EA18-618-2

2018 College and Career Readiness Report

Department of Evaluation and Assessment

Michael Hinojosa, Ed.D.
Superintendent of Schools

DALLAS INDEPENDENT SCHOOL DISTRICT

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Note

Portions of this report, with the exception of the College and Career Readiness Report, 2017, which was produced by the department of Strategic Initiatives and External Relations, were pulled from the following reports produced by the Evaluation and Assessment department: 2017-18 Evaluation of Early College High Schools; 2017-18 Evaluation of the College Access Program; College and Career Readiness Annual Report 2017; 2017-18 Evaluation of Career and Technical Education; 2017-18 College and Career Readiness: In-School *ACT* Testing; 2017-18 College and Career Readiness: Course Enrollment, and 2017-18 College and Career Readiness: In-School *SAT* Testing. Full E & A reports can be found at https://www.dallasisd.org/Page/42559.

2018

College and Career Readiness

Report

Approved Report of the

Department of Evaluation and Assessment

EA18-618-2

December 2018

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2018

College and Career Readiness

Annual Report

Report Compiled By: Monique C. Mejan, M.A.

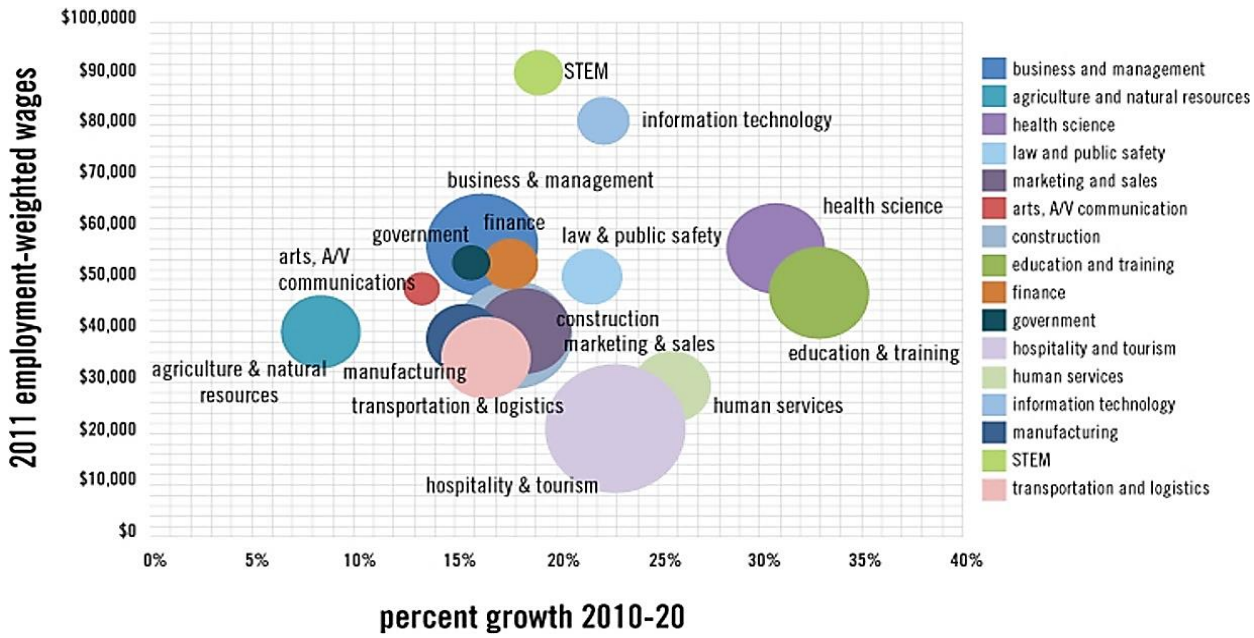
BACKGROUND

The Dallas Independent School District (Dallas ISD) Board of Trustees set a vision for the district to be a premier urban school district, with the mission to educate all students for success. Demand for skilled labor is growing, and education beyond high school is increasingly proving to be a prerequisite not only for broadening employment possibilities, but also for securing a stable career with a positive earnings trajectory (Education Pays, 2016). It is therefore critical to ensure that all students graduate from high school prepared to transition into college or a career. The U.S. Department of Labor projects that by 2020, there will be twice as many jobs that require employees to have at least an associate's degree than those that will not require any postsecondary education.

In this context, the Dallas ISD has implemented several programs and initiatives to achieve the goal of graduating students that are college and career ready. Most notable is the Pathways in Technology Early College High School (P-TECH) initiative which, at full scale, is designed to significantly increase the number of students obtaining a college degree while in high school and to positively impact thousands of students each year.

Additionally, district open enrollment policies allow secondary students to select from a wide variety of college and career preparation programs such as Advanced Placement (AP), International Baccalaureate (IB) and 200-plus Career and Technical Education (CTE) pathways. In collaboration with the Dallas County Community College District (DCCCD) and workforce organizations, Dallas ISD has worked diligently to expand college and career options designed to meet the needs of the projected Texas workforce. The P-TECH initiative was designed to establish pathways in career clusters that pay a livable wage. Figure 1 shows projected growth in each of the sixteen Career Clusters for the state of Texas.

Figure 1: Achieve Texas 2020 Career Cluster Job Growth with Wages



Source: *Will and Skill: Aligning Educational Initiatives with the Texas Labor Market*, Labor Market and Career Information (LCMI), Texas Workforce Commission, 2013
Note: Bubble size relative to number of jobs.

SCOPE OF REPORT

The purpose of this report is to describe Dallas ISD college and career readiness initiatives and outcomes and highlight additional indicators of college and career readiness. It includes findings on outcomes for the district's Early College High Schools program, the Career and Technical Education program, and the College Access Program, as well as data from the National Student Clearinghouse, the Texas Academic Performance Report (TAPR), the *ACT*[1], the Scholastic Aptitude Test (*SAT*), and Advanced Placement (AP) and International Baccalaureate (IB) efforts.

DALLAS ISD COLLEGE AND CAREER READINESS INITIATIVES

Overview

District College and Career Readiness (CCR) programs and initiatives include P-TECH and Early College High Schools (ECHS), Career and Technical Education (CTE) and Postsecondary Success programs which are housed in the Strategic Initiatives and External Relations (SIER) department. The P-TECH and CTE programs are designed to support career education through workforce development and industry partnerships. The Postsecondary Success programs focus on building a strong foundation of

[1] *ACT* originally stood for "American College Testing," but now references itself simply as the *ACT*.

college readiness. The Postsecondary Success programs are also designed to develop tools and provide support systems for students, their families, counselors, as well as district and campus administrators and teachers to help ensure that Dallas ISD graduates will have the opportunity to earn a living wage in a career field that offers advancement and lifelong learning opportunities. Additional advanced academic programs supported by the Advanced Academic Services team located within the Teaching and Learning Department include AVID[2], AP and IB. CCR strategic initiatives include the following:

- Providing a comprehensive CCR online platform for college and career information through Naviance[3];
- Providing students with opportunities to earn college credit at no cost via the P-TECH Early College programs; early college high schools; dual credit programs with the DCCCD and other colleges at no cost; and AP, IB, and Project Lead The Way (PLTW) exams at no cost;
- Providing more than 200 career pathways and numerous industry-recognized certification exams at no cost;
- Providing college entrance exams at no cost through administration of in-school *PSAT* (8th grade and sophomores), *SAT* (juniors) and *ACT* (seniors); and
- Developing and implementing a tracking system to monitor student progress in dual credit programs.

Dallas ISD Model

The model used by Dallas ISD to define major leading indicators is illustrated in Figure 2. It includes the types of metrics used to measure K-12 student performance, secondary-school level indicators, and postsecondary success. These indicators are based on research conducted by the district with researchers from Stanford, Brown, Harvard, Johns Hopkins, and University of Chicago.

Figure 2: College and Career Model

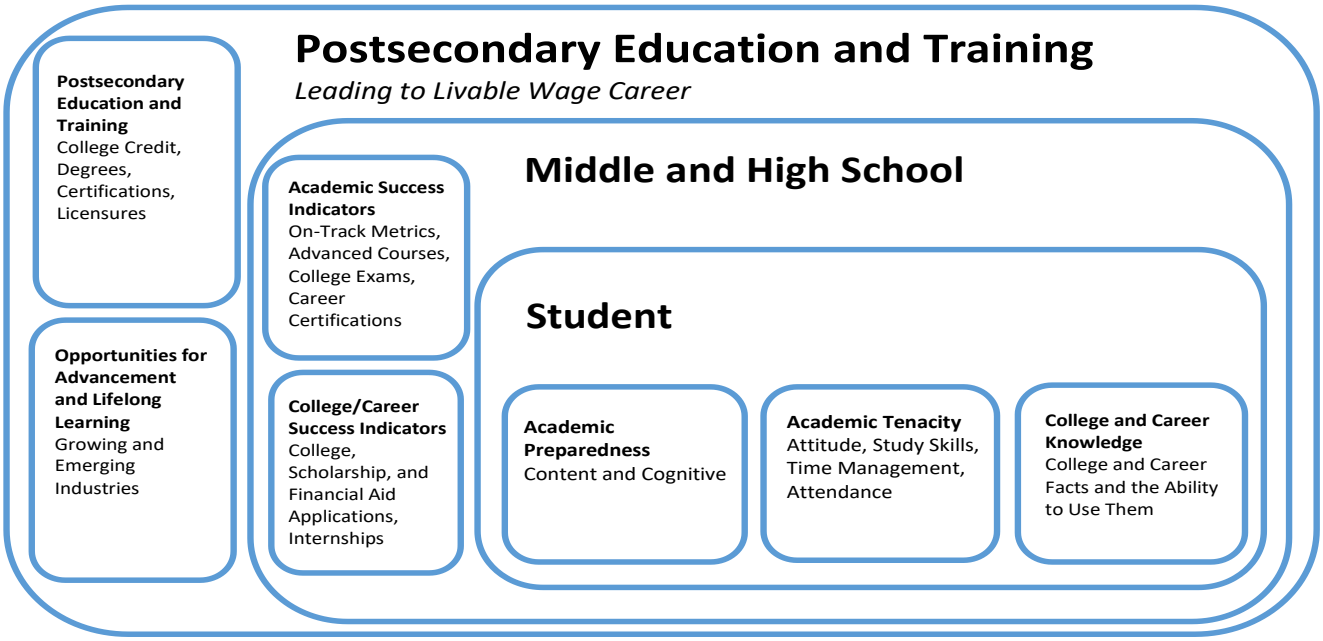


Image Source: Dallas ISD Strategic Initiatives and External Relations (SIER) Department

[2] AVID stands for Advancement Via Individual Determination
[3] In 2018-19 CCR programs transitioned to using the SchoolLinks platform in place of Naviance.

Early College High Schools

Program Description

An Early College High School (ECHS) is a school designated by the Texas Education Agency (TEA) (TAC § 102.1091 and § 4.161) that enables students who might not otherwise go to college the opportunity to earn dual credit and earn an associate's degree or up to 60 hours of tuition-free college credit by the time of high school graduation. Since 2016, Dallas Independent School District (ISD) has expanded these opportunities for its students with a partnership with the Dallas County Community College District (DCCCD). In addition to the five traditional ECHSs that already existed, 18 new ECHSs have opened since 2016. Eight opened in fall 2016 and ten more opened in Fall 2017, bringing the total to 23. The district plans to open two more ECHSs at Skyline and North Lake and 2018-19 is slotted to be a planning year for these openings.

All 23 high schools obtained designation from the TEA as Early College High Schools in 2017-18. Additionally, four of the 18 new ECHS campuses (Seagoville, Pinkston, South Oak Cliff, and Wilmer-Hutchins) have also obtained Pathways to Technology Early College High School (P-TECH) designation while the remaining 14 are expected to receive their P-TECH designation during the 2018-19 school year. In anticipation of P-TECH designation, these ECHSs were designed and operated using the P-TECH model.

ECHSs are designed to serve incoming ninth-grade students who have the determination to attend college, are first-generation college students, and have been historically underrepresented in higher education. Each ECHS accepts 100 to 125 ninth-grade students per year. The ECHS model begins in ninth grade. They move together as a cohort as they progress through high school. Each ECHS has a higher education partner and offers its own academic pathway leading to an Associate of Applied Science degree.

At P-TECHs, non-traditional ECHSs, students choose a career pathway and take courses that provide the academic, technical, and workplace skills that are attractive to employers. In addition to the potential to earn an associate's degree, students can earn industry certificates in their selected career pathways and gain opportunities potentially leading to paid internships and job placement after graduation. Partnership with industry partners provides students with essential mentoring, internship opportunities, and other support to prepare them to enter the workforce career-ready.

Overall, ECHSs enable students to:

- Earn an associate's degree tuition free while in high school.
- Earn as many as 60 hours of tuition-free college credit as a high school student.
- Eliminate thousands of dollars in college tuition costs by earning college credit hours while in high school.
- Start college at a four-year university already having completed two years in high school, thereby earning a four-year degree in less time than their peers.
- Enter the job market with a work-ready skill upon completion of high school.
- Become familiar with the effort required to successfully complete college-level coursework while a high school student.

Table 1 shows degree plans, pathways, industry and higher education partners for all ECHSs.

