



Knocking at the College Door

Projections of High School Graduates

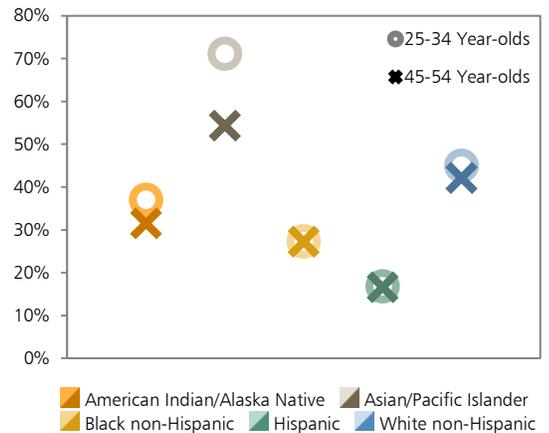
TEXAS

National and regional trends mask important variation among states in the supply of high school graduates. This profile provides brief indicators for Texas related to: current levels of educational attainment, our projections of high school graduates into the future, and two common barriers to student access and success – insufficient academic preparation and inadequate finances.

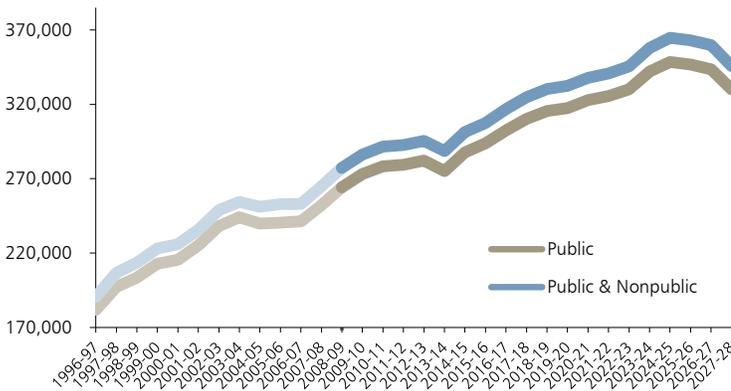
Educational Attainment by Race/Ethnicity¹

Workforce projections suggest a growing demand for well-educated labor, which means that younger adults need to be as well as or more educated than older adults given how much longer they will need to be employed. In Texas between 2008 and 2010, 33.3% of older working-age adults (aged 45-54) had earned postsecondary degrees, slightly more than the 32.2% of younger adults (aged 25-34). Large gaps in educational attainment exist among racial/ethnic groups, especially for younger adults.

- Among Asians/Pacific Islanders and White non-Hispanics, younger adults are earning degrees at higher rates than their older counterparts. Differences are 16.8 and 2.9 percentage points, respectively. (Differences in the estimates for American Indians/Alaska Natives are within the margins of error.)
- Degree attainment rates among younger and older Black non-Hispanics and Hispanics are flat, at about 27% and 16% respectively.



Production of High School Graduates



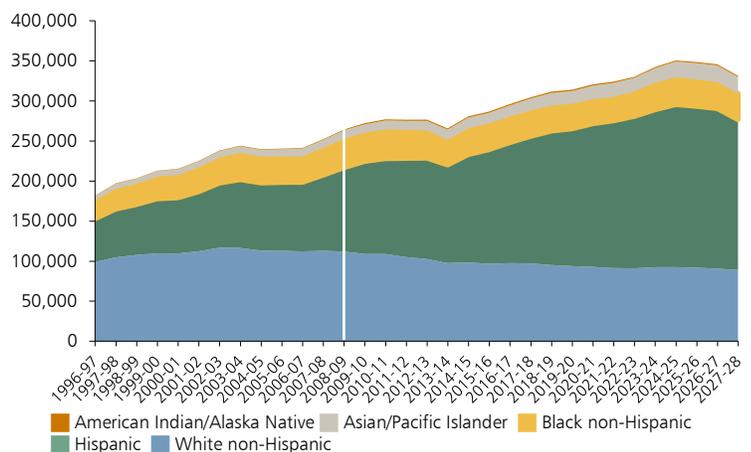
Texas is a state of many superlatives: the Lone Star State tops the nation in terms of the size of its increases in the number of public and nonpublic graduates.

