

2017-18 Evaluation of Career and Technical Education

Department of Evaluation and Assessment

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Superintendent of Schools*



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2017-18 Evaluation of Career and Technical Education

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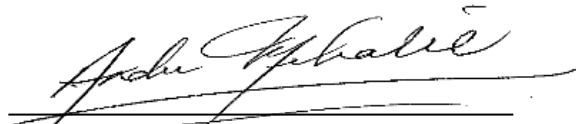
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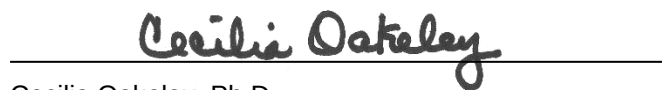
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2017-18 Evaluation of Career and Technical Education

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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 career clusters defined by the U.S. Department of Education. The district offered 275 pathways within eight career clusters in 2017-18, an expansion from 246 in the previous year. These pathways were aligned with state graduation requirements and with current and projected workforce needs.

- **Dallas ISD CTE Characteristics:** Overall, between 2016-17 and 2017-18, there was a slight increase (5.7%) in the percentage of students in grades six through 12 classified as either CTE elective or CTE coherent sequence students. There were roughly equal proportions of male and female middle and high school students, and approximately 70 percent were Hispanic.
- **Academic Effectiveness of the CTE Program:** Based on the Approaches Grade Level or Above Standard, non-CTE students outperformed CTE students on four of the five *State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)* subjects (all except U.S. History).
- **CTE Dual Credit Courses:** A total of 2,527 Dallas ISD CTE elective and CTE coherent sequence students participated in a career and technology dual credit course during the 2017-18 school year.
- **Grade Nine Endorsement Selections:** Grade nine students most frequently selected the business diploma endorsement ($n = 2,347$, 17.4%). STEM ($n = 1,147$, 8.5%) was the least selected endorsement.
- **College Enrollment Rates:** CTE participants ($n = 1,027$, 20.0%) enrolled at two-year colleges at a higher rate compared to non-CTE participants ($n = 406$, 15.7%). Non-CTE participants ($n = 891$, 34.4%) enrolled at four-year colleges at a higher rate than CTE participants ($n = 1,236$, 24.0%).
- **Industry-based certifications:** 4,527 Dallas ISD students took 6,498 industry-based certification exams in 2017-18. Almost 80 percent ($n = 5,117$, 78.7%) of certification exams were passed.

PROGRAM DESCRIPTION

Background Information¹

The Carl D. Perkins Career and Technical Education Act of 2006, helped support the Career and Technical Education (CTE) department of the Dallas Independent School District (ISD). The goals of the CTE program were to prepare students for college and career success, to provide them with the skills to be competitive in a global economy, and to recognize and meet the unique needs of a diverse student population. Dallas ISD campuses offered courses and course sequences aligned with 16 career clusters or broad groupings of occupations and industries based on related disciplines.² Dallas ISD followed the career cluster framework but used the term career pathways³ 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 \$2,400,009 funded the CTE program in 2017-18. The CTE program used these funds to buy equipment, pay central staff salaries, provide professional development for teachers, support curriculum, and provide career counseling.

The Texas Legislature passed House Bill 5 (HB 5) in 2013 which stated high school students must complete foundation curriculum plus additional coursework under one of five diploma endorsements, three of which are CTE-related: 1) business and industry; 2) public service; and 3) Science, Technology, Engineering, and Mathematics (STEM).⁴ 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, Food, and Natural Resources	Finance
Architecture and Construction	Hospitality and Tourism
Arts, Audio/Video Technology, and Communications	Information Technology
Business Management and Administration	Transportation, Distribution, and Logistics
Marketing	Manufacturing
Public Services	
Education and Training	Human Services
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 January 22, 2018.

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 Portions of this report were pulled from Turner, Sanguras, and Baron (2017).

² As defined by U.S. Department of Education accessed on September 21, 2017, <https://www2.ed.gov/about/offices/list/ovae/pi/cte/factsh/career-clstrs-prgrms-study-fs080528qa-kc.pdf>

³ Career clusters are analogous to industries in the workforce. Career pathway is the term used to describe the school-level programs in the Dallas ISD.

⁴ 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).⁵

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.⁶ Dallas ISD operated 47 NAF academies, including five 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,⁷ 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.

Dallas ISD expanded its collegiate academy, early college high school/technology programs from eight in 2016-17 to 23 in 2017-18.⁸ These 23 campuses included eight Pathways to Technology (P-TECH) Early College High Schools (ECHS), three Health Technology (H-TECH ECHS), one Engineering Technology (E-TECH ECHS), three Business Technology (B-TECH ECHS), and eight collegiate academies.⁹ Each TECH and collegiate academy was paired with a local post-secondary institution and several industry partners (Meharie, 2018). 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.¹⁰

In 2017-18, House Bill 22 (HB22)¹¹ required the Texas Education Agency (TEA) to evaluate the academic performance of school districts with a rating of *A*, *B*, *C*, *D*, or *F*, based on three domains: 1) student achievement, 2) school progress, and 3) closing the gaps. The second part of HB22 will be implemented in 2018-19, and will require the TEA to hold campuses accountable for the same three domains and ratings. The college, career, and military-readiness (CCMR) indicator includes the number of industry-based certifications earned. This evaluation reports certification results to align with HB 22.

⁵ <https://www.tasenet.org/cms/lib/TX01923126/Centricity/Domain/175/external/tea-ppt.pdf>, accessed on March 8, 2018.

⁶ Portions adapted from <https://www.dallasisd.org/CTE>, accessed on March 8, 2018.

⁷ Example of NAFTrack certification: <https://www.dallasisd.org/Page/41855>, accessed on March 8, 2018.

⁸ Official press release was accessed on January 24, 2018 from <https://thehub.dallasisd.org/2017/04/24/tea-announces-early-college-high-school-designations-for-23-dallas-isd-campuses/>.

⁹ See Appendix A for a detailed location list.

¹⁰ For more information on the 2017-18 Early College High Schools, see Meharie, 2018.

¹¹ https://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/House_Bill_22_Overview_and_Expected_Timeline_for_Implementation/, accessed on March 7, 2018.

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 Dallas ISD CTE program, including (a) program expansion progress; (b) student demographics; (c) enrollment rates for CTE elective students, coherent sequence students, and NAF academy students; and (d) individuals enrolled in nontraditional courses for their gender as determined by the Texas Education Association (TEA);
2. Assessment of academic achievement outcomes, as measured by passing rates of the *State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)* subtests across different CTE classifications and special populations;
3. CTE student enrollment in CTE dual credit courses;
4. Selection of diploma endorsements by 2017-18 ninth graders;
5. College enrollment rates for the Dallas ISD graduating class of 2017; and
6. The number of industry-based certifications earned in 2017-18.

MAJOR EVALUATION QUESTIONS AND RESULTS

What were the characteristics of the Dallas ISD CTE students?

This section reports CTE program expansion progress, demographics of CTE students, student enrollment by career cluster, and enrollments for students preparing for nontraditional employment by career cluster.

Methodology

Expansion Progress of the High School Campus NAF Programs and Pathways

The Department of CTE provided historical and current data in January 2018 on the progress of 2017-18 high school campus NAF programs and career clusters.

CTE Student Characteristics

For analyses of student characteristic data, the evaluator used demographic data from district files for middle school and high school students enrolled on the Public Education Information Management System (PEIMS) file dated October 30, 2017.¹² The data from October 30, 2017 were merged with the district PEIMS CTE status file dated July 24, 2018. 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,

¹² The PEIMS demographic snapshot date is October 27, 2017. The data for the enrolled students was pulled on October 30, 2017.

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 frequency and crosstab analyses to summarize demographics by CTE status, grade level, and ethnicity.

Enrollment in Pathway and NAF Academies at District High School Campuses

To examine enrollment in pathway and National Academy Foundation (NAF) programs, the evaluator merged course enrollment data for fall 2017 from district data files dated February 1, 2018 with the district demographic file dated October 30, 2017. Data for these students were merged with the district PEIMS CTE status file dated July 24, 2018 to obtain the final student CTE status and the NAF enrollment file as extracted from NAFTrack system. The NAFTrack data was provided by the Department of Career and Technical Education (CTE) on February 2, 2018. The data then were coded for appropriate career clusters based on campus, course number and course title per the General Information Bulletin 2017-18.¹³ The evaluator conducted frequency and crosstab analyses to summarize demographic information by career cluster and CTE status.

Course Enrollment Rates for Nontraditional Training and Employment

The TEA defines nontraditional courses¹⁴ as those that traditionally have had less than 25 percent of its participants from one gender.¹⁵ To examine course enrollment by students preparing for nontraditional employment, the evaluator merged course enrollment data for fall 2017 dated February 1, 2018 with the district demographic data file dated October 30, 2017. Data for these students were merged with the PEIMS CTE status file dated July 24, 2018 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.¹⁶ The evaluator used frequency and crosstab analyses to summarize data, grouping by career cluster, gender, and nontraditional status. Course completion was defined as a student having earned credit for the course at the end of the 2017-18 school year.

Results

Expansion Progress of the High School Campus NAF Programs and Pathways

Data from the U.S. Bureau of Labor Statistics (BLS)¹⁷ indicated an increase in the number of jobs in the Dallas-Fort Worth-Arlington Metropolitan Statistical Area from February 2017 to February 2018 in all nonfarm industries (see Table 2). Employment rose most in the leisure and hospitality industry (5.3%); other services (4.2%); mining, logging, and construction (3.7%); manufacturing (3.2%); and financial activities (3.0%).

¹³ Curriculum Central – Retrieved on January 18, 2018 <https://sites.google.com/a/dallasisd.org/ccentral/gib>.

¹⁴ Retrieved March 5, 2018 from the TEA list at <http://tea.texas.gov/pbm/PBMASManuals.aspx>.

¹⁵ 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.

¹⁶ Access on March 8, 2018 from <http://tea.texas.gov/cte/>.

¹⁷ From https://www.bls.gov/regions/southwest/news-release/areaemployment_dallasfortworth.htm.

Table 2: 2017 and 2018 Dallas-Fort Worth Employment by Industry

Industry	N Jobs Feb 2017	N Jobs Feb 2018	Change %
Leisure and Hospitality	361,400	380,400	5.3
Trade, Transportation, & Utilities	755,400	768,900	1.8
Financial Activities	288,300	297,000	3.0
Education and Health Services	438,900	450,700	2.7
Professional & Business Services	585,600	599,300	2.3
Government	435,400	443,200	1.8
Mining, Logging, & Construction	208,100	215,800	3.7
Other Services	118,900	123,900	4.2
Information	83,400	83,500	0.1
Manufacturing	267,700	276,400	3.2
Total	3,543,100	3,639,100	2.7

Source: U.S. Bureau of Labor Statistics news release on March 29, 2018.

Similarly, the number of career pathways offered by Dallas ISD increased 11.8 percent from 246 in 2016-17 to 275 in 2017-18 (Table 3). The increase in the number of career pathways offered was accelerated because HB 5 placed new emphasis on coherent sequences of CTE courses in 2013, evidenced by the trend of increased career pathway totals from 2014-15 to 2017-18 (Table 3). Beginning in 2014-15, this new emphasis 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 Dallas ISD increased pathway offerings in eight career clusters, decreased in one career cluster, and kept seven offerings unchanged. The largest percentage increase (62.5%) in career pathways offered was observed in the architecture and construction career cluster (Table 3, $n = 8$ in 2016-17 to $n = 13$ in 2017-18). The district decreased the number of pathways offered in law/public safety career cluster.

Table 3: 2011-12 through 2017-18 Number of Career Pathways by Career Clusters

Career Clusters	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Business and Industry Endorsement							
Agriculture, Food & Natural Resources	2	2	3	4	7	7	7
Architecture & Construction	5	5	5	9	9	8	13
Arts, A/V Technology & Communication	11	10	5	13	16	20	22
Business/Marketing ^a	8	9	7	19	-	-	-
Business	-	-	-	-	21	35	38
Marketing	-	-	-	-	32	38	38
Finance	7	6	8	10	12	20	26
Hospitality & Tourism	8	8	4	12	22	28	28
Information Technology	9	9	6	13	16	36	41
Transportation, Distribution & Logistics	6	5	2	8	8	5	5
Manufacturing ^b	0	0	0	1	2	4	4
Public Services Endorsement							
Education & Training	4	5	4	6	6	6	9
Government and Administration	1	2	1	2	2	2	2
Health Science	3	3	3	7	17	8	10
Human Services	2	2	6	1	2	3	3
Law/Public Safety	8	8	4	6	8	10	9
STEM Endorsement							
Science, Technology, Engineering & Mathematics	11	10	9	12	16	16	20
Total	85	84	67	123	196	246	275

Source: Data were provided by the Department of CTE on February 22, 2018.

Note: A/V = Audio and video. ^aFrom 2011-12 to 2014-15, the business and marketing clusters were combined.

^bThe manufacturing pathway was in the planning stage in 2014-15 and began enrolling students in 2015-16.

CTE Student Characteristics

As shown in Table 4, overall enrollment in grades six through 12 for the CTE elective ($n = 20,232$, 28.2%) and coherent sequence ($n = 20,755$, 28.9%) groups were similar. The percentage of middle school students who were classified as CTE elective students ($n = 10,271$) increased 14.8 percent from 2016-17 ($n = 8,945$; Turner, Sanguras & Barton 2017). Also shown in Table 4, 76.7 percent ($n = 30,716$) of high school students were classified as a CTE elective ($n = 9,961$, 24.9%) or CTE coherent sequence student ($n = 20,755$, 51.8%). There was a 5.0 percent increase in the number of students enrolled in a CTE elective course in 2017-18 ($n = 20,232$) compared to 2016-17 ($n = 19,277$; Turner, Sanguras & Barton 2017). Similarly, there was a 6.4 percent increase in the number of students enrolled in a CTE coherent sequence course in 2017-18 ($n = 20,755$) compared to 2016-17 ($n = 19,507$; Turner, Sanguras & Barton 2017).

Table 4: 2017-18 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	9,774	1,159	-	10,933	89.4	10.6	-
7	6,303	4,435	-	10,738	58.7	41.3	-
8	5,407	4,677	-	10,084	53.6	46.4	-
Total	21,484	10,271	-	31,755	67.7	32.3	-
High School							
9	3,818	5,873	2,228	11,919	32.0	49.3	18.7
10	2,643	2,171	5,691	10,505	25.2	20.7	54.2
11	1,679	924	6,843	9,446	17.8	9.8	72.4
12	1,189	993	5,993	8,175	14.5	12.1	73.3
Total	9,329	9,961	20,755	40,045	23.3	24.9	51.8
All Secondary							
Total	30,813	20,232	20,755	71,800	42.9	28.2	28.9

Source: District demographic PEIMS file dated October 30, 2017. District CTE status PEIMS file dated July 24, 2018.

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 5 and 6, middle school and high school students were about half male and female, and approximately 70 percent were Hispanic. About half (49.4%) of middle school CTE elective students were English learners while only 25.0 percent of high school CTE coherent sequence students and 39.3 percent of high school CTE elective students were English learners.

Table 5: 2017-18 Middle School Enrollment Demographics (Grades Six to Eight)

Grade	Non-CTE		CTE Elective		Total <i>N</i>
	<i>n</i>	%	<i>n</i>	%	
English Learner	10,139	47.2	5,078	49.4	15,217
Gender					
Female	10,636	49.5	4,659	45.4	15,295
Male	10,848	50.5	5,612	54.6	16,460
Ethnicity					
Hispanic	15,082	70.2	7,653	74.5	22,735
African American	4,828	22.5	2,090	20.3	6,918
Asian	319	1.5	53	0.5	372
White	995	4.6	379	3.7	1,374
Other	260	1.2	96	0.9	356
Total	21,484	100.0	10,271	100.0	31,755

Source: District demographic PEIMS file dated October 30, 2017. District CTE status PEIMS file dated July 24, 2018.

Note: CTE = Career and technical education. 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 6: 2017-18 High School Demographics (Grades Nine to 12)

Grade	Non-CTE		CTE Elective		Coherent Sequence		Total N
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
English Learner	2,727	29.2	3,917	39.3	5,195	25.0	11,839
Gender							
Female	5,077	54.4	4,699	47.2	10,295	49.6	20,071
Male	4,252	45.6	5,262	52.8	10,460	50.4	19,974
Ethnicity							
Hispanic	6,144	65.9	7,163	71.9	15,060	72.6	28,367
African American	1,835	19.7	2,258	22.7	4,654	22.4	8,747
Asian	173	1.9	143	1.4	289	1.4	605
White	1,044	11.2	309	3.1	575	2.8	1,928
Other	133	1.4	88	0.9	177	0.9	398
Total	9,329	100.0	9,961	100.0	20,755	100.0	40,045

Source: District demographic PEIMS file dated October 30, 2017. District CTE status PEIMS file dated July 24, 2018.

Note: CTE = Career and technical education. Other = American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, two or more races, or unknown. Percentages may not add up to 100 due to rounding.

Enrollment in Pathway and NAF Academies in District High Schools Campuses

As shown in Table 7, CTE elective and coherent sequence students most often enrolled in the business, management, and administration courses ($n = 6,117$, 14.5%); followed by finance courses ($n = 4,675$, 11.1%); and information technology courses ($n = 4,556$, 10.8%).

