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CRADLE TO CAREER

2011 Update

2011 Update

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Greetings

Dear Community Members and Friends,

In June, 2010, we launched All Kids Alliance and issued our first report to the Greater Houston community. Since then, we have made considerable progress, coming to better understand how to build civic infrastructure and engage regional advocates to work for our children and youth.

We have welcomed new members to our Council of Executives and initiated conversations with regional representatives to create new partnerships in our "hub-and-spokes" approach. We have become an exemplar on the national stage, designing cradle-to-career organizations serving America's largest metropolitan areas.

Most importantly, we are monitoring data systems that reflect the academic well-being of our children. This 2011 report is the first update.

Thanks to everybody who is helping us build All Kids Alliance. We are dedicated to bringing a systems approach to improving the prospects for each and every young person in Greater Houston.

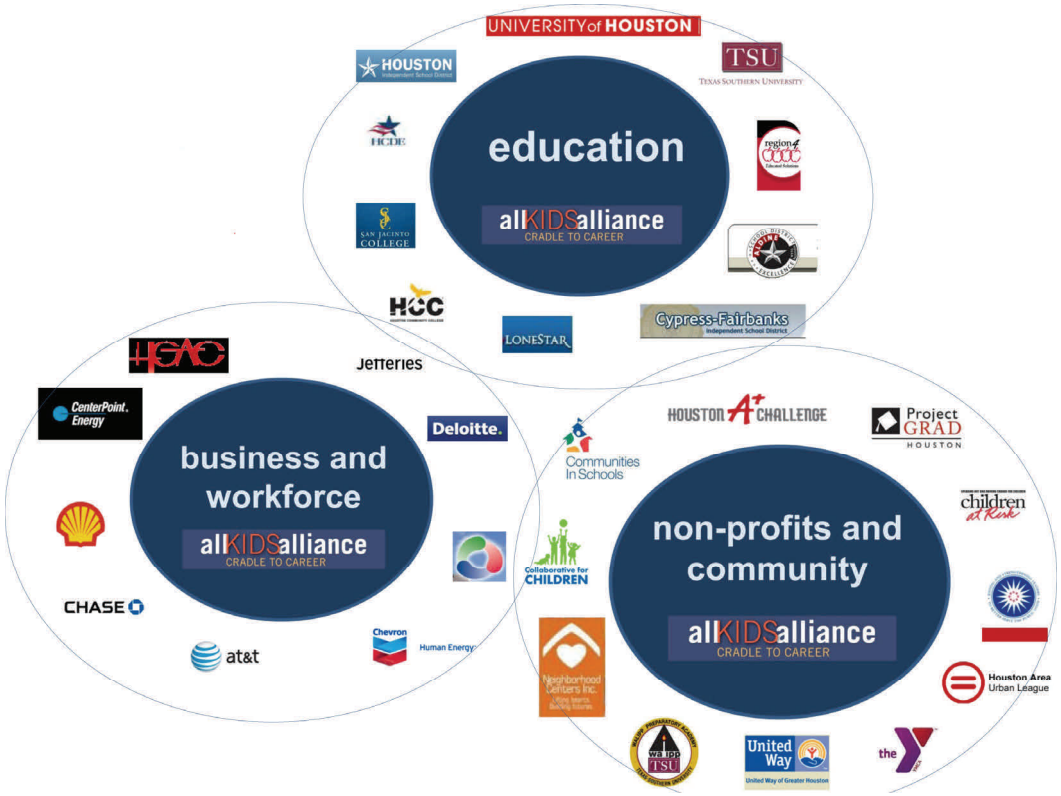
Laurie Bricker
Chair, Council of Executives
All Kids Alliance

Table of Contents

COUNCIL OF EXECUTIVES

Business Sector

Alice	Aanstoos	AT&T
Lucretia	Ahrens	CenterPoint Energy
Joni	Baird	Chevron
Rodney	Bradshaw	The Work Force / Houston-Galveston Area Council
Laurie	Bricker	Jefferies & Co.
Gina	Luna	JP Morgan Chase Bank, Houston Region
Laura	Murillo	Houston Hispanic Chamber of Commerce
Gus	Noojin	Shell US Gas and Power (retired)
Anne	Taylor	Deloitte & Touche USA LLP



Education Sector

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Brenda	Hellyer	San Jacinto Community College District
Renu	Khator	University of Houston/UH System
John	Rudley	Texas Southern University
Mary	Spangler	Houston Community College System
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Wanda	Bamberg	Aldine ISD
Terry	Grier	Houston ISD
Bill	McKinney	Region IV Education Service Center
John	Sawyer	Harris County Department of Education

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Clark	Baker	YMCA of Greater Houston
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Cynthia	Briggs	Communities in Schools
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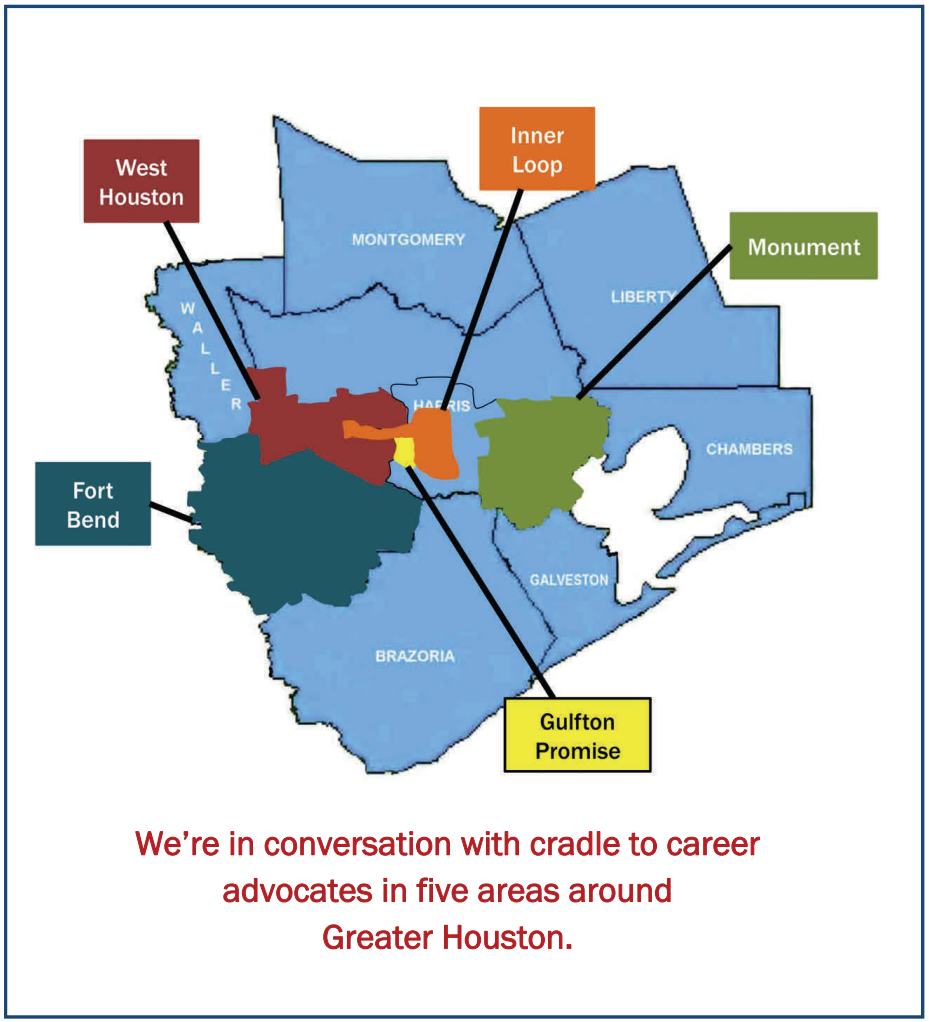
William	Lawson	Wm A Lawson Insti for Peace & Prosperity
Judson	Robinson III	Houston Area Urban League
Robert	Sanborn	Children at Risk
Carol	Shattuck	Collaborative for Children
Ann	Stiles	Project GRAD Houston
Scott	Van Beck	Houston A+ Challenge
Harriet	Wasserstrum	American Leadership Forum

CORE PRINCIPLES AND REGIONAL ALLIANCES

We continue to build capacity around our FIVE CORE PRINCIPLES.



We're in conversation with cradle to career advocates in five areas around Greater Houston.

HOW WE WORK TOGETHER

Regional Alliance

recruiting
executive
leadership

Regional Alliance

shaping
goals,
outcomes

Regional Alliance

data
and data
coaching

Regional Alliance

continuous
improvement
facilitation

Strive SIX SIGMA
Every child. Cradle to career.

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NATIONAL RECOGNITION / FUNDING

All Kids Alliance was named one of America's first "Cradle to Career Communities" by the *Strive Network* .

ALL KIDS ALLIANCE is grateful for the financial support of key individuals and organizations.

During 2010-2011 we received funding from our Council of Executives, the Texas Higher Education Coordinating Board, Living Cities Foundation (via the *Strive Network*), the Houston Endowment, and Chevron.

The College of Education at the University of Houston provided generous "in-kind" support as our host organization.

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Texas Higher Education Coordinating Board

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ALLIANCE GOALS: All Kids . . .

GOAL 1: READY FOR SCHOOL

GOAL 2: READY FOR MIDDLE SCHOOL

GOAL 3: READY FOR HIGH SCHOOL

GOAL 4: READY FOR COLLEGE AND CAREER

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DATA UPDATE: Background

In our baseline 2010 Report, we issued three years of data on the academic lives of children and youth across Texas and across Greater Houston. A committee of data specialists at the University of Houston, Houston-area school districts, and non-profit organizations advised the Council of Executives about which data points should be chosen.

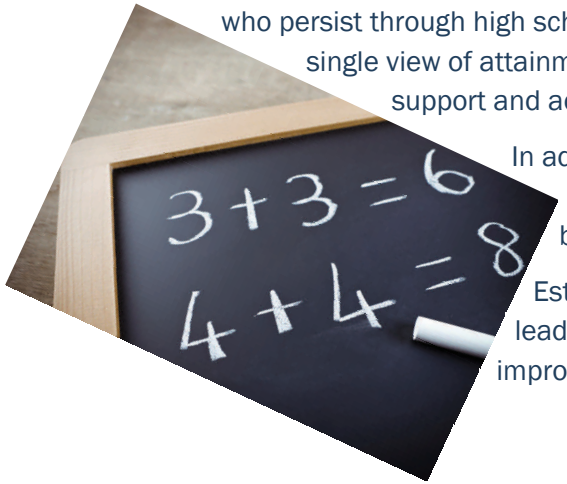
One commitment to accountability in All Kids Alliance is that we revisit those indicators each year, adding an additional year of information and noting changes of two sorts: changes since the most recent year and changes since the baseline (2006-2007) year.

Data and Our Regional Alliance Partners

Our indicators provide a basis for working with the regional alliances with which we will partner. The Alliance provides each regional partner the three most recent years' data relevant to its geographical area. Using its regional data set, each partner identifies a small set of "priority targets" around which to begin its work to improve the academic outcomes for its children and youth.

Other Data Points

Beginning with this 2011 Update, we are also selecting a single indicator of student success: the percent of 7th grade students in Greater Houston who persist through high school graduation and onto college, eventually completing certificate programs or academic degrees. This single view of attainment provides an instant measure of academic progress. It is the commitment of All Kids Alliance to support and advocate for the continued production of this indicator.



In addition, the All Kids Alliance Council of Executives will identify a small set of key outcomes in 2012. Our goal is to determine appropriate metrics for each outcome and create a system of defensible benchmarks, near-term and longer.

Establishing a manageable set of key outcomes and benchmarking their indicators is an Alliance strategy for leading the education community in Greater Houston toward a common conversation about academic improvement.

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DATA UPDATE: Background

Criteria for Selecting Indicators

Based on the approach taken by *Strive Together* (Cincinnati and Northern Kentucky)* the Alliance Data Team recommended to our Council of Executives that the Alliance indicator systems should be based on the following criteria:

- The set of indicators must span the "student roadmap to success" from "cradle to career."
- Each indicator must be easily understood by stakeholders in the Greater Houston area.
- Each indicator must be reasonably consistent across school districts and higher education jurisdictions in Greater Houston.
- The data behind an indicator must come from a trusted source.
- Each indicator must be affordably gathered and reported.
- Each indicator must measure an outcome that can be changed, to a significant degree, by local action.
- Each indicator must be useful for decision making among local educational institutions and supporting agencies.

* *See www.strivetogether.org*

DATA UPDATE: Executive Summary

Summary Tables

While the detailed charts compare achievement in Greater Houston with Texas, we focus primarily on the children and youth in our region. The summary tables on the following pages are exclusively based on data about Greater Houston.

The summary tables provide an overview of all the indicators included in this report. They are built around each goal and its separate indicators. The tables include the current (2009-10) measure of each indicator for students in Greater Houston, along with measures of change: change over the status of the indicator a year ago (2008-09) and change over the status of the indicator during our baseline year (2006-07).

The "snapshot" nature of these tables, as well as the detailed charts, requires some caution in their interpretation. These presentations are intended as conversation starters among advocates for children and youth. They also will assist in identifying additional data needed to measure success and make data -informed decisions.

The more detailed presentation of individual indicators clustered, goal by goal, with brief discussions of their context begins on page 14.

SPECIAL NOTE ABOUT STATE OF TEXAS ASSESSMENTS

The largest single source of data is the annual state testing system currently known as the Texas Assessment of Knowledge and Skills (TAKS). We include reading, math, and science results from this system in selected grades, 3rd through 11th.

