



House Bill 5 Evaluation

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House Bill 5 Evaluation

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List of Acronyms

| | |
|--------|---|
| AP | Advanced Placement |
| CTE | Career and Technical Education |
| DAP | Distinguished Achievement Program |
| ELA | English Language Arts |
| ELL | English Language Learner |
| EOC | End of Course |
| FAQ | Frequently Asked Question |
| HERC | Higher Education Readiness Component |
| HB | House Bill |
| IB | International Baccalaureate |
| IEP | Individualized Education Program |
| IGC | Individual Graduation Committee |
| JROTC | Junior Reserve Officer Training Corps |
| MHSP | Minimum High School Program |
| NMSQT | National Merit Scholarship Qualifying Test |
| PEIMS | Public Education Information Management System |
| PSAT | Preliminary SAT |
| RHSP | Recommended High School Program |
| SBOE | State Board of Education |
| STAAR® | State of Texas Assessments of Academic Readiness |
| STEM | Science, Technology, Engineering, and Mathematics |
| TAAS | Texas Assessment of Academic Skills |
| TAC | Texas Administrative Code |
| TAKS | Texas Assessments of Knowledge and Skills |
| TAPR | Texas Academic Performance Reports |
| TASA | Texas Association of School Administrators |
| TEA | Texas Education Agency |
| TEAMS | Texas Educational Assessment of Minimum Skills |
| TEC | Texas Education Code |
| TEKS | Texas Essential Knowledge and Skills |
| THECB | Texas Higher Education Coordinating Board |
| TAPR | Texas Academic Performance Reports |
| TSI | Texas Success Initiative |
| TWC | Texas Workforce Commission |

Executive Summary

In June 2013, former Texas Governor Rick Perry signed into law House Bill (HB) 5, 83rd Texas Legislature, Regular Session, which established a new high school graduation program—the Foundation High School Program—for students entering Grade 9 in 2014–15 and reduced the number of state assessments required for graduation. The legislation gave the Texas State Board of Education (SBOE) decision-making authority in a number of areas related to the new high school program. The SBOE adopted rules for the Foundation High School Program on January 31, 2014.

Prior to the passage of HB 5, Texas students could choose among three graduation programs: the Minimum High School Program (MHSP), the Recommended High School Program (RHSP), and the Distinguished Achievement Program (DAP), with special provisions required for students to complete the MHSP.¹ On both the RHSP and DAP, students are required to complete four credits each in English, mathematics (including Algebra II), science, and social studies—satisfying the admission requirements for most Texas public universities and colleges.

With the enactment of HB 5, the commissioner of education was required to adopt a transition plan to replace the MHSP, RHSP, and DAP with the Foundation High School Program beginning with the 2014–15 school year. Under the commissioner’s transition plan, students in Grades 9, 10, and 11 in the 2013–14 school year were allowed the choice to graduate on the MHSP, RHSP, DAP, or new Foundation High School Program (Texas Education Agency [TEA], 2014c). The Foundation High School Program was designed to give students the flexibility to take more classes focused on their interests and career goals. Under the Foundation High School Program, students are required to complete 22 credits to include four credits in English language arts and three credits each in science, social studies, and mathematics. However, students must also select one of five endorsements to pursue (i.e., arts and humanities; business and industry; public services; science, technology, engineering, and mathematics (STEM); and multidisciplinary studies).² Completing an endorsement requires students to earn 26 credits to graduate. The additional credits must include a fourth credit in mathematics and science and two electives. However, unlike the RHSP and DAP, students are not required to complete Algebra II to fulfill the mathematics requirement. Only students opting to earn a distinguished level of achievement or pursue the STEM endorsement continue to be required to complete Algebra II.³

Beginning with the 2014–15 school year, the new high school graduation requirements have been implemented in Texas public school districts for all students entering Grade 9. As part of the legislation, HB 5 Section 83(a), the TEA, in collaboration with the Texas Higher Education Coordinating Board (THECB) and the Texas Workforce Commission (TWC), is required to conduct an evaluation that estimates the effects of graduation requirement changes on several key outcomes, with reports due December 1, 2015, and December 1, 2017.

¹ A student taking courses under the MHSP must meet one of three criteria, and the student, the student’s parent or guardian, and a school counselor or school administrator must agree that the student should be permitted to take courses under the MHSP.

² Each student, upon entering Grade 9, must indicate in writing which endorsement he or she intends to pursue. However, a student may change the endorsement at any time. In addition, a student may graduate without an endorsement if, after the student’s sophomore year, the student and the his or her parent or guardian are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements and the student’s parent or guardian files with a school counselor written permission on a form adopted by TEA.

³ To earn a distinguished level of achievement, a student must complete a total of four credits in mathematics, including Algebra II, and four credits in science, and an endorsement successfully.

The evaluation of HB 5 focuses on meeting the following two objectives:

1. Evaluate the implementation of HB 5 on curriculum and testing requirements for high school graduation.
2. Estimate the effect of the changes HB 5 made to curriculum and testing requirements on high school graduation rates, college readiness, college admissions, college completion, obtainment of workforce certificates, employment rates, and earnings.

Because the first cohort of Grade 9 students required to complete the requirements under the Foundation High School Program will not graduate until spring 2018, this first evaluation report does not include an estimate of HB 5's effect on high school graduation rates, college readiness, college admissions, obtainment of workforce certificates, employment rates, and earnings but rather will report on (1) baseline outcome measures for students graduating under the MHSP, RHSP, and DAP; (2) how districts are implementing the changes to curriculum and graduation requirements during the first year of the Foundation High School Program; and (3) a preliminary assessment of the college readiness of students who will be the first cohort required to graduate under the Foundation High School Program.

Over the last 20 years, the Texas Legislature made changes to public education policy to ensure that all students are prepared for college and the workforce.

Historical Overview of Graduation Requirements in Texas

Over the last 20 years, the Texas Legislature has made changes to the state graduation requirements and accountability system to ensure school districts prepared all students to enter college or the workforce. Beginning with the 1997–98 entering cohort of Grade 9 students, Texas introduced the MHSP, RHSP, and DAP. The RHSP and DAP were designed to improve students' college readiness by ensuring that students completed the coursework required for admission to Texas four-year colleges and universities. For students entering Grade 9 in 2004–05, Texas strengthened its approach to college and career readiness by establishing the RHSP as the default graduation program for all public high school students. In a further commitment to college and career readiness, Texas increased the number of course credits required for graduation by introducing the 4x4 curriculum program that required all students to complete four credits in each of the four foundation subject areas of English, mathematics, science, and social studies. The 4x4 curriculum was incorporated into the RHSP and DAP requirements for students entering Grade 9 in 2007–08 and increased the number of credits required for graduation from 24 to 26. At the same time, the SBOE was tasked with incorporating college readiness performance standards in the Texas Essential Knowledge and Skills (TEKS).

Until 2000–01, students were required to pass the exit-level test of the Texas Assessment of Academic Skills (TAAS) in reading, writing, and mathematics to graduate from high school. In the period of 1997–98 through 2001–02, Texas introduced Algebra I, Biology, English II, and United States History end-of-course (EOC) assessments as an option for meeting testing requirements for graduation in place of TAAS. In 1999, during the 76th Texas Legislature, Senate Bill 103 was passed, replacing the TAAS with the Texas Assessment of Knowledge and Skills (TAKS), which included the exit-level assessment for English language arts, mathematics, science, and social studies beginning with the 2003–04 school year. TAKS was legislatively mandated to align with the new required curriculum standards, the TEKS. In 2007, the 80th Texas Legislature

passed SB 1031, which replaced the TAKS exit-level assessments with 15 State of Texas Assessments of Academic Readiness (STAAR®) EOC assessments as a graduation requirement for students entering Grade 9 in 2011–12. During the 81st Legislative Session, with the enactment of HB 3, Texas introduced vertically aligned STAAR assessments in the elementary and middle grades that would be linked to college readiness performance standards on the Algebra II and English III high school STAAR EOC assessments (Texas Education Agency, 2014f).

In 2013, Texas replaced the MHSP, RHSP, and DAP with the Foundation High School Program.

The MHSP, RHSP, and DAP were replaced during the 83rd Legislative Session with the enactment of HB 5. During this session, Texas introduced a new graduation program, the Foundation High School Program and changed the assessment requirements for graduation.

In addition to changing state graduation requirements to improve college readiness for students, the Texas Legislature made changes to the state accountability system over the years to align with the goal of improving postsecondary readiness for all students. With the 2013 redesign of the state accountability system, postsecondary readiness became a rating criterion for school districts and campuses. Prior to 2013, postsecondary readiness was an acknowledgement distinction.

Progress of Students Under the Minimum, Recommended, and Distinguished Graduation Programs

Student outcomes under the MHSP, RHSP, and DAP showed improvement in college readiness and high school graduation across cohorts.

In preparation for analyses scheduled to occur in future years of this evaluation, baseline outcome measures for students who graduated under the MHSP, RHSP, and DAP were compiled to explore historical trends on key student outcomes, including college readiness, high school graduation, two-year and four-year college enrollment, two-year and four-year college completion, obtainment of workforce certificates, employment, and earnings. Student-level data were aggregated to the cohort level, and all findings are presented according to entering cohorts of Grade 9 students (see Chapter 3 for details regarding the creation of the cohorts used in the analyses).⁴ Data from the entering Grade 9 cohorts of 1997–98 through 2013–14 were included in the analyses.

⁴ All analyses conducted to examine baseline student outcomes were based on cohorts made up of the incoming Grade 9 students for the specific academic year. For example, students who entered Grade 9 for the first time in fall 1997 were considered to be part of the 1997–98 cohort. Per Texas Education Code (TEC) § 39.053(c)(2)-(3), TEA calculates dropout and graduation rates in accordance with standards and definitions adopted by the National Center for Education Statistics of the United States Department of Education and in compliance with the No Child Left Behind Act of 2001 (20 U.S.C. Section 6301 et seq.). These requirements specify the calculation of an on-time high school graduation rate based on a cohort that takes into account students' progression from grade to grade, data on graduation status, and data on students who transfer in and out of a school, district, or state during the

College Readiness

Student-level data from the Grade 11 TAKS were used to explore trends in students' reading and mathematics readiness while students were still in high school. Student performance on these assessments increased steadily across these cohorts, with a small decrease occurring in the mathematics assessment for the 2010–11 cohort. Although only 43% of students in the 2001–02 cohort entering Grade 9 met the Higher Education Readiness Component (HERC)⁵ set by the THECB in mathematics, 67% of students in the 2010–11 cohort entering Grade 9 did so. Likewise, only 29% of students in the 2001–02 cohort entering Grade 9 met the HERC standard in reading; however, this percentage increased to 66% for students in the 2010–11 entering cohort of Grade 9 students.

Data from the Texas Success Initiative (TSI) were used to assess the college readiness of students who enrolled in two-year or four-year public colleges in Texas. TSI is a state-mandated program designed to determine whether a student is ready for college-level coursework in the general areas of reading, writing, and mathematics. Students may meet the TSI readiness standards in mathematics and reading by meeting or exceeding specified score thresholds on approved college readiness exams or by receiving a waiver (see Chapter 3 for additional details). Results of the analyses showed that the percentage of students meeting the TSI readiness standards has increased for both reading and mathematics—from 52% for the 2002–03 cohort to 63% for the 2008–09 cohort in reading and from 47% for the 2002–03 cohort to 59% for the 2008–09 cohort in mathematics.

High School Graduation

**Trends in postsecondary outcomes, employment, and earnings
stayed consistent over time.**

High school graduation rates also increased during this period. The percentage of students in each entering Grade 9 cohort who graduated from a Texas public high school within four years increased from approximately 62% for the 1997–98 cohort to 77% for the 2009–10 cohort.⁶ The largest gain in the percentage of students graduating from a Texas public high school occurred between the 2006–07 cohort and the 2007–08 cohort—an increase of approximately five percentage points (68% to 73%).

Two-Year and Four-Year College Enrollment

Although the results of the analyses showed improvements in the college readiness and high school graduation rates of students, the percentages of students who enrolled in a Texas two-year college or

high school years. TEA defines a cohort as the group of students who begin Grade 9 in Texas public schools for the first time at any time in the same school year plus students, who in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students in the cohort are tracked to their expected graduation date, and all students remain in their original cohort. For the purposes of calculating the longitudinal graduation rate, students who leave the cohort for reasons other than graduating, receiving GED, certificates, or dropping out were excluded based on statutory requirements were not included in the calculation. Please see http://tea.texas.gov/acctres/DropComp_2012-13.pdf for more information. TEA's methodology was not employed in this analysis to keep the number of students in a cohort consistent across time because this allows for more consistent comparisons across time and analyses. There may be limitations with this approach as with all research.

⁵ Students were considered ready to enroll in an institution of higher learning in Texas if they met the HERC on the Grade 11 TAKS.

⁶ These calculations were conducted using a different methodology than the one TEA uses to determine high school graduation rates. Results are not comparable to TEA graduation rates. The denominators for these analyses are the total number of students in each entering cohort of Grade 9 students. See Chapter 3 for a detailed description of how the cohorts were created and the methods used to calculate cohort graduation rates for this report.

four-year public or independent college or university remained relatively stable. The percentage of students in each of these cohorts who enrolled in a two-year college ranged from 19% to 24% across all years. Students who completed the RHSP were more likely than students who completed the other graduation programs to enroll in a two-year college, whereas students who completed the DAP were the most likely to enroll in a Texas public or independent four-year college or university. Similarly, the percentage of students who enrolled in a Texas four-year college or university increased by about five percentage points during this period—from 14% of students in the 1997–98 entering cohort of Grade 9 students to 19% of students in the 2008–09 entering Grade 9 cohort.

Two-year and Four-year College Completion and Persistence

Two-year and four-year college completion and persistence also varied little across cohorts. The percentage of students in each cohort who earned an associate’s degree, completed a workforce certificate, or were still enrolled in a two-year college within three years of their expected graduation from high school increased by one percentage point—from 7% for students entering Grade 9 in the 1997–98 cohort to 8% for students entering Grade 9 in the 2006–07 cohort—during this period. Likewise, there was little change over time in the percentage of students in each entering Grade 9 cohort who earned a bachelor’s degree within four years or were enrolled in a Texas four-year college or university within five years of their actual or expected high school graduation date.⁷ For the entering Grade 9 cohorts of 1997–98 through 2000–01, data were available only for Texas public four-year college and universities. For these cohorts, the percentages of students who earned a bachelor’s degree within four years or were enrolled in a four-year college or university within five years ranged from 10% to 11%. Data from both Texas public and private four-year colleges and universities were available for the entering Grade 9 cohorts of 2001–02 through 2005–06. Across these cohorts, the percentage of students who earned a bachelor’s degree within four years or were enrolled in a four-year college or university within five years was 13%.

Employment and Earnings

Finally, the percentages of students entering Grade 9 in each cohort who were employed one, three, and five years after their actual or expected high school graduation date also remained relatively stable across cohorts, and the median quarterly wages of students entering Grade 9 in each cohort who were employed during quarter four in Texas changed relatively little across cohorts. However, the median quarterly wages of students in each cohort who were employed during quarter four in Texas increased from one to three years after actual or expected high school graduation and three to five years after actual or expected high school graduation.

District Implementation of the Curriculum and Graduation Requirements Under the Foundation High School Program

A primary goal of the HB 5 evaluation is to examine the implementation of HB 5 on curriculum and testing requirements for high school graduation. To do so, an electronic survey was sent to district administrative staff in all public school districts in Texas to collect information on actions taken by districts to implement changes prescribed within HB 5. The survey focused on the following items:

⁷ If a student graduated in fewer than 4 years, postsecondary outcomes are calculated from the year a student graduated high school. For students who do not have a graduation record, postsecondary outcomes are calculated from the time they were expected to graduate high school.

- The endorsements districts are offering in their high schools, including how these endorsements were selected
- The pathway options districts are offering for students to complete an endorsement
- The methods districts used to communicate with parents and students about the new high school graduation requirements, including how they introduced the endorsements offered in the district, the course requirements to complete the endorsement, and what steps, if any, were taken to help parents and students select an endorsement

Approximately 81% of all districts in Texas with at least one high school responded to the survey. These districts were largely representative of all districts in the state relative to district size, type of community the district resides in, accountability ratings received, and demographics of their student population (see Table F1 in the report for more information).

Endorsement Offerings

Districts were most likely to report offering the multidisciplinary studies endorsement. Districts were the least likely to report offering the public services endorsement.

Over half of all responding districts (53%) reported offering all five endorsements, whereas 6% reported offering only one endorsement.

Districts were asked a series of questions regarding which of the endorsements they were offering in their high schools as well as how they decided which endorsements to offer. Districts were most likely to report offering the multidisciplinary studies endorsement (96%), followed by business and industry (87%), STEM (86%), arts and humanities (79%), and public services (62%). Over half of all responding districts (53%) reported offering all five endorsements, whereas only 6% reported offering only one endorsement.

Districts reported little variation in endorsement offerings across their high schools. Most districts with more than one high school (84%) reported offering the same endorsements on each high school campus.⁸

Districts were most likely to consider their current course offerings and staff capacity when considering which endorsements to offer.

Almost all responding districts reported taking into consideration their current course offerings (98%) and staff capacity (97%) when deciding which endorsements to offer. Student interest (72%), availability of facilities (71%), and availability of resources (66%) were also among the top considerations reported by districts.

Districts were also asked whether they encourage students to select specific endorsements or to pursue a distinguished level of achievement. A majority of responding districts (68%) reported not taking any

⁸ Twenty-eight percent of the responding districts had more than one high school.

actions to encourage students to pursue particular endorsements. However, most districts (94%) reported encouraging students to complete a distinguished level of achievement.

Communication With Parents and Students

Parent meetings and information distribution via guidance counselors were the most frequently reported means of communicating with both parents and students about endorsements and course offerings.

In addition, districts were asked about the methods used for communicating with parents and students about the endorsement and course options available to students. The most frequently reported methods for communicating with parents were meeting directly with parents (94%) and communicating through guidance counselors (92%). A majority of districts also reported including information intended for parents in the student handbook (74%), on the district webpage (60%), or in a brochure or flyer focused on endorsement or course offerings (58%).⁹ Similarly, the most frequently reported methods for communicating with students about available endorsement and course offerings were through counselors (94%) and parent meetings (89%). A majority of districts also reported that students were informed about endorsements and course offerings through the student handbook (73%), teachers (62%), informational brochures or flyers (57%), and the district webpage (53%).

New Mathematics Courses

Forty-five percent of districts reported plans to offer Statistics and 30% reported plans to offer Algebraic Reasoning as options for the third or fourth credit requirement in mathematics.

To align with HB 5 curriculum requirements and provide additional advanced mathematics courses as alternatives to Algebra II, the SBOE developed two new courses in mathematics: Algebraic Reasoning and Statistics. Districts were asked whether they planned to offer either of the new mathematics courses approved by the SBOE. Approximately 45% of districts reported planning to offer Statistics and about 30% reported planning to offer Algebraic Reasoning as additional options for the third or fourth credit requirement in mathematics.

Student Outcomes for Foundation High School Program Cohort

The first cohort to graduate under the Foundation High School Program entered Grade 9 in 2014–15. At the time of this report, no outcome data yet existed on this cohort of students. However, this cohort's STAAR performance in Grade 8 is available and gives a preliminary assessment of the students'

⁹ Per TEC, Section 28.02121(a)1 and (b), districts are required to provide information on their websites outlining the benefits of choosing a high school personal graduation program that includes the distinguished level of achievement and each endorsement under the Foundation High School Program so that is accessible to students Grades 9 and above and to parents and legal guardians (<http://www.legis.state.tx.us/tlodocs/83R/billtext/html/HB00005E.htm>).

readiness to enter high school. Results of these analyses show that fewer than half of students who took the Grade 8 STAAR assessments during the spring of 2014 reached Level II at the final standard on the Grade 8 STAAR Reading (47%) and Mathematics (33%) assessments.¹⁰ However, results did show that most Grade 9 students who took the STAAR Algebra I in Grade 8 performed very well, with 80% of the students who completed the assessment reaching the Level II at the final standard.

Limitations of the Findings and Next Steps

As part of the HB 5 legislation, TEA, in collaboration with THECB and TWC, is required to conduct an evaluation that estimates the effects of the new graduation requirements on several key student outcomes. The major limitation of this report as an evaluation of HB 5 is the length of time students have progressed since the implementation of the Foundation High School Program. The first cohort of Grade 9 students required to complete the requirements under the Foundation High School Program will not graduate until spring 2018. Therefore, the earliest that data would be available to begin assessing impacts to student outcomes would be spring 2017, when these students will take assessments that determine their readiness for postsecondary success. The endorsements students can earn under the Foundation High School Program have the potential to focus students on a course of study or career path of personal interest to the student. This could potentially keep students in high school through graduation and possibly motivate them to enroll in college. An additional evaluation report completed in December 2019, after these students have graduated from high school (spring 2018), would be beneficial to the Texas Legislature because impacts to high school graduation and college enrollment will be evident. In addition, more cohorts will be entering high school under the Foundation High School Program, giving the Texas Legislature more opportunities to see trends in these outcomes.

The next two years of this evaluation will continue to follow the previous cohorts graduating under the MHSP, RHSP, and DAP and will report on the first cohort that will be required to graduate under the Foundation High School Program. To better understand how these students are responding to the endorsement offerings and, eventually, how these offerings interact with student outcomes, a subsequent report in this evaluation (December 1, 2017) will focus on the types of endorsements that students are pursuing and the number of students opting to pursue the distinguished level of achievement. Whether students are making progress toward college readiness will also be reported through the scores on the STAAR EOC assessments in English I, English II, Algebra I, Biology, and U.S. History.

¹⁰ Performance at the Level II standard on STAAR indicates that students are sufficiently prepared for the next grade level or course. A three-step phase-in period has been implemented for STAAR performance standards to provide school districts with time to adjust instruction, provide new professional development, and close knowledge gaps. The final Level II standard will become the performance standard after the phase-in period. This standard represents the postsecondary readiness standard and is being used in this evaluation to determine the degree to which the first cohort of students required to graduate under the Foundation High School Program are on track toward postsecondary readiness.

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1. Introduction

In June 2013, former Texas Governor Rick Perry signed into law House Bill (HB) 5, 83rd Texas Legislature, Regular Session, 2013, which established a new high school program—the Foundation High School Program—and reduced the number of state assessments required for graduation. The legislation gave the Texas State Board of Education (SBOE) decision-making authority in a number of areas related to the new high school program. The SBOE adopted rules for the Foundation High School Program on January 31, 2014. Prior to the enactment of HB 5, Texas students could choose among three graduation programs: the Minimum High School Program (MHSP), the Recommended High School Program (RHSP), and the Distinguished Achievement Program (DAP), with special provisions required for students who chose to graduate under the MHSP.¹¹ The RHSP and DAP were designed to improve students' college readiness by ensuring that students completed the coursework required for admission to Texas four-year colleges and universities. Both the RHSP and DAP required students to complete four credits each in English, mathematics (including Algebra II), science, and social studies—satisfying the admission requirements for most Texas public universities and colleges (see Chapter 2 for details on the evolution of the RHSP and DAP requirements).

With the enactment of HB 5, the commissioner of education was required to adopt a transition plan to replace the MHSP, RHSP, and DAP with the Foundation High School Program, beginning with the 2014–15 school year. Under the commissioner's transition plan, students in Grades 9, 10, and 11 in the 2013–14 school year were given the choice to graduate under the MHSP, RHSP, DAP, or new Foundation High School Program (Texas Education Agency, 2014c). The Foundation High School Program was designed to give students the flexibility to take more classes focused on their interests. Under the Foundation High School Program, students are required to complete 22 credits, including four credits in English language arts and three credits each in science, social studies, and mathematics. In addition, all students are now required to earn two credits in a language other than English. Students must also select one of five endorsements to pursue (i.e., arts and humanities; business and industry; public services; science, technology, engineering, and mathematics (STEM); and multidisciplinary studies).¹² Completing an endorsement requires students to earn 26 credits to graduate. The additional credits must include a fourth credit in mathematics and a fourth credit in science and two electives. However, unlike the RHSP and DAP graduation programs, students are not required to complete Algebra II to fulfill the mathematics requirement. Only students opting to earn a distinguished level of achievement or pursue the STEM endorsement continue to be required to complete Algebra II.¹³

Beginning with the 2014–15 school year, the new high school graduation requirements have been implemented in all Texas public school districts for students entering Grade 9. As part of the legislation, HB 5 Section 83(a), the Texas Education Agency (TEA), in collaboration with the Texas Higher Education Coordinating Board (THECB), and the Texas Workforce Commission (TWC), is required to conduct an

¹¹ For a student to take courses under the MHSP, the student must meet one of three criteria, and the student, the student's parent or guardian, and a school counselor or school administrator must agree that the student should be permitted to take courses under the MHSP. See <http://tea.texas.gov/graduation.aspx>.

¹² Each student, upon entering Grade 9, must indicate in writing which endorsement he or she intends to pursue. However, the student may change the endorsement at any time. In addition, a student may graduate without an endorsement if, after the student's sophomore year, he or she and the student's parent or guardian are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements and the student's parent or guardian files with a school counselor written permission on a form adopted by TEA.

¹³ To earn a distinguished level of achievement a student must complete a total of four credits in mathematics, including Algebra II, four credits in science, and successfully complete requirements for an endorsement.

evaluation that estimates the effects of these changes on several key outcomes. The specific requirements under HB 5 Section 83(a) state the following:

- a. The Texas Education Agency, in collaboration with the Texas Higher Education Coordinating Board and the Texas Workforce Commission, shall, through an external evaluator at a center for education research authorized by Section 1.005, Education Code, evaluate the implementation of the changes made by this Act to the curriculum requirements for high school graduation. The evaluation must include an estimation of this Act's effect on high school graduation rates, college readiness, college admissions, college completion, obtainment of workforce certificates, employment rates, and earnings.
- b. The commissioner of education shall submit an initial report regarding the review to the governor, lieutenant governor, and members of the legislature not later than December 1, 2015. The commissioner of education shall submit a final report regarding the review to the governor, lieutenant governor, and members of the legislature not later than December 1, 2017.

1.1 Evaluation Objectives and Questions

In response to these requirements, TEA, in collaboration with THECB and TWC, contracted with American Institutes for Research to conduct the evaluation of HB 5, which focuses on meeting the following two objectives:

1. Evaluate the implementation of HB 5 on curriculum and testing requirements for high school graduation.
2. Estimate the effect of the changes HB 5 made to curriculum and testing requirements on high school graduation rates, college readiness, college admissions, college completion, obtainment of workforce certificates, employment rates, and earnings.

Because the first cohort of Grade 9 students required to complete the requirements under the Foundation High School Program will not graduate from high school until spring 2018, the current report cannot include an estimate of HB 5's effect on high school graduation rates, college readiness, college admissions, obtainment of workforce certificates, employment rates, and earnings. Rather, the current report includes (1) baseline student outcome measures for students graduating under the MHSP, RHSP, and DAP for comparative purposes and (2) information about how districts are implementing the changes to curriculum and graduation requirements for the Foundation High School Program.

The evaluation questions this report addresses include the following:

1.1.1. Policy Review

1. What is the current policy for graduation, including curriculum, testing, and accountability requirements for Texas public high school students under HB 5?
 - a. How have these requirements changed since the inception of the MHSP, RHSP, and DAP?

1.1.2. Implementation of House Bill 5 by School Districts

2. Which of the five endorsements (STEM, public services, business and industry, arts and humanities, and multidisciplinary studies) are being offered by school districts in their high schools?

- a. How did school districts choose which endorsements to offer students?
- 3. What courses are school districts offering that align with each of the endorsements?
 - a. How did school districts choose which endorsement-aligned courses to offer students?
- 4. How did school districts introduce and promote the new high school graduation requirements and endorsement offerings to students?
- 5. To what extent are districts, particularly the 26 districts receiving a postsecondary distinction in the 2014 Accountability Ratings, encouraging the selection of particular endorsements and promoting the attainment of a distinguished level of achievement?

1.1.3. Student Outcomes

- 6. What are the trends over time in student outcomes for students who graduated or will graduate under the MHSP, RHSP, and DAP since their inception (entering Grade 9 cohorts from 1997–98 through 2013–14)?
- 7. What percentage of students who entered Grade 9 in the 2014–15 school year, who will be required to graduate under the Foundation High School Program, are making progress toward becoming college ready as defined by passing scores on the Grade 8 State of Texas Assessments of Academic Readiness (STAAR) Reading and Mathematics assessments, completion of Algebra I, and passing scores on the STAAR end-of-course (EOC) assessment in Algebra I (for students who complete Algebra I in Grade 8 only)?

1.1.4. Year 2 Evaluation Questions

The first comprehensive report will be submitted to the legislature on December 1, 2015. Should TEA, at its own discretion, extend the awarded contract for up to two additional fiscal years, the evaluation questions to be addressed would include the following:

- 1. Which endorsements are students pursuing?
 - a. How does endorsement enrollment differ by student demographics, student achievement, district-level performance, and region?
- 2. What percentage of students are pursuing the distinguished level of achievement?
 - a. How does pursuit of the distinguished level of achievement vary by student demographics, student achievement, district-level performance, and endorsement type?
- 3. What percentage of students who entered Grade 9 in the 2014–15 school year and will be required to graduate under the Foundation High School Program, or have elected to complete the Foundation High School Program graduation requirements, are making progress toward becoming college ready, as defined by passing scores on the STAAR EOC assessments in English I, English II, Algebra I, Biology, and U.S. History?
 - a. How does student performance on the STAAR EOC assessments in English I, English II, Algebra I, Biology, and U.S. History vary by student demographics, student achievement, district-level performance, and endorsement type?

4. What is the effect of HB 5 on student outcomes with regard to college readiness, high school graduation, college enrollment, completion of workforce certifications, college completion, employment rates, and earnings?¹⁴
 - a. Does the effect of HB 5 on student outcomes differ by student demographics, student achievement, district-level performance, and endorsement type?

1.1.5. Year 3 Evaluation Questions

A final comprehensive report is due to the legislature on December 1, 2017. The evaluation questions to be addressed in the final report will include the following:

1. What percentage of students who entered Grade 9 in the 2014–15 school year and will be required to graduate under the Foundation High School Program, or have elected to complete the Foundation High School Program graduation requirements, are college ready, as defined by passing scores on the STAAR EOC assessments in English III and Algebra II?
 - a. How does student performance on the STAAR EOC assessments in English III and Algebra II vary by student demographics, student achievement, district-level performance, and endorsement type?¹⁵
2. For students in the 2014–15 Grade 9 cohort, what is the projected effect of HB 5 on student outcomes with regard to college readiness, high school graduation, college enrollment, completion of workforce certificates, college completion, employment rates, and earnings?

1.2 Evaluation Design

The evaluation of HB 5 employs multiple methodologies and relies on data from a wide range of sources. The evaluation is made up of three components and is designed to be conducted over three years.¹⁶ The three components of the evaluation include the following:

1. Document and Policy Review: In year 1, a document and policy review was conducted to examine the changes implemented under HB 5 as well as to provide a historical overview of the changes to graduation requirements since the inception of the MHSP, RHSP, and DAP (i.e., students entering Grade 9 in 1997–98). In years 2 and 3, the review will be updated to address policy changes that occur as a result of future legislative sessions.
2. Student Outcomes Analyses: In year 1, descriptive statistics were used to present baseline measures on key student outcomes over time. These descriptive statistics allow for examination of historical trends on college- and career-related outcomes for 14 cohorts of students entering Grade 9 (1997–98 through 2013–14). In years 2 and 3, these descriptive analyses will be updated to include new data as they become available. In addition, propensity score analysis will be used to estimate the effect of the changes made to curriculum and testing requirements on the

¹⁴ Although the effects of HB 5 cannot be determined until the first cohort of students graduate in spring 2018, this evaluation question will examine the cohorts of students who had the option to graduate under the Foundation High School Program.

¹⁵ Although the STAAR Algebra II and English III assessments are scheduled to be administered again in 2015–16, they are optional for districts.

¹⁶ The initial contract to conduct the evaluation of HB 5 covers only the first report. This report provides background data on education policies implemented prior to enactment of HB 5, a baseline student outcomes analysis, and preliminary information on how districts are implementing HB 5 in their high schools. If the contract is extended to cover additional years, these analyses will be updated and a set of impact analyses will be conducted. In this section, the full evaluation design is described, acknowledging that the full design may not be implemented.

following outcomes: high school graduation rates, college readiness, college admissions, college completion, workforce certificate completion, employment rates, and earnings.

3. District Survey: In year 1, a survey of all public school districts was conducted to describe how districts are implementing the new HB 5 graduation requirements in their high schools. In years 2 and 3, additional items will be added to the survey and the survey will be readministered to further describe how HB 5 is being implemented in high schools across Texas. Appendix A contains a copy of the online-administered district survey.

1.3 Overview of the Report

To begin, Chapter 2 provides a historical overview of how curriculum, graduation, assessments, and state accountability requirements have evolved over the past 20 years, including changes made with the enactment of HB 5. The chapter includes an introduction of the MHSP, RHSP, and DAP and summarizes key legislation that has moved the focus of Texas public education toward graduating more students who are college and career ready. Chapter 3 presents changes in student outcomes for multiple cohorts of high school students. The outcomes examined include college readiness assessed in Grade 11, high school graduation, college enrollment and completion, workforce certificate completion, employment, and wages. Chapter 4 presents survey results regarding districts' implementation of the new curriculum requirements under the Foundation High School Program. Chapter 5 presents preliminary college readiness measures for students who will form the first cohort of students to graduate from high school under the Foundation High School Program, and Chapter 6 provides a summary of the year 1 findings and next steps in the evaluation. The appendices contain additional technical details from the evaluation. Appendix A provides a copy of the district survey. Appendix B describes in detail the methodology used in constructing the Grade 9 cohorts. Appendix C describes the demographic characteristics of each Grade 9 cohort. Appendix D visually displays results of the outcome analyses by student group. Appendix E provides the number of students displayed in each of the outcome analyses. Appendix F provides more detail about the development and administration of the survey to districts and the characteristics of the districts responding. Finally, Appendix G provides results of the survey by district characteristics.

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2. Policy Review

This chapter provides a historical overview of the state graduation requirements, including assessment requirements in relation to graduation, since the implementation of the MHSP, RHSP, and DAP. Following the historical overview of graduation requirements is an overview of the state accountability system and the changes made to the ratings criteria since 1994.

2.1 Historical Overview of Curriculum and Graduation Requirements in Texas

Over the past 20 years, curriculum and graduation requirements in Texas have evolved to support the higher learning standards adopted by the SBOE in 1997 (Texas Legislative Council, 1995). The Texas Essential Knowledge and Skills (TEKS) are the state-mandated curriculum standards that establish what every student, from elementary through high school, should know and be able to do in each subject area and at the end of each grade level or course. Since 1997, Texas has enacted key legislation that has moved the focus of public education toward graduating more students college and career ready. In addition to the curriculum changes made in response to increasing postsecondary readiness for all students, an emphasis on postsecondary readiness also began to appear in the state accountability system. With the 2013 redesign of the state accountability system, postsecondary readiness became a rating criterion for school districts and campuses. Prior to 2013, postsecondary readiness was an acknowledgement distinction.

2.1.1. Graduation Requirements for Students Entering Grade 9 in 1996–97 or Earlier

Before Texas instituted the MHSP, RHSP, and DAP with students entering Grade 9 in 1997–98, the state offered two graduation programs, a minimum and advanced high school graduation program (Title 19 of the Texas Administrative Code [TAC], Subchapter B, §§ 74.11-74.14, 1996).¹⁷ As shown in Table 1, the minimum high school program required a minimum of 21 credits to graduate, including seven electives, while the advanced high school program required a minimum of 22 credits, including three electives. The advanced program required Algebra II and one more science credit, along with two credits in a language other than English, one credit in fine arts or speech, and one technology credit.

¹⁷ Although effective on September 1, 1996, the graduation programs were optional for students who enrolled in high school on or before 1996–97. In 2014, Title 19 of the Texas Administrative Code [TAC], Subchapter B, §§ 74.11-74.14 was repealed and these sections now contain current requirements.

Table 1. Course Credits Required for Graduation for Grade 9 Cohorts in 1996–97 or Earlier

| Subject Area | Students Entering Grade 9 in 1996–97 or Earlier | |
|------------------------------|--|-----------|
| | Graduation Program | |
| | Minimum | Advanced |
| English Language Arts | 4 | 4 |
| Mathematics | 3 | 3 |
| Science | 2 | 3 |
| Social Studies | 2.5 | 2.5 |
| Academic Elective | — | — |
| Economics | 0.5 | 0.5 |
| Languages Other Than English | — | 2 |
| Fine Arts | — | — |
| Physical Education | 1.5 | 1.5 |
| Health Education | 0.5 | 0.5 |
| Technology Applications | — | 1 |
| Speech | — | 1 |
| Electives | 7 | 3 |
| Additional Components | — | — |
| Total | 21 | 22 |

Source: Title 19 of the Texas Administrative Code (TAC), Subchapter B, §§ 74.11-74.14, 1996.

High school assessments became a graduation requirement with the statewide implementation of the Texas Educational Assessment of Minimum Skills (TEAMS). TEAMS, implemented in response to HB 723 during the 68th Legislative Session, was the statewide assessment for students from 1983–84 through 1988–89. During the 71st Legislative Session, Texas passed SB 40, which required that TEA implement a new assessment focused on testing problem-solving abilities and complex thinking skills, rather than minimum skills (House Research Organization, 1990). First administered in 1989–90, the exit-level test of the Texas Assessment of Academic Skills (TAAS) in reading, writing, and mathematics at Grade 10 was the assessment requirement for graduation for students entering Grade 9 in 2000–01 (Texas Education Agency, 2014f). In 1993–94, Algebra I and Biology EOC assessments were administered as an option for meeting graduation requirements through 2001–02. English II and U.S. History were developed in 1997–98 and added as optional assessments through 2001–02.

2.1.2. Graduation Requirements for Students Entering Grade 9 in 1997–98 Through 2000–01

Beginning with students entering Grade 9 in 1997–98, the MHSP, RHSP, and DAP became the three graduation program options for students (Title 19 of TAC, Subchapter B, §§ 74.11-74.14, 1996).¹⁸ Table 2

¹⁸ In 2014, Title 19 of the Texas Administrative Code [TAC], Subchapter B, §§ 74.11-74.14 was repealed and these sections now contain current requirements.

compares the course credits required for MHSP, RHSP, and DAP to those required under the minimum and advanced programs in effect prior to the 1997–98 school year.

As Table 2 shows, the new MHSP was similar to the old minimum program with a few exceptions. First, the new program required 22 credits instead of the previous 21. In addition, the program required students to complete a half credit of speech, one credit in technology applications, and one credit in an academic elective. This reduced the number of general elective credits from seven, under the old program, to 5.5, under the new MHSP.

Under the new graduation requirements, the advanced high school program was replaced with two programs: the RHSP and the DAP. These programs were designed to improve students' college readiness. Both programs required students to complete 24 credits, an increase of two credits over the former advanced program. In addition, both the RHSP and DAP required students to complete one additional social studies credit and a fine arts credit. Students wishing to complete the DAP were also required to complete one additional credit in a language other than English. Finally, rather than completing general electives, students pursuing the RHSP were required to complete 3.5 credits of an additional curriculum component and students pursuing the DAP were required to complete 2.5 credits of an additional curriculum component and fulfill an advanced measures requirement. To do so, students needed to complete a total of four advanced measures to be selected from any combination of the following: (1) conduct an original research project; (2) earn a qualifying score on a College Board Advanced Placement (AP) test, the International Baccalaureate (IB) exam, or the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT); or (3) complete a college academic course, advanced technical course, or dual-credit course and receive a grade of at least 3.0.¹⁹

¹⁹ For option 2, a student must receive a score of 3 or higher on the College Board AP exam, a score of 4 or higher on the IB exam, or a score on the PSAT that qualifies a student as a Commended Scholar or higher. For more information about the PSAT/NMSQT and the College Board AP exams, visit www.collegeboard.org. For information about the IB Programme, visit www.ibo.org.

Table 2. Side-by-Side Comparison of Required Course Credits Implemented Prior to and After 1997–98

| Subject Area | Students Entering Grade 9 in 1996–97 or Earlier | | Students Entering Grade 9 in 1997–98 Through 2000–01 | | |
|------------------------------|---|-----------|--|-------------|-----------|
| | Graduation Program | | Graduation Program | | |
| | Minimum | Advanced | Minimum | Recommended | Advanced |
| English Language Arts | 4 | 4 | 4 | 4 | 4 |
| Mathematics | 3 | 3 | 3 | 3 | 3 |
| Science | 2 | 3 | 2 | 3 | 3 |
| Social Studies | 2.5 | 2.5 | 2.5 | 3.5 | 3.5 |
| Academic Elective | — | — | 1 | — | — |
| Economics | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| Languages Other Than English | — | 2 | — | 2 | 3 |
| Fine Arts | — | — | — | 1 | 1 |
| Physical Education | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 |
| Health Education | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| Technology Applications | — | 1 | 1 | 1 | 1 |
| Speech | — | 1 | 0.5 | 0.5 | 0.5 |
| Electives | 7 | 3 | 5.5 | — | — |
| Additional Components | — | — | — | 3.5 | 2.5 |
| Total | 21 | 22 | 22 | 24 | 24 |

Source: Title 19 of the Texas Administrative Code (TAC), Subchapter B, §§ 74.11-74.14, 1996, and 19 TAC, Subchapter B, §§ 74.11-74.14, 1997.

In 1997, during the 75th Legislative Session, Texas introduced the Automatic Admission policy (Texas Education Code [TEC] § 51.803) for students applying for admission to college. Students graduating in the top 10% of their high school class were eligible for automatic admission into Texas public colleges and universities.

Passing the exit-level test of the TAAS in reading, writing, and mathematics remained a requirement for graduation for students entering Grade 9 through 2000–01.

2.1.3. Graduation Requirements for Students Entering Grade 9 in 2001–02 Through 2003–04

Minor changes were made to the RHSP and DAP, beginning with the students entering Grade 9 in 2001–02. These changes are displayed in Table 3.

Although the number of credits required for each of the graduation programs remained the same, the additional curriculum component was replaced with a general elective requirement. In addition, students opting to complete either the RHSP or DAP were encouraged to complete four courses in each of the foundation curriculum areas (i.e., English language arts, mathematics, science, and social studies; 19 TAC §§ 74.43-74.44, 2001).

Table 3. Side-by-Side Comparison of Required Course Credits Implemented in 1997–98 and 2001–02

| Subject Area | Students Entering Grade 9 in 1997–98 Through 2000–01 | | | Students Entering Grade 9 in 2001–02 Through 2003–04 | | |
|------------------------------|---|-------------|-----------|---|-------------|---------------|
| | Graduation Program | | | Graduation Program | | |
| | Minimum | Recommended | Advanced | Minimum | Recommended | Distinguished |
| English Language Arts | 4 | 4 | 4 | 4 | 4 | 4 |
| Mathematics | 3 | 3 | 3 | 3 | 3 | 3 |
| Science | 2 | 3 | 3 | 2 | 3 | 3 |
| Social Studies | 2.5 | 3.5 | 3.5 | 2.5 | 3.5 | 3.5 |
| Academic Elective | 1 | — | — | 1 | — | — |
| Economics | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| Languages Other Than English | — | 2 | 3 | — | 2 | 3 |
| Fine Arts | — | 1 | 1 | — | 1 | 1 |
| Physical Education | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 |
| Health Education | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| Technology Applications | 1 | 1 | 1 | 1 | 1 | 1 |
| Speech | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| Electives | 5.5 | — | — | 5.5 | 3.5 | 2.5 |
| Additional Components | — | 3.5 | 2.5 | — | — | — |
| Total | 22 | 24 | 24 | 22 | 24 | 24 |

Source: Title 19 of the Texas Administrative Code (TAC), Subchapter B, §§ 74.11-74.14, 1997, and 19 TAC, Subchapter D §§ 74.41-74.44, 2001.

In 1999, during the 76th Texas Legislature, SB 103 was passed that replaced the TAAS with the Texas Assessment of Knowledge and Skills (TAKS) as the exit-level assessments in English language arts, mathematics, science, and social studies beginning with the 2003–04 school year (Texas Legislative Council, 1999). TAKS was legislatively mandated to be more comprehensive than TAAS by measuring more of the state-mandated curriculum, the TEKS. In order to graduate, students had to pass all four exit-level assessments.

2.1.4. Graduation Requirements for Students Entering Grade 9 in 2004–05 through 2006–07

Only very minor changes were made to the course credit requirements for students entering Grade 9 in 2004–05. As shown in Table 4, the number of required credits for each of the foundation subjects remained unchanged, although the health and technology applications credits and a half credit of physical education were removed to give students an opportunity to take more electives.

However, during the 77th Texas Legislature, Texas placed a stronger emphasis on college readiness by passing HB 1144 that instituted the curriculum requirements for the RHSP as the default graduation requirements for all students (Texas Legislative Council, 2001).²⁰ In order to complete the MHSP, a student needed permission from school administrative staff and a parent/guardian in the form of a written agreement permitting the student to take courses on the MHSP and acknowledging that the MHSP does not meet the admissions requirements for many four-year colleges and universities in Texas.²¹

²⁰ Unless the student or guardian and the school counselor or school administrator believes that the student should be permitted to fulfill the requirements under the MHSP.

²¹ Before a student is permitted to pursue the MHSP, a school district must provide written notice to the student's parent or guardian explaining the benefits of the RHSP. The student, the student's parent or guardian, and a school counselor or school administrator must agree that the student should be permitted to take courses under the MHSP and that agreement must be in writing.

Table 4. Side-by-Side Comparison of Required Course Credits Implemented in 2001–02 and 2004–05

| Subject Area | Students Entering Grade 9 in 2001–02 Through 2003–04 | | | Students Entering Grade 9 in 2004–05 Through 2006–07 | | |
|------------------------------|---|-------------|---------------|---|-------------|---------------|
| | Graduation Program | | | Graduation Program | | |
| | Minimum | Recommended | Distinguished | Minimum | Recommended | Distinguished |
| English Language Arts | 4 | 4 | 4 | 4 | 4 | 4 |
| Mathematics | 3 | 3 | 3 | 3 | 3 | 3 |
| Science | 2 | 3 | 3 | 2 | 3 | 3 |
| Social Studies | 2.5 | 3.5 | 3.5 | 2.5 | 3.5 | 3.5 |
| Academic Elective | 1 | — | — | 1 | — | — |
| Economics | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| Languages Other Than English | — | 2 | 3 | — | 2 | 3 |
| Fine Arts | — | 1 | 1 | — | 1 | 1 |
| Physical Education | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 |
| Health Education | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| Technology Applications | 1 | 1 | 1 | 1 | 1 | 1 |
| Speech | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| Electives | 5.5 | 3.5 | 2.5 | 5.5 | 3.5 | 2.5 |
| Additional Components | — | — | — | — | — | — |
| Total | 22 | 24 | 24 | 22 | 24 | 24 |

Source: Title 19 of the Texas Administrative Code (TAC), Subchapter D §§ 74.41-74.44, 2001, and 19 TAC, Subchapter E §§ 74.51-74.54, 2003, 2010.

Passing the exit-level TAKS test in English language arts, mathematics, science, and social studies remained a graduation requirement for students entering Grade 9 through 2006–07.

2.1.5. Graduation Requirements for Students Entering Grade 9 in 2007–08 through 2010–11

In another effort to increase the number of students who are college and career ready, the 79th Texas Legislature passed HB 1 in 2006 (Texas Legislative Council, 2006). This legislation introduced the 4x4 curriculum requirements into the RHSP and DAP. As shown in Table 5, students were required to take four credits each of English language arts, mathematics, science, and social studies to complete the RHSP and DAP.²² As a result, beginning with the students entering Grade 9 in 2007–08, students pursuing the RHSP and DAP were required to complete an additional two credits, increasing the total number of required credits from 24 to 26 in order to preserve the same number of elective credits for students.

In 2010, in response to House Bill 3 from the 81st Texas Legislature, the SBOE adopted amendments to the graduation requirements. These amendments retroactively affected 19 TAC Chapter 74, Subchapter E beginning with school year 2004–05 and Subchapter F, beginning with school year 2007–08. Changes for all three graduation programs included removing one-half credit in health education and one credit in technology applications and reducing the physical education requirement to one credit. These two additional credits were added to the elective credits for the RHSP and DAP. For the MHSP, one credit was added to fine arts and the other credit was added to the elective credits.

In addition, in 2007, the 80th Texas Legislature passed HB 2237, which required that the SBOE incorporate college readiness standards into the TEKS for high school courses beginning with the 2008–09 school year (Texas Legislative Council, 2007).

²² Although earning 3.5 credits is listed as a requirement for social studies, Economics is listed as a required .5 credit and is included in the count for required social studies credits.

Table 5. Side-by-Side Comparison of Required Course Credits Implemented in 2004–05 and 2007–08

| Subject Area | Students Entering Grade 9 in 2004–05 Through 2006–07 | | | Students Entering Grade 9 in 2007–08 Through 2011–12 | | |
|------------------------------|---|-------------|---------------|---|-------------|---------------|
| | Graduation Program | | | Graduation Program | | |
| | Minimum | Recommended | Distinguished | Minimum | Recommended | Distinguished |
| English Language Arts | 4 | 4 | 4 | 4 | 4 | 4 |
| Mathematics | 3 | 3 | 3 | 3 | 4 | 4 |
| Science | 2 | 3 | 3 | 2 | 4 | 4 |
| Social Studies | 2.5 | 3.5 | 3.5 | 2.5 | 3.5 | 3.5 |
| Academic Elective | 1 | — | — | 1 | — | — |
| Economics | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| Languages Other Than English | — | 2 | 3 | — | 2 | 3 |
| Fine Arts | — | 1 | 1 | 1 | 1 | 1 |
| Physical Education | 1.5 | 1.5 | 1.5 | 1 | 1 | 1 |
| Health Education | 0.5 | 0.5 | 0.5 | — | — | — |
| Technology Applications | 1 | 1 | 1 | — | — | — |
| Speech | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| Electives | 5.5 | 3.5 | 2.5 | 6.5 | 5.5 | 4.5 |
| Additional Components | — | — | — | — | — | — |
| Total | 22 | 24 | 24 | 22 | 26 | 26 |

Source: 19 Texas Administrative Code (TAC), Chapter 74, Subchapter E §§ 74.51-74.54, 2003, 2010 and 19 TAC Chapter 74, Subchapter F §§ 74.61-74.64, 2005, 2010.

Passing the exit-level TAKS test in English language arts, mathematics, science, and social studies remained a graduation requirement for students entering Grade 9 in 2010–11.

2.1.6. Graduation Requirements for Students Entering Grade 9 in 2011–12

For students entering Grade 9 in 2011–12, no changes were made to the course requirements or the number of credits required to graduate from high school.

However, in 2007, the 80th Texas Legislature passed SB 1031, which replaced the TAKS assessments with the STAAR. The bill amended the TEC to phase out and replace the exit-level assessments in TAKS with 15 EOC assessments for high school courses (Texas Legislative Council, 2007; Texas Education Agency, 2010). The bill also required each EOC to measure students' college readiness and allow measurement of annual improvement in student achievement in mathematics and reading in the elementary and middle grades that would link to the college readiness performance standards on the high school EOC assessments. Beginning with the students entering Grade 9 in 2011–12, students were required to pass all 15 EOC assessments to graduate from high school.²³ In 2009, the 81st Texas Legislature passed HB 3, which required that the TEA and THECB jointly set a college readiness performance standard for the Algebra II and English III EOC assessments (Texas Legislative Council, 2009).

2.1.7. Graduation Requirements for Students Entering Grade 9 in 2012–13 or 2013–14

No changes were made to the course requirements for students entering Grade 9 in 2012–13 or 2013–14; however, in response to SB 6 enacted during the 82nd Texas Legislature, the SBOE adopted rules in 2012 to update the graduation requirements, which allowed certain career and technical education courses to satisfy certain mathematics and science graduation requirements and provided additional clarification regarding graduation requirements. The 4x4 curriculum remained as the set of course requirements for graduation under the RHSP and DAP.

In June 2013, the 83rd Texas Legislature passed HB 5, which introduced the Foundation High School Program for students entering Grade 9 in 2014–15 (Texas Legislative Council, 2013). HB 5 required the commissioner of education to adopt a transition plan to implement the Foundation High School Program that allowed students graduating in 2013–14 and students who were in high school before 2014–15 to graduate under the new high school program (19 TAC, Subchapter BB, §§ 74.1021-74.1022, 2014). A student who chose to graduate under the Foundation High School Program in 2013–14 did not have the option to earn an endorsement, the distinguished level of achievement, or a performance acknowledgment. The requirements for these components of the Foundation High School Program were not finalized until early 2014. Students opting to complete the Foundation High School Program, rather than graduate under the previous high school program, were also required to complete a half credit of speech for a total of 22.5 credits.

²³ The 15 EOC assessments included English I Reading, English I Writing, English II Reading, English II Writing, English III Reading, English III Writing, Algebra I, Algebra II, Geometry, Biology, Chemistry, Physics, World Geography, World History, and U.S. History. Graduation requirements in relation to the EOC assessments varied by graduation program.

Table 6. Side-by-Side Comparison of Required Course Credits Implemented in 2007–08 and 2012–13

| Subject Area | Students Entering Grade 9 in 2007–08 Through 2011–12 | | | Students Entering Grade 9 in 2012–13 or 2013–14 | | |
|------------------------------|---|-------------|---------------|--|-------------|---------------|
| | Graduation Program | | | Graduation Program | | |
| | Minimum | Recommended | Distinguished | Minimum | Recommended | Distinguished |
| English Language Arts | 4 | 4 | 4 | 4 | 4 | 4 |
| Mathematics | 3 | 4 | 4 | 3 | 4 | 4 |
| Science | 2 | 4 | 4 | 2 | 4 | 4 |
| Social Studies | 2.5 | 3.5 | 3.5 | 2.5 | 4 | 4 |
| Academic Elective | 1 | — | — | 1 | — | — |
| Economics | 0.5 | 0.5 | 0.5 | 0.5 | — | — |
| Languages Other Than English | — | 2 | 3 | — | 2 | 3 |
| Fine Arts | — | 1 | 1 | 1 | 1 | 1 |
| Physical Education | 1 | 1 | 1 | 1 | 1 | 1 |
| Health Education | — | — | — | — | — | — |
| Technology Applications | — | — | — | — | — | — |
| Speech | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| Electives | 7.5 | 5.5 | 4.5 | 6.5 | 5.5 | 4.5 |
| Additional Components | — | — | — | — | — | — |
| Total | 22 | 26 | 26 | 22 | 26 | 26 |

Source: Title 19 of the Texas Administrative Code (TAC) Chapter 74, Subchapter F §§ 74.61-74.64, 2005, and 19 TAC, Chapter 74, Subchapter G §§ 74.71-74.74, 2012.

In addition to changing the curriculum requirements for graduation, HB 5 also reduced the number of EOC assessments required for graduation from 15 to 5 (English I, English II, Algebra I, Biology, and U.S. History) and removed the requirement for a cumulative score, minimum score, and inclusion of the EOC results as 15 percent of a course grade. This legislation also required that the English reading and writing assessments be combined into one assessment. In addition, the commissioner of education established rules to allow substitute assessments to be used in place of the STAAR EOC assessments (19 TAC, Chapter 101, Subchapter DD, § 101.4002).

2.1.8. Graduation Requirements for Students Entering Grade 9 in 2014–15

With the passage of HB 5 in 2013, the Foundation High School Program replaced the existing MHSP, RHSP, and DAP requirements needed for high school graduation in Texas for students entering Grade 9 beginning in 2014–15 (Texas Education Agency, 2014e, 2014b). The Foundation High School Program embodies a marked change in Texas high school graduation policy. Prior to the passage of HB 5, changes to the Texas high school graduation requirements focused primarily on increasing curricular rigor and improving the college readiness of Texas high school graduates. The Foundation High School Program represents a shift that emphasizes greater flexibility in course selection focused on students' interests and career goals.

As shown in Table 7, the Foundation High School Program requires a minimum of 22 credits. In addition, students have the option of earning an endorsement and a distinguished level of achievement. Students may also earn performance acknowledgements based on the completion of dual-credit courses; bilingualism/biliteracy; performance on the PSAT, PLAN, ACT, or SAT; performance on an AP or IB examination; and/or completion of a state, nationally or internationally recognized business or industry certification or license.

Table 7. Side-by-Side Comparison of Required Course Credits Implemented in 2012–13 and 2014–15

| Subject Area | Students Entering Grade 9 in 2012–13 or 2013–14 | | | Students Entering Grade 9 in 2014–15 | | |
|---------------------------------|--|-------------|---------------|---|-----------------------------------|--|
| | Graduation Program | | | Graduation Program | | |
| | Minimum | Recommended | Distinguished | Foundation | Foundation with an Endorsement | Distinguished Level of Achievement |
| English Language Arts | 4 | 4 | 4 | 4 | 4 | 4 |
| Mathematics | 3 | 4 | 4 | 3 | 4 ^b | 4 ^c |
| Science | 2 | 4 | 4 | 3 | 4 | 4 |
| Social Studies | 2.5 | 4 | 4 | 3 | 3 | 3 |
| Academic Elective | 1 | — | — | — | — | — |
| Economics | 0.5 | — | — | — | — | — |
| Languages Other Than English | — | 2 | 3 | 2 | 2 | 2 |
| Fine Arts | 1 | 1 | 1 | 1 | 1 | 1 |
| Physical Education | 1 | 1 | 1 | 1 | 1 | 1 |
| Health Education | — | — | — | — | — | — |
| Technology Applications | — | — | — | — | — | — |
| Speech | 0.5 | 0.5 | 0.5 | — | — | — |
| Electives | 6.5 | 5.5 | 4.5 | 5 | 7 ^a | 7 ^a |
| Total | 22 | 26 | 26 | 22 | 26 | 26 |

Source: Title 19 of the Texas Administrative Code (TAC), Chapter 74, Subchapter G §§ 74.71-74.74, 2012, and 19 TAC, Chapter 74, Subchapter B, §§ 74.11-74.14, 2014.

^a Completion of at least one endorsement.

^b Must include Algebra II if the student chooses to complete the science, technology, engineering, and mathematics (STEM) endorsement.

^c Algebra II is required.

Students electing to complete the Foundation High School Program with an endorsement must continue to complete four courses each in English, mathematics, and science; however, the mathematics courses do not have to include Algebra II in the sequence, with the exception of the STEM endorsement.²⁴ Only students pursuing the STEM endorsement or a distinguished level of achievement must complete Algebra II. To expand the options for the third and fourth mathematics requirement, the SBOE developed two new courses, Algebraic Reasoning and Statistics. In addition, all students under the Foundation High School Program now have to meet the languages other than English requirement.

Finally, HB 5 also changed the Automatic Admission policy. Students who graduate in the top 10% of their class and who also earn a distinguished level of achievement are the only students eligible for automatic admission to Texas public universities.

As previously stated, HB 5 altered student testing requirements on the STAAR by reducing the number of EOC assessments from 15 to five that students need to pass to graduate. On May 11, 2015, Governor Greg Abbott signed into law SB 149 during the 84th Legislative Session, which made immediate and significant changes to the assessment requirements for graduation. Students who are classified in Grades 11 or 12 during the 2014–15, 2015–16, or 2016–17 school year, who have taken and failed up to two EOC assessments, may meet the requirements for graduation based on an Individual Graduation Committee (IGC) review. SB 149 also provides students who did not pass the STAAR EOC Algebra I and/or English II a second time to substitute the Texas Success Initiative (TSI) assessment to meet the EOC requirement (Texas Education Agency, 2015a).²⁵

2.2 Historical Overview of the Texas State Accountability System

In addition to changing state graduation requirements to improve college readiness for students, the Texas Legislature made changes to the state accountability system over the years to align with the goal of improving postsecondary readiness for all students. In 1993–94, TEA introduced the first district accountability and campus rating system (Texas Legislative Council, 1993; Texas Education Agency, 1994). The indicators used in determining the ratings consisted solely of performance on TAAS, dropout, and attendance rates. However, districts that were rated *Acceptable* or *Accredited* could also receive a recognition or acknowledgment for performance on the SAT or ACT. In 2001, the 77th Texas Legislature enacted the Gold Performance Acknowledgement system (Texas Legislative Council, 2001), which allowed districts and campuses to receive additional postsecondary readiness acknowledgements if they scored highly on indicators exclusive of those used in determining accountability ratings. Included in the nine acknowledgment measures were the following postsecondary readiness indicators: advanced academic course completion, AP/IB exam results, SAT/ACT results, high performance on the TAAS exit-level assessment, and the number of high school students graduating with an RHSP or DAP. Beginning with the 2008 Accountability Rating System, TEA introduced two additional postsecondary performance indicators for which districts could earn an acknowledgement: (1) through the Texas Success Initiative (TSI), meeting the HERC on the TAKS-English language arts (ELA) and TAKS-Mathematics exit-level assessments, and (2) scoring at or above the state criterion on the SAT or ACT (Texas Education Agency, 2008). This Gold Performance Acknowledgement system remained in the state accountability

²⁴ A student may opt out of earning an endorsement if, after his or her sophomore year, the student's parent signs a form permitting the student to graduate without earning an endorsement.

²⁵ Students who are no longer enrolled in school and those who are required to meet exit-level TAKS requirements are not eligible for an IGC review. For more information about the IGC review, see TEA's Frequently Asked Questions (FAQ) document at <http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769821193&libID=25769821294>.

system through 2012, when the 81st Texas Legislature enacted HB 3, which required an accountability system focused on postsecondary readiness for all students (Texas Legislative Council, 2009).

Implemented with the 2013 Accountability Ratings, TEA designed a new accountability framework that incorporated four performance indices (Texas Education Agency, 2013):

1. Student Achievement, which provides an overview of student performance based on satisfactory student achievement across all subjects for all students on the STAAR assessment.
2. Student Progress, which focuses on actual student growth independent of overall achievement levels for each race/ethnicity student group, students with disabilities, and English language learner students.
3. Closing Performance Gaps, which emphasizes advanced academic achievement of economically disadvantaged students and the two lowest performing race/ethnicity student groups.
4. Postsecondary Readiness, which emphasizes the importance for students to receive a high school diploma that provides them with the foundation necessary for success in college, the workforce, job training programs, or the military; and the role of elementary and middle schools in preparing students for high school.

In addition, campuses rated under standard accountability provisions that received a rating of *Met Standard*, were eligible for the following distinction designations in 2013:

1. Top 25% student progress
2. Academic achievement in reading/ELA
3. Academic achievement in mathematics

In 2014, Index 4 of the performance indices expanded to include a STAAR Postsecondary Readiness criteria and the College-Ready Graduates criteria (Texas Education Agency, 2014a). The STAAR Postsecondary Readiness criteria measure the percentage of students meeting Level II at the final standard on two or more STAAR subject area tests and the College-Ready Graduates criteria measure the percentage of students meeting the TSI college readiness standards in both reading/ELA and mathematics.²⁶ In addition to expanding Index 4, a postsecondary readiness distinction was added. Indicators in this distinction include the following: Index 4 percentage of students at STAAR postsecondary readiness standard, four-year longitudinal graduation rate, four-year longitudinal RHSP/DAP rate, college-ready graduates, advanced/dual enrollment completion rate, SAT/ACT participation, SAT/ACT performance, and AP/IB examination performance.

In the 2015 Accountability Ratings, in response to HB 5, Index 4 will expand further to include earning credit on advanced/dual-credit courses or enrolling in a coherent sequence of career and technical education (CTE) courses (Texas Education Agency, 2015c). An indicator was also added to the postsecondary distinction that measures the percentage of annual graduates who enrolled in and completed a four-year program of study to take two or more CTE courses for three or more credits.

²⁶ As Texas has done for the past two testing programs, the passing standards on the STAAR assessments are phased in. Therefore, each STAAR assessment has a phase-in and final performance standard.

2.3 Summary

As described previously, the Foundation High School Program demonstrates a shift away from a prescribed high school curriculum that Texas followed for almost two decades to one that offers more flexibility for students to take classes focused on their interests and career goals.

Over the last 20 years, the Texas Legislature has been making changes to the state graduation requirements and accountability system to ensure school districts prepare all students to enter college or the workforce. Between 1997–98 and 2012–13, high school graduation requirements in Texas focused on preparing students for postsecondary success under the assumption that students need the same skills to be successful in college and in careers.

- In 1997–98, Texas adopted the MHSP, RHSP, and DAP. The graduation requirements for these programs required students to complete more course credits than under previous graduation programs, and students opting to pursue the RHSP and DAP were required to focus more heavily on academic coursework.
- In 2001, during the 77th Texas Legislature, the curriculum requirements for the RHSP became the default graduation program.
- In 2005, the 79th Texas Legislature passed HB 1, which introduced the 4x4 curriculum requirements into the RHSP and DAP. The 4x4 required that all students take four courses each in English, mathematics, science, and social studies.

With the introduction of the Foundation High School Program in 2014–15, under HB 5, students have greater flexibility to pursue classes focused on their interests and are no longer required to complete Algebra II—except students who opt to earn a distinguished level of achievement or complete the STEM endorsement.

Between 1997–98 and 2009–10, testing requirements in Texas became more rigorous, with a particular emphasis on measuring students' college readiness as opposed to minimum standards.

- Through 2000–01, passing the exit-level test of the TAAS in reading, writing, and mathematics at Grade 10 was a Texas high school graduation requirement.
- In 1997–98 through 2001–02, Algebra I, Biology, English II, and U.S. History EOC assessments were administered as an option for meeting graduation requirements, in place of TAAS.
- During the 76th Texas Legislature, SB 103 was passed, replacing the TAAS with the TAKS as the exit-level assessment in English language arts, mathematics, science, and social studies beginning with the 2002–03 school year. TAKS was legislatively mandated to align with the new curriculum standards: TEKS.
- In 2007, the 80th Texas Legislature passed SB 1031, which replaced the TAKS assessments with 15 STAAR EOC assessments as a graduation requirement, beginning with the students entering Grade 9 in 2011–12 who were taking either the RHSP or DAP.
- In 2009, the 81st Texas Legislature passed HB 3, which required that TEA and THECB jointly set a college readiness performance standard on the STAAR Algebra II and English III EOC assessments.

With the enactment of HB 5, Texas reduced the number of STAAR EOC assessments that students are required to take for graduation from 15 to five. This eliminated two EOC assessments (Algebra II and English III) that would have exempted students from further testing under the TSI. However, these assessments will be available to districts as optional postsecondary readiness assessment instruments in 2015–16 (TEC § 39.0238).

In addition to changing state graduation requirements to improve college readiness for students, the Texas Legislature made changes to the state accountability system over the years to align with the goal of improving postsecondary readiness for all students. To emphasize postsecondary readiness, the Texas Legislature included a postsecondary readiness indicator in the ratings criteria with the 2013 redesign of the state accountability system. Before 2013, postsecondary readiness was an additional acknowledgement indicator only and not included in the calculation of the rating districts received. Currently, it is one of four indices that provide a comprehensive evaluation of school districts and campuses. In 2014 and 2015, Index 4 (postsecondary readiness) and the additional postsecondary distinctions expanded to include additional measures of college success.

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3. Outcomes for Students Graduating Under the MHSP, RHSP, and DAP

Chapter 2 provides a historical overview of the state graduation requirements since the implementation of the MHSP, RHSP, and DAP. This chapter presents baseline outcomes for students who entered high school under the MHSP, RHSP, and DAP—students who entered Grade 9 in a Texas public high school during the 1997–98 through 2013–14 academic years. The goal of these analyses is to present historical trends in students’ college readiness outcomes prior to implementation of the Foundation High School Program. These analyses are designed to provide context for future analyses that will specifically investigate the influence of HB 5 on students’ college and career readiness outcomes. The college and career readiness outcomes examined in this chapter include college readiness, high school graduation, college enrollment, college completion, workforce certificate completion, employment, and earnings.

All analyses conducted to examine baseline student outcomes were based on cohorts made up of the incoming Grade 9 students for the specific academic year. For example, students who entered Grade 9 for the first time in fall 1997 made up the 1997–98 cohort. Because the Public Education Information Management System (PEIMS) fall enrollment snapshot was used to identify first-time Grade 9 students, students entering Grade 9 later in the academic year were not included in any of the cohorts or outcomes analyses.²⁷ To ensure that only first-time high school freshman were included in each cohort, only students who were classified as Grade 8 students in the previous year or who were new to Texas public schools were retained in the cohorts. Students did not enter or exit the cohorts for any reason, including dropout, transfer out of state or transfer to a private school, which is a different methodology than is applied in other TEA reports.²⁸ The total number of students for each of the student-level analyses was determined by the number of Grade 9 students included in each cohort file. For example, there were 322,000 incoming Grade 9 students in the 1997–98 cohort. As such, the denominator for most student-level outcomes analyses for this cohort is 322,000.²⁹ By doing this, the percentages of students in each of the cohorts shown as achieving the outcomes represent the same number of students across figures for any particular cohort. Using a methodology that includes all students in a cohort for outcomes analysis calculations may diminish the impact policy changes have had on the portion of the denominator that is made up of the students who did not graduate early or on time. Policy changes in relation to curriculum,

²⁷ PEIMS data files are submitted four times each school year following a schedule established by the PEIMS Data Standards. The fall enrollment snapshot date is the last Friday in October annually.

²⁸ Per TEC § 39.053(c)(2)-(3), TEA calculates dropout and graduation rates in accordance with standards and definitions adopted by the National Center for Education Statistics of the United States Department of Education and in compliance with the No Child Left Behind Act of 2001 (20 U.S.C. Section 6301 et sq.). These requirements call for calculating an on-time high school graduation rate based on a cohort that takes into account students’ progression from grade to grade, data on graduation status, and data on students who transfer in and out of a school, district, or state during the high school years. TEA defines a cohort as the group of students who begin Grade 9 in Texas public schools for the first time at any time in the same school year plus students, who in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students in the cohort are tracked to their expected graduation date, and all students remain in their original cohort. For the purposes of calculating the longitudinal graduation rate, students who leave the cohort for reasons other than graduating, receiving general equivalency diplomas (GEDs), or dropping out, or are excluded based on statutory requirements, are not included in the calculation. For more information, see http://tea.texas.gov/acctres/DropComp_2012-13.pdf. To keep the number of students in a cohort consistent across time, TEA’s methodology was not employed in this analysis. Keeping the number of students in the cohort consistent across time allows for more consistent comparisons across time and analyses.

²⁹ Some analyses required the use of a different denominator. For example, when presenting college readiness data using scores on the TAKS, the denominator is the number of students who completed the test. Notes in the text of this report indicate when an alternate denominator is used and how the alternate denominator was defined.

assessment, and accountability, and definitional and legislative changes related to the calculation of graduation and dropout rates have differentially affected the composition of the non-graduate group over time. This methodology allows for a comparison of outcomes longitudinally without having to account for the effect of that variation. Additional detail regarding the construction of these cohorts and outcomes can be found in Appendix B.

Students in these cohorts were followed through high school, through college, and into employment, as allowed by timeline and data availability.³⁰ The student demographic characteristics were obtained from a student's Grade 9 year. That is, if a student was classified as eligible for free/reduced price lunch, as an English language learner (ELL) student, or as receiving special education services in Grade 9, the student was classified as such for all years of data analysis. This allows for consistency in comparisons across time and analyses. However, it does not take into account fluctuations in these characteristics for individual students over time. Appendix C presents descriptive statistics for students in each of the cohorts.

Descriptive analyses for each of the cohorts of Grade 9 students who entered a Texas public high school during the 1997–98 through 2013–14 academic years were conducted. Figures displaying the results of analyses conducted using all students in the cohort are presented in the narrative of this report. Student-level student group analyses were also conducted to examine historical trends by key student characteristics. These student characteristics include race/ethnicity (i.e., African American, American Indian or Alaskan Native, Asian, Hispanic, Multiracial, Pacific Islander, White), special education status, ELL status, economic disadvantage status, and high school graduation program (i.e., did not graduate from a Texas public high school, MSHP, RHSP, or DAP).^{31, 32} Figures displaying the results by student groups are presented in Appendix D, and tables detailing this information are provided in Appendix E. The tables in Appendix E also present the numerators and denominators for each of the analyses.

3.1 College Readiness

The first set of baseline student outcome analyses examined students' college readiness while the students were still in high school. During the 80th Legislature, Senate Bill 103 mandated that TEA implement a college readiness component as part of the TAKS exit-level assessment. Beginning in spring 2004, performance on the Grade 11 (exit-level) mathematics and ELA assessments was used to assess not only a student's level of academic preparation for graduation from a Texas public high school but also a student's readiness to enroll in an institution of higher education (Pearson Education, 2006). A student who met the HERC score on the exit-level TAKS was exempt from state-mandated testing requirements under the TSI.

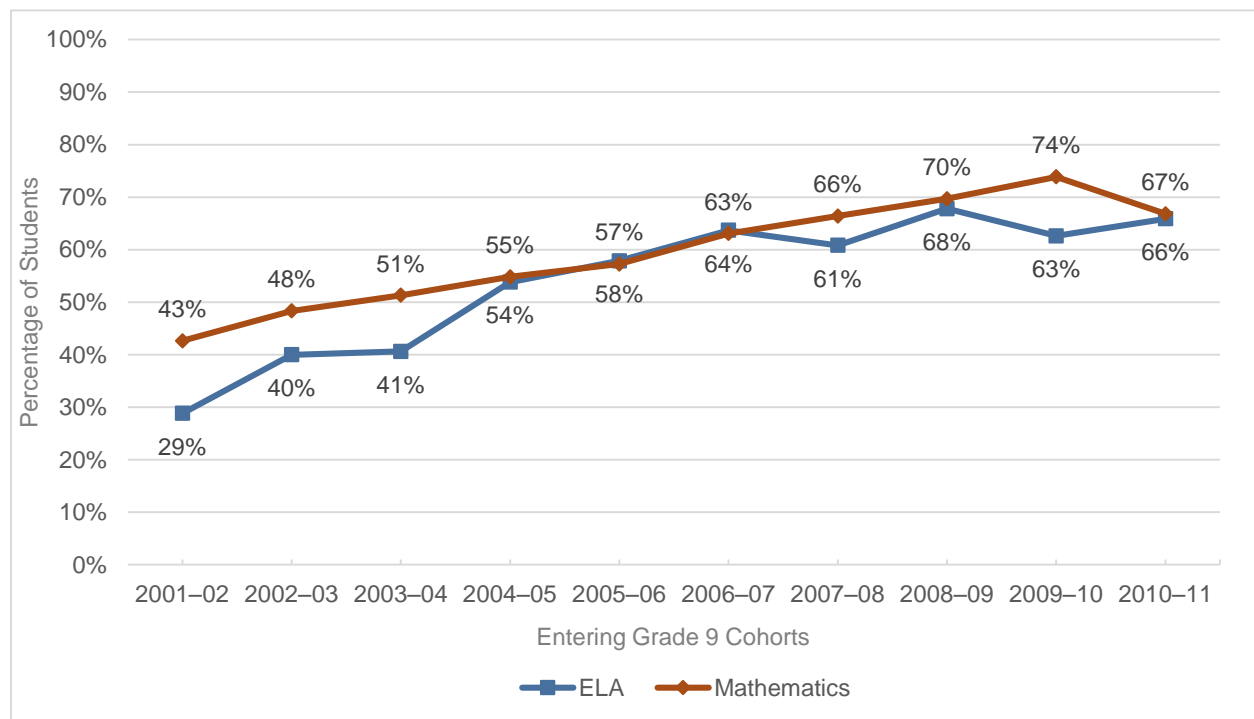
³⁰ Not all cohorts have data for all of the outcomes, as students have not progressed far enough through school and/or career. That is, not enough time has passed for students in later cohorts to graduate from high school, enroll in college, graduate from college, or obtain employment.

³¹ For cohorts 1997–98 through 2008–09, five racial/ethnic categories are used. Beginning with the 2009–10 cohort, student-group analyses using seven racial/ethnic categories are used to reflect changes in reporting made by TEA to meet new federal reporting standards.

³² For Texas public high school graduates only.

Student-level data from the Grade 11 TAKS-ELA and TAKS-Mathematics were used to explore trends in students' reading and mathematics college readiness.³³ Data for these outcomes were available for the 2001–02 through 2010–11 entering cohorts of Grade 9 students. Figure 1 shows the percentage of students in each entering cohort of Grade 9 students meeting or exceeding the HERC set by the THECB; results are based on the first administration of these assessments.³⁴ As shown, the percentage of students meeting or exceeding the HERC standard on these assessments increased steadily across these cohorts, with a small decrease occurring for the mathematics assessment for the 2010–11 cohort. Although only 43% of students in the 2001–02 cohort of entering Grade 9 students met the HERC in mathematics, 67% of students in the 2010–11 cohort of entering Grade 9 students did so. Likewise, only 29% of students in the 2001–02 cohort of entering Grade 9 students met the HERC in ELA; however, this percentage increased to 66% for students in the 2010–11 entering cohort of Grade 9 students. As such, these findings suggest that college readiness, as measured by the HERC standard, improved over this period. Data for this figure are shown in Tables E1 through E10 in Appendix E.

Figure 1. Percentages of Students in Each Cohort Who Met the HERC Standard on the Grade 11 TAKS-ELA and TAKS-Mathematics Assessments



Source: Grade 11 Texas Assessment of Knowledge and Skills (TAKS) English Language Arts (ELA) and Mathematics, spring 2004 through 2013, first administration only.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2001–02 cohort entered Grade 9 for the first time in the fall 2001 semester. Percentages shown in the figure represent the students in each entering Grade 9 cohort who met the Higher Education Readiness Component (HERC) standards in ELA and Mathematics on the first administration of the tests while in Grade 11.

³³ The denominator for each of these analyses is the total number of students in the cohort with a valid score on nonmodified versions of the TAKS assessments.

³⁴ Only data from the first administration of the assessments when students should have been in Grade 11 were used in the analyses. Data for students not on track to graduate in four years are not included in these assessments if students did not complete the assessments three years after entering Grade 9. Makeup and retake assessment data are also not included in these analyses.

As shown in Figures D1 and D3 in Appendix D, these findings are consistent across racial/ethnic groups. Students identified as economically disadvantaged, ELL students, and students participating in special education also show similar trends, as displayed in Figures D2 and D4 in Appendix D. Data for these figures are shown in Tables E1 through E10 in Appendix E.

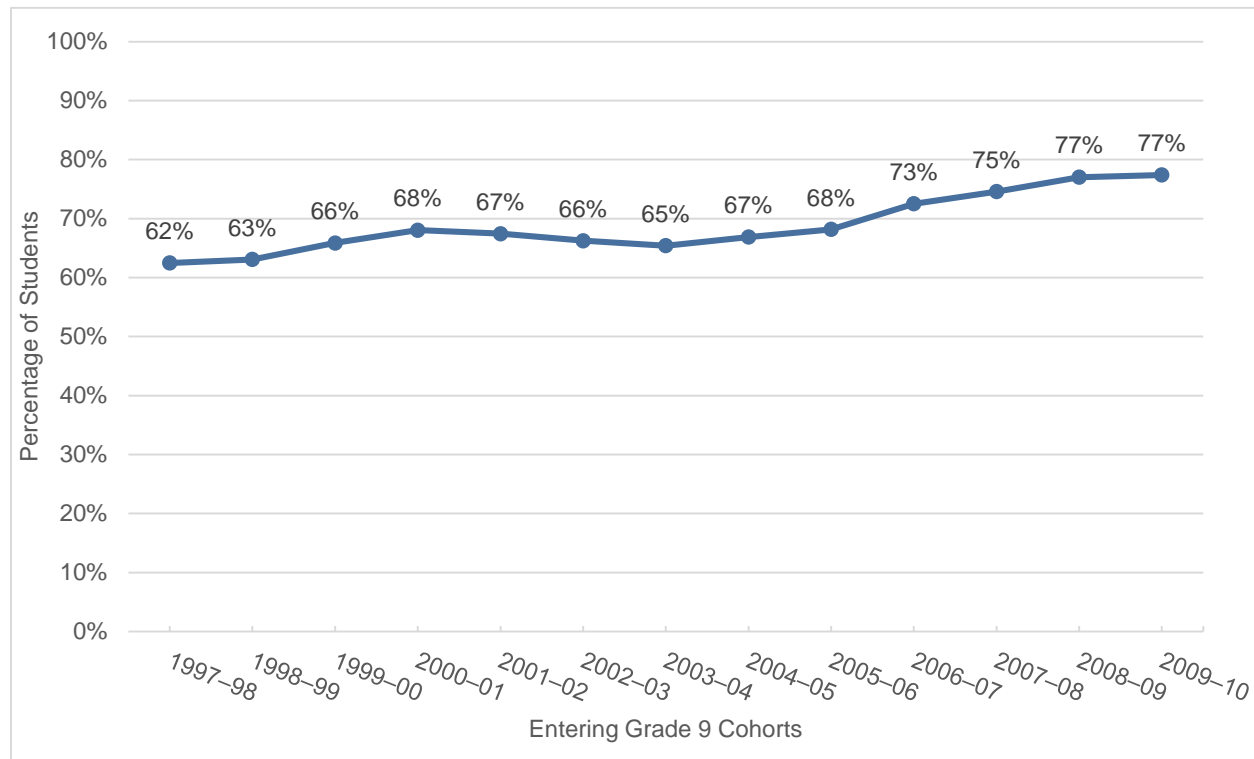
3.2 High School Graduation Within Four Years

The next set of baseline student outcomes analyses focused on high school graduation within four years of entry.³⁵ These analyses were produced using a different methodology from that employed by TEA. The methods used to conduct TEA's graduation rates are described in the *Secondary School Completion and Dropouts in Texas Public Schools 2013–14* report (Texas Education Agency, 2015b) and the *Processing of District Four-Year Longitudinal Graduation and Dropout Rates, Class of 2013* technical report (Texas Education Agency, 2014d). As described previously, for this analysis students did not join or exit a cohort for any reason, including dropout or transfer out of state. As such, the denominators for these analyses include all students who entered the cohorts in Grade 9. All students were retained in the analyses to produce consistent estimates of graduation rates across time because TEA's graduation rate calculations have changed over time in response to changes in policy. In addition, this practice allows the percentages shown in the tables and figures to represent the same number of students over time and to have the same meaning.

Student-level data from PEIMS graduation data files were used to examine trends in the percentage of students in each cohort who graduated from a Texas public high school within four years. High school graduation data were available for the 1997–98 through 2009–10 entering cohorts of Grade 9 students. As shown in Figure 2, the percentage of students in each entering Grade 9 cohort that graduated from a Texas public high school increased from approximately 62% for the 1997–98 cohort to 77% for the 2009–10 cohort. The largest gain in the percentage of students graduating from a Texas public high school occurred between the 2006–07 cohort and the 2007–08 cohort—an increase of approximately 5 percentage points (68% to 73%). Data for this figure are shown in Tables E11 through E23 in Appendix E.

³⁵ This includes students who graduated in fewer than four years. Students who earned a GED were not counted as high school graduates. Students who remained in high school but did not graduate within four years were not counted as high school graduates.

Figure 2. Percentages of Students in Each Cohort Who Graduated From a Texas Public High School Within Four Years



Source: Public Education Information Management System (PEIMS) Graduation files, 1998 through 2013.

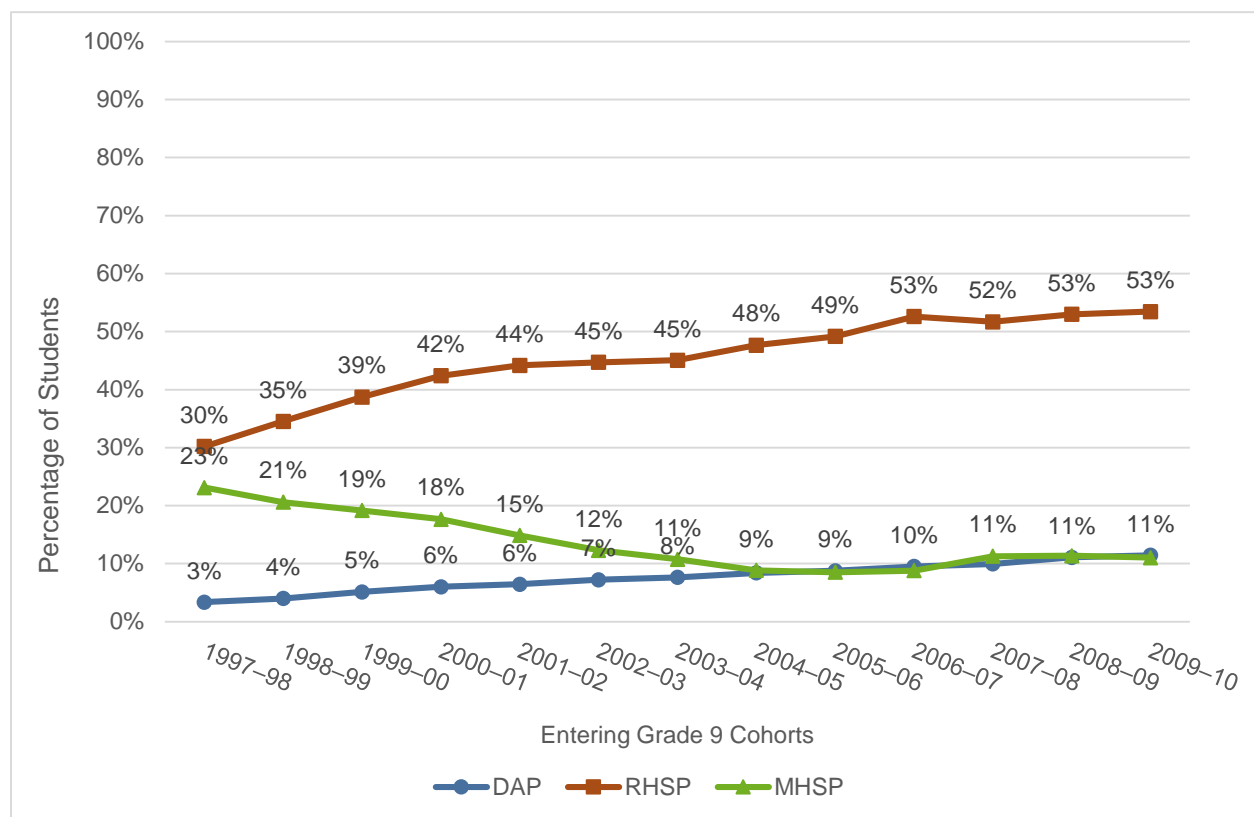
Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering Grade 9 cohort who have a graduation record in TEA's PEIMS Graduation files within four years of entering Grade 9.

Figure D5 in Appendix D displays by race/ethnicity the percentage of students in each cohort who graduated from a Texas public high school within four years. Tables E11 through E22 present the data for this figure. As shown in the tables and figure, Asian/Pacific Islander (cohorts 1997-98 through 2008-09), Asian (cohort 2009-10), and White students were more likely to graduate from high school within four years than students from other racial/ethnic backgrounds. However, though the gaps in on-time high school graduation rates between students from these racial/ethnic backgrounds were quite large for the 1997-98 through 2006-07 cohorts, the gaps narrowed considerably for the 2007-08 through 2009-10 cohorts. For example, though only 57% of African-American students, 49% of American Indian students, and 54% of Hispanic students graduated from high school within four years, 73% of Asian/Pacific Islander students and 70% of White students did so. However, by 2009-10 the differences in high school graduation rates between students of different racial/ethnic backgrounds decreased to fewer than 10 percentage points for most groups, with 73% of African-American students, 71% of American Indian students, 75% of Hispanic students, and 74% of Pacific Islander students graduating from high school within four years in comparison to 85% of Asian students, 80% of multiracial students, and 82% of White students. Data for this figure are shown in Tables E11 through E23 in Appendix E.

Figure 3 displays the types of graduation programs entering Grade 9 students in each cohort completed within four years of entering high school. As shown, the percentage of students who completed the DAP increased from 3% for students in the entering Grade 9 cohort of 1997-98 to 11% for students in the entering Grade 9 cohort of 2009-10. Similarly, the percentage of students who completed the RHSP

increased from 30% for students in the entering Grade 9 cohort of 1997–98 to 53% for students in the entering Grade 9 cohort of 2009–10. Across these cohorts of entering Grade 9 students, the percentage of students who completed the MHSP decreased considerably from about 25% for students in the 1997–98 entering cohort of Grade 9 students to approximately 11% of students in the 2009–10 entering cohort of Grade 9 students. Data for this figure are shown in Tables E11 through E23 in Appendix E.

Figure 3. Percentages of Students in Each Cohort Who Completed the MHSP, RHSP, and DAP Within Four Years of Entering Grade 9



Source: Public Education Information Management System (PEIMS) Graduation files, 1998 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997–98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering Grade 9 cohort who completed the Minimum High School Program (MHSP), Recommended High School Program (RHSP), or Distinguished Achievement Program (DAP) within four years of entering Grade 9. Students in the 1997–98 cohort were expected to graduate in 2000–01. Students receiving a diploma prior to the MHSP, RHSP, and DAP as well as students receiving special education or related services who completed the minimum curriculum and credit requirements for graduation under the MHSP, RHSP and DAP and who also participated in the exit-level instrument identified in their individualized education program (IEP) or who graduated on the MHSP and had curriculum content modifications through the students' IEP are omitted from this figure to show findings for only those students who met all statutory requirements for graduation under the MHSP, RHSP, and DAP.

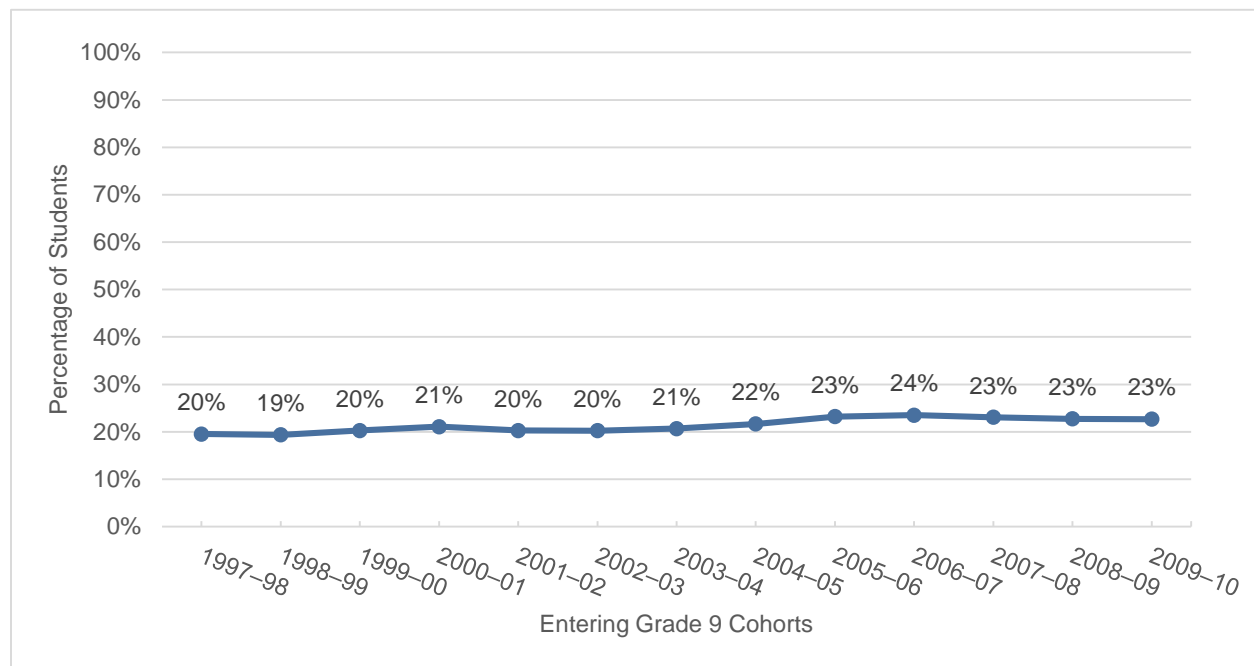
3.3 Two-Year College Enrollment

The previous two sets of analyses examined historical trends in college readiness while students were in high school. The next two sections examine trends in two-year and four-year college enrollment. This section focuses on two-year college enrollment within one year of students' actual or expected high school

graduation date. THECB enrollment files for two-year colleges were used for these analyses. These files contain records only for students who enrolled in two-year colleges in Texas. As such, students who enrolled in out-of-state two-year colleges were not included in these analyses. Students were assigned to only one college type. If a student had a record in the two-year college enrollment file and a record in either the public four-year college and university or the independent four-year college and university file, the student was identified as being enrolled in a four-year college or university. The denominators for the two-year and four-year college enrollment analyses are the same.

Two-year college enrollment data were available for entering Grade 9 students in the 1997–98 through 2009–10 cohorts. Students were identified as having enrolled in a two-year college if they enrolled in a Texas two-year college during the year (i.e., fall, spring, summer I, and/or summer II semesters) following their actual or expected high school graduation date.³⁶ Figure 4 displays the percentage of students in each cohort who enrolled in a Texas two-year college within one year of their actual or expected high school graduation date. As shown, the percentages of students in each of these cohorts who enrolled in a two-year college have remained fairly stable—between 19% and 24% across all years. Data for this figure are shown in Tables E24 through E36 in Appendix E.

