

EXECUTIVE SUMMARY

The Dallas Independent School District (Dallas ISD) developed its own On-Track indicator in 2007-08. Similar to the Consortium on Chicago School Research (CCSR) indicator, the Dallas ISD indicator comprises two factors. A student is considered to be On-Track at the end of ninth grade if she or he has 1) accumulated five full course credits and 2) no more than one semester F (that is, one-half of a full credit) in a core subject (English, mathematics, science, or social studies).

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed the start of the school year until September 8, 2020 and implemented at home learning districtwide for the first four weeks.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district offered virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.¹

The purpose of this evaluation was to assess the ninth grade On-Track rates for the district and individual high school campuses. Specifically, this evaluation reports (1) On-Track rates by school type, (2) On-Track rates by race/ethnicity, and (3) On-Track rates by school.

EVALUATION QUESTIONS/OUTCOMES

What were the On-Track rates of first-time ninth-grade students in 2021-22?²

Methodology

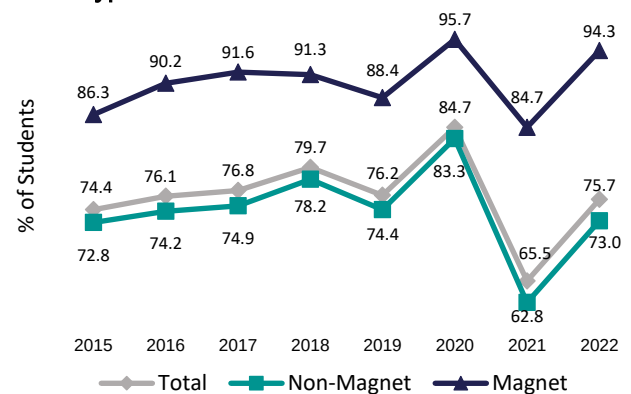
Student characteristics were extracted from the Public Education Information Management System (PEIMS) district data files, and course performance data were extracted from the district course data files. Only non-special education ninth grade students enrolled in the same school for the duration of fall semester were included.

Results

- Overall, the 2021-22 district end-of-year (EOY) On-Track rate (75.7%) was ten percentage points higher than the end-of-year On-Track rate for 2020-21 (65.5%, Figure 1).

- The 2021-22 gap of 21.3 percentage points between EOY On-Track rates for magnet schools (94.3%) and non-magnet schools (73.0%) remained unchanged from the 2020-21 gap of 21.9 percentage points.
- While the gap has persisted for the past eight years, it has been at its widest for the past two years.

Figure 1: 2014-15 through 2021-22 On-Track End-of-Year Rates for First-Time Ninth Graders by School Type



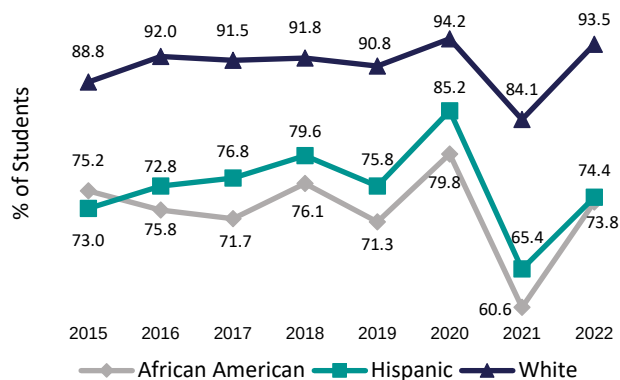
Source: District 9th Grade On-Track files dated 09/01/15 (2014-15), 08/12/16 (2015-16), 08/09/17 (2016-17), 08/08/18 (2017-18), 10/17/19 (2018-19), 08/18/20 (2019-20), 08/12/21 (2020-21), and 07/01/22 (2021-22).

- In 2022, On-Track rates increased significantly for African American, Hispanic, and White students (13.2, 9.0, and 9.4 percentage points, respectively, Figure 2).
- Rates for both African American and Hispanic students were nearly 20 percentage points lower than the rate for White students (93.5%).
- In seven of the past eight years, the gap in On-Track rates between African American students and White students has tended to be slightly larger compared to the gap between Hispanic and White students.
- Compared to 2019 pre-pandemic On-Track rates, both African American and White students' On-Track rates increased 2.5 percentage points, while the On-Track rates for Hispanic students decreased by 1.4 percentage points.

¹ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>

² Portions of this report are adapted from Featherston (2021).

