



E³ ALLIANCE

Central Texas
Education Snapshot
2007

Eanes Profile

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.



Acknowledgements

This Snapshot would not be possible without:

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What is the Snapshot?

- **A comprehensive review of education in Central Texas:**
 - **Who and where our students are**
 - **Performance outcomes**
 - **Comparisons by demographic and district**
 - **Factors influencing student achievement**
 - **Where and how students matriculate into college**
 - **Ultimate education success rates**
 - **Recommendations based on initial findings**

This type of comprehensive review has never before been compiled for any region in the state, and offers us detailed guidance in building the Central Texas Blueprint for Change.

Why a Regional Snapshot?

1. To use as a communication tool in our efforts to engage the region around systemic change in education
2. To focus and drive our more detailed research
3. *From Information to Action:* to guide regional Alignment activities

Snapshot Overview

- Economics: Central Texas in the 21st Century
- The Demographics of Change
- The Student Experience: K-12
 - Findings and Trends
 - Achievement Gap: Problems and Progress
 - Math & Science: Not on Target
 - Limited English Proficient: Different Approaches
 - Drop Outs: The Central Texas Picture
- The Student Experience: College Readiness
- The Student Experience: Higher Education
 - Higher Education Matriculation
 - Remediation in Higher Education
 - Regional Graduation Rates
 - Fields of Study

Selected Findings

1. Student achievement is improving, but large disparities between groups remain
 - ➔ *Differences in district demographics don't fully explain gaps in student performance*
2. Students face greatest difficulties in transitions
 - ➔ *Elementary-to-middle school, middle-to-high school, high school-to-college, community college to 4-year degree programs*
3. Math & science achievement gaps are large *and -- in some cases – growing*
 - ➔ *Lack of distribution of qualified teachers into high needs schools*
4. Limited English Proficiency (LEP) students are the most rapidly growing demographic group
 - ➔ *Performance is improving but far below peers in all categories*

Selected Findings

5. More students complete more rigorous coursework
 - ➔ *Yet far too few demonstrate college readiness*
6. Data at higher ed levels is just emerging to allow detailed, consistent analysis
 - ➔ *Differences in developmental education and transfer standards complicate consistent tracking*
7. The college graduation rate of students from Central Texas is 41%
 - ➔ *Still far below Closing the Gaps Goals*
 - ➔ *Over half of CT degree-seeking college students are non-traditional*
8. Overall, *too few* 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

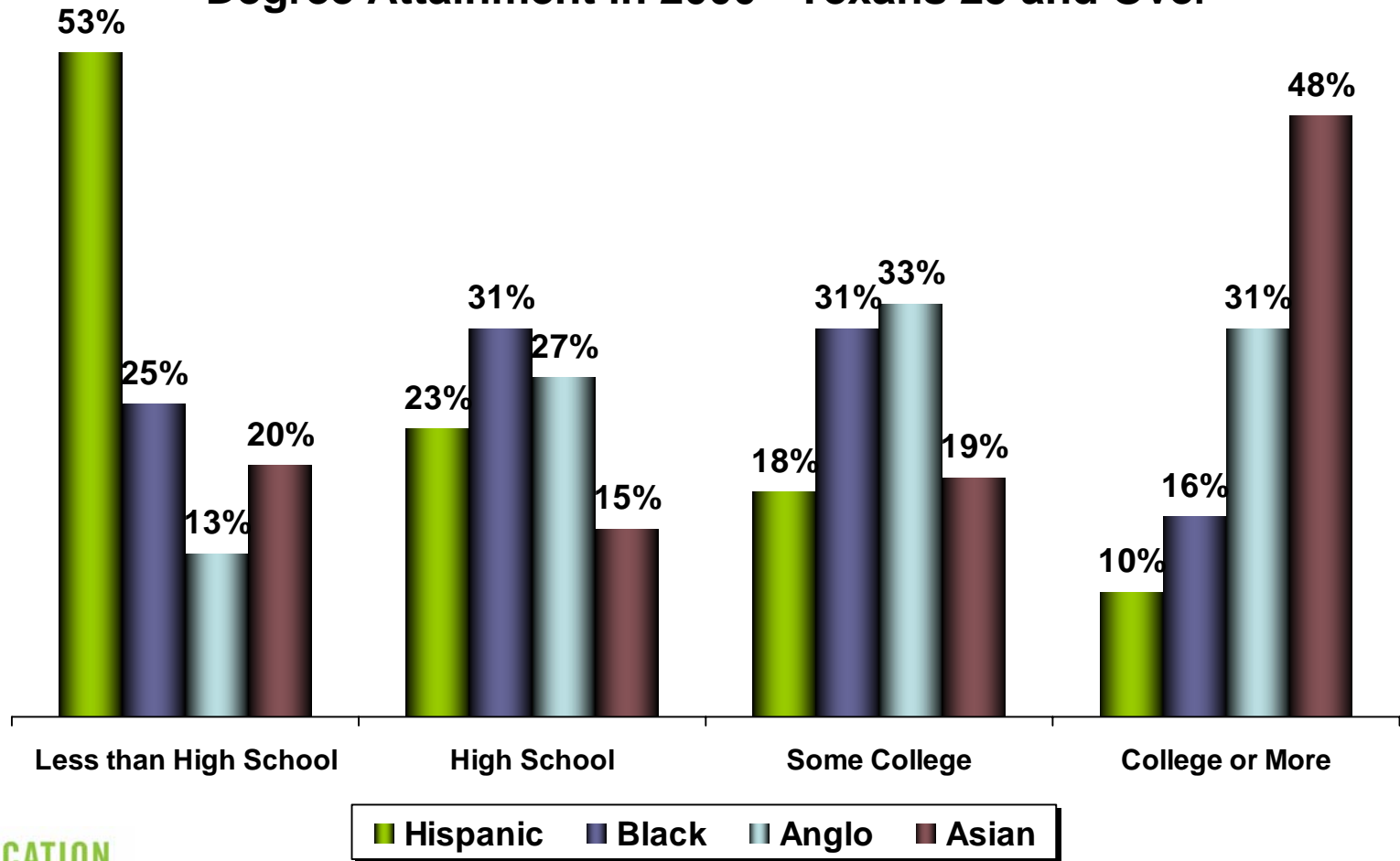
Central Texas Economics: Highlights

- Education attainment is not keeping pace with economic need
- Meeting Closing the Gaps goals would likely yield an additional **\$1.9 trillion by 2030** for the State¹
- Meeting educational attainment goals would increase employment by more than 100,000 jobs

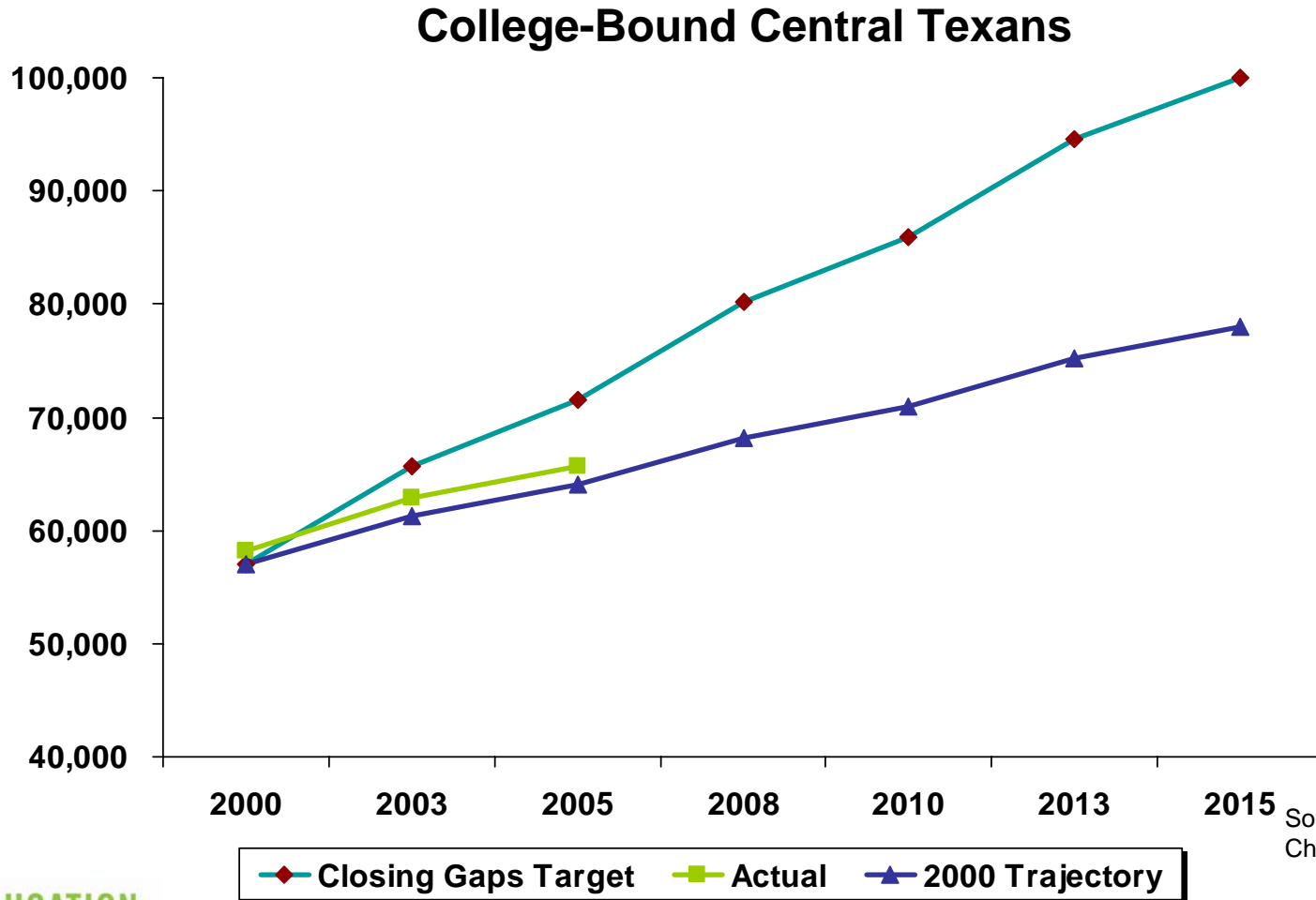
1: A Tale of Two States and One Million Jobs
by the Perryman Group, 2007

