

Career and Technical Education 2015-16

Department of Evaluation and Assessment

*Dr. Michael Hinojosa
Superintendent of Schools*



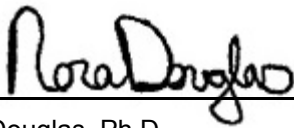
This page is intentionally left blank.

Career and Technical Education, 2015-16 Final Report

Approved Report of the Department of Evaluation and Assessment

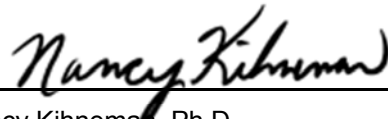
EA16-195-2
September 2016

Heather Turner, Ph.D.



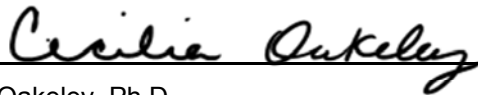
Nora Douglas, Ph.D.

Manager – Program Evaluation



Nancy Kihneman, Ph.D.

Director – Program Evaluation



Cecilia Oakeley, Ph.D.

Assistant Superintendent – Evaluation and Assessment

Dr. Michael Hinojosa
Superintendent of Schools



This page is intentionally left blank.

Table of Contents

ABSTRACT	1
PROGRAM DESCRIPTION	2
Background Information	2
PURPOSE AND SCOPE OF THE EVALUATION	2
MAJOR EVALUATION QUESTIONS AND RESULTS	3
What were the post-secondary outcomes for CTE students from the Dallas ISD Class of 2009?	3
Methodology	3
Results	3
What were the characteristics of the district's Career and Education Program?	6
Methodology	6
Results	7
What were the participation rates of 2015-16 seniors enrolled in CTE courses	13
Methodology	13
Results	13
What was the effectiveness of the CTE Program based on participation based on students' outcomes on <i>STAAR</i> and <i>STAAR EOC</i> results?	14
Background	14
Methodology	14
Results	16
What were enrollment rates across semesters of CTE students in Advanced Placement (<i>AP</i>), International Baccalaureate (<i>IB</i>), and Dual Credit courses as well as performance on <i>AP</i> examinations?	35
Methodology	35
Results	36
What endorsements did 2015-16 ninth grade students select?	41
Methodology	41
Results	41
SUMMARY AND RECOMMENDATIONS	43
APPENDICES	44

List of Tables

Table	Page
1 Demographic Characteristics of Dallas ISD Class of 2009.....	4
2 Class of 2009 by Diploma Type.....	4
3 College Enrollment of Class of 2009 by School Type.....	4
4 College Enrollment of Class of 2009 by High School Location	5
5 College Graduation of Class of 2009 by School Type	6
6 College Completion Rates	6
7 CTE Student Enrollment by Grade	7
8 CTE Student Enrollment by Sex and Ethnicity	8
9 Number of Students Enrolled in CTE Courses by Career Cluster and CTE Status	9
10 Dallas-Fort Worth, Employment by Industry 2015-16.....	10
11 Number of Career Pathways Implemented, 2011-12 through 2015-16.....	11
12 CTE Course Completion by Seniors Enrolled in Pathways in 2015-16	13
13 2016 STAAR EOC – Algebra Passing Rates by Middle School and CTE Status	17
14 2016 STAAR EOC – Algebra Passing Rates by High School and CTE Status.....	18
15 2016 STAAR EOC – Biology Passing Rates by High School and CTE Status	19
16 2016 STAAR EOC – English I Passing Rates by High School and CTE Status	20
17 2016 STAAR EOC – English II Passing Rates by High School and CTE Status	21
18 2016 STAAR EOC – U.S. History Passing Rates by High School and CTE Status.....	22
19 2016 STAAR Grade 6 Reading - Passing Rates by Middle School and CTE Status.....	24
20 2016 STAAR Grade 6 Math – Passing Rates by Middle School and CTE Status.....	25
21 2016 STAAR Grade 7 Reading – Passing Rates by Middle School and CTE Status	26
22 2016 STAAR Grade 7 Math – Passing Rates by Middle School and CTE Status.....	27
23 2016 STAAR Grade 8 Reading – Passing Rates by Middle School and CTE Status	28
24 2016 STAAR Grade 8 Math – Passing Rates by Middle School and CTE Status.....	29
25 2016 STAAR Grade 8 Science – Passing Rates by Middle School and CTE Status.....	30
26 2016 STAAR Grade 8 Social Studies – Passing Rates by Middle School and CTE Status.....	31
27 High School Special Populations Participation in CTE	32
28 2016 STAAR EOC Passing Rates by Exam and CTE Status – Individuals with Disabilities	33
29 2016 STAAR EOC Passing Rates by Exam and CTE Status – Individuals from Economically Disadvantaged Families	33
30 2016 STAAR EOC Passing Rates by Exam and CTE Status – Individuals Preparing for Nontraditional Training and Employment.....	34
31 2016 STAAR EOC Passing Rates by Exam and CTE Status – Individuals with Limited English Proficiency	35

32	Number of Students Enrolled in High School <i>AP</i> and IB Courses by the Number of Courses Taken	36
33	First Semester <i>AP</i> and IB Enrollment by Grade and CTE Status.....	36
34	First Semester <i>AP</i> and IB Enrollment by School and CTE Status.....	37
35	First Semester <i>AP</i> and IB Enrollment by Course Area and CTE Status	38
36	Number of Students Enrolled in Dual.....	40
37	First Semester Dual Credit Enrollment by School and CTE Status.....	40
38	First Semester Dual Credit Enrollment by Grade and CTE Status.....	41
39	First Semester Dual Credit Enrollment by Course Area and CTE Status.....	41
40	Number of endorsements selected by freshman	42
41	Type of endorsements selected by freshman.....	42

List of Figures

Figure		Page
1	Location of Career Pathways and Academies, 2015-16.....	12
2	Percent of <i>AP</i> Exams with Qualified Scores by CTE Status	39

List of Appendices

Appendix		Page
A	Number of enrollments in CTE course by High School.....	46
B	2016 <i>STAAR</i> Grade 7 Writing.....	52
C	Advanced Placement, International Baccalaureate, and Dual Credit Details.....	53

This page is intentionally left blank.

CAREER AND TECHNICAL EDUCATION, 2015-16

Project Evaluator: Heather Turner, Ph.D.

ABSTRACT

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) helped support the Career Education and Workforce Partnerships (CEWP) Department of the Dallas Independent School District (ISD). District schools offered courses aligned with 16 career pathways defined by the States' Career Cluster Initiative. Analyses of college enrollment and completion of the Class of 2009 included 6,489 students who graduated from Dallas ISD high schools between September 1, 2008, and August 31, 2009. Data indicated that CTE Career Pathways students enrolled in college at a higher rate, although non-CTE students completed college at a higher rate. The district offered 196 pathways programs in 2015-16, an expansion from 123 in the previous year, aligned with new state graduation requirements and with current and projected workforce needs. A total of 6,861 (31.6%) students enrolled in elective Career and Technical Education (CTE) courses in grades 7-8, and 29,669 (72.9%) participated in CTE courses in grades 9-12. CTE course enrollment 2015-16 increased from 2014-15 due to the expansion of pathway programs. Skyline High School had the highest participation counts in CTE, including National Academy Foundation (NAF) programs and Advanced Placement (AP) courses. North Dallas High School had the highest participation counts in dual credit courses. Performance on the *State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)* exams were often similar between CTE and non-CTE students with the exception of CTE students having lower passing rates on the English I and English II EOC's. The CTE students with Limited English Proficiency (LEP) outperformed the non-CTE students across all five STAAR EOC exams. Performance on all general STAAR exams for grade 6 to 8 was higher for CTE students compared to non-CTE students. Finally, 73 percent of high school freshman had selected one or more diploma endorsements. Of those freshman who selected an endorsement, business was the most frequently selected option.

PROGRAM DESCRIPTION

Background Information

The Carl D. Perkins Career and Technical Education Act of 2006, helps support the Career Education and Workforce Partnerships Department of the Dallas Independent School District (Dallas ISD), commonly known as Career and Technical Education (CTE). CTE's goals were to prepare students for college and career success, provide them with the skills to be competitive in a global economy, and recognize and meet the unique needs of a diverse student population.

A nationwide effort under the national States' Career Clusters Initiative defined 16 Career Clusters, or broad groupings of occupations and industries based on related disciplines, including recommended sequences of academic coursework. Texas has adopted the national 16 Career Clusters Model and is implementing all Career Clusters. The Dallas Independent School District follows the Texas plan and emphasized the term Career Pathways to distinguish these groupings from the career clusters offered at each high school. The Texas Education Agency (TEA) grant of \$2,642,769 funded the Career Education and Workforce Partnerships program for 2015-16. The CTE program uses these funds to buy equipment, pay central staff salaries, provide professional development for teachers, support curriculum, and provide career counseling.

The purpose of CTE is to prepare district students for college and/or the workforce in one of 16 clusters: agriculture, food and natural resources; architecture and construction; arts, audiovisual technology, and communication; business, management and administration; education and training; finance; government and public administration; health science; hospitality and tourism; human services; information technology; law, public safety, corrections and security; manufacturing; marketing, sales and service; science, technology, engineering and mathematics (STEM); and transportation, distribution, and logistics. House Bill 5 (HB 5), passed by the Texas Legislature in 2013, replaced existing high school graduation plans with a new foundation curriculum. High school students must complete this foundation curriculum, plus additional coursework under one of five diploma endorsements, three of which are CTE-related: STEM, Business and Industry, and Public Service. The other two endorsements are Multidisciplinary and Arts and Humanities, and may include CTE courses. Students select an endorsement in ninth grade.

PURPOSE AND SCOPE OF THE EVALUATION

The CTE program evaluation examined college outcomes for a previous Dallas ISD graduating class to see whether students who completed coherent sequences of career and technology courses entered and completed college. The evaluation addressed this issue by describing the postsecondary outcomes for CTE and non-CTE students in the Dallas ISD class of 2009. In addition, the evaluation examined the CTE courses and sequences in which current students are enrolled, including National

Academy Foundation (NAF) programs. Finally, the evaluation reported on the selection of diploma endorsements by 2015-16 ninth graders.

MAJOR EVALUATION QUESTIONS AND RESULTS

What were the post-secondary outcomes for CTE students from the Dallas ISD Class of 2009?

Methodology

Career and technical education (CTE) students were classified into two levels, according to state and local criteria. Level 1 was elective students, which included any student who was enrolled in a CTE course during the year. Level 2 consisted of all coherent sequence students, who, in accordance with the Texas Education Agency (TEA) definition, had taken two or more CTE courses for three or more credits, either during the current school year or in previous years. The district provides a classification code for CTE students to TEA annually as part of its Public Education Information Management System (PEIMS). Finalized data were sent to the State of Texas on July 25, 2016 containing the CTE levels and used for this evaluation.

To better explore college enrollment and completion among students who completed a sequence of CTE courses, the evaluators examined high school and college outcomes for the Dallas ISD class of 2009. Graduates from that class had been out of high school six years, the average time taken by many students to complete a college degree, according to national estimates. For this section of the report, the evaluator sought to determine how many students who had completed a coherent sequence of CTE courses while in high school went on to attend college or took CTE electives, and how many completed a college degree.

Data for students from the class of 2009 were obtained from district PEIMS files spanning the years 2007-08 and 2008-09. Graduates were classified into two groups. Group one consisted of students who took no CTE courses during their high school careers (non-CTE, N = 2,753), group two consisted of students who were categorized as elective CTE students or coherent sequence students on the PEIMS snapshot for either the 2007-08 or the 2008-09 school year (N = 3,736).

The evaluator matched students from the class of 2009 with college enrollment and completion data from the National Student Clearinghouse (NSC) as of June 29, 2016. The NSC, based in Herndon, Virginia, collects college enrollment and completion information from more than 3,000 colleges and universities across the country, and provides the district with college enrollment and completion data twice a year.

Results

The data used in these analyses included 6,489 students who graduated from Dallas ISD high schools between September 1, 2008, and August 31, 2009. Table 1 compares the demographic

characteristics of CTE and non-CTE students within the 2009 cohort. Compared to non-CTE students, more CTE elective and coherent sequence students were Hispanic or African American males.

Table 1: Demographic Characteristics of Dallas ISD Class of 2009

Subgroup	Total	CTE Elective or Coherent Sequence		Non-CTE	
	N	N	Percent	N	Percent
Gender					
Female	3,415	1,939	51.9%	1,476	53.6%
Male	2,989	1,797	48.1%	1,192	43.3%
Missing or Unknown	85	0	0.0%	85	3.1%
Ethnicity					
Hispanic/Latino	3,645	2,159	57.8%	1,486	54.0%
African American	2,183	1,346	36.0%	837	30.4%
White	463	186	5.0%	277	10.1%
Other	198	45	1.2%	153	5.6%
Total	6,489	3,736	100.0%	2,753	100.0%

Note. Other includes Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, two or more races, and not available.

The type of diploma received, based on the student's graduation plan, was a determining factor in college admissions. Table 2 shows that all students, regardless of CTE participation, most often completed the Recommended graduation plan.

Table 2: Class of 2009 by Diploma Type

Diploma Type	Total	CTE Elective or Coherent Sequence		Non-CTE	
	N	N	Percent	N	Percent
Distinguished	183	44	1.2%	139	5.0%
Recommended	5,568	3,246	86.9%	2,322	84.3%
Minimum	738	446	11.9%	292	10.6%
Total	6,489	3,736	100.0%	2,753	100.0%

Table 3 summarizes all the college enrollments following high school completion for the Dallas ISD Class of 2009. One student may have enrollment records matching two-year and four-year schools, both of which are counted below. If a student enrolled in multiple two-or four-year schools, the enrollment record was counted one time per school type. For both groups, a two-year college enrollment was most common, although the enrollment percentage was higher among CTE elective and coherent sequence students.

Table 3: College Enrollment of Class of 2009 by School Type

School Type	Total	CTE Elective or Coherent Sequence		Non-CTE	
	N	N	Percent	N	Percent
2-year	5,420	3,240	53.7%	2,180	49.8%
4-year	2,959	1,552	25.7%	1,407	32.1%
Less than 2 years	14	6	0.1%	8	0.2%
No enrollment	2,021	1,235	20.5%	786	17.9%
Total	10,414	6,033	100.0%	4,381	100.0%

Note. A student may enroll in 2-year and 4-year colleges and be counted as enrolled in both school types.

Despite similar enrollment rates, enrollment rates for CTE elective and coherent sequence varied widely by school, shown in Table 4. Seven high schools had enrollment rates greater than or equal to 70 percent; nine high schools had enrollment rates greater than 60 percent. Overall, enrollment rates from magnet schools (85 percent) were higher than comprehensive high schools (65 percent).

Table 4: College Enrollment of Class of 2009 by High School Location

School	Total Graduates	CTE Elective or Coherent Sequence			Non-CTE		
		N Graduates	N Enrolled	Percent Enrolled	N Graduates	N Enrolled	Percent Enrolled
Carter HS	246	167	127	76%	79	52	66%
Hillcrest HS	191	99	75	76%	92	69	75%
Middle College HS	50	4	3	75%	46	40	87%
Skyline HS	817	499	369	74%	318	225	71%
Lincoln HS	205	160	118	74%	45	28	62%
Wilson HS	219	132	97	73%	87	58	67%
Madison HS	124	100	70	70%	24	15	63%
Kimball HS	218	154	105	68%	64	35	55%
Molina HS	349	196	128	65%	153	77	50%
Conrad HS	126	72	47	65%	54	34	63%
Roosevelt HS	113	60	39	65%	53	32	60%
South Oak Cliff HS	267	134	87	65%	133	85	64%
White HS	447	228	148	65%	219	166	76%
Adamson HS	270	189	120	63%	81	41	51%
North Dallas HS	223	132	82	62%	91	60	66%
Seagoville HS	197	138	83	60%	59	36	61%
B. Adams HS	288	183	108	59%	105	61	58%
Smith HS	153	76	44	58%	77	46	60%
Samuell HS	265	100	57	57%	165	88	53%
Sunset HS	407	257	139	54%	150	93	62%
Jefferson HS	198	123	63	51%	75	48	64%
Pinkston HS	184	150	72	48%	34	5	15%
Spruce HS	157	76	32	42%	81	45	56%
Comprehensive Total	5,714	3,429	2,213	65%	2,285	1,439	63%
Educ And Soc Svcs Magnet	64	12	12	100%	52	49	94%
Science Engineering Magnet	112	43	43	100%	69	61	88%
Wash. Arts Magnet	166	17	16	94%	149	141	95%
Health Prof Magnet	138	102	92	90%	36	32	89%
Business Magnet	134	64	54	84%	70	56	80%
Public Serv Gov Magnet	92	51	43	84%	41	40	98%
Irma Rangel Leadership HS	21	18	0	0%	3	0	0%
Talented And Gifted Magnet	48	0	0	*	48	44	92%
Magnet Total	775	307	260	85%	468	423	90%
Grand Total	6,489	3,736	2,473	66%	2,753	1,862	68%

Note. *Cannot divide by zero.

Table 5 summarizes college completion rates by school type for the class of 2009. If a student earned a degree at both a two-year and four-year college, both degrees were counted. Of the students who graduated college, the percentage of non-CTE students who completed college was higher, but the higher percentage can be attributed to a few students.

Table 5: College Graduation of Class of 2009 by School Type

School Type	Total	CTE Elective or Coherent Sequence		Non-CTE	
	N	N	Percent	N	Percent
2-year	289	178	28.7%	111	18.8%
4-year	919	441	71.0%	478	80.9%
Less than 2 years	4	2	0.3%	2	0.3%
Total	1,212	621	100.0%	591	100.0%

Note. N = Student completion records. A student may be counted more than one time because he or she may have completed college from both a 2-year and 4-year college.

College completion was determined by selecting students who had a first enrollment record and an indicator of graduation in the NSC data file. Regardless of school type, the overall college completion rate was lower for CTE elective and coherent sequence students (see Table 6).

Table 6: College Completion Rates

	Total	Enrolled Completed		Percent
	N	N	N	
CTE Elective or Coherent Sequence	3,059	2,473	586	24%
Non-CTE	2,434	1,862	572	31%
Total	5,493	4,335	1,158	27%

Note. Results from state and national research show that CTE students tend to enroll and graduate from college at higher rates, which is not reflected in the results reported in this section. In 2009, a manual process was still in place in the district for identifying CTE students, which could have influenced the resulting CTE versus non-CTE comparison for this report.

What were the characteristics of the district's Career and Education Program?

Methodology

CTE Course Enrollment Rates in District Middle and High Schools

For analyses of student data, the evaluator used demographic data from district files for students enrolled on the PEIMS reporting date of October 30, 2015. The data from October 30, 2015 were merged with the July 25, 2015 PEIMS summer file to obtain the final CTE status. Non-CTE students were coded as a level zero in the final CTE status variable and did not take any CTE courses. CTE students were classified into two levels, according to state and local criteria. The first level was elective students, which included any student who was enrolled in a CTE course during the year. Level 2 consisted of coherent sequence students, who, in accordance with the TEA definition, had taken two or more CTE courses for three or more credits, either during the current school year or in previous years. The evaluator conducted crosstab and frequency analyses to summarize demographic information.

Enrollment in Pathway, NAF, and Magnet Programs in District High Schools

To examine enrollment in pathway, National Academy Foundation (NAF), and magnet programs, the evaluator used course enrollment data obtain from district databases for the fall semester of 2015. The course file was coded to appropriate career pathways based on the school, course numbers, and course title per the *General Information Bulletin 2015-16*¹ and *CTE Handbook*, January 2016 edition.² The coded course file was merged with the October 30, 2015 PEIMS demographic file and July 25, 2016 PEIMS CTE status file. The evaluator conducted crosstab and frequency analyses to summarize demographic information.

Progress of the High School NAF Programs and Pathways

The Departments of College and Career Readiness and Career Education and Workforce Partnerships provided historical and current data on the progress of high school NAF programs and career clusters offered in 2015-16 in May 2016.

Results

CTE Course Enrollment Rates in District Middle and High Schools

The finalized PEIMS data file identified students as either elective (N = 20,000) or coherent sequence (N = 16,329), shown in Table 7. Tables 7 and 8 summarize student characteristics by grade with regard to CTE status. For high schools, about 73 percent of students were classified as CTE elective or coherent sequence.

