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2022-23

College and Career Readiness Annual Report

DEPARTMENT OF EVALUATION AND ASSESSMENT

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DALLAS INDEPENDENT SCHOOL DISTRICT

2022-23

College and Career Readiness Annual Report

Approved Report of the Department of Evaluation and Assessment

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KEY FINDINGS

The purpose of this evaluation was to summarize key district CCR initiatives and their key accomplishments in 2022-23, and provide 2022-23 achievement data for district leadership based on CCMR indicators to examine the implementation of CCR programs[1].

Key Findings

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. Key findings include the following:

- Compared to prior years, participation and enrollment in CCR related initiatives and programs such as the Career Advising Program (page 7), Early College High School Programs (page 8), and Career and Technical Education (page 9) increased in 2022-23.
- A higher percentage of seniors met TSI benchmarks in 2022-23 on *SAT* (page 20) and *TSIA* (page 31) than in 2021-22. Dual Credit course enrollment and passing rates increased year-over year (page 36).
- Although more Dallas ISD students took International Baccalaureate (IB) and AP College Board course tests in 2022-23 compared to the prior year, fewer IB tests were passed while AP results remained stable (page 34).
- Overall, seniors earned more educational certificates (page 41) and industry-based certifications (page 41) in 2022-23 than in the prior school year.
- A higher percentage of graduates earned an associate degree or 60 dual credit hours in 2022-23 than in 2021-22 (page 47).

[1] LIMITATIONS: To better reflect graduation data, please note that the 2022-23 CCMR report uses the end of year student enrollment (05/12/23) 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=115). Therefore, because most Dallas ISD reports use the PEIMS snapshot file, the data in the 2022-23 CCMR report may differ from other sources.

2022-23

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 2022-23, CCR initiatives include the following Postsecondary Success programs[2]:

- Advanced Placement (AP).
- College and Career Advising Program (CCAP),
- Career and Technical Education (CTE),
- Early College High Schools, such as
    - Traditional Early College High School (ECHS)
    - Pathways in Technology Early College High School (P-TECH)
- International Baccalaureate (IB), and
- OnRamps.

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.

District GOALS

In order to continuously improve the quality of education for all students, Dallas ISD has set the overall goal to ***increase the percentage of graduates who are CCMR[3] ready from 42 percent to 67 percent by June 2025*** (Goal 5)[4]. To help facilitate this, the following student outcome goals were set:

[2] Ordered alphabetically.
[3] CCRM stands for College, Career, and Military Readiness
[4] AE (Local) as of March 2, 2023.

1. GPM 5.1: The percent of CCMR students meeting the Texas Success initiative requirements for college readiness shall increase from 27.1 percent to 39.0 percent by August 2025. (*Progressing*[5])
2. GPM 5.2: The percent of graduates obtaining Industry-Based Certifications to be career ready shall increase from 0.8 percent to 37 percent by August 2025. (*Goal met; see page 42*)
3. GPM 5.3: The number of THECB[6] Level I and Level II certificates earned by 12th grade students shall increase from 317 to 450 by June 2025. (*Goal met; see page 41*)
4. GPM 5.4: Percent of graduates enrolled in P-TECH/ECHS who earn 60 hours or attain an Associate degree shall increase from 59 percent to 62 percent by 2025. (G*oal met; see page 47*)
5. GPM 5.5: The percent of college enrollment shall increase from 62 percent to 67 percent by June 2025, including the number of Associate degrees attained. (*Progressing*, *see page 48*)

Note: In this report, data for 2022 graduates were used to determine progress towards GPMs 5.1 and 5.5, whereas data for the remaining GPMs are based on 2023 students/graduates.

EVALUATION QUESTIONS AND RESULTS[7]

EQ1: What were the key district initiatives related to CCR?

College and Career Advising Program[8]

The College and Career Advising Program (CCAP) was created in 2010[9] 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 is managed by a college access coordinator within the Dallas ISD Postsecondary Partnerships and Programs department. The two CCAP vendors selected for the 2022-23 school year were Academic Success Program (ASP) and Education is Freedom (EIF). CAP vendors provided supplemental assistance to students and parents for (a) completing pre-four-year plans, (b) completing 25-hours of utilizing community services, (c) completing college exploration, (d) completing career exploration, (e) career assessment completion, (f) college application completion, (g) financial aid application completion, and (h) completing Dallas County Promise Pledges. In 2022-23, the College and Career Advising Program (CCAP) received $11,000,000 through the Elementary and Secondary School Emergency Relief (ESSER) fund, a significant increase from $2,448,000 in 2021-22.

[5] 2023 Texas Academic Performance Report (TAPR) indicated that 26.8 percent of 2021-22 Dallas ISD graduates met TSI criteria in both subjects (i.e. ELA/Reading and Mathematics).
[6] THECB stands for Texas Higher Education Coordinating Board.
[7] Portions of this report were drawn from Lorenz (2024), 2022-23 Evaluation of Career and Technical Education; Lorenz (2023), 2022-23 Evaluation of Early College High School Programs; Lorenz (2022), 2021-22 College and Career Readiness Report; Texas Education Agency (2022), Texas Academic Performance Report; and Zhang (2023), 2021-23 Evaluation of College Access Program.
[8] For more information about CAP please review the 2022-23 Evaluation of College and Career Advising Program (Zhang, 2023).
[9] Originally named as the College Access Program (CAP).

- In 2022-23, the CCAP program served 23,851 students at 38 high school campuses. The number of students served by CCAP vendors increased dramatically from 2020-21 to 2022-23. ASP mostly supported students with completing four-year college applications and Dallas County Promise Pledges, while EIF most often provided assistance with four-year and two-year college applications in 2022-23.
- Overall, 91 percent of all seniors completed at least one college application in 2022-23. Additionally, overall combined completion rate of FAFSA and TASFA increased to 99 percent in 2022-23.
- Overall, there was an increase in enrollment into four-year colleges for CCAP participants and non-CCAP students in 2021-22, compared with 2020-21 and 2019-20

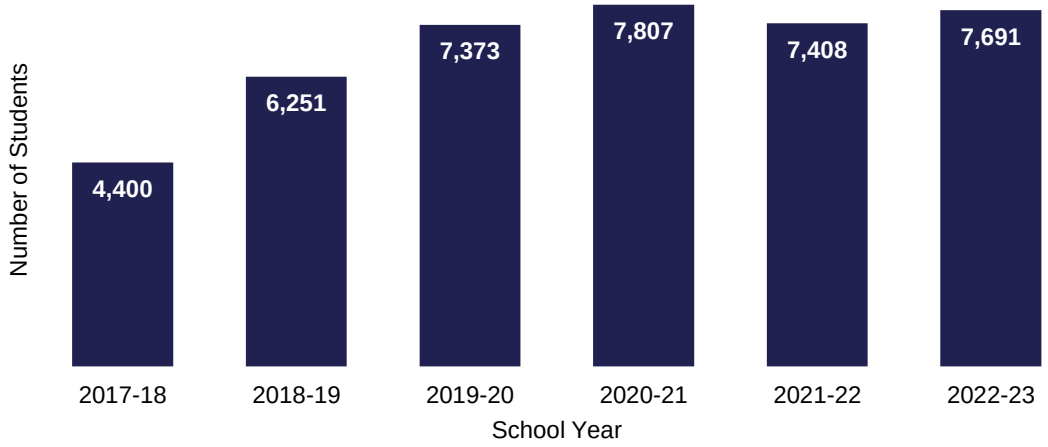
Early College High School Programs[10]

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 2022-23, ECHS campuses were supported by $13,252,568 in Dallas ISD general operating funds. This was an increase of 2.7 percent compared to 2021-22 ($12,904,762).

- In 2022-23, Dallas ISD operated 25 ECHSs, which included seven traditional Early College High Schools (ECHS) and 18 P-TECHs.
- In 2022-23, a total of 7,691 students enrolled in ECHSs, including 2,171 students (28.2%) enrolled in traditional ECHSs and 5,520 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 7,691 students in 2022-23 (Figure 1).

[10] For more information about the Early College High School Programs please review the 2022-23 Evaluation of Early College High School Programs (Lorenz, 2023b).

Figure 1: 2017-18 to 2022-23 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), 05/12/23 (2022-23), and ECHS identification file 10/12/23 (2022-23).
Note: Methodology for identifying ECHS students changed with the 2021-22 school year. Therefore, enrollment changes between years should be viewed with caution.

Traditional ECHS students met TSI *SAT* benchmarks at a higher rate than P-TECH students (difference of 20 percentage points for mathematics to 25 percentage points for ERW). Sixty-five percent of 2022-23 ECHS graduates (n=951) earned an associate degree or 60 dual credit hours, up from 61 percent in 2021-22.

Career and Technical Education[11]

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 Pathways in Technology Early College High Schools (P-TECH). 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 Strategic Initiatives. 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 2022-23, the total Dallas ISD CTE budget was $40,091,067, which included $3,185,484 for the Career Institutes.

[11] For more information about the CTE program please review the 2022-23 Evaluation of Career and Technical Education (Lorenz, 2024a).

- During the 2022-23 school year, 42,327 students participated in CTE, including 11,937 middle school students (28%) and 30,390 high school students (72%), an increase of 2 percent (n=948) compared to 2021-22.
- Middle school enrollment in CTE courses increased by four percentage points from 2021-22 to 2022-23 (38% vs 42%), while high school enrollment remained stable (77%).
- In 2022-23, 18,962 of the 42,327 CTE students were identified as CTE Participants (45%), followed by CTE Explorers (n=10,424, 25%), Concentrators (n=9,798, 23%), and CTE Completers (n=3,143, 7%).
- A total of 14,870 high school students enrolled in CTE courses through one or more specialized programs including the Career Institutes (n=4,203), NAF Academies (n=8,483), and P-TECHs (n=4,668).
- Sixteen percent of students who enrolled in these specialized programs enrolled in two or more programs.
- Overall, 8,764 Dallas ISD CTE students earned 13,094 credentials in 2022-23, including 12,626 industry-based certifications and 468 educational certificates. This is an increase of 3,261 credentials from 2021-22 (9,833 credentials).
- Certifications identified by TEA for the A to F accountability system accounted for 68 percent (n=8,614) of all industry-based certifications earned.

Table 1: 2022-23 CTE Student Enrollment by Status

	CTE Participant		CTE Explorer		CTE Concentrator		CTE Completer		Total
Grade	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***N***
				Middle School					
Grade 6	247	99.6	1	0.4	-	-	-	-	248
Grade 7	6,599	98.8	77	1.2	-	-	-	-	6,676
Grade 8	4,510	90.0	503	10.0	-	-	-	-	5,013
				High School					
Grade 9	5,322	57.4	3,337	36.0	607	6.5	2	-	9,268
Grade 10	1,325	15.6	3,479	40.8	3,564	41.8	150	1.8	8,518
Grade 11	625	10.1	1,563	25.3	3,068	49.7	920	14.9	6,176
Grade 12	334	5.2	1,464	22.8	2,559	39.8	2,071	32.2	6,428
				Overall					
Middle School	11,356	95.1	581	4.9	-	-	-	-	11,937
High School	7,606	25.0	9,843	32.4	9,798	32.2	3,143	10.3	30,390
Total	**18,962**	**44.8**	**10,424**	**24.6**	**9,798**	**23.1**	**3,143**	**7.4**	**42,327**

Source: End-of-year demographic file, 05/12/23. CTE course file, 12/15/23. Dallas ISD course file, 08/31/23. CTE Student Identifier, 12/15/23.
Note: - = no students were identified.

Elementary and Secondary School Emergency Relief (ESSER) funded CCR initiatives[12]

SchoolLinks: Dallas ISD, through Counseling Services, utilized 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. The College and Career Advising Program used SchoolLinks to document all support and services provided to students and parents, including flyers, sign-in sheets, and/or agendas, as well as to track monthly services and events (Zhang, 2023). Dallas ISD budgeted $350,000 of ESSER grant funds to implement this program in 2022-23. The following were the district's performance objectives for this activity:

- As identified by House Bill 5, 80 percent of 8th grade students will select an endorsement for high school aligned with students' career interest.
- During the 2022-2023 school year, establish a baseline for the percentage of 8th grade students indicating awareness of high school choices and pathways utilizing the CTE survey instrument.
- By April 2023, 60 percent of K-5th grade students will be introduced and explore career clusters and career interests.

In 2022-23 all the ESSER performance objectives were met: (a) 95 percent of 8th grade students selected an endorsement for high school aligned with students' career interest in SchooLinks; (b) 80 percent of students indicated awareness of high school choices and pathways using the CTE survey instrument; and (c) 80 percent of students in grades K-5 were introduced to and explored career clusters and interests.

P-TECH/ECHS Program Specialist: ESSER Elementary and Secondary School Emergency Relief (ESSER) funds supported seven P-TECH/ECHS Program Specialist positions for the 2022-23 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 2022-23 specialists primarily focused on grade 12 students to:

- Maintain the proportion of Dallas ISD graduates earning an Associate degree and/or 60+ credit hours at 10 percent.
- Increase the percentage of ECHS and P-TECH juniors and seniors with *TSIA* met criteria via assessment in both ELA and Mathematics by five-10 percentage points above the 2020-21 baseline data by the end of the 2022-23 academic year,

[12] Information based on the Dallas ISD 2022-23 Evaluation of Dallas ISD ESSER Activities report. The presented 2022-23 ESSER data has been self-reported by ESSER program staff via the Dallas ISD ESSER EOY 2022-23 Evaluation Survey results file dated 11/30/23.

- Develop a systematic method to electronically track student progress towards degree completion and implement effectively across P-TECH/ECHS programs by 2023.
- Increase the percent of students successfully completing dual credit courses by five percentage points above the corresponding semester during the previous school year by the end of the academic year.

In the 2022-23 school year, all four performance objectives were successfully met. Concerning the first goal, 11 percent of Dallas ISD Seniors (951 out of 8,588) graduated with an associate degree and/or 60+ college credit hours. The second goal was largely met, with all tested subjects meeting the outlined TSI goals: TSI Math increased from 19 percent in 2020-2021 to 34 percent in 2022-2023, TSI Reading increased from 14 percent in 2020-2021 to 30 percent in 2022-2023, and TSI Writing increased from 12 percent in 2020-2021 to 28 percent in 2022-2023. As for the third goal, a progress monitoring platform was implemented and utilized by all 25 P-TECH/ECHS programs. Lastly, P-TECH/ECHS Success Rates increased from 73 percent in August 2022 to 78 percent in August 2023. The P-TECH/ECHS Program Specialists has proven to be instrumental in the continued progress of the program. Associate Degree and student success rates in dual-credit courses have both increased since their onboarding in Spring 2022.

P-TECH Summer Hubs: Dallas ISD P-TECHs are innovative high schools that partnered with Dallas College to allow students to attend college, earn a high school diploma, and up to 60 college credit hours at no cost to students or their families (Lorenz, 2023). College credits earned through these dual credit programs can be applied toward high school and college graduation and can be transferred to other colleges or universities. Additional dual credit opportunities for P-TECH/ECHS students are available during the summer through the dual credit summer Hub program. During 2022-23 this hub program provided an intervention opportunity for students to accelerate or remediate so they can remain on track to graduate with an associate. Dallas ISD budgeted $500,000 of ESSER grant funds to implement the program in 2022-23. The following were the district's performance objectives for this activity:

- By August 2023, the number of students successfully completing dual credit courses through Summer HUB will increase by two percentage points from Summer HUB 2022.
- By the end of Summer 2023, the percentage of on-track rising seniors (according to credit hours earned) will increase by two percentage points.

In 2022-23, both performance goals were met. Success rates increased from 79 percent in Summer 2022 to 84 percent in Summer 2023. In May 2023, 993 rising seniors were on track based on credit hours earned. In August 2023, 1,119 rising seniors were considered on track based on credit hours earned. Therefore, 126 rising seniors gained "on-track" status (12.7%) as a result of coursework taken during Summer HUB.

College and Career Middle School Readiness Curriculum: College and Career Middle School Readiness Curriculum was created to strengthen: (a) student awareness around CCMR options/pathways in general; (b) student awareness around high school options/pathways in the District; (c) critical thinking around decision making for the future; and (d) the creation of an informed high school plan with

endorsement selection (Lorenz, in press). Dallas ISD budgeted $600,000 of ESSER grant funds to implement the program in 2022-23. The following were the district's performance objectives for this activity:

- Dallas ISD will pilot finalized curriculum at eight campuses in the district during Spring 2022.
- Dallas ISD will provide professional development for all 7th grade College and Career Readiness (CCR) teachers by August 2022.
- All Dallas ISD middle school campuses will implement the new CCR MS curriculum during the 2022-2023 school year.

In 2022-23 the three performance objectives were met as (a) all eight campuses underwent the pilot, (b) all campuses received virtual or in-person training, and (c) all campuses were supported with the College and Career Pathway Curriculum.

EQ 2: How did Dallas ISD high school students perform in 2022-23?

Student Characteristics

During the 2022-23 school year, a total of 39,606 students were enrolled in a Dallas ISD high School (Table 2). 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 percent of students were economically disadvantaged, and 67 percent of students were at risk of dropping out. Forty-six percent of students were English learners, while 18 percent of high school students were Talented and Gifted (TAG) eligible. Ten percent of students received special education services. Although demographic characteristics were similar to the 2021-22 school year, the percentage of at-risk students decreased from 69 percent (2021-22) to 67 percent (2022-23). The percentage of English learners increased from 43 percent (2021-22) to 46 percent (2022-23), and the percentage of TAG eligible students increased by one percentage point from 17 percent (2021-22) to 18 percent (2022-23).