Texas Today: Huge Disparities in Degree Attainment

Degree Attainment in 2000 - Texans 25 and Over



Central Texas Not Meeting “Closing the Gaps” Goals

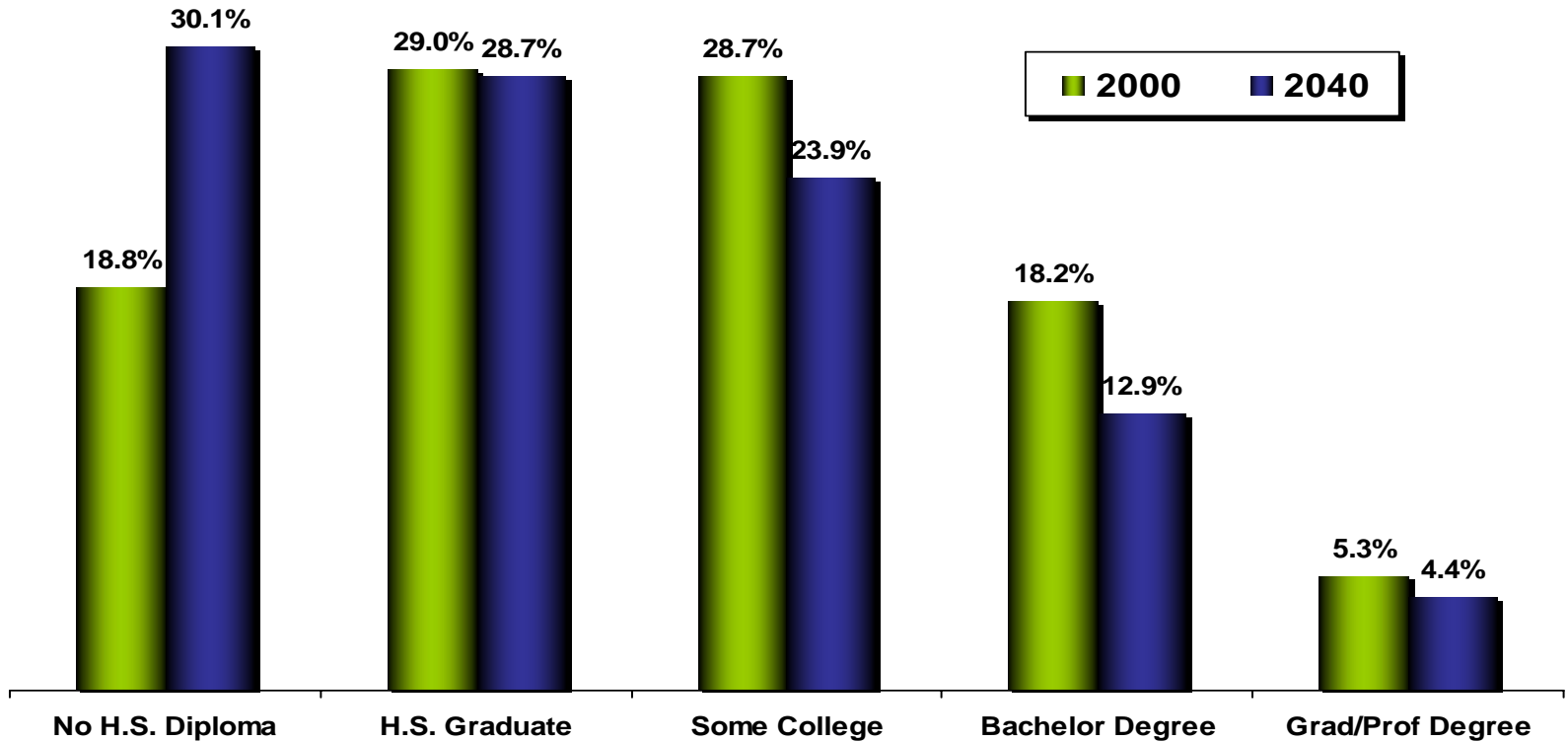


Source: Greater Austin Chamber

—◆— Closing Gaps Target —■— Actual —▲— 2000 Trajectory

Without Systemic Change, Attainment will Drop Even More

Projected % of Texas Population Ages 18 to 65 by Educational Attainment



* Projections are shown for the 1.0 scenario

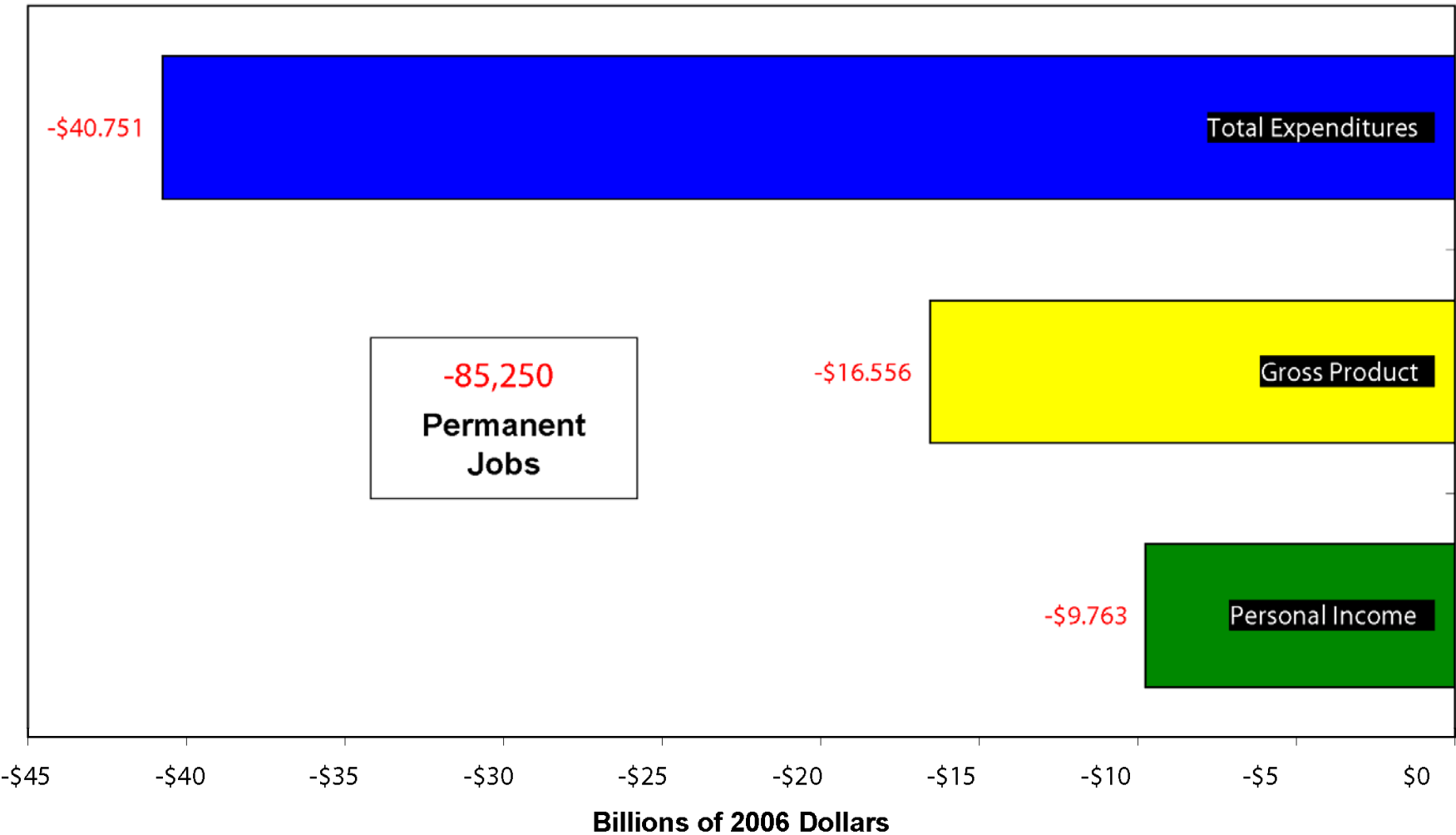
Represents a 6.2% drop in bachelors and above degrees



The Future of Central Texas will Dim if We Don't Increase College-Going Rates

- 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**

Projected 2006-2030 Net Loss in Annual Economic Activity for the Austin-Round Rock MSA

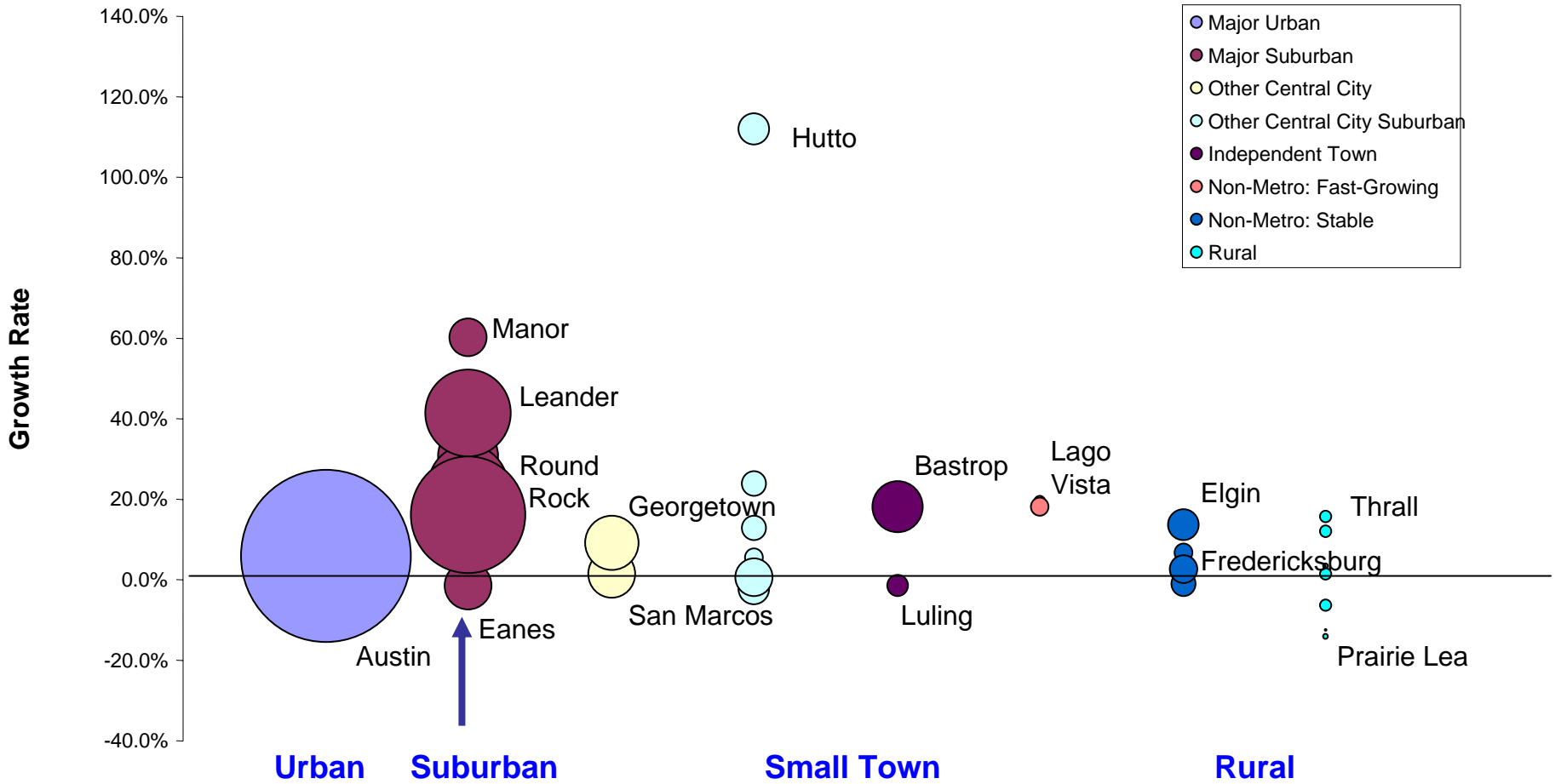


Source: The Perryman Group

Associated with Failing to Achieve the Objectives of the "Closing the Gaps" Initiative and only Attaining Baseline Expected Educational Outcomes