Most reporting attention is given to the percent of students scoring at a level called "met standard." This level equates to a state-defined rate for "passing." The good news is that there is considerable improvement in the rates at which children and youth are passing Texas exams. The bad news is that "passing" does not equate to reaching a level of performance that positions a child to be ready for the rigor of reading, math, or science in subsequent grades. Only the advanced level of performance, called "commended," is comparable to true readiness for future success. We draw constant distinctions between "met standard" and "commended" throughout this report.

DATA UPDATE: Executive Summary

Goal 1: Ready for School	2009-2010 Score	Change Since 2008-2009	Change Since 2006-2007
Retention in Kindergarten	1.8%	↑ -0.2 pt	↑ -0.8 pt
Retention in Grade 1	5.9%	↑ -0.7 pt	↑ -1.7 pts
Retention in Grade 2	3.4%	↑ -0.4 pt	↑ -1.4 pts
Retention in Grade 3	2.5%	↑ -0.3 pt	↑ -1.4 pts

Goal 2: Ready for Middle School	2009-2010 Score	Change Since 2008-2009	Change Since 2006-2007
Grade 3 Reading ("Commended")	47%	↑ 3 pts	↑ 13 pts
Grade 3 Math ("Commended")	33%	↓ -4 pts	↑ 3 pts
Grade 5 Reading ("Commended")	33%	↑ 3 pts	↑ 8 pts
Grade 5 Math ("Commended")	43%	↓ -3 pts	↑ 3 pts
Grade 3 Science ("Commended")	45%	↑ 2 pts	↑ 13 pts

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DATA UPDATE: Executive Summary

Goal 3: Ready for High School	2009-2010 Score	Change Since 2008-2009	Change Since 2006-2007
Grade 8 Reading ("Commended")	46%	-2 pts ↓	4 pts ↑
Grade 8 Math ("Commended")	25%	no change	7 pts ↑
Grade 8 Science ("Commended")	32%	7 pts ↑	15 pts ↑

Goal 4: Ready for College and Career	2009-2010 Score	Change Since 2008-2009	Change Since 2006-2007
Grade 11 Reading ("Commended")	33%	no change	7 pts ↑
Grade 11 Math ("Commended")	27%	-4 pts ↓	7 pts ↑
Grade 11 Science ("Commended")	20%	-1 pt ↓	7 pts ↑
High School Completion	79%	1 pt ↑	no change
SAT/ACT Test Taking	62%	-5 pts ↓	-5 pts ↓
SAT Average Score	992	-2 pts ↓	-11 pts ↓
Combined TAKS/SAT/ACT	50%	3 pts ↑	12 pts ↑

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DATA UPDATE: Executive Summary

TALLY OF CHANGES ACROSS ALL 4 GOALS / 37 INDICATORS

2 sets of change results: 1-yr + 3-yr

	↑	↓	–
	52 (**70.3%**)	19 (**25.7%**)	3 (**4.1%**)
1-yr changes only	23 (**62.2%**)	12 (**32.4%**)	2 (**5.4%**)
3-yr changes only	29 (**78.4%**)	7 (**18.9%**)	1 (**2.7%**)

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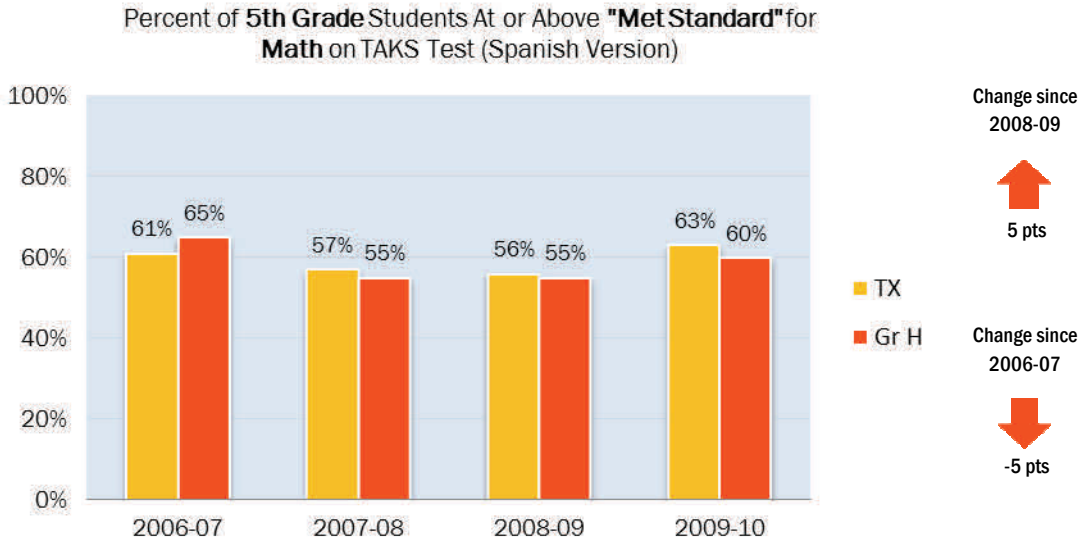
DATA UPDATE: How to Read The Data Charts

Scope

All Kids Alliance published more than 30 indicators in the baseline 2010 Report to the Greater Houston community. This 2011 update constitutes the first annual revisit to those indicators, looking at the current status and changes over time.

Reporting Years

Each chart shows data reported by school districts to the Texas Education Agency, either in their Lone Star Reports system or Academic Excellence Indicator System (AEIS). The data we report in this update go back to the same baseline year as in our 2010 Report — 2006-07 — and add the most recent year of test results, 2009-10.



Texas and Greater Houston

For each test and each year's results, we publish the State of Texas results (yellow bars) and the results for Greater Houston (orange bars). In our reports to date, "Greater Houston" is coterminous with the area covered by the Regional IV Education Service Center. This area currently comprises seven counties, 53 school districts, and approximately 1.1 million school-age children.

Trends in the Greater Houston Data

Beginning with the 2011 update, we look at changes in test results for the children and youth in Greater Houston. We do this in two ways. First we do a one year comparison, asking "how did our region's children score on the 2009-10 assessments compared to the 2008-09 results?" Then we look at difference between the most recent test results (for 2009-10) and the scores reported in the baseline year (2006-07). The results of these two comparisons are reported with "up" and "down" arrows to the right of the data charts (or "neutral" markings, when we notice no change). We also report the number of percentage points represented by the changes.

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GOAL 1:

READY FOR SCHOOL

Retention in Kindergarten

Retention in Grade 1

Retention in Grade 2

Retention in Grade 3

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Source: Texas Education Agency, Academic Excellence Indicator System (AEIS)

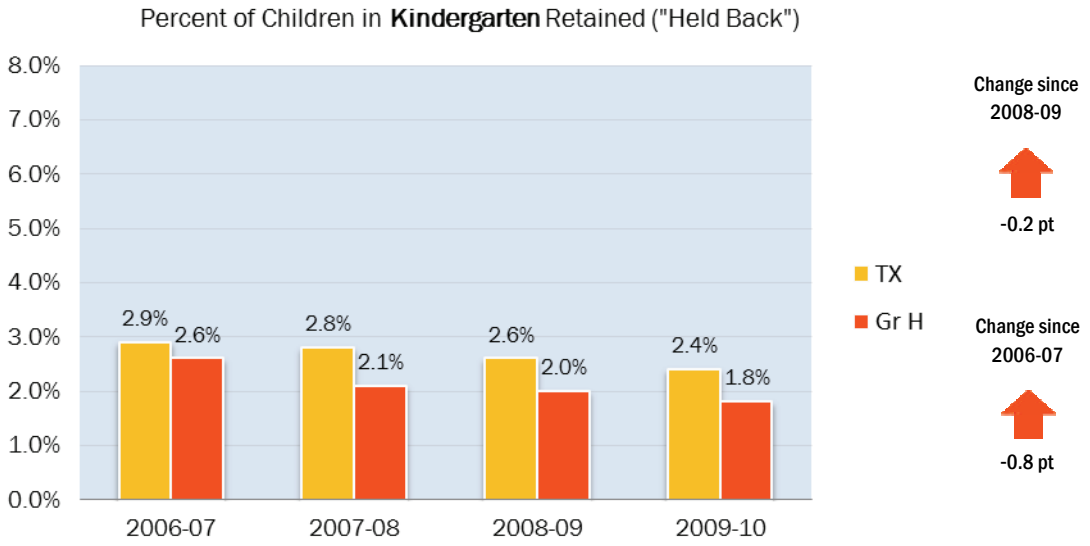
Retention in Kindergarten and Grade 1

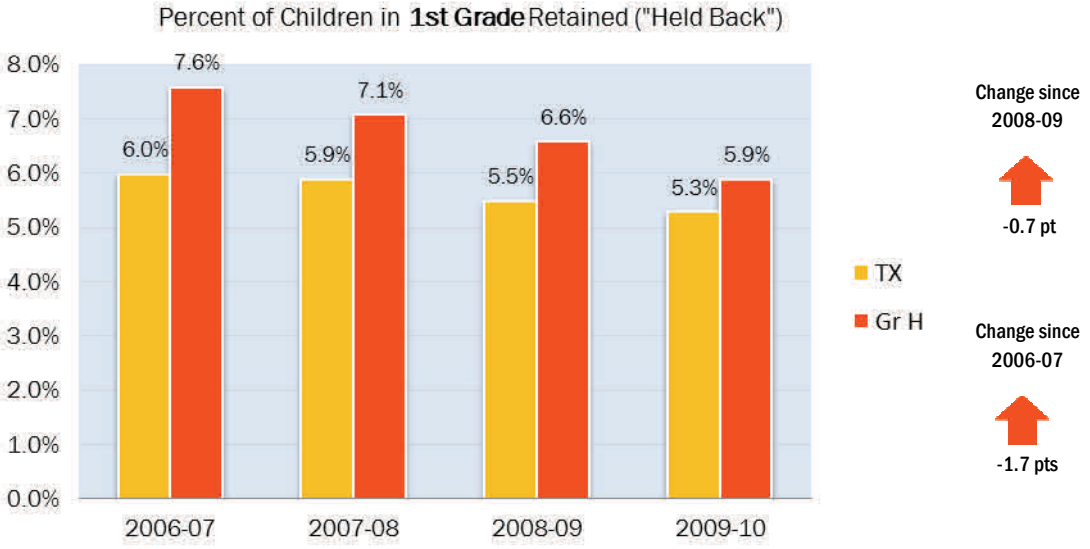
Toddlers and very young children in the pre-school range experience phenomenal growth: mentally, physically, and socially. Their futures as young people and adults depend upon strong support systems during this critical period of development.

At present, there are no assessments of school readiness that are universally trusted or uniformly employed across the Greater Houston area.

For this reason, our Alliance Data Committee recommended that we use a set of "proxy" indicators — the percent of young children "held back' in Kindergarten and Grades 1-3 — as a measure of *lack* of readiness for school.

In the charts on this and the previous page, we treated any *decrease* in the percent of children held back as a positive sign of greater readiness for school.





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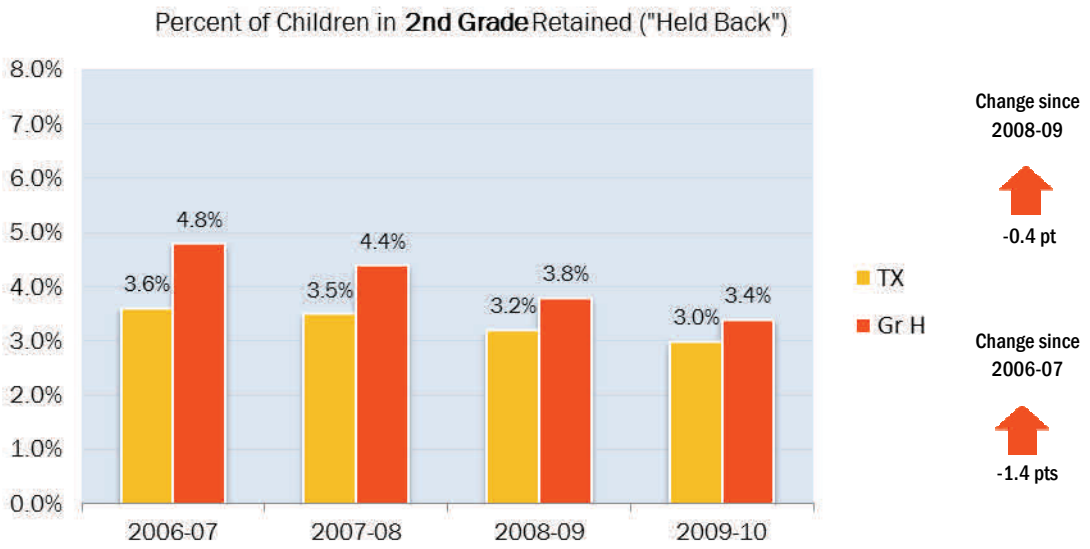
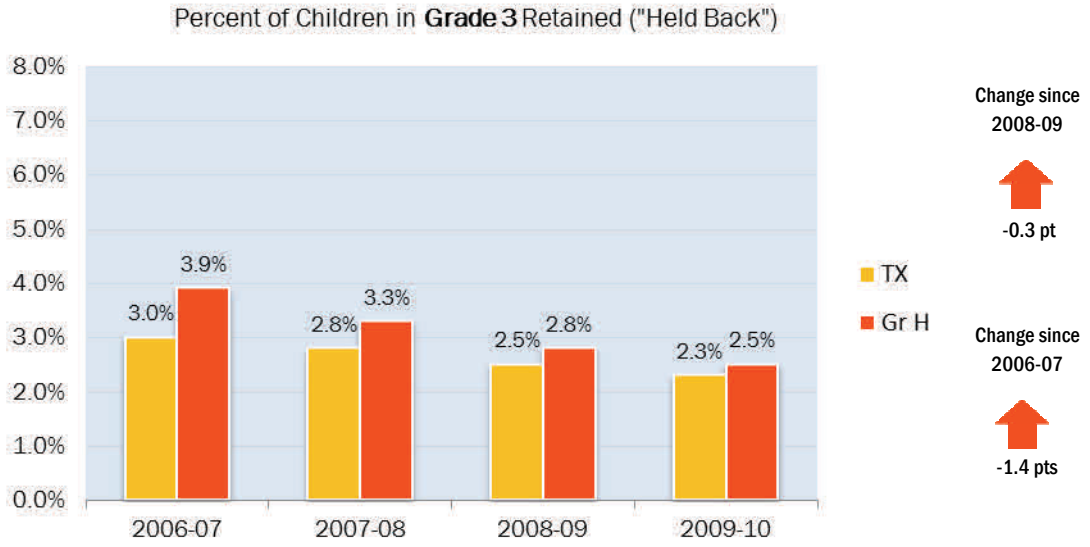
Source: Texas Education Agency, Academic Excellence Indicator System (AEIS)

Retention in Grade 2 and Grade 3

(See Introduction on page 14.)