Table 2: 2022-23 Dallas ISD High School Student Characteristics

	Grade 9 (*N*=12,042)		Grade 10 (*N*=10,805)		Grade 11 (*N*=7,795)		Grade 12 (*N*=8,964)		Total (*N*=39,606)	
	n	**%**	***n***	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Gender[1]										
Female	5,849	48.6	5,167	47.8	4,042	51.9	4,536	50.6	19,594	49.5
Male	6,193	51.4	5,638	52.2	3,753	48.1	4,428	49.4	20,012	50.5
Race / Ethnicity										
Asian	146	1.2	145	1.3	97	1.2	88	1.0	476	1.2
African American	2,291	19.0	2,075	19.2	1,522	19.5	1,712	19.1	7,600	19.2
Hispanic	8,912	74.0	7,865	72.8	5,622	72.1	6,573	73.3	28,972	73.2
White	491	4.1	532	4.9	400	5.1	434	4.8	1,857	4.7
Other	202	1.7	188	1.7	154	2.0	157	1.8	701	1.8
Student Characteristics										
At Risk Status	8,917	74.0	7,307	67.6	4,674	60.0	5,513	61.5	26,411	66.7
EcoDis Status	9,989	83.0	8,734	80.8	6,105	78.3	6,917	77.2	31,745	80.2
English Learner	6,246	51.9	5,008	46.3	3,239	41.6	3,654	40.8	18,147	45.8
Special Education	1,200	10.0	1,007	9.3	693	8.9	893	10.0	3,793	9.6
TAG Eligible	2,171	18.0	1,980	18.3	1,524	19.6	1,539	17.2	7,214	18.2

Source: End-of-year demographic file, 05/12/23.
Note: 1=Gender information for two grade nine students is missing. EcoDis = Economically disadvantaged. Column percentages may not sum to 100 due to rounding.

Thirty percent of students (*n*=12,042) were enrolled in grade nine, 27 percent in grade 10 (*n*=10,805), 20 percent in grade 11 (*n*=7,795), and 23 percent in grade 12 (*n*=8,964). Enrollment by school ranged from 178 students (Townview Education) to 3,886 students (Skyline).

Table 3: 2022-23 Dallas ISD High School Enrollment by Grade Level

	Grade Level				
	9	10	11	12	Total
Campus	***n***	***n***	***n***	***n***	***N***
Adams, B	656	550	497	460	2,163
Adamson	370	392	312	366	1,440
Carter	303	279	226	227	1,035
CityLab	37	60	52	58	207
Conrad	381	313	226	293	1,213
Garza	125	102	101	107	435
Gilliam	85	95	73	79	332
Hillcrest	454	458	318	374	1,604
IDEA	57	51	32	51	191
Jefferson	514	317	206	316	1,353
Kimball	396	319	188	263	1,166
Lassiter	76	66	66	49	257
Lincoln	210	175	124	154	663
Madison	110	87	83	76	356
Molina	537	562	410	521	2,030
New Tech	112	98	102	108	420
North Dallas	390	326	200	271	1,187
North Lake EC	62	67	51	64	244
Obama	65	79	40	39	223
Pinkston	386	312	221	201	1,120
Rangel	68	76	80	77	301
Roosevelt	208	212	131	142	693
Samuell	604	487	319	376	1,786
Seagoville	584	485	286	388	1,743
Skyline	1,181	1,074	746	885	3,886
South Oak Cliff	466	426	280	291	1,463
Spruce	486	447	234	321	1,488
Sunset	647	564	399	509	2,119
Townview Business	104	130	109	100	443
Townview Education	33	58	42	45	178
Townview Health	123	125	117	99	464
Townview Law	111	131	115	113	470
Townview SEM	138	136	108	105	487
Townview TAG	168	129	121	112	530
Washington	236	237	242	218	933
White	682	562	380	451	2,075
Wilmer-Hutchins	307	280	183	220	990
Wilson	514	501	361	427	1,803
Overall*	**12,042**	**10,805**	**7,795**	**8,964**	**39,606**

Source: End-of-year demographic file, 5/12/23.
Note: IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. Pub Svc = Public Service. TAG = Talented and Gifted. *Overall district information includes 115 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.

Post-Secondary Readiness Assessments

Key findings from this section:

- Overall, 7,418 students took the *SAT* exam during the 2022-23 school year. Forty-three percent of students who took the *SAT* met the TSI benchmark for ERW, while 22 percent met the TSI benchmark for mathematics.
- Overall, of the 16,759 grade 11 and grade 12 high school students enrolled in 2022-23, 32 percent met the TSI *SAT* benchmark for ERW, and 15 percent met the TSI *SAT* benchmark for mathematics.
- Although Dallas ISD did not offer school day *ACT* testing in 2022-23, 591 students took the *ACT* exam. Overall, 50 percent of test takers met the TSI *ACT* benchmark for English and 48 percent for mathematics.
- Of the 8,964 grade 12 students enrolled in 2022-23, three percent met the TSI *ACT* benchmark for English and for mathematics.
- Of the 39,606 high school students enrolled in 2022-23, 20 percent met *TSIA* benchmarks or qualified for an exemption (*TSIA*+) for ELAR and 16 percent met *TSIA*+ criteria for mathematics.
- Of the 8,588 Dallas ISD 2022-23 graduates, 41 percent met *TSIA* benchmarks or qualified for an exemption for ELAR, and 35 percent met *TSIA* benchmarks for mathematics.
- Overall, 79 percent of high school students (*N*=39,606) took one or more *STAAR EOC* exams in 2022-23. Most students met the Approaches+ benchmark for U.S. History (93%), followed by Biology (85%) and English II (66%).

SAT Outcomes

Overall, 7,418 students took the *SAT* exam during the 2022-23 school year (Table 4). Of these, 90 percent (*n*=6,696) took the *SAT* exam during the School-Day *SAT* testing date on March 1, 2023 or the alternative test date of April 12, 2023. About 12 percent of test takers took the *SAT* outside of the targeted grade level (grade 11).

Table 4: 2020-21 to 2022-23 *SAT* Tests Taken by Grade

	2020-21		2021-22		2022-23	
Grade	***N***	**%**	***N***	**%**	***N***	**%**
9	1	0.0	4	0.1	7	0.1
10	47	0.8	66	0.9	74	1.0
11	5,551	93.8	7,027	90.9	6,543	88.2
12	317	5.4	630	8.2	794	10.7
Total	**5,916**	**100.0**	**7,727**	**100.0**	**7,418**	**100.0**

Source: District *SAT* data files dated 07/21/21 (2020-21), 09/29/22 (2021-22), and 06/29/23 (2022-23). End-of-year demographic files dated 06/07/21 (2020-21), 06/06/22 (2021-22), and 05/12/23 (2022-23).

In 2022-23, 43 percent of students who took the *SAT* met the TSI benchmark for ERW (Table 5), while 22 percent met the TSI benchmark for mathematics (Table 6).

- The campuses with the highest percentage of students who met the ERW benchmark were Townview TAG (99%), Rangel (99%), and Townview SEM (99%).
- The campuses with the highest percentage of students who met the mathematics benchmark were Townview TAG (99%), Townview SEM (99%), and Rangel (89%).
- Although the number of students who took the *SAT* exam in 2022-23 has decreased from 2021-22 (*n*=7,727), the percentage of students who met the TSI benchmarks has increased from 2021-22 to 2022-23; ERW (39% vs 43%) and mathematics (20% vs 22%).

Table 5: 2020-21 to 2022-23 Percentage of High School Students Meeting TSI *SAT* Benchmark for Evidence-Based Reading and Writing (ERW)

	2020-21		2021-22		2022-23	
Campus	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**
Adams, B	373	31.9	458	27.3	467	35.1
Adamson	289	21.5	265	29.1	288	29.2
Carter	153	18.3	150	13.3	151	20.5
City Lab	41	36.6	56	32.1	50	38.0
Conrad	197	32.5	265	26.0	198	24.2
Garza	109	88.1	114	83.3	123	86.2
Gilliam	91	39.6	83	56.6	83	73.5
Hillcrest	262	42.4	333	37.5	297	43.8
IDEA	27	29.6	45	28.9	34	23.5
Jefferson	160	22.5	260	23.1	186	16.7
Kimball	95	20.0	161	18.0	157	29.3
Lassiter	63	84.1	55	80.0	71	87.3
Lincoln	93	12.9	104	12.5	93	10.8
Madison	87	13.8	72	19.4	74	20.3
Molina	192	20.3	384	25.8	367	24.0
New Tech	43	30.2	99	24.2	100	54.0
North Dallas	171	21.1	250	24.0	232	24.1
North Lake EC	-	-	64	70.3	49	69.4
Obama	31	77.4	42	0.0	43	83.7
Pinkston	136	30.1	207	21.7	201	23.4
Rangel HS	60	90.0	102	96.1	148	99.3
Roosevelt	18	22.2	88	13.6	103	14.6
Samuell	126	31.0	298	16.8	281	21.4
Seagoville	200	22.0	253	25.7	242	17.8
Skyline	678	27.9	738	36.0	662	43.1
South Oak Cliff	84	14.3	221	12.2	219	15.5
Spruce	188	8.5	199	17.6	192	22.4
Sunset	106	31.1	367	24.0	352	29.3
Townview Business	96	87.5	131	83.2	114	81.6
Townview Education	54	74.1	52	80.8	46	67.4
Townview Health	132	90.2	122	90.2	147	87.8
Townview Law	104	91.3	129	93.8	131	96.2
Townview SEM	169	99.4	158	99.4	131	99.2
Townview TAG	152	100.0	163	100.0	164	99.4
Washington	228	83.3	255	82.4	295	86.1
White	322	31.4	396	27.3	361	34.3
Wilmer-Hutchins	119	10.1	141	18.4	154	17.5
Wilson	467	55.7	426	53.3	411	58.2
Overall	**5,916**	**41.2**	**7,727***	**38.5**	**7,418***	**42.8**

Source: District *SAT* data files dated 07/21/21 (2020-21), 09/29/22 (2021-22), and 06/29/23 (2022-23). End-of-year demographic files dated 06/07/21 (2020-21), 06/06/22 (2021-22), and 05/12/23 (2022-23).
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 one student enrolled in the Juvenile Justice Alternative Education Program at the time of the end-of-year snapshot.

Table 6: 2020-21 to 2022-23 Percentage of High School Students Meeting TSI *SAT* Benchmark for Mathematics

	2020-21		2021-22		2022-23	
Campus	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**
Adams, B	373	15.8	458	7.9	467	10.9
Adamson	289	6.2	265	8.3	288	7.6
Carter	153	4.6	150	2.7	151	4.6
City Lab	41	17.1	56	14.3	50	10.0
Conrad	197	14.2	265	7.2	198	7.6
Garza	109	47.7	114	47.4	123	49.6
Gilliam	91	16.5	83	15.7	83	33.7
Hillcrest	262	22.9	333	13.5	297	20.9
IDEA	27	11.1	45	8.9	34	11.8
Jefferson	160	10.0	260	8.1	186	6.5
Kimball	95	5.3	161	1.2	157	1.3
Lassiter	63	61.9	55	52.7	71	49.3
Lincoln	93	5.4	104	1.9	93	2.2
Madison	87	2.3	72	2.8	74	2.7
Molina	192	7.3	384	5.5	367	8.7
New Tech	43	7.0	99	14.1	100	15.0
North Dallas	171	5.3	250	6.8	232	8.2
North Lake EC	-	-	64	37.5	49	36.7
Obama	31	38.7	42	0.0	43	55.8
Pinkston	136	11.0	207	8.7	201	5.0
Rangel HS	60	68.3	102	79.4	148	89.2
Roosevelt	18	5.6	88	3.4	103	4.9
Samuell	126	12.7	298	6.7	281	7.5
Seagoville	200	6.5	253	7.5	242	4.5
Skyline	678	12.7	738	14.1	662	16.3
South Oak Cliff	84	8.3	221	1.8	219	3.7
Spruce	188	6.4	199	4.5	192	7.8
Sunset	106	10.4	367	8.7	352	9.4
Townview Business	96	62.5	131	48.1	114	45.6
Townview Education	54	37.0	52	36.5	46	28.3
Townview Health	132	56.8	122	53.3	147	46.3
Townview Law	104	61.5	129	68.2	131	72.5
Townview SEM	169	98.2	158	98.7	131	98.5
Townview TAG	152	96.1	163	98.8	164	99.4
Washington	228	50.9	255	53.3	295	50.8
White	322	12.4	396	9.3	361	10.2
Wilmer-Hutchins	119	2.5	141	2.1	154	3.2
Wilson	467	39.4	426	35.9	411	30.9
Overall	**5,916**	**24.2**	**7,727***	**19.7**	**7,418***	**21.5**

Source: District *SAT* data files dated 07/21/21 (2020-21), 09/29/22 (2021-22), and 06/29/23 (2022-23). End-of-year demographic files dated 06/07/21 (2020-21), 06/06/22 (2021-22), and 05/12/23 (2022-23).
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 16,759 grade 11 and grade 12 high school students enrolled in 2022-23, 32 percent met the TSI *SAT* benchmark for ERW, and 15 percent met the TSI *SAT* benchmark for mathematics (Tables 7 and 8).

- Passing rates by campus ranged from seven percent (Lincoln) to 99 percent (three campuses) for ERW, and one percent (two campuses) to 99 percent (Townview TAG) for mathematics.
- Overall, 34 percent of grade 11 students (i.e. targeted grade level for the *SAT*) met the TSI *SAT* benchmark for ERW and 16 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 2022-23 than in 2021-22 (31% and 15%, respectively).
- The percentage of grade 11 students meeting TSI *SAT* benchmarks by campus ranged from seven percent (Lincoln) to 99 percent (three campuses) for ERW and one percent (Kimball) to 99 percent (Townview TAG) for mathematics.

Table 7: 2022-23 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	497	150	30.2	460	116	25.2	957	266	27.8
Adamson	312	80	25.6	366	74	20.2	678	154	22.7
Carter	226	27	11.9	227	23	10.1	453	50	11.0
CityLab	52	18	34.6	58	15	25.9	110	33	30.0
Conrad	226	36	15.9	293	56	19.1	519	92	17.7
Garza	101	85	84.2	107	89	83.2	208	174	83.7
Gilliam	73	54	74.0	79	48	60.8	152	102	67.1
Hillcrest	318	112	35.2	374	120	32.1	692	232	33.5
IDEA	32	7	21.9	51	12	23.5	83	19	22.9
Jefferson	206	29	14.1	316	50	15.8	522	79	15.1
Kimball	188	40	21.3	263	28	10.6	451	68	15.1
Lassiter	66	58	87.9	49	40	81.6	115	98	85.2
Lincoln	124	9	7.3	154	10	6.5	278	19	6.8
Madison	83	14	16.9	76	15	19.7	159	29	18.2
Molina	410	80	19.5	521	96	18.4	931	176	18.9
New Tech	102	52	51.0	108	26	24.1	210	78	37.1
North Dallas	200	41	20.5	271	65	24.0	471	106	22.5
North Lake	51	32	62.7	64	44	68.8	115	76	66.1
Obama HS	40	33	82.5	39	33	84.6	79	66	83.5
Pinkston	221	41	18.6	201	42	20.9	422	83	19.7
Rangel	80	79	98.8	77	77	100.0	157	156	99.4
Roosevelt	131	11	8.4	142	12	8.5	273	23	8.4
Samuell	319	56	17.6	376	52	13.8	695	108	15.5
Seagoville	286	40	14.0	388	60	15.5	674	100	14.8
Skyline	746	253	33.9	885	258	29.2	1,631	511	31.3
South Oak Cliff	280	31	11.1	291	25	8.6	571	56	9.8
Spruce	234	42	17.9	321	35	10.9	555	77	13.9
Sunset	399	97	24.3	509	88	17.3	908	185	20.4
Townview Business	109	86	78.9	100	82	82.0	209	168	80.4
Townview Education	42	29	69.0	45	39	86.7	87	68	78.2
Townview Health	117	101	86.3	99	90	90.9	216	191	88.4
Townview Law	115	109	94.8	113	103	91.2	228	212	93.0
Townview SEM	108	107	99.1	105	104	99.0	213	211	99.1
Townview TAG	121	120	99.2	112	111	99.1	233	231	99.1
Washington	242	202	83.5	218	171	78.4	460	373	81.1
White	380	109	28.7	451	101	22.4	831	210	25.3
Wilmer-Hutchins	183	24	13.1	220	22	10.0	403	46	11.4
Wilson	361	160	44.3	427	203	47.5	788	363	46.1
Overall*	**7,795**	**2,654**	**34.0**	**8,964**	**2,635**	**29.4**	**16,759**	**5,289**	**31.6**

Source: End-of-year demographic file, 05/12/23. Combined 2019-23 *SAT* file, 06/29/23.

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 8: 2022-23 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	497	47	9.5	460	32	7.0	957	79	8.3
Adamson	312	20	6.4	366	21	5.7	678	41	6.0
Carter	226	7	3.1	227	3	1.3	453	10	2.2
CityLab	52	3	5.8	58	8	13.8	110	11	10.0
Conrad	226	11	4.9	293	16	5.5	519	27	5.2
Garza	101	49	48.5	107	52	48.6	208	101	48.6
Gilliam	73	24	32.9	79	13	16.5	152	37	24.3
Hillcrest	318	51	16.0	374	46	12.3	692	97	14.0
IDEA	32	3	9.4	51	4	7.8	83	7	8.4
Jefferson	206	10	4.9	316	15	4.7	522	25	4.8
Kimball	188	2	1.1	263	2	0.8	451	4	0.9
Lassiter	66	32	48.5	49	28	57.1	115	60	52.2
Lincoln	124	2	1.6	154	1	0.6	278	3	1.1
Madison	83	2	2.4	76	2	2.6	159	4	2.5
Molina	410	29	7.1	521	21	4.0	931	50	5.4
New Tech	102	14	13.7	108	15	13.9	210	29	13.8
North Dallas	200	17	8.5	271	16	5.9	471	33	7.0
North Lake	51	16	31.4	64	23	35.9	115	39	33.9
Obama HS	40	22	55.0	39	14	35.9	79	36	45.6
Pinkston	221	9	4.1	201	14	7.0	422	23	5.5
Rangel	80	71	88.8	77	72	93.5	157	143	91.1
Roosevelt	131	3	2.3	142	3	2.1	273	6	2.2
Samuell	319	20	6.3	376	20	5.3	695	40	5.8
Seagoville	286	11	3.8	388	13	3.4	674	24	3.6
Skyline	746	91	12.2	885	99	11.2	1,631	190	11.6
South Oak Cliff	280	6	2.1	291	5	1.7	571	11	1.9
Spruce	234	14	6.0	321	8	2.5	555	22	4.0
Sunset	399	31	7.8	509	35	6.9	908	66	7.3
Townview Business	109	48	44.0	100	42	42.0	209	90	43.1
Townview Education	42	11	26.2	45	16	35.6	87	27	31.0
Townview Health	117	49	41.9	99	53	53.5	216	102	47.2
Townview Law	115	79	68.7	113	74	65.5	228	153	67.1
Townview SEM	108	106	98.1	105	103	98.1	213	209	98.1
Townview TAG	121	120	99.2	112	110	98.2	233	230	98.7
Washington	242	114	47.1	218	110	50.5	460	224	48.7
White	380	31	8.2	451	33	7.3	831	64	7.7
Wilmer-Hutchins	183	5	2.7	220	3	1.4	403	8	2.0
Wilson	361	77	21.3	427	129	30.2	788	206	26.1
Overall*	7,795	1,257	16.1	8,964	1,274	14.2	16,759	2,531	15.1

Source: End-of-year demographic file, 05/12/23. Combined 2019-23 *SAT* file, 06/29/23.

