

2019 College and Career Readiness Report

Department of Evaluation and Assessment

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Note

Portions of this report were pulled from the following program evaluation reports produced by the Evaluation and Assessment department: 2018-19 Evaluation of Early College High Schools; 2018-19 Evaluation of the College Access Program; College and Career Readiness Annual Report 2018; and the 2018-19 Evaluation of Career and Technical Education. Full E & A reports and At-a-Glance versions can be found at <https://www.dallasisd.org/Page/42559>.

At-a-Glance versions of the 2018-19 Evaluation of Early College High Schools report, the 2018-19 Evaluation of Career and Technical Education report, and the 2018-19 Evaluation of the College Access Program report are included in the Appendix of this report.

2019

College and Career Readiness Report

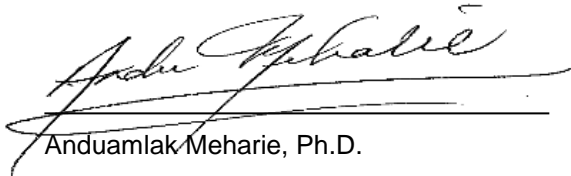
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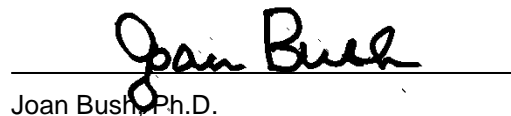
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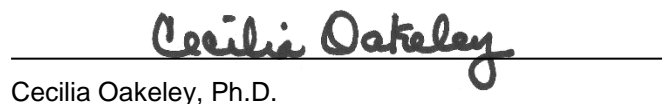
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2019

College and Career Readiness

Annual Report

Report Compiled By: Monique C. Mejan, M.A., Akiva Lorenz, Ph.D., Anduamlak Meharie, Ph.D.

BACKGROUND

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. The U.S. Department of Labor projects that by 2020, there will be twice as many jobs that require employees to have at least an associate's degree than those that will not require any postsecondary education. Further, the Texas Education Agency (TEA) has identified as part of its Strategic Plan the priority of connecting high school to career and college.¹

In this context, the Dallas ISD has implemented several programs and initiatives to reach the goal of graduating students that are college and career ready. Most notable are the Early College High School (ECHS) program and the College Access Program (CAP). The ECHS program, which includes the Pathways in Technology Early College High School (P-TECH) initiative, and which, at full scale, is designed to significantly increase the number of students obtaining a college degree while in high school and to positively impact thousands of students each year. According to the P-TECH website (www.ptech.org), "P-TECH is...a pioneering education reform initiative created by IBM, to prepare young people with the academic, technical and professional skills required for 21st century jobs and ongoing education."² CAP was created to increase student college and scholarship applications, participation and performance on college entrance exams, and parental involvement in the college admission and financial aid process.

Additionally, district open enrollment policies allow secondary students to select from a wide variety of college and career preparation programs such as Advanced Placement (AP), International

¹ See documents on the TEA College, Career, and Military Prep Leadership Summit web pages for more information on this: http://tea.texas.gov/Academics/College%2C_Career%2C_and_Military_Prep/TEA_Sessions_for_2019_CCRSM_Leadership_Summit.

² Source: www.ptech.org/about, retrieved 09/18/2019.

Baccalaureate (IB) and 200-plus Career and Technical Education (CTE) pathways. In collaboration with the Dallas County Community College District (DCCCD) and workforce organizations, Dallas ISD has worked diligently to expand college and career options designed to meet the needs of the projected Texas workforce. The P-TECH initiative was designed to establish pathways in career clusters that pay a livable wage. Table 1 shows projected growth in the top 20 job sectors for the county of Dallas, according to research from the Texas Workforce Commission.

Table 1: 20 Largest Projected Dallas County Occupations 2016-2026

Occupation	N Employment 2016	N Predicted Employment 2026	% Change
Office and Administrative Support Occupations	324,393	355,727	9.7
Sales and Related Occupations	196,975	223,181	13.3
Food Preparation and Serving Related Occupations	138,187	161,502	16.9
Transportation and Material Moving Occupations	133,810	158,221	18.2
Business and Financial Operations Occupations	115,506	135,552	17.4
Healthcare Practitioners and Technical Occupations	88,323	112,410	27.3
Management Occupations	86,240	103,146	19.6
Information and Record Clerks	87,887	98,101	11.6
Computer and Mathematical Occupations	79,898	97,619	22.2
Retail Sales Workers	86,386	97,019	12.3
Construction and Extraction Occupations	78,646	95,695	21.7
Computer Occupations	77,019	93,715	21.7
Production Occupations	87,166	92,698	6.4
Food and Beverage Serving Workers	76,737	91,221	18.9
Education, Training, and Library Occupations	76,859	88,450	15.1
Installation, Maintenance, and Repair Occupations	70,787	82,352	16.3
Business Operations Specialists	67,354	78,631	16.7
Material Moving Workers	64,117	75,832	18.3
Other Office and Administrative Support Workers	70,785	75,024	6.0
Construction Trades Workers	61,566	74,937	21.7

Source: Texas Workforce Commission projected employment statistics, 2016-2026: Retrieved March 26, 2019

SCOPE OF REPORT

The purpose of this report is to describe Dallas ISD college and career readiness initiatives and outcomes and highlight additional indicators of college and career readiness. It includes findings on outcomes of the district's Early College High Schools program, the Career and Technical Education program, and the College Access Program, as well as data from the National Student Clearinghouse, the Texas Academic Performance Report (TAPR), the ACT³, the *Scholastic Aptitude Test* (SAT), AP and IB efforts in 2018-19, with select comparisons to previous efforts and outcomes.

³ ACT originally stood for "American College Testing," but now references itself simply as the ACT.

DALLAS ISD COLLEGE AND CAREER READINESS INITIATIVES

Overview

District College and Career Readiness (CCR) programs and initiatives include P-TECH and ECHS, CTE, CAP, and Postsecondary Success programs. The P-TECH and CTE programs are designed to support career education through workforce development and industry partnerships. The Postsecondary Success programs focus on building a strong foundation of college readiness. The Postsecondary Success programs are also designed to develop tools and provide support systems for students, their families, counselors, as well as district and campus administrators and teachers to help ensure that Dallas ISD graduates will have the opportunity to earn a living wage in a career field that offers advancement and lifelong learning opportunities.

CCR strategic initiatives include the following:

- Providing a comprehensive CCR online platform for college and career information through SchoolLinks⁴;
- Providing students with opportunities to earn college credit at no cost via the P-TECH Early College programs; Early College High Schools; dual credit programs with the DCCCD and other colleges at no cost; and AP, IB, and Project Lead The Way (PLTW) exams at no cost;
- Providing more than 200 career pathways and industry-recognized certification exams at no cost;
- Providing college entrance exams at no cost through administration of in-school *PSAT* (8th grade and sophomores), *SAT* (juniors) and *ACT* (seniors) as well as *TSIA*; and
- Developing and implementing a tracking system to monitor student progress in dual credit programs.

Early College High Schools (ECHS)

ECHS Program Context and Description, 2018-19

Overview and Budget

An ECHS is a high school that provides 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. Early College High Schools are designated under the authority of Texas Education Code (TEC) §29.908(b)⁵ and Texas Administrative Code (TAC) § 102.1091.⁶ Students are accepted into programs as freshmen and matriculate as a cohort as they progress through high school. Every ECHS has a higher education partner

⁴ In 2018-19 CCR programs transitioned to using the SchoolLinks platform in place of Naviance.

⁵ <https://statutes.capitol.texas.gov/SOTWDocs/ED/htm/ED.29.htm#29.908>

⁶ <http://ritter.tea.state.tx.us/rules/tac/chapter102/ch102gg.html>

and offers one or more pathways leading to an associate degree. Students attend grade nine and grade ten dual credit classes at their high school campuses while students in grades eleven and twelve attend classes on the campus of a DCCCD partner. The Dallas ISD provides transportation to partner community college campuses at no charge. The total budget for ECHS campus-level organizations was \$11,871,142 in 2018-19. This was an increase from 2017-18 (\$10,458,764).

In addition to five existing traditional ECHSs (Trinidad Garza, Kathlyn Joy Gilliam Collegiate Academy, Wright L. Lassiter Jr., W.W. Samuell, and H. Grady Spruce),⁷ 18 campuses have received a Pathway to Technology Early College High School (P-TECH) designation since 2016. P-TECHs are similar to traditional early college high schools but with an industry partner that provides mentoring and workplace skills. The eight high schools that opened P-TECHs in the fall of 2016 were at David W. Carter, Emmett J. Conrad, James Madison, L.G. Pinkston, Franklin D. Roosevelt, Seagoville, South Oak Cliff, and Thomas Jefferson. The ten high schools that opened P-TECHs in the fall of 2017 were Bryan Adams, Adamson, Hillcrest, Kimball, Lincoln, Molina, North Dallas, Sunset, Wilmer-Hutchins, and W.T. White, bringing the total number of ECHSs to 23. The district plans to open two more ECHSs at Skyline and North Lake Early College High School in August 2019. Table 2 shows all 23 ECHSs and their respective higher education partners.

⁷ Wright L. Lassiter Jr. Middle College opened in fall 1987 and became a designated Early College High School in fall 2011. Trinidad Garza Early College High School opened in fall 2006. Kathlyn Joy Gilliam Collegiate Academy opened 2009. W.W. Samuell Early College High School opened in fall 2014. H. Grady Spruce Early College High School opened in fall 2015.

Table 2: 2018-19 Dallas ISD Early College High Schools and Education Partners

Early College High Schools	Higher Education Partners
Adams	Eastfield College
Adamson	El Centro College
Carter	Cedar Valley College
Conrad	Richland College
Garza	Mountain View College
Gilliam	Cedar Valley College
Hillcrest	Richland College
Jefferson	Brookhaven College
Kimball	Mountain View College
Lassiter	El Centro College
Lincoln	El Centro College
Madison	El Centro College
Molina	Mountain View College
North Dallas	Brookhaven College
Pinkston	El Centro College
Roosevelt	El Centro College
Samuell	Eastfield College
Seagoville	Eastfield College
South Oak Cliff	Mountain View College
Spruce	Eastfield College
Sunset	Mountain View College
White	Brookhaven College
Wilmer-Hutchins	North Lake College

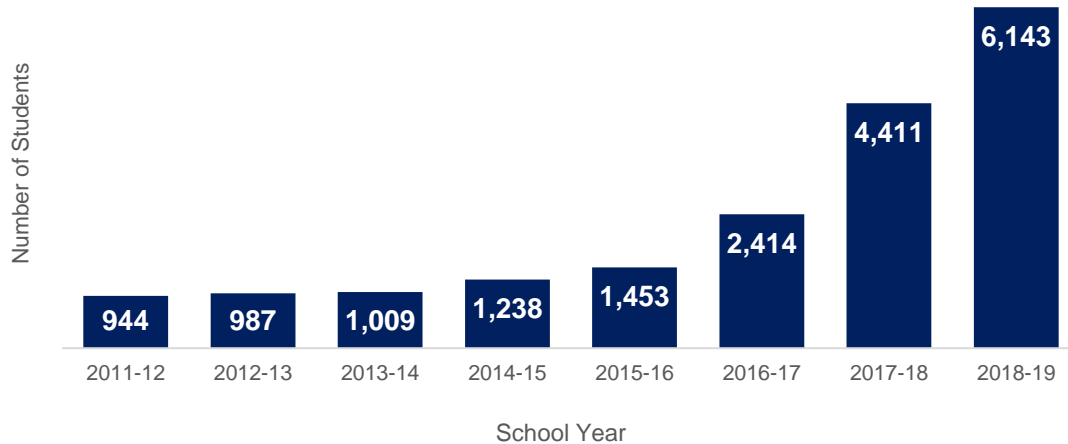
Source: Early College High School program documents.

ECHSs are designed to serve incoming grade nine students who have the determination to attend college, are first-generation college students, and have been historically underrepresented in higher education. Each ECHS accepts 100 to 125 grade nine students per year. At P-TECHs, non-traditional ECHSs, students choose a career pathway and take courses that provide the academic, technical, and workplace skills that are attractive to employers. In addition to the potential to earn an associate degree, students can earn industry certificates in their selected career pathways and gain opportunities potentially leading to paid internships and job placement after graduation. Partnership with industry partners provides students with essential mentoring, internship opportunities, and other support to prepare them to enter the workforce career ready. Career pathways include health sciences, business administration and management, information technology, pre-engineering, network administration and support, hospitality management, and law enforcement, among others.

Enrollment and Demographics

There were 6,143 Dallas ISD students enrolled in an ECHS in 2018-19. Enrollment has increased significantly over the last four years from 1,453 students in 2015-16 to 6,143 in 2018-19 due to expansion. Figure 1 tracks the increase in enrollment in Dallas ISD's ECHSs from 2011-12 to 2018-19.

Figure 1: Student Enrollment in Early College High School Programs: 2011-12 to 2018-19



Source: District Public Education Information Management System (PEIMS) demographic data files: 10/26/2018, 10/30/2017, 10/31/2016, 10/30/2015, 10/31/2014, 10/28/2013, 10/29/2012, and 10/30/2011.

In terms of demographics, three quarters (75.5%) of ECHS students were in grade nine (38.5%) and grade ten (37.0%). There were more female ECHS students (55.7%) than male students (44.3%). A slightly lower percentage of ECHS students were English learners (31.0%) than Dallas ISD high school students (32.8%). A higher percentage of ECHS students were economically disadvantaged (83.9%) than Dallas ISD high school students (78.7%, Table 3).

Table 3: Early College High School and District Student Characteristics: 2018-19

Variable	ECHS		Dallas ISD High Schools	
	<i>n</i>	%	<i>n</i>	%
Grade				
Grade 9	2,364	38.5	12,192	30.0
Grade 10	2,272	37.0	10,605	26.1
Grade 11	1,131	18.4	9,398	23.1
Grade 12	376	6.1	8,500	20.9
Race/Ethnicity				
Hispanic	4,459	72.6	28,925	71.3
African American	1,425	23.2	8,645	21.3
White	103	1.7	1,902	4.7
Asian	78	1.3	580	1.4
Other	58	0.8	514	1.3
Gender				
Female	3,422	55.7	20,414	50.2
Male	2,721	44.3	20,281	49.8
English Learner				
English Learner	1,903	31.0	13,365	32.8
Special Education				
Special Education	169	2.8	3,494	8.6
Socioeconomic Status				
Econ Dis	5,154	83.9	32,017	78.7
At Risk				
At Risk	2,348	38.2	17,329	42.6

Source: District Public Education Information Management System (PEIMS) demographic data file dated October 26, 2018.

Note: ECHS = Early College High School. Econ Dis = economically disadvantaged. Percentages may not equal 100 when added together due to rounding. Totals may differ due to missing data in some variables (e.g., ethnicity).

Key Outcomes from the ECHS Program, 2018-19

ECHS: Dual Credit and Associate Degrees

Despite representing 15.1 percent of all Dallas ISD high school students, ECHS students completed slightly more than three-quarters (77.5%, $n = 17,663$) of all dual credit courses in the district in 2018-19. ECHS students, across all grades, completed an average of 2.9 dual credit courses per student (Table 4).

Table 4: Average Number of Dual Credit Courses Completed by ECHS Students by Grade Level: 2018-19

Campus	Grade Level				All Grades
	9	10	11	12	
Adams	0.9	3.0	N/A	N/A	1.8
Adamson	0.6	2.6	N/A	N/A	1.6
Carter	0.5	1.6	5.5	N/A	3.5
Conrad	0.6	4.6	6.6	N/A	3.7
Garza	5.4	4.5	6.1	2.7	4.7
Gilliam	1.4	3.0	4.9	4.6	3.3
Hillcrest	0.9	4.0	N/A	N/A	2.4
Jefferson	1.1	3.1	4.5	N/A	2.9
Kimball	0.8	3.3	N/A	N/A	2.1
Lassiter	3.4	6.0	7.4	4.5	5.3
Lincoln	0.2	2.3	N/A	N/A	1.1
Madison	0.8	2.8	4.1	N/A	3.4
Molina	1.0	4.0	N/A	N/A	2.5
North Dallas	0.6	1.3	N/A	N/A	1.0
Pinkston	1.5	3.2	7.2	N/A	4.0
Roosevelt	0.8	2.4	6.6	N/A	2.9
Samuell	0.0	2.1	6.6	5.0	3.2
Seagoville	1.4	1.5	7.6	N/A	3.2
South Oak Cliff	0.6	1.3	4.6	N/A	2.1
Spruce	0.3	2.7	7.1	6.4	3.9
Sunset	0.8	2.5	N/A	N/A	1.6
White	0.3	1.7	N/A	N/A	1.0
Wilmer-Hutchins	1.2	3.2	N/A	N/A	2.1
Total	1.1	2.9	6.0	4.4	2.9

Source: District course file dated August 14, 2018. District Public Education Information Management System (PEIMS) demographic data file dated October 26, 2018.