Table 1: ECHS Degree Plans, Pathways, Industry and Higher Education Partners

Degree Plans/Pathways	Industry Partners	Higher Education Partner
	Garza	
▪ Associate of Arts ▪ Associate of Science	N/A	▪ Mountain View College
	Gilliam	
▪ Associate of Arts ▪ Associate of Science	N/A	▪ Cedar Valley College
	Lassiter	
▪ Associate of Arts ▪ Associate of Science	N/A	▪ El Centro College
	Samuell	
▪ Associate of Arts ▪ Associate of Science	N/A	▪ Eastfield College
	Spruce	
▪ Air Conditioning and Refrigeration Technology ▪ Digital Multimedia Technology ▪ Computer Assisted Drafting and Design ▪ Advanced Manufacturing/ Mechatronics Technology	N/A	▪ Eastfield College
	Carter	
▪ Business ▪ Computer Graphics ▪ Law Enforcement ▪ Network Administration and Support	▪ City of Dallas Police Department ▪ Wells Fargo Bank ▪ Dallas Fire & Rescue ▪ Dallas ISD Police Department	▪ Cedar Valley College
	Conrad	
▪ Allied Health ▪ Gaming ▪ Network Administration and Support ▪ Software Programming ▪ Software Programming	▪ STEMuli Education ▪ SMU — Guildhall ▪ JPMorgan Chase & Co. ▪ Magnin & Associates ▪ HCA Medical City Children's Hospital ▪ GameStop ▪ Cube Games	▪ Richland College
	Jefferson	
▪ Business Administration ▪ Software Programming ▪ Visual Communications	▪ Telemundo ▪ NBC 5 ▪ Pinnacle Group ▪ Art Group	▪ Brookhaven College
	Seagoville	
▪ Business Administration ▪ Personal Computer Support ▪ Software Programming	▪ AT&T ▪ Accenture ▪ NFTE	▪ Eastfield College
	South Oak Cliff	
▪ Electronic Technology ▪ Network Administration and Support ▪ Manufacturing (CAD)	▪ Microsoft ▪ Eon Reality	▪ Mountain View College
	Madison	
▪ Management ▪ Personal Computer Support	▪ City of Dallas IT Department ▪ Amazon Web ▪ Dallas ISD IT Department	▪ El Centro College
	Pinkston	
▪ Allied Health ▪ Management ▪ Network Administration and Support	▪ Univision ▪ Parkland ▪ Plains Capital Bank ▪ SMU — Simmons	▪ El Centro College

Table continues

Table (continued)

Degree Plans/Pathways	Industry Partners	Higher Education Partner
	Roosevelt	
▪ Allied Health ▪ Management ▪ Internet Development Technology	▪ UTSW Medical Center ▪ Bank of America	▪ El Centro College
	Adams	
▪ Early Childhood Education	▪ Dallas Independent School District	▪ Eastfield College
	Adamson	
▪ Internet Development Technologies ▪ Personal Computer Support	▪ American Airlines	▪ El Centro College
	Hillcrest	
▪ Pre-Electrical Engineering ▪ Electrical Engineering Technology	▪ Ones Lang LaSalle Americas, Inc. ▪ Texas Instruments ▪ Cummings Electrical	▪ Richland College
	Kimball	
▪ Electronics Technology with Advanced Manufacturing Mechatronics ▪ Pre-Mechanical Engineering	▪ Jones Lang LaSalle Americas, Inc.	▪ Mountain View College
	Lincoln	
▪ Hospitality Management ▪ Logistics	▪ Omni Hotels & Resorts ▪ FedEx	▪ El Centro College
	Molina	
▪ Business Administration ▪ Business	▪ BKD ▪ NFTE ▪ Foundation for C.H.O.I.C.E.	▪ Mountain View College
	North Dallas	
▪ Software Programming ▪ Health Information Technology	▪ Southwest Airlines ▪ Thomson Reuters ▪ Bottle Rocket ▪ Legend Networking ▪ MD Medical Group ▪ Baylor University Medical Center	▪ Brookhaven College
	Sunset	
▪ Early Childhood Education ▪ Public Health	▪ Children's Health ▪ Dallas ISD ▪ Baylor Scott & White	▪ Mountain View College
	Wilmer-Hutchins	
▪ Construction Technology ▪ Energy Management	▪ TEXO, The Construction Association ▪ Oncor ▪ Fluor ▪ Regional Black Contractors Association	▪ North Lake College
	White	
▪ Accounting ▪ Early Childhood Education	▪ Dallas Independent School District ▪ Moss Adams	▪ Brookhaven College

Demographics of Early College High Schools

In 2017-18, there were a total of 4,410 ECHS students in grades nine through twelve enrolled at 23 campuses. Table 2 shows the distribution of ECHS students by campus and grade level.

Table 2: 2017-18 ECHS Campuses and Students by Grade Level

	Grade Level				All Grade
Campus	**9**	**10**	**11**	**12**	**Levels**
Garza	110	111	114	97	432
Samuell	108	99	112	82	401
Gilliam	101	85	84	77	347
Lassiter	57	58	56	55	226
Spruce	67	60	50	0	177
Roosevelt	98	88	0	0	186
Jefferson	119	117	0	0	236
Conrad	115	110	0	0	225
Seagoville	124	105	0	0	229
Carter	104	105	0	0	209
South Oak Cliff	101	104	0	0	205
Pinkston	98	103	0	0	201
Madison	89	72	0	0	161
North Dallas	105	0	0	0	105
Molina	138	0	0	0	138
Sunset	129	0	0	0	129
Adamson	123	0	0	0	123
Wilmer-Hutchins	123	0	0	0	123
White	120	0	0	0	120
Kimball	117	0	0	0	117
Hillcrest	110	0	0	0	110
Adams	108	0	0	0	108
Lincoln	102	0	0	0	102
Total	**2,466**	**1,217**	**416**	**311**	**4,410**

Source: District demographic data file dated 10/30/2017
Note: ECHS = Early College High School.

The 2017-18 ninth grade ECHS cohort consisted of 2,466 students enrolled at 23 campuses. As shown in Table 3, slightly over two-thirds (71%) of the 2017-18 ninth grade ECHS cohort were Hispanic, which was identical to the proportion of Hispanic students at the district level. There were slightly more ECHS female students (55%) than male (45%). Most students were economically disadvantaged (88%) and at risk (59%). Although ECHS student demographics were generally similar to the Dallas ISD high school students overall, the 2017-18 ECHS students were more likely than district high school students to be African American (26% ECHS; 22% district), more likely to be female (55% ECHS; 49% district), more likely to be economically disadvantaged (88% ECHS; 82% district), less likely to be enrolled in special education (3% ECHS; 9% district), less likely to be at-risk (59% ECHS; 70% district), and less likely to be ELL (34% ECHS; 40% district).

Table 3: 2017-18 Ninth Grade ECHS School and District Student Demographic Characteristics

	ECHS		Dallas ISD High Schools	
Demographic Subgroup	**n**	**%**	**n**	**%**
Ethnicity				
African American	634	26	2,640	22
Hispanic	1,748	71	8,444	71
White	38	2	506	4
Asian	26	1	172	1
Other	20	1	131	1
Gender				
Female	1,346	55	5,772	49
Male	1,120	45	6,121	52
Socioeconomic Status				
Eco Dis	2,159	88	9,695	82
English Language Learner				
ELL	834	34	4,773	40
Special Education				
SPED	83	3	1,075	9
At Risk				
At Risk	1,463	59	8,272	70

Source: District demographic files dated 10/30/2017
Note: ECHS = Early College High School, Eco dis = economically disadvantage, ELL = English language learner, SPED = special education. Percentages may not sum to 100 due to rounding.

Table 4 shows demographic characteristics of the 2017-18 ninth grade ECHS cohort by campus.

Table 4: 2017-18 Early College High School Ninth Grade Student Demographics by Campus

		Afr. Am		Hispanic		Other		Female		Male		Eco Dis		ELL		SPED		At Risk	
Campus	**N***	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Adams	108	7	6	95	88	6	6	69	64	39	36	102	94	34	31	2	2	54	50
Adamson	123	5	4	118	96	0	0	67	54	56	46	114	93	38	31	1	1	58	47
Carter	104	70	67	33	32	1	1	53	51	51	49	79	76	24	23	0	0	55	53
Conrad	115	28	24	63	55	24	21	58	50	57	50	80	70	49	43	2	2	69	60
Garza	110	7	6	101	92	2	2	60	55	50	45	95	86	27	25	5	5	36	33
Gilliam	101	53	52	44	44	4	4	72	71	29	29	82	81	18	18	0	0	34	34
Hillcrest	110	19	17	85	77	6	5	41	37	69	63	90	82	39	35	1	1	57	52
Jefferson	119	8	7	108	91	3	3	68	57	51	43	99	83	39	33	0	0	64	54
Kimball	117	32	27	85	73	0	0	47	40	70	60	90	77	38	32	1	1	77	66
Lassiter	57	6	11	51	89	0	0	42	74	15	26	55	96	16	28	0	0	20	35
Lincoln	102	90	88	12	12	0	0	64	63	38	37	87	85	6	6	7	7	54	53
Madison	89	51	57	37	42	1	1	49	55	40	45	84	94	29	33	7	8	59	66
Molina	138	4	3	133	96	1	1	70	51	68	49	133	96	38	28	4	3	75	54
N. Dallas	105	11	10	87	83	7	7	61	58	44	42	90	86	45	43	7	7	80	76
Pinkston	98	20	20	77	79	1	1	57	58	41	42	92	94	43	44	2	2	62	63
Roosevelt	98	40	41	57	58	1	1	53	54	45	46	86	88	30	31	4	4	65	66
Samuell	108	17	16	90	83	1	1	63	58	45	42	104	96	64	59	1	1	81	75
Seagoville	124	23	19	91	73	10	8	67	54	57	46	115	93	40	32	6	5	79	64
SOC	101	65	64	35	35	1	1	52	51	49	49	96	95	12	12	6	6	56	55
Spruce	67	6	9	61	91	0	0	27	40	40	60	62	93	46	69	5	7	57	85
Sunset	129	4	3	122	95	3	2	83	64	46	36	120	93	64	50	7	5	89	69
White	120	14	12	96	80	10	8	62	52	58	48	101	84	54	45	4	3	87	73
W-Hutchins	123	54	44	67	54	2	2	61	50	62	50	103	84	41	33	11	9	95	77
Total/Avg	**2,466**	**634**	**26**	**1,748**	**71**	**84**	**3**	**1,346**	**55**	**1,120**	**45**	**2,159**	**88**	**834**	**34**	**83**	**3**	**1,463**	**59**

*Excludes 45 withdrawals, *Numbers indicate all students at Gilliam, Garza, and Lassiter

Source: District demographic files dated 10/30/2017

Note: Afr. Am = African American. SOC = South Oak Cliff. W-Hutchins = Wilmer Hutchins. Eco dis = economically disadvantage, ELL = English language learner, SPED = special education. Percentages may not sum to 100 due to rounding. Avg=average.

Dual Credit Courses

Table 5 displays the course names, number of attempted and earned credits for the fall 2017 semester. In the fall semester of 2017, 1,122 ECHS students attempted 838.5 credits for dual credit courses. Out of 1,122 students, 80 percent (N=902) were enrolled in a single dual credit course while the remaining 20 percent (N=220) attempted two dual credit courses. Overall, ECHS students earned 796 credits out of 838.5 attempted credits for a 95 percent success rate for the 2017 fall semester.

Table 5: Fall 2017 ECHS Attempted and Earned Dual Credits by Course

Course Name	Credits Attempted N	Credits Earned n	Credits Earned %
AC/DC ELECTRONICS 1	11.5	11.5	100
ADV MARKETING TM+	60	60	100
ARCHITECT DES II TM	76	76	100
BUSIMTM TM+	37	27.5	74
COLLEGE TRAN 1	9	9	100
COMM APP SEM	21	21	100
COMP MAINT & LAB 1	115	95.5	83
COMP PROGRAM I 1	23	23	100
GRAPH DES I TM+	63	63	100
HUM RESOURCE MGT SEM	58	56	97
LAWENF I 1	21.5	19	88
LAWENF I 2	20	18	90
PRE-CAL 1	25	25	100
PRIN BMF 1	136	132	97
PRINIT 1	58	57.5	99
PRINIT TM+	82	81	99
STUDIO ART I 1	6	4.5	75
TOUCHSYSDATAE	10	10	100
WEBTECH 1	6.5	6.5	100
Total or Average	**838.5**	**796**	**95**

Source: District course file 07/11/2018.
Note: Each course had potential credits of .5, 1.0, or 2.0. ECHS = Early College High School.

Table 6 displays the course names, number of attempted and earned credits for the spring 2018 semester. In the spring semester of 2018, 1,289 ECHS students attempted 1,005.5 credits for dual credit courses. Out of 1,289 students, 73 percent (N=944) were enrolled in a single dual credit course, 24 percent (N=307) were enrolled in two dual credit courses, while the remaining three percent (N=38) attempted three dual credit courses during the 2018 spring semester. Overall, ECHS students earned 990.5 credits out of 1,005.5 attempted credits for a 99 percent success rate for the 2018 spring semester.

Table 6: Spring 2018 ECHS Attempted and Earned Dual Credits by Course

Course Name	Credits Attempted N	Credits Earned n	Credits Earned %
AC/DC ELECTRONICS 1	4.5	4	89
AC/DC ELECTRONICS 2	11	11	100
ARCHITECT DES II TM	16	16	100
BLUEPRINT READING MA	22	22	100
BUSIM1 2	9.5	9.5	100
BUSIMTM TM+	61.5	61.5	100
BUSINESSMANAGEMENT	72	71.5	99
COLLEGE TRAN 1	14	14	100
COLLEGE TRAN 2	4.5	4.5	100
COMM APP SEM	18.5	18.5	100
COMP MAINT 1	43	43	100
COMP MAINT 2	43	43	100
COMP MAINT & LAB 2	92	92	100
GRAPH DES I TM+	43	42.5	99
GRAPHDESIGNILL II 2	26.5	26.5	100
HEALTH ED SEM	30.5	30.5	100
HUM RESOURCE MGT SEM	6	6	100
INTRO C# PROG 1	13.5	12	89
INTRO PSYCH SEM	2	1.5	75
INTRO TO CADD 2	9	9	100
MONEY MATTERS TM+	12	11.5	96
MUS APPRECIAT I 2	8	7.5	94
NETWORKING 2	18.5	18.5	100
PRE-CAL 1	7	7	100
PRE-CAL 2	22.5	21.5	96
PRIN BMF 2	40.5	40.5	100
PRIN CON TM+	21.5	15	70
PRINAAVTC 1	7	7	100
PRINIT 1	35.5	34	96
PRINIT 2	117	115.5	99
PRINIT TM+	124.5	124.5	100
TOUCHSYSDATAE	18	18	100
VIRTUAL BUSINESS SEM	31.5	31.5	100
Total or Average	**1,005.5**	**990.5**	**99**

Source: District course file 07/11/2018.
Note: Courses had potential credits of .5, 1.0, or 2.0. ECHS = Early College High School.

Attendance

Table 7 shows ECHS student attendance information for fall 2017, spring 2018, and for the 2017-18 school year. Overall attendance rates for ECHS students in 2017-18 exceeded attendance rates for non-ECHS students at all individual campuses and overall (96% ECHS versus 92% non-ECHS). Attendance rates for ECHS campuses ranged between 94 percent (Roosevelt and South Oak Cliff) and 99 percent (Garza). Although ECHS students in Roosevelt and South Oak Cliff had the lowest attendance rate compared to ECHS students on other campuses, they also showed a greater attendance rate difference compared to their non-ECHS student counterparts on the same campuses (8 to 9 percentage point difference).