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.

ACT Outcomes

In 2022-23, Dallas ISD did not offer school day *ACT* testing which directly impacted the percentage of students who took the *ACT*. Overall, 591 students took the *ACT* exam during the 2022-23 school year (Table 9), down by 92 percent from 6,981 students in 2021-22. About 37 percent of test takers took the *ACT* outside of the targeted grade level (grade 12).

Table 9: 2010-21 to 2022-23 *ACT* Tests Taken by Grade

	2020-21		2021-22		2022-23	
Grade	***N***	**%**	***N***	**%**	***N***	**%**
9	0	0.0	1	0.0	0	0.0
10	2	0.0	9	0.1	9	1.5
11	251	5.1	285	4.1	208	35.2
12	4,698	94.9	6,686	95.8	374	63.3
Total	**4,951**	**100.0**	**6,981**	**100.0**	**591**	**100.0**

Source: District *ACT* data files dated 07/28/21 (2020-21), 09/29/22 (2021-22), and 06/29/23 (2022-23). End-of-year demographic files dated 06/07/21 (2020-21), 06/06/22 (2021-22), and 05/12/23 (2022-23).

In 2022-23, 73 percent of students who took the *ACT* met the TSI benchmark for Reading (Table 10), while 63 percent met the TSI benchmark for mathematics (Table 11). Given that School-Day *ACT* testing was not provided in 2022-23, the population of students who tested elected to do so at national testing centers outside of school time, and year-over-year results should be viewed with caution.

Table 10: 2020-21 to 2022-23 Percentage of High School Students Meeting TSI *ACT* Benchmark for English

	2020-21		2021-22		2022-23	
Campus	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**
Adams, B	194	15.5	373	18.2	*	*
Adamson	241	8.7	277	10.1	-	-
Carter	112	8.0	185	5.4	6	0.0
City Lab	60	33.3	46	15.2	*	*
Conrad	181	19.9	240	12.5	*	*
Garza	96	53.1	109	70.6	*	*
Gilliam	111	31.5	83	31.3	*	*
Hillcrest	181	24.3	269	28.6	61	55.7
IDEA	46	10.9	49	12.2	*	*
Jefferson	63	14.3	251	6.8	-	-
Kimball	216	6.5	200	6.5	*	*
Lassiter	63	60.3	60	63.3	23	69.6
Lincoln	50	0.0	96	12.5	*	*
Madison	91	3.3	91	4.4	*	*
Molina	269	10.4	436	7.1	*	*
New Tech	42	11.9	38	28.9	-	-
North Dallas	144	6.9	185	7.6	5	60.0
North Lake	-	-	*	*	*	*
Obama	33	63.6	40	60.0	8	75.0
Pinkston	129	5.4	127	15.0	*	*
Rangel	15	93.3	119	87.4	99	93.9
Roosevelt	35	11.4	105	5.7	-	-
Samuell	168	7.7	240	7.5	*	*
Seagoville	155	9.7	293	6.8	*	*
Skyline	563	13.3	570	12.8	*	*
South Oak Cliff	136	5.1	173	5.2	7	0.0
Spruce	222	5.0	166	7.2	-	-
Sunset	117	7.7	377	9.8	*	*
Townview Business	36	52.8	129	52.7	98	51.0
Townview Education	26	73.1	57	49.1	*	*
Townview Health	46	54.3	140	57.9	5	80.0
Townview Law	39	84.6	93	67.7	*	*
Townview SEM	66	90.9	135	89.6	25	100.0
Townview TAG	43	100.0	128	100.0	37	100.0
Washington	197	69.0	181	74.0	62	98.4
White	310	16.5	319	17.6	12	41.7
Wilmer-Hutchins	140	5.0	158	5.7	*	*
Wilson	315	53.0	441	48.3	103	79.6
Overall	**4,951**	**22.1**	**6,981**[1]	**24.3**	**591**	**73.1**

Source: District *ACT* data files dated 07/28/21 (2020-21), 09/29/22 (2021-22), and 06/29/23 (2022-23). End-of-year demographic files dated 06/07/21 (2020-21), 06/06/22 (2021-22), and 05/12/23 (2022-23).
Note: TSI *ACT* Benchmark for English = 19. - = indicates that no students were enrolled in that grade level/ no student tested. * 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 11: 2020-21 to 2022-23 Percentage of High School Students Meeting TSI *ACT* Benchmark for Mathematics

	2020-21		2021-22		2021-22	
Campus	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**	**Tested *N***	**Met Benchmark %**
Adams, B	194	17.5	373	12.3	*	75.0
Adamson	241	11.6	277	7.9	-	-
Carter	112	3.6	185	3.2	6	33.3
City Lab	60	30.0	46	13.0	*	*
Conrad	181	21.0	240	9.2	*	*
Garza	96	59.4	109	52.3	*	*
Gilliam	111	28.8	83	21.7	*	*
Hillcrest	181	26.5	269	22.3	61	45.9
IDEA	46	4.3	49	6.1	*	*
Jefferson	63	9.5	251	11.6	-	-
Kimball	216	7.4	200	4.5	*	50.0
Lassiter	63	79.4	60	71.7	23	60.9
Lincoln	50	2.0	96	4.2	*	*
Madison	91	2.2	91	3.3	*	*
Molina	269	11.2	436	7.1	*	*
New Tech	42	11.9	38	7.9	-	-
North Dallas	144	7.6	185	5.4	5	40.0
North Lake	-	-	*	*	*	*
Obama	33	72.7	40	52.5	8	75.0
Pinkston	129	7.0	127	18.1	*	*
Rangel	15	93.3	119	77.3	99	76.8
Roosevelt	35	11.4	105	3.8	-	-
Samuell	168	19.6	240	7.5	*	*
Seagoville	155	11.6	293	8.2	*	*
Skyline	563	16.9	570	13.7	*	*
South Oak Cliff	136	4.4	173	4.0	7	0.0
Spruce	222	5.9	166	10.2	-	-
Sunset	117	12.0	377	5.3	*	*
Townview Business	36	69.4	129	53.5	98	42.9
Townview Education	26	69.2	57	42.1	*	*
Townview Health	46	65.2	140	52.9	5	40.0
Townview Law	39	76.9	93	68.8	*	*
Townview SEM	66	100.0	135	100.0	25	100.0
Townview TAG	43	100.0	128	97.7	37	100.0
Washington	197	54.8	181	52.5	62	80.6
White	310	17.4	319	14.1	12	33.3
Wilmer-Hutchins	140	5.0	158	4.4	*	*
Wilson	315	47.9	441	39.9	103	65.0
Overall	**4,951**	**23.1**	**6,981**	**21.3**	**591**	**62.8**

Source: District *ACT* data files dated 07/28/21 (2020-21), 09/29/22 (2021-22), and 06/29/23 (2022-23). End-of-year demographic files dated 06/07/21 (2020-21), 06/06/22 (2021-22), and 05/12/23 (2022-23).
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 50 percent in English and to 48 percent in mathematics (Table 12); given that only select people tested for *ACT* in 2022-23, the results should not be compared year-over-year.

Table 12: 2022-23 *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	*	*	75.0	75.0	75.0
Adamson	-	-	-	-	-
Carter	6	0.0	33.3	0.0	0.0
City Lab	*	*	*	100.0	100.0
Conrad	*	*	*	*	*
Garza	*	*	*	*	*
Gilliam	*	*	*	*	*
Hillcrest	61	55.7	45.9	32.8	31.1
IDEA	*	*	*	*	*
Jefferson	-	-	-	-	-
Kimball	*	*	50.0	50.0	50.0
Lassiter	23	69.6	60.9	26.1	30.4
Lincoln	*	*	*	*	*
Madison	*	*	*	*	*
Molina	*	*	*	*	*
New Tech	-	-	-	-	-
North Dallas	5	60.0	40.0	20.0	20.0
North Lake	*	*	*	*	*
Obama	8	75.0	75.0	75.0	75.0
Pinkston	*	*	*	*	*
Rangel	99	93.9	76.8	57.6	53.5
Roosevelt	-	-	-	-	-
Samuell	*	*	*	*	*
Seagoville	*	*	*	*	*
Skyline	*	*	*	*	*
South Oak Cliff	7	0.0	0.0	0.0	0.0
Spruce	-	-	-	-	-
Sunset	*	*	*	*	*
Townview Business	98	51.0	42.9	18.4	18.4
Townview Education	*	*	*	*	*
Townview Health	5	80.0	40.0	60.0	20.0
Townview Law	*	*	*	*	*
Townview SEM	25	100.0	100.0	96.0	96.0
Townview TAG	37	100.0	100.0	97.3	97.3
Washington	62	98.4	80.6	79.0	74.2
White	12	41.7	33.3	25.0	16.7
Wilmer-Hutchins	*	*	*	*	*
Wilson	103	79.6	65.0	64.1	59.2
Overall	**591**	**73.1**	**62.8**	**50.3**	**47.7**

Source: District *ACT* data file dated 06/29/23. End-of-year demographic file dated 05/12/23.
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 8,964 grade 12 students enrolled in 2022-23, three percent met the TSI *ACT* benchmark for English and for mathematics (Table 13), down from nine and eight percent, respectively. The percentage of grade 12 students meeting TSI *ACT* benchmarks by campus ranged from zero percent (multiple campuses) to 64 percent for English and 63 percent for mathematics (Rangel).

Table 13: 2022-23 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	460	2	0.4	2	0.4
Adamson	366	1	0.3	1	0.3
Carter	227	0	0.0	0	0.0
CityLab	58	1	1.7	1	1.7
Conrad	293	0	0.0	0	0.0
Garza	107	0	0.0	0	0.0
Gilliam	79	0	0.0	0	0.0
Hillcrest	374	14	3.7	13	3.5
IDEA	51	0	0.0	0	0.0
Jefferson	316	0	0.0	0	0.0
Kimball	263	1	0.4	1	0.4
Lassiter	49	5	10.2	6	12.2
Lincoln	154	0	0.0	0	0.0
Madison	76	0	0.0	0	0.0
Molina	521	0	0.0	0	0.0
New Tech	108	0	0.0	0	0.0
North Dallas	271	1	0.4	1	0.4
North Lake	64	1	1.6	0	0.0
Obama HS	39	5	12.8	5	12.8
Pinkston	201	2	1.0	1	0.5
Rangel	77	49	63.6	48	62.3
Roosevelt	142	0	0.0	0	0.0
Samuell	376	0	0.0	0	0.0
Seagoville	388	0	0.0	0	0.0
Skyline	885	0	0.0	0	0.0
South Oak Cliff	291	0	0.0	0	0.0
Spruce	321	0	0.0	0	0.0
Sunset	509	0	0.0	0	0.0
Townview Business	100	18	18.0	18	18.0
Townview Education	45	0	0.0	0	0.0
Townview Health	99	3	3.0	1	1.0
Townview Law	113	1	0.9	1	0.9
Townview SEM	105	17	16.2	17	16.2
Townview TAG	112	36	32.1	36	32.1
Washington	218	34	15.6	32	14.7
White	451	2	0.4	2	0.4
Wilmer-Hutchins	220	0	0.0	0	0.0
Wilson	427	65	15.2	63	14.8
Overall*	**8,964**	**258**	**2.9**	**249**	**2.8**

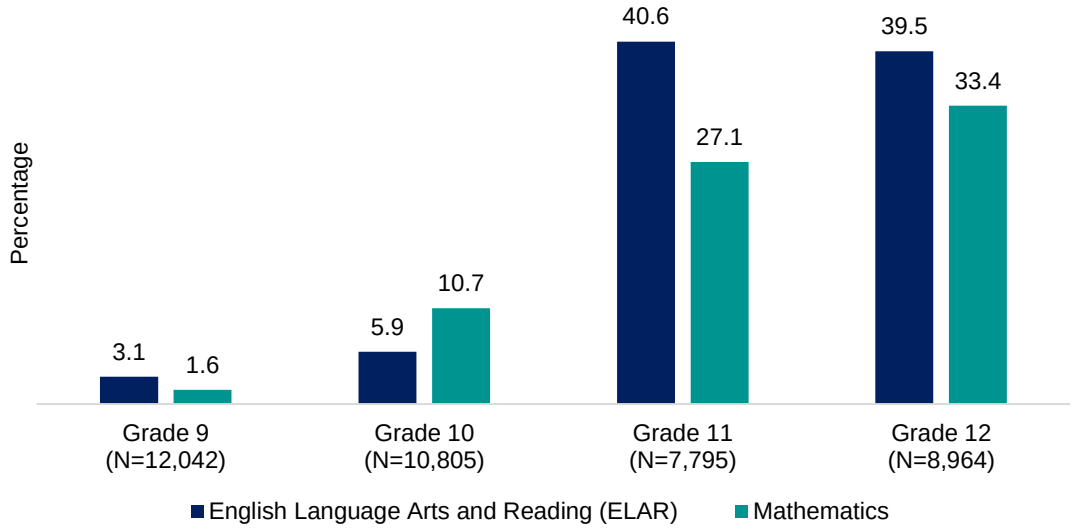
Source: End-of-year demographic file, 05/12/23. Combined 2019-23 *ACT* file, 06/29/23.
Note: * includes students enrolled in either Maya Angelou High School, Juvenile Justice Alternative Education Program, or Hospital Services. IDEA = Innovation, Design and Entrepreneurship Academy. SEM = Science and Engineering. TAG = Talented and Gifted. - = no students were enrolled in that grade level.

Attained TSIA or Exempt

Of the 39,606 high school students enrolled in 2022-23, 20 percent met *TSIA*[13] benchmarks or qualified for an exemption (*TSIA*+) for English Language Arts and Reading (ELAR) (formerly reading) and 16 percent met *TSIA*+ criteria for mathematics (Tables 14 and 15).

- The percentage of students who met *TSIA*+ criteria by grade level ranged from three (grade 9) to 41 percent (grade 11) for ELAR and two (grade 9) to 33 percent (grade 12) for mathematics (Figure 2).
- The percentage of students (grades 9-12) meeting *TSIA*+ criteria by campus ranged from six percent (Lincoln) to 69 percent (Garza) for ELAR and three percent (Roosevelt) to 65 percent (Garza) for mathematics.
- Four of the five high schools with the highest percentage of students meeting *TSIA*+ criteria for ELAR (North Lake, 51%; Rangel HS, 52%; Gilliam, 58%; Lassiter, 61%; Garza, 69%) were ECHS.
- For mathematics, four of the five schools with the highest percentage of students meeting *TSIA*+ criteria (Gilliam, 47%; North Lake, 48%; Rangel HS, 49%; Lassiter, 60%; Garza, 65%) were ECHS.

Figure 2: 2022-23 Percentage of Students Meeting *TSIA* or Qualifying for an Exemption



Source: End-of-year demographic file, 05/12/23. *TSIA* exam file, 02/28/21. *TSIA2* exam file, 10/11/23. *TSIA* status file, 10/11/23. Combined *2019-23 SAT* file, 6/29/23. Combined 2019-23 *ACT* file, 6/29/23.