Table 7: CTE Student Enrollment by Grade

Grade	Non-CTE		CTE Elective		Coherent Sequence		Total
	N	%	N	%	N	%	N
Middle School							
6	10,839	99.4%	69	.6%	-	-	10,908
7	8,205	75.0%	2,732	25.0%	-	-	10,937
8	6,669	61.8%	4,129	38.2%	-	-	10,798
Total	25,713	78.8%	6,930	21.2%	-	-	32,643
High School							
9	4,273	33.8%	8,335	66.0%	28	0.2%	12,636
10	3,190	29.4%	2,250	20.7%	5,410	49.9%	10,850
11	2,133	23.3%	1,305	14.2%	5,727	62.5%	9,165
12	1,432	17.8%	1,180	14.7%	5,434	67.5%	8,046
Total	11,028	27.1%	13,070	32.1%	16,599	40.8%	40,697
All Secondary							
Total	36,741	50.1%	20,000	27.3%	16,599	22.6%	73,340

¹ Curriculum Central – Retrieved on Aug 16, 2016 <https://sites.google.com/a/dallasisd.org/ccentral/gib>

² *CTE Handbook* is provided by the College & Career Readiness and Career Education & Workforce Partnerships departments

Table 8: CTE Student Enrollment by Sex and Ethnicity

	Non-CTE		CTE Elective		Coherent Sequence		Total
	N	%	N	%	N	%	N
Middle School (Grades 6 to 8)							
Gender							
Female	12,442	48%	3,259	47%	-	-	15,701
Male	13,271	52%	3,671	53%	-	-	16,942
Ethnicity							
Hispanic	17,850	69%	5,329	77%	-	-	23,179
Afr. Amer.	6,128	24%	1,291	19%	-	-	7,419
Asian	344	1%	49	1%	-	-	393
White	1,162	5%	206	3%	-	-	1,368
Other*	229	1%	55	1%	-	-	284
MS Total	25,713	100%	6,930	100%	-	-	32,643
High School (Grades 9 to 12)							
Gender							
Female	5,904	54%	6,199	47%	8,278	50%	20,381
Male	5,124	46%	6,871	53%	8,321	50%	20,316
Ethnicity							
Hispanic	7,222	65%	9,216	71%	11,853	71%	28,291
Afr. Amer.	2,309	21%	3,112	24%	3,932	24%	9,353
Asian	245	2%	187	1%	229	1%	661
White	1,120	10%	466	4%	447	3%	2,033
Other*	132	1%	89	1%	138	1%	359
HS Total	11,028	100%	13,070	100%	16,599	100%	40,697

Note.* Other includes American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, Two or more race, or unknown

Enrollment in Pathway, NAF, and Magnet Programs in District High Schools

CTE elective and coherent sequence students were most frequently enrolled in the Business, Management, and Administration and Information Technology career clusters as shown in Table 9. Appendix A contains a full summary of enrollments by school, career cluster, program type (e.g., NAF and Pathway), and CTE status.

Table 9: Number of Students Enrolled in CTE Courses by Career Cluster and CTE Status

Career Cluster	CTE Elective	Coherent Sequence	Total	% of CTE Enrollment
Agriculture, Food and Natural Resources	278	486	764	2.1%
Architecture and Construction	523	798	1,321	3.7%
Arts, AV Technology and Communication	1,170	1,652	2,822	7.9%
Business, Management, and Administration	3,149	2,658	5,807	16.3%
Career Exploration	123	2,349	2,472	7.0%
Education and Training	343	516	859	2.4%
Finance	406	1,708	2,114	5.9%
Government and Administration	151	237	388	1.1%
Health Science	752	2,031	2,783	7.8%
Hospitality and Tourism	996	1,670	2,666	7.5%
Human Services	1,060	1,332	2,392	6.7%
Information Technology	1,972	2,218	4,190	11.8%
Law, Public Safety, Corrections, and Security	804	1,105	1,909	5.4%
Manufacturing	32	14	46	0.1%
Marketing, Sales, and Service	403	796	1,199	3.4%
Science, Technology, Engineering, and Mathematics	1,320	1,430	2,750	7.7%
Transportation, Distribution, and Logistics	446	640	1,086	3.1%
Totals	13,928	21,640	35,568	100%

Progress of the High School NAF Programs and Pathways

In the spring and summer of 2013, the Department of College and Career Readiness instituted a Program Review Process designed to ensure that “decisions about equitable availability of programs [would be] made at senior district levels.” In addition to aligning course offerings required by HB 5, the Program Review Planning Committee examined questions of school capacity to support multiple programs, fidelity of program implementation, community input into program offerings, current and future workforce demands, and availability of high-need and high-demand programs throughout the district.

Data from the U.S. Bureau of Labor Statistics (BLS)³ indicated an increase of jobs in the Dallas-Fort Worth area from April 2015 to April 2016 in all fields except Manufacturing and Information. As shown in Table 10, Leisure and Hospitality had the highest job growth rate (7.0%), followed by Trade, Transportation, and Utilities (5.5%).

³ Retrieved 6/7/2016, from http://www.bls.gov/regions/southwest/news-release/2016/areaemployment_dallasfortworth_20160425.htm

Table 10: Dallas-Fort Worth, Employment by Industry 2015-16

Industry	# of Jobs (Apr 2015)	# of Jobs (Apr 2016)	Change (%)
Leisure and Hospitality	347,400	371,700	7.0%
Trade, Transportation, & Utilities	708,900	748,000	5.5%
Financial Activities	273,300	287,200	5.1%
Education and Health Services	413,200	431,400	4.4%
Professional & Business Services	554,200	573,700	3.5%
Government	411,500	422,900	2.8%
Mining, Logging, & Construction	197,600	202,100	2.3%
Other Services	118,600	120,400	1.5%
Information	79,900	79,600	-0.4%
Manufacturing	263,000	261,200	-0.7%
Total	3,367,600	3,498,200	3.9%

Based on Program Review Process findings and analysis of BLS projections, modifications were made to the existing and projected career pathways programs, beginning in 2013-14. In 2015-16, the number of career pathways implemented within the career clusters was 196, compared to 123 in 2014-15 (see Table 11 and Figure 1). Historically, the business and marketing career pathways were combined until 2015-16. The number of career pathways offered increased or stayed the same across schools as shown in Table 11. The increase was accelerated because HB 5, passed in 2013, placed new emphasis on coherent sequences of CTE courses, which contributed to diploma “endorsements” in five areas: Science, Technology, Engineering, and Math (STEM); Business and Industry; Public Services; Arts and Humanities; or a multidisciplinary option, beginning in the 2014-15 school year.

Table 11: Number of Career Pathways Implemented, 2011-12 through 2015-16

Career Clusters	2011-12	2012-13	2013-14	2014-15	2015-16
Business and Industry Endorsement					
Agriculture, Food & Natural Resources	2	2	3	4	7
Architecture & Construction	5	5	5	9	9
Arts, AV Technology & Communication	11	10	5	13	16
Business/Marketing ^a	8	9	7	19	-
Business	-	-	-	-	21
Marketing	-	-	-	-	32
Finance	7	6	8	10	12
Hospitality & Tourism	8	8	4	12	22
Information Technology	9	9	6	13	16
Transportation, Distribution & Logistics	6	5	2	8	8
Manufacturing ^b	0	0	0	1	2
Public Services Endorsement					
Education & Training	4	5	4	6	6
Government and Administration	1	2	1	2	2
Health Science	3	3	3	7	17
Human Services	2	2	6	1	2
Law/Public Safety	8	8	4	6	8
STEM Endorsement					
Science, Technology, Engineering & Mathematics	11	10	9	12	16
Total	90	87	72	123	196

^aHistorically, 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.

^bThe Manufacturing career cluster was in the planning stage in 2014-15, and began enrolling students in 2015-16.

Figure 1: Location of Career Pathways and Academies, 2015-16

CTE By Career Cluster	Business and Industry										Public Services					STEM
	Agriculture	Architecture/Construction	Arts/Communications	Business	Marketing	Finance	Hospitality/Tourism	Information Technology	Transportation/Logistics	Manufacturing	Education	Government/PA	Health Science	Human Services	Law/Public Safety	Engineering
NOTES:																
▪ NAF = National Academy Foundation																
▪ Numbers indicate how many coherent CTE pathways in that Career Cluster are offered																
Bryan Adams				1	2		2	1					NAF		1	NAF (2)
Adamson				1	2	NAF			1		1		NAF			
Carter			1	1	3			NAF							1	
Conrad					2	NAF	NAF (2)	NAF					NAF			NAF
Garza ECHS (Mountain View)																
Gilliam ECHS (Cedar Valley)																
Hillcrest				1	1											NAF
IDEA						NAF										
Jefferson				1	1	NAF	NAF (2)4									NAF
Kimball				1	1		NAF (2)3								1	NAF
Lassiter ECHS (El Centro)																
Lincoln			1	1	1		1									NAF
Madison								NAF								
Molina		1	1				1								1	
North Dallas				1	2	NAF		NAF								NAF
Obama																1
Pinkston		1							1	1					1	
Rangel																
Roosevelt							1						NAF (2)			
Samuell + ECHS		2						1								
Sanders Public Service, Law												1			1	
School of Business/Management			1	2	7	1		1								
School of Health Professions							1						10			
School of Science and Engineering																NAF (2)
School for the Talented and Gifted																
Seagoville	5		3					1								
Skyline	2	3	5	2	1	NAF	NAF (3)4	NAF	4		1	1	NAF	1		NAF
Smith New Tech			1													
Sorrells Education/Social Services											1					
South Oak Cliff				1	2	1		NAF (2)			1				1	NAF
Spruce				1	2	NAF		NAF	1							NAF
Spruce CTE ECHS (Eastfield)		1	1							1						
Sunset			1	2	4	NAF		2			1		NAF		1	
Washington for the PVA			1													
White				4	1	1		1			1			1		NAF
Wilmer-Hutchins		1		1			NAF (2)	NAF	1							
Wilson						NAF	NAF									NAF
Total NAF Academies (42)						9	6	8					6			13
TOTAL Pathways (196)	7	9	16	21	32	12	22	16	8	2	6	2	17	2	8	16

What were the participation rates of 2015-16 seniors enrolled in CTE courses?

Methodology

The identification of seniors enrolled in coherent sequences in 2015-16 involved several steps. First, the evaluator used demographic data for 2015-16 seniors from the district PEIMS data file retrieved on October 30, 2015. Second, the evaluator matched the PEIMS data to course enrollment data for Spring 2016. Next, the evaluator coded course enrollments into 16 pathways per the *General Information Bulletin 2015-16*⁴ and *CTE Handbook*, January 2016 edition.⁵ Finally, the evaluator selected the seniors containing the coded pathway courses and matched to students' CTE classification based upon the final CTE PEIMS submission on July 25, 2016. Group one consisted of students who were enrolled in CTE courses during their senior year (CTE elective, N = 955), group two consisted of students who were categorized as having completed a coherent sequence (N = 5,875). Course completion was defined as a student having earned credit for the course at the end of the 2015-16 school year. The evaluator conducted frequency and crosstab analyses to summarize the results.

Results

CTE elective students and coherent sequence students earned credits across 15 of 16 pathways. Overall, the percentages of students earning credit in CTE courses were highly similar across groups at 96 and 97 percent, shown in Table 12.

Table 12: CTE Course Completion by Seniors Enrolled in Pathways in 2015-16

Career Cluster	Total N Seniors	CTE Elective				Coherent Sequence			
		N Seniors	N Seniors Credit Earned	N Seniors No Credit Earned	Percent Credit Earned	N Seniors	N Seniors Credit Earned	N Seniors No Credit Earned	Percent Credit Earned
Agriculture, Food and Natural Resources	179	12	11	1	92%	155	153	2	99%
Architecture and Construction	199	10	9	1	90%	189	180	9	95%
Arts, AV Technology and Communication	544	89	88	1	99%	455	449	6	99%
Business, Management, and Administration	885	160	148	12	93%	731	709	22	97%
Education and Training	132	7	7	0	100%	125	123	2	98%
Finance	652	71	66	5	93%	581	568	13	98%
Government and Administration	126	7	7	0	100%	119	116	3	97%
Health Science	1,242	231	229	2	99%	1,011	997	14	99%
Hospitality and Tourism	462	46	46	0	100%	436	425	11	97%
Human Services	371	29	26	3	90%	375	358	17	95%
Information Technology	590	60	54	6	90%	542	504	38	93%
Law, Public Safety, Corrections, and Security	542	93	91	2	98%	449	439	10	98%
Manufacturing	1	-	-	-	*	1	1	0	100%
Marketing, Sales, and Service	305	65	61	4	94%	240	228	12	95%
Science, Technology, Engineering, and Mathematics	458	71	65	6	92%	387	374	13	97%
Transportation, Distribution, and Logistics	154	6	6	0	100%	148	143	5	97%
Totals	6,842	957	914	43	96%	5,944	5,767	177	97%

Note. * Cannot divide by zero

⁴ Curriculum Central – Retrieved on Aug 16, 2016 <https://sites.google.com/a/dallasisd.org/ccentral/gib>

⁵ *CTE Handbook* is provided by the College & Career Readiness and Career Education & Workforce Partnerships departments.

What was the effectiveness of the CTE Program based on participation based on students' outcomes on STAAR and STAAR EOC results?

Background

Across Texas, there were ongoing reporting issues with the TEA's testing vendor in the 2015-16 assessment cycle for the *State of Texas Assessments of Academic Readiness (STAAR)*. Given that Dallas ISD had also experienced some issues, the following describes general issues and guidelines published in the media. First, the *STAAR A* test, an accommodated-online test version administered in March 2016 to students with disabilities, experienced widespread technical problems.⁶ The TEA Commissioner Mike Morath ruled that students who were directly affected by technical issues would not be required to retest in the May/June administrations and the test results would be excluded for accountability purposes. However, as reporting problems persisted Commissioner Morath cancelled all June 2016 testing for grades 5 and 8 for the students who did not perform satisfactorily in March or May 2016 in reading and/or math.⁷ The announcement also stated that the student consequences attached to *STAAR* testing for grades 5 and 8 were to be removed, allowing the local school district to determine whether a student was eligible for promotion/retention. Second, the *STAAR End-of-Course (EOC)* English I and English II tests also had statewide rescoring requests after Lewisville and Richardson ISDs identified scoring irregularities.⁸ In summary, the test results from affected students in grades 5 and 8 reading and mathematics; grades 4 and 7 writing; and the English I and English II *EOCs* are excluded for state accountability calculations. The issues mentioned limit the evaluation techniques with *STAAR* to between-group differences with inferential statistical tests.

Methodology

General STAAR EOC and STAAR Results for CTE Students and Non-CTE Students

To examine effectiveness of the CTE program based on student performance on *STAAR* and *STAAR EOC*, test data were coded and analyzed. The data files for the *STAAR* analyses include the Spring 2016 *STAAR EOC* and all administrations of *STAAR* 3-8 data reported as of July 12, 2016. Updates to *STAAR* data received after July 12, 2016 are not reflected in this file. The respective *STAAR* data were matched to the 2015-16 PEIMS fall snapshot data. Next, the student's final CTE status was matched based upon the PEIMS submission data on July 25, 2016.

Footnotes 6 to 8 all retrieved on August 2, 2016

⁶http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/March_2016_STAAR_Grades_5_and_8_Mathematics_and_Reading_Online_Testing_Issues/

⁷[http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Significant_Changes_to_June_STAAR_Testing_for_Grades_5_and_8_Student_Success_Initiative_\(SSI\)_Requirements_and_Confidential_Student_Reporting_Timelines/](http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Significant_Changes_to_June_STAAR_Testing_for_Grades_5_and_8_Student_Success_Initiative_(SSI)_Requirements_and_Confidential_Student_Reporting_Timelines/)

⁸http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Response_to_District_Inquiries_Regarding_the_2015_STAAR_EOC_English_I_and_English_II_Tests/

A student's passing standard was determined by converting the raw score into a pass or fail flag, based on the 2015-16 TEA's *STAAR EOC* performance standards chart.⁹ Standards differ by student because the standard is set in place when a student first takes an *EOC* assessment and maintained throughout the students' school career. Students were classified into two groups: (a) non-CTE and (b) CTE students. Non-CTE students were not enrolled in any CTE courses and CTE students may have been enrolled in a CTE elective or in a coherent sequence. An inferential statistic z-test analyzed proportional differences between two unequal group sizes (the non-CTE and CTE students). If the passing rate difference between groups was statistically significant ($\alpha < .05$) then the differences between the two groups was unlikely to happen by chance and variance in the passing rates could be attributed to the program's effectiveness.

To compare Dallas ISD's *STAAR* performance to state performance, passing rates are also compared to the Texas Education Agency's Performance-Based Monitoring Analysis System State Report (PBMAS).¹⁰ The 2014-15 PBMAS report was the most recent data available for comparison for this evaluation. Because the 2015-16 *STAAR EOC* passing standards increased, the state passing metrics serve as a reference point and were not statistically tested for proportional differences. Additionally, the PBMAS manual defines a CTE participant as strict coherent sequence or tech prep participant; whereas this evaluation defined a CTE participant as a student who was either enrolled in a CTE elective or in a coherent sequence.

Special Population Analysis

Four special population groups were identified using the demographic variables from the October 30, 2015 PEIMS file and further course coding based on TEA definitions described later. These groups include (1) individuals with disabilities, (2) individuals from economically disadvantaged families, (3) individuals preparing for nontraditional training or employment, and (4) individuals with limited English proficiency. Students preparing for nontraditional employment were determined by identifying all students who were enrolled a course during the fall 2015 that was nontraditional for their gender as defined by the TEA.¹¹ The TEA provides a list of courses that have traditionally had less than 25 percent of its participants from one gender. For example, cosmetology is a nontraditional course for males because fewer than 25 percent of its participants have been male. Construction management is a nontraditional course for females. *STAAR EOC* data as of July 12, 2016 were merged with the four special population indicators. Data were analyzed using crosstabs, frequencies, and inferential z-tests.

⁹ Retrieved August 18, 2016 from, <http://tea.texas.gov/student.assessment/staar/performance-standards/>

¹⁰ Retrieved on August 23, 2016 from, <http://tea.texas.gov/pbm/stateReports.aspx>

¹¹ Retrieved September 6, 2016 from, <http://tea.texas.gov/pbm/PBMASManuals.aspx>

Results

General STAAR EOC and STAAR Results for CTE Students and Non-CTE Students

Tables 13 to 18 contain the number and percentage of students passing *STAAR EOC* exams, by test subject, school, and CTE status. Tables 19 to 26 contain summarized *STAAR 3-8* test data by grade, by test subject, school, and CTE status.

The *STAAR EOC* Algebra results are split by middle school (Table 13) and high school (Table 14). Eighth grade students may take the Algebra *EOC*; therefore, the results include all the respective schools in which the eighth grade students were enrolled. The proportional difference between the passing rates of non-CTE (98.0%) and CTE (96.8%) on the Algebra *EOC* exam for middle school students was not statistically significant ($\alpha = .05$, $z = 1.81$, $p = .070$) shown in Table 13. Similarly, the proportional difference between the passing rates for high school students for non-CTE (60.9%) and CTE (61.2%) on the Algebra *EOC* exam was also not statistically significant ($\alpha = .05$, $z = -.241$, $p = .810$) shown in Table 14. In the 2015 PBMAS report, the State of Texas' passing rate for mathematics was 78.1 percent.

Table 13: 2016 STAAR EOC – Algebra Passing Rates by Middle School and CTE Status

School	Non-CTE			CTE			Total		
	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass
Middle Schools									
Atwell MS	19	19	100.0%	8	8	100.0%	27	27	100.0%
Comstock MS	7	7	100.0%	17	17	100.0%	24	24	100.0%
Dallas Env. Science Academy	1	1	100.0%	122	122	100.0%	123	123	100.0%
Dealey Montessori	66	66	100.0%	8	8	100.0%	74	74	100.0%
Edison MS	17	17	100.0%	-	-	*	17	17	100.0%
Franklin MS	32	32	100.0%	14	14	100.0%	46	46	100.0%
Gaston MS	18	18	100.0%	7	7	100.0%	25	25	100.0%
Greiner MS	109	109	100.0%	30	30	100.0%	139	139	100.0%
Hood MS	40	40	100.0%	43	43	100.0%	83	83	100.0%
Kennedy-Curry MS	37	37	100.0%	-	-	*	37	37	100.0%
Lang MS	10	10	100.0%	18	18	100.0%	28	28	100.0%
Long MS	57	57	100.0%	49	49	100.0%	106	106	100.0%
Longfellow Career Exploration	-	-	*	-	-	*	106	106	100.0%
Quintanilla MS	26	26	100.0%	11	11	100.0%	37	37	100.0%
Rangel MS	90	90	100.0%	-	-	*	90	90	100.0%
Rosemont Intl Lang Prep	33	33	100.0%	-	-	*	33	33	100.0%
Spence MS	104	104	100.0%	1	1	100.0%	105	105	100.0%
Storey MS	3	3	100.0%	16	16	100.0%	19	19	100.0%
Travis Talented And Gifted MS	90	90	100.0%	-	-	*	90	90	100.0%
Walker MS	25	25	100.0%	30	30	100.0%	55	55	100.0%
Zumwalt MS	7	7	100.0%	8	8	100.0%	15	15	100.0%
Stone Montessori (K-8)	71	72	98.6%	-	-	*	71	72	98.6%
Marsh Preparatory	34	35	97.1%	29	29	100.0%	63	64	98.4%
Florence MS	9	10	90.0%	39	39	100.0%	48	49	98.0%
Balch Springs MS	22	22	100.0%	21	22	95.5%	43	44	97.7%
Dade MS	67	69	97.1%	-	-	*	67	69	97.1%
Garcia MS	5	5	100.0%	24	25	96.0%	29	30	96.7%
Obama Leadership MS	16	16	100.0%	63	66	95.7%	79	82	96.3%
Medrano MS	9	10	90.0%	40	41	97.6%	49	51	96.1%
Seagoville MS	110	115	95.7%	-	-	*	110	115	95.7%
Stockard MS	85	90	94.4%	48	49	98.0%	133	139	95.7%
Holmes MS	4	4	100.0%	14	15	93.3%	18	19	94.7%
Rusk MS	50	53	94.3%	-	-	*	50	53	94.3%
Cary MS	14	15	93.3%	18	19	94.7%	32	34	94.1%
Richards MS	69	74	93.2%	43	45	95.6%	112	119	94.1%
Tasby MS	38	41	92.7%	-	-	*	38	41	92.7%
Hill MS	2	3	66.7%	51	55	92.7%	53	58	91.4%
Holmes MS	7	7	100.0%	32	44	72.7%	39	51	76.5%
Middle School Totals	1,403	1,432	98.0%	804	831	96.8%	2,313	2,369	97.6%

