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2020-21

College and Career Readiness Annual Report

DEPARTMENT OF EVALUATION AND ASSESSMENT

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DALLAS INDEPENDENT SCHOOL DISTRICT

2020-21

College and Career Readiness Annual Report

Approved Report of the Department of Evaluation and Assessment

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ACRONYMS AND ABBREVIATIONS

CCMR	College, Career, and Military Readiness
CTE	Career and Technical Education
ECHS	Early College High School
ELAR	English Language Arts and Reading
EOC	*End-of-Course*
ERW	Evidence-Based Reading and Writing
ISD	Independent School District
NSC	National Student Clearinghouse
PEIMS	Public Education Information Management System
P-Tech	Pathways to Technology
SAT	*Scholastic Assessment Test*
STAAR	*State of Texas Assessments of Academic Readiness*
TAPR	Academic Performance Report (TAPR)
TAG	Talented and Gifted
TEA	Texas Education Agency
TSI	Texas Success Initiative
TSIA	*Texas Success Initiative Assessment*
TSIA+	*Texas Success Initiative Assessment* or qualified for an exemption
TX IHE	Texas Institutions of Higher Learning

2020-21

College and Career Readiness Annual Report

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

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 (Ma et al., 2016). It is therefore critical to ensure that all students graduate from high school prepared to transition into college or a career.

Dallas ISD's College and Career Readiness (CCR) initiatives are designed to prepare students to transition into college or a career, thereby ensuring Dallas ISD graduates have an opportunity to earn a living wage. CCR initiatives include Postsecondary Success programs including College Access Program (CAP), Career and Technical Education (CTE), and Early College High Schools which includes the traditional Early College High School (ECHS) and the Pathways in Technology Early College High School (P-TECH) programs. Postsecondary Success programs are designed to provide students with a strong academic foundation and college readiness while providing support systems for students and their families, teachers, and campus and district administrators. ECHS programs offer students an opportunity to earn an Associate Degree or up to 60 hours of tuition free college credit by the time of high school graduation. In addition, the P-TECH and CTE programs are designed to support career education through workforce development and industry partnerships.

PURPOSE AND SCOPE OF THIS REPORT

The purpose of this report was to provide a comprehensive CCR review by 1) reviewing past accomplishments as reported by Texas Education Agency's (TEA) College, Career, and Military Readiness (CCMR) indicators, 2) summarize district CCR initiatives and their key accomplishments in 2020-21, and 3) provide 2020-21 achievement data for district leadership based on CCMR indicators to examine the implementation of CCR programs.

Limitations

The reader should note the following limitations of data presented in this report. First, although TEA released 2021 CCMR ratings for the 2019-20 school year as part of their Accountability and Academic Performance Reports, these ratings however were not used in the calculations of accountability ratings for the 2020-2021 school year. Second, on Friday March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic,

Dallas ISD transitioned students to at-home learning on March 23 following spring break (March 16 – 20) until the end of the 2019-20 school year. In 2020-21, Dallas ISD modified the district school calendar and changed from a six-week schedule to a nine-week schedule. Additionally, at-home learning was implemented districtwide for the first four weeks, which began on September 8, 2020. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose for their children to participate in either in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities. The district also continued to follow and implement the Center for Disease Control (CDC) as well as state and local COVID-19 safety protocols. Third, data collection was further impacted by the closure of all Dallas College campuses and the move to asynchronous online learning. As a result, *Texas Success Initiative Assessment* (*TSIA*) testing at Dallas College was suspended and TSI requirements were waived through the Spring 2021 semester. Due to these COVID-19 pandemic related changes, the scope of the evaluation was limited to available data. Fourth, please note that reported 2020-21 CCMR information is based on end-of-year student enrollment (6/07/21) to better reflect graduation data used by CCMR. District data also includes students enrolled in Maya Angelou High School, Juvenile Justice Alternative Education Program, and Hospital Services (*n*=34). However, as most Dallas ISD reports are based on the Public Education Information Management System (PEIMS) snapshot file dated October 2020 and do not include the beforementioned student populations, data may differ.

EVALUATION QUESTIONS AND RESULTS[1]

How did the Dallas ISD perform on CCMR accountability indicators in 2019-20?

Methodology

2021 CCMR ratings were accessed via TEA's 2021 Accountability Ratings and the Texas Academic Performance Report (TAPR) on December 8, 2021. 2021 CCMR ratings reflected achievements from the 2019-20 school year. Ratings were compared to prior years and to those of comparable districts and the state.

Results

Overall, Dallas ISD graduates have improved on three of five TAPR benchmarks over the past year (Table 1), including the completion of advanced or dual-credit courses (48.4% vs 53.4%), meeting *SAT* or *ACT* benchmarks (19.0% vs 19.9%), and the enrollment of district graduates in Texas Institution of Higher Education (TX IHE, 52.3% vs 52.8%). However, a lower percentage of graduates met overall CCMR benchmark (60.5% vs 49.1%) or enrolled in Texas IHE or completed one year of college without remediation (39.9% vs 37.9%). Compared to the state and Region 10, Dallas ISD graduates in 2019-20 completed more

[1] Portions of this report were drawn from Lorenz (2021), 2020-21 Evaluation of Career and Technical Education; Lorenz (2021), 20209-21 Evaluation of Early College High School Programs; Lorenz (2021), 2020-21 College and Career Readiness Report; Texas Education Agency (2021), Texas Academic Performance Report; and Zhang (2021), 2020-21 Evaluation of College Access Program.

advanced or dual credit courses (see table 1), however fell short on all other benchmarks.

Table 1: 2020-21 TAPR College, Career, and Military Readiness Measures for Dallas ISD

Metric	Year	State of TX %	Region 10 %	District %
Advanced Course/Dual-Credit Completion				
Any Subject (Grades 9-12)	2019-20	46.3	49.4	53.4
	2018-19	44.6	47.2	48.4
	2017-18	43.4	45.7	45.5
	2016-17	37.1	39.4	38.0
***SAT/ACT* Results**				
At/Above Criterion*	2019-20	35.7	40.2	19.9
	2018-19	36.1	40.1	19.0
	2017-18	37.9	41.3	18.7
College Readiness				
College, Career, and Military Ready Graduates (CCMR)*	2019-20	63.0	62.8	49.1
	2018-19	72.9	71.2	60.5
	2017-18	65.5	63.6	56.5
	2016-17	54.2	53.7	45.5
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)	2018-19	52.6	53.9	52.8
	2017-18	53.4	53.9	52.3
	2016-17	54.6	54.1	51.3
	2015-16	54.7	53.7	49.4
Graduates in Texas IHE Completing One Year of College Without Remediation	2018-19	42.2	41.5	37.9
	2017-18	60.7	57.3	39.9
	2016-17	59.2	58.5	42.6
	2015-16	55.7	53.7	38.1

Source: 2020-21 Texas Academic Performance Report (TAPR) accessed 12/08/21. Prior year data was retrieved from Lorenz (2021).
Note: *Due to changes to the evaluation of *SAT* and *ACT* results, 2017-18 results are not comparable to prior years and are not shown.

A review of CCMR related benchmarks indicated that Dallas ISD students have continuously improved on five of the eight presented CCMR measures over the past three years (Table 2). Overall, the percentage of graduates who were College, Career or Military Ready decreased by 8 percentage points from 46 percent in 2017-18 (2019 report) to 49 percent in 2019-20 (2021 report); but decreased by 12 percentage points compared to the 2020 report (2018-19). On CTE related measures, the percentage of graduates who earned an industry-based certification increased by two percentage point (1% vs 3%) for the same three-year timeframe and the percentage of graduates who completed Level I or Level II certificates increased by four percentage points (0% vs 4%). The percentage of graduates who completed Individual Education Program and Workforce Readiness increased by one percentage point from 2017-18 to 2019-20 (2% vs 3%).

Table 2: 2019 to 2021 Dallas ISD College, Career, and Military Readiness Indicators

	2019 (*N*=8,085)		2020 (*N*=8,293		2021 (*N*=8,197)	
Indicator	***n***	**%**	***n***	**%**	***n***	**%**
College, Career or Military Ready	4,571	57	5,021	61	4,034	49
Met TSI criteria in both ELA/Reading and Mathematics	2,193	27	2,292	28	2,176	27
Met criterion score on an AP/IB Exam in any subject	1,762	22	1,037	23	1,881	23
Earned dual credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject*	893	11	1,145	14	1,738	21
Earned an industry-based certification from approved list	66	1	137	2	243	3
Earned a level I or level II certificate in any workforce education area	24	0	76	1	333	4
Earned an associate degree while in high school	135	2	245	3	624	8
Graduated with Completed Individual Education Program (IEP) and Workforce Readiness	201	2	194	2	218	3
Enlisted in the Armed Forces[1]	14	0	28	0	NA	NA
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications[2]	1,144.5	14	1,247	15	NA	NA

Source: 2021 Texas district/school report cards and accountability data accessed on 11/28/21at tea.texas.gov.
Note: *N* = Total graduates, *n* = Number of credits achieved. [1]Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations. [1]2019 was the last year for this indicator to be counted towards CCMR. [2]2019 was the last year for this indicator to be counted towards CCMR.

Overall, a lower percentage of Dallas ISD graduates were college, career, or military ready (49%) than graduates of comparable districts (≥62%) in Texas (Table 21). Dallas ISD graduates had the lowest percentage of all graduates who earned an approved industry-based certification (3%) compared to El Paso ISD (4%), Fort Worth ISD (10%), Austin ISD (11%), Houston ISD (15%), and San Antonio ISD (24%). A higher percentage of Dallas ISD graduates earned a Level I or Level II certificate (4%) than Austin ISD (1%), San Antonio ISD (1%), and Houston ISD (0%). No numbers were reported for El Paso ISD and Fort Worth ISD. Similarly, no military enlistment information was provided due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data. Therefore, military enlistment data is excluded from accountability calculations. The percentage of Dallas ISD graduates who graduated with completed Individual Education Program (IEP) and Workforce Readiness was the same as for Austin ISD and San Antonio ISD (3%), but higher than graduates in Fort Worth ISD (2%), El Paso ISD (1%), and Houston ISD (1%). A higher percentage of Dallas ISD graduates earned associate degree while in high school (8%) than graduates in San Antonio ISD (5%), El Paso ISD (4%), Fort Worth ISD (4%), Houston ISD (3%), and Austin ISD (2%).

Table 3: 2021 Dallas ISD, Austin ISD, El Paso ISD, Fort Worth ISD, Houston ISD, San Antonio ISD CTE College, Career, and Military Readiness Indicators

	Dallas ISD		Austin ISD		El Paso ISD		Fort Worth ISD		Houston ISD		San Antonio ISD	
Indicator	***N***	**%**	***N***	**%**	***N***	**%**	***N***	**%**	***N***	**%**	***N***	**%**
Graduated College; Career or Military Ready	8,197	49	4,524	85	4,124	73	4,749	62	11,415	62	2,609	68
Met TSI criteria in both ELA/Reading and Mathematics	2,176	27	3,411	75	2,342	57	1,982	42	4,397	39	979	38
Met TSI criteria in ELA/Reading	3,657	45	3,803	84	3,160	77	3,189	67	6,441	56	1,447	56
Met TSI criteria in Mathematics	2,358	29	3,617	80	2,621	64	2,372	50	5,059	44	1,269	49
Met criterion score on an AP/IB Exam in any subject	1,881	23	1,527	34	938	23	963	20	3,193	28	470	18
Earned dual credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	1,738	21	1,325	29	1,259	31	647	14	1,935	17	776	30
Earned an industry-based certification from approved list	243	3	516	11	166	4	492	10	1,725	15	621	24
Earned a level I or level II certificate in any workforce education area	333	4	29	1					44	0	26	1
Earned an associate degree while in high school	624	8	71	2	150	4	209	4	283	3	131	5
Graduated with Completed Individual Education Program (IEP) and Workforce Readiness	218	3	132	3	40	1	80	2	140	1	67	3
Identified as receiving special education services and earned an advanced degree plan	324	4	244	5	188	5	166	4	401	4	141	5
Enlisted in the Armed Forces*	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Source: 2020 Texas district/school report cards and accountability data accessed on 11/28/21 at tea.texas.gov.
Note: *Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

What were the key district initiatives related to CCR?

Methodology

Evaluation reports of key CCR initiatives were reviewed, and key findings were summarized.

Results

College Access Program

The College Access Program (CAP) was created in 2010 by the Dallas ISD to increase student college applications, scholarship applications, participation in college entrance exams, and parental involvement in the college admissions and financial aid processes. The program has been managed by a college access coordinator within the Dallas ISD Postsecondary Partnerships and Programs department. The four CAP vendors selected for the 2020-21 school year were Academic Success Program (ASP), Education is Freedom (EIF), Southern Methodist University (SMU), and The Princeton Review (TPR). CAP vendors provided supplemental assistance to students and parents for 1) completing college applications, 2) completing financial aid applications, 3) registering and preparing for the *SAT*, *ACT*, and *Texas Success Initiative Assessment* (*TSIA)* tests, 4) completing college and scholarship application essays, 5) completing the Dallas County Promise Pledges; and 6) attending college fairs. Funding for the 2020-21 CAP program was provided by Title IV in the amount of $2,350,00. While funding was the same as the previous year (2019-20), it was an increase from 2,325,000 in 2018-19 when funded through Title I.

During the 2020-21 school year, the CAP program continued to provide services to students in-person or virtually. CAP vendors provided services to those students who opted for virtual learning through one-on-one virtual meetings, virtual workshops, and virtual student advisement meetings. However, CAP vendors had difficulty reaching the CAP students, holding workshops, and conducting classroom visits due to the pandemic. In 2020-21, the CAP program served 10,021 students at 36 high school campuses. However, CAP served a lower percentage of high school students in 2020-21 than in 2019-20 (27% vs 32%) and a lower percentage of seniors (77% vs 88%). Overall, 84 percent of all seniors completed at least one college application in 2020-21. Sixty-seven percent of seniors completed a Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA) application. For more information about CAP please review the 2020-21 Evaluation of College Access Program (Zhang, 2021).

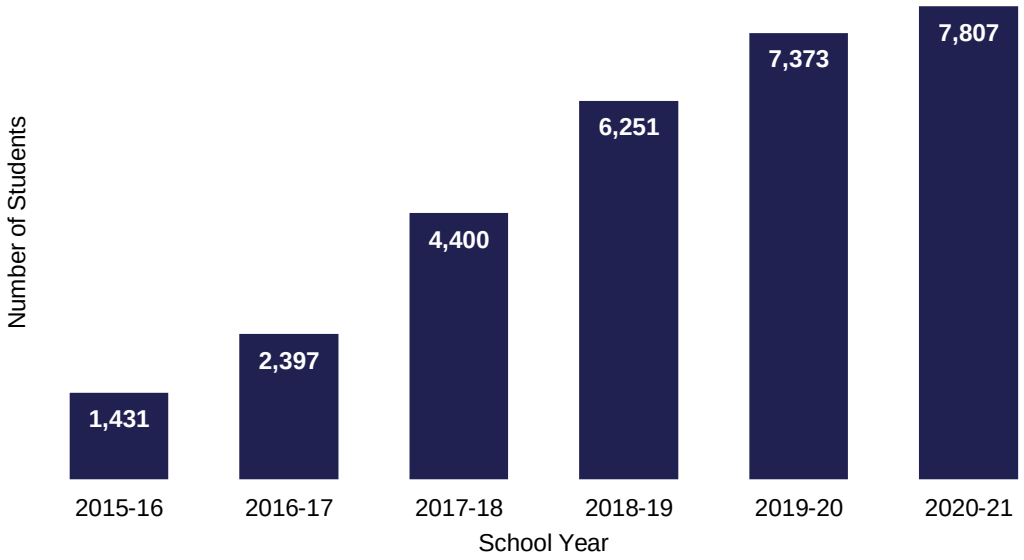
Early College High School Programs

The Dallas ISD was among the first Texas school districts to establish an Early College High School (ECHS) in 2006 to provide traditionally underserved students the opportunity to earn an associate degree or up to 60 hours of tuition-free college credit by the time of high school graduation. In 2020-21, Dallas ISD operated 25 ECHSs, which included seven traditional Early College High Schools (ECHS) and 18 P-TECHs. Additionally, a criminal justice collegiate academy at Sunset is in its planning year. The ECHS program at the Dallas ISD is coordinated by the Early College Programs division within the Postsecondary Partnerships and Programs department. In 2020-21, ECHS campuses were supported by $13,121,904 in

Dallas ISD general operating funds. This was a decrease of 8.2 percent over 2019-20 ($14,292,375) and a 10.5 percent increase over 2018-19 ($11,871,142).

In 2020-21, a total of 7,807 students enrolled in ECHSs, including 1,972 students (25.3%) enrolled in traditional ECHSs and 5,835 students (74.7%) enrolled in P-TECHs. With the opening of additional ECHSs and higher enrollment numbers at existing schools, enrollment numbers have grown significantly over the past five years from 2,397 in 2016-17 to 7,807 students in 2020-21 (Figure 1).

Figure 1: 2015-16 to 2020-21 Student Enrollment in Early College High School Programs



Source: PEIMS demographic files dated 10/29/12 (2012-13), 10/28/13 (2013-14), 10/31/14 (2014-15), 10/30/15 (2015-16), 10/31/16 (2016-17), 10/30/17 (2017-18), 10/26/18 (2018-19), 10/28/19 (2019-20), and 10/30/20 (2020-21).

Overall, ECHS students outperformed comprehensive high school students enrolled in campuses offering the ECHS program on meeting Texas Success Initiative (TSI) benchmarks for *SAT* (25 percentage points on ERW and 13 percentage points on mathematics), and *ACT* (six percentage points for both English and mathematics) benchmarks. Moreover, 71 percent of 2020-21 ECHS graduates (*n*=1,013) earned an associate degree or 60 dual credit hours. For more information about the Early College High School Programs please review the 2020-21 Evaluation of Early College High School Programs (Lorenz, 2021b).

Career and Technical Education

The primary purpose of the CTE program is to prepare students for college and career success by providing them with the skills necessary to be competitive in a global economy. To meet this goal, the Dallas ISD offers courses across 51 comprehensive CTE pathways to students in grades six through 12. Courses can be taken as one-off courses or in a program of study at participating middle and high schools. Students can also participate in CTE by taking courses through the National Academy Foundation (NAF), Career

Institutes (CI), or the ECHS program. Through participation in CTE, students can earn diploma endorsements, industry certifications, educational certificates, and college credit hours. In addition, students can participate in paid internships. The CTE program is coordinated by the CTE Department under Teaching and Learning. Program activities are partially funded through both state CTE funds and a grant established by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). In 2020-21, the total Dallas ISD CTE budget was $40,379,434, which included $4,046,618 for the Career Institutes.

In 2020-21, a total of 42,029 students participated in CTE, including 12,862 middle school students and 29,167 high school students (Table 4). Middle school enrollment in CTE courses increased by 11 percentage points from 2019-20 to 2020-21 (30% vs 41%), while high school enrollment increased by two percentage points compared to 2019-20 (71% vs 73%). In 2020-21, 18,963 of the 42,029 CTE students were identified (Table 4) as CTE Participants (45%), followed by CTE Explorers (n=9,845, 23%), Concentrators (n=9,417, 22%), and CTE Completers (n=3,804, 9%).

High school students were able to participate in traditional CTE course offerings and enroll in specialized CTE programs such as Career Institutes (n=2,043), NAF Academies (n=7,754), and ECHSs (n=4,977). Seven percent of students who enrolled in these specialized programs enrolled in one or more programs. Overall, 3,866 Dallas ISD CTE students earned 4,921 credentials in 2020-21, including 4,454 industry-based certifications and 467 educational certificates. Certifications identified by TEA for the A to F accountability system accounted for 38 percent (*n*=1,684) of all industry certifications earned. For more information about the CTE program please review the 2020-21 Evaluation of Career and Technical Education (Lorenz, 2021b).

