EA22-618-2

2021-22

College and Career Readiness Annual Report

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie Elizalde, Ed. D.
Superintendent of Schools

DALLAS INDEPENDENT SCHOOL DISTRICT

2021-22

College and Career Readiness Annual Report

Approved Report of the Department of Evaluation and Assessment

EA22-618-2
January 2023

Akiva Lorenz, Ph.D., Evaluation Analyst II

C. Elizabeth Watson, M.P.A.
Manager, Program Evaluation

Anduamlak Meharie, Ph.D.
Executive Director, Program Evaluation

Cecilia Oakeley, Ph.D.
Deputy Chief, Evaluation and Assessment

© 2023 Dallas Independent School District (Dallas ISD)
Mail a written request for permission to use or reproduce any part of this document to:
Dallas ISD Department of Evaluation and Assessment
H. B. Bell School Support Service Center; 2909 N. Buckner Blvd, Box 10; Dallas, TX 75228.

This report is available for download at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

TABLE OF CONTENTS

PROGRAM DESCRIPTION 1

PURPOSE AND SCOPE OF THIS REPORT 1

Limitations 1

EVALUATION QUESTIONS AND RESULTS 2

EQ1: How did the Dallas ISD perform on CCMR accountability indicators in 2020-21? 2

Results 2

EQ2: What were the key district initiatives related to CCR? 6

Results 6

EQ3: What were the demographic and enrollment characteristics of high school students in 2021-22? 11

Results 11

EQ 4: What were the academic performances of high school students on CCR-related assessments? 14

Results 14

EQ5: What were the academic performances of high school students seeking International Baccalaureate (IB) and Advanced Placement (AP) credits? 29

Results 29

EQ6: How many dual credit courses and dual credit hours did high school students complete? 31

Results 31

EQ7: How many high school students enrolled in OnRamps Dual enrollment courses? 33

Results 33

EQ8: How many credentials were earned by Dallas ISD seniors? 35

Results 35

EQ9: How many Dallas ISD students enlisted in the U.S. Military? 36

Results 36

EQ10: How many Dallas ISD graduates received an associate degree? 36

Results 36

EQ 11: What were the college enrollment rates for Dallas ISD graduates? 39

Results 39

REFERENCES 42

APPENDICES 43

LIST OF TABLES

Table 1: 2021-22 TAPR College, Career, and Military Readiness Measures for Dallas ISD 3
Table 2: 2020 to 2022 Dallas ISD College, Career, and Military Readiness Indicators 4
Table 3: 2022 Dallas ISD, Austin ISD, El Paso ISD, Fort Worth ISD, Houston ISD, San Antonio ISD CTE College, Career, and Military Readiness Indicators 5
Table 4: 2021-22 CTE Student Enrollment by Status 9
Table 5: 2021-22 Dallas ISD High School Student Characteristics 12
Table 6: 2021-22 Dallas ISD High School Enrollment by Grade Level 13
Table 7: 2019-20 to 2021-22 *SAT* Tests Taken by Grade 14
Table 8: 2019-20 to 2021-22 Percentage of High School Students Meeting TSI *SAT* Benchmark for Evidence-Based Reading and Writing (ERW) 15
Table 9: 2019-20 to 2021-22 Percentage of High School Students Meeting TSI *SAT* Benchmark for Mathematics 16
Table 10: 2021-22 Percentage of High School Students Meeting TSI *SAT* Benchmark for ERW by Campus and Grade Level 18
Table 11: 2021-22 Percentage of High School Students Meeting TSI *SAT* Benchmark for Mathematics by Campus and Grade Level 19
Table 12: 2019-20 to 2021-22 *ACT* Tests Taken by Grade 20
Table 13: 2019-20 to 2021-22 Percentage of High School Students Meeting TSI *ACT* Benchmark for English 21
Table 14: 2019-20 to 2021-22 Percentage of High School Students Meeting TSI *ACT* Benchmark for Mathematics 22
Table 15: 2021-22 *ACT* Results for Dallas ISD Students by Texas Success Initiative (TSI) Criteria 24
Table 16: 2021-22 Percentage of Grade 12 High School Students Meeting *ACT* Benchmarks for English and Mathematics by Campus 25
Table 17: 2020-21 Percentage of High School Students Meeting *TSIA* Benchmark for English Language Arts and Reading (ELAR) by Campus 27
Table 18: 2021-22 Percentage of High School Students Meeting *TSIA* Benchmark for Mathematics by Campus 28
Table 19: 2021-22 Percentage of High School Students Meeting *STAAR EOC* Approaches Grade Level or Above 29
Table 20: 2019-20 to 2021-22 Number of International Baccalaureate Tests Taken and Percentage Passed 29
Table 21: 2019-20 to 2021-22 Number of Advanced Placement Tests Taken and Percentage Passed 30
Table 22: 2021-22 Dallas ISD Dual Credit Results 31
Table 23: 2021-22 Dual Credit Results for Dallas ISD High School Students 32

Table 24: 2021-22 Average Number of Dual Credit Hours Completed by Dallas ISD High School Students 33
Table 25: 2021-22 OnRamps Course Enrollment 34
Table 26: 2021-22 Dallas ISD Credentials Earned by Seniors by Campus 35
Table 27: 2021-22 Number of Associate Degrees Awarded 37
Table 28: 2019-20 to 2021-22 Number of Associate Degrees Awarded to ECHS Students by Campus 38
Table 29: 2021-22 Associate Degrees Awarded to ECHS Students by Degree Plan 38
Table 30: Top 25 Colleges for Enrollment, Dallas ISD 41

LIST OF FIGURES

Figure 1: 2016-17 to 2021-22 Student Enrollment in Early College High School Programs 7
Figure 2: 2021-22 Percentage of Students Meeting *TSIA* or Qualifying for an Exemption 26
Figure 3: 2017 to 2021 Dallas ISD Graduates' National Student Clearinghouse Enrollment Statistics 39
Figure 4: 2016 to 2020 Dallas ISD Graduates' College Enrollment Within Two Years by Race/Ethnicity 40

LIST OF APPENDICES

A Methodology for Evaluation Questions 44
B 2021-22 Evaluation of College Access Program (Executive Summary) 48
C 2021-22 Evaluation of Early College High School Programs (Executive Summary) 51
D 2021-22 Evaluation of Career and Technical Education (Executive Summary) 55

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

2021-22

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). Therefore, it is 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. In 2021-22, CCR initiatives include the following Postsecondary Success programs:

- College Access Program (CAP),
- Career and Technical Education (CTE), and
- Early College High Schools, such as
    - Traditional Early College High School (ECHS)
    - Pathways in Technology Early College High School (P-TECH)

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 (a) reviewing past accomplishments as reported by Texas Education Agency's (TEA) College, Career, and Military Readiness (CCMR) indicators, (b) summarize district CCR initiatives and their key accomplishments in 2021-22, and (c) provide 2021-22 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. 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 and modified the school calendar from a six-week schedule to a nine-week schedule. To help district students and families access the internet during at-home learning, the district provided 23,000 hotspots to families by October 2020 and announced that parents could choose in-person or virtual learning for the rest of the school year. Both options included both synchronous and asynchronous learning activities. In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district was able to offer 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]. Because of these variations in instructional time, and support activities, all results should be reviewed with caution.

To better reflect graduation data, please note that the 2021-22 CCMR report uses the end-of-year student enrollment (06/06/22) instead of the Public Education Information Management System (PEIMS) snapshot file. District data in the CCMR report also includes students enrolled in Maya Angelou High School, Juvenile Justice Alternative Education Program, and Hospital Services (*n*=214). Therefore, because most Dallas ISD reports use the PEIMS snapshot file, the data in the 2021-22 CCMR report may differ from other sources.

EVALUATION QUESTIONS AND RESULTS[2]

EQ1: How did the Dallas ISD perform on 2021-22[3] CCMR accountability indicators?

Results

Although a higher percentage of Dallas ISD 2020-21 graduates met the overall CCMR benchmark compared to 2019-20 (58.5% vs 49.1%), a lower percentage of graduates met the remaining TAPR benchmarks (Table 1). Review of state and Region 10 records indicated a similar change. Compared to the state and Region 10, a higher percentage of Dallas ISD graduates completed more advanced or dual credit courses in 2020-21, however the state and Region 10 outperformed the district on all other benchmarks.

[1] Additional information can be found at https://www.dallasisd.org/timetolearn and https://www.dallasisd.org/esser.
[2] Portions of this report were drawn from Lorenz (2022), 2021-22 Evaluation of Career and Technical Education; Lorenz (2022), 2021-22 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 (2022), 2021-22 Evaluation of College Access Program.
[3] CCMR indicators lag one year. For example, the 2021-22 accountability report provides data on graduates of the 2020-21 school year.

Table 1: 2021-22 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)	2020-21	42.5	46.6	47.3
	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*	2020-21	32.9	36.5	17.2
	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)*	2020-21	65.2	65.3	58.5
	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)	2020-21	46.1	46.2	37.1
	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	2020-21	NA	NA	NA
	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: 2021-22 Texas Academic Performance Report (TAPR) accessed 01/06/23. 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. NA= Data not available at this time. TEA estimates this data to be available January 2023.

A review of CCMR related benchmarks indicated that Dallas ISD students have continuously improved on four of the eight CCMR measures presented over the past three years (Table 2).

- The percentage of Dallas ISD graduates who were College, Career or Military Ready in 2020-21 (2022 report) is almost back to its pre-pandemic levels in 2018-19 (2020 report), showing only a two percentage points decline (59% vs 61%), a 10 percentage points increase from 2019-20 (49%).
- On CTE-related measures for the three-year 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 17 percentage points (14% vs 31%) and the percentage of graduates who completed Level I or Level II certificates increased by three percentage points from 2018-19 to 2020-21 (1% vs 4%). The percentage of graduates who earned an industry-based certification increased by eight percentage points (2% vs 10%)

- The percentage of graduates who completed Individual Education Programs and Workforce Readiness remained the same from 2018-19 to 2020-21 (2%).
- The percentage of graduates who met criterion scores on an AP/IB exam decreased by two percentage point (23% vs 21%) and decreased by three percentage points for those who met TSI criteria in both ELA/Reading and Mathematics (28% vs 25%).

Table 2: 2020 to 2022 Dallas ISD College, Career, and Military Readiness Indicators

	2020 (*N*=8,293)		2021 (*N*=8,197)		2022 (*N*=8,003)	
Indicator	***n***	**%**	***n***	**%**	***n***	**%**
College, Career or Military Ready	5,021	61	4,034	49	4,687	59
Met TSI criteria in both ELA/Reading and Mathematics	2,292	28	2,176	27	2,024	25
Met criterion score on an AP/IB Exam in any subject	1,037	23	1,881	23	1,674	21
Earned dual credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject*	1,145	14	1,738	21	2,488	31
Earned an industry-based certification from approved list	137	2	243	3	825	10
Earned a level I or level II certificate in any workforce education area	76	1	333	4	314	4
Earned an associate degree while in high school	245	3	624	8	943	12
Graduated with Completed Individual Education Program (IEP) and Workforce Readiness	194	2	218	3	157	2
Enlisted in the Armed Forces[1]	28	0	NA	NA	NA	NA
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications[2]	1,247	15	NA	NA	NA	NA

Source: 2022 Texas district/school report cards and accountability data accessed on 08/19/22 at 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. [2]2019 was the last year for this indicator to be counted towards CCMR.

Overall, a lower percentage of Dallas ISD and Fort Worth ISD graduates were college, career, or military ready (59%) than graduates of comparable districts (≥60%) in Texas (Table 3). Dallas ISD and Houston ISD graduates had the lowest percentage of all graduates who met TSI criteria in both ELA/Reading and Mathematics (25% vs ≥35%) and met TSI criteria in Mathematics (28% vs ≥44%). Compared to other districts, the Dallas ISD had the highest percentage of all graduates who earned level I or level II certificates (4% vs ≤1%) and an associate degree (12% vs ≤5%). In all other categories, the Dallas ISD scored in the lower to mid-range. 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.

Table 3: 2022 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	8,003	59	4,511	80	3,775	78	4,622	59	11,566	60	2,678	75
Met TSI criteria in both ELA/Reading and Mathematics	2,024	25	3,070	68	2,228	59	1,700	37	2,936	25	941	35
Met TSI criteria in ELA/Reading	3,609	45	3,628	80	2,935	78	2,902	63	4,389	38	1,302	49
Met TSI criteria in Mathematics	2,240	28	3,292	73	2,492	66	2,051	44	3,228	28	1,224	46
Met criterion score on an AP/IB Exam in any subject	1,674	21	1,506	33	867	23	860	19	3,233	28	442	17
Earned dual credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	2,488	31	1,320	29	1,328	35	589	13	1,915	17	990	37
Earned an industry-based certification from approved list	825	10	391	9	184	5	460	10	2,625	23	905	34
Earned a level I or level II certificate in any workforce education area	314	4	21	1	-	-	-	-	63	1	11	0
Earned an associate degree while in high school	943	12	87	2	146	4	167	4	382	3	127	5
Graduated with Completed Individual Education Program (IEP) and Workforce Readiness	125	2	145	3	42	1	106	2	144	1	58	2
Identified as receiving special education services and earned an advanced degree plan	364	5	252	6	184	5	194	4	577	5	197	7
Enlisted in the Armed Forces*	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Source: 2021 Texas district/school report cards and accountability data accessed on 08/19//22 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.

EQ2: What were the key district initiatives related to CCR?

Results

College Access Program[4]

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 three CAP vendors selected for the 2021-22 school year were Academic Success Program (ASP), Education is Freedom (EIF), and Southern Methodist University (SMU). CAP vendors provided supplemental assistance to students and parents for (a) completing college applications, (b) completing financial aid applications, (c) registering and preparing for the *SAT*, *ACT*, and *Texas Success Initiative Assessment* (*TSIA)* tests, (d) completing college and scholarship application essays, (e) completing the Dallas County Promise Pledges; and (f) attending college fairs. Funding for the 2021-22 CAP program was provided by Title IV in the amount of $2,448,000. This was an increase from 2,350,000 in 2020-21 and 2019-20, respectively.

During the 2021-22 school year, the CAP program returned to provide services to students in-person.

- In 2021-22, the CAP program served 10,607[5] students at 37 high school campuses.
- CAP served a higher percentage of high school students in 2021-22 than in 2020-21 (29% vs 27%) and a higher percentage of seniors (84% vs 77%). However, the percentages have not yet reached pre-pandemic levels (2019-20) where 32 percent of all high school students and 88 percent of all seniors were served.
- Overall, 94 percent of all seniors completed at least one college application in 2021-22. An increase of 10 percentage points from 2020-21 (84%).
- Ninety-two percent of seniors completed a Free Application for Federal Student Aid (FAFSA) or Texas Application for State Financial Aid (TASFA) application.

Early College High School Programs[6]

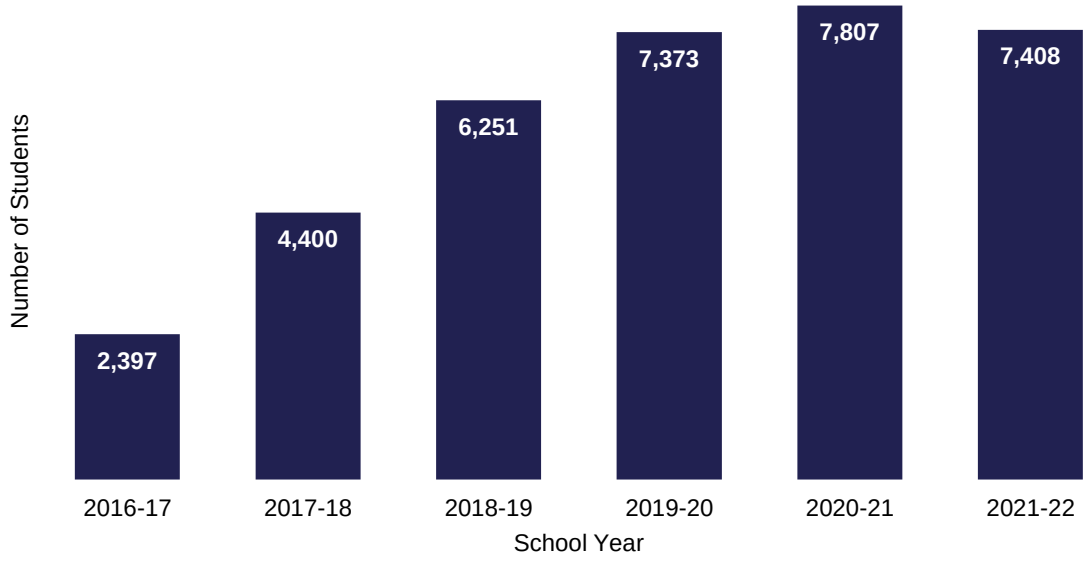
The Dallas ISD was among the first Texas school districts to establish an Early College High School (ECHS) in 2006 to provide traditionally underserved students the opportunity to earn an associate degree or up to 60 hours of tuition-free college credit by the time of high school graduation. The ECHS 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 $12,343,417 in Dallas ISD

[4] For more information about CAP please review the 2021-22 Evaluation of College Access Program (Zhang, 2022).
[5] 2021-22 Evaluation of College Access Program (Zhang, 2022) noted that 11,577 students in grades nine to 12 utilized CAP vendor services but 970 students were missing in the district demographic file, leaving 10,607 students in the file for analyses.
[6] For more information about the Early College High School Programs please review the 2021-22 Evaluation of Early College High School Programs (Lorenz, 2022b).

general operating funds. This was a decrease of 5.9 percent compared to 2020-21 ($13,121,904) and a 13.6 percent decrease over 2019-20 ($14,292,375).

- In 2021-22, Dallas ISD operated 26 ECHSs, which included eight traditional Early College High Schools (ECHS) and 18 P-TECHs.
- In 2021-22, a total of 7,408 students enrolled in ECHSs, including 2,092 students (28.2%) enrolled in traditional ECHSs and 5,316 students (71.8%) 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 4,400 in 2017-18 to 7,408 students in 2021-22 (Figure 1).