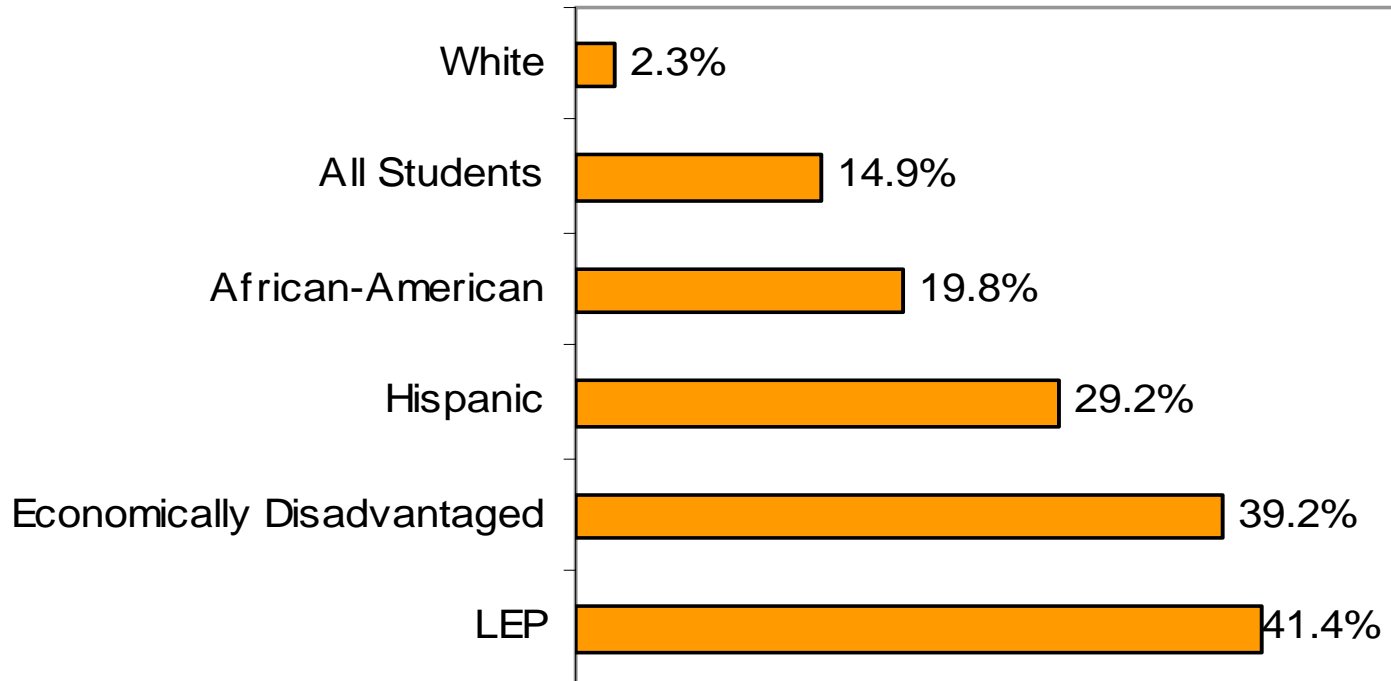
The Demographics of Change

District Type; Rate of Growth



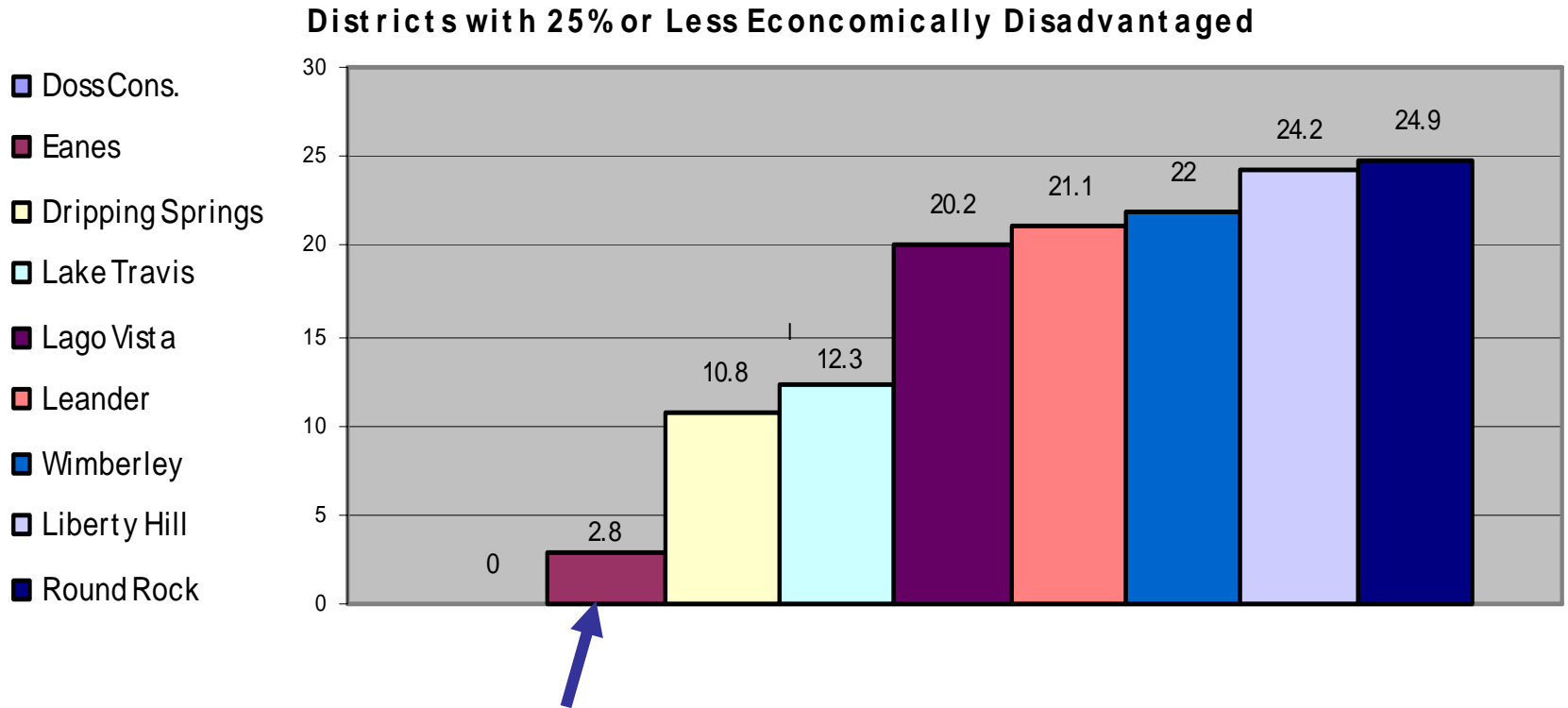
Disproportionate Growth Among Student Populations

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



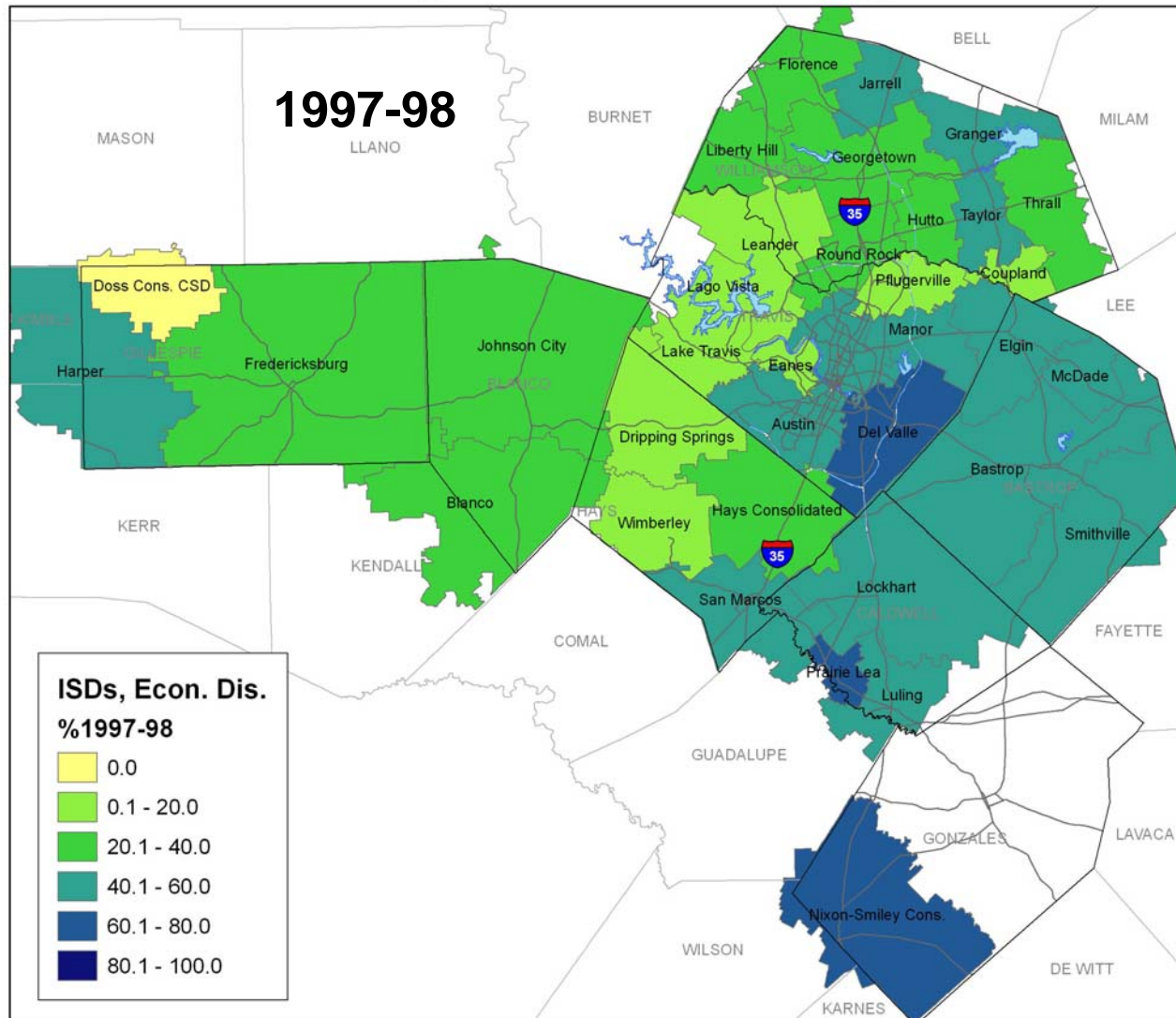
Source: TEA, 2001-2002 and 2005-2006 AEIS Reports

Breakdown of Districts Based on Percent Economically Disadvantaged Students

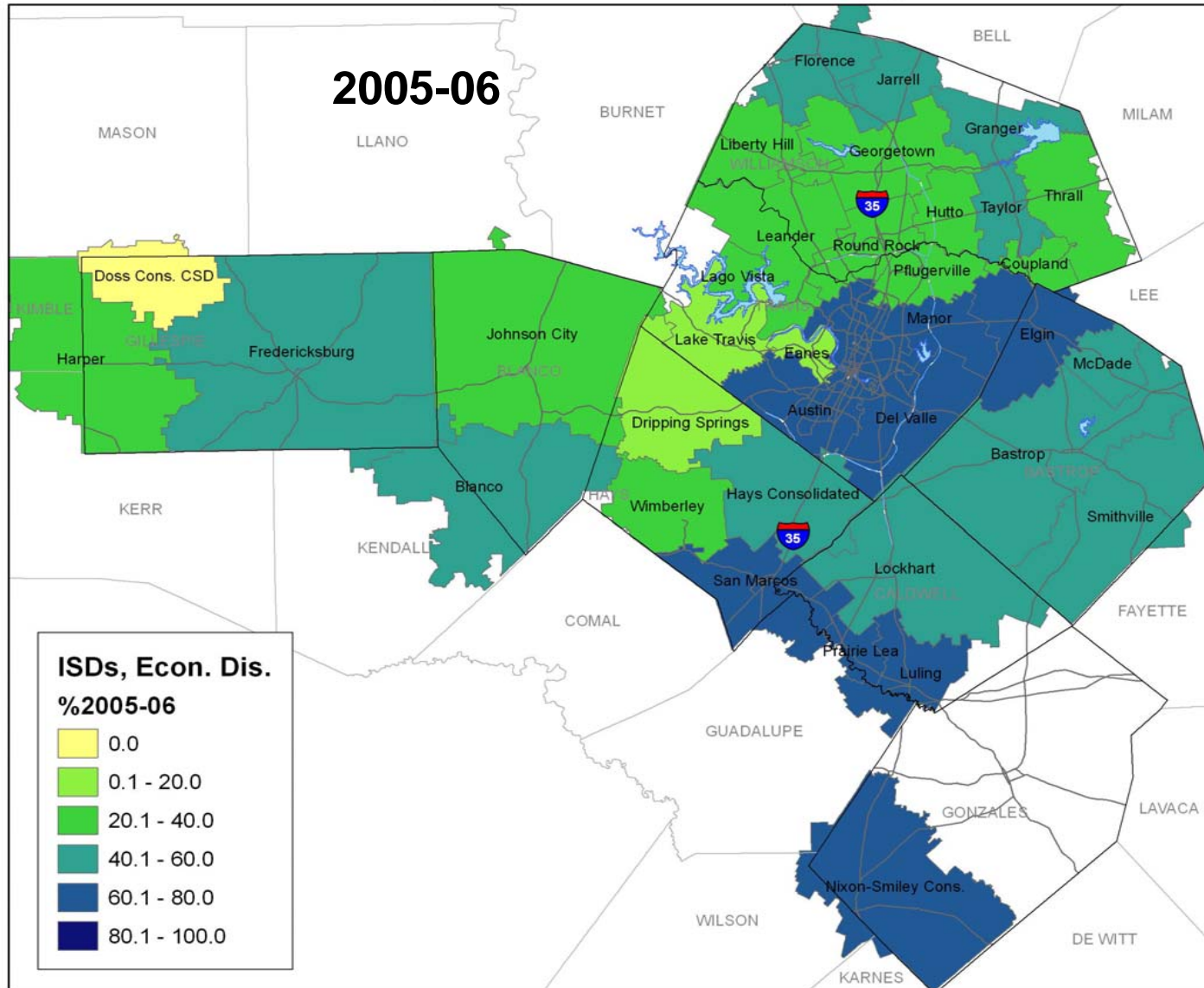


9 of 35 Districts

Economically Disadvantaged: Where we've Been...



Where We are Now...

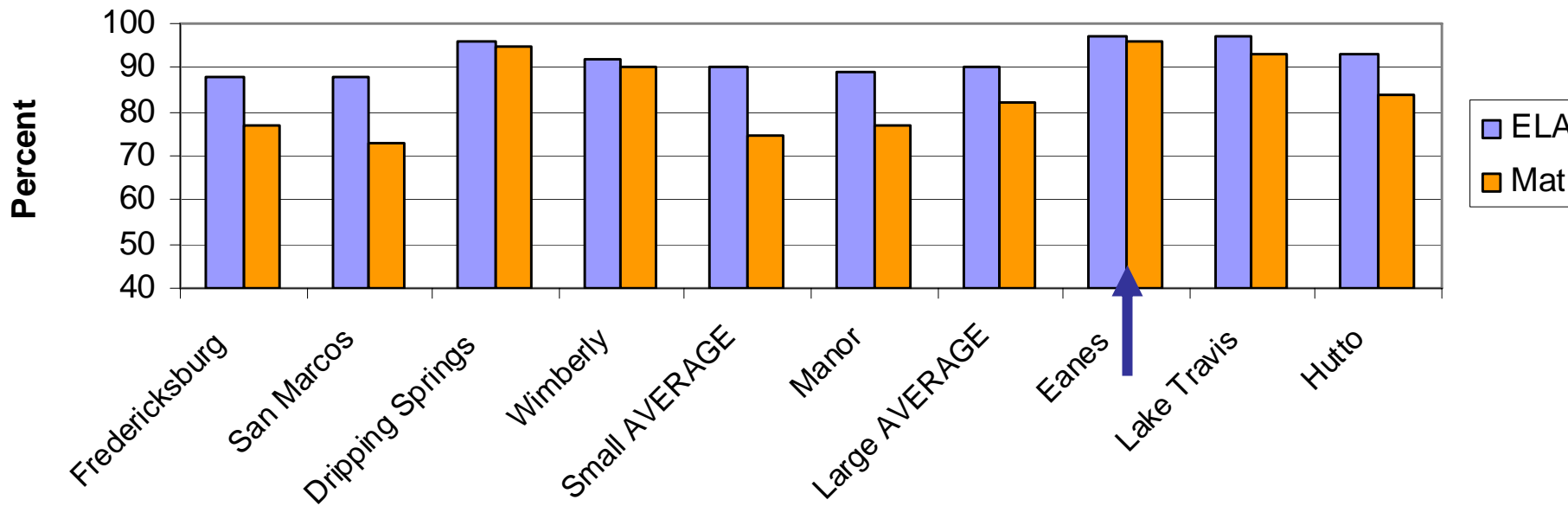


The Student Experience: K – 12 Highlights

- Findings and Trends
- Achievement Gap: Problems and Progress
- Math & Science: Not on Target
- Limited English Proficient Students:
Different Approaches
- Drop Outs: The Central Texas Picture