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GOAL 2:

READY FOR MIDDLE SCHOOL

Grade 3 Reading & Math

Grade 5 Reading, Math & Science

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GOAL 2: READY FOR MIDDLE SCHOOL

Source: Texas Education Agency, Lonestar Education Reports

Grade 3 Reading/Language Arts

"Met Standard" on TAKS tests

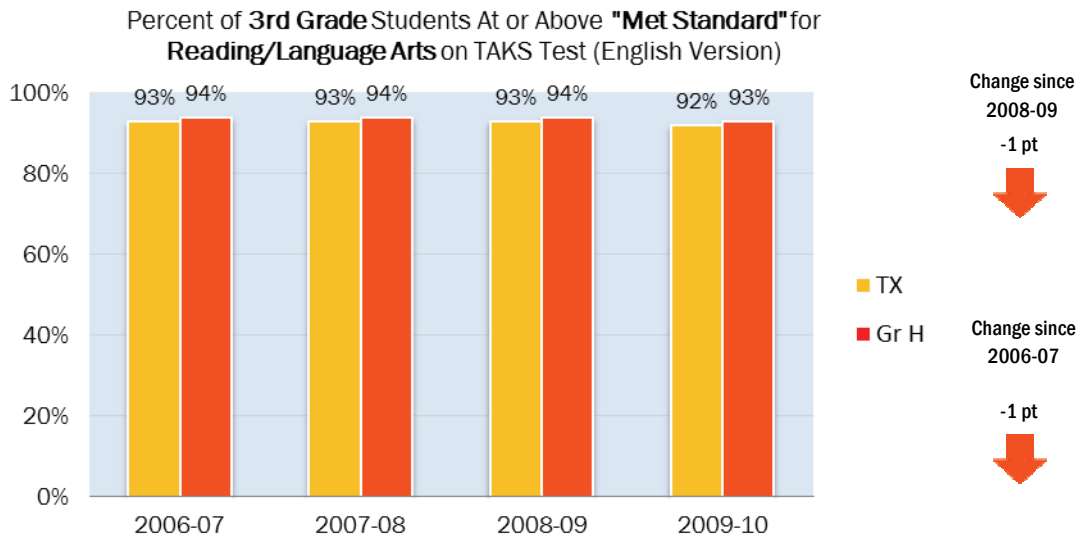
English and Spanish Versions

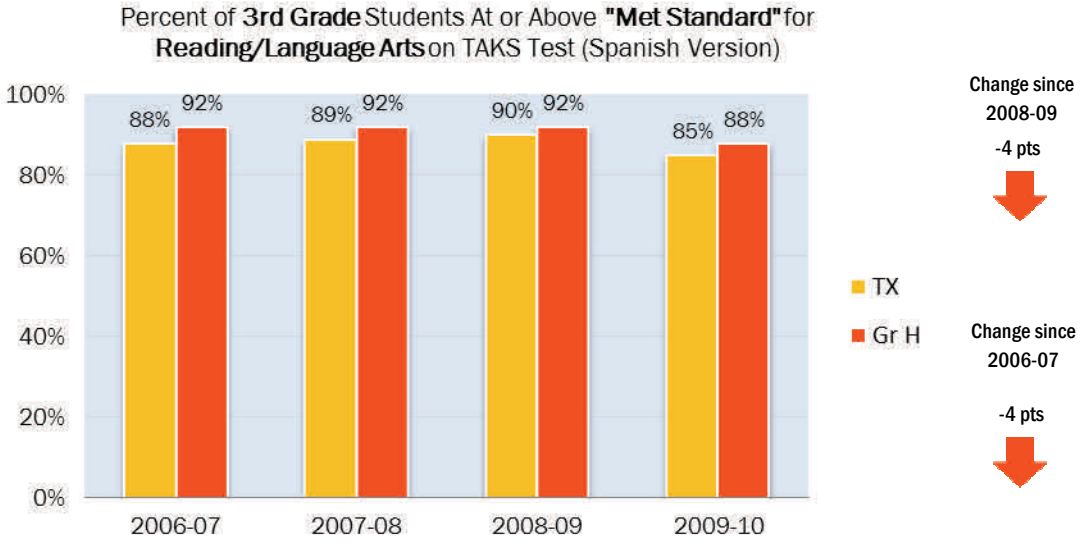
A child's ability to decode text, comprehend written words, and read with speed and fluency are accepted as critical early predictors of future academic success.

In the Texas state assessment system, reading and Language Arts (spelling, writing, etc.) are available in English and Spanish versions through Grade 5. We report on results in both languages at the "met standard" level in our Grade 3 and Grade 5 reports in this update.

Children who "met standard" are commonly referred to as children who scored at a "passing" level on these exams.

These charts show "passing" rates near or above 90%, although the one– and three-year trends are slightly downward.





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GOAL 2: READY FOR MIDDLE SCHOOL

Source: Texas Education Agency, Lonestar Education Reports

Grade 3 Reading/Language Arts

"Commended" on TAKS tests

English and Spanish Versions Combined

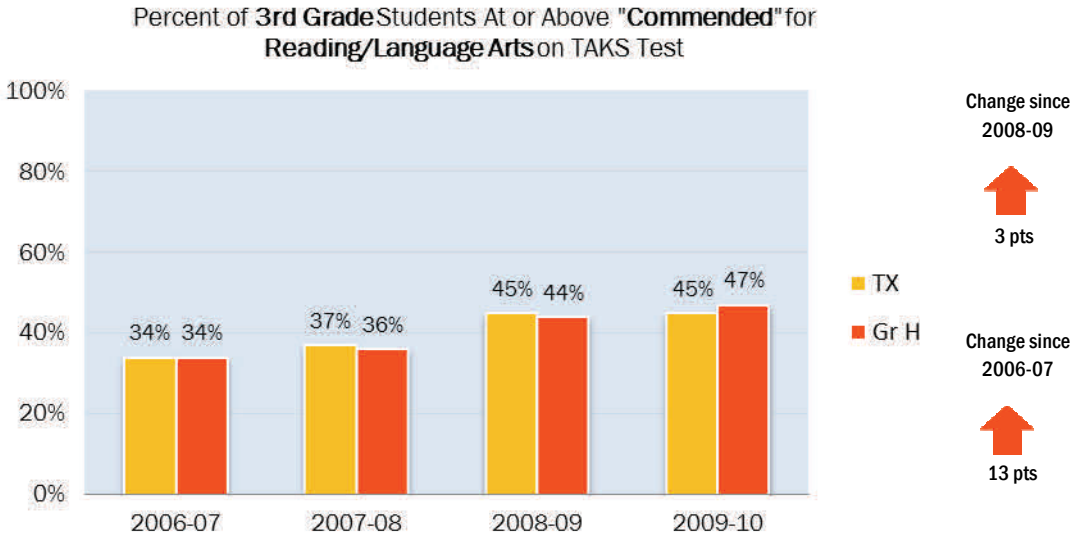
In the previous charts (p. 16), we reported the percent of children in the 3rd grade who "met standard" on the reading exam — or "passed."

Texas standards for "passing" are lower that national standards for *proficiency as* measured by the National Assessment of Educational Progress (NAEP).

Performance on the TAKS 3rd grade reading exam that equates with "proficiency" requires a higher scale score that "met standard." The Texas Education Agency gives its label "commended" to this equivalent of "proficient" performance.

The chart on this page shows the percent of children scoring at the "commended" level in Grade 3 reading. Upward trends that have registered over the one-year and three-year timeframes are promising.

In 2009-10, while 93% of the children taking the English-language version of the reading exam and 88% taking the Spanish version "passed" this assessment, only 47% of the 3rd grade children scored at a level high enough to be considered "ready" for reading and language arts in the 4th grade and beyond.



GOAL 2: READY FOR MIDDLE SCHOOL

Source: Texas Education Agency, Lonestar Education Reports

Grade 3 Math

"Met Standard" on TAKS tests

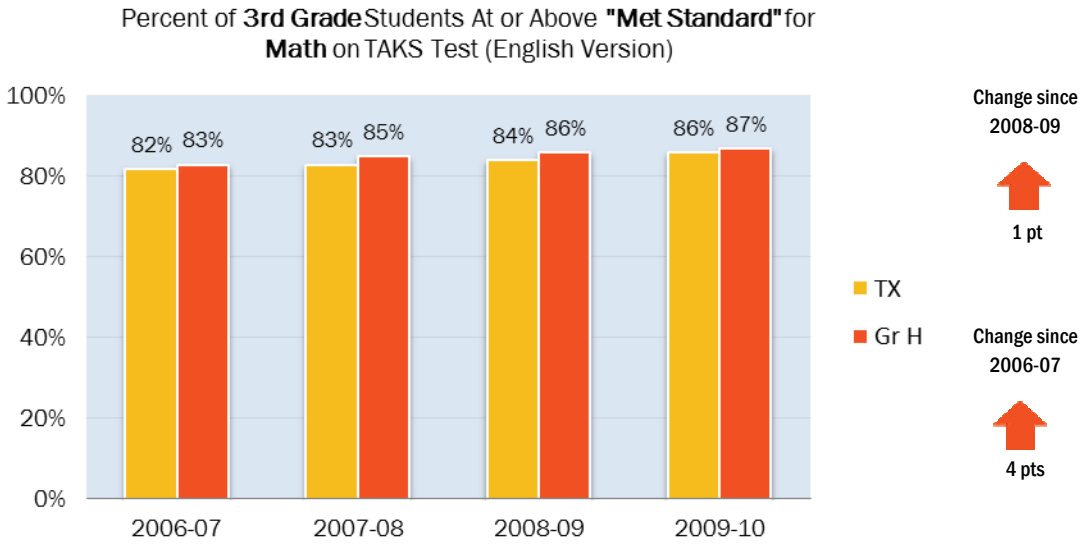
English and Spanish Versions

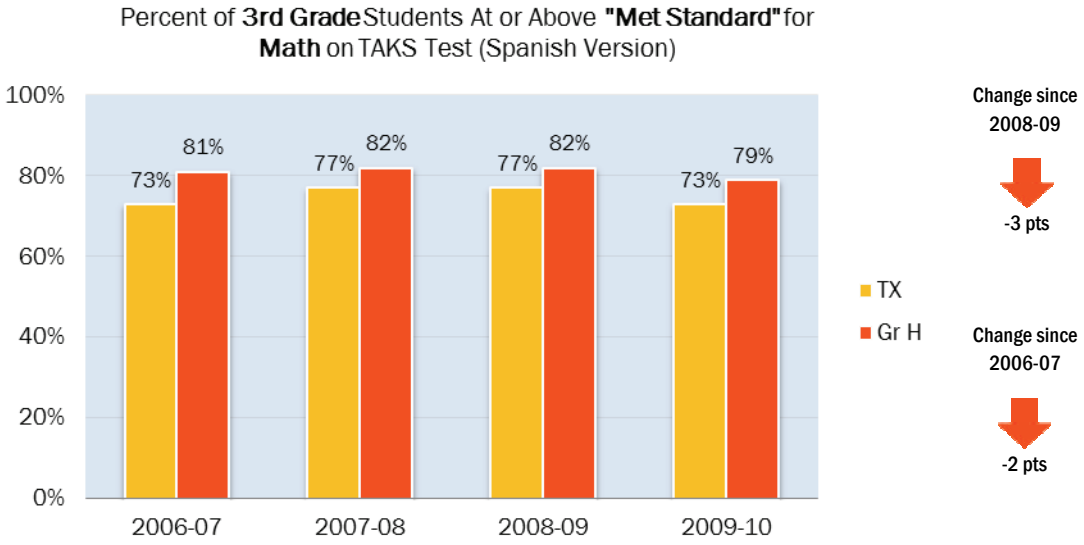
Success in mathematics in the lower grades predicts readiness for pre-Algebra and advanced mathematics in middle and high school.

Math is fundamental to participation in our increasingly technological world.

Children who "met standard" are commonly referred to as children who scored at a "passing" level on these exams.

These charts show "passing" rates in an upward trend and approaching 90% for children taking the math exam in English. However, for children taking the exam in Spanish, scores are flat, hovering around a level ten points below the English-language level.