Figure 4. Percentages of Students in Each Cohort Who Enrolled in a Texas Two-Year College Within One Year of Actual or Expected Graduation Date From High School



Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Enrollment files 1999 through 2014.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997–98 cohort entered Grade 9 for the first time in the fall 1997 semester. Students in this cohort were expected to graduate from high school during or prior to the spring semester of 2001. Students in this cohort were coded as having enrolled in a Texas two-year college if they showed up in the Fall, Spring, Summer I, and/or Summer II data files for the 2001–02 academic year.

In Appendix D, Figure D7 shows that White students were more likely than any other racial/ethnic group to enroll in a Texas two-year college. However, as displayed, the gaps in two-year college enrollment between

³⁶ The total number of students in the original entering cohort is used in the denominator in these analyses. This may include, for example, students who did not graduate from high school, dropped out, or moved out of state.

White students and students from other racial/ethnic groups decreased substantially across the 1997–98 through 2009–10 cohorts of entering Grade 9 students. The data for this figure are shown in Tables E24 through E36 in Appendix E.

In addition, Figure D9 in Appendix D presents the percentages of students who enrolled in a Texas two-year college within one year of their actual or expected high school graduation date from the graduation program the students completed. As shown, students who completed the RHSP were the most likely to enroll in a Texas two-year college, followed by students who completed the MHSP. As listed in Tables E24 through E36 in Appendix E, 30% to 35% of students who completed the RHSP enrolled in a two-year college across cohorts.

3.4 Four-Year College Enrollment

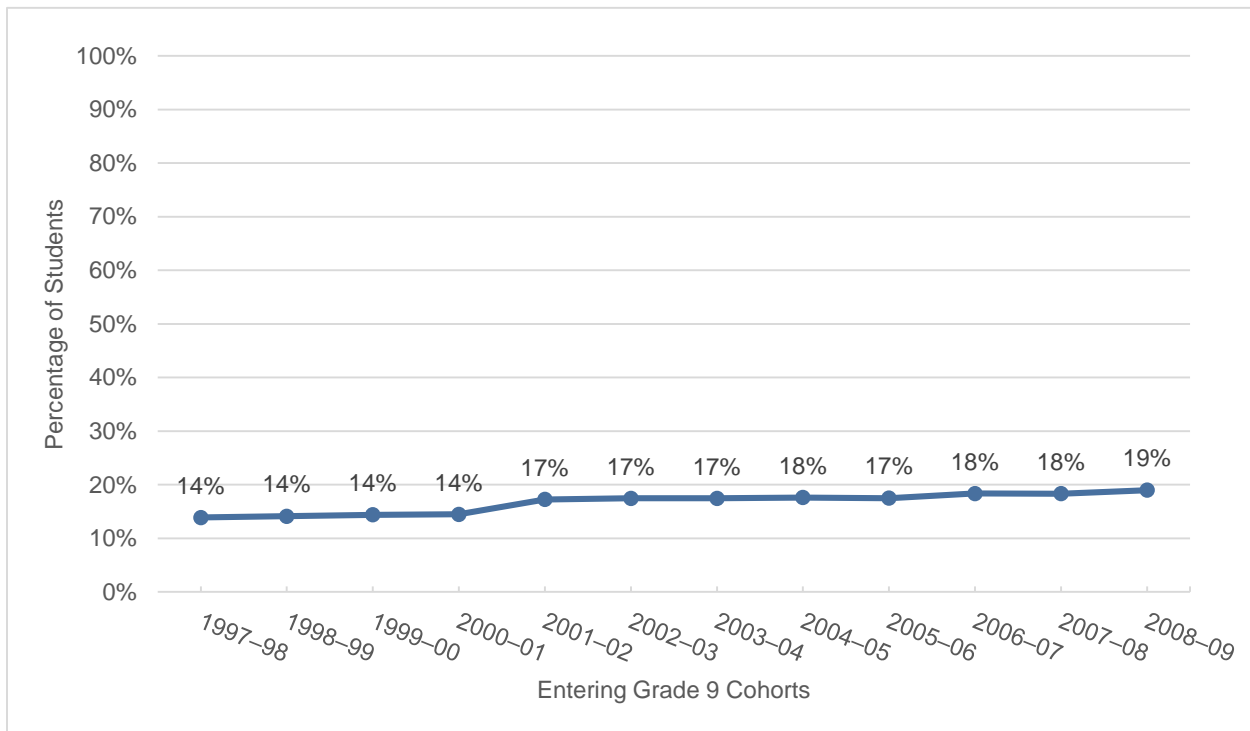
The next set of baseline student outcomes analyses focused on four-year college enrollment. As in the previous section, THECB files used for these analyses contain records only for students who enrolled in public and independent four-year colleges and universities in Texas.³⁷ As such, students who enrolled in out-of-state four-year colleges were not included in these analyses. Again, students were assigned to only one college type. If a student had a record in the two-year college enrollment file and a record in either the public four-year college and university or the independent four-year college and university file, the student was identified as being enrolled in a four-year college or university.

THECB enrollment files for public and independent four-year colleges and universities were used to examine trends in four-year college enrollment. Texas four-year public college and university data were available for entering Grade 9 students in the 1997–98 through 2008–09 cohorts. Data were available for four-year independent colleges and universities in Texas for entering Grade 9 students in the 2001–02 through 2008–09 cohorts.

Figure 5 shows the percentage of students in each entering Grade 9 cohort who enrolled in a Texas four-year college or university during the fall, spring, or summer semesters within one year of their actual or expected high school graduation date. The percentage of students in each of the cohorts who enrolled in a four-year college or university during the year following high school graduation has remained stable across time. The figure shows a slight increase in the percentage of entering Grade 9 students in a cohort enrolling in a Texas four-year college or university from 2000–01 and 2001–02 of about three percentage points; however, this increase is a result of the inclusion of data from independent four-year colleges and universities. Data for enrollment in independent four-year colleges and universities are not available for entering cohorts of Grade 9 students prior to the 2001–02 cohort. The trend line following the inclusion of this data is flat, ranging from 14% of students in the 1997–98 entering cohort of Grade 9 students to 19% of students in the 2008–09 entering Grade 9 cohort. Data for this figure are shown in Tables E24 through E35 in Appendix E.

³⁷ According to TEC § 61.003(15), an independent institution of higher education is defined as a private or independent college or university that is (a) organized under the Texas Non-Profit Corporation Act (Article 1396-1.01 et seq., Vernon's Texas Civil Statutes); (b) exempt from taxation under Article VIII, Section 2, of the Texas Constitution and Section 501(c)(3) of the Internal Revenue Code of 1986 (26 U.S.C. Section 501); and (c) accredited by (i) the Commission on Colleges of the Southern Association of Colleges and Schools; (ii) the Liaison Committee on Medical Education; or (iii) the American Bar Association.

Figure 5. Percentages of Students in Each Cohort Who Enrolled in a Texas Four-Year College or University Within One Year of Actual or Expected Graduation Date From High School



Source: Texas Higher Education Coordinating Board (THECB), Public College and University Enrollment files 1999 through 2013; THECB, Independent College and University files 2002 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Students in this cohort were expected to graduate during or prior to the spring semester of 2002. Students in this cohort were coded as having enrolled in a Texas four-year college or university if they showed up as enrolled during the fall, spring, or summer semesters of the 2001-02 academic year. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001-02.

In Appendix D, Figure D10 displays the percentage of students who enrolled in a Texas four-year college or university within one year of their actual or expected high school graduation date by race/ethnicity. As displayed, Asian/Pacific Islander students were considerably more likely to enroll in a Texas four-year college than students of any other race/ethnicity. Across entering Grade 9 cohorts, Asian/Pacific Islander students were more likely to enroll in a Texas public or independent four-year college than White students (the next highest group) by at least 10 percentage points. The data for this figure are shown in Tables E24 through E35 in Appendix E.

Figure D12 in Appendix D shows the percentage of students who enrolled in a Texas public or independent four-year college or university within one year of their actual or expected high school graduation date by high school graduation program. As shown, students who completed the DAP were the most likely to enroll in a Texas public or independent four-year college or university. As listed in Tables E24 through E35 in Appendix E, 49% to 60% of students who completed the DAP enrolled in a four-year college or university across cohorts. Figure D12 shows approximately a 10 percentage point increase in four-year college enrollment for students who completed the DAP between the entering cohort of Grade 9 students in 2000-01 and the entering cohort of Grade 9 students in 2001-02. However, this large increase is primarily a result of the inclusion of data from independent four-year colleges and universities.

Figure D12 also reveals that students who completed the MHSP were very unlikely to enroll in a Texas public or independent four-year college or university, and the percentage of students who completed the MHSP who enrolled in a four-year college or university declined over time. As shown in Table E24 in Appendix E, 4% of students in the 2001–02 cohort who completed the MHSP enrolled in a Texas four-year college or university. However, only approximately 1% of students in the 2008–09 cohort who completed the MHSP enrolled in a Texas four-year college or university.

Finally, Figure D45 in Appendix D shows the percentage of students in each cohort who enrolled in a Texas two-year college or a four-year college or university. Only data for Texas public four-year colleges and universities were available for the entering Grade 9 cohorts of 1997–98 through 2000–01. During this period, the percentage of students who enrolled in a Texas two-year college or public four-year college or university increased from 33% to 36%. Data for both public and private four-year colleges and universities in Texas were available for the entering Grade 9 cohorts of 2001–02 through 2008–09. Across this period, the percentage of students who enrolled in a Texas two-year college or four-year college or university increased from 38% to 42%.

3.5 Texas Success Initiative

Previous analyses examined students' college readiness, as defined by meeting the HERC standards on the Grade 11 TAKS exams, while they were still in high school. This set of baseline student outcomes analyses focused on the college readiness of students who enrolled in a Texas public two-year or four-year college within one year of their actual or expected high school graduation date. The measures of college readiness used in this section included whether a student met the TSI readiness standards in reading, mathematics, and writing.

TSI is a state-mandated program designed to determine if a student is ready for college-level coursework in the general areas of reading, writing, and mathematics. Beginning in fall 2003, the law required all students entering a Texas public two-year or four-year college or university to be assessed for college readiness unless the student qualified for a waiver. Students could meet the TSI readiness standard by meeting or exceeding specified score thresholds on approved college readiness exams including ASSET, Compass, THEA, and ACCUPLACER.³⁸ Each student who failed to meet the minimum passing standard of the exam offered by the institution was placed in a developmental education program designed to help the student achieve college readiness.

Students were exempt from completing one of these exams through a TSI waiver. Students receiving a TSI waiver were considered to have met the TSI readiness standard. A student could receive a TSI waiver for the following reasons:

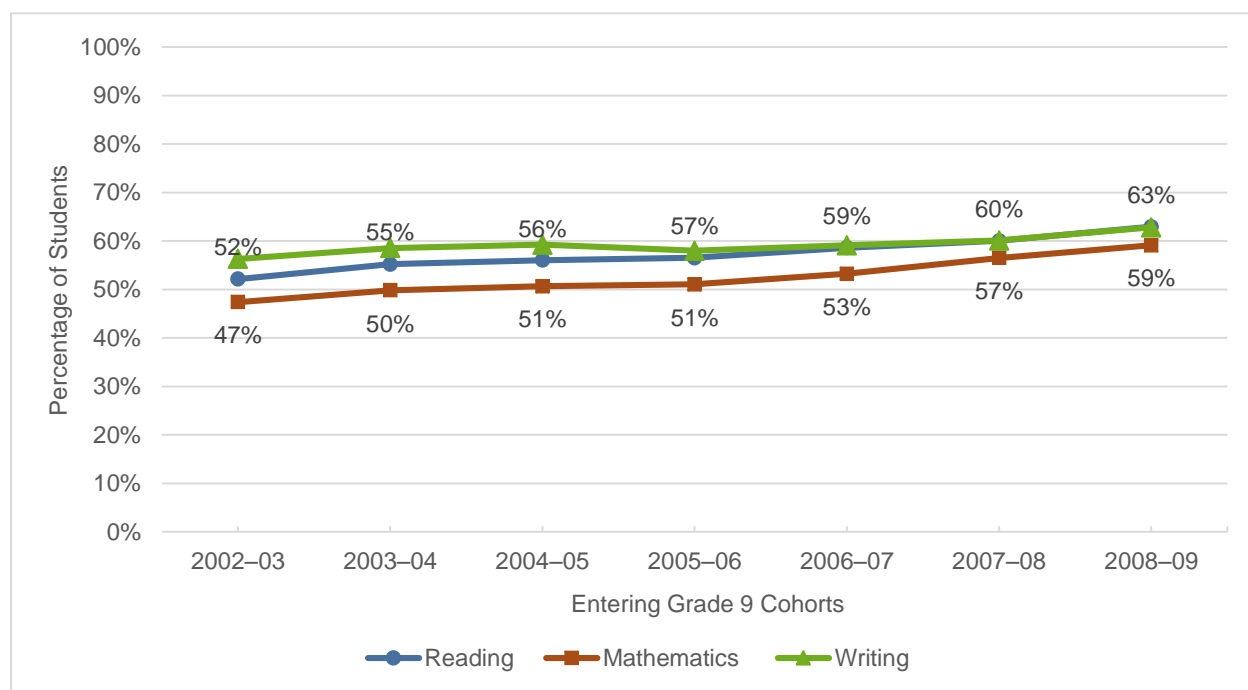
1. Meeting or exceeding specified scores on the ACT, SAT, or TAKS exams
2. Serving in the military for at least three years preceding enrollment
3. Transferring from another institution where he or she had satisfactorily completed college-level coursework
4. Enrolling in a certificate program or one year or less at a public two-year, technical institute or private college

³⁸ For information about these exams, see the following websites: ASSET (<http://www.act.org/asset/tests/>), Compass (<http://www.act.org/products/higher-education-act-compass/>), THEA (<http://www.thea.nesinc.com/>), ACCUPLACER (<https://accuplacer.collegeboard.org/students>).

Student-level data from THECB’s TSI pass files were used to assess college readiness for students who enrolled in a Texas public two-year or four-year college within one year of their actual or expected high school graduation date. These files contain variables indicating whether a student has met the TSI readiness standards in reading, mathematics, and writing. TSI readiness data were available for entering Grade 9 students in the 2002–03 through 2008–09 cohorts. The denominators for these analyses were the percentages of students who enrolled in a public two-year or four-year college or university in Texas as TSI data are only available for these students.

Figure 6 shows the percentage of students in each entering Grade 9 cohort who met the TSI readiness standards in reading, mathematics, and writing. As shown, the percentage of students meeting the TSI readiness standards has increased for all subject areas—from 52% for the 2002–03 cohort to 63% for the 2008–09 cohort in reading, from 47% for the 2002–03 cohort to 59% for the 2008–09 cohort in mathematics, and from 52% for the 2002–03 cohort to 63% for the 2008–09 cohort in writing. Data for this figure are shown in Tables E37 through E43 in Appendix E.

Figure 6. Percentages of Students in Each Cohort Who Met the TSI Readiness Standards in Reading, Mathematics, and Writing



Source: Texas Higher Education Coordinating Board (THECB), Texas Success Initiative (TSI) Pass file for fiscal years 2004 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2002–03 cohort entered Grade 9 for the first time in the fall 2002 semester. Percentages shown in the figure represent the students in each cohort of entering Grade 9 students who enrolled in a Texas two-year or public four-year college or university within one year of their actual or expected high school graduation date and met the TSI readiness standards in mathematics, reading, and writing.

As shown in Figures D13, D14, D16, D17, D19, and D20 in Appendix D, these findings are consistent across racial/ethnic groups and include students identified as economically disadvantaged, ELL students, and students participating in special education. The data for these figures are shown in Tables E37 through E43 in Appendix E.

Figures D15, D18 and D21 present the percentage of students who met the TSI readiness standards in reading, mathematics, and writing, respectively, by high school graduation program. As shown, students who completed the DAP met the TSI readiness standards in all subject areas at much higher rates than students who completed the other high school programs. Across all subjects and cohorts, the gaps between the percentages of students who met the TSI readiness standards who completed the DAP and those who completed the RHSP are over 10 percentage points. The gaps are even larger between students who completed the DAP or the RHSP and those who completed the MHSP. The data for these figures are shown in Tables E37 through E43 in Appendix E.

3.6 Two-Year College Graduation, Persistence, and Workforce Certificate Completion

Previous sections of this report examine college enrollment and the college readiness of students who enrolled in college; the next two sections focus on students' college and workforce certificate completion. These baseline student outcomes analyses examined historical trends in students' two-year college graduation/persistence, workforce certificate completion, and four-year college graduation/persistence.³⁹

⁴⁰

THECB enrollment and degree-awarded files for Texas two-year colleges were used to examine trends in two-year college graduation/persistence and workforce certificate obtainment. These files contain data indicating whether a student is enrolled in a Texas two-year college during the fall semester three years after his or her actual or expected high school graduation date (i.e., whether he or she is persisting in a two-year college), earned a workforce certificate (i.e., Level-1, Level-2, or Advanced Technology Certificate), or earned an associate's degree.^{41, 42} Data were available for students in the entering Grade 9 cohorts of 1997–98 through 2006–07. The denominators for these analyses were all students who entered the cohort during Grade 9, including students who did not graduate or moved out of the state of Texas and was not restricted to only those that enrolled in a two-year college. Unlike the enrollment in college analyses, students who earned a two-year degree/workforce certificate and a four-year college degree were counted in both sets of analyses. That is, a student who earned a two-year degree and a four-year degree was counted in the percentage of students who earned a two-year degree and the percentage of students who earned a four-year degree.

Figure 7 displays the percentage of entering Grade 9 students in each cohort who earned an associate's degree, completed a workforce certificate within three years, or were enrolled in a Texas two-year college within four years of their actual or expected high school graduation date. As shown, the percentage of students in each cohort who earned an associate's degree, completed a workforce certificate, or were still enrolled in a two-year college increased by one percentage point—from 7% for entering Grade 9 students in the 1997–98 cohort to 8% for entering Grade 9 students in the 2006–07 cohort—during this period. Data for this figure are shown in Tables E44 through E53 in Appendix E.

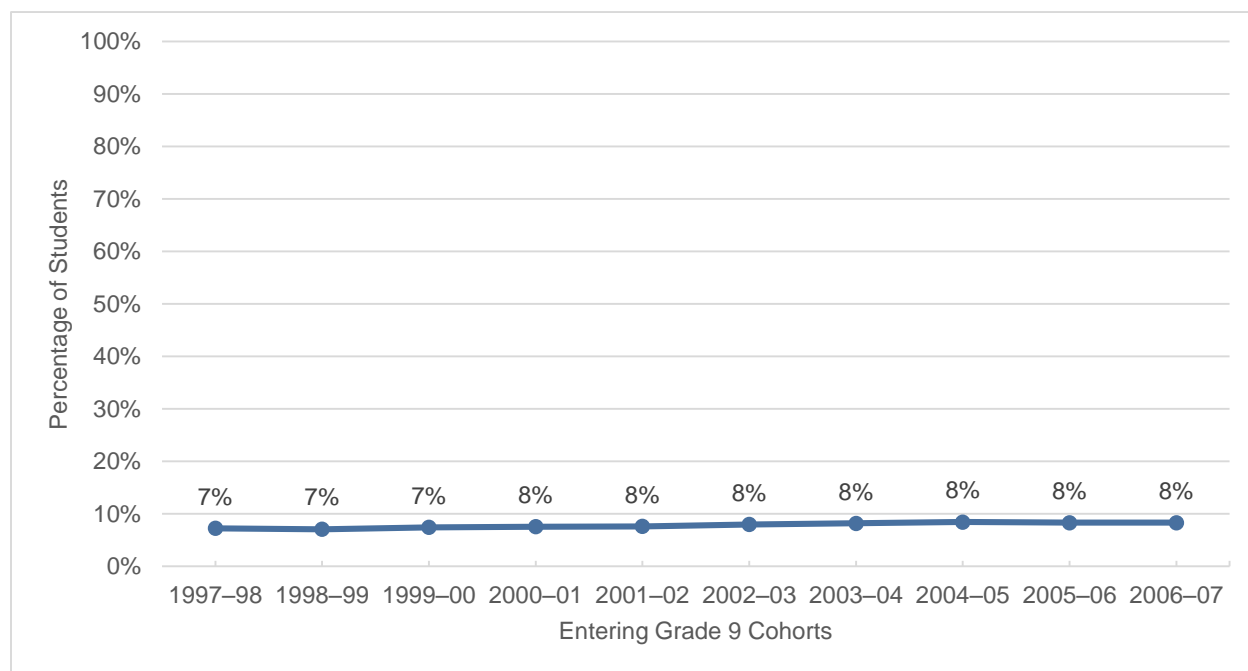
³⁹ A student is considered to be persisting in college if he or she is still enrolled in college three years after the actual or expected high school graduation date. Persistence is important because it indicates that a student is still pursuing a degree.

⁴⁰ Many studies examining four-year college completion rates opt to use a six-year graduation rate. To be able to present data for more cohorts, this report presents four-year graduation rates plus persistence into the fifth year.

⁴¹ Workforce certificates are programs of study that vary in length and are designed to prepare the student for occupational employment. Certificates are awarded upon completion of specific courses that have been industry validated and sequenced for the purpose of developing and upgrading skills in an occupation. For examples, see <http://www.lonestar.edu/degrees-certificates.htm>.

⁴² Because relatively few students completed a Level-1, Level-2, or Advanced Technology Certificate, all degrees/certificates earned at a community college were combined. This allowed for breakdowns across student groups.

Figure 7. Percentages of Students in Each Cohort Who Earned an Associate’s Degree or Workforce Certificate Within Three Years or Were Enrolled in a Texas Two-Year College Within Four Years of Actual or Expected High School Graduation Date



Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Graduation files, 1999 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who earned an associate’s degree, Level-1, Level-2, or Advanced Technology certificate from a Texas two-year college or were enrolled within three years of their actual or expected high school graduation date.

As shown in Figures D22 and D23 in Appendix D, these findings are consistent across racial/ethnic groups and include students identified as economically disadvantaged, ELL students, and students participating in special education. Data for these figures are shown in Tables E44 through E53 in Appendix E.

Figure D24 in Appendix D shows the percentage of students who earned an associate’s degree or workforce certificate within three years or were enrolled in a Texas two-year college within four years of graduating from high school by high school graduation program. As shown, students who completed the RHSP were more likely than students who completed the MHSP or DAP to earn an associate’s degree or workforce certificate or be enrolled in a Texas two-year college, but the gaps in enrollment were quite small. As shown in Tables E44 through E53, these gaps were generally fewer than five percentage points.

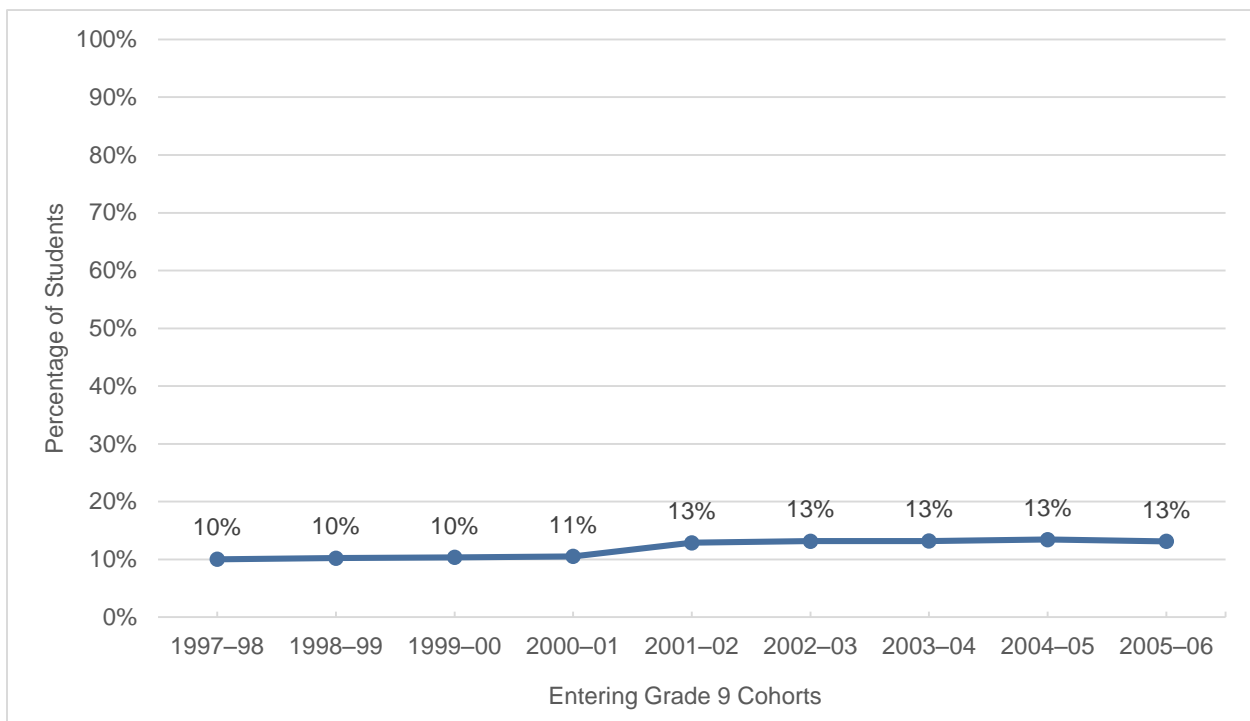
Additional analyses were conducted to examine the percentages of students in each cohort who earned an associate’s degree or workforce certificate in three years or were still enrolled four years after their expected or actual high school graduation date if they enrolled in a Texas two-year college within one year of their actual or expected high school graduation date. Figure D46 in Appendix D shows the results of these analyses. As shown, the percentage of these students who earned an associate’s degree or workforce certificate within three years or were still enrolled in a two-year college within four-years of enrolling in a Texas two-year college fluctuated between 28% and 31% across cohorts.

3.7 Four-Year College Graduation and Persistence

Similar to the previous section, this set of baseline student outcomes analyses examined historical trends in students' four-year college graduation/persistence. THECB enrollment and degree-awarded files for public and independent four-year colleges and universities were used to investigate trends in four-year college graduation and persistence. These files contain data indicating whether a student is enrolled in a Texas public or independent four-year college or university or earned a bachelor's degree. Data are available for Texas public four-year colleges and universities for the entering Grade 9 cohorts of 1997–98 through 2005–06. Data are available for Texas independent four-year colleges and universities for the entering Grade 9 cohorts of 2001–02 through 2005–06. The denominators for these analyses were all students who entered the cohort during Grade 9, including students who did not graduate or moved out of the state of Texas and was not restricted to only those that enrolled in a four-year college.

Figure 8 displays the percentage of entering Grade 9 students in each cohort who earned a bachelor's degree within four years or were still enrolled in a Texas four-year college or university within five years of a student's actual or expected high school graduation date. As shown, the percentage of students in each cohort who earned a bachelor's degree within four years or were enrolled in a four-year college or university within five years of graduating from (or should have graduated from) high school increased very little. As shown, there is almost no change over time—the percentage of students who earned a bachelor's degree within four years or were enrolled in a Texas public four-year college or university within five years of their actual or expected high school graduation date ranged from 10% of students in the 1997–98 cohort of entering Grade 9 students to 11% of students in the 2000–01 entering Grade 9 cohort. Beginning with the 2001–02 cohort, graduation data were available for Texas independent four-year colleges and universities. The inclusion of this data accounts for the two-percentage-point increase in bachelor's degree completion and college persistence shown between the 2000–01 and 2001–02 cohorts. For entering Grade 9 students in the 2001–02 through the 2005–06 cohorts, there is no change in bachelor's degree completion or persistence. Data for this figure are shown in Tables E44 through E52 in Appendix E.

Figure 8. Percentages of Students in Each Cohort Who Earned a Bachelor’s Degree Within Four Years or Were Enrolled in a Texas Public or Independent Four-Year College or University Within Five Years of Actual or Expected High School Graduation Date



Source: Texas Higher Education Coordinating Board (THECB), Public University Graduation files, 1999 through 2013; THECB, Independent University Graduation files, 2003 through 2013.

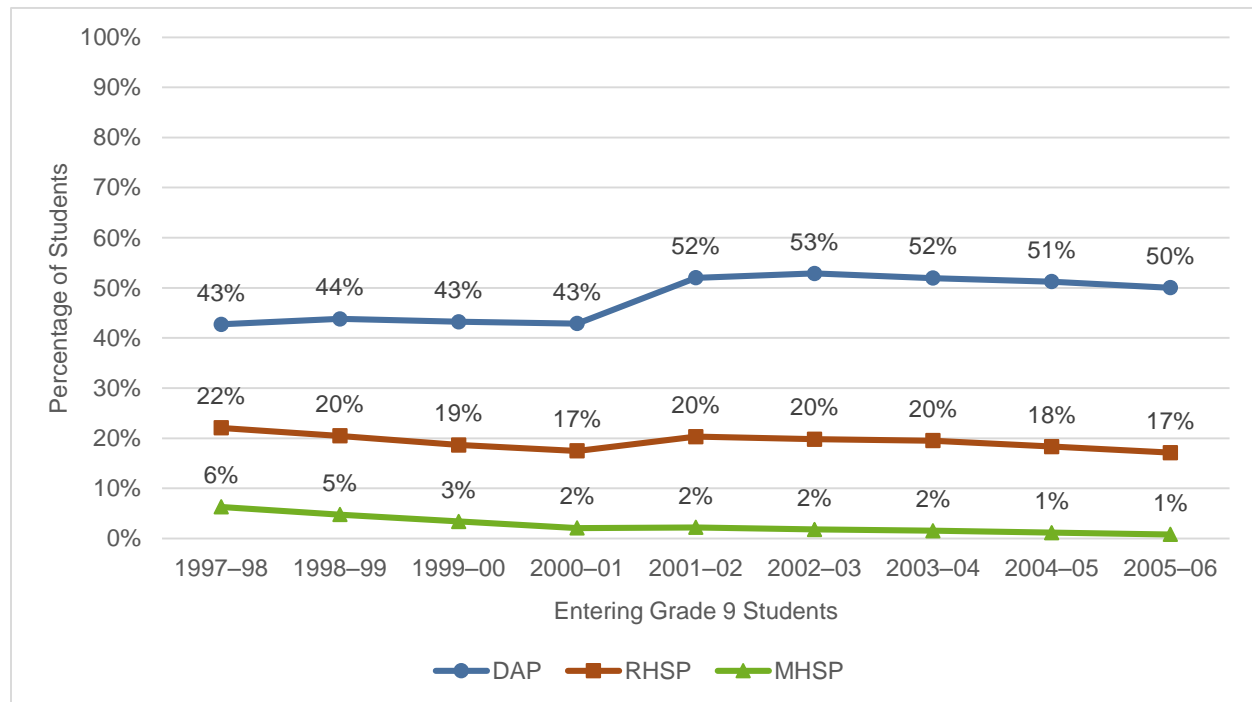
Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who earned a bachelor’s degree from or were enrolled in a Texas public or independent four-year university or college within five years of their actual or expected high school graduation date. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001-02.

In Appendix D, Figure D25 displays the percentage of students who earned a bachelor’s degree or were enrolled in a Texas public or independent four-year college or university within five year of their actual or expected high school graduation date by race/ethnicity. As displayed, Asian/Pacific Islander students were considerably more likely to enroll in a Texas public or independent four-year college than students of any other race/ethnicity. Across entering Grade 9 cohorts, Asian/Pacific Islander students were more likely to have earned a bachelor’s degree or be enrolled in a Texas public or independent four-year college or university within five years of their actual or expected high school graduation date than White students (the next highest group) by at least 10 percentage points. The differences between Asian/Pacific Islander students and students from other racial/ethnic groups were even larger. Data for this figure are shown in Tables E44 through E52 in Appendix E.

As shown in Figure 9, across cohorts, students who completed the DAP were considerably more likely to have earned a bachelor’s degree or be enrolled in a Texas public or independent four-year college or university within five years of their actual or expected high school graduation date than students who completed other graduation programs. The difference between students who completed the DAP and students who completed the RHSP was consistently greater than 20 percentage points across cohorts. For students in the 2005-06 entering Grade 9 cohort, the difference was 33 percentage points. Although there appears to have been an approximately 10 percentage point increase (43% to 52%) between the

2000–01 and 2001–02 cohorts, this increase is largely attributable to the addition of independent four-year college and university data that had not been available for the calculation of prior cohorts. Data for this figure are shown in Tables E44 through E52 in Appendix E.

Figure 9. Percentages of Students in Each Cohort Who Earned a Bachelor’s Degree Within Four Years or Were Enrolled in a Texas Public or Independent Four-Year College or University Within Five Years of Actual or Expected High School Graduation Date by High School Graduation Program



Source: Texas Higher Education Coordinating Board (THECB), Public University Graduation files, 1999 through 2013; THECB, Independent University Graduation files, 2003 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997–98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who earned a bachelor’s degree from or were enrolled in a Texas public or independent four-year university or college within five years of their actual or expected high school graduation date by the type of high school diploma they completed—Minimum High School Program (MHSP), Recommended High School Program (RHSP), or Distinguished Achievement Program (DAP). Students receiving a diploma prior to the MHSP, RHSP, and DAP as well as students receiving special education or related services who completed the minimum curriculum and credit requirements for graduation under the MHSP, RHSP and DAP and who also participated in the exit-level instrument identified in their individualized education program (IEP) or who graduated on the MHSP and had curriculum content modifications through the students’ IEP are omitted from this figure to show findings for only those students who met all statutory requirements for graduation under the MHSP, RHSP, and DAP. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001–02.

Additional analyses were conducted to examine the percentages of students in each cohort who earned a bachelor’s degree within four years or were still enrolled in a Texas four-year college or university five years after their actual or expected high school graduation date for students who enrolled in a Texas four-year college within one year of their actual or expected high school graduation date. Figure D47 in Appendix D shows the results of these analyses. Data were available for Texas public four-year colleges and universities for the entering Grade 9 cohorts of 1997–98 through 2000–01 only. Across this period, the percentage of these students who earned a bachelor’s degree within four years or were still enrolled in a four-year college or university within five years of enrolling in a Texas public four-year college or university fluctuated between 68% and 69% across cohorts. Data were available for Texas public and

independent four-year colleges and universities for students in the entering Grade 9 cohorts of 2001–02 through 2005–06. For these cohorts, the percentages of students who earned a bachelor’s degree within four years or were still enrolled in a four-year college or university within five years of enrolling in a Texas public four-year college or university fluctuated between 70% and 72%.

3.8 Employment and Wages

Although the previous sections focus primarily on college readiness and enrollment, the final set of baseline student outcomes analyses consider historical trends for career-related outcomes. This section explores trends in students’ employment and wages one, three, and five years after the actual or expected high school graduation date.

The TWC quarterly employment data files were used to explore trends in employment and wages. Only the fourth-quarter TWC files were used in these analyses.⁴³ Employment and wage data from TWC are available only for individuals employed in Texas. Accordingly, students employed in other states were counted as unemployed in these analyses. The analyses included all students in the entering Grade 9 cohorts. Therefore, the numbers presented include students who dropped out of school as well as students who moved out of Texas.

Employment and median quarterly wage information is presented one, three, and five years after a student graduated or was expected to graduate from high school. The earnings data represent the highest wages earned among all jobs in which an individual was employed for the specific year.⁴⁴ If an individual was employed at more than one job during the fourth-quarter, only the highest wage for the fourth-quarter was used in the analyses. As such, these numbers somewhat undercount actual wages across individuals.

Employment and wage data were available as follows:

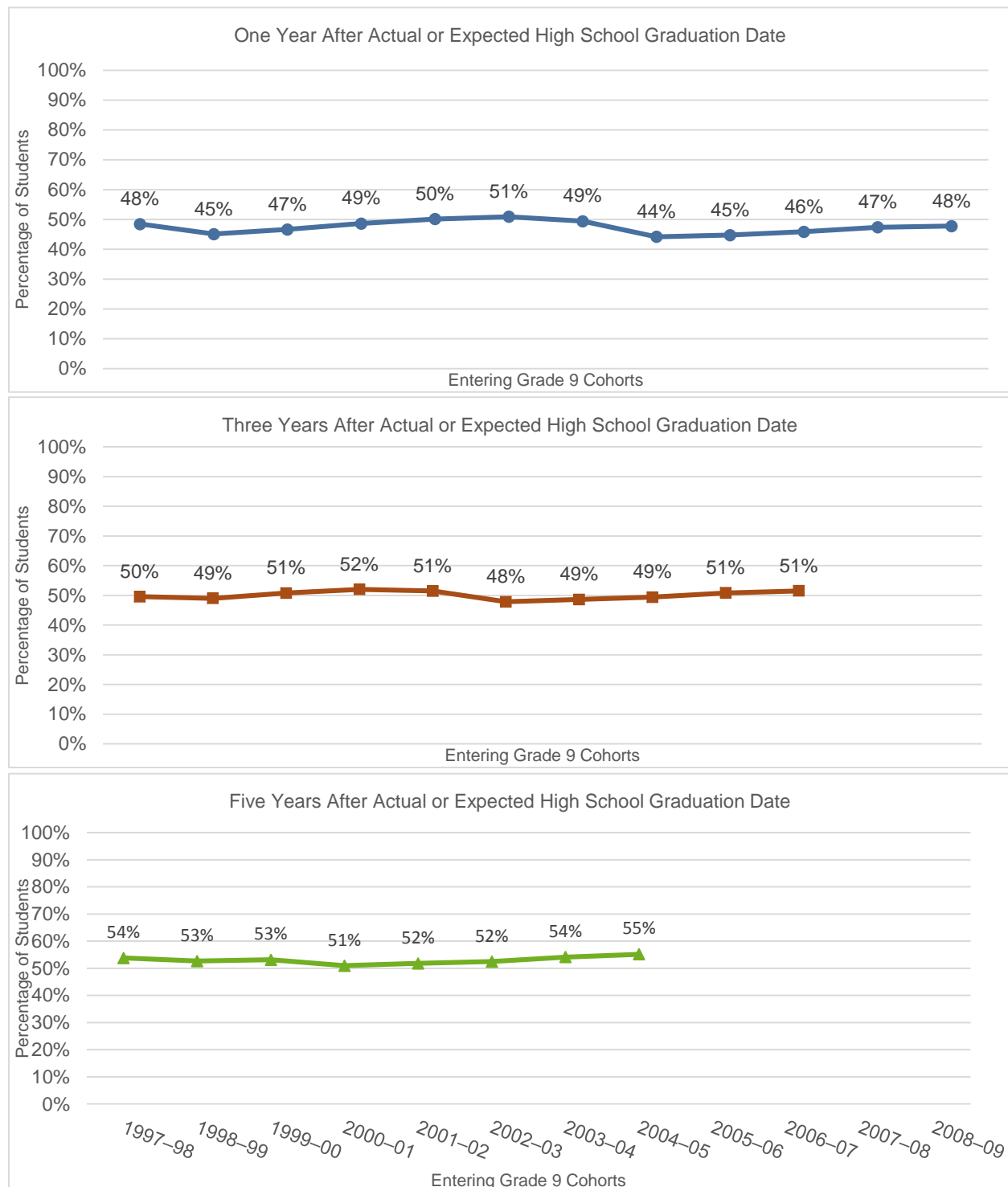
- One year after high school graduation—cohorts 1997–98 through 2008–09
- Three years after high school graduation—cohorts 1997–98 through 2006–07
- Five years after high school graduation—cohorts 1997–98 through 2004–05

Figure 10 presents the percentages of entering Grade 9 students in each cohort who were employed during the fourth quarter in the state of Texas one, three, and five years after their actual or expected high school graduation date. As shown, the percentage of entering Grade 9 students in each cohort that was employed remained relatively stable across cohorts. One year after high school graduation, between 44% and 51% of students in each cohort were employed; three years after high school graduation between 48% and 51% of students in each cohort were employed; and five years after high school graduation, between 51% and 55% of students in each cohort were employed. However, the figure shows that the percentage of students in each cohort that was employed in Texas increased as time passed and students moved into careers. Data for this figure are shown in Tables E54 through E65 in Appendix E.

⁴³ Higher education metrics often focus on the first semester following high school graduation, which generally coincides with October, November, and December, the fourth quarter of the same calendar year.

⁴⁴ Since no information about the number of hours worked is captured in these files, the highest wage obtained from a single job was compared across students.

Figure 10. Percentages of Students in Each Cohort Who Were Employed During Quarter 4 One, Three, and Five Years After Actual or Expected High School Graduation Date



Source: Texas Workforce Commission, Quarterly Employment and Wage files, 1999 through 2014.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after their actual or expected high school graduation date.

Figure 11 shows the median quarterly wages of the entering Grade 9 students in each cohort who were employed during the fourth quarter in the state of Texas one, three, and five years after high school graduation (actual or expected high school graduation date). These wages have not been adjusted for inflation or cost-of-living increases. Again, the median wages of entering Grade 9 students in each cohort who were employed during the fourth quarter in Texas changed relatively little across cohorts. However, the figure shows that the median quarterly wages of students in each cohort who were employed during the fourth quarter in Texas increased from one to three years after high school graduation and three to five years after high school graduation. One year after students' actual or expected high school graduation dates, Quarter 4 median wages ranged from \$2,115 for students in the 1997–98 cohort to \$2,467 for students in the 2008–09 cohort. Three years after students' actual or expected high school graduation dates, Quarter 4 median wages ranged from \$3,031 for students in the 1997–98 cohort to \$3,384 for students in the 2006–07 cohort. Finally, five years after students' actual or expected high school graduation dates, Quarter 4 median wages ranged from \$4,743 for students in the 1997–98 cohort to \$5,050 for students in the 2004–05 cohort. Data for this figure are shown in Tables E66 through E77 in Appendix E.

Figure 11. Median Quarterly Wages for Students in Each Cohort Who Were Employed During Quarter 4 One, Three, and Five Years After Actual or Expected High School Graduation Date



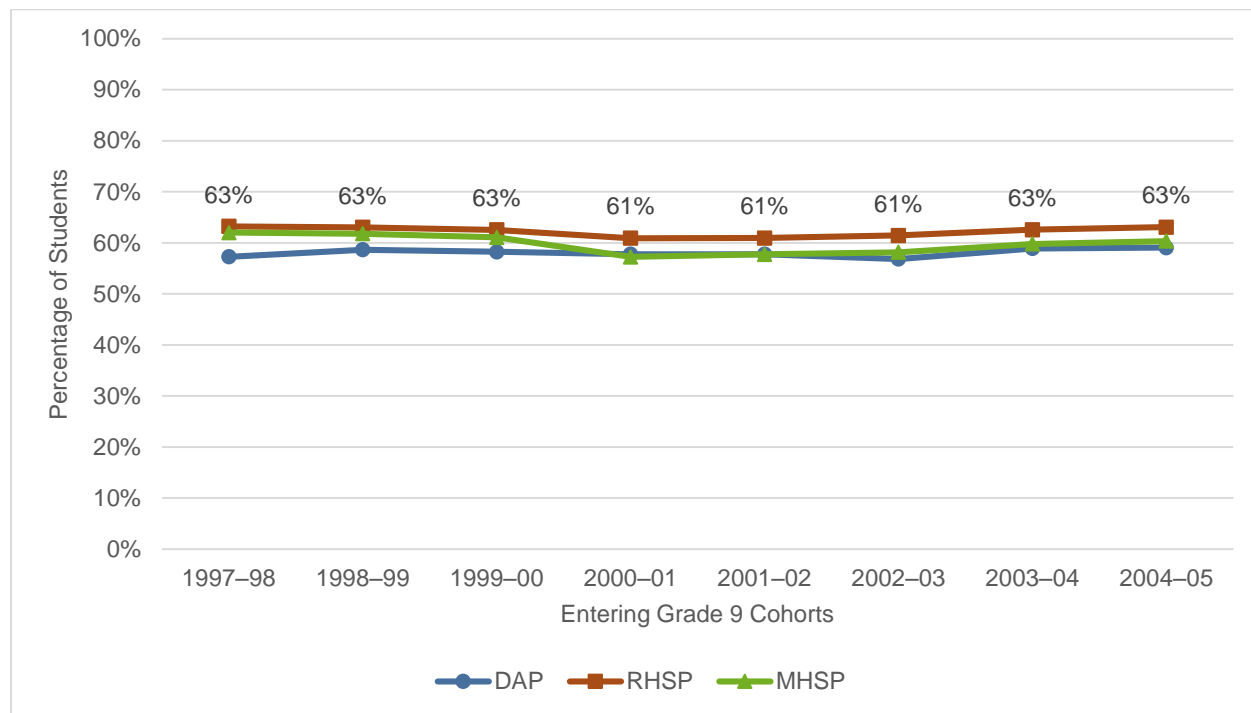
Source: Texas Workforce Commission, Quarterly Employment and Wage files, 1999 through 2014.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997–98 cohort entered Grade 9 for the first time in the fall 1997 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after their actual or expected high school graduation date.

Results of the student group analyses showed students who completed the MHSP, RHSP, or DAP were employed during the fourth quarter at approximately the same rate five years after their actual or expected high school graduation date. As shown in Figure 12, the employment rates of students who

completed each graduation program are nearly identical and change very little over time. The employment rates range from approximately 61% to 63% across cohorts. Data for this figure are shown in E54 through E65 in Appendix E.

Figure 12. Percentages of Students in Each Cohort Who Were Employed During Quarter 4 Five Years After Actual or Expected High School Graduation Date by Graduation Program

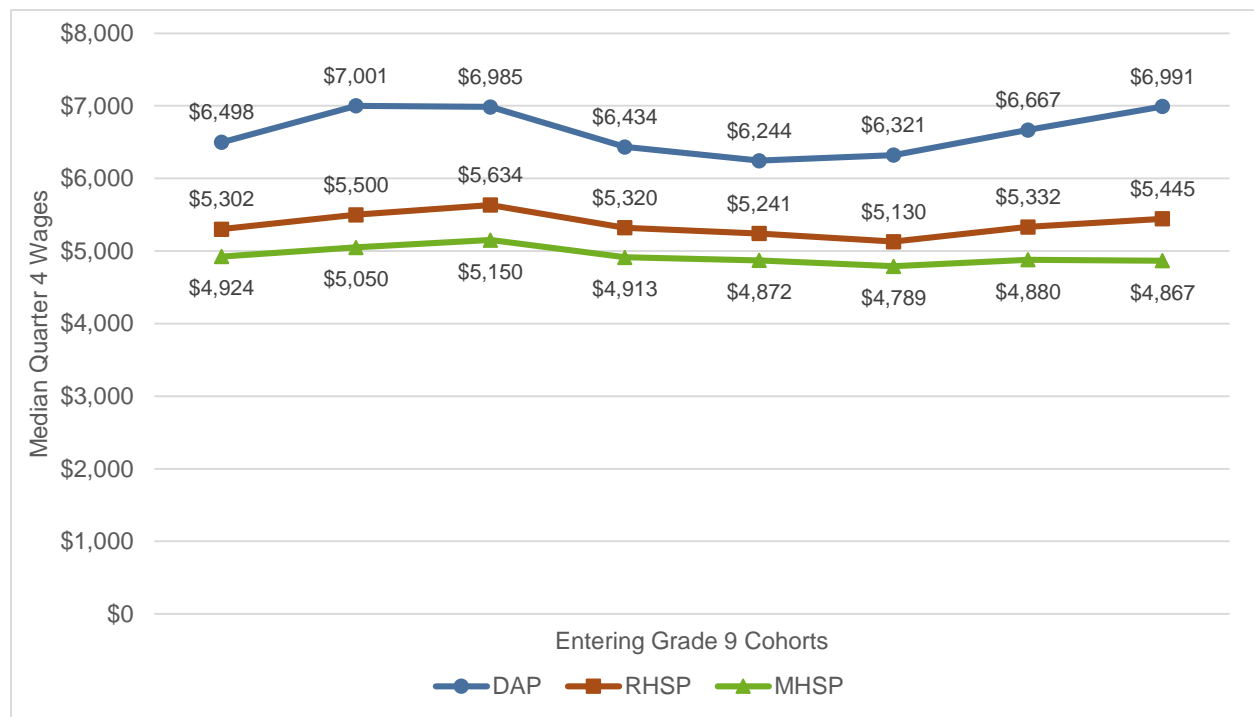


Source: Texas Workforce Commission, Quarterly Employment and Wage files, 1999 through 2010.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year five years after their actual or expected high school graduation date by the type of high school graduation program they completed—Minimum High School Program (MHSP), Recommended High School Program (RHSP), or Distinguished Achievement Program (DAP). Students receiving a diploma prior to the MHSP, RHSP, and DAP as well as students receiving special education or related services who completed the minimum curriculum and credit requirements for graduation under the MHSP, RHSP and DAP and who also participated in the exit-level instrument identified in their individualized education program (IEP) or who graduated on the MHSP and had curriculum content modifications through the students' IEP are omitted from this figure to show findings for only those students who met all statutory requirements for graduation under the MHSP, RHSP, and DAP.

However, the results of the student group analyses revealed that the median quarterly wages of students who completed the DAP were considerably higher than students who completed the other graduation programs during the fourth quarter five years after actual or expected high school graduation. As shown in Figure 13, students who completed the DAP earned approximately \$1,000 more in the fourth quarter than students who completed the RHSP, a finding that is consistent across cohorts. The difference in median quarterly wages is likely because students who completed the DAP were more likely than students who completed any of the other graduation programs to have earned a bachelor's degree within four years or to be enrolled in a four-year college five years after actual or expected they graduated from high school. Data for this figure are shown in Tables E66 through E77 in Appendix E.

Figure 13. Median Quarterly Wages for Students in Each Cohort Who Were Employed During the Fourth Quarter Five Years After Actual or Expected High School Graduation Date by High School Graduation Program



Source: Texas Workforce Commission, Quarterly Employment and Wage files, 1999 through 2010.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997–98 cohort entered Grade 9 for the first time in the fall 1997 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year five years after their actual or expected high school graduation date by the type of high school graduation program they completed—Minimum High School Program (MHSP), Recommended High School Program (RHSP), or Distinguished Achievement Program (DAP). Students receiving a diploma prior to the MHSP, RHSP, and DAP as well as students receiving special education or related services who completed the minimum curriculum and credit requirements for graduation under the MHSP, RHSP and DAP and who also participated in the exit-level instrument identified in their individualized education program (IEP) or who graduated on the MHSP and had curriculum content modifications through the students’ IEP are omitted from this figure to show findings for only those students who met all statutory requirements for graduation under the MHSP, RHSP, and DAP.

3.9 Summary

This chapter presents baseline outcomes for students who entered high school under the MHSP, RHSP, and DAP—students who entered Grade 9 in a Texas public high school during the 1997–98 through 2013–14 academic years. These analyses were designed to provide context for future analyses that will specifically examine the influence of HB 5 on students’ college and career readiness outcomes.

Results of these analyses show that student college readiness, as measured by the percentage of students achieving the HERC standard on the Grade 11 TAKS-ELA and TAKS-Mathematics assessments, the percentage of students meeting TSI requirements, and high school graduation rates, improved considerably over time. More specifically, the results revealed the following:

- The percentage of students meeting or exceeding the HERC standards continued on a primarily upward trend across entering Grade 9 cohorts.
- Trends in high school graduation and TSI readiness rates in reading, mathematics, and writing also revealed improvement in these areas across entering Grade 9 cohorts.
- Achievement gaps, with regard to high school graduation, decreased over time. There were large gaps in four-year high school graduation rates between students from different racial/ethnic backgrounds for students in the entering Grade 9 of 1997–98 through 2006–07 cohorts; however, these gaps narrowed considerably for students in the entering Grade 9 cohorts of 2007–08 through 2009–10.

These improvements in college readiness do not appear to have had translated into better college outcomes for students overall as the following findings show:

- Enrollment in Texas two-year and four-year colleges remained relatively flat across entering Grade 9 cohorts.
- Trends in completion of two-year college degrees and certificates, as well as completion of four-year college degrees, were also relatively flat across entering Grade 9 cohorts.

However, college outcomes did vary considerably by the type of high school diploma a student earned:

- Across entering Grade 9 cohorts, students who completed the RHSP were the most likely to enroll in a Texas two-year college, followed by students who completed the MHSP.
- Similarly, across cohorts, students who completed the RHSP were more likely than students who completed the MHSP or DAP to earn an associate's degree, earn workforce certificate, or be enrolled in a Texas two-year college within three years of graduating from high school, although the gaps in enrollment were quite small.
- Students who completed the DAP were the most likely to enroll in a Texas public or independent four-year college or university across entering Grade 9 cohorts.
- Across entering Grade 9 cohorts, students who completed the DAP were considerably more likely to have earned a bachelor's degree within four years or be enrolled in a Texas public or independent four-year college or university within five years of their actual or expected high school graduation date than students who completed other graduation programs.

Finally, the results did not show improvement in the percentage of students employed in the fourth-quarter or in median quarterly wages across entering Grade 9 cohorts. However, the results did reveal large differences in wages during the fourth-quarter five years following students' actual or expected high school graduation dates according to the type of high school graduation program they completed.

Five years after students' actual or expected high school graduation dates, the median quarterly wages during the fourth quarter of students who completed the DAP were considerably higher than the wages of students who completed the other graduation programs. Students who completed the DAP earned approximately \$1,000 more in the fourth quarter than students who completed the RHSP—a finding that was consistent across cohorts.

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4. Implementation of the Foundation High School Program

As described in Chapter 2, enactment of HB 5 fundamentally changed the high school graduation requirements in Texas. Texas replaced the MHSP, RHSP, and DAP with the Foundation High School Program, which provides students with the opportunity to earn an endorsement in STEM, business and industry, public services, arts and humanities, or multidisciplinary studies, as well as a distinguished level of achievement. The Foundation High School Program was established to provide students with additional flexibility and the opportunity to pursue a series of courses focused on their interests.

One of two main objectives of this evaluation is to “evaluate the implementation of HB 5 on curriculum and testing requirements for high school graduation.” This chapter presents the results of a survey of district administrative staff in all public school districts in Texas with high schools to collect information on actions taken by districts to implement changes prescribed within HB 5.⁴⁵ The survey focused on the following areas:

- The endorsements districts are offering in their high schools, including how these endorsements were selected;⁴⁶
- The options districts are offering for students to complete an endorsement; and
- How districts communicated with parents and students about the new high school graduation requirements, including how they introduced the endorsements offered in the district, the course requirements to complete the endorsement, and what steps were taken to help parents and students select an endorsement.

The survey was administered via unique hyperlink within an email to all superintendents from late March through early May 2015. Superintendents had the ability to designate one or more district staff to complete the survey on their behalf. The survey consisted of 44 items, and not all items required a response. Appendix F provides more information on the process of survey administration, follow-up of nonrespondents, and distribution of responses across the district characteristics mentioned previously.

The group of school districts responding was largely representative of all school districts in the state on characteristics such as district type, district size, state accountability rating in the 2013–14 school year, and student demographic group proportions in the district, including economically disadvantaged students, ELL students served in special education, and race/ethnicity groups (see Table F1 in Appendix F).⁴⁷ The results of the survey generally represent the implementation of districts across the state. The total number of district representatives responding to each survey item and whether the question was required for survey completion are listed in the notes section below each figure. For each survey item, further disaggregation of responses by district type (e.g., charter, urban, district size in terms of student enrollment, state accountability rating, and postsecondary distinctions in the 2014 state accountability rating can be found in Appendix G.

⁴⁵ From the 1,098 school districts in Texas with high schools, 890 eligible school districts responded to the electronic survey regarding HB 5 implementation. The survey questions were not applicable to the 116 school districts in the state that serve exclusively kindergarten through eighth-grade populations.

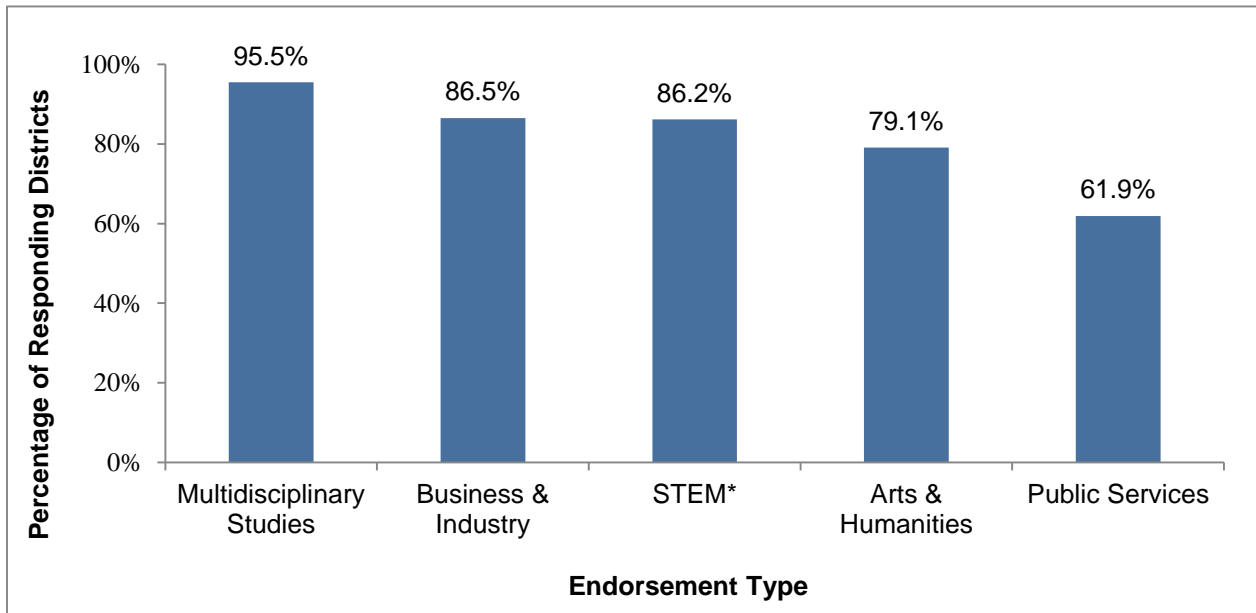
⁴⁶ Respondents noted what their districts offered students, but their responses do not represent the courses that students completed.

⁴⁷ *District type* refers to the following designations: charter, independent town, major suburban, major urban, nonmetropolitan fast-growing, nonmetropolitan stable, other central city, other central city suburban, and rural.

4.1 District Endorsement Offerings

Per Foundation High School Program requirements, there are five endorsements available to high school students. Districts can offer anywhere from one to five endorsements; however, districts that offer only one endorsement are required to offer multidisciplinary studies.⁴⁸ As displayed in Figure 14, multidisciplinary studies was the most frequently offered endorsement, with 95.5% of districts offering the endorsement; public services was the least frequently offered, with 61.9% offering the endorsement. Note that the percentages displayed within Figure 14 do not sum to 100% because districts can offer more than one endorsement, and nearly all districts do offer more than one.

Figure 14. Percentages of Responding Districts Offering Each Endorsement in 2014–15



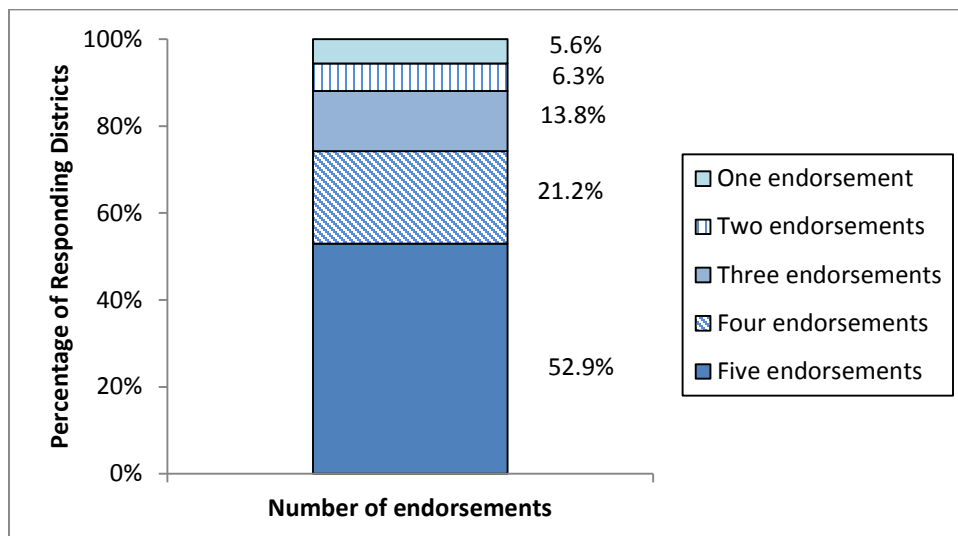
Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015).

Notes. N = 890. STEM = science, technology, engineering, and mathematics. Respondents were required to indicate whether they offered each endorsement.

As Figure 15 displays, at least half of all responding districts (53%) offer all five possible endorsements, and 6% of districts offer only one endorsement.

⁴⁸ Per TEC § 28.025 (c-4).

Figure 15. Percentages of Responding Districts Offering One to Five (All) Endorsements to Students in 2014–15



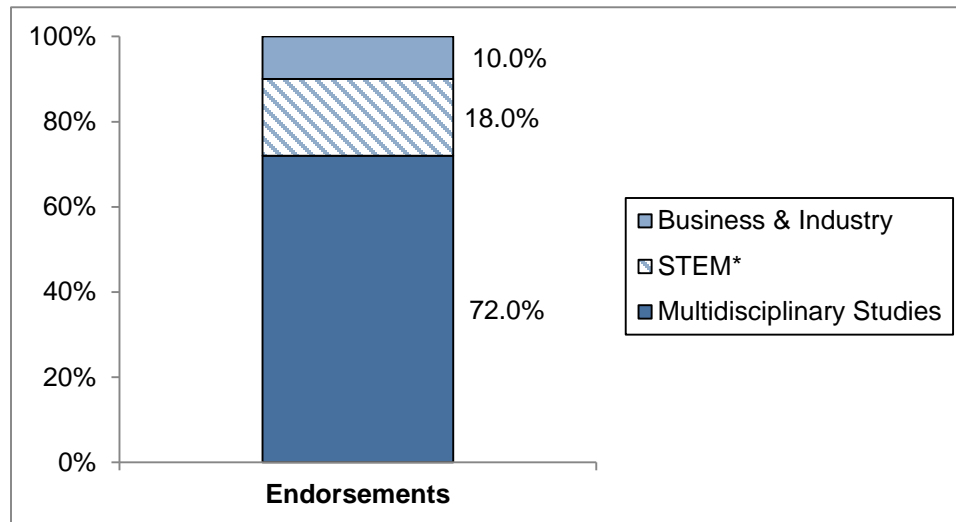
Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015).

Notes. N = 889. All districts are required by law to offer at least one endorsement to students. One responding district did not indicate which endorsements are offered to students and as such does not appear as part of the figure.

Of the relatively small percentage of districts offering only one endorsement, about 72% of those districts selected the multidisciplinary endorsement to offer to students. However, the remaining 28% (14 districts) reported the STEM or business and industry endorsement as their sole endorsement offering, as displayed in Figure 16.⁴⁹ Of those districts offering only one endorsement, approximately half (26 districts) were classified as rural areas, and the distribution of endorsements was spread across STEM (27%), business and industry (8%), and multidisciplinary studies (65%) in these rural districts (see Table G27 in Appendix G).

⁴⁹ Statute (TEC § 28.025 (c-4)) and TEA guidance state that districts that offer only one endorsement must offer multidisciplinary studies.

Figure 16. Types of Endorsements Offered by Responding Districts Providing Only One Endorsement to Students in 2014–15



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015).

Notes. N = 50. STEM = science, technology, engineering, and mathematics. Respondents were required to complete these questions.

Most districts with more than one high school reported providing the same endorsements to all high school campuses. According to the 2013–14 Texas Academic Performance Reports (TAPR) data, 249 of the responding districts, or 28% have more than one high school campus.⁵⁰ Of those districts, 84% reported offering the same endorsements at all high school campuses. Tables G28 through G43 in Appendix G show the types of endorsements offered by responding districts for districts offering two to five endorsements.

Districts also were asked to report whether they had confirmed plans to change their endorsement offerings for the 2015–16 academic year. Three-fourths of responding districts reported that they would not be changing endorsement offerings in the coming year.

4.1.1. Factors Districts Considered When Deciding Which Endorsements to Offer

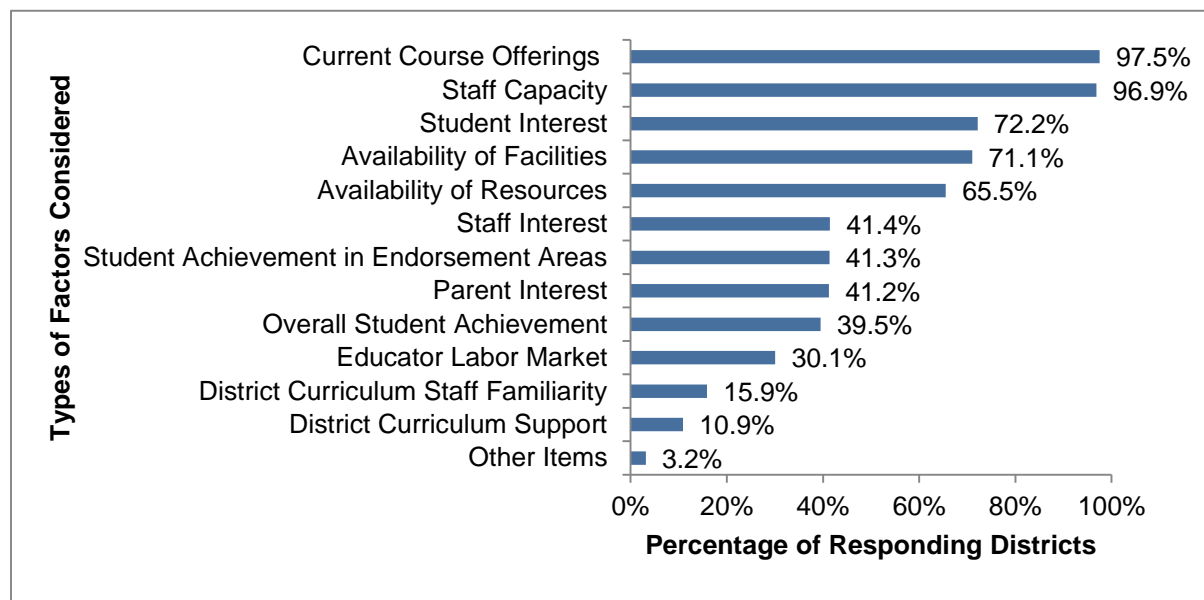
On the survey, districts were asked to respond to several items about the factors that were considered when making decisions about HB 5 implementation and the endorsements that would be offered to students in their high schools. Districts were able to select all that applied from a list of provided factors as well as provide any additional explanation of other factors considered.

As shown in Figure 17, nearly all districts (98%) reported considering current course offerings provided in their districts, as well as current staff capacity to instruct the courses necessary to offer endorsements, prior to the implementation of HB 5. A majority of districts (72%) also reported taking into consideration student interest in the endorsements, as well as facilities available for the coursework and other resources necessary to implement endorsement offerings. In the open-ended response, 28 districts mentioned other factors that they had taken into consideration. Eight of these 28 districts referenced existing district partnerships with community colleges, universities, and other organizations to offer specific services, such as student access to advanced technology labs. Seven of the 28 districts noted

⁵⁰ In the analytic sample, 884 school districts had TAPR data available for 2013–14.

that they took workforce or industry trends into consideration, such as analyzing workforce data for their county to identify local high-wage, high-need career opportunities. The remaining responses were elaborations on categories already selected and displayed in Figure 17.

Figure 17. Factors That Districts Considered When Deciding Which Endorsements to Offer in 2014–15



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015).

Notes. N = 888. Respondents could select more than one factor and were not required to complete this item.

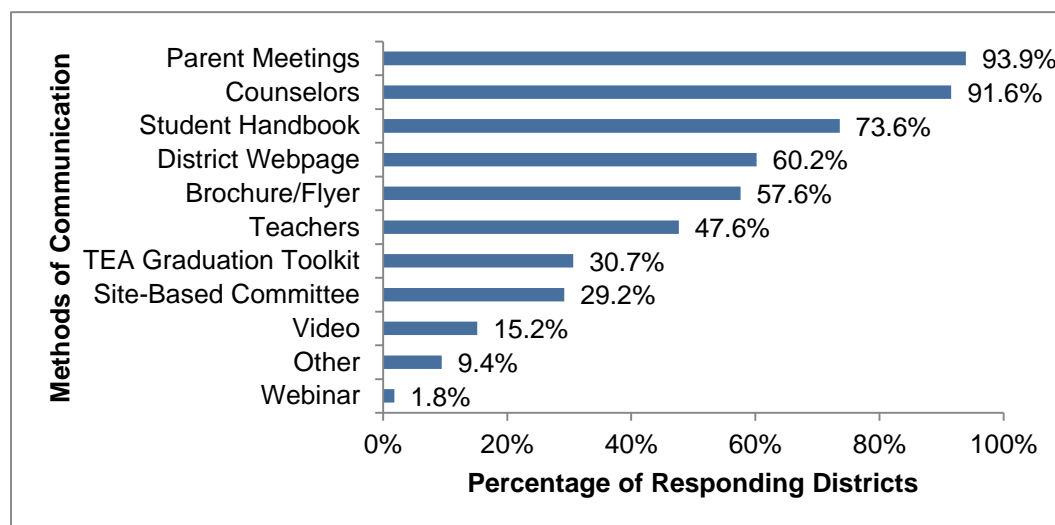
Responding district staff were asked to report if they felt the district “was equipped with the necessary information to make decisions regarding endorsement selections for the 2014–15 academic year.” Approximately 87% of responding districts reported “yes,” they felt their district was equipped with this information. Of the districts that reported not feeling equipped with the necessary information, 100 provided further descriptions in an open-ended response. Thirty-six districts described experiencing challenges making decisions on endorsement offerings because of the timing of receiving information on endorsement requirements. One district that provided a representative response noted, “The timing of the release of guidelines placed schools in a time crunch to put endorsements together. Over time this process will improve based on need and available resources. Programs of this magnitude need time to evolve.” Thirty-five districts noted in their response a lack of clarity on endorsement requirements prior to implementation. A representative comment included, “Much of the information was left to district interpretation prior to the implementation. Since then, more information has been provided to ensure meeting the expectations of HB5.”

4.1.2. District Communication to Parents and Students

On the survey, districts were asked to report how their staff introduced and promoted the new high school graduation requirements implemented under HB 5. Districts were asked about methods for communicating with parents and students directly about the endorsement and course options available to them. As shown in Figure 18, meeting directly with parents (94%) and communication through guidance counselors (92%) were the communication methods most frequently reported. A majority of districts also reported including information intended for parents in the student handbook (74%), on the district

webpage (60%), and in a brochure or flyer focused on endorsement or course offerings (58%). Communication about the endorsements or course offerings through teachers or use of the TEA Graduation Toolkit was reported by fewer than half of the responding districts (31%).⁵¹ Course catalogs, telephone callouts, and newsletters were sometimes mentioned as other methods of communicating new graduation requirements and endorsement offerings to parents.

Figure 18. Methods of Communicating New Graduation Requirements and Endorsement Offerings to Parents in 2014–15



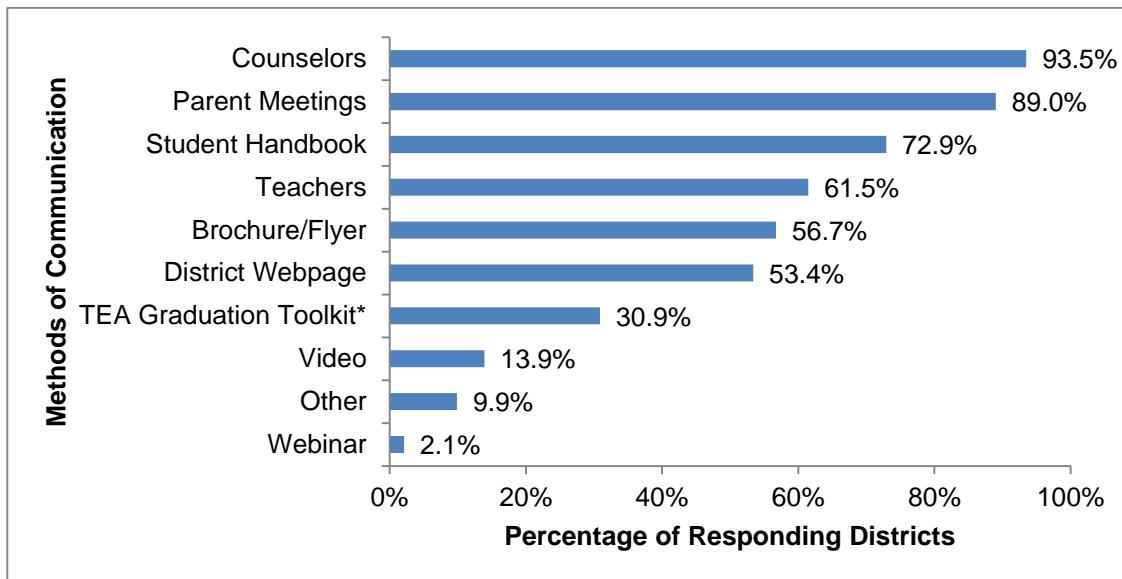
Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015).

Notes. N = 890. TEA= Texas Education Agency. Respondents could select more than one option and were required to complete this item.

As shown in Figure 19, for communication directly with students about the endorsements and aligned course offerings available to them, counselors imparting the information was the most frequently reported avenue (94%), followed by relaying the information to students through parent meetings (89%). A majority of districts also reported that they felt students were becoming informed about the requirements through the student handbook (73%), information provided through their teachers (62%), brochures or flyers on the endorsements and course options available to them (57%), as well as the district webpage (53%). Other methods listed in the “other” category included the course catalog, newsletters, and slide presentations.

⁵¹ See the *TEA Toolkit* (<http://tea.texas.gov/communications/brochures.aspx>) for more details regarding the Foundation High School Program. The toolkit gives an overview of the graduation program, provides information regarding endorsement options and the distinguished level of achievement, and lists resources for students planning to pursue higher education or enter the workforce. The toolkit is also available in Spanish (Texas Education Agency, 2014f).

Figure 19. Methods of Communicating New Graduation Requirements and Endorsement Offerings to Students in 2014–15



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015).

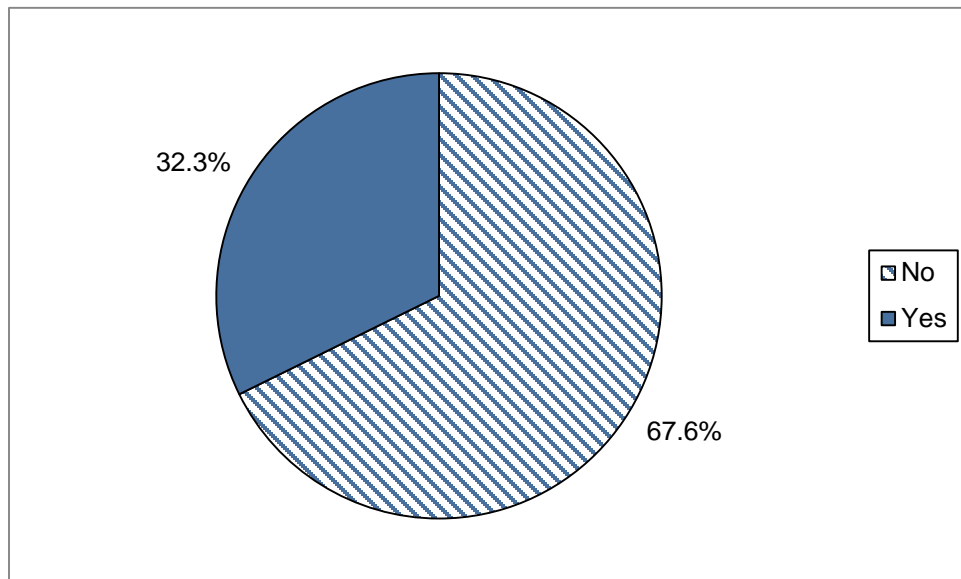
Notes. N = 890. TEA= Texas Education Agency. Respondents could select more than one option and were required to complete this item. See the *TEA Toolkit* (<http://tea.texas.gov/communications/brochures.aspx>) for more details regarding the new Foundation High School Program (Texas Education Agency, 2014c).

4.1.3. Encouraging Endorsement Selection and the Distinguished Level of Achievement

On the survey, districts were asked about any specific actions being taken by the district or its staff to encourage either the selection of particular endorsements or the completion of the distinguished level of achievement. Districts were able to select all that applied from a provided list of actions being taken as well as provide additional explanation of any efforts to encourage endorsement selection or completion of the distinguished level of achievement. As shown in Figure 20, a majority of responding districts (68%) reported not taking any action to encourage students to complete particular endorsements. Of the districts that did report encouraging students to complete particular endorsements, those with the largest numbers of students enrolled were the most likely to do so, with 53% of large districts taking actions to encourage endorsement selection (Table G21 in Appendix G).⁵²

⁵² Districts designated as large contained more than 50,000 students.

Figure 20. Percentage of Districts That Reported Taking Action to Encourage Particular Endorsements in 2014–15



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015).
Notes. N = 889. Respondents were not required to complete this item.

The 32% of districts that reported taking actions to encourage student selection of particular endorsements were asked to elaborate on actions taken. Most of these districts reported some type of communication with students and parents to help guide them to the endorsement that was most directly aligned with students' goals and interests. Student surveys, career interest inventories, and career software or applications were sometimes mentioned as methods to help students select the endorsements to pursue. A sample of representative district responses includes the following:

We are meeting individually with students to determine their plan for high school and beyond. Based on the information they give, we help guide them in the endorsement that best fits their needs and wishes. We do encourage them to pick the endorsement(s) they want to try. Most of our students can actually complete more than one endorsement.

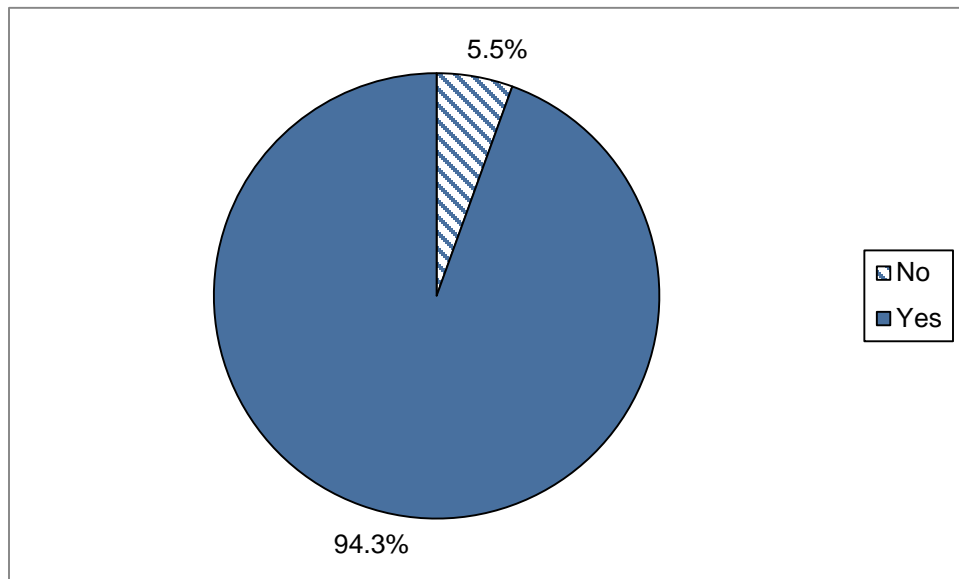
All students are asked to select endorsements on their eighth-grade choice slips. Upon entering ninth grade, students will complete the Interactive Graduation Program (IGP). The district will provide campuses with reports indicating students that have not identified an endorsement.

Our district uses [career interest identification software] to help eighth-grade students identify areas of career interest and to assist them in selecting particular endorsements that align with these interests.

We are encouraging students to choose the best endorsement for them “at this time,” knowing that ... if their interest changes, they can also change their endorsement.

As shown in Figure 21, the vast majority of districts (94%) reported encouraging students to complete the distinguished level of achievement. For districts who received a postsecondary distinction in the 2014 Accountability Ratings, 100% encouraged students to complete the distinguished level of achievement (See Figure G24 in Appendix G).

Figure 21. Percentage of Districts That Encouraged Students to Earn the Distinguished Level of Achievement in 2014–15



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015).
Notes. N = 889. Respondents were not required to complete this item.

When asked to report which actions the district was taking to encourage completion of the distinguished level of achievement, over 90% of districts reported that guidance counselors were promoting the distinguished level of achievement to students (see Table 8). A majority of responding districts also reported that the distinguished level of achievement was promoted at parent meetings (82%), in district meetings with students (75%), and by teachers (60%). Districts also reported encouraging students to complete Algebra II (72%).

As displayed in Table 8, slightly fewer than half of responding districts reported that coursework toward completing the distinguished level of achievement was automatically included as a requirement for students in their district (49%). In addition, approximately 37% of districts reported requiring students to complete Algebra II to graduate from high school.

Table 8. District Actions Taken to Encourage the Distinguished Level of Achievement

| Action Taken | Percentage of Districts |
|--|-------------------------|
| Guidance Counselors Promote Distinguished Level of Achievement | 91.8% |
| District Promotes at Parent Meetings | 81.6% |
| District Promotes at Student Meetings | 74.7% |
| District Encourages Students to Complete Algebra II | 72.0% |
| Teachers Promote Distinguished Level of Achievement | 60.4% |
| District Automatically Includes Coursework Toward Distinguished Level of Achievement | 49.2% |
| District Promotes Distinguished Level of Achievement in Student Handbook | 48.5% |
| District Requires Students to Complete Algebra II | 36.8% |
| District Promotes Distinguished Level of Achievement on Website | 23.5% |
| District Promotes Distinguished Level of Achievement in Other Ways | 5.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015).

Notes. N = 839. Respondents received this question if they reported encouraging students to earn the distinguished level of achievement but were not required to complete this item.

4.2 Options Available Under Each Endorsement

As mentioned earlier, districts made choices about which of the five endorsements to offer to students in their high schools and at the same time made many additional choices about which options would be available to students to complete each endorsement selected. The five endorsements each had between two and five possible options approved by the SBOE, and districts could offer multiple endorsement options, any of which students could complete. This section presents the percentage of responding districts offering each endorsement option, including applicable CTE career clusters.

4.2.1. Arts and Humanities Options Offered

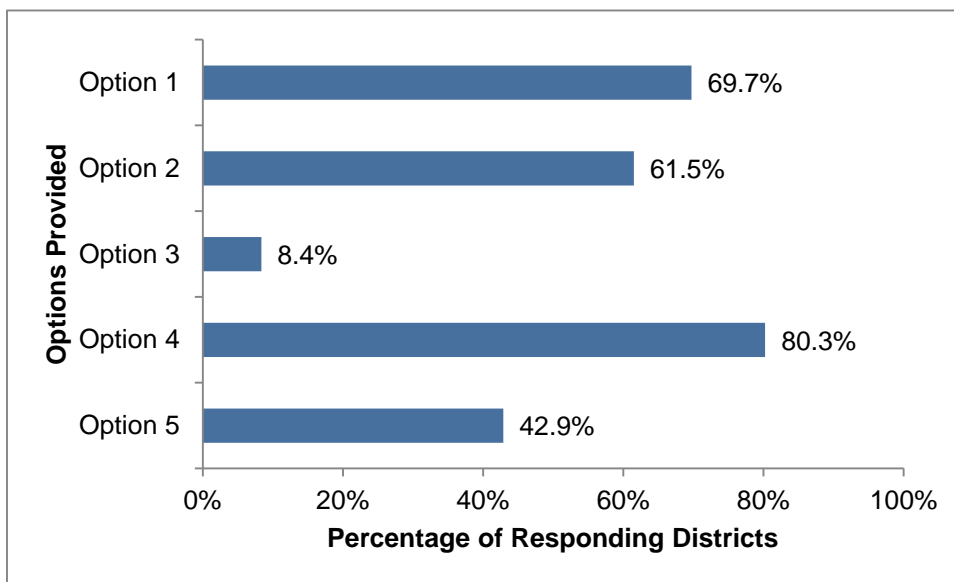
As shown in Table 9, five options were approved by the SBOE for the arts and humanities endorsement. Social studies, languages other than English, American Sign Language, fine arts, or approved English elective courses are all possible options for a district to offer students to complete the endorsement.

Table 9. Options to Complete the Arts and Humanities Endorsement

| Option | Description |
|--------|--|
| 1 | A total of five social studies credits. |
| 2 | Four levels of the same language in a language other than English OR two levels of the same language in a language other than English and two levels of another language other than English. |
| 3 | Four levels of American Sign Language. |
| 4 | A coherent sequence of four credits by selecting courses from one or two categories or disciplines in fine arts or innovative courses approved by the commissioner. |
| 5 | Four English elective credits from the list of approved courses. |

As shown in Figure 22, a majority of districts offering this endorsement reported offering Option 4 (disciplines in fine arts, 80%), Option 1 (social studies courses, 70%), or Option 2 (four levels of one language or two levels of two languages, 62%).

Figure 22. Types of Arts and Humanities Options Offered by Responding Districts in 2014–15



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015).

Notes. N = 704. Respondents received this item only if they reported offering the arts and humanities endorsement. Respondents could select more than one option and were required to complete this item.

4.2.2. Business and Industry Options Offered

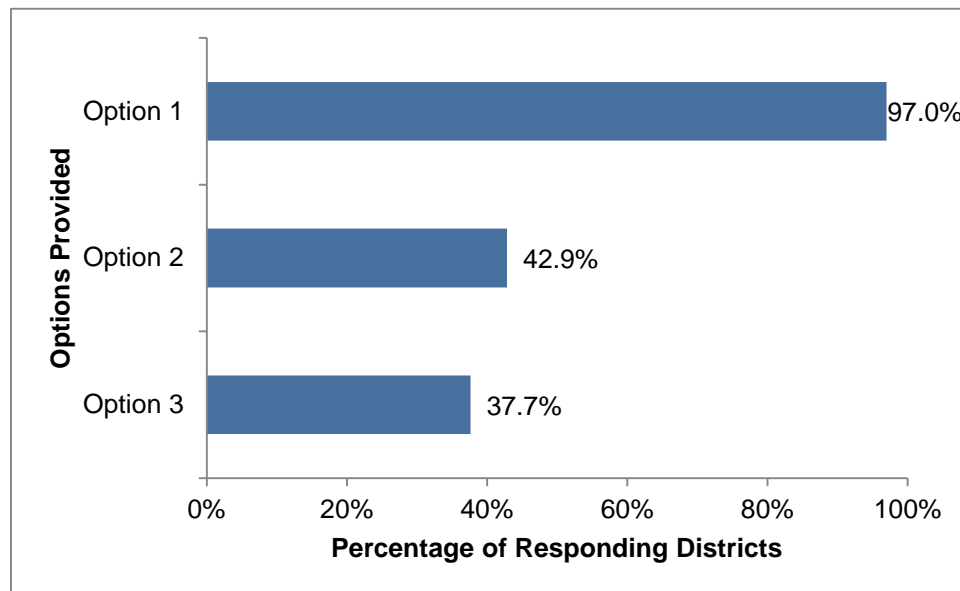
As shown in Table 10, three options were approved by the SBOE for the business and industry endorsement. Combinations of courses in CTE, English courses from approved areas, and technology applications courses are all possible options for a district to offer students to complete the endorsement.

Table 10. Options to Complete the Business and Industry Endorsement

| Option | Description |
|--------|---|
| 1 | A coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster including at least one advanced CTE course, which includes any course that is the third or higher course in a sequence. The courses may be selected from courses in all CTE career clusters or CTE innovative courses approved by the commissioner of education. ⁵³ The final course in the sequence must be selected from one of the 10 CTE career clusters approved for the endorsement. |
| 2 | Four English elective credits by selecting three levels from approved areas. |
| 3 | Four technology applications credits from approved areas. |
| 4 | A coherent sequence of four credits from Options 1, 2, or 3. |

As shown in Figure 22, nearly all (97%) of districts that offered this endorsement reported offering Option 1, or the combination of CTE courses. Fewer than half of the districts offering the endorsement allowed Option 2 (approved English courses, 43%) or Option 3 (technology applications courses, 37%).

Figure 23. Types of Business and Industry Options Offered by Responding Districts in 2014–15



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015).

Notes. N = 770. Respondents received this question only if they reported offering the business and industry endorsement.

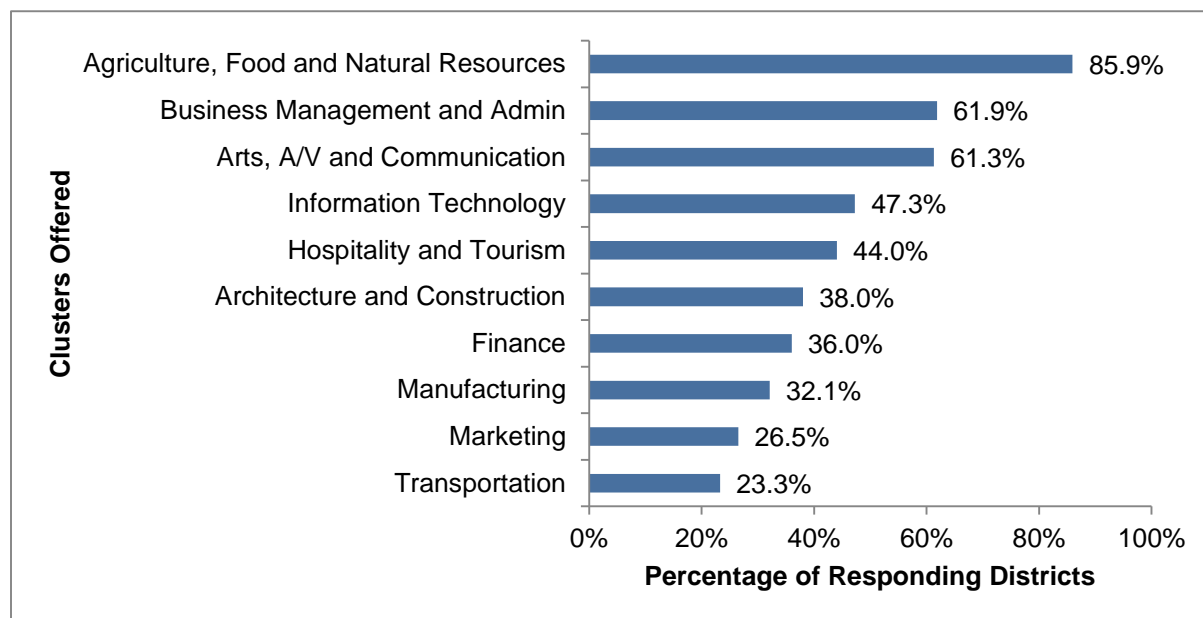
Respondents could select more than one option and were required to complete this item. Districts were not asked whether they offered Option 4 on the survey because of an inadvertent omission during survey development.

Within Option 1—the coherent sequence of CTE courses—10 possible career clusters are approved by the SBOE. Figure 24 displays the percentage of reporting districts offering Option 1 that offered each of the possible CTE career clusters. A majority of reporting districts offered the Agriculture, Food, and Natural Resources Career Cluster (86%), followed by the Business Management and Administration Career Cluster (62%) and the Arts, Audiovisual (A/V), and Communication Career Cluster (61%). The

⁵³ The ten career cluster options are displayed in Figure 24.

remaining seven career clusters displayed in Figure 24 were offered by fewer than half of the districts offering Option 1 to complete this endorsement.

Figure 24. Types of Business and Industry CTE Career Clusters Offered by Responding Districts in 2014–15



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015).

Notes. N = 747. CTE = career and technical education. A/V = audiovisual. Respondents received this question only if they reported offering Option 1 within the business and industry endorsement. They could select more than one cluster and were required to complete this item.

4.2.3. Multidisciplinary Studies Options Offered

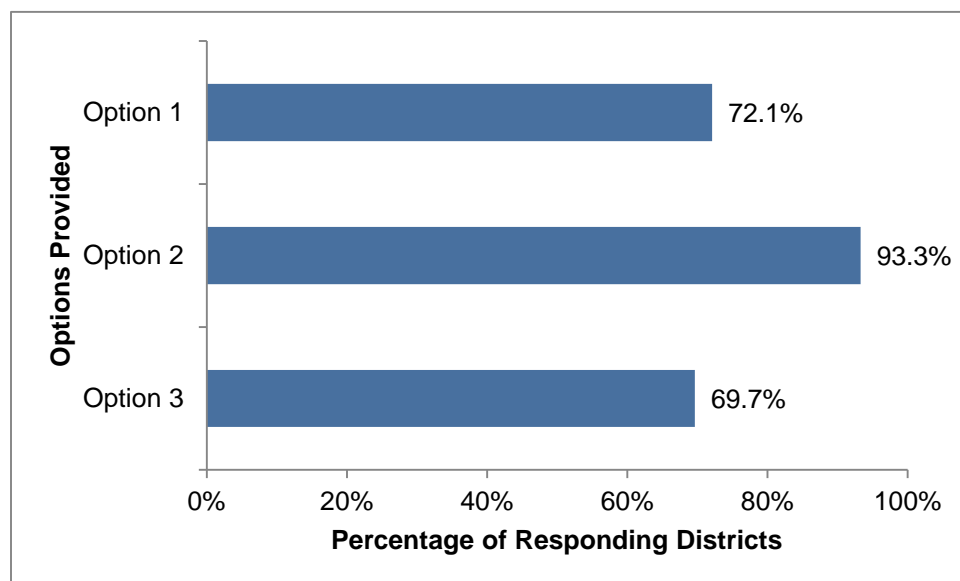
As shown in Table 11, three options were approved by the SBOE for the multidisciplinary studies endorsement. For Option 1, four advanced courses from any of the endorsement areas or within one endorsement area that were judged by the district to “prepare a student to enter the workforce successfully or postsecondary education without remediation” can be used to fulfill the option. For Option 2, four credits within each of the four foundation subject areas (ELA, mathematics, science, and social studies), including English IV and chemistry and/or physics fulfilled the option. For Option 3, four credits of AP, IB, or dual-credit courses selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts satisfy the option. Option 2 is a similar option to the 4x4 requirements completed by students on the RHSP.

