16|17

ANNUAL REPORT

COLLEGE- AND CAREER-READINESS

DALLAS INDEPENDENT SCHOOL DISTRICT

9400 North Dallas Expressway
Dallas, TX 75231
972.925.3700
www.dallasisd.org

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This report was compiled by the department of Strategic Initiatives and External Relations in collaboration with the department of Evaluation and Assessment. Portions of this report were pulled from the following reports produced by the Evaluation and Assessment department: *2016-17 Evaluation of the Collegiate Academies*; *2016-17 Evaluation of the College Access Program*; *College and Career Readiness Annual Report 2016*; *2016-17 Evaluation of Career and Technical Education*; *2016-17 College and Career Readiness: In-School ACT Testing*; *2016-17 College and Career Readiness: Course Enrollment*; *2016-17 College and Career Readiness: PSAT Testing*; and *2016-17 College and Career Readiness: In-School SAT Testing*. Full reports can be found at https://www.dallasisd.org/Page/42559

College and Career Readiness Annual Report, 2017

Annual Report on Dallas ISD Postsecondary Outcomes

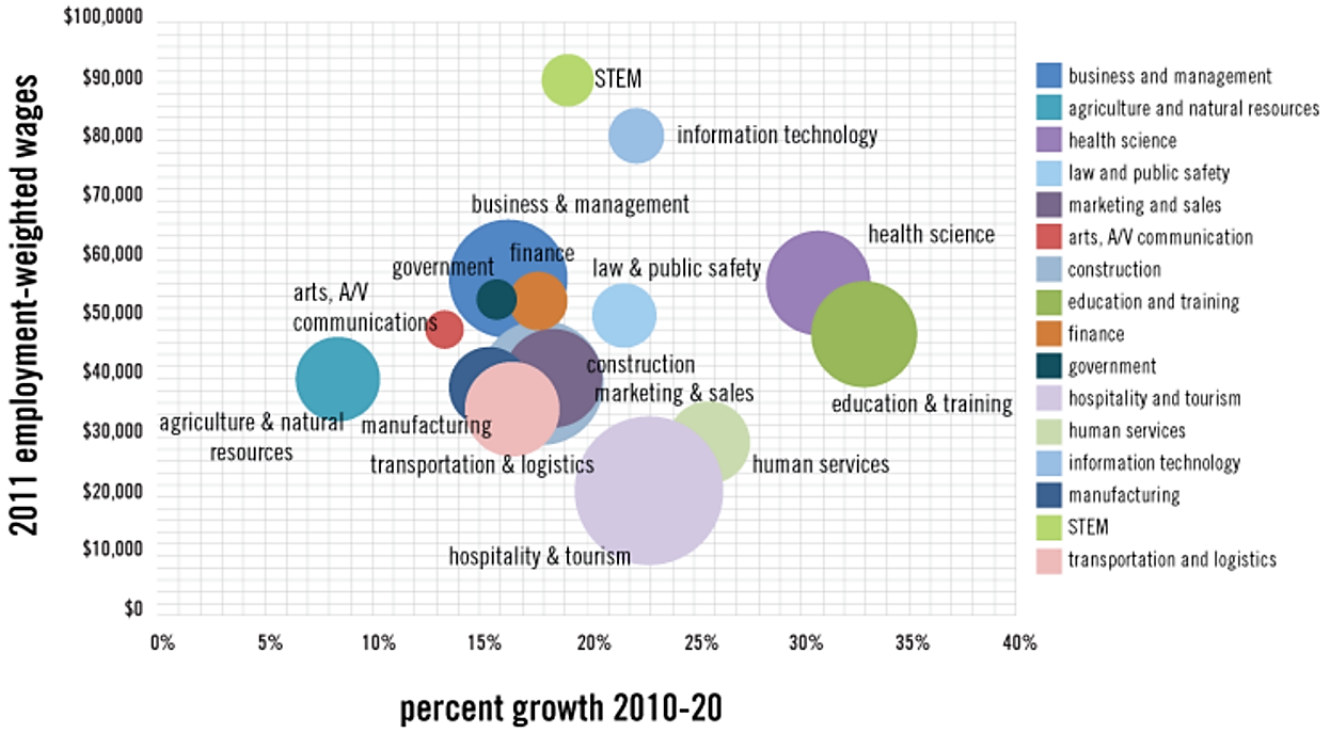
EXECUTIVE SUMMARY

The Dallas ISD Board of Trustees set the vision for the district to be a premier urban school district with the mission to educate all students for success. Ensuring that all students graduate from high school prepared to successfully transition into college or career is critical because the demand for skilled labor is increasing. 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 schooling. Jobs requiring some type of postsecondary education, which includes associate degrees, will grow faster than all other jobs (Joo & Kim, 2016). Additionally, workforce projections indicate that by 2018, 63% of all jobs in the United States, and 90% of the jobs in growing industries, will require some postsecondary training.

Therefore, high school graduates must be equipped with the knowledge and skills to successfully transition into college or a career. Education beyond high school is a prerequisite for a secure lifestyle and significantly improves the probabilities of employment and a stable career with a positive earnings trajectory (College Pays, 2013). To that end the Dallas Independent School District has implemented several programs and initiatives to achieve the goal of graduating students that are college and career ready. Most notably the Pathways in Technology Early College High School (P-TECH) initiative which at full scale significantly increases the number of students obtaining a college degree while in high school and will positively impact thousands of students each year.

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 Baccalaureate (IB) and 200-plus Career and Technical Education (CTE) pathways. In collaboration with the Dallas 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. In particular, the P-TECH initiative was designed to establish pathways in career clusters that pay a livable wage. Figure 1 shows projected state growth in each of the sixteen Career Clusters.

Figure 1: Achieve Texas 2020 Career Cluster Job Growth with Wages (bubble size equals number of jobs)



Source: *Will and Skill: Aligning Educational Initiatives with the Texas Labor Market*, Labor Market and Career Information (LCMI), Texas Workforce Commission

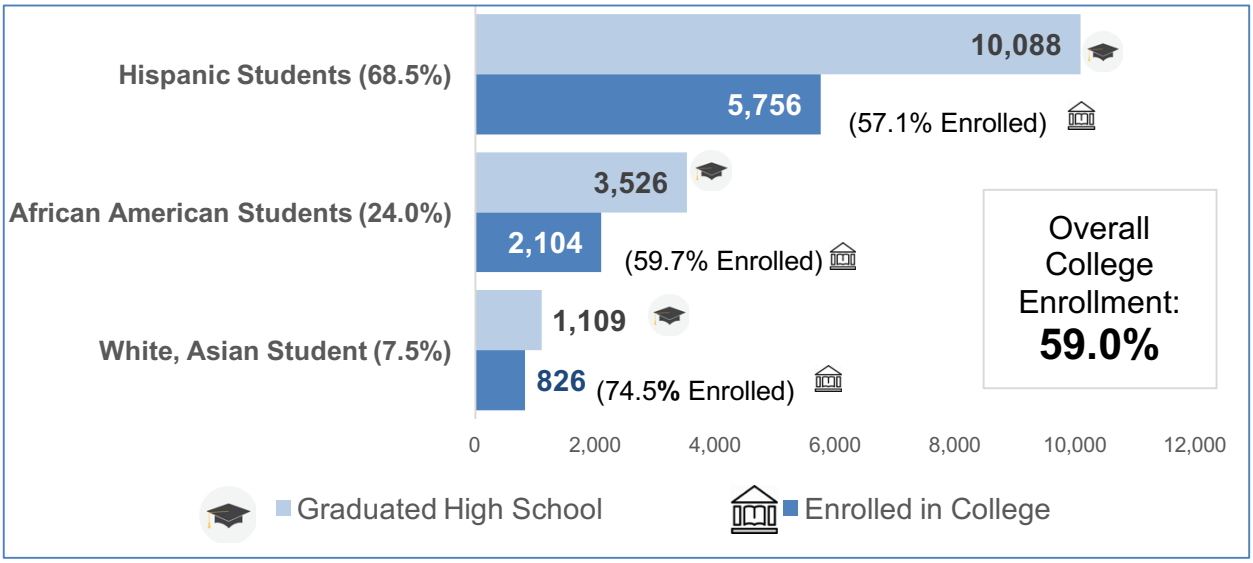
This report examines postsecondary outcomes for Dallas ISD students. Postsecondary outcomes included in this report are:

- Advanced Placement (AP), International Baccalaureate (IB), and Dual Credit completion;
- State college readiness accountability measures;
- 2017 ApplyTexas, Free Application For Federal Student Aid (FAFSA), and college scholarship completion rates;
- Industry-recognized certification completion (2015 to 2017);
- Classes of 2015 and 2016 college enrollment and completion by high school; and
- Top colleges in which Dallas ISD graduates enrolled (2014-2015 and 2015-2016).

MAJOR FINDINGS

The 2017 National Clearing House Report for Dallas ISD lists a total of 7,461 graduates in the Class of 2016 of which 4,176 (56%) enrolled in college in the Fall immediately after high school. Furthermore, 59.0 percent of Dallas ISD high school graduates from 2015 through 2016 enrolled in college within two years. Figure 2 below illustrates the high school graduation and college enrollment for district graduates by race and ethnicity for the classes of 2015 and 2016. Of the 14,885 Dallas ISD high school graduates in this time period, 68.5 percent were Hispanic; 24.0 percent were African American; and 7.5 percent were white, or Asian. In terms of postsecondary enrollment, District Hispanic high school graduates enrolled in college at a rate of 57.1 percent, District African-American students at a rate of 59.7 percent, and District white or Asian students at a rate of 74.5 percent.

Figure 2: High School Graduation and College Enrollment, 2014-15 and 2015-16



Source: National Student Clearinghouse, effective April 11, 2017

COLLEGE AND CAREER READINESS INITIATIVES

District College and Career Readiness (CCR) programs and initiatives include P-TECH and Early College High Schools, CTE and Post-Secondary Success programs which are housed in the Strategic Initiatives and External Relations department. 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 also are designed to develop tools and provide support systems for students, their families, counselors, and district and campus administrators and teachers in order 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. Additional district advanced academic programs supported by the Advanced Academic Services team located within the Teaching and Learning Department include AVID, AP and IB. CCR strategic initiatives include the following:

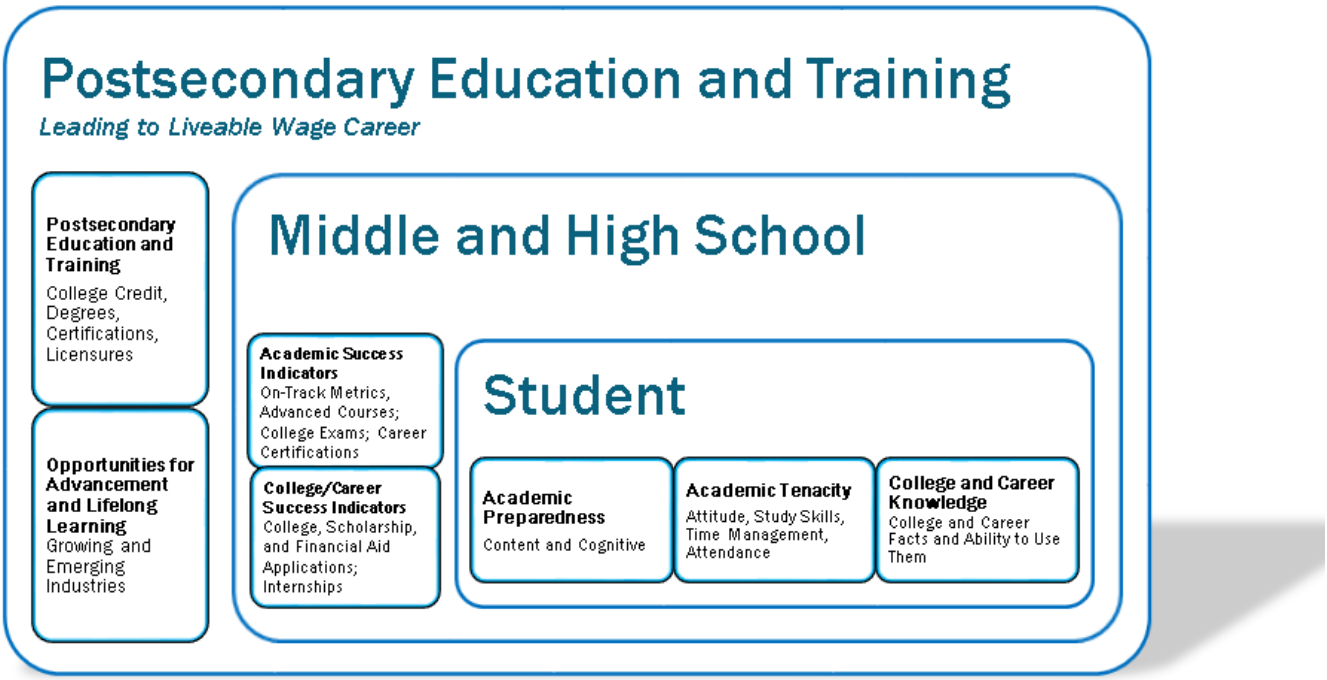
- ✓ Providing a comprehensive CCR online platform for college and career information through Naviance;

- ✓ 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 over 200 career pathways and thousands of 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); and
- ✓ Developing and implementing a tracking system to monitor student progress in dual credit programs.

DALLAS ISD MODEL

The model used by Dallas ISD to define major leading indicators is illustrated in Figure 3. It contains the metrics used to measure K-12 student performance, secondary-school level indicators, and postsecondary success. These indicators are based on research conducted by the district with Stanford, Brown, Harvard, Johns Hopkins, and University of Chicago researchers.

Figure 3: College and Career Model



STATE ACCOUNTABILITY FOR COLLEGE READINESS MEASURES

The state of Texas issues the Texas Academic Performance Report (TAPR) annually. The table below shows selected college and career readiness measures from the 2015-2016 report in order to compare Dallas ISD performance with the state and Region 10. Beginning in 2014, the PSAT (10th grade), SAT (11th grade), and ACT (12th grade) were administered during the school day free of charge to students.