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

Table 14: 2022-23 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	656	2.6	2.6	550	2.5	2.5	497	7.4	35.0	460	17.6	38.7	2,163	6.9	17.7
Adamson	370	5.1	5.1	392	7.9	7.9	312	7.1	29.2	366	17.5	32.2	1,440	9.4	18.0
Carter	303	2.0	2.0	279	9.0	9.0	226	8.8	18.6	227	21.1	24.7	1,035	9.6	12.5
CityLab	37	0.0	0.0	60	0.0	0.0	52	17.3	38.5	58	13.8	37.9	207	8.2	20.3
Conrad	381	5.2	5.2	313	9.6	9.6	226	15.9	36.3	293	20.8	33.1	1,213	12.1	18.9
Garza	125	38.4	38.4	102	55.9	55.9	101	61.4	96.0	107	86.0	93.5	435	59.5	69.4
Gilliam	85	24.7	24.7	95	40.0	42.1	73	68.5	83.6	79	79.7	89.9	332	51.8	58.1
Hillcrest	454	3.7	3.7	458	9.8	10.3	318	8.5	42.1	374	5.1	40.4	1,604	6.7	21.8
IDEA	57	0.0	0.0	51	0.0	0.0	32	0.0	21.9	51	7.8	29.4	191	2.1	11.5
Jefferson	514	1.2	1.2	317	5.0	5.0	206	9.2	35.0	316	11.4	25.6	1,353	5.7	12.9
Kimball	396	0.8	0.8	319	2.2	2.2	188	3.7	21.3	263	13.3	16.7	1,166	4.5	8.1
Lassiter	76	23.7	23.7	66	42.4	42.4	66	48.5	100.0	49	79.6	91.8	257	45.5	61.1
Lincoln	210	0.0	0.0	175	1.7	1.7	124	0.0	13.7	154	5.2	14.3	663	1.7	6.3
Madison	110	0.0	0.0	87	1.1	1.1	83	4.8	21.7	76	7.9	27.6	356	3.1	11.2
Molina	537	2.6	2.6	562	2.8	2.8	410	5.1	22.9	521	13.6	31.7	2,030	6.0	14.2
New Tech	112	0.0	0.0	98	0.0	0.0	102	38.2	59.8	108	25.0	40.7	420	15.7	25.0
North Dallas	390	2.3	2.6	326	3.1	4.3	200	6.5	32.5	271	15.5	31.7	1,187	6.2	14.7
North Lake	62	6.5	6.5	67	25.4	25.4	51	2.0	94.1	64	57.8	85.9	244	24.2	50.8
Obama HS	65	1.5	1.5	79	3.8	3.8	40	30.0	85.0	39	25.6	87.2	223	11.7	32.3
Pinkston	386	4.1	4.1	312	4.2	4.5	221	10.0	25.3	201	10.0	29.4	1,120	6.3	12.9
Rangel HS	68	0.0	0.0	76	1.3	1.3	80	3.8	98.8	77	6.5	100.0	301	3.0	52.2
Roosevelt	208	0.0	0.0	212	1.4	2.4	131	2.3	11.5	142	14.8	23.2	693	3.9	7.6
Samuell	604	3.0	3.0	487	4.7	4.7	319	9.7	27.9	376	5.1	21.5	1,786	5.1	11.8
Seagoville	584	3.9	3.9	485	5.8	5.8	286	10.8	21.3	388	15.7	27.6	1,743	8.2	12.6
Skyline	1,181	2.4	2.4	1,074	3.4	3.4	746	4.8	36.9	885	9.7	36.6	3,886	4.8	17.1
South Oak Cliff	466	0.0	0.0	426	4.9	4.9	280	2.1	13.2	291	8.2	17.9	1,463	3.5	7.5
Spruce	486	0.2	0.2	447	1.3	1.3	234	3.8	20.5	321	11.5	22.7	1,488	3.6	8.6
Sunset	647	3.2	3.2	564	4.6	5.0	399	11.0	39.1	509	12.6	30.6	2,119	7.3	17.0
Townview Business	104	15.4	15.4	130	16.2	16.2	109	3.7	78.9	100	43.0	91.0	443	19.0	48.3
Townview Education	33	0.0	0.0	58	1.7	1.7	42	7.1	69.0	45	33.3	91.1	178	10.7	39.9
Townview Health	123	0.8	0.8	125	3.2	3.2	117	39.3	87.2	99	56.6	94.9	464	23.1	43.3
Townview Law	111	0.0	0.0	131	0.0	0.8	115	0.0	94.8	113	4.4	94.7	470	1.1	46.2
Townview SEM	138	0.0	0.0	136	0.0	3.7	108	0.0	99.1	105	1.9	99.0	487	0.4	44.4
Townview TAG	168	0.0	0.6	129	0.0	4.7	121	0.0	99.2	112	0.0	99.1	530	0.0	44.9
Washington	236	0.0	0.0	237	0.8	1.7	242	3.7	87.6	218	6.4	84.9	933	2.7	43.0
White	682	2.9	2.9	562	5.2	6.2	380	6.3	37.4	451	11.3	32.4	2,075	6.0	16.5
Wilmer-Hutchins	307	6.8	6.8	280	14.6	14.6	183	17.5	29.0	220	16.4	29.1	990	13.1	18.1
Wilson	514	0.0	0.2	501	0.4	0.6	361	0.8	45.7	427	7.3	53.9	1,803	2.0	22.1
Overall*	**12,042**	**3.1**	**3.1**	**10,805**	**5.5**	**5.9**	**7,795**	**9.2**	**40.6**	**8,964**	**15.0**	**39.5**	**39,606**	**7.6**	**19.5**

Source: End-of-year demographic file, 05/12/23. *TSIA* exam file, 02/28/21. *TSIA2* exam file, 10/11/23. *TSIA* status file, 10/11/23. Combined 2019-23 *SAT* file, 6/29/23. Combined 2019-23 *ACT* file, 6/29/23.
Note: *TSIA+* refers to meeting *TSIA (2)* criteria based on *TSIA* results and exemptions. *STAAR EOC* was not utilized to ascertain exemption status. * 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 15: 2022-23 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	656	0.0	0.0	550	1.1	1.1	497	7.6	13.7	460	15.0	23.5	2,163	5.2	8.4
Adamson	370	0.0	0.0	392	4.6	4.6	312	10.9	14.4	366	14.8	20.8	1,440	7.4	9.7
Carter	303	1.3	1.3	279	24.7	24.7	226	18.6	20.8	227	21.1	22.5	1,035	15.7	16.5
CityLab	37	0.0	0.0	60	3.3	3.3	52	1.9	7.7	58	10.3	20.7	207	4.3	8.7
Conrad	381	2.4	2.4	313	5.1	5.1	226	14.6	18.1	293	23.2	35.8	1,213	10.4	14.1
Garza	125	4.8	4.8	102	81.4	81.4	101	96.0	96.0	107	80.4	88.8	435	62.5	64.6
Gilliam	85	4.7	4.7	95	34.7	34.7	73	75.3	76.7	79	75.9	79.7	332	45.8	47.0
Hillcrest	454	2.2	2.2	458	14.2	14.2	318	10.1	22.3	374	13.9	33.4	1,604	9.9	16.9
IDEA	57	0.0	0.0	51	0.0	0.0	32	0.0	9.4	51	5.9	13.7	191	1.6	5.2
Jefferson	514	0.6	0.6	317	5.0	5.0	206	29.6	31.1	316	15.2	20.9	1,353	9.5	11.0
Kimball	396	0.5	0.5	319	22.6	22.6	188	18.6	18.6	263	25.5	26.2	1,166	15.1	15.3
Lassiter	76	1.3	1.3	66	66.7	66.7	66	87.9	89.4	49	83.7	100.0	257	56.0	59.5
Lincoln	210	0.0	0.0	175	1.1	1.1	124	5.6	7.3	154	13.6	18.8	663	4.5	6.0
Madison	110	5.5	5.5	87	44.8	44.8	83	57.8	59.0	76	75.0	77.6	356	42.1	43.0
Molina	537	0.7	0.7	562	7.3	7.3	410	13.2	17.1	521	18.4	24.4	2,030	9.6	11.9
New Tech	112	0.0	0.0	98	6.1	6.1	102	19.6	21.6	108	18.5	27.8	420	11.0	13.8
North Dallas	390	2.6	2.6	326	3.1	3.1	200	12.0	18.0	271	13.7	24.0	1,187	6.8	10.2
North Lake	62	9.7	9.7	67	17.9	17.9	51	66.7	74.5	64	21.9	96.9	244	27.0	48.4
Obama HS	65	0.0	0.0	79	3.8	3.8	40	30.0	60.0	39	51.3	84.6	223	15.7	26.9
Pinkston	386	2.1	2.1	312	5.1	5.1	221	17.2	19.0	201	13.4	25.4	1,120	7.9	10.4
Rangel HS	68	0.0	0.0	76	1.3	1.3	80	0.0	90.0	77	3.9	96.1	301	1.3	48.8
Roosevelt	208	0.5	0.5	212	0.5	0.9	131	1.5	3.8	142	2.8	7.0	693	1.2	2.6
Samuell	604	3.1	3.1	487	6.2	6.2	319	25.1	27.3	376	15.4	18.4	1,786	10.5	11.5
Seagoville	584	1.4	1.4	485	4.1	4.1	286	6.3	8.4	388	16.8	18.6	1,743	6.4	7.1
Skyline	1,181	3.0	3.0	1,074	17.7	17.8	746	6.2	16.8	885	12.3	25.6	3,886	9.8	14.9
South Oak Cliff	466	0.0	0.0	426	3.3	3.3	280	2.5	4.3	291	8.6	14.1	1,463	3.1	4.6
Spruce	486	0.6	0.6	447	1.1	1.1	234	5.1	9.0	321	7.8	14.3	1,488	3.0	5.0
Sunset	647	4.0	4.0	564	8.7	8.9	399	14.3	19.5	509	18.5	28.5	2,119	10.7	14.1
Townview Business	104	14.4	14.4	130	9.2	9.2	109	3.7	45.0	100	57.0	84.0	443	19.9	36.1
Townview Education	33	0.0	0.0	58	0.0	0.0	42	9.5	28.6	45	22.2	53.3	178	7.9	20.2
Townview Health	123	0.8	0.8	125	0.8	1.6	117	16.2	45.3	99	31.3	78.8	464	11.2	28.9
Townview Law	111	0.0	0.0	131	0.0	0.0	115	8.7	68.7	113	19.5	85.0	470	6.8	37.2
Townview SEM	138	0.0	0.0	136	2.2	7.4	108	0.0	99.1	105	2.9	99.0	487	1.2	45.4
Townview TAG	168	0.0	0.6	129	0.0	4.7	121	0.0	100.0	112	0.9	99.1	530	0.2	45.1
Washington	236	1.7	1.7	237	45.1	45.6	242	5.0	53.3	218	17.0	70.2	933	17.1	42.2
White	682	0.1	0.1	562	7.5	7.5	380	26.1	29.2	451	11.8	28.8	2,075	9.4	13.7
Wilmer-Hutchins	307	0.3	0.3	280	17.5	17.5	183	29.0	31.7	220	17.7	21.4	990	14.3	15.7
Wilson	514	0.0	0.2	501	12.6	12.8	361	3.0	25.2	427	14.8	47.1	1,803	7.6	19.8
Overall*	**12,042**	**1.6**	**1.6**	**10,805**	**10.6**	**10.7**	**7,795**	**14.8**	**27.1**	**8,964**	**17.8**	**33.4**	**39,606**	**10.3**	**16.3**

Source: End-of-year demographic file, 05/12/23. *TSIA* exam file, 02/28/21. *TSIA2* exam file, 10/11/23. *TSIA* status file, 10/11/23. Combined 2019-23 *SAT* file, 6/29/23. Combined 2019-23 *ACT* file, 6/29/23.
Note: *TSIA+* refers to meeting *TSIA (2)* criteria based on *TSIA* results and exemptions. *STAAR EOC* was not utilized to ascertain exemption status. * 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.

Of the 8,588 Dallas ISD 2022-23 graduates, 41 percent met *TSIA* benchmarks or qualified for an exemption for ELAR, and 35 percent met *TSIA* benchmarks for mathematics (Table 16). The percentage of graduates meeting *TSIA+* criteria by campus ranged from 16 percent (Lincoln) to 100 percent (Rangel) for ELAR and eight percent (Roosevelt) to 100 percent (Lassiter) for mathematics.

Table 16: 2022-23 Percentage of Dallas ISD Graduates Meeting *TSIA* and *TSIA+* Benchmarks

		ELAR[1]		Mathematics[2]	
	Enrolled	Met *TSIA*	Met *TSIA+*	Met *TSIA*	Met *TSIA+*
Campus	***N***	**%**	**%**	**%**	**%**
Adams, B	440	18.2	40.2	15.7	24.5
Adamson	355	18.0	33.2	15.2	21.4
Carter	199	24.1	28.1	24.1	25.6
CityLab	60	13.3	38.3	10.0	20.0
Conrad	279	21.9	34.8	24.4	37.6
Garza	107	86.0	93.5	80.4	88.8
Gilliam	78	79.5	89.7	76.9	80.8
Hillcrest	359	5.3	42.3	14.5	34.8
IDEA	51	7.8	29.4	5.9	13.7
Jefferson	291	12.4	27.8	16.5	22.7
Kimball	250	14.0	17.6	26.8	27.6
Lassiter	49	79.6	91.8	83.7	100.0
Lincoln	138	5.8	15.9	15.2	21.0
Madison	76	7.9	27.6	75.0	77.6
Molina	502	14.3	33.1	19.1	25.3
New Tech	108	25.0	40.7	18.5	27.8
North Dallas	271	15.5	31.7	13.7	24.0
North Lake	64	57.8	85.9	21.9	96.9
Obama HS	38	26.3	86.8	52.6	86.8
Pinkston	195	10.3	29.7	13.8	26.2
Rangel HS	77	6.5	100.0	3.9	96.1
Roosevelt	127	16.5	25.2	3.1	7.9
Samuell	328	5.5	24.1	17.7	20.7
Seagoville	373	16.4	28.7	17.4	19.3
Skyline	837	10.0	38.4	13.0	27.0
South Oak Cliff	277	8.7	18.8	9.0	14.8
Spruce	306	12.1	23.2	8.2	15.0
Sunset	487	12.7	31.2	18.9	29.2
Townview Business	100	43.0	91.0	57.0	84.0
Townview Education	45	33.3	91.1	22.2	53.3
Townview Health	98	56.1	94.9	31.6	79.6
Townview Law	113	4.4	94.7	19.5	85.0
Townview SEM	105	1.9	99.0	2.9	99.0
Townview TAG	112	0.0	99.1	0.9	99.1
Washington	219	6.4	84.9	16.9	70.3
White	440	11.6	33.2	12.0	29.3
Wilmer-Hutchins	211	17.1	30.3	18.5	22.3
Wilson	420	7.1	54.0	15.0	47.4
Overall*	**8,588**	**15.5**	**41.0**	**18.5**	**34.8**

Source: End-of-year demographic file, 05/12/23. Graduation file, 10/26/23. TSIA exam file, 02/28/21. *TSIA2* exam file, 10/11/23. *TSIA* status file, 10/11/23. Combined 2019-23 *SAT* file, 6/29/23. Combined 2019-23 *ACT* file, 6/29/23.
Note: *TSIA+* refers to meeting *TSIA* criteria based on *TSIA* assessment results and exemptions. [1]Includes *TSIA* Reading & Writing and *TSIA2* ELAR. [2]Includes *TSIA* and *TSIA2* Mathematics. 2022-23 *STAAR EOC* was not utilized to ascertain exemption status. * 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, 31,297 out of the 39,606 high school students took one or more *STAAR EOC* exams in 2022-23 (79%). The subject test with the highest participation count was English I (*n*=15,643), followed by English II (*n*=14,252, Table 17). Majority of students met the Approaches+ benchmark for U.S. History (93%), followed by Biology (85%) and English II (66%). Similarly, the greatest number of students met the Meets+ benchmark in U.S. History (60%), followed by Biology (45%) and English II (43%).

Table 17: 2022-23 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	9,857	6,490	65.8	9,662	2,180	22.6
Biology	12,653	10,687	84.5	12,460	5,619	45.1
English I	15,643	9,515	60.8	15,452	5,990	38.8
English II	14,252	9,279	65.1	14,043	5,988	42.6
U.S. History	9,938	9,205	92.6	9,751	5,871	60.2

Source: End-of-year demographic file, 05/12/23. *STAAR EOC* file, 08/12/23.
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.

International Baccalaureate

Key findings from this section:

A total of 847 International Baccalaureate Tests were taken in 2022-23 of which 66 percent passed.

In 2022-23, 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 in 2022-23 and became authorized in January 2024. Records showed that a total of 847 IB tests were taken by Dallas ISD students in 2022-23 (Table 18). Of these, 66 percent earned a passing score (*n*=561, Table 18). Given the opening of the IB program at Hillcrest in 2020-21, participation in IB tests increased by 48 percent from 2020-21 to 2022-23 while at the same time the passing rate decreased by 14 percentage points. However, readers should use caution comparing results as 2022-23 was the first year since 2019-20 that the format of IB tests reverted to pre-pandemic (i.e. not modified) tests.

Table 18: 2020-21 to 2022-23 Number of International Baccalaureate Tests Taken and Percentage Passed

Campus	2020-21		2021-22		2022-23	
	Tested *N*	Passed %	Tested *N*	Passed %	Tested *N*	Passed %
Hillcrest	118	71.2	175	72.6	196	46.9
Wilson	453	82.8	548	83.9	651	72.0
Overall	**571**	**80.4**	**723**	**81.2**	**847**	**66.2**

Source: Dallas ISD Office of Transformation and Innovation, 01/18/24.
Note: A passing score on an International Baccalaureate test is between four and seven. Readers should use caution comparing years as 2022-23 was the first year IB tests went back to pre-pandemic (i.e. not modified) tests.

Advanced Placement

Key findings from this section:

A total of 18,595 AP College Board course tests were taken by Dallas ISD students in 2022-23. Of these, 34 percent of tests were passed.

Compared to 2020-21, overall passing rates increased by six percentage points (28% vs 34%), while the passing rate year-over-year remained stable (34%).

A total of 18,595 AP College Board course tests were taken by Dallas ISD students in 2022-23. Of these, districtwide, 34 percent of tests were passed. Table 19 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 20.4 percent (*n*=3,145) while the passing rate across the same time period has increased by six percentage points.

Table 19: 2020-21 to 2022-23 Number of Advanced Placement Tests Taken and Percentage Passed

	2020-21		2021-22		2021-22	
Campus	**Tests Taken *N***	**Passed %**	**Tests Taken *N***	**Passed %**	**Tests Taken *N***	**Passed %**
Adams	919	15	968	15	1,026	16
Adamson	612	7	420	16	500	12
Carter	77	0	61	2	66	0
City Lab	219	8	291	7	237	14
Conrad	328	7	272	15	253	10
Garza	423	32	357	36	369	33
Gilliam	32	25	16	56	85	19
Hillcrest	517	13	667	21	807	21
IDEA	58	10	116	4	108	7
Jefferson	325	13	418	9	727	13
Kimball	139	6	159	4	183	16
Lassiter	96	30	78	38	77	29
Lincoln	42	0	114	0	174	1
Madison	246	0	167	1	222	0
Molina	170	28	403	27	312	30
New Tech	22	0	181	2	462	7
North Dallas	153	12	242	11	428	18
North Lake	64	11	71	4	61	13
Obama	229	16	335	14	357	24
Pinkston	200	1	223	4	261	6
Rangel HS	470	39	537	55	726	44
Roosevelt	20	5	21	14	6	33
Samuell	311	5	288	9	416	9
Seagoville	184	35	321	25	344	25
Skyline	851	10	887	16	822	16
South Oak Cliff	35	6	173	2	101	1
Spruce	209	5	312	4	357	6
Sunset	431	15	348	23	311	40
Townview Business	727	9	866	17	654	25
Townview Education	339	7	366	19	390	22
Townview Health	892	16	881	24	753	27
Townview Law	710	30	898	36	952	40
Townview SEM	1,620	52	1,945	66	1,867	65
Townview TAG	1,511	73	1,768	82	1,791	85
Washington	764	51	787	52	927	48
White	543	14	608	16	620	19
Wilmer-Hutchins	11	0	50	2	68	1
Wilson	951	40	855	57	775	61
Overall	**15,450**	**28**	**17,470**	**34**	**18,595**	**34**

Source: AP files provided by Office of Institutional Research, 08/30/19 through 01/18/24.
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.