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GOAL 2: READY FOR MIDDLE SCHOOL

Source: Texas Education Agency, Lonestar Education Reports

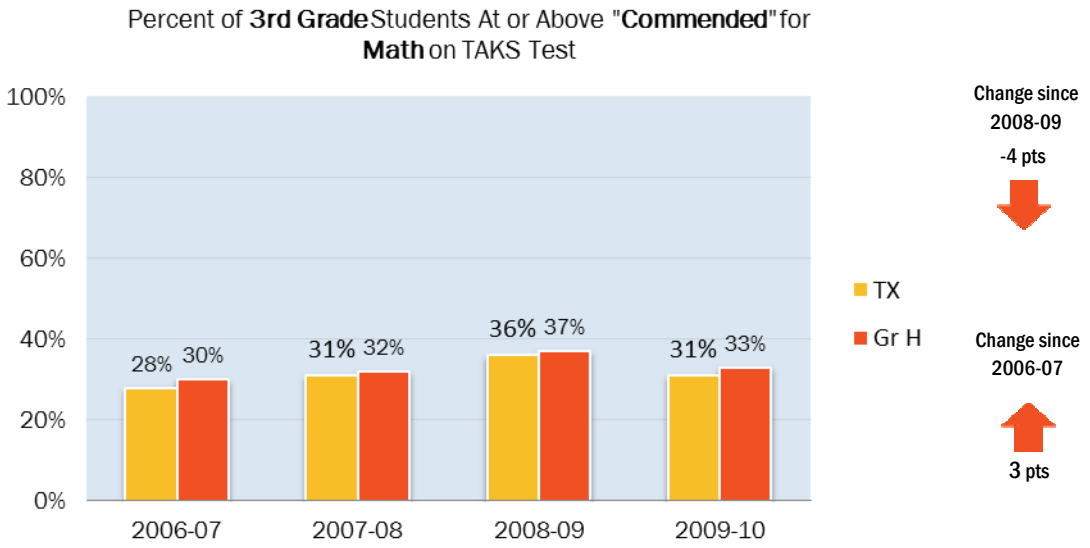
Grade 3 Math

"Commended" on TAKS tests

English and Spanish Versions Combined

[About performance levels labeled "met standard" (or "passing") vs. "commended," see the SPECIAL NOTE on page 9 or the discussion on page 17.]

In 2009-10, while 87% of the children taking the English-language version of the math exam and 79% taking the Spanish version "passed" this assessment, only 33% of the 3rd grade children scored at a level high enough to be considered "ready" for math in the 4th grade and beyond.



GOAL 2: READY FOR MIDDLE SCHOOL

Source: Texas Education Agency, Lonestar Education Reports

Grade 5 Reading/Language Arts

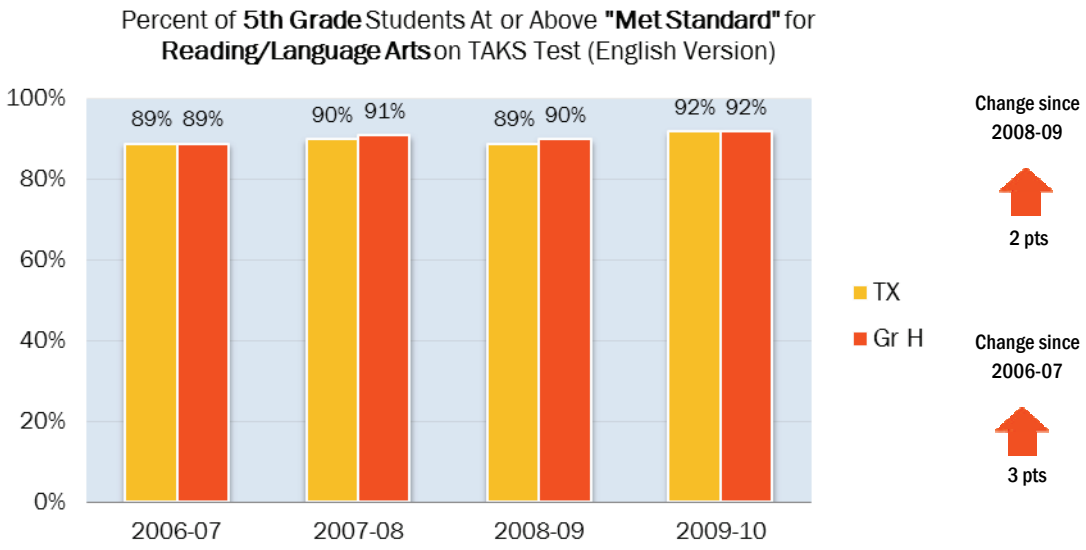
"Met Standard" on TAKS tests

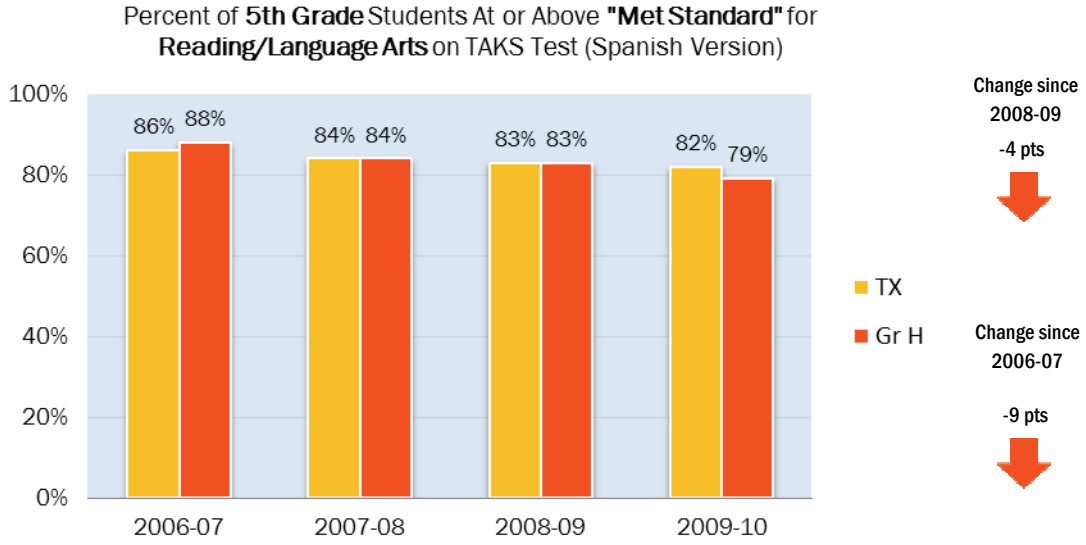
English and Spanish Versions

A child's ability to decode text, comprehend written words, and read with speed and fluency are accepted as critical early predictors of future academic success.

In the Grade 5 Texas state assessment system, reading and Language Arts (spelling, writing, etc.) continue to be assessed in English and Spanish. We report on results in both languages at the "met standard" level in these charts.

These charts show "passing" rates trending upward and above 90% for children taking the English version of the reading/language arts exam but falling below 80% for children taking the Spanish version.





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GOAL 2: READY FOR MIDDLE SCHOOL

Source: Texas Education Agency, Lonestar Education Reports

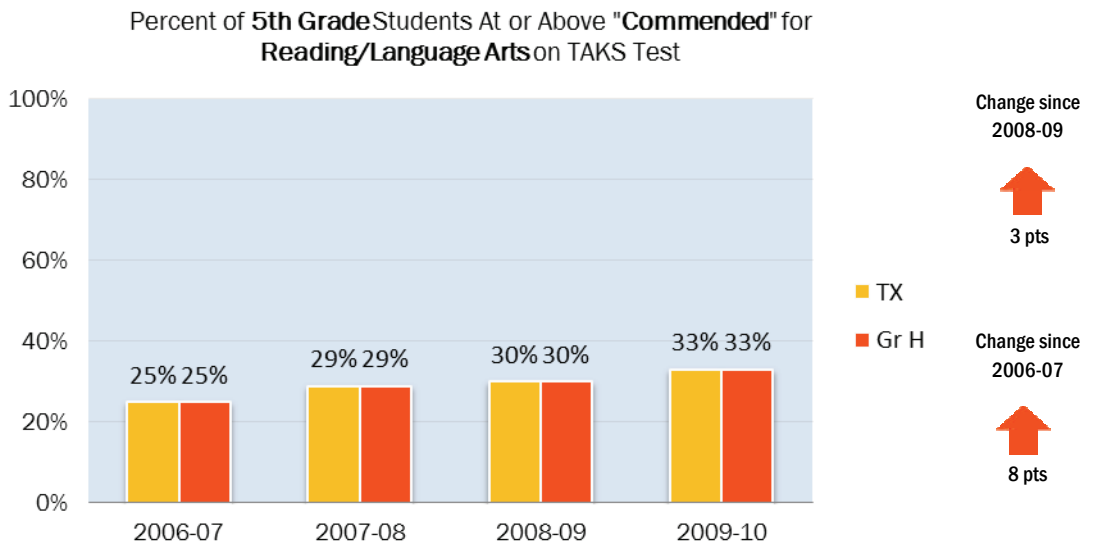
Grade 5 Reading/Language Arts

"Commended" on TAKS tests

English and Spanish Versions Combined

[About performance levels labeled "met standard" (or "passing") vs. "commended," see the SPECIAL NOTE on page 9 or the discussion on page 17.]

In 2009-10, while 92% of the children taking the English-language version of the reading exam and 79% taking the Spanish version "passed" this assessment, only 33% of the 5th grade children scored at a level high enough to be considered "ready" for reading/ language arts beyond the 5th grade.



GOAL 2: READY FOR MIDDLE SCHOOL

Source: Texas Education Agency, Lonestar Education Reports

Grade 5 Math

"Met Standard" on TAKS tests

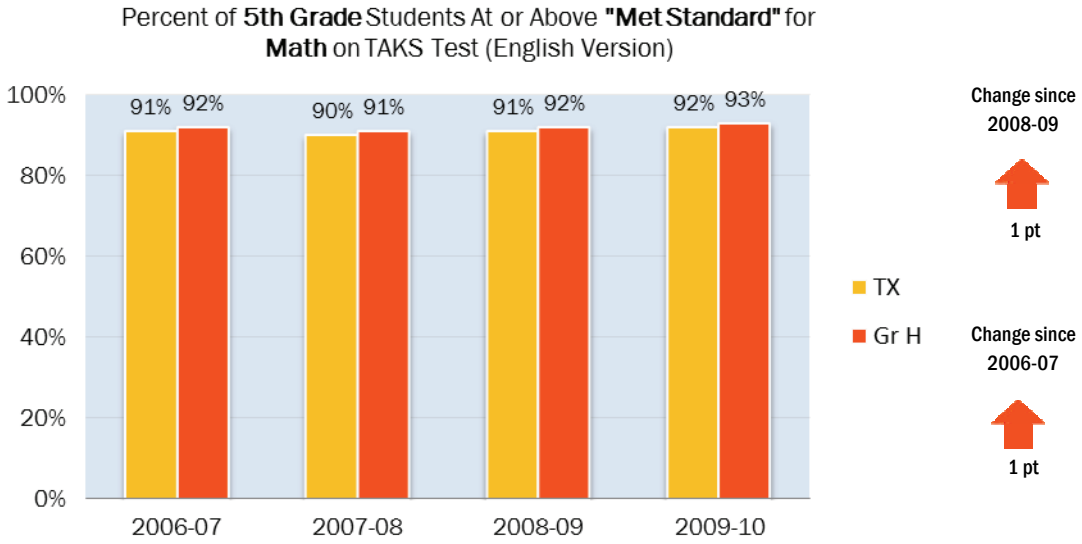
English and Spanish Versions

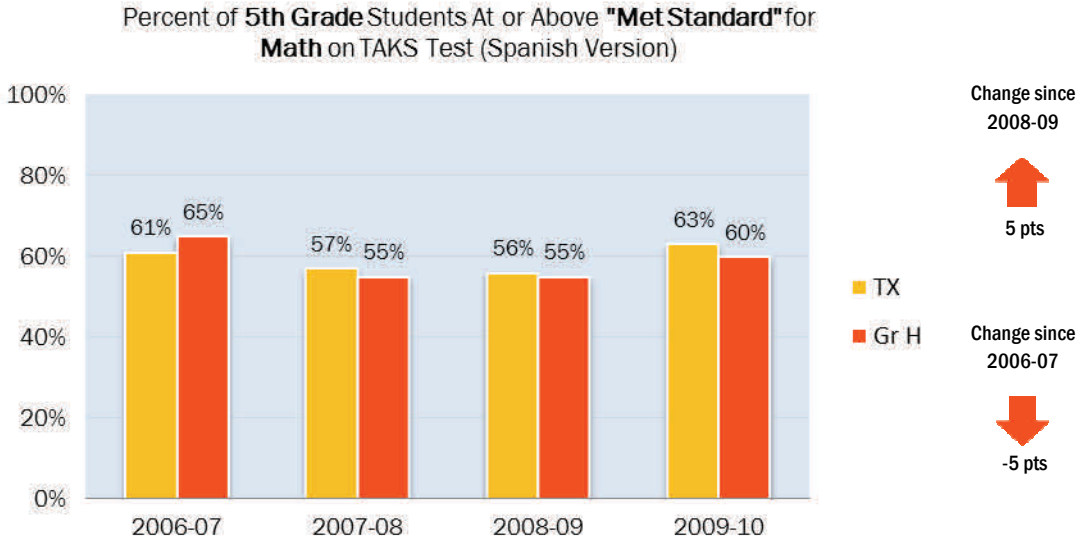
Success in mathematics in the lower grades predicts readiness for pre-Algebra and advanced mathematics in middle and high school.

Math is fundamental to participation in our increasingly technological world.

Children who "met standard" are commonly referred to as children who scored at a "passing" level on these exams.

These charts show "passing" rates in an upward trend and exceeding 90% for children taking the math exam in English. However, for children taking the exam in Spanish, scores are declining, situated more than 30 points below the current level of performance on the English-language exam.