Disparities Between Math and ELA at Exit Level TAKS

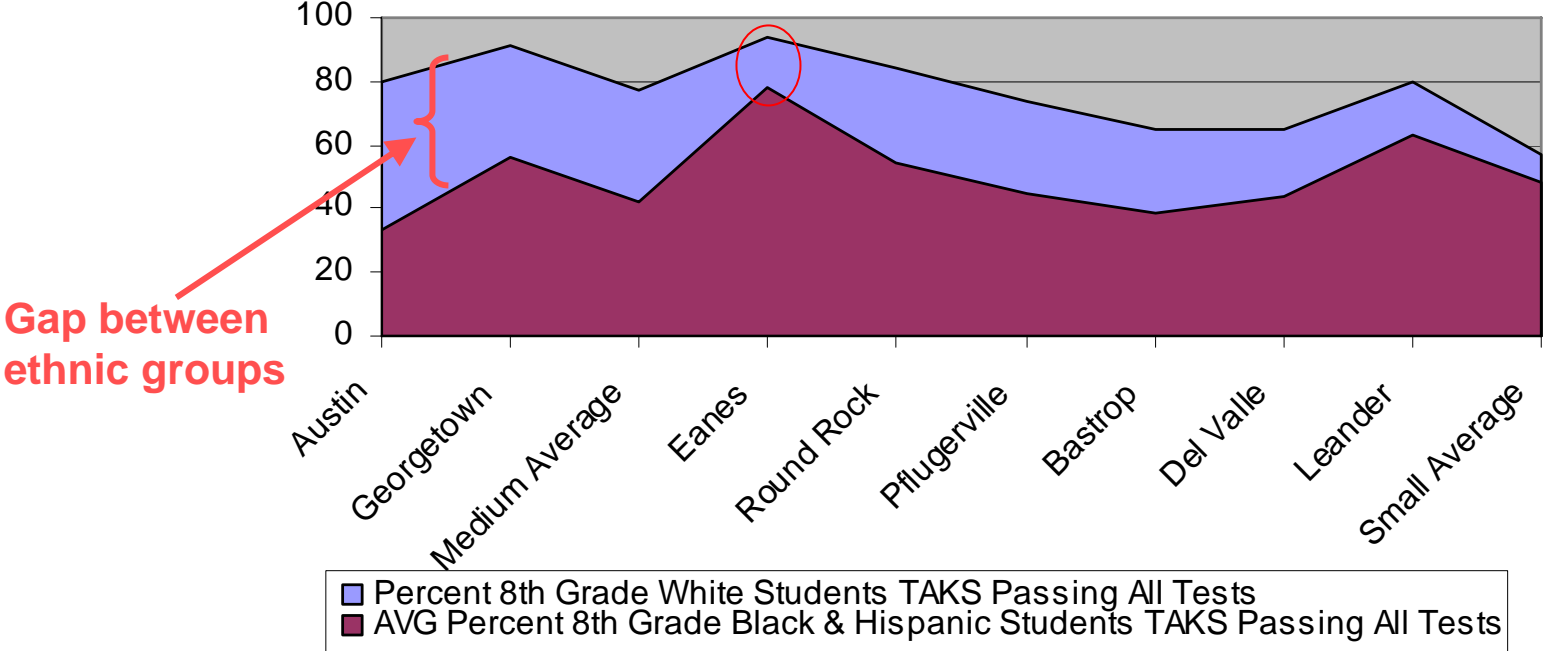
Percent Passing ELA and Math Exit Level TAKS, 2006



8 Medium Districts; Averages of Small and Large

TAKS Gaps Vary Among Districts

8th Grade TAKS Passing All Tests



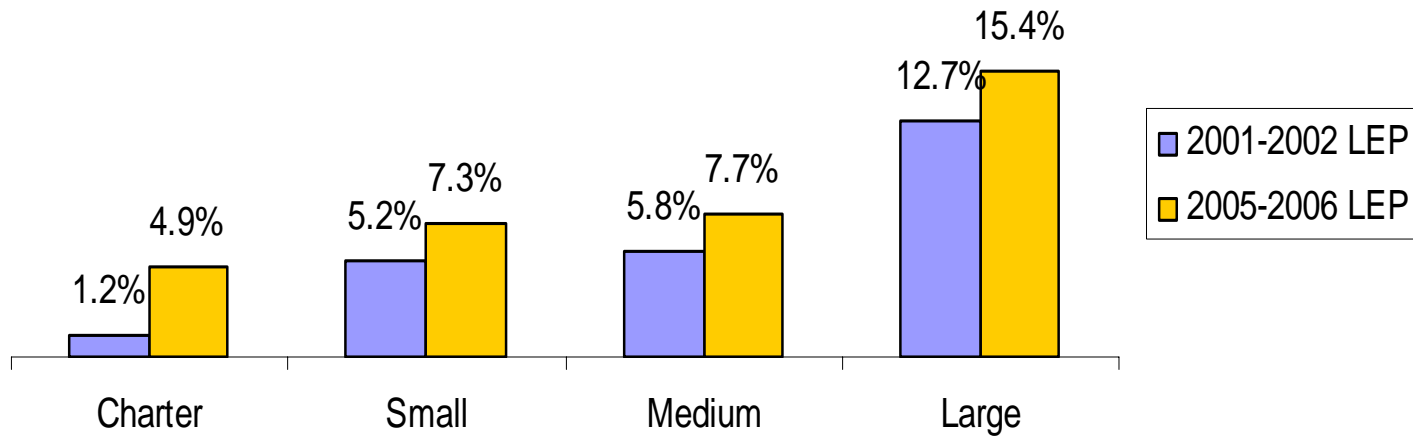
Note: Gaps based on difference between White student performance and un-weighted average of Black and Hispanic student performance

Limited English Proficient Students: Different Approaches

1. Most rapidly growing population of any demographic group
2. Many suburban districts are new to addressing this population's needs
3. Performance improving over time
4. But performance of LEP students is far below peers in all categories
5. LEP students coming in at higher grades pose large issues
6. Different ideologies within and among districts: support two languages versus English immersion

LEP Population Experiencing Significant Growth

Percent of Students Classified as Limited English Proficient,
Grouped by District Size

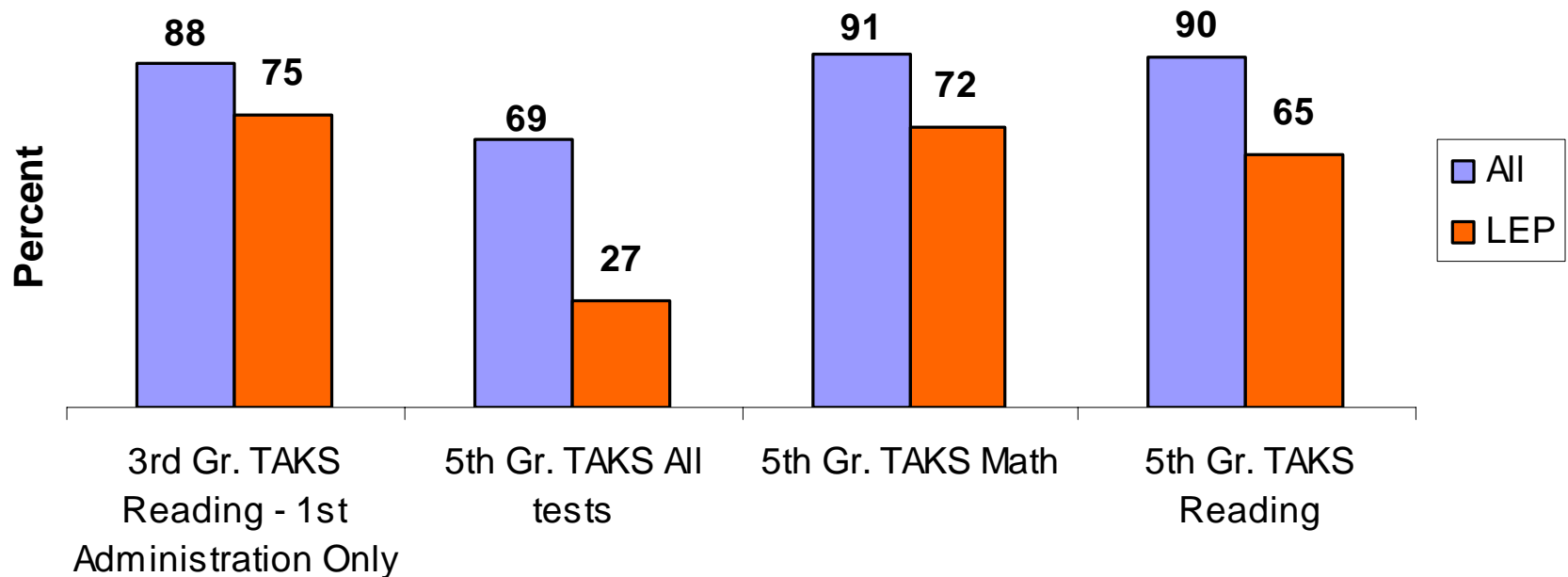


Source: TEA 2001-2002 and 2005-2006 AEIS Reports

Eanes ISD LEP Population declined 13% over the past 5 years

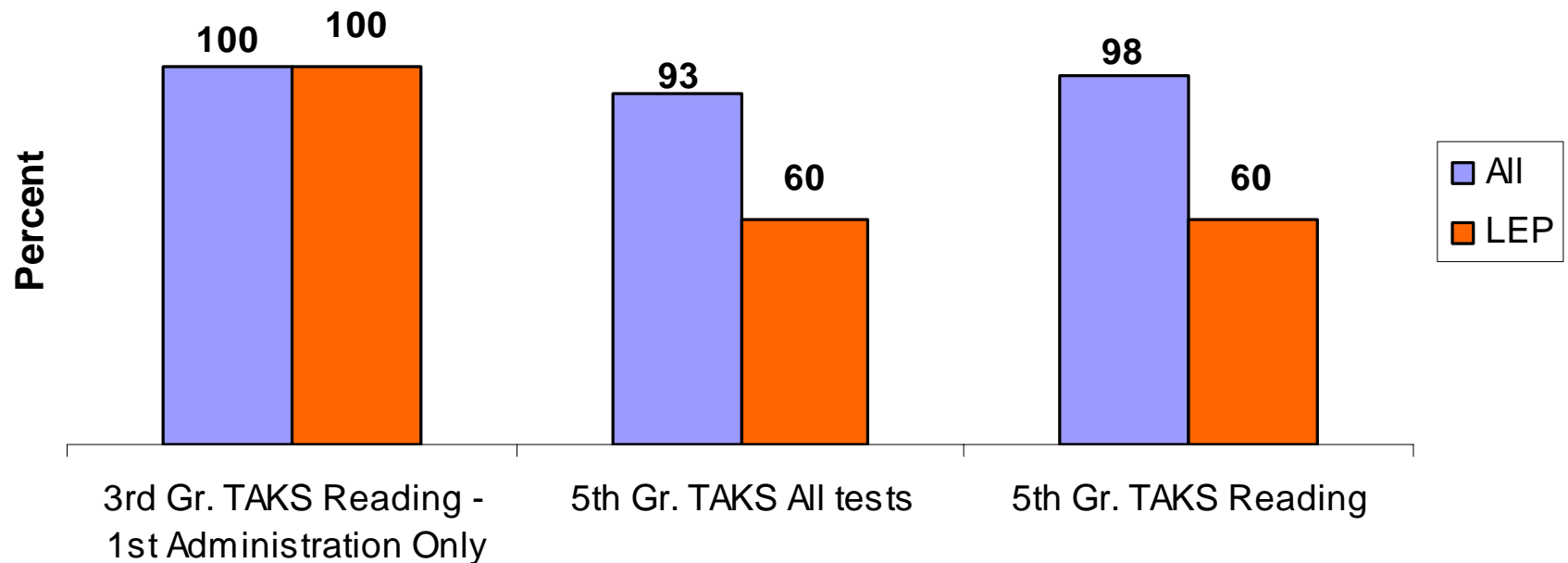
LEP Achievement Gaps in Elementary School

