



E³ ALLIANCE

Too Many Children Left Behind



Closing the Education Gaps in Central Texas



What is the E³ Alliance?

A catalyst for change in Central Texas and
in regions across the state

Building a research-based regional blueprint
to align our education systems
to better fulfill the potential of every citizen
and in turn, increase economic outcomes.

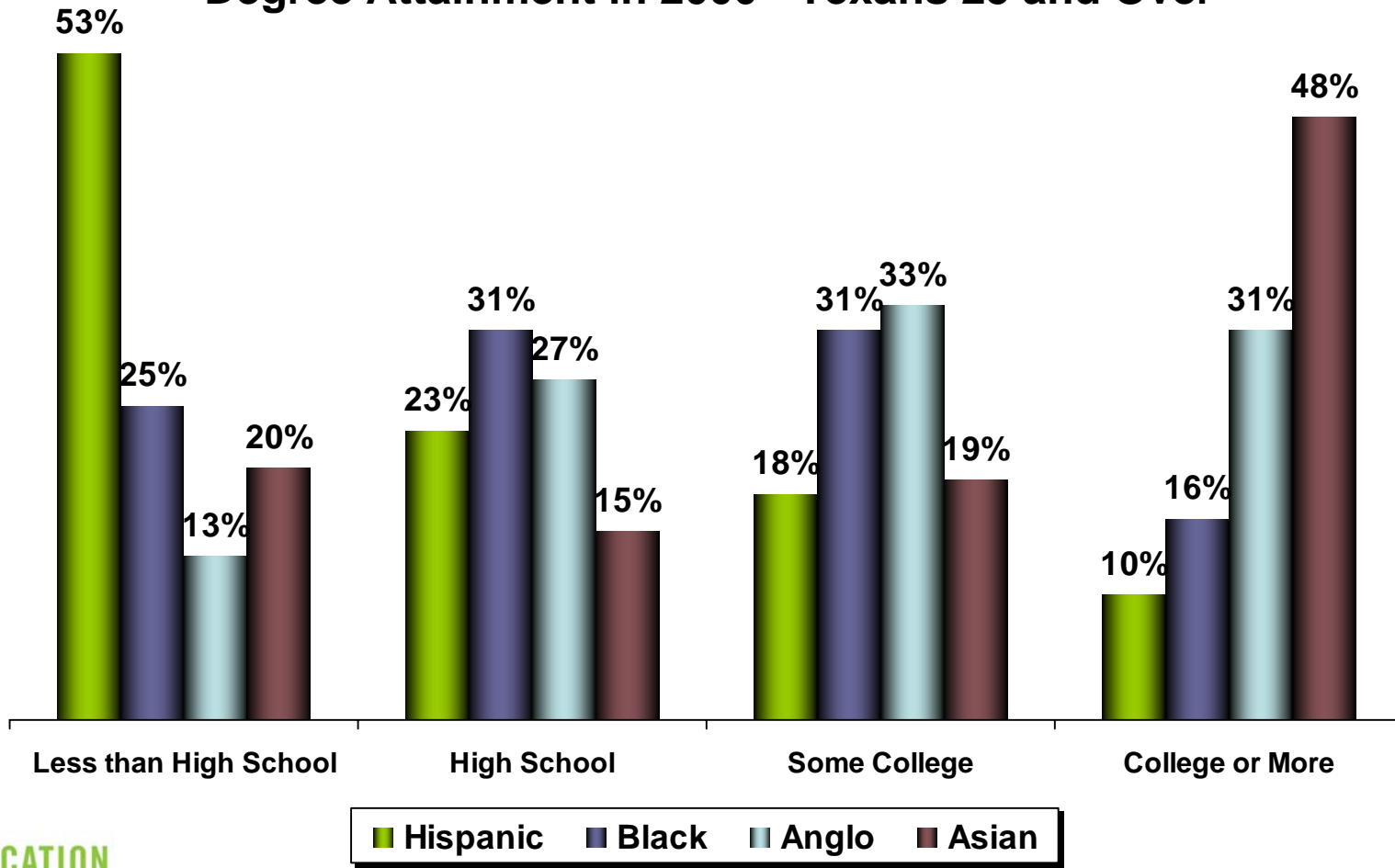


What Are Achievement Gaps?

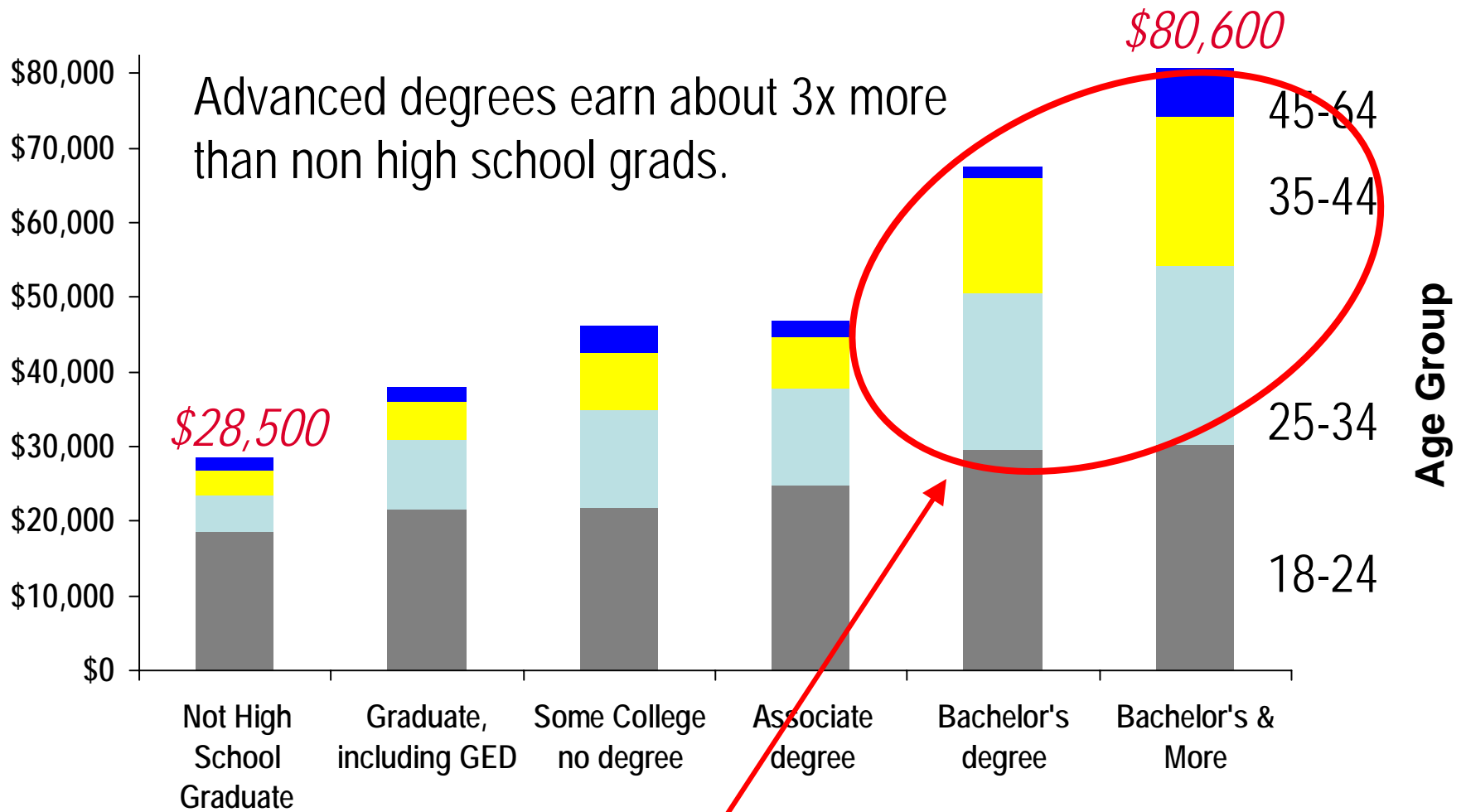
- Significant differences in educational outcomes (graduation rates, standardized assessments, etc.) between different demographic groups
 - Socioeconomic
 - Ethnic
 - Gender
- Traditionally, some groups have shown outcomes 50% or more lower than other groups:
 - Continues cycles of poverty for families
 - Broadens economic gaps in communities
 - Makes overall economy less sustainable

Texas Today: Huge Disparities in Degree Attainment

Degree Attainment in 2000 - Texans 25 and Over



Why do we Care?