Table 7: 2017-18 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	201	539	740	1.8
Architecture and Construction	299	858	1,157	2.7
Arts, A/V Technology and Communication	1,566	2,664	4,230	10.0
Business, Management, and Administration	1,741	4,376	6,117	14.5
Career Exploration	75	876	951	2.3
Education and Training	64	422	486	1.2
Finance	1,352	3,323	4,675	11.1
Government and Administration	29	543	572	1.4
Health Science	812	2,504	3,316	7.9
Hospitality and Tourism	788	1,810	2,598	6.2
Human Services	843	2,230	3,073	7.3
Information Technology	1,358	3,198	4,556	10.8
Law, Public Safety, Corrections, and Security	591	1,988	2,579	6.1
Manufacturing	41	52	93	0.2
Marketing, Sales, and Service	1,127	1,603	2,730	6.5
Science, Technology, Engineering, and Mathematics	844	2,287	3,131	7.4
Transportation, Distribution, and Logistics	274	928	1202	2.8
Total	12,005	30,201	42,206	100.0

Source: District demographic PEIMS file dated October 30, 2017. District CTE status PEIMS file dated July 24, 2018. District secondary course file dated February 1, 2018.

Note: CTE = Career and technical education. A/V = Audio/video. *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 9,179 students participated in 42 NAF academies. As shown in Table 8, H. Grady Spruce High School had the highest student enrollment in the district (*n* = 560), followed by North Dallas High School (*n* = 431).¹⁸ For a complete listing of the locations of CTE pathways and NAF academies, see Appendix A.

¹⁸ Five additional NAF academies, Carter HS and Wilmer-Hutchins HS Academies of Finance (AOF), Hillcrest HS Academy of Health Science (AOHS), White HS Academy of Information Technology (AOIT) and Academy of Health Science (AOHS) were in a planning year. There are no students enrolled in these programs.

Table 8: 2017-18 NAF Student Enrollment (N = 9,179)

Academy Name	Students <i>n</i>	Academy Name	Students <i>n</i>
Adams HS AOE	196	North Dallas HS AOIT	431
Adams HS AOHS	194	Roosevelt HS AOHS	66
Adamson HS AOF	232	Skyline HS & Career Development Center AOHT	202
Adamson HS AOHS	97	Skyline HS AOE	115
Carter HS AOIT	100	Skyline HS AOF	191
Conrad HS AOE	233	Skyline HS AOHS	113
Conrad HS AOF	194	Skyline HS AOIT	304
Conrad HS AOHS	370	South Oak Cliff HS AOE	72
Conrad HS AOHT	259	South Oak Cliff HS AOIT	258
Conrad HS AOIT	281	Spruce HS AOE	309
Hillcrest HS AOE	146	Spruce HS AOF	560
IDEA AOF	198	Spruce HS AOIT	238
Jefferson HS AOE	212	Sunset HS AOF	171
Jefferson HS AOF	227	Sunset HS AOHS	227
Jefferson HS AOHT	240	Townview School of Science and Engineering Magnet AOE	286
Kimball HS AOE	235	White HS AOE	243
Kimball HS AOHT	393	Wilmer-Hutchins HS AOHT	130
Lincoln HS AOE	N/A	Wilmer-Hutchins HS AOIT	164
Madison HS AOIT	194	Wilson HS AOE	328
North Dallas HS AOE	72	Wilson HS AOF	251
North Dallas HS AOF	134	Wilson HS AOHT	313

Source: Department of CTE NAF enrollment file dated February 12, 2018. District CTE status PEIMS file dated July 24, 2018. (Missing data from Lincoln HS due to substitute teacher in place.).

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.

Course Enrollment Rates for Nontraditional Training and Employment

Nontraditional courses are identified as those related to occupations or fields of work in which individuals of one gender comprise less than 25 percent of the individuals employed in such occupations or fields of work. Table 9 displays nontraditional male and female course enrollments and completion rates by career cluster. Overall, a higher frequency of females ($n = 3,570$) enrolled in nontraditional CTE courses than males ($n = 3,339$). Completion rates ranged from 81.1 percent to 97.6 percent for females and 65.4 percent to 86.8 percent for males. The business, management, and administration career cluster enrolled the highest number of male students ($n = 2,684$). The law, public safety, corrections, and security career cluster enrolled the highest number of female students ($n = 872$).

Table 9: Male and Female Nontraditional Enrollment by Career Cluster

Career Cluster	Male Nontraditional			Female Nontraditional		
	Enrolled <i>n</i>	Completed <i>n</i>	Completed %	Enrolled <i>n</i>	Completed <i>n</i>	Completed %
Agriculture, Food, and Natural Resources	52	34	65.4	190	154	81.1
Architecture and Construction	-	-	-	262	251	95.8
Arts, A/V Technology, and Communications	2	*	*	12	*	*
Business, Management, and Administration	2,684	2,018	75.2	248	230	92.7
Career Exploration	-	-	-	-	-	-
Education and Training	53	46	86.8	-	-	-
Finance	208	175	84.1	-	-	-
Government and Administration	-	-	-	-	-	-
Health Science	124	97	78.2	-	-	-
Hospitality and Tourism	-	-	-	439	410	93.4
Human Services	216	153	70.8	-	-	-
Information Technology	-	-	-	299	252	84.3
Law, Public Safety, Corrections, and Security	-	-	-	872	757	86.8
Manufacturing	-	-	-	41	40	97.6
Marketing	-	-	-	633	540	85.3
Science, Technology, Engineering, and Mathematics	-	-	-	513	464	90.4
Transportation, Distribution, and Logistics	-	-	-	61	55	90.2
Total	3,339	2,525	75.6	3,570	3,159	88.5

Source: District demographic PEIMS file dated October 30, 2017. District CTE status PEIMS file dated July 24, 2018. District secondary course file dated February 1, 2018. TEA nontraditional course list retrieved from <http://tea.texas.gov/cte/> on March 2, 2018.

Note: A/V = Audio/Video. "-" indicates that no students were enrolled.*Completion data not reported for clusters with less than 15 students.

What was the academic effectiveness of the CTE program?

Academic effectiveness was assessed with *STAAR End-of-Course (EOC)* performance on five subtests (Algebra I, Biology, English I, English II, and United States History). *STAAR EOC* subtest performance was compared by CTE status and special population groups.

Methodology

STAAR EOC

To examine the academic effectiveness of the CTE program based on student performance, the evaluator used *STAAR EOC* scores. Academic performance standards represent the degree to which students have mastered required content as measured by test scores. *STAAR EOC* assessment scores are categorized into four levels to describe student performance: 1) Does Not Meet Grade Level (Does Not Meet), 2) Approaches Grade Level or Above (Approaches+), 3) Meets Grade Level or Above (Meets+), and 4) Masters Grade Level (Masters). Cut scores determine designation into these four categories.

The data files for the *STAAR EOC* analyses included all administrations but the *Alternate 2* version, reported as of June 20, 2018. Students in grade eight were included in the Algebra I *STAAR EOC*. The respective *STAAR EOC* data were merged with 2017-18 PEIMS snapshot demographic data and each student's final CTE status from the PEIMS CTE file dated July 24, 2018. Students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, Hospital and Homebound, or School Community Guidance Center were excluded from analyses because these students were not enrolled at traditional campuses.

For the *STAAR EOC* analyses, the evaluator conducted frequency and crosstab analyses to calculate the percentage of students attaining the Approaches+ and Meets+ performance standards grouped by *EOC* subtest and CTE status. Students were classified into two groups: non-CTE or CTE. Non-CTE students were not enrolled in any CTE courses while CTE students were enrolled in a CTE elective or a coherent sequence of courses. Non-CTE and CTE student groups were compared on Dallas ISD *STAAR EOC* performance. The percentages of students attaining the Approaches+, Meets+, and Masters grade level performance standards were grouped by *EOC* subtest, CTE status, and campus in Appendix B.

Special Population Analysis

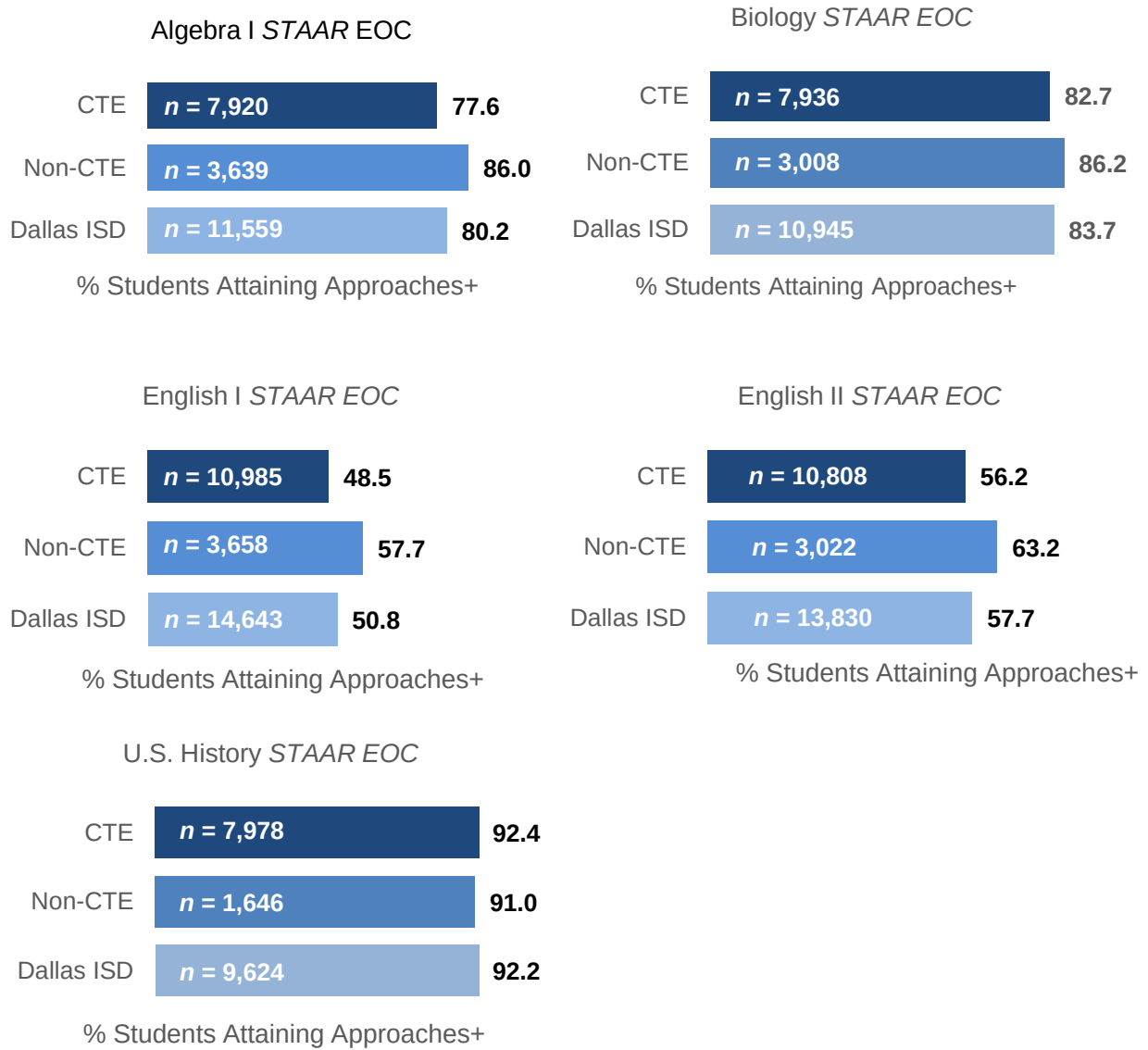
The evaluator identified students who fell into three special population groups: 1) special education students, 2) students from economically disadvantaged families, and 3) English learners by using PEIMS demographic data. The evaluator merged *STAAR EOC* data from district data files dated June 20, 2018 with the three special population indicators.

Results

STAAR EOC

As shown in Figures 1 and 2, the percentages of students attaining the Approaches+ and Meets+ performance standards for *STAAR EOCs* varied among student groups. Overall, non-CTE students reached Approaches+ and Meets+ at a higher rate than CTE students in all *STAAR EOC* subjects but U.S. History.

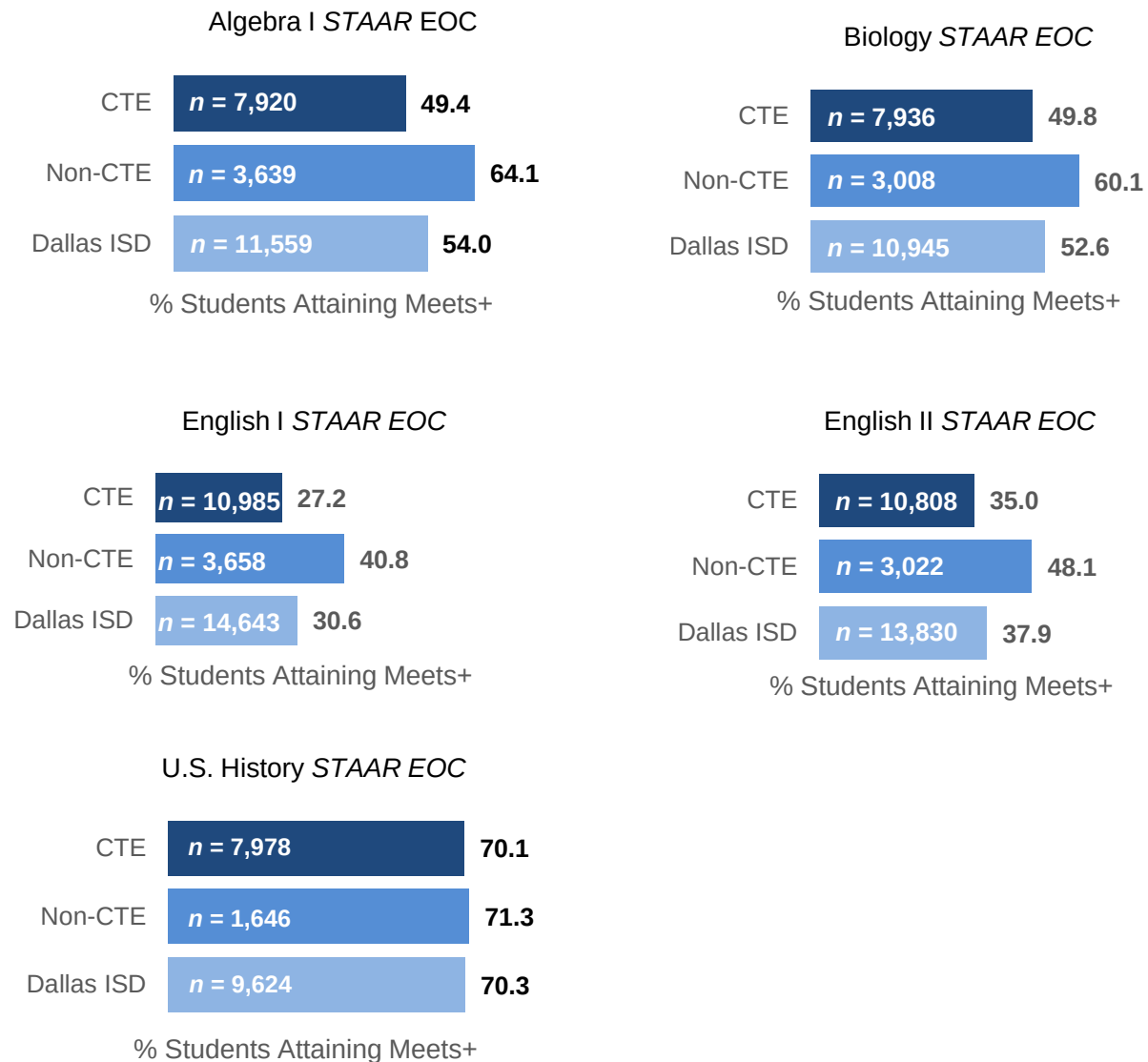
Figure 1: 2017-18 STAAR EOC Percentages of Students Attaining Approaches+



Source: District STAAR EOC file dated June 20, 2018. District PEIMS demographic data file dated October 30, 2017. District PEIMS CTE status file dated July 24, 2018.

Note: CTE = Career and technical education. *n* = students tested. Approaches+ rates reflect percentage of students meeting or exceeding the standard for all administrations of the STAAR EOC exams excluding STAAR Alternate 2 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 B Tables 1 to 6.