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



Eanes ISD LEP Achievement Gaps in Elementary School

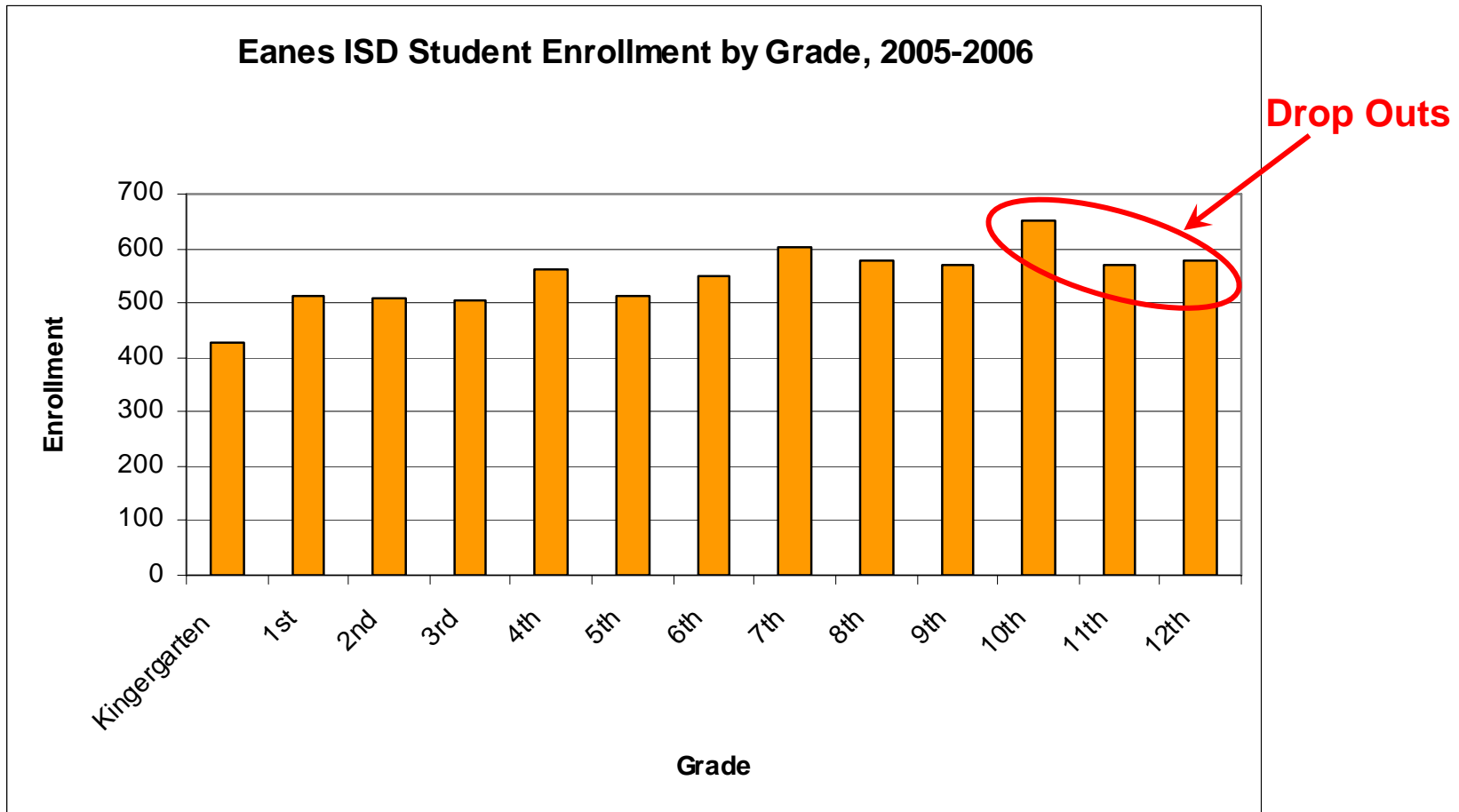
Eanes LEP Achievement Gap: 2006 TAKS



Drop Outs: The Central Texas Picture

1. Some progress has been made over time
2. But the graduation rate remains FAR too low for all groups
3. “All but TAKS” – new group that needs to be followed
4. Large disparities in reporting methods: drop outs versus TEA graduation rate versus external assessment of attrition rates
5. Costs to the state are huge

Student Enrollment



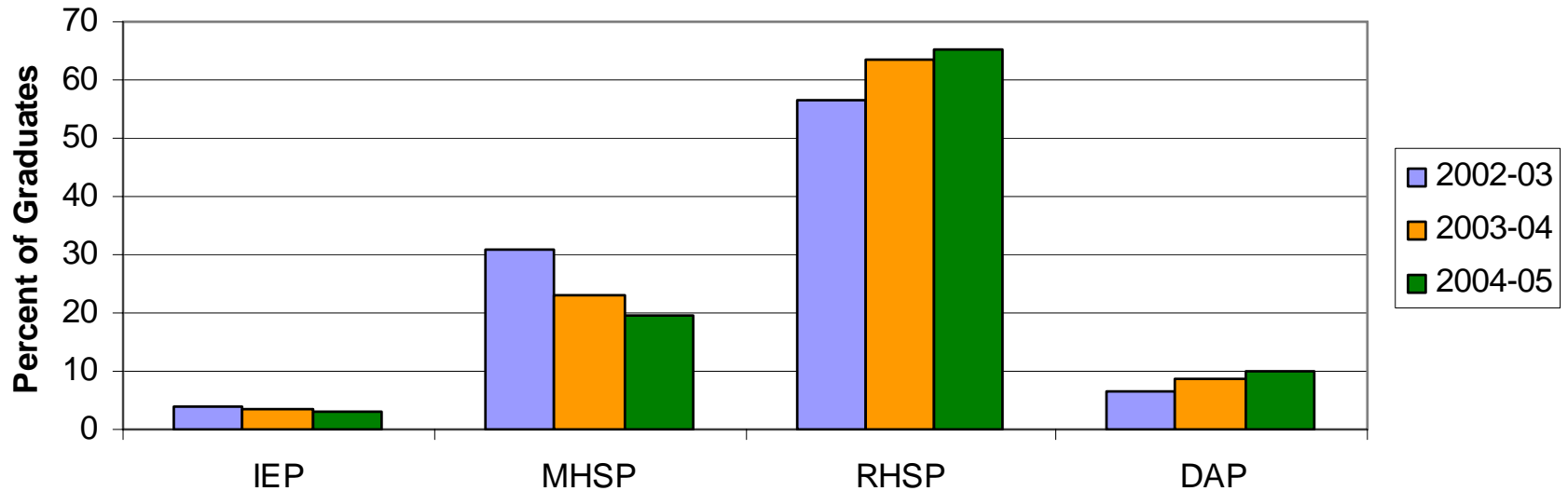
Source: TEA, 2002-2005 AEIS Reports

The Student Experience: College Readiness

1. Many more students are completing more rigorous high school coursework
2. But far too few students demonstrate college readiness based on current assessments
3. Performance for those who take college entrance exams varies widely by race/ethnicity
4. Males showed higher rates in math readiness on TSI for ALL 31 districts reporting scores

More Students Graduating on Distinguished and Recommended Plans

Graduation by Plan, All Districts and Charters



IEP = Individualized Education Plan (Special Education)

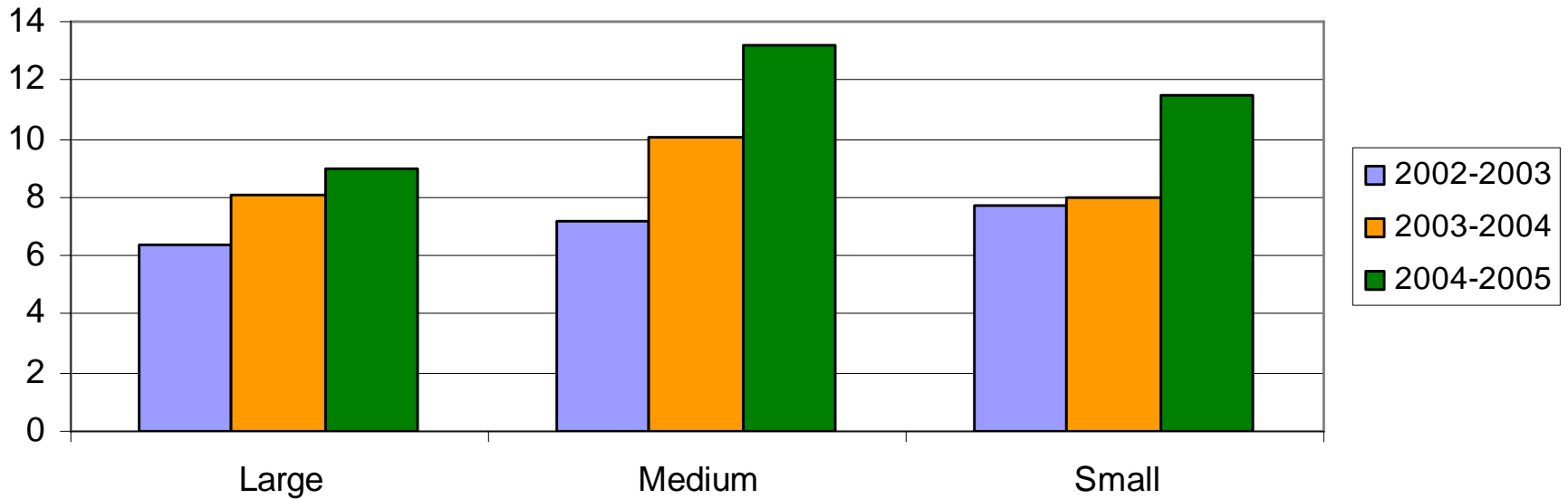
MHSP = Minimum High School Plan

DAP = Distinguished Achievement Plan

RHSP = Recommended High School Plan

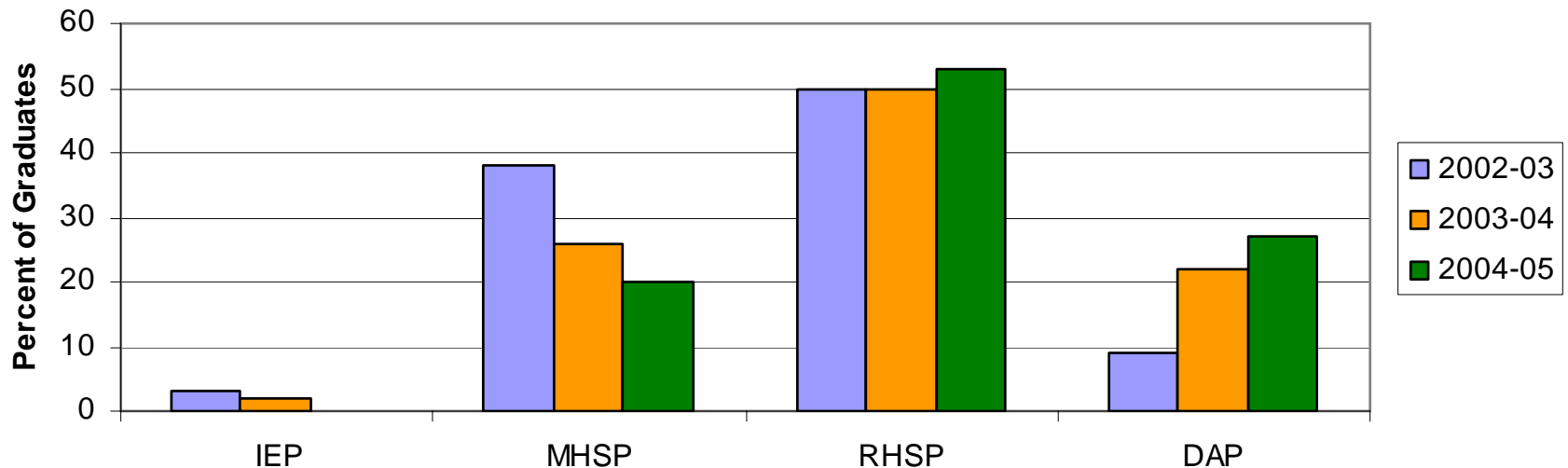
More DAP Graduates in Medium and Small Districts

Percent of Graduates Completing Distinguished Achievement Plans



Eanes Students Graduating on Distinguished and Recommended Plans

Graduation by Plan, Eanes ISD



IEP = Individualized Education Plan (Special Education)

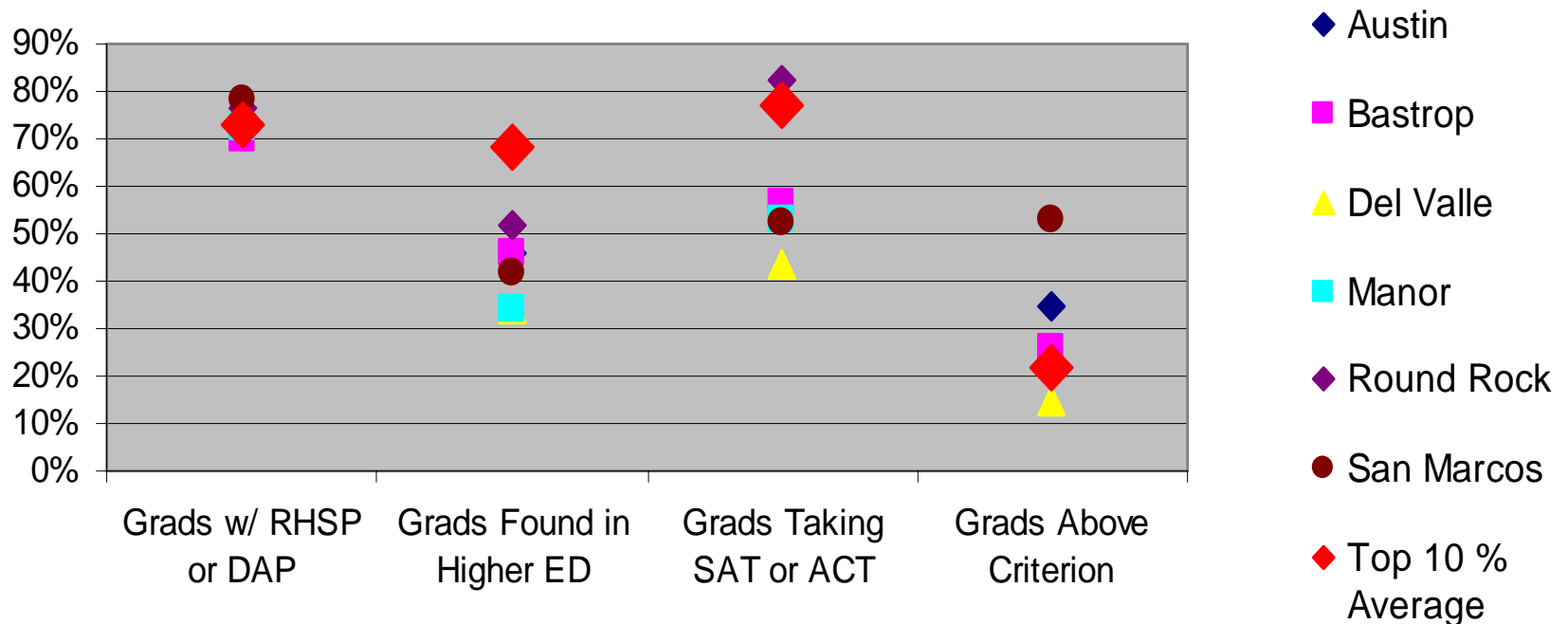
MHSP = Minimum High School Plan

DAP = Distinguished Achievement Plan

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High School Plan May Not Correlate to College Enrollment