Table 4: 2020-21 CTE Student Enrollment by Status

	CTE Participant		CTE Explorer		CTE Concentrator		CTE Completer		Total
Grade	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***N***
				Middle School					
Grade 6	1,312	100.0							1,312
Grade 7	5,464	98.3	93	1.7					5,557
Grade 8	5,611	93.6	379	6.3	3	0.1			5,993
				High School					
Grade 9	4,351	60.0	2,527	34.9	372	5.1	1	0.0	7,251
Grade 10	1,348	16.8	3,634	45.2	2,924	36.3	141	1.8	8,047
Grade 11	512	7.2	1,909	26.9	3,586	50.5	1,091	15.4	7,098
Grade 12	365	5.4	1,303	19.2	2,532	37.4	2,571	38.0	6,771
				Overall					
Overall Middle School	12,387	96.3	472	3.7	3	0.0			12,862
Overall High School	6,576	22.5	9,373	32.1	9,414	32.3	3,804	13.0	29,167
Overall	18,963	45.1	9,845	23.4	9,417	22.4	3,804	9.1	42,029

Source: End-of-year demographic file, 06/07/21. CTE course file, 11/16/21. Dallas ISD course file, 08/16/21. CTE Student Identifier, 11/24/21
Note: A grey box indicates that no students were identified.

What were the demographic and enrollment characteristics of high school students in 2020-21?

Methodology

High school student data were extracted from the end-of-year demographic file dated June 7, 2021 to identify current enrollment status and demographic information. Demographic data from 2019-20 was extracted from the end-of-year demographic file dated May 29, 2020 and compared to 2020-21 demographic data. Frequency analyses were conducted to report enrollment data based on demographic characteristics and campus enrollment by grade-level.

Results

During the 2020-21 school year, a total of 40,052 students were enrolled in a Dallas ISD high School (Table 5). Seventy-two percent of students were Hispanic, and 20 percent were African American. Dallas ISD high school population was evenly split between male and female students. Eighty-one percent of students were economically disadvantaged, and 63 percent of students were at risk of dropping out. Thirty-eight percent of students were English learners, while 16 percent of high school students were Talented and Gifted (TAG) eligible. Nine percent of students received special education services. Although demographic characteristics were similar to 2019-20 school year, the percentage of at-risk students decreased from 75 percent (2019-20) to 63 percent (2020-21), and the percentage of English learners increased from 36 percent (2019-20) to 38 percent (2020-21).

Table 5: 2020-21 Dallas ISD High School Student Characteristics

	Grade 9 (*N*=11,283)		Grade 10 (*N*=10,847)		Grade 11 (*N*=9,160)		Grade 12 (*N*=8,762)		Total (*N*=40,052)	
	n	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Gender										
Female	5,569	49.4	5,374	49.5	4,692	51.2	4,570	52.2	20,205	50.4
Male	5,714	50.6	5,473	50.5	4,468	48.8	4,192	47.8	19,847	49.6
Race / Ethnicity										
Asian	105	0.9	90	0.8	116	1.3	88	1.0	399	1.0
African American	2,358	20.9	2,177	20.1	1,811	19.8	1,805	20.6	8,151	20.4
Hispanic	8,084	71.6	7,905	72.9	6,562	71.6	6,270	71.6	28,821	72.0
White	490	4.3	458	4.2	443	4.8	416	4.7	1,807	4.5
Other	246	2.2	217	2.0	228	2.5	183	2.1	874	2.2
Student Characteristics										
At Risk Status	7,667	68.0	7,541	69.5	5,202	56.8	4,746	54.2	25,156	62.8
EcoDis Status	9,422	83.5	8,954	82.5	7,304	79.7	6,937	79.2	32,617	81.4
English Learner	4,992	44.2	4,710	43.4	3,175	34.7	2,503	28.6	15,380	38.4
Special Education	1,069	9.5	908	8.4	706	7.7	900	10.3	3,583	8.9
TAG Eligible	1,837	16.3	1,719	15.8	1,568	17.1	1,463	16.7	6,587	16.4

Source: End-of-year demographic file, 06/07/21.
Note: EcoDis = Economically disadvantaged. Column percentages may not sum to 100 due to rounding.

Twenty-eight percent of students (*n*=11,283) were enrolled in grade nine, 27 percent in grade 10 (*n*=10,847), 23 percent in grade 11 (*n*=9,160), and 22 percent in grade 12 (*n*=8,762). Enrollment by school ranged from 133 students (North Lake) to 3,999 students (Skyline). Campuses that started to accept students in 2016-17 or thereafter did not have students enrolled in all grade levels.

Table 6: 2020-21 Dallas ISD High School Enrollment by Grade Level

	Grade Level				
	9	**10**	**11**	**12**	**Total**
Campus	***n***	***n***	***n***	***n***	***N***
Adams, B	637	569	526	424	2,156
Adamson	381	401	364	337	1,483
Carter	307	294	255	223	1,079
CityLab	74	61	54	72	261
Conrad	343	347	280	291	1,261
Garza	110	118	113	98	439
Gilliam	98	103	89	92	382
Hillcrest	439	411	351	295	1,496
IDEA	66	60	58	59	243
Jefferson	413	470	330	340	1,553
Kimball	413	366	306	316	1,401
Lassiter	75	66	63	63	267
Lincoln	186	193	139	151	669
Madison	140	116	125	114	495
Molina	528	573	525	513	2,139
New Tech	117	97	43	57	314
North Dallas	292	331	240	196	1,059
North Lake EC	64	69			133
Obama	55	41	31	33	160
Pinkston	332	247	198	182	959
Rangel	92	79	61	50	282
Roosevelt	209	192	149	155	705
Samuell	575	491	396	422	1,884
Seagoville	470	435	355	358	1,618
Skyline	1,172	1,153	838	836	3,999
South Oak Cliff	401	351	259	261	1,272
Spruce	528	469	365	396	1,758
Sunset	550	587	482	463	2,082
Townview Business	117	115	150	106	488
Townview Education	43	50	62	73	228
Townview Health	118	108	140	128	494
Townview Law	115	125	104	105	449
Townview SEM	120	114	166	107	507
Townview TAG	122	120	140	70	452
Washington	253	223	225	279	980
White	587	542	463	437	2,029
Wilmer-Hutchins	278	267	214	224	983
Wilson	441	485	498	435	1,859
Overall*	11,283	10,847	9,160	8,762	40,052

Source: End-of-year demographic file, 6/7/21.
Note: IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. Pub Svc = Public Service. TAG = Talented and Gifted. *Overall district information includes 34 high school students who were enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services at the time of the end-of-year snapshot. Campuses that opened in 2016-17 or later do not have enrollment in all grade levels. A grey box indicates that no students were enrolled in that grade level.

What were the academic performances of high school students on CCR-related assessments?

Methodology

The *SAT* and *ACT* are standardized tests used for college admissions. Since 2014, the Dallas ISD administered the *SAT* (11th grade) and *ACT* (12th grade) during a school day free of charge. These tests could also be taken outside of the district's school-day administration. *SAT* and *ACT* outcome data for the 2020-21 school year included the latest test administration in the 2020-21 school year. *SAT* and *ACT* outcome data based on CCMR criteria included all test administrations from 2017-18 through 2020-21. Passing rates for *SAT* were calculated using TSI benchmarks for Evidence-Based Reading and Writing (ERW, 480) and mathematics (530); for *ACT*, TSI benchmarks for English and mathematics were 19 for each subject and a composite score of 23.

For *TSIA* exams taken prior to January 11, 2021 *TSIA* benchmarks were 351 for reading and 350 for mathematics. Students met the *TSIA* benchmark for writing with 1) a score of 4 on the essay section and a score of 340 on the multiple-choice section or 2) a score of 5 on the essay section alone.[2] After January 11, 2021, a student met the *TSIA2* benchmark for English Language Arts and Reading (ELAR) with 1) a ELAR score of 945 and an essay score of 5 or 2) ELAR score under 945 with a ELARE diagnostic level of 4 and an essay score of 5. After January 11, 2021, the *TSIA2* benchmark for mathematics were met with 1) a score of 950 or 2) a score under 950 and a mathematic diagnostic level of 6. Students were able to take each *TSIA*[3] subject exam separately and multiple times throughout the year. *TSIA* outcome data used in this report included all test administrations from 2017-18 through 2020-21.

The end-of-year demographic data file dated June 7, 2021 was merged with the 2017-21 *ACT* and *SAT* files dated July 28, 2021 and July 21, 2021 respectively, the 2020-21 *TSIA* district data files dated February 28, 21 and September 10, 2021, and the *TSIA* status file dated September 15, 2021. Frequency analyses were used to calculate the percentage of enrolled students who passed each content area on the *SAT*, *ACT*, and *TSIA* by campus. Moreover, frequency analyses were used to calculate the percentage of enrolled students who were exempt from taking the *TSIA*.

Students are grouped into four performance categories based on established *STAAR EOC* scale scores, including: Does Not Meet Grade Level (Does Not Meet), Approaches Grade Level or Above (Approaches+), Meets Grade Level or Above (Meets+), and Masters Grade Level (Masters). *STAAR EOC* assessment data were extracted from the *STAAR EOC* data file dated July 29, 2021 and merged with the end-of-year demographic data dated June 7, 2021. Frequency analyses were conducted to report the percentage of CTE students who attained the Approaches+ and Meets+ performance standards grouped by *STAAR EOC* subtest.

[2] https://tea.texas.gov/academics/college-career-and-military-prep/the-tsia-texas-success-initiative-assessment
[3] In this report, the term *TSIA* is used to refer to both the *TSIA* and *TSIA2*.

Results

2020-21 *SAT* Outcomes

Overall, 5,916 students took the *SAT* exam during the 2020-21 school year (Table 7). Of these, 91 percent (*n*=5,378) took the *SAT* exam during the School-Day *SAT* testing date on March 3, 2020 and Mach 24, 2021. About six percent of test takers took the *SAT* outside of the targeted grade level (grade 11).

Table 7: 2018-19 to 2020-21 *SAT* Tests Taken by Grade

	2018-19		2019-20		2020-21	
Grade	***N***	**%**	***N***	**%**	***N***	**%**
9	7	0.1	2	0.0	1	0.0
10	69	0.7	73	0.8	47	0.8
11	7,615	78.3	7,128	80.3	5,551	93.8
12	2,030	20.9	1,678	18.9	317	5.4
Total	9,721	100.0	8,881	100.0	5,916	100.0

Source: District *SAT* data files dated 10/03/19 (2018-19), 10/14/20 (2019-20), and 07/21/21 (2020-21). End-of-year demographic files dated 05/28/19 (2018-19), 05/29/20 (2019-20), and 06/07/21 (2020-21).

In 2020-21, 41 percent of students who took the *SAT* met the TSI benchmark for ERW (Table 8), while 24 percent met the TSI benchmark for mathematics (Table 9). The campuses with the highest percent of students who met the ERW benchmark were Townview TAG (100%), Townview SEM (99%), and Townview Law (91%) while the campuses with the highest percent of students who met the mathematic benchmark were Townview SEM (98%), Townview TAG (96%), and Rangel (68%). Perhaps due to the continued result of the COVID-19 pandemic, fewer students took the *SAT* exam in 2020-21 (5,916) than in 2019-20 (8,881) and 2018-19 (9,721). However, the percentage of students who met the TSI benchmarks were higher in 2020-21 than in 2019-20; ERW (40% vs 41%) and mathematics (23% vs 24%).

Table 8: 2018-19 to 2020-21 Percentage of High School Students Meeting TSI *SAT* Benchmark for Evidence-Based Reading and Writing (ERW)

	2018-19		2019-20		2020-21	
Campus	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**
Adams, B	528	38.3	586	35.7	373	31.9
Adamson	301	33.9	284	27.8	289	21.5
Carter	264	20.5	212	17.5	153	18.3
City Lab			64	54.7	41	36.6
Conrad	338	29.0	267	36.0	197	32.5
Garza	153	88.9	129	82.2	109	88.1
Gilliam	108	60.2	119	63.9	91	39.6
Hillcrest	327	35.2	344	36.9	262	42.4
IDEA	87	44.8	74	32.4	27	29.6
Jefferson	337	26.7	332	25.6	160	22.5
Kimball	334	29.3	312	24.7	95	20.0
Lassiter	68	94.1	81	88.9	63	84.1
Lincoln	125	24.0	140	20.7	93	12.9
Madison	109	14.7	109	23.9	87	13.8
Molina	564	25.0	510	25.3	192	20.3
New Tech	81	37.0	63	23.8	43	30.2
North Dallas	222	23.9	213	20.2	171	21.1
Obama	64	90.6	51	92.2	31	77.4
Patton	41	4.9	0	0.0	0	0.0
Pinkston	218	35.8	198	21.7	136	30.1
Rangel HS	98	99.0	88	100.0	60	90.0
Roosevelt	122	29.5	98	14.3	18	22.2
Samuell	366	20.2	360	20.3	126	31.0
Seagoville	370	27.3	306	24.2	200	22.0
Skyline	989	37.1	781	32.3	678	27.9
South Oak Cliff	247	17.8	200	10.0	84	14.3
Spruce	360	22.2	295	15.9	188	8.5
Sunset	444	30.6	373	26.0	106	31.1
Townview Business	172	91.9	158	82.3	96	87.5
Townview Education	131	88.5	113	81.4	54	74.1
Townview Health	227	92.1	195	89.2	132	90.2
Townview Law	151	90.1	153	86.3	104	91.3
Townview SEM	127	100.0	134	99.3	169	99.4
Townview TAG	88	100.0	88	100.0	152	100.0
Washington	312	92.0	324	84.0	228	83.3
White	544	45.6	456	40.8	322	31.4
Wilmer-Hutchins	180	15.0	192	15.1	119	10.1
Wilson	511	61.3	479	56.8	467	55.7
Overall	9,721*	42.3	8,881	39.7	5,916	41.2

Source: District *SAT* data files dated 10/03/19 (2018-19), 10/14/20 (2019-20), and 07/21/21 (2020-21). End-of-year files dated 05/28/19 (2018-19), 05/29/20 (2019-20), 06/07/21 (2020-21).

Note: TSI *SAT* Benchmark for ERW = 480. *includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services, *n* =13 (2118-19). Grey box = Campuses, including North Lake, that opened 2016-17 or thereafter do not have enrollment in all grade levels. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. Pub Svc = Public Service. TAG = Talented and Gifted.

Table 9: 2018-19 to 2020-21 Percentage of High School Students Meeting TSI *SAT* Benchmark for Mathematics

	2018-19		2019-20		2020-21	
Campus	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**
Adams, B	528	14.6	586	18.9	373	15.8
Adamson	301	14.0	284	10.6	289	6.2
Carter	264	4.2	212	4.2	153	4.6
City Lab			64	18.8	41	17.1
Conrad	338	16.3	267	21.0	197	14.2
Garza	153	59.5	129	50.4	109	47.7
Gilliam	108	34.3	119	33.6	91	16.5
Hillcrest	327	14.4	344	22.1	262	22.9
IDEA	87	11.5	74	9.5	27	11.1
Jefferson	337	11.6	332	8.1	160	10.0
Kimball	334	6.0	312	5.4	95	5.3
Lassiter	68	80.9	81	74.1	63	61.9
Lincoln	125	4.0	140	3.6	93	5.4
Madison	109	4.6	109	2.8	87	2.3
Molina	564	10.3	510	11.0	192	7.3
New Tech	81	8.6	63	9.5	43	7.0
North Dallas	222	8.1	213	7.0	171	5.3
Obama	64	71.9	51	72.5	31	38.7
Patton	41	0.0	0	0.0	0	0.0
Pinkston	218	17.4	198	8.1	136	11.0
Rangel HS	98	85.7	88	90.9	60	68.3
Roosevelt	122	8.2	98	5.1	18	5.6
Samuell	366	14.5	360	9.4	126	12.7
Seagoville	370	6.8	306	9.2	200	6.5
Skyline	989	16.9	781	16.5	678	12.7
South Oak Cliff	247	8.1	200	3.5	84	8.3
Spruce	360	11.7	295	10.8	188	6.4
Sunset	444	10.1	373	13.4	106	10.4
Townview Business	172	68.0	158	63.3	96	62.5
Townview Education	131	41.2	113	53.1	54	37.0
Townview Health	227	61.2	195	67.7	132	56.8
Townview Law	151	62.9	153	64.1	104	61.5
Townview SEM	127	100.0	134	99.3	169	98.2
Townview TAG	88	98.9	88	100.0	152	96.1
Washington	312	60.3	324	50.6	228	50.9
White	544	18.9	456	18.6	322	12.4
Wilmer-Hutchins	180	3.3	192	3.6	119	2.5
Wilson	511	43.1	479	39.9	467	39.4
Overall	9,721*	23.1	8,881	23.3	5,916	24.2

Source: District *SAT* data files dated 10/03/19 (2018-19), 10/14/20 (2019-20), and 07/21/21 (2020-21). End-of-year files dated 05/28/19 (2018-19), 05/29/20 (2019-20), 06/07/21 (2020-21).

Note: TSI *SAT* Benchmark for ERW = 480. *includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services, *n* =13 (2118-19). Grey box = Campuses, including North Lake, that opened 2016-17 or thereafter do not have enrollment in all grade levels. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. Pub Svc = Public Service. TAG = Talented and Gifted.

Attained TSI SAT Benchmarks

Overall, of the 17,922 grade 11 and grade 12 high school students enrolled in 2020-21, 26 percent met the TSI *SAT* benchmark for ERW, and 15 percent met the TSI *SAT* benchmark for mathematics (Tables 10 and 11). Passing rates by campus ranged from five percent (South Oak Cliff) to 98 percent (Townview TAG) for ERW, and two percent (multiple campuses) to 95 percent (Townview TAG) for mathematics. Overall, 24 percent of grade 11 students (i.e. targeted grade level for the *SAT*) met the TSI *SAT* benchmark for ERW and 14 percent of met the TSI *SAT* benchmark for mathematics. A lower percentage of students met TSI *SAT* benchmarks for ERW and mathematics in 2020-21 than in 2019-20 (30% and 17%, respectively). The percentage of grade 11 students meeting TSI *SAT* benchmarks by campus ranged from three percent (Roosevelt) to 97 percent (Townview TAG) for ERW and one percent (two campuses) to 93 percent (Townview TAG) for mathematics.

Table 10: 2020-21 Percentage of High School Students Meeting TSI *SAT* Benchmark for ERW by Campus and Grade Level

	Grade 11			Grade 12			Grades 11-12		
Campus	**Enrolled *N***	**Met *SAT* *n***	**Met *SAT* %**	**Enrolled *N***	**Met *SAT* *n***	**Met *SAT* %**	**Enrolled *N***	**Met *SAT* *n***	**Met *SAT* %**
Adams, B	526	118	22.4	424	111	26.2	950	229	24.1
Adamson	364	62	17.0	337	60	17.8	701	122	17.4
Carter	255	24	9.4	223	28	12.6	478	52	10.9
CityLab	54	13	24.1	72	36	50.0	126	49	38.9
Conrad	280	47	16.8	291	66	22.7	571	113	19.8
Garza	113	89	78.8	98	75	76.5	211	164	77.7
Gilliam	89	33	37.1	92	57	62.0	181	90	49.7
Hillcrest	351	97	27.6	295	85	28.8	646	182	28.2
IDEA	58	8	13.8	59	14	23.7	117	22	18.8
Jefferson	330	34	10.3	340	61	17.9	670	95	14.2
Kimball	306	18	5.9	316	50	15.8	622	68	10.9
Lassiter	63	53	84.1	63	55	87.3	126	108	85.7
Lincoln	139	12	8.6	151	21	13.9	290	33	11.4
Madison	125	12	9.6	114	21	18.4	239	33	13.8
Molina	525	38	7.2	513	78	15.2	1,038	116	11.2
New Tech	43	13	30.2	57	11	19.3	100	24	24.0
North Dallas	240	34	14.2	196	29	14.8	436	63	14.4
North Lake									
Obama HS	31	22	71.0	33	30	90.9	64	52	81.3
Pinkston	198	41	20.7	182	29	15.9	380	70	18.4
Rangel	61	51	83.6	50	50	100.0	111	101	91.0
Roosevelt	149	4	2.7	155	16	10.3	304	20	6.6
Samuell	396	38	9.6	422	61	14.5	818	99	12.1
Seagoville	355	42	11.8	358	56	15.6	713	98	13.7
Skyline	838	171	20.4	836	218	26.1	1,674	389	23.2
South Oak Cliff	259	12	4.6	261	16	6.1	520	28	5.4
Spruce	365	16	4.4	396	35	8.8	761	51	6.7
Sunset	482	26	5.4	463	64	13.8	945	90	9.5
Townview Business	150	77	51.3	106	80	75.5	256	157	61.3
Townview Education	62	30	48.4	73	61	83.6	135	91	67.4
Townview Health	140	98	70.0	128	110	85.9	268	208	77.6
Townview Law	104	87	83.7	105	91	86.7	209	178	85.2
Townview SEM	166	155	93.4	107	105	98.1	273	260	95.2
Townview TAG	140	136	97.1	70	70	100.0	210	206	98.1
Washington	225	152	67.6	279	226	81.0	504	378	75.0
White	463	95	20.5	437	117	26.8	900	212	23.6
Wilmer-Hutchins	214	12	5.6	224	26	11.6	438	38	8.7
Wilson	498	231	46.4	435	206	47.4	933	437	46.8
Overall*	9,160	2,201	24.0	8,762	2,525	28.8	17,922	4,726	26.4

Source: End-of-year demographic file, 06/07/21. Combined 2017-21*SAT* file, 10/14/21.
Note: * includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted. A grey box indicates that no students were enrolled in that grade level.

