



THE COMMIT PARTNERSHIP

2021 DALLAS COUNTY SCORECARD

 **commit**
OUR KIDS. OUR TOMORROW.

Community

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.

All photography is provided courtesy of Dallas ISD.



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.

TABLE OF CONTENTS

Letter from Todd Williams	6
10 Years of Impact	8
Strategic Resourcing	9
Capacity Building	10
Regional Alignment	11
State Policy	12
Local Policy	13
2012–2019: Steady Progress for Dallas County School Systems	14
A New ‘True North’: Our Five-Year Strategic Plan	16
Impact of COVID on Education	18
Impact of COVID on Educational Data	19
Data Deep Dive: STAAR Outcomes, 2012–2021	20
Disaggregating 3 rd Grade Reading	22
Disaggregating Algebra I	23
Dallas County vs. State of Texas (2021)	24
District Bright Spots	26
Thank You	28
Appendix	36

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 underresourcing 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

“We’re convening best practices, not just talking about what the problem is. Now we’re working collectively towards solutions.”

Michael Hinojosa
Dallas ISD Superintendent

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.

Throughout Dallas County, the growth of our students across each of our educational indicators has exceeded statewide growth since 2012, despite higher poverty rates and a greater percentage of Emergent Bilingual students.

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.

STRATEGIC RESOURCING

\$6.5 billion

in new biennium funding for Texas’ public schools from House Bill 3 (2019)

\$4.2 billion

secured in the 2020 Dallas ISD Bond and 2021 Richardson ISD Bond Elections

\$125 million

secured annually in the 2018 Dallas ISD Tax Ratification Election

2.1M+ students

Over 120 public school systems directly served by a Commit coalition—Dallas County Promise, Best in Class, Early Matters Dallas and the Texas Impact Network—collectively representing over 2.1M students, a total greater than 46 U.S. states



CAPACITY BUILDING

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);

For digital readers, click on any logo to visit our partners' websites

LEADERSHIP ISD



REGIONAL ALIGNMENT

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;



Implementation of innovations in areas such as teacher compensation, college and career success funding, and school year redesign (**Texas Impact Network**);



Teacher pipelines and educator effectiveness (**Best in Class**), including implementation of the Accelerating Campus Excellence turnaround strategy;



Universal internet access (**Internet for All**) including construction of community WiFi and enhancing discounted broadband access;



Post-secondary access and credential attainment (**Dallas County Promise**), including continuous improvement in FAFSA completion and college applications;



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.



Living wage growth (**Dallas Thrives**) focused on equitable attainment regardless of race;

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;



Requiring completion of federal financial aid forms (FAFSA) to graduate from high school, enhancing our students' ability to better access the unused \$500+ million of federal Pell grants left on the table each year;



Requiring all 1,100+ TX school boards to set public goals for both (i) 3rd grade reading/math and (ii) college and career readiness, with all goals disaggregated by family income and race;



Increasing compensatory funding to campuses with concentrated poverty;



Requiring state agencies overseeing PK-12, higher ed and workforce to align their data systems and set disaggregated goals for our collective workforce pipeline;



Creating a 2022 commission to study current outcomes and funding for the state's 50 community colleges, which collectively educate over 660,000 Texas students, with recommendations to inform state legislation in 2023.