Comparison of 7 Target Districts with Texas Districts in Top 10% for College Matriculation



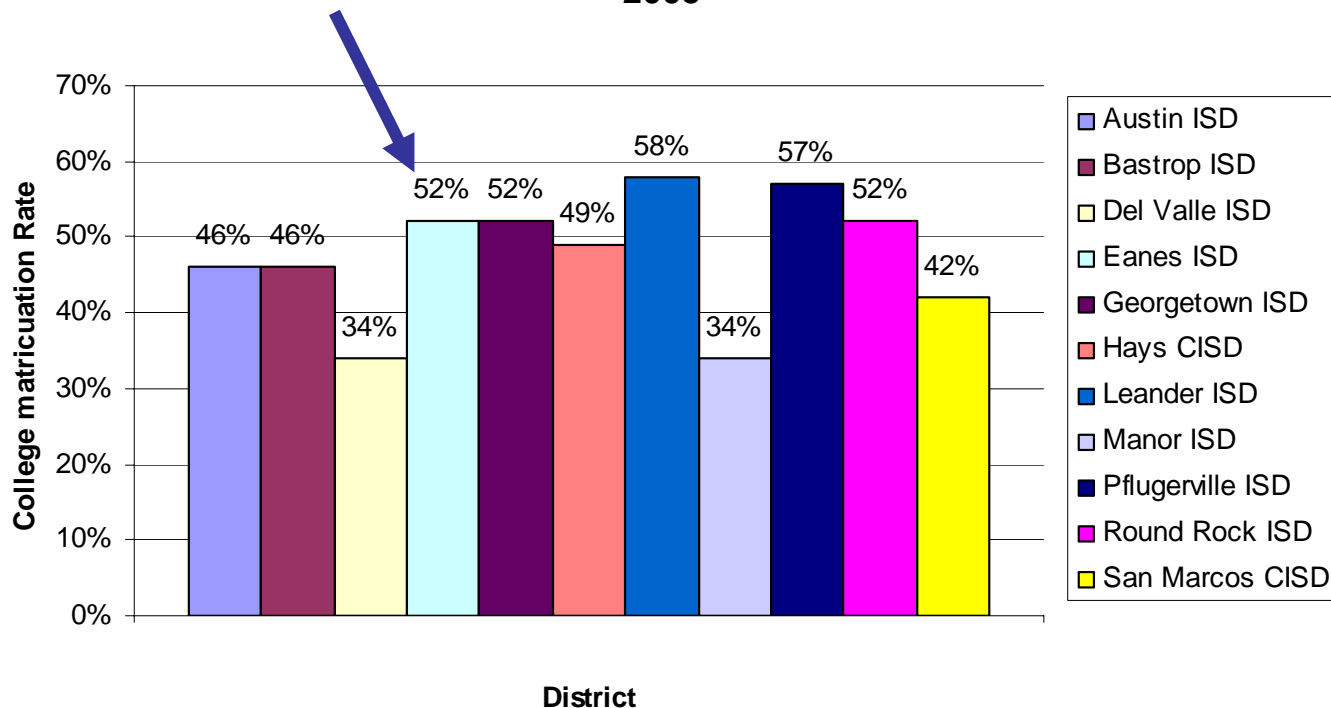
Note: Eanes ISD not included because not all SAT/ACT data available

Higher Education Matriculation

1. About half of Central Texas students matriculate into Texas colleges
2. About half of those go to Central Texas colleges
3. To meet the “Closing the Gaps” goals, we need 20K more students in higher education by 2010; almost 40K by 2015
4. 54% of our students are “non-traditional” – not 18-24 year old full time college goers

Are Students Matriculating into Texas Colleges?

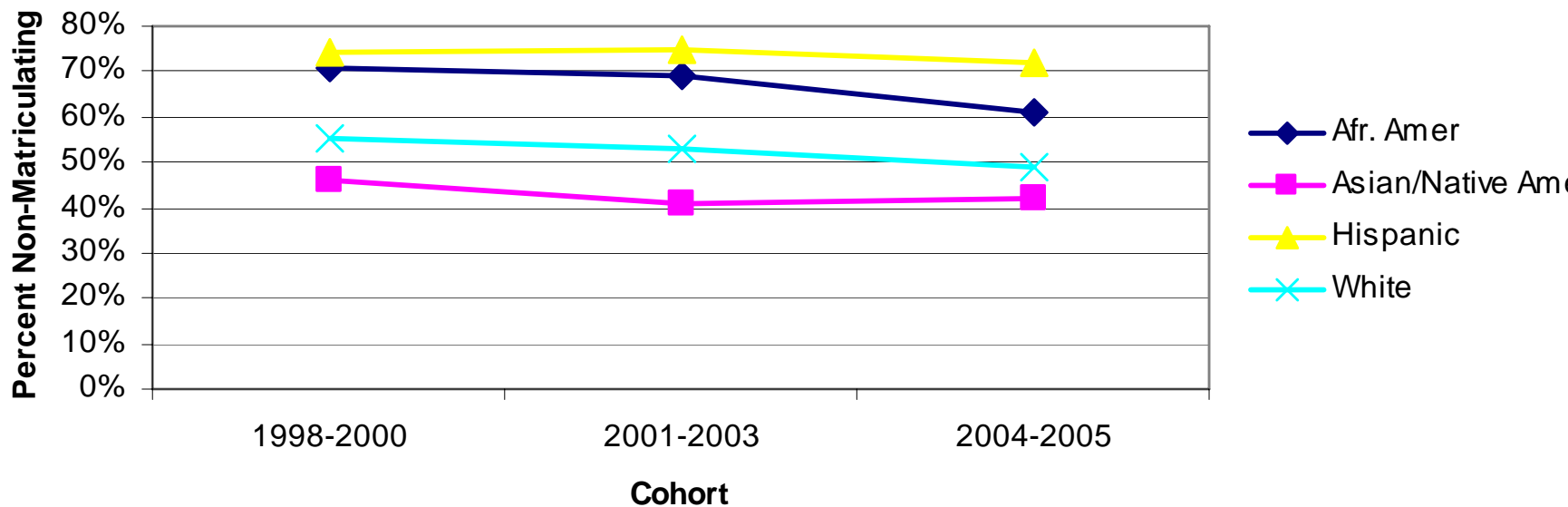
College Matriculation at Fall Following H.S. Graduation by District
2005



Students matriculating into Texas public and private colleges. Many districts report a higher matriculation that includes: out-of-state colleges, and students enrolling in the spring semester of the year following graduation.

Ethnic Breakdown of CT Grads **NOT** Directly Matriculating into Texas Higher Education

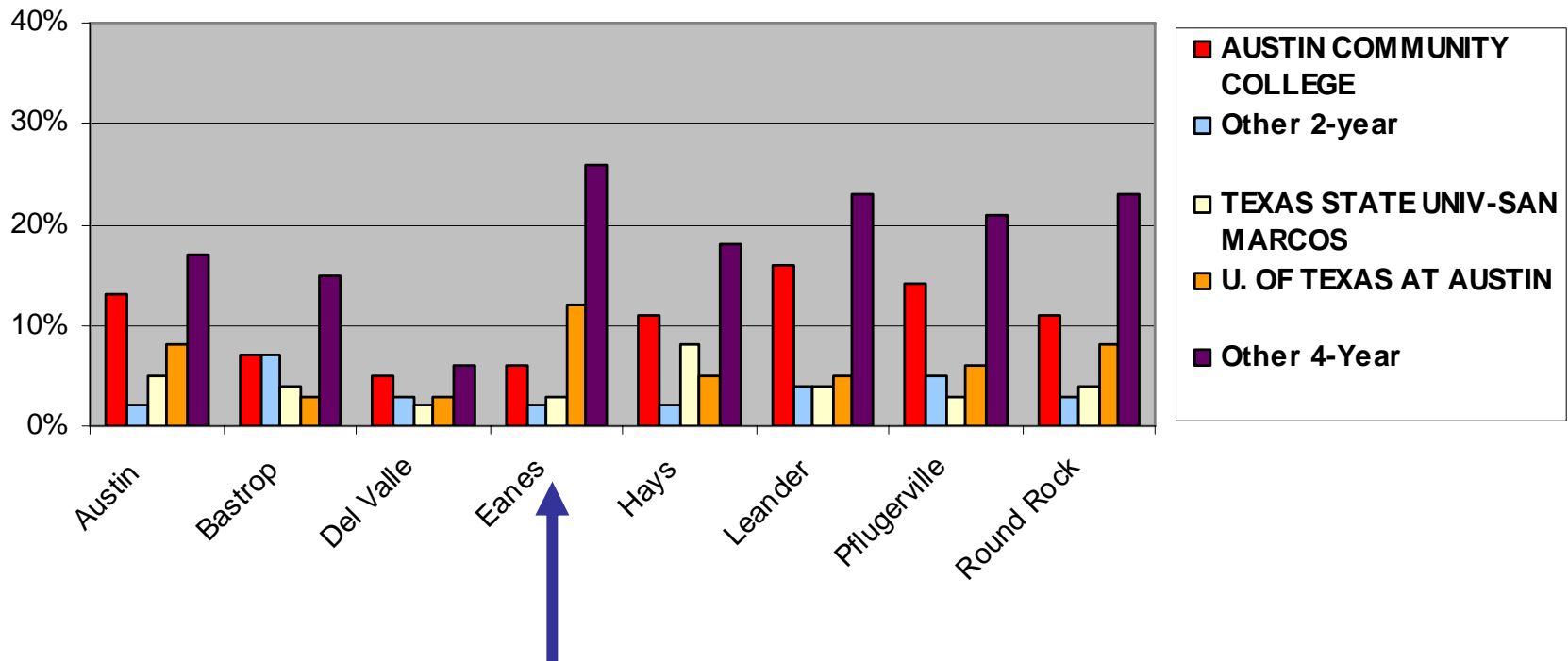
FY1998-2005: Non-Matriculating by Ethnicity;
Fall Following H.S. Graduation



Gaps Still Exist But Closing Slightly Across Ethnicity/Race

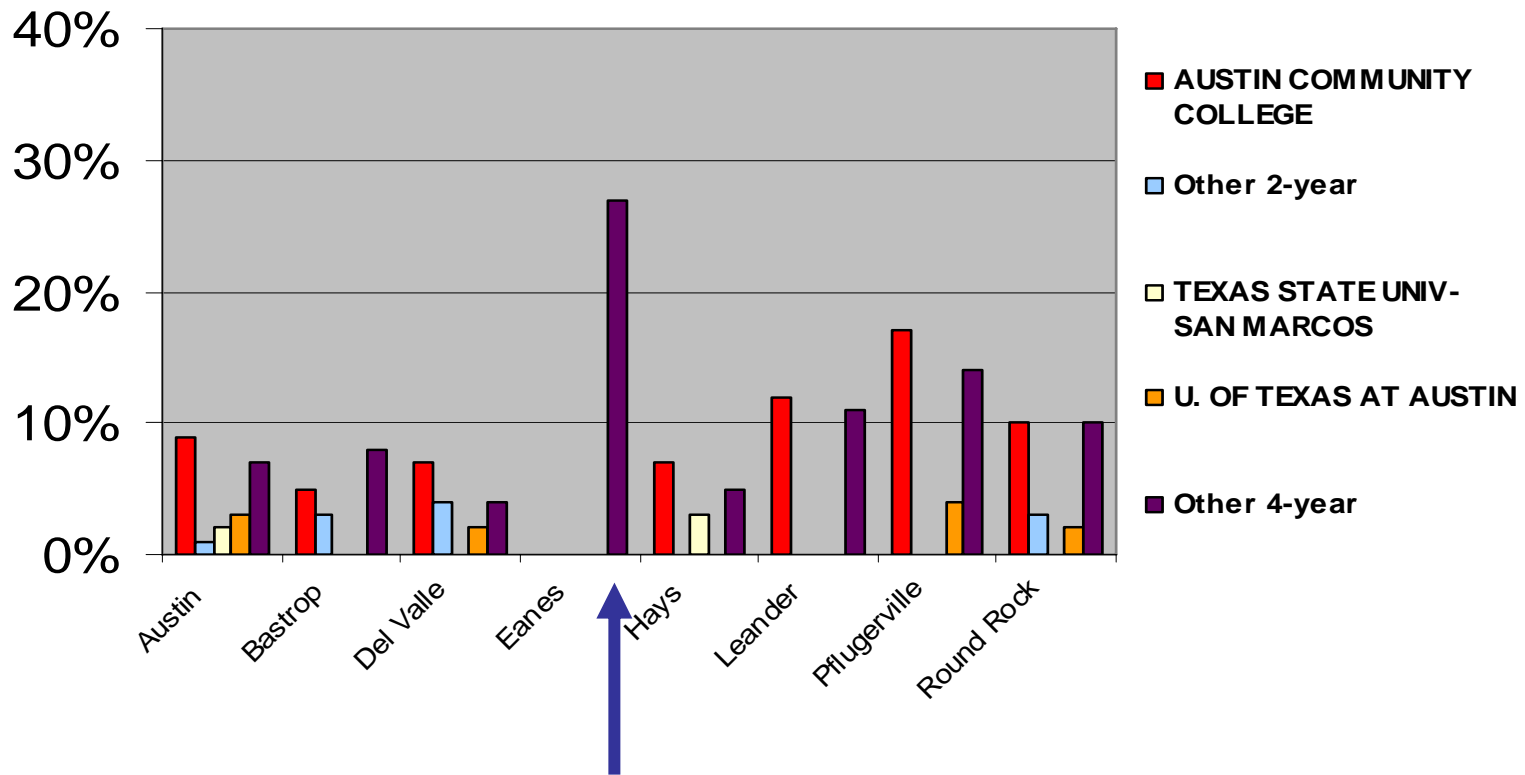
Where are Non-Economically Disadvantaged Students Going?

