

2016-17 Evaluation of Career and Technical Education

Department of Evaluation and Assessment

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Superintendent of Schools*



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2016-17 Evaluation of Career and Technical Education

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2016-17 EVALUATION OF CAREER AND TECHNICAL EDUCATION

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ABSTRACT

The Carl D. Perkins Career and Technical Education Act of 2006 helped support the Department of Career and Technical Education (CTE) at Dallas Independent School District (ISD). District campuses offered courses aligned with 16 career clusters defined by the U.S. Department of Education. The district offered 246 pathways within the 16 career clusters in 2016-17, an expansion from 196 in the previous year. These pathways were aligned with state graduation requirements and with current and projected workforce needs.

- **Dallas ISD CTE Characteristics:** Overall, Dallas ISD CTE enrollment in grades six through 12 increased from 2015-16 to 2016-17. Middle and high school students were about half male and female, and the majority of students were Hispanic.
- **Senior Course Completion Rates:** CTE elective and coherent sequence seniors completed 98.9 percent and 96.9 percent of CTE coursework, respectively.
- **Academic Effectiveness of the CTE Program:** CTE students outperformed non-CTE students on all *State of Texas Assessments of Academic Readiness (STAAR)* subtests in grades six and eight; however, grade seven CTE students underperformed compared to non-CTE students. National Academy Foundation (NAF) students outperformed all other student groups on the Algebra I, Biology, and U.S. History *STAAR End-of-Course (EOC)* subtests. Non-CTE students outperformed all other student groups on English I and II *EOCs*. Special population group performances on the *STAAR EOCs* varied.
- **CTE Student Participation Rates in Advanced Courses:** A total of 11,129 Dallas ISD students enrolled in *Advanced Placement (AP)* and *International Baccalaureate (IB)* courses. Non-CTE students generally outperformed CTE students on all but three *AP* exams. In 2016-17, dual credit enrollments increased by 29 percent compared to 2015-16.
- **Grade Nine Diploma Endorsement Selections:** Grade nine students most frequently selected the business diploma endorsement ($n = 2,730$, 22.3%).
- **Post-secondary Outcomes for the Dallas ISD Class of 2010:** A greater percentage of CTE participants were enrolled in college (23.4%), employed (18.8%), and simultaneously employed and enrolled in college (15.5%) than non-CTE participants (22.8%, 16.4%, 11.5%, respectively); 46 percent of the 2010 graduate information was missing.

PROGRAM DESCRIPTION

Background Information

The Carl D. Perkins Career and Technical Education Act of 2006 helped support the Department of Career and Technical Education (CTE) of the Dallas Independent School District (ISD). The goals of the CTE program were to prepare students for college and career success, to provide them with the skills to be competitive in a global economy, and to recognize and meet the unique needs of a diverse student population. Dallas ISD campuses offered courses and course sequences aligned with 16 career clusters or broad groupings of occupations and industries based on related disciplines.¹ Dallas ISD followed the career cluster framework but used the term career pathways² to distinguish these groupings offered at each high school campus from the career clusters (see Appendix A for a detailed listing by campus). A Texas Education Agency (TEA) grant of \$2,702,107 funded the CTE program in 2016-17. The CTE program used these funds to buy equipment, pay central staff salaries, provide professional development for teachers, support curriculum, and provide career counseling.

In 2013, the Texas Legislature passed House Bill 5 (HB 5), which replaced existing high school graduation plans with a new foundation curriculum. High school students were required to complete this foundation curriculum plus additional coursework under one of five diploma endorsements, three of which were CTE-related: 1) business and industry, 2) public service, and 3) Science, Technology, Engineering, and Mathematics (STEM).³ A list of career clusters, organized by CTE-related diploma endorsements, is shown in Table 1.

Table 1: Dallas ISD Career Clusters by High School Diploma Endorsements

Business and Industry	
Agriculture	Finance
Architecture and Construction Arts	Hospitality and Tourism
Audiovisual technology and Communication	Information Technology
Business management and Administration	Transportation, Distribution, and Logistics
Marketing	Manufacturing
Public Services	
Education and Training	Human Science
Government and Public Administration	Law, Public Safety, Corrections, and Security
Health Science	
Science, Technology, Engineering, and Mathematics (STEM)	
Engineering	

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

HB 5 required that the Dallas ISD make additional coursework available to high school students for the offered endorsement areas, resulting in rapid CTE coursework expansion in the years following its inception. Dallas ISD students selected endorsements in grade nine. Endorsement requirements varied by

¹ As defined by U.S. Department of Education accessed on September 21, 2017, <https://www2.ed.gov/about/offices/list/ovae/pi/cte/factsh/career-clstrs-prgrms-study-fs080528qa-kc.pdf>

² Career clusters are analogous to industries in the workforce. Career pathway is the term used to describe the school-level programs in the Dallas ISD.

³ The other two endorsements were Arts and Humanities and Multidisciplinary.

career cluster area, but students were required to take additional CTE electives, when applicable, and/or complete a coherent sequence of four courses that related to the endorsement area (e.g., a STEM endorsement required students to take a coherent sequence of four credits in computer science).⁴

Dallas ISD students could also participate in CTE through other channels. National Academy Foundation (NAF) academies are small career-themed learning communities housed within larger schools or at stand-alone public high schools.⁵ Dallas ISD operated 42 NAF academies, including two NAF academies in a planning year, at 20 high school campuses. NAF academies exposed students to differing career interests to prepare them for the future. Dallas ISD students who graduated from a NAF academy were expected to complete a paid internship to further connect the classroom experience to the working world. NAF academies offered NAFTrack Certification,⁶ indicating to post-secondary institutions and employers that the student was college- and career-ready. The NAFTrack Certified Hiring program was a commitment made by top American companies to consider these qualified students as eventual job applicants.

The dual credit course offerings and enrollment increased in 2016-17. One explanation for this is the Dallas ISD opened seven new collegiate academies and one new Pathways to Technology (P-TECH) Early College High School, the first P-TECH in Texas. Each collegiate academy was paired with a local post-secondary institution and several industry partners (Palladino, Zhang, & Douglas, 2017). The students enrolled in these programs were offered the opportunity to earn dual credit at both high school and college levels. Students could earn up to 60 tuition-free college credit hours, in addition to hands-on experience with industry partners.⁷

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to report the progress of the CTE program. Specifically, this evaluation reviewed the following information:

1. Characteristics of the students in the Dallas ISD CTE program, including (a) demographics; (b) enrollment rates for CTE elective students, coherent sequence students, and NAF academy students; and (c) individuals enrolled in nontraditional courses for their gender as determined by the Texas Education Association (TEA);
2. Participation and completion rates in CTE courses among 2016-17 seniors;
3. Assessment of academic effectiveness, as measured by *State of Texas Assessments of Academic Readiness (STAAR)* and *STAAR End-of-Course (EOC)* exams by CTE/NAF status,

⁴ <https://www.tasanet.org/cms/lib/TX01923126/Centricity/Domain/175/external/tea-ppt.pdf>, accessed on August 23, 2017.

⁵ Portions adapted from <https://www.dallasisd.org/CTE>, accessed on August 22, 2017.

⁶ Example of NAFTrack certification: <https://www.dallasisd.org/Page/41855>, accessed on September 21, 2017

⁷ For more information on the 2016-17 Collegiate Academies, see Palladino, Zhang, & Douglas (2017).

- and for 1) individuals with disabilities, 2) individuals from economically disadvantaged families, and 3) English language learners;
4. CTE student enrollment in *Advanced Placement (AP)* courses, *International Baccalaureate (IB)* courses, and dual credit courses, as well as performance on *AP* exams by CTE status;
 5. Selection of diploma endorsements by 2016-17 ninth graders; and
 6. Postsecondary outcomes of former Dallas ISD students who graduated in 2010 using information from an external report retrieved from the Texas Public Education Information Resource (TPEIR).

MAJOR EVALUATION QUESTIONS AND RESULTS

What were the characteristics of the Dallas ISD CTE students?

Methodology

CTE Enrollment Rates

For analyses of student characteristic data, the evaluator used demographic data from district files for district middle school and high school students enrolled on the Public Education Information Management System (PEIMS) reporting date of October 31, 2016. The data from October 31, 2016 were merged with the district CTE status data obtained from PEIMS with a reporting date of July 26, 2017. Students were categorized as non-CTE if they did not take any CTE courses (non-CTE), or as one of two CTE categories (based on state and local criteria) if they were enrolled in CTE courses. The first category was CTE elective students who were enrolled in a CTE course during the year (CTE elective). The second category was 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 (coherent sequence). The evaluator conducted crosstab and frequency analyses to summarize demographics by CTE status, grade level, and ethnicity.

Enrollment in Pathway and NAF Academies in District High Schools Campuses

To examine enrollment in pathway and National Academy Foundation (NAF) programs, the evaluator merged course enrollment data for fall 2016 from district data files dated February 6, 2017 with district demographic data from October 31, 2016. Data for these students were merged with the CTE status file from PEIMS dated July 26, 2017 to obtain the final student CTE status and the NAF enrollment file as reported by the Department of Career and Technical Education (CTE) on December 1, 2016. The data then were coded for appropriate career clusters based on campus, course number and course title per the *General Information Bulletin 2016-17*⁸ and *CTE Handbook*, January 2016 edition.⁹ The evaluator conducted crosstab and frequency analyses to summarize demographic information by career cluster and CTE status.

⁸ Curriculum Central – Retrieved on May 15, 2017 <https://sites.google.com/a/dallasisd.org/ccentral/gib>.

⁹ CTE Handbook was provided by the Department of CTE.

Expansion Progress of the High School Campus NAF Programs and Pathways

The Department of CTE provided historical and current data in April 2017 on the progress of 2016-17 high school campus NAF programs and career clusters.

Course Enrollment Rates for Nontraditional Training and Employment

The TEA defines nontraditional courses¹⁰ as those that traditionally have had less than 25 percent of its participants from one gender.¹¹ To examine course enrollment by students preparing for nontraditional employment, the evaluator merged course enrollment data for fall 2016 dated February 6, 2017 with district demographic data from October 31, 2016. Data for these students were merged with the CTE status file from PEIMS dated July 26, 2017 to obtain the final student CTE status. The evaluator coded nontraditional students based on demographic data and enrollment in a specific course, per the TEA nontraditional course list.¹² The evaluator used crosstabs and frequency analyses to summarize data, grouping by career cluster, gender, and nontraditional status.

Results

CTE Enrollment Rates

As shown in Table 2, overall enrollment in grades six through 12 for the CTE elective ($n = 19,277$, 27.1%) and coherent sequence ($n = 19,507$, 27.5%) groups were similar. The percentage of middle school students who were classified as elective students ($n = 8,945$) increased by 29 percent ($n = 2,015$) from 2015-16 ($n = 6,930$; Turner, 2016). Also shown in Table 2, 75.4 percent ($n = 29,839$) of high school students were either classified as an elective ($n = 10,332$, 26.1%) or coherent sequence student ($n = 19,507$, 49.3%). Compared to 2015-16, overall high school CTE enrollment in 2016-17 increased by 0.6% ($n = 170$; Turner, 2016). The 2016-17 CTE elective enrollment ($n = 10,332$, 27.1%) decreased 26.5% ($n = 2,738$) from 2015-16 ($n = 13,070$, 32.1%; Turner, 2016), but the number of 2016-17 coherent sequence students ($n = 19,507$, 49.3%) increased 17.5% ($n = 2,908$) from 2015-16 ($n = 16,599$, 40.7%; Turner, 2016).

¹⁰ Retrieved May 15, 2017 from the TEA list at <http://tea.texas.gov/pbm/PBMASManuals.aspx>.

¹¹ For example, cosmetology was a nontraditional course for males because fewer than 25 percent of its participants have been male. Construction management was a nontraditional course for females.

¹² Retrieved May 15, 2017 from <http://tea.texas.gov/cte/>.

Table 2: 2016-17 Student Enrollment by Grade and CTE Status

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

Source: District demographic PEIMS file dated October 31, 2016. District CTE status PEIMS file dated July 25, 2017.

Note: CTE = Career and technical education. Grade 6, 7, and 8 students cannot be classified as coherent sequence students until grade 9. Percentages may not add up to 100 due to rounding.

As shown in Tables 3 and 4, middle and high school students were about half male and female, and the majority of students were Hispanic. The number of middle school Hispanic CTE students increased by 1,244 students (23.3%) in 2016-17 ($n = 6,573$) compared to 2015-16 ($n = 5,329$; Turner, 2016). The number of high school Hispanic CTE elective and coherent sequence students increased by 317 students (1.5%) in 2016-17 ($n = 21,386$) compared to 2015-16 ($n = 21,069$; Turner, 2016). The number of middle school African American CTE elective students in 2016-17 increased by 593 ($n = 1,884$, 21.1%) compared to 2015-16 ($n = 1,291$, 19.0%; Turner, 2016). The number of high school African American CTE elective and coherent students decreased by 139 students (2.0%) in 2016-17 ($n = 6,905$) compared to 2015-16 ($n = 7,044$; Turner, 2016).

Table 3: 2016-17 Middle School Enrollment Demographics (Grades Six to Eight)

Grade	Non-CTE		CTE Elective		Total
	<i>n</i>	%	<i>n</i>	%	<i>n</i>
Gender					
Female	11,164	49.5	4,045	48.3	15,209
Male	11,392	50.5	4,900	51.7	16,292
Ethnicity					
Hispanic	16,023	71.0	6,573	73.5	22,596
Af. Amer.	4,959	22.0	1,884	21.1	6,843
Asian	342	1.5	58	0.6	400
White	1,020	4.5	346	3.9	1,366
Other	212	0.9	84	0.9	296
Total	22,556	100.0	8,945	100.0	31,501

Source: District demographic PEIMS file dated October 31, 2016. District CTE status PEIMS file dated July 25, 2017.

Note: CTE = Career and technical education. Af. Amer = African American. Other = American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, two or more races, or unknown. Grade 6, 7, and 8 students cannot be classified as coherent sequence students until grade 9. Percentages may not add up to 100 due to rounding.

Table 4: 2016-17 High School Demographics (Grades Nine to 12)

Grade	Non-CTE		CTE Elective		Coherent Sequence		Total
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
Gender							
Female	5,322	54.9	4,843	46.9	9,675	49.6	19,840
Male	4,372	45.1	5,489	53.1	9,832	50.4	19,693
Ethnicity							
Hispanic	6,483	66.9	7,242	70.1	14,144	72.5	27,869
Af. Amer.	1,862	19.2	2,513	24.3	4,392	22.5	8,767
Asian	187	1.9	149	1.4	284	1.5	620
White	1,058	10.9	371	3.6	535	2.7	1,964
Other	104	1.1	57	0.6	152	0.8	313
Total	9,694	100.0	10,332	100.0	19,507	100.0	39,533

Source: District demographic PEIMS file dated October 31, 2016. District CTE status PEIMS file dated July 25, 2017.

Note: CTE = Career and technical education. Af. Amer = African American. Other = American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, two or more races, or unknown.

Enrollment in Pathway and NAF Programs in District High Schools

As shown in Table 5, CTE elective and coherent sequence students most often enrolled in the business, management, and administration courses ($n = 6,007, 17.3\%$), followed by information technology courses ($n = 4,679, 13.5\%$).

Table 5: 2016-17 Number of High School Enrollments by Career Cluster and CTE Status

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

Source: District demographic PEIMS file dated October 31, 2016. District CTE status PEIMS file dated July 25, 2017. District secondary course file dated February 6, 2017.

Note: CTE = Career and technical education. *n* = number of enrollments. A student could have been enrolled in multiple courses within each career cluster. Percentages may not add up to 100 due to rounding.

A total of 6,608 students participated in 42 NAF academies. Kimball High School's Academy of Hospitality and Tourism had the highest student enrollment in the district ($n = 382$), followed by Spruce High School Academy of Finance ($n = 357$).¹³ For a complete listing of the locations of CTE pathways and NAF academies, see Appendix A. For enrollment information by location and pathway, see Appendix B.

¹³ Two additional NAF academies, White HS Academy of Finance (AOF) and Academy of Information Technology (AOIT), were in a planning year and students in these programs were not included in Table 6. Appendix B includes the students enrolled in the two NAF academies at White High School and are designated as "NAF Planning Year."

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

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

Source: Department of CTE NAF enrollment file dated December 1, 2016. District CTE status PEIMS file dated July 25, 2017.

Note: NAF = National Academy Foundation. HS = High school. AOE = Academy of Engineering. AOHS = Academy of Health Science. AOIT = Academy of Information Technology. AOF = Academy of Finance. AOHT = Academy of Hospitality and Tourism. *n* = number of students.

Expansion Progress of the High School NAF Programs and Pathways

Data from the U.S. Bureau of Labor Statistics (BLS)¹⁴ indicated an increase of jobs in the Dallas-Fort Worth area from April 2016 to February 2017 in all industries (see Table 7).

¹⁴ From https://www.bls.gov/regions/southwest/news-release/2017/areaemployment_dallasfortworth_20170329.htm on May 25, 2017.

Table 7: 2016 and 2017 Dallas-Fort Worth Employment by Industry

Industry	<i>n</i> Jobs April 2016	<i>n</i> Jobs Feb 2017	Change %
Leisure and Hospitality	371,700	373,200	0.4
Trade, Transportation, & Utilities	748,000	759,300	1.5
Financial Activities	287,200	288,200	0.3
Education and Health Services	431,400	439,200	1.8
Professional & Business Services	573,700	593,300	3.4
Government	422,900	433,900	2.6
Mining, Logging, & Construction	202,100	208,300	3.1
Other Services	120,400	123,800	2.8
Information	79,600	82,500	3.6
Manufacturing	261,200	265,500	1.6
Total	3,498,200	3,567,200	2.0

Source: U.S. Bureau of Labor Statistics news release on March 29, 2017.

Similarly, the number of career pathways offered by Dallas ISD increased 25.5 percent from 196 in 2015-16 to 246 in 2016-17 (Table 8). The increase in the number of career pathways offered was accelerated because HB 5, passed in 2013, placed new emphasis on coherent sequences of CTE courses. This new emphasis, beginning in 2014-15, contributed to diploma endorsements in five areas: Science, Technology, Engineering, and Mathematics (STEM); business and industry; public services; arts and humanities; and a multidisciplinary option. The largest increase (125.0%) in career pathways offered was observed in the information technology (IT) career cluster (Table 8, $n = 16$ in 2015-16 to $n = 36$ in 2016-17), in response to the increase in the number of IT jobs reported by the U.S. Bureau of Labor Statistics as of May 25, 2017 (Table 7, $n = 82,500$, 3.6% increase). The district decreased the number of pathways offered in three career clusters, including 1) architecture and construction; 2) transportation, distribution; and logistics; and 3) health sciences.

Table 8: 2011-12 through 2016-17 Number of Career Pathways by Career Cluster

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

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

Note: A/V = Audio and video. ^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 pathway was in the planning stage in 2014-15, and began enrolling students in 2015-16.

Course Enrollment Rates for Nontraditional Training and Employment

Table 9 displays course enrollments by career cluster and gender. Overall, a higher frequency of nontraditional females ($n = 3,817$, 11%) enrolled in CTE courses than nontraditional males ($n = 2,541$, 7%). Of the enrollments in the finance career cluster, nontraditional males accounted for 49 percent of those enrolled ($n = 1,208$). Of the enrollments in the STEM career cluster, nontraditional females accounted for 30 percent of those enrolled ($n = 230$).

Table 9: 2016-17 Male and Female Nontraditional Enrollment by Career Cluster

Career Cluster	Female Nontraditional Enrollment	Male Nontraditional Enrollment	Total Enrollment by Cluster
	<i>n</i>	<i>n</i>	<i>n</i>
Agriculture, Food and Natural Resources	132	9	753
Architecture and Construction	233	0	1,202
Arts, A/V Technology and Communication	827	0	2,815
Business, Management, and Administration	194	44	6,007
Career Exploration	0		2,783
Education and Training	0	10	559
Finance	0	1,208	2,476
Government and Administration	0		468
Health Science	12	698	2,469
Hospitality and Tourism	556	37	2,740
Human Services	0	535	2,402
Information Technology	619	0	4,679
Law, Public Safety, Corrections, and Security	574	0	1,991
Manufacturing	13	0	51
Marketing, Sales, and Service	388	0	1,385
Science, Technology, Engineering, and Mathematics	230	0	761
Transportation, Distribution, and Logistics	39	0	995
Total	3,817	2,541	34,646
% of Enrollment	11.0%	7.3%	

Source: District demographic PEIMS file dated October 31, 2016. District spring 2017 secondary course enrollment file dated June 20, 2017. District CTE status PEIMS file dated July 25, 2017. TEA nontraditional course list retrieved from <http://tea.texas.gov/cte/> on September 8, 2017.

Note: A detailed breakdown of traditional and nontraditional students by gender is shown in Appendix C.

What were the senior course completion rates?

Methodology

The identification of seniors enrolled in CTE courses in 2016-17 involved several steps. First, the evaluator merged data for 2016-17 seniors from the district PEIMS demographic data file dated October 31, 2016 with spring 2017 course enrollment data dated June 20, 2017. Next, the evaluator coded 2017 course enrollments into 16 career clusters per the *General Information Bulletin 2016-17*¹⁵ and *CTE Handbook*, January 2016 edition.¹⁶ Finally, the evaluator selected the seniors who were enrolled in career cluster courses and matched students to their final CTE classifications as reported by PEIMS in the file

¹⁵ <https://drive.google.com/file/d/0B-YIO8I3QwnsckMtMUJJVWU0TW8/view> accessed on May 23, 2017

¹⁶ CTE Handbook (January 2016 edition) was provided by the Department of CTE. Any remaining uncoded CTE courses were manually verified and classified by the program office.

dated July 26, 2017. The evaluator then created two groups of students. The first group was CTE elective students who were enrolled in a CTE course during the year (CTE elective, $n = 929$). The second group was 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 (coherent sequence, $n = 5,579$). Courses were considered complete when a student earned credit for the course at the end of the 2016-17 school year. The evaluator conducted frequency and crosstab analyses to summarize the results, grouping by CTE status and career cluster.¹⁷

Results

As shown in Table 10, 98.9 percent of CTE elective seniors ($n = 919$) completed their courses compared to 96.9 percent of coherent sequence seniors ($n = 5,407$). Course completion rates by CTE status ranged from 96.2 to 100 percent for CTE elective students and 85.0 to 100 percent for coherent sequence students. Completion rates for courses taken by seniors in the information technology career cluster were the lowest across both CTE elective students (96.2%, $n = 76$) and coherent sequence students (85.0%, $n = 487$). Appendix D includes detailed CTE senior course completion rates by career cluster.

¹⁷ Career exploration courses were excluded from the analysis because no credit was awarded for completion.

Table 10: 2016-17 CTE Senior Course Completion by Career Cluster

Career Cluster	Total Seniors <i>n</i>	CTE Elective Seniors			Coherent Sequence Seniors		
		Total <i>n</i>	Credit Earned <i>n</i>	Credit Earned %	Total <i>n</i>	Credit Earned <i>n</i>	Credit Earned %
Agriculture, Food and Natural Resources	185	12	12	100.0	173	157	90.8
Architecture and Construction	187	10	10	100.0	177	177	100.0
Arts, A/V Technology and Communication	597	120	120	100.0	477	473	99.2
Business, Management, and Administration	996	134	133	99.3	862	848	98.4
Education and Training	134	9	9	100.0	125	125	100.0
Finance	440	47	46	97.9	393	377	95.9
Government and Administration	121	5	5	100.0	116	116	100.0
Health Science	1,289	244	243	99.6	1,045	1,024	98.0
Hospitality and Tourism	518	84	83	98.8	434	431	99.3
Human Services	350	27	27	100.0	323	323	100.0
Information Technology	652	79	76	96.2	573	487	85.0
Law, Public Safety, Corrections, and Security	441	55	55	100.0	386	386	100.0
Manufacturing	5	-	-	-	5	5	100.0
Marketing, Sales, and Service	276	45	44	97.8	231	229	99.1
Science, Technology, Engineering, and Mathematics	177	57	55	96.5	120	111	92.5
Transportation, Distribution, and Logistics	140	1	1	100.0	139	138	99.3
Total	6,508	929	919	98.9	5,579	5,407	96.9

Source: District demographic PEIMS file dated October 31, 2016. District secondary spring 2017 course enrollment file dated June 20, 2017. District CTE status PEIMS file dated July 25, 2017.

Note: CTE = Career and technical education. *n* = courses taken by an enrolled senior. "-" = No enrollment. A/V = Audio and video. For a detailed breakdown of completers, see Appendix D.

What was the academic effectiveness of the CTE program?

Methodology

General STAAR and STAAR EOC Results

To examine academic effectiveness of the CTE program based on student performance, the evaluator used STAAR and STAAR End-of-Course (EOC) scores. Academic performance standards represent the degree to which students have mastered required content as measured by test scores.¹⁸ STAAR and STAAR EOC assessment scores are categorized into four levels to describe student performance: 1) Did Not Meet Grade Level, 2) Approaches Grade Level, 3) Meets Grade Level, and 4) Masters Grade Level. Cut scores divide student scores into these four categories. Scores are considered

¹⁸ See <http://tea.texas.gov/student-assessment/staar/performance-standards/> for more information, accessed on May 23, 2017.

passing if they meet or exceed the cut score for Approaches Grade Level.¹⁹ Performance label and policy definitions are provided in Appendix E Figure 1.

The data files for the *STAAR* analyses included all administrations of *STAAR* 3-8 data reported as of June 23, 2017 and all administrations of the *STAAR EOC* reported as of June 14, 2017. The respective *STAAR* and *STAAR EOC* data were matched to the 2016-17 PEIMS snapshot demographic data from October 31, 2016 and each student's final CTE status as reported by PEIMS submission data on July 25, 2017. Merged *STAAR EOC* data were then linked to students enrolled in NAF programs, as reported on December 1, 2016 by the Department of CTE.

For *STAAR* and grade eight Algebra I *STAAR EOC* analyses, students were classified into two groups: (a) non-CTE or (b) CTE. Non-CTE students were not enrolled in any CTE courses and CTE students were enrolled in a CTE elective. Students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound were excluded from analyses because these students were not enrolled at traditional campuses. The evaluator used *chi-square* analyses to test for group differences in the proportion of students who passed *STAAR* exams at the appropriate grade level standard.

For *STAAR EOC* analyses, grades nine to 12 students were classified into three groups: a) non-CTE, b) CTE, and c) NAF students. Non-CTE students were not enrolled in any CTE courses. CTE students were enrolled in a CTE elective or in a coherent sequence. NAF academy students were enrolled in small career-themed learning communities within larger schools or at stand-alone public high school programs. NAF students were also identified as CTE students with a special designation provided by the Department of CTE on December 1, 2016. For this reason, the evaluator recoded NAF students so they were not double-counted in the CTE student group to create the three exclusive groups. Students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, Hospital and Homebound, School Community Guidance Center were excluded from analyses because these students were not enrolled at traditional campuses. The evaluator used the *Kruskal-Wallis H* test (Ott & Longnecker, 2010) to test for overall group differences in the proportion of students who passed the *STAAR EOC*. If statistically significant differences were observed in the *Kruskal-Wallis H* test, the evaluator used the *Mann-Whitney U* test (Ott & Longnecker, 2010) as a post-hoc test to determine differences between paired groups (non-CTE, CTE, and NAF students). Finally, to compare the Dallas ISD's *STAAR EOC* performance to state of Texas performance, the Texas Education Agency's *Performance-Based Monitoring Analysis System State Report (PBMAS)* metrics were provided as a reference.²⁰ Due to unequal group sizes, results should be viewed with careful consideration.

