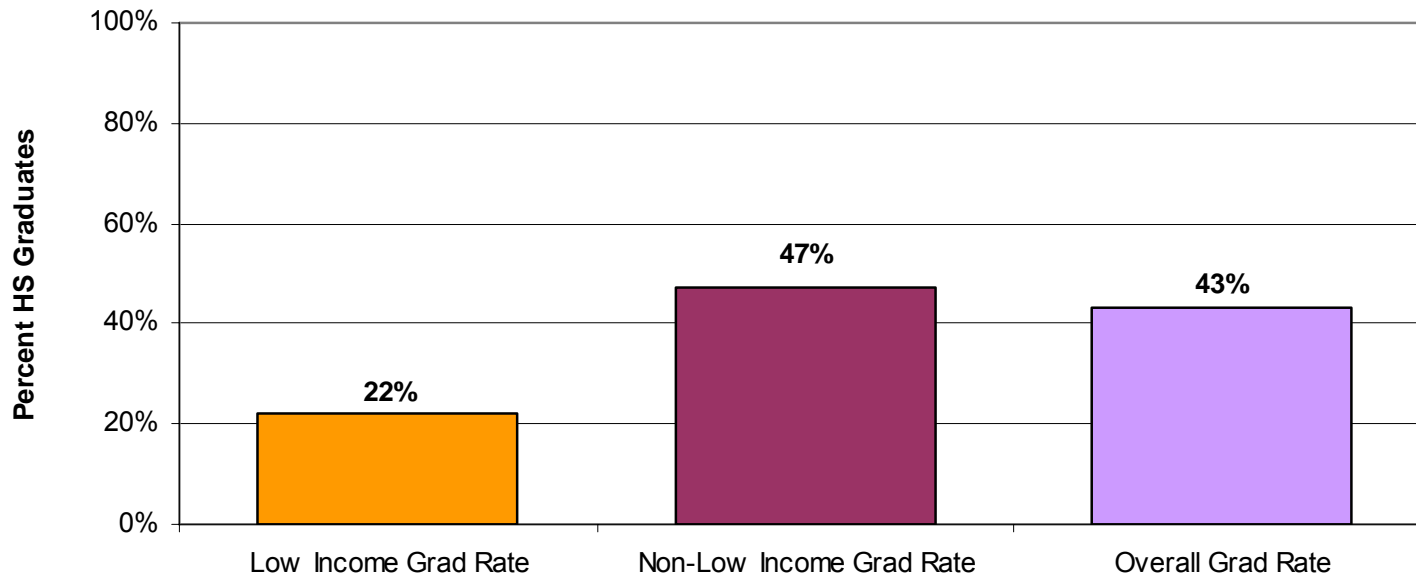


College Graduation in Central Texas

1. Not possible to count all CT college graduates. Not included:
 - Students without social security numbers
 - Students attending college outside Texas
 - Students in private universities
2. Graduation rate of CT high school class of 2001—within 6 years—is **43%**
3. Graduation rates vary greatly by college and by district

Low Income Students Graduate College at Rates Below Their Peers

6-Year College Graduation Rate from Texas Institutions
CT High School Graduates, All CT Districts, Classes of '99, '00, '01



6 Year Graduation Rates

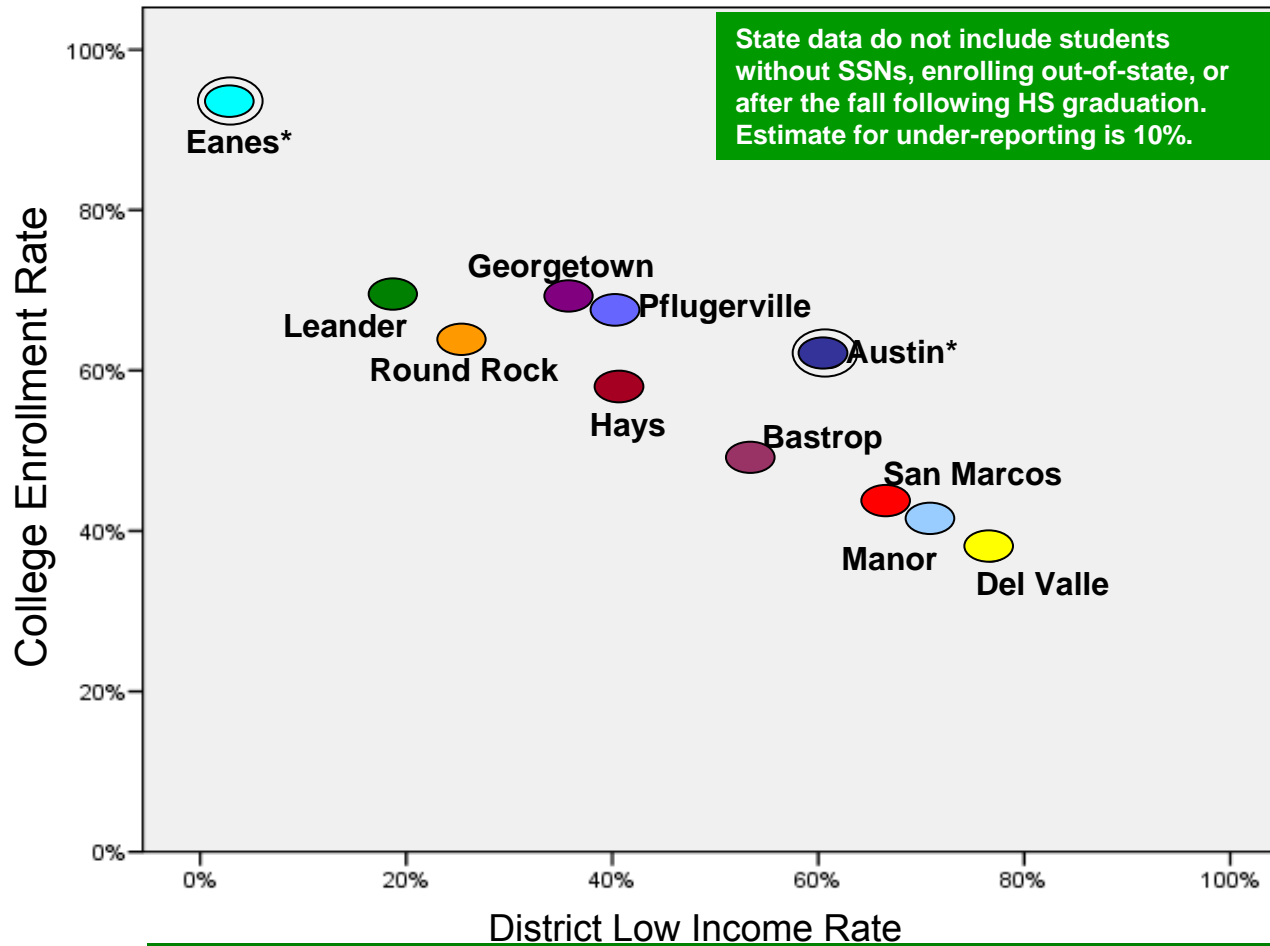
Institution	Undergraduate Enrollment	Percent of Starting Undergraduates who Graduate	Rate including Transfers Out Graduating
Concordia University	1,200	31.5%	?
Huston-Tillotson University	600	15.8%	?
Southwestern University	1,300	75.1%	?
St. Edward's University	4,229	52.2%	?
Texas State University	23,600	46%	53%
University of Texas	37,000	74%	74.8%
Austin Community College	33,200	See next table	
<i>Information self-reported by institution, graduation rate from US Dept. of Ed. Integrated Post-Secondary Education Data System (Privates), & THECB (Publics) 1998-2004 6-Year Graduation Rate</i>			