Table 7: 2017-18 Early College High School Ninth Grade Student Attendance Rates by Campus

	% Attendance Fall 2017			% Attendance Spring 2018			Average % of Attendance Rate		
Campus	**Non-ECHS**	**ECHS**	**Diff.**	**Non-ECHS**	**ECHS**	**Diff.**	**Non-ECHS**	**ECHS**	**Diff.**
Adams	96	98	2	94	97	3	95	97	2
Adamson	94	97	3	91	97	6	93	97	4
Carter	91	97	6	87	95	8	89	96	7
Conrad	92	98	6	90	97	7	90	97	7
Garza	N/A	100	N/A	N/A	99	N/A	N/A	99	N/A
Gilliam	N/A	98	N/A	N/A	98	N/A	N/A	98	N/A
Hillcrest	93	99	6	90	97	7	91	98	7
Jefferson	93	98	5	89	96	7	91	97	6
Kimball	93	97	4	91	96	5	92	97	5
Lassiter	N/A	99	N/A	N/A	97	N/A	N/A	98	N/A
Lincoln	91	96	5	86	92	6	88	95	7
Madison	93	96	3	97	99	2	94	97	3
Molina	95	99	4	93	98	5	94	98	4
North Dallas	94	96	2	90	94	4	92	95	3
Pinkston	92	98	6	89	96	7	90	97	7
Roosevelt	90	96	6	81	92	11	85	94	9
Samuell	93	98	5	88	96	8	90	97	7
Seagoville	93	98	5	90	96	6	91	97	6
SOC	88	95	7	83	94	11	86	94	8
Spruce	92	97	5	89	96	7	91	96	5
Sunset	93	98	5	90	96	6	92	97	5
White	94	98	4	91	96	5	93	97	4
W-Hutchins	93	96	3	89	94	5	91	95	4
All ECHS	**93**	**97**	**4**	**90**	**96**	**6**	**92**	**96**	**4**

Source: District demographic file dated 10/30/2017. District attendance files dated 06/11/2018.
Note: ECHS = Early College High School. SOC = South Oak Cliff. W-Hutchins = Wilmer Hutchins. Diff.= difference (calculated by subtracting the attendance rate of non-ECHS students from the attendance rate for ECHS students). Non-ECHS = grade nine students at same high school who were not ECHS students. Designed as "stand alone" schools, Garza, Gilliam, and Lassiter solely educate ECHS students.

Student Retention

Table 8 shows ECHS retention rates for 2016-17 ninth grade cohort.[4] Rates of retention ranged from 77 percent (Madison) to 96 percent (Garza). Overall, 1,158 of 1,315 or 88 percent of the 2016-17 ninth grade cohort remained at an ECHS in 2017-18[5]. Retention rate for ECHS students was higher compared to their non-ECHS counterparts in the same campuses during the same timeframe (88% versus 77%, respectively). Compared to non-ECHS students, ECHS students at Pinkston had the largest retention rate difference (22 percentage points) followed by Jefferson (16 percentage points) and Samuell (15 percentage points).

[4] The ten ECHS campuses that opened in 2017-18 are not included in this analysis.
[5] Out of the 157 students who were not "retained", 17 transferred to non-ECHS campuses, 33 transferred to other ECHS campuses but no longer participated in the program, 28 remained in the same school but were no longer ECHS students, and 79 were no longer in the district.

Table 8: Retention Rate of 2016-17 Ninth Grade ECHS Cohort by Campus

	# Enrolled 2016-17		# Enrolled 2017-18		Retention Rate		
Campus	**ECHS**	**Non-ECHS**	**ECHS**	**Non-ECHS**	**ECHS**	**Non-ECHS**	**Diff.**
Carter	118	293	105	230	89	78	11
Conrad	115	380	104	289	90	76	14
Garza	112	N/A	107	N/A	96	N/A	N/A
Gilliam	96	N/A	82	N/A	85	N/A	N/A
Jefferson	124	434	116	338	94	78	16
Lassiter	61	N/A	57	N/A	93	N/A	N/A
Madison	95	94	73	69	77	73	4
Pinkston	113	266	97	169	86	64	22
Roosevelt	113	141	89	111	79	79	0
Samuell	94	526	87	409	93	78	15
Seagoville	115	344	103	291	90	85	5
SOC	113	305	97	240	86	79	7
Spruce	46	572	41	428	89	75	14
All ECHS	**1,315**	**3,355**	**1,158**	**2,574**	**88**	**77**	**11**

Source: District demographic files dated 10/31/2016 and 10/30/2017
Note: ECHS = Early College High School. SOC = South Oak Cliff. Diff.= difference (calculated by subtracting the attendance rate of non-ECHS students from the attendance rate for ECHS students). Garza, Gilliam, and Lassiter are "stand alone" schools and solely educate ECHS students.

STAAR EOC

Table 9 displays the percentage of ECHS students at the Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) performance standards on *STAAR EOC*. Rates of ECHS students meeting or exceeding the Approaches+ and Meets+ performance standards were greater than the district for *Algebra I EOC* by a large margin (93% versus 76% and 67% versus 46% district, respectively). Similarly, a higher percentage of ECHS students met or exceeded the Approaches+ and Meets+ performance standards compared to the district for *Biology I EOC* (94% versus 83% and 70% versus 54%, respectively). The percentage of ECHS students at the Approaches+ and Meets+ performance standards was also higher than those of the district for *English I EOC* (74% versus 53% and 53% versus 34%, respectively). Furthermore, ECHS students met the Approaches+ and Meets+ performance standards at a higher rate than those of the district for *English II EOC* (83% versus 65% and 65% versus 48%). Lastly, rates of ECHS students meeting or exceeding the Approaches+ and Meets+ performance standards were higher than those of the district for *US History EOC* by a large margin (95% versus 86% and 70% versus 62%, respectively).

Table 9: 2017-18 *STAAR EOC* Passing Rates by Test and ECHS Status for Grades 9 and 10

	Approaches+					Meets+				
	ECHS		Non-ECHS			ECHS		Non-ECHS		
Campus	Tested N	% Met	Tested N	% Met	Diff.	Tested N	% Met	Tested N	% Met	Diff.
Algebra I										
Adams	82	94	432	81	13	82	82	432	47	35
Adamson	78	97	266	83	14	78	83	266	49	34
Carter	91	92	191	59	33	91	56	191	34	22
Conrad	55	96	242	79	17	55	73	242	49	24
Garza	44	100	N/A	N/A	N/A	44	95	N/A	N/A	N/A
Gilliam	43	98	N/A	N/A	N/A	43	74	N/A	N/A	N/A
Hillcrest	79	95	205	79	16	79	72	205	50	22
Jefferson	79	100	345	77	23	79	86	345	52	34
Kimball	94	97	338	53	44	94	80	338	23	57
Lassiter	10	100	N/A	N/A	N/A	10	90	N/A	N/A	N/A
Lincoln	76	91	104	52	39	76	57	104	19	38
Madison	65	94	83	67	27	65	55	83	30	25
Molina	89	100	359	87	13	89	94	359	61	33
North Dallas	73	75	177	58	17	73	29	177	16	13
Pinkston	61	100	139	68	32	61	93	139	25	68
Roosevelt	71	76	110	64	12	71	38	110	30	8
Samuell	72	94	407	71	23	72	60	404	36	24
Seagoville	95	85	284	67	18	95	27	284	36	-9
SOC	86	88	238	69	19	86	60	238	31	29
Spruce	53	94	387	82	12	53	92	387	57	35
Sunset	100	95	368	88	7	100	79	368	72	7
White	62	92	428	62	30	62	63	428	20	43
W-Hutchins	107	94	139	57	37	107	65	139	26	39
All ECHS	**1,568**	**93**	**5,339**	**73**	**20**	**1,568**	**67**	**5,336**	**42**	**25**
District	**N/A**	**N/A**	**8,802**	**76**	**N/A**	**N/A**	**N/A**	**8,802**	**46**	**N/A**
Biology										
Adams	106	95	441	83	12	106	86	441	56	30
Adamson	122	98	285	75	23	122	93	285	29	64
Carter	106	95	185	61	34	106	58	185	20	38
Conrad	117	97	91	86	11	117	89	91	54	35
Garza	109	100	N/A	N/A	N/A	109	93	N/A	N/A	N/A
Gilliam	99	100	N/A	N/A	N/A	99	85	N/A	N/A	N/A
Hillcrest	109	97	200	81	16	109	83	200	45	38
Jefferson	114	99	256	78	22	114	95	256	47	48
Kimball	112	98	302	68	30	112	75	302	28	47
Lassiter	57	100	N/A	N/A	N/A	57	88	N/A	N/A	N/A
Lincoln	95	92	96	56	36	95	67	96	21	46
Madison	89	90	81	58	32	89	45	81	17	28
Molina	137	97	417	81	16	137	77	417	39	38
North Dallas	99	93	210	75	18	99	73	210	34	39
Pinkston	95	100	141	69	31	95	82	141	21	61
Roosevelt	99	79	121	52	27	99	34	121	10	24
Samuell	106	97	416	72	25	106	77	413	40	37
Seagoville	124	95	305	82	13	124	65	305	43	22
SOC	102	90	223	69	21	102	53	223	26	27
Spruce	69	94	430	74	20	69	54	430	33	21
Sunset	127	94	422	82	12	127	61	422	46	15
White	119	96	153	77	19	119	66	153	49	17
W-Hutchins	116	84	144	64	20	116	48	144	22	26
All ECHS	**2,163**	**94**	**5,184**	**76**	**18**	**2,163**	**70**	**5,181**	**40**	**30**
District	**N/A**	**N/A**	**10,345**	**83**	**N/A**	**N/A**	**N/A**	**10,345**	**54**	**N/A**

table continues

Table (Continued)

	Approaches+					Meets+				
	ECHS		Non-ECHS			ECHS		Non-ECHS		
Campus	Tested N	% Met	Tested N	% Met	Diff.	Tested N	% Met	Tested N	% Met	Diff.
English I										
Adams	106	87	556	52	35	106	72	556	32	40
Adamson	122	93	349	48	45	122	77	349	21	56
Carter	111	75	260	36	39	111	44	260	11	33
Conrad	114	91	341	33	58	114	78	341	13	65
Garza	90	99	N/A	N/A	N/A	90	92	N/A	N/A	N/A
Gilliam	99	97	N/A	N/A	N/A	99	89	N/A	N/A	N/A
Hillcrest	107	75	277	55	20	107	56	277	35	21
Jefferson	127	83	443	34	49	127	63	443	17	46
Kimball	111	89	415	33	56	111	71	415	13	58
Lassiter	49	100	N/A	N/A	N/A	49	98	N/A	N/A	N/A
Lincoln	95	67	136	19	48	95	51	136	10	41
Madison	101	61	100	36	25	101	40	100	18	22
Molina	134	79	542	50	29	134	64	542	25	39
North Dallas	99	75	282	36	39	99	44	282	17	27
Pinkston	99	93	198	28	65	99	63	198	12	51
Roosevelt	119	50	168	32	18	119	24	168	10	14
Samuell	121	78	567	36	42	121	55	567	14	41
Seagoville	134	65	394	47	18	134	43	394	23	20
SOC	122	60	307	27	33	122	38	307	9	29
Spruce	88	57	595	35	22	88	34	595	16	18
Sunset	118	75	537	51	24	118	46	537	25	21
White	117	80	598	45	35	117	63	598	26	37
W-Hutchins	115	53	192	33	20	115	27	192	15	12
All ECHS	**2,260**	**74**	**7,495**	**42**	**32**	**2,260**	**53**	**7,495**	**22**	**31**
District	**N/A**	**N/A**	**12,852**	**53**	**N/A**	**N/A**	**N/A**	**12,852**	**34**	**N/A**
English II										
Adams	--	--	513	64	--	--	--	513	47	--
Adamson	--	--	354	69	--	--	--	354	49	--
Carter	103	84	204	38	46	103	51	204	18	33
Conrad	112	87	240	38	49	112	80	240	23	57
Garza	119	100	N/A	N/A	N/A	119	100	N/A	N/A	N/A
Gilliam	80	98	N/A	N/A	N/A	80	89	N/A	N/A	N/A
Hillcrest	*	*	262	66	N/A	*	*	262	45	N/A
Jefferson	119	82	298	46	36	119	66	298	24	42
Kimball	*	*	375	54	N/A	*	*	375	33	N/A
Lassiter	59	100	N/A	N/A	N/A	59	98	N/A	N/A	N/A
Lincoln	--	--	130	44	--	--	--	130	28	--
Madison	72	76	70	46	30	72	49	70	23	26
Molina	*	*	534	62	N/A	*	*	534	40	N/A
North Dallas	*	*	227	53	N/A	*	*	227	32	N/A
Pinkston	102	93	149	42	51	102	85	149	23	62
Roosevelt	83	72	101	26	46	83	49	101	15	34
Samuell	98	89	386	45	44	98	69	385	26	43
Seagoville	102	90	273	55	35	102	75	273	35	40
SOC	105	77	200	37	40	105	50	197	15	35
Spruce	60	67	395	47	20	60	48	395	22	26
Sunset	*	*	451	64	N/A	*	*	451	43	N/A
White	*	*	567	57	N/A	*	*	567	39	N/A
W-Hutchins	--	--	193	39	--	--	--	193	22	--
All ECHS	**975**	**83**	**6,180**	**55**	**28**	**975**	**65**	**6,176**	**36**	**29**
District	**N/A**	**N/A**	**10,168**	**65**	**N/A**	**N/A**	**N/A**	**10,168**	**48**	**N/A**

table continues

Table (Continued)

	Approaches+					Meets+				
	ECHS		Non-ECHS			ECHS		Non-ECHS		
Campus	Tested N	% Met	Tested N	% Met	Diff.	Tested N	% Met	Tested N	% Met	Diff.
US History										
Adams	--	--	23	83	--	--	--	23	70	--
Adamson	--	--	30	63	--	--	--	30	23	--
Carter	104	99	15	73	26	104	64	15	27	37
Conrad	83	100	17	71	29	83	93	17	53	40
Garza	--	--	N/A	N/A	N/A	--	--	N/A	N/A	N/A
Gilliam	*	*	N/A	N/A	N/A	*	*	N/A	N/A	N/A
Hillcrest	--	--	23	91	--	--	--	23	78	--
Jefferson	115	95	28	57	38	115	74	28	32	42
Kimball	--	--	30	67	--	--	--	30	60	--
Lassiter	*	*	N/A	N/A	N/A	*	*	N/A	N/A	N/A
Lincoln	--	--	11	36	--	--	--	11	9	--
Madison	71	89	*	*	N/A	71	49	*	*	N/A
Molina	--	--	22	64	--	--	--	22	32	--
North Dallas	--	--	15	67	--	--	--	15	27	--
Pinkston	102	100	23	91	9	102	90	23	52	38
Roosevelt	80	90	19	53	37	80	63	19	21	42
Samuell	--	--	35	60	--	--	--	35	26	--
Seagoville	102	96	39	85	11	102	69	39	62	7
SOC	99	93	33	55	38	99	54	33	30	24
Spruce	62	95	41	80	15	62	73	41	39	34
Sunset	--	--	38	74	--	--	--	38	39	--
White	--	--	53	66	--	--	--	53	36	--
W-Hutchins	--	--	37	86	--	--	--	37	65	--
All ECHS	**818**	**95**	**540**	**71**	**24**	**818**	**70**	**540**	**42**	**28**
District	**N/A**	**N/A**	**1,791**	**86**	**N/A**	**N/A**	**N/A**	**1,791**	**62**	**N/A**

Source: *STAAR EOC* data file dated 07/10/2018 and demographic file dated 10/30/2017.
Note: ECHS= Early College High School. SOC = South Oak Cliff. Diff. = difference (calculated by subtracting the non-ECHS rate from the ECHS student rate). N/A= Not Applicable. -- = no students took exam in this category. * = Less than 10 students took test in this category; their data was therefore masked for confidentiality purposes. Rates are for ninth and tenth grade students enrolled in the district at each campus as of 10/30/2017 and only include first time testers for the first and second administrations, excluding *Alternate 2* of *STAAR EOC* exams. District rates include ECHS students.