**Higher degree =
higher growth potential**

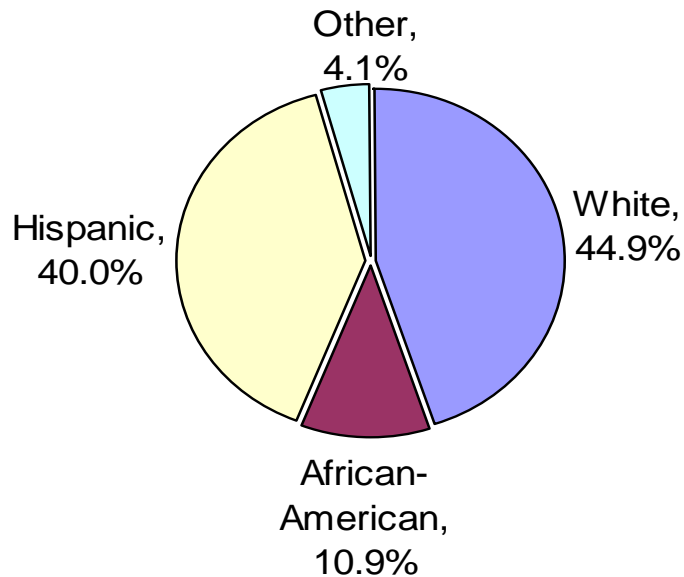


The Future of Central Texas will Dim if We Don't "Close the Gaps"

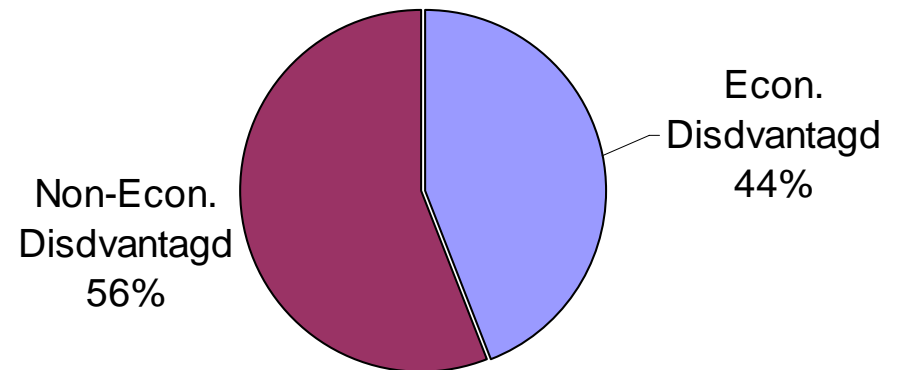
- We stand to lose over **85,000** jobs
- We face personal income loss close to **\$10 Billion**
- Total expenditures (spending on retail, local purchases, real estate, etc.) decline by over **\$40 Billion by 2030**

Enrollment by Ethnicity and Socioeconomic Group

K-12 Enrollment by Ethnicity, 2005-06

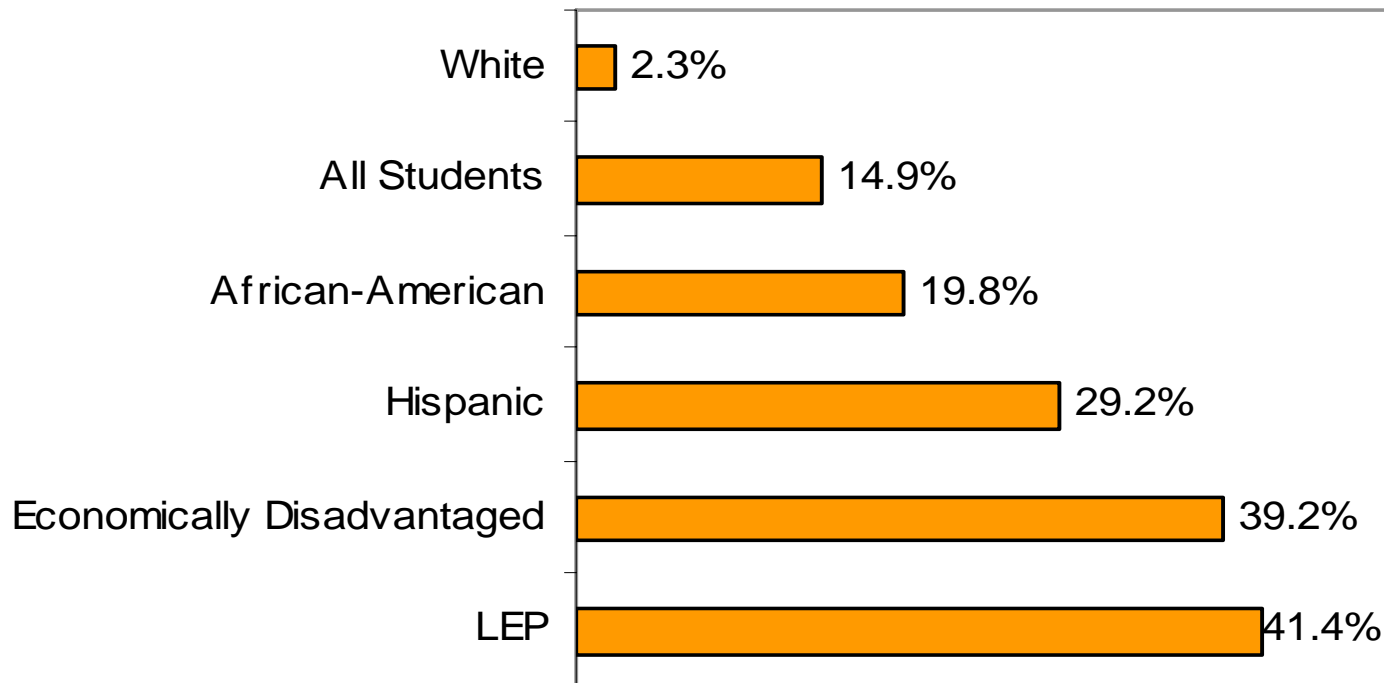


K-12 Enrollment by Economic Disadvantage, 2005-2006



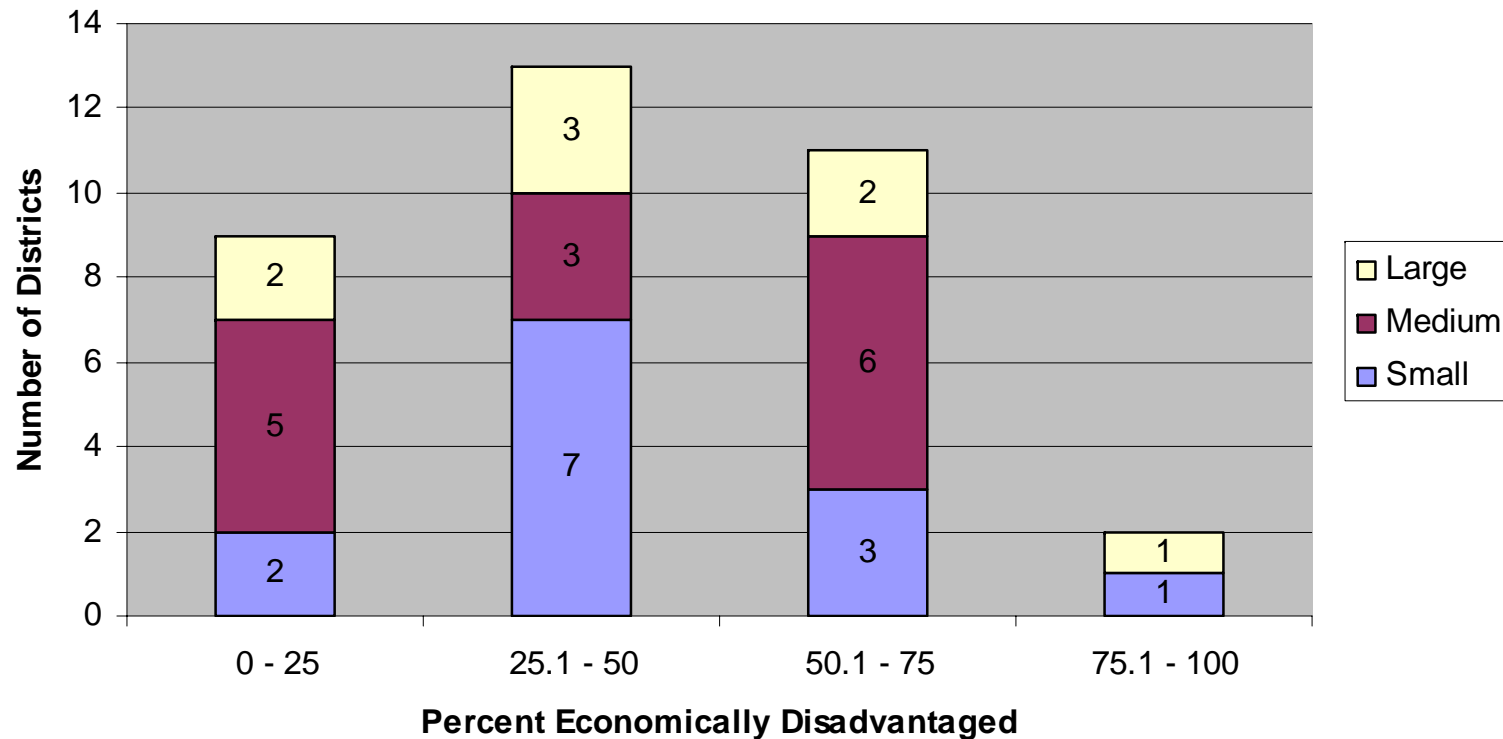
Disproportionate Growth Among Student Populations