Table 1: TAPR College Readiness Measures from Dallas ISD 2017 TAPR

Metric	Year	State of TX	Region 10	District
Advanced Course/Dual Enrollment Completion				
Any Subject	2015-16	55.0%	57.3%	61.2%
Any Subject	2014-15	54.5%	55.9%	58.8%
SAT/ACT Results				
Tested	Class of 2016	71.6%	74.4%	100.0%
	Class of 2015	68.3%	73.8%	n/a
At/Above Criterion	Class of 2016	22.5%	27.0%	8.2%
	Class of 2015	24.3%	27.9%	8.4%
College Readiness				
College-Ready Graduates/English Language Arts	2015-16	50.6%	50.6%	29.1%
	2014-15	42.0%	42.0%	15.0%
College-Ready Graduates/Mathematics	2015-16	44.6%	44.0%	22.1%
	2014-15	38.0%	38.0%	14.0%
College and Career Ready Graduates	2015-16	75.9%	77.0%	88.4%
	2014-15	74.5%	76.8%	92.2%
Graduates Enrolled in Texas Institution of Higher Education (IHE)*	2014-15	56.1%	55.6%	51.2%
	2013-14	57.5%	56.8%	50.9%
Graduates in Texas IHE Completing One Year (of College) Without Remediation	2014-15	55.6%	55.0%	37.0%
	2013-14	70.5%	72.3%	62.7%

Source: TEA Texas Academic Performance Report, accessed October 2017

COLLEGIATE ACADEMIES P-TECH

In an effort to expand opportunities for traditionally underrepresented students who would be first-generation college students, the Dallas ISD opened eight new Collegiate Academies in 2016-17 in partnership with the Dallas County Community College District (DCCCD). Opportunities provided to Collegiate Academy (CA) students include:

- ✓ Earning up to 60 hours of tuition-free college credit and/or a tuition-free associate of applied science degree while attending high school,
- ✓ Eliminating thousands of dollars from the cost of attending college,
- ✓ Reducing the time necessary to earn a four-year degree by graduating from high school with two completed years of college,
- ✓ Entering the job market with a career-ready skill upon completion of high school, and
- ✓ Gaining familiarity with the effort required for successful completion of college-level coursework.

CA students are required to enter the academy in grade nine and move together through high school as a cohort. A wide variety of career pathways were available to students in 2016-17, with two to four pathways available per campus. Each CA has a higher education partner and offers academic pathways leading to an associate of applied science degree.

Figure 4 and the next two pages shows the first cohort of the Collegiate Academy initiative, including their industry and higher education partners.

Figure 4: 2016-17 Collegiate Academy Pathways, Industry Partners, and Higher Education Partners

David W. Carter Collegiate Academy

1819 W. Wheatland Road
Dallas, TX 75232
214.932.5700
www.dallasisd.org/carter

Carter Collegiate Academy will focus on Public Safety, Business, and Technology. Students can choose from the following pathways for a head start on some of the fastest-growing careers of the future:

Pathways
- Business (beginning 2017)
- Computer Graphics
- Law Enforcement
- Network Administration and Support

Industry Partners
- City of Dallas Police Department
- Wells Fargo Bank
- Dallas Fire & Rescue
- Dallas ISD Police Department

Higher Education Partner
- Cedar Valley College

Emmett J. Conrad Global Collegiate Academy

7502 Fair Oaks Ave.
Dallas, TX 75231
972.502.2300
www.dallasisd.org/conrad

Dr. Emmett J. Conrad Global Collegiate Academy is tailor-made for students interested in science, technology, engineering and mathematics (STEM). Students can opt to follow one of five pathways:

Pathways
- Allied Health
- Gaming
- Network Administration and Support
- Software Programming

Industry Partners
- STEMuli Education
- SMU – Guildhall
- JPMorgan Chase & Co.
- Magnin & Associates
- HCA Medical City Children's Hospital
- GameStop
- [X] Cube Games

Higher Education Partner
- Richland College

Thomas Jefferson Collegiate Academy

4001 Walnut Hill Lane
Dallas, TX 75229
972.502.7300
www.dallasisd.org/tjefferson

Thomas Jefferson Collegiate Academy is seeking students who want to pursue careers in business and technology. With a strong focus on the values of citizenship, leadership, self-direction and creativity, Jefferson offers these career pathways:

Pathways
- Business Administration
- Software Programming
- Visual Communications

Industry Partners
- Telemundo
- NBC 5
- Pinnacle Group
- Art Group

Higher Education Partner
- Brookhaven College

Seagoville P-TECH at Eastfield College

15920 Seagoville Road
Dallas, TX 75253
972.892.5900
www.dallasisd.org/seagovillehs

P-TECH stands for Pathways to Technology Early College High School. Based on a six-year high school model, Seagoville P-TECH at Eastfield College, the first of its kind in Texas, is perfectly positioned to launch students into STEM-related careers. With the backing of its industry partners, students will receive hands-on experience and mentoring in the following pathways:

Pathways
- Business Administration
- Personal Computer Support
- Software Programming

Industry Partners
- AT&T
- Accenture
- NFTE

Higher Education Partner
- Eastfield College

Figure 4: 2016-17 Collegiate Academy Pathways, Industry Partners, and Higher Education Partners (continued)

Note: Shading for Madison, Pinkston, and Roosevelt indicates a different DCCCD higher education partner than South Oak Cliff.

Demographics of Collegiate Academies

Cohort I was comprised of 906 students enrolled at the eight CAs in 2016-17. Overall, as shown in Table 2, slightly over half of cohort I CA students were Hispanic (59%) and Female (58%), and the majority of students were economically disadvantaged (84%) and at risk (64%). Although CA student demographics were generally similar to the Dallas ISD high school students overall, cohort I CA students were more likely than district high school students to be African American (36% CA; 22% district), more likely to be female (58% CA; 50% district), less likely to be Hispanic (59% CA; 70%

district), and less likely to be enrolled in special education (3% CA; 9% district). Table 3 shows demographic characteristics by campus.

Table 2: 2016-17 Collegiate Academy and District Student Demographic Characteristics

	Collegiate Academies		Dallas ISD High Schools	
	N	%	N	%
Ethnicity				
African American	322	36	8,784	22
Hispanic	537	59	27,902	70
White	22	2	1,973	5
Asian	17	2	621	2
Other	8	1	316	1
Gender				
Female	528	58	19,865	50
Male	378	42	19,731	50
Socioeconomic Status				
Eco Dis	763	84	32,733	83
English Language Learner				
ELL	293	32	11,085	28
At Risk				
At Risk	584	64	24,711	62
Special Education				
SPED	26	3	3,367	9

Source: District demographic files dated 10/31/2016.
Note: Eco Dis = economically disadvantaged, ELL = English language learner, SPED = special education. Percentages may not sum to 100 because of rounding.

Table 3: 2016-17 Collegiate Academy Student Demographic Characteristics by Campus

		Afr Am		Hispanic		Other		Female		Male		Eco Dis		ELL		At Risk		SPED	
Campus	**N**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Carter CA	118	76	64	40	34	2	2	71	60	47	40	86	73	25	21	77	65	3	3
Conrad CA	115	34	30	59	51	22	19	64	56	51	44	93	81	33	29	59	51	2	2
Madison CA	95	54	57	40	42	1	1	65	68	30	32	88	93	20	21	70	74	9	9
Pinkston CA	113	19	17	91	81	3	3	64	57	49	43	110	97	37	33	63	56	1	1
Roosevelt CA	113	41	36	70	62	2	2	63	56	50	44	97	86	37	33	85	75	2	2
Seagoville PT	115	28	24	75	65	12	10	59	51	56	49	103	90	24	21	57	50	3	3
SOC CA	113	64	57	46	41	3	3	58	51	55	49	78	69	32	28	75	66	3	3
Jefferson CA	124	6	5	116	94	2	2	84	68	40	32	108	87	85	69	98	79	3	2
All CAs	**906**	**322**	**36**	**537**	**59**	**47**	**5**	**528**	**58**	**378**	**42**	**763**	**84**	**293**	**32**	**584**	**64**	**26**	**3**

Source: District demographic data file 10/31/2016.
Note: CA = Collegiate Academy, PT = P-TECH, SOC = South Oak Cliff, Afr Am = African American. Eco Dis = economically disadvantaged. ELL = English language learner. SPED = special education. Percentages may not sum to 100 because of rounding.

Attempted and Earned Dual Credits

Tables 4 and 5 display the number of attempted and earned credits for fall 2016 and spring 2017. CA students completed 99 percent of credits attempted for dual credit courses in fall 2016 and 97 percent of credits attempted for dual credit courses in spring 2017.

Table 4: Fall 2016 Collegiate Academy Attempted and Earned Dual Credits by Course

Course Name	Credits Attempted N	Credits Earned n	Credits Earned %
Architectural Design 1	12	12	100
Architectural Design 2	12	12	100
Graphic Design and Illustration 1	23	23	100
Graphic Design and Illustration 2	23	23	100
Principles of Arts, Audio/Video Technology and Communications 1	47	47	100
Principles of Arts, Audio/Video Technology and Communications 2	20	20	100
Principles of Information Technology 1	140	138	99
Principles of Information Technology 2	137	136	99
Total	**414**	**411**	**99**

Source: District course file 02/14/2017.
Note: Each course had a credit of 0.5.

Table 5: Spring 2017 Collegiate Academy Attempted and Earned Dual Credits by Course

Course Name	Credits Attempted N	Credits Earned n	Credits Earned %
Architectural Design 1	31	31	100
Architectural Design 2	31	31	100
Graphic Design and Illustration 1	42	42	100
Graphic Design and Illustration 2	42	42	100
Introduction to Psychology	19	19	100
Principles of Arts, Audio/Video Technology and Communications 1	69	69	100
Principles of Arts, Audio/Video Technology and Communications 2	65	65	100
Principles of Information Technology 1	429	409	95
Principles of Information Technology 2	427	406	95
Studio Art 1	25	25	100
Touch System Data Entry	127	122	96
Touch System Data Entry 1	49	49	100
Touch System Data Entry 2	58	58	100
Total	**1,414**	**1,368**	**97**

Source: District course file 06/20/2017.
Note: Data included 1,249 courses with a 0.5 credit and 165 courses with 1.0 credit. Four students were not assigned final grades, and one student did not have credit attempted and credit earned information. Data for these five students were not included in totals.

Collegiate Academy Attendance, Retention Rates, and STAAR/EOC Results

Table 6 shows CA student attendance information for fall 2016, spring 2017, and for the 2016-17 school year. Attendance rates for CA students exceeded attendance rates for non-CA students at all campuses and overall (96% CA versus 92% non-CA).

Table 6: 2016-17 Collegiate Academy Student Attendance Rates by Campus

	% Attendance Fall 2016			% Attendance Spring 2017			% Attendance 2016-17		
Campus	**CA**	**Non-CA**	**Diff**	**CA**	**Non-CA**	**Diff**	**CA**	**Non-CA**	**Diff**
Carter CA	98	94	4	96	92	4	97	93	4
Conrad CA	98	94	4	97	91	6	98	93	5
Jefferson CA	98	93	5	96	92	4	97	92	5
Madison CA	96	92	4	95	90	5	96	91	5
Pinkston CA	98	94	4	97	93	4	98	93	5
Roosevelt CA	96	93	3	94	89	5	95	91	4
Seagoville PT	98	94	4	96	92	4	97	93	4
SOC CA	95	89	6	94	86	8	95	87	8
All CAs	**97**	**93**	**4**	**96**	**91**	**5**	**96**	**92**	**4**

Source: District demographic file dated 10/31/2016. District attendance files dated 04/20/2017 (fall) and 06/20/2017 (spring).
Note: Attendance rate difference was calculated by subtracting the attendance rate for non-Collegiate Academy students from the attendance rate for Collegiate Academy students. Diff.= attendance rate difference. CA = Collegiate Academy. Non-CA = grade nine students at same high school who were not Collegiate Academy students. PT = P-TECH. SOC = South Oak Cliff.

Table 7 shows CA retention rates for 2016-17. Rates of retention ranged from 93 percent (Roosevelt CA) to 98 percent (Conrad CA and Pinkston CA), and 96 percent of CA students enrolled at the beginning of the 2016-17 school year remained at the same CA campus at the end of the year.

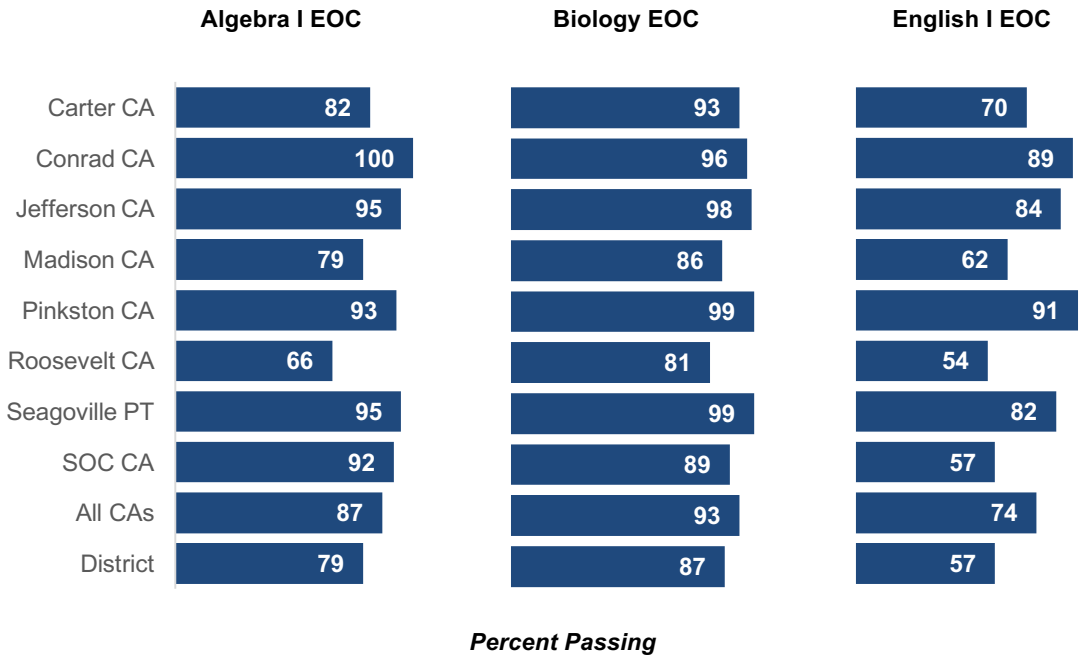
Table 7: 2016-17 Collegiate Academy Student Retention Rates by Campus

Campus	**# Enrolled BOY 2016**	**# Retained EOY 2017**	**% Retention BOY - EOY**
Carter CA	118	114	97
Conrad CA	115	113	98
Jefferson CA	124	120	97
Madison CA	95	90	95
Pinkston CA	113	111	98
Roosevelt CA	113	105	93
Seagoville PT	115	112	97
SOC CA	113	107	95
All CAs	**906**	**872**	**96**

Source: District demographic files dated 10/31/16 and 04/03/2017.
Note: BOY = Beginning of Year (as of 10/31/16). EOY = End of Year (as of 4/3/17). CA = Collegiate Academy. PT = P-TECH. SOC = South Oak Cliff. Two students transferred between Collegiate Academy campuses but were not coded as "retained". Of the remaining 32 students not retained, 16 students withdrew from the district and 16 students transferred to non-Collegiate Academy campuses.