Career and Technical Education

The Carl D. Perkins Career and Technical Education Act of 2006 helped support the Career and Technical Education (CTE) department of the Dallas ISD. The goals of the CTE program were to prepare students for college and career success, to provide them with the skills to be competitive in a global economy, and to recognize and meet the unique needs of the district's diverse student population. Dallas ISD campuses offered courses and course sequences aligned with 17 career clusters (see Table 11) or broad groupings of occupations and industries based on related disciplines.[6] Dallas ISD followed the career cluster framework but used the term career pathways[7] to distinguish these groupings offered at each high school campus from the career clusters. A Texas Education Agency (TEA) grant (Carl D. Perkins Grant) of $2,400,009 funded the CTE program in 2017-18. The CTE program used these funds to buy equipment,

[6] 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
[7] 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.

pay central staff salaries, provide professional development for teachers, support curriculum, and provide career counseling.

Table 11: The 17 CTE Career Clusters

The 17 Career Clusters
• Agriculture, Food & Natural Resources
• Architecture & Construction
• Arts, A/V Technology & Communications
• Business Management & Administration
• Career Development
• Education & Training
• Finance
• Government & Public Administration
• Health Science
• Hospitality & Tourism
• Human Services
• Information Technology
• Law, Public Safety, Corrections & Security
• Manufacturing
• Marketing
• Science, Technology, Engineering & Mathematics
• Transportation, Distribution & Logistics

Source: Dallas ISD Strategic Initiatives and External Relations (SIER) Dept.

In 2013, the Texas Legislature passed House Bill 5 (HB 5), which replaced existing high school graduation plans with a new foundation curriculum. High school students were required to complete this foundation curriculum plus additional coursework under one of five diploma endorsements, three of which are CTE-related: 1) business and industry; 2) public service; and 3) Science, Technology, Engineering, and Mathematics (STEM).[8]

CTE Student Characteristics

As shown in Table 12, 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 by 14.8 percent from 2016-17 (*n* = 8,945; Turner, Sanguras & Barton 2017). Also shown in Table 12, 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 students (*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).

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

Table 12: 2017-18 Student Enrollment by Grade and CTE Status

Grade	Non-CTE *n*	CTE Elective *n*	Coherent Sequence *n*	Total *N*	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 to 100 due to rounding.

Enrollment in Pathway and NAF Academies in District High Schools Campuses

As shown in Table 13, 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 13: 2017-18 Number of High School Enrollments by Career Cluster and CTE Status

Career Cluster	CTE Elective *n*	Coherent Sequence *n*	Total CTE Enrollment *n*	Enrollment by Cluster %
Agriculture, Food and Natural Resources	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 or Average	**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.

Table 14 displays career pathways by career cluster for school years 2011-12 through 2017-18. The number of career pathways offered by Dallas ISD increased by approximately 12 percent, from 246 in 2016-17 to 275 in 2017-18. The increase in the number of career pathways offered was accelerated because in 2013, HB 5 placed new emphasis on coherent sequences of CTE courses. Beginning in 2014-15, this new emphasis contributed to an overall increase in diploma endorsements in five areas: Science, Technology, Engineering, and Mathematics (STEM); business and industry; public services; arts and humanities; and a multidisciplinary option.

Table 14: Number of Career Pathways by Career Cluster from 2011-12 to 2017-18

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

Career Certification

According to The Georgetown University Center on Education and the Workforce, certificates have rapidly increased to become the second most common postsecondary award in the nation. More than one million certificates are awarded each year. In the context of concerns about rising college costs and student loan debt, certificates, which are cheaper and take less time to complete than college degrees, have become of increasing interest to researchers, institutions, and other stakeholders in higher education. [9]

A total of 310 career certifications were obtained by Dallas ISD students in 2010-2011. During the 2017-18 school year, 5,117 passed certification exams (in increase from 4,645 certification exams passed in 2016-17, Figure 3). Table 15 shows the number of career certifications earned in 2017-18 (unduplicated counts).

[9] See https://cew.georgetown.edu/cew-reports/certificates/.

Table 15: 2017-18 Number of Certifications Earned

Number of Certification Exams Passed	Number of Unduplicated Students	Number of Certifications Earned
1	2,712	2,712
2	707	1,414
3	207	621
4	39	156
5	18	90
6	4	24
7	1	7
8	2	16
9	1	9
10	2	20
11	1	11
12	2	24
13	1	13
Total	3,697	5,117

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

Table 16 shows 2017-18 career certification exam participation and performance rates for all Dallas ISD students. Students are identified by gender, ethnicity and race, and Special Populations.

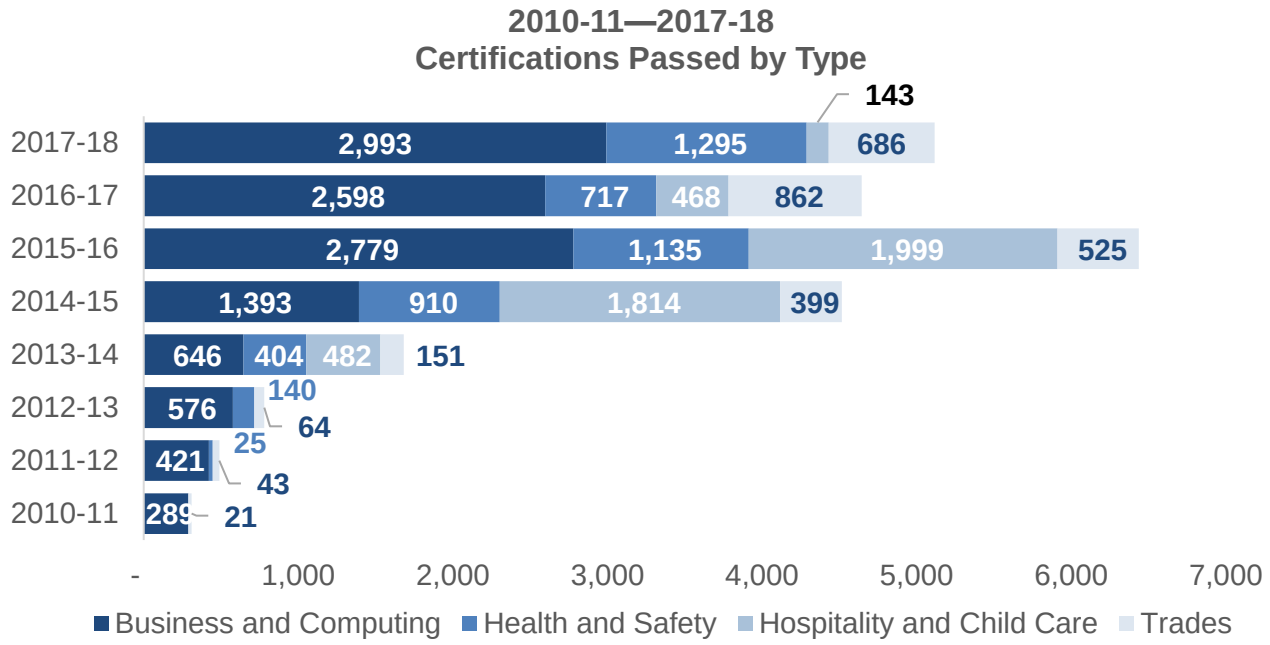
Table 16: 2017-18 Certifications Overview

	Exams Taken (*n* = 5,994)		Exams Passed (*n* = 4,645)	
	n	**%**	***n***	**%**
Gender				
Male	3,268	50.3	2,500	76.5
Female	3,230	49.7	2,617	81.0
Total	**6,498**	**100.0**	**5,117**	
Ethnicity				
Hispanic	4,823	74.2	3,808	79.0
African American	1,407	21.7	1,072	76.2
White	147	2.3	132	89.8
Asian	86	1.3	74	86.0
Other	35	0.5	31	88.6
Total	**6,498**	**100.0**	**5,117**	
Special Populations				
English Learner	992	15.3	712	71.8
Eco. Disadv.	4,530	69.7	3,515	77.6
Special Ed.	240	3.7	149	62.2

Source: District demographic PEIMS file dated October 30, 2017. Certification data provided by Department of CTE: September 7, 2018.
Note: Other = American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, two or more races. Eco. Disadv = Economically Disadvantaged. Ed. = Education. Some percentages may not add to 100 due to rounding.

Figure 3 shows the number of certification exams passed by type for eight years.

Figure 3: 2010-11 – 2017-18 Certifications Passed by Type



Source: 2017-18 certification data provided by Department of CTE: September 7, 2018. District 2010-11 through 2016-17 metrics were pulled from College and Career Readiness: Annual Report 2016-17(2016).

The total number of career certifications earned over the last three years is shown in Table 17, by high school. The table outlines the number of exams passed in 2016, 2017, and 2018.

Table 17: 2016 - 2018 Certifications Earned and Passing Rate by Campus

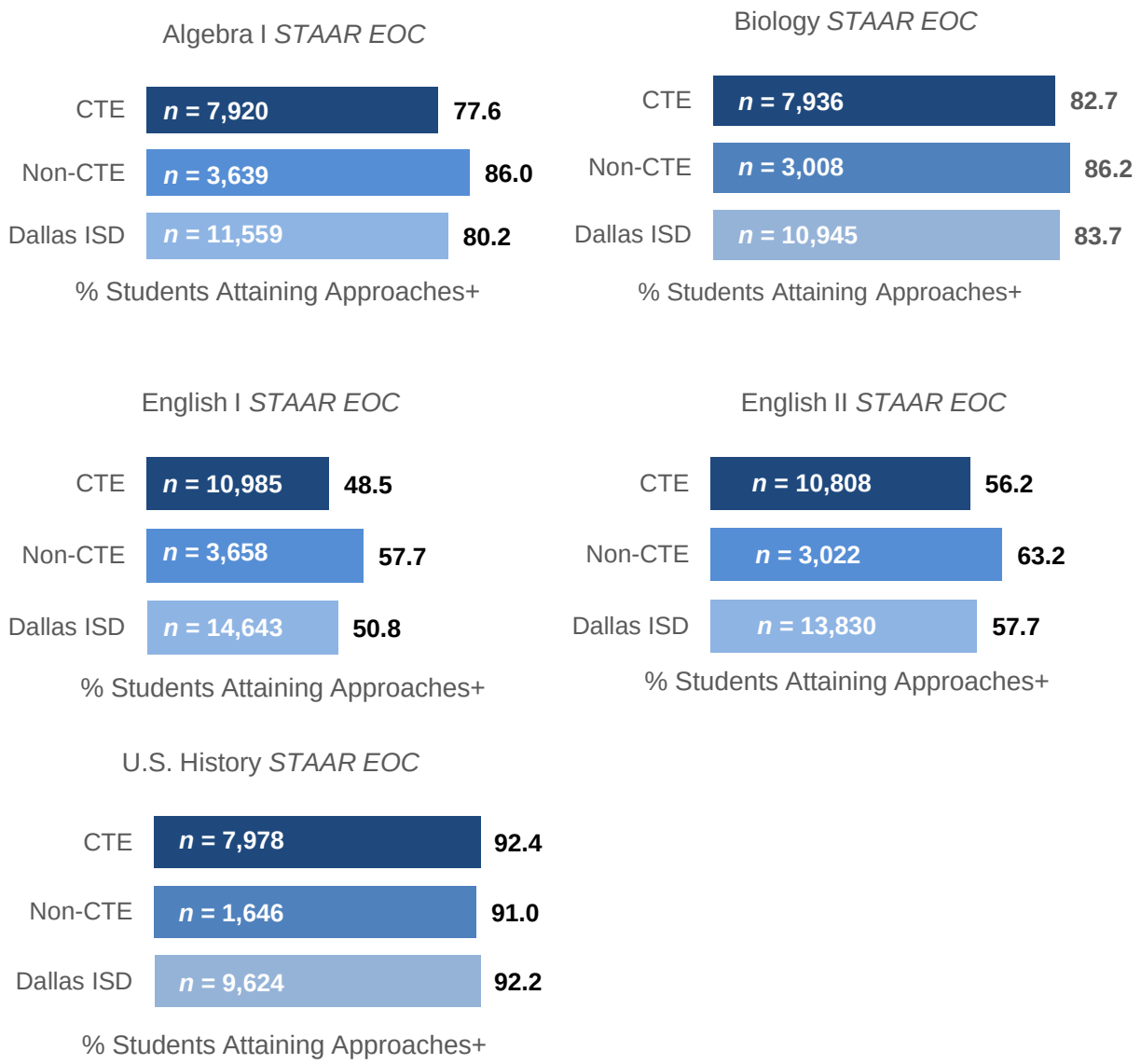
		2016		2017		2018	
Trustee District	**Campus**	**Passed *n***	**Pass Rate %**	**Passed *n***	**Pass Rate %**	**Passed *n***	**Pass Rate %**
3	Adams HS	74	86.0	64	57.1	108	72.5
7	Adamson HS	249	98.8	118	63.8	249	86.8
6	Carter HS	151	82.1	79	81.4	221	94.8
3	Conrad HS	174	96.7	49	56.3	283	94.3
2	Hillcrest HS	*	*	35	100.0	227	100.0
8	IDEA At J.W. Fannin	-	-	46	15.2	-	-
1	Jefferson HS	183	98.4	95	79.2	44	69.8
6	Kimball HS	331	88.7	43	100.0	189	83.6
5	Lassiter Early College HS	-	-	-	-	*	*
9	Lincoln HS	193	95.5	104	80.0	76	54.3
9	Madison HS	-	-	*	*	7	100.0
7	Molina HS	526	98.3	160	63.0	222	78.7
8	Multiple Careers Magnet	-	-	8	100.0	-	-
2	North Dallas HS	40	100.0	11	100.0	*	*
6	Patton Academic Center	34	100.0	72	97.3	76	100.0
5	Pinkston HS	157	81.3	159	80.3	115	61.2
9	Rangel Young Women's Leadership	-	-	-	-	159	97.5
5	Roosevelt HS	39	97.5	24	45.3	85	100.0
4	Samuell HS	18	94.7	107	100.0	53	100.0
5	Sanders Public Service Law	-	-	-	-	-	-
6	School Community Guidance Center	-	-	*	*	-	-
4	Seagoville HS	42	100.0	36	100.0	261	100.0
9	Skyline HS	1,994	81.5	1,943	87.4	1439	79.1
5	Smith HS	131	83.4	-	-	23	57.5
5	Sorrells School Of Education	112	45.0	110	64.7	222	77.6
5	South Oak Cliff HS	49	100.0	42	85.7	57	80.3
4	Spruce HS	14	100.0	298	99.0	147	95.5
7	Sunset HS	510	93.6	255	63.6	127	33.7
5	Townview Business Magnet	397	94.3	263	89.2	78	72.2
5	Townview Health Prof Magnet	566	98.3	284	97.9	213	84.5
5	Townview Science and Engineering	-	-	-	-	9	100.0
1	White HS	400	95.5	175	54.0	231	64.3
5	Wilmer-Hutchins HS	2	1.8	60	80.0	163	66.0
2	Wilson HS	51	30.7	-	-	31	100.0
	Total or Average	6,438	85.6	4,645	77.5	**5,117**	**78.7**

Source: Certification data provided by Department of CTE: September 7, 2018. District 2016 and 2017 metrics were pulled from *College and Career Readiness: Annual Report 2016-17*(2016).
Note: "-" indicates no certification exams were taken. *Schools with less than five students tested were not reported.

