allKIDSalliance
CRADLE TO CAREER

2014 Update

2ND EDITION /MAY 2015

All Kids Alliance : COUNCIL OF EXECUTIVES

EDUCATION SECTOR

Wanda Bamberg	Aldine Independent School District
Jason Bernal	Yes Prep Public Schools
James Colbert, Jr.	Harris County Department of Education
Terry Grier	Houston Independent School District
Steve Head	Lone Star College District
Brenda Hellyer	San Jacinto College
Renu Khator	University of Houston System
Cesar Maldonado	Houston Community College System
John Rudley	Texas Southern University
Pam Wells	Region 4 Education Service Center

COMMUNITY SECTOR

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Paul McEntire	YMCA of Greater Houston
Angela Blanchard	Neighborhood Centers, Inc.
Cynthia Briggs	Communities in Schools
Kevin Hattery	Boys & Girls Clubs of Greater Houston
Frances Robinson-Hunt	Parents for Public Schools, Houston
Ann Kaufman	Community Volunteer
Catherine Mosbacher	Center for Houston's Future
Gus Noojin	Community Volunteer/***Council Chair***
Judson Robinson	Houston Area Urban League
Bob Sanborn	Children at Risk
Carol Shattuck	Collaborative for Children
Dan Snare	American Leadership Forum
Ann Stiles	Project GRAD Houston
Scott Van Beck	Houston A+ Challenge

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Joni Baird	Chevron
Laurie Bricker	Jefferies & Co.
Diane Englet	CenterPoint Energy
Bob Harvey	Greater Houston Partnership
Gina Luna	JPMorgan Chase
Laura Murillo	Houston Hispanic Chamber of Commerce
Anne Taylor	Deloitte
Mike Temple	Gulf Coast Workforce Board/ Houston-Galveston Area Council

Greetings

Dear Community Members and Friends,

As we approach our sixth year of orchestrating *collective impact* in a *cradle-to-career* format across Greater Houston, we continue to uphold two working principles: to stay accountable and promote transparency.

This, our fourth update report, offers a snapshot of the indicators adopted by our Council of Executives to guide our data collection and reporting. While the student performance data show us the status quo, the most important story we have to tell is how four communities have committed to change these outcomes via *collective impact* strategies, *cradle to career* (see pages 13-16).

> Superintendents, college presidents, business executives, and non-profit leaders have joined hands and hearts to improve the lives of young people. In the process, they are building a bright future for all community members.

We invite you to explore our work and support us in it. You can follow us regularly on our website, www.allkidsalliance.org.

Regards,

A.Y "Gus" Noojin, III

Chair, Council of Executives
All Kids Alliance

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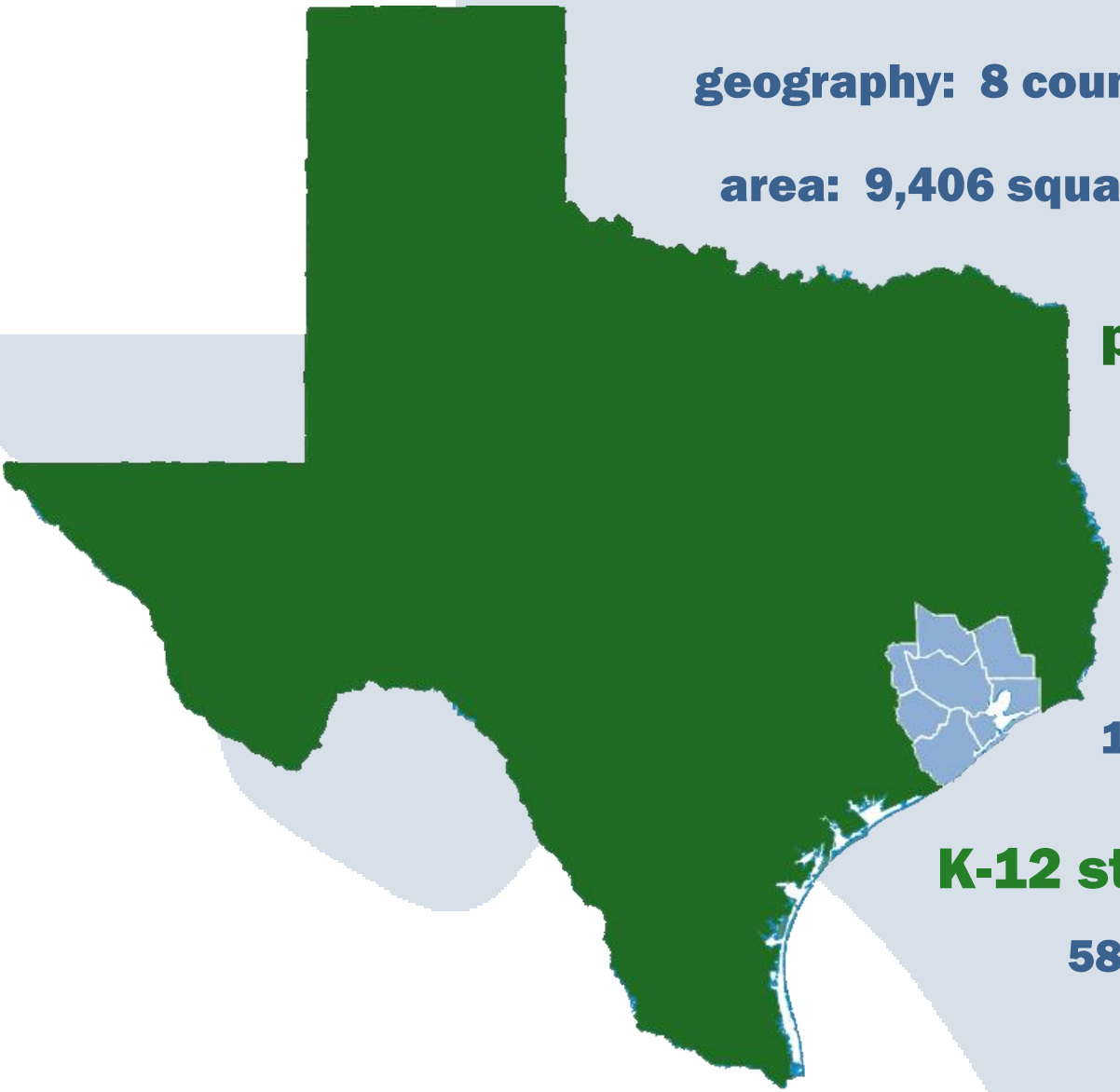
Greater Houston
America's most diverse metropolis



geography: 8 counties

area: 9,406 square miles

population: 6,284,311

38.3% White

36.1% Hispanic

16.8% African American

6.9% Asian

1.9% Other

K-12 students: 1,224,364

58.5% economically disadvantaged

Stephen Klineberg
Kinder Institute
for Urban Research
Rice University

"... the 'resource economy' ... has been replaced by a new high-technology, knowledge-based, fully worldwide marketplace."

"... we'll need

90% of our K-12 students to graduate post-secondary ready,

90% to enter some post-secondary institution, and

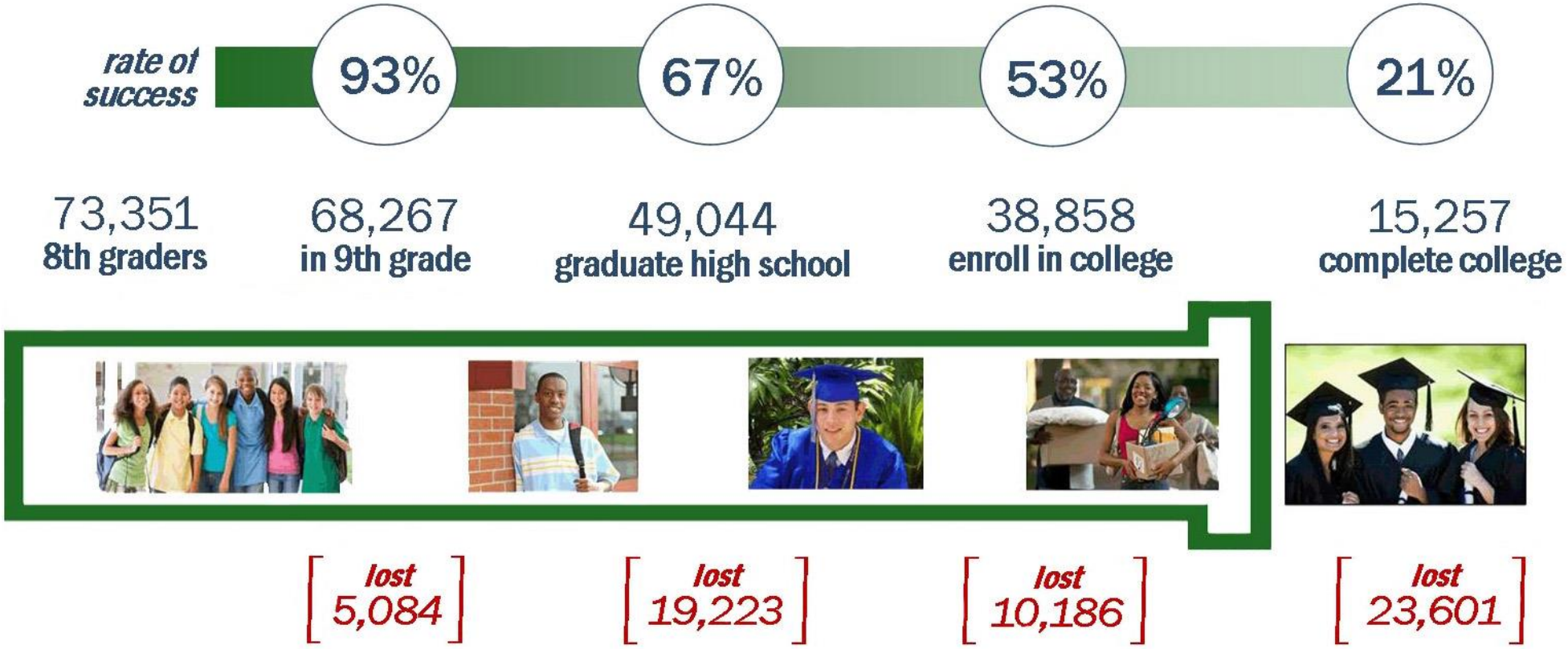
75% to graduate and receive their credential."

George Tang
Educate Texas
Communities Foundation of Texas

urgency: the leaky pipeline

In 2003, 73,351 students were **8th graders in Greater Houston** public schools. Following them to 9th grade, through high school, then onto college, we found that only 15,257 (or 21%) of these students completed a post-secondary credential (that is, a training certificate, 2-year or 4-year degree). And of the students who were economically disadvantaged, fewer than 10% earned a post-secondary credential.