Table 11: 2020-21 Percentage of High School Students Meeting TSI *SAT* Benchmark for Mathematics by Campus and Grade Level

	Grade 11			Grade 12			Grades 11-12		
	Enrolled	Met *SAT*	Met *SAT*	Enrolled	Met *SAT*	Met *SAT*	Enrolled	Met *SAT*	Met *SAT*
Campus	***N***	***n***	**%**	***N***	***n***	**%**	***N***	***n***	**%**
Adams	526	57	10.8	424	59	13.9	950	116	12.2
Adamson	364	18	4.9	337	21	6.2	701	39	5.6
Carter	255	6	2.4	223	5	2.2	478	11	2.3
CityLab	54	6	11.1	72	12	16.7	126	18	14.3
Conrad	280	22	7.9	291	38	13.1	571	60	10.5
Garza	113	46	40.7	98	41	41.8	211	87	41.2
Gilliam	89	14	15.7	92	26	28.3	181	40	22.1
Hillcrest	351	49	14.0	295	51	17.3	646	100	15.5
IDEA	58	3	5.2	59	3	5.1	117	6	5.1
Jefferson	330	13	3.9	340	14	4.1	670	27	4.0
Kimball	306	5	1.6	316	10	3.2	622	15	2.4
Lassiter	63	39	61.9	63	46	73.0	126	85	67.5
Lincoln	139	5	3.6	151	5	3.3	290	10	3.4
Madison	125	2	1.6	114	2	1.8	239	4	1.7
Molina	525	14	2.7	513	32	6.2	1,038	46	4.4
New Tech	43	3	7.0	57	5	8.8	100	8	8.0
North Dallas	240	8	3.3	196	6	3.1	436	14	3.2
North Lake									
Obama HS	31	10	32.3	33	22	66.7	64	32	50.0
Pinkston	198	15	7.6	182	11	6.0	380	26	6.8
Rangel	61	38	62.3	50	46	92.0	111	84	75.7
Roosevelt	149	2	1.3	155	7	4.5	304	9	3.0
Samuell	396	15	3.8	422	29	6.9	818	44	5.4
Seagoville	355	12	3.4	358	20	5.6	713	32	4.5
Skyline	838	75	8.9	836	110	13.2	1,674	185	11.1
South Oak Cliff	259	7	2.7	261	6	2.3	520	13	2.5
Spruce	365	12	3.3	396	26	6.6	761	38	5.0
Sunset	482	11	2.3	463	29	6.3	945	40	4.2
Townview Business	150	53	35.3	106	62	58.5	256	115	44.9
Townview Education	62	15	24.2	73	42	57.5	135	57	42.2
Townview Health	140	57	40.7	128	82	64.1	268	139	51.9
Townview Law	104	60	57.7	105	67	63.8	209	127	60.8
Townview SEM	166	153	92.2	107	105	98.1	273	258	94.5
Townview TAG	140	130	92.9	70	70	100.0	210	200	95.2
Washington	225	87	38.7	279	133	47.7	504	220	43.7
White	463	37	8.0	437	52	11.9	900	89	9.9
Wilmer-Hutchins	214	3	1.4	224	6	2.7	438	9	2.1
Wilson	498	157	31.5	435	148	34.0	933	305	32.7
Overall*	9,160	1,259	13.7	8,762	1,449	16.5	17,922	2,708	15.1

Source: End-of-year demographic file, 06/07/21. Combined 2017-21*SAT* file, 10/14/21.
Note: * includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted. A grey box indicates that no students were enrolled in that grade level.

2020-21 *ACT* Outcomes

Overall, 4,951 students took the *ACT* exam during the 2020-21 school year (Table 12). Of these, around 93 percent (*n*=4,602) took the *ACT* exam during the School-Day *ACT* testing date on October 20, 2020. About five percent of test takers took the *ACT* outside of the targeted grade level (grade 12).

Table 12: 2018-19 to 2020-21 *ACT* Tests Taken by Grade

	2018-19		2019-20		2020-21	
Grade	***N***	**%**	***N***	**%**	***N***	**%**
9	2	0.0	0	0.0	0	0.0
10	19	0.2	12	0.2	2	0.0
11	541	6.9	465	6.2	251	5.1
12	7,227	92.8	7,047	93.7	4,698	94.9
Total	7,789	99.9	7,524	100.1	4,951	100.0

Source: District *ACT* data files dated 10/03/19 (2018-19), 01/07.21 (2019-20), and 07/28/21 (2020-21). End-of-year demographic files dated 05/28/19 (2018-19), 05/29/20 (2019-20), and 06/07/21 (2020-21).
Note:

In 2020-21, 22 percent of students who took the *ACT* met the TSI benchmark for Reading (Table 13), while 23 percent met the TSI benchmark for mathematics (Table 14). The campus with the highest percentage of students who met both English and Mathematics benchmarks was Townview TAG (both 100%), followed by Townview SEM (91% English, 100% mathematics), and Rangel (93% English, 93% mathematics). Similarly, to the *SAT*, fewer students took the *ACT* exam in 2020-21 than in 2019-20 (4,951vs 7,524). Overall, the percentage of students who met the *ACT* TSI benchmarks in 2020-21 were lower than 2019-20 for English (22% vs 26%) and mathematics (23% vs 25%).

Table 13: 2018-19 to 2020-21 Percentage of High School Students Meeting TSI *ACT* Benchmark for English

	2018-19		2019-20		2020-21	
Campus	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**
Adams, B	364	20.6	388	19.6	194	15.5
Adamson	238	11.8	243	14.4	241	8.7
Carter	203	9.9	210	9.0	112	8.0
City Lab			*	*	60	33.3
Conrad	168	11.3	285	16.5	181	19.9
Garza	108	63.9	108	72.2	96	53.1
Gilliam	74	48.6	147	35.4	111	31.5
Hillcrest	243	21.8	219	19.2	181	24.3
IDEA	96	17.7	68	32.4	46	10.9
Jefferson	320	9.1	219	11.4	63	14.3
Kimball	272	10.7	218	15.6	216	6.5
Lassiter	53	79.2	51	82.4	63	60.3
Lincoln	102	8.8	150	6.0	50	0.0
Madison	68	11.8	100	2.0	91	3.3
Molina	458	10.9	419	11.2	269	10.4
New Tech	77	19.5	56	23.2	42	11.9
North Dallas	210	9.5	175	9.7	144	6.9
North Lake						
Obama	66	72.7	29	79.3	33	63.6
Pinkston	138	10.9	206	15.0	129	5.4
Rangel	110	98.2	106	93.4	15	93.3
Roosevelt	98	10.2	107	16.8	35	11.4
Samuell	351	9.4	316	11.1	168	7.7
Seagoville	227	5.7	285	9.1	155	9.7
Skyline	880	19.3	774	17.7	563	13.3
South Oak Cliff	177	10.7	177	11.9	136	5.1
Spruce	300	7.7	269	10.8	222	5.0
Sunset	390	13.3	438	13.9	117	7.7
Townview Business	119	61.3	112	66.1	36	52.8
Townview Education	81	63.0	76	65.8	26	73.1
Townview Health	144	63.9	122	77.9	46	54.3
Townview Law	95	72.6	98	67.3	39	84.6
Townview SEM	118	96.6	92	98.9	66	90.9
Townview TAG	87	100.0	64	100.0	43	100.0
Washington	282	73.8	227	80.6	197	69.0
White	426	22.5	348	19.0	310	16.5
Wilmer-Hutchins	165	7.3	209	5.7	140	5.0
Wilson	480	55.4	412	54.4	315	53.0
Overall	7,789[1]	26.7	7,524	26.1	4,951	22.1

Source: District *ACT* data files dated 10/03/19 (2018-19),01/07/21 (2019-20), and 07/28/21 (2020-21). End-of-year demographic files dated 05/28/19 (2018-19), 05/29/20 (2019-20), and 06/07/21 (2020-21).
Note: TSI *ACT* Benchmark for English = 19. [1] includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services, *n* = 1 (2108-19). Grey box= Campuses that opened 2016-17 or thereafter do not have enrollment in all grade levels. * Data was masked as five or fewer students were tested. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. Pub Svc = Public Service. TAG = Talented and Gifted.

Table 14: 2018-19 to 2020-21 Percentage of High School Students Meeting TSI *ACT* Benchmark for Mathematics

	2018-19		2019-20		2020-21	
Campus	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**
Adams, B	364	21.2	388	14.4	194	17.5
Adamson	238	21.4	243	18.5	241	11.6
Carter	203	7.4	210	6.7	112	3.6
City Lab			*	*	60	30.0
Conrad	168	15.5	285	17.2	181	21.0
Garza	108	72.2	108	63.0	96	59.4
Gilliam	74	43.2	147	36.7	111	28.8
Hillcrest	243	32.1	219	20.5	181	26.5
IDEA	96	22.9	68	23.5	46	4.3
Jefferson	320	16.3	219	14.2	63	9.5
Kimball	272	13.6	218	8.3	216	7.4
Lassiter	53	84.9	51	76.5	63	79.4
Lincoln	102	16.7	150	3.3	50	2.0
Madison	68	5.9	100	2.0	91	2.2
Molina	458	20.1	419	12.6	269	11.2
New Tech	77	19.5	56	12.5	42	11.9
North Dallas	210	16.7	175	15.4	144	7.6
North Lake						
Obama	66	77.3	29	86.2	33	72.7
Pinkston	138	18.8	206	14.1	129	7.0
Rangel	110	97.3	106	94.3	15	93.3
Roosevelt	98	12.2	107	12.1	35	11.4
Samuell	351	16.8	316	13.3	168	19.6
Seagoville	227	15.0	285	9.1	155	11.6
Skyline	880	26.0	774	20.9	563	16.9
South Oak Cliff	177	13.0	177	9.6	136	4.4
Spruce	300	18.0	269	12.6	222	5.9
Sunset	390	24.1	438	13.9	117	12.0
Townview Business	119	79.8	112	64.3	36	69.4
Townview Education	81	69.1	76	50.0	26	69.2
Townview Health	144	79.2	122	65.6	46	65.2
Townview Law	95	70.5	98	63.3	39	76.9
Townview SEM	118	100.0	92	100.0	66	100.0
Townview TAG	87	100.0	64	100.0	43	100.0
Washington	282	71.6	227	64.8	197	54.8
White	426	30.5	348	18.1	310	17.4
Wilmer-Hutchins	165	7.9	209	11.5	140	5.0
Wilson	480	59.4	412	51.9	315	47.9
Overall	7,789[1]	32.5	7,524	25.2	4,951	23.1

Source: District *ACT* data files datedv10/03/19 (2018-19), 01/07/21 (2019-20), and 07/28/21 (2020-21). End-of-year demographic files dated 05/28/19 (2018-19), 05/29/20 (2019-20), and 06/07/21 (2020-21).

Note: TSI *ACT* Benchmark for mathematics = 19. *N* = number. [1] includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services, *n*=1 (2108-19). Grey box= Campuses that opened 2016-17 or thereafter do not have enrollment in all grade levels. * Data was masked as five or fewer students were tested. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. Pub Svc = Public Service. TAG = Talented and Gifted.

Meeting the TSI *ACT* benchmark for English or mathematics is only one part of a two-part equation used by the TEA to determine if a student or graduate is considered college ready. The student also needs to score at least a 23 on the *ACT* composite score to meet the overall TSI criteria. For example, to be considered college-ready in English, a student would need to meet the benchmark for English (19) and the composite score (23) on the *ACT* test. Using the combined criteria lowered the percentage of students who were considered college-ready to 12 percent in English and to 12 percent in mathematics (Table 15), which were consistent to those of the 2019-20 school year.

Table 15: 2020-21 *ACT* Results for Dallas ISD Students by Texas Success Initiative (TSI) Criteria

Campus	Tested *N*	% Met Benchmark (19)		% Met Benchmark (19) and Composite Score (23)	
		English	Mathematics	English	Mathematics
Adams, B	194	15.5	17.5	5.7	6.2
Adamson	241	8.7	11.6	1.7	1.7
Carter	112	8.0	3.6	0.9	0.9
City Lab	60	33.3	30.0	11.7	8.3
Conrad	181	19.9	21.0	11.6	10.5
Garza	96	53.1	59.4	21.9	21.9
Gilliam	111	31.5	28.8	11.7	10.8
Hillcrest	181	24.3	26.5	13.3	12.7
IDEA	46	10.9	4.3	2.2	2.2
Jefferson	63	14.3	9.5	0.0	0.0
Kimball	216	6.5	7.4	0.5	0.5
Lassiter	63	60.3	79.4	33.3	33.3
Lincoln	50	0.0	2.0	0.0	0.0
Madison	91	3.3	2.2	1.1	1.1
Molina	269	10.4	11.2	3.7	3.3
New Tech	42	11.9	11.9	4.8	2.4
North Dallas	144	6.9	7.6	2.1	1.4
North Lake					
Obama	33	63.6	72.7	33.3	30.3
Pinkston	129	5.4	7.0	0.0	0.0
Rangel	15	93.3	93.3	73.3	73.3
Roosevelt	35	11.4	11.4	5.7	5.7
Samuell	168	7.7	19.6	2.4	2.4
Seagoville	155	9.7	11.6	3.9	3.2
Skyline	563	13.3	16.9	4.3	4.1
South Oak Cliff	136	5.1	4.4	0.7	0.7
Spruce	222	5.0	5.9	0.9	1.4
Sunset	117	7.7	12.0	3.4	3.4
Townview Business	36	52.8	69.4	19.4	22.2
Townview Education	26	73.1	69.2	30.8	26.9
Townview Health	46	54.3	65.2	32.6	39.1
Townview Law	39	84.6	76.9	48.7	48.7
Townview SEM	66	90.9	100.0	87.9	90.9
Townview TAG	43	100.0	100.0	90.7	90.7
Washington	197	69.0	54.8	48.7	45.2
White	310	16.5	17.4	6.1	6.1
Wilmer-Hutchins	140	5.0	5.0	0.0	0.0
Wilson	315	53.0	47.9	38.4	35.6
Overall	4,951	22.1	23.1	11.9	11.5

Source: District *ACT* data file dated 07/28/21. End-of-year demographic file dated 06/07/21.
Note: Grey box = Campuses that opened 2016-17 or thereafter do not have enrollment in all grade levels. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. Pub Svc = Public Service. TAG = Talented and Gifted.

Attained TSI ACT Benchmarks

Of the 8,762 grade 12 students enrolled in 2020-21, six percent met the TSI *ACT* benchmarks for English and mathematics (Table 16). The percentage of grade 12 students meeting TSI *ACT* benchmarks by campus ranged from zero percent (multiple campuses) to 68 percent (Rangel) for English and mathematics.

Table 16: 2020-21 Percentage of Grade 12 High School Students Meeting *ACT* Benchmarks for English and Mathematics by Campus

		English		Mathematics	
	Enrolled	Met *ACT*	Met *ACT*	Met *ACT*	Met *ACT*
Campus	***N***	***n***	**%**	***n***	**%**
Adams, B	424	10	2.4	11	2.6
Adamson	337	4	1.2	4	1.2
Carter	223	0	0.0	0	0.0
CityLab	72	5	6.9	3	4.2
Conrad	291	20	6.9	18	6.2
Garza	98	21	21.4	21	21.4
Gilliam	92	16	17.4	15	16.3
Hillcrest	295	22	7.5	21	7.1
IDEA	59	1	1.7	1	1.7
Jefferson	340	0	0.0	0	0.0
Kimball	316	1	0.3	1	0.3
Lassiter	63	20	31.7	20	31.7
Lincoln	151	0	0.0	0	0.0
Madison	114	1	0.9	1	0.9
Molina	513	10	1.9	9	1.8
New Tech	57	2	3.5	1	1.8
North Dallas	196	3	1.5	2	1.0
North Lake					
Obama HS	33	9	27.3	9	27.3
Pinkston	182	0	0.0	0	0.0
Rangel	50	34	68.0	34	68.0
Roosevelt	155	2	1.3	2	1.3
Samuell	422	5	1.2	5	1.2
Seagoville	358	6	1.7	5	1.4
Skyline	836	25	3.0	24	2.9
South Oak Cliff	261	1	0.4	1	0.4
Spruce	396	2	0.5	3	0.8
Sunset	463	6	1.3	5	1.1
Townview Business	106	7	6.6	8	7.5
Townview Education	73	8	11.0	7	9.6
Townview Health	128	14	10.9	17	13.3
Townview Law	105	18	17.1	17	16.2
Townview SEM	107	46	43.0	48	44.9
Townview TAG	70	26	37.1	26	37.1
Washington	279	76	27.2	71	25.4
White	437	19	4.3	19	4.3
Wilmer-Hutchins	224	0	0.0	0	0.0
Wilson	435	85	19.5	80	18.4
Overall*	8,762	525	6.0	509	5.8

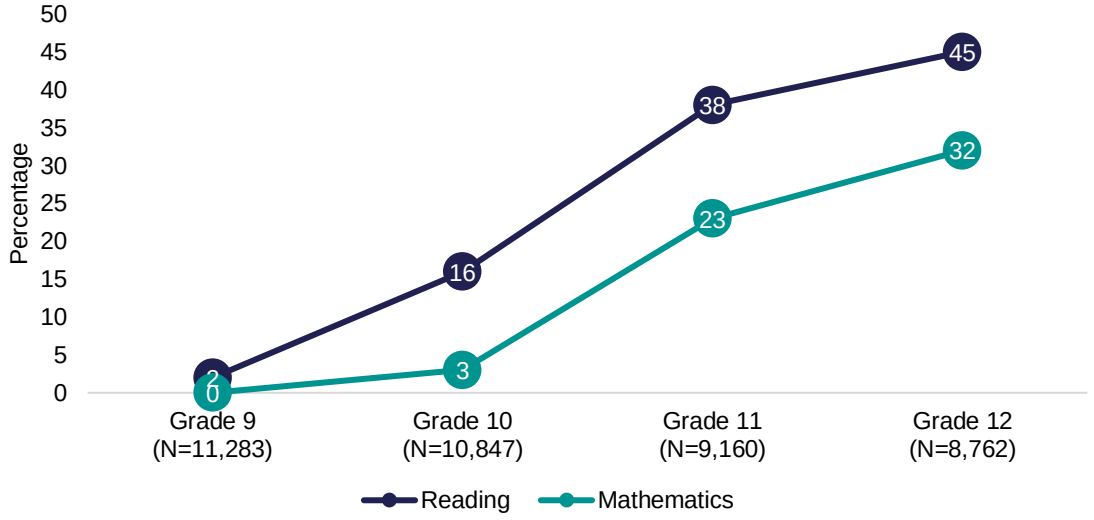
Source: End-of-year demographic file, 06/07/21. Combined 2017-21 *ACT* file, 9/17/21.
Note: * includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted. A grey box indicates that no students were enrolled in that grade level.