STAAR EOC

As shown in Figure 4, the percentages of students meeting or exceeding the Approaches+ and Meets+ performance standards for *STAAR EOCs* varied among student groups. Overall, non-CTE students met or exceeded Approaches+ and Meets+ at a higher rate than CTE students in all *STAAR EOC* subjects but U.S. History.

Figure 4: 2017-18 *STAAR EOC* Percentages of CTE 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.

.

Enrollment in National Academy Foundation Programs

A total of 9,179 students participated in 42 National Academy Foundation (NAF) academies[10]. As shown in Table 18, H. Grady Spruce High School Academy of Finance had the highest student enrollment in the district (n = 560), followed by North Dallas High School Academy of Information Technology (n = 431).[11]

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

Academy Name	Students *n*	Academy Name	Students *n*
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.

[10] NAF academies are small career-focused learning communities that exist within larger schools or as stand-alone public high schools in Dallas ISD.
[11] 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 were no students enrolled in these programs.

College Access Program, College Applications, and College Enrollment

College Access Program, College Exploration and Applications

The Postsecondary Success department manages the College Access Program (CAP). With the assistance of Title 1 funding, CAP employs the services of vendors to supplement high school counselors' efforts in preparing students for college.

The CAP was created in 2010 by the Dallas ISD to increase student college and scholarship applications, participation and performance on college entrance exams, and parental involvement in the college admissions and financial aid process. For the 2017-18 school year, Academic Success Program (ASP), Education is Freedom (EIF), and Southern Methodist University (SMU) were selected as CAP vendors to provide college access services to high schools receiving Title I funds in the Dallas ISD. These services included helping students and parents with 1) using Naviance (an online college and career readiness tool), 2) completing college and financial aid applications, 3) registering and preparing for the *SAT*, *ACT*, and *Texas State Initiative Assessment (TSIA)*, 4) completing college and scholarship essays, and 5) attending college fairs.

In 2017-18, the CAP was supported by $2,325,000 of Title I funds and served 12,876 students at 36 high school campuses. CAP vendors served between 33 percent and 37 percent of all high school students and between 88 percent and 91 percent of district seniors from 2015-16 to 2017-18

Table 19 shows, by campus, the percentage of all district seniors who explored college and career options through the Naviance system, percentage that took the *SAT* or *ACT*, percentage that applied to a two- or four-year college through the Naviance system, and percentage that completed a FAFSA[12] or TAFSA[13] form as of June 2018. The table also details the district goal set for each of these categories and color codes based on whether that goal was met.

[12] FAFSA stands for Free Application for Federal Student Aid.
[13] TASFA stands for Texas Application for State Financial Aid.

Table 19: Naviance Exploration, *SAT/ACT*, College Application Completion and FAFSA by High School Campus

Key: Goal Met Goal Not Met (As of June 2018)

High School	# Of Seniors	Naviance % Explored College & Career	*SAT/ACT* % Taken In Hs	Naviance % Applied 2- Or 4-Year[1]		FAFSA Or TASFA % Completed
District Goal:	*(As of 6/4/18)*	**95%**	**95%**	**95%**	**% Applied to 4-year**	**70%**
Adams	392	1%	89%	92%	45%	67%
Adamson	323	90%	90%	98%	78%	79%
Carter	223	54%	91%	97%	61%	58%
Conrad	235	50%	89%	100%	57%	76%
Garza	101	0%	100%	99%	99%	82%
Gilliam	80	0%	99%	98%	98%	83%
Hillcrest	252	0%	86%	93%	46%	62%
Jefferson	362	1%	90%	80%	38%	60%
Kimball	269	1%	94%	101%	86%	71%
Lassiter	54	0%	100%	100%	98%	74%
Lincoln	109	84%	90%	100%	84%	75%
Madison	74	61%	100%	99%	95%	96%
Molina	529	17%	93%	92%	52%	70%
North Dallas	213	87%	92%	96%	86%	75%
Obama	50	0%	100%	100%	100%	76%
Patton	95	4%	81%	93%	64%	39%
Pinkston	155	90%	94%	95%	94%	84%
Rangel	65	37%	100%	100%	100%	95%
Roosevelt	111	91%	83%	95%	67%	80%
Samuell	412	19%	86%	88%	81%	55%
Seagoville	294	0%	89%	96%	49%	68%
Skyline	967	83%	94%	94%	83%	55%
Smith New Tech	97	67%	100%	100%	72%	69%
South Oak Cliff	260	95%	83%	99%	66%	65%
Spruce	330	82%	90%	92%	45%	79%
Sunset	489	85%	92%	95%	82%	67%
Townview Business	136	19%	100%	100%	100%	89%
Townview Education	84	7%	100%	98%	92%	82%
Townview Health	134	1%	100%	100%	98%	84%
Townview Pub Srvc	93	99%	100%	100%	95%	85%
Townview Science	103	14%	100%	100%	100%	93%
Townview Tag	68	100%	100%	100%	100%	84%
Washington	223	13%	100%	96%	95%	75%
White	464	19%	89%	91%	49%	66%
Wilmer-Hutchins	190	44%	91%	97%	79%	66%
Wilson	430	11%	93%	95%	60%	63%
District Total	**8,466**	**42%**	**92%**	**94%**	**70%**	**68%**

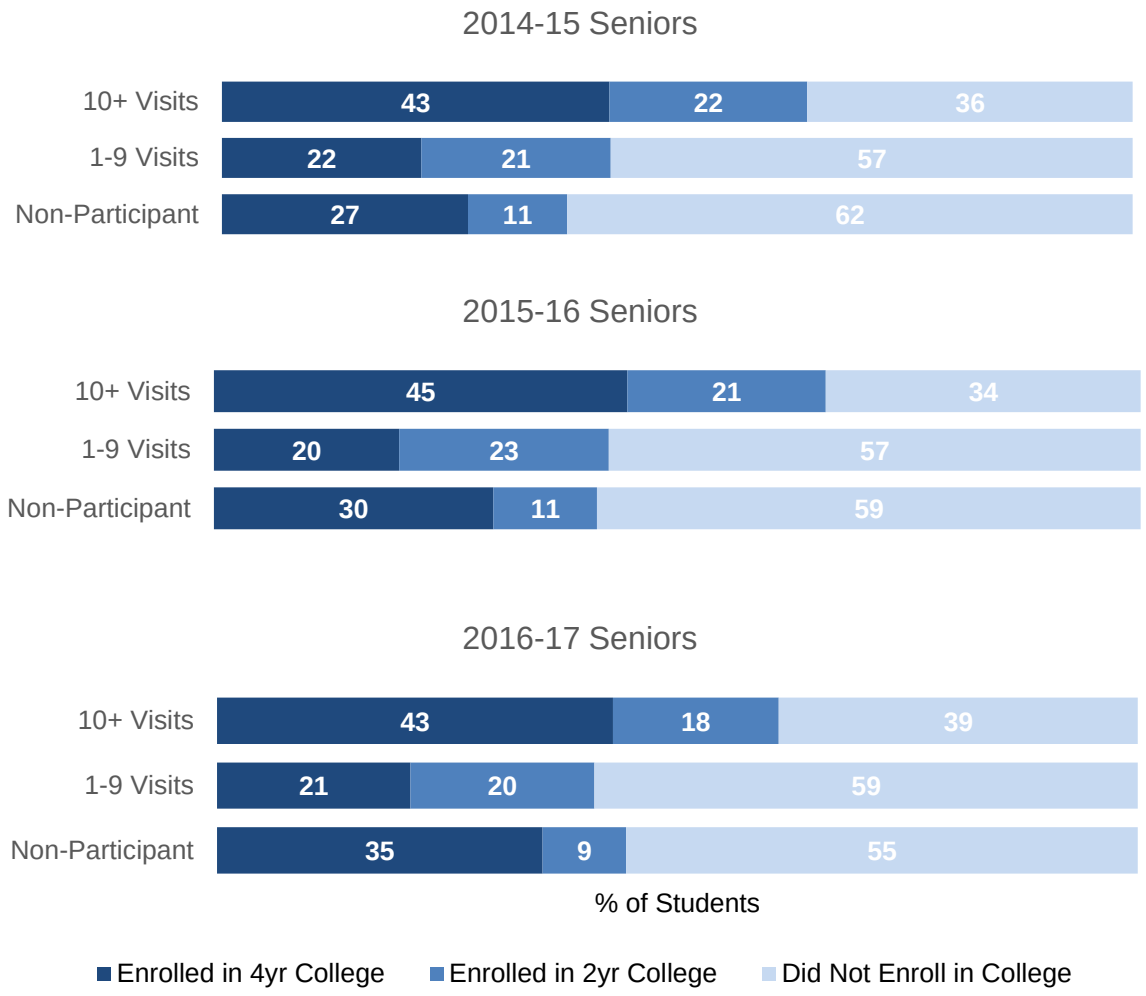
Sources: Number of Seniors: Monthly Chancerydemo file; Naviance: Naviance files (downloaded on approximately the 15th of each month); *SAT/ACT*: taken from latest *SAT/ACT* files; FAFSA/TASFA: FAFSA taken from the latest FASFA file on ApplyTexas; TASFA numbers were provided by schools.

Note: FAFSA = Free Application for Federal Student Aid; TASFA = Texas Application for State Financial Aid. Data in this table represent that of seniors districtwide, not just CAP participants.

CAP Participant College Enrollment

Figure 5 shows the types of colleges in which students enrolled based on the number of times they visited a CAP vendor. In 2016-17, seniors who visited with a CAP vendor at least 10 times were more likely than those who visited less frequently to enroll in a four-year college than a two-year college or not enroll at any college. These results were similar for 2015-16 seniors (Barton, 2017).

Figure 5: 2014-15, 2015-16 and 2016-17 Two- and Four-Year College Enrollment Based on the Number of Student Visits to CAP Vendors



Source: CAP participation data file from July 18, 2017, and district student demographic data file from June 1, 2017; National Student Clearinghouse data files from February 7, 2018. Prior year data were taken from Barton (2017).
Note: CAP = College Access Program; *n* = 1,716 CAP participants in 2014-15 with 10+ visits; *n* = 4,658 CAP participants in 2014-15 with 1-9 visits; *n* = 981 non-participants in 2014-15; *n* = 1,562 CAP participants in 2015-16 with 10+ visits; *n* = 4,968 CAP participants in 2015-16 with 1-9 visits; *n* = 856 non-participants in 2015-16, *n* = 1,854 CAP participants in 2016-17 with 10+ visits; *n* = 5,019 CAP participants in 2016-17 with 1-9 visits; *n* = 734 non-participants in 2016-17; Not all percentages may sum to 100 percent due to rounding.

College Enrollment Rates by High School (All District Seniors)

Table 20 shows college enrollment data for the district's graduated classes of 2015 and 2016.[14]

Table 20: College Enrollment Within Two Years, by High School Campus, Classes of 2015 and 2016

	Class of 2015			Class of 2016		
High School	**Total High School Graduates**	**Number Enrolled within 2 Years**	**% Enrolled within 2 Years**	**Total High School Graduates**	**Number Enrolled within 2 Years**	**% Enrolled within 2 Years**
Townview Sci & Eng	81	72	88.9	89	82	92.1
Obama	12	9	75.0	10	9	90.0
Townview TAG	62	50	80.6	60	52	86.7
Washington	217	173	79.7	220	185	84.1
Rangel	59	55	93.2	64	52	81.3
Townview Education	69	47	68.1	71	57	80.3
Townview Health	120	89	74.2	130	104	80.0
Lassiter	50	38	76.0	56	44	78.6
Townview Business	105	61	58.1	111	83	74.8
Townview Public Svc	103	71	68.9	98	73	74.5
Gilliam	75	45	60.0	83	60	72.3
Garza	101	59	58.4	103	73	70.9
Wilson	329	185	56.2	368	239	64.9
Smith New Tech	95	54	56.8	97	59	60.8
Dallas ISD	**7,456**	**3,684**	**49.4**	**7,702**	**3,852**	**50.0**
Hillcrest	282	149	52.8	247	120	48.6
Sunset	408	183	44.9	407	197	48.4
Kimball	278	135	48.6	250	121	48.4
South Oak Cliff	213	101	47.4	212	102	48.1
Carter	171	75	43.9	189	89	47.1
Skyline	1003	519	51.7	1016	477	46.9
White	464	214	46.1	453	208	45.9
Lincoln	112	54	48.2	117	53	45.3
Wilmer-Hutchins HS	192	91	47.4	177	80	45.2
Molina	424	192	45.3	410	185	45.1
Madison	99	54	54.5	70	31	44.3
Adamson	265	128	48.3	316	139	44.0
Adams, B	350	167	47.7	373	162	43.4
North Dallas	204	83	40.7	236	98	41.5
Conrad	177	86	48.6	219	87	39.7
Samuell	294	95	32.3	314	124	39.5
Roosevelt	75	24	32.0	100	39	39.0
Spruce	235	76	32.3	268	99	36.9
Jefferson	253	68	26.9	291	107	36.8
Pinkston	168	65	38.7	168	60	35.7
Seagoville HS	258	107	41.5	276	93	33.7
Patton	53	10	18.9	33	9	27.3

Source: Graduation information taken from Dallas ISD GradDate file dated 6/11/2018. 2015 graduation was defined as students graduated between May 31 and August 31, 2015; 2016 graduation was defined as students graduating between May 27 and August 31, 2016. National Student Clearing (NSC) House information was taken from April 2017 file (2015 graduates), and August 2018 file (2016 graduates). First enrollment data was used for NSC analysis.
Note: Data was sorted by Percent (%) Enrolled of Class of 2016.