General Dual Credit

Key findings from this section:

- Overall, 23 percent of high school students enrolled in dual credit courses in 2022-23.
- Of those students who enrolled in dual credit courses, 8,388 students (93%) passed one or more courses for a total of 31,143 courses (89%).
- Students completed on average 11.5 dual credit hours across all grade levels.

In 2022-23, 23 percent (*n*=9,017) of district high school students (*N*=39,606) enrolled in dual credit courses through Dallas College (Table 20). Of those students who enrolled in dual credit courses, 8,388 students (93%) passed one or more courses for a total of 31,143 courses (89%). Course enrollment for high school students ranged between one and 15 courses with an average of 3.9 courses. Overall, ECHS students completed more than three-quarters (87%) of all dual credit course hours in the district (Table 20).

Table 20: 2022-23 Dallas ISD Dual Credit Results

	ECHS Students[2]		Non-ECHS Students		All Dual Credit Students	
Results	**Students** ***n***	**Courses** ***n***	**Students** ***n***	**Courses** ***n***	**Students** ***N***	**Courses** ***N***
Enrolled[1]	6,947	30,242	2,070	4,685	9,017	34,927
Incomplete	29	29	*	*	30	30
Failed	1,917	3,063	477	691	2,394	3,754
Passed	6,564	27,150	1,824	3,993	8,388	31,143
Credit Hours Earned	6,564	84,085	1,824	12,057	8,388	96,142

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. Combined 2022-23 (including Summer) Dual Credit Files, 10/11/23.
Note: [1]Students who dropped, withdrew after census date, or failed a class due to no attendance were not included in count. [2]ECHS students include Traditional Early College and Pathway in Technology Early College High Schools students. * 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*=702) followed by Molina (*n*=509) and Conrad (*n*=452). Students at Molina attempted (*n*=3,306) the highest number of dual credit courses of all high schools, while students at Garza passed (*n*=2,240) most dual credit courses (Table 21).

Table 21: 2022-23 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, B	326	1,315	1,131	86.0	3,425
Adamson	382	1,527	1,398	91.6	4,438
Carter	221	744	542	72.9	1,644
CityLab	*	*	*	*	*
Conrad	452	2,198	2,011	91.5	6,354
Garza	415	2,240	2,133	95.4	6,517
Gilliam	320	1,492	1,317	88.3	4,002
Hillcrest	396	1,463	1,349	92.2	3,956
Jefferson	379	1,581	1,376	87.0	4,282
Kimball	234	700	604	86.3	1,834
Lassiter	257	1,312	1,247	95.0	4,054
Lincoln	132	367	243	67.7	742
Madison	106	336	235	69.9	720
Molina	509	2,306	2,127	92.3	6,298
New Tech	23	58	46	79.3	144
North Dallas	302	1,090	956	88.4	3,263
North Lake EC	244	1,285	1,236	96.3	3,827
Obama	37	111	103	92.8	309
Pinkston	287	1,057	843	79.9	2,601
Rangel	60	108	99	91.7	320
Roosevelt	144	326	152	46.6	483
Samuell	286	1,493	1,403	94.0	4,465
Seagoville HS	340	1,323	1,160	87.7	3,642
Skyline	702	2,098	1,849	88.2	5,756
South Oak Cliff	299	699	528	75.5	1,938
Spruce	270	1,026	953	92.9	3,144
Sunset	408	1,834	1,626	88.8	4,822
Townview Business	288	557	531	95.3	1,905
Townview Education	24	45	43	95.6	138
Townview Health	369	828	760	91.8	1,784
Townview Law	118	275	258	93.8	775
Townview SEM	*	*	*	*	*
Townview TAG	*	*	*	*	*
Washington	111	175	165	94.3	517
White	333	1,852	1,816	98.1	5,287
Wilmer-Hutchins HS	228	1,075	888	82.6	2,706
Wilson	7	13	7	53.8	21
Total[1]	**9,017**	**34,927**	**31,143**	**89.2**	**96,142**

Source: End-of-year demographic file, 05/1223. Combined 2022-23 (including Summer) Dual Credit Files, 10/1123.
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 a Juvenile Justice Alternative Education Program at the end-of-year snapshot date.

In 2022-23, Dallas ISD high school students completed on average 11.5 dual credit hours across all grade levels. The average dual credit hours completed by campus ranged from 4.8 hours (Washington) to 16.3 hours (White, Table 22).

Table 22: 2022-23 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, B	3.0	8.9	19.0	22.3	11.7
Adamson	3.7	3.9	22.0	20.7	12.2
Carter	2.8	5.0	14.5	19.6	8.3
CityLab	-	-	-	*	*
Conrad	3.8	11.9	26.0	18.3	14.5
Garza	12.2	15.7	26.3	9.0	15.9
Gilliam	5.0	7.6	19.2	21.8	12.8
Hillcrest	3.6	9.3	15.6	15.5	10.4
Jefferson	3.1	11.5	21.3	15.9	11.8
Kimball	4.7	6.9	18.1	16.1	8.9
Lassiter	11.0	13.3	22.5	17.4	15.8
Lincoln	4.9	5.3	7.7	11.1	7.3
Madison	3.0	6.6	12.6	17.7	8.7
Molina	2.8	14.0	17.6	14.8	12.6
New Tech	-	-	3.0	8.4	6.9
North Dallas	5.6	7.5	17.9	22.5	11.4
North Lake EC	7.2	16.4	22.5	18.0	15.8
Obama		4.4	12.0	9.6	8.6
Pinkston	4.9	6.6	18.1	21.4	10.7
Rangel	7.0	5.5	6.6	3.8	5.7
Roosevelt	3.0	4.8	11.9	13.1	8.1
Samuell	4.2	4.6	30.6	26.1	16.3
Seagoville HS	3.3	9.4	22.1	19.5	11.3
Skyline	6.5	4.9	10.4	13.1	9.1
South Oak Cliff	4.0	7.3	13.3	10.0	7.7
Spruce	3.3	9.7	15.6	15.8	12.0
Sunset	3.8	7.5	21.1	25.0	12.7
Townview Business	7.7	6.2	6.3	12.0	6.8
Townview Education	5.0	5.8	7.5	4.0	6.0
Townview Health	2.0	4.1	9.6	5.6	5.2
Townview Law	-	8.2	6.3	5.2	6.8
Townview SEM	-	*	-	-	*
Townview TAG	-	*	*	-	*
Washington	6.0	4.6	5.4	3.1	4.8
White	3.3	8.3	24.2	26.2	16.3
Wilmer-Hutchins HS	5.0	11.8	19.8	20.3	12.9
Wilson	-	-	3.0	6.0	5.3
Total[1]	**4.8**	**8.4**	**17.5**	**17.2**	**11.5**

Source: End-of-year demographic file, 05/1223. Combined 2022-23 (including Summer) Dual Credit Files, 10/1123.
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 a Juvenile Justice Alternative Education Program at the end-of-year snapshot date.. - = no dual credit hours earned.

OnRamps Dual Credit

Key findings from this section:

- Sixty-one percent of students (*N*=427) enrolled in OnRamps passed and accepted credit for 48 percent of courses, which is an increase compared to 2021-22 (48% and 39%, respectively).
- Twenty-eight out of 45 graduates enrolled in OnRamps (62%) earned and accepted college credit for one or more courses.

OnRamps is a unique dual enrollment model bringing the college experience to the high school classroom.[14] 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.

- In 2022-23, 427 Dallas ISD high school students enrolled in 1,024 OnRamps courses across 16 high schools (Table 23).
- OnRamps participation increased over the 2021-22 school year in which 316 high school students enrolled in 757 OnRamps courses.
- Overall, 48 percent of courses were passed[15] by 61 percent of students who enrolled in OnRamps courses (up from 39% and 48% respectively in 2021-22).
- On average, students enrolled in 2.4 courses (range 1-5 courses) during the school year.

Table 23: 2022-23 OnRamps Course Enrollment

	Student Enrollment	Course Enrollment	Courses Passed and Credit Accepted	
Campus	***N***	***n***	***n***	**%**
Adams	46	121	77	63.6
Adamson	46	108	78	72.2
Citylab	18	34	21	61.8
Conrad	6	12	1	8.3
IDEA	15	50	38	76.0
Jefferson	40	154	40	26.0
Kimball	8	16	4	25.0
Molina	24	48	30	62.5
North Dallas	17	34	20	58.8
Pinkston	40	80	14	17.5
Samuell	26	51	20	39.2
Skyline	16	62	28	45.2
Sunset	23	58	6	10.3
Townview Education	24	48	24	50.0
Washington	56	87	72	82.8
Wilmer-Hutchins	22	61	15	24.6
Overall	**427**	**1,024**	**488**	**47.7**

Source: End-of-year demographic file, 05/12/23. OnRamps enrollment files, 110/11/23.
Note: Student who left Dallas ISD and withdrew from OnRamps were not included in the analysis.

[14] 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.
[15] Students are counted as fulfilling this CCMR indicator only if they pass courses AND accept the college credits they've earned.

Of the 2023 Dallas ISD graduates, 45 students enrolled during their senior year in one to four OnRamps courses. Of those, 28 students (62%) earned and accepted college credit for one or more courses.

- Seniors who earned college credit graduated from eight schools: Adams (*n*=11), Samuell (*n*=9), IDEA (*n*=2), Jefferson (*n*=2), Pinkston (*n*=1), Sunset (*n*=1), Washington (*n*=1), and Wilmer-Hutchins (*n*=1).
- Overall, more seniors enrolled in OnRamps courses in 2022-23 than in 2021-22, which saw an enrollment of 25 students and 11 students earning college credit for one or more courses (Lorenz, 2023).

Credentials

Key findings from this section:

Overall, 4,649 Dallas ISD seniors earned 7,871 credentials in 2022-23, including 7,401 industry-based certifications and 470 educational certificates. This is an increase of 4,030 credentials from 2021-22 (3,841 credentials).

Certifications identified by TEA for the A to F accountability system accounted for 88 percent (*n*=6,491) of all industry-based certifications earned by seniors.

Of the 8,588 Dallas ISD 2022-23 graduates, 53 percent obtained one or more industry-based certifications in 2022-23. Fifty-two percent of 2023-22 graduates obtained one or more A-F industry-based certifications.

Overall, 4,649 Dallas ISD seniors earned 7,871 credentials in 2022-23 (Table 24), including 7,401 industry-based certifications and 470 educational certificates.

- The campus with the highest number of seniors who completed one or more credentials was Skyline (*n*=615), followed by Molina (*n*=478) and Sunset (*n*=400).
- Seniors at these campuses also earned the highest number of credentials: Skyline (*n*=1,052), followed by Molina (*n*=873) and Sunset (*n*=769).
- Certifications identified by TEA for the A to F accountability system accounted for 88 percent (*n*=6,491) of all industry certifications earned.

Table 24: 2022-23 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***
Skyline	1,428	1,035	72.5	1,005	714	71.0	17	1,052
Molina	898	857	95.4	884	843	95.4	16	873
Sunset	797	766	96.1	750	720	96.0	3	769
Conrad	566	523	92.4	496	476	96.0	47	570
Seagoville HS	360	352	97.8	325	322	99.1	98	450
South Oak Cliff	422	405	96.0	340	337	99.1	8	413
Adamson	459	355	77.3	402	306	76.1	42	397
Adams, B	466	318	68.2	447	299	66.9	11	329
Samuell	362	314	86.7	328	285	86.9	0	314
Kimball	339	308	90.9	281	262	93.2	3	311
Spruce	278	208	74.8	242	195	80.6	52	260
Pinkston	192	185	96.4	190	183	96.3	27	212
North Dallas	216	163	75.5	179	156	87.2	41	204
Jefferson	175	113	64.6	126	107	84.9	70	183
Hillcrest	233	178	76.4	212	167	78.8	0	178
White	264	178	67.4	178	128	71.9	0	178
Madison	171	151	88.3	145	125	86.2	12	163
Carter	209	156	74.6	185	133	71.9	6	162
New Tech	147	147	100.0	147	147	100.0	0	147
Townview Health	174	136	78.2	126	88	69.8	0	136
Wilmer-Hutchins	189	107	56.6	127	80	63.0	12	119
Lincoln	131	93	71.0	117	86	73.5	0	93
Roosevelt	89	85	95.5	82	81	98.8	5	90
IDEA	67	67	100.0	67	67	100.0	0	67
CityLab	54	51	94.4	54	51	94.4	0	51
Rangel	80	38	47.5	32	25	78.1	0	38
Townview Business	41	38	92.7	41	38	92.7	0	38
Wilson	60	32	53.3	44	28	63.6	0	32
Washington	42	20	47.6	42	20	47.6	0	20
Townview Education	10	10	100.0	10	10	100.0	0	10
Obama	8	8	100.0	8	8	100.0	0	8
Townview Law	4	3	75.0	4	3	75.0	0	3
Overall*	**8,932**	**7,401**	**82.9**	**7,617**	**6,491**	**85.2**	**470**	**7,871**

Source: End-of-year demographic file, 05/12/23. Industry-based certification data, 11/01/23. Educational Certificate data, 10/12/23.
Note: *N* = Courses attempted, *n* = courses passed. SEM = Science and Engineering. IDEA = Innovation, Design and Entrepreneurship Academy. *Overall includes one student that was enrolled in an alternative school at the time of the end-of-year-demographic snapshot.

Overall, 511 ECHS seniors earned a total of 896 certifications in 2022-23. P-TECH seniors accounted for 93 percent of all certifications earned by ECHS seniors (Table 25). Although, CTE Completers earned the greatest number of educational certificates (*n*=297) among CTE seniors, CTE Concentrators earned the greatest number of industry-based certifications (*n*=2,606, 42%), and A-F certifications (*n*=2,286, 44%).

Table 25: 2022-23 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	8,419	6,954	82.6	7,141	6,065	84.9	21	6,975
P-TECH	493	431	87.4	461	414	89.8	400	831
Traditional ECHS	20	16	80.0	15	12	80.0	49	65
				CTE				
Non-CTE	1,289	1,249	96.9	1,276	1,237	96.9	2	1,251
CTE Participant	274	235	85.8	240	217	90.4	0	235
CTE Explorer	1,210	978	80.8	1,077	915	85.0	14	992
CTE Concentrator	3,179	2,606	82.0	2,712	2,286	84.3	167	2,773
CTE Completer	2,980	2,333	78.3	2,312	1,836	79.4	287	2,620
				Overall				
ECHS Total	513	447	87.1	476	426	89.5	449	896
CTE Total	7,643	6,152	80.5	6,341	5,254	82.9	468	6,620
District Overall*	**8,932**	**7,401**	**82.9**	**7,617**	**6,491**	**85.2**	**470**	**7,871**

Source: End-of-year demographic file, 05/12/23. Industry-based certification data, 11/01/23. Educational Certificate data, 10/12/23. CTE Student Identifier, 12/15/23.
Note: *N* = Courses attempted, *n* = courses passed. * Students can be enrolled in CTE and ECHS/P-TECH programs simultaneously.

Of the 8,588 Dallas ISD 2022-23 graduates, 53 percent obtained one or more industry-based certifications in 2022-23 (Table 26). Fifty-two percent of 2023-22 graduates obtained one or more A-F certifications.

- The percentage of graduates who obtained certification by campus ranged form five percent (Wilson) to 100 percent (Madison).
- Of the six campuses that did not have any students obtain and industry-based certification in 2022-23, four campuses were Early College High Schools.
- Although, the 2022-23 results of obtained industry-based certifications does not reflect the complete enrollment cycle of 2022-23 graduates, the results show that 2022-23 graduates met and exceeded district goal GPM 5.2.[16]

[16] GPM 5.2 states a district goal of 37 percent of graduates earning industry-based certifications.

Table 26: 2022-23 Percentage of Dallas ISD Graduates who Earned Industry-Based Certifications in 2022-23.

	Graduates	Graduates obtained Certification(s)		Graduates obtained Certification(s) in A-F	
Campus	***N***	***n***	**%**	***n***	**%**
Adams, B	440	253	57.5	251	57.0
Adamson	355	247	69.6	236	66.5
Carter	199	124	62.3	120	60.3
CityLab	60	49	81.7	49	81.7
Conrad	279	182	65.2	181	64.9
Garza	107	-	-	-	-
Gilliam	78	-	-	-	-
Hillcrest	359	148	41.2	143	39.8
IDEA	51	49	96.1	49	96.1
Jefferson	291	89	30.6	87	29.9
Kimball	250	181	72.4	179	71.6
Lassiter	49	-	-	-	-
Lincoln	138	71	51.4	69	50.0
Madison	76	76	100.0	76	100.0
Molina	502	475	94.6	474	94.4
New Tech	108	102	94.4	102	94.4
North Dallas	271	114	42.1	109	40.2
North Lake	64	-	-	-	-
Obama HS	38	8	21.1	8	21.1
Pinkston	195	121	62.1	121	62.1
Rangel HS	77	26	33.8	15	19.5
Roosevelt	127	74	58.3	72	56.7
Samuell	328	196	59.8	196	59.8
Seagoville	373	232	62.2	231	61.9
Skyline	837	595	71.1	569	68.0
South Oak Cliff	277	245	88.4	240	86.6
Spruce	306	152	49.7	149	48.7
Sunset	487	395	81.1	393	80.7
Townview Business	100	35	35.0	35	35.0
Townview Education	45	9	20.0	9	20.0
Townview Health	98	77	78.6	73	74.5
Townview Law	113	*	*	*	*
Townview SEM	105	-	-	-	-
Townview TAG	112	-	-	-	-
Washington	219	20	9.1	20	9.1
White	440	114	25.9	101	23.0
Wilmer-Hutchins	211	86	40.8	75	35.5
Wilson	420	22	5.2	22	5.2
Overall*	**8,588**	**4,570**	**53.2**	**4,457**	**51.9**

Source: End-of-year demographic file, 05/12/23. Graduation file, 10/26/23. Industry-based certification data, 11/01/23

Note: * 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. - Students did not take industry-based certifications. *Data was masked as five or fewer students belonged to these categories.