¹⁹ Portions adapted from Palladino (2017).

²⁰ Retrieved on May 23, 2017 from, <http://tea.texas.gov/pbm/stateReports.aspx>. The 2016 *PBMAS* report was the most recent data available for comparison for this evaluation and only provided as reference to appropriate groups in the *STAAR EOC* analyses. The *PBMAS* manual defined a CTE participant as a 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. Therefore, it was not appropriate to statistically compare the groups.

Special Population Analysis

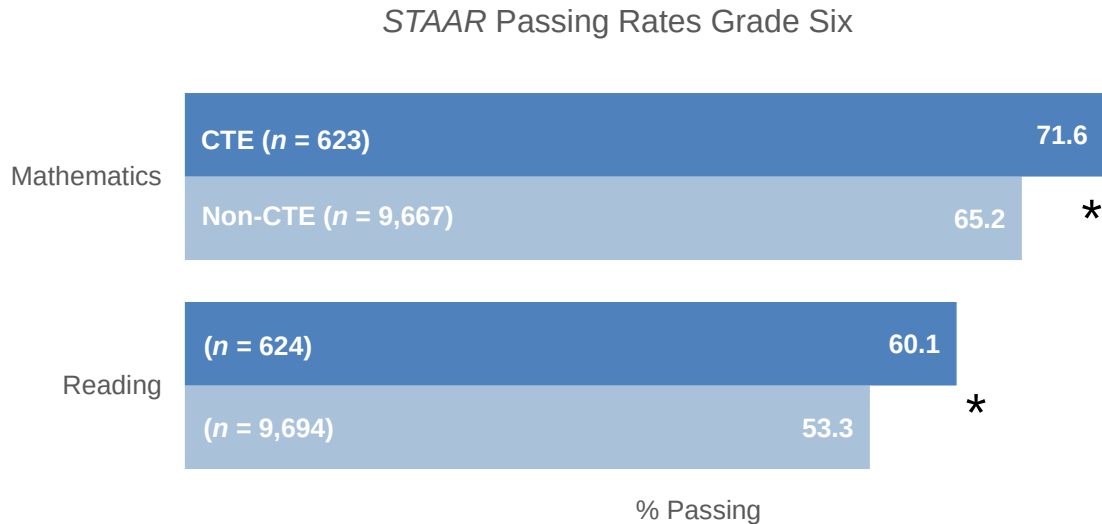
The evaluator identified students who fell into three special population groups: 1) students with disabilities, 2) students from economically disadvantaged families, and 3) English language learners (ELL) by using district demographic data (reported on October 31, 2016) and fall 2016 course information (reported on February 6, 2017). The evaluator merged *STAAR EOC* data from district data files dated June 14, 2017 with the three special population indicators. Data were analyzed with crosstabs and frequency analyses and grouped by grade level and exam. Additionally, the evaluator used inferential *Kruskal-Wallis H* tests to test for overall proportional group differences and post-hoc *Mann-Whitney U* tests, if applicable, to test post-hoc paired group differences.

Results

General *STAAR* and *STAAR EOC* Results for CTE Students, NAF, and Non-CTE Students

Figures 1 to 3 display the percentages of students in grades six through eight meeting or exceeding the approaches grade level standard by test subject. Rates include the English and Spanish versions. Detailed results by campus are available in Appendix E Tables 1 through 15. Grade six CTE students outperformed non-CTE students on both *STAAR* reading and mathematics (Figure 1). The proportional difference between CTE and non-CTE passing rates for grade six *STAAR* mathematics was statistically significant, $\chi^2(1, N = 10,290) = 10.65, p = .001$. The proportional difference between CTE and non-CTE passing rates for grade six *STAAR* reading was also statistically significant, $\chi^2(1, N = 10,318) = 10.76, p = .001$.

Figure 1: 2016-17 STAAR Passing Rates for Grade Six CTE and Non-CTE Students

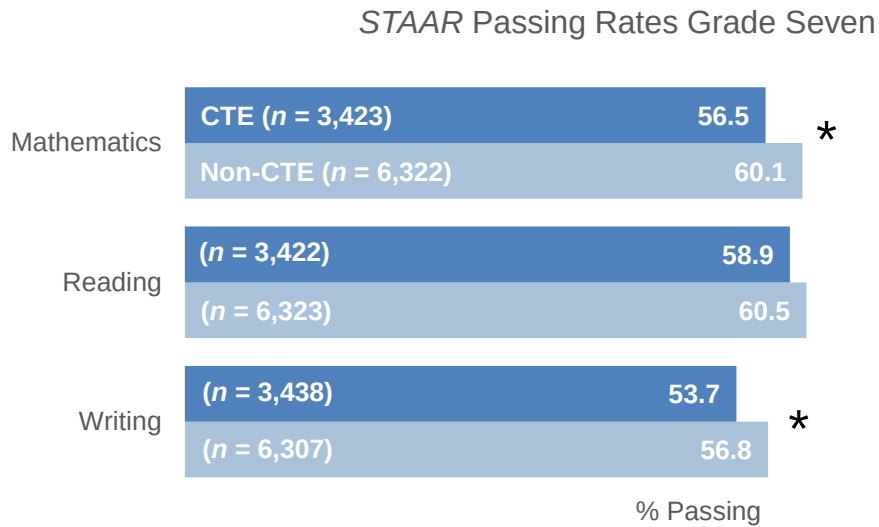


Source: District STAAR files dated June 23, 2017 (grades three to eight). District PEIMS demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017.

Note: CTE = Career and technical education. *Indicates a statistically significant difference between groups. Passing rates reflect percentage of students meeting or exceeding the approaches grade level standard for first and second administrations of all versions of STAAR for grades three to eight. Scores included for students enrolled as of the PEIMS snapshot dates for each year. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

As shown in Figure 2, STAAR passing rates were lower for grade seven CTE students than non-CTE students in mathematics, reading, and writing. Two of the proportional differences between CTE and non-CTE passing rates were statistically significant: 1) grade seven STAAR mathematics, $\chi^2(1, N = 9,745) = 11.74, p = .001$, and 2) grade seven STAAR writing, $\chi^2(1, N = 9,745) = 8.58, p = .003$. The proportional difference between CTE and non-CTE passing rates for grade seven STAAR reading was not statistically significant, $\chi^2(1, N = 9,745) = 2.38, p = .125$.

Figure 2: 2016-17 STAAR Passing Rates for Grade Seven CTE and Non-CTE Students

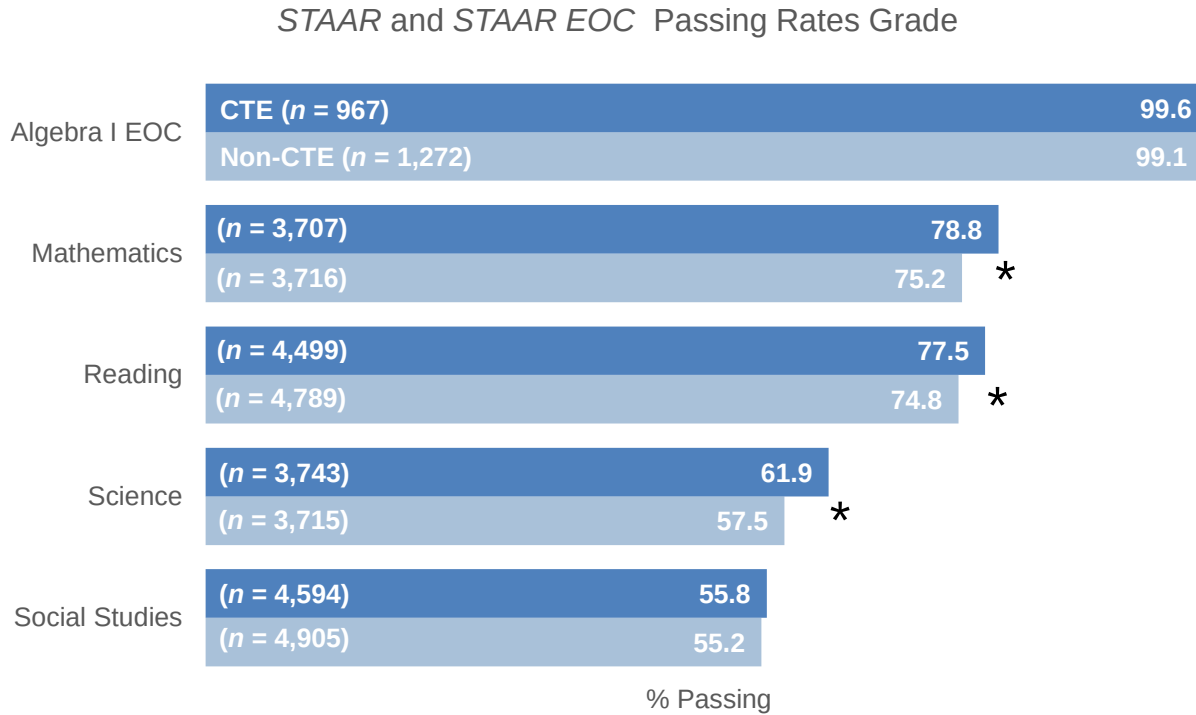


Source: District STAAR files dated June 23, 2017 (grades three to eight). District PEIMS demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017.

Note: CTE = Career and technical education. *Indicates a statistically significant difference between groups. Passing rates reflect percentage of students meeting or exceeding the approaches grade level standard for first and second administrations of all versions of STAAR for grades three to eight. Scores included for students enrolled as of the PEIMS snapshot dates for each year. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

As shown in Figure 3, STAAR passing rates for grade eight were higher for CTE students than non-CTE students for the Algebra I STAAR EOC and the four STAAR subjects. Three of the STAAR passing rates were statistically significantly different between CTE and non-CTE groups: 1) grade eight STAAR mathematics, $\chi^2(1, N = 7,423) = 13.63, p < .001$; 2) STAAR reading, $\chi^2(1, N = 9,288) = 9.06, p = .003$; 3) and STAAR science, $\chi^2(1, N = 7,458) = 14.86, p < .001$.

Figure 3: 2016-17 STAAR and STAAR EOC Passing Rates for Grade Eight CTE and Non-CTE Students

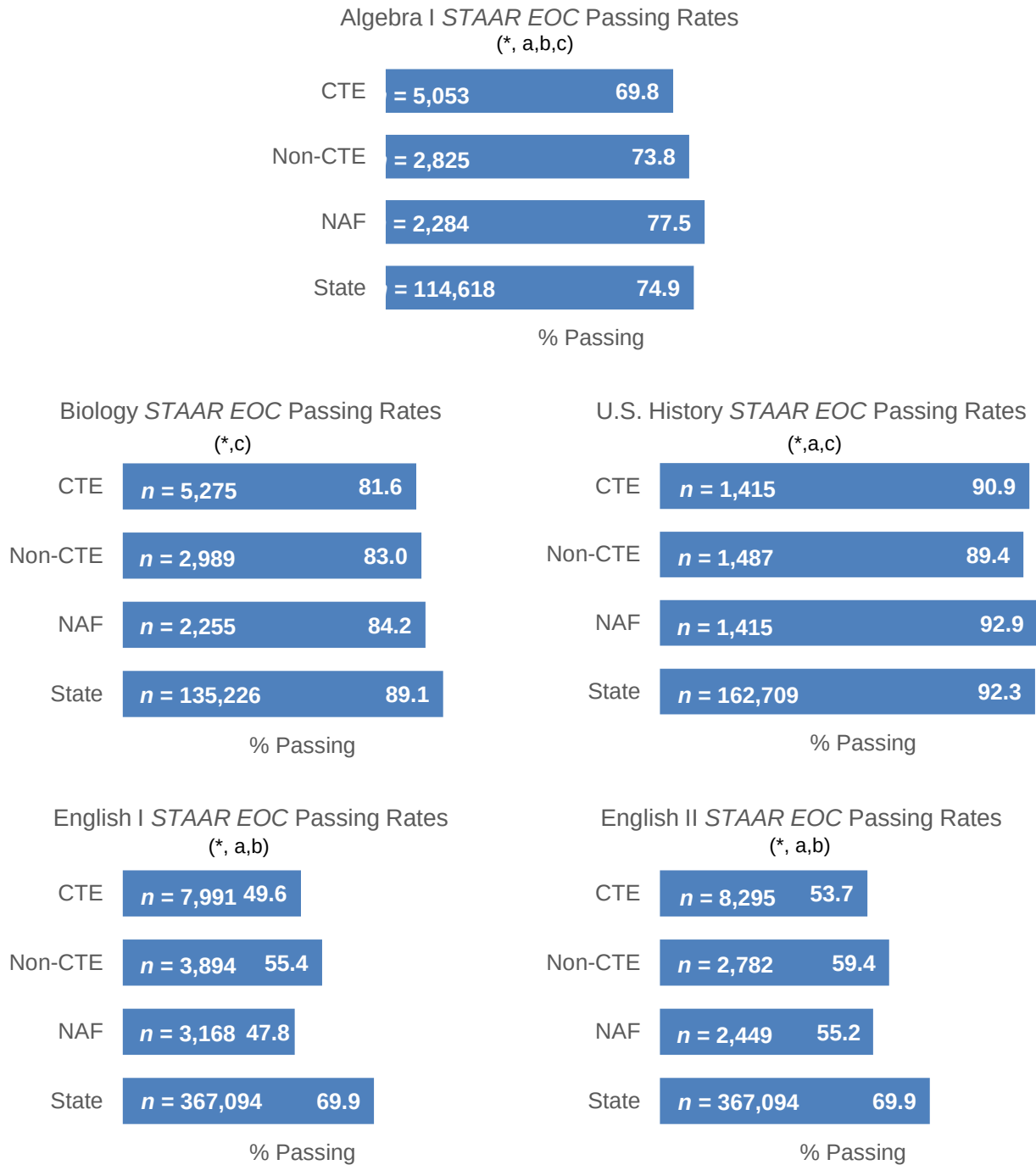


Source: District STAAR file dated June 23, 2017 (grades three to eight) and STAAR EOC file dated June 14, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017.

Note: CTE = Career and technical education. *Indicates a statistically significant difference between groups. Passing rates reflect percentage of students meeting or exceeding the approaches grade level standard for first and second administrations of all versions of STAAR for grades three to eight and excluding STAAR Alternate-2 for Algebra I EOC. Scores included for students enrolled as of the PEIMS snapshot dates for each year. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

As shown in Figure 4, passing rates for STAAR EOCs in grades nine through 12 varied among student groups. *Kruskal-Wallis H* test results revealed overall statistically significant differences in passing rates across all five subjects. Not all paired student group differences were statistically significant; statistically significant differences are noted in Figure 4. Passing rates for Dallas ISD student groups (non-CTE, CTE, and NAF) lagged behind state passing rates for three out of five STAAR EOCs (Biology, English I, and English II). Passing rate differences were not tested for statistical significance because the state rates included tech prep students. NAF academy students passed STAAR EOCs at a higher rate than other Dallas ISD CTE student groups on all subjects, except for English I and English II.

Figure 4: 2016-17 STAAR EOC Passing Rates for CTE, Non-CTE, NAF, and State



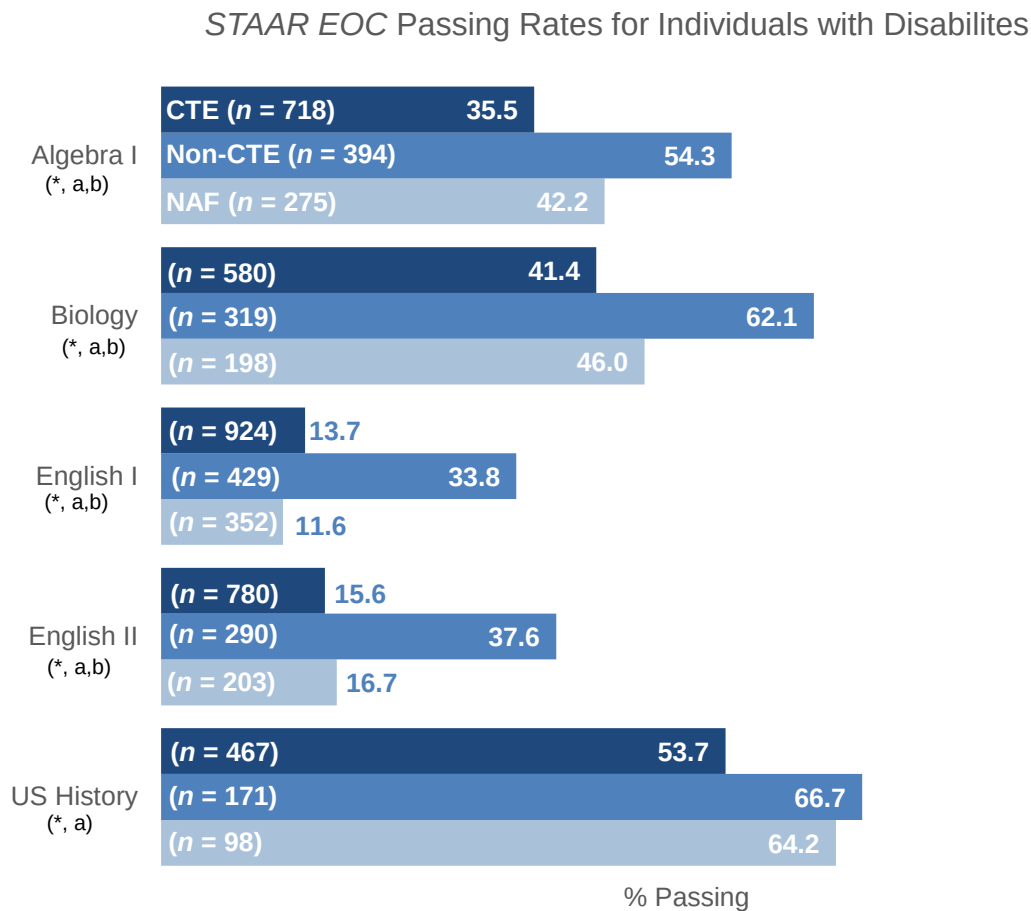
Source: District STAAR EOC file dated June 14, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017. Department of CTE NAF file dated December 1, 2016. State rates pulled from the 2016 PBMAS report.

Note: CTE = Career and technical education. NAF = National Academy Foundation. *Indicates an overall statistically (stat) significant (sig) difference (diff) between CTE, non-CTE, and NAF. a = stat sig diff between CTE and non-CTE. b = stat sig diff between non-CTE and NAF. c = stat sig diff between CTE and NAF. EOC = end of course. Passing rates reflect percentage of students meeting or exceeding the approaches grade level standard for all administrations of the STAAR EOC exams for students enrolled as of the PEIMS snapshot dates. The state passing rates for English I and II are combined in the PBMAS report. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, School Community Guidance Center, and Hospital and Homebound. Detailed results are provided in Appendix E Tables 11 to 15, 19, and 20.

Special Population Analysis

As shown in Figure 5, *STAAR EOC* passing rates for individuals with disabilities varied among subjects and groups. Non-CTE students with disabilities outperformed CTE and NAF students across all five *STAAR EOC* subjects. There were overall statistically significant differences in passing rates for every *STAAR EOC* subject (noted in Figure 5). Not all paired student group differences were statistically significant; statistically significant differences are also noted in Figure 5. Across all *EOCs*, the highest average passing rate for students with disabilities was observed in the non-CTE student group (66.7%) on the U.S. History *STAAR EOC*.

Figure 5: 2016-17 *STAAR EOC* Passing Rates for Individuals with Disabilities

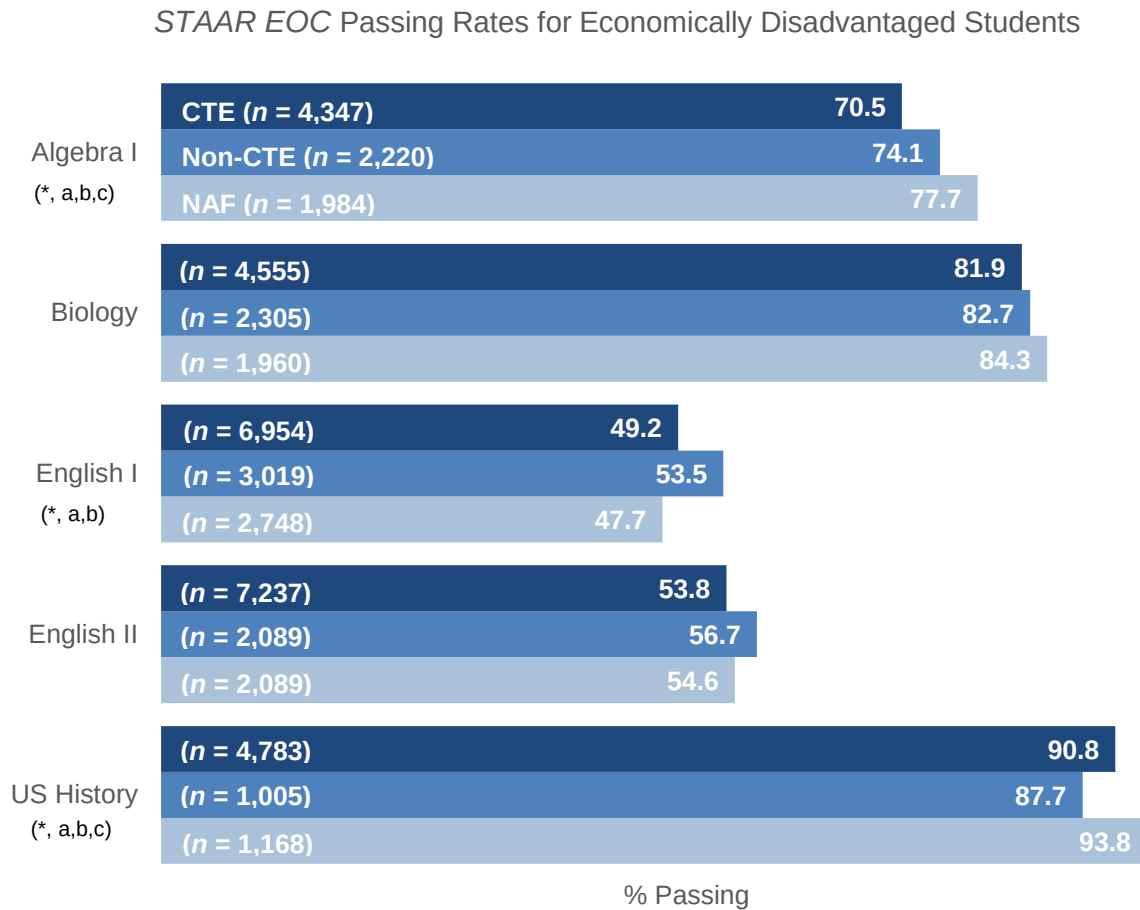


Source: District *STAAR EOC* file dated June 14, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017. Department of CTE NAF file dated December 1, 2016.
Note: CTE = Career and technical education. NAF = National Academy Foundation. *Indicates an overall statistically (stat) significant (sig) difference (diff) between CTE, non-CTE, and NAF. a = stat sig diff between CTE and non-CTE. b = stat sig diff between non-CTE and NAF. c = stat sig diff between CTE and NAF. *EOC* = end of course. Passing rates reflect percentage of students meeting or exceeding the approaches grade level standard for all administrations of the *STAAR EOC* exams for students enrolled as of the PEIMS snapshot dates. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, School Community Guidance Center, and Hospital and Homebound. Detailed results are provided in Appendix E Tables 16, 19, and 20.

As shown in Figure 6, passing rates for economically disadvantaged students varied among student groups. NAF students who were economically disadvantaged outperformed non-CTE and CTE students on

the Algebra I, Biology, and U.S. History *STAAR EOCs*. Non-CTE students outperformed CTE and NAF students on English I and English II *STAAR EOCs*. Overall, statistically significant differences were observed on the Algebra I, English I, and U.S. History *EOCs*. Not all paired student group differences were statistically significant; statistically significant differences are noted Figure 6. Across all *EOCs*, the highest average passing rate was observed in the NAF student group ($n = 1,168$, 93.8%) on the U.S. History *STAAR EOC*.

Figure 6: 2016-17 *STAAR EOC* Passing Rates for Economically Disadvantaged Students

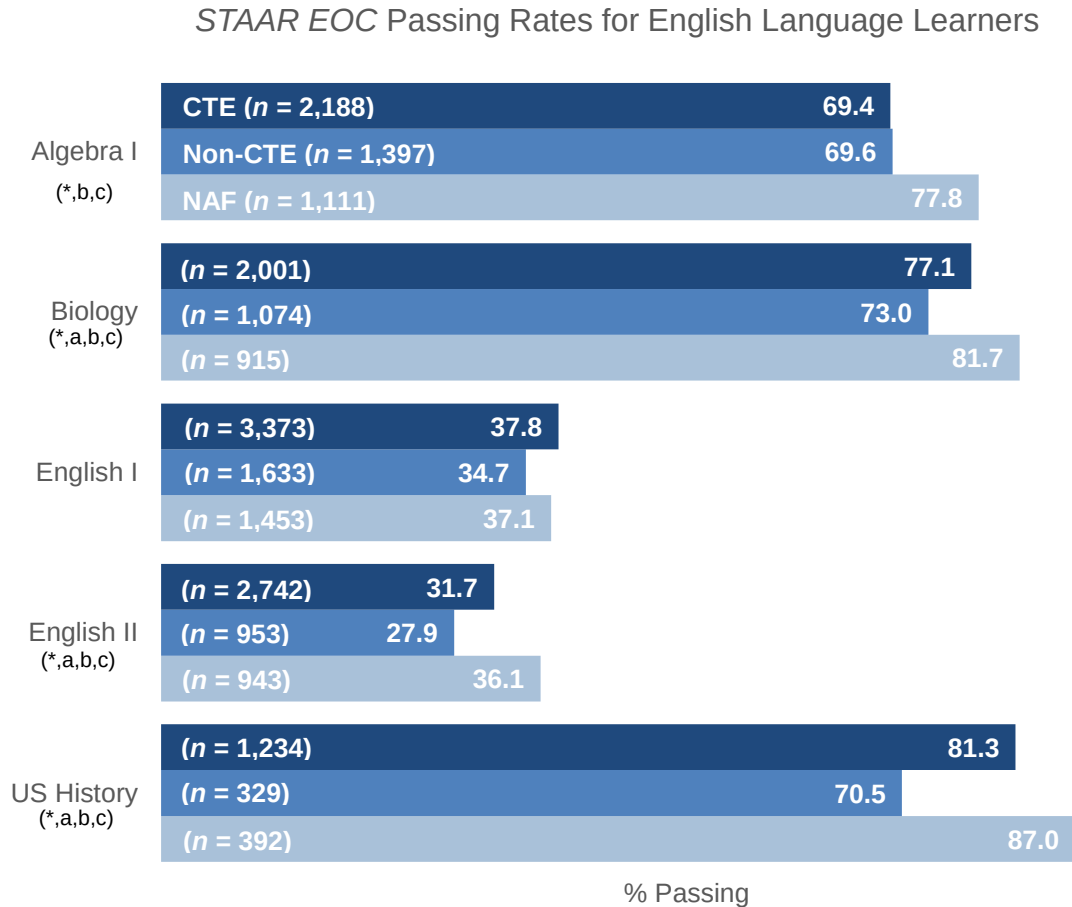


Source: District *STAAR EOC* file dated June 14, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017. Department of CTE NAF file dated December 1, 2016.
Note: CTE = Career and technical education. NAF = National Academy Foundation. *Indicates an overall statistically (stat) significant (sig) difference (diff) between CTE, non-CTE, and NAF. a = stat sig diff between CTE and non-CTE. b = stat sig diff between non-CTE and NAF. c = stat sig diff between CTE and NAF. *EOC* = end of course. Passing rates reflect percentage of students meeting or exceeding the approaches grade level standard for all administrations of the *STAAR EOC* exams for students enrolled as of the PEIMS snapshot dates. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, School Community Guidance Center, and Hospital and Homebound. Detailed results are provided in Appendix E Tables 17, 19, and 20.