Attained TSIA or Exempt

Of the 40,052 high school students enrolled in 2020-21, 23 percent met *TSIA*[4] benchmarks or qualified for an exemption (*TSIA*+) for English Language Arts and Reading (ELAR) (formerly reading) and 13 percent met *TSIA*+ criteria for mathematics (Tables 17 and 18). Because writing was integrated into ELAR with *TSIA2,* results of *TSIA* writing for prior years are excluded from the analyses. The percentage of students (grades 9-12) meeting *TSIA*+ criteria by campus ranged from 8 percent (Spruce) to 84 percent (two campuses) for ELAR and three percent (IDEA) to 56 percent (Garza) for mathematics. Four of the five high schools with 60 percent of more students meeting *TSIA*+ criteria for ELAR (Townview Health, 61%; North Lake, 62%; Gilliam, 78%; Garza, 94%; Lassiter, 84%) were ECHS. For mathematics, two of the five schools with the highest percentage of students meeting *TSIA*+ criteria (Washington, 35%; Townview TAG, 48%; Lassiter, 51%; Townview SEM, 53%; Garza, 56%) were ECHS.

The percentage of students who met *TSIA*+ criteria by grade level ranged from two percent (grade 9) to 45 percent (grade 12) for reading and zero (grade 9) to 32 percent (grade 12) for mathematics (Figure 2).

Figure 2: 2020-21 Percentage of Students Meeting *TSIA* or Qualifying for an Exemption



Source: End-of-year demographic file, 06/07/21. TSIA exam file, 02/28/21. TSIA2 exam file, 09/10/21. TSIA status file, 09/15//21. Combined 2017-21 SAT file, 09/17/21. Combined 2017-21 ACT file, 09/17/21.

[4] *TSIA* refers to the *TSIA* and *TSIA2* (post January 11, 2021)

Table 17: 2020-21 Percentage of High School Students Meeting *TSIA* Benchmark for English Language Arts and Reading (ELAR) by Campus

	Grade 9			Grade 10			Grade 11			Grade 12			Grades 9-12		
Campus	**Enrolled *N***	**Met *TSIA* %**	**Met *TSIA+* %**	**Enrolled *N***	**Met *TSIA* %**	**Met *TSIA+* %**	**Enrolled *N***	**Met *TSIA* %**	**Met *TSIA+* %**	**Enrolled *N***	**Met *TSIA* %**	**Met *TSIA+* %**	**Enrolled *N***	**Met *TSIA* %**	**Met *TSIA+* %**
Adams	637	0.0	3.6	569	10.5	14.4	526	16.2	34.6	424	17.2	38.9	2,156	10.1	21.0
Adamson	381	0.0	0.0	401	14.0	22.4	364	14.8	31.6	337	29.1	40.9	1,483	14.0	23.1
Carter	307	0.3	5.2	294	17.7	19.7	255	26.7	30.2	223	31.8	39.5	1,079	17.8	22.2
CityLab	74	0.0	0.0	61	0.0	0.0	54	0.0	25.9	72	0.0	54.2	261	0.0	20.3
Conrad	343	6.7	6.7	347	18.7	29.1	280	27.5	41.1	291	33.3	42.3	1,261	20.8	28.7
Garza	110	0.0	38.2	118	92.4	97.5	113	98.2	100.0	98	100.0	100.0	439	72.4	83.8
Gilliam	98	23.5	30.6	103	76.7	84.5	89	95.5	98.9	92	88.0	100.0	382	70.2	77.7
Hillcrest	439	0.0	0.0	411	13.1	19.2	351	28.2	46.2	295	34.9	49.8	1,496	17.1	25.9
IDEA	66	0.0	0.0	60	0.0	0.0	58	1.7	13.8	59	11.9	27.1	243	3.3	9.9
Jefferson	413	0.0	1.7	470	11.3	12.6	330	20.0	27.3	340	17.4	34.7	1,553	11.5	17.6
Kimball	413	0.0	1.9	366	7.1	8.5	306	20.6	25.5	316	26.6	36.1	1,401	12.3	16.5
Lassiter	75	0.0	46.7	66	86.4	97.0	63	98.4	100.0	63	95.2	98.4	267	67.0	83.9
Lincoln	186	0.0	0.0	193	5.2	8.3	139	12.2	38.8	151	29.1	47.7	669	10.6	21.2
Madison	140	0.0	0.0	116	4.3	4.3	125	4.8	19.2	114	14.9	34.2	495	5.7	13.7
Molina	528	0.0	0.6	573	10.8	11.0	525	21.0	32.6	513	25.0	37.0	2,139	14.0	20.0
New Tech	117	0.0	0.0	97	0.0	0.0	43	7.0	34.9	57	8.8	45.6	314	2.5	13.1
North Dallas	292	0.0	3.1	331	17.2	18.7	240	19.2	30.0	196	28.1	38.8	1,059	14.9	20.7
North Lake	64	0.0	26.6	69	62.3	95.7							133	32.3	62.4
Obama HS	55	0.0	1.8	41	2.4	7.3	31	19.4	71.0	33	33.3	90.9	160	11.3	35.0
Pinkston	332	0.3	0.3	247	10.9	13.4	198	27.3	39.4	182	28.6	43.4	959	14.0	19.9
Rangel HS	92	0.0	1.1	79	8.9	46.8	61	23.0	90.2	50	32.0	100.0	282	13.1	50.7
Roosevelt	209	0.0	0.0	192	10.9	14.1	149	19.5	23.5	155	18.7	38.1	705	11.2	17.2
Samuell	575	0.0	0.0	491	6.5	8.8	396	16.4	21.2	422	19.0	28.2	1,884	9.4	13.1
Seagoville	470	0.0	0.0	435	10.3	12.0	355	23.1	28.7	358	23.5	33.8	1,618	13.0	17.0
Skyline	1,172	0.0	0.2	1,153	5.5	8.0	838	1.4	22.2	836	4.2	31.2	3,999	2.8	13.5
South Oak Cliff	401	1.0	1.0	351	6.8	7.1	259	10.8	18.1	261	16.1	25.7	1,272	7.7	11.2
Spruce	528	0.0	0.0	469	3.8	4.9	365	5.2	9.6	396	4.3	20.2	1,758	3.1	7.8
Sunset	550	2.5	2.7	587	11.8	16.7	482	19.7	25.5	463	21.2	38.2	2,082	13.3	19.8
Townview Business	117	0.9	1.7	115	33.9	35.7	150	8.0	54.0	106	35.8	80.2	488	18.4	42.8
Townview Education	43	0.0	0.0	50	36.0	38.0	62	27.4	59.7	73	78.1	94.5	228	40.4	54.8
Townview Health	118	0.0	0.8	108	44.4	45.4	140	75.0	92.9	128	79.7	94.5	494	51.6	60.9
Townview Law	115	0.0	0.0	125	0.8	0.8	104	3.8	85.6	105	19.0	92.4	449	5.6	41.6
Townview SEM	120	0.0	0.8	114	1.8	6.1	166	0.0	95.2	107	0.0	98.1	507	0.4	53.5
Townview TAG	122	0.0	2.5	120	0.0	4.2	140	2.1	97.9	70	4.3	100.0	452	1.3	47.6
Washington	253	0.0	2.4	223	0.9	12.1	225	4.4	73.3	279	9.7	85.3	980	4.0	44.5
White	587	0.0	0.0	542	13.7	18.1	463	17.1	32.2	437	19.5	40.5	2,029	11.7	20.9
Wilmer-Hutchins	278	4.3	6.8	267	15.7	19.5	214	26.6	36.4	224	24.6	37.1	983	16.9	23.6
Wilson	441	0.0	0.2	485	0.4	1.4	498	2.6	47.2	435	2.1	50.3	1,859	1.3	24.9
Overall*	11,283	0.7	2.4	10,847	12.2	15.8	9,160	18.1	37.8	8,762	22.1	44.6	40,052	12.5	23.4

Source: End-of-year demographic file, 06/07/21. TSIA exam file, 02/28/21. TSIA2 exam file, 09/10/21. TSIA status file, 09/15//21. Combined 2017-21 SAT file, 09/17/21. Combined 2017-21 ACT file, 09/17/21.
Note: *TSIA+* refers to meeting *TSIA (2)* criteria based on *TSIA* results and exemptions. A grey box indicates that no students were enrolled or the absence of a comparison group. * includes students enrolled in either Maya Angelou, Juvenile Justice Alternative Education Program, or Hospital Services. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted.

Table 18: 2020-21 Percentage of High School Students Meeting *TSIA* Benchmark for Mathematics by Campus

	Grade 9			Grade 10			Grade 11			Grade 12			Grades 9-12		
Campus	**Enrolled *N***	**Met *TSIA* %**	**Met *TSIA+* %**	**Enrolled *N***	**Met *TSIA* %**	**Met *TSIA+* %**	**Enrolled *N***	**Met *TSIA* %**	**Met *TSIA+* %**	**Enrolled *N***	**Met *TSIA* %**	**Met *TSIA+* %**	**Enrolled *N***	**Met *TSIA* %**	**Met *TSIA+* %**
Adams, B	637	0.0	0.0	569	0.0	0.0	526	0.0	19.2	424	0.0	29.5	2,156	0.0	10.5
Adamson	381	0.0	0.0	401	0.0	0.0	364	0.5	15.1	337	7.7	32.0	1,483	1.9	11.0
Carter	307	0.0	3.6	294	10.2	17.0	255	11.0	20.8	223	6.7	23.8	1,079	6.8	15.5
CityLab	74	0.0	0.0	61	0.0	0.0	54	0.0	14.8	72	0.0	23.6	261	0.0	9.6
Conrad	343	0.0	0.0	347	0.0	2.3	280	7.9	30.0	291	9.3	37.5	1,261	3.9	15.9
Garza	110	0.0	0.0	118	39.8	39.8	113	61.1	94.7	98	68.4	93.9	439	41.7	56.0
Gilliam	98	0.0	1.0	103	0.0	2.9	89	0.0	20.2	92	17.4	78.3	382	4.2	24.6
Hillcrest	439	0.0	0.0	411	0.7	7.1	351	0.0	31.1	295	6.1	35.6	1,496	1.4	16.2
IDEA	66	0.0	0.0	60	0.0	0.0	58	0.0	5.2	59	0.0	5.1	243	0.0	2.5
Jefferson	413	0.0	0.0	470	0.2	0.2	330	0.3	12.4	340	3.2	18.2	1,553	0.8	6.7
Kimball	413	0.0	2.9	366	3.3	11.2	306	11.1	19.0	316	26.3	28.2	1,401	9.2	14.3
Lassiter	75	0.0	0.0	66	1.5	25.8	63	28.6	92.1	63	88.9	96.8	267	28.1	50.9
Lincoln	186	0.0	0.0	193	0.0	0.0	139	0.0	22.3	151	7.3	39.1	669	1.6	13.5
Madison	140	0.0	0.0	116	0.0	0.0	125	0.0	4.0	114	7.9	27.2	495	1.8	7.3
Molina	528	0.0	0.0	573	0.3	3.1	525	0.2	15.0	513	6.2	22.2	2,139	1.6	9.9
New Tech	117	0.0	0.0	97	0.0	0.0	43	0.0	11.6	57	3.5	19.3	314	0.6	5.1
North Dallas	292	0.0	0.0	331	1.8	2.1	240	0.8	12.1	196	7.1	15.8	1,059	2.1	6.3
North Lake	64	0.0	0.0	69	5.8	7.2							133	3.0	3.8
Obama HS	55	0.0	0.0	41	2.4	2.4	31	6.5	32.3	33	3.0	69.7	160	2.5	21.3
Pinkston	332	0.0	0.0	247	0.4	1.2	198	0.5	22.7	182	6.0	35.2	959	1.4	11.7
Rangel HS	92	0.0	0.0	79	0.0	1.3	61	0.0	62.3	50	2.0	92.0	282	0.4	30.1
Roosevelt	209	0.0	0.0	192	0.0	0.0	149	0.0	20.8	155	0.0	18.1	705	0.0	8.4
Samuell	575	0.0	0.0	491	0.0	3.3	396	7.1	9.6	422	7.1	19.0	1,884	3.1	7.1
Seagoville	470	0.0	0.0	435	0.0	1.8	355	0.3	10.4	358	13.4	22.1	1,618	3.0	7.7
Skyline	1,172	0.0	0.1	1,153	0.0	2.2	838	0.0	9.1	836	0.5	17.7	3,999	0.1	6.3
South Oak Cliff	401	0.0	0.0	351	0.9	0.9	259	0.8	12.0	261	12.6	18.0	1,272	3.0	6.4
Spruce	528	0.0	0.0	469	0.0	0.9	365	5.2	9.6	396	0.0	15.4	1,758	1.1	5.7
Sunset	550	0.0	0.5	587	0.2	3.6	482	6.0	14.9	463	14.0	23.8	2,082	4.6	9.9
Townview Business	117	0.0	1.7	115	16.5	17.4	150	4.0	36.7	106	17.0	66.0	488	8.8	30.1
Townview Education	43	0.0	0.0	50	2.0	2.0	62	6.5	27.4	73	34.2	78.1	228	13.2	32.9
Townview Health	118	0.0	0.0	108	0.0	1.9	140	2.1	40.7	128	0.8	71.9	494	0.8	30.6
Townview Law	115	0.0	0.0	125	0.0	0.0	104	1.0	57.7	105	6.7	73.3	449	1.8	30.5
Townview SEM	120	0.0	0.8	114	0.9	4.4	166	0.0	94.0	107	0.0	98.1	507	0.2	52.7
Townview TAG	122	0.0	0.0	120	0.0	10.8	140	0.7	94.3	70	1.4	100.0	452	0.4	47.6
Washington	253	0.0	0.0	223	0.4	3.6	225	3.6	56.9	279	7.5	74.2	980	3.1	35.0
White	587	0.0	0.0	542	0.0	0.2	463	15.6	18.8	437	14.4	26.8	2,029	6.7	10.1
Wilmer-Hutchins	278	0.0	0.0	267	0.0	0.7	214	0.0	1.4	224	5.4	17.9	983	1.2	4.6
Wilson	441	0.0	0.2	485	0.0	1.2	498	0.6	32.5	435	1.4	38.4	1,859	0.5	18.1
Overall*	11,283	0.0	0.3	10,847	1.2	3.4	9,160	3.9	23.1	8,762	8.4	32.3	40,052	3.1	13.3

Source: End-of-year demographic file, 06/07/21. TSIA exam file, 02/28/21. TSIA2 exam file, 09/10/21. TSIA status file, 09/15//21. Combined 2017-21 SAT file, 09/17/21. Combined 2017-21 ACT file, 09/17/21.
Note: *TSIA+* refers to meeting *TSIA (2)* criteria based on *TSIA* results and exemptions. A grey box indicates that no students were enrolled or the absence of a comparison group. * includes students enrolled in either Maya Angelou, Juvenile Justice Alternative Education Program, or Hospital Services. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted.

STAAR EOC Results

Overall, 20,458 out of the 40,052 high school students took one or more *STAAR EOC* exams in 2020-21 (51%). The subject test with the highest participation count was English II (*n*=10,368), followed by U.S. History (*n*=8,758). Majority of CTE students met the Approaches+ benchmark for U.S. History (85%), followed by Biology (60%) and English II (59%). Similarly, the greatest number of students met the Meets+ benchmark in U.S. History (57%), followed by English II (43%) and Biology (20%).

Table 19: 2020-21 Percentage of High School Students Meeting *STAAR EOC* Approaches Grade Level or Above

	Approaches+			Meets+		
	Tested	Met Benchmark		Tested	Met Benchmark	
Subject Test	N	n	%	N	n	%
Algebra I	829	263	31.7	820	51	6.2
Biology	2,333	1,397	59.9	2,301	468	20.3
English I	2,464	573	23.3	2,457	178	7.2
English II	10,368	6,162	59.4	10,194	4,332	42.5
U.S. History	8,758	7,410	84.6	8,602	4,861	56.5

Source: End-of-year demographic file, 06/07/21. STAAR EOC file, 07/29/21.
Note: *STAAR EOC = State of Texas Assessments of Academic Readiness End-of-Course*. Exams without a valid score were excluded from the analysis. Approaches+ = Approaches Grade Level or Above, Meets+ = Meets Grade Level or Above. Number of tested students may differ in Meets+ from Approaches+ due to missing data.

What were the academic performances of high school students seeking International Baccalaureate (IB) and Advanced Placement (AP) credits?

Methodology

International Baccalaureate (IB) test information was provided by staff from the Dallas ISD Office Of Transformation and Innovation on December 13, 2021, while Advanced Placement (AP) test information was provided by the Office of Institutional Research on November 16, 2021. To remain consistent with previous CCR reports, the 2020-21 IB data will not include theory of knowledge (TOK) essay and extended essay (EE) results[5].

Results

International Baccalaureate

In 2020-21, Dallas ISD was the home of nine International Baccalaureate (IB) schools serving students grades PK-12. Of the nine IB school, four are elementary schools (PK-5th), three IB schools swerve middle year programs (6th-8th), and two high schools offered diploma programs (11th-12th). Two additional schools were designated IB Candidacy schools. Records showed that a total of 571 IB tests were taken by Dallas ISD students in 2020-21. Of these, 80 percent showed a passing score (*n*=459, Table 20). Given the opening of the IB program at Hillcrest, participation in IB tests increased by 18 percent from 2018-19 to 2020-21 while at the same time the passing rate increased by 12 percentage points.

[5] Of the 197 students who participated in TOK or EE, 193 students earned credit (98%).

Table 20: 2018-19 to 2020-21 Number of International Baccalaureate Tests Taken and Percentage Passed

Campus	2018-19		2019-20		2020-21	
	Tested *N*	Passed %	Tested *N*	Passed %	Tested *N*	Passed %
Hillcrest					118	71.2
Wilson	482	68.0	501	76.0	453	82.8
Overall	482	68.0	501	76.0	571	80.4

Source: Dallas ISD Office Of Transformation and Innovation, 12/13/21.
Note: A passing score on an International Baccalaureate test is between four and seven. Grey box indicates that no students were enrolled.

Advanced Placement

A total of 15,450 AP College Board course tests were taken by Dallas ISD students in 2020-21. Of these, districtwide, 28 percent of tests were passed. Table 21 shows the total number of AP College Board tests taken and percentage passed by campus in the past three years. Overall, the number of AP test taken and passing rate decreased over the past three years by 27 percent and one percentage point, respectively.

Table 21: 2018-19 to 2020-21 Number of Advanced Placement Tests Taken and Percentage Passed

	2018-19		2019-20		2020-21	
Campus	**Tests Taken *N***	**Passed %**	**Tests Taken *N***	**Passed %**	**Tests Taken *N***	**Passed %**
Adams	972	18	886	19	919	15
Adamson	553	15	527	16	612	7
Carter	181	1	93	4	77	0
City Lab	101	7	112	13	219	8
Conrad	318	6	243	7	328	7
Garza	512	47	405	33	423	32
Gilliam	149	33	62	45	32	25
Hillcrest	651	23	538	23	517	13
IDEA	33	30	137	9	58	10
Jefferson	495	17	360	18	325	13
Kimball	332	11	305	8	139	6
Lassiter	81	47	91	54	96	30
Lincoln	300	0	88	0	42	0
Madison	322	0	130	0	246	0
Molina	798	4	332	30	170	28
New Tech	125	2	31	6	22	0
North Dallas	256	11	140	14	153	12
North Lake			84	31	64	11
Obama	276	24	252	27	229	16
Patton	*	*				
Pinkston	399	6	124	15	200	1
Rangel HS	510	42	443	54	470	39
Roosevelt	197	1	9	11	20	5
Samuell	426	6	231	14	311	5
Seagoville	569	20	287	46	184	35
Skyline	1,373	13	906	20	851	10
South Oak Cliff	228	0	77	6	35	6
Spruce	579	7	187	15	209	5
Sunset	937	16	542	23	431	15
Townview Business	777	20	756	19	727	9
Townview Education	529	14	458	19	339	7
Townview Health	905	25	900	27	892	16
Townview Law	800	42	733	42	710	30
Townview SEM	1,871	71	1,951	63	1,620	52
Townview TAG	1,178	86	1,285	81	1,511	73
Washington	1,166	47	951	62	764	51
White	1,174	21	685	28	543	14
Wilmer-Hutchins	123	2	62	6	11	0
Wilson	1,056	48	981	55	951	40
Overall	21,253	29	16,394	37	15,450	28

Source: AP files provided by Office of Institutional Research, 08/30/19 through 11/16/21.
Note: *Data was masked as five or fewer students were tested. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = science and engineering. TAG = Talented and Gifted. AP = Advanced Placement, A passing score on an AP exam is a three or higher. Grey box indicates that no students were enrolled. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering.