Figure 5 shows the percent of collegiate academy students meeting the approaches grade level standard on the 2017 state EOC exams. As the data indicates, the majority of collegiate academy students exceeded the district average on all exams.

Figure 5: Collegiate Academy STAAR/EOC for 2016-2017



Source: STAAR EOC *data files 06/14/2017 and demographic file dated 10/31/2016.*
Note: Rates are for students enrolled in the district at each campus as of 10/31/2016 for first and second administration of all versions but Alternate 2 *of* STAAR EOC *exams. Rates represent students who have met or exceeded the approaches grade level standard. CA = Collegiate Academy. PT = P-TECH. SOC = South Oak Cliff.*

DISTRICTWIDE DUAL CREDIT

While the P-TECH program is the District's newest dual credit program, the District continues to provide dual credit opportunities to all of our students. A total of 1,823 Dallas ISD students participated in dual credit courses during fall 2016, an 19.4 percent increase from 2015-16 (N = 1,527). As shown in Table 8, 30 percent of the students enrolled in dual credit were enrolled in more than one course.

Table 8: 2016-17 Number of Dual Credit Courses Taken by Dallas ISD Students

	All Students	
Number of Courses	**N**	**%**
1	1,278	70.1
2	517	28.4
3	7	0.4
4	21	1.2
Total	**1,823**	**100.0**

Source: District secondary course files dated February 6, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status PEIMS file dated July 25, 2017.
Note: Percentages may not add up to 100 due to rounding.

In all, there were 2,417 enrollments in dual credit courses (Table 9). The largest number of students enrolled in dual credit courses (*n* = 203) were at Townview Business Magnet. Overall, dual credit enrollment increased by 546 students, or 29 percent, compared to 2015-16 (*n* = 1,871; Turner, 2016) largely due to the expansion of collegiate academies.

Table 9: 2016-17 Dual Credit Enrollments by Campus and CTE Status

	Total	Non-CTE		CTE Elective		Coherent Sequence		NAF	
Campus	**N**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Townview Business Magnet	203	-	-	4	1.3	199	14.7	-	-
Wash. Arts Magnet	189	118	19.5	62	20.7	9	0.7	-	-
Gilliam Collegiate	175	91	15.0	20	6.7	64	4.7	-	-
Conrad HS	166	-	-	80	26.8	83	6.1	3	1.9
Jefferson HS	166	38	6.3	4	1.3	98	7.2	26	16.4
Samuell HS	164	64	10.6	36	12.0	64	4.7	-	-
North Dallas HS	163	5	0.8	-	-	67	5.0	91	57.2
Townview Health Prof Magnet	155	-	-	-	-	155	11.5	-	-
Spruce HS	150	15	2.5	4	1.3	129	9.5	2	1.3
White HS	149	23	3.8	27	9.0	97	7.2	2	1.3
Carter HS	142	89	14.7	4	1.3	49	3.6	-	-
Adams HS	110	10	1.7	16	5.4	69	5.1	15	9.4
Pinkston HS	100	44	7.3	-	-	56	4.1	-	-
Skyline HS	78	2	0.3	4	1.3	72	5.3	-	-
South Oak Cliff HS	68	50	8.3	2	0.7	16	1.2	-	-
Adamson HS	57	2	0.3	5	1.7	43	3.2	7	4.4
Molina HS	52	11	1.8	16	5.4	25	1.8	-	-
Sunset HS	32	4	0.7	8	2.7	20	1.5	-	-
Townview Talented and Gifted Magnet	31	28	4.6	2	0.7	1	0.1	-	-
Kimball HS	17	-	-	1	0.3	6	0.4	10	6.3
Lassiter Early College	16	4	0.7	2	0.7	10	0.7	-	-
Wilmer-Hutchins HS	14	-	-	1	0.3	10	0.7	3	1.9
Obama Leadership HS	11	5	0.8	1	0.3	5	0.4	-	-
Lincoln HS	7	3	0.5	-	-	4	0.3	-	-
Roosevelt HS	2	-	-	-	-	2	0.1	-	-
Total	**2,417**	**606**	**100.0**	**299**	**100.0**	**1,353**	**100.0**	**159**	**100.0**

Source: District secondary course files dated February 6, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status PEIMS file dated July 25, 2017. Department of CTE NAF enrollment file dated December 1, 2016.

Note: CTE = Career and technical education. NAF = National Academy Foundation N = number of enrollments. Students could be enrolled in more than one course. "-" indicates that no students were enrolled. Percentages may not add up to 100 due to rounding.

As shown in Table 10, the expansion of collegiate academies led to a larger percentage of grade nine students (*n* = 478, 19.8%) enrolled in dual credit courses than grade 10 students (*n* = 432, 17.9%).[1] Overall, the majority of dual credit enrollees were in grades 11 and 12 (*n* = 1,507, 62.3%).

[1] The eight collegiate academies were solely comprised of grade nine students in 2016-17 (see Palladino et al., 2017).

Table 10: 2016-17 Dual Credit Enrollments by Grade and CTE Status

	Total		Non-CTE		CTE Elective		Coherent Sequence		NAF	
Grade	**N**	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
9	478	19.8	212	35.0	82	27.4	184	13.6	-	-
10	432	17.9	120	19.8	26	8.7	269	19.9	17	10.7
11	779	32.2	170	28.1	76	25.4	485	35.8	48	30.2
12	728	30.1	104	17.2	115	38.5	415	30.7	94	59.1
Total	**2,417**	**100.0**	**606**	**100.0**	**299**	**100.0**	**1,353**	**100.0**	**159**	**100.0**

Source: District secondary course files dated February 6, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status PEIMS file dated July 25, 2017. Department of CTE NAF enrollment file dated December 1, 2016.
Note: CTE = Career and technical education. NAF = National Academy Foundation. N = number of enrollments. Students could be enrolled in more than one course. "-" indicates that no students were enrolled. Percentages may not add up to 100 due to rounding.

As shown in Table 11, more than half of the dual credit courses were in the career and technology area (n = 1,371, 56.7%). Seventy-five percent of dual credit enrollments were CTE elective (*n* = 299), coherent sequence (*n* = 1,353), and NAF student enrollments (*n* = 159).

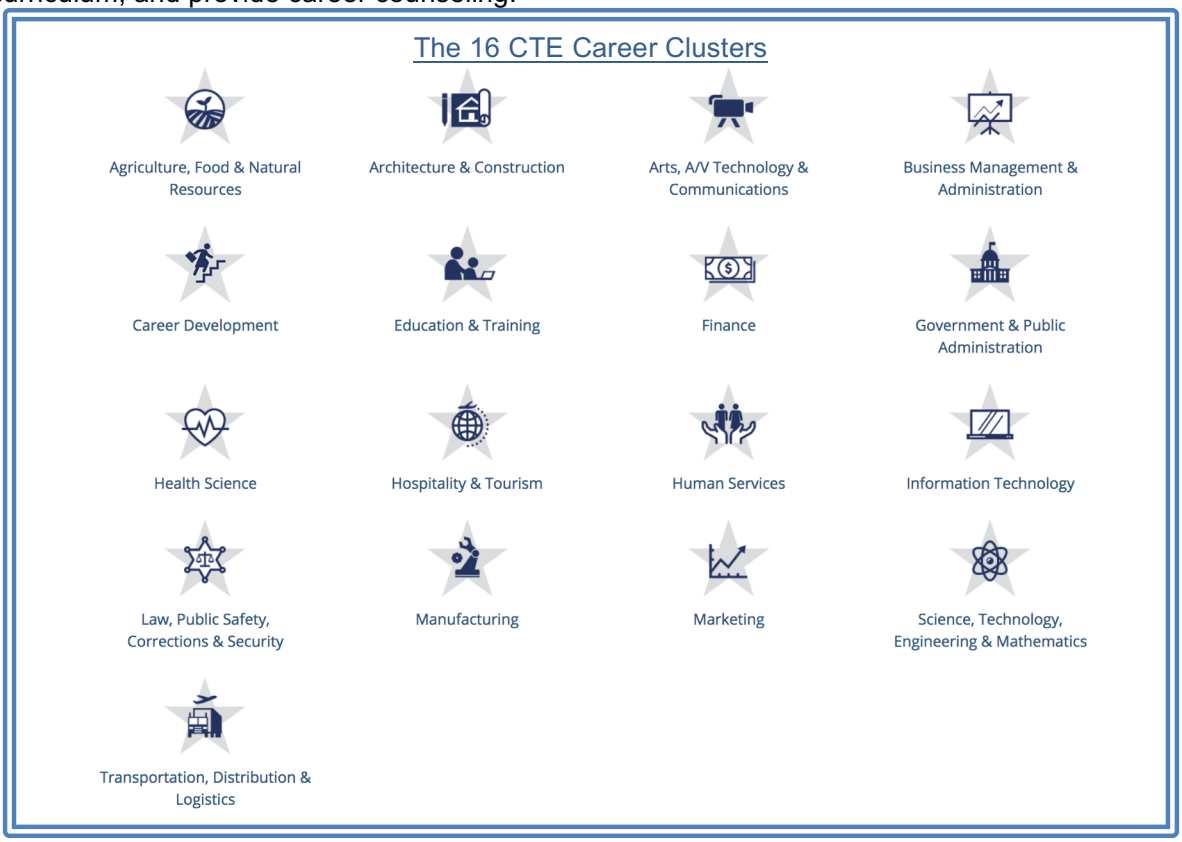
Table 11: 2016-17 Dual Credit Enrollments by Course Area and CTE Status

	Total	Non-CTE		CTE Elective		Coherent Sequence		NAF	
Course Area	**N**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Language Arts	152	28	4.6	32	10.7	77	5.7	15	9.4
Mathematics	161	117	19.3	24	8.0	8	0.6	12	7.5
Science	30	27	4.5	1	0.3	2	0.1	-	-
Social Studies	388	60	9.9	50	16.7	237	17.5	41	25.8
Econ/Free Ent	72	15	2.5	23	7.7	33	2.4	1	0.6
Language other Than English	99	37	6.1	11	3.7	50	3.7	1	0.6
Fine Arts	102	63	10.4	18	6.0	21	1.6	-	-
Tech Applications	42	17	2.8	-	-	24	1.8	1	0.6
Career & Technology	1,371	242	39.9	140	46.8	901	66.6	88	55.3
Total	**2,417**	**606**	**100.0**	**299**	**100.0**	**1,353**	**100.0**	**159**	**100.0**

Source: District secondary course files dated February 6, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status PEIMS file dated July 25, 2017. Department of CTE NAF enrollment file dated December 1, 2016.
Note: CTE = Career and technical education. NAF = National Academy Foundation. N = number of enrollments. Students could be enrolled in more than one course. "-" indicates that no students were enrolled. Percentages may not add up to 100 due to rounding.

CAREER AND TECHNICAL EDUCATION

The Carl D. Perkins Career and Technical Education Act of 2006 helped support the Department of Career and Technical Education (CTE) of the Dallas Independent School District (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 a diverse student population. Dallas ISD campuses offered courses and course sequences aligned with 16 career clusters or broad groupings of occupations and industries based on related disciplines.[2] Dallas ISD followed the career cluster framework but used the term career pathways[3] to distinguish these groupings offered at each high school campus from the career clusters. A Texas Education Agency (TEA) grant of $2,702,107 funded the CTE program in 2016-17. The CTE program used these funds to buy equipment, pay central staff salaries, provide professional development for teachers, support curriculum, and provide career counseling.



[2] 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

[3] 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.

In 2013, the Texas Legislature passed House Bill 5 (HB 5), which replaced existing high school graduation plans with a new foundation curriculum. High school students were required to complete this foundation curriculum plus additional coursework under one of five diploma endorsements, three of which were CTE-related: 1) business and industry, 2) public service, and 3) Science, Technology, Engineering, and Mathematics (STEM).[4] Table 12 below shows the overall CTE enrollment in grades six through 12 for CTE Electives and Coherent Sequence coursework. As shown in Table 13, CTE elective and coherent sequence students most often enrolled in the business, management, and administration courses (*n* = 6,007,17.3%), followed by information technology courses (*n* = 4,679,13.5%).

Table 12: 2016-17 Student Enrollment by Grade Level and CTE Status

	Non-CTE	CTE Elective	Coherent Sequence	Total	Non-CTE	CTE Elective	Coherent Sequence
Grade	***n***	***n***	***n***	***n***	**%**	**%**	**%**
Middle School							
6	10,268	631	-	10,899	94.2	5.8	-
7	6,880	3,540	-	10,420	66.0	34.0	-
8	5,408	4,774	-	10,182	53.1	46.9	-
Total	22,556	8,945	-	31,501	71.6	28.4	-
High School							
9	3,991	6,105	2,073	12,169	32.8	50.2	17.0
10	2,715	2,035	5,900	10,650	25.5	19.1	55.4
11	1,652	978	6,407	9,037	18.3	10.8	70.9
12	1,336	1,214	5,127	7,677	17.4	15.8	66.8
Total	9,694	10,332	19,507	39,533	24.5	26.1	49.3
All Secondary							
Total	**32,250**	**19,277**	**19,507**	**71,034**	**45.4**	**27.1**	**27.5**

Source: District demographic PEIMS file dated October 31, 2016. District CTE status PEIMS file dated July 25, 2017.
Note: CTE = Career and technical education. Grade 6, 7, and 8 students cannot be classified as coherent sequence students until grade 9. Percentages may not add up to 100 due to rounding.

[4] The other two endorsements were Arts and Humanities and Multidisciplinary.

Table 13: 2016-17 Number of High School Enrollments by Career Cluster and CTE Status

Career Cluster	CTE Elective *n*	Coherent Sequence *n*	Total CTE Enrollment *n*	Enrollment by Cluster %
Agriculture, Food and Natural Resources	222	531	753	2.2
Architecture and Construction	313	889	1,202	3.5
Arts, A/V Technology and Communication	903	1,912	2,815	8.1
Business, Management, and Administration	2,113	3,894	6,007	17.3
Career Exploration	186	2,597	2,783	8.0
Education and Training	178	491	669	1.9
Finance	360	2,116	2,476	7.1
Government and Administration	52	416	468	1.4
Health Science	475	1,994	2,469	7.1
Hospitality and Tourism	808	1,932	2,740	7.9
Human Services	705	1,697	2,402	6.9
Information Technology	1,568	3,111	4,679	13.5
Law, Public Safety, Corrections, and Security	603	1,388	1,991	5.7
Manufacturing	26	25	51	0.1
Marketing, Sales, and Service	336	1,049	1,385	4.0
Science, Technology, Engineering, and Mathematics	212	549	761	2.2
Transportation, Distribution, and Logistics	293	702	995	2.9
Total	**9,353**	**25,293**	**34,646**	**100.0**

Source: District demographic PEIMS file dated October 31, 2016. District CTE status PEIMS file dated July 25, 2017. District secondary course file dated February 6, 2017.
Note: CTE = Career and technical education. *n* = number of enrollments. A student could have been enrolled in multiple courses within each career cluster. Percentages may not add up to 100 due to rounding.