Figure 1: 2016-17 to 2021-22 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), 06/07/21 (2020-21), 06/0622 (2021-22), .and ECHS identification file 08/31/22 (2021-22).
Note: Methodology for identifying ECHS students changed with the 2021-22 school year. Therefore, enrollment changes between years should be viewed with caution.

Overall, ECHS students outperformed comprehensive high school students enrolled in campuses offering the ECHS program on meeting Texas Success Initiative (TSI) benchmarks for *SAT* (27 percentage points on ERW and 12 percentage points on mathematics), and *ACT* (five percentage points for both English and mathematics) benchmarks. Moreover, 61 percent of 2021-22 ECHS graduates (*n*=1,435) earned an associate degree or 60 dual credit hours.[7]

[7] Data does not include , three comprehensive high school students who earned an associate degree who were later identified as P-TECH students.

Career and Technical Education[8]

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 2021-22, the total Dallas ISD CTE budget was $42,503,415 (2020-21: $40,379,434), which included $3,970,008 for the Career Institutes (2020-21: $4,046,618).

- In 2021-22, a total of 41,379 students participated in CTE, including 11,382 middle school students and 29,997 high school students (Table 4).
- Middle school enrollment in CTE courses decreased by three percentage points from 2020-21 to 2021 22 (41% vs 38%), while high school enrollment increased by four percentage points compared to 2020-21 (73% vs 77%).
- In 2021-22, 18,239 of the 41,379 CTE students were identified (Table 4) as CTE Participants (44%), followed by CTE Explorers (*n*=10,447, 25%), Concentrators (*n*=9,324, 23%), and CTE Completers (*n*=3,369, 8%).
- High school students were able to participate in traditional CTE course offerings and enroll in specialized CTE programs such as Career Institutes (*n*=4,152), NAF Academies (*n*=7,481), and ECHSs (*n*=5,535).
- Thirteen percent of students who enrolled in these specialized programs enrolled in two or more programs.
- Overall, 7,348 Dallas ISD CTE students earned 9,833 credentials in 2021-22, including 9,395 industry-based certifications and 438 educational certificates. This is an increase of 4,912 credentials from 2020-21 (4,921 credentials).
- Certifications identified by TEA for the A to F accountability system accounted for 58 percent (*n*=5,401) of all industry certifications earned.

[8] For more information about the CTE program please review the 2021-22 Evaluation of Career and Technical Education (Lorenz, 2022a).

Table 4: 2021-22 CTE Student Enrollment by Status

	CTE Participant		CTE Explorer		CTE Concentrator		CTE Completer		Total
Grade	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***N***
				Middle School					
Grade 6	1,108	100.0	-	-	-	-	-	-	1,108
Grade 7	5,056	98.4	83	1.6	-	-	-	-	5,139
Grade 8	4,720	91.9	412	8.0	3	0.1	-	-	5,135
				High School					
Grade 9	5,129	55.4	3,587	38.8	537	5.8	-	-	9,253
Grade 10	1,294	17.4	3,078	41.3	2,935	39.4	141	1.9	7,448
Grade 11	550	8.3	1,954	29.5	3,247	49.1	867	13.1	6,618
Grade 12	382	5.7	1,333	20.0	2,602	39.0	2,361	35.4	6,678
				Overall					
Middle School	10,884	95.6	495	4.3	3	0.0			11,382
High School	7,355	24.5	9,952	33.2	9,321	31.1	3,369	11.2	29,997
Overall	**18,239**	**44.1**	**10,447**	**25.2**	**9,324**	**22.5**	**3,369**	**8.1**	**41,379**

Source: End-of-year demographic file, 06/06/22. CTE course file, 09/06/22. Dallas ISD course file, 09/08/22. CTE Student Identifier, 11/11/22.
Note: - = no students were identified.

Elementary and Secondary School Emergency Relief (ESSER) funded CCR initiatives[9]

SchoolLinks: Dallas ISD, through Counseling Services, implemented SchoolLinks, a K-12 college and career readiness platform. SchoolLinks supports students and their families by providing grade/school level appropriate activities for students to discover interests, explore college and career opportunities, and present pathways to achieve them. Students create their SchoolLinks profile while in elementary and utilize SchoolLinks as a companion resource until graduation. For example, a student will (a) conduct career exploratory activities in elementary school, (b) continue career exploration and identify appropriate Dallas ISD endorsements and pathways in middle school, and (c) conduct virtual college tours, apply, and track college and financial aid applications in high school. To track the implementation of SchoolLinks, counseling staff set performance metrics for elementary, middle, and high school students. Program manager indicated that they met the three goals set out:

- Eighty percent of grade eight students selected an endorsement for high school aligned with their career interest.
- Created awareness among grade eight students about the available CTE options and pathways.
- Sixty percent of K-5 students explored career interests using a career interest inventory questionnaire.

P-TECH/ECHS Program Specialist: ESSER funds supported seven P-TECH/ECHS Program Specialist positions for the 2021-22 school year. Specialists were to work directly with ECHS students grades nine through 12 to increase student achievement while also supporting school administration. Program leadership reported that in 2021-22 specialists primarily focused on grade 12 students to:

- Maintain 10% of Dallas ISD Class of 2022 earning an Associate degree by August 31, 2022.
- By the end of the 2021-22 academic year, increase the number of students graduating with TSI-A met criteria via assessment in both ELA and Mathematics by five percentage points.
- By the end of 2021-22 academic year, develop a systematic method to electronically track student progress towards degree completion.
- By the end of 2021-22 academic year, increase the percent of students successfully completing dual credit courses by five percentage points above the corresponding semester during the previous school year.

Review of program information and academic achievement indicated that out of the 8,690 seniors enrolled, 824 students (9.5%) earned an associate degree. The program reported that based on preliminary TSI data the department was able to increase the percentage of seniors meeting TSI Math by five percentage points (ESSER goal) year-over year but failed to so in ELAR. To better assist in the monitoring of dual-credit coursework, the department noted that it facilitated the creation of a dual-credit progress monitoring platform. Finally, the department reported that dual-credit success rates (A-C) increased from 65 percent (2020-21) to 72 percent (2021-22), thereby meeting this ESSER goal.

[9] Information based in part on the Dallas ISD 2021-22 Evaluation of Dallas ISD ESSER Activities report.

One Goal: Dallas ISD cooperated with One Goal[10] to provide coaching to school leadership of eight high priority high school campuses (Pinkston, Adamson, Sunset, Molina, Samuel, Spruce, Seagoville, and Skyline) to raise the college and career readiness of graduates. During its first year (2021-22), One Goal planned to provide five three-hour group coaching sessions to Dallas ISD school and district leaders. However, due to procurement delay, only three sessions were held in March (*n*=26), April (*n*=20), and May 2022 (*n*=15). During these sessions, participants reviewed postsecondary data, identified implementation problems, conducted a root cause analysis, and created campus specific action plans. At the end of each session, participants provided feedback regarding the session. Program staff conducted a survey after each session. Response rates varied between 7 percent and 80 percent. Across all sessions:

- All respondents rated the training facilitators and overall training sessions as mostly or very effective.
- Ninety-seven percent of respondents agreed or strongly agreed that sessions provided opportunity to engage with other peers about the subject matter.
- Ninety-two percent of respondents agreed or strongly agreed that they learned new strategies during the sessions.
- Eighty-nine percent of respondents agreed or strongly agreed that they possess the abilities to implement the materials learned during the sessions.
- Eighty-six percent of respondents agreed or strongly agreed that they implemented strategies and actions learned in the prior session in their classroom.

TSI Performance objectives are based on the Texas Academic Performance Report (TAPR). However, as TAPR data is lagged by one year, performance goals could not be analyzed.

EQ3: What were the demographic and enrollment characteristics of high school students in 2021-22?

Results

During the 2021-22 school year, a total of 39,356 students were enrolled in a Dallas ISD high School (Table 5). Seventy-three percent of students were Hispanic, and 19 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 69 percent of students were at risk of dropping out. Forty-three percent of students were English learners, while 17 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 the 2019-20 school year, the percentage of at-risk students increased from 63 percent (2020-21) to 69 percent (2021-22), and the percentage of English learners increased from 38 percent (2020-21) to 43 percent (2021-22).

[10] One Goal provides coaching and support to campuses to adopt One Goal's advising modules and practices and ensure every student has a post-secondary plan.

Table 5: 2021-22 Dallas ISD High School Student Characteristics

	Grade 9 (*N*=12,629)		Grade 10 (*N*=9,647)		Grade 11 (*N*=8,390)		Grade 12 (*N*=8,690)		Total (*N*=39,356)	
	n	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Gender										
Female	5,986	47.4	4,869	50.5	4,302	51.3	4,451	51.2	19,608	49.8
Male	6,643	52.6	4,778	49.5	4,088	48.7	4,239	48.8	19,748	50.2
Race / Ethnicity										
Asian	166	1.3	107	1.1	84	1.0	130	1.5	487	1.2
African American	2,413	19.1	1,926	20.0	1,605	19.1	1,697	19.5	7,641	19.4
Hispanic	9,261	73.3	6,998	72.5	6,121	73.0	6,224	71.6	28,604	72.7
White	570	4.5	453	4.7	431	5.1	435	5.0	1,889	4.8
Other	219	1.7	163	1.7	149	1.8	204	2.3	735	1.9
Student Characteristics										
At Risk Status	9,468	75.0	6,725	69.7	5,507	65.6	5,323	61.3	27,023	68.7
EcoDis Status	10,431	82.6	7,888	81.8	6,680	79.6	6,790	78.1	31,789	80.8
English Learner	6,181	48.9	4,175	43.3	3,386	40.4	2,969	34.2	16,711	42.5
Special Education	1,197	9.5	885	9.2	676	8.1	854	9.8	3,612	9.2
TAG Eligible	2,081	16.5	1,687	17.5	1,502	17.9	1,531	17.6	6,801	17.3

Source: End-of-year demographic file, 06/06/22.
Note: EcoDis = Economically disadvantaged. Column percentages may not sum to 100 due to rounding.

Thirty-two percent of students (*n*=12,629) were enrolled in grade nine, 25 percent in grade 10 (*n*=9,647), 21 percent in grade 11 (*n*=8,390), and 22 percent in grade 12 (*n*=8,690). Enrollment by school ranged from 195 students (North Lake) to 3,975 students (Skyline). Campuses that started to accept students in 2016-17 or thereafter did not have students enrolled in all grade levels.

Table 6: 2021-22 Dallas ISD High School Enrollment by Grade Level

	Grade Level				
	9	10	11	12	Total
Campus	***n***	***n***	***n***	***n***	***N***
Adams, B	620	558	472	498	2,148
Adamson	444	352	302	354	1,452
Carter	328	266	207	251	1,052
CityLab	68	72	46	55	241
Conrad	387	300	271	321	1,279
Garza	104	105	107	109	425
Gilliam	98	83	81	82	344
Hillcrest	513	394	364	362	1,633
IDEA	53	51	51	52	207
Jefferson	504	293	286	299	1,382
Kimball	383	296	231	252	1,162
Lassiter	68	71	51	60	250
Lincoln	213	168	127	134	642
Madison	112	103	72	97	384
Molina	593	492	499	492	2,076
New Tech	103	109	99	41	352
North Dallas	381	232	268	232	1,113
North Lake EC	75	56	64	-	195
Obama	85	44	38	34	201
Pinkston	341	254	205	163	963
Rangel	79	82	77	60	298
Roosevelt	269	199	150	161	779
Samuell	614	436	350	341	1,741
Seagoville	616	363	305	350	1,634
Skyline	1,383	978	847	767	3,975
South Oak Cliff	484	317	272	252	1,325
Spruce	564	384	252	300	1,500
Sunset	618	528	431	493	2,070
Townview Business	120	117	105	133	475
Townview Education	63	44	44	57	208
Townview Health	121	123	98	140	482
Townview Law	133	110	115	97	455
Townview SEM	121	109	106	162	498
Townview TAG	132	122	114	132	500
Washington	245	244	223	221	933
White	655	483	416	428	1,982
Wilmer-Hutchins	296	247	207	206	956
Wilson	542	392	398	498	1,830
Overall*	**12,629**	**9,647**	**8,390**	**8,690**	**39,356**

Source: End-of-year demographic file, 5/30/22.
Note: IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. Pub Svc = Public Service. TAG = Talented and Gifted. *Overall district information includes 214 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. - = no students were enrolled in that grade level.

EQ 4: What were the academic performances of high school students on CCR-related assessments?

Results

2021-22 *SAT* Outcomes

Overall, 7,727 students took the *SAT* exam during the 2021-22 school year (Table 7). Of these, 91 percent (*n*=7,058) took the *SAT* exam during the School-Day *SAT* testing date on March 2, 2021. About nine percent of test takers took the *SAT* outside of the targeted grade level (grade 11).

Table 7: 2019-20 to 2021-22 *SAT* Tests Taken by Grade

	2019-20		2020-21		2021-22	
Grade	***N***	**%**	***N***	**%**	***N***	**%**
9	2	0.0	1	0.0	4	0.1
10	73	0.8	47	0.8	66	0.9
11	7,128	80.3	5,551	93.8	7,027	90.9
12	1,678	18.9	317	5.4	630	8.2
Total	**8,881**	**100.0**	**5,916**	**100.0**	**7,727**	**100.0**

Source: District *SAT* data files dated 10/14/20 (2019-20), 07/21/21 (2020-21), and 09/29/22 (2021-22). End-of-year demographic files dated 05/29/20 (2019-20), 06/07/21 (2020-21), and 06/06/22 (2021-22).

In 2021-22, 39 percent of students who took the *SAT* met the TSI benchmark for ERW (Table 8), while 20 percent met the TSI benchmark for mathematics (Table 9).

- The campuses with the highest percentage of students who met the ERW benchmark were Townview TAG (100%), Townview SEM (99%), and Rangel (99%).
- The campuses with the highest percentage of students who met the mathematics benchmark were Townview TAG (96%), Townview SEM (99%), and Rangel (79%).
- Although the number of students who took the *SAT* exam in 2021-22 has increased from 2020-21 (*n*=5,916), it has not yet reached the pre-pandemic levels of 2019-20 (*n*=8,881) and 2018-19 (*n*=9,721). However, the percentage of students who met the TSI benchmarks was lower in 2021-22 than in 2020-21; ERW (41% vs 39%) and mathematics (24% vs 20%).

Table 8: 2019-20 to 2021-22 Percentage of High School Students Meeting TSI *SAT* Benchmark for Evidence-Based Reading and Writing (ERW)

	2019-20		2020-21		2020-21	
Campus	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**
Adams, B	586	35.7	373	31.9	458	27.3
Adamson	284	27.8	289	21.5	265	29.1
Carter	212	17.5	153	18.3	150	13.3
City Lab	64	54.7	41	36.6	56	32.1
Conrad	267	36.0	197	32.5	265	26.0
Garza	129	82.2	109	88.1	114	83.3
Gilliam	119	63.9	91	39.6	83	56.6
Hillcrest	344	36.9	262	42.4	333	37.5
IDEA	74	32.4	27	29.6	45	28.9
Jefferson	332	25.6	160	22.5	260	23.1
Kimball	312	24.7	95	20.0	161	18.0
Lassiter	81	88.9	63	84.1	55	80.0
Lincoln	140	20.7	93	12.9	104	12.5
Madison	109	23.9	87	13.8	72	19.4
Molina	510	25.3	192	20.3	384	25.8
New Tech	63	23.8	43	30.2	99	24.2
North Dallas	213	20.2	171	21.1	250	24.0
North Lake EC	-	-	-	-	64	70.3
Obama	51	92.2	31	77.4	42	0.0
Pinkston	198	21.7	136	30.1	207	21.7
Rangel HS	88	100.0	60	90.0	102	96.1
Roosevelt	98	14.3	18	22.2	88	13.6
Samuell	360	20.3	126	31.0	298	16.8
Seagoville	306	24.2	200	22.0	253	25.7
Skyline	781	32.3	678	27.9	738	36.0
South Oak Cliff	200	10.0	84	14.3	221	12.2
Spruce	295	15.9	188	8.5	199	17.6
Sunset	373	26.0	106	31.1	367	24.0
Townview Business	158	82.3	96	87.5	131	83.2
Townview Education	113	81.4	54	74.1	52	80.8
Townview Health	195	89.2	132	90.2	122	90.2
Townview Law	153	86.3	104	91.3	129	93.8
Townview SEM	134	99.3	169	99.4	158	99.4
Townview TAG	88	100.0	152	100.0	163	100.0
Washington	324	84.0	228	83.3	255	82.4
White	456	40.8	322	31.4	396	27.3
Wilmer-Hutchins	192	15.1	119	10.1	141	18.4
Wilson	479	56.8	467	55.7	426	53.3
Overall	**8,881**	**39.7**	**5,916**	**41.2**	**7,727***	**38.5**

Source: District *SAT* data files dated 10/14/20 (2019-20), 07/21/21 (2020-21), and 09/29/22 (2021-22). End-of-year demographic files dated 05/29/20 (2019-20), 06/07/21 (2020-21), and 06/06/22 (2021-22).
Note: TSI *SAT* Benchmark for ERW = 480. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. Pub Svc = Public Service. TAG = Talented and Gifted. * includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services. at the time of the end-of-year snapshot.