Figure 2: 2017-18 STAAR EOC Percentages of Students Attaining Meets+



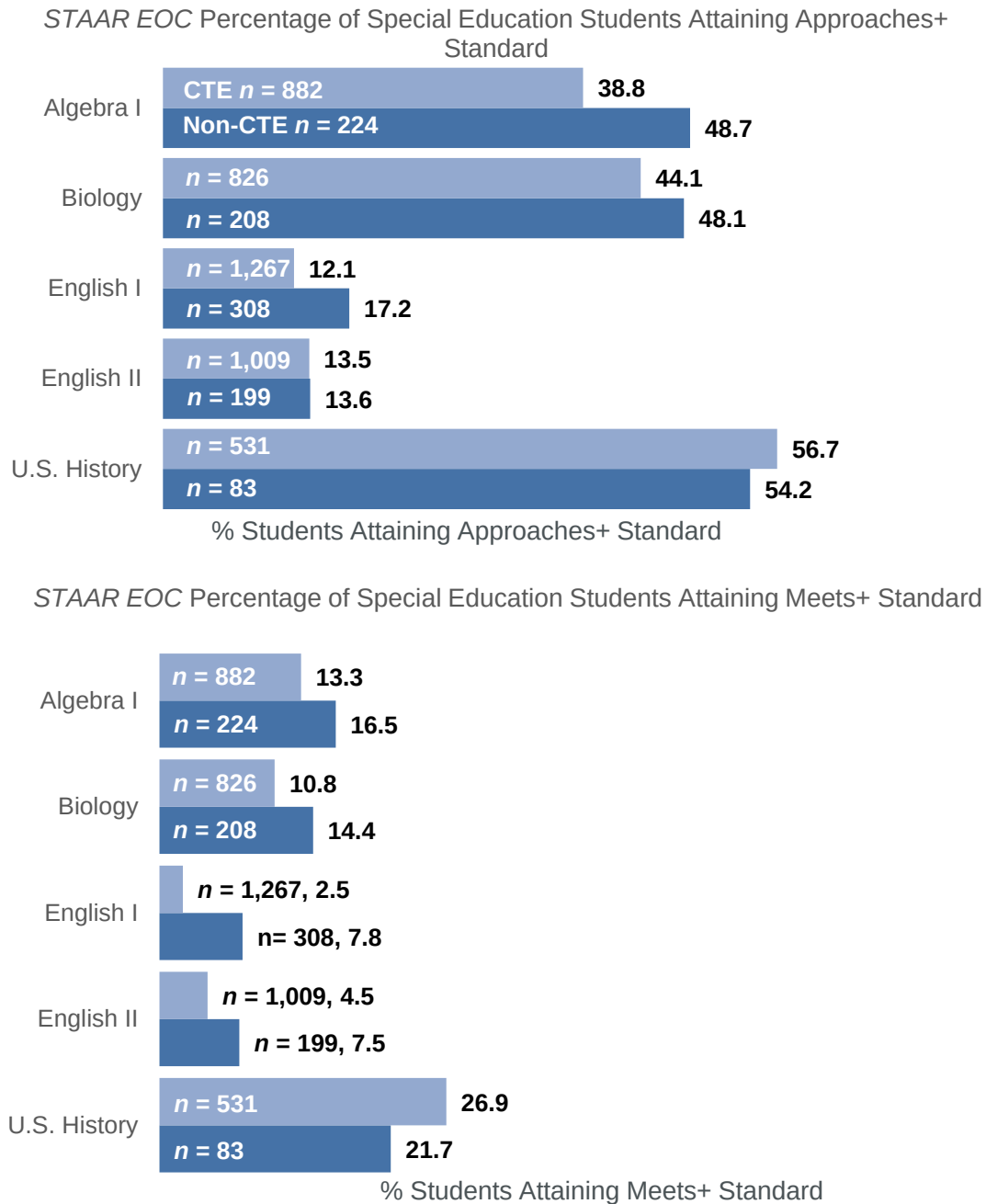
Source: District STAAR EOC file dated June 20, 2018. District PEIMS demographic data file dated October 30, 2017. District PEIMS CTE status file dated July 24, 2018.

Note: CTE = Career and technical education. *n* = students tested. Approaches+ rates reflect percentage of students meeting or exceeding the standard for all administrations of the STAAR EOC exams excluding STAAR Alternate 2 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 B Tables 1 to 6.

Special Population Analysis

As shown in Figure 3, the percentages of special education students who reached the STAAR EOC Approaches+ and Meets+ standards varied among subjects and groups. Non-CTE students with disabilities outperformed CTE students on three of the five STAAR EOC subjects. CTE students performed better on U.S. History.

Figure 3: 2017-18 STAAR EOC Percentage of Special Education Students Attaining Standard



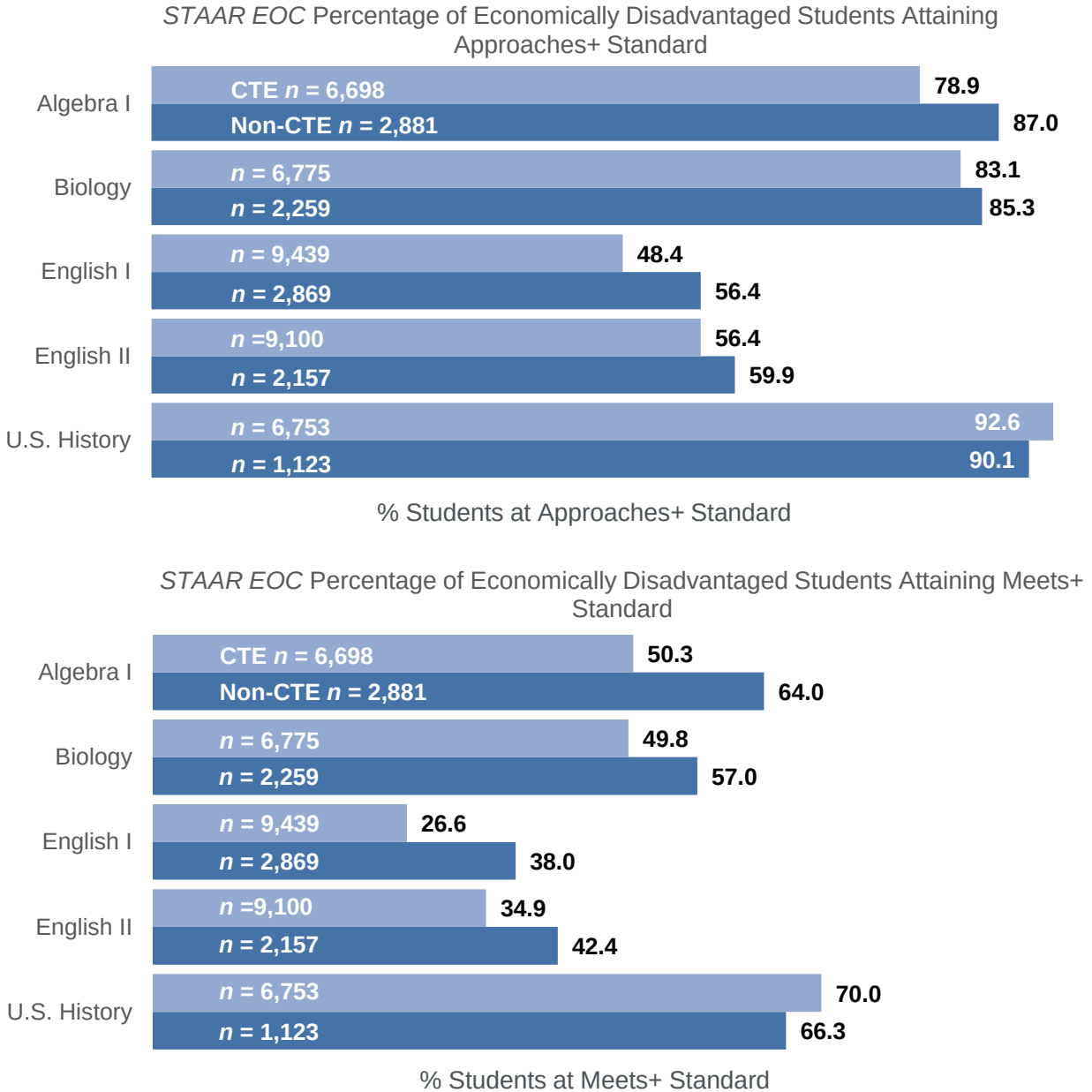
Source: District STAAR EOC file dated June 20, 2018. District PEIMS demographic data file dated October 30, 2017. District PEIMS CTE status file dated July 24, 2018.

Note: CTE = Career and technical education. *n* = students tested. Appr+ = Approaches+. Approaches+ and Meets+ rates reflect percentage of students meeting or exceeding the performance standard for all administrations of the STAAR EOC exams excluding STAAR Alternate 2 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 including the percentage of students attaining the Masters performance standard are provided in Appendix B Table 7.

As shown in Figure 4, achievement rates for economically disadvantaged students varied among

student groups. Non-CTE students outperformed CTE students across four of the five *STAAR EOC* subjects. CTE students performed better on U.S. History.

Figure 4: 2017-18 *STAAR EOC* Percentage of Economically Disadvantaged Students Attaining Standard

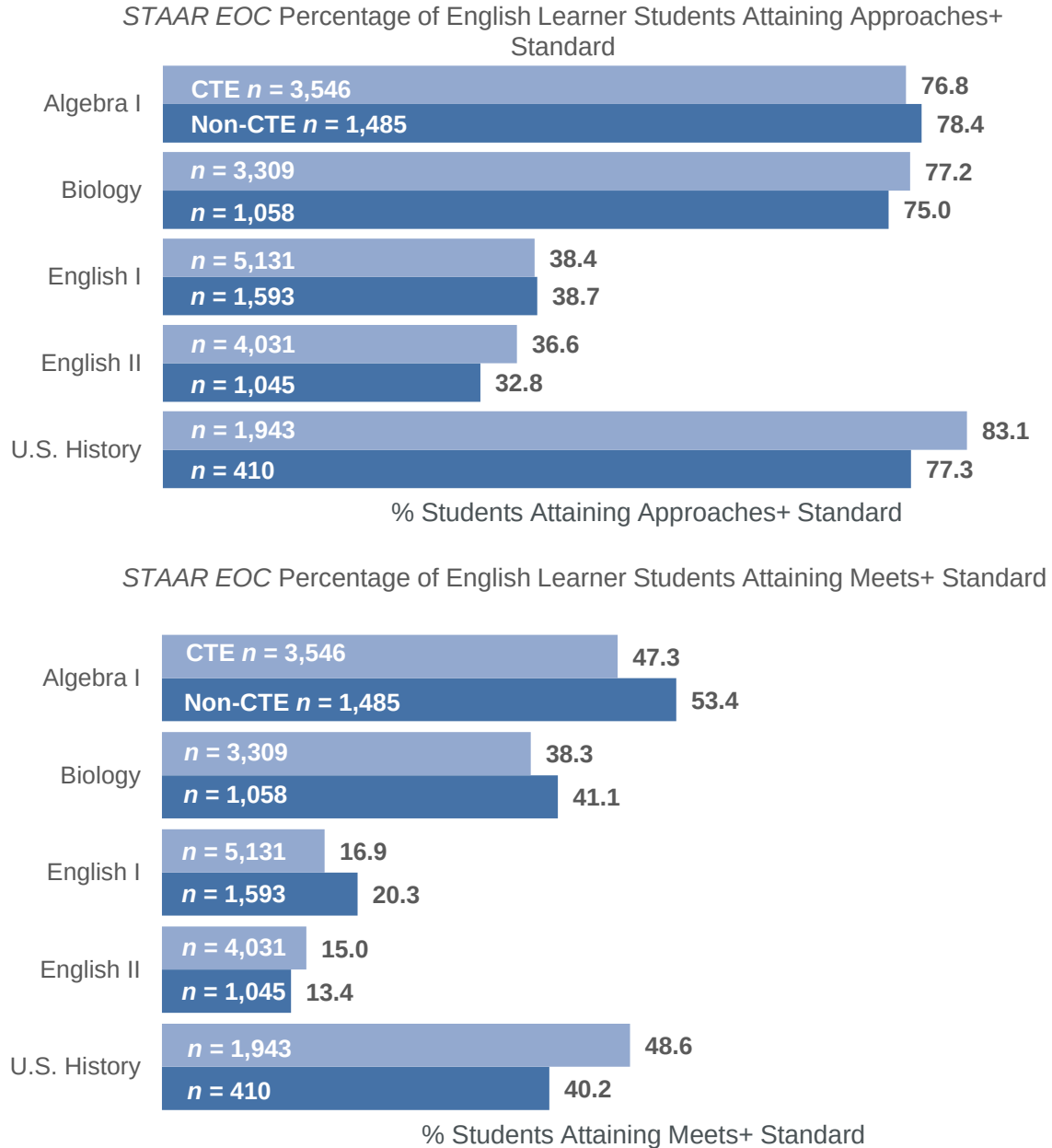


Source: District *STAAR EOC* file dated June 20, 2018. District PEIMS demographic data file dated October 30, 2017. District PEIMS CTE status file dated July 24, 2018.

Note: CTE = Career and technical education. *n* = students tested. Appr+ = Approaches+. Approaches+ and Meets+ rates reflect percentage of students meeting or exceeding the performance standard for all administrations of the *STAAR EOC* exams excluding *STAAR Alternate 2* 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 including the percentage of students attaining the Masters performance standard are provided in Appendix B Table 8.

As shown in Figure 5, achievement rates for English learner students varied among student groups. Based on the Approaches+ Standard, CTE students outperformed non-CTE students on three of the five STAAR EOC subjects including Biology, English II and U.S. History.

Figure 5: 2017-18 STAAR EOC Percentage of English Learner Students Attaining Standard



Source: District STAAR EOC file dated June 20, 2018. District PEIMS demographic data file dated October 30, 2017. District PEIMS CTE status file dated July 24, 2018.

Note: CTE = Career and technical education. *n* = students tested. Appr+ = Approaches+. Approaches+ and Meets+ rates reflect percentage of students meeting or exceeding the performance standard for all administrations of the STAAR EOC exams for students excluding STAAR Alternate 2 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 including the percentage of students attaining the Masters performance standard are provided in Appendix B Table 9.

What were CTE student participation rates in CTE dual credit courses?

The CTE department continued to expand its dual credit course offerings. The analyses below examined the total number of dual courses taken by students, the types of courses taken grouped by course content area, and the participation and completion rates of courses offered within the CTE content area.

Methodology

The evaluator used several steps to identify students enrolled in dual credit courses. First, the evaluator merged PEIMS snapshot demographic data from the district file dated October 30, 2017 with fall 2017 district course files dated February 1, 2018 and spring 2018 district course files dated March 5, 2018. Next, the evaluator identified students enrolled in dual credit courses. Data for these students were merged with the PEIMS CTE status file dated July 24, 2018. Students were classified into three groups: 1) students classified as non-CTE students (non-CTE), 2) students enrolled in one or more CTE courses (CTE elective), and 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). Students were not duplicated in the classified groups. The evaluator used frequency and crosstab analyses to analyze data by the number of courses taken and course content area. Courses were defined as complete if a student earned credit for the course at the end of the 2017-18 school year.

Results

A total of 2,527 Dallas ISD CTE elective and CTE coherent sequence students participated in a career and technology dual credit course during 2017-18 school year. As shown in Table 10, almost half of students enrolled in more than one course. A full list of career and technology dual credit courses taken by CTE elective and CTE coherent sequence students within each course area is provided in Appendix C.

Table 10: 2017-18 Number of Dual Credit Career and Technology Courses Taken by Dallas ISD CTE Elective and CTE Coherent Sequence Students

Number of Courses	All Students	
	<i>n</i>	%
1	1,322	52.3
2	783	31.0
3	181	7.2
4	241	9.5
Total	2,527	100.0

Source: District secondary course files dated February 1, 2018 and March 5, 2018. District PEIMS demographic data file dated October 30, 2017. District CTE status PEIMS file dated July 24, 2018.

Overall, there were 4,395 enrollments in dual credit career and technology courses by CTE elective and CTE coherent students (Table 11). The largest number of students enrolled in dual credit career and technology courses were at Townview Business Magnet ($n = 617$) followed by Seagoville High School ($n = 469$) and L.G. Pinkston High School ($n = 438$). Approximately three-quarters (76.8%) of CTE students

who enrolled in career and technology dual credit courses were coherent sequence students. Twenty-three percent (23.2%) were CTE elective students.

Table 11: Career and Technology Dual Credit Enrollment by Campus and CTE Status

Campus	Total	CTE Elective		CTE Coherent	
	N	n	%	n	%
Adamson	160	80	7.9	80	2.4
Molina	109	58	5.7	51	1.5
Hillcrest	2	0	0.0	2	0.1
Jefferson	419	37	3.6	382	11.3
Kimball	69	56	5.5	13	0.4
Lincoln	123	32	3.1	91	2.7
Pinkston	438	62	6.1	376	11.1
Roosevelt	192	42	4.1	150	4.4
Samuell	22	3	0.3	19	0.6
Seagoville	469	77	7.6	392	11.6
South Oak Cliff	224	43	4.2	181	5.4
Spruce	179	109	10.7	70	2.1
Sunset	105	82	8.1	23	0.7
White	32	18	1.8	14	0.4
Carter	119	29	2.8	90	2.7
North Dallas	199	61	6.0	138	4.1
Conrad	168	87	8.5	81	2.4
Madison	125	26	2.6	99	2.9
Townview Business	617	3	0.3	614	18.2
Washington	37	29	2.8	8	0.2
Townview Health Professions	405	0	0.0	405	12.0
Townview Talented and Gifted	13	12	1.2	1	0.0
Garza	63	39	3.8	24	0.7
Lassiter	13	6	0.6	7	0.2
Wilmer-Hutchins	89	27	2.7	62	1.8
Patton	4	0	0.0	4	0.1
Total	4,395	1,018	100.0	3,377	100.0

Source: District demographic PEIMS file dated October 30, 2017. District CTE status PEIMS file dated July 24, 2018. District secondary course files dated February 1, 2018 and July 7, 2018.

