Our Mission:
By 2040, at least half of all 25–34 year old residents of Dallas County, irrespective of race, will be provided the opportunity to earn a living wage.
Our Vision: Dallas County can be an inclusive and prosperous region where economic opportunity is shared equitably rather than predicted by race, place and socioeconomic status.
Valued partner,

On September 6th, 2011, newly-elected Mayor Mike Rawlings and I announced the formation of the Commit Partnership. We did so in the belief that the educational challenges our community faced were too big to solve in silos, and we hoped that by coming together across institutions, supported by a dedicated Partnership backbone staff and armed with robust data, we could accelerate our community’s progress.

While we were unclear as to our exact path going forward, we also knew inaction was not an option. To do nothing was both morally wrong and economically unwise. If we cared about the future of our community, we had to engage much more deeply.

The educational challenges we faced at the Partnership’s launch in 2011 were numerous. Fast forward ten years later, and the progress collectively made across institutions is worthy of celebration—progress enabled and accelerated by the contributions of our entire community. (See pg. 8 for a brief overview of the past ten years)

Our community’s growth since 2012 exceeded state growth across each and every one of the Scorecard indicators that our Partnership chose to measure annually, despite a higher rate of poverty and a greater percentage of English learners reflected within our region. (See pg. 24 for an overview of how both Dallas County and the State of Texas are doing on key educational benchmarks)

But now, of course, we face a new and potentially even more difficult challenge. The COVID-19 pandemic has significantly disrupted the delivery of instruction and the continuation of student success. (See pg. 18 for more info on the pandemic’s impact on education) It will once again require all stakeholders to coalesce around proven best practices and new approaches to address the root causes of our troubling outcomes and overcome this generational crisis.

Thankfully, we have a number of courageous and student-centered educators, school leaders and superintendents right here in Dallas County whose example we can look to. We’ve highlighted some of them in a series of videos you can access by using your phone to scan unique QR codes. (See pg. 26)

As we approached the ten-year mark, our Partnership began an important update to its strategic approach. You’ll find evidence of our broadened scope in the appearance of a twelfth indicator included on the Community Scorecard: living wage attainment among Dallas County young adults. (See pg. 16 for more information on our new five-year strategic plan)

We continue to deeply believe Dallas County can be an inclusive and prosperous region where economic opportunity can be shared by all rather than consistently predicted by race, place and socioeconomic status. But it will take all of us to create the enabling conditions that reverse the impact of systems built up over decades that currently hinder success for many of our children.

This work is long-dated. It will take time, continued resolve, and internal and external trust. But as author James Clear recently noted, “You don’t rise to the level of your goals, you fall to the level of your systems.” We hope you’ll join us as we work to raise the level of our systems to best serve all of our students.

In gratitude,

Todd Williams
Chairman and CEO

Only 23% of Texas’ most recent total 8th grade cohort earned a postsecondary degree by age 24, resulting in $101 billion in foregone lifetime earnings for that cohort.
10 YEARS OF IMPACT

2011 was a difficult year in Texas education.

Still reeling from the effects of the 2008 recession and facing an unbalanced budget, the Texas Legislature made the difficult decision to cut $5.3 billion from the budget for public education.

The impact of this underfunding was readily apparent in Dallas ISD, which was facing a loss of over $100 million. Meanwhile, only 28% of third graders at that time could read on grade level and only 15% of graduates went on to complete a postsecondary degree in six years. The district was searching for its ninth superintendent in 20 years, and the Dallas school board elections had to be cancelled when no more than one person would run for each open seat.

It was clear something needed to change.

““Our city had a continuing proclivity to form volunteer task forces to study and admire the size of our problems,” says Commit CEO and founder Todd Williams, “But too often we failed to outline the subsequent strategies and resources needed to solve them. That had to end.”

And so, in September of 2011, CEO Todd Williams and newly-elected Mayor Mike Rawlings announced the formation of the Commit Partnership, in the belief that by coming together across institutions, supported by a dedicated staff and armed with robust data, we could accelerate our community’s progress in the realm of public education.

“Commit has the intellect, the muscle, the research and the data so that we can make the best decisions for our community,” says Dallas ISD Superintendent Michael Hinojosa. “We’re convening best practices, not just talking about what the problem is. Now we’re working collectively towards solutions.”