How many Dual Credit Courses and Dual Credit Hours did High School Students complete?

Methodology

Dual credit enrollment and completion rates for ECHS students were calculated by merging the end-of-year demographic file dated June 7, 2021 with the dual credit dashboard files dated October 29, 2021.Frequency analyses were conducted to report the number of dual credit courses and dual credit hours high school students earned in 2020-21. In addition, the average number of dual credit hours earned in 2020-21 by students enrolled in the ECHS program is provided by campus and grade level.

Results

In 2020-21, 22 percent (*n*=8,895) of district high school students (*N*=40,052) enrolled in dual credit courses through Dallas College. Of those students who enrolled in dual credit courses, 7,430 students (84%) passed one or more courses for a total of 27,645 courses (79%). Course enrollment for high school students ranged between one and 14 courses with an average of 3.9 courses (Table 22).

Table 22: 2020-21 Dallas ISD Dual Credit Results

	All Dual Credit Students	
	Students	**Courses**
Results	***N***	***N***
Enrolled[1]	8,895	34,990
Incomplete	*	*
Not Reported	*	*
Failed	3,769	7,337
Passed	7,430	27,645
Credit Hours Earned	7,430	85,564

Source: End-of-year demographic file, 06/07/21 (2020-21). Combined 2020-21 (including Summer) Dual Credit Files, 10/07/21.
Note: [1]Students who dropped, withdrew after census date, or failed a class due to no attendance were not included in the count. * Data were masked as five or fewer students belonged to these categories.

The high school with the highest number of students enrolled in dual credit courses was Sunset (*n*=459) followed by Molina (*n*=456) and Hillcrest (*n*=455). Students at Conrad attempted (*n*= 2,214) and passed (*n*= 1,956) the highest number of dual credit courses of all high schools (Table 23).

Table 23: 2020-21 Dual Credit Results for Dallas ISD High School Students

Campus	Students Enrolled[1] *N*	Courses Enrolled *N*	Courses Passed *N*	Courses Passed %	Credit Hours Earned *N*
Adams	358	1,548	1,281	82.8	3,941
Adamson	422	1,691	1,090	64.5	3,390
Carter	215	1,031	724	70.2	2,202
Conrad	433	2,214	1,956	88.3	6,167
Garza	415	1,882	1,716	91.2	5,376
Gilliam	322	1,621	1,401	86.4	4,268
Hillcrest	455	1,583	1,285	81.2	4,070
IDEA	51	112	86	76.8	291
Jefferson	373	1,408	1,041	73.9	3,269
Kimball	196	741	460	62.1	1,560
Lassiter	266	1,452	1,312	90.4	4,242
Lincoln	237	1,142	793	69.4	2,346
Madison	146	646	271	42.0	834
Molina	456	2,188	1,773	81.0	5,258
New Tech	54	175	111	63.4	391
North Dallas	295	1,206	725	60.1	2,314
North Lake EC	133	604	558	92.4	1,441
Obama	12	17	16	94.1	51
Pinkston	256	1,157	691	59.7	2,180
Rangel	118	231	214	92.6	691
Roosevelt	184	696	461	66.2	1,433
Samuell	235	1,240	1,065	85.9	3,439
Seagoville HS	303	1,482	1,214	81.9	3,834
Skyline	336	819	680	83.0	1,969
South Oak Cliff	244	706	471	66.7	1,667
Spruce	177	669	551	82.4	1,881
Sunset	459	1,853	1,421	76.7	4,194
Townview Business	298	591	541	91.5	2,000
Townview Education	99	242	205	84.7	653
Townview Health	361	701	669	95.4	1,567
Townview Law	38	66	66	100.0	199
Townview SEM	11	19	19	100.0	64
Townview TAG	15	25	23	92.0	69
Washington	228	496	471	95.0	1,453
White	370	1,398	1,274	91.1	3,807
Wilmer-Hutchins HS	298	1,301	971	74.6	2,933
Wilson	26	46	39	84.8	120
Grand Total	8,895	34,999	27,645	79.0	85,564

Source: End-of-year demographic file, 06/07/21 (2020-21). Combined 2020-21 (including Summer) Dual Credit Files, 10/07/21.
Note: [1]Students who dropped, withdrew after census date, or failed a class due to no attendance were not included in count. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted.

In 2020-21, Dallas ISD high school students completed on average 11.5 dual credit hours across all grade levels. The average dual credit hours completed by campus ranged from 4.5 hours (Townview Health) to 16.7 hours (Samuell, Table 24).

Table 24: 2020-21 Average Number of Dual Credit Hours Completed by Dallas ISD High School Students

	Grade Level				
Campus	9 $\bar{x}$	10 $\bar{x}$	11 $\bar{x}$	12 $\bar{x}$	All Grades $\bar{x}$
Adams	3.0	8.4	20.4	24.0	13.7
Adamson	3.0	5.2	16.2	18.3	10.4
Carter	3.3	7.0	17.6	24.6	13.5
Conrad	2.1	13.3	23.8	19.9	15.7
Garza	4.6	15.7	21.3	9.8	13.5
Gilliam	3.0	7.5	19.3	22.6	14.6
Hillcrest	2.6	8.8	15.9	15.3	10.6
IDEA		7.1	6.4	7.3	6.9
Jefferson	4.6	8.9	16.5	14.9	11.8
Kimball		11.6	10.6	12.9	11.7
Lassiter	9.9	15.2	24.5	17.5	16.5
Lincoln	1.9	5.8	17.2	23.4	13.8
Madison	3.9	5.8	6.8	13.9	9.0
Molina	2.1	5.7	17.9	17.5	13.1
New Tech		7.0	8.7	12.5	10.6
North Dallas	5.2	6.2	13.2	27.3	12.6
North Lake EC	6.8	14.8			10.9
Obama	3.0	8.7	3.0	4.0	4.6
Pinkston	3.0	6.6	13.5	19.2	12.2
Rangel	8.3	5.0	4.2	7.4	6.1
Roosevelt	3.0	6.6	10.6	19.0	10.2
Samuell	3.0	5.4	24.4	21.5	16.7
Seagoville HS	3.2	9.6	18.2	20.4	13.8
Skyline	3.2	8.6	6.0	8.4	6.8
South Oak Cliff	4.0	4.7	11.8	16.9	9.3
Spruce	3.6	7.6	13.9	21.9	13.3
Sunset	2.4	7.3	21.5	21.4	11.9
Townview Business	7.9	6.1	9.6	7.3	7.4
Townview Education	3.0	3.8	5.0	10.5	8.4
Townview Health	2.0	4.1	6.7	5.6	4.5
Townview Law			5.3	5.2	5.2
Townview SEM	4.3	7.7	5.6		5.8
Townview TAG	3.8	5.6	3.0		4.6
Washington	4.8	5.0	7.3	6.4	6.5
White	2.9	6.8	18.2	20.9	11.5
Wilmer-Hutchins HS	5.2	7.9	16.6	20.7	12.3
Wilson		6.0	6.9	5.0	6.0
Grand Total	4.0	8.3	15.6	16.9	11.5

Source: End-of-year demographic file, 06/07/21 (2020-21). Combined 2020-21 (including Summer) Dual Credit Files, 10/07/21.
Note: $\bar{x}$ = average number. A grey box indicates that no students took dual credit courses. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted.

How many students enrolled in OnRamps Dual Enrollment courses?

Methodology

OnRamps enrollment and completion files were provided by the OnRamps coordinator on November 15, 2021 and merged with the end-of-year demographic file dated June 7, 2021. Frequency analyses were conducted to report the number of OnRamps courses high school students completed in 2020-21.

Results

OnRamps is a unique dual enrollment model bringing the college experience to the high school classroom. Students will be enrolled in both the high school course and an online college course through University of Texas at Austin. All OnRamps courses can be applied to the Texas Core Curriculum and are guaranteed to transfer to any public institution in Texas. At Dallas ISD, OnRamps was first implemented in 2018-19 at seven Dallas ISD high schools and coordinated by a program coordinator within Dallas ISD's Postsecondary Partnerships and Programs department. In 2020-21, 299 high school students enrolled in 634 OnRamps courses across ten high schools (Table 25). Overall, OnRamps participation increased over the 2019-20 school year in which 251 high school students enrolled in 473 OnRamps courses. On average, students enrolled in 2.1 courses (range 1-5 courses) during the school year. Overall, 29 percent of courses were passed[6] by 34 percent of students who enrolled in OnRamps courses (down from 50% and 49% respectively in 2019-20).

Table 25: 2020-21 OnRamps Course Enrollment

	Student Enrollment	Course Enrollment	Courses Passed and Credit Accepted	
Campus	***N***	***n***	***n***	**%**
Adamson	50	85	43	50.6
CityLab	23	64	15	23.4
Conrad	24	42	7	16.7
IDEA	42	80	8	10.0
Jefferson	64	167	47	28.1
Samuell	18	46	6	13.0
Seagoville	1	1		0.0
Spruce	17	28	10	35.7
Sunset	43	91	37	40.7
Wilmer-Hutchins	17	30	11	36.7
Overall	299	634	184	29.0

Source: End-of-year demographic file, 06/07/21. OnRamps enrollment files, 11/15/21.
Note: Student who left Dallas ISD and withdrew from OnRamps were not included in the analysis.

Of the 2021 Dallas ISD graduates, 12 students enrolled during their senior year in one to four OnRamps courses. Of those, eight students (53%) earned college credit for one or more courses. Students who earned college credit graduated from two schools: Jefferson (*n*=3) and Sunset (*n*=5). Overall, fewer seniors enrolled in OnRamps courses in 2020-21 than in 2019-20, which saw an enrollment of 45 students and 15 students earning college credit for one or more courses (Lorenz, 2021).

[6] Students are counted as fulfilling this CCMR indicator only if they pass courses AND accept the college credits they've earned.

How many credentials were earned by CTE high school students?

Methodology

CTE students had the opportunity to earn industry-based certifications and educational certificates in their career pathways. CTE department staff provided on October 20, 2021 a comprehensive list of all attempted and earned industry-based certifications while the Postsecondary Success department staff provided a cumulative record of educational Level I or Level II certificates attained by grade 11 and 12 students on October 25, 2021. Industry-based certifications were reported to the CTE department by district teachers while Level I and Level II certificates were reported by the Dallas College. The number of certifications earned were compared overall and by school.

Results

Overall, 3,866 Dallas ISD CTE students earned 4,921 credentials in 2020-21 (Table 26), including 4,454 industry-based certifications and 467 educational certificates. This is an increase of 715 certificates from 2019-20 (4,206 credentials). Compared to 2019-20, the number of industry-based certifications increased by 1,122, while the number of educational certificates decreased by 408. The campus with the highest number of CTE students who completed one or more credentials was Skyline (*n*=757), followed by Conrad (*n*=229). Overall, students at Skyline earned the highest number of credentials (943), followed by Seagoville (386) and Townview Business (337).

Certifications identified by TEA for the A to F accountability system accounted for 38 percent (*n*=1,684) of all industry certifications earned; an increase of 118 percent from 2019-20 (*n*=770, 23%). CTE Completers earned the greatest number of educational certificates (*n*=366) and completed industry-based certifications at the highest percentage of all CTE groups (all certifications, 80%; A-F certifications, 70%). However, CTE Concentrators earned the greatest number of industry-based certifications (*n*=1,565, 35%) and A-F certifications (*n*=757, 45%).

Table 26: 2020-21 CTE Credentials Earned by Campus

	Industry-Based Certification						Educational Certificates	All Credentials
	All Certifications			Certifications in A-F				
Campus	***N***	***n***	**%**	***N***	***n***	**%**	***N***	***N***
Skyline	1,364	940	68.9	309	166	53.7	3	943
Conrad	475	380	80.0	216	157	72.7	6	386
Townview Business	263	253	96.2	231	221	95.7	84	337
Kimball	301	246	81.7	148	95	64.2	3	249
Molina	282	198	70.2	93	88	94.6	32	230
Adams	355	220	62.0	243	118	48.6		220
White	513	219	42.7	204	66	32.4		219
Wilson	457	215	47.0	372	138	37.1		215
Seagoville	174	121	69.5	48	38	79.2	85	206
Jefferson	162	144	88.9	35	30	85.7	20	164
Wilmer-Hutchins	226	133	58.8	83	81	97.6	21	154
Sunset	210	141	67.1	124	63	50.8		141
Townview Health	195	139	71.3	94	50	53.2		139
Hillcrest	169	130	76.9	73	45	61.6	2	132
Spruce	110	85	77.3	34	16	47.1	47	132
Adamson	194	106	54.6	95	23	24.2	20	126
Townview Education	158	125	79.1	37	20	54.1		125
Rangel	207	117	56.5	145	61	42.1		117
North Dallas	251	114	45.4	180	50	27.8	2	116
Madison	113	78	69.0	32			28	106
Pinkston	50	40	80.0	26	16	61.5	55	95
South Oak Cliff	94	68	72.3	39	17	43.6	19	87
Townview SEM	77	77	100.0	77	77	100.0		77
Roosevelt	52	29	55.8	10	4	40.0	28	57
IDEA	44	28	63.6	26	10	38.5	9	37
Lincoln	50	33	66.0	16	4	25.0		33
Carter	30	29	96.7	7	7	100.0	3	32
Samuell	30	30	100.0	23	23	100.0		30
CityLab	16	16	100.0					16
Overall								
CTE Participant	839	452	53.9	344	123	35.8		452
CTE Explorer	1,455	914	62.8	509	244	47.9	7	921
CTE Concentrator	2,424	1,565	64.6	1,363	757	55.5	94	1,659
CTE Completer	1,904	1,523	80.0	804	560	69.7	366	1,889
Overall	6,622	4,454	67.3	3,020	1,684	55.8	467	4,921

Source: End-of-year demographic file, 06/07/21. Industry-based certification data, 10/20/21. Educational Certificate data, 10/25/21.
Note: *N*=Courses attempted, *n*=courses passed. SEM= Science and Engineering. IDEA = Innovation, Design and Entrepreneurship Academy. Grey area=no credentials earned.

How many ECHS graduates earned an associate degree?

Methodology

ECHS students had the opportunity to earn an associate degree by the time of their high school graduation. The Postsecondary Success department provided associate degree data (October 25, 2021) and cumulative number of dual credit hours (October 29, 2021) for graduating grade 12 ECHS students. These files were merged with the June 7, 2021 end-of-year demographic file and the 2020-21 graduation file (August 26, 2021). Frequency analyses were conducted to report the percentage of graduates who earned an associate degree or 60 and more dual credit hours by campus and by associate degree plan.

Results

Of the 909 students who earned associate degrees in 2020-21, 70 percent (*n*=632) were awarded to P-Tech students and 30 percent (*n*=277) to traditional ECHS students. Overall, 64 percent of all ECHS graduates earned an associate degree, including 79 percent of traditional ECHS graduates and 59 percent of PTECH graduates (Table 27).

Table 27: 2020-21 Number of Associate Degrees Awarded

	Grade 12 Students			Associate Degrees Awarded	
	Enrolled	Graduated		Fall 20 – Summer 21	
Campus	***N***	***n***	**%**	***N***	**%**
		Traditional ECHS			
Garza	98	98	100.0	81	82.7
Gilliam	92	92	100.0	56	60.9
Lassiter	63	63	100.0	63	100.0
Samuell	60	59	98.3	49	83.1
Spruce	43	38	88.4	28	73.7
		P-TECH			
Adams, B	51	51	100.0	35	68.6
Adamson	84	83	98.8	34	41.0
Carter	30	30	100.0	15	50.0
Conrad	99	99	100.0	92	92.9
Hillcrest	69	69	100.0	41	59.4
Jefferson	84	84	100.0	36	42.9
Kimball	80	77	96.3	12	15.6
Lincoln	54	54	100.0	43	79.6
Madison	41	41	100.0	10	24.4
Molina	88	88	100.0	67	76.1
North Dallas	34	32	94.1	18	56.3
Pinkston	64	63	98.4	26	41.3
Roosevelt	28	28	100.0	14	50.0
Seagoville HS	62	62	100.0	45	72.6
South Oak Cliff	31	31	100.0	13	41.9
Sunset	74	73	98.6	51	69.9
White	58	56	96.6	40	71.4
Wilmer-Hutchins HS	53	53	100.0	40	75.5
Traditional ECHS Total	356	350	98.3	277	79.1
P-TECH Total	1,084	1,074	99.1	632	58.8
ECHS Total	1,440	1,424	98.9	909	63.8

Source: End-of-year demographic file 06/07/21. Graduation file, 08/26/21. Associate Degree files, 10/25//21.
Note: In addition, two comprehensive high school students earned an associate degree in 2020-21.

The number of associate degrees awarded increased from 246 associate degrees in 2018-19 to 909 associate degrees in 2020-21 (Table 28). At the same time, the percentage of graduates who were awarded an associate degree decreased from 71 percent to 64 percent. The number of associate degrees awarded to traditional ECHS students increased by 8 percentage points from 2018-19 (71%) to 2020-21 (79%).

Table 28: 2018-19 to 2020-21 Number of Associate Degrees Awarded to ECHS Students by Campus

	2018-19			2019-20			2020-21		
	Graduated	Awarded		Graduated	Awarded		Graduated	Awarded	
Campus	***N***	***n***	**%**	***N***	**n**	**%**	***N***	**n**	**%**
				Traditional ECHS					
Garza	107	78	72.9	108	97	89.8	98	81	82.7
Gilliam	79	47	59.5	69	34	49.3	92	56	60.9
Lassiter	51	47	92.2	51	51	100.0	63	63	100.0
North Lake CA									
Samuell	62	52	83.9	67	61	91.0	59	49	83.1
Skyline CA									
Spruce	48	22	45.8	45	32	71.1	38	28	73.7
				P-TECH					
Adams, B							51	35	68.6
Adamson							83	34	41.0
Carter				56	32	57.1	30	15	50.0
Conrad				88	81	92.0	99	92	92.9
Hillcrest							69	41	59.4
Jefferson				61	19	31.1	84	36	42.9
Kimball							77	12	15.6
Lincoln							54	43	79.6
Madison				33	25	75.8	41	10	24.4
Molina							88	67	76.1
North Dallas							32	18	56.3
Pinkston				86	63	73.3	63	26	41.3
Roosevelt				52	39	75.0	28	14	50.0
Seagoville				72	53	73.6	62	45	72.6
South Oak Cliff				81	36	44.4	31	13	41.9
Sunset							73	51	69.9
White							56	40	71.4
Wilmer-Hutchins							53	40	75.5
Traditional ECHS Total	347	246	70.9	340	275	80.9	350	277	79.1
P-TECH Total				529	348	65.8	1,074	632	58.8
ECHS Total	347	246	70.9	869	623	71.7	1,424	909	63.8

Source: End-of-year demographic files dated 06/07/21. Graduation file, 08/26/21. Associate Degree files, 10/25//21. Associate degree data for 2018-20 data were taken Lorenz (2020).
Note: A grey box indicates that no students were enrolled.

In 2020-21, more Associate of Science degrees were awarded to ECHS students (*n*=463, 51%) than Associate of Applied Science (*n*=292, 32%), Associate of Arts (*n*=109, 12%), or Associates of Arts in Teaching (*n*=45, 5%) degrees (Table 29).

Table 29: 2020-21 Associate Degrees Awarded to ECHS Students by Degree Plan

Degree	N	%
Associate of Science	463	50.9
Associate of Applied Science	292	32.1
Associate of Arts	109	12.0
Associates of Arts in Teaching	45	5.0
All Degrees	909	100.0

Source: ECHS program degree file, 10/25/21.

Of the ECHS students who met the goal of either earning an associate degree or 60 dual credit hours, 90 percent (*n*=909) met the goal by earning an associate degree while 10 percent (*n*=104) met the goal by earning 60 or more dual credit hours (Table 30). Seventy-one percent (*n*=720) of the students who met the goal were P-Tech students, while 29 percent (*n*=293) were traditional ECHS students. Overall, 84 percent (*n*=293) of traditional ECHS graduates and 67 percent (*n*=720) of P-TECH graduates earned and associate degree or 60 dual credit hours.