Note: ECHS = Early College High School. N/A= not applicable; no students were enrolled.

Analysis comparing ECHS students to non-ECHS students showed a slightly higher percentage of ECHS students passed a dual credit course (90.8%) than non-ECHS students (87.9%) in 2018-19 (Table 5).

Table 5: Dual Credit Enrollment and Passing Rates by Campus and ECHS Status: 2018-19

Campus	ECHS Students		Non-ECHS Students		Difference (%)
	N	%	N	%	
Adams	438	97.3	462	86.1	11.2
Adamson	440	85.9	96	89.6	-3.7
Carter	871	81.2	95	82.1	-0.9
Conrad	1,305	97.1	185	94.1	3.0
Garza	2,160	94.9	N/A	N/A	N/A
Gilliam	1,309	93.9	N/A	N/A	N/A
Hillcrest	633	85.0	65	93.8	-8.8
Jefferson	1017	91.4	87	96.6	-5.2
Kimball	619	83.8	97	71.1	12.7
Lassiter	1,355	95.7	N/A	N/A	N/A
Lincoln	238	91.2	56	96.4	-5.2
Madison	521	84.6	85	74.1	10.5
Molina	700	98.3	144	91.0	7.3
North Dallas	220	87.7	239	78.7	9.0
Pinkston	1,196	96.2	17	76.5	19.7
Roosevelt	844	84.5	26	88.5	-4.0
Samuell	1,408	96.3	26	96.2	0.1
Seagoville	1,245	86.7	N/A	N/A	N/A
South Oak Cliff	815	73.0	3	66.7	6.3
Spruce	1,037	83.8	79	81.0	2.8
Sunset	425	89.9	502	93.2	-3.3
White	242	95.9	136	94.1	1.8
Wilmer-Hutchins	410	99.0	4	100.0	-1.0
Total	19,448	90.8	2,404	87.9	2.9

Source: District Public Education Information Management System (PEIMS) demographic data file dated October 26, 2018. District course file dated August 14, 2019.

Note: ECHS = Early College High School. Non-ECHS = students enrolled in a comprehensive high school containing Early College High School programs but not participating in an ECHS program. N/A= not applicable; no students took a dual credit course.

Graduating ECHS students were awarded 232 associate degrees in the fall and spring of 2018-19 (Table 6). More graduating grade 12 ECHS students received an associate degree in the fall and spring of 2018-19 than ECHS students in the fall, spring, and summer terms of 2017-18 ($n = 197$) and 2016-17 ($n = 177$). More associate of science degrees were awarded to ECHS students ($n = 186$, 80.2%) than associate of arts ($n = 26$, 11.2%) or associate of applied science ($n = 20$, 8.6%) degrees. Students at Garza received the highest number of associates degrees ($n = 79$, 34.1%) in 2018-19 followed by Samuell ($n = 52$, 22.4%), Gilliam ($n = 41$, 17.7%), Lassiter ($n = 40$, 17.2%), and Spruce ($n = 20$, 8.6%).

Table 6: Associate Degrees Awarded to Early College High School Students: 2018-19

Degree Plan	Degree	N	%
Associate of Science	AS	186	80.2
Associate of Arts	AA	26	11.2
Advanced Manufacturing/Mechatronics Technology	AAS	8	3.4
Computer Aided Design and Drafting	AAS	6	2.6
Digital Media Technology	AAS	4	1.7
Air Conditioning and Refrigeration	AAS	2	0.9
All Degrees		232	100.0

Source: Early College High School program degree file dated July 23, 2019.

Note: AS = Associate of Science. AAS = Associate of Applied Science. AA = Associate of Arts. Excludes 2019 summer graduates.

Academic Testing: *TSIA*, and *STAAR*

ECHS students were required to demonstrate college readiness by achieving the minimum passing standard on the *TSIA* exam in reading, mathematics, and writing. Seventy-four percent (74.4%) of tested ECHS students passed the *TSIA* Writing exam which was higher than *TSIA* Mathematics (43.9%) and *TSIA* Reading (36.3%) (Table 7).

Table 7: Number of Early College High School Students Tested and Percentage Passing by *TSIA* Exam Subject and Campus: 2018-19

Campus	Reading		Mathematics		Writing	
	N	%	N	%	N	%
Adams	71	31.0	N/A	N/A	*	*
Adamson	78	44.9	N/A	N/A	*	*
Carter	N/A	N/A	N/A	N/A	N/A	N/A
Conrad	96	29.2	19	42.1	11	27.3
Garza	N/A	N/A	N/A	N/A	N/A	N/A
Gilliam	9	55.6	N/A	N/A	N/A	N/A
Hillcrest	65	36.9	10	0.0	*	*
Jefferson	84	14.3	22	13.6	22	77.3
Kimball	93	48.4	92	77.2	134	70.9
Lassiter Jr.	15	86.7	*	*	*	*
Lincoln	32	12.5	45	17.8	72	38.9
Madison	16	25.0	23	13.0	N/A	N/A
Molina	111	48.6	129	24.0	106	79.2
North Dallas	120	35.8	N/A	N/A	*	*
Pinkston	57	24.6	52	55.8	24	83.3
Roosevelt	78	37.2	40	25.0	*	*
Samuell	N/A	N/A	N/A	N/A	N/A	N/A
Seagoville	59	47.5	54	46.3	72	94.4
South Oak Cliff	118	22.9	125	49.6	139	56.1
Spruce	N/A	N/A	N/A	N/A	N/A	N/A
Sunset	125	47.2	59	45.8	160	84.4
White	116	32.8	112	59.8	110	88.2
Wilmer-Hutchins	108	38.9	9	11.1	102	87.3
Total	1,451	36.3	795	43.9	976	74.4

Source: District *TSIA* data file dated July 29, 2019. District Public Education Information Management System (PEIMS) demographic data file dated October 26, 2018.

Note: *TSIA* = *Texas Success Initiative Assessment*. N = Number of individual students tested on a *TSIA* exam one or more times. N/A= not applicable; no students were tested. * = Five or fewer students were tested; data was masked for confidentiality purposes.

Analysis of additional academic performance showed a higher percentage of ECHS students scored at the Approaches+ and Meets+ standards than non-ECHS students on every *STAAR EOC* exam (Table 8).

Table 8: Early College High School and Non-Early College High School Students at Approaches+ and Meets+ by STAAR EOC Exam: 2018-19

Exam	Approaches+					Meets+				
	ECHS Students		Non-ECHS Students		Diff (%)	ECHS Students		Non-ECHS Students		Diff (%)
	N	%	N	%		N	%	N	%	
Algebra I	1,526	95.0	4,473	84.1	10.9	1,526	78.3	4,473	55.8	22.5
English I	2,255	83.0	5,054	50.3	32.7	2,255	68.4	5,054	32.5	35.9
English II	2,185	86.0	4,446	53.7	32.3	2,185	68.3	4,446	32.3	36.0
Biology	2,275	95.6	4,914	81.1	14.5	2,275	74.1	4,914	43.7	30.4
U.S. History	1,576	97.9	5,010	91.7	6.2	1,576	80.5	5,010	66.8	13.7

Source: STAAR EOC data file: 06/04/2019 and district Public Education Information Management System (PEIMS) demographic data file dated October 26, 2018.

Note: ECHS = Early College High School. Non-ECHS = students enrolled in a comprehensive high school containing Early College High School programs but not participating in such programs. STAAR EOC = State of Texas Assessments of Academic Readiness End-of-Course. Meets+ = Meets Grade Level or Above. Approaches+ = Approaches Grade Level or Above. N = number of students tested. Diff. = difference (calculated by subtracting the non-ECHS rate from the ECHS student rate). Rates only include first time testers for the first and second administrations.

ECHS Rates of Attendance, Retention, and Graduation

The 2018-19 average attendance rate for ECHS students was higher than non-ECHS students (96.4% ECHS versus 91.4% non-ECHS). Overall, 80.7 percent of the 2016-17 ECHS grade nine cohort remained enrolled in an ECHS program in 2018-19 (Table 9). Program retention rates for ECHS students were higher than the district retention rates for non-ECHS counterparts at the same campuses during the same timeframe (80.7% versus 61.0%, respectively). About ninety-four percent (94.3%) of the 2017-18 grade nine cohort remained enrolled in an ECHS program in 2018-19.

Table 9: Three-Year Retention Rates of 2016-17 Grade Nine Early College High School Cohort by Campus

Campus	2016-17 Enrollment		2017-18 Enrollment		2018-19 Enrollment		Retention Rate (%)		
	ECHS	Non-ECHS	ECHS	Non-ECHS	ECHS	Non-ECHS	ECHS	Non-ECHS	Diff
Carter	118	293	104	209	100	163	84.7	55.6	29.1
Conrad	115	380	104	298	93	244	80.9	64.2	16.7
Garza	112	N/A	109	N/A	106	N/A	94.6	N/A	N/A
Gilliam	96	N/A	82	N/A	75	N/A	78.1	N/A	N/A
Jefferson	124	434	115	330	106	271	85.5	62.4	23.1
Lassiter	61	N/A	57	N/A	53	N/A	86.9	N/A	N/A
Madison	95	94	74	61	66	50	69.5	53.2	16.3
Pinkston	113	266	96	178	94	143	83.2	53.8	29.4
Roosevelt	113	141	89	96	72	71	63.7	50.4	13.3
Samuell	94	526	87	418	81	336	86.2	63.9	22.3
Seagoville	115	344	104	262	94	220	81.7	64.0	17.7
SOC	113	305	96	223	83	172	73.5	56.4	17.1
Spruce	46	572	41	430	38	375	82.6	65.6	17.0
Total	1,315	3,355	1,158	2,505	1,061	2,045	80.7	61.0	19.7

Source: District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016, October 30, 2017 and October 26, 2018.

Note: Retention rate for ECHS is the retention rate for grade nine cohort ECHS students remaining in a program in 2018-19. The three-year retention rates for non-ECHS students is the percentage of non-ECHS students in participating schools that remained in the district in 2018-19. Diff = Difference. ECHS = Early College High School. SOC = South Oak Cliff. Garza, Gilliam, and Lassiter are "stand alone" schools and solely educate ECHS students.

The four-year graduation rate for the 2014-15 grade nine ECHS cohort was 90.0 percent (Table 10), slightly higher than the 2015-16 cohort (88.5%) and 2013-14 cohort (88.3%). A significantly higher percentage of grade nine ECHS students graduated from Dallas ISD in four years than all district grade nine students in 2016-17 (88.3% ECHS versus 61.3% all DISD), 2017-18 (90.0% ECHS versus 61.0% all DISD), and 2018-19 (88.5% ECHS versus 60.4% all DISD).

Table 10: Dallas ISD Four-Year Graduation Rates of Grade Nine Early College High School Cohorts by Campus

Campus	2013-14 Cohort	2016-17 Graduation		2014-15 Cohort	2017-18 Graduation		2015-16 Cohort	2018-19 Graduation	
		n	%		n	%		n	%
Garza	103	96	93.2	105	101	96.2	112	108	96.4
Gilliam	100	87	87.0	89	79	88.8	96	87	90.6
Lassiter	61	50	82.0	63	57	90.5	64	60	93.8
Samuell	N/A	N/A	N/A	92	77	83.7	110	89	80.9
Spruce	N/A	N/A	N/A	N/A	N/A	N/A	63	50	79.4
All ECHS	264	233	88.3	349	314	90.0	445	394	88.5
District	11,101	6,801	61.3	11,768	7,174	61.0	12,078	7,301	60.4

Source: District Public Education Information Management System (PEIMS) demographic data file dated October 28, 2013, October 31, 2014, and October 30, 2015. District graduation file dated June 25, 2019.

Note: ECHS = Early College High School. Garza, Gilliam, and Lassiter are “stand alone” schools and solely educate ECHS students.

The At-a-Glance of the 2018-19 ECHS evaluation report can be found in Appendix A. An electronic version of the At-a-Glance as well as the full 2018-19 report can be found at www.dallasisd.org/Page/888.

Career and Technical Education (CTE)

CTE Program Context and Description, 2018-19

Overview and Budget

The Carl D. Perkins Career and Technical Education Act of 2006 helped support the Career and Technical Education (CTE) department of the Dallas ISD. The goals of the CTE program were to prepare students for college and career success, to provide them with the skills to be competitive in a global economy, and to recognize and meet the unique needs of the district’s diverse student population.

A total of \$7,079,587 in funds supported the Dallas ISD CTE Department in 2018-19 including a \$2,771,669 Perkins grant. This represented a 6.0 percent increase in the CTE department total budget from 2017-18 (\$6,653,768).

CTE Enrollment and Demographics

The district criteria for identifying students in CTE programs was modified in 2018-19 resulting in fewer CTE coherent sequence students in Dallas ISD in 2018-19 (n = 15,989) than 2017-18 (n = 20,755; Grimberg et al., 2018) or 2016-17 (n = 19,507; Turner et al., 2017). About a quarter (23.8%) of middle school students were enrolled in a CTE elective. Almost seventy-one percent (70.6%) of Dallas ISD high school students were enrolled in a CTE coherent sequence (39.3%) or a CTE elective

(31.3%) in 2018-19 (Table 11). A slightly lower percentage of non-CTE students were Hispanic (69.3%) than coherent sequence (73.6%) or CTE elective (73.8%) students (Table 12).

Table 11: Student Enrollment by Grade and CTE Status: 2018-19

Grade	Non-CTE		CTE Elective		Coherent Sequence		Total N
	n	%	n	%	n	%	
Middle School							
6	9,883	88.7	1,261	11.3	0	0.0	11,144
7	7,978	75.6	2,576	24.4	0	0.0	10,554
8	6,620	63.5	3,804	36.5	0	0.0	10,424
Total	24,481	76.2	7,641	23.8	0	0.0	32,122
High School							
9	4,450	36.5	6,878	56.4	864	7.1	12,192
10	3,329	31.4	2,643	24.9	4,631	43.7	10,603
11	2,274	24.2	1,393	14.8	5,731	61.0	9,398
12	1,923	22.6	1,816	21.4	4,763	56.0	8,502
Total	11,976	29.4	12,730	31.3	15,989	39.3	40,695
All Secondary							
Total	36,457	50.1	20,371	28.0	15,989	22.0	72,817

Source: District Public Education Information Management System (PEIMS) demographic data file dated October 26, 2018. District CTE status file dated January 24, 2019.

Note: CTE = Career and technical education. Students cannot be classified as coherent sequence students until grade 9. Percentages may not add up to 100 due to rounding.

Table 12: CTE Student Demographic Characteristics: 2018-19

Characteristic	Non-CTE		CTE Elective		Coherent Sequence		Total N
	n	%	n	%	n	%	
English Learner	15,132	41.5	8,774	43.1	4,629	29.0	28,535
Special Education	3,974	10.9	1,530	7.5	1,197	7.5	6,701
Talented and Gifted	6,536	17.9	3,110	15.3	2,588	16.2	12,234
Econ Dis	30,115	82.6	17,215	84.5	12,908	80.7	60,238
Homeless	360	1.0	164	0.8	97	0.6	621
At-Risk	17,632	48.4	10,453	51.3	6,299	39.4	34,384
Ethnicity							
Hispanic	25,280	69.3	14,992	73.8	11,763	73.6	52,035
African American	7,851	21.6	4,093	20.1	3,413	21.3	15,357
White	2,110	5.8	784	3.8	439	2.7	3,333
Asian	551	1.5	168	0.8	227	1.4	946
Other	665	1.8	334	1.6	147	0.9	1,146
Gender							
Female	18,462	50.6	9,608	47.2	7,823	48.9	35,893
Male	17,995	49.4	10,763	52.8	8,166	51.1	36,924
Total	36,457	100.0	20,371	100.0	15,989	100.0	72,817

Source: District Public Education Information Management System (PEIMS) demographic data file dated October 26, 2018. District CTE status file dated January 24, 2019.

Note: CTE = Career and technical education. Econ Dis = economically disadvantaged. Other = American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, two or more races, or unknown. Non-CTE and CTE Elective includes students in grades six through eight. Students cannot be classified as coherent sequence students until grade nine.