- The number of high school graduates has grown continuously since 1991-92, except for a one-year dip in 2004-05. Projections show that that trend will continue, through 2024-25, except for 2013-14.
- During that 35-year period, projections indicate that the state will have more than doubled (115%) its production.
- Nonpublic schools are also continuing to increase output, unlike most other states. They are projected to produce nearly 15,000 graduates in 2019-20, 15% more than in 2008-09. They are also expected to maintain about 4.5% share of the total number of graduates.

Public High School Graduates by Race/Ethnicity

Growth generated by underrepresented minorities – Hispanics in particular – is a common feature among states' future production of high school graduates. Perhaps no other state offers a more extreme illustration than Texas.

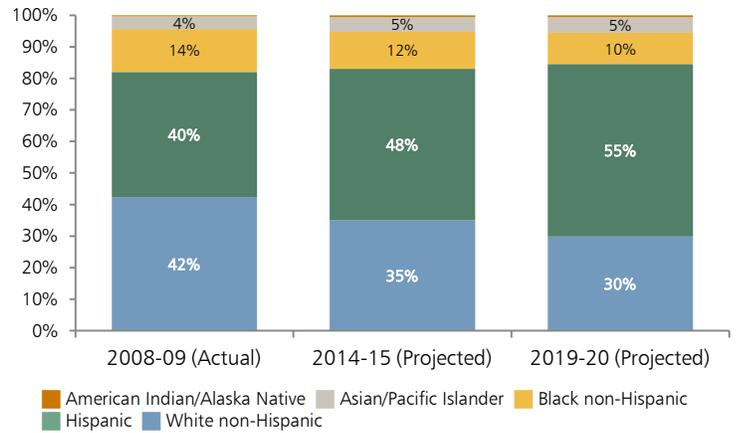
- The number of White non-Hispanic graduates peaked in 2002-03 at nearly 117,000. That number fell moderately to 112,000 by 2008-09, a decline projected to continue in the years ahead, reaching 91,000 in 2022-23.
- The number of Hispanic graduates will climb by 94% between 2008-09 and their peak in 2024-25, more than double the White non-Hispanics at that point.
- The number of Asian/Pacific Islander graduates will also increase more than in any other state, nearly doubling over that same timeframe.



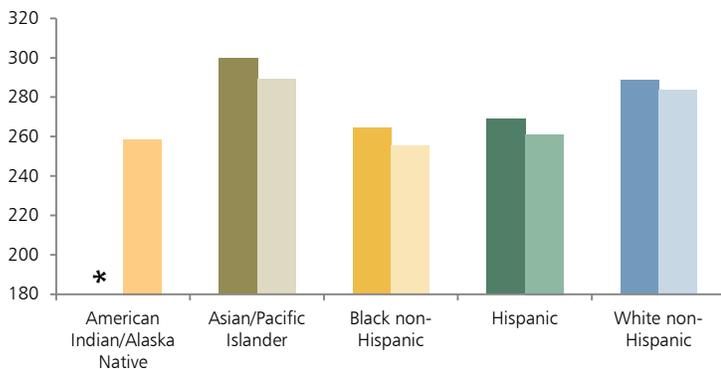
Composition of Public High School Graduates by Race/Ethnicity

Explosive growth among Hispanics helped Texas reach majority-minority status among public high school graduates as far back as 2001-02, and that growth is the single most important factor in the reshaping of graduating classes along racial/ethnic lines.

- Projections indicate that Hispanics surpassed White non-Hispanics as the largest racial/ethnic group in 2009-10, and Hispanics will account for over half of all public high school graduates by 2016-17.
- By 2019-20 only three in 10 graduates will be White non-Hispanic.
- A moderate projected decline among Black non-Hispanics helps contribute to the groups share also falling by 4 percentage points to 10%.