Table 9: 2019-20 to 2021-22 Percentage of High School Students Meeting TSI *SAT* Benchmark for Mathematics

	2019-20		2020-21		2020-21	
Campus	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**
Adams, B	586	18.9	373	15.8	458	7.9
Adamson	284	10.6	289	6.2	265	8.3
Carter	212	4.2	153	4.6	150	2.7
City Lab	64	18.8	41	17.1	56	14.3
Conrad	267	21.0	197	14.2	265	7.2
Garza	129	50.4	109	47.7	114	47.4
Gilliam	119	33.6	91	16.5	83	15.7
Hillcrest	344	22.1	262	22.9	333	13.5
IDEA	74	9.5	27	11.1	45	8.9
Jefferson	332	8.1	160	10.0	260	8.1
Kimball	312	5.4	95	5.3	161	1.2
Lassiter	81	74.1	63	61.9	55	52.7
Lincoln	140	3.6	93	5.4	104	1.9
Madison	109	2.8	87	2.3	72	2.8
Molina	510	11.0	192	7.3	384	5.5
New Tech	63	9.5	43	7.0	99	14.1
North Dallas	213	7.0	171	5.3	250	6.8
North Lake EC	-	-	-	-	64	37.5
Obama	51	72.5	31	38.7	42	0.0
Pinkston	198	8.1	136	11.0	207	8.7
Rangel HS	88	90.9	60	68.3	102	79.4
Roosevelt	98	5.1	18	5.6	88	3.4
Samuell	360	9.4	126	12.7	298	6.7
Seagoville	306	9.2	200	6.5	253	7.5
Skyline	781	16.5	678	12.7	738	14.1
South Oak Cliff	200	3.5	84	8.3	221	1.8
Spruce	295	10.8	188	6.4	199	4.5
Sunset	373	13.4	106	10.4	367	8.7
Townview Business	158	63.3	96	62.5	131	48.1
Townview Education	113	53.1	54	37.0	52	36.5
Townview Health	195	67.7	132	56.8	122	53.3
Townview Law	153	64.1	104	61.5	129	68.2
Townview SEM	134	99.3	169	98.2	158	98.7
Townview TAG	88	100.0	152	96.1	163	98.8
Washington	324	50.6	228	50.9	255	53.3
White	456	18.6	322	12.4	396	9.3
Wilmer-Hutchins	192	3.6	119	2.5	141	2.1
Wilson	479	39.9	467	39.4	426	35.9
Overall	**8,881**	**23.3**	**5,916**	**24.2**	**7,727***	**19.7**

Source: District *SAT* data files dated 10/14/20 (2019-20), 07/21/21 (2020-21), and 09/29/22 (2021-22). End-of-year demographic files dated 05/29/20 (2019-20), 06/07/21 (2020-21), and 06/06/22 (2021-22).
Note: TSI *SAT* Benchmark for ERW = 480. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. Pub Svc = Public Service. TAG = Talented and Gifted. * includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services. at the time of the end-of-year snapshot.

Attained TSI SAT Benchmarks

Overall, of the 17,080 grade 11 and grade 12 high school students enrolled in 2021-22, 28 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 (Roosevelt) to 98 percent (Townview TAG) for ERW, and one percent (Kimball) to 96 percent (two campuses) for mathematics.
- Overall, 31 percent of grade 11 students (i.e. targeted grade level for the *SAT*) met the TSI *SAT* benchmark for ERW and 15 percent of met the TSI *SAT* benchmark for mathematics.
- A higher percentage of grade 11 students met TSI *SAT* benchmarks for ERW and mathematics in 2021-22 than in 2020-21 (24% and 14%, respectively).
- The percentage of grade 11 students meeting TSI *SAT* benchmarks by campus ranged from seven percent (Roosevelt) to 99 percent (Townview SEM) for ERW and one percent (multiple campuses) to 98 percent (Townview SEM) for mathematics.

Table 10: 2021-22 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	472	112	23.7	498	121	24.3	970	233	24.0
Adamson	302	74	24.5	354	63	17.8	656	137	20.9
Carter	207	21	10.1	251	25	10.0	458	46	10.0
CityLab	46	14	30.4	55	16	29.1	101	30	29.7
Conrad	271	55	20.3	321	48	15.0	592	103	17.4
Garza	107	87	81.3	109	89	81.7	216	176	81.5
Gilliam	81	46	56.8	82	31	37.8	163	77	47.2
Hillcrest	364	119	32.7	362	101	27.9	726	220	30.3
IDEA	51	13	25.5	52	8	15.4	103	21	20.4
Jefferson	286	49	17.1	299	37	12.4	585	86	14.7
Kimball	231	25	10.8	252	18	7.1	483	43	8.9
Lassiter	51	41	80.4	60	50	83.3	111	91	82.0
Lincoln	127	10	7.9	134	13	9.7	261	23	8.8
Madison	72	14	19.4	97	10	10.3	169	24	14.2
Molina	499	95	19.0	492	40	8.1	991	135	13.6
New Tech	99	24	24.2	41	12	29.3	140	36	25.7
North Dallas	268	56	20.9	232	36	15.5	500	92	18.4
North Lake	64	44	68.8	-	-	-	64	44	68.8
Obama HS	38	31	81.6	34	24	70.6	72	55	76.4
Pinkston	205	41	20.0	163	38	23.3	368	79	21.5
Rangel	77	75	97.4	60	51	85.0	137	126	92.0
Roosevelt	150	11	7.3	161	5	3.1	311	16	5.1
Samuell	350	48	13.7	341	37	10.9	691	85	12.3
Seagoville	305	61	20.0	350	43	12.3	655	104	15.9
Skyline	847	254	30.0	767	168	21.9	1,614	422	26.1
South Oak Cliff	272	26	9.6	252	13	5.2	524	39	7.4
Spruce	252	34	13.5	300	18	6.0	552	52	9.4
Sunset	431	81	18.8	493	34	6.9	924	115	12.4
Townview Business	105	85	81.0	133	81	60.9	238	166	69.7
Townview Education	44	38	86.4	57	31	54.4	101	69	68.3
Townview Health	98	86	87.8	140	102	72.9	238	188	79.0
Townview Law	115	107	93.0	97	85	87.6	212	192	90.6
Townview SEM	106	105	99.1	162	156	96.3	268	261	97.4
Townview TAG	114	112	98.2	132	128	97.0	246	240	97.6
Washington	223	173	77.6	221	151	68.3	444	324	73.0
White	416	98	23.6	428	95	22.2	844	193	22.9
Wilmer-Hutchins	207	25	12.1	206	12	5.8	413	37	9.0
Wilson	398	188	47.2	498	222	44.6	896	410	45.8
Overall*	**8,390**	**2,581**	**30.8**	**8,690**	**2,212**	**25.5**	**17,080**	**4,793**	**28.1**

Source: End-of-year demographic file, 06/06/22. Combined 2018-22 *SAT* file, 10/05/22.
Note: * includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services at the time of the end-of-year snapshot. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted. - = indicates that no students were enrolled in that grade level.

Table 11: 2021-22 Percentage of High School Students Meeting TSI *SAT* Benchmark for Mathematics 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	472	33	7.0	498	56	11.2	970	89	9.2
Adamson	302	21	7.0	354	19	5.4	656	40	6.1
Carter	207	3	1.4	251	6	2.4	458	9	2.0
CityLab	46	6	13.0	55	7	12.7	101	13	12.9
Conrad	271	15	5.5	321	23	7.2	592	38	6.4
Garza	107	49	45.8	109	47	43.1	216	96	44.4
Gilliam	81	13	16.0	82	14	17.1	163	27	16.6
Hillcrest	364	42	11.5	362	50	13.8	726	92	12.7
IDEA	51	4	7.8	52	3	5.8	103	7	6.8
Jefferson	286	13	4.5	299	17	5.7	585	30	5.1
Kimball	231	2	0.9	252	5	2.0	483	7	1.4
Lassiter	51	28	54.9	60	39	65.0	111	67	60.4
Lincoln	127	1	0.8	134	5	3.7	261	6	2.3
Madison	72	2	2.8	97	2	2.1	169	4	2.4
Molina	499	19	3.8	492	16	3.3	991	35	3.5
New Tech	99	14	14.1	41	3	7.3	140	17	12.1
North Dallas	268	16	6.0	232	8	3.4	500	24	4.8
North Lake	64	23	35.9	-	-	-	64	23	35.9
Obama HS	38	14	36.8	34	12	35.3	72	26	36.1
Pinkston	205	14	6.8	163	19	11.7	368	33	9.0
Rangel	77	64	83.1	60	41	68.3	137	105	76.6
Roosevelt	150	2	1.3	161	3	1.9	311	5	1.6
Samuell	350	19	5.4	341	14	4.1	691	33	4.8
Seagoville	305	15	4.9	350	15	4.3	655	30	4.6
Skyline	847	97	11.5	767	80	10.4	1,614	177	11.0
South Oak Cliff	272	4	1.5	252	6	2.4	524	10	1.9
Spruce	252	9	3.6	300	13	4.3	552	22	4.0
Sunset	431	31	7.2	493	13	2.6	924	44	4.8
Townview Business	105	43	41.0	133	59	44.4	238	102	42.9
Townview Education	44	16	36.4	57	17	29.8	101	33	32.7
Townview Health	98	50	51.0	140	58	41.4	238	108	45.4
Townview Law	115	76	66.1	97	62	63.9	212	138	65.1
Townview SEM	106	104	98.1	162	154	95.1	268	258	96.3
Townview TAG	114	111	97.4	132	125	94.7	246	236	95.9
Washington	223	106	47.5	221	91	41.2	444	197	44.4
White	416	29	7.0	428	41	9.6	844	70	8.3
Wilmer-Hutchins	207	3	1.4	206	5	2.4	413	8	1.9
Wilson	398	121	30.4	498	153	30.7	896	274	30.6
Overall*	**8,390**	**1,232**	**14.7**	**8,690**	**1,301**	**15.0**	**17,080**	**2,533**	**14.8**

Source: End-of-year demographic file, 06/06/22. Combined 2018-22 *SAT* file, 10/05/22.
Note: * includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services at the time of the end-of-year snapshot. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted. - = indicates that no students were enrolled in that grade level.

2021-22 *ACT* Outcomes

Overall, 6,981 students took the *ACT* exam during the 2021-22 school year (Table 12). Of these, around 96 percent (*n*= 6,689) took the *ACT* exam during the School-Day *ACT* testing date on October 5, 2021. About four percent of test takers took the *ACT* outside of the targeted grade level (grade 12).

Table 12: 2019-20 to 2021-22 *ACT* Tests Taken by Grade

	2019-20		2020-21		2020-21	
Grade	***N***	**%**	***N***	**%**	***N***	**%**
9	0	0.0	0	0.0	1	0.0
10	12	0.2	2	0.0	9	0.1
11	465	6.2	251	5.1	285	4.1
12	7,047	93.7	4,698	94.9	6,686	95.8
Total	**7,524**	**100.1**	**4,951**	**100.0**	**6,981**	**100.0**

Source: District *ACT* data files dated 01/07.21 (2019-20), 07/28/21 (2020-21), and 09/29/22 (2021-22). End-of-year demographic files dated 05/29/20 (2019-20), 06/07/21 (2020-21), and 06/06/22 (2021-22).

In 2021-22, 24 percent of students who took the *ACT* met the TSI benchmark for Reading (Table 13), while 21 percent met the TSI benchmark for mathematics (Table 14).

- The campuses with the highest percent of students meeting *ACT* benchmarks were Townview TAG (100% English, 98% mathematics), Townview SEM (90% English, 100% mathematics), and Rangel (87% English, 77% mathematics).
- While the number of students who took the *ACT* exam increased from 2020-21 (*n*=4,951) to 2021-22, the percentage of students who met the benchmarks increased only for English (22% vs 24%) while it decreased for mathematics (23% vs 21%).

Table 13: 2019-20 to 2021-22 Percentage of High School Students Meeting TSI *ACT* Benchmark for English

	2019-20		2020-21		2021-22	
Campus	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**
Adams, B	388	19.6	194	15.5	373	18.2
Adamson	243	14.4	241	8.7	277	10.1
Carter	210	9.0	112	8.0	185	5.4
City Lab	*	*	60	33.3	46	15.2
Conrad	285	16.5	181	19.9	240	12.5
Garza	108	72.2	96	53.1	109	70.6
Gilliam	147	35.4	111	31.5	83	31.3
Hillcrest	219	19.2	181	24.3	269	28.6
IDEA	68	32.4	46	10.9	49	12.2
Jefferson	219	11.4	63	14.3	251	6.8
Kimball	218	15.6	216	6.5	200	6.5
Lassiter	51	82.4	63	60.3	60	63.3
Lincoln	150	6.0	50	0.0	96	12.5
Madison	100	2.0	91	3.3	91	4.4
Molina	419	11.2	269	10.4	436	7.1
New Tech	56	23.2	42	11.9	38	28.9
North Dallas	175	9.7	144	6.9	185	7.6
North Lake	-	-	-	-	*	*
Obama	29	79.3	33	63.6	40	60.0
Pinkston	206	15.0	129	5.4	127	15.0
Rangel	106	93.4	15	93.3	119	87.4
Roosevelt	107	16.8	35	11.4	105	5.7
Samuell	316	11.1	168	7.7	240	7.5
Seagoville	285	9.1	155	9.7	293	6.8
Skyline	774	17.7	563	13.3	570	12.8
South Oak Cliff	177	11.9	136	5.1	173	5.2
Spruce	269	10.8	222	5.0	166	7.2
Sunset	438	13.9	117	7.7	377	9.8
Townview Business	112	66.1	36	52.8	129	52.7
Townview Education	76	65.8	26	73.1	57	49.1
Townview Health	122	77.9	46	54.3	140	57.9
Townview Law	98	67.3	39	84.6	93	67.7
Townview SEM	92	98.9	66	90.9	135	89.6
Townview TAG	64	100.0	43	100.0	128	100.0
Washington	227	80.6	197	69.0	181	74.0
White	348	19.0	310	16.5	319	17.6
Wilmer-Hutchins	209	5.7	140	5.0	158	5.7
Wilson	412	54.4	315	53.0	441	48.3
Overall	**7,524**	**26.1**	**4,951**	**22.1**	**6,981**[1]	**24.3**

Source: District *ACT* data files dated 01/07.21 (2019-20), 07/28/21 (2020-21), and 09/29/22 (2021-22). End-of-year demographic files dated 05/29/20 (2019-20), 06/07/21 (2020-21), and 06/06/22 (2021-22).
Note: TSI *ACT* Benchmark for English = 19. - = indicates that no students were enrolled in that grade level. * 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. [1] includes a student enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services at the time of the end-of-year snapshot.

Table 14: 2019-20 to 2021-22 Percentage of High School Students Meeting TSI *ACT* Benchmark for Mathematics

	2019-20		2020-21		2021-22	
Campus	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**
Adams, B	388	14.4	194	17.5	373	12.3
Adamson	243	18.5	241	11.6	277	7.9
Carter	210	6.7	112	3.6	185	3.2
City Lab	*	*	60	30.0	46	13.0
Conrad	285	17.2	181	21.0	240	9.2
Garza	108	63.0	96	59.4	109	52.3
Gilliam	147	36.7	111	28.8	83	21.7
Hillcrest	219	20.5	181	26.5	269	22.3
IDEA	68	23.5	46	4.3	49	6.1
Jefferson	219	14.2	63	9.5	251	11.6
Kimball	218	8.3	216	7.4	200	4.5
Lassiter	51	76.5	63	79.4	60	71.7
Lincoln	150	3.3	50	2.0	96	4.2
Madison	100	2.0	91	2.2	91	3.3
Molina	419	12.6	269	11.2	436	7.1
New Tech	56	12.5	42	11.9	38	7.9
North Dallas	175	15.4	144	7.6	185	5.4
North Lake	-	-	-	-	*	*
Obama	29	86.2	33	72.7	40	52.5
Pinkston	206	14.1	129	7.0	127	18.1
Rangel	106	94.3	15	93.3	119	77.3
Roosevelt	107	12.1	35	11.4	105	3.8
Samuell	316	13.3	168	19.6	240	7.5
Seagoville	285	9.1	155	11.6	293	8.2
Skyline	774	20.9	563	16.9	570	13.7
South Oak Cliff	177	9.6	136	4.4	173	4.0
Spruce	269	12.6	222	5.9	166	10.2
Sunset	438	13.9	117	12.0	377	5.3
Townview Business	112	64.3	36	69.4	129	53.5
Townview Education	76	50.0	26	69.2	57	42.1
Townview Health	122	65.6	46	65.2	140	52.9
Townview Law	98	63.3	39	76.9	93	68.8
Townview SEM	92	100.0	66	100.0	135	100.0
Townview TAG	64	100.0	43	100.0	128	97.7
Washington	227	64.8	197	54.8	181	52.5
White	348	18.1	310	17.4	319	14.1
Wilmer-Hutchins	209	11.5	140	5.0	158	4.4
Wilson	412	51.9	315	47.9	441	39.9
Overall	**7,524**	**25.2**	**4,951**	**23.1**	**6,981**	**21.3**

Source: District *ACT* data files dated 01/07.21 (2019-20), 07/28/21 (2020-21), and 09/29/22 (2021-22). End-of-year demographic files dated 05/29/20 (2019-20), 06/07/21 (2020-21), and 06/06/22 (2021-22).
Note: TSI *ACT* Benchmark for English = 19. - = indicates that no students were enrolled in that grade level. * 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. [1] includes a student enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services at the time of the end-of-year snapshot.

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 13 percent in English and to 12 percent in mathematics (Table 15); which was consistent to those of the 2020-21 school year for mathematics and increased by one percentage point for English.

Table 15: 2021-22 *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	373	18.2	12.3	4.0	3.2
Adamson	277	10.1	7.9	1.4	1.4
Carter	185	5.4	3.2	1.1	1.1
City Lab	46	15.2	13.0	10.9	8.7
Conrad	240	12.5	9.2	2.9	2.9
Garza	109	70.6	52.3	25.7	22.9
Gilliam	83	31.3	21.7	10.8	9.6
Hillcrest	269	28.6	22.3	14.9	13.4
IDEA	49	12.2	6.1	4.1	2.0
Jefferson	251	6.8	11.6	2.0	0.8
Kimball	200	6.5	4.5	0.5	0.5
Lassiter	60	63.3	71.7	26.7	25.0
Lincoln	96	12.5	4.2	0.0	0.0
Madison	91	4.4	3.3	0.0	0.0
Molina	436	7.1	7.1	0.7	0.5
New Tech	38	28.9	7.9	2.6	2.6
North Dallas	185	7.6	5.4	1.1	1.1
North Lake	*	*	*	*	*
Obama	40	60.0	52.5	37.5	32.5
Pinkston	127	15.0	18.1	2.4	1.6
Rangel	119	87.4	77.3	51.3	51.3
Roosevelt	105	5.7	3.8	1.0	1.0
Samuell	240	7.5	7.5	0.4	0.4
Seagoville	293	6.8	8.2	2.0	1.7
Skyline	570	12.8	13.7	5.6	4.7
South Oak Cliff	173	5.2	4.0	1.2	1.2
Spruce	166	7.2	10.2	2.4	2.4
Sunset	377	9.8	5.3	2.1	1.9
Townview Business	129	52.7	53.5	29.5	27.1
Townview Education	57	49.1	42.1	21.1	14.0
Townview Health	140	57.9	52.9	27.1	24.3
Townview Law	93	67.7	68.8	30.1	31.2
Townview SEM	135	89.6	100.0	80.7	82.2
Townview TAG	128	100.0	97.7	91.4	91.4
Washington	181	74.0	52.5	50.3	42.0
White	319	17.6	14.1	6.6	6.0
Wilmer-Hutchins	158	5.7	4.4	0.6	0.6
Wilson	441	48.3	39.9	33.3	31.1
Overall	**6,981**	**24.3**	**21.3**	**12.5**	**11.6**

Source: District *ACT* data file dated 09/29/22. End-of-year demographic file dated 06/06/22.
Note: TSI *ACT* Benchmark for English = 19. - = indicates that no students were enrolled in that grade level. * 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. [1] includes a student enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services at the time of the end-of-year snapshot.