Note: CTE = Career and technical education. Students could be enrolled in more than one course.

What were the grade nine diploma endorsement selections?

Per House Bill 5, 83rd Texas Legislature, Regular Session, 2013, students can earn one or more endorsements as part of their graduation requirements. Endorsements consist of a related series of courses that are grouped together by interest or skill set to provide students with in-depth knowledge of a subject area. School counselors facilitate students' selecting an endorsement in the ninth grade, which students earn by completing the curriculum requirements before graduation. The following analyses examined the number and types of endorsements selected.

Methodology

The evaluator merged endorsement data from district data files dated May 24, 2018 with PEIMS demographic data from October 30, 2017. The evaluator used frequency and crosstab analyses to determine the number and types of endorsements selected by fall 2017 grade nine students.

Results

Tables 12 and 13 show the endorsements selected by grade nine students. A summary of the total number of endorsements selected by students is shown in Table 13. Because students could select more than one endorsement, the total number of endorsements ($N = 13,462$; see Table 13) selected exceeded the total number of grade nine students ($N = 11,938$). Overall, most grade nine students selected one endorsement ($n = 5,370$, 45.0%). As shown in Table 14, of the grade nine students who selected an endorsement, business was the most frequently selected endorsement ($n = 2,347$, 17.4%), while STEM ($n = 1,147$, 8.5%) was the least selected endorsement.

Table 12: 2017-18 Number of Endorsements Selected by Grade Nine Students

Number of Endorsements	<i>n</i>	Total %
0	5,196	43.5
1	5,370	45.0
2	1,238	10.4
3	120	1.0
4	10	0.1
5	4	0.0
Total	11,938	100.0

Source: Endorsement data from district data files dated May 24, 2018.

Table 13: 2017-18 Type of Endorsements Selected by Grade Nine Students

Endorsement	<i>n</i>	Total %
No endorsement	5,196	38.6
Business	2,347	17.4
Arts and Humanities	1,609	12.0
Public Service	1,414	10.5
STEM	1,147	8.5
Multi-Studies	1,749	13.0
Total	13,462	100.0

Source: Endorsement data from district data files dated May 24, 2018. STEM = Science, technology, engineering, and mathematics.

What were the college enrollment rates for the Dallas ISD class of 2017?

To explore college enrollment among students who completed a sequence of CTE courses, the evaluator examined college enrollment for the Dallas ISD class of 2017. Data for Dallas ISD 2017 graduates were obtained on March 6, 2018 from district files spanning from January 1, 2017 to December 31, 2017. Data for these students were merged with the previous year's PEIMS CTE status file dated July 25, 2017 to obtain the final CTE status for each student. The evaluator matched this student data with college enrollment and completion data from the National Student Clearinghouse (NSC) as of February 6, 2018.¹⁹

Methodology

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 (CTE Participants; $n = 5,108$). Group 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; $n = 2,572$). Students were not duplicated in the classified groups. The evaluator used frequency and crosstabs analyses to group data by CTE status and type of college enrollment (e.g. two-year and four-year institutions).

¹⁹ The NSC, based in Herndon, Virginia, collects college enrollment and completion information from more than 3,000 colleges and universities across the country, and provides the district with college enrollment and completion data twice a year. For more information, see <http://www.studentclearinghouse.org/>, accessed on March 26, 2018.

Results

The data used in these analyses included 7,680 students who graduated from Dallas ISD high schools in 2017. Table 14 shows the college enrollments of all Dallas ISD high school 2017 graduates by CTE participant status. Forty-nine students were simultaneously enrolled at more than one college ($n = 7,729$ total enrollments) which exceeded the total student count ($n = 7,680$).

Table 14: 2017 Dallas ISD Graduates College Enrollment

Enrollment Status	All HS Graduates		CTE Participants HS Graduates		Non-CTE Participants HS Graduates	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Enrolled in two-year college	1,433	18.5	1,027	20.0	406	15.7
Enrolled in four-year college	2,127	27.5	1,236	24.0	891	34.4
Not Located*	4,169	53.9	2,878	56.0	1,291	49.9
Total	7,729	100.0	5,141	100.0	2,588	100.0

Source: Graduate data from district data files dated March 6, 2018. District CTE status PEIMS file dated July 25, 2017. National Student Clearinghouse file dated February 6, 2018. Forty-nine students were simultaneously enrolled at more than one college exceeding the total student count ($n = 7,680$).

Note: *High school graduates not found enrolled in at a college or university following graduation by the NSC data file dated February 6, 2018. HS=high school. Percentages may not sum to 100 due to rounding.

A total of 3,511 students (45.7 percent) enrolled in either a two-year or four-year college by the fall semester after graduating from Dallas ISD. CTE participants ($n = 1,027$, 20.0%) enrolled at two-year colleges at a higher rate compared to non-CTE participants ($n = 406$, 15.7%). Non-CTE participants ($n = 891$, 34.4%) enrolled at four-year colleges at a higher rate than CTE participants ($n = 1,236$, 24.0%). Of the 3,560 college enrollments ($n = 2,263$ CTE; $n = 1,297$ non-CTE), the largest proportion of Dallas ISD graduates that attended a two-year institution enrolled at Eastfield College in the Dallas Community College District ($n = 356$, 10.0%). In addition, the largest proportion of Dallas ISD graduates that attended a four-year institution enrolled at the University of North Texas ($n = 205$, 5.8%). Appendix D includes data for all schools attended by the Dallas ISD 2017 graduates.

How many industry-based certifications were earned in 2017-18?

In 2017-18, the Texas Education Agency (TEA) implemented directives from House Bill 22 (HB22)²⁰ to evaluate the academic performance of school districts with a rating of A, B, C, D, or F. The new accountability system includes three domains: 1) student achievement, 2) school progress, and 3) closing the gaps. Additionally, in 2018-19 the TEA will hold campuses accountable for the same three domains and campus-level ratings will be issued. The student achievement domain for high schools includes a college, career, and military-readiness (CCMR) indicator, including a component for the number of end-of-program certifications earned.

²⁰https://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/House_Bill_22_Overview_and_Expected_Timeline_for_Implementation/, accessed on March 7, 2018.

Methodology

To align with the implementation of HB22, CTE program management provided a comprehensive list of all industry-based certifications attempted in Dallas ISD as of September 7, 2018. The evaluator classified certifications into three tiers: 1) tier one included end-of-program certification as defined by the TEA for the A to F Accountability system, 2) tier two included employable certifications as defined by the *Perkins Effectiveness Report (PER)*,²¹ and 3) tier three included all other certifications taken that were not categorized into tiers one or two. The evaluator used descriptive statistics to calculate the number of exams earned, grouping by certification and tier.

Results

Overall, 4,527 Dallas ISD students took 6,498 industry-based certifications exams in 2017-18. Almost eighty percent (78.7%, $n = 5,117$) of certification exams were passed. As mentioned above, certifications could be categorized into more than one tier. A total of 239 certifications were classified as Tier one, end-of-program certification as defined by the TEA for the A to F Accountability system, whereas 1,905 earned industry-based certifications were classified as tier two, employable certifications by the Perkins Effectiveness Report (PER). Refer to Appendix E for all certifications by tier. As shown in Table 15, the largest number of industry-based certifications were earned at Skyline High School ($n = 1,565$) followed by Conrad High School ($n = 283$) and Seagoville High School ($n = 272$).

²¹<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwiDslvxx4raAhUQH6wKHV1KBzgQFgggMAA&url=http%3A%2F%2Ftea.texas.gov%2FWorkArea%2FDownloadAsset.aspx%3Fid%3D51539610391&usg=AOvVaw1GH8EtPAfmvCpHsRjV4iwP> - Sample PER report accessed on March 26, 2018.

Table 15: 2017-18 Industry-Based Certifications Earned by Student Tier

Campus	Tier 1		Tier 2		Tier 3	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Bryan Adams HS	0	0.0	7	0.4	101	3.2
W.H. Adamson HS	20	8.4	56	2.9	191	6.0
David W. Carter HS	0	0.0	149	7.8	72	2.3
Emmett J. Conrad HS	0	0.0	102	5.4	181	5.7
Hillcrest HS	0	0.0	215	11.3	12	0.4
Thomas Jefferson HS	0	0.0	6	0.3	38	1.2
Justin F. Kimball HS	0	0.0	105	5.5	84	2.6
Lincoln HS	0	0.0	20	1.0	35	1.1
Lincoln Humanities/Communications Magnet	0	0.0	0	0.0	21	0.7
James Madison HS	0	0.0	6	0.3	1	0.0
Moisés E. Molina HS	0	0.0	47	2.5	175	5.5
North Dallas HS	0	0.0	0	0.0	2	0.1
John Leslie Patton Jr. Academic Center	0	0.0	0	0.0	76	2.4
L.G. Pinkston HS	1	0.4	88	4.6	27	0.8
Irma Lerma Rangel Young Women's Leadership School	1	0.4	41	2.2	117	3.7
Franklin D. Roosevelt HS	0	0.0	31	1.6	54	1.7
W.W. Samuell HS	0	0.0	0	0.0	53	1.7
Seagoville HS	12	5.0	142	7.5	118	3.7
Skyline HS	136	56.9	321	16.9	1108	34.7
A. Maceo Smith New Tech HS	0	0.0	0	0.0	23	0.7
South Oak Cliff HS	0	0.0	56	2.9	1	0.0
H. Grady Spruce HS	43	18.0	43	2.3	104	3.3
Sunset HS	1	0.4	77	4.0	49	1.5
Townview Business	7	2.9	32	1.7	46	1.4
Townview Education	0	0.0	118	6.2	104	3.3
Townview Health Professions	16	6.7	16	0.8	197	6.2
Townview Science and Engineering	0	0.0	0	0.0	9	0.3
W.T. White HS	0	0.0	203	10.7	28	0.9
Wilmer-Hutchins HS	2	0.8	24	1.3	139	4.3
Woodrow Wilson HS	0	0.0	0	0.0	31	1.0
Total Certifications	239	100.0	1,905	100.0	3,197	100.0

Source: Certification data provided by Department of CTE: September 7, 2018. District demographic PEIMS file dated October 30, 2017.

Note: CTE = Career and technical education. Tier one includes end-of-program certification as defined by the TEA. Tier two includes employable certifications as defined by the Perkins Effectiveness Report. Tier three includes all other certifications taken that were not categorized into tiers one or two. Certifications could be categorized into more than one tier. Percentages may not add up to 100 due to rounding.

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). Data from the U.S. Bureau of Labor Statistics (BLS) indicated an increase in the number of jobs in the Dallas-Fort Worth-Arlington Metropolitan Statistical Area from February 2017 to February 2018 in all nonfarm industries. Employment rose most in the leisure and hospitality industry (5.3%); other services (4.2%); mining, logging, and construction (3.7%); manufacturing (3.2%); and financial activities (3.0%). Similarly, the number of career pathways offered by Dallas ISD increased 11.8 percent from 246 in 2016-17 to 275 in 2017-18. The Dallas ISD increased pathway offerings in eight career clusters, decreased in one career cluster, and kept seven offerings unchanged. The largest percentage increase (62.5%) in career pathways offered was observed in the architecture and construction career cluster. A Texas Education Agency (TEA) grant of \$2,400,009 funded the Career Education and Workforce Partnerships program in 2017-18. 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 the CTE elective ($n = 20,232$, 28.1%) and coherent sequence ($n = 20,755$, 28.9%) groups were similar. The percentage of middle school students who were classified as CTE elective student ($n = 10,271$) increased by 14.8 percent from 2016-17 ($n = 8,945$; Turner, Sanguras & Barton 2017). Additionally, 76.7 percent ($n = 30,718$) of high school students were classified as a CTE elective ($n = 9,961$, 24.9%) or CTE coherent sequence student ($n = 20,757$, 51.8%).

Middle school and high school CTE students were about half male and female and approximately 70 percent were Hispanic. About half (49.4%) of middle school CTE elective students were English learners while only 25.0 percent of high school CTE coherent sequence students and 39.3 percent of high school CTE elective students were English learners.

CTE elective and coherent sequence students most often enrolled in the business, management, and administration courses ($n = 6,117$, 14.5%), followed by finance courses ($n = 4,675$, 11.1%), and information technology courses ($n = 4,556$, 10.8%).

A total of 9,179 students participated in 42 NAF academies. H. Grady Spruce High School had the highest student enrollment in the district ($n = 560$), followed by North Dallas High School ($n = 431$).

Overall, a higher frequency of females ($n = 3,570$) enrolled in non-traditional CTE courses than males ($n = 3,339$). Completion rates ranged from 81.1 percent to 97.6 percent for females and 65.4 percent to 86.8 percent for males. The nontraditional male students ($n = 2,684$). The law, public safety, corrections, and security career cluster enrolled the highest number of female students ($n = 872$).

Academic Effectiveness of the CTE Program

The rates of students attaining the Approaches+ and Meets+ performance standards on STAAR EOCs varied among student groups. Based on the Approaches+ Standard, non-CTE students outperformed CTE students on four of the five STAAR EOC subjects (all except U.S. History).

CTE Student Participation Rates in CTE Dual Credit Courses

A total of 2,527 Dallas ISD CTE elective and CTE coherent sequence students participated in a career and technology dual credit course during 2017-18 school year, with almost half of students enrolled in more than one course. Overall, there were 4,395 enrollments in dual credit career and technology courses by CTE elective and CTE coherent sequence students. The largest number of students enrolled in dual credit career and technology courses were at Townview Business Magnet ($n = 617$) followed by Seagoville High School ($n = 469$) and L.G. Pinkston High School ($n = 438$).

Grade Nine Endorsement Selections

Overall, most grade nine students selected one endorsement ($n = 5,370$, 45.0%), with business being the most frequently selected endorsement ($n = 2,347$, 17.4%). STEM ($n = 1,147$, 8.5%) was the least selected endorsement.

College Enrollment Rates

A total of 3,511 students (45.7 percent) enrolled in either a two-year or four-year college by the fall semester after graduating from Dallas ISD in 2017. CTE participants ($n = 1,027$, 20.0%) enrolled at two-year colleges at a higher rate compared to non-CTE participants ($n = 406$, 15.7%). Non-CTE participants ($n = 891$, 34.4%) enrolled at four-year colleges at a higher rate than CTE participants ($n = 1,236$, 24.0%).

Industry-Based Certifications

Overall, 4,527 Dallas ISD students took 6,498 industry-based certifications exams in 2017-18. Almost eighty percent (78.7%, $n = 5,117$) of certification exams were passed. The largest number of industry-based certifications were earned at Skyline High School ($n = 1,565$) followed by Conrad High School ($n = 283$) and Seagoville High School ($n = 272$).

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 for the Dallas/Fort Worth job industry, preparing students for careers after graduation. 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.

Recommendations

The following recommendations are offered to improve the process and efficiency for future evaluations of the CTE program.

- **Create three new Powerschool 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 Powerschool 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.

REFERENCES

- Meharie, Anduamlak. (August, 2018). 2017-18 Evaluation of Early College High Schools: Final Report. Dallas, TX: Dallas Independent School District.
- Turner, H., Sanguras, L., & Barton, L.M. (September, 2017). 2016-17 Evaluation of Career and Technical Education: Final Report. Dallas, TX: Dallas Independent School District.