LOCAL 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

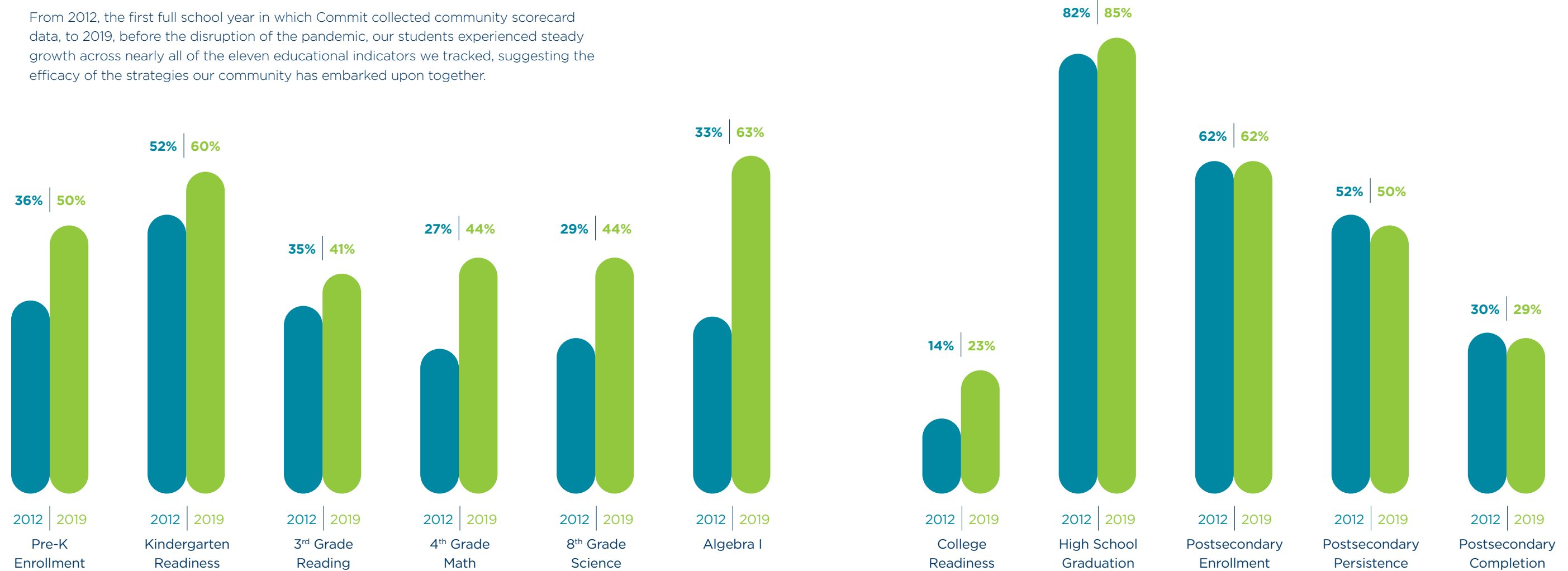


2012-2019: STEADY PROGRESS FOR DALLAS COUNTY SCHOOL SYSTEMS

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.



Scan or click to view more data on our website



A NEW 'TRUE NORTH': OUR FIVE-YEAR STRATEGIC PLAN

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 Dallas-ites: 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/cew-reports/americas-divided-recovery>

2. “Recovery: Job Growth and Education Requirements Through 2020,” Georgetown University Center on Education and the Workforce, <https://cew.georgetown.edu/cew-reports/recovery-job-growth-and-education-requirements-through-2020>

3. See Methodology Section for more details

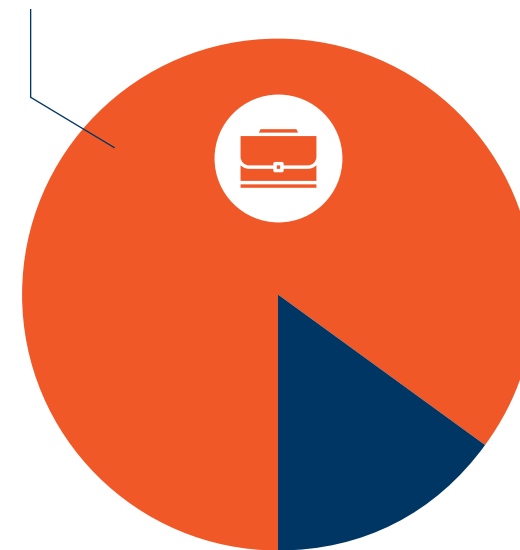
Relative to other large urban counties across Texas, Dallas has the **deepest wage-earning inequity by race.**

DATA: Percent of Dallas County Adults (aged 25–34) Who Earn a Living Wage



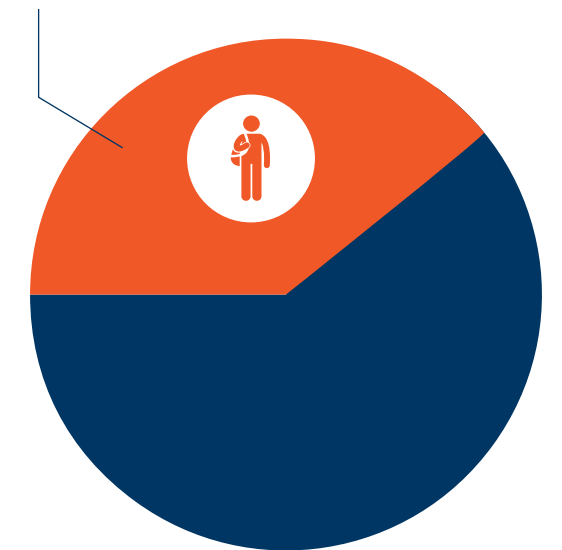
DATA: Distribution of Dallas County Living-Wage Jobs Requiring Postsecondary Credentials Compared to Educational Attainment of Young Dallasites (ages 25–34)

85% of Dallas County living-wage jobs require an education beyond high school.



DALLAS COUNTY JOBS

41% of young Dallasites (ages 25–34) have an Associate’s or higher.



EDUCATION OF YOUNG DALLASITES

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.

IMPACT OF COVID ON EDUCATION

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.

“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

Commit Managing Director Dominique McCain adds:

“The barriers to learning have been increased. More trauma, more poverty, more abuse, more of all the things we were working hard to overcome prior to the pandemic. We can't hope to increase economic mobility without restoring emotional resilience, for both students and the adults who serve them. Great school leaders and conscientious teachers are clear that the emotional well-being of students must be prioritized to achieve optimal student outcomes.”

The 2020-21 school year was a low-point for emotional well-being, and our student outcomes reflect this. That is the context in which this year's Scorecard must be viewed.

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.