As shown in Figure 7, passing rates for CTE and NAF ELL students were higher than non-CTE ELL students on all *STAAR EOC* subtests except for Algebra I. Overall, statistically significant differences were observed on all *STAAR EOCs* except for English I. Not all paired student group differences were

statistically significant; statistically significant differences are noted in Figure 7. Across all EOCs, the highest average passing rate was observed in the NAF student group ($n = 392$, 87.0%) on the U.S. History STAAR EOC.

Figure 7: 2016-17 STAAR EOC Passing Rates for English Language Learners



Source: District STAAR EOC file dated June 14, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017. Department of CTE NAF file dated December 1, 2016.

Note: CTE = Career and technical education. NAF = National Academy Foundation. *Indicates an overall statistically (stat) significant (sig) difference (diff) between CTE, non-CTE, and NAF. a = stat sig diff between CTE and non-CTE. b = stat sig diff between non-CTE and NAF. c = stat sig diff between CTE and NAF. EOC = end of course. Passing rates reflect percentage of students meeting or exceeding the approaches grade level standard for all administrations of the STAAR EOC exams for students enrolled as of the PEIMS snapshot dates. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, School Community Guidance Center, and Hospital and Homebound. Detailed results are provided in Appendix E Tables 18, 19, and 20

What were the CTE student participation rates in advanced courses?

Methodology

The evaluator used several steps to identify students enrolled in *Advanced Placement (AP)*, *International Baccalaureate (IB)*, and dual credit courses. First, the evaluator merged PEIMS snapshot demographic data from the district file dated October 31, 2016 to fall 2016 district course files dated August

17, 2016. Next, the evaluator identified students enrolled in *AP*, *IB*, and dual credit courses. Data for these students were merged with the PEIMS CTE status file dated July 25, 2017. Students were classified into four groups: 1) students classified as non-CTE students (non-CTE), 2) students enrolled in one or more CTE courses (CTE elective), 3) students who completed a coherent sequence (taken two or more CTE courses for three or more credits during the current or previous school years; coherent sequence), or 4) NAF students (NAF). Students were not duplicated in the classified groups. The evaluator used crosstabs and frequency analyses to analyze data by *AP* exam, CTE status, and *AP* score.

To determine the percentage of qualified *AP* scores by the student groups identified above, the evaluator joined the newly created file to the May 2017 *AP* exam results file dated August 30, 2017 from the Dallas ISD Office of Institutional Research (OIR). The evaluator compared *AP* exam scores among three groups of students: 1) non-CTE, 2) combined CTE elective, coherent sequence, and NAF students, and 3) overall district performance. The evaluator combined CTE elective, coherent sequence, and NAF students into a “combined CTE” status to compare the percentage of qualified exam scores for CTE students overall against non-CTE and overall district performance by exam. District performance data were pulled from the OIR *AP* Exam Results Summary Report for May 2017 administration dated July 11, 2017. Students in these groups were enrolled in *AP* courses in fall 2016. For example, a student was required to be enrolled in an *AP* U.S. History course and take the corresponding College Board *AP United States History* exam²¹ to be included in this analysis. *AP* exams were scored on a scale of one (low) to five (high). An *AP* exam score of three, four, or five was considered a qualified score and may be eligible for college credit, depending upon the policy at the post-secondary institution.

Results

***AP* and *IB* Courses**

A total of 11,129 Dallas ISD students were enrolled in *AP* and *IB* courses. As shown in Table 11, more than half of those students (53.1%) enrolled in two or more *AP* or *IB* courses. A majority of those students (82.3%) were enrolled in grades 11 and 12 (Table 12).

²¹ Retrieved August 30, 2016 from, <https://apstudent.collegeboard.org/apcourse>.

Table 11: 2016-17 Students Enrolled in First Semester *AP* and *IB* Courses by Number of Courses Taken

Number of Courses Taken	<i>AP</i> Students	<i>IB</i> Students	Total Students	
	<i>n</i>	<i>n</i>	N	%
1	5,210	7	5,217	46.9
2	2,709	9	2,718	24.4
3	1,553	30	1,583	14.2
4	939	20	959	8.6
5	387	12	399	3.6
6	172	42	214	1.9
7	37	-	37	0.3
8	1	-	1	<0.1
9	-	-	-	-
10	1	-	1	<0.1
Total	11,009	120	11,129	100.0

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

Note: *AP* = *Advanced Placement*. *IB* = *International Baccalaureate*. “-” indicates that no students were enrolled.

Table 12: 2016-17 First Semester *AP* and *IB* Enrollments by Grade and CTE

Grade	Total		Non-CTE		CTE Elective		Coherent Sequence		NAF	
	N	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
9	1,151	5.0	475	7.9	193	8.6	227	2.0	256	8.2
10	2,869	12.6	946	15.7	255	11.4	933	8.2	735	23.7
11	8,945	39.2	2,140	35.5	521	23.3	4,802	42.1	1,482	47.7
12	9,829	43.1	2,474	41.0	1,266	56.6	5,457	47.8	632	20.4
Total	22,794	100.0	6,035	100.0	2,235	100.0	11,419	100.0	3,105	100.0

Source: District secondary course files dated February 6, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status PEIMS file dated July 25, 2017. Department of CTE NAF enrollment file dated December 1, 2016. Percentages may not add to 100 due to rounding.

Note: *AP* = *Advanced Placement*. *IB* = *International Baccalaureate*. CTE = Career and technical education. *n* = number of enrollments. Students could be enrolled in more than one course.

Participation in *AP* and *IB* courses varied by campus (see Appendix F). Skyline had the highest number of enrolled students (*n* = 2,455), followed by Townview School of Science and Engineering (*n* = 1,598). Non-CTE students accounted for 27 percent of all *AP* and *IB* enrollments (*n* = 6,035). As shown in Table 13, across groups, students most frequently enrolled in social studies (*n* = 7,833) and language arts (*n* = 5,696) *AP* and *IB* courses. See Appendix G for *AP* and *IB* courses taken within each course area.

Table 13: 2016-17 First Semester AP and IB Enrollments by Course Area and CTE Status

Course Area	Total	Non-CTE		CTE Elective		Coherent Sequence		NAF	
	N	n	%	n	%	n	%	n	%
Econ/Free Ent	202	20	0.3	10	0.4	160	1.4	12	0.4
Fine Arts	676	288	4.8	88	3.9	279	2.4	21	0.7
Language Arts	5,696	1,258	20.8	510	22.8	3,255	28.5	673	21.7
Language other than English	1,426	433	7.2	209	9.4	668	5.8	116	3.7
Mathematics	2,122	575	9.5	248	11.1	980	8.6	319	10.3
Science	4,647	1,228	20.3	432	19.3	2,286	20.0	701	22.6
Social Studies	7,833	2,180	36.1	736	32.9	3,777	33.1	1,140	36.7
Tech Applications	192	53	0.9	2	0.1	14	0.1	123	4.0
Total	22,794	6,035	100.0	2,235	100.0	11,419	100.0	3,105	100.0

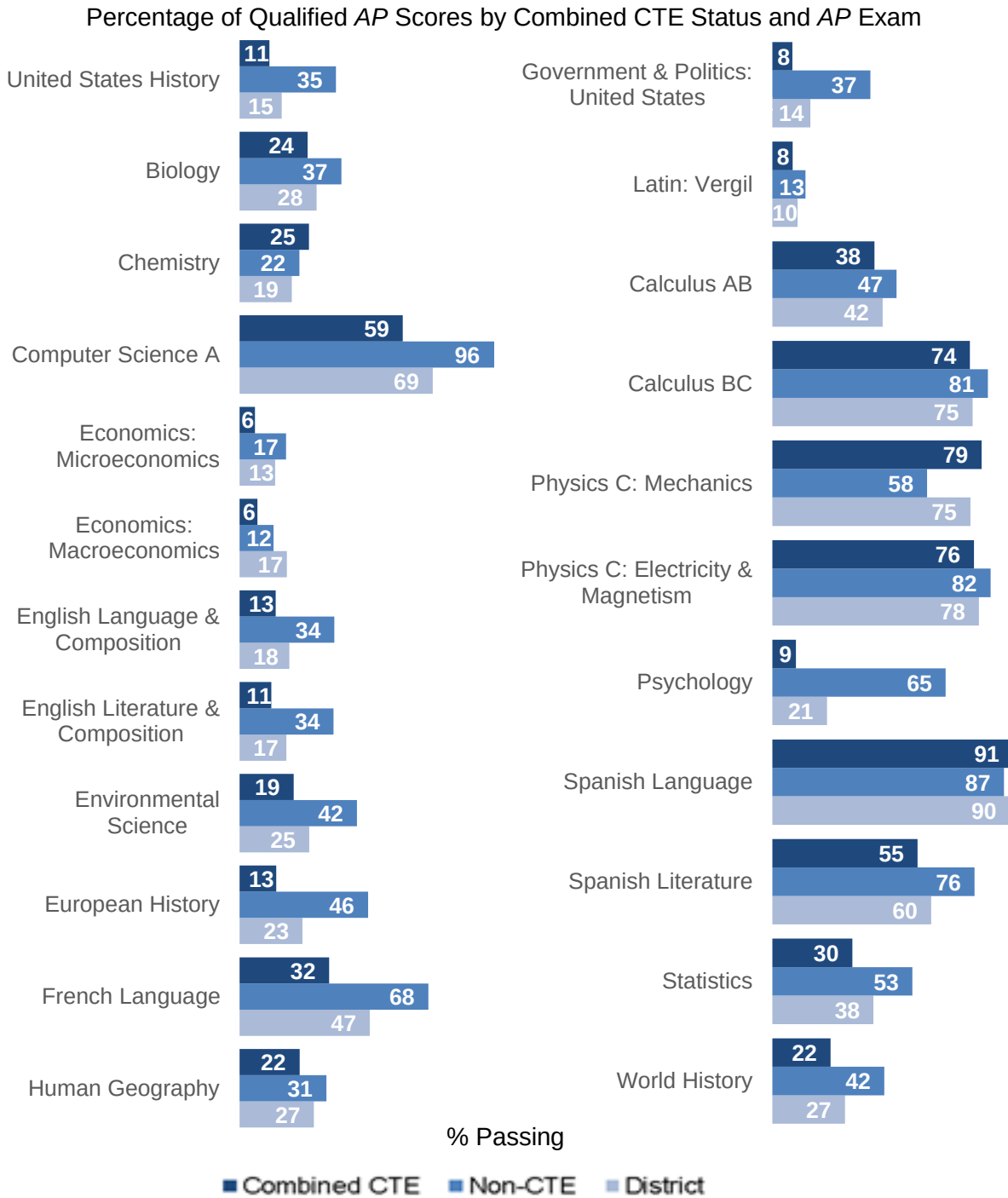
Source: District secondary course files dated February 6, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status PEIMS file dated July 25, 2017. Department of CTE NAF enrollment file dated December 1, 2016.

Note: AP = Advanced Placement. IB = International Baccalaureate. CTE = Career and technical education.

N = number of enrollments. NAF = National Academy Foundation. Students could be enrolled in more than one course. Percentages may not add up to 100 due to rounding.

Rates of AP exam scores of three or better varied by exam and student group (see Figure 8). In summary, non-CTE students and overall district generally outperformed CTE students overall on all AP exams except for *AP Spanish Language*, *AP Chemistry*, and *AP Physics C: Mechanics*. Appendices H and I include detailed results of AP performance by exam, CTE status (broken down into CTE elective, coherent sequence, and NAF), and AP exam score.

Figure 8: 2016-17 Percentage of Qualified AP Scores by Combined CTE Status and AP Exam



Source: District secondary course files dated February 6, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status PEIMS file dated July 25, 2017. Department of CTE NAF enrollment file dated December 1, 2016. District AP exam results dated August 30, 2017. OIR AP Exam Results report for district performance for May 2017 administration dated July 11, 2017.

Note: AP = Advanced Placement. CTE = Career and technical education. The CTE student group combined CTE elective, coherent sequence, and National Academy Foundation (NAF) students for this figure. Detailed results with sample sizes and AP score breakdowns are in Appendices H and I.

Dual Credit

A total of 1,823 Dallas ISD students participated in dual credit courses during fall 2016, an 19.4 percent increase from 2015-16 ($N = 1,527$). As shown in Table 14, 30 percent of the students enrolled in dual credit were enrolled in more than one course.

Table 14: 2016-17 Number of Dual Credit Courses Taken by Dallas ISD Students

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

Source: District secondary course files dated February 6, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status PEIMS file dated July 25, 2017.

Note: Percentages may not add up to 100 due to rounding.

In all, there were 2,417 enrollments in dual credit courses (Table 15). The largest number of students enrolled in dual credit courses ($n = 203$) were at Townview Business Magnet. Overall, dual credit enrollment increased 29 percent compared to 2015-16 ($n = 1,871$; Turner, 2016) largely due to the expansion of collegiate academies.

Table 15: 2016-17 First Semester Dual Credit Enrollments by Campus and CTE Status

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

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

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

As shown in Table 16, the expansion of collegiate academies led to a larger percentage of grade nine students ($n = 478$, 19.8%) enrolled in dual credit courses than grade 10 students ($n = 432$, 17.9%).²² Overall, the majority of dual credit enrollees were in grades 11 and 12 ($n = 1,507$, 62.3%).

²² The eight collegiate academies were solely comprised of grade nine students in 2016-17 (see Palladino et al., 2017).

Table 16: 2016-17 First Semester Dual Credit Enrollments by Grade and CTE Status

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

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

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

As shown in Table 17, more than half of the dual credit courses were in the career and technology area ($n = 1,371$, 56.7%). Seventy-five percent of dual credit enrollments were CTE elective ($n = 299$), coherent sequence ($n = 1,353$), and NAF student enrollments ($n = 159$). A full list of dual credit courses taken within each course area is available in Appendix J.

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

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

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

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

What were the grade nine diploma endorsement selections?

Methodology

The evaluator merged endorsement data from district data files dated May 15, 2017 with PEIMS demographic data from October 31, 2016. The evaluator used crosstabs and frequency analyses to determine the number and types of endorsements selected by freshman students.

Results

Tables 18 and 19 show the endorsements selected by grade nine students. A summary of the total number of endorsements selected by students is shown in Table 18. Because students could select more than one endorsement, the total number of endorsements ($N = 12,227$; see Table 19) selected exceeded the total number of grade nine students ($N = 11,016$). Overall, most grade nine students selected one endorsement ($n = 7,039$, 63.9%). As shown in Table 19, of the grade nine students who selected an endorsement, business was the most frequently selected endorsement ($n = 2,730$, 22.3%), while multi-studies ($n = 1,265$, 10.3%) was the least selected endorsement.

Table 18: 2016-17 Number of Endorsements Selected by Freshman

Number of Endorsements	Total	
	<i>n</i>	%
0	2,927	26.6
1	7,039	63.9
2	900	8.2
3	142	1.3
4	5	< 0.1
5	3	< 0.1
Total	11,016	100.0

Source: Endorsement data from district data files dated May 15, 2017.

Table 19: 2016-17 Type of Endorsements Selected by Freshman

Endorsement	Total	
	<i>n</i>	%
No endorsement	2,927	23.9
Business	2,730	22.3
Arts and Humanities	1,978	16.2
Public Service	1,681	13.7
STEM	1,646	13.5
Multi-Studies	1,265	10.3
Total	12,227	100.0

Source: Endorsement data from district data files dated May 15, 2017. Percentages may not add up to 100 due to rounding.

What were the post-secondary outcomes for the Dallas ISD class of 2010?

Methodology

To better explore college enrollment and employment among students who completed a sequence of CTE courses, the evaluator examined college outcomes for the Dallas ISD class of 2010. Graduates from that class had been out of high school for six years, the average time taken by many students to complete a college degree, according to national estimates. The evaluator determined the number of students who had completed a coherent sequence of CTE courses while in high school and either 1) attended college only, 2) were employed only, or 3) both attended college and attained employment.

The evaluator obtained data for students from the class of 2010 from the *Texas Public College Enrollment and Employment Outcomes for District High School Graduates by Career and Technical Education (CTE) Participation* report (as reported on October 15, 2016).²³ Graduates were classified into two groups. Group one consisted of students who were enrolled in a sequential course of study related to a CTE program or who followed a state approved Tech Prep high school plan of study leading to postsecondary education and training during grades nine through 12 (CTE Participants; $n = 3,123$). Group

²³ See <http://www.texaseducationinfo.org/ViewReport.aspx> for additional information.

two consisted of students who did not take any CTE courses or who took CTE courses as electives but not as a part of a coherent sequence of courses in CTE (non-CTE Participants; $n = 3,980$).

Results

The data used in these analyses included 7,103 students who graduated from Dallas ISD high schools in 2010. Table 20 displays the enrollment and employment status of all Dallas ISD high school 2010 graduates by CTE participant status. A greater percentage of graduates who were CTE participants were enrolled in college (23.4%), employed (18.8%), or simultaneously employed and enrolled in college (15.5%) than those who were non-CTE participants (22.8%, 16.4%, 11.5%). Forty-six percent ($n = 3,285$) of 2010 graduates could not be identified as either college enrolled or employed.

Table 20: 2009-10 Dallas ISD Graduates College Enrollment and Employment Status

Enrollment and Employment Status	All HS Graduates		CTE Participants HS Graduates		Non-CTE Participants HS Graduates	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Enrolled in College Only	1,637	23.1	730	23.4	907	22.8
Employed Only	1,238	17.4	587	18.8	651	16.4
Employed and Enrolled in College	943	13.3	485	15.5	458	11.5
Not Located*	3,285	46.3	1,321	42.3	1,964	49.4
Total	7,103	100.0	3,123	100.0	3,980	100.0

Source: <http://www.texaseducationinfo.org/ViewReport.aspx> retrieved on October 11, 2016.

Note: *High school graduates not found as either college enrolled (in a Texas public college or university in the fall semester following graduation) or employed (not found in the fourth quarter of Texas employment data as reported by the Texas Workforce Commission). HS=high school. Percentages may not sum to 100 due to rounding.

Of the 2,580 Dallas ISD students who graduated in 2010 (CTE and non-CTE) and enrolled in college, the largest proportion of graduates ($n = 1,188$ or 46.0%) attended one of five public colleges and universities. Of those graduates who attended public colleges and universities, students most frequently attended a school within the Dallas County Community College District (DCCCD). That is, 298 (11.6%) attended DCCCD El Centro College, 289 (11.2%) attended DCCCD Eastfield College, and 289 (11.2%) attended DCCCD Mountain View College. Another 159 students (6.2%) attended University of Texas at Arlington and 153 graduates (5.9%) attended Texas Woman's University. The highest frequency of CTE participants who enrolled in college attended DCCCD Eastfield College after their 2010 high school graduation ($n = 177$ or 14.9%).

SUMMARY AND RECOMMENDATIONS

Summary

The Carl D. Perkins Career and Technical Education Act of 2006 helped support the Department of Career and Technical Education (CTE) of the Dallas Independent School District (ISD). Dallas ISD campuses offered courses aligned with 16 career clusters or broad groupings of occupations and industries

based on related disciplines as defined by the U.S. Department of Education.²⁴ The CTE program continued to rapidly expand and offered 246 pathways programs in 2016-17, an expansion from 196 in the previous year (25.5% increase). The expansions in pathway offerings were aligned with state graduation requirements and current and projected workforce needs. The district offered students innovative ways to earn college credit before high school graduation, enrollment in career-centric academies, and sequences of specialized courses where students could earn certificates that are highly sought by large American employers and colleges. A Texas Education Agency (TEA) grant of \$2,702,107 funded the Career Education and Workforce Partnerships program in 2016-17. The CTE program used these funds to buy equipment, pay central staff salaries, provide professional development for teachers, support curriculum, and provide career counseling.

Dallas ISD CTE Characteristics

Overall enrollment in grades six through 12 for CTE elective ($n = 19,277$, 27.1%) and coherent sequence ($n = 19,507$, 27.5%) were similar. The percentage of middle school students who were classified as elective students ($n = 8,945$) increased by 29 percent ($n = 6,930$) from 2015-16 (Turner, 2016). For high schools, 75.4 percent ($n = 29,839$) of students were either classified as an elective ($n = 10,332$, 26.1%) or coherent sequence student ($n = 19,507$, 49.3%). Compared to 2015-16, overall high school CTE enrollment in 2016-17 increased by 170 students (0.6%, Turner, 2016). The 2016-17 CTE elective enrollment ($n = 10,332$, 27.1%) decreased from 2015-16 ($n = 13,070$, 32.1%; Turner, 2016), but the number of 2016-17 coherent sequence students ($n = 19,507$, 49.3%) substantially increased from 2015-16 ($n = 16,599$, 40.7%; Turner, 2016).

Middle and high school students were about half male and female, and the majority of students were Hispanic. The number of middle school Hispanic CTE students increased by 1,244 students (23.3%) in 2016-17 ($n = 6,573$) compared to 2015-16 ($n = 5,329$; Turner, 2016). The number of high school Hispanic CTE elective and coherent sequence students increased by 317 students (1.5%) in 2016-17 ($n = 21,386$) compared to 2015-16 ($n = 21,069$; Turner, 2016). The number of middle school African American CTE elective students in 2016-17 increased by 593 ($n = 1,884$, 21.1%) compared to 2015-16 ($n = 1,291$, 19.0%; Turner, 2016).

A total of 6,608 students participated in 42 NAF academies. Kimball High School's Academy of Hospitality and Tourism had the highest student enrollment in the district ($n = 382$ students), followed by Spruce High School Academy of Finance ($n = 357$). Enrollment in NAF academies helped increase overall CTE enrollment.

Overall, a higher frequency of nontraditional females ($n = 3,817$, 11%) enrolled in CTE courses than nontraditional males ($n = 2,541$, 7%). Of the enrollments in the finance career cluster, nontraditional males accounted for 49 percent of those enrolled ($n = 1,208$). Of the enrollments in the STEM career cluster, nontraditional females accounted for 30 percent of those enrolled ($n = 230$).

²⁴ <https://www2.ed.gov/about/offices/list/ovae/pi/cte/factsh/career-clstrs-prgrms-study-fs080528ga-kc.pdf>

Senior Course Completion Rates

CTE elective and coherent sequence seniors completed CTE coursework at 98.9 percent ($n = 919$) and 96.9 percent ($n = 5,407$), respectively.

Academic Effectiveness of the CTE Program

Grades six and eight *State of Texas Assessments of Academic Readiness (STAAR)* performance showed that CTE students outperformed non-CTE students on all *STAAR* subjects; however, grade seven CTE students underperformed on all exams. For *STAAR EOC*, National Academy Foundation (NAF) students outperformed all student groups on the Algebra I, Biology, and U.S. History. Non-CTE students in special population student groups, including individuals with disabilities and economically disadvantaged students outperformed the combined CTE student group on every *EOC* except U.S. History. ELL NAF students outperformed the combined CTE and non-CTE student groups on every *STAAR EOC* subject.

CTE Student Participation Rates in Advanced Courses

In 2016-17, 11,129 Dallas ISD students enrolled in *Advanced Placement (AP)* and *International Baccalaureate (IB)* courses. Of those students, more than half (53.1%) enrolled in two or more *AP* or *IB* courses with a majority of those students (82.3%) in grades 11 and 12. For *AP* exam performance, non-CTE students and the overall district generally outperformed all CTE students on every *AP* exam except on the *AP Spanish Language*, *AP Chemistry*, and *AP Physics C: Mechanics* exams.

In all, there were 2,417 enrollments in dual credit courses. The largest number of students enrolled ($n = 213$) were at Townview Business Magnet. Overall, 2016-17 dual credit enrollments increased by 29 percent ($n = 2,417$) compared to 2015-16 enrollment ($n = 1,871$; Turner, 2016) largely due to the expansion of collegiate academies offering more dual credit opportunities.

Grade Nine Endorsement Selections

Most grade nine students selected one endorsement ($n = 7,039$, 63.9%). Of the grade nine students who selected an endorsement, business was the most frequently selected endorsement ($n = 2,730$, 22.3%), while multi-studies ($n = 1,265$, 10.3%) was the least selected endorsement.

Post-secondary outcomes for the Dallas ISD Class of 2010

The findings published by *Texas Public College Enrollment and Employment Outcomes for District High School Graduates by Career and Technical Education (CTE) Participation* report (obtained on October 5, 2016)²⁵ included 7,103 Dallas ISD graduates in the Class of 2010. A greater percentage of graduates who were CTE participants were enrolled in college (23.4%), employed (18.8%), or simultaneously employed and enrolled in college (15.5%) than those who were non-CTE participants (22.8%, 16.4%, 11.5%). Forty-six percent ($n = 3,285$) of 2010 graduates could not be identified as either college enrolled or employed.

²⁵ See <http://www.texaseducationinfo.org/ViewReport.aspx> for additional information.

Overall

No single measure of success exists for the CTE program. The Dallas ISD CTE program has successfully and rapidly expanded since the passage of HB 5 such that almost every middle and high school student had the opportunity to enroll in a CTE course. The district aligned its course offerings with workforce patterns reported by the U.S. Bureau of Labor Statistics as of May 25, 2017 for the Dallas/Fort Worth job industry. For example, the district increased courses taught in the information technology career cluster. The program continued to offer students innovative ways to earn college credit before high school graduation, enrollment in career-centric academies, and sequences of specialized courses where students could earn certificates that are highly sought by large American employers and colleges. There were opportunities to help improve performance on *AP* exams for CTE students.

Recommendations

A majority of Dallas ISD high school students were enrolled in at least one Career and Technical Education (CTE) course in 2016-17. The following recommendations are offered to improve the process and efficiency for future evaluations of the CTE program.

- **Reassess evaluation outcomes.** The annual evaluation could be improved by including more components from both the district- and state-level objectives. The program staff should consider including goals on CTE indicators used by the state (e.g. *STAAR EOC* passing rates for ELLs). By specifying goals, the analyses would be more pointed, useful, and actionable for program directors.
- **Continue efforts to improve performance on *AP* exams.** Overall, CTE students underperformed compared to district and non-CTE students on *AP* exams. There is an opportunity to provide additional resources to assist CTE students to improve *AP* score outcomes.
- **Create three new Chancery variables to improve data analysis efficiency.** First, because the district continued to offer innovative ways for students to participate in CTE courses (e.g. National Academy Foundations (NAF), collegiate academies, and pathways with CTE electives), stakeholders should consider a new variable to identify the CTE program in which the student has participated. The second recommended variable would identify the appropriate career cluster codes for individual courses. This code would need to be updated annually. The third recommended variable would indicate whether a course is considered nontraditional for a specific gender, per the Texas Education Agency (TEA). Nontraditional courses do not change frequently. The state monitors nontraditional students and this variable would allow for more efficient analyses, when necessary. The combination of these three suggested Chancery variables would provide a more systematic identification process, allowing more effective and efficient comparisons by CTE program, career cluster, and special course designations.
- **Create a course listing index in the CTE Handbook.** It was difficult to reconcile and locate new or uncategorized CTE courses. An index would improve the efficiency of course cross-validation across career clusters.