Attained TSI ACT Benchmarks

Of the 8,690 grade 12 students enrolled in 2021-22, nine percent met the TSI *ACT* benchmark for English and eight percent met the TSI *ACT* benchmark for mathematics (Table 16). The percentage of grade 12 students meeting TSI *ACT* benchmarks by campus ranged from zero percent (multiple campuses) to 74 percent (Townview TAG) for English and mathematics.

Table 16: 2021-22 Percentage of Grade 12 High School Students Meeting *ACT* Benchmarks for English and Mathematics by Campus

		English		Mathematics	
Campus	**Enrolled *N***	**Met *ACT* *n***	**Met *ACT* %**	**Met *ACT* *n***	**Met *ACT* %**
Adams, B	498	15	3.0	12	2.4
Adamson	354	3	0.8	3	0.8
Carter	251	2	0.8	2	0.8
CityLab	55	6	10.9	5	9.1
Conrad	321	7	2.2	7	2.2
Garza	109	28	25.7	25	22.9
Gilliam	82	9	11.0	8	9.8
Hillcrest	362	37	10.2	34	9.4
IDEA	52	2	3.8	1	1.9
Jefferson	299	5	1.7	2	0.7
Kimball	252	1	0.4	1	0.4
Lassiter	60	17	28.3	16	26.7
Lincoln	134	0	0.0	0	0.0
Madison	97	0	0.0	0	0.0
Molina	492	3	0.6	2	0.4
New Tech	41	1	2.4	1	2.4
North Dallas	232	2	0.9	2	0.9
North Lake	-	-	-	-	-
Obama HS	34	12	35.3	10	29.4
Pinkston	163	2	1.2	2	1.2
Rangel	60	24	40.0	24	40.0
Roosevelt	161	1	0.6	1	0.6
Samuell	341	1	0.3	1	0.3
Seagoville	350	6	1.7	5	1.4
Skyline	767	32	4.2	27	3.5
South Oak Cliff	252	2	0.8	2	0.8
Spruce	300	4	1.3	4	1.3
Sunset	493	8	1.6	7	1.4
Townview Business	133	38	28.6	35	26.3
Townview Education	57	12	21.1	8	14.0
Townview Health	140	37	26.4	34	24.3
Townview Law	97	28	28.9	29	29.9
Townview SEM	162	113	69.8	115	71.0
Townview TAG	132	97	73.5	97	73.5
Washington	221	70	31.7	58	26.2
White	428	21	4.9	19	4.4
Wilmer-Hutchins	206	1	0.5	1	0.5
Wilson	498	114	22.9	106	21.3
Overall*	8,690	761	8.8	706	8.1

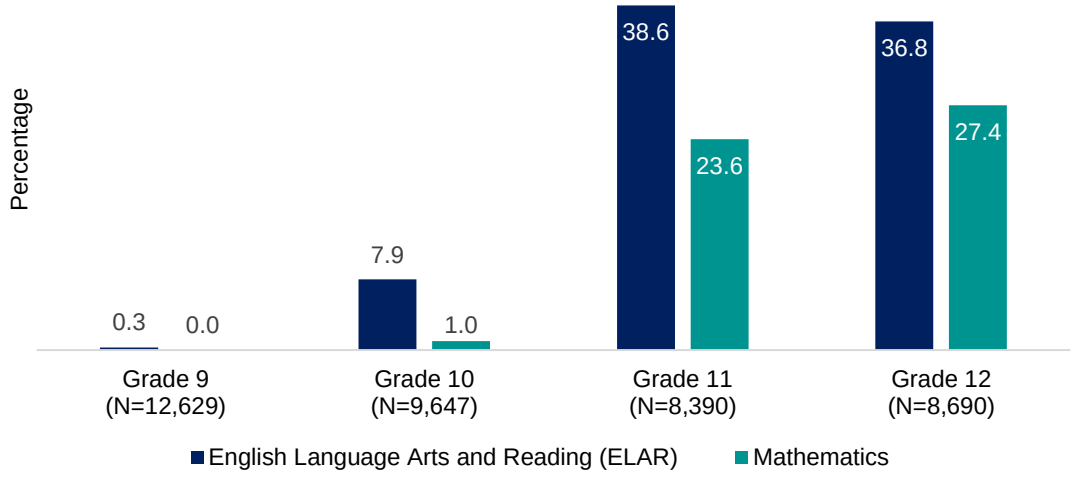
Source: End-of-year demographic file, 06/06/22. Combined 2018-22 *ACT* file, 10/05/22.
Note: * includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted. - = no students were enrolled in that grade level.

Attained TSIA or Exempt

Of the 39,356 high school students enrolled in 2021-22, 18 percent met *TSIA*[11] benchmarks or qualified for an exemption (*TSIA*+) for English Language Arts and Reading (ELAR) (formerly reading) and 11 percent met *TSIA*+ criteria for mathematics (Tables 17 and 18).

- The percentage of students who met *TSIA*+ criteria by grade level ranged from 0 (grade 9) to 39 percent (grade 11) for ELAR and zero (grade 9) to 27 percent (grade 12) for mathematics (Figure 2).
- The percentage of students (grades 9-12) meeting *TSIA*+ criteria by campus ranged from 7 percent (two campuses) to 75 percent (Lassiter) for ELAR and two percent (Madison) to 54 percent (Townview SEM) for mathematics.
- Four of the five high schools with the highest percentage of students meeting *TSIA*+ criteria for ELAR (North Lake, 52%; Gilliam, 52%; Garza, 53%; Townview SEM, 54%; Lassiter, 75%) were ECHS.
- For mathematics, two of the five schools with the highest percentage of students meeting *TSIA*+ criteria (Rangel, 38%; Lassiter, 40%; Garza, 43%; Townview TAG, 50%; Townview SEM, 54%) were ECHS.

Figure 2: 2021-22 Percentage of Students Meeting *TSIA* or Qualifying for an Exemption



Source: End-of-year demographic file, 06/06/22. *TSIA* exam file, 02/28/21. *TSIA*2 exam file, 11/28/22. *TSIA* status file, 11/30//22. Combined 2018-22 *SAT* file, 10/05/22. Combined 2018-22 *ACT* file, 10/05/22.

[11] *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	620	0.0	0.2	558	3.2	7.5	472	2.3	30.7	498	15.1	30.9	2,148	4.8	15.9
Adamson	444	0.0	0.0	352	0.6	1.1	302	16.2	34.1	354	13.3	26.3	1,452	6.7	13.8
Carter	328	0.0	0.0	266	4.9	5.3	207	21.3	24.6	251	20.7	25.1	1,052	10.4	12.2
CityLab	68	0.0	0.0	72	0.0	1.4	46	0.0	30.4	55	1.8	30.9	241	0.4	13.3
Conrad	387	0.0	0.0	300	7.3	19.0	271	20.7	34.3	321	23.7	27.7	1,279	12.0	18.7
Garza	104	0.0	0.0	105	0.0	16.2	107	86.0	93.5	109	97.2	99.1	425	46.6	52.9
Gilliam	98	6.1	6.1	83	33.7	36.1	81	76.5	87.7	82	85.4	89.0	344	48.3	52.3
Hillcrest	513	0.2	0.4	394	0.0	7.6	364	1.1	39.0	362	24.9	42.0	1,633	5.8	20.0
IDEA	53	0.0	0.0	51	0.0	0.0	51	0.0	25.5	52	0.0	15.4	207	0.0	10.1
Jefferson	504	0.0	0.0	293	0.0	18.8	286	10.5	27.3	299	16.4	23.7	1,382	5.7	14.8
Kimball	383	0.0	0.0	296	2.4	2.4	231	8.2	15.6	252	21.8	24.2	1,162	7.0	9.0
Lassiter	68	23.5	23.5	71	4.2	90.1	51	80.4	92.2	60	95.0	100.0	250	46.8	74.8
Lincoln	213	0.0	0.0	168	0.0	4.8	127	3.1	15.7	134	13.4	37.3	642	3.4	12.1
Madison	112	0.0	0.0	103	0.0	0.0	72	1.4	23.6	97	1.0	23.7	384	0.5	10.4
Molina	593	0.0	0.0	492	1.0	4.9	499	9.6	31.5	492	18.9	27.6	2,076	7.0	15.3
New Tech	103	0.0	0.0	109	0.0	0.0	99	5.1	28.3	41	0.0	29.3	352	1.4	11.4
North Dallas	381	0.0	0.8	232	4.3	19.0	268	13.8	26.1	232	11.2	24.6	1,113	6.6	15.6
North Lake	75	0.0	0.0	56	1.8	83.9	64	57.8	85.9	-	-	-	195	19.5	52.3
Obama HS	85	0.0	0.0	44	0.0	4.5	38	2.6	81.6	34	20.6	76.5	201	4.0	29.4
Pinkston	341	0.0	0.3	254	0.0	8.7	205	6.3	25.4	163	21.5	37.4	963	5.0	14.1
Rangel HS	79	0.0	0.0	82	0.0	3.7	77	5.2	97.4	60	23.3	100.0	298	6.0	46.3
Roosevelt	269	0.0	0.0	199	0.0	1.0	150	9.3	18.0	161	16.8	21.7	779	5.3	8.2
Samuell	614	0.0	0.0	436	0.0	7.6	350	4.0	20.0	341	18.8	22.3	1,741	4.5	10.3
Seagoville	616	0.0	0.0	363	0.3	3.0	305	14.1	29.5	350	20.0	27.4	1,634	7.0	12.1
Skyline	1,383	0.0	0.1	978	0.3	3.8	847	6.5	35.2	767	1.4	24.1	3,975	1.7	13.1
South Oak Cliff	484	0.0	0.0	317	0.6	2.5	272	6.6	17.3	252	9.5	14.7	1,325	3.3	6.9
Spruce	564	0.0	0.0	384	0.3	2.9	252	7.5	23.0	300	4.7	12.0	1,500	2.3	7.0
Sunset	618	0.0	0.2	528	2.7	12.7	431	8.8	29.0	493	17.0	22.7	2,070	6.6	14.7
Townview Business	120	0.0	0.0	117	0.0	0.0	105	33.3	85.7	133	8.3	68.4	475	9.7	38.1
Townview Education	63	0.0	0.0	44	9.1	9.1	44	31.8	88.6	57	26.3	63.2	208	15.9	38.0
Townview Health	121	0.0	0.0	123	0.0	1.6	98	43.9	93.9	140	72.1	91.4	482	29.9	46.1
Townview Law	133	0.0	0.0	110	0.0	0.0	115	0.9	93.9	97	3.1	96.9	455	0.9	44.4
Townview SEM	121	0.0	0.8	109	0.0	1.8	106	1.9	99.1	162	0.0	98.8	498	0.4	53.8
Townview TAG	132	0.0	0.0	122	0.0	4.9	114	0.0	99.1	132	1.5	99.2	500	0.4	50.0
Washington	245	0.0	0.8	244	0.8	11.9	223	1.3	79.4	221	2.7	73.8	933	1.2	39.8
White	655	0.0	1.1	483	0.2	11.8	416	9.9	33.2	428	17.3	32.2	1,982	5.9	17.2
Wilmer-Hutchins	296	0.0	0.0	247	4.9	8.1	207	15.0	30.9	206	25.2	35.0	956	9.9	16.3
Wilson	542	0.0	0.0	392	0.0	0.3	398	0.5	48.7	498	2.0	46.2	1,830	0.7	23.2
Overall*	**12,629**	**0.2**	**0.3**	**9,647**	**1.6**	**7.9**	**8,390**	**11.1**	**38.6**	**8,690**	**16.6**	**36.8**	**39,356**	**6.5**	**18.4**

Source: End-of-year demographic file, 06/06/22. *TSIA* exam file, 02/28/21. *TSIA2* exam file, 11/28/22. *TSIA* status file, 11/30//22. Combined 2018-22 *SAT* file, 10/05/22. Combined 2018-22 *ACT* file, 10/05/22.
Note: *TSIA+* refers to meeting *TSIA (2)* criteria based on *TSIA* results and exemptions. - = 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: 2021-22 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	620	0.0	0.0	558	0.0	0.2	472	0.0	13.3	498	0.0	22.1	2,148	0.0	8.1
Adamson	444	0.0	0.0	352	0.0	0.0	302	0.0	7.9	354	0.6	16.9	1,452	0.1	5.8
Carter	328	0.0	0.0	266	4.1	4.1	207	20.3	23.7	251	13.1	22.7	1,052	8.2	11.1
CityLab	68	0.0	0.0	72	0.0	1.4	46	0.0	13.0	55	3.6	14.5	241	0.8	6.2
Conrad	387	0.0	0.3	300	0.0	2.3	271	2.6	30.6	321	7.2	30.2	1,279	2.3	14.7
Garza	104	0.0	0.0	105	0.0	0.0	107	40.2	72.9	109	61.5	97.2	425	25.9	43.3
Gilliam	98	0.0	0.0	83	0.0	0.0	81	3.7	35.8	82	4.9	79.3	344	2.0	27.3
Hillcrest	513	0.2	0.2	394	0.0	0.0	364	2.2	26.6	362	0.0	32.3	1,633	0.6	13.2
IDEA	53	0.0	0.0	51	0.0	0.0	51	0.0	7.8	52	0.0	5.8	207	0.0	3.4
Jefferson	504	0.0	0.0	293	0.0	0.0	286	0.3	14.7	299	0.3	18.7	1,382	0.1	7.1
Kimball	383	0.3	0.3	296	4.4	4.4	231	11.7	13.0	252	20.6	22.2	1,162	8.0	8.6
Lassiter	68	0.0	0.0	71	0.0	5.6	51	2.0	74.5	60	26.7	96.7	250	6.8	40.0
Lincoln	213	0.0	0.0	168	0.0	0.0	127	0.0	7.9	134	0.0	22.4	642	0.0	6.2
Madison	112	0.0	0.0	103	0.0	0.0	72	0.0	2.8	97	0.0	5.2	384	0.0	1.8
Molina	593	0.0	0.0	492	0.0	0.4	499	3.0	13.0	492	0.6	17.1	2,076	0.9	7.3
New Tech	103	0.0	0.0	109	0.0	0.0	99	0.0	15.2	41	0.0	17.1	352	0.0	6.3
North Dallas	381	0.0	0.0	232	0.4	1.3	268	2.2	14.9	232	1.3	23.7	1,113	0.9	8.8
North Lake	75	0.0	0.0	56	0.0	1.8	64	6.3	93.8	-	-	-	195	2.1	31.3
Obama HS	85	0.0	0.0	44	0.0	0.0	38	2.6	36.8	34	5.9	44.1	201	1.5	14.4
Pinkston	341	0.0	0.0	254	0.0	0.4	205	1.0	14.1	163	0.0	30.1	963	0.2	8.2
Rangel HS	79	0.0	0.0	82	0.0	0.0	77	0.0	88.3	60	0.0	73.3	298	0.0	37.6
Roosevelt	269	0.0	0.0	199	0.0	0.0	150	0.0	4.7	161	0.0	21.1	779	0.0	5.3
Samuell	614	0.0	0.0	436	0.0	1.8	350	5.1	14.6	341	9.7	16.4	1,741	2.9	6.6
Seagoville	616	0.0	0.0	363	0.0	0.0	305	2.6	7.2	350	0.6	14.9	1,634	0.6	4.5
Skyline	1,383	0.0	0.0	978	0.0	0.4	847	3.1	17.4	767	0.0	11.1	3,975	0.7	5.9
South Oak Cliff	484	0.0	0.0	317	0.0	0.0	272	1.5	6.3	252	0.8	12.3	1,325	0.5	3.6
Spruce	564	0.0	0.0	384	0.0	0.0	252	1.2	11.9	300	6.0	15.7	1,500	1.4	5.1
Sunset	618	0.0	0.0	528	0.6	1.7	431	4.6	17.9	493	5.9	16.0	2,070	2.5	8.0
Townview Business	120	0.0	0.0	117	0.0	1.7	105	16.2	41.9	133	4.5	51.1	475	4.8	24.0
Townview Education	63	0.0	0.0	44	0.0	0.0	44	6.8	38.6	57	14.0	36.8	208	5.3	18.3
Townview Health	121	0.0	0.0	123	0.0	0.8	98	0.0	56.1	140	2.1	45.0	482	0.6	24.7
Townview Law	133	0.0	0.0	110	0.0	0.0	115	0.0	67.8	97	1.0	68.0	455	0.2	31.6
Townview SEM	121	0.0	2.5	109	0.0	2.8	106	0.9	98.1	162	0.0	97.5	498	0.2	53.8
Townview TAG	132	0.0	0.0	122	0.0	4.9	114	0.0	98.2	132	0.8	98.5	500	0.2	49.6
Washington	245	0.0	0.0	244	0.0	4.1	223	0.4	52.0	221	3.6	59.3	933	1.0	27.5
White	655	0.0	0.0	483	0.0	0.0	416	0.5	22.8	428	15.2	22.0	1,982	3.4	9.5
Wilmer-Hutchins	296	0.0	0.0	247	0.0	3.6	207	1.0	12.6	206	0.5	6.3	956	0.3	5.0
Wilson	542	0.0	0.0	392	0.0	0.3	398	0.0	33.2	498	0.6	33.5	1,830	0.2	16.4
Overall*	**12,629**	**0.0**	**0.0**	**9,647**	**0.3**	**1.0**	**8,390**	**3.2**	**23.6**	**8,690**	**4.5**	**27.4**	**39,356**	**1.7**	**11.3**

Source: End-of-year demographic file, 06/06/22. *TSIA* exam file, 02/28/21. *TSIA2* exam file, 11/28/22. *TSIA* status file, 11/30//22. Combined 2018-22 *SAT* file, 10/05/22. Combined 2018-22 *ACT* file, 10/05/22.
Note: *TSIA+* refers to meeting *TSIA (2)* criteria based on *TSIA* results and exemptions. - = 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, 31,096 out of the 39,356 high school students took one or more *STAAR EOC* exams in 2021-22 (79%). The subject test with the highest participation count was English I (*n*=15,344), followed by English II (*n*=12,601). Majority of CTE students met the Approaches+ benchmark for U.S. History (84%), followed by Biology (77%) and English II (60%). Similarly, the greatest number of students met the Meets+ benchmark in U.S. History (58%), followed by Biology (45%) and English II (43%).