[14] Data in Table 20 and in all remaining portions of this (College Access Program, College Applications, and College Enrollment) section represent that of high school seniors districtwide, not just CAP participants.

College Enrollment by Level, Type, and Location

Most Dallas ISD graduates enroll in in-state, public colleges versus private colleges. Table 21 shows enrollment findings for the district's graduated classes of 2012 through 2016 by type of higher education institution, for students who enrolled any time during the first two years following high school.

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

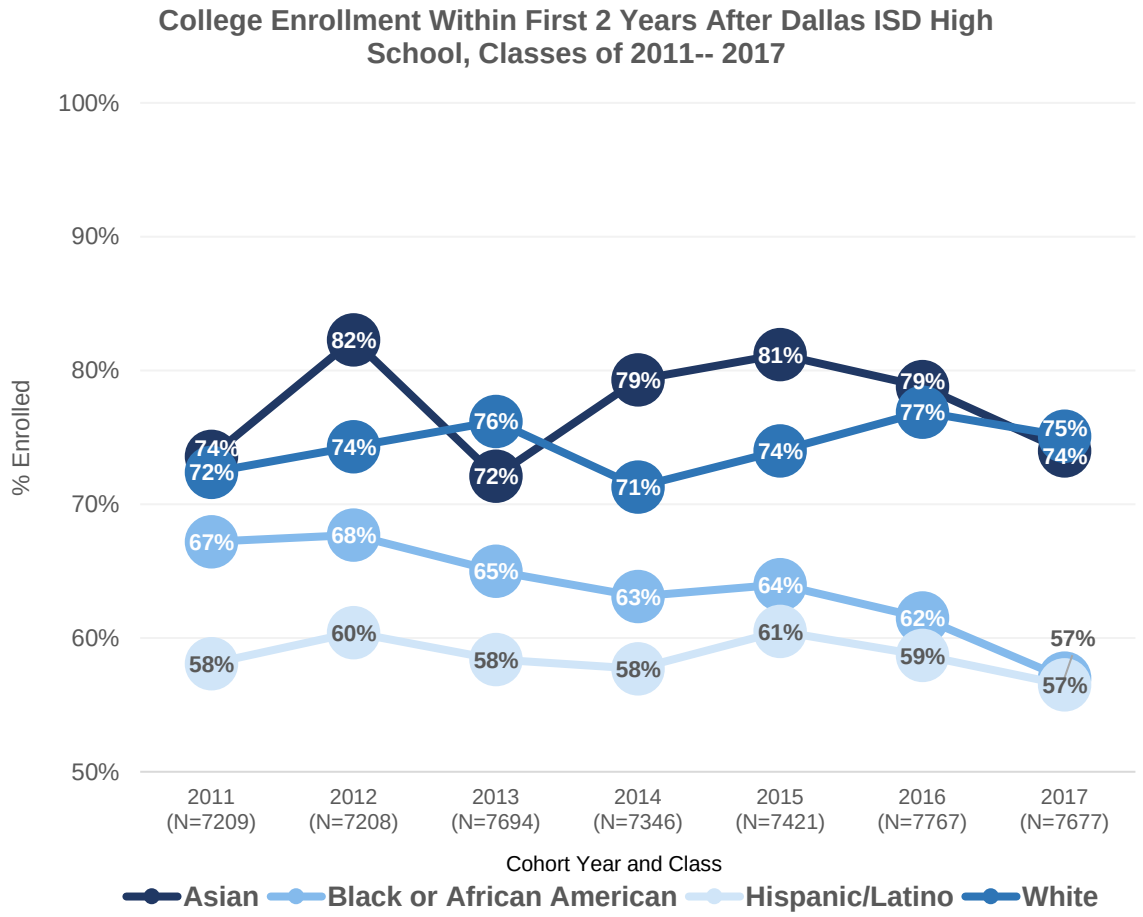
	2012	2013	2014	2015	2016	Five Year Average
Public	4,091	4,267	3,905	3,196	3,351	88.4%
Private	503	465	505	488	501	11.6%
Two-Year	2,687	2,854	2,473	1,641	1,803	53.9%
Four-Year	1,907	1,878	1,937	2,043	2,050	46.1%
In-Texas	4,166	4,306	3,947	3,175	3,367	89.1%
Out-of-Texas	428	426	463	509	485	10.9%
Total Enrolled	**4,594**	**4,732**	**4,410**	**3,684**	**3,852**	**100.0%**

Source: Information for 2012-2014 years were taken from the College and Career Readiness Report 2016-17. 2016 Graduation information taken from Dallas ISD GradDate file dated 6/11/2018. 2015 graduation was defined as students graduated between May 31 and August 31, 2015; 2016 graduation was defined as students graduating between May 27 and August 31, 2016. National Student Clearing (NSC) House information was taken from April 2017 file (2015 graduates), and August 2018 file (2016 graduates). First enrollment data was used for NSC analysis.

College Enrollment by Ethnicity from 2011 Through 2017

The 2018 National Student Clearinghouse Report for Dallas ISD lists a total of 7,677 graduates in the Class of 2017 of which 4,153, or 54 percent, enrolled in college in the fall after high school graduation. Figure 6 below illustrates the college enrollment rate (enrollment within two years) for district graduates by race and ethnicity for the classes of 2011 through 2017. Across each of these groups, college enrollment within two years increased from 2014 to 2015 and then declined slightly between 2015 and 2017 except for white students, where there was an increase between 2015 and 2016 (Figure 6).

Figure 6: College Enrollment Within Two Years by Race/Ethnicity, 2011--2017



Source: National Student Clearinghouse data file, effective August 2018

Top 50 Colleges for Dallas ISD Graduates

Table 22 shows the top 50 colleges or universities at which Dallas ISD graduates (classes of 2016 and 2017) enrolled during the first two years after high school.

Table 22: Top 50 Colleges for Enrollment, Classes of 2016 and 2017

College/University	Count of DISD Graduates Enrolled, (Classes of 2016 and 2017)
Eastfield College-Dallas Cc District	767
Mountain View College-Dallas Cc District	728
El Centro College-Dallas Cc District	471
Brookhaven College-Dallas Cc District	314
Richland College-Dallas Cc District	313
Texas Woman's University	312
University Of North Texas	304
University Of Texas Arlington	295
University Of North Texas At Dallas	242
University Of Texas At Dallas	231
Texas A&M University	214
University Of Texas At Austin	195
Prairie View A&M University	170
Cedar Valley College-Dallas Cc District	166
Texas A&M University – Commerce	154
Tyler Junior College	113
Texas Southern University	112
Texas State University - San Marcos	97
Navarro College	95
Sam Houston State University	89
Texas College	78
Stephen F. Austin State University	67
Jarvis Christian College	58
Southern Methodist University	53
North Lake College-Dallas Cc District	52
Langston University	46
University Of Texas - San Antonio	45
Midwestern State University	40
Tarleton State University	38
University Of Houston	35
Texas A&M University - Corpus Christi	33
North Central Texas College	32
Texas Tech University, Lubbock	30
St Edwards University	29
University Of Arkansas At Fayetteville	24
Paul Quinn College	23
Collin County Community College	22
Paris Junior College	22
University Of Arkansas At Pine Bluff	22
Trinity Valley Community College	21
Tarrant County College	20
University Of Oklahoma	20
Texas Christian University	19
Austin College	18
Austin Community College	16
Baylor University	16
Blinn College	16
New York University	16
Carrington College – Mesquite	15
Huston-Tillotson University	14

Source: 2016 Graduation information taken from Dallas ISD GradDate file dated 6/11/2018. 2015 graduation was defined as students graduated between May 31 and August 31, 2015; 2016 graduation was defined as students graduating between May 27 and August 31, 2016. National Student Clearinghouse (NSC) information was taken from April 2017 NCS file (2015 graduates), and August 2018 file (2016 graduates). First enrollment data was used for NSC data analysis.

OTHER COLLEGE AND CAREER READINESS INDICATORS

Texas Academic Performance Report – College, Career, and Military Readiness

The state of Texas issues the Texas Academic Performance Report (TAPR) annually. The TAPR pulls together a wide range of information on the performance of students in each school and district in Texas every year. The table below shows selected college, career, and military readiness (CCMR) measures from the 2017-18 report to compare Dallas ISD performance with the state and Region 10.

Table 23: 2018 TAPR College, Career, and Military (CCMR) Readiness Measures for Dallas ISD

Metric	Year	State of TX (%)	Region 10 (%)	District (%)
Advanced Course/Dual Enrollment Completion				
Any Subject (Grades 9-12)	2016-17	37.1	39.4	38.0
Any Subject (Grades 9-12)	2015-16	35.9	38.0	36.2
***SAT/ACT* Results**				
At/Above Criterion	Class of 2017	22.3	27.1	9.8
	Class of 2016	22.5	27.0	8.2
College Readiness				
College, Career, and Military Ready Graduates (CCMR)*	2016-17	54.2	53.7	45.5
Graduates Enrolled in Texas Institution of Higher Education (IHE)	2015-16	51.8	49.3	42.8
	2014-15	56.1	55.6	51.2
Graduates in Texas IHE Completing One Year of College Without Remediation	2015-16	55.7	53.7	38.1
	2014-15	55.6	55.0	37.0

Source: Texas Academic Performance Report (TAPR), 2017-18, accessed December 2018

*Note: For the 2017-18 TAPR Report, Class of 2016-17, Military Readiness was phased in to an overall metric for College and Career Ready Graduates. It includes the percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of eight criteria for these categories. For more information, see the 2017-18 TAPR Comprehensive Glossary, p. 14-15, Texas Educational Agency, December 2018.

ACT and *SAT*

Beginning in 2014, the *PSAT* (10th grade), *SAT* (11th grade), and *ACT* (12th grade) were administered during the school day free of charge to Dallas ISD students to increase the proportion of students completing these tests.

ACT Administration

A total of 7,111 students participated in in-school *ACT* testing during the 2017-18 school year. Although the number of students tested increased from the 2016-17 school year, the participation rate (87%) and mean composite scores (17) remained at the 2016-17 level. The percentage of students who met the college readiness benchmark slightly decreased from 18 percent in 2016-17 to 17 percent in 2017-18.

Tables 24, 25, and 26 show participation rates, mean composite scores, and percentage meeting the college readiness benchmark on the *ACT* by district students (by campus) over the past three years.

Table 24: 2015-16, 2016-17, and 2017-18 Seniors' Participation Rates (%) for In-School *ACT* by Campus

Campus	2015-16 %	2016-17 %	2017-18 %
Lassiter	98	100	100
Obama HS	100	94	100
Rangel HS	91	100	100
Smith New Tech	92	100	100
Garza	94	100	99
Townview Public Svc	97	99	99
Townview Education	99	97	99
Townview Health	99	98	98
Townview Business	98	97	98
Madison	90	95	97
Gilliam	97	98	97
Townview Sci & Eng	93	94	91
Washington	89	94	91
Wilmer-Hutchins HS	85	90	90
Kimball	83	90	90
Skyline	84	91	89
Sunset	81	87	88
Pinkston	81	80	88
Wilson	88	86	87
Jefferson	79	81	87
Dallas ISD	**84**	**87**	**87**
Spruce	84	77	86
Hillcrest	81	88	86
Carter	83	90	86
White	90	88	86
Townview TAG	70	75	85
Adams, B	68	94	85
Lincoln	83	83	85
Molina	79	91	85
Seagoville HS	77	86	83
Samuell	84	74	82
North Dallas	80	78	82
Adamson	86	77	77
South Oak Cliff	81	77	76
Conrad	88	84	75
Roosevelt	66	54	72
Patton	63	70	61

Source: District *ACT* data file from 01/19/2018, district demographic data file from 10/30/2017, and Zhang (2017).
Note: Data were sorted by 2017-18 school year percentages.

Table 25: 2015-16, 2016-17, and 2017-18 Seniors' Mean In-School *ACT* Composite Scores by Campus

Campus	2015-16	2016-17	2017-18
Townview TAG	29	31	31
Townview Sci & Eng	29	29	30
Rangel HS	23	23	25
Washington	24	24	23
Lassiter	21	20	23
Obama HS	21	21	22
Townview Health	21	21	21
Townview Public Svc	21	21	20
Townview Business	19	20	20
Garza	20	20	20
Townview Education	20	19	19
Wilson	18	19	18
Smith New Tech	17	16	17
Gilliam	18	19	17
White	17	18	17
Hillcrest	17	17	17
Dallas ISD	**16**	**17**	**17**
Skyline	15	16	16
Adams, B	14	16	16
Molina	15	15	16
Adamson	15	16	15
North Dallas	15	14	15
Sunset	15	16	15
Roosevelt	15	17	15
Kimball	15	15	15
Samuell	14	14	15
Conrad	14	14	15
Jefferson	14	15	15
Lincoln	14	14	15
Seagoville HS	14	15	15
Pinkston	15	15	15
Spruce	15	15	15
Wilmer-Hutchins HS	15	14	14
Carter	15	15	14
Madison	13	14	14
South Oak Cliff	13	14	14
Patton	13	13	12

Source: District *ACT* data file from 01/19/2018, district demographic data file from 10/30/2017, and Zhang (2017).
Note: Data were sorted by highest to lowest 2017-18 school year mean scores.

Table 26: 2015-16, 2016-17, and 2017-18 Percentage of Seniors Meeting the *ACT* College Readiness Benchmark (21) by Campus

Campus	2015-16 %	2016-17 %	2017-18 %
Townview Sci & Eng	100	100	100
Townview TAG	93	100	100
Rangel HS	81	77	83
Washington	77	78	70
Lassiter	44	45	69
Obama HS	60	55	56
Townview Health	54	57	50
Townview Business	32	40	41
Townview Public Svc	50	49	40
Townview Education	39	28	39
Garza	46	45	39
Wilson	29	34	28
Hillcrest	17	22	17
Dallas ISD	**17**	**18**	**17**
Smith New Tech	21	9	15
White	22	23	15
Skyline	11	10	12
Adams, B	9	10	10
Gilliam	17	31	9
Adamson	8	9	8
Molina	6	5	7
Sunset	8	10	7
Conrad	5	3	6
Seagoville HS	5	7	6
Samuell	2	4	6
North Dallas	9	4	6
Jefferson	6	8	4
Spruce	5	4	4
Kimball	5	6	4
Roosevelt	11	8	4
Pinkston	3	2	3
Madison	1	4	3
South Oak Cliff	3	2	3
Lincoln	2	1	2
Wilmer-Hutchins HS	1	3	1
Carter	4	5	1
Patton	10	7	0

Source: District *ACT* data file from 01/19/2018, district demographic data file from 10/30/2017, and Zhang (2017).
Note: Data were sorted by 2017-18 school year percentages.