Central Texas Student Enrollment Growth, 2001-02 to 2005-06



But: Districts are Very Different

Central Texas School Districts by Size and Percent Economically Disadvantaged, 2005-2006



Source: TEA, AEIS Reports

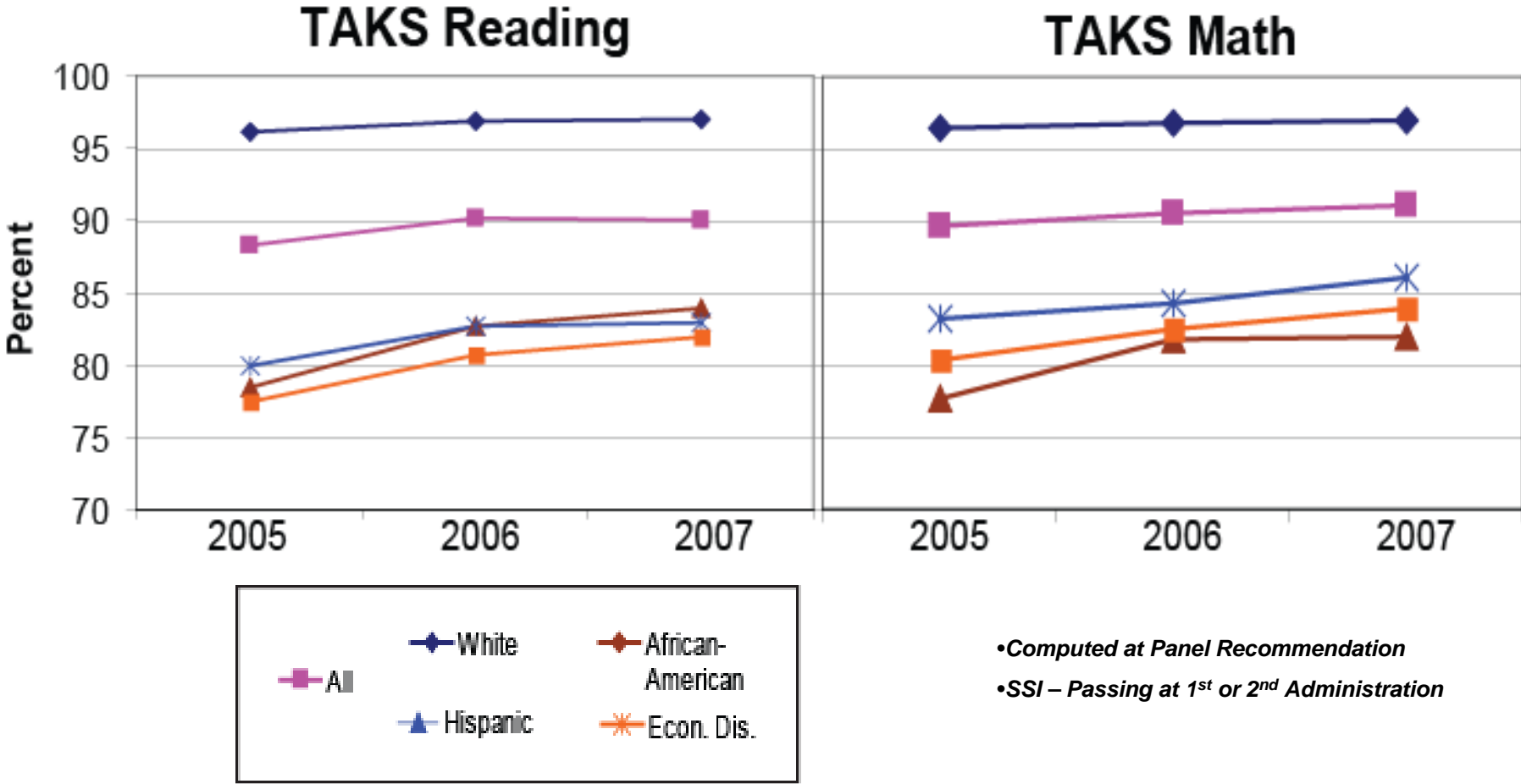
Achievement Gap: Problems & Progress

1. Large gaps between different ethnic and economic groups remain
2. Many – but not all – gaps are closing
3. Gaps are greater at higher grades, but tend to close at graduation
 - Partially because challenged students drop out!
4. Differences in district demographics don't explain all differences in gaps
 - Need best practices to be better shared

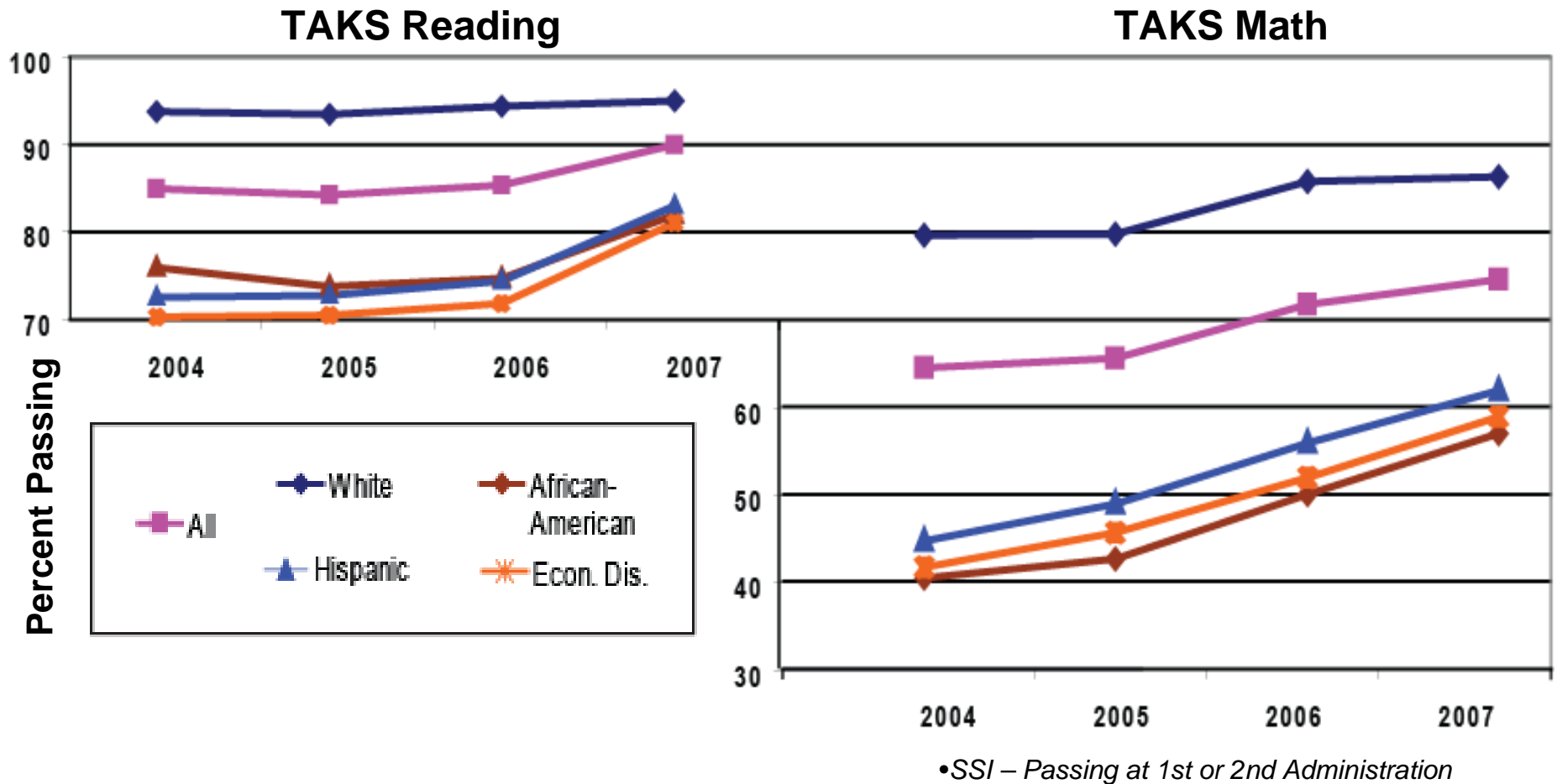
More Children & Families Starting Off Behind