FY04-05 Matriculation Rate into Texas Higher Education - Non-Economically Disadvantaged Students



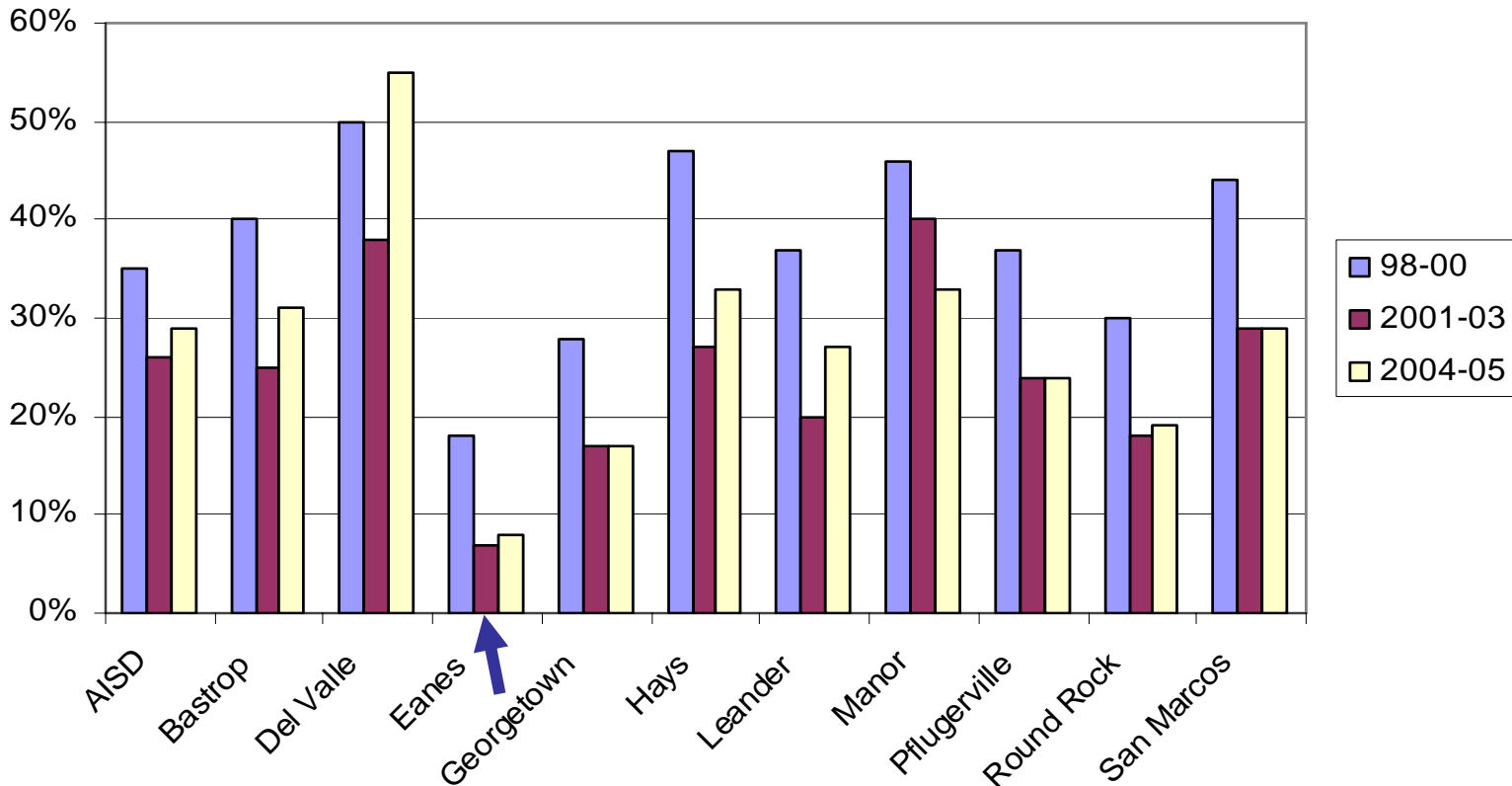
Where are Economically-Disadvantaged Students Going?

Matriculation Rate into Texas Higher Education of Economically -Disadvantaged Students by District



College Remediation Varies Widely by District

Percent Students Requiring Remediation by District 98-04



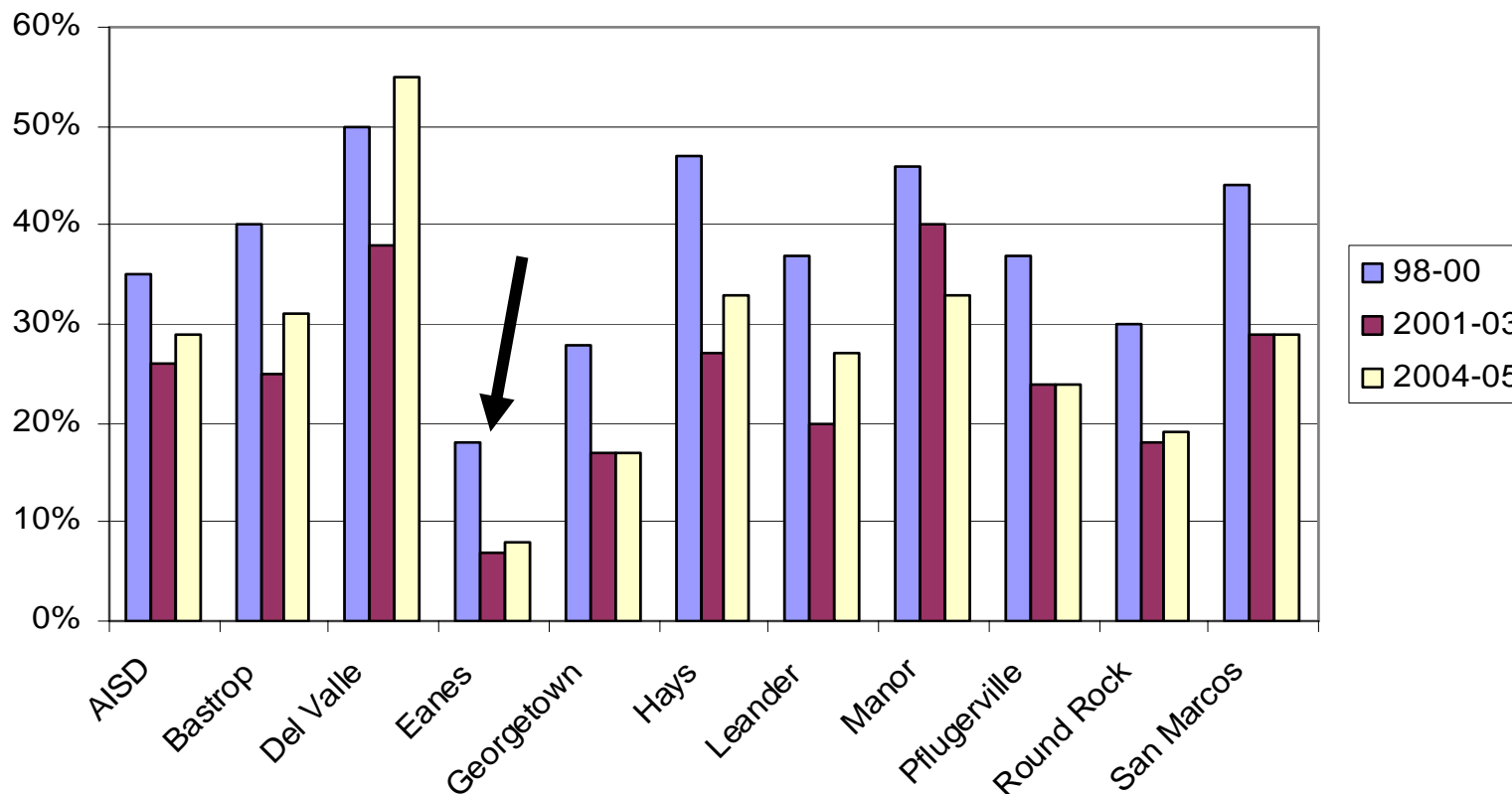
Includes all large and E3 target districts

Remediation in Higher Education

1. Remediation rates are high, but dropping
2. Enrollment in developmental coursework in 4-year institutions results in only slightly lower graduation rates
3. Enrollment in developmental coursework at ACC is correlated to lower graduation rates
4. The greater the percent economically disadvantaged students in a district, the higher the remediation rates