Note. *Cannot divide by zero. Excludes School Community Guidance Center, Maya Angelou, Hospital and Homebound, Learning Alternative Center, and Juvenile Justice Center.¹Innovation, Design, Entrepreneurship Academy

Table 14: 2016 STAAR EOC – Algebra Passing Rates by High School and CTE Status

School	Non-CTE			CTE			Total		
	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass
High Schools									
Irma Rangel HS	2	2	100.0%	2	2	100.0%	4	4	100.0%
Lassiter Early College	-	-	*	33	33	100.0%	33	33	100.0%
Townview Health Prof Magnet	-	-	*	38	38	100.0%	38	38	100.0%
Townview Public Serv Gov Magnet	-	-	*	30	30	100.0%	30	30	100.0%
Townview Sci. Engineering Magnet	2	2	100.0%	-	-	*	2	2	100.0%
Townview Talented And Gifted Magnet	14	14	100.0%	-	-	*	14	14	100.0%
Garza Early College	41	42	97.6%	-	-	*	41	42	97.6%
Wash. Arts Magnet	79	81	97.5%	-	-	*	79	81	97.5%
Townview Business Magnet	-	-	*	35	36	97.2%	35	36	97.2%
Gilliam Collegiate	53	55	96.4%	-	-	*	54	56	96.4%
Sorrells School Of Education	-	-	*	-	-	*	28	30	93.3%
IDEA At J.W. Fannin ¹	-	-	*	74	87	85.1%	74	87	85.1%
Sunset HS	127	178	71.3%	318	370	85.9%	445	548	81.2%
Molina HS	183	235	77.9%	248	311	79.7%	431	546	78.9%
Adamson HS	98	126	77.8%	256	339	75.5%	354	465	76.1%
Wilson HS	140	184	76.1%	146	205	71.2%	286	389	73.5%
Wilmer-Hutchins HS	17	25	68.0%	171	232	73.7%	188	257	73.2%
Samuell HS	102	140	72.9%	284	413	68.8%	386	553	69.8%
Spruce HS	63	113	55.8%	353	499	70.7%	416	612	68.0%
Roosevelt HS	57	83	68.7%	80	131	61.1%	137	214	64.0%
Adams HS	85	160	53.1%	261	400	65.2%	346	560	61.8%
Lincoln HS	2	11	18.2%	102	160	63.8%	104	171	60.8%
Hillcrest HS	40	65	61.5%	156	262	59.5%	196	327	59.9%
Smith HS	-	-	*	55	92	59.8%	55	92	59.8%
Kimball HS	37	79	46.8%	297	490	60.6%	334	569	58.7%
Pinkston HS	44	72	61.1%	145	253	57.3%	189	325	58.2%
White HS	93	199	46.7%	246	411	59.9%	339	610	55.6%
Carter HS	16	59	27.1%	157	264	59.5%	173	323	53.6%
North Dallas HS	10	23	43.5%	192	358	53.6%	202	381	53.0%
South Oak Cliff HS	38	82	46.3%	195	379	51.5%	233	461	50.5%
Conrad HS	33	86	38.4%	175	330	53.0%	208	416	50.0%
Seagoville HS	49	97	50.5%	155	327	47.4%	204	424	48.1%
Patton Academic Center	7	14	50.0%	18	39	46.2%	25	53	47.2%
Skyline HS	61	159	38.4%	481	1,049	45.9%	542	1,208	44.9%
Jefferson HS	98	218	45.0%	151	350	43.1%	249	568	43.8%
Madison HS	7	14	50.0%	59	155	38.1%	66	169	39.1%
Manns Education Center	0	6	0.0%	1	5	20.0%	1	11	9.1%
High School Totals	1,598	2,624	60.9%	4,914	8,050	61.0%	6,541	10,705	61.1%

Note. *Cannot divide by zero. Excludes School Community Guidance Center, Maya Angelou, Hospital and Homebound, Learning Alternative Center, and Juvenile Justice Center.¹Innovation, Design, Entrepreneurship Academy

For the STAAR EOC Biology, the proportional difference between the passing rates for high school students for non-CTE (78.6%) and CTE (78.5%) was not statistically significant ($\alpha = .05$, $z = .110$, $p = .912$), shown in Table 15. In the 2015 PBMA report, the State of Texas' passing rate for science was 91.6 percent.

Table 15: 2016 STAAR EOC – Biology Passing Rates by High School and CTE Status

School	Non-CTE			CTE			Total		
	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass
High Schools									
Garza Early College	111	111	100.0%	1	1	100.0%	112	112	100.0%
Lassiter Early College	-	-	*	64	64	100.0%	64	64	100.0%
Obama Leadership HS	19	19	100.0%	34	34	100.0%	53	53	100.0%
Townview Business Magnet	-	-	*	130	130	100.0%	130	130	100.0%
Townview Health Prof Magnet	-	-	*	143	143	100.0%	143	143	100.0%
Townview Public Serv Gov Magnet	-	-	*	92	92	100.0%	92	92	100.0%
Townview Talented And Gifted Magnet	67	67	100.0%	1	1	100.0%	68	68	100.0%
Wash. Arts Magnet	214	215	99.5%	-	-	*	214	215	99.5%
Townview Sci. Engineering Magnet	105	106	99.1%	-	-	*	105	106	99.1%
Gilliam Collegiate	90	91	98.9%	2	2	100.0%	92	93	98.9%
Sorrells School Of Education	1	1	100.0%	83	84	98.8%	84	85	98.8%
Irma Rangel HS	67	68	98.5%	8	8	100.0%	75	76	98.7%
Smith HS	1	1	100.0%	105	114	92.1%	106	115	92.2%
Sunset HS	139	170	81.8%	337	386	87.3%	476	556	85.6%
White HS	41	56	73.2%	171	192	89.1%	212	248	85.5%
Samuell HS	156	182	85.7%	315	376	83.8%	471	558	84.4%
Hillcrest HS	54	61	88.5%	160	194	82.5%	214	255	83.9%
Wilson HS	235	275	85.5%	178	222	80.2%	413	497	83.1%
Adams HS	99	143	69.2%	351	406	86.5%	450	549	82.0%
Molina HS	200	257	77.8%	277	339	81.7%	477	596	80.0%
Skyline HS	128	199	64.3%	873	1,104	79.1%	1,001	1,303	76.8%
Kimball HS	42	70	60.0%	320	404	79.2%	362	474	76.4%
Adamson HS	94	129	72.9%	248	330	75.2%	342	459	74.5%
Lincoln HS	5	9	55.6%	115	152	75.7%	120	161	74.5%
Seagoville HS	81	102	79.4%	226	311	72.7%	307	413	74.3%
Spruce HS	58	101	57.4%	362	470	77.0%	420	571	73.6%
Carter HS	12	27	44.4%	189	251	75.3%	201	278	72.3%
Wilmer-Hutchins HS	17	24	70.8%	151	217	69.6%	168	241	69.7%
North Dallas HS	11	21	52.4%	246	352	69.9%	257	373	68.9%
Roosevelt HS	48	72	66.7%	85	121	70.2%	133	193	68.9%
Pinkston HS	25	46	54.3%	127	175	72.6%	152	221	68.8%
Patton Academic Center	6	9	66.7%	24	36	66.7%	30	45	66.7%
South Oak Cliff HS	38	65	58.5%	214	324	66.0%	252	389	64.8%
Jefferson HS	134	214	62.6%	212	335	63.3%	346	549	63.0%
Conrad HS	6	17	35.3%	79	123	64.2%	85	140	60.7%
Madison HS	4	8	50.0%	73	144	50.7%	77	152	50.7%
High School Totals	2,308	2,936	78.6%	5,996	7,637	78.5%	8,304	10,573	78.5%

Note. *Cannot divide by zero. Excludes School Community Guidance Center, Maya Angelou, Hospital and Homebound, Learning Alternative Center, and Juvenile Justice Center.¹Innovation, Design, Entrepreneurship Academy

For the STAAR EOC English I, the proportional difference between the passing rates for high school students for non-CTE (55.3%) and CTE (50.4%) was statistically significant ($\alpha = .05$, $z = 5.2813$, $p < .01$), shown in Table 16. In the 2015 PBMAS report, the State of Texas' passing rate for English and Language Arts was 71.8 percent

Table 16: 2016 STAAR EOC – English I Passing Rates by High School and CTE Status

School	Non-CTE			CTE			Total		
	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass
High Schools									
Irma Rangel HS	68	68	100.0%	8	8	100.0%	76	76	100.0%
Lassiter Early College	-	-	*	64	64	100.0%	64	64	100.0%
Townview Health Prof Magnet	-	-	*	143	143	100.0%	143	143	100.0%
Townview Sci. Engineering Magnet	106	106	100.0%	-	-	*	106	106	100.0%
Townview Talented And Gifted Magnet	66	66	100.0%	1	1	100.0%	67	67	100.0%
Townview Public Serv Gov Magnet	-	-	*	90	91	98.9%	90	91	98.9%
Garza Early College	108	110	98.2%	1	1	100.0%	109	111	98.2%
Obama Leadership HS	19	19	100.0%	34	35	97.1%	53	54	98.1%
Sorrells School Of Education	1	1	100.0%	82	84	97.6%	83	85	97.6%
Townview Business Magnet	-	-	*	126	130	96.9%	126	130	96.9%
Wash. Arts Magnet	204	211	96.7%	-	-	*	204	211	96.7%
Gilliam Collegiate	87	96	90.6%	3	3	100.0%	90	99	90.9%
Smith HS	1	1	100.0%	95	139	68.3%	96	140	68.6%
Wilson HS	238	312	76.3%	175	292	59.9%	413	604	68.4%
IDEA At J.W. Fannin ¹	-	-	*	72	107	67.3%	72	107	67.3%
Molina HS	204	322	63.4%	270	441	61.2%	474	763	62.1%
Adams HS	80	194	41.2%	311	528	58.9%	391	722	54.2%
Sunset HS	114	271	42.1%	311	531	58.6%	425	802	53.0%
White HS	110	290	37.9%	346	615	56.3%	456	905	50.4%
Skyline HS	113	236	47.9%	753	1,490	50.5%	866	1,726	50.2%
Hillcrest HS	50	87	57.5%	135	288	46.9%	185	375	49.3%
Samuell HS	111	205	54.1%	255	576	44.3%	366	781	46.9%
Adamson HS	57	141	40.4%	227	475	47.8%	284	616	46.1%
Wilmer-Hutchins HS	12	31	38.7%	132	282	46.8%	144	313	46.0%
Kimball HS	40	105	38.1%	288	629	45.8%	328	734	44.7%
Lincoln HS	1	11	9.1%	96	206	46.6%	97	217	44.7%
Seagoville HS	71	135	52.6%	182	433	42.0%	253	568	44.5%
Carter HS	27	78	34.6%	163	351	46.4%	190	429	44.3%
Pinkston HS	33	77	42.9%	138	317	43.5%	171	394	43.4%
South Oak Cliff HS	35	88	39.8%	229	526	43.5%	264	614	43.0%
Jefferson HS	112	289	38.8%	219	513	42.7%	331	802	41.3%
Spruce HS	44	142	31.0%	284	685	41.5%	328	827	39.7%
North Dallas HS	6	28	21.4%	187	504	37.1%	193	532	36.3%
Patton Academic Center	6	17	35.3%	17	47	36.2%	23	64	35.9%
Roosevelt HS	28	104	26.9%	80	199	40.2%	108	303	35.6%
Manns Education Center	3	11	27.3%	3	6	50.0%	6	17	35.3%
Conrad HS	9	50	18.0%	162	448	36.2%	171	498	34.3%
Madison HS	5	18	27.8%	57	189	30.2%	62	207	30.0%
High School Totals	2,169	3,920	55.3%	5,739	11,377	50.4%	7,908	15,297	51.7%

Note. Excludes School Community Guidance Center, Maya Angelou, Hospital and Homebound, Learning Alternative Center, and Juvenile Justice Center. ¹Innovation, Design, Entrepreneurship Academy.

The proportional difference between the passing rates for high school students for non-CTE (55.1%) and CTE (50.5%) was statistically significant ($\alpha = .05$, $z = 4.48$, $p < .01$) for the STAAR EOC English II, shown in Table 17. In the 2015 PBMAS report, the State of Texas' passing rate for English and Language Arts was 71.8 percent.

Table 17: 2016 STAAR EOC – English II Passing Rates by High School and CTE Status

School	Non-CTE			CTE			Total		
	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass
High Schools									
Irma Rangel HS	56	56	100.0%	13	13	100.0%	69	69	100.0%
Townview Sci. Engineering Magnet	72	72	100.0%	31	31	100.0%	103	103	100.0%
Townview Talented And Gifted Magnet	64	64	100.0%	4	4	100.0%	68	68	100.0%
Townview Health Prof Magnet	-	-	*	137	138	99.3%	137	138	99.3%
Townview Public Serv Gov Magnet	6	6	100.0%	95	96	99.0%	101	102	99.0%
Garza Early College	84	85	98.8%	22	23	95.7%	106	108	98.1%
Townview Business Magnet	-	-	*	145	148	98.0%	145	148	98.0%
Lassiter Early College	42	42	100.0%	15	18	83.3%	57	60	95.0%
Wash. Arts Magnet	211	223	94.6%	5	5	100.0%	216	228	94.7%
Obama Leadership HS	19	19	100.0%	31	34	91.2%	50	53	94.3%
Sorrells School Of Education	-	-	*	86	94	91.5%	86	94	91.5%
Gilliam Collegiate	69	82	84.1%	14	14	100.0%	83	96	86.5%
Smith HS	-	-	*	94	132	71.2%	94	132	71.2%
Wilson HS	170	237	71.7%	196	307	63.8%	366	544	67.3%
Sunset HS	137	275	49.8%	263	453	58.1%	400	728	54.9%
Adams HS	69	134	51.5%	277	497	55.7%	346	631	54.8%
White HS	103	218	47.2%	281	488	57.6%	384	706	54.4%
Molina HS	154	292	52.7%	242	445	54.4%	396	737	53.7%
Hillcrest HS	58	96	60.4%	145	284	51.1%	203	380	53.4%
Skyline HS	40	151	26.5%	749	1,397	53.6%	789	1,548	51.0%
Adamson HS	17	53	32.1%	234	475	49.3%	251	528	47.5%
Samuell HS	64	108	59.3%	229	527	43.5%	293	635	46.1%
Seagoville HS	47	118	39.8%	174	370	47.0%	221	488	45.3%
Wilmer-Hutchins HS	5	17	29.4%	125	280	44.6%	130	297	43.8%
Carter HS	33	109	30.3%	122	253	48.2%	155	362	42.8%
Lincoln HS	2	12	16.7%	85	196	43.4%	87	208	41.8%
Kimball HS	13	52	25.0%	208	496	41.9%	221	548	40.3%
Pinkston HS	14	60	23.3%	126	308	40.9%	140	368	38.0%
Jefferson HS	62	183	33.9%	188	476	39.5%	250	659	37.9%
South Oak Cliff HS	20	55	36.4%	169	457	37.0%	189	512	36.9%
North Dallas HS	9	30	30.0%	146	394	37.1%	155	424	36.6%
Conrad HS	7	46	15.2%	141	365	38.6%	148	411	36.0%
Patton Academic Center	4	13	30.8%	11	29	37.9%	15	42	35.7%
Spruce HS	35	115	30.4%	177	483	36.6%	212	598	35.5%
Madison HS	11	32	34.4%	52	150	34.7%	63	182	34.6%
Roosevelt HS	17	56	30.4%	49	181	27.1%	66	237	27.8%
High School Totals	1,714	3,111	55.1%	5,081	10,061	50.5%	6,795	13,172	51.6%

Note. *Cannot divide by zero. Excludes School Community Guidance Center, Maya Angelou, Hospital and Homebound, Learning Alternative Center, and Juvenile Justice Center.¹Innovation, Design, Entrepreneurship Academy

The proportional difference between the passing rates for high school students for non-CTE (88.4%) and CTE (87.8%) was not statistically significant ($\alpha = .05$, $z = .777$, $p = .435$) for the STAAR EOC U.S. History, shown in Table 18. In the 2015 PBMAS report, the State of Texas' passing rate for social studies was 90.4 percent.

Table 18: 2016 STAAR EOC – U.S. History Passing Rates by High School and CTE Status

School	Non-CTE			CTE			Total		
	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass
High Schools									
Garza Early College	92	92	100.0%	9	9	100.0%	101	101	100.0%
Irma Rangel HS	38	38	100.0%	32	32	100.0%	70	70	100.0%
Lassiter Early College	24	24	100.0%	40	40	100.0%	64	64	100.0%
Obama Leadership HS	10	10	100.0%	26	26	100.0%	36	36	100.0%
Townview Business Magnet	-	-	*	123	123	100.0%	123	123	100.0%
Townview Health Prof Magnet	-	-	*	135	135	100.0%	135	135	100.0%
Townview Public Serv Gov Magnet	-	-	*	90	90	100.0%	90	90	100.0%
Townview Sci. Engineering Magnet	3	3	100.0%	102	102	100.0%	105	105	100.0%
Townview Talented And Gifted Magnet	42	42	100.0%	19	19	100.0%	61	61	100.0%
Wash. Arts Magnet	417	420	99.3%	20	20	100.0%	437	440	99.3%
Gilliam Collegiate	79	80	98.8%	22	22	100.0%	101	102	99.0%
Sorrells School Of Education	-	-	*	76	77	98.7%	76	77	98.7%
Smith HS	-	-	*	108	112	96.4%	108	112	96.4%
Wilson HS	152	166	91.6%	205	219	93.6%	357	385	92.7%
White HS	161	179	89.9%	319	343	93.0%	480	522	92.0%
Molina HS	301	328	91.8%	546	604	90.4%	847	932	90.9%
Hillcrest HS	66	69	95.7%	181	204	88.7%	247	273	90.5%
Adams HS	98	114	86.0%	289	315	91.7%	387	429	90.2%
Spruce HS	16	19	84.2%	207	234	88.5%	223	253	88.1%
Skyline HS	48	66	72.7%	926	1,041	89.0%	974	1,107	88.0%
Sunset HS	141	168	83.9%	307	342	89.8%	448	510	87.8%
Carter HS	23	29	79.3%	155	174	89.1%	178	203	87.7%
Samuell HS	30	33	90.9%	271	312	86.9%	301	345	87.2%
Adamson HS	23	34	67.6%	276	311	88.7%	299	345	86.7%
Kimball HS	19	30	63.3%	245	276	88.8%	264	306	86.3%
Seagoville HS	28	32	87.5%	235	280	83.9%	263	312	84.3%
Pinkston HS	26	40	65.0%	142	164	86.6%	168	204	82.4%
Jefferson HS	56	77	72.7%	219	258	84.9%	275	335	82.1%
Lincoln HS	1	5	20.0%	94	115	81.7%	95	120	79.2%
North Dallas HS	8	13	61.5%	175	218	80.3%	183	231	79.2%
South Oak Cliff HS	23	34	67.6%	192	238	80.7%	215	272	79.0%
Wilmer-Hutchins HS	11	16	68.8%	219	276	79.3%	230	292	78.8%
Conrad HS	24	42	57.1%	294	388	75.8%	318	430	74.0%
Roosevelt HS	20	29	69.0%	73	99	73.7%	93	128	72.7%
Madison HS	29	37	78.4%	116	163	71.2%	145	200	72.5%
Patton Academic Center	6	10	60.0%	17	27	63.0%	23	37	62.2%
High School Totals	2,015	2,279	88.4%	6,505	7,408	87.8%	8,520	9,687	88.0%

Note. *Cannot divide by zero. Excludes School Community Guidance Center, Maya Angelou, Hospital and Homebound, Learning Alternative Center, and Juvenile Justice Center.¹Innovation, Design, Entrepreneurship Academy

In summary, the passing rates for *STAAR EOC* exams for non-CTE and CTE were not statistically significantly different at the $\alpha = .05$ level, except on the English I and English II *EOC* exams, where the CTE students passed at a lower proportion. State passing rates were higher across all the *EOC* subjects; however, the 2014-15 metrics were not comparing identical passing standards because the 2015-16 PBMAS report was not available as of August 23, 2016.

The *STAAR* 3-8 results are provided next. General *STAAR*,¹² *STAAR-A*,¹³ and *STAAR-L*¹⁴ test versions are included in the analyses for grades 6 to 8. The *STAAR* writing exam for grade 7 was not analyzed because writing is not considered a core subject. Data for the *STAAR* writing exam are provided in Appendix B. English and Spanish versions were combined for scores available as of July 12, 2016. Tables 19 to 26 contain aggregated data for passing rates by *STAAR* test, by grade, by school, and CTE status and analyzed for statistical differences. The proportional difference between the passing rates of non-CTE (58.9%) and CTE (76.6%) on the *STAAR* grade 6 reading exam was statistically significant ($\alpha = .05$, $z = -2.862$, $p = .004$), shown in Table 19. The statistical test accounts for unequal group sizes.