ACC Graduation and Post-Transfer Graduation Rates

Degree or Status	Graduation Rate
Baccalaureate or above Graduated with at least a BA/BS from a Texas public or private institution	27.9%
Associate	4.0%
Certificate	1.7%
Total	33.6%

More Affluent Districts Show Higher College Enrollment Rates

2006 Central Texas HS Graduate Enrollment Rate in Higher Education

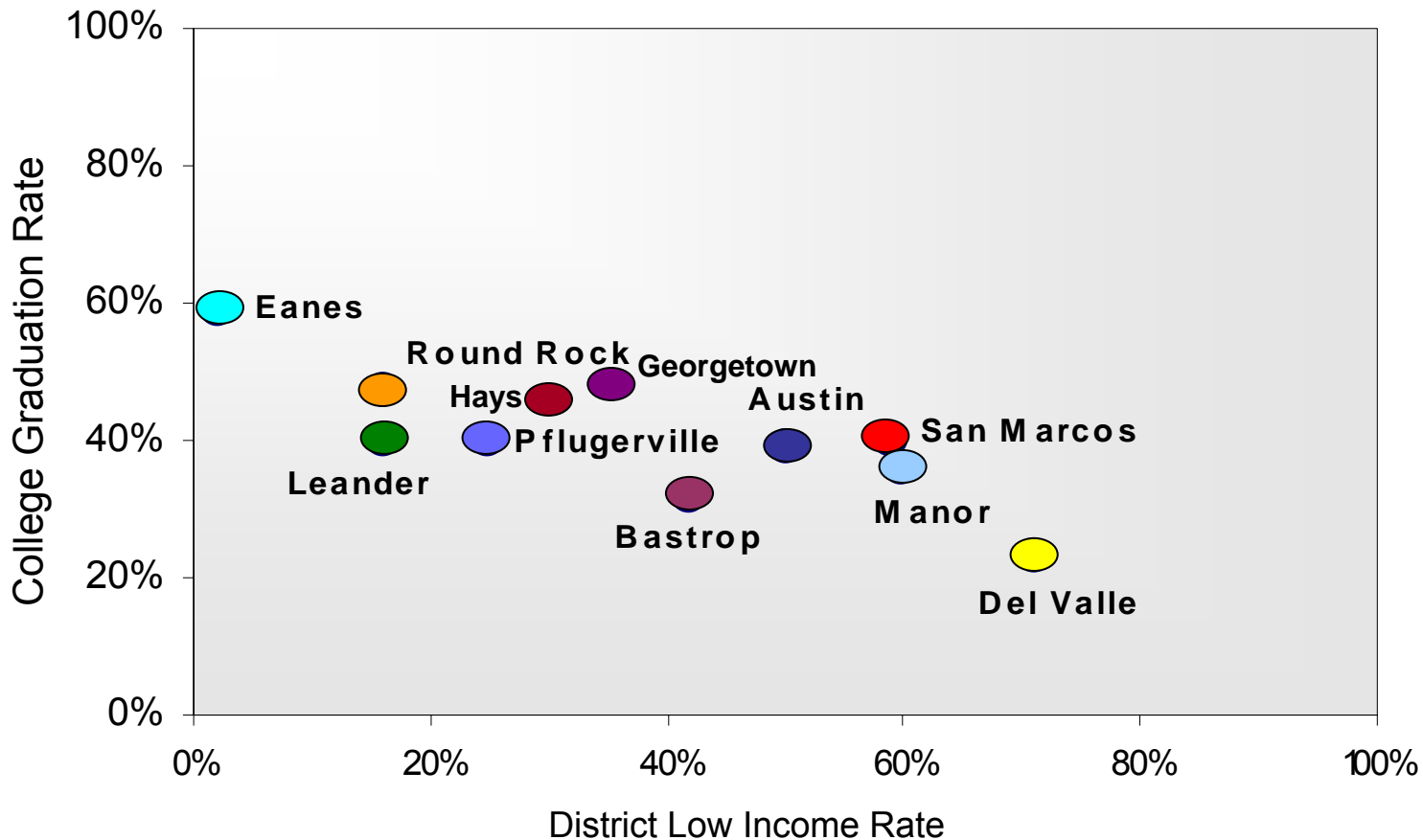


*Austin ISD and Eanes ISD reports include out-of-state and non-SSN students

Source: THECB Ad-Hoc Reports and TEA AEIS Reports

Districts with More Low-Income Students Show Lower College Graduation Rates

6-Year Texas Higher Ed Graduation Rate