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GOAL 2: READY FOR MIDDLE SCHOOL

Source: Texas Education Agency, Lonestar Education Reports

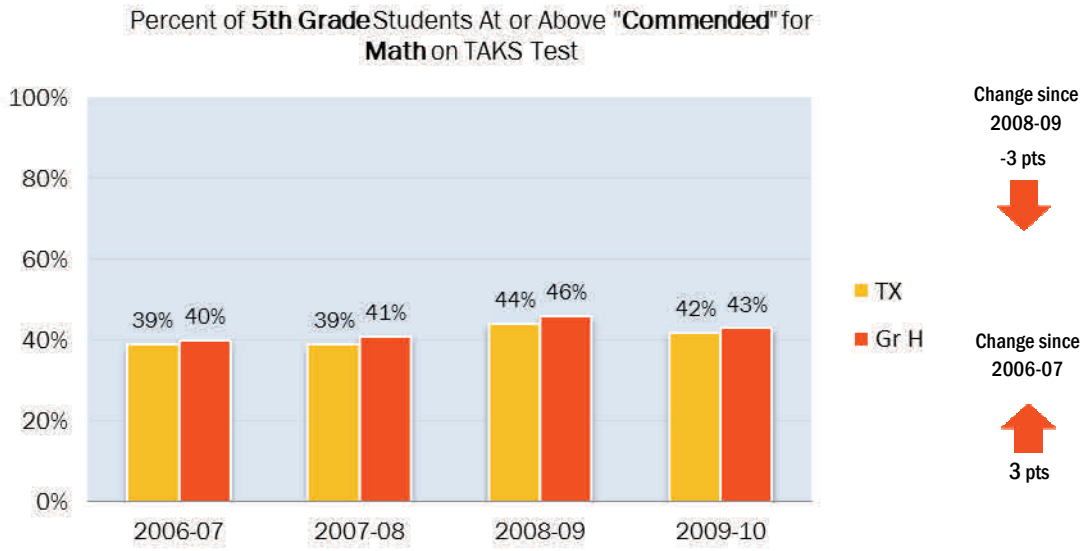
Grade 5 Math

"Commended" on TAKS tests

English and Spanish Versions Combined

[About performance levels labeled "met standard" (or "passing") vs. "commended," see the SPECIAL NOTE on page 9 or the discussion on page 17.]

In 2009-10, while 93% of the children taking the English-language version of the math exam "passed" and 60% taking the Spanish version also "passed" this assessment, only 43% of the 5th grade children scored at a level high enough to be considered "ready" for math beyond the 5th grade.



Source: Texas Education Agency, Lonestar Education Reports

Grade 5 Science

"Met Standard" on TAKS tests

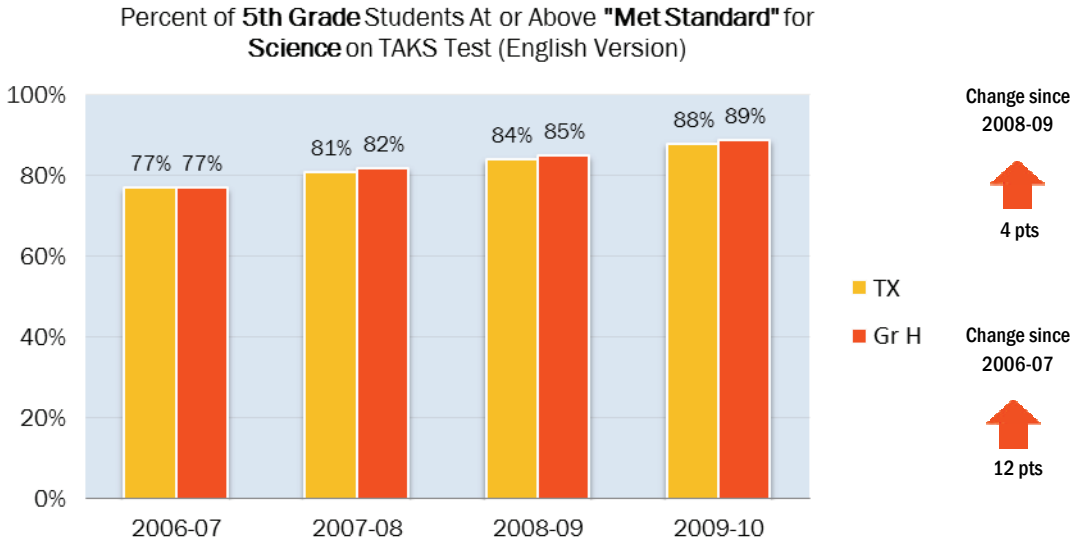
English and Spanish Versions

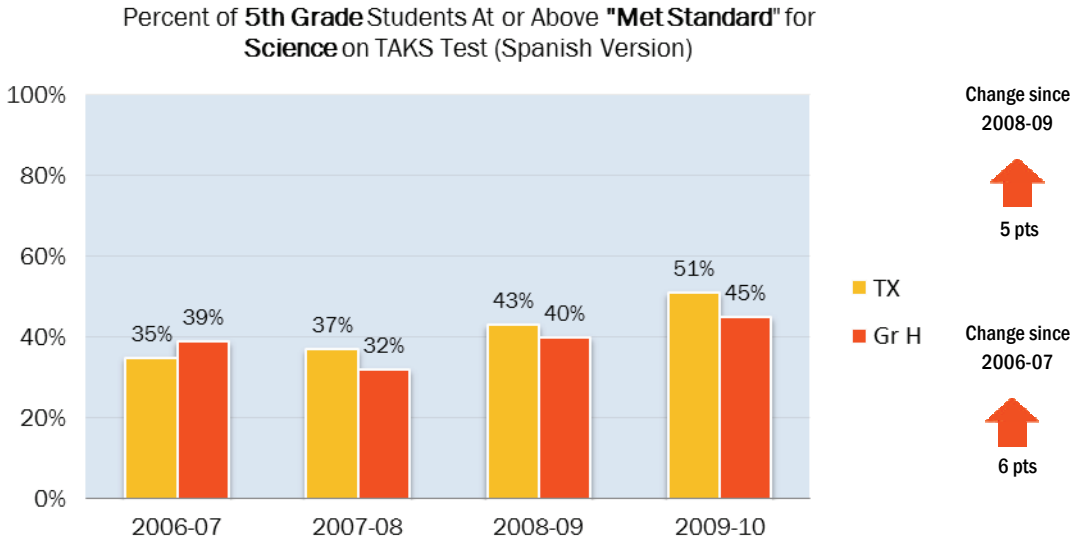
Science is tested in the Texas assessment system for the first time in Grade 5.

Because science is important in the advancement of knowledge, in general, and in technological applications, in particular, we report science results in the 5th, 8th, and 11th grades in our indicator system.

As with reading and math, science exams are administered in English-language and Spanish -language versions in Grade 5.

These charts show performance at "met standard" or "passing." There is a strong upward trend in the English-version results, approaching 90%. However, while it is rising, performance on the Spanish-language exam is only half as strong.





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Source: Texas Education Agency, Lonestar Education Reports

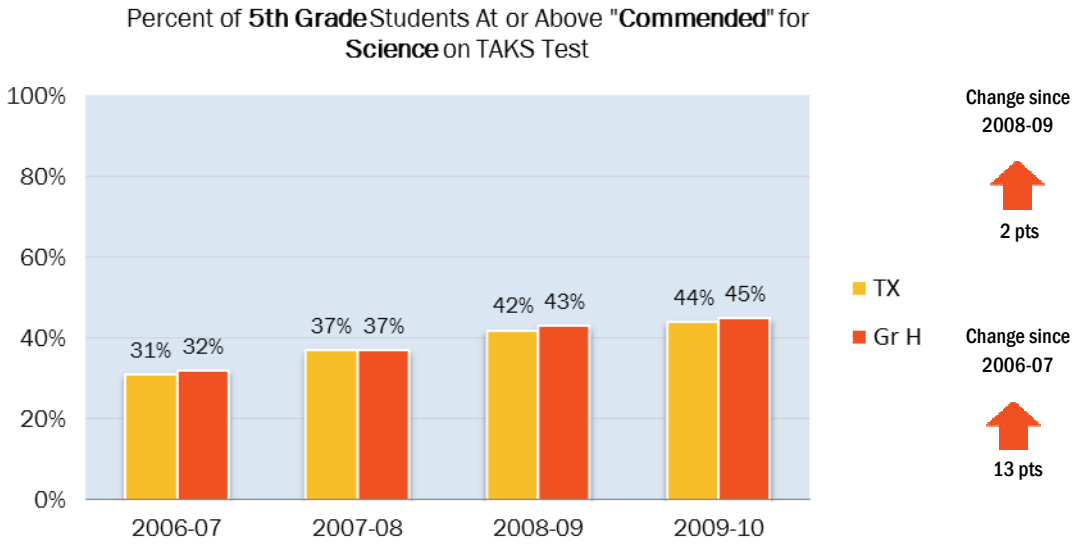
Grade 5 Science

"Commended" on TAKS tests

English and Spanish Versions Combined

[About performance levels labeled "met standard" (or "passing") vs. "commended," see the SPECIAL NOTE on page 9 or the discussion on page 17.]

In 2009-10, while 89% of the children taking the English-language version of the science exam and 45% taking the Spanish version "passed" this assessment, only 45% of the 5th grade children taking either language version of the science exam scored at a level high enough to be considered "ready" for science beyond the 5th grade.



GOAL 3:

READY FOR HIGH SCHOOL

Grade 8 Reading, Math & Science

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Source: Texas Education Agency, Lonestar Education Reports

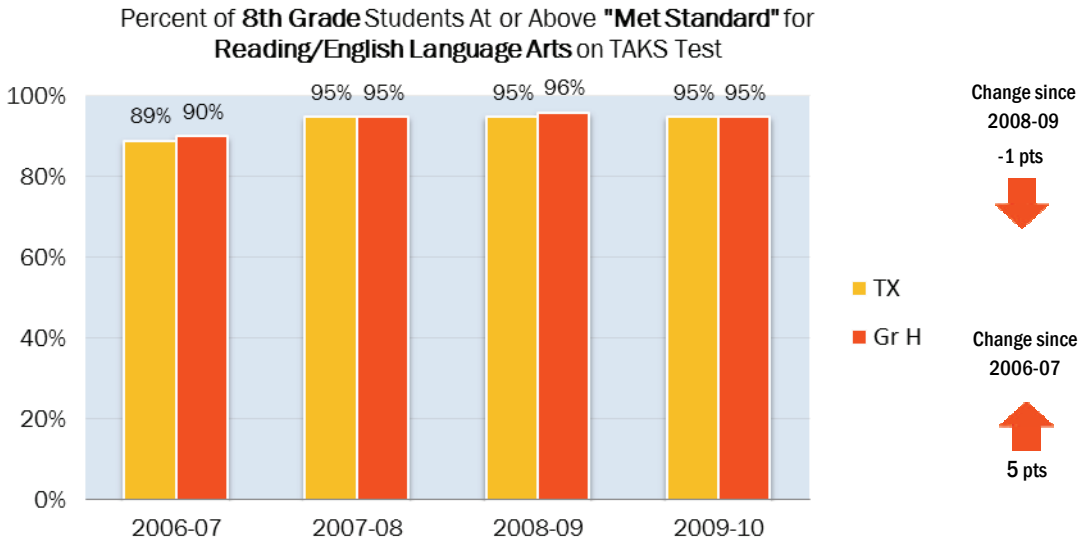
Grade 8 Reading/English Language Arts "Met Standard" and "Commended" on TAKS tests

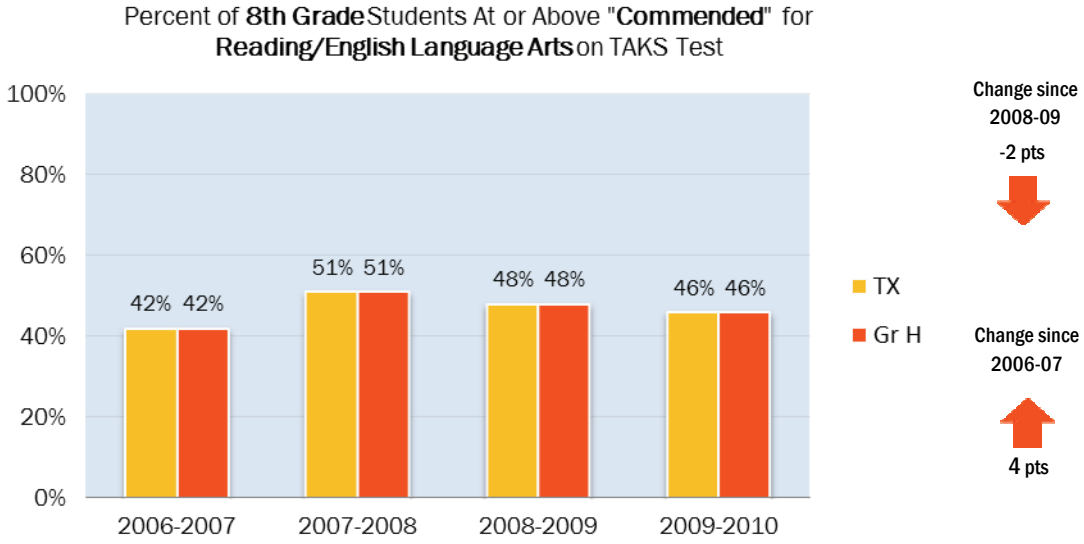
In Grade 8, the reading/language arts exam is given only in the English language.

At this grade level, ability to read not only affects a student's general capacity to expand his or her knowledge, but it correlates with performance in math and science when those subjects are tested through assessment items written in narrative form.

The charts on this page show "passing" rates trending upward to 95% . "Commended" rates, however, are at a level of 46% — less than half the "passing" rates.

[About performance levels labeled "met standard" (or "passing") vs. "commended," see the SPECIAL NOTE on page 9 or the discussion on page 17.]





