

2019-20

# College and Career Readiness Annual Report

DEPARTMENT OF EVALUATION AND ASSESSMENT

*Michael Hinojosa, Ed. D.  
Superintendent of Schools*




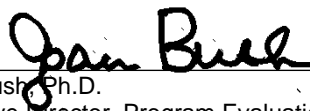
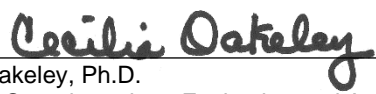
2019-20

# College and Career Readiness Annual Report

## Approved Report of the Department of Evaluation and Assessment

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**Akiva Lorenz, Ph.D., Evaluation Analyst II**

  
Andamlak Meharie, Ph.D.  
Manager, Program Evaluation  
Joan Bush, Ph.D.  
Executive Director, Program Evaluation  
Cecilia Oakeley, Ph.D.  
Assistant Superintendent, Evaluation and Assessment

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Dallas ISD Department of Evaluation and Assessment  
H. B. Bell School Support Service Center; 2909 N. Buckner Blvd, Box 10; Dallas, TX 75228.

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## ACRONYMS AND ABBREVIATIONS

CCMR	College, Career, and Military Readiness
CTE	Career and Technical Education
ECHS	Early College High School
EOC	<i>End-of-Course</i>
ERW	Evidence-Based Reading and Writing
ISD	Independent School District
NSC	National Student Clearinghouse
PEIMS	Public Education Information Management System
P-Tech	Pathways to Technology
SAT	<i>Scholastic Assessment Test</i>
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
TAPR	Academic Performance Report (TAPR)
TAG	Talented and Gifted
TEA	Texas Education Agency
TSI	Texas Success Initiative
TSIA	<i>Texas Success Initiative Assessment</i>
TSIA+	<i>Texas Success Initiative Assessment</i> or qualified for an exemption
TX IHE	Texas Institutions of Higher Learning

2019-20

# College and Career Readiness Annual Report

## DEPARTMENT OF EVALUATION AND ASSESSMENT

### PROGRAM DESCRIPTION

The Dallas Independent School District (Dallas ISD) Board of Trustees set a vision for the district to be a premier urban school district, with the mission to educate all students for success. Demand for skilled labor is growing, and education beyond high school is increasingly proving to be a prerequisite not only for broadening employment possibilities, but also for securing a stable career with a positive earnings trajectory (Ma et al., 2016). It is therefore critical to ensure that all students graduate from high school prepared to transition into college or a career.

Dallas ISD's College and Career Readiness (CCR) initiatives are designed to prepare students to transition into college or a career, thereby ensuring Dallas ISD graduates have an opportunity to earn a living wage. CCR initiatives include Postsecondary Success programs including College Access Program (CAP), Career and Technical Education (CTE), and Early College High Schools which includes the traditional Early College High School (ECHS) and the Pathways in Technology Early College High School (P-TECH) programs. Postsecondary Success programs are designed to provide students with a strong academic foundation and college readiness while providing support systems for students and their families, teachers, and campus and district administrators. ECHS programs offer students an opportunity to earn an Associate Degree or up to 60 hours of tuition free college credit by the time of high school graduation. In addition, the P-TECH and CTE programs are designed to support career education through workforce development and industry partnerships.

### PURPOSE AND SCOPE OF THIS REPORT

The purpose of this report was to provide a comprehensive CCR review by 1) reviewing past accomplishments as reported by Texas Education Agency's (TEA) College, Career, and Military Readiness (CCMR) indicators, 2) summarize district CCR initiatives and their key accomplishments in 2019-20, and 3) provide 2019-20 achievement data for district leadership based on CCMR indicators to examine the implementation of CCR programs.

### Limitations

The reader should note that although TEA released 2020 CCMR ratings for the 2018-19 school year as part of their Accountability and Academic Performance Reports, these ratings however were not used in the calculations of accountability ratings for the 2019-2020 school year. Second, on Friday, March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home



learning on March 23 following Spring Break (March 16 – 20) until the end of the school year. Additionally, the Governor used his statutory authority under Texas Government Code, §418.016 to suspend annual academic assessment requirements for the remainder of the 2019-20 school year cancelling remaining planned administrations of *State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOCs)* examinations. Furthermore, national administration of college readiness assessments, such as the *ACT* and the *Scholastic Aptitude Test (SAT)*, were canceled. Due to these COVID-19 pandemic related changes, the scope of the evaluation was limited to available data. TEA noted that “Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings”.<sup>1</sup> Third, please note that reported 2019-20 CCMR information is based on end-of-year student enrollment (5/29/20) to better reflect graduation data used by CCMR. District data also includes students enrolled in Maya Angelou High School, Juvenile Justice Alternative Education Program, and Hospital Services ( $n=41$ ). However, as most Dallas ISD reports are based on the Public Education Information Management System (PEIMS) snapshot file dated October 2019 and do not include the beforementioned student populations, data may differ.

## EVALUATION QUESTIONS AND RESULTS<sup>2</sup>

### How did the Dallas ISD perform on CCMR accountability indicators in 2018-19?

#### Methodology

2020 CCMR ratings were accessed via TEA’s 2020 Accountability Ratings and the Texas Academic Performance Report (TAPR) on November 20, 2020. 2020 CCMR ratings reflected achievements from the 2018-19 school year. Ratings were compared to prior years and to those of comparable districts and the state.

#### Results

Overall, Dallas ISD graduates have improved on four of five highlighted benchmarks over the past year (Table 1), including the completion of advanced or dual-credit courses (45.5% vs 48.4%), meeting SAT or ACT benchmarks (18.7% vs 19.0%), meeting overall CCMR (56.5% vs 60.5%) criteria, and the enrollment of district graduates in Texas Institution of Higher Education (TX IHE, 51.3% vs 52.3%). However, a lower percentage of graduates enrolled in Texas IHE completed one year of college without remediation (42.6% vs 39.9%). Compared to state and Region 10, Dallas ISD graduates completed more advanced or dual credit courses (44.6 % vs 47.2% vs 48.4%, respectively), however fell short on all other benchmarks.

<sup>1</sup> 2020 Accountability Ratings Overall Summary accessed 11/20/20 at [tea.texas.gov](http://tea.texas.gov)

<sup>2</sup> Portions of this report were drawn from Lorenz (2020), 2019-20 Evaluation of Career and Technical Education; Lorenz (2020), 2019-20 Evaluation of Early College High School Programs; Mejan et al. (2019), 2019 College and Career Readiness Report; Texas Education Agency (2020), Texas Academic Performance Report; and Zhang (2020), 2019-20 Evaluation of College Access Program.

**Table 1: 2019-20 TAPR College, Career, and Military Readiness Measures for Dallas ISD**

Metric	Year	State of TX %	Region 10 %	District %
<b>Advanced Course/Dual-Credit Completion</b>				
Any Subject (Grades 9-12)	2018-19	44.6	47.2	48.4
	2017-18	43.4	45.7	45.5
	2016-17	37.1	39.4	38.0
	2015-16	35.9	38.0	36.2
<b>SAT/ACT Results</b>				
At/Above Criterion*	2018-19	36.1	40.1	19.0
	2017-18	37.9	41.3	18.7
<b>College Readiness</b>				
College, Career, and Military Ready Graduates (CCMR)*	2018-19	72.9	71.2	60.5
	2017-18	65.5	63.6	56.5
	2016-17	54.2	53.7	45.5
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)	2017-18	53.4	53.9	52.3
	2016-17	54.6	54.1	51.3
	2015-16	54.7	53.7	49.4
	2014-15	56.1	55.6	51.2
Graduates in Texas IHE Completing One Year of College Without Remediation	2017-18	60.7	57.3	39.9
	2016-17	59.2	58.5	42.6
	2015-16	55.7	53.7	38.1
	2014-15	55.6	55.0	37.0

Source: 2019-20 Texas Academic Performance Report (TAPR) accessed 11/20/20. Prior year data was retrieved from Mejan et al. (2019).

\*Note: Due to changes to the evaluation of SAT and ACT results, 2017-18 results are not comparable to prior years and are not shown. Please note that CCMR results for 2017-18 were updated and do not match those reported by Mejan et al. (2019).

A review of CCMR related benchmarks indicated that Dallas ISD students have continuously improved on eight of the 10 presented CCMR measures over the past three years (Table 2). Overall, the percentage of graduates who were College, Career or Military Ready increased by 15 percentage points from 46 percent in 2016-17 (2018 report) to 61 percent in 2018-19 (2020 report). On CTE related measures for the same timeframe, the percentage of graduates who earned an industry-based certification increased by one percentage point (1% vs 2%) and the percentage of graduates who completed CTE coherent sequence coursework aligned with industry-based certifications increased by nine percentage points (6% vs 15%). The percentage of graduates who completed Level I or Level II certificates increased by one percentage point from 2017-18 to 2018-19 (0% vs 1%). However, a lower percentage of graduates completed Individual Education Program and Workforce Readiness (3% vs 2%) and enrolled in the armed forces (1% vs 0%).

**Table 2: 2018 to 2020 Dallas ISD College, Career, and Military Readiness Indicators**

Indicator	2018 (N=7,685)		2019 (N=8,085)		2020 (N=8,293)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
College, Career or Military Ready	3,493	46	4,571	57	5,021	61
Met TSI criteria in both ELA/Reading and Mathematics	1,962	26	2,193	27	2,292	28
Met criterion score on an AP/IB Exam in any subject	1,627	21	1,762	22	1,037	23
Earned dual credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject*	753	10	893	11	1,145	14
Earned an industry-based certification from approved list	103	1	66	1	137	2
Earned a level I or level II certificate in any workforce education area			24	0	76	1
Earned an associate degree while in high school	177	2	135	2	245	3
Graduated with Completed Individual Education Program (IEP) and Workforce Readiness	206	3	201	2	194	2
Enlisted in the Armed Forces	65	1	14	0	28	0
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications*	452.0	6	1,144.5	14	1,247.0	15

Source: 2020 Texas district/school report cards and accountability data accessed on 11/20/20 at [tea.texas.gov](http://tea.texas.gov).

Note: *N* = Total graduates, *n* = Number of credits achieved. Grey box indicates that data point was not available in 2018 TEA accountability report. \*2019 was the last year for this indicator to be counted towards CCMR.

Overall, a lower percentage of Dallas ISD graduates were college, career, or military ready (61%) than graduates of comparable districts ( $\geq 63\%$ ) in Texas (Table 3). Dallas ISD had the same percentage of graduates who earned an approved industry-based certification as El Paso ISD (2%), but lower than graduates in Fort Worth ISD (14%), San Antonio ISD (12%), Houston ISD (9%), and Austin ISD (8%). The percentage of Dallas ISD graduates who earned a Level I or Level II certificate was the same as San Antonio ISD (1%), but higher than graduates in Houston ISD (0%), Austin ISD (0%), El Paso ISD (0%), and Fort Worth ISD (0%). A lower percentage of Dallas ISD graduates enrolled in the Armed Forces (0%) than El Paso ISD (5%), Fort Worth ISD (5%), Houston ISD (5%), San Antonio ISD (3%), and Austin ISD (2%) graduates. A higher percentage of Dallas ISD graduates, who did not meet any other criteria, completed CTE coherent sequence coursework aligned with industry-based certifications (15%) than graduates in San Antonio ISD (11%), Fort Worth ISD (9%), Houston ISD (8%), Austin ISD (3%), and El Paso ISD (2%).

**Table 3: 2020 Dallas ISD, Austin ISD, El Paso ISD, Fort Worth ISD, Houston ISD, San Antonio ISD CTE College, Career, and Military Readiness Indicators**

Indicator	Dallas ISD (N=8,293)		Austin ISD (N=4,463)		El Paso ISD (N=4,192)		Fort Worth ISD (N=4,455)		Houston ISD (N=11,261)		San Antonio ISD (N=2,647)	
	n	%	n	%	n	%	n	%	n	%	n	%
College, Career or Military Ready	5,021	61	3,817	86	3,117	74	2,825	63	7,997	71	1,944	73
Met TSI criteria in both ELA/Reading and Mathematics	2,292	28	3,272	73	2,417	58	1,403	31	4,893	43	1,103	42
Met TSI criteria in ELA/Reading	3,994	48	3,673	82	3,148	75	2,289	51	6,818	61	1,601	60
Met TSI criteria in Mathematics	2,467	30	3,535	79	2,703	64	1,612	36	5,805	52	1,405	53
Met criterion score on an AP/IB Exam in any subject	1,937	23	1,473	33	953	23	885	20	3,236	29	364	14
Earned dual credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	1,145	14	1,028	23	1,070	26	689	15	1,789	16	602	23
Earned an industry-based certification from approved list	137	2	369	8	81	2	613	14	990	9	316	12
Earned a level I or level II certificate in any workforce education area	76	1	16	0	0	0	0	0	47	0	20	1
Earned an associate degree while in high school	245	3	45	1	156	4	213	5	424	4	191	7
Graduated with Completed Individual Education Program (IEP) and Workforce Readiness	194	2	120	3	31	1	69	2	114	1	69	3
Identified as receiving special education services and earned an advanced degree plan	260	3	182	4	125	3	120	3	321	3	134	5
Enlisted in the Armed Forces	28	0	106	2	216	5	220	5	526	5	85	3
CTE coherent sequence aligned with an industry-based certification and did not meet any other criteria*	1,247	15	118	3	100	2	389	9	851	8	296	11

Source: 2020 Texas district/school report cards and accountability data accessed on 11/20/20 at [tea.texas.gov](http://tea.texas.gov).

Note: N = Total graduates, n = Number of credits achieved. \* 2019 was the last year for this indicator to be counted towards CCMR.

## What were the key district initiatives related to CCR?

### Methodology

Evaluation reports of key CCR initiatives, were reviewed and key findings were summarized.

### Results

#### *College Access Program*

The College Access Program (CAP) was created in 2010 by the Dallas ISD to increase student college applications, scholarship applications, participation in college entrance exams, and parental involvement in the college admissions and financial aid processes. The program has been managed by a college access coordinator within the Dallas ISD Postsecondary Partnerships and Programs department. The three CAP vendors selected for the 2019-20 school year were Academic Success Program (ASP), Education is Freedom (EIF), and Southern Methodist University (SMU). CAP vendors provided supplemental assistance to students and parents for 1) completing college applications, 2) completing financial aid applications, 3) registering and preparing for the *SAT*, *ACT*, and *Texas Success Initiative Assessment (TSIA)* tests, 4) completing college and scholarship application essays, 5) completing the Dallas County Promise Pledges; and 6) attending college fairs. Funding for the 2019-20 CAP program was provided by Title IV in the amount of \$2,350,00, which was an increase of \$25,000 over 2017-18 and 2018-19 Title I funding of \$2,325,000.

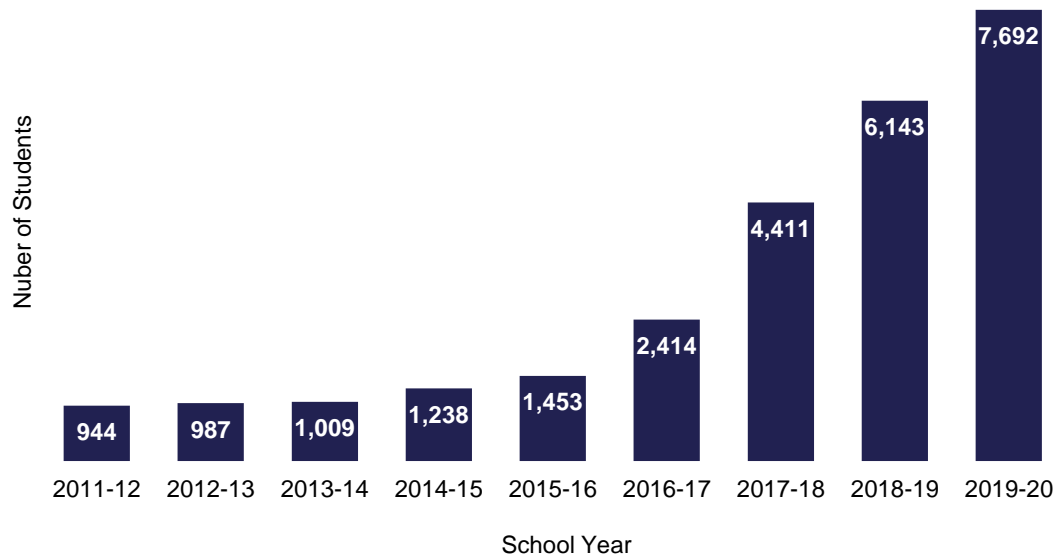
In 2019-20, the CAP program served 13,290 students at 36 high school campuses. However, CAP served a lower percentage of high school students in 2019-20 than in 2018-19 (32% vs 37%) and a slightly lower percentage of seniors (88% vs 89%). Overall, 92 percent of all seniors completed at least one college application in 2019-20. Seventy percent of seniors completed a Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA) application, while 99 percent of seniors, enrolled in one of the 31 campuses that participated in the Dallas County Promise, completed the Dallas County Promise pledge. For more information about CAP please review the 2019-20 Evaluation of College Access Program (Zhang, 2020).

#### *Early College High School Programs*

The Dallas ISD was among the first Texas school districts to establish an Early College High School (ECHS) in 2006 to provide traditionally underserved students the opportunity to earn an associate degree or up to 60 hours of tuition-free college credit by the time of high school graduation. In 2019-20, Dallas ISD operated 25 ECHSs, which included seven traditional Early College High Schools (ECHS) and 18 P-TECHs. Two additional Fine Arts ECHSs were in their planning year. The ECHS program at the Dallas ISD is coordinated by the Early College Programs division within the Postsecondary Partnerships and Programs department. In 2019-20, ECHS campuses were supported by \$14,292,375 in Dallas ISD general operating funds. This was an increase of 20 percent over 2018-19 (\$11,871,142) and 37 percent over 2017-18 (\$10,458,764).

In 2019-20, a total of 7,692 students enrolled in ECHSs, including 1,851 students enrolled in traditional ECHSs and 5,841 students enrolled in P-TECHs. With the opening of additional ECHSs and higher enrollment numbers at existing schools, enrollment numbers have grown significantly over the past five years from 1,453 in 2015-16 to 7,692 students in 2019-20 (Figure 1).

**Figure 1: 2011-12 to 2019-20 Student Enrollment in Early College High School Programs**



Source: PEIMS demographic files dated 10/30/11 (2011-12), 10/29/12 (2012-13), 10/28/13 (2013-14), 10/31/14 (2014-15), 10/30/15 (2015-16), 10/31/16 (2016-17), 10/30/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20).

Overall, ECHS students outperformed comprehensive high school students enrolled in campuses offering the ECHS program on meeting Texas Success Initiative (TSI) benchmarks for SAT (22 percentage points on ERW and 13 percentage points on mathematics), and ACT (eight percentage points for both English and mathematics) benchmarks. Moreover, 79 percent of 2019-20 ECHS graduates ( $n=684$ ) earned an associate degree or 60 dual credit hours. For more information about the Early College High School Programs please review the 2019-20 Evaluation of Early College High School Programs (Lorenz, 2020b).

### ***Career and Technical Education***

The primary purpose of the CTE program is to prepare students for college and career success by providing them with the skills necessary to be competitive in a global economy. To meet this goal, the Dallas ISD offers courses across 135 comprehensive CTE pathways to students in grades six through 12. Courses can be taken as electives, as a coherent sequence of courses, or as dual credit courses at participating middle and high schools. Students can also participate in CTE by taking courses through the National Academy Foundation (NAF), Career Institutes (CI), or the ECHS program. Through participation in CTE, students can earn diploma endorsements, industry certifications, educational certificates, and college credit hours. In addition, students can participate in paid internships. The CTE program is coordinated by the CTE

Department under Teaching and Learning. Program activities are partially funded through both state CTE funds and a grant established by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). In 2019-20, the total Dallas ISD CTE budget was \$38,589,277. Of these funds, the Dallas ISD CTE Department oversaw a budget of \$8,925,867 which included \$1,713,000 for Career Institutes. CTE program funding (\$7,212,867) increased by two percent from 2018-19 (\$7,079,587).

In 2019-20, a total of 38,075 students participated in CTE, including 9,702 middle school students and 28,373 high school students (Table 4). Overall, 53 percent of all middle and high school students were enrolled in a CTE course. Seventy-five percent of the 38,075 CTE students took CTE courses as electives ( $n=28,505$ ) while 25 percent of students enrolled in a coherent sequence of courses ( $n=9,570$ ).

**Table 4: 2019-20 CTE Student Enrollment by Status**

Grade	CTE Elective		CTE Coherent Sequence		Total N
	n	%	n	%	
Middle School					
Grade 6	1,208	100.0			1,208
Grade 7	3,799	100.0			3,799
Grade 8	4,695	100.0			4,695
High School					
Grade 9	7,266	94.2	446	5.8	7,712
Grade 10	6,013	80.9	1,419	19.1	7,432
Grade 11	2,678	41.1	3,839	58.9	6,517
Grade 12	2,846	42.4	3,866	57.6	6,712
Overall					
Overall Middle School	9,702	100.0			9,702
Overall High School	18,803	66.3	9,570	33.7	28,373
Overall	28,505	74.9	9,570	25.1	38,075

Source: May demographic file, 05/29/20. CTE course file, 10/8/20. Dallas ISD course file, 07/30/20.

Note: A grey box indicates that no students were enrolled in that grade level. Moreover, students cannot be classified as coherent sequence students until grade nine.

High school students were able to participate in traditional CTE course offerings and enroll in specialized CTE programs such as the Career Institutes ( $n=760$ ), NAF Academies ( $n=9,229$ ), and ECHSs ( $n=4,624$ ). Four percent of students who enrolled in these specialized programs enrolled in one or more programs. Overall, 2,971 Dallas ISD CTE students earned 4,206 credentials in 2019-20, including 3,331 industry-based certifications and 875 educational certificates. Certifications identified by TEA for the A to F accountability system accounted for 23 percent ( $n=770$ ) of all industry certifications earned. For more information about the CTE program please review the 2019-20 Evaluation of Career and Technical Education (Lorenz, 2020a).

## What were the demographic and enrollment characteristics of high school students in 2019-20?

### Methodology

High school student data were extracted from the end-of-year demographic file dated May 29, 2020 to identify current enrollment status and demographic information. Demographic data from 2018-19 was extracted from the end-of-year demographic file dated May 28, 2019 and compared to 2019-20 demographic data. Frequency analyses were conducted to report enrollment data based on demographic characteristics and campus enrollment by grade-level.