- 18.2% of families with children under 5 earn below the poverty level
- Many child care facilities are unlicensed and unregulated; of those that are, 18.5% had met any sanctioned quality standard
- Only 43.8% of income-eligible 3-4 year olds (versus 55.1% for Texas) are enrolled in Head Start or public pre-K

Central Texas Gaps: 5th Grade TAKS

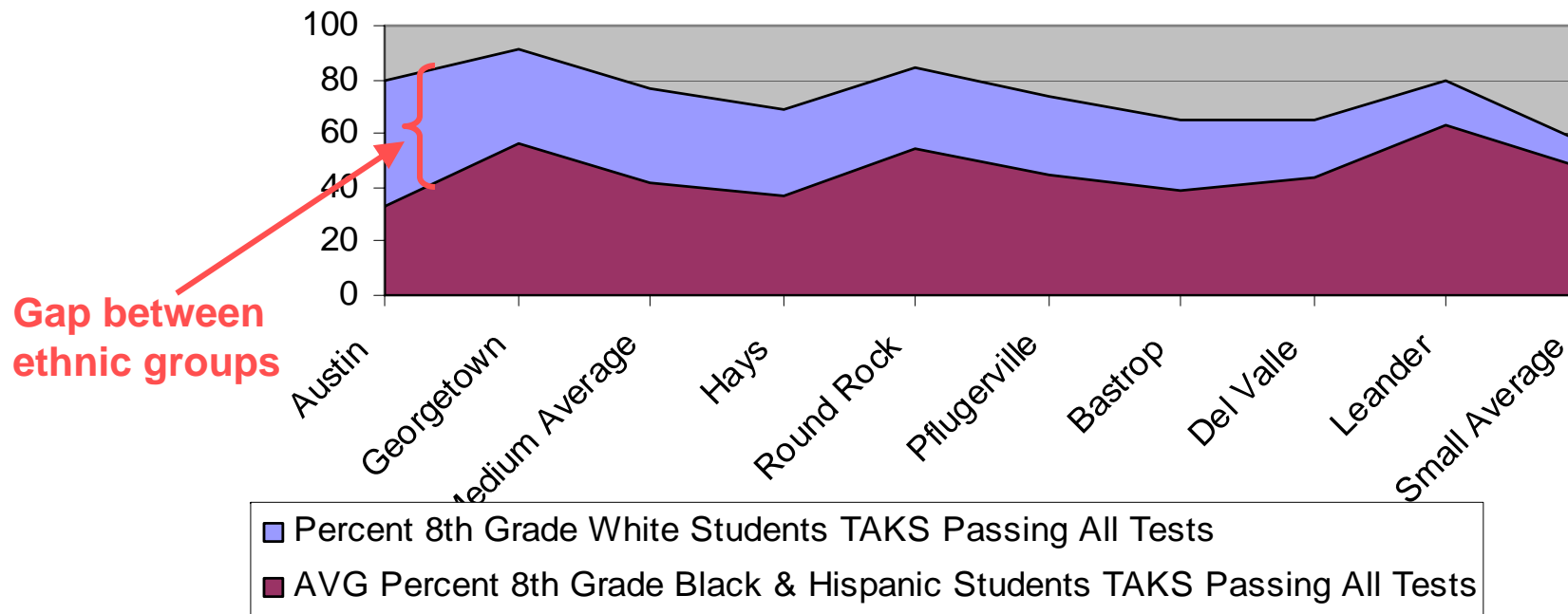


Central Texas Gaps: 8th Grade TAKS



TAKS Gaps Vary Among Districts

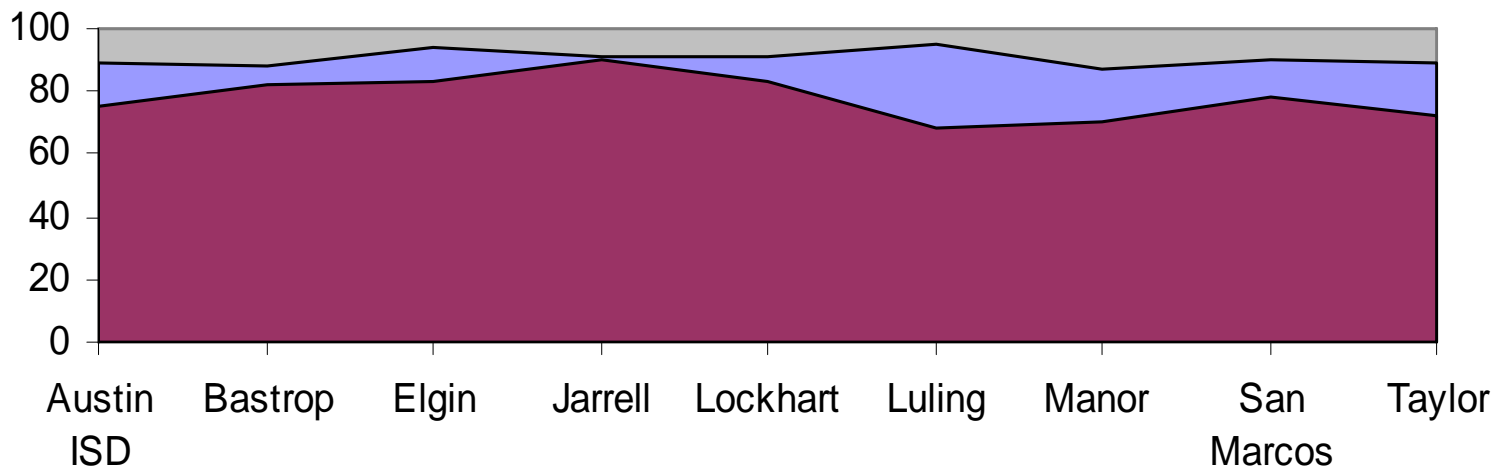
Large Districts 8th Grade TAKS Passing All Tests



Note: Gaps based on difference between White student performance and un-weighted average of Black and Hispanic student performance

Gaps Vary Even in Districts with Common Demographics

Graduation Gaps Among Districts with 50-75% Economically Disadvantaged



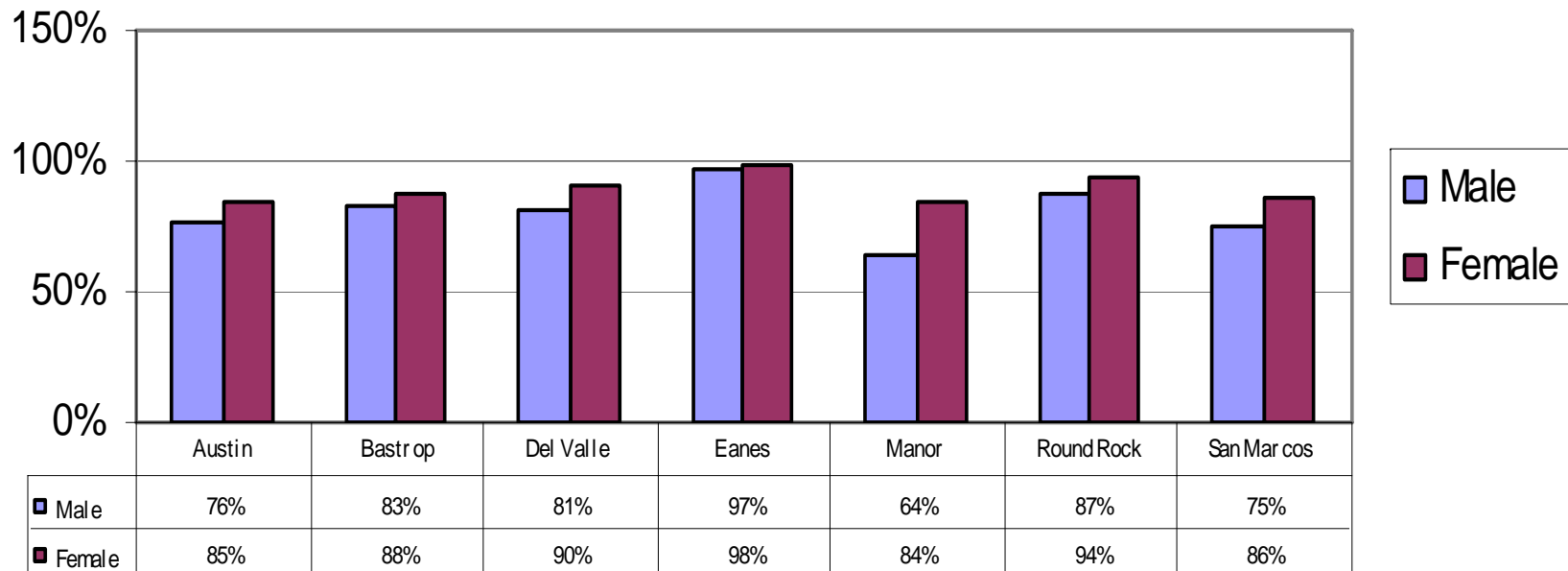
■ 05 Graduation Rate for White Students
■ Avg 05 Graduation Rate for Black & Hispanic Students