APPENDICES

Appendix A

Appendix A: 2017-18 Career Pathways and Academies by Campus

CTE Pathways by Career Cluster and Endorsement	Business and Industry										Public Services					STEM
	Agriculture	Architecture/Construction	Arts/Communications	Business	Marketing	Finance	Hospitality/Tourism	Information Technology	Transportation/Logistics	Manufacturing	Education	Government/PA	Health Science	Human Services	Law/Public Safety	Engineering
NOTES: - NAF = National Academy Foundation - Numbers indicate how many coherent CTE pathways in that Career Cluster are offered																
Bryan Adams 10 (District 3)				1	2		2	1					NAF		1	NAF (2)
Adamson 9 (District 7)				2	2	NAF (2)			1		1		NAF			
Carter 12 (District 6)			2	2	3	NAF YOP		NAF(1) 2							2	
City Lab 1 (District 9)		1														
Conrad 12 (District 3)					2	NAF (2)	NAF(1) 2	NAF(1) 4					NAF			NAF
Hillcrest 5 (District 2)				1	1			1					NAF YOP			NAF
IDEA 1 (District 8)						NAF										
Jefferson 11 (District 1)			1	1	1	NAF(1) 2	NAF (4)	1								NAF
Kimball 7 (District 6)				1	1		NAF(3)								1	NAF
Lincoln 9 (District 9)			3	2	1		2									NAF
Madison 3 (District 9)				1				NAF(1) 2								
Molina 3 (District 7)		1	1				1									
North Dallas 6 (District 2)				1	2	NAF		NAF								NAF
Obama 1 (District 5)																1
Pinkston 6 (District 5)		1		1				1	1	1					1	
Rangel 1 (District 9)				1												
Roosevelt 4 (District 5)				1			1	1					NAF			
Samuell 3 (District 4)		2						1								
Sanders Public Service, Law 2 (District 5)												1			1	
School of Business/Mngmt. 14 (District 5)			1	3	7	2		1								
School of Health Professions 3 (District 5)							1						2			
School of Science and Engineering 2 (District 5)																NAF (2)
Seagoville 11 (District 4)	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 (District 5)			1													
Sorrells Education/Social Services 2 (District 5)											1			1		
South Oak Cliff 11 (District 5)				1	2	1		NAF(2) 3		1	1				1	NAF
Spruce + CTE ECHS 11 (District 4)			1	1	2	NAF(2) 3		NAF	1	1						NAF
Sunset 12 (District 7)			1	1	4	NAF		2			1		NAF		1	
Washington for the PVA (District 9)																
White 14 (District 1)				3	4	1	1	NAF YOP			1		NAF YOP	1		NAF
Wilmer-Hutchins 14 (District 5)		1		3	3	NAF YOP(1) 1	NAF (4)	NAF	1							
Wilson 6 (District 2)						NAF (2)	NAF (3)									NAF
Total NAF Academies (47)						11	6	8					8			13
TOTAL CTE Pathways (228)	7	9	18	28	38	22	28	26	5	3	6	2	9	3	8	16

table continues

Table (Continued)

Collegiate Academy/ Early College High School/ P-TECH Career and Technical Education (CTE) Pathways by Career Cluster and Endorsement	Business and Industry										Public Services					STEM
	Agriculture, Food & Natural Resources	Architecture & Construction	Arts, A/V Technology & Communications	Business Management & Administration	Marketing	Finance	Hospitality & Tourism	Information Technology	Transportation, Distribution & Logistics	Manufacturing	Education & Training	Government & Public Administration	Health Science	Human Services	Law, Public Safety, Corrections & Security	Science, Technology, Engineering & Mathematics
Bryan Adams P-TECH at Eastfield College											1					
David W. Carter P-TECH at Cedar Valley College			1	1				1							1	
Dr. Wright L. Lassiter Jr. Early College High School at El Centro College																
Emmett J. Conrad Global Studies H-TECH at Richland College			1					3								
Franklin D. Roosevelt H-TECH at El Centro College				1				1								
H. Grady Spruce Early College High School		2	1							1						
Hillcrest E-TECH at Richland College																2
James Madison P-TECH at El Centro College				1				1								
Justin F. Kimball E-TECH at Mountain View College																2
Kathlyn Joy Gilliam Collegiate Academy																
L.G. Pinkston H-TECH at El Centro College				1				1								
Lincoln B-TECH at El Centro College and UNT Dallas				1*		1*										
Moisés E. Molina B-TECH at Mountain View College				3		1										
North Dallas P-TECH at Brookhaven College								1					1			
Seagoville P-TECH at Eastfield College				1				2								
South Oak Cliff P-TECH at Mountain View College		1						2								
Sunset P-TECH at Mountain View College and UNT Dallas											1					
Thomas Jefferson P-TECH at Brookhaven College			1	1				1								
Trinidad "Trini" Garza Early College High School at Mountain View																
W.H. Adamson P-TECH at El Centro College								2								
W.T. White B-TECH at Brookhaven College						2					1					
W.W. Samuell Early College High School																
Wilmer-Hutchins E-TECH at North Lake College		1														
TOTAL ECHS/P-TECH CTE Pathways (47)	0	4	4	10	0	4	0	15	0	1	3	0	1	0	1	4

Source: Department of CTE as reported on February 22, 2018. YOP = Year-of-Planning

Non-CTE Pathways (Not coherent sequences):

- Conrad – Pre-Med or Pre-Dental
- Pinkston – Nursing
- Roosevelt – Nursing
- Sunset – Public Health
- Wilmer-Hutchins – Energy Management

*Notes:

- Lincoln – Logistics and Supply Chain Management Program
 - o Coherent sequence in Finance
- Lincoln – Hospitality Management Program
 - o Coherent sequence in Business Management and Administration or Finance

Appendix B

Appendix B Table 1: 2017-18 STAAR Algebra I EOC Results by Middle School

Campus	Non-CTE				CTE			
	Tested <i>N</i>	Appr+ %	Meets+ %	Masters %	Tested <i>N</i>	Appr+ %	Meets+ %	Masters %
Atwell	7	100.0	57.1	42.9	10	100.0	70.0	20.0
Balch Springs	7	100.0	100.0	100.0	32	100.0	100.0	87.5
Cary	12	100.0	100.0	91.7	24	100.0	100.0	100.0
Comstock	*	*	*	*	28	100.0	96.4	78.6
Dade	49	100.0	67.3	38.8	6	100.0	100.0	50.0
Dealey	81	100.0	92.6	71.6	-	-	-	-
DESA ¹	-	-	-	-	144	100.0	97.9	87.5
Edison	33	100.0	90.9	60.6	-	-	-	-
Florence	8	100.0	62.5	37.5	22	100.0	90.9	72.7
Franklin	17	100.0	94.1	52.9	27	100.0	100.0	74.1
Garcia	*	*	*	*	30	100.0	100.0	70.0
Gaston	21	100.0	100.0	95.2	20	100.0	95.0	80.0
Greiner	99	100.0	97.0	75.8	110	100.0	92.7	77.3
Hill MS	17	100.0	100.0	100.0	35	100.0	100.0	85.7
Holmes, O	9	100.0	66.7	44.4	27	100.0	66.7	40.7
Holmes, Z	12	100.0	91.7	58.3	24	100.0	91.7	83.3
Kennedy-Curry	25	100.0	100.0	92.0	-	-	-	-
Lang	7	100.0	85.7	85.7	18	100.0	100.0	77.8
Long	38	100.0	97.4	81.6	112	100.0	98.2	78.6
Longfellow	33	100.0	97.0	48.5	96	99.0	78.1	47.9
Marsh	45	100.0	86.7	55.6	22	100.0	63.6	45.5
Medrano	17	100.0	88.2	58.8	48	100.0	87.5	52.1
Obama	73	98.6	80.8	47.9	-	-	-	-
Quintanilla	6	100.0	83.3	66.7	27	100.0	88.9	55.6
Rangel	14	100.0	100.0	71.4	38	100.0	100.0	81.6
Richards	87	100.0	100.0	90.8	-	-	-	-
Richards	22	100.0	90.9	68.2	55	100.0	85.5	54.5
Rosemont	16	100.0	100.0	62.5	-	-	-	-
Rusk	20	95.0	95.0	70.0	-	-	-	-
Sanger	14	100.0	92.9	42.9	-	-	-	-
Seagoville	54	100.0	100.0	92.6	12	100.0	100.0	58.3
Spence	110	100.0	96.4	79.1	1	100.0	0.0	0.0
STEAM	40	100.0	97.5	62.5	-	-	-	-
Stockard	47	100.0	95.7	63.8	35	100.0	94.3	62.9
Stone Montessori	57	100.0	87.7	68.4	--	-	-	-
Storey	4	100.0	100.0	100.0	26	100.0	88.5	61.5
Tasby	46	97.8	87.0	71.7	-	-	-	-
Travis	93	100.0	98.9	93.5	-	-	-	-
Walker	20	95.0	80.0	50.0	18	94.4	88.9	66.7
Zumwalt	17	100.0	94.1	76.5	-	-	-	-
Totals	1,281	99.7	92.5	71.7	1,047	99.8	91.9	70.7

Source: District STAAR EOC file dated June 20, 2018. District PEIMS demographic data file dated October 30, 2017. District PEIMS CTE status file dated July 24, 2018.

Note: *N* = total number tested. % = percentage of tests taken meeting or exceeding the respective standard for all administrations of the STAAR EOCs excluding STAAR Alternate 2. Scores included for students enrolled as of the PEIMS snapshot dates for each year. “-” 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. DESA= Dallas Env. Science Academy. Env = Environmental. Vgrd = Vanguard. STEAM = Science, Technology, Engineering, Arts, and Mathematics. Intl = International. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

Appendix B Table 2: 2017-18 STAAR Algebra I EOC Results by High School

Campus	Non-CTE				CTE			
	Tested <i>N</i>	Appr+ %	Meets+ %	Masters %	Tested <i>N</i>	Appr+ %	Meets+ %	Masters %
Adams, B	247	80.6	51.8	28.3	317	78.2	44.8	22.4
Adamson	50	76.0	42.0	18.0	308	89.0	57.1	30.8
Carter	74	79.7	45.9	16.2	230	63.5	36.1	15.2
CityLab	-	-	-	-	61	96.7	57.4	31.1
Conrad	41	87.8	65.9	34.1	274	79.6	48.2	24.8
Garza	41	100.0	95.1	70.7	*	*	*	*
Gilliam	43	97.7	74.4	23.3	-	-	-	-
Hillcrest	60	78.3	45.0	16.7	230	84.3	58.7	27.0
IDEA	-	-	-	-	80	78.8	41.3	16.3
Jefferson	172	76.7	52.3	26.2	307	76.2	52.1	28.3
Kimball	93	65.6	40.9	17.2	385	58.2	30.6	13.0
Lassiter	-	-	-	-	10	100.0	90.0	90.0
Lincoln	53	73.6	34.0	15.1	142	62.7	31.7	16.9
Madison	12	75.0	25.0	8.3	156	76.9	37.8	14.1
Molina	163	92.0	69.3	40.5	281	91.5	68.0	37.4
North Dallas	44	65.9	20.5	4.5	234	57.7	17.5	4.3
Obama	*	*	*	*	-	-	-	-
Patton	18	44.4	16.7	5.6	29	51.7	6.9	3.4
Pinkston	53	75.5	60.4	32.1	161	73.3	36.6	19.3
Rangel	-	-	-	-	-	-	-	-
Roosevelt	59	71.2	30.5	6.8	122	69.7	34.4	13.1
Samuell	135	82.2	42.2	14.8	361	70.1	36.0	16.6
Seagoville	121	71.9	34.7	12.4	301	68.1	29.6	11.3
Skyline	130	61.5	26.2	10.8	914	65.1	28.1	8.8
Smith New Tech	*	*	*	*	75	82.7	40.0	16.0
South Oak Cliff	55	67.3	29.1	7.3	311	73.0	36.3	15.1
Spruce	42	66.7	52.4	28.6	418	83.3	59.3	26.8
Sunset	94	89.4	67.0	37.2	382	89.3	73.8	43.5
Townview Business	-	-	-	-	25	100.0	84.0	64.0
Townview Education	-	-	-	-	28	100.0	85.7	60.7
Townview Health	-	-	-	-	20	100.0	100.0	75.0
Townview Public Svc	-	-	-	-	34	100.0	94.1	64.7
Townview Sci & Eng	2	100.0	100.0	100.0	*	*	*	*
Townview TAG	10	100.0	100.0	90.0	-	-	-	-
Washington	106	100.0	79.2	38.7	-	-	-	-
White	223	65.0	26.9	10.3	298	64.1	21.8	6.4
Wilmer-Hutchins HS	63	87.3	55.6	17.5	200	65.5	35.5	12.5
Wilson	152	87.5	59.2	36.8	174	84.5	58.6	30.5
Totals	2,358	78.5	48.6	23.6	6,873	74.2	42.9	20.3

Source: District STAAR EOC file dated June 20, 2018. District PEIMS demographic data file dated October 30, 2017. District PEIMS CTE status file dated July 24, 2018.

Note: *N* = total number tested. % = percentage of tests taken meeting or exceeding the respective standard for all administrations of the STAAR EOCs excluding STAAR Alternate 2. Scores included for students enrolled as of the PEIMS snapshot dates for each year. "-" indicates that no assessments were taken. "***" indicates that fewer than five students completed the assessment. IDEA = Innovation, Design and Entrepreneurship Academy; TAG = Talented and Gifted. EOC = End-of-Course. CTE = Career and technical education. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

Appendix B Table 3: 2017-18 STAAR Biology EOC Results by High School

Campus	Non-CTE				CTE			
	Tested	Appr+	Meets+	Masters	Tested	Appr+	Meets+	Masters
	N	%	%	%	N	%	%	%
Adams, B	244	82.4	60.7	21.7	327	85.0	57.5	13.5
Adamson	59	62.7	23.7	6.8	361	86.4	51.0	14.7
Carter	74	87.8	50.0	9.5	222	68.0	27.5	5.9
CityLab	-	-	-	-	79	94.9	63.3	20.3
Conrad	47	100.0	83.0	40.4	300	89.7	62.3	14.7
Garza	100	100.0	93.0	32.0	9	100.0	88.9	0.0
Gilliam	93	100.0	87.1	30.1	6	100.0	50.0	0.0
Hillcrest	63	84.1	44.4	11.1	267	85.4	57.7	15.7
IDEA	-	-	-	-	89	83.1	49.4	16.9
Jefferson	97	71.1	48.5	12.4	318	86.2	59.1	20.8
Kimball	82	80.5	45.1	8.5	347	74.1	38.3	7.8
Lassiter	-	-	-	-	57	100.0	87.7	33.3
Lincoln	58	75.9	43.1	1.7	144	68.8	41.0	7.6
Madison	16	62.5	6.3	0.0	169	71.6	31.4	3.6
Molina	206	81.6	42.7	7.3	364	85.4	50.0	13.2
North Dallas	62	82.3	66.1	16.1	265	78.5	39.2	6.4
Obama	26	96.2	96.2	42.3	16	100.0	100.0	56.3
Patton	15	80.0	6.7	0.0	30	63.3	10.0	0.0
Pinkston	72	84.7	54.2	18.1	183	80.3	38.3	10.9
Rangel	52	100.0	100.0	78.8	*	*	*	*
Roosevelt	65	69.2	12.3	0.0	155	67.1	25.2	5.2
Samuell	144	80.6	51.4	6.9	358	80.7	48.3	12.6
Seagoville	131	87.0	48.9	14.5	321	81.3	46.7	7.5
Skyline	136	87.5	52.2	24.3	978	84.4	48.0	12.9
Smith New Tech	*	*	*	*	88	92.0	55.7	14.8
South Oak Cliff	42	64.3	28.6	0.0	314	76.4	32.2	3.2
Spruce	42	61.9	16.7	2.4	490	74.5	35.5	5.5
Sunset	113	77.0	38.9	7.1	445	86.3	51.5	9.9
Townview Business	-	-	-	-	112	99.1	97.3	63.4
Townview Education	5	100.0	100.0	60.0	73	100.0	98.6	67.1
Townview Health	-	-	-	-	137	100.0	98.5	67.2
Townview Public Svc	-	-	-	-	111	100.0	100.0	65.8
Townview Sci & Eng	110	100.0	98.2	84.5	*	*	*	*
Townview TAG	70	100.0	100.0	94.3	*	*	*	*
Washington	277	100.0	87.4	43.0	*	*	*	*
White	163	90.2	55.8	14.7	362	89.2	55.0	10.2
Wilmer-Hutchins HS	74	79.7	39.2	5.4	199	68.3	30.7	2.5
Wilson	269	88.1	69.9	39.4	232	88.4	58.6	19.4
Totals	3,008	86.2	60.1	24.8	7,936	82.7	49.8	14.2

Source: District STAAR EOC file dated June 20, 2018. District PEIMS demographic data file dated October 30, 2017. District PEIMS CTE status file dated July 24, 2018.