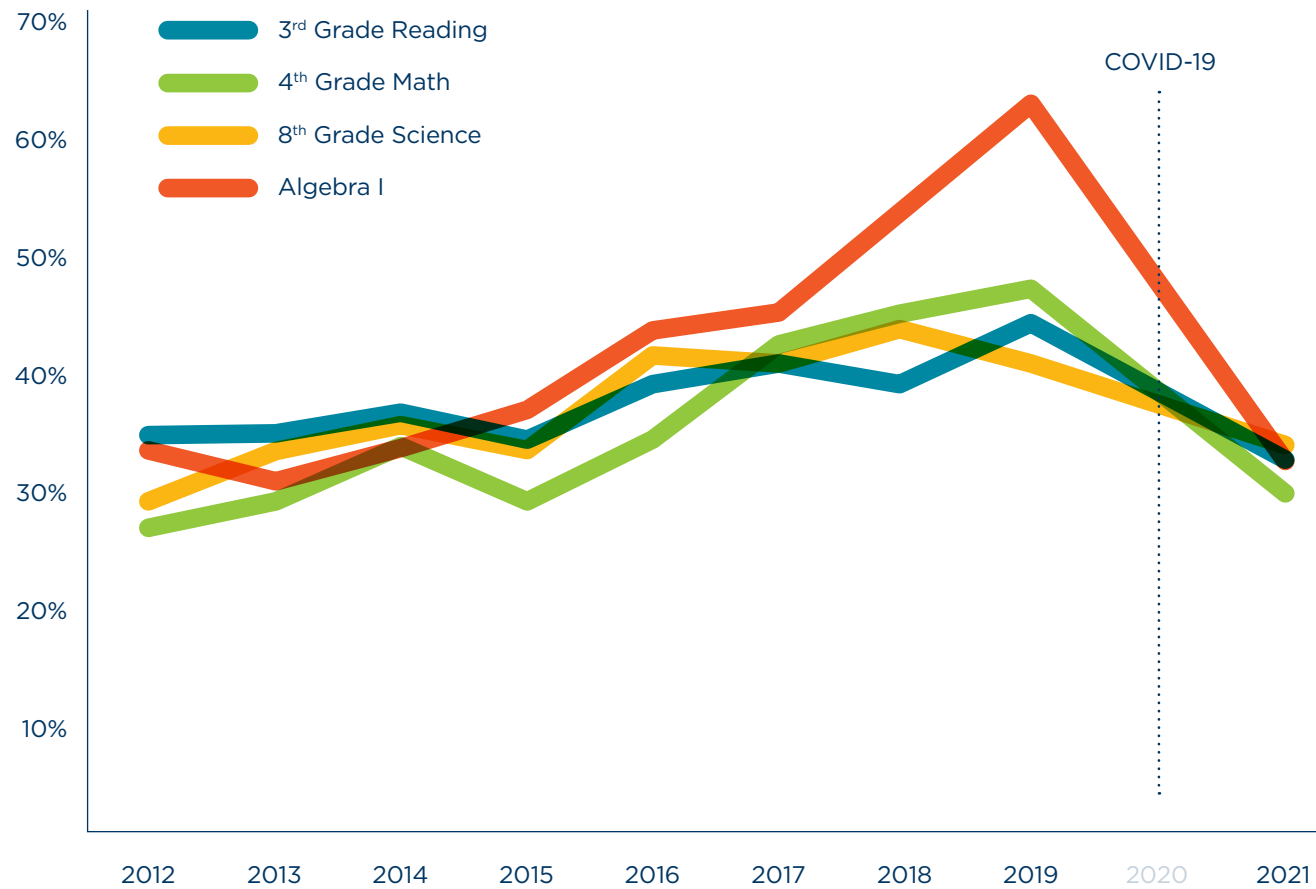
To learn more about how educators in Dallas County dealt with the pandemic's impact, scan or click the QR code here for a short video featuring former Texas Teacher of the Year Eric Hale.



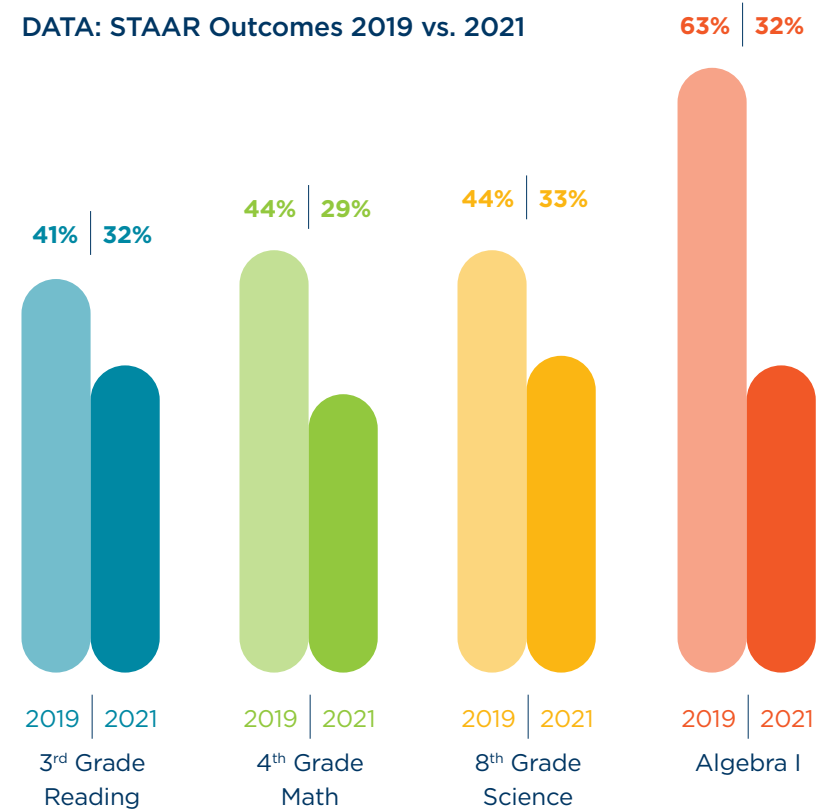
DATA DEEP DIVE: STAAR OUTCOMES, 2012-2021