### Results

During the 2019-20 school year, a total of 39,819 students were enrolled in a Dallas ISD high School (Table 5). Seventy-two percent of students were Hispanic, and 21 percent were African American. Dallas ISD high school population was evenly split between male and female students (50% vs 50%). Eighty percent of students were economically disadvantaged, and 75 percent of students were at risk of dropping out. Thirty-six percent of students were English learners, while 16 percent of high school students were Talented and Gifted (TAG) eligible. Nine percent of students received special education services. Although demographic characteristics were similar to 2018-19 school year, the percentage of at-risk students increased from 58 percent (2018-19) to 75 percent (2019-20), and the percentage of English learners increased from 32 percent (2018-19) to 36 percent (2019-20).

**Table 5: 2019-20 Dallas ISD High School Student Characteristics**

	Grade 9 (N=12,205)		Grade 10 (N=10,297)		Grade 11 (N= 8,552)		Grade 12 (N=8,765)		Total (N=39,819)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Gender</b>										
Female	5,852	47.9	5,152	50.0	4,387	51.3	4,568	52.1	19,959	50.1
Male	6,353	52.1	5,145	50.0	4,165	48.7	4,197	47.9	19,860	49.9
<b>Race / Ethnicity</b>										
Asian	87	0.7	116	1.1	90	1.1	83	0.9	376	0.9
African American	2,507	20.5	2,121	20.6	1,738	20.3	1,830	20.9	8,196	20.6
Hispanic	8,884	72.8	7,371	71.6	6,121	71.6	6,268	71.5	28,644	71.9
White	519	4.3	480	4.7	422	4.9	425	4.8	1,846	4.6
Other	208	1.7	209	2.0	181	2.1	159	1.8	757	1.9
<b>Student Characteristics</b>										
At Risk Status	9,534	78.1	7,786	75.6	5,987	70.0	6,344	72.4	29,651	74.5
EcoDis Status	10,165	83.3	8,280	80.4	6,726	78.6	6,756	77.1	31,927	80.2
English Learner	5,637	46.2	3,769	36.6	2,509	29.3	2,277	26.0	14,192	35.6
Special Education	1,048	8.6	841	8.2	674	7.9	834	9.5	3,397	8.5
TAG Eligible	1,777	14.6	1,652	16.0	1,466	17.1	1,477	16.9	6,372	16.0

Source: May demographic file, 05/29/20.

Note: EcoDis = Economically disadvantaged. Column percentages may not sum to 100 due to rounding.



Thirty-one percent of students ( $n=12,205$ ) were enrolled in grade nine, 26 percent in grade 10 ( $n=10,297$ ), 21 percent in grade 11 ( $n=8,552$ ), and 22 percent in grade 12 ( $n=8,765$ ). Enrollment by school ranged from 72 students (North Lake) to 4,031 students (Skyline). Campuses that started to accept students in 2016-17 or thereafter did not have students enrolled in all grade levels.

**Table 6: 2019-20 Dallas ISD High School Enrollment by Grade Level**

Campus	Grade Level				Total N
	9 n	10 n	11 n	12 n	
Adams, B	631	556	439	461	2,087
Adamson	509	420	322	309	1,560
Carter	311	306	206	273	1,096
CityLab	63	61	67		191
Conrad	410	311	272	328	1,321
Garza	124	115	100	108	447
Gilliam	107	95	97	69	368
Hillcrest	437	369	303	246	1,355
IDEA	66	68	66	76	276
Jefferson	659	417	336	339	1,751
Kimball	436	337	303	302	1,378
Lassiter	69	66	64	51	250
Lincoln	213	168	143	118	642
Madison	131	127	121	110	489
Molina	630	555	477	540	2,202
New Tech	101	38	59	56	254
North Dallas	400	283	198	219	1,100
North Lake EC	72				72
Obama	51	35	33	30	149
Pinkston	298	244	177	238	957
Rangel	81	63	51	57	252
Roosevelt	238	179	139	157	713
Samuell	577	482	385	409	1,853
Seagoville	481	407	328	339	1,555
Skyline	1,232	977	858	964	4,031
South Oak Cliff	410	321	237	282	1,250
Spruce	551	456	393	380	1,780
Sunset	604	530	441	422	1,997
Townview Business	108	156	110	113	487
Townview Education	50	63	75	76	264
Townview Health	104	143	130	122	499
Townview Law	121	104	113	97	435
Townview SEM	114	170	109	95	488
Townview TAG	122	144	70	68	404
Washington	225	222	279	249	975
White	629	523	412	454	2,018
Wilmer-Hutchins	302	239	215	188	944
Wilson	520	539	411	418	1,888
Overall*	12,205	10,297	8,552	8,765	39,819

Source: May demographic file, 05/29/20.

Note: IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. Pub Svc = Public Service. TAG = Talented and Gifted. \*Overall district information includes 41 high school students who were enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services at the time of the end-of-year snapshot. Campuses that opened in 2016-17 or later do not have enrollment in all grade levels. A grey box indicates that no students were enrolled in that grade level.

## What were the academic performances high school students on CCR-related assessments?

### Methodology

The *SAT* and *ACT* are standardized tests used for college admissions. Since 2014, the Dallas ISD administered the *SAT* (11th grade) and *ACT* (12th grade) during a school day free of charge. These tests could also be taken outside of the district's school-day administration. *SAT* and *ACT* outcome data for the 2019-20 school year included the latest test administration in the 2019-20 school year. *SAT* and *ACT* outcome data based on CCMR criteria included all test administrations from 2016-17 through 2019-20. Passing rates for *SAT* were calculated using TSI benchmarks for Evidence-Based Reading and Writing (ERW, 480) and mathematics (530); for *ACT*, TSI benchmarks for English and mathematics were 19 for each subject and a composite score of 23.

*TSIA* benchmarks for reading were 351 and for mathematics 350. Students met the *TSIA* benchmark for writing with 1) a score of 4 on the essay section and a score of 340 on the multiple-choice section or 2) a score of 5 on the essay section alone.<sup>3</sup> Students were able to take each *TSIA* subject exam separately and multiple times throughout the year. *TSIA* outcome data used in this report included all test administrations from 2016-17 through 2019-20.

The end-of-year demographic data file dated May 29, 2020 was merged with the 2016-20 *ACT* and *SAT* files dated August 4, 2020 and October 14, 2020 respectively, the 2019-20 *TSIA* district data file dated July 22, 2020, and the *TSIA* status file dated July 30, 2020. Frequency analyses were used to calculate the percentage of enrolled students who passed each content area on the *SAT*, *ACT*, and *TSIA* by campus. Moreover, frequency analyses were used to calculate the percentage of enrolled students who were exempt from taking the *TSIA*.

Due to the novel coronavirus COVID-19, the Governor of Texas used his statutory authority under Texas Government Code, §418.016 to suspend annual academic assessment requirements for the remainder of the 2019-20 school year, thereby cancelling remaining planned administrations of *STAAR*. Therefore, no *STAAR EOC* results are reported in this report. Data for previous years can be found in the 2018-19 report (Grimberg 2019, page 18).

### Results

#### 2019-20 SAT Outcomes

Overall, 8,881 students took the *SAT* exam during the 2019-20 school year (Table 7). Of these, 81 percent ( $n= 7,227$ ) took the *SAT* exam during the School-Day *SAT* testing date on March 4, 2020. About 20 percent of test takers took the *SAT* outside of the targeted grade level (grade 11).

<sup>3</sup> <https://tea.texas.gov/academics/college-career-and-military-prep/the-tsia-texas-success-initiative-assessment>

**Table 7: 2017-18 to 2019-20 SAT Tests Taken by Grade**

<b>Grade</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
9	0	0.0	7	0.1	2	0.0
10	33	0.3	69	0.7	73	0.8
11	7,926	82.5	7,615	78.3	7,128	80.3
12	1,648	17.2	2,030	20.9	1,678	18.9
Total	9,607	100.0	9,721	100.0	8,881	100.0

Source: District SAT data files dated 08/08/18 (2017-18), 10/03/19 (2018-19), and 10/14/20 (2019-20). End-of-year demographic files dated 06/04/18 (2017-18), 05/28/19 (2018-19), and 05/29/20 (2019-20).

In 2019-20, 40 percent of students who took the SAT met the TSI benchmark for ERW (Table 8), while 23 percent met the TSI benchmark for mathematics (Table 9). The campus with the highest percent of students who met both ERW and mathematics benchmarks was Townview TAG (both 100%), followed by Townview SEM (both 99%), and Rangel (100% ERW and 91% mathematics). However, fewer students took the SAT exam in 2019-20 than in 2018-19 (8,881 vs 9,721) and may be a result of the COVID-19 pandemic which resulted in the cancelation of national administrations of college readiness assessments, such as the SAT for part of 2020. Overall, the percentage of students who met the TSI benchmark for ERW in 2019-20 was lower than that of 2018-19 (40% vs 42%), while the percentage of students who met the TSI benchmark for mathematics remained stable (23%).

**Table 8: 2017-18 to 2019-20 Percentage of High School Students Meeting TSI SAT Benchmark for Evidence-Based Reading and Writing (ERW)**

Campus	2017-18		2018-19		2019-20	
	Tested <i>N</i>	Met Benchmark %	Tested <i>N</i>	Met Benchmark %	Tested <i>N</i>	Met Benchmark %
Adams, B	468	34.8	528	38.3	586	35.7
Adamson	332	30.7	301	33.9	284	27.8
Carter	288	26.4	264	20.5	212	17.5
City Lab					64	54.7
Conrad	240	27.9	338	29.0	267	36.0
Garza	146	90.4	153	88.9	129	82.2
Gilliam	107	69.2	108	60.2	119	63.9
Hillcrest	254	47.2	327	35.2	344	36.9
IDEA	85	37.6	87	44.8	74	32.4
Jefferson	385	27.8	337	26.7	332	25.6
Kimball	299	30.8	334	29.3	312	24.7
Lassiter	78	91.0	68	94.1	81	88.9
Lincoln	140	22.1	125	24.0	140	20.7
Madison	77	10.4	109	14.7	109	23.9
Molina	535	30.8	564	25.0	510	25.3
New Tech	106	45.3	81	37.0	63	23.8
North Dallas	244	26.2	222	23.9	213	20.2
Obama	66	89.4	64	90.6	51	92.2
Patton	31	9.7	41	4.9	0	0.0
Pinkston	172	25.0	218	35.8	198	21.7
Rangel HS	91	98.9	98	99.0	88	100.0
Roosevelt	131	21.4	122	29.5	98	14.3
Samuell	431	23.0	366	20.2	360	20.3
Seagoville	300	26.3	370	27.3	306	24.2
Skyline	1,173	40.0	989	37.1	781	32.3
South Oak Cliff	211	22.7	247	17.8	200	10.0
Spruce	389	23.7	360	22.2	295	15.9
Sunset	505	34.7	444	30.6	373	26.0
Townview Business	176	88.6	172	91.9	158	82.3
Townview Education	112	86.6	131	88.5	113	81.4
Townview Health	199	92.5	227	92.1	195	89.2
Townview Law	127	92.1	151	90.1	153	86.3
Townview SEM	115	100.0	127	100.0	134	99.3
Townview TAG	74	98.6	88	100.0	88	100.0
Washington	295	90.8	312	92.0	324	84.0
White	542	44.6	544	45.6	456	40.8
Wilmer-Hutchins	197	16.8	180	15.0	192	15.1
Wilson	470	59.1	511	61.3	479	56.8
Overall	9,607*	42.7	9,721*	42.3	8,881	39.7

Source: District SAT data files dated 08/08/18 (2017-18), 10/03/19 (2018-19), and 10/14/20 (2019-20). End-of-year files dated 06/04/18 (2017-18), 05/28/19 (2018-19), and 05/29/20 (2019-20).

Note: TSI SAT Benchmark for ERW = 480. \* includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services, *n* = 16 (2107-18), *n* = 13 (2108-19). Grey box = Campuses that opened 2016-17 or thereafter do not have enrollment in all grade levels. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. Pub Svc = Public Service. TAG = Talented and Gifted.

**Table 9: 2017-18 to 2019-20 Percentage of High School Students Meeting TSI SAT Benchmark for Mathematics**

Campus	2017-18		2018-19		2019-20	
	Tested <i>N</i>	Met Benchmark %	Tested <i>N</i>	Met Benchmark %	Tested <i>N</i>	Met Benchmark %
Adams, B	468	12.8	528	14.6	586	18.9
Adamson	332	8.4	301	14.0	284	10.6
Carter	288	3.1	264	4.2	212	4.2
City Lab					64	18.8
Conrad	240	12.1	338	16.3	267	21.0
Garza	146	53.4	153	59.5	129	50.4
Gilliam	107	27.1	108	34.3	119	33.6
Hillcrest	254	16.9	327	14.4	344	22.1
IDEA	85	11.8	87	11.5	74	9.5
Jefferson	385	8.1	337	11.6	332	8.1
Kimball	299	6.0	334	6.0	312	5.4
Lassiter	78	60.3	68	80.9	81	74.1
Lincoln	140	8.6	125	4.0	140	3.6
Madison	77	0.0	109	4.6	109	2.8
Molina	535	11.0	564	10.3	510	11.0
New Tech	106	10.4	81	8.6	63	9.5
North Dallas	244	8.2	222	8.1	213	7.0
Obama	66	56.1	64	71.9	51	72.5
Patton	31	0.0	41	0.0	0	0.0
Pinkston	172	6.4	218	17.4	198	8.1
Rangel	91	84.6	98	85.7	88	90.9
Roosevelt	131	6.1	122	8.2	98	5.1
Samuell	431	10.2	366	14.5	360	9.4
Seagoville	300	5.0	370	6.8	306	9.2
Skyline	1,173	18.6	989	16.9	781	16.5
South Oak Cliff	211	6.2	247	8.1	200	3.5
Spruce	389	8.5	360	11.7	295	10.8
Sunset	505	12.1	444	10.1	373	13.4
Townview Business	176	60.8	172	68.0	158	63.3
Townview Education	112	42.9	131	41.2	113	53.1
Townview Health	199	58.3	227	61.2	195	67.7
Townview Law	127	55.1	151	62.9	153	64.1
Townview SEM	115	100.0	127	100.0	134	99.3
Townview TAG	74	100.0	88	98.9	88	100.0
Washington	295	56.3	312	60.3	324	50.6
White	542	17.2	544	18.9	456	18.6
Wilmer-Hutchins	197	4.1	180	3.3	192	3.6
Wilson	470	37.9	511	43.1	479	39.9
Overall	9,607*	20.6	9,721*	23.1	8,881	23.3

Source: District SAT data files dated 08/08/18 (2017-18), 10/03/19 (2018-19), and 10/14/20 (2019-20). End-of-year files dated 06/04/18 (2017-18), 05/28/19 (2018-19), and 05/29/20 (2019-20).

Note: TSI SAT Benchmark for mathematics = 530. \* includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services, *n* = 16 (2107-18), *n* = 13 (2108-19). Grey box = Campuses that opened 2016-17 or thereafter do not have enrollment in all grade levels. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. Pub Svc = Public Service. TAG = Talented and Gifted.

***Attained TSI SAT Benchmarks***

Overall, of the 39,819 high school students enrolled in 2019-20, 14 percent met the TSI SAT benchmark for ERW, and eight percent met the TSI SAT benchmark for mathematics (Tables 10 and 11). Passing rates by campus ranged from zero percent (North Lake) to 50 percent (Townview Education) for ERW, and zero percent (North Lake) to 42 percent (Townview SEM) for mathematics. Overall, 30 percent of grade 11 students (i.e. targeted grade level for the SAT) met the TSI SAT benchmark for ERW and 17 percent of met the TSI SAT benchmark for mathematics. The percentage of grade 11 students meeting TSI SAT benchmarks by campus ranged from seven percent (South Oak Cliff) to 100 percent (two campuses) for ERW and two percent (two campuses) to 100 percent (Townview TAG) for mathematics.

Table 10: 2019-20 Percentage of High School Students Meeting TSI SAT Benchmark for ERW by Campus and Grade Level

Campus	Grade 9			Grade 10			Grade 11			Grade 12			Grades 9-12		
	Enrolled <i>N</i>	Met SAT <i>n</i>	Met SAT %	Enrolled <i>N</i>	Met SAT <i>n</i>	Met SAT %	Enrolled <i>N</i>	Met SAT <i>n</i>	Met SAT %	Enrolled <i>N</i>	Met SAT <i>n</i>	Met SAT %	Enrolled <i>N</i>	Met SAT <i>n</i>	Met SAT %
Adams, B	631	0	0.0	556	2	0.4	439	115	26.2	461	157	34.1	2,087	274	13.1
Adamson	509	0	0.0	420	0	0.0	322	61	18.9	309	94	30.4	1,560	155	9.9
Carter	311	0	0.0	306	0	0.0	206	26	12.6	273	53	19.4	1,096	79	7.2
CityLab	63	0	0.0	61	0	0.0	67	35	52.2				191	35	18.3
Conrad	410	0	0.0	311	0	0.0	272	63	23.2	328	84	25.6	1,321	147	11.1
Garza	124	0	0.0	115	0	0.0	100	76	76.0	108	100	92.6	447	176	39.4
Gilliam	107	0	0.0	95	0	0.0	97	60	61.9	69	43	62.3	368	103	28.0
Hillcrest	437	0	0.0	369	0	0.0	303	87	28.7	246	75	30.5	1,355	162	12.0
IDEA	66	0	0.0	68	0	0.0	66	17	25.8	76	31	40.8	276	48	17.4
Jefferson	659	0	0.0	417	0	0.0	336	61	18.2	339	73	21.5	1,751	134	7.7
Kimball	436	0	0.0	337	0	0.0	303	44	14.5	302	89	29.5	1,378	133	9.7
Lassiter	69	0	0.0	66	0	0.0	64	56	87.5	51	50	98.0	250	106	42.4
Lincoln	213	0	0.0	168	0	0.0	143	22	15.4	118	20	16.9	642	42	6.5
Madison	131	0	0.0	127	0	0.0	121	24	19.8	110	14	12.7	489	38	7.8
Molina	630	0	0.0	555	0	0.0	477	78	16.4	540	114	21.1	2,202	192	8.7
New Tech	101	0	0.0	38	0	0.0	59	11	18.6	56	26	46.4	254	37	14.6
North Dallas	400	0	0.0	283	0	0.0	198	31	15.7	219	47	21.5	1,100	78	7.1
North Lake	72	0	0.0										72	0	0.0
Obama HS	51	0	0.0	35	0	0.0	33	30	90.9	30	29	96.7	149	59	39.6
Pinkston	298	0	0.0	244	0	0.0	177	30	16.9	238	74	31.1	957	104	10.9
Rangel	81	0	0.0	63	0	0.0	51	51	100.0	57	57	100.0	252	108	42.9
Roosevelt	238	0	0.0	179	0	0.0	139	15	10.8	157	31	19.7	713	46	6.5
Samuell	577	0	0.0	482	0	0.0	385	61	15.8	409	71	17.4	1,853	132	7.1
Seagoville	481	0	0.0	407	0	0.0	328	54	16.5	339	73	21.5	1,555	127	8.2
Skyline	1,232	0	0.0	977	0	0.0	858	222	25.9	964	309	32.1	4,031	531	13.2
South Oak Cliff	410	0	0.0	321	0	0.0	237	16	6.8	282	39	13.8	1,250	55	4.4
Spruce	551	0	0.0	456	0	0.0	393	34	8.7	380	62	16.3	1,780	96	5.4
Sunset	604	0	0.0	530	1	0.2	441	59	13.4	422	109	25.8	1,997	169	8.5
Townview Business	108	1	0.9	156	0	0.0	110	82	74.5	113	109	96.5	487	192	39.4
Townview Education	50	0	0.0	63	0	0.0	75	60	80.0	76	72	94.7	264	132	50.0
Townview Health	104	0	0.0	143	1	0.7	130	110	84.6	122	118	96.7	499	229	45.9
Townview Law	121	0	0.0	104	0	0.0	113	96	85.0	97	90	92.8	435	186	42.8
Townview SEM	114	0	0.0	170	1	0.6	109	107	98.2	95	95	100.0	488	203	41.6
Townview TAG	122	0	0.0	144	0	0.0	70	70	100.0	68	68	100.0	404	138	34.2
Washington	225	0	0.0	222	1	0.5	279	227	81.4	249	226	90.8	975	454	46.6
White	629	0	0.0	523	0	0.0	412	121	29.4	454	158	34.8	2,018	279	13.8
Wilmer-Hutchins	302	0	0.0	239	1	0.4	215	27	12.6	188	14	7.4	944	42	4.4
Wilson	520	2	0.4	539	4	0.7	411	204	49.6	418	228	54.5	1,888	438	23.2
Overall*	12,205	3	0.0	10,297	11	0.1	8,552	2,543	29.7	8,765	3,102	35.4	39,819	5,659	14.2

Source: End-of-year demographic file, 05/29/20 (2019-20). Combined 2016-20 SAT file, 01/19/21.

Note: \* includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted. A grey box indicates that no students were enrolled in that grade level.