Note: N = total number tested. % = percentage of tests taken meeting or exceeding the respective standard for all administrations of the STAAR EOCs excluding STAAR Alternate 2. Scores included for students enrolled as of the PEIMS snapshot dates for each year. "-" indicates that no assessments were taken. "*" indicates that fewer than five students completed the assessment. IDEA = Innovation, Design and Entrepreneurship Academy; TAG = Talented and Gifted. EOC = End-of-Course. CTE = Career and technical education. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

Appendix B Table 4: 2017-18 STAAR English I EOC Results by High School

Campus	Non-CTE				CTE			
	Tested <i>N</i>	Appr+ %	Meets+ %	Masters %	Tested <i>N</i>	Appr+ %	Meets+ %	Masters %
Adams, B	311	57.2	41.2	1.6	447	52.1	28.9	0.7
Adamson	78	53.8	21.8	1.3	482	56.8	32.8	2.3
Carter	94	60.6	31.9	1.1	369	41.2	13.6	0.3
CityLab	*	*	*	*	80	73.8	58.8	6.3
Conrad	59	76.3	69.5	11.9	450	42.2	21.1	0.7
Garza	84	98.8	94.0	14.3	6	100.0	66.7	0.0
Gilliam	94	97.9	87.2	6.4	7	85.7	85.7	14.3
Hillcrest	77	57.1	37.7	6.5	339	59.9	38.9	2.7
IDEA	*	*	*	*	111	52.3	26.1	1.8
Jefferson	224	35.3	18.3	0.9	482	41.1	24.7	2.5
Kimball	102	47.1	28.4	2.0	516	42.8	21.7	0.8
Lassiter	-	-	-	-	49	100.0	98.0	16.3
Lincoln	68	42.6	26.5	0.0	210	32.9	21.4	1.0
Madison	16	31.3	12.5	0.0	222	45.9	25.7	1.8
Molina	286	50.7	29.0	1.0	489	53.6	29.9	2.0
North Dallas	64	73.4	45.3	4.7	412	39.3	16.7	0.5
Obama	25	100.0	96.0	4.0	16	100.0	100.0	18.8
Patton	31	38.7	12.9	0.0	50	22.0	8.0	0.0
Pinkston	87	62.1	41.4	3.4	273	41.4	19.4	1.1
Rangel	52	100.0	100.0	59.6	*	*	*	*
Roosevelt	97	28.9	9.3	0.0	229	44.1	17.5	0.4
Samuell	199	43.7	23.1	0.5	604	39.2	17.1	0.5
Seagoville	160	48.1	30.6	1.9	456	48.9	22.6	0.4
Skyline	181	49.2	32.6	1.7	1291	54.3	32.1	2.3
Smith New Tech	*	*	*	*	112	62.5	42.0	3.6
South Oak Cliff	63	28.6	14.3	0.0	474	35.0	15.4	0.2
Spruce	81	32.1	12.3	1.2	773	35.3	15.8	0.1
Sunset	147	47.6	22.4	2.7	602	53.2	25.9	0.7
Townview Business	-	-	-	-	92	98.9	96.7	8.7
Townview Education	4	100.0	100.0	25.0	59	98.3	93.2	10.2
Townview Health	-	-	-	-	100	100.0	99.0	16.0
Townview Public Svc	-	-	-	-	96	100.0	95.8	27.1
Townview Sci & Eng	83	100.0	98.8	47.0	*	*	*	*
Townview TAG	47	100.0	100.0	63.8	*	*	*	*
Washington	208	98.6	91.8	26.4	*	*	*	*
White	301	47.5	31.6	2.7	515	47.4	26.4	1.9
Wilmer-Hutchins HS	79	49.4	25.3	0.0	293	36.5	15.0	0.0
Wilson	252	62.3	44.8	11.1	273	56.8	33.7	2.2
Totals	3,658	57.7	40.8	7.0	10,985	48.5	27.2	1.9

Source: District STAAR EOC file dated June 20, 2018. District PEIMS demographic data file dated October 30, 2017. District PEIMS CTE status file dated July 24, 2018.

Note: *N* = total number tested. % = percentage of tests taken meeting or exceeding the respective standard for all administrations of the STAAR EOCs excluding STAAR Alternate 2. Scores included for students enrolled as of the PEIMS snapshot dates for each year. "-" indicates that no assessments were taken. "*" indicates that fewer than five students completed the assessment. IDEA = Innovation, Design and Entrepreneurship Academy; TAG = Talented and Gifted. EOC = End-of-Course. CTE = Career and technical education. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

Appendix B Table 5: 2017-18 STAAR English II EOC Results by High School

Campus	Non-CTE				CTE			
	Tested	Appr+	Meets+	Masters	Tested	Appr+	Meets+	Masters
	N	%	%	%	N	%	%	%
Adams, B	236	57.2	39.4	3.4	472	58.1	34.7	2.3
Adamson	86	50.0	34.9	1.2	446	58.7	35.7	1.3
Carter	50	42.0	22.0	0.0	398	49.5	23.9	0.8
CityLab	-	-	-	-	-	-	-	-
Conrad	63	79.4	74.6	14.3	436	41.5	25.0	2.3
Garza	68	100.0	100.0	42.6	52	100.0	100.0	42.3
Gilliam	49	93.9	83.7	8.2	35	100.0	85.7	5.7
Hillcrest	83	61.4	39.8	2.4	271	58.7	36.2	1.8
IDEA	*	*	*	*	115	53.9	33.0	0.9
Jefferson	137	29.2	10.2	0.0	498	52.8	29.5	2.0
Kimball	51	25.5	5.9	0.0	488	51.6	27.0	1.2
Lassiter	29	100.0	100.0	31.0	30	100.0	96.7	16.7
Lincoln	21	19.0	14.3	0.0	180	40.6	20.6	0.0
Madison	11	45.5	27.3	0.0	190	54.2	27.4	0.0
Molina	305	56.7	33.1	3.0	449	56.1	32.1	1.3
North Dallas	9	55.6	44.4	11.1	349	48.7	26.6	1.7
Obama	25	96.0	88.0	4.0	6	100.0	66.7	0.0
Patton	40	27.5	0.0	0.0	59	25.4	8.5	0.0
Pinkston	54	40.7	11.1	0.0	294	60.2	42.2	2.4
Rangel	45	100.0	100.0	62.2	17	100.0	100.0	35.3
Roosevelt	62	25.8	11.3	0.0	191	55.5	30.4	1.6
Samuell	169	58.0	37.3	0.6	563	44.9	22.0	0.7
Seagoville	94	47.9	26.6	0.0	453	56.5	36.0	0.7
Skyline	92	57.6	32.6	4.3	1375	62.1	40.4	1.6
Smith New Tech	-	-	-	-	108	65.7	39.8	3.7
South Oak Cliff	51	31.4	15.7	0.0	418	44.5	19.9	0.2
Spruce	67	34.3	10.4	0.0	647	44.8	19.8	0.6
Sunset	118	47.5	28.0	2.5	562	57.7	34.5	1.1
Townview Business	*	*	*	*	136	99.3	99.3	18.4
Townview Education	*	*	*	*	92	100.0	96.7	14.1
Townview Health	-	-	-	-	160	100.0	98.8	26.3
Townview Public Svc	-	-	-	-	124	99.2	93.5	25.0
Townview Sci & Eng	86	98.8	98.8	66.3	12	100.0	100.0	33.3
Townview TAG	62	100.0	100.0	85.5	*	*	*	*
Washington	315	98.4	94.3	29.8	9	100.0	100.0	0.0
White	198	48.5	29.3	4.5	574	52.4	32.6	3.3
Wilmer-Hutchins HS	11	18.2	0.0	0.0	309	38.2	15.5	0.0
Wilson	332	78.0	67.2	17.5	286	69.6	53.1	8.4
Totals	3,022	63.2	48.1	12.6	10,808	56.2	35.0	2.9

Source: District STAAR EOC file dated June 20, 2018. District PEIMS demographic data file dated October 30, 2017. District PEIMS CTE status file dated July 24, 2018.

Note: N = total number tested. % = percentage of tests taken meeting or exceeding the respective standard for all administrations of the STAAR EOCs excluding STAAR Alternate 2. Scores included for students enrolled as of the PEIMS snapshot dates for each year. "-" indicates that no assessments were taken. "*" indicates that fewer than five students completed the assessment. IDEA = Innovation, Design and Entrepreneurship Academy; TAG = Talented and Gifted. EOC = End-of-Course. CTE = Career and technical education. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

Appendix B Table 6: 2017-18 STAAR U.S. History EOC Results by High School

Campus	Non-CTE				CTE			
	Tested <i>N</i>	Appr+ %	Meets+ %	Masters %	Tested <i>N</i>	Appr+ %	Meets+ %	Masters %
Adams, B	87	96.6	73.6	32.2	343	96.5	73.2	35.9
Adamson	42	88.1	64.3	16.7	329	93.0	66.3	30.7
Carter	31	87.1	54.8	29.0	316	91.8	66.5	29.7
CityLab	-	-	-	-	-	-	-	-
Conrad	41	100.0	85.4	56.1	163	90.2	65.0	36.2
Garza	22	100.0	95.5	90.9	86	100.0	100.0	81.4
Gilliam	32	100.0	62.5	34.4	50	100.0	90.0	50.0
Hillcrest	40	97.5	80.0	35.0	201	97.5	75.1	35.3
IDEA	-	-	-	-	89	93.3	76.4	55.1
Jefferson	118	79.7	56.8	24.6	364	89.6	65.7	30.2
Kimball	19	78.9	63.2	26.3	298	93.0	76.8	43.6
Lassiter	9	100.0	100.0	88.9	47	100.0	100.0	91.5
Lincoln	8	62.5	37.5	12.5	124	86.3	54.0	20.2
Madison	9	77.8	44.4	11.1	147	86.4	51.7	16.3
Molina	153	88.9	67.3	30.1	357	92.7	71.4	37.0
North Dallas	*	*	*	*	241	90.9	61.0	28.2
Obama	17	100.0	100.0	88.2	28	100.0	96.4	57.1
Patton	20	70.0	10.0	5.0	41	61.0	17.1	2.4
Pinkston	23	95.7	60.9	13.0	243	93.0	73.7	37.4
Rangel	40	100.0	100.0	95.0	23	100.0	100.0	91.3
Roosevelt	31	71.0	22.6	3.2	180	89.4	54.4	21.1
Samuell	40	90.0	62.5	15.0	379	90.8	68.9	29.0
Seagoville	65	93.8	66.2	36.9	355	93.8	72.7	34.1
Skyline	62	87.1	62.9	30.6	979	93.2	70.7	35.4
Smith New Tech	-	-	-	-	99	92.9	71.7	27.3
South Oak Cliff	30	83.3	40.0	10.0	301	88.4	53.8	16.9
Spruce	52	75.0	50.0	21.2	412	93.2	70.6	35.7
Sunset	73	89.0	53.4	21.9	388	91.2	60.3	26.3
Townview Business	-	-	-	-	119	100.0	96.6	68.9
Townview Education	-	-	-	-	85	100.0	94.1	56.5
Townview Health	-	-	-	-	143	100.0	97.9	61.5
Townview Public Svc	-	-	-	-	90	100.0	98.9	84.4
Townview Sci & Eng	-	-	-	-	112	100.0	100.0	92.9
Townview TAG	67	100.0	100.0	97.0	*	*	*	*
Washington	251	99.2	96.8	78.5	13	100.0	92.3	53.8
White	70	82.9	52.9	28.6	469	88.7	64.0	33.7
Wilmer-Hutchins HS	*	*	*	*	94	74.5	48.9	27.7
Wilson	189	93.7	78.3	52.4	267	93.6	75.3	40.8
Totals	1,646	91.0	71.3	43.7	7,978	92.4	70.1	36.3

Source: District STAAR EOC file dated June 20, 2018. District PEIMS demographic data file dated October 30, 2017. District PEIMS CTE status file dated July 24, 2018.

Note: *N* = total number tested. % = percentage of tests taken meeting or exceeding the respective standard for all administrations of the STAAR EOCs excluding STAAR Alternate 2. Scores included for students enrolled as of the PEIMS snapshot dates for each year. "-" indicates that no assessments were taken. "*" indicates that fewer than five students completed the assessment. IDEA = Innovation, Design and Entrepreneurship Academy; TAG = Talented and Gifted. EOC = End-of-Course. CTE = Career and technical education. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

Appendix B Table 7: 2017-18 STAAR EOC Results of Special Education Students

Campus	Non-CTE				CTE			
	Tested	Appr+	Meets+	Masters	Tested	Appr+	Meets+	Masters
	N	%	%	%	N	%	%	%
Algebra I	224	48.7	16.5	6.7	882	38.8	13.3	4.5
Biology	208	48.1	14.4	4.3	826	44.1	10.8	1.7
English I	308	17.2	7.8	0.3	1,267	12.1	2.5	0.0
English II	199	13.6	7.5	1.5	1,009	13.5	4.5	0.1
US History	83	54.2	21.7	8.4	531	56.7	26.9	8.3

Source: District STAAR EOC file dated June 20, 2018. District PEIMS demographic data file dated October 30, 2017. District PEIMS CTE status file dated July 24, 2018.

Note: N = total number tested. % = percentage of tests taken meeting or exceeding the respective standard for all administrations of the STAAR EOCs excluding STAAR Alternate 2. Scores included for students enrolled as of the PEIMS snapshot dates for each year. EOC = End-of-Course. CTE = Career and technical education. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

Appendix B Table 8: 2017-18 STAAR EOC Results of Economically Disadvantaged Students

Campus	Non-CTE				CTE			
	Tested	Appr+	Meets+	Masters	Tested	Appr+	Meets+	Masters
	N	%	%	%	N	%	%	%
Algebra I	2,881	87.0	64.0	39.8	6,698	78.9	50.3	27.1
Biology	2,259	85.3	57.0	19.4	6,775	83.1	49.8	13.4
English I	2,869	56.4	38.0	4.5	9,439	48.4	26.6	2.2
English II	2,157	59.9	42.4	8.1	9,100	56.4	34.9	2.7
US History	1,123	90.1	66.3	34.7	6,753	92.6	70.0	35.2

Source: District STAAR EOC file dated June 20, 2018. District PEIMS demographic data file dated October 30, 2017. District PEIMS CTE status file dated July 24, 2018.

Note: N = total number tested. % = percentage of tests taken meeting or exceeding the respective standard for all administrations of the STAAR EOCs excluding STAAR Alternate 2. Scores included for students enrolled as of the PEIMS snapshot dates for each year. EOC = End-of-Course. CTE = Career and technical education. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

Appendix B Table 9: 2017-18 STAAR EOC Results of English Learner Students

Campus	Non-CTE				CTE			
	Tested	Appr+	Meets+	Masters	Tested	Appr+	Meets+	Masters
	N	%	%	%	N	%	%	%
Algebra I	1,485	78.4	53.4	30.7	3,546	76.8	47.3	24.9
Biology	1,058	75.0	41.1	9.1	3,309	77.2	38.3	7.6
English I	1,593	38.7	20.3	1.1	5,131	38.4	16.9	0.4
English II	1,045	32.8	13.4	0.5	4,031	36.6	15.0	0.5
US History	410	77.3	40.2	12.7	1,943	83.1	48.6	16.8

Source: District STAAR EOC file dated June 20, 2018. District PEIMS demographic data file dated October 30, 2017. District PEIMS CTE status file dated July 24, 2018.

Note: N = total number tested. % = percentage of tests taken meeting or exceeding the respective standard for all administrations of the STAAR EOCs excluding STAAR Alternate 2. Scores included for students enrolled as of the PEIMS snapshot dates for each year. EOC = End-of-Course. CTE = Career and technical education. Excludes students enrolled at Maya Angelou, Learning Alternative Center for Empowering Youth, Juvenile Justice Center, and Hospital and Homebound.

Appendix C

Appendix C: 2017-18 Dallas ISD Career and Technology Dual Credit Enrollment by CTE Status

Dallas ISD Course Number and Name	Total <i>N</i>	CTE Elective		Coherent Sequence	
		<i>n</i>	%	<i>n</i>	%
6150 - Blueprint Reading for MA	44	14	1.4	30	0.9
7572 - Virtual Business Sem (DC)	63	-	-	63	1.9
7584 - LawEnf I (DC) 1	31	2	0.2	29	0.9
7585 - LawEnf I (DC) 2	28	1	0.1	27	0.8
7607 - Patho (DC) 1	136	-	-	136	4.0
7611 - Patho (DC) 2	135	-	-	135	4.0
7646 - Print IM Tech II (DC) 2	10	-	-	10	0.3
7654 - A/V PROD I (DC) 1	49	12	1.2	37	1.1
7655 - A/V PROD I (DC) 2	42	8	0.8	34	1.0
7656 - Graph Des I (DC) 1	19	2	0.2	17	0.5
7657 - Graph Des I (DC) 2	17	1	0.1	16	0.5
7658 - GRAPHDESIGNILL II (DC) 1	18	13	1.3	5	0.1
7659 - GRAPHDESIGNILL II (DC) 2	68	18	1.8	50	1.5
7668 - PRINAAVTC (DC) 1	14	8	0.8	6	0.2
7673 - SOLIDSTATEELECTRO (DC) 1	12	11	1.1	1	0.0
7674 - SOLIDSTATEELECTRO (DC) 2	1	1	0.1	-	-
7675 - PRIN BMF (DC) 1	320	107	10.5	213	6.3
7676 - PRIN BMF (DC) 2	81	15	1.5	66	2.0
7692 - Arch Design I (DC) 1	16	13	1.3	3	0.1
7693 - Arch Design I (DC) 2	15	13	1.3	2	0.1
7694 - Prac Marketing 2 Per (DC)	24	-	-	24	0.7
7695 - Prac Marketing 2 Per (DC)	4	-	-	4	0.1
7710 - AUTO II: AUTOSVC (DC) 1	14	1	0.1	13	0.4
7711 - AUTO II: AUTOSVC (DC) 2	20	1	0.1	19	0.6
7712 - AC/DC Electronics (DC) 1	53	22	2.2	31	0.9
7713 - AC/DC Electronics (DC) 2	22	0	0.0	22	0.7
7727 - BUSIM1 (DC) 1	37	35	3.4	2	0.1
7728 - BUSIM1 (DC) 2	21	21	2.1	-	-
7731 - PRINIT (DC) 1	188	95	9.3	93	2.8
7732 - PRINIT (DC) 2	155	91	8.9	64	1.9
7737 - TOUCHSYSDATAE (DC)	50	42	4.1	8	0.2
7739 - Webtech (DC) 1	90	1	0.1	89	2.6
7740 - Webtech (DC) 2	90	6	0.6	84	2.5
7743 - AV Prod II (DC) 1	5	-	-	5	0.1
7744 - AV Prod II (DC) 2	5	-	-	5	0.1
7747 - Pracavt 2 per (DC) 1	31	9	0.9	22	0.7
7748 - Pracavt 2 per (DC) 2	18	-	-	18	0.5
7756 - Animation II & Lab (DC)	51	2	0.2	49	1.5
7781 - Business Management (DC)	72	-	-	72	2.1
7782 - Business Management (DC)	72	-	-	72	2.1
7784 - Hum Resource MGT Sem (DC)	142	12	1.2	130	3.8
7789 - Pharmacology (DC) 1	42	-	-	42	1.2
7792 - Pharmacology (DC) 2	37	-	-	37	1.1
7805 - Comp Maint & Lab (DC) 1	121	3	0.3	118	3.5
7806 - Comp Maint & Lab (DC) 2	95	3	0.3	92	2.7
7812 - Digital Media (DC) 1	45	20	2.0	25	0.7
7813 - Digital Media (DC) 2	18	1	0.1	17	0.5
7814 - Comp Program I (DC) 1	144	15	1.5	129	3.8
7815 - Comp Program I (DC) 2	64	12	1.2	52	1.5
7826 - College Tran (DC) 1	72	46	4.5	26	0.8