Table 19: 2021-22 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	9,834	5,695	57.9	9,627	2,181	22.7
Biology	12,198	9,335	76.5	11,986	5,402	45.1
English I	15,344	8,157	53.2	15,141	5,169	34.1
English II	12,601	7,559	60.0	12,404	5,359	43.2
U.S. History	9,891	8,347	84.4	9,713	5,657	58.2

Source: End-of-year demographic file, 06/06/22. *STAAR EOC* file, 08/02/22.
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.

EQ5: What were the academic performances of high school students seeking International Baccalaureate (IB) and Advanced Placement (AP) credits?

Results

International Baccalaureate

In 2021-22, Dallas ISD was the home of nine International Baccalaureate (IB) schools serving students grades PK-12. Of the nine IB schools, four are elementary schools (PK-5th), three IB schools serve 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 723 IB tests were taken by Dallas ISD students in 2021-22. Of these, 81 percent earned a passing score (*n*=587, Table 20). Given the opening of the IB program at Hillcrest in 2020-21, participation in IB tests increased by 44 percent from 2019-20 to 2021-22 while at the same time the passing rate increased by five percentage points.

Table 20: 2019-20 to 2021-22 Number of International Baccalaureate Tests Taken and Percentage Passed

	2019-20		2020-21		2021-22	
Campus	**Tested *N***	**Passed %**	**Tested *N***	**Passed %**	**Tested *N***	**Passed %**
Hillcrest	-	-	118	71.2	175	72.6
Wilson	501	76.0	453	82.8	548	83.9
Overall	**501**	**76.0**	**571**	**80.4**	**723**	**81.2**

Source: Dallas ISD Office of Transformation and Innovation, 11/28/22.
Note: A passing score on an International Baccalaureate test is between four and seven. - = no students were enrolled.

Advanced Placement

A total of 17,470 AP College Board course tests were taken by Dallas ISD students in 2021-22. Of these, districtwide, 34 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 tests taken increased over the past three years by 7 percent while the passing rate across the same time has decreased by three percentage points.

Table 21: 2019-20 to 2021-22 Number of Advanced Placement Tests Taken and Percentage Passed

	2019-20		2020-21		2021-22	
Campus	**Tests Taken *N***	**Passed %**	**Tests Taken *N***	**Passed %**	**Tests Taken *N***	**Passed %**
Adams	886	19	919	15	968	15
Adamson	527	16	612	7	420	16
Carter	93	4	77	0	61	2
City Lab	112	13	219	8	291	7
Conrad	243	7	328	7	272	15
Garza	405	33	423	32	357	36
Gilliam	62	45	32	25	16	56
Hillcrest	538	23	517	13	667	21
IDEA	137	9	58	10	116	4
Jefferson	360	18	325	13	418	9
Kimball	305	8	139	6	159	4
Lassiter	91	54	96	30	78	38
Lincoln	88	0	42	0	114	0
Madison	130	0	246	0	167	1
Molina	332	30	170	28	403	27
New Tech	31	6	22	0	181	2
North Dallas	140	14	153	12	242	11
North Lake	84	31	64	11	71	4
Obama	252	27	229	16	335	14
Patton	-	-	-	-	-	-
Pinkston	124	15	200	1	223	4
Rangel HS	443	54	470	39	537	55
Roosevelt	9	11	20	5	21	14
Samuell	231	14	311	5	288	9
Seagoville	287	46	184	35	321	25
Skyline	906	20	851	10	887	16
South Oak Cliff	77	6	35	6	173	2
Spruce	187	15	209	5	312	4
Sunset	542	23	431	15	348	23
Townview Business	756	19	727	9	866	17
Townview Education	458	19	339	7	366	19
Townview Health	900	27	892	16	881	24
Townview Law	733	42	710	30	898	36
Townview SEM	1,951	63	1,620	52	1,945	66
Townview TAG	1,285	81	1,511	73	1,768	82
Washington	951	62	764	51	787	52
White	685	28	543	14	608	16
Wilmer-Hutchins	62	6	11	0	50	2
Wilson	981	55	951	40	855	57
Overall	**16,384**	**37**	**15,450**	**28**	**17,470**	**34**

Source: AP files provided by Office of Institutional Research, 08/30/19 through 11/28/22.
Note: 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. - = no students were enrolled. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering.

EQ6: How many dual credit courses and dual credit hours did high school students complete?

Results

In 2021-22, 22 percent (*n*=8,556) of district high school students (*N*=39,356) enrolled in dual credit courses through Dallas College. Of those students who enrolled in dual credit courses, 7,656 students (89%) passed one or more courses for a total of 28,793 courses (86%). Course enrollment for high school students ranged between one and 14 courses with an average of 3.9 courses (Table 22).

Table 22: 2021-22 Dallas ISD Dual Credit Results

	All Dual Credit Students	
	Students	**Courses**
Results	***N***	***N***
Enrolled[1]	8,556	33,659
Incomplete	44	45
Failed	2,954	4,821
Passed	7,656	28,793
Credit Hours Earned	7,656	88,155

Source: End-of-year demographic file, 06/06/22. Combined 2021-22 (including Summer) Dual Credit Files, 10/03/22.
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 Skyline (*n*=558) followed by Molina (*n*=526) and Conrad (*n*=446). Students at Molina attempted (*n*=2,652) and passed (*n*=2,307) the highest number of dual credit courses of all high schools (Table 23).

Table 23: 2021-22 Dual Credit Results for Dallas ISD High School Students

Campus	Students Enrolled[1]	Courses Enrolled	Courses Passed		Credit Hours Earned
	N	*N*	*N*	%	*N*
Adams	363	1,560	1,259	80.7	3,866
Adamson	408	1,556	1,306	84.3	3,609
Carter	225	821	657	80.0	1,937
Conrad	446	2,132	1,968	92.3	6,238
Garza	403	2,189	2,050	93.7	6,178
Gilliam	334	1,721	1,557	90.5	4,590
Hillcrest	404	1,499	1,323	88.3	3,875
IDEA	*	*	*	*	*
Jefferson	376	1,618	1,416	87.5	4,379
Kimball	213	659	494	75.0	1,507
Lassiter	249	1,332	1,215	91.4	3,985
Lincoln	194	426	285	66.9	732
Madison	119	352	212	60.4	695
Molina	526	2,652	2,307	87.6	7,290
New Tech	20	41	30	73.2	98
North Dallas	328	1,064	773	72.7	2,542
North Lake EC	195	1,038	993	95.7	2,919
Obama	22	32	31	96.9	94
Pinkston	192	839	693	82.7	2,169
Rangel	124	258	234	90.7	743
Roosevelt	120	486	238	49.9	749
Samuell	215	1,233	1,165	94.5	3,692
Seagoville HS	301	1,317	1,101	83.8	3,477
Skyline	558	1,945	1,487	76.5	4,651
South Oak Cliff	251	618	430	69.8	1,607
Spruce	224	886	798	90.3	2,657
Sunset	381	1,259	1,079	85.8	3,054
Townview Business	189	292	272	93.2	935
Townview Education	8	13	12	92.3	36
Townview Health	298	497	460	92.6	1,047
Townview Law	104	238	218	91.6	663
Townview SEM	11	22	21	95.5	72
Townview TAG	*	*	*	*	*
Washington	122	208	193	92.8	601
White	330	1,623	1,570	96.7	4,694
Wilmer-Hutchins HS	274	1,186	917	77.3	2,686
Wilson	13	18	13	72.2	37
Total[1]	8,556	33,659	28,793	85.7	88,155

Source: End-of-year demographic file, 06/06/22. Combined 2021-22 (including Summer) Dual Credit Files, 10/03/22.
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. *Data was masked as five or fewer students belonged to these categories. [1]includes students enrolled in either Maya Angelou, Juvenile Justice Alternative Education Program, or Hospital Services.

In 2021-22, 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 3.4 hours (Wilson) to 17.4 hours (Samuell, Table 24).

Table 24: 2021-22 Average Number of Dual Credit Hours Completed by Dallas ISD High School Students

	Grade Level				
	9	10	11	12	All Grades
Campus	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$
Adams	3.0	6.4	18.0	25.5	14.5
Adamson	3.1	3.8	18.5	19.1	9.8
Carter	3.7	6.0	15.7	16.4	9.7
Conrad	3.3	10.8	25.4	21.0	14.7
Garza	12.0	18.6	21.6	7.9	15.4
Gilliam	5.5	9.4	20.4	24.1	14.4
Hillcrest	3.4	9.8	15.7	14.6	10.3
IDEA	-	-	-	*	*
Jefferson	3.1	9.8	21.4	16.2	12.5
Kimball	4.1	9.3	13.9	18.4	10.1
Lassiter	10.1	14.6	22.1	19.7	16.1
Lincoln	3.4	5.4	7.1	4.8	4.9
Madison	3.4	6.8	15.0	10.0	9.0
Molina	2.5	13.4	21.4	17.8	14.8
New Tech	-	-	9.9	9.7	9.8
North Dallas	4.2	5.5	14.8	15.3	10.2
North Lake EC	6.6	12.4	27.0	-	15.0
Obama	-	4.6	3.9	4.2	4.3
Pinkston	7.6	10.0	17.3	18.8	13.8
Rangel	6.8	5.8	3.6	7.8	6.6
Roosevelt	2.0	6.9	14.6	17.2	12.9
Samuell	5.3	8.5	28.2	22.2	17.4
Seagoville HS	3.8	9.9	21.7	19.0	13.0
Skyline	5.9	7.4	11.9	9.6	9.1
South Oak Cliff	4.0	8.4	11.0	11.5	7.8
Spruce	4.0	10.4	18.9	15.8	13.0
Sunset	2.6	8.3	18.9	7.2	8.7
Townview Business	-	5.1	5.2	4.5	5.1
Townview Education	-	-	6.0	3.0	5.1
Townview Health	2.0	4.2	6.1	5.4	3.8
Townview Law	-	8.0	6.7	6.2	6.5
Townview SEM	6.9	-	5.5	6.0	6.5
Townview TAG	-	*	*	-	*
Washington	5.3	5.2	5.0	7.4	5.3
White	3.1	10.0	22.7	25.9	14.5
Wilmer-Hutchins HS	2.2	7.9	17.7	22.4	10.9
Wilson	-	2.5	4.0	3.0	3.4
Total[1]	**4.4**	**8.9**	**17.2**	**16.4**	**11.5**

Source: End-of-year demographic file, 06/06/22. Combined 2021-22 (including Summer) Dual Credit Files, 10/03/22.
Note: $\bar{x}$ = average number. - = no students took dual credit courses. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted. *Data was masked as five or fewer students belonged to these categories. [1]includes students enrolled in either Maya Angelou, Juvenile Justice Alternative Education Program, or Hospital Services. - = no dual credit hours earned.

EQ7: How many high school students enrolled in OnRamps Dual enrollment courses?

Results

OnRamps is a unique dual enrollment model bringing the college experience to the high school classroom. Students are 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 2021-22, 316 high school students enrolled in 757 OnRamps courses across 12 high schools (Table 25).
- OnRamps participation increased over the 2020-21 school year in which 299 high school students enrolled in 643 OnRamps courses.
- Overall, 39 percent of courses were passed[12] by 48 percent of students who enrolled in OnRamps courses (up from 29% and 34% respectively in 2020-21).
- On average, students enrolled in 2.4 courses (range 1-4 courses) during the school year.

Table 25: 2021-22 OnRamps Course Enrollment

	Student Enrollment	Course Enrollment	Courses Passed and Credit Accepted	
Campus	***N***	***n***	***n***	**%**
Adams	23	92	69	75.0
Adamson	34	86	82	95.3
Citylab	27	52	18	34.6
Conrad	22	42	6	14.3
IDEA	23	46	33	71.7
Jefferson	61	200	25	12.5
Molina	23	45	16	35.6
North Dallas	10	20	3	15.0
Samuell	17	34	10	29.4
Spruce	12	24	1	4.2
Sunset	40	69	23	33.3
Wilmer-Hutchins	24	47	9	19.1
Overall	**316**	**757**	**295**	**39.0**

Source: End-of-year demographic file, 05/30/21. OnRamps enrollment files, 01/12/22.
Note: Student who left Dallas ISD and withdrew from OnRamps were not included in the analysis.

Of the 2022 Dallas ISD graduates, 25 students enrolled during their senior year in one to four OnRamps courses. Of those, 11 students (44%) earned and accepted college credit for one or more courses.

- Seniors who earned college credit graduated from five schools: Samuell (*n*=6), Citylab (*n*=2), Adamson (*n*=1), Jefferson (*n*=1), and Sunset (*n*=1).
- Overall, more seniors enrolled in OnRamps courses in 2021-22 than in 2020-21, which saw an enrollment of 25 students and eight students earning college credit for one or more courses (Lorenz, 2021).

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

EQ8: How many credentials were earned by Dallas ISD seniors?

Results

Overall, 2,715 Dallas ISD seniors earned 3,841 credentials in 2021-22 (Table 26), including 3,409 industry-based certifications and 432 educational certificates.

- The campus with the highest number of seniors who completed one or more credentials was Wilson (*n*=465), followed by Skyline (*n*=298) and South Oak Cliff (*n*=236).
- Seniors at these campuses also earned the highest number of credentials: Wilson (515), followed by Skyline (484) and South Oak Cliff (343).
- Certifications identified by TEA for the A to F accountability system accounted for 66 percent (*n*=2,260) of all industry certifications earned.

Table 26: 2021-22 Dallas ISD Credentials Earned by Seniors by Campus

	Industry-Based Certification						Educational Certificates	All Credentials
	All Certifications			Certifications in A-F				
Campus	***N***	***n***	**%**	***N***	***n***	**%**	***N***	***N***
Wilson	559	515	92.1	524	488	93.1	-	515
Skyline	577	463	80.2	172	135	78.5	21	484
South Oak Cliff	315	310	98.4	237	236	99.6	33	343
Spruce	261	256	98.1	96	93	96.9	30	286
White	319	249	78.1	189	148	78.3	-	249
Adams, B	242	172	71.1	227	158	69.6	19	191
Townview Health	222	167	75.2	165	112	67.9	-	167
Conrad	176	156	88.6	140	122	87.1	7	163
Wilmer-Hutchins HS	166	131	78.9	153	121	79.1	28	159
Seagoville HS	80	62	77.5	56	39	69.6	76	138
Molina	132	110	83.3	52	37	71.2	14	124
Adamson	141	67	47.5	136	62	45.6	56	123
Jefferson	53	50	94.3	44	41	93.2	59	109
Madison	104	100	96.2	88	84	95.5	8	108
Kimball	101	101	100.0	59	59	100.0	-	101
Sunset	84	78	92.9	73	68	93.2	-	78
Roosevelt	61	61	100.0	-	-	-	7	68
Hillcrest	98	62	63.3	49	22	44.9	-	62
Pinkston	27	27	100.0	24	24	100.0	32	59
Townview Education	52	50	96.2	52	50	96.2	-	50
Rangel	68	49	72.1	42	30	71.4	-	49
North Dallas	30	15	50.0	23	10	43.5	30	45
IDEA	56	38	67.9	56	38	67.9	-	38
New Tech	38	38	100.0	38	38	100.0	-	38
Samuell	29	28	96.6	17	16	94.1	-	28
Carter	18	16	88.9	8	8	100.0	11	27
Townview Business	29	20	69.0	17	17	100.0	1	21
Lincoln	29	14	48.3	8	0	0.0	-	14
CityLab	3	3	100.0	3	3	100.0	-	3
Townview Law	1	1	100.0	1	1	100.0	-	1
Overall	**4,071**	**3,409**	**83.7**	**2,749**	**2,260**	**82.2**	**432**	**3,841**

Source: End-of-year demographic file, 06/06/22. Industry-based certification data, 11/30/22. Educational Certificate data, 11/07/22.
Note: *N* = Courses attempted, *n* = courses passed. SEM = Science and Engineering. IDEA = Innovation, Design and Entrepreneurship Academy. - = no credentials earned.

Overall, 360 ECHS seniors earned a total of 531 certifications in 2021-22. P-TECH seniors accounted for 95 percent of all certifications earned (Table 27). Among CTE seniors, CTE Completers earned the greatest number of educational certificates (*n*=353), industry-based certifications (*n*=1,557, 49%), and A-F certifications (*n*=912, 44%).