Note: Gaps based on difference between White student performance and un-weighted average of Black and Hispanic student performance

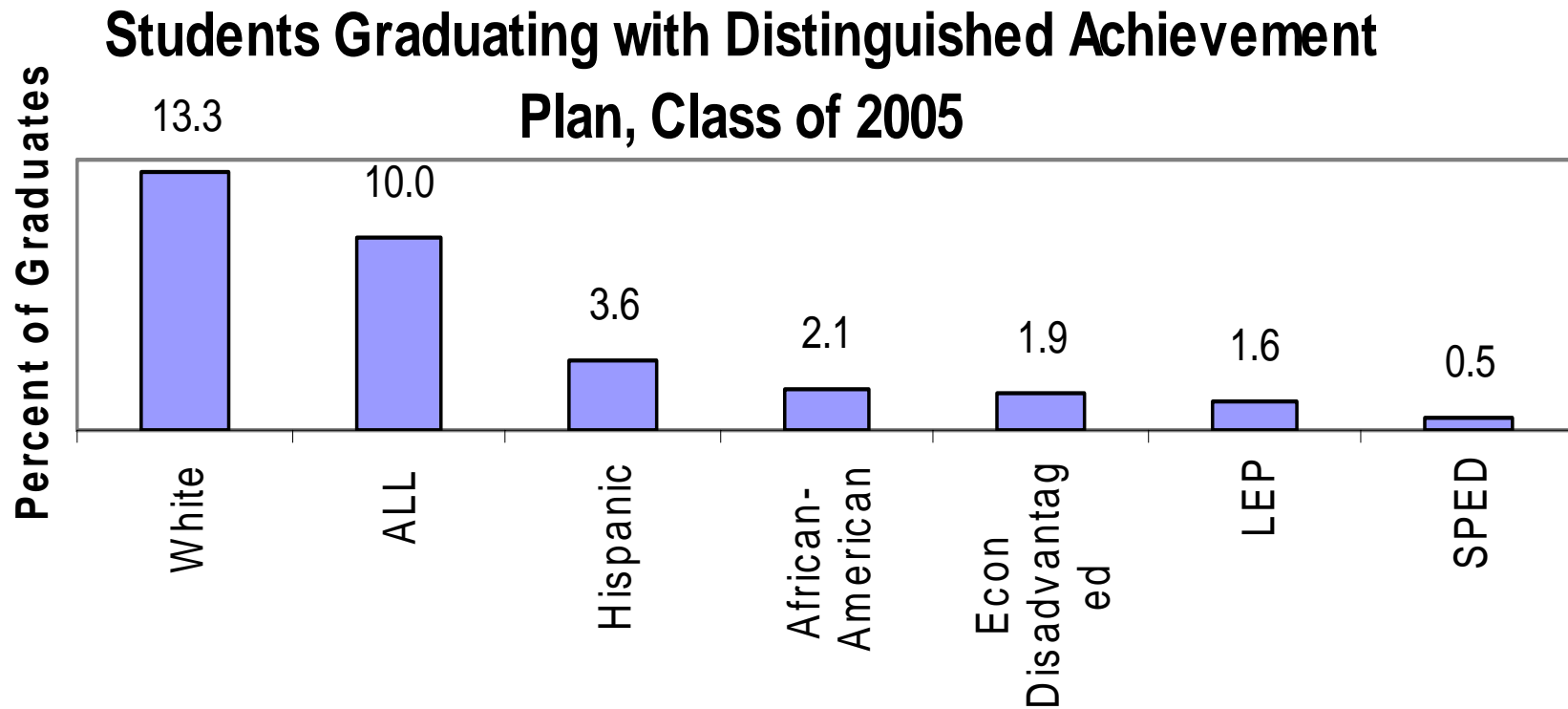


Females Graduate at Higher Rates than Males

Male vs Female Target District H.S. Graduation Rate 2005

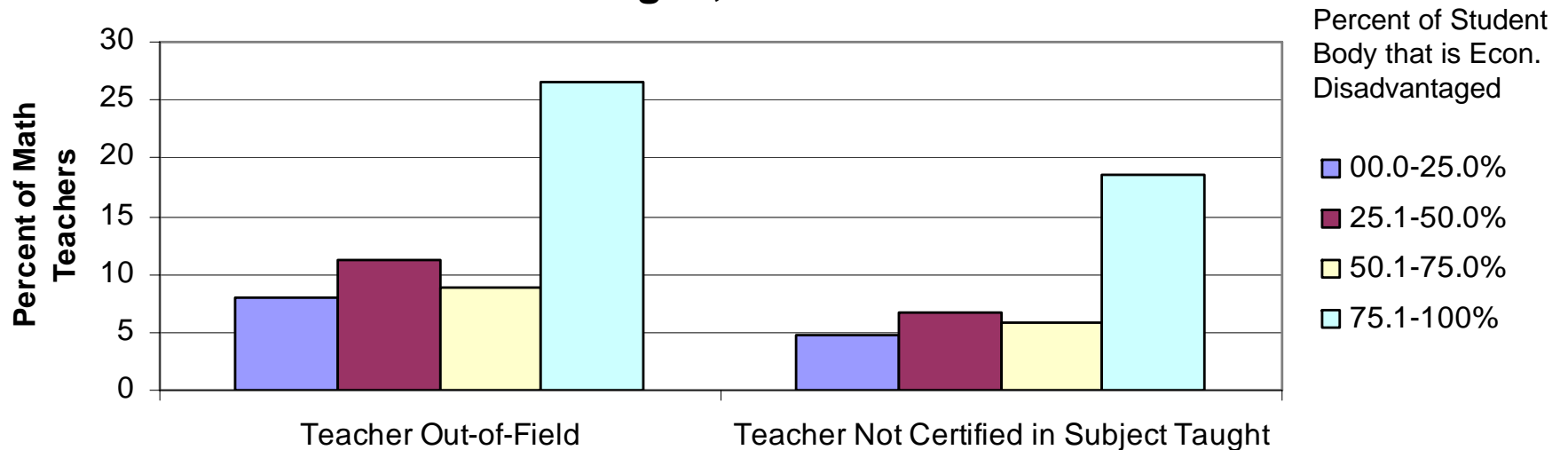


White Students Graduating with More Rigorous Curriculum



“Qualified” Math Teachers not at Schools with Highest Needs

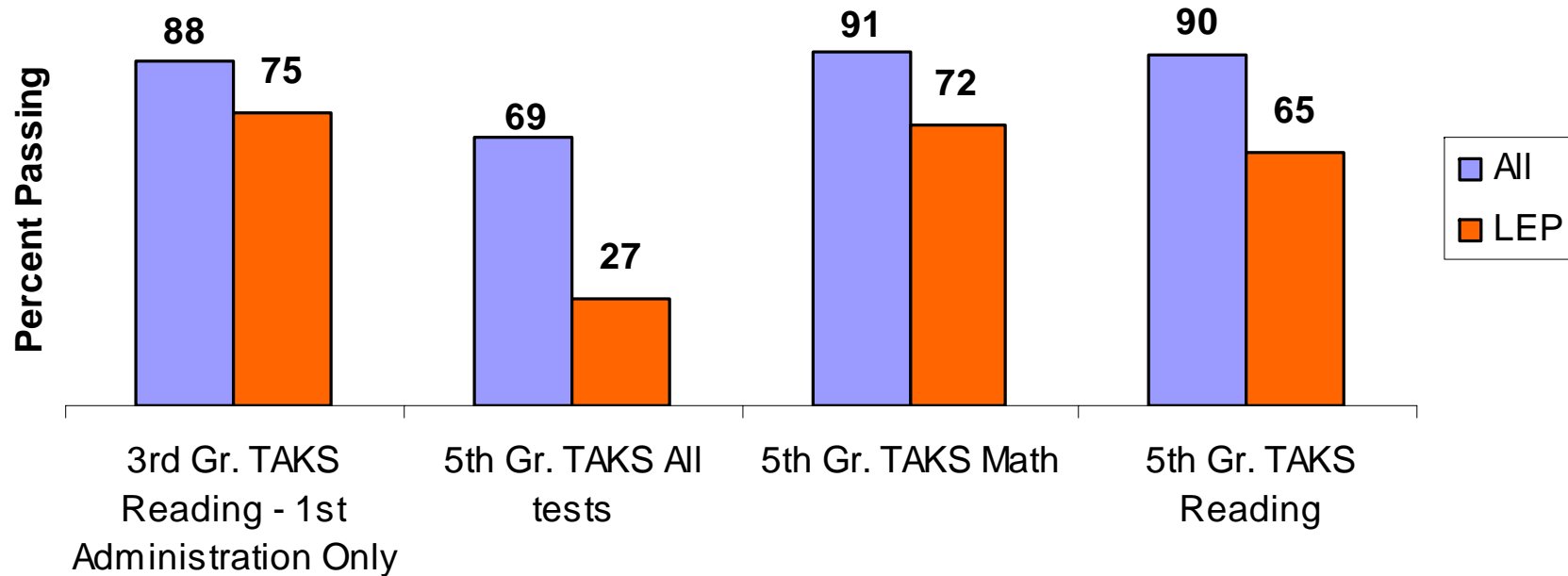
Percent of Student Enrollment that is Economically Disadvantaged, 2005 School Year