Table 11: 2019-20 Percentage of High School Students Meeting TSI SAT Benchmark for Mathematics by Campus and Grade Level

Campus	Grade 9			Grade 10			Grade 11			Grade 12			Grades 9-12		
	Enrolled <i>N</i>	Met SAT <i>n</i>	Met SAT %	Enrolled <i>N</i>	Met SAT <i>n</i>	Met SAT %	Enrolled <i>N</i>	Met SAT <i>n</i>	Met SAT %	Enrolled <i>N</i>	Met SAT <i>n</i>	Met SAT %	Enrolled <i>N</i>	Met SAT <i>n</i>	Met SAT %
Adams, B	631	0	0.0	556	1	0.2	439	58	13.2	461	70	15.2	2,087	129	6.2
Adamson	509	0	0.0	420	0	0.0	322	22	6.8	309	40	12.9	1,560	62	4.0
Carter	311	0	0.0	306	0	0.0	206	5	2.4	273	11	4.0	1,096	16	1.5
CityLab	63	0	0.0	61	0	0.0	67	12	17.9				191	12	6.3
Conrad	410	0	0.0	311	0	0.0	272	38	14.0	328	50	15.2	1,321	88	6.7
Garza	124	0	0.0	115	0	0.0	100	42	42.0	108	69	63.9	447	111	24.8
Gilliam	107	0	0.0	95	0	0.0	97	29	29.9	69	22	31.9	368	51	13.9
Hillcrest	437	0	0.0	369	0	0.0	303	50	16.5	246	38	15.4	1,355	88	6.5
IDEA	66	0	0.0	68	0	0.0	66	3	4.5	76	8	10.5	276	11	4.0
Jefferson	659	0	0.0	417	0	0.0	336	12	3.6	339	33	9.7	1,751	45	2.6
Kimball	436	0	0.0	337	0	0.0	303	10	3.3	302	16	5.3	1,378	26	1.9
Lassiter	69	0	0.0	66	0	0.0	64	46	71.9	51	45	88.2	250	91	36.4
Lincoln	213	0	0.0	168	0	0.0	143	5	3.5	118	1	0.8	642	6	0.9
Madison	131	0	0.0	127	0	0.0	121	2	1.7	110	4	3.6	489	6	1.2
Molina	630	0	0.0	555	0	0.0	477	33	6.9	540	51	9.4	2,202	84	3.8
New Tech	101	0	0.0	38	0	0.0	59	5	8.5	56	6	10.7	254	11	4.3
North Dallas	400	0	0.0	283	0	0.0	198	5	2.5	219	18	8.2	1,100	23	2.1
North Lake	72	0	0.0										72	0	0.0
Obama	51	0	0.0	35	0	0.0	33	22	66.7	30	24	80.0	149	46	30.9
Pinkston	298	0	0.0	244	0	0.0	177	11	6.2	238	32	13.4	957	43	4.5
Rangel HS	81	0	0.0	63	0	0.0	51	47	92.2	57	52	91.2	252	99	39.3
Roosevelt	238	0	0.0	179	0	0.0	139	6	4.3	157	8	5.1	713	14	2.0
Samuell	577	0	0.0	482	0	0.0	385	27	7.0	409	46	11.2	1,853	73	3.9
Seagoville	481	0	0.0	407	0	0.0	328	20	6.1	339	15	4.4	1,555	35	2.3
Skyline	1,232	0	0.0	977	0	0.0	858	108	12.6	964	138	14.3	4,031	246	6.1
South Oak Cliff	410	0	0.0	321	0	0.0	237	6	2.5	282	20	7.1	1,250	26	2.1
Spruce	551	0	0.0	456	0	0.0	393	26	6.6	380	31	8.2	1,780	57	3.2
Sunset	604	0	0.0	530	1	0.2	441	29	6.6	422	43	10.2	1,997	73	3.7
Townview Business	108	1	0.9	156	0	0.0	110	62	56.4	113	85	75.2	487	148	30.4
Townview Education	50	0	0.0	63	0	0.0	75	39	52.0	76	44	57.9	264	83	31.4
Townview Health	104	0	0.0	143	1	0.7	130	82	63.1	122	88	72.1	499	171	34.3
Townview Law	121	0	0.0	104	0	0.0	113	69	61.1	97	64	66.0	435	133	30.6
Townview SEM	114	0	0.0	170	1	0.6	109	107	98.2	95	95	100.0	488	203	41.6
Townview TAG	122	0	0.0	144	0	0.0	70	70	100.0	68	68	100.0	404	138	34.2
Washington	225	0	0.0	222	1	0.5	279	132	47.3	249	156	62.7	975	289	29.6
White	629	0	0.0	523	0	0.0	412	52	12.6	454	67	14.8	2,018	119	5.9
Wilmer-Hutchins	302	0	0.0	239	0	0.0	215	6	2.8	188	5	2.7	944	11	1.2
Wilson	520	2	0.4	539	2	0.4	411	147	35.8	418	168	40.2	1,888	319	16.9
Overall*	12,205	3	0.0	10,297	7	0.1	8,552	1,445	16.9	8,765	1,731	19.7	39,819	3,186	8.0

Source: End-of-year demographic file, 05/29/20 (2019-20). Combined 2016-20 SAT file, 01/19/21.

Note: \* includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted. A grey box indicates that no students were enrolled in that grade level.



## 2019-20 ACT Outcomes

Overall, 7,524 students took the *ACT* exam during the 2019-20 school year (Table 12). Of these, around 93 percent ( $n= 6,920$ ) took the *ACT* exam during the School-Day *ACT* testing date on October 1, 2019. About six percent of test takers took the *ACT* outside of the targeted grade level (grade 12).

**Table 12: 2017-18 to 2019-20 ACT Tests Taken by Grade**

Grade	2017-18		2018-19		2019-20	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
9	1	0.0	2	0.0	0	0.0
10	15	0.2	19	0.2	12	0.2
11	523	6.8	541	6.9	465	6.2
12	7,111	93.0	7,227	92.8	7,047	93.7
Total	7,650	100.0	7,789	100.0	7,524	100.0

Source: District SAT data files dated 09/20/18 (2017-18), 10/03/19 (2018-19), and 01/07/21 (2019-20). End-of-year demographic files dated 06/04/18 (2017-18), 05/28/19 (2018-19), and 05/29/20 (2019-20).

In 2019-20, 26 percent of students who took the *ACT* met the TSI benchmark for Reading (Table 13), while 25 percent met the TSI benchmark for mathematics (Table 14). The campus with the highest percentage of students who met both English and Mathematics benchmarks was Townview TAG (both 100%), followed by Townview SEM (99% English, 100% mathematics), and Rangel (93% English, 94% mathematics). Similarly, to the SAT, fewer students took the *ACT* exam in 2019-20 than in 2018-19 (7,524 vs 7,789). Overall, the percentage of students who met the *ACT* TSI benchmarks in 2019-20 were lower than 2018-19 for English (26% vs 27%) and mathematics (33% vs 25%).

**Table 13: 2017-18 to 2019-20 Percentage of High School Students Meeting TSI ACT Benchmark for English**

Campus	2017-18		2018-19		2019-20	
	Tested N	Met Benchmark %	Tested N	Met Benchmark %	Tested N	Met Benchmark %
Adams, B	322	15.2	364	20.6	388	19.6
Adamson	247	8.5	238	11.8	243	14.4
Carter	197	7.6	203	9.9	210	9.0
City Lab					*	*
Conrad	180	7.8	168	11.3	285	16.5
Garza	100	47.0	108	63.9	108	72.2
Gilliam	83	20.5	74	48.6	147	35.4
Hillcrest	209	29.2	243	21.8	219	19.2
IDEA	-	-	96	17.7	68	32.4
Jefferson	376	8.2	320	9.1	219	11.4
Kimball	258	9.3	272	10.7	218	15.6
Lassiter	90	77.8	53	79.2	51	82.4
Lincoln	96	7.3	102	8.8	150	6.0
Madison	71	4.2	68	11.8	100	2.0
Molina	458	8.5	458	10.9	419	11.2
New Tech	98	27.6	77	19.5	56	23.2
North Dallas	194	9.8	210	9.5	175	9.7
Obama	50	66.0	66	72.7	29	79.3
Patton	53	0.0	0	0.0	0	0.0
Pinkston	137	8.8	138	10.9	206	15.0
Rangel	124	94.4	110	98.2	106	93.4
Roosevelt	78	6.4	98	10.2	107	16.8
Samuell	320	10.3	351	9.4	316	11.1
Seagoville	228	12.3	227	5.7	285	9.1
Skyline	881	18.2	880	19.3	774	17.7
South Oak Cliff	193	3.6	177	10.7	177	11.9
Spruce	263	6.1	300	7.7	269	10.8
Sunset	441	8.8	390	13.3	438	13.9
Townview Business	138	50.7	119	61.3	112	66.1
Townview Education	85	50.6	81	63.0	76	65.8
Townview Health	134	61.9	144	63.9	122	77.9
Townview Law	106	61.3	95	72.6	98	67.3
Townview SEM	117	98.3	118	96.6	92	98.9
Townview TAG	83	100.0	87	100.0	64	100.0
Washington	281	82.9	282	73.8	227	80.6
White	363	24.8	426	22.5	348	19.0
Wilmer-Hutchins	165	6.1	165	7.3	209	5.7
Wilson	427	46.1	480	55.4	412	54.4
Overall	7,650 <sup>1</sup>	24.6	7,789 <sup>1</sup>	26.7	7,524	26.1

Source: District ACT data files dated 09/20/18 (2017-18), 10/03/19 (2018-19), and 01/07/21 (2019-20). End-of-year demographic files dated 06/04/18 (2017-18), 05/28/19 (2018-19), and 05/29/20 (2019-20).

Note: TSI ACT Benchmark for English = 19. <sup>1</sup> includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services,  $n = 2$  (2107-18),  $n = 1$  (2108-19). Grey box= Campuses that opened 2016-17 or thereafter do not have enrollment in all grade levels. \* Data was masked as five or fewer students were tested. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. Pub Svc = Public Service. TAG = Talented and Gifted.

**Table 14: 2017-18 to 2019-20 Percentage of High School Students Meeting TSI ACT Benchmark for Mathematics**

Campus	2017-18		2018-19		2019-20	
	Tested <i>N</i>	Met Benchmark %	Tested <i>N</i>	Met Benchmark %	Tested <i>N</i>	Met Benchmark %
Adams, B	322	17.4	364	21.2	388	14.4
Adamson	247	17.4	238	21.4	243	18.5
Carter	197	7.1	203	7.4	210	6.7
City Lab					*	*
Conrad	180	14.4	168	15.5	285	17.2
Garza	100	64.0	108	72.2	108	63.0
Gilliam	83	27.7	74	43.2	147	36.7
Hillcrest	209	20.6	243	32.1	219	20.5
IDEA	*	*	96	22.9	68	23.5
Jefferson	376	17.0	320	16.3	219	14.2
Kimball	258	10.5	272	13.6	218	8.3
Lassiter	90	90.0	53	84.9	51	76.5
Lincoln	96	11.5	102	16.7	150	3.3
Madison	71	5.6	68	5.9	100	2.0
Molina	458	17.7	458	20.1	419	12.6
New Tech	98	25.5	77	19.5	56	12.5
North Dallas	194	13.4	210	16.7	175	15.4
Obama	50	66.0	66	77.3	29	86.2
Patton	53	1.9	0	0.0	0	0.0
Pinkston	137	17.5	138	18.8	206	14.1
Rangel	124	91.1	110	97.3	106	94.3
Roosevelt	78	14.1	98	12.2	107	12.1
Samuell	320	15.6	351	16.8	316	13.3
Seagoville	228	11.0	227	15.0	285	9.1
Skyline	881	23.8	880	26.0	774	20.9
South Oak Cliff	193	9.8	177	13.0	177	9.6
Spruce	263	11.0	300	18.0	269	12.6
Sunset	441	15.0	390	24.1	438	13.9
Townview Business	138	64.5	119	79.8	112	64.3
Townview Education	85	47.1	81	69.1	76	50.0
Townview Health	134	61.9	144	79.2	122	65.6
Townview Law	106	53.8	95	70.5	98	63.3
Townview SEM	117	100.0	118	100.0	92	100.0
Townview TAG	83	100.0	87	100.0	64	100.0
Washington	281	71.9	282	71.6	227	64.8
White	363	30.3	426	30.5	348	18.1
Wilmer-Hutchins	165	11.5	165	7.9	209	11.5
Wilson	427	41.7	480	59.4	412	51.9
Overall	7,650 <sup>1</sup>	28.1	7,789 <sup>1</sup>	32.5	7,524	25.2

Source: District ACT data files dated 09/20/18 (2017-18), 10/03/19 (2018-19), and 01/07/21 (2019-20). End-of-year demographic files dated 06/04/18 (2017-18), 05/28/19 (2018-19), and 05/29/20 (2019-20).

**Note:** TSI ACT Benchmark for mathematics = 19. *N* = number. <sup>1</sup> includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services, *n*=2 (2107-18), *n*=1 (2108-19). Grey box= Campuses that opened 2016-17 or thereafter do not have enrollment in all grade levels. \* Data was masked as five or fewer students were tested. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. Pub Svc = Public Service. TAG = Talented and Gifted.

Meeting the TSI *ACT* benchmark for English or mathematics is only one part of a two-part equation used by the TEA to determine if a student or graduate is considered college ready. The student also needs to score at least a 23 on the *ACT* composite score to meet the overall TSI criteria. For example, to be considered college-ready in English, a student would need to meet the benchmark for English (19) and the composite score (23) on the *ACT* test. Using the combined criteria lowered the percentage of students who were considered college-ready to 12 percent in English and to 12 percent in mathematics (Table 15).

**Table 15: 2018-19 ACT Results for Dallas ISD Students by Texas Success Initiative (TSI) Criteria**

<b>Campus</b>	<b>Tested N</b>	<b>% Met Benchmark (19)</b>		<b>% Met Benchmark (19) and Composite Score (23)</b>	
		<b>English</b>	<b>Mathematics</b>	<b>English</b>	<b>Mathematics</b>
Adams, B	388	19.6	14.4	7.0	5.7
Adamson	243	14.4	18.5	3.3	2.9
Carter	210	9.0	6.7	1.4	1.0
City Lab	*	*	*	*	*
Conrad	285	16.5	17.2	7.4	7.4
Garza	108	72.2	63.0	26.9	25.9
Gilliam	147	35.4	36.7	11.6	11.6
Hillcrest	219	19.2	20.5	7.8	8.2
IDEA	68	32.4	23.5	8.8	8.8
Jefferson	219	11.4	14.2	2.3	1.8
Kimball	218	15.6	8.3	2.3	2.3
Lassiter	51	82.4	76.5	58.8	56.9
Lincoln	150	6.0	3.3	0.0	0.0
Madison	100	2.0	2.0	0.0	0.0
Molina	419	11.2	12.6	1.7	1.7
New Tech	56	23.2	12.5	8.9	5.4
North Dallas	175	9.7	15.4	4.0	3.4
Obama	29	79.3	86.2	51.7	51.7
Pinkston	206	15.0	14.1	3.9	3.9
Rangel	106	93.4	94.3	68.9	67.9
Roosevelt	107	16.8	12.1	4.7	3.7
Samuell	316	11.1	13.3	1.9	1.9
Seagoville	285	9.1	9.1	1.1	1.1
Skyline	774	17.7	20.9	5.2	4.9
South Oak Cliff	177	11.9	9.6	1.7	1.7
Spruce	269	10.8	12.6	2.6	2.6
Sunset	438	13.9	13.9	2.1	1.6
Townview Business	112	66.1	64.3	33.9	32.1
Townview Education	76	65.8	50.0	18.4	14.5
Townview Health	122	77.9	65.6	32.8	31.1
Townview Law	98	67.3	63.3	40.8	38.8
Townview SEM	92	98.9	100.0	98.9	98.9
Townview TAG	64	100.0	100.0	95.3	95.3
Washington	227	80.6	64.8	51.5	47.1
White	348	19.0	18.1	5.7	5.7
Wilmer-Hutchins	209	5.7	11.5	0.5	0.5
Wilson	412	54.4	51.9	36.4	35.0
Overall	7,524	26.1	25.2	12.3	11.8

Source: District ACT data file dated 01/07/21. End-of-year demographic file dated 05/29/20.

Note: Grey box = Campuses that opened 2016-17 or thereafter do not have enrollment in all grade levels. – Data was masked as five or fewer students were tested. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. Pub Svc = Public Service. TAG = Talented and Gifted.

***Attained TSI ACT Benchmarks***

Of the 39,819 high school students enrolled in 2019-20, three percent met the TSI ACT benchmark for English and two percent met the TSI ACT benchmark for mathematics (Tables 16 to 17). Overall, 10 percent of grade 12 students (i.e. targeted grade level for the ACT) met TSI ACT benchmark for English and mathematics. The percentage of grade 12 students meeting TSI ACT benchmarks by campus ranged from zero percent (two campuses) to 94 percent (two campuses) for English and mathematics.

Table 16: 2019-20 Percentage of High School Students Meeting ACT Benchmark for English by Campus and Grade Level

Campus	Grade 9			Grade 10			Grade 11			Grade 12			Grades 9-12		
	Enrolled <i>N</i>	Met ACT <i>n</i>	Met ACT %	Enrolled <i>N</i>	Met ACT <i>n</i>	Met ACT %	Enrolled <i>N</i>	Met ACT <i>n</i>	Met ACT %	Enrolled <i>N</i>	Met ACT <i>n</i>	Met ACT %	Enrolled <i>N</i>	Met ACT <i>n</i>	Met ACT %
Adams, B	631	0	0.0	556	0	0.0	439	0	0.0	461	28	6.1	2,087	28	1.3
Adamson	509	0	0.0	420	0	0.0	322	0	0.0	309	8	2.6	1,560	8	0.5
Carter	311	0	0.0	306	0	0.0	206	0	0.0	273	3	1.1	1,096	3	0.3
CityLab	63	0	0.0	61	0	0.0	67	0	0.0				191	0	0.0
Conrad	410	0	0.0	311	0	0.0	272	0	0.0	328	21	6.4	1,321	21	1.6
Garza	124	0	0.0	115	0	0.0	100	0	0.0	108	29	26.9	447	29	6.5
Gilliam	107	0	0.0	95	0	0.0	97	10	10.3	69	7	10.1	368	17	4.6
Hillcrest	437	0	0.0	369	0	0.0	303	4	1.3	246	16	6.5	1,355	20	1.5
IDEA	66	0	0.0	68	0	0.0	66	0	0.0	76	7	9.2	276	7	2.5
Jefferson	659	0	0.0	417	1	0.2	336	0	0.0	339	5	1.5	1,751	6	0.3
Kimball	436	0	0.0	337	0	0.0	303	0	0.0	302	5	1.7	1,378	5	0.4
Lassiter	69	0	0.0	66	0	0.0	64	0	0.0	51	31	60.8	250	31	12.4
Lincoln	213	0	0.0	168	0	0.0	143	0	0.0	118	0	0.0	642	0	0.0
Madison	131	0	0.0	127	0	0.0	121	0	0.0	110	0	0.0	489	0	0.0
Molina	630	0	0.0	555	0	0.0	477	0	0.0	540	7	1.3	2,202	7	0.3
New Tech	101	0	0.0	38	0	0.0	59	0	0.0	56	5	8.9	254	5	2.0
North Dallas	400	0	0.0	283	0	0.0	198	0	0.0	219	7	3.2	1,100	7	0.6
North Lake	72	0	0.0										72	0	0.0
Obama HS	51	0	0.0	35	0	0.0	33	0	0.0	30	16	53.3	149	16	10.7
Pinkston	298	0	0.0	244	0	0.0	177	0	0.0	238	8	3.4	957	8	0.8
Rangel	81	0	0.0	63	0	0.0	51	34	66.7	57	49	86.0	252	83	32.9
Roosevelt	238	0	0.0	179	0	0.0	139	1	0.7	157	4	2.5	713	5	0.7
Samuell	577	0	0.0	482	0	0.0	385	0	0.0	409	6	1.5	1,853	6	0.3
Seagoville	481	0	0.0	407	0	0.0	328	0	0.0	339	3	0.9	1,555	3	0.2
Skyline	1,232	0	0.0	977	0	0.0	858	2	0.2	964	38	3.9	4,031	40	1.0
South Oak Cliff	410	0	0.0	321	0	0.0	237	0	0.0	282	3	1.1	1,250	3	0.2
Spruce	551	0	0.0	456	0	0.0	393	0	0.0	380	7	1.8	1,780	7	0.4
Sunset	604	0	0.0	530	0	0.0	441	2	0.5	422	8	1.9	1,997	10	0.5
Townview Business	108	0	0.0	156	0	0.0	110	0	0.0	113	39	34.5	487	39	8.0
Townview Education	50	0	0.0	63	0	0.0	75	1	1.3	76	13	17.1	264	14	5.3
Townview Health	104	0	0.0	143	0	0.0	130	0	0.0	122	40	32.8	499	40	8.0
Townview Law	121	0	0.0	104	0	0.0	113	2	1.8	97	39	40.2	435	41	9.4
Townview SEM	114	0	0.0	170	2	1.2	109	4	3.7	95	89	93.7	488	95	19.5
Townview TAG	122	0	0.0	144	0	0.0	70	7	10.0	68	64	94.1	404	71	17.6
Washington	225	0	0.0	222	0	0.0	279	11	3.9	249	118	47.4	975	129	13.2
White	629	0	0.0	523	0	0.0	412	0	0.0	454	21	4.6	2,018	21	1.0
Wilmer-Hutchins	302	0	0.0	239	0	0.0	215	0	0.0	188	1	0.5	944	1	0.1
Wilson	520	0	0.0	539	1	0.2	411	31	7.5	418	133	31.8	1,888	165	8.7
Overall*	12,205	0	0.0	10,297	4	0.0	8,552	109	1.3	8,765	878	10.0	39,819	991	2.5

Source: End-of-year demographic file, 05/29/20 (2019-20). Combined 2016-20 ACT file, 01/19/21.

Note: \* includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted. A grey box indicates that no students were enrolled in that grade level.