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APPENDICES

Appendix A

Appendix A: 2016-17 Location of Career Pathways and Academies

CTE Pathways by Endorsement and 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 Career and Technical Education (CTE) pathways in that Career Cluster are offered																
▪ CA = Collegiate Academy																
Bryan Adams 10				1	2		2	1					NAF		1	NAF (2)
Adamson 9				2	2	NAF (2)			1		1		NAF			
Carter + CA (Cedar Valley) 11			2	2	3			NAF(1) 2							2	
Conrad + CA (Richland) 12					2	NAF (2)	NAF(1) 2	NAF(1) 4					NAF			NAF
Hillcrest 3				1	1											NAF
IDEA 1						NAF										
Jefferson + CA (Brookhaven) 11			1	1	1	NAF(1) 2	NAF (4)	1								NAF
Kimball 7				1	1		NAF(3)								1	NAF
Lincoln 9			3	2	1		2									NAF
Madison + CA (El Centro) 3				1				NAF(1) 2								
Molina 4		1	1				1								1	
North Dallas 6				1	2	NAF		NAF								NAF
Obama 1																1
Pinkston + CA (El Centro) 6		1		1				1	1	1					1	
Rangel 1				1												
Roosevelt + CA (El Centro) 4				1			1	1					NAF			
Samuell + ECHS (Eastfield) 3		2						1								
Sanders Public Service, Law 2												1			1	
School of Business/Management 14			1	3	7	2		1								
School of Health Professions 4 POS 3							1						2			
School of Science and Engineering 2																NAF (2)
Seagoville + P-TECH (Eastfield) 11	5		3	1				2								
Skyline 2 Arch POS/3 AV POS/3 Trans POS 24	2	3	4	2	1	NAF	NAF(3) 4	NAF	1		1	1	NAF	1		NAF
Smith New Tech 1			1													
Sorrells Education/Social Services 2											1			1		
South Oak Cliff + CA (Mountain View) 11				1	2	1		NAF(2) 3		1	1				1	NAF
Spruce + CTE ECHS (Eastfield) 11			1	1	2	NAF(2) 3		NAF	1	1						NAF
Sunset 12			1	1	4	NAF		2			1		NAF		1	
Washington for the PVA																
White NAF YOP: AOF/AOIT 13				3	4	NAF	1	NAF			1			1		NAF
Wilmer-Hutchins (2 Trans POS) 14		1		3	3	1	NAF (4)	NAF	1							
Wilson 6						NAF (2)	NAF (3)									NAF
Total NAF Academies (44)						10	6	9					6			13
TOTAL CTE Pathways (227)	7	8	18	30	38	20	28	26	5	3	6	2	8	3	9	16

table continues

Table (Continued)

Collegiate Academy/P-TECH CTE Pathways by Endorsement and Career Cluster	Business and Industry										Public Services				
	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
Carter CA (Cedar Valley)			1					1							1
Conrad CA (Richland)								3							
Jefferson CA (Brookhaven)			1	1				1							
Madison CA (El Centro)				1				1							
Pinkston CA (El Centro)				1				1							
Roosevelt CA (El Centro)				1				1							
Seagoville P-TECH (Eastfield)				1				1							
South Oak Cliff CA (Mountain View) ^{2 IT POS}								1		1					
TOTAL CA/P-TECH CTE Pathways (19)			2	5				10		1					1

Source: Department of CTE as of March 27, 2017.

Appendix B

Appendix B: 2016-17 Enrollment in CTE Courses by High School Campus

Campus	Career Cluster	Program Type	CTE Elective	Coherent Sequence	Total Enrollments
Adams HS	Business, Management, and Administration	Coherent Pathway	65	180	245
Adams HS	Career Exploration	Elective Course	6	26	32
Adams HS	Health Science	NAF	36	154	190
Adams HS	Hospitality and Tourism	Coherent Pathway	84	251	335
Adams HS	Human Services	Elective Course	17	34	51
Adams HS	Information Technology	Coherent Pathway	78	282	360
Adams HS	Law, Public Safety, Corrections, and Security	Coherent Pathway	58	174	232
Adams HS	Marketing, Sales, and Service	Coherent Pathway	6	83	89
Adams HS	Science, Technology, Engineering, and Mathematics	NAF	2	7	9
Adamson HS	Arts, A/V Technology and Communication	Elective Course	41	83	124
Adamson HS	Business, Management, and Administration	Coherent Pathway	77	255	332
Adamson HS	Career Exploration	Elective Course	5	108	113
Adamson HS	Education and Training	Coherent Pathway	66	123	189
Adamson HS	Finance	NAF	40	319	359
Adamson HS	Information Technology	Elective Course	6	18	24
Adamson HS	Marketing, Sales, and Service	Coherent Pathway	29	87	116
Adamson HS	Transportation, Distribution, and Logistics	Coherent Pathway	84	137	221
Carter HS	Architecture and Construction	Elective Course	-	1	1
Carter HS	Arts, A/V Technology and Communication	Coherent Pathway	102	133	235
Carter HS	Business, Management, and Administration	Coherent Pathway	77	92	169
Carter HS	Career Exploration	Elective Course	7	54	61
Carter HS	Finance	Elective Course	42	118	160
Carter HS	Hospitality and Tourism	Elective Course	-	5	5
Carter HS	Human Services	Elective Course	8	59	67
Carter HS	Information Technology	NAF	88	117	205

table continues

Table (continued)

Campus	Career Cluster	Program Type	CTE Elective	Coherent Sequence	Total Enrollments
Carter HS	Law, Public Safety, Corrections, and Security	Coherent Pathway	67	84	151
Carter HS	Marketing, Sales, and Service	Coherent Pathway	-	1	1
Conrad HS	Architecture and Construction	Elective Course	-	4	4
Conrad HS	Arts, A/V Technology and Communication	Elective Course	18	122	140
Conrad HS	Business, Management, and Administration	Elective Course	46	18	64
Conrad HS	Career Exploration	Elective Course	8	124	132
Conrad HS	Finance	NAF	11	45	56
Conrad HS	Health Science	NAF	76	177	253
Conrad HS	Hospitality and Tourism	NAF	65	134	199
Conrad HS	Information Technology	NAF	82	100	182
Conrad HS	Marketing, Sales, and Service	Coherent Pathway	6	60	66
Conrad HS	Science, Technology, Engineering, and Mathematics	NAF	27	159	186
Garza Early College	Business, Management, and Administration	Elective Course	11	-	11
Garza Early College	Marketing, Sales, and Service	Elective Course	40	2	42
Gilliam Collegiate	Science, Technology, Engineering, and Mathematics	Elective Course	29	8	37
Hillcrest HS	Architecture and Construction	Elective Course	-	4	4
Hillcrest HS	Arts, A/V Technology and Communication	Elective Course	78	97	175
Hillcrest HS	Business, Management, and Administration	Coherent Pathway	60	95	155
Hillcrest HS	Career Exploration	Elective Course	-	21	21
Hillcrest HS	Education and Training	Elective Course	5	20	25
Hillcrest HS	Finance	Elective Course	37	70	107
Hillcrest HS	Health Science	Elective Course	29	90	119
Hillcrest HS	Hospitality and Tourism	Elective Course	-	2	2

table continues

Table (continued)

Campus	Career Cluster	Program Type	CTE Elective	Coherent Sequence	Total Enrollments
Hillcrest HS	Information Technology	Elective Course	109	115	224
Hillcrest HS	Marketing, Sales, and Service	Coherent Pathway	27	65	92
IDEA At J.W. Fannin	Business, Management, and Administration	Elective Course	91	18	109
IDEA At J.W. Fannin	Finance	NAF	6	93	99
IDEA At J.W. Fannin	Information Technology	Elective Course	-	44	44
Irma Rangel HS	Business, Management, and Administration	Elective Course	50	6	56
Jefferson HS	Architecture and Construction	Elective Course	-	1	1
Jefferson HS	Business, Management, and Administration	Coherent Pathway	83	92	175
Jefferson HS	Career Exploration	Elective Course	-	71	71
Jefferson HS	Finance	NAF	29	93	122
Jefferson HS	Hospitality and Tourism	NAF	98	276	374
Jefferson HS	Human Services	Elective Course	-	12	12
Jefferson HS	Law, Public Safety, Corrections, and Security	Elective Course	3	31	34
Jefferson HS	Marketing, Sales, and Service	Coherent Pathway	10	84	94
Kimball HS	Architecture and Construction	Elective Course	-	1	1
Kimball HS	Arts, A/V Technology and Communication	Elective Course	-	2	2
Kimball HS	Business, Management, and Administration	Coherent Pathway	158	286	444
Kimball HS	Career Exploration	Elective Course	-	15	15
Kimball HS	Government and Administration	Elective Course	34	155	189
Kimball HS	Health Science	Elective Course	14	102	116
Kimball HS	Hospitality and Tourism	NAF	135	311	446
Kimball HS	Human Services	Elective Course	-	2	2
Kimball HS	Information Technology	Elective Course	2	-	2
Kimball HS	Law, Public Safety, Corrections, and Security	Coherent Pathway	132	153	285
Kimball HS	Manufacturing	Elective Course	14	6	20
Kimball HS	Marketing, Sales, and Service	Coherent Pathway	13	154	167
Kimball HS	Science, Technology, Engineering, and Mathematics	NAF	4	27	31

table continues

Table (continued)

Campus	Career Cluster	Program Type	CTE Elective	Coherent Sequence	Total Enrollments
Lincoln HS	Arts, A/V Technology and Communication	Coherent Pathway	8	46	54
Lincoln HS	Business, Management, and Administration	Coherent Pathway	15	105	120
Lincoln HS	Career Exploration	Elective Course	-	30	30
Lincoln HS	Finance	Elective Course	5	89	94
Lincoln HS	Hospitality and Tourism	Coherent Pathway	99	174	273
Madison HS	Arts, A/V Technology and Communication	Elective Course	2	-	2
Madison HS	Business, Management, and Administration	Coherent Pathway	76	190	266
Madison HS	Hospitality and Tourism	Elective Course	2	-	2
Madison HS	Information Technology	NAF	71	93	164
Molina HS	Architecture and Construction	Coherent Pathway	64	158	222
Molina HS	Arts, A/V Technology and Communication	Coherent Pathway	255	265	520
Molina HS	Career Exploration	Elective Course	6	90	96
Molina HS	Health Science	Elective Course	34	48	82
Molina HS	Hospitality and Tourism	Coherent Pathway	109	300	409
Molina HS	Law, Public Safety, Corrections, and Security	Coherent Pathway	57	10	67
Molina HS	Transportation, Distribution, and Logistics	Elective Course	1	-	1
North Dallas HS	Architecture and Construction	Elective Course	-	4	4
North Dallas HS	Arts, A/V Technology and Communication	Elective Course	2	27	29
North Dallas HS	Business, Management, and Administration	Coherent Pathway	123	146	269
North Dallas HS	Career Exploration	Elective Course	3	70	73
North Dallas HS	Finance	NAF	25	203	228
North Dallas HS	Hospitality and Tourism	Elective Course	-	6	6
North Dallas HS	Information Technology	NAF	188	415	603
North Dallas HS	Law, Public Safety, Corrections, and Security	Elective Course	6	91	97
Obama Leadership HS	Science, Technology, Engineering, and Mathematics	Coherent Pathway	29	39	68
Patton Academic Center	Arts, A/V Technology and Communication	Elective Course	5	5	10

table continues

Table (continued)

Campus	Career Cluster	Program Type	CTE Elective	Coherent Sequence	Total Enrollments
Patton Academic Center	Business, Management, and Administration	Elective Course	10	11	21
Patton Academic Center	Information Technology	Elective Course	1	6	7
Pinkston HS	Architecture and Construction	Coherent Pathway	19	52	71
Pinkston HS	Arts, A/V Technology and Communication	Elective Course	71	42	113
Pinkston HS	Business, Management, and Administration	Coherent Pathway	59	66	125
Pinkston HS	Career Exploration	Elective Course	14	71	85
Pinkston HS	Hospitality and Tourism	Elective Course	-	1	1
Pinkston HS	Information Technology	Coherent Pathway	77	61	138
Pinkston HS	Law, Public Safety, Corrections, and Security	Coherent Pathway	37	156	193
Pinkston HS	Manufacturing	Coherent Pathway	12	19	31
Pinkston HS	Science, Technology, Engineering, and Mathematics	Elective Course	16	9	25
Pinkston HS	Transportation, Distribution, and Logistics	Coherent Pathway	30	90	120
Roosevelt HS	Architecture and Construction	Elective Course	-	1	1
Roosevelt HS	Arts, A/V Technology and Communication	Elective Course	61	34	95
Roosevelt HS	Business, Management, and Administration	Coherent Pathway	53	20	73
Roosevelt HS	Health Science	NAF	21	66	87
Roosevelt HS	Hospitality and Tourism	Coherent Pathway	12	39	51
Roosevelt HS	Human Services	Elective Course	58	24	82
Roosevelt HS	Law, Public Safety, Corrections, and Security	Elective Course	11	4	15
Samuell HS	Architecture and Construction	Coherent Pathway	157	256	413
Samuell HS	Arts, A/V Technology and Communication	Elective Course	1	22	23
Samuell HS	Business, Management, and Administration	Elective Course	55	87	142
Samuell HS	Career Exploration	Elective Course	22	316	338
Samuell HS	Health Science	Elective Course	5	50	55
Samuell HS	Hospitality and Tourism	Elective Course	-	8	8
Samuell HS	Human Services	Elective Course	-	1	1

table continues

Table (continued)

Campus	Career Cluster	Program Type	CTE Elective	Coherent Sequence	Total Enrollments
Samuell HS	Information Technology	Coherent Pathway	233	323	556
Seagoville HS	Agriculture, Food and Natural Resources	Coherent Pathway	204	349	553
Seagoville HS	Architecture and Construction	Elective Course	-	1	1
Seagoville HS	Arts, A/V Technology and Communication	Coherent Pathway	54	76	130
Seagoville HS	Business, Management, and Administration	Coherent Pathway	3	15	18
Seagoville HS	Career Exploration	Elective Course	2	71	73
Seagoville HS	Health Science	Elective Course	11	38	49
Seagoville HS	Information Technology	Coherent Pathway	97	150	247
Skyline HS	Agriculture, Food and Natural Resources	Coherent Pathway	18	163	181
Skyline HS	Architecture and Construction	Coherent Pathway	42	325	367
Skyline HS	Arts, A/V Technology and Communication	Coherent Pathway	58	385	443
Skyline HS	Business, Management, and Administration	Coherent Pathway	324	532	856
Skyline HS	Career Exploration	Elective Course	3	511	514
Skyline HS	Education and Training	Coherent Pathway	15	39	54
Skyline HS	Finance	NAF	16	139	155
Skyline HS	Government and Administration	Coherent Pathway	10	52	62
Skyline HS	Health Science	NAF	5	127	132
Skyline HS	Hospitality and Tourism	NAF	99	123	222
Skyline HS	Human Services	Coherent Pathway	395	801	1,196
Skyline HS	Information Technology	NAF	111	293	404
Skyline HS	Marketing, Sales, and Service	Coherent Pathway	3	77	80
Skyline HS	Science, Technology, Engineering, and Mathematics	NAF	48	139	187
Skyline HS	Transportation, Distribution, and Logistics	Coherent Pathway	35	231	266
Smith HS	Arts, A/V Technology and Communication	Coherent Pathway	-	228	228
Smith HS	Health Science	Elective Course	-	56	56
Smith HS	Information Technology	Elective Course	80	114	194

table continues

Table (continued)

Campus	Career Cluster	Program Type	CTE Elective	Coherent Sequence	Total Enrollments
Sorrells School Of Education	Agriculture, Food and Natural Resources	Elective Course	-	1	1
Sorrells School Of Education	Business, Management, and Administration	Elective Course	9	43	52
Sorrells School Of Education	Education and Training	Coherent Pathway	-	56	56
Sorrells School Of Education	Finance	Elective Course	-	81	81
Sorrells School Of Education	Human Services	Coherent Pathway	34	256	290
Sorrells School Of Education	Information Technology	Elective Course	-	7	7
South Oak Cliff HS	Architecture and Construction	Elective Course	-	4	4
South Oak Cliff HS	Arts, A/V Technology and Communication	Elective Course	47	139	186
South Oak Cliff HS	Business, Management, and Administration	Coherent Pathway	122	296	418
South Oak Cliff HS	Career Exploration	Elective Course	2	98	100
South Oak Cliff HS	Education and Training	Coherent Pathway	20	60	80
South Oak Cliff HS	Finance	Coherent Pathway	20	136	156
South Oak Cliff HS	Health Science	Elective Course	7	71	78
South Oak Cliff HS	Hospitality and Tourism	Elective Course	1	2	3
South Oak Cliff HS	Human Services	Elective Course	2	33	35
South Oak Cliff HS	Information Technology	NAF	48	170	218
South Oak Cliff HS	Law, Public Safety, Corrections, and Security	Coherent Pathway	38	95	133
Spruce HS	Architecture and Construction	Elective Course	-	16	16
Spruce HS	Business, Management, and Administration	Coherent Pathway	26	116	142
Spruce HS	Finance	NAF	37	191	228
Spruce HS	Hospitality and Tourism	Elective Course	-	8	8
Spruce HS	Human Services	Elective Course	-	2	2
Spruce HS	Information Technology	NAF	87	147	234
Spruce HS	Marketing, Sales, and Service	Coherent Pathway	136	69	205

table continues

Table (continued)

Campus	Career Cluster	Program Type	CTE Elective	Coherent Sequence	Total Enrollments
Spruce HS	Transportation, Distribution, and Logistics	Coherent Pathway	107	184	291
Sunset HS	Architecture and Construction	Elective Course	-	4	4
Sunset HS	Arts, A/V Technology and Communication	Coherent Pathway	59	86	145
Sunset HS	Business, Management, and Administration	Coherent Pathway	129	250	379
Sunset HS	Career Exploration	Elective Course	13	152	165
Sunset HS	Education and Training	Coherent Pathway	48	129	177
Sunset HS	Finance	NAF	32	142	174
Sunset HS	Health Science	NAF	21	91	112
Sunset HS	Hospitality and Tourism	Elective Course	16	58	74
Sunset HS	Human Services	Elective Course	-	1	1
Sunset HS	Information Technology	Coherent Pathway	91	188	279
Sunset HS	Law, Public Safety, Corrections, and Security	Coherent Pathway	143	430	573
Sunset HS	Marketing, Sales, and Service	Coherent Pathway	4	54	58
Sunset HS	Science, Technology, Engineering, and Mathematics	Elective Course	6	16	22
Townview Business Magnet	Agriculture, Food and Natural Resources	Elective Course	-	18	18
Townview Business Magnet	Arts, A/V Technology and Communication	Coherent Pathway	3	115	118
Townview Business Magnet	Business, Management, and Administration	Coherent Pathway	18	175	193
Townview Business Magnet	Career Exploration	Elective Course	-	166	166
Townview Business Magnet	Finance	Coherent Pathway	5	153	158
Townview Business Magnet	Human Services	Elective Course	-	10	10
Townview Business Magnet	Information Technology	Coherent Pathway	-	95	95
Townview Business Magnet	Marketing, Sales, and Service	Coherent Pathway	34	182	216

table continues

Table (continued)

Campus	Career Cluster	Program Type	CTE Elective	Coherent Sequence	Total Enrollments
Townview Health Prof Magnet	Health Science	Coherent Pathway	76	738	814
Townview Health Prof Magnet	Hospitality and Tourism	Coherent Pathway	-	15	15
Townview Health Prof Magnet	Human Services	Elective Course	-	8	8
Townview Health Prof Magnet	Marketing, Sales, and Service	Elective Course	-	54	54
Townview Public Serv Gov Magnet	Career Exploration	Elective Course	-	64	64
Townview Public Serv Gov Magnet	Government and Administration	Coherent Pathway	8	209	217
Townview Public Serv Gov Magnet	Human Services	Elective Course	-	2	2
Townview Public Serv Gov Magnet	Law, Public Safety, Corrections, and Security	Coherent Pathway	29	112	141
Townview Sci. Engineering Magnet	Human Services	Elective Course	4	14	18
Townview Sci. Engineering Magnet	Information Technology	Elective Course	6	8	14
Townview Sci. Engineering Magnet	Science, Technology, Engineering, and Mathematics	NAF	11	15	26
Townview Talented and Gifted Magnet	Health Science	Elective Course	5	1	6
Townview Talented and Gifted Magnet	Science, Technology, Engineering, and Mathematics	Elective Course	6	-	6
Wash. Arts Magnet	Arts, A/V Technology and Communication	Elective Course	38	5	43
Wash. Arts Magnet	Business, Management, and Administration	Elective Course	1	-	1
Wash. Arts Magnet	Career Exploration	Elective Course	6	2	8
Wash. Arts Magnet	Health Science	Elective Course	41	3	44
White HS	Architecture and Construction	Elective Course	-	1	1
White HS	Business, Management, and Administration	Coherent Pathway	200	453	653
White HS	Career Exploration	Elective Course	45	374	419

table continues

Table (continued)

Campus	Career Cluster	Program Type	CTE Elective	Coherent Sequence	Total Enrollments
White HS	Education and Training	Coherent Pathway	24	64	88
White HS	Finance	NAF Planning Year	15	65	80
White HS	Health Science	Elective Course	67	123	190
White HS	Hospitality and Tourism	Coherent Pathway	1	-	1
White HS	Human Services	Coherent Pathway	181	363	544
White HS	Information Technology	NAF Planning Year	71	203	274
White HS	Marketing, Sales, and Service	Coherent Pathway	27	77	104
White HS	Science, Technology, Engineering, and Mathematics	NAF	30	126	156
Wilmer-Hutchins HS	Architecture and Construction	Coherent Pathway	31	51	82
Wilmer-Hutchins HS	Business, Management, and Administration	Coherent Pathway	106	320	426
Wilmer-Hutchins HS	Career Exploration	Elective Course	4	43	47
Wilmer-Hutchins HS	Hospitality and Tourism	NAF	37	129	166
Wilmer-Hutchins HS	Human Services	Elective Course	6	74	80
Wilmer-Hutchins HS	Information Technology	NAF	42	162	204
Wilmer-Hutchins HS	Marketing, Sales, and Service	Coherent Pathway	1	-	1
Wilmer-Hutchins HS	Transportation, Distribution, and Logistics	Coherent Pathway	36	60	96
Wilson HS	Architecture and Construction	Elective Course	-	5	5
Wilson HS	Business, Management, and Administration	Elective Course	66	27	93
Wilson HS	Career Exploration	Elective Course	40	120	160
Wilson HS	Finance	NAF	40	179	219
Wilson HS	Health Science	Elective Course	27	59	86
Wilson HS	Hospitality and Tourism	NAF	50	90	140
Wilson HS	Human Services	Elective Course	-	1	1
Wilson HS	Law, Public Safety, Corrections, and Security	Elective Course	22	48	70

table continues

Table (continued)

Campus	Career Cluster	Program Type	CTE Elective	Coherent Sequence	Total Enrollments
Wilson HS	Science, Technology, Engineering, and Mathematics	NAF	4	4	8
Total			9,353	25,293	34,646

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

Note: CTE = Career and Technical Education. NAF = National Academy Foundation. EOC = end of course. HS = High School. IDEA = Innovation, Design, Entrepreneurship Academy. Prof = Professional. Serv = Service. Gov = Government. Sci. = Science. Wash. = Washington.

Appendix C

Appendix C: 2016-17 Male and Female Traditional and Nontraditional Enrollment by Career Cluster

Career Cluster	Female Traditional Enrollment	Female Nontraditional Enrollment	Total Female Enrollment	Male Traditional Enrollment	Male Nontraditional Enrollment	Total Male Enrollment	Total Enrollment by Cluster
	<i>n (%)</i>	<i>n (%)</i>	<i>n</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n</i>	<i>n</i>
Agriculture, Food and Natural Resources	233 (1.7)	132 (3.5)	365	379 (2.6)	9 (0.4)	388	753
Architecture and Construction	165 (1.2)	233 (6.1)	398	804 (5.4)	0 (0.0)	804	1,202
Arts, A/V Technology and Communication	532 (3.9)	827 (21.7)	1,359	1,456 (9.9)	0 (0.0)	1,456	2,815
Business, Management, and Administration	2,525 (18.7)	194 (5.1)	2,719	3,244 (21.9)	44 (1.7)	3,288	6,007
Career Exploration	1,604 (11.9)	0 (0.0)	1,604	1,179 (7.9)	0 (0.0)	1,179	2,783
Education and Training	523 (3.9)	0 (0.0)	523	136 (0.9)	10 (0.4)	146	559
Finance	1,170 (8.7)	0 (0.0)	1,170	98 (0.7)	1,208 (47.5)	1,306	2,476
Government and Administration	264 (1.9)	0 (0.0)	264	204 (1.4)	0 (0.0)	204	468
Health Science	1,659 (12.3)	12 (0.3)	1,671	100 (0.7)	698 (27.5)	798	2,469
Hospitality and Tourism	1,102 (8.2)	556 (14.6)	1,658	1,045 (7.1)	37 (1.5)	1,082	2,740
Human Services	1,529 (11.3)	0 (0.0)	1,529	338 (2.3)	535 (21.1)	873	2,402
Information Technology	1,262 (9.3)	619 (16.2)	1,881	2,798 (18.9)	0 (0.0)	2,798	4,679
Law, Public Safety, Corrections, and Security	464 (3.4)	574 (15.0)	1,038	953 (6.4)	0 (0.0)	953	1,991
Manufacturing	0 (0.0)	13 (0.3)	13	38 (0.3)	0 (0.0)	38	51
Marketing, Sales, and Service	355 (2.6)	388 (10.2)	743	642 (4.3)	0 (0.0)	642	1,385
Science, Technology, Engineering, and Mathematics	55 (0.4)	230 (6.0)	285	476 (3.2)	0 (0.0)	476	761
Transportation, Distribution, and Logistics	68 (0.5)	39 (1.0)	107	888 (6.0)	0 (0.0)	888	995
Total	13,510	3,817	17,327	14,778	2,541	17,319	34,646
Percentage of CTE Enrollment	78.0%	22.0%		85.3%	14.7%		

Source: District demographic PEIMS file dated October 31, 2016. District secondary spring 2017 course enrollment file dated June 20, 2017. District CTE status PEIMS file dated July 25, 2017. TEA nontraditional course list retrieved from <http://tea.texas.gov/cte/> on September 8, 2017.

Note: Percentages may not add to 100 due to rounding.