SAT Administration

Dallas ISD administered the *SAT* to 11th grade students on March 7, 2018. The College Board redesigned the *SAT* test in 2016. The new test includes sections for evidence-based reading and writing (ERW) and mathematics. Scale scores in each section range from 200 to 800, and composite scores range from 400 to 1600. Of district juniors, 9,426 (82%) took the school-day *SAT* in 2017-18. Table 27 shows the percentage of juniors who participated in school-day *SAT* testing by campus and for the district overall. These juniors achieved a mean composite score of 917 (915 in 2016-17). Furthermore, 38 percent of test takers met or exceeded the college readiness benchmark for ERW (39% in 2016-17), and 18 percent met or exceeded the mathematics college readiness benchmark (19% in 2016-17). Tables 28 and 29 show the percentage of juniors who met or exceeded the school-day *SAT* ERW and mathematics college readiness benchmarks, respectively, by campus and for the district overall.

Table 27: 2015-16, 2016-17, and 2017-18 Juniors' Participation Rates (%) for In-School *SAT* by Campus

Campus	2015-16 N=8,915 %	2016-17 N=9,014 %	2017-18 N=9,426 %
Adams, B	85	83	84
Adamson	82	77	72
Carter	81	83	81
Conrad	82	75	68
Garza	99	97	94
Gilliam	97	95	95
Hillcrest	74	74	78
Jefferson	72	74	83
Kimball	83	83	83
Lassiter	100	98	98
Lincoln	67	80	74
Madison	75	93	82
Molina	88	86	85
North Dallas	70	72	81
Obama HS	100	98	100
Patton	52	58	10
Pinkston	71	78	79
Rangel HS	97	95	97
Roosevelt	62	63	74
Samuell	78	83	83
Seagoville HS	75	80	78
Skyline	86	88	86
Smith New Tech	97	97	100
South Oak Cliff	67	73	69
Spruce	78	81	80
Sunset	81	80	78
Townview Business	100	99	98
Townview Education	100	98	98
Townview Health	99	99	97
Townview Public Svc	100	98	98
Townview Sci & Eng	90	99	100
Townview TAG	95	96	94
Washington	88	93	95
White	79	82	82
Wilmer-Hutchins HS	84	74	83
Wilson	84	86	77
Dallas ISD	**82**	**83**	**82**

Source: District *SAT* data files 06/06/2018, district demographic data file 10/30/2017, Zhang (2016), and Zhang (2017).
Note: *N indicates District Juniors.

Table 28: 2015-16, 2016-17, and 2017-18 Percentage of Juniors Meeting or Exceeding School-Day *SAT* College Readiness Benchmark for ERW (480) by Campus

Campus	2015-16 N=7,275 %	2016-17 N=7,483 %	2017-18 N=7,755 %
Adams, B	39	31	31
Adamson	31	27	27
Carter	12	12	17
Conrad	17	18	22
Garza	78	70	89
Gilliam	59	44	70
Hillcrest	40	42	44
Jefferson	24	21	23
Kimball	26	24	32
Lassiter	82	84	89
Lincoln	13	24	21
Madison	33	14	9
Molina	26	27	25
North Dallas	18	24	24
Obama HS	83	92	89
Patton	3	5	0
Pinkston	19	19	22
Rangel HS	99	98	98
Roosevelt	20	22	15
Samuell	15	23	21
Seagoville HS	28	23	23
Skyline	36	37	34
Smith New Tech	47	40	42
South Oak Cliff	8	13	20
Spruce	17	15	20
Sunset	32	27	29
Townview Business	74	79	91
Townview Education	66	86	84
Townview Health	87	83	91
Townview Public Svc	82	82	92
Townview Sci & Eng	100	99	100
Townview TAG	100	100	98
Washington	93	89	90
White	50	44	40
Wilmer-Hutchins HS	11	13	14
Wilson	55	51	56
Dallas ISD	**38**	**37**	**38**

Source: District *SAT* data files 06/06/2018, district demographic data file 10/30/2017, Zhang (2016), and Zhang (2017).
Note: *N indicates District Juniors who took the *SAT* test.
ERW=evidence-based reading and writing.

Table 29: 2015-16, 2016-17, and 2017-18 Percentage of Juniors Meeting or Exceeding School-Day *SAT* College Readiness Benchmark for Mathematics (530) by Campus

Campus	2015-16 N=7,275 %	2016-17 N=7,483 %	2017-18 N=7,755 %
Adams, B	10	14	11
Adamson	10	6	7
Carter	4	3	2
Conrad	10	6	7
Garza	63	50	50
Gilliam	33	23	29
Hillcrest	24	18	11
Jefferson	9	6	6
Kimball	8	5	6
Lassiter	43	66	53
Lincoln	6	5	8
Madison	15	2	0
Molina	9	10	8
North Dallas	5	13	8
Obama HS	47	50	53
Patton	1	0	0
Pinkston	5	8	7
Rangel HS	69	77	84
Roosevelt	9	7	3
Samuell	4	11	10
Seagoville HS	13	5	5
Skyline	12	16	16
Smith New Tech	9	14	9
South Oak Cliff	3	7	5
Spruce	5	4	7
Sunset	8	9	9
Townview Business	45	47	65
Townview Education	33	45	41
Townview Health	52	51	58
Townview Public Svc	48	45	49
Townview Sci & Eng	100	100	100
Townview TAG	98	100	98
Washington	65	56	52
White	22	20	13
Wilmer-Hutchins HS	7	9	3
Wilson	33	31	34
Dallas ISD	**19**	**19**	**18**

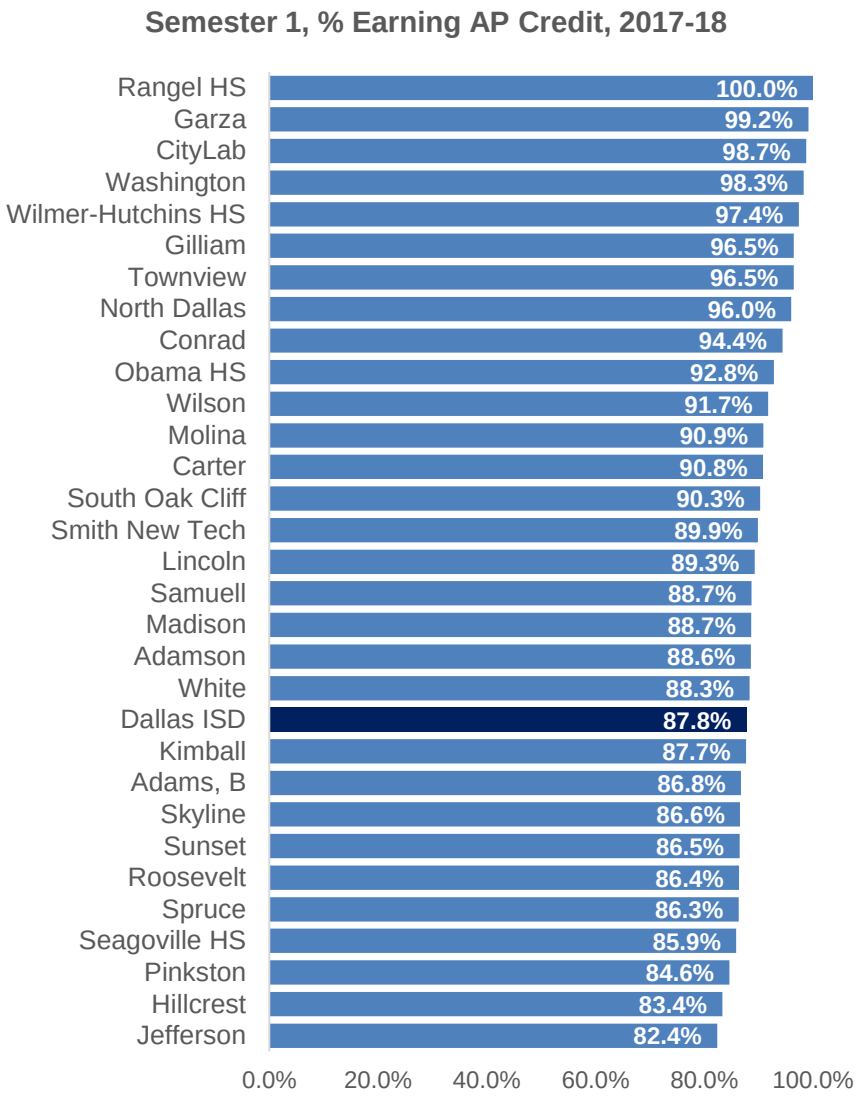
Source: District *SAT* data files 06/06/2018, district demographic data file 10/30/2017, Zhang (2016), and Zhang (2017).
Note: *N indicates District Juniors who took the *SAT* test.

Advanced Placement (AP) and International Baccalaureate (IB)

Advanced Placement

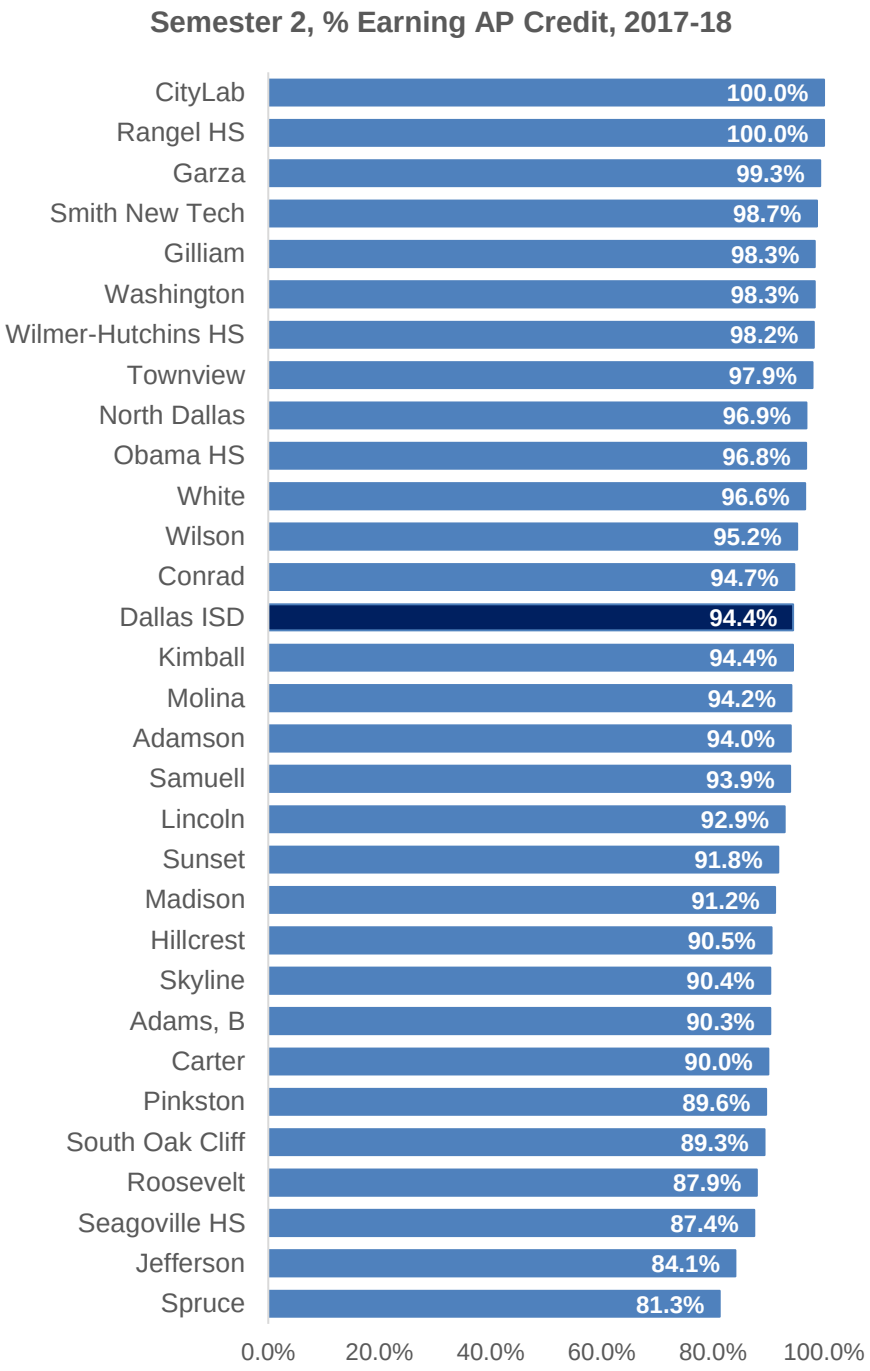
A total of 24,351 students districtwide were enrolled in AP courses during the first semester of 2017-18. Districtwide, 87.8 percent of students who enrolled in an AP course received credit for that semester (Figure 7). A total of 21,385 students districtwide were enrolled in AP courses during the second semester of 2017-18 (Figure 8). Of these students, 94.4 percent of those eligible received AP course credit during the second semester of 2017-18. The AP test passing rates by school are shown in Figure 9.