Table 17: 2019-20 Percentage of High School Students Meeting ACT Benchmark for Mathematics by Campus and Grade Level

Campus	Grade 9			Grade 10			Grade 11			Grade 12			Grades 9-12		
	Enrolled <i>N</i>	Met ACT <i>n</i>	Met ACT %	Enrolled <i>N</i>	Met ACT <i>n</i>	Met ACT %	Enrolled <i>N</i>	Met ACT <i>n</i>	Met ACT %	Enrolled <i>N</i>	Met ACT <i>n</i>	Met ACT %	Enrolled <i>N</i>	Met ACT <i>n</i>	Met ACT %
Adams, B	631	0	0.0	556	0	0.0	439	0	0.0	461	23	5.0	2,087	23	1.1
Adamson	509	0	0.0	420	0	0.0	322	0	0.0	309	7	2.3	1,560	7	0.4
Carter	311	0	0.0	306	0	0.0	206	0	0.0	273	2	0.7	1,096	2	0.2
CityLab	63	0	0.0	61	0	0.0	67	0	0.0				191	0	0.0
Conrad	410	0	0.0	311	0	0.0	272	0	0.0	328	21	6.4	1,321	21	1.6
Garza	124	0	0.0	115	0	0.0	100	0	0.0	108	28	25.9	447	28	6.3
Gilliam	107	0	0.0	95	0	0.0	97	10	10.3	69	7	10.1	368	17	4.6
Hillcrest	437	0	0.0	369	0	0.0	303	4	1.3	246	16	6.5	1,355	20	1.5
IDEA	66	0	0.0	68	0	0.0	66	0	0.0	76	7	9.2	276	7	2.5
Jefferson	659	0	0.0	417	1	0.2	336	0	0.0	339	4	1.2	1,751	5	0.3
Kimball	436	0	0.0	337	0	0.0	303	0	0.0	302	5	1.7	1,378	5	0.4
Lassiter	69	0	0.0	66	0	0.0	64	0	0.0	51	30	58.8	250	30	12.0
Lincoln	213	0	0.0	168	0	0.0	143	0	0.0	118	0	0.0	642	0	0.0
Madison	131	0	0.0	127	0	0.0	121	0	0.0	110	0	0.0	489	0	0.0
Molina	630	0	0.0	555	0	0.0	477	0	0.0	540	7	1.3	2,202	7	0.3
New Tech	101	0	0.0	38	0	0.0	59	0	0.0	56	3	5.4	254	3	1.2
North Dallas	400	0	0.0	283	0	0.0	198	0	0.0	219	6	2.7	1,100	6	0.5
North Lake	72	0	0.0										72	0	0.0
Obama	51	0	0.0	35	0	0.0	33	0	0.0	30	16	53.3	149	16	10.7
Pinkston	298	0	0.0	244	0	0.0	177	0	0.0	238	8	3.4	957	8	0.8
Rangel	81	0	0.0	63	0	0.0	51	34	66.7	57	49	86.0	252	83	32.9
Roosevelt	238	0	0.0	179	0	0.0	139	1	0.7	157	3	1.9	713	4	0.6
Samuell	577	0	0.0	482	0	0.0	385	0	0.0	409	6	1.5	1,853	6	0.3
Seagoville	481	0	0.0	407	0	0.0	328	0	0.0	339	3	0.9	1,555	3	0.2
Skyline	1,232	0	0.0	977	0	0.0	858	2	0.2	964	36	3.7	4,031	38	0.9
South Oak Cliff	410	0	0.0	321	0	0.0	237	0	0.0	282	3	1.1	1,250	3	0.2
Spruce	551	0	0.0	456	0	0.0	393	0	0.0	380	7	1.8	1,780	7	0.4
Sunset	604	0	0.0	530	0	0.0	441	1	0.2	422	7	1.7	1,997	8	0.4
Townview Business	108	0	0.0	156	0	0.0	110	0	0.0	113	37	32.7	487	37	7.6
Townview Education	50	0	0.0	63	0	0.0	75	1	1.3	76	10	13.2	264	11	4.2
Townview Health	104	0	0.0	143	0	0.0	130	0	0.0	122	38	31.1	499	38	7.6
Townview Law	121	0	0.0	104	0	0.0	113	1	0.9	97	38	39.2	435	39	9.0
Townview SEM	114	0	0.0	170	2	1.2	109	4	3.7	95	89	93.7	488	95	19.5
Townview TAG	122	0	0.0	144	0	0.0	70	7	10.0	68	64	94.1	404	71	17.6
Washington	225	0	0.0	222	0	0.0	279	10	3.6	249	110	44.2	975	120	12.3
White	629	0	0.0	523	0	0.0	412	0	0.0	454	21	4.6	2,018	21	1.0
Wilmer-Hutchins	302	0	0.0	239	0	0.0	215	0	0.0	188	1	0.5	944	1	0.1
Wilson	520	0	0.0	539	1	0.2	411	31	7.5	418	130	31.1	1,888	162	8.6
Overall*	12,205	0	0.0	10,297	4	0.0	8,552	106	1.2	8,765	842	9.6	39,819	952	2.4

Source: End-of-year demographic file, 05/29/20 (2019-20). Combined 2016-20 ACT file, 01/19/21.

Note: \* includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted. A grey box indicates that no students were enrolled in that grade level.

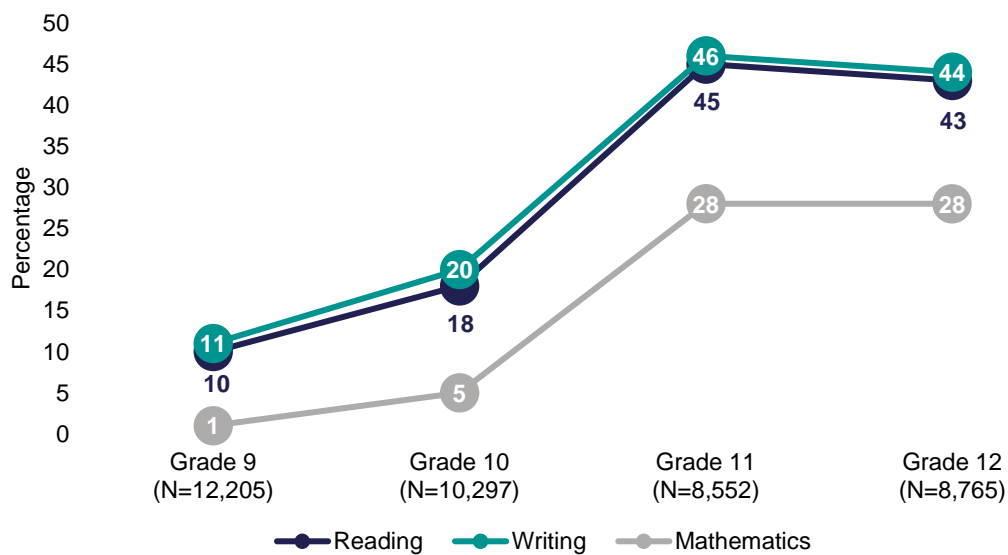


### Attained TSIA or Exempt

Of the 39,819 high school students enrolled in 2019-20, 27 percent met *TSIA* benchmarks or qualified for an exemption (*TSIA+*) for reading, 28 percent met *TSIA+* criteria for writing, and 14 percent met *TSIA+* criteria for mathematics (Tables 18 to 20). The percentage of students (grades 9-12) meeting *TSIA+* criteria by campus ranged from 11 percent (Spruce) to 98 percent (Garza) for reading, 16 percent (Spruce) to 98 percent (two campuses) for writing, and two percent (Wilmer-Hutchins) to 70 percent (Garza) for mathematics. Three of the four high schools with 80 percent or more students meeting *TSIA+* criteria for reading (Townview Health, 80%; Gilliam, 85%; Lassiter, 96%; Garza, 98%) and writing (Gilliam, 92%; Townview Health, 94%; Lassiter and Garza, 98%) were ECHS. For mathematics, two of the four schools with the highest percentage of students meeting *TSIA+* criteria (Washington, 40%; Townview SEM, 42%; Lassiter, 52%; Garza, 70%) were ECHS.

The percentage of students who met *TSIA+* criteria by grade level ranged from 10 percent to 45 percent for reading, 11 percent to 46 percent for writing, and one to 28 percent for mathematics (Figure 2).

**Figure 2: 2019-20 Percentage of Students Meeting *TSIA* or Qualifying for an Exemption**



**Source:** End-of-year demographic file, 10/28/19. *TSIA* exam file, 09/07/20. *TSIA* status file, combined 2016-20 SAT file, and combined 2016-20 ACT file, 01/19/21.

Table 18: 2019-20 Percentage of High School Students Meeting TSIA Benchmark for Reading by Campus and Grade Level

Campus	Grade 9			Grade 10			Grade 11			Grade 12			Grades 9-12		
	Enrolled <i>N</i>	Met <i>TSIA</i> %	Met <i>TSIA+</i> %	Enrolled <i>N</i>	Met <i>TSIA</i> %	Met <i>TSIA+</i> %	Enrolled <i>N</i>	Met <i>TSIA</i> %	Met <i>TSIA+</i> %	Enrolled <i>N</i>	Met <i>TSIA</i> %	Met <i>TSIA+</i> %	Enrolled <i>N</i>	Met <i>TSIA</i> %	Met <i>TSIA+</i> %
Adams, B	631	8.4	8.4	556	16.2	18.7	439	17.3	37.4	461	3.3	41.6	2,087	11.2	24.6
Adamson	509	9.2	9.2	420	13.1	16.9	322	29.8	41.6	309	2.3	31.1	1,560	13.1	22.3
Carter	311	7.4	7.4	306	18.6	19.0	206	35.0	37.4	273	33.7	41.0	1,096	22.3	24.6
CityLab	63	0.0	0.0	61	0.0	0.0	67	0.0	52.2				191	0.0	18.3
Conrad	410	15.4	17.6	311	25.7	33.1	272	34.9	44.9	328	29.6	39.6	1,321	25.4	32.3
Garza	124	93.5	96.0	115	98.3	98.3	100	100.0	100.0	108	100.0	100.0	447	97.8	98.4
Gilliam	107	60.7	60.7	95	89.5	89.5	97	87.6	97.9	69	91.3	97.1	368	81.0	84.8
Hillcrest	437	10.5	10.8	369	27.1	29.5	303	34.0	47.9	246	13.0	35.0	1,355	20.7	28.6
IDEA	66	0.0	0.0	68	1.5	1.5	66	10.6	25.8	76	9.2	47.4	276	5.4	19.6
Jefferson	659	8.8	8.8	417	17.5	20.1	336	19.3	36.0	339	19.8	37.5	1,751	15.0	22.3
Kimball	436	4.1	4.1	337	17.2	17.5	303	27.7	36.3	302	5.0	29.8	1,378	12.7	20.1
Lassiter	69	85.5	88.4	66	100.0	100.0	64	93.8	98.4	51	100.0	100.0	250	94.4	96.4
Lincoln	213	6.6	6.6	168	11.9	11.9	143	30.1	51.0	118	0.8	17.8	642	12.1	19.9
Madison	131	0.8	0.8	127	3.9	4.7	121	13.2	33.9	110	24.5	44.5	489	10.0	19.8
Molina	630	9.4	9.4	555	19.1	20.2	477	27.5	38.2	540	3.7	23.9	2,202	14.4	21.9
New Tech	101	0.0	0.0	38	2.6	2.6	59	6.8	20.3	56	32.1	60.7	254	9.1	18.5
North Dallas	400	15.5	15.5	283	19.1	23.0	198	29.8	40.4	219	3.7	23.3	1,100	16.6	23.5
North Lake	72	66.7	66.7										72	66.7	66.7
Obama HS	51	2.0	2.0	35	17.1	17.1	33	33.3	90.9	30	10.0	96.7	149	14.1	44.3
Pinkston	298	9.7	9.7	244	23.0	23.8	177	31.1	46.3	238	37.8	50.0	957	24.0	30.1
Rangel HS	81	8.6	9.9	63	23.8	23.8	51	33.3	100.0	57	24.6	100.0	252	21.0	52.0
Roosevelt	238	5.5	5.5	179	21.2	21.8	139	20.1	41.0	157	28.7	45.9	713	17.4	25.4
Samuell	577	5.2	5.2	482	13.7	13.7	385	20.8	29.9	409	18.6	28.9	1,853	13.6	17.8
Seagoville	481	6.7	6.7	407	20.6	22.1	328	25.6	36.0	339	23.0	42.2	1,555	17.9	24.6
Skyline	1,232	4.9	4.9	977	1.2	1.7	858	4.3	29.7	964	3.8	34.8	4,031	3.6	16.5
South Oak Cliff	410	6.6	6.6	321	8.4	10.3	237	19.8	28.7	282	24.5	35.5	1,250	13.6	18.2
Spruce	551	3.1	3.4	456	3.7	3.7	393	4.6	18.6	380	10.0	24.7	1,780	5.1	11.4
Sunset	604	10.6	10.6	530	18.3	20.6	441	22.4	37.4	422	2.4	29.4	1,997	13.5	23.1
Townview Business	108	34.3	34.3	156	7.7	7.7	110	35.5	80.0	113	45.1	98.2	487	28.5	50.9
Townview Education	50	36.0	36.0	63	22.2	22.2	75	72.0	90.7	76	0.0	94.7	264	32.6	65.2
Townview Health	104	48.1	48.1	143	74.1	74.1	130	79.2	93.8	122	80.3	98.4	499	71.5	79.8
Townview Law	121	0.0	0.0	104	3.8	3.8	113	16.8	86.7	97	8.2	93.8	435	7.1	44.4
Townview SEM	114	0.9	0.9	170	0.0	1.8	109	0.0	98.2	95	0.0	100.0	488	0.2	42.2
Townview TAG	122	0.0	0.0	144	1.4	1.4	70	4.3	100.0	68	4.4	100.0	404	2.0	34.7
Washington	225	0.9	0.9	222	4.5	5.4	279	9.7	83.2	249	23.7	91.2	975	10.1	48.5
White	629	11.9	11.9	523	14.9	16.8	412	20.6	43.2	454	2.9	36.3	2,018	12.4	25.1
Wilmer-Hutchins	302	13.6	13.6	239	25.1	28.5	215	26.5	39.1	188	1.1	8.5	944	16.9	22.1
Wilson	520	0.0	0.4	539	2.4	3.3	411	1.9	52.1	418	6.9	59.3	1,888	2.6	25.5
Overall*	12,205	10.1	10.3	10,297	16.3	17.8	8,552	23.0	45.0	8,765	15.4	43.2	39,819	15.7	26.9

Source: End-of-year demographic file, 10/28/19. TSIA exam file, 09/07/20. TSIA status file, combined 2016-20 SAT file, and combined 2016-20 ACT file, 01/19/21.

Note: TSIA+ refers to meeting TSIA criteria based on TSIA results and exemptions. A grey box indicates that no students were enrolled or the absence of a comparison group. \*Includes students in Angelou, JJAEP, Hospital. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted.

Table 19: 2019-20 Percentage of High School Students Meeting TSIA Benchmark for Writing by Campus and Grade Level

Campus	Grade 9			Grade 10			Grade 11			Grade 12			Grades 9-12		
	Enrolled N	Met TSIA %	Met TSIA+ %	Enrolled N	Met TSIA %	Met TSIA+ %	Enrolled N	Met TSIA %	Met TSIA+ %	Enrolled N	Met TSIA %	Met TSIA+ %	Enrolled N	Met TSIA %	Met TSIA+ %
Adams, B	631	0.2	0.2	556	21.2	21.6	439	17.5	36.9	461	5.2	41.6	2,087	10.5	22.8
Adamson	509	18.1	18.1	420	23.8	25.0	322	33.5	42.5	309	2.9	31.7	1,560	19.8	27.7
Carter	311	16.4	16.4	306	21.2	21.2	206	35.4	39.3	273	34.8	42.1	1,096	25.9	28.5
CityLab	63	0.0	0.0	61	0.0	0.0	67	0.0	52.2				191	0.0	18.3
Conrad	410	24.4	25.1	311	35.4	36.3	272	36.8	42.6	328	32.6	38.7	1,321	31.6	34.7
Garza	124	94.4	94.4	115	98.3	98.3	100	98.0	100.0	108	99.1	100.0	447	97.3	98.0
Gilliam	107	85.0	85.0	95	86.3	87.4	97	99.0	100.0	69	98.6	98.6	368	91.6	92.1
Hillcrest	437	0.0	3.7	369	31.2	32.0	303	38.9	48.2	246	12.2	34.6	1,355	19.4	26.9
IDEA	66	0.0	0.0	68	2.9	2.9	66	16.7	33.3	76	15.8	50.0	276	9.1	22.5
Jefferson	659	11.7	11.7	417	19.7	20.6	336	27.4	37.5	339	29.2	41.6	1,751	20.0	24.6
Kimball	436	16.1	16.1	337	22.8	22.8	303	30.0	37.0	302	6.6	30.5	1,378	18.7	25.5
Lassiter	69	94.2	94.2	66	97.0	97.0	64	98.4	100.0	51	98.0	100.0	250	96.8	97.6
Lincoln	213	6.6	6.6	168	24.4	24.4	143	51.7	55.9	118	2.5	17.8	642	20.6	24.3
Madison	131	0.0	0.0	127	0.0	0.8	121	12.4	33.9	110	45.5	53.6	489	13.3	20.7
Molina	630	10.6	10.6	555	18.0	18.0	477	28.9	37.7	540	7.4	27.4	2,202	15.7	22.5
New Tech	101	0.0	0.0	38	0.0	0.0	59	6.8	20.3	56	39.3	60.7	254	10.2	18.1
North Dallas	400	15.0	15.0	283	14.8	17.0	198	33.8	41.4	219	4.6	24.7	1,100	16.3	22.2
North Lake	72	77.8	77.8										72	77.8	77.8
Obama HS	51	2.0	2.0	35	17.1	17.1	33	33.3	90.9	30	10.0	96.7	149	14.1	44.3
Pinkston	298	0.7	0.7	244	20.5	22.5	177	40.7	46.9	238	40.8	50.4	957	23.1	27.2
Rangel HS	81	4.9	4.9	63	25.4	25.4	51	37.3	100.0	57	14.0	100.0	252	18.7	50.8
Roosevelt	238	1.7	1.7	179	30.2	31.8	139	33.8	41.0	157	35.0	45.9	713	22.4	26.6
Samuell	577	0.0	0.0	482	15.8	15.8	385	21.8	30.4	409	19.6	28.4	1,853	13.0	16.7
Seagoville	481	7.5	7.5	407	19.7	22.1	328	32.0	38.1	339	27.4	42.5	1,555	20.2	25.4
Skyline	1,232	8.5	8.5	977	1.3	1.6	858	4.5	29.4	964	4.1	34.8	4,031	4.9	17.6
South Oak Cliff	410	6.3	6.3	321	15.3	15.6	237	28.3	32.9	282	31.2	36.9	1,250	18.4	20.6
Spruce	551	9.6	9.8	456	10.7	10.7	393	13.7	20.6	380	14.7	25.8	1,780	11.9	15.8
Sunset	604	0.5	0.5	530	19.1	20.2	441	23.8	37.2	422	3.3	28.4	1,997	11.2	19.7
Townview Business	108	72.2	72.2	156	12.2	12.2	110	70.0	89.1	113	59.3	98.2	487	49.5	62.8
Townview Education	50	34.0	34.0	63	22.2	22.2	75	76.0	92.0	76	0.0	94.7	264	33.3	65.2
Townview Health	104	84.6	84.6	143	91.6	91.6	130	95.4	100.0	122	97.5	100.0	499	92.6	94.4
Townview Law	121	0.0	0.0	104	3.8	3.8	113	15.0	86.7	97	7.2	93.8	435	6.4	44.4
Townview SEM	114	0.9	0.9	170	0.0	1.8	109	0.0	98.2	95	0.0	100.0	488	0.2	42.2
Townview TAG	122	0.0	0.0	144	0.7	0.7	70	4.3	100.0	68	4.4	100.0	404	1.7	34.4
Washington	225	0.9	0.9	222	3.2	4.1	279	9.0	83.2	249	24.1	91.2	975	9.6	48.2
White	629	12.1	12.1	523	20.1	20.3	412	25.7	44.9	454	3.5	36.6	2,018	15.0	26.4
Wilmer-Hutchins	302	5.3	5.3	239	21.8	25.1	215	33.0	42.3	188	1.1	8.5	944	14.9	19.4
Wilson	520	0.0	0.4	539	1.7	2.6	411	2.4	52.1	418	7.2	59.3	1,888	2.6	25.3
Overall*	12,205	11.2	11.4	10,297	18.9	19.6	8,552	27.1	45.9	8,765	18.1	43.8	39,819	18.1	28.1

Source: End-of-year demographic file, 10/28/19. TSIA exam file, 09/07/20. TSIA status file, combined 2016-20 SAT file, and combined 2016-20 ACT file, 01/19/21.

Note: TSIA+ refers to meeting TSIA criteria based on TSIA results and exemptions. A grey box indicates that no students were enrolled or the absence of a comparison group. \*Includes students in Angelou, JJAEP, Hospital. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted.

Table 20 2019-20 Percentage of High School Students Meeting TSIA Benchmark for Mathematics by Campus and Grade Level

Campus	Grade 9			Grade 10			Grade 11			Grade 12			Grades 9-12		
	Enrolled N	Met TSIA %	Met TSIA+ %	Enrolled N	Met TSIA %	Met TSIA+ %	Enrolled N	Met TSIA %	Met TSIA+ %	Enrolled N	Met TSIA %	Met TSIA+ %	Enrolled N	Met TSIA %	Met TSIA+ %
Adams, B	631	0.0	0.0	556	0.0	0.2	439	0.0	20.3	461	0.4	15.4	2,087	0.1	7.7
Adamson	509	0.0	0.0	420	0.5	0.5	322	8.1	32.6	309	1.0	14.2	1,560	2.0	9.7
Carter	311	0.0	0.0	306	9.8	9.8	206	6.8	8.7	273	20.9	32.2	1,096	9.2	12.4
CityLab	63	0.0	0.0	61	0.0	0.0	67	0.0	17.9				191	0.0	6.3
Conrad	410	0.0	0.0	311	7.4	10.9	272	9.9	38.6	328	24.1	32.3	1,321	9.8	18.5
Garza	124	38.7	38.7	115	60.0	60.0	100	67.0	88.0	108	86.1	98.1	447	62.0	69.6
Gilliam	107	0.0	0.0	95	0.0	0.0	97	5.2	33.0	69	49.3	69.6	368	10.6	21.7
Hillcrest	437	0.0	0.0	369	0.0	20.6	303	5.9	31.7	246	1.2	15.9	1,355	1.5	15.6
IDEA	66	0.0	0.0	68	0.0	0.0	66	0.0	4.5	76	2.6	15.8	276	0.7	5.4
Jefferson	659	0.2	0.2	417	0.2	5.0	336	3.3	12.8	339	11.2	20.1	1,751	2.9	7.6
Kimball	436	0.5	0.5	337	7.7	8.0	303	27.7	29.7	302	1.7	7.0	1,378	8.5	10.2
Lassiter	69	1.4	1.4	66	27.3	30.3	64	87.5	93.8	51	82.4	96.1	250	46.8	52.0
Lincoln	213	0.0	0.0	168	0.0	0.0	143	7.7	41.3	118	0.0	0.8	642	1.7	9.3
Madison	131	0.0	0.0	127	0.0	0.0	121	1.7	14.0	110	13.6	33.6	489	3.5	11.0
Molina	630	0.2	0.2	555	0.2	0.2	477	7.1	21.2	540	0.6	9.8	2,202	1.8	7.1
New Tech	101	0.0	0.0	38	0.0	0.0	59	1.7	10.2	56	1.8	10.7	254	0.8	4.7
North Dallas	400	1.5	1.5	283	0.7	0.7	198	7.6	13.1	219	0.9	17.8	1,100	2.3	6.6
North Lake	72	5.6	5.6										72	5.6	5.6
Obama HS	51	2.0	2.0	35	5.7	5.7	33	3.0	66.7	30	6.7	80.0	149	4.0	32.9
Pinkston	298	0.0	0.0	244	0.4	0.4	177	6.8	32.8	238	21.4	40.3	957	6.7	16.2
Rangel HS	81	0.0	0.0	63	0.0	0.0	51	2.0	92.2	57	0.0	93.0	252	0.4	39.7
Roosevelt	238	0.0	0.0	179	0.0	0.0	139	0.0	14.4	157	18.5	21.0	713	4.1	7.4
Samuell	577	0.0	0.0	482	5.4	5.6	385	7.5	12.5	409	15.4	21.8	1,853	6.4	8.9
Seagoville	481	0.0	0.0	407	0.2	0.2	328	11.6	16.8	339	21.2	25.4	1,555	7.1	9.1
Skyline	1,232	0.0	0.0	977	0.0	0.0	858	0.6	13.1	964	1.7	15.5	4,031	0.5	6.5
South Oak Cliff	410	0.7	0.7	321	0.6	1.6	237	14.3	17.7	282	25.2	29.4	1,250	8.8	10.6
Spruce	551	0.0	0.0	456	3.9	3.9	393	0.0	14.2	380	5.8	17.4	1,780	2.2	7.9
Sunset	604	0.2	0.2	530	5.8	6.0	441	15.0	23.4	422	0.2	10.7	1,997	5.0	9.1
Townview Business	108	17.6	17.6	156	3.8	3.8	110	17.3	60.0	113	8.8	79.6	487	11.1	37.2
Townview Education	50	2.0	2.0	63	4.8	4.8	75	33.3	65.3	76	0.0	57.9	264	11.0	36.7
Townview Health	104	0.0	0.0	143	2.1	2.8	130	0.8	63.8	122	4.9	73.0	499	2.0	35.3
Townview Law	121	0.0	0.0	104	1.0	1.0	113	6.2	61.1	97	3.1	69.1	435	2.5	31.5
Townview SEM	114	0.9	0.9	170	0.0	1.8	109	0.0	98.2	95	0.0	100.0	488	0.2	42.2
Townview TAG	122	0.0	0.0	144	0.7	4.2	70	1.4	100.0	68	2.9	100.0	404	1.0	35.6
Washington	225	0.4	0.4	222	4.1	6.3	279	7.5	62.0	249	11.6	82.3	975	6.2	40.3
White	629	0.2	0.2	523	13.8	14.0	412	15.3	25.5	454	0.7	15.4	2,018	6.9	12.3
Wilmer-Hutchins	302	0.0	0.0	239	0.0	0.0	215	5.6	7.9	188	0.0	2.7	944	1.3	2.3
Wilson	520	0.0	0.4	539	0.7	1.9	411	1.2	37.5	418	2.2	46.4	1,888	1.0	19.1
Overall*	12,205	0.7	0.8	10,297	3.4	4.7	8,552	8.3	28.1	8,765	8.8	27.8	39,819	4.8	13.6

Source: End-of-year demographic file, 10/28/19. TSIA exam file, 09/07/20. TSIA status file, combined 2016-20 SAT file, and combined 2016-20 ACT file, 01/19/21.