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



DATA: STAAR Outcomes 2019 vs. 2021



DISAGGREGATING 3RD GRADE READING

DATA: STAAR Outcomes in **3rd Grade Reading** 2019 vs 2021 by Race



DATA: STAAR Outcomes in **3rd Grade Reading** 2019 vs 2021 by Economic Status



DATA: STAAR Outcomes in **3rd Grade Reading** 2019 vs 2021 by English Language Learners (ELL)



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.

DISAGGREGATING ALGEBRA I

DATA: STAAR Outcomes in **Algebra I** 2019 vs 2021 by Race



DATA: STAAR Outcomes in **Algebra I** 2019 vs 2021 by Economic Status



DATA: STAAR Outcomes in **Algebra I** 2019 vs 2021 by English Language Learners (ELL)



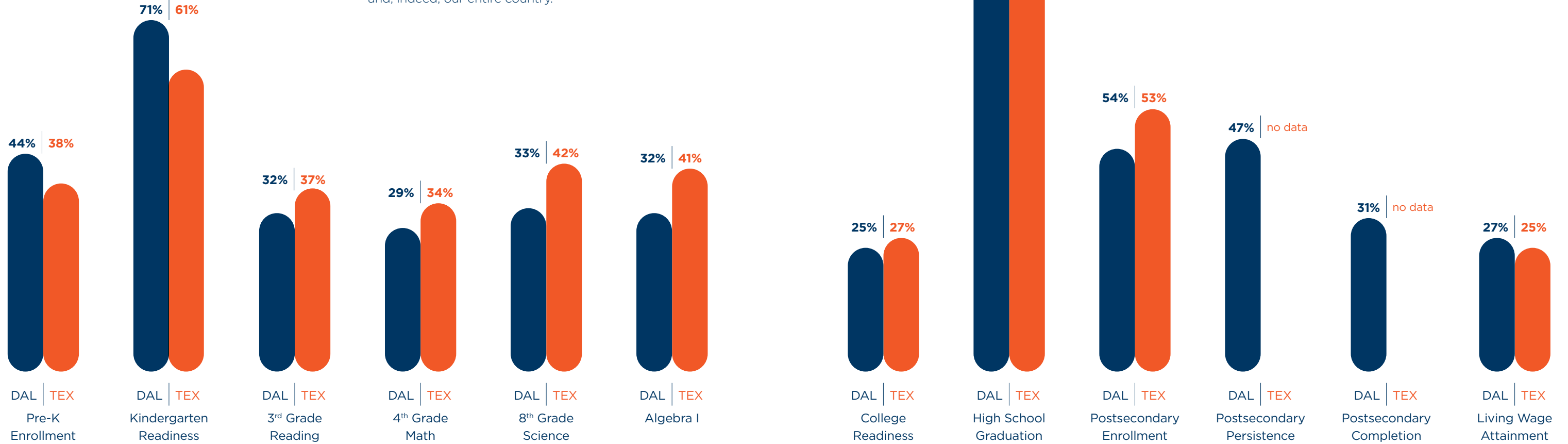
DALLAS COUNTY VS. STATE OF TEXAS (2021)

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>**



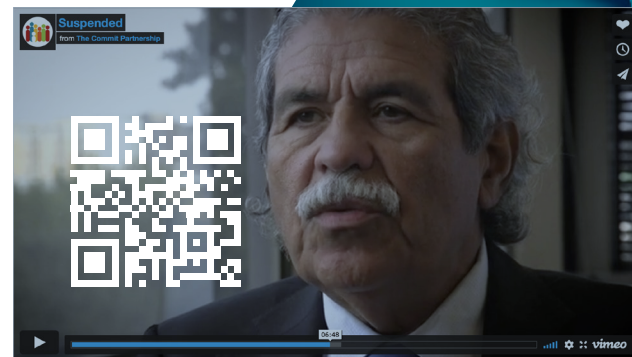
Scan this QR code to view our blog homepage on your smartphone.

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.”



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. So if, 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. 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.