Over the past ten years, Dallas ISD has become a statewide leader in 3rd grade reading growth, increasing the number of students reading on grade level by 75% in ten years. The district has also been a pioneer in strategic compensation of educators and the adoption of P-Tech and Early College high schools. Dallas ISD is now viewed as an innovative state leader in educational improvement, with many of its strategies replicated by others and spurred on by new state legislative funding inspired by its results.

Collaboration with countless stakeholders has created conditions for greater student success throughout our region and state by advancing each of the following: strategic resourcing, capacity building, regional alignment behind major key areas of focus, and passage of impactful state and local policy.

“All of this work is enhanced by the involvement of an engaged community, hardworking educators, student-focused officials and a dedicated backbone staff. It would be difficult to capture everything our community has accomplished in the last ten years, but some highlights are included in these next few pages.
Together, our community:

Launched new non-profits to focus on school governance training (Leadership ISD) and school board elections (Dallas Kids First) to help ensure that governance decisions were based on data and put the interests of students first;

Recruited new teacher pipelines such as Urban Teachers and launched a new school of education at Dallas College specifically focused on early childhood that will now enable attainment of a four-year Bachelor’s degree for less than $9,000 while enabling its newly certified teachers to make over $55,000 in their first year of teaching;

Brought national organizations such as Communities in Schools (middle school mentoring and support) and YearUp (workforce training and employment of disconnected youth) to the region while supporting the launch of new entities such as Texas 2036 (robust state policy), United to Learn (3rd grade reading and campus supports), For Oak Cliff (community backbone), and Bachman Lake Together (support in pre-K enrollment and kindergarten readiness);

Launched new non-profits to focus on school governance training (Leadership ISD) and school board elections (Dallas Kids First) to help ensure that governance decisions were based on data and put the interests of students first;

Together, our community:

We have narrowed our focus to key areas such as:

- Early childhood/early literacy (Early Matters Dallas) including a focus on Pre-K enrollment, expansion of CLASS-based coaching, and alignment of Kindergarten readiness assessments;
- Teacher pipelines and educator effectiveness (Best in Class) including implementation of the Accelerating Campus Excellence turnaround strategy;
- Post-secondary access and credential attainment (Dallas County Promise), including continuous improvement in FAFSA completion and college applications;
- Living wage growth (Dallas Thrives) focused on equitable attainment regardless of race;
- Implementation of innovations in areas such as teacher compensation, college and career success funding, and school year redesign (Texas Impact Network);
- Universal internet access (Internet for All) including construction of community WiFi and enhancing discounted broadband access;
- Reducing childhood poverty (Child Poverty Action Lab) by focusing on key levers such as, enhancing public safety, reforming our criminal justice systems, and accessing unused federal benefits that target those families most in need.
STATE POLICY

Together with others we have now helped pass over 50 policies prioritized by the Partnership and our community since 2015 at the state level. All were put forth to specifically address our inequitable outcomes and opportunity gaps and included such key provisions as:

- Full-day Pre-K funding statewide and the requirement that any child care center receiving public funding must be publicly rated on its quality;
- Paying our teachers on effectiveness and the higher challenges of where they teach. Today, roughly 35% of Texas students are now in a district that has applied and/or been accepted to receive HB3’s Teacher Incentive Allotment, which pays our best teachers up to $32,000 more if they teach in a hard-to-staff high poverty or rural school;
- State funding to extend the school year up to 30 days to reduce/eliminate the historical impact of “summer slide,” especially for children living in limited income homes (Garland implemented a longer school year district wide and Dallas ISD is piloting at over 50 campuses);
- Annual college and career success funding tied to a high school graduate’s readiness and successful transition to college, career certificate, or the military.

OCAI POLICY

Together with others we have helped pass such impactful policies as:

- Dallas ISD’s 2016 goal to serve 100% of all eligible four-year olds in full day pre-k by 2025;
- Eliminating discretionary suspensions in Dallas ISD, which historically have disproportionately affected our black students, helping create a “school-to-prison” pipeline that must be eliminated;
- Dallas ISD’s commitment to annually track the post-secondary success of their graduates and strategically deploy the CCMR bonus funding earned to fuel continuous improvement.

“Dallas ISD will become the chief economic mobility engine in the region.”