Table 11. Options to Complete the Multidisciplinary Studies Endorsement

| Option | Description |
|--------|--|
| 1 | Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence. |
| 2 | Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics. |
| 3 | Four credits in AP, IB, or dual-credit courses selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts. |

As shown in Figure 25, a large majority of districts offered Option 2 (four credits in foundation subject areas including English IV and chemistry and/or physics, 93%), followed by Option 1 (four advanced courses from any of the endorsement areas or within one endorsement area that were judged to “prepare a student to enter the workforce successfully or postsecondary education without remediation,” 72%) and Option 3 (four credits in AP, IB, or dual-credit courses, 70%).

Figure 25. Types of Multidisciplinary Studies Options Offered by Responding Districts in 2014–15



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015).

Notes. N = 850. Respondents received this item only if they reported offering the multidisciplinary studies endorsement.

Respondents could select more than one option and were required to complete this item.

4.2.4. Public Services Endorsement Options Offered

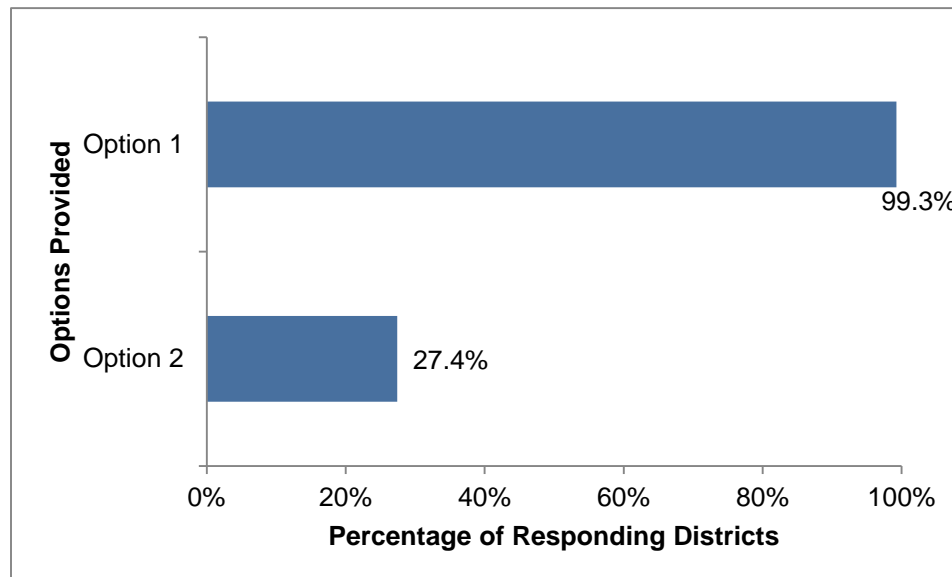
Two options were approved by the SBOE for the public services endorsement, as Table 12 displays. Combinations of courses in five CTE career clusters approved by the SBOE or four courses in the Junior Reserve Officer Training Corps (JROTC) are allowed.

Table 12. Options to Complete the Public Service Endorsement

| Option | Description |
|--------|---|
| 1 | A coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster including at least one advanced CTE course, which includes any course that is the third or higher course in a sequence. The courses may be selected from courses in all CTE career clusters or CTE innovative courses approved by the commissioner of education. ⁵⁴ The final course in the sequence must be selected from one of the five CTE career clusters approved for the endorsement. |
| 2 | Four courses in Junior Reserve Officer Training Corps (JROTC). |

As shown in Figure 26, nearly all responding districts offering this endorsement chose Option 1 (CTE courses, 99%), whereas 27% of districts offering this endorsement chose Option 2 (JROTC).

Figure 26. Types of Public Service Options Offered by Responding Districts in 2014–15



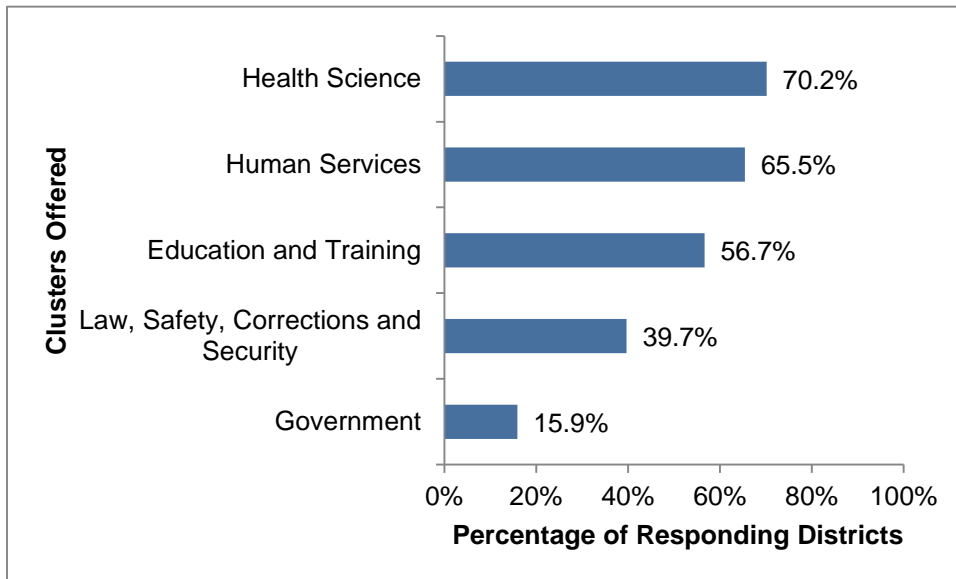
Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015).

Notes. N = 551. Respondents received this item only if they reported offering the public service endorsement. Respondents could select more than one option and were required to complete this item.

Of districts offering Option 1 (CTE courses), a majority reported offering the Health Science Career Cluster (70%), Human Services Career Cluster (66%), and Education and Training Career Cluster (57%), as displayed in Figure 27.

⁵⁴ The five career cluster options are displayed in Figure 27.

Figure 27. Types of Public Services CTE Career Clusters Offered by Responding Districts in 2014–15



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015).

Notes. N = 547. CTE = career and technical education. Respondents received this question only if they reported offering Option 1 within the public service endorsement. They could select more than one option and were required to complete this item.

4.2.5. STEM Options Offered

Five STEM options were approved by the SBOE, as Table 13 displays. Combinations of courses in CTE, computer science, mathematics, or science were all possible options for a district to offer students. The fifth option allows a student to take three additional credits from a maximum of two disciplines that are represented in options (1)-(4).

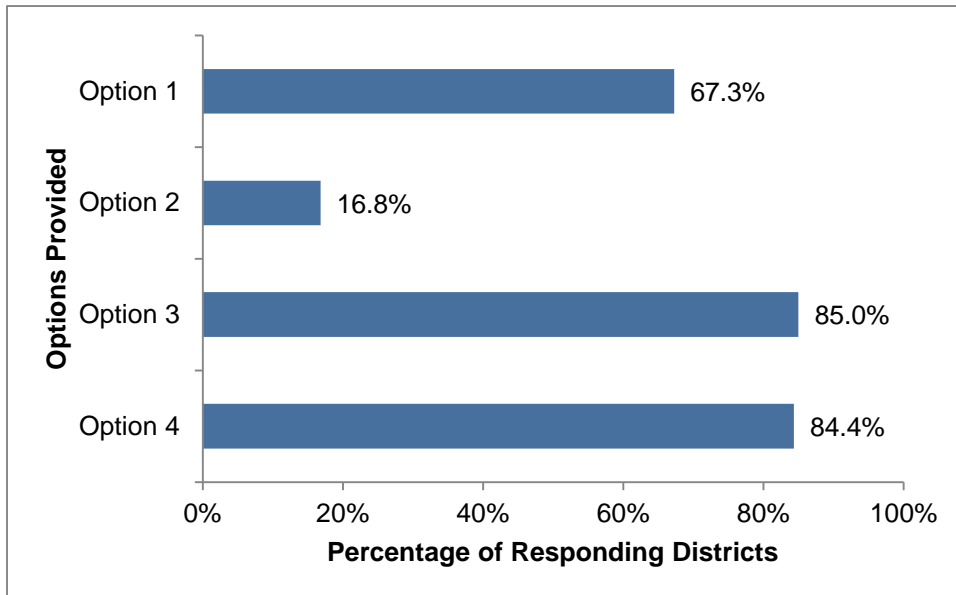
Table 13. Course Sequence Options to Complete the STEM Endorsement

| Option | Description |
|--------|--|
| 1 | A coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster including at least one advanced CTE course, which includes any course that is the third or higher course in a sequence. The courses may be selected from courses in all CTE career clusters or CTE innovative courses approved by the commissioner of education. The final course in the sequence must be selected from the STEM career cluster. |
| 2 | A coherent sequence of four credits in computer science. |
| 3 | A total of five mathematics credits earned by successfully completing Algebra I, geometry, Algebra II, and two additional mathematics courses for which Algebra II is a prerequisite. |
| 4 | A total of five credits in science by successfully completing biology, chemistry, physics, and two additional science courses. |
| 5 | In addition to Algebra II, chemistry, and physics, a coherent sequence of three additional credits from one or two disciplines represented by the other options. |

Notes. STEM = science, technology, engineering, and mathematics. CTE = career and technical education.

As Figure 28 displays, a large majority of districts offered Option 3 (mathematics, 85%), Option 4 (science, 84%), and Option 1 (CTE, 67%). Relatively few districts offered Option 2 (computer science, 17%).

Figure 28. Types of STEM Options Offered by Responding Districts in 2014–15



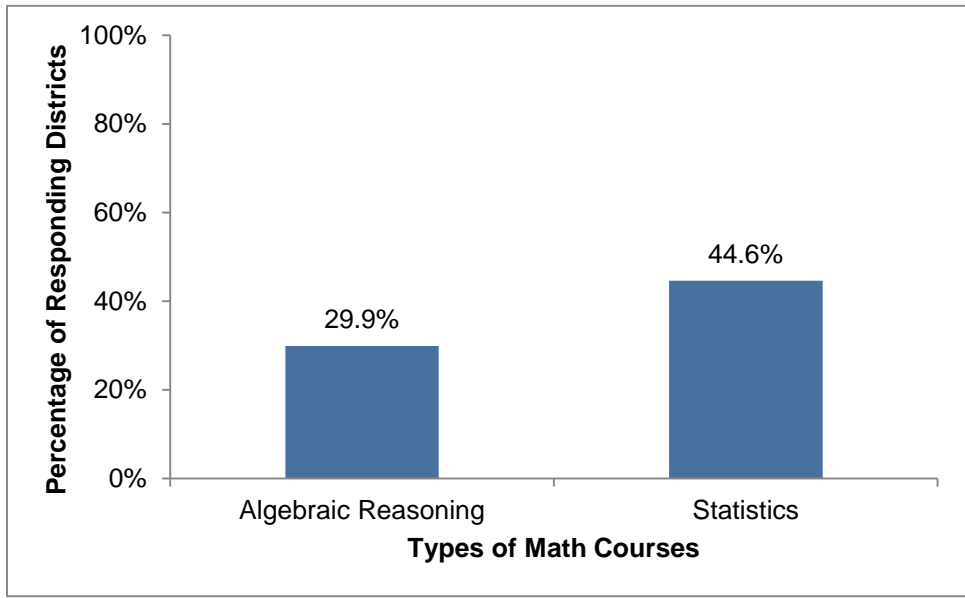
Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015).

Notes. N = 767. STEM = science, technology, engineering, and mathematics. Respondents received this question only if they reported offering the STEM endorsement. Respondents could select more than one option and were required to complete this item. Districts were not asked whether they offered Option 5 on the survey because of an inadvertent omission during survey development. Eleven of the 710 districts that provided an open-ended response describing how they decided which options to offer to complete the STEM endorsement reported that they offered the fifth option to their students.

4.2.6. New Math Courses in Response to House Bill 5

On the survey, districts were asked whether they had plans to offer the new mathematics courses approved by the SBOE as additional options for the third mathematics course in the sequence. As Figure 29 displays, about 45% of districts reported plans to offer Statistics, and 30% planned to offer Algebraic Reasoning as a part of curriculum changes in response to HB 5.

Figure 29. Percentages of Districts Planning to Offer Algebraic Reasoning or Statistics in Response to HB 5^a



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015).

Note. N = 888. HB = house bill.

^a These are the two new mathematics courses approved by the State Board of Education and may be offered by districts.

4.3 District Considerations for Determination of Endorsement Options

For each endorsement that survey respondents reported offering, respondents were asked to elaborate on what factors affected their choice of options for students to fulfill that endorsement. Across responses and endorsements, two themes emerged. Districts most often reported selecting options that were possible given their current staff capacity, teacher qualifications, and existing curriculum and course offerings. In addition, between 23% and 29% of responding districts also described considering communications with parents and students about student interests and preferences regarding specific endorsements and course sequences. The percentages of districts that reported each of these main themes in their written responses are provided in Table 14

Table 14. Most Frequently Reported Key District Considerations for Offering Endorsement Options

| Category of Response | Arts and Humanities | Business and Industry | Multi-disciplinary Studies | Public Services | STEM |
|--|---------------------|-----------------------|----------------------------|-----------------|------|
| Number of districts providing a response | 626 | 683 | 742 | 503 | 706 |
| Consideration of district resources such as staffing, teacher certifications, and existing courses | 70% | 71% | 68% | 73% | 76% |
| Communications with students and/or parents on student preferences | 25% | 28% | 26% | 29% | 23% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015).

Notes. STEM = science, technology, engineering, and mathematics. For each endorsement selected, respondents had the opportunity to provide an open-text description of the factors they considered when deciding which course sequence options to offer. This item was not required.

4.4 Summary

The following are key findings from the survey on implementation of HB 5 administered to public school districts in Texas with high schools:

Endorsement Offerings

- Fifty-three percent of responding districts offer all five endorsements.
- Eighty-eight percent of districts offer three or more endorsements.
- The multidisciplinary studies endorsement is the most frequently offered (96% of districts).
- The public services endorsement is the least frequently offered (62% of districts).

Factors Considered When Deciding Which Endorsements to Offer

- Current course offerings in the district and staff capacity were the top considerations reported by districts when deciding which endorsements to offer.

Information regarding endorsement and the options for each endorsement were most frequently communicated by districts through counselors and directly during parent meetings.

Encouraging Students to Select Particular Endorsements

- Approximately one third of responding districts reported encouraging students to select particular endorsements. In descriptions provided, a majority of these districts reported doing so by assessing student career interests and guiding students to the appropriate endorsement choices based on this information.

Encouraging Obtainment of the Distinguished Level of Achievement

- Ninety-four percent of responding districts reported encouraging students to obtain the distinguished level of achievement.

Algebra II Completion

- Thirty-seven percent of responding districts reported requiring students to complete Algebra II to graduate.

Endorsement-Aligned Course Offerings

- Within the arts and humanities, multidisciplinary studies, and STEM endorsements, a majority of districts offered at least three options.
- In the business and industry and public services endorsements, Option 1, related to CTE courses, was the only course sequence offered by the majority of districts.
 - Within the offering of Option 1, a majority of districts reported offering at least three CTE career cluster course sequences.
- In a majority of cases, if districts had more than one high school campus, they reported offering the same course sequence options to fulfill endorsements within all of their high schools.

Factors That Influenced Course Offerings

- Finally, when describing what factors influenced their decisions regarding which course sequences to offer, most districts reported considering their current staff and course offerings to determine what course sequences were feasible to provide. Some districts (between 23% and 29%) reported communicating with parents and students regarding student interests and preferences when making decisions on which course sequences to offer.

Overall, while many districts are offering multiple endorsements to their students (over 80% are providing three or more endorsements), most appear to be meeting the requirements of the Foundation High School Program by aligning their previous staffing, resources, and course selection to the endorsements chosen in the first year of implementation.

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5. Baseline Student Outcomes for Foundation High School Program Cohort

Chapter 3 presents baseline student outcomes for students who graduated, or are expected to graduate, under the MHSP, RHSP, and DAP. This chapter provides baseline student outcomes for the students who will form the first entering Grade 9 cohort to graduate from high school under the Foundation High School Program—the incoming cohort of Grade 9 students in 2014–15. Because high school assessment and course completion data were not yet available for these students at the time of the writing of this report, analyses were conducted using data from Grade 8. The goal of these analyses is to examine baseline college readiness for the first cohort of students who will be subject to the Foundation High School Program graduation requirements. The baseline student outcomes examined in this chapter include Grade 8 performance on the STAAR—the state achievement test that replaced TAKS—in reading and mathematics, performance on the STAAR EOC Algebra I assessment, and whether credit was received for completion of Algebra I.

The 2014–15 cohort of entering Grade 9 students was created using the same procedures used to create the cohorts of students who graduated or are expected to graduate under the MSHP, RHSP, and DAP. These procedures are described in Chapter 3 and Appendix B.

5.1 College Readiness

Although the analyses described in Chapter 3 used the TAKS assessments (used by the state at the time) to assess college readiness, these analyses use results from the STAAR assessments (the current state testing program). To examine the degree to which this cohort was on track toward college readiness, the STAAR testing files were used to determine the percentage of students in the cohort who met Level II at the final standard on the STAAR Grade 8 Reading and Mathematics assessments, as well as the percentage of students who met Level II at the final standard on the Algebra I STAAR EOC assessment (for students who completed Algebra I in Grade 8). Meeting Level II at the final standard on these assessments indicates that a student is on track to reach postsecondary readiness on STAAR Algebra II and English III. The first administration of the nonmodified versions of the assessment was used in these analyses.

Table 15 shows the percentage of students in the entering Grade 9 cohort of 2014–15 who took the Grade 8 STAAR Reading test and met or exceeded Level II at the final standard on the assessment overall and by student group. As shown, approximately 47% of students who completed the assessment met Level II at the final standard. Higher percentages of Asian (76%) and White (64%) students met Level II at the final standard than students from other racial/ethnic groups. About 34% of students identified as economically disadvantaged, 6% of students identified as ELL, and 11% of students participating in special education met Level II at the final standard on the STAAR Grade 8 reading assessment.

Table 15. Percentages of Students in 2014–15 Grade 9 Cohort Who Achieved Level II at the Final Standard on the Grade 8 STAAR Reading Assessment Overall and by Student Group

| Student Group | Total | Reaching Level II Final Standard | |
|--|---------|----------------------------------|------------|
| | | Number | Percentage |
| 2014–15 Grade 9 Students Who Took the Grade 8 STAAR Reading Test | 341,843 | 161,643 | 47.2% |
| Racial/Ethnic Groups | | | |
| African American | 49,293 | 14,805 | 35.3% |
| American Indian | 1,541 | 546 | 45.0% |
| Asian | 15,141 | 9,934 | 75.6% |
| Hispanic | 197,344 | 64,726 | 37.4% |
| Multiracial | 6,925 | 3,595 | 59.1% |
| Pacific Islander | 506 | 176 | 42.7% |
| White | 118,896 | 67,861 | 64.0% |
| Students Identified as | | | |
| Economically disadvantaged | 182,627 | 62,093 | 34.0% |
| English language learners | 24,687 | 1,389 | 5.6% |
| Students Participating in Programs for | | | |
| Special education | 14,059 | 1,768 | 10.6% |

Source: State of Texas Assessments of Academic Readiness (STAAR) file 2014.

Notes. The 2014–15 cohort is made up of students who entered Grade 9 in the academic year listed. Students in the 2014–15 cohort entered Grade 9 for the first time in the fall 2014 semester. Percentages shown represent the students in the 2014–15 Grade 9 cohort who met Level II at the final standard on the Grade 8 STAAR Reading assessment.

Similarly, Table 16 shows the percentage of students in the entering Grade 9 cohort of 2014–15 who took the Grade 8 STAAR Mathematics test and met or exceeded Level II at the final standard on the assessment overall and by student group. The number of students completing this assessment is smaller than that of the Grade 8 STAAR Reading test because many students completed Algebra I in Grade 8. Most of these students completed the Algebra I EOC. If students took both the Grade 8 STAAR Mathematics test and the STAAR Algebra I EOC test, only test scores for the Algebra I were included in the analyses. That is, those students' test scores were not included in analyses examining Grade 8 STAAR Mathematics test achievement.

As shown, approximately 33% of students who took the Grade 8 STAAR Mathematics assessment met Level II at the final standard. In this analysis, considerably higher percentages of Asian (68%) students met Level II at the final standard than students from all other racial/ethnic groups. About 25% of students identified as economically disadvantaged, 12% of students identified as ELL students, and 11% of students participating in special education met the Level II at the final standard on the STAAR Grade 8 Mathematics assessment.

Table 14. Percentages of Students in 2014–15 Grade 9 Cohort Who Achieved Level II at the Final Standard on the Grade 8 STAAR Mathematics Assessment Overall and by Student Group

| Student Group | Total | Reaching Level II Final Standard | |
|--|---------|----------------------------------|------------|
| | | Number | Percentage |
| 2014–15 Grade 9 Students Who Took the Grade 8 STAAR Mathematics Test | 254,220 | 83,711 | 32.9% |
| Racial/Ethnic Groups | | | |
| African American | 34,964 | 6,930 | 19.8% |
| American Indian | 943 | 318 | 33.7% |
| Asian | 5,508 | 3,764 | 68.3% |
| Hispanic | 137,089 | 38,297 | 27.9% |
| Multiracial | 4,191 | 1,664 | 39.7% |
| Pacific Islander | 301 | 96 | 31.9% |
| White | 71,224 | 32,642 | 45.8% |
| Students Identified as | | | |
| Economically disadvantaged | 149,732 | 37,732 | 25.2% |
| English language learners | 19,788 | 2,340 | 11.8% |
| Students Participating in Programs for | | | |
| Special education | 14,059 | 1,496 | 10.6% |

Source: State of Texas Assessments of Academic Readiness (STAAR) file 2014.

Notes. The 2014–15 cohort is made up of students who entered Grade 9 in the academic year listed. Students in the 2014–15 cohort entered Grade 9 for the first time in the fall 2014 semester. Percentages shown in the figure represent the students in the 2014–15 Grade 9 cohort who met Level II at the final standard on the Grade 8 STAAR Mathematics assessment.

Finally, Table 17 shows the percentage of students in the entering Grade 9 cohort of 2014–15 who took the STAAR Algebra I EOC in Grade 8 who met or exceeded Level II at the final standard on the assessment overall and by student group. As shown, approximately 80% of students who completed the assessment met Level II at the final standard. Considerably lower percentages of African-American (68%) and Hispanic (72%) students met Level II at the final standard than students from all other racial/ethnic groups. Much smaller percentages of students identified as ELL students (39%) and participating in programs for special education students (50%) met Level II at the final standard on the STAAR Algebra I EOC than students who were not.

Table 15. Percentages of Students in 2014–15 Grade 9 Cohort Who Achieved Level II at the Final Standard on the STAAR EOC Assessment in Algebra I in Grade 8 Overall and by Student Group

| Student Group | Total | Reaching Level II Final Standard | |
|--|--------|----------------------------------|------------|
| | | Number | Percentage |
| 2014–15 Grade 9 Students Who Took the STAAR Algebra I EOC in Grade 8 | 87,419 | 69,705 | 79.7% |
| Racial/Ethnic Groups | | | |
| African American | 7,285 | 4,941 | 67.8% |
| American Indian | 255 | 196 | 76.9% |
| Asian | 7,264 | 6,840 | 94.2% |
| Hispanic | 35,261 | 25,225 | 71.5% |
| Multiracial | 1,919 | 1,646 | 85.8% |
| Pacific Islander | 103 | 89 | 86.4% |
| White | 35,332 | 30,768 | 87.1% |
| Students Identified as | | | |
| Economically disadvantaged | 32,231 | 22,175 | 68.8% |
| English language learners | 1,367 | 533 | 39.0% |
| Students Participating in Programs for | | | |
| Special education | 615 | 309 | 50.2% |

Source: State of Texas Assessments of Academic Readiness (STAAR) file 2014.

Notes. The 2014–15 cohort is made up of students who entered Grade 9 in the academic year listed. Students in the 2014–15 cohort entered Grade 9 for the first time in the fall 2014 semester. Percentages shown in the figure represent the students in the 2014–15 Grade 9 cohort who met Level II at the final standard on the STAAR Algebra I end-of-course (EOC) assessment.

5.2 Algebra I Credit

The PEIMS course completion files were used to determine the percentage of students in this cohort who earned Algebra I credit during Grade 8. Students were considered to have completed Algebra I if their course completion records showed that they received credit in a course corresponding to one of the PEIMS Algebra I course codes.⁵⁵

Table 18 shows the percentage of students in Grade 8 who received Algebra I credit. Overall, approximately 21% of students in the cohort earned credit for Algebra I. Asian students (48%) were considerably more likely to earn Algebra I credit than students from all other racial/ethnic groups. Very few economically disadvantaged students (14%), ELL students (5%), and special education students (2%) in this cohort earned credit for Algebra I in Grade 8.

⁵⁵ The Algebra I PEIMS course codes are 03100500, 03100505, and 03100507.

Table 18. Percentages of Students in 2014–15 Grade 9 Cohort Who Earned Credit for Completing Algebra I in Grade 8 Overall and by Student Group

| Student Group | Total | Earned Credit for Algebra I | |
|---|---------|-----------------------------|------------|
| | | Number | Percentage |
| 2014–15 Grade 9 Students | 389,646 | 81,117 | 20.8% |
| Racial/Ethnic Groups | | | |
| African American | 49,293 | 6,627 | 13.4% |
| American Indian | 1,541 | 234 | 15.2% |
| Asian | 15,141 | 7,249 | 47.9% |
| Hispanic | 197,344 | 31,849 | 16.1% |
| Multiracial | 6,925 | 1,812 | 26.2% |
| Pacific Islander | 506 | 98 | 19.4% |
| White | 118,896 | 33,248 | 28.0% |
| Students Identified as | | | |
| Economically disadvantaged | 210,502 | 29,049 | 13.8% |
| English language learners | 35,309 | 1,441 | 4.0% |
| Students Participating in Programs for | | | |
| Special education | 32,812 | 587 | 1.8% |

Source: Texas Education Agency Course Completion file, 2014.

Notes. The 2014–15 cohort is made up of students who entered Grade 9 in the academic year listed. Students in the 2014–15 cohort entered Grade 9 for the first time in the fall 2014 semester. Percentages shown in the figure represent the students in the 2014–15 Grade 9 cohort who earned Algebra I course credit in Grade 8.

5.3 Summary

The goal of these analyses is to examine baseline college readiness for the first cohort of students who will be subject to the Foundation High School Program graduation requirements—the entering Grade 9 cohort of 2014–15. Because high school assessment and course completion data were not yet available for these students at the time of the writing of this report, analyses were conducted collected when these students were in Grade 8.

The results of these analyses show that the majority of students in this cohort did not reach Level II at the final standard on the STAAR Grade 8 Reading and Mathematics assessments:

- Forty-seven percent of students in this cohort reached Level II at the final standard in reading, and 33% of students in this cohort reached Level II at the final standard in mathematics.

These analyses show considerable differences among students by race/ethnicity:

- Asian students were considerably more likely to have reached Level II at the final standard on both the reading (76%) and mathematics (68%) STAAR Grade 8 assessments than students of any other race/ethnicity.

However, the results did show that most students who completed the STAAR Algebra I EOC assessment performed very well:

- Eighty percent of the students who completed the assessment reached Level II at the final standard on the STAAR Algebra I EOC.

STAAR Algebra I EOC assessment performance varied by race/ethnicity:

- Lower percentages of African-American (68%) and Hispanic (72%) students met Level II at the final standard than students from all other racial/ethnic groups.

Overall, approximately 22% of students in the entering cohort of Grade 9 students in 2014–15 received credit for completing Algebra I in Grade 8. Yet, the results showed considerable differences in Algebra I credit completion by race/ethnicity:

- Forty-eight percent of Asian students earned Algebra I credit. This is considerably higher than the next closest group, White students, of which 28% of students earned credit for completing Algebra I in Grade 8.

6. Summary of Year 1 Findings and Next Steps

The goals of the year 1 evaluation were the following:

1. Provide an overview of the curriculum, assessment, and graduation requirements in Texas since the inception of the MHSP, RHSP, and DAP graduation programs as well as an overview of the state accountability system during this period;
2. Provide baseline student outcome measures (i.e., high school graduation rates, college readiness, college admissions, college completion, obtainment of workforce certificates, employment rates, and earnings) for students who graduated under the MHSP, RHSP, and DAP; and
3. Describe the first year of implementation of the Foundation High School Program.

To do so, a document and policy review was conducted to examine the changes implemented under HB 5 as well as to provide a historical overview of the changes to the graduation requirements since the inception of the MHSP, RHSP, and DAP graduation programs (i.e., students entering Grade 9 in 1997–98); descriptive statistics were used to present baseline measures on key student outcomes over time; and a survey of public school districts was conducted to collect information about how districts are implementing the new HB 5 graduation requirements in their high schools.

6.1 Historical Overview of Texas High School Graduation Requirements

Between 1997–98 and 2012–13, high school graduation requirements in Texas focused on preparing students for postsecondary success. With the introduction of the Foundation High School Program in 2014–15, under HB 5, Texas has moved toward providing students greater flexibility to pursue classes focused on their interests. Students are also no longer required to complete Algebra II—with the exception of those who opt to earn a distinguished level of achievement or wish to complete the STEM endorsement.

Similarly, between 1997–98 and 2009–10, testing requirements in Texas became more rigorous, with a particular emphasis on measuring students' college readiness. With the enactment of HB 5, Texas has reduced from 15 to 5 the STAAR EOC assessments students required for graduation, which also eliminated the two assessments that would allow students to be exempted from taking the TSI established with the STAAR program (Algebra II and English III). In 2015, with the enactment of SB 149, students who are classified in Grades 11 or 12 during the 2014–15, 2015–16, or 2016–17 school year, who have taken and failed up to two EOC assessments, may meet the requirements for graduation based on an Individual Graduation Committee (IGC) review.

6.2 Baseline Student Outcomes Measures

Results of the baseline student outcomes analysis showed that though students graduating under the MHSP, RHSP, and DAP graduation programs made progress on measures of college readiness and high school graduation, small progress occurred with regard to postsecondary outcomes or employment and earnings. Grade 11 TAKS-Reading and TAKS-Mathematics scores improved across entering Grade 9 cohorts. Similar improvements occurred with regard to high school graduation and TSI passing rates in both mathematics and reading. Yet enrollment in Texas two-year and four-year colleges remained relatively flat across entering Grade 9 cohorts. Similar trends occurred for completion of two-year college degrees and certificates as well as completion of four-year college degrees. Moreover, the results did not

show increases in the percentage of students employed in quarter four or median wages earned across entering Grade 9 cohorts.

In regard to the first cohort of students to be subject to the Foundation High School Program graduation requirements, results of the baseline college readiness analyses showed that the majority of students who entered Grade 9 during 2014–15 did not reach Level II at the final standard on their Grade 8 STAAR Reading and Mathematics assessments, which is the standard that represents that a student is on track toward postsecondary readiness. Almost all of these students who earned credit for Algebra I in Grade 8 completed the STAAR Algebra I assessment. Results of the analyses did show that most students who took the STAAR Algebra I assessment performed very well, with 80% reaching Level II at the final standard.

6.3 Survey of Texas Districts

Responses to the district survey showed that districts were most likely to offer the multidisciplinary studies endorsement and least likely to offer the public services endorsement. Over half of the responding districts reported offering all five endorsements, whereas only 6% of responding districts reported offering only one endorsement. When offering only one endorsement, most districts reported offering the multidisciplinary studies endorsement, followed by the business and industry and STEM endorsements.⁵⁶

Most districts reported offering the same endorsements on all of their high school campuses. When deciding which endorsements to offer, most districts took into consideration their current course offerings and staff capacities. A majority of districts reported that they do not plan to offer the new Statistics or Algebraic Reasoning courses approved by the SBOE as options to complete the required third or fourth mathematics courses.

Parent meetings and information distribution through guidance counselors were the primary ways districts reported communicating with both parents and students about the new endorsements and course offerings. A majority of districts reported that they did not encourage students to complete particular endorsements; however, most districts reported that they encouraged students to complete a distinguished level of achievement.

6.4 Next Steps

The next two years of this evaluation will continue to follow the cohorts graduating under the MHSP, RHSP, and DAP and provide a preliminary look at the impact of HB 5 on the cohort given the option to graduate under the Foundation High School Program. The evaluation will also follow the first cohort required to graduate under the Foundation High School Program. To better understand how these students are responding to the endorsement offerings, and eventually how these offerings interact with student outcomes, the next report in this evaluation (year 2) will focus on the types of endorsements that students are pursuing and the number of students opting to pursue the distinguished level of achievement.⁵⁷ In addition, propensity score analysis will be used to estimate the effect of the changes made to curriculum and testing requirements on the following outcomes: high school graduation rates, college readiness, college admissions, college completion, completion of workforce certificates, employment rates, and earnings. Whether students are making progress toward college readiness will

⁵⁶ Per TEC § 28.025 (c-4), districts offering one endorsement must offer multidisciplinary studies.

⁵⁷ The next year in this evaluation is contingent upon funding.

also be reported by the passing scores on the STAAR EOC assessments in English I, English II, Algebra I, Biology, and U.S. History.

Finally, for students entering Grade 9 in 2014–15, the final report (year 3) will estimate the projected effect of HB 5 on student outcomes with regard to college readiness, high school graduation, college enrollment, completion of workforce certificates, college completion, employment rates, and earnings.

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Appendix A. District Survey

This PDF copy of the survey is provided to enable the respondent to view all of the survey items in their entirety in order to identify the best person within the school district to complete the survey. The survey should first be forwarded to the district superintendent, who should complete the survey or designate the appropriate individual(s) to complete the survey on his or her behalf.

THIS SURVEY SHOULD ONLY BE COMPLETED IN THE ONLINE FORM.

DO NOT COMPLETE THIS SURVEY IN PAPER FORM.

Texas House Bill 5 Evaluation—Spring 2015 District Survey

Why am I receiving this survey invitation?

Beginning with this school year, new high school graduation requirements enacted under House Bill 5 (HB 5) from the 83rd Texas Legislature, Regular Session are being implemented in public school districts across Texas. As part of the legislation, HB 5 Section 83(a), the Texas Education Agency (TEA) in collaboration with the Texas Higher Education Coordinating Board and the Texas Workforce Commission is required to conduct an evaluation that estimates the effects of these changes on several key outcomes. The statewide evaluation of the implementation of the new graduation requirements is being conducted by the American Institutes for Research (AIR). Collecting input from school districts is a critical part of this evaluation. Your school district has recently received a communication from TEA regarding this survey. This *To the Administrator Addressed* (TAA) communication can be accessed here. <Active link to TAA inserted at “here.”>

The purpose of the survey is to find out how districts across Texas are promoting and implementing the new high school graduation requirements and associated endorsements. The survey includes both multiple-choice and short, open-ended questions. The survey will take approximately 20-45 minutes to complete, depending on the number of endorsements offered within your school district. Please read the questions carefully and review all of the response choices before making your selections.

We ask that the district superintendent complete this survey or that the superintendent forward this survey to the person who is most knowledgeable about how the district is responding to the new Texas high school graduation requirements with regard to endorsements offered, course alignment, courses added, and information dissemination to parents.

Why should I participate?

This survey asks for information about how the new graduation requirements and endorsements are being promoted and implemented in your district. Your participation is voluntary, but your input plays an important role in describing how the new graduation plans and endorsements are being implemented across Texas, as well as describing any changes to curriculum districts have made in response to the policy. Your survey responses will also help TEA and the Texas Legislature better understand how the changes made to curriculum and testing requirements under HB 5 have affected high school student outcomes, such as high school graduation, college readiness, college enrollment, and obtainment of workforce certifications.

Who can I contact for questions or support in completing the survey?

If you encounter technical issues while completing the survey, please direct your questions by phone or email to 1 (800) 277-8552 or TXHB5Eval@air.org. If you have substantive issues with survey content during completion, please direct your questions by phone or email to (512) 327 – 8576, extension 9 or TXHB5Eval@air.org.

Are my responses confidential?

Yes. Your responses are confidential to the extent permitted by law, and no individuals or districts will be identified by name in the reporting of study findings. Only aggregate results will be shared. It is also important to note that AIR is not evaluating you or your district; rather, we are trying to ascertain how the new graduation requirements and endorsements are being promoted and implemented in districts across Texas. Survey results from district administrators will be aggregated in all reports, and you will not be linked to any results. If any of the open-ended comments are used in future reporting, all identifying information (such as names of schools, districts, or individuals) will be omitted.

By completing the survey, you consent to let AIR use your responses and comments anonymously in AIR's HB 5 Evaluation reports.

Statement of Consent

If you agree to participate in the survey, click on the "NEXT" button below.

Texas House Bill 5 Evaluation—District Staff Survey

Part I: Communication and Promotion to Students and Parents/Guardians

We are interested in learning how your district has been communicating with parents/guardians and students about the new high school graduation requirements. The next several questions ask about how your district introduced the new requirements to parents/guardians and students and whether your district is encouraging students to complete specific endorsements or earn a *Distinguished Level of Achievement*.

1. How were the new graduation requirements and endorsement offerings communicated to parents in the 2014–15 academic year? (Select all that apply)

- Brochure/Flyer
- Webinar
- District webpage
- Parent meetings
- Student handbook
- TEA Graduation Toolkit
- Video
- Counselors
- Teachers
- Site-based decision making committee
- Other (Please describe)

[Open unlimited text box]

2. How were the new graduation requirements and endorsement offerings communicated to students in the 2014–15 academic year? (Select all that apply)

- Brochure/Flyer
- Webinar
- District webpage
- School assemblies/Student meetings
- Student handbook
- TEA Graduation Toolkit
- Video
- Counselors
- Teachers
- Other (Please describe)

[Open unlimited text box]

3. Is your district taking any specific actions to encourage students to select particular endorsements? (Select one)

- Yes (Go to Question 3a)
- No (Skip to Question 4)

3a. What actions are being taken to encourage students to select particular endorsements? In your response, please indicate why the endorsement is being encouraged. (Type your response in the box)

[Open unlimited text box]

4. Is your district encouraging students to earn a *Distinguished Level of Achievement*? (Select one)

- Yes (Go to Question 4a)
- No (Skip to Question 5)

4a. Which of the following actions is your district taking to encourage students to earn a *Distinguished Level of Achievement*? (Select all that apply)

- Requiring students to complete Algebra II for graduation
- Automatically including course work towards the completion of a *Distinguished Level of Achievement*
- Encouraging students to complete Algebra II
- Promoting the *Distinguished Level of Achievement* on the district webpage
- Promoting the *Distinguished Level of Achievement* at parent meetings
- Promoting the *Distinguished Level of Achievement* at school assemblies/student meetings
- Promoting the *Distinguished Level of Achievement* in the student handbook
- Having counselors encourage students to earn a *Distinguished Level of Achievement*
- Having teachers encourage students to earn a *Distinguished Level of Achievement*
- Other (Please describe):

[Open unlimited text box]

Part II: Endorsement Offerings

We are interested in learning about the endorsements and aligned courses being offered in your district. The next several questions will ask you to fill in information about which of the five endorsements are being offered, options students can complete to fulfill each of these endorsements, and any new courses your district created that are aligned with any of these endorsements.

5. Do all of the high schools in your district offer the same endorsements?

- Yes (Skip to Question 7. Will not receive Questions 8, 14, 20, 26, 32)
- No (Go to Question 6)

6. If not all high schools in your school district offer the same endorsements, please select or describe the factors that have led high schools to offer *differing* endorsements. (Select all that apply)

- Staff capacity to instruct the courses necessary to offer endorsements differs across high schools
- Availability of facilities necessary to offer endorsements differs across high schools
- Availability of resources, other than staff or facilities, necessary to offer endorsements differs across high schools
- Expressed staff interest in particular endorsements
- Expressed parent interest in particular endorsements
- Expressed student interest in particular endorsements
- Prior student achievement in courses aligned to particular endorsement areas differs across high schools
- Prior student achievement overall differs across high schools
- Other (Please describe)

[Open unlimited text box]

STEM Endorsement

7. Does your district offer students the opportunity to complete the STEM endorsement?

- Yes (Go to Question 8)
- No (Skip to Question 13)

8. How many high schools in your district offer the STEM endorsement? _____ (fill in number)

9. Please select which of the following options students in your district can select from in order to complete the STEM endorsement. (Select all that apply)

- Option 1: A coherent sequence of courses for four or more credits in Career and Technical Education (CTE) that consists of at least two courses in the same career cluster including at least one advanced CTE course which includes any course that is the third or higher course in a sequence. The courses may be selected from courses in all CTE career clusters or CTE innovative courses approved by the commissioner of education. The final course in the sequence must be selected from the STEM career cluster.

- Option 2: A coherent sequence of four credits in computer science.
- Option 3: A total of five mathematics credits earned by successfully completing Algebra I, geometry, Algebra II and two additional mathematics courses for which Algebra II is a prerequisite.
- Option 4: A total of five credits in science by successfully completing biology, chemistry, physics, and two additional science courses.

10. Please describe how your district decided which options to offer to students in order to fulfill the STEM endorsement requirements.

(Type your response in the box)

[Open unlimited text box]

11. Are the same options to complete the STEM endorsement offered in all high schools in your district? (Select one)

- Yes ([Go to Question 12](#))
- No ([Skip to Question 11a](#))

11a. Please describe how your district determined which high schools would offer each of the options to complete the STEM endorsement.

(Type your response in the box)

[Open unlimited text box]

12. Did your district create any new courses that are aligned with the STEM endorsement?

- Yes ([Go to Question 12a](#))
- No ([Skip to Question 13](#))

12a. Please list the local course names for the courses your district created that are aligned with the STEM endorsement.

| | Local Course Name |
|----|-------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |
| 15 | |
| 16 | |
| 17 | |
| 18 | |
| 19 | |
| 20 | |
| 21 | |
| 22 | |
| 23 | |
| 24 | |

Business & Industry Endorsement

13. Does your district offer students the opportunity to complete the Business & Industry endorsement?

- Yes (Go to Question 14)
- No (Skip to Question 19)

14. How many high schools in your district offer the Business & Industry endorsement?

_____ (fill in number)

15. Please select which of the following options students in your district can select from in order to complete the Business & Industry endorsement. *(Select all that apply)*

- Option 1: A coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster including at least one advanced CTE course which includes any course that is the third or higher course in a sequence. The courses may be selected from courses in all CTE career clusters or CTE innovative courses approved by the commissioner of education. **(Go to Question 15a)**
- Option2: Four English elective credits by selecting three levels from approved areas. **(Skip to Question 16)**
- Option 3: Four technology applications credits from approved areas. **(Skip to Question 16)**

15a. Please indicate which of the following CTE Career Clusters aligned with the Business & Industry endorsement your district offers to students. *(Select all that apply)*

- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology and Communications
- Business Management and Administration
- Finance
- Hospitality and Tourism
- Information Technology
- Manufacturing
- Marketing
- Transportation, Distribution and Logistics

16. Please describe how your district decided which options to offer to students in order to fulfill the Business & Industry endorsement requirements.

(Type your response in the box)

[Open unlimited text box]

17. Are the same options to complete the Business & Industry endorsement offered in all high schools in your district? *(Select one)*

- Yes **(Go to Question 18)**
- No **(Skip to Question 17a)**

17a. Please describe how your district determined which high schools would offer each of the options to complete the Business & Industry endorsement.

(Type your response in the box)

[Open unlimited text box]

18. Did your district create any new courses that are aligned with the Business & Industry endorsement?

- Yes (Go to Question 18a)
- No (Skip to Question 19)

18a. Please list the local course names for the courses your district created that are aligned with the Business & Industry endorsement.

| | Local Course Name |
|----|-------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
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| 23 | |
| 24 | |

Public Services Endorsement

19. Does your district offer students the opportunity to complete the Public Services endorsement?

- Yes (Go to Question 20)
- No (Skip to Question 25)

20. How many high schools in your district offer the Public Services endorsement? _____
(fill in number)

21. Please select which of the following options students in your district can select from in order to complete the Public Services endorsement. (Select all that apply)

- Option 1: A coherent sequence of courses for four or more credits in CTE that consists of at least two courses in the same career cluster including at least one advanced CTE course which includes any course that is the third or higher course in a sequence. The courses may be selected from courses in all CTE career clusters or CTE innovative courses approved by the commissioner of education. (Go to [Question 21a](#))
- Option 2: Four courses in Junior Reserve Officer Training Corps (JROTC). (Skip to [Question 22](#))

21a. Please indicate which of the following CTE Career Clusters aligned with the Public Services endorsement your district offers to students. (Select all that apply)

- Education and Training
- Government and Public Administration
- Health Science
- Human Services
- Law, Public Safety, Corrections, and Security

22. Please describe how your district decided which options to offer to students in order to fulfill the Public Services endorsement requirements.

(Type your response in the box)

[Open unlimited text box]

23. Are the same options to complete the Public Services endorsement offered in all high schools in your district? (Select one)

- Yes (Skip to [Question 24](#))
- No (Go to [Question 23a](#))

23a. Please describe how your district determined which high schools would offer each of the options to complete the Public Services endorsement.

(Type your response in the box)

[Open unlimited text box]

24. Did your district create any new courses that are aligned with the Public Services endorsement?

- Yes (Go to [Question 24a](#))
- No (Skip to [Question 25](#))

24a. Please list the local course names for the courses your district created that are aligned with the Public Services endorsement.

(Type the course names in the boxes)

| | Local Course Name |
|----|-------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
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| 18 | |
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| 21 | |
| 22 | |
| 23 | |
| 24 | |

Arts & Humanities Endorsement

25. Does your district offer students the opportunity to complete the Arts & Humanities endorsement?

- Yes *(Go to Question 26)*
- No *(Skip to Question 31)*

26. How many high schools in your district offer the Arts & Humanities endorsement?

_____ *(fill in number)*

27. Please specify which of the following options students in your district can select from in order to complete the Arts & Humanities endorsement. *(Select all that apply)*

- Option 1: A total of five social studies credits.
- Option 2: Four levels of the same language in a language other than English OR two levels of the same language in a language other than English and two levels of another language other than English.
- Option 3: Four levels of American Sign Language.
- Option 4: A coherent sequence of four credits by selecting courses from one or two categories or disciplines in fine arts or innovative courses approved by the commissioner.
- Option 5: Four English elective credits from the list of approved courses.

28. Please describe how your district decided which options to offer to students in order to fulfill the Arts & Humanities endorsement requirements.

(Type your response in the box)

[Open unlimited text box]

29. Are the same options to complete the Arts & Humanities endorsement offered in all high schools in your district? (Select one)

- Yes *(Skip to Question 30)*
- No *(Go to Question 29a)*

29a. Please describe how your district determined which high schools would offer each of the options to complete the Arts & Humanities endorsement.

(Type your response in the box)

[Open unlimited text box]

30. Did your district create any new courses that are aligned with the Arts & Humanities endorsement?

- Yes *(Go to Question 30a)*
- No *(Skip to Question 31)*

30a. Please list the local course names for the courses your district created that are aligned with the Arts & Humanities endorsement.

(Type the course names in the boxes)

| | Local Course Name |
|----|-------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
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| 21 | |
| 22 | |
| 23 | |
| 24 | |

Multidisciplinary Studies Endorsement

31. Does your district offer students the opportunity to complete the Multidisciplinary Studies endorsement?

- Yes (Go to Question 32)
- No (Skip to Question 38)

32. How many high schools in your district offer the Multidisciplinary Studies endorsement?
_____ (fill in number)

33. Please specify which of the following options students in your district can select from in order to complete the Multidisciplinary Studies endorsement. (Select all that apply)

- Option 1: Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence.
- Option 2: Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics.
- Option 3: Four credits in Advanced Placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts.

34. Please describe how your district decided which options to offer to students in order to fulfill the Multidisciplinary Studies endorsement requirements.

(Type your response in the box)

[Open unlimited text box]

35. Are the same options to complete the Multidisciplinary Studies endorsement offered in all high schools in your district? (Select one)

- Yes (Skip to Question 36)
- No (Go to Question 35a)

35a. Please describe how your district determined which high schools would offer each of the options to complete the Multidisciplinary Studies endorsement.

(Type your response in the box)

[Open unlimited text box]

36. Are any of the courses in your district aligned with ONLY the Multidisciplinary Studies endorsement? That is, the courses are not aligned with any of the other endorsements offered to students in your district?

- Yes (Go to Question 36a)
- No (Skip to Question 37)

36a. Please list the courses offered in your district that are aligned ONLY with the Multidisciplinary Studies endorsement.

(Type your responses in the boxes)

| | Local Course Name |
|----|-------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |
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| 16 | |
| 17 | |
| 18 | |
| 19 | |
| 20 | |
| 21 | |
| 22 | |
| 23 | |
| 24 | |

37. Did your district create any new courses that are aligned with the Multidisciplinary Studies endorsement?

- Yes (Go to Question 37a)
- No (Skip to Question 38)

37a. Please list the local course names for the courses your district created that are aligned with the Multidisciplinary Studies endorsement.

(Type the course names in the boxes)

| | Local Course Name |
|----|-------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
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| 22 | |
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| 24 | |

38. Does your district plan to offer either of the two new mathematics courses approved by the Texas State Board of Education in response to HB 5?

| | Yes | No |
|-------------------------|-----------------------|-----------------------|
| (a) Algebraic Reasoning | <input type="radio"/> | <input type="radio"/> |
| (b) Statistics | <input type="radio"/> | <input type="radio"/> |

39. Please select or describe the factors that your school district considered when deciding which endorsements to offer to students. (Select all that apply.)

- Current course offerings in the district aligned with endorsements
- Current staff capacity to instruct the courses necessary to offer endorsements
- Perceived lack of qualified instructors in the local educator labor market
- Lack of district curriculum support
- Lack of district curriculum staff familiarity with appropriate, aligned coursework necessary for particular endorsements
- Availability of facilities necessary to offer endorsements
- Availability of resources, other than staff or facilities, necessary to offer endorsements

- Expressed staff interest in particular endorsements
- Expressed parent interest in particular endorsements
- Expressed student interest in particular endorsements
- Prior student achievement in courses aligned to particular endorsement areas
- Prior student achievement overall in your school district
- Other *(Please describe)*:

[Open unlimited text box]

40. Do you feel that your district was equipped with the necessary information to make decisions regarding endorsement selections for the 2014–15 academic year?

- Yes *(Skip to Question 41)*
- No *(Go to Question 40a)*

40a. If not, what additional information or capacity building do you feel would enable your school district to make informed decisions regarding endorsement selection?

[Open unlimited text box.]

41. Does your school district have any confirmed plans to make any changes to endorsement offerings in the 2015–16 academic year?

- Yes *(Go to Question 41a)*
- No *(Skip to Question 42)*

41a. Please describe. *(Type your response in the box)*

[Open unlimited text box]

Part III: Additional Information

42. Does your district have local criteria for graduation that students must complete in addition to the state graduation requirements?

- Yes *(Go to Question 42a)*
- No *(Skip to Question 43)*

42a. Please describe your district's local criteria for graduation.

(Type your response in the box)

[Open unlimited text box]

43. Please indicate which of the following individuals contributed to the completion of this survey. (Select all that apply)

- Superintendent
- Assistant Superintendent
- Chief Academic Officer or equivalent
- District curriculum staff
- District administrative staff
- Other (Please describe)

[Open unlimited text box]

44. Is there anything else that you would like to share with us about how your district is introducing and promoting the new graduation requirements and endorsements required under HB 5?

(Type your response in the box)

[Open unlimited text box]

**Thank you for your time.
Your participation in this effort is sincerely appreciated!**

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Appendix B. Student Outcomes Analyses: Technical Details

B.1 Methodology for Constructing Grade 9 Cohorts

All baseline student outcomes analyses were based on cohorts made up of the incoming Grade 9 students for the specific academic year. For example, students who entered Grade 9 for the first time in fall 1997 were considered to be members of the 1997–98 cohort. Because the fall enrollment snapshot was used to identify first-time Grade 9 students, students entering later in the academic year were not included in the cohort or any of the outcomes analyses.

The Public Education Information Management System (PEIMS) `p_enroll_demogyrf` file for the appropriate years was used to identify Grade 9 students. To ensure that only first-time freshmen were included in the analyses, students were retained if they were classified as a Grade 8 student in the previous year or were missing from the enrollment file for the previous year (i.e., new to Texas public schools). Multiple observations for the same student were reduced to one record. To do so, student records were sorted by the variables `id2` and `dtupdate`, and the last records were selected and retained in the data file.

Incoming Grade 9 students contained in these data files formed the base for each cohort and were followed forward through high school, college, and career, as allowed by timeline and data availability. The student demographic characteristics contained in these files were retained for all analyses, even if they changed across years/data files. That is, if a student was classified as eligible for free/reduced price lunch, was an ELL student, or received special education services in Grade 9, he or she was classified as such for all years of data analysis. A new dummy variable was created to identify students with an economic disadvantage. This variable was created by coding values of “01,” “02,” and “99” to indicate students who were economically disadvantaged and values of “00” to indicate that students who were not economically disadvantaged. A student also retained the sex and race/ethnicity designation contained in his or her Grade 9 enrollment record.

Incoming Grade 9 students contained in these data files formed the base for each cohort and were followed forward through college and career, as allowed by timeline and data availability. The denominator for each student-level analysis was determined by the number of Grade 9 students included in each cohort file. For example, if there were 322,000 incoming Grade 9 students in the 1997–98 cohort file, the denominator for all student-level outcomes analyses for this cohort was 322,000. Students do not enter or exit a cohort for any reason, including dropout, transfer out of state, or transfer to a private school. The outcomes reported across time include college readiness, high school graduation, college enrollment, college completion, workforce certificate completion, employment, and wages.

The methods used to create these cohorts differ from the methodology employed by TEA. Per TEC § 39.053(c)(2)-(3), TEA calculates dropout and graduation rates in accordance with standards and definitions adopted by the National Center for Education Statistics of the United States Department of Education and in compliance with the No Child Left Behind Act of 2001 (20 U.S.C. Section 6301 et sq.). These requirements necessitate the calculation of an on-time high school graduation rate based on a cohort that takes into account students’ progression from grade to grade, data on graduation status, and data on students who transfer in and out of a school, district, or state during the high school years. TEA defines a cohort as the group of students who begin Grade 9 in Texas public schools for the first time at any time in the same school year plus students, who in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students in the cohort are tracked to their

expected graduation date, and all students remain in their original cohort. For the purposes of calculating the longitudinal graduation rate, students who leave the cohort for reasons other than graduating, receiving a general equivalency diploma (GED), or dropping out or are excluded based on statutory requirements and are not included in the calculation. Please see http://tea.texas.gov/acctres/DropComp_2012-13.pdf for more information. TEA's methodology is not employed in this analysis to keep the number of students in a cohort consistent across time. Keeping the number of students in the cohort consistent allows for more consistent comparisons across time and analyses.

B.1.1. College Readiness

Student-level data from the Grade 11 Texas Assessment of Knowledge and Skills (TAKS) Reading/ELA and TAKS-Mathematics assessments contained in the TAKS11 files and the Texas Higher Education Coordinating Board's (THECB's) Texas Success Initiative (TSI) pass files were used to explore trends in college readiness. For the Grade 11 TAKS-Reading/ELA and TAKS-Mathematics, any scores that did not have values of "S" (score) for the *r_scode* variable or the *m_scode* variable were filtered out. Modified or linguistically accommodated versions of the test were also filtered out using the *m_testver* and *r_testver* variables as appropriate.⁵⁸ The *m_herc* and *r_herc* variable were used to indicate whether a student has met the higher education readiness standard in mathematics and reading, respectively. For these analyses, only data from the first administration of the Grade 11 TAKS assessments were used.⁵⁹

In addition, student-level data from THECB TSI pass files, which contain variables indicating whether a student has met the TSI readiness standards in reading (*read_pass*) and mathematics (*math_pass*), were used to assess college readiness for students who enrolled in a two-year or four-year college after high school graduation.

B.1.2. High School Graduation Within Four Years

The *gradtype* variable contained in the PEIMS graduateyr files was used to track trends in the percentage of students who graduated from high school within four years.⁶⁰ A new dummy variable was created to flag students who graduated from a Texas public high school within four years. Students who graduated from a Texas public high school within four years received a code of 1; students who did not, including students who may have transferred to a private or out-of-state high school, received a code of 0. A variable indicating which graduation program a student completed (*hs_graddegree*) was also created. Students were coded as "pre-Minimum, Recommended, or Distinguished," "No Graduation Record," "Minimum," "Recommended," or "Distinguished."⁶¹

These analyses were produced using a different methodology from that employed by TEA. The methods used to conduct TEA's graduation rates are described in the *Secondary School Completion and Dropouts in Texas Public Schools, 2013–14* report (Texas Education Agency, 2015b) and the *Processing of District Four-Year Longitudinal Graduation and Dropout Rates, Class of 2013* technical report (Texas Education

⁵⁸ Only nonaccommodated and nonlinguistically accommodated versions of the TAKS assessments were aligned with the higher education readiness standards and were eligible to meet TSI requirements.

⁵⁹ Assessment of mathematics and reading higher education readiness was determined only for students who completed the April assessment while they were enrolled in Grade 11. Only first-time test takers who completed eligible versions of the assessment and had valid test scores have values for *m_herc* and *r_herc*.

⁶⁰ These calculations were conducted using a different methodology from the one TEA uses to determine high school graduation rates. Results contained in this report should not be compared to those published in other TEA reports.

⁶¹ This includes students who graduated under a diploma plan instituted prior to the Minimum, Recommended, and Distinguished program.

Agency, 2014f). As described previously, for this analysis students did not join or exit a cohort for any reason, including dropout or transfer out of state. As such, the denominators for these analyses include all students who entered the cohorts in Grade 9. All students were retained in the analyses to produce consistent estimates of graduation rates across time as TEA's graduation rate calculations have changed over time. In addition, this practice allows the percentages shown in the tables and figures to represent the same number of students over time and to have the same meaning.

B.1.3. Two-Year and Four-Year College Enrollment

With regard to two-year and four-year college enrollment, the THECB enrollment files for two-years (*c_cbm001*), public four-year colleges (*u_cbm001*), and independent four-year colleges (*i_cbm001*) were used to assess trends. These files contained enrollment records for students who attended colleges and universities in Texas. Students who attended out-of-state colleges were not represented in these analyses. New dummy variables were created for these analyses: *twoyr_enroll* and *fouryr_enroll*. Students who had a record in the *c_cbm001* files were coded as enrolled in a two-year college (*twoyr_enroll*), whereas students who had a record in either the *i_cbm001* or *u_cbm001* files were coded as enrolled in a four-year college (*fouryr_enroll*). Students who were included in the THECB enrollment files during the fall, spring, summer I, or summer II semesters four years after enrolling in high school received a value of 1,⁶² and students who are not included in one of the files received a value of 0. Students were coded to only one college type. If a student had a record in the *c_cbm001* file and either the *u_cbm001* or *i_cbm001* files, the student was coded only as being enrolled in a four-year college.

Two-year and Four-year College Graduation or Persistence and Workforce Certificate Obtainment

The *graddegr* variable in the THECB degree-awarded files for two-year colleges (*c_cbm009*), public four-year colleges (*u_cbm009*), and independent four-year colleges (*i_cbm009*) was used to examine trends in college graduation and workforce certificate obtainment. For these analyses, seven new dummy variables were created: *CERT1*, *CERT2*, *CERT3*, *AA*, *bachelor's*, *persist_2yr*, and *persist_4yr*. Students who earned a level-1 certificate within three years of enrolling in a two-year college received a value of 1 for the *CERT1* variable, students who earned a level-2 certificate within three years received a value of 1 for the *CERT2* variable, and students who earned a level-3 certificate within three years of enrolling in a community college received a value of 1 for the *CERT3* variable. Similarly, students who earned an associate's degree within three years of enrolling in a two-year college received a value of 1 on the *AA* variable, and students who earned a bachelor's degree within five years received a value of 1 for the *bachelor's* variable. Students who did not earn a certificate or degree but were enrolled in a two-year college within three years received a value of 1 on the *persist_2yr* variable, and students who did not earn a bachelor's degree but were enrolled in a four-year college within five years received a value of 1 on the *persist_4yr* variable. Students who did not have values of 1 received codes of 0 for the appropriate variables. *CERT1*, *CERT2*, *CERT3*, *AA*, and *persist_2yr* were combined for the analyses presented in Chapter 3, as were *bachelors* and *persist_4yr*.

⁶² For students who graduated from high school, this value pertained to the year following high school graduation. For students who did not graduate from high school, it was the year following their expected high school graduation date.

B.1.4. Employment and Wages

The Texas Workforce Commission (TWC) files were used to investigate trends in employment and wages. In conducting the analyses, the fourth quarter TWC files were used and the highest wage was selected if a student had more than one record in the quarter.⁶³ A new dummy variable was created to code whether or not a student was employed. Students who had a record in the fourth quarter file received a value of 1, whereas students who did not have a record received a code of 0. Employment and wage information is presented one, three, and five years after a student's actual or expected high school graduation date.

Employment and wage data from TWC are available only for individuals employed in Texas. Accordingly, students employed in other states were counted as unemployed in these analyses. The earnings data represent the highest wages earned among all jobs in which an individual was employed for the specific year. If an individual was employed at more than one job during a year, only the highest wage for that year was used in the analyses. As such, these numbers somewhat undercount actual wages across individuals. Since no information about the number of hours worked is captured in these files, the highest wage obtained from a single job was compared across students.

⁶³ Higher education metrics often focus on the first semester following high school graduation, which generally coincides with October, November, and December—the fourth quarter of the same calendar year.

Appendix C. Descriptive Statistics of Each Grade 9 Cohort

This appendix presents descriptive statistics for the entering Grade 9 students within each of the cohorts included in the analyses presented in Chapter 3.

Tables that report findings by racial/ethnic background include the following assumptions:

- Because of the adoption of a new racial/ethnic background classification system, the number of racial/ethnic background categories changed from five to seven in 2009–10.
- There is a gap in the line for Asian/Pacific Islanders because of the adoption of the new system of racial/ethnic group categories. In the new system, Asian students and Pacific Islander students are reported separately.
- Beginning in 2009–10, students could be classified as Multiracial, indicating that their background includes more than one racial/ethnic group. However, students are not counted twice. All racial/ethnic group classifications are mutually exclusive.

Table C1. 1997–98 Entering Grade 9 Cohort Descriptives

| Student Group | Number | Percentage |
|---|---------|------------|
| Racial/Ethnic Groups | | |
| African American | 41,021 | 13.9% |
| American Indian/Alaskan Native | 763 | 0.3% |
| Asian/Pacific Islander | 7,646 | 2.6% |
| Hispanic | 107,177 | 36.2% |
| White | 139,393 | 47.1% |
| Students Identified as | | |
| Economically disadvantaged | 115,372 | 39.0% |
| English language learners | 23,029 | 7.8% |
| Students Participating in Programs for | | |
| Special education | 36,537 | 12.3% |

Source: Public Education Information Management System (PEIMS) enrollment file, 1998.

Notes. N = 296,000. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997–98 cohort entered Grade 9 for the first time in the fall 1997 semester. Racial/ethnic group categories are mutually exclusive.

Table C2. 1998–99 Entering Grade 9 Cohort Descriptives

| Student Group | Number | Percentage |
|---|---------|------------|
| Racial/Ethnic Groups | | |
| African American | 41,768 | 14.0% |
| American Indian/Alaskan Native | 770 | 0.3% |
| Asian/Pacific Islander | 7,864 | 2.6% |
| Hispanic | 109,038 | 36.4% |
| White | 140,003 | 46.8% |
| Students Identified as | | |
| Economically disadvantaged | 117,171 | 39.1% |
| English language learners | 23,037 | 7.7% |
| Students Participating in Programs for | | |
| Special education | 38,369 | 12.8% |

Source: Public Education Information Management System (PEIMS) Enrollment file, 1999.

Notes. N = 299,443. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1998–99 cohort entered Grade 9 for the first time in the fall 1998 semester. Racial/ethnic group categories are mutually exclusive.

Table C3. 1999–00 Entering Grade 9 Cohort Descriptives

| Student Group | Number | Percentage |
|---|---------|------------|
| Racial/Ethnic Groups | | |
| African American | 43,400 | 14.1% |
| American Indian/Alaskan Native | 815 | 0.3% |
| Asian/Pacific Islander | 8,155 | 2.7% |
| Hispanic | 113,840 | 36.9% |
| White | 142,028 | 46.1% |
| Students Identified as | | |
| Economically disadvantaged | 121,523 | 39.4% |
| English language learners | 23,454 | 7.6% |
| Students Participating in Programs for | | |
| Special education | 39,248 | 12.7% |

Source: Public Education Information Management System (PEIMS) Enrollment file, 2000.

Notes. N = 308,238. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1999–00 cohort entered Grade 9 for the first time in the fall 1999 semester. Racial/ethnic group categories are mutually exclusive.

Table C4. 2000–01 Entering Grade 9 Cohort Descriptives

| Student Group | Number | Percentage |
|---|---------|------------|
| Racial/Ethnic Groups | | |
| African American | 43,759 | 14.1% |
| American Indian/Alaskan Native | 901 | 0.3% |
| Asian/Pacific Islander | 8,372 | 2.7% |
| Hispanic | 118,149 | 38.0% |
| White | 139,631 | 44.9% |
| Students Identified as | | |
| Economically disadvantaged | 125,178 | 40.3% |
| English language learners | 24,660 | 7.9% |
| Students Participating in Programs for | | |
| Special education | 39,783 | 12.8% |

Source: Public Education Information Management System (PEIMS) Enrollment file, 2001.

Notes. N = 310,812. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2000–01 cohort entered Grade 9 for the first time in the fall 2000 semester. Racial/ethnic group categories are mutually exclusive.

Table C5. 2001–02 Entering Grade 9 Cohort Descriptives

| Student Group | Number | Percentage |
|---|---------|------------|
| Racial/Ethnic Groups | | |
| African American | 44,975 | 14.3% |
| American Indian/Alaskan Native | 885 | 0.3% |
| Asian/Pacific Islander | 8747 | 2.8% |
| Hispanic | 123,345 | 39.2% |
| White | 137,018 | 43.5% |
| Students Identified as | | |
| Economically disadvantaged | 133,635 | 42.4% |
| English language learners | 26,006 | 8.3% |
| Students Participating in Programs for | | |
| Special education | 41,047 | 13.0% |

Source: Public Education Information Management System (PEIMS) Enrollment file, 2002.

Notes. N = 314,970. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2001–02 cohort entered Grade 9 for the first time in the fall 2001 semester. Racial/ethnic group categories are mutually exclusive.

Table C6. 2002–03 Entering Grade 9 Cohort Descriptives

| Student Group | Number | Percentage |
|---|---------|------------|
| Racial/Ethnic Groups | | |
| African American | 45,452 | 14.1% |
| American Indian/Alaskan Native | 939 | 0.3% |
| Asian/Pacific Islander | 9,514 | 3.0% |
| Hispanic | 128,523 | 39.9% |
| White | 137,384 | 42.7% |
| Students Identified as | | |
| Economically disadvantaged | 141,612 | 44.0% |
| English language learners | 26,819 | 8.3% |
| Students Participating in Programs for | | |
| Special education | 40,952 | 12.7% |

Source: Public Education Information Management System (PEIMS) Enrollment file, 2003.

Notes. N = 321,812. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2002–03 cohort entered Grade 9 for the first time in the fall 2002 semester. Racial/ethnic group categories are mutually exclusive.

Table C7. 2003–04 Entering Grade 9 Cohort Descriptives

| Student Group | Number | Percentage |
|---|---------|------------|
| Racial/Ethnic Groups | | |
| African American | 46,637 | 14.3% |
| American Indian/Alaskan Native | 1,044 | 0.3% |
| Asian/Pacific Islander | 9,673 | 3.0% |
| Hispanic | 132,028 | 40.5% |
| White | 136,317 | 41.9% |
| Students Identified as | | |
| Economically disadvantaged | 146,544 | 45.0% |
| English language learners | 26,595 | 8.2% |
| Students Participating in Programs for | | |
| Special education | 40,517 | 12.4% |

Source: Public Education Information Management System (PEIMS) Enrollment file, 2004.

Notes. N = 325,699. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2003–04 cohort entered Grade 9 for the first time in the fall 2003 semester. Racial/ethnic group categories are mutually exclusive.

Table C8. 2004–05 Entering Grade 9 Cohort Descriptives

| Student Group | Number | Percentage |
|---|---------|------------|
| Racial/Ethnic Groups | | |
| African American | 47,629 | 14.3% |
| American Indian/Alaskan Native | 1,183 | 0.4% |
| Asian/Pacific Islander | 9,866 | 3.0% |
| Hispanic | 138,006 | 41.5% |
| White | 136,006 | 40.9% |
| Students Identified as | | |
| Economically disadvantaged | 157,101 | 47.2% |
| English language learners | 26,606 | 8.0% |
| Students Participating in Programs for | | |
| Special education | 40,607 | 12.2% |

Source: Public Education Information Management System (PEIMS) Enrollment file, 2005.

Notes. N = 332,690. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2004–05 cohort entered Grade 9 for the first time in the fall 2004 semester. Racial/ethnic group categories are mutually exclusive.

Table C9. 2005–06 Entering Grade 9 Cohort Descriptives

| Student Group | Number | Percentage |
|---|---------|------------|
| Racial/Ethnic Groups | | |
| African American | 51,244 | 15.0% |
| American Indian/Alaskan Native | 1,164 | 0.3% |
| Asian/Pacific Islander | 10,301 | 3.0% |
| Hispanic | 144,810 | 42.5% |
| White | 133,180 | 39.1% |
| Students Identified as | | |
| Economically disadvantaged | 167,399 | 49.1% |
| English language learners | 27,704 | 8.1% |
| Students Participating in Programs for | | |
| Special education | 40,082 | 11.8% |

Source: Public Education Information Management System (PEIMS) Enrollment file, 2006.

Notes. N = 340,699. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2005–06 cohort entered Grade 9 for the first time in the fall 2005 semester. Racial/ethnic group categories are mutually exclusive.

Table C10. 2006–07 Entering Grade 9 Cohort Descriptives

| Student Group | Number | Percentage |
|---|---------|------------|
| Racial/Ethnic Groups | | |
| African American | 50,659 | 14.8% |
| American Indian/Alaskan Native | 1,192 | 0.4% |
| Asian/Pacific Islander | 10,961 | 3.2% |
| Hispanic | 149,341 | 43.5% |
| White | 131,176 | 38.2% |
| Students Identified as | | |
| Economically disadvantaged | 168,482 | 49.1% |
| English language learners | 28,270 | 8.2% |
| Students Participating in Programs for | | |
| Special education | 39,478 | 11.5% |

Source: Public Education Information Management System (PEIMS) Enrollment file, 2007.

Notes. N = 343,329. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2006–07 cohort entered Grade 9 for the first time in the fall 2006 semester. Racial/ethnic group categories are mutually exclusive.

Table C11. 2007–08 Entering Grade 9 Cohort Descriptives

| Student Group | Number | Percentage |
|---|---------|------------|
| Racial/Ethnic Groups | | |
| African American | 51,421 | 14.8% |
| American Indian/Alaskan Native | 1,276 | 0.4% |
| Asian/Pacific Islander | 11,538 | 3.3% |
| Hispanic | 154,226 | 44.5% |
| White | 128,123 | 37.0% |
| Students Identified as | | |
| Economically disadvantaged | 171,072 | 49.4% |
| English language learners | 29,799 | 8.6% |
| Students Participating in Programs for | | |
| Special education | 38,882 | 11.2% |

Source: Public Education Information Management System (PEIMS) Enrollment file, 2008.

Notes. N = 346,584. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2007–08 cohort entered Grade 9 for the first time in the fall 2007 semester. Racial/ethnic group categories are mutually exclusive.

Table C12. 2008–09 Entering Grade 9 Cohort Descriptives

| Student Group | Number | Percentage |
|---|---------|------------|
| Racial/Ethnic Groups | | |
| African American | 49,023 | 14.4% |
| American Indian/Alaskan Native | 1,191 | 0.4% |
| Asian/Pacific Islander | 12,292 | 3.6% |
| Hispanic | 152,958 | 45.0% |
| White | 124,282 | 36.6% |
| Students Identified as | | |
| Economically disadvantaged | 171,159 | 50.4% |
| English language learners | 25,381 | 7.5% |
| Students Participating in Programs for | | |
| Special education | 37,188 | 11.0% |

Source: Public Education Information Management System (PEIMS) Enrollment file, 2009.

Notes. N = 339,746. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2008–09 cohort entered Grade 9 for the first time in the fall 2008 semester. Racial/ethnic group categories are mutually exclusive.

Table C13. 2009–10 Entering Grade 9 Cohort Descriptives

| Student Group | Number | Percentage |
|---|---------|------------|
| Racial/Ethnic Groups | | |
| African American | 47,239 | 13.4% |
| American Indian | 2,145 | 0.6% |
| Asian | 11,884 | 3.4% |
| Hispanic | 166,897 | 47.3% |
| Multiracial | 5,353 | 1.5% |
| Pacific Islander | 416 | 0.1% |
| White | 119,003 | 33.7% |
| Students Identified as | | |
| Economically disadvantaged | 188,883 | 53.5% |
| English language learners | 26,458 | 7.5% |
| Students Participating in Programs for | | |
| Special education | 36,534 | 10.4% |

Source: Public Education Information Management System (PEIMS) Enrollment file, 2010.

Notes. N = 352,937. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2009–10 cohort entered Grade 9 for the first time in the fall 2009 semester. Racial/ethnic group categories are mutually exclusive.

Table C14. 2010–11 Entering Grade 9 Cohort Descriptives

| Student Group | Number | Percentage |
|---|---------|------------|
| Racial/Ethnic Groups | | |
| African American | 46,105 | 13.0% |
| American Indian | 1,752 | 0.5% |
| Asian | 12,718 | 3.6% |
| Hispanic | 171,208 | 48.2% |
| Multiracial | 5,629 | 1.6% |
| Pacific Islander | 427 | 0.1% |
| White | 117,570 | 33.1% |
| Students Identified as | | |
| Economically disadvantaged | 191,089 | 53.8% |
| English language learners | 27,119 | 7.6% |
| Students Participating in Programs for | | |
| Special education | 34,493 | 9.7% |

Source: Public Education Information Management System (PEIMS) Enrollment file, 2011.

Notes. N = 355,409. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2010–11 cohort entered Grade 9 for the first time in the fall 2010 semester. Racial/ethnic group categories are mutually exclusive.

Table C15. 2011–12 Entering Grade 9 Cohort Descriptives

| Student Group | Number | Percentage |
|---|---------|------------|
| Racial/Ethnic Groups | | |
| African American | 46,929 | 13.0% |
| American Indian | 1,779 | 0.5% |
| Asian | 13,314 | 3.7% |
| Hispanic | 176,549 | 48.8% |
| Multiracial | 5,705 | 1.6% |
| Pacific Islander | 490 | 0.1% |
| White | 116,967 | 32.3% |
| Students Identified as | | |
| Economically disadvantaged | 198,919 | 55.0% |
| English language learners | 26,126 | 7.2% |
| Students Participating in Programs for | | |
| Special education | 32,777 | 9.1% |

Source: Public Education Information Management System (PEIMS) Enrollment file, 2012.

Notes. N = 361,733. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2011–12 cohort entered Grade 9 for the first time in the fall 2011 semester. Racial/ethnic group categories are mutually exclusive.

Table C16. 2012–13 Entering Grade 9 Cohort Descriptives

| Student Group | Number | Percentage |
|---|---------|------------|
| Racial/Ethnic Groups | | |
| African American | 48,002 | 13.0% |
| American Indian | 1,692 | 0.5% |
| Asian | 13,314 | 3.6% |
| Hispanic | 182,467 | 49.5% |
| Multiracial | 6,191 | 1.7% |
| Pacific Islander | 497 | 0.1% |
| White | 116,500 | 31.6% |
| Students Identified as | | |
| Economically disadvantaged | 204,319 | 55.4% |
| English language learners | 27,305 | 7.4% |
| Students Participating in Programs for | | |
| Special education | 32,464 | 8.8% |

Source: Public Education Information Management System (PEIMS) Enrollment file, 2013

Notes. N = 368,663. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2012–13 cohort entered Grade 9 for the first time in the fall 2012 semester. Racial/ethnic group categories are mutually exclusive.

Table C17. 2013–14 Entering Grade 9 Cohort Descriptives

| Student Group | Number | Percentage |
|---|---------|------------|
| Racial/Ethnic Groups | | |
| African American | 48,057 | 12.8% |
| American Indian | 1,543 | 0.4% |
| Asian | 13,576 | 3.6% |
| Hispanic | 187,158 | 49.9% |
| Multiracial | 6,536 | 1.7% |
| Pacific Islander | 523 | 0.1% |
| White | 117,681 | 31.4% |
| Students Identified as | | |
| Economically disadvantaged | 206,823 | 55.1% |
| English language learners | 29,490 | 7.9% |
| Students Participating in Programs for | | |
| Special education | 31,906 | 8.5% |

Source: Public Education Information Management System (PEIMS) Enrollment file, 2014.

Notes. N = 375,074. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2013–14 cohort entered Grade 9 for the first time in the fall 2013 semester. Racial/ethnic group categories are mutually exclusive.

Table C18. 2014–15 Entering Grade 9 Cohort Descriptives

| Student Group | Number | Percentage |
|---|---------------|-------------------|
| Racial/Ethnic Groups | | |
| African American | 49,293 | 12.7% |
| American Indian | 1,541 | 0.4% |
| Asian | 15,141 | 3.9% |
| Hispanic | 197,344 | 50.7% |
| Multiracial | 6,925 | 1.8% |
| Pacific Islander | 506 | 0.1% |
| White | 118,896 | 30.5% |
| Students Identified as | | |
| Economically disadvantaged | 210,502 | 54.05 |
| English language learners | 35,309 | 9.1% |
| Students Participating in Programs for | | |
| Special education | 32,812 | 8.4% |

Source: Public Education Information Management System (PEIMS) Enrollment file, 2015.

Notes. N = 375,074. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2014–15 cohort entered Grade 9 for the first time in the fall 2014 semester. Racial/ethnic group categories are mutually exclusive.

Appendix D. Student Outcomes by Student Groups

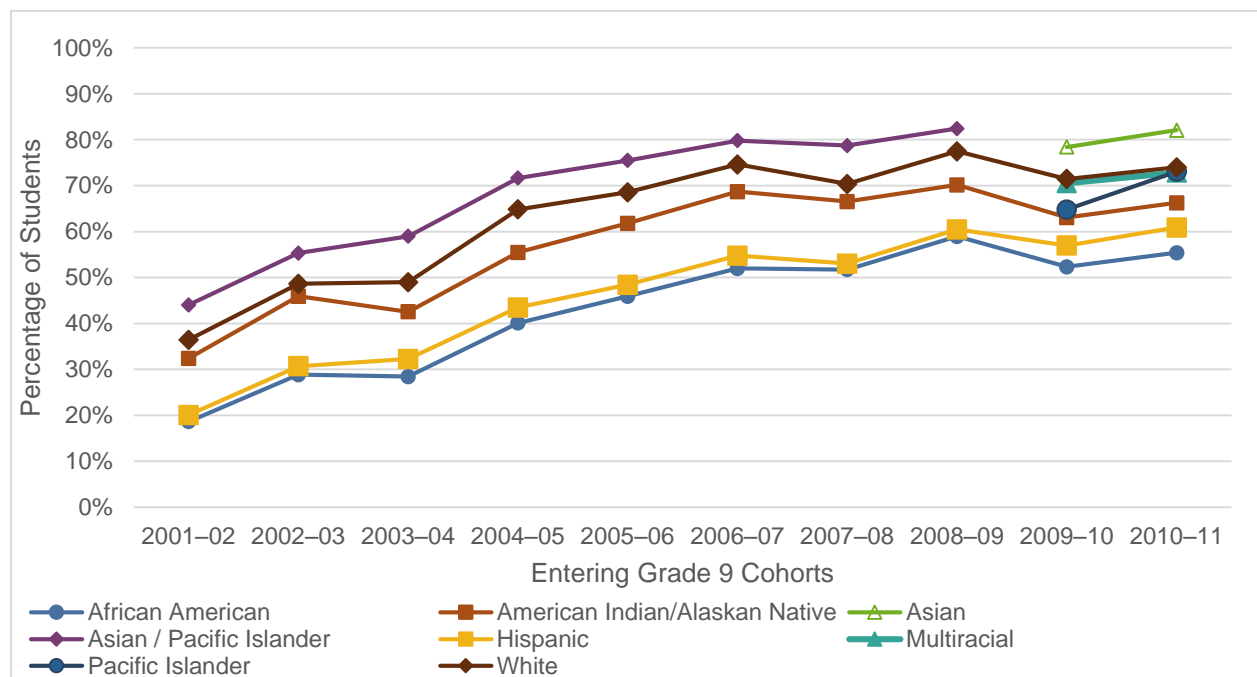
To facilitate ease of reading, the data provided in Chapter 3 primarily include findings for all students in the entering Grade 9 cohorts. Student group analyses highlighting findings of interest are also included in Chapter 3. This appendix presents figures displaying results of the analyses by student group for all outcomes.

Figures reporting findings by racial/ethnic background include the following assumptions:

- Because of the adoption of a new racial/ethnic background classification system, the number of racial/ethnic background categories changed from five to seven in 2009–10.
- There is a gap in the line for Asian/Pacific Islanders because of the adoption of the new system of racial/ethnic group categories. In the new system, Asian students and Pacific Islander students are reported separately.
- Beginning in 2009–10, students could be classified as Multiracial, indicating that their background includes more than one racial/ethnic group. However, students are not counted twice. All racial/ethnic group classifications are mutually exclusive.

D.1 College Readiness

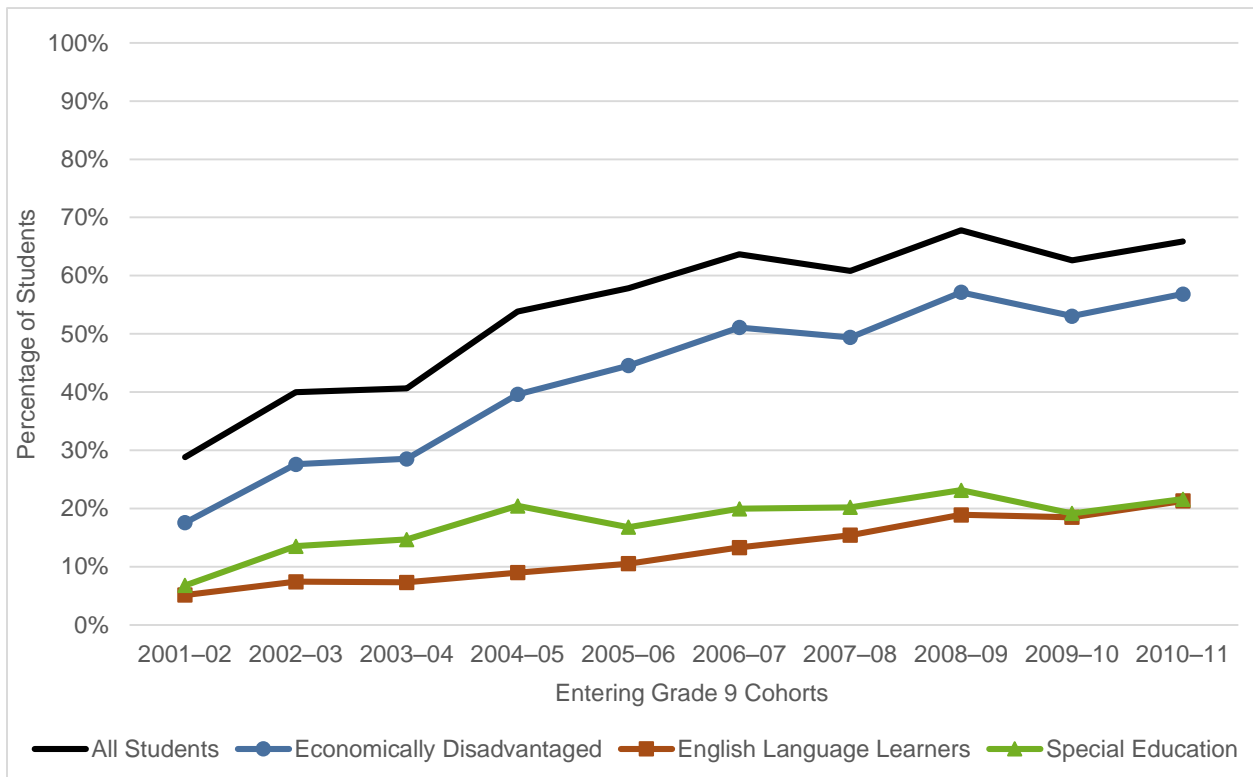
Figure D1. Percentages of Students in Each Cohort Who Met the HERC Standards on the Grade 11 TAKS-ELA Assessment, by Race/Ethnicity



Source: Grade 11 Texas Assessment of Knowledge and Skills (TAKS) English Language Arts (ELA), spring 2004 through 2013, first administration only.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2001–02 cohort entered Grade 9 for the first time in the fall 2001 semester. Percentages shown in the figure represent the students in each entering Grade 9 cohort who met the Higher Education Readiness Component (HERC) standards in ELA on the first administration of the tests while in Grade 11, by race/ethnicity.

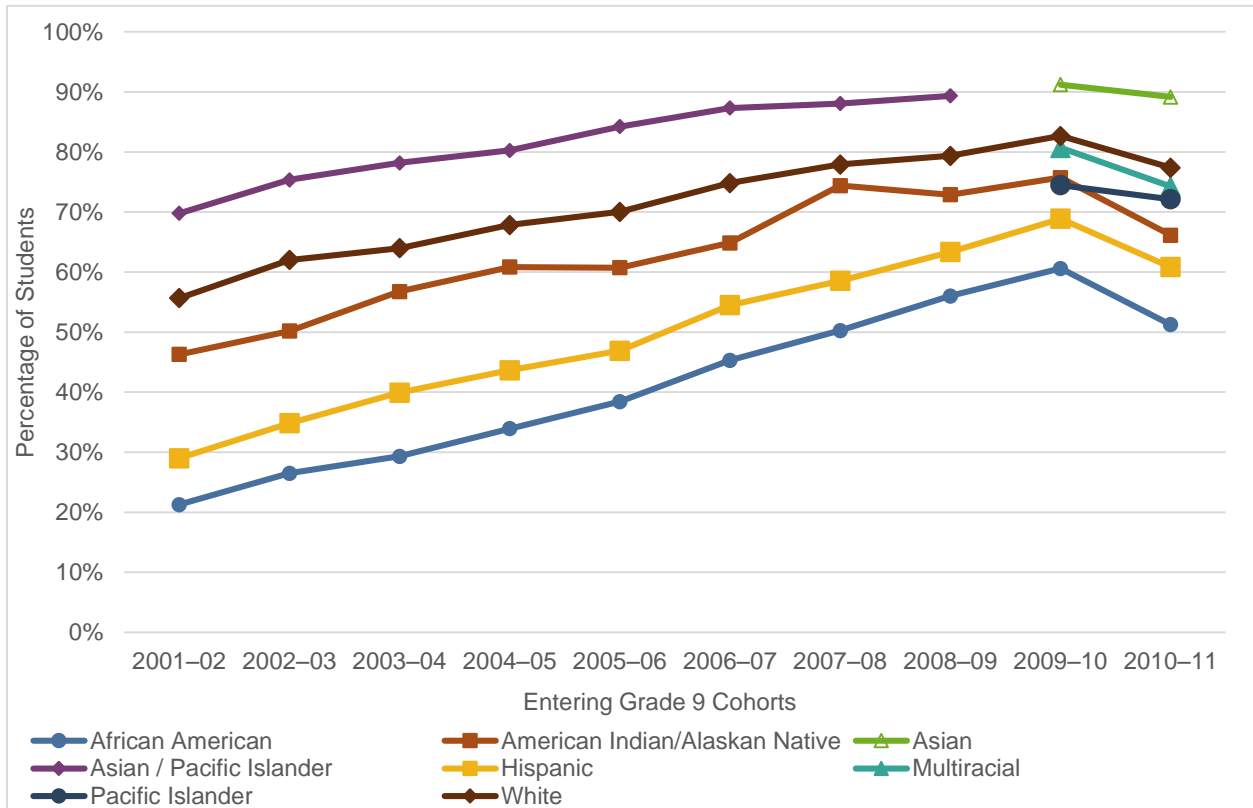
Figure D2. Percentages of Students in Each Cohort Who Met the HERC Standards on the Grade 11 TAKS-ELA Assessment for Economically Disadvantaged Students, ELL Students, and Special Education Students, Compared to All Students



Source: Grade 11 Texas Assessment of Knowledge and Skills (TAKS) English Language Arts (ELA), spring 2004 through 2013, first administration only.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2001-02 cohort entered Grade 9 for the first time in the fall 2001 semester. Percentages shown in the figure represent the students in each entering Grade 9 cohort who met the Higher Education Readiness Component (HERC) standards in ELA on the first administration of the tests while in Grade 11 for economically disadvantaged students, English language learner (ELL) students, and special education students, compared to all students.

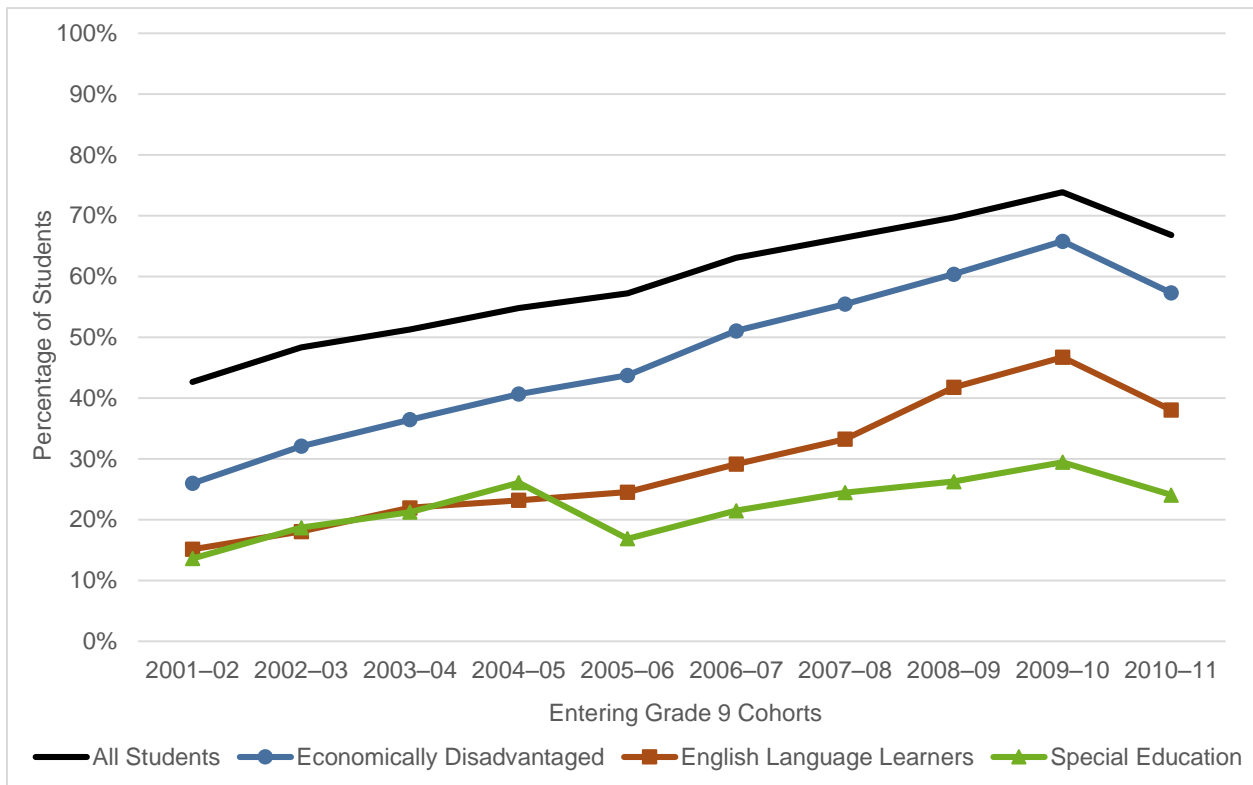
Figure D3. Percentages of Students in Each Cohort Who Met the HERC Standards on the Grade 11 TAKS-Mathematics Assessment, by Race/Ethnicity



Source: Grade 11 Texas Assessment of Knowledge and Skills (TAKS) Mathematics, spring 2004 through 2013, first administration only.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2001-02 cohort entered Grade 9 for the first time in the fall 2001 semester. Percentages shown in the figure represent the students in each entering Grade 9 cohort who met the Higher Education Readiness Component (HERC) standards in Mathematics on the first administration of the tests while in Grade 11, by race/ethnicity.