Table 27: 2021-22 Dallas ISD Credentials Earned by Seniors by Student Group

	Industry-Based Certification						Educational Certificates	All Credentials
	All Certifications			Certifications in A-F				
Campus	***N***	***n***	**%**	***N***	***n***	**%**	***N***	***N***
				ECHS				
Non-ECHS	3,930	3,284	83.6	2,622	2,148	81.9	26	3,310
Traditional ECHS	-	-	-	-	-	-	28	28
PTECH	141	125	88.7	127	112	88.2	378	503
				CTE				
Non-CTE	212	210	99.1	211	209	99.1	2	212
CTE Participant	91	79	86.8	71	64	90.1	-	79
CTE Explorer	395	339	85.8	279	240	86.0	4	343
CTE Concentrator	1,499	1,224	81.7	1,030	835	81.1	73	1,297
CTE Completer	1,874	1,557	83.1	1,158	912	78.8	353	1,910
				Overall				
ECHS Total	141	125	88.7	127	112	88.2	406	531
CTE Total	3,859	3,199	82.9	2,538	2,051	80.8	430	3,629
District Overall*	**4,071**	**3,409**	**83.7**	**2,749**	**2,260**	**82.2**	**432**	**3,841**

Source: End-of-year demographic file, 06/06/22. Industry-based certification data, 11/30/22. Educational Certificate data, 11/07/22. CTE Student Identifier, 11/11/22.
Note: *N* = Courses attempted, *n* = courses passed. * Students can be enrolled in CTE and ECHS/P-TECH programs simultaneously. - = no credentials earned.

EQ9: How many Dallas ISD students enlisted in the U.S. Military?

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.

EQ10: How many Dallas ISD graduates received an associate degree?

Results

Of the 824 students who earned associate degrees in 2021-22, 68 percent (*n*=562) were awarded to P-Tech students, and 32 percent (*n*=262) to traditional ECHS students.[13] Overall, 57 percent of all ECHS graduates earned an associate degree, including 79 percent of traditional ECHS graduates and 51 percent of PTECH graduates (Table 28).

[13] Please note that numbers presented here differ from the 2021-22 Evaluation of Early College High School Program (2023) as this includes three comprehensive high school students who were later identified as P-TECH students.

Table 28: 2021-22 Number of Associate Degrees Awarded

	Grade 12 Students			Associate Degrees Awarded	
	Enrolled	Graduated		Fall 20 – Summer 21	
Campus	***N***	***n***	**%**	***N***	**%**
		Traditional ECHS			
Garza	109	109	100.0	99	90.8
Gilliam	82	82	100.0	49	59.8
Lassiter	60	60	100.0	55	91.7
Samuell	52	52	100.0	45	86.5
Spruce	30	29	96.7	14	48.3
		P-TECH			
Adams, B	89	88	98.9	60	68.2
Adamson	72	72	100.0	19	26.4
Carter	51	51	100.0	11	21.6
Conrad	92	92	100.0	81	88.0
Hillcrest	91	91	100.0	56	61.5
Jefferson	83	83	100.0	35	42.2
Kimball	57	57	100.0	13	22.8
Lincoln	43	43	100.0	14	32.6
Madison	20	20	100.0	1	5.0
Molina	94	94	100.0	65	69.1
North Dallas	57	57	100.0	14	24.6
Pinkston	53	50	94.3	12	24.0
Roosevelt	17	17	100.0	8	47.1
Seagoville HS	66	66	100.0	30	45.5
South Oak Cliff	48	48	100.0	6	12.5
Sunset	79	78	98.7	53	67.9
White	54	54	100.0	54	100.0
Wilmer-Hutchins HS	46	45	97.8	30	66.7
		Overall			
Traditional ECHS Total	333	332	99.7	262	78.9
P-TECH Total	1,112	1,106	99.5	562	50.8
ECHS Total	**1,445**	**1,438**	**99.5**	**824**	**57.3**

Source: Updated ECHS identification file, 12/02/2022. End-of-year demographic file, 06/06/22. Graduation file, 08/23/22. Associate Degree files, 11/07//22.
Note: Data presented here differs from the 2021-22 Evaluation of Early College High School Program (2023) as it includes three comprehensive high school students who were later identified as P-TECH students.

The number of associate degrees awarded to ECHS graduates increased from 623 associate degrees in 2019-20 to 824 associate degrees in 2021-22 (Table 29). At the same time, the percentage of ECHS graduates who were awarded an associate degree decreased by 15 percentage points from 2019-20 (72%) to 2021-22 (57%).

Table 29: 2019-20 to 2021-22 Number of Associate Degrees Awarded to ECHS Students by Campus

	2019-20			2020-21			2020-21		
	Graduated	Awarded		Graduated	Awarded		Graduated	Awarded	
Campus	***N***	***n***	**%**	***N***	**n**	**%**	***N***	**n**	**%**
				Traditional ECHS					
Garza	108	97	89.8	98	81	82.7	109	99	90.8
Gilliam	69	34	49.3	92	56	60.9	82	49	59.8
Lassiter	51	51	100.0	63	63	100.0	60	55	91.7
North Lake CA	-	-	-	-	-	-	-	-	-
Samuell	67	61	91.0	59	49	83.1	52	45	86.5
Skyline CA	-	-	-	-	-	-	-	-	-
Spruce	45	32	71.1	38	28	73.7	29	14	48.3
				P-TECH					
Adams, B	-	-	-	51	35	68.6	88	60	68.2
Adamson	-	-	-	83	34	41.0	72	19	26.4
Carter	56	32	57.1	30	15	50.0	51	11	21.6
Conrad	88	81	92.0	99	92	92.9	92	81	88.0
Hillcrest	-	-	-	69	41	59.4	91	56	61.5
Jefferson	61	19	31.1	84	36	42.9	83	35	42.2
Kimball	-	-	-	77	12	15.6	57	13	22.8
Lincoln	-	-	-	54	43	79.6	43	14	32.6
Madison	33	25	75.8	41	10	24.4	20	1	5.0
Molina	-	-	-	88	67	76.1	94	65	69.1
North Dallas	-	-	-	32	18	56.3	57	14	24.6
Pinkston	86	63	73.3	63	26	41.3	50	12	24.0
Roosevelt	52	39	75.0	28	14	50.0	17	8	47.1
Seagoville	72	53	73.6	62	45	72.6	66	30	45.5
South Oak Cliff	81	36	44.4	31	13	41.9	48	6	12.5
Sunset	-	-	-	73	51	69.9	78	53	67.9
White	-	-	-	56	40	71.4	54	54	100.0
Wilmer-Hutchins	-	-	-	53	40	75.5	45	30	66.7
				Overall					
Traditional ECHS Total	340	275	80.9	350	277	79.1	332	262	78.9
P-TECH Total	529	348	65.8	1,074	632	58.8	1,106	562	50.8
ECHS Total	**869**	**623**	**71.7**	**1,424**	**909***	**63.8**	**1,438**	**824**	**57.3**

Source: Updated ECHS identification file, 12/02/2022. 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: - = no students were enrolled. *Two comprehensive high school students earned an associate degree in 2020-21. Data presented here differs from the 2021-22 Evaluation of Early College High School Program (2023) as it includes three comprehensive high school students who were later identified as P-TECH students.

In 2021-22, more Associate of Science degrees were awarded to ECHS students (*n*=468, 57%) than Associate of Applied Science (*n*=167, 20%), Associate of Arts (*n*=137, 17%), or Associates of Arts in Teaching (*n*=52, 6%) degrees (Table 30).

Table 30: 2021-22 Associate Degrees Awarded to ECHS Students by Degree Plan

Degree	**N**	**%**
Associate of Science	468	56.8
Associate of Applied Science	167	20.3
Associate of Arts	137	16.6
Associates of Arts in Teaching	52	6.3
All Degrees	**824**	**100.0**

Source: Updated ECHS identification file, 08/31/2022. End-of-year demographic file, 06/06/22. Associate Degree files, 11/07//22.
Note: Data presented here differs from the 2021-22 Evaluation of Early College High School Program (2023) as it includes three comprehensive high school students who were later identified as P-TECH students.

EQ 11: What were the college enrollment rates for Dallas ISD graduates?

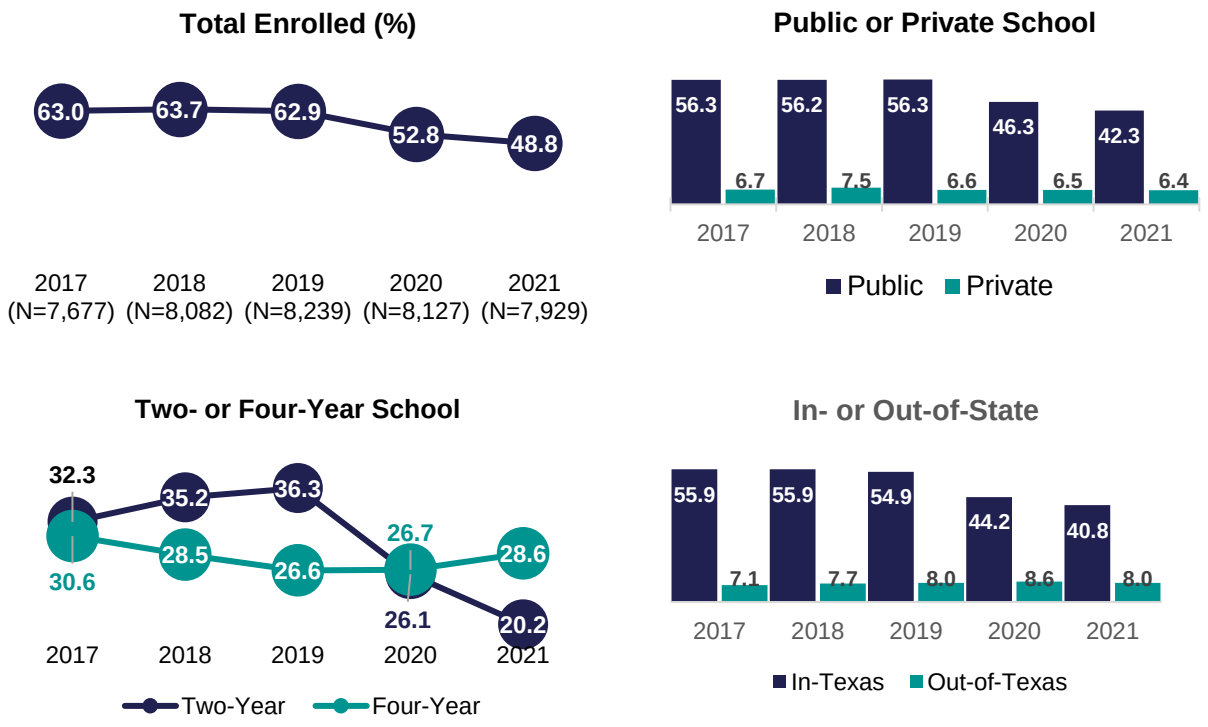
Results

NSC reported that 7,929 students graduated from a Dallas ISD high school in 2021. Overall, 49 percent of graduates (*n*= 3,868) enrolled in either a two- or four-year college within two years of graduating. NSC updated college enrollment numbers for the 2020 graduating class from 50 percent (Lorenz, 2021) to 53 percent (NSC, August 9, 2022).

- Twenty percent of 2021 graduates enrolled in a two-year college (*n*=1,601), and 29 percent enrolled in a four-year university (*n*=2,267).
- Most graduates enrolled in an in-state program (*n*=3,234, 41%).

Figure 3 shows enrollment findings for the district's graduated classes of 2017 through 2021 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: 2017 to 2021 Dallas ISD Graduates' National Student Clearinghouse Enrollment Statistics

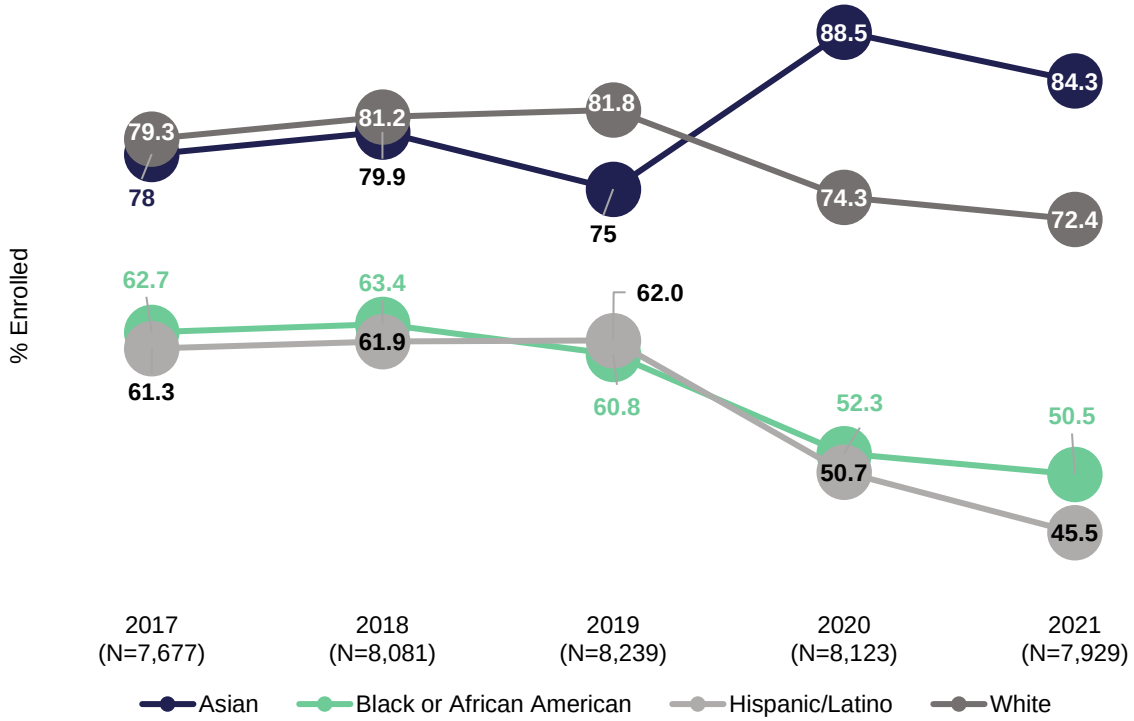


Source: District National Student Clearinghouse data file dated 08/09/22. Effective date 04/21/22.
Note: *N* = number or count. Numbers in figures above represent the percentages students who enrolled any time during the first two years following high school graduation.

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 2017 through 2021.

- College enrollment percentages for the four largest racial and ethnic groups of 2021 graduates were 84.3 percent Asian (*N*=83), 50.5 percent African American (*N*=1,645), 45.5 percent Hispanic (*N*=5,644), and 72.4 percent White (*N*=388) enrolled in a college any time within two-years of graduation.
- Although, rates of college enrollment have varied, they declined across all of the four largest racial/ethnic groups for the class of 2021 compared to the class of 2020 (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 08/09/22. Effective date 04/21/22.
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). Six out the top 25 colleges (24%) were campuses associated with Dallas College. Among the listed top 25 colleges, 23 colleges were public (92%) and all but one university were located 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	5,494
Eastfield College - Dallas College	TX	2-year	Public	3,056
Mountain View College - Dallas College	TX	2-year	Public	2,904
University of North Texas	TX	4-year	Public	1,527
Brookhaven College - Dallas College	TX	2-year	Public	1,431
University Of Texas Arlington	TX	4-year	Public	1,381
Richland College - Dallas College	TX	2-year	Public	1,211
University Of North Texas At Dallas	TX	4-year	Public	1,133
Texas Woman's University	TX	4-year	Public	1,023
University Of Texas At Dallas	TX	4-year	Public	847
University Of Texas At Austin	TX	4-year	Public	781
Texas A&M University	TX	4-year	Public	772
Texas A&M University - Commerce	TX	4-year	Public	747
Cedar Valley College - Dallas College	TX	2-year	Public	644
Prairie View A&M University	TX	4-year	Public	582
Texas Southern University	TX	4-year	Public	556
Texas Tech University, Lubbock	TX	4-year	Public	329
Texas State University - San Marcos	TX	4-year	Public	313
Sam Houston State University	TX	4-year	Public	241
Navarro College	TX	2-year	Public	202
Stephen F. Austin State University	TX	4-year	Public	197
Texas College	TX	4-year	Private	195
Southern Methodist University	TX	4-year	Private	194
Tyler Junior College	TX	2-year	Public	190
Langston University	OK	4-year	Public	181

Source: Dallas ISD National Student Clearinghouse data file dated 08/09/22.
Note: N=Most Common Institutions of enrollment in the Fall immediately following graduation from high school for all classes. TX = Texas.

REFERENCES

Featherston, L.W., Watson C.E., Ferrero, F. (2022). 2021-22 Evaluation of Dallas ISD ESSER Activities, TX. Dallas Independent School District.

Lorenz, A. (2021). 2020-21 College and Career Readiness Report, TX. Dallas Independent School District.

Lorenz, A. (2022a). 2021-22 Evaluation of Career and Technical Education, TX. Dallas Independent School District.

Lorenz, A. (2022b). 2021-22 Evaluation of Early College High School Programs. Dallas, TX. Dallas Independent School District.

Ma, J., Pender, M., & Welch, M. (2016). *Education Pays 2016*: Final report [PDF file]. Retrieved from https://trends.collegeboard.org/sites/default/files/education-pays-2016-full-report.pdf.

Zhang, J. (2022). 2021-22 Evaluation of College Access Program. Dallas, TX. Dallas Independent School District.

APPENDICES

Appendix A: Methodology

EQ1: How did the Dallas ISD perform on CCMR accountability indicators in 2020-21?

Methodology

2022 CCMR ratings were accessed via TEA's 2022 Accountability Ratings on August 19, 2022 and the Texas Academic Performance Report (TAPR) on January 6, 2023. CCMR ratings reflected achievements from the 2020-21 school year. Ratings were compared to prior years and to those of comparable districts and the state.

EQ2: What were the key district initiatives related to CCR?

Methodology

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

EQ 3: What were the demographic and enrollment characteristics of high school students in 2021-22?

Methodology

High school student data were extracted from the end-of-year demographic file dated June 6, 2022, to identify current enrollment status and demographic information. Demographic data from 2020-21 was extracted from the end-of-year demographic file dated June 7, 2021 and compared to 2021-22 demographic data. Frequency analyses were conducted to report enrollment data based on demographic characteristics and campus enrollment by grade-level.