¹² Retrieved August 25, 2016 from, <http://tea.texas.gov/student-assessment/staar/>

¹³ Retrieved August 25, 2016 from, <http://tea.texas.gov/student-assessment/STAARA/>

¹⁴ Retrieved August 25, 2016 from, <http://tea.texas.gov/student-assessment/ell/staarl/>

Table 19: 2016 STAAR Grade 6 Reading - Passing Rates by Middle School and CTE Status

School	Non-CTE			CTE			Total		
	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass
STAAR Grade 6 Reading									
Dallas Env. Science Academy	143	143	100.0%	-	-	*	143	143	100.0%
Rangel MS	97	97	100.0%	-	-	*	97	97	100.0%
Travis Talented And Gifted MS	91	91	100.0%	-	-	*	91	91	100.0%
Longfellow Career Exploration	135	138	97.8%	-	-	*	135	138	97.8%
Obama Leadership MS	73	75	97.3%	-	-	*	73	75	97.3%
Dealey Montessori Vgrd	55	57	96.5%	-	-	*	55	57	96.5%
Stone Montessori (K-8)	57	65	87.7%	-	-	*	57	65	87.7%
Greiner MS	400	492	81.3%	-	-	*	400	492	81.3%
STEAM MS	129	177	72.9%	-	-	*	129	177	72.9%
Comstock MS	179	251	71.3%	11	12	91.7%	190	263	72.2%
Medrano MS	195	276	70.7%	-	-	*	195	276	70.7%
Long MS	320	458	69.9%	-	-	*	320	458	69.9%
Spence MS	169	245	69.0%	-	-	*	169	245	69.0%
Rosemont Intl Lang Prep	42	63	66.7%	-	-	*	42	63	66.7%
Walker MS	155	235	66.0%	-	-	*	155	235	66.0%
Richards MS	232	355	65.4%	-	-	*	232	355	65.4%
Balch Springs MS	270	426	63.4%	-	-	*	270	426	63.4%
Cary MS	119	190	62.6%	-	-	*	119	190	62.6%
Garcia MS	152	252	60.3%	-	-	*	152	252	60.3%
Rusk MS	114	189	60.3%	-	-	*	114	189	60.3%
Sanger Prep MS	34	57	59.6%	-	-	*	34	57	59.6%
Holmes MS	320	565	56.6%	-	-	*	320	565	56.6%
Franklin MS	174	308	56.5%	-	-	*	174	308	56.5%
Hill MS	174	332	52.4%	30	33	90.9%	204	365	55.9%
Quintanilla MS	203	365	55.6%	-	-	*	203	365	55.6%
Gaston MS	166	306	54.2%	-	-	*	166	306	54.2%
Stockard MS	207	419	49.4%	-	-	*	207	419	49.4%
Hood MS	142	285	49.8%	4	11	36.4%	146	296	49.3%
Seagoville MS	185	378	48.9%	-	-	*	185	378	48.9%
Marsh Preparatory	144	298	48.3%	1	1	100.0%	145	299	48.5%
Atwell MS	74	155	47.7%	-	-	*	74	155	47.7%
Tasby MS	112	236	47.5%	-	-	*	112	236	47.5%
Storey MS	87	193	45.1%	3	7	42.9%	90	200	45.0%
Florence MS	107	259	41.3%	-	-	*	107	259	41.3%
Kennedy-Curry MS	87	215	40.5%	-	-	*	87	215	40.5%
Dade MS	92	239	38.5%	-	-	*	92	239	38.5%
Lang MS	116	304	38.2%	-	-	*	116	304	38.2%
Zumwalt MS	52	143	36.4%	-	-	*	52	143	36.4%
Edison MS	50	152	32.9%	-	-	*	50	152	32.9%
Browne MS	82	251	32.7%	-	-	*	82	251	32.7%
Totals	5,735	9,735	58.9%	49	64	76.6%	5,784	9,799	59.0%

Note. *Cannot divide by zero. Excludes School Community Guidance Center, Maya Angelou, Hospital and Homebound, Learning Alternative Center, and Juvenile Justice Center, and students who were not enrolled in 6th grade.¹Innovation, Design, Entrepreneurship Academy

The proportional difference between the passing rates of non-CTE (52.2%) and CTE (70.3%) on the STAAR grade 6 math exam was statistically significant ($\alpha = .05$, $z = -2.89$, $p = .004$), shown in Table 20.

Table 20: 2016 STAAR Grade 6 Math – Passing Rates by Middle School and CTE Status

School	Non-CTE			CTE			Total		
	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass
STAAR Grade 6 Math									
Dallas Env. Science Academy	143	143	100.0%	-	-	*	143	143	100.0%
Rangel MS	97	97	100.0%	-	-	*	97	97	100.0%
Travis Talented And Gifted MS	91	91	100.0%	-	-	*	91	91	100.0%
Obama Leadership MS	74	75	98.7%	-	-	*	74	75	98.7%
Longfellow Career Exploration	136	138	98.6%	-	-	*	136	138	98.6%
Dealey Montessori Vgrd	56	57	98.2%	-	-	*	56	57	98.2%
Stone Montessori (K-8)	63	65	96.9%	-	-	*	63	65	96.9%
STEAM MS	129	177	72.9%	-	-	*	129	177	72.9%
Walker MS	169	235	71.9%	-	-	*	169	235	71.9%
Rosemont Intl Lang Prep	45	63	71.4%	-	-	*	45	63	71.4%
Greiner MS	342	493	69.4%	-	-	*	342	493	69.4%
Spence MS	163	246	66.3%	-	-	*	163	246	66.3%
Long MS	275	457	60.2%	-	-	*	275	457	60.2%
Sanger Prep MS	34	57	59.6%	-	-	*	34	57	59.6%
Richards MS	209	355	58.9%	-	-	*	209	355	58.9%
Gaston MS	167	306	54.6%	-	-	*	167	306	54.6%
Atwell MS	81	155	52.3%	-	-	*	81	155	52.3%
Franklin MS	160	310	51.6%	-	-	*	160	310	51.6%
Comstock MS	126	253	49.8%	10	13	76.9%	136	266	51.1%
Garcia MS	129	254	50.8%	-	-	*	129	254	50.8%
Quintanilla MS	181	365	49.6%	-	-	*	181	365	49.6%
Holmes MS	270	567	47.6%	-	-	*	270	567	47.6%
Hill MS	144	333	43.2%	30	33	90.9%	174	366	47.5%
Seagoville MS	178	378	47.1%	-	-	*	178	378	47.1%
Balch Springs MS	193	428	45.1%	-	-	*	193	428	45.1%
Cary MS	85	192	44.3%	-	-	*	85	192	44.3%
Florence MS	114	260	43.8%	-	-	*	114	260	43.8%
Stockard MS	182	419	43.4%	-	-	*	182	419	43.4%
Zumwalt MS	61	142	43.0%	-	-	*	61	142	43.0%
Kennedy-Curry MS	92	216	42.6%	-	-	*	92	216	42.6%
Marsh Preparatory	127	297	42.8%	0	1	0.0%	127	298	42.6%
Tasby MS	99	235	42.1%	-	-	*	99	235	42.1%
Medrano MS	115	277	41.5%	-	-	*	115	277	41.5%
Rusk MS	77	188	41.0%	-	-	*	77	188	41.0%
Dade MS	90	239	37.7%	-	-	*	90	239	37.7%
Hood MS	103	284	36.3%	4	10	40.0%	107	294	36.4%
Lang MS	103	304	33.9%	-	-	*	103	304	33.9%
Storey MS	62	192	32.3%	1	7	14.3%	63	199	31.7%
Edison MS	48	152	31.6%	-	-	*	48	152	31.6%
Browne MS	76	250	30.4%	-	-	*	76	250	30.4%
Totals	5,089	9,745	52.2%	45	64	70.3%	5,134	9,809	52.3%

Note. *Cannot divide by zero. Excludes School Community Guidance Center, Maya Angelou, Hospital and Homebound, Learning Alternative Center, and Juvenile Justice Center, and students who were not enrolled in 6th grade.¹Innovation, Design, Entrepreneurship Academy

The proportional difference between the passing rates of non-CTE (55.8%) and CTE (56.8%) on the STAAR grade 7 reading exam was not statistically significant ($\alpha = .05$, $z = -.922$, $p = .358$), shown in Table 21.

Table 21: 2016 STAAR Grade 7 Reading – Passing Rates by Middle School and CTE Status

School	Non-CTE			CTE			Total		
	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass
STAAR Grade 7 Reading									
Rangel MS	97	97	100.0%	1	1	100.0%	98	98	100.0%
Travis Talented And Gifted MS	92	93	98.9%	-	-	*	92	93	98.9%
Dealey Montessori	73	74	98.6%	11	11	100.0%	84	85	98.8%
Dallas Env. Science Academy	130	132	98.5%	-	-	*	130	132	98.5%
Stone Montessori (K-8)	60	61	98.4%	-	-	*	60	61	98.4%
Obama Leadership MS	80	82	97.6%	-	-	*	80	82	97.6%
Longfellow Career Exploration	3	3	100.0%	131	136	96.3%	134	139	96.4%
Rosemont Intl Lang Prep	51	66	77.3%	-	-	*	51	66	77.3%
Greiner MS	386	501	77.0%	20	32	62.5%	406	533	76.2%
Walker MS	98	154	63.6%	63	74	85.1%	161	228	70.6%
Long MS	186	327	56.9%	72	75	96.0%	258	402	64.2%
Spence MS	168	275	61.1%	0	1	0.0%	168	276	60.9%
Gaston MS	137	220	62.3%	41	78	52.6%	178	298	59.7%
Balch Springs MS	150	270	55.6%	105	159	66.0%	255	429	59.4%
Hill MS	83	163	50.9%	95	146	65.1%	178	309	57.6%
Franklin MS	98	169	58.0%	69	125	55.2%	167	294	56.8%
Garcia MS	54	105	51.4%	93	161	57.8%	147	266	55.3%
Stockard MS	92	176	52.3%	110	197	55.8%	202	373	54.2%
Seagoville MS	206	381	54.1%	-	-	*	206	381	54.1%
Quintanilla MS	145	263	55.1%	19	43	44.2%	164	306	53.6%
Comstock MS	56	99	56.6%	105	204	51.5%	161	303	53.1%
Holmes MS	177	369	48.0%	124	216	57.4%	301	585	51.5%
Richards MS	161	300	53.7%	38	99	38.4%	199	399	49.9%
Atwell MS	95	189	50.3%	13	32	40.6%	108	221	48.9%
Dade MS	113	235	48.1%	-	-	*	113	235	48.1%
Browne MS	129	272	47.4%	0	1	0.0%	129	273	47.3%
Kennedy-Curry MS	117	250	46.8%	2	2	100.0%	119	252	47.2%
Storey MS	43	105	41.0%	38	71	53.5%	81	176	46.0%
Medrano MS	110	261	42.1%	18	19	94.7%	128	280	45.7%
Zumwalt MS	29	68	42.6%	30	62	48.4%	59	130	45.4%
Florence MS	20	54	37.0%	95	200	47.5%	115	254	45.3%
Marsh Preparatory	80	170	47.1%	48	127	37.8%	128	297	43.1%
Cary MS	72	168	42.9%	11	27	40.7%	83	195	42.6%
Hood MS	99	231	42.9%	36	92	39.1%	135	323	41.8%
Lang MS	48	117	41.0%	75	181	41.4%	123	298	41.3%
Rusk MS	64	167	38.3%	-	-	*	64	167	38.3%
Tasby MS	98	255	38.4%	0	1	0.0%	98	256	38.3%
Edison MS	40	138	29.0%	-	-	*	40	138	29.0%
Manns Education Center	0	3	0.0%	0	1	0.0%	0	4	0.0%
Totals	3,940	7,063	55.8%	1,463	2,574	56.8%	5,403	9,637	56.1%

Note. *Cannot divide by zero. Excludes School Community Guidance Center, Maya Angelou, Hospital and Homebound, Learning Alternative Center, Juvenile Justice Center, and students who were not enrolled in 7th grade.

The proportional difference between the passing rates of non-CTE (43.1%) and CTE (44.7%) on the STAAR grade 7 math exam was not statistically significant ($\alpha = .05$, $z = -1.287$, $p = .204$), shown in Table 22.

Table 22: 2016 STAAR Grade 7 Math – Passing Rates by Middle School and CTE Status

School	Non-CTE			CTE			Total		
	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass
STAAR Grade 7 Math									
Rangel MS	3	3	100.0%	1	1	100.0%	4	4	100.0%
Longfellow Career Exploration	1	1	100.0%	23	24	95.8%	24	25	96.0%
Dealey Montessori	16	17	94.1%	2	2	100.0%	18	19	94.7%
Balch Springs MS	151	236	64.0%	95	139	68.3%	246	375	65.6%
Greiner MS	208	317	65.6%	14	27	51.9%	222	344	64.5%
Long MS	137	241	56.8%	36	41	87.8%	173	282	61.3%
Comstock MS	57	89	64.0%	107	185	57.8%	164	274	59.9%
Rosemont Intl Lang Prep	22	39	56.4%	-	-	*	22	39	56.4%
Walker MS	57	117	48.7%	30	45	66.7%	87	162	53.7%
Seagoville MS	134	259	51.7%	-	-	*	134	259	51.7%
Franklin MS	80	147	54.4%	49	113	43.4%	129	260	49.6%
Gaston MS	100	201	49.8%	36	75	48.0%	136	276	49.3%
Hill MS	75	151	49.7%	39	92	42.4%	114	243	46.9%
Medrano MS	108	236	45.8%	4	4	100.0%	112	240	46.7%
Hood MS	78	191	40.8%	43	82	52.4%	121	273	44.3%
Quintanilla MS	87	210	41.4%	18	39	46.2%	105	249	42.2%
Garcia MS	44	98	44.9%	55	137	40.1%	99	235	42.1%
Atwell MS	79	178	44.4%	7	32	21.9%	86	210	41.0%
Florence MS	17	49	34.7%	68	161	42.2%	85	210	40.5%
Lang MS	46	109	42.2%	61	168	36.3%	107	277	38.6%
Zumwalt MS	25	66	37.9%	20	51	39.2%	45	117	38.5%
Browne MS	104	270	38.5%	0	1	0.0%	104	271	38.4%
Tasby MS	81	215	37.7%	0	1	0.0%	81	216	37.5%
Stockard MS	49	105	46.7%	31	125	24.8%	80	230	34.8%
Richards MS	72	210	34.3%	25	80	31.2%	97	290	33.4%
Holmes MS	91	311	29.3%	73	184	39.7%	164	495	33.1%
Kennedy-Curry MS	73	225	32.4%	2	2	100.0%	75	227	33.0%
Storey MS	30	100	30.0%	22	64	34.4%	52	164	31.7%
Edison MS	34	115	29.6%	-	-	*	34	115	29.6%
Marsh Preparatory	39	125	31.2%	28	103	27.2%	67	228	29.4%
Cary MS	41	144	28.5%	9	27	33.3%	50	171	29.2%
Dade MS	45	170	26.5%	-	-	*	45	170	26.5%
Spence MS	43	161	26.7%	0	1	0.0%	43	162	26.5%
Rusk MS	25	117	21.4%	-	-	*	25	117	21.4%
Manns Education Center	0	3	0.0%	0	1	0.0%	0	4	0.0%
Totals	2,252	5,226	43.1%	898	2,007	44.7%	3,150	7,233	43.6%

Note. *Cannot divide by zero. Excludes School Community Guidance Center, Maya Angelou, Hospital and Homebound, Learning Alternative Center, Juvenile Justice Center, and students who were not enrolled in 7th grade.

The proportional difference between the passing rates of non-CTE (76.1%) and CTE (80.3%) on the STAAR grade 8 reading exam was statistically significant ($\alpha = .05$, $z = -4.887$, $p < .01$), shown in Table 23.

Table 23: 2016 STAAR Grade 8 Reading – Passing Rates by Middle School and CTE Status

School	Non-CTE			CTE Elective			Total		
	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass
STAAR Grade 8 Reading									
Dallas Env. Science Academy	1	1	100.0%	122	122	100.0%	123	123	100.0%
Dealey Montessori	86	86	100.0%	8	8	100.0%	94	94	100.0%
Longfellow Career Exploration	-	-	*	144	144	100.0%	144	144	100.0%
Obama Leadership MS	16	16	100.0%	66	66	100.0%	82	82	100.0%
Rangel MS	90	90	100.0%	-	-	*	90	90	100.0%
Stone Montessori (K-8)	72	72	100.0%	-	-	*	72	72	100.0%
Travis Talented And Gifted MS	91	91	100.0%	-	-	*	91	91	100.0%
Rosemont Intl Lang Prep	62	64	96.9%	-	-	*	62	64	96.9%
Greiner MS	295	324	91.0%	131	134	97.8%	426	458	93.0%
Walker MS	107	129	82.9%	85	93	91.4%	192	222	86.5%
Richards MS	191	234	81.6%	140	167	83.8%	331	401	82.5%
Gaston MS	126	147	85.7%	137	173	79.2%	263	320	82.2%
Long MS	201	269	74.7%	104	107	97.2%	305	376	81.1%
Franklin MS	148	186	79.6%	96	117	82.1%	244	303	80.5%
Spence MS	215	269	79.9%	1	1	100.0%	216	270	80.0%
Comstock MS	75	106	70.8%	143	168	85.1%	218	274	79.6%
Garcia MS	36	40	90.0%	173	223	77.6%	209	263	79.5%
Balch Springs MS	183	232	78.9%	164	213	77.0%	347	445	78.0%
Quintanilla MS	209	270	77.4%	56	70	80.0%	265	340	77.9%
Hood MS	115	154	74.7%	143	179	79.9%	258	333	77.5%
Stockard MS	189	244	77.5%	147	190	77.4%	336	434	77.4%
Medrano MS	101	148	68.2%	103	116	88.8%	204	264	77.3%
Seagoville MS	274	355	77.2%	-	-	*	274	355	77.2%
Hill MS	62	91	68.1%	167	206	81.1%	229	297	77.1%
Marsh Preparatory	157	196	80.1%	98	144	68.1%	255	340	75.0%
Kennedy-Curry MS	166	224	74.1%	2	3	66.7%	168	227	74.0%
Storey MS	53	77	68.8%	83	107	77.6%	136	184	73.9%
Holmes MS	81	129	62.8%	324	429	75.5%	405	558	72.6%
Atwell MS	95	122	77.9%	107	157	68.2%	202	279	72.4%
Browne MS	192	268	71.6%	2	2	100.0%	194	270	71.9%
Florence MS	32	55	58.2%	141	192	73.4%	173	247	70.0%
Lang MS	57	82	69.5%	174	251	69.3%	231	333	69.4%
Rusk MS	115	167	68.9%	-	-	*	115	167	68.9%
Cary MS	44	67	65.7%	61	87	70.1%	105	154	68.2%
Zumwalt MS	20	40	50.0%	46	60	76.7%	66	100	66.0%
Tasby MS	158	245	64.5%	-	-	*	158	245	64.5%
Dade MS	154	244	63.1%	2	2	100.0%	156	246	63.4%
Edison MS	94	159	59.1%	0	1	0.0%	94	160	58.8%
Manns Education Center	14	58	24.1%	21	42	50.0%	35	100	35.0%
Totals	4,377	5,751	76.1%	3,191	3,974	80.3%	7,568	9,725	77.8%

Note. *Cannot divide by zero. Excludes School Community Guidance Center, Maya Angelou, Hospital and Homebound, Learning Alternative Center, Juvenile Justice Center, and students who were not enrolled in 8th grade.

The proportional difference between the passing rates of non-CTE (65.4%) and CTE (68.5%) on the STAAR grade 8 math exam was statistically significant ($\alpha = .05$, $z = -2.720$, $p < .007$), shown in Table 24.

Table 24: 2016 STAAR Grade 8 Math – Passing Rates by Middle School and CTE Status

School	Non-CTE			CTE Elective			Total		
	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass
STAAR Grade 8 Math									
Longfellow Career Exploration	-	-	*	38	38	100.0%	38	38	100.0%
Dealey Montessori	19	20	95.0%	-	-	*	19	20	95.0%
Greiner MS	200	215	93.0%	101	104	97.1%	301	319	94.4%
Rosemont Intl Lang Prep	27	31	87.1%	-	-	*	27	31	87.1%
Comstock MS	76	100	76.0%	137	153	89.5%	213	253	84.2%
Balch Springs MS	172	211	81.5%	159	192	82.8%	331	403	82.1%
Quintanilla MS	197	244	80.7%	49	59	83.1%	246	303	81.2%
Gaston MS	106	129	82.2%	131	167	78.4%	237	296	80.1%
Long MS	155	213	72.8%	50	57	87.7%	205	270	75.9%
Hood MS	81	114	71.1%	101	135	74.8%	182	249	73.1%
Browne MS	193	267	72.3%	2	2	100.0%	195	269	72.5%
Garcia MS	27	35	77.1%	140	197	71.1%	167	232	72.0%
Hill MS	68	88	77.3%	101	152	66.4%	169	240	70.4%
Walker MS	71	104	68.3%	44	61	72.1%	115	165	69.7%
Richards MS	105	160	65.6%	89	123	72.4%	194	283	68.6%
Storey MS	47	74	63.5%	66	91	72.5%	113	165	68.5%
Franklin MS	101	154	65.6%	74	103	71.8%	175	257	68.1%
Medrano MS	88	139	63.3%	57	75	76.0%	145	214	67.8%
Rusk MS	74	114	64.9%	-	-	*	74	114	64.9%
Lang MS	46	72	63.9%	153	236	64.8%	199	308	64.6%
Zumwalt MS	19	33	57.6%	34	51	66.7%	53	84	63.1%
Seagoville MS	143	238	60.1%	-	-	*	143	238	60.1%
Kennedy-Curry MS	111	187	59.4%	2	3	66.7%	113	190	59.5%
Atwell MS	62	103	60.2%	87	149	58.4%	149	252	59.1%
Tasby MS	120	203	59.1%	-	-	*	120	203	59.1%
Stockard MS	93	156	59.6%	78	139	56.1%	171	295	58.0%
Spence MS	94	164	57.3%	-	-	*	94	164	57.3%
Marsh Preparatory	100	162	61.7%	58	114	50.9%	158	276	57.2%
Holmes MS	54	118	45.8%	201	368	54.6%	255	486	52.5%
Florence MS	17	45	37.8%	85	152	55.9%	102	197	51.8%
Dade MS	75	170	44.1%	1	2	50.0%	76	172	44.2%
Edison MS	57	136	41.9%	1	1	100.0%	58	137	42.3%
Cary MS	15	52	28.8%	29	67	43.3%	44	119	37.0%
Manns Education Center	11	65	16.9%	10	44	22.7%	21	109	19.3%
Totals	2,824	4,316	65.4%	2,078	3,035	68.5%	4,902	7,351	66.7%

Note. *Cannot divide by zero. Excludes School Community Guidance Center, Maya Angelou, Hospital and Homebound, Learning Alternative Center, Juvenile Justice Center, and students who were not enrolled in 8th grade.