Figure D4. Percentages of Students in Each Cohort Who Met the HERC Standards on the Grade 11 TAKS-Mathematics Assessment for Economically Disadvantaged Students, ELL Students, and Special Education Students, Compared to All Students

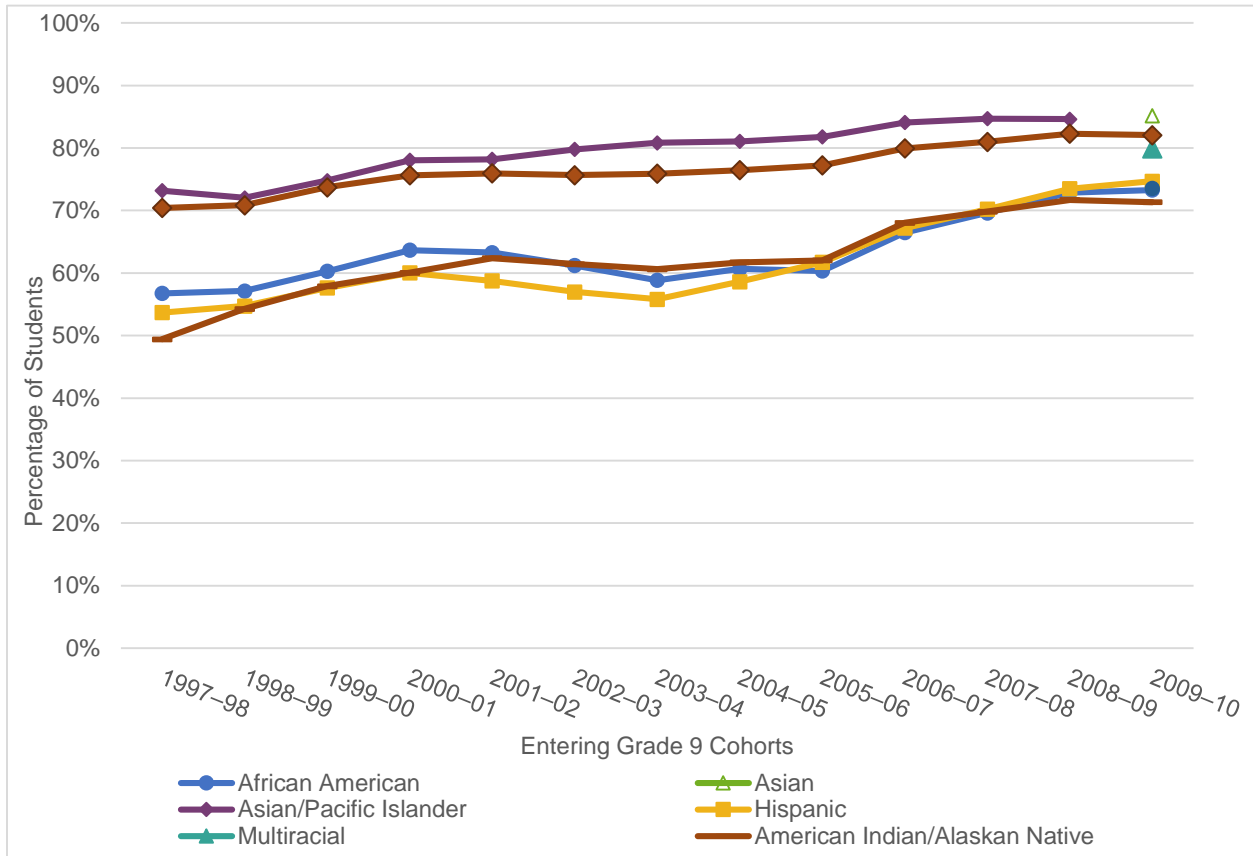


Source: Grade 11 Texas Assessment of Knowledge and Skills (TAKS) Mathematics, spring 2004 through 2013, first administration only.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2001-02 cohort entered Grade 9 for the first time in the fall 2001 semester. Percentages shown in the figure represent the students in each entering Grade 9 cohort who met the Higher Education Readiness Component (HERC) standards in mathematics on the first administration of the tests while in Grade 11 for economically disadvantaged students, English language learner (ELL) students, and special education students, compared to all students.

D.2 High School Graduation

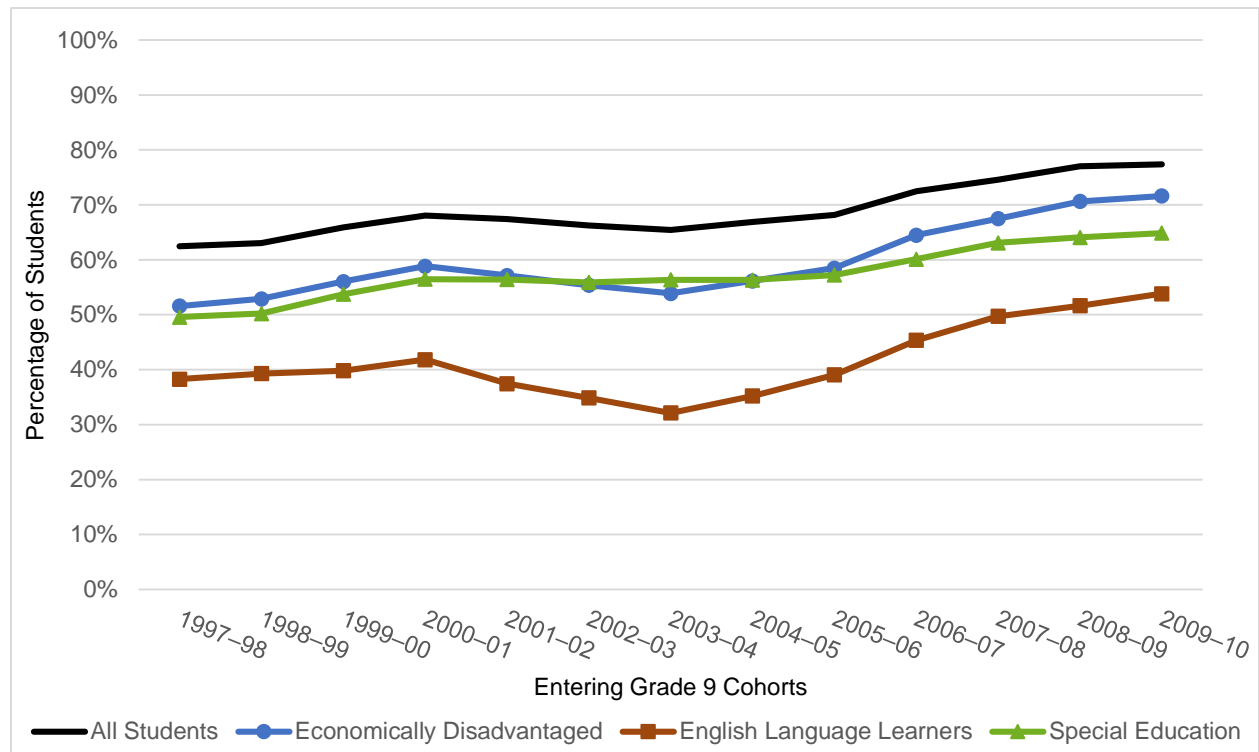
Figure D5. Percentages of Students in Each Cohort Who Graduated From a Texas Public High School Within Four Years, by Race/Ethnicity



Source: Public Education Information Management System (PEIMS) Graduation files, 1998 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering Grade 9 cohort who had a graduation record in TEA's PEIMS Graduation files within four years of entering Grade 9, by race/ethnicity.

Figure D6. Percentages of Students in Each Cohort Who Graduated From a Texas Public High School Within Four Years for Economically Disadvantaged Students, ELL Students, Special Education Students, Compared to All Students

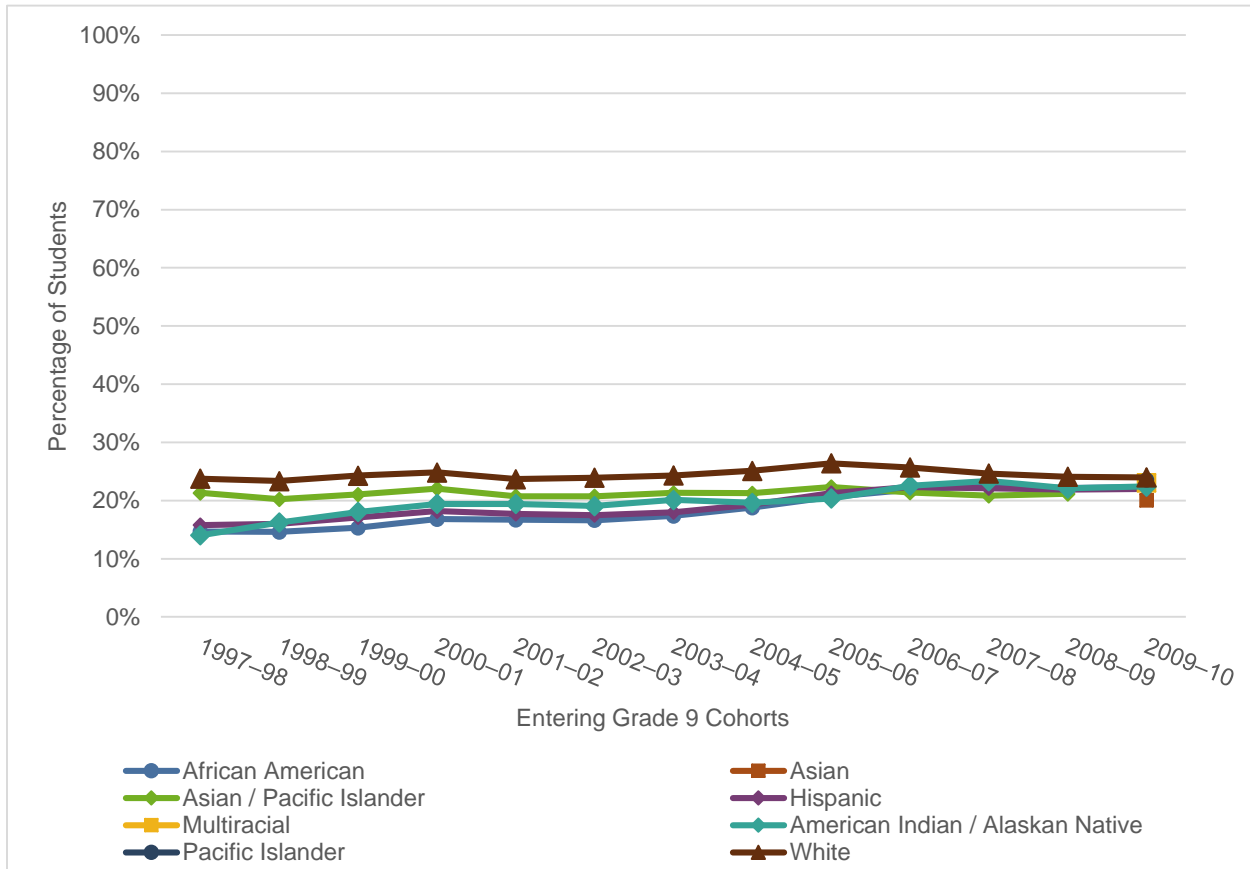


Source: Public Education Information Management System (PEIMS) Graduation files, 1998 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering Grade 9 cohort who have a graduation record in TEA's PEIMS Graduation files within four years of entering Grade 9 for economically disadvantaged students, English language learner (ELL) students, and special education students, compared to all students.

D.3 Two-Year College Enrollment

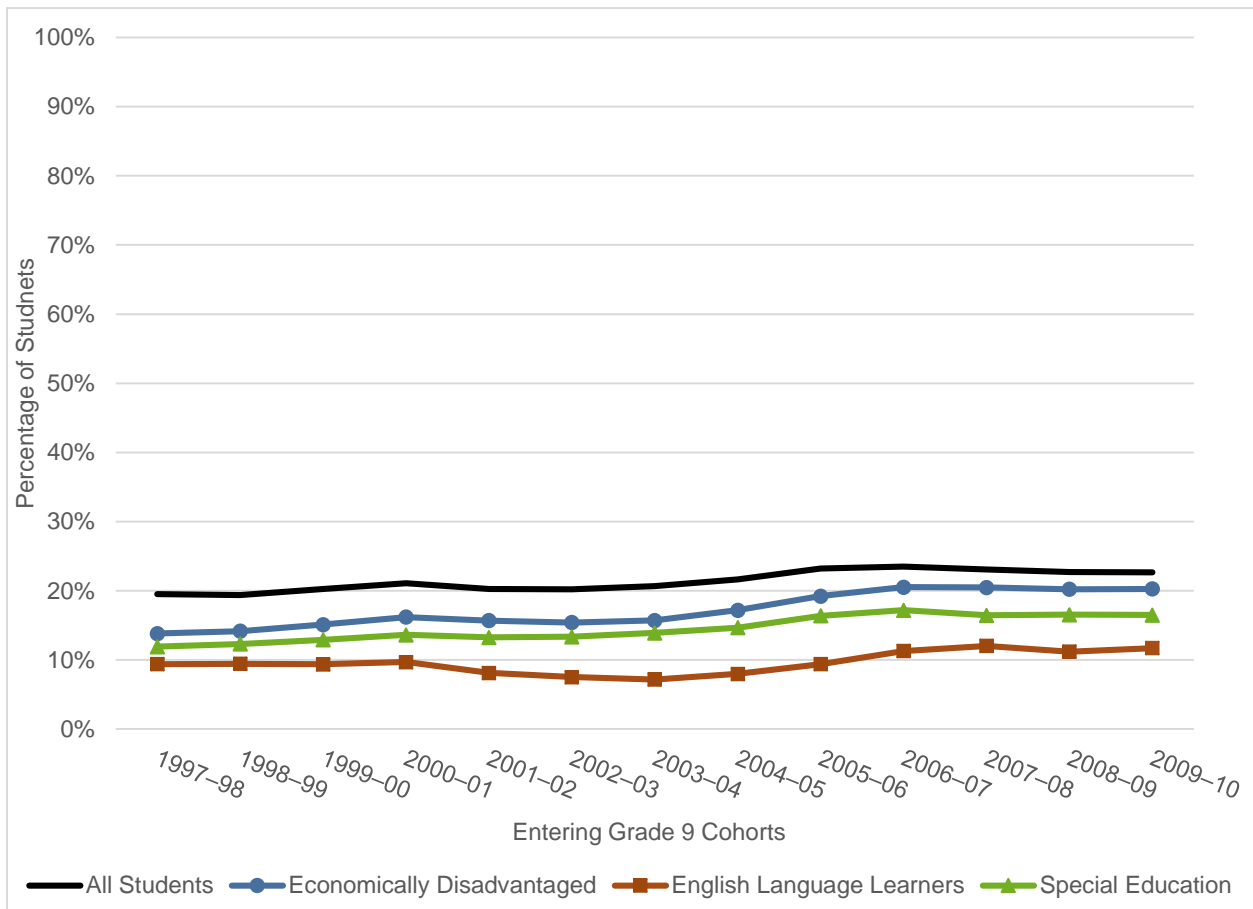
Figure D7. Percentages of Students in Each Cohort Who Enrolled in a Texas Two-Year College Within One Year of Actual or Expected Graduation Date From High School, by Race/Ethnicity



Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Enrollment files, 1999 through 2014.

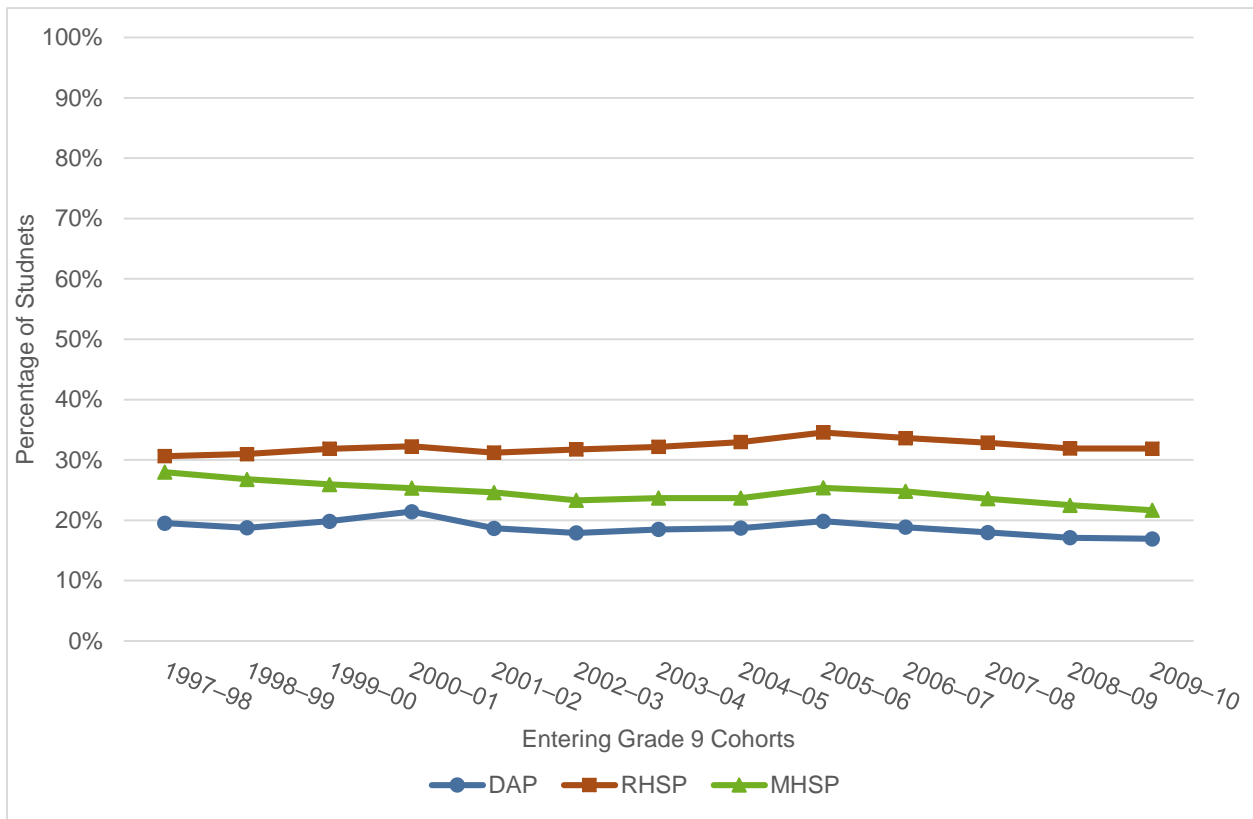
Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Students in this cohort were expected to graduate from high school during or prior to the spring semester of 2001. Students in this cohort were coded as having enrolled in a Texas two-year college if they showed up in the Fall, Spring, Summer I, and/or Summer II data files for the 2001-02 academic year.

Figure D8. Percentages of Students in Each Cohort Who Enrolled in a Texas Two-Year College Within One Year of Actual or Expected Graduation Date for Economically Disadvantaged Students, ELL Students, Special Education Students, Compared to All Students



Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Enrollment files, 1999 through 2014.
 Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Students in this cohort were expected to graduate from high school during or prior to the spring semester of 2001. Students in this cohort were coded as having enrolled in a Texas two-year college if they showed up in the Fall, Spring, Summer I, and/or Summer II data files for the 2001-02 academic year. Data are shown for economically disadvantaged students, English language learner (ELL) students, and special education students, compared to all students in the cohort.

Figure D9. Percentages of Students in Each Cohort Who Enrolled in a Texas Two-Year College Within One Year of Actual or Expected Graduation Date From High School, by High School Graduation Program

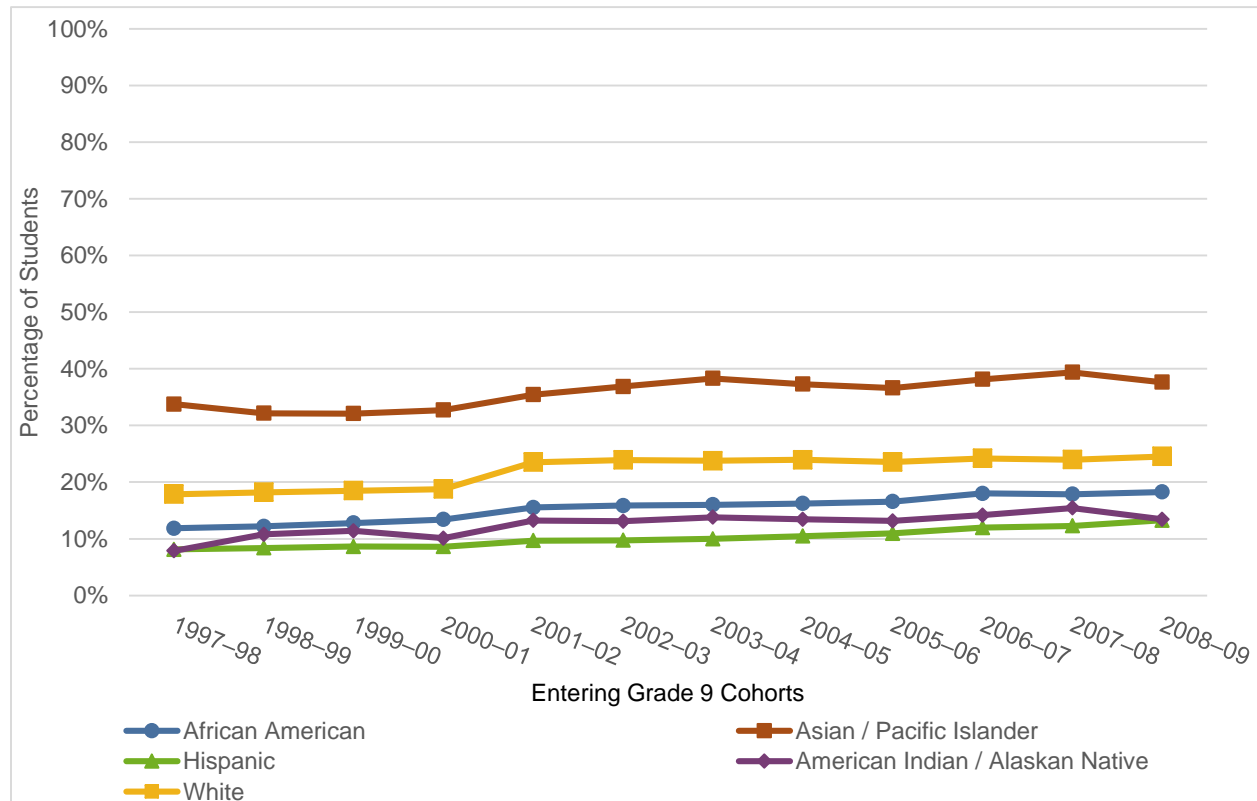


Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Enrollment files, 1999 through 2014.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Students in this cohort were expected to graduate from high school during or prior to the spring semester of 2001. During this period, students could graduate under the Minimum High School Program (MHSP), Recommended High School Program (RHSP), or Distinguished Achievement Program (DAP). Students receiving a diploma prior to the MHSP, RHSP, and DAP as well as students receiving special education or related services who completed the minimum curriculum and credit requirements for graduation under the MHSP, RHSP and DAP and who also participated in the exit-level instrument identified in their individualized education program (IEP) or who graduated on the MHSP and had curriculum content modifications through the students' IEP are omitted from this figure to show findings for only those students who met all statutory requirements for graduation under the MHSP, RHSP, and DAP. Students in this cohort were coded as having enrolled in a Texas two-year college if they showed up in the Fall, Spring, Summer I, and/or Summer II data files for the 2001-02 academic year.

D.4 Four-Year College Enrollment

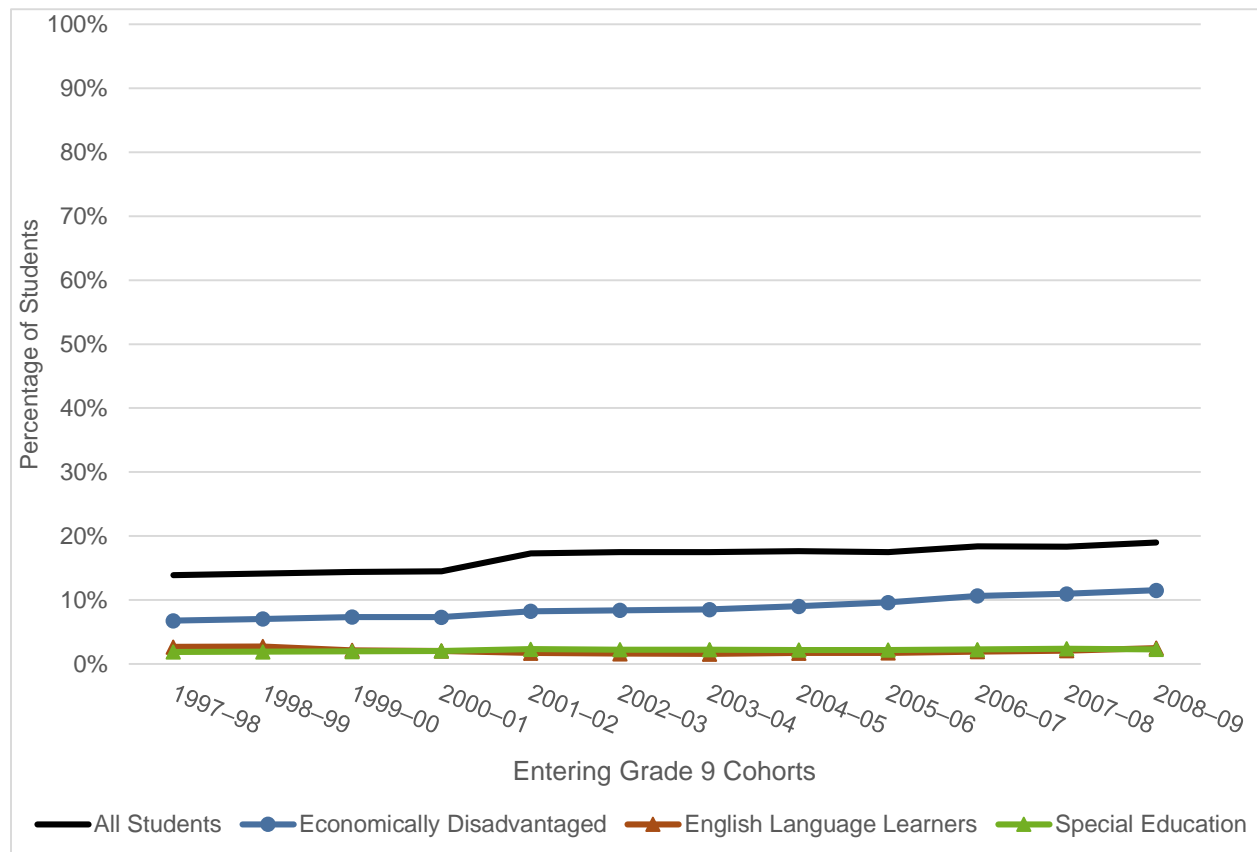
Figure D10. Percentages of Students in Each Cohort Who Enrolled in a Texas Public or Independent Four-Year College or University Within One Year of Actual or Expected Graduation Date, by Race/Ethnicity



Source: Texas Higher Education Coordinating Board (THECB), Public College And University Enrollment files, 1999 through 2013; THECB, independent college and university files, 2002 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Students in this cohort were expected to graduate during or prior to the spring semester of 2002. Students in this cohort were coded as having enrolled in a Texas four-year college or university if they showed up as enrolled during the fall, spring, or summer semesters of the 2001-02 academic year. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001-02.

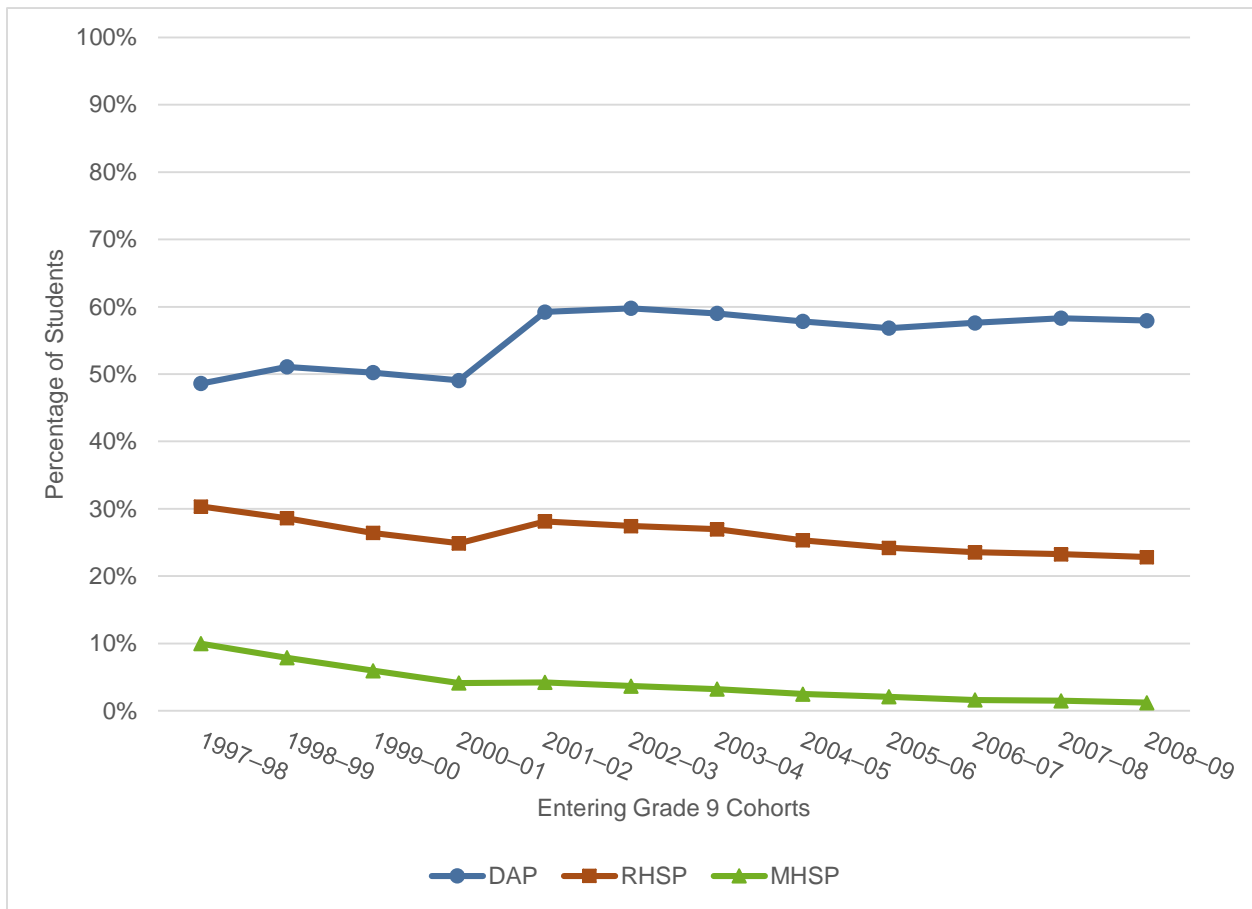
Figure D11. Percentages of Students in Each Cohort Who Enrolled in a Texas Public or Independent Four-Year College or University Within One Year of Actual or Expected Graduation Date for Economically Disadvantaged Students, ELL Students, and Special Education Students, Compared to All Students



Source: Texas Higher Education Coordinating Board (THECB), Public College And University Enrollment files, 1999 through 2013; THECB, independent college and university files, 2002 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Students in this cohort were expected to graduate during or prior to the spring semester of 2002. Students in this cohort were coded as having enrolled in a Texas four-year college or university if they showed up as enrolled during the fall, spring, or summer semesters of the 2001-02 academic year. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001-02. Data are shown for economically disadvantaged students, English language learner (ELL) students, and special education students, compared to all students in the cohort.

Figure D12. Percentages of Students in Each Cohort Who Enrolled in a Texas Public or Independent Four-Year College or University Within One Year of Actual or Expected Graduation Date, by High School Graduation Program

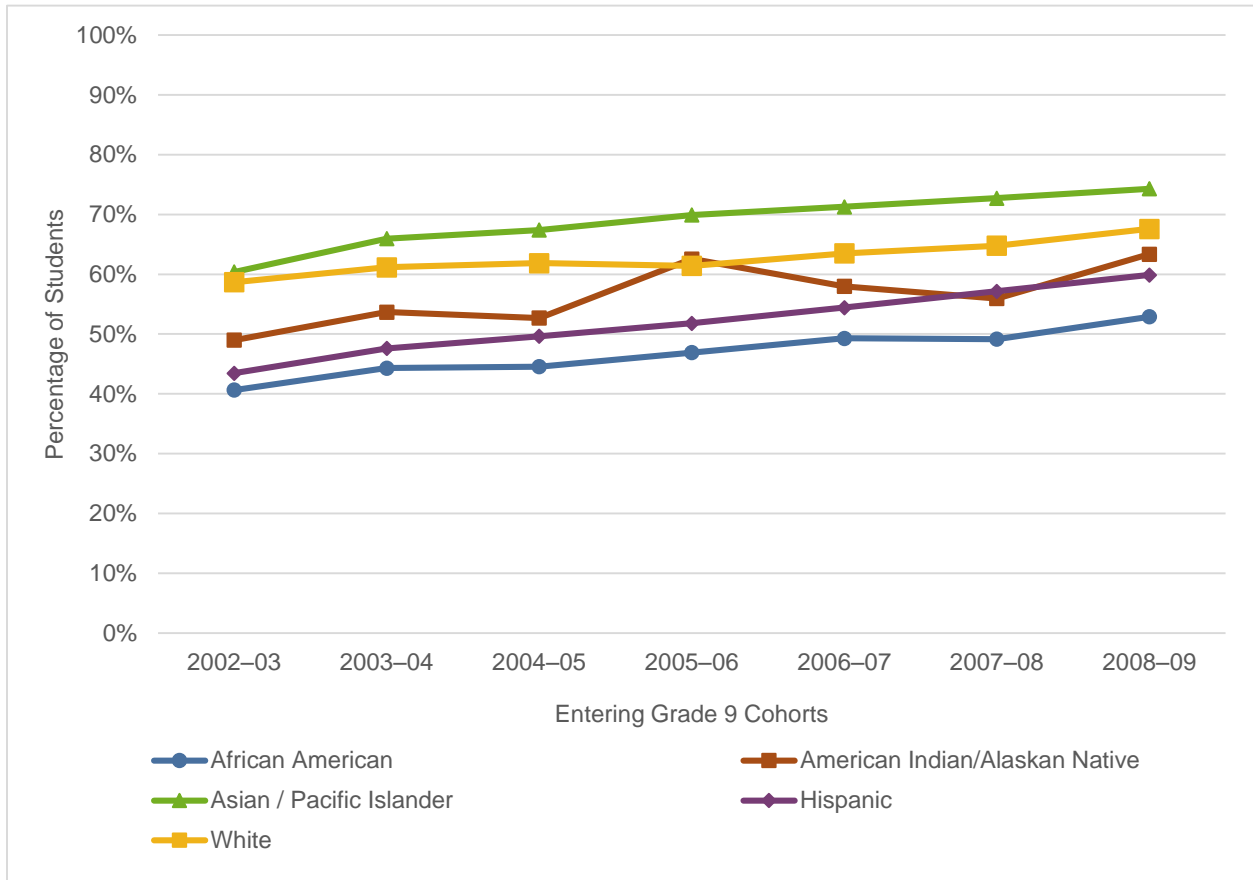


Source: Texas Higher Education Coordinating Board (THECB), Public College And University Enrollment files, 1999 through 2013; THECB, independent college and university files, 2002 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Students in this cohort were expected to graduate during or prior to the spring semester of 2002. During this period, students could graduate under the Minimum High School Program (MHSP), Recommended High School Program (RHSP), or Distinguished Achievement Program (DAP). Students receiving a diploma prior to the MHSP, RHSP, and DAP as well as students receiving special education or related services who completed the minimum curriculum and credit requirements for graduation under the MHSP, RHSP and DAP and who also participated in the exit-level instrument identified in their individualized education program (IEP) or who graduated on the MHSP and had curriculum content modifications through the students' IEP are omitted from this figure to show findings for only those students who met all statutory requirements for graduation under the MHSP, RHSP, and DAP. Students in this cohort were coded as having enrolled in a Texas four-year college or university if they showed up as enrolled during the fall, spring, or summer semesters of the 2001-02 academic year.

D.5 Texas Success Initiative

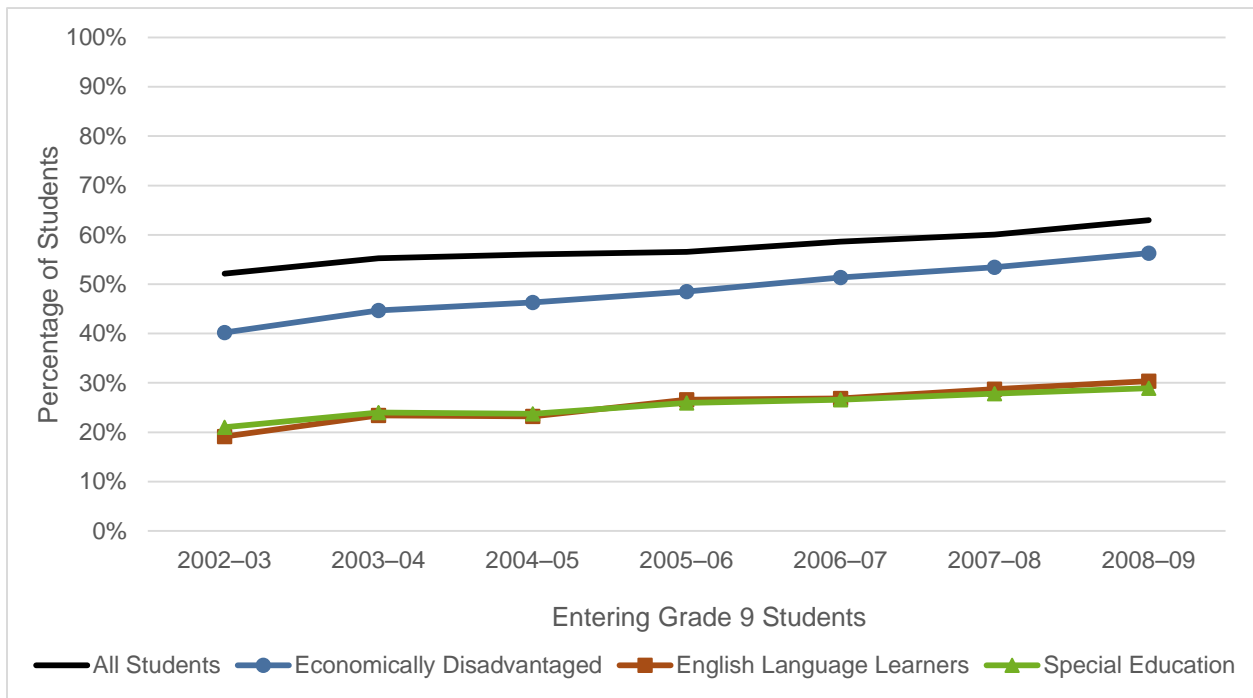
Figure D13. Percentages of Students in Each Cohort Who Met the TSI Readiness Standards in Reading, by Race/Ethnicity



Source: Texas Higher Education Coordinating Board (THECB), Texas Success Initiative (TSI) Pass file for fiscal years 2004 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2002-03 cohort entered Grade 9 for the first time in the fall 2002 semester. Percentages shown in the figure represent the students in each cohort of entering Grade 9 students who enrolled in a Texas two-year college or public or independent four-year college or university within one year of their actual or expected high school graduation date and met the TSI Readiness Standards in reading, by race/ethnicity.

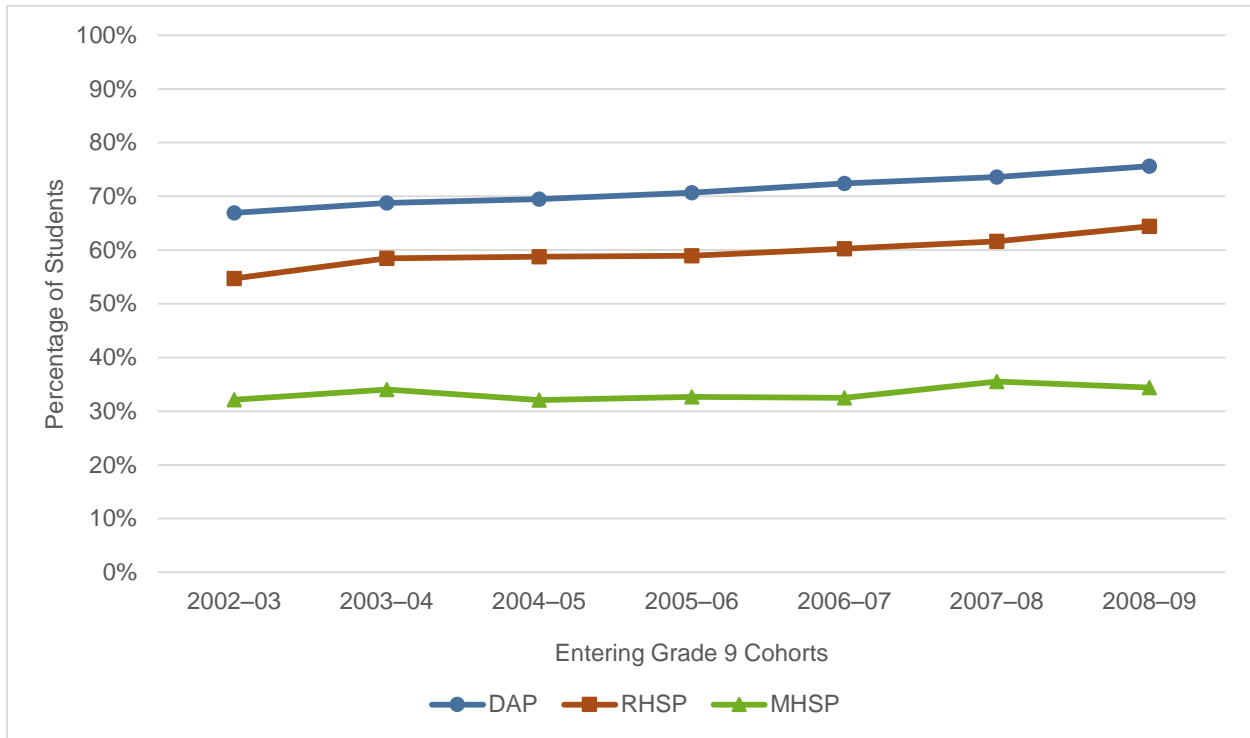
Figure D14. Percentages of Students in Each Cohort Who Met the TSI Readiness Standards in Reading for Economically Disadvantaged Students, ELL Students, and Special Education Students, Compared to All Students



Source: Texas Higher Education Coordinating Board (THECB), Texas Success Initiative (TSI) Pass file for fiscal years 2004 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2002-03 cohort entered Grade 9 for the first time in the fall 2002 semester. Percentages shown in the figure represent the students in each cohort of entering Grade 9 students who enrolled in a Texas two-year college or public or independent four-year college or university within one year of their actual or expected high school graduation date and met the TSI Readiness Standards in reading for economically disadvantaged students, English language learner (ELL) students, and special education students, compared to all students.

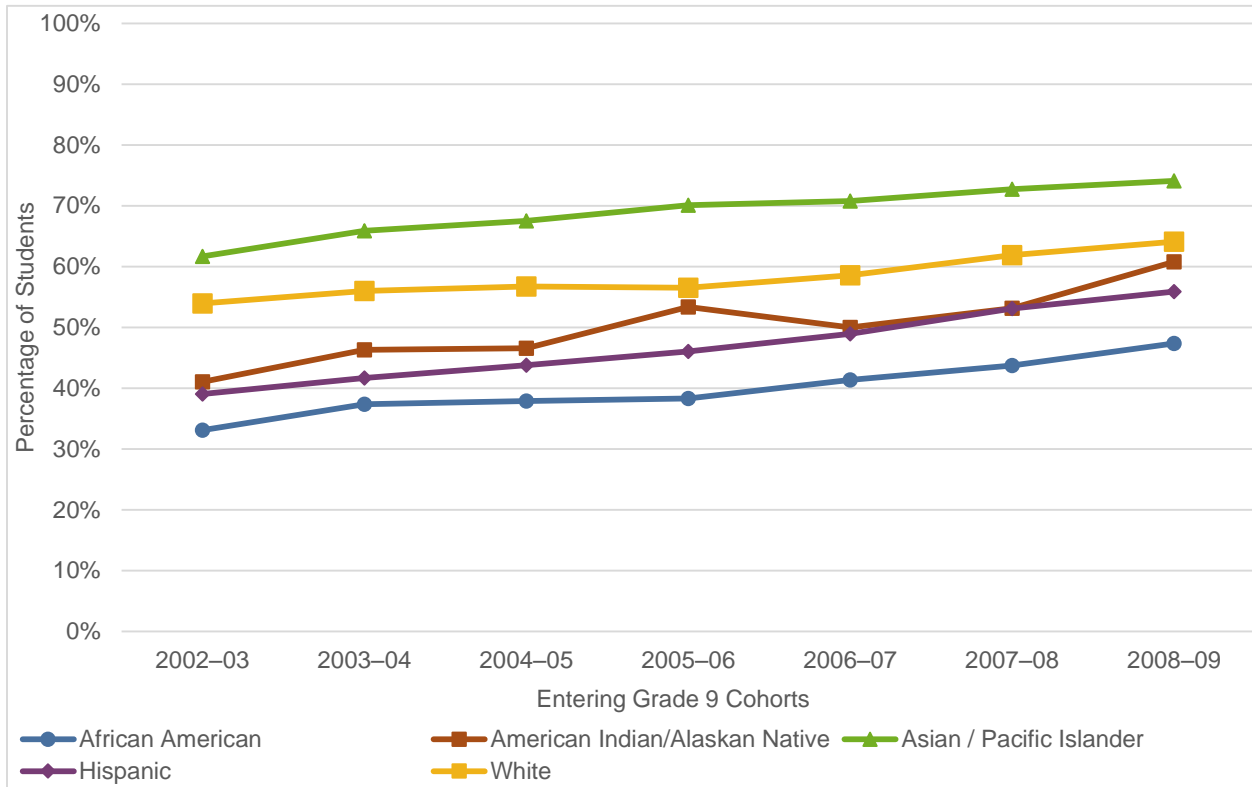
Figure D15. Percentages of Students in Each Cohort Who Met the TSI Readiness Standards in Reading, by High School Graduation Program



Source: Texas Higher Education Coordinating Board (THECB), Texas Success Initiative (TSI) Pass file for fiscal years 2004 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2002-03 cohort entered Grade 9 for the first time in the fall 2002 semester. Percentages shown in the figure represent the students in each cohort of entering Grade 9 students who enrolled in a Texas two-year college or public or independent four-year college or university within one year of their actual or expected high school graduation date and met the TSI Readiness Standards in reading, by high school graduation program. During this period, students could graduate under the Minimum High School Program (MHSP), Recommended High School Program (RHSP), or Distinguished Achievement Program (DAP). Students receiving a diploma prior to the MHSP, RHSP, and DAP as well as students receiving special education or related services who completed the minimum curriculum and credit requirements for graduation under the MHSP, RHSP and DAP and who also participated in the exit-level instrument identified in their individualized education program (IEP) or who graduated on the MHSP and had curriculum content modifications through the students' IEP are omitted from this figure to show findings for only those students who met all statutory requirements for graduation under the MHSP, RHSP, and DAP.

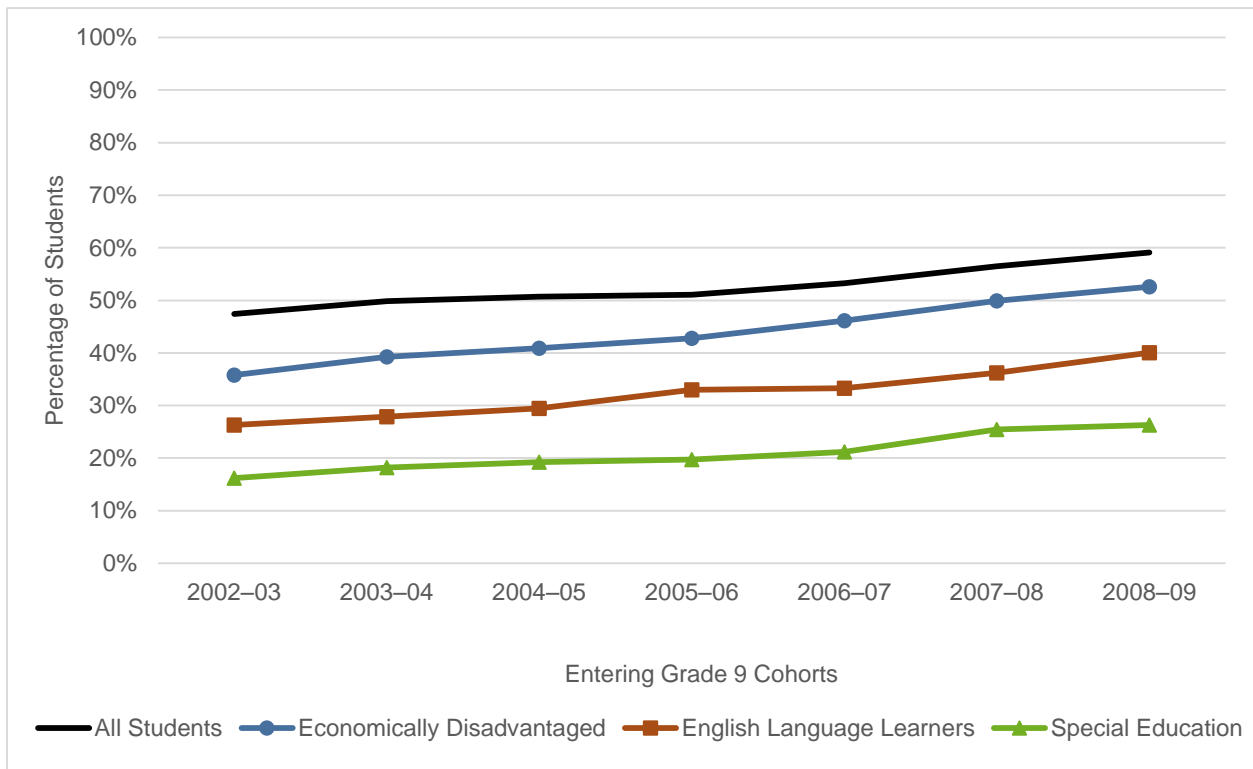
Figure D16. Percentages of Students in Each Cohort Who Met the TSI Readiness Standards in Mathematics, by Race/Ethnicity



Source: Texas Higher Education Coordinating Board (THECB), Texas Success Initiative (TSI) Pass file for fiscal years 2004 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2002-03 cohort entered Grade 9 for the first time in the fall 2002 semester. Percentages shown in the figure represent the students in each cohort of entering Grade 9 students who enrolled in a Texas two-year college or public or independent four-year college or university within one year of their actual or expected high school graduation date and met the TSI Readiness Standards in mathematics, by race/ethnicity.

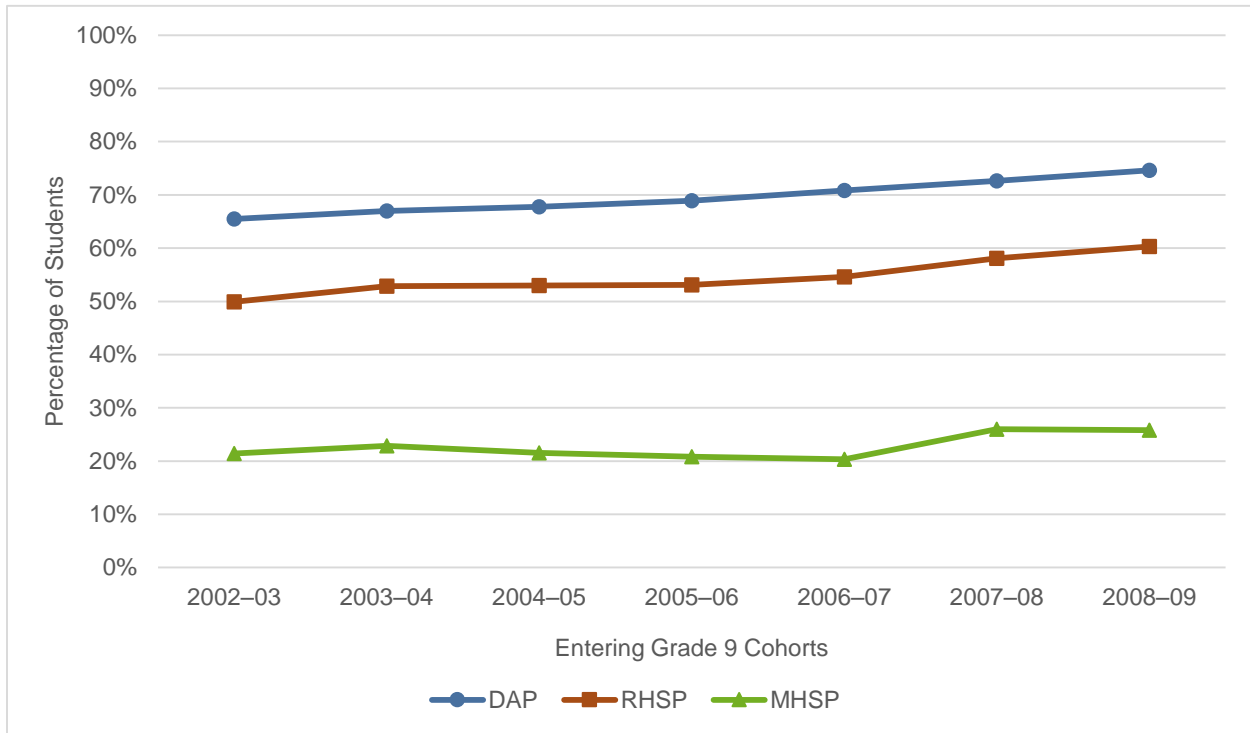
Figure D17. Percentages of Students in Each Cohort Who Met the TSI Readiness Standards in Mathematics for Economically Disadvantaged Students, ELL Students, and Special Education Students, Compared to All Students



Source: Texas Higher Education Coordinating Board (THECB), Texas Success Initiative (TSI) Pass file for fiscal years 2004 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2002-03 cohort entered Grade 9 for the first time in the fall 2002 semester. Percentages shown in the figure represent the students in each cohort of entering Grade 9 students who enrolled in a Texas two-year college or public or independent four-year college or university within one year of their actual or expected high school graduation date and met the TSI Readiness Standards in mathematics for economically disadvantaged students, English language learner (ELL) students, and special education students, compared to all students.

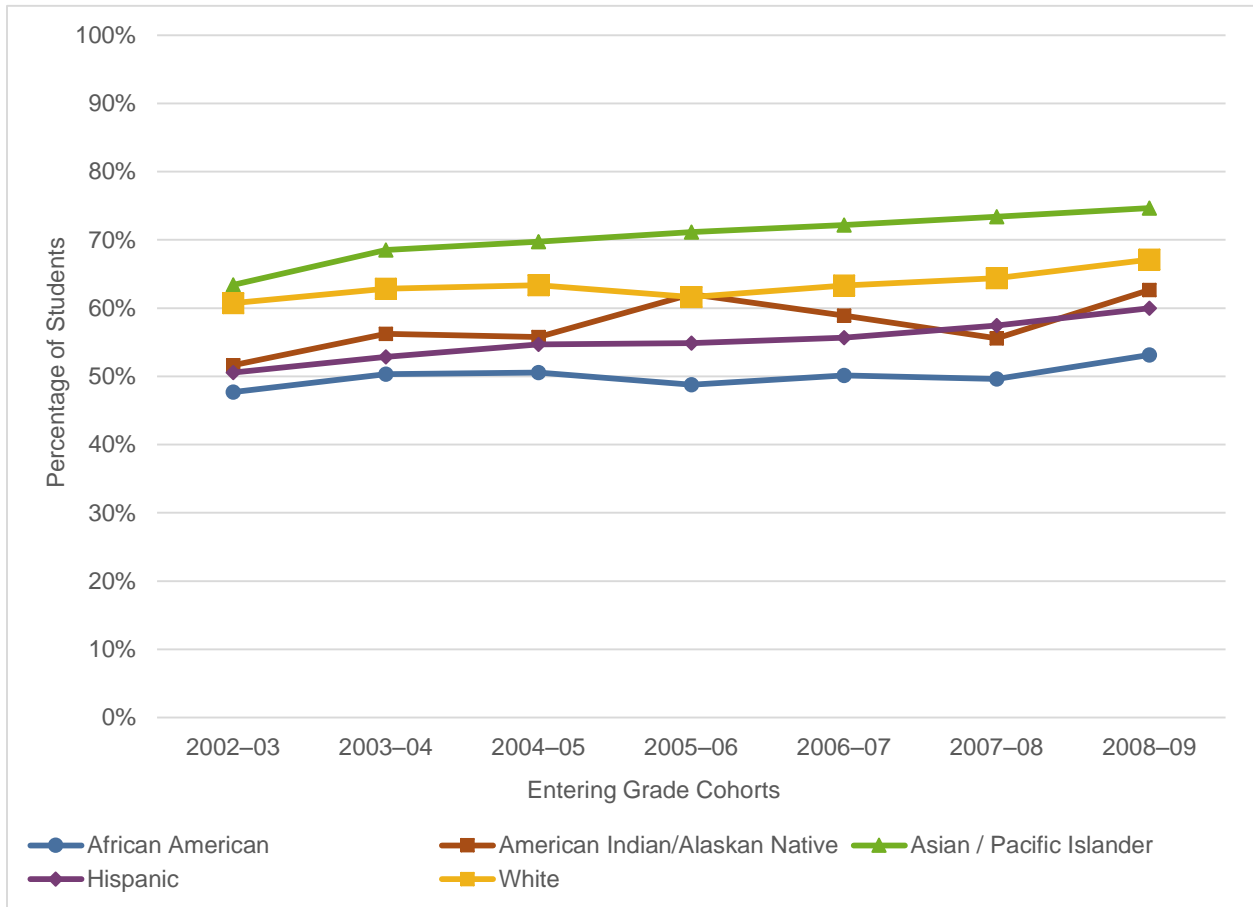
Figure D18. Percentages of Students in Each Cohort Who Met the TSI Readiness Standards in Mathematics, by High School Graduation Program



Source: Texas Higher Education Coordinating Board (THECB), Texas Success Initiative (TSI) Pass file for fiscal years 2004 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2002-03 cohort entered Grade 9 for the first time in the fall 2002 semester. Percentages shown in the figure represent the students in each cohort of entering Grade 9 students who enrolled in a Texas two-year college or public or independent four-year college or university within one year of their actual or expected high school graduation date and met the TSI Readiness Standards in mathematics, by high school graduation program. During this period, students could graduate under the Minimum High School Program (MHSP), Recommended High School Program (RHSP), or Distinguished Achievement Program (DAP). Students receiving a diploma prior to the MHSP, RHSP, and DAP as well as students receiving special education or related services who completed the minimum curriculum and credit requirements for graduation under the MHSP, RHSP and DAP and who also participated in the exit-level instrument identified in their individualized education program (IEP) or who graduated on the MHSP and had curriculum content modifications through the students' IEP are omitted from this figure to show findings for only those students who met all statutory requirements for graduation under the MHSP, RHSP, and DAP.

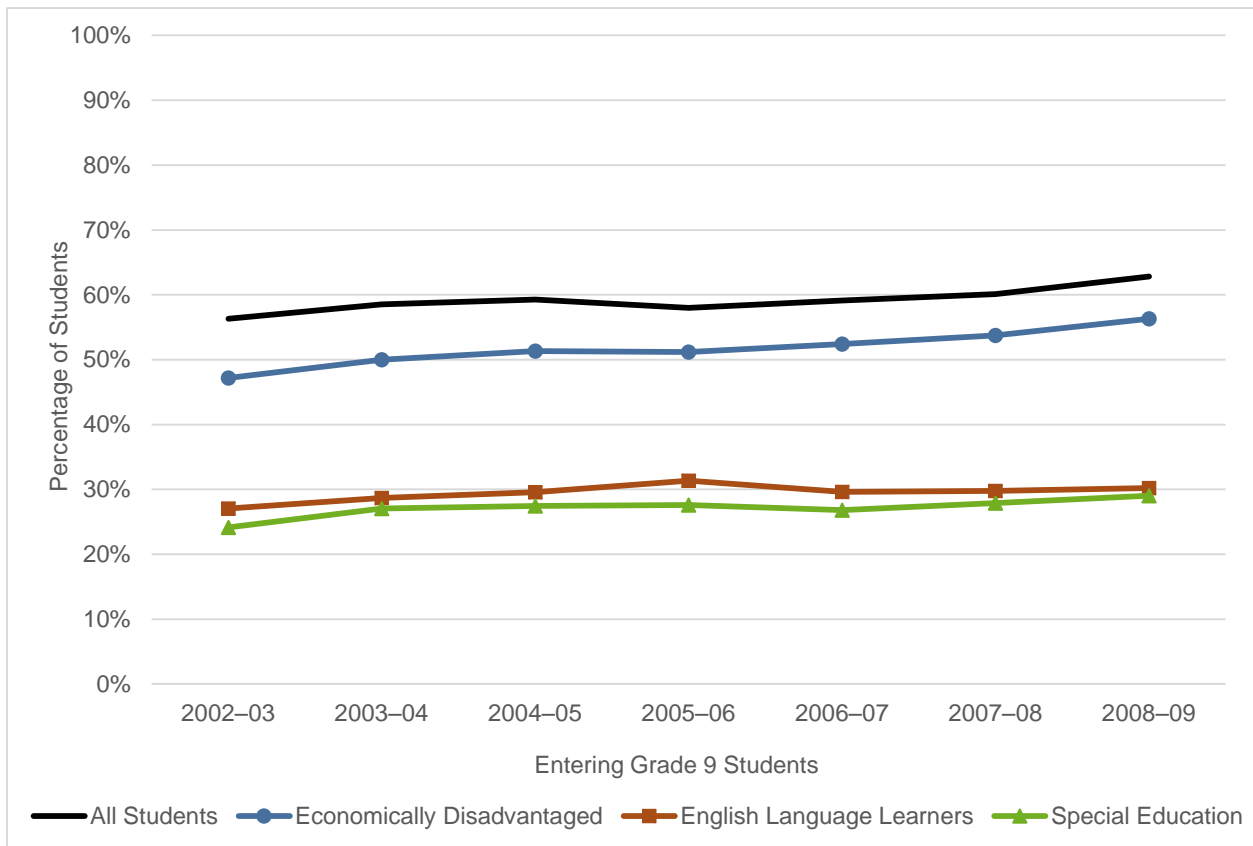
Figure D19. Percentages of Students in Each Cohort Who Met the TSI Readiness Standards in Writing, by Race/Ethnicity



Source: Texas Higher Education Coordinating Board (THECB), Texas Success Initiative (TSI) Pass file for fiscal years 2004 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2002-03 cohort entered Grade 9 for the first time in the fall 2002 semester. Percentages shown in the figure represent the students in each cohort of entering Grade 9 students who enrolled in a Texas two-year college or public or independent four-year college or university within one year of their actual or expected high school graduation date and met the TSI Readiness Standards in writing, by race/ethnicity.

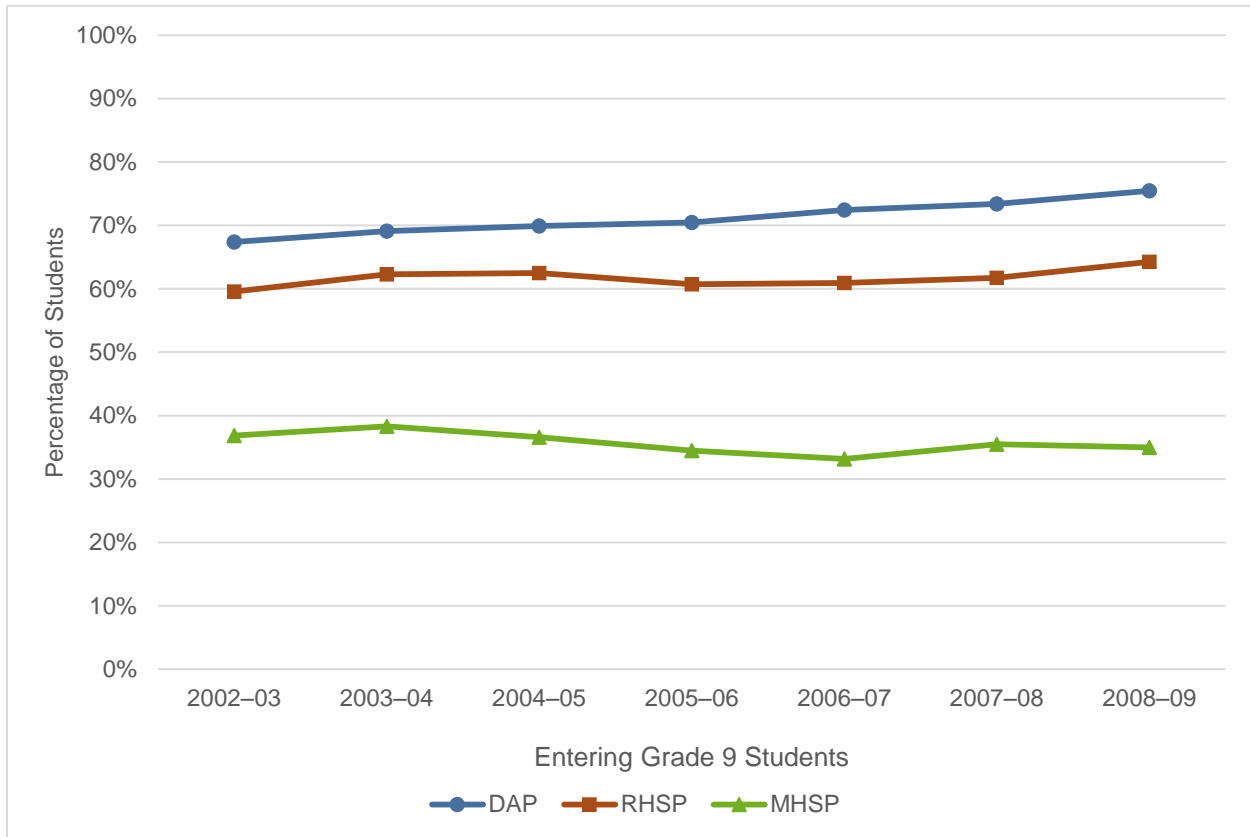
Figure D20. Percentages of Students in Each Cohort Who Met the TSI Readiness Standards in Writing for Economically Disadvantaged Students, ELL Students, and Special Education Students, Compared to All Students



Source: Texas Higher Education Coordinating Board (THECB), Texas Success Initiative (TSI) Pass file for fiscal years 2004 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2002-03 cohort entered Grade 9 for the first time in the fall 2002 semester. Percentages shown in the figure represent the students in each cohort of entering Grade 9 students who enrolled in a Texas two-year college or public or independent four-year college or university within one year of their actual or expected high school graduation date and met the TSI Readiness Standards in writing for economically disadvantaged students, English language learner (ELL) students, and special education students compared to all students.

Figure D21. Percentages of Students in Each Cohort Who Met the TSI Readiness Standards in Writing, by High School Graduation Program

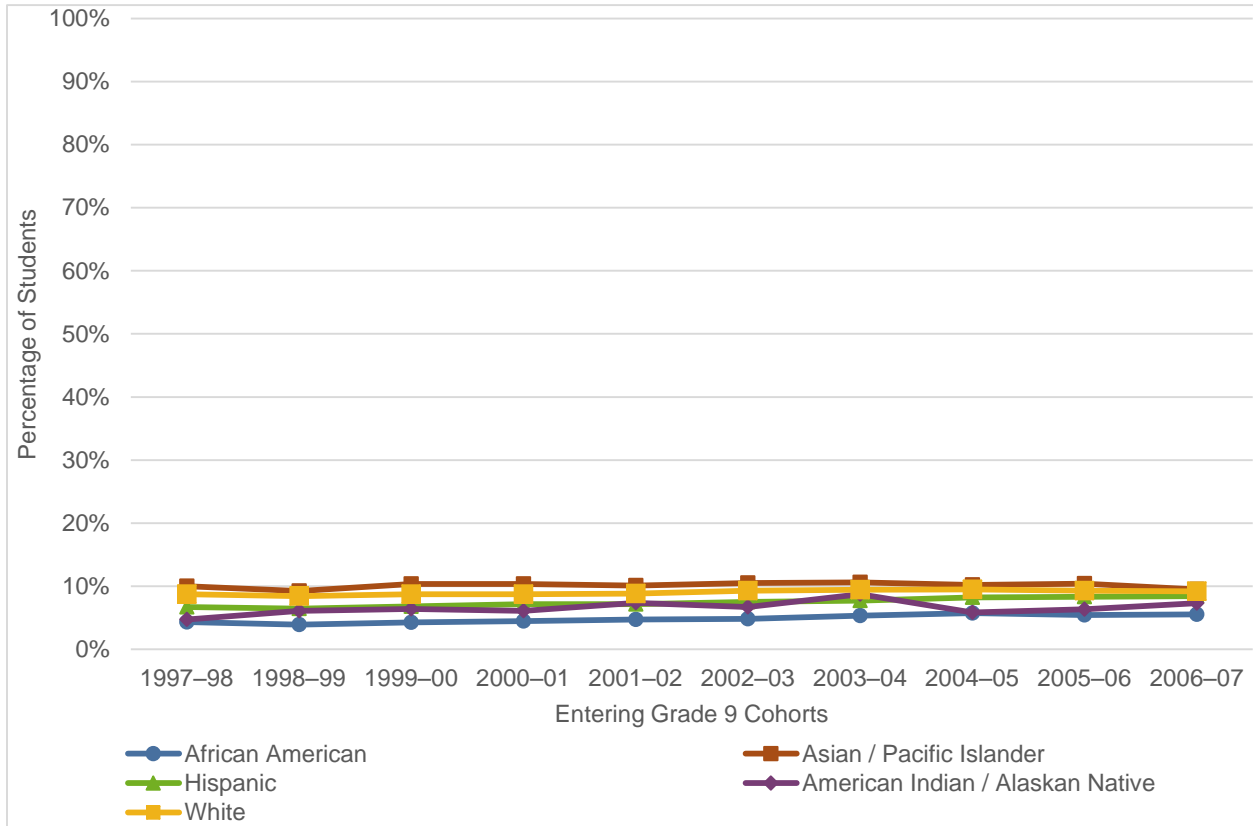


Source: Texas Higher Education Coordinating Board (THECB), Texas Success Initiative (TSI) Pass file for fiscal years 2004 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2002-03 cohort entered Grade 9 for the first time in the fall 2002 semester. Percentages shown in the figure represent the students in each cohort of entering Grade 9 students who enrolled in a Texas two-year college or public or independent four-year college or university within one year of their actual or expected high school graduation date and met the TSI Readiness Standards in writing, by high school graduation program. During this period, students could graduate under the Minimum High School Program (MHSP), Recommended High School Program (RHSP), or Distinguished Achievement Program (DAP). Students receiving a diploma prior to the MHSP, RHSP, and DAP as well as students receiving special education or related services who completed the minimum curriculum and credit requirements for graduation under the MHSP, RHSP and DAP and who also participated in the exit-level instrument identified in their individualized education program (IEP) or who graduated on the MHSP and had curriculum content modifications through the students' IEP are omitted from this figure to show findings for only those students who met all statutory requirements for graduation under the MHSP, RHSP, and DAP.

D.6 Two-year College Completion and Persistence

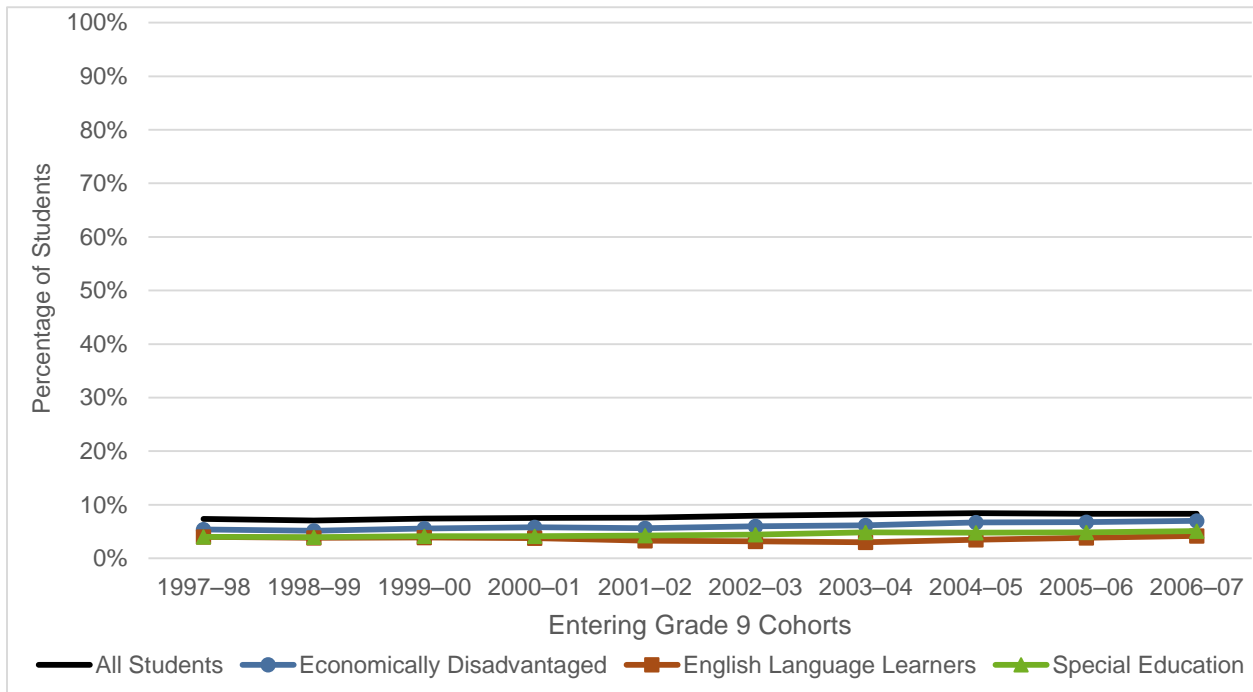
Figure D22. Percentages of Students in Each Cohort Who Earned an Associate’s Degree or Workforce Certificate Within Three Years or Were Enrolled in a Texas Two-Year College Within Four Years of Actual or Expected High School Graduation Date, by Race/Ethnicity



Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Graduation files, 1999 through 2013.

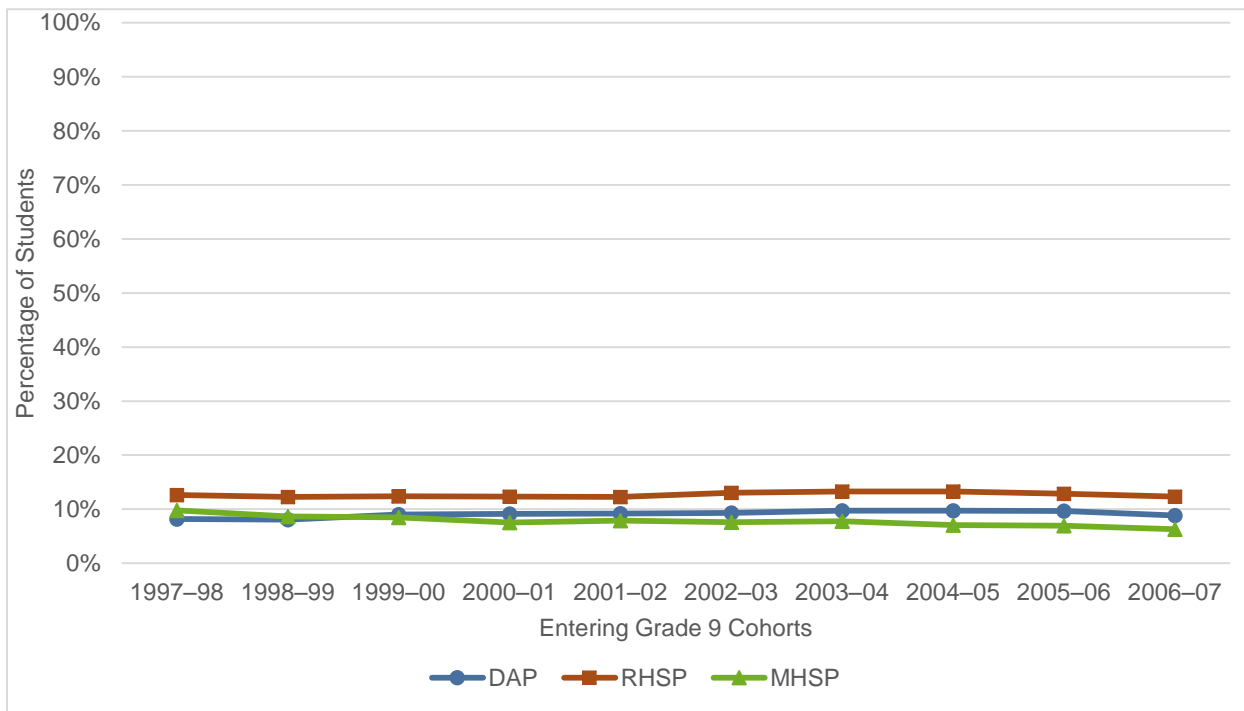
Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who earned an associate’s degree or a level-1, level-2, or advanced technology certificate from a Texas two-year college within three years or were enrolled within four years of their actual or expected high school graduation date, by race/ethnicity.

Figure D23. Percentages of Students in Each Cohort Who Earned an Associate’s Degree or Workforce Certificate Within Three Years or Were Enrolled in a Texas Two-Year College Within Four Years of Actual or Expected High School Graduation Date for Economically Disadvantaged Students, ELL Students, Special Education Students, Compared to All Students



Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Graduation files, 1999 through 2013.
 Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who earned an associate’s degree or a level-1, level-2, or advanced technology certificate from a Texas two-year college within three years or were enrolled within four years of their actual or expected high school graduation date for economically disadvantaged students, English language learner (ELL) students, and special education students compared to all students.

Figure D24. Percentages of Students in Each Cohort Who Earned an Associate’s Degree or Workforce Certificate Within Three Years or Were Enrolled in a Texas Two-Year College Within Four Years of Actual or Expected High School Graduation Date, by High School Graduation Program

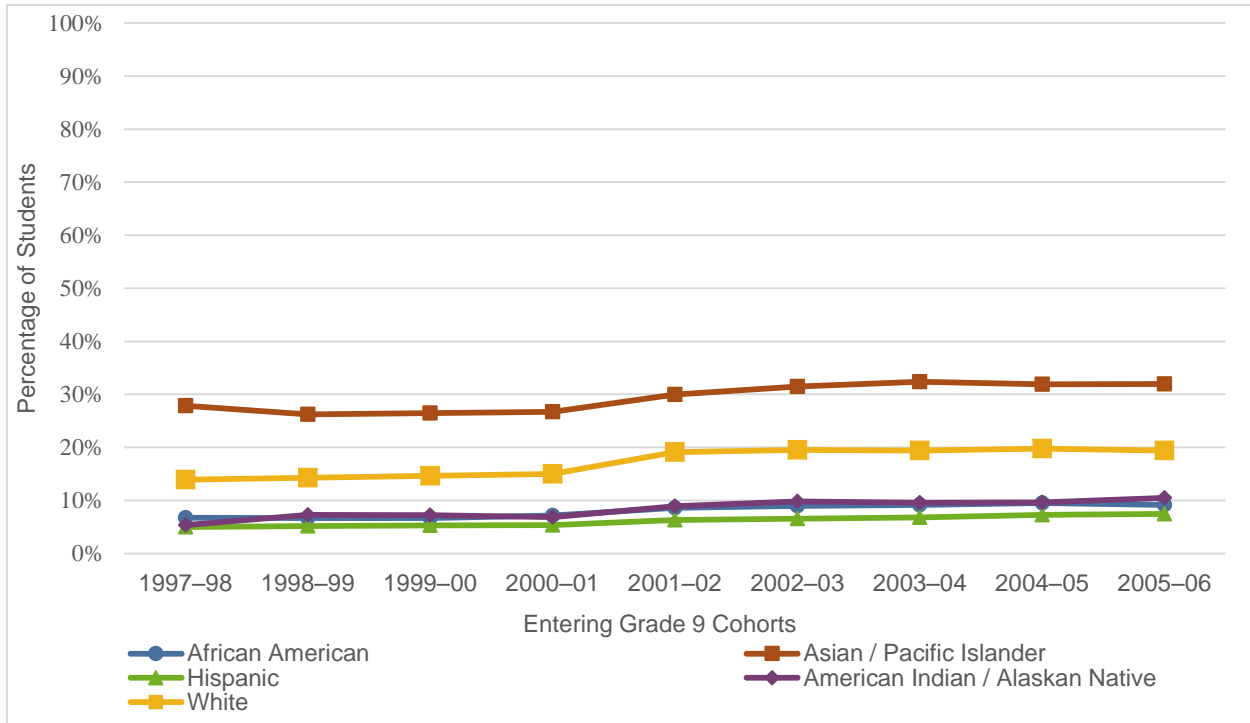


Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Graduation files, 1999 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who earned an associate’s degree or a level-1, level-2, or advanced technology certificate from a Texas two-year college within three years or were enrolled within four years of their actual or expected high school graduation date, by high school graduation program. During this period, students could graduate under the Minimum High School Program (MHSP), Recommended High School Program (RHSP), or Distinguished Achievement Program (DAP). Students receiving a diploma prior to the MHSP, RHSP, and DAP as well as students receiving special education or related services who completed the minimum curriculum and credit requirements for graduation under the MHSP, RHSP and DAP and who also participated in the exit-level instrument identified in their individualized education program (IEP) or who graduated on the MHSP and had curriculum content modifications through the students’ IEP are omitted from this figure to show findings for only those students who met all statutory requirements for graduation under the MHSP, RHSP, and DAP.

D.7 Four-Year College Completion and Persistence

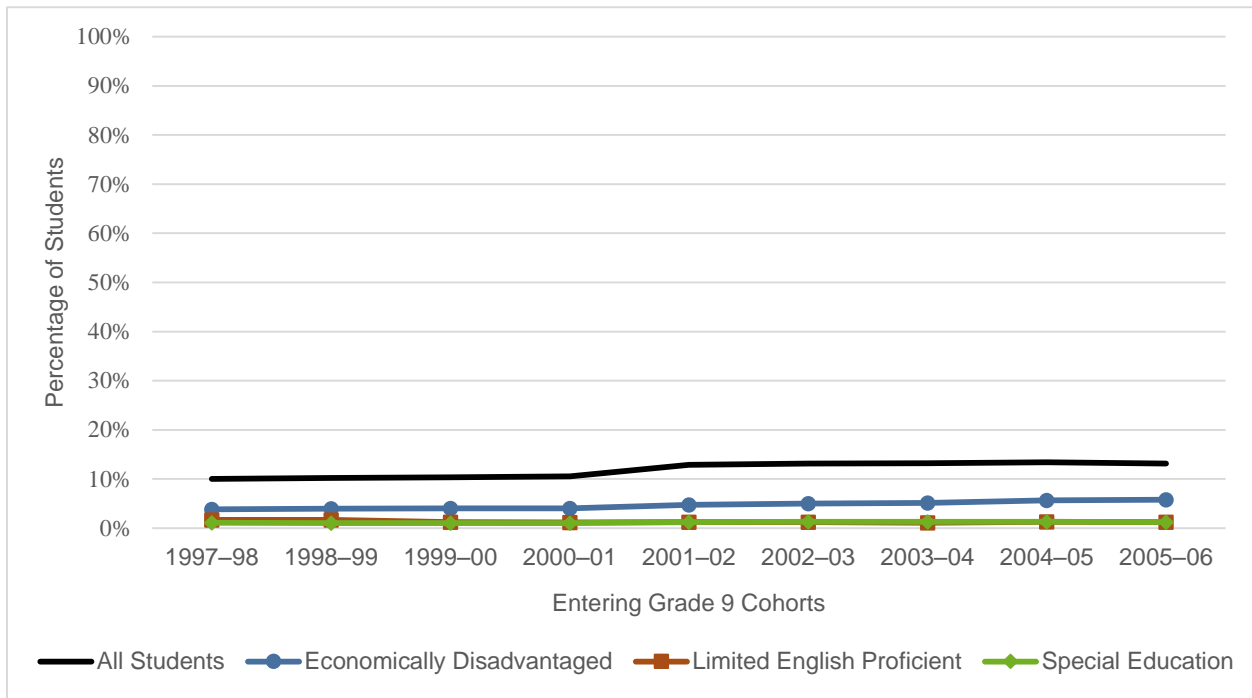
Figure D25. Percentages of Students in Each Cohort Who Earned a Bachelor’s Degree Within Four Years or Were Enrolled in a Texas Public or Independent Four-Year College or University Within Five Years of Actual or Expected High School Graduation Date, by Race/Ethnicity



Source: Texas Higher Education Coordinating Board (THECB), Public University Graduation files, 1999 through 2013; THECB, Independent University Graduation files, 2003 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who earned a bachelor’s degree within four years or were enrolled in a Texas public or independent four-year university or college within five years of their actual or expected high school graduation date, by race/ethnicity. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001-02.

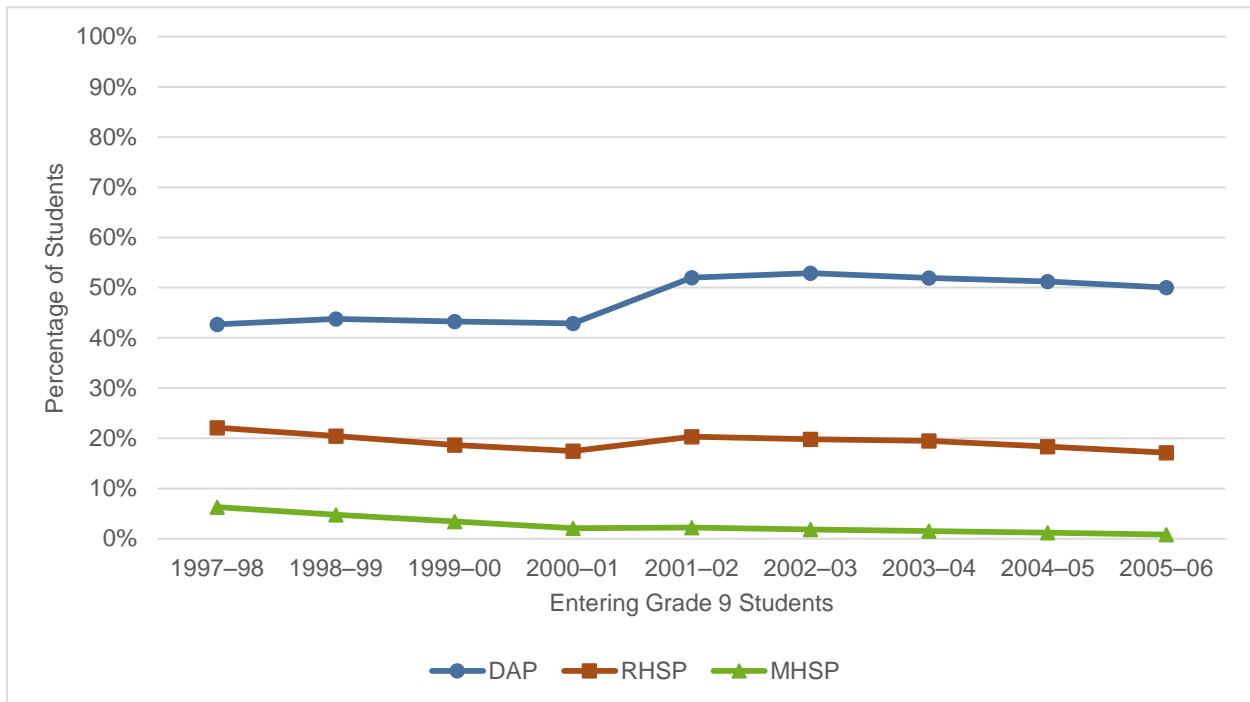
Figure D26. Percentages of Students in Each Cohort Who Earned a Bachelor’s Degree Within Four Years or Were Enrolled in a Texas Public or Independent Four-Year College or University Within Five Years of Actual or Expected High School Graduation Date for Economically Disadvantaged Students, ELL Students, Special Education Students, Compared to All Students



Source: Texas Higher Education Coordinating Board (THECB), Public University Graduation files, 1999 through 2013; THECB, Independent University Graduation files, 2003 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who earned a bachelor’s degree within four years or were enrolled in a Texas public or independent four-year university or college within five years of their actual or expected high school graduation date for economically disadvantaged students, English language learner (ELL) students, and special education students compared to all students. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001-02.

Figure D27. Percentages of Students in Each Cohort Who Earned a Bachelor’s Degree Within Four Years or Were Enrolled in a Texas Public or Independent Four-Year College or University Within Five Years of Actual or Expected High School Graduation Date, by High School Graduation Program

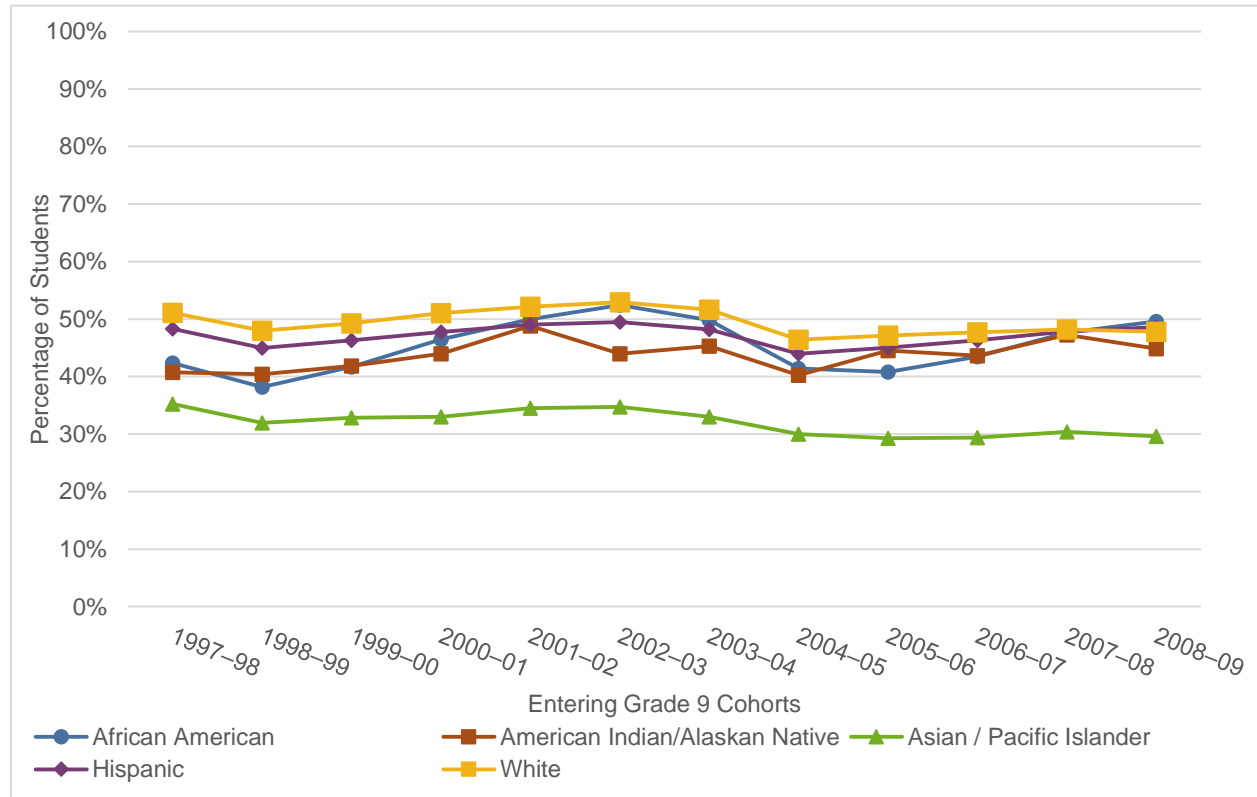


Source: Texas Higher Education Coordinating Board (THECB), Public University Graduation files, 1999 through 2013; THECB, Independent University Graduation files, 2003 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who earned a bachelor's degree within four years or were enrolled in a Texas public or independent four-year university or college within five years of their actual or expected high school graduation date, by high school graduation program. During this period, students could graduate under the Minimum High School Program (MHSP), Recommended High School Program (RHSP), or Distinguished Achievement Program (DAP). Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001-02. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001-02. Students receiving a diploma prior to the MHSP, RHSP, and DAP as well as students receiving special education or related services who completed the minimum curriculum and credit requirements for graduation under the MHSP, RHSP and DAP and who also participated in the exit-level instrument identified in their individualized education program (IEP) or who graduated on the MHSP and had curriculum content modifications through the students' IEP are omitted from this figure to show findings for only those students who met all statutory requirements for graduation under the MHSP, RHSP, and DAP.