Appendix D

Appendix D: 2016-17 CTE Senior Course Completion by Career Cluster

Career Cluster	Total Seniors <i>n</i>	CTE Elective Seniors				Coherent Sequence Seniors			
		Total <i>n</i>	Credit Earned <i>n</i>	No Credit Earned <i>n</i>	Credit Earned %	Total <i>n</i>	Credit Earned <i>n</i>	No Credit Earned <i>n</i>	Credit Earned %
Agriculture, Food and Natural Resources	185	12	12	0	100.0	173	157	16	90.8
Architecture and Construction	187	10	10	0	100.0	177	177	0	100.0
Arts, A/V Technology and Communication	597	120	120	0	100.0	477	473	4	99.2
Business, Management, and Administration	996	134	133	1	99.3	862	848	14	98.4
Education and Training	134	9	9	0	100.0	125	125	0	100.0
Finance	440	47	46	1	97.9	393	377	16	95.9
Government and Administration	121	5	5	0	100.0	116	116	0	100.0
Health Science	1,289	244	243	1	99.6	1,045	1,024	21	98.0
Hospitality and Tourism	518	84	83	1	98.8	434	431	3	99.3
Human Services	350	27	27	0	100.0	323	323	0	100.0
Information Technology	652	79	76	3	96.2	573	487	86	85.0
Law, Public Safety, Corrections, and Security	441	55	55	0	100.0	386	386	0	100.0
Manufacturing	5	-	-	-	-	5	5	0	100.0
Marketing, Sales, and Service	276	45	44	1	97.8	231	229	2	99.1
Science, Technology, Engineering, and Mathematics	177	57	55	2	96.5	120	111	9	92.5
Transportation, Distribution, and Logistics	140	1	1	0	100.0	139	138	1	99.3
Total	6,508	929	919	10	98.9	5,579	5,407	172	96.9

Source: District demographic PEIMS file dated October 31, 2016. District secondary spring 2017 course enrollment file dated June 20, 2017. District CTE status PEIMS file dated July 25, 2017.

Note: CTE = Career and technical education. *n* = courses taken by an enrolled senior. No enrollment was indicated as "-". A/V = Audio and video.

Appendix E

Appendix E Figure 1: 2016-17 STAAR Performance and Policy Definitions

State of Texas Assessments of Academic Readiness (STAAR®) **Performance Labels and Policy Definitions**

MASTERS GRADE LEVEL

Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

MEETS GRADE LEVEL

Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

APPROACHES GRADE LEVEL

Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

DID NOT MEET GRADE LEVEL

Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

Source: <http://tea.texas.gov/student.assessment/staar/performance-standards/>, retrieved on May 23, 2017.

Appendix E Table 1: 2016-17 STAAR Grade 6 Reading Results by Middle School

Campus	Non-CTE			CTE			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Atwell MS	141	281	50.2	-	-	-	141	281	50.2
Balch Springs MS	261	415	62.9	-	-	-	261	415	62.9
Browne MS	80	178	44.9	-	-	-	80	178	44.9
Cary MS	97	206	47.1	-	-	-	97	206	47.1
Comstock MS	133	295	45.1	-	-	-	133	295	45.1
Dade MS	81	224	36.2	24	77	31.2	105	301	34.9
Dallas Env. Science Academy	148	150	98.7	-	-	-	148	150	98.7
Dealey Montessori Vgrd	60	60	100.0	-	-	-	60	60	100.0
Edison MS	70	162	43.2	*	*	*	71	163	43.6
Florence MS	65	137	47.4	83	188	44.1	148	325	45.5
Franklin MS	191	338	56.5	-	-	-	191	338	56.5
Garcia MS	144	253	56.9	*	*	*	145	254	57.1
Gaston MS	176	346	50.9	-	-	-	176	346	50.9
Greiner MS	371	536	69.2	*	*	*	372	537	69.3
Hill MS	108	243	44.4	39	42	92.9	147	285	51.6
Holmes MS	268	547	49.0	*	*	*	268	548	48.9
Hood MS	121	307	39.4	-	-	-	121	307	39.4
Kennedy-Curry MS	105	240	43.8	*	*	*	106	241	44.0
Lang MS	97	251	38.6	-	-	-	97	251	38.6
Long MS	278	449	61.9	-	-	-	278	449	61.9
Longfellow Career Exploration	*	*	*	141	141	100.0	142	142	100.0
Marsh Preparatory	134	305	43.9	-	-	-	134	305	43.9
Medrano MS	142	316	44.9	-	-	-	142	316	44.9
Obama Leadership MS	75	77	97.4	-	-	-	75	77	97.4
Quintanilla MS	88	197	44.7	76	154	49.4	164	351	46.7
Rangel MS	90	90	100.0	-	-	-	90	90	100.0
Richards MS	246	447	55.0	*	*	*	246	448	54.9
Rosemont Intl Lang Prep	58	71	81.7	-	-	-	58	71	81.7
Rusk MS	81	218	37.2	*	*	*	82	219	37.4
Sanger Prep MS	34	52	65.4	-	-	-	34	52	65.4
Seagoville MS	207	423	48.9	*	*	*	207	425	48.7
Spence MS	164	268	61.2	-	-	-	164	268	61.2
STEAM MS	131	184	71.2	-	-	-	131	184	71.2
Stockard MS	176	389	45.2	*	*	*	176	390	45.1
Stone Montessori (K-8)	63	66	95.5	-	-	-	63	66	95.5

table continues

Table (continued)

Campus	Non-CTE			CTE			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Storey MS	61	173	35.3	-	-	-	61	173	35.3
Tasby MS	120	325	36.9	*	*	*	121	327	37.0
Travis Talented And Gifted MS	110	110	100.0	-	-	-	110	110	100.0
Walker MS	141	229	61.6	6	10	60.0	147	239	61.5
Zumwalt MS	54	135	40.0	-	-	-	54	135	40.0
Totals	5,171	9,694	53.3	375	624	60.1	5,546	10,318	53.8

Source: District STAAR files dated June 23, 2017 (grades three to eight). District PEIMS snapshot demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017.

Note: “-” indicates that no assessments were taken. “*” indicates that fewer than five students completed the assessment. MS = Middle school. CTE = Career and technical education. Env = Environmental. Vgrd = Vanguard. STEAM = Science, Technology, Engineering, Arts, and Mathematics. Intl = International. Passing rates reflect percentage of students meeting or exceeding the “approaches grade level” standard for first and second administrations of all versions of STAAR for grades three to eight. Scores included for students enrolled as of the PEIMS snapshot dates for each year. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

Appendix E Table 2: 2016-17 STAAR Grade 6 Mathematics Results by Middle School

Campus	Non-CTE			CTE			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Atwell MS	155	280	55.4	-	-	-	155	280	55.4
Balch Springs MS	277	416	66.6	-	-	-	277	416	66.6
Browne MS	101	178	56.7	-	-	-	101	178	56.7
Cary MS	116	207	56.0	-	-	-	116	207	56.0
Comstock MS	223	292	76.4	-	-	-	223	292	76.4
Dade MS	112	225	49.8	44	77	57.1	156	302	51.7
Dallas Env. Science Academy	150	150	100.0	-	-	-	150	150	100.0
Dealey Montessori Vgrd	59	60	98.3	-	-	-	59	60	98.3
Edison MS	94	159	59.1	*	*	*	95	160	59.4
Florence MS	80	137	58.4	102	187	54.5	182	324	56.2
Franklin MS	213	339	62.8	-	-	-	213	339	62.8
Garcia MS	152	254	59.8	*	*	*	152	255	59.6
Gaston MS	193	348	55.5	-	-	-	193	348	55.5
Greiner MS	446	536	83.2	*	*	*	447	537	83.2
Hill MS	133	242	55.0	41	42	97.6	174	284	61.3
Holmes MS	353	547	64.5	*	*	*	353	548	64.4
Hood MS	160	304	52.6	-	-	-	160	304	52.6
Kennedy-Curry MS	105	239	43.9	*	*	*	106	240	44.2
Lang MS	136	249	54.6	-	-	-	136	249	54.6
Long MS	360	449	80.2	-	-	-	360	449	80.2
Longfellow Career Exploration	*	*	*	141	141	100.0	142	142	100.0
Marsh Preparatory	185	306	60.5	-	-	-	185	306	60.5
Medrano MS	213	318	67.0	-	-	-	213	318	67.0
Obama Leadership MS	76	77	98.7	-	-	-	76	77	98.7
Quintanilla MS	112	197	56.9	104	154	67.5	216	351	61.5
Rangel MS	90	90	100.0	-	-	-	90	90	100.0
Richards MS	328	446	73.5	*	*	*	328	447	73.4
Rosemont Intl Lang Prep	64	71	90.1	-	-	-	64	71	90.1
Rusk MS	118	218	54.1	*	*	*	119	219	54.3
Sanger Prep MS	41	52	78.8	-	-	-	41	52	78.8
Seagoville MS	255	422	60.4	*	*	*	256	424	60.4
Spence MS	177	270	65.6	-	-	-	177	270	65.6
STEAM MS	160	184	87.0	-	-	-	160	184	87.0
Stockard MS	189	367	51.5	*	*	*	189	368	51.4
Stone Montessori (K-8)	65	65	100.0	-	-	-	65	65	100.0

table continues

Table (continued)

Campus	Non-CTE			CTE			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Storey MS	96	173	55.5	-	-	-	96	173	55.5
Tasby MS	172	325	52.9	*	*	*	172	327	52.6
Travis Talented And Gifted MS	110	110	100.0	-	-	-	110	110	100.0
Walker MS	167	227	73.6	9	10	90.0	176	237	74.3
Zumwalt MS	64	137	46.7	-	-	-	64	137	46.7
Totals	6,301	9,667	65.2	446	623	71.6	6,747	10,290	65.6

Source: District STAAR files dated June 23, 2017 (grades three to eight). District PEIMS snapshot demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017.

Note: "-" indicates that no assessments were taken. "*" indicates that fewer than five students completed the assessment. MS = Middle school. CTE = Career and technical education. Env = Environmental. Vgrd = Vanguard STEAM = Science, Technology, Engineering, Arts, and Mathematics. Intl = International. Passing rates reflect percentage of students meeting or exceeding the "approaches grade level" standard for first and second administrations of all versions of STAAR for grades three to eight. Scores included for students enrolled as of the PEIMS snapshot dates for each year. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

Appendix E Table 3: 2016-17 STAAR Grade 7 Reading Results by Middle School

Campus	Non-CTE			CTE			Total		
	n Pass	n Taken	% Pass	n Pass	n Taken	% Pass	N Pass	N Taken	% Pass
Atwell MS	31	46	67.4	78	199	39.2	109	245	44.5
Balch Springs MS	92	145	63.4	129	204	63.2	221	349	63.3
Browne MS	46	71	64.8	56	85	65.9	102	156	65.4
Cary MS	97	192	50.5	*	*	*	99	195	50.8
Comstock MS	129	231	55.8	18	36	50.0	147	267	55.1
Dade MS	81	180	45.0	26	80	32.5	107	260	41.2
Dallas Env. Science Academy	141	142	99.3	-	-	-	141	142	99.3
Dealey Montessori	81	83	97.6	9	9	100.0	90	92	97.8
Edison MS	67	152	44.1	*	*	*	67	154	43.5
Florence MS	55	129	42.6	67	167	40.1	122	296	41.2
Franklin MS	10	12	83.3	181	284	63.7	191	296	64.5
Garcia MS	120	200	60.0	18	44	40.9	138	244	56.6
Gaston MS	154	236	65.3	36	73	49.3	190	309	61.5
Greiner MS	372	455	81.8	55	73	75.3	427	528	80.9
Hill MS	80	154	51.9	87	132	65.9	167	286	58.4
Holmes MS	200	326	61.3	155	252	61.5	355	578	61.4
Hood MS	129	245	52.7	28	59	47.5	157	304	51.6
Kennedy-Curry MS	124	225	55.1	-	-	-	124	225	55.1
Lang MS	33	83	39.8	92	197	46.7	125	280	44.6
Long MS	80	180	44.4	209	282	74.1	289	462	62.6
Longfellow Career Exploration	10	10	100.0	122	124	98.4	132	134	98.5
Manns Education Center	15	39	38.5	-	-	-	15	39	38.5
Marsh Preparatory	101	175	57.7	49	104	47.1	150	279	53.8
Medrano MS	94	205	45.9	52	77	67.5	146	282	51.8
Obama Leadership MS	78	80	97.5	-	-	-	78	80	97.5
Quintanilla MS	125	230	54.3	73	134	54.5	198	364	54.4
Rangel MS	91	91	100.0	-	-	-	91	91	100.0
Richards MS	117	194	60.3	141	192	73.4	258	386	66.8
Rosemont Intl Lang Prep	46	59	78.0	-	-	-	46	59	78.0
Rusk MS	55	107	51.4	26	67	38.8	81	174	46.6
Sanger Prep MS	34	55	61.8	-	-	-	34	55	61.8
Seagoville MS	204	380	53.7	*	*	*	204	381	53.5
Spence MS	166	238	69.7	*	*	*	167	240	69.6
STEAM MS	66	79	83.5	78	99	78.8	144	178	80.9
Stockard MS	72	161	44.7	118	228	51.8	190	389	48.8

table continues

Table (continued)

Campus	Non-CTE			CTE			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Stone Montessori (K-8)	54	54	100.0	-	-	-	54	54	100.0
Storey MS	27	83	32.5	46	103	44.7	73	186	39.2
Tasby MS	111	254	43.7	*	*	*	111	256	43.4
Travis Talented And Gifted MS	94	94	100.0	-	-	-	94	94	100.0
Walker MS	111	164	67.7	41	56	73.2	152	220	69.1
Zumwalt MS	33	84	39.3	23	52	44.2	56	136	41.2
Totals	3,826	6,323	60.5	2,016	3,422	58.9	5,842	9,745	59.9

Source: District STAAR files dated June 23, 2017 (grades three to eight). District PEIMS snapshot demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017.

Note: “-” indicates that no assessments were taken. “*” indicates that fewer than five students completed the assessment. MS = Middle school. CTE = Career and technical education. Env = Environmental. Vgrd = Vanguard STEAM = Science, Technology, Engineering, Arts, and Mathematics. Intl = International. Passing rates reflect percentage of students meeting or exceeding the “approaches grade level” standard for first and second administrations of all versions of STAAR for grades three to eight. Scores included for students enrolled as of the PEIMS snapshot dates for each year. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

Appendix E Table 4: 2016-17 STAAR Grade 7 Mathematics Results by Middle School

Campus	Non-CTE			CTE			Total		
	n Pass	n Taken	% Pass	n Pass	n Taken	% Pass	N Pass	N Taken	% Pass
Atwell MS	28	47	59.6	61	198	30.8	89	245	36.3
Balch Springs MS	102	144	70.8	138	203	68.0	240	347	69.2
Browne MS	37	71	52.1	39	84	46.4	76	155	49.0
Cary MS	80	192	41.7	*	*	*	81	195	41.5
Comstock MS	162	231	70.1	22	37	59.5	184	268	68.7
Dade MS	87	179	48.6	29	80	36.2	116	259	44.8
Dallas Env. Science Academy	140	142	98.6	-	-	-	140	142	98.6
Dealey Montessori	81	83	97.6	8	9	88.9	89	92	96.7
Edison MS	69	152	45.4	*	*	*	70	154	45.5
Florence MS	63	131	48.1	82	169	48.5	145	300	48.3
Franklin MS	8	12	66.7	145	284	51.1	153	296	51.7
Garcia MS	109	199	54.8	10	44	22.7	119	243	49.0
Gaston MS	130	236	55.1	27	74	36.5	157	310	50.6
Greiner MS	362	455	79.6	54	73	74.0	416	528	78.8
Hill MS	82	154	53.2	88	132	66.7	170	286	59.4
Holmes MS	183	326	56.1	142	251	56.6	325	577	56.3
Hood MS	143	245	58.4	25	60	41.7	168	305	55.1
Kennedy-Curry MS	107	226	47.3	-	-	-	107	226	47.3
Lang MS	32	83	38.6	90	200	45.0	122	283	43.1
Long MS	115	179	64.2	219	281	77.9	334	460	72.6
Longfellow Career Exploration	10	10	100.0	119	124	96.0	129	134	96.3
Manns Education Center	19	42	45.2	-	-	-	19	42	45.2
Marsh Preparatory	97	177	54.8	51	105	48.6	148	282	52.5
Medrano MS	129	204	63.2	52	79	65.8	181	283	64.0
Obama Leadership MS	69	80	86.2	-	-	-	69	80	86.2
Quintanilla MS	124	229	54.1	67	134	50.0	191	363	52.6
Rangel MS	89	90	98.9	-	-	-	89	90	98.9
Richards MS	120	193	62.2	135	192	70.3	255	385	66.2
Rosemont Intl Lang Prep	49	59	83.1	-	-	-	49	59	83.1
Rusk MS	57	107	53.3	23	67	34.3	80	174	46.0
Sanger Prep MS	29	55	52.7	-	-	-	29	55	52.7
Seagoville MS	191	381	50.1	*	*	*	191	382	50.0
Spence MS	144	238	60.5	*	*	*	144	240	60.0
STEAM MS	65	79	82.3	75	99	75.8	140	178	78.7
Stockard MS	91	163	55.8	136	227	59.9	227	390	58.2

table continues

Table (continued)

Campus	Non-CTE			CTE			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Stone Montessori (K-8)	54	54	100.0	-	-	-	54	54	100.0
Storey MS	26	83	31.3	45	102	44.1	71	185	38.4
Tasby MS	107	251	42.6	*	*	*	107	253	42.3
Travis Talented And Gifted MS	94	94	100.0	-	-	-	94	94	100.0
Walker MS	72	159	45.3	26	55	47.3	98	214	45.8
Zumwalt MS	44	87	50.6	25	50	50.0	69	137	50.4
Totals	3,800	6,322	60.1	1,935	3,423	56.5	5,735	9,745	58.9

Source: District STAAR files dated June 23, 2017 (grades three to eight). District PEIMS snapshot demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017.

Note: “-” indicates that no assessments were taken. “*” indicates that fewer than five students completed the assessment. MS = Middle school. CTE = Career and technical education. Env = Environmental. Vgrd = Vanguard. STEAM = Science, Technology, Engineering, Arts, and Mathematics. Intl = International. Passing rates reflect percentage of students meeting or exceeding the “approaches grade level” standard for first and second administrations of all versions of STAAR for grades three to eight. Scores included for students enrolled as of the PEIMS snapshot dates for each year. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

Appendix E Table 5: 2016-17 STAAR Grade 7 Writing Results by Middle School

Campus	Non-CTE			CTE			Total		
	n Pass	n Taken	% Pass	n Pass	n Taken	% Pass	N Pass	N Taken	% Pass
Atwell MS	23	47	48.9	75	198	37.9	98	245	40.0
Balch Springs MS	100	147	68.0	139	205	67.8	239	352	67.9
Browne MS	43	72	59.7	48	88	54.5	91	160	56.9
Cary MS	80	193	41.5	*	*	*	82	196	41.8
Comstock MS	119	235	50.6	21	38	55.3	140	273	51.3
Dade MS	88	177	49.7	25	80	31.2	113	257	44.0
Dallas Env. Science Academy	141	142	99.3	-	-	-	141	142	99.3
Dealey Montessori	83	83	100.0	9	9	100.0	92	92	100.0
Edison MS	61	152	40.1	*	*	*	61	154	39.6
Florence MS	44	134	32.8	56	167	33.5	100	301	33.2
Franklin MS	9	11	81.8	157	286	54.9	166	297	55.9
Garcia MS	114	200	57.0	15	44	34.1	129	244	52.9
Gaston MS	145	237	61.2	34	74	45.9	179	311	57.6
Greiner MS	357	454	78.6	50	73	68.5	407	527	77.2
Hill MS	79	152	52.0	81	132	61.4	160	284	56.3
Holmes MS	154	326	47.2	115	253	45.5	269	579	46.5
Hood MS	112	246	45.5	17	60	28.3	129	306	42.2
Kennedy-Curry MS	101	225	44.9	-	-	-	101	225	44.9
Lang MS	38	83	45.8	89	203	43.8	127	286	44.4
Long MS	76	184	41.3	200	282	70.9	276	466	59.2
Longfellow Career Exploration	10	10	100.0	123	124	99.2	133	134	99.3
Marsh Preparatory	91	176	51.7	36	105	34.3	127	281	45.2
Medrano MS	84	210	40.0	40	78	51.3	124	288	43.1
Obama Leadership MS	76	80	95.0	-	-	-	76	80	95.0
Quintanilla MS	114	230	49.6	62	131	47.3	176	361	48.8
Rangel MS	90	90	100.0	-	-	-	90	90	100.0
Richards MS	113	195	57.9	131	193	67.9	244	388	62.9
Rosemont Intl Lang Prep	40	59	67.8	-	-	-	40	59	67.8
Rusk MS	53	107	49.5	21	67	31.3	74	174	42.5
Sanger Prep MS	35	55	63.6	-	-	-	35	55	63.6
Seagoville MS	190	379	50.1	*	*	*	190	380	50.0
Spence MS	157	241	65.1	*	*	*	158	243	65.0
STEAM MS	61	79	77.2	70	99	70.7	131	178	73.6
Stockard MS	78	162	48.1	111	229	48.5	189	391	48.3
Stone Montessori (K-8)	54	54	100.0	-	-	-	54	54	100.0

table continues

Table (continued)

Campus	Non-CTE			CTE			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Storey MS	28	85	32.9	45	102	44.1	73	187	39.0
Tasby MS	101	251	40.2	*	*	*	102	253	40.3
Travis Talented And Gifted MS	94	94	100.0	-	-	-	94	94	100.0
Walker MS	103	164	62.8	42	56	75.0	145	220	65.9
Totals	3,581	6,307	56.8	1,846	3,438	53.7	5,427	9,745	55.7

Source: District STAAR files dated June 23, 2017 (grades three to eight). District PEIMS snapshot demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017.

Note: "-" indicates that no assessments were taken. "*" indicates that fewer than five students completed the assessment. MS = Middle school. CTE = Career and technical education. Env = Environmental. Vgrd = Vanguard. STEAM = Science, Technology, Engineering, Arts, and Mathematics. Intl = International. Passing rates reflect percentage of students meeting or exceeding the "approaches grade level" standard for first and second administrations of all versions of STAAR for grades three to eight. Scores included for students enrolled as of the PEIMS snapshot dates for each year. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

Appendix E Table 6: 2016-17 STAAR Grade 8 Algebra I EOC by Middle School

Campus	Non-CTE			CTE			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Atwell MS	*	*	*	11	11	100.0	13	13	100.0
Balch Springs MS	18	18	100.0	34	34	100.0	52	52	100.0
Cary MS	*	*	*	20	20	100.0	23	23	100.0
Comstock MS	*	*	*	31	31	100.0	34	34	100.0
Dade MS	42	43	97.7	19	20	95.0	61	63	96.8
Dallas Env. Science Academy	-	-	-	134	134	100.0	134	134	100.0
Dealey Montessori	62	62	100.0	*	*	*	64	64	100.0
Edison MS	25	25	100.0	-	-	-	25	25	100.0
Florence MS	5	5	100.0	32	32	100.0	37	37	100.0
Franklin MS	-	-	-	45	45	100.0	45	45	100.0
Garcia MS	*	*	*	23	23	100.0	26	27	96.3
Gaston MS	17	17	100.0	5	5	100.0	22	22	100.0
Greiner MS	139	139	100.0	44	44	100.0	183	183	100.0
Hill MS	8	8	100.0	53	53	100.0	61	61	100.0
Holmes MS	26	26	100.0	41	41	100.0	67	67	100.0
Hood MS	25	25	100.0	23	23	100.0	48	48	100.0
Kennedy-Curry MS	20	20	100.0	-	-	-	20	20	100.0
Lang MS	6	6	100.0	13	13	100.0	19	19	100.0
Long MS	26	26	100.0	77	77	100.0	103	103	100.0
Longfellow Career Exploration	16	16	100.0	121	122	99.2	137	138	99.3
Manns Education Center	*	*	*	-	-	-	*	*	*
Marsh Preparatory	48	49	98.0	8	8	100.0	56	57	98.2
Medrano MS	*	*	*	40	41	97.6	43	45	95.6
Obama Leadership MS	56	56	100.0	29	30	96.7	85	86	98.8
Quintanilla MS	42	42	100.0	13	13	100.0	55	55	100.0
Rangel MS	83	83	100.0	-	-	-	83	83	100.0
Richards MS	35	36	97.2	42	42	100.0	77	78	98.7
Rosemont Intl Lang Prep	26	26	100.0	-	-	-	26	26	100.0
Rusk MS	26	26	100.0	15	15	100.0	41	41	100.0
Seagoville MS	88	90	97.8	-	-	-	88	90	97.8
Spence MS	101	102	99.0	-	-	-	101	102	99.0
Stockard MS	73	73	100.0	34	34	100.0	107	107	100.0
Stone Montessori (K-8)	63	64	98.4	-	-	-	63	64	98.4
Storey MS	*	*	*	7	7	100.0	9	9	100.0
Tasby MS	21	23	91.3	19	19	100.0	40	42	95.2

table continues

Table (continued)

Campus	Non-CTE			CTE			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Travis Talented And Gifted MS	90	90	100.0	-	-	-	90	90	100.0
Walker MS	39	39	100.0	23	23	100.0	62	62	100.0
Zumwalt MS	17	17	100.0	5	5	100.0	22	22	100.0
Totals	1,261	1,272	99.1	963	967	99.6	2,224	2,239	99.3

Source: District STAAR EOC file dated June 14, 2017. District PEIMS snapshot demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017.

Note: “-” indicates that no assessments were taken. “**” indicates that fewer than five students completed the assessment. EOC = End-of-Course. MS = Middle school. CTE = Career and technical education. Env = Environmental. Vgrd = Vanguard. STEAM = Science, Technology, Engineering, Arts, and Mathematics. Intl = International. Passing rates reflect percentage of students meeting or exceeding the “approaches grade level” standard for all administrations of the STAAR EOCs excluding STAAR Alternate-2 for Algebra I EOC. Scores included for students enrolled as of the PEIMS snapshot dates for each year. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

Appendix E Table 7: 2016-17 STAAR Grade 8 Reading Results by Middle School

Campus	Non-CTE			CTE			Total		
	n Pass	n Taken	% Pass	n Pass	n Taken	% Pass	N Pass	N Taken	% Pass
Atwell MS	12	22	54.5	188	256	73.4	200	278	71.9
Balch Springs MS	92	102	90.2	169	215	78.6	261	317	82.3
Browne MS	43	59	72.9	107	140	76.4	150	199	75.4
Cary MS	36	81	44.4	98	124	79.0	134	205	65.4
Comstock MS	41	61	67.2	196	275	71.3	237	336	70.5
Dade MS	120	176	68.2	56	97	57.7	176	273	64.5
Dallas Env. Science Academy	-	-	-	89	89	100.0	89	89	100.0
Dealey Montessori	84	84	100.0	*	*	*	87	87	100.0
Edison MS	93	155	60.0	2	5	40.0	95	160	59.4
Florence MS	40	51	78.4	152	228	66.7	192	279	68.8
Franklin MS	4	10	40.0	216	264	81.8	220	274	80.3
Garcia MS	61	70	87.1	160	188	85.1	221	258	85.7
Gaston MS	146	170	85.9	92	126	73.0	238	296	80.4
Greiner MS	211	238	88.7	143	157	91.1	354	395	89.6
Hill MS	91	116	78.4	132	158	83.5	223	274	81.4
Holmes MS	138	183	75.4	325	418	77.8	463	601	77.0
Hood MS	115	155	74.2	135	185	73.0	250	340	73.5
Kennedy-Curry MS	192	265	72.5	*	*	*	194	268	72.4
Lang MS	56	85	65.9	126	189	66.7	182	274	66.4
Long MS	91	142	64.1	182	204	89.2	273	346	78.9
Longfellow Career Exploration	12	12	100.0	82	82	100.0	94	94	100.0
Manns Education Center	12	19	63.2	*	*	*	13	20	65.0
Marsh Preparatory	175	233	75.1	33	55	60.0	208	288	72.2
Medrano MS	75	133	56.4	127	163	77.9	202	296	68.2
Obama Leadership MS	56	56	100.0	29	30	96.7	85	86	98.8
Quintanilla MS	186	248	75.0	60	76	78.9	246	324	75.9
Rangel MS	83	83	100.0	-	-	-	83	83	100.0
Richards MS	145	209	69.4	158	212	74.5	303	421	72.0
Rosemont Intl Lang Prep	60	61	98.4	-	-	-	60	61	98.4
Rusk MS	72	112	64.3	40	66	60.6	112	178	62.9
Seagoville MS	308	406	75.9	*	*	*	309	407	75.9
Spence MS	191	248	77.0	*	*	*	193	251	76.9
Stockard MS	175	227	77.1	121	153	79.1	296	380	77.9
Stone Montessori (K-8)	64	64	100.0	-	-	-	64	64	100.0
Storey MS	26	41	63.4	95	126	75.4	121	167	72.5

table continues

Table (continued)

Campus	Non-CTE			CTE			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Tasby MS	135	227	59.5	36	45	80.0	171	272	62.9
Walker MS	80	103	77.7	97	118	82.2	177	221	80.1
Zumwalt MS	61	82	74.4	30	44	68.2	91	126	72.2
Totals	3,582	4,789	74.8	3,485	4,499	77.5	7,067	9,288	76.1

Source: District STAAR files dated June 23, 2017 (grades three to eight). District PEIMS snapshot demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017.