Associate Degrees

Key findings from this section:

Sixty-one percent of ECHS graduates (n=897) earned an associate degree, while 65 percent of graduates (*n*=951) earned an associate degree or 60 dual credit hours in 2022-23. An increase of four percentage points compared to 2021-22, respectively.

Of the 897 students who earned associate degrees in 2022-23, 61 percent (n=544) were awarded to P-TECH students and 39 percent (n=353) to traditional ECHS students. Overall, 61 percent of all ECHS graduates earned an associate degree, including 74 percent of traditional ECHS graduates and 55 percent of PTECH graduates (Table 27).

Table 27: 2022-23 Number of Associate Degrees Awarded

	Grade 12 Students			Associate Degrees Awarded	
	Enrolled	Graduated		Fall 22 – Summer 23	
Campus	***N***	***n***	**%**	***N***	**%**
		Traditional ECHS			
Garza	107	107	100.0	91	85.0
Gilliam	79	78	98.7	46	59.0
Lassiter	49	49	100.0	46	93.9
North Lake EC	64	64	100.0	61	95.3
Samuell	49	49	100.0	47	95.9
Skyline	91	90	98.9	40	44.4
Spruce	37	37	100.0	22	59.5
		P-TECH			
Adams, B	70	70	100.0	36	51.4
Adamson	77	77	100.0	36	46.8
Carter	41	41	100.0	13	31.7
Conrad	91	91	100.0	88	96.7
Hillcrest	72	72	100.0	47	65.3
Jefferson	89	89	100.0	30	33.7
Kimball	33	33	100.0	8	24.2
Lincoln	22	22	100.0	7	31.8
Madison	11	11	100.0	2	18.2
Molina	101	101	100.0	68	67.3
North Dallas	45	45	100.0	14	31.1
Pinkston	34	34	100.0	16	47.1
Roosevelt	22	22	100.0	4	18.2
Seagoville HS	65	65	100.0	40	61.5
South Oak Cliff	28	28	100.0	1	3.6
Sunset	64	63	98.4	42	66.7
White	74	74	100.0	68	91.9
Wilmer-Hutchins HS	48	48	100.0	24	50.0
		Overall			
Traditional ECHS Total	476	474	99.6	353	74.5
P-TECH Total	987	986	99.9	544	55.2
ECHS Total	1,463	1,460	99.8	897	61.4

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. Graduation file, 10/26/23. Associate Degree files, 10/11/23.

In 2022-23, more Associate of Science degrees were awarded to ECHS students (n=457, 51%) than Associate of Arts (n=247, 28%), Associate of Applied Science (n=153, 17%), or Associates of Arts in Teaching (n=40, 5%) degrees (Table 28). P-TECH students earned a larger number of degrees across all fields except the Associate of Science.

Table 28: 2022-23 Associate Degrees Awarded to ECHS Students by Degree Plan

	Traditional ECHS		P-TECH		Overall	
Degree	**N**	**%**	**N**	**%**	**N**	**%**
Associate of Science	239	67.7	218	40.1	457	50.9
Associate of Arts	85	24.1	162	29.8	247	27.5
Associate of Applied Science	22	6.2	131	24.1	153	17.1
Associates of Arts in Teaching	7	2.0	33	6.1	40	4.5
Grand Total	**353**	**100.0**	**544**	**100.0**	**897**	**100.0**

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. Associate Degree files, 10/11/23.

The number of associate degrees awarded to ECHS graduates decreased from 909 associate degrees in 2020-21 to 897 associate degrees in 2022-23 (Table 29). At the same time, the percentage of graduates who were awarded an associate degree decreased by three percentage points from 2020-21 (64%) to 2022-23 (61%).

Table 29: 2020-21 to 2022-23 Number of Associate Degrees Awarded to ECHS Graduates by Campus

	2020-21			2021-22			2022-23		
	Graduated	Awarded		Graduated	Awarded		Graduated	Awarded	
Campus	***N***	***n***	**%**	***N***	**n**	**%**	***N***	**n**	**%**
				Traditional ECHS					
Garza	98	81	82.7	109	99	90.8	107	91	85.0
Gilliam	92	56	60.9	82	49	59.8	78	46	59.0
Lassiter	63	63	100.0	60	55	91.7	49	46	93.9
North Lake CA	-	-	-	-	-	-	64	61	95.3
Samuell	59	49	83.1	52	45	86.5	49	47	95.9
Skyline CA	-	-	-	-	-	-	90	40	44.4
Spruce	38	28	73.7	29	14	48.3	37	22	59.5
				P-TECH					
Adams, B	51	35	68.6	87	59	67.8	70	36	51.4
Adamson	83	34	41.0	72	19	26.4	77	36	46.8
Carter	30	15	50.0	51	11	21.6	41	13	31.7
Conrad	99	92	92.9	92	81	88.0	91	88	96.7
Hillcrest	69	41	59.4	89	54	60.7	72	47	65.3
Jefferson	84	36	42.9	83	35	42.2	89	30	33.7
Kimball	77	12	15.6	57	13	22.8	33	8	24.2
Lincoln	54	43	79.6	43	14	32.6	22	7	31.8
Madison	41	10	24.4	20	1	5.0	11	2	18.2
Molina	88	67	76.1	94	65	69.1	101	68	67.3
North Dallas	32	18	56.3	57	14	24.6	45	14	31.1
Pinkston	63	26	41.3	49	11	22.4	34	16	47.1
Roosevelt	28	14	50.0	17	8	47.1	22	4	18.2
Seagoville	62	45	72.6	66	30	45.5	65	40	61.5
South Oak Cliff	31	13	41.9	48	6	12.5	28	1	3.6
Sunset	73	51	69.9	78	53	67.9	63	42	66.7
White	56	40	71.4	54	54	100.0	74	68	91.9
Wilmer-Hutchins	53	40	75.5	45	30	66.7	48	24	50.0
				Overall					
Traditional ECHS Total	350	277	79.1	332	262	78.9	474	353	74.5
P-TECH Total	1,074	632	58.8	1,106	562	50.8	986	544	55.2
ECHS Total	**1,424**	**909**	**63.8**	**1,438**	**824**	**57.3**	**1,460**	**897**	**61.4**

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. Graduation file, 10/26/23. Associate Degree files, 10/11/23. Associate degree data for 2019-22 data were taken Lorenz (2023).
Note: - = no students were enrolled. In addition, three comprehensive high school students earned an associate degree.

Associate Degrees/60 College Credit Hours

Of the 1,460 ECHS students who graduated in 2022-23, 951 students (65%) earned an associate degree or 60 dual credit hours (Table 30). Of the 1,460 ECHS students, 61 percent (n=897) earned an associate degree while four percent (n=54) earned 60 or more dual credit hours.

Table 30: 2022-23 Number and Percentage of ECHS Graduates Who Met ECHS Graduation Goal

	Grade 12 Students			Associate Degrees	Dual Credits*	Met Goal	
	Enrolled	Graduated		Fall 22 – Summer 23	60 + Credits	Overall	
Campus	***N***	***N***	**%**	***n***	***n***	***n***	**%**
				Traditional ECHS			
Garza	107	107	100.0	91	4	95	88.8
Gilliam	79	78	98.7	46	6	52	66.7
Lassiter	49	49	100.0	46	1	47	95.9
North Lake EC	64	64	100.0	61	1	62	96.9
Samuell	49	49	100.0	47	-	47	95.9
Skyline	91	90	98.9	40	1	41	45.6
Spruce	37	37	100.0	22	5	27	73.0
				P-TECH			
Adams, B	70	70	100.0	36	3	39	55.7
Adamson	77	77	100.0	36	6	42	54.5
Carter	41	41	100.0	13	3	16	39.0
Conrad	91	91	100.0	88	1	89	97.8
Hillcrest	72	72	100.0	47	4	51	70.8
Jefferson	89	89	100.0	30	2	32	36.0
Kimball	33	33	100.0	8	2	10	30.3
Lincoln	22	22	100.0	7	-	7	31.8
Madison	11	11	100.0	2	-	2	18.2
Molina	101	101	100.0	68	1	69	68.3
North Dallas	45	45	100.0	14	3	17	37.8
Pinkston	34	34	100.0	16	-	16	47.1
Roosevelt	22	22	100.0	4	-	4	18.2
Seagoville HS	65	65	100.0	40	2	42	64.6
South Oak Cliff	28	28	100.0	1	-	1	3.6
Sunset	64	63	98.4	42	4	46	73.0
White	74	74	100.0	68	5	73	98.6
Wilmer-Hutchins HS	48	48	100.0	24	-	24	50.0
				Overall			
Traditional ECHS Total	476	474	99.6	353	18	371	78.3
P-TECH Total	987	986	99.9	544	36	580	58.8
ECHS Total	**1,463**	**1,460**	**99.8**	**897**	**54**	**951**	**65.1**

Source: ECHS identification file, 10/12/23. End-of-year demographic file, 05/12/23. Graduation file, 10/26/23. Associate Degree files, 10/11/23. Cumulative dual credit hours from 2019-2023, 10/12/23 were provided by program staff.
Note: *Only students who did not earn an associate degree were listed. – = No students qualified.

College Enrollment

Key findings from this section:

According to the 2022-23 NSC data file, 51 percent of 2021-22 graduates and 54 percent of 2020-21 graduates enrolled in college within two years of graduation.

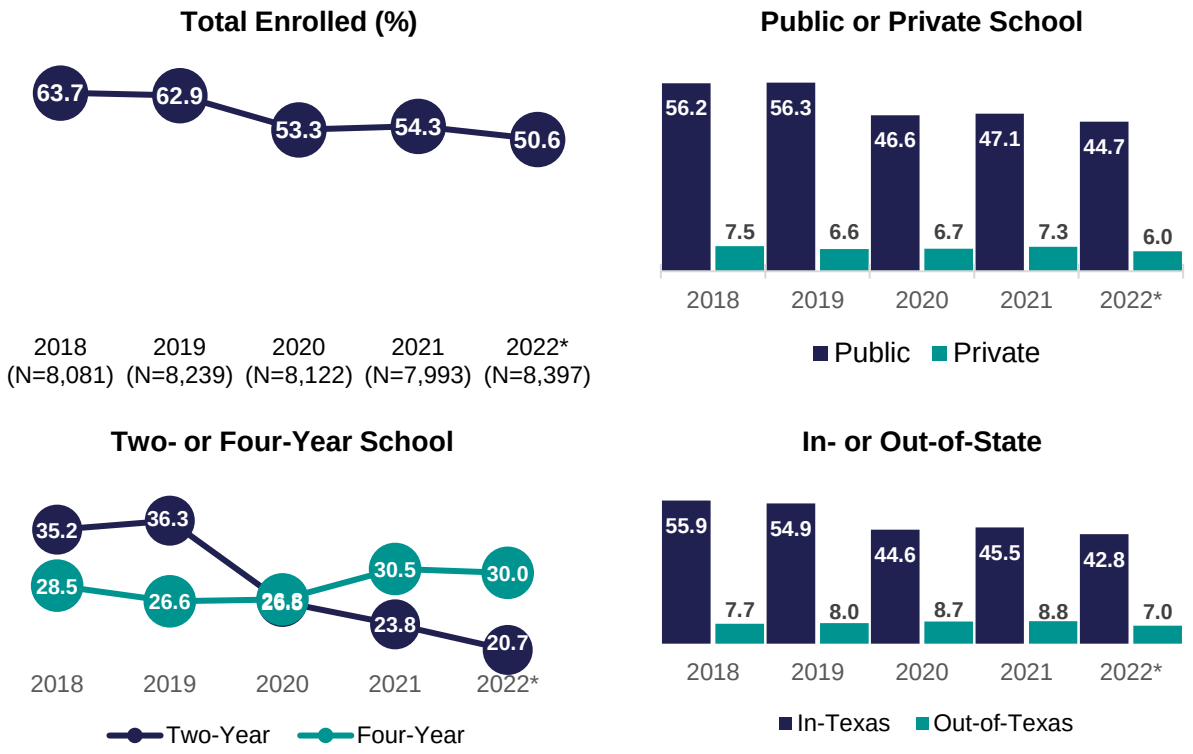
NSC reported that 8,397 students graduated from a Dallas ISD high school in 2022. Overall, 51 percent of graduates (*n*=4,253) enrolled in either a two- or four-year college within two years of graduating.[17] NSC updated college enrollment numbers for the 2021 graduating class from 49 percent (Lorenz, 2023) to 54 percent (NSC, August 17, 2023).

[17] Data for 2022 graduates reflects one year out of the two years included in this enrollment rate. Therefore, numbers for 2022 graduates may increase after final figures are released.

- Twenty-one percent of 2022 graduates enrolled in a two-year college (*n*=1,737), and 30 percent enrolled in a four-year university (*n*=2,516).
- Most graduates enrolled in an in-state program (*n*=3,593, 43%).

Figure 3 shows enrollment findings for the district's graduated classes of 2018 through 2022 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: 2018 to 2022 Dallas ISD Graduates' National Student Clearinghouse Enrollment Statistics

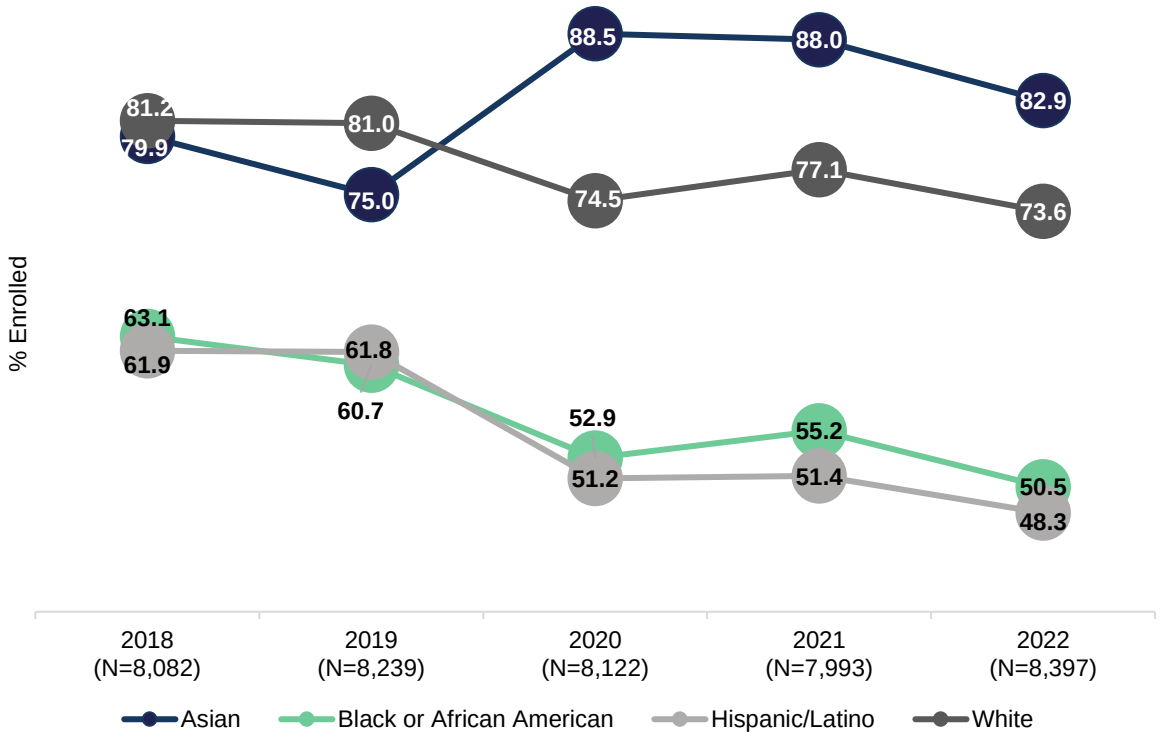


Source: District National Student Clearinghouse data file dated 08/30/23. Effective date 08/17/23.
Note: *N* = number or count. Numbers in figures above represent the percentages students who enrolled any time during the first two years following high school graduation. *Data for 2022 graduates reflects one year out of the two years included in this enrollment rate. Therefore, numbers for 2022 graduates may increase after final figures are released.

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 2018 through 2022.

- College enrollment percentages for the four largest racial and ethnic groups of 2022 graduates were 82.9 percent Asian (*N*=129), 50.5 percent African American (*N*=1,589), 48.3 percent Hispanic (*N*=6,047), and 72.4 percent White (*N*=435) 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 2022 compared to the class of 2021 (Figure 4).