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Source: Texas Education Agency, Lonestar Education Reports

Grade 8 Math

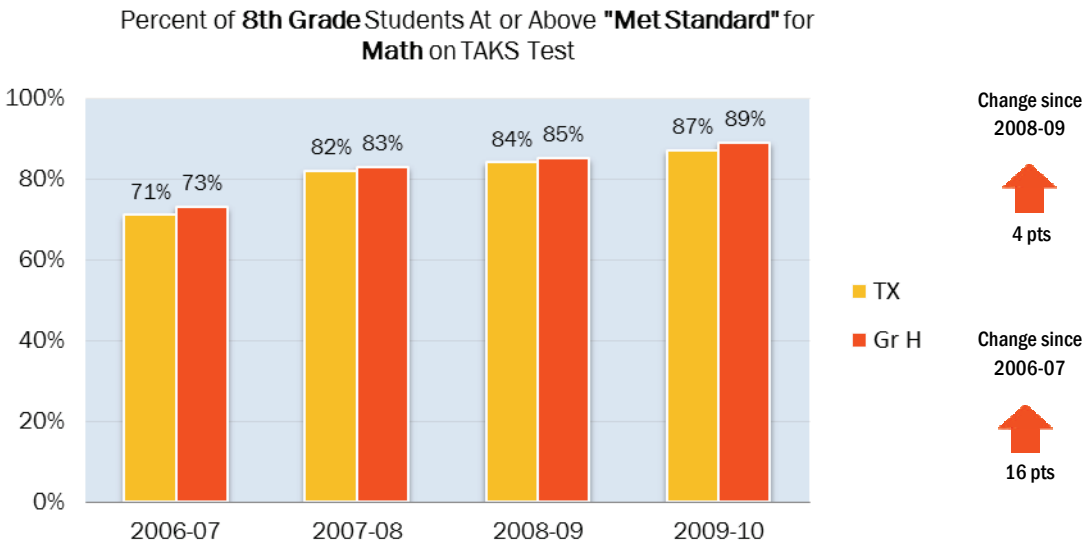
"Met Standard" and "Commended"

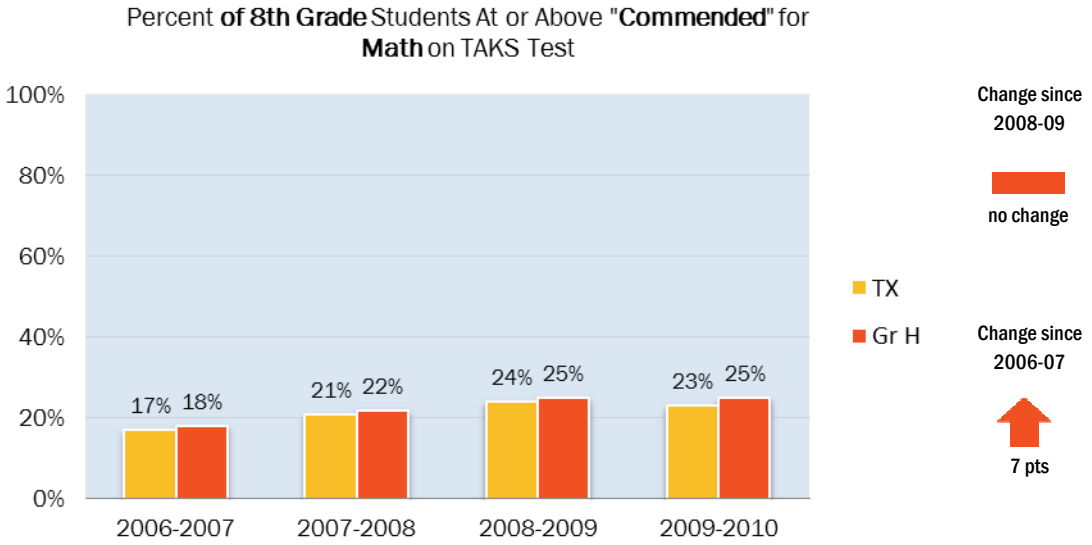
on TAKS tests

In Grade 8, the math exam is given only in the English language.

At this level, math performance predicts future success in pre-Algebra and the more advanced forms of math in secondary school.

These charts show "passing" rates approaching 90%. "Commended" rates, while trending upward, are at the very low level of 25%.





[About performance levels labeled "met standard" (or "passing") vs. "commended," see the SPECIAL NOTE on page 9 or the discussion on page 17.]

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Source: Texas Education Agency, Lonestar Education Reports

Grade 8 Science

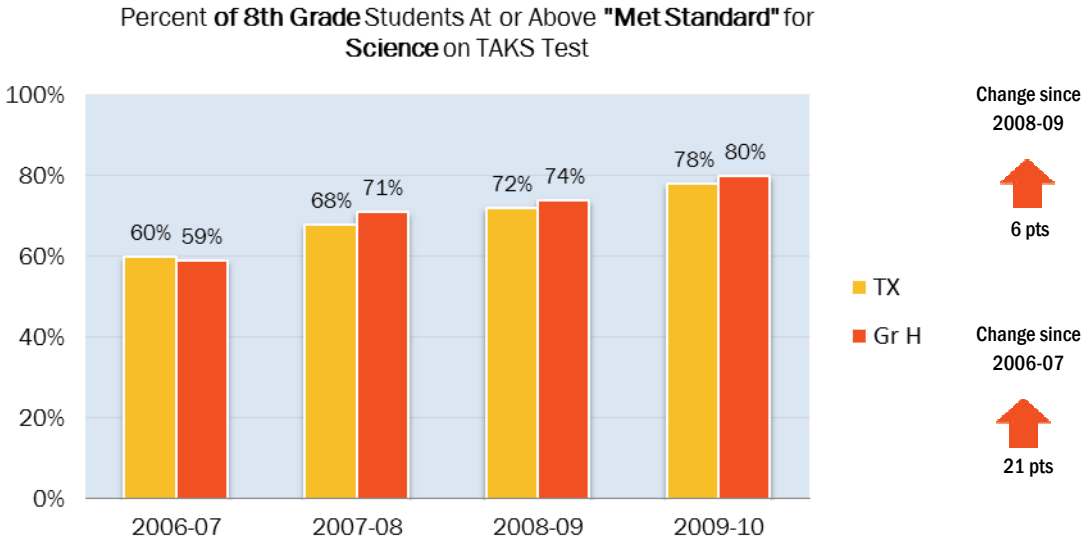
"Met Standard" and "Commended"

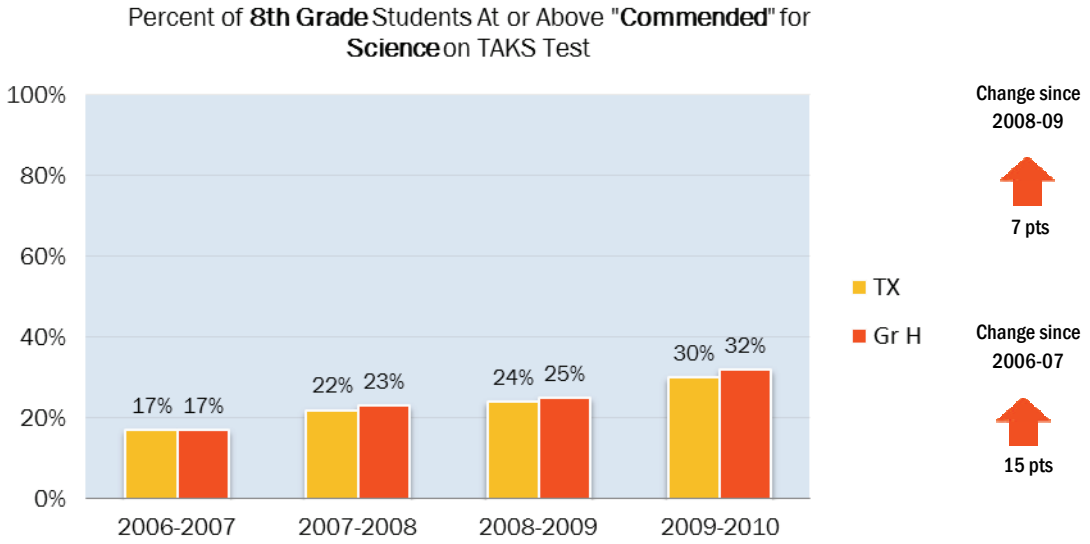
on TAKS tests

In Grade 8, the science exam is given only in the English language.

At this level, science performance begins to correlate with reading and math and predicts future success in high-school-level science.

These charts show "passing" rates have trended strongly upward, reaching 80%. "Commended" rates, while also trending upward, are at the very low level of 32%.





[About performance levels labeled "met standard" (or "passing") vs. "commended," see the SPECIAL NOTE on page 9 or the discussion on page 17.]

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GOAL 4:

READY FOR COLLEGE AND CAREER

Grade 11 Reading, Math & Science

High School Completion

SAT/ACT Test Taking and Scores

"College Ready" Composites

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GOAL 4: READY FOR COLLEGE AND CAREER

Source: Texas Education Agency, Lonestar Education Reports

Grade 11 Reading/English Language Arts

"Met Standard" and "Commended"

on TAKS tests

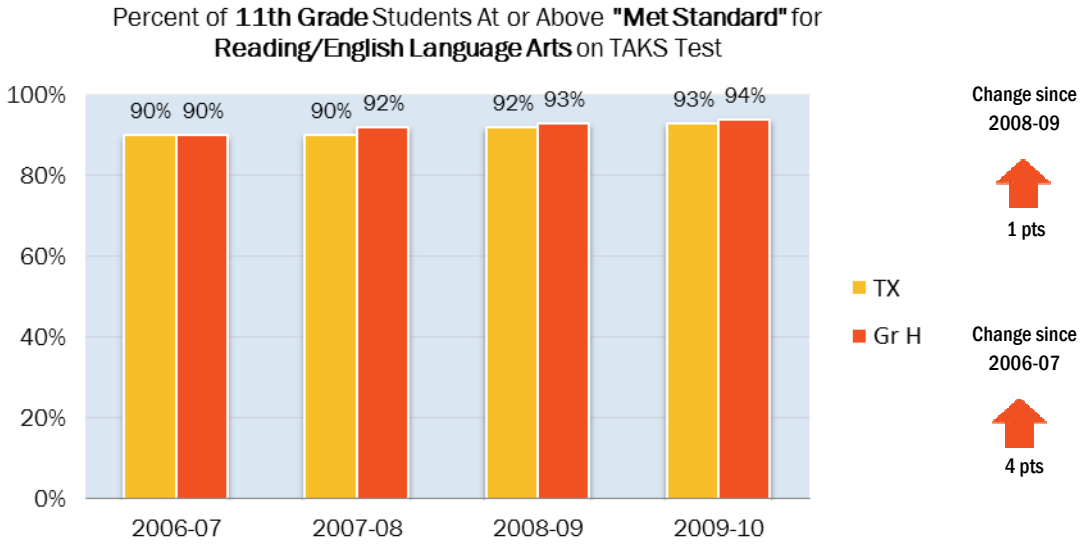
Results on Grade 11 exams must be set in context: the numbers reflect the performance of those students who have not dropped out.

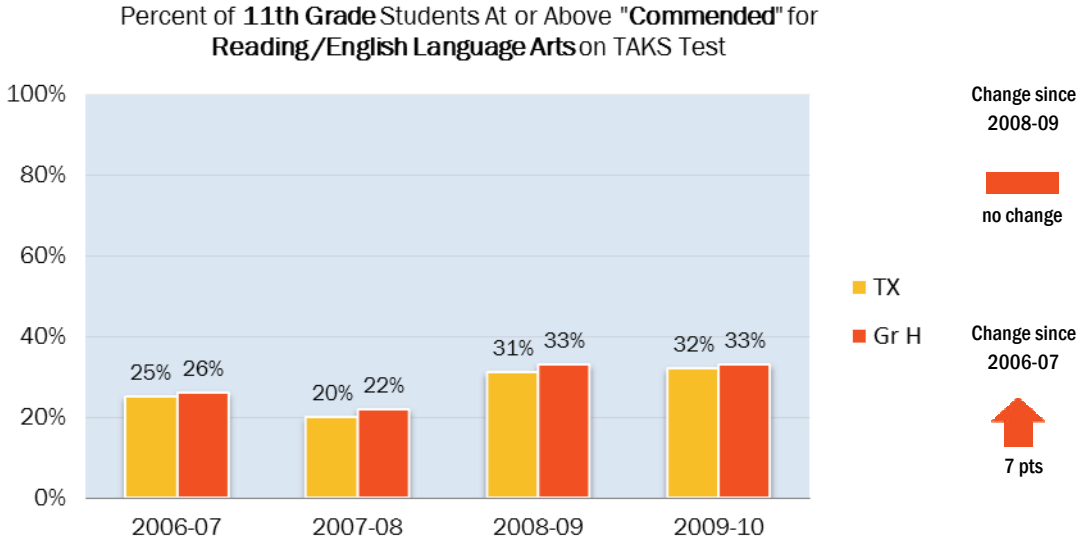
Grade 11 results at the "commended" level are a strong predictor of success in college — particularly enrollment in credit bearing college English courses.

Since our baseline year, trends at the "met standard" or "passing" level show stable performance, at or above 90%.

"Commended" performance has also trended upward, but its current level is flat over the past two years and situated at 33%.

[About performance levels labeled "met standard" (or "passing") vs. "commended," see the SPECIAL NOTE on page 9 or the discussion on page 17.]