Figure 2: 2014-15 through 2021-22 On-Track Rates of First-Time Ninth Graders by Race/Ethnicity



Source: District 9th Grade On-Track files dated 09/01/15 (2014-15), 08/12/16 (2015-16), 08/09/17 (2016-17), 08/08/18 (2017-18), 10/17/19 (2018-19), 08/18/20 (2019-20), 08/12/21 (2020-21), and 07/01/22 (2021-22).

- In 2021-22, 12 out of 28 (42.9%) non-magnet high schools had EOY rates at or above 80 percent, which was an increase from 2021 ($n = 3$, Table 1).
- Nine non-magnet high schools had EOY On-Track rates below 70 percent, with two of those schools falling below 60 percent. This was down compared to 2021 when 18 campuses had On-Track rates below 70%, with 8 of those falling below 60 percent.
- Nine out of ten (90.0%) magnet high schools had EOY rates exceeding 80 percent, which was an increase from 2020-21 ($n = 7$).
- Overall, from 2019-20 to 2021-22, magnet high schools' EOY On-Track rates decreased slightly by 1.4 percentage points, while non-magnet high schools and the district decreased markedly in EOY On-Track rates (10.3 percentage points and 9.0 percentage points, respectively).
- From 2019-20 to 2021-22, 23 out of 28 (82.1%) non-magnet high schools had decreases in EOY On-Track rates. Roosevelt had the largest increase in EOY On-Track rates (17.0 percentage points), while Samuel had the largest decrease in end-of-year On-Track rates (31.1 percentage points).
- Five out of ten (50.0%) magnet high schools had decreases in EOY On-Track rates. New Tech had the largest increase in EOY On-Track rates (11.5 percentage points), while Obama had the largest decrease in EOY On-Track rates (22.5 percentage points).

Table 1: 2019-20 to 2021-22 Ninth Grade End-of-Year On-Track Rates by School

	Percent On-Track			2-yr Δ
	2020	2021	2022	
Non-Magnet High Schools				
B. Adams	81.3	80.3	80.6	-0.7
Adamson	90.7	66.8	79.8	-10.9
Carter	70.6	50.9	73.6	3.0
CityLab	94.0	67.7	98.1	4.1
Conrad	88.3	63.5	74.7	-13.6
Garza Early College	99.2	83.6	98.0	-1.2
Gilliam Collegiate Academy	92.1	75.0	84.6	-7.5
Hillcrest	90.0	61.6	80.5	-9.5
IDEA	87.7	70.9	86.5	-1.2
Jefferson	84.6	67.4	71.5	-13.1
Kimball	74.8	46.9	66.8	-8.0
Lassiter Early College	92.6	94.6	92.4	-0.2
Lincoln	67.3	54.5	69.2	1.9
Madison	85.1	56.6	68.7	-16.4
Molina	86.9	71.0	68.1	-18.8
North Dallas	83.1	60.7	78.8	-4.3
North Lake Early College	100.0	69.8	85.5	-14.5
Pinkston	76.6	70.0	80.4	3.8
Roosevelt	75.3	46.0	92.3	17.0
Samuell	88.6	46.0	57.5	-31.1
Seagoville	78.8	43.1	68.1	-10.7
Skyline	81.4	61.7	64.6	-16.8
South Oak Cliff	79.5	69.8	76.7	-2.8
Spruce	67.3	34.5	56.9	-10.4
Sunset	89.1	73.3	76.9	-12.2
White	82.5	70.4	66.6	-15.9
Wilmer-Hutchins	82.9	70.3	72.0	-10.9
Wilson	92.2	66.7	82.2	-10.0
Non-Magnet Total	83.3	62.8	73.0	-10.3
Magnet High Schools				
Obama	100.0	94.4	77.5	-22.5
Rangel	98.8	92.4	98.7	-0.1
New Tech	88.5	77.3	100.0	11.5
Townview Business	93.5	87.9	95.8	2.3
Townview ESSM	91.8	65.9	92.1	0.3
Townview Health	98.1	90.5	94.2	-3.9
Townview Law	95.8	74.6	96.1	0.3
Townview SEM	97.4	86.6	95.6	-1.8
Townview TAG	99.2	88.3	99.2	0.0
Washington Arts	94.6	84.1	91.9	-2.7
Magnet Total	95.7	84.7	94.3	-1.4
District Total	84.7	65.5	75.7	-9.0

Source: District course files dated 07/30/20 (2019-20), 07/21/21 (2020-21), and 07/01/22 (2021-22) for students enrolled on the PEIMS snapshot dates of 10/31/19 (2019-20), 10/30/20 (2020-21) and 11/01/21 (2021-22).