Commit Staff

Laura Abadiano	Carla Israel	Jim Murphy
Jacqueline Adam	Katrina James	Stephanie Murphy
Erica Adams	Chelsea Jeffery	Carey O'Connor
Ashley Amachree	Sarah Jensen	Alex O'Donnell
Maria Argueta	Nicholy Johnson	Karen Quintero-Vasquez
Eric Ban	Obinna Jon-Ubabuco	Ana Ramirez
Ashley Barco	Kai Jones	David Rardon
Kristin Boyle	Skiler Jones	Joseph Reyes
Kendra Boyle	Tiffany Kendrick	Marcel Rodriguez
Hannah Calhoon	Angela Kiley	Edward Rogers
Briana Carter	Ashwina Kirpalani	Jacqueline Romero
Nicole Cavazos	Josh Kumler	Nimisha Savani
Camila Chabayta	Turner LaBrie	Yvonne Schroeder
Tonya Clark	Garrett Landry	Rob Shearer
Timi Creekmore	Ryanne Legrand	Mark Sieckman
Rebecca D'Strana	Benjamin Mackey	Mark Sieckman
London Durham	Lory Marshall	Navy Sisomphou
Phillip Fabian	Melissa Martinez Dominguez	Dottie Smith
Mark Flanagan	Abby Mayer	Miguel Solis
Azzy Francis	Libby McCabe	Jeanne Stone
Karla Garcia	Dominique McCain	Tamika Terry
Cristie Glazner	Natalie McGuire	Jose Valerio
Tonni Grant	Brittany Meyer	Treasure Washington
Kate Greer	Devron Miller	Todd Williams
Ana Hernandez	Antoinette Mims	Sharla Williams
Kate Hoffman	Robert Mitchell	Nicole Wilson
Chris Hudgens	Ann Monroe	Bridget Worley
		Irma Zamarripa

Data Providers

The Commit 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:

Patonia Bell (Lancaster ISD)
Jaime Callahan (Highland Park ISD)
Jacob Cortez (Richardson ISD)
Christopher Davis (Uplift Education)
Dorian Galindo (Irving ISD)
Karin Holacka (Duncanville ISD)
Veronica Joyner (Garland ISD)
Donna McAda (Mesquite ISD)
Joshua Newton (DeSoto ISD)
Cecilia Oakeley (Dallas ISD)
Patricia Parker (Carrollton-Farmers Branch ISD)
Melissa Steger (Grand Prairie ISD)

In-Kind Supporters

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Boston Consulting Group
College Football Playoff Foundation
Dallas Mavericks Foundation
DataKind
Libby McCabe
McKinsey & Company
Microsoft
Salesforce.org
Tableau
Todd & Abby Williams Family Foundation

Partners

Early Childhood

ChildCare Group
Dallas Early Education Alliance
Educational First Steps
Head Start of Greater Dallas
Mi Escuelita Preschool
Zero to Five Funders Collaborative

K-12 Education

Alcuin School: A Montessori and IB Education
Bishop Dunne Catholic School
Carrollton-Farmers Branch ISD
Cedar Hill ISD
Coppell ISD
Cristo 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
KIPP DFW
The Lamplighter School
Lancaster ISD
Mesquite ISD
Momentous Institute
Parish Episcopal School
Plano ISD
Responsive Education Solutions
Richardson ISD
Shelton School
St. Mark's School of Texas
Texas CAN Academics
Trinity Basin Prep
Uplift Education
Village Tech Schools
The Winston School

Higher Education

Austin 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
University of Texas - Dallas
University of Dallas
University of N. Texas - Dallas
University of N. Texas - Denton
University of Texas at Arlington
Texas Women's University

Parent & Teacher Groups

Avance Dallas
The Concilio
Region 10 Education Service Center
Stand for Children
Teach for America DFW
Teaching Trust
Teach Plus
Texas PTA

Business

AT&T
Bain & Co.
Bank of America
The Beck Group
Boston Consulting Group
Capital One
Citibank
Comerica
Dallas Citizens Council
Dallas Mayor Eric Johnson
Dallas Regional Chamber
Ernst & Young
EverFi Fidelity Investments
Fossil Group
GE Capital
Granite Properties
Greater Dallas Hispanic Chamber
Istation
JPMorgan Chase
LIT OnLine
North Dallas Chamber
Ready to Work
The Real Estate Council
Signazon.com
Texas Instruments
Univision
Workforce Solutions Greater Dallas

Foundations

AT&T Foundation
Boone Family Foundation
Communities Foundation of Texas
The Dallas Foundation
Fidelity Foundation
The Hamels Foundation
The Hoglund Foundation

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 Club of Greater Dallas
Bryan's House
Camp Fire Lone Star
Caring Loving All Youth (CLAY)
Catch Up and Read
Catholic Charities of Dallas, Inc.
Children At Risk
Children's Health
Child Poverty Action Lab
CitySquare
CityYear
Commemorative Air Force
Communities In Schools
Dallas After School
Dallas Arboretum and Botanical Garden
Dallas Children's Theater
Dallas Community Fellowship Center
Dallas Public Library
Dallas Symphony Orchestra
Dallas Urban Debate Alliance
Dogwood Canyon Audobon Center
Dove Christian Fellowship International
Educate Texas
Education in Freedom
Education Opens Doors
Education Pioneers
Empower American Children
Empowering Oak Cliff
First Three Years
Foundation of C.H.O.I.C.E
Friends of MLK
Friends of Wednesday's Child
Girl Scouts of Northeast Texas
Granny's Place Ministries
Holistic Education Institute
IGNITE
Jubilee Park & Community Center
Junior Achievement
Junior League of Dallas
Junior Players
Just Say YES