Note: “Qualified” defined as teachers certified in subject, teaching in-field

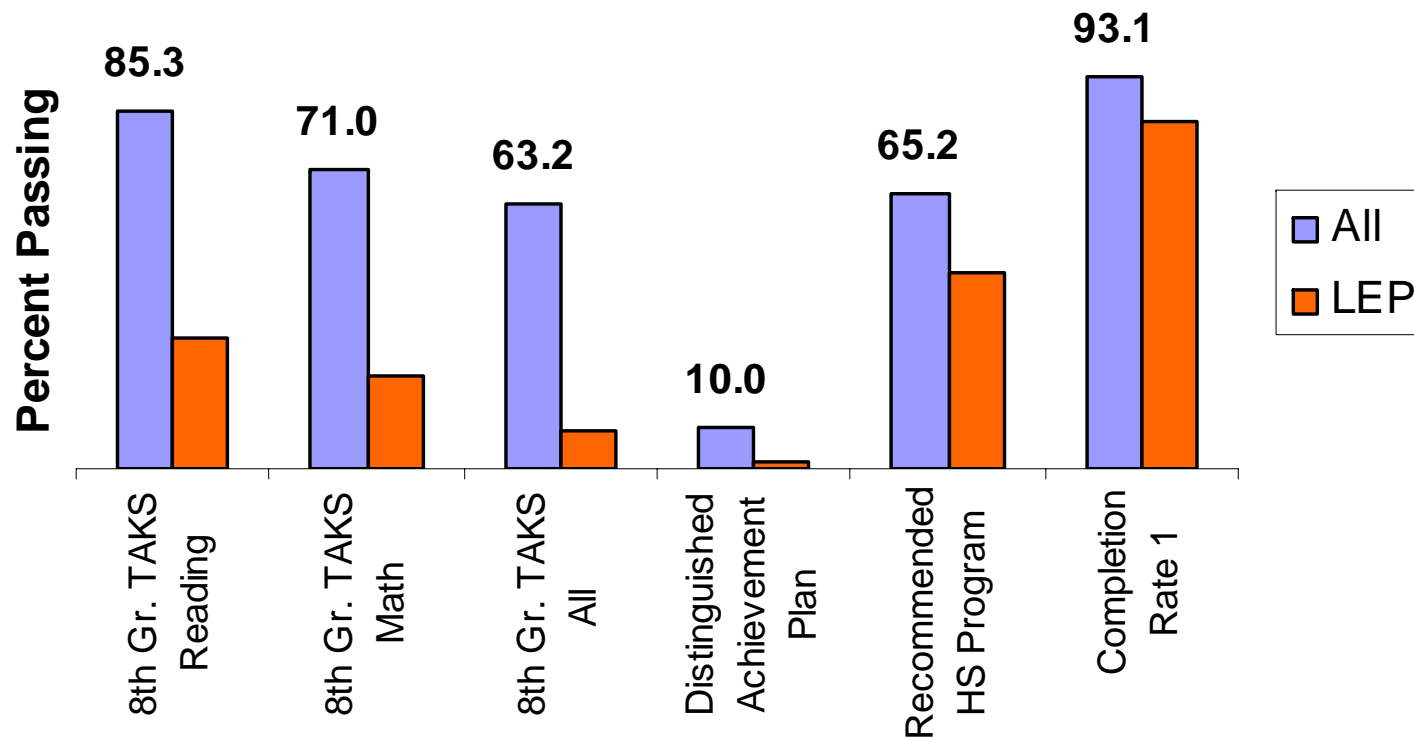
LEP Achievement Gaps in Elementary School