Note that these results account for students in Texas schools, colleges and universities. See note on page 45 for the estimated effect of taking into account students who moved out of state.



who is on the path to high school graduation & college enrollment ?

entering Kindergarten ready

<50%

entering 4th grade ready in reading

18%

entering 5th grade ready in writing

7%

entering 8th grade ready in math

13%

In response,
we have become
program rich,
but system poor!

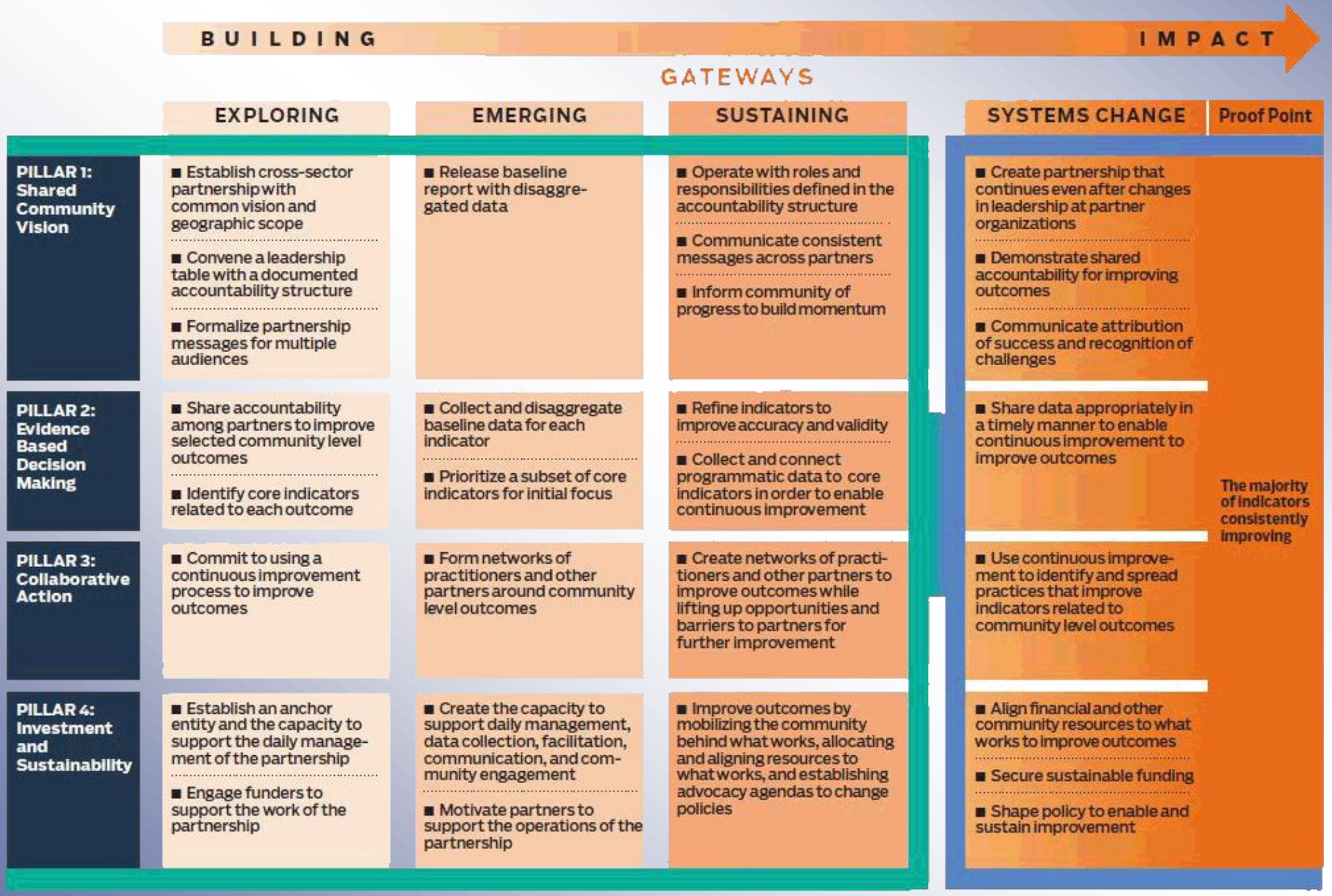
*now we have a **system***

collective impact coaching

teamed up with

StriveTogether **Theory of Action**

here's how the StriveTogether Theory of Action works to bring about **collective impact**



a **structure** for results and accountability

Our partnerships organize around an "accountability structure" that includes

Anchor Organization - a sponsoring entity that offers start-up support for the partnership and provides basic staffing.

Leadership Table - CEO-level leaders from business, non-profit, and education. They create a vision, mission, and goals for the partnership; declare cradle-to-career outcomes (with associated indicators) to guide their work; make sure the design of improvement strategies is supported by collaboration and continuous improvement; and hold themselves accountable to each other and the community.

Collaborative Action Networks - experts, providers, and advocates who work on change strategies using continuous improvement protocols.

Support Teams - local specialists who assist the leadership table and collaborative action networks. Partnerships begin with a *data team* and a *communication team*; they work to assemble a *funders' team* early in their first two years.

Community Partners - organizations and individuals who support the fundamental principles that create *collective impact* and contribute to the success of their regional cradle-to-career partnership.