for 2001 CT High School Graduates



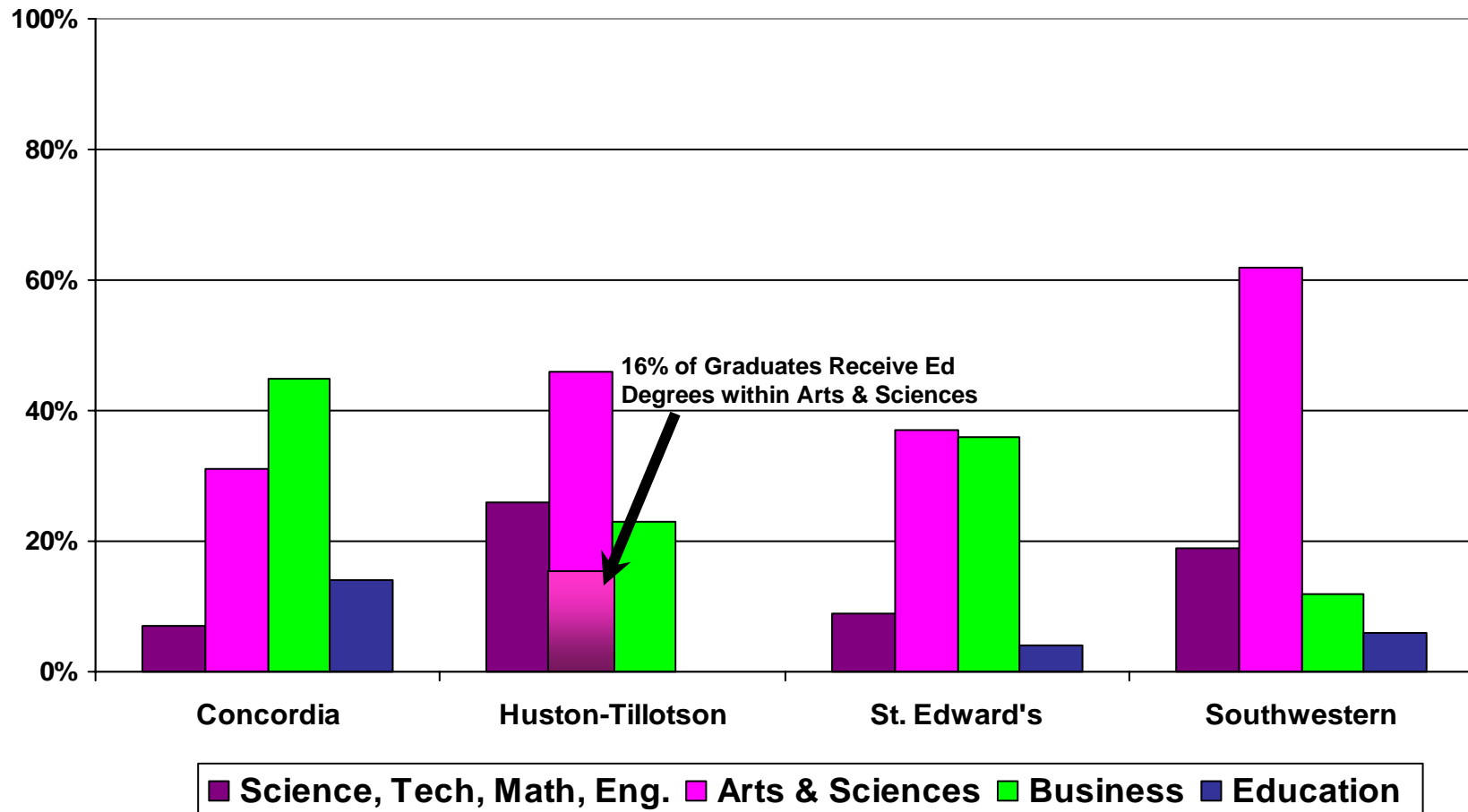
Fields of Study

Fields of Study

1. Workforce analysis shows more graduates in STEM fields are needed
2. Regional private universities heavy in liberal arts, business and social science degrees
3. Nursing faces critical shortages both now and in the future. Two new programs slated to commence 2008-2010
4. Better analysis of education supply and workforce demand requires effective alignment in degree and occupation description

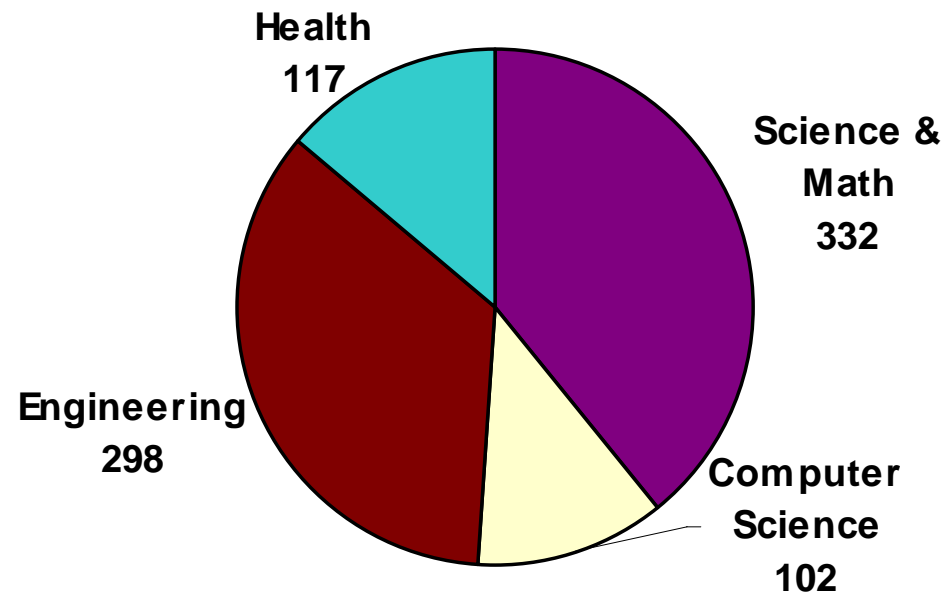
Central Texas Private University Graduates: Heavy in Business, Arts & Sciences