Career Pathways

Dallas ISD campuses offered courses and course sequences aligned with 17 career clusters (see Table 13) or broad groupings of occupations and industries based on related disciplines⁸. Dallas ISD followed the career cluster framework but used the term career pathways⁹ to distinguish these groupings offered at each high school campus from the career clusters.

There were 271 career pathways available in Dallas ISD in 2018-19, slightly less than offered in 2017-18 ($n = 275$) (Table 13). The increase in the number of career pathways offered since 2013-14 was accelerated by the emphasis that HB 5 placed on coherent sequences of CTE courses which encouraged high school students to earn endorsements in specific areas of study.

Table 13: 2012-13 through 2018-19 Career Pathways by Career Clusters

Career Clusters	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Business and Industry Endorsement							
Agriculture, Food & Natural Resources	2	3	4	7	7	7	7
Architecture & Construction	5	5	9	9	8	13	13
Arts, A/V Technology & Communication	10	5	13	16	20	22	23
Business/Marketing ^a	9	7	19	-	-	-	-
Business	-	-	-	21	35	38	39
Marketing	-	-	-	32	38	38	34
Finance	6	8	10	12	20	26	25
Hospitality & Tourism	8	4	12	22	28	28	28
Information Technology	9	6	13	16	36	41	40
Transportation, Distribution & Logistics	5	2	8	8	5	5	5
Manufacturing ^b	-	-	1	2	4	4	4
Public Services Endorsement							
Education & Training	5	4	6	6	6	9	8
Government and Administration	2	1	2	2	2	2	2
Health Science	3	3	7	17	8	10	11
Human Services	2	6	1	2	3	3	3
Law/Public Safety	8	4	6	8	10	9	9
STEM Endorsement							
STEM	10	9	12	16	16	20	20
Total	84	67	123	196	246	275	271

Source: Data were provided by the CTE Department on March 19, 2019.

Note: CTE = Career and Technical Education. STEM = Science, Technology, Engineering, and Mathematics. A/V = Audio and video. ^aIn 2015-16, the business/marketing cluster was split into business career cluster and marketing career cluster. ^bThe manufacturing pathway was in the planning stage in 2014-15 and began enrolling students in 2015-16.

A total of 10,464 students participated in 47 National Academy Foundation (NAF) academies. There were 1,285 more Dallas ISD students who participated in a NAF academy in 2018-19 compared to 2017-18 ($N = 9,179$). The academies with the largest enrollment were School of Science and Engineering

⁸ As defined by U.S. Department of Education accessed on September 21, 2017, <https://www2.ed.gov/about/offices/list/ovae/pi/cte/factsh/career-clstrs-prgrms-study-fs080528qa-kc.pdf>

⁹ Career clusters are analogous to industries in the workforce. Career pathway is the term used to describe the school-level programs in the Dallas ISD.

Magnet Academy of Engineering (AOE) ($n = 496$), Woodrow Wilson High School AOE ($n = 479$) and H. Grady Spruce Academy of Finance (AOF) ($n = 475$). There were 952 Dallas ISD students who participated in five career institutes. The W.H. Adamson Institute of Automotive Technology had the largest student enrollment ($n = 370$), followed by the H. Grady Spruce Automotive Collision Refinishing and Repair Career Institute ($n = 325$). The L.G. Pinkston Institute of Welding had the lowest student enrollment ($n = 18$).

The CTE courses that enrolled the highest numbers of Dallas ISD high school students were Business, Administration, and Management ($n = 8,326$); Information Technology ($n = 6,583$); Finance ($n = 5,115$); Arts, A/V Technology, and Communications ($n = 4,735$); and Health Science ($n = 4,724$, Table 14).

Table 14: Number of High School CTE Course Enrollments by Career Cluster and CTE Status

Career Cluster	CTE Elective <i>n</i>	Coherent Sequence <i>n</i>	Total CTE Enrollment <i>n</i>	Enrollment by Cluster (%)
Agriculture, Food, and Natural Resources	307	366	673	1.3
Architecture and Construction	471	859	1,330	2.6
Arts, A/V Technology, and Communications	1,945	2,790	4,735	9.1
Business, Management, and Administration	3530	4,796	8,326	16.0
Career Development	90	1,003	1,093	2.1
Education and Training	249	401	650	1.3
Finance	2,160	2,955	5,115	9.9
Government and Administration	11	685	696	1.3
Health Science	1,839	2,885	4,724	9.1
Hospitality and Tourism	990	1,478	2,468	4.8
Human Services	1,423	1,646	3,069	5.9
Information Technology	2,731	3,852	6,583	12.7
Law, Public Safety, Corrections, and Security	922	1,740	2,662	5.1
Manufacturing	108	201	309	0.6
Marketing	2,219	1,691	3,910	7.5
STEM	2,196	2,149	4,345	8.4
Transportation, Distribution, and Logistics	460	765	1,225	2.4
Total	21,651	30,262	51,913	100.1

Source: District CTE status file dated January 24, 2019. District secondary course file dated August 14, 2019.

Note: A/V = Audio/Video. CTE = Career and technical education. TEA = Texas Education Agency. STEM = Science, Technology, Engineering, and Mathematics. Percentages may not add up to 100 due to rounding.

Key Outcomes from the CTE Program, 2018-19

A total of 4,980 Dallas ISD students (including 2,917 CTE coherent sequence students, 58.6%) participated in 10,475 CTE dual credit courses during the 2018-19 school year. Eighty-eight percent (88.3%) of CTE dual credit courses were completed. Overall, 3,529 Dallas ISD students took 5,038 industry-based certifications exams in 2018-19, earning 4,652 certifications (92.3 percent pass rate). Certifications identified by TEA for the A to F accountability system accounted for 4.6 percent ($n = 214$) of

the total certifications earned. Certifications identified in the Perkins Effectiveness Report (PER) accounted for 34.9 percent ($n = 1,622$) of the total certifications earned (Table 15).

Table 15: Industry-Based Certifications Earned and Passing Rates by CTE Status: 2018-19

Campus	A - F		PER		All Certifications	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
CTE Coherent	202	89.8	1,010	82.9	3,545	92.0
CTE Elective	11	91.7	397	85.0	781	91.3
Non-CTE	1	100.0	215	98.2	326	98.8
All Students	214	89.9	1,622	85.1	4,652	92.3

Source: Certification data provided by CTE Department dated July 23, 2019. District Public Education Information Management System (PEIMS) demographic data file dated October 26, 2018.

Note: *n* = Number of certifications that were earned. CTE = Career and technical education. A-F = Certifications identified by the TEA for the A to F accountability system. PER = Certifications identified as employable in the Perkins Effectiveness Report. Certifications could be categorized into both A-F and PER. Percentages may not add up to 100 due to rounding.

The 2018 average of all Dallas ISD Performance-Based Monitoring Analysis System (PBMAS) CTE performance level indicators was 0.7 indicating that no interventions were required in 2018-19 (stage one out of four). The average of all performance level indicators on the 2018 PBMAS State Report was also 0.7. Dallas ISD received performance levels of three on the CTE Special Education *STAAR EOC* Passing Rate performance indicators in 2016, 2017, and 2018. While passing rates have increased on every CTE special education *STAAR EOC* exam over the past three years, the performances of special education CTE students were significantly lower than other CTE students. Additional information on CCMR indicators can be found in the discussion on pages 37-40 of this report.

The At-a-Glance of the 2018-19 CTE evaluation report can be found in Appendix B. An electronic version of this At-a-Glance as well as the full 2018-19 report can be found at www.dallasisd.org/Page/888.

College Access Program

CAP Program Context and Description, 2018-19

Overview and Budget

CAP was created in 2010 by Dallas ISD to increase student college applications, scholarship applications, participation and performance on college entrance exams, and parental involvement in the college admissions and financial aid process. The program is managed by a college access coordinator within the Dallas ISD Postsecondary Partnerships and Programs department¹⁰. The three CAP vendors selected for the 2018-19 school year were Academic Success Program (ASP), Education is Freedom (EIF), and Southern Methodist University (SMU). The program served students in high schools receiving Title I funds. In 2018-19, the program was supported by \$2,325,000 of Title I funds and served 14,428 students at 36 high school campuses. Guidelines associated with Title I funding required that CAP vendors supplement counselor job responsibilities to assist in reaching program goals. CAP vendors were not to

¹⁰ Due to a delay in the hiring process of the CAP coordinator, program responsibilities were handled by other staff from the Postsecondary Partnership and Programs department until December 3, 2019.

supplant, or replace, the work responsibilities of the counselors. Campus leadership selected a CAP vendor, and the vendor assigned a CAP advisor to the campus to provide supplemental assistance to students and parents. This assistance included:

- Using SchoolLinks (an online college and career readiness tool)
- Completing college applications
- Completing financial aid applications
- Registering and preparing for *SAT*, *ACT*, and *Texas State Initiative Assessment (TSIA)* tests
- Completing college and scholarship application essays
- Attending college fairs

CAP advisors also collaborated with campus counseling staff and other CAP staff members to provide support to students. These efforts included 1) assisting counselors with organizing and providing test preparation sessions and college fairs, 2) meeting regularly with counselors, 3) attending Counseling Services department meetings, and 4) attending College and Career Readiness meetings. CAP vendors worked with counselors to provide college access services to students and their parents, including parent workshops, student classroom guidance sessions, and individual student assistance.

CAP Goals

Because CAP was designed to be a collaborative effort between CAP vendors and campus counseling staff, both CAP vendors and counseling staff were responsible for meeting outcome targets. Dallas ISD counselors and CAP vendor staff members worked toward attaining several measurable outcomes during the 2018-19 school year, including:

- 95 percent of seniors utilizing career and college exploration tools including SchoolLinks
- 50 percent of seniors attending at least one college fair
- 95 percent of seniors completing at least one college application
- 70 percent of seniors completing at least one financial aid application
- 95 percent of seniors registering for and taking the *SAT*, *ACT*, and/or *TSIA*
- 50 percent of students in grades 10 and 11 attending either *SAT* or *ACT* preparation sessions, or linking their College Board and Khan Academy accounts, an online learning resource, to access official *SAT* practice and sample tests
- 50 percent of seniors opting to participate in the Summer Melt texting program.

These program goals were aligned with goals set by the Counseling Services department. ASP began working on their campuses between August 20 and September 12, 2018. EIF began working on their campuses on August 20, 2018, and SMU began work on August 15, 2018. Table 17 displays the list of campuses served by each CAP vendor during the 2018-19 school year.

Student Participation and Demographics

During the 2018-19 school year, 14,428 students at 36 high school campuses were served by a CAP vendor. The majority of students were Hispanic (71%) followed by African American (23%). Fifty-three

percent of students were female, 78 percent were economically disadvantaged, and 50 percent were classified as at risk (Table 16).

Table 16: 2018-19 CAP Student Demographics (N=14,428)

Level	Enrolled	
	<i>n</i>	%
Grade		
Grade 9	712	5
Grade 10	2,234	16
Grade 11	3,706	26
Grade 12	7,776	54
Gender		
Female	7,646	53
Male	6,782	47
Race / Ethnicity		
Asian	234	2
African American	3,329	23
Hispanic	10,244	71
White	484	3
Other	137	1
Economically Disadvantaged Status		
Yes	11,252	78
No	3,176	22
At Risk Status		
Yes	7,198	50
No	7,230	50

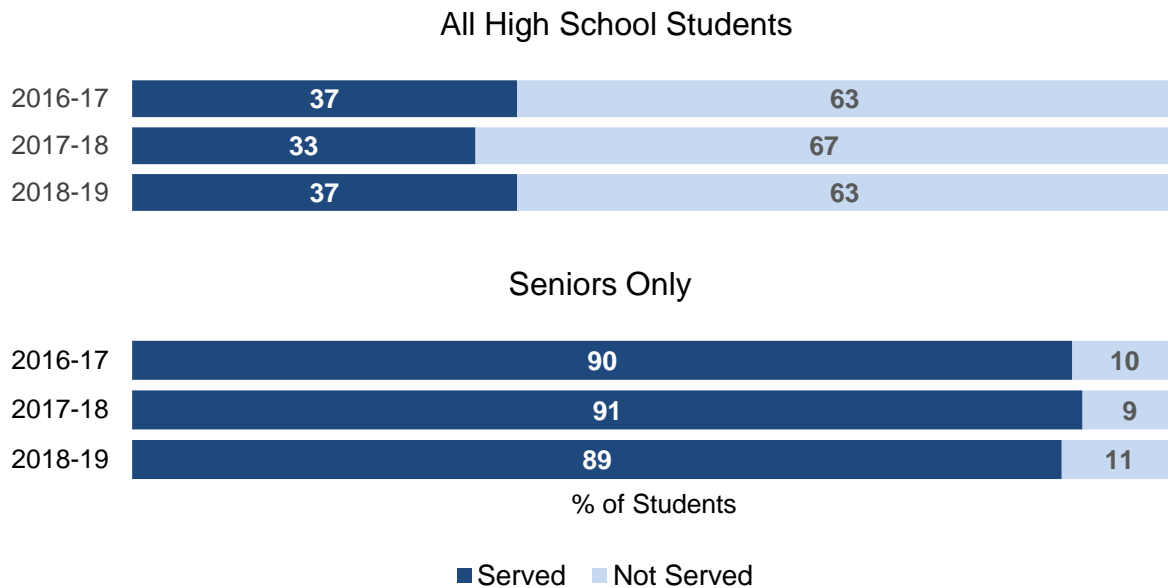
Source: District demographic data file dated May 28, 2019. College Access Program (CAP) participation data downloaded July 15, 2019. Includes students who withdrew. Column percentages may not sum to 100 due to rounding.

On average, students were served 4.7 times by CAP vendors over the course of the 2018-19 school year. While the percentage of students served increased from 33 percent in 2017-18 to 37 percent in 2018-19, the average number of visits with a CAP vendor decreased from 5.5 to 4.7 times. CAP vendors continued to focus on providing services related to college applications and financial aid.

Key Outcomes from the CAP, 2018-19

Overall, the 2018-19 CAP vendors served 37 percent of Dallas ISD high school students (grades 9-12) and 89 percent of seniors (Figure 2).

Figure 2: Percentages of All High School Students and Seniors Served by CAP Vendors



Source: 2016-17 and 2017-18 CAP information taken from Lorenz (2018). 2018-19 CAP participation data from July 15, 2019. District Public Education Information Management System (PEIMS) demographic data dated May 28, 2019.
Note: CAP = College Access Program. *N* (all high school grades) = 36,900 students in 2016-17. *N* = 37,393 students in 2017-18. *N* = 38,089 students in 2018-19. *N* = 7,796 district seniors in 2016-17. *N* = 8,243 district seniors in 2017-18. *N* = 8,609 district seniors in 2018-19.

College Applications

Overall, 95 percent of 2018-19 seniors completed at least one college application (Table 17). Seniors' self-reported data indicated 32,839 college applications were submitted during the 2018-19 school year. Of those, 6,129 applications were accepted by colleges or universities.

Table 17: 2018-19 Number and Percentage of College Applications by CAP Vendor and Campus

Campus	N of Seniors	n of Students with Apply Texas App	% of Students with Apply Texas App
Academic Success Program			
Adams	413	383	98
Hillcrest	245	213	101 ^b
Jefferson	289	266	86
Molina	481	457	95
Obama	42	42	98
Rangel	56	56	92
Seagoville	286	261	90
Townview: Bus	114	109	98
Townview: Ed & Soc	82	82	100 ^a
Townview: Hlth	142	141	101 ^b
Townview: SEM	112	112	100 ^a
White	453	430	86
Wilson	396	396	90 ^a
Total	3,111	2,948	95
Education is Freedom			
Adamson	357	348	97
Carter	249	245	98
Conrad	241	229	95
Garza	107	114	107 ^b
Gilliam	79	80	101 ^b
Kimball	310	312	101 ^b
Lassiter	51	51	100
Lincoln	128	135	105 ^b
Madison	73	73	100
New Tech	81	82	101 ^b
North Dallas	231	242	105 ^b
Patton	70	74	106 ^b
Pinkston	162	172	106 ^b
Roosevelt	131	131	100
Samuell	449	393	88
Skyline	1,007	972	97
South Oak Cliff	234	241	103 ^b
Sunset	467	440	94
Townview: Pub Svc	82	83	101 ^b
Townview: TAG	67	58	87
Wilmer-Hutchins	206	192	93
Total	4,782	4,667	98
Southern Methodist University			
IDEA	83	85	102 ^b
Spruce	402	352	88 ^a
Total	485	437	90
Across All CAP Vendors			
Overall	8,609	8,215	95

Source: District Public Education Information Management System (PEIMS) demographic file dated May 28, 2019. CAP vendor provided college application data were retrieved on July 15, 2019. Apply Texas college applications files were retrieved on July 22, 2019.