Kids-U
 Leadership ISD
 Lemonade Day
 Literacy Instruction For Texas
 Mercy Street
 The Mission Continues
 NAPE (National Alliance for Partnerships in Equity)
 National Math & Science Initiative
 New Horizons of North Texas
 NHP Foundation
 North Central Texas Interlink
 North Texas Alliance to Reduce Teen Pregnancy
 Parents Step Ahead
 Perot Museum of Nature and Science
 The Princeton Review Dallas
 Project Transformation
 Promising Youth Alliance
 Rainbow Days
 Readers 2 Leaders
 Reading Partners
 REAL School Gardens
 Reasoning Mind
 Scholarshot
 Serve West Dallas
 SkillQuest
 SMU's CCE - The School Zone
 Stand for Children
 Teach for America DFW
 Teaching Trust
 TeCo Theatrical Productions
 Texas PTA
 TexProtects
 Trinity River Audobon Center
 Trinity River Mission
 TutorMate

Unite
 Unlocking Doors
 United to Learn
 Victims Outreach
 Wesley Rankin Community Center
 West Dallas Community Centers
 WiNGS Dallas
 YMCA of Metropolitan Dallas

Cornerstone Investors

Cornerstone Investors build equity and impact through significant annual or multi-year investments to Commit's 5-Year strategic plan, as well as an additional investment to an aligned education nonprofit that is at least 10% of their Commit investment.

Blue Meridian Partners
 Muse Family Foundation
 Rainwater Charitable Foundation
 Sealark Foundation

Impact Investors

Impact Investors provide a significant one-time investment that allows Commit to meet the urgent needs of partner school districts and to fast track COVID recovery efforts.

Communities Foundation of Texas
 Rainwater Charitable Foundation
 Edward W. Rose III Family Fund
 Charles and Lynn Schusterman Family Foundation
 Sealark Foundation

Multiplier Investors

Multiplier Investors exhibit their sustained support of Commit by doubling previous investments to aid in recovery efforts and accelerate learning that was unrealized due to the ongoing impact of the Covid-19 pandemic.

Fluor Foundation

Catalysts

Catalysts provide recurring monthly or annual gifts of any size throughout Commit's 5-Year Strategic Plan to stimulate and sustain the North Texas education ecosystem while ensuring the success of Commit's strategic ambitions