it's about **being ready**, cradle to career

birth

Kindergarten readiness

early grade reading

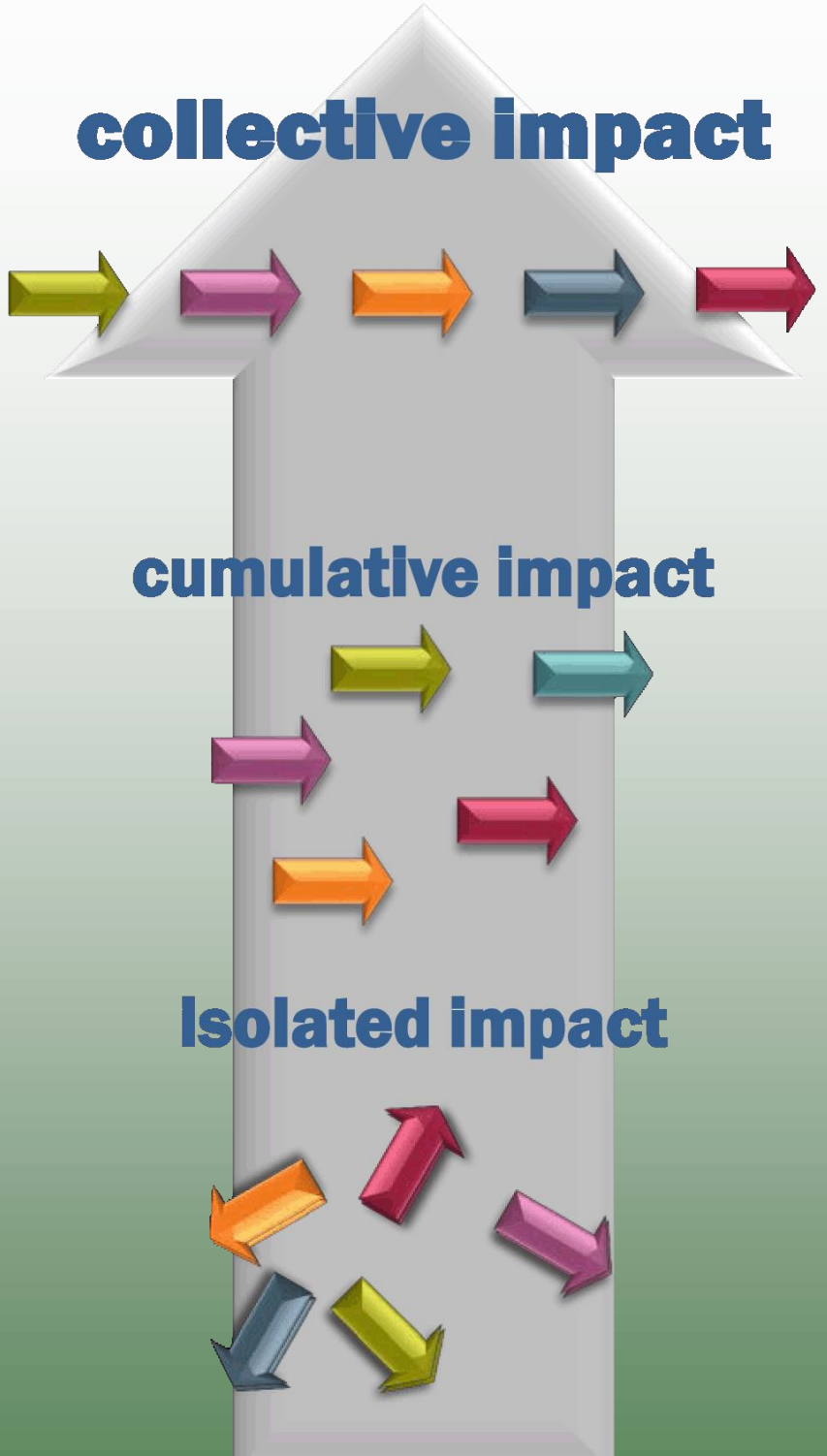
middle grade math

high school graduation

college enrollment and program completion

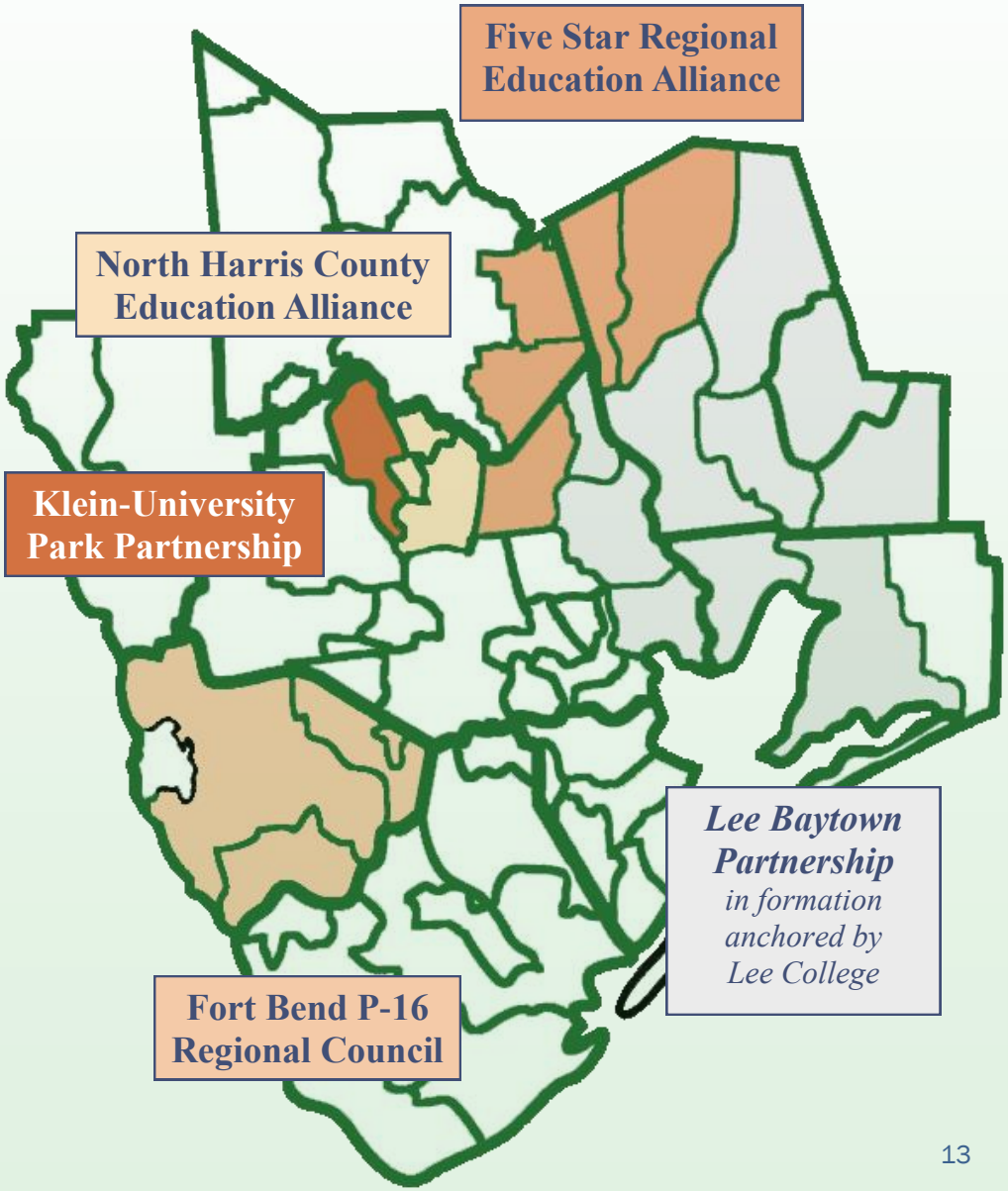
our (not so) **secret sauce**

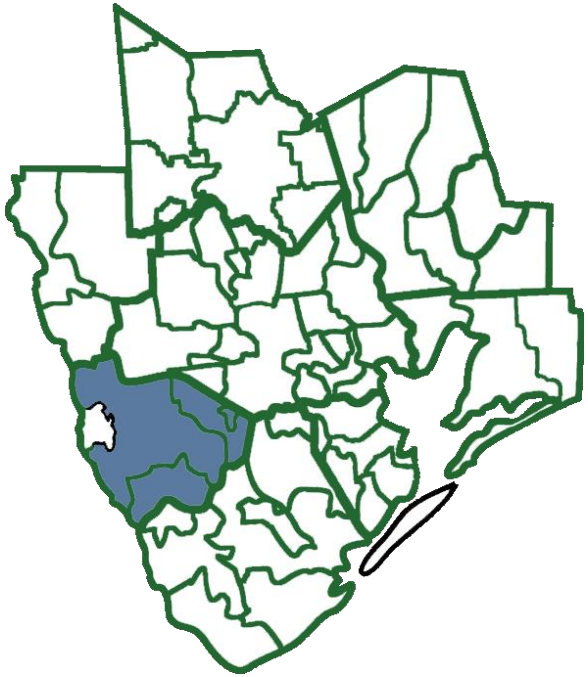
our goal



our pioneering communities

putting collective impact in motion





FORT BEND P-16 REGIONAL COUNCIL

Anchor Organization

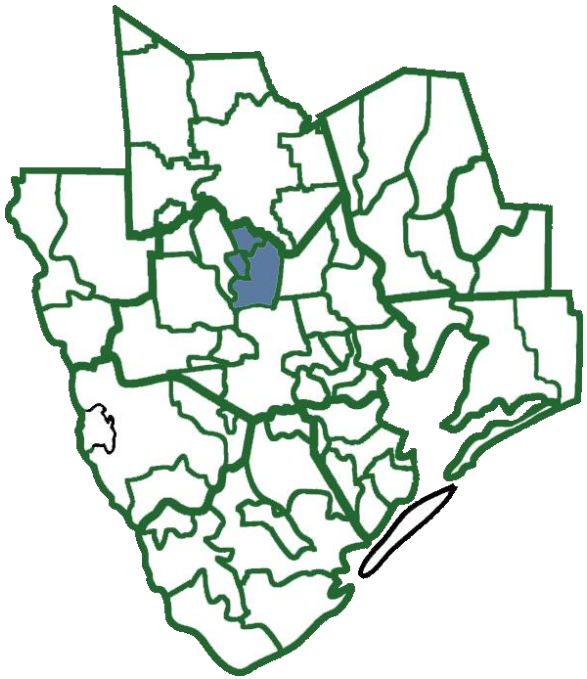
Wharton County Junior College

School Districts

Fort Bend Independent School District
Lamar Consolidated Independent School District
Needville Independent School District
Stafford Municipal School District

K-12 Student Demographics

103,840 students
40% economically disadvantaged



NORTH HARRIS COUNTY EDUCATION ALLIANCE

Anchor Organization

Lone Star College—North Harris

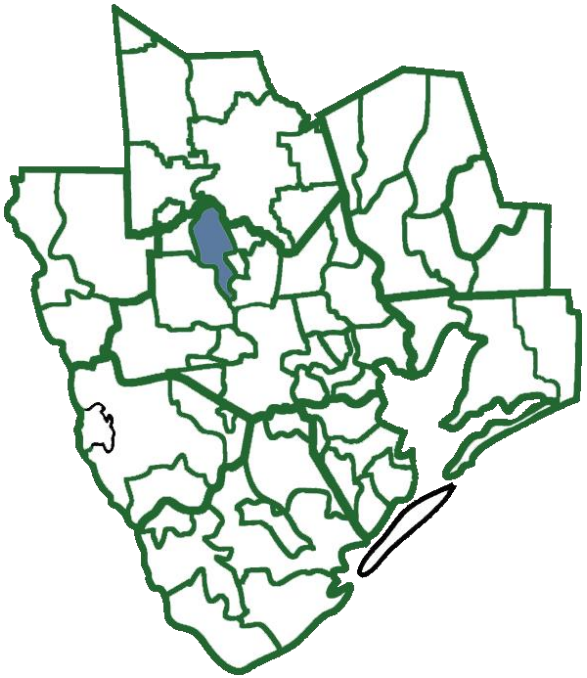
School Districts

Aldine Independent School District
Spring Independent School District

K-12 Student Demographics

100,562 students
84% economically disadvantaged

website: www.lonestar.edu/NHCEA.htm



KLEIN-UNIVERSITY PARK PARTNERSHIP

Anchor Organization

Lone Star College—University Park

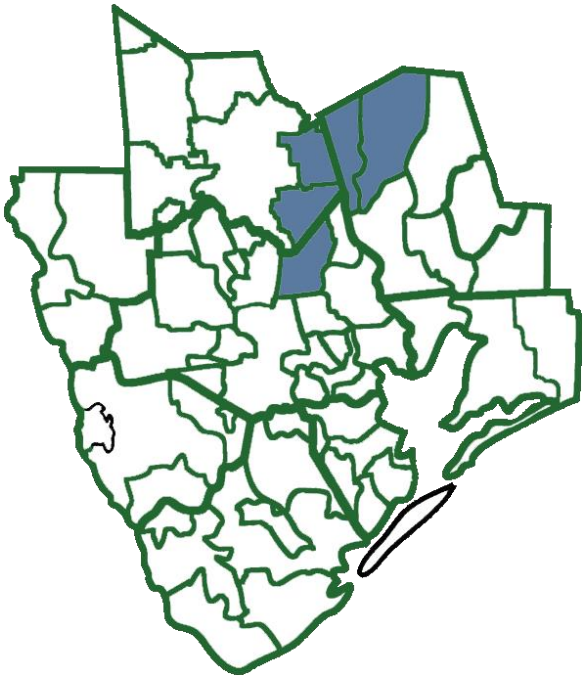
School District

Klein Independent School District

K-12 Student Demographics

48,003 students

41% economically disadvantaged



FIVE STAR REGIONAL EDUCATION ALLIANCE

Anchor Organization

Lone Star College—Kingwood

School Districts

Cleveland Independent School District
Humble Independent School District
New Caney Independent School District
Splendora Independent School District
Tarkington Independent School District

K-12 Student Demographics

59,599 students

45% economically disadvantaged

prioritizing outcomes, to begin the work

birth

Kindergarten readiness

North Harris County Education Alliance *(participation in quality preschool programs)*

early grade reading

middle grade math

Fort Bend P-16 Regional Council *(5th grade math)*

high school graduation

North Harris County Education Alliance

Klein-University Park Partnership

(graduation with proficiency in math)

college enrollment and program completion

Five Star Regional Education Alliance *(college access)*

Regional partnerships select goals, outcomes, and indicators cradle to career.

Then, they target one or two key outcomes as a way to get started on improving the academic lives of their students.

Why prioritize only one or two outcomes to begin with?

"It's an elephant, and the way you eat an elephant is ***one bite at a time.***"

In this graphic, you can see where our four most advanced regional partnerships have decided to begin their work.

Regardless of their first priorities, all regional partnerships will track data across all of their outcomes and issue an annual status report to their communities, similar to this document. And over time, they will launch improvement efforts related to each of their cradle-to-career outcomes.

tracking the outcomes, every year

As part of our accountability to Greater Houston, All Kids Alliance makes a community report each year. **Our baseline report in 2010 laid out a foundational set of data** as we launched our efforts. It covered seven counties at the time.

We delayed issuing our 2012 and 2013 updates due to Texas' transition to **a new testing system for elementary and secondary students.** In this two-year report, we also expanded our coverage of student performance to eight counties and added information on students' access to post-secondary education and their success once enrolled in college.

In 2011, we updated the original data set, noting **changes in performance** from year-to-year and over a three-year span of time.

This report marks the first iteration of a **continuous tracking effort** around education progress in Greater Houston, cradle to career. This year we use 2012 as a baseline and present results for both 2013 and 2014.

about our **data**

Data in this report cover all of the students in our eight-county region, to the extent that information can be aggregated at that level. Our information mirrors the **student goals and outcomes**—cradle to career—that were adopted by our Council of Executives in 2012. You will find a chart of these goals and outcomes on our website (www.allkidsalliance.org) using the pull-down menus *Data & Reports > Key Outcomes*.

At each goal level (*ready for school*, *ready for high school*, *ready for college*, etc.), we have a relevant set of success indicators. We chose indicators for which the data are **easy to interpret and publicly available** year after year.