Figure 4: 2018 to 2022 Dallas ISD Graduates' College Enrollment Within Two Years by Race/Ethnicity



Source: Dallas ISD National Student Clearinghouse data file dated 08/30/23. Effective date 08/17/23.
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	6,642
Eastfield College - Dallas College	TX	2-year	Public	2,660
Mountain View College - Dallas College	TX	2-year	Public	2,525
University of Texas Arlington	TX	4-year	Public	1,630
University of North Texas	TX	4-year	Public	1,585
University of North Texas at Dallas	TX	4-year	Public	1,310
Brookhaven College - Dallas College	TX	2-year	Public	1,289
Richland College - Dallas College	TX	2-year	Public	1,048
Texas Woman's University	TX	4-year	Public	1,021
University of Texas at Dallas	TX	4-year	Public	879
University of Texas at Austin	TX	4-year	Public	861
Texas A&M University - Commerce	TX	4-year	Public	742
Texas A&M University	TX	4-year	Public	723
Texas Southern University	TX	4-year	Public	588
Cedar Valley College - Dallas College	TX	2-year	Public	572
Prairie View A&M University	TX	4-year	Public	570
Texas Tech University, Lubbock	TX	4-year	Public	323
Texas State University - San Marcos	TX	4-year	Public	287
Southern Methodist University	TX	4-year	Private	205
Sam Houston State University	TX	4-year	Public	199
Langston University	OK	4-year	Public	185
Midwestern State University	TX	4-year	Public	182
Navarro College	TX	2-year	Public	182
Texas College	TX	4-year	Private	174
Stephen F. Austin State University	TX	4-year	Public	159

Source: Dallas ISD National Student Clearinghouse data file dated 08/30/23.
Note: N=Most Common Institutions of enrollment in the Fall immediately following graduation from high school for all classes. TX = Texas.

U.S. Military Enlistment

TEA[18] notes that under Texas Education Code, §39.053, annual graduates may receive CCMR credit for enlisting in the Armed Forces of the United States or the Texas National Guard. However, due to discrepancies between released Department of Defense and PEIMS military enlistment data, enlistment was excluded from accountability and CCMR calculations in prior years.

Starting with 2023 graduates, TEA will award military enlistment credit to graduates for whom districts provide TEA the required documentation (DD Form 4) during the submission window (the submission window for 2023 annual graduates will occur in spring 2024). Dallas ISD is currently in the process of systematizing this process and aims to provide enlistment statistics via MyData Portal.

[18] CCMR Credit for Military Enlistment, Beginning with 2023 Graduates, accessed 01/22/2024 at tea.texas.gov

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APPENDICES

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Appendix A

Appendix A: Acronym and Abbreviation List

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

Appendix B

Appendix B: 2022-23 Data Sources and Methodology

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
	Program Components and People	CCMR program staffs, websites	06/23	None	None
1	TEA Accountability Measures	TEA	01/12/24	None	None
2	Key Initiatives	Evaluation reports for: - CCAP, - ECHS/P-TECH, - CTE	10/23 to 01/24	Key results are summarized for each initiative.	None
2	ESSER Activities	Workshop, evaluation reports, program staff	12/23	Key results are summarized for each activity.	None
2	Student Enrollment	Student Information System	05/12/23	Enrollment by grade and campus. Rate of students in the following categories: Sex, ethnicity, at risk, economically disadvantaged, special education, and TAG eligible status.	Grade, campus, district
3	*TSIA* / *TSIA2* ELAR, Mathematics	Dallas College, Dallas ISD OIR Department	02/28/21 10/11/23	Rate of students achieving performance standard. Rate of students meeting either performance standard or exemptions.	Subject, grade, campus, district
3	*STAAR* EOC Algebra I, English I, English II	TEA	08/12/23	Rate of students achieving each performance standard (Approaches+, Meets+).	Subject, grade, campus, district
3	*SAT* ERW, Mathematics	*SAT*, Dallas ISD OIR Department	06/29/23	Rate of students achieving performance standard.	Subject, grade, campus, district
3	*ACT* English, Mathematics	*ACT*, Dallas ISD OIR Department	06/29/23	Rate of students achieving performance standard.	Subject, grade, campus, district
3	International Baccalaureate (IB)	IB, Dallas ISD Office of Transformation and Innovation	01/18/24	Rate of students achieving performance standard.	Campus, district
3	Advanced Placement (AP)	College Board, Dallas ISD OIR Department	01/18/24	Rate of students achieving performance standard.	Campus, district
3	General Dual Credit Courses & Hours	Dallas College	10/11/23	Rate of students achieving performance standard.	Campus, district

table continues

Appendix B: 2022-23 Data Sources and Methodology (continued)

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
3	OnRamps Dual Credit Courses & Hours	Dallas ISD Postsecondary Partnerships and Programs Department	11/11/23	Rate of students achieving performance standard.	Campus, district
3	Credentials	Dallas College CTE Department	10/12/23 11/01/23	Number of educational certificates (Level I & II) earned. Rate of students earning industry-based certifications	Program, campus, district
3	Associate Degrees	Dallas College, Student Information System	10/11/23	Rate of CTE graduates earning an Associate Degree.	Program, campus, district
3	College Enrollment	NSC	08/30/23	Rate of 2022 Dallas ISD graduates enrolled in either 2- or 4-year institutions, demographic, public vs private, in- vs. Out-of-State.	Program, district
3	Military Enlistment	NA	NA	NA	NA

Note: TEA - Texas Education Agency. TAPR - Texas Academic Performance Report. *TSIA* - Texas Success Initiative Assessment. ELAR - English Language Arts and Reading. *STAAR* - State of Texas Assessments of Academic Readiness. ERW - Evidence-Based Reading and Writing. CTE= Career Technical Education. ECHS – Early College High School, P-TECH Pathway to Technology High Schools. NSC – National Student Clearing House.

Appendix C: 2022-23 Evaluation of College and Career Advising Program

2022-23 DALLAS INDEPENDENT SCHOOL DISTRICT

Evaluation of the College and Career Advising 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. In 2022-23, the CAP program changed its name to College and Career Advising program (CCAP). The CCAP program served 38 high school campuses in the district in 2022-23. The two vendors selected for the 2022-23 school year were Academic Success Program (ASP) and Education is Freedom (EIF). The CCAP program provided supplemental assistance to students and parents. This assistance included: 1) completing pre-four-year plan; 2) completing 25-hours community service; 3) college and career exploration; 4) career assessment; 5) college applications; 6) completing financial aid applications; and 7) completing Dallas County Promise Pledges. The CCAP received $11,000,000 through ESSER funds in 2022-23. This was a dramatic increase from 2,448,000 in 2021-22 and 2,350,000 in 2020-21, respectively. The purpose of this evaluation was to examine (a) program implementation and (b) program outcomes.

EVALUATION QUESTIONS/OUTCOMES

How was the College and Career Advising Program implemented in 2022-23?

The purpose of the CCAP program was to maintain and sustain a college- and career-going culture at high school. The CCAP provided targeted support to students grades nine through 12 with post-secondary planning, college application, financial aid, and post-secondary enrollment. Additionally, the advisors assisted students with post-secondary transition process.

Like previous years, leadership from each campus selected a CCAP vendor, and the vendor assigned CCAP advisors to each campus to provide supplemental assistance to students and parents. This assistance included help with:

- Pre four-year plans;
- 25-hours of utilizing community service;
- College exploration;
- Career exploration;
- Career assessment;
- College applications;
- Financial aid applications;
- Registering and preparing for *SAT* and *Texas State Initiative Assessment (TSIA)* tests; and
- Completing Dallas County Promise Pledges

During the 2022-23 school year, 23,851 students in grades nine to 12 utilized CCAP vendor services. The CCAP program focused on supporting high school students, and the majority of participants were enrolled in grade 12 (36.7%), followed by grade 10 (32.8%) and grade 11 (21.9%). Because of the program expansion in 2022-23, the number of CCAP program participants increased dramatically by 12,274 students from 2020-21 to 2022-23.

Table 1: CCAP and District High School Student Characteristics

	CCAP Enrollment		District HS Enrollment	
Characteristics	***n***	**%**	***N***	**%**
	Grade			
Grade 9	2,051	8.6	12,042	30.5
Grade 10	7,803	32.8	10,810	27.4
Grade 11	5,223	21.9	7,795	19.8
Grade 12	8,774	36.7	8,781	22.3
	Gender			
Male	11,746	49.2	19,905	50.5
Female	12,105	50.8	19,523	49.5
	Ethnicity			
Asian	332	1.4	475	1.2
African American	4,617	19.4	7,560	19.1
Hispanic	17,327	72.6	28,848	73.2
White	1,156	4.8	1,852	4.7
Other	419	1.8	693	1.8
	Student Groups			
Eco.Dis.	18,962	79.5	31,745	80.5
At Risk	15,024	60.0	26,411	67.0

Source: CCAP data were provided by staff member 07/10/23. District demographic data file dated 05/12/23.
Note: *N*=23,851 (CCAP students). Percentages may not add to 100 due to rounding. There were two students who were not identified at gender category.

The majority of CCAP students were Hispanic (73%) followed by African American (19%). There was a slightly higher percentage of CCAP female students than districtwide high school female students (51% vs. 50%) and a slightly lower percentage of CCAP at-risk students than districtwide high school students (60% vs. 67%). The percentage of economically disadvantaged CCAP students

was about the same as the district overall (80% vs. 81%, respectively; Table 1).

During the 2022-23 school year, the CCAP program served 61 percent of district high school students and 100 percent of seniors as a result of program's expansion.

What activities did the CCAP program implement to reach its annual goals?

Due to the program expansion, the total number of students served by CCAP vendors increased from 10,659 in 2020-21 to 11,577 in 2021-22 and increased dramatically 23,851 in 2022-23.

- During the 2022-23 school year, ASP mostly supported students with four-year college application (19%) and Dallas County Promise (15%), while EIF most often provided four-year (16%) and two-year college applications (15%).
- On average, students receiving CCAP services were served 3.7 times by CCAP vendors in 2022-23. The average number of times students were served by vendor ranged from one to 15. CCAP students received an average of 3.8 times in 2020-21 and 3.4 times in 2021-22.

To what extent did CCAP vendors meet 2022-23 program goals?

- *Pre-Four-year Plan*

  Overall, the CCAP program did not meet the goal of 60 percent of freshmen completing pre-four-year plans. The overall completion rate was 37 percent in 2022-23. By campus, Garza had the highest percentage of freshmen completing a pre-four-year plan (96%), followed by Kimball (86%), Gilliam (77%), Lassiter (73%) and Townview: Pub Svc (66%).

- *The 25-hours Utilizing Community Service*

  Overall, the program goals of 60 percent of freshman and sophomores, and 80 percent of juniors completing 25-hours of utilizing community services were not met. Garza had the highest completion percentages, at 100 percent across all three grades, and was the only campus to meet the goal.

- *College Exploration*

  The program goal of 60 percent of sophomores completing college exploration was not met. Overall, 55 percent of 2022-23 sophomores completed college exploration. Ten of the 18 (56%) campuses served by EIF, and none of campuses served by ASP met this CCAP goal.

- *Career Exploration*

  The program did not meet the goal of 60 percent of sophomores completing career exploration. Overall, 21 percent of 2022-23 sophomores completed career exploration. By campus, Garza had the highest percentage of sophomores completing career exploration (99%) in 2022-23, followed by Gilliam (95%), Wilmer-Hutchins (84%), and Lassiter (83%).

- *Career Assessment*

  The program goal of 80 percent of 2022-23 juniors completing career assessment was not met. The overall completion rate was 26 percent in 2022-23. By campus, Garza and Kimball had the highest percentage of juniors completing career assessment (95% each), followed by Townview: Ed & Soc, and Townview Pub SVC (90% each).

- *College Applications*

  The program goal that 100 percent of participants would submit a college application was not met. Overall, 91 percent of 2022-23 seniors completed at least one college application (94% in 2021-22 and 84% in 2020-21). Two of the 20 (10%) eligible campuses served by ASP, five of the 18 (28%) campuses served by EIF met this goal.

- *Financial Aid Application*

  Overall, the program goal of 100 percent of 2022-23 seniors completing a FAFSA or TASFA was not met, though by one percentage point. The overall combined completion rate of FAFSA and TASFA increased to 99 percent in 2022-23 from 92 percent in 2021-22 and 67 percent in 2020-21. Sixteen high schools (80%) served by ASP and nine high schools (50%) served by EIF met the goal.

- *Dallas County Promise Pledges*

  The CCAP goal that 100 percent of seniors would complete the Dallas County's Promise Pledge was not met. Overall, 93 percent of CCAP students completed the Dallas County Promise Pledge in 2022 23. Eleven (29%) participating campuses met the program goal.

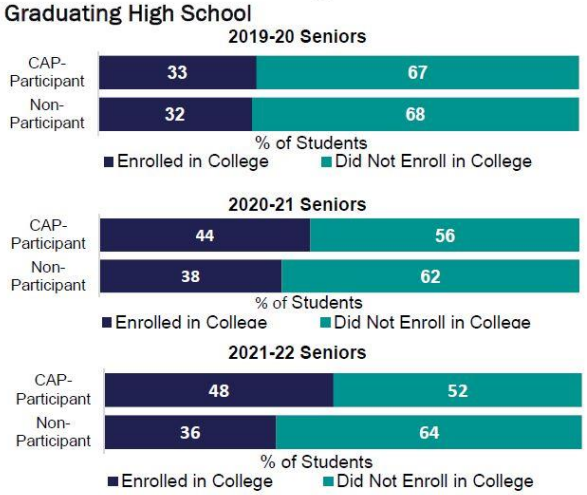
What was the relationship between CCAP participation and college enrollment for 2019-20, 2020-21, and 2021-22 seniors?

- After increasing from 2019-20 (33%) to 2020-21 (44%), college enrollment increased again to 48 percent for CCAP participants in 2021-22 (Figure 1).
- The 2021-22 seniors who participated in CCAP were as likely to enroll in four-year (17% vs. 26%) and two-year colleges (12% vs. 10%) as non-participants. The percentage of CCAP participants enrolled in four-year

colleges increased from 2019-20 (25%) to 2020-21 (28%) and decreased to 17 percent in 2021-22.

- In 2021-22, seniors who visited CCAP vendors 10 or more times were more likely to enroll in a four-year college than those who visited less frequently or non-CCAP participants (15% vs. 26%). There was a higher percentage of CCAP participants with one to nine visits enrolled in two-year colleges than non-CCAP participants (12% vs. 10%).

Figure 1: 2019-20 through 2021-22 Percentages of Students Enrolled in College within One Year of Graduating High School



Source: CCAP participation data file dated 07/11/22, district demographic data file dated 05/23/22, and National Student Clearinghouse data file dated 08/02/23. Prior year information was taken from Zhang (2021 & 2022).
Note: *N*=7,081 CCAP participants in 2019-20. *N*=960 non-participants in 2019-20. *N*=6,171 CCAP participants in 2020-21. *N*=1,632 non-participants in 2020-21. *N*=7,070 CCAP participants in 2021-22. *N*=1,327 non-participants in 2021-22.

RECOMMENDATIONS

Investigate barriers to implementation. In 2022-23, none of the program goals related to completion of pre-four-year-plan, 25-hours of utilizing community services, career exploration, college exploration, career assessment, college application, financial aid, or Dallas County Promise Pledges were met. Program staff should work with CCAP vendors to understand potential roadblocks and difficulties in the program's design. If awareness is an issue, the program should work with vendors and campuses to make students aware of the resources available and encourage them to take advantage. If caseload or schedule constraints exist, the program should work with campuses and vendors to find ways to maximize efficiency to best serve students in a meaningful way.

Continue to identify ways to improve data efficiency. CCAP vendors recorded when a student visited a school counselor and coded the reason for the visit using specific categories. At the end of the year, some student service data was categorized improperly or in a nonstandard format. It is critical for CCAP staff members to train vendors on best practices in data reporting, to ensure the quality of data on student counseling visits, and to allow for robust evaluation of the program and its goals.

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For more information, please contact Program Evaluation at evaluation@dallasisd.org.

Appendix D: 2022-23 Evaluation of Early College High School Programs

2022-23 DALLAS INDEPENDENT SCHOOL DISTRICT

Evaluation of Early College High School Programs

EXECUTIVE SUMMARY

An Early College High School (ECHS) is a high school that blends high school and college level coursework to provide traditionally underserved students the opportunity to earn an associate degree or up to 60 hours of tuition-free college credit by the time of high school graduation. The Dallas Independent School District (Dallas ISD) was among the first Texas school districts to establish an ECHS in 2006 and has grown to 25 ECHSs (Table 1). In 2022-23, ECHS campuses were supported by $13,252,568 in Dallas ISD general operating funds. This was an increase of 2.7 percent compared to 2021-22 ($12,904,762).

Table 1: 2022-23 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
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 06/02/23.
Note: B-TECH, E-TECH and H-TECH are P-TECH schools focusing on business, electronic technology and engineering, and health-sciences, respectively.

The 25 ECHSs include seven 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.

The ECHS Department aimed to reach five primary goals for 2022 23:

1. Sixty percent of P-TECH/ECHS graduates will earn passing scores for Texas State Initiative (TSI) subtests (reading and math) or qualify for dual credit waivers/exemptions. (Goal met; see page 36 in the full report for more detail)
2. Sixty-one percent of P-TECH/ECHS graduates will earn an associate degree or 60 college credit hours. (Goal met; see page 47 in the full report for more detail)
3. Eighty-five percent of eligible students will earn a passing grade for Accelerated Geometry or Physics. (Goal met; see page 13 in the full report for more detail)
4. Ninety percent of the P-TECH/ECHS graduates will earn a CCMR point. (Goal met; see page 12 in the full report for more details)
5. Ninety percent of P-TECH/ECHS schools will have a TEA designation. (Goal met; see page eight in the full report for more detail)

EVALUATION QUESTIONS/OUTCOMES

EQ1: How was the ECHS program implemented in 2022-23?

Enrollment Characteristics of 2022 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, 1,721 incoming ECHS students attended at least one day of the Summer Bridge Program between June 6 and June 10, 2022 (70% 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 Summer I (June 6 – July 8, 2022) and Summer II (July 11 – August 11, 2022) semesters. Program staff noted that this extra support was crucial in helping students complete their college courses.
- During the Summer I semester, 1,536 students enrolled in 2,118 courses. Of these, 1,324 students (86%) passed 1,746 courses (82%).
- During the Summer II semester, 598 students enrolled in 747 courses. Of these, 455 students (76%) passed 529 courses (71%).