Note: CAP = College Access Program. App = Application. Bus = business. Ed & Soc = education and social services. Hlth = health. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = science and engineering. Pub Svc = public service. TAG = talented and gifted.

^a Vendor reported data includes out-of-state applications. ^b Percentages might include seniors who were no longer enrolled when demographic file was retrieved, or seniors may have provided the wrong high school code during their Apply Texas application. CAP Goal = 95 percent. Blue indicates that the campus met the CAP goal.

Financial Aid

Districtwide FAFSA and TAFSA completion rates can be found on page 33.

The At-a-Glance of the 2018-19 CAP evaluation report can be found in Appendix C. An electronic version of this At-a-Glance as well as the full 2018-19 report can be found at www.dallasisd.org/Page/888.

ADDITIONAL COLLEGE, CAREER, AND MILITARY READINESS INDICATORS

This section provides statistics on districtwide dual credit, advanced academics (AP and IB), *ACT* and *SAT* testing, FAFSA and TAFSA applications, college enrollment, and college, career, and military readiness-relevant data from the Texas Academic Performance Report (TAPR).

Dual Credit (Districtwide): Enrollment and Completion Rates

While some data on dual credit efforts specific to various secondary-level programs were reported previously in this report, those numbers do not necessarily represent districtwide activity. Districtwide, a total of 25,104 dual credit courses were taken by Dallas ISD students in 2018-19. Of these, 90.8 percent of courses taken resulted in the earning of local course credit. Findings from analysis of 2018-19 districtwide dual credit enrollment and completion rates, by campus, are shown in Table 18. The enrollment numbers indicate the number of dual credit courses taken, by campus, while the completion rate indicates the percentage of those courses that resulted in the earning of local credit.

Table 18: Dallas ISD Dual Credit Enrollment and Completion Rates by Campus, 2018-19

Campus	N	%
Adams	900	91.6
Adamson	538	86.6
Carter	965	81.2
Conrad	1,490	96.7
Garza	2,160	94.9
Gilliam	1,308	93.9
Hillcrest	694	86.0
Hospital Sec	*	*
IDEA	166	92.8
Jefferson	1,104	91.8
JJAEP	*	*
Kimball	714	81.9
Lassiter	1,355	95.7
Lincoln	295	92.5
Madison	606	83.2
Manns	7	85.7
Molina	845	96.9
New Tech	93	90.3
North Dallas	458	83.2
Obama	23	95.7
Pinkston	1,218	95.8
Rangel	170	100.0
Roosevelt	866	84.5
Samuell	1,433	96.3
Seagoville	1,241	86.6
Skyline	802	87.7
South Oak Cliff	819	73.0
Spruce	1,116	83.6
Sunset	923	91.9
Townview Business	724	91.9
Townview Education	9	100.0
Townview Health	454	95.6
Townview Law	73	87.7
Townview Science & Engineering	84	100.0
Townview Talented and Gifted	74	100.0
Washington	520	96.5
White	378	95.2
Wilmer-Hutchins	415	98.8
Wilson	60	88.3
Total	25,104	90.8

Source: District Public Education Information Management System (PEIMS) demographic data file dated October 26, 2018. District CTE status file dated January 24, 2019. District secondary course file dated August 14, 2019.

Note: CTE = Career and technical education. JJAEP = Juvenile Justice Alternative Education Program. “-” indicates that no students were enrolled in a dual credit course. “**” completion rates were masked because five or fewer students were enrolled.

Advanced Academics: Advanced Placement (AP) and International Baccalaureate (IB)

Advanced Placement

A total of 21,253 AP College Board course tests were taken by Dallas ISD students in 2018-19. Of these, districtwide, 29 percent of tests were passed. Table 19 shows the total number of AP College Board tests taken and percentage passed by campus across the past three years.

Table 19: Number of Advanced Placement Tests Taken and Percentage Passed, 2016-17 to 2018-19

Campus	2016-17		2017-18		2018-19	
	N Tests Taken	% Passed	N Tests Taken	% Passed	N Tests Taken	% Passed
Adams, B	1,124	13	974	17	972	18
Adamson	374	12	363	26	553	15
Carter	239	3	145	3	181	1
City Lab	NA	NA	64	16	101	7
Conrad	381	10	288	11	318	6
Garza	280	35	554	32	512	47
Gilliam	235	15	158	27	149	33
Hillcrest	663	25	705	21	651	23
IDEA	NA	NA	NA	NA	33	30
Jefferson	461	13	560	12	495	17
Kimball	315	9	395	6	332	11
Lassiter	24	88	63	46	81	47
Lincoln	197	1	345	0	300	0
Madison	97	0	215	0	322	0
Molina	684	20	698	18	798	4
New Tech	477	7	180	15	125	2
North Dallas	251	14	367	11	256	11
Obama HS	311	18	319	18	276	24
Patton	6	0	1	0	1	0
Pinkston	238	3	304	4	399	6
Rangel HS	526	41	524	45	510	42
Roosevelt	135	8	187	4	197	1
Samuell	432	8	438	5	426	6
Seagoville HS	533	19	581	18	569	20
Skyline	1,952	11	1,750	18	1,373	13
South Oak Cliff	248	0	192	0	228	0
Spruce	413	7	575	3	579	7
Sunset	905	17	1,099	13	937	16
Townview Business	797	21	718	24	777	20
Townview Education	531	17	549	15	529	14
Townview Health	880	21	782	25	905	25
Townview Public Svc	938	21	976	31	800	42
Townview Sci & Eng	1,881	69	1,818	66	1,871	71
Townview TAG	1,144	85	1,211	85	1,178	86
Washington	1,550	43	1,199	43	1,166	47
White	1,054	26	957	27	1,174	21
Wilmer-Hutchins HS	270	1	238	2	123	2
Wilson	1,089	35	1,082	43	1,056	48
Dallas ISD	21,635	27	21,574	28	21,253	29

Source: AP files provided by Office of Institutional Research, August 30, 2019 through September 5, 2019.

Note: AP=Advanced Placement, N=number. A passing score on an AP exam is a 3 or higher.

International Baccalaureate (IB)

In 2018-19, 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 482 IB tests were taken by Dallas ISD students in 2018-19. Of these, 68 percent showed a passing score (Table 20).

Table 20: Number of International Baccalaureate Tests Taken and Percentage Passed, 2016-17 to 2018-19

Campus	2016-17		2017-18		2018-19	
	Tests Taken	% Passed	Tests Taken	% Passed	Tests Taken	% Passed
Wilson	407	54	333	69	482	68

Source: International Baccalaureate Program Coordinator, Wilson High School, August 2019.

Note: A passing score on an International Baccalaureate test is between 4 and 7.

ACT and SAT: Districtwide Outcomes

Beginning in 2014, the SAT (11th grade), and ACT (12th grade) were administered during the school-day free of charge to Dallas ISD students to increase the proportion of students completing these tests. In 2018-19, participation in school-day testing by targeted grade level was 78 percent for SAT and 85 percent for ACT. In addition, SAT and ACT tests could be taken outside of the district's school-day administration. Therefore, the districtwide outcomes for SAT and ACT include all test takers (i.e. all grades) and test administrations for the specified school year. If a student took a test more than once, the test with the higher composite score was utilized in the analyses; if the composite scores were equal, the latest test administration was utilized.

ACT Outcomes

A total of 7,898 students took the ACT test during the 2018-19 school year (Table 21). About eight percent of test takers took the ACT outside of the targeted grade level (grade 12).

Table 21: Number of ACT Tests Taken by Grade, 2016-17 to 2018-19

Grade	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
9	10	0	1	0	3	0
10	45	1	20	0	21	0
11	691	9	623	8	596	8
12	6,809	90	7,139	92	7,278	92
Total	7,555	100	7,783	100	7,898	100

Source: District ACT data files dated September 20, 2017, October 26, 2018, and October 3, 2019. Public Education Information Management System (PEIMS) data file dated October 31, 2016, October 30, 2017, and October 26, 2018.

In 2018-19, 26 percent of students met the Texas Success Initiative (TSI) benchmark for English and 32 percent of students met the TSI benchmark for mathematics. Overall, the number of students taking and meeting the TSI benchmarks on the ACT have slightly increased since 2016-17 (Tables 22 and 23).

Table 22: ACT (Subject: English) – Number of Students Tested and Percentage that Met Texas Success Initiative (TSI) Benchmark (19), 2016-17 to 2018-19

Campus	2016-17		2017-18		2018-19	
	N Tested	% Met Benchmark	N Tested	% Met Benchmark	N Tested	% Met Benchmark
Adams, B	392	16	335	16	378	20
Adamson	261	13	252	8	237	12
Carter	176	8	203	7	207	10
Conrad	203	7	188	7	169	11
Garza	100	44	100	47	108	64
Gilliam	103	32	84	20	74	49
Hillcrest	219	29	209	27	242	21
IDEA*	*	*	*	*	100	17
Jefferson	286	13	383	9	324	9
Kimball	267	10	269	9	281	10
Lassiter	90	60	91	77	53	79
Lincoln	82	5	105	7	105	9
Madison	83	8	75	4	67	12
Molina	415	9	471	8	468	10
New Tech	112	14	98	28	80	19
North Dallas	181	6	201	9	221	9
Obama HS	33	55	50	66	67	73
Patton	108	1	44	0	0	0
Pinkston	160	5	139	9	138	11
Rangel HS	127	87	125	94	110	98
Roosevelt	59	12	85	6	102	10
Samuell	258	5	328	10	354	9
Seagoville HS	258	11	229	12	229	7
Skyline	943	16	885	18	894	19
South Oak Cliff	192	4	203	4	179	9
Spruce	215	5	275	6	303	8
Sunset	387	15	442	9	391	13
Townview Business	132	54	139	51	120	62
Townview Education	75	45	86	50	82	62
Townview Health	143	61	133	62	144	64
Townview Public Svc	95	58	106	61	98	71
Townview Sci & Eng	125	100	117	98	118	97
Townview TAG	76	99	83	100	88	99
Washington	258	88	281	83	282	74
White	410	28	371	24	431	22
Wilmer-Hutchins HS	143	4	165	5	168	8
Wilson	388	46	431	45	486	55
Dallas ISD	7,555	24	7,783	24	7,898	26

Source: District ACT data files dated September 20, 2017, October 26, 2018, and October 3, 2019.
 Note: N = number. * IDEA campus opened in 2017; therefore, no data were available for 2016-17. IDEA numbers for 2017-18 were masked because less than five students were tested. IDEA = Innovation, Design and Entrepreneurship Academy. Sci & Eng = science and engineering. Pub Svc = public service. TAG = talented and gifted.

Table 23: ACT (Subject: Mathematics) – Number of Students Tested and Percentage that Met Texas Success Initiative (TSI) Benchmark (19), 2016-17 to 2018-19

Campus	2016-17		2017-18		2018-19	
	N Tested	% Met Benchmark	N Tested	% Met Benchmark	N Tested	% Met Benchmark
Adams, B	392	23	335	17	378	21
Adamson	261	26	252	17	237	21
Carter	176	8	203	6	207	7
Conrad	203	14	188	14	169	15
Garza	100	64	100	64	108	72
Gilliam	103	45	84	27	74	43
Hillcrest	219	34	209	19	242	31
IDEA*	*	*	*	*	100	22
Jefferson	286	25	383	17	324	16
Kimball	267	11	269	10	281	13
Lassiter	90	73	91	89	53	85
Lincoln	82	9	105	10	105	16
Madison	83	14	75	5	67	6
Molina	415	18	471	17	468	20
New Tech	112	20	98	26	80	19
North Dallas	181	13	201	13	221	16
Obama HS	33	64	50	66	67	78
Patton	108	1	44	2	0	0
Pinkston	160	13	139	17	138	19
Rangel HS	127	94	125	91	110	97
Roosevelt	59	27	85	13	102	12
Samuell	258	12	328	15	354	16
Seagoville HS	258	19	229	11	229	15
Skyline	943	25	885	24	894	26
South Oak Cliff	192	4	203	9	179	13
Spruce	215	11	275	11	303	18
Sunset	387	20	442	15	391	24
Townview Business	132	64	139	65	120	80
Townview Education	75	51	86	47	82	68
Townview Health	143	71	133	62	144	79
Townview Public Svc	95	63	106	54	98	69
Townview Sci & Eng	125	100	117	100	118	100
Townview TAG	76	100	83	100	88	100
Washington	258	79	281	72	282	71
White	410	37	371	30	431	31
Wilmer-Hutchins HS	143	15	165	11	168	8
Wilson	388	53	431	41	486	59
Dallas ISD	7,555	31	7,783	28	7,898	32

Source: District ACT data files dated September 20, 2017, October 26, 2018, and October 3, 2019.
 Note: N = number. * IDEA campus opened in 2017; therefore, no data were available for 2016-17. IDEA numbers for 2017-18 were masked because less than five students were tested. IDEA = Innovation, Design and Entrepreneurship Academy. Sci & Eng = science and engineering. Pub Svc = public service. TAG = talented and gifted.

Meeting TSI ACT benchmark on English or mathematics is only one part of a two-part equation used by the Texas Education Agency (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 15 percent (Table 24).

Table 24: 2018-19 ACT Results for Dallas ISD Students by Texas Success Initiative (TSI) Criteria

Campus	N Tested	% Met Benchmark (19)		% Met Benchmark (19) and Composite Score (23)	
		English	Mathematics	English	Mathematics
Adams, B	378	20	21	7	6
Adamson	237	12	21	2	2
Carter	207	10	7	1	1
Conrad	169	11	15	2	2
Garza	108	64	72	34	33
Gilliam	74	49	43	12	12
Hillcrest	242	21	31	11	11
IDEA	100	17	22	4	5
Jefferson	324	9	16	2	2
Kimball	281	10	13	3	3
Lassiter	53	79	85	34	34
Lincoln	105	9	16	1	1
Madison	67	12	6	1	0
Molina	468	10	20	2	3
New Tech	80	19	19	6	6
North Dallas	221	9	16	4	4
Obama HS	67	73	78	55	52
Patton	0	0	0	0	0
Pinkston	138	11	19	2	2
Rangel HS	110	98	97	79	78
Roosevelt	102	10	12	3	1
Samuell	354	9	16	3	2
Seagoville HS	229	7	15	1	1
Skyline	894	19	26	7	7
South Oak Cliff	179	9	13	3	3
Spruce	303	8	18	1	2
Sunset	391	13	24	4	4
Townview Business	120	62	80	39	40
Townview Education	82	62	68	35	34
Townview Health	144	64	79	40	41
Townview Public Svc	98	71	69	44	43
Townview Sci & Eng	118	97	100	94	97
Townview TAG	88	99	100	97	97
Washington	282	74	71	53	51
White	431	22	31	11	11
Wilmer-Hutchins HS	168	8	8	1	1
Wilson	486	55	59	40	39
Dallas ISD	7,898	26	32	15	15

Source: District ACT data file dated October 3, 2019.

Note: N = number. IDEA = Innovation, Design and Entrepreneurship Academy. Sci & Eng = science and engineering. Pub Svc = public service. TAG = talented and gifted.

Seven thousand forty-seven (7,047) seniors graduated between May and August 2019 and took the ACT during the 2018-19 school year. Twenty-four percent met the TSI benchmark for English and 30 percent met the benchmark for mathematics. Using the combined criteria lowered the percentage of graduates who were considered college-ready to 13 percent in English and to 12 percent in mathematics (Table 25).