2006 College Graduates by Major



1/4* of CT Grads at Select Texas Universities Earn Degrees in STEM Fields

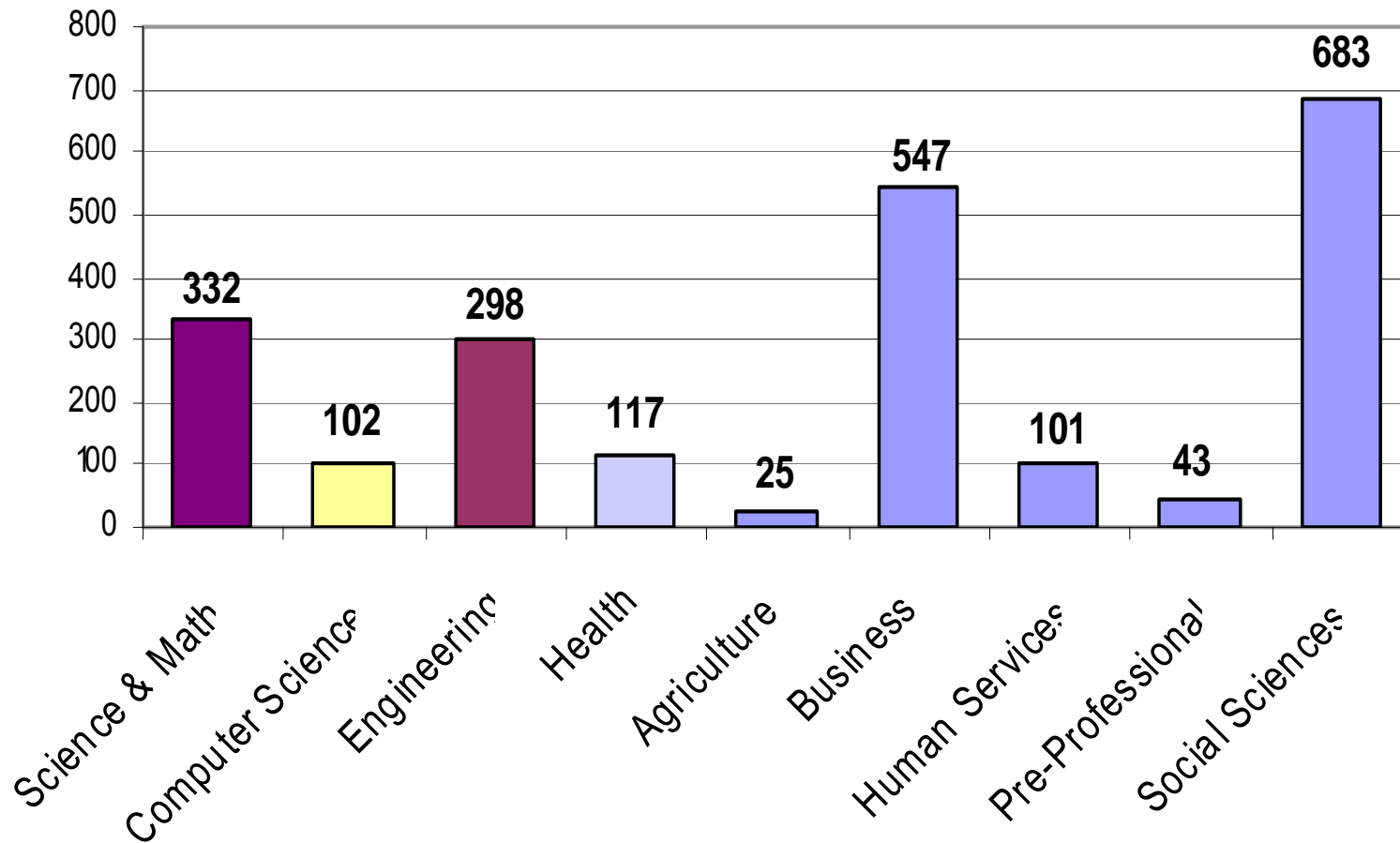
CT HS Graduates Obtaining Degrees in STEM Fields by 2007
from Select Texas Public Universities
(All Students Entering in 1999-2001)



*About 850 of 3400 CT students graduating with Baccalaureate degrees from Texas State University – San Marcos, Texas Tech, University of Texas at Austin, and University of Texas at San Antonio

Most CT HS Graduates Obtain Degrees in Business and Social Sciences

Distribution of Bachelor's Degrees of CT HS Graduates
(Students entering in 1999, 2000, and 2001)



CT students graduating with Baccalaureate degrees from Texas State University – San Marcos, Texas Tech, University of Texas at Austin, University of Texas San Antonio