Table 30: 2020-21 Number and Percentage of ECHS Graduates Who Met ECHS Graduation Goal

	Grade 12 Students			Associate Degrees	Dual Credits*	Met Goal	
	Enrolled	Graduated		Fall 20 – Summer 21	60 + Credits	Overall	
Campus	*N*	*n*	%	*n*	*n*	*n*	%
			Traditional ECHS				
Garza	98	98	100.0	81	1	82	83.7
Gilliam	92	92	100.0	56	10	66	71.7
Lassiter	63	63	100.0	63		63	100.0
Samuell	60	59	98.3	49	3	52	88.1
Spruce	43	38	88.4	28	2	30	78.9
			P-TECH				
Adams	51	51	100.0	35	8	43	84.3
Adamson	84	83	98.8	34	13	47	56.6
Carter	30	30	100.0	15	3	18	60.0
Conrad	99	99	100.0	92	3	95	96.0
Hillcrest	69	69	100.0	41	6	47	68.1
Jefferson	84	84	100.0	36	1	37	44.0
Kimball	80	77	96.3	12	4	16	20.8
Lincoln	54	54	100.0	43	3	46	85.2
Madison	41	41	100.0	10	5	15	36.6
Molina	88	88	100.0	67	3	70	79.5
North Dallas	34	32	94.1	18	12	30	93.8
Pinkston	64	63	98.4	26	9	35	55.6
Roosevelt	28	28	100.0	14	2	16	57.1
Seagoville HS	62	62	100.0	45	1	46	74.2
South Oak Cliff	31	31	100.0	13	2	15	48.4
Sunset	74	73	98.6	51	1	52	71.2
White	58	56	96.6	40	7	47	83.9
Wilmer-Hutchins HS	53	53	100.0	40	5	45	84.9
Traditional ECHS Total	356	350	98.3	277	16	293	83.7
P-TECH Total	1,084	1,074	99.1	632	88	720	67.0
ECHS Total	1,440	1,424	98.9	909	104	1,013	71.1

Source: End-of-year demographic file 06/07/21. Graduation file, 08/26/21. Associate Degree files, 10/25//21. Cumulative dual credit hours from 2017-2021, 10/29/21 were taken from Dual Credit Dashboard.
Note: *Only students who did not earn an associate degree were listed. In addition, three comprehensive high school students either earned an associate degree (*n*=2) or earned 60+ dual credit hours (*n*=1).

What were the college enrollment rates for Dallas ISD graduates?

Methodology

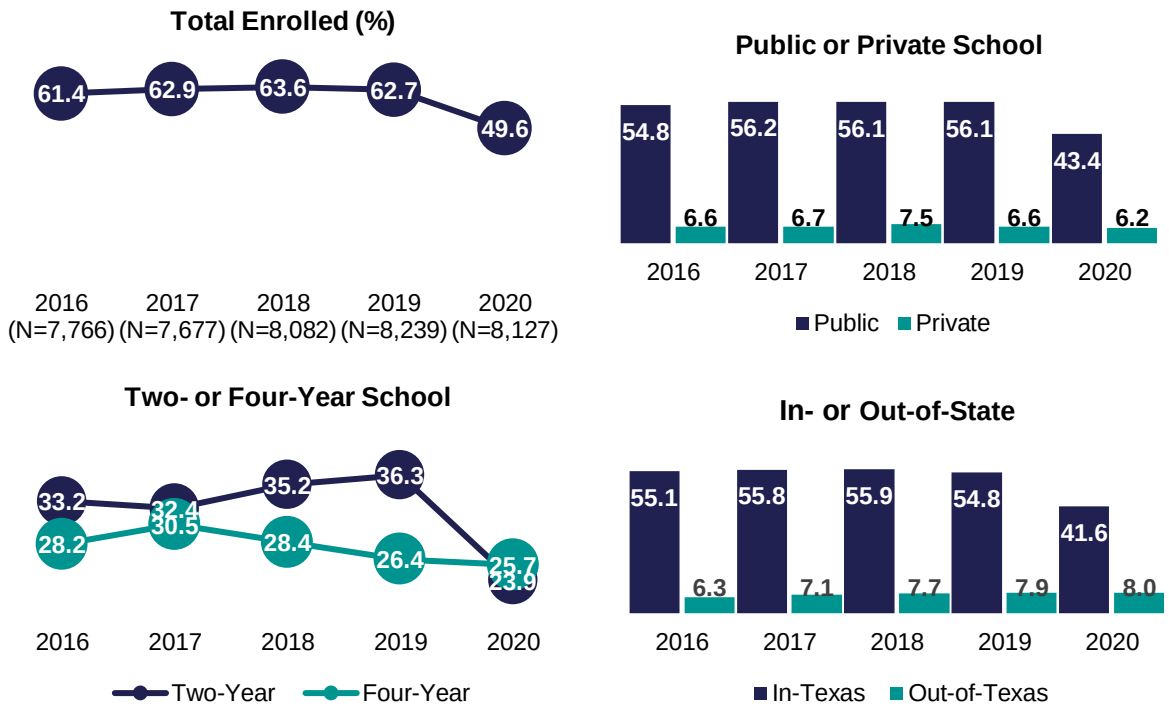
The District National Student Clearinghouse (NSC) data file dated August 21, 2021 was reviewed to determine the percentage of Dallas ISD students who enrolled in college any time during the first two years following high school graduation in 2016 to 2020. Please note that data may differ from past reports

as NSC date file is updated within the two-year time frame; this pertains especially to students who graduated 2017 and thereafter.

Results

NSC reported that 8,127 students graduated from a Dallas ISD high school in 2020. Overall, 50 percent of graduates (*n*= 4,032) enrolled in either a two- or four-year college within two years of graduating. NSC updated college enrollment numbers for the 2019 graduating class from 64 percent (Lorenz, 2021) to 63 percent (NSC, August 21, 2021). Twenty-four percent of 2020 graduates enrolled in a two-year college (*n*=1,941), and 26 percent enrolled in a four-year university (*n*= 2,091). Moreover, most graduates enrolled in an in-state program (*n*= 3,382, 42%). Figure 3 shows enrollment findings for the district's graduated classes of 2016 through 2020 by type and location of higher education institution, for students who enrolled any time during the first two years following high school graduation.

Figure 3: 2016 to 2020 Dallas ISD Graduates' National Student Clearinghouse Enrollment Statistics

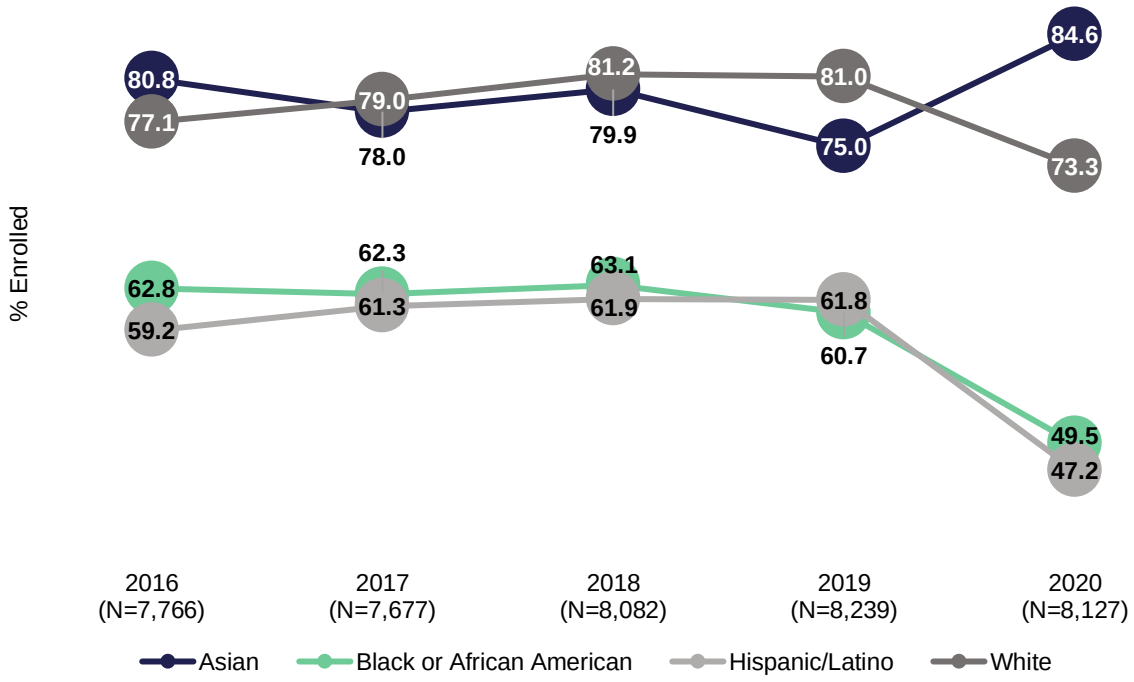


Source: District National Student Clearinghouse data file dated 08/21/21.
Note: *N* = number or count. Numbers in figures above represent the percentages students who enrolled any time during the first two years following high school graduation.

Figure 4 illustrates the college enrollment rate (enrollment within two years of high school graduation into two- or four-year degree programs) for district graduates by race or ethnicity for the classes of 2016 through 2020. College enrollment percentages for the four largest racial and ethnic groups of 2020 graduates were 84.6 percent Asian (*N*=78), 49.5 percent African American (*N*=1,672), 47.2 percent Hispanic (*N*=5,822), and 73.3 percent White (*N*=404) enrolled in a college any time within two-years of

graduation. Although, rates of college enrollment have varied, they declined across three out of the four largest racial/ethnic groups for the class of 2020 compared to the class of 2019 (Figure 4).

Figure 4: 2016 to 2020 Dallas ISD Graduates' College Enrollment Within Two Years by Race/Ethnicity



Source: Dallas ISD National Student Clearinghouse data file dated 08/21/21.
Note: N = number (class size). Not all race/ethnicity groups displayed.

NSC reported the top 25 colleges or universities at which Dallas ISD graduates enrolled immediately following graduation from high school (Table 31). Seven out the top 25 colleges (28%) were campuses associated with Dallas College. Among the listed top 25 colleges, 23 colleges were public (92%) and all colleges were in Texas.

Table 31: Top 25 Colleges for Enrollment, Dallas ISD

College	State	2- or 4-Year	Domain	*N*
Dallas College	TX	2-year	Public	4,536
Eastfield College - Dallas College	TX	2-year	Public	3,505
Mountain View College - Dallas College	TX	2-year	Public	3,356
Brookhaven College - Dallas College	TX	2-year	Public	1,675
University Of North Texas	TX	4-year	Public	1,535
Richland College - Dallas College	TX	2-year	Public	1,385
University Of Texas Arlington	TX	4-year	Public	1,231
Texas Woman's University	TX	4-year	Public	1,047
University Of North Texas At Dallas	TX	4-year	Public	959
Texas A&M University	TX	4-year	Public	837
University Of Texas At Dallas	TX	4-year	Public	833
University Of Texas At Austin	TX	4-year	Public	772
Texas A&M University - Commerce	TX	4-year	Public	758
Cedar Valley College - Dallas College	TX	2-year	Public	745
Prairie View A&M University	TX	4-year	Public	569
Texas Southern University	TX	4-year	Public	531
Texas State University - San Marcos	TX	4-year	Public	335
Texas Tech University, Lubbock	TX	4-year	Public	326
Sam Houston State University	TX	4-year	Public	282
Stephen F. Austin State University	TX	4-year	Public	243
Navarro College	TX	2-year	Public	237
Tyler Junior College	TX	2-year	Public	227
North Lake College - Dallas College	TX	2-year	Public	213
Texas College	TX	4-year	Private	191
Southern Methodist University	TX	4-year	Private	181

Source: Dallas ISD National Student Clearinghouse data file dated 08/21/21.
Note: N=Most Common Institutions of enrollment in the Fall immediately following graduation from high school for all classes. TX = Texas.

How many students enlisted in the U.S. Military?

Methodology & Results

Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

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APPENDICES

Appendix A: 2020-21 Evaluation of College Access Program

2020-21 DALLAS INDEPENDENT SCHOOL DISTRICT

Evaluation of the College Access Program

EXECUTIVE SUMMARY

The College Access Program (CAP) was created in 2010 by Dallas Independent School District (ISD) to increase student college applications, scholarship applications, participation in college entrance exams, and parental involvement in the college admissions and financial aid processes. The program has been managed by a college access coordinator within the Dallas ISD Postsecondary Partnerships and Programs department. The four CAP vendors selected for the 2020-21 school year were Academic Success Program (ASP), Education is Freedom (EIF), Southern Methodist University (SMU), and The Princeton Review (TPR). In 2020-21, the CAP program served 36 high school campuses. CAP vendors provided supplemental assistance to students and parents. This assistance included: 1) completing college applications; 2) completing financial aid applications; 3) registering and preparing for the *SAT*, *ACT*, and *TSIA* tests; 4) completing college and scholarship application essays; 5) completing Dallas County Promise Pledges; and 6) attending college fairs. CAP received $2,350,000 through Title IV funds in 2020-21 and 2019-20. This was an increase from 2,325,000 in 2018-19 when funded through Title I.

On March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following spring break (March 16 – 20) until the end of the 2020-21 school year. To help district students and families access the internet during at-home learning, the Dallas ISD launched "Operation Connectivity" in May 2020, which provided 23,000 hotspots to families by October 2020. In 2020-21, Dallas ISD delayed the start of the 2020-21 school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks. The district also modified the school calendar from a six-week schedule to a nine-week schedule. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose whether their children participated in in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities. The district also continued to implement the Center for Disease Control (CDC) as well as state and local COVID safety protocols.

During the 2020-21 school year, the CAP program continued to provide services to students in-person or virtually. CAP vendors provided services to those students who opted for virtual learning through one-on-one virtual meetings, virtual workshops, and virtual student advisement meetings. However, CAP vendors had difficulty reaching the CAP students, holding workshops, and conducting classroom visits due to the pandemic.

PURPOSE AND METHOD

The purpose of this evaluation was to examine the effectiveness of the CAP program based on the outlined program goals. This evaluation examined: 1) characteristics of students who participated in the CAP program, 2) the extent to which CAP vendors met outlined program goals, 3) the extent to which the CAP participation changed from 2018-19 to 2020-21, and 4) the relationship between CAP participation and college enrollment for 2017-18 through 2019-20 seniors.

Data on sources of program funding and budget, number of CAP students, number of CAP schools served, Texas Application for State Financial Aid (TASFA), and CAP staff meetings with counselors were obtained from program staff. College application information was obtained from program staff and the ApplyTexas website. Free Application for Federal Student Aid (FAFSA) was obtained from Department of Education website. Dallas County Promise Pledge information was obtained from a website shared between Dallas ISD and the Dallas County Community College District. CAP student characteristics and *SAT/ACT/TSIA* results were obtained from district data files. 2019-20 senior college enrollment information was obtained from the National Student Clearinghouse (NSC) data file. Frequency and crosstab analyses were computed.

EVALUATION QUESTIONS/OUTCOMES

What were the characteristics of the students served in 2020-21?

During the 2020-21 school year, 10,659 students in grades nine through 12 utilized the CAP vendor services. However, 638 students were missing in the district demographic file dated 06/14/21, leaving 10,021 students in the file for analyses. Since the CAP program focused on supporting senior students, most participants were enrolled in grade 12 (65.8%; 54% in 2018-19 and 60% in 2019-20). The majority of students were Hispanic (71.7%) followed by African American (21.3%). There was a slightly higher percentage of CAP female students than districtwide high

school female students (53.4% vs. 50.6%) and a slightly lower percentage of CAP at risk students than districtwide high school students (53.3% vs. 62.9%).The percentage of economically disadvantaged CAP students was about the same as the district overall (81.3% vs. 81.4%, respectively) (Table 1).

Table 1: 2020-21 CAP Student Characteristics

	CAP Enrollment		District HS Enrollment	
	n	%	*n*	%
Grade				
Grade 9	335	3.3	11,103	28.2
Grade 10	1,182	11.8	10,662	27.1
Grade 11	1,909	19.0	9,014	22.9
Grade 12	6,595	65.8	8,534	21.7
Gender				
Male	4,670	46.6	19,405	49.4
Female	5,351	53.4	19,908	50.6
Ethnicity				
Asian	131	1.3	395	1.0
African American	2,136	21.3	7,894	20.1
Hispanic	7,185	71.7	28,378	72.2
White	365	3.6	1,783	4.5
Other	204	2.0	863	2.2
Student Groups				
Eco.Dis.	8,145	81.3	32,012	81.4
At Risk	5,338	53.3	24,729	62.9

Source: CAP data provided by program manager 07/20/21. District demographic data file 06/14/21.
Note: *N*=10,021 excludes 638 students who were not found in the district demo file dated 06/14/21. Percentages may not add to 100 due to rounding.

The percentages of Hispanic (71% each in 2018-19 and 2019-20) and African American (23% in 2018-19 and 22% in 2019-20) as well as female (53% each in 2018-19 and 2019-20) CAP students remained relatively unchanged during the last three years. The percentage of economically disadvantaged students decreased from 78 percent in 2018-19 to 77 percent in 2019-20, and increased to 81.3 percent in 2020-21, while percentage of at-risk students increased from 50 percent in 2018-19 to 70 percent in 2019-20 and decreased to 53.3 percent in 2020-21.

To what extent did CAP vendors meet 2020-21 program goals?

College Application

The program goal of 97 percent of participants submitting a college application was not met. Overall, 84 percent of 2020-21 seniors completed at least one college application (95% in 2018-19 and 92% in 2019-20). College application rates by campus ranged between 52 percent and 100 percent. Three of the seven (43%) campuses served by ASP, five of the 26 (19%) campuses served by EIF, none of the campus served either by SMU or TPR met this CAP goal.

Seniors' self-reported data indicated 51,251 college applications were submitted during the 2020-21 school year. Of those, 19,500 applications (38%) were accepted by colleges or universities. ASP reported the highest percentage of acceptances (44%), followed by SMU (35%), TPR (30%), and EIF (26%).

Financial Assistance

Overall, 2020-21 seniors did not meet the program goal of 69 percent completing a FAFSA. It is worth mentioning that during the previous years, the CAP reports included the combined completion rate of FAFSA and TASFA. During the 2020-21 school year, the FAFSA completion rate has become the district goal; thus, the FAFSA completion rate was reported separately from TASFA in this report. The FAFSA completion percentage ranged between 36 percent and 98 percent. Four of the seven (57%) campuses served by ASP, 10 of the 26 (38%) campuses served by EIF, one of the two (50%) campuses served by SMU, and the one (100%) campus served by TPR met the CAP goal of 69 percent of seniors completing an application.

The overall combined completion rate of FAFSA and TASFA increased from 69 percent in 2018-19 to 70 percent in 2019-20 (Lorenz, 2019, Zhang, 2020) and decreased to 67 percent in 2020-21. By campus, in 2020-21, Rangel had the highest percentage of seniors completing FAFSA and TASFA application (100%), followed by Garza (94%), Townview: SEM (91%) and Smith New Tech (91%).

The percentage of all seniors assisted by a CAP vendor who self-reported that they were offered at least one scholarship decreased from 19 percent in 2018-19 to 10 percent in 2019-20 and to eight percent in 2020-21. When reviewed by campus, in 2020-21, Townview: TAG reported the highest percent of seniors with a scholarship (61%), followed by Townview: Pub Svc. (56%), Townview: SEM (46%) and Townview: Health (42%).[1]

SAT/ACT/TSIA

The program goal of 95 percent of 2020-21 seniors taking the *SAT, ACT or TSIA* was not met. Overall, 90 percent of 2020-21 seniors took either the *SAT, ACT or TSIA*. Four of the seven (57%) campuses served by ASP, nine of the 26 (35%) campuses served by EIF, one of the two (50%) campuses served by SMU, and the one (100%) campus served by TPR met this CAP goal. The percentage of seniors taking one of the above-mentioned assessments remained largely stable over the past three years, with 93 percent each in 2018-19 (Lorenz, 2019) and 2019-20 (Zhang, 2020).

[1] Since this is self-reported data, results should be viewed with caution.