The first data section presents "data snapshots" for 10 basic indicators. For outcomes related to **elementary, middle, and high school students**, we highlight the "Advanced" and "Satisfactory" rates of performance on the *State of Texas Assessment of Academic Readiness* (*STAAR*). We break down general performance results to look at students from economically disadvantaged backgrounds, compared to their more middle-income peers. A report on **college-level certificate and associate's and bachelor's degree programs** concludes this section with data on student enrollments, the persistence of students from first to second year, and their eventual graduation rates.

After the snapshots, we take a "**deeper dive**" into the numbers, presenting student test performance, persistence, and success at various levels of measurement. Most important: the "deeper dive" breaks the elementary and secondary level results down by **sub-populations** so we can take an honest look at our students' achievement gaps.

Advanced Academic Performance
"Performance in this category indicates that students are well prepared for the next grade or course and are highly likely to be successful in that grade or course."

Satisfactory Academic Performance
"Performance in this category indicates that students are sufficiently prepared for the next grade or course and are likely to be successful in that grade or course. . . . However, students in this category may need some additional instruction focused on content and skills that were difficult for them."

Source: Texas Education Agency, Student Assessment Division, State of Texas Assessments of Academic Readiness (STAAR™) Performance Labels and Policy Definitions , January 2013.

data snapshots for Greater Houston

pre-K assessments *page 20*

3rd grade reading *page 21*

4th grade writing *page 22*

7th grade math *page 23*

Algebra I *page 24*

English II *page 25*

high school graduation *page 26*

enrollment in college *page 26*

1st year persistence *page 27*

program completion *page 27*

preschoolers **ready for Kindergarten** 30% - 45%

The Importance of School Readiness

In Texas, children are not required to attend school until they are six years old. Many, if not most, Houston-area youngsters who enroll in Kindergarten do so with limited knowledge of the alphabet and its sounds or a sense of numbers. As a result, our most vulnerable children start school behind and never catch up.

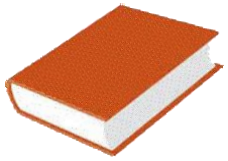
Measuring School Readiness

While we need to track data for our youngest children to see how many are ready for school, there is no single required assessment system in Texas or our region that serves this purpose, and the kinds of evaluations that school districts currently employ vary widely. Furthermore, school districts do not report their assessments systems or results to any central authority.

Our Best Estimate

Based on a sampling of school districts in Greater Houston, we estimate that fewer than half of the preschoolers who enroll in Kindergarten across our eight counties have literacy and numeracy skills that supports the learning we expect of them in Kindergarten and the early elementary school grades.

3rd grade reading



	2012	2013	2014
advanced	22%	21%	18%
satisfactory	56%	59%	59%

advanced	2012	2013	2014
economically disadvantaged students	13%	12%	9%
non-disadvantaged students	35%	34%	30%

satisfactory	2012	2013	2014
economically disadvantaged students	58%	61%	59%
non-disadvantaged students	54%	58%	59%

These tables present results on the 3rd grade STAAR* reading exam for 2012, 2013, and 2014.

Students tested were enrolled in the 59 public school districts located in the eight counties of Greater Houston.

- Reading scores of 3rd grade students in 2014 indicate that fewer than 20 in 100 were "well prepared for the next grade."
- Among economically disadvantaged students, those scoring in the "advanced" category were fewer than 10 in 100.

* *State of Texas Assessment of Academic Readiness*

See notes on page 45 for more details related to these tables.

4th grade writing

	2012	2013	2014
advanced	8%	8%	7%
satisfactory	65%	65%	68%

advanced	2012	2013	2014
economically disadvantaged students	4%	4%	3%
non-disadvantaged students	15%	15%	13%

satisfactory	2012	2013	2014
economically disadvantaged students	61%	61%	63%
non-disadvantaged students	71%	70%	73%

These tables present results on the 4th grade STAAR* writing exam for 2012, 2013, and 2014.

Students tested were enrolled in the 59 public school districts located in the eight counties of Greater Houston.

- Writing scores of 4th grade students in 2014 indicate that approximately 7 in 100 were "well prepared for the next grade."
- Among economically disadvantaged students, those scoring in the "advanced" category were approximately 3 in 100.

* *State of Texas Assessment of Academic Readiness*

See notes on page 45 for more details related to these tables.

7th grade math

	2012	2013	2014
advanced	12%	10%	13%
satisfactory	61%	64%	58%

advanced	2012	2013	2014
economically disadvantaged students	6%	5%	7%
non-disadvantaged students	21%	17%	23%

satisfactory	2012	2013	2014
economically disadvantaged students	59%	61%	56%
non-disadvantaged students	63%	67%	61%

These tables present results on the 7th grade STAAR* math exam for 2012, 2013, and 2014.

Students tested were enrolled in the 59 public school districts located in the eight counties of Greater Houston.

2014 results for students scoring at the "advanced" level show gains compared with 2012 and 2013 results.

- Math scores of 7th grade students in 2014 indicate that approximately 13 in 100 were "well prepared for the next grade."
- Among economically disadvantaged students, those scoring in the "advanced" category were approximately 7 in 100.

* *State of Texas Assessment of Academic Readiness*

See notes on page 45 for more details related to these tables.

Algebra I

	2012	2013	2014
advanced	19%	18%	21%
satisfactory	65%	63%	62%

advanced	2012	2013	2014
economically disadvantaged students	11%	10%	12%
non-disadvantaged students	29%	28%	32%

satisfactory	2012	2013	2014
economically disadvantaged students	68%	64%	65%
non-disadvantaged students	62%	60%	58%

These tables present on the Algebra I end-of-course STAAR* exam for 2012, 2013, and 2014.

Students tested were enrolled in the 59 public school districts located in the eight counties of Greater Houston. These students primarily comprise 9th graders. However, some 8th graders take Algebra I and sit for this exam. In addition, obtaining a passing score on the Algebra I end-of-course exam is a graduation requirement. Therefore, some high school students who did not obtain passing scores repeated the test until they satisfied the requirement. Their scores are included here.

Algebra I results for 2014 for students scoring at the "advanced" level demonstrate that:

- approximately 21 in 100 were "well prepared for the next grade."
- among economically disadvantaged students, approximately 12 in 100 scored at the "advanced" level..

* *State of Texas Assessment of Academic Readiness*

See notes on page 45 for more details related to these tables.

English II

	2012	2013	2014
advanced	*	*	6%
satisfactory	*	*	61%

advanced	2012	2013	2014
economically disadvantaged students	*	*	2%
non-disadvantaged students	*	*	11%

satisfactory	2012	2013	2014
economically disadvantaged students	*	*	54%
non-disadvantaged students	*	*	69%

These tables present results on the English II end-of-course STAAR* exam for 2014. The exam includes assessments of reading comprehension and writing.

Students tested were enrolled in the 59 public school districts located in the eight counties of Greater Houston.

Obtaining a passing score on the Algebra I end-of-course exam is a graduation requirement. Therefore, some high school students who did not obtain passing scores repeated the test until they satisfied the requirement. Their scores are included here.

Because the content of the 2014 English II exam differs from the 2013 and 2012 exams, data for the previous exams is not presented.

- English II scores for students in 2014 indicate that approximately 6 in 100 were "well prepared for the next grade."
- Among economically disadvantaged students, those scoring in the "advanced" category were approximately 2 in 100.

* *State of Texas Assessment of Academic Readiness*

See notes on page 45 for more details related to these tables.

high school graduation

2011	2012	2013
80%	81%	86%

High School graduation rates were high. More than 80 in 100 students are now graduating from high school.

enrolling in a certificate or degree program

2012	2013	2014
54%	52%	53%

However, of those who graduate from high school just over half went on to enroll in a certificate or degree program in the fall semester immediately following their high school graduation.

1st year persistence

	2011	2012	2013
community college	68%	69%	71%
university	84%	83%	84%

college program completion

	2012	2013	2014
community college work certificate	4%	4%	4%
community college associate's degree	11%	11%	11%
university bachelor's degree	43%	46%	47%

Approximately 70 in 100 students who were full-time first-time community college students who enrolled during the fall were also enrolled the following fall.

Among university students who were full-time first-time students, approximately 80 in 100 who enrolled during the fall were also enrolled the following fall.

Certificate and degree completion rates among community college and university students were below 50 percent.

Given three years to complete certificates or associates degrees, fewer than 5 in 100 community college students completed certificates and fewer than 12 in 100 completed associate's degree programs.

Given six years to complete undergraduate degrees, fewer than 48 in 100 university students completed bachelor's programs.

a deeper **data dive**

The following tables offer **much more detailed views** of performance results than the high-level percentage indicators on the previous pages. In every instance when they were available to us, data are presented in disaggregated form, showing **differences among subpopulations** like gender, race and ethnicity, economic status, English proficiency, and "at-risk" status.

Data for elementary, middle, and high school students come from the **State of Texas Assessment of Academic Readiness (STAAR)** exams, administered by the **Texas Education Agency**. Data for 2012, 2013, and 2014 (included in this report) are from the first three years during which STAAR testing was in force.

Data about students in community colleges and universities came from the **Texas Higher Education Coordinating Board**. Data for subpopulations in college are not as readily available at the regional or institutional level.

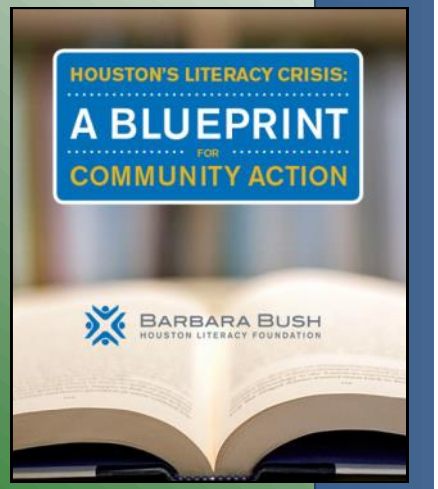
preschoolers **ready for Kindergarten**

Measuring School Readiness

While we need to track data for our youngest children to see how many are ready for school, there is no single required assessment system in Texas or our region that serves this purpose, and the kinds of evaluations that school districts currently employ vary widely. Furthermore, school districts do not report their assessments systems or results to any central authority.

Our Best Estimate

The chart below provides more detail. It reveals the variety of pre-Kindergarten reading assessment systems used in four of our largest school districts. While these results show some variability across this set of districts, we see that a clear majority of our 4– and 5-year olds are arriving at school with limited language development. This information is excerpted by permission from the *Houston Literacy Crisis: A Blueprint for Community Action* (Barbara Bush Houston Literacy Foundation, 2014).