The proportional difference between the passing rates of non-CTE (55.7%) and CTE (58.8%) on the STAAR grade 8 science exam was statistically significant ($\alpha = .05$, $z = -2.702$, $p < .007$), shown in Table 25.

Table 25: 2016 STAAR Grade 8 Science – Passing Rates by Middle School and CTE Status

School	Non-CTE			CTE Elective			Total		
	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass
STAAR Grade 8 Science									
Dallas Env. Science Academy	-	-	*	3	3	100.0%	3	3	100.0%
Rangel MS	2	2	100.0%	-	-	*	2	2	100.0%
Greiner MS	172	225	76.4%	94	107	87.9%	266	332	80.1%
Rosemont Intl Lang Prep	51	64	79.7%	-	-	*	51	64	79.7%
Quintanilla MS	176	237	74.3%	45	54	83.3%	221	291	75.9%
Franklin MS	83	123	67.5%	75	94	79.8%	158	217	72.8%
Balch Springs MS	143	209	68.4%	139	202	68.8%	282	411	68.6%
Richards MS	158	230	68.7%	109	165	66.1%	267	395	67.6%
Comstock MS	64	97	66.0%	97	149	65.1%	161	246	65.4%
Marsh Preparatory	116	189	61.4%	80	142	56.3%	196	331	59.2%
Gaston MS	74	115	64.3%	88	163	54.0%	162	278	58.3%
Hood MS	67	122	54.9%	84	139	60.4%	151	261	57.9%
Dade MS	118	205	57.6%	1	2	50.0%	119	207	57.5%
Holmes MS	63	122	51.6%	250	422	59.2%	313	544	57.5%
Medrano MS	66	142	46.5%	67	92	72.8%	133	234	56.8%
Walker MS	61	115	53.0%	44	72	61.1%	105	187	56.1%
Long MS	95	202	47.0%	43	54	79.6%	138	256	53.9%
Florence MS	24	48	50.0%	78	142	54.9%	102	190	53.7%
Browne MS	141	263	53.6%	1	2	50.0%	142	265	53.6%
Atwell MS	70	121	57.9%	78	157	49.7%	148	278	53.2%
Kennedy-Curry MS	109	204	53.4%	1	3	33.3%	110	207	53.1%
Zumwalt MS	17	35	48.6%	29	53	54.7%	46	88	52.3%
Garcia MS	24	39	61.5%	97	194	50.0%	121	233	51.9%
Hill MS	49	88	55.7%	73	149	49.0%	122	237	51.5%
Stockard MS	87	170	51.2%	72	141	51.1%	159	311	51.1%
Spence MS	92	187	49.2%	1	1	100.0%	93	188	49.5%
Lang MS	41	75	54.7%	117	247	47.4%	158	322	49.1%
Storey MS	29	73	39.7%	50	93	53.8%	79	166	47.6%
Cary MS	30	67	44.8%	42	87	48.3%	72	154	46.8%
Tasby MS	98	221	44.3%	-	-	*	98	221	44.3%
Edison MS	62	143	43.4%	1	1	100.0%	63	144	43.8%
Seagoville MS	100	244	41.0%	-	-	*	100	244	41.0%
Rusk MS	55	137	40.1%	-	-	*	55	137	40.1%
Manns Education Center	5	48	10.4%	6	41	14.6%	11	89	12.4%
Totals	2,542	4,562	55.7%	1,865	3,171	58.8%	4,407	7,733	57.0%

Note. *Cannot divide by zero. Excludes School Community Guidance Center, Maya Angelou, Hospital and Homebound, Learning Alternative Center, Juvenile Justice Center, and students who were not enrolled in 8th grade.

The proportional difference between the passing rates of non-CTE (52.0%) and CTE (56.6%) on the STAAR grade 8 social studies exam was statistically significant ($\alpha = .05$, $z = -4.445$, $p < .01$), shown in Table 26.

Table 26: 2016 STAAR Grade 8 Social Studies – Passing Rates by Middle School and CTE Status

School	Non-CTE			CTE Elective			Total		
	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass
STAAR Grade 8 Social Studies									
Travis Talented And Gifted MS	91	91	100.0%	-	-	*	91	91	100.0%
Rangel MS	88	90	97.8%	-	-	*	88	90	97.8%
Dallas Env. Science Academy	1	1	100.0%	118	122	96.7%	119	123	96.7%
Obama Leadership MS	15	16	93.8%	63	66	95.5%	78	82	95.1%
Longfellow Career Exploration	-	-	*	133	144	92.4%	133	144	92.4%
Dealey Montessori	78	86	90.7%	7	8	87.5%	85	94	90.4%
Stone Montessori (K-8)	63	72	87.5%	-	-	*	63	72	87.5%
Greiner MS	274	321	85.4%	120	133	90.2%	394	454	86.8%
Franklin MS	148	184	80.4%	95	116	81.9%	243	300	81.0%
Quintanilla MS	178	265	67.2%	55	70	78.6%	233	335	69.6%
Hill MS	53	91	58.2%	130	203	64.0%	183	294	62.2%
Rosemont Intl Lang Prep	38	64	59.4%	-	-	*	38	64	59.4%
Long MS	134	264	50.8%	85	107	79.4%	219	371	59.0%
Richards MS	132	230	57.4%	99	167	59.3%	231	397	58.2%
Gaston MS	96	142	67.6%	83	174	47.7%	179	316	56.6%
Comstock MS	55	101	54.5%	97	168	57.7%	152	269	56.5%
Zumwalt MS	17	37	45.9%	36	59	61.0%	53	96	55.2%
Walker MS	62	129	48.1%	58	91	63.7%	120	220	54.5%
Florence MS	24	55	43.6%	108	189	57.1%	132	244	54.1%
Balch Springs MS	115	227	50.7%	120	209	57.4%	235	436	53.9%
Spence MS	138	263	52.5%	1	1	100.0%	139	264	52.7%
Holmes MS	50	124	40.3%	222	421	52.7%	272	545	49.9%
Kennedy-Curry MS	103	217	47.5%	0	3	0.0%	103	220	46.8%
Seagoville MS	160	347	46.1%	-	-	*	160	347	46.1%
Storey MS	29	77	37.7%	55	107	51.4%	84	184	45.7%
Cary MS	30	67	44.8%	40	87	46.0%	70	154	45.5%
Dade MS	107	239	44.8%	1	2	50.0%	108	241	44.8%
Atwell MS	60	121	49.6%	62	157	39.5%	122	278	43.9%
Garcia MS	16	40	40.0%	91	219	41.6%	107	259	41.3%
Tasby MS	99	241	41.1%	-	-	*	99	241	41.1%
Stockard MS	99	238	41.6%	67	182	36.8%	166	420	39.5%
Hood MS	62	152	40.8%	67	176	38.1%	129	328	39.3%
Lang MS	30	75	40.0%	92	245	37.6%	122	320	38.1%
Medrano MS	37	146	25.3%	60	113	53.1%	97	259	37.5%
Marsh Preparatory	72	191	37.7%	47	144	32.6%	119	335	35.5%
Browne MS	90	264	34.1%	1	2	50.0%	91	266	34.2%
Edison MS	47	157	29.9%	0	1	0.0%	47	158	29.7%
Rusk MS	30	162	18.5%	-	-	*	30	162	18.5%
Manns Education Center	4	39	10.3%	3	29	10.3%	7	68	10.3%
Totals	2,925	5,626	52.0%	2,216	3,915	56.6%	5,141	9,541	53.9%

Note. *Cannot divide by zero. Excludes School Community Guidance Center, Maya Angelou, Hospital and Homebound, Learning Alternative Center, Juvenile Justice Center, and students who were not enrolled in 8th grade.

In summary, the *STAAR* passing rates for grades 6 to 8 for non-CTE and CTE varied by grade and test subject. All *STAAR* grade 8 tests, including reading, math, science, and social studies, were statistically significantly different at the $\alpha = .05$, where CTE students passed at a higher proportion. For *STAAR* grade 7, the reading test passing rates were not statistically significantly different ($\alpha = .05$) and the math exam was statistically significantly different ($\alpha = .05$). The CTE students also passed at a higher proportion than the non-CTE students in grade 7. The *STAAR* grade 6 exams passing rates were both statistically significantly different ($\alpha = .05$), where the CTE students passed at higher rates than the non-CTE students.

Special Population Analysis

Across the district, about 73 percent of high school students either enrolled in a CTE course in 2015-16 or participated in a coherent sequence of courses.

Table 27: High School Special Populations Participation in CTE

	Non-CTE		CTE		Total
	N	%	N	%	N
Disabled	1,086	32.8%	2,222	67.2%	3,308
Low SES	7,786	23.5%	25,414	76.5%	33,200
Nontraditional*	16	0.3%	5,447	99.7%	5,463
LEP	2,921	28.7%	7,265	71.3%	10,186
District	11,028	27.1%	29,669	72.9%	40,697

Note. N is a unique student count. *Duplicated student count because a student may be counted as nontraditional in some courses and not others.

Individuals with Disabilities

The *STAAR EOC* passing rates for CTE and non-CTE individuals with disabilities are shown in Table 28. There were no statistically significant differences between the CTE and non-CTE students on any of the *EOC* exams. Across all exams, less than half of the individuals with disabilities passed *EOC* exams.

Table 28: 2016 STAAR EOC Passing Rates by Exam and CTE Status – Individuals with Disabilities

	Non-CTE			CTE			Total		
	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass
Algebra I	72	230	31.3%	251	952	26.4%	323	1,182	27.3%
Biology	65	188	34.6%	237	725	32.7%	302	913	33.1%
English I	38	289	13.1%	149	1,145	13.0%	187	1,434	13.0%
English II	27	207	13.0%	103	843	12.2%	130	1,050	12.4%
US History	51	108	47.2%	260	558	46.6%	311	666	46.7%

Note. Excludes School Community Guidance Center, Maya Angelou, Hospital and Homebound, Learning Alternative Center, and Juvenile Justice Center.

Individuals from Economically Disadvantaged Families

Among individuals from economically disadvantaged families, CTE students had similar passing rates to non-CTE students, except on the STAAR EOC English I ($\alpha = .01$, $z = 3.28$, $p = .001$), shown in Table 29.

Table 29: 2016 STAAR EOC Passing Rates by Exam and CTE Status – Individuals from Economically Disadvantaged Families

	Non-CTE			CTE			Total		
	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass
Algebra I	1,254	1,962	63.9%	4,324	6,787	63.7%	5,578	8,749	63.8%
Biology	1,738	2,140	81.2%	5,281	6,511	81.1%	7,019	8,651	81.1%
English I*	1,611	2,932	54.9%	5,012	9,733	51.5%	6,623	12,665	52.3%
English II	1,186	2,304	51.5%	4,364	8,576	50.9%	5,550	10,880	51.0%
US History	1,348	1,542	87.4%	5,665	6,365	89.0%	7,013	7,907	88.7%

Note. Excludes School Community Guidance Center, Maya Angelou, Hospital and Homebound, Learning Alternative Center, and Juvenile Justice Center. *The difference in the percentage of passing rates among CTE and non-CTE students was statistically significant at the $\alpha = .01$ level.

Individuals Preparing for Nontraditional Training and Employment

Data related to individuals preparing for nontraditional employment are provided in Table 30. Because there were often less than eight students in the nontraditional category of non-CTE students, no statistical analyses were run.

Table 30: 2016 STAAR EOC Passing Rates by Exam and CTE Status – Individuals Preparing for Nontraditional Training and Employment

	Non-CTE			CTE			Total		
	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass
Female									
Algebra I	5	5	100.0%	624	906	68.9%	629	911	69.0%
Biology	6	6	100.0%	804	961	83.7%	810	967	83.8%
English I	5	7	71.4%	705	1,231	57.3%	710	1,238	57.4%
English II	-	-	*	580	1,048	55.3%	580	1,048	55.3%
US History	-	-	*	746	853	87.5%	746	853	87.5%
Male									
Algebra I	0	1	0.0%	143	321	44.5%	143	322	44.4%
Biology	0	1	0.0%	142	196	72.4%	142	197	72.1%
English I	0	1	0.0%	229	548	41.8%	229	549	41.7%
English II	0	1	0.0%	415	854	48.6%	415	855	48.5%
US History	1	1	100.0%	481	528	91.1%	482	529	91.1%
Totals									
Algebra I	5	6	83.3%	767	1,227	62.5%	772	1,233	62.6%
Biology	6	7	85.7%	946	1,157	81.8%	952	1,164	81.8%
English I	5	8	62.5%	934	1,779	52.5%	939	1,787	52.5%
English II	0	1	0.0%	995	1,902	52.3%	995	1,903	52.3%
US History	1	1	100.0%	1,227	1,381	88.8%	1,228	1,382	88.9%

Note. *Cannot divide by zero. Excludes School Community Guidance Center, Maya Angelou, Hospital and Homebound, Learning Alternative Center, and Juvenile Justice Center.

Individuals with Limited English Proficiency

Among the individuals with limited English proficiency, CTE students outperformed non-CTE students on all *STAAR EOC* exams. The difference in passing rates between the CTE and non-CTE students were statistically significant at the $\alpha = .01$ or $\alpha = .05$ levels for every *STAAR EOC* exam.

Table 31: 2016 STAAR EOC Passing Rates by Exam and CTE Status – Individuals with Limited English Proficiency

	Non-CTE			CTE			Total		
	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass
Algebra I**	660	1,187	55.6%	1,889	3,183	59.3%	2,549	4,370	58.3%
Biology*	628	996	63.1%	1,869	2,612	71.6%	2,497	3,608	69.2%
English I*	474	1,496	31.7%	1,561	4,334	36.0%	2,035	5,830	34.9%
English II*	189	879	21.5%	784	2,950	26.6%	973	3,829	25.4%
US History*	279	396	70.5%	1,095	1,447	75.7%	1,374	1,843	74.6%

Note. Excludes School Community Guidance Center, Maya Angelou, Hospital and Homebound, Learning Alternative Center, and Juvenile Justice Center. *The difference in the percentage of passing rates among CTE and non-CTE students was statistically significant at the $\alpha = .01$ level. **The difference in the percentage of passing rates among CTE and non-CTE students was statistically significant at the $\alpha = .05$ level.

In summary, *STAAR EOC* performance among the four special population groups varied. The individuals with disabilities performed similarly across the CTE and non-CTE groups with no statistically significant differences noted. Among the students from economically disadvantaged homes, CTE and non-CTE students performed similarly, except on the English I exam, where non-CTE students performed better. Nontraditional students were not analyzed due to small student groups available in the non-CTE group. The students with limited English proficiency performed better across all *STAAR EOC* subjects with notable statistically significant differences.

What were enrollment rates across semesters of CTE students in Advanced Placement (AP), International Baccalaureate (IB), and Dual Credit courses as well as performance on AP examinations?

Methodology

The identification of students enrolled in Advanced Placement (AP), International Baccalaureate (IB), and dual credit courses involved several steps. First, the evaluator used demographic data from the October 30, 2015 PEIMS fall snapshot and merged the data to first semester 2015 course enrollment records extracted from district databases. Next, the evaluator identified the students enrolled in AP, IB, and dual credit courses. The students who were enrolled in AP, IB, and dual credit were matched to the final CTE indicator variable from the PEIMS submission on July 25, 2016. Students were classified into three groups. Group one consisted of students who were classified as non-CTE students. Group two students were classified having been enrolled in one or more CTE courses (CTE elective). Group three consisted of students who were classified as having completed a coherent sequence (taken two or more CTE courses for three or more credits during the current or previous school years). Data were analyzed using crosstabs and frequencies.

Results

AP and IB Courses

Dallas ISD had 9,771 students enrolled in AP and IB courses using the matching criteria previously outlined. More than half of those students enrolled in more than one AP or IB course (see Table 32) with a majority of the students in grades 11 and 12 (see Table 33).

Table 32: Number of Students Enrolled in High School AP and IB Courses by the Number of Courses Taken

Number of Courses Taken	N AP Students	N IB Students	Total Students	Percent
1	4,376	0	4,376	44.8%
2	2,615	10	2,625	26.9%
3	1,316	36	1,352	13.8%
4	837	40	877	9.0%
5	382	2	384	3.9%
6	137	0	137	1.4%
7	20	0	20	0.2%
Totals	9,683	88	9,771	100.0%

Table 33: First Semester AP and IB Enrollment by Grade and CTE Status

Grade	Total	Non-CTE		CTE Elective		Coherent Sequence	
	N	N	Percent	N	Percent	N	Percent
9	966	577	9.8%	389	12.7%	-	0.0%
10	2,436	1,101	18.6%	296	9.7%	1,039	9.4%
11	7,881	2,035	34.4%	1,110	36.2%	4,736	42.7%
12	8,789	2,198	37.2%	1,269	41.4%	5,322	48.0%
Total	20,072	5,911	100.0%	3,064	100.0%	11,097	100.0%

Note. N = Number of enrollments. Students can enroll in more than one AP or IB course.

Participation in AP and IB courses varied by school (see Table 34). Skyline had the largest number of enrollments followed by Townview School of Science and Engineering. More than 20,000 enrollments were from AP students (N = 9,683) and IB students (N = 88). CTE elective and coherent sequence students enrolled in social studies and language arts AP and IB courses most frequently and less often in the fine arts AP and IB courses compared to non-CTE students (see Table 35). Appendix C Table 1 contains a full report of the AP and IB courses taken within each course area.

Table 34: First Semester AP and IB Enrollment by School and CTE Status

School	Total		Non-CTE		CTE Elective		Coherent Sequence	
	N	Percent	N	Percent	N	Percent	N	Percent
Skyline HS	2,223	11%	135	2%	249	8%	1,839	17%
Townview Sci. Engineering Magnet	1,530	8%	642	11%	538	18%	350	3%
Wilson HS	1,489	7%	802	14%	158	5%	529	5%
Wash. Arts Magnet	1,412	7%	1,211	20%	185	6%	16	0%
White HS	1,000	5%	403	7%	216	7%	381	3%
Townview Talented And Gifted Magnet	910	5%	711	12%	152	5%	47	0%
Townview Health Prof Magnet	823	4%	0	0%	37	1%	786	7%
Sunset HS	802	4%	255	4%	144	5%	403	4%
Adams HS	783	4%	192	3%	133	4%	458	4%
Townview Public Serv Gov Magnet	766	4%	6	0%	70	2%	690	6%
Townview Business Magnet	760	4%	0	0%	27	1%	733	7%
Molina HS	741	4%	209	4%	145	5%	387	3%
Hillcrest HS	604	3%	246	4%	161	5%	197	2%
Jefferson HS	595	3%	225	4%	76	2%	294	3%
Irma Rangel HS	537	3%	323	5%	148	5%	66	1%
Smith HS	531	3%	0	0%	1	0%	530	5%
Sorrells School Of Education	473	2%	2	0%	38	1%	433	4%
Adamson HS	450	2%	77	1%	56	2%	317	3%
Seagoville HS	377	2%	53	1%	105	3%	219	2%
Conrad HS	370	2%	13	0%	33	1%	324	3%
North Dallas HS	336	2%	6	0%	43	1%	287	3%
Spruce HS	336	2%	29	0%	32	1%	275	2%
Samuell HS	318	2%	62	1%	53	2%	203	2%
Kimball HS	281	1%	26	0%	23	1%	232	2%
South Oak Cliff HS	240	1%	9	0%	14	0%	217	2%
Obama Leadership HS	226	1%	73	1%	42	1%	111	1%
Carter HS	221	1%	30	1%	48	2%	143	1%
Pinkston HS	208	1%	24	0%	29	1%	155	1%
Wilmer-Hutchins HS	185	1%	14	0%	15	0%	156	1%
Lincoln HS	177	1%	1	0%	12	0%	164	1%
Garza Early College	132	1%	98	2%	20	1%	14	0%
Roosevelt HS	132	1%	19	0%	42	1%	71	1%
Madison HS	103	1%	15	0%	19	1%	69	1%
Gilliam Collegiate	1	0%	0	0%	0	0%	1	0%
Totals	20,072	100%	5,911	100%	3,064	100%	11,097	100%

Note. N = Number of enrollments. Students can enroll in more than one AP or IB course. Percent is rounded to the nearest whole number.