EQ 4: 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 2021-22 school year included the latest test administration in the 2021-22 school year. *SAT* and *ACT* outcome data based on CCMR criteria included all test administrations from 2018-19 through 2021-22. 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 (a) a score of 4 on the essay section

and a score of 340 on the multiple-choice section or (b) a score of 5 on the essay section alone.[14] After January 11, 2021, a student met the *TSIA2* benchmark for English Language Arts and Reading (ELAR) with (a) 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 (b) a score of 950 or (c) a score under 950 and a mathematic diagnostic level of 6. Students were able to take each *TSIA*[15] subject exam separately and multiple times throughout the year. *TSIA* outcome data used in this report included all test administrations from 2018-19 through 2021-22.

The end-of-year demographic data file dated June 6, 2022 was merged with the 2018-22 *ACT* and *SAT* files dated October 5, 2022, the 2021-22 *TSIA* district exam files dated February 28, 2021 and November 28, 2022, and the *TSIA* status file dated November 30, 2022. 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 were 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 August 2, 2022 and merged with the end-of-year demographic data dated June 6, 2022. Frequency analyses were conducted to report the percentage of CTE students who attained the Approaches+ and Meets+ performance standards grouped by *STAAR EOC* subtest.

EQ5: 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 November 28, 2022, while Advanced Placement (AP) test information was provided by the Office of Institutional Research on November 28, 2022. To remain consistent with previous CCR reports, the 2021-22 IB data will not include theory of knowledge (TOK) essay and extended essay (EE) results[16].

EQ6: 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 6, 2022, with the dual credit dashboard files dated

[14] https://tea.texas.gov/academics/college-career-and-military-prep/the-tsia-texas-success-initiative-assessment
[15] In this report, the term *TSIA* is used to refer to both the *TSIA* and *TSIA2*.
[16] Of the 190 students who participated in TOK or EE, 190 students earned credit (100%).

October 3, 2022. Frequency analyses were conducted to report the number of dual credit courses and dual credit hours high school students earned in 2021-22. In addition, the average number of dual credit hours earned in 2021-22 by students enrolled in the ECHS program is provided by campus and grade level.

EQ7: How many high school students enrolled in OnRamps Dual enrollment courses?

Methodology

OnRamps enrollment and completion files were provided by the OnRamps coordinator on January 12, 2023 and merged with the end-of-year demographic file dated June 6, 2022. Frequency analyses were conducted to report the number of OnRamps courses high school students completed in 2021-22.

EQ8: How many credentials were earned by Dallas ISD seniors?

Methodology

CTE students had the opportunity to earn industry-based certifications and educational certificates in their career pathways. On November 30, 2022, CTE department staff provided a comprehensive list of all attempted and earned industry-based certifications, and on November 7, 2022, the Postsecondary Success department staff provided a cumulative record of educational Level I or Level II certificates attained. 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. Credentialing attainment data was then merged with the end-of-year demographic file dated June 6, 2022. The number of certifications earned were compared overall and by school. Please note that in 2021-22 the number of credentials earned by Dallas ISD seniors were reported instead of all CTE students, which was different than previous years.

EQ9: How many Dallas ISD students enlisted in the U.S. Military?

Methodology

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.

EQ10: How many Dallas ISD graduates received 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 (November 7, 2022) for graduating grade 12 students. These files were merged with the June 6, 2022 end-of-year demographic file and the 2020-21 graduation file (August 23, 2022). Frequency analyses were conducted to report the percentage of graduates who earned an associate degree by campus and by associate degree plan.

EQ 11: What were the college enrollment rates for Dallas ISD graduates?

Methodology

The District National Student Clearinghouse (NSC) data file dated August 9, 2022, with an effective date of April 21, 2022 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 2017 to 2021. 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 2018 and thereafter.

Appendix B: 2021-22 Evaluation of College Access Program

2021-22 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 three CAP vendors selected for the 2021-22 school year were Academic Success Program (ASP), Education is Freedom (EIF), and Southern Methodist University (SMU). In 2021-22, the CAP program served 37 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/TSIA2* tests; 4) completing Dallas County Promise Pledges; and 5) completing student profiles, conducting college searches, and taking aptitude tests. CAP received $2,448,000 through Title IV funds in 2021-22. This was an increase from 2,350,000 in 2020-21 and 2019-20, respectively.

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 the CAP participation changed from 2019-20 to 2021-22, 3) the extent to which CAP vendors met outlined program goals, and 4) the relationship between CAP participation and college enrollment for 2018-19 through 2020-21 seniors.

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 and modified the school calendar from a six-week schedule to a nine-week schedule. To help district students and families access the internet during at-home learning, the district provided 23,000 hotspots to families by October 2020 and announced that parents could choose in-person or virtual learning for the rest of the school year. Both options included both synchronous and asynchronous learning activities.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district was able to offer 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]

Data on sources of program funding and budget, number of CAP students, number of CAP schools served, Texas Application for State Financial Aid (TASFA), student profile completion, college search, and aptitude test taking information 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. The 2020-21 senior college enrollment information was obtained from the National Student Clearinghouse (NSC) data file. Frequency and crosstab analyses were computed.

EVALUATION QUESTIONS/OUTCOMES

To what extent did CAP participation change from 2019-20 to 2021-22 school years?

The total number of students served by CAP vendors decreased from 13,290 in 2019-20 to 10,659 in 2020-21 and increased to 11,577 in 2021-22 (Table 1).

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

Table 1: 2019-20 through 2021-22 Students Served by CAP Vendor

	2019-20		2020-21		2021-22	
	n	%	*n*	%	*n*	%
ASP	2,418	18	872	8	2,419	21
EIF	10,080	76	9,153	86	9,044	78
SMU	792	6	559	5	114	1
TPR			75	1		
Total	**13,290**	**100**	**10,659**	**100**	**11,577**	**100**

Source: 2019-20 and 2020-21 CAP information taken from Zhang (2020 & 2021). 2021-22 CAP participation data on 07/11/22.
Note: *N*=11,577, including 970 students not found in the district demographic file dated 05/23/22.

- On average, students receiving CAP services were served 3.4 times by CAP vendors in 2021-22. The average number of times students were served by vendor ranged from 3.1 to 5.6. This was a decrease from 4.7 times in 2019-20 and 3.8 times in 2020-21.

- During the 2021-22 school year, students visited CAP vendors most commonly one visit (37%), followed by two visits (19%) and five to nine visits (16%). In previous years, students most often visited CAP vendors either once (2019-20, 34%; 2020-21, 36%) or up to five to nine times (2019-20, 20%; 2020-21, 19%).

To what extent did CAP vendors meet 2021-22 program goals?

College Application

- The program goal of 97 percent of participants submitting a college application was not met. Overall, 94 percent of 2021-22 seniors completed at least one college application (84% in 2020-21 and 92% in 2019-20). College application rates by campus ranged between 55 percent and 100 percent. Four of the 10 (40%) eligible campuses served by ASP, 12 of the 25 (48%) campuses served by EIF, none of the campus served by SMU met this CAP goal.

- Seniors' self-reported data indicated 31,466 college applications were submitted during the 2021-22 school year. Of those, 10,504 applications (33%) were accepted by colleges or universities, while 38% were accepted in 2020-21 and 2019-20 each.

Financial Assistance

- Overall, 2021-22 seniors met the program goal of 70 percent completing a FAFSA and TASFA. The overall combined completion rate of FAFSA or TASFA increased from 70 percent in 2019-20, 67% in 2020-21 to 92 percent in 2021-22. By campus, Rangel, Carter, Lincoln, Madison, New Tech, Pinkston, Roosevelt, and Townview: Ed & Soc had the highest percentage of seniors completing FAFSA and TASFA application (100%) in 2021-22, followed by Townview: TAG (98%), Townview: Pub Svc (97%), Jefferson, CityLab, Gilliam, IDEA, Molina, and Wilmer-Hutchins (96%), respectively.

- The percentage of all seniors assisted by a CAP vendor who self-reported that they were offered at least one scholarship decreased from 10 percent in 2019-20 to eight percent in 2020-21 and increased to 13 percent in 2021-22. When reviewed by campus, Townview: Ed & Soc reported the highest percent of seniors with a scholarship (75%) in 2021-22, followed by Townview: Pub Svc (68%), Townview: TAG (64%) and Townview: SEM (57%).[2]

SAT/ACT/TSIA

The program goal of 95 percent of 2021-22 seniors taking the *SAT, ACT or TSIA* was not met. Overall, 87 percent of 2021-22 seniors took either the *SAT, ACT or TSIA*. The percentage of seniors taking one of the above-mentioned assessments remained largely stable over the past three years, with 93 percent in 2019-20 and 90 percent in 2020-21. In 2021-22, four of the 10 (40%) eligible campuses served by ASP, ten of the 25 (40%) campuses served by EIF, and one campus (100%) served by SMU met this CAP goal.

Dallas County Promise Pledges

The CAP goal that 98 percent of seniors would complete the Dallas County's Promise Pledge was not met. In 2019-20 school year, 99 percent of CAP students completed their Dallas County Promise Pledges. In 2020-21 school year, 89 percent of CAP students completed their Dallas County Promise Pledges. In 2021-22, 92 percent of CAP students completed the Dallas County Promise Pledge.

Student Profile, College Search, and Aptitude Testing

The program goal of 60 percent of 2021-22 juniors completing the student profile, college search, and aptitude test utilizing the SCOIR platform was not met. Overall, 55 percent of juniors met the goal of completing the student profiles, 18 percent conducted college searches, and 29 percent took the aptitude test. The 2021-22 school year was the first year to report the student profile completion, college search, and aptitude test taking utilizing the SCOIR platform.

CAP Staff Meetings with Counselors

The program goal of CAP staff meeting with counselors at least three times a year was met. The CAP staff visited 20 campuses from September 2021 through June 2022. Meetings covered a range of topics including college placement exam updates, college readiness goals, graduation requirements, and financial aid information.

[2] Because these data were self-reported, results should be viewed with caution.

What was the relationship between CAP participation and college enrollment for 2018-19, 2019-20, and 2020-21 seniors?

The number of Dallas ISD seniors who participated in the CAP program has decreased from 2018-19 to 2020-21. The percentage of seniors who participated in the program has decreased from 2018-19 (89%) to 2019-20 (88%) and 2020-21 (79%) over the same timeframe.

- After decreasing from 2018-19 (51%) to 2019-20 (33%), college enrollment increased to 44 percent for CAP participants and 38 percent for Non-CAP students in 2020-21.
- The 2020-21 seniors who participated in CAP were as likely to enroll in four-year (28% vs. 27%) and two-year colleges (16% vs. 11%) as non-participants. The percentage of CAP participants enrolled in 4-year colleges has remained mostly unchanged (25%, respectively) from 2018-19 to 2019-20 and increased to 28 percent in 2020-21.
- The two-year college enrollment for CAP students and non-CAP participants dropped dramatically from 2018-19 (26% vs. 15%), to 2019-20 (8% vs. 6%) and increased in 2020-21 (16% vs.11%).
- In 2020-21, seniors who visited CAP vendors 10 or more times were more likely to enroll in a 4-yr college than those who visited less frequently or non-CAP participants (49% vs. 27%). There was a slightly higher percentage of CAP participants with one to nine visits enrolled in 2-yr colleges than non-CAP participants.

RECOMMENDATIONS

Continue to identify ways to increase *SAT/ACT/TSIA* participation rates. Overall, 87 percent of 2021-22 seniors took either the *SAT, ACT or TSIA,* below the program goal of 95 percent. The overall percentage of seniors taking one of the college entrance tests decreased from 93 percent each in 2019-20 to 90 percent in 2020-21. 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 tests.

Identify ways to increase junior's completion of student profiles, college searches, and aptitude test taking rates. The program goal of 60 percent of 2021-22 juniors completing the student profile, college search, and aptitude test was not met. Overall, 55 percent of 2021-22 juniors completed the student profiles, 18 percent conducted college searches, and 29 percent took the aptitude tests. Program staff should coordinate with CAP vendors to find ways to encourage students to complete these steps.

Identify ways to improve data efficiency. CAP vendors recorded when a student visited a school counselor and coded the reason for the visit using specific categories. By the end of the year, vendors reported the number and a maximum of five categories of visits. However, some student service data was not categorized in a correct format. It is critical for CAP staff members to train vendors on how to input service data into a requested format accurately.

REFERENCES

National Student Clearinghouse Research Center. (2021). Covid19: Stayed Informed with the Latest Enrollment Information. Retrieved August 15, 2022 from https://nscresearchcenter.org/stay-informed/

Zhang, J. (2020). 2019-20 Evaluation of the College Access Program. Dallas. TX. Dallas Independent School District.

Zhang, J. (2021). 2020-21 Evaluation of the College Access Program. Dallas. TX. Dallas Independent School District.

EA22-521-4
Jin Zhang, Ph.D., Evaluation Analyst II

©2022 Dallas Independent School District (Dallas ISD)
Mail a written request for permission to use or reproduce any part of this document to:
Dallas ISD Department of Evaluation and Assessment; H. B. Bell School Support Center; 2909 Buckner Blvd.; Box10; Dallas, TX 75228

An electronic version of this report and full 2020-21 report can be found at www.dallasisd.org/Page/888.
For more information, please contact Program Evaluation at evaluation@dallasisd.org.

Appendix C: 2021-22 Evaluation of Early College High School Programs

2021-22 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 26 ECHSs (Table 1). In 2021-22, ECHS campuses were supported by $12,343,417 in Dallas ISD general operating funds. This was a decrease of 5.9 percent compared to 2020-21 ($13,121,904) and a 13.6 percent decrease over 2019-20 ($14,292,375).

Table 1: 2021-22 Dallas ISD Early College High Schools

Early College High Schools	Dallas College Campus
Traditional Early College High Schools (ECHS)	
Garza ECHS	Mountain View Campus
Gilliam ECHS	Cedar Valley Campus
Lassiter ECHS	El Centro Campus
North Lake ECHS	North Lake Campus
Samuell ECHS	Eastfield Campus
Skyline CA	Cedar Valley Campus
Spruce ECHS	Eastfield Campus
Sunset Collegiate Academy	Mountain View Campus
Pathways in Technology Early College High Schools (P-TECH)	
Adams P-TECH	Eastfield Campus
Adamson P-TECH	El Centro Campus
Carter P-TECH	Cedar Valley Campus
Conrad H-TECH	Richland Campus
Hillcrest E-TECH	Richland Campus
Jefferson P-TECH	Brookhaven Campus
Kimball E-TECH	Mountain View Campus
Lincoln B-TECH	El Centro Campus
Madison P-TECH	El Centro Campus
Molina B-TECH	Mountain View Campus
North Dallas P-TECH	Brookhaven Campus
Pinkston H-TECH	El Centro Campus
Roosevelt H-TECH	El Centro Campus
Seagoville P-TECH	Eastfield Campus
South Oak Cliff P-TECH	Mountain View Campus
Sunset P-TECH	Mountain View Campus
White B-TECH	Brookhaven Campus
Wilmer-Hutchins E-TECH	North Lake Campus

Source: ECHS program documents and ECHS website accessed 05/03/22.
Note: B-TECH, E-TECH and H-TECH are P-TECH schools focusing on business, electronic technology and engineering, and health-sciences, respectively.

The 26 ECHSs include eight traditional ECHSs and 18 Pathways in Technology Early College High Schools (P-TECH). The ECHS program at the Dallas ISD is coordinated by the Early College Programs division within the Postsecondary Partnerships and Programs department.

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 26 ECHSs are "stand alone" campuses and solely educate ECHS students (Garza, Gilliam, Lassiter, and North Lake Collegiate Academy).
- The remaining 22 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.
- 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. The Dallas ISD provided transportation to partner community college campuses at no charge.

Pathways and Industry Partners

- P-TECH students select a pathway in grade nine to guide them towards a specialized field.
- Overall, 48 industry partners provided students with related learning experiences in 2021-22, and 219 students participated in internships.

Student Applications

- Online applications are accepted from interested eighth grade students (incoming freshman) from November through the end of January every school year.
- All students who apply are invited for an interview.
- Acceptance letters are sent to applicants in February.
- In 2021-22, ECHS campuses accepted between 42 to 124 grade nine students.

Summer Programs

- The **Summer Bridge program** is a one-week long program for incoming grade nine students to prepare them for higher education and to meet *TSIA* requirements. The program is not mandatory.

- Overall, 1,946 incoming ECHS students attended at least one day of the Summer Bridge Program between June 28 and July 2, 2021 (74% of all incoming grade nine ECHS students).
- **Summer Hub program** provided additional support to grade nine to 12 students who took dual credit courses at Dallas College during the May (May 14 – June 2, 2021), Summer I (June 3 – July 1, 2021) and Summer II (July 6 – August 5, 2021) semesters. Program staff noted that this extra support was crucial in helping students complete their college courses.
- During the May semester, 290 students enrolled in 291 dual credit courses. Of these, 261 students (90%) completed 250 courses (86%).
- During the Summer I semester, 1,602 students enrolled in 1,924 courses. Of these, 1,363 students (85%) completed 1,457 courses (76%).
- During the Summer II semester, 827 students enrolled in 1,036 courses but no grading information was shared.
- **Acceleration in Physics and Geometry Program** was held July 12 to July 30, 2021. Of the 1,106 students that enrolled, 828 students attended one or more days in the program. No grading information was shared.

What were the demographic characteristics of ECHS students?

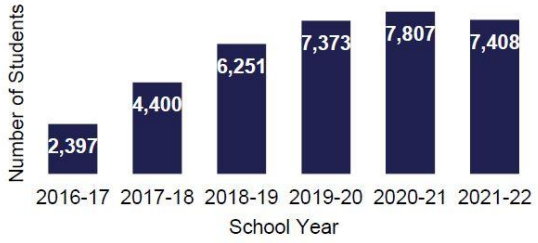
During the 2021-22 school year, a total of 7,408 students were enrolled in an ECHS.