D.8 Employment and Wages

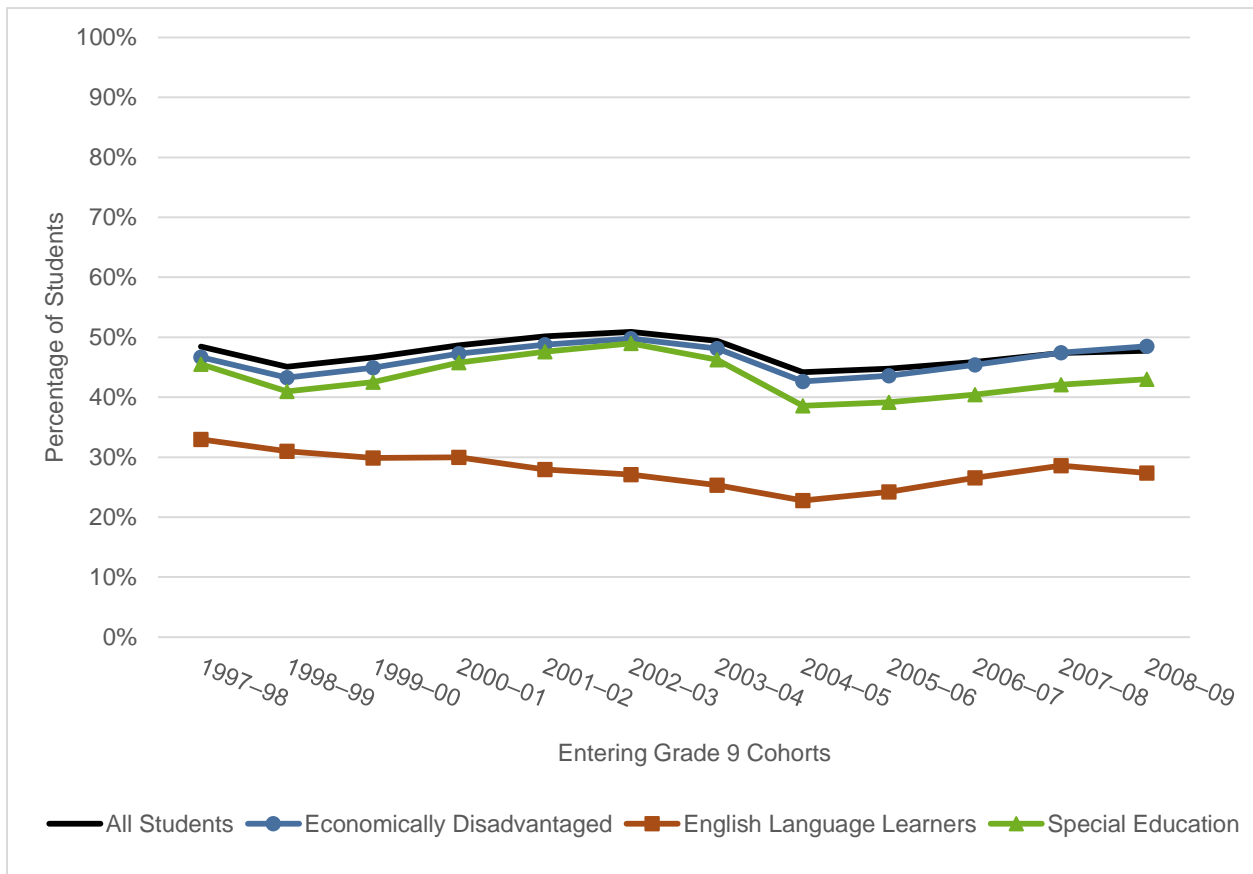
Figure D28. Percentages of Students in Each Cohort Who Were Employed During Quarter 4 One Year After Actual or Expected High School Graduation Date, by Race/Ethnicity



Source: Texas Workforce Commission, Quarterly Employment and Wage files, 1999 through 2014.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one year after their actual or expected high school graduation date, by race/ethnicity.

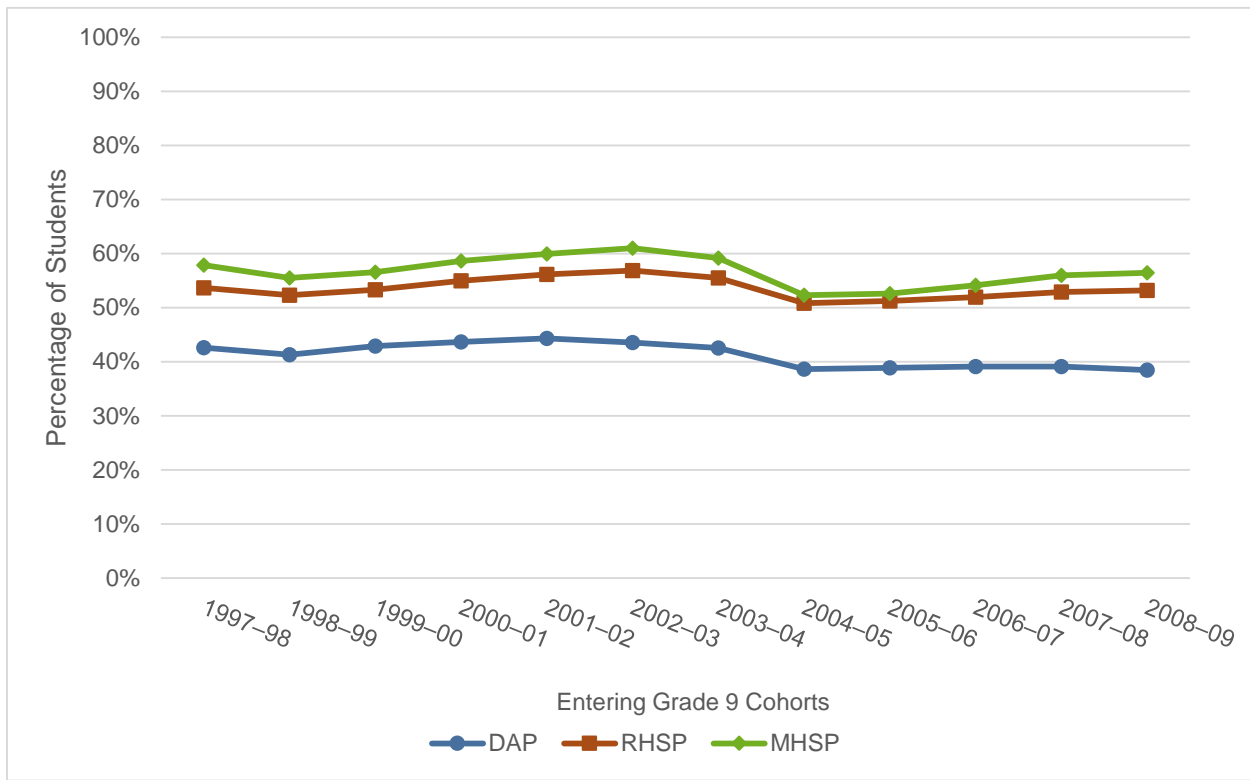
Figure D29. Percentages of Students in Each Cohort Who Were Employed During Quarter 4 One Year After Actual or Expected High School Graduation Date for Economically Disadvantaged Students, ELL Students, and Special Education Students, Compared to All Students



Source: Texas Workforce Commission, Quarterly Employment and Wage files, 1999 through 2014.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one year after their actual or expected high school graduation date for economically disadvantaged students, English language learner (ELL) students, and special education students compared to all students.

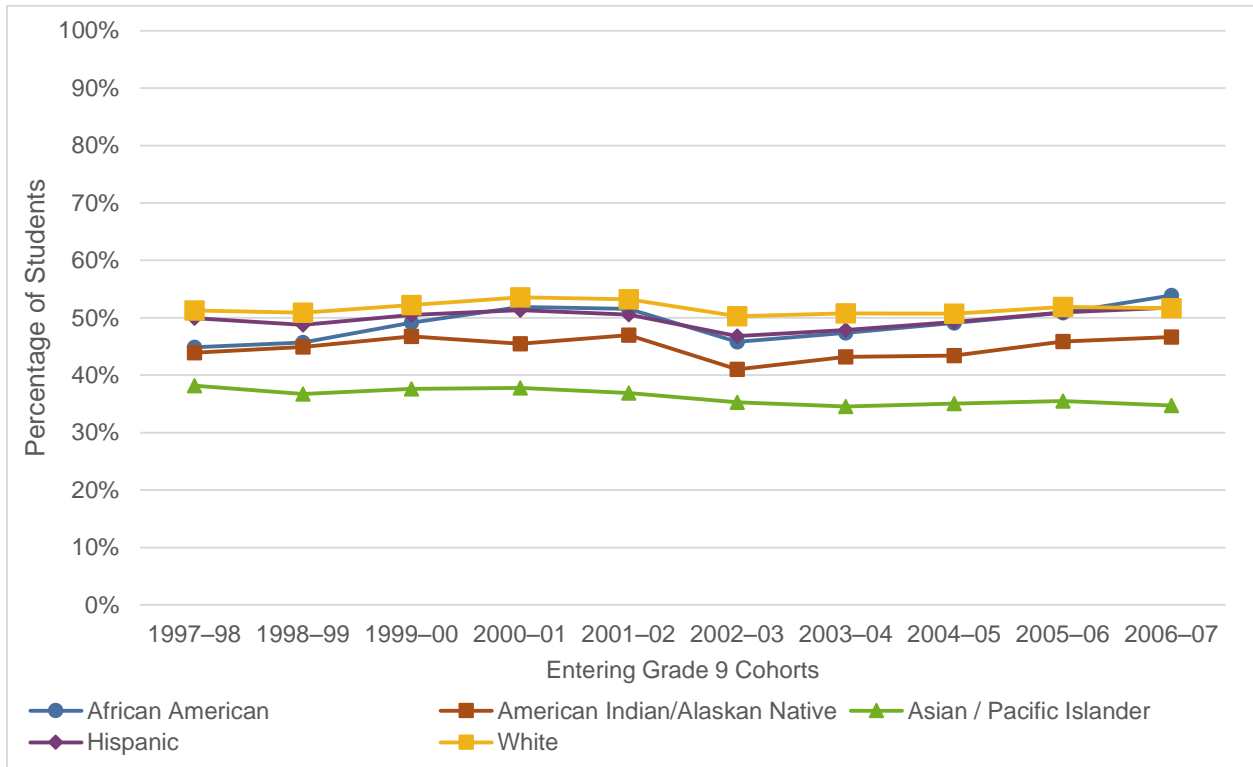
Figure D30. Percentages of Students in Each Cohort Who Were Employed During Quarter 4 One Year After Actual or Expected High School Graduation Date, by High School Graduation Program



Source: Texas Workforce Commission, Quarterly Employment and Wage files, 1999 through 2014.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one year after their actual or expected high school graduation date, by high school graduation program. During this period, students could graduate under the Minimum High School Program (MHSP), Recommended High School Program (RHSP), or Distinguished Achievement Program (DAP). Students receiving a diploma prior to the MHSP, RHSP, and DAP as well as students receiving special education or related services who completed the minimum curriculum and credit requirements for graduation under the MHSP, RHSP and DAP and who also participated in the exit-level instrument identified in their individualized education program (IEP) or who graduated on the MHSP and had curriculum content modifications through the students' IEP are omitted from this figure to show findings for only those students who met all statutory requirements for graduation under the MHSP, RHSP, and DAP.

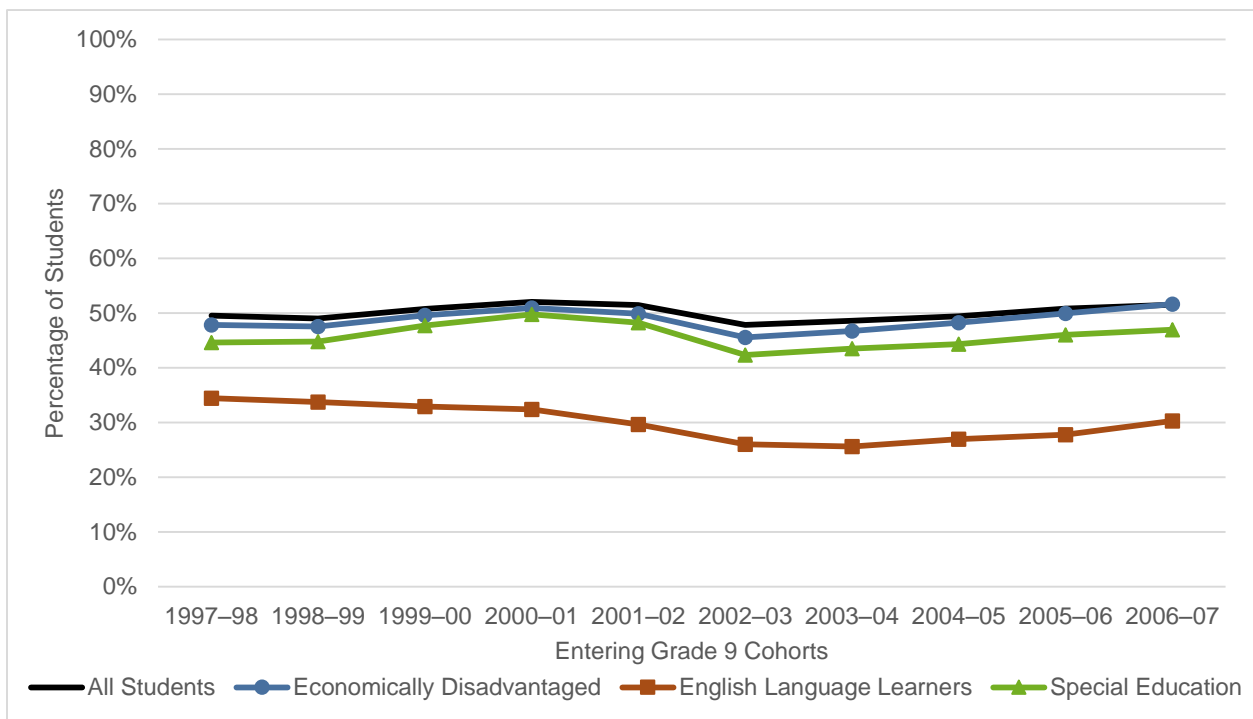
Figure D31. Percentages of Students in Each Cohort Who Were Employed During Quarter 4 Three Years After Actual or Expected High School Graduation Date, by Race/Ethnicity



Source: Texas Workforce Commission, Quarterly Employment and Wage files, 1999 through 2014.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year three years after their actual or expected high school graduation date, by race/ethnicity.

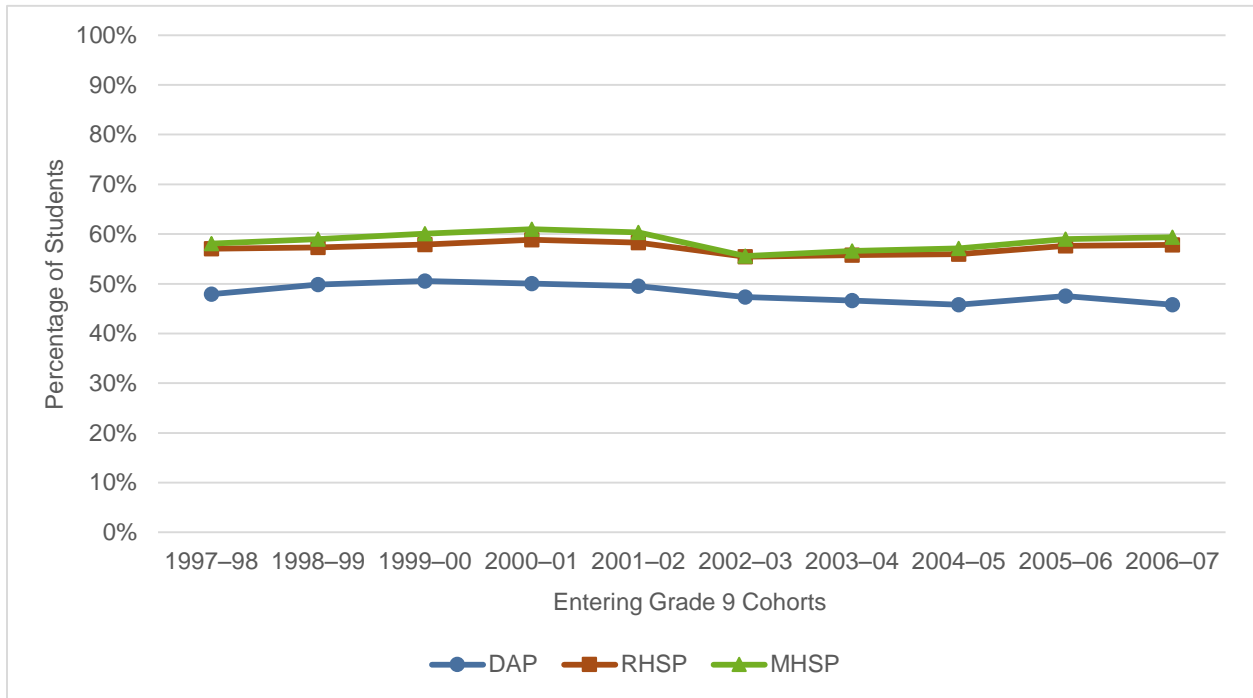
Figure D32. Percentages of Students in Each Cohort Who Were Employed During Quarter 4 Three Years After Actual or Expected High School Graduation Date for Economically Disadvantaged Students, ELL Students, and Special Education Students, Compared to All Students



Source: Texas Workforce Commission, Quarterly Employment and Wage files, 1999 through 2014.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year three years after their actual or expected high school graduation date for economically disadvantaged students, English language learner (ELL) students, and special education students compared to all students.

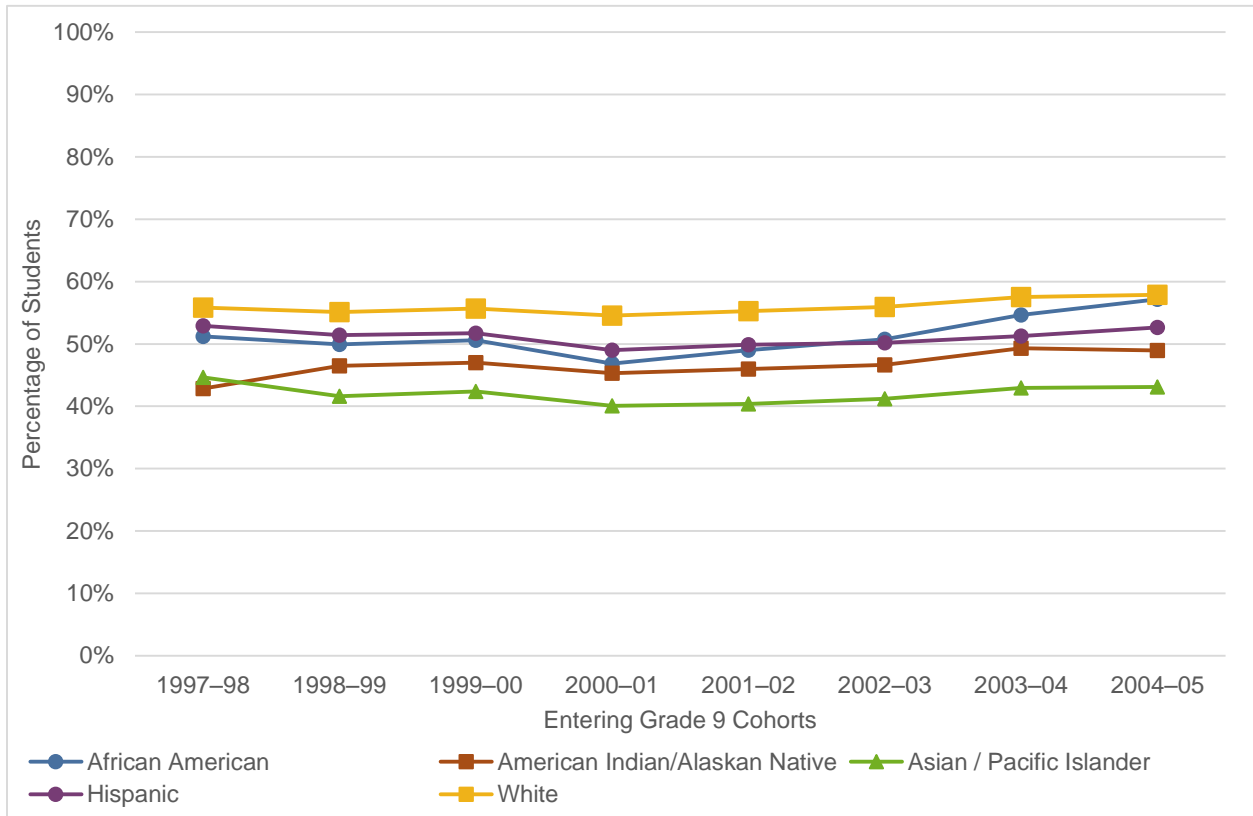
Figure D33. Percentages of Students in Each Cohort Who Were Employed During Quarter 4 Three Years After Actual or Expected High School Graduation Date, by High School Graduation Program



Source: Texas Workforce Commission, Quarterly Employment and Wage files, 1999 through 2014.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year three years after their actual or expected high school graduation date, by high school graduation program. During this period, students could graduate under the Minimum High School Program (MHSP), Recommended High School Program (RHSP), or Distinguished Achievement Program (DAP). Students receiving a diploma prior to the MHSP, RHSP, and DAP as well as students receiving special education or related services who completed the minimum curriculum and credit requirements for graduation under the MHSP, RHSP and DAP and who also participated in the exit-level instrument identified in their individualized education program (IEP) or who graduated on the MHSP and had curriculum content modifications through the students' IEP are omitted from this figure to show findings for only those students who met all statutory requirements for graduation under the MHSP, RHSP, and DAP.

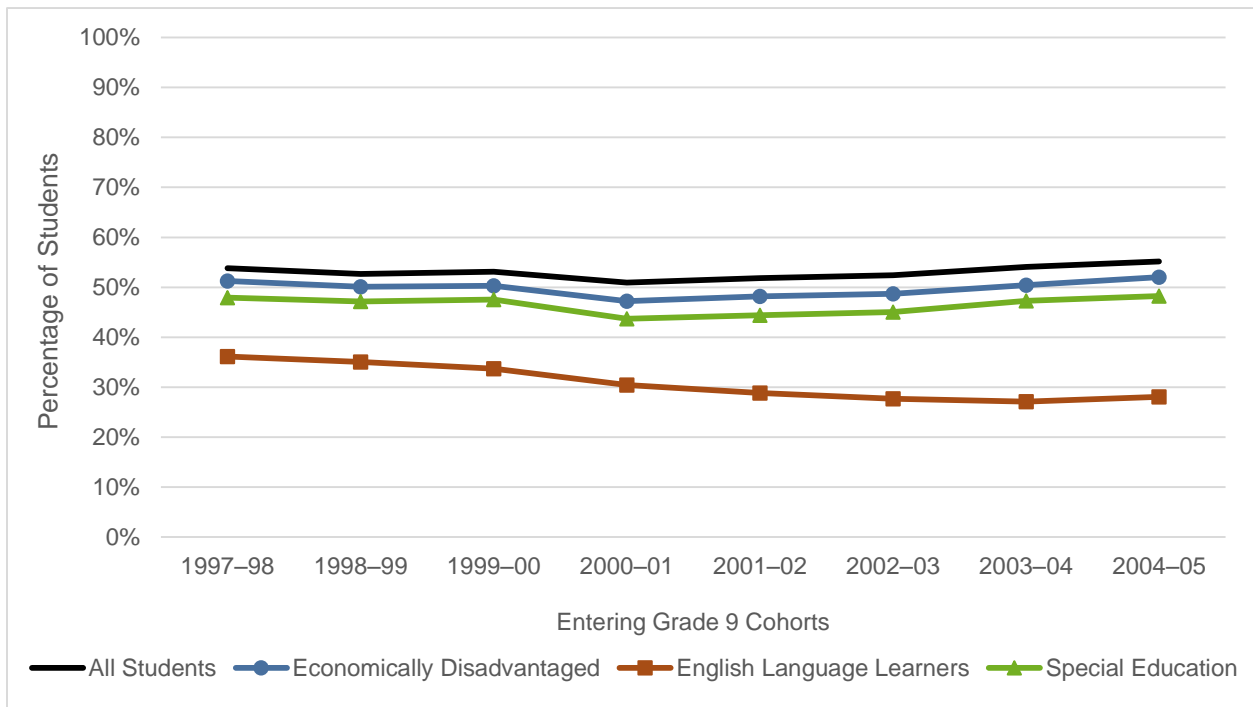
Figure D34. Percentages of Students in Each Cohort Who Were Employed During Quarter 4 Five Years After Actual or Expected High School Graduation Date, by Race/Ethnicity



Source: Texas Workforce Commission, Quarterly Employment and Wage files, 1999 through 2014.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal five years after their actual or expected high school graduation date, by race/ethnicity.

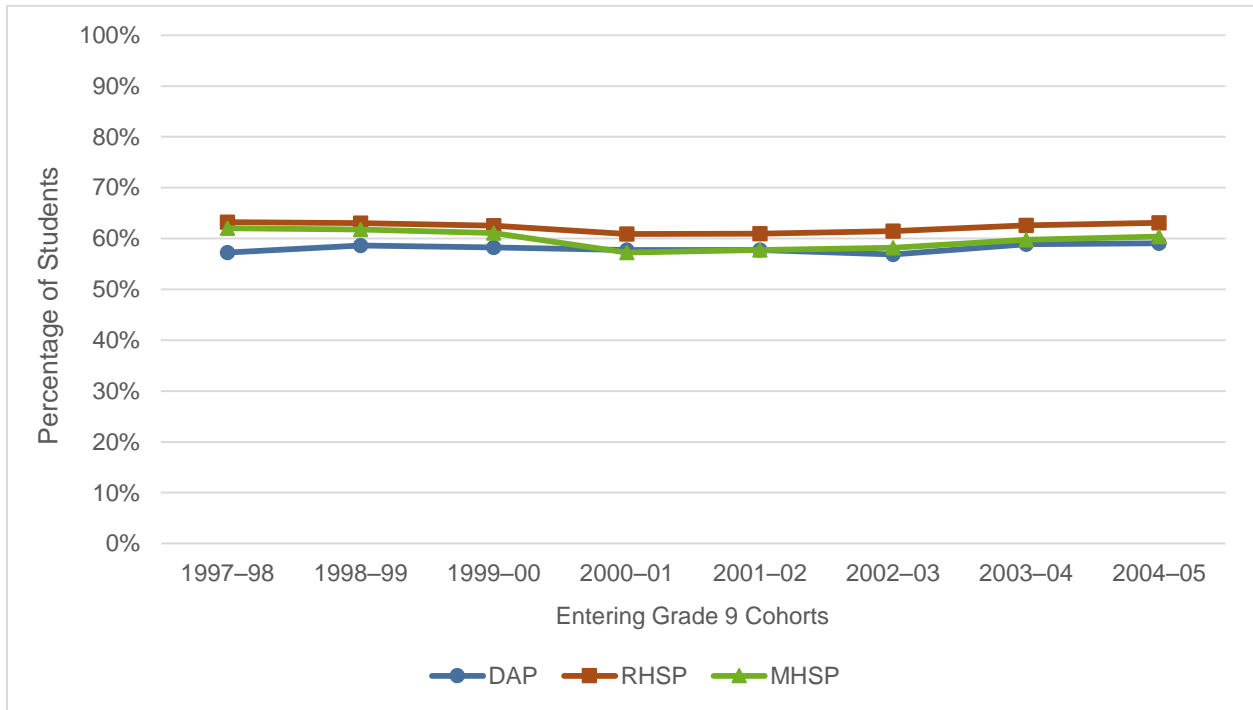
Figure D35. Percentages of Students in Each Cohort Who Were Employed During Quarter 4 Five Years After Actual or Expected High School Graduation Date for Economically Disadvantaged Students, ELL Students, and Special Education Students, Compared to All Students



Source: Texas Workforce Commission, Quarterly Employment and Wage files, 1999 through 2014.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year five years after their actual or expected high school graduation date for economically disadvantaged students, English language learner (ELL) students, and special education students compared to all students.

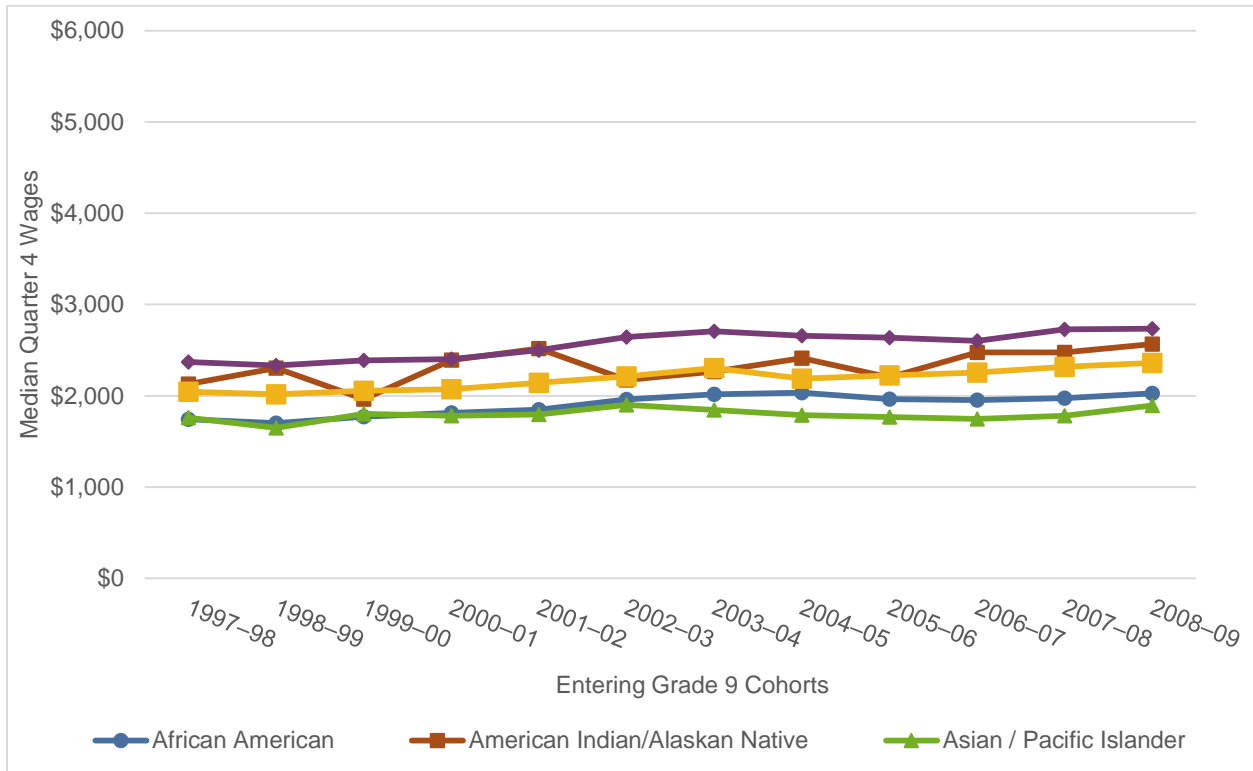
Figure D36. Percentages of Students in Each Cohort Who Were Employed During Quarter 4 Five Years After Actual or Expected High School Graduation Date, by High School Graduation Program



Source: Texas Workforce Commission, Quarterly Employment and Wage files, 1999 through 2014.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year five years after their actual or expected high school graduation date, by high school graduation program. During this period, students could graduate under the Minimum High School Program (MHSP), Recommended High School Program (RHSP), or Distinguished Achievement Program (DAP). Students receiving a diploma prior to the MHSP, RHSP, and DAP as well as students receiving special education or related services who completed the minimum curriculum and credit requirements for graduation under the MHSP, RHSP and DAP and who also participated in the exit-level instrument identified in their individualized education program (IEP) or who graduated on the MHSP and had curriculum content modifications through the students' IEP are omitted from this figure to show findings for only those students who met all statutory requirements for graduation under the MHSP, RHSP, and DAP.

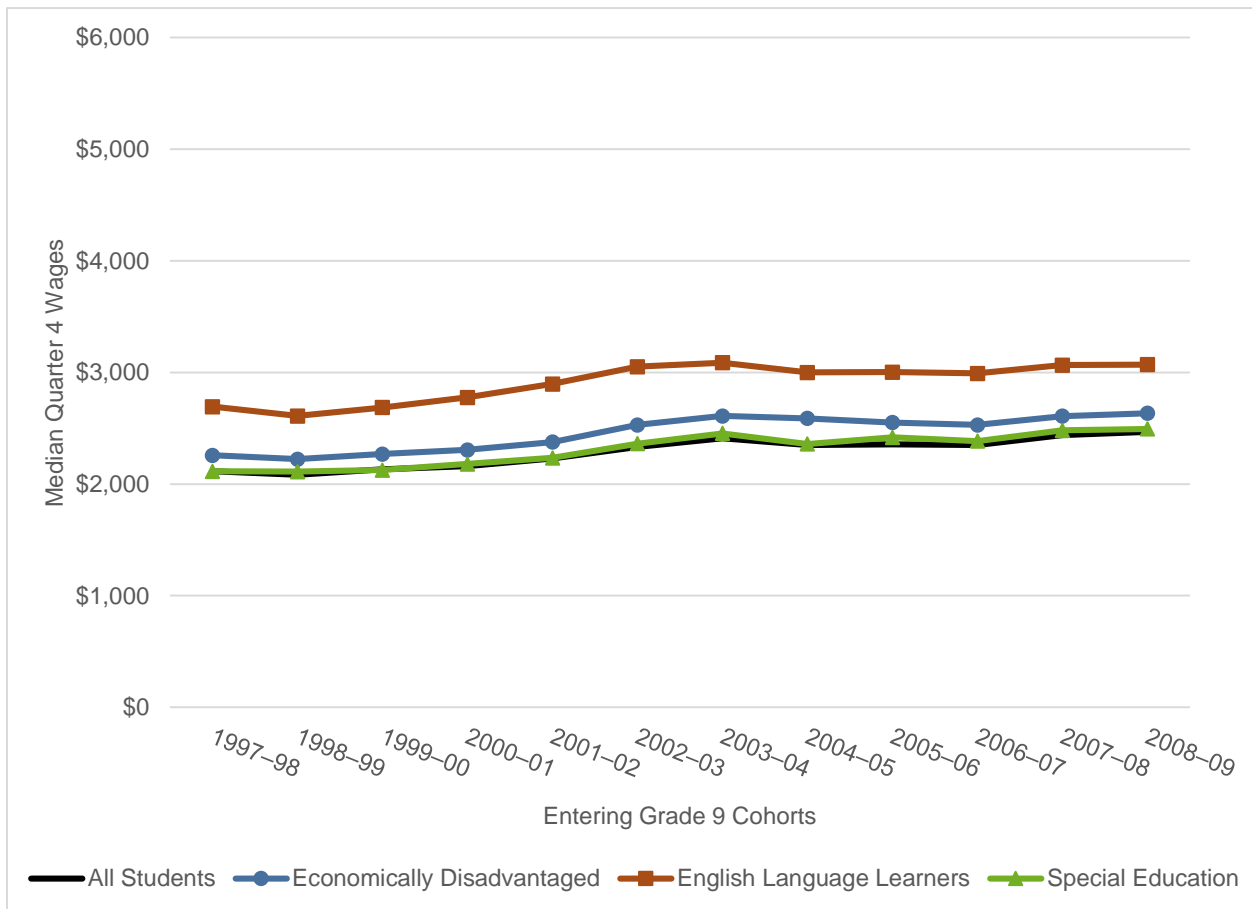
Figure D37. Median Wages for Students in Each Cohort Who Were Employed During Quarter 4 One Year After Actual or Expected High School Graduation Date, by Race/Ethnicity



Source: Texas Workforce Commission, Quarterly Employment and Wage files, 1999 through 2014.

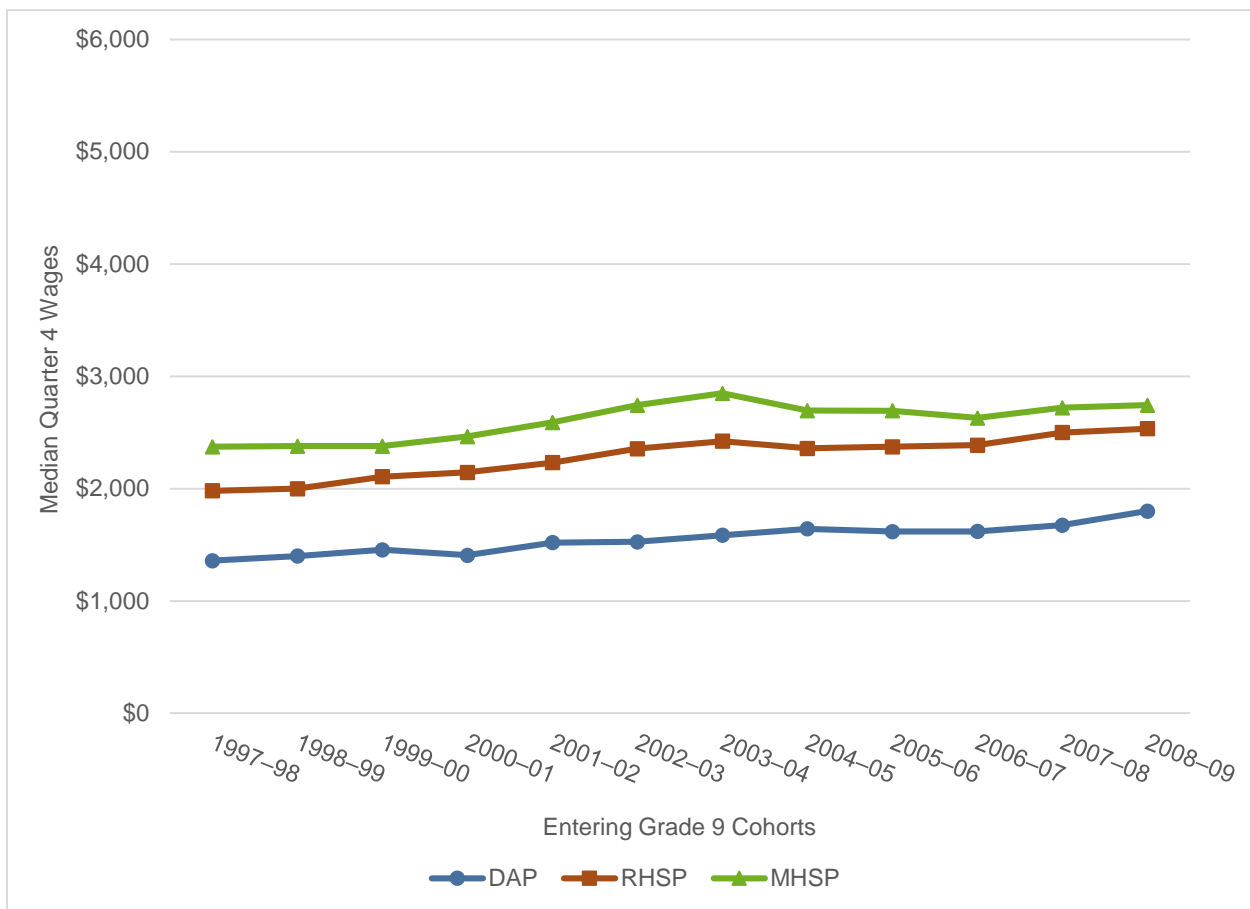
Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one year after their actual or expected high school graduation date, by race/ethnicity.

Figure D38. Median Wages for Students in Each Cohort Who Were Employed During Quarter 4 One Year After Actual or Expected High School Graduation Date for Economically Disadvantaged Students, ELL Students, and Special Education Students, Compared to All Students



Source: Texas Workforce Commission, Quarterly Employment and Wage files, 1999 through 2014.
 Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997–98 cohort entered Grade 9 for the first time in the fall 1997 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one year after their actual or expected high school graduation date for economically disadvantaged students, English language learner (ELL) students, and special education students compared to all students.

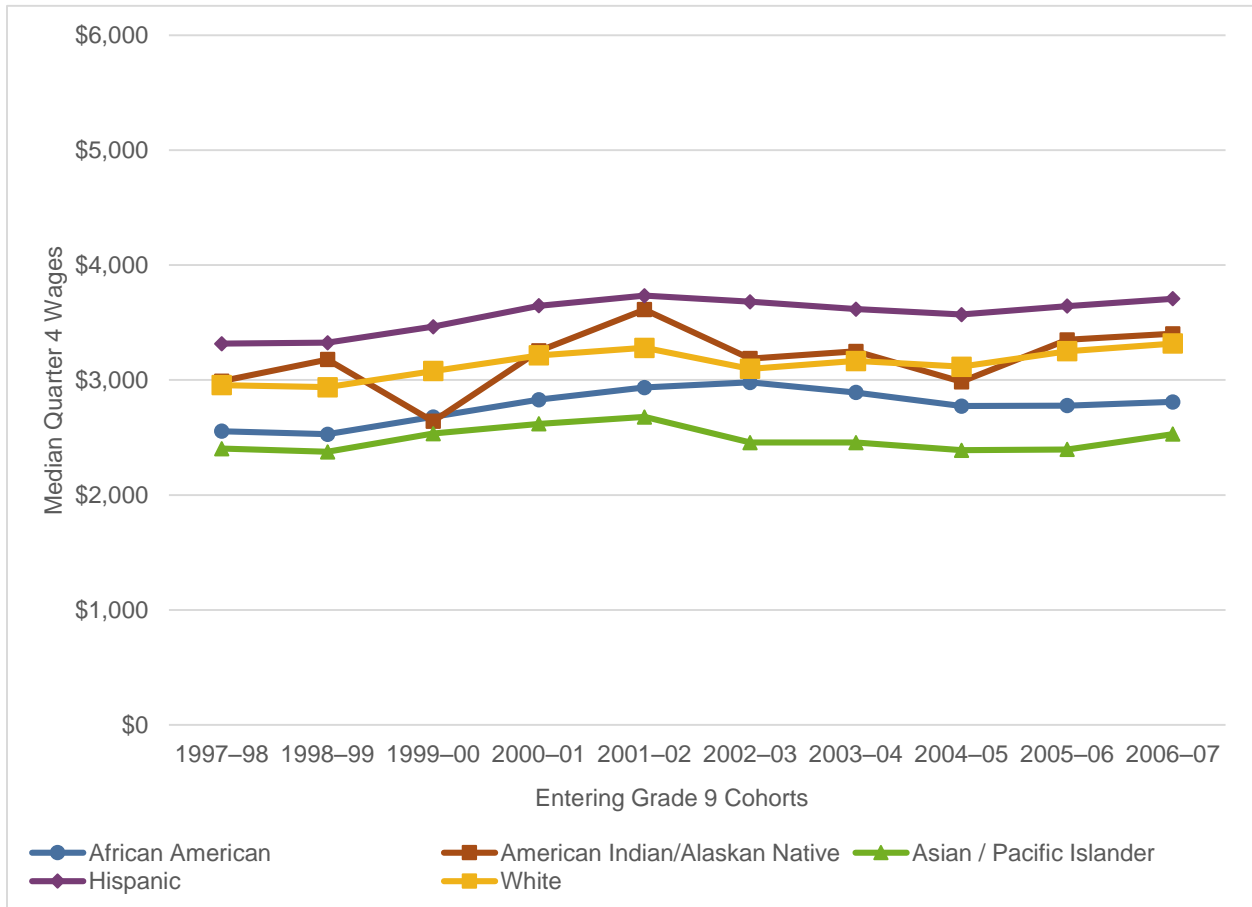
Figure D39. Median Wages for Students in Each Cohort Who Were Employed During Quarter 4 One Year After Actual or Expected High School Graduation Date, by High School Graduation Program



Source: Texas Workforce Commission, Quarterly Employment and Wage files, 1999 through 2014.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one year after their actual or expected high school graduation date, by high school graduation program. During this period, students could graduate under the Minimum High School Program (MHSP), Recommended High School Program (RHSP), or Distinguished Achievement Program (DAP). Students receiving a diploma prior to the MHSP, RHSP, and DAP as well as students receiving special education or related services who completed the minimum curriculum and credit requirements for graduation under the MHSP, RHSP and DAP and who also participated in the exit-level instrument identified in their individualized education program (IEP) or who graduated on the MHSP and had curriculum content modifications through the students' IEP are omitted from this figure to show findings for only those students who met all statutory requirements for graduation under the MHSP, RHSP, and DAP.

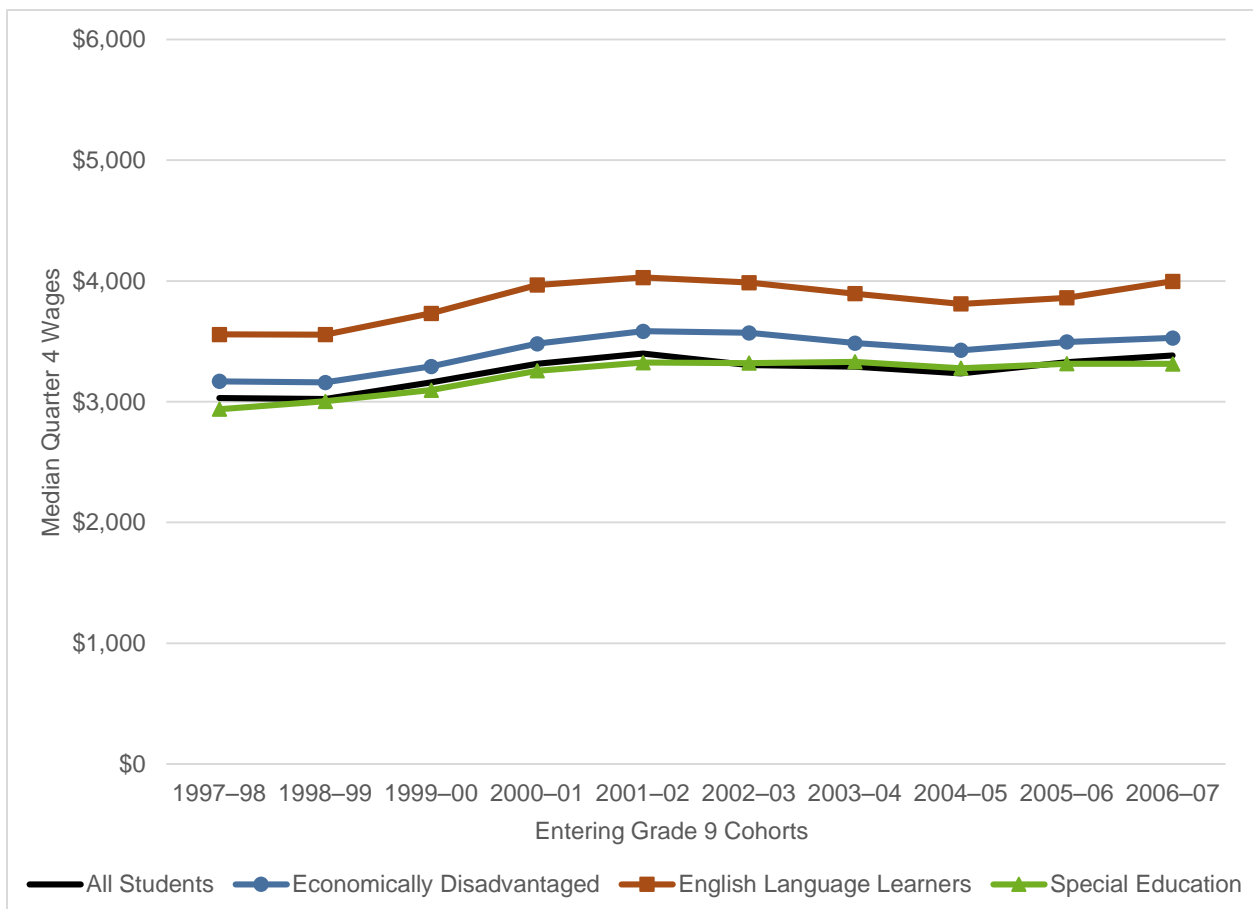
Figure D40. Median Wages for Students in Each Cohort Who Were Employed During Quarter 4 Three Years After Actual or Expected High School Graduation Date, by Race/Ethnicity



Source: Texas Workforce Commission, Quarterly Employment and Wage files, 1999 through 2014.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year three years after their actual or expected high school graduation date, by race/ethnicity.

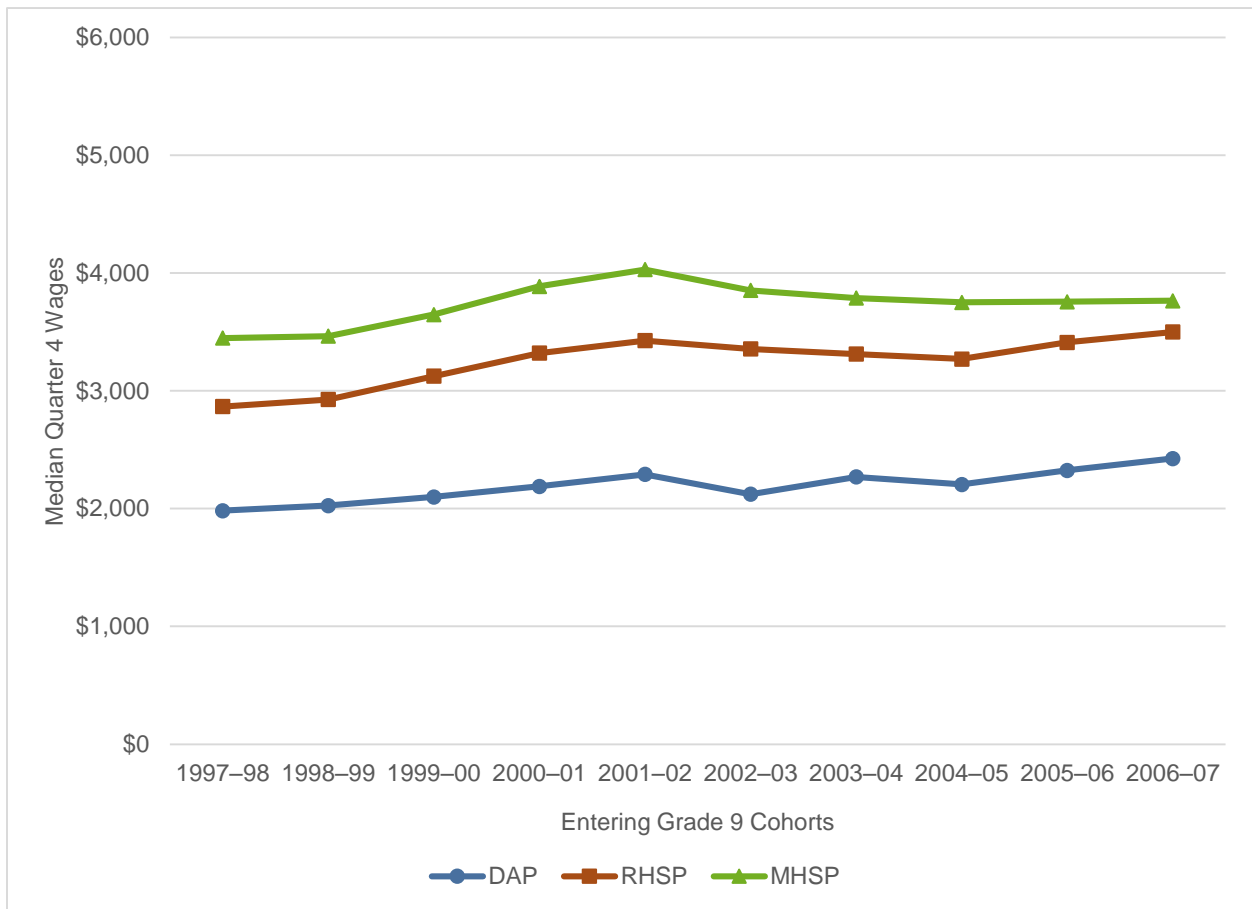
Figure D41. Median Wages for Students in Each Cohort Who Were Employed During Quarter 4 Three Years After Actual or Expected High School Graduation Date for Economically Disadvantaged Students, ELL Students, Special Education Students, Compared to All Students



Source: Texas Workforce Commission, Quarterly Employment and Wage files, 1999 through 2014.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year three years after their actual or expected high school graduation date for economically disadvantaged students, English language learner (ELL) students, and special education students compared to all students.

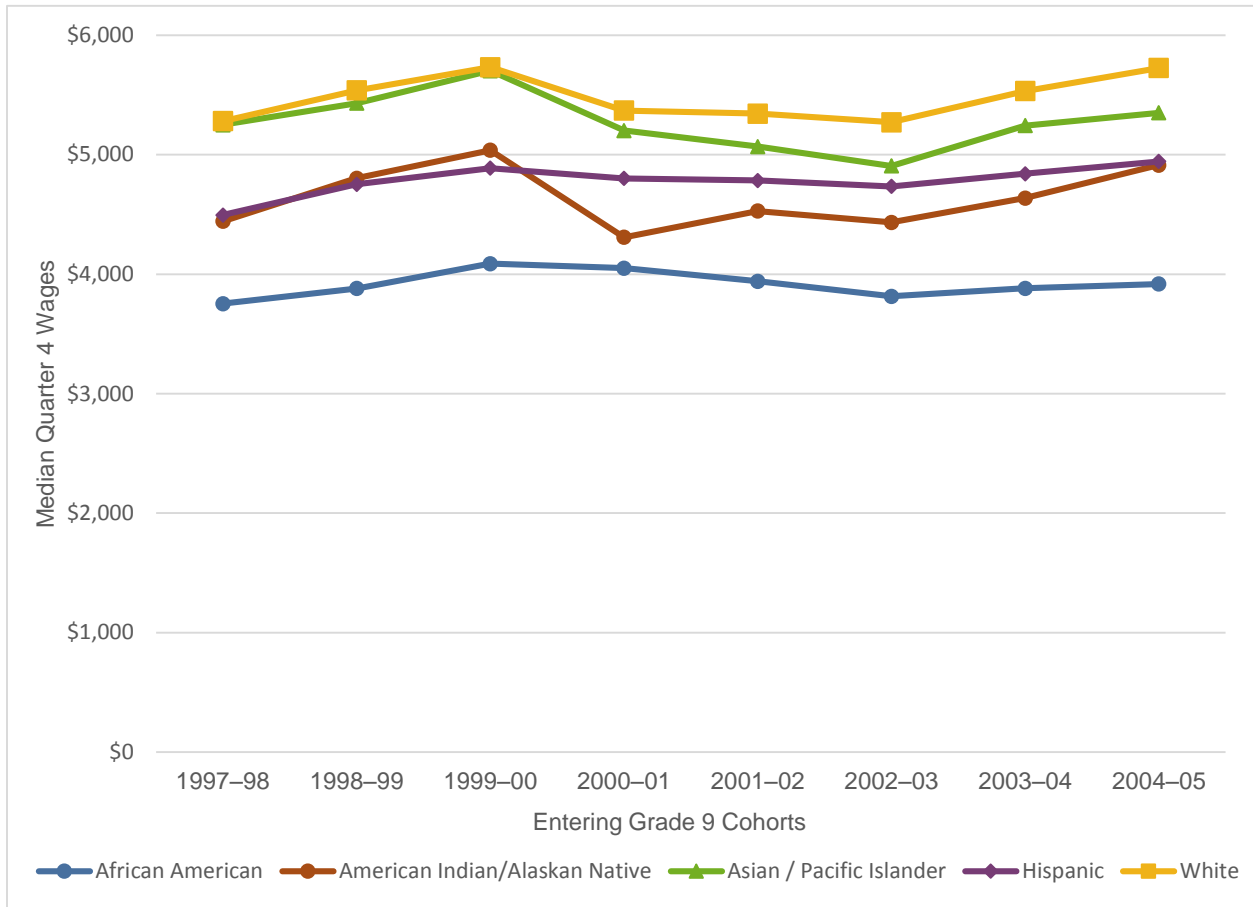
Figure D42. Median Wages for Students in Each Cohort Who Were Employed During Quarter 4 Three Years After Actual or Expected High School Graduation Date, by High School Graduation Program



Source: Texas Workforce Commission, Quarterly Employment and Wage files, 1999 through 2014.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year three years after their actual or expected high school graduation date, by high school graduation program. During this period, students could graduate under the Minimum High School Program (MHSP), Recommended High School Program (RHSP), or Distinguished Achievement Program (DAP). Students receiving a diploma prior to the MHSP, RHSP, and DAP as well as students receiving special education or related services who completed the minimum curriculum and credit requirements for graduation under the MHSP, RHSP and DAP and who also participated in the exit-level instrument identified in their individualized education program (IEP) or who graduated on the MHSP and had curriculum content modifications through the students' IEP are omitted from this figure to show findings for only those students who met all statutory requirements for graduation under the MHSP, RHSP, and DAP.

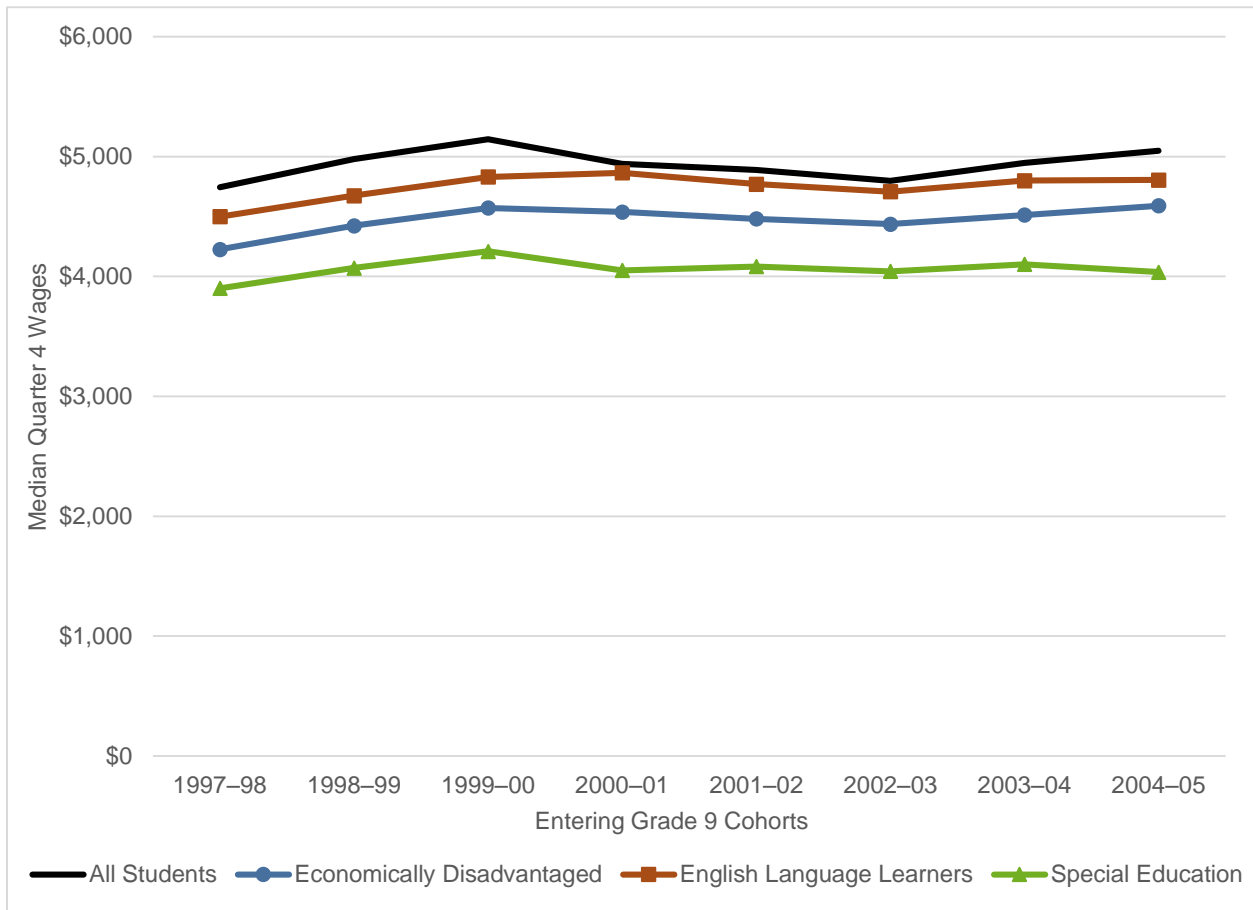
Figure D43. Median Wages for Students in Each Cohort Who Were Employed During Quarter 4 Five Years After Actual or Expected High School Graduation Date, by Race/Ethnicity



Source: Texas Workforce Commission, Quarterly Employment and Wage files, 1999 through 2014.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year five years after their actual or expected high school graduation date, by race/ethnicity.

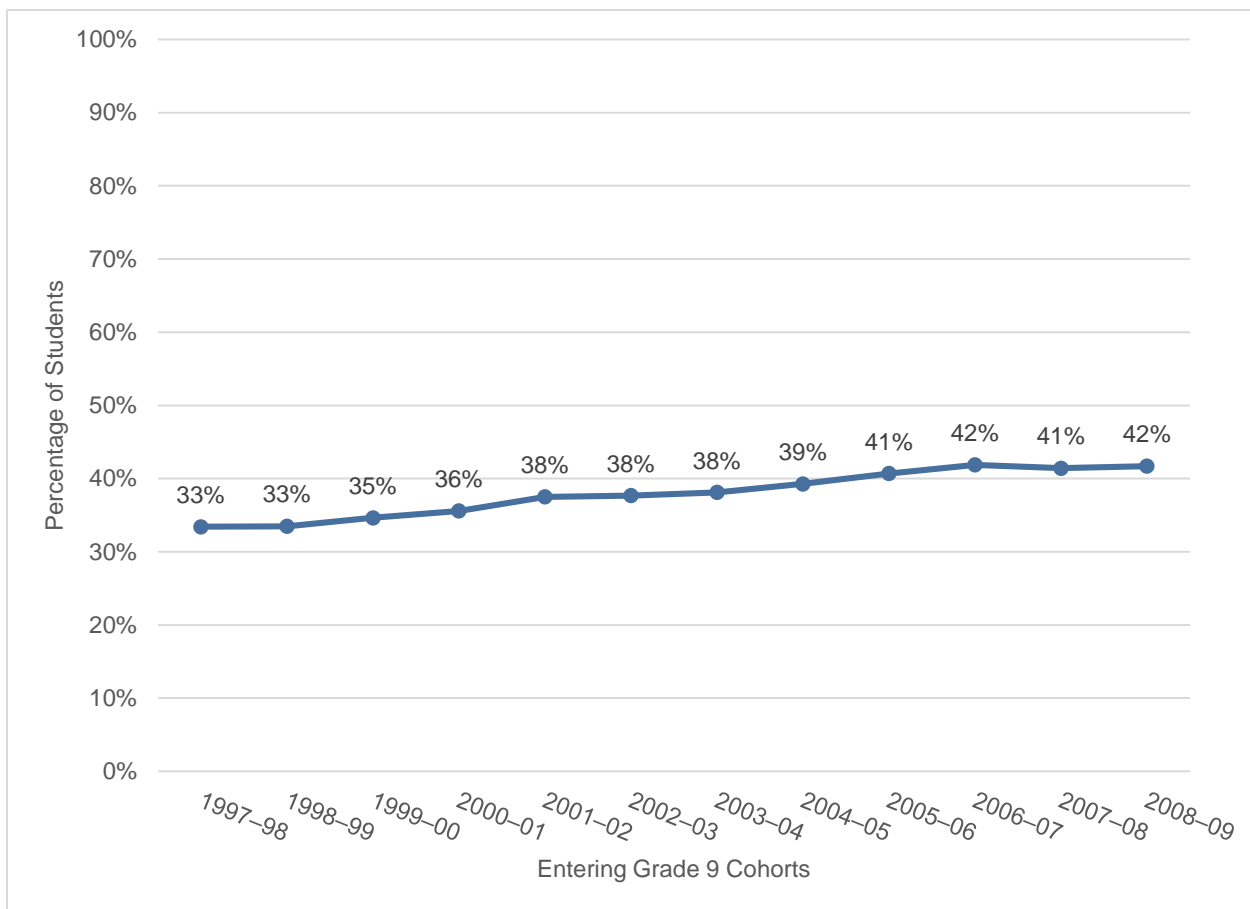
Figure D44. Median Wages for Students in Each Cohort Who Were Employed During Quarter 4 Five Years After Actual or Expected High School Graduation Date for Economically Disadvantaged Students, ELL Students, and Special Education Students, Compared to All Students



Source: Texas Workforce Commission, Quarterly Employment and Wage files 1999 through 2014.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year five years after their actual or expected high school graduation date for economically disadvantaged students, English language learner (ELL) students, and special education students compared to all students.

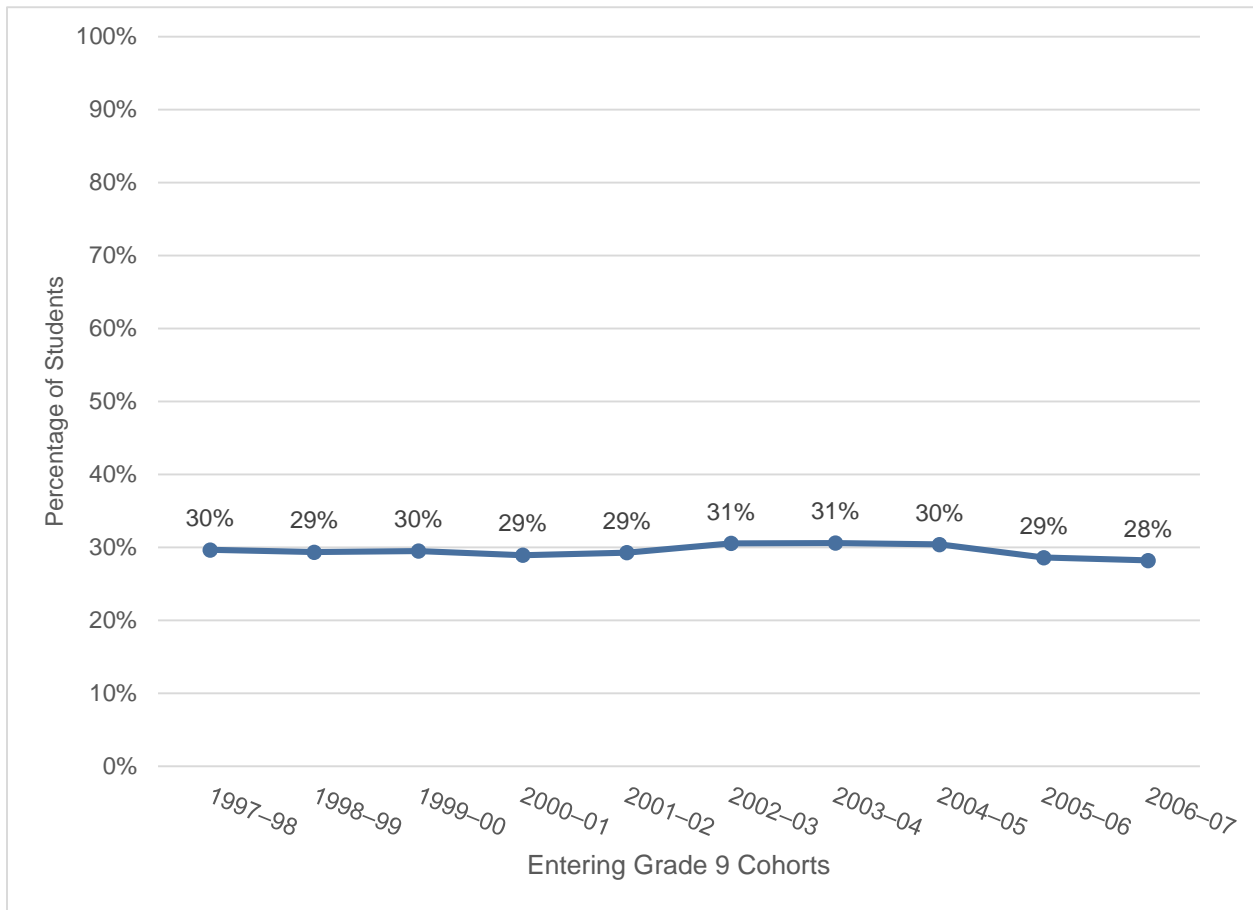
Figure D45. Percentages of Students in Each Cohort Who Enrolled in a Texas Two-Year College or Four-Year Public or Independent College or University Within One Year of Actual or Expected Graduation Date From High School



Source: Texas Higher Education Coordinating Board (THECB), Community College Enrollment files, 1999 through 2014; THECB, Public College and University Enrollment files, 1999 through 2013; THECB, Independent College and University files, 2002 through 2013.

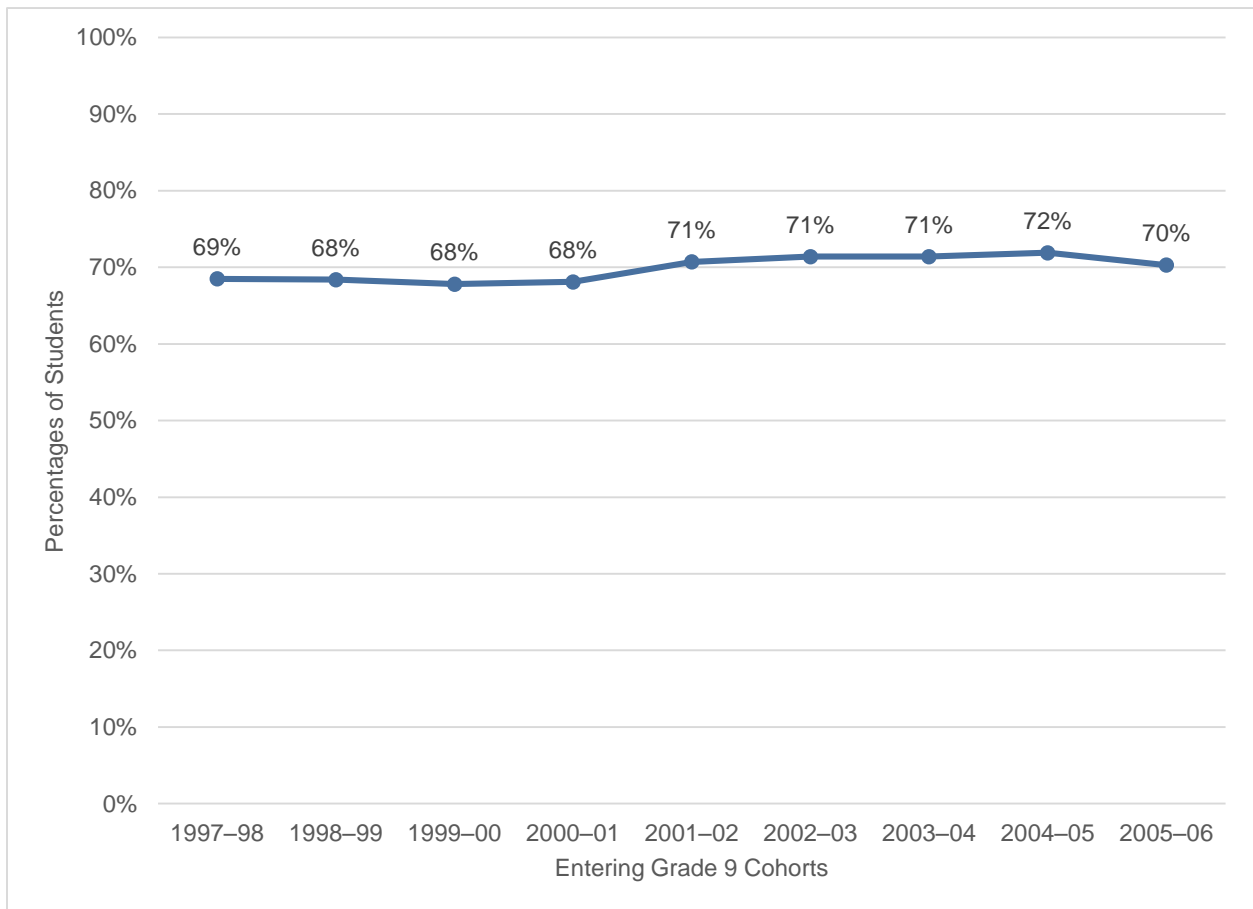
Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Students in this cohort were expected to graduate during or prior to the spring semester of 2002. Students were coded as having enrolled in a Texas community college if they showed up in the Fall, Spring, Summer I, and/or Summer II data files for the academic year. Students were coded as having enrolled in a Texas four-year college or university if they showed up as enrolled during the fall, spring, or summer semesters of the academic year. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001-02.

Figure D46. Percentages of Students in Each Cohort Who Earned an Associate’s Degree, Workforce Certificate Within Three Years or Were Enrolled in a Texas Two-Year College Within Four Years of Actual or Expected High School Graduation Date for Students Who Enrolled in a Texas Two-Year College Within One Year of Actual or Expected High School Graduation Date



Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Graduation files, 1999 through 2013.
 Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who earned an Associate’s degree or a level-1, level-2, or advanced technology certificate from a Texas two-year college within three years or were enrolled within four years of their actual or expected high school graduation date for students who enrolled in a Texas two-year college within one year of their actual or expected high school graduation date.

Figure D47. Percentages of Students in Each Cohort Who Earned a Bachelor’s Degree Within Four Years or Were Enrolled in a Texas Public or Independent Four-Year College or University Within Five Years of Actual or Expected High School Graduation Date



Source: Texas Higher Education Coordinating Board (THECB), Public University Graduation files, 1999 through 2013; THECB, Independent University Graduation files, 2003 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997-98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who earned a bachelor’s degree within four years or were enrolled in a Texas public or independent four-year university or college within five years of their actual or expected high school graduation date for students who enrolled in a four-year college within one year of their actual or expected high school graduation date. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001-02.

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Appendix E. Student Outcomes Tables

Chapter 3 includes figures displaying the results of the analyses for each outcome. Appendix D presents figures displaying the results of the analyses conducted by student group. This appendix provides detailed tables displaying the results for those analyses.

For all tables reporting findings by racial/ethnic background:

1. Because of the adoption of a new racial/ethnic background classification system, the number of racial/ethnic background categories changed from five to seven in 2009–10.
2. There is a gap in the line for Asian/Pacific Islanders because of the adoption of the new system of racial/ethnic group categories. In the new system, Asian students and Pacific Islander students are reported separately.
3. Beginning in 2009–10, students could be classified as multiracial, indicating that their background includes more than one racial/ethnic group. However, students are not counted twice. All racial/ethnic group classifications are mutually exclusive.

E. 1 College Readiness

Table E1. Percentages of Students in 2001–02 Entering Grade 9 Cohort Who Met the HERC Standards on the Grade 11 TAKS-ELA and Mathematics Assessments, by Student Group

| Student Group | Met Higher Education Readiness Standard in Reading | | | Met Higher Education Readiness Standard in Mathematics | | |
|-------------------------------------|--|--------|------------|--|--------|------------|
| | Total | Number | Percentage | Total | Number | Percentage |
| 2001–02 Entering Grade 9 Students | 200,139 | 57,689 | 28.8% | 198,869 | 84,820 | 42.7% |
| Racial/Ethnic Groups | | | | | | |
| African American | 25,449 | 4,747 | 18.7% | 25,364 | 5,396 | 21.3% |
| American Indian | 509 | 165 | 32.4% | 499 | 231 | 46.3% |
| Asian/Pacific Islander | 6,641 | 2,924 | 44.0% | 6,626 | 4,624 | 69.8% |
| Hispanic | 68,300 | 13,701 | 20.1% | 67,812 | 19,676 | 29.0% |
| White | 99,240 | 36,152 | 36.4% | 98,568 | 54,893 | 55.7% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 69,692 | 12,236 | 17.6% | 69,150 | 17,960 | 26.0% |
| English language learners | 9,204 | 472 | 5.1% | 9,120 | 1,379 | 15.1% |
| Students Who Participated in | | | | | | |
| Special education | 10,516 | 713 | 6.8% | 10,031 | 1,365 | 13.6% |

Source: Grade 11 Texas Assessment of Knowledge and Skills (TAKS) English Language Arts (ELA) and Mathematics, spring 2004, first administration only.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2001–02 cohort entered Grade 9 for the first time in the fall 2001 semester. Percentages shown in the figure represent the students in each entering Grade 9 cohort who met the Higher Education Readiness Component (HERC) standards in ELA and Mathematics on the first administration of the tests while in Grade 11.

Table E2. Percentages of Students in 2002–03 Entering Grade 9 Cohort Who Met the HERC Standards on the Grade 11 TAKS-ELA and Mathematics Assessments, by Student Group

| Student Group | Met Higher Education Readiness Standard in Reading | | | Met Higher Education Readiness Standard in Mathematics | | |
|-------------------------------------|--|--------|------------|--|---------|------------|
| | Total | Number | Percentage | Total | Number | Percentage |
| 2002–03 Entering Grade 9 Students | 209,241 | 83,680 | 40.0% | 207,841 | 100,429 | 48.3% |
| Racial/Ethnic Groups | | | | | | |
| African American | 26,767 | 7,722 | 28.8% | 26,577 | 7,046 | 26.5% |
| American Indian | 540 | 248 | 45.9% | 538 | 270 | 50.2% |
| Asian/Pacific Islander | 7,518 | 4,159 | 55.3% | 7,505 | 5,657 | 75.4% |
| Hispanic | 74,071 | 22,736 | 30.7% | 73,441 | 25,586 | 34.8% |
| White | 100,345 | 48,815 | 48.6% | 99,780 | 61,870 | 62.0% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 77,274 | 21,322 | 27.6% | 76,412 | 24,521 | 32.1% |
| English language learners | 10,120 | 751 | 7.4% | 9,993 | 1,803 | 18.0% |
| Students Who Participated in | | | | | | |
| Special education | 10,232 | 1,383 | 13.5% | 9,594 | 1,791 | 18.7% |

Source: Grade 11 Texas Assessment of Knowledge and Skills (TAKS) English Language Arts (ELA) and Mathematics, spring 2005, first administration only.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2002–03 cohort entered Grade 9 for the first time in the fall 2002 semester. Percentages shown in the figure represent the students in each entering Grade 9 cohort who met the Higher Education Readiness Component (HERC) standards in ELA and Mathematics on the first administration of the tests while in Grade 11.

Table E3. Percentages of Students in 2003–04 Entering Grade 9 Cohort Who Met the HERC Standards on the Grade 11 TAKS-ELA and Mathematics Assessments, by Student Group

| Student Group | Met Higher Education Readiness Standard in Reading | | | Met Higher Education Readiness Standard in Mathematics | | |
|-------------------------------------|--|--------|------------|--|---------|------------|
| | Total | Number | Percentage | Total | Number | Percentage |
| 2003–04 Entering Grade 9 Students | 212,927 | 86,493 | 40.6% | 210,891 | 108,209 | 51.3% |
| Racial/Ethnic Groups | | | | | | |
| African American | 27,833 | 7,912 | 28.4% | 27,585 | 8,092 | 29.3% |
| American Indian | 609 | 259 | 42.5% | 599 | 340 | 56.8% |
| Asian/Pacific Islander | 7,727 | 4,556 | 59.0% | 7,737 | 6,050 | 78.2% |
| Hispanic | 76,671 | 24,748 | 32.3% | 75,775 | 30,261 | 39.9% |
| White | 100,087 | 49,018 | 49.0% | 99,195 | 63,466 | 64.0% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 80,724 | 23,026 | 28.5% | 79,580 | 29,018 | 36.5% |
| English language learners | 9,764 | 714 | 7.3% | 9,592 | 2,106 | 22.0% |
| Students Who Participated in | | | | | | |
| Special education | 9,611 | 1,412 | 14.7% | 8,552 | 1,816 | 21.2% |

Source: Grade 11 Texas Assessment of Knowledge and Skills (TAKS) English Language Arts (ELA) and Mathematics, spring 2006, first administration only.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2003–04 cohort entered Grade 9 for the first time in the fall 2003 semester. Percentages shown in the figure represent the students in each entering Grade 9 cohort who met the Higher Education Readiness Component (HERC) standards in ELA and Mathematics on the first administration of the tests while in Grade 11.

Table E4. Percentages of Students in 2004–05 Entering Grade 9 Cohort Who Met the HERC Standards on the Grade 11 TAKS-ELA and Mathematics Assessments, by Student Group

| Student Group | Met Higher Education Readiness Standard in Reading | | | Met Higher Education Readiness Standard in Mathematics | | |
|-------------------------------------|--|---------|------------|--|---------|------------|
| | Total | Number | Percentage | Total | Number | Percentage |
| 2004–05 Entering Grade 9 Students | 219,752 | 118,294 | 53.8% | 218,120 | 119,578 | 54.8% |
| Racial/Ethnic Groups | | | | | | |
| African American | 28,605 | 11,470 | 40.1% | 28,362 | 9,622 | 33.9% |
| American Indian | 703 | 390 | 55.5% | 687 | 418 | 60.8% |
| Asian/Pacific Islander | 7,800 | 5,588 | 71.6% | 7,821 | 6,277 | 80.3% |
| Hispanic | 82,280 | 35,783 | 43.5% | 81,501 | 35,586 | 43.7% |
| White | 100,364 | 65,063 | 64.8% | 99,749 | 67,675 | 67.8% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 88,176 | 34,937 | 39.6% | 87,092 | 35,416 | 40.7% |
| English language learners | 10,005 | 898 | 9.0% | 9,838 | 2,280 | 23.2% |
| Students Who Participated in | | | | | | |
| Special education | 8,922 | 1,824 | 20.4% | 7,704 | 2,010 | 26.1% |

Source: Grade 11 Texas Assessment of Knowledge and Skills (TAKS) English Language Arts (ELA) and Mathematics, spring 2007, first administration only.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2004–05 cohort entered Grade 9 for the first time in the fall 2004 semester. Percentages shown in the figure represent the students in each entering Grade 9 cohort who met the Higher Education Readiness Component (HERC) standards in ELA and Mathematics on the first administration of the tests while in Grade 11.

Table E5. Percentages of Students in 2005–06 Entering Grade 9 Cohort Who Met the HERC Standards on the Grade 11 TAKS-ELA and Mathematics Assessments, by Student Group

| Student Group | Met Higher Education Readiness Standard in Reading | | | Met Higher Education Readiness Standard in Mathematics | | |
|--------------------------------------|--|---------|------------|--|---------|------------|
| | Total | Number | Percentage | Total | Number | Percentage |
| 2005–06 Entering Grade 9 Students | 232,505 | 134,551 | 57.9% | 229,951 | 131,640 | 57.2% |
| Racial/Ethnic Groups | | | | | | |
| African American | 31,328 | 14,388 | 45.9% | 30,930 | 11,893 | 38.5% |
| American Indian | 754 | 466 | 61.8% | 741 | 450 | 60.7% |
| Asian/Pacific Islander | 8,342 | 6,297 | 75.5% | 8,302 | 6,994 | 84.2% |
| Hispanic | 90,786 | 43,965 | 48.4% | 89,771 | 42,111 | 46.9% |
| White | 101,295 | 69,435 | 68.5% | 100,207 | 70,192 | 70.0% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 99,192 | 44,205 | 44.6% | 97,709 | 42,752 | 43.8% |
| English language learners | 11,786 | 1,241 | 10.5% | 11,511 | 2,824 | 24.5% |
| Students who Participated in: | | | | | | |
| Special Education | 14,735 | 2,474 | 16.8% | 13,470 | 2,271 | 16.9% |

Source: Grade 11 Texas Assessment of Knowledge and Skills (TAKS) English Language Arts (ELA) and Mathematics, spring 2008, first administration only.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2005–06 cohort entered Grade 9 for the first time in the fall 2005 semester. Percentages shown in the figure represent the students in each entering Grade 9 cohort who met the Higher Education Readiness Component (HERC) standards in ELA and Mathematics on the first administration of the tests while in Grade 11.

Table E6. Percentages of Students in 2006–07 Entering Grade 9 Cohort Who Met the HERC Standards on the Grade 11 TAKS-ELA and Mathematics Assessments, by Student Group

| Student Group | Met Higher Education Readiness Standard in Reading | | | Met Higher Education Readiness Standard in Mathematics | | |
|-------------------------------------|--|---------|------------|--|---------|------------|
| | Total | Number | Percentage | Total | Number | Percentage |
| 2006–07 Entering Grade 9 Students | 242,246 | 154,261 | 63.7% | 238,555 | 150,501 | 63.1% |
| Racial/Ethnic Groups | | | | | | |
| African American | 32,594 | 16,941 | 52.0% | 31,911 | 14,461 | 45.3% |
| American Indian | 786 | 540 | 68.7% | 774 | 502 | 64.9% |
| Asian/Pacific Islander | 9,033 | 7,208 | 79.8% | 8,989 | 7,850 | 87.3% |
| Hispanic | 98,314 | 53,827 | 54.8% | 96,694 | 52,705 | 54.5% |
| White | 101,519 | 75,745 | 74.6% | 100,187 | 74,983 | 74.8% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 105,348 | 53,840 | 51.1% | 103,191 | 52,699 | 51.1% |
| English language learners | 13,063 | 1,738 | 13.3% | 12,670 | 3,690 | 29.1% |
| Students Who Participated in | | | | | | |
| Special education | 14,995 | 2,994 | 20.0% | 12,626 | 2,710 | 21.5% |

Source: Grade 11 Texas Assessment of Knowledge and Skills (TAKS) English Language Arts (ELA) and Mathematics, spring 2009, first administration only.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2006–07 cohort entered Grade 9 for the first time in the fall 2006 semester. Percentages shown in the figure represent the students in each entering Grade 9 cohort who met the Higher Education Readiness Component (HERC) standards in ELA and Mathematics on the first administration of the tests while in Grade 11.

Table E7. Percentages of Students in 2007–08 Entering Grade 9 Cohort Who Met the HERC Standards on the Grade 11 TAKS-ELA and Mathematics Assessments, by Student Group

| Student Group | Met Higher Education Readiness Standard in Reading | | | Met Higher Education Readiness Standard in Mathematics | | |
|-------------------------------------|--|---------|------------|--|---------|------------|
| | Total | Number | Percentage | Total | Number | Percentage |
| 2007–08 Entering Grade 9 Students | 251,914 | 153,262 | 60.8% | 249,255 | 165,525 | 66.4% |
| Racial/Ethnic Groups | | | | | | |
| African American | 34,243 | 17,713 | 51.7% | 33,659 | 16,923 | 50.3% |
| American Indian | 843 | 561 | 66.5% | 836 | 622 | 74.4% |
| Asian/Pacific Islander | 9,656 | 7,601 | 78.7% | 9,643 | 8,494 | 88.1% |
| Hispanic | 106,102 | 56,274 | 53.0% | 105,085 | 61,540 | 58.6% |
| White | 101,070 | 71,113 | 70.4% | 100,032 | 77,946 | 77.9% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 111,788 | 55,218 | 49.4% | 110,189 | 61,113 | 55.5% |
| English language learners | 14,649 | 2,258 | 15.4% | 14,351 | 4,770 | 33.2% |
| Students Who Participated in | | | | | | |
| Special education | 14,963 | 3,024 | 20.2% | 12,827 | 3,135 | 24.4% |

Source: Grade 11 Texas Assessment of Knowledge and Skills (TAKS) English Language Arts (ELA) and Mathematics, spring 2010, first administration only.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2007–08 cohort entered Grade 9 for the first time in the fall 2007 semester. Percentages shown in the figure represent the students in each entering Grade 9 cohort who met the Higher Education Readiness Component (HERC) standards in ELA and Mathematics on the first administration of the tests while in Grade 11.

Table E8. Percentages of Students in 2008–09 Entering Grade 9 Cohort Who Met the HERC Standards on the Grade 11 TAKS-ELA and Mathematics Assessments, by Student Group

| Student Group | Met Higher Education Readiness Standard in Reading | | | Met Higher Education Readiness Standard in Mathematics | | |
|-------------------------------------|--|---------|------------|--|---------|------------|
| | Total | Number | Percentage | Total | Number | Percentage |
| 2008–09 Entering Grade 9 Students | 255,943 | 173,571 | 67.8% | 253,204 | 176,488 | 69.7% |
| Racial/Ethnic Groups | | | | | | |
| African American | 34,423 | 20,289 | 58.9% | 33,875 | 18,976 | 56.0% |
| American Indian | 854 | 599 | 70.1% | 830 | 605 | 72.9% |
| Asian/Pacific Islander | 10,278 | 8,470 | 82.4% | 10,254 | 9,162 | 89.4% |
| Hispanic | 110,581 | 66,878 | 60.5% | 109,483 | 69,367 | 63.4% |
| White | 99,807 | 77,335 | 77.5% | 98,762 | 78,378 | 79.4% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 117,835 | 67,344 | 57.2% | 116,187 | 70,169 | 60.4% |
| English language learners | 12,854 | 2,432 | 18.9% | 12,595 | 5,260 | 41.8% |
| Students Who Participated in | | | | | | |
| Special education | 15,546 | 3,600 | 23.2% | 13,498 | 3,545 | 26.3% |

Source: Grade 11 Texas Assessment of Knowledge and Skills (TAKS) English Language Arts (ELA) and Mathematics, spring 2011, first administration only.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2008–09 cohort entered Grade 9 for the first time in the fall 2008 semester. Percentages shown in the figure represent the students in each entering Grade 9 cohort who met the Higher Education Readiness Component (HERC) standards in ELA and Mathematics on the first administration of the tests while in Grade 11.

Table E9. Percentages of Students in 2009–10 Entering Grade 9 Cohort Who Met the HERC Standards on the Grade 11 TAKS-ELA and Mathematics Assessments, by Student Group

| Student Group | Met Higher Education Readiness Standard in Reading | | | Met Higher Education Readiness Standard in Mathematics | | |
|-------------------------------------|--|---------|------------|--|---------|------------|
| | Total | Number | Percentage | Total | Number | Percentage |
| 2009–10 Entering Grade 9 Students | 267,045 | 167,244 | 62.6% | 264,141 | 195,139 | 73.9% |
| Racial/Ethnic Groups | | | | | | |
| African American | 33,419 | 17,483 | 52.3% | 32,803 | 19,880 | 60.6% |
| American Indian | 1,481 | 934 | 63.1% | 1,467 | 1,111 | 75.7% |
| Asian | 10,040 | 7,872 | 78.4% | 10,032 | 9,150 | 91.2% |
| Hispanic | 121,916 | 69,418 | 56.9% | 120,647 | 83,106 | 68.9% |
| Multiracial | 4,255 | 3,002 | 70.6% | 4,205 | 3,393 | 80.7% |
| Pacific Islander | 301 | 195 | 64.8% | 294 | 219 | 74.5% |
| White | 95,633 | 68,340 | 71.5% | 94,693 | 78,280 | 82.7% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 131,543 | 69,781 | 53.0% | 129,617 | 85,283 | 65.8% |
| English language learners | 13,813 | 2,555 | 18.5% | 13,600 | 6,355 | 46.7% |
| Students Who Participated in | | | | | | |
| Special education | 15,442 | 2,960 | 19.2% | 13,442 | 3,960 | 29.5% |

Source: Grade 11 Texas Assessment of Knowledge and Skills (TAKS) English Language Arts (ELA) and Mathematics, spring 2012, first administration only.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2009–10 cohort entered Grade 9 for the first time in the fall 2009 semester. Percentages shown in the figure represent the students in each entering Grade 9 cohort who met the Higher Education Readiness Component (HERC) standards in ELA and Mathematics on the first administration of the tests while in Grade 11.

Table E10. Percentages of Students in 2010–11 Entering Grade 9 Cohort Who Met the HERC Standards on the Grade 11 TAKS-ELA and Mathematics Assessments, by Student Group

| Student Group | Met Higher Education Readiness Standard in Reading | | | Met Higher Education Readiness Standard in Mathematics | | |
|-------------------------------------|--|---------|------------|--|---------|------------|
| | Total | Number | Percentage | Total | Number | Percentage |
| 2010–11 Entering Grade 9 Students | 270,637 | 178,271 | 65.9% | 269,117 | 179,881 | 66.8% |
| Racial/Ethnic Groups | | | | | | |
| African American | 32,800 | 18,172 | 55.4% | 32,471 | 16,641 | 51.2% |
| American Indian | 1,247 | 826 | 66.2% | 1,238 | 819 | 66.2% |
| Asian | 10,855 | 8,907 | 82.1% | 10,853 | 9,677 | 89.2% |
| Hispanic | 126,882 | 77,275 | 60.9% | 126,205 | 76,789 | 60.8% |
| Multiracial | 4,388 | 3,196 | 72.8% | 4,355 | 3,234 | 74.3% |
| Pacific Islander | 308 | 225 | 73.1% | 316 | 228 | 72.2% |
| White | 94,157 | 69,670 | 74.0% | 93,679 | 72,493 | 77.4% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 134,510 | 76,459 | 56.8% | 133,443 | 76,455 | 57.3% |
| English language learners | 14,724 | 3,135 | 21.3% | 14,578 | 5,546 | 38.0% |
| Students Who Participated in | | | | | | |
| Special education | 14,152 | 3,057 | 21.6% | 12,487 | 3,003 | 24.0% |

Source: Grade 11 Texas Assessment of Knowledge and Skills (TAKS) English Language Arts (ELA) and Mathematics, spring 2013, first administration only.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2010–11 cohort entered Grade 9 for the first time in the fall 2010 semester. Percentages shown in the figure represent the students in each entering Grade 9 cohort who met the Higher Education Readiness Component (HERC) standards in ELA and Mathematics on the first administration of the tests while in Grade 11.