Table continues

Table (continued)

Dallas ISD Course Number and Name	Total <i>N</i>	CTE Elective		Coherent Sequence	
		<i>n</i>	%	<i>n</i>	%
7875 - SCIRD-STEM (DC) 1	32	11	1.1	21	0.6
7876 - SCIRD-STEM (DC) 2	6	1	0.1	5	0.1
7881 - Animat (DC) 1	19	-	-	19	0.6
7887 - Finanal (DC) 1	6	-	-	6	0.2
7891 - Accounting I (DC) 1	24	-	-	24	0.7
7892 - Accounting I (DC) 2	24	-	-	24	0.7
7903 - Networking (DC) 1	14	-	-	14	0.4
7904 - Networking (DC) 2	38	-	-	38	1.1
7924 - Law Enforcement II (DC)	6	-	-	6	0.2
7926 - Med Terminology (DC) 1	92	-	-	92	2.7
7927 - Med Terminology (DC) 2	30	-	-	30	0.9
7946 - Proj-Based Research (DC)	22	-	-	22	0.7
7947 - Proj-Based Research (DC)	22	-	-	22	0.7
7948 - Video Game Des (DC) 1	40	-	-	40	1.2
7949 - Video Game Des (DC) 2	40	-	-	40	1.2
7950 - BankFIN (DC) SEM	35	-	-	35	1.0
7951 - Fashion Marketing (DC) S	5	-	-	5	0.1
7956 - Comp Maint (DC) 1	83	3	0.3	80	2.4
7957 - Comp Maint (DC) 2	82	3	0.3	79	2.3
7958 - Digital Audio Tech I (DC	17	-	-	17	0.5
7959 - Digital Audio Tech I (DC	16	-	-	16	0.5
7976 - Intro C# Prog (DC) 1	26	2	0.2	24	0.7
7979 - Intro To Cadd (DC) 2	27	1	0.1	26	0.8
7986 - Prin Con (DC) TM+	43	13	1.3	30	0.9
7987 - Architect Des II (DC) TM	48	14	1.4	34	1.0
7988 - PRINAAVTC (DC) TM+	61	16	1.6	45	1.3
7989 - Graph Des I (DC) TM+	106	1	0.1	105	3.1
7992 - PRIN BMF (DC) TM+	44	2	0.2	42	1.2
7993 - BUSIMTM (DC) TM+	102	50	4.9	52	1.5
7995 - Money Matters (DC) TM+	25	-	-	25	0.7
7996 - PrintIt (DC) TM+	295	222	21.8	73	2.2
7999 - Adv Marketing (DC) TM+	44	2	0.2	42	1.2
Total	4,395	1,018	100.0	3,377	100.0

Source: District secondary course files dated February 1, 2018 and March 6, 2018. District PEIMS demographic data file dated October 30, 2017. District CTE status PEIMS file dated July 24, 2018.

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.

Appendix D

Appendix D: Dallas ISD Class of 2017 College Enrollment by CTE Status

College	Total	Non-CTE		CTE	
	N	n	%	n	%
Two-Year Colleges					
Eastfield College-Dallas CC District	356	75	21.1	281	78.9
Mountain View College-Dallas CC District	323	96	29.7	227	70.3
El Centro College-Dallas CC District	226	58	25.7	168	74.3
Richland College-Dallas CC District	134	42	31.3	92	68.7
Brookhaven College-Dallas CC District	127	53	41.7	74	58.3
Cedar Valley College-Dallas CC District	62	13	21.0	49	79.0
North Central Texas College	30	9	30.0	21	70.0
Navarro College	25	7	28.0	18	72.0
Tyler Junior College	20	5	25.0	15	75.0
North Lake College-Dallas CC District	17	5	29.4	12	70.6
Austin Community College	7	6	85.7	1	14.3
Ranger College	7	2	28.6	5	71.4
Tarrant County College	7	1	14.3	6	85.7
Blinn College- Bryan Campus	5	5	100.0	0	0.0
Pratt Community College	3	0	0.0	3	100.0
Texas State Technical College - Waco	3	1	33.3	2	66.7
Trinity Valley Community College	3	2	66.7	1	33.3
Weatherford College	3	3	100.0	0	0.0
Blinn College	2	2	100.0	0	0.0
Collin County Community College	2	0	0.0	2	100.0
Cowley County Community Junior	2	1	50.0	1	50.0
Everest College- Arlington	2	1	50.0	1	50.0
Fullerton College	2	0	0.0	2	100.0
Houston Community College	2	0	0.0	2	100.0
Kilgore College	2	1	50.0	1	50.0
Palomar College	2	0	0.0	2	100.0
South Plains College	2	1	50.0	1	50.0
Temple College	2	0	0.0	2	100.0
Angelina College	1	1	100.0	0	0.0
Bergen Community College	1	0	0.0	1	100.0
Bristol Community College	1	0	0.0	1	100.0
Butler Community College	1	0	0.0	1	100.0
Butte College	1	0	0.0	1	100.0
Central Arizona College	1	0	0.0	1	100.0
Chabot College	1	0	0.0	1	100.0
Cincinnati State Technical and Community	1	0	0.0	1	100.0
Citrus College	1	1	100.0	0	0.0
Clarendon College	1	0	0.0	1	100.0
Cloud County Community College	1	0	0.0	1	100.0
College Of San Mateo	1	1	100.0	0	0.0
Community College of Aurora	1	0	0.0	1	100.0
Cosumnes River College-los Rios CC District	1	1	100.0	0	0.0
Del Mar College	1	0	0.0	1	100.0
Eastern New Mexico University-Roswell	1	1	100.0	0	0.0
Elgin Community College	1	0	0.0	1	100.0
Frank Phillips College	1	0	0.0	1	100.0
Grayson College	1	1	100.0	0	0.0
Hesston College	1	0	0.0	1	100.0
Hillsborough Community College	1	0	0.0	1	100.0
Illinois Valley Community College	1	0	0.0	1	100.0

table continues

Table (continued)

College	Total	Non-CTE		CTE	
	N	n	%	n	%
Jacksonville College	1	0	0.0	1	100.0
Johnson County Community College	1	0	0.0	1	100.0
Long Beach City College	1	0	0.0	1	100.0
Mclennan Community College	1	1	100.0	0	0.0
Merced College	1	1	100.0	0	0.0
Mesa Community College	1	0	0.0	1	100.0
Milwaukee Area Tech College	1	1	100.0	0	0.0
Nassau Community College	1	1	100.0	0	0.0
New Mexico Junior College	1	0	0.0	1	100.0
New Mexico State University-Dona Ana	1	0	0.0	1	100.0
Northeast Texas Community College	1	0	0.0	1	100.0
Northwest Arkansas Community College	1	0	0.0	1	100.0
Northwest Vista College	1	0	0.0	1	100.0
Palo Alto College	1	1	100.0	0	0.0
Panola College	1	0	0.0	1	100.0
Passaic County Community College	1	0	0.0	1	100.0
Portland Community College	1	0	0.0	1	100.0
Quinsigamond Community College	1	0	0.0	1	100.0
Rainy River Community College	1	1	100.0	0	0.0
Reedley College	1	1	100.0	0	0.0
San Diego City College	1	0	0.0	1	100.0
San Diego Mesa College	1	0	0.0	1	100.0
San Diego Miramar College	1	1	100.0	0	0.0
San Jacinto College	1	0	0.0	1	100.0
Santa Barbara City College	1	0	0.0	1	100.0
Santa Monica College	1	0	0.0	1	100.0
Sierra College	1	0	0.0	1	100.0
Suny Genesee Community College	1	0	0.0	1	100.0
Tacoma Community College	1	1	100.0	0	0.0
Texas State Technical College- North Texas	1	1	100.0	0	0.0
Triton College	1	1	100.0	0	0.0
Western Texas College	1	0	0.0	1	100.0
William Rainey Harper College	1	0	0.0	1	100.0
Four-Year Colleges					
University Of North Texas	205	87	42.4	118	57.6
University Of Texas Arlington	150	46	30.7	104	69.3
Texas Woman's University	149	56	37.6	93	62.4
University Of North Texas At Dallas	142	47	33.1	95	66.9
University Of Texas At Dallas	120	58	48.3	62	51.7
Texas A&M University	119	47	39.5	72	60.5
Prairie View A&M University	116	27	23.3	89	76.7
Texas A&M University - Commerce	105	22	21.0	83	79.0
University Of Texas At Austin	89	54	60.7	35	39.3
Texas Southern University	72	13	18.1	59	81.9
Texas State University - San Marcos	45	26	57.8	19	42.2
Stephen F. Austin State University	31	9	29.0	22	71.0
Sam Houston State University	28	9	32.1	19	67.9
Jarvis Christian College	27	10	37.0	17	63.0
Texas College	27	6	22.2	21	77.8
Texas Tech University, Lubbock	26	14	53.8	12	46.2
Southern Methodist University	24	15	62.5	9	37.5
University Of Texas - San Antonio	23	9	39.1	14	60.9
Texas A&M University - Corpus Christi	18	3	16.7	15	83.3
Midwestern State University	16	2	12.5	14	87.5
Paul Quinn College	16	2	12.5	14	87.5

table continues

Table (continued)

College	Total	Non-CTE		CTE	
	N	n	%	n	%
Austin College	15	10	66.7	5	33.3
University Of Houston	15	5	33.3	10	66.7
St Edwards University	11	5	45.5	6	54.5
University Of Oklahoma	11	8	72.7	3	27.3
Tarleton State University	10	2	20.0	8	80.0
Texas Wesleyan University	10	4	40.0	6	60.0
Langston University	9	1	11.1	8	88.9
Texas Christian University	9	2	22.2	7	77.8
University Of Southern California	9	7	77.8	2	22.2
Howard University	8	6	75.0	2	25.0
Huston-Tillotson University	8	4	50.0	4	50.0
University Of Alabama	8	7	87.5	1	12.5
Albion College	7	4	57.1	3	42.9
Angelo State University	7	3	42.9	4	57.1
Baylor University	7	4	57.1	3	42.9
University Of Arkansas At Fayetteville	6	3	50.0	3	50.0
University Of Pennsylvania	6	4	66.7	2	33.3
Bacone College	5	1	20.0	4	80.0
Boston University	5	4	80.0	1	20.0
Dallas Baptist University	5	2	40.0	3	60.0
East Texas Baptist University	5	1	20.0	4	80.0
Harvard University	5	5	100.0	0	0.0
Juilliard School	5	5	100.0	0	0.0
Massachusetts Institute Of Technology	5	3	60.0	2	40.0
Mcperson College	5	1	20.0	4	80.0
New York University	5	4	80.0	1	20.0
Savannah College Of Art And Design	5	5	100.0	0	0.0
Schreiner University	5	3	60.0	2	40.0
Texas A&M University - Galveston	5	3	60.0	2	40.0
University Of Dallas	5	2	40.0	3	60.0
University Of Texas At Tyler	5	2	40.0	3	60.0
Centenary College Of Louisiana	4	3	75.0	1	25.0
Colorado State University	4	1	25.0	3	75.0
Lamar University - Beaumont	4	1	25.0	3	75.0
Miami Dade College	4	2	50.0	2	50.0
Missouri Valley College	4	1	25.0	3	75.0
Rice University	4	3	75.0	1	25.0
Stanford University	4	3	75.0	1	25.0
Texas A&M University - Texarkana	4	4	100.0	0	0.0
The New School	4	4	100.0	0	0.0
The Ohio State University	4	4	100.0	0	0.0
American University	3	1	33.3	2	66.7
Auburn University	3	2	66.7	1	33.3
California State University - Los Angeles	3	0	0.0	3	100.0
Florida A&M University	3	2	66.7	1	33.3
Grambling State University	3	1	33.3	2	66.7
Iowa State University	3	1	33.3	2	66.7
Kansas Wesleyan University	3	0	0.0	3	100.0
Louisiana State University - AG	3	2	66.7	1	33.3
Morehouse College	3	1	33.3	2	66.7
Northern Arizona University	3	1	33.3	2	66.7
Oklahoma State University - Stillwater	3	2	66.7	1	33.3
Our Lady Of The Lake University Of San Antonio	3	0	0.0	3	100.0
Rutgers -The State University Of NJ	3	2	66.7	1	33.3

table continues

Table (continued)

College	Total	Non-CTE		CTE	
	N	n	%	n	%
School Of Visual Arts	3	2	66.7	1	33.3
University Of Arkansas At Pine Bluff	3	3	100.0	0	0.0
University Of Chicago	3	2	66.7	1	33.3
University Of Colorado Denver	3	1	33.3	2	66.7
University Of Mary Hardin-Baylor	3	1	33.3	2	66.7
University Of New Mexico	3	2	66.7	1	33.3
Vanderbilt University	3	2	66.7	1	33.3
Wesleyan University	3	1	33.3	2	66.7
West Texas A&M University	3	0	0.0	3	100.0
Yale University	3	2	66.7	1	33.3
Alcorn State University	2	0	0.0	2	100.0
Bard College	2	2	100.0	0	0.0
Brown University	2	1	50.0	1	50.0
California College Of The Arts	2	2	100.0	0	0.0
California Polytechnic State University	2	2	100.0	0	0.0
Carnegie Mellon University	2	2	100.0	0	0.0
Claremont Mckenna College	2	1	50.0	1	50.0
College For Creative Studies	2	2	100.0	0	0.0
Cornell University	2	2	100.0	0	0.0
Earlham College	2	1	50.0	1	50.0
Emerson College	2	2	100.0	0	0.0
Gallaudet University	2	2	100.0	0	0.0
Georgetown University	2	1	50.0	1	50.0
Howard Payne University	2	0	0.0	2	100.0
Indiana University Bloomington	2	2	100.0	0	0.0
Iowa Wesleyan University	2	0	0.0	2	100.0
Ithaca College	2	1	50.0	1	50.0
Jackson State University	2	1	50.0	1	50.0
Kansas City Art Institute	2	2	100.0	0	0.0
Maryland Institute, College Of Art	2	2	100.0	0	0.0
Mississippi State University	2	0	0.0	2	100.0
New Mexico State University-Main	2	0	0.0	2	100.0
North Carolina A&T State University	2	1	50.0	1	50.0
Northeastern University	2	2	100.0	0	0.0
Ouachita Baptist University	2	2	100.0	0	0.0
Philander Smith College	2	0	0.0	2	100.0
Rhodes College	2	2	100.0	0	0.0
Southwestern Assemblies Of God University	2	2	100.0	0	0.0
Southwestern College Kansas	2	1	50.0	1	50.0
Southwestern Oklahoma State University	2	1	50.0	1	50.0
Sul Ross State University	2	2	100.0	0	0.0
Suny, Purchase College	2	2	100.0	0	0.0
Syracuse University	2	2	100.0	0	0.0
Trinity University	2	2	100.0	0	0.0
Universidad Metropolitana	2	1	50.0	1	50.0
University Of California - Berkeley	2	2	100.0	0	0.0
University Of Central Oklahoma	2	2	100.0	0	0.0
University Of Houston - Victoria	2	0	0.0	2	100.0
University Of Illinois At Chicago	2	1	50.0	1	50.0
University Of Kansas	2	0	0.0	2	100.0
University Of Missouri - Volumbia	2	1	50.0	1	50.0
University Of Nebraska - Lincoln	2	1	50.0	1	50.0
University Of North Carolina - Charlotte	2	2	100.0	0	0.0
University Of Redlands	2	2	100.0	0	0.0
University Of Texas Rio Grande Valley	2	1	50.0	1	50.0

table continues

Table (continued)