Table 35: First Semester AP and IB Enrollment by Course Area and CTE Status

Course Area	Total	Non-CTE		CTE Elective		Coherent Sequence	
	N	N	Percent	N	Percent	N	Percent
Social Studies	7,314	2,218	37.5%	1,194	39.0%	3,902	35.2%
Language Arts	5,200	1,167	19.7%	648	21.1%	3,385	30.5%
Science	3,642	1,132	19.2%	622	20.3%	1,888	17.0%
Mathematics	1,860	582	9.8%	315	10.3%	963	8.7%
Language Other Than English	1,182	374	6.3%	194	6.3%	614	5.5%
Fine Arts	439	250	4.2%	62	2.0%	127	1.1%
Econ/Free Ent	247	37	0.6%	25	0.8%	185	1.7%
Tech Applications	188	151	2.6%	4	0.1%	33	0.3%
Total	20,072	5,911	100.0%	3,064	100.0%	11,097	100.0%

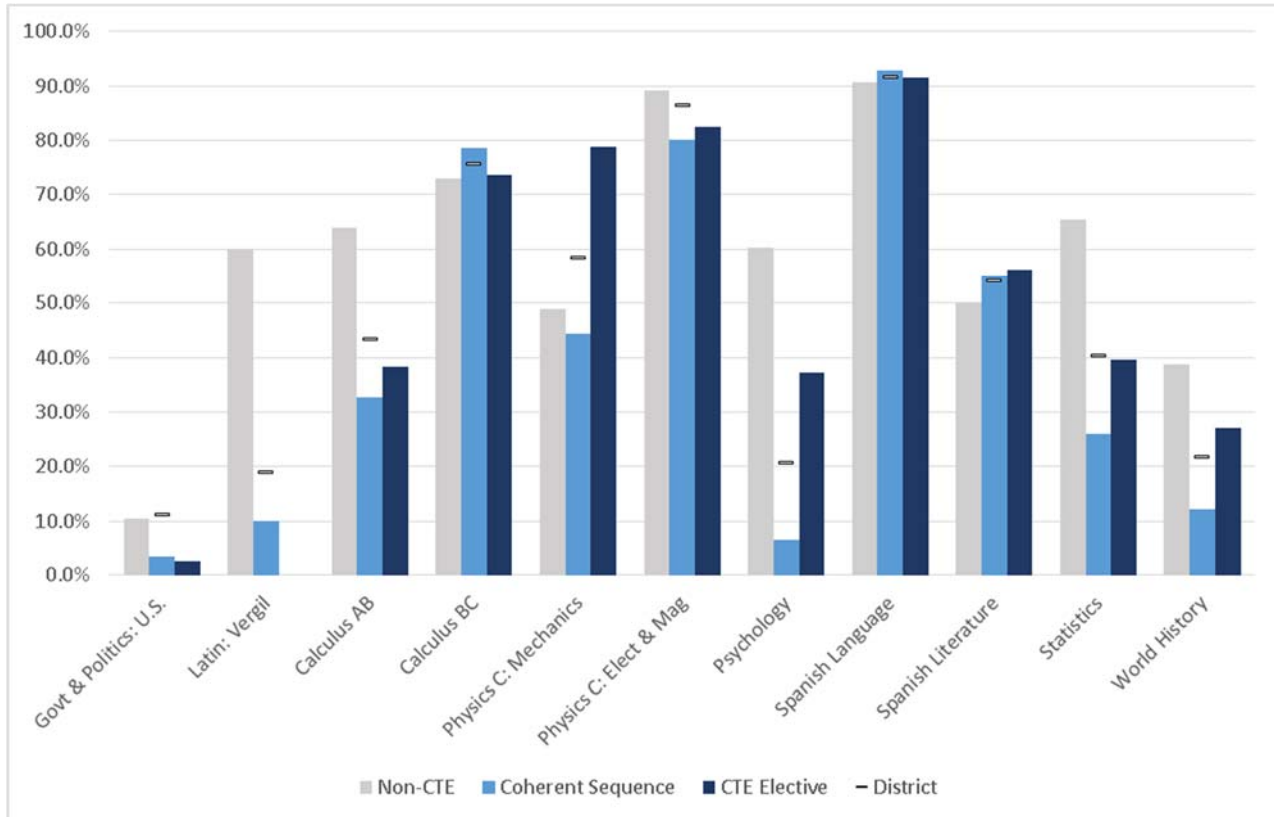
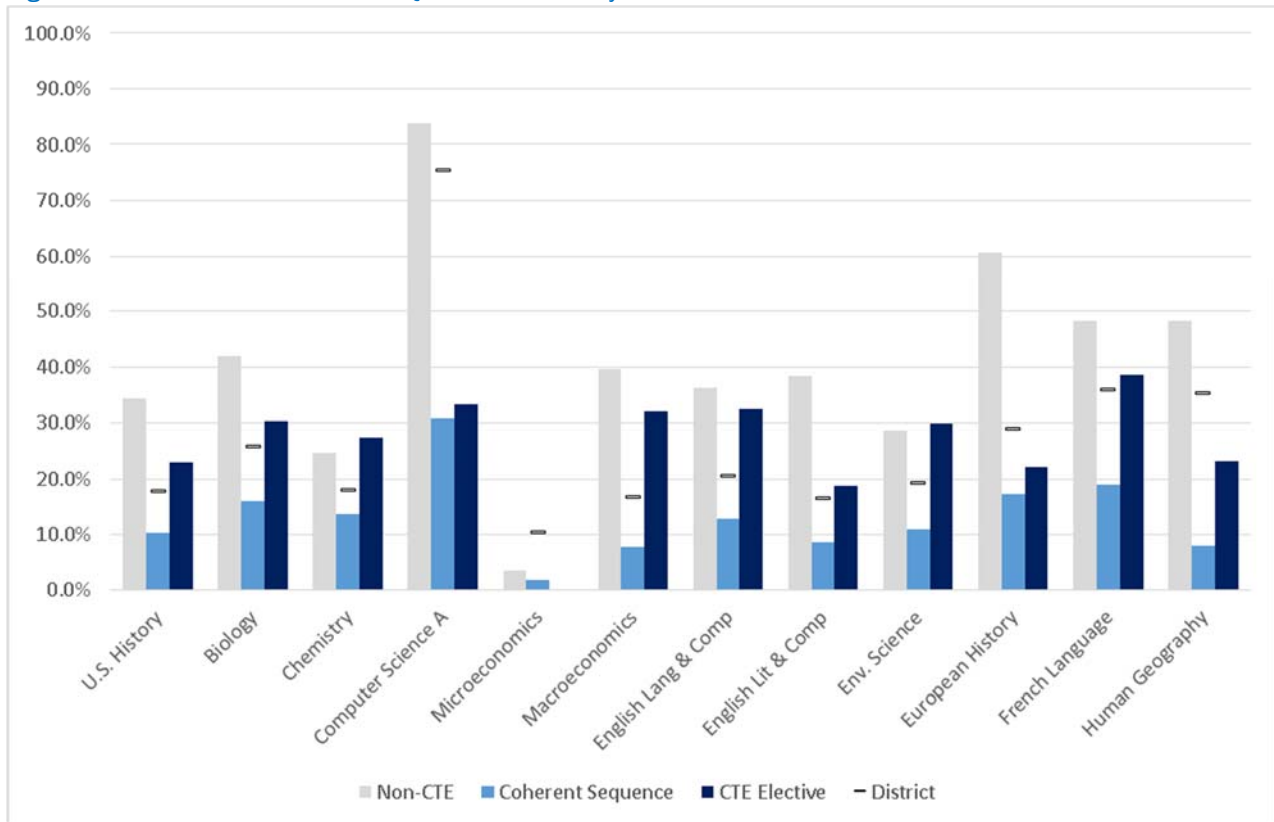
Note. N = Number of enrollments. Students can enroll in more than one AP or IB course.

AP exam scores were compared between four groups of students: (1) non-CTE, (2) CTE elective, (3) coherent sequence, and (4) overall district performance. The students comprising these groups were enrolled in the corresponding AP course in the first semester of the 2015-16 school year. For example, a student must be enrolled in AP U.S. History course and take the corresponding *AP United States History* exam developed by the College Board¹⁵ to be included in the following analysis. AP exams are graded on a scale of 1(low) to 5 (high). An AP exam score of 3, 4, or 5 is considered a “qualified” score and may be eligible for college credit, depending upon the policy at the post-secondary institution. Dallas ISD district performance statistics were retrieved from the Office of Institutional Research from the Advanced Placement (AP) Exams report dated August 9, 2016 containing exam results from May 2016. A full report of AP exam data is available in Appendix C Tables 2 to 5.

AP exam results that achieved qualified scores of 3 or better, varied by each exam and group of students (see Figure 2). CTE elective students generally outperformed the coherent sequence students except on the *Calculus BC*, *Spanish Language*, and *Spanish Literature* exams (Figure 2 bottom). Non-CTE students outperformed CTE elective and coherent sequence students on every AP exam except *Calculus BC*, *Physics C Mechanics*, *Spanish Language*, and *Spanish Literature* (Figure 2 bottom). Overall, the district performance tended to be higher than the CTE elective and coherent sequence student groups, except on *Calculus BC*, *Spanish Language*, and *Spanish Literature*.

¹⁵ Retrieved August 30, 2016 from, <https://apstudent.collegeboard.org/apcourse>

Figure 2: Percent of AP Exams with Qualified Scores by CTE Status



Dual Credit

Dallas ISD had 1,527 students participate in dual credit courses during the first semester of the 2015-16 school year that were matched with the methodology described previously. About 20 percent of students enrolled in dual credit courses took more than one course, shown in Table 36.

Table 36: Number of Students Enrolled in Dual Credit Courses by the Number of Courses Taken

Number of Dual Credit Courses Taken	All Students	
	N	Percent
1	1,231	80.6%
2	254	16.6%
3	36	2.4%
4	6	0.4%
Total	1,527	100.0%

In all there were 1,871 enrollments in dual credit courses (see Table 37). Of the 1,871 enrollments in dual credit courses, North Dallas High School had the largest number of students enrolled in dual credit courses (N = 370). A majority of the students enrolled in dual credit courses were in grades 11 and 12 (see Table 38).

Table 37: First Semester Dual Credit Enrollment by School and CTE Status

School	Total	Non-CTE		CTE Elective		Coherent Sequence	
	N	N	Percent	N	Percent	N	Percent
North Dallas HS	370	0	0.0%	74	25.3%	296	29.1%
Gilliam Collegiate	326	223	39.8%	15	5.1%	88	8.6%
White HS	230	62	11.1%	51	17.5%	117	11.5%
Wash. Arts Magnet	172	124	22.1%	43	14.7%	5	0.5%
Samuell HS	171	67	11.9%	26	8.9%	78	7.7%
Townview Business Magnet	160	0	0.0%	0	0.0%	160	15.7%
Molina HS	109	28	5.0%	30	10.3%	51	5.0%
Skyline HS	82	2	0.4%	5	1.7%	75	7.4%
Adams HS	60	25	4.5%	7	2.4%	28	2.8%
Carter HS	36	4	0.7%	6	2.1%	26	2.6%
Townview Talented And Gifted Magnet	33	9	1.6%	20	6.8%	4	0.4%
Obama Leadership HS	22	4	0.7%	0	0.0%	18	1.8%
Adamson HS	19	4	0.7%	1	0.3%	14	1.4%
Wilmer-Hutchins HS	19	3	0.5%	5	1.7%	11	1.1%
Kimball HS	16	0	0.0%	0	0.0%	16	1.6%
Lassiter Early College	14	2	0.4%	6	2.1%	6	0.6%
South Oak Cliff HS	11	0	0.0%	0	0.0%	11	1.1%
Conrad HS	8	0	0.0%	0	0.0%	8	0.8%
Seagoville HS	7	0	0.0%	3	1.0%	4	0.4%
Jefferson HS	6	4	0.7%	0	0.0%	2	0.2%
Total	1,871	561	100.0%	292	100.0%	1,018	100.0%

Table 38: First Semester Dual Credit Enrollment by Grade and CTE Status

Grade	Total		Non-CTE		CTE Elective		Coherent Sequence	
	N		N	Percent	N	Percent	N	Percent
9	65		30	5.3%	35	12.0%	0	0.0%
10	311		118	21.0%	37	12.7%	156	15.3%
11	679		262	46.7%	78	26.7%	339	33.3%
12	816		151	26.9%	142	48.6%	523	51.4%
Total	1,871		561	100.0%	292	100.0%	1,018	100.0%

Note. N = Number of enrollments. Students can enroll in more than one dual credit course.

More than one-third of the dual credit courses were in the Career and Technology area (see Table 39). Seventy-three percent of dual credit enrollments were CTE elective (N = 292) and coherent sequence (N = 1,018) students. Appendix C Table 6 contains a full report of the courses taken within each course area, shown in Table 39.

Table 39: First Semester Dual Credit Enrollment by Course Area and CTE Status

Course Area	Total		Non-CTE		CTE Elective		Coherent Sequence	
	N		N	Percent	N	Percent	N	Percent
Career & Technology	699		39	7.0%	125	42.8%	535	52.6%
Econ/Free Ent	150		34	6.1%	25	8.6%	91	8.9%
Health	112		67	11.9%	6	2.1%	39	3.8%
Language Arts	240		67	11.9%	46	15.8%	127	12.5%
Language Other Than English	157		100	17.8%	17	5.8%	40	3.9%
Mathematics	157		124	22.1%	14	4.8%	19	1.9%
Social Studies	342		121	21.6%	55	18.8%	166	16.3%
Tech Applications	14		9	1.6%	4	1.4%	1	0.1%
Total	1,871		561	100.0%	292	100.0%	1,018	100.0%

Note. N = Number of enrollments. Students can enroll in more than one dual credit course.

What endorsements did 2015-16 ninth grade students select?

Methodology

Endorsement data were retrieved from district databases on May 31, 2016 and merged with the PEIMS demographic data as of Oct 31, 2015. Data were analyzed using crosstabs and frequencies.

Results

The following tables describe the endorsements selected by high school freshman. Table 40 lists the total number of endorsements with the associated student count. Because students could select more than one endorsement, the total number of endorsements (N = 13,496) selected exceeded the total number of freshman (N = 11,594). Overall, most freshman selected one endorsement. Of the freshman who selected an endorsement, business was the most frequently selected endorsement and multi-studies was the least selected, shown in Table 41.

Table 40: Number of endorsements selected by freshman

Number of Endorsements	Total	
	N	Percent
0	3,206	27.7%
1	7,030	60.6%
2	833	7.2%
3	507	4.4%
4	17	0.1%
5	1	0.0%
Total	11,594	100.0%

Table 41: Type of endorsements selected by freshman

Endorsement	Total	
	N	Percent
No endorsement	3,206	23.8%
Business	2,751	20.4%
Arts and Humanities	2,303	17.1%
Public Service	2,253	16.7%
STEM	1,774	13.1%
Multi-Studies	1,209	9.0%
Total	13,496	100.0%

SUMMARY AND RECOMMENDATIONS

Summary

The Dallas ISD schools offered courses aligned with 16 career pathways defined by the States' Career Cluster Initiative. A total of 6,861 (31.6%) students enrolled in elective Career and Technical Education (CTE) courses in grades 7-8, and 29,669 (72.9%) participated in CTE courses in grades 9-12. The district offered 196 pathways programs in 2015-16, an expansion from 123 in the previous year, aligned with new state graduation requirements and with current and projected workforce needs. CTE course enrollment increased from 2014-15 due to the expansion of pathway programs.

Analyses of college enrollment and completion of the Class of 2009 included 6,489 students who graduated from Dallas ISD high schools between September 1, 2008, and August 31, 2009. All students, regardless of CTE participation, most often completed the Recommended graduation plan. Data indicated that CTE elective or coherent sequence students enrolled in two-year college at a higher rate (53.7%) compared to non-CTE students (49.8%), and a lower rate in four-year colleges, 25.7 percent and 32.1 percent, respectively. Overall, CTE elective or coherent students completed college at slightly lower rate (24%) to non-CTE students (31%).

Enrollment data analyses for the district middle and high schools during the 2015-16 school year identified CTE elective students (N = 20,000) and coherent sequence students (N = 16,329). CTE elective students were more often Hispanic males. Coherent sequence students were more often Hispanic, while gender was equally split between males and females. For high schools, about 73 percent of students took either a CTE elective or were enrolled in a coherent sequence of courses. Analyses for the National Academy Foundation (NAF), pathway, and magnet programs indicated that CTE elective and coherent sequence students were most often enrolled in Business, Management, and Administration and Information Technology career clusters. Overall, 2015-16 seniors completed CTE electives and coherent sequence courses at highly similar rates, 96 and 97 percent, respectively.

To examine the effectiveness of the CTE program, analyses were run on student performance on *STAAR* and *STAAR EOC* test data. Analyses comparing performance on the *STAAR EOC* exams showed passing rates were often similar between CTE and non-CTE students with the exception of CTE students having lower passing rates on the English I and English II *EOC*'s. The exception occurred when CTE students with limited English proficiency outperformed the non-CTE students across all five *STAAR EOC* exams. Analyses of general *STAAR* passing rates for grades 6 to 8 for CTE and non-CTE students varied by grade and test subject. CTE students passed at a higher proportion across all subject exams in grades 6 to 8. Statistical differences across the test subjects were noted on all *STAAR* exams for grades 6 to 8 except on *STAAR* reading for grade 7.

Enrollment rates were analyzed for Advanced Placement (AP), International Baccalaureate (IB), and dual credit offerings in the district. Skyline High School had the highest participation counts in CTE, including NAF programs and AP courses. North Dallas High School had the highest participation counts in

dual credit courses. Overall, the AP exam scores for the district tended to be higher compared to CTE elective and coherent sequence student groups, except on *Calculus BC*, *Spanish Language*, and *Spanish Literature*. Finally, 73 percent of high school freshman had selected one or more diploma endorsements. Of those freshman who selected an endorsement, business was the most frequently selected option.

In summary, the evaluation for 2015-16 emphasized data measures to compare CTE elective and coherent sequence students to non-CTE students. No recommendations are made regarding program changes. Analyses revealed that CTE elective students are performing similarly or better across all major aspects of this evaluation.

Recommendations

The following recommendations are made to improve the process and efficiency for future evaluations of the Career and Technical Education program.

- Create new Chancery variables in the district database that identify the appropriate career pathway codes for individual courses. Career pathway course codes would need to be updated annually.
- Create new Chancery variables that identify nontraditional students enrolled in career pathways based on course title and the student's gender. Nontraditional courses are provided from the Texas Education Agency (TEA) annually. Nontraditional courses do not change frequently.
- Create a new Chancery variable that identifies whether a student is enrolled in a NAF, pathway, or magnet program or collaborate to develop a more systematic method to identify these students.
- Create a more accurate list of dual credit courses offered at Dallas ISD that aligns with the common core classes offered at post-secondary institutions. Currently, the 2015-16 or newer versions of the General Information Bulletin does not provide an accurate list.
- Create a course listing index in the CTE Handbook.