- **Acceleration in Physics and Geometry Program** was held June 6 to June 27, 2022, and enabled ECHS students to complete two semesters of Physics or Geometry.
- Program staff reported that 827 of the 866 students (95%) who enrolled completed the program (Geometry, *n*=536; Physics, *n*=291). Of the students who completed the program 99.8 percent passed Geometry and 100 percent passed Physics.

Demographic and Enrollment Characteristics of Students

Demographic Characteristics

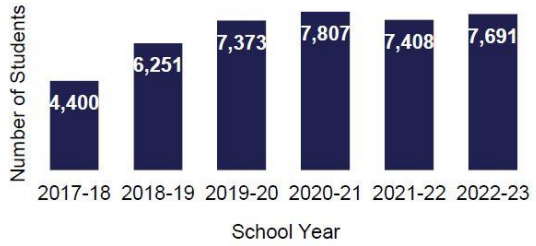
During the 2022-23 school year, a total of 7,691 students were enrolled in an ECHS.

- The ethnic composition of ECHS students was similar to Dallas ISD high school students.
- Compared to Dallas ISD high school students, ECHS students had a higher percentage of female students (50% vs 57%) There were fewer special education students at ECHSs (3%) than the district (10%).
- A lower percentage of ECHS students were at risk than all district students (62% vs 67%) and fewer received special education services (3% vs 10%).
- Demographic characteristics of traditional ECHS students were comparable to P-TECH students except in five aspects:
  - First, a higher percentage of Hispanic students enrolled in traditional ECHSs than P-TECHs (83% vs 76%).
  - Second, a higher percentage of African American students enrolled in P-TECHs than traditional ECHSs (20% vs 15%).
  - Third, a slightly higher percentage of White students enrolled in P-TECHs than traditional ECHSs (2% vs 1%).
  - Third, a higher percentage of traditional ECHS students were TAG eligible (34% vs 24%).
  - Fourth, a smaller percentage of traditional ECHS students were at-risk of dropping out of school (54% vs 64%).

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 7,691 students in 2022-23 (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), 05/12/23 (2022-23), and ECHS identification file 10/12/23 (2022-23).
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*=2,446) were enrolled in grade nine, 27 percent in grade 10 (*n*=2,099), 22 percent in grade 11 (*n*=1,683), and 19 percent in grade 12 (*n*=1,463).

Attendance Rates

- The average attendance rate for district ECHS students was seven percentage points higher than non-ECHS students (94.5% versus 87.3%).
- Students enrolled in traditional ECHSs had an average attendance rate of 95.2 percent, while students at P-TECHs had an average attendance rate of 94.2 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 nine percentage points (85% versus 76%).
- The three-year retention rate difference was eight percentage points (67% versus 59%).
- The four-year retention rate difference was three percentage points (53% versus 50%).
- Traditional ECHS students had a higher retention rate than P-TECH students for all cohorts. The retention rate difference for the 2021-22 cohort was five percentage points, for the 2020-21 cohort 12 percentage points, and for the 2019-20 cohort 24 percentage points.

Graduation Rates

- The average four-year graduation rate for the 2019-20 ECHS cohort similar to that of Dallas ISD comprehensive high school (53% each).
- The graduation rate of traditional ECHS students was 23 percentage points higher than that of P-TECH students (70% versus 47%).
- Overall, the graduation rate for continuously enrolled students differed by seven percentage points between ECHS students (100%) and comprehensive high school students (93%).

EQ2: What were stakeholders' perceptions of the ECHS?

ECHS Program

- Fifty-eight percent of ECHS seniors responded to the ECHS Senior Exit Survey.
- Overall, 93 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.

P-TECH Internship Opportunities

- Twenty-six percent of P-TECH internship participants and 63 percent of employers provided feedback.
- Overall, all P-TECH interns indicated that they were satisfied or very satisfied with the Internship program and 94 percent of respondents agreed or strongly agreed that they were well prepared for the internship.
- All employers noted that they were either satisfied or very satisfied with the Dallas ISD internship program and would participate in the internship program again. Employers also agreed or strongly agreed that the P-TECH interns met their expectations (100%).

EQ3: How did ECHS students perform in 2022-23?

Post-Secondary Readiness Assessments

STAAR EOC

Overall, 5,954 out of the 7,691 ECHS high school students took one or more *STAAR EOC* exams in 2022-23 (77%).

- Most ECHS students met the Approaches+ benchmark for U.S. History (97%), followed by Biology (95%) and English II (87%).
- Similarly, the greatest number of students met the Meets+ benchmark in U.S. History (71%), followed by English II (69%) and Biology (65%).
- A higher percentage of traditional ECHS students met Approaches+ and Meets+ benchmarks across all subjects than P-TECH students.

SAT

Overall, 3,146 ECHS students enrolled in grade 11 (2020-21 cohort) and grade 12 (2019-20 cohort).

- Forty-five percent of grade 11 and 12 ECHS students met the TSI *SAT* benchmark on ERW (480).
- Seventeen 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 25 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 five percent met the TSI benchmark for mathematics.

ACT

In 2022-23, Dallas ISD did not offer school day *ACT* testing which directly impacted the percentage of students who took the *ACT*, and the overall number of students who met TSI *ACT* benchmarks. Overall, of 1,463 ECHS students enrolled in grade 12 (2019-20 cohort), one percent met the TSI *ACT* benchmark on Mathematics and 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 1,460 ECHS 2022-23 graduates, 79 percent met *TSIA* benchmarks or qualified for an exemption for ELAR, and 81 percent met *TSIA* benchmarks for mathematics
- Overall, ECHS graduates outperformed comprehensive high school graduates enrolled in campuses offering the ECHS program by 57 (ELAR) to 67 (mathematics) percentage points.

Dual Credit

- Of the 7,691 ECHS students enrolled in 2022-23, 90 percent took dual credit courses through Dallas College.
- A total of 6,564 ECHS students (94.5%) passed one or more courses for a total of 27,150 courses passed (89.8%).
- P-TECH students accounted for the majority of ECHS dual credit students (71%) 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 2022-23.
- Traditional ECHS students on average completed slightly more dual credit hours per person (14.5 hours) than P-TECH students (12.1 hours).
- Overall, 4,863 out of 7,691 ECHS students (63%) earned the expected number of dual credit hours[1].

Credentials

- Overall, 289 grade 12 ECHS students completed 449 **educational certificates** while enrolled at Dallas College.
- Students completed between one and four certificates with an average of 1.6 certificates per student.

[1] Although, meeting targeted dual credit hours for each grade level was not an ECHS goal for 2022-23, the percentage of students who met 2019-20 goals were tracked to provide comprehensive achievement data to program staff.

- P-TECH students accounted for 90 percent of ECHS students who completed a certificate and 89 percent of the 449 completed certificates.
- In addition, 749 ECHS students earned a total of 1,008 **industry-based certifications** in 2022-23, including 804 certifications listed in the A-F accountability system.
- Overall, 94 percent of students who eared industry-based certifications in 2022-23 were P-TECH students.

Associate Degrees/60 College Credit Hours

Of the 1,460 ECHS students who graduated in 2022-23, 951 students (65%) earned an associate degree or 60 dual credit hours

- Of the ECHS students who met the goal, 94 percent (*n*=897) earned an associate degree while six percent (*n*=54) earned 60 or more dual credit hours.
- Sixty-one percent (*n*=580) of students who met the goal were P-Tech students, while 39 percent (*n*=371) were traditional ECHS students.

College Enrollment

- According to the 2022-23 NSC data file, 60 percent of 2021-22 ECHS graduates and 44 percent of non-ECHS graduates enrolled in college within one year of graduation.
- More ECHS students (49%) enrolled in a four-year university than non-ECHS students (25%). Similarly, a significantly lower percentage of ECHS students (11%) enrolled in a two-year college or trade school than non-ECHS students (18%).

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. Although steps were taken to more accurately track specialized student groups in PowerSchool, review of program provided enrollment data indicated that traditional ECHS and P-TECH students are not accurately identified in PowerSchool, thus impacting the evaluation. ECHS program staff should continue to work with campus data controllers to accurately track program participation via PowerSchool to increase the accuracy of future data analyses.

Continue to support ECHS campuses in monitoring dual-credit course completions. Overall, 63 percent of ECHS students met the targeted cumulative number of dual credit hours by the end of each grade level. While this is the second year of continued increase in the percentage of students meeting their targeted dual credit hours 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. Completion of educational certificates (*n*=449) and industry-based certifications (*n*=1,008) increased for a second year. However, the number of students earning certificates are still below prior heights. 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.

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For more information, please contact Program Evaluation at evaluation@dallasisd.org.

Appendix E: 2022-23 Evaluation of Career and Technical Education

2022-23 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 Technology Early College High Schools (P-TECH) 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 Strategic Initiatives. 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 2022-23, the total Dallas ISD CTE budget was $40,091,067, which included $3,185,484 for the Career Institutes.

PROGRAM COMPONENTS

- 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.

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 2022-23, the Dallas ISD, in cooperation with NAF, operated 39 NAF academies at 17 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 provide high school students the opportunity to obtain relevant workforce readiness skills and post-secondary education in high-demand vocations to earn a living wage after graduating high school.

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

P-TECH Early College High Schools

- In 2022-23, the Dallas ISD operated 25 ECHSs, including seven traditional ECHSs and 18 Pathways in Technology Early College High Schools (P-TECH).

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

- 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.

CTE Implementation in Middle Schools

Fifty-four out of 56 middle schools[2] (93%) offered one or more CTE courses in 2022-23.

- Of the 31 CTE courses offered, 18 qualified for middle school credit, while 13 courses could be taken for high school credit.
- Three of the 31 courses utilized PLTW Gateway curricula. In 2022-23, updates were introduced to the College and Career Readiness class. The new curriculum was designed by Education Opens Doors with input from Dallas ISD leadership to better educate students about Dallas ISD program opportunities available to them
- Fifty-three middle schools (95%) offered the newly improved College and Career Readiness class.

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.

EVALUATION QUESTIONS/OUTCOMES

EQ1: How did Dallas ISD graduates perform on CTE related 2022-23 CCRM accountability indicators?

- The percentage of Dallas ISD graduates who were College, Career or Military Ready in 2021-22 (2023 report) exceeded their pre-pandemic levels of 2018-19 (2020 report), showing a six percentage points increase (67% vs 61%).
- For the same timeframe, the percentage of graduates who earned dual credit hours in any subject increased by 14 percentage points (14% vs 28%).
- The percentage of graduates who completed Level I or Level II certificates increased by two percentage point from 2018-19 to 2021-22 (1% vs 4%).
- The percentage of graduates who earned an industry-based certification increased by 27 percentage points (2% vs 30%).
- The percentage of graduates who completed Individual Education Program and Workforce Readiness remained decreased from 2018-19 to 2021-22 (2% vs 1%).
- Compared to other similar large urban districts in Texas, Dallas ISD had relatively fewer graduates who were college, career, or military ready (67%) including Austin ISD (77%), El Paso ISD (78%), San Antonio ISD (81%), Houston ISD (69%). Only Fort Worth ISD had a lower percentage of graduates who were CCMR ready (63%).
- However, compared to similar districts, Dallas ISD had the highest percentage of all graduates who earned level I or level II certificates (3% vs ≤1%) and an associate degree (10% vs ≤5%).

EQ2: How were CTE programs implemented in 2022-23?

Enrollment Characteristics

- During the 2022-23 school year, 42,327 students participated in CTE, including 11,937 middle school students (28.2%) and 30,390 high school students (71.8%, Table 1), an overall increase of 2.3 percent (*n*=948) compared to 2021-22.

Table 1: 2021-22 CTE Enrollment by Grade

Grade	*N*	%
Middle School		
Grade 6	248	2.7
Grade 7	6,676	70.8
Grade 8	5,013	50.8
High School		
Grade 9	9,268	77.3
Grade 10	8,518	79.1
Grade 11	6,176	79.4
Grade 12	6,428	71.8
Overall		
Overall Middle School	11,937	42.1
Overall High School	30,390	77.0
Overall	42,327	62.4

Source: End-of-year demographic file, 05/12/23. CTE course file, 12/15/23. Dallas ISD course file, 08/31/23.

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

- In 2022-23, 45 percent of the 42,327 CTE students were CTE Participants (*n*=18,962), 25 percent were CTE Explorers (*n*=10,424), 23 percent were Concentrators (*n*=9,798), and seven percent were CTE Completers (*n*=3,149).
- Districtwide, CTE students took the highest percentage of courses within the Business Management & Administration cluster (31%), followed by the Science, Technology, Engineering & Mathematics cluster (19%), and Arts A V Technology Communications (14%).
- High school students were able to participate in traditional CTE course offerings and enroll in specialized CTE programs such as Career Institutes, NAF Academies, and ECHSs.
- Of the 30,390 high school students who enrolled in CTE courses in 2022-23, 14,870 students enrolled in one or more of these specialized high school CTE programs.
- Although 84 percent of the 14,870 students enrolled in only one of these programs, 16 percent enrolled in two or three programs.

Demographic Characteristics

- The characteristics of district CTE students were similar to middle and high school students not enrolled in the CTE program (within three percentage points difference).
- A smaller percentage of CTE students received special education services (9%) compared to non-CTE students (14%).
- A comparison of the specialized CTE high school programs found that more male students than female students enrolled in these programs, except for the P-TECH program, where female students were in the majority (55%.)
- Among all high school CTE programs, Career Institutes had the highest percentage of at-risk students (80%), followed by NAF academies (76%), and the P-TECH Program (63%).
- CTE students enrolled in Career Institutes had the highest percentage of economically disadvantaged students (89%) and the highest percentage of English learners (57%), while having the lowest percentage of TAG-eligible students (11%). CTE students in the P-TECH program had the lowest percentage of special education students (4%).

EQ3: What were the stakeholders' perceptions of CTE?

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.

- A total of 324 CTE teachers (67%) responded to the survey request. Among the key-findings were:
- Ninety-six percent of respondents agreed that the CTE program allows students to discover career opportunities they otherwise may not have considered.
- Ninety-eight 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, 96 percent of CTE teachers indicated that CTE learning activities were aligned with current practices in business, industry, and/or technology.

CTE Internship Programs

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

- Overall, 136 students (36%) responded to CTE student survey. Twenty-eight employers (56%) provided feedback on the internship program while 20 (40%) provided feedback on their interns.
- Overall, 99 percent of students were satisfied or very satisfied with the CTE internship program while 96 percent of respondents noted that their internship experience met their expectations.
- Eighty-eight percent of employers noted that they would participate again in the internship program.
- Ninety-three percent of students were satisfied with the Oppti platform.
- All employers were either satisfied or very satisfied with the internship selection process, the communication they received, and the internship fair
- Overall, 95 percent of responding supervisors agreed or strongly agreed that the intern met their expectations, and two respondents noted that they hired their intern following the internship.

EQ4: How did CTE students perform in 2022-23?

CTE Course Completion Rates

- In 2022-23, 42,327 CTE students enrolled in 73,410 CTE courses with an 89 percent passing rate (65,529 courses).
- Likewise, 6,612 Dallas ISD students participated in 16,046 CTE dual credit courses of which they passed 14,359 courses (90%).
- CTE Completers had the highest overall passing rate for all CTE courses (96%) and CTE dual credit course (94%) followed by CTE Concentrators (95% and 92%), and CTE Participants (88% and 91%). CTE Explorers had the lowest overall passing rate for all CTE courses (83%) and CTE dual credit courses (82%).

STAAR EOC

- Overall, 80 percent of CTE high school students (*N*=30,390) took one or more *STAAR EOC* exams in

2022-23. Most students met the Approaches+ benchmark for U.S. History (93%), followed by Biology (85%) and Algebra I (66%).

- The subject test with the highest participation count was English I (*n*=12,288), followed by English II (*n*=11,160).
- 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 Participants (76%).

Credentials

- Overall, 8,764 Dallas ISD CTE students earned 13,094 credentials in 2022-23, including 12,626 industry-based certifications and 468 educational certificates. This is an increase of 3,261 credentials from 2021-22 (9,833 credentials).
- Certifications identified by TEA for the A to F accountability system accounted for 68 percent (*n*=8,614) of all industry certifications earned.
- Compared to 2021-22, the number of industry-based certifications increased by 3,231, while the number of educational certificates increased by 30.

Associate Degrees

- Overall, 783 CTE graduates earned an associate degree in 2022-23, an increase of eight percent over 2021-22 (*n*=723).
- Of these graduates, all were ECHS students, which included 503 PTECH students and 280 traditional ECHS students.
- Students who participated in a program of study (CTE Concentrators and CTE Completers) accounted for 460 associate degrees (59%).
- In 2022-23, more Associate of Science degrees were awarded to CTE students (*n*=367, 47%) than Associate of Arts (*n*=223, 29%), Associate of Applied Science (*n*=153, 20%), or Associates of Arts in Teaching (*n*=40, 5%) degrees.

College Enrollment

- According to the 2022-23 NSC data file, 48 percent of 2021-22 CTE graduates and 42 percent of non-CTE graduates enrolled in college within one year of graduation.
- A higher percentage of CTE students (18%) enrolled in a two-year college than non-CTE students (13%). Enrollment in a four-year university was similar for CTE and non-CTE students (30% vs 29%, respectively).

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. Although steps were taken to more accurately track specialized student groups in PowerSchool, review of enrollment data indicated that CTE students were not accurately identified as such. CTE program staff should continue to work with campus data controllers to accurately track program participation via PowerSchool or specialized software (e.g. Eduthings) to increase the accuracy of future data analyses.

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 to a large portion of Dallas ISD students. While enrollment in the Career Institutes and NAF academies increased year-over-year (one percent and 13 percent, respectively), participation in these programs increases the likelihood that students can earn a living wage after graduating high school. Therefore, the CTE department should 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 13,094 credentials in 2022-23, including 468 educational certificates and 12,626 industry-based certifications. Sixty-eight percent (n=8,614) 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 and educational certificates earned are currently at the highest level in the accountability system, given the importance of credentials in finding employment, the CTE staff should continue to find ways to promote the participation and completion of industry-based certifications or educational certificates.

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