Dallas County Promise Pledges

The CAP goal was that 98 percent of seniors should complete the Dallas County's Promise Pledge. Overall, 89 percent of CAP students completed the Dallas County Promise Pledge. Nine of 31 (29%) participating campuses met the program goal. In 2019-20 school year, 99 percent of CAP students completed their Dallas County Promise Pledges, and 29 of 31 (94%) participating campuses met the program goal of 95 percent. 2020-21 was the second year to report Dallas County's Promise Pledge completion.

CAP Staff Meetings with Counselors

The program goal of CAP staff meeting with counselors at least three times was met. The CAP staff visited 30 campuses from September 2020 through June 2021. Meetings covered a range of topics, such as college placement exam updates, college readiness goals, graduation requirements, financial aid information, and college registration with Dallas County Community College District (DCCCD). The 2020-21 school year was the second year to report CAP staff meetings with campus counselors.

To what extent did CAP participation change from 2017-18 to 2020-21 school years?

The total number of students served by CAP vendors decreased from 14,428 in 2018-19 to 10,659 in 2020-21 (Table 2).

Table 2: 2018-19 through 2020-21 Students Served by CAP Vendor

	2018-19		2019-20		2020-21	
	n	%	*n*	%	*n*	%
ASP	4,007	28	2,418	18	872	8
EIF	9,243	64	10,080	76	9,153	86
SMU	1,178	8	792	6	559	5
TPR*					75	1
Total	**14,428**	**100**	**13,290**	**100**	**10,659**	**100**

Source: 2018-19 and 2019-20 CAP information taken from Lorenz (2019) and Zhang (2020). 2020-21 CAP participation data on 07/20/21.
Note: *N*=10,659 includes 638 students not found in the district demographic file dated 06/14/21. *2020-21 was the first year TPR provided service to Dallas ISD students.

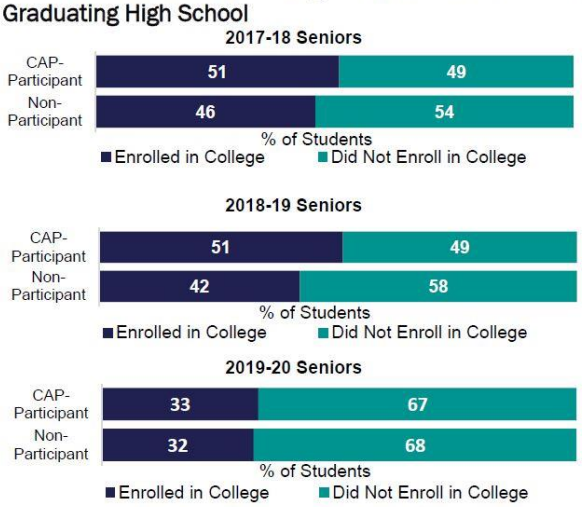
On average, students receiving CAP services were served 3.8 times by CAP vendors in 2020-21. The average number of times students were served by vendor ranged from 2.9 (TPR) to 4.3 (SMU). It is worth pointing out that the average for each of the previous years was 4.7, which is a decrease of almost a whole point. During the 2020-21 school year, students visited CAP vendors most commonly once (36%), followed by five to nine times (19%). In past years, Lorenz (2019) and Zhang (2020) reported that most students visited CAP vendors once (2018-19, 37%) and twice or five to nine times (2018-19, 17%) and students visited CAP vendors most commonly once (2019-20, 34%), followed by five to nine times (2019-20, 20%).

What was the relationship between CAP participation and college enrollment for 2017-18, 2018-19 and 2019-20 seniors?

The number of Dallas ISD seniors who participated in CAP program has decreased slightly from 7,475 in 2017-18 to 7,081 in 2019-20. While the number of participants varied slightly from year to year, the percentage of seniors who participated in the program has remained stable (88%, 89%, and 88%) over the same timeframe.

The 2020-21 National Student Clearinghouse data file contained college enrollment information for 98 percent (*N*=8,127) of the 2019-20 Dallas ISD graduates, 33 percent of the CAP participants, and 32 percent of the non-participants who enrolled in college within one year of graduation[2]. College enrollment remained stable from 2017-18 to 2018-19 (51%, respectively) and decreased by 18 percentage points for CAP participants and by 14 percentage points for non-participants. (Figure 1).

Figure 1: 2017-18 through 2019-20 Percentages of Students Enrolled in College within One Year of Graduating High School



Source: CAP participation data file 07/15/20, district demographic data file 05/29/20, and National Student Clearinghouse data file 06/15/21. Prior year information was taken from Lorenz (2019) and Zhang (2020).
Note: *N* =7,285 CAP participants in 2017-18. *N*=730 non-participants in 2017-18. *N*= 7,298 CAP participants in 2018-19. *N* =867 non-participants in 2018-19. *N*= 7,081 CAP participants in 2019-20. *N* =960 non-participants in 2019-20.

[2] A 2013-14 report on postsecondary outcomes indicated that Dallas ISD graduates sometimes delayed enrollment in college by one or two years. If the National Student Clearinghouse data for this report were analyzed in future years, enrollment numbers between CAP participants and non-participants might be different. This report can be found at http://www.dallasisd.org/cms/lib/TX01001475/Centricity/Domain/98/Evaluation/14-15/AtaGlance/EA15-107-04-At-a-Glance-Postsecondary.pdf.

The 2019-20 seniors who participated in CAP were as likely to enroll in four-year (25% vs. 26%) and two-year colleges (8% vs. 6%) as non-participants. Percentage of CAP participants enrolled in 4-year colleges has remained mostly unchanged from 2017-18 to 2019-20. However, the percentage of non-participants enrolled in 4-year colleges has decreased each year.

In 2019-20, seniors who visited CAP vendors 10 or more times were more likely to enroll in a four-year college than those who visited less frequently or non-CAP participants. There was a slightly higher percentage of CAP participants with 10 or more visits enrolled in two-year colleges than non-CAP participants (8% vs. 6%). The 2019-20 CAP seniors with one to nine visits had a slightly higher percentage with two-year college enrollment than non-CAP participants (9% vs. 6%), while there were higher percentages of two-year college enrollment for CAP students than non-CAP participants in 2017-18 (25% vs. 11%) and 2018-19 (27% vs. 15%).

RECOMMENDATIONS

Continue to identify ways to overcome impacts of the COVID-19 pandemic on college application rates. Overall, 84 percent of 2020-21 seniors completed at least one college application, below the program goal of 95 percent. The college application rate decreased from 95 percent in 2019 to 92 percent in 2020 and to 84 percent in 2021. The CAP program continued to provide services to students virtually and/or in-person during the COVID-19 pandemic. However, CAP vendors had difficulty reaching CAP students, accessing student information, and assisting students with college application paperwork. As a result, some students' college applications and other admissions information were not processed in a timely manner. Program staff should coordinate with CAP vendors to find ways to overcome the decline in these percentages.

Continue to identify ways to overcome the impact of the COVID-19 pandemic on FAFSA application completion rates. In 2020-21, increasing the percentage of seniors who completed a FAFSA application became a district goal. However, 63 percent of 2020-21 seniors completed a FAFSA application (70% in 2019-20), which was below the program goal of 69 percent for 2020-21. It should be noted that due to the COVID-19 pandemic, FAFSA applications were challenging for CAP vendors to coordinate with students. Students needed to complete all the required paperwork before submitting applications to institutions for verification during the COVID-19 pandemic. However, students had difficulty retrieving IRS tax transcripts, certificates, and other documents. As a result, some students' financial aid applications were not processed in a timely manner and were delayed. It should be noted that 2020-21 was the first year that FAFSA was reported separately from TASFA, and program staff had to work closely with CAP vendors to ensure seniors were aware of all resources available.

Continue to identify ways to increase *SAT/ACT/TSIA* participation rates to overcome declines due to the impacts of the COVID-19 pandemic. In 2020-21, 90 percent of seniors took one of the college entrance exams; 58 percent of campuses (21 out of 36 campuses) did not meet the participation rate goal of 95 percent. The overall percentage of seniors taking one of the college entrance tests decreased from 93 percent each in 2019-20 and 2018-19 to 90 percent in 2020-21. In the 2020-21 school year, CAP vendors continued to provide services through one-on-one virtual meetings, virtual workshops, and virtual student advisement meetings for students who opted for virtual learning. However, CAP vendors had difficulty engaging with the CAP students, holding workshops, and conducting campus visits during the pandemic. Program staff should coordinate with CAP vendors to ensure students take advantage of district resources, provide adequate support as possible, assist seniors with registration, and help prepare students for the test.

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Appendix B: 2020-21 Evaluation of Early College High School Programs

2020-21 DALLAS INDEPENDENT SCHOOL DISTRICT

Evaluation of Early College High School Programs

EXECUTIVE SUMMARY

An Early College High School (ECHS) is a high school that blends high school and college level coursework to provide traditionally underserved students the opportunity to earn an associate degree or up to 60 hours of tuition-free college credit by the time of high school graduation. The Dallas Independent School District (Dallas ISD) was among the first Texas school districts to establish an ECHS in 2006 and has grown to 25 ECHSs (Table 1). In 2020-21, ECHS campuses were supported by $13,121,904 in Dallas ISD general operating funds. This was a decrease of 8.2 percent compared to 2019-20 ($14,292,375) and 10.5 percent increase over 2018-19 ($11,871,142).

Table 1: 2020-21 Dallas ISD Early College High Schools

Early College High Schools	Dallas College Campus
Traditional Early College High Schools (ECHS)	
Trinidad Garza	Mountain View Campus
Kathlyn Joe Gilliam	Cedar Valley Campus
Dr. Wright L. Lassiter Jr.	El Centro Campus
North Lake	North Lake Campus
W.W. Samuell	Eastfield Campus
Skyline	Cedar Valley Campus
H. Grady Spruce	Eastfield Campus
Pathways in Technology Early College High Schools (P-TECH)	
Bryan Adams	Eastfield Campus
W. H. Adamson	El Centro Campus
David W. Carter	Cedar Valley Campus
Dr. Emmett J. Conrad	Richland Campus
Hillcrest	Richland Campus
Thomas Jefferson	Brookhaven Campus
Justin F. Kimball	Mountain View Campus
Lincoln	El Centro Campus
James Madison	El Centro Campus
Moisés E. Molina	Mountain View Campus
North Dallas	Brookhaven Campus
L.G. Pinkston	El Centro Campus
Franklin D. Roosevelt	El Centro Campus
Seagoville	Eastfield Campus
South Oak Cliff	Mountain View Campus
Sunset	Mountain View Campus
W.T. White	Brookhaven Campus
Wilmer-Hutchins	North Lake Campus
2020-21 Second Planning Year	
Sunset Collegiate Academy	Mountain View Campus

Source: ECHS program documents and ECHS website accessed 07/01/21.

The 25 ECHSs include seven traditional ECHSs and 18 Pathways in Technology Early College High Schools (P-TECH). Pathways offered by White and Wilmer-Hutchins Fine Arts Collegiate Academies in 2019-20 (planning year) were rolled into their respective P-TECH programs. An addition Criminal Justice Collegiate Academy with 69 students was in their planning year in 2020-21. The ECHS program at the Dallas ISD is coordinated by the Early College Programs division within the Postsecondary Partnerships and Programs department.

PURPOSE OF THE EVALUATION/LIMITATIONS

The purpose of this evaluation was to examine the implementation of the ECHS program. Historical program data presented in this report may differ from past reports as ECHS information was based on end-of-year (May or June) student enrollment rather than Public Education Information Management System (October) enrollment to better reflect year-long ECHS student enrollment and graduation data.

In 2020-21, Dallas ISD modified the district school calendar and changed from a six-week schedule to a nine-week schedule. Additionally, at-home learning was implemented districtwide for the first four weeks, which began on September 8, 2020. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could then choose for their children to participate in either in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities. The district also continued to follow and implement the Center for Disease Control (CDC) as well as state and local COVID-19 safety protocols. ECHS students were further impacted by the closure of all Dallas College campuses and the move to asynchronous online learning. Texas Success Initiative Assessment (TSIA) testing at Dallas College was suspended and TSI requirements were waived through the Spring 2021 semester. As a result of these impacts, ECHS staff did not set any program goals for 2020-21. Due to these COVID-19 pandemic related changes, the scope of the evaluation was limited to available data. Some of the data trends displayed below could have been negatively impacted by COVID.

EVALUATION QUESTIONS/OUTCOMES

What were the components of the ECHS program?

TEA Requirements. For schools to be designated by TEA as early college high schools, they must meet the criteria articulated in the ECHS and P-TECH Blueprints.

Dallas ISD ECHS Structure. Four of the 25 ECHSs are "stand alone" campuses and solely educate ECHS students (Garza, Gilliam, Lassiter, and North Lake Collegiate Academy). The remaining 21 schools operate as a "school within a school" to provide a sense of cohesiveness for students within the comprehensive high school. Students are accepted into ECHS programs as freshmen and matriculate as a cohort as they progress through high school. In past years, students attended grade nine and grade 10 dual credit classes at their high school campuses while students in grades 11 and 12 attended classes on a partner campus of the Dallas College, formally known as Dallas County Community College District. The Dallas ISD provided transportation to partner community college campuses at no charge. In 2020-21 Dallas College closed all campuses and moved to asynchronous online learning due to COVID-19.

Student Applications. Online applications are accepted from interested eighth grade students (incoming freshman) from November through the end of January every school year. Applicants are asked to select their top three choices among the district's ECHSs. Students are required to write briefly about their strengths, what they enjoy learning, and how attending high school at an ECHS would help them to reach their academic goals. All students who apply are invited for an interview. Acceptance letters are sent to applicants in February. The district has a recruitment and enrollment goal of approximately 60 to 125 students per campus per year. In 2020-21, ECHS campuses accepted between 61 to 128 grade nine students.

Summer Bridge and Summer Hub Programs. The goal of this two-week long program is to orient incoming grade nine students to academic behaviors and skills needed for dual credit achievement and to prepare students to meet *TSIA* requirements. According to program information and summary data provided by program staff, the Summer Bridge program for the 2020-21 cohort ran for 11 days from June 3 through June 18, 2020. Attendance was not mandatory. There were 1,517 incoming ECHS students who attended at least one day of the Summer Bridge Program (64% of all incoming grade nine ECHS students). Additional support was provided to students who took Summer I and II dual credit courses at Dallas College via the Summer Hub program. Summer Hub I ran from June 4 to July 1, 2020 while Summer Hub II ran from July 6 to August 6, 2020. Seventy-one percent of the 2,221 students who took classes during Summer Hub I participated in Summer Hub I. Similarly, 751 out of the 809 students (93%) who enrolled in Dallas College during Summer Hub II took participated in the program.

Pathways and Industry Partners. P-TECH students select a pathway in grade nine to guide them towards a specialized field. Industry partners offer students mentoring and internship opportunities to gain relevant hands-on learning experiences in their chosen field to prepare them to enter the workforce career ready. According to program staff, 416 students participated in mostly virtual internships.

What were the demographic characteristics of ECHS students?

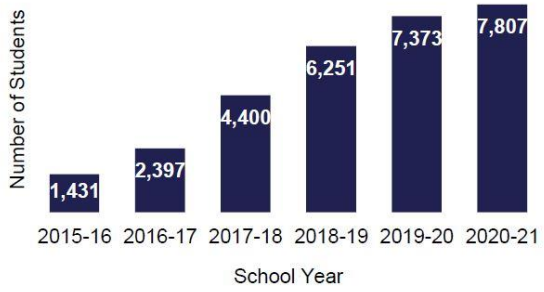
During the 2020-21 school year, a total of 7,807 students were enrolled in an ECHS. The ethnic composition of district ECHS students was similar (percentages were within three percentage points) to Dallas ISD high school students. In contrast, a slightly higher percentage of ECHS students were economically disadvantaged (86%) than for overall Dallas ISD high school students (82%). There were more female ECHS students (58%) than male ECHS students (42%) unlike the district (50% male and female). A smaller percentage of ECHS students received special education services (3%) compared to all district high school students (9%). More ECHS students (24%) were Talented and Gifted (TAG) eligible than district high school students (17%). Fifty-four percent of ECHS students were at risk, lower than for all district high school students (63%).

Traditional ECHS students were comparable to P-TECH students except in three aspects. First, a higher percentage of Hispanic students enrolled in traditional ECHSs than P-TECHs (80% vs 74%). Second, a higher percentage of traditional ECHS students were TAG eligible (31% vs 21%). Third, a smaller percentage of traditional ECHS students were at-risk of dropping out of school (45% vs 57%).

What were the student enrollment characteristics?

With the opening of additional ECHSs and higher enrollment numbers at existing schools, enrollment numbers have grown significantly over the past five years from 2,397 in 2016-17 to 7,807students in 2020-21 (Figure 1).

Figure 1: 2015-16 to 2020-21 Student Enrollment in Early College High School Programs



Source: End-of-year demographic files dated 06/05/17 (2016-17), 06/04/18 (2017-18), 05/28/19 (2018-19), 05/29/20 (2019-20), and 06/07/21 (2020-21).

Thirty percent of students (*n*=2,366) were enrolled in grade nine, 29 percent in grade 10 (*n*=2,281), 22 percent in grade 11 (*n*=1,720), and 18 percent in grade 12 (*n*=1,440).

Attendance Rates. The average attendance rate for district ECHS students was 11 percentage points higher than

non-ECHS students (94.0% versus 83%). Students enrolled in traditional ECHSs had an average attendance rate of 96.5 percent, while students at P-TECHs had an average attendance rate of 93.1 percent.

Student Retention Rates. Overall, retention rates were higher for ECHS students than comprehensive high school students enrolled in campuses offering the ECHS program. The two-year retention rate difference 11 percentage points (90% versus 79%), the three-year retention rate difference was eight percentage points (72% versus 64%), and the four-year retention rate difference was nine percentage points (62% versus 53%). Traditional ECHS students had a higher retention rate than P-TECH students for all cohorts. The retention rate difference for the 2019-20 cohort was six percentage points, for the 2018-19 cohort five percentage points, and for the 2017-18 cohort 16 percentage points.

Graduation Rates. The average four-year graduation rate for the 2017-18 ECHS cohort was 60 percent; 10 percentage points higher than Dallas ISD comprehensive high school students. For this cohort, the graduation rate of traditional ECHS students was 15 percentage points higher than that of P-Tech students (72% versus 57%). However, P-Tech students who were enrolled in the program for four consecutive years had a slightly higher graduation rate than those of traditional ECHS students (97% vs 96%). Overall, the graduation rate for continuously enrolled students differed by 13 percentage points between ECHS students (97%) and comprehensive high school students (84%). Graduation rates across all Dallas ISD students remained stable between the 2016-17 and 2017-18 cohorts (56% respectively), while the graduation rate of continuously enrolled students decreased from 90 percent to 86 percent.

What were the academic performances of ECHS students on post-secondary readiness assessments?

SAT. Of the 3,160 ECHS students enrolled in grade 11 (2018-19 cohort) and grade 12 (2017-18 cohort), 37 percent met the TSI *SAT* benchmark on ERW (480), and 18 percent met the TSI *SAT* benchmark on mathematics (530). Traditional ECHS students met TSI *SAT* benchmarks at a higher rate than P-TECH students (difference of 30 to 23 percentage points). In comparison, 12 percent of non-ECHS students enrolled in comprehensive high schools containing the ECHS program met the TSI *SAT* benchmark for ERW, and five percent did so for mathematics.

ACT. Overall, of the 1,440 ECHS students in grade 12 (2017-18 cohort), seven percent met the TSI *ACT* benchmark on Mathematics and eight percent met the benchmark on English. Traditional ECHS students met TSI *ACT* benchmarks at a higher rate than P-TECH students (difference of 13 percentage points for mathematics and English each). In comparison, one percent of non-ECHS students enrolled in comprehensive high schools containing ECHS programs met the TSI *ACT* benchmark for English and mathematics each.

TSIA. Meeting *TSIA* benchmarks, or qualifying for an exemption, indicates that students are ready for college-level course work in the areas of reading, writing, and mathematics. Of the 1,440 grade 12 ECHS students enrolled in 2020-21, 98 percent met *TSIA* benchmarks or qualified for an exemption for reading and writing, and 87 percent met *TSIA* benchmarks for mathematics. Overall, ECHS students outperformed non-ECHS students by 74 (writing and reading) to 77 (mathematics) percentage points.