Michael Hinojosa
Dallas ISD Superintendent
2012-2019: STEADY PROGRESS FOR DALLAS COUNTY SCHOOL SYSTEMS

From 2012, the first full school year in which Commit collected community scorecard data, to 2019, before the disruption of the pandemic, our students experienced steady growth across nearly all of the eleven educational indicators we tracked, suggesting the efficacy of the strategies our community has embarked upon together.
Data analysis is—and always has been—at the heart of the Commit Partnership’s work. We want to hold our public systems accountable for fostering positive lifetime outcomes, equitably, for all Texas students. But doing so means we must also hold ourselves accountable to the outcomes produced by the strategies we advocate for and implement.

When the Commit Partnership began in 2011, our focus was primarily on postsecondary credential attainment, aligned to the state’s goal of 60% of Texans ages 25-34 achieving a certificate or degree by 2030. The data from the post-recession job market was clear: over 95% of jobs created in the aftermath went to workers with at least some college education.¹

Research continues to demonstrate the advantage of achieving any kind of postsecondary credential.² But analysis of the Dallas job market suggests that a degree or certificate may not be enough to prosper in the local economy, especially for Black and Hispanic/Latinx residents.

Only one in four Dallas County residents aged 25-34 earn at least $50,000, the amount the Massachusetts Institute of Technology’s Living Wage Calculator determines is sufficient to cover basic living expenses in our region.³ As we further disaggregate this data, this story becomes even more troubling, with an even narrower opportunity for this level of wage attainment for our Black and Hispanic/Latinx residents.

In Dallas County, just over two-thirds of Black residents who have earned a college degree have been hired for a full-time job, and only one-third of those same degree holders are compensated at a self-sustaining rate. The same is roughly true for Hispanic/Latinx Dallasites: about two-thirds of degree holders work full-time, and only one-third of degree holders earn a wage sufficient to avoid reliance on government subsidy.

It is clear from this data that a postsecondary credential is necessary, but not sufficient, for success in the Dallas County economy, and that eliminating barriers across the workforce pipeline is essential in order to achieve an inclusive and prosperous region.

Our Twelfth Indicator: Living Wage Attainment

That is why the Commit Partnership has updated its mission, with a new theory of change, a revised five-year strategy, and a true north goal: that by 2040, at least half of all 25-34 year old Dallas County residents, irrespective of race, will be provided the opportunity to earn a living wage.

This year’s Scorecard is the very first to feature living wage attainment as a twelfth indicator to which we will now hold ourselves accountable.

This effort is not simply the work of the Partnership’s backbone staff; it is the responsibility of our entire community. Dallas County can be an inclusive and prosperous region where economic opportunity is shared equitably rather than predicted by race, place and socioeconomic status. We hope you’ll join us in working together to make this vision a reality.

To learn more about Commit’s new strategic five-year plan, scan this QR code to watch a short video featuring staff members from across the organization.

¹ “America’s Divided Recovery,” Georgetown University Center on Education and the Workforce, https://cew.georgetown.edu/reports/americas-divided-recovery
³ See Methodology Section for more details

Source: Burning Glass, Job postings from Oct 1, 2019 to Mar 31, 2020. Based on % of job postings requiring level of education other than High School. BCG Analysis.
Each year, the Commit Partnership produces the Dallas County Community Scorecard in the hopes of celebrating progress and learning from bright spot school systems. But of course, the 2020-21 school year was like none other.

Our community’s educators continued to serve students to the best of their ability. We applaud the educators and administrators who quickly transitioned to remote and then hybrid learning environments, and advocated for internet access for all their pupils. Students and teachers both have proven remarkably resilient through this difficult time. But courageous leadership and innovation can only do so much to overcome a world-historic disruption.

Meanwhile, the harmful effects of the pandemic were widely felt but unevenly distributed. The concentration of poor health outcomes in historically underserved communities led many already-struggling students and families to avoid in-person instruction. Many of these same communities also lacked the reliable technological infrastructure meant to mitigate absence from the classroom. Many older students had to work during school hours to supplement family incomes decreased by the economic impact.

**IMPACT OF COVID ON EDUCATION**

“The emotional well-being of students must be prioritized to achieve optimal student outcomes.”

Dominique McCain
Managing Director, Best in Class and Early Matters Dallas

Impact of COVID on Educational Data

The COVID-19 pandemic disrupted not only student instruction, but also the standard processes for data collection and interpretation. This fact complicates one of the usual purposes of the Community Scorecard: the ability to track changes in student achievement across time. This year’s Scorecard data is difficult to compare with previous years’ for the following reasons:

- The STAAR assessment was not administered in the 2019-2020 school year. As a result, there is a year missing from any longitudinal analysis. This is also why the Community Scorecard was not published last year.