Table 25: 2018-19 ACT Results for Dallas ISD Graduates by Texas Success Initiative (TSI) Criteria

Campus	N Tested	% Met Benchmark (19)		% Met Benchmark (19) and Composite Score (23)	
		English	Mathematics	English	Mathematics
Adams, B	347	20	20	6	5
Adamson	235	12	22	2	2
Carter	189	11	7	2	1
Conrad	165	11	15	2	2
Garza	106	64	74	35	34
Gilliam	73	49	44	12	12
Hillcrest	203	18	29	9	9
IDEA	77	16	21	3	4
Jefferson	243	8	16	2	2
Kimball	266	11	14	3	3
Lassiter	49	78	84	31	31
Lincoln	100	9	17	1	1
Madison	66	12	6	2	0
Molina	435	11	20	2	3
New Tech	77	19	19	6	6
North Dallas	193	9	18	4	4
Obama HS	43	70	79	51	49
Patton	0	0	0	0	0
Pinkston	131	11	18	2	2
Rangel HS	59	97	95	80	78
Roosevelt	91	8	12	2	0
Samuell	331	10	18	3	2
Seagoville HS	223	5	15	1	1
Skyline	837	19	26	7	7
South Oak Cliff	171	10	13	2	2
Spruce	287	8	18	1	2
Sunset	370	13	24	4	4
Townview Business	111	61	82	39	40
Townview Education	80	63	69	36	35
Townview Health	141	63	79	40	40
Townview Public Svc	80	70	70	44	43
Townview Sci & Eng	105	96	100	93	96
Townview TAG	55	100	100	100	100
Washington	210	69	70	47	46
White	382	23	31	11	11
Wilmer-Hutchins HS	155	8	8	1	1
Wilson	361	45	50	29	28
Dallas ISD	7,047	24	30	13	12

Source: District ACT data file dated October 3, 2019.

Note: N = number. IDEA = Innovation, Design and Entrepreneurship Academy. Sci & Eng = science and engineering. Pub Svc = public service. TAG = talented and gifted.

SAT Outcomes

A total of 9,656 students took the SAT test during the 2018-19 school year (Table 26). About 21 percent of test takers took the SAT outside of the targeted grade level (grade 11).

Table 26: Number of SAT Tests Taken by Grade, 2016-17 to 2018-19

Grade	2016-17		2017-18		2018-19	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
9	26	0	6	0	18	0
10	197	2	115	1	137	1
11	7,578	77	7,883	80	7,587	79
12	1,998	20	1,809	18	1,914	20
Total	9,799	100	9,813	100	9,656	100

Source: District SAT data files dated September 20, 2017, August 8, 2018, and October 3, 2019. Public Education Information Management System (PEIMS) data file dated October 31, 2016, October 30, 2017, and October 26, 2018.

The College Board redesigned the SAT test in 2016. The new test includes sections for Evidence-Based Reading and Writing (ERW) and mathematics. Scale scores in each section range from 200 to 800, and composite scores range from 400 to 1600. In 2018-19, 42 percent of students who took the SAT met the TSI benchmark for ERW (Table 27), while 23 percent met the TSI benchmark for mathematics (Table 28). Of the 1,975 2019 graduates, 57 percent met the benchmark for ERW and 33 percent met the benchmark for mathematics (Table 29).

Table 27: SAT Evidence-Based Reading and Writing (ERW) – Number of Students Tested and Percentage that Met Benchmark (480), 2016-17 to 2018-19

Campus	2016-17		2017-18		2018-19	
	N Tested	% Met Benchmark	N Tested	% Met Benchmark	N Tested	% Met Benchmark
Adams, B	531	40	482	35	532	38
Adamson	350	31	334	31	293	34
Carter	266	19	287	26	263	21
City Lab*	+	+	+	+	+	+
Conrad	285	22	238	28	331	29
Garza	167	79	151	88	153	89
Gilliam	117	56	111	68	108	60
Hillcrest	286	48	261	49	316	36
IDEA*	*	*	85	38	88	44
Jefferson	311	23	381	27	337	26
Kimball	352	29	306	31	332	29
Lassiter	93	84	80	90	68	94
Lincoln	124	22	140	22	120	23
Madison	98	15	78	9	108	15
Molina	558	30	543	31	560	25
New Tech	127	42	132	46	82	37
North Dallas	195	25	244	26	215	23
Obama HS	75	91	71	90	64	91
Patton	72	3	18	11	40	3
Pinkston	188	18	172	24	219	36
Rangel HS	111	99	97	99	98	99
Roosevelt	117	23	130	22	123	28
Samuell	395	25	448	25	362	20
Seagoville HS	311	27	294	27	373	27
Skyline	1,249	42	1,197	41	988	37
South Oak Cliff	288	16	207	23	240	18
Spruce	345	17	386	23	356	22
Sunset	487	31	499	34	440	31
Townview Business	187	82	181	87	173	92
Townview Education	132	83	122	86	132	89
Townview Health	187	86	218	92	227	92
Townview Public Svc	134	85	135	93	155	90
Townview Sci & Eng	132	99	124	100	127	100
Townview TAG	82	100	95	99	88	100
Washington	289	90	331	91	315	92
White	529	48	551	45	546	46
Wilmer-Hutchins HS	175	15	196	17	171	16
Wilson	454	55	488	61	512	61
Dallas ISD	9,799	42	9,813	44	9,656	42

Source: District SAT data files dated September 20, 2017, August 8, 2018, and October 3, 2019.
 Note: N = number. * City Lab campus opened in 2017 with restricted grade levels; therefore, no data were available for 2016-17 and 2017-18; 2018-19 data were masked as less than five students were tested. * IDEA campus opened in 2017; therefore, no data were available for 2016-17. IDEA = Innovation, Design and Entrepreneurship Academy. Sci & Eng = science and engineering. Pub Svc = public service. TAG = talented and gifted.

Table 28: SAT Mathematics - Number of Students Tested and Percentage that Met Benchmark (530), 2016-17 to 2018-19

Campus	2016-17		2017-18		2018-19	
	N Tested	% Met Benchmark	N Tested	% Met Benchmark	N Tested	% Met Benchmark
Adams, B	531	17	482	14	532	14
Adamson	350	9	334	8	293	14
Carter	266	7	287	3	263	4
City Lab*	+	+	+	+	+	+
Conrad	285	10	238	12	331	16
Garza	167	60	151	53	153	59
Gilliam	117	30	111	27	108	34
Hillcrest	286	24	261	17	316	14
IDEA*	*	*	85	12	88	11
Jefferson	311	7	381	8	337	11
Kimball	352	8	306	6	332	6
Lassiter	93	60	80	60	68	81
Lincoln	124	5	140	9	120	4
Madison	98	2	78	0	108	5
Molina	558	13	543	11	560	10
New Tech	127	13	132	12	82	9
North Dallas	195	14	244	8	215	9
Obama HS	75	53	71	58	64	72
Patton	72	0	18	0	40	0
Pinkston	188	7	172	6	219	17
Rangel HS	111	77	97	85	98	86
Roosevelt	117	9	130	6	123	7
Samuell	395	11	448	11	362	15
Seagoville HS	311	7	294	5	373	7
Skyline	1,249	17	1,197	19	988	17
South Oak Cliff	288	7	207	6	240	8
Spruce	345	5	386	9	356	11
Sunset	487	11	499	12	440	10
Townview Business	187	51	181	60	173	68
Townview Education	132	45	122	43	132	41
Townview Health	187	56	218	57	227	61
Townview Public Svc	134	49	135	56	155	62
Townview Sci & Eng	132	100	124	100	127	100
Townview TAG	82	100	95	100	88	99
Washington	289	59	331	56	315	60
White	529	24	551	18	546	19
Wilmer-Hutchins HS	175	7	196	4	171	4
Wilson	454	34	488	40	512	43
Dallas ISD	9,799	22	9,813	22	9,656	23

Source: District SAT data files dated September 20, 2017, August 8, 2018, and October 3, 2019.
 Note: N = number. * City Lab campus opened in 2017 with restricted grade levels; therefore, no data were available for 2016-17 and 2017-18; 2018-19 data were masked as less than five students were tested. * IDEA campus opened in 2017; therefore, no data were available for 2016-17. IDEA = Innovation, Design and Entrepreneurship Academy. Sci & Eng = science and engineering. Pub Svc = public service. TAG = talented and gifted.

Table 29: 2018-19 SAT Results for All Dallas ISD Students and Graduates

Campus	% Students Met Benchmarks			% Graduates Met Benchmarks		
	N Tested	ERW	Mathematics	N Tested	ERW	Mathematics
Adams, B	532	38	14	116	56	24
Adamson	293	34	14	23	48	17
Carter	263	21	4	29	14	7
City Lab	*	*	*	+	+	+
Conrad	331	29	16	74	24	11
Garza	153	89	59	44	86	66
Gilliam	108	60	34	30	57	50
Hillcrest	316	36	14	105	50	22
IDEA	88	44	11	15	67	27
Jefferson	337	26	11	54	43	22
Kimball	332	29	6	49	33	16
Lassiter	68	94	81	15	87	60
Lincoln	120	23	4	38	42	11
Madison	108	15	5	*	*	*
Molina	560	25	10	100	42	16
New Tech	82	37	9	18	33	6
North Dallas	215	23	9	34	32	21
Obama HS	64	91	72	33	85	73
Patton	40	3	0	6	0	0
Pinkston	219	36	17	24	42	29
Rangel HS	98	99	86	40	98	85
Roosevelt	123	28	7	32	13	0
Samuell	362	20	15	23	43	30
Seagoville HS	373	27	7	78	41	14
Skyline	988	37	17	118	57	29
South Oak Cliff	240	18	8	27	15	4
Spruce	356	22	11	60	38	25
Sunset	440	31	10	85	41	19
Townview Business	173	92	68	57	88	67
Townview Education	132	89	41	55	87	36
Townview Health	227	92	61	100	88	56
Townview Public Svc	155	90	62	50	92	74
Townview Sci & Eng	127	100	100	28	100	100
Townview TAG	88	100	99	19	100	100
Washington	315	92	60	66	92	61
White	546	46	19	163	63	29
Wilmer-Hutchins HS	171	16	4	33	39	6
Wilson	512	61	43	131	63	40
Dallas ISD	9,656	42	23	1,975	57	33

Source: District SAT data file dated October 3, 2019. Dallas ISD Graduation file dated September 19, 2019.

Note: N = number. * data were masked as less than five students were tested. + City Lab only served grades nine through 11 in 2018-19. ERW= Evidence-Based Reading and Writing. ERW benchmark = 480, Mathematics benchmark = 530. IDEA = Innovation, Design and Entrepreneurship Academy. Sci & Eng = science and engineering. Pub Svc = public service. TAG = talented and gifted.

FAFSA and TASFA Application Completions

Table 30 shows, by campus, the percentage of all district seniors who completed a FAFSA¹¹ or TASFA¹² form as of June 2019 (2018-19). The table also shows comparisons to the previous two school years. Sixty-eight percent of 2017-18 and 2018-19 seniors completed a FAFSA or TASFA.

Table 30: Combined FAFSA and TASFA Completions (Percentage of High School Seniors by Campus), 2016-17 to 2018-19

Campus	2016-17 N=7,735* %	2017-18 N=8,466 %	2018-19 N=8,842 %
Adams, B	65	67	70
Adamson	53	79	77
Carter	68	58	53
Conrad	56	76	60
Garza	75	82	82
Gilliam	77	83	84
Hillcrest	51	62	74
IDEA	NA	NA	70
Jefferson	39	60	59
Kimball	76	71	69
Lassiter	64	74	86
Lincoln	82	75	67
Madison	82	96	68
Molina	62	70	72
New Tech	70	69	68
North Dallas	64	75	65
Obama HS	80	76	98
Patton	59	39	29
Pinkston	67	84	90
Rangel HS	77	95	100
Roosevelt	58	80	69
Samuell	42	55	46
Seagoville HS	59	68	60
Skyline	58	55	63
South Oak Cliff	68	65	59
Spruce	53	79	74
Sunset	60	67	57
Townview Business	75	89	84
Townview Education	86	82	89
Townview Health	88	84	94
Townview Public Svc	82	85	87
Townview Sci & Eng	92	93	96
Townview TAG	NA	84	88
Washington	NA	75	77
White	54	66	69
Wilmer-Hutchins HS	86	66	58
Wilson	61	63	73
Dallas ISD	62	68	68

Source: 2018-19 Free Application for Federal Student Aid (FAFSA), Texas Application for State Financial Aid (TASFA) data were retrieved between June 19 and July 18, 2019. 2017-18 data taken from June 2018 College Access Tracker. 2016-17 data taken from 2017 CAP report (Barton, 2017)

Note: N = Number of Seniors. *2016-17 CAP report did not include TASFA data and did not provide information for Washington and Townview TAG. 2018-19 was the first year IDEA had seniors. IDEA = Innovation, Design and Entrepreneurship Academy. Sci & Eng = science and engineering. Pub Svc = public service. TAG = talented and gifted. CAP goal = 70 percent. Blue indicates that the campus met the CAP goal. TASFA and FAFSA data were merged. FAFSA data might include seniors no longer enrolled when the demographic file was retrieved.

¹¹ FAFSA stands for Free Application for Federal Student Aid.

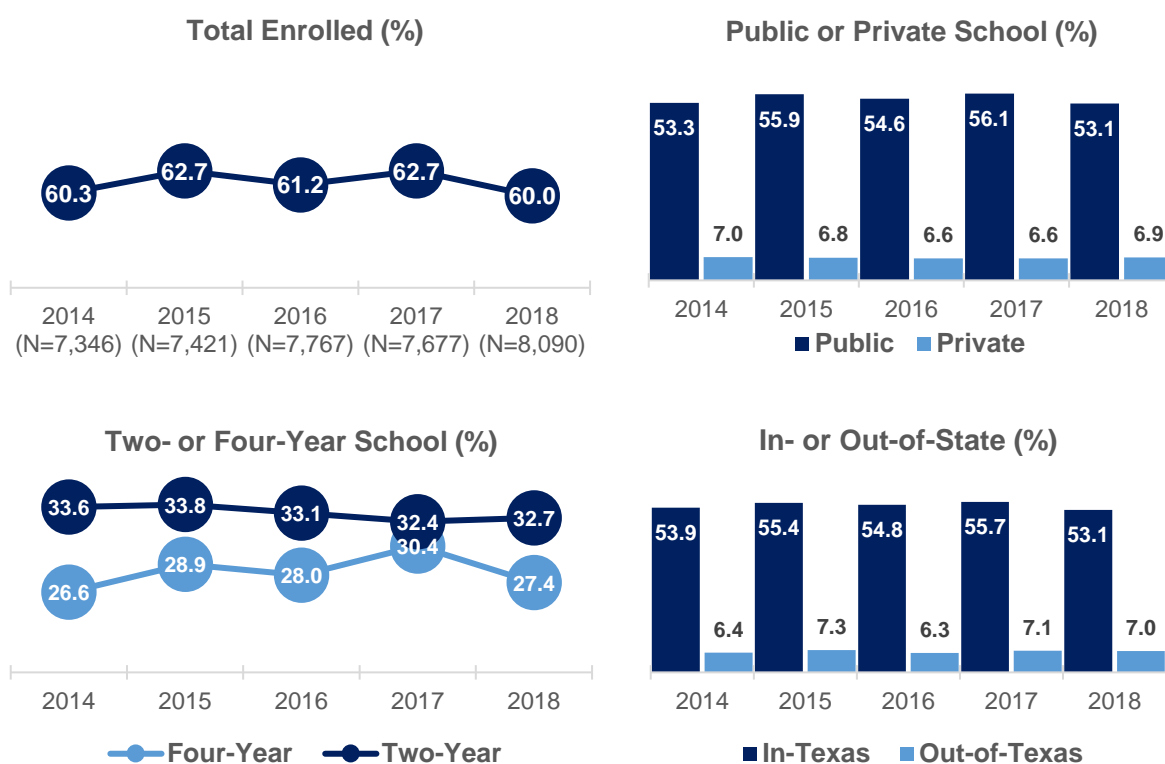
¹² TASFA stands for Texas Application for State Financial Aid.

College Enrollment Trends

College Enrollment by Level, Type, and Location - Longitudinal

Most Dallas ISD graduates who go on to college within two years of high school graduation enroll in in-state universities. Overall, 60.0 percent of Dallas ISD high school graduates from the class of 2018 enrolled in either a two- or four-year college within two years of graduating (62.7% for 2017 class). Figure 3 shows enrollment findings for the district's graduated classes of 2014 through 2018 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: College Enrollment – Longitudinal Statistics



Source: District National Student Clearinghouse data file dated August 15, 2019.