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GOAL 4: READY FOR COLLEGE AND CAREER

Grade 11 Math

"Met Standard" and "Commended"

on TAKS tests

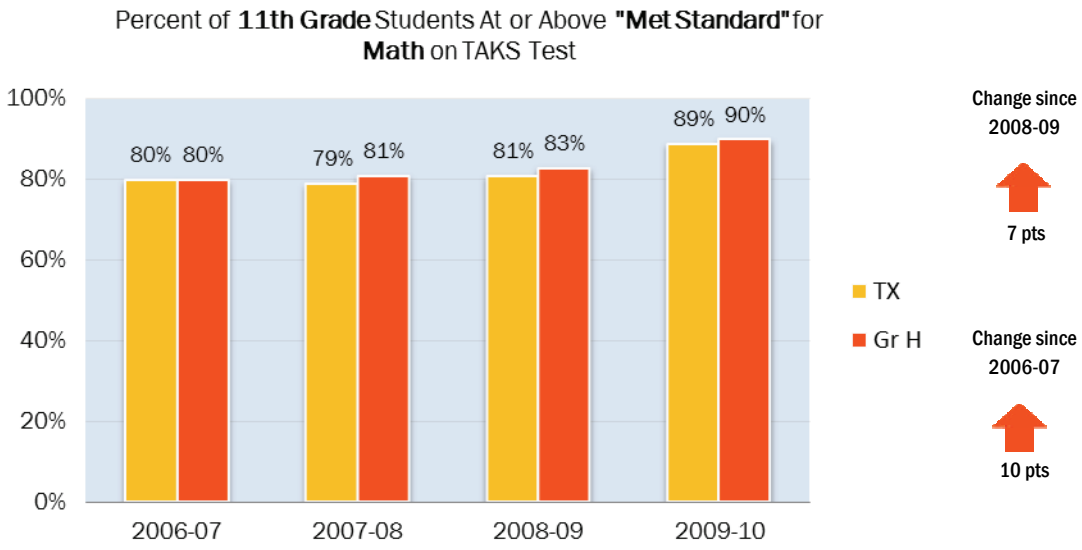
Results on Grade 11 exams must be set in context: the numbers reflect the performance of those students who have not dropped out.

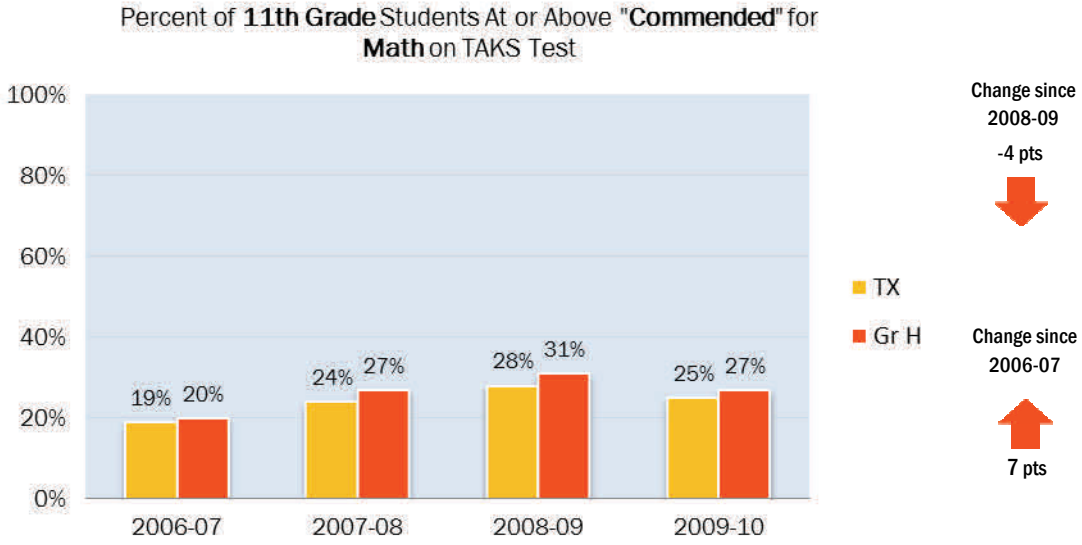
Grade 11 results at the "commended" level are a strong predictor of success in college — particularly enrollment in credit bearing college math courses.

Since our baseline year, trends at the "met standard" or "passing" level show strong upward movement — now situated at 90%.

"Commended" performance, however, has stalled at a the low level of 27%.

[About performance levels labeled "met standard" (or "passing") vs. "commended," see the SPECIAL NOTE on page 9 or the discussion on page 17.]





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GOAL 4: READY FOR COLLEGE AND CAREER

Grade 11 Science

"Met Standard" and "Commended"

on TAKS tests

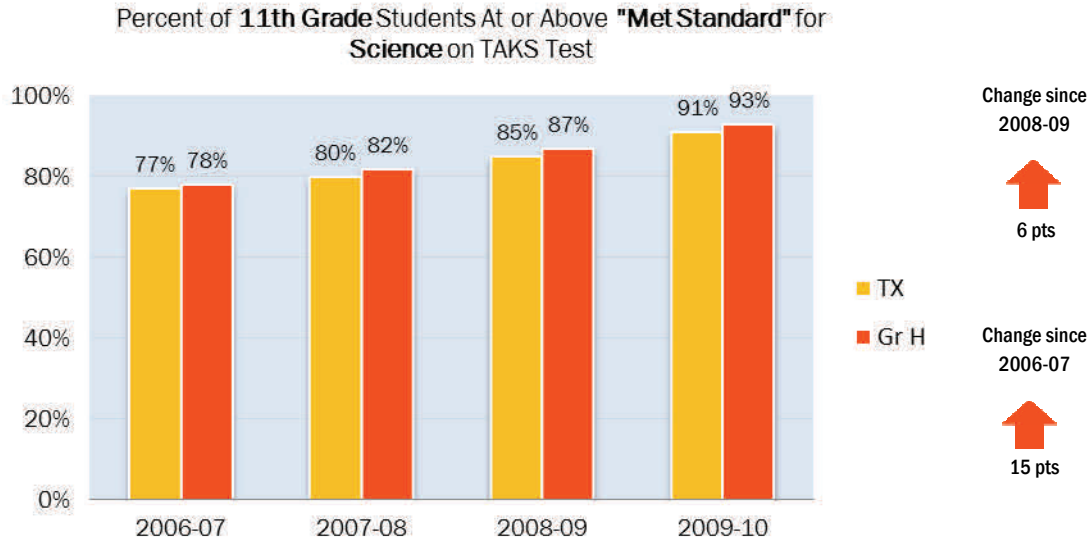
Results on Grade 11 exams must be set in context: the numbers reflect the performance of those students who have not dropped out.

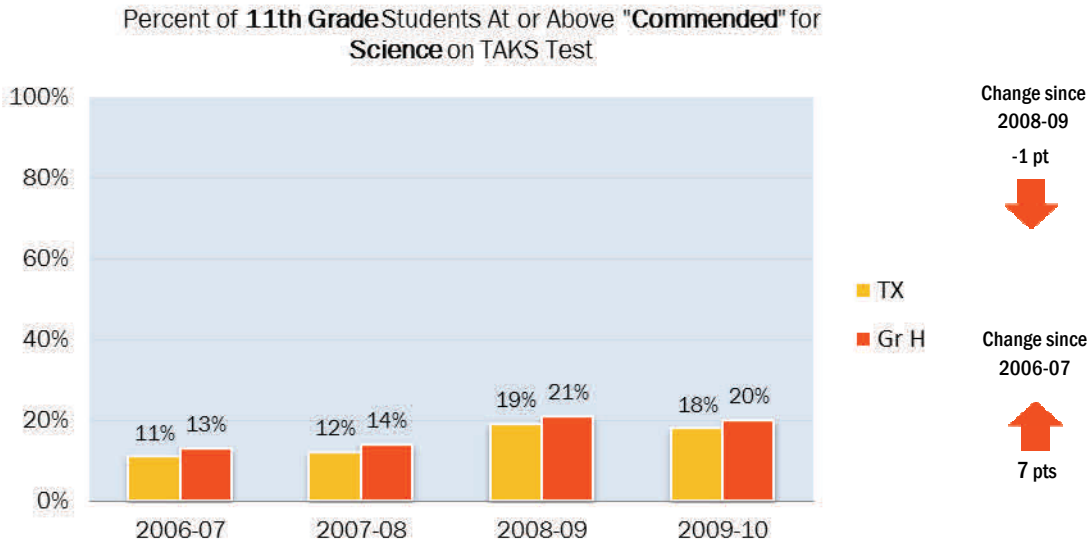
Grade 11 results at the "commended" level are a strong predictor of readiness for college-level science courses.

Since our baseline year, trends at the "met standard" or "passing" level show strong upward movement — now situated at 93%.

"Commended" performance has also trended upward, but it is situated at the extremely low level of 20%.

[About performance levels labeled "met standard" (or "passing") vs. "commended," see the SPECIAL NOTE on page 9 or the discussion on page 17.]





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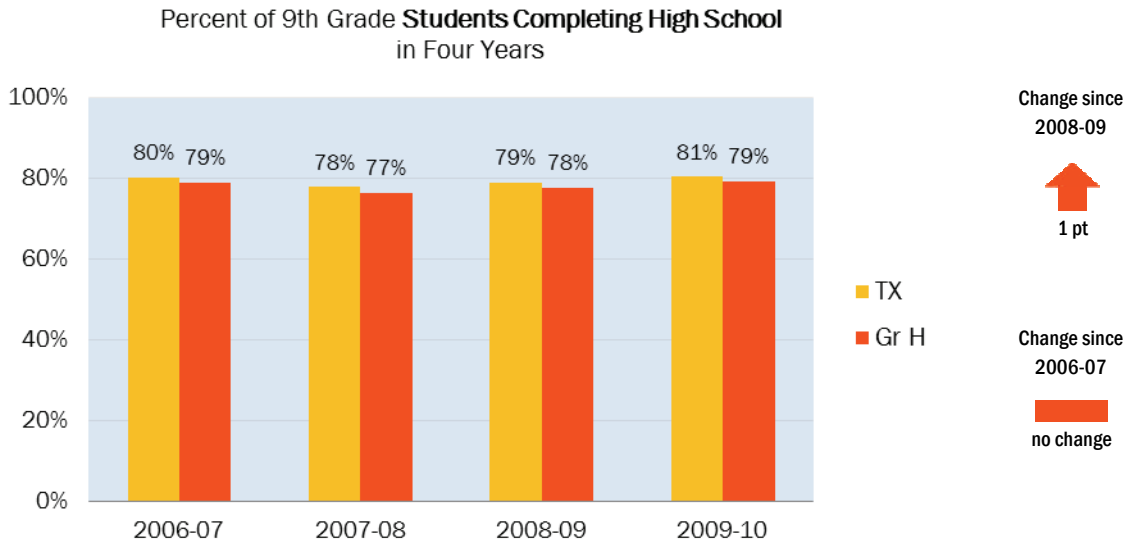
GOAL 4: READY FOR COLLEGE AND CAREER

Source: Texas Education Agency, Academic Excellence Indicator System (AEIS)

High School Completion



Completion of high school is an important indicator of future potential in college and career. It is measured in this chart as the percent of each 9th grade cohort who persisted through the 12th grade and graduated with a high school diploma.

This indicator comes with two caveats.

First, the numbers reported by the Texas Education Agency are based on data supplied by school districts. School districts have not traditionally verified the reasons given by those parents and guardians who have dis-enrolled their students. Thus, whether students have (1) re-enrolled in other public or private schools inside or outside of Texas or (2) are being "home schooled" cannot be confirmed. For this reason, some organizations that report high school completion believe that the true numbers are below those reported here.

The second reason that these numbers must be read with caution is that they do not reflect the degree to which those students who remained in high school and received their diplomas were ready for work or post-secondary education upon graduation.

In the end, high school completion rate has been flat since our baseline year, 2006-07, hovering just below 80% in Greater Houston.

GOAL 4: READY FOR COLLEGE AND CAREER

Source: Texas Education Agency, Academic Excellence Indicator System (AEIS)

SAT/ACT Test Taking

SAT Average Scores

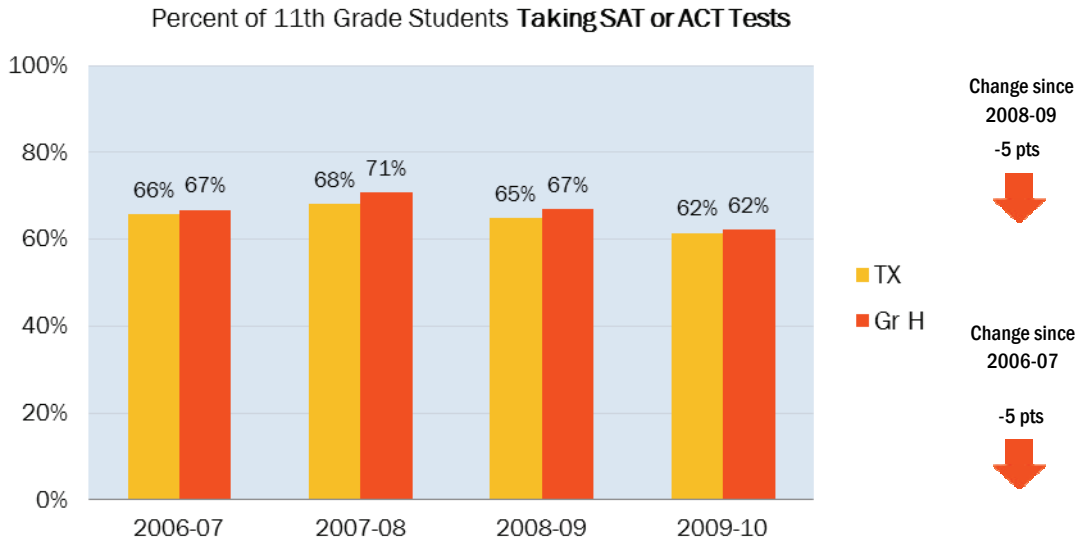
Performance on college entrance exams, such as the Scholastic Aptitude Test (SAT) and American College Test (ACT), are predictors of success in post-secondary education.