- Participation in the STAAR assessment this year—which required taking the test in-person at a monitored test site—was at 87% in Dallas County, a significant decline from previous years. Black students and students facing economic disadvantage were underrepresented among those who ultimately took the STAAR.

- A similar decline in end-of-course exam participation depressed high school graduation, for which the requirement of passing five subject-specific courses was not waived.

- Many institutions of higher education dropped their admission requirements around the SAT and ACT test for the first time, ultimately lessening participation in each of those exams as well.

- This year, for the first time, Commit is utilizing post-secondary enrollment data provided by the Texas Education Agency rather than the National Student Clearinghouse, in order to disaggregate data by race, income, and language. This change in data source means we are measuring the postsecondary enrollment rate of the graduating high school class of 2019. Therefore, the impact of COVID will not yet be demonstrated in this particular metric.

In spite of these complexities, we still feel it is essential to continue evaluating the overall health of our educational ecosystem, to the best of our current capabilities. It’s our hope that, in the future, we will be able to look back on this moment as a mere aberration in our heretofore steady growth in student success. But a full academic and social-emotional recovery will require continued vigilance. Our students need the support of our community more than ever before.

To learn more about how educators in Dallas County dealt with the pandemic’s impact, scan or click the QR code here for a short video featuring former Texas Teacher of the Year Eric Hale.
In spite of the growth experienced by our community over the past decade (see pg. 14), the gains we’ve made were no match compared to the effects of a global pandemic and the educational impacts it wrought. This is perhaps best demonstrated by examining our key STAAR outcomes: steady progress from 2012 to 2019, followed by quickly falling back to pre-2012 levels. We will have to redouble our commitment to the measures previously proven to best serve students in order to recover and eventually exceed our past achievements.

### DATA: STAAR Outcomes 2012–2021

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<tbody>
<tr>
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<td>Reading</td>
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<td>63%</td>
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<tr>
<td>4th Grade</td>
<td>Math</td>
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<td></td>
<td></td>
<td>32%</td>
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<tr>
<td>8th Grade</td>
<td>Science</td>
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<td>Algebra I</td>
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### DATA: STAAR Outcomes 2019 vs. 2021

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>2019</th>
<th>2021</th>
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<tbody>
<tr>
<td>3rd Grade</td>
<td>Reading</td>
<td>41%</td>
<td>32%</td>
</tr>
<tr>
<td>4th Grade</td>
<td>Math</td>
<td>44%</td>
<td>29%</td>
</tr>
<tr>
<td>8th Grade</td>
<td>Science</td>
<td>44%</td>
<td>33%</td>
</tr>
<tr>
<td>Algebra I</td>
<td></td>
<td>63%</td>
<td>32%</td>
</tr>
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</table>
The impact of the pandemic was not borne equally. The disruption it caused exacerbated existing inequities in the educational opportunities received by students of different backgrounds. If we are to ensure our response is strategic and effective, we must determine how best to provide support to all students by disaggregating the data. 3rd grade reading and 8th grade algebra are two indicators with great significance on lifetime outcomes (see Appendix) and as such are explored in greater depth here.
Normally, a version of this spread begins our yearly Community Scorecard. But this year it was more important than ever to fully contextualize this data by introducing our twelfth indicator (see pg. 16) and recognizing the impact of COVID-19 (see pg. 19).

It’s also important to be aware that our community’s struggles in the wake of COVID are not unique to Dallas County; as the data demonstrates, these are issues being experienced across the state of Texas and, indeed, our entire country.

Scan or click to view more data on our website.
District Bright Spots

Educators and school district leaders across Dallas County are proactively responding to the impact of the pandemic by fostering new and innovative policies to better serve students.

We’re honored to feature three of these local districts as they reshape their approach to disciplinary policy, advanced learning, and technological offerings, respectively, with the ultimate goal of maximizing student achievement.

Each story is presented in a featured video, which you can watch on your phone by scanning the QR code with your camera or online at our blog: https://commitpartnership.org/blog

Dallas ISD

“We have all these tools, devices, curriculum—why would I ever suspend a student again?”

That’s the question posed by Dallas Independent School District Superintendent Dr. Michael Hinojosa in our new video. In it, Supt. Hinojosa is joined by Texas Appleseed’s Andrew Hairston, former board trustee Miguel Solis, and Dallas parent Lakashia Wallace to discuss how Dallas ISD banned suspensions across all grades—and why.