Note: ESSM = Education and Social Science Magnet. SEM = Science and Engineering Magnet. TAG = Talented and Gifted. Schools with 2021-22 end-of-year On-Track rates below 70 percent are highlighted in gray. 2-yr Δ = Difference change in On-Track percentage from 2019-20 to 2021-22. All differences shown in percentage points.

What were the longitudinal trends (4-year graduation rates) of first-time ninth-grade students by On-Track status?

Methodology

Student leaver records were extracted from the PEIMS district data files and merged with On-Track data files for 2011-12 through 2017-18. Four-year graduation rates were calculated for first-time ninth-grade cohort students identified as On-Track and Not On-Track, after excluding students who left the district.

Results

- Overall, the Classes of 2015 to 2021 had a larger proportion of first-time ninth-grade students identified as On-Track compared to Not On-Track (Table 2).

Table 2: Graduation Rates by On-Track Status: Class of 2015 through Class of 2021

Class of	Class Total		Graduated in 4-years	
	N	%	n	%
On-Track				
2015	5,711	78.5	4,995	87.5
2016	6,165	79.4	5,359	86.9
2017	5,818	78.2	5,132	88.2
2018	6,217	79.0	5,503	88.5
2019	6,433	80.9	5,779	89.8
2020*	6,403	81.8	5,690	88.9
2021	6,896	80.9	5,651	81.9
Not On-Track				
2015	1,561	21.5	929	59.5
2016	1,595	20.6	859	53.9
2017	1,623	21.8	925	57.0
2018	1,655	21.0	928	56.1
2019	1,515	19.1	823	54.3
2020*	1,421	18.2	720	50.7
2021	1,626	19.1	590	36.3

Source: District 9th Grade On-Track files dated 09/17/12 (2011-12), 09/04/13 (2012-13), 08/07/14 (2013-14), 09/01/15 (2014-15), 08/12/16 (2015-16), 08/09/17 (2016-17), and 08/08/18 (2017-18). Student leaver files dated 08/15/21.

Note: * = Due to the COVID-19, traditional student data tracking may have been disrupted and data for the Class of 2020 should be viewed with caution.

- For the Classes of 2015 to 2021, first-time ninth-grade students identified as On-Track had higher 4-year graduation rates than first-time ninth-grade students identified as Not On-Track
- The Class of 2021 On-Track students experienced a 7.0 percentage point decrease in 4-year graduation rates compared to the Class of 2020 On-Track students.

- The Class of 2021 Not On-Track students experienced a 14.4 percentage point decrease in 4-year graduation rates compared to the Class of 2020 Not On-Track students.

RECOMMENDATIONS

Investigate what factors, in addition to the pandemic, may have contributed to the decline in 4-year graduation rates. Class of 2020 and Class of 2021 4-year graduation rates for On-Track and Not On-Track students declined compared to prior graduating classes. Class of 2021 On-Track and Not On-Track students experienced a substantial decrease in 4-year graduation rates compared to Class of 2020 On-Track and Not On-track students. District leadership and staff should investigate what additional contributing factors may have precipitated these outcomes in order to address issues preventing students from graduating in four years.

As recommended in prior years, track and analyze student support services provided to first-time ninth grade students identified as Not On-Track. Longitudinal analyses of graduation rates over the last seven years indicate that only 36.3% to 59.5% of first-time ninth-grade students identified as Not On-Track will graduate high school in four years. Identification and tracking of student support services received by Not On-Track students could be examined to determine which support services are most efficacious.

As recommended in prior years, investigate which supplemental supports were provided at campuses with the highest increases in On-Track rates. Based on two-year trends, only five comprehensive schools (Carter, CityLab, Lincoln, Pinkston, and Roosevelt) and four magnet schools (New Tech, Townview Business, Townview ESSM, and Townview Law) had increases in the percentage of On-Track students while all other high schools had decreases in the percentage of On-Track students. District leaders should investigate which additional student services were provided at these schools to support a higher percentage of students staying On-Track.

REFERENCES

Featherston, L. (2021). *2020-21 Dallas ISD On-Track Indicator*. Dallas, TX: Dallas Independent School District.

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