Anonymous

Bill & Melinda Gates Foundation

Bloomberg Philanthropies

Blue Meridian Partners

Byrne Family Foundation

Charles and Lynn Schusterman Family Philanthropies

Communities Foundation of Texas

Dallas College Foundation

Fidelity Foundation

Greater Texas Foundation

Lyda Hill Philanthropies

Hirsch Family Foundation

Marguerite Hoffman and Tom Lentz

Hoglund Foundation

JPMorgan Chase Foundation

Jack and Mary Lowe

Michael & Susan Dell Foundation

Jennifer and John Mosle

Muse Family Foundation

North Texas Community

Foundation

Anne and Robert Raymond

Ron Steinhart

T. L. L. Temple Foundation

Texas Education Agency

The Sealark Foundation

United Way of Metropolitan Dallas

W. C. Payne Foundation

David and Harianne Wallenstein

Walton Family Foundation

Lifetime Investment of More Than \$1M

Anonymous

The Addy Foundation / Lydia and William Addy

Bloomberg Philanthropies

Blue Meridian Partners

W.W. Caruth, Jr. Foundation

Communities Foundation of Texas

Dallas College Foundation

Michael and Susan Dell Foundation

Bill & Melinda Gates Foundation

Greater Texas Foundation

JPMorgan Chase Foundation

The Meadows Foundation

North Texas Community Foundation

Murray and Libby McCabe Rainwater Charitable Foundation

The Sealark Foundation

Charles and Lynn Schusterman Family Foundation

StriveTogether

Texas Education Agency

Lifetime Investment of \$500,000 to \$1M

AT&T Foundation

The Boone Family Foundation

Capital One

The Dallas Foundation

Good Reason Houston

Lyda Hill Philanthropies

Hirsch Family Foundation

W.K. Kellogg Foundation

Eugene McDermott Foundation

Rees-Jones Foundation

Texas Instruments Foundation

United Way of Metropolitan Dallas

Walton Family Foundation

Todd and Abby Williams Family Foundation

Lifetime Investment of \$100,000 to \$499,999

Alliance Data

America Achieves

Anonymous

Bank of America Foundation

Bank of America U.S. Trust

Brown Foundation Inc

Byrne Family Foundation

David M. Munson and Mona Campbell Munson Fund

Capital For Kids

Carl B. and Florence E. King Foundation

The Annie E. Casey Foundation

Citibank Foundation

Edna McConnell Clark Foundation

College Football Playoff Foundation

Trammell S. Crow

The Robert and Nancy Dedman Foundation

Educate Midland

Esping Family Foundation

ExxonMobil Foundation

Hamon Foundation

Harold Simmons Foundation

Heart of Dallas

The Hillcrest Foundation

Hoblitzelle Foundation

Marguerite Hoffman and Tom Lentz

Hoglund Foundation

M.R. and Evelyn Hudson Foundation

Robert Kaplan

Knowledgeworks Foundation

Liberty Mutual Foundation

Lumina Foundation

The Melchizedek Fund of CFT

David B. Miller Family Foundation

The Mike A. Myers Foundation

The Muse Family Foundation

National College Access Network

NBC DFW

W. C. Payne Foundation

The Perot Foundation

Margot Perot

PNC Foundation

Raise Your Hand Texas

Anne and Robert Raymond

The Real Estate Council

RGK Foundation

Sid W. Richardson Foundation

Edward W. Rose III Family Fund

Mike and Mary Terry Family Foundation

Texas Women's Foundation

David and Harianne Wallenstein

Walmart Foundation

Wells Fargo Foundation

George and Fay Young Foundation

Lifetime Investment of \$50,000 to \$99,999

American Honda Foundation

Harry W. Bass, Jr. Foundation

Bezos Family Foundation

Michael and Jill Dardick

Casey and Megan McManemin

Charles Stewart Mott Foundation

Comerica Charitable Foundation

Durham Family Foundation

Edelman

Educate Texas

Eduphoric LLC

Embrey Family Foundation

Fluor Foundation

General Electric Foundation

Highland Capital Management, LP

Leland Fikes Foundation

Living Cities

Mankoff Family Foundation

McNarosa Fund of CFT

Mark and Rachel Rohr Foundation

Sprint

State Farm Companies Foundation

Symphonic Source

Texas Education Grantmakers Advocacy Consortium

Ellen Wood

M.B. and Edna Zale Foundation

Region 10 Education Service Center

Lifetime Investment of \$10,000 to \$49,999

Abell-Hanger Foundation

Richard J. and Victoria T. Agnich Foundation

Ashford Hospitality Advisors

Austin Community Foundation

Ken and Carolyn Barth

BBVA Compass

Elizabeth and Henry (Peter) Beck Fund

Henry C. Beck III Fund of The Dallas Foundation

Rick and Allison Benners

Blue Wave Express Car Wash

Brackets for Good

Brinker International

Celanese

Chesapeake Energy Charitable Giving

Cullen Foundation

Dallas Citizens Council

Dallas Regional Chamber

Dallas Social Venture Partners

Tom Ferguson

Steve and Sharon Folsom

Dean Foods

Fossil Group

FW Murphy Family Foundation

Gary Community Investments

Mary Hager

Haynes and Boone Foundation

H.E.B.

Jay and Pilar Henry

Regen Horchow

Human Capital Percentage

IBC Bank

JCI Creatives

Fannie & Stephen Kahn Charitable Foundation

Philip Ritter
 Regina Rivera
 Kevin Rodriguez
 Christine Rogers
 Danielle Rohr
 Sally Rosenberg
 Nathaniel Rosenblum
 Melanie Rudebeck
 LeDee Sachs
 Tehina Santillan
 Neil Schlager
 Brandon Scott
 Stewart and LaToya Scott
 Caroline Le Feuvre & Jeffrey Shadix Giving Fund
 Troy Shadian
 Mark and Maria Sieckman
 C Silverthorn
 Marc Simpson
 Chanel Smith
 Tabitha Smith
 SMU - Preschool Project
 SMU - The Budd Center
 Spark Farm
 Terry Stewart
 Dhriti Stocks
 Andrew Stoner
 Veronica Storey
 Paul Styrvoky
 George and Charmaine Tang
 Teach for America DFW
 Gayla Tennison
 Jason Terrell
 Texas Association for the Education of Young Children
 Texas PTA
 LaKisha Thomas
 Courtney Thompson
 Dr. Josh Thompson
 Monty Thornburn

Thomas Toss
 Judy Townley
 Kennedy Toynes
 Trinity Review Services, Inc.
 United Way of the Midlands
 UT Dallas
 Venturity Financial Partners
 Paula Vonarx
 Melody Walker
 Ashley Ward
 Charlya Ward
 Liz Ward
 Kim Wargo
 Leighton Watts
 Weaver
 Sarah Weinberg
 Dylan Whitehead
 Greg and Peggy Wilkinson
 Kila Williams
 Gean Wilson
 Mary Witte
 Lucy Wrubel
 Jamie Zhou

Thank You



APPENDIX

Pre-Kindergarten Enrollment

Definition

Percentage of eligible 3 and 4 year olds enrolled in Pre-K. Eligibility is determined by income, language proficiency, special needs, military status, foster status, and/or experiencing homelessness.

Source: Texas Public Education Information ReSource

Significance

90% of the brain is developed by the time a person is five years old. Research shows a strong correlation between quality early learning and regional prosperity. For every \$1 invested in early childhood, a community saves \$7 in long-term costs such as educational remediation, criminal justice, and welfare. And quality Pre-K programming has been shown to close achievement gaps for low-income students and students of color.

Quality early learning for all children can change the economic outcome of our community in one generation. When we ensure that all students receive the best education, from the very beginning, we set them up for success for the rest of their lives.