Table 14 displays career pathways by career cluster for school years 2011-12 through 201617.

Table 14: 2011-12 through 2016-17 Number of Career Pathways by Career Cluster

Career Clusters	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Business and Industry Endorsement						
Agriculture, Food & Natural Resources	2	2	3	4	7	7
Architecture & Construction	5	5	5	9	9	8
Arts, A/V Technology & Communication	11	10	5	13	16	20
Business/Marketing[a]	8	9	7	19	-	-
Business	-	-	-	-	21	35
Marketing	-	-	-	-	32	38
Finance	7	6	8	10	12	20
Hospitality & Tourism	8	8	4	12	22	28
Information Technology	9	9	6	13	16	36
Transportation, Distribution & Logistics	6	5	2	8	8	5
Manufacturing[b]	0	0	0	1	2	4
Public Services Endorsement						
Education & Training	4	5	4	6	6	6
Government and Administration	1	2	1	2	2	2
Health Science	3	3	3	7	17	8
Human Services	2	2	6	1	2	3
Law/Public Safety	8	8	4	6	8	10
STEM Endorsement						
STEM	11	10	9	12	16	16
Total	**85**	**84**	**67**	**123**	**196**	**246**

Source: Data were provided by the Department of CTE on March 29, 2017.

Note: A/V = Audio and video. [a]Historically, the business and marketing career clusters were separate. Starting 2014-15, the two clusters were combined. For the purposes of this table, the number of pathways within business and marketing were combined for previous years. [b]The manufacturing pathway was in the planning stage in 2014-15, and began enrolling students in 2015-16.

Career Certification

According to The Georgetown University Center on Education and the Workforce, certificates have rapidly increased to become the second most common postsecondary award in the nation. More than one million certificates are awarded each year. In the context of concerns about rising college costs and student loan debt, certificates, which are cheaper and take less time to complete than college degrees, have become of increasing interest to researchers, institutions, and other stakeholders in higher education. A 2012 report, Certificates: Gateway to Gainful Employment and College Degrees (http://cew.georgetown.edu/certificates/), analyzes earnings by field of study, sex, race/ethnicity, and program length.

Career certification attainment by Dallas ISD students was at 310 in 2010-2011. During the 2016-17 school year, 4,645 passed certification exams. *Table 15 shows the number of career certifications earned in 2016/17 by unduplicated students.*

Table 15: 2016-17 Number of Certifications Earned

Number of Certification Exams Passed	Number of Unduplicated Students	Number of Certifications Earned
1	2,332	2,332
2	802	1,604
3	149	447
4	43	172
5	13	65
6	3	18
7	1	7
Total	3,343	4,645

Source: District PEIMS snapshot demographic data file dated October 31, 2016. District certification data file dated October 16, 2017.

On the next page, Table 16 shows 2016-2017 career certification exam participation and performance rates for all Dallas ISD students. Students are identified by gender, ethnicity and race, and Special Populations.

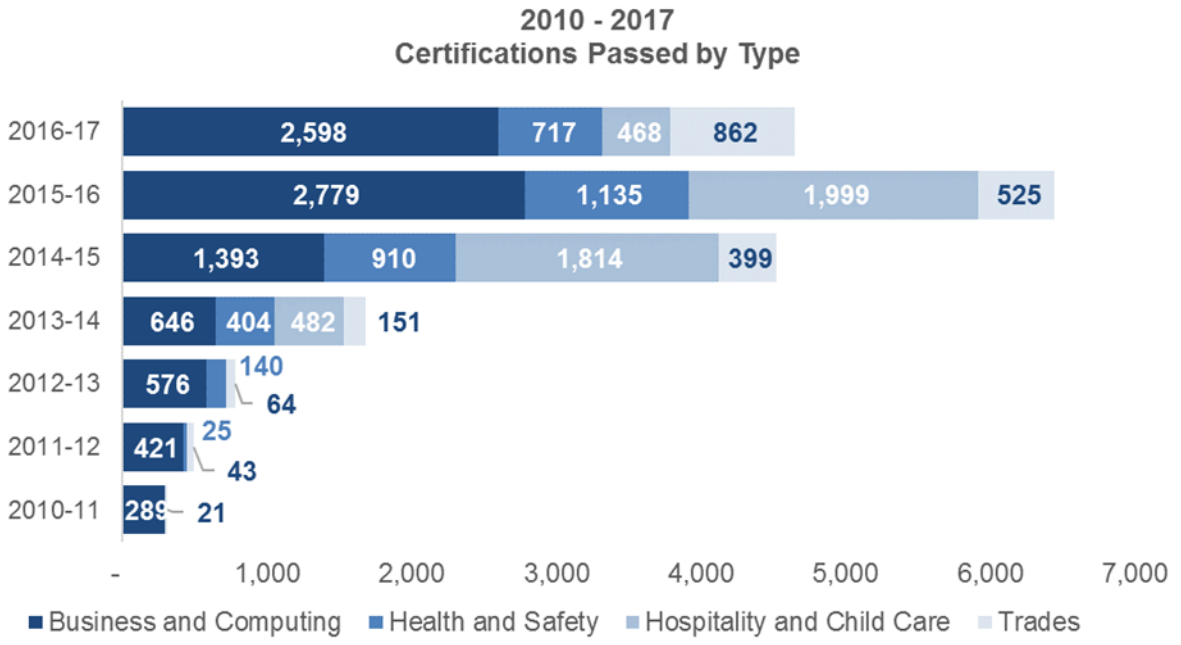
Table 16: 2016-17 Certifications Overview

	Exams Taken (*n* = 5,994)		Exams Passed (*n* = 4,645)	
	n	**%**	***n***	**%**
Gender				
Male	3,051	50.9	2,290	75.1
Female	2,943	49.1	2,355	80.0
Total	**5,994**	**100.0**	**4,645**	
Ethnicity				
Hispanic	4,452	74.3	3,447	77.4
African American	1,304	21.8	1,017	78.0
White	106	1.8	76	71.7
Other	132	2.2	105	79.5
Total	**5,994**	**100.0**	**4,645**	
Special Populations				
Eco. Disadv.	5,258	87.7	4,104	78.1
Special Ed.	299	5.0	195	65.2

Source: District PEIMS snapshot demographic data file dated October 31, 2016. District certification data file dated October 16, 2017.
Note: Other = American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, two or more races, or unknown. Eco. Disadv = Economically Disadvantaged. Ed. = Education. Some percentages may not add to 100 due to rounding.

Figure 6 tracks the number of certification exams passed for seven years.

Figure 6: Certifications Passed by Type



The total number of career certifications earned is shown below, by high school. Table 17 outlines the number of exams passed in 2015, 2016, and 2017.

Table 17: 2015 - 2017 Certifications Earned and Passing Rate by Campus

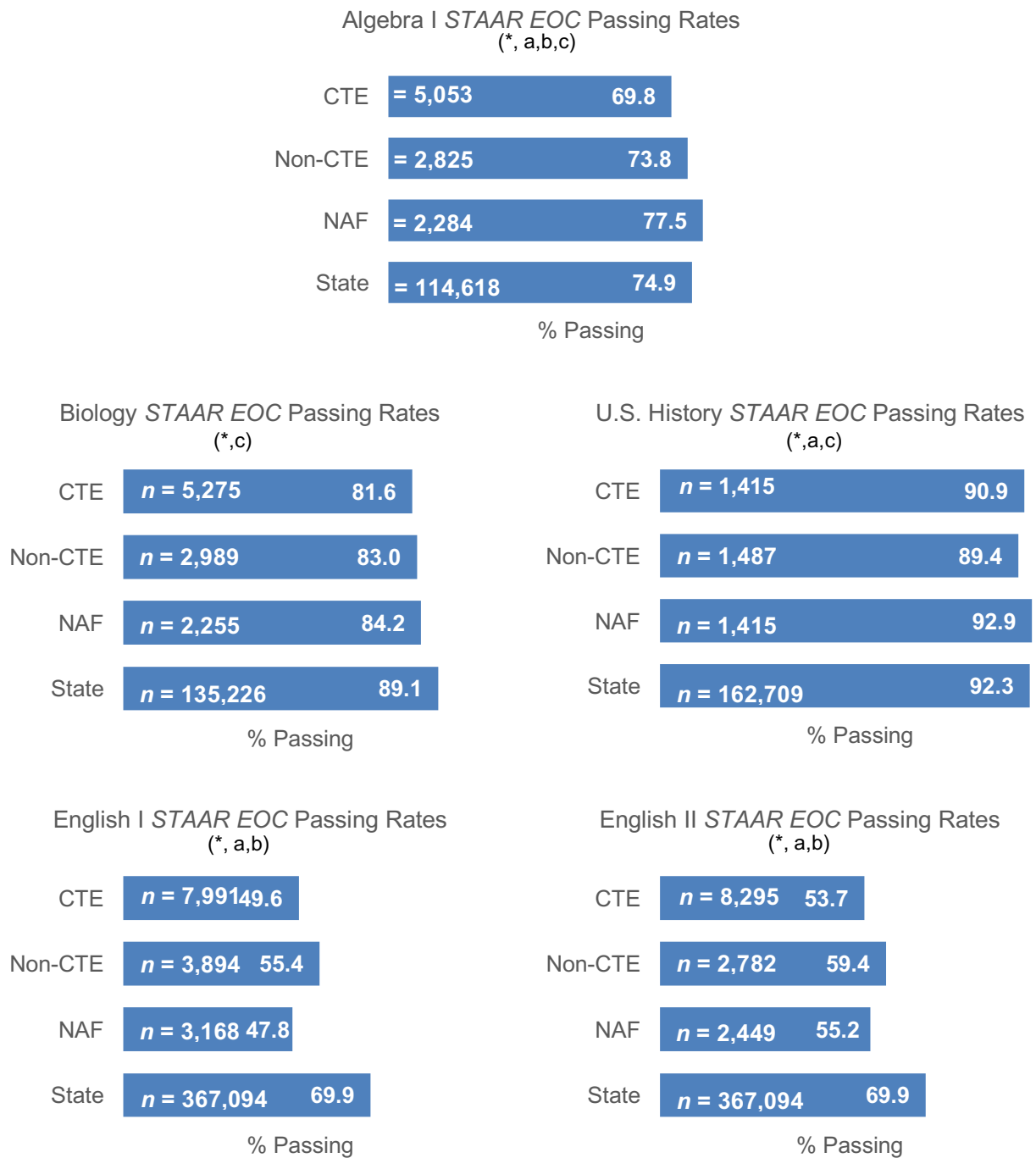
Trustee District	Campus	2015		2016		2017	
		Passed *n*	Pass Rate %	Passed *n*	Pass Rate %	Passed *n*	Pass Rate %
3	Adams HS	129	97.0	74	86.0	64	57.1
7	Adamson HS	239	100.0	249	98.8	118	63.8
6	Carter HS	82	82.8	151	82.1	79	81.4
3	Conrad HS	48	100.0	174	96.7	49	56.3
2	Hillcrest HS	-	-	1	100.0	35	100.0
8	IDEA At J.W. Fannin	-	-	-	-	46	15.2
1	Jefferson HS	198	100.0	183	98.4	95	79.2
6	Kimball HS	-	-	331	88.7	43	100.0
9	Lincoln HS	135	95.7	193	95.5	104	80.0
9	Madison HS	-	-	-	-	3	30.0
7	Molina HS	337	97.1	526	98.3	160	63.0
8	Multiple Careers Magnet	-	-	-	-	8	100.0
2	North Dallas HS	1	100.0	40	100.0	11	100.0
6	Patton Academic Center	-	-	34	100.0	72	97.3
5	Pinkston HS	168	89.4	157	81.3	159	80.3
5	Roosevelt HS	74	100.0	39	97.5	24	45.3
4	Samuell HS	1	100.0	18	94.7	107	100.0
5	Sanders Public Service Law	152	100.0	-	-	-	-
6	School Community Guidance Center	6	75.0	-	-	2	66.7
4	Seagoville HS	16	100.0	42	100.0	36	100.0
9	Skyline HS	1,565	86.4	1,994	81.5	1,943	87.4
5	Smith HS	27	100.0	131	83.4	-	-
5	Sorrells School Of Education	57	83.8	112	45.0	110	64.7
5	South Oak Cliff HS	20	83.3	49	100.0	42	85.7
4	Spruce HS	2	100.0	14	100.0	298	99.0
7	Sunset HS	391	91.6	510	93.6	255	63.6
5	Townview Business Magnet	266	90.5	397	94.3	263	89.2
5	Townview Health Prof Magnet	341	98.8	566	98.3	284	97.9
1	White HS	138	87.9	400	95.5	175	54.0
5	Wilmer-Hutchins HS	21	38.9	2	1.8	60	80.0
9	Wilson HS	102	50.7	51	30.7	-	-
	Total	**4,516**	**89.3**	**6,438**	**85.6**	**4,645**	**77.5**

Source: District PEIMS snapshot demographic data file dated October 31, 2016. District certification 2017 data file dated October 16, 2017. District 2015 and 2016 metrics were pulled from *College and Career Readiness: Annual Report 2016* (Johnson & Douglas, 2016).
Note: "-" indicates no certification exams were taken.

State Assessment Performance

As shown in Figure 7 on the following page, passing rates for *STAAR EOCs* in grades nine through 12 varied among students participating in CTE related programs and those not particpiating in such programs.

Figure 7: 2016-17 STAAR EOC *Passing Rates for CTE, Non-CTE, NAF, and State*



Source: District *STAAR EOC* file dated June 14, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017. Department of CTE NAF file dated December 1, 2016. State rates pulled from the *2016 PBMAS* report.
Note: CTE = Career and technical education. NAF = National Academy Foundation. *Indicates an overall statistically (stat) significant (sig) difference (diff) between CTE, non-CTE, and NAF. a = stat sig diff between CTE and non-CTE. b = stat sig diff between non-CTE and NAF. c = stat sig diff between CTE and NAF. *EOC* = end of course.