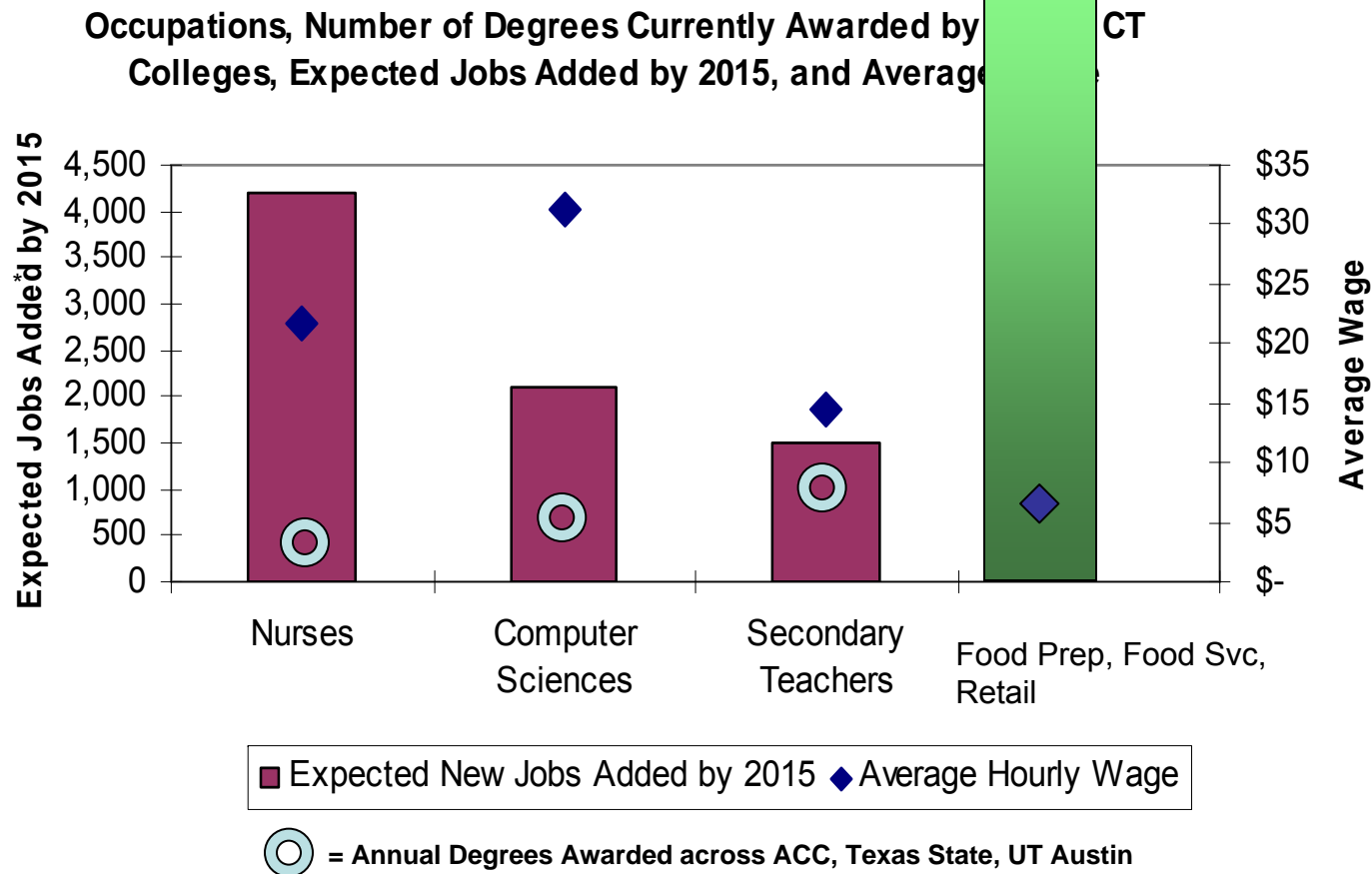


Workforce Alignment

Workforce Alignment: Highlights

1. More CT jobs require higher education than jobs in Texas
2. However, occupations with greatest quantity of jobs do not require higher education and do not provide a livable wage
3. Over next decade, jobs needing “higher ed” will grow more than jobs needing “on the job training” (OJT)
4. Predicted demand for jobs needing higher education outpaces current and projected regional supply, *especially for science, engineering and health-related fields*

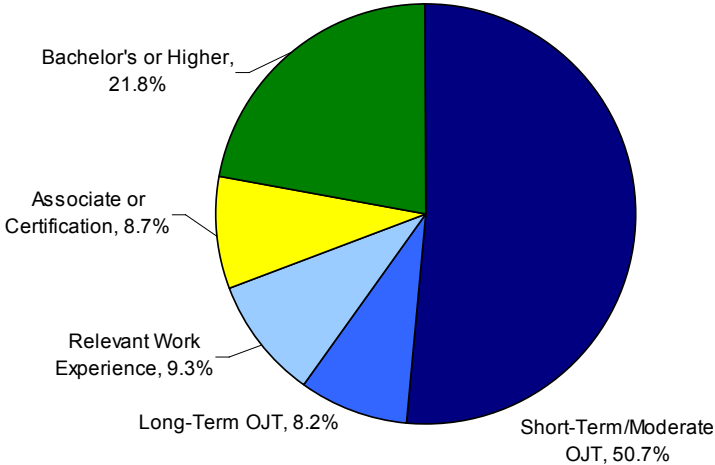
Fasting Growing CT Occupations Requiring Post-Secondary Degrees



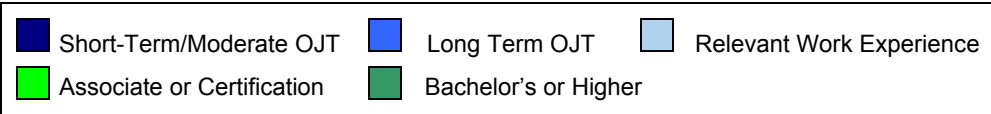
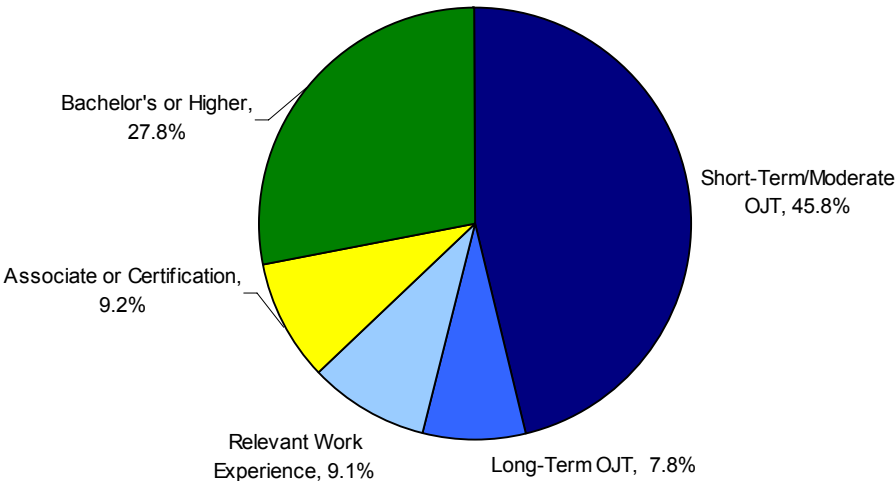
***"Jobs added" is the number of new positions in the occupation opening up and not vacancies due to turnover.**