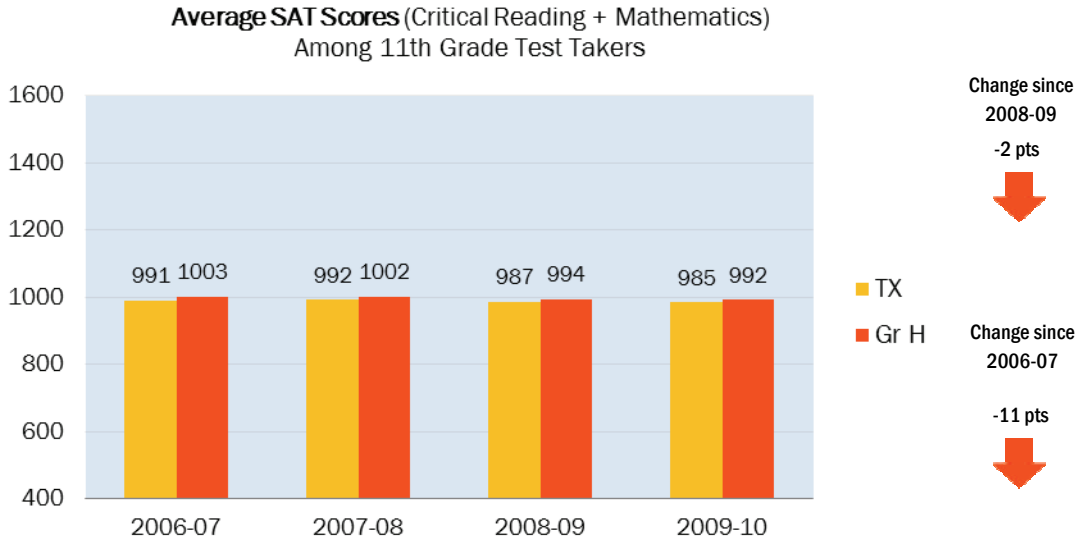
The act of sitting for either exam can be read as a marker of interest in college-going. This interpretation, however, must be tempered given the fact that community colleges do not require the reporting of SAT or ACT results for admission.

Given a significant rise in the number of first time in college freshman gaining admission to post-secondary education through the community college, we may have an explanation for the steady, if not declining, trend in our data, with fewer than two-thirds of 11th graders sitting for either exam in 2009-10.

Since the percent of all students taking the SAT and ACT exams is declining , one would expect the average score to increase, on the assumption that greater proportions of better prepared, university-bound students were taking the exams.

This appears not to be the case.





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GOAL 4: READY FOR COLLEGE AND CAREER

Source: Texas Education Agency, Academic Excellence Indicator System (AEIS)

"College Ready" in

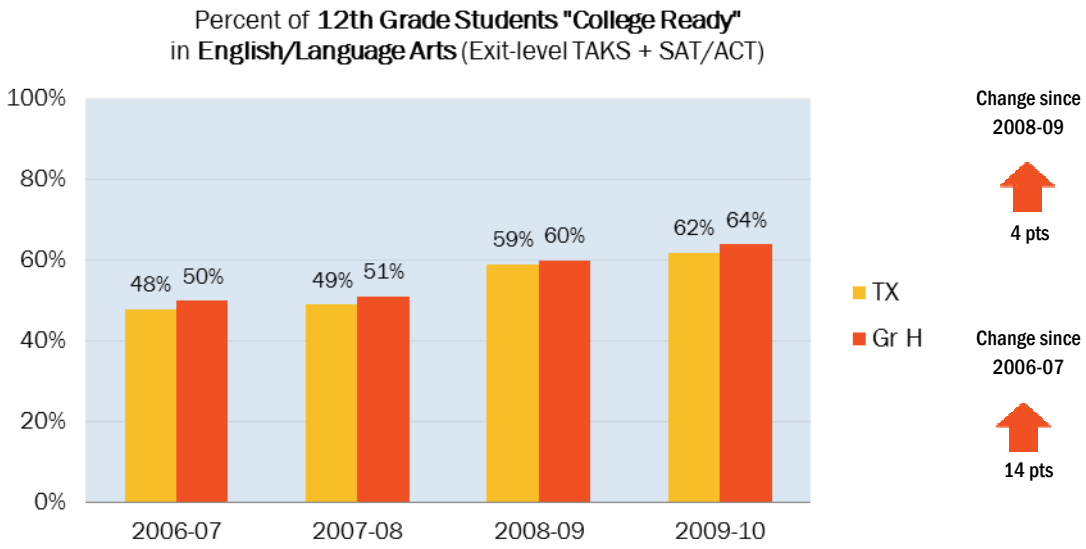
English/Language Arts and Math

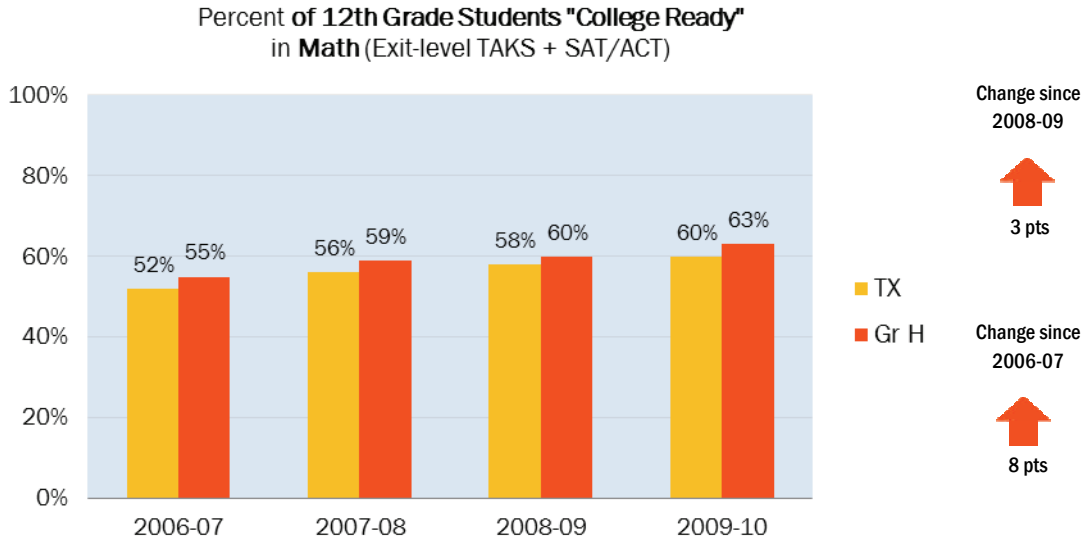
Exit-Level TAKS + SAT/ACT

The Texas Education Agency constructs a composite "college readiness" score. These "readiness" measures require

- 2200 scale scores in English/Language Arts and Math on the exit-level TAKS exams,
- a rating of "3" or higher on the English essay,
- minimum scores of 500 on the Critical Reading and Math portions of the SAT with a minimum 1070 total score
- minimum scores of 19 on the English and Math portions of the ACT with a minimum 23 composite score.

Results on both indicators have risen steadily over the past four years with just under two-thirds of the 11th graders in Greater Houston reaching the "college ready" level on at least one of the measures.





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GOAL 4: READY FOR COLLEGE AND CAREER

Source: Texas Education Agency, Academic Excellence Indicator System (AEIS)

"College Ready" in

In Both Subject Areas:

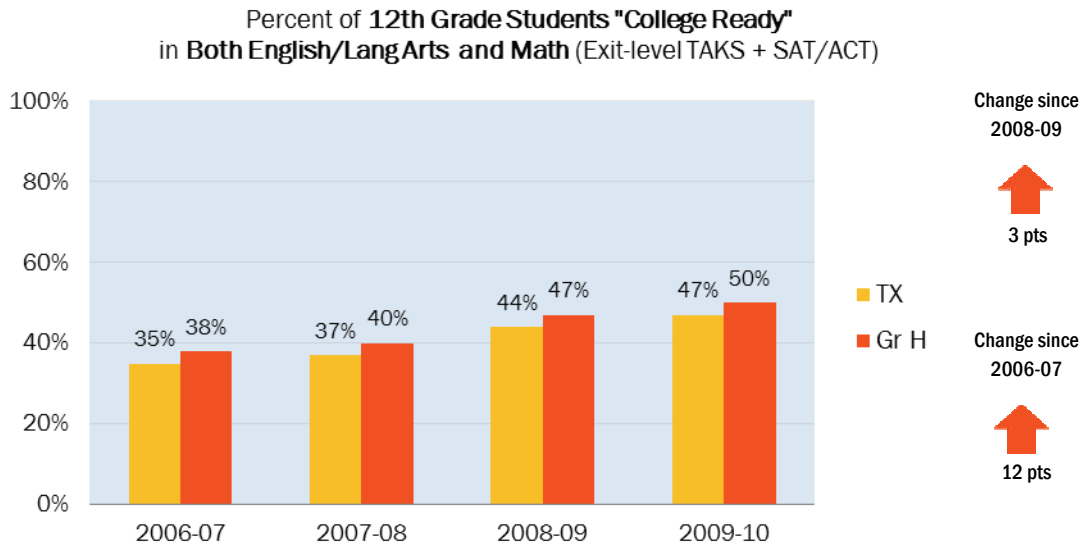
English/Language Arts and Math

Exit-Level TAKS + SAT/ACT

The ultimate predictor of readiness in the Texas Education Agency indicator system would be performance at a "ready" level in both composite areas, English and Math.

Here, too, we see strong upward trends over four years, from a 38% level in 2006-07 to 50% in 2009-10 for students in Greater Houston.

These combined results, however, are at least 13 points below performance in each individual exam.



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A SINGLE INDICATOR OF SUCCESS

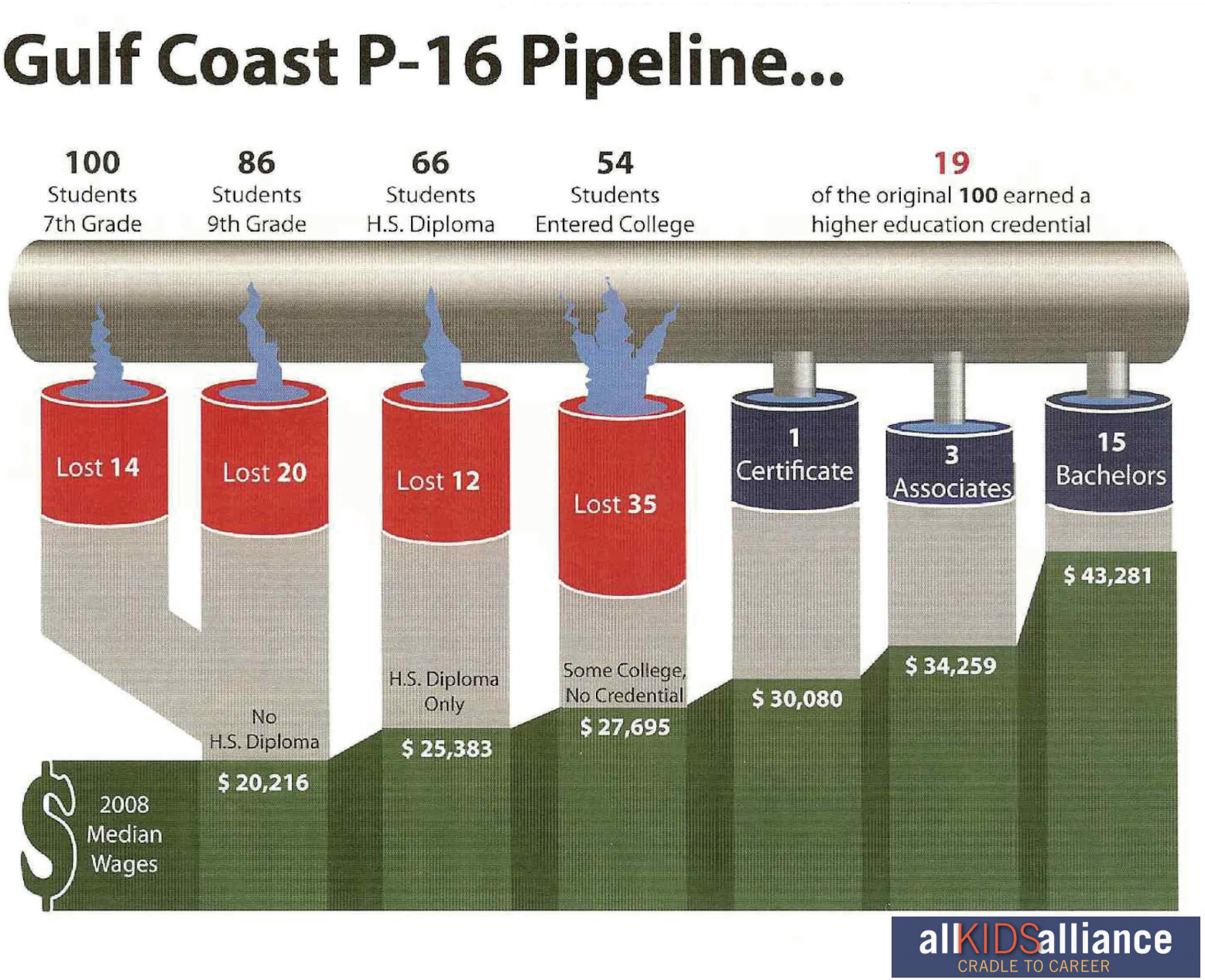
All Kids Alliance has added a single indicator to its data set. This is a measure of persistence in a 7th grade cohort.

7th grade students in the Gulf South are tracked, year by year, to see if they remain enrolled in Texas public schools, earning a high school diploma by standard graduation or by GED examination.

Then, members of the cohort are followed into post-secondary certificate and academic degree programs.

Finally, they are monitored for completion of a credential within a reasonable period of time.

As this graphic shows, Greater Houston's results are alarming.



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