Enrollment in National Academy Foundation Programs in District High Schools

A total of 6,608 students participated in 42 National Academy Foundation (NAF) academies. Kimball High School's Academy of Hospitality and Tourism had the highest student enrollment in the district (*n* = 382), followed by Spruce High School Academy of Finance (*n* = 357).[5]

*Table 18: 2016-17 NAF Student Enrollment (*N = *6,608)*

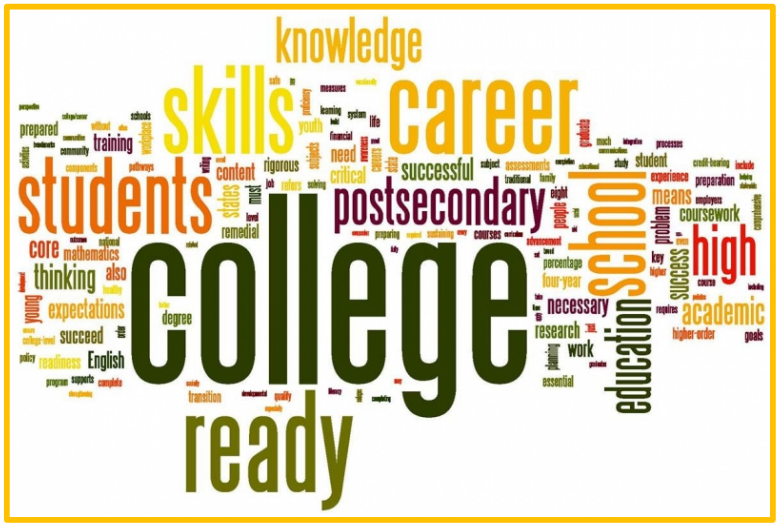
Academy Name	Students *n*	Academy Name	Students *n*
Adams High HS AOE	189	North Dallas HS AOIT	266
Adams HS AOHS	166	Roosevelt HS AOHS	93
Adamson HS AOF	174	Skyline HS & Career Development Center AOHT	152
Adamson HS AOHS	104	Skyline HS AOE	84
Carter HS AOIT	48	Skyline HS AOF	82
Conrad HS AOE	135	Skyline HS AOHS	69
Conrad HS AOF	119	Skyline HS AOIT	103
Conrad HS AOHS	138	South Oak Cliff HS AOE	60
Conrad HS AOHT	90	South Oak Cliff HS AOIT	159
Conrad HS AOIT	116	Spruce HS AOE	193
Hillcrest HS AOE	112	Spruce HS AOF	357
IDEA AOF	205	Spruce HS AOIT	131
Jefferson HS AOE	114	Sunset HS AOF	97
Jefferson HS AOF	207	Sunset HS AOHS	179
Jefferson HS AOHT	256	Townview School of Science and Engineering Magnet AOE	310
Kimball HS AOE	210	White HS AOE	120
Kimball HS AOHT	382	Wilmer-Hutchins HS AOHT	122
Lincoln HS AOE	82	Wilmer-Hutchins HS AOIT	126
Madison HS AOIT	155	Wilson HS AOE	241
North Dallas HS AOE	154	Wilson HS AOF	199
North Dallas HS AOF	213	Wilson HS AOHT	96

Source: Department of CTE NAF enrollment file dated December 1, 2016. District CTE status PEIMS file dated July 25, 2017.
Note: NAF = National Academy Foundation. HS = High school. AOE = Academy of Engineering. AOHS = Academy of Health Science. AOIT = Academy of Information Technology. AOF = Academy of Finance. AOHT = Academy of Hospitality and Tourism. *n* = number of students.

[5] Two additional NAF academies, White HS Academy of Finance (AOF) and Academy of Information Technology (AOIT), were in a planning year and students in these programs were not included in Table 6. Appendix B includes the students enrolled in the two NAF academies at White High School and are designated as "NAF Planning Year."

COLLEGE ACCESS PROGRAM

The Postsecondary Success department manages the College Access Program (CAP)—vendors who are funded through Title I to supplement high school counselor work with individual or small groups of students—and the Institutions of Higher Education (IHE) Partners funded by federal, state, and local sources and governed by the THECB. The IHE Partner programs include TRIO Educational Talent Search/Upward Bound, Go Centers, Advise Texas, SMU College Access, and UT Outreach.



The College Access Program was created to meet the needs of the Dallas ISD for increased student college applications, scholarship applications, participation and performance on college entrance exams, and parental involvement in the college admissions and financial aid process. The three CAP vendors selected for the 2016-17 school year were Academic Success Program (ASP), Education is Freedom (EIF), and Southern Methodist University (SMU). The program served students in grades nine to 12 in high schools receiving Title I funds. One CAP vendor was selected to serve each campus, and each CAP vendor assigned a CAP advisor to provide supplemental, individual, and small group assistance to students and parents. This assistance included advisement on using Naviance (an online college and career readiness tool), completing college and financial aid applications, including scholarship application essays, registering and preparing for *SAT*, *ACT*, and *Texas State Initiative Assessment (TSIA)* tests, and attending college fairs. Table 19 on the next page shows by campus, the percent of seniors with Apply Texas and FAFSA applications completed, the percent of seniors earning a Recommended or Distinguished graduation plan, and the percent having taken the SAT or ACT.

Table 19: Apply Texas, Scholarships, FAFSA, and Graduation Plan Completion by High School, 2017

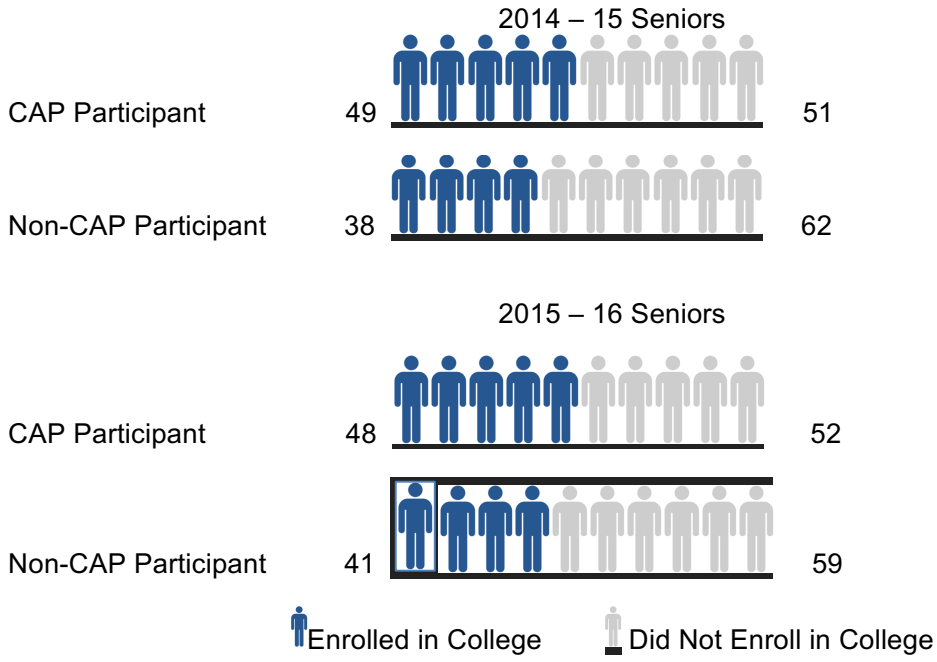
HIGH SCHOOL	# of SENIORS	APPLYTEXAS % COMPLETED	SAT/ACT % TAKEN	FAFSA % COMPLETED	REC/DIST % COMPLETED
DISTRICT GOAL	*(As of 06/05/17)*	**95%**	**95%**	**60%**	**90%**
ADAMS	406	100%	93%	65%	92%
ADAMSON	317	100%	90%	53%	93%
CARTER	194	100%	91%	68%	87%
CONRAD	219	98%	91%	56%	85%
GARZA EARLY COLLEGE	99	99%	100%	75%	100%
GILLIAM	100	100%	100%	77%	100%
HILLCREST	260	93%	90%	51%	81%
JEFFERSON	298	86%	85%	39%	88%
KIMBALL	263	100%	95%	76%	92%
LASSITER MIDDLE COLLEGE	59	100%	100%	64%	98%
LINCOLN	100	100%	86%	82%	84%
MADISON	84	100%	99%	82%	88%
MOLINA	453	97%	91%	62%	90%
NORTH DALLAS	196	100%	90%	64%	81%
OBAMA	35	100%	100%	80%	100%
PATTON	51	94%	96%	59%	49%
PINKSTON	172	100%	92%	67%	90%
RANGEL	70	100%*	100%	77%	100%
ROOSEVELT	100	100%	78%	58%	68%
SAMUELL	329	98%	87%	42%	81%
SEAGOVILLE	280	97%	93%	58%	86%
SKYLINE	1,010	100%	96%	58%	90%
SMITH NEW TECH	112	100%	100%	70%	97%
SOUTH OAK CLIFF	252	100%	83%	68%	71%
SPRUCE	275	95%	91%	53%	81%
SUNSET	455	100%	91%	60%	90%
TOWNVIEW BUSINESS	114	100%	100%	75%	100%
TOWNVIEW EDUCATION	69	100%	100%	86%	99%
TOWNVIEW HEALTH	135	100%	100%	88%	100%
TOWNVIEW PUB SRVC	87	100%*	99%	82%	99%
TOWNVIEW SEM	106	100%	100%	92%	100%
TOWNVIEW TAG	61	100%*	100%	85%	100%
WASHINGTON	212	100%*	100%	67%	94%
WHITE	501	96%	90%	54%	80%
WILMER-HUTCHINS	174	100%	91%	86%	83%
WILSON	363	96%	95%	61%	88%
DISTRICT	**8,011**	**99%**	**93%**	**62%**	**88%**

2016-2017 Counselors' College-Ready Report Card					
	Met Standard		Within 5% of Goal		Did Not Meet Standard

College Enrollment

The following information details the one-year and two-year enrollment in college rates of Dallas ISD graduates.

Figure 8:2014-15 and 2015-16 Percentages of Students Enrolled in College within One Year of Graduating High School



Source: CAP participation data files from August 6, 2015, and July 27, 2016; District demographic data files from June 1, 2015, and June 1, 2016; National Student Clearinghouse data files from June 28, 2016, and April 11, 2017.
Note: *n* = 6,374 CAP participants in 2014-15; *n* = 981 non-participants in 2014-15; *n* = 6,350 CAP participants in 2015-16; *n* = 856 non-participants in 2015-16.

Table 20 details Dallas ISD graduates who enrolled in college within 2-years by high school according to National Student Clearinghouse data (April, 2017).

Table 20: College Enrollment and by High School 2015 and 2016

	Class of 2015			Class of 2016		
High School	**Total High School Graduates**	**Number Enrolled within 2 Years**	**% Enrolled within 2 Years**	**Total High School Graduates**	**Number Enrolled within 2 Years**	**% Enrolled within 2 Years**
Obama Male Leadership	12	9	75.0%	10	10	100.0%
Science and Engineer	81	78	96.3%	89	84	94.4%
Talented and Gifted	62	55	88.7%	59	54	91.5%
Health Professions	120	108	90.0%	130	116	89.2%
Sanders Public Service	103	91	88.3%	98	87	88.8%
Rangel Leadership School	59	56	94.9%	64	56	87.5%
Sorrells Education/Social Services	69	59	85.5%	70	60	85.7%
Washington VPA	217	188	86.6%	214	182	85.0%
Business and Management	105	83	79.0%	111	93	83.8%
Garza ECHS	101	79	78.2%	103	84	81.6%
Lassiter ECHS (Middle College)	49	41	83.7%	57	46	80.7%
Gilliam Collegiate Academy	75	58	77.3%	82	63	76.8%
Smith New Tech	95	66	69.5%	97	71	73.2%
Wilson	330	241	73.0%	348	250	71.8%
Hillcrest	279	183	65.6%	228	131	57.5%
White	468	295	63.0%	440	252	57.3%
Dallas ISD	**7,424**	**4,612**	**62.1%**	**7,461**	**4,176**	**56.0%**
Sunset	406	262	64.5%	404	226	55.9%
Skyline	1,000	658	65.8%	1,003	554	55.2%
Molina	418	268	64.1%	407	219	53.8%
Adamson	262	165	63.0%	308	164	53.2%
Kimball	281	165	58.7%	243	122	50.2%
Adams	330	190	57.6%	358	178	49.7%
North Dallas	212	110	51.9%	229	111	48.5%
Carter	171	84	49.1%	171	81	47.4%
Conrad	175	104	59.4%	206	96	46.6%
Jefferson	253	112	44.3%	287	130	45.3%
Wilmer-Hutchins	176	105	59.7%	165	74	44.8%
Roosevelt	76	27	35.5%	96	42	43.8%
Madison	99	57	57.6%	67	28	41.8%
Lincoln	112	55	49.1%	106	44	41.5%
South Oak Cliff	213	114	53.5%	201	82	40.8%
Samuell	296	126	42.6%	298	120	40.3%
Spruce	238	102	42.9%	261	103	39.5%
Pinkston	170	81	47.6%	162	63	38.9%
Seagoville	259	125	48.3%	260	92	35.4%
Patton	52	12	23.1%	29	8	27.6%

Source: National Student Clearinghouse, effective April 11, 2017

Note: Data was sorted by % Enrolled of Class of 2016

Dallas ISD Graduates – College Enrollment By Type and Location

Most Dallas ISD graduates enroll in in-state, public colleges versus private colleges. The table below shows results from 2012 to 2016 for students enrolled any time during the first two years after high school. Most Dallas ISD graduates first enroll in two-year colleges. Predominantly, those are the seven colleges within the Dallas County Community College District. Table 22 shows college enrollment from 2015 and 2016 for the top fifty colleges.