Note: “-” indicates that no assessments were taken. “*” indicates that fewer than five students completed the assessment. MS = Middle school. CTE = Career and technical education. Env = Environmental. Vgrd = Vanguard. STEAM = Science, Technology, Engineering, Arts, and Mathematics. Intl = International. Passing rates reflect percentage of students meeting or exceeding the “approaches grade level” standard for first and second administrations of all versions of STAAR for grades three to eight. Scores included for students enrolled as of the PEIMS snapshot dates for each year. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

Appendix E Table 8: 2016-17 STAAR Grade 8 Mathematics Results by Middle School

Campus	Non-CTE			CTE			Total		
	n Pass	n Taken	% Pass	n Pass	n Taken	% Pass	N Pass	N Taken	% Pass
Atwell MS	10	21	47.6	181	246	73.6	191	267	71.5
Balch Springs MS	80	84	95.2	160	181	88.4	240	265	90.6
Browne MS	52	59	88.1	123	140	87.9	175	199	87.9
Cary MS	45	78	57.7	82	104	78.8	127	182	69.8
Comstock MS	36	56	64.3	190	245	77.6	226	301	75.1
Dade MS	83	130	63.8	50	75	66.7	133	205	64.9
Dealey Montessori	22	22	100.0	*	*	*	23	23	100.0
Edison MS	96	130	73.8	3	5	60.0	99	135	73.3
Florence MS	35	46	76.1	140	198	70.7	175	244	71.7
Franklin MS	5	10	50.0	164	219	74.9	169	229	73.8
Garcia MS	51	66	77.3	127	165	77.0	178	231	77.1
Gaston MS	131	153	85.6	91	120	75.8	222	273	81.3
Greiner MS	195	206	94.7	139	147	94.6	334	353	94.6
Hill MS	93	108	86.1	83	105	79.0	176	213	82.6
Holmes MS	109	157	69.4	275	378	72.8	384	535	71.8
Hood MS	111	129	86.0	133	162	82.1	244	291	83.8
Kennedy-Curry MS	179	245	73.1	*	*	*	181	248	73.0
Lang MS	58	77	75.3	131	175	74.9	189	252	75.0
Long MS	103	130	79.2	176	181	97.2	279	311	89.7
Manns Education Center	11	17	64.7	*	*	*	11	18	61.1
Marsh Preparatory	139	183	76.0	36	47	76.6	175	230	76.1
Medrano MS	85	128	66.4	96	121	79.3	181	249	72.7
Quintanilla MS	162	206	78.6	53	63	84.1	215	269	79.9
Richards MS	131	172	76.2	133	170	78.2	264	342	77.2
Rosemont Intl Lang Prep	33	35	94.3	-	-	-	33	35	94.3
Rusk MS	53	86	61.6	39	51	76.5	92	137	67.2
Seagoville MS	237	315	75.2	*	*	*	238	316	75.3
Spence MS	94	146	64.4	*	*	*	95	148	64.2
Stockard MS	117	153	76.5	97	120	80.8	214	273	78.4
Storey MS	28	39	71.8	95	119	79.8	123	158	77.8
Tasby MS	112	197	56.9	22	26	84.6	134	223	60.1
Walker MS	42	64	65.6	66	94	70.2	108	158	68.4
Zumwalt MS	55	68	80.9	30	42	71.4	85	110	77.3

table continues

Table (Continued)

Campus	Non-CTE			CTE			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Totals	2,793	3,716	75.2	2,920	3,707	78.8	5,713	7,423	77.0

Source: District STAAR files dated June 23, 2017 (grades three to eight). District PEIMS snapshot demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017.

Note: “-” indicates that no assessments were taken. “*” indicates that fewer than five students completed the assessment. MS = Middle school. CTE = Career and technical education. Env = Environmental. Vgrd = Vanguard. STEAM = Science, Technology, Engineering, Arts, and Mathematics. Intl = International. Passing rates reflect percentage of students meeting or exceeding the “approaches grade level” standard for first and second administrations of all versions of STAAR for grades three to eight. Scores included for students enrolled as of the PEIMS snapshot dates for each year. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

Appendix E Table 9: 2016-17 STAAR Grade 8 Science Results by Middle School

Campus	Non-CTE			CTE			Total		
	n Pass	n Taken	% Pass	n Pass	n Taken	% Pass	N Pass	N Taken	% Pass
Atwell MS	8	19	42.1	116	232	50.0	124	251	49.4
Balch Springs MS	71	84	84.5	117	174	67.2	188	258	72.9
Browne MS	42	57	73.7	99	136	72.8	141	193	73.1
Cary MS	30	80	37.5	77	122	63.1	107	202	53.0
Comstock MS	26	57	45.6	158	249	63.5	184	306	60.1
Dade MS	72	126	57.1	37	75	49.3	109	201	54.2
Dallas Env. Science Academy	-	-	-	*	*	*	*	*	*
Dealey Montessori	11	11	100.0	-	-	-	11	11	100.0
Edison MS	44	128	34.4	1	5	20.0	45	133	33.8
Florence MS	27	45	60.0	109	205	53.2	136	250	54.4
Franklin MS	2	7	28.6	146	192	76.0	148	199	74.4
Garcia MS	44	66	66.7	114	168	67.9	158	234	67.5
Gaston MS	87	137	63.5	56	117	47.9	143	254	56.3
Greiner MS	177	208	85.1	119	151	78.8	296	359	82.5
Hill MS	73	100	73.0	66	101	65.3	139	201	69.2
Holmes MS	100	162	61.7	223	393	56.7	323	555	58.2
Hood MS	68	118	57.6	90	146	61.6	158	264	59.8
Kennedy-Curry MS	140	244	57.4	*	*	*	141	247	57.1
Lang MS	51	83	61.4	118	188	62.8	169	271	62.4
Long MS	50	121	41.3	128	165	77.6	178	286	62.2
Longfellow Career Exploration	-	-	-	*	*	*	*	*	*
Manns Education Center	4	15	26.7	*	*	*	4	16	25.0
Marsh Preparatory	86	189	45.5	25	49	51.0	111	238	46.6
Medrano MS	62	127	48.8	68	121	56.2	130	248	52.4
Quintanilla MS	132	201	65.7	46	61	75.4	178	262	67.9
Richards MS	138	202	68.3	134	210	63.8	272	412	66.0
Rosemont Intl Lang Prep	27	35	77.1	-	-	-	27	35	77.1
Rusk MS	39	95	41.1	23	60	38.3	62	155	40.0
Seagoville MS	156	295	52.9	*	*	*	157	296	53.0
Spence MS	76	152	50.0	*	*	*	77	155	49.7
Stockard MS	114	174	65.5	86	138	62.3	200	312	64.1
Storey MS	25	38	65.8	77	112	68.8	102	150	68.0
Tasby MS	88	216	40.7	23	38	60.5	111	254	43.7
Walker MS	27	59	45.8	36	84	42.9	63	143	44.1

table continues

Table (continued)

Campus	Non-CTE			CTE			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Zumwalt MS	40	64	62.5	17	38	44.7	57	102	55.9
Totals	2,137	3,715	57.5	2,317	3,734	61.9	4,454	7,458	59.7

Source: District STAAR files dated June 23, 2017 (grades three to eight). District PEIMS snapshot demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017.

Note: “-” indicates that no assessments were taken. “*” indicates that fewer than five students completed the assessment. MS = Middle school. CTE = Career and technical education. Env = Environmental. Vgrd = Vanguard. STEAM = Science, Technology, Engineering, Arts, and Mathematics. Intl = International. Passing rates reflect percentage of students meeting or exceeding the “approaches grade level” standard for first and second administrations of all versions of STAAR for grades three to eight. Scores included for students enrolled as of the PEIMS snapshot dates for each year. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

Appendix E Table 10: 2016-17 STAAR Grade 8 Social Studies Results by Middle School

Campus	Non-CTE			CTE			Total		
	n Pass	n Taken	% Pass	n Pass	n Taken	% Pass	N Pass	N Taken	% Pass
Atwell MS	12	23	52.2	95	251	37.8	107	274	39.1
Balch Springs MS	72	101	71.3	122	211	57.8	194	312	62.2
Browne MS	39	57	68.4	95	135	70.4	134	192	69.8
Cary MS	29	79	36.7	63	121	52.1	92	200	46.0
Comstock MS	26	56	46.4	125	262	47.7	151	318	47.5
Dade MS	93	167	55.7	47	92	51.1	140	259	54.1
Dallas Env. Science Academy	-	-	-	132	134	98.5	132	134	98.5
Dealey Montessori	70	83	84.3	*	*	*	72	86	83.7
Edison MS	52	151	34.4	0	5	0.0	52	156	33.3
Florence MS	29	51	56.9	120	227	52.9	149	278	53.6
Franklin MS	3	8	37.5	183	262	69.8	186	270	68.9
Garcia MS	48	70	68.6	98	187	52.4	146	257	56.8
Gaston MS	109	170	64.1	60	124	48.4	169	294	57.5
Greiner MS	272	347	78.4	131	191	68.6	403	538	74.9
Hill MS	57	111	51.4	98	153	64.1	155	264	58.7
Holmes MS	75	169	44.4	154	414	37.2	229	583	39.3
Hood MS	65	151	43.0	73	180	40.6	138	331	41.7
Kennedy-Curry MS	112	263	42.6	*	*	*	113	266	42.5
Lang MS	45	84	53.6	112	188	59.6	157	272	57.7
Long MS	75	154	48.7	187	256	73.0	262	410	63.9
Longfellow Career Exploration	15	16	93.8	116	122	95.1	131	138	94.9
Manns Education Center	2	16	12.5	-	-	-	2	16	12.5
Marsh Preparatory	95	231	41.1	22	55	40.0	117	286	40.9
Medrano MS	42	129	32.6	73	158	46.2	115	287	40.1
Obama Leadership MS	55	55	100.0	29	30	96.7	84	85	98.8
Quintanilla MS	155	246	63.0	55	75	73.3	210	321	65.4
Rangel MS	81	83	97.6	-	-	-	81	83	97.6
Richards MS	90	203	44.3	98	208	47.1	188	411	45.7
Rosemont Intl Lang Prep	48	61	78.7	-	-	-	48	61	78.7
Rusk MS	42	107	39.3	20	64	31.2	62	171	36.3
Seagoville MS	197	397	49.6	*	*	*	198	398	49.7
Spence MS	135	245	55.1	*	*	*	136	248	54.8
Stockard MS	123	223	55.2	78	152	51.3	201	375	53.6
Stone Montessori (K-8)	53	64	82.8	-	-	-	53	64	82.8
Storey MS	25	41	61.0	86	125	68.8	111	166	66.9

table continues

Table (continued)

Campus	Non-CTE			CTE			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Tasby MS	82	221	37.1	25	44	56.8	107	265	40.4
Travis Talented And Gifted MS	89	91	97.8	-	-	-	89	91	97.8
Walker MS	57	102	55.9	41	116	35.3	98	218	45.0
Zumwalt MS	39	79	49.4	19	42	45.2	58	121	47.9
Totals	2,708	4,905	55.2	2,562	4,594	55.8	5,270	9,499	55.5

Source: District STAAR files dated June 23, 2017 (grades three to eight). District PEIMS snapshot demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017.

Note: "-" indicates that no assessments were taken. "**" indicates that fewer than five students completed the assessment. MS = Middle school. CTE = Career and technical education. Env = Environmental. Vgrd = Vanguard. STEAM = Science, Technology, Engineering, Arts, and Mathematics. Intl = International. Passing rates reflect percentage of students meeting or exceeding the "approaches grade level" standard for first and second administrations of all versions of STAAR for grades three to eight. Scores included for students enrolled as of the PEIMS snapshot dates for each year. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

Appendix E Table 11: 2016-17 STAAR Algebra I EOC Results by High School

Campus	Non-CTE			CTE			NAF			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Adams HS	148	227	65.2	193	271	71.2	111	126	88.1	452	624	72.4
Adamson HS	49	72	68.1	154	206	74.8	86	92	93.5	289	370	78.1
Carter HS	78	109	71.6	156	246	63.4	30	41	73.2	264	396	66.7
Conrad HS	32	47	68.1	99	128	77.3	226	295	76.6	357	470	76.0
Garza Early College	39	39	100.0	-	-	-	-	-	-	39	39	100.0
Gilliam Collegiate	44	44	100.0	10	11	90.9	-	-	-	54	55	98.2
Hillcrest HS	45	60	75.0	148	186	79.6	32	33	97.0	225	279	80.6
IDEA At J.W. Fannin	*	*	*	*	*	*	76	89	85.4	79	92	85.9
Irma Rangel HS	*	*	*	-	-	-	-	-	-	*	*	*
Jefferson HS	196	275	71.3	110	150	73.3	94	138	68.1	400	563	71.0
Kimball HS	46	77	59.7	121	225	53.8	155	213	72.8	322	515	62.5
Lassiter Early College	-	-	-	19	19	100.0	-	-	-	19	19	100.0
Lincoln HS	5	13	38.5	67	122	54.9	15	24	62.5	87	159	54.7
Madison HS	27	42	64.3	37	84	44.0	30	69	43.5	94	195	48.2
Molina HS	204	242	84.3	205	238	86.1	*	*	*	410	482	85.1
North Dallas HS	22	27	81.5	57	82	69.5	167	214	78.0	246	323	76.2
Obama Leadership HS	*	*	*	-	-	-	-	-	-	*	*	*
Patton Academic Center	6	8	75.0	15	21	71.4	-	-	-	21	29	72.4
Pinkston HS	48	63	76.2	172	240	71.7	-	-	-	220	303	72.6
Roosevelt HS	50	84	59.5	68	93	73.1	10	13	76.9	128	190	67.4
Samuell HS	149	175	85.1	254	355	71.5	*	*	*	404	531	76.1
Seagoville HS	128	181	70.7	126	240	52.5	-	-	-	254	421	60.3
Skyline HS	78	159	49.1	408	688	59.3	194	287	67.6	680	1,134	60.0
Smith HS	-	-	-	68	79	86.1	-	-	-	68	79	86.1
Sorrells School of Education	-	-	-	19	19	100.0	-	-	-	19	19	100.0
South Oak Cliff HS	82	110	74.5	156	256	60.9	41	63	65.1	279	429	65.0
Spruce HS	109	144	75.7	139	179	77.7	240	267	89.9	488	590	82.7
Sunset HS	77	95	81.1	207	239	86.6	108	114	94.7	392	448	87.5
Townview Business Magnet	-	-	-	10	10	100.0	-	-	-	10	10	100.0
Townview Health Prof Magnet	-	-	-	13	13	100.0	-	-	-	13	13	100.0

table continues

Table (continued)

Campus	Non-CTE			CTE			NAF			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Townview Public Serv Gov Magnet	-	-	-	24	24	100.0	-	-	-	24	24	100.0
Townview Sci. Engineering Magnet	-	-	-	-	-	-	5	5	100.0	5	5	100.0
Townview Talented and Gifted Magnet	12	12	100.0	-	-	-	-	-	-	12	12	100.0
Wash. Arts Magnet	97	97	100.0	-	-	-	-	-	-	97	97	100.0
White HS	156	225	69.3	340	433	78.5	4	5	80.0	500	663	75.4
Wilmer-Hutchins HS	10	14	71.4	67	110	60.9	76	101	75.2	153	225	68.0
Wilson HS	141	178	79.2	66	85	77.6	69	92	75.0	276	355	77.7
Totals	2,084	2,825	73.8	3,529	5,053	69.8	1,771	2,284	77.5	7,384	10,162	72.7

Source: District STAAR EOC file dated June 14, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017. Department of CTE NAF file dated December 1, 2016.

Note: “-” indicates that no assessments were taken. “**” indicates that fewer than five students completed the assessment. HS = High School. CTE = Career and Technical Education. NAF = National Academy Foundation. IDEA = Innovation, Design, Entrepreneurship Academy. Prof = Professional. Serv = Service. Gov = Government. Sci. = Science. Wash. = Washington. EOC = end of course. Passing rates reflect percentage of students meeting or exceeding the “approaches grade level” standard for all administrations of the STAAR EOC exams excluding STAAR Alternate-2 for Algebra I EOC for students enrolled as of the PEIMS snapshot dates. The State passing rates for English I and II are combined in the PBMAS report. Excludes students enrolled at Maya Angelou, Juvenile Justice Center, School Community Guidance Center, and Hospital and Homebound.

Appendix E Table 12: 2016-17 STAAR Biology EOC Results by High School

Campus	Non-CTE			CTE			NAF			Total		
	n Pass	n Taken	% Pass	n Pass	n Taken	% Pass	n Pass	n Taken	% Pass	N Pass	N Taken	% Pass
Adams HS	151	193	78.2	224	255	87.8	150	158	94.9	525	606	86.6
Adamson HS	51	71	71.8	170	228	74.6	112	116	96.6	333	415	80.2
Carter HS	97	108	89.8	158	215	73.5	35	44	79.5	290	367	79.0
Conrad HS	5	11	45.5	179	196	91.3	132	153	86.3	316	360	87.8
Garza Early College	110	110	100.0	*	*	*	-	-	-	111	111	100.0
Gilliam Collegiate	64	65	98.5	24	25	96.0	-	-	-	88	90	97.8
Hillcrest HS	50	56	89.3	178	193	92.2	41	41	100.0	269	290	92.8
IDEA At J.W. Fannin	*	*	*	*	*	*	86	101	85.1	89	104	85.6
Irma Rangel HS	61	61	100.0	7	7	100.0	-	-	-	68	68	100.0
Jefferson HS	60	93	64.5	108	123	87.8	34	56	60.7	202	272	74.3
Kimball HS	46	79	58.2	142	203	70.0	158	187	84.5	346	469	73.8
Lassiter Early College	*	*	*	59	59	100.0	-	-	-	61	61	100.0
Lincoln HS	7	10	70.0	74	117	63.2	29	34	85.3	110	161	68.3
Madison HS	41	53	77.4	62	84	73.8	36	61	59.0	139	198	70.2
Molina HS	249	295	84.4	254	300	84.7	*	*	*	504	597	84.4
North Dallas HS	16	23	69.6	39	60	65.0	180	212	84.9	235	295	79.7
Obama Leadership HS	29	29	100.0	18	18	100.0	-	-	-	47	47	100.0
Patton Academic Center	*	*	*	3	11	27.3	-	-	-	6	15	40.0
Pinkston HS	64	76	84.2	197	254	77.6	-	-	-	261	330	79.1
Roosevelt HS	62	99	62.6	70	102	68.6	8	12	66.7	140	213	65.7
Samuell HS	161	190	84.7	293	354	82.8	*	*	*	455	545	83.5
Seagoville HS	192	223	86.1	150	215	69.8	-	-	-	342	438	78.1
Skyline HS	97	133	72.9	605	722	83.8	273	315	86.7	975	1,170	83.3
Smith HS	-	-	-	75	80	93.8	-	-	-	75	80	93.8
Sorrells School Of Education	-	-	-	85	85	100.0	-	-	-	85	85	100.0
South Oak Cliff HS	93	122	76.2	128	210	61.0	43	65	66.2	264	397	66.5
Spruce HS	103	139	74.1	112	156	71.8	231	279	82.8	446	574	77.7
Sunset HS	73	92	79.3	221	261	84.7	113	124	91.1	407	477	85.3
Townview Business Magnet	-	-	-	128	128	100.0	-	-	-	128	128	100.0
Townview Health Prof Magnet	-	-	-	128	128	100.0	-	-	-	128	128	100.0
Townview Public Serv Gov Magnet	-	-	-	104	104	100.0	-	-	-	104	104	100.0
Townview Sci. Engineering Magnet	-	-	-	-	-	-	93	93	100.0	93	93	100.0

table continues

Table (continued)

Campus	Non-CTE			CTE			NAF			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Townview Talented and Gifted Magnet	63	63	100.0	*	*	*	-	-	-	65	65	100.0
Wash. Arts Magnet	233	236	98.7	5	5	100.0	-	-	-	238	241	98.8
White HS	45	54	83.3	109	125	87.2	-	-	-	154	179	86.0
Wilmer-Hutchins HS	11	17	64.7	78	112	69.6	77	105	73.3	166	234	70.9
Wilson HS	242	281	86.1	114	135	84.4	66	96	68.8	422	512	82.4
Totals	2,482	2,989	83.0	4,306	5,275	81.6	1,899	2,255	84.2	8,687	10,519	82.6

Source: District STAAR EOC file dated June 14, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017. Department of CTE NAF file dated December 1, 2016.

Note: “-” indicates that no assessments were taken. “*” indicates that fewer than five students completed the assessment. CTE = Career and Technical Education. NAF = National Academy Foundation. EOC = end of course. HS = High School. IDEA = Innovation, Design, Entrepreneurship Academy. Prof = Professional. Serv = Service. Gov = Government. Sci. = Science. Wash. = Washington. Passing rates reflect percentage of students meeting or exceeding the “approaches grade level” standard for all administrations of the STAAR EOC exams for students enrolled as of the PEIMS snapshot dates. The State passing rates for English I and II are combined in the PBMAS report. Excludes students enrolled at Maya Angelou, Juvenile Justice Center, School Community Guidance Center, and Hospital and Homebound.

Appendix E Table 13: 2016-17 STAAR English I EOC Results by High School

Campus	Non-CTE			CTE			NAF			Total		
	n Pass	n Taken	% Pass	n Pass	n Taken	% Pass	n Pass	n Taken	% Pass	N Pass	N Taken	% Pass
Adams HS	121	245	49.4	185	344	53.8	122	176	69.3	428	765	55.9
Adamson HS	41	96	42.7	149	350	42.6	91	128	71.1	281	574	49.0
Carter HS	74	122	60.7	109	349	31.2	17	44	38.6	200	515	38.8
Conrad HS	8	30	26.7	119	193	61.7	115	356	32.3	242	579	41.8
Garza Early College	108	108	100.0	*	*	*	-	-	-	110	110	100.0
Gilliam Collegiate	59	67	88.1	22	24	91.7	-	-	-	81	91	89.0
Hillcrest HS	32	76	42.1	129	244	52.9	30	44	68.2	191	364	52.5
IDEA At J.W. Fannin	*	*	*	*	*	*	69	126	54.8	75	133	56.4
Irma Rangel HS	60	61	98.4	7	7	100.0	-	-	-	67	68	98.5
Jefferson HS	96	274	35.0	134	228	58.8	81	185	43.8	311	687	45.3
Kimball HS	28	90	31.1	110	313	35.1	133	265	50.2	271	668	40.6
Lassiter Early College	*	*	*	59	59	100.0	-	-	-	61	61	100.0
Lincoln HS	5	18	27.8	46	173	26.6	20	45	44.4	71	236	30.1
Madison HS	29	60	48.3	49	115	42.6	18	78	23.1	96	253	37.9
Molina HS	191	348	54.9	202	392	51.5	*	*	*	393	742	53.0
North Dallas HS	13	25	52.0	42	117	35.9	129	309	41.7	184	451	40.8
Obama Leadership HS	29	29	100.0	18	19	94.7	-	-	-	47	48	97.9
Patton Academic Center	4	14	28.6	9	37	24.3	*	*	*	13	52	25.0
Pinkston HS	55	83	66.3	161	365	44.1	-	-	-	216	448	48.2
Roosevelt HS	35	125	28.0	62	158	39.2	13	32	40.6	110	315	34.9
Samuell HS	124	231	53.7	216	568	38.0	*	*	*	340	800	42.5
Seagoville HS	147	260	56.5	121	333	36.3	-	-	-	268	593	45.2
Skyline HS	101	200	50.5	612	1,061	57.7	193	371	52.0	906	1,632	55.5
Smith HS	-	-	-	66	102	64.7	-	-	-	66	102	64.7
Sorrells School Of Education	-	-	-	81	83	97.6	-	-	-	81	83	97.6
South Oak Cliff HS	56	133	42.1	99	357	27.7	32	103	31.1	187	593	31.5
Spruce HS	70	195	35.9	89	265	33.6	161	385	41.8	320	845	37.9
Sunset HS	62	137	45.3	207	427	48.5	91	146	62.3	360	710	50.7
Townview Business Magnet	-	-	-	125	127	98.4	-	-	-	125	127	98.4
Townview Health Prof Magnet	-	-	-	123	123	100.0	-	-	-	123	123	100.0
Townview Public Serv Gov Magnet	-	-	-	103	104	99.0	-	-	-	103	104	99.0
Townview Sci. Engineering Magnet	-	-	-	-	-	-	91	92	98.9	91	92	98.9

table continues

Table (continued)

Campus	Non-CTE			CTE			NAF			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Townview Talented and Gifted Magnet	64	64	100.0	*	*	*	-	-	-	66	66	100.0
Wash. Arts Magnet	232	241	96.3	5	5	100.0	-	-	-	237	246	96.3
White HS	100	229	43.7	329	614	53.6	8	13	61.5	437	856	51.1
Wilmer-Hutchins HS	10	22	45.5	63	168	37.5	53	135	39.3	126	325	38.8
Wilson HS	200	306	65.4	103	159	64.8	48	131	36.6	351	596	58.9
Totals	2,159	3,894	55.4	3,961	7,991	49.6	1,515	3,168	47.8	7,635	15,053	50.7

Source: District STAAR EOC file dated June 14, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017. Department of CTE NAF file dated December 1, 2016.

Note: “-” indicates that no assessments were taken. “*” indicates that fewer than five students completed the assessment. CTE = Career and Technical Education. NAF = National Academy Foundation. EOC = end of course. HS = High School. IDEA = Innovation, Design, Entrepreneurship Academy. Prof = Professional. Serv = Service. Gov = Government. Sci. = Science. Wash. = Washington. Passing rates reflect percentage of students meeting or exceeding the “approaches grade level” standard for all administrations of the STAAR EOC exams for students enrolled as of the PEIMS snapshot dates. The State passing rates for English I and II are combined in the PBMAS report. Excludes students enrolled at Maya Angelou, Juvenile Justice Center, School Community Guidance Center, and Hospital and Homebound.