Note: TSIA+ refers to meeting TSIA criteria based on TSIA results and exemptions. A grey box indicates that no students were enrolled or the absence of a comparison group. \*Includes students in Angelou, JJAEP, Hospital. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted.

## What were the academic performances of high school students seeking International Baccalaureate (IB) and Advanced Placement (AP) credits?

### Methodology

International Baccalaureate (IB) test information was provided by the IB program coordinator at Wilson High School on November 18, 2020, while Advanced Placement (AP) test information was provided by the Office of Institutional Research on January 19, 2021. To remain consistent with previous CCR reports, the 2019-20 IB data will not include theory of knowledge (TOK) essay and extended essay (EE) results<sup>4</sup>.

### Results

#### *International Baccalaureate*

In 2019-20, Dallas ISD's Woodrow Wilson High School was the only campus offering the IB Diploma Program for students in grades 11 and 12. Records showed that a total of 501 IB tests were taken by Dallas ISD students in 2019-20. Of these, 76 percent showed a passing score ( $n=381$ , Table 21). Participation in IB tests increased by 51 percent from 2017-18 to 2019-20 while at the same time the passing rate increased by seven percentage points.

**Table 21: 2017-18 to 2019-20 Number of International Baccalaureate Tests Taken and Percentage Passed**

Campus	2017-18		2018-19		2019-20	
	Tested <i>N</i>	Passed %	Tested <i>N</i>	Passed %	Tested <i>N</i>	Passed %
Wilson	333	69.0	482	68.0	501	76.0

Source: International Baccalaureate Program Coordinator, Wilson High School, 11/18/20.

Note: A passing score on an International Baccalaureate test is between four and seven.

#### *Advanced Placement*

A total of 16,394 AP College Board course tests were taken by Dallas ISD students in 2019-20. Of these, districtwide, 37 percent of tests were passed. Table 22 shows the total number of AP College Board tests taken and percentage passed by campus across the past three years. Overall, while the number of AP test taken decreased by 24 percent over the past three years from 21,574 to 16,394, the passing rate increased by nine percentage points.

<sup>4</sup> Of the 146 students who participated in TOK or EE, 141 students earned credit (97%).

**Table 22: 2017-18 to 2019-20 Number of Advanced Placement Tests Taken and Percentage Passed**

<b>Campus</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
	<b>Tests Taken N</b>	<b>Passed %</b>	<b>Tests Taken N</b>	<b>Passed %</b>	<b>Tests Taken N</b>	<b>Passed %</b>
Adams, B	974	17	972	18	886	19
Adamson	363	26	553	15	527	16
Carter	145	3	181	1	93	4
City Lab	64	16	101	7	112	13
Conrad	288	11	318	6	243	7
Garza	554	32	512	47	405	33
Gilliam	158	27	149	33	62	45
Hillcrest	705	21	651	23	538	23
IDEA	NA	NA	33	30	137	9
Jefferson	560	12	495	17	360	18
Kimball	395	6	332	11	305	8
Lassiter	63	46	81	47	91	54
Lincoln	345	0	300	0	88	0
Madison	215	0	322	0	130	0
Molina	698	18	798	4	332	30
New Tech	180	15	125	2	31	6
North Dallas	367	11	256	11	140	14
North Lake					84	31
Obama	319	18	276	24	252	27
Patton	1	0	1	0		
Pinkston	304	4	399	6	124	15
Rangel HS	524	45	510	42	443	54
Roosevelt	187	4	197	1	9	11
Samuell	438	5	426	6	231	14
Seagoville	581	18	569	20	287	46
Skyline	1,750	18	1,373	13	906	20
South Oak Cliff	192	0	228	0	77	6
Spruce	575	3	579	7	187	15
Sunset	1,099	13	937	16	542	23
Townview Business	718	24	777	20	756	19
Townview Education	549	15	529	14	458	19
Townview Health	782	25	905	25	900	27
Townview Law	976	31	800	42	733	42
Townview SEM	1,818	66	1,871	71	1,951	63
Townview TAG	1,211	85	1,178	86	1,285	81
Washington	1,199	43	1,166	47	951	62
White	957	27	1,174	21	685	28
Wilmer-Hutchins	238	2	123	2	62	6
Wilson	1,082	43	1,056	48	981	55
Overall	21,574	28	21,253	29	16,394	37

Source: AP files provided by Office of Institutional Research, 08/30/19 through 09/05/19.

Note: IDEA = Innovation, Design and Entrepreneurship Academy. SEM = science and engineering. TAG = Talented and Gifted. AP = Advanced Placement, A passing score on an AP exam is a three or higher. Grey box indicates that no students were enrolled. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering.

## How many Dual Credit Courses and Dual Credit Hours did High School Students complete?

### Methodology

Dual credit enrollment and completion rates for high school students were calculated by merging the end-of-year demographic file dated May 29, 2020 with the dual credit dashboard files dated August 27, 2020 (Fall and Spring semesters) and September 18, 2020 (Summer semester). Frequency analyses were conducted to report the number of dual credit courses and dual credit hours high school students completed in 2019-20.

### Results

In 2019-20, 21 percent ( $n=8,431$ ) of district high school students ( $N=39,819$ ) enrolled in dual credit courses through Dallas College. Of those students who enrolled in dual credit courses, 8,015 students (95%) passed one or more courses for a total of 30,696 courses (88%). Course enrollment for high school students ranged between one and 15 courses with an average of 4.1 courses (Table 23).

**Table 23: 2019-20 Dallas ISD Dual Credit Results**

<b>Results</b>	<b>All Dual Credit Students</b>	
	<b>Students <i>N</i></b>	<b>Courses <i>N</i></b>
Enrolled <sup>1</sup>	8,431	34,948
Incomplete	117	119
Not Reported	10	11
Failed	2,370	4,112
Passed	8,015	30,696
Credit Hours Earned	8,015	95,289

Source: End-of-year demographic file, 05/29/20 (2019-20). Combined 2019-20 (including Summer) Dual Credit Files, 09/18/20.

Note: <sup>1</sup>Students who dropped, withdrew after census date, or failed a class due to no attendance were not included in the count.

The high school with the highest number of students enrolled in dual credit courses was Conrad ( $n=517$ ) followed by Garza ( $n=438$ ). Students at Conrad also attempted ( $n=2,669$ ) and passed ( $n=2,477$ ) the highest number of dual credit courses of all high schools (Table 24).

**Table 24: 2019-20 Dual Credit Results for Dallas ISD High School Students**

<b>Campus</b>	<b>Students Enrolled<sup>1</sup></b>	<b>Courses Enrolled</b>	<b>Courses Passed</b>		<b>Credit Hours Earned</b>
	<b>N</b>	<b>N</b>	<b>N</b>	<b>%</b>	<b>N</b>
Adams, B	283	1,044	947	90.7	2,894
Adamson	337	1,385	1,000	72.2	3,334
Carter	282	1,213	897	73.9	2,712
Conrad	517	2,669	2,477	92.8	7,721
Garza	438	2,273	2,166	95.3	6,638
Gilliam	345	1,470	1,383	94.1	4,340
Hillcrest	383	1,881	1,613	85.8	4,746
IDEA	43	107	100	93.5	314
Jefferson	393	1,543	1,315	85.2	4,075
Kimball	243	916	691	75.4	2,283
Lassiter	250	1,453	1,380	95.0	4,473
Lincoln	216	1,016	912	89.8	2,479
Madison	122	738	651	88.2	2,078
Molina	389	1,756	1,567	89.2	4,553
New Tech	31	112	100	89.3	300
North Dallas	284	784	679	86.6	2,260
North Lake	72	110	110	100.0	330
Obama	32	40	36	90.0	109
Pinkston	315	1,722	1,456	84.6	4,575
Rangel	93	174	170	97.7	530
Roosevelt	181	1,030	846	82.1	2,643
Samuell	229	1,383	1,305	94.4	4,209
Seagoville	382	1,849	1,597	86.4	5,040
Skyline	275	605	581	96.0	1,821
South Oak Cliff	302	1,229	914	74.4	3,317
Spruce	226	1,000	881	88.1	2,910
Sunset	387	1,529	1,201	78.5	3,571
Townview Business	89	226	222	98.2	748
Townview Health	255	565	551	97.5	1,434
Townview Law	21	49	47	95.9	146
Townview SEM	3	8	8	100.0	30
Townview TAG	43	91	82	90.1	311
Washington	288	660	645	97.7	1,972
White	341	1,231	1,161	94.3	3,474
Wilmer-Hutchins	233	887	819	92.3	2,353
Wilson	108	200	186	93.0	566
<b>Overall</b>	<b>8,431</b>	<b>34,948</b>	<b>30,696</b>	<b>87.8</b>	<b>95,289</b>

Source: End-of-year demographic file, 05/29/19 (2019-20). Combined 2019-20 (including Summer) Dual Credit Files, 09/18/20.

Note:<sup>1</sup>Students who dropped, withdrew after census date, or failed a class due to no attendance were not included in count. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted.

In 2019-20, Dallas ISD high school students completed on average 11.9 dual credit hours across all grade levels. The average dual credit hours completed by campus ranged from 3.9 hours (Obama) to 19.0 hours (Samuell, Table 25).



**Table 25: 2019-20 Average Number of Dual Credit Hours Completed by Dallas ISD High School Students**

<b>Campus</b>	<b>Grade Level</b>				<b>All Grades</b>
	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
	<b><math>\bar{x}</math></b>	<b><math>\bar{x}</math></b>	<b><math>\bar{x}</math></b>	<b><math>\bar{x}</math></b>	<b><math>\bar{x}</math></b>
Adams, B	3.0	7.4	21.3	5.9	10.8
Adamson	3.9	8.0	20.5	12.0	11.3
Carter	4.1	6.8	14.5	20.5	11.7
Conrad	4.5	13.3	20.2	21.8	15.4
Garza	11.4	19.2	20.5	10.2	15.2
Gilliam	5.5	7.4	20.2	19.2	12.8
Hillcrest	6.4	13.0	20.1	3.8	12.9
IDEA		8.0	5.4	10.4	7.9
Jefferson	3.5	9.0	19.3	15.3	11.0
Kimball	6.1	12.0	10.9	3.0	9.9
Lassiter	9.2	16.2	28.1	19.4	18.0
Lincoln	3.3	6.1	26.9	5.4	12.5
Madison	3.4	10.0	19.0	24.4	17.5
Molina	4.1	9.0	22.0	7.9	12.4
New Tech			6.0	9.9	9.7
North Dallas	3.5	6.1	17.0	7.2	8.3
North Lake EC	4.6				4.6
Obama		3.0	5.5	3.0	3.9
Pinkston	3.1	9.5	18.9	25.4	15.4
Rangel	7.8	6.5	6.7	4.8	5.7
Roosevelt	1.7	9.4	16.1	24.7	15.9
Samuell	4.0	7.8	25.1	21.3	18.5
Seagoville HS	3.4	10.7	21.0	17.9	13.8
Skyline	3.1	8.9	9.5	9.0	6.7
South Oak Cliff	4.7	8.1	14.0	21.9	12.4
Spruce	4.4	8.0	21.5	20.6	14.2
Sunset	5.0	7.6	19.0	6.1	10.4
Townview Business		8.7	8.9	7.6	8.4
Townview Health	2.0	6.5	8.4	8.2	5.7
Townview Law			6.9	8.4	7.3
Townview SEM	11.0	8.0			10.0
Townview TAG		8.1	8.0	4.8	7.4
Washington	4.7	5.7	7.7	6.7	7.0
White	3.5	9.5	21.6	7.1	10.3
Wilmer-Hutchins HS	3.9	8.2	21.4	13.0	10.2
Wilson	3.9	5.8	5.3	5.6	5.4
Overall	4.8	9.7	17.6	14.8	11.9

Source: End-of-year demographic file, 05/29/19. Combined 2019-20 (including Summer) Dual Credit Files, 09/18/20.

Note:  $\bar{x}$  = average number. A grey box indicates that no students took dual credit courses. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted.

## How many students enrolled in OnRamps Dual Enrollment courses?

### Methodology

OnRamps enrollment and completion files were provided by the OnRamps coordinator on January 11, 2021 and merged with the end-of-year demographic file dated May 29, 2020. Frequency analyses were conducted to report the number of OnRamps courses high school students completed in 2019-20.

## Results

OnRamps is a unique dual enrollment model bringing the college experience to the high school classroom. Students will be enrolled in both the high school course and an online college course through University of Texas at Austin. All OnRamps courses can be applied to the Texas Core Curriculum and are guaranteed to transfer to any public institution in Texas. At Dallas ISD, OnRamps was first implemented in 2018-19 at seven Dallas ISD high schools and coordinated by a program coordinator within Dallas ISD's Postsecondary Partnerships and Programs department. In 2019-20, 251 high school students enrolled in 473 OnRamps courses (Table 26). On average, students enrolled in 1.88 courses (range 1-7 courses) during the school year. Overall, 50 percent of courses were passed<sup>5</sup> by 49 percent of students who enrolled in OnRamps courses.

**Table 26: 2019-20 OnRamps Course Enrollment**

<b>Campus</b>	<b>Student Enrollment</b>	<b>Course Enrollment</b>	<b>Courses Passed and Credit Accepted</b>	
	<b><i>N</i></b>	<b><i>n</i></b>	<b><i>n</i></b>	<b>%</b>
Adamson	63	100	50	50.0
Carter	12	12	0	0.0
CityLab	16	32	11	34.4
Conrad	15	25	9	36.0
IDEA	41	68	11	16.2
Jefferson	37	92	57	62.0
Sunset	45	101	71	70.3
Wilmer-Hutchins	22	43	28	65.1
<b>Overall</b>	<b>251</b>	<b>473</b>	<b>237</b>	<b>50.1</b>

Source: End-of-year demographic file, 05/29/19. OnRamps enrollment files, 01/11/21.

Of the 2020 Dallas ISD graduates, 45 students enrolled during their senior year in one to three OnRamps courses. Of those, 15 students (33%) earned college credit for one or more courses. Students who earned college credit graduated from two schools: Adamson ( $n=7$ ) and Sunset ( $n=8$ ). Overall, fewer seniors enrolled in OnRamps courses in 2019-20 than in 2018-19, which saw an enrollment of 140 students and 19 students earning college credit for one course (Mejan et al., 2019).

## How many credentials were earned by CTE high school students?

### Methodology

CTE students had the opportunity to earn industry-based certifications and educational certificates in their career pathways. CTE department staff provided on September 9, 2020 a comprehensive list of all attempted and earned industry-based certifications while the Postsecondary Success department staff provided a cumulative record of educational Level I or Level II certificates attained by grade 11 and 12 students on October 7, 2020. Industry-based certifications were reported to the CTE department by district

<sup>5</sup> Students are counted as fulfilling this CCMR indicator only if they pass courses AND accept the college credits they've earned.

teachers while Level I and Level II certificates were reported by the Dallas College. The number of certifications earned were compared overall and by school.

## Results

Overall, 2,971 Dallas ISD CTE students earned 4,206 credentials in 2019-20 (Table 27), including 3,331 industry-based certifications and 875 educational certificates. The campus with the highest number of CTE students who completed one or more credentials was Skyline ( $n=679$ ) followed by Seagoville ( $n=189$ ). Skyline and Seagoville also had the highest number of credentials earned (1,013 vs 274, respectively). Certifications identified by TEA for the A to F accountability system accounted for 23 percent ( $n=770$ ) of all industry certifications earned. Although the total number of industry-based certifications decreased from 4,652 in 2018-19 (Grimberg, 2019) to 3,331 in 2019-20, the number of A-F certifications earned increased during the same time from 214 to 770. The Director of the CTE Program noted that these changes were primarily due to the programs' shift to emphasize the completion of A-F certifications and the lack of appropriate computer hardware (i.e. most industry certifications cannot be taken on a Chromebook, the computer hardware provided by the District for at-home learning due to COVID-19) which reduced the number of certification tests students could take.

**Table 27: 2019-20 CTE Credentials Earned by Campus and CTE Status**

Campus	Industry-Based Certification						Educational Certificates	All Credentials
	All Certifications			Certifications in A-F				
	N	n	%	N	n	%		
Campus								
Adams	142	125	88.0	17	10	58.8		125
Adamson	69	63	91.3	1	1	100.0		63
Carter	23	18	78.3				21	39
CityLab	1	1	100.0					1
Conrad	231	187	81.0	98	63	64.3	47	234
Hillcrest	65	65	100.0	1	1	100.0		65
IDEA	54	36	66.7	20	2	10.0		36
Jefferson	111	105	94.6	22	22	100.0	34	139
Kimball	261	234	89.7	75	53	70.7	1	235
Lassiter	2	2	100.0					2
Lincoln	55	50	90.9	9	9	100.0		50
Madison	20	20	100.0	5	5	100.0	123	143
Molina	75	75	100.0	25	25	100.0		75
North Dallas	103	65	63.1	52	14	26.9	18	83
North Lake	1	1	100.0	1	1	100.0		1
Pinkston	32	30	93.8	17	17	100.0	194	224
Rangel	161	134	83.2	68	45	66.2		134
Roosevelt	30	29	96.7	2	2	100.0	114	143
Samuell	34	34	100.0					34
Seagoville	135	134	99.3	63	63	100.0	140	274
Skyline	1,228	1,011	82.3	318	179	56.3	2	1,013
South Oak Cliff	100	82	82.0	21	15	71.4	84	166
Spruce	58	54	93.1				64	118
Sunset	250	212	84.8	57	32	56.1		212
Townview Business	122	99	81.1	121	99	81.8	33	132
Townview Education	159	157	98.7	40	40	100.0		157
Townview Health	122	115	94.3	36	31	86.1		115
Townview SEM	1	1	100.0					1
White	38	38	100.0	1	1	100.0		38
Wilmer-Hutchins	112	89	79.5	62	40	64.5		89
Wilson	65	65	100.0					65
Overall								
CTE Elective	1,675	1,390	83.0	621	419	67.5	84	1,474
CTE Coherent Seq.	2,185	1,941	88.8	511	351	68.7	791	2,732
Overall	3,860	3,331	86.3	1,132	770	68.0	875	4,206

Source: May demographic file, 05/29/20. Industry-based certification data, 09/09/20. Educational Certificate data, 10/07/20.

Note: N = Courses attempted, n = courses passed. SEM = Science and Engineering. Grey area = no credentials earned.

## How many ECHS graduates earned an associate degree or 60 college credit hours?

### Methodology

ECHS students had the opportunity to earn an associate degree by the time of their high school graduation. The Postsecondary Success department provided associate degree data (October 7, 2020) and cumulative number of dual credit hours (October 27, 2020) for graduating grade 12 ECHS students. These files were merged with the May 29, 2020 end of year demographic file and the 2019-20 graduation file (October 14, 2020). Frequency analyses were conducted to report the percentage of graduates who earned an associate degree or 60 and more dual credit hours by campus and by associate degree plan.

Prior year data were updated and therefore differ from the information presented in the 2018-19 ECHS evaluation report.

## Results

Of the 869 ECHS students who graduated in 2019-20, 684 students (79%) earned an associate degree or 60 dual credit hours, which exceeds the ECHS program goal of 70 percent (Table 28). Of the ECHS students who met the goal, 91 percent ( $n=623$ ) met the goal by earning an associate degree while nine percent ( $n=61$ ) met the goal by earning 60 or more dual credit hours. Fifty-eight percent ( $n=397$ ) of the students who met the goal were P-Tech students, while 42 percent ( $n=287$ ) were traditional ECHS students. Overall, 84 percent ( $n=287$ ) of traditional ECHS graduates and 75 percent ( $n=397$ ) of P-TECH graduates earned an associate degree or 60 dual credit hours.