Figure 7: Percentage of Students Who Received Credit for AP Courses During the First Semester of the 2017-18 School Year



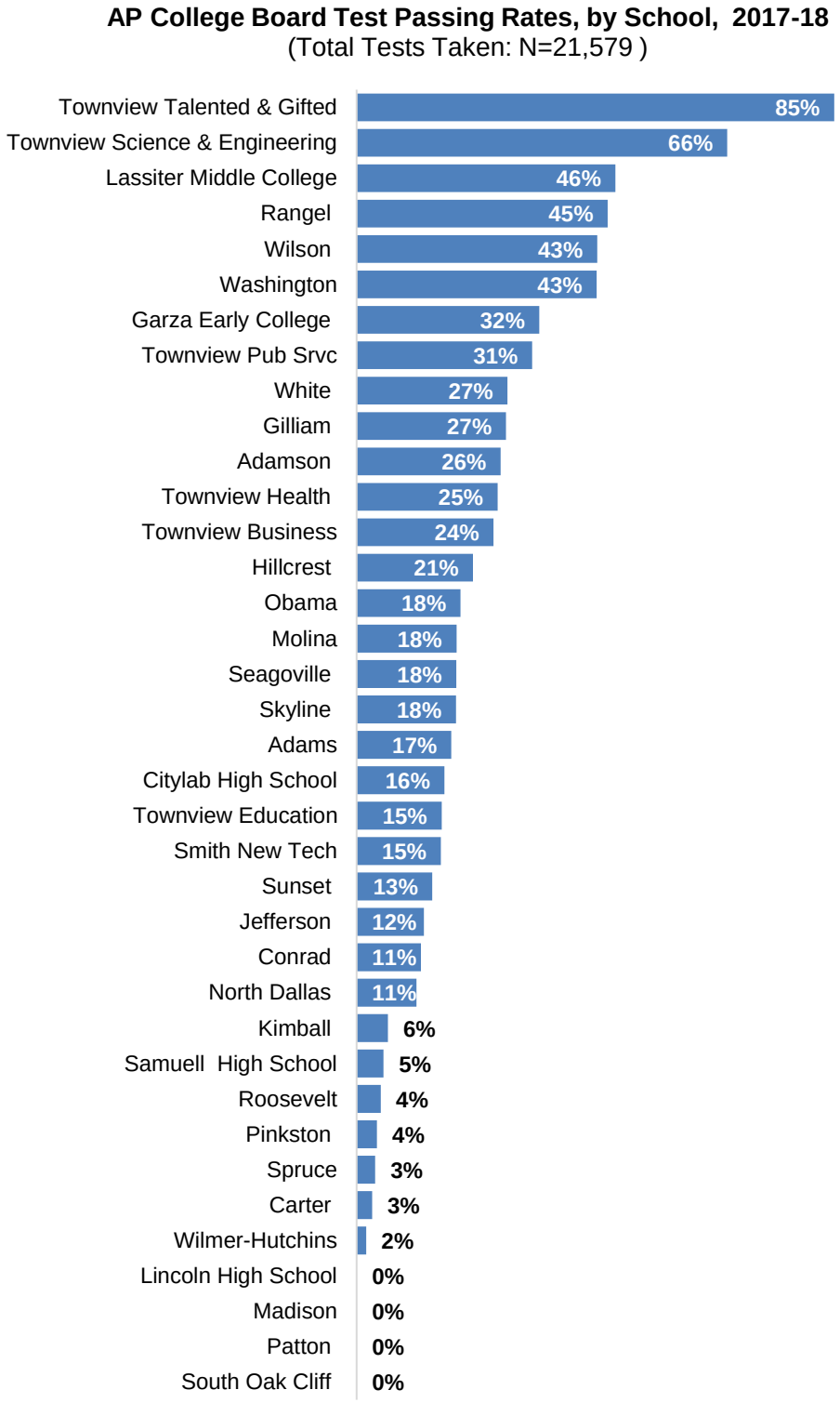
Source: District Course file 2017-18 dated 7/11/2018.
Note: The credit and passing rates displayed here represent those of current or former Dallas ISD students who took the College Board AP tests during the 2017-18 school year; thus these numbers cannot be linked directly with those of the same year's AP course enrollment.

Figure 8: Percentage of Students Who Received Credit for AP Courses During the Second Semester of the 2017-18 School Year



Source: District Course file 2017-18 dated 7/11/2018
Note: The credit and passing rates displayed here represent those of current or former Dallas ISD students who took the College Board AP tests during the 2017-18 school year; thus these numbers cannot be linked directly with those of the same year's AP course enrollment.

Figure 9: AP College Board Test Passing Rates, by School, 2017-18



Source: MyDataPortal, accessed October 2018.
Note: The credit and passing rates displayed here represent those of current or former Dallas ISD students who took the College Board AP tests during the 2017-18 school year; thus these numbers cannot be linked directly with those of the same year's AP course enrollment.

International Baccalaureate

In 2017-18, Dallas ISD's Woodrow Wilson High School was the only campus offering the International Baccalaureate (IB) Diploma Program, for students in grades 11 and 12. Of those eligible, 94.6 percent of students earned IB credit in the first semester of 2017-18; in the second semester, 99.1 percent of eligible students earned IB credit (Table 30).

Table 30: Percentage of IB Course Tests Passed, By Semester, 2017-18

International Baccalaureate: Number and Percentage Enrolled and Earned Credit, by Semester, 2017-18			
Semester	**N Enrolled**	**N Earned Credit**	**% Earned Credit**
Semester 1	868	821	94.6%
Semester 2	555	550	99.1%

Source: District course files, 2017-18, Semester 1 and 2, accessed October 2018

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APPENDICES

Appendix A: Career Certifications by Type and Pass Rate

Appendix A, Table 1: Career Certifications by Type and Pass Rate, 2017-18

BUSINESS AND COMPUTING			HEALTH AND SAFETY			HOSPITALITY/CHILDCARE			TRADES		
Certification Name	**N**	**%**	**Certification Name**	**N**	**%**	**Certification Name**	**N**	**%**	**Certification Name**	**N**	**%**
A*S*K Entrepreneurship	11	36.4	Basic Life Support for Healthcare Providers	20	100.0	AHLEI-Certified Guest Services Professional	1	100.0	Animal Care Training - Veterinary Assisting - Phase 1	1	100.0
Adobe Certified Associate Dreamweaver	105	51.4	Certified Clinical Medical Assistant (CCMA) - National Healthcareer Association	3	100.0	Child Development Associate	75	86.7	Animal Care Training Foundations for Veterinary Staff	31	100.0
Adobe Certified Associate Photoshop	117	4.3	Certified Clinical Medical Assistant (CCMA) - National Healthcareer Association	15	66.7	EVERFI Healthy Relationships	78	98.7	Animal Care Training Kennel Maintenance Principles	10	100.0
Adobe Dreamweaver CC	3	33.3	Certified Personal Trainer (NASM)	18	22.2				Animal Care Training Management Skills	1	100.0
Adobe Dreamweaver CS6	4	50.0	EVERFI Healthier Me	135	85.2				Animal Care Training Receptionist Training	4	100.0
Adobe Flash CC ACE Exam	1	0.0	FEMA Active Shooter Training	2	100.0				Animal Care Training Veterinary Assisting - Phase 1	8	100.0
Adobe Illustrator CC Certification Exam	22	50.0	FEMA CERT Exam	9	100.0				Animal Care Training Veterinary Assisting - Phase 2	2	100.0
Adobe Illustrator CS6 Certification Exam	43	100.0	FEMA Diversity Training Exam	9	100.0				Animal Care Training Veterinary Technician Skills	6	100.0
Adobe InDesign CC ACE Exam	41	26.8	FEMA Flood Mitigation Basics	1	100.0				Animal Care Trainining Animal Health Care Team Training	2	100.0
Adobe Photoshop CC	53	35.8	FEMA Tornado Mitigation Basics	1	100.0				ASE Automobile Service Technology	23	39.1
Adobe Photoshop CS6	83	39.8	FEMA Workplace Violence Awareness Exam	2	100.0				ASE/NATEF Auto Maint and Light Repair (G1)	65	32.3
Adobe Premiere Pro CC	36	13.9	FEMA-Hurricane Mitigation Basics	1	100.0				ASE/NATEF Auto/Lt Truck (A1) Engine Repair	10	80.0
Adobe Premiere Pro CS6	3	33.3	FEMA-Planning for the Needs of Children in Disasters	1	100.0				ASE/NATEF Auto/Lt Truck (A2) Auto Trans	3	100.0
AICPA/NAF Recognition Program	4	100.0	FEMA-Safety Orientation	2	100.0				ASE/NATEF Auto/Lt Truck (A3) Manual Drive	1	100.0
EVERFI Commons – Digital Town Square	14	100.0	Heartsaver First Aid CPR AED	135	100.0				ASE/NATEF Auto/Lt Truck (A4) Suspension	5	60.0
EVERFI Financial Literacy	288	98.6	NCMOA-Medical Office Assistant	19	73.7				ASE/NATEF Auto/Lt Truck (A5) Brakes	54	22.2

Table Continues

Table (continued)

BUSINESS AND COMPUTING			HEALTH AND SAFETY			HOSPITALITY/CHILDCARE			TRADES		
Certification Name	**N**	**%**	**Certification Name**	**N**	**%**	**Certification Name**	**N**	**%**	**Certification Name**	**N**	**%**
EVERFI Future Goals	1	100.0	OSHA CareerSafe General Industry Training	272	100.0				ASE/NATEF Auto/Lt Truck (A6) Electrical	12	83.3
EVERFI Ignition Certification	215	95.8	OSHA Workplace Safety	178	100.0				ASE/NATEF Auto/Lt Truck (A7) HVAC	9	100.0
EVERFI Vault	19	100.0	Pharmacy Technician (CPhT)	18	16.7				ASE/NATEF Auto/Lt Truck (A8) Engine Perf	4	75.0
EVERFI/NFTE Venture - Entrepreneurial Expedition	75	100.0	Registered Dental Assistant (RDA)	16	100.0				ASE/NATEF Collision Repair/Refin (B2) Paint	50	86.0
IC3 Internet and Computing Core	17	76.5	ServSafe Food Handler	610	75.1				AutoCAD Operator	11	90.9
iCEV - Career Preparedness Certification - Endorsed by Express Employment Professionals	4	0.0	ServSafe Handler	39	100.0				AWS D9.1 Sheet Metal Welding	11	100.0
iCEV - Professional Communications Certification - Endorsed by Southwest Airlines	28	60.7							Cosmetology Operator License	13	92.3
Inbound Certification - HubSpot Academy	14	35.7							iCEV - Veterinary Medical Applications Certification - Endorsed by Elanco	7	100.0
Microsoft Office Expert - Word	14	42.9							Interior Design	79	73.4
Microsoft Office Specialist (MOS) Access (Specialist)	58	24.1							Powered Industrial Trucks (PIT)	170	100.0
Microsoft Office Specialist (MOS) Digital Literacy	16	37.5							Texas Boater Certificate	26	100.0
Microsoft Office Specialist (MOS) Excel (Specialist)	315	49.8							Texas Hunter Safety Certificate	40	100.0
Microsoft Office Specialist (MOS) Outlook (Specialist)	7	100.0							Texas State Floral Association Level 1	16	93.8
Microsoft Office Specialist (MOS) PowerPoint (Specialist)	640	78.0							Texas State Floral Association Level 2	5	100.0
Microsoft Office Specialist (MOS) Word (Specialist)	1,123	81.8							Valvoline Motor Oil Certification	78	98.7
NAFTrack Certification	400	88.8							Valvoline People Skills 101	34	100.0
PMIEF Fundamentals of Project Management	46	69.6							Valvoline Resumes and Interviewing 101	34	100.0
Quickbooks Certified User	22	31.8									

Table Continues

Table (continued)

BUSINESS AND COMPUTING			HEALTH AND SAFETY			HOSPITALITY/CHILDCARE			TRADES		
Certification Name	**N**	**%**	**Certification Name**	**N**	**%**	**Certification Name**	**N**	**%**	**Certification Name**	**N**	**%**
SMstudy Certified Digital Marketing Associate	26	100.0									
TestOut Network Pro	14	92.9									
TestOut PC Pro	39	84.6									
TYPING.COM CERTIFICATION	92	100.0									

Source: Data provided by the Dallas ISD Career and Technical Education Department., September 7, 2018.

Appendix B: College Completion – Classes of 2010 through 2012

Appendix B, Table 1: High School Graduates Obtaining a College Degree Within Six Years

Class of:	2010	2011	2012
Total (N) in the Class	**7,047**	**7,209**	**7,208**
Total with a Degree (N)	1,552	1,542	1,527
Total with a Degree (%)	22%	21%	21%
Total from Public	1,166	1,179	1,223
Total from Private	386	363	304
Total from 4-Year	1,001	946	947
Total from 2-Year	551	596	580
Total In-State	1,304	1,266	1,328
Total Out-Of-State	248	276	199

Source: MyDataPortal: National Student Clearinghouse Report, College Readiness, dated 8/16/18

Appendix B, Table 2: Number of Years to College Graduation within Six Years

Class of:	2010	2011	2012
Total (N) in the Class	**7,047**	**7,209**	**7,208**
Graduated in 2 Years or Less	111	110	135
Graduated in 3 Years	155	185	197
Graduated in 4 Years	581	596	570
Graduated in 5 Years	437	430	444
Graduated in 6 Years	268	221	181

Source: MyDataPortal, National Student Clearinghouse Report, College Readiness, dated 8/22/18

Appendix C: AP Exam Placement

Appendix C, Table 1: Advanced Placement by Exam Taken, Passed, and Average Score

Exams Taken	Average Score	Passed		Exams Taken	Average Score	Passed		Exams Taken	Average Score	Passed	
N	Score	N	%	N	Score	N	%	N	Score	N	%
ALL EXAMS				**Art History**				**Biology**			
21579	2.0	6116	28.3	127	2.5	54	42.5	1,071	1.9	260	24.3
Calculus AB				**Calculus BC**				**Chemistry**			
984	2.5	409	41.6	253	3.7	199	78.7	477	1.8	115	24.1
Comparative Government and Politics				**Computer Science A**				**Computer Science Principles**			
90	1.8	17	18.9	172	2.5	79	45.9	289	3.0	185	64.0
English Language and Composition				**English Literature and Composition**				**Environmental Science**			
2,689	1.8	511	19.0	1,885	1.7	299	15.9	946	1.8	198	20.9
European History				**French Language and Culture**				**Human Geography**			
81	2.7	36	44.4	58	2.3	23	39.7	2,138	1.7	489	22.9
Italian Language and Culture				**Latin**				**Macroeconomics**			
1	*	*	*	7	1.1	0	0.0	949	1.6	172	18.1
Microeconomics				**Music Theory**				**Physics 1**			
196	1.6	38	19.4	126	2.6	60	47.6	1,092	1.4	100	9.2
Physics 2				**Physics C: Electricity and Magnetism**				**Physics C: Mechanics**			
97	2.1	29	29.9	62	3.9	54	87.1	163	3.4	119	73.0
Psychology				**Seminar**				**Spanish Language and Culture**			
500	1.6	98	19.6	93	2.9	76	81.7	1,061	3.8	959	90.4
Spanish Literature and Culture				**Statistics**				**Studio Art: 2-D Design Portfolio**			
151	2.7	86	57.0	548	2.4	258	47.1	191	3.1	136	71.2
Studio Art: 3-D Design Portfolio				**Studio Art: Drawing Portfolio**				**United States Government and Politics**			
67	2.6	32	47.8	63	3.6	44	69.8	1,349	1.6	211	15.6
United States History				**World History**							
2,373	1.6	415	17.5	1,230	2.1	354	28.8				

Source: MyDataPortal, Dallas ISD District Data Packet 2018-19, accessed October 2018