More Jobs in Central Texas Require Higher Education than in the State

Texas Workforce Education Requirements, 2008

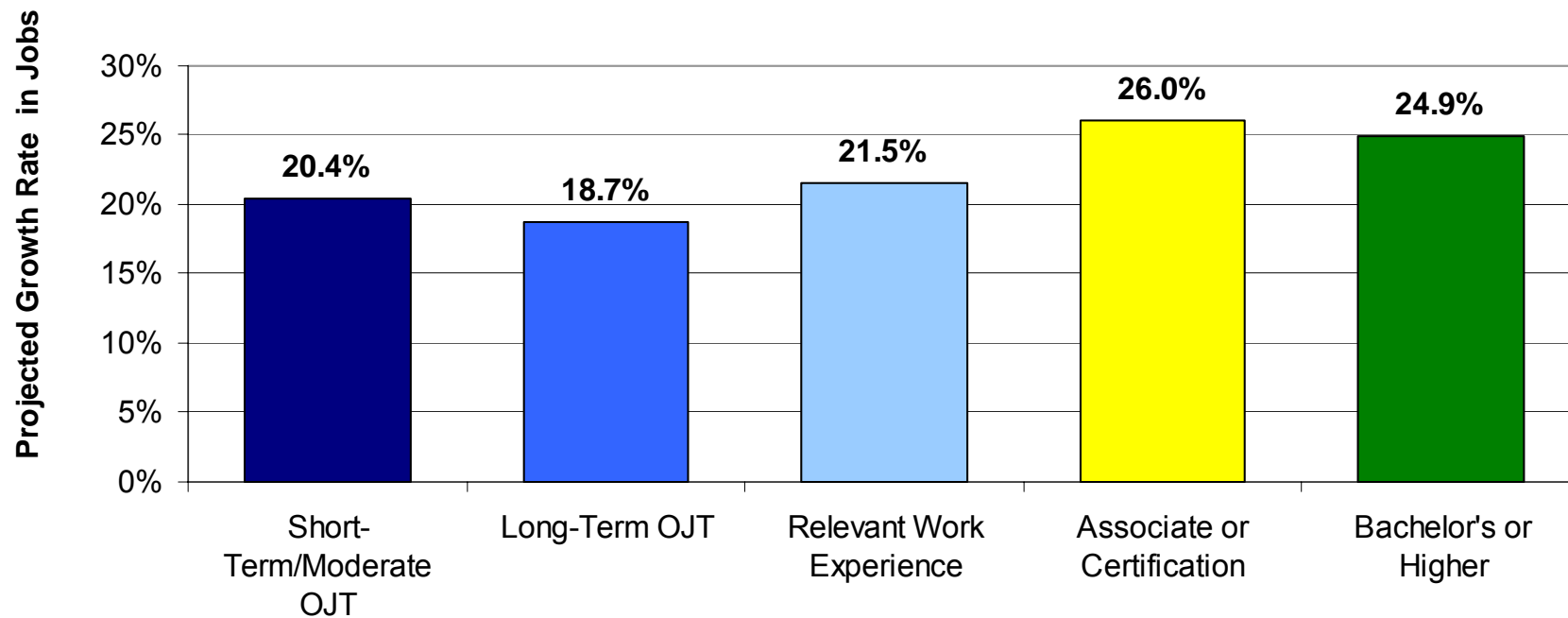


Central Texas Workforce Education Requirements, 2008



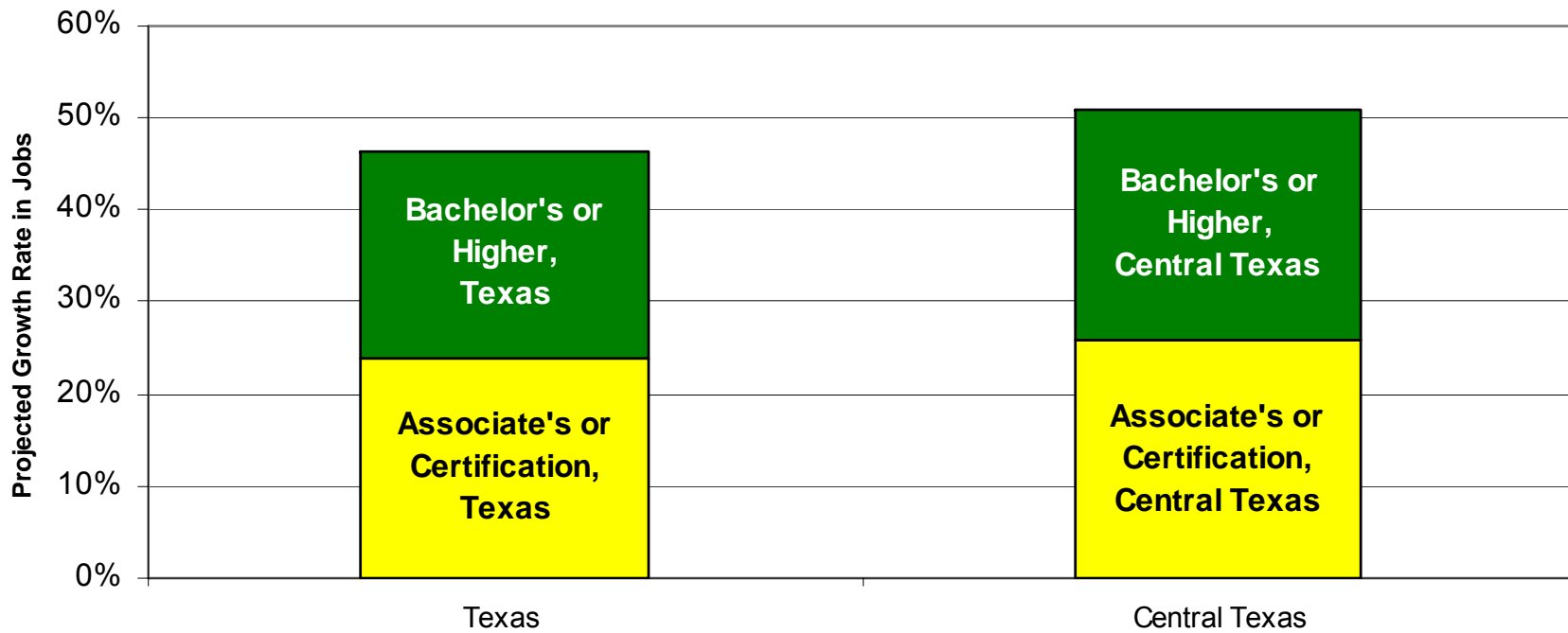
Jobs Needing Post-Secondary Education Will Grow More than “On-the-Job Training”