- The ethnic composition of ECHS students was similar to Dallas ISD high school students.
- There were more female ECHS students (58%) than male ECHS students (42%) than the district (50% male and female).
- A slightly higher percentage of ECHS students were economically disadvantaged (85%) than for Dallas ISD high school students overall (81%).
- There were fewer special education students at ECHSs (3%) than the district (9%).
- Demographic characteristics of traditional ECHS students were comparable to P-TECH students except in four aspects:
  - First, a higher percentage of Hispanic students enrolled in traditional ECHSs than P-TECHs (82% vs 75%).
  - Second, a higher percentage of African American students enrolled in P-TECHs than traditional ECHSs (21% vs 15%).
  - Third, a higher percentage of traditional ECHS students were TAG eligible (32% vs 23%).
  - Fourth, a smaller percentage of traditional ECHS students were at-risk of dropping out of school (54% vs 67%).

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 4,400 in 2017-18 to 7,408 students in 2021-22 (Figure 1).

Figure 1: 2016-17 to 2021-22 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), 06/07/21 (2020-21), and 06/0622 (2021-22), and ECHS identification file 08/31/22 (2021-22).
Note: Methodology for identifying ECHS students changed with the 2021-22 school year. Therefore, enrollment changes between years should be viewed with caution.

Thirty-two percent of students (n=2,349) were enrolled in grade nine, 26 percent in grade 10 (n=1,928), 23 percent in grade 11 (n=1,690), and 20 percent in grade 12 (n=1,441).

Attendance Rates

- The average attendance rate for district ECHS students was eight percentage points higher than non-ECHS students (94.0% versus 86%).
- Students enrolled in traditional ECHSs had an average attendance rate of 94.4 percent, while students at P-TECHs had an average attendance rate of 93.2 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 two percentage points (78% versus 76%).
- The three-year retention rate difference was eight percentage points (71% versus 63%).
- The four-year retention rate difference was six percentage points (57% versus 51%).
- Traditional ECHS students had a higher retention rate than P-TECH students for all cohorts. The retention rate difference for the 2020-21 cohort was eight percentage points, for the 2019-20 cohort 10 percentage points, and for the 2018-19 cohort 12 percentage points.

Graduation Rates

- The average four-year graduation rate for the 2018-19 ECHS cohort was 56 percent; five percentage points higher than Dallas ISD comprehensive high school students.

- The graduation rate of traditional ECHS students was 14 percentage points higher than that of P-TECH students (67% versus 53%).
- Traditional ECHS students who were enrolled in the program for four consecutive years had a slightly higher graduation rate than similarly enrolled P-TECH students (100% vs 97%).
- Overall, the graduation rate for continuously enrolled students differed by 12 percentage points between ECHS students (98%) and comprehensive high school students (86%).
- Graduation rates across all Dallas ISD students slightly increased by one percentage points between the 2017-18 and 2018-19 cohorts (56% vs 57%), while the graduation rate of continuously enrolled students increased from 86 percent to 89 percent.

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

SAT

Overall, 3,131 ECHS students enrolled in grade 11 (2019-20 cohort) and grade 12 (2018-19 cohort).

- Thirty-nine percent of grades 11 and 12 met the TSI *SAT* benchmark on ERW (480).
- Sixteen 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 20 percentage points for mathematics to 27 percentage points for ERW).
- In comparison, 16 percent of non-ECHS students enrolled in comprehensive high schools offering ECHS program met the TSI benchmark for ERW, and six percent met the TSI benchmark for mathematics.

ACT

Overall, 1,441 ECHS students enrolled in grade 12 (2018-19 cohort).

- Six percent met the TSI *ACT* benchmark for Mathematics.
- Seven percent met the benchmark on English.
- Traditional ECHS students met TSI *ACT* benchmarks at a higher rate than P-TECH students (difference of 12 percentage points for mathematics and 13 percentage points for English).
- In comparison, of the 4,796 comprehensive high school students enrolled in campuses offering the ECHS program, one percent met the TSI *ACT* benchmark for Mathematics and two percent met the benchmark for English.

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 1,441 grade 12 ECHS students enrolled in 2021-22, 81 percent met *TSIA* benchmarks or qualified for an exemption for ELAR, and 76 percent met *TSIA* benchmarks for mathematics.
- Overall, ECHS students outperformed comprehensive high school students enrolled in campuses offering the ECHS program by 65 (ELAR) to 68 (mathematics) percentage points.

How many Dual Credit Courses and Dual Credit Hours did ECHS students complete?

- Of the 7,408 ECHS students enrolled in 2021-22, 89 percent took dual credit courses through Dallas College.
- A total of 6,008 ECHS students (90.9%) passed one or more courses for a total of 25,470 courses passed (86.4%).
- P-TECH students accounted for the majority of ECHS dual credit students (70%) and dual credit hours earned (66%).
- ECHS students who passed one or more dual credit courses completed on average 13.0 dual credit hours across all grade levels in 2021-22.
- Traditional ECHS students on average completed slightly more dual credit hours per person (14.1 hours) than P-TECH students (12.5 hours).

Did ECHS students earn the targeted number of dual credit hours for each grade level?

Although, all ECHS goals were suspended for 2021-22 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, 4,136 out of 7,408 ECHS students (56%) earned the expected number of dual credit hours.

How many credentials were earned by ECHS students?

- Overall, 296 grade 11 and grade 12 ECHS students completed 414 **educational certificates** while enrolled at Dallas College.
- Students completed between one and four certificates with an average of 1.4 certificates per student.
- P-TECH students accounted for 89 percent of ECHS students who completed a certificate and 92 percent of the 414 completed certificates.
- In addition, 475 ECHS students earned a total of 525 **industry-based certifications** in 2021-22, including 415 certifications listed in the A-F accountability system.
- Overall, 85 percent of students who eared industry-based certifications in 2021-22 were P-TECH students.

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

Of the 1,435 ECHS students who graduated in 2021-22, 870 students (61%) earned an associate degree or 60 dual credit hours

- Of the ECHS students who met the goal, 94 percent (*n*=821) earned an associate degree while six percent (*n*=49) earned 60 or more dual credit hours.[1]
- Sixty-nine percent (*n*=598) of students who met the goal were P-Tech students, while 31 percent (*n*=272) were traditional ECHS students.

What were the college enrollment rates for ECHS graduates?

- According to the 2021-22 NSC data file, 55 percent of 2020-21 ECHS graduates and 40 percent of non-ECHS graduates enrolled in college within one year of graduation.
- More ECHS students (90%) enrolled in a four-year university than non-ECHS students (85%). Similarly, a significantly lower percentage of ECHS students (10%) enrolled in a two-year college or trade school than non-ECHS students (15%).

What were student perceptions of the ECHS programs?

- Forty-one percent of ECHS seniors responded to the ECHS Senior Exit Survey.
- Overall, 94 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 they wished for more job-related skill training.
- Most seniors (82%) indicated that they planned to attend college directly after graduating from the Dallas ISD, followed by joining the workforce (11%).

RECOMMENDATIONS

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

Continue to work with the IT Department on accurately tracking ECHS participation. Review of PowerSchool and program provided enrollment data indicated that traditional ECHS and P-TECH students are not accurately identified as such, thus impacting the evaluation. Tracking student enrollment via a dedicated PowerSchool variable may provide a streamlined solution that benefits the program and increases the accuracy of future data analysis.

Continue to support ECHS campuses in monitoring dual-credit course completions. Overall, 56 percent of ECHS students met the targeted cumulative number of dual credit hours by the end of each grade level. While this is an increase of six percentage points over 2020-21 (50%), ECHS department staff and P-TECH/ECHS Program Specialist (ESSER funded) should continue to help campuses identify students early who may not meet the targeted dual credit hours by the end of the school year and provide necessary support.

Continue to promote ECHS students' completion of educational certificates or industry-based certifications. Although 2021-22 seemed to have stopped a three-year long downtrend, the number of students who earned education certificates and industry-based certifications are still below 2018-19 levels. 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, monitor student participation.

Continue to promote career readiness. Thirty-one percent of seniors who responded to the exit survey noted that they would like to have more assistance in developing career options and job seeking skills. Overall, job related skill training was among the top three requests for additional assistance for the past three years. Given the importance placed on career readiness by the Dallas ISD, consider allocating additional resources to these program areas.

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.

EA22-612-4
Akiva Lorenz, Ph.D., Evaluation Analyst II

©2022 Dallas Independent School District (Dallas ISD)
Mail a written request for permission to use or reproduce any part of this document to:
Dallas ISD Department of Evaluation and Assessment; H. B. Bell School Support Center; 2909 Buckner Blvd.; Box10; Dallas, TX 75228

An electronic version of this report and full 2021-22 report can be found at www.dallasisd.org/Page/888.
For more information, please contact Program Evaluation at evaluation@dallasisd.org.

[1] In addition, three comprehensive high school students earned an associate degree who were later identified as P-TECH students

Appendix D: 2021-22 Evaluation of Career and Technical Education

2021-22 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 2021-22, the total Dallas ISD CTE budget was $42,503,415, which included $28,399,071 for payroll expenses, and $3,970,008 for the Career Institutes.

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.
- In 2020-21, 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.
- Starting with the 2020-21 school year, CTE students 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

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.

- In 2021-22, the Dallas ISD, in cooperation with NAF, operated 44 NAF academies at 18 high schools. All NAF academies have an open enrollment policy.
- 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.
- Academies are based around one of five high-growth career industries: Engineering; Finance; Health Sciences; Hospitality and Tourism; and Information Technologies.
- 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. Career Institutes

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

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

Institute campuses. Transportation of students from and to their home campus is free of charge.

Early College High Schools

- In 2021-22, the Dallas ISD operated 26 ECHSs, including eight 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 2021-22 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

Fifty out of 54 middle schools[2] (93%) offered one or more CTE courses in 2021-22.

- Of the 20 CTE courses offered, four 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-seven middle schools (69%) offered the College and Career Readiness class and 27 middle schools (50%) offered one or more of the Investigating Careers classes.

What were the enrollment and demographic characteristics of CTE students?

- During the 2021-22 school year, 41,379 students participated in CTE, including 11,382 middle school students (27.5%) and 29,997 high school students (72.5%, Table 1), an overall decrease of two percent (*n*=650) compared to 2020-21.

Table 1: 2021-22 CTE Enrollment by Grade

Grade	*N*	%
Middle School		
Grade 6	1,108	11.5
Grade 7	5,139	51.2
Grade 8	5,135	50.6
High School		
Grade 9	9,253	73.9
Grade 10	7,448	77.8
Grade 11	6,618	79.2
Grade 12	6,668	76.8
Overall		
Overall Middle School	11,382	38.2
Overall High School	29,997	76.6
Overall	41,379	60.0

Source: End-of-year demographic file, 06/06/22. CTE course file, 09/06/22. Dallas ISD course file, 09/08/22.

- In 2021-22, 44 percent of the 41,379 CTE students were CTE Participants (*n*=18,239), 25 percent were CTE Explorers (*n*=10,447), 23 percent were Concentrators (*n*=9,324), and eight percent were CTE Completers (*n*=3,369).
- Districtwide, CTE students took the highest percentage of courses within the Business Management & Administration cluster (23%), followed by the Science, Technology, Engineering & Mathematics cluster (15%), and Arts A V Technology Communications (9%).

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 29,997 high school students who enrolled in CTE courses in 2021-22, 15,087 students enrolled in one or more of these specialized high school CTE programs.
- Although 87 percent of the 15,087 students enrolled in only one of these programs, 13 percent enrolled in two or three programs. Overall, 4,152 students enrolled in Career Institutes, 7,481 students enrolled in NAF Academies, and 5,535 students enrolled in ECHSs.

Demographic Characteristics

- The ethnic composition of district CTE students was similar to middle and high school students not enrolled in the CTE program.

[2] Includes Elementary/Middle, Middle, and Middle/High level schools.

- A smaller percentage of CTE students received special education services compared to non-CTE students (9% vs 13%).
- Fewer CTE students were English learners compared to non-CTE students (45% vs 48%).
- While CTE and non- CTE students were similarly at risk of dropping out (71% vs 72%), both groups, however, increased by five (CTE) and six percentage points (non-CTE) over 2020-21 (both 66%).

What were the completion rates for CTE courses?

- In 2020-21, 41,379 CTE students enrolled in 69,661 CTE courses with an 89 percent passing rate (61,832 courses).
- Likewise, 5,501 Dallas ISD students participated in 12,514 CTE dual credit courses of which they passed 10,849 courses (87%).
- CTE Completers had the highest overall passing rate for all CTE courses (96%) and CTE dual credit course (91%) followed by CTE Concentrators (94% and 90%), and CTE Participants (87% and 87%). CTE Explorers had the lowest overall passing rate for all CTE courses (82%) and CTE dual credit courses (80%).

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

- Overall, 23,705 out of the 29,997 CTE high school students took one or more *STAAR EOC* exams in 2022-22 (79%).
- The subject test with the highest participation count was English I (*n*=11,534), followed by English II (*n*=9,761).
- Majority of CTE students met the Approaches+ benchmark for U.S. History (85%), followed by Biology (76%) and English II (60%).
- CTE Explorers participated in the greatest number of *STAAR EOC* exams, while CTE Completers met the Approaches+ benchmark most often (77%) across all subject tests, followed by CTE Concentrators (68%).

How many credentials were earned by CTE high school students?

- Overall, 7,348 Dallas ISD CTE students earned 9,833 credentials in 2021-22, including 9,395 industry-based certifications and 438 educational certificates, which was an increase of 4,912 credentials from 2020-21 (4,921 credentials).
- Certifications identified by TEA for the A to F accountability system accounted for 58 percent (*n*=5,401) of all industry certifications earned.
- Compared to 2020-21, the number of industry-based certifications increased by 4,941, while the number of educational certificates decreased by 29.

How many Dallas ISD CTE seniors received an associate degree?

- Overall, 723 CTE graduates earned an associate degree in 2021-22.
- Of these graduates, all were ECHS students, which included 528 PTECH students and 195 traditional ECHS students.
- Students who participated in a program of study (CTE Concentrators and CTE Completers) accounted for 469 associate degrees (65%).
- In 2021-22, more Associate of Science degrees were awarded to CTE students (*n*=379, 52%) than Associate of Applied Science (*n*=167, 23%), Associate of Arts (*n*=125, 17%), or Associates of Arts in Teaching (*n*=52, 7%) degrees.

What were the college enrollment rates for 2020-21 CTE graduates?

- According to the 2021-22 NSC data file, 42 percent of CTE graduates and 44 percent of non-CTE graduates enrolled in college within one year of graduation.
- Of these students, more CTE students enrolled in a two-year college than non-CTE students (15% vs 9%). Similarly, a lower percentage of CTE students enrolled in a four-year university than non-CTE students (85% vs 91%).

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 2021-22 survey was administered by Evaluation and Assessment (E&A) staff from April 6 through May 6, 2022, using Qualtrics, an online survey-development tool.
- A total of 314 CTE teachers (62%) responded to the information request. Among the key-findings were:
- Ninety-seven percent of respondents agreed that the CTE program allows students to discover career opportunities they otherwise may not have considered.
- Eighty-seven percent of respondents agreed that the CTE program provides students with basic training to obtain a job,
- Seventy-seven 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.

What were the perceptions of the CTE Internship program?

CTE staff worked with the E&A staff to design and collect feedback from student interns, employers, and direct supervisors regarding their internship experiences.

- The 2021-22 surveys were administered by E&A staff from July 27 (student survey) and August 3, 2022 (employer and supervisor surveys) through September 12, 2022, using Qualtrics.
- Overall, 12 students (86%), ten employers (71%), and 11 supervisors (79%) responded to CTE surveys.
- Overall, all students and most employers (80%) were satisfied or very satisfied with the CTE internship program.
- Ninety-two percent of students further noted that their internship experience met their expectations.
- Ninety percent of employers noted that they would participate again in the internship program.
- However, students and employers were less satisfied with the Oppti platform (67% and 90%, respectively).
- Overall, 91 percent of responding supervisors agreed or strongly agreed that the intern met their expectations.
- Eight out of 11 responding supervisors (73%) noted that they would hire the intern following the internship if a position was open.

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 two percentage points from 61 percent in 2018-19 (2020 report) to 59 percent in 2020-21 (2022 report).
- 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 17 percentage points (14% vs 31%).
- The percentage of graduates who completed Level I or Level II certificates increased by three percentage point from 2018-19 to 2020-21 (1% vs 4%).
- The percentage of graduates who earned an industry-based certification increased by eight percentage points (2% vs 10%).
- The percentage of graduates who completed Individual Education Program and Workforce Readiness remained stable from 2018-19 to 2020-21 (2% vs 2%).
- Compared to other similar large urban districts in Texas, a lower percentage of Dallas ISD graduates were College, Career, or Military ready (59%) than graduates of Austin ISD (80%), El Paso ISD (78%), San Antonio ISD (75%), Houston ISD (60%), and Fort Worth ISD (59%).

RECOMMENDATIONS

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

Continue to work with the IT Department to accurately track 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. Tracking student enrollment via a dedicated PowerSchool variable may provide a streamlined solution that benefits the program and increases the accuracy of future data analysis.

Continue to support specialized CTE initiatives including Career Institutes and NAF Academies. Specialized CTE programs provide work-based learning experiences that may otherwise be inaccessible for a large part of Dallas ISD students. While enrollment in the Career Institutes more than doubled from 2020-21 (n=2,043) to 2021-22 (n=4,1521) enrollment in NAF academies declined by four percent to 7,481 students (2021-22). Given that participation in these programs increases the likelihood that students can earn a living wage after graduating high school, consider allocating additional resources to these areas of the program.

Continue to promote CTE students' completion of educational certificates and industry-based certifications. CTE students earned 9,833 credentials in 2021-22, including 438 educational certificates and 9,395 industry-based certifications. Fifty-eight percent (n=5,401) 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 more than doubled from 2019-20 to 2020-21 (A-F certifications increased by 221%), the number of educational certificates earned decreased over the same timeframe by six 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.

EA22-195-4
Akiva Lorenz, Ph.D., Evaluation Analyst II

©2023 Dallas Independent School District (Dallas ISD)
Mail a written request for permission to use or reproduce any part of this document to:
Dallas ISD Department of Evaluation and Assessment; H. B. Bell School Support Center; 2909 Buckner Blvd.; Box10; Dallas, TX 75228

An electronic version of this report and full 2021-22 report can be found at www.dallasisd.org/Page/888.
For more information, please contact Program Evaluation at evaluation@dallasisd.org.