**LEP Performance Significantly Lower than Other Students,
All Districts and Charters**

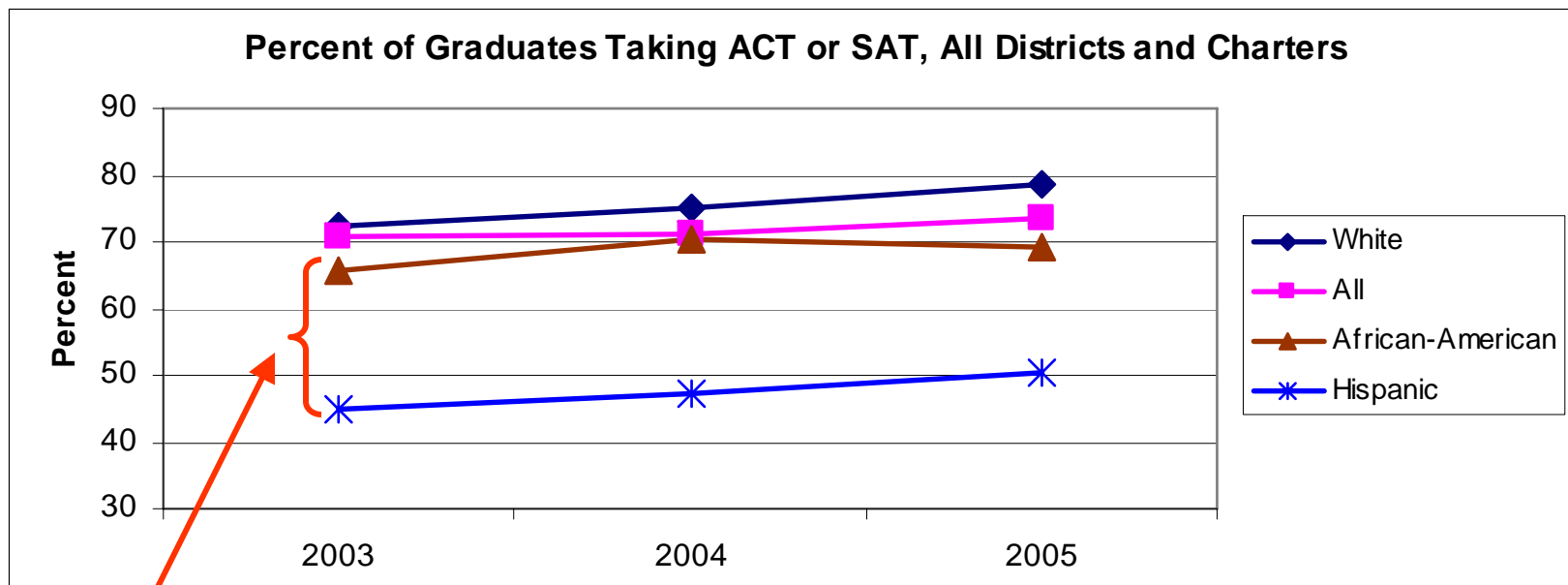


LEP Achievement Gaps Grow at Upper Grades

LEP Performance Significantly Below Other Students, All Districts and Charters



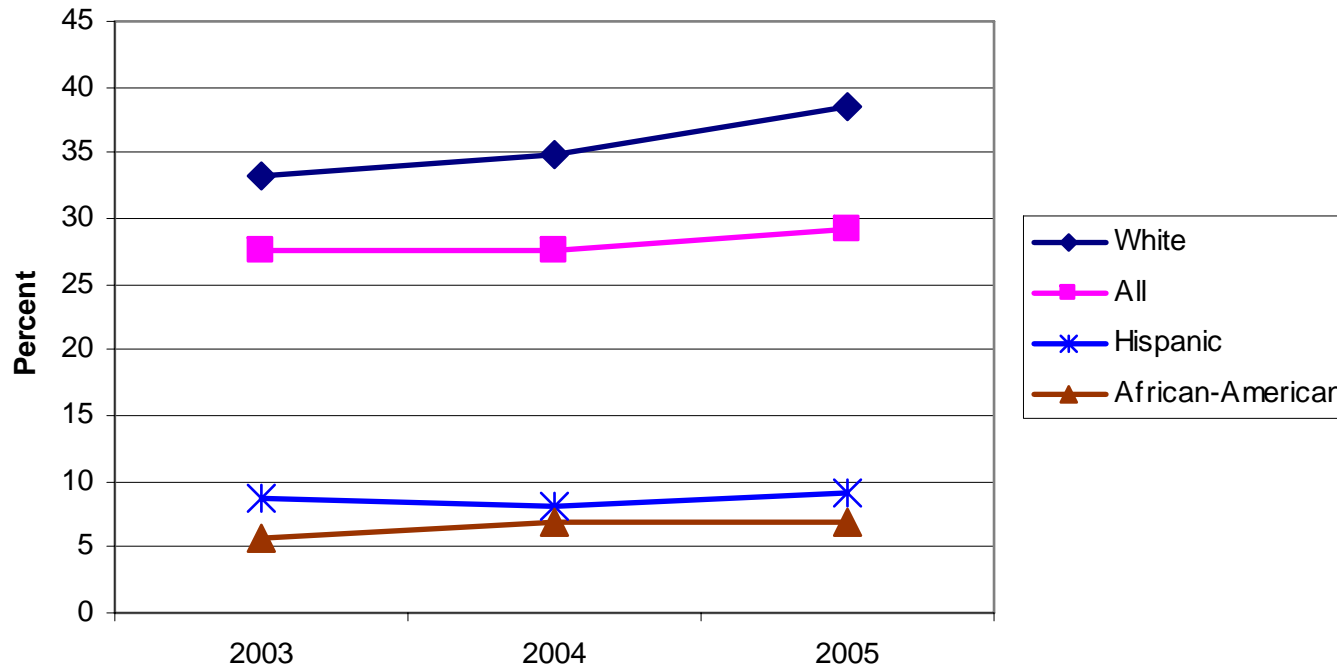
Are Graduates Taking College Admissions Tests?



African Americans in Central Texas take admission tests at a far higher rate than Hispanics

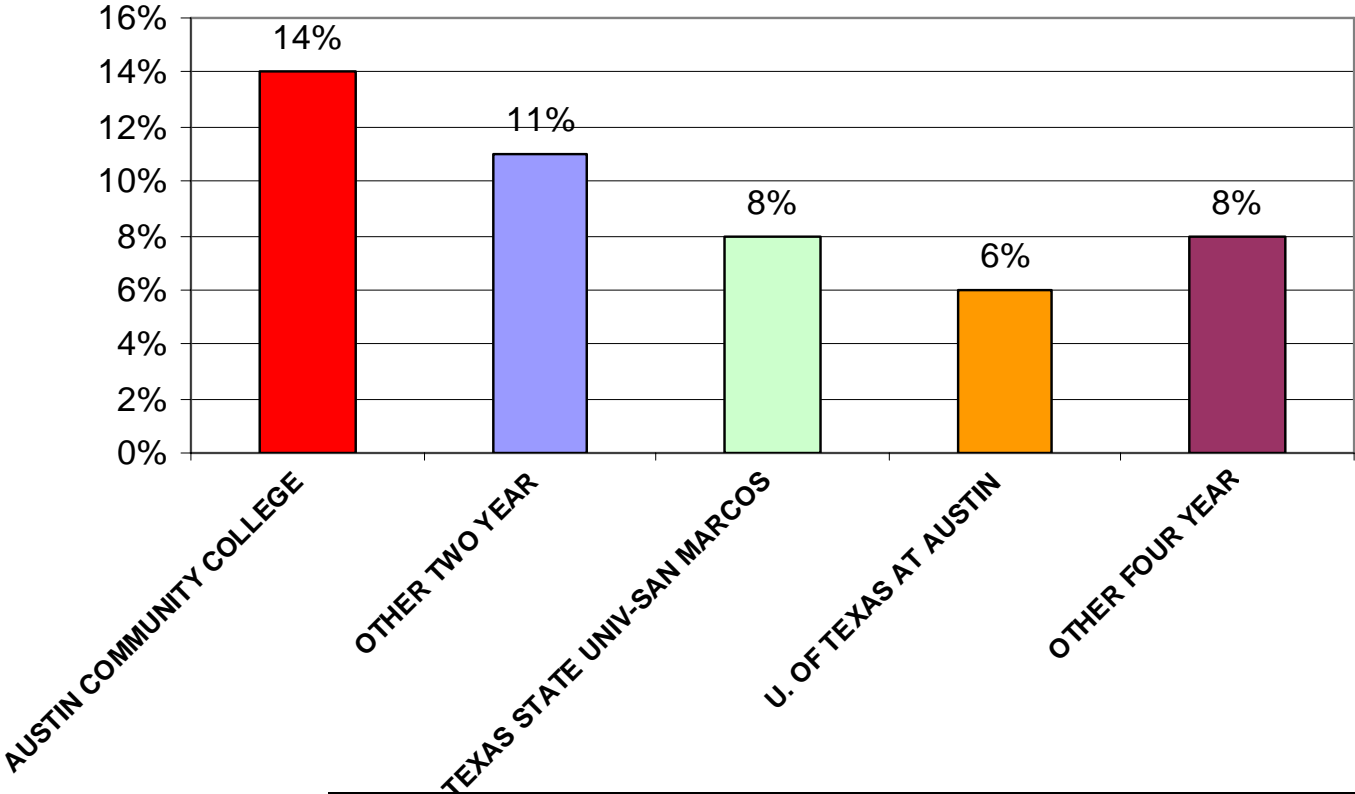
Scores on Entrance Exams for Ethnic Minorities Lower and not Rising

Percentage of High School Graduates Scoring 'Above Criterion' on ACT or SAT, All Districts and Charters



Reported Low-Income College Population Surprisingly Low

Percent of Economically Disadvantaged Students for CT Public Institutions



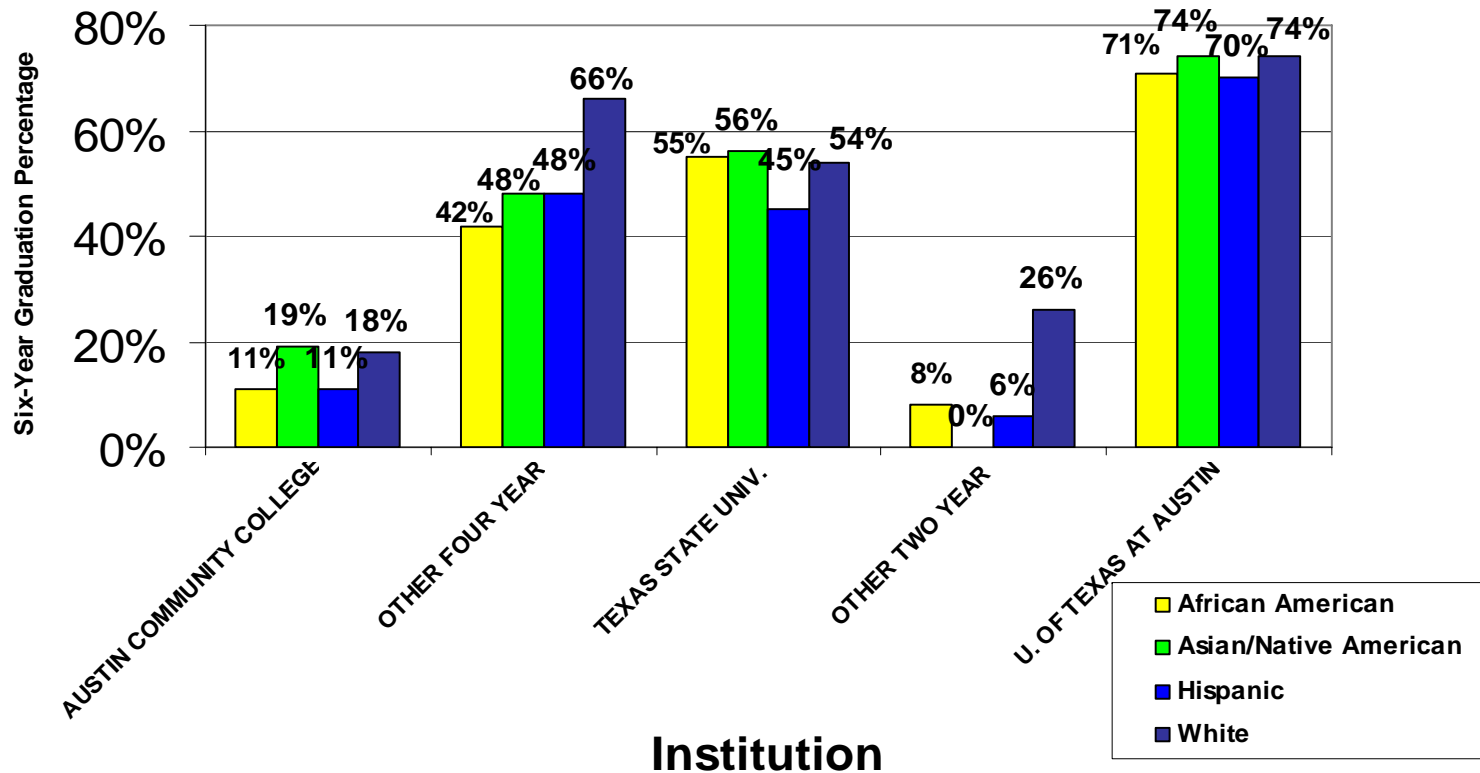
Of the 45% of Central Texas students who are economically disadvantaged, only 11% go to college