Table 21: College Enrollment by Level, Type, and Location 2012 to 2016

	2012	2013	2014	2015	2016	Five Year Average
Public	4,091	4,267	3,905	4,115	3,735	89.3%
Private	503	465	505	497	441	10.7%
Two-Year	2,687	2,854	2,473	2,481	2,167	56.2%
Four-Year	1,907	1,878	1,937	2,131	2,009	43.8%
In-Texas	4,166	4,306	3,947	4,086	3,756	90.0%
Out-of-Texas	428	426	463	526	420	10.0%
Total Enrolled	**4,594**	**4,732**	**4,410**	**4,612**	**4,176**	**100.0%**

Source: National Student Clearinghouse, effective April 11, 2017

Table 22: Top 50 Colleges for Enrollment 2014-15 and 2015-16

College	State	Level	Type	Enrolled
EASTFIELD COLLEGE-DALLAS CC DISTRICT	TX	2-year	Public	1,408
MOUNTAIN VIEW COLLEGE-DALLAS CC DISTRICT	TX	2-year	Public	1,260
EL CENTRO COLLEGE-DALLAS CC DISTRICT	TX	2-year	Public	975
RICHLAND COLLEGE-DALLAS CC DISTRICT	TX	2-year	Public	691
UNIVERSITY OF NORTH TEXAS	TX	4-year	Public	665
BROOKHAVEN COLLEGE-DALLAS CC DISTRICT	TX	2-year	Public	661
UNIVERSITY OF TEXAS ARLINGTON	TX	4-year	Public	531
TEXAS WOMAN'S UNIVERSITY	TX	4-year	Public	482
CEDAR VALLEY COLLEGE-DALLAS CC DISTRICT	TX	2-year	Public	391
TEXAS A&M UNIVERSITY	TX	4-year	Public	360
UNIVERSITY OF NORTH TEXAS AT DALLAS	TX	4-year	Public	335
UNIVERSITY OF TEXAS AT DALLAS	TX	4-year	Public	334
TEXAS A&M UNIVERSITY - COMMERCE	TX	4-year	Public	297
UNIVERSITY OF TEXAS AT AUSTIN	TX	4-year	Public	250
PRAIRIE VIEW A&M UNIVERSITY	TX	4-year	Public	237
NORTH LAKE COLLEGE-DALLAS CC DISTRICT	TX	2-year	Public	176
TYLER JUNIOR COLLEGE	TX	2-year	Public	169
TEXAS STATE UNIVERSITY - SAN MARCOS	TX	4-year	Public	161
TEXAS SOUTHERN UNIVERSITY	TX	4-year	Public	154
NAVARRO COLLEGE	TX	2-year	Public	150
SAM HOUSTON STATE UNIVERSITY	TX	4-year	Public	146
TEXAS COLLEGE	TX	4-year	Private	118
UNIVERSITY OF HOUSTON	TX	4-year	Public	117
STEPHEN F. AUSTIN STATE UNIVERSITY	TX	4-year	Public	114
NORTH CENTRAL TEXAS COLLEGE	TX	2-year	Public	93
SOUTHERN METHODIST UNIVERSITY	TX	4-year	Private	92
JARVIS CHRISTIAN COLLEGE	TX	4-year	Private	69
LANGSTON UNIVERSITY	OK	4-year	Public	64
UNIVERSITY OF TEXAS - SAN ANTONIO	TX	4-year	Public	62
EVEREST COLLEGE - DALLAS	TX	2-year	Private	60
TARLETON STATE UNIVERSITY	TX	4-year	Public	59
PARIS JUNIOR COLLEGE	TX	2-year	Public	57
TRINITY VALLEY COMMUNITY COLLEGE	TX	2-year	Public	54
MIDWESTERN STATE UNIVERSITY	TX	4-year	Public	52
TEXAS TECH UNIVERSITY, LUBBOCK	TX	4-year	Public	52
COLLIN COUNTY COMMUNITY COLLEGE	TX	2-year	Public	50
TEXAS A&M UNIVERSITY - CORPUS CHRISTI	TX	4-year	Public	50
BLINN COLLEGE	TX	2-year	Public	45
TARRANT COUNTY COLLEGE	TX	2-year	Public	40
CARRINGTON COLLEGE - MESQUITE	TX	2-year	Private	36
ST EDWARDS UNIVERSITY	TX	4-year	Private	35
UNIVERSITY OF ARKANSAS AT FAYETTEVILLE	AR	4-year	Public	35
AUSTIN COMMUNITY COLLEGE	TX	2-year	Public	32
PAUL QUINN COLLEGE	TX	4-year	Private	32
UNIVERSITY OF OKLAHOMA	OK	4-year	Public	28
AUSTIN COLLEGE	TX	4-year	Private	27
TEXAS CHRISTIAN UNIVERSITY	TX	4-year	Private	27
UNIVERSITY OF ARKANSAS AT PINE BLUFF	AR	4-year	Public	26
BAYLOR UNIVERSITY	TX	4-year	Private	24
NEW YORK UNIVERSITY	NY	4-year	Private	23

Source: National Student Clearinghouse, effective April 11, 2017

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ACT AND SAT OUTCOMES, DISTRICT AND SCHOOL-LEVEL, 2016-17

Beginning in 2014, the PSAT (10th grade), SAT (11th grade), and ACT (12th grade) were administered during the school day free of charge to students. In comparison to previous years, the percentage of senior participants and mean composite scores slightly increased. While the total number of seniors decreased in 2016-17, the number of students tested increased.

ACT Administration

Eighty-seven percent of Dallas ISD seniors took the *ACT* on September 27, 2016, compared to 86 percent in 2014-15 and 84 percent in 2015-16. The mean composite score increased from 16 in 2014-15 and 2015-16 to 17 in 2016-17. In addition, 18 percent of seniors met the college readiness benchmark compared to 15 percent in 2014-15 and 17 percent in 2015-16. Tables 23 to 25 show 2016-17 *ACT* participation numbers, participation rates, average composite scores, and rates of seniors meeting ACT college readiness benchmarks, respectively, by campus.

Table 23: 2014-15, 2015-16, and 2016-17 Seniors' Participation Rates for In-School ACT by Campus

Campus	2014-15 %	2015-16 %	2016-17 %
Smith New Tech	99	92	100
Rangel HS	97	91	100
Garza	93	94	100
Lassiter	96	98	100
Townview Public Svc	96	97	99
Gilliam	100	97	98
Townview Health	100	99	98
Townview Education	100	99	97
Townview Business	99	98	97
Madison	95	90	95
Washington	85	89	94
Townview Sci & Eng	99	93	94
Obama HS	100	100	94
Adams, B	82	68	94
Molina	89	79	91
Skyline	91	84	91
Kimball	87	83	90
Carter	84	83	90
Wilmer-Hutchins HS	84	85	90
White	89	90	88
Hillcrest	70	81	88
Dallas ISD	**86**	**84**	**87**
Sunset	87	81	87
Seagoville HS	92	77	86
Wilson	84	88	86
Conrad	61	88	84
Lincoln	94	83	83
Jefferson	82	79	81
Pinkston	80	81	80
North Dallas	87	80	78
Adamson	89	86	77
South Oak Cliff	76	81	77
Spruce	75	84	77
Townview TAG	63	70	75
Samuell	83	84	74
Patton	56	63	70
Roosevelt	83	66	54

Source: District ACT *data files 08/18/2015, 01/27/2016, and 03/23/2017. District demographic data files 10/31/2014, 10/30/2015, and 10/31/2016.*
Note: Data were sorted by 2016-17 school year.

Table 24: 2014-15, 2015-16, and 2016-17 Seniors' Mean In-School ACT *Composite Scores by Campus*

Campus	2014-15	2015-16	2016-17
Townview TAG	29	29	31
Townview Sci & Eng	28	29	29
Washington	23	24	24
Rangel HS	23	23	23
Townview Health	21	21	21
Obama HS	22	21	21
Townview Public Svc	20	21	21
Garza	20	20	20
Lassiter	21	21	20
Townview Business	20	19	20
Townview Education	20	20	19
Wilson	18	18	19
Gilliam	17	18	19
White	17	17	18
Hillcrest	17	17	17
Dallas ISD	**16**	**16**	**17**
Roosevelt	14	15	17
Adams, B	14	14	16
Skyline	16	15	16
Sunset	15	15	16
Smith New Tech	17	17	16
Adamson	15	15	16
Jefferson	15	14	15
Pinkston	13	15	15
Kimball	15	15	15
Molina	15	15	15
Seagoville HS	15	14	15
Spruce	14	15	15
Carter	15	15	15
North Dallas	15	15	14
Conrad	14	14	14
Wilmer-Hutchins HS	15	15	14
Madison	15	13	14
Lincoln	13	14	14
Samuell	13	14	14
South Oak Cliff	14	13	14
Patton	12	13	13

Source: District *ACT* data files 08/18/2015, 01/27/2016, and 03/23/2017. District demographic data files 10/31/2014, 10/30/2015, and 10/31/2016.
Note: Data were sorted by 2016-17 school year.

Table 25: 2014-15, 2015-16, and 2016-17 Percentage of Seniors Meeting the ACT College Readiness Benchmark (21) by Campus

Campus	2014-15 %	2015-16 %	2016-17 %
Townview Sci & Eng	99	100	100
Townview TAG	97	93	100
Washington	68	77	78
Rangel HS	74	81	77
Townview Health	53	54	57
Obama HS	58	60	55
Townview Public Svc	41	50	49
Garza	40	46	45
Lassiter	54	44	45
Townview Business	44	32	40
Wilson	31	29	34
Gilliam	12	17	31
Townview Education	39	39	28
White	22	22	23
Hillcrest	21	17	22
Dallas ISD	**15**	**17**	**18**
Adams, B	6	9	10
Sunset	5	8	10
Skyline	10	11	10
Adamson	5	8	9
Smith New Tech	11	21	9
Jefferson	5	6	8
Roosevelt	3	11	8
Patton	0	10	7
Seagoville HS	7	5	7
Kimball	5	5	6
Molina	5	6	5
Carter	6	4	5
Samuell	2	2	4
North Dallas	5	9	4
Spruce	4	5	4
Madison	3	1	4
Conrad	6	5	3
Wilmer-Hutchins HS	3	1	3
South Oak Cliff	1	3	2
Pinkston	1	3	2
Lincoln	4	2	1

Source: District *ACT* data files 08/18/2015, 01/27/2016, and 03/23/2017. District demographic data files 10/31/2014, 10/30/2015, and 10/31/2016.
Note: Data were sorted by 2016-17 school year.

SAT Administration

Dallas ISD administered the *SAT* to 11th grade students on March 1, 2017. The College Board redesigned the *SAT* test in 2016, and 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.[6] Of district juniors, 7,483 (83%) took the school-day S*AT* in 2016-17. Figure 9 shows the percentage of juniors who participated in school-day *SAT* testing by campus and for the district overall. These juniors achieved a mean composite score of 915. Furthermore, 37 percent of test takers met or exceeded the college readiness benchmark for ERW, and 19 percent met or exceeded the mathematics college readiness benchmark. Figures 10 and 11 show the percentage of juniors who met or exceeded the school-day *SAT* ERW and mathematics college readiness benchmarks, respectively, by campus and for the district overall.

[6] Prior to March 2016, the *SAT* test included critical reading, writing, and mathematics sections with scale scores that could range from 200 to 800 for each of the three sections, and the composite *SAT* score could range 600 to 2400 (College Board, 2015).

Figure 9: 2016-17 Percentage of Juniors Who Participated in School-Day SAT Testing by Campus (N=9,014)

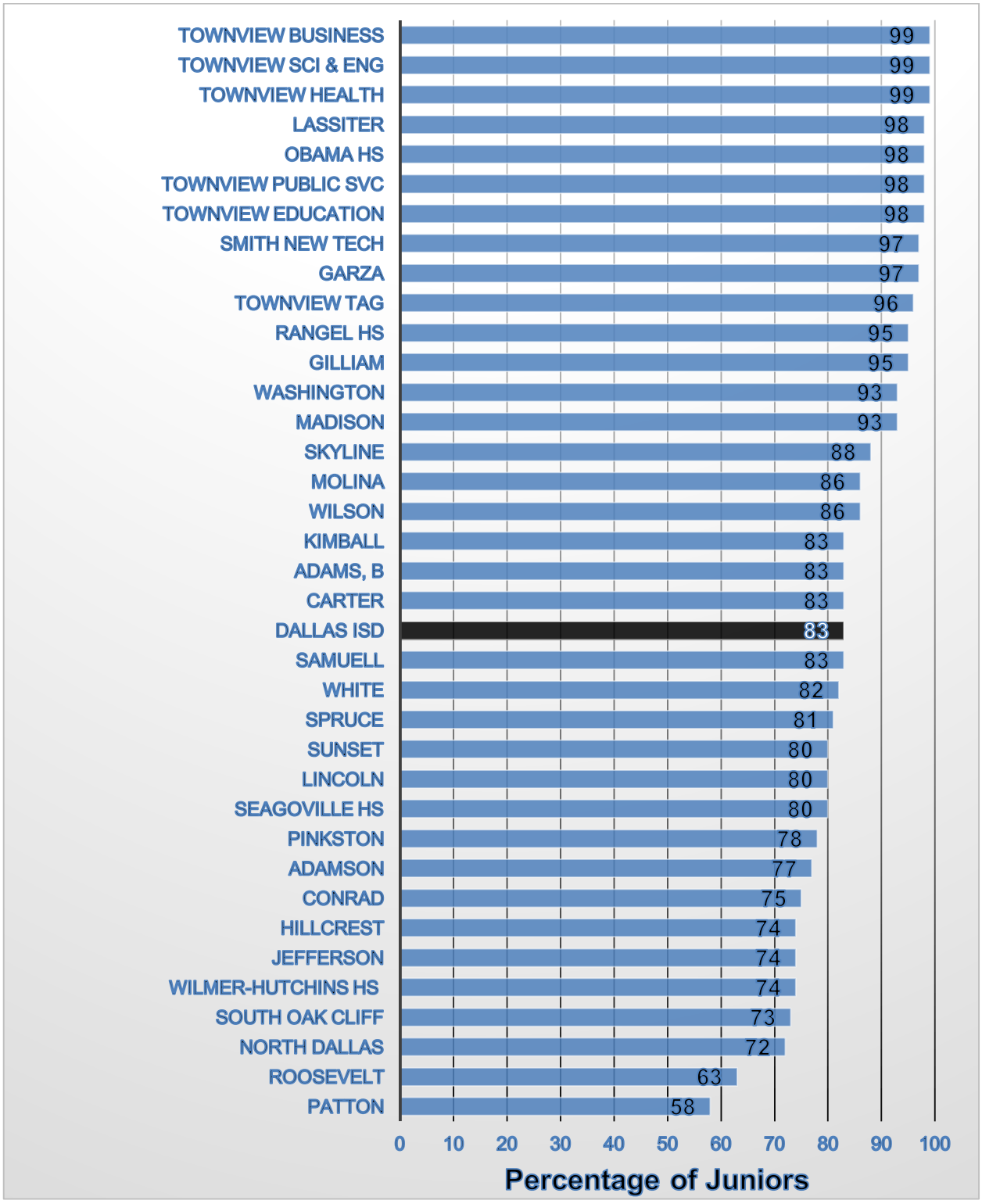


Figure 10: 2016-17 Percentage of Juniors Meeting or Exceeding School-Day SAT College Readiness Benchmark for ERW (480) by Campus (N=7,483)