SCHOOL DISTRICT	ASSESMENT	RESULTS
Aldine ISD	TPRI® and Tejas Lee®	54% of kindergarteners did not possess appropriate rhyming skills and 22% had not developed basic letter identification skills, two foundational skills for reading development.[53]
Alief ISD	easyCBM®	Among kindergarteners taking the English version of the test, 16% did not meet standard on letter sounds and 44% did not meet standard on phoneme segmentation. Among kindergarteners taking the Spanish version of the test, 21% did not meet standard on syllable segmentation (or phoneme segmentation) and 34% did not meet standard on syllables.[54]
Cypress-Fairbanks ISD	Istation Early Reading Assessment®	51% of kindergarteners performed "below expected level" based on their overall reading score.[55]
Houston ISD	Istation Early Reading Assessment®	64% of kindergarteners performed "below expected level" based on their overall reading score.[56]

3rd grade reading

2013		Unsatisfactory		Satisfactory		Advanced		Total # of Students Tested
Subgroup	Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	
Gender	Male	8,491	21.8	22,847	58.8	7,525	19.4	38,863
	Female	6,418	17.0	22,601	59.9	8,740	23.1	37,759
Ethnicity	Hispanic/Latino	7,322	23.1	19,755	62.4	4,599	14.5	31,676
	American Indian or Alaska Native	43	18.1	144	60.8	43	18.1	237
	Asian	520	9.7	2,785	51.8	2,069	38.5	5,377
	Black or African American	4,558	30.0	8,847	58.2	1,794	11.8	15,200
	Native Hawaiian or Other Pacific Islander	10	11.9	50	59.5	18	21.4	84
	White	2,226	10.0	12,876	57.6	7,254	32.4	22,356
	Two or More Races	182	11.5	936	59.4	456	28.9	1,576
Economic Status	Disadvantaged	11,870	27.6	26,145	60.7	5,023	11.7	43,038
	Not Disadvantaged	3,004	9.0	19,262	57.5	11,216	33.5	33,482
Limited English Proficiency	Limited Proficiency	4,481	28.2	9,787	61.7	1,603	10.1	15,871
	Proficient	10,393	17.1	35,616	58.7	14,633	24.1	60,649
At Risk	Yes	9,229	30.4	18,396	60.5	2,773	9.1	30,398
	No	5,641	12.2	27,006	58.6	13,467	29.2	46,114
	All Students	**14,911**	**19.5**	**45,449**	**59.3**	**16,265**	**21.2**	**76,625**

2014		Unsatisfactory		Satisfactory		Advanced		Total # of Students Tested
Subgroup	Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	
Gender	Male	10,086	24.9	23,858	58.9	6,552	16.2	40,503
	Female	8,271	21.1	23,209	59.3	7,674	19.6	39,161
Ethnicity	Hispanic/Latino	9,276	27.4	20,824	61.4	3,748	11.1	33,901
	American Indian or Alaska Native	14	5.0	22	7.9	2	0.7	280
	Asian	482	8.7	2,780	50.1	1,800	32.4	5,552
	Black or African American	5,409	34.4	8,462	53.7	1,462	9.3	15,744
	Native Hawaiian or Other Pacific Islander		0.0	0	0.0		0.0	87
	White	2,535	11.3	13,028	58.1	6,513	29.0	22,429
	Two or More Races	86	5.2	387	23.5	233	14.1	1,649
Economic Status	Disadvantaged	14,677	32.3	26,855	59.0	3,918	8.6	45,508
	Not Disadvantaged	3,584	10.5	19,992	58.6	10,256	30.0	34,141
Limited English Proficiency	Limited Proficiency	5,672	26.9	12,151	57.6	2,066	9.8	21,106
	Proficient	12,432	21.3	34,051	58.3	11,867	20.3	58,360
At Risk	Yes	13,075	35.5	21,326	57.9	2,419	6.6	36,858
	No	5,257	12.3	25,698	60.1	11,799	27.6	42,792
	All Students	**18,357**	**23.0**	**47,072**	**59.1**	**14,226**	**17.9**	**79,665**

4th grade writing

2013		Unsatisfactory		Satisfactory		Advanced		Total # of Students Tested
Subgroup	Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	
Gender	Male	13,056	32.1	25,183	61.9	2,672	6.6	40,676
	Female	9,072	22.7	27,073	67.6	4,149	10.4	40,048
Ethnicity	Hispanic/Latino	11,713	32.5	22,937	63.6	1,637	4.5	36,070
	American Indian or Alaska Native	84	30.9	155	57.0	21	7.7	272
	Asian	594	11.0	3,509	65.1	1,300	24.1	5,393
	Black or African American	5,443	36.5	8,936	59.9	564	3.8	14,923
	Native Hawaiian or Other Pacific Islander	20	23.3	57	66.3	3	3.5	86
	White	3,937	17.6	15,602	69.7	3,073	13.7	22,395
	Two or More Races	293	19.8	983	66.3	211	14.2	1,482
Economic Status	Disadvantaged	17,074	36.4	28,476	60.7	1,684	3.6	46,939
	Not Disadvantaged	5,022	14.9	23,732	70.4	5,133	15.2	33,701
Limited English Proficiency	Limited Proficiency	7,192	43.6	9,094	55.2	301	1.8	16,481
	Proficient	14,906	23.2	43,104	67.2	6,517	10.2	64,160
At Risk	Yes	11,977	43.8	14,898	54.5	601	2.2	27,317
	No	10,117	19.0	37,309	70.0	6,217	11.7	53,321
	All Students	**22,128**	**27.4**	**52,257**	**64.7**	**6,821**	**8.4**	**80,725**

2014		Unsatisfactory		Satisfactory		Advanced		Total # of Students Tested
Subgroup	Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	
Gender	Male	12,985	31.2	26,738	64.2	1,925	4.6	41,668
	Female	8,225	20.1	28,946	70.8	3,708	9.1	40,892
Ethnicity	Hispanic/Latino	11,244	30.3	24,418	65.9	1,324	3.6	37,058
	American Indian or Alaska Native	6	2.4	1	0.4	0	0.0	245
	Asian	491	8.7	3,543	63.0	1,061	18.9	5,626
	Black or African American	5,236	34.4	9,189	60.3	404	2.7	15,235
	Native Hawaiian or Other Pacific Islander		0.0	0	0.0	0	0.0	82
	White	3,563	15.7	16,160	71.2	2,553	11.3	22,684
	Two or More Races	82	5.1	538	33.3	94	5.8	1,615
Economic Status	Disadvantaged	16,418	34.5	29,918	62.9	1,191	2.5	47,582
	Not Disadvantaged	4,721	13.5	25,567	73.1	4,427	12.7	34,975
Limited English Proficiency	Limited Proficiency	7,286	31.3	13,685	58.8	626	2.7	23,277
	Proficient	13,688	23.1	40,660	68.6	4,863	8.2	59,230
At Risk	Yes	15,692	43.0	20,377	55.8	418	1.1	36,513
	No	5,512	12.0	35,281	76.6	5,213	11.3	46,041
	All Students	**21,230**	**25.7**	**55,692**	**67.5**	**5,633**	**6.8**	**82,561**

5th grade reading

2013		Unsatisfactory		Satisfactory		Advanced		
Subgroup	Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	Total # of Students Tested
Gender	Male	10,200	23.9	23,971	56.1	8,549	20.0	42,720
	Female	8,394	20.1	23,798	56.9	9,598	23.0	41,790
Ethnicity	Hispanic/Latino	11,161	27.7	23,688	58.8	5,438	13.5	40,287
	American Indian or Alaska Native	56	22.9	147	60.0	40	16.3	245
	Asian	451	8.5	2,451	46.4	2,378	45.0	5,284
	Black or African American	4,357	29.7	8,382	57.1	1,947	13.3	14,688
	Native Hawaiian or Other Pacific Islander	8	11.9	43	64.2	12	17.9	67
	White	2,359	10.5	12,269	54.6	7,823	34.8	22,451
	Two or More Races	173	12.2	753	53.0	495	34.8	1,421
Economic Status	Disadvantaged	15,358	30.6	29,049	57.9	5,772	11.5	50,179
	Not Disadvantaged	3,228	9.4	18,706	54.5	12,372	36.1	34,306
Limited English Proficiency	Limited Proficiency	7,369	46.6	7,769	49.2	661	4.2	15,799
	Proficient	11,206	16.3	39,972	58.2	17,479	25.5	68,658
At Risk	Yes	12,062	42.1	14,957	52.2	1,622	5.7	28,641
	No	6,507	11.7	32,786	58.7	16,518	29.6	55,811
	All Students	**18,594**	**22.0**	**47,769**	**56.5**	**18,147**	**21.5**	**84,510**

2014		Unsatisfactory		Satisfactory		Advanced		
Subgroup	Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	Total # of Students Tested
Gender	Male	11,133	25.5	24,201	55.4	8,343	19.1	43,694
	Female	9,004	21.0	24,285	56.6	9,619	22.4	42,937
Ethnicity	Hispanic/Latino	11,957	28.9	24,082	58.2	5,288	12.8	41,360
	American Indian or Alaska Native	8	2.7	12	4.1	4	1.4	295
	Asian	454	8.0	2,515	44.3	2,272	40.0	5,681
	Black or African American	4,830	32.1	8,225	54.7	1,638	10.9	15,026
	Native Hawaiian or Other Pacific Islander		0.0	0	0.0		0.0	86
	White	2,342	10.4	12,042	53.3	7,929	35.1	22,612
	Two or More Races	88	5.7	430	27.7	271	17.4	1,555
Economic Status	Disadvantaged	16,679	32.6	29,154	56.9	5,343	10.4	51,223
	Not Disadvantaged	3,406	9.6	19,206	54.2	12,561	35.5	35,404
Limited English Proficiency	Limited Proficiency	8,799	33.9	13,603	52.4	2,130	8.2	25,951
	Proficient	11,137	18.4	33,894	55.9	15,563	25.7	60,618
At Risk	Yes	16,285	42.1	20,551	53.1	1,853	4.8	38,711
	No	3,851	8.0	27,918	58.3	16,096	33.6	47,913
	All Students	**20,155**	**23.3**	**48,510**	**56.0**	**17,962**	**20.7**	**86,633**

5th grade math

2013		Unsatisfactory		Satisfactory		Advanced		Total # of
Subgroup	Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	Students Tested
Gender	Male	9,825	23.0	22,312	52.2	10,580	24.8	42,717
	Female	9,304	22.4	22,657	54.5	9,584	23.1	41,545
Ethnicity	Hispanic/Latino	10,600	26.2	22,863	56.6	6,945	17.2	40,408
	American Indian or Alaska Native	64	25.5	132	52.6	52	20.7	251
	Asian	204	4.0	1,871	36.8	3,011	59.2	5,090
	Black or African American	5,364	36.6	7,590	51.8	1,708	11.6	14,664
	Native Hawaiian or Other Pacific Islander	9	13.6	40	60.6	13	19.7	66
	White	2,642	11.8	11,735	52.6	7,931	35.6	22,308
	Two or More Races	220	15.5	702	49.6	493	34.8	1,415
Economic Status	Disadvantaged	15,322	30.5	27,648	55.1	7,246	14.4	50,216
	Not Disadvantaged	3,797	11.2	17,308	50.9	12,918	38.0	34,023
Limited English Proficiency	Limited Proficiency	5,584	35.7	8,534	54.6	1,508	9.7	15,626
	Proficient	13,524	19.7	36,407	53.1	18,652	27.2	68,584
At Risk	Yes	10,972	38.5	14,875	52.1	2,683	9.4	28,530
	No	8,135	14.6	30,069	54.0	17,476	31.4	55,680
	All Students	**19,129**	**22.7**	**49,969**	**53.4**	**20,164**	**23.9**	**84,262**