College Remediation Varies Widely by District

Percent Students Requiring Remediation by District 98-04

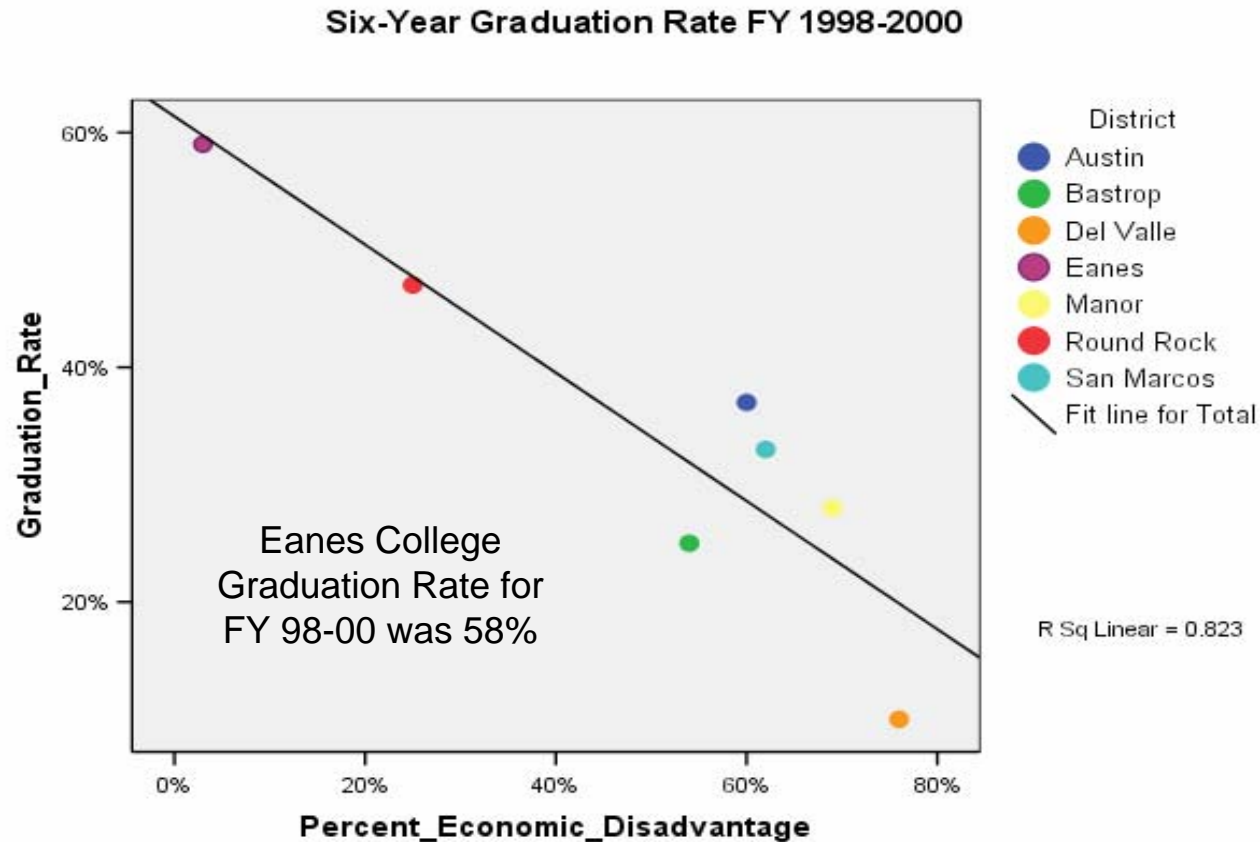


Includes all large and E3 target districts

Regional Graduation (and Transfer) Rates

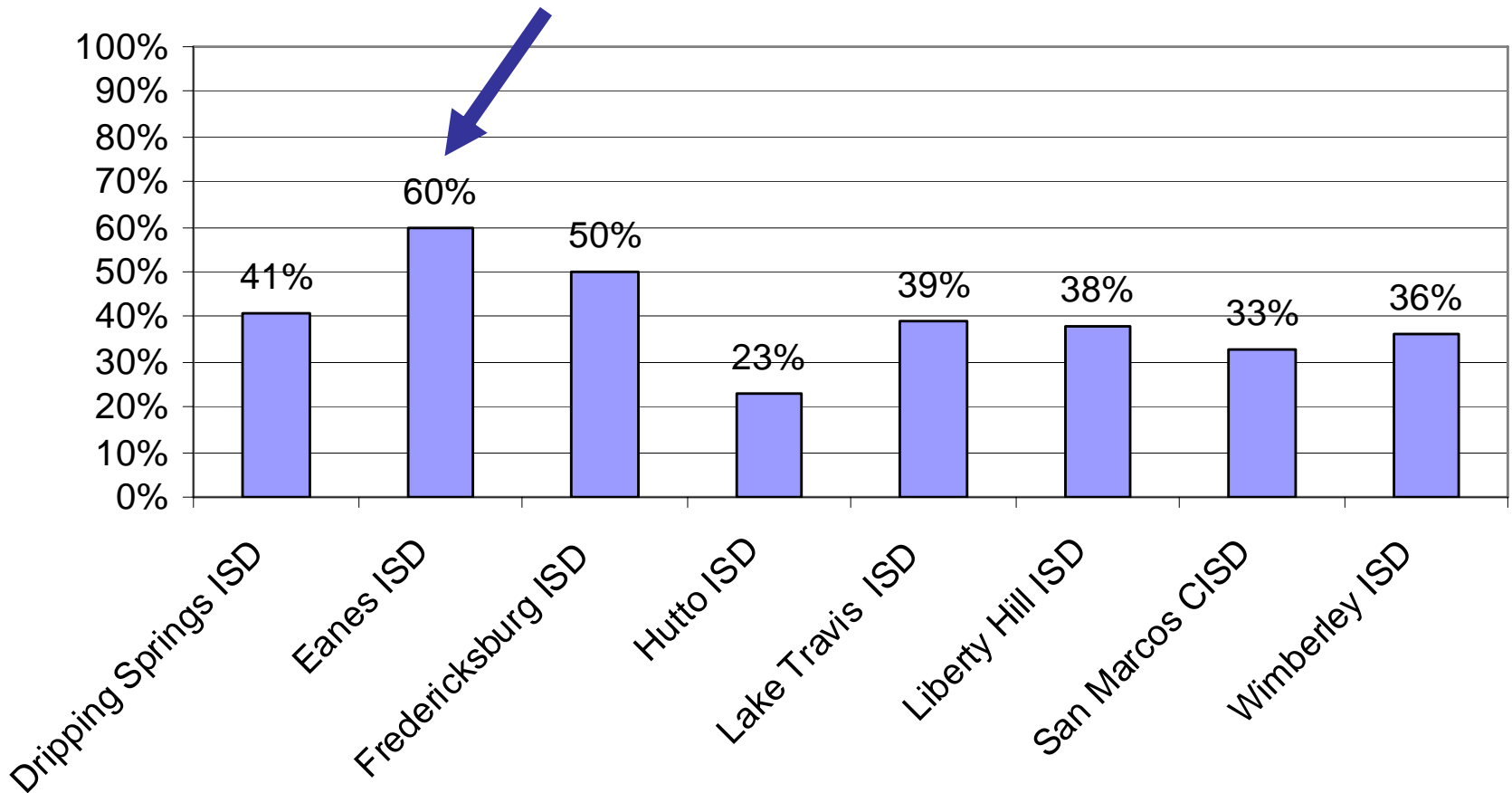
1. Rate of graduation (completion of degree within 6-years of enrolling) varies greatly by college and by district
2. The graduation rate of students from Central Texas is 33%; including transfers increases rate to 41%
3. Smaller Private Colleges and Universities consider transfers to 4 year institution + graduation a success, but are unable to report these students as such

More Economically-Disadvantaged Students Correlates with Low College Graduation Rates



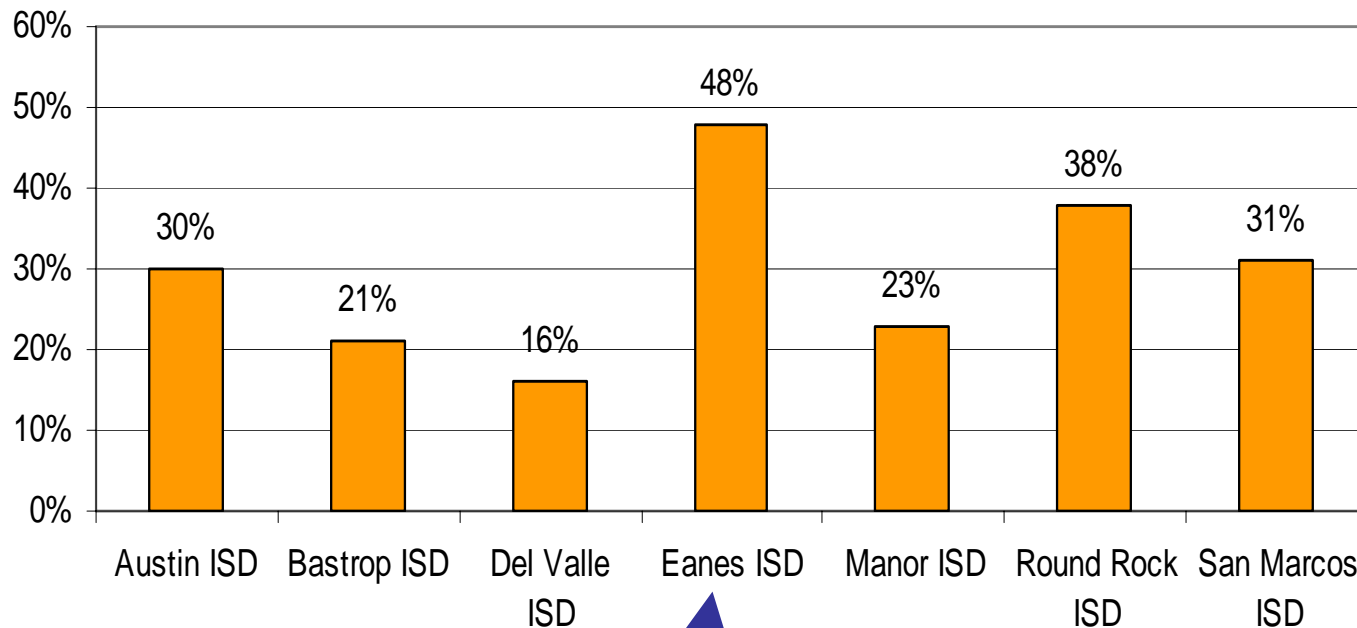
Wide Variations in College Graduation Rates Across Medium-Sized Districts

Six-Year Graduation Rate Medium-Sized Districts FY 1998 - 2000



College Graduation Rates Vary by District

Four-to-Six-Year Graduation Rate for 7 Target Districts FY 2001-03



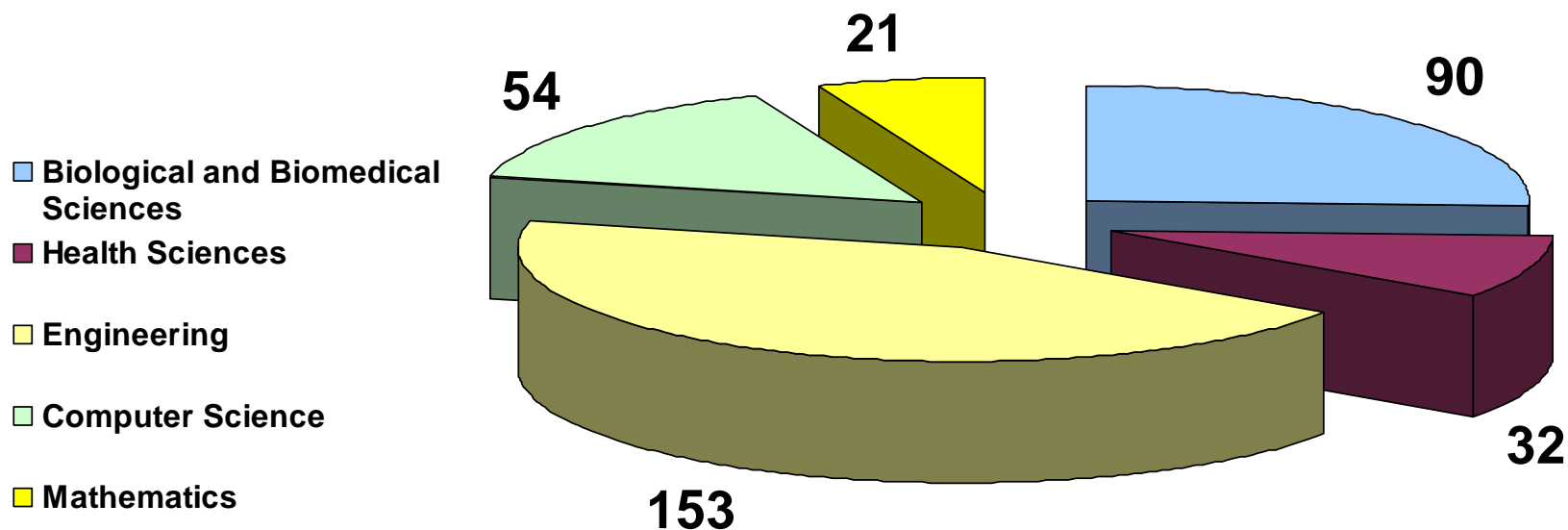
The apparent decline in graduation rates are due to the 6-year time frame has not yet lapsed.

Source: THECB Aggregate Data Request

Fields of Study

- CT (including A&M and UTSA) graduates more engineers now than in 2002
- Still need to increase the number of graduates in key “STEM” fields (e.g. sciences, engineering, and computer engineering)
- Health Sciences face critical shortages, particularly in nursing. Two new programs slated to come on line between 2008 and 2010.
- Industry demands are for “engineers who can communicate.” Need to still consider importance of soft skills and well-rounded critical thinkers.

97-99 Cohorts Graduates - Key STEM Degrees



350 of a total of 4,129 Central Texas students graduating with Baccalaureate degrees from CT public institutions

Preliminary Recommendations

Preliminary Recommendations (1)

- K-12 Overall
 - Share Snapshot with youth services organizations as means for deploying services more strategically
 - Implement Chamber Progress Report in all seven target districts
 - Focus on leadership capacity & stability: change management, goals prioritization, strategic planning
 - Consider regional strategic compensation strategy to retain key teachers & principals
- Achievement Gaps
 - Hold regional deliberations on achievement gap implications for different constituencies
 - Analyze and share data/lessons where similar districts show differing gaps

Preliminary Recommendations (2)

- Limited English Proficient (LEP) Students
 - 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
- Math/Science
 - Join statewide teacher quality study
 - Examine assignment stipends as part of strategic compensation
 - Expand proven summer bridge programs and team-based coaching for math and science students
 - Expand proven summer bridge programs in math remediation BEFORE fall classes commence
 - Support regional Science, Technology, Engineering and Math (STEM) efforts

Preliminary Recommendations (3)

- Drop Outs
 - Provide a “cheat sheet” to help the community understand dropout data and economic implications
 - Identify and support successful early interventions
 - Share best practices from innovative retention/recovery programs (e.g. 9th grade structures, AYW, Garza)
- College Readiness
 - Work with the state to develop more robust college readiness measures
 - Standardize college readiness assessment tools for more consistent use
 - Work with THSP to spread strong high school redesign models supporting college and career readiness

Preliminary Recommendations (4)

- **College Matriculation**

- Support Chamber 20,010 by 2010 goal and programs
- Broaden proven matriculation programs (e.g. *College Connection*, *College Forward*, *College: GO Get It*)
- Better articulate high school-to-college curriculum, assessment, and institute pathways through statewide P-16 efforts
- Collect and provide more consistent tracking of student matriculation and transfer data

- **Developmental Education**

- Correlate local and national (sometimes conflicting) data on impacts of remediation on college success
- Share best practices in successful developmental intervention programs (e.g. Texas State)

Preliminary Recommendations (5)

- **Graduation & Completion**

- Provide “seamless” transfer paths and support programs for higher level degrees (e.g. nursing articulation)
- 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 job pathways to strengthen the regional economy

For More Information ...

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