**Table 28: 2019-20 Number and Percentage of ECHS Graduates Who Met ECHS Graduation Goal**

Campus	Grade 12 Students			Associate Degrees	Dual Credits*	Met Goal	
	Enrolled	Graduated		Fall 19 – Summer 20	60 + Credits	Overall	
	<i>N</i>	<i>n</i>	%	<i>n</i>	<i>n</i>	<i>n</i>	%
<b>Traditional ECHS</b>							
Garza	108	108	100.0	97	2	99	91.7
Gilliam	69	69	100.0	34	8	42	60.9
Lassiter	51	51	100.0	51		51	100.0
Samuell	67	67	100.0	61	1	62	92.5
Spruce	49	45	91.8	32	1	33	73.3
<b>P-TECH</b>							
Carter	56	56	100.0	32	7	39	69.6
Conrad	88	88	100.0	81	4	85	96.6
Jefferson	61	61	100.0	19	13	32	52.5
Madison	34	33	97.1	25	5	30	90.9
Pinkston	88	86	97.7	63	9	72	83.7
Roosevelt	52	52	100.0	39	7	46	88.5
Seagoville HS	72	72	100.0	53	2	55	76.4
South Oak Cliff	81	81	100.0	36	2	38	46.9
Traditional ECHS Total	344	340	98.8	275	12	287	84.4
P-TECH Total	532	529	99.4	348	49	397	75.0
ECHS Total	876	869	99.2	623	61	684	78.7

Source: End of Year demographic file, 05/29/20. Graduation file, 10/14/20. Associate Degree data, 10/07/20 and cumulative dual credit hour, 10/19/20 were provided by the Postsecondary Success department.

Note: \*Only students who did not earn an associate degree were listed.

Of the 623 students who earned associate degrees in 2019-20, 56 percent ( $n=348$ ) were awarded to P-Tech students and 44 percent ( $n=275$ ) to traditional ECHS students (Table 29). However, 81 percent of all traditional ECHS graduates were awarded an associate degree versus 66 percent of P-TECH students. Garza was awarded the largest number of associate degrees ( $n=97$ ) and Lassiter had the highest percentage of graduates who were awarded an associate degree (100%).

Table 29: 2019-20 Number of Associate Degrees Awarded

Campus	Grade 12 Students			Associate Degrees Awarded					
	Enrolled	Graduated		Fall & Spring		Summer		Overall	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Traditional ECHS									
Garza	108	108	100.0	95	88.0	2	1.9	97	89.8
Gilliam	69	69	100.0	30	43.5	4	5.8	34	49.3
Lassiter	51	51	100.0	51	100.0	0	0.0	51	100.0
Samuell	67	67	100.0	58	86.6	3	4.5	61	91.0
Spruce	49	45	91.8	26	57.8	6	13.3	32	71.1
P-TECH									
Carter	56	56	100.0	24	42.9	8	14.3	32	57.1
Conrad	88	88	100.0	65	73.9	16	18.2	81	92.0
Jefferson	61	61	100.0	14	23.0	5	8.2	19	31.1
Madison	34	33	97.1	20	60.6	5	15.2	25	75.8
Pinkston	88	86	97.7	57	66.3	6	7.0	63	73.3
Roosevelt	52	52	100.0	29	55.8	10	19.2	39	75.0
Seagoville HS	72	72	100.0	48	66.7	5	6.9	53	73.6
South Oak Cliff	81	81	100.0	33	40.7	3	3.7	36	44.4
Traditional ECHS Total	344	340	98.8	260	76.5	15	4.4	275	80.9
P-TECH Total	532	529	99.4	290	54.8	58	11.0	348	65.8
ECHS Total	876	869	99.2	550	63.3	73	8.4	623	71.7

Source: End of Year demographic file, 05/29/20. Graduation file, 10/14/20. Associate Degree data, 10/7/20 and cumulative dual credit hour, 10/19/20 were provided by the Postsecondary Success department.

With the graduation of the first P-TECH cohort (2016-17), the 2019-20 school year marked an important milestone for the ECHS program at the Dallas ISD. The number of associate degrees awarded increased from 197 associate degrees in 2017-18 to 623 associate degrees in 2019-20 (Table 30). At the same time, the percentage of graduates who were awarded an associate degree increased from 64 percent to 72 percent. The number of associate degrees awarded to traditional ECHS students increased by 17 percentage points from 2017-18 (64%) to 2019-20 (81%). The number of associate degrees earned by graduates of the summer semester increased from 14 ECHS students in 2018-19 to 73 ECHS students in 2019-20.

**Table 30: Number of Associate Degrees Awarded by Campus: 2017-18 to 2019-20**

Campus	2017-18*			2018-19			2019-20		
	Graduated	Awarded		Graduated	Awarded		Graduated	Awarded	
	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%
<b>Traditional ECHS</b>									
Garza	100	67	67.0	107	78	72.9	108	97	89.8
Gilliam	77	30	39.0	79	47	59.5	69	34	49.3
Lassiter	55	47	85.5	51	47	92.2	51	51	100.0
North Lake CA									
Samuell	77	53	68.8	62	52	83.9	67	61	91.0
Skyline CA									
Spruce				48	22	45.8	45	32	71.1
<b>P-TECH</b>									
Adams, B									
Adamson									
Carter							56	32	57.1
Conrad							88	81	92.0
Hillcrest									
Jefferson							61	19	31.1
Kimball									
Lincoln									
Madison							33	25	75.8
Molina									
North Dallas									
Pinkston							86	63	73.3
Roosevelt							52	39	75.0
Seagoville							72	53	73.6
South Oak Cliff							81	36	44.4
Sunset									
White									
Wilmer-Hutchins									
Traditional ECHS Total	309	197	63.8	347	246	70.9	340	275	80.9
P-TECH Total							529	348	65.8
ECHS Total	309	197	63.8	347	246	70.9	869	623	71.7

Source: End of Year demographic files dated 05/28/19 (2018-19) and 05/29/20 (2019-20). Graduation file, 10/14/20. Associate Degree files, 07/30/20 (2018-19) and 10/7/20 (2019-20). Associate degree data for 2017-18 data was taken from an internal Evaluation and Assessment document, 11/02/18.

Note: \*Does not include Summer graduates. A grey box indicates that no students were enrolled.

In 2019-20, more Associate of Applied Science degrees were awarded to ECHS students ( $n=341$ , 55%) than Associate of Science ( $n=239$ , 38%) or Associate of Arts ( $n=43$ , 7%) degrees (Table 31). This differs from 2018-19 where nine percent ( $n=22$ ) of associate degree recipients were awarded an Associate of Applied Science.

**Table 31: 2019-20 Associate Degrees Awarded by Degree Plan**

Degree	N	%
Associate of Applied Science	341	54.7
Associate of Arts	43	6.9
Associate of Science	239	38.4
All Degrees	623	100.0

Source: ECHS program degree file, 10/7/20.

## What were the college enrollment rates for ECHS students?

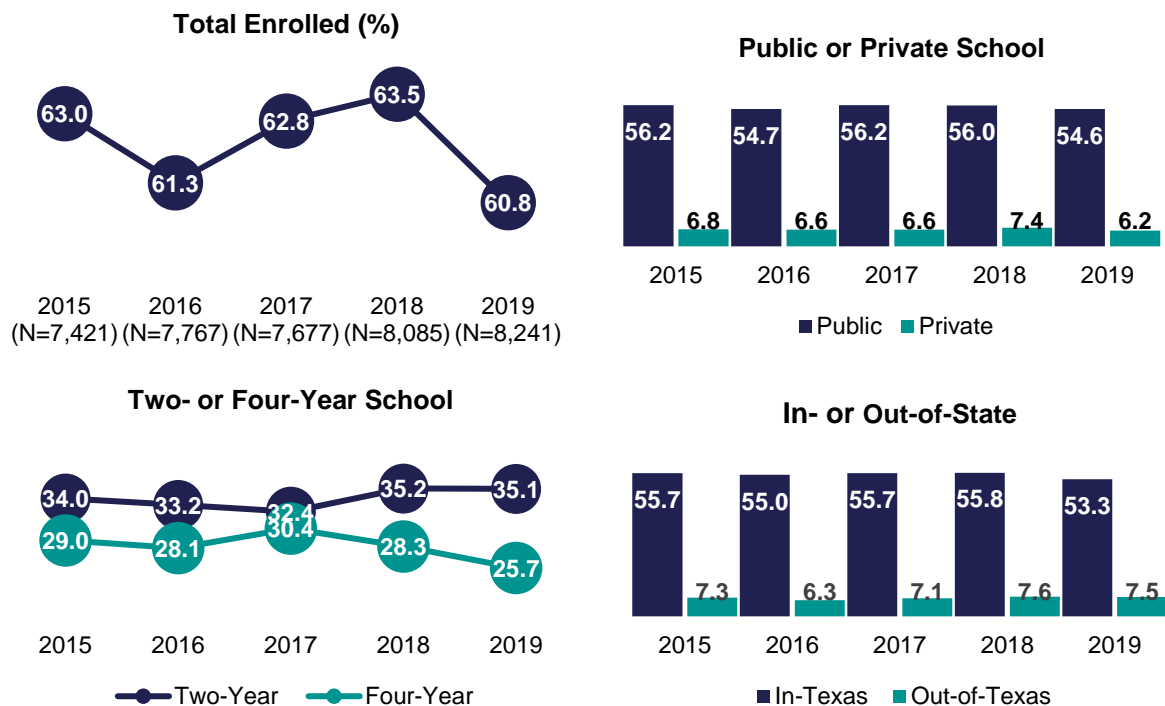
### Methodology

The District National Student Clearinghouse (NSC) data file dated August 15, 2020 was reviewed to determine the percentage of Dallas ISD students who enrolled in college any time during the first two years following high school graduation in 2015 to 2019. Please note that data may differ from past reports as NSC data file is updated within the two-year time frame; this pertains especially to students who graduated 2016 and thereafter.

### Results

NSC reported that 8,241 students graduated from a Dallas ISD high school in 2019. Overall, 61 percent of graduates ( $n=5,012$ ) enrolled in either a two- or four-year college within two years of graduating. NSC updated college enrollment numbers for the 2018 graduating class from 60 percent (Mejan et al., 2019) to 64 percent (NSC, August 15, 2020). Thirty-five percent of 2019 graduates enrolled in a two-year college ( $n=2,892$ ), and 26 percent enrolled in a four-year university ( $n=2,120$ ). Moreover, most graduates enrolled in an in-state program ( $n=4,394$ , 53%). Figure 3 shows enrollment findings for the district's graduated classes of 2015 through 2019 by type and location of higher education institution, for students who enrolled any time during the first two years following high school graduation.

**Figure 3: 2015 to 2019 Dallas ISD Graduates' National Student Clearinghouse Enrollment Statistics**



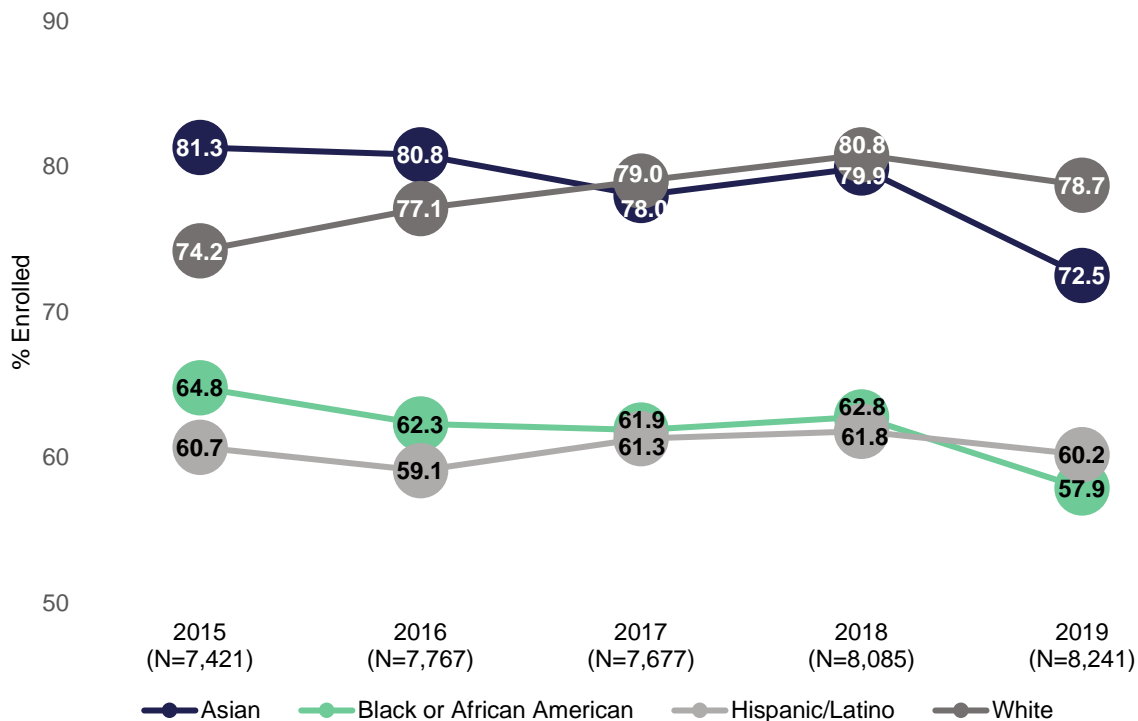
Source: District National Student Clearinghouse data file dated 08/15/20.

Note:  $N$  = number or count. Numbers in figures above represent the percentages students who enrolled any time during the first two years following high school graduation.



Figure 4 illustrates the college enrollment rate (enrollment within two years of high school graduation into two- or four-year degree programs) for district graduates by race or ethnicity for the classes of 2015 through 2019. College enrollment percentages for the four largest racial and ethnic groups of 2019 graduates were: 72.5 percent Asian ( $N=120$ ), 57.9 percent African American ( $N=1,742$ ), 60.2 percent Hispanic ( $N=5,897$ ), and 78.7 percent White ( $N=395$ ) enrolled in a college any time within two-years of graduation. Although, rates of college enrollment have varied, they declined across all four of the largest racial/ethnic groups for the class of 2019 compared to the class of 2018 (Figure 4).

**Figure 4: 2015 to 2019 Dallas ISD Graduates' College Enrollment Within Two Years by Race/Ethnicity**



Source: Dallas ISD National Student Clearinghouse data file dated 08/15/20.

Note: N = number (class size). Not all race/ethnicity groups displayed.

NSC reported the top 25 colleges or universities at which Dallas ISD 2019 graduates enrolled in within two years after graduating or leaving high school (Table 32). Seven out the top 25 colleges (28%) were campuses associated with Dallas College. Among the listed top 25 colleges, 23 colleges were public (92%) and 24 colleges were in Texas (96%).

**Table 32: Top Colleges for Enrollment, Dallas ISD Class of 2019**

College	State	Domain	2-or 4-Year	N
Eastfield College - Dallas College	TX	Public	2-year	469
Mountain View College - Dallas College	TX	Public	2-year	456
El Centro College - Dallas College	TX	Public	2-year	436
Richland College - Dallas College	TX	Public	2-year	217
University of North Texas at Dallas	TX	Public	4-year	205
Brookhaven College - Dallas College	TX	Public	2-year	186
University of North Texas	TX	Public	4-year	159
University of Texas Arlington	TX	Public	4-year	157
University of Texas At Dallas	TX	Public	4-year	134
Cedar Valley College - Dallas College	TX	Public	2-year	115
University of Texas At Austin	TX	Public	4-year	98
Texas Southern University	TX	Public	4-year	91
Texas Woman's University	TX	Public	4-year	89
Texas A&M University	TX	Public	4-year	82
Texas A&M University - Commerce	TX	Public	4-year	62
Prairie View A&M University	TX	Public	4-year	45
Texas State University - San Marcos	TX	Public	4-year	39
Paris Junior College	TX	Public	2-year	31
Midwestern State University	TX	Public	4-year	30
Navarro College	TX	Public	2-year	24
Langston University	OK	Public	4-year	23
Sam Houston State University	TX	Public	4-year	21
Southern Methodist University	TX	Private	4-year	19
Texas College	TX	Private	4-year	19
North Lake College - Dallas College	TX	Public	2-year	16

Source: Dallas ISD National Student Clearinghouse data file dated 08/15/20.

Note: N=number of students (Class 2019) enrolled within two years after graduating or leaving high school.

TX = Texas, OK = Oklahoma.

## How many students enlisted in the U.S. Military?

### Methodology

Military enlistment data is compiled by Dallas ISD's Reserve Officers' Training Corps (ROTC) group based on recruiter feedback and provided to Dallas ISD's PEIMS department. Military enlistment information for 2019-20 was downloaded from OnData Suite via the CCMR dashboard on January 22, 2021 and merged with the Dallas ISD graduation file dated October 14, 2020.

### Results

Dallas ISD internal documents indicated that 320 seniors who graduated in 2020 enlisted in the United States Armed Forces. Schools with the highest recruitment numbers included: Molina ( $n=76$ ), Skyline ( $n=73$ ), and Kimball ( $n=48$ ). Overall, this is an increase of 966 percent over 2019 recruitment numbers ( $n=30$ ) as reported by Mejan et al. (2019).

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# APPENDICES

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## Appendix A: 2019-20 Evaluation of College Access Program

2019-20



### Evaluation of College Access Program

#### EXECUTIVE SUMMARY

The College Access Program (CAP) was created in 2010 by Dallas Independent School District (ISD) to increase student college applications, scholarship applications, participation in college entrance exams, and parental involvement in the college admissions and financial aid processes. The program has been managed by a college access coordinator within the Dallas ISD Postsecondary Partnerships and Programs department. The three CAP vendors selected for the 2019-20 school year were Academic Success Program (ASP), Education is Freedom (EIF), and Southern Methodist University (SMU). In 2019-20, the CAP program served 36 high school campuses. CAP vendors provided supplemental assistance to students and parents. This assistance included: 1) completing college applications; 2) completing financial aid applications; 3) registering and preparing for the SAT, ACT, and TSIA tests; 4) completing college and scholarship application essays; 5) completing Dallas County Promise Pledges; and 6) attending college fairs. The total amount of funding for 2019-20 CAP was \$2,350,000, which was a slight increase from \$2,325,000 in 2017-18 and 2018-19 when funded through Title I.

On March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following spring break (March 16 – 20) until the end of the school year. In order to support students during this difficult time, the CAP program continued to provide services to students remotely.

#### PURPOSE AND METHOD

The purpose of this evaluation was to examine the effectiveness of the CAP program based on the outlined program goals. This evaluation examined: 1) characteristics of students who participated in the CAP program, 2) the extent to which CAP vendors met outlined program goals, 3) the extent to which the CAP participation changed from 2017-18 to 2019-20, 4) the relationship between CAP participation and college enrollment for 2016-17 through 2018-19 seniors, and 5) the way the program provided services to students and parents during at-home learning.

Data on sources of program funding and budget, number of CAP students, number of CAP schools served, Texas Application for State Financial Aid (TASFA), linked Khan Academy accounts with College Board, and CAP staff meeting with counselors were obtained from program staff.

College application information was obtained from program staff and ApplyTexas website. Free Application for Federal Student Aid (FAFSA) was obtained from Department of Education website. Dallas County Promise Pledge information was obtained from a website shared between Dallas ISD and the Dallas County Community College District. CAP student characteristics and SAT/ACT/TSIA results were obtained from district data files. 2018-19 senior college enrollment information was obtained from the National Student Clearinghouse (NSC) data file. Additional information was obtained from an evaluator-designed vendor survey and a manager questionnaire. Frequency and crosstab analyses were computed. Open-ended responses were analyzed qualitatively for common themes.

#### EVALUATION QUESTIONS/OUTCOMES

##### What were the characteristics of the students served in 2019-20?

During the 2019-20 school year, 13,290 students in grades nine to 12 utilized the CAP vendor services. A total 468 students were missing in the district demographic file dated 05/29/20, leaving 12,822 students in the file for analyses (Table 1).

**Table 1: 2019-20 CAP Student Characteristics**

Level	CAP Enrollment		District HS Enrollment	
	n	%	n	%
<b>Grade</b>				
Grade 9	526	4.1	12,205	30.7
Grade 10	1,918	15.0	10,297	25.9
Grade 11	2,701	21.1	8,552	21.5
Grade 12	7,677	59.9	8,765	22.0
<b>Gender</b>				
Female	6,832	53.3	19,959	50.1
Male	5,990	46.7	19,860	49.9
<b>Ethnicity</b>				
Asian	159	1.2	376	0.9
African American	2,873	22.4	8,196	20.6
Hispanic	9,065	70.7	28,644	71.9
White	501	3.9	1,846	4.6
Other	224	1.7	757	1.9
<b>Student Groups</b>				
Eco.Dis.	9,850	76.8	31,927	80.2
At Risk	8,943	69.7	29,651	74.5

Source: CAP data provided by vendors 7/15/20. District demographic file 05/29/20.

Note: N=12,822 excluding 468 students who were not found in the district demo file dated 05/29/20. Percentages may not add to 100 due to rounding.



Since the CAP program focused on supporting senior students, most participants were enrolled in grade 12 (59.9%). The majority were Hispanic (70.7%) followed by African American (22.4%). There was a slightly higher percentage of CAP female students than for all high school female students districtwide (53.3% vs. 50.1%) and a slightly lower percentage of at-risk CAP versus all district high school students (69.7% vs. 74.5%). Additionally, there was a lower percentage of economically disadvantaged CAP students than the district overall (76.8% vs. 80.2%).

### To what extent did CAP vendors meet 2019-20 program goals?

#### College Application

Overall, 92 percent of 2019-20 seniors completed at least one college application, below the 95 percent goal. College application rates by campus ranged between 75 and 100 percent. Six of the 11 campuses served by ASP (55%), 14 of the 23 campuses (except CityLab which had no seniors) served by EIF (61%), and the one campus served by SMU (100%) met the CAP goal. Ninety-five percent of seniors in 2018-19 and 94 percent in 2017-18 completed at least one college application. Seniors self-reported data indicated 26,142 college applications were submitted during the 2019-20 school year, and 9,933 (38%) were accepted.

#### Financial Assistance

Overall, 2019-20 seniors met the program goal of 70 percent completing a FAFSA or TASFA application. The completion rate increased from 68 percent in 2017-18 to 69 percent in 2018-19 (Lorenz, 2018 & Lorenz, 2019) to 70 percent in 2019-20. It is worth mentioning that due to the COVID-19 pandemic, CAP students had difficulty retrieving documents to complete FAFSA applications because the Internal Revenue Service (IRS) office was closed for a period of time preventing students from retrieving tax returns and other documents. Some students might not have had adequate time to submit required documents and complete the entire FAFSA process. When reviewed by campus, the completion percentage ranged between 52 percent and 100 percent. Obama Leadership Academy had the highest percentage of financial aid applications (100%), followed by Townview Business (98%), Townview SEM (97%), and Townview TAG (96%).<sup>1</sup>

Overall, 10 percent of all seniors assisted by a CAP vendor self-reported that they were offered at least one scholarship or institutional grant.<sup>2</sup>

#### Linked Khan Academy Accounts

The program goal of 50 percent of participants linking their College Board account with their Khan Academy account was not met in 2019-20. Overall, 25 percent of grade 10 and grade 11 students who had a PSAT score linked their College Board account to Khan Academy. Eight of the 24 campuses served by EIF (33.3%) met the CAP goal of 50

percent, and none of the campuses served either by ASP or SMU met the outlined program goal. 2019-20 was the second year the CAP program had a goal for linking College Board and Khan Academy accounts. In 2018-19, the percentage of linked College Board accounts to Khan Academy was 30 percent, higher than in 2019-20 (25%).