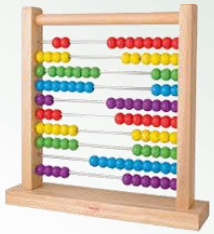
2014		Unsatisfactory		Satisfactory		Advanced		Total # of
Subgroup	Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	Students Tested
Gender	Male	8,817	20.1	23,757	54.3	11,191	25.6	43,789
	Female	8,108	19.0	23,975	56.1	10,625	24.9	42,736
Ethnicity	Hispanic/Latino	9,285	22.3	24,391	58.7	7,838	18.9	41,551
	American Indian or Alaska Native	6	2.0	12	4.1	5	1.7	295
	Asian	147	2.7	1,833	33.3	3,097	56.3	5,505
	Black or African American	4,833	32.1	7,971	53.0	1,905	12.7	15,033
	Native Hawaiian or Other Pacific Islander	0	0.0	0	0.0	0	0.0	84
	White	2,196	9.8	11,956	53.1	8,052	35.8	22,497
	Two or More Races	72	4.7	424	27.4	281	18.2	1,546
Economic Status	Free & Reduced Meals	13,863	27.0	29,480	57.4	7,979	15.5	51,369
	No	3,013	8.6	18,118	51.5	13,786	39.2	35,152
Limited English Proficiency	Current LEP	5,920	22.9	14,162	54.9	4,261	16.5	25,809
	NonLEP	10,830	17.9	32,657	53.8	17,138	28.3	60,655
At Risk	Yes	13,174	34.0	22,254	57.5	3,268	8.4	38,719
	No	3,750	7.8	25,458	53.3	18,543	38.8	47,799
	All Students	**16,940**	**19.6**	**47,757**	**55.2**	**21,826**	**25.2**	**86,526**

7th grade writing

2013		Unsatisfactory		Satisfactory		Advanced		Total # of
Subgroup	Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	Students Tested
Gender	Male	14,969	34.4	27,025	62.1	1,491	3.4	43,485
	Female	9,569	22.4	30,198	70.6	3,006	7.0	42,773
Ethnicity	Hispanic/Latino	14,036	34.9	25,247	62.8	895	2.2	40,178
	American Indian or Alaska Native	95	31.7	185	61.7	14	4.7	300
	Asian	499	9.4	3,584	67.8	1,196	22.6	5,283
	Black or African American	5,276	34.4	9,702	63.3	351	2.3	15,329
	Native Hawaiian or Other Pacific Islander	21	28.0	46	61.3	4	5.3	75
	White	4,293	18.2	17,385	73.7	1,906	8.1	23,584
	Two or More Races	249	18.0	1,006	72.5	128	9.2	1,387
Economic Status	Disadvantaged	18,371	37.5	29,787	60.8	830	1.7	48,988
	Not Disadvantaged	6,116	16.5	27,384	73.7	3,665	9.9	37,165
Limited English Proficiency	Limited Proficiency	5,725	69.7	2,480	30.2	10	0.1	8,219
	Proficient	18,758	24.1	54,685	70.2	4,484	5.8	77,929
At Risk	Yes	15,180	56.0	11,806	43.6	109	0.4	27,095
	No	9,297	15.7	45,361	76.8	4,385	7.4	59,043
	All Students	**24,539**	**28.4**	**57,225**	**66.3**	**4,497**	**5.2**	**86,261**

2014		Unsatisfactory		Satisfactory		Advanced		Total # of
Subgroup	Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	Students Tested
Gender	Male	15,386	34.5	27,182	60.9	2,040	4.6	44,634
	Female	9,136	21.0	30,070	69.2	4,201	9.7	43,433
Ethnicity	Hispanic/Latino	14,184	33.8	26,324	62.7	1,424	3.4	41,989
	American Indian or Alaska Native	9	3.0	26	8.7	2	0.7	299
	Asian	499	8.8	3,494	61.7	1,495	26.4	5,662
	Black or African American	5,359	34.6	9,497	61.4	532	3.4	15,479
	Native Hawaiian or Other Pacific Islander	1	1.1	5	5.7	0	0.0	87
	White	3,997	17.3	16,476	71.2	2,563	11.1	23,150
	Two or More Races	210	15.2	815	59.1	141	10.2	1,379
Economic Status	Disadvantaged	18,780	36.9	30,772	60.4	1,360	2.7	50,926
	Not Disadvantaged	5,732	15.4	26,447	71.2	4,876	13.1	37,131
Limited English Proficiency	Limited Proficiency	8,205	52.1	6,828	43.4	138	0.9	15,734
	Proficient	16,168	22.4	49,999	69.2	6,087	8.4	72,266
At Risk	Yes	18,806	53.0	16,461	46.4	199	0.6	35,500
	No	5,722	10.9	40,771	77.6	6,041	11.5	52,554
	All Students	**24,547**	**27.9**	**57,267**	**65.0**	**6,241**	**7.1**	**88,067**

7th grade math



2013		Unsatisfactory		Satisfactory		Advanced	
Subgroup	Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	Total # of Students Tested
Gender	Male	10,447	27.6	23,727	62.6	3,701	9.8	37,910
	Female	9,668	26.1	23,967	64.6	3,450	9.3	37,111
Ethnicity	Hispanic/Latino	10,691	30.3	22,569	64.0	1,974	5.6	35,281
	American Indian or Alaska Native	12	4.4	37	13.5	2	0.7	274
	Asian	166	4.2	2,076	52.9	1,523	38.8	3,926
	Black or African American	5,623	39.7	8,022	56.6	451	3.2	14,177
	Native Hawaiian or Other Pacific Islander	0	0.0	0	0.0	0	0.0	62
	White	3,170	15.8	13,775	68.8	2,961	14.8	20,031
	Two or More Races	165	14.0	611	52.0	166	14.1	1,175
Economic Status	Disadvantaged	15,175	34.5	26,780	60.9	2,031	4.6	44,006
	Not Disadvantaged	4,882	15.8	20,858	67.4	5,116	16.5	30,930
English Proficiency	Limited Proficiency	4,858	38.3	6,866	54.1	392	3.1	12,686
	Proficient	15,043	24.2	40,440	65.0	6,734	10.8	62,246
At Risk	Yes	11,976	47.4	12,801	50.7	431	1.7	25,272
	No	8,074	16.3	34,849	70.2	6,716	13.5	49,657
	All Students	20,133	26.8	47,714	63.6	7,151	9.5	75,024

2014		Unsatisfactory		Satisfactory		Advanced	
Subgroup	Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	Total # of Students Tested
Gender	Male	12,240	29.0	24,081	57.1	5,845	13.9	42,196
	Female	11,331	27.7	24,274	59.3	5,298	12.9	40,930
Ethnicity	Hispanic/Latino	13,048	33.0	23,235	58.8	3,147	8.0	39,488
	American Indian or Alaska Native	7	2.6	18	6.7	4	1.5	268
	Asian	269	5.4	2,312	46.4	2,245	45.0	4,986
	Black or African American	6,276	41.4	8,029	52.9	781	5.1	15,173
	Native Hawaiian or Other Pacific Islander	2	2.6	4	5.1	0	0.0	78
	White	3,497	16.0	13,597	62.4	4,585	21.0	21,797
	Two or More Races	205	15.6	641	48.8	228	17.4	1,314
Economic Status	Disadvantaged	18,012	37.2	27,182	56.2	3,175	6.6	48,385
	Not Disadvantaged	5,549	16.0	21,138	60.9	7,961	22.9	34,730
English Proficiency	Limited Proficiency	5,920	41.7	6,993	49.3	739	5.2	14,196
	Proficient	17,466	25.4	41,004	59.6	10,346	15.0	68,836
At Risk	Yes	17,617	52.1	15,406	45.6	730	2.2	33,788
	No	5,965	12.1	32,930	66.8	10,406	21.1	49,326
	All Students	23,606	28.4	48,360	58.2	11,145	13.4	83,126

8th grade reading

2013		Unsatisfactory		Satisfactory		Advanced		Total # of
Subgroup	Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	Students Tested
Gender	Male	7,575	18.1	25,122	60.2	9,047	21.7	41,744
	Female	5,044	12.2	24,148	58.6	11,988	29.1	41,180
Ethnicity	Hispanic/Latino	7,190	18.9	24,131	63.4	6,719	17.7	38,040
	American Indian or Alaska Native	53	15.2	208	59.6	81	23.2	349
	Asian	334	6.7	2,059	41.0	2,625	52.3	5,018
	Black or African American	3,077	20.7	9,453	63.5	2,352	15.8	14,883
	Native Hawaiian or Other Pacific Islander	10	14.1	39	54.9	20	28.2	71
	White	1,814	7.8	12,622	54.4	8,753	37.7	23,189
	Two or More Races	95	7.5	699	55.2	468	36.9	1,267
Economic Status	Disadvantaged	9,786	21.2	29,443	63.7	6,958	15.1	46,187
	Not Disadvantaged	2,823	7.7	19,805	54.0	14,072	38.3	36,700
Limited English Proficiency	Limited Proficiency	3,475	53.0	2,927	44.6	156	2.4	6,560
	Proficient	9,115	11.9	46,295	60.7	20,870	27.4	76,287
At Risk	Yes	9,552	32.6	18,103	61.7	1,674	5.7	29,329
	No	3,025	5.7	31,118	58.2	19,353	36.2	53,496
	All Students	**12,621**	**15.2**	**49,277**	**59.4**	**21,037**	**25.4**	**82,935**