Appendix E Table 14: 2016-17 STAAR English II EOC Results by High School

Campus	Non-CTE			CTE			NAF			Total		
	n Pass	n Taken	% Pass	n Pass	n Taken	% Pass	n Pass	n Taken	% Pass	N Pass	N Taken	% Pass
Adams HS	80	185	43.2	198	360	55.0	84	114	73.7	362	659	54.9
Adamson HS	45	84	53.6	187	405	46.2	48	72	66.7	280	561	49.9
Carter HS	30	49	61.2	143	339	42.2	*	*	*	174	392	44.4
Conrad HS	14	28	50.0	66	183	36.1	83	216	38.4	163	427	38.2
Garza Early College	91	91	100.0	21	22	95.5	-	-	-	112	113	99.1
Gilliam Collegiate	62	65	95.4	26	28	92.9	-	-	-	88	93	94.6
Hillcrest HS	24	50	48.0	140	253	55.3	23	33	69.7	187	336	55.7
IDEA At J.W. Fannin	-	-	-	*	*	*	58	104	55.8	60	107	56.1
Irma Rangel HS	34	34	100.0	34	34	100.0	-	-	-	68	68	100.0
Jefferson HS	90	206	43.7	80	168	47.6	144	282	51.1	314	656	47.9
Kimball HS	21	38	55.3	150	320	46.9	122	223	54.7	293	581	50.4
Lassiter Early College	31	31	100.0	30	30	100.0	-	-	-	61	61	100.0
Lincoln HS	5	12	41.7	67	170	39.4	10	28	35.7	82	210	39.0
Madison HS	1	8	12.5	38	98	38.8	24	69	34.8	63	175	36.0
Molina HS	137	260	52.7	270	469	57.6	*	*	*	408	730	55.9
North Dallas HS	11	24	45.8	74	156	47.4	115	242	47.5	200	422	47.4
Obama Leadership HS	14	14	100.0	35	36	97.2	-	-	-	49	50	98.0
Patton Academic Center	6	20	30.0	25	58	43.1	-	-	-	31	78	39.7
Pinkston HS	24	52	46.2	121	275	44.0	-	-	-	145	327	44.3
Roosevelt HS	14	44	31.8	58	129	45.0	23	59	39.0	95	232	40.9
Samuell HS	94	158	59.5	223	546	40.8	-	-	-	317	704	45.0
Seagoville HS	68	135	50.4	181	360	50.3	-	-	-	249	495	50.3
Skyline HS	95	188	50.5	796	1,281	62.1	30	46	65.2	921	1,515	60.8
Smith HS	-	-	-	77	118	65.3	-	-	-	77	118	65.3
Sorrells School Of Education	-	-	-	94	96	97.9	-	-	-	94	96	97.9
South Oak Cliff HS	11	25	44.0	123	356	34.6	36	94	38.3	170	475	35.8
Spruce HS	45	144	31.2	143	296	48.3	128	260	49.2	316	700	45.1
Sunset HS	58	120	48.3	206	421	48.9	100	141	70.9	364	682	53.4
Townview Business Magnet	-	-	-	124	124	100.0	-	-	-	124	124	100.0
Townview Health Prof Magnet	-	-	-	155	155	100.0	-	-	-	155	155	100.0
Townview Public Serv Gov Magnet	*	*	*	92	93	98.9	-	-	-	93	94	98.9
Townview Sci. Engineering Magnet	*	*	*	*	*	*	114	114	100.0	116	116	100.0

table continues

Table (continued)

Campus	Non-CTE			CTE			NAF			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Townview Talented and Gifted Magnet	66	66	100.0	*	*	*	-	-	-	67	67	100.0
Wash. Arts Magnet	229	236	97.0	5	6	83.3	-	-	-	234	242	96.7
White HS	51	124	41.1	328	595	55.1	52	64	81.2	431	783	55.0
Wilmer-Hutchins HS	7	17	41.2	77	193	39.9	43	98	43.9	127	308	41.2
Wilson HS	193	272	71.0	66	117	56.4	114	185	61.6	373	574	65.0
Totals	1,653	2,782	59.4	4,457	8,295	53.7	1,353	2,449	55.2	7,463	13,526	55.2

Source: District STAAR EOC file dated June 14, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017. Department of CTE NAF file dated December 1, 2016.

Note: “-” indicates that no assessments were taken. “*” indicates that fewer than five students completed the assessment. CTE = Career and Technical Education. NAF = National Academy Foundation. EOC = end of course. HS = High School. IDEA = Innovation, Design, Entrepreneurship Academy. Prof = Professional. Serv = Service. Gov = Government. Sci. = Science. Wash. = Washington. Passing rates reflect percentage of students meeting or exceeding the “approaches grade level” standard for all administrations of the STAAR EOC exams for students enrolled as of the PEIMS snapshot dates. The State passing rates for English I and II are combined in the PBMAS report. Excludes students enrolled at Maya Angelou, Juvenile Justice Center, School Community Guidance Center, and Hospital and Homebound.

Appendix E Table 15: 2016-17 STAAR U.S. History EOC Results by High School

Campus	Non-CTE			CTE			NAF			Total		
	n Pass	n Taken	% Pass	n Pass	n Taken	% Pass	n Pass	n Taken	% Pass	N Pass	N Taken	% Pass
Adams HS	36	44	81.8	283	302	93.7	73	73	100.0	392	419	93.6
Adamson HS	16	21	76.2	253	284	89.1	54	54	100.0	323	359	90.0
Carter HS	20	23	87.0	194	215	90.2	-	-	-	214	238	89.9
Conrad HS	5	11	45.5	96	118	81.4	130	154	84.4	231	283	81.6
Garza Early College	73	73	100.0	29	29	100.0	-	-	-	102	102	100.0
Gilliam Collegiate	57	57	100.0	25	26	96.2	-	-	-	82	83	98.8
Hillcrest HS	45	47	95.7	167	173	96.5	28	28	100.0	240	248	96.8
Irma Rangel HS	36	36	100.0	27	27	100.0	-	-	-	63	63	100.0
Jefferson HS	64	86	74.4	122	136	89.7	152	162	93.8	338	384	88.0
Kimball HS	15	17	88.2	134	159	84.3	127	139	91.4	276	315	87.6
Lassiter Early College	14	14	100.0	43	43	100.0	-	-	-	57	57	100.0
Lincoln HS	6	7	85.7	87	100	87.0	17	18	94.4	110	125	88.0
Madison HS	*	*	*	15	26	57.7	7	11	63.6	24	40	60.0
Molina HS	30	40	75.0	50	73	68.5	-	-	-	80	113	70.8
North Dallas HS	10	16	62.5	81	92	88.0	107	114	93.9	198	222	89.2
Obama Leadership HS	16	16	100.0	34	34	100.0	-	-	-	50	50	100.0
Patton Academic Center	11	16	68.8	35	52	67.3	-	-	-	46	68	67.6
Pinkston HS	16	23	69.6	148	177	83.6	-	-	-	164	200	82.0
Roosevelt HS	12	16	75.0	65	76	85.5	25	26	96.2	102	118	86.4
Samuell HS	38	41	92.7	337	371	90.8	-	-	-	375	412	91.0
Seagoville HS	58	69	84.1	223	240	92.9	-	-	-	281	309	90.9
Skyline HS	58	72	80.6	823	879	93.6	24	24	100.0	905	975	92.8
Smith HS	-	-	-	98	99	99.0	-	-	-	98	99	99.0
Sorrells School Of Education	-	-	-	83	83	100.0	*	*	*	84	84	100.0
South Oak Cliff HS	14	17	82.4	158	190	83.2	60	67	89.6	232	274	84.7
Spruce HS	53	64	82.8	150	171	87.7	126	129	97.7	329	364	90.4
Sunset HS	79	83	95.2	374	401	93.3	-	-	-	453	484	93.6
Townview Business Magnet	-	-	-	137	137	100.0	-	-	-	137	137	100.0
Townview Health Prof Magnet	-	-	-	134	134	100.0	-	-	-	134	134	100.0
Townview Public Serv Gov Magnet	-	-	-	91	91	100.0	-	-	-	91	91	100.0
Townview Sci. Engineering Magnet	-	-	-	*	*	*	102	102	100.0	103	103	100.0
Townview Talented and Gifted Magnet	59	59	100.0	7	7	100.0	-	-	-	66	66	100.0

table continues

Table (continued)

Campus	Non-CTE			CTE			NAF			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Wash. Arts Magnet	236	237	99.6	8	8	100.0	-	-	-	244	245	99.6
White HS	75	85	88.2	337	363	92.8	53	53	100.0	465	501	92.8
Wilmer-Hutchins HS	12	13	92.3	137	169	81.1	83	105	79.0	232	287	80.8
Wilson HS	164	181	90.6	84	89	94.4	146	155	94.2	394	425	92.7
Totals	1,330	1,487	89.4	5,070	5,575	90.9	1,315	1,415	92.9	7,715	8,477	91.0

Source: District STAAR EOC file dated June 14, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017. Department of CTE NAF file dated December 1, 2016.

Note: “-” indicates that no assessments were taken. “*” indicates that fewer than five students completed the assessment. CTE = Career and Technical Education. NAF = National Academy Foundation. EOC = end of course. HS = High School. IDEA = Innovation, Design, Entrepreneurship Academy. Prof = Professional. Serv = Service. Gov = Government. Sci. = Science. Wash. = Washington. Passing rates reflect percentage of students meeting or exceeding the “approaches grade level” standard for all administrations of the STAAR EOC exams for students enrolled as of the PEIMS snapshot dates. The State passing rates for English I and II are combined in the PBMAS report. Excludes students enrolled at Maya Angelou, Juvenile Justice Center, School Community Guidance Center, and Hospital and Homebound.

Appendix E Table 16: 2016-17 STAAR EOC Results of Individuals with Disabilities

EOC Exam	Non-CTE			CTE			NAF			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Algebra I	214	394	54.3	255	718	35.5	116	275	42.2	585	1,387	42.2
Biology	198	319	62.1	240	580	41.4	91	198	46.0	529	1,097	48.2
English I	145	429	33.8	127	924	13.7	41	352	11.6	313	1,705	18.4
English II	109	290	37.6	122	780	15.6	34	203	16.7	265	1,273	20.8
US History	114	171	66.7	251	467	53.7	61	95	64.2	426	733	58.1

Source: District STAAR EOC file dated June 14, 2017. District PEIMS demographic snapshot data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017. Department of CTE NAF file dated December 1, 2016.

Note: CTE = Career and Technical Education. NAF = National Academy Foundation. Passing rates reflect percentage of students meeting or exceeding the "approaches grade level" standard for all administrations of the STAAR EOC exams for students enrolled as of the PEIMS snapshot dates. The State passing rates for English I and II are combined in the PBMAS report. Excludes students enrolled at Maya Angelou, Juvenile Justice Center, School Community Guidance Center, and Hospital and Homebound.

Appendix E Table 17: 2016-17 STAAR EOC Results of Economically Disadvantaged Students

EOC Exam	Non-CTE			CTE			NAF			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Algebra I	1,646	2,220	74.1	3,064	4,347	70.5	1,542	1,984	77.7	6,252	8,551	73.1
Biology	1,907	2,305	82.7	3,729	4,555	81.9	1,653	1,960	84.3	7,289	8,820	82.6
English I	1,614	3,019	53.5	3,424	6,954	49.2	1,311	2,748	47.7	6,349	12,721	49.9
English II	1,184	2,089	56.7	3,891	7,237	53.8	1,141	2,089	54.6	6,216	11,415	54.5
US History	881	1,005	87.7	4,345	4,783	90.8	1,095	1,168	93.8	6,321	6,956	90.9

Source: District STAAR EOC file dated June 14, 2017. District PEIMS demographic snapshot data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017. Department of CTE NAF file dated December 1, 2016.

Note: CTE = Career and Technical Education. NAF = National Academy Foundation. Passing rates reflect percentage of students meeting or exceeding the "approaches grade level" standard for all administrations of the STAAR EOC exams for students enrolled as of the PEIMS snapshot dates. The State passing rates for English I and II are combined in the PBMA report. Excludes students enrolled at Maya Angelou, Juvenile Justice Center, School Community Guidance Center, and Hospital and Homebound.

Appendix E Table 18: 2016-17 STAAR EOC Results of ELL Students

EOC Exam	Non-CTE			CTE			NAF			Total		
	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	<i>n</i> Pass	<i>n</i> Taken	% Pass	N Pass	N Taken	% Pass
Algebra I	972	1,397	69.6	1,518	2,188	69.4	864	1,111	77.8	3,354	4,696	71.4
Biology	784	1,074	73.0	1,542	2,001	77.1	748	915	81.7	3,074	3,990	77.0
English I	567	1,633	34.7	1,276	3,373	37.8	539	1,453	37.1	2,382	6,459	36.9
English II	266	953	27.9	868	2,742	31.7	340	943	36.1	1,474	4,638	31.8
US History	232	329	70.5	1,003	1,234	81.3	341	392	87.0	1,576	1,955	80.6

Source: District STAAR EOC file dated June 14, 2017. District PEIMS demographic snapshot data file dated October 31, 2016. District CTE status as reported by PEIMS on July 25, 2017. Department of CTE NAF file dated December 1, 2016.

Note: ELL = English Language Learners. CTE = Career and Technical Education. NAF = National Academy Foundation. Passing rates reflect percentage of students meeting or exceeding the “approaches grade level” standard for all administrations of the STAAR EOC exams for students enrolled as of the PEIMS snapshot dates. The State passing rates for English I and II are combined in the PBMAS report. Excludes students enrolled at Maya Angelou, Juvenile Justice Center, School Community Guidance Center, and Hospital and Homebound.

Appendix E Table 19: 2016-17 STAAR EOC *Kruskal-Wallis* Test Statistics

Exam	<i>n</i>	<i>df</i>	Chi-Square	<i>p</i> -value
Algebra I				
All Students	10,162	2	49.356	<.001*
Disabled	1,387	2	36.839	<.001*
Eco. Dis.	8,551	2	37.903	<.001*
ELL	4,696	2	28.718	<.001*
Biology				
All Students	10,159	2	7.923	.019*
Disabled	1,097	2	35.747	<.001*
Eco. Dis.	8,820	2	5.849	.054
ELL	3,990	2	21.385	<.001*
English I				
All Students	15,053	2	49.653	<.001*
Disabled	1,705	2	91.890	<.001*
Eco. Dis.	12,721	2	21.819	<.001*
ELL	6,459	2	4.604	.100
English II				
All Students	13,526	2	27.243	<.001*
Disabled	1,273	2	64.139	<.001*
Eco. Dis.	11,415	2	5.572	.062
ELL	4,638	2	14.543	.001*
US History				
All Students	8,477	2	10.895	.004*
Disabled	733	2	10.234	.006*
Eco. Dis.	6,956	2	24.150	<.001*
ELL	1,955	2	31.994	<.001*

Note: *indicates a statistically significant difference in the overall *Kruskal-Wallis H* test for passing rates on the STAAR EOC exam between student groups. CTE = Career and Technical Education. NAF = National Academy Foundation. *Mann-Whitney U* = test statistic. *Z* = test statistic. *n* = number student scores analyzed. Disabled = Individual with Disabilities. Eco. Dis. = Economically Disadvantaged. ELL = English Language Learner.

Appendix E Table 20: 2016-17 STAAR EOC Mann-Whitney U Post-Hoc Paired Group Comparison Test Statistics

	Non-CTE versus CTE				Non-CTE versus NAF				CTE versus NAF			
	<i>n</i> Non-CTE <i>n</i> CTE	Mann-Whitney <i>U</i>	<i>Z</i>	<i>p</i> -value	<i>n</i> Non-CTE <i>n</i> NAF	Mann-Whitney <i>U</i>	<i>Z</i>	<i>p</i> -value	<i>n</i> CTE <i>n</i> NAF	Mann-Whitney <i>U</i>	<i>Z</i>	<i>p</i> -value
Algebra I												
All Students	2,825 5,053	6,856,849	-3.70	<.001*	2,825 2,284	3,104,540	-3.11	.002*	5,053 2,284	5,326,212	-6.82	<.001*
Disabled	394 718	114,855	-6.07	<.001*	394 275	47,602	-3.09	.002*	718 275	92,143	-1.94	.052
Eco. Dis.	2,220 4,374	4,648,629	-3.11	.002*	2,220 1,984	2,123,452	-2.71	.007*	4,347 1,984	4,000,175	-6.00	<.001*
ELL	1,397 2,188	1,525,273	-0.13	.900	1,397 1,111	712,475	-4.60	<.001*	2,188 1,111	1,113,467	-5.08	<.001*
Biology												
All Students	2,989 5,275	7,772,529	-1.60	.108	2,989 2,255	3,330,497	-1.14	.256	5,275 2,255	5,793,965	-2.70	.007*
Disabled	319 580	73,370	-5.94	<.001*	319 198	26,493	3.58	<.001*	580 198	54,790	-1.13	.261
Eco. Dis.	2,305 4,555	5,204,117	-0.89	.376	2,305 1,960	2,222,677	-1.41	.160	4,555 1,960	4,353,612	-2.41	.016*
ELL	1,074 2,001	1,030,875	-2.50	.012*	1,074 915	448,359	-4.62	<.001*	2,001 915	872,548	-2.86	.004*
English I												
All Students	3,894 7,991	14,644,259	-6.00	<.001*	3,894 3,168	5,697,945	-6.38	<.001*	7,991 3,168	12,436,702	-1.67	.096
Disabled	429 924	158,449	-8.56	<.001*	429 352	58,778	-7.23	<.001*	924 352	159,214	-0.99	.322
Eco. Dis.	3,019 6,954	10,053,713	-3.88	<.001*	3,019 2,748	3,909,424	-4.37	<.001*	6,954 2,714	9,408,567	-1.36	.174
ELL	1,633 3,373	2,668,446	-2.14	.033*	1,633 1,453	1,158,206	-1.37	.170	3,373 1,453	2,432,494	-0.48	.629
English II												
All Students	2,782 8,295	10,882,214	-5.22	<.001*	2,782 2,449	3,264,483	-3.04	.002*	8,295 2,449	10,003,256	-1.32	.186
Disabled	290 780	88,280	-7.75	<.001*	290 203	23,301	-5.01	<.001*	780 203	78,293	-0.39	.701
Eco. Dis.	2,089 7,237	7,338,892	-2.35	.019*	2,089 2,089	2,137,047	-1.34	.181	7,237 2,089	7,494,487	-0.69	.490
ELL	953 2,742	1,257,647	-2.16	.031*	953 943	412,748	-3.80	<.001*	2,742 943	1,235,975	0.01	.013*

table continues

Table (continued)

	Non-CTE versus CTE				Non-CTE versus NAF				CTE versus NAF			
	<i>n</i> Non-CTE <i>n</i> CTE	<i>Mann-Whitney</i> <i>U</i>	<i>Z</i>	<i>p</i> -value	<i>n</i> Non-CTE <i>n</i> NAF	<i>Mann-Whitney</i> <i>U</i>	<i>Z</i>	<i>p</i> -value	<i>n</i> CTE <i>n</i> NAF	<i>Mann-Whitney</i> <i>U</i>	<i>Z</i>	<i>p</i> -value
U.S. History												
All Students	1,487 5,575	4,082,842	-1.76	.078	1,487 1,415	1,015,325	-3.31	<.001*	5,575 1,415	3,865,775	-2.38	.017*
Disabled.	171 467	34,770	-2.92	.004*	171 95	7,923	-0.40	.686	467 95	19,861	-1.87	.062
Eco. Dis.	1,005 4,783	2,327,006	-3.10	.002*	1,005 1,168	551,186	-4.93	<.001*	4,783 1,168	2,712,059	-3.18	.001*
ELL	329 1,234	181,143	-4.26	<.001*	329 392	53,861	-5.45	<.001*	1,234 392	228,055	-2.60	.009*

Note: *indicates a statistically significant difference in the proportional differences of passing rates on the STAAR EOC exam between student groups.

n = number student scores analyzed. CTE = Career and Technical Education. NAF = National Academy Foundation. *Mann-Whitney U* = test statistic. *Z* = test statistic. Disabled = Individual with Disabilities. Eco. Dis. = Economically Disadvantaged. ELL = English Language Learner.

Appendix F

Appendix F: 2016-17 First Semester AP and IB Enrollments by High School Campus and CTE Status

Campus	Total		Non-CTE		CTE Elective		Coherent Sequence		NAF	
	N	%	n	%	n	%	n	%	n	%
Adams HS	1,167	5.1	216	3.6	148	6.6	623	5.5	180	5.8
Adamson HS	514	2.3	34	0.6	32	1.4	312	2.7	136	4.4
Carter HS	245	1.1	44	0.7	41	1.8	160	1.4	-	-
Conrad HS	403	1.8	14	0.2	20	0.9	242	2.1	127	4.1
Garza Early College	287	1.3	183	3.0	74	3.3	30	0.3	-	-
Gilliam Collegiate	296	1.3	134	2.2	64	2.9	98	0.9	-	-
Hillcrest HS	609	2.7	188	3.1	173	7.7	177	1.6	71	2.3
Irma Rangel HS	496	2.2	333	5.5	125	5.6	38	0.3	-	0.0
Jefferson HS	531	2.3	141	2.3	36	1.6	136	1.2	218	7.0
Kimball HS	346	1.5	12	0.2	17	0.8	142	1.2	175	5.6
Lincoln HS	203	0.9	-	-	-	-	171	1.5	32	1.0
Madison HS	97	0.4	3	0.0	11	0.5	59	0.5	24	0.8
Molina HS	729	3.2	234	3.9	153	6.8	342	3.0	-	-
North Dallas HS	291	1.3	8	0.1	5	0.2	89	0.8	189	6.1
Obama Leadership HS	308	1.4	119	2.0	35	1.6	154	1.3	-	-
Pinkston HS	272	1.2	19	0.3	30	1.3	223	2.0	-	-
Roosevelt HS	159	0.7	28	0.5	35	1.6	62	0.5	34	1.1
Samuell HS	476	2.1	74	1.2	49	2.2	351	3.1	2	0.1
Seagoville HS	547	2.4	150	2.5	106	4.7	291	2.5	-	-
Skyline HS	2,455	10.8	195	3.2	148	6.6	2,056	18.0	56	1.8
Smith HS	494	2.2	-	-	-	-	494	4.3	-	-
Sorrells School Of Education	527	2.3	-	-	6	0.3	516	4.5	5	0.2
South Oak Cliff HS	371	1.6	79	1.3	25	1.1	185	1.6	82	2.6
Spruce HS	428	1.9	88	1.5	16	0.7	202	1.8	122	3.9
Sunset HS	925	4.1	164	2.7	156	7.0	544	4.8	61	2.0
Townview Business Magnet	932	4.1	-	-	21	0.9	911	8.0	-	-
Townview Health Prof Magnet	880	3.9	-	-	11	0.5	869	7.6	-	-
Townview Public Serv Gov Magnet	878	3.9	2	0.0	45	2.0	831	7.3	-	-
Townview Sci. Engineering Magnet	1,598	7.0	191	3.2	101	4.5	173	1.5	1,133	36.5
Townview Talented and Gifted Magnet	964	4.2	879	14.6	46	2.1	39	0.3	-	-

table continues

Table (continued)

Campus	Total		Non-CTE		CTE Elective		Coherent Sequence		NAF	
	N	%	n	%	n	%	n	%	n	%
Wash. Arts Magnet	1,407	6.2	1,192	19.8	190	8.5	25	0.2	-	0.0
White HS	1,030	4.5	259	4.3	182	8.1	492	4.3	97	3.1
Wilmer-Hutchins HS	300	1.3	13	0.2	16	0.7	211	1.8	60	1.9
Wilson HS	1,629	7.1	1,039	17.2	118	5.3	171	1.5	301	9.7
Total	22,794	100.0	6,035	100.0	2,235	37.0	11,419	100.0	3,105	100.0

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

Note: HS = High school. AP = *Advanced Placement*. IB = *International Baccalaureate*. CTE = Career and technical education. NAF = National Academy Foundation. Prof = Professional. Serv = Service. Gov = Government. Sci = Science. Wash = Washington. N = number of enrollments. Students could be enrolled in more than one course. Percentages may not add to 100 due to rounding.

Appendix G

Appendix G: 2016-17 First Semester AP and IB Enrollments by Course Listing and CTE Status

Dallas ISD Course Number and Name	Total	Non-CTE		CTE Elective		Coherent Sequence		NAF	
	N	n	%	n	%	n	%	n	%
Social Studies									
2101 - AP World Hist	1,386	374	27.0	110	7.9	624	45.0	278	20.1
2102 - AP World Hist 1	4	2	50.0	1	25.0	1	25.0	-	-
2142 - IB History HI/US 1	60	53	88.3	-	-	7	11.7	-	-
2144 - IB History HI/Govt 1	52	52	100.0	-	-	-	-	-	-
2312 - AP U.S. Govt	1,333	290	21.8	160	12.0	758	56.9	125	9.4
2357 - AP Econom Macro	575	192	33.4	48	8.3	285	49.6	50	8.7
2424 - IB Psychology I	16	15	93.8	-	-	1	6.3	-	-
2427 - IB Psychology II	25	25	100.0	-	-	-	-	-	-
2435 - AP Psychology	360	100	27.8	26	7.2	212	58.9	22	6.1
2450 - AP U.S. Hist	2,499	443	17.7	131	5.2	1,501	60.1	424	17.0
2451 - AP U.S. Hist 1	1	-	-	1	100.0	-	-	-	-
2455 - AP Eur History	58	15	25.9	8	13.8	23	39.7	12	20.7
2460 - AP Human Geo	1,323	528	39.9	211	15.9	355	26.8	229	17.3
2461 - AP Human Geo 1	141	91	64.5	40	28.4	10	7.1	-	-
Econ/Free Ent									
2356 - AP Econom Micro	202	20	9.9	10	5.0	160	79.2	12	5.9
Fine Arts									
5029 - IB Music I	9	8	88.9	-	-	1	11.1	-	-
5034 - IB Music II	10	10	100.0	-	-	-	-	-	-
5043 - IB Dance I	1	1	100.0	-	-	-	-	-	-
5046 - IB Dance II	9	9	100.0	-	-	-	-	-	-
8181 - AP Mus Theory	109	81	74.3	7	6.4	20	18.3	1	0.9
8206 - AP Draw Stu	63	40	63.5	12	19.0	11	17.5	-	-
8209 - AP Art His	140	48	34.3	23	16.4	69	49.3	-	-
8238 - AP 3D Design Stu	101	38	37.6	13	12.9	48	47.5	2	2.0
8282 - AP 2D Design Stu	217	47	21.7	28	12.9	124	57.1	18	8.3
8283 - AP 2D Design Stu 1	17	6	35.3	5	29.4	6	35.3	-	-
Language Arts									
1453 - IB English III	60	53	88.3	-	-	7	11.7	-	-
1456 - IB English IV	52	52	100.0	-	-	-	-	-	-
1460 - IB Theory of Knowledge B	52	52	100.0	-	-	-	-	-	-
1505 - AP English IV	2,460	505	20.5	307	12.5	1,474	59.9	174	7.1

table continues

Table (continued)

Dallas ISD Course Number and Name	Total	Non-CTE		CTE Elective		Coherent Sequence		NAF	
	N	n	%	n	%	n	%	n	%
Language Arts (continued)									
1515 - AP English III	3,071	596	19.4	203	6.6	1,773	57.7	499	16.2
1516 - AP English III 1	1	-	-	-	-	1	100.0	-	-
Language Other than English									
3570 - IB Spanish SI-B	41	39	95.1	-	-	2	4.9	-	-
3641 - IB French SI-A	15	14	93.3	-	-	1	6.7	-	-
3654 - AP French IV Lng	70	32	45.7	14	20.0	20	28.6	4	5.7
3661 - IB French SI-B	14	14	100.0	-	-	-	-	-	-
3831 - AP Latin IV	31	13	41.9	3	9.7	14	45.2	1	3.2
3931 - AP Spanish IV Lang 1	2	1	50.0	-	-	1	50.0	-	-
3958 - AP Spanish IV Lang	1,063	271	25.5	158	14.9	535	50.3	99	9.3
3961 - AP Spanish V Lit	190	49	25.8	34	17.9	95	50.0	12	6.3
Mathematics									
2596 - IB Math SI II	19	19	100.0	-	-	-	-	-	-
2621 - IB Math SI I	40	37	92.5	-	-	3	7.5	-	-
2627 - IB Math Studies	32	32	100.0	-	-	-	-	-	-
2897 - AP Calculus BC	316	70	22.2	43	13.6	125	39.6	78	24.7
2900 - AP Calculus AB	1,122	237	21.1	118	10.5	582	51.9	185	16.5
2928 - AP Statistics	593	180	30.4	87	14.7	270	45.5	56	9.4
Science									
3115 - AP Env Science	1,356	328	24.2	119	8.8	767	56.6	142	10.5
3200 - AP Biology	1,240	319	25.7	148	11.9	605	48.8	168	13.5
3235 - AP Chemistry	644	210	32.6	73	11.3	315	48.9	46	7.1
3250 - AP Phys C Mech	109	36	33.0	5	4.6	21	19.3	47	43.1
3256 - AP Phys C - E and M	70	45	64.3	10	14.3	15	21.4	-	-
6883 - AP Chemistry (Sci & Eng lab)	44	-	-	-	-	1	2.3	43	97.7
6885 - AP Chemistry (Sci & Eng lab)	43	-	-	-	-	1	2.3	42	97.7
6896 - AP Phys 1	1,060	266	25.1	74	7.0	531	50.1	189	17.8
6897 - AP Phys 1 (1)	22	17	77.3	1	4.5	4	18.2	-	-
6901 - AP Phys 2	59	7	11.9	2	3.4	26	44.1	24	40.7
Tech Applications									
4030 - AP Com Sci	192	53	27.6	2	1.0	14	7.3	123	64.1

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

Note: HS = High school. AP = Advanced Placement. IB = International Baccalaureate. CTE = Career and technical education. NAF = National Academy Foundation. Prof = Professional. Serv = Service. Gov = Government. Sci = Science. Wash = Washington. N = number of enrollments. Students could be enrolled in more than one course. "-" indicates that no students were enrolled in that course. Percentages may not add to 100 due to rounding.