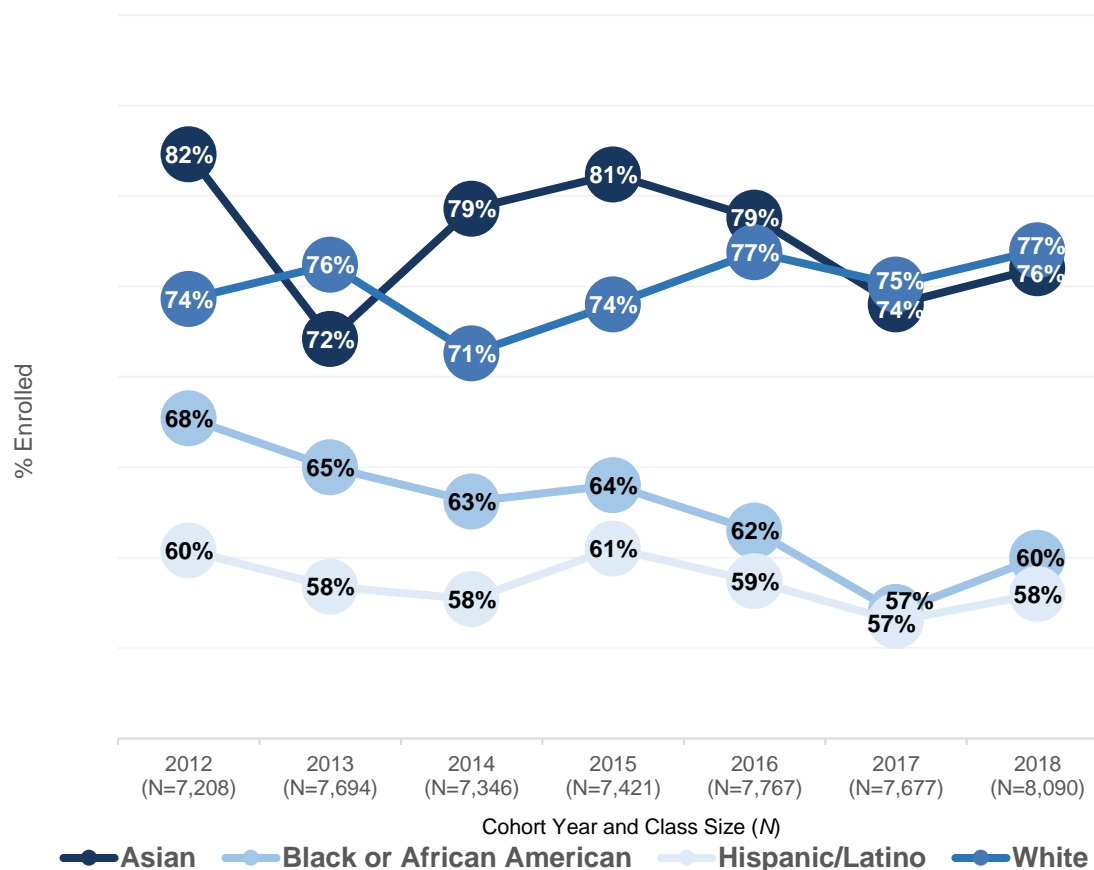
Note: N=number or count. Numbers in figures above represent the percentages students who enrolled any time during the first two years following high school graduation.

College Enrollment by Ethnicity – Longitudinal Overview

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 2012 through 2018. Rates of college enrollment have varied but increased across all four of the largest

racial/ethnic groups for the class of 2018, compared to 2017 (Figure 4). White and Asian students from the class of 2018 had the highest percentage of college enrollment (77% and 76%, respectively).

Figure 4: College Enrollment Within Two Years by Race/Ethnicity, 2012 to 2018



Source: Dallas ISD National Student Clearinghouse data file dated August 2019.

Note: N=number (class size).

Top Colleges for Dallas ISD Graduates

Table 31 shows the top colleges or universities at which Dallas ISD 2018 graduates enrolled. This list combines the top 25 two-year colleges and the top 25 four-year colleges, ordered by number of Dallas ISD graduate enrollees.

Table 31: Top Colleges for Enrollment, Dallas ISD Class of 2018

College	2- or 4-year College	N
Eastfield College - DCCCD	2-year	530
El Centro College - DCCCD	2-year	456
Mountain View College - DCCCD	2-year	417
University of North Texas	4-year	191
Brookhaven College - DCCCD	2-year	183
Richland College - DCCCD	2-year	182
University of North Texas At Dallas	4-year	181
Texas Woman's University	4-year	140
University of Texas Arlington	4-year	134
Cedar Valley College - DCCCD	2-year	120
University of Texas At Dallas	4-year	120
Texas Southern University	4-year	106
University of Texas At Austin	4-year	101
Texas A&M University - Commerce	4-year	100
Texas A&M University	4-year	79
Prairie View Texas A&M University	4-year	66
Other Colleges	2-year	64
Texas College	4-year	36
North Lake College - DCCCD	2-year	35
Paris Junior College	2-year	34
Texas State University - San Marcos	4-year	33
Jarvis Christian College	4-year	31
Southern Methodist University	4-year	29
University of Houston	4-year	25
Navarro College	2-year	21
Midwestern State University	4-year	21
Sam Houston State University	4-year	20
Stephen F. Austin State University	4-year	18
Texas Christian University	4-year	18
University of Arkansas At Fayetteville	4-year	16
University of Texas - San Antonio	4-year	15
Huston-Tillotson University	4-year	14
University of Oklahoma	4-year	14
North Central Texas College	2-year	13
Paul Quinn College	4-year	12
Texas Tech University	4-year	11
Tyler Junior College	2-year	9
Austin Community College	2-year	6
Blinn College	2-year	6
Hill College	2-year	5
Trinity Valley Community College	2-year	5
Blinn College - Bryan Campus	2-year	3
Collin County Community College	2-year	3
Ranger College	2-year	3
Rose State College	2-year	3
Western Texas College	2-year	3
Cisco College	2-year	2
Clarendon College	2-year	2
Mount San Antonio College	2-year	2
Mt. Hood Community College	2-year	2
New Mexico Military Institute	2-year	2
Other Colleges	4-year	627

Source: Graduate data from district data files dated July 9, 2019.

National Student Clearinghouse file dated June 27, 2019.

Note: DCCCD=Dallas County Community College District.

OnRamps Dual-Enrollment Course Completion

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. Of the 2019 Dallas ISD graduates, 140 students enrolled during their senior year in one or two OnRamps courses. Of those, 19 students (14%) earned college credit for one course. Students who earned college credit graduated from three schools: Sunset ($n=11$), Samuel ($n=4$) and Conrad ($n=4$).

Military Enlistment

Dallas ISD internal documents indicated that thirty students who graduated in May 2019 enlisted in the United States Armed Forces.

Texas Academic Performance Report (TAPR) – College, Career, and Military Readiness (CCMR): Comparisons to Region 10 and State

The TAPR pulls together a wide range of information on the performance of students in each school and district in Texas every year. Table 32 shows selected college, career, and military readiness (CCMR) measures from the 2018-19 report to compare Dallas ISD performance with the state and Region 10.

Table 32: 2018-19 TAPR College, Career, and Military (CCMR) Readiness Measures for Dallas ISD

Metric	Year	State of TX (%)	Region 10 (%)	District (%)
Advanced Course/Dual Enrollment Completion				
Any Subject (Grades 9-12)	2017-18	43.4	45.7	45.5
Any Subject (Grades 9-12)	2016-17	37.1	39.4	38.0
Any Subject (Grades 9-12)	2015-16	35.9	38.0	36.2
SAT/ACT Results				
At/Above Criterion*	2017-18	37.9	41.3	18.7
College Readiness				
College, Career, and Military Ready Graduates (CCMR)*	2017-18	65.5	63.6	49.1
	2016-17	54.2	53.7	45.5
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)	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	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: 2018-19 Texas Academic Performance Report (TAPR) accessed November 2019. Prior year data was retrieved from Mejan (2018).

*Note: Due to changes to the evaluation of SAT and ACT results, 2017-18 results are not comparable to prior years and are therefore not shown. Please note that Texas Institution of Higher Education (TX IHE) results for 2015-16 were updated January 2019 and therefore do not match those reported by Mejan (2018).

House Bill 22 – CCMR Indicators

Texas House Bill 22 (HB22) required the TEA to evaluate the academic performance of school districts with an accountability rating of A through F based on three domains: 1) student achievement, 2) school progress, and 3) closing the gaps. CCMR indicators account for 40 percent of the weighted performance of high school campuses, K-12 campuses, and school districts in the student achievement domain¹³. CCMR indicators include dual credit course completion, associate degrees earned, CTE coherent sequence coursework completion, and earned industry based certifications among others. Ratings were released for the first time in August 2018 for the 2017-18 school year. The 2019 CCMR ratings were released in August 2019 reflecting data from the 2018-19 school year.

CCMR Indicators – Findings for the Dallas ISD, 2019

Fifty-seven percent (57%) of 2018 Dallas ISD graduates were college, career, or military ready which was higher than Fort Worth ISD (53%), but lower than Austin ISD (77%), Houston ISD (63%), El Paso ISD (62%), and San Antonio ISD (61%). A lower percentage of Dallas ISD students completed a college-level dual credit course (11%) than El Paso ISD (23%), San Antonio ISD (20%), Austin ISD (17%), Houston ISD (14%), and Fort Worth ISD (12%) students. The percentage of Dallas ISD students who earned an associate degree (2%) was higher than students in Austin ISD (1%) and Fort Worth ISD (0%), but lower than students in San Antonio ISD (5%), El Paso ISD (4%), and Houston ISD (4%).

¹³ The other sixty percent of the student achievement domain is weighted by *State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)* performance (40%) and graduation rates (20%).

Table 33: 2019 Dallas ISD, Houston ISD, Austin ISD, and San Antonio ISD CTE College, Career, and Military Readiness Indicators

Indicator	Dallas ISD		Austin ISD		El Paso ISD		Fort Worth ISD		Houston ISD		San Antonio ISD	
	N	%	N	%	N	%	N	%	N	%	N	%
Graduated College, Career, or Military Ready	8,085	57	4,540	77	4,006	62	4,519	53	11,005	63	2,656	61
Met TSI criteria in both ELA/Reading and Mathematics	2,193	27	2,905	64	1,708	43	1,444	32	4,232	38	829	31
Met TSI criteria in ELA/Reading	3,941	49	3,413	75	2,394	60	2,339	52	6,150	56	1,326	50
Met TSI criteria in Mathematics	2,376	29	3,137	69	1,862	46	1,571	35	4,620	42	950	36
Met criterion score on an AP/IB Exam in any subject	1,762	22	1,528	34	841	21	892	20	2,842	26	343	13
Earned dual credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	893	11	765	17	914	23	556	12	1,588	14	526	20
Earned an industry-based certification from approved list	66	1	126	3	141	4	2	0	338	3	49	2
Earned a level I or level II certificate in any workforce education area	24	0	8	0	0	0	0	0	40	0	46	2
Earned an associate degree while in high school	135	2	53	1	178	4	0	0	416	4	128	5
Graduated with Completed Individual Education Program (IEP) and Workforce Readiness	201	2	72	2	24	1	1	0	175	2	128	5
Identified as receiving special education services and earned an advanced degree plan	170	2	185	4	131	3	115	3	310	3	118	4
Enlisted in the Armed Forces	14	0	81	2	148	4	221	5	550	5	73	3
CTE coherent sequence aligned with an industry-based certification and did not meet any other criteria*	1,144.5	14	118.5	3	120.5	3	264.5	6	666.5	6	279.5	11

Source: 2019 Texas district/school report cards and accountability data available at <https://txschools.gov/>; Retrieved August 27, 2019.

Note: CTE = Career and Technical Education. TSI = Texas Success Initiative. AP = Advanced Placement. IB = International Baccalaureate. ISD = Independent School District. ELA= English Language Arts. * N for this indicator represents number of credit hours. 2019 is the last year for this indicator to be counted towards CCMR.

Dallas ISD had a higher percentage of students who earned an approved industry-based certification (1%) than students in Fort Worth ISD (0%), but a lower percentage than students in El Paso ISD (4%), Houston ISD (3%), Austin ISD (3%), and San Antonio ISD (2%). A higher percentage of Dallas ISD students, who did not meet any other criteria, completed CTE coherent sequence coursework aligned with industry-based certifications (14%) than students in San Antonio ISD (11%), Fort Worth ISD (6%), Houston ISD (6%), Austin ISD (3%), and El Paso ISD (3%, Table 33).

The 2019 Dallas ISD CCMR score (based on 2018 annual graduates) was 86 out of 100 which was lower than Austin ISD (94), Houston ISD (91), and San Antonio ISD (90). The Dallas ISD CCMR score increased from 74 in 2018 to 86 in 2019, indicating an improvement in the performances of district students on measurements of college, career, and military readiness. There was an 11 percentage point increase in the percentage of students who graduated college, career, and military ready (Table 34). According to TEA, the number of students who enlisted in the armed forces decreased from 65 students in 2017-18 to 14 students in 2018-19. There were fewer students who earned an associate degree in high school in 2018-19 ($n = 135$) compared to 2017-18 ($n = 177$).

Table 34: 2018 and 2019 Dallas ISD College, Career, and Military Readiness Indicators

Indicator	2018		2019	
	N/Credit	%	N/Credit	%
Graduated College, Career, or Military Ready	7,685	46	8,085	57
Met TSI criteria in both ELA/Reading and Mathematics	1,962	26	2,193	27
Met criterion score on an AP/IB Exam in any subject	1,627	21	1,762	22
Earned dual credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject*	753	10	893	11
Earned an industry-based certification from approved list	103	1	66	1
Earned an associate degree while in high school	177	2	135	2
Graduated with Completed Individual Education Program (IEP) and Workforce Readiness	206	3	201	2
Enlisted in the Armed Forces	65	1	14	0
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications*	452.0	6	1,144.5	14

Source: 2019 Texas district/school report cards and accountability data available at <https://txschools.gov/>: Retrieved August 27, 2019.

Note: CTE = Career and Technical Education. TSI = Texas Success Initiative. AP = Advanced Placement. IB = International Baccalaureate. ISD = Independent School District. ELA= English Language Arts. * 2019 is the last year for this indicator to be counted towards CCMR.

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APPENDICES

Appendix A: 2018-19 Evaluation of Early College High Schools (At-a-Glance)

2018-19 Evaluation of Early College High School Programs

Nick Grimberg, M.S.

EA19-612-4

At-a-Glance

An Early College High School (ECHS) is a high school that provides 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. Students become familiar with the effort required to successfully complete college-level coursework while in high school and can enter the workforce with a work-ready skill upon graduation. Each ECHS has a higher education partner and offers its own academic pathway leading to an associate degree (Table 1). In addition to five existing traditional ECHSs (Trinidad Garza, Kathlyn Joy Gilliam Collegiate Academy, Wright L. Lassiter Jr., W.W. Samuell, and H. Grady Spruce), 18 campuses have received a Pathway to Technology Early College High School (P-TECH) designation since 2016, eight in the fall of 2016 and 10 in the fall of 2017, bringing the total number of Early College High Schools to 23. P-TECHs are similar to traditional early college high schools but with an industry partner that provides mentoring and workplace skills. In addition to the potential to earn an associate degree, students can earn industry certificates in their selected career pathways and gain opportunities potentially leading to paid internships and job placement after graduation.

Table 1: 2018-19 Dallas ISD Early College High Schools and Education Partners

Early College High Schools	Higher Education Partner
Bryan Adams	Eastfield College
W.H. Adamson	El Centro College
David W. Carter	Cedar Valley College
Emmett J. Conrad	Richland College
Trinidad Garza	Mountain View College
Kathlyn Joy Gilliam	Cedar Valley College
Hillcrest	Richland College
Thomas Jefferson	Brookhaven College
Justin F. Kimball	Mountain View College
Dr. Wright L. Lassiter Jr.	El Centro College
Lincoln	El Centro College
James Madison	El Centro College
Moisés Molina	Mountain View College
North Dallas	Brookhaven College
L.G. Pinkston	El Centro College
Franklin D. Roosevelt	El Centro College
W.W. Samuell	Eastfield College
Seagoville	Eastfield College
South Oak Cliff	Mountain View College
H. Grady Spruce	Eastfield College
Sunset	Mountain View College
W.T. White	Brookhaven College
Wilmer-Hutchins	North Lake College

Source: ECHS program documents.

The ECHS model begins in grade nine as students are only accepted into the program as freshmen. They matriculate as a cohort as they progress through high school. The total 2018-19 budget for ECHS campus-level organizations was \$11,871,142 which was higher than 2017-18 (\$10,458,764).

Purpose and Methods of the Evaluation

The purpose of this evaluation was to examine the implementation of the ECHS program based on outlined program goals and objectives. The evaluation examined the source and amount of funding for the program, outlined the context and components of the program, examined ECHS student characteristics, and analyzed dual credit, degree, certification, achievement, attendance, retention and graduation outcomes. The evaluation team reviewed program documents and corresponded with program staff to provide data for the context and components of the ECHS program. The evaluator conducted frequency and crosstab analyses to examine various academic outcomes.