APPENDICES

Appendix A

Table 1: Number of Enrollments in CTE Courses by High School, Career Cluster, Program Type, and CTE Status

School	Career Cluster	Program Type	CTE Elective	Coherent Sequence	Total Enrollments
Adams HS	Architecture and Construction		0	1	1
Adams HS	Business, Management, and Administration	Coherent Pathway	94	113	207
Adams HS	Career Exploration		0	56	56
Adams HS	Health Science	NAF	104	133	237
Adams HS	Hospitality and Tourism	Coherent Pathway	43	136	179
Adams HS	Human Services		122	65	187
Adams HS	Information Technology	Coherent Pathway	62	130	192
Adams HS	Law, Public Safety, Corrections, and Security	Coherent Pathway	100	137	237
Adams HS	Marketing, Sales, and Service	Coherent Pathway	26	85	111
Adams HS	Science, Technology, Engineering, and Mathematics	NAF	120	121	241
Adamson HS	Arts, AV Technology and Communication		38	85	123
Adamson HS	Business, Management, and Administration	Coherent Pathway	155	154	309
Adamson HS	Career Exploration		6	179	185
Adamson HS	Education and Training	Coherent Pathway	104	143	247
Adamson HS	Finance	NAF	28	219	247
Adamson HS	Information Technology		2	6	8
Adamson HS	Law, Public Safety, Corrections, and Security		1	0	1
Adamson HS	Marketing, Sales, and Service	Coherent Pathway	26	68	94
Adamson HS	Transportation, Distribution, and Logistics	Coherent Pathway	153	177	330
Carter HS	Architecture and Construction		1	1	2
Carter HS	Arts, AV Technology and Communication	Coherent Pathway	139	78	217
Carter HS	Business, Management, and Administration	Coherent Pathway	86	120	206
Carter HS	Career Exploration		2	42	44
Carter HS	Finance		12	49	61
Carter HS	Hospitality and Tourism		4	8	12
Carter HS	Human Services		7	16	23
Carter HS	Information Technology	NAF	93	96	189
Carter HS	Law, Public Safety, Corrections, and Security	Coherent Pathway	82	52	134
Conrad HS	Architecture and Construction		0	2	2
Conrad HS	Arts, AV Technology and Communication		16	67	83
Conrad HS	Business, Management, and Administration		82	29	111
Conrad HS	Career Exploration		8	139	147
Conrad HS	Finance	NAF	15	60	75
Conrad HS	Health Science	NAF	93	232	325
Conrad HS	Hospitality and Tourism	NAF	77	109	186
Conrad HS	Human Services		33	26	59
Conrad HS	Information Technology	NAF	54	77	131
Conrad HS	Marketing, Sales, and Service	Coherent Pathway	1	32	33
Conrad HS	Science, Technology, Engineering, and Mathematics	NAF	89	196	285
Garza Early College	Business, Management, and Administration		10	3	13
Garza Early College	Marketing, Sales, and Service		27	6	33
Gilliam Collegiate	Architecture and Construction		0	1	1
Gilliam Collegiate	Business, Management, and Administration		1	11	12
Gilliam Collegiate	Science, Technology, Engineering, and Mathematics		29	27	56
Gilliam Collegiate	Unknown - Course description not in GIB		1	3	4
Table Totals			2,146	3,490	5,636

Table 1 continues to next page

Table 1 (continued)

School	Career Cluster	Program Type	CTE Elective	Coherent Sequence	Total Enrollments
Hillcrest HS	Architecture and Construction		0	1	1
Hillcrest HS	Arts, AV Technology and Communication		69	62	131
Hillcrest HS	Business, Management, and Administration	Coherent Pathway	110	59	169
Hillcrest HS	Career Exploration		2	24	26
Hillcrest HS	Finance		39	49	88
Hillcrest HS	Health Science		45	92	137
Hillcrest HS	Hospitality and Tourism		0	1	1
Hillcrest HS	Information Technology		162	59	221
Hillcrest HS	Marketing, Sales, and Service	Coherent Pathway	45	55	100
Hillcrest HS	Science, Technology, Engineering, and Mathematics	NAF	64	63	127
IDEA At J.W. Fannin	Business, Management, and Administration		95	0	95
IDEA At J.W. Fannin	Marketing, Sales, and Service		14	0	14
Irma Rangel HS	Business, Management, and Administration		43	16	59
Jefferson HS	Architecture and Construction		0	2	2
Jefferson HS	Business, Management, and Administration	Coherent Pathway	126	62	188
Jefferson HS	Career Exploration		2	23	25
Jefferson HS	Finance	NAF	58	119	177
Jefferson HS	Hospitality and Tourism	NAF	186	271	457
Jefferson HS	Law, Public Safety, Corrections, and Security		0	8	8
Jefferson HS	Marketing, Sales, and Service	Coherent Pathway	18	91	109
Jefferson HS	Science, Technology, Engineering, and Mathematics	NAF	138	32	170
Kimball HS	Architecture and Construction		31	51	82
Kimball HS	Arts, AV Technology and Communication		1	0	1
Kimball HS	Business, Management, and Administration	Coherent Pathway	297	171	468
Kimball HS	Career Exploration		0	7	7
Kimball HS	Government and Administration		8	86	94
Kimball HS	Health Science		13	100	113
Kimball HS	Hospitality and Tourism	NAF	136	388	524
Kimball HS	Law, Public Safety, Corrections, and Security	Coherent Pathway	143	158	301
Kimball HS	Manufacturing		7	2	9
Kimball HS	Marketing, Sales, and Service	Coherent Pathway	0	82	82
Kimball HS	Science, Technology, Engineering, and Mathematics	NAF	109	139	248
Lincoln HS	Architecture and Construction		1	0	1
Lincoln HS	Arts, AV Technology and Communication	Coherent Pathway	29	92	121
Lincoln HS	Business, Management, and Administration	Coherent Pathway	44	104	148
Lincoln HS	Career Exploration		0	30	30
Lincoln HS	Finance		7	38	45
Lincoln HS	Hospitality and Tourism	Coherent Pathway	113	100	213
Lincoln HS	Science, Technology, Engineering, and Mathematics	NAF	33	37	70
Madison HS	Business, Management, and Administration		69	84	153
Madison HS	Finance		12	41	53
Madison HS	Information Technology	NAF	154	73	227
Table Totals			2,423	2,872	5,295

Table 1 continues to next page

Table 1 (continued)

School	Career Cluster	Program Type	CTE Elective	Coherent Sequence	Total Enrollments
Molina HS	Agriculture, Food and Natural Resources		1	4	5
Molina HS	Architecture and Construction	Coherent Pathway	126	124	250
Molina HS	Arts, AV Technology and Communication	Coherent Pathway	254	256	510
Molina HS	Business, Management, and Administration		1	1	2
Molina HS	Career Exploration		4	82	86
Molina HS	Health Science		1	0	1
Molina HS	Hospitality and Tourism	Coherent Pathway	235	275	510
Molina HS	Information Technology		0	2	2
Molina HS	Law, Public Safety, Corrections, and Security	Coherent Pathway	55	168	223
North Dallas HS	Architecture and Construction		0	3	3
North Dallas HS	Arts, AV Technology and Communication		64	80	144
North Dallas HS	Business, Management, and Administration	Coherent Pathway	118	20	138
North Dallas HS	Career Exploration		0	33	33
North Dallas HS	Finance	NAF	44	142	186
North Dallas HS	Hospitality and Tourism		1	8	9
North Dallas HS	Information Technology	NAF	218	326	544
North Dallas HS	Science, Technology, Engineering, and Mathematics	NAF	114	97	211
Obama Leadership HS	Science, Technology, Engineering, and Mathematics	Coherent Pathway	42	54	96
Patton Academic Center	Arts, AV Technology and Communication		11	2	13
Patton Academic Center	Business, Management, and Administration		26	4	30
Pinkston HS	Architecture and Construction	Coherent Pathway	36	50	86
Pinkston HS	Arts, AV Technology and Communication		56	29	85
Pinkston HS	Business, Management, and Administration		53	58	111
Pinkston HS	Hospitality and Tourism		0	2	2
Pinkston HS	Information Technology		67	70	137
Pinkston HS	Law, Public Safety, Corrections, and Security	Coherent Pathway	100	132	232
Pinkston HS	Manufacturing	Coherent Pathway	25	12	37
Pinkston HS	Science, Technology, Engineering, and Mathematics		18	6	24
Pinkston HS	Transportation, Distribution, and Logistics	Coherent Pathway	39	77	116
Roosevelt HS	Architecture and Construction		0	3	3
Roosevelt HS	Arts, AV Technology and Communication		61	35	96
Roosevelt HS	Business, Management, and Administration		80	23	103
Roosevelt HS	Career Exploration		0	6	6
Roosevelt HS	Health Science	NAF	61	67	128
Roosevelt HS	Hospitality and Tourism	Coherent Pathway	11	31	42
Roosevelt HS	Human Services		63	16	79
Roosevelt HS	Information Technology		1	0	1
Roosevelt HS	Law, Public Safety, Corrections, and Security		7	14	21
Samuell HS	Architecture and Construction	Coherent Pathway	197	216	413
Samuell HS	Arts, AV Technology and Communication		3	34	37
Samuell HS	Business, Management, and Administration		50	77	127
Samuell HS	Career Exploration		23	398	421
Samuell HS	Hospitality and Tourism		0	3	3
Samuell HS	Information Technology	Coherent Pathway	263	243	506
Table Totals			2,529	3,283	5,812

Table 1 continues to next page

Table 1 (continued)

School	Career Cluster	Program Type	CTE Elective	Coherent Sequence	Total Enrollments
Seagoville HS	Agriculture, Food and Natural Resources	Coherent Pathway	253	295	548
Seagoville HS	Architecture and Construction		0	1	1
Seagoville HS	Arts, AV Technology and Communication	Coherent Pathway	114	98	212
Seagoville HS	Business, Management, and Administration		1	2	3
Seagoville HS	Career Exploration		6	163	169
Seagoville HS	Health Science		9	38	47
Seagoville HS	Hospitality and Tourism		0	2	2
Seagoville HS	Information Technology	Coherent Pathway	166	150	316
Seagoville HS	Marketing, Sales, and Service		22	69	91
Skyline HS	Agriculture, Food and Natural Resources	Coherent Pathway	24	169	193
Skyline HS	Architecture and Construction	Coherent Pathway	91	295	386
Skyline HS	Arts, AV Technology and Communication	Coherent Pathway	98	346	444
Skyline HS	Business, Management, and Administration	Coherent Pathway	448	535	983
Skyline HS	Career Exploration		6	559	565
Skyline HS	Education and Training	Coherent Pathway	31	120	151
Skyline HS	Finance	NAF	48	306	354
Skyline HS	Government and Administration	Coherent Pathway	52	0	52
Skyline HS	Health Science	NAF	18	169	187
Skyline HS	Hospitality and Tourism	NAF	56	125	181
Skyline HS	Human Services	Coherent Pathway	454	770	1,224
Skyline HS	Information Technology	NAF	142	293	435
Skyline HS	Marketing, Sales, and Service	Coherent Pathway	16	77	93
Skyline HS	Science, Technology, Engineering, and Mathematics	NAF	62	146	208
Skyline HS	Transportation, Distribution, and Logistics	Coherent Pathway	67	225	292
Smith HS	Arts, AV Technology and Communication	Coherent Pathway	0	209	209
Smith HS	Health Science		0	35	35
Smith HS	Information Technology		131	90	221
Smith HS	Law, Public Safety, Corrections, and Security		0	17	17
Smith HS	Science, Technology, Engineering, and Mathematics		0	20	20
Sorrells School Of Education	Education and Training		0	111	111
Sorrells School Of Education	Finance		0	81	81
Sorrells School Of Education	Human Services		83	148	231
Sorrells School Of Education	Information Technology		39	0	39
South Oak Cliff HS	Business, Management, and Administration	Coherent Pathway	175	122	297
South Oak Cliff HS	Career Exploration		6	47	53
South Oak Cliff HS	Education and Training	Coherent Pathway	49	46	95
South Oak Cliff HS	Finance	Coherent Pathway	24	84	108
South Oak Cliff HS	Health Science		7	62	69
South Oak Cliff HS	Hospitality and Tourism		0	3	3
South Oak Cliff HS	Human Services		2	28	30
South Oak Cliff HS	Information Technology	NAF	80	155	235
South Oak Cliff HS	Law, Public Safety, Corrections, and Security	Coherent Pathway	77	96	173
South Oak Cliff HS	Science, Technology, Engineering, and Mathematics	NAF	39	1	40
Table Totals			2,896	6,308	9,204

Table 1 continues to next page

Table 1 (continued)

School	Career Cluster	Program Type	CTE Elective	Coherent Sequence	Total Enrollments
Spruce HS	Architecture and Construction	Coherent Pathway	0	1	1
Spruce HS	Arts, AV Technology and Communication	Coherent Pathway	64	0	64
Spruce HS	Business, Management, and Administration	Coherent Pathway	401	313	714
Spruce HS	Finance	NAF	16	70	86
Spruce HS	Hospitality and Tourism		0	2	2
Spruce HS	Human Services		0	1	1
Spruce HS	Information Technology	NAF	62	103	165
Spruce HS	Marketing, Sales, and Service	Coherent Pathway	50	1	51
Spruce HS	Science, Technology, Engineering, and Mathematics	NAF	109	49	158
Spruce HS	Transportation, Distribution, and Logistics	Coherent Pathway	130	138	268
Sunset HS	Architecture and Construction		0	1	1
Sunset HS	Arts, AV Technology and Communication	Coherent Pathway	42	40	82
Sunset HS	Business, Management, and Administration	Coherent Pathway	194	123	317
Sunset HS	Career Exploration		6	113	119
Sunset HS	Education and Training	Coherent Pathway	82	82	164
Sunset HS	Finance	NAF	24	89	113
Sunset HS	Health Science	NAF	111	54	165
Sunset HS	Hospitality and Tourism		0	1	1
Sunset HS	Information Technology	Coherent Pathway	96	102	198
Sunset HS	Law, Public Safety, Corrections, and Security	Coherent Pathway	159	207	366
Sunset HS	Marketing, Sales, and Service	Coherent Pathway	13	30	43
Sunset HS	Science, Technology, Engineering, and Mathematics		10	31	41
Townview Business Magnet	Agriculture, Food and Natural Resources		0	16	16
Townview Business Magnet	Arts, AV Technology and Communication	Coherent Pathway	0	66	66
Townview Business Magnet	Business, Management, and Administration	Coherent Pathway	129	116	245
Townview Business Magnet	Career Exploration		0	88	88
Townview Business Magnet	Finance	Coherent Pathway	5	154	159
Townview Business Magnet	Human Services		0	11	11
Townview Business Magnet	Information Technology	Coherent Pathway	0	77	77
Townview Business Magnet	Marketing, Sales, and Service	Coherent Pathway	130	132	262
Townview Health Prof Magnet	Health Science	Coherent Pathway	145	849	994
Townview Health Prof Magnet	Hospitality and Tourism	Coherent Pathway	0	8	8
Townview Health Prof Magnet	Human Services		0	22	22
Townview Public Serv Gov Magnet	Career Exploration		0	97	97
Townview Public Serv Gov Magnet	Government and Administration	Coherent Pathway	90	151	241
Townview Public Serv Gov Magnet	Hospitality and Tourism		1	0	1
Townview Public Serv Gov Magnet	Human Services		0	2	2
Townview Public Serv Gov Magnet	Law, Public Safety, Corrections, and Security	Coherent Pathway	48	85	133
Townview Sci. Engineering Magnet	Government and Administration		1	0	1
Townview Sci. Engineering Magnet	Health Science		13	13	26
Townview Sci. Engineering Magnet	Information Technology		26	6	32
Townview Sci. Engineering Magnet	Science, Technology, Engineering, and Mathematics	NAF	71	49	120
Townview Talented And Gifted Magnet	Education and Training		1	0	1
Townview Talented And Gifted Magnet	Health Science		12	0	12
Townview Talented And Gifted Magnet	Science, Technology, Engineering, and Mathematics		16	3	19
Table Totals			2,257	3,496	5,753

Table 1 continues to next page

Table 1 (continued)

School	Career Cluster	Program Type	CTE Elective	Coherent Sequence	Total Enrollments
Wash. Arts Magnet	Arts, AV Technology and Communication	Coherent Pathway	29	2	31
Wash. Arts Magnet	Health Science		52	3	55
White HS	Architecture and Construction		1	5	6
White HS	Arts, AV Technology and Communication		37	23	60
White HS	Business, Management, and Administration	Coherent Pathway	168	180	348
White HS	Career Exploration		4	106	110
White HS	Education and Training	Coherent Pathway	76	13	89
White HS	Finance	Coherent Pathway	10	16	26
White HS	Health Science		45	119	164
White HS	Hospitality and Tourism		11	28	39
White HS	Human Services	Coherent Pathway	285	213	498
White HS	Information Technology	Coherent Pathway	88	94	182
White HS	Marketing, Sales, and Service	Coherent Pathway	15	51	66
White HS	Science, Technology, Engineering, and Mathematics	NAF	88	143	231
Wilmer-Hutchins HS	Architecture and Construction	Coherent Pathway	38	37	75
Wilmer-Hutchins HS	Arts, AV Technology and Communication		42	47	89
Wilmer-Hutchins HS	Business, Management, and Administration	Coherent Pathway	16	81	97
Wilmer-Hutchins HS	Career Exploration		3	42	45
Wilmer-Hutchins HS	Finance		5	76	81
Wilmer-Hutchins HS	Hospitality and Tourism	NAF	64	84	148
Wilmer-Hutchins HS	Information Technology	NAF	58	59	117
Wilmer-Hutchins HS	Science, Technology, Engineering, and Mathematics		1	0	1
Wilmer-Hutchins HS	Transportation, Distribution, and Logistics	Coherent Pathway	53	23	76
Wilson HS	Architecture and Construction		1	3	4
Wilson HS	Business, Management, and Administration		61	68	129
Wilson HS	Career Exploration		45	114	159
Wilson HS	Finance	NAF	53	106	159
Wilson HS	Health Science		21	62	83
Wilson HS	Hospitality and Tourism	NAF	57	85	142
Wilson HS	Law, Public Safety, Corrections, and Security		31	29	60
Wilson HS	Marketing, Sales, and Service		0	17	17
Wilson HS	Science, Technology, Engineering, and Mathematics	NAF	164	214	378
Table Totals			1,622	2,143	3,765
Grand Totals			13,873	21,592	35,465

Note. A student may be enrolled in many courses in different career clusters. Excludes School Community Guidance Center, Maya Angelou, Hospital and Homebound, Learning Alternative Center, Juvenile Justice Center.

Appendix B

Table 1: 2016 STAAR Grade 7 Writing – Passing Rates by Middle School and CTE Status

School	Non-CTE			CTE			Total		
	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass	N Pass	N Taken	Percent Pass
STAAR Grade 7 Writing									
Rangel MS	97	97	100.0%	1	1	100.0%	98	98	100.0%
Travis Talented And Gifted MS	91	91	100.0%	-	-	*	91	91	100.0%
Dealey Montessori	73	74	98.6%	11	11	100.0%	84	85	98.8%
Dallas Env. Science Academy	129	132	97.7%	-	-	*	129	132	97.7%
Obama Leadership MS	79	82	96.3%	-	-	*	79	82	96.3%
Longfellow Career Exploration	3	3	100.0%	129	135	95.6%	132	138	95.7%
Stone Montessori (K-8)	58	61	95.1%	-	-	*	58	61	95.1%
Greiner MS	377	500	75.4%	19	33	57.6%	396	533	74.3%
Rosemont Intl Lang Prep	43	66	65.2%	-	-	*	43	66	65.2%
Walker MS	92	154	59.7%	55	74	74.3%	147	228	64.5%
Long MS	185	327	56.6%	68	74	91.9%	253	401	63.1%
Franklin MS	108	170	63.5%	65	125	52.0%	173	295	58.6%
Spence MS	158	275	57.5%	0	2	0.0%	158	277	57.0%
Seagoville MS	208	382	54.5%	-	-	*	208	382	54.5%
Stockard MS	105	184	57.1%	101	203	49.8%	206	387	53.2%
Gaston MS	122	223	54.7%	38	79	48.1%	160	302	53.0%
Garcia MS	48	105	45.7%	91	162	56.2%	139	267	52.1%
Balch Springs MS	133	271	49.1%	85	160	53.1%	218	431	50.6%
Holmes MS	175	370	47.3%	114	213	53.5%	289	583	49.6%
Quintanilla MS	135	263	51.3%	16	43	37.2%	151	306	49.3%
Hill MS	59	161	36.6%	84	146	57.5%	143	307	46.6%
Zumwalt MS	31	73	42.5%	30	62	48.4%	61	135	45.2%
Comstock MS	44	103	42.7%	95	205	46.3%	139	308	45.1%
Atwell MS	89	193	46.1%	12	32	37.5%	101	225	44.9%
Dade MS	103	231	44.6%	-	-	*	103	231	44.6%
Marsh Preparatory	83	171	48.5%	47	129	36.4%	130	300	43.3%
Browne MS	117	271	43.2%	-	1	0.0%	117	272	43.0%
Hood MS	96	229	41.9%	39	93	41.9%	135	322	41.9%
Medrano MS	98	260	37.7%	19	19	100.0%	117	279	41.9%
Storey MS	37	104	35.6%	35	71	49.3%	72	175	41.1%
Florence MS	21	58	36.2%	84	201	41.8%	105	259	40.5%
Lang MS	44	114	38.6%	75	181	41.4%	119	295	40.3%
Kennedy-Curry MS	102	254	40.2%	1	2	50.0%	103	256	40.2%
Richards MS	132	302	43.7%	28	98	28.6%	160	400	40.0%
Cary MS	65	170	38.2%	12	27	44.4%	77	197	39.1%
Rusk MS	56	170	32.9%	-	-	*	56	170	32.9%
Edison MS	44	136	32.4%	-	-	*	44	136	32.4%
Tasby MS	82	259	31.7%	0	1	0.0%	82	260	31.5%
Manns Education Center	0	3	0.0%	0	1	0.0%	0	4	0.0%
Totals	3,722	7,092	52.5%	1,354	2,584	52.4%	5,076	9,676	52.5%

Note. *Cannot divide by zero. Excludes School Community Guidance Center, Maya Angelou, Hospital and Homebound, Learning Alternative Center, Juvenile Justice Center, and students who were not enrolled in 7th grade.

Appendix C

Table 1: First Semester AP and IB Enrollment by Course Area, Course, and CTE Status

Dallas ISD Course Num - Course Name	Total	Non-CTE		CTE Elective		Coherent Sequence	
	N	N	Percent	N	Percent	N	Percent
Social Studies							
2101 - AP WORLD HIST	1,084	383	17%	120	10%	581	15%
2312 - AP U S GOVT	746	134	6%	133	11%	479	12%
2357 - AP ECONOM MACRO	856	218	10%	169	14%	469	12%
2424 - IB PSYCHOLOGY I	25	24	1%	0	0%	1	0%
2427 - IB PSYCHOLOGY II	14	14	1%	0	0%	0	0%
2435 - AP PSYCHOLOGY	573	161	7%	81	7%	331	8%
2450 - AP U S HIST	2,897	741	33%	324	27%	1832	47%
2455 - AP EUR HISTORY	116	28	1%	20	2%	68	2%
2460 - AP HUMAN GEO	1,003	515	23%	347	29%	141	4%
Social Studies Totals	7,314	2,218	100%	1,194	69%	3,902	100%
Language Arts							
1453 - IB ENGLISH III	52	51	4%	0	0%	1	0%
1456 - IB ENGLISH IV	36	36	3%	0	0%	0	0%
1505 - AP ENGLISH IV	2,262	447	38%	307	47%	1,508	45%
1515 - AP ENGLISH III	2,850	633	54%	341	53%	1,876	55%
Language Arts Totals	5,200	1,167	100%	648	100%	3,385	100%
Science							
3115 - AP ENV SCIENCE	1,183	335	30%	170	27%	678	36%
3200 - AP BIOLOGY	945	264	23%	175	28%	506	27%
3235 - AP CHEMISTRY	517	192	17%	65	10%	260	14%
3250 - AP PHYS C MECH	147	44	4%	35	6%	68	4%
3256 - AP PHYS C - E AND M	58	36	3%	17	3%	5	0%
6885 - AP CHEMISTRY (Sci&Eng)	48	2	0%	24	4%	22	1%
6886 - AP PHYSICS IIC	1	1	0%	0	0%	0	0%
6896 - AP PHYS 1	693	251	22%	122	20%	320	17%
6901 - AP PHYS 2	50	7	1%	14	2%	29	2%
	3,642	1,132	100%	622	100%	1,888	100%
Mathematics							
2596 - IB MATH SL II	17	17	3%	0	0%	0	0%
2621 - IB MATH SL I	39	39	7%	0	0%	0	0%
2627 - IB MATH STUDIES	18	18	3%	0	0%	0	0%
2897 - AP CALCULUS BC	274	54	9%	110	35%	110	11%
2900 - AP CALCULUS AB	1,022	292	50%	119	38%	611	63%
2901 - AP CALCULUS AB1	23	23	4%	0	0%	0	0%
2928 - AP STATISTICS	467	139	24%	86	27%	242	25%
Mathematics Totals	1,860	582	100%	315	100%	963	100%

Table 1 continues on next page.