“We have fought so hard for so many years,” says Wallace, “And now someone is finally paying attention and understanding what we were saying.”

Richardson ISD

“We all know if we were to ask the question, are students of color or students in poverty less gifted? We would all answer that question, absolutely not. Well then why are we identifying them at such a lower rate?”

By asking that critical question, Interim Superintendent Tabitha Branum and her colleagues in the Richardson ISD Advanced Learning Department increased the identification of Gifted & Talented students on certain Richardson campuses by seven or eight times, allowing students like Aiden Franco to learn and thrive in new ways.

“He has more opportunities than I did in my years,” says Aiden’s dad Giovanni. “It’s great to know that there’s this program out there that can help kids like him. As parents, that’s what we want to see.”

Mesquite ISD

‘Ayo’ is a Yoruba name meaning ‘great joy.’ In Mesquite ISD, new software sharing that name is bringing great joy to classrooms across the district.

“We want kids to enjoy learning,” says Mesquite Chief Technology Officer Cara Jackson, who helped develop the program. “We want them to know what they’re passionate about.”

AYO is an ‘interest excavator’ that takes input from the student, the parent, and the teacher to create a learner profile. It then uses the power of artificial intelligence to make recommendations of career pathways and volunteer opportunities to students based on “where their aptitude and passion collide.”
Trying final year, it’s more important than ever to take stock and want to take this opportunity to express our gratitude. After a long and sometimes difficult decade, capped by an especially trying final year, it’s more important than ever to take stock of the progress that’s been made. For your steadfast commitment to the mission at hand, we thank you.

Data Providers

The ExxonMobil partnership would like to thank the following partners for providing data for various indicators and other metrics to assist the community in understanding where all of our students are academically:

- Palonia Bell (Lancaster ISD)
- Jon Callahan (Highland Park ISD)
- Jacob Cartez (Richmond ISD)
- Christopher Davis (Uplift Education)
- Dorin Galindo (Irving ISD)
- Katrin Holacka (Duncanville ISD)
- Veronica Joyner (Garland ISD)
- Donna McAda (Mesquite ISD)
- Joshua Newton (DeSoto ISD)
- Cecilia Oakley (Dallas ISD)
- Patricia Parker (Carrollton-Farmers Branch ISD)
- Melissa Steger (Grand Prairie ISD)

In-Kind Supporters

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- Boston Consulting Group
- College Playoff Foundation
- Dallas Mavericks Foundation
- Dataland
- Libya McCabe
- McKinsey & Company
- Microsoft
- Salesforce
- Todd & Amy Williams Family Foundation

Parish

Early Childhood
ChildCare Group
- Dallas Early Education Alliance
- Educational First Steps
- Head Start of Greater Dallas
- Mi Escolita Preschool
- Zero to Five Funders

Collaborative

K-12 Education

- Akins School A Montessori and IB Education
- Bishop Dunne Catholic School
- Carrollton-Farmers Branch ISD
- Cedar Hill ISD
- Coppell ISD
- Crisco Rey
- Dallas ISD
- DeSoto ISD
- Duncanville ISD
- Episcopal School of Dallas
- Garland ISD
- Good Shepherd Episcopal School
- Grand Prairie ISD
- Great Hearts Academy
- Greenhill School
- Harmony Schools
- Highland Park ISD
- The Hockaday School
- International Leadership of Texas
- Irving ISD
- Jesuit College Preparatory School
- KIPP Dallas
- The Lakeshirt School
- Lancaster ISD
- Mesquite ISD
- Momentous Institute

(mask) Parish Episcopal School
- Piano ISD
- Responsive Education Solutions
- Richardson ISD
- Shelton School
- St. Mark’s School of Texas
- Texas Christian University
- Trinity Basin Prep
- Uplift Education
- Village Tech Schools
- The Winston School

Higher Education

Auburn College
- Dallas County Community College
- Parker University
- Paul Quinn College
- Relay Graduate School of Education
- Southern Methodist University
- STARS Program – UT Dallas
- Teach for America DFW
- Teach for America
- Texas A&M University - Commerce
- Texas A&M University - College Station
- Texas A&M University – Texas College
- Texas State University – Dallas
- Texas University of N. Texas - Denton
- Texas University of N. Texas - Denton
- Texas Women’s University

Parent & Teacher Groups

Avance Dallas
- The Concilio
- Region 3 Education Service Center
- Stand for Children
- Teach for America DFW
- Teaching Trust
- Teaching Plus
- Texas PTA