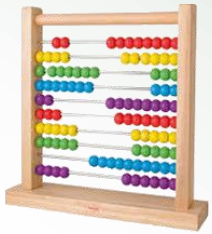
2014		Unsatisfactory		Satisfactory		Advanced		Total # of
Subgroup	Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	Students Tested
Gender	Male	8,559	19.5	25,998	59.1	9,392	21.4	43,971
	Female	5,902	13.7	25,411	58.9	11,810	27.4	43,150
Ethnicity	Hispanic/Latino	8,648	21.3	25,372	62.6	6,484	16.0	40,550
	American Indian or Alaska Native	19	6.0	34	10.8	7	2.2	315
	Asian	396	7.2	2,027	36.6	2,963	53.5	5,535
	Black or African American	3,410	22.1	9,727	62.9	2,248	14.5	15,464
	Native Hawaiian or Other Pacific Islander	0	0.0	0	0.0	0	0.0	77
	White	1,744	7.3	13,088	55.1	8,845	37.2	23,774
	Two or More Races	75	5.4	658	47.1	453	32.4	1,396
Economic Status	Disadvantaged	11,168	23.6	29,873	63.0	6,334	13.4	47,401
	Not Disadvantaged	3,277	8.3	21,511	54.2	14,860	37.4	39,710
Limited English Proficiency	Limited Proficiency	5,120	44.9	5,155	45.2	447	3.9	11,394
	Proficient	9,195	12.2	45,765	60.5	20,696	27.3	75,672
At Risk	Yes	12,497	33.9	22,640	61.4	1,725	4.7	36,890
	No	1,958	3.9	28,762	57.3	19,473	38.8	50,219
	All Students	**14,469**	**16.6**	**51,435**	**59.0**	**21,208**	**24.3**	**87,124**

8th grade math

2013		Unsatisfactory		Satisfactory		Advanced		Total # of Students Tested
Subgroup	Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	
Gender	Male	7,141	20.2	25,998	73.6	2,208	6.2	35,347
	Female	6,752	19.7	25,517	74.4	2,033	5.9	34,302
Ethnicity	Hispanic/Latino	7,283	21.8	24,744	74.1	1,351	4.0	33,378
	American Indian or Alaska Native	54	20.0	205	75.9	8	3.0	270
	Asian	127	4.3	2,020	68.5	798	27.1	2,948
	Black or African American	4,152	30.8	9,087	67.3	256	1.9	13,495
	Native Hawaiian or Other Pacific Islander	12	19.7	44	72.1	4	6.6	61
	White	2,102	11.4	14,568	79.2	1,719	9.3	18,389
	Two or More Races	122	11.9	795	77.8	100	9.8	1,022
Economic Status	Disadvantaged	10,388	25.5	29,060	71.4	1,260	3.1	40,708
	Not Disadvantaged	3,493	12.1	22,439	77.6	2,980	10.3	28,912
Limited English Proficiency	Limited Proficiency	1,997	37.3	3,227	60.2	133	2.5	5,359
	Proficient	11,860	18.5	48,247	75.1	4,107	6.4	64,220
At Risk	Yes	9,437	34.7	17,372	63.9	380	1.4	27,189
	No	4,424	10.4	34,104	80.5	3,860	9.1	42,388
	All Students	**13,896**	**19.9**	**51,520**	**74.0**	**4,241**	**6.1**	**69,657**

2014		Unsatisfactory		Satisfactory		Advanced		Total # of Students Tested
Subgroup	Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	
Gender	Male	6,805	19.6	24,919	71.8	2,952	8.5	34,707
	Female	6,429	19.4	24,019	72.3	2,726	8.2	33,201
Ethnicity	Hispanic/Latino	7,031	21.2	24,155	73.0	1,875	5.7	33,107
	American Indian or Alaska Native	12	4.8	29	11.6	4	1.6	250
	Asian	117	3.9	1,697	56.6	1,025	34.2	3,000
	Black or African American	3,981	29.9	8,881	66.8	357	2.7	13,298
	Native Hawaiian or Other Pacific Islander	0	0.0	0	0.0	0	0.0	61
	White	1,805	10.5	13,006	75.8	2,220	12.9	17,153
	Two or More Races	91	8.8	577	56.0	123	11.9	1,030
Economic Status	Disadvantaged	9,952	25.1	27,927	70.4	1,762	4.4	39,668
	Not Disadvantaged	3,264	11.6	20,964	74.3	3,911	13.9	28,232
Limited English Proficiency	Limited Proficiency	2,739	30.1	5,379	59.1	278	3.1	9,103
	Proficient	10,335	17.6	43,043	73.3	5,362	9.1	58,757
At Risk	Yes	10,990	33.0	21,844	65.5	482	1.4	33,349
	No	2,241	6.5	27,076	78.4	5,190	15.0	34,551
	All Students	**13,250**	**19.5**	**48,968**	**72.1**	**5,680**	**8.4**	**67,911**

Algebra I



2013		Unsatisfactory		Satisfactory		Advanced		Total # of Students Tested
Subgroup	Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	
Gender	Male	9,547	21.3	27,139	60.6	8,120	18.1	44,806
	Female	7,291	16.9	27,825	64.4	8,090	18.7	43,206
Ethnicity	Hispanic/Latino	8,848	22.1	26,308	65.6	4,923	12.3	40,079
	American Indian or Alaska Native	46	13.9	218	65.7	59	17.8	332
	Asian	168	3.2	2,100	40.6	2,903	56.1	5,172
	Black or African American	4,881	29.2	10,525	63.0	1,289	7.7	16,695
	Native Hawaiian or Other Pacific Islander	17	18.7	56	61.5	14	15.4	91
	White	2,657	11.0	14,802	61.4	6,642	27.6	24,101
	Two or More Races	185	12.9	879	61.3	366	25.5	1,433
Economic Status	Disadvantaged	12,163	25.4	30,780	64.3	4,906	10.3	47,849
	Not Disadvantaged	4,628	11.6	24,101	60.2	11,289	28.2	40,018
Limited English Proficiency	Limited Proficiency	2,069	45.3	2,281	49.9	217	4.7	4,571
	Proficient	14,714	17.7	52,593	63.1	15,978	19.2	83,285
At Risk	Yes	12,423	37.0	20,038	59.7	1,110	3.3	33,571
	No	4,362	8.0	34,837	64.2	15,085	27.8	54,284
	All Students	**16,840**	**19.1**	**54,968**	**62.5**	**16,210**	**18.4**	**88,018**

2014		Unsatisfactory		Satisfactory		Advanced		Total # of Students Tested
Subgroup	Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	
Gender	Male	9,352	19.7	28,595	60.2	9,514	20.0	47,495
	Female	6,810	14.9	29,253	63.8	9,723	21.2	45,834
Ethnicity	Hispanic/Latino	8,610	20.0	28,244	65.8	6,023	14.0	42,954
	American Indian or Alaska Native	23	6.8	69	20.3	4	1.2	340
	Asian	169	3.1	1,851	33.4	3,278	59.2	5,540
	Black or African American	4,747	26.5	11,503	64.2	1,377	7.7	17,921
	Native Hawaiian or Other Pacific Islander		0.0	0	0.0		0.0	89
	White	2,286	9.1	14,726	58.8	7,794	31.1	25,039
	Two or More Races	111	7.8	631	44.3	277	19.5	1,424
Economic Status	Disadvantaged	11,890	23.3	33,299	65.1	5,881	11.5	51,125
	Not Disadvantaged	4,262	10.1	24,474	58.0	13,321	31.6	42,199
Limited English Proficiency	Limited Proficiency	3,104	31.0	5,408	54.0	522	5.2	10,020
	Proficient	12,941	15.5	51,870	62.3	18,474	22.2	83,303
At Risk	Yes	13,384	31.9	26,810	64.0	1,455	3.5	41,894
	No	2,770	5.4	30,891	60.1	17,700	34.4	51,395
	All Students	**16,181**	**17.3**	**57,882**	**62.0**	**19,262**	**20.6**	**93,333**

English II

2014		Unsatisfactory		Satisfactory		Advanced		Total # of
Subgroup	Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	# of Students in Category	% of Students in Category	Students Tested
Gender	Male	18,203	37.8	27,792	57.7	2,159	4.5	48,192
	Female	12,597	27.6	29,216	64.1	3,726	8.2	45,564
Ethnicity	Hispanic/Latino	17,508	40.1	24,884	56.9	1,275	2.9	43,712
	American Indian or Alaska Native	73	19.5	95	25.4	6	1.6	374
	Asian	775	13.8	3,455	61.4	1,288	22.9	5,630
	Black or African American	7,625	42.9	9,655	54.3	427	2.4	17,777
	Native Hawaiian or Other Pacific Islander	13	12.1	5	4.7	0	0.0	107
	White	4,342	17.6	17,513	71.1	2,675	10.9	24,626
	Two or More Races	209	14.0	964	64.8	168	11.3	1,488
Economic Status	Disadvantaged	22,039	44.0	26,976	53.8	1,092	2.2	50,125
	Not Disadvantaged	8,761	20.1	30,026	68.8	4,793	11.0	43,625
Limited English Proficiency	Limited Proficiency	6,525	73.6	1,845	20.8	24	0.3	8,869
	Proficient	24,080	28.4	54,911	64.7	5,848	6.9	84,861
At Risk	Yes	26,304	54.5	21,691	45.0	224	0.5	48,239
	No	4,486	9.9	35,296	77.6	5,658	12.4	45,490
	All Students	**30,824**	**32.9**	**57,029**	**60.8**	**5,885**	**6.3**	**93,760**

Because the English II exam was revised for 2014, data for 2013 cannot be compared to 2014 results.

high school graduation

4-year high school graduation rates

	2012		2013	
Graduation Status	number	percent	number	percent
High School graduates	64,385	80.5%	66,958	85.7%
High School dropouts	11,381	14.2%	7,059	9.0%
High School-continuting	3,631	4.5%	3,561	4.6%
High School-received GED	618	0.8%	566	0.7%
Total Graduates	**80,015**		**78,144**	

For definitions of these categories of high school graduation status, see notes on page 45.