Central Texas Projected Growth Rates in Workforce Education Requirements, 2008-2018



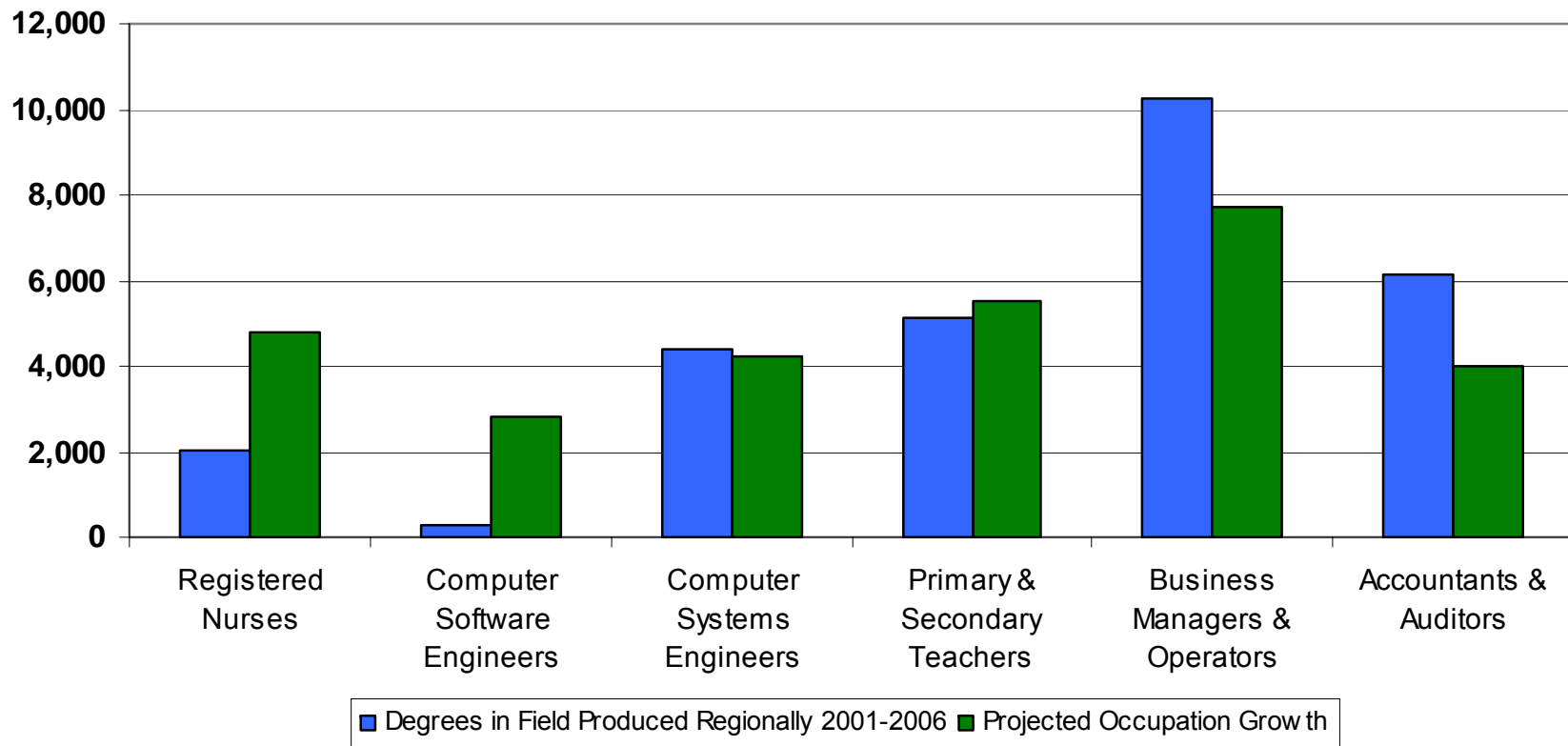
CT Jobs Needing Post Secondary Education Projected to Exceed the State

Projected Growth Rate in Jobs Requiring Post Secondary Education, 2008-2018



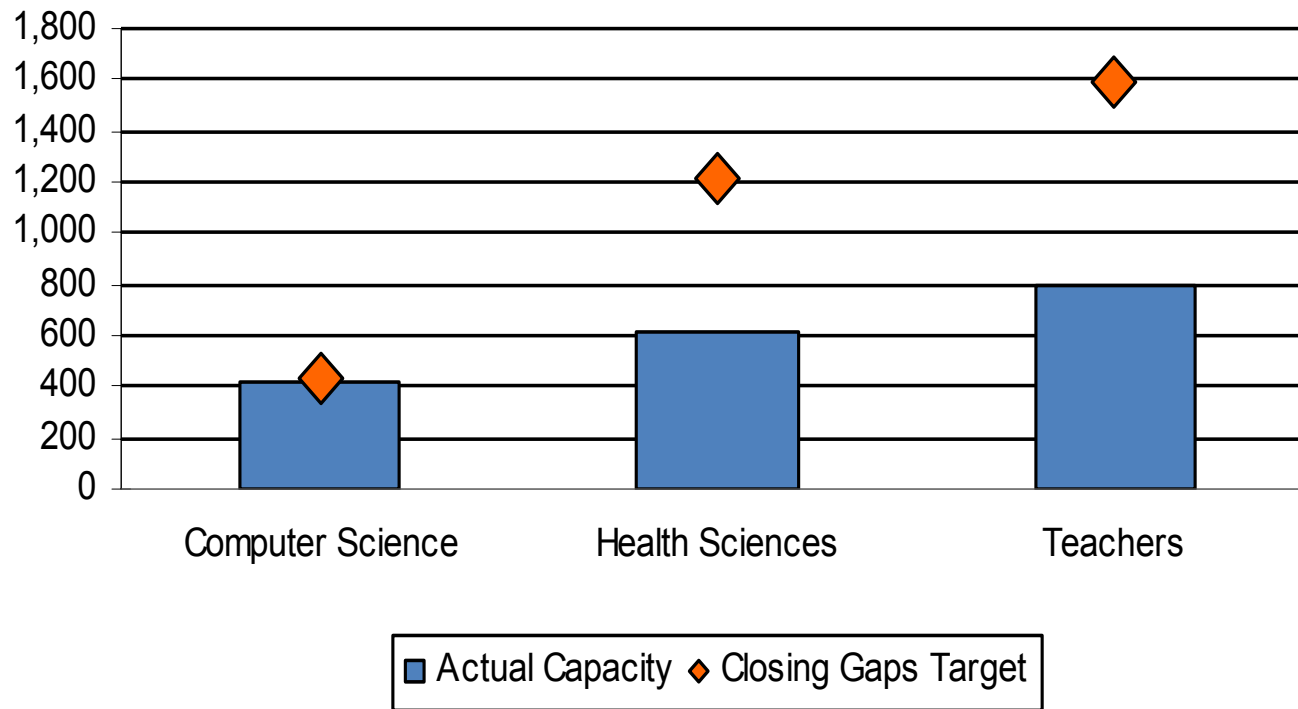
Supply Does Not Match Projected Demand in Key Occupations