Business

AT&T
- Bank of America
- Bank of America Small Business
- Boston Consulting Group
- Capital One
- Comerica
- Dallas County Citizens Council
- Dallas ISD
- Dallas Regional Chamber
- Ernst & Young
- Evergy Fidelity Investments
- Fossil Group
- GE Capital
- Grantees Province
- Greater Dallas Hispanic Chamber
- Istran
- JPMorgan Chase
- LIT Online
- North Dallas Chamber
- Ready to Work
- The Real Estate Council
- Signon.com
- Texas Instruments
- UNLV
- Workforce Solutions Greater Dallas

Foundations

ATSF Foundation
- Boeing Family Foundation
- Communities Foundation of Texas
- The Dallas Foundation
- Fidelity Foundation
- The Hamels Foundation
- The Heg mix Foundation

People Engagement

General Electric (GE) Foundation
- JPMorgan Chase Foundation
- Carl B. and Florence E. King Foundation
- Eugene McDermott Foundation
- Heads of Foundation
- Rainwater Charitable Foundation
- Hardy Simmons Foundation
- Texas Instruments Foundation
- Vickery Meadow Youth Development Foundation
- United Way of Metropolitan Dallas
- Williams Family Foundation
- Woodrow Wilson High School Community Foundation
- W.W. Caruth Jr. Foundation
- George F. and Fay Young Foundation
- Young Women’s Preparatory Network

Non-Profit

Aberg Center for Literacy
- Academic Success Program
- Admission Aid
- After-the-Bell Alliance
- After-School All-Stars North Texas
- Behind Every Door
- Big Brothers Big Sisters Lone Star
- Big Thought
- Bold Idea
- Boys & Girls Clubs of Greater Dallas
- Bryson’s House
- Camp Fire Lone Star
- Caring Loving All Youth (CLAY)
- Catch Up and Read

Thank You

Partnership is the Key to Our Continued Impact

We call ourselves ‘a Partnership’ because we could never hope to do this work alone. It is over the past ten years, you have in any way taken action to support our organization or any of the public school districts in Dallas County we work alongside, we want to take this opportunity to express our gratitude. For your steadfast commitment to the mission at hand, we thank you.

Commit Staff

Laura Absalom
Jacqueline Adam
Eric Adams
Ashley Amarchee
Maria Arqueta
Eric Ban
Ashley Barco
Kristin Boyle
Kendra Boyle
Hannah Cahoon
Briana Carter
Nicole Cavazos
Camila Chabiyata
Tina Clark
Tima Creemore
Rebecca D’Streana
Landon Durham
Philip Fabian
Mark Florian
Aszy Francis
Karla Garcia
Cristie Glazer
Toni Green
Kate Greer
Ana Hernandez
Katie Hoffman
Chris Hudgens
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Kai Jones
Siller J Jones
Tiffany Kendrick
Angela Klecy
Adreina Kirpalani
Josh Kumer
Tumert Labrie
Garrett Landry
Ryanie Lemand
Benjamin Mackley
Lory Marshall
Melissa Dominguez
Dominique Dowgla
Albgy Mayer
Libby McCabe
Dominique McNair
Natalie McGuire
Brittany movie
Devon Miller
Antonette Mims
Robert Mitchell
Arii Monro

jm Murphy
Stephanie Murphy
Carye O’Connor
Alex O’Donnell
Kane
Quintin-Vasco
Ana Ramirez
David Rardon
Josep Rayes
Marcia Rodriguez
Edward Rogers
Jacqueline Romero
Nimisha Savani
Yvonne Schroeder
Bob Shauer
Mark Sieckman
Navy Sisamphou
Dottie Smith
Miguel Solis
Jeanne Stone
Tamika Terry
Jose Valorius
Treasure Washington
Todd Williams
Shanta Williams
Nicole Wilson
Brielle Worley
Irma Zamarripa

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Joshua Newton (DeSoto ISD)
Cecilia Oakley (Dallas ISD)
Patsie Parker (Carrollton-Farmers Branch ISD)
Melissa Steger (Grand Prairie ISD)

Thrive Final Year: It’s More Important Than Ever To Take Stock And Want To Take This Opportunity To Express Our Gratitude. After A Long And Sometimes Difficult Decade, Capped By An Especially Trying Final Year, It’s More Important Than Ever To Take Stock Of The Progress That’s Been Made. For Your Steadfast Commitment To The Mission At Hand, We Thank You.