#### SAT/ACT/TSIA

The program goal of 95 percent of 2019-20 seniors taking SAT, ACT or TSIA was not met. Overall, 93 percent of 2019-20 seniors took either the SAT, ACT or TSIA. The percentage of seniors taking one of the above-mentioned assessments remained largely stable over the past three years, with 92 percent in 2017-18 (Lorenz, 2018) and 93 percent in 2018-19 (Lorenz, 2019). SMU had the highest percentage of seniors who took a test (100%), followed by ASP (94%) and EIF (93%). Seven of the 11 campuses served by ASP (64%) and 11 of the 23 campuses (except for CityLab) served by EIF (48%) met the CAP goal.

#### CAP Staff Meeting with Counselors

The program goal of CAP staff meeting with counselors at least three times was met. The CAP staff visited 30 campuses from October 2019 through January 2020. Meetings covered a range of topics, such as college placement exam updates, college readiness goals, graduation requirements, financial aid information, and dual credit updates. The 2019-20 school year was the first year to report CAP staff meetings with campus counselors.

#### Dallas County Promise Pledges

The CAP goal was that 95 percent of seniors would complete a Dallas County Promise Pledge. Overall, 99 percent of CAP students completed their Dallas County Promise Pledges. Twenty-nine out of 31 (94%) participating campuses met the program goal. 2019-20 was the first year to report Dallas County's Promise Pledge completion.

### To what extent did CAP participation change from 2017-18 to 2019-20?

The number of students served by CAP increased from 12,878 in 2017-18 to 14,428 in 2018-19 and decreased to 13,290 in 2019-20 (Table 2).

**Table 2: 2017-18 through 2019-20 Students Served by CAP Vendor**

	2017-18		2018-19		2019-20	
	N	%	N	%	N	%
ASP	4,382	34	4,007	28	2,418	18
EIF	7,649	59	9,243	64	10,080	76
SMU	847	7	1,178	8	792	6
Total	12,878	100	14,428	100	13,290	100

Source: 2017-18 and 2018-19 CAP information taken from Lorenz (2018 & 2019). 2019-20 CAP participation data from 07/15/20.

Note: N=13,290 including 468 students not found in the district demographic file dated 05/29/20.

<sup>1</sup> School of Business and Management (Business), School of Science and Engineering (SEM), School for the Talented and Gifted (TAG).

<sup>2</sup> Since this is a self-reported data, results should be viewed with caution.

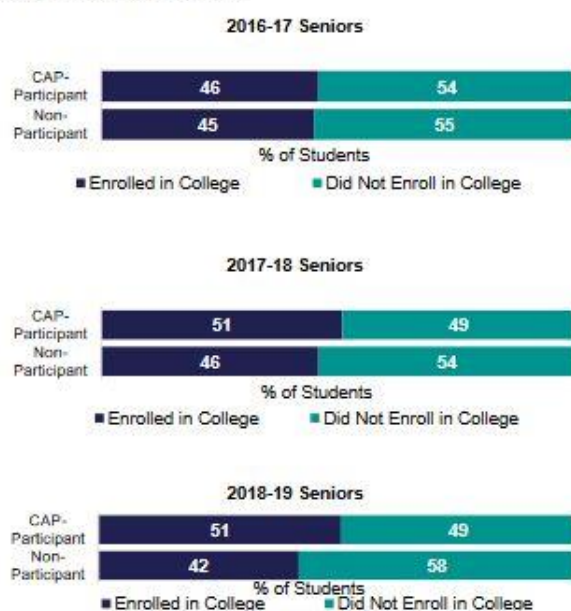


On average, students receiving CAP services were served 4.7 times by CAP vendors in 2019-20. Students visited CAP vendors most commonly once (34%), followed by five to nine times (20%). In past years, Lorenz (2018 & 2019) reported that most students visited CAP vendors once (2017-18, 31%) and five to nine times (2017-18, 20%), and in 2018-19, most students visited CAP vendors once (37%) or twice (17%) or five to nine times (17%).

### What was the relationship between CAP participation and college enrollment for 2016-17, 2017-18, and 2018-19 seniors?

The number of Dallas ISD seniors who participated in the CAP program increased from 2016-17 (7,048 seniors) to 2017-18 (7,475 seniors) and decreased slightly in 2018-19 (7,298 seniors). However, the percentage of seniors who participated in the program remained stable (88% to 89%) over the same timeframe. The 2019-20 NSC data file included college enrollment information for 93 percent ( $n=8,241$ ) of 2018-19 Dallas ISD graduates, 51 percent of CAP participants and 42 percent of non-CAP participants enrolled in college within one year of graduation (Figure 1).

**Figure 1: 2016-17 through 2018-19 Percentages of Students Enrolled in College within One Year of Graduating High School**



Source: CAP participation data file 07/15/19, district demographic data file 05/28/19, and National Student Clearinghouse data file 08/27/20. Prior year information was taken from Lorenz (2018 & 2019).  
 Note:  $N=6,873$  CAP participants in 2016-17.  $N=734$  non-participants in 2016-17.  $N=7,285$  CAP participants in 2017-18.  $N=730$  non-participants in 2017-18.  $N=7,298$  CAP participants in 2018-19.  $N=867$  non-participants in 2018-19.

College enrollment increased from 2016-17 to 2018-19 by five percentage points (46% to 51%) for CAP participants

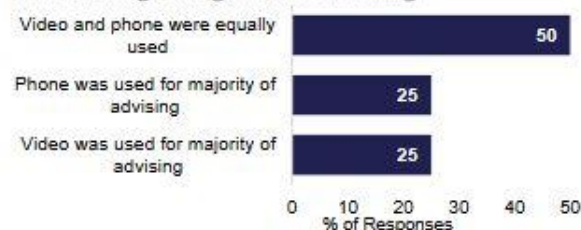
and decreased by three percentage points (45% to 42%) for non-participants. The 2018-19 seniors who participated in CAP were more likely to enroll in two-year colleges than non-participants, while 2018-19 seniors who did not participate in CAP were more likely to enroll in four-year colleges than CAP participants. More CAP participants than non-participants did *not* enroll in college in 2017-18 (49% vs. 54%) and 2018-19 (49% vs. 58%). This may indicate a need to recruit more non-CAP participants into the program.

In 2018-19, seniors who visited a CAP vendor 10 and more times were more likely to enroll in a four-year college than those who visited less frequently or non-CAP participants. Also, those with 10 or more visits were more likely to enroll in a two-year college than non-CAP participants. These results were similar for 2016-17 and 2017-18 seniors (Lorenz 2018 & Lorenz 2019).

### How did CAP change the ways in which it provided service to students during at-home learning?

A CAP vendor survey and a CAP manager questionnaire were developed to solicit feedback about the program staff experience during at-home learning. The majority of vendors (58.3%) reported they provided service to students five days per week. Half of the survey respondents (50%) reported services were provided via video and phone conferencing equally (Figure 2).

**Figure 2: 2019-20 Percentage of Video and Telephone Conferencing During At-Home Learning**



Source: 2019-20 CAP vendor survey file, 07/08/20.  
 Note:  $N=24$ .

Vendors were asked to rank the most challenging issues when serving students remotely. Fourteen respondents (58.3%) ranked assisting with financial processes (FAFSA/TASFA) as the most challenging, followed by assisting with linking Khan Academy with College Board accounts ( $n=6$  or 25.0%) and helping students complete the Dallas County Promise Pledge ( $n=3$ , 12.5%). The majority of respondents (79%) indicated virtual advising was less effective compared to in-person advising, and 62.5 percent of respondents stated they served fewer students during the pandemic compared to pre at-home learning.

The percentage of students that linked their Khan Academy accounts with their College Board accounts was relatively low in 2018-19 (30%) and in 2019-20 (25%), so vendors were asked what could be done to increase student



engagement with Khan Academy linked accounts in the coming years. Vendors (total responses=20) listed several critical elements to increase students' engagement including receiving adequate support from campus staff ( $n=13$ , or 65%), raising student interest ( $n=5$ , or 25%), and making it a priority for vendors ( $n=2$ , or 10%).

When asked which areas for improvement they would target in 2020-21, vendors (total responses=20) identified the following areas: assisting with financial aid applications ( $n=18$ , or 90%), assisting students with linking Khan Academy and College Board accounts ( $n=15$ , or 75%), assisting with college applications ( $n=14$ , or 70%), assisting with scholarship applications ( $n=12$ , or 60%), and assisting with registering and preparing for SAT/ACT/TSA tests ( $n=11$ , or 55%).

Vendors (total respondents=23) listed several challenges. These included reaching out and communicating with CAP students ( $n=27$ ), accessing student information ( $n=7$ ), engaging with students ( $n=4$ ), assisting students with college paperwork ( $n=3$ ), and having internet connection issues using Zoom and other platforms ( $n=2$ ).

The CAP manager encountered some challenges during this difficult time, including assisting students with FAFSA/TASFA applications. For example, due to the COVID-19 pandemic, students had difficulty retrieving IRS tax transcripts and other tax documents since the IRS was closed at the beginning of the COVID-19 pandemic. As a result, some students' financial aid applications were delayed, and some students were concerned that their college application and other admissions information would not be processed in a timely manner.

During the 2020-21 school year, the CAP manager plans to do the following: 1) hold virtual meetings with CAP supervisors on a monthly basis; 2) have one-on-one meetings with advisors at each campus to ensure they get the support they need; 3) make changes to how scholarships are reported; 4) have a meeting with the Special Revenue Funds Management department to complete requirements for virtual reporting; and 5) keep verifying vendor monthly reports, including services and workshops provided, student signatures, and so forth.

## RECOMMENDATIONS

**Identify ways to help students link their Khan Academy and College Board accounts, especially among students in grades 10 and 11.** In 2019-20, 25 percent linked their Khan Academy accounts with College Board, which was much lower than the 50 percent program goal. Likewise, eight out of 36 campuses (22%) met the program goal. Program staff should work closely with CAP vendors to make sure vendors prioritize helping students link their accounts and to note the benefits available when the accounts are linked.

**Identify ways to increase senior college application completion rates.** In 2019-20, 40 percent of the campuses with seniors (14 out of 35 campuses) did not meet the application completion rate CAP goal of 95 percent. Program staff should coordinate with CAP vendors to determine possible reasons for the high incompleteness and target steps to ensure students receive adequate support and encouragement to complete the process.

**Update FLS and ADL files on an ongoing basis.** A data discrepancy existed between the district demographic file and what vendors reported for the number of seniors on each campus when excluding FLS and ADL students. CAP staff members should ensure the FLS and ADL information is updated throughout the school year to improve data accuracy.

**Find ways to recruit more students in the CAP program.** More CAP participants than non-participants did *not* enroll in college in 2017-18 (49% vs. 54%) and 2018-19 (49% vs. 58%). This likely means there is a need to recruit more students, especially seniors, into the CAP program.

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- Lorenz, A. (2018). 2017-18 Evaluation of the College Access Program. Dallas, TX. Dallas Independent School District.
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### EA20-521-4

Jin Zhang, Ph.D., Evaluation Analyst II

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## Appendix B: 2019-20 Evaluation of Early College High School Programs

### 2019-20 DALLAS INDEPENDENT SCHOOL DISTRICT Evaluation of Early College High School Programs

#### EXECUTIVE SUMMARY

An Early College High School (ECHS) is a high school that blends high school and college level coursework to provide traditionally underserved students the opportunity to earn an associate degree or up to 60 hours of tuition-free college credit by the time of high school graduation. The Dallas Independent School District (Dallas ISD) was among the first Texas school districts to establish an ECHS in 2006 and has grown to 25 ECHSs (Table 1). In 2019-20, ECHS campuses were supported by \$14,292,375 in Dallas ISD general operating funds. This was an increase of 20 percent over 2018-19 (\$11,871,142) and 37 percent over 2017-18 (\$10,458,764).

**Table 1: 2019-20 Dallas ISD Early College High Schools**

Early College High Schools	Dallas College Campus
<b>Traditional Early College High Schools (ECHS)</b>	
Trinidad Garza	Mountain View Campus
Kathlyn Joe Gilliam	Cedar Valley Campus
Dr. Wright L. Lassiter Jr.	El Centro Campus
North Lake	North Lake Campus
W.W. Samuell	Eastfield Campus
Skyline	Cedar Valley Campus
H. Grady Spruce	Eastfield Campus
<b>Pathways in Technology Early College High Schools (P-TECH)</b>	
Bryan Adams	Eastfield Campus
W. H. Adamson	El Centro Campus
David W. Carter	Cedar Valley Campus
Dr. Emmett J. Conrad	Richland Campus
Hillcrest	Richland Campus
Thomas Jefferson	Brookhaven Campus
Justin F. Kimball	Mountain View Campus
Lincoln	El Centro Campus
James Madison	El Centro Campus
Moisés E. Molina	Mountain View Campus
North Dallas	Brookhaven Campus
L.G. Pinkston	El Centro Campus
Franklin D. Roosevelt	El Centro Campus
Seagoville	Eastfield Campus
South Oak Cliff	Mountain View Campus
Sunset	Mountain View Campus
W.T. White	Brookhaven Campus
Wilmer-Hutchins	North Lake Campus
<b>2019-20 Planning Year</b>	
W.T. White Fine Arts CA	Brookhaven Campus
Wilmer-Hutchins Fine Arts CA	Cedar Valley Campus

Source: ECHS program documents and ECHS website accessed 01/08/20.

The 25 ECHSs include seven traditional Early College High Schools (ECHS) and 18 Pathways in Technology Early College High Schools (P-TECH). Two additional Fine Arts ECHS are in their planning year. The ECHS program at the Dallas ISD is coordinated by the Early College Programs division within the Postsecondary Partnerships and Programs department.

#### PURPOSE OF THE EVALUATION/Limitations

The purpose of this evaluation was to examine the implementation of the ECHS programs based on outlined program goals. On Friday, March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following Spring Break (March 16 – 20) until the end of the school year. Additionally, the Governor used his statutory authority under Texas Government Code, §418.016 to suspend annual academic assessment requirements for the remainder of the 2019-20 school year cancelling remaining planned administrations of STAAR EOCs. Furthermore, national administration of college readiness assessments, such as the ACT and SAT, were canceled. Due to these COVID-19 pandemic related changes, the scope of the evaluation was limited to available data.

#### EVALUATION QUESTIONS/OUTCOMES

##### What were the components of the ECHS program?

**TEA Requirements.** For schools to be designated by TEA as early college high schools, they must meet the criteria articulated in the ECHS and P-TECH Blueprints.<sup>1</sup>

**Dallas ISD ECHS Structure.** Four of the 25 ECHSs are “stand alone” campuses and solely educate ECHS students (Garza, Gilliam, Lassiter, and North Lake Collegiate Academy). The remaining 21 schools operate as a “school within a school” to provide a sense of cohesiveness for students within the comprehensive high school. Students are accepted into ECHS programs as freshmen and matriculate as a cohort as they progress through high school. Students attend grade nine and grade 10 dual credit classes at their high school campuses while students in grades 11 and 12 attend classes on a partner campus of the

<sup>1</sup> Blueprints can be accessed at <https://tea.texas.gov/echhs> and <https://tea.texas.gov/ptech>



Dallas College, formally known as Dallas County Community College District. The Dallas ISD provides transportation to partner community college campuses at no charge.

**Student Applications.** Online applications are accepted from interested eighth grade students (incoming freshman) from November through the end of January every school year. Applicants are asked to select their top three choices among the district's ECHSs. Students are required to write briefly about their strengths, what they enjoy learning, and how attending high school at an ECHS would help them to reach their academic goals. All students who apply are invited for an interview. Acceptance letters are sent to applicants in February. The district has a recruitment and enrollment goal of approximately 60 to 125 students per campus per year. In 2019-20, ECHS campuses accepted between 65 to 133 grade nine students.

**Summer Bridge Program.** The goal of this two-week long program is to orient incoming grade nine students to academic behaviors and skills needed for dual credit achievement and to prepare students to meet TS/A requirements. The summer bridge program for the 2019-20 cohort ran for 10 days from June 5 through June 20, 2019. Attendance was not mandatory. There were 2,287 incoming ECHS students who attended at least one day of the Summer Bridge Program (87% of all incoming grade nine ECHS students).

**Pathways and Industry Partners.** P-TECH students select a pathway in grade nine to guide them towards a specialized field. Industry partners offer students essential mentoring and internship opportunities to gain relevant hands on learning experiences in their chosen field to prepare them to enter the workforce career ready.

### What were the demographic characteristics of ECHS students?

During the 2019-20 school year, a total of 7,692 students were enrolled in an ECHS. The ethnic composition of district ECHS students was similar to Dallas ISD high school students; 73 percent of ECHS students were Hispanic, and 24 percent were African American (72% and 21%, respectively, for all district high school students). In contrast, a higher percentage of ECHS students were economically disadvantaged (83%) than overall Dallas ISD high school students (77%). There were more female ECHS students (57%) than male ECHS students (43%), unlike the district (50% male and 50% female). A smaller percentage of ECHS students received special education services (3%) compared to all district high school students (9%). More ECHS students (22%) were Talented and Gifted (TAG) eligible than district high school students (16%). Fifty-six percent of ECHS students were considered at risk, slightly lower than all high school students (60%).

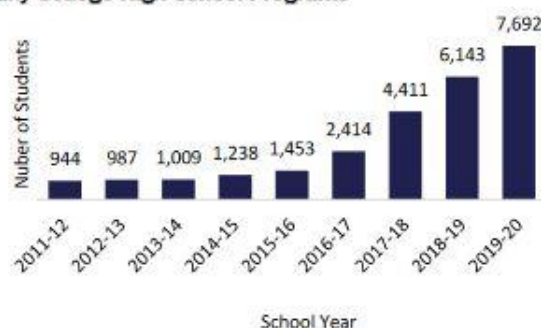
Traditional ECHS students were comparable to P-TECH students except in three aspects. First, a higher percentage

of Hispanic students enrolled in traditional ECHSs than P-TECHs (79% vs 71%). Second, a higher percentage of traditional ECHS students was TAG eligible (30% vs 20%). Third, a smaller percentage of traditional ECHS students was considered at risk of dropping out of school (47% vs 58%).

### What were the student enrollment characteristics?

With the opening of additional ECHSs and higher enrollment numbers at existing schools, enrollment numbers have grown significantly over the past five years from 1,453 in 2015-16 to 7,692 students in 2019-20 (Figure 1).

**Figure 1: 2011-12 to 2019-20 Student Enrollment in Early College High School Programs**



Source: PEIMS demographic files dated 10/30/11 (2011-12), 10/29/12 (2012-13), 10/28/13 (2013-14), 10/31/14 (2014-15), 10/30/15 (2015-16), 10/31/16 (2016-17), 10/30/17 (2017-18), 10/26/18 (2018-19), and 10/28/19 (2019-20).

Thirty-four percent of students ( $n=2,639$ ) were enrolled in grade nine, 29 percent in grade 10 ( $n=2,212$ ), 25 percent in grade 11 ( $n=1,907$ ), and 12 percent in grade 12 ( $n=934$ ).

**Attendance Rates.** The average attendance rate for district ECHS students was 6.5 percentage points higher than non-ECHS students (96.3% versus 89.8%). Students enrolled in traditional ECHSs had an average attendance rate of 97.5 percent, while students at P-TECHs had an average attendance rate of 95.9 percent. The attendance rate difference between ECHS and non-ECHS students increased by 1.5 percentage points from 2018-19 (5 percentage points) to 2019-20 (6.5 percentage points).

**Student Retention Rates.** Overall, retention rates were higher for ECHS students than comprehensive high school students enrolled in campuses offering the ECHS program. The two-year retention rate difference was eight percentage points (84% versus 76%), the three-year retention rate difference was nine percentage points (73% versus 64%), and the four-year retention rate difference was 21 percentage points (66% versus 45%). Traditional ECHS students had a higher retention rate than P-TECH students for all cohorts. The retention rate difference for the 2018-19 cohort was five percentage points, for the 2017-18 cohort



seven percentage points, and for the 2016-17 cohort 15 percentage points.

**Graduation Rates.** The average four-year graduation rate for the 2016-17 ECHS cohort was 65 percent; 13 percentage points higher than Dallas ISD comprehensive high school students. For this cohort, the graduation rate of traditional ECHS students was 14 percentage points higher than that of P-Tech students (75% versus 61%). However, there was no difference between traditional ECHS and P-Tech students in the graduation rate of students who were enrolled in the program for four consecutive years. Overall, the graduation rate for continuously enrolled students differed by 10 percentage points between ECHS students (99%) and comprehensive high school students (89%). The graduation rate for the 2016-17 cohort was lower than that of the 2015-16 cohort across all student groups. The graduation rate of continuously enrolled students remained stable between both groups.

#### **What were the academic performances of ECHS students on post-secondary readiness assessments?**

**SAT.** Of the 2,841 ECHS students enrolled in grade 11 (2017-18 cohort) and grade 12 (2016-17 cohort), 41 percent met the TSI SAT benchmark on ERW (480), and 21 percent met the TSI SAT benchmark on mathematics (530). Traditional ECHS students met TSI SAT benchmarks at a higher rate than P-TECH students (difference of 29 to 32 percentage points). In comparison, 19 percent of non-ECHS students enrolled in comprehensive high schools containing the ECHS program met the TSI SAT benchmark for ERW, and eight percent did so for mathematics.

**ACT.** Overall, of the 934 ECHS students in grade 12 (2016-17 cohort), 11 percent met the TSI ACT benchmarks on English and Mathematics. Traditional ECHS students met TSI ACT benchmarks at a higher rate than P-TECH students (difference of 15 percentage points for mathematics and English each). In comparison, three percent of non-ECHS students enrolled in comprehensive high schools containing ECHS programs met the TSI ACT benchmark for English and mathematics each.

**TSIA.** Meeting TSIA benchmarks, or qualifying for an exemption, indicates that students are ready for college-level course work in the areas of reading, writing, and mathematics. Of the 934 grade 12 ECHS students enrolled in 2019-20, 98 percent met TSIA benchmarks or qualified for an exemption for reading and writing, and 95 percent met TSIA benchmarks for mathematics, thereby exceeding the program goal of 70 percent for each subtest. Overall, ECHS students outperformed non-ECHS students by 70 (writing and reading) to 74 (mathematics) percentage points.