Table 1 (Continued)

Dallas ISD Course Num - Course Name	Total	Non-CTE		CTE Elective		Coherent Sequence	
	N	N	Percent	N	Percent	N	Percent
Language Other Than English							
3570 - IB SPANISH SL-B	23	23	6%	0	0%	0	0%
3641 - IB FRENCH SL-A	12	11	3%	0	0%	1	0%
3654 - AP FRNCH IV LNG	76	33	9%	13	7%	30	5%
3661 - IB FRENCH SL-B	10	10	3%	0	0%	0	0%
3831 - AP LATIN IV	32	10	3%	6	3%	16	3%
3958 - AP SPAN IV LANG	854	250	67%	139	72%	465	76%
3961 - AP SPNISH V LIT	175	37	10%	36	19%	102	17%
Language Other Than English Totals	1,182	374	100%	194	100%	614	100%
Fine Arts							
5021 - IB THEATRE ARTS I	9	9	4%	0	0%	0	0%
5026 - IB THEATRE ARTS II	12	12	5%	0	0%	0	0%
5029 - IB MUSIC I	10	10	4%	0	0%	0	0%
5034 - IB MUSIC II	8	8	3%	0	0%	0	0%
5043 - IB DANCE I	9	9	4%	0	0%	0	0%
5046 - IB DANCE II	4	4	2%	0	0%	0	0%
8181 - AP MUS THEORY	79	70	28%	5	8%	4	3%
8206 - AP DRAW STU	68	32	13%	10	16%	26	20%
8209 - AP ART HIS	82	33	13%	16	26%	33	26%
8238 - AP 3D DESIGN STU	49	24	10%	9	15%	16	13%
8282 - AP 2D DESIGN STU	109	39	16%	22	35%	48	38%
Fine Arts Totals	439	250	100%	62	100%	127	100%
Econ/Free Ent							
2356 - AP ECONOM MICRO	247	37	100%	25	100%	185	100%
Econ/Free Ent Totals	247	37	100%	25	100%	185	100%
Tech Applications							
4030 - AP COM SCI	188	151	100%	4	100%	33	100%
Tech Applications Totals	188	151	100%	4	100%	33	100%
Grand Totals	20,072	5,911	29%	3,064	15%	11,097	55%

N = number of enrollments. A student may enroll in more than one course.

Table 2: AP Performance by Exam for Non-CTE Students

Exam Code	Exam Name	District Total			Non-CTE		
		N Exams Taken	N Exams Qualified	Percent Qualified	N Exams Taken	N Exams Qualified	Percent Qualified
7	United States History	2,796	500	17.9%	692	238	34.4%
20	Biology	860	222	25.8%	231	97	42.0%
25	Chemistry	567	102	18.0%	175	43	24.6%
31	Computer Science A	179	135	75.4%	148	124	83.8%
34	Economics: Microeconomics	193	20	10.4%	30	1	3.3%
35	Economics: Macroeconomics	981	164	16.7%	200	79	39.5%
36	English Language & Composition	2,947	605	20.5%	609	221	36.3%
37	English Literature & Composition	2,145	355	16.6%	428	164	38.3%
40	Environmental Science	1,028	198	19.3%	314	90	28.7%
43	European History	114	33	28.9%	28	17	60.7%
48	French Language	67	24	35.8%	29	14	48.3%
53	Human Geography	1,004	355	35.4%	491	237	48.3%
57	Government & Politics: United States	1,419	160	11.3%	113	12	10.6%
60	Latin: Vergil	21	4	19.0%	5	3	60.0%
66	Calculus AB	1,044	453	43.4%	308	197	64.0%
68	Calculus BC	247	187	75.7%	52	38	73.1%
80	Physics C: Mechanics	161	94	58.4%	43	21	48.8%
82	Physics C: Electricity & Magnetism	59	51	86.4%	37	33	89.2%
85	Psychology	717	148	20.6%	151	91	60.3%
87	Spanish Language	864	791	91.6%	216	196	90.7%
89	Spanish Literature	161	87	54.0%	34	17	50.0%
90	Statistics	431	174	40.4%	130	85	65.4%
93	World History	1,127	246	21.8%	374	145	38.8%
Exam Totals		19,132	5,108	26.7%	4,838	2,163	44.7%

Table 3: AP Performance by Exam for CTE Elective Students

Exam Code	Exam Name	District Total			CTE Elective		
		N Exams Taken	N Exams Qualified	Percent Qualified	N Exams Taken	N Exams Qualified	Percent Qualified
7	United States History	2,796	500	17.9%	297	68	22.9%
20	Biology	860	222	25.8%	138	42	30.4%
25	Chemistry	567	102	18.0%	84	23	27.4%
31	Computer Science A	179	135	75.4%	3	1	33.3%
34	Economics: Microeconomics	193	20	10.4%	14	0	0.0%
35	Economics: Macroeconomics	981	164	16.7%	153	49	32.0%
36	English Language & Composition	2,947	605	20.5%	320	104	32.5%
37	English Literature & Composition	2,145	355	16.6%	283	53	18.7%
40	Environmental Science	1,028	198	19.3%	150	45	30.0%
43	European History	114	33	28.9%	18	4	22.2%
48	French Language	67	24	35.8%	13	5	38.5%
53	Human Geography	1,004	355	35.4%	329	76	23.1%
57	Government & Politics: United States	1,419	160	11.3%	118	3	2.5%
60	Latin: Vergil	21	4	19.0%	4	0	0.0%
66	Calculus AB	1,044	453	43.4%	115	44	38.3%
68	Calculus BC	247	187	75.7%	99	73	73.7%
80	Physics C: Mechanics	161	94	58.4%	33	26	78.8%
82	Physics C: Electricity & Magnetism	59	51	86.4%	17	14	82.4%
85	Psychology	717	148	20.6%	67	25	37.3%
87	Spanish Language	864	791	91.6%	117	107	91.5%
89	Spanish Literature	161	87	54.0%	32	18	56.2%
90	Statistics	431	174	40.4%	81	32	39.5%
93	World History	1,127	246	21.8%	103	28	27.2%
Exam Totals		19,132	5,108	26.7%	2,588	840	32.5%

Table 4: AP Performance by Exam for Coherent Sequence Students

Exam Code	Exam Name	District Total			Coherent Sequence		
		N Exams Taken	N Exams Qualified	Percent Qualified	N Exams Taken	N Exams Qualified	Percent Qualified
7	United States History	2,796	500	17.9%	1,665	172	10.3%
20	Biology	860	222	25.8%	474	76	16.0%
25	Chemistry	567	102	18.0%	250	34	13.6%
31	Computer Science A	179	135	75.4%	26	8	30.8%
34	Economics: Microeconomics	193	20	10.4%	62	1	1.6%
35	Economics: Macroeconomics	981	164	16.7%	335	26	7.8%
36	English Language & Composition	2,947	605	20.5%	1,762	226	12.8%
37	English Literature & Composition	2,145	355	16.6%	1,352	117	8.7%
40	Environmental Science	1,028	198	19.3%	551	60	10.9%
43	European History	114	33	28.9%	64	11	17.2%
48	French Language	67	24	35.8%	21	4	19.0%
53	Human Geography	1,004	355	35.4%	100	8	8.0%
57	Government & Politics: United States	1,419	160	11.3%	343	12	3.5%
60	Latin: Vergil	21	4	19.0%	10	1	10.0%
66	Calculus AB	1,044	453	43.4%	561	184	32.8%
68	Calculus BC	247	187	75.7%	94	74	78.7%
80	Physics C: Mechanics	161	94	58.4%	61	27	44.3%
82	Physics C: Electricity & Magnetism	59	51	86.4%	5	4	80.0%
85	Psychology	717	148	20.6%	254	17	6.7%
87	Spanish Language	864	791	91.6%	377	350	92.8%
89	Spanish Literature	161	87	54.0%	89	49	55.1%
90	Statistics	431	174	40.4%	215	56	26.0%
93	World History	1,127	246	21.8%	500	61	12.2%
Exam Totals		19,132	5,108	26.7%	9,171	1,578	17.2%

Table 5: AP Performance by Exam by CTE Status by Score

Exam Code	Exam Name	CTE Status	Score = 1		Score = 2		Score = 3		Score = 4		Score = 5	
			N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
7	United States History	Non-CTE	296	18%	158	30%	124	43%	77	57%	37	65%
		CTE Elective	166	10%	63	12%	37	13%	19	14%	12	21%
		Coherent Sequence	1,192	72%	301	58%	126	44%	38	28%	8	14%
		U.S. History Total	1,654	100%	522	100%	287	100%	134	100%	57	100%
20	Biology	Non-CTE	46	15%	88	27%	63	40%	26	57%	8	67%
		CTE Elective	45	15%	51	16%	29	18%	12	26%	1	8%
		Coherent Sequence	209	70%	189	58%	65	41%	8	17%	3	25%
		Biology Total	300	100%	328	100%	157	100%	46	100%	12	100%
25	Chemistry	Non-CTE	82	28%	50	42%	30	41%	8	42%	5	63%
		CTE Elective	43	15%	18	15%	18	25%	5	26%	0	0%
		Coherent Sequence	166	57%	50	42%	25	34%	6	32%	3	38%
		Chemistry Total	291	100%	118	100%	73	100%	19	100%	8	100%
31	Computer Science A	Non-CTE	9	38%	15	75%	38	88%	46	94%	40	98%
		CTE Elective	1	4%	1	5%	0	0%	1	2%	0	0%
		Coherent Sequence	14	58%	4	20%	5	12%	2	4%	1	2%
		Computer Science A Total	24	100%	20	100%	43	100%	49	100%	41	100%
34	Economics: Microeconomics	Non-CTE	28	28%	1	20%	0	0%	1	100%	0	*
		CTE Elective	14	14%	0	0%	0	0%	0	0%	0	*
		Coherent Sequence	57	58%	4	80%	1	100%	0	0%	0	*
		Microeconomics Total	99	100%	5	100%	1	100%	1	100%	0	*
35	Economics: Macroeconomics	Non-CTE	82	19%	39	40%	19	36%	46	62%	14	52%
		CTE Elective	79	18%	25	26%	21	40%	19	26%	9	33%
		Coherent Sequence	275	63%	34	35%	13	25%	9	12%	4	15%
		Macroeconomics Total	436	100%	98	100%	53	100%	74	100%	27	100%
36	English Language & Composition	Non-CTE	154	14%	234	23%	114	33%	73	51%	34	54%
		CTE Elective	104	9%	112	11%	62	18%	26	18%	16	25%
		Coherent Sequence	878	77%	658	66%	170	49%	43	30%	13	21%
		English Language & Composition Total	1,136	100%	1,004	100%	346	100%	142	100%	63	100%
37	English Literature & Composition	Non-CTE	135	14%	129	18%	85	40%	60	63%	19	73%
		CTE Elective	112	11%	118	16%	35	17%	15	16%	3	12%
		Coherent Sequence	753	75%	482	66%	92	43%	21	22%	4	15%
		English Literature & Composition Total	1,000	100%	729	100%	212	100%	96	100%	26	100%
40	Environmental Science	Non-CTE	157	25%	67	35%	25	32%	50	55%	15	56%
		CTE Elective	70	11%	35	18%	19	25%	17	19%	9	33%
		Coherent Sequence	400	64%	91	47%	33	43%	24	26%	3	11%
		Environmental Science Total	627	100%	193	100%	77	100%	91	100%	27	100%
43	European History	Non-CTE	4	11%	7	18%	10	48%	6	75%	1	33%
		CTE Elective	2	5%	12	30%	2	10%	1	13%	1	33%
		Coherent Sequence	32	84%	21	53%	9	43%	1	13%	1	33%
		European History Total	38	100%	40	100%	21	100%	8	100%	3	100%
48	French Language	Non-CTE	5	29%	10	43%	13	76%	1	20%	0	0%
		CTE Elective	3	18%	5	22%	2	12%	2	40%	1	100%
		Coherent Sequence	9	53%	8	35%	2	12%	2	40%	0	0%
		French Language Total	17	100%	23	100%	17	100%	5	100%	1	100%
53	Human Geography	Non-CTE	135	34%	119	59%	109	64%	78	80%	50	94%
		CTE Elective	182	46%	71	35%	54	32%	19	19%	3	6%
		Coherent Sequence	80	20%	12	6%	7	4%	1	1%	0	0%
		Human Geography Total	397	100%	202	100%	170	100%	98	100%	53	100%
Table Total			4,198	47%	2,610	29%	1,157	13%	675	8%	291	3%

Note. * Cannot divide by zero.

Table 5 continues to next page

Table 5 (continued)

Exam Code	Exam Name	CTE Status	Score = 1		Score = 2		Score = 3		Score = 4		Score = 5	
			N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
57	Government & Politics: United States	Non-CTE	71	15%	30	36%	6	32%	5	83%	1	50%
		CTE Elective	95	21%	20	24%	3	16%	0	0%	0	0%
		Coherent Sequence	297	64%	34	40%	10	53%	1	17%	1	50%
Government & Politics: United States Total			463	100%	84	100%	19	100%	6	100%	2	100%
60	Latin: Vergil	Non-CTE	0	0%	2	67%	2	67%	1	100%	0	*
		CTE Elective	3	25%	1	33%	0	0%	0	0%	0	*
		Coherent Sequence	9	75%	0	0%	1	33%	0	0%	0	
Latin: Vergil Total			12	100%	3	100%	3	100%	1	100%	0	*
66	Calculus AB	Non-CTE	86	18%	25	34%	42	37%	39	37%	116	56%
		CTE Elective	58	12%	13	18%	17	15%	6	6%	21	10%
		Coherent Sequence	341	70%	36	49%	54	48%	60	57%	70	34%
Calculus AB Total			485	100%	74	100%	113	100%	105	100%	207	100%
68	Calculus BC	Non-CTE	11	24%	3	21%	10	17%	5	16%	23	0%
		CTE Elective	19	41%	7	50%	16	28%	14	44%	43	0%
		Coherent Sequence	16	35%	4	29%	32	55%	13	41%	29	0%
Calculus BC Total			46	100%	14	100%	58	100%	32	100%	95	0%
80	Physics C: Mechanics	Non-CTE	16	33%	6	40%	11	44%	7	27%	3	13%
		CTE Elective	5	10%	2	13%	8	32%	12	46%	6	26%
		Coherent Sequence	27	56%	7	47%	6	24%	7	27%	14	61%
Physics C: Mechanics Total			48	100%	15	100%	25	100%	26	100%	23	100%
82	Physics C: Electricity & Magnetism	Non-CTE	0	0%	4	50%	5	71%	13	52%	15	79%
		CTE Elective	0	0%	3	38%	2	29%	9	36%	3	16%
		Coherent Sequence	0	0%	1	13%	0	0%	3	12%	1	5%
Physics C: Electricity & Magnetism Total			0	0%	8	100%	7	100%	25	100%	19	100%
85	Psychology	Non-CTE	42	15%	18	36%	22	48%	44	77%	25	83%
		CTE Elective	34	12%	8	16%	14	30%	6	11%	5	17%
		Coherent Sequence	213	74%	24	48%	10	22%	7	12%	0	0%
Psychology Total			289	100%	50	100%	46	100%	57	100%	30	100%
87	Spanish Language	Non-CTE	0	0%	20	37%	44	24%	74	28%	78	39%
		CTE Elective	0	0%	10	19%	32	17%	40	15%	35	18%
		Coherent Sequence	3	100%	24	44%	110	59%	154	57%	86	43%
Spanish Language Total			3	100%	54	100%	186	100%	268	100%	199	100%
89	Spanish Literature	Non-CTE	9	27%	8	21%	8	14%	7	35%	2	40%
		CTE Elective	7	21%	7	18%	13	22%	4	20%	1	20%
		Coherent Sequence	17	52%	23	61%	38	64%	9	45%	2	40%
Spanish Literature Total			33	100%	38	100%	59	100%	20	100%	5	100%
90	Statistics	Non-CTE	25	13%	20	32%	24	39%	30	49%	31	62%
		CTE Elective	35	18%	14	23%	12	19%	11	18%	9	18%
		Coherent Sequence	131	69%	28	45%	26	42%	20	33%	10	20%
Statistics Total			191	100%	62	100%	62	100%	61	100%	50	100%
93	World History	Non-CTE	89	22%	140	41%	108	64%	29	60%	8	47%
		CTE Elective	35	9%	40	12%	13	8%	9	19%	6	35%
		Coherent Sequence	277	69%	162	47%	48	28%	10	21%	3	18%
World History Total			401	100%	342	100%	169	100%	48	100%	17	100%
Grand Total			7,990	48%	4,026	24%	2,204	13%	1,412	9%	965	6%

Note. * Cannot divide by zero.

Table 6: First Semester Dual Credit Enrollment by Course Area, Course, and CTE Status

Dallas ISD Course Num - Course Name	Total	Non-CTE		CTE Elective		Coherent Sequence	
	N	N	Percent	N	Percent	N	Percent
Career & Technology							
7133 - SCIRD-STEM (DC)	36	0	0%	3	2%	33	6%
7182 - ADVELECT (DC)	27	0	0%	16	13%	11	2%
7520 - PRINIT (DC)	45	0	0%	0	0%	45	8%
7525 - ADVANIM (DC)	2	0	0%	0	0%	2	0%
7528 - ANIMAT (DC)	21	0	0%	1	1%	20	4%
7529 - DIMEDIA (DC)	144	0	0%	64	51%	80	15%
7549 - INTNET1 (DC)	18	0	0%	0	0%	18	3%
7550 - INTNET2 (DC)	11	0	0%	0	0%	11	2%
7554 - WEBTECH (DC)	120	0	0%	7	6%	113	21%
7558 - AVPROD (DC)	31	0	0%	29	23%	2	0%
7572 - VIRTBUS (DC)	28	2	5%	0	0%	26	5%
7593 - PRACMKTG1 (DC)	18	0	0%	0	0%	18	3%
7660 - COMP PROG (DC)	157	0	0%	4	3%	153	29%
7826 - COLLEGE TRAN (DC)	41	37	95%	1	1%	3	1%
	699	39	100%	125	100%	535	100%
Econ/Free Ent							
2352 - ECONOMICS (DC)	150	34	100%	25	100%	91	100%
	150	34	100%	25	100%	91	100%
Health							
3438 - HEALTH ED (DC)	112	67	100%	6	100%	39	100%
	112	67	100%	6	100%	39	100%
Language Arts							
1520 - ENGL IV 1 (DC)	186	45	67%	38	83%	103	81%
1521 - ENGL IV 2 (DC)	14	10	15%	1	2%	3	2%
1943 - COMMAPP (DC)	40	12	18%	7	15%	21	17%
	240	67	100%	46	100%	127	100%
Language Other Than English							
3857 - MAND CHIN III (DC)	4	2	2%	0	0%	2	5%
3860 - MAND CHIN IV (DC)	2	2	2%	0	0%	0	0%
3937 - SPN NAT SPEAK III 1 (DC)	108	76	76%	8	47%	24	60%
3938 - SPN NAT SPEAK III 2 (DC)	29	13	13%	7	41%	9	23%
3940 - SPAN III (DC)	14	7	7%	2	12%	5	13%
	157	100	100%	17	100%	40	100%
Mathematics							
2850 - PRE-CAL DUAL CREDIT (SEM 1)	157	124	100%	14	100%	19	100%
	157	124	100%	14	100%	19	100%
Social Studies							
2314 - U S GOVT (DC)	59	24	20%	8	15%	27	16%
2323 - U S HIST (DC)	89	11	9%	24	44%	54	33%
2328 - U S HIST (DC) 1	54	38	31%	0	0%	16	10%
2370 - ADV STUDIES SS 3 (DC)	9	5	4%	0	0%	4	2%
2372 - SPEC TOPICS SS 4 (DC)	7	3	2%	0	0%	4	2%
2430 - INTRO PSYCH(DC)	83	26	21%	13	24%	44	27%
2438 - INTRO SOCIO(DC)	41	14	12%	10	18%	17	10%
	342	121	100%	55	100%	166	100%
Tech Applications							
5051 - TA COMSCI III (DC)	14	9	100%	4	100%	1	100%
	14	9	100%	4	100%	1	100%
Totals	1,871	561	30%	292	16%	1,018	54%

Note. N = number of enrollments. A student may enroll in more than one course.