enrolling and persisting in a community college certificate or degree program

community college 1st year enrollments, full- and part-time students

Institution	# of Students Entering College for First Time Fall 2013	Full-Time Students Entering College for First Time Fall 2013		Part-Time Students Entering College for First Time Fall 2013		# of Students Entering College for First Time Fall 2014	Full-Time Students Entering College for First Time Fall 2014		Part-Time Students Entering College for First Time Fall 2014	
		number	percent	number	percent		number	percent	number	percent
Houston Community College System	5,565	2,045	36.7%	3,520	63.3%	5,767	2,057	35.7%	3,710	64.3%
Lone Star College System	11,340	3,544	31.3%	7,796	68.7%	12,360	3,318	26.8%	9,042	73.2%
San Jacinto College	4,948	2,737	55.3%	2,211	44.7%	5,896	2,210	37.5%	3,686	62.5%
Other Community Colleges	5,976	2,481	41.5%	3,495	58.5%	4,471	2,366	52.9%	2,105	47.1%
Total	**27,829**	**10,807**	**38.8%**	**17,022**	**61.2%**	**28,494**	**9,951**	**34.9%**	**18,543**	**65.1%**

community college persistence, 1st to 2nd year, full-time students

Institution	# of Full-Time Students Entering College for First Time Fall 2011	Full-Time First Time Students Returning after One Year (Fall 2012)		# of Full-Time Students Entering College for First Time Fall 2012	Full-Time First Time Students Returning after One Year (Fall 2013)	
		number	percent		number	percent
Houston Community College System	2,532	1,636	64.6%	2,172	1,416	65.2%
Lone Star College System	3,664	2,497	68.1%	3,749	2,681	71.5%
San Jacinto College	2,800	2,042	72.9%	2,808	2,023	72.0%
Other Community Colleges	2,786	1,907	68.4%	2,745	1,973	71.9%
Total	**11,782**	**8,081**	**68.6%**	**11,474**	**8,093**	**70.5%**

enrolling and persisting in a university degree program

university 1st year enrollments, full- and part-time students

Institution	# of Students Entering College for First Time Fall 2013	Full-Time Students Entering College for First Time Fall 2013		Part-Time Students Entering College for First Time Fall 2013		# of Students Entering College for First Time Fall 2014	Full-Time Students Entering College for First Time Fall 2014		Part-Time Students Entering College for First Time Fall 2014	
	2013	number	percent	number	percent	2014	number	percent	number	percent
Prairie View A&M University	1,466	1,463	99.8%	3	0.2%	1,590	1,589	99.9%	1	0.1%
Sam Houston State University	2,452	2,375	96.9%	77	3.1%	2,542	2,448	96.3%	94	3.7%
Texas Southern University	1,120	1,068	95.4%	52	4.6%	1,545	1,446	93.6%	99	6.4%
University of Houston	3,328	3,198	96.1%	130	3.9%	3,933	3,780	96.1%	153	3.9%
University of Houston-Downtown	1,106	993	89.8%	113	10.2%	987	908	92.0%	79	8.0%
Total	**9,472**	**9,097**	**96.0%**	**375**	**4.0%**	**10,597**	**10,171**	**96.0%**	**426**	**4.0%**

university persistence, 1st to 2nd year, full-time students

Institution	# of Full-Time Students Entering College for First Time Fall 2012	Full-Time First Time Students Returning after One Year (Fall 2013)		# of Full-Time Students Entering College for First Time Fall 2013	Full-Time First Time Students Returning after One Year (Fall 2014)	
		number	percent		number	percent
Prairie View A&M University	1,597	1,185	74.2%	1,466	1,121	76.5%
Sam Houston State University	2,415	2,137	88.5%	2,452	2,153	87.8%
Texas Southern University	1,356	887	65.4%	1,120	752	67.1%
University of Houston	3,428	3,167	92.4%	3,328	3,022	90.8%
University of Houston-Downtown	1,416	1,062	75.0%	1,106	900	81.4%
Total	**10,212**	**8,438**	**82.6%**	**9,472**	**7,948**	**83.9%**

completing a community college certificate or degree program

community college graduation, within 3 years of first enrollment, full-time students

Institution	# of **Full-Time** Students **Entering College** for First Time **Fall 2010**	**Full-Time 2010** First Time College Students **Graduating in 2013 with Associate Degrees**		**Full-Time 2010** First Time College Students **Graduating in 2013 with Certificates**	
		number	percent	number	percent
Houston Community College System	2,519	272	10.8%	53	2.1%
Lone Star College System	3,535	326	9.2%	62	1.8%
San Jacinto Colleges	2,914	358	12.3%	148	5.1%
Other Community Colleges	2,920	367	12.6%	190	6.5%
Total	**11,888**	**1,323**	**11.1%**	**453**	**3.8%**

Institution	# of **Full-Time** Students **Entering College** for First Time **Fall 2011**	**Full-Time 2011** First Time College Students **Graduating in 2014 with Associate Degrees**		**Full-Time 2011** First Time College Students **Graduating in 2014 with Certificates**	
		number	percent	number	percent
Houston Community College System	2,532	294	11.6%	46	1.8%
Lone Star College System	3,664	315	8.6%	70	1.9%
San Jacinto Colleges	2,786	374	13.4%	168	6.0%
Other Community Colleges	2,800	358	12.8%	153	5.5%
Total	**11,782**	**1,341**	**11.4%**	**436**	**3.7%**

completing a university degree program

university graduation, within 6 years of first enrollment, full-time students

Institution	# of **Full-Time** Students **Entering College** for First Time **Fall 2007**	2007 Full-Time First Time College Students **Graduating during or before 2013** with Bachelor's Degrees	
		number	percent
Prairie View A&M University	1,359	564	41.5%
Sam Houston State University	2,213	1,317	59.5%
Texas Southern University	1,177	193	16.4%
University of Houston	3,292	1,811	55.0%
University of Houston-Downtown	737	169	22.9%
Total	**8,778**	**4,054**	**46.2%**

Institution	# of **Full-Time** Students **Entering College** for First Time **Fall 2008**	2008 Full-Time First Time College Students **Graduating during or before 2014** with Bachelor's Degrees	
		number	percent
Prairie View A&M University	1,359	543	40.0%
Sam Houston State University	2,090	1,267	60.6%
Texas Southern University	1,316	249	18.9%
University of Houston	3,507	1,955	55.7%
University of Houston-Downtown	621	167	26.9%
Total	**8,893**	**4,181**	**47.0%**

notes & references

Inside front cover The roster of our Council of Executives shows membership in January, 2015. Two founding members — John Sawyer of the Harris County Department of Education and Clark Baker of the YMCA of Greater Houston — served on the Council from June, 2010 until the Fall of 2014.

p. 2 "The Houston region is now the most ethnically diverse large metropolitan area in the country, surpassing New York City," Jeannie Kever, *Houston Chronicle*, March 5, 2012; population data are from US Census Bureau, American Community Survey, 2013 1-year estimates ; student data are from the Academic Excellence Indicator System, Texas Education Agency, December, 2014.

p. 3 The 2012 Houston Education Survey: *Public Perceptions in a Critical Time*, p. 35, Kinder Institute for Urban Research, Rice University. "George Tang on Connecting the Dots to Educate Texas" *Getting Smart*, February 11, 2014, http://gettingsmart.com/2014/02/george-tang-connecting-dots-educate-texas/

p. 4 Data provided by the Office of Strategic Planning and Funding, Texas Higher Education Coordinating Board, December, 2014. Original sources: Texas Education Agency, Texas Higher Education Coordinating Board, National Student Clearing House. Area includes eight counties: Harris, Fort Bend, Montgomery, Galveston, Brazoria, Chambers, Liberty, and Waller. Results do not include data about students who moved out of state at any time after start of 8th grade and/or received a college certificate or degree from an out-of-state college or university. Researchers estimate that Texas' overall post-secondary completion rate would increase by 10.4% if these student were included in the analysis. Report produced by the National Center for Higher Education Management Systems, Boulder, Colorado, underwritten by the Houston Endowment.

p. 5 Percentages of students "ready" are based on "Advanced" level performance on STAAR exams in 3rd grade reading, 4th grade writing, and 7th grade math, Spring 2014. See also "about our data," p. 18.

p.8 *Theory of Action* chart from Jeff Edmondson and Ben Hecht, *Defining Quality Collective Impact*, Stanford Social Innovation Review, Fall, 2014.

p. 16 After the leadership group in each regional partnership studies data associated with outcomes on its local cradle-to-career "roadmap" and considers supportive community assets already in place that relate to its desired outcomes, the leadership group selects one or two initial outcomes on which to take action. Each partnership will repeat these kinds of analyses to add additional outcomes to its work agenda over time.

p.17 Our "baseline report" (2010) and Update Reports (2011, 2012-2013 and 2014) can be viewed and downloaded at www.allkidsalliance.org.

p. 18 See also page 28.

pp. 21 through 39. All State of Texas Academic Assessments of Readiness (STAAR) data were obtained from reports produced by the Texas Education Agency (TEA). Data do not include results on the "Modified" or Spanish language versions of the tests.

Elementary and secondary school data represent students in the eight-county metropolitan area served by All Kids Alliance (see map on page 13).

We report "advanced" and "satisfactory" results as two mutually exclusive categories, unlike the approach take by the Texas Education Agency which includes students scoring at the "advanced" level in its data on "satisfactory" performance results.

Year-by-year test results represent different cohorts of students; for example, the results for 3rd grade reading in 2014 represent students who were enrolled in the 3rd grade and who were tested in the spring of 2014; results for 2013, by extension, represent 3rd graders tested in the spring of 2013.

For some of these tables, summing the number of students in the "Unsatisfactory," "Satisfactory," and "Advanced" columns does not always equal the values in the columns labeled "Total # of Students." In order to protect students' privacy, the Texas Education Agency did not disaggregate performance outcomes if the number in a category were ≤4. This reporting practice leads to some small but not meaningful discrepancies in some data tables.

In addition, when information about students' demographic characteristics were not provided to TEA, test score data for these students were grouped into separate categories. We have excluded these categories from our "deeper dive" data presentations which may also contribute to minor discrepancies in these tables.

p. 25 When students fail a STAAR End of Course exam they are permitted to retake the exam. All scores for first–and second-time exam takers are reported together. Therefore, the results reported for 2013 and 2014 include some students who retook an exam because they failed it in 2012 or 2013. Most students completing the Algebra I exam are 9th graders. However, some students take Algebra I as 8th graders, and their scores are included here.

p.29 The chart is used by permission of the Barbara Bush Houston Literacy Foundation.

p. 40 Definitions. "High school graduates": The number and percent of students from a class of 9th graders who graduated four years later. (Year indicates the graduating year of the cohort.) "High school dropouts": The number and percent of students who dropped out between 9th grade and graduation. "High school—continuing": The number and percent of students who were continuing in high school beyond the standard graduation period. "High school—received GED" The number and percent of students from a class of 9th graders who successfully completed the *General Educational Development* (GED) exam between 9th grade and standard graduation date four years later. The GED exam is America's only nationally recognized high school-equivalency test

pp. 41 & 43 Data for "Other Community Colleges" combine results from Alvin Community College, Brazosport College, College of the Mainland, Galveston College, Lee College, and Wharton County Junior College.

p. 42 Definition: Persistence rate of first-time, degree-seeking undergraduates: One-Year percent of first-time entering, degree-seeking undergraduates enrolled in at least 12 semester credit hours in the fall semester who still enrolled at the same or another institution the following fall. All public and independent institutions in Texas are included in the persistence rate. Texas Higher Education Coordinating Board.

p. 43 Definition: Full-time/Part-time Undergraduate Students "Part-time": less than 12 semester-credit hours. "Full-time": 12 or more semester credit hours. **3-Year graduation rate:** First-time, full-time entering, credential-seeking undergraduates who graduate within 3-academic years. Texas Higher Education Coordinating Board.

p. 45 Definition: 6-year graduation rate: first-time, full-time entering, degree seeking, students enrolled in a minimum of 12 semester credit hours their first fall semester who graduated from the same institution or another Texas public or independent institution after six academic years. Texas Higher Education Coordinating Board.

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