Kindergarten Readiness

Definition

Percentage of students that qualify as “ready” based on an individual school district’s assessment and cut score

Source: Texas Public Education Information ReSource: Currently, individual districts choose their own assessment to determine kindergarten readiness. A standardized and age-appropriate measure to be used by all districts across Texas is currently in development, as mandated by House Bill 3. Kindergarten Readiness report provided by the Texas Education Agency (TEA)

Significance

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 districts assess literacy among incoming Kindergarteners.

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. And in DISD, children who were Kindergarten Ready in the fall of 2011 were 3.2 times more likely to meet the postsecondary readiness benchmark four years later on the 3rd grade reading STAAR assessment.

3rd Grade Reading

Definition

Percentage of students who achieve the “Meets Grade Level” standard on the STAAR 3rd Grade Reading exam by answering 76% 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

In the early grades, children begin to transition from learning to read to reading to learn. At these grade levels, the reading curriculum becomes more complex in both meaning and vocabulary.

Data shows that disparities in literacy during the early grades are linked to persistent achievement gaps. If children are behind by third grade, they generally stay behind throughout school. One longitudinal study found that students who do not read at grade level by third grade are four times more likely to drop out of high school than proficient readers. Conversely, students

at or above grade level reading in earlier grades graduate from high school and attend college at higher rates than peers reading below grade level.

4th Grade Math

Definition

Percentage of students who achieve the “Meets Grade Level” standard on the STAAR 4th Grade Math exam by answer 71% 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) provided by TEA

Significance

Elementary math lays the foundation for all future mathematics, as students need a stronger understanding of arithmetic and finite number sets to effectively 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 school 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 71% 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) provided by TEA

Significance

A strong foundation in math and science at the middle school level can dramatically impact future workforce opportunity.

According to the U. S. Department of Commerce, STEM occupations are growing at 17%, while others are growing at 9.8%, and 10 of the fastest growing occupations require science and math. Projections estimate the need for 8.65 million workers in STEM-related jobs. At all levels of education attainment, STEM job holders earn 11% higher wages compared with their counterparts in other jobs.

Algebra I

Definition

Percentage of students who achieve the “Meets Grade Level” standard on the STAAR Algebra 1 exam by answering 61% of questions correctly.

Note: This is the percent of students who take and pass Algebra 1. This does not take into consideration students who are eligible for Algebra 1 but take a lower level math course instead.

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

Significance

Basic algebra has been referred to as the “gatekeeper subject” because of its correlation to both college and career success. Taking algebra in middle school opens the gateway to completing advanced mathematics courses in high school which, in turn, is highly valued for admission to many four-year colleges and universities.

Students who leave high school without adequate mathematics preparation and skills require post-secondary remediation coursework later on. Approximately 23% of entering college freshmen fail placement tests for college level math courses and are placed in non-credit-bearing remedial courses. Economists estimate that if the U.S. could raise math proficiency to Canadian levels, economic growth would improve by 1.5% annual and over the long run add \$75 trillion to the U.S. GDP.

College Readiness

Definition

Percentage of students who qualify as college ready by scoring at or above one of the following benchmarks:

SAT : 1110

ACT : 24

TSI : 351 in reading, 350 in math

Source: Texas Academic Performance Reports

Significance

SAT/ACT exams administered in the 11th and 12th grade help us determine if a student has developed the academic foundation necessary for a successful transition from secondary to higher education. As nationally normed tests, these indicators allow our community to compare the progress of our school systems against those from around the country.

58% of students who do not require remediation upon entering college ultimately earn a bachelor’s degree, compared to only 17% of students enrolled in remedial reading and 27% of students enrolled in remedial math. A strong correlation exists between SAT/ACT scores and first year college GPA and retention rates; SAT/ACT scores also help identify the need for remedial work. The three year graduation rate at Texas community colleges for full time students requiring remedial work is only 10%.

High School Graduation

Definition

Percentage of students who graduate high school within four years

Source: Texas Academic Performance Reports

Significance

High school graduation is not only a precursor to college enrollment; it is also a major indicator for earnings throughout adulthood. On average, high school

graduates make at least \$10,000 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 childbearing, marital outcomes, and crime. Increasing the educational attainment of one generation improves the next generation’s academic and social outcomes.

College Enrollment

Definition

Percentage of students who enroll in a public Texas university within 1 year of high school graduation

Source: TEA Texas Academic Performance Reports; previously (2019 and before) sourced from National Student Clearinghouse Reports provided by individual school districts

Significance

Post-secondary enrollment marks one of the critical transitions in the cradle to career pipeline. By 2020, 65% of jobs nationally will require some form of postsecondary education. Post-secondary credentials are not limited to four year universities; two-year programs and technical certifications are also valuable in this knowledge-based economy.

Research has shown that “low income students, even those with high academic performance levels, are less likely to enroll in college, more likely to attend two year colleges when they do enroll, and less likely to apply to more selective institutions compared to their more advantaged peers with similar academic preparation.” Students from lower income schools enrolled in college at an average rate of 56%, compared to 71% of students from higher income schools.

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 1.2 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 1.6 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-year 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.



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