Source: THECB Aggregate Data Request

Variation in College Grad Rates by Ethnicity Across Public Institutions

**Six-Year Graduation Rates
Ethnicity Per Institution**

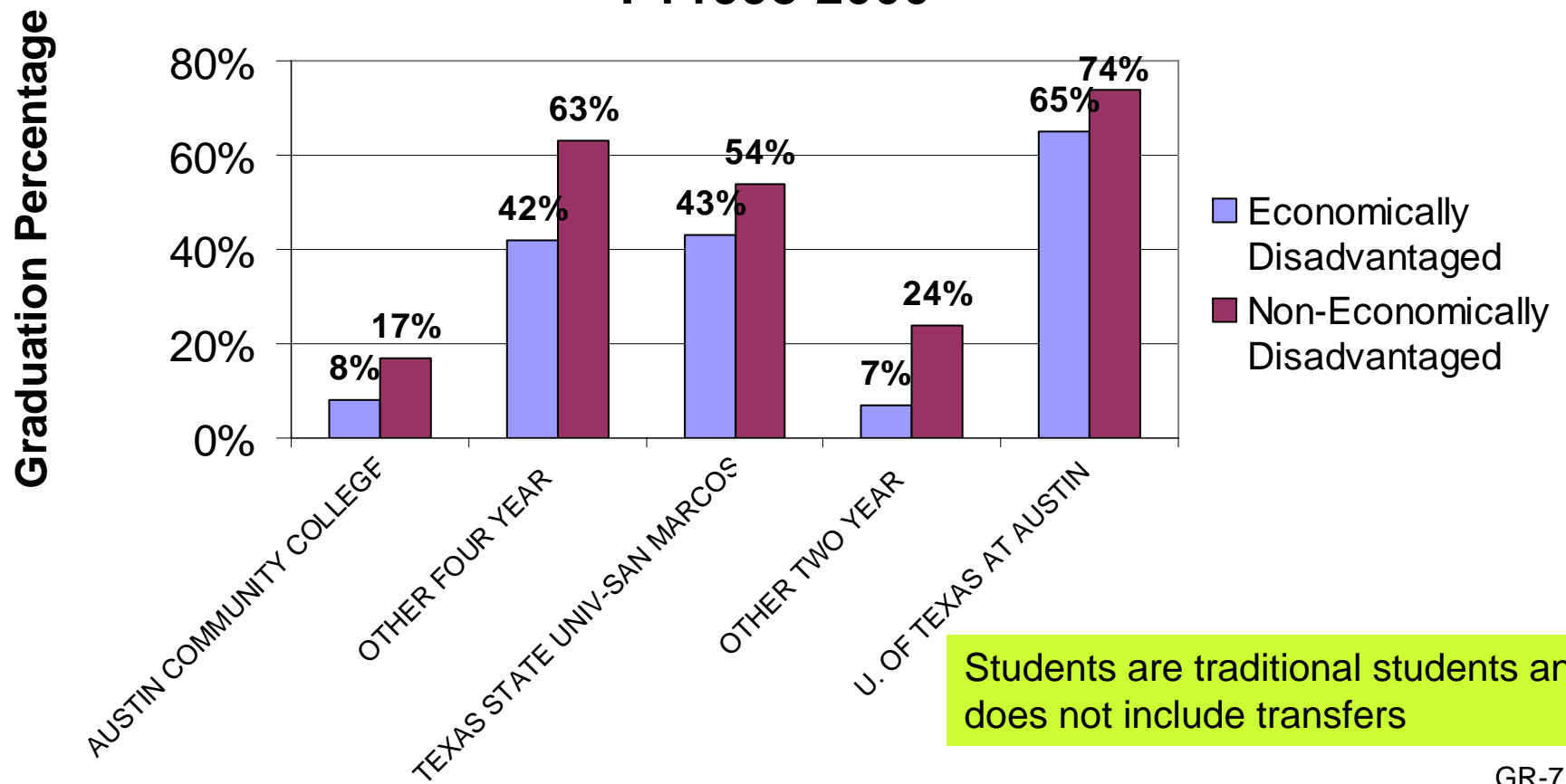


Note: Asian and Native American rates were combined to prevent dropping numbers due to FERPA. However, it should be noted these rates vary greatly between the two.

Source: THECB Aggregate Data Request

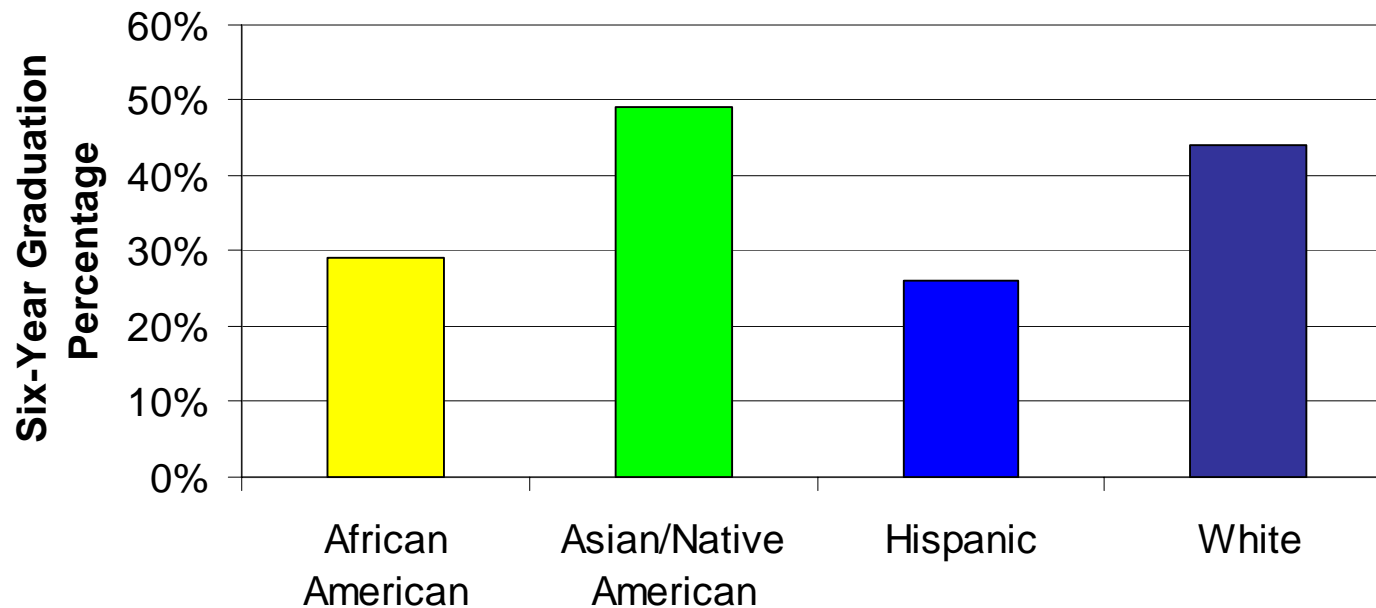
College Graduation Rates Lower for Economically Disadvantaged Students

Six-Year Graduation Rate by Economic Status FY1998-2000



Graduation Rates Vary by Ethnicity

**Six-Year Graduation Rates by Ethnicity
FY1998-2000**



Note: Asian and Native American were combined to prevent dropping numbers due to FERPA. However, it should be noted these percentages vary greatly between the two.

Type of Student Matters

- More and more of our college students are “non-traditional”
 - part time, delayed start
 - 54% of Central Texas college-goers
- Hispanics more likely to be non-traditional
- Central Texas Graduation Rates:
 - Traditional students: 54%
 - All college students: 41%

Economically Disadvantaged Populations Map to Low College Graduation Rates