What were the components of Early College High Schools?

School Design

Three of the 23 ECHSs were designed as "stand alone" and solely educate ECHS students (Garza, Gilliam, and Lassiter). The remaining 20 schools were designed as a "school within a school" facility and are housed on comprehensive high school campuses. ECHS students spend grades nine and ten taking core courses in a dedicated wing while attending classes for fine arts, health, physical education, and foreign languages at the comprehensive high school. The district provided transportation to and from college partner campuses, as needed. ECHS students from these 20 campuses are expected to spend grades eleven and twelve on their DCCCD partner campus.

Student Applications

Dallas ISD had an enrollment goal of approximately 100 to 125 students per campus per year. Between December and the end of January, the district accepted online applications from grade eight students who expect to be promoted to the grade nine the following school year. Students from across the district could select their top three choices among the district's ECHSs. All students who applied participated in an interview. Acceptance letters were sent to applicants in March.

Campus Staffing

Dedicated ECHS staff include one assistant principal to serve as campus administrator, one workplace learning coordinator, one dedicated counselor, and one dedicated clerk.

Pathways and Industry Partners

ECHS P-TECH students selected pathways to guide their progress from grade nine toward a specialized field. To supplement education related to selected pathways, industry partners provided students with related hands-on learning experiences. Partnership with industry partners provided students with essential mentoring, internship opportunities, and other support to prepare them to enter the workforce career-ready. The career pathways available to students ranged from health sciences, business administration and management, information technology, pre-engineering, network administration and support, hospitality management, and law enforcement, among others.

Texas Success Initiative Assessment (TSIA)

To be eligible for dual credit coursework, ECHS students were required to demonstrate college readiness by achieving the minimum passing standard on The Texas Success Initiative Assessment (TSIA).¹ Results of the TSIA indicated whether students were ready for college-level course work in the areas of reading, writing, and mathematics. Students who did not pass the exam after the first two tries on the campus of a higher education partner could take advantage of additional testing opportunities through the district. The goal for ECHS students was to meet the minimum standard on the TSIA by the end of grade ten.

Summer Bridge Program

Dallas ISD ECHS partnered with DCCCD to offer a summer bridge program. The goal of this two-week long program was to prepare incoming grade nine students to meet TSIA requirements. The summer bridge program in 2018-19 ran from the week of June 11th through June 15th and June 18th through June 22nd. Attendance was not mandatory. There were 1,983 incoming ECHS students who attended at least one day of the summer bridge program (83.9% of all incoming freshmen).

What were the characteristics of Early College High School students?

There were 6,143 Dallas ISD students enrolled in an ECHS in 2018-19. Enrollment has increased from 1,453 students in 2015-16 to 6,143 in 2018-19 due to expansion. As shown in Table 2, three quarters (75.5%)

of ECHS students were in grade nine (38.5%) or grade ten (37.0%). There were more female ECHS students (55.7%) than male students (44.3%). A small percentage of ECHS students received special education services ($n = 169$, 2.8%). A higher percentage of ECHS students were economically disadvantaged (83.9%) than Dallas ISD high school students (78.7%).

Table 2: Early College High School and District Student Characteristics: 2018-19

Variable	ECHS		Dallas ISD High Schools	
	<i>n</i>	%	<i>n</i>	%
Grade				
Grade 9	2,364	38.5	12,192	30.0
Grade 10	2,272	37.0	10,605	26.1
Grade 11	1,131	18.4	9,398	23.1
Grade 12	376	6.1	8,500	20.9
Race/Ethnicity				
Hispanic	4,459	72.6	28,925	71.3
African American	1,425	23.2	8,645	21.3
White	103	1.7	1,902	4.7
Asian	78	1.3	580	1.4
Other	58	0.8	514	1.3
Gender				
Female	3,422	55.7	20,414	50.2
Male	2,721	44.3	20,281	49.8
English Learner				
English Learner	1,903	31.0	13,365	32.8
Special Education				
SPED	169	2.8	3,494	8.6
Socioeconomic Status				
Econ Dis	5,154	83.9	32,017	78.7
At Risk				
At Risk	2,348	38.2	17,329	42.6

Source: District Public Education Information Management System (PEIMS) demographic data file: 10/26/2018.

Note: ECHS = Early College High School. Econ Dis = economically disadvantaged. Percentages may not equal 100 when added together due to rounding. Totals may differ due to missing data in some variables (e.g., ethnicity).

How many associate degrees and dual credits did Early College High School students earn?

Dual Credits Earned

Despite representing 15.1 percent of all Dallas ISD high school students, ECHS students completed slightly more than three-quarters (77.5%, $n = 17,663$) of all dual credit courses in the district in 2018-19. ECHS students, across all grades, completed an average of 2.9 dual credit courses (Table 3). ECHS students in grade 11 on average completed more dual credit courses (6.0) than students in grade 12 (4.4), grade 10 (2.9), and grade 9 (1.1). The highest number of dual credit courses completed on average were earned at Lassiter (5.3), Garza (4.7), Pinkston (4.0), Spruce (3.9), Conrad (3.7),

¹ In addition, students were required to have completed any prerequisite coursework.

and Carter (3.5). A slightly higher percentage of ECHS students passed a dual credit course (90.8%) than non-ECHS students (87.9%) at comprehensive P-TECH campuses

Table 3: Average Number of Dual Credit Courses Completed by ECHS Students by Grade: 2018-19

Campus	Grade Level				All Grades
	9	10	11	12	
Adams	0.9	3.0	N/A	N/A	1.8
Adamson	0.6	2.6	N/A	N/A	1.6
Carter	0.5	1.6	5.5	N/A	3.5
Conrad	0.6	4.6	6.6	N/A	3.7
Garza	5.4	4.5	6.1	2.7	4.7
Gilliam	1.4	3.0	4.9	4.6	3.3
Hillcrest	0.9	4.0	N/A	N/A	2.4
Jefferson	1.1	3.1	4.5	N/A	2.9
Kimball	0.8	3.3	N/A	N/A	2.1
Lassiter	3.4	6.0	7.4	4.5	5.3
Lincoln	0.2	2.3	N/A	N/A	1.1
Madison	0.8	2.8	4.1	N/A	3.4
Molina	1.0	4.0	N/A	N/A	2.5
N. Dallas	0.6	1.3	N/A	N/A	1.0
Pinkston	1.5	3.2	7.2	N/A	4.0
Roosevelt	0.8	2.4	6.6	N/A	2.9
Samuell	0.0	2.1	6.6	5.0	3.2
Seagoville	1.4	1.5	7.6	N/A	3.2
SOC	0.6	1.3	4.6	N/A	2.1
Spruce	0.3	2.7	7.1	6.4	3.9
Sunset	0.8	2.5	N/A	N/A	1.6
White	0.3	1.7	N/A	N/A	1.0
W-Hutchins	1.2	3.2	N/A	N/A	2.1
Total	1.1	2.9	6.0	4.4	2.9

Source: District Public Education Information Management System (PEIMS) demographic data file: 10/26/2018. District course file: 08/14/2019.

Note: ECHS = Early College High School. N. Dallas = North Dallas. SOC = South Oak Cliff. N/A = not applicable; no students were enrolled.

Associate Degrees Awarded

More graduating grade 12 ECHS students received an associate degree in the fall and spring of 2018-19 ($n = 232$) than ECHS students in the fall, spring, and summer terms of 2017-18 ($n = 197$) and 2016-17 ($n = 177$). More associate of science degrees were awarded to ECHS students ($n = 186$, 80.2%) than associate of arts ($n = 26$, 11.2%) or associate of applied science ($n = 20$, 8.6%) degrees. Students at Garza received the highest number of associates degrees ($n = 79$, 34.1%) in 2018-19 followed by Samuell ($n = 52$, 22.4%), Gilliam ($n = 41$, 17.7%), Lassiter ($n = 40$, 17.2%), and Spruce ($n = 20$, 8.6%).

How many industry-based certifications did Early College High School students earn in 2018-19?

Overall, 633 ECHS students took 787 industry-based certification exams in 2018-19. Fewer ECHS students received an industry-based certification in 2018-19 than 2017-18 ($n = 966$). Almost every certification exam was passed (99.7%). Non-ECHS students at comprehensive P-TECH campuses demonstrated a

lower certification pass rate (90.8%), a difference of 8.9 percentage points.

How was the academic performance of Early College High School students on achievement assessments?

Texas Success Initiative Assessment (TSIA)

There were 1,451 ECHS students who took the TSIA reading exam one or more times in 2018-19. More ECHS students took the TSIA writing exam at least once ($n = 976$) in 2018-19 than the TSIA mathematics exam ($n = 795$). Seventy-four percent (74.4%) of tested ECHS students passed the TSIA writing exam which was higher than TSIA mathematics (43.9%) and TSIA reading (36.3%).

State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)

A higher percentage of ECHS students were at the Approaches+ and Meets+ standards than non-ECHS students on every STAAR EOC exam (Table 4). ECHS students performed at the highest levels of achievement on *U.S. History EOC* (97.9% at Approaches+, 80.5% at Meets+), *Algebra I EOC* (95.0% at Approaches+, 78.3% at Meets+), and *Biology EOC* (95.6% at Approaches+, 74.1% at Meets+).

Table 4: Early College High School and Non-Early College High School Students at Approaches+ and Meets+ by STAAR EOC Exam: 2018-19

Campus	ECHS Students		Non-ECHS Students		Diff. (%)
	N	%	N	%	
Approaches+					
Algebra I	1,526	95.0	4,473	84.1	10.9
English I	2,255	83.0	5,054	50.3	32.7
English II	2,185	86.0	4,446	53.7	32.3
Biology	2,275	95.6	4,914	81.1	14.5
U.S. History	1,576	97.9	5,010	91.7	6.2
Meets+					
Algebra I	1,526	78.3	4,473	55.8	22.5
English I	2,255	68.4	5,054	32.5	35.9
English II	2,185	68.3	4,446	32.3	36.0
Biology	2,275	74.1	4,914	43.7	30.4
U.S. History	1,576	80.5	5,010	66.8	13.7

Source: STAAR EOC data file: 06/04/2019. District Public Education Information Management System (PEIMS) demographic data file: 10/26/2018.

Note: ECHS = Early College High School. Non-ECHS = students enrolled in a comprehensive high school containing Early College High School programs but not participating in such programs. N = number of students tested. Diff. = difference. Rates only include first time testers for the first and second administrations.

What were the attendance, retention, and graduation rates of Early College High School students?

Attendance

The 2018-19 average attendance rate for ECHS students was higher than non-ECHS students (96.4% ECHS versus 91.4% non-ECHS). Attendance rates for ECHS campuses ranged between 93.2 percent and 98.8 percent.

Student Retention and Graduation

Overall, 94.3 percent of the 2017-18 ECHS grade nine cohort remained enrolled in an ECHS program in 2018-19. Retention rates for ECHS students were higher than the district retention rates for non-ECHS students at the same campuses during the same timeframe (94.3% versus 78.6%, respectively). Four-fifths (80.7%) of the 2016-17 ECHS grade nine cohort remained enrolled in an ECHS program in 2018-19. Retention rates for ECHS students were higher than the district retention rates for non-ECHS students at the same campuses during the same timeframe (80.7% versus 61.0%, respectively).

The 2014-15 ECHS cohort had the highest four-year graduation rate (90.0%) followed by the 2015-16 cohort (88.5%) and 2013-14 cohort (88.3%) (Table 5). A significantly higher percentage of grade nine ECHS students graduated from Dallas ISD in four years than all district grade nine students in 2016-17 (27.0 percentage point difference), 2017-18 (29.0 percentage point difference), and 2018-19 (28.1 percentage point difference).

Table 5: Dallas ISD Four-Year Graduation Rates of Grade Nine Early College High School Cohorts by Campus

Campus	2013-14 Cohort		2014-15 Cohort		2015-16 Cohort	
	N	%	N	%	N	%
Garza	103	93.2	105	96.2	112	96.4
Gilliam	100	87.0	89	88.8	98	90.6
Lassiter	61	82.0	63	90.5	64	93.8
Samuell	N/A	N/A	92	83.7	110	80.9
Spruce	N/A	N/A	N/A	N/A	63	79.4
All ECHS	264	88.3	349	90.0	445	88.5
District	11,101	61.3	11,768	61.0	12,078	60.4

Source: District Public Education Information Management System (PEIMS) demographic data files: 10/28/2013, 10/31/2014, and 10/30/2015. District graduation file: 08/25/19.

Note: ECHS = Early College High School. N = number of students in each grade nine cohort. % = the percentage of students to graduate from the Dallas Independent School District (ISD) within four years. N/A = not applicable; no students were enrolled.

Recommendations

- Record the date when applicable grade 12 students are expected to receive associate degrees. Students were not required to graduate with an associate degree and had the option to earn up to 60 hours of college credit to transfer to a four-year university. In addition, some associate degree plans required five years of study, one additional year at a DCCCD partner campus after high school graduation. Understanding the educational plans of non-associate degree seeking students and students in four-year and five-year programs would grant a more complete perspective about the expected outcomes of the program.
- Check the Postsecondary Success Dual Credit Dashboard data consistently for missing data and inconsistencies with district course files. The Postsecondary Success Dual Credit Dashboard contains data that is invaluable in calculating accumulated college credit. Unfortunately, this data could not be used in this evaluation due to missing data for some student cohorts. Dashboard data should be consistently checked for accuracy against district student course files to rectify potential issues as needed.
- Collect data from students and campus-based staff in future program evaluations. Information collected from focus groups and/or surveys could be used to help understand campus-level perceptions of support, communication, and transportation among other topics that cannot be analyzed with existing data sources. This data would help identify areas of strength, weakness, and areas for improvement.

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Appendix B: 2018-19 Evaluation of Career and Technical Education (At-a-Glance)

2018-19 Evaluation of Career and Technical Education

Nick Grimberg M.S.

EA19-195-4

At-a-Glance

The Career and Technical Education (CTE) Department provided courses designed to prepare students in grades six through twelve for future careers or professional competencies. The goals of the CTE program were to prepare students for college and career success, to provide them with the skills to be competitive in a global economy, and to recognize and meet the unique needs of a diverse student population. The total budget of the CTE Department in 2018-19 was \$7,079,587 including a \$2,771,669 Perkins grant. This represented a 6.0 percent increase from the total budget in 2017-18 (\$6,653,768).

Dallas ISD campuses offered courses and course sequences in 271 career pathways within 16 career clusters in 2018-19. Dallas ISD also housed 47 National Academy Foundation (NAF) academies, small career themed learning communities within larger schools or as standalone public high schools at 20 campuses. Five career institutes were opened in 2018 at W.H. Adamson, L.G. Pinkston, W.W. Samuell, H. Grady Spruce, and Wilmer-Hutchins high schools. Career institutes partner with a Dallas County Community College District (DCCCD) college to offer more comprehensive coursework for CTE students with a closer relationship with industry partners than other CTE programs. There were also 23 Dallas ISD early college high school (ECHS) programs in 2018-19. ECHS students were offered the opportunity to earn an associate degree or up to 60 hours of tuition-free college credit by the time of high school graduation. Students throughout the district had the opportunity to earn industry-based certifications verifying that skill standards established by an industry or industry group were met.

Purpose and Methods of the Evaluation

The purpose of this evaluation was to examine: (1) the CTE Department budget, (2) characteristics of the Dallas ISD CTE program, (3) the completion rates of CTE dual credit courses, (4) the number of industry-based certifications earned, (5) the performance of Dallas ISD on CTE related state accountability indicators, (6) CTE student academic achievement outcomes on *State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)* exams, and (7) college enrollment data for the Dallas ISD graduating class of 2018.

CTE program enrollment data for the 2018-19 school year were extracted by the Public Education

Information Management System (PEIMS) department staff members of Dallas ISD on January 24, 2019 and merged with the district demographic file dated October 26, 2018. The district criteria for identifying students in CTE programs was modified in 2018-19 to more closely align with state accountability data. Consequently, enrollment totals were lower than previous years and equivalent comparisons between years were not possible. CTE program staff provided NAF, career institute, and certification data. CTE student dual credit completion rates were calculated by merging CTE program enrollment data dated January 24, 2019 with district course files dated August 14, 2019. College, career, and military readiness (CCMR) and the Performance-Based Monitoring Analysis System (PBMAS) data were created and released by the Texas Education Agency (TEA). STAAR EOC assessment data were extracted from the district STAAR EOC data file dated June 4, 2019 and merged with the district CTE status file and the district demographic file. STAAR EOC data from 2017-18 and 2016-17 were extracted from district STAAR EOC data files dated September 6, 2018 and April 30, 2018. College enrollment was examined using data provided by the National Student Clearinghouse (NSC) as of June 27, 2019.