Did Early College High School students earn the targeted number of dual credit hours for each grade level?

Although, all ECHS goals were suspended for 2020-21 by ECHS staff, the percentage of students who met 2019-20 goals were tracked to provide comprehensive achievement data to program staff. To recall, one of the 2019-20 program goals was that 70 percent of ECHS students will have earned three credit hours by the end of grade nine, 12 credit hours by the end of grade 10, 30 credit hours by the end of grade 11, and 60 credit hours by the end of grade 12. Overall, 3,917out of 7,807 ECHS students (50%) earned the expected number of dual credit hours.

How many educational certificates or industry-based certifications or were earned by ECHS students?

Overall, 270 ECHS students (grades 11 and 12) completed 367 educational certificates while enrolled at Dallas College. Students completed between one to four certificates with an average of 1.4 certificates per student. P-Tech students accounted for 84 percent of ECHS students who completed a certificate and 87 percent of the 367 completed certificates.

In addition, 259 ECHS students earned a total of 342 industry-based certifications in 2020-21, including 152 certifications listed in the A-F accountability system. All but five students who attempted and passed industry-based certifications in 2020-21 were P-Tech students.

How many ECHS graduates earned an associate degree or 60 college credit hours?

Of the 1,424 ECHS students who graduated in 2020-21, 1,013 students (71%) earned an associate degree or 60 dual credit hours. Of the ECHS students who met the goal, 90 percent (*n*=909) met the goal by earning an associate degree while 10 percent (*n*=104) met the goal by earning 60 or more dual credit hours. Seventy-one percent (*n*=720) of students who met the goal were P-Tech students, while 29 percent (*n*=293) were traditional ECHS students. In 2020-21, more Associate of Science degrees were awarded to ECHS students (*n*=463, 51%) than Associate of Applied Science (*n*=292, 32%), Associate of Arts (*n*=109, 12%), or Associates of Arts in Teaching (n=45, 5%) degrees.

What were the college enrollment rates for ECHS students?

According to the 2020-21 NSC data file, 55 percent of 2019-20 ECHS graduates and 30 percent of non-ECHS graduates enrolled in college within one year of graduation. Of these students, more ECHS students (94%) enrolled in a four-year university than non-ECHS students (71%). Similarly, a significantly lower percentage of ECHS students (6%) enrolled in a two-year or less college than non-ECHS students (29%).

Table 2: 2019-20 Percentages for Students Enrolled in College within One Year of Graduating High School

	ECHS Graduates			Non-ECHS Graduates		
	Graduated	Enrolled		Graduated	Enrolled	
Grad Yr	*N*	*n*	%	*N*	*N*	%
2019-20	869	476	55	7,164	2,170	30
Two Yr		40	6		625	29
Four-Yr		446	94		1,545	71

Source: Dallas ISD graduation file, 10/14/20. Demographic file, 05/29/20 (2019-20). NSC file, 06/15/21.
Note: Grad Yr = graduation year.

What were student perceptions of the ECHS programs?

An online survey invitation was emailed to 1,453 ECHS grade 12 students to collect their perceptions on the ECHS program. Overall, 446 students responded to the survey request. From those, 393 students completed the survey for a 27 percent response rate. Although the number of responses exceeded the minimum required sample size to analyze the survey, it did not provide opportunity to analyze individual schools. Overall, 95 percent of seniors indicated that they were satisfied or very satisfied with the educational opportunities the Dallas ISD provided. Seniors indicated that their high schools prepared them well (i.e. good or excellent) across all life skill areas from critical thinking, communications, and teamwork to conflict resolution. However, seniors also indicated that high schools could better prepared them for the job seeking and interviewing process. Most seniors (77%) indicated that they planned to attend college directly after graduating from the Dallas ISD, followed by joining the workforce (13%).

RECOMMENDATIONS

Based on the key findings, the following recommendations are offered for stakeholders.

Continue to examine successful implementations of the ECHS model. Lassiter ECHS ranked first among ECHSs in the percentage of students who met *SAT* and *ACT* benchmarks. Consider studying success stories to better understand how this was achieved, and if there are steps to replicate with other ECHSs.

Continue to support ECHS campuses in monitoring dual-credit course completions. Overall, 50 percent of ECHS students met the targeted cumulative number of dual credit hours by the end of each grade level. ECHS department staff should continue to help campuses identify students who may not meet the targeted dual credit hours by the end of the school year.

Continue to promote ECHS students' completion of educational certificates or industry-based certifications. ECHS students (grade 11 and 12) earned 367 educational certificates while taking dual credit classes at Dallas College. In addition, ECHS students earned 342 industry-based certifications during the 2020-21 school year. However, the number of ECHS students who earned education certificates and industry-based certifications has dropped over the past year by 51 percent and 40 percent, respectively. Given that industry-based certifications can provide students with an advantage in finding employment, ECHS staff should, in cooperation with the Career and Technical Education Department, review causes for this trend.

Work with program evaluators to increase ECHS student participation in the annual student exit survey. Exit surveys provide unique insight into the ECHS program from students' perspective that is not otherwise available through other data sources. Feedback could help with future program development to ensure the ECHS program addresses student needs.

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Appendix C: 2020-21 Evaluation of Career and Technical Education

2020-21 DALLAS INDEPENDENT SCHOOL DISTRICT

Evaluation of Career and Technical Education

EXECUTIVE SUMMARY

The primary purpose of the Career and Technical Education (CTE) program is to prepare students for college and career success by providing them with the skills necessary to be competitive in a global economy. To meet this goal, the Dallas Independent School District (ISD) offers courses across 51 comprehensive CTE pathways to students in grades six through 12. Courses can be taken as one-off courses or in a program of study at participating middle and high schools. Students can also participate in CTE by taking courses through National Academy Foundation (NAF), Career Institutes (CI), or Early College High School (ECHS) programs. Through participation in CTE, students can earn diploma endorsements, industry certifications, educational certificates, and college credit hours. In addition, students can participate in paid internships. The CTE program is coordinated by the CTE Department under Teaching and Learning. Program activities are partially funded through both state CTE funds and a grant established by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). In 2020-21, the total Dallas ISD CTE budget was $40,379,434, which included $28,139,321 for payroll expenses, and $4,046,618 for the Career Institutes. The purpose of this evaluation was to provide 1) context information related to key components of the program and 2) data for campus, program, and district leadership to examine the implementation and program outcomes of the CTE program.

EVALUATION QUESTIONS/OUTCOMES

What were the components of the CTE program?

CTE course offerings are centered around three endorsements: Business and Industry; Public Service; and Science, Technology, Engineering and Mathematics (STEM). Within each of the endorsements, a student can select a career cluster, followed by a pathway.

For the 2020-21 school year, Perkins V redefined pathways, resulting in the merging of several previously offered pathways. To better align with the new programs of study created by the Texas Education Agency (TEA), the number of pathways offered dropped from 271 in 2018-19 to 51 comprehensive pathways in 2020-21. While CTE courses were previously offered as either a CTE coherent sequence of courses or electives, TEA revised the way they characterized CTE students in 2020-21. Starting with the 2020-21 school year, CTE student were identified by TEA as either CTE Participants, CTE Explorer, CTE Concentrator, or CTE Completer based on CTE course enrollment. Generally, CTE Participants and Explorers are similar to students in prior years identified as CTE elective, whereas CTE Concentrators and Completers are similar to CTE Coherent Sequence students prior to 2020-21.

NAF Academies

In 2020-21, the Dallas ISD, in cooperation with NAF, operated 48 NAF academies at 20 high schools. NAF academies were designed to be small learning communities that operate based on a "school within a school" model within the existing high school systems. These academies are based around one of five high-growth career industries: Engineering; Finance; Health Sciences; Hospitality and Tourism; and Information Technologies. NAF academies provided students career-focused educational experiences within and outside the classroom. The NAF curricula incorporates industry standards and practices, literacy strategies, and STEM integration, while emphasizing project-based learning. Students can explore career interests and participate in career preparation activities, including mock interviews and paid internships. Students who successfully complete their academic courses, workplace projects, and internship can earn the NAFTrack Certification, indicating to post-secondary institutions and employers that the student is college- and career-ready. The NAFTrack Certified Hiring program is a commitment made by top American companies to consider these qualified students as eventual job applicants. All NAF academies have an open enrollment policy.

Career Institutes

Career Institutes provide high school students the opportunity to obtain relevant workforce readiness skills and post-secondary education in high-demand vocations to earn a living wage after graduating high school. Career Institutes function as a hub serving their surrounding high schools. By 2026-27, Dallas ISD plans to establish a total of four Career Institutes, one for each quadrant of the city (north, south, east, and west). CTE program documents indicated that "these state-of-the-art facilities will feature real-world learning spaces and industry standard equipment, providing students access to post-secondary education, training, and career pathways that may be inaccessible on their home campus".[1] Pathways offered at the Career Institutes are tuition free for all Dallas ISD students and have open enrollment. Students will take Career Institute pathway courses for half a day, twice a week at dedicated Career Institute campuses. Transportation of students from and to

[1] Career Institutes brochure Developing Leaders Building Futures and March 7, 2019 Dallas ISD Board Briefing on Career Institutes.

their home campus is free of charge. According to the Dallas ISD Board Update presented by the Executive Director of STEM on March 7, 2019, structuring the Career Institutes as hubs has several advantages, including:

- Cost-effectiveness,
- Student choice,
- Student recapture and retention.

Early College High Schools

In 2020-21, the Dallas ISD operated 25 ECHSs, including seven traditional ECHSs and 18 Pathways in Technology Early College High Schools (P-TECH). Each P-TECH was paired with an institution of higher learning (IHE) and one or more industry partners. Students enrolled in a P-TECH can earn up to 60 tuition-free, dual-credit hours and graduate with an Associate Degree of Applied Science in one of 32 fields. Out of the 60 dual-credit hours, students can take up to 18 credit hours of CTE related coursework. P-TECH students also have an opportunity to earn industry-based certifications and educational certificates in their selected career pathways that are attractive to employers and gain valuable workplace skills though one of the industry partners.

Credentials

Certificates are types of credentials that are predominately awarded by two-year institutions of higher learning for the satisfactory completion of a workforce education program. Certifications are types of credentials that are usually granted by an organization, such as a trade association, validating that an individual possesses certain skills. An occupation may have multiple certifications with different levels of expertise. Unlike certificates, certifications are often time-limited credentials and need to be renewed periodically. Since 2017-18, school districts are required to report student-level data to TEA about industry-based certifications that meet TEA accountability requirements. The 2020-21 list of approved industry-based certifications for the A-F Accountability System included 244 certifications within 14 primary career clusters.

CTE Implementation in Middle Schools

Forty-Three out of 45 middle schools (96%) offered one or more CTE courses in 2020-21 (13 percentage points increase from 83% in 2019-20). Of the 21 CTE courses offered, five were considered foundational courses and qualified for middle school credit, while 16 courses could be taken for high school credit. Five of the 21 courses utilized PLTW Gateway curricula. CTE department leadership highly recommended all middle school students take the College and Career Readiness class, and one of the four Investigating Careers classes in grade eight to have a better understanding of CTE options in high school. Thirty-one middle schools (69%) offered the College and Career Readiness class and 23 middle schools (51%) offered one or more of the Investigating Careers classes.

What were the enrollment characteristics of CTE students?

During the 2020-21 school year, 42,029 students participated in CTE, including 12,862 middle school students and 29,167 high school students (Table 1), an overall increase of 10 percent (*n*=3,954) compared to 2019-20. In 2020-21, 45 percent of the 42,029 CTE students were CTE Participants (*n*=18,963), 23 percent were CTE Explorers (*n*=9,845), 22 percent were Concentrators (*n*=9,417), and nine percent were CTE Completers (*n*=3,804).

Table 1: 2020-21 CTE Enrollment by Grade

Grade	*N*	%
Middle School		
Grade 6	1,312	3.1
Grade 7	5,557	13.2
Grade 8	5,993	14.3
High School		
Grade 9	7,251	17.3
Grade 10	8,047	19.1
Grade 11	7,098	16.9
Grade 12	6,771	16.1
Overall		
Overall Middle School	12,862	30.6
Overall High School	29,167	69.4
Overall	42,029	100.0

Source: End-of-year demographic file, 06/07/21. CTE course file, 11/16/21. Dallas ISD course file, 08/16/21.

Districtwide, CTE students took the highest percentage of courses within the Business Management & Administration (29%), followed by Science, Technology, Engineering and Mathematics (20%), and Arts A V Technology Communications (14%)

High school students were able to participate in traditional CTE course offerings and enroll in specialized CTE programs such as Career Institutes, NAF Academies, and ECHSs. Of the 29,167 high school students who enrolled in CTE courses in 2020-21, 13,709 students enrolled in one or more of these specialized high school CTE programs. Although 93 percent of the 13,709 students enrolled in only one of these programs, seven percent enrolled in two or three programs. Overall, 2,043 students enrolled in Career Institutes, 7,754 students enrolled in NAF Academies, and 4,977 students enrolled in ECHSs.

The ethnic composition of district CTE students was similar to middle and high school students not enrolled in the CTE program (percentages were within three percentage points). A smaller percentage of CTE students received special education services (8%) compared to non-CTE students (13%). Forty-two percent (an increase of three percentage points over 2019-20) of CTE students were English learners compared to 44 percent of non-CTE students and 18 percent of CTE students were or Talented and Gifted (TAG)

eligible compared to 20 percent of non-CTE students. In contrast, there were slightly more economically disadvantaged CTE students (84%) than non-CTE students (83%). In 2020-21, CTE students were at the same risk of dropping out than non-CTE students (66%), a reduction of 11 percentage points over 2019-20.

What were the completion rates for CTE courses?

In 2020-21, CTE middle and high school students passed 81 percent of all CTE courses, compared to 93 percent in 2019-20. Passing rate by career clusters ranged from 69 percent (Agriculture Food Natural Resources) to 94 percent (Health Science). CTE Completers had the highest overall passing rate of 94 percent followed by CTE Concentrators (89%), and CTE Participants (77%). CTE Explorers had the lowest overall passing rate of 70 percent. Of the 4,977 Dallas ISD students participated in 10,451 CTE dual credit courses of which they passed 8,247 courses (79%). Thirty-five percent of CTE students who took dual credit courses were CTE Explorers (*n*=1,741), followed by CTE Participants (*n*=1,322, 27%), CTE Concentrators (*n*=1,153, 23%), and CTE Completers (*n*=761, 15%).

What were the academic outcomes of CTE students on *STAAR EOC* exams?

Overall, 15,013 out of the 29,167 CTE high school students took one or more *STAAR EOC* exams in 2020-21 (51%). The subject test with the highest participation count was English II (*n*=7,734), followed by U.S. History (*n*=6,600). Majority of CTE students met the Approaches+ benchmark for U.S. History (85%), followed by Biology (62%) and English II (60%). CTE Concentrators participated in the greatest number of *STAAR EOC* exams, while CTE Completers met the Approaches + benchmark most often (75%) across all subject tests, followed by CTE Concentrators (68%).

How many credentials were earned by CTE high school students?

Overall, 3,866 Dallas ISD CTE students earned 4,921 credentials in 2020-21, including 4,454 industry-based certifications and 467 educational certificates. This is an increase of 715 credentials from 2019-20 (4,206 credentials). Compared to 2019-20, the number of industry-based certifications increased by 1,122, while the number of educational certificates decreased by 408.

How many associate degrees were awarded to CTE students?

Overall, 791 CTE graduates earned an associate degree in 2020-21. Of these, all but one were ECHS students, including 584 PTECH students and 206 traditional ECHS students. Students who participated in a program of study (CTE Concentrators and CTE Completers) accounted for 532 associate degrees (67%). In 2020-21, more Associate of Science degrees were awarded to CTE students (*n*=374, 47%) than Associate of Applied Science (*n*=275, 35%), Associate of Arts (*n*=97, 12%), or Associates of Arts in Teaching (*n*=45, 6%) degrees

What were the college enrollment rates for CTE students?

According to the 2020-21 NSC data file, 31 percent of CTE graduates and 39 percent of non-CTE graduates enrolled in college within one year of graduation. Of these students, a higher percentage of CTE students (27%) enrolled in a two-year college than non-CTE students (18%). On the other hand, a lower percentage of CTE students enrolled in a four-year university than non-CTE students (74% vs 82%). College enrollment in two-year colleges differed by two percentage point between CTE elective and coherent sequence students (26% vs 28%). Similarly, a slightly higher percentage of coherent sequence students enrolled in a four-year university than elective students (74% vs 72%). Overall, college enrollment numbers within one year of graduation were lower for all student groups compared to students who graduated in 2018-19 (21 percentage points for CTE graduates vs. 18 percentage points for non-CTE graduates).

How did the Dallas ISD perform on CTE related accountability measures?

Over the past three years, the percentage of Dallas ISD graduates who were College, Career or Military Ready decreased by eight percentage points from 57 percent in 2017-18 to 49 percent in 2019-20. On CTE related measures for the same timeframe, the percentage of graduates who earned at least three dual credit hours in ELA or Mathematics or nine hours in any subject increased by 10 percentage points (11% vs 21%) and the percentage of graduates who completed Level I or Level II certificates increased by four percentage point from 2017-18 to 2019-20 (0% vs 4%). The percentage of graduates who earned an industry-based certification increased by two percentage points (1% vs 3%) and the percentage of graduates who completed Individual Education Program and Workforce Readiness and met criterion score on an AP/IB exam increased by one percentage point (2% vs 3% and 22% vs 23%, respectively). Compared to other similar large urban districts in Texas, a lower percentage of Dallas ISD graduates were College, Career, or Military ready (49%) than graduates of Austin ISD (85%), El Paso ISD (73%), San Antonio ISD (68%), Fort Worth ISD (62%), and Houston ISD (62%).

What were teacher perceptions of the CTE program?

The CTE department conducts an annual survey to collect programmatic feedback from teachers to assess program strengths and identify areas of improvement. Insights gained from the survey are meant to help with future program development and program evaluation. The 2020-21 survey was administered by CTE staff from April

13 through May 13, 2021, using JotForm, an online survey-development tool. A total of 299 CTE teachers (40%) responded to the information request. Among the key-findings were that 98 percent of respondents agreed that the CTE program allows students to discover career opportunities they otherwise may not have considered. Eighty-one percent of respondents agreed that the CTE program provides students with basic training to obtain a job, Furthermore, 80 percent of respondents agreed that the CTE program motivates students to complete high school who otherwise are at risk of dropping out. Overall, 99 percent of CTE teachers indicated that CTE learning activities were aligned with current practices in business, industry, and/or technology. However, 68 percent of respondents also noted that the delivery of instruction in a hybrid teaching environment was impacted by technical issues.

RECOMMENDATIONS

Based on the key findings, the following recommendations are offered for stakeholders.

Continue to work with the IT Department on accurately tracking CTE participation. Review of PowerSchool enrollment data indicated that CTE students were not accurately identified as such. This is especially true for cases in which students participate in more than one program, such as being an ECHS student taking CTE courses, resulting in the underreporting of CTE students.

Continue to support specialized CTE initiatives including Career Institutes and NAF Academies. In 2020-21, 2,043 CTE students enrolled in Career Institute classes at one of three campuses. An additional 7,754 students enrolled in one or more NAF Academies. Review of the program documents indicated that these programs help provide specialized work-based, learning experiences that may otherwise be inaccessible for a large part of Dallas ISD students; increasing the likelihood that students can earn a living wage after graduating high school.

Continue to promote CTE students' completion of educational certificates and industry-based certifications. CTE students earned 4,921 credentials in 2020-21, including 467 educational certificates and 4,454 industry-based certifications. Thirty-eight percent (*n*=1,684) of all industry certifications earned were A-F certifications providing points towards TEA's A to F accountability system. Although the numbers of industry-based certifications increased for the first time in two years by 33 percent from 2019-20 to 2020-21 (A-F certifications increased by 118%), the number of educational certificates earned decreased over the same timeframe by 46 percent. Given the importance of credentials in finding employment, the CTE department should continue to find ways to promote the participation and completion of industry-based certifications or educational certificates.

REFERENCES

Career Institutes. (2019). Developing Leaders, Building Futures. Dallas, TX. Dallas Independent School District.

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