Appendix H

Appendix H Table 1: 2016-17 AP Performance by Exam for Non-CTE Students

Exam Code	Exam Name	District Total			Non-CTE		
		N Exams Taken	N Exams Qualified	% Qualified	n Exams Taken	n Exams Qualified	% Qualified
7	United States History	2,255	341	15.1	406	141	34.7
20	Biology	1,074	297	27.7	276	101	36.6
25	Chemistry	595	112	18.8	191	41	21.5
31	Computer Science A	180	125	69.4	52	50	96.2
34	Economics: Microeconomics	203	26	12.8	6	1	16.7
35	Economics: Macroeconomics	1,068	182	17.0	148	18	12.2
36	English Language & Composition	2,878	514	17.9	543	185	34.1
37	English Literature & Composition	2,176	365	16.8	470	159	33.8
40	Environmental Science	1,152	289	25.1	287	121	42.2
43	European History	53	12	22.6	13	6	46.2
48	French Language	64	30	46.9	28	19	67.9
53	Human Geography	1,353	362	26.8	581	181	31.2
57	Government & Politics: United States	1,631	233	14.3	252	93	36.9
60	Latin: Vergil	21	2	9.5	8	1	12.5
66	Calculus AB	965	401	41.6	222	104	46.8
68	Calculus BC	301	227	75.4	69	56	81.2
80	Physics C: Mechanics	138	103	74.6	36	21	58.3
82	Physics C: Electricity & Magnetism	72	56	77.8	45	37	82.2
85	Psychology	803	165	20.5	95	62	65.3
87	Spanish Language	970	869	89.6	228	199	87.3
89	Spanish Literature	167	100	59.9	42	32	76.2
90	Statistics	504	192	38.1	176	93	52.8
93	World History	1,199	328	27.4	315	133	42.2
Total		19,822	5,331	26.9	4,489	1,854	41.3

Source: District secondary course files dated February 6, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status PEIMS file dated July 25, 2017. Department of CTE NAF enrollment file dated December 1, 2016. District AP exam results dated August 30, 2017.

Note: AP = Advanced Placement. CTE = Career and technical education.

Appendix H Table 2: 2016-17 AP Performance by Exam for CTE Elective Students

Exam Code	Exam Name	District Total			CTE Elective		
		N Exams Taken	N Exams Qualified	% Qualified	n Exams Taken	n Exams Qualified	% Qualified
7	United States History	2,255	341	15.1	110	19	17.3
20	Biology	1,074	297	27.7	125	32	25.6
25	Chemistry	595	112	18.8	62	3	4.8
31	Computer Science A	180	125	69.4	*	*	*
34	Economics: Microeconomics	203	26	12.8	*	*	*
35	Economics: Macroeconomics	1,068	182	17.0	29	2	6.9
36	English Language & Composition	2,878	514	17.9	170	37	21.8
37	English Literature & Composition	2,176	365	16.8	271	70	25.8
40	Environmental Science	1,152	289	25.1	104	29	27.9
43	European History	53	12	22.6	7	0	0.0
48	French Language	64	30	46.9	10	2	20.0
53	Human Geography	1,353	362	26.8	209	52	24.9
57	Government & Politics: United States	1,631	233	14.3	129	20	15.5
60	Latin: Vergil	21	2	9.5	*	*	*
66	Calculus AB	965	401	41.6	96	25	26.0
68	Calculus BC	301	227	75.4	38	21	55.3
80	Physics C: Mechanics	138	103	74.6	*	*	*
82	Physics C: Electricity & Magnetism	72	56	77.8	10	7	70.0
85	Psychology	803	165	20.5	21	7	33.3
87	Spanish Language	970	869	89.6	123	107	87.0
89	Spanish Literature	167	100	59.9	29	16	55.2
90	Statistics	504	192	38.1	70	26	37.1
93	World History	1,199	328	27.4	85	17	20.0
Total		19,822	5,331	26.9	1,708	496	29.0

Source: District secondary course files dated February 6, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status PEIMS file dated July 25, 2017. Department of CTE NAF enrollment file dated December 1, 2016. District AP exam results dated August 30, 2017.

Note: “*” indicates fewer than five students took exam. AP = Advanced Placement. CTE = Career and technical education.

Appendix H Table 3: 2016-17 AP Performance by Exam for Coherent Sequence Students

Exam Code	Exam Name	District Total			Coherent Sequence		
		N Exams Taken	N Exams Qualified	% Qualified	n Exams Taken	n Exams Qualified	% Qualified
7	United States History	2,255	341	15.1	1,316	78	5.9
20	Biology	1,074	297	27.7	520	102	19.6
25	Chemistry	595	112	18.8	263	28	10.6
31	Computer Science A	180	125	69.4	10	1	10.0
34	Economics: Microeconomics	203	26	12.8	33	2	6.1
35	Economics: Macroeconomics	1,068	182	17.0	152	10	6.6
36	English Language & Composition	2,878	514	17.9	1,574	135	8.6
37	English Literature & Composition	2,176	365	16.8	1,233	106	8.6
40	Environmental Science	1,152	289	25.1	623	74	11.9
43	European History	53	12	22.6	20	5	25.0
48	French Language	64	30	46.9	17	5	29.4
53	Human Geography	1,353	362	26.8	326	46	14.1
57	Government & Politics: United States	1,631	233	14.3	521	19	3.6
60	Latin: Vergil	21	2	9.5	10	0	0.0
66	Calculus AB	965	401	41.6	463	143	30.9
68	Calculus BC	301	227	75.4	114	75	65.8
80	Physics C: Mechanics	138	103	74.6	20	10	50.0
82	Physics C: Electricity & Magnetism	72	56	77.8	15	12	80.0
85	Psychology	803	165	20.5	136	8	5.9
87	Spanish Language	970	869	89.6	417	382	91.6
89	Spanish Literature	167	100	59.9	78	44	56.4
90	Statistics	504	192	38.1	204	45	22.1
93	World History	1,199	328	27.4	501	72	14.4
Total		19,822	5,331	26.9	8,566	1,402	16.4

Source: District secondary course files dated February 6, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status PEIMS file dated July 25, 2017. Department of CTE NAF enrollment file dated December 1, 2016. District AP exam results dated August 30, 2017.

Note: AP = Advanced Placement. CTE = Career and technical education.

Appendix H Table 4: 2016-17 AP Performance by Exam for NAF Students

Exam Code	Exam Name	District Total			NAF		
		N Exams Taken	N Exams Qualified	% Qualified	n Exams Taken	n Exams Qualified	% Qualified
7	United States History	2,255	341	15.1	376	97	25.8
20	Biology	1,074	297	27.7	144	59	41.0
25	Chemistry	595	112	18.8	119	80	67.2
31	Computer Science A	180	125	69.4	114	72	63.2
34	Economics: Microeconomics	203	26	12.8	*	*	*
35	Economics: Macroeconomics	1,068	182	17.0	21	1	4.8
36	English Language & Composition	2,878	514	17.9	443	112	25.3
37	English Literature & Composition	2,176	365	16.8	144	12	8.3
40	Environmental Science	1,152	289	25.1	128	63	49.2
43	European History	53	12	22.6	11	0	0.0
48	French Language	64	30	46.9	*	*	*
53	Human Geography	1,353	362	26.8	201	61	30.3
57	Government & Politics: United States	1,631	233	14.3	93	17	18.3
60	Latin: Vergil	21	2	9.5	*	*	*
66	Calculus AB	965	401	41.6	154	106	68.8
68	Calculus BC	301	227	75.4	75	73	97.3
80	Physics C: Mechanics	138	103	74.6	47	43	91.5
82	Physics C: Electricity & Magnetism	72	56	77.8	-	-	-
85	Psychology	803	165	20.5	12	0	0.0
87	Spanish Language	970	869	89.6	70	64	91.4
89	Spanish Literature	167	100	59.9	10	4	40.0
90	Statistics	504	192	38.1	51	27	52.9
93	World History	1,199	328	27.4	248	94	37.9
Total		19,822	5,331	26.9	2,467	989	40.1

Source: District secondary course files dated February 6, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status PEIMS file dated July 25, 2017. Department of CTE NAF enrollment file dated December 1, 2016. District AP exam results dated August 30, 2017.

Note: AP = Advanced Placement. CTE = Career and technical education. NAF = National Academy Foundation. “-” indicates that no students took the exam. “*” indicates fewer than five students took the exam.

Appendix I

Appendix I: 2016-17 AP Exams by Score and CTE Status

Exam Code	Exam Name	CTE Status	Score = 1		Score = 2		Score = 3		Score = 4		Score = 5	
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
7	United States History	Non-CTE	169	11.8	96	21.6	73	36.0	41	46.6	27	61.4
		CTE Elective	71	5.0	20	4.5	13	6.4	6	6.8	-	-
		Coherent Sequence	981	68.6	257	57.9	57	28.1	14	15.9	7	15.9
		NAF	208	14.6	71	16.0	60	29.6	27	30.7	10	22.7
		Total	1,429	100.0	444	100.0	203	100.0	88	100.0	44	100.0
20	Biology	Non-CTE	62	19.0	113	25.5	69	30.1	27	46.6	5	71.4
		CTE Elective	43	13.1	50	11.3	26	11.4	5	8.6	1	14.3
		Coherent Sequence	186	56.9	232	52.3	92	40.2	9	15.5	1	14.3
		NAF	36	11.0	49	11.0	42	18.3	17	29.3	-	-
		Total	327	100.0	444	100.0	229	100.0	58	100.0	7	100.0
25	Chemistry	Non-CTE	100	27.1	50	43.9	30	33.0	8	20.5	3	13.6
		CTE Elective	47	12.7	12	10.5	3	3.3	-	-	-	-
		Coherent Sequence	194	52.6	41	36.0	23	25.3	4	10.3	1	4.5
		NAF	28	7.6	11	9.6	35	38.5	27	69.2	18	81.8
		Total	369	100.0	114	100.0	91	100.0	39	100.0	22	100.0
31	Computer Science A	Non-CTE	2	5.7	-	-	4	9.5	19	46.3	27	65.9
		CTE Elective	*	*	-	-	*	*	-	-	-	-
		Coherent Sequence	7	20.0	2	10.5	-	-	-	-	1	2.4
		NAF	25	71.4	17	89.5	37	88.1	22	53.7	13	31.7
		Total	35	100.0	19	100.0	42	100.0	41	100.0	41	100.0
34	Economics: Microeconomics	Non-CTE	5	13.2	-	-	-	-	1	100.0	-	-
		CTE Elective	*	*	-	-	-	-	-	-	-	-
		Coherent Sequence	30	78.9	1	100.0	2	100.0	-	-	-	-
		NAF	*	*	-	-	-	-	-	-	-	-
		Total	38	100.0	1	100.0	2	100.0	1	100.0	0	0.0
35	Economics: Macroeconomics	Non-CTE	115	39.5	15	53.6	8	53.3	8	66.7	2	50.0
		CTE Elective	23	7.9	4	14.3	-	-	-	-	2	50.0
		Coherent Sequence	136	46.7	6	21.4	6	40.0	4	33.3	-	-
		NAF	17	5.8	3	10.7	1	6.7	-	-	-	-
		Total	291	100.0	28	100.0	15	100.0	12	100.0	4	100.0
36	English Language & Composition	Non-CTE	184	13.5	174	19.5	92	33.2	69	47.3	24	52.2
		CTE Elective	74	5.4	59	6.6	24	8.7	10	6.8	3	6.5
		Coherent Sequence	899	65.8	540	60.4	98	35.4	31	21.2	6	13.0
		NAF	210	15.4	121	13.5	63	22.7	36	24.7	13	28.3
		Total	1,367	100.0	894	100.0	277	100.0	146	100.0	46	100.0

table continues

Table (continued)

Exam Code	Exam Name	CTE Status	Score = 1		Score = 2		Score = 3		Score = 4		Score = 5	
			n	%	n	%	n	%	n	%	n	%
37	English Literature & Composition	Non-CTE	158	15.1	153	21.1	95	39.1	46	58.2	18	72.0
		CTE Elective	106	10.1	95	13.1	46	18.9	17	21.5	7	28.0
		Coherent Sequence	712	68.1	415	57.2	90	37.0	16	20.3	-	-
		NAF	70	6.7	62	8.6	12	4.9	-	-	-	-
		Total	1,046	100.0	725	100.0	243	100.0	79	100.0	25	100.0
40	Environmental Science	Non-CTE	116	18.3	50	22.6	49	42.2	54	41.5	18	43.9
		CTE Elective	55	8.7	20	9.0	15	12.9	13	10.0	1	2.4
		Coherent Sequence	417	65.8	132	59.7	41	35.3	27	20.8	6	14.6
		NAF	46	7.3	19	8.6	11	9.5	36	27.7	16	39.0
		Total	634	100.0	221	100.0	116	100.0	130	100.0	41	100.0
43	European History	Non-CTE	3	17.6	4	17.4	5	50.0	1	100.0	-	-
		CTE Elective	2	11.8	5	21.7	-	-	-	-	-	-
		Coherent Sequence	5	29.4	10	43.5	5	50.0	-	-	-	-
		NAF	7	41.2	4	17.4	-	-	-	-	-	-
		Total	17	100.0	23	100.0	10	100.0	1	100.0	0	0.0
48	French Language	Non-CTE	4	28.6	5	31.3	15	68.2	4	66.7	-	-
		CTE Elective	5	35.7	3	18.8	2	9.1	-	-	-	-
		Coherent Sequence	4	28.6	8	50.0	4	18.2	-	-	1	100.0
		NAF	*	*	-	-	*	*	*	*	-	-
		Total	14	100.0	16	100.0	22	100.0	6	100.0	1	100.0
53	Human Geography	Non-CTE	286	38.0	114	50.7	90	45.7	60	57.7	31	79.5
		CTE Elective	127	16.9	30	13.3	31	15.7	16	15.4	5	12.8
		Coherent Sequence	227	30.2	53	23.6	32	16.2	14	13.5	-	-
		NAF	112	14.9	28	12.4	44	22.3	14	13.5	3	7.7
		Total	752	100.0	225	100.0	197	100.0	104	100.0	39	100.0
57	Government & Politics: United States	Non-CTE	109	15.6	50	34.2	50	54.9	17	63.0	26	83.9
		CTE Elective	78	11.1	31	21.2	15	16.5	3	11.1	2	6.5
		Coherent Sequence	451	64.4	51	34.9	12	13.2	6	22.2	1	3.2
		NAF	62	8.9	14	9.6	14	15.4	1	3.7	2	6.5
		Total	700	100.0	146	100.0	91	100.0	27	100.0	31	100.0
60	Latin: Vergil	Non-CTE	4	28.6	3	60.0	1	50.0	-	-	-	-
		CTE Elective	*	*	-	-	-	-	-	-	-	-
		Coherent Sequence	8	57.1	2	40.0	-	-	-	-	-	-
		NAF	-	-	-	-	*	*	-	-	-	-
		Total	14	100.0	5	100.0	2	100.0	0	0.0	0	0.0

table continues

Table (continued)

Exam Code	Exam Name	CTE Status	Score = 1		Score = 2		Score = 3		Score = 4		Score = 5	
			n	%	n	%	n	%	n	%	n	%
66	Calculus AB	Non-CTE	71	20.3	47	22.7	36	27.1	25	26.3	43	28.7
		CTE Elective	34	9.7	37	17.9	12	9.0	8	8.4	5	3.3
		Coherent Sequence	213	60.9	107	51.7	66	49.6	47	49.5	30	20.0
		NAF	32	9.1	16	7.7	19	14.3	15	15.8	72	48.0
		Total	350	100.0	207	100.0	133	100.0	95	100.0	150	100.0
68	Calculus BC	Non-CTE	6	28.6	7	14.0	7	11.1	13	19.4	36	37.9
		CTE Elective	2	9.5	15	30.0	10	15.9	8	11.9	3	3.2
		Coherent Sequence	13	61.9	26	52.0	31	49.2	26	38.8	18	18.9
		NAF	-	-	2	4.0	15	23.8	20	29.9	38	40.0
		Total	21	100.0	50	100.0	63	100.0	67	100.0	95	100.0
80	Physics C: Mechanics	Non-CTE	10	66.7	5	33.3	5	45.5	11	36.7	5	13.9
		CTE Elective	-	-	*	*	*	*	*	*	*	*
		Coherent Sequence	5	33.3	5	33.3	3	27.3	5	16.7	2	5.6
		NAF	-	-	4	26.7	2	18.2	13	43.3	28	77.8
		Total	15	100.0	15	100.0	11	100.0	30	100.0	36	100.0
82	Physics C: Electricity & Magnetism	Non-CTE	2	66.7	6	54.5	11	91.7	13	61.9	13	56.5
		CTE Elective	1	33.3	2	18.2	-	-	4	19.0	3	13.0
		Coherent Sequence	-	-	3	27.3	1	8.3	4	19.0	7	30.4
		Total	3	100.0	11	100.0	12	100.0	21	100.0	23	100.0
85	Psychology	Non-CTE	20	12.6	13	46.4	24	75.0	28	82.4	10	90.9
		CTE Elective	9	5.7	5	17.9	1	3.1	5	14.7	1	9.1
		Coherent Sequence	118	74.2	10	35.7	7	21.9	1	2.9	-	-
		NAF	12	7.5	-	-	-	-	-	-	-	-
		Total	159	100.0	28	100.0	32	100.0	34	100.0	11	100.0
87	Spanish Language	Non-CTE	5	55.6	24	31.2	73	23.0	77	25.1	49	38.6
		CTE Elective	-	-	16	20.8	46	14.5	38	12.4	23	18.1
		Coherent Sequence	4	44.4	31	40.3	170	53.5	162	52.8	50	39.4
		NAF	-	-	6	7.8	29	9.1	30	9.8	5	3.9
		Total	9	100.0	77	100.0	318	100.0	307	100.0	127	100.0
89	Spanish Literature	Non-CTE	2	12.5	8	17.0	16	25.4	14	53.8	2	28.6
		CTE Elective	1	6.3	12	25.5	10	15.9	4	15.4	2	28.6
		Coherent Sequence	11	68.8	23	48.9	34	54.0	7	26.9	3	42.9
		NAF	2	12.5	4	8.5	3	4.8	1	3.8	-	-
		Total	16	100.0	47	100.0	63	100.0	26	100.0	7	100.0

table continues

Table (continued)

Exam Code	Exam Name	CTE Status	Score = 1		Score = 2		Score = 3		Score = 4		Score = 5	
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
90	Statistics	Non-CTE	56	24.3	27	33.8	45	48.9	20	41.7	28	54.9
		CTE Elective	31	13.5	13	16.3	14	15.2	9	18.8	3	5.9
		Coherent Sequence	121	52.6	38	47.5	27	29.3	12	25.0	6	11.8
		NAF	22	9.6	2	2.5	6	6.5	7	14.6	14	27.5
		Total	230	100.0	80	100.0	92	100.0	48	100.0	51	100.0
93	World History	Non-CTE	84	22.2	98	21.5	71	36.2	44	47.8	18	64.3
		CTE Elective	30	7.9	38	8.4	9	4.6	5	5.4	3	10.7
		Coherent Sequence	197	52.1	232	51.0	63	32.1	9	9.8	-	-
		NAF	67	17.7	87	19.1	53	27.0	34	37.0	7	25.0
		Total	378	100.0	455	100.0	196	100.0	92	100.0	28	100.0

Source: District secondary course files dated February 6, 2017. District PEIMS demographic data file dated October 31, 2016. District CTE status PEIMS file dated July 25, 2017. Department of CTE NAF enrollment file dated December 1, 2016. District AP exam results dated August 30, 2017.

Note: AP = *Advanced Placement*. CTE = Career and technical education. NAF = National Academy Foundation. AP exam scores are 1 (low) to 5 (high). An AP score = 3 is considered qualified. "-" indicates that no test scores in the student group obtained the respective score. "*" = fewer than five total students in a category took the AP exam. Percentages may not add to 100 due to rounding.

Appendix J

Appendix J: 2016-17 Dallas ISD First Semester Dual Credit Enrollment by CTE Status

Dallas ISD Course Number and Name	Total	Non-CTE		CTE Elective		Coherent Sequence	
	N	n	%	n	%	n	%
Career & Technology							
7182 - Advelect	24	13	54.2	2	8.3	9	37.5
7444 - Emtprll	16	-	-	-	-	16	100.0
7520 - Prinit	57	-	-	1	1.8	56	98.2
7528 - Animat	18	-	-	-	-	18	100.0
7529 - Dimedia	33	5	15.2	2	6.1	26	78.8
7545 - Account1	46	-	-	4	8.7	42	91.3
7549 - Intnet1	16	-	-	-	-	16	100.0
7550 - Intnet2	18	-	-	-	-	18	100.0
7554 - Webtech	117	-	-	6	5.1	111	94.9
7557 - Child Gui 2 Per	37	1	2.7	2	5.4	34	91.9
7558 - Avprod	44	1	2.3	38	86.4	5	11.4
7569 - Busim1	7	-	-	2	28.6	5	71.4
7586 - Advanim 2 Per	10	-	-	-	-	10	100.0
7593 - Pracmktg	12	-	-	-	-	12	100.0
7607 - Patho 1	174	-	-	-	-	174	100.0
7656 - Graphdi 1	44	3	6.8	-	-	41	93.2
7657 - Graphdi 2	22	1	4.5	-	-	21	95.5
7660 - Comp Prog	82	1	1.2	-	-	81	98.8
7668 - Prinaavtc 1	54	27	50.0	-	-	27	50.0
7669 - Prinaavtc 2	20	-	-	-	-	20	100.0
7673 - Adv Electr 1	21	2	9.5	1	4.8	18	85.7
7674 - Adv Electr 2	22	3	13.6	1	4.5	18	81.8
7675 - Prin Bmf 1	4	-	-	-	-	4	100.0
7685 - Advarchdesgn 1	33	3	9.1	1	3.0	29	87.9
7710 - Adv Auto Tech 1	3	-	-	-	-	3	100.0
7713 - Electronics 2	22	3	13.6	1	4.5	18	81.8
7730 - Medterm	20	-	-	-	-	20	100.0
7731 - Prinit 1	166	80	48.2	41	24.7	45	27.1
7732 - Prinit 2	140	80	57.1	41	29.3	19	13.6
7734 - Archdesign 1	12	10	83.3	-	-	2	16.7
7735 - Archdesign 2	12	10	83.3	-	-	2	16.7
7737 - Touchsysdatae 1	26	-	-	-	-	26	100.0
7741 - Pharma Prac 1	18	-	-	-	-	18	100.0
7872 - Prac Tdl 2 Cred 1	21	-	-	-	-	21	100.0
Econ/Free Ent							
2352 - Economics	72	15	20.8	24	33.3	33	45.8
Fine Arts							
4403 - Studio Art I 1	80	48	60.0	14	17.5	18	22.5
8178 - Mus Appreciation I	22	15	68.2	4	18.2	3	13.6
Language Arts							
1520 - Engl IV 1	147	25	17.0	33	22.4	89	60.5
1943 - Comm App	5	3	60.0	1	20.0	1	20.0
Language Other than English							
3640 - French III	10	1	10.0	1	10.0	8	80.0
3937 - Spn Nat Speak III 1	35	21	60.0	4	11.4	10	28.6
3938 - Spn Nat Speak III 2	28	10	35.7	3	10.7	15	53.6
3940 - Span III	9	2	22.2	-	-	7	77.8
3967 - Spanish IV 1	17	3	17.6	3	17.6	11	64.7

table continues

Table (continued)

Dallas ISD Course Number and Name	Total	Non-CTE		CTE Elective		Coherent Sequence	
	N	n	%	n	%	n	%
Mathematics							
2850 - Pre-Cal	161	117	72.7	24	14.9	20	12.4
Science							
3254 - Elem Phy 1	30	27	90.0	1	3.3	2	6.7
Social Studies							
2314 - US Govt	111	12	10.8	11	9.9	88	79.3
2323 - US Hist	187	36	19.3	31	16.6	120	64.2
2430 - Intro Psych	42	4	9.5	3	7.1	35	83.3
2438 - Intro Socio	48	8	16.7	8	16.7	32	66.7
Tech Applications							
4889 - TA Comp Sci I 1	4	-	-	-	-	4	100.0
5051 - TA Comp Sci III	16	15	93.8	-	-	1	6.3
5163 - Dig Art Animation 2	22	2	9.1	-	-	20	90.9
Total	2,417	607		308		1,502	

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

Note. DC = Dual credit. CTE = Career and technical education. "-" indicates that no students were enrolled within that group. Percentages may not add up to 100 due to rounding.