What were CTE student enrollment and course characteristics?

There were fewer CTE coherent sequence students in Dallas ISD in 2018-19 ($n = 15,989$) than 2017-18 ($n = 20,755$; Grimberg, Lorenz, Mejia, Watson, & Turner, 2018) or 2016-17 ($n = 19,507$; Turner, Sanguras & Barton, 2017). About a quarter (23.8%) of middle school students were enrolled in a CTE elective. Almost seventy-one percent (70.6%) of Dallas ISD high school students were enrolled in a CTE coherent sequence (39.3%) or a CTE elective (31.3%) in 2018-19. Almost seventy-four percent (73.6%) of CTE elective and CTE coherent sequence students were Hispanic. A lower percentage of CTE coherent sequence students were English learners (29.0%) than CTE elective (43.1%) or non-CTE students (41.5%). There was a higher percentage of non-CTE special education students (10.9%) than CTE elective (7.5%) or coherent sequence students (7.5%).

A total of 10,464 students participated in 47 NAF academies. There were 1,285 more Dallas ISD students who participated in a NAF academy in 2018-19 compared to 2017-18 ($N = 9,179$; Grimberg et al., 2018) and 3,856 more than participated in 2016-17

($N = 6,608$; Turner et al., 2017). There were 952 Dallas ISD students who participated in five career institutes. The W.H. Adamson Institute of Automotive Technology had the largest student enrollment ($n = 370$), followed by the H. Grady Spruce Automotive Collision Refinishing and Repair Career Institute ($n = 325$). The L.G. Pinkston Institute of Welding had the lowest student enrollment ($n = 18$).

The CTE courses that enrolled the highest numbers of Dallas ISD high school students were Business, Administration, and Management ($n = 8,326$); Information Technology ($n = 6,583$); Finance ($n = 5,115$); Arts, A/V Technology, and Communications ($n = 4,735$); and Health Science ($n = 4,724$). A higher number of females were enrolled in CTE courses nontraditional for their gender than males ($n = 3,213$ versus $n = 2,554$).

What were the completion rates of CTE dual credit courses?

A total of 4,980 Dallas ISD students (including 2,917 CTE coherent sequence students) participated in 10,475 CTE dual credit courses in the 2018-19 school year. Eighty-eight percent (88.3%, $n = 9,264$) of CTE dual credit courses were completed. A higher percentage of CTE coherent sequence students completed a CTE dual credit course (89.7%) than non-CTE coherent students (85.0%).

How many industry-based certifications were earned in 2018-19

Overall, 3,529 Dallas ISD students took 5,038 industry-based certifications exams in 2018-19 earning 4,652 certifications (92.3 percent pass rate). This was a decrease from the reported number of certifications earned in 2017-18 ($n = 5,117$) and very similar to the number of certifications earned in 2016-17 ($n = 4,643$). One-third (33.8%) of Dallas ISD students who graduated in 2018-19 and were enrolled in the district four years prior received at least one certification which was lower than 2017-18 (36.6%). Certifications identified by TEA for the A to F accountability system accounted for 4.6 percent ($n = 214$) of the total certifications earned. Certifications identified in the Perkins Effectiveness Report (PER) accounted for 34.9 percent ($n = 1,622$) of the total certifications earned. CTE coherent sequence students received three-quarters (76.2%) of all certifications in the district which was higher than CTE elective students (16.8%) or non-CTE students (7.0%).

How did Dallas ISD perform on CTE-related accountability indicators

House Bill 22 (HB22) required the TEA to evaluate the academic performance of school districts with an

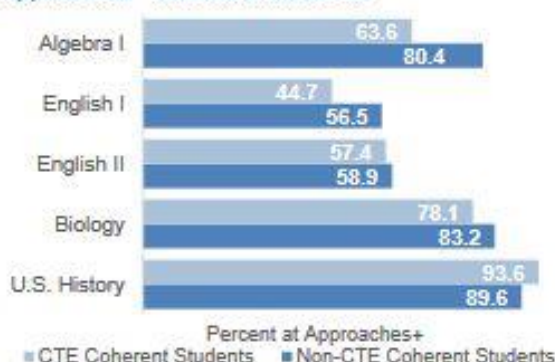
accountability rating of A through F based on three domains: 1) student achievement, 2) school progress, and 3) closing the gaps. CCMR indicators account for 40 percent of the weighted performance of high school campuses, K-12 campuses, and school districts in the student achievement domain. The Dallas ISD CCMR score increased from 74 in 2018 to 86 in 2019 representing an improvement in the performances of district students on CCMR indicators. The 2019 Dallas ISD CCMR score (86), based on 2018 annual graduates, was lower than Austin ISD (94), Houston ISD (91), and San Antonio ISD (90). Fifty-seven percent (57%) of 2018 Dallas ISD graduates were college, career, or military ready which was lower than Austin ISD (77%), Houston ISD (63%) and San Antonio ISD (61%).

The Performance-Based Monitoring Analysis System (PBMAS) is an automated data system that reports annually on the performance of school districts and charter schools. Program area performance indicators are analyzed and assigned numeric performance levels ranging from zero to three with higher numbers signifying areas of concern. Dallas ISD received performance levels of three on some CTE Special Education STAAR EOC passing rate performance indicators in 2016, 2017, and 2018. While passing rates have increased on every STAAR EOC exam over the past three years, the performances of special education CTE students are significantly lower than other CTE students.

What were the performances of CTE students on STAAR EOC exams?

The percentages of CTE coherent sequence students who reached the Approaches+ standard were lower than non-CTE coherent sequence students (CTE elective and non-CTE) on *Algebra I EOC* (-16.8 percentage point difference), *English I EOC* (-11.8 percentage point difference), *Biology EOC* (-5.1 percentage point difference), and *English II EOC* (-1.5 percentage point difference) (Figure 1). A higher percentage of CTE coherent sequence students reached the Approaches+ standard than non-CTE coherent students on *U.S. History EOC* (4.0 percentage point difference). Between the 2016-17 and 2018-19 school years, the percentage of CTE students at Approaches+ decreased on *Algebra I EOC* (-7.9 percentage points), *English I EOC* (-6.9 percentage points), and *Biology EOC* (-5.5 percentage points). The percentage of CTE coherent sequence students at Approaches+ increased slightly on *U.S. History EOC* (1.2 percentage points), and *English II EOC* (0.1 percentage points).

Figure 1: Percentages of Students at STAAR EOC Approaches+ Standard: 2018-19



Source: District STAAR EOC file dated June 4, 2019. District CTE status file dated January 24, 2019.

Note: CTE = Career and technical education. STAAR EOC = State of Texas Assessments of Academic Readiness End-of-Course. CTE students reflected CTE students who enrolled in a coherent sequence of courses and excludes students who enrolled in CTE electives.

What associate degrees were awarded to CTE students in 2018-19?

More graduating grade 12 ECHS students received an associate degree in the fall and spring of 2018-19 ($n = 232$) than ECHS students in the fall, spring, and summer terms of 2017-18 ($n = 197$) and 2016-17 ($n = 177$). More associate of science degrees were awarded to ECHS students ($n = 186$, 80.2%) than associate of arts ($n = 26$, 11.2%) or associate of applied science ($n = 20$, 8.6%) degrees. Students at Garza received the highest number of associates degrees ($n = 79$, 34.1%) in 2018-19 followed by Samuell ($n = 52$, 22.4%), Gilliam ($n = 41$, 17.7%), Lassiter ($n = 40$, 17.2%), and Spruce ($n = 20$, 8.6%).

What were the college enrollment rates for the Dallas ISD class of 2018?

Overall, 8,126 students graduated from Dallas ISD high schools in 2018. A total of 4,077 students (50.2 percent) enrolled in either a two-year or four-year college by the fall semester after graduating from Dallas ISD. CTE coherent sequence graduates enrolled at two-year colleges at a higher rate (28.4%) than CTE elective graduates (19.8%) or non-CTE graduates (16.9%). A higher percentage of non-CTE graduates enrolled at four-year colleges (36.9%) than CTE elective graduates (32.9%) or CTE coherent sequence graduates (23.3%).

Recommendations

- Communicate the importance of entering grade nine endorsement data with appropriate campus-based staff. Endorsement selection data helps stakeholders understand the fields and CTE programs chosen by students. Unfortunately, this

data could not be used in this evaluation due to missing data. CTE Department staff should communicate the importance of entering endorsement selection data into PowerSchool with appropriate campus-based staff.

- Examine the decrease in the number of industry-based certifications that were earned between the 2017-18 school year and the 2018-19 school year. The number of reported industry-based certifications earned by Dallas ISD students in 2018-19 was 4,652. This represented a 9.1 percentage decrease in the number of certifications earned in the district from 2017-18 ($N = 5,117$). Program staff should explore explanations for this decline.
- Work with the special education department to boost CTE special education academic achievement. The performances of CTE special education students were significantly lower than other CTE students on STAAR EOC exams. This has resulted in the Dallas ISD PBMAS CTE program area receiving performance levels of three and four on the CTE Special Education STAAR EOC passing rate performance level indicators over the past three years. Addressing this gap would improve Dallas ISD performance on state accountability reports.

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Appendix C: 2018-19 Evaluation of the College Access Program (At-a-Glance)

2018-19 Evaluation of the College Access Program

Akiva Lorenz, Ph.D.

EA19-521-4

At-a-Glance

The College Access Program (CAP) was created in 2010 by the Dallas Independent School District (ISD) to increase student college and scholarship applications, participation and performance on college entrance exams, and parental involvement in the college admissions and financial aid process. The program is managed by a college access coordinator within the Dallas ISD Postsecondary Partnerships and Programs department¹.

For the 2018-19 school year, Academic Success Program (ASP), Education is Freedom (EIF), and Southern Methodist University (SMU) were selected as CAP vendors to provide college access services to high schools receiving Title I funds in the Dallas ISD. The program was supported by \$2,325,000 of Title I funds and served 14,428 students at 36 high schools. This funding amount was comparable to the past three school years. Guidelines associated with Title I funding required that CAP vendors supplement, but not replace, counselor job responsibilities to assist in reaching program goals. Campus leadership selected a CAP vendor, and the vendor assigned a CAP advisor to the campus, to provide supplemental assistance to students and parents. CAP vendors worked collaboratively with Dallas ISD counselors to meet the following goals:

- 95 percent of seniors utilizing career and college exploration tools including SchoolLinks
- 50 percent of seniors attending at least one college fair
- 95 percent of seniors completing at least one college application
- 70 percent of seniors completing at least one financial aid application
- 95 percent of seniors registering for and taking the SAT or ACT, and/or Texas State Initiative Assessment (TSIA)
- 50 percent of students in grades 10 and 11 attending either SAT or ACT preparation sessions, or linking their College Board and Khan Academy accounts to access official SAT practice and sample tests
- 50 percent of seniors opting to participate in the Summer Melt texting program²
- CAP vendors meeting with counselors at a minimum twice per six-week period

Purpose and Methods of the Evaluation

The purpose of this evaluation was to examine the effectiveness of the program based on outlined program goals and objectives. CAP vendors provided data files to the evaluator between July 15, 2019 and July 29, 2019. Files included the number of times each student visited a CAP vendor, reasons for each visit, and type of workshops that vendors provided during the school year. Files were merged with district demographic data from May 28, 2019. In addition, the evaluator downloaded SchoolLinks (August 1, 2019) and FAFSA³ (July 18, 2019) data for each campus, and retrieved district ACT, SAT, and TSIA data files on June 16, 2019, July 17, 2019, and July 29, 2019 respectively. CAP program staff members provided data regarding the Khan Academy accounts on July 9, 2019 and Summer Melt Texting program on July 15, 2019. Lastly, ApplyTexas college application files were downloaded on July 22, 2019. CAP vendors used a survey designed by the evaluator to collect feedback from seniors from May 5, 2019 through May 29, 2019. Descriptive data analyses were performed on program participation and student outcome data.

CAP Participation Data

During the 2018-19 school year, 14,428 students in grades nine through twelve participated in the CAP program. The majority of students were Hispanic (71%) followed by African American (23%). Fifty-three percent of students were female, 78 percent were economically disadvantaged, and 50 percent were classified as at risk. Participant demographics mirror the overall district. CAP program participation increased by 1,550 students from 2017-18 to 2018-19, which is slightly above the 2016-17 attendance ($n = 14,145$).

ASP served 4,007 students (28%) at 13 Dallas ISD campuses, EIF served 9,243 students (64%) at 21 campuses, and SMU served 1,178 students (8%) at two campuses. Overall, CAP vendors served 37 percent of all high school students and 89 percent of all seniors. On average, students were served 4.7 times by CAP vendors over the course of the 2018-19 school year. While the percentage of students served increased from 33 percent in 2017-18 to 37 percent in 2018-19,

¹ Due to a delay in the hiring process of the CAP coordinator, program responsibilities were handled by other staff from the Postsecondary Partnership and Programs department until December 3, 2019.

² Summer Melt Texting program provides Dallas ISD graduates resources and tips on steps to take to enroll in college.

³ FAFSA stands for Free Application for Federal Student Aid.

the average number of visits with a CAP vendor decreased from 5.5 to 4.7 times.

Meeting Program Goals

CAP vendors successfully helped counselors meet or almost meet four of the eight CAP goals. Ninety-five percent of 2018-19 seniors completed at least one college application, 69 percent of seniors completed a FAFSA or TASFA application, 93 percent of seniors took the SAT, ACT or TSIA, and 86 percent participated in the Summer Melt texting program. On the other hand, CAP vendors and counselors fell short of meeting the goals related to SchoolLinks (14%) and linking their College Board and Khan Academy accounts (30%). Data for two goals were not available (college fair participation) or could not be independently verified (meeting with counselors). Due to changes to data reporting and data validation issues, results should be viewed with caution and not be compared with previous school years.

Twenty-five percent of 2018-19 seniors completed the student survey. Seniors that responded to the survey had an overall positive outlook towards CAP; 78 percent agreed that services CAP provided were very useful and 95 percent noted that providers were knowledgeable and adequately answered their questions. Overall, 85 percent of respondents agreed or strongly agreed that Dallas ISD and their school prepared them to enter the workforce or continue with their education.

College Enrollment of CAP Participants

Analysis of National Student Clearinghouse data for 2017-18 graduates showed that more CAP participants (51%) than non-participants (46%) enrolled in colleges within one year of high school graduation⁴. CAP participants (25%) were more likely to enroll in two-year colleges than non-participants (11%), and 2017-18 seniors who did not participate in CAP (35%) were more likely to enroll in four-year colleges than CAP participants (26%). These results were similar for 2016-17 seniors (Lorenz, 2018).

Ninety-six percent of 2016-17 CAP participants and 97 percent of non-participants who enrolled in college within one year of graduating high school remained enrolled in college in 2018-19.

Recommendations

- **Explicate program goals and reporting requirements to CAP vendors.** In 2018-19, analyses of some program goals were negatively

impacted because vendor(s) did not adhere to reporting requirements. A unified reporting system will provide decision makers with comparable data and allow for a more meaningful evaluation of the CAP program.

- **Identify ways to increase senior participation in career and college exploration tasks.** In 2018-19, only two out of the 36 campuses (6%) met the CAP goal of 95 percent participation. The percentage of seniors who completed the career and college exploration tasks has dropped districtwide from 49 percent in 2016-17 (Barton, 2017) to 43 percent in 2017-18 (Lorenz, 2018) to 14 percent in 2018-19. Although the rollout of the new career and college portal (SchoolLinks) was directly impacted by the hiring delay of the CAP coordinator in 2018-19, the percentage decline in this activity over several years indicated that CAP program staff should further investigate the situation.
- **Identify ways to increase participation in SAT or ACT test preparation among students in grades 10 and 11.** In 2018-19, analyses indicated that only two percent of Dallas ISD sophomores and juniors participated in the College Entrance Exam Preparation Program and only 30 percent connected their College Board and Khan Academy accounts. Since this percentage is lower than the 50 percent program goal, program staff should coordinate with CAP vendors and counselors to raise awareness of these programs and resources among the target audience and encourage their use.

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⁴ 2017-18 CAP and non-participants differed by at least 10 percentage points across categories of ethnicity and socio-economic status. As a result, comparisons between the

CAP and non-CAP participants should be viewed with caution.