College	Total	Non-CTE		CTE	
	N	n	%	n	%
University Of Washington - Seattle	2	2	100.0	0	0.0
Wiley College	2	1	50.0	1	50.0
Abilene Christian University	1	0	0.0	1	100.0
Academy Of Art University	1	1	100.0	0	0.0
Adams State University	1	0	0.0	1	100.0
Adelphi University	1	1	100.0	0	0.0
Alfred University	1	1	100.0	0	0.0
Allegheny College	1	1	100.0	0	0.0
American Intercontinental University	1	1	100.0	0	0.0
American Public University System	1	1	100.0	0	0.0
Arkansas Baptist College	1	0	0.0	1	100.0
Armstrong State University	1	1	100.0	0	0.0
Art Center College Of Design	1	1	100.0	0	0.0
Aurora University	1	0	0.0	1	100.0
Belmont University	1	1	100.0	0	0.0
Berklee College Of Music	1	1	100.0	0	0.0
Bethune - Cookman University	1	1	100.0	0	0.0
Boston College	1	1	100.0	0	0.0
Bowdoin College	1	1	100.0	0	0.0
Bradley University	1	0	0.0	1	100.0
California Institute Of The Arts	1	1	100.0	0	0.0
California State University - Chico	1	0	0.0	1	100.0
Chapman University - Orange	1	1	100.0	0	0.0
Colby Sawyer College	1	0	0.0	1	100.0
Colgate University	1	0	0.0	1	100.0
Colorado Mesa University	1	0	0.0	1	100.0
Colorado School Of Mines	1	1	100.0	0	0.0
Concordia University Texas	1	1	100.0	0	0.0
Cornish College Of The Arts	1	0	0.0	1	100.0
Cuny Bernard M. Baruch College	1	1	100.0	0	0.0
Dartmouth College	1	1	100.0	0	0.0
Depaul University	1	0	0.0	1	100.0
Drury University	1	0	0.0	1	100.0
East Carolina University	1	1	100.0	0	0.0
Emory University	1	1	100.0	0	0.0
Fisk University	1	0	0.0	1	100.0
Florida Atlantic University	1	0	0.0	1	100.0
Florida Gulf Coast University	1	0	0.0	1	100.0
Florida International University	1	1	100.0	0	0.0
Florida State University	1	0	0.0	1	100.0
Fordham University	1	1	100.0	0	0.0
Georgia Gwinnett College	1	0	0.0	1	100.0
Grand View University	1	0	0.0	1	100.0
Gustavus Adolphus College	1	1	100.0	0	0.0
Harvey Mudd College	1	0	0.0	1	100.0
Haverford College	1	1	100.0	0	0.0
Hawaii Pacific University	1	0	0.0	1	100.0
Hood College	1	0	0.0	1	100.0
John Brown University - Main Campus	1	1	100.0	0	0.0
Johns Hopkins University - Peabody Conse	1	1	100.0	0	0.0
Johnson & Wales - Denver	1	0	0.0	1	100.0
Kansas State University	1	1	100.0	0	0.0
Kenyon College	1	1	100.0	0	0.0
Lake Erie College	1	0	0.0	1	100.0
Lindenwood University	1	0	0.0	1	100.0
Louisiana Tech University	1	0	0.0	1	100.0

table continues

Table (continued)

College	Total	Non-CTE		CTE	
	N	n	%	n	%
Loyola University In New Orleans	1	1	100.0	0	0.0
Lubbock Christian University	1	0	0.0	1	100.0
Lycoming College	1	0	0.0	1	100.0
Lyon College	1	0	0.0	1	100.0
Marquette University	1	1	100.0	0	0.0
Michigan State University	1	1	100.0	0	0.0
Midland College	1	0	0.0	1	100.0
Missouri Baptist University	1	0	0.0	1	100.0
Missouri University Of Science And Technology	1	1	100.0	0	0.0
Montana State University - Bozeman	1	0	0.0	1	100.0
National University College - Ponce	1	1	100.0	0	0.0
New England Conservatory	1	1	100.0	0	0.0
New Mexico Highlands University	1	0	0.0	1	100.0
Northwestern Oklahoma State University	1	1	100.0	0	0.0
Oklahoma Baptist University	1	1	100.0	0	0.0
Oklahoma Christian University	1	0	0.0	1	100.0
Oklahoma City University	1	1	100.0	0	0.0
Otterbein University	1	1	100.0	0	0.0
Pacific Northwest College Of Art	1	1	100.0	0	0.0
Pennsylvania College Of Art And Design	1	1	100.0	0	0.0
Pepperdine University	1	1	100.0	0	0.0
Point Park University	1	1	100.0	0	0.0
Purdue University - West Lafayette	1	1	100.0	0	0.0
Reed College	1	1	100.0	0	0.0
Rider University	1	1	100.0	0	0.0
Ringling College Of Art And Design	1	1	100.0	0	0.0
Roosevelt University	1	1	100.0	0	0.0
Rutgers - The State University Of NJ	1	0	0.0	1	100.0
Saint Anselm College	1	0	0.0	1	100.0
Saint Johns University	1	0	0.0	1	100.0
Saint Peter's University	1	0	0.0	1	100.0
San Francisco State University	1	1	100.0	0	0.0
Sarah Lawrence College	1	1	100.0	0	0.0
Savannah State University	1	0	0.0	1	100.0
Seattle University	1	1	100.0	0	0.0
Simpson College	1	1	100.0	0	0.0
South Seattle College	1	1	100.0	0	0.0
Southeastern University	1	0	0.0	1	100.0
Southern Arkansas University	1	0	0.0	1	100.0
Southern Nazarene University	1	1	100.0	0	0.0
Southwest Baptist University	1	0	0.0	1	100.0
Spring Hill College	1	1	100.0	0	0.0
St Ambrose University	1	0	0.0	1	100.0
St. Mary's University	1	0	0.0	1	100.0
Sterling College	1	0	0.0	1	100.0
Suny College Of Environmental	1	0	0.0	1	100.0
Suny University At Buffalo	1	0	0.0	1	100.0
Tabor College	1	0	0.0	1	100.0
Tennessee State University	1	0	0.0	1	100.0
Texas A&M University - San Antonio	1	1	100.0	0	0.0
Texas Lutheran University	1	0	0.0	1	100.0
The Ohio State University - Newark	1	1	100.0	0	0.0
The University Of Louisiana - Monroe	1	0	0.0	1	100.0
The University Of Memphis	1	1	100.0	0	0.0
The University Of Tulsa	1	1	100.0	0	0.0
Tulane University	1	1	100.0	0	0.0

table continues

Table (continued)

College	Total	Non-CTE		CTE	
	N	n	%	n	%
Tuskegee University	1	1	100.0	0	0.0
Universidad Del Este	1	1	100.0	0	0.0
Universidad Del Turabo	1	0	0.0	1	100.0
University Of Alaska - Fairbanks	1	0	0.0	1	100.0
University Of Arizona	1	1	100.0	0	0.0
University Of Arkansas - Fort Smith	1	0	0.0	1	100.0
University Of Arkansas at Little Rock	1	0	0.0	1	100.0
University Of California - Los Angeles	1	1	100.0	0	0.0
University Of Cincinnati	1	1	100.0	0	0.0
University Of Colorado Boulder	1	1	100.0	0	0.0
University Of Delaware	1	1	100.0	0	0.0
University Of Denver - Colorado	1	1	100.0	0	0.0
University Of East London	1	1	100.0	0	0.0
University Of La Verne Sem Traditional	1	0	0.0	1	100.0
University Of Miami	1	1	100.0	0	0.0
University Of Minnesota - Twin Cities	1	1	100.0	0	0.0
University Of Mississippi	1	1	100.0	0	0.0
University Of Northern Colorado	1	1	100.0	0	0.0
University Of Richmond	1	1	100.0	0	0.0
University Of South Carolina - Aiken	1	0	0.0	1	100.0
University Of Southern Mississippi	1	1	100.0	0	0.0
University Of Tampa	1	1	100.0	0	0.0
University Of Tennessee	1	1	100.0	0	0.0
University Of Texas Of The Permian Basin	1	1	100.0	0	0.0
University Of The Arts	1	1	100.0	0	0.0
University Of The Southwest	1	0	0.0	1	100.0
University Of Virginia	1	1	100.0	0	0.0
Virginia State University	1	0	0.0	1	100.0
Wake Forest University	1	1	100.0	0	0.0
Washington College	1	1	100.0	0	0.0
Washington University	1	1	100.0	0	0.0
Wayland Baptist University - Main Campus	1	0	0.0	1	100.0
Wellesley College	1	1	100.0	0	0.0
West Coast University - Dallas	1	1	100.0	0	0.0
Western State Colorado University	1	0	0.0	1	100.0
Wheaton College	1	1	100.0	0	0.0
Whitman College	1	1	100.0	0	0.0
Williams College	1	1	100.0	0	0.0
Xavier University Of Louisiana	1	1	100.0	0	0.0
York College Of Pennsylvania	1	0	0.0	1	100.0

Source: District Dallas ISD graduate file dated on March 6, 2018. District CTE status PEIMS file dated July 25, 2017. National Student Clearinghouse Data file dated February 6, 2018.

Note: N = Number of enrollments. CTE = Career and technical education. The CTE student group combined CTE elective and coherent sequence students.

Appendix E

Appendix E: 2017-18 Dallas ISD Earned Industry-Based Certifications by Certification Tier

Certification Name	Tier 1		Tier 2		Tier 3	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
A*S*K Entrepreneurship	0	0.0	0	0.0	4	0.1
Adobe Certified Associate Dreamweaver	0	0.0	54	2.8	0	0.0
Adobe Certified Associate Photoshop	0	0.0	5	0.3	0	0.0
Adobe Dreamweaver CC	0	0.0	0	0.0	1	0.0
Adobe Dreamweaver CS6	0	0.0	0	0.0	2	0.1
Adobe Illustrator CC Certification Exam	0	0.0	0	0.0	11	0.3
Adobe Illustrator CS6 Certification Exam	0	0.0	0	0.0	43	1.3
Adobe InDesign CC ACE Exam	0	0.0	0	0.0	11	0.3
Adobe Photoshop CC	0	0.0	0	0.0	19	0.6
Adobe Photoshop CS6	0	0.0	0	0.0	33	1.0
Adobe Premiere Pro CC	0	0.0	0	0.0	5	0.2
Adobe Premiere Pro CS6	0	0.0	0	0.0	1	0.0
AHLEI-Certified Guest Services Professional	0	0.0	0	0.0	1	0.0
AICPA/NAF Recognition Program	0	0.0	0	0.0	4	0.1
Animal Care Training - Veterinary Assisting - Phase 1	0	0.0	0	0.0	1	0.0
Animal Care Training Foundations for Veterinary Staff	0	0.0	0	0.0	31	1.0
Animal Care Training Kennel Maintenance Principles	0	0.0	0	0.0	10	0.3
Animal Care Training Management Skills	0	0.0	0	0.0	1	0.0
Animal Care Training Receptionist Training	0	0.0	0	0.0	4	0.1
Animal Care Training Veterinary Assisting - Phase 1	0	0.0	0	0.0	8	0.3
Animal Care Training Veterinary Assisting - Phase 2	0	0.0	0	0.0	2	0.1
Animal Care Training Veterinary Technician Skills	0	0.0	0	0.0	6	0.2
Animal Care Training Animal Health Care Team Training	0	0.0	0	0.0	2	0.1
ASE Automobile Service Technology	9	3.8	0	0.0	0	0.0
ASE/NATEF Auto Maint and Light Repair (G1)	21	8.8	21	1.1	0	0.0
ASE/NATEF Auto/Lt Truck (A1) Engine Repair	8	3.3	8	0.4	0	0.0
ASE/NATEF Auto/Lt Truck (A2) Auto Trans	3	1.3	3	0.2	0	0.0
ASE/NATEF Auto/Lt Truck (A3) Manual Drive	1	0.4	1	0.1	0	0.0
ASE/NATEF Auto/Lt Truck (A4) Suspension	3	1.3	3	0.2	0	0.0
ASE/NATEF Auto/Lt Truck (A5) Brakes	12	5.0	12	0.6	0	0.0
ASE/NATEF Auto/Lt Truck (A6) Electrical	10	4.2	10	0.5	0	0.0

Table continues

Table (continued)

Certification Name	Tier 1		Tier 2		Tier 3	
	n	%	n	%	n	%
ASE/NATEF Auto/Lt Truck (A7) HVAC	9	3.8	9	0.5	0	0.0
ASE/NATEF Auto/Lt Truck (A8) Engine Perf	3	1.3	3	0.2	0	0.0
ASE/NATEF Collision Repair/Refin (B2) Paint	43	18.0	43	2.3	0	0.0
AutoCAD Operator	0	0.0	0	0.0	10	0.3
AWS D9.1 Sheet Metal Welding	11	4.6	11	0.6	0	0.0
Basic Life Support for Healthcare Providers	0	0.0	0	0.0	20	0.6
certified Clinical Medical Assistant (CCMA) - National Healthcareer Association	3	1.3	3	0.2	0	0.0
Certified Clinical Medical Assistant (CCMA) - National Healthcareer Association	10	4.2	10	0.5	0	0.0
Certified Personal Trainer (NASM)	0	0.0	0	0.0	4	0.1
Child Development Associate	65	27.2	65	3.4	0	0.0
Cosmetology Operator License	12	5.0	12	0.6	0	0.0
EVERFI Commons – Digital Town Square	0	0.0	0	0.0	14	0.4
EVERFI Financial Literacy	0	0.0	0	0.0	284	8.9
EVERFI Futre Goals	0	0.0	0	0.0	1	0.0
EVERFI Healthier Me	0	0.0	0	0.0	115	3.6
EVERFI Healthy Relationships	0	0.0	0	0.0	77	2.4
EVERFI Ignition Certification	0	0.0	0	0.0	206	6.4
EVERFI Vault	0	0.0	0	0.0	19	0.6
EVERFI/NFTE Venture - Entrepreneurial Expedition	0	0.0	0	0.0	75	2.3
FEMA Active Shooter Training	0	0.0	0	0.0	2	0.1
FEMA CERT Exam	0	0.0	0	0.0	9	0.3
FEMA Diversity Training Exam	0	0.0	0	0.0	9	0.3
FEMA Flood Mitigation Basics	0	0.0	0	0.0	1	0.0
FEMA Tornado Mitigation Basics	0	0.0	0	0.0	1	0.0
FEMA Workplace Violence Awareness Exam	0	0.0	0	0.0	2	0.1
FEMA-Hurricane Mitigation Basics	0	0.0	0	0.0	1	0.0
FEMA-Planning for the Needs of Children in Disasters	0	0.0	0	0.0	1	0.0
FEMA-Safety Orientation	0	0.0	0	0.0	2	0.1
Heartsaver First Aid CPR AED	0	0.0	0	0.0	135	4.2
IC3 Internet and Computing Core	0	0.0	13	0.7	0	0.0
iCEV - Professional Communications Certification - Endorsed by Southwest Airlines	0	0.0	0	0.0	17	0.5
iCEV - Veterinary Medical Applications Certification - Endorsed by Elanco	0	0.0	0	0.0	7	0.2
Inbound Certification - HubSpot Academy	0	0.0	0	0.0	5	0.2
Interior Design	0	0.0	0	0.0	58	1.8
Microsoft Office Expert - Word	6	2.5	0	0.0	0	0.0
Microsoft Office Specialist (MOS) Access (Specialist)	0	0.0	14	0.7	0	0.0

Table continues

Table (continued)

Certification Name	Tier 1		Tier 2		Tier 3	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Microsoft Office Specialist (MOS) Digital Literacy	0	0.0	0	0.0	6	0.2
Microsoft Office Specialist (MOS) Excel (Specialist)	0	0.0	157	8.2	0	0.0
Microsoft Office Specialist (MOS) Outlook (Specialist)	0	0.0	0	0.0	7	0.2
Microsoft Office Specialist (MOS) PowerPoint (Specialist)	0	0.0	499	26.2	0	0.0
Microsoft Office Specialist (MOS) Word (Specialist)	0	0.0	919	48.2	0	0.0
NAFTrack Certification	0	0.0	0	0.0	355	11.1
NCMOA-Medical Office Assistant	0	0.0	0	0.0	14	0.4
OSHA CareerSafe General Industry Training	0	0.0	0	0.0	272	8.5
OSHA Workplace Safety	0	0.0	0	0.0	178	5.6
Pharmacy Technician (CPhT)	3	1.3	3	0.2	0	0.0
PMIEF Fundamentals of Project Management	0	0.0	0	0.0	32	1.0
Powered Industrial Trucks (PIT)	0	0.0	0	0.0	170	5.3
Quickbooks Certified User	7	2.9	7	0.4	0	0.0
Registered Dental Assistant (RDA)	0	0.0	0	0.0	16	0.5
ServSafe Food Handler	0	0.0	0	0.0	458	14.3
ServSafe Handler	0	0.0	0	0.0	39	1.2
SMstudy Certified Digital Marketing Associate	0	0.0	0	0.0	26	0.8
TestOut Network Pro	0	0.0	0	0.0	13	0.4
TestOut PC Pro	0	0.0	0	0.0	33	1.0
Texas Boater Certificate	0	0.0	0	0.0	26	0.8
Texas Hunter Safety Certificate	0	0.0	0	0.0	40	1.3
Texas State Floral Association Level 1	0	0.0	15	0.8	0	0.0
Texas State Floral Association Level 2	0	0.0	5	0.3	0	0.0
TYPING.COM CERTIFICATION	0	0.0	0	0.0	92	2.9
Valvoline Motor Oil Certification	0	0.0	0	0.0	77	2.4
Valvoline People Skills 101	0	0.0	0	0.0	34	1.1
Valvoline Resumes and Interviewing 101	0	0.0	0	0.0	34	1.1
Total	239	100.0	1,905	100.0	3,197	100.0

Source: Certification data provided by Department of CTE: September 7, 2018

Note: Tier one includes end-of-program certification as defined by the TEA. Tier two includes employable certifications as defined by the Perkins Effectiveness Report. Tier three includes all other certifications taken that were not categorized into tiers one or two. Certifications could be categorized into more than one tier.