E.2 High School Graduation

Table E11. Percentages of Students in 1997–98 Cohort Who Graduated From a Texas Public High School Within Four Years, by Student Group

| Student Group | Total | Graduated From High School Within Four Years | |
|---|---------|--|------------|
| | | Number | Percentage |
| 1997–98 Entering Grade 9 Students | 296,000 | 184,960 | 62.5% |
| Racial/Ethnic Groups | | | |
| African American | 41,021 | 23,286 | 56.8% |
| American Indian | 763 | 377 | 49.4% |
| Asian/Pacific Islander | 7,646 | 5,596 | 73.2% |
| Hispanic | 107,177 | 57,545 | 53.7% |
| White | 139,393 | 98,156 | 70.4% |
| Students Identified as | | | |
| Economically disadvantaged | 115,372 | 59,517 | 51.6% |
| English language learners | 23,029 | 8,815 | 38.3% |
| Students Who Participated in | | | |
| Special education | 36,537 | 18,111 | 49.6% |
| Students Who Completed Each Graduation Program | | | |
| No graduation record | 296,000 | 111,040 | 37.5% |
| Pre-Minimum, Recommended, and Distinguished | 296,000 | 11,773 | 4.0% |
| Special education | 296,000 | 5,454 | 1.8% |
| Minimum | 296,000 | 68,432 | 23.1% |
| Recommended | 296,000 | 89,372 | 30.2% |
| Distinguished | 296,000 | 9,929 | 3.4% |

Source: Public Education Information Management System (PEIMS) Graduation files, 1998 through 2001.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997–98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who have a graduation record in the Texas Education Agency's PEIMS Graduation files within four years of entering Grade 9.

Table E12. Percentages of Students in 1998–99 Entering Grade 9 Cohort Who Graduated From High School Within Four Years, by Student Group

| Student Group | Total | Graduated From High School Within Four Years | |
|---|---------|--|------------|
| | | Number | Percentage |
| 1998–99 Entering Grade 9 Students | 299,443 | 188,829 | 63.1% |
| Racial/Ethnic Groups | | | |
| African American | 41,768 | 23,865 | 57.1% |
| American Indian | 770 | 418 | 54.3% |
| Asian/Pacific Islander | 7,864 | 5,664 | 72.0% |
| Hispanic | 109,038 | 59,668 | 54.7% |
| White | 140,003 | 99,214 | 70.9% |
| Students Identified as | | | |
| Economically disadvantaged | 117,171 | 61,990 | 52.9% |
| English language learners | 23,037 | 9,054 | 39.3% |
| Students Who Participated in | | | |
| Special education | 38,369 | 19,271 | 50.2% |
| Students Who Completed Each Graduation Program | | | |
| No graduation record | 299,443 | 110,614 | 36.9% |
| Pre-Minimum, Recommended, and Distinguished | 299,443 | 6,870 | 2.3% |
| Special education | 299,443 | 4,871 | 1.6% |
| Minimum | 299,443 | 61,697 | 20.6% |
| Recommended | 299,443 | 103,406 | 34.5% |
| Distinguished | 299,443 | 11,985 | 4.0% |

Source: Public Education Information Management System (PEIMS) Graduation files, 1999 through 2002.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1998–99 cohort entered Grade 9 for the first time in the fall 1998 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who have a graduation record in the Texas Education Agency’s PEIMS Graduation files within four years of entering Grade 9.

Table E13. Percentages of Students in 1999–00 Entering Grade 9 Cohort Who Graduated From High School Within Four Years, by Student Group

| Student Group | Total | Graduated From High School Within Four Years | |
|---|---------|--|------------|
| | | Number | Percentage |
| 1999–00 Entering Grade 9 Students | 308,238 | 203,055 | 65.9% |
| Racial/Ethnic Groups | | | |
| African American | 43,400 | 26,168 | 60.3% |
| American Indian | 815 | 472 | 57.9% |
| Asian/Pacific Islander | 8,155 | 6,099 | 74.8% |
| Hispanic | 113,840 | 65,615 | 57.6% |
| White | 142,028 | 104,701 | 73.7% |
| Students Identified as | | | |
| Economically disadvantaged | 121,523 | 68,115 | 56.1% |
| English language learners | 23,454 | 9,337 | 39.8% |
| Students Who Participated in | | | |
| Special education | 39,248 | 21,096 | 53.8% |
| Students Who Completed Each Graduation Program | | | |
| No graduation record | 308,238 | 105,183 | 34.1% |
| Pre-Minimum, Recommended, and Distinguished | 308,238 | 3,789 | 1.2% |
| Special education | 308,238 | 5,007 | 1.6% |
| Minimum | 308,238 | 59,070 | 19.2% |
| Recommended | 308,238 | 119,379 | 38.7% |
| Distinguished | 308,238 | 15,810 | 5.1% |

Source: Public Education Information Management System (PEIMS) Graduation files, 2000 through 2003.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1999–00 cohort entered Grade 9 for the first time in the fall 1999 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who have a graduation record in the Texas Education Agency’s PEIMS Graduation files within four years of entering Grade 9.

Table E14. Percentages of Students in 2000–01 Entering Grade 9 Cohort Who Graduated From High School Within Four Years, by Student Group

| Student Group | Total | Graduated From High School Within Four Years | |
|---|---------|--|------------|
| | | Number | Percentage |
| 2000–01 Entering Grade 9 Students | 310,812 | 211,478 | 68.0% |
| Racial/Ethnic Groups | | | |
| African American | 43,759 | 27,861 | 63.7% |
| American Indian | 901 | 541 | 60.0% |
| Asian/Pacific Islander | 8,372 | 6,534 | 78.0% |
| Hispanic | 118,149 | 70,923 | 60.0% |
| White | 139,631 | 105,619 | 75.6% |
| Students Identified as | | | |
| Economically disadvantaged | 125,178 | 73,643 | 58.8% |
| English language learners | 24,660 | 10,314 | 41.8% |
| Students Who Participated in | | | |
| Special education | 39,783 | 22,463 | 56.5% |
| Students Who Completed Each Graduation Program | | | |
| No graduation record | 310,812 | 99,334 | 32.0% |
| Pre-Minimum, Recommended, and Distinguished | 310,812 | 439 | 0.1% |
| Special education | 310,812 | 5,717 | 1.8% |
| Minimum | 310,812 | 54,900 | 17.7% |
| Recommended | 310,812 | 131,765 | 42.4% |
| Distinguished | 310,812 | 18,657 | 6.0% |

Source: Public Education Information Management System (PEIMS) Graduation files, 2001through 2004.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2000–01 cohort entered Grade 9 for the first time in the fall 2000 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who have a graduation record in the Texas Education Agency’s PEIMS Graduation files within four years of entering Grade 9.

Table E15. Percentages of Students in 2001–02 Entering Grade 9 Cohort Who Graduated From High School Within Four Years, by Student Group

| Student Group | Total | Graduated From High School Within Four Years | |
|---|---------|--|------------|
| | | Number | Percentage |
| 2001–02 Entering Grade 9 Students | 314,970 | 212,384 | 67.4% |
| Racial/Ethnic Groups | | | |
| African American | 44,975 | 28,459 | 63.3% |
| American Indian | 885 | 552 | 62.4% |
| Asian/Pacific Islander | 8,747 | 6,839 | 78.2% |
| Hispanic | 123,345 | 72,473 | 58.8% |
| White | 137,018 | 104,061 | 75.9% |
| Students Identified as | | | |
| Economically disadvantaged | 133,635 | 76,366 | 57.1% |
| English language learners | 26,006 | 9,741 | 37.5% |
| Students Who Participated in | | | |
| Special education | 41,047 | 23,164 | 56.4% |
| Students Who Completed Each Graduation Program | | | |
| No graduation record | 314,970 | 102,586 | 32.6% |
| Pre-Minimum, Recommended, and Distinguished | 314,970 | 44 | 0.0% |
| Special education | 314,970 | 6,121 | 1.9% |
| Minimum | 314,970 | 46,782 | 14.9% |
| Recommended | 314,970 | 139,146 | 44.2% |
| Distinguished | 314,970 | 20,291 | 6.4% |

Source: Public Education Information Management System (PEIMS) Graduation files, 2002 through 2005.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2001–02 cohort entered Grade 9 for the first time in the fall 2001 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who have a graduation record in the Texas Education Agency’s PEIMS Graduation files within four years of entering Grade 9.

Table E16. Percentages of Students in 2002–03 Entering Grade 9 Cohort Who Graduated From High School Within Four Years, by Student Group

| Student Group | Total | Graduated From High School Within Four Years | |
|---|---------|--|------------|
| | | Number | Percentage |
| 2002–03 Entering Grade 9 Students | 321,812 | 213,192 | 66.2% |
| Racial/Ethnic Groups | | | |
| African American | 45,452 | 27,824 | 61.2% |
| American Indian | 939 | 577 | 61.4% |
| Asian/Pacific Islander | 9,514 | 7,590 | 79.8% |
| Hispanic | 128,523 | 73,232 | 57.0% |
| White | 137,384 | 103,969 | 75.7% |
| Students Identified as | | | |
| Economically disadvantaged | 141,612 | 78,415 | 55.4% |
| English language learners | 26,819 | 9,350 | 34.9% |
| Students Who Participated in | | | |
| Special education | 40,952 | 22,893 | 55.9% |
| Students Who Completed Each Graduation Program | | | |
| No graduation record | 321,812 | 108,620 | 33.8% |
| Special education | 321,812 | 6,530 | 2.0% |
| Minimum | 321,812 | 39,583 | 12.3% |
| Recommended | 321,812 | 143,831 | 44.7% |
| Distinguished | 321,812 | 23,242 | 7.2% |

Source: Public Education Information Management System (PEIMS) Graduation files, 2003 through 2006.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2002–03 cohort entered Grade 9 for the first time in the fall 2002 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who have a graduation record in the Texas Education Agency’s PEIMS Graduation files within four years of entering Grade 9.

Table E17. Percentages of Students in 2003–04 Entering Grade 9 Cohort Who Graduated From High School Within Four Years, by Student Group

| Student Group | Total | Graduated From High School Within Four Years | |
|---|---------|--|------------|
| | | Number | Percentage |
| 2003–04 Entering Grade 9 Students | 325,699 | 213,043 | 65.4% |
| Racial/Ethnic Groups, | | | |
| African American | 46,637 | 27,452 | 58.9% |
| American Indian | 1,044 | 633 | 60.6% |
| Asian/Pacific Islander | 9,673 | 7,820 | 80.8% |
| Hispanic | 132,028 | 73,694 | 55.8% |
| White | 136,317 | 103,444 | 75.9% |
| Students Identified as | | | |
| Economically disadvantaged | 146,544 | 78,982 | 53.9% |
| English language learners | 26,595 | 8,550 | 32.1% |
| Students Who Participated in | | | |
| Special education | 40,517 | 22,837 | 56.4% |
| Students Who Completed Each Graduation Program | | | |
| No graduation record | 325,699 | 112,656 | 34.6% |
| Special education | 325,699 | 6,427 | 2.0% |
| Minimum | 325,699 | 35,012 | 10.8% |
| Recommended | 325,699 | 146,759 | 45.1% |
| Distinguished | 325,699 | 24,845 | 7.6% |

Sources: Public Education Information Management System (PEIMS) Graduation files, 2004 through 2007.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2003–04 cohort entered Grade 9 for the first time in the fall 2003 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who have a graduation record in the Texas Education Agency’s PEIMS Graduation files within four years of entering Grade 9.

Table E18. Percentages of Students in 2004–05 Entering Grade 9 Cohort Who Graduated From High School Within Four Years, by Student Group

| Student Group | Total | Graduated From High School Within Four Years | |
|---|---------|--|------------|
| | | Number | Percentage |
| 2004–05 Entering Grade 9 Students | 332,690 | 222,512 | 66.9% |
| Racial/Ethnic Groups | | | |
| African American | 47,629 | 28,900 | 60.7% |
| American Indian | 1,183 | 730 | 61.7% |
| Asian/Pacific Islander | 9,866 | 7,998 | 81.1% |
| Hispanic | 138,006 | 80,896 | 58.6% |
| White | 136,006 | 103,988 | 76.5% |
| Students Identified as | | | |
| Economically disadvantaged | 157,101 | 88,236 | 56.2% |
| English language learners | 26,606 | 9,371 | 35.2% |
| Students Who Participated in | | | |
| Special education | 40,607 | 22,878 | 56.3% |
| Students Who Completed Each Graduation Program | | | |
| No graduation record | 332,690 | 110,178 | 33.1% |
| Special education | 332,690 | 6,520 | 2.0% |
| Minimum | 332,690 | 29,438 | 8.9% |
| Recommended | 332,690 | 158,545 | 47.7% |
| Distinguished | 332,690 | 28,009 | 8.4% |

Sources: Public Education Information Management System (PEIMS) Graduation files, 2005 through 2008.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2004–05 cohort entered Grade 9 for the first time in the fall 2004 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who have a graduation record in the Texas Education Agency’s PEIMS Graduation files within four years of entering Grade 9.

Table E19. Percentages of Students in 2005–06 Entering Grade 9 Cohort Who Graduated From High School Within Four Years, by Student Group

| Student Group | Total | Graduated From High School Within Four Years | |
|---|---------|--|------------|
| | | Number | Percentage |
| 2005–06 Entering Grade 9 Students | 340,699 | 232,295 | 68.2% |
| Racial/Ethnic Groups | | | |
| African American | 51,244 | 30,924 | 60.3% |
| American Indian | 1,164 | 722 | 62.0% |
| Asian/Pacific Islander | 10,301 | 8,423 | 81.8% |
| Hispanic | 144,810 | 89,359 | 61.7% |
| White | 133,180 | 102,867 | 77.2% |
| Students Identified as | | | |
| Economically disadvantaged | 167,399 | 97,924 | 58.5% |
| English language learners | 27,704 | 10,823 | 39.1% |
| Students Who Participated in | | | |
| Special education | 40,082 | 22,942 | 57.2% |
| Students Who Completed Each Graduation Program | | | |
| No graduation record | 340,699 | 108,404 | 31.8% |
| Special education | 340,699 | 5,874 | 1.7% |
| Minimum | 340,699 | 29,066 | 8.5% |
| Recommended | 340,699 | 167,490 | 49.2% |
| Distinguished | 340,699 | 29,865 | 8.8% |

Sources: Public Education Information Management System (PEIMS) Graduation files, 2006 through 2009.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2005–06 cohort entered Grade 9 for the first time in the fall 2005 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who have a graduation record in the Texas Education Agency’s PEIMS Graduation files within four years of entering Grade 9.

Table E20. Percentages of Students in 2006–07 Entering Grade 9 Cohort Who Graduated From High School Within Four Years, by Student Group

| Student Group | Total | Graduated From High School Within Four Years | |
|---|---------|--|------------|
| | | Number | Percentage |
| 2006–07 Entering Grade 9 Students | 343,329 | 248,933 | 72.5% |
| Racial/Ethnic Groups | | | |
| African American | 50,659 | 33,677 | 66.5% |
| American Indian | 1,192 | 811 | 68.0% |
| Asian/Pacific Islander | 10,961 | 9,217 | 84.1% |
| Hispanic | 149,341 | 100,369 | 67.2% |
| White | 131,176 | 104,859 | 79.9% |
| Students Identified as | | | |
| Economically disadvantaged | 168,482 | 108,631 | 64.5% |
| English language learners | 28,270 | 12,820 | 45.3% |
| Students Who Participated in | | | |
| Special education | 39,478 | 23,737 | 60.1% |
| Students Who Completed Each Graduation Program | | | |
| No graduation record | 343,329 | 94,396 | 27.5% |
| Special education | 343,329 | 5,572 | 1.6% |
| Minimum | 343,329 | 30,223 | 8.8% |
| Recommended | 343,329 | 180,536 | 52.6% |
| Distinguished | 343,329 | 32,602 | 9.5% |

Sources: Public Education Information Management System (PEIMS) Graduation files, 2007 through 2010.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2006–07 cohort entered Grade 9 for the first time in the fall 2006 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who have a graduation record in the Texas Education Agency’s PEIMS Graduation files within four years of entering Grade 9.

Table E21. Percentages of Students in 2007–08 Entering Grade 9 Cohort Who Graduated From High School Within Four Years, by Student Group

| Student Group | Total | Graduated From High School Within Four Years | |
|---|---------|--|------------|
| | | Number | Percentage |
| 2007–08 Entering Grade 9 Students | 346,584 | 258,498 | 74.6% |
| Racial/Ethnic Groups | | | |
| African American | 51,421 | 35,799 | 69.6% |
| American Indian | 1,276 | 891 | 69.8% |
| Asian/Pacific Islander | 11,538 | 9,773 | 84.7% |
| Hispanic | 154,226 | 108,279 | 70.2% |
| White | 128,123 | 103,756 | 81.0% |
| Students Identified as | | | |
| Economically disadvantaged | 171,072 | 115,442 | 67.5% |
| English language learners | 29,799 | 14,816 | 49.7% |
| Students Who Participated in | | | |
| Special education | 38,882 | 24,535 | 63.1% |
| Students Who Completed Each Graduation Program | | | |
| No graduation record | 346,584 | 88,086 | 25.4% |
| Special education | 346,584 | 5,715 | 1.7% |
| Minimum | 346,584 | 39,139 | 11.3% |
| Recommended | 346,584 | 179,139 | 51.7% |
| Distinguished | 346,584 | 34,505 | 10.0% |

Sources: Public Education Information Management System (PEIMS) Graduation files, 2008 through 2011.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2007–08 cohort entered Grade 9 for the first time in the fall 2007 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who have a graduation record in the Texas Education Agency’s PEIMS Graduation files within four years of entering Grade 9.

Table E22. Percentages of Students in 2008–09 Entering Grade 9 Cohort Who Graduated From High School Within Four Years, by Student Group

| Student Group | Total | Graduated From High School Within Four Years | |
|---|---------|--|------------|
| | | Number | Percentage |
| 2008–09 Entering Grade 9 Students | 339,746 | 261,656 | 77.0% |
| Racial/Ethnic Groups | | | |
| African American | 49,023 | 35,719 | 72.9% |
| American Indian | 1,191 | 854 | 71.7% |
| Asian/Pacific Islander | 12,292 | 10,402 | 84.6% |
| Hispanic | 152,958 | 112,418 | 73.5% |
| White | 124,282 | 102,263 | 82.3% |
| Students Identified as | | | |
| Economically disadvantaged | 171,159 | 120,881 | 70.6% |
| English language learners | 25,381 | 13,110 | 51.7% |
| Students Who Participated in | | | |
| Special education | 37,188 | 23,829 | 64.1% |
| Students Who Completed Each Graduation Program | | | |
| No graduation record | 339,746 | 78,090 | 23.0% |
| Special education | 339,746 | 5,364 | 1.6% |
| Minimum | 339,746 | 38,603 | 11.4% |
| Recommended | 339,746 | 180,001 | 53.0% |
| Distinguished | 339,746 | 37,688 | 11.1% |

Sources: Public Education Information Management System (PEIMS) Graduation files, 2009 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2008–09 cohort entered Grade 9 for the first time in the fall 2008 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who have a graduation record in the Texas Education Agency’s PEIMS Graduation files within four years of entering Grade 9.

Table E23. Percentages of Students in 2009–10 Entering Grade 9 Cohort Who Graduated From High School Within Four Years, by Student Group

| Student Group | Total | Graduated From High School Within Four Years | |
|---|---------|--|------------|
| | | Number | Percentage |
| 2009–10 Entering Grade 9 Students | 352,937 | 273,150 | 77.4% |
| Racial/Ethnic Groups | | | |
| African American | 47,239 | 34,616 | 73.3% |
| American Indian | 2,145 | 1,530 | 71.3% |
| Asian | 11,884 | 10,124 | 85.2% |
| Hispanic | 166,897 | 124,642 | 74.7% |
| Multiracial | 5,353 | 4,280 | 80.0% |
| Pacific Islander | 416 | 306 | 73.6% |
| White | 119,003 | 97,652 | 82.1% |
| Students Identified as | | | |
| Economically disadvantaged | 188,883 | 135,274 | 71.6% |
| English language learners | 26,458 | 14,241 | 53.8% |
| Students Who Participated in | | | |
| Special education | 36,534 | 23,700 | 64.9% |
| Students Who Completed Each Graduation Program | | | |
| No graduation record | 352,937 | 79,787 | 22.6% |
| Special education | 352,937 | 5,256 | 1.5% |
| Minimum | 352,937 | 38,912 | 11.0% |
| Recommended | 352,937 | 188,643 | 53.5% |
| Distinguished | 352,937 | 40,339 | 11.4% |

Sources: Public Education Information Management System (PEIMS) Graduation files, 2010 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2009–10 cohort entered Grade 9 for the first time in the fall 2009 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who have a graduation record in the Texas Education Agency's PEIMS Graduation files within four years of entering Grade 9.

E.3 Two-Year and Four-Year College Enrollment

Table E24. Percentages of Students in the 1997–98 Entering Grade 9 Cohort Who Enrolled in a Texas Two-Year or Four-Year College or University Within One Year of Actual or Expected High School Graduation Date, by Student Group

| Student Group | Total | Enrolled in a Two-Year College Within One Year of High School Graduation | | Total | Enrolled in a Four-Year College Within One Year of High School Graduation | |
|---|---------|--|------------|---------|---|------------|
| | | Number | Percentage | | Number | Percentage |
| 1997–98 Entering Grade 9 Students | 296,000 | 57,817 | 19.5% | 296,000 | 41,093 | 13.9% |
| Racial/Ethnic Groups | | | | | | |
| African American | 41,021 | 6,027 | 14.7% | 41,021 | 4,856 | 11.8% |
| American Indian | 763 | 107 | 14.0% | 763 | 60 | 7.9% |
| Asian/Pacific Islander | 7,646 | 1,630 | 21.3% | 7,646 | 2,581 | 33.8% |
| Hispanic | 107,177 | 16,930 | 15.8% | 107,177 | 8,692 | 8.1% |
| White | 139,393 | 33,123 | 23.8% | 139,393 | 24,904 | 17.9% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 115,372 | 15,931 | 13.8% | 115,372 | 7,784 | 6.7% |
| English language learners | 23,029 | 2,163 | 9.4% | 23,029 | 610 | 2.6% |
| Students Who Participated in | | | | | | |
| Special education | 36,537 | 4,355 | 11.9% | 36,537 | 686 | 1.9% |
| Students Who Completed Each Graduation Program | | | | | | |
| Pre-Minimum, Recommended, and Distinguished | 11,773 | 3,538 | 30.1% | 11,773 | 1,158 | 9.8% |
| Special education | 5,454 | 842 | 15.4% | 5,454 | 39 | 0.7% |
| Minimum | 68,432 | 19,153 | 28.0% | 68,432 | 6,832 | 10.0% |
| Recommended | 89,372 | 27,372 | 30.6% | 89,372 | 27,123 | 30.3% |
| Distinguished | 9,929 | 1,939 | 19.5% | 9,929 | 4,827 | 48.6% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Enrollment files, 1999 through 2002; Public College and University Enrollment files, 1999 through 2002.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997–98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who enrolled in a Texas two-year college or four-year college or university within one year of actual or expected high school graduation date. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001–02.

Table E25. Percentages of Students in the 1998–99 Entering Grade 9 Cohort Who Enrolled in a Texas Two-Year or Four-Year College or University Within One Year of Actual or Expected High School Graduation Date, by Student Group

| Student Group | Total | Enrolled in a Two-Year College Within One Year of High School Graduation | | Total | Enrolled in a Four-Year College Within One Year of High School Graduation | |
|---|---------|--|------------|---------|---|------------|
| | | Number | Percentage | | Number | Percentage |
| 1998–99 Entering Grade 9 Students | 299,443 | 57,984 | 19.4% | 299,443 | 42,308 | 14.1% |
| Racial/Ethnic Groups | | | | | | |
| African American | 41,768 | 6,098 | 14.6% | 41,768 | 5,093 | 12.2% |
| American Indian | 770 | 125 | 16.2% | 770 | 83 | 10.8% |
| Asian/Pacific Islander | 7,864 | 1,591 | 20.2% | 7,864 | 2,529 | 32.2% |
| Hispanic | 109,038 | 17,464 | 16.0% | 109,038 | 9,122 | 8.4% |
| White | 140,003 | 32,706 | 23.4% | 140,003 | 25,481 | 18.2% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 117,171 | 16,609 | 14.2% | 117,171 | 8,252 | 7.0% |
| English language learners | 23,037 | 2,176 | 9.4% | 23,037 | 631 | 2.7% |
| Students Who Participated in | | | | | | |
| Special education | 38,369 | 4,722 | 12.3% | 38,369 | 729 | 1.9% |
| Students Who Completed Each Graduation Program | | | | | | |
| Pre-Minimum, Recommended, and Distinguished | 6,870 | 2,001 | 29.1% | 6,870 | 837 | 12.2% |
| Special education | 4,871 | 703 | 14.4% | 4,871 | 24 | 0.5% |
| Minimum | 61,697 | 16,532 | 26.8% | 61,697 | 4,862 | 7.9% |
| Recommended | 103,406 | 32,028 | 31.0% | 103,406 | 29,571 | 28.6% |
| Distinguished | 11,985 | 2,249 | 18.8% | 11,985 | 6,123 | 51.1% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Enrollment files, 2000 through 2003; Public College and University Enrollment files, 2000 through 2003.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1998–99 cohort entered Grade 9 for the first time in the fall 1998 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who enrolled in a Texas two-year college or four-year college or university within one year of actual or expected high school graduation date. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001–02.

Table E26. Percentages of Students in the 1999–00 Entering Grade 9 Cohort Who Enrolled in a Texas Two-Year or Four-Year College or University Within One Year of Actual or Expected High School Graduation Date, by Student Group

| Student Group | Total | Enrolled in a Two-Year College Within One Year of High School Graduation | | Total | Enrolled in a Four-Year College Within One Year of High School Graduation | |
|---|---------|--|------------|---------|---|------------|
| | | Number | Percentage | | Number | Percentage |
| 1999–00 Entering Grade 9 Students | 308,238 | 62,471 | 20.3% | 308,238 | 44,330 | 14.4% |
| Racial/Ethnic Groups | | | | | | |
| African American | 43,400 | 6,649 | 15.3% | 43,400 | 5,545 | 12.8% |
| American Indian | 815 | 147 | 18.0% | 815 | 93 | 11.4% |
| Asian/Pacific Islander | 8,155 | 1,715 | 21.0% | 8,155 | 2,617 | 32.1% |
| Hispanic | 113,840 | 19,483 | 17.1% | 113,840 | 9,815 | 8.6% |
| White | 142,028 | 34,477 | 24.3% | 142,028 | 26,260 | 18.5% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 121,523 | 18,363 | 15.1% | 121,523 | 8,925 | 7.3% |
| English language learners | 23,454 | 2,198 | 9.4% | 23,454 | 499 | 2.1% |
| Students Who Participated in | | | | | | |
| Special education | 39,248 | 5,066 | 12.9% | 39,248 | 764 | 1.9% |
| Students Who Completed Each Graduation Program | | | | | | |
| Pre-Minimum, Recommended, and Distinguished | 3,789 | 919 | 24.3% | 3,789 | 412 | 10.9% |
| Special education | 5,007 | 704 | 14.1% | 5,007 | 17 | 0.3% |
| Minimum | 59,070 | 15,323 | 25.9% | 59,070 | 3,515 | 6.0% |
| Recommended | 119,379 | 38,039 | 31.9% | 119,379 | 31,532 | 26.4% |
| Distinguished | 15,810 | 3,135 | 19.8% | 15,810 | 7,940 | 50.2% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Enrollment files, 2001 through 2004; Public College and University Enrollment files, 2001 through 2004.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1999–00 cohort entered Grade 9 for the first time in the fall 1999 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who enrolled in a Texas two-year college or four-year college or university within one year of actual or expected high school graduation date. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001–02.

Table E27. Percentages of Students in the 2000–01 Entering Grade 9 Cohort Who Enrolled in a Texas Two-Year or Four-Year College or University Within One Year of Actual or Expected High School Graduation Date, by Student Group

| Student Group | Total | Enrolled in a Two-Year College Within One Year of High School Graduation | | Total | Enrolled in a Four-Year College Within One Year of High School Graduation | |
|---|---------|--|------------|---------|---|------------|
| | | Number | Percentage | | Number | Percentage |
| 2000–01 Entering Grade 9 Students | 310,812 | 65,526 | 21.1% | 310,812 | 45,059 | 14.5% |
| Racial/Ethnic Groups | | | | | | |
| African American | 43,759 | 7,357 | 16.8% | 43,759 | 5,867 | 13.4% |
| American Indian | 901 | 175 | 19.4% | 901 | 91 | 10.1% |
| Asian/Pacific Islander | 8,372 | 1,846 | 22.0% | 8,372 | 2,739 | 32.7% |
| Hispanic | 118,149 | 21,481 | 18.2% | 118,149 | 10,148 | 8.6% |
| White | 139,631 | 34,667 | 24.8% | 139,631 | 26,214 | 18.8% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 125,178 | 20,271 | 16.2% | 125,178 | 9,145 | 7.3% |
| English language learners | 24,660 | 2,394 | 9.7% | 24,660 | 500 | 2.0% |
| Students Who Participated in | | | | | | |
| Special education | 39,783 | 5,424 | 13.6% | 39,783 | 804 | 2.0% |
| Students Who Completed Each Graduation Program | | | | | | |
| Pre-Minimum, Recommended, and Distinguished | 439 | 108 | 24.6% | 439 | 29 | 6.6% |
| Special education | 5,717 | 842 | 14.7% | 5,717 | 28 | 0.5% |
| Minimum | 54,900 | 13,901 | 25.3% | 54,900 | 2,272 | 4.1% |
| Recommended | 131,765 | 42,482 | 32.2% | 131,765 | 32,777 | 24.9% |
| Distinguished | 18,657 | 4,000 | 21.4% | 18,657 | 9,152 | 49.1% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Enrollment files, 2002 through 2005; Public College and University Enrollment files, 2002 through 2005.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2000–01 cohort entered Grade 9 for the first time in the fall 2000 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who enrolled in a Texas two-year college or four-year college or university within one year of actual or expected high school graduation date. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001–02.

Table E28. Percentages of Students in the 2001–02 Entering Grade 9 Cohort Who Enrolled in a Texas Two-Year or Four-Year College or University Within One Year of Actual or Expected High School Graduation Date, by Student Group

| Student Group | Total | Enrolled in a Two-Year College Within One Year of High School Graduation | | Total | Enrolled in a Four-Year College Within One Year of High School Graduation | |
|---|---------|--|------------|---------|---|------------|
| | | Number | Percentage | | Number | Percentage |
| 2001–02 Entering Grade 9 Students | 314,970 | 63,783 | 20.3% | 314,970 | 54,365 | 17.3% |
| Racial/Ethnic Groups | | | | | | |
| African American | 44,975 | 7,513 | 16.7% | 44,975 | 6,985 | 15.5% |
| American Indian | 885 | 172 | 19.4% | 885 | 117 | 13.2% |
| Asian/Pacific Islander | 8,747 | 1,815 | 20.7% | 8,747 | 3,099 | 35.4% |
| Hispanic | 123,345 | 21,846 | 17.7% | 123,345 | 11,949 | 9.7% |
| White | 137,018 | 32,437 | 23.7% | 137,018 | 32,215 | 23.5% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 133,635 | 20,958 | 15.7% | 133,635 | 11,006 | 8.2% |
| English language learners | 26,006 | 2,114 | 8.1% | 26,006 | 441 | 1.7% |
| Students Who Participated in | | | | | | |
| Special education | 41,047 | 5,447 | 13.3% | 41,047 | 946 | 2.3% |
| Students Who Completed Each Graduation Program | | | | | | |
| Pre-Minimum, Recommended, and Distinguished | 44 | 6 | 13.6% | 44 | 3 | 6.8% |
| Special education | 6,121 | 842 | 13.8% | 6,121 | 44 | 0.7% |
| Minimum | 46,782 | 11,512 | 24.6% | 46,782 | 1,972 | 4.2% |
| Recommended | 139,146 | 43,427 | 31.2% | 139,146 | 39,142 | 28.1% |
| Distinguished | 20,291 | 3,788 | 18.7% | 20,291 | 120,19 | 59.2% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Enrollment files, 2003 through 2006; Public College and University Enrollment files, 2003 through 2006; Independent University Enrollment files, 2003 through 2006.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2001–02 cohort entered Grade 9 for the first time in the fall 2001 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who enrolled in a Texas two-year college or four-year college or university within one year of actual or expected high school graduation date. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001–02.

Table E29. Percentages of Students in the 2002–03 Entering Grade 9 Cohort Who Enrolled in a Texas Two-Year or Four-Year College or University Within One Year of Actual or Expected High School Graduation Date, by Student Group

| Student Group | Total | Enrolled in a Two-Year College Within One Year of High School Graduation | | Total | Enrolled in a Four-Year College Within One Year of High School Graduation | |
|---|---------|--|------------|---------|---|------------|
| | | Number | Percentage | | Number | Percentage |
| 2002–03 Entering Grade 9 Students | 321,812 | 65,066 | 20.2% | 321,812 | 56,188 | 17.5% |
| Racial/Ethnic Groups | | | | | | |
| African American | 45,452 | 7,547 | 16.6% | 45,452 | 7,210 | 15.9% |
| American Indian | 939 | 179 | 19.1% | 939 | 123 | 13.1% |
| Asian/Pacific Islander | 9,514 | 1,973 | 20.7% | 9,514 | 3,507 | 36.9% |
| Hispanic | 128,523 | 22,479 | 17.5% | 128,523 | 12,518 | 9.7% |
| White | 137,384 | 32,888 | 23.9% | 137,384 | 32,830 | 23.9% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 141,612 | 21,814 | 15.4% | 141,612 | 11,883 | 8.4% |
| English language learners | 26,819 | 2,021 | 7.5% | 26,819 | 433 | 1.6% |
| Students Who Participated in | | | | | | |
| Special education | 40,952 | 5,472 | 13.4% | 40,952 | 917 | 2.2% |
| Students Who Completed Each Graduation Program | | | | | | |
| Special education | 6,530 | 1,028 | 15.7% | 6,530 | 47 | 0.7% |
| Minimum | 39,583 | 9,226 | 23.3% | 39,583 | 1,459 | 3.7% |
| Recommended | 143,831 | 45,661 | 31.7% | 143,831 | 39,457 | 27.4% |
| Distinguished | 23,242 | 4,159 | 17.9% | 23,242 | 13,895 | 59.8% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Enrollment files, 2004 through 2007; Public College and University Enrollment files, 2004 through 2007; Independent University Enrollment files, 2004 through 2007.
 Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2002–03 cohort entered Grade 9 for the first time in the fall 2002 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who enrolled in a Texas two-year college or four-year college or university within one year of actual or expected high school graduation date. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001–02.

Table E30. Percentages of Students in the 2003–04 Entering Grade 9 Cohort Who Enrolled in a Texas Two-Year or Four-Year College or University Within One Year of Actual or Expected High School Graduation Date, by Student Group

| Student Group | Total | Enrolled in a Two-Year College Within One Year of High School Graduation | | Total | Enrolled in a Four-Year College Within One Year of High School Graduation | |
|---|---------|--|------------|---------|---|------------|
| | | Number | Percentage | | Number | Percentage |
| 2003–04 Entering Grade 9 Students | 325,699 | 67,286 | 20.7% | 325,699 | 56,875 | 17.5% |
| Racial/Ethnic Groups | | | | | | |
| African American | 46,637 | 8,095 | 17.4% | 46,637 | 7,459 | 16.0% |
| American Indian | 1,044 | 210 | 20.1% | 1,044 | 144 | 13.8% |
| Asian/Pacific Islander | 9,673 | 2,063 | 21.3% | 9,673 | 3,706 | 38.3% |
| Hispanic | 132,028 | 23,767 | 18.0% | 132,028 | 13,179 | 10.0% |
| White | 136,317 | 33,151 | 24.3% | 136,317 | 32,387 | 23.8% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 146,544 | 23,029 | 15.7% | 146,544 | 12,469 | 8.5% |
| English language learners | 26,595 | 1,909 | 7.2% | 26,595 | 413 | 1.6% |
| Students Who Participated in | | | | | | |
| Special education | 40,517 | 5,637 | 13.9% | 40,517 | 900 | 2.2% |
| Students Who Completed Each Graduation Program | | | | | | |
| Special education | 6,427 | 1,059 | 16.5% | 6,427 | 53 | 0.8% |
| Minimum | 35,012 | 8,291 | 23.7% | 35,012 | 1,128 | 3.2% |
| Recommended | 146,759 | 47,196 | 32.2% | 146,759 | 39,589 | 27.0% |
| Distinguished | 24,845 | 4,594 | 18.5% | 24,845 | 14,661 | 59.0% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Enrollment files, 2005 through 2008; Public College and University Enrollment files, 2005 through 2008; Independent University Enrollment files, 2005 through 2008.
 Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2003–04 cohort entered Grade 9 for the first time in the fall 2003 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who enrolled in a Texas two-year college or four-year college or university within one year of actual or expected high school graduation date. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001–02.

Table E31. Percentages of Students in the 2004–05 Entering Grade 9 Cohort Who Enrolled in a Texas Two-Year or Four-Year College or University Within One Year of Actual or Expected High School Graduation Date, by Student Group

| Student Group | Total | Enrolled in a Two-Year College Within One Year of High School Graduation | | Total | Enrolled in a Four-Year College Within One Year of High School Graduation | |
|---|---------|--|------------|---------|---|------------|
| | | Number | Percentage | | Number | Percentage |
| 2004–05 Entering Grade 9 Students | 332,690 | 72,063 | 21.7% | 332,690 | 58,574 | 17.6% |
| Racial/Ethnic Groups | | | | | | |
| African American | 47,629 | 8,951 | 18.8% | 47,629 | 7,723 | 16.2% |
| American Indian | 1,183 | 232 | 19.6% | 1,183 | 159 | 13.4% |
| Asian/Pacific Islander | 9,866 | 2,097 | 21.3% | 9,866 | 3,678 | 37.3% |
| Hispanic | 138,006 | 26,638 | 19.3% | 138,006 | 14,460 | 10.5% |
| White | 136,006 | 34,145 | 25.1% | 136,006 | 32,554 | 23.9% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 157,101 | 27,014 | 17.2% | 157,101 | 14,158 | 9.0% |
| English language learners | 26,606 | 2,127 | 8.0% | 26,606 | 451 | 1.7% |
| Students Who Participated in | | | | | | |
| Special education | 40,607 | 5,960 | 14.7% | 40,607 | 880 | 2.2% |
| Students Who Completed Each Graduation Program | | | | | | |
| Special education | 6,520 | 1,103 | 16.9% | 6,520 | 48 | 0.7% |
| Minimum | 29,438 | 6,969 | 23.7% | 29,438 | 731 | 2.5% |
| Recommended | 158,545 | 52,274 | 33.0% | 158,545 | 40,169 | 25.3% |
| Distinguished | 28,009 | 5,241 | 18.7% | 28,009 | 16,201 | 57.8% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Enrollment files, 2006 through 2009; Public College and University Enrollment files, 2006 through 2009; Independent University Enrollment files, 2006 through 2009.
Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2004–05 cohort entered Grade 9 for the first time in the fall 2004 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who enrolled in a Texas two-year college or four-year college or university within one year of actual or expected high school graduation date. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001–02.

Table E32. Percentages of Students in the 2005–06 Entering Grade 9 Cohort Who Enrolled in a Texas Two-Year or Four-Year College or University Within One Year of Actual or Expected High School Graduation Date, by Student Group

| Student Group | Total | Enrolled in a Two-Year College Within One Year of High School Graduation | | Total | Enrolled in a Four-Year College Within One Year of High School Graduation | |
|---|---------|--|------------|---------|---|------------|
| | | Number | Percentage | | Number | Percentage |
| 2005–06 Entering Grade 9 Students | 340,699 | 79,081 | 23.2% | 340,699 | 59,600 | 17.5% |
| Racial/Ethnic Groups | | | | | | |
| African American | 51,244 | 10,565 | 20.6% | 51,244 | 8,492 | 16.6% |
| American Indian | 1,164 | 237 | 20.4% | 1,164 | 153 | 13.1% |
| Asian/Pacific Islander | 10,301 | 2,300 | 22.3% | 10,301 | 3,772 | 36.6% |
| Hispanic | 144,810 | 30,827 | 21.3% | 144,810 | 15,851 | 10.9% |
| White | 133,180 | 35,152 | 26.4% | 133,180 | 31,332 | 23.5% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 167,399 | 32,193 | 19.2% | 167,399 | 16,084 | 9.6% |
| English language learners | 27,704 | 2,604 | 9.4% | 27,704 | 481 | 1.7% |
| Students Who Participated in | | | | | | |
| Special education | 40,082 | 6,568 | 16.4% | 40,082 | 877 | 2.2% |
| Students Who Completed Each Graduation Program | | | | | | |
| Special education | 5,874 | 1,168 | 19.9% | 5,874 | 51 | 0.9% |
| Minimum | 29,066 | 7,381 | 25.4% | 29,066 | 605 | 2.1% |
| Recommended | 167,490 | 57,880 | 34.6% | 167,490 | 40,557 | 24.2% |
| Distinguished | 29,865 | 5,925 | 19.8% | 29,865 | 16,975 | 56.8% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Enrollment files, 2007 through 2010; Public College and University Enrollment files, 2007 through 2010; Independent University Enrollment files, 2007 through 2010.
 Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2005–06 cohort entered Grade 9 for the first time in the fall 2005 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who enrolled in a Texas two-year college or four-year college or university within one year of actual or expected high school graduation date. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001–02.

Table E33. Percentages of Students in the 2006–07 Entering Grade 9 Cohort Who Enrolled in a Texas Two-Year or Four-Year College or University Within One Year of Actual or Expected High School Graduation Date, by Student Group

| Student Group | Total | Enrolled in a Two-Year College Within One Year of High School Graduation | | Total | Enrolled in a Four-Year College Within One Year of High School Graduation | |
|---|---------|--|------------|---------|---|------------|
| | | Number | Percentage | | Number | Percentage |
| 2006–07 Entering Grade 9 Students | 343,329 | 80,734 | 23.5% | 343,329 | 63,053 | 18.4% |
| Racial/Ethnic Groups | | | | | | |
| African American | 50,659 | 11,083 | 21.9% | 50,659 | 9,116 | 18.0% |
| American Indian | 1,192 | 269 | 22.6% | 1,192 | 169 | 14.2% |
| Asian/Pacific Islander | 10,961 | 2,342 | 21.4% | 10,961 | 4,181 | 38.1% |
| Hispanic | 149,341 | 33,352 | 22.3% | 149,341 | 17,851 | 12.0% |
| White | 131,176 | 33,688 | 25.7% | 131,176 | 31,736 | 24.2% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 168,482 | 34,601 | 20.5% | 168,482 | 17,918 | 10.6% |
| English language learners | 28,270 | 3,196 | 11.3% | 28,270 | 544 | 1.9% |
| Students Who Participated in | | | | | | |
| Special education | 39,478 | 6,784 | 17.2% | 39,478 | 887 | 2.2% |
| Students Who Completed Each Graduation Program | | | | | | |
| Special education | 5,572 | 1,070 | 19.2% | 5,572 | 40 | 0.7% |
| Minimum | 30,223 | 7,492 | 24.8% | 30,223 | 484 | 1.6% |
| Recommended | 180,536 | 60,725 | 33.6% | 180,536 | 42,512 | 23.5% |
| Distinguished | 32,602 | 6,145 | 18.8% | 32,602 | 18,784 | 57.6% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Enrollment files, 2008 through 2011; Public College and University Enrollment files, 2008 through 2011; Independent University Enrollment files, 2008 through 2011.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2006–07 cohort entered Grade 9 for the first time in the fall 2006 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who enrolled in a Texas two-year college or four-year college or within one year of actual or expected high school graduation date. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001–02.

Table E34. Percentages of Students in the 2007–08 Entering Grade 9 Cohort Who Enrolled in a Texas Two-Year or Four-Year College or University Within One Year of Actual or Expected High School Graduation Date, by Student Group

| Student Group | Total | Enrolled in a Two-Year College Within One Year of High School Graduation | | Total | Enrolled in a Four-Year College Within One Year of High School Graduation | |
|---|---------|--|------------|---------|---|------------|
| | | Number | Percentage | | Number | Percentage |
| 2007–08 Entering Grade 9 Students | 346,584 | 79,975 | 23.1% | 346,584 | 63,562 | 18.3% |
| Racial/Ethnic Groups | | | | | | |
| African American | 51,421 | 11,596 | 22.6% | 51,421 | 9,179 | 17.9% |
| American Indian | 1,276 | 298 | 23.4% | 1,276 | 197 | 15.4% |
| Asian/Pacific Islander | 11,538 | 2,402 | 20.8% | 11,538 | 4,545 | 39.4% |
| Hispanic | 154,226 | 34,093 | 22.1% | 154,226 | 18,930 | 12.3% |
| White | 128,123 | 31,586 | 24.7% | 128,123 | 30,711 | 24.0% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 171,072 | 35,027 | 20.5% | 171,072 | 18,745 | 11.0% |
| English language learners | 29,799 | 3,586 | 12.0% | 29,799 | 622 | 2.1% |
| Students Who Participated in | | | | | | |
| Special education | 38,882 | 6,402 | 16.5% | 38,882 | 925 | 2.4% |
| Students Who Completed Each Graduation Program | | | | | | |
| Special education | 5,715 | 983 | 17.2% | 5,715 | 35 | 0.6% |
| Minimum | 39,139 | 9,231 | 23.6% | 39,139 | 587 | 1.5% |
| Recommended | 179,139 | 58,875 | 32.9% | 179,139 | 41,677 | 23.3% |
| Distinguished | 34,505 | 6,210 | 18.0% | 34,505 | 20,121 | 58.3% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Enrollment files, 2009 through 2012; Public College and University Enrollment files, 2009 through 2012; Independent University Enrollment files, 2009 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2007–08 cohort entered Grade 9 for the first time in the fall 2007 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who enrolled in a Texas two-year college or four-year college or within one year of actual or expected high school graduation date. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001–02.

Table E35. Percentages of Students in the 2008–09 Entering Grade 9 Cohort Who Enrolled in a Texas Two-Year or Four-Year College or University Within One Year of Actual or Expected High School Graduation Date, by Student Group

| Student Group | Total | Enrolled in a Two-Year College Within One Year of High School Graduation | | Total | Enrolled in a Four-Year College Within One Year of High School Graduation | |
|---|---------|--|------------|---------|---|------------|
| | | Number | Percentage | | Number | Percentage |
| 2008–09 Entering Grade 9 Students | 339,746 | 77,196 | 22.7% | 339,746 | 64,518 | 19.0% |
| Racial/Ethnic Groups | | | | | | |
| African American | 49,023 | 10,874 | 22.2% | 49,023 | 8,956 | 18.3% |
| American Indian | 1,191 | 263 | 22.1% | 1,191 | 160 | 13.4% |
| Asian/Pacific Islander | 12,292 | 2,601 | 21.2% | 12,292 | 4,624 | 37.6% |
| Hispanic | 152,958 | 33,511 | 21.9% | 152,958 | 20,291 | 13.3% |
| White | 124,282 | 29,947 | 24.1% | 124,282 | 30,487 | 24.5% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 171,159 | 34,629 | 20.2% | 171,159 | 19,717 | 11.5% |
| English language learners | 25,381 | 2,844 | 11.2% | 25,381 | 629 | 2.5% |
| Students Who Participated in | | | | | | |
| Special education | 37,188 | 6,151 | 16.5% | 37,188 | 848 | 2.3% |
| Students Who Completed Each Graduation Program | | | | | | |
| Special education | 5,364 | 879 | 16.4% | 5,364 | 33 | 0.6% |
| Minimum | 38,603 | 8,686 | 22.5% | 38,603 | 463 | 1.2% |
| Recommended | 180,001 | 57,408 | 31.9% | 180,001 | 41,078 | 22.8% |
| Distinguished | 37,688 | 6,445 | 17.1% | 37,688 | 21,843 | 58.0% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Enrollment files, 2010 through 2013; Public College and University Enrollment files, 2010 through 2013; Independent University Enrollment files, 2010 through 2013.
 Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2008–09 cohort entered Grade 9 for the first time in the fall 2008 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who enrolled in a Texas two-year college or four-year college or university within one year of actual or expected high school graduation date. Data for Texas independent universities were not available for entering Grade 9 cohorts prior to 2001–02.

Table E36. Percentages of Students in the 2009–10 Entering Grade 9 Cohort Who Enrolled in a Texas Two-Year College Within One Year of Actual or Expected High School Graduation Date, by Student Group

| Student Group | Total | Enrolled in a Two-Year College Within One Year of High School Graduation | | Total | Enrolled in a Four-Year College Within One Year of High School Graduation | |
|---|---------|--|------------|-------|---|------------|
| | | Number | Percentage | | Number | Percentage |
| 2009–10 Entering Grade 9 Students | 352,937 | 79,982 | 22.7% | – | – | – |
| Racial/Ethnic Groups | | | | | | |
| African American | 47,239 | 10,553 | 22.3% | – | – | – |
| American Indian | 2,145 | 481 | 22.4% | – | – | – |
| Asian | 11,884 | 2,381 | 20.0% | – | – | – |
| Hispanic | 166,897 | 36,678 | 22.0% | – | – | – |
| Multiracial | 5,353 | 1,236 | 23.1% | – | – | – |
| Pacific Islander | 416 | 98 | 23.6% | – | – | – |
| White | 119,003 | 28,555 | 24.0% | – | – | – |
| Students Identified as | | | | | | |
| Economically disadvantaged | 188,883 | 38,306 | 20.3% | – | – | – |
| English language learners | 26,458 | 3,099 | 11.7% | – | – | – |
| Students Who Participated in | | | | | | |
| Special education | 36,534 | 6,025 | 16.5% | – | – | – |
| Students Who Completed Each Graduation Program | | | | | | |
| Special education | 5,256 | 894 | 17.0% | – | – | – |
| Minimum | 38,912 | 8,432 | 21.7% | – | – | – |
| Recommended | 18,8643 | 60,148 | 31.9% | – | – | – |
| Distinguished | 40,339 | 6,831 | 16.9% | – | – | – |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Enrollment files, 2011 through 2014.
 Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2009–10 cohort entered Grade 9 for the first time in the fall 2009 semester. Percentages shown in the table represent the students in each entering Grade 9 cohort who enrolled in a Texas two-year college within one year of actual or expected high school graduation date. A dash (–) indicates data for Texas four-year public and independent colleges or universities were not available at the time of analysis.

E.4 Texas Success Initiative (TSI)

Table E37. Percentages of Students in the 2002–03 Entering Grade 9 Cohort Who Met the TSI Readiness Standards in Reading, Mathematics, and Writing, by Student Group

| Student Group | TSI Readiness Standard Reading | | | TSI Readiness Standard Mathematics | | | TSI Readiness Standard Writing | | |
|---|--------------------------------|--------------|------------|------------------------------------|--------------|------------|--------------------------------|--------------|------------|
| | Total | Met Standard | | Total | Met Standard | | Total | Met Standard | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| 2002–03 Entering Grade 9 Students | 121,254 | 63,237 | 52.2% | 121,254 | 57,486 | 47.4% | 141,714 | 89,027 | 62.8% |
| Racial/Ethnic Groups | | | | | | | | | |
| African American | 14,757 | 6,000 | 40.7% | 14,757 | 4,886 | 33.1% | 147,57 | 7,042 | 47.7% |
| American Indian | 302 | 148 | 49.0% | 302 | 124 | 41.1% | 302 | 156 | 51.7% |
| Asian/Pacific Islander | 5,480 | 3,309 | 60.4% | 5,480 | 3,379 | 61.7% | 5,480 | 3,476 | 63.4% |
| Hispanic | 34,997 | 15,212 | 43.5% | 34,997 | 13,658 | 39.0% | 34,997 | 177,02 | 50.6% |
| White | 65,718 | 38,568 | 58.7% | 65,718 | 35,439 | 53.9% | 65,718 | 39,908 | 60.7% |
| Students Identified as | | | | | | | | | |
| Economically disadvantaged | 33,697 | 13,549 | 40.2% | 33,697 | 12,063 | 35.8% | 33,697 | 15,905 | 47.2% |
| English language learners | 2,454 | 470 | 19.2% | 2,454 | 645 | 26.3% | 2,454 | 664 | 27.1% |
| Students Who Participated in | | | | | | | | | |
| Special education | 6,389 | 1,344 | 21.0% | 6,389 | 1,035 | 16.2% | 6,389 | 1,543 | 24.2% |
| Students Who Completed Each Graduation Program | | | | | | | | | |
| Special education | 1,075 | 78 | 7.3% | 1,075 | 36 | 3.3% | 1,075 | 157 | 14.6% |
| Minimum High School Program | 10,685 | 3,431 | 32.1% | 10,685 | 2,288 | 21.4% | 10,685 | 3,937 | 36.8% |
| Recommended High School Program | 85,118 | 46,552 | 54.7% | 85,118 | 42,484 | 49.9% | 85,118 | 50,701 | 59.6% |
| Distinguished Achievement Program | 18,054 | 12,084 | 66.9% | 18,054 | 11,822 | 65.5% | 18,054 | 12,170 | 67.4% |

Source: Texas Higher Education Coordinating Board (THECB), TSI Pass file, fiscal years 2004 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2002–03 cohort entered Grade 9 for the first time in the fall 2002 semester. Percentages shown in the table represent the students in each cohort of entering Grade 9 students who enrolled in a Texas two-year college or public or independent four-year college or university within one year of actual or expected high school graduation date who met the TSI Readiness Standards in mathematics, reading, and writing, by student group.

Table E38. Percentages of Students in the 2003–04 Entering Grade 9 Cohort Who Met the TSI Readiness Standards in Reading, Mathematics, and Writing, by Student Group

| Student Group | TSI Readiness Standard Reading | | | TSI Readiness Standard Mathematics | | | TSI Readiness Standard Writing | | |
|---|--------------------------------|--------------|------------|------------------------------------|--------------|------------|--------------------------------|--------------|------------|
| | Total | Met Standard | | Total | Met Standard | | Total | Met Standard | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| 2003–04 Entering Grade 9 Students | 124,161 | 68,564 | 55.2% | 124,161 | 61,884 | 49.8% | 124,161 | 72,687 | 58.5% |
| Racial/Ethnic Groups | | | | | | | | | |
| African American | 15,554 | 6,892 | 44.3% | 15,554 | 5,812 | 37.4% | 15,554 | 7,829 | 50.3% |
| American Indian | 354 | 190 | 53.7% | 354 | 164 | 46.3% | 354 | 199 | 56.2% |
| Asian/Pacific Islander | 5,769 | 3,805 | 66.0% | 5,769 | 3,799 | 65.9% | 5,769 | 3,952 | 68.5% |
| Hispanic | 36,946 | 17,592 | 47.6% | 36,946 | 15,401 | 41.7% | 36,946 | 19,528 | 52.9% |
| White | 65,538 | 40,085 | 61.2% | 65,538 | 36,708 | 56.0% | 65,538 | 41,179 | 62.8% |
| Students Identified as | | | | | | | | | |
| Economically disadvantaged | 35,498 | 15,870 | 44.7% | 35,498 | 13,937 | 39.3% | 35,498 | 17,743 | 50.0% |
| English language learners | 2,322 | 543 | 23.4% | 2,322 | 647 | 27.9% | 2,322 | 666 | 28.7% |
| Students Who Participated in | | | | | | | | | |
| Special education | 6,537 | 1,569 | 24.0% | 6,537 | 1,188 | 18.2% | 6,537 | 1,767 | 27.0% |
| Students Who Completed Each Graduation Program | | | | | | | | | |
| Special education | 1,112 | 119 | 10.7% | 1,112 | 62 | 5.6% | 1,112 | 171 | 15.4% |
| Minimum High School Program | 9,419 | 3,206 | 34.0% | 9,419 | 2,154 | 22.9% | 9,419 | 3,608 | 38.3% |
| Recommended High School Program | 86,785 | 50,719 | 58.4% | 86,785 | 45,864 | 52.8% | 86,785 | 54,041 | 62.3% |
| Distinguished Achievement Program | 19,255 | 13,237 | 68.7% | 19,255 | 12,903 | 67.0% | 19,255 | 13,310 | 69.1% |

Source: Texas Higher Education Coordinating Board (THECB), TSI Pass file, fiscal years 2004 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2003–04 cohort entered Grade 9 for the first time in the fall 2003 semester. Percentages shown in the table represent the students in each cohort of entering Grade 9 students who enrolled in a Texas two-year college or public or independent four-year college or university within one year of actual or expected high school graduation date who met the TSI Readiness Standards in mathematics, reading, and writing, by student group.

Table E39. Percentages of Students in the 2004–05 Entering Grade 9 Cohort Who Met the TSI Readiness Standards in Reading, Mathematics, and Writing, by Student Group

| Student Group | TSI Readiness Standard Reading | | | TSI Readiness Standard Mathematics | | | TSI Readiness Standard Writing | | |
|---|--------------------------------|--------------|------------|------------------------------------|--------------|------------|--------------------------------|--------------|------------|
| | Total | Met Standard | | Total | Met Standard | | Total | Met Standard | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| 2004–05 Entering Grade 9 Students | 13,0637 | 73,201 | 56.0% | 130,637 | 66,205 | 50.7% | 130,637 | 77,412 | 59.3% |
| Racial/Ethnic Groups | | | | | | | | | |
| African American | 16,674 | 7,431 | 44.6% | 16,674 | 6,320 | 37.9% | 16,674 | 8,430 | 50.6% |
| American Indian | 391 | 206 | 52.7% | 391 | 182 | 46.5% | 391 | 218 | 55.8% |
| Asian/Pacific Islander | 5,775 | 3,893 | 67.4% | 5,775 | 3,900 | 67.5% | 5,775 | 4,028 | 69.7% |
| Hispanic | 41,098 | 20,401 | 49.6% | 41,098 | 17,982 | 43.8% | 41,098 | 22,475 | 54.7% |
| White | 66,699 | 41,270 | 61.9% | 66,699 | 37,821 | 56.7% | 66,699 | 42,261 | 63.4% |
| Students Identified as | | | | | | | | | |
| Economically disadvantaged | 41,172 | 19,066 | 46.3% | 41,172 | 16,829 | 40.9% | 41,172 | 21,128 | 51.3% |
| English language learners | 2,578 | 598 | 23.2% | 2,578 | 759 | 29.4% | 2,578 | 762 | 29.6% |
| Students Who Participated in | | | | | | | | | |
| Special education | 6,840 | 1,625 | 23.8% | 6,840 | 1,315 | 19.2% | 6,840 | 1,877 | 27.4% |
| Students Who Completed Each Graduation Program | | | | | | | | | |
| Special education | 1,151 | 150 | 13.0% | 1,151 | 84 | 7.3% | 1,151 | 182 | 15.8% |
| Minimum High School Program | 7,700 | 2,468 | 32.1% | 7,700 | 1,659 | 21.5% | 7,700 | 2,819 | 36.6% |
| Recommended High School Program | 92,443 | 54,299 | 58.7% | 92,443 | 48,976 | 53.0% | 92,443 | 57,754 | 62.5% |
| Distinguished Achievement Program | 21,442 | 14,894 | 69.5% | 21,442 | 14,527 | 67.8% | 21,442 | 14,994 | 69.9% |

Source: Texas Higher Education Coordinating Board (THECB), TSI Pass file, fiscal years 2004 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2004–05 cohort entered Grade 9 for the first time in the fall 2004 semester. Percentages shown in the table represent the students in each cohort of entering Grade 9 students who enrolled in a Texas two-year college or public or independent four-year college or university within one year of actual or expected high school graduation date who met the TSI Readiness Standards in mathematics, reading, and writing, by student group.

Table E40. Percentages of Students in the 2005–06 Entering Grade 9 Cohort Who Met the TSI Readiness Standards in Reading, Mathematics, and Writing, by Student Group

| Student Group | TSI Readiness Standard Reading | | | TSI Readiness Standard Mathematics | | | TSI Readiness Standard Writing | | |
|---|--------------------------------|--------------|------------|------------------------------------|--------------|------------|--------------------------------|--------------|------------|
| | Total | Met Standard | | Total | Met Standard | | Total | Met Standard | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| 2005–06 Entering Grade 9 Students | 138,681 | 78,436 | 56.6% | 138,681 | 70,835 | 51.1% | 138,681 | 80,428 | 58.0% |
| Racial/Ethnic Groups | | | | | | | | | |
| African American | 19,057 | 8,941 | 46.9% | 19,057 | 7,299 | 38.3% | 19,057 | 9,297 | 48.8% |
| American Indian | 390 | 244 | 62.6% | 390 | 208 | 53.3% | 390 | 242 | 62.1% |
| Asian/Pacific Islander | 6,072 | 4,245 | 69.9% | 6,072 | 4,255 | 70.1% | 6,072 | 4,321 | 71.2% |
| Hispanic | 46,678 | 24,183 | 51.8% | 46,678 | 21,491 | 46.0% | 46,678 | 25,610 | 54.9% |
| White | 66,484 | 40,823 | 61.4% | 66,484 | 37,582 | 56.5% | 66,484 | 40,958 | 61.6% |
| Students Identified as | | | | | | | | | |
| Economically disadvantaged | 48,277 | 23,407 | 48.5% | 48,277 | 20,669 | 42.8% | 48,277 | 24,710 | 51.2% |
| English language learners | 3,085 | 821 | 26.6% | 3,085 | 1,018 | 33.0% | 3,085 | 967 | 31.3% |
| Students Who Participated in | | | | | | | | | |
| Special education | 7,445 | 1,932 | 26.0% | 7,445 | 1,470 | 19.7% | 7,445 | 2,055 | 27.6 |
| Students Who Completed Each Graduation Program | | | | | | | | | |
| Special education | 1,110 | 167 | 15.0% | 1,110 | 90 | 8.1% | 1,219 | 196 | 16.1% |
| Minimum High School Program | 7,976 | 2,593 | 32.5% | 7,976 | 1,623 | 20.3% | 7,986 | 2,754 | 34.5% |
| Recommended High School Program | 103,237 | 62,222 | 60.3% | 103,237 | 56,363 | 54.6% | 98,437 | 59,780 | 60.7% |
| Distinguished Achievement Program | 24,929 | 18,052 | 72.4% | 24,929 | 17,662 | 70.8% | 22,900 | 16,133 | 70.4% |

Source: Texas Higher Education Coordinating Board (THECB), TSI Pass file, fiscal years 2004 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2005–06 cohort entered Grade 9 for the first time in the fall 2005 semester. Percentages shown in the table represent the students in each cohort of entering Grade 9 students who enrolled in a Texas two-year college or public or independent four-year college or university within one year of actual or expected high school graduation date who met the TSI Readiness Standards in mathematics, reading, and writing, by student group.

Table E41. Percentages of Students in the 2006–07 Entering Grade 9 Cohort Who Met the TSI Readiness Standards in Reading, Mathematics, and Writing, by Student Group

| Student Group | TSI Readiness Standard Reading | | | TSI Readiness Standard Mathematics | | | TSI Readiness Standard Writing | | |
|---|--------------------------------|--------------|------------|------------------------------------|--------------|------------|--------------------------------|--------------|------------|
| | Total | Met Standard | | Total | Met Standard | | Total | Met Standard | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| 2006–07 Entering Grade 9 Students | 143,787 | 84,278 | 58.6% | 143,787 | 76,556 | 53.2% | 143,787 | 85,024 | 59.1% |
| Racial/Ethnic Groups | | | | | | | | | |
| African American | 20,199 | 9,956 | 49.3% | 20,199 | 8,349 | 41.3% | 20,199 | 10,125 | 50.1% |
| American Indian | 438 | 254 | 58.0% | 438 | 219 | 50.0% | 438 | 258 | 58.9% |
| Asian/Pacific Islander | 6,523 | 4,649 | 71.3% | 6,523 | 4,615 | 70.7% | 6,523 | 4,707 | 72.2% |
| Hispanic | 51,203 | 27,874 | 54.4% | 51,203 | 25,043 | 48.9% | 51,203 | 28,515 | 55.7% |
| White | 65,424 | 41,545 | 63.5% | 65,424 | 38,330 | 58.6% | 65,424 | 41,419 | 63.3% |
| Students Identified as | | | | | | | | | |
| Economically disadvantaged | 52,519 | 26,985 | 51.4% | 52,519 | 24,235 | 46.1% | 52,519 | 27,538 | 52.4% |
| English language learners | 3,740 | 1,005 | 26.9% | 3,740 | 1,246 | 33.3% | 3,740 | 1,107 | 29.6% |
| Students Who Participated in | | | | | | | | | |
| Special education | 7,671 | 2,040 | 26.6% | 7,671 | 1,624 | 21.2% | 7,671 | 2,058 | 26.8% |
| Students Who Completed Each Graduation Program | | | | | | | | | |
| Special education | 1,110 | 167 | 15.0% | 1,110 | 90 | 8.1% | 1,110 | 166 | 15.0% |
| Minimum High School Program | 7,976 | 2,593 | 32.5% | 7,976 | 1,623 | 20.3% | 7,976 | 2,646 | 33.2% |
| Recommended High School Program | 103,237 | 62,222 | 60.3% | 103,237 | 56,363 | 54.6% | 103,237 | 62,922 | 60.9% |
| Distinguished Achievement Program | 24,929 | 18,052 | 72.4% | 24,929 | 17,662 | 70.8% | 24,929 | 18,052 | 72.4% |

Source: Texas Higher Education Coordinating Board (THECB), TSI Pass file, fiscal years 2004 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2006–07 cohort entered Grade 9 for the first time in the fall 2006 semester. Percentages shown in the table represent the students in each cohort of entering Grade 9 students who enrolled in a Texas two-year college or public or independent four-year college or university within one year of actual or expected high school graduation date who met the TSI Readiness Standards in mathematics, reading, and writing, by student group.

Table E42. Percentages of Students in the 2007–08 Entering Grade 9 Cohort Who Met the TSI Readiness Standards in Reading, Mathematics, and Writing, by Student Group

| Student Group | TSI Readiness Standard Reading | | | TSI Readiness Standard Mathematics | | | TSI Readiness Standard Writing | | |
|---|--------------------------------|--------------|------------|------------------------------------|--------------|------------|--------------------------------|--------------|------------|
| | Total | Met Standard | | Total | Met Standard | | Total | Met Standard | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| 2007–08 Entering Grade 9 Students | 143,537 | 86,188 | 60.0% | 143,537 | 81,106 | 56.5% | 143,537 | 86,260 | 60.1% |
| Racial/Ethnic Groups | | | | | | | | | |
| African American | 20,775 | 10,210 | 49.1% | 20,775 | 9,084 | 43.7% | 20,775 | 10,306 | 49.6% |
| American Indian | 495 | 277 | 56.0% | 495 | 263 | 53.1% | 495 | 275 | 55.6% |
| Asian/Pacific Islander | 6,947 | 5,052 | 72.7% | 6,947 | 5,051 | 72.7% | 6,947 | 5,099 | 73.4% |
| Hispanic | 53,023 | 30,301 | 57.1% | 53,023 | 28,152 | 53.1% | 53,023 | 30,454 | 57.4% |
| White | 62,297 | 40,348 | 64.8% | 62,297 | 38,556 | 61.9% | 62,297 | 40,126 | 64.4% |
| Students Identified as | | | | | | | | | |
| Economically disadvantaged | 53,772 | 28,735 | 53.4% | 53,772 | 26,830 | 49.9% | 53,772 | 28,898 | 53.7% |
| English language learners | 4,208 | 1,208 | 28.7% | 4,208 | 1,524 | 36.2% | 4,208 | 1,252 | 29.8% |
| Students Who Participated in | | | | | | | | | |
| Special education | 7,327 | 2,040 | 27.8% | 7,327 | 1,865 | 25.5% | 7,327 | 2,042 | 27.9% |
| Students Who Completed Each Graduation Program | | | | | | | | | |
| Special education | 1,018 | 141 | 13.9% | 1,018 | 131 | 12.9% | 1,018 | 170 | 16.7% |
| Minimum High School Program | 9,818 | 3,488 | 35.5% | 9,818 | 2,549 | 26.0% | 9,818 | 3,484 | 35.5% |
| Recommended High School Program | 100,552 | 61,969 | 61.6% | 100,552 | 58,378 | 58.1% | 100,552 | 62,076 | 61.7% |
| Distinguished Achievement Program | 26,331 | 19,374 | 73.6% | 26,331 | 19,125 | 72.6% | 26,331 | 19,325 | 73.4% |

Source: Texas Higher Education Coordinating Board (THECB), TSI Pass file, fiscal years 2004 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2007–08 cohort entered Grade 9 for the first time in the fall 2007 semester. Percentages shown in the table represent the students in each cohort of entering Grade 9 students who enrolled in a Texas two-year college or public or independent four-year college or university within one year of actual or expected high school graduation date who met the TSI Readiness Standards in mathematics, reading, and writing, by student group.

Table E43. Percentages of Students in the 2008–09 Entering Grade 9 Cohort Who Met the TSI Readiness Standards in Reading, Mathematics, and Writing, by Student Group

| Student Group | TSI Readiness Standard Reading | | | TSI Readiness Standard Mathematics | | | TSI Readiness Standard Writing | | |
|---|--------------------------------|--------------|------------|------------------------------------|--------------|------------|--------------------------------|--------------|------------|
| | Total | Met Standard | | Total | Met Standard | | Total | Met Standard | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| 2008–09 Entering Grade 9 Students | 141,714 | 89,207 | 62.9% | 141,714 | 83,790 | 59.1% | 141,714 | 89,027 | 62.8% |
| Racial/Ethnic Groups | | | | | | | | | |
| African American | 19,830 | 10,492 | 52.9% | 19,830 | 9,390 | 47.4% | 53.1% | 10,538 | 53.1% |
| American Indian | 423 | 268 | 63.4% | 423 | 257 | 60.8% | 62.6% | 265 | 62.6% |
| Asian/Pacific Islander | 7,225 | 5,368 | 74.3% | 7,225 | 5,354 | 74.1% | 74.7% | 5,395 | 74.7% |
| Hispanic | 53,802 | 32,225 | 59.9% | 53,802 | 30,053 | 55.9% | 60.0% | 32,282 | 60.0% |
| White | 60,434 | 40,854 | 67.6% | 60,434 | 38,736 | 64.1% | 67.1% | 40,547 | 67.1% |
| Students Identified as | | | | | | | | | |
| Economically disadvantaged | 54,346 | 30,580 | 56.3% | 54,346 | 28,594 | 52.6% | 54,346 | 30,595 | 56.3% |
| English language learners | 3,473 | 1,055 | 30.4% | 3,473 | 1,392 | 40.1% | 3,473 | 1,050 | 30.2% |
| Students Who Participated in | | | | | | | | | |
| Special education | 6,999 | 2,026 | 28.9% | 6,999 | 1,839 | 26.3% | 6,999 | 2,030 | 29.0% |
| Students Who Completed Each Graduation Program | | | | | | | | | |
| Special education | 912 | 128 | 14.0% | 912 | 117 | 12.8% | 912 | 126 | 13.8% |
| Minimum High School Program | 9,149 | 3,148 | 34.4% | 9,149 | 2,363 | 25.8% | 9,149 | 3,199 | 35.0% |
| Recommended High School Program | 98,486 | 63,456 | 64.4% | 98,486 | 59,406 | 60.3% | 98,486 | 63,280 | 64.3% |
| Distinguished Achievement Program | 28,288 | 21,399 | 75.6% | 28,288 | 21,106 | 74.6% | 28,288 | 21,347 | 75.5% |

Source: Texas Higher Education Coordinating Board (THECB), TSI Pass file, fiscal years 2004 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2008–09 cohort entered Grade 9 for the first time in the fall 2008 semester. Percentages shown in the table represent the students in each cohort of entering Grade 9 students who enrolled in a Texas two-year college or public or independent four-year college or university within one year of actual or expected high school graduation date who met the TSI Readiness Standards in mathematics, reading, and writing, by student group.

E.5 Two-Year and Four-Year College Graduation and Persistence

Table E44. Percentages of Students in the 1997–98 Entering Grade 9 Cohort Who Earned an Associate’s Degree or Workforce Certificate or Were Enrolled in a Texas Two-Year College Within Three Years of Actual or Expected High School Graduation Date or Who Earned a Bachelor’s Degree or Were Enrolled in a Texas Public or Independent Four-Year College or University Within Five Years of Actual or Expected High School Graduation Date

| Student Group | Total | Graduated or Enrolled in a Two-Year College | | Total | Graduated or Enrolled in a Four-Year College | |
|---|---------|---|------------|---------|--|------------|
| | | Number | Percentage | | Number | Percentage |
| 1997–98 Entering Grade 9 Students | 296,000 | 21,862 | 7.4% | 296,000 | 29,703 | 10.0% |
| Racial/Ethnic Groups | | | | | | |
| African American | 41,021 | 1,761 | 4.3% | 41,021 | 2,754 | 6.7% |
| American Indian | 763 | 36 | 4.7% | 763 | 41 | 5.4% |
| Asian/Pacific Islander | 7,646 | 764 | 10.0% | 7,646 | 2,129 | 27.8% |
| Hispanic | 107,177 | 7,160 | 6.7% | 107,177 | 5,337 | 5.0% |
| White | 139,393 | 12,141 | 8.7% | 139,393 | 19,442 | 13.9% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 115,372 | 6,207 | 5.4% | 115,372 | 4,423 | 3.8% |
| English language learners | 23,029 | 930 | 4.0% | 23,029 | 380 | 1.7% |
| Students Who Participated in | | | | | | |
| Special education | 36,537 | 1,468 | 4.0% | 36,537 | 394 | 1.1% |
| Students Who Completed Each Graduation Program | | | | | | |
| Pre-Minimum, Recommended, and Distinguished | 11,773 | 1,381 | 11.7% | 11,773 | 793 | 6.7% |
| Special education | 5,454 | 256 | 4.7% | 5,454 | 15 | 0.3% |
| Minimum High School Program | 68,432 | 6,685 | 9.8% | 68,432 | 4,326 | 6.3% |
| Recommended High School Program | 89,372 | 11,260 | 12.6% | 89,372 | 19,730 | 22.1% |
| Distinguished Achievement Program | 9,929 | 815 | 8.2% | 9,929 | 4,241 | 42.7% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Graduation files, 1999 through 2004; Public University Graduation files, 1999 through 2005

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997–98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the table represent the students in each entering cohort of Grade 9 students who earned an Associate’s degree or a Level-1, Level-2, or Advanced Technology certificate from a Texas two-year college within three years or were enrolled within four years of their actual or expected high school graduation date. Percentages shown in the table represent the students in each entering cohort of Grade 9 students who earned a bachelor’s degree within four years or were enrolled in a Texas public four-year university or college within five years of their expected or actual high school graduation date. Data for Texas independent four-year colleges and universities were not available for this cohort.

Table E45. Percentages of Students in the 1998–99 Entering Grade 9 Cohort Who Earned an Associate’s Degree or Workforce Certificate Within Three Years or Were Enrolled in a Texas Two-Year College Within Four Years of Actual or Expected High School Graduation Date or Who Earned a Bachelor’s Degree Within Four Years or Were Enrolled in a Texas Public Four-Year College or University Within Five Years of Actual or Expected High School Graduation Date

| Student Group | Total | Graduated or Enrolled in a Two-Year College | | Total | Graduated or Enrolled in a Four-Year College | |
|---|---------|---|------------|---------|--|------------|
| | | Number | Percentage | | Number | Percentage |
| 1998–99 Entering Grade 9 Students | 299,443 | 21,209 | 7.1% | 299,443 | 30,554 | 10.2% |
| Racial/Ethnic Groups | | | | | | |
| African American | 41,768 | 1,643 | 3.9% | 41,768 | 2,794 | 6.7% |
| American Indian | 770 | 47 | 6.1% | 770 | 56 | 7.3% |
| Asian/Pacific Islander | 7,864 | 725 | 9.2% | 7,864 | 2,063 | 26.2% |
| Hispanic | 109,038 | 7,020 | 6.4% | 109,038 | 5,629 | 5.2% |
| White | 140,003 | 11,774 | 8.4% | 140,003 | 20,012 | 14.3% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 117,171 | 6,059 | 5.2% | 117,171 | 4,667 | 4.0% |
| English language learners | 23,037 | 891 | 3.9% | 23,037 | 385 | 1.7% |
| Students Who Participated in | | | | | | |
| Special education | 38,369 | 1,513 | 3.9% | 38,369 | 393 | 1.0% |
| Students Who Completed Each Graduation Program | | | | | | |
| Pre-Minimum, Recommended, and Distinguished | 6,870 | 784 | 11.4% | 6,870 | 638 | 9.3% |
| Special education | 4,871 | 201 | 4.1% | 4,871 | 8 | 0.2% |
| Minimum High School Program | 61,697 | 5,336 | 8.6% | 61,697 | 2,955 | 4.8% |
| Recommended High School Program | 103,406 | 12,689 | 12.3% | 103,406 | 21,168 | 20.5% |
| Distinguished Achievement Program | 11,985 | 969 | 8.1% | 11,985 | 5,249 | 43.8% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Graduation files, 2000 through 2005; Public University Graduation files, 2000 through 2006.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1998–99 cohort entered Grade 9 for the first time in the fall 1998 semester. Percentages shown in the table represent the students in each entering cohort of Grade 9 students who earned an Associate’s degree or a Level-1, Level-2, or Advanced Technology certificate from a Texas two-year college within three years or were enrolled within four years of their actual or expected high school graduation date. Percentages shown in the table represent the students in each entering cohort of Grade 9 students who earned a bachelor’s degree within four years or were enrolled in a Texas public four-year university or college within five years of their expected or actual high school graduation date. Data for Texas independent four-year colleges and universities were not available for this cohort.

Table E46. Percentages of Students in the 1999–00 Entering Grade 9 Cohort Who Earned an Associate’s Degree or Workforce Certificate Within Three Years or Were Enrolled in a Texas Two-Year College Within Four Years of Actual or Expected High School Graduation Date or Who Earned a Bachelor’s Degree Within Four Years or Were Enrolled in a Texas Public Four-Year College or University Within Five Years of Actual or Expected High School Graduation Date

| Student Group | Total | Graduated or Enrolled in a Two-Year College | | Total | Graduated or Enrolled in a Four-Year College | |
|---|---------|---|------------|---------|--|------------|
| | | Number | Percentage | | Number | Percentage |
| 1999–00 Entering Grade 9 Students | 308,238 | 22,882 | 7.4% | 308,238 | 31,933 | 10.4% |
| Racial/Ethnic Groups | | | | | | |
| African American | 43,400 | 1,842 | 4.2% | 43,400 | 2,890 | 6.7% |
| American Indian | 815 | 52 | 6.4% | 815 | 59 | 7.2% |
| Asian/Pacific Islander | 8,155 | 843 | 10.3% | 8,155 | 2,159 | 26.5% |
| Hispanic | 113,840 | 7,735 | 6.8% | 113,840 | 6,009 | 5.3% |
| White | 142,028 | 12,410 | 8.7% | 142,028 | 20,816 | 14.7% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 121,523 | 6,768 | 5.6% | 121,523 | 4,876 | 4.0% |
| English language learners | 23,454 | 914 | 3.9% | 23,454 | 286 | 1.2% |
| Students Who Participated in | | | | | | |
| Special education | 39,248 | 1,619 | 4.1% | 39,248 | 399 | 1.0% |
| Students Who Completed Each Graduation Program | | | | | | |
| Pre-Minimum, Recommended, and Distinguished | 3,789 | 312 | 8.2% | 3,789 | 268 | 7.1% |
| Special education | 5,007 | 191 | 3.8% | 5,007 | 5 | 0.1% |
| Minimum High School Program | 59,070 | 5,005 | 8.5% | 59,070 | 2,018 | 3.4% |
| Recommended High School Program | 119,379 | 14,754 | 12.4% | 119,379 | 22,268 | 18.7% |
| Distinguished Achievement Program | 15,810 | 1,425 | 9.0% | 15,810 | 6,837 | 43.2% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Graduation files, 2001 through 2006; Public University Graduation files, 2001 through 2007.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1999–00 cohort entered Grade 9 for the first time in the fall 1999 semester. Percentages shown in the table represent the students in each entering cohort of Grade 9 students who earned an Associate’s degree or a Level-1, Level-2, or Advanced Technology certificate from a Texas two-year college within three years or were enrolled within four years of their actual or expected high school graduation date. Percentages shown in the table represent the students in each entering cohort of Grade 9 students who earned a bachelor’s degree within four years or were enrolled in a Texas public four-year university or college within five years of their expected or actual high school graduation date. Data for Texas independent four-year colleges and universities were not available for this cohort. Data for Texas independent four-year colleges and universities were not available for this cohort.

Table E47. Percentages of Students in the 2000–01 Entering Grade 9 Cohort Who Earned an Associate’s Degree or Workforce Certificate Within Three Years or Were Enrolled in a Texas Two-Year College Within Four Years of Actual or Expected High School Graduation Date or Who Earned a Bachelor’s Degree Within Four Years or Were Enrolled in a Texas Public Four-Year College or University Within Five Years of Actual or Expected High School Graduation Date

| Student Group | Total | Graduated or Enrolled in a Two-Year College | | Total | Graduated or Enrolled in a Four-Year College | |
|---|---------|---|------------|---------|--|------------|
| | | Number | Percentage | | Number | Percentage |
| 2000–01 Entering Grade 9 Students | 310,812 | 23,482 | 7.6% | 310,812 | 32,660 | 10.5% |
| Racial/Ethnic Groups | | | | | | |
| African American | 43,759 | 1,946 | 4.4% | 43,759 | 3,141 | 7.2% |
| American Indian | 901 | 55 | 6.1% | 901 | 62 | 6.9% |
| Asian/Pacific Islander | 8,372 | 866 | 10.3% | 8,372 | 2,238 | 26.7% |
| Hispanic | 118,149 | 8,457 | 7.2% | 118,149 | 6,295 | 5.3% |
| White | 139,631 | 12,158 | 8.7% | 139,631 | 20,924 | 15.0% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 125,178 | 7,286 | 5.8% | 125,178 | 5,063 | 4.0% |
| English language learners | 24,660 | 939 | 3.8% | 24,660 | 292 | 1.2% |
| Students Who Participated in | | | | | | |
| Special education | 39,783 | 1,656 | 4.2% | 39,783 | 415 | 1.0% |
| Students Who Completed Each Graduation Program | | | | | | |
| Pre-Minimum, Recommended, and Distinguished | 439 | 30 | 6.8% | 439 | 12 | 2.7% |
| Special education | 5,717 | 229 | 4.0% | 5,717 | 8 | 0.1% |
| Minimum High School Program | 54,900 | 4,143 | 7.5% | 54,900 | 1,141 | 2.1% |
| Recommended High School Program | 131,765 | 16,255 | 12.3% | 131,765 | 23,032 | 17.5% |
| Distinguished Achievement Program | 18,657 | 1,705 | 9.1% | 18,657 | 7,998 | 42.9% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Graduation files, 2002 through 2007; Public University Graduation files, 2002 through 2008.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2000–01 cohort entered Grade 9 for the first time in the fall 2000 semester. Percentages shown in the table represent the students in each entering cohort of Grade 9 students who earned an Associate’s degree or a Level-1, Level-2, or Advanced Technology certificate from a Texas two-year college within three years or were enrolled within four years of their actual or expected high school graduation date. Percentages shown in the table represent the students in each entering cohort of Grade 9 students who earned a bachelor’s degree within four years or were enrolled in a Texas public four-year university or college within five years of their expected or actual high school graduation date. Data for Texas independent four-year colleges and universities were not available for this cohort.

Table E48. Percentages of Students in the 2001–02 Entering Grade 9 Cohort Who Earned an Associate’s Degree or Workforce Certificate Within Three Years or Were Enrolled in a Texas Two-Year College Within Four Years of Actual or Expected High School Graduation Date or Who Earned a Bachelor’s Degree Within Four Years or Were Enrolled in a Texas Public or Independent Four-Year College or University Within Five Years of Actual or Expected High School Graduation Date

| Student Group | Total | Graduated or Enrolled in a Two-Year College | | Total | Graduated or Enrolled in a Four-Year College | |
|---|---------|---|------------|---------|--|------------|
| | | Number | Percentage | | Number | Percentage |
| 2001–02 Entering Grade 9 Students | 314,970 | 23,966 | 7.6% | 314,970 | 40,577 | 12.9% |
| Racial/Ethnic Groups | | | | | | |
| African American | 44,975 | 2,122 | 4.7% | 44,975 | 3,880 | 8.6% |
| American Indian | 885 | 65 | 7.3% | 885 | 79 | 8.9% |
| Asian/Pacific Islander | 8,747 | 883 | 10.1% | 8,747 | 2,619 | 29.9% |
| Hispanic | 123,345 | 8,807 | 7.1% | 123,345 | 7,797 | 6.3% |
| White | 137,018 | 12,089 | 8.8% | 137,018 | 26,202 | 19.1% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 133,635 | 7,544 | 5.6% | 133,635 | 6,352 | 4.8% |
| English language learners | 26,006 | 865 | 3.3% | 26,006 | 323 | 1.2% |
| Students Who Participated in | | | | | | |
| Special education | 41,047 | 1,754 | 4.3% | 41,047 | 514 | 1.3% |
| Students Who Completed Each Graduation Program | | | | | | |
| Pre-Minimum, Recommended, and Distinguished | 44 | 1 | 2.3% | 44 | 0 | 0.0% |
| Special education | 6,121 | 242 | 4.0% | 6,121 | 11 | 0.2% |
| Minimum High School Program | 46,782 | 3,687 | 7.9% | 46,782 | 1,032 | 2.2% |
| Recommended High School Program | 139,146 | 17,038 | 12.2% | 139,146 | 28,270 | 20.3% |
| Distinguished Achievement Program | 20,291 | 1,867 | 9.2% | 20,291 | 10,555 | 52.0% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Graduation, files 2003 through 2008; Public University Graduation files, 2003 through 2009; Independent University Graduation files, 2003 through 2010.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2001–02 cohort entered Grade 9 for the first time in the fall 2001 semester. Percentages shown in the table represent the students in each entering cohort of Grade 9 students who earned an Associate’s degree or a Level-1, Level-2, or Advanced Technology certificate from a Texas two-year college within three years or were enrolled within four years of their actual or expected high school graduation date. Percentages shown in the table represent the students in each entering cohort of Grade 9 students who earned a bachelor’s degree within four years or were enrolled in a Texas public or independent four-year university or college within five years of their expected or actual high school graduation date.

Table E49. Percentages of Students in the 2002–03 Entering Grade 9 Cohort Who Earned an Associate’s Degree or Workforce Certificate Within Three Years or Were Enrolled in a Texas Two-Year College Within Four Years of Actual or Expected High School Graduation Date or Who Earned a Bachelor’s Degree Within Four Years or Were Enrolled in a Texas Public or Independent Four-Year College or University Within Five Years of Actual or Expected High School Graduation Date

| Student Group | Total | Graduated or Enrolled in a Two-Year College | | Total | Graduated or Enrolled in a Four-Year College | |
|---|---------|---|------------|---------|--|------------|
| | | Number | Percentage | | Number | Percentage |
| 2002–03 Entering Grade 9 Students | 321,812 | 25,711 | 8.0% | 321,812 | 42,362 | 13.2% |
| Racial/Ethnic Groups | | | | | | |
| African American | 45,452 | 2,203 | 4.8% | 45,452 | 4,068 | 9.0% |
| American Indian | 939 | 63 | 6.7% | 939 | 92 | 9.8% |
| Asian/Pacific Islander | 9,514 | 1,001 | 10.5% | 9,514 | 2,992 | 31.4% |
| Hispanic | 128,523 | 9,656 | 7.5% | 128,523 | 8,413 | 6.5% |
| White | 137,384 | 12,788 | 9.3% | 137,384 | 26,797 | 19.5% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 141,612 | 8,460 | 6.0% | 141,612 | 7,098 | 5.0% |
| English language learners | 26,819 | 859 | 3.2% | 26,819 | 321 | 1.2% |
| Students Who Participated in | | | | | | |
| Special education | 40,952 | 1,811 | 4.4% | 40,952 | 521 | 1.3% |
| Students Who Completed Each Graduation Program | | | | | | |
| Special education | 6,530 | 287 | 4.4% | 6,530 | 16 | 0.2% |
| Minimum High School Program | 39,583 | 3,016 | 7.6% | 39,583 | 718 | 1.8% |
| Recommended High School Program | 143,831 | 18,787 | 13.1% | 143,831 | 28,511 | 19.8% |
| Distinguished Achievement Program | 23,242 | 2,157 | 9.3% | 23,242 | 12,292 | 52.9% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Graduation, files 2004 through 2009; Public University Graduation files, 2004 through 2010; Independent University Graduation files, 2004 through 2010.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2002–03 cohort entered Grade 9 for the first time in the fall 2002 semester. Percentages shown in the table represent the students in each entering cohort of Grade 9 students who earned an Associate’s degree or a Level-1, Level-2, or Advanced Technology certificate from a Texas two-year college within three years or were enrolled within four years of their actual or expected high school graduation date. Percentages shown in the table represent the students in each entering cohort of Grade 9 students who earned a bachelor’s degree within four years or were enrolled in a Texas public or independent four-year university or college within five years of their expected or actual high school graduation date.

Table E50. Percentages of Students in the 2003–04 Entering Grade 9 Cohort Who Earned an Associate’s Degree or Workforce Certificate Within Three Years or Were Enrolled in a Texas Two-Year College Within Four Years of Actual or Expected High School Graduation Date or Who Earned a Bachelor’s Degree Within Four Years or Were Enrolled in a Texas Public or Independent Four-Year College or University Within Five Years of Actual or Expected High School Graduation Date

| Student Group | Total | Graduated or Enrolled in a Two-Year College | | Total | Graduated or Enrolled in a Four-Year College | |
|---|---------|---|------------|---------|--|------------|
| | | Number | Percentage | | Number | Percentage |
| 2003–04 Entering Grade 9 Students | 325,699 | 26,669 | 8.2% | 325,699 | 42,934 | 13.2% |
| Racial/Ethnic Groups | | | | | | |
| African American | 46,637 | 2,490 | 5.3% | 46,637 | 4,280 | 9.2% |
| American Indian | 1,044 | 91 | 8.7% | 1,044 | 100 | 9.6% |
| Asian/Pacific Islander | 9,673 | 1,028 | 10.6% | 9,673 | 3,134 | 32.4% |
| Hispanic | 132,028 | 10,199 | 7.7% | 132,028 | 8,985 | 6.8% |
| White | 136,317 | 12,861 | 9.4% | 136,317 | 26,435 | 19.4% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 146,544 | 9,012 | 6.1% | 146,544 | 7,558 | 5.2% |
| English language learners | 26,595 | 798 | 3.0% | 26,595 | 294 | 1.1% |
| Students Who Participated in | | | | | | |
| Special education | 40,517 | 1,979 | 4.9% | 40,517 | 514 | 1.3% |
| Students Who Completed Each Graduation Program | | | | | | |
| Special education | 6,427 | 323 | 5.0% | 6,427 | 20 | 0.3% |
| Minimum High School Program | 35,012 | 2,712 | 7.7% | 35,012 | 540 | 1.5% |
| Recommended High School Program | 146,759 | 19,495 | 13.3% | 146,759 | 28,630 | 19.5% |
| Distinguished Achievement Program | 24,845 | 2,410 | 9.7% | 24,845 | 12,903 | 51.9% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Graduation, files 2005 through 2010; Public University Graduation files, 2005 through 2011; Independent University Graduation files, 2005 through 2011.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2003–04 cohort entered Grade 9 for the first time in the fall 2003 semester. Percentages shown in the table represent the students in each entering cohort of Grade 9 students who earned an Associate’s degree or a Level-1, Level-2, or Advanced Technology certificate from a Texas two-year college within three years or were enrolled within four years of their actual or expected high school graduation date. Percentages shown in the table represent the students in each entering cohort of Grade 9 students who earned a bachelor’s degree within four years or were enrolled in a Texas public or independent four-year university or college within five years of their expected or actual high school graduation date.