#### **Did Early College High School students earn the targeted number of dual credit hours for each grade level?**

One of the program goals was that 70 percent of ECHS students will have earned three credit hours by the end of grade nine, 12 credit hours by the end of grade 10, 30 credit hours by the end of grade 11, and 60 credit hours by the end of grade 12. However, enrollment files did not provide data on cumulative dual credit hours earned by students. Therefore, this evaluation report provides the number and percentage of students who met the expected number of dual credit hours at each grade level in 2019-20. Overall, 55 percent ( $n=4,226$ ) earned the expected number of dual credit hours at each grade level.

#### **How many industry-based certifications or educational certificates were earned by ECHS students?**

Overall, 554 ECHS students (grades 11 and 12) completed 841 educational certificates while enrolled at Dallas College. Students completed between one to four certificates with an average of 1.5 certificates per student. P-Tech students accounted for 88 percent of ECHS students who completed a certificate and 92 percent of the 841 completed certificates.

In addition, 419 ECHS students earned a total of 434 industry-based certifications in 2019-20, including 382 certifications listed in the A-F accountability system. All but two students who attempted and passed industry-based certifications in 2019-20 were P-Tech students. Fewer ECHS students attained industry-based certifications in 2019-20 than in past years (2017-18,  $n=966$ , 2018-19,  $n=633$ ) even though ECHS enrollment numbers increased from previous years.

#### **How many ECHS graduates earned an associate degree or 60 college credit hours?**

Of the 869 ECHS students who graduated in 2019-20, 684 students (79%) earned an associate degree or 60 dual credit hours, exceeding the ECHS program goal of 70 percent. Of the ECHS students who met the goal, 91 percent ( $n=623$ ) met the goal by earning an associate degree while nine percent ( $n=61$ ) met the goal by earning 60 or more dual credit hours. Fifty-eight percent ( $n=397$ ) of students who met the goal were P-Tech students, while 42 percent ( $n=287$ ) were traditional ECHS students. In 2019-20, more Associate of Applied Science degrees were awarded to ECHS students ( $n=341$ , 55%) than Associate of Science ( $n=239$ , 38%) or Associate of Arts ( $n=43$ , 7%) degrees. This differs from 2018-19 where nine percent ( $n=22$ ) of ECHS graduates were awarded an Associate of Applied Science. Although 2019-20 was the first time the number and percentages of ECHS graduates who earned an associate degree or 60 dual credit hours were reported, the number of associate degrees awarded increased by 216



percent from 197 associate degrees in 2017-18 to 623 associate degrees in 2019-20. At the same time, the percentage of graduates who were awarded an associate degree increased from 64 percent to 72 percent.

### What were the college enrollment rates for ECHS students?

According to the 2019-20 National Student Clearinghouse (NSC) data file, 67 percent of 2018-19 ECHS graduates and 52 percent of non-ECHS graduates enrolled in college within one year of graduation (Table 2). Of these students, more ECHS students (93%) enrolled in a four-year university than non-ECHS students (46%). Similarly, fewer ECHS students (7%) enrolled in a two-year college than non-ECHS students (54%).

**Table 2: 2018-19 Percentages for Students Enrolled in College within One Year of Graduating High School**

Grad Yr	ECHS Graduates			Non-ECHS Graduates		
	Graduated	Enrolled	%	Graduated	Enrolled	%
2018-19	372	248	67	7,348	3,848	52
Two Yr		17	7		2,065	54
Four-Yr		231	93		1,783	46

Source: Dallas ISD graduation file, 09/25/19. Demographic file, 05/20/19 (2018-19). NSC file, 05/01/20.

Note: Grad Yr = graduation year.

### What were student perceptions of the ECHS programs?

The graduation of the first P-TECH Cohort (2016-17) in 2019-20 marked an important milestone for the ECHS program at the Dallas ISD. An online survey invitation was emailed to 925 ECHS grade 12 students to collect their perceptions on the ECHS program. Overall, 60 students responded to the survey request. From those, 49 students completed the survey for a five percent response rate. Due to the low response rate, survey results were not representative and thus not generalizable. Therefore, survey results are not included in this report.

## RECOMMENDATIONS

Based on the key findings, the following recommendations are offered for stakeholders.

**Continue to raise ECHS departmental goals for TSIA.** For 2019-20, ECHS program staff set a TSIA goal of 70

percent of Grade 12 ECHS students earning a passing score on the TSIA subtests or qualifying for an exemption. This goal was surpassed with 98 percent of Grade 12 ECHS students meeting TSIA criteria for reading and writing, and 85 percent meeting TSIA criteria for mathematics. Given the importance of the TSIA in determining whether students are ready for college-level course work after grade 10, ECHS program staff should consider setting achievable goals at lower grade levels.

**Continue to examine successful implementations of the ECHS model.** Lassiter ECHS ranked first among ECHSs in the percentage of students who met SAT and ACT benchmarks. Consider studying success stories to better understand how this was achieved and identify steps to replicate with other ECHSs.

**Continue to support ECHS campuses in monitoring dual-credit course completions.** Overall, 55 percent of ECHS students met the targeted number of dual credit hours by the end of each grade level. Although traditional ECHS students met the goal for grades nine and 11, P-TECH students did not meet the goal for any grade level. ECHS department staff should continue to help campuses identify students who may not meet the targeted dual credit hours by the end of the school year.

**Continue to promote ECHS students' completion of educational certificates or industry-based certifications.** ECHS students (grades 11 and 12) earned 841 educational certificates while taking dual credit classes at Dallas College. In addition, ECHS students earned 434 industry-based certifications during the 2019-20 school year. However, the number of ECHS students who earned industry-based certifications has dropped over the past three years from 966 students in 2017-18 to 434 students in 2019-20. Given that industry-based certifications can provide students with an advantage in finding employment, ECHS staff should, in cooperation with the Career and Technical Education Department, review causes for this trend.

**Work with program evaluators to increase ECHS student participation in the annual student exit survey.** Exit surveys provide unique insight into the ECHS program from students' perspective that is not otherwise available through other data sources. Feedback could help with future program development to ensure the ECHS program addresses student needs.

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Akiva Lorenz, Ph.D., Evaluation Analyst II

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## Appendix C: 2019-20 Evaluation of Career and Technical Education



### EXECUTIVE SUMMARY

The primary purpose of the Career and Technical Education (CTE) program is to prepare students for college and career success by providing them with the skills necessary to be competitive in a global economy. To meet this goal, the Dallas Independent School District (ISD) offers courses across 135 comprehensive CTE pathways to students in grades six through 12. Courses can be taken as electives, as a coherent sequence of courses, or as dual credit courses at participating middle and high schools. Students can also participate in CTE by taking courses through the National Academy Foundation (NAF), Career Institutes (CI), or the early college high school (ECHS) program. Through participation in CTE, students can earn diploma endorsements, industry certifications, educational certificates, and college credit hours. In addition, students can participate in paid internships. The CTE program is coordinated by the CTE Department under Teaching and Learning. Program activities are partially funded through both state CTE funds and a grant established by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). In 2019-20, the total Dallas ISD CTE budget was \$38,589,277. Of these funds, the Dallas ISD CTE Department oversaw a budget of \$8,925,867 which included \$1,713,000 for Career Institutes. CTE program funding (\$7,212,867) increased by two percent from 2018-19 (\$7,079,587).

The purpose of this evaluation was to provide 1) context information related to key components of the program and 2) data for campus, program, and district leadership to examine the implementation and program outcomes of the CTE program.

### EVALUATION QUESTIONS/OUTCOMES

#### What were the components of the CTE program?

CTE course offerings are centered around three endorsements: Business and Industry; Public Service; and Science, Technology, Engineering and Mathematics (STEM). Within each of the endorsements, a student can select a career cluster, followed by a pathway.

For the 2019-20 school year, Perkins V redefined pathways, resulting in the merging of several previously offered pathways. In order to better align with the new programs of study created by the Texas Education Agency (TEA), the number of pathways offered dropped from 271 in 2018-19 to 135 comprehensive pathways in 2019-20. CTE courses

were offered as either a CTE-coherent sequence of courses or electives. The Department of Education defined a coherent sequence of courses as "a series of courses in which vocational and academic education are integrated, and which directly relates to, and leads to, both academic and occupational competencies."

#### NAF Academies

In 2019-20, in cooperation with the NAF, the Dallas ISD operated 49 NAF academies at 20 high schools. NAF academies were designed to be small learning communities that operate based on a "school within a school" model within the existing high school systems. These academies are based around one of five high-growth career industries: Engineering; Finance; Health Sciences; Hospitality and Tourism; and Information Technologies. NAF academies provided students career-focused educational experiences within and outside the classroom. The NAF curricula incorporates industry standards and practices, literacy strategies, and STEM integration, while emphasizing project-based learning. Students can explore career interests and participate in career preparation activities, including mock interviews and paid internships. Students who successfully complete their academic courses, workplace projects, and internship can earn the NAFTrack Certification, indicating to post-secondary institutions and employers that the student is college- and career-ready. The NAFTrack Certified Hiring program is a commitment made by top American companies to consider these qualified students as eventual job applicants. All NAF academies have an open enrollment policy.

#### Career Institutes

Career Institutes provide high school students the opportunity to obtain relevant workforce readiness skills and post-secondary education in high-demand vocations to earn a living wage after graduating high school. Career Institutes function as a hub serving their surrounding high schools. By 2022-23, Dallas ISD plans to establish a total of four Career Institutes, one for each quadrant of the city (north, south, east, and west). CTE program documents indicated that "these state-of-the-art facilities will feature real-world learning spaces and industry standard equipment, providing students access to post-secondary education, training, and career pathways that may be inaccessible on their home campus".<sup>1</sup> Pathways offered at the Career Institutes are tuition free for all Dallas ISD students and have open enrollment. Students will take their first Career Institute pathway course during grade nine on their home campus.

<sup>1</sup> Career Institutes brochure Developing Leaders Building Futures and March 7, 2019 Dallas ISD Board Briefing on Career Institutes.



During grades 10 through 12, students will take Career Institute pathway courses for half a day, twice a week at dedicated Career Institute campuses. Transportation of students from and to their home campus is free of charge. According to the Dallas ISD Board Update presented by the Executive Director of STEM on March 7, 2019, structuring the Career Institutes as hubs has several advantages, including:

- Cost-effectiveness,
- Student choice,
- Student recapture and retention.

In preparation for the opening of the Career Institutes North and South (Fall 2020), grade nine students interested in construction-related pathways enrolled in Principles of Construction at their home campus in 2019-20.

### Early College High Schools

In 2019-20, the Dallas ISD operated 25 ECHSs, including seven traditional ECHSs and 18 Pathways in Technology Early College High Schools (P-TECH). Each P-TECH was paired with an institution of higher learning (IHE) and one or more industry partners. Students enrolled in a P-TECH can earn up to 60 tuition-free, dual-credit hours and graduate with an Associate's Degree of Applied Science in one of 32 fields. Out of the 60 dual-credit hours, students can take up to 18 credit hours of CTE related coursework. P-TECH students also have an opportunity to earn industry-based certifications and educational certificates in their selected career pathways that are attractive to employers and gain valuable workplace skills through one of the industry partners. The graduation of the first cohort of P-TECH students in 2019-20 marks an important milestone in the implementation of the program.

### Credentials

Certificates are types of credentials that are predominately awarded by two-year institutions of higher learning for the satisfactory completion of a workforce education program. Certifications are types of credentials that are usually granted by an organization, such as a trade association, validating that an individual possesses certain skills. An occupation may have multiple certifications with different levels of expertise. Unlike certificates, certifications are often time-limited credentials and need to be renewed periodically. Since 2017-18, school districts are required to report student-level data to TEA about industry-based certifications that meet TEA accountability requirements. The 2019-20 list of approved industry-based certifications for the A-F Accountability System (March 2019) included 244 certifications within 14 primary career clusters.

### CTE Implementation in Middle and Elementary Schools

Thirty-five out of 42 middle schools (83%) offered one or more CTE courses in 2019-20. Of the 19 CTE courses offered, five were considered foundational courses and

qualified for middle school credit, while 14 courses could be taken for high school credit. Five of the 14 courses utilized the Project Lead the Way (PLTW) Gateway curricula. CTE department leadership highly recommended all middle school students take the College and Career Readiness class, and one of the four Investigating Careers classes in grade eight to have a better understanding of CTE options in high school. Sixteen middle schools (38%) offered the College and Career Readiness class, and 22 middle schools (52%) offered one or more of the Investigating Careers classes.

Two elementary schools implemented the PLTW Launch engineering curriculum (STEM) in 2019-20. Implementing STEM-related curricula in elementary and middle schools exposes students to the various facets of CTE options and builds a pipeline for the CTE programs in high school. The Dallas ISD CTE Department provides support to those schools interested in opening CTE courses by facilitating curricula implementation, coordinating the training of teachers, and the purchasing of supplies. It is important to note that providing CTE services to elementary and middle school students does not increase the amount of funds the Dallas ISD receives from TEA for its CTE services.

### What were the enrollment characteristics of CTE students?

During the 2019-20 school year, a total of 38,075 students took CTE courses, including 9,702 middle school students and 28,373 high school students (Table 1). Overall, 75 percent of the 38,075 CTE students took CTE courses as electives ( $n=28,505$ ) while 25 percent of students enrolled in a coherent sequence of courses ( $n=9,570$ ).

Table 1: 2019-20 CTE Enrollment by Grade

Grade	Elective <i>N</i>	Coherent Sequence <i>n</i>	Total <i>N</i>
Grade 6	1,208		1,208
Grade 7	3,799		3,799
Grade 8	4,695		4,695
Grade 9	7,266	446	7,712
Grade 10	6,013	1,419	7,432
Grade 11	2,678	3,839	6,517
Grade 12	2,846	3,886	6,712
<b>Overall</b>			
Overall Middle S.	9,702		9,702
Overall High S.	18,803	9,570	28,373
Overall	28,505	9,570	38,075

Source: May demographic file, 05/29/20 CTE course file, 10/8/20. Dallas ISD course file, 07/30/20.

Note: A grey box indicates that no students were enrolled in that grade level. S.=School

Districtwide, CTE students took the highest percentage of courses within the Business Management & Administration cluster (14%), followed by the STEM cluster (12%), and the Information Technology (12%).



High school students were able to participate in traditional CTE course offerings and enroll in specialized CTE programs such as Career Institutes, NAF Academies, and ECHSs. Of the 28,373 high school students who enrolled in CTE courses in 2019-20, 14,041 students enrolled in one or more of these specialized high school CTE programs. Although 96 percent of the 14,041 students enrolled in only one of these programs, four percent enrolled in two or three programs. Overall, 760 students enrolled in Career Institutes, 9,229 students enrolled in NAF Academies, and 4,624 students enrolled in ECHSs.

The ethnic composition of district CTE students was similar to middle and high school students not enrolled in the CTE program. There were more male than female students enrolled in CTE programs (52% vs 49%), a slightly higher percentage of CTE students were economically disadvantaged than for non-CTE students (84% vs 83%). More CTE students were at risk of dropping out than non-CTE students (77% vs 74%), a smaller percentage of CTE students received special education services compared to non-CTE students (8% vs 12%), and fewer CTE students were English learners compared to non-CTE students (39% vs 44%).

#### **What were the completion rates for CTE courses?**

In 2019-20, CTE middle and high school students passed 93 percent of all CTE courses. Passing rate by career clusters ranged from 91 percent (Business Management & Administration) to 99 percent (Government & Public Administration). Coherent sequence students had a higher passing rate than CTE elective students for all CTE students (95% vs 93%) and for CTE high school students (95% vs 92%). Of the 4,665 Dallas ISD students who took CTE dual credit courses, 43 percent were coherent sequence students ( $n=2,008$ ). In 2019-20, CTE students completed 90 percent ( $n=9,203$ ) of the 10,237 CTE dual credit courses they were enrolled in.

#### **How many credentials were earned by CTE high school students?**

Overall, 2,971 Dallas ISD CTE students earned 4,206 credentials in 2019-20, including 3,331 industry-based certifications and 875 educational certificates. Certifications identified by TEA for the A to F accountability system accounted for 23 percent ( $n=770$ ) of all industry certifications earned.

#### **How many associate degrees were awarded to coherent sequence CTE students?**

Of the 1,163 coherent sequence CTE students who graduated in 2019-20, 323 students (28%) earned an associate degree. Campuses with the highest number of graduates who earned an associate degree were Pinkston (20%), Conrad (19%), and Seagoville (16%). The number of CTE students that earned an associate degree increased by 39 percent from 232 in 2018-19 (Grimberg, 2019).

Overall, more Associate of Applied Science degrees were awarded to coherent sequence CTE students ( $n=309$ , 96%) than Associate of Arts ( $n=8$ , 3%) or Associate of Science ( $n=6$ , 2%) degrees.

#### **What were the college enrollment rates for CTE students?**

Overall, 7,718 grade 12 students graduated from a Dallas ISD high school in 2018-19 (including the summer semester). Of these, 6,151 students (80%) were CTE students and 1,567 students (20%) were non-CTE students. According to the 2019-20 National Student Clearinghouse data file, 52 percent of CTE graduates and 57 percent of non-CTE graduates enrolled in college within one year of graduation. Fifty-six percent ( $n=1,799$ ) of CTE students who enrolled in college joined a two-year college, and 44 percent enrolled at a four-year university ( $n=1,402$ ). In contrast, 68 percent ( $n=612$ ) of non-CTE students enrolled in a four-year university versus a two-year or less college ( $n=283$ , 32%). Although there was no difference in college enrollment percentage rates between CTE elective and coherent sequence students (52% each), a slightly higher percentage of elective student enrolled in a four-year university than coherent sequence students (47% vs 43%).

#### **How did the Dallas ISD perform on CTE related accountability measures?**

Over the past three years, Dallas ISD students have continuously improved on eight of the 10 presented CCMR measures. The percentage of graduates who were College, Career or Military Ready increased by 15 percentage points from 46 percent in 2016-17 to 61 percent in 2018-19. On CTE related measures for the same timeframe, the percentage of graduates who earned an industry-based certification increased by one percentage point (1% vs 2%) and the percentage of graduates who completed CTE coherent sequence coursework aligned with industry-based certifications increased by nine percentage points (6% vs 15%). The percentage of graduates who completed Level I or Level II certificates increased by one percentage point from 2017-18 to 2018-19 (0% vs 1%). However, a lower percentage of graduates completed Individual Education Program and Workforce Readiness (3% vs 2%) and enrolled in the armed forces (1% vs 0%). Compared to other similar large urban districts in Texas, a lower percentage of Dallas ISD graduates were College, Career, or Military ready (61%) than graduates of Austin ISD (86%), El Paso ISD (74%), San Antonio ISD (73%), Houston ISD (71%), and Fort Worth ISD (63%).

#### **What were teacher perceptions of the CTE program?**

The CTE department conducts an annual survey to collect programmatic feedback from teachers to assess program strengths and identify areas of improvement. Insights gained from the survey are meant to help with future program development and program evaluation. The



2019-20 survey was administered by CTE staff from May 11 through May 29, 2020, using Google Forms, an online survey-development tool. A total of 201 CTE teachers (40%) responded to the information request. Among the key findings were that 96 percent of respondents agreed that the CTE program allows students to discover career opportunities they otherwise may not have considered. Seventy-eight percent of respondents agreed that the CTE program provides students with basic training to obtain a job. Furthermore, 68 percent of respondents agreed that the CTE program motivates students to complete high school who otherwise are at risk of dropping out. Overall, 96 percent of CTE teachers indicated that CTE learning activities were aligned with current practices in business, industry, and/or technology.

CTE teachers also provided feedback on the impact of COVID-19 and the resulting transition to at-home learning. Seventy-seven percent of respondents indicated that students seemed to be less motivated, 62 percent of respondents noted that the delivery of instructions was impacted by the inability to provide hands-on-training, and 56 percent of respondents indicated they encountered technical issues. Overall, 95 percent respondents reported that they attempted to contact students or their parents on a weekly basis. However, 41 percent of respondents noted that the lack of updated student contact information limited their ability to stay in touch with students and 35 percent of respondents noted that the lack of adequate resources was a major challenge for classroom teachers during the district closure.

## RECOMMENDATIONS

Based on the key findings, the following recommendations are offered for stakeholders.

**Continue to promote CTE students' completion of educational certificates and industry-based certifications.** CTE students earned 4,206 credentials in 2019-20, including 875 educational certificates and 3,331 industry-based certifications. Twenty-three percent ( $n=770$ ) of all industry certifications earned were A-F certifications providing points towards TEA's A to F accountability system. Completion of A-F certifications increase by 260 percent compared to 2018-19 ( $n=214$ ). However, the total

number of completed industry-based certifications decreased from 4,652 in 2018-19 to 3,331 in 2019-20 in part due to students not being able to take certification tests during at-home learning on District provided Chromebooks. Given that industry-based certifications can provide students with an advantage in finding employment, the CTE department should continue to find ways to provide students with opportunities to complete certification requirements.

**Continue to support specialized CTE initiatives including Career Institutes and NAF Academies.** In 2019-20, 760 students enrolled in the Principles of Construction class offered by the Career Institutes at 12 feeder campuses. An additional 9,229 students enrolled in one or more NAF Academies. Of the 49 NAF academies, 23 academies (47%) were honored by NAF as distinguished academies. Review of the program documents indicated that these programs help provide specialized work-based, learning experiences that may otherwise be inaccessible for many Dallas ISD students; ensuring that students have the opportunity to earn a living wage after graduating high school.

**Continue to work with the IT Department on accurately tracking CTE participation.** Review of PowerSchool enrollment data indicated that CTE students were not accurately marked as such. This is especially true for cases in which students participate in more than one program, such as being an ECHS student and taking CTE courses. In such cases students should be marked in PowerSchool as both ECHS and CTE but are often only marked as ECHS, resulting in the underreporting of CTE students. In addition, the CTE department should work to establish protocols for CTE staff and teachers to maintain accurate student enrollment and credentialing information.

## REFERENCES

- Career Institutes. (2019). *Developing Leaders, Building Futures*. Dallas, TX. Dallas Independent School District.
- Grimberg, N. (2019). *2018-19 Evaluation of Career and Technical Education*. Dallas, TX. Dallas Independent School District.

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Akiva Lorenz, Ph.D., Evaluation Analyst II

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For more information, please contact Program Evaluation at [evaluation@dallasisd.org](mailto:evaluation@dallasisd.org).