Composite Math and Reading Scores by Race/Ethnicity²



Note: Texas in darker shades; U.S. in lighter shades. *Reporting standards were not met and no score is available.

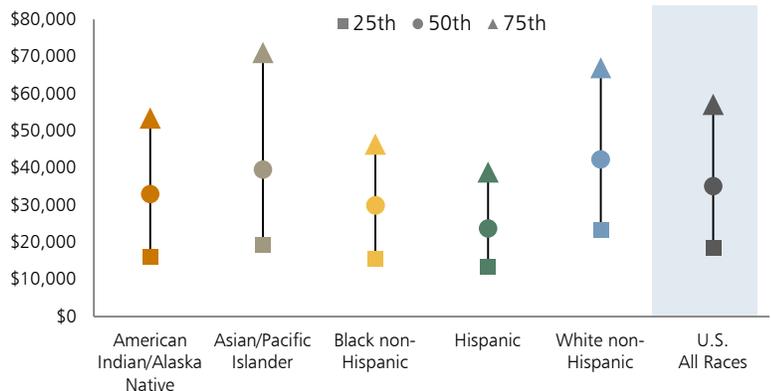
Academic preparation is a major factor in access to and success in college. One indicator of readiness comes from the National Assessment of Educational Progress (NAEP) math and reading scores for eighth graders in 2011. The good news for Texas is that all the racial/ethnic groups for which it had reportable data outperformed their national counterparts. The bad news is that serious gaps in performance among the races/ethnicities are apparent.

- Asians/Pacific Islanders achieved the highest composite score, 299.8, and White non-Hispanics scored 288.6.
- But after that there is a significant drop: Hispanics' score was 268.7 and Black non-Hispanics' score was 264.5.
- No state-level score was available for American Indians/Alaska Natives.

Annual Income by Race/Ethnicity³

A second major barrier is access to the financial resources needed to pay for college. Among working-age adults (25-64) in Texas from 2006 to 2010:

- The statewide median income was \$32,950, compared with \$35,147 for the nation.
- White non-Hispanics earned a median income of \$42,320, 128% of the statewide median.
- The median income for Hispanics was \$23,719; three-quarters of all Hispanics earned less than \$39,000.
- Three-quarters of Black non-Hispanics earned less than \$46,407.
- Asians/Pacific Islanders had the widest income range, with half earning between \$19,000 and \$71,000.



Projections of high school graduates are from WICHE, *Knocking at the College Door: Projections of High School Graduates*, 2012. 1996-97 to 2008-09 are actual reported graduates and 2009-10 to 2027-28 are projections. The National Center for Higher Education Management Systems supplied the data used in the first and last figures. State-level estimates for those figures are only reported for a racial/ethnic group when the coefficients of variation for all estimates do not exceed 25% and sample size is 50 or greater. Readers should understand that estimates for small samples can be imprecise due to large standard errors. WICHE provides relevant data tables at <http://wiche.edu/knocking-8th/technicalNotes>.

¹Source: U.S. Census Bureau, 2008-10 American Community Survey (ACS) Public Use Microdata Sample (PUMS) File. Average annual percent of population aged 25-34 and 45-54 with an Associate's degree or higher in 2008-10.

²Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 and 2011 Mathematics and Reading Assessments, generated using the NAEP Data Explorer. <http://nces.ed.gov/nationsreportcard/naepdata/>. Notes: Composite scores are the average of the Math and Reading scores for 8th graders tested in 2011, scale of 0 to 500; scores for 12th graders taking NAEP were not available for this state.

³Source: U.S. Census Bureau, 2006-10 American Community Survey Five-Year Public Use Microdata Sample File. Note: Percentiles for wage/salary income were calculated for persons age 25-64 with positive earnings; unemployed persons with \$0 income were also included. Figures are in 2010 dollars. Native Hawaiians are included in Asian/Pacific Islander.

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