Table E51. Percentages of Students in the 2004–05 Entering Grade 9 Cohort Who Earned an Associate’s Degree or Workforce Certificate Within Three Years or Were Enrolled in a Texas Two-Year College Within Four Years of Actual or Expected High School Graduation Date or Who Earned a Bachelor’s Degree Within Four Years or Were Enrolled in a Texas Public or Independent Four-Year College or University Within Five Years of Actual or Expected High School Graduation Date

| Student Group | Total | Graduated or Enrolled in a Two-Year College | | Total | Graduated or Enrolled in a Four-Year College | |
|---|---------|---|------------|---------|--|------------|
| | | Number | Percentage | | Number | Percentage |
| 2004–05 Entering Grade 9 Students | 332,690 | 28,066 | 8.4% | 332,690 | 44,671 | 13.4% |
| Racial/Ethnic Groups | | | | | | |
| African American | 47,629 | 2,731 | 5.7% | 47,629 | 4,524 | 9.5% |
| American Indian | 1,183 | 69 | 5.8% | 1,183 | 114 | 9.6% |
| Asian/Pacific Islander | 9,866 | 1,008 | 10.2% | 9,866 | 3,149 | 31.9% |
| Hispanic | 138,006 | 11,350 | 8.2% | 138,006 | 10,011 | 7.3% |
| White | 136,006 | 12,908 | 9.5% | 136,006 | 26,873 | 19.8% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 157,101 | 10,574 | 6.7% | 157,101 | 8,840 | 5.6% |
| English language learners | 26,606 | 930 | 3.5% | 26,606 | 343 | 1.3% |
| Students Who Participated in | | | | | | |
| Special education | 40,607 | 1,950 | 4.8% | 40,607 | 519 | 1.3% |
| Students Who Completed Each Graduation Program | | | | | | |
| Special education | 6,520 | 308 | 4.7% | 6,520 | 18 | 0.3% |
| Minimum High School Program | 29,438 | 2,075 | 7.0% | 29,438 | 343 | 1.2% |
| Recommended High School Program | 158,545 | 21,085 | 13.3% | 158,545 | 29,094 | 18.4% |
| Distinguished Achievement Program | 28,009 | 2,722 | 9.7% | 28,009 | 14,357 | 51.3% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Graduation, files 2006 through 2011; Public University Graduation files, 2006 through 2012; Independent University Graduation files, 2006 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2004–05 cohort entered Grade 9 for the first time in the fall 2004 semester. Percentages shown in the table represent the students in each entering cohort of Grade 9 students who earned an Associate’s degree or a Level-1, Level-2, or Advanced Technology certificate from a Texas two-year college within three years or were enrolled within four years of their actual or expected high school graduation date. Percentages shown in the table represent the students in each entering cohort of Grade 9 students who earned a bachelor’s degree within four years or were enrolled in a Texas public or independent four-year university or college within five years of their expected or actual high school graduation date.

Table E52. Percentages of Students in the 2005–06 Entering Grade 9 Cohort Who Earned an Associate’s Degree or Workforce Certificate Within Three Years or Were Enrolled in a Texas Two-Year College Within Four Years of Actual or Expected High School Graduation Date or Who Earned a Bachelor’s Degree Within Four Years or Were Enrolled in a Texas Public or Independent Four-Year College or University Within Five Years of Actual or Expected High School Graduation Date

| Student Group | Total | Graduated or Enrolled in a Two-Year College | | Total | Graduated or Enrolled in a Four-Year College | |
|---|---------|---|------------|---------|--|------------|
| | | Number | Percentage | | Number | Percentage |
| 2005–06 Entering Grade 9 Students | 340,699 | 28,330 | 8.3% | 340,699 | 44,752 | 13.1% |
| Racial/Ethnic Groups | | | | | | |
| African American | 51,244 | 2,780 | 5.4% | 51,244 | 4,705 | 9.2% |
| American Indian | 1,164 | 74 | 6.4% | 1,164 | 122 | 10.5% |
| Asian/Pacific Islander | 10,301 | 1,072 | 10.4% | 10,301 | 3,292 | 32.0% |
| Hispanic | 144,810 | 12,068 | 8.3% | 144,810 | 10,803 | 7.5% |
| White | 133,180 | 12,336 | 9.3% | 133,180 | 25,830 | 19.4% |
| Students Identified as | | | | | | |
| Economically disadvantaged | 167,399 | 11,346 | 6.8% | 167,399 | 9,716 | 5.8% |
| English language learners | 27,704 | 1,067 | 3.9% | 27,704 | 339 | 1.2% |
| Students Who Participated in | | | | | | |
| Special education | 40,082 | 1,956 | 4.9% | 40,082 | 480 | 1.2% |
| Students Who Completed Each Graduation Program | | | | | | |
| Special education | 5,874 | 312 | 5.3% | 5,874 | 13 | 0.2% |
| Minimum High School Program | 29,066 | 2,012 | 6.9% | 29,066 | 239 | 0.8% |
| Recommended High School Program | 167,490 | 21,557 | 12.9% | 167,490 | 28,710 | 17.1% |
| Distinguished Achievement Program | 29,865 | 2,884 | 9.7% | 29,865 | 14,944 | 50.0% |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Graduation, files 2007 through 2012; Public University Graduation files, 2007 through 2013; Independent University Graduation files, 2007 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2005–06 cohort entered Grade 9 for the first time in the fall 2005 semester. Percentages shown in the table represent the students in each entering cohort of Grade 9 students who earned an Associate’s degree or a Level-1, Level-2, or Advanced Technology certificate from a Texas two-year college within three years or were enrolled within four years of their actual or expected high school graduation date. Percentages shown in the table represent the students in each entering cohort of Grade 9 students who earned a bachelor’s degree within four years or were enrolled in a Texas public or independent four-year university or college within five years of their expected or actual high school graduation date.

Table E53. Percentages of Students in the 2006–07 Entering Grade 9 Cohort Who Earned an Associate’s Degree or Workforce Certificate Within Three Years or Were Enrolled in a Texas Two-Year College Within Four Years of Actual or Expected High School Graduation Date

| Student Group | Total | Graduated or Enrolled in a Two-Year College | | Total | Graduated or Enrolled in a Four-Year College | |
|---|---------|---|------------|-------|--|------------|
| | | Number | Percentage | | Number | Percentage |
| 2006–07 Entering Grade 9 Students | 343,329 | 28,556 | 8.3% | – | – | – |
| Racial/Ethnic Groups | | | | | | |
| African American | 50,659 | 2,806 | 5.5% | – | – | – |
| American Indian | 1,192 | 87 | 7.3% | – | – | – |
| Asian/Pacific Islander | 10,961 | 1,040 | 9.5% | – | – | – |
| Hispanic | 149,341 | 12,565 | 8.4% | – | – | – |
| White | 131,176 | 12,058 | 9.2% | – | – | – |
| Students Identified as | | | | | | |
| Economically disadvantaged | 168,482 | 11,754 | 7.0% | – | – | – |
| English language learners | 28,270 | 1,193 | 4.2% | – | – | – |
| Students Who Participated in | | | | | | |
| Special education | 39,478 | 2,013 | 5.1% | – | – | – |
| Students Who Completed Each Graduation Program | | | | | | |
| Special education | 5,572 | 300 | 5.4% | – | – | – |
| Minimum High School Program | 30,223 | 1,894 | 6.3% | – | – | – |
| Recommended High School Program | 180,536 | 22,225 | 12.3% | – | – | – |
| Distinguished Achievement Program | 32,602 | 2,887 | 8.9% | – | – | – |

Source: Texas Higher Education Coordinating Board (THECB), Two-Year College Graduation, files 2008 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2006–07 cohort entered Grade 9 for the first time in the fall 2006 semester. Percentages shown in the table represent the students in each entering cohort of Grade 9 students who earned an Associate’s degree or a Level-1, Level-2, or Advanced Technology certificate from a Texas two-year college within three years or were enrolled within four years of their actual or expected high school graduation date. A dash (–) indicates data were not available for four-year college graduation at the time of analysis.

E.6 Employment

Table E54. Percentages of Students in the 1997–98 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One, Three, and Five Years After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | One Year After Actual or Expected High School Graduation | | | Three Years After Actual or Expected High School Graduation | | | Five Years After Actual or Expected High School Graduation | | |
|---|--|--------------------|------------|---|--------------------|------------|--|--------------------|------------|
| | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| 1997–98 Entering Grade 9 Students | 296,000 | 143,386 | 48.4% | 296,000 | 146,640 | 49.5% | 296,000 | 159,224 | 53.8% |
| Racial/Ethnic Groups | | | | | | | | | |
| African American | 41,021 | 17,372 | 42.3% | 41,021 | 18,408 | 44.9% | 41,021 | 21,015 | 51.2% |
| American Indian | 763 | 311 | 40.8% | 763 | 335 | 43.9% | 763 | 327 | 42.9% |
| Asian/Pacific Islander | 7,646 | 2,696 | 35.3% | 7,646 | 2,696 | 35.3% | 7,646 | 2,696 | 35.3% |
| Hispanic | 107,177 | 51,762 | 48.3% | 107,177 | 53,501 | 49.9% | 107,177 | 56,673 | 52.9% |
| White | 139,393 | 71,245 | 51.1% | 139,393 | 71,477 | 51.3% | 139,393 | 77,795 | 55.8% |
| Students Identified as | | | | | | | | | |
| Economically disadvantaged | 115,372 | 53,868 | 46.7% | 115,372 | 55,157 | 47.8% | 115,372 | 59,145 | 51.3% |
| English language learners | 23,029 | 7,589 | 33.0% | 23,029 | 7,934 | 34.5% | 23,029 | 8,329 | 36.2% |
| Students Who Participated in | | | | | | | | | |
| Special education | 36,537 | 16,620 | 45.5% | 36,537 | 16,306 | 44.6% | 36,537 | 17,517 | 47.9% |
| Students Who Completed Each Graduation Program | | | | | | | | | |
| Pre-Minimum, Recommended, and Distinguished | 11,773 | 6,838 | 58.1% | 11,773 | 6,736 | 57.2% | 11,773 | 7,223 | 61.4% |
| Special education | 5,454 | 2,976 | 54.6% | 5,454 | 2,904 | 53.2% | 5,454 | 3,121 | 57.2% |
| Minimum High School Program | 68,432 | 39,600 | 57.9% | 68,432 | 39,754 | 58.1% | 68,432 | 42,437 | 62.0% |
| Recommended High School Program | 89,372 | 47,962 | 53.7% | 89,372 | 50,977 | 57.0% | 89,372 | 56,510 | 63.2% |
| Distinguished Achievement Program | 9,929 | 4,228 | 42.6% | 9,929 | 4,757 | 47.9% | 9,929 | 5,686 | 57.3% |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 1999 through 2006.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997–98 cohort entered Grade 9 for the first time in the fall 1997 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after their actual or expected high school graduation date, by student group.

Table E55. Percentages of Students in the 1998–99 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One, Three, and Five Years After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | One Year After Actual or Expected High School Graduation | | | Three Years After Actual or Expected High School Graduation | | | Five Years After Actual or Expected High School Graduation | | |
|---|--|--------------------|------------|---|--------------------|------------|--|--------------------|------------|
| | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| 1998–99 Entering Grade 9 Students | 299,443 | 134,962 | 45.1% | 299,443 | 146,768 | 49.0% | 299,443 | 157,649 | 52.6% |
| Racial/Ethnic Groups | | | | | | | | | |
| African American | 41,768 | 15,939 | 38.2% | 41,768 | 19,098 | 45.7% | 41,768 | 20,845 | 49.9% |
| American Indian | 770 | 311 | 40.4% | 770 | 346 | 44.9% | 770 | 358 | 46.5% |
| Asian/Pacific Islander | 7,864 | 2,511 | 31.9% | 7,864 | 2,888 | 36.7% | 7,864 | 3,274 | 41.6% |
| Hispanic | 109,038 | 49,033 | 45.0% | 109,038 | 53,192 | 48.8% | 109,038 | 56,037 | 51.1% |
| White | 140,003 | 67,168 | 48.0% | 140,003 | 71,244 | 50.9% | 140,003 | 77,135 | 55.1% |
| Students Identified as | | | | | | | | | |
| Economically disadvantaged | 117,171 | 50,671 | 43.2% | 117,171 | 55,706 | 47.5% | 117,171 | 58,702 | 50.1% |
| English language learners | 23,037 | 7,140 | 31.0% | 23,037 | 7,766 | 33.7% | 23,037 | 8,070 | 35.0% |
| Students Who Participated in | | | | | | | | | |
| Special education | 38,369 | 15,719 | 41.0% | 38,369 | 17,190 | 44.8% | 38,369 | 18,106 | 47.2% |
| Students Who Completed Each Graduation Program | | | | | | | | | |
| Pre-Minimum, Recommended, and Distinguished | 6,870 | 3,674 | 53.5% | 6,870 | 3,904 | 56.8% | 6,870 | 4,146 | 60.3% |
| Special education | 4,871 | 2,473 | 50.8% | 4,871 | 2,667 | 54.8% | 4,871 | 2,768 | 56.8% |
| Minimum High School Program | 61,697 | 34,243 | 55.5% | 61,697 | 36,372 | 59.0% | 61,697 | 38,127 | 61.8% |
| Recommended High School Program | 103,406 | 54,074 | 52.3% | 103,406 | 59,241 | 57.3% | 103,406 | 65,196 | 63.0% |
| Distinguished Achievement Program | 11,985 | 4,948 | 41.1% | 119,85 | 5,972 | 49.8% | 119,85 | 7,030 | 58.7% |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2000 through 2007.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1998–99 cohort entered Grade 9 for the first time in the fall 1998 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after their actual or expected high school graduation date, by student group.

Table E56. Percentages of Students in in the 1999–00 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One, Three, and Five Years After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | One Year After Actual or Expected High School Graduation | | | Three Years After Actual or Expected High School Graduation | | | Five Years After Actual or Expected High School Graduation | | |
|---|--|--------------------|------------|---|--------------------|------------|--|--------------------|------------|
| | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| 1999–00 Entering Grade 9 Students | 308,238 | 143,739 | 46.6% | 308,238 | 156,442 | 50.8% | 308,238 | 163,733 | 53.1% |
| Racial/Ethnic Groups | | | | | | | | | |
| African American | 43,400 | 18,087 | 41.7% | 43,400 | 21,335 | 49.2% | 43,400 | 21,965 | 50.6% |
| American Indian | 815 | 341 | 41.8% | 815 | 381 | 46.7% | 815 | 383 | 47.0% |
| Asian/Pacific Islander | 8,155 | 2,679 | 32.9% | 8,155 | 3,067 | 37.6% | 8,155 | 3,458 | 42.4% |
| Hispanic | 113,840 | 52,698 | 46.3% | 113,840 | 57,500 | 50.5% | 113,840 | 58,881 | 51.7% |
| White | 142,028 | 69,934 | 49.2% | 142,028 | 74,159 | 52.2% | 142,028 | 79,046 | 55.7% |
| Students Identified as | | | | | | | | | |
| Economically disadvantaged | 121,523 | 54,607 | 44.9% | 121,523 | 60,257 | 49.6% | 121,523 | 61,118 | 50.3% |
| English language learners | 23,454 | 7,002 | 29.9% | 23,454 | 7,715 | 32.9% | 23,454 | 7,914 | 33.7% |
| Students Who Participated in | | | | | | | | | |
| Special education | 39,248 | 16,691 | 42.5% | 39,248 | 18,733 | 47.7% | 39,248 | 18,649 | 47.5% |
| Students Who Completed Each Graduation Program | | | | | | | | | |
| Pre-Minimum, Recommended, and Distinguished | 3,789 | 2,150 | 56.7% | 3,789 | 2,295 | 60.6% | 3,789 | 2,358 | 62.2% |
| Special education | 5,007 | 2,530 | 50.5% | 5,007 | 2,789 | 55.7% | 5,007 | 2,782 | 55.6% |
| Minimum High School Program | 59,070 | 33,404 | 56.5% | 59,070 | 35,496 | 60.1% | 59,070 | 36,080 | 61.1% |
| Recommended High School Program | 119,379 | 63,673 | 53.3% | 119,379 | 69,070 | 57.9% | 119,379 | 74,653 | 62.5% |
| Distinguished Achievement Program | 15,810 | 6,785 | 42.9% | 15,810 | 7,995 | 50.6% | 15,810 | 9,208 | 58.2% |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2001 through 2008.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1999–00 cohort entered Grade 9 for the first time in the fall 1999 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after their actual or expected high school graduation date, by student group.

Table E57. Percentages of Students in the 2000–01 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One, Three, and Five Years After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | One Year After Actual or Expected High School Graduation | | | Three Years After Actual or Expected High School Graduation | | | Five Years After Actual or Expected High School Graduation | | |
|---|--|--------------------|------------|---|--------------------|------------|--|--------------------|------------|
| | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| 2000–01 Entering Grade 9 Students | 310,812 | 151,163 | 48.6% | 310812 | 161,759 | 52.0% | 310,812 | 158,277 | 50.9% |
| Racial/Ethnic Groups | | | | | | | | | |
| African American | 43,759 | 20,328 | 46.5% | 43759 | 22,703 | 51.9% | 43,759 | 20,493 | 46.8% |
| American Indian | 901 | 396 | 44.0% | 901 | 410 | 45.5% | 901 | 408 | 45.3% |
| Asian/Pacific Islander | 8,372 | 2,764 | 33.0% | 8372 | 3,166 | 37.8% | 8,372 | 3,355 | 40.1% |
| Hispanic | 118,149 | 56,403 | 47.7% | 118149 | 60,651 | 51.3% | 118,149 | 57,879 | 49.0% |
| White | 139,631 | 71,272 | 51.0% | 139631 | 74,829 | 53.6% | 139,631 | 76,142 | 54.5% |
| Students Identified as | | | | | | | | | |
| Economically disadvantaged | 125,178 | 59,202 | 47.3% | 125178 | 63,782 | 51.0% | 125,178 | 59,120 | 47.2% |
| English language learners | 24,660 | 7,388 | 30.0% | 24660 | 7,984 | 32.4% | 24,660 | 7,516 | 30.5% |
| Students Who Participated in | | | | | | | | | |
| Special education | 39,783 | 18,220 | 45.8% | 39783 | 19,799 | 49.8% | 39,783 | 17,381 | 43.7% |
| Students Who Completed Each Graduation Program | | | | | | | | | |
| Pre-Minimum, Recommended, and Distinguished | 439 | 220 | 50.1% | 439 | 266 | 60.6% | 439 | 237 | 54.0% |
| Special education | 5,717 | 3,035 | 53.1% | 5717 | 3,295 | 57.6% | 5,717 | 2,909 | 50.9% |
| Minimum High School Program | 54,900 | 32,197 | 58.6% | 54900 | 33,481 | 61.0% | 54,900 | 31,430 | 57.2% |
| Recommended High School Program | 131,765 | 72,405 | 55.0% | 131765 | 77,522 | 58.8% | 131,765 | 80,249 | 60.9% |
| Distinguished Achievement Program | 18,657 | 8,152 | 43.7% | 18657 | 9,338 | 50.1% | 18,657 | 10,777 | 57.8% |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2002 through 2009.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2000–01 cohort entered Grade 9 for the first time in the fall 2000 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after their actual or expected high school graduation date, by student group.

Table E58. Percentages of Students in the 2001–02 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One, Three, and Five Years After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | One Year After Actual or Expected High School Graduation | | | Three Years After Actual or Expected High School Graduation | | | Five Years After Actual or Expected High School Graduation | | |
|---|--|--------------------|------------|---|--------------------|------------|--|--------------------|------------|
| | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| 2001–02 Entering Grade 9 Students | 314,970 | 157,914 | 50.1% | 314,970 | 162,138 | 51.5% | 314,970 | 163,192 | 51.8% |
| Racial/Ethnic Groups | | | | | | | | | |
| African American | 44,975 | 22,490 | 50.0% | 44,975 | 23,187 | 51.6% | 44,975 | 22,036 | 49.0% |
| American Indian | 885 | 432 | 48.8% | 885 | 416 | 47.0% | 885 | 407 | 46.0% |
| Asian/Pacific Islander | 8,747 | 3,020 | 34.5% | 8,747 | 3,230 | 36.9% | 8,747 | 3,534 | 40.4% |
| Hispanic | 123,345 | 60,483 | 49.0% | 123,345 | 62,386 | 50.6% | 123,345 | 61,510 | 49.9% |
| White | 137,018 | 71,489 | 52.2% | 137,018 | 72,919 | 53.2% | 137,018 | 75,705 | 55.3% |
| Students Identified as | | | | | | | | | |
| Economically disadvantaged | 133,635 | 65,191 | 48.8% | 133,635 | 66,641 | 49.9% | 133,635 | 64,352 | 48.2% |
| English language learners | 26,006 | 7,264 | 27.9% | 26,006 | 7,705 | 29.6% | 26,006 | 7,504 | 28.9% |
| Students Who Participated in | | | | | | | | | |
| Special education | 41,047 | 19,537 | 47.6% | 41,047 | 19,799 | 48.2% | 41,047 | 18,217 | 44.4% |
| Students Who Completed Each Graduation Program | | | | | | | | | |
| Pre-Minimum, Recommended, and Distinguished | 44 | 20 | 45.5% | 44 | 26 | 59.1% | 44 | 16 | 36.4% |
| Special education | 6,121 | 3,347 | 54.7% | 6,121 | 3,411 | 55.7% | 6,121 | 3,100 | 50.6% |
| Minimum High School Program | 46,782 | 28,050 | 60.0% | 46,782 | 28,232 | 60.3% | 46,782 | 27,008 | 57.7% |
| Recommended High School Program | 139,146 | 78,099 | 56.1% | 139,146 | 81,108 | 58.3% | 139,146 | 84,817 | 61.0% |
| Distinguished Achievement Program | 20,291 | 8,994 | 44.3% | 20,291 | 10,050 | 49.5% | 20,291 | 11,721 | 57.8% |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2003 through 2010.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2001–02 cohort entered Grade 9 for the first time in the fall 2001 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after actual or expected high school graduation date.

Table E59. Percentages of Students in in the 2002–03 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One, Three, and Five Years After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | One Year After Actual or Expected High School Graduation | | | Three Years After Actual or Expected High School Graduation | | | Five Years After Actual or Expected High School Graduation | | |
|---|--|--------------------|------------|---|--------------------|------------|--|--------------------|------------|
| | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| 2002–03 Entering Grade 9 Students | 321,812 | 163,851 | 50.9% | 321,812 | 153,841 | 47.8% | 321,812 | 168,763 | 52.4% |
| Racial/Ethnic Groups | | | | | | | | | |
| African American | 45,452 | 23,827 | 52.4% | 45,452 | 20,818 | 45.8% | 45,452 | 23,063 | 50.7% |
| American Indian | 939 | 413 | 44.0% | 939 | 385 | 41.0% | 939 | 438 | 46.6% |
| Asian/Pacific Islander | 9,514 | 3,306 | 34.7% | 9,514 | 3,355 | 35.3% | 9,514 | 3,920 | 41.2% |
| Hispanic | 128,523 | 63,621 | 49.5% | 128,523 | 60,198 | 46.8% | 128,523 | 64,491 | 50.2% |
| White | 137,384 | 72,684 | 52.9% | 137,384 | 69,085 | 50.3% | 137,384 | 76,851 | 55.9% |
| Students Identified as | | | | | | | | | |
| Economically disadvantaged | 141,612 | 70,476 | 49.8% | 141,612 | 64,459 | 45.5% | 141,612 | 68,989 | 48.7% |
| English language learners | 26,819 | 7,265 | 27.1% | 26,819 | 6,978 | 26.0% | 26,819 | 7,426 | 27.7% |
| Students Who Participated in | | | | | | | | | |
| Special education | 40,952 | 20,059 | 49.0% | 40,952 | 17,346 | 42.4% | 40,952 | 18,452 | 45.1% |
| Students Who Completed Each Graduation Program | | | | | | | | | |
| Special education | 6,530 | 3,747 | 57.4% | 6,530 | 3,274 | 50.1% | 6,530 | 3,384 | 51.8% |
| Minimum High School Program | 39,583 | 24,149 | 61.0% | 39,583 | 21,994 | 55.6% | 39,583 | 23,024 | 58.2% |
| Recommended High School Program | 143,831 | 81,780 | 56.9% | 143,831 | 79,713 | 55.4% | 143,831 | 88,351 | 61.4% |
| Distinguished Achievement Program | 23,242 | 10,118 | 43.5% | 23,242 | 10,996 | 47.3% | 23,242 | 13,209 | 56.8% |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2004 through 2011.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2002–03 cohort entered Grade 9 for the first time in the fall 2002 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after actual or expected high school graduation date f

Table E60. Percentages of Students in the 2003–04 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One, Three, and Five Years After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | One Year After Actual or Expected High School Graduation | | | Three Years After Actual or Expected High School Graduation | | | Five Years After Actual or Expected High School Graduation | | |
|---|--|--------------------|------------|---|--------------------|------------|--|--------------------|------------|
| | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| 2003–04 Entering Grade 9 Students | 325,699 | 160,869 | 49.4% | 325699 | 158,275 | 48.6% | 325,699 | 176,191 | 54.1% |
| Racial/Ethnic Groups | | | | | | | | | |
| African American | 46,637 | 23,227 | 49.8% | 46637 | 22,085 | 47.4% | 46,637 | 25,480 | 54.6% |
| American Indian | 1,044 | 473 | 45.3% | 1044 | 451 | 43.2% | 1,044 | 515 | 49.3% |
| Asian/Pacific Islander | 9,673 | 3,192 | 33.0% | 9673 | 3,345 | 34.6% | 9,673 | 4,156 | 43.0% |
| Hispanic | 132,028 | 63,605 | 48.2% | 132028 | 63,187 | 47.9% | 132,028 | 67,645 | 51.2% |
| White | 136,317 | 70,372 | 51.6% | 136317 | 69,207 | 50.8% | 136317 | 78,395 | 57.5% |
| Students Identified as | | | | | | | | | |
| Economically disadvantaged | 146,544 | 70,539 | 48.1% | 146544 | 68,491 | 46.7% | 146,544 | 73,876 | 50.4% |
| English language learners | 26,595 | 6,737 | 25.3% | 26595 | 6,806 | 25.6% | 26,595 | 7,220 | 27.1% |
| Students Who Participated in | | | | | | | | | |
| Special education | 40,517 | 18,750 | 46.3% | 40517 | 17,627 | 43.5% | 40,517 | 19,172 | 47.3% |
| Students Who Completed Each Graduation Program | | | | | | | | | |
| Special education | 6,427 | 3,427 | 53.3% | 6427 | 3,207 | 49.9% | 6,427 | 3,408 | 53.0% |
| Minimum High School Program | 35,012 | 20,715 | 59.2% | 35012 | 19,816 | 56.6% | 35,012 | 20,928 | 59.8% |
| Recommended High School Program | 146,759 | 81,441 | 55.5% | 146759 | 81,798 | 55.7% | 146,759 | 91,839 | 62.6% |
| Distinguished Achievement Program | 24,845 | 10,573 | 42.6% | 24845 | 11,579 | 46.6% | 24,845 | 14,634 | 58.9% |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2005 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2003–04 cohort entered Grade 9 for the first time in the fall 2003 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after their actual or expected high school graduation date, by student group.

Table E61. Percentages of Students in the 2004–05 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One, Three, and Five Years After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | One Year After Actual or Expected High School Graduation | | | Three Years After Actual or Expected High School Graduation | | | Five Years After Actual or Expected High School Graduation | | |
|---|--|--------------------|------------|---|--------------------|------------|--|--------------------|------------|
| | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| 2004–05 Entering Grade 9 Students | 332,690 | 146,968 | 44.2% | 332,690 | 164,337 | 49.4% | 332,690 | 183,485 | 55.2% |
| Racial/Ethnic Groups | | | | | | | | | |
| African American | 47,629 | 19,723 | 41.4% | 47,629 | 23,386 | 49.1% | 47,629 | 27,231 | 57.2% |
| American Indian | 1,183 | 476 | 40.2% | 1,183 | 514 | 43.4% | 1,183 | 579 | 48.9% |
| Asian/Pacific Islander | 9,866 | 2,962 | 30.0% | 9,866 | 3,457 | 35.0% | 9,866 | 4,254 | 43.1% |
| Hispanic | 138,006 | 60,682 | 44.0% | 138,006 | 68,006 | 49.3% | 138,006 | 72,680 | 52.7% |
| White | 136,006 | 63,125 | 46.4% | 136,006 | 68,974 | 50.7% | 136,006 | 78,741 | 57.9% |
| Students Identified as | | | | | | | | | |
| Economically disadvantaged | 157,101 | 66,926 | 42.6% | 157,101 | 75,757 | 48.2% | 157,101 | 81,775 | 52.1% |
| English language learners | 26,606 | 6,055 | 22.8% | 26,606 | 7,168 | 26.9% | 26,606 | 7,465 | 28.1% |
| Students Who Participated in | | | | | | | | | |
| Special education | 40,607 | 15,664 | 38.6% | 40,607 | 17,992 | 44.3% | 40,607 | 19,604 | 48.3% |
| Students Who Completed Each Graduation Program | | | | | | | | | |
| Special education | 6,520 | 2,985 | 45.8% | 6,520 | 3,234 | 49.6% | 6,520 | 3,522 | 54.0% |
| Minimum High School Program | 29,438 | 15,390 | 52.3% | 29,438 | 16,821 | 57.1% | 29,438 | 17,769 | 60.4% |
| Recommended High School Program | 158,545 | 80,556 | 50.8% | 158,545 | 88,729 | 56.0% | 158,545 | 99,986 | 63.1% |
| Distinguished Achievement Program | 28,009 | 10,825 | 38.6% | 28,009 | 12,825 | 45.8% | 28,009 | 16,540 | 59.1% |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2006 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2004–05 cohort entered Grade 9 for the first time in the fall 2004 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after their actual or expected high school graduation date, by student group.

Table E62. Percentages of Students in in the 2005–06 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One and Three Years After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | One Year After Actual or Expected High School Graduation | | | Three Years After Actual or Expected High School Graduation | | | Five Years After Actual or Expected High School Graduation | | |
|---|--|--------------------|------------|---|--------------------|------------|--|--------------------|------------|
| | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| 2005–06 Entering Grade 9 Students | 340,699 | 152,450 | 44.7% | 340,699 | 173,182 | 50.8% | – | – | – |
| Racial/Ethnic Groups | | | | | | | | | |
| African American | 51,244 | 20,915 | 40.8% | 51,244 | 26,068 | 50.9% | – | – | – |
| American Indian | 1,164 | 518 | 44.5% | 1,164 | 534 | 45.9% | – | – | – |
| Asian/Pacific Islander | 10,301 | 3,014 | 29.3% | 10,301 | 3,655 | 35.5% | – | – | – |
| Hispanic | 144,810 | 65,208 | 45.0% | 144,810 | 73,783 | 51.0% | – | – | – |
| White | 133,180 | 62,795 | 47.2% | 133,180 | 69,142 | 51.9% | – | – | – |
| Students Identified as | | | | | | | | | |
| Economically disadvantaged | 167,399 | 72,970 | 43.6% | 167,399 | 83,617 | 50.0% | – | – | – |
| English language learners | 27,704 | 6,705 | 24.2% | 27,704 | 7,699 | 27.8% | – | – | – |
| Students Who Participated in | | | | | | | | | |
| Special education | 40,082 | 15,686 | 39.1% | 40,082 | 18,441 | 46.0% | – | – | – |
| Students Who Completed Each Graduation Program | | | | | | | | | |
| Special education | 5,874 | 2,717 | 46.3% | 5,874 | 3,062 | 52.1% | – | – | – |
| Minimum High School Program | 29,066 | 15,293 | 52.6% | 29,066 | 17,137 | 59.0% | – | – | – |
| Recommended High School Program | 167,490 | 85,861 | 51.3% | 167,490 | 96,566 | 57.7% | – | – | – |
| Distinguished Achievement Program | 298,65 | 11,608 | 38.9% | 29,865 | 14,184 | 47.5% | – | – | – |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2007 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2005–06 cohort entered Grade 9 for the first time in the fall 2005 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one and three years after their actual or expected high school graduation date, by student group. A dash (–) indicates employment data were not available five years after actual or expected high graduation.

Table E63. Percentages of Students in the 2006–07 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One and Three Years After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | One Year After Actual or Expected High School Graduation | | | Three Years After Actual or Expected High School Graduation | | | Five Years After Actual or Expected High School Graduation | | |
|---|--|--------------------|------------|---|--------------------|------------|--|--------------------|------------|
| | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| 2006–07 Entering Grade 9 Students | 343,329 | 157,452 | 45.9% | 343,329 | 176,763 | 51.5% | – | – | – |
| Racial/Ethnic Groups | | | | | | | | | |
| African American | 50,659 | 22,028 | 43.5% | 50,659 | 27,315 | 53.9% | – | – | – |
| American Indian | 1,192 | 520 | 43.6% | 1,192 | 556 | 46.6% | – | – | – |
| Asian/Pacific Islander | 10,961 | 3,222 | 29.4% | 10,961 | 3,806 | 34.7% | – | – | – |
| Hispanic | 149,341 | 69,125 | 46.3% | 149,341 | 77,343 | 51.8% | – | – | – |
| White | 131,176 | 62,557 | 47.7% | 131,176 | 67,743 | 51.6% | – | – | – |
| Students Identified as | | | | | | | | | |
| Economically disadvantaged | 168,482 | 76,516 | 45.4% | 168,482 | 87,005 | 51.6% | – | – | – |
| English language learners | 28,270 | 7,516 | 26.6% | 28,270 | 8,567 | 30.3% | – | – | – |
| Students Who Participated in | | | | | | | | | |
| Special education | 39,478 | 15,959 | 40.4% | 39,478 | 18,545 | 47.0% | – | – | – |
| Students Who Completed Each Graduation Program | | | | | | | | | |
| Special education | 5,572 | 2,475 | 44.4% | 5,572 | 2,883 | 51.7% | – | – | – |
| Minimum High School Program | 30,223 | 16,354 | 54.1% | 30,223 | 17,945 | 59.4% | – | – | – |
| Recommended High School Program | 180,536 | 93,762 | 51.9% | 180,536 | 104,433 | 57.8% | – | – | – |
| Distinguished Achievement Program | 32,602 | 12,756 | 39.1% | 32,602 | 14,925 | 45.8% | – | – | – |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2008 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2006–07 cohort entered Grade 9 for the first time in the fall 2006 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one and three years after their actual or expected high school graduation date, by student group. A dash (–) indicates employment data were not available five years after actual or expected high graduation.

Table E64. Percentages of Students in the 2007–08 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One Year After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | One Year After Actual or Expected High School Graduation | | | Three Years After Actual or Expected High School Graduation | | | Five Years After Actual or Expected High School Graduation | | |
|---|--|--------------------|------------|---|--------------------|------------|--|--------------------|------------|
| | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| 2007–08 Entering Grade 9 Students | 346,584 | 164,153 | 47.4% | – | – | – | – | – | – |
| Racial/Ethnic Groups | | | | | | | | | |
| African American | 51,421 | 24,510 | 47.7% | – | – | – | – | – | – |
| American Indian | 1,276 | 603 | 47.3% | – | – | – | – | – | – |
| Asian/Pacific Islander | 11,538 | 3,505 | 30.4% | – | – | – | – | – | – |
| Hispanic | 154,226 | 73,801 | 47.9% | – | – | – | – | – | – |
| White | 128,123 | 61,734 | 48.2% | – | – | – | – | – | – |
| Students Identified as | | | | | | | | | |
| Economically disadvantaged | 171,072 | 81,177 | 47.5% | – | – | – | – | – | – |
| English language learners | 29,799 | 8,520 | 28.6% | – | – | – | – | – | – |
| Students Who Participated in | | | | | | | | | |
| Special education | 38,882 | 16,362 | 42.1% | – | – | – | – | – | – |
| Students Who Completed Each Graduation Program | | | | | | | | | |
| Special education | 5,715 | 2,658 | 46.5% | – | – | – | – | – | – |
| Minimum High School Program | 39,139 | 21,896 | 55.9% | – | – | – | – | – | – |
| Recommended High School Program | 179,139 | 94,729 | 52.9% | – | – | – | – | – | – |
| Distinguished Achievement Program | 34,505 | 13,489 | 39.1% | – | – | – | – | – | – |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2009 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2007–08 cohort entered Grade 9 for the first time in the fall 2007 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one year after their actual or expected high school graduation date, by student group. A dash (–) indicates employment data were not available three and five years after actual or expected high graduation.

Table E65. Percentages of Students in the 2008–09 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One Year After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | One Year After Actual or Expected High School Graduation | | | Three Years After Actual or Expected High School Graduation | | | Five Years After Actual or Expected High School Graduation | | |
|---|--|--------------------|------------|---|--------------------|------------|--|--------------------|------------|
| | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | | Total | Employed Quarter 4 | |
| | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| 2008–09 Entering Grade 9 Students | 339,746 | 162,235 | 47.8% | – | – | – | – | – | – |
| Racial/Ethnic Groups | | | | | | | | | |
| African American | 49,023 | 24,317 | 49.6% | – | – | – | – | – | – |
| American Indian | 1,191 | 534 | 44.8% | – | – | – | – | – | – |
| Asian/Pacific Islander | 12,292 | 3,638 | 29.6% | – | – | – | – | – | – |
| Hispanic | 152,958 | 74,323 | 48.6% | – | – | – | – | – | – |
| White | 124,282 | 59,423 | 47.8% | – | – | – | – | – | – |
| Students Identified as | | | | | | | | | |
| Economically disadvantaged | 171,159 | 83,003 | 48.5% | – | – | – | – | – | – |
| English language learners | 25,381 | 6,950 | 27.4% | – | – | – | – | – | – |
| Students Who Participated in | | | | | | | | | |
| Special education | 37,188 | 15,988 | 43.0% | – | – | – | – | – | – |
| Students Who Completed Each Graduation Program | | | | | | | | | |
| Special education | 5,364 | 2,422 | 45.2% | – | – | – | – | – | – |
| Minimum High School Program | 38,603 | 21,791 | 56.4% | – | – | – | – | – | – |
| Recommended High School Program | 180,001 | 95,758 | 53.2% | – | – | – | – | – | – |
| Distinguished Achievement Program | 37,688 | 14,499 | 38.5% | – | – | – | – | – | – |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2010 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2008–09 cohort entered Grade 9 for the first time in the fall 2008 semester. Percentages shown in the figure represent the students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one year after their actual or expected high school graduation date, by student group. A dash (–) indicates employment data were not available three and five years after actual or expected high graduation.

E.7 Wages

Table E66. Median Wages for Students in the 1997–98 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One, Three, and Five Years After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | Quarter 4 Wages— One Year After Actual or Expected High School Graduation | | Quarter 4 Wages— Three Years After Actual or Expected High School Graduation | | Quarter 4 Wages— Five Years After Actual or Expected High School Graduation | |
|---|--|---------|---|---------|--|---------|
| | Number | Median | Number | Median | Number | Median |
| 1997–98 Entering Grade 9 Students | 296,000 | \$2,115 | 296,000 | \$3,031 | 296,000 | \$4,743 |
| Racial/Ethnic Groups | | | | | | |
| African American | 41,021 | \$1,742 | 41,021 | \$2,556 | 41,021 | \$3,753 |
| American Indian | 763 | \$2,127 | 763 | \$2,991 | 763 | \$4,442 |
| Asian/Pacific Islander | 7,646 | \$1,760 | 7,646 | \$2,404 | 7,646 | \$5,250 |
| Hispanic | 107,177 | \$2,372 | 107,177 | \$3,316 | 107,177 | \$4,495 |
| White | 139,393 | \$2,044 | 139,393 | \$2,956 | 139,393 | \$5,281 |
| Students Identified as | | | | | | |
| Economically disadvantaged | 115,372 | \$2,257 | 115,372 | \$3,169 | 115,372 | \$4,225 |
| English language learners | 23,029 | \$2,693 | 23,029 | \$3,557 | 23,029 | \$4,500 |
| Students Who Participated in | | | | | | |
| Special education | 36,537 | \$2,114 | 36,537 | \$2,939 | 36,537 | \$3,902 |
| Students Who Completed Each Graduation Program | | | | | | |
| Pre-Minimum, Recommended, and Distinguished | 11,773 | \$2,316 | 11,773 | \$3,357 | 11,773 | \$4,879 |
| Special education | 5,454 | \$2,320 | 5,454 | \$3,099 | 5,454 | \$4,003 |
| Minimum | 68,432 | \$2,373 | 68,432 | \$3,449 | 68,432 | \$4,924 |
| Recommended | 89,372 | \$1,981 | 89,372 | \$2,867 | 89,372 | \$5,302 |
| Distinguished | 9,929 | \$1,358 | 9,929 | \$1,983 | 9,929 | \$6,498 |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 1999 through 2006.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1997–98 cohort entered Grade 9 for the first time in the fall 1997 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after their actual or expected graduation date.

Table E67. Median Wages for Students in the 1998–99 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One, Three, and Five Years After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | Quarter 4 Wages— One Year After Actual or Expected High School Graduation | | Quarter 4 Wages— Three Years After Actual or Expected High School Graduation | | Quarter 4 Wages— Five Years After Actual or Expected High School Graduation | |
|---|--|---------|---|---------|--|---------|
| | Number | Median | Number | Median | Number | Median |
| 1998–99 Entering Grade 9 Students | 299,443 | \$2,084 | 299,443 | \$3,022 | 299,443 | \$4,980 |
| Racial/Ethnic Groups | | | | | | |
| African American | 41,768 | \$1,700 | 41,768 | \$2,528 | 41,768 | \$3,881 |
| American Indian | 770 | \$2,304 | 770 | \$3,179 | 770 | \$4,802 |
| Asian/Pacific Islander | 7,864 | \$1,647 | 7,864 | \$2,375 | 7,864 | \$5,431 |
| Hispanic | 109,038 | \$2,331 | 109,038 | \$3,325 | 109,038 | \$4,752 |
| White | 140,003 | \$2,015 | 140,003 | \$2,938 | 140,003 | \$5,538 |
| Students Identified as | | | | | | |
| Economically disadvantaged | 117,171 | \$2,223 | 117,171 | \$3,159 | 117,171 | \$4,423 |
| English language learners | 23,037 | \$2,610 | 23,037 | \$3,556 | 23,037 | \$4,674 |
| Students Who Participated in | | | | | | |
| Special education | 38,369 | \$2,112 | 38,369 | \$3,004 | 38,369 | \$4,071 |
| Students Who Completed Each Graduation Program | | | | | | |
| Pre-Minimum, Recommended, and Distinguished | 6,870 | \$2,243 | 6,870 | \$3,244 | 6,870 | \$5,344 |
| Special education | 4,871 | \$2,241 | 4,871 | \$3,144 | 4,871 | \$4,058 |
| Minimum | 61,697 | \$2,379 | 61,697 | \$3,465 | 61,697 | \$5,050 |
| Recommended | 103,406 | \$2,000 | 103,406 | \$2,926 | 103,406 | \$5,500 |
| Distinguished | 11,985 | \$1,399 | 11,985 | \$2,027 | 11,985 | \$7,001 |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2000 through 2007.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1998–99 cohort entered Grade 9 for the first time in the fall 1998 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after their actual or expected graduation date.

Table E68. Median Wages for Students in the 1999–00 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One, Three, and Five Years After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | Quarter 4 Wages— One Year After Actual or Expected High School Graduation | | Quarter 4 Wages— Three Years After Actual or Expected High School Graduation | | Quarter 4 Wages— Five Years After Actual or Expected High School Graduation | |
|---|--|---------|---|---------|--|---------|
| | Number | Median | Number | Median | Number | Median |
| 1999–00 Entering Grade 9 Students | 308,238 | \$2,133 | 308,238 | \$3,160 | 308,238 | \$5,144 |
| Racial/Ethnic Groups | | | | | | |
| African American | 43,400 | \$1,770 | 43,400 | \$2,678 | 43,400 | \$4,088 |
| American Indian | 815 | \$1,965 | 815 | \$2,642 | 815 | \$5,037 |
| Asian/Pacific Islander | 8,155 | \$1,803 | 8,155 | \$2,534 | 8,155 | \$5,703 |
| Hispanic | 113,840 | \$2,389 | 113,840 | \$3,464 | 113,840 | \$4,887 |
| White | 142,028 | \$2,054 | 142,028 | \$3,079 | 142,028 | \$5,732 |
| Students Identified as | | | | | | |
| Economically disadvantaged | 121,523 | \$2,270 | 121,523 | \$3,292 | 121,523 | \$4,571 |
| English language learners | 23,454 | \$2,686 | 23,454 | \$3,732 | 23,454 | \$4,831 |
| Students Who Participated in | | | | | | |
| Special education | 39,248 | \$2,126 | 39,248 | \$3,096 | 39,248 | \$4,210 |
| Students Who Completed Each Graduation Program | | | | | | |
| Pre-Minimum, Recommended, and Distinguished | 3,789 | \$2,174 | 3,789 | \$3,365 | 3,789 | \$5,201 |
| Special education | 5,007 | \$2,298 | 5,007 | \$3,248 | 5,007 | \$4,138 |
| Minimum | 59,070 | \$2,379 | 59,070 | \$3,647 | 59,070 | \$5,150 |
| Recommended | 119,379 | \$2,107 | 119,379 | \$3,125 | 119,379 | \$5,634 |
| Distinguished | 15,810 | \$1,455 | 15,810 | \$2,100 | 15,810 | \$6,985 |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2001 through 2008.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 1999–00 cohort entered Grade 9 for the first time in the fall 1999 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after their actual or expected graduation date.

Table E69. Median Wages for Students in the 2000–01 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One, Three, and Five Years After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | Quarter 4 Wages— One Year After Actual or Expected High School Graduation | | Quarter 4 Wages— Three Years After Actual or Expected High School Graduation | | Quarter 4 Wages— Five Years After Actual or Expected High School Graduation | |
|---|--|---------|---|---------|--|---------|
| | Number | Median | Number | Median | Number | Median |
| 2000–01 Entering Grade 9 Students | 310,812 | \$2,159 | 310,812 | \$3,316 | 310,812 | \$4,939 |
| Racial/Ethnic Groups | | | | | | |
| African American | 43,759 | \$1,814 | 43,759 | \$2,830 | 43,759 | \$4,051 |
| American Indian | 901 | \$2,393 | 901 | \$3,253 | 901 | \$4,309 |
| Asian/Pacific Islander | 8,372 | \$1,782 | 8,372 | \$2,619 | 8,372 | \$5,202 |
| Hispanic | 118,149 | \$2,401 | 118,149 | \$3,646 | 118,149 | \$4,802 |
| White | 139,631 | \$2,074 | 139,631 | \$3,215 | 139,631 | \$5,369 |
| Students Identified as | | | | | | |
| Economically disadvantaged | 125,178 | \$2,306 | 125,178 | \$3,480 | 125,178 | \$4,538 |
| English language learners | 24,660 | \$2,776 | 24,660 | \$3,966 | 24,660 | \$4,865 |
| Students Who Participated in | | | | | | |
| Special education | 39,783 | \$2,180 | 39,783 | \$3,257 | 39,783 | \$4,050 |
| Students Who Completed Each Graduation Program | | | | | | |
| Pre-Minimum, Recommended, and Distinguished | 439 | \$2,037 | 439 | \$2,832 | 439 | \$4,325 |
| Special education | 5,717 | \$2,334 | 5,717 | \$3,311 | 5,717 | \$4,009 |
| Minimum | 54,900 | \$2,464 | 54,900 | \$3,886 | 54,900 | \$4,913 |
| Recommended | 131,765 | \$2,145 | 131,765 | \$3,320 | 131,765 | \$5,320 |
| Distinguished | 18,657 | \$1,407 | 18,657 | \$2,188 | 18,657 | \$6,434 |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2002 through 2009.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2000–01 cohort entered Grade 9 for the first time in the fall 2000 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after their actual or expected graduation date.

Table E70. Median Wages for Students in the 2001–02 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One, Three, and Five Years After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | Quarter 4 Wages— One Year After Actual or Expected High School Graduation | | Quarter 4 Wages— Three Years After Actual or Expected High School Graduation | | Quarter 4 Wages— Five Years After Actual or Expected High School Graduation | |
|---|--|---------|---|---------|--|---------|
| | Number | Median | Number | Median | Number | Median |
| 2001–02 Entering Grade 9 Students | 314,970 | \$2,228 | 314,970 | \$3,398 | 314,970 | \$4,887 |
| Racial/Ethnic Groups | | | | | | |
| African American | 44,975 | \$1,849 | 44,975 | \$2,936 | 44,975 | \$3,941 |
| American Indian | 885 | \$2,516 | 885 | \$3,612 | 885 | \$4,528 |
| Asian/Pacific Islander | 8,747 | \$1,794 | 8,747 | \$2,678 | 8,747 | \$5,069 |
| Hispanic | 123,345 | \$2,500 | 123,345 | \$3,734 | 123,345 | \$4,784 |
| White | 137,018 | \$2,142 | 137,018 | \$3,280 | 137,018 | \$5,344 |
| Students Identified as | | | | | | |
| Economically disadvantaged | 133,635 | \$2,376 | 133,635 | \$3,584 | 133,635 | \$4,481 |
| English language learners | 26,006 | \$2,897 | 26,006 | \$4,029 | 26,006 | \$4,771 |
| Students Who Participated in | | | | | | |
| Special education | 41,047 | \$2,234 | 41,047 | \$3,324 | 41,047 | \$4,083 |
| Students Who Completed Each Graduation Program | | | | | | |
| Pre-Minimum, Recommended, and Distinguished | 44 | \$1,632 | 44 | \$3,095 | 44 | \$3,422 |
| Special education | 6,121 | \$2,505 | 6,121 | \$3,459 | 6,121 | \$4,199 |
| Minimum | 46,782 | \$2,590 | 46,782 | \$4,030 | 46,782 | \$4,872 |
| Recommended | 139,146 | \$2,232 | 139,146 | \$3,426 | 139,146 | \$5,241 |
| Distinguished | 20,291 | \$1,519 | 20,291 | \$2,290 | 20,291 | \$6,244 |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2003 through 2010.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2001–02 cohort entered Grade 9 for the first time in the fall 2001 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after their actual or expected graduation date.

Table E71. Median Wages for Students in the 2002–03 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One, Three, and Five Years After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | Quarter 4 Wages— One Year After Actual or Expected High School Graduation | | Quarter 4 Wages— Three Years After Actual or Expected High School Graduation | | Quarter 4 Wages— Five Years After Actual or Expected High School Graduation | |
|---|--|---------|---|---------|--|---------|
| | Number | Median | Number | Median | Number | Median |
| 2002–03 Entering Grade 9 Students | 321,812 | \$2,334 | 321,812 | \$3,305 | 321,812 | \$4,797 |
| Racial/Ethnic Groups | | | | | | |
| African American | 45,452 | \$1,960 | 45,452 | \$2,979 | 45,452 | \$3,814 |
| American Indian | 939 | \$2,173 | 939 | \$3,187 | 939 | \$4,434 |
| Asian/Pacific Islander | 9,514 | \$1,900 | 9,514 | \$2,456 | 9,514 | \$4,906 |
| Hispanic | 128,523 | \$2,642 | 128,523 | \$3,681 | 128,523 | \$4,735 |
| White | 137,384 | \$2,213 | 137,384 | \$3,098 | 137,384 | \$5,271 |
| Students Identified as | | | | | | |
| Economically disadvantaged | 141,612 | \$2,530 | 141,612 | \$3,570 | 141,612 | \$4,437 |
| English language learners | 26,819 | \$3,051 | 26,819 | \$3,987 | 26,819 | \$4,708 |
| Students Who Participated in | | | | | | |
| Special education | 40,952 | \$2,362 | 40,952 | \$3,320 | 40,952 | \$4,043 |
| Students Who Completed Each Graduation Program | | | | | | |
| Special education | 6,530 | \$2,523 | 6,530 | \$3,468 | 6,530 | \$4,122 |
| Minimum | 39,583 | \$2,743 | 39,583 | \$3,852 | 39,583 | \$4,789 |
| Recommended | 143,831 | \$2,356 | 143,831 | \$3,356 | 143,831 | \$5,130 |
| Distinguished | 23,242 | \$1,526 | 23,242 | \$2,123 | 23,242 | \$6,321 |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2004 through 2011.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2002–03 cohort entered Grade 9 for the first time in the fall 2002 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after their actual or expected graduation date.

Table E72. Median Wages for Students in the 2003–04 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One, Three, and Five Years After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | Quarter 4 Wages— One Year After Actual or Expected High School Graduation | | Quarter 4 Wages— Three Years After Actual or Expected High School Graduation | | Quarter 4 Wages— Five Years After Actual or Expected High School Graduation | |
|---|--|---------|---|---------|--|---------|
| | Number | Median | Number | Median | Number | Median |
| 2003–04 Entering Grade 9 Students | 325,699 | \$2,410 | 325,699 | \$3,290 | 325,699 | \$4,948 |
| Racial/Ethnic Groups, | | | | | | |
| African American | 46,637 | \$2,015 | 46,637 | \$2,892 | 46,637 | \$3,881 |
| American Indian | 1,044 | \$2,264 | 1,044 | \$3,250 | 1,044 | \$4,637 |
| Asian/Pacific Islander | 9,673 | \$1,845 | 9,673 | \$2,456 | 9,673 | \$5,243 |
| Hispanic | 132,028 | \$2,709 | 132,028 | \$3,617 | 132,028 | \$4,840 |
| White | 136,317 | \$2,302 | 136,317 | \$3,166 | 136,317 | \$5,533 |
| Students Identified as | | | | | | |
| Economically disadvantaged | 146,544 | \$2,610 | 146,544 | \$3,486 | 146,544 | \$4,513 |
| English language learners | 26,595 | \$3,087 | 26,595 | \$3,896 | 26,595 | \$4,800 |
| Students Who Participated in | | | | | | |
| Special education | 40,517 | \$2,454 | 40,517 | \$3,331 | 40,517 | \$4,102 |
| Students Who Completed Each Graduation Program | | | | | | |
| Special education | 6,427 | \$2,583 | 6,427 | \$3,470 | 6,427 | \$4,211 |
| Minimum | 35,012 | \$2,849 | 35,012 | \$3,788 | 35,012 | \$4,880 |
| Recommended | 146,759 | \$2,423 | 146,759 | \$3,313 | 146,759 | \$5,332 |
| Distinguished | 24,845 | \$1,585 | 24,845 | \$2,269 | 24,845 | \$6,667 |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2005 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2003–04 cohort entered Grade 9 for the first time in the fall 2003 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after their actual or expected graduation date.

Table E73. Median Wages for Students in the 2004–05 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One, Three, and Five Years After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | Quarter 4 Wages— One Year After Actual or Expected High School Graduation | | Quarter 4 Wages— Three Years After Actual or Expected High School Graduation | | Quarter 4 Wages— Five Years After Actual or Expected High School Graduation | |
|---|--|---------|---|---------|--|---------|
| | Number | Median | Number | Median | Number | Median |
| 2004–05 Entering Grade 9 Students | 332,690 | \$2,350 | 332,690 | \$3,235 | 332,690 | \$5,050 |
| Racial/Ethnic Groups | | | | | | |
| African American | 47,629 | \$2,034 | 47,629 | \$2,774 | 47,629 | \$3,918 |
| American Indian | 1,183 | \$2,411 | 1,183 | \$2,985 | 1,183 | \$4,913 |
| Asian/Pacific Islander | 9,866 | \$1,788 | 9,866 | \$2,389 | 9,866 | \$5,350 |
| Hispanic | 138,006 | \$2,658 | 138,006 | \$3,569 | 138,006 | \$4,944 |
| White | 136,006 | \$2,187 | 136,006 | \$3,116 | 136,006 | \$5,725 |
| Students Identified as | | | | | | |
| Economically disadvantaged | 157,101 | \$2,588 | 157,101 | \$3,426 | 157,101 | \$4,590 |
| English language learners | 26,606 | \$3,000 | 26,606 | \$3,810 | 26,606 | \$4,805 |
| Students Who Participated in | | | | | | |
| Special education | 40,607 | \$2,358 | 40,607 | \$3,278 | 40,607 | \$4,037 |
| Students Who Completed Each Graduation Program | | | | | | |
| Special education | 6,520 | \$2,503 | 6,520 | \$3,496 | 6,520 | \$4,154 |
| Minimum | 29,438 | \$2,695 | 29,438 | \$3,751 | 29,438 | \$4,867 |
| Recommended | 158,545 | \$2,358 | 158,545 | \$3,270 | 158,545 | \$5,445 |
| Distinguished | 28,009 | \$1,642 | 28,009 | \$2,205 | 28,009 | \$6,991 |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2006 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2004–05 cohort entered Grade 9 for the first time in the fall 2004 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after their actual or expected graduation date.

Table E74. Median Wages for Students in the 2005–06 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One and Three Years After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | Quarter 4 Wages— One Year After Actual or Expected High School Graduation | | Quarter 4 Wages— Three Years After Actual or Expected High School Graduation | | Quarter 4 Wages— Five Years After Actual or Expected High School Graduation | |
|---|--|---------|---|---------|--|--------|
| | Number | Median | Number | Median | Number | Median |
| 2005–06 Entering Grade 9 Students | 340,699 | \$2,354 | 340,699 | \$3,327 | – | – |
| Racial/Ethnic Groups | | | | | | |
| African American | 51,244 | \$1,964 | 51,244 | \$2,777 | – | – |
| American Indian | 1,164 | \$2,202 | 1,164 | \$3,350 | – | – |
| Asian/Pacific Islander | 10,301 | \$1,766 | 10,301 | \$2,396 | – | – |
| Hispanic | 144,810 | \$2,637 | 144,810 | \$3,643 | – | – |
| White | 133,180 | \$2,222 | 133,180 | \$3,251 | – | – |
| Students Identified as | | | | | | |
| Economically disadvantaged | 167,399 | \$2,551 | 167,399 | \$3,495 | – | – |
| English language learners | 27,704 | \$3,002 | 27,704 | \$3,861 | – | – |
| Students Who Participated in | | | | | | |
| Special education | 40,082 | \$2,417 | 40,082 | \$3,315 | – | – |
| Students Who Completed Each Graduation Program | | | | | | |
| Special education | 5,874 | \$2,498 | 5,874 | \$3,378 | – | – |
| Minimum | 29,066 | \$2,693 | 29,066 | \$3,756 | – | – |
| Recommended | 167,490 | \$2,373 | 167,490 | \$3,412 | – | – |
| Distinguished | 29,865 | \$1,617 | 29,865 | \$2,325 | – | – |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2007 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2005–06 cohort entered Grade 9 for the first time in the fall 2005 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after their actual or expected graduation date. A dash (–) indicates wage data were not available five years after actual or expected high graduation.

Table E75. Median Wages for Students in the 2006–07 Entering Grade 9 Who Were Employed During Quarter 4 One and Three Years After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | Quarter 4 Wages— One Year After Actual or Expected High School Graduation | | Quarter 4 Wages— Three Years After Actual or Expected High School Graduation | | Quarter 4 Wages— Five Years After Actual or Expected High School Graduation | |
|---|--|---------|---|---------|--|--------|
| | Number | Median | Number | Median | Number | Median |
| 2006–07 Entering Grade 9 Students | 343,329 | \$2,349 | 343,329 | \$3,384 | – | – |
| Racial/Ethnic Groups | | | | | | |
| African American | 50,659 | \$1,954 | 50,659 | \$2,810 | – | – |
| American Indian | 1,192 | \$2,475 | 1,192 | \$3,402 | – | – |
| Asian/Pacific Islander | 10,961 | \$1,747 | 10,961 | \$2,530 | – | – |
| Hispanic | 149,341 | \$2,601 | 149,341 | \$3,707 | – | – |
| White | 131,176 | \$2,253 | 131,176 | \$3,318 | – | – |
| Students Identified as | | | | | | |
| Economically disadvantaged | 168,482 | \$2,529 | 168,482 | \$3,529 | – | – |
| English language learners | 28,270 | \$2,991 | 28,270 | \$3,998 | – | – |
| Students Who Participated in | | | | | | |
| Special education | 39,478 | \$2,385 | 39,478 | \$3,313 | – | – |
| Students Who Completed Each Graduation Program | | | | | | |
| Special education | 5,572 | \$2,519 | 5,572 | \$3,459 | – | – |
| Minimum | 30,223 | \$2,629 | 30,223 | \$3,765 | – | – |
| Recommended | 180,536 | \$2,388 | 180,536 | \$3,500 | – | – |
| Distinguished | 32,602 | \$1,618 | 32,602 | \$2,426 | – | – |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2008 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2006–07 cohort entered Grade 9 for the first time in the fall 2006 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after their actual or expected graduation date. A dash (–) indicates wage data were not available five years after actual or expected high graduation.

Table E76. Median Wages for Students in the 2007–08 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One Year After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | Quarter 4 Wages— One Year After Actual or Expected High School Graduation | | Quarter 4 Wages— Three Years After Actual or Expected High School Graduation | | Quarter 4 Wages— Five Years After Actual or Expected High School Graduation | |
|---|--|---------|---|--------|--|--------|
| | Number | Median | Number | Median | Number | Median |
| 2007–08 Entering Grade 9 Students | 346,584 | \$2,440 | – | – | – | – |
| Racial/Ethnic Groups | | | | | | |
| African American | 51,421 | \$1,973 | – | – | – | – |
| American Indian | 1,276 | \$2,475 | – | – | – | – |
| Asian/Pacific Islander | 11,538 | \$1,783 | – | – | – | – |
| Hispanic | 154,226 | \$2,728 | – | – | – | – |
| White | 128,123 | \$2,317 | – | – | – | – |
| Students Identified as | | | | | | |
| Economically disadvantaged | 171,072 | \$2,609 | – | – | – | – |
| English language learners | 29,799 | \$3,066 | – | – | – | – |
| Students Who Participated in | | | | | | |
| Special education | 38,882 | \$2,481 | – | – | – | – |
| Students Who Completed Each Graduation Program | | | | | | |
| Special education | 5,715 | \$2,518 | – | – | – | – |
| Minimum | 39,139 | \$2,720 | – | – | – | – |
| Recommended | 179,139 | \$2,499 | – | – | – | – |
| Distinguished | 34,505 | \$1,674 | – | – | – | – |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2009 through 2012.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2007–08 cohort entered Grade 9 for the first time in the fall 2007 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after their actual or expected graduation date. A dash (–) indicates wage data were not available three and five years after actual or expected high graduation.

Table E77. Median Wages for Students in the 2008–09 Entering Grade 9 Cohort Who Were Employed During Quarter 4 One Year After Actual or Expected High School Graduation Date, by Student Group

| Student Groups | Quarter 4 Wages— One Year After Actual or Expected High School Graduation | | Quarter 4 Wages— Three Years After Actual or Expected High School Graduation | | Quarter 4 Wages— Five Years After Actual or Expected High School Graduation | |
|---|--|---------|---|--------|--|--------|
| | Number | Median | Number | Median | Number | Median |
| 2008–09 Entering Grade 9 Students | 339,746 | \$2,467 | – | – | – | – |
| Racial/Ethnic Groups | | | | | | |
| African American | 49,023 | \$2,028 | – | – | – | – |
| American Indian | 1,191 | \$2,567 | – | – | – | – |
| Asian/Pacific Islander | 12,292 | \$1,893 | – | – | – | – |
| Hispanic | 152,958 | \$2,734 | – | – | – | – |
| White | 124,282 | \$2,361 | – | – | – | – |
| Students Identified as | | | | | | |
| Economically disadvantaged | 171,159 | \$2,634 | – | – | – | – |
| English language learners | 25,381 | \$3,070 | – | – | – | – |
| Students Who Participated in | | | | | | |
| Special education | 37,188 | \$2,494 | – | – | – | – |
| Students Who Completed Each Graduation Program | | | | | | |
| Special education | 5,364 | \$2,589 | – | – | – | – |
| Minimum | 38,603 | \$2,743 | – | – | – | – |
| Recommended | 180,001 | \$2,534 | – | – | – | – |
| Distinguished | 37,688 | \$1,800 | – | – | – | – |

Source: Texas Workforce Commission (TWC), Quarterly Employment and Wage files, 2009 through 2013.

Notes. Cohorts are made up of students who entered Grade 9 in the academic year listed. For example, students in the 2008–09 cohort entered Grade 9 for the first time in the fall 2008 semester. Median quarterly wages shown in the figure represent the median fourth-quarter wages of students in each entering cohort of Grade 9 students who were employed during the fourth quarter of the fiscal year one, three, and five years after their actual or expected graduation date. A dash (–) indicates wage data were not available three and five years after actual or expected high graduation.

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Appendix F. Survey Administration: Technical Details

This appendix provides more detail about the development and administration of the survey to districts and the characteristics of the districts responding.

F.1 Summary of Activity

On March 25, 2015, American Institutes for Research administered a 44-item electronic survey to 1,214 public school districts in Texas. The survey was designed to gather information on their implementation of changes to graduation requirements in response to the enactment of Texas HB 5 and the establishment of the Foundation High School Program. Instructions and a unique link for completing the survey were distributed to the email addresses of the school district superintendents on file in the most recent AskTed database. This contact information was supplemented with a database from the Texas Association of School Administrators (TASA) (TASA, 2012). TASA contact information was used in cases in which the district contact information on file in AskTed consisted of a general information email address for the school district and not the superintendent's email address.⁶⁴ In the original distribution list, K–8-only districts were included in addition to districts that served high schools.

The survey consisted of fixed as well as open-ended response items. Twenty-seven of the 44 survey items were required, meaning that the respondent had to select an answer to those items in order to advance to subsequent items. No open-ended response items were required. The survey used skip logic, meaning that responses to some items triggered additional items to be delivered to the respondent, contingent on their original response. Survey respondents were able to save their responses and return to complete the survey at a later time. In addition, multiple users could access the unique district link to complete the survey as needed; no credentials (i.e., user name or password) were required for access.

After the first administration on March 25, 2015, a link was sent to districts so they could view all of the survey items in advance in order to determine the best staff in their district to complete the survey.

The survey items request or provide:

1. A brief overview of the purpose of the survey
2. Consent to complete the survey
3. Four items regarding communication and promotion of the new high school graduation requirements to students and parents/guardians
4. Thirty-seven items concerning which of the five endorsements and course pathways to complete the endorsements high schools offered in the 2014–15 academic year, as well as what factors were taken into consideration when making the offerings
5. Description of any additional local graduation requirements
6. Roles of staff who completed the survey
7. An opportunity to describe any other relevant information related to implementation of HB 5 requirements

⁶⁴ AskTED is a database that houses the contact information of Texas public schools, districts, and education service centers. AskTED is available at the website <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx#>.

Assistance was provided to survey respondents via telephone and email. Respondents were asked to direct technical questions to AIR staff at 800-277-8552 or TXHB5Eval@air.org. The study email inbox was monitored daily during administration.

The original survey invitation asked school districts to complete the survey by April 10, 2015. Reminder emails were sent to nonrespondents on the following dates:

- March 27, 2015
- April 8, 2015
- April 10, 2015
- April 14, 2015 (*Email indicated that survey window had been extended but did not provide new requested deadline. Respondents were asked to complete the survey as soon as possible.*)
- April 16, 2015
- April 17, 2015 (*Reminder sent to new emails only, obtained via phone calls to or from districts.*)
- April 23, 2015
- April 28, 2015
- April 29, 2015 (*Reminder sent to new emails only, obtained via phone calls to or from districts.*)
- April 30, 2015 (*Survey respondents were informed that this was the final reminder and that the survey would close on Friday, May 1, 2015.*)

F.2 Demographic Characteristics of District Respondents

The survey was open from March 25 through May 5, 2015. Response from the districts was monitored in order to target follow-up calls to districts to achieve a pool of responses representative of the state. District response was disaggregated and reported according to the following categories: (1) district type (e.g., charter, major urban, rural, etc.); (2) 2013–14 district accountability rating; (3) district region; (4) district size; (5) district percentage of student demographics, including race/ethnicity, English language learners, and special education. Reminder calls were conducted to nonresponding districts throughout the administration window. No districts were contacted by phone or email on published state testing administration days. Between April 13 and April 28 (excluding April 20, 21, 22, and 24 because of testing), 389 nonresponding school districts were contacted by phone. A total of 764 phone calls were placed to districts. Some districts that had not yet responded to the survey were called just once during this window, whereas others were called up to five times, depending on their demographics. The mean number of calls per district was two (including K–8 districts).

The final number of districts completing the survey was 931, and the number of districts beginning but not finishing the survey was 94. However, 116 districts were determined to be exclusively K–8 districts according to the most recent Texas Academic Performance Report, District Reference File, for the 2013–14 academic year. Therefore, 1,098 districts were eligible to complete the survey, and 887 eligible districts completed it. In addition, three of the 90 eligible districts that began the survey but did not complete it provided sufficient data to be included in the analytic sample. These three districts responded to at least 50% of the survey items and provided information concerning whether each of the five endorsement options was offered within the school district. The final number of districts within the analytic sample is 890, and the final response rate of districts included in the analytic sample is 81%. Table F1 presents the distribution of district responses relative to the state. As shown in Table F1, the characteristics of districts who responded to the survey were largely representative of all districts in the

state, with charter school districts underrepresented. This is to be expected since almost 40% of charter school districts in the state served K–8 grades only and would not be able to respond to the survey.

Table F1. District Responses to House Bill 5 Evaluation Survey

| District Characteristics | District Responses | State ^a |
|---|--------------------|--------------------|
| Community Type | 890 ^b | 1,227 |
| Percentage charter school districts | 7.8 | 16.4 |
| Percentage independent town | 7.1 | 5.7 |
| Percentage major suburban | 7.6 | 6.5 |
| Percentage major urban | 1.2 | 1.0 |
| Percentage nonmetropolitan fast growing | 2.7 | 2.6 |
| Percentage nonmetropolitan stable | 16.6 | 14.8 |
| Percentage other central city | 4.2 | 3.3 |
| Percentage other central city suburban | 14.9 | 13.5 |
| Percentage rural | 37.5 | 36.3 |
| District Size (Student Enrollment) | | |
| Percentage 50,000 or more | 1.9 | 1.5 |
| Percentage 25,000 to 49,999 | 3.5 | 2.5 |
| Percentage 10,000 to 24,999 | 5.1 | 4.7 |
| Percentage 5,000 to 9,999 | 6.9 | 5.7 |
| Percentage 3,000 to 4,999 | 8.5 | 7.4 |
| Percentage 1,600 to 2,999 | 11.8 | 11.2 |
| Percentage 1,000 to 1,599 | 13.0 | 11.8 |
| Percentage 500 to 999 | 19.7 | 20.1 |
| Percentage fewer than 500 | 29.2 | 35.0 |
| State Accountability Rating | | |
| Percentage met standard | 89.4 | 87.4 |
| Percentage met alternative standard | 2.1 | 2.8 |
| Percentage improvement required | 7.3 | 9.0 |
| Percentage not rated | 0.7 | 0.8 |
| Student Demographics ^c | | |
| Percentage economically disadvantaged | 60.1 | 60.2 |
| Percentage Limited English Proficient | 17.8 | 17.5 |
| Percentage special education | 8.7 | 8.5 |
| Percentage African American | 12.8 | 12.7 |
| Percentage Hispanic | 51.9 | 51.8 |
| Percentage White | 29.1 | 29.4 |
| Percentage American Indian | 0.4 | 0.4 |
| Percentage Asian/Pacific Islander | 4.0 | 3.8 |

^a Statistics compiled from the 2013–14 Texas Academic Performance Reports (TAPR).

^b In all, 890 of 1,098 K–12 districts (81%) completed the survey.

^c Calculation of the student demographics was compiled from the Public Education Information Management System (PEIMS) student-level 2013–14 Fall Snapshot Enrollment file.

Appendix G. Survey Responses by District Characteristics

G.1 Districts Offering STEM Endorsement

Table G1. Percentages of Responding Districts Offering the STEM Endorsement in 2014–15, by District Size

| | Total | No | Yes |
|---|-------|-------|--------|
| District Size (Student Enrollment) | | | |
| Less than 500 | 260 | 28.1% | 71.9% |
| 500 to 999 | 175 | 11.4% | 88.6% |
| 1,000 to 1,599 | 116 | 14.7% | 85.3% |
| 1,600 to 2,999 | 105 | 9.5% | 90.5% |
| 3,000 to 4,999 | 76 | 1.3% | 98.7% |
| 5,000 to 9,999 | 62 | 0.0% | 100.0% |
| 10,000 to 24,999 | 45 | 0.0% | 100.0% |
| 25,000 to 49,999 | 31 | 0.0% | 100.0% |
| 50,000 or more | 17 | 0.0% | 100.0% |
| Missing | 3 | 66.7% | 33.3% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 890. STEM = science, technology, engineering, and mathematics. Respondents were required to complete this item in order to progress in the electronic survey. Three districts did not have any available data in PEIMS Enrollment.

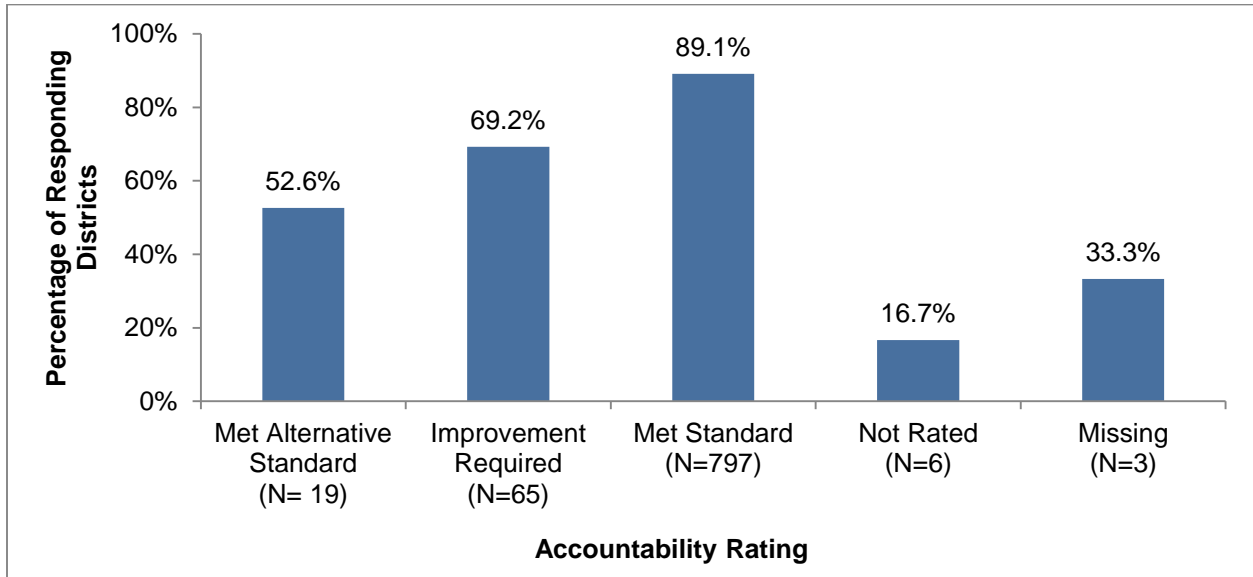
Table G2. Percentages of Responding Districts Offering the STEM Endorsement in 2014–15, by District Type

| | Total | No | Yes |
|------------------------------|-------|-------|--------|
| District Type | | | |
| Charter school districts | 69 | 36.2% | 63.8% |
| Independent town | 63 | 7.9% | 92.1% |
| Major suburban | 68 | 0.0% | 100.0% |
| Major urban | 11 | 0.0% | 100.0% |
| Nonmetropolitan fast growing | 24 | 25.0% | 75.0% |
| Nonmetropolitan stable | 148 | 8.1% | 91.9% |
| Other central city | 37 | 0.0% | 100.0% |
| Other central city suburban | 133 | 6.0% | 94.0% |
| Rural | 334 | 19.5% | 80.5% |
| Missing | 3 | - | - |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 890. STEM = science, technology, engineering, and mathematics. Respondents were required to complete this item in order to progress in the electronic survey. Three districts did not have any available data in PEIMS Enrollment.

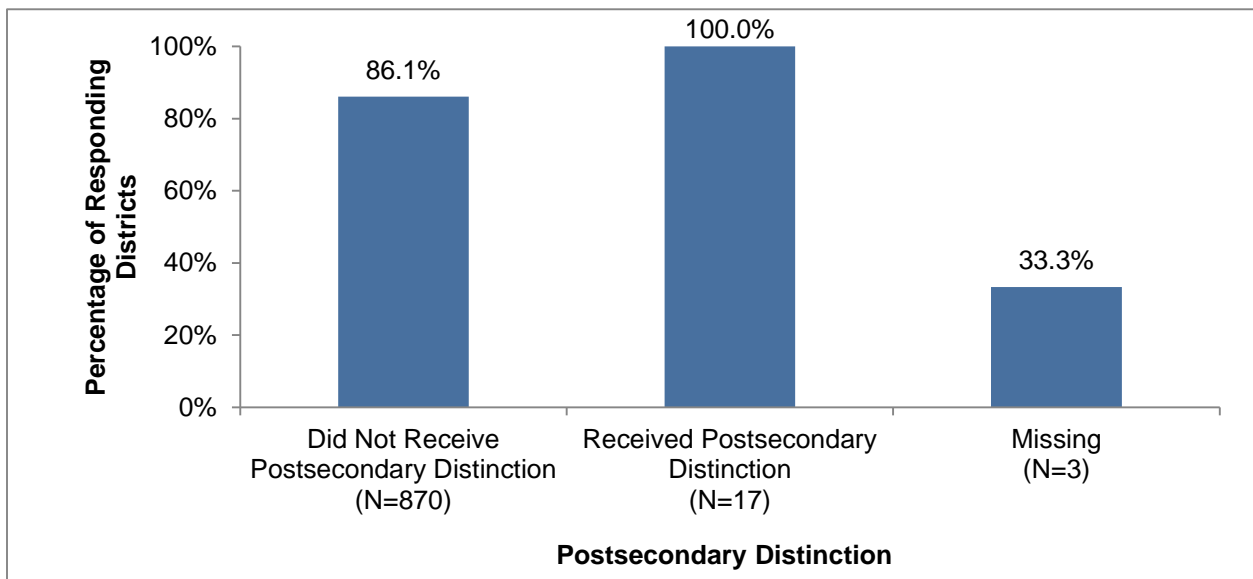
Figure G1. Percentages of Responding Districts Offering the STEM Endorsement in 2014–15, by Accountability Rating



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 890. STEM = science, technology, engineering, and mathematics. Respondents were required to complete this item in order to progress in the electronic survey. Three districts did not have any available data in PEIMS Enrollment.

Figure G2. Percentages of Responding Districts Offering the STEM Endorsement in 2014–15, by Those Districts That Received the Postsecondary Distinction in the 2014 Accountability Ratings



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 890. STEM = science, technology, engineering, and mathematics. Seventeen responding districts received the postsecondary distinction in the 2014 Accountability Ratings. Postsecondary distinction is awarded to districts in recognition of outstanding academic performance in attainment of postsecondary readiness. Respondents were required to complete this item in order to progress in the electronic survey. Three districts did not have any available data in PEIMS Enrollment.

G.2 Districts Offering Business and Industry Endorsement

Table G3. Percentages of Responding Districts Offering the Business and Industry Endorsement in 2014–15, by District Size

| | Total | No | Yes |
|---|-------|-------|--------|
| District Size (Student Enrollment) | | | |
| Fewer than 500 | 260 | 24.2% | 75.8% |
| 500 to 999 | 175 | 19.4% | 80.6% |
| 1,000 to 1,599 | 116 | 8.6% | 91.4% |
| 1,600 to 2,999 | 105 | 6.7% | 93.3% |
| 3,000 to 4,999 | 76 | 2.6% | 97.4% |
| 5,000 to 9,999 | 62 | 3.2% | 96.8% |
| 10,000 to 24,999 | 45 | 2.2% | 97.8% |
| 25,000 to 49,999 | 31 | 0.0% | 100.0% |
| 50,000 or more | 17 | 0.0% | 100.0% |
| Missing | 3 | 33.3% | 66.7% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 890. Respondents were required to complete this item in order to progress in the electronic survey. Three districts did not have any available data in PEIMS Enrollment.

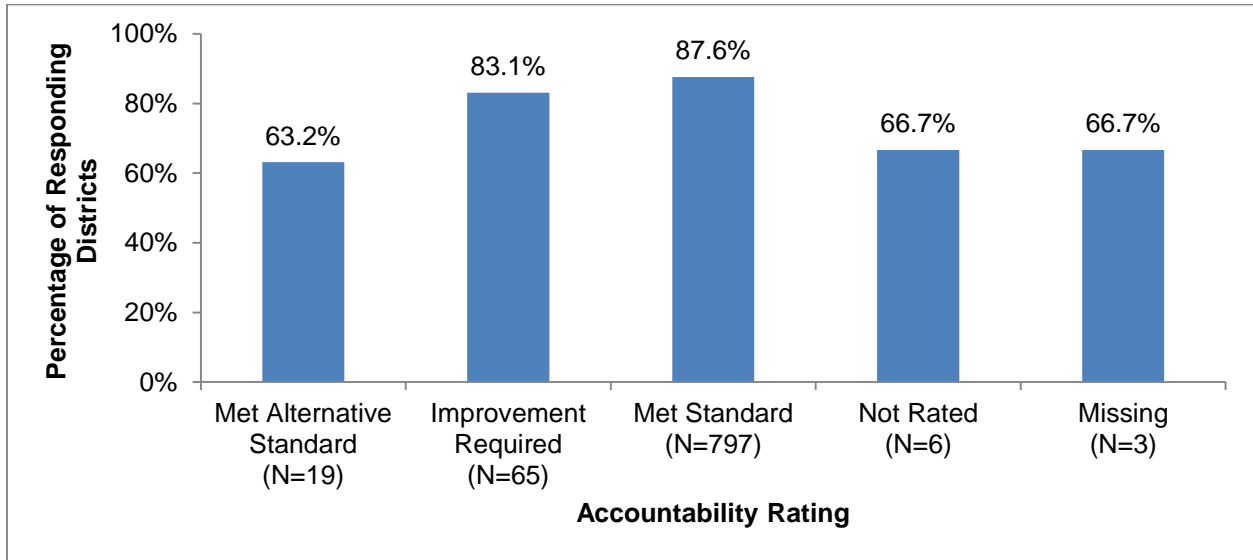
Table G4. Percentages of Responding Districts Offering the Business and Industry Endorsement in 2014–15, by District Type

| | Total | No | Yes |
|------------------------------|-------|-------|--------|
| District Type | | | |
| Charter school districts | 69 | 40.6% | 59.4% |
| Independent town | 63 | 9.5% | 90.5% |
| Major suburban | 68 | 1.5% | 98.5% |
| Major urban | 11 | 0.0% | 100.0% |
| Nonmetropolitan fast growing | 24 | 12.5% | 87.5% |
| Nonmetropolitan stable | 148 | 5.4% | 94.6% |
| Other central city | 37 | 0.0% | 100.0% |
| Other central city suburban | 133 | 3.0% | 97.0% |
| Rural | 334 | 20.7% | 79.3% |
| Missing | 3 | 33.3% | 66.7% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 890. Respondents were required to complete this item in order to progress in the electronic survey. Three districts did not have any available data in PEIMS Enrollment.

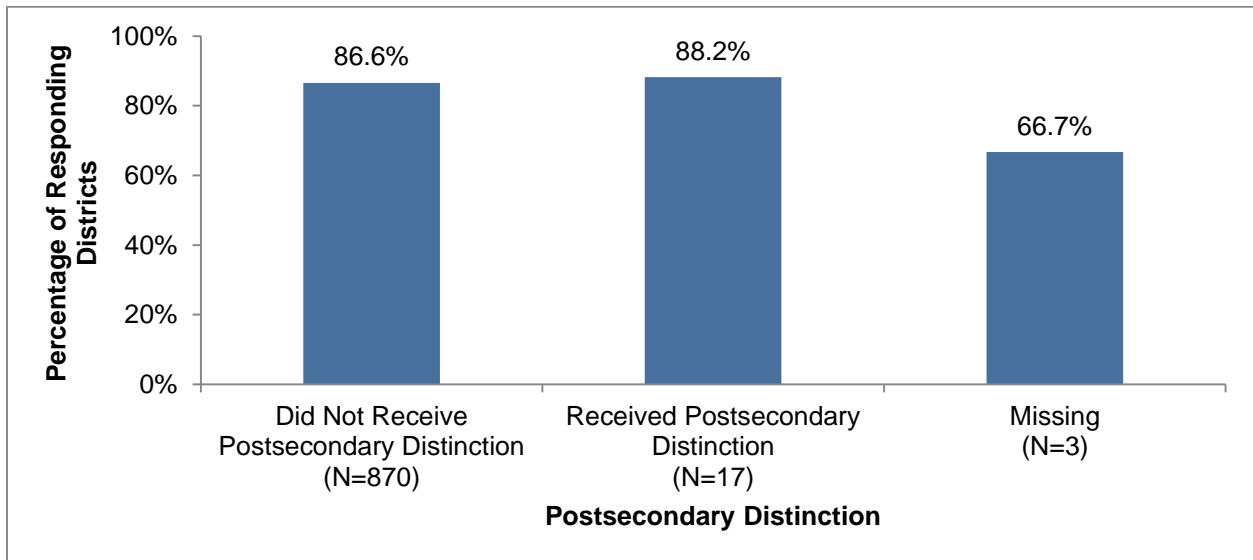
Figure G3. Percentages of Responding Districts Offering the Business and Industry Endorsement in 2014–15, by Accountability Rating



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 890. Respondents were required to complete this item in order to progress in the electronic survey. Three districts did not have any available data in PEIMS Enrollment.

Figure G4. Percentages of Responding Districts Offering the Business and Industry Endorsement in 2014–15, by Those Districts That Received the Postsecondary Distinction in the 2014 Accountability Ratings



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 890. Seventeen responding districts received the postsecondary distinction in the 2014 Accountability Ratings. Postsecondary distinction is awarded to districts in recognition of outstanding academic performance in attainment of postsecondary readiness. Respondents were required to complete this item in order to progress in the electronic survey. Three districts did not have any available data in PEIMS Enrollment.

G.3 Districts Offering Public Services Endorsement

Table G5. Percentages of Responding Districts Offering the Public Services Endorsement in 2014–15, by District Size

| | Total | No | Yes |
|---|-------|--------|--------|
| District Size (Student Enrollment) | | | |
| Fewer than 500 | 260 | 68.1% | 31.9% |
| 500 to 999 | 175 | 49.7% | 50.3% |
| 1,000 to 1,599 | 116 | 31.0% | 69.0% |
| 1,600 to 2,999 | 105 | 21.0% | 79.1% |
| 3,000 to 4,999 | 76 | 7.9% | 92.1% |
| 5,000 to 9,999 | 62 | 9.7% | 90.3% |
| 10,000 to 24,999 | 45 | 4.4% | 95.6% |
| 25,000 to 49,999 | 31 | 0.0% | 100.0% |
| 50,000 or more | 17 | 0.0% | 100.0% |
| Missing | 3 | 100.0% | 0.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 890. Respondents were required to complete this item in order to progress in the electronic survey. Three districts did not have any available data in PEIMS Enrollment.

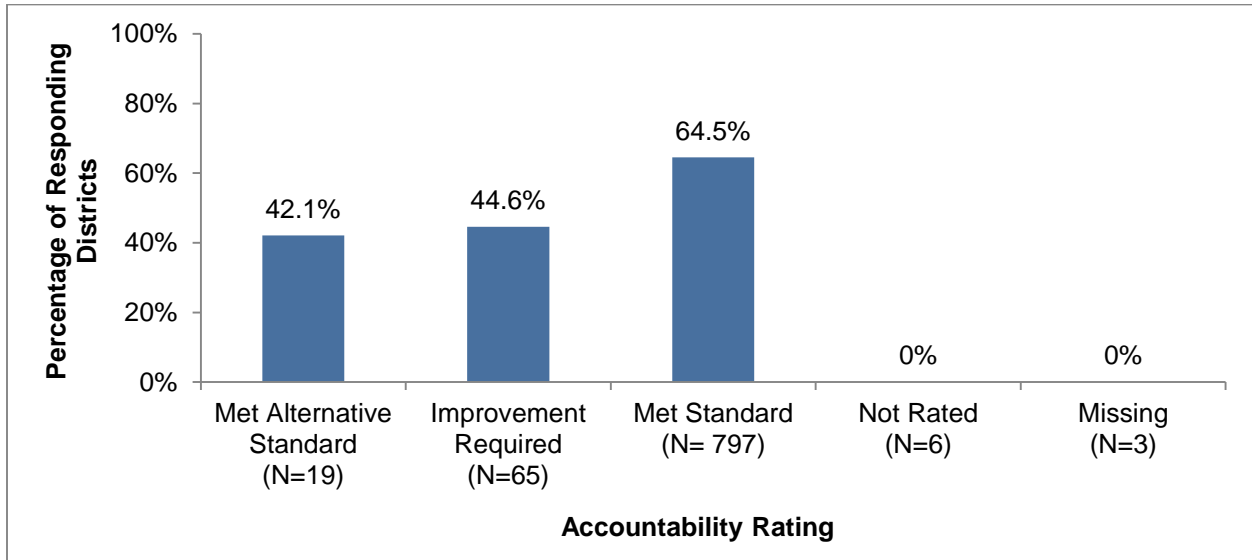
Table G6. Percentages of Responding Districts Offering the Public Services Endorsement in 2014–15, by District Type

| | Total | No | Yes |
|------------------------------|-------|--------|--------|
| District Type | | | |
| Charter school districts | 69 | 62.3% | 37.7% |
| Independent town | 63 | 19.0% | 81.0% |
| Major suburban | 68 | 8.8% | 91.2% |
| Major urban | 11 | 0.0% | 100.0% |
| Nonmetropolitan fast growing | 24 | 29.2% | 70.8% |
| Nonmetropolitan stable | 148 | 25.7% | 74.3% |
| Other central city | 37 | 0.0% | 100.0% |
| Other central city suburban | 133 | 16.5% | 83.5% |
| Rural | 334 | 62.3% | 37.7% |
| Missing | 3 | 100.0% | 0.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 890. Respondents were required to complete this item in order to progress in the electronic survey. Three districts did not have any available data in PEIMS Enrollment.

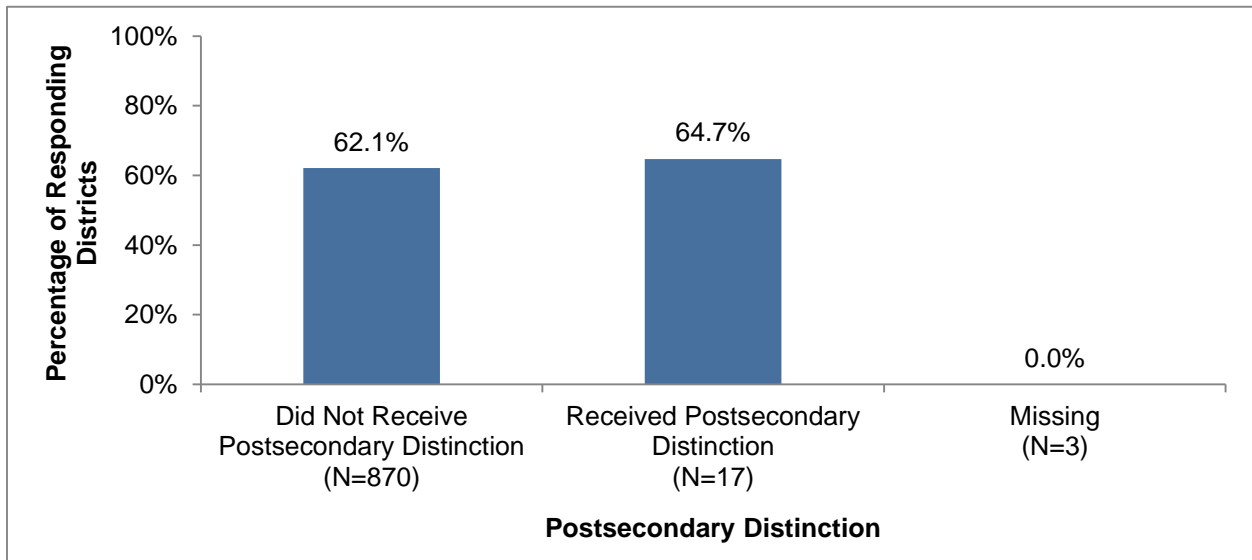
Figure G5. Percentages of Responding Districts Offering the Public Services Endorsement in 2014–15, by Accountability Rating



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 890. Respondents were required to complete this item in order to progress in the electronic survey. Three districts did not have any available data in PEIMS Enrollment.

Figure G6. Percentages of Responding Districts Offering the Public Services Endorsement in 2014–15, by Those Districts That Received the Postsecondary Distinction in the 2014 Accountability Ratings



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 890. Seventeen responding districts received the postsecondary distinction in the 2014 Accountability Ratings. Postsecondary distinction is awarded to districts in recognition of outstanding academic performance in attainment of postsecondary readiness. Respondents were required to complete this item in order to progress in the electronic survey. Three districts did not have any available data in PEIMS Enrollment.

G.4 Districts Offering Arts and Humanities Endorsement

Table G7. Percentages of Responding Districts Offering the Arts and Humanities Endorsement in 2014–15, by District Size

| | Total | No | Yes |
|---|-------|-------|--------|
| District Size (Student Enrollment) | | | |
| Fewer than 500 | 260 | 39.2% | 60.8% |
| 500 to 999 | 175 | 23.4% | 76.6% |
| 1,000 to 1,599 | 116 | 18.1% | 81.9% |
| 1,600 to 2,999 | 105 | 12.4% | 87.6% |
| 3,000 to 4,999 | 76 | 4.0% | 96.1% |
| 5,000 to 9,999 | 62 | 6.5% | 93.6% |
| 10,000 to 24,999 | 45 | 0.0% | 100.0% |
| 25,000 to 49,999 | 31 | 0.0% | 100.0% |
| 50,000 or more | 17 | 0.0% | 100.0% |
| Missing | 3 | 66.7% | 33.3% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 890. Respondents were required to complete this item in order to progress in the electronic survey. Three districts did not have any available data in PEIMS Enrollment.