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- Crisco Rey
- Dallas ISD
- DeSoto ISD
- Duncanville ISD
- Episcopal School of Dallas
- Garland ISD
- Good Shepherd Episcopal School
- Grand Prairie ISD
- Great Hearts Academy
- Greenhill School
- Harmony Schools
- Highland Park ISD
- The Hockaday School
- International Leadership of Texas
- Irving ISD
- Jesuit College Preparatory School
- KIPP DIW
- The Lakeshirt School
- Lancaster ISD
- Mesquite ISD
- Momentous Institute

(mask) Parish Episcopal School
- Piano ISD
- Responsive Education Solutions
- Richardson ISD
- Shelton School
- St. Mark’s School of Texas
- Texas Christian University
- Trinity Basin Prep
- Uplift Education
- Village Tech Schools
- The Winston School

Higher Education

Auburn College
- Dallas County Community College
- Parker University
- Paul Quinn College
- Relay Graduate School of Education
- Southern Methodist University
- STARS Program – UT Southwestern Medical Center at Dallas
- Texas A&M University - Commerce
- Texas A&M University - University of Dallas
- University of N. Texas - Denton
- University of N. Texas - Denton
- Texas Women’s University

Parent & Teacher Groups

Avance Dallas
- The Concilio
- Region 3 Education Service Center
- Stand for Children
- Teach for America DFW
- Teaching Trust
- Teaching Plus
- Texas PTA

Business

AT&T
- Bank of America
- Bank of America Small Business
- Boston Consulting Group
- Capital One
- Comerica
- Dallas County Citizens Council
- Dallas ISD
- Dallas Regional Chamber
- Ernst & Young
- Evergy Fidelity Investments
- Fossil Group
- GE Capital
- Grantees Province
- Greater Dallas Hispanic Chamber
- Istran
- JPMorgan Chase
- LIT Online
- North Dallas Chamber
- Ready to Work
- The Real Estate Council
- Signon.com
- Texas Instruments
- UNLV
- Workforce Solutions Greater Dallas

Foundations

ATSF Foundation
- Boeing Family Foundation
- Communities Foundation of Texas
- The Dallas Foundation
- Fidelity Foundation
- The Hamels Foundation
- The Heg mix Foundation

People Engagement

General Electric (GE) Foundation
- JPMorgan Chase Foundation
- Carl B. and Florence E. King Foundation
- Eugene McDermott Foundation
- Heads of Foundation
- Rainwater Charitable Foundation
- Hardy Simmons Foundation
- Texas Instruments Foundation
- Vickery Meadow Youth Development Foundation
- United Way of Metropolitan Dallas
- Williams Family Foundation
- Woodrow Wilson High School Community Foundation
- W.W. Caruth Jr. Foundation
- George F. and Fay Young Foundation
- Young Women’s Preparatory Network

Non-Profit

Aberg Center for Literacy
- Academic Success Program
- Admission Aid
- After-the-Bell Alliance
- After-School All-Stars North Texas
- Behind Every Door
- Big Brothers Big Sisters Lone Star
- Big Thought
- Bold Idea
- Boys & Girls Clubs of Greater Dallas
- Bryson’s House
- Camp Fire Lone Star
- Caring Loving All Youth (CLAY)
- Catch Up and Read

Thank You
Thank You
Kindergarten readiness is closely linked to future academic achievement and life success, though indicators for this outcome area often differ across school districts and states. The Texas Education Agency does not mandate a single kindergarten readiness standard across school districts, but it does mandate that district’s assess literacy among incoming Kindergartners. Kindergarten literacy levels, in turn, predict reading ability throughout a child’s educational career. Across states, school-entry academic and attention skills are highly correlated with later academic achievement in elementary school. An in DISD, children who were Kindergarten Ready in the fall of 2013 were 3.2 times more likely to meet the postsecondary readiness benchmark four years later on the 3rd grade reading STAAR assessment. Kindergarten Readiness Definition Percentage of students that qualify as “Meets Grade Level” standard on the STAAR 3rd Grade Reading exam by answering 76% of questions correctly. Note: This is the average percentage that students are getting on the STAAR test. This is a common misconception.