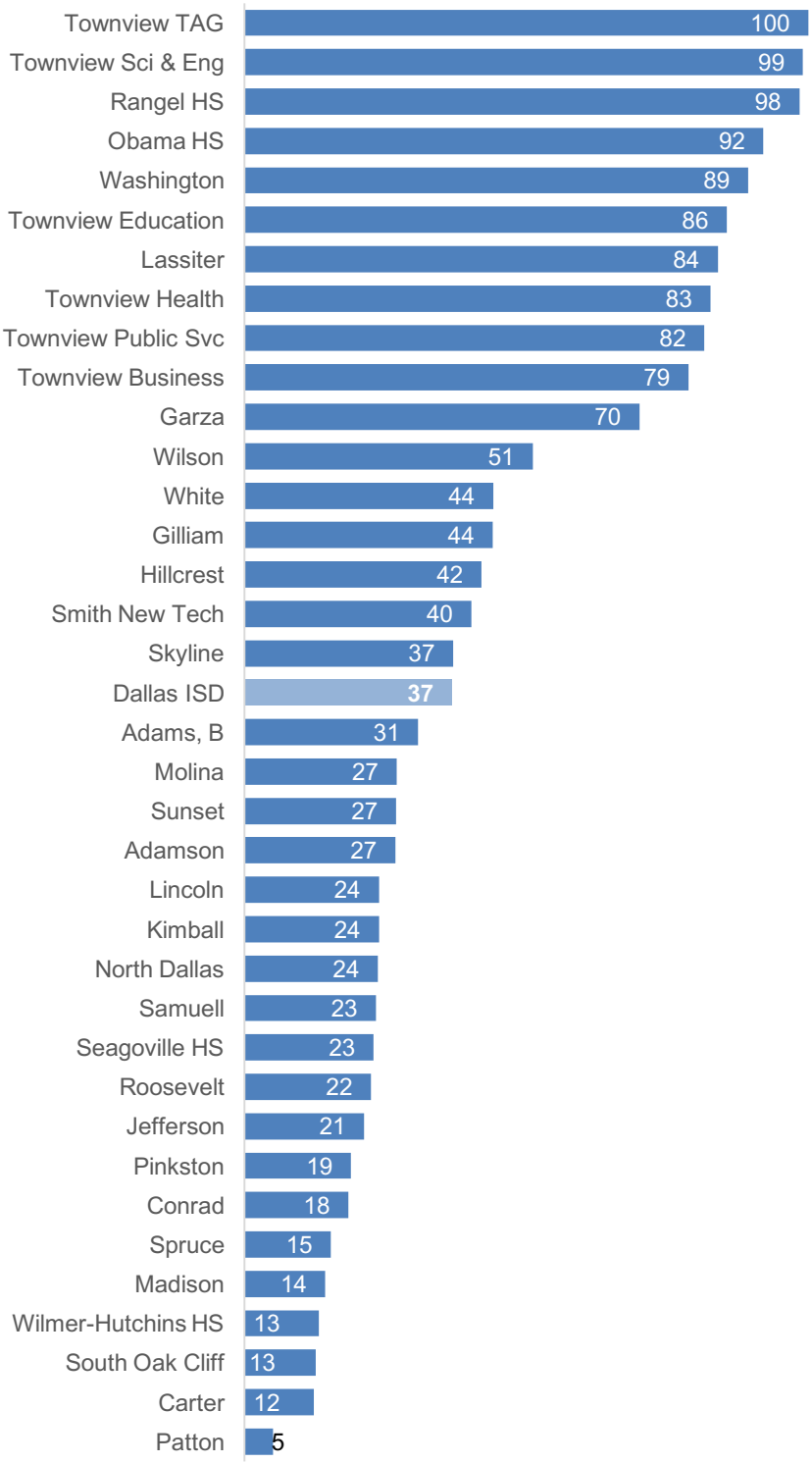
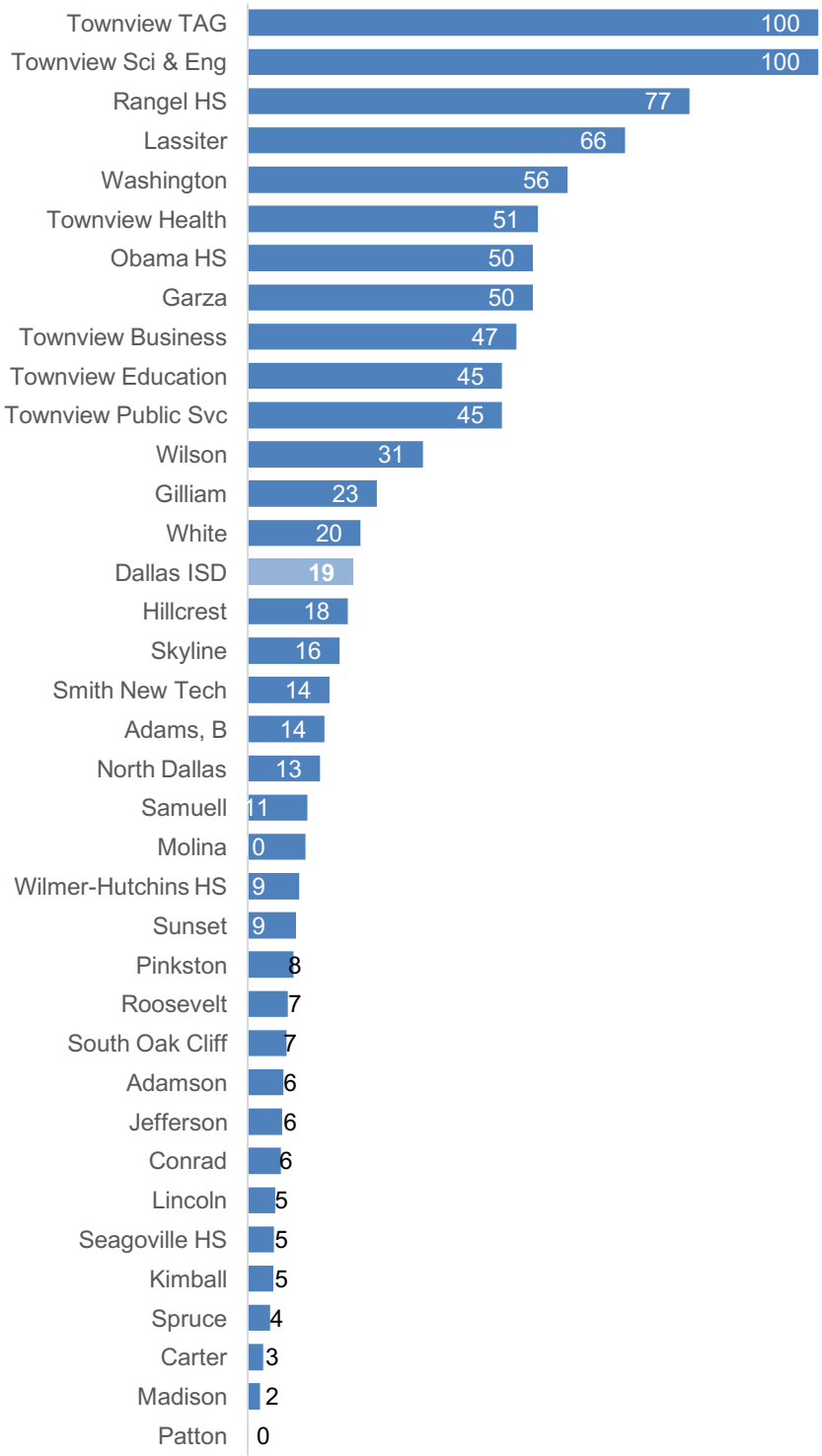


Figure 11: 2016-17 Percentage of Juniors Meeting or Exceeding School-Day SAT College Readiness Benchmark for Mathematics (530) by Campus (N=7,483)

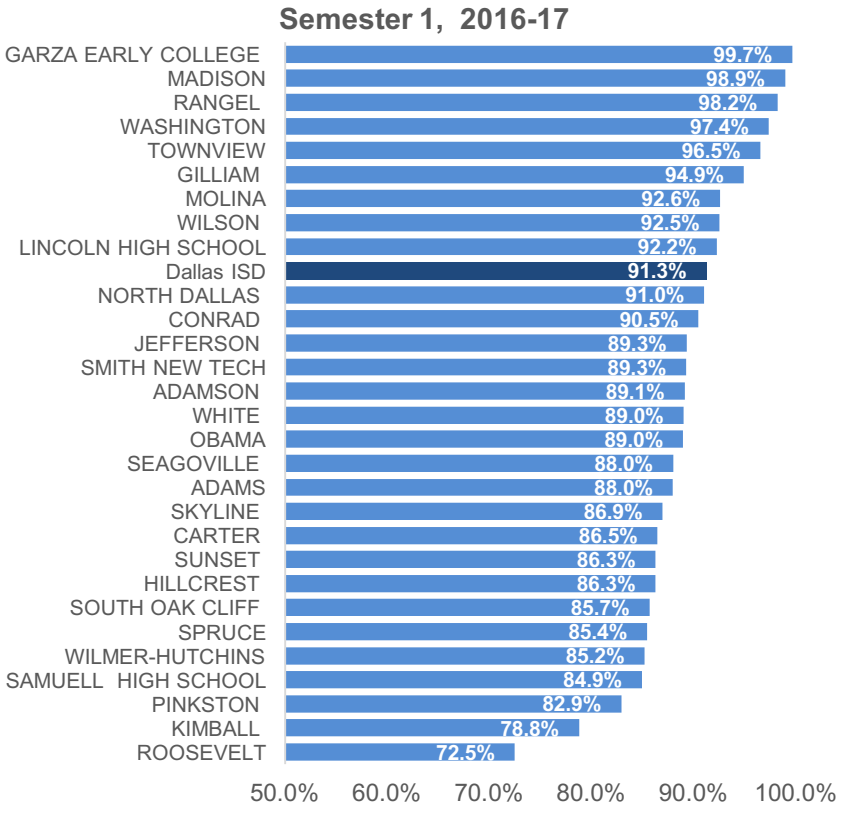


ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAAUREATE (IB) - PROGRAM RESULTS

Advanced Placement

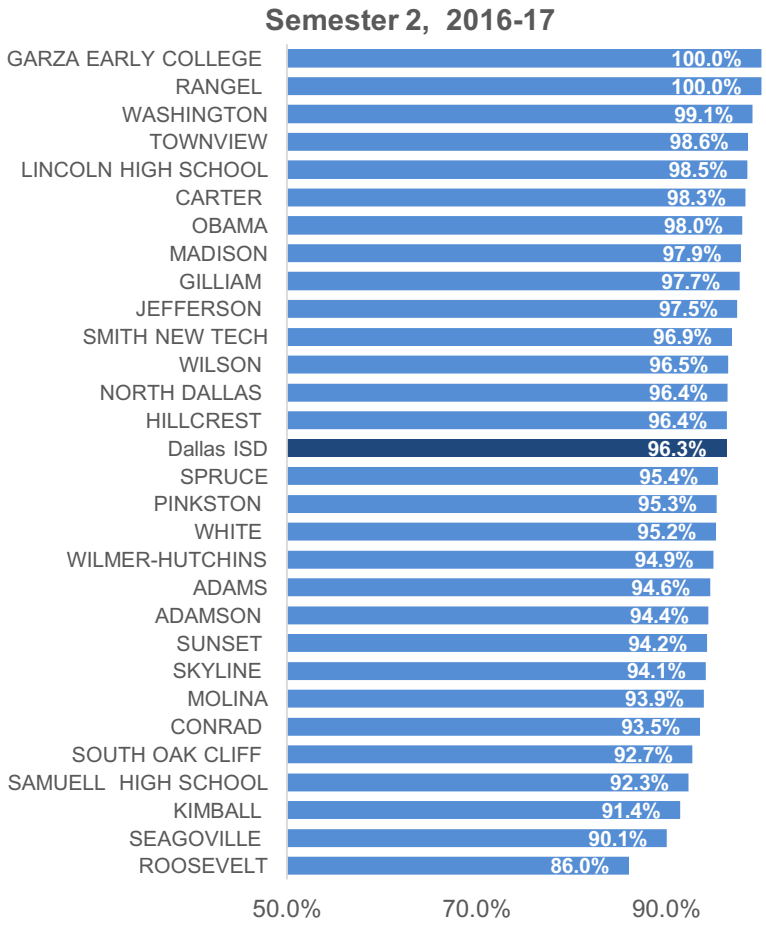
A total of 22,220 students districtwide were enrolled in AP courses during the first semester of 2016-17. Districtwide, of 91.3 percent of students who enrolled in an AP course received credit for that semester (Figure 12). A total of 21,344 students districtwide were enrolled in AP courses during the second semester of 2016-17. Districtwide, 96.3 percent eligible Dallas ISD students received AP course credit (Figure 13). The AP test passing rates by school are shown in Figure 14.