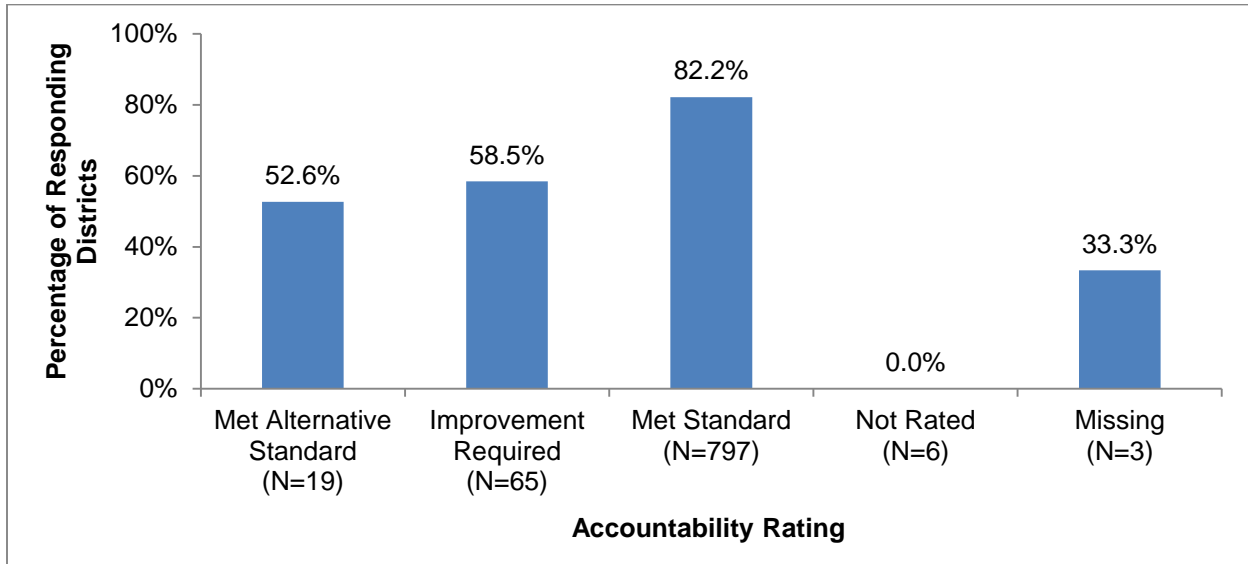
Table G8. Percentages of Responding Districts Offering the Arts and Humanities Endorsement in 2014–15, by District Type

| | Total | No | Yes |
|------------------------------|-------|-------|--------|
| District Type | | | |
| Charter school districts | 69 | 42.0% | 58.0% |
| Independent town | 63 | 12.7% | 87.3% |
| Major suburban | 68 | 4.4% | 95.6% |
| Major urban | 11 | 0.0% | 100.0% |
| Nonmetropolitan fast growing | 24 | 29.2% | 70.8% |
| Nonmetropolitan stable | 148 | 12.8% | 87.2% |
| Other central city | 37 | 0.0% | 100.0% |
| Other central city suburban | 133 | 6.8% | 93.2% |
| Rural | 334 | 32.6% | 67.4% |
| Missing | 3 | 66.7% | 33.3% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 890. Respondents were required to complete this item in order to progress in the electronic survey. Three districts did not have any available data in PEIMS Enrollment.

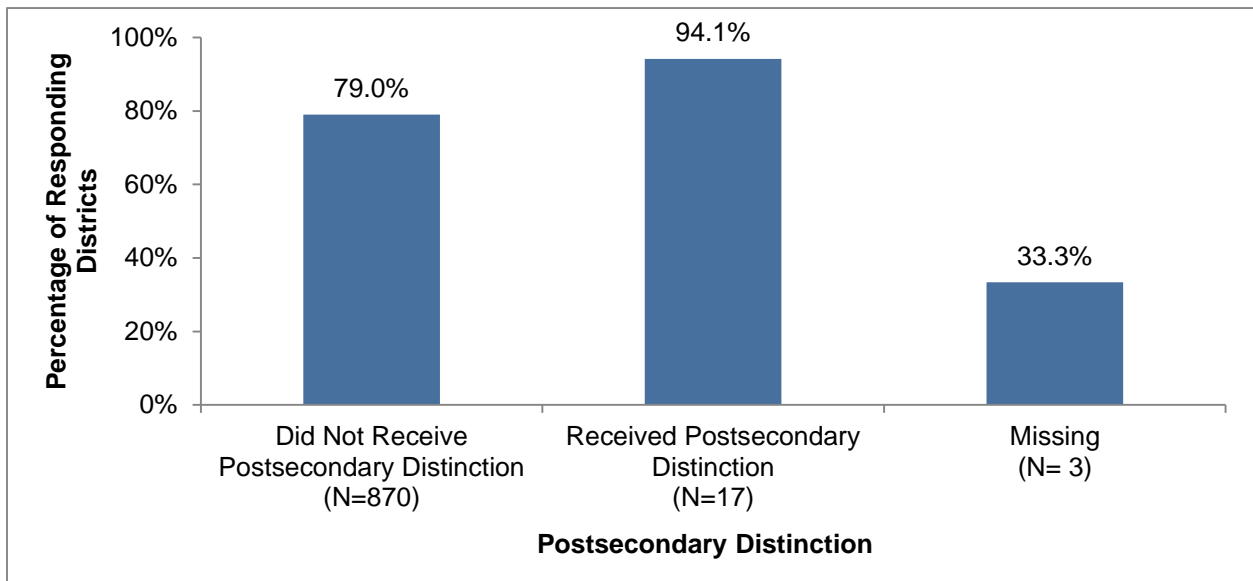
Figure G7. Percentages of Responding Districts Offering the Arts and Humanities Endorsement in 2014–15, by Accountability Rating



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 890. Respondents were required to complete this item in order to progress in the electronic survey. Three districts did not have any available data in PEIMS Enrollment.

Figure G8. Percentages of Responding Districts Offering the Arts and Humanities Endorsement in 2014–15, by Those Districts That Received the Postsecondary Distinction in the 2014 Accountability Ratings



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 890. Seventeen responding districts received the postsecondary distinction in the 2014 Accountability Ratings. Postsecondary distinction is awarded to districts in recognition of outstanding academic performance in attainment of postsecondary readiness. Respondents were required to complete this item in order to progress in the electronic survey. Three districts did not have any available data in PEIMS Enrollment.

G.5 Districts Offering Multidisciplinary Studies Endorsement

Table G9. Percentages of Responding Districts Offering the Multidisciplinary Studies Endorsement in 2014–15, by District Size

| | Total | No | Yes |
|---|-------|------|--------|
| District Size (Student Enrollment) | | | |
| Fewer than 500 | 260 | 6.5% | 93.5% |
| 500 to 999 | 175 | 5.7% | 94.3% |
| 1,000 to 1,599 | 116 | 4.3% | 95.7% |
| 1,600 to 2,999 | 105 | 3.8% | 96.2% |
| 3,000 to 4,999 | 76 | 2.6% | 97.4% |
| 5,000 to 9,999 | 62 | 1.6% | 98.4% |
| 10,000 to 24,999 | 45 | 2.2% | 97.8% |
| 25,000 to 49,999 | 31 | 0.0% | 100.0% |
| 50,000 or more | 17 | 0.0% | 100.0% |
| Missing | 3 | 0.0% | 100.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 890. Respondents were required to complete this item in order to progress in the electronic survey. Three districts did not have any available data in PEIMS Enrollment.

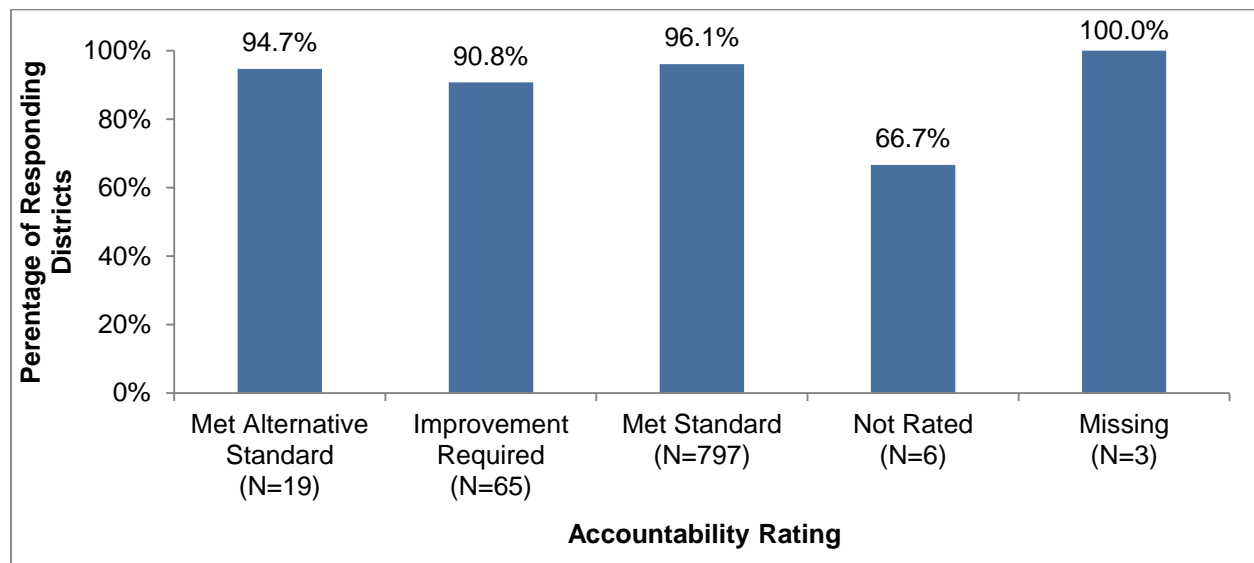
Table G10. Percentages of Responding Districts Offering the Multidisciplinary Studies Endorsement in 2014–15, by District Type

| | Total | No | Yes |
|------------------------------|-------|-------|--------|
| District Type | | | |
| Charter school districts | 69 | 11.6% | 88.4% |
| Independent town | 63 | 7.9% | 92.1% |
| Major suburban | 68 | 2.9% | 97.1% |
| Major urban | 11 | 0.0% | 100.0% |
| Nonmetropolitan fast growing | 24 | 0.0% | 100.0% |
| Nonmetropolitan stable | 148 | 2.7% | 97.3% |
| Other central city | 37 | 0.0% | 100.0% |
| Other central city suburban | 133 | 0.8% | 99.2% |
| Rural | 334 | 6.0% | 94.0% |
| Missing | 3 | 0.0% | 100.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 890. Respondents were required to complete this item in order to progress in the electronic survey. Three districts did not have any available data in PEIMS Enrollment.

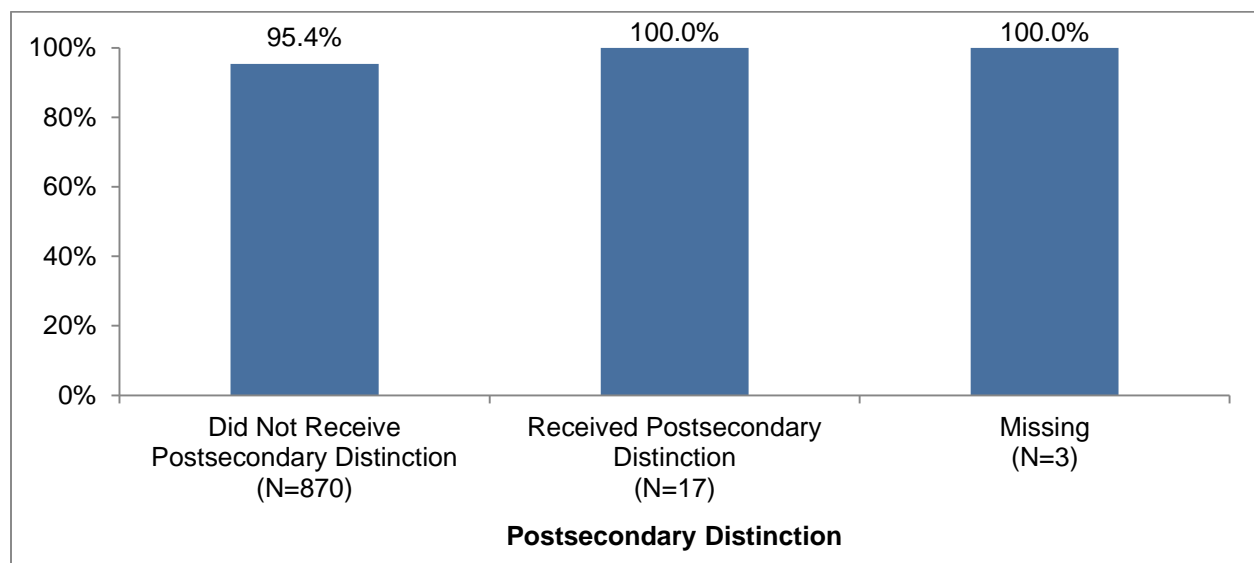
Figure G9. Percentages of Responding Districts Offering the Multidisciplinary Studies Endorsement in 2014–15, by Accountability Rating



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 890. Respondents were required to complete this item in order to progress in the electronic survey. Three districts did not have any available data in PEIMS Enrollment.

Figure G10. Percentages of Responding Districts Offering the Multidisciplinary Studies Endorsement in 2014–15, by Those Districts That Received the Postsecondary Distinction in the 2014 Accountability Ratings



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 890. Seventeen responding districts received the postsecondary distinction in the 2014 Accountability Ratings. Postsecondary distinction is awarded to districts in recognition of outstanding academic performance in attainment of postsecondary readiness. Respondents were required to complete this item in order to progress in the electronic survey. Three districts did not have any available data in PEIMS Enrollment.

G.6 Endorsement Offerings Across All High Schools for Districts With More Than One High School

Table G11. Percentages of Responding Districts With More Than One High School Offering the Same Endorsements at All High Schools in 2014–15, by District Size

| | Total | No | Yes |
|---|-------|-------|-------|
| District Size (Student Enrollment) | | | |
| Fewer than 500 | 17 | 11.8% | 88.2% |
| 500 to 999 | 18 | 16.7% | 83.3% |
| 1,000 to 1,599 | 19 | 5.3% | 94.7% |
| 1,600 to 2,999 | 25 | 12.0% | 88.0% |
| 3,000 to 4,999 | 36 | 13.9% | 86.1% |
| 5,000 to 9,999 | 43 | 14.0% | 86.1% |
| 10,000 to 24,999 | 43 | 20.9% | 79.1% |
| 25,000 to 49,999 | 31 | 19.4% | 80.7% |
| 50,000 or more | 17 | 35.3% | 64.7% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 249. Respondents were required to complete this item in order to progress in the electronic survey.

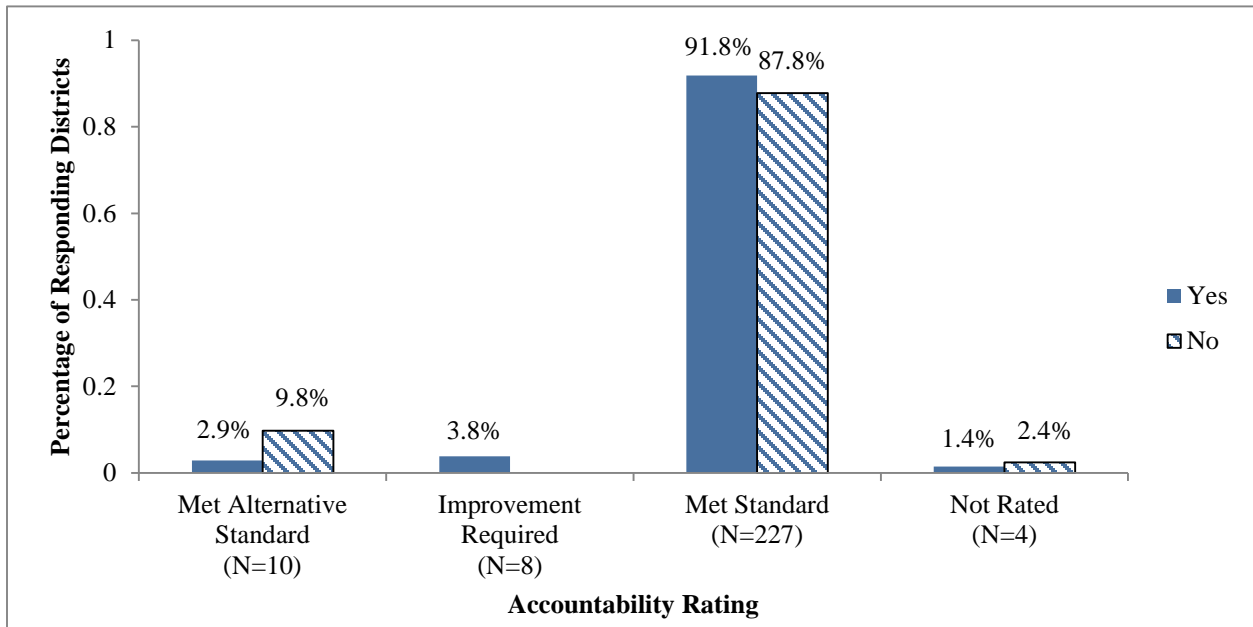
Table G12. Percentages of Responding Districts With More Than One High School Offering the Same Endorsements at All High Schools in 2014–15, by District Type

| | Total | No | Yes |
|------------------------------|-------|-------|-------|
| District Type | | | |
| Charter School Districts | 25 | 32.0% | 68.0% |
| Independent Town | 21 | 19.1% | 80.9% |
| Major Suburban | 55 | 23.6% | 76.4% |
| Major Urban | 11 | 36.4% | 64.6% |
| Nonmetropolitan Fast Growing | 4 | 25.0% | 75.0% |
| Nonmetropolitan Stable | 31 | 3.2% | 96.8% |
| Other Central City | 34 | 17.7% | 82.3% |
| Other Central City Suburban | 52 | 5.8% | 94.2% |
| Rural | 16 | 6.3% | 93.7% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 249. Respondents were required to complete this item in order to progress in the electronic survey.

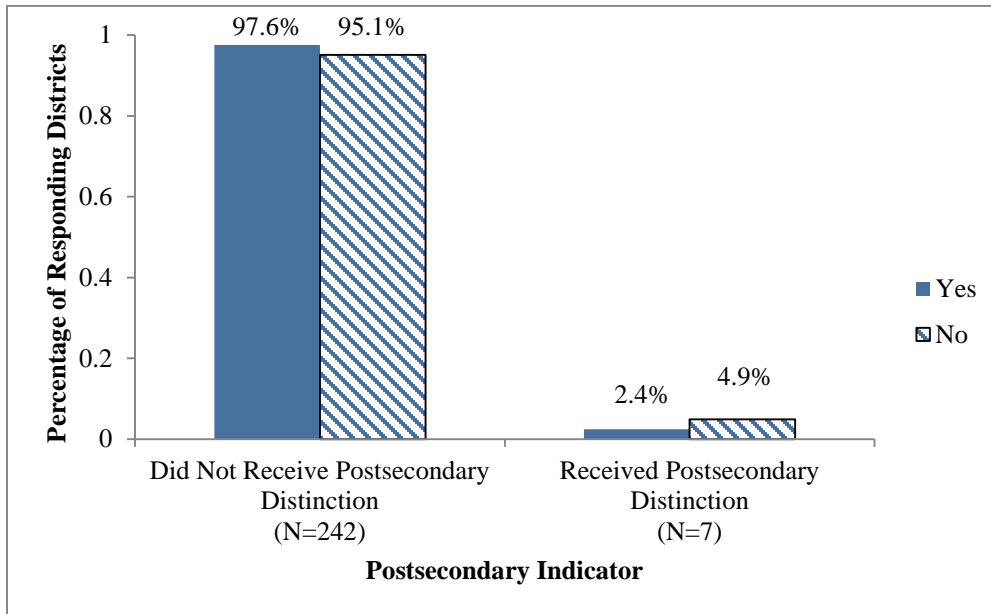
Figure G11. Percentages of Responding Districts With More Than One High School Offering the Same Endorsements at All High Schools in 2014–15, by Accountability Rating



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey. (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment

Note: N=208 for districts offering the same endorsements across high schools (Yes); N=41 for districts offering different endorsements across high schools. Respondents were required to complete this item.

Figure G12. Percentages of Responding Districts With More Than One High School Offering the Same Endorsements at All High Schools in 2014–15, by Those Districts That Received the Postsecondary Distinction in the 2014 Accountability Ratings



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey. (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment

Note: N=208 for districts offering the same endorsements across high schools (Yes); N=41 for districts offering different endorsements across high schools. Respondents were required to complete this item. Seventeen responding districts received the postsecondary distinction in the 2014 Accountability Ratings. Postsecondary distinction is awarded to districts in recognition of outstanding academic performance in attainment of postsecondary readiness. Respondents were not required to complete this item. Three districts did not have any available data in PEIMS Enrollment.

Table G13. Percentages of Responding Districts That Plan to Change Endorsement Offerings in 2015–16, by District Size

| | Total | No | Yes |
|---|-------|-------|-------|
| District Size (Student Enrollment) | | | |
| Fewer than 500 | 259 | 79.6% | 20.0% |
| 500 to 999 | 174 | 71.4% | 28.0% |
| 1,000 to 1,599 | 116 | 70.7% | 29.3% |
| 1,600 to 2,999 | 104 | 69.5% | 29.5% |
| 3,000 to 4,999 | 75 | 79.0% | 19.7% |
| 5,000 to 9,999 | 61 | 74.2% | 24.2% |
| 10,000 to 24,999 | 45 | 75.6% | 24.4% |
| 25,000 to 49,999 | 30 | 80.7% | 16.1% |
| 50,000 or more | 17 | 58.8% | 41.2% |
| Missing | 3 | 66.7% | 33.3% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 884. Respondents were not required to complete this item. Three districts did not have any available data in PEIMS Enrollment.

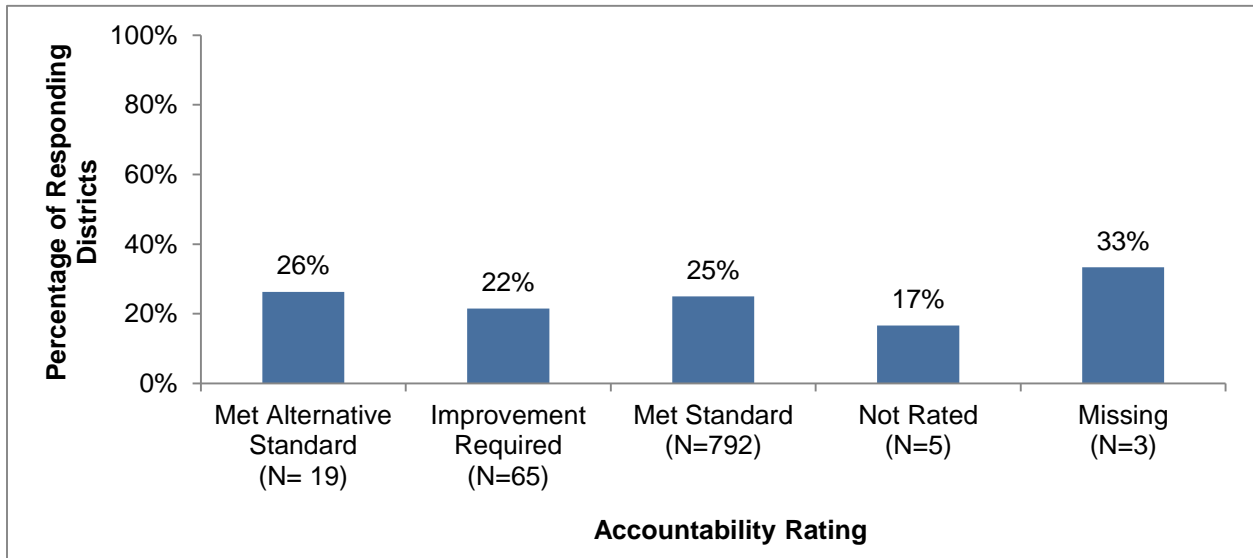
Table G14. Percentages of Responding Districts That Plan to Change Endorsement Offerings in 2015–16, by District Type

| | Total | No | Yes |
|------------------------------|-------|-------|-------|
| District Type | | | |
| Charter school districts | 69 | 78.3% | 20.3% |
| Independent town | 63 | 71.4% | 28.6% |
| Major suburban | 68 | 80.9% | 19.1% |
| Major urban | 11 | 54.5% | 45.5% |
| Nonmetropolitan fast growing | 24 | 83.3% | 16.7% |
| Nonmetropolitan stable | 148 | 65.5% | 33.1% |
| Other central city | 37 | 67.6% | 27.0% |
| Other central city suburban | 133 | 78.2% | 21.1% |
| Rural | 334 | 76.6% | 23.4% |
| Missing | 3 | 66.7% | 33.3% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 884. Respondents were not required to complete this item. Three districts did not have any available data in PEIMS Enrollment.

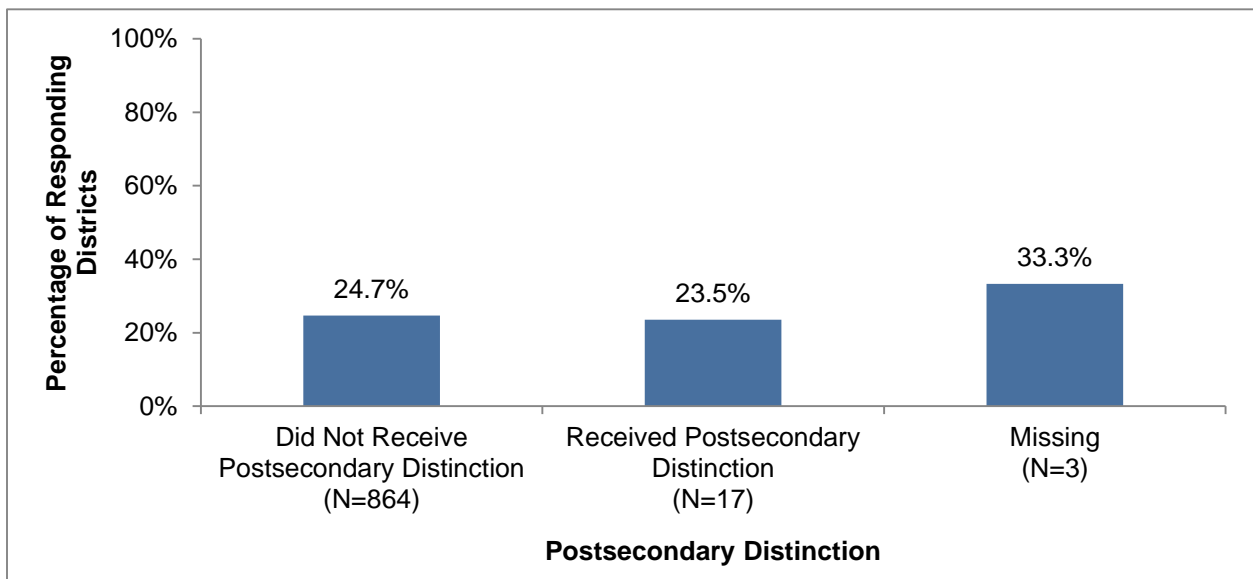
Figure G13. Percentages of Responding Districts That Plan to Change Endorsement Offerings in 2015–16, by Accountability Rating



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 884. Respondents were not required to complete this item. Three districts did not have any available data in PEIMS Enrollment.

Figure G14. Percentages of Responding Districts That Plan to Change Endorsement Offerings in 2015–16, by Those Districts That Received the Postsecondary Distinction in the 2014 Accountability Ratings



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 884. Seventeen responding districts received the postsecondary distinction in the 2014 Accountability Ratings. Postsecondary distinction is awarded to districts in recognition of outstanding academic performance in attainment of postsecondary readiness. Respondents were not required to complete this item. Three districts did not have any available data in PEIMS Enrollment.

Table G15. Percentages of Districts That Had the Necessary Information Regarding Endorsement Selections in 2014–15, by District Size

| | Total | No | Yes |
|---|-------|-------|--------|
| District Size (Student Enrollment) | | | |
| Fewer than 500 | 259 | 15.0% | 84.6% |
| 500 to 999 | 174 | 13.1% | 86.3% |
| 1,000 to 1,599 | 114 | 8.6% | 89.7% |
| 1,600 to 2,999 | 104 | 11.4% | 87.6% |
| 3,000 to 4,999 | 76 | 11.8% | 88.2% |
| 5,000 to 9,999 | 61 | 8.1% | 90.3% |
| 10,000 to 24,999 | 45 | 17.8% | 82.2% |
| 25,000 to 49,999 | 31 | 12.9% | 87.1% |
| 50,000 or more | 17 | 11.8% | 88.2% |
| Missing | 3 | 0.0% | 100.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 884. Respondents were not required to complete this item. Three districts did not have any available data in PEIMS Enrollment.

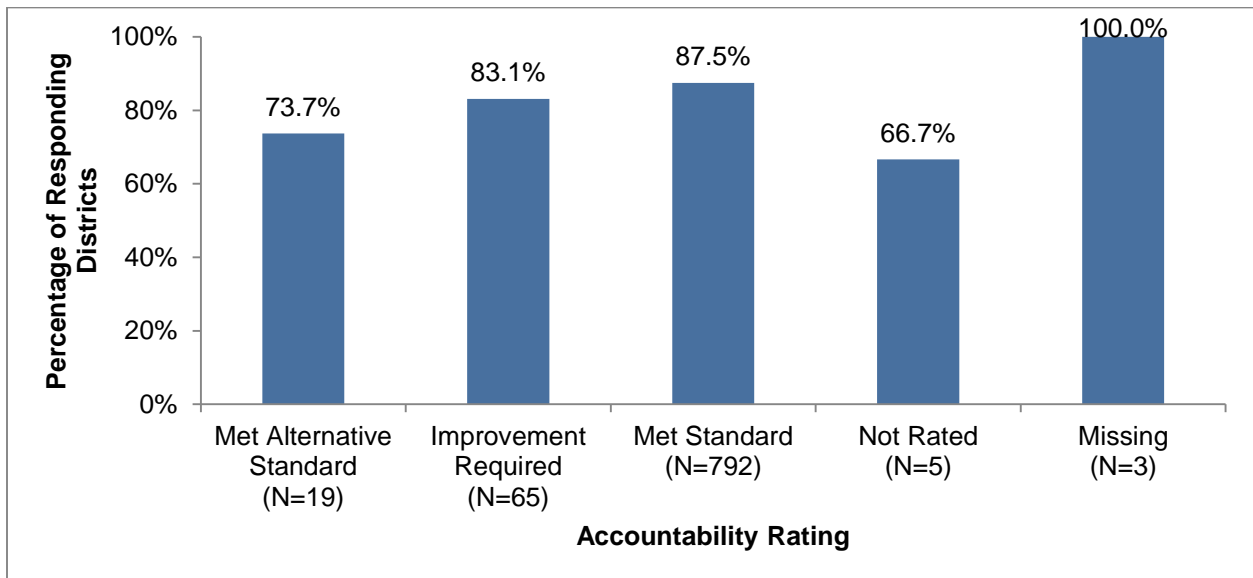
Table G16. Percentages of Districts That Had the Necessary Information Regarding Endorsement Selections in 2014–15, by District Type

| | Total | No | Yes |
|------------------------------|-------|-------|--------|
| District Type | | | |
| Charter school districts | 69 | 15.9% | 82.6% |
| Independent town | 63 | 6.4% | 92.1% |
| Major suburban | 68 | 13.2% | 86.8% |
| Major urban | 11 | 18.2% | 81.8% |
| Nonmetropolitan fast growing | 24 | 0.0% | 100.0% |
| Nonmetropolitan stable | 148 | 10.1% | 88.5% |
| Other central city | 37 | 16.2% | 81.1% |
| Other central city suburban | 133 | 12.8% | 86.5% |
| Rural | 334 | 14.4% | 85.6% |
| Missing | 3 | 0.0% | 100.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 884. Respondents were not required to complete this item. Three districts did not have any available data in PEIMS Enrollment.

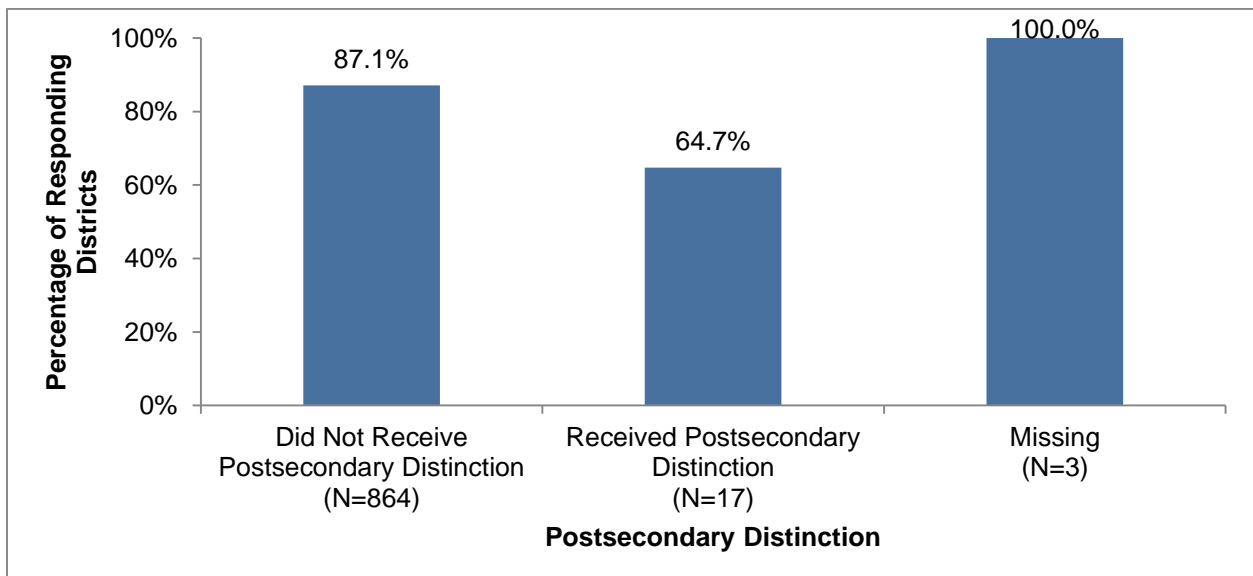
Figure G15. Percentages of Districts That Had the Necessary Information Regarding Endorsement Selections in 2014–15, by Accountability Rating



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 884. Respondents were not required to complete this item. Three districts did not have any available data in PEIMS Enrollment.

Figure G16. Percentages of Districts That Had the Necessary Information Regarding Endorsement Selections in 2014–15, by Those Districts That Received the Postsecondary Distinction in the 2014 Accountability Ratings



Source: Texas House Bill (HB) 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 884. Seventeen responding districts received the postsecondary distinction in the 2014 Accountability Ratings. Postsecondary distinction is awarded to districts in recognition of outstanding academic performance in attainment of postsecondary readiness. Respondents were not required to complete this item. Three districts did not have any available data in PEIMS Enrollment.

G.7 New Mathematics Courses

G.7.1 Algebraic Reasoning

Table G17. Percentages of Districts That Plan to Offer Algebraic Reasoning in Response to HB 5, by District Size

| | Total | No | Yes |
|---|-------|--------|-------|
| District Size (Student Enrollment) | | | |
| Fewer than 500 | 259 | 80.8% | 18.9% |
| 500 to 999 | 175 | 75.4% | 24.6% |
| 1,000 to 1,599 | 116 | 79.3% | 20.7% |
| 1,600 to 2,999 | 104 | 68.6% | 30.5% |
| 3,000 to 4,999 | 76 | 60.5% | 39.5% |
| 5,000 to 9,999 | 62 | 54.8% | 45.2% |
| 10,000 to 24,999 | 45 | 44.4% | 55.6% |
| 25,000 to 49,999 | 31 | 29.0% | 71.0% |
| 50,000 or more | 17 | 35.3% | 64.7% |
| Missing | 3 | 100.0% | 0.0% |

Source: Texas House Bill (HB) 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 888. Respondents were not required to complete this item. Three districts did not have any available data in PEIMS Enrollment.

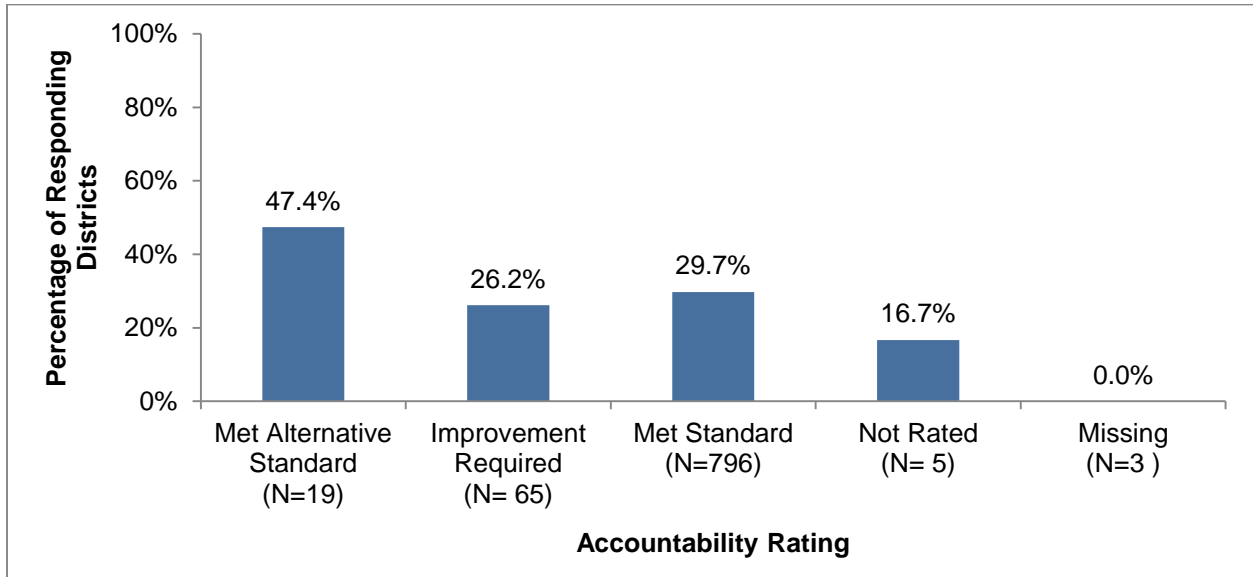
Table G18. Percentages of Districts That Plan to Offer Algebraic Reasoning in Response to HB 5, by District Type

| | Total | No | Yes |
|------------------------------|-------|--------|-------|
| District Type | | | |
| Charter school districts | 69 | 65.2% | 33.3% |
| Independent town | 63 | 60.3% | 39.7% |
| Major suburban | 68 | 39.7% | 60.3% |
| Major urban | 11 | 27.3% | 72.7% |
| Nonmetropolitan fast growing | 24 | 54.2% | 45.8% |
| Nonmetropolitan stable | 148 | 75.0% | 25.0% |
| Other central city | 37 | 48.6% | 51.4% |
| Other central city suburban | 133 | 69.2% | 30.1% |
| Rural | 334 | 82.0% | 18.0% |
| Missing | 3 | 100.0% | 0.0% |

Source: Texas House Bill (HB) 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 888. Respondents were not required to complete this item. Three districts did not have any available data in PEIMS Enrollment.

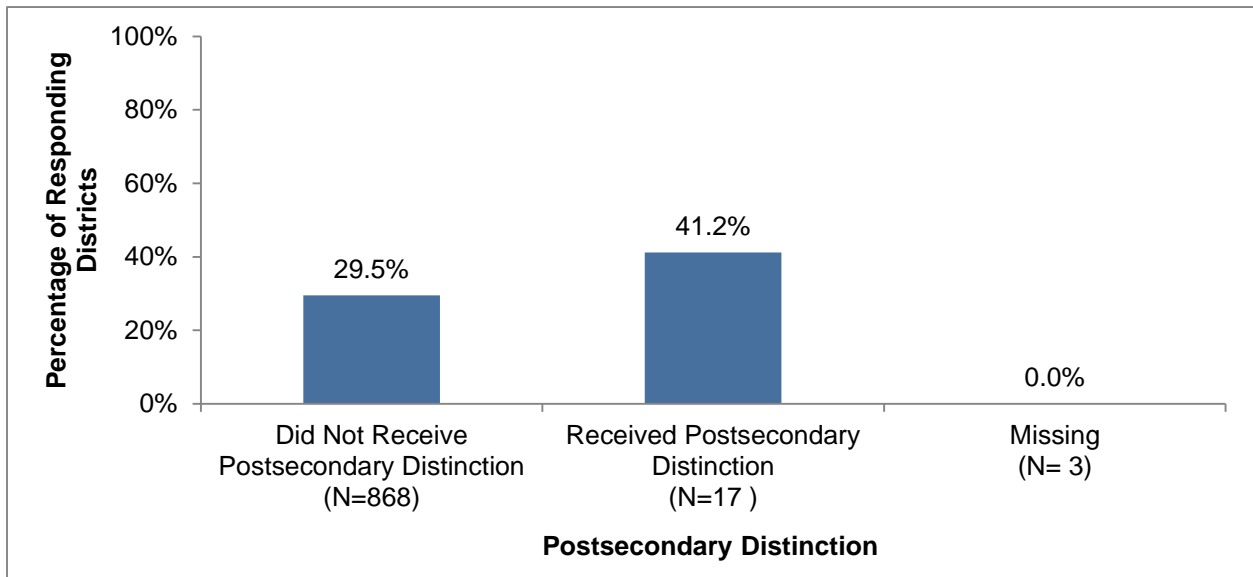
Figure G17. Percentages of Districts That Plan to Offer Algebraic Reasoning in Response to HB 5, by Accountability Rating



Source: Texas House Bill (HB) 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 888. Respondents were not required to complete this item. Three districts did not have any available data in PEIMS Enrollment.

Figure G18. Percentages of Districts That Plan to Offer Algebraic Reasoning in Response to HB 5, by Those Districts That Received the Postsecondary Distinction in the 2014 Accountability Ratings



Source: Texas House Bill (HB) 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 888. Seventeen responding districts received the postsecondary distinction in the 2014 Accountability Ratings. Postsecondary distinction is awarded to districts in recognition of outstanding academic performance in attainment of postsecondary readiness. Respondents were not required to complete this item. Three districts did not have any available data in PEIMS Enrollment.

G.7.2 Statistics

Table G19. Percentages of Districts That Plan to Offer Statistics in Response to HB 5, by District Size

| | Total | No | Yes |
|---|-------|--------|-------|
| District Size (Student Enrollment) | | | |
| Fewer than 500 | 259 | 74.2% | 25.4% |
| 500 to 999 | 175 | 60.0% | 40.0% |
| 1,000 to 1,599 | 116 | 63.8% | 36.2% |
| 1,600 to 2,999 | 104 | 47.6% | 51.4% |
| 3,000 to 4,999 | 76 | 35.5% | 64.5% |
| 5,000 to 9,999 | 62 | 25.8% | 74.2% |
| 10,000 to 24,999 | 45 | 31.1% | 68.9% |
| 25,000 to 49,999 | 31 | 19.4% | 80.7% |
| 50,000 or more | 17 | 29.4% | 70.6% |
| Missing | 3 | 100.0% | 0.0% |

Source: Texas House Bill (HB) 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 888. Respondents were not required to complete this item. Three districts did not have any available data in PEIMS Enrollment.

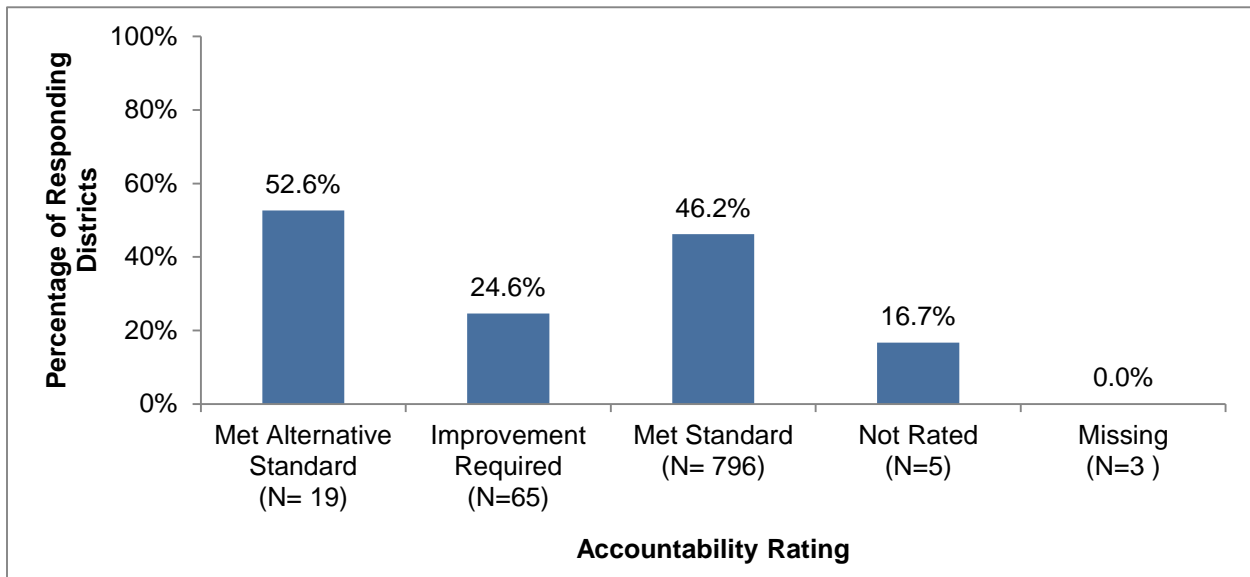
Table G20. Percentages of Districts That Plan to Offer Statistics in Response to HB 5, by District Type

| | Total | No | Yes |
|------------------------------|-------|--------|-------|
| District Type | | | |
| Charter school districts | 69 | 49.3% | 49.3% |
| Independent town | 63 | 36.5% | 63.5% |
| Major suburban | 68 | 20.6% | 79.4% |
| Major urban | 11 | 27.3% | 72.7% |
| Nonmetropolitan fast growing | 24 | 62.5% | 37.5% |
| Nonmetropolitan stable | 148 | 58.1% | 41.9% |
| Other central city | 37 | 35.1% | 64.9% |
| Other central city suburban | 133 | 47.4% | 51.9% |
| Rural | 334 | 71.6% | 28.4% |
| Missing | 3 | 100.0% | 0.0% |

Source: Texas House Bill (HB) 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 888. Respondents were not required to complete this item. Three districts did not have any available data in PEIMS Enrollment.

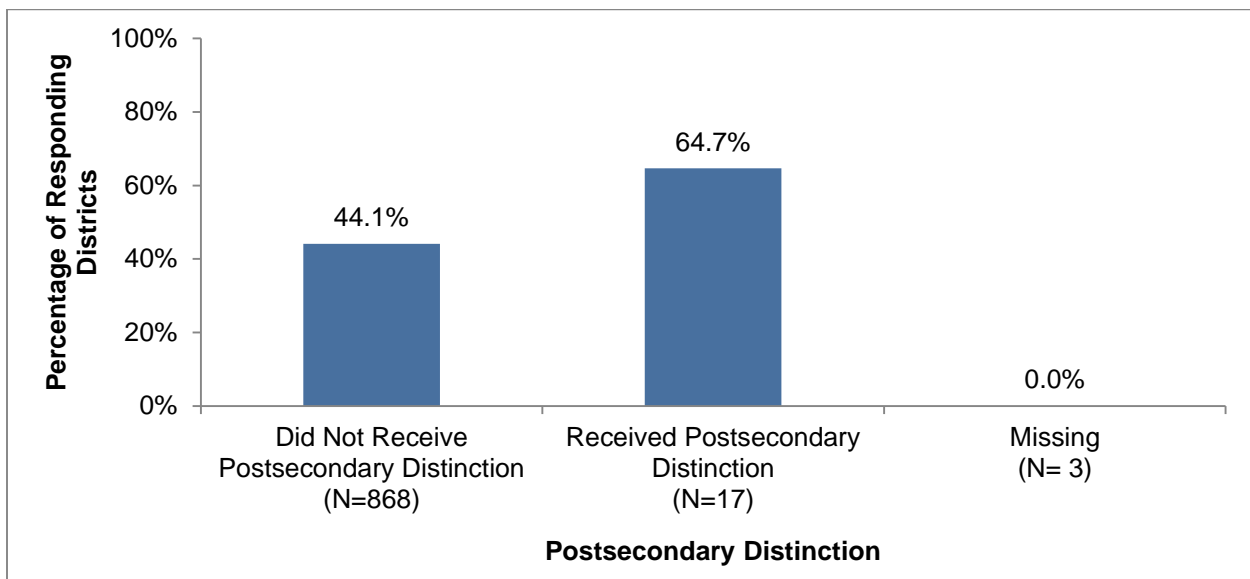
Figure G19. Percentages of Districts That Plan to Offer Statistics in Response to HB 5, by District Accountability



Source: Texas House Bill (HB) 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 888. Respondents were not required to complete this item. Three districts did not have any available data in PEIMS Enrollment.

Figure G20. Percentages of Districts That Plan to Offer Statistics in Response to HB 5, by Those Districts That Received the Postsecondary Distinction in the 2014 Accountability Ratings



Source: Texas House Bill (HB) 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 888. Seventeen responding districts received the postsecondary distinction in the 2014 Accountability Ratings. Postsecondary distinction is awarded to districts in recognition of outstanding academic performance in attainment of postsecondary readiness. Respondents were not required to complete this item. Three districts did not have any available data in PEIMS Enrollment.

Table G21. Districts Taking Action to Encourage Particular Endorsements in 2014–15, by District Size

| | Total | No | Yes |
|---|-------|--------|-------|
| District Size (Student Enrollment) | | | |
| Fewer than 500 | 260 | 69.2% | 30.4% |
| 500 to 999 | 175 | 62.9% | 37.1% |
| 1,000 to 1,599 | 116 | 72.4% | 27.6% |
| 1,600 to 2,999 | 104 | 67.6% | 31.4% |
| 3,000 to 4,999 | 76 | 60.5% | 39.5% |
| 5,000 to 9,999 | 62 | 72.6% | 27.4% |
| 10,000 to 24,999 | 45 | 64.4% | 35.6% |
| 25,000 to 49,999 | 31 | 83.9% | 16.1% |
| 50,000 or more | 17 | 47.1% | 52.9% |
| Missing | 3 | 100.0% | 0.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 889. Respondents were not required to complete this item. There was one district that did not have any available data in PEIMS Enrollment.

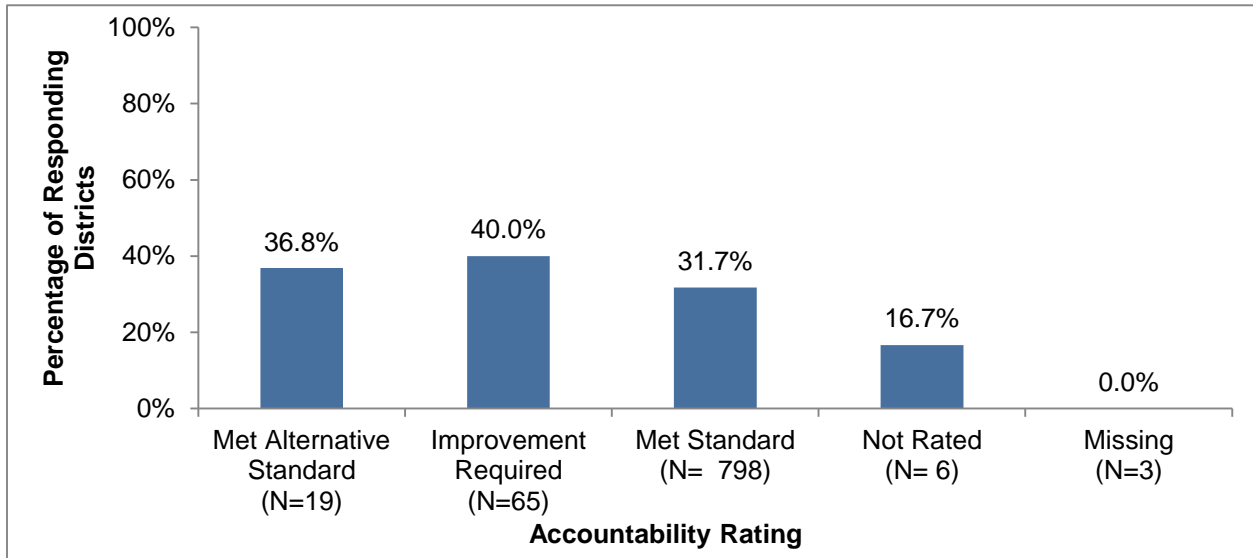
Table G22. Districts Taking Action to Encourage Particular Endorsements in 2014–15, by District Type

| | Total | No | Yes |
|------------------------------|-------|--------|-------|
| District Type | | | |
| Charter school districts | 69 | 62.3% | 37.7% |
| Independent town | 63 | 58.7% | 41.3% |
| Major suburban | 68 | 75.0% | 23.5% |
| Major urban | 11 | 36.4% | 63.6% |
| Nonmetropolitan fast growing | 24 | 87.5% | 12.5% |
| Nonmetropolitan stable | 148 | 69.6% | 30.4% |
| Other central city | 37 | 73.0% | 27.0% |
| Other central city suburban | 133 | 69.2% | 30.8% |
| Rural | 334 | 66.2% | 33.8% |
| Missing | 3 | 100.0% | 0.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 889. Respondents were not required to complete this item. There was one district that did not have any available data in PEIMS Enrollment.

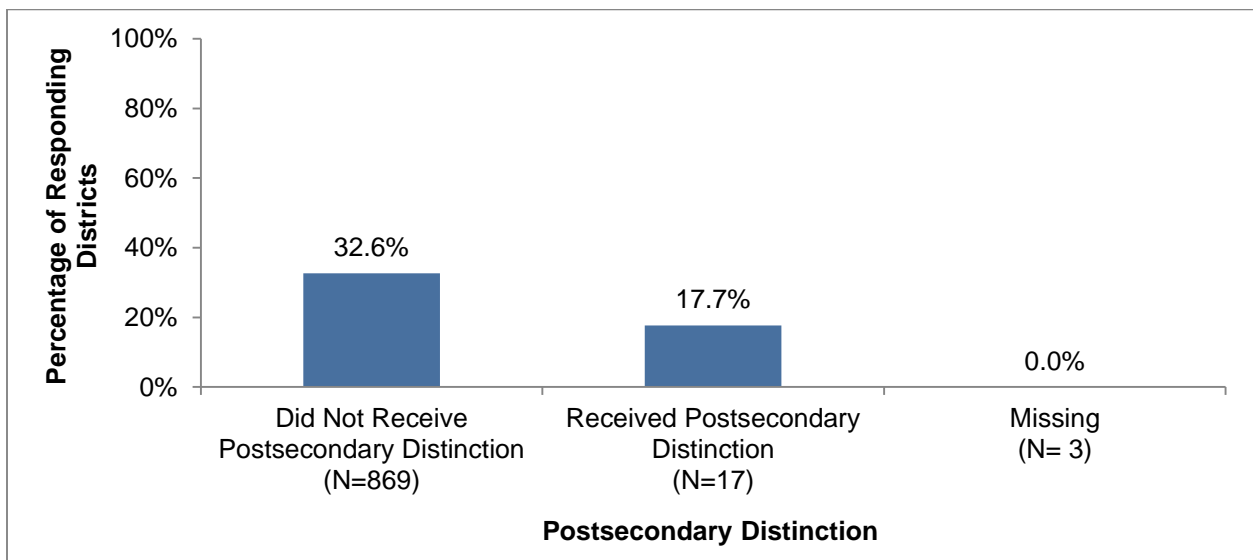
Figure G21. Districts Taking Action to Encourage Particular Endorsements, by Accountability Rating in 2014–15



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 889. Respondents were not required to complete this item. There was one district that did not have any available data in PEIMS Enrollment.

Figure G22. Districts Taking Action to Encourage Particular Endorsements in 2014–15, by Those Districts That Received the Postsecondary Distinction in the 2014 Accountability Ratings



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 889. Seventeen responding districts received the postsecondary distinction in the 2014 Accountability Ratings. Postsecondary distinction is awarded to districts in recognition of outstanding academic performance in attainment of postsecondary readiness. Respondents were not required to complete this item. There was one district that did not have any available data in PEIMS Enrollment.

G.8 Districts Encouraging Students to Graduate at the Distinguished Level of Achievement

Table G23. Percentages of Districts Encouraging Students to Earn the Distinguished Level of Achievement in 2014–15, by District Size

| | Total | No | Yes |
|---|-------|-------|--------|
| District Size (Student Enrollment) | | | |
| Fewer than 500 | 260 | 11.9% | 88.1% |
| 500 to 999 | 175 | 6.9% | 93.1% |
| 1,000 to 1,599 | 116 | 0.9% | 99.1% |
| 1,600 to 2,999 | 104 | 2.9% | 96.2% |
| 3,000 to 4,999 | 75 | 2.6% | 96.1% |
| 5,000 to 9,999 | 62 | 0.0% | 100.0% |
| 10,000 to 24,999 | 45 | 0.0% | 100.0% |
| 25,000 to 49,999 | 31 | 0.0% | 100.0% |
| 50,000 or more | 17 | 0.0% | 100.0% |
| Missing | 3 | 0.0% | 100.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 888. Respondents were not required to complete this item. There were three districts that did not have any available data in PEIMS Enrollment.

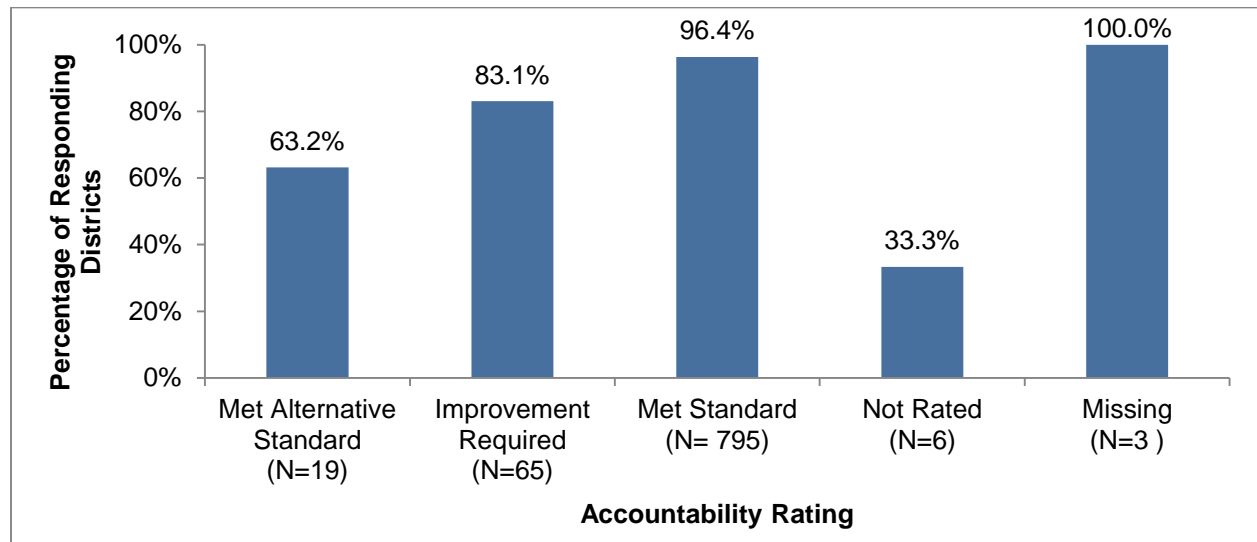
Table G24. Percentages of Districts Encouraging Students to Earn the Distinguished Level of Achievement in 2014–15, by District Type

| | Total | No | Yes |
|------------------------------|-------|-------|--------|
| District Type | | | |
| Charter school districts | 69 | 24.6% | 75.4% |
| Independent town | 63 | 4.8% | 93.7% |
| Major suburban | 68 | 0.0% | 100.0% |
| Major urban | 11 | 0.0% | 100.0% |
| Nonmetropolitan fast growing | 24 | 0.0% | 100.0% |
| Nonmetropolitan stable | 148 | 1.4% | 98.6% |
| Other central city | 37 | 0.0% | 100.0% |
| Other central city suburban | 133 | 0.8% | 99.2% |
| Rural | 334 | 7.8% | 92.2% |
| Missing | 3 | 0.0% | 100.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 888. Respondents were not required to complete this item. There were three districts that did not have any available data in PEIMS Enrollment.

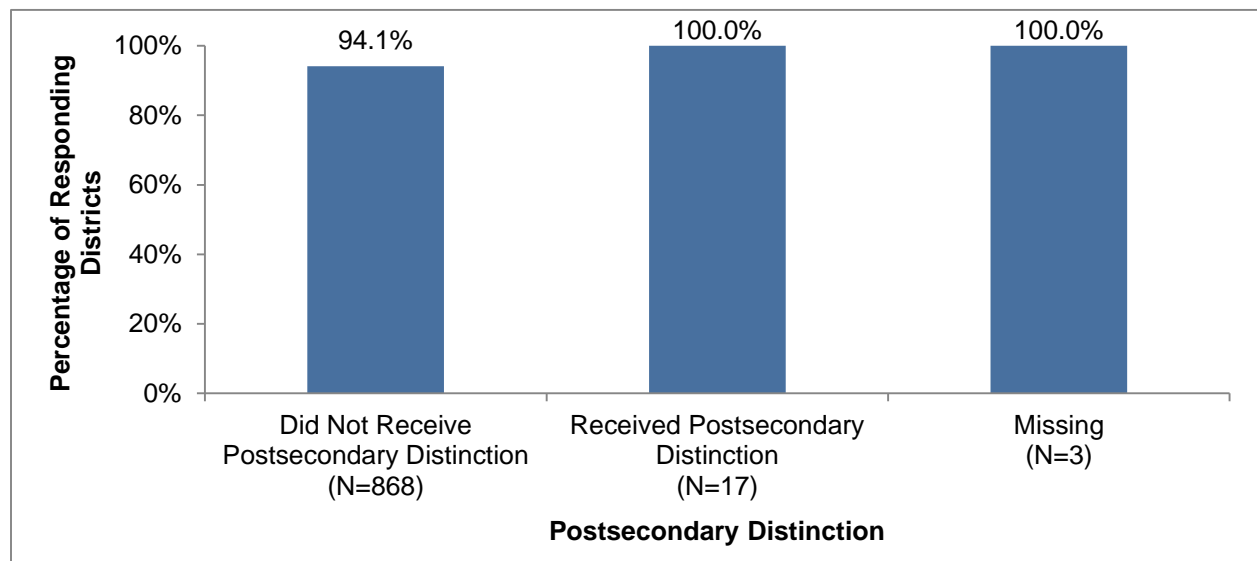
Figure G23. Percentages of Districts Encouraging Students to Earn the Distinguished Level of Achievement in 2014–15, by Accountability Rating



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 888. Respondents were not required to complete this item. There were three districts that did not have any available data in PEIMS Enrollment.

Figure G24. Percentages of Districts Encouraging Students to Earn the Distinguished Level of Achievement in 2014–15, by Those Districts That Received the Postsecondary Distinction in the 2014 Accountability Ratings



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 888. Seventeen responding districts received the postsecondary distinction in the 2014 Accountability Ratings. Postsecondary distinction is awarded to districts in recognition of outstanding academic performance in attainment of postsecondary readiness. Respondents were not required to complete this item. There were three districts that did not have any available data in PEIMS Enrollment.

G.9 Districts Automatically Including Coursework Toward the Distinguished Level of Achievement

Table G25. Percentages of Districts Automatically Including Coursework Toward Distinguished Level of Achievement in 2014–15, by District Size

| | Total | No | Yes |
|----------------------|-------|-------|-------|
| District Size | | | |
| Under 500 | 231 | 45.8% | 43.1% |
| 500 to 999 | 163 | 49.7% | 43.4% |
| 1,000 to 1,599 | 115 | 56.0% | 43.1% |
| 1,600 to 2,999 | 102 | 57.1% | 40.0% |
| 3,000 to 4,999 | 74 | 40.8% | 56.6% |
| 5,000 to 9,999 | 62 | 58.1% | 41.9% |
| 10,000 to 24,999 | 45 | 26.7% | 73.3% |
| 25,000 to 49,999 | 31 | 38.7% | 61.3% |
| 50,000 and over | 17 | 35.3% | 64.7% |
| Missing | 3 | 66.7% | 33.3% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 843. Respondents were not required to complete this item. There were three districts that did not have any available data in PEIMS Enrollment.

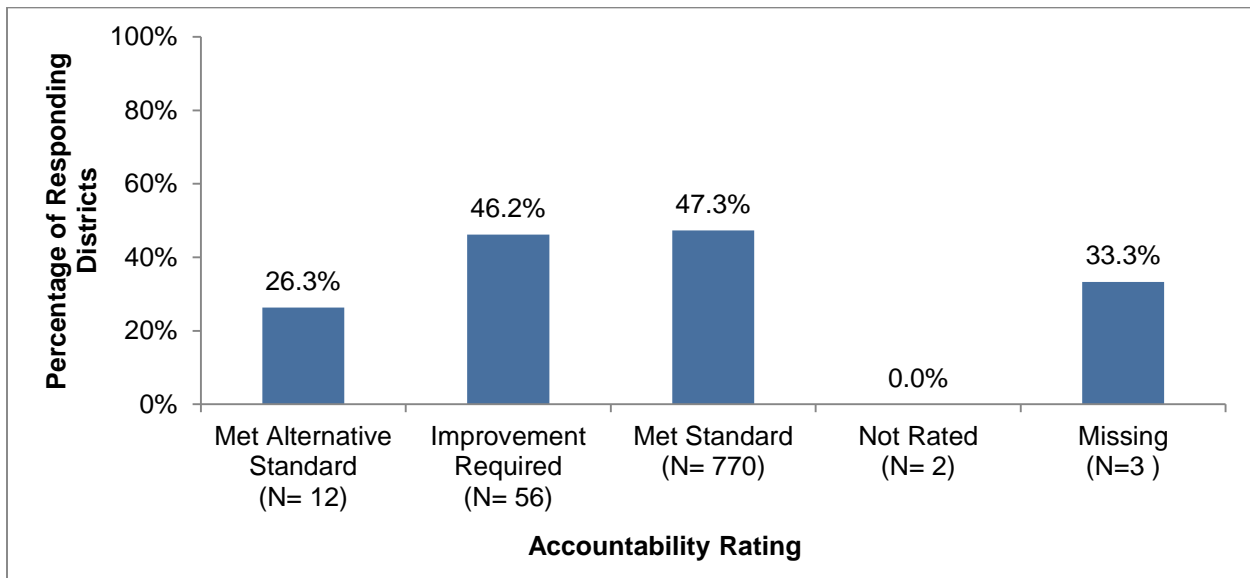
Table G26. Percentages of Districts Automatically Including Coursework Toward Distinguished Level of Achievement in 2014–15, by District Type

| | N | No | Yes |
|------------------------------|-----|-------|-------|
| District Type | | | |
| Charter school districts | 69 | 30.4% | 44.9% |
| Independent town | 63 | 57.1% | 38.1% |
| Major suburban | 68 | 38.2% | 61.8% |
| Major urban | 11 | 18.2% | 81.8% |
| Nonmetropolitan fast growing | 24 | 54.2% | 45.8% |
| Nonmetropolitan stable | 148 | 54.1% | 44.6% |
| Other central city | 37 | 56.8% | 43.2% |
| Other central city suburban | 133 | 48.9% | 50.4% |
| Rural | 334 | 49.1% | 43.7% |
| Missing | 3 | 66.7% | 33.3% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 843. Respondents were not required to complete this item. There were three districts that did not have any available data in PEIMS Enrollment.

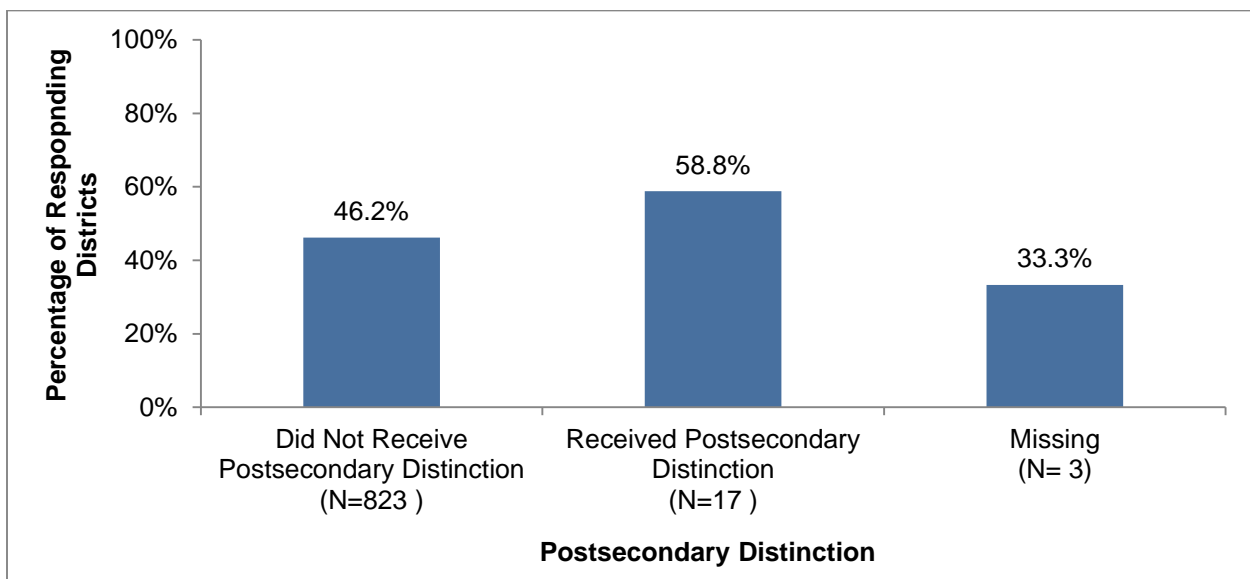
Figure G25. Percentages of Districts Automatically Including Coursework Toward Distinguished Level of Achievement in 2014–15, by Accountability Rating



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 843. Respondents were not required to complete this item. There were three districts that did not have any available data in PEIMS Enrollment.

Figure G26. Percentages of Districts Automatically Including Coursework Toward Distinguished Level of Achievement in 2014–15, by Postsecondary Distinction

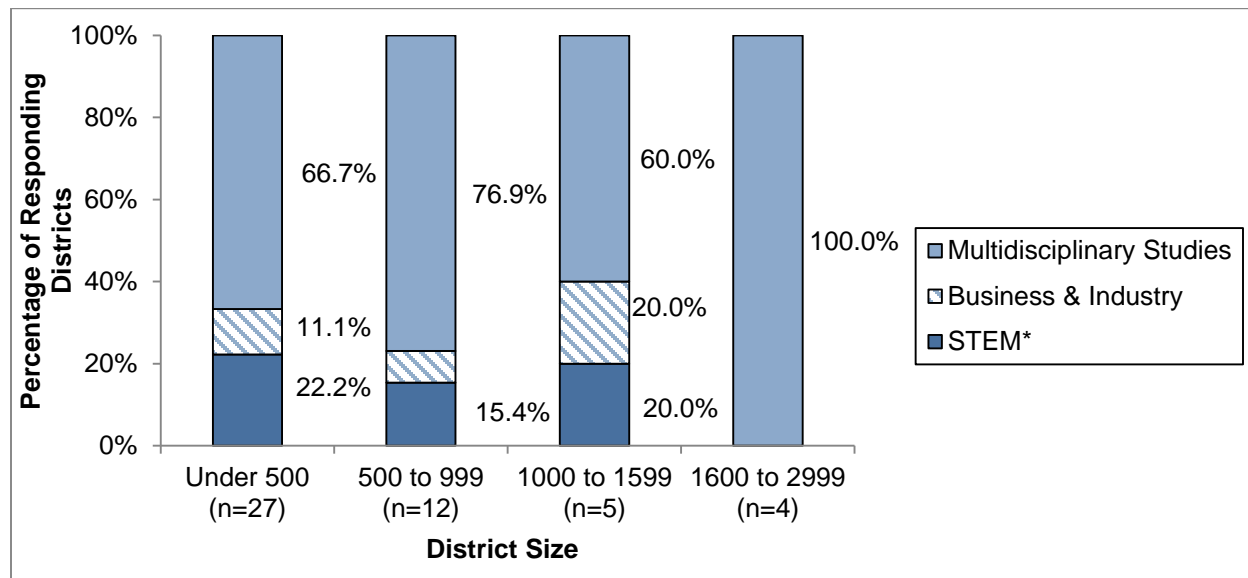


Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 843. Seventeen responding districts received the postsecondary distinction in the 2014 Accountability Ratings. Postsecondary distinction is awarded to districts in recognition of outstanding academic performance in attainment of postsecondary readiness. Respondents were not required to complete this item. There were three districts that did not have any available data in PEIMS Enrollment.

G.10 Endorsements Offered by Districts That Provide Only One Endorsement

Figure G27. Types of Endorsements Offered by Responding Districts Providing Only One Endorsement to Students in 2014–15, by District Size



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 49. STEM = science, technology, engineering and mathematics. Respondents were required to complete these questions.

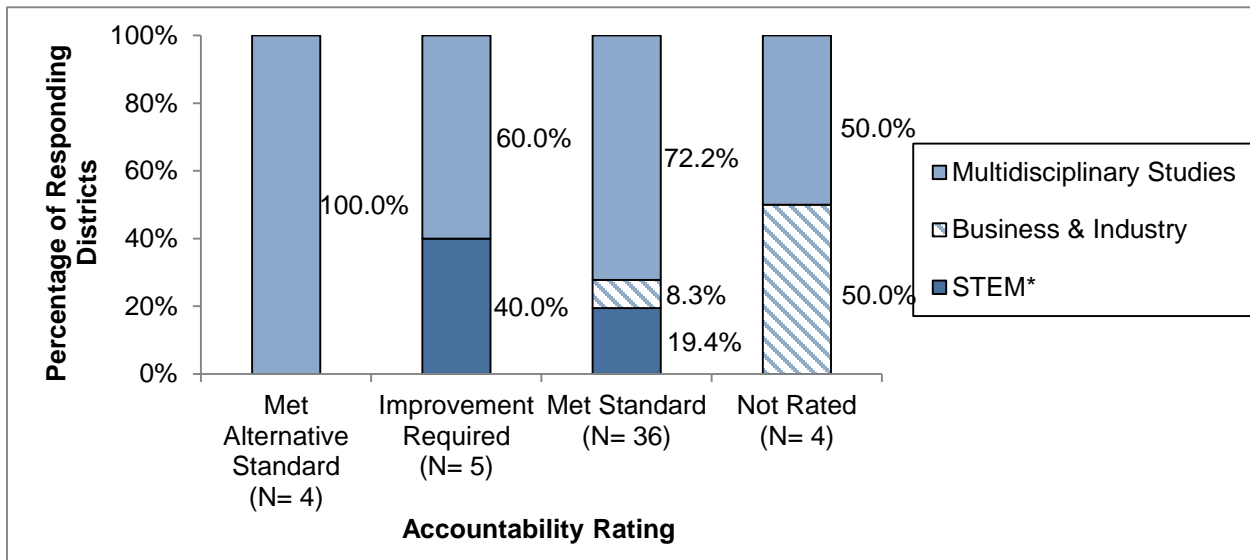
Table G27. Types of Endorsements Offered by Responding Districts Providing Only One Endorsement to Students in 2014–15, by District Type

| | Total | STEM | Business & Industry | Multidisciplinary Studies |
|------------------------------|-------|-------|---------------------|---------------------------|
| District Type | | | | |
| Charter school districts | 14 | 7.1% | 14.3% | 78.6% |
| Independent town | 2 | 0.0% | 0.0% | 100.0% |
| Nonmetropolitan fast growing | 1 | 0.0% | 0.0% | 100.0% |
| Nonmetropolitan stable | 4 | 25.0% | 25.0% | 50.0% |
| Other central city suburban | 2 | 0.0% | 0.0% | 100.0% |
| Rural | 26 | 26.9% | 7.7% | 65.4% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 49. STEM = science, technology, engineering and mathematics. Respondents were required to complete these questions.

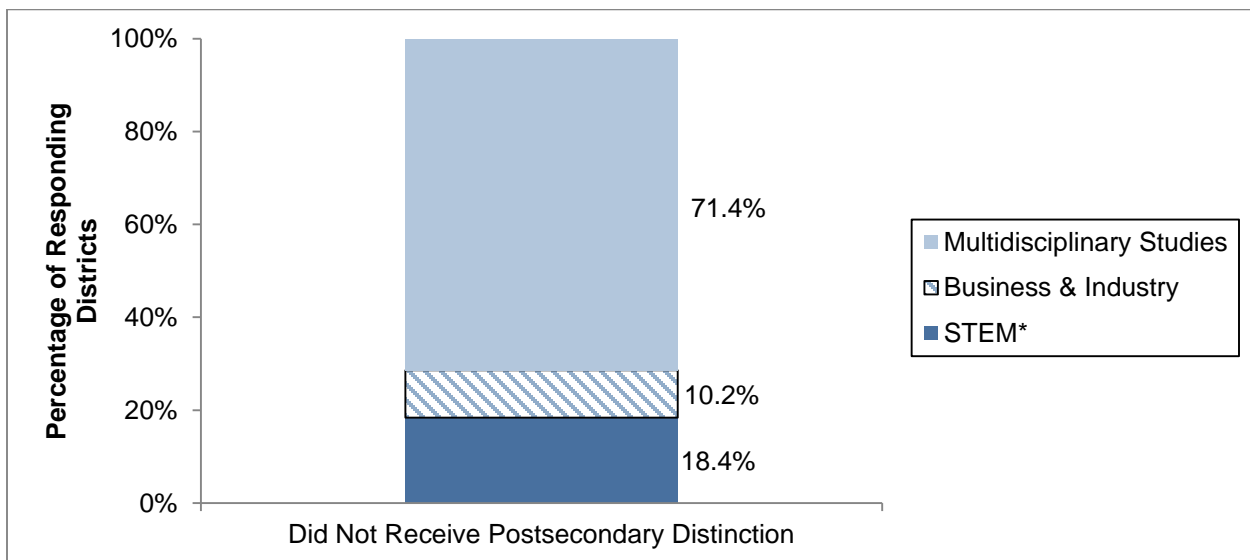
Figure G28. Types of Endorsements Offered by Responding Districts Providing Only One Endorsement to Students in 2014–15, by Accountability Rating



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 49. STEM = science, technology, engineering and mathematics. Respondents were required to complete these questions.

Figure G29. Types of Endorsements Offered by Responding Districts Providing Only One Endorsement to Students by Postsecondary Indicator in 2014–15, by Those Districts That Received the Postsecondary Distinction in the 2014 Accountability Ratings



Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 49. STEM = science, technology, engineering and mathematics. Respondents were required to complete these questions. None of the districts offering one endorsement received the postsecondary distinction in the 2014 Accountability Ratings. Postsecondary distinction is awarded to districts in recognition of outstanding academic performance in attainment of postsecondary readiness.

G.11 Endorsements Offered by Districts That Provide Two Endorsements

Table G28. Types of Endorsements Offered by Responding Districts Providing Two Endorsements to Students in 2014–15, by District Size

| | N | STEM* | Business & Industry | Arts & Humanities | Multidisciplinary Studies | Public Services |
|----------------------|----|--------|---------------------|-------------------|---------------------------|-----------------|
| District Size | | | | | | |
| Under 500 | 33 | 51.5% | 51.5% | 9.1% | 84.9% | 3.0% |
| 500 to 999 | 9 | 66.7% | 33.3% | 11.1% | 66.7% | 22.2% |
| 1,000 to 1,599 | 7 | 28.6% | 71.4% | 14.3% | 71.4% | 14.3% |
| 1,600 to 2,999 | 3 | 33.3% | 100.0% | 0.0% | 33.3% | 33.3% |
| 3,000 to 4,999 | 2 | 100.0% | 50.0% | 50.0% | 0.0% | 0.0% |
| 5,000 to 9,999 | 2 | 100.0% | 50.0% | 0.0% | 50.0% | 0.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 56. STEM = science, technology, engineering and mathematics. Respondents were required to complete these questions.

Table G29. Types of Endorsements Offered by Responding Districts Providing Two Endorsements to Students in 2014–15, by District Type

| | N | STEM* | Business & Industry | Arts & Humanities | Multidisciplinary Studies | Public Services |
|------------------------------|----|--------|---------------------|-------------------|---------------------------|-----------------|
| District Type | | | | | | |
| Charter school districts | 9 | 33.3% | 66.7% | 22.2% | 77.8% | 0.0% |
| Independent town | 6 | 83.3% | 50.0% | 33.3% | 16.7% | 0.0% |
| Major suburban | 2 | 100.0% | 50.0% | 0.0% | 50.0% | 0.0% |
| Nonmetropolitan fast growing | 2 | 0.0% | 50.0% | 0.0% | 100.0% | 50.0% |
| Nonmetropolitan stable | 5 | 40.0% | 60.0% | 0.0% | 80.0% | 20.0% |
| Rural | 32 | 56.3% | 50.0% | 6.3% | 81.3% | 6.3% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 56. STEM = science, technology, engineering and mathematics. Respondents were required to complete these questions.

Table G30. Types of Endorsements Offered by Responding Districts Providing Two Endorsements to Students in 2014–15, by Accountability Rating

| | N | STEM* | Business & Industry | Arts & Humanities | Multidisciplinary Studies | Public Services |
|------------------------------|----|-------|---------------------|-------------------|---------------------------|-----------------|
| Accountability Rating | | | | | | |
| Met alternative standard | 2 | 50.0% | 50.0% | 0.0% | 100.0% | 0.0% |
| Improvement required | 9 | 33.3% | 88.9% | 0.0% | 66.7% | 11.1% |
| Met standard | 44 | 59.1% | 45.5% | 13.6% | 72.7% | 9.1% |
| Not rated | 1 | 0.0% | 100.0% | 0.0% | 100.0% | 0.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 56. STEM = science, technology, engineering and mathematics. Respondents were required to complete these questions.

Table G31. Types of Endorsements Offered by Responding Districts Providing Two Endorsements to Students in 2014–15, by Postsecondary Distinction

| | N | STEM* | Business & Industry | Arts & Humanities | Multidisciplinary Studies | Public Services |
|---|----|--------|---------------------|-------------------|---------------------------|-----------------|
| Postsecondary Distinction | | | | | | |
| Did not receive postsecondary distinction | 55 | 52.7% | 54.6% | 10.9% | 72.7% | 9.1% |
| Received postsecondary distinction | 1 | 100.0% | 0.0% | 0.0% | 1.0% | 0.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 121. STEM = science, technology, engineering and mathematics. Respondents were required to complete these questions. Postsecondary distinction is awarded to districts in recognition of outstanding academic performance in attainment of postsecondary readiness.

G.12 Endorsements Offered by Districts That Provide Three Endorsements

Table G32. Types of Endorsements Offered by Responding Districts Providing Three Endorsements to Students in 2014–15, by District Size

| | N | STEM* | Business & Industry | Arts & Humanities | Multidisciplinary Studies | Public Services |
|----------------------|----|--------|---------------------|-------------------|---------------------------|-----------------|
| District Size | | | | | | |
| Under 500 | 72 | 63.9% | 72.2% | 51.4% | 95.8% | 16.7% |
| 500 to 999 | 29 | 86.2% | 51.7% | 62.1% | 96.6% | 3.5% |
| 1,000 to 1,599 | 12 | 58.3% | 83.3% | 33.3% | 91.7% | 33.3% |
| 1,600 to 2,999 | 4 | 75.0% | 50.0% | 50.0% | 100.0% | 25.0% |
| 3,000 to 4,999 | 2 | 100.0% | 50.0% | 50.0% | 100.0% | 0.0% |
| 5,000 to 9,999 | 1 | 100.0% | 100.0% | 0.0% | 100.0% | 0.0% |
| 10,000 to 24,999 | 1 | 100.0% | 0.0% | 100.0% | 100.0% | 0.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 121. STEM = science, technology, engineering and mathematics. Respondents were required to complete these questions.

Table G33. Types of Endorsements Offered by Responding Districts Providing Three Endorsements to Students in 2014–15, by District Type

| | N | STEM* | Business & Industry | Arts & Humanities | Multidisciplinary Studies | Public Services |
|------------------------------|----|--------|---------------------|-------------------|---------------------------|-----------------|
| District Type | | | | | | |
| Charter school districts | 20 | 70.0% | 40.0% | 80.0% | 90.0% | 20.0% |
| Independent town | 2 | 100.0% | 50.0% | 50.0% | 100.0% | 0.0% |
| Nonmetropolitan fast growing | 5 | 60.0% | 100.0% | 20.0% | 100.0% | 20.0% |
| Nonmetropolitan stable | 8 | 50.0% | 87.5% | 25.0% | 100.0% | 37.5% |
| Other central city suburban | 8 | 50.0% | 87.5% | 50.0% | 100.0% | 12.5% |
| Rural | 78 | 74.4% | 68.0% | 50.0% | 96.2% | 11.5% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 121. STEM = science, technology, engineering and mathematics. Respondents were required to complete these questions.

Table G34. Types of Endorsements Offered by Responding Districts Providing Three Endorsements to Students in 2014–15, by Accountability Rating

| | N | STEM* | Business & Industry | Arts & Humanities | Multidisciplinary Studies | Public Services |
|------------------------------|----|--------|---------------------|-------------------|---------------------------|-----------------|
| Accountability Rating | | | | | | |
| Met alternative standard | 6 | 33.3% | 66.7% | 66.7% | 83.3% | 50.0% |
| Improvement required | 17 | 58.8% | 82.4% | 47.1% | 100.0% | 11.8% |
| Met standard | 97 | 74.2% | 63.9% | 52.6% | 95.9% | 13.4% |
| Not rated | 1 | 100.0% | 100.0% | 0.0% | 100.0% | 0.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 121. STEM = science, technology, engineering and mathematics. Respondents were required to complete these questions.

Table G35. Types of Endorsements Offered by Responding Districts Providing Three Endorsements to Students in 2014–15, by Postsecondary Distinction

| | N | STEM* | Business & Industry | Arts & Humanities | Multidisciplinary Studies | Public Services |
|---|-----|--------|---------------------|-------------------|---------------------------|-----------------|
| Postsecondary Distinction | | | | | | |
| Did not receive postsecondary distinction | 120 | 70.0% | 67.5% | 51.7% | 95.8% | 15.0% |
| Received postsecondary distinction | 1 | 100.0% | 0.0% | 100.0% | 100.0% | 0.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 121. STEM = science, technology, engineering and mathematics. Respondents were required to complete these questions. Postsecondary distinction is awarded to districts in recognition of outstanding academic performance in attainment of postsecondary readiness.

G.13 Endorsements Offered by Districts that Provide Four Endorsements

Table G36. Types of Endorsements Offered by Responding Districts Providing Four Endorsements to Students in 2014–15, by District Size

| | N | STEM* | Business & Industry | Arts & Humanities | Multidisciplinary Studies | Public Services |
|----------------------|----|--------|---------------------|-------------------|---------------------------|-----------------|
| District Size | | | | | | |
| Under 500 | 81 | 87.7% | 96.3% | 87.7% | 100.0% | 28.4% |
| 500 to 999 | 55 | 96.4% | 96.4% | 83.6% | 94.6% | 29.1% |
| 1,000 to 1,599 | 24 | 87.5% | 91.7% | 91.7% | 100.0% | 29.2% |
| 1,600 to 2,999 | 18 | 88.9% | 100.0% | 83.3% | 94.4% | 33.3% |
| 3,000 to 4,999 | 4 | 75.0% | 100.0% | 75.0% | 100.0% | 50.0% |
| 5,000 to 9,999 | 5 | 100.0% | 80.0% | 80.0% | 100.0% | 40.0% |
| 10,000 to 24,999 | 2 | 100.0% | 100.0% | 100.0% | 50.0% | 50.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 189. STEM = science, technology, engineering and mathematics. Respondents were required to complete these questions.

Table G37. Types of Endorsements Offered by Responding Districts Providing Four Endorsements to Students in 2014–15, by District Type

| | N | STEM* | Business & Industry | Arts & Humanities | Multidisciplinary Studies | Public Services |
|------------------------------|-----|--------|---------------------|-------------------|---------------------------|-----------------|
| District Type | | | | | | |
| Charter school districts | 10 | 100.0% | 90.0% | 60.0% | 90.0% | 60.0% |
| Independent town | 6 | 66.7% | 100.0% | 83.3% | 100.0% | 50.0% |
| Major suburban | 6 | 100.0% | 100.0% | 83.3% | 83.3% | 33.3% |
| Nonmetropolitan fast growing | 3 | 66.7% | 66.7% | 100.0% | 100.0% | 66.7% |
| Nonmetropolitan stable | 34 | 94.1% | 94.1% | 88.2% | 97.1% | 26.5% |
| Other central city suburban | 15 | 93.3% | 100.0% | 86.7% | 100.0% | 20.0% |
| Rural | 115 | 89.6% | 96.5% | 87.8% | 98.3% | 27.8% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 189. STEM = science, technology, engineering and mathematics. Respondents were required to complete these questions.

Table G38. Types of Endorsements Offered by Responding Districts Providing Four Endorsements to Students in 2014–15, by Accountability Rating

| | N | STEM* | Business & Industry | Arts & Humanities | Multidisciplinary Studies | Public Services |
|------------------------------|-----|--------|---------------------|-------------------|---------------------------|-----------------|
| Accountability Rating | | | | | | |
| Met alternative standard | 3 | 100.0% | 100.0% | 66.7% | 100.0% | 33.3% |
| Improvement required | 19 | 79.0% | 89.5% | 79.0% | 94.7% | 57.9% |
| Met standard | 167 | 91.6% | 96.4% | 87.4% | 97.6% | 27.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 189. STEM = science, technology, engineering and mathematics. Respondents were required to complete these questions.

Table G39. Types of Endorsements Offered by Responding Districts Providing Four Endorsements to Students in 2014–15, by Postsecondary Distinction

| | N | STEM* | Business & Industry | Arts & Humanities | Multidisciplinary Studies | Public Services |
|---|-----|--------|---------------------|-------------------|---------------------------|-----------------|
| Postsecondary Distinction | | | | | | |
| Did not receive postsecondary distinction | 185 | 90.3% | 95.7% | 86.0% | 97.3% | 30.8% |
| Received postsecondary distinction | 4 | 100.0% | 100.0% | 100.0% | 100.0% | 0.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 189. STEM = science, technology, engineering and mathematics. Respondents were required to complete these questions. Postsecondary distinction is awarded to districts in recognition of outstanding academic performance in attainment of postsecondary readiness.

G.14 Endorsements Offered by Districts That Provide All Endorsements

Table G40. Responding Districts Providing All Endorsements to Students in 2014–15, by District Size

| | N | Percentage |
|----------------------|----|------------|
| District Size | | |
| Under 500 | 47 | 10.0% |
| 500 to 999 | 69 | 14.7% |
| 1,000 to 1,599 | 68 | 14.4% |
| 1,600 to 2,999 | 75 | 15.9% |
| 3,000 to 4,999 | 68 | 14.4% |
| 5,000 to 9,999 | 54 | 11.5% |
| 10,000 to 24,999 | 42 | 8.9% |
| 25,000 to 49,999 | 31 | 6.6% |
| 50,000 and over | 17 | 3.6% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 471. STEM = science, technology, engineering and mathematics. Respondents were required to complete these questions.

Table G41. Responding Districts Providing All Endorsements to Students in 2014–15, by District Type

| | N | Percentage |
|------------------------------|-----|------------|
| District Type | | |
| Charter school districts | 16 | 3.4% |
| Independent town | 47 | 10.0% |
| Major suburban | 60 | 12.7% |
| Major urban | 11 | 2.3% |
| Nonmetropolitan fast growing | 13 | 2.8% |
| Nonmetropolitan stable | 97 | 20.6% |
| Other central city | 37 | 7.9% |
| Other central city suburban | 107 | 22.7% |
| Rural | 83 | 17.6% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 471. STEM = science, technology, engineering and mathematics. Respondents were required to complete these questions.

Table G42. Responding Districts Providing All Endorsements to Students in 2014–15, by Accountability Rating

| | N | Percentage |
|------------------------------|----------|-------------------|
| Accountability Rating | | |
| Met alternative Standard | 4 | 0.9% |
| Improvement required | 15 | 3.2% |
| Met standard | 452 | 96.0% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 471. STEM = science, technology, engineering and mathematics. Respondents were required to complete these questions.

Table G43. Responding Districts Providing All Endorsements to Students in 2014–15, by Postsecondary Distinction

| | N | Percentage |
|---|----------|-------------------|
| Postsecondary Distinction | | |
| Did not receive postsecondary distinction | 460 | 97.7% |
| Received postsecondary distinction | 11 | 2.3% |

Source: Texas House Bill 5 Evaluation—Spring 2015 District Survey (2015); Texas Education Agency Public Education Information Management System (PEIMS) Enrollment.

Notes. N = 471. STEM = science, technology, engineering and mathematics. Respondents were required to complete these questions. Postsecondary distinction is awarded to districts in recognition of outstanding academic performance in attainment of postsecondary readiness.

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