Source: State of Texas Assessment of Academic Readiness (STAAR) data provided by TEA

Significance Elementary math lays the foundation for further study, as students need a stronger understanding of arithmetic and first-number facts in order to tackle more complex concepts, such as algebra and infinite number sets. Research indicates that an early understanding of math concepts is the most powerful predictor of later academic success. Knowledge of fractions and division uniquely predicts subsequent knowledge of Algebra and overall math achievement more than four years later. And students in the lowest quartile of math achievement at ages 6, 8, and 10 are less likely to attend college than students who struggle in other subjects.

8th Grade Science Definition Percentage of students who achieve the “Meets Grade Level” standard on the STAAR 8th Grade Science exam by answering 73% of questions correctly. Note: This is not the average percentage that students are getting on the STAAR test. This is a common misconception.

Source: State of Texas Assessment of Academic Readiness (STAAR) data provided by TEA

Significance Algebra I has been referred to as the “gatekeeper subject” because of its content and the advanced mathematics courses it opens the gateway to completing advanced mathematics courses in high school, high school graduates, advanced advanced algebra course instead.

Significance College readiness is closely linked to future workforce opportunities. According to the U.S. Department of Commerce, STEM occupations are growing at 17%, while others are growing at 9.8% and 3% of the fastest growing occupations respectively. STEM jobs help estimate the need for 8.65 million workers in STEM-related jobs. At all levels of educational attainment, STEM job holders earn 25% higher wages compared with their counterparts in other jobs.

Significance Junior high school graduates are not only more likely to drop out of high school, but also a major indicator for earnings throughout adulthood. On average, high school graduates make at least $30,000 more annually than individuals who did not complete high school. Over a lifetime, high school graduates earn 33% more over their lifetime than those who drop out. If the number of high school dropouts in the 50 largest U.S. cities were cut in half, the extra earnings of those high school graduates would add up to $4.1 billion per year. High school graduation has been shown to predict health, mortality, teen childbirth, marital outcomes, and crime. By increasing the level of educational attainment of one generation improves the next generation’s academic and social outcomes.

High School Graduation Definition Percentage of students who graduate high school within four years.

Source: State of Texas Assessment of Academic Readiness (STAAR) data provided by TEA

Significance

The 50 largest U.S. cities were cut in half, the extra earnings of those high school graduates would add up to $4.1 billion per year. High school graduation has been shown to predict health, mortality, teen childbirth, marital outcomes, and crime. By increasing the level of educational attainment of one generation improves the next generation’s academic and social outcomes.

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College Persistence

Definition
Percentage of Texas public university students who enrolled in college and continue onto their second year.

Note: Currently, there is not publicly available college persistence data that can be disaggregated by race, socioeconomic status, etc.

Source: National Student Clearinghouse Reports provided by individual school districts

Significance
Often students begin higher education with strong ideals but the transition proves very difficult. Supporting students during this critical period is essential for improving degree attainment.

As many as 1 in 3 students nationally do not return for their second year of college. Just over 12 million first-time, full-time, degree-seeking students began their undergraduate careers at public four-year colleges and universities in the fall of 2010. Six in ten (62.4%) completed their degrees within six years. Of the 1 million first-time students who enrolled at two-year public institutions in fall 2010, only one in four (39.3%) completed degrees or certificates from their starting institution within six years.

College Completion

Definition
Percentage of college freshmen who graduate within 6 years of enrollment.

Note: Currently, there is not publicly available college persistence data that can be disaggregated by race, socioeconomic status, etc. This also does not take into account the students who do not enroll in college.

Source: National Student Clearinghouse Reports provided by individual school districts

Significance
The benefits of post-secondary education span across social and economic domains. An associate or bachelor's degree holder earns on average $442,000-$1,051,000 more over a 40-year career than a high school graduate.

According to the Lumina Foundation, the number of jobs requiring an associate degree has grown by 16 million and the number of jobs requiring a bachelor’s degree has grown by 2 million since the end of the recession. Society benefits from a more educated population, as well, through lower instances of child abuse, lower rates of criminal behavior, and fewer teen pregnancies among children of college-educated parents.

Living Wage Attainment

Definition
Number of Dallas County residents aged 25-34 who make at least $50,000 a year.

Source: 2019 Census ACS (PUMS), 5-yr estimates

Significance
The Massachusetts Institute of Technology Living Wage Calculator places the cost of basic living expenses in Dallas County (and most other major Texas counties) at just over $50,000 a year. More recently they have added to this amount a new category of “civic expenses” that brings the final total calculated to over $60,000, but we have chosen not to include those.

All photography is provided courtesy of Dallas ISD.