Figure 12: Percentage of Students Who Received Credit for AP Courses During the First Semester of the 2016-17 School Year



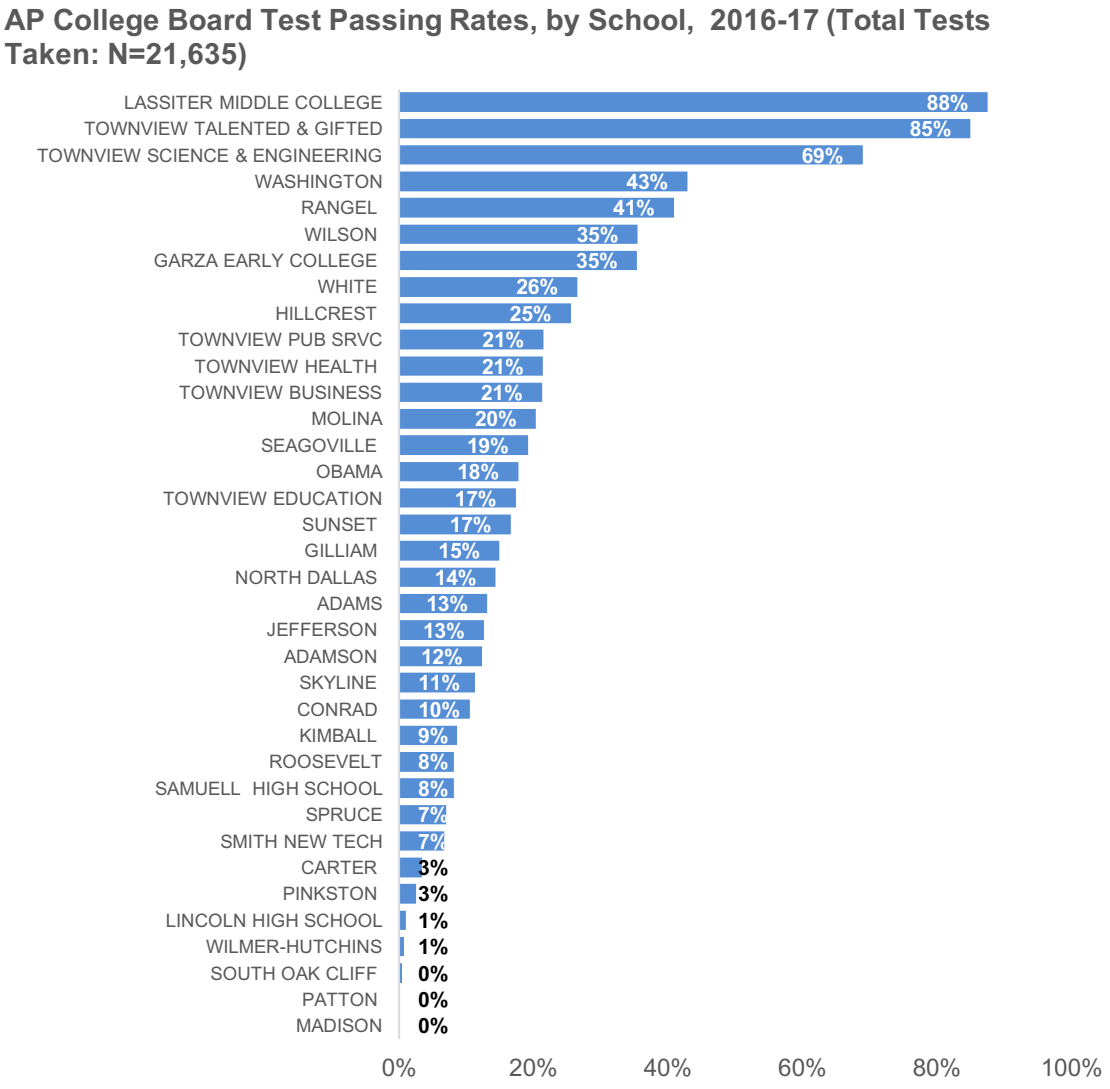
Source: District course data files, accessed December 2017

Figure 13: Percentage of Students Who Received Credit for AP Courses During the Second Semester of the 2016-17 School Year



Source: District course data files, accessed December 2017

Figure 14: AP College Board Test Passing Rates, by School, 2016-17

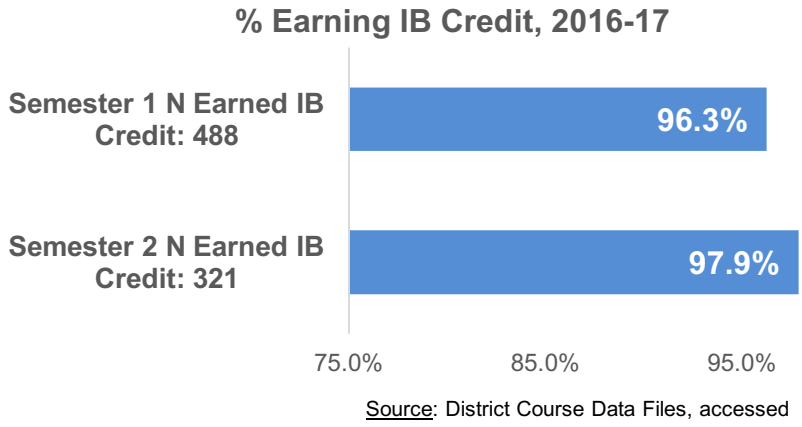


Source: MyDataPortal, accessed November 2017.
Note: The passing rates displayed in Figures 13 represent those of current or former Dallas ISD students who took the College Board AP tests during the 2016-17 school year; thus these numbers cannot be linked directly with those of the same year's AP course enrollment on Dallas ISD campuses.

International Baccalaureate

In 2016-17, Dallas ISD's Woodrow Wilson High School was the only campus offering the IB Diploma Program, for students in grades 11 and 12; Hillcrest will offer this program in 2017-18. Of those eligible to receive IB credit, 96.3 percent of student earned IB credit in the first semester of 2016-17; in the second semester, 97.9 percent of eligible students earned IB credit (Figure 15).

Figure 15: Percentage of IB Course Tests Passed, By Semester, 2016-17



Source: District Course Data Files, accessed

This report on Dallas ISD postsecondary outcomes contains information on postsecondary measures of success, including Collegiate Academies, advanced academic course performance and completion, state accountability metrics, college application and financial aid completion, college enrollment and completion, and career certification completion.

APPENDIX

Appendix A: Career Certifications by Type and Pass Rate

BUSINESS AND COMPUTING			HEALTH AND SAFETY			HOSPITALITY/CHILDCARE			TRADES		
Certification Name	**#**	**% PASS**	**Certification Name**	**#**	**% PASS**	**Certification Name**	**#**	**% PASS**	**Certification Name**	**#**	**% PASS**
A+ Entry-Level Computer Science	44	100.00%	Certified Personal Trainer (NASM)	5	20.00%	Activity-Based Support for Children with Diff	2	100.00%	ASE/NATEF Auto Maint and Light Repair (G1)	6	26.09%
Adobe Certified Associate Dreamweaver	3	100.00%	Dental Assistant CDA	19	100.00%	An Introduction to Inclusive Child Care: All	31	100.00%	ASE/NATEF Auto/Lt Truck (A1) Engine Repair	7	38.89%
Adobe Certified Associate Photoshop	151	1.32%	Electgrocardiogram Technician (ECG)	32	96.88%	Child Growth and Development from Infancy to	59	100.00%	ASE/NATEF Auto/Lt Truck (A3) Manual Drive	1	25.00%
Adobe Illustrator CS6 Certification Exam	14	100.00%	Emergency Medical Technician (EMT)	2	100.00%	Copyright and Primary Sources (Lib Congress)	103	100.00%	ASE/NATEF Auto/Lt Truck (A4) Suspension	1	11.11%
Adobe Photoshop CC	88	48.86%	FEMA Diversity Training Exam	25	84.00%	Everfi Healthy Relationships	138	93.88%	ASE/NATEF Auto/Lt Truck (A5) Brakes	4	23.53%
Adobe Premiere Pro CC	79	41.77%	Heartsaver CPR	55	100.00%	Finding Reliable Information on the Internet	59	100.00%	ASE/NATEF Auto/Lt Truck (A7) HVAC	2	22.22%
AutoDesk 3ds Max	10	0.00%	Heartsaver CPR AED	89	100.00%	Healthy Eaters: Infant and Toddler Nutrition	75	94.94%	ASE/NATEF Auto/Lt Truck (A8) Engine Perf	0	0.00%
Autodesk Revit Architecture	28	57.14%	Heartsaver First Aid CPR AED	52	100.00%	Introduction to Infant and Toddler Social Emo	131	86.18%	ASE/NATEF Auto/Lt Truck (A6) Electrical	6	50.00%
C1 Visual Merchandising Certificate	5	100.00%	OSHA CareerSafe General Industry Training	281	96.80%	Preprofessional Cert Education Fundamentals	4	36.36%	ASE/NATEF Automobile Service Consultant (C1)	0	0.00%
Ever Fi Financial Literacy	747	76.04%	Patient Care Technician (PCT)	21	100.00%	So you want to go to college? (Texas A&M)	105	100.00%	Cosmetology, Operator License (State of Texas)	18	81.82%
Ever Fi Vault	259	88.03%	Phlebotomy Technician (CPT)	32	100.00%	Strategies for Caring for Children with Chall	28	100.00%	I-CAR Collision Repair	152	98.06%
Ever Fi Venture	273	73.99%							OSHA CareerSafe General Industry Training	272	96.80%
Ever-Fi Ignition Certification	143	100.00%							OSHA Fork Lift	161	89.94%
Ever-Fi Radius Certification	60	1.67%							Powered Industrial Trucks (PIT)	28	100.00%
Hands On Banking (Wells Fargo)	103	100.00%							Texas Boater Certificate	56	100.00%
IC3 Internet and Computing Core	57	89.47%							Texas Hunter Safety Certificate	57	100.00%

Microsoft Office Specialist (MOS) Access	14	85.71%							Texas State Floral Association Level 1	13	100.00%
Microsoft Office Specialist (MOS) Excel	208	41.83%							Texas State Floral Association Level 2	2	100.00%
Microsoft Office Specialist (MOS) OneNote	2	100.00%							Valvoline Motor Oil Certification	72	91.14%
Microsoft Office Specialist (MOS) PowerPoint	342	74.85%									
Microsoft Office Specialist (MOS) Word	519	69.56%									
QuickBooks Certified User	18	22.22%									
TestOut Network Pro	18	100.00%									
TestOut PC Pro	16	100.00%									
TYPING.COM CERTIFICATION	107	100.00%									
Wise Financial Literacy	14	78.57%									

Appendix B: College Completion – Class of 2009 and 2010

Count of High School Graduates with a College Degree *(Effective Date = April 6, 2017)*

- Class of 2009 - 21% with a postsecondary degree
- Class of 2010 – 22% with a postsecondary degree

Class of	2009	2010
Total in the Class	6,452	7,047
Total With a Degree	1,353	1,543
Total from Public	1,025	1,162
Total from Private	328	381
Total from 4-Year	881	995
Total from 2-Year	472	548
Total In-State	1,109	1,298
Total Out-Of-State	244	245

Count of Time to College Graduation within Six Years

Class of	2009	2010
Total In the Class	6,452	7,047
Graduated in 2 Years or Less	69	110
Graduated in 3 Years	133	155
Graduated in 4 Years	506	578
Graduated in 5 Years	401	434
Graduated in 6 Years	244	266

Source: *National Student Clearinghouse, effective April 6, 2017*

Appendix C: Advanced Placement by Exam Taken, Passed, and Average Score

						Enrollment in AP Courses[2]		
Exam Code	**Name**	**Exams Taken**	**Exams Passed ≥ 3[1]**	**Percent Passed ≥ 3**	**Average Score[1]**	**Number Enrolled**	**Number Tested**	**Percent Tested**
	Social Studies							
7	U.S. History	2,255	341	15.1	1.6	2,624	2,234	85.1
57	Government and Politics: U.S.	1,631	233	14.3	1.5	2,107	1,579	74.9
53	Human Geography	1,353	362	26.8	1.8	1,508	1,347	89.3
93	World History	1,199	328	27.4	2.1	1,424	1,160	81.5
35	Economics: Macroeconomics	1,068	182	17.0	1.6	1,382	1,053	76.2
85	Psychology	803	165	20.5	1.7	973	769	79.0
34	Economics: Microeconomics	203	26	12.8	1.4	435	195	44.8
43	European History	53	12	22.6	1.9	61	51	83.6
58	Comparative Government and Politics	37	0	0.0	1.0	71	37	52.1
	Subtotal	**8,602**	**1,649**	**19.2**	**1.3**	**10,585**	**8,425**	**79.6**
	English							
36	English Language and Composition	2,878	514	17.9	1.8	3,165	2,770	87.5
37	English Literature and Composition	2,176	365	16.8	1.7	2,492	2,133	85.6
	Subtotal	**5,054**	**879**	**17.4**	**1.8**	**5,657**	**4,903**	**86.7**
	Science							
40	Environmental Science	1,152	289	25.1	1.9	1,373	1,149	83.7
20	Biology	1,074	297	27.7	2.0	1,266	1,069	84.4
83	Physics 1	1,018	114	11.2	1.5	1,097	967	88.1
25	Chemistry	595	112	18.8	1.7	693	594	85.7
80	Physics C: Mechanics	138	103	74.6	3.6	109	107	98.2
84	Physics 2	78	22	28.2	2.2	82	76	92.7
82	Physics C: Electricity and Magnetism	72	56	77.8	3.6	114	70	61.4
	Subtotal	**4,127**	**993**	**24.1**	**2.7**	**4,734**	**4,032**	**85.2**
	Math							
66	Calculus AB	965	401	41.6	2.5	1,157	959	82.9
90	Statistics	504	192	38.1	2.2	600	504	84.0

68	Calculus BC	301	227	75.4	3.5	316	296	93.7
69	*Calculus BC: AB Subscore*				*3.8*			
32	Computer Science Principles	205	186	90.7	3.7	220	203	92.3
31	Computer Science A	180	125	69.4	3.2	191	178	93.2
	Subtotal	**2,155**	**1,131**	**52.5**	**3.4**	**2,484**	**2,140**	**86.2**
	Language Other Than English (LOTE)							
87	Spanish Language and Culture	970	869	89.6	3.6	1,093	850	77.8
89	Spanish Literature and Culture	167	100	59.9	2.7	194	160	82.5
48	French Language and Culture	64	30	46.9	2.4	73	59	80.8
60	Latin	21	2	9.5	1.4	32	21	65.6
62	Italian Language and Culture	1	*	*	*			
55	German Language and Culture	1	*	*	*	2	1	50.0
	Subtotal	**1,224**	**1,001**	**81.8**	**3.6**	**1,394**	**1,091**	**78.3**
	Visual and Performing Arts							
15	Studio Art: 2-D Design	152	99	65.1	3.0	243	136	56.0
13	Art History	96	38	36.9	2.3	143	96	67.1
75	Music Theory	91	47	51.6	2.7	113	91	80.5
76	*Music Theory: Aural Subscore*				*2.7*			
77	*Music Theory: Non-Aural Subscore*				*2.9*			
16	Studio Art: 3-D Design	80	44	55.0	2.8	102	74	72.5
14	Studio Art: Drawing	56	50	89.3	4.2	65	49	75.4
	Subtotal	**475**	**278**	**58.5**	3.1	**666**	**446**	**67.0**
	All Exams	**21,637**	**5,931**	**27.4**	**1.4**	**11,536[3]**	**9,632**	**83.5**

SOURCE: Dallas ISD Office of Institutional Research August 15, 2017

*Statistics reported for groups of at least five. [1]Exams are graded on a scale of 1 (low) to 5 (high); scores greater than or equal to 3 are "qualified." [2]Enrollment in an AP course that corresponds to the AP exam; "# Tested" is number of students who took the exam and were enrolled in a corresponding course in either semester. Some students in AP courses do not take the exams; conversely, some students take an exam without enrolling in a corresponding course. [3]Number of students enrolled in at least one AP course; not equal to sum of enrollment counts for individual tests because students may enroll in multiple AP courses.