Recent Production of Degrees in Field (2001-2006) and Projected Demand for Select Occupations by 2015



Capacity Does Not Match Target Goals

Not Achieving "Closing the Gap" Goals
Average Annual Change 2005-2015 in CT



Recommendations

Recommendations (1)

- **ECE / Pre-K**

- Develop a School Readiness Standard for districts and the community
- Develop a regional menu of assessments based on school readiness standard
- Identify and strengthen community and family services that support “ready child” as recommended by Success by Six
- Increase overall Pre-K enrollment by fostering community partnerships to strengthen public Pre-K and community Pre-K Programs
- Improve math and science instruction and assessment at the Pre-K level

Recommendations (2)

- **K-12 Overall**

- Work with partner district Boards and leadership on regional approach to P-16 student success
- Research policies and compensation practices that reduce teacher and principal turnover
- Share Profile with youth services organizations as means for deploying services more strategically
- Implement Chamber Progress Report in all nine target districts
- Strengthen industry collaboration with education across all grades to improve career awareness
- Continue deliberative community dialogues on education issues and regional planning

Recommendations (3)

- **Achievement Gaps**

- Work with Change Champion Teams around achievement gap to identify resources, promising practices, and key community partnerships
- Identify schools and districts that have succeeded with at-risk students, identify critical factors, and share best practices
- Work with district Board Trustees to encourage policies of shared practices and standards for highly mobile student populations
- Place strong teachers with high-needs schools
- Analyze and share data/lessons where similar districts show differing gaps

Recommendations (4)

- **English Language Learners (ELL)**
 - Heighten awareness of implications in slowly changing districts (biggest gaps are often where districts change slowly)
 - Build on *Feria** work – sharing information on how to engage parents in child’s education with Spanish-speaking families
 - Develop forums for sharing data/outcomes on competing approaches to bilingual education
 - Standardize bilingual/LEP criteria, curriculum, evaluation across the region
 - Investigate bilingual instructor turnover rates

Feria Para Aprender is a successful “education fair” for primarily Spanish-speaking families held in partnership with AISD and Sylvia Acevedo. It is part of the *Para Una Buena Vida* education public awareness campaign.

Recommendations (5)

- **Math/Science**

- Join statewide teacher quality study
- Identify effective summer bridge programs for at-risk students in math and science
- Expand proven summer bridge programs and team-based coaching for math and science students
- Support regional Science, Technology, Engineering and Math (STEM) efforts
- Expand teacher preparation and professional development programs for highly qualified STEM teachers

Recommendations (6)

- **Retention, Dropouts and Graduation**

- Provide a summary sheet to inform community members of dropout data and economic implications
- Identify critical “turning points” in student achievement that affect future success and target early interventions and practices
- Identify and support successful early interventions and practices
- Identify factors for effective retention/recovery programs (e.g. 9th grade structures, Austin Youth Works, Garza High School, High School Redesign)

Recommendations (7)

- **Transitions to College & Career**
 - Continue to support programs that increase dual and co-enrollment to ease high school to college transitions
 - Standardize college and career readiness assessment tools for use among secondary and post-secondary faculty and counselors
 - Identify effective HS-to-College curriculae and work with key stakeholders to increase college credit for high school work

Recommendations (8)

- **College Enrollment**

- Support Greater Austin Chamber of Commerce (GACC) “20,010 by 2010” goal and programs
- Broaden proven matriculation programs (e.g. College Connection, College Forward, College: GO Get It)
- Work with key agencies, the Education Research Centers, and stakeholders to increase availability and access to college enrollment, developmental education, transfer and graduation data

Recommendations (9)

- **Developmental Education**

- Correlate local and national (sometimes conflicting) data on impacts of remediation on college success
- Share best practices in successful developmental intervention programs
- Improve state data collection and reporting on developmental education

Recommendations (10)

- **College Graduation & Completion**
 - Provide “seamless” transfer paths and support programs for higher level degrees (e.g. nursing)
 - Share best practices for increasing degree completion at all levels
 - Develop short and long range plans for meeting higher ed capacity needs
 - Correlate college degrees and counseling with high demand occupations and career versatility to strengthen the regional economy

Recommendations (11)

- **Workforce Alignment**
 - Work with THECB and TWC to establish cross correlations between CIP Codes (Fields of Study) and SOC Codes (Workforce Occupations)
 - Encourage industry and K-12 and higher education collaboration to increase P-16 capacity to produce educated and highly-skilled workers in current high demand occupations and projected future needs
 - Develop awareness campaign around education and career ladder opportunities

Where Do We Go From Here?

- Share with constituencies across the region
- Integrate findings into The Blueprint for Educational Change™
- Deliberate recommendations with key players
- Focus longitudinal research and areas of further study
 - Separate individual characteristics (e.g. socioeconomic status vs. ethnicity)
 - Track individual experiences (e.g. previous LEP vs. new immigrant)
 - Correlate interventions
- Expand research and alignment to Early Childhood and Workforce arenas

Why a Regional Profile?

From Information to Action

1. A **communication tool** in our efforts to engage the region around systemic change in education
2. Focus and drive **further research**
3. Guide **alignment activities** for the region