



# | Impact Report 2018-2019









# I Dear Friends,

Every year, it's my privilege to introduce this report by expressing my immense gratitude for all of the support this organization has received. For eight years and counting, we've been able to demonstrate how your investments have led to tangible improvements that bring the public education system in our county and state closer to our ultimate goal of excellence and equity.

But this year feels especially momentous. Since the last time we met, there have been so many positive developments in Texas K-12 education that it would be impossible to contain them all in one working document. So please consider this a broad overview of our collective impact, rather than an exhaustive report.

Our theory of change centers around three key actions: analyze, activate, and grow. More than ever, our fiscal year 2019 was a time of exceptional growth, in which years' worth of analysis and activation bore fruit in ways we scarcely could have imagined when we began this endeavor eight years ago.

Consider, for example, the overwhelming groundswell of community support for our local school districts in the 2018 midterm elections. The passage of tax ratification elections in the Dallas and Richardson school districts signaled that our neighbors are aware of the great work occurring in classrooms across our region, and want to **invest more public dollars in programming proven to support our students.**

Meanwhile, the work of each of our coalitions has spread to more cities and school districts across our great state. **Early Matters Dallas scored key legislative victories that will help improve the quality of care provided to our youngest students (pg. 18). Best in Class is working to implement the Accelerating Campus Excellence framework in school districts throughout the state (pg. 22). And the Dallas County Promise is serving more local students than ever, while simultaneously exploring how to replicate the initiative statewide (pg. 14).**

**All of this work culminated in the passage of House Bill 3, a historic piece of legislation from which the impact will be felt for years to come (pg. 26). Many of the bill's major spending priorities - including full-day Pre-K, incentives for effective educators, and outcomes-based funding for college, career, and military readiness - were directly informed by the work that is already occurring here in Dallas County, thanks in large part to your support.**

We as an organization are also growing faster than ever before, with 14 new hires made in this fiscal year alone. But with our expanded capacity comes a renewed sense of purpose, rooted in a commitment to equity that informs every action we take, from the pursuit of a policy to the promotion of our new President (pg. 28).

Though we've seen some historic victories in the past twelve months, **there is still a great deal of work to be done to ensure every child in Texas has the power to determine their future.** But we can use these successes to guide and motivate our work moving forward. The future of education in the state of Texas is bright, thanks in large part to your unyielding support.

With much gratitude for your partnership,



**Todd Williams**  
*Chairman & CEO*  
*The Commit Partnership*





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## FY19 RETURN ON INVESTMENT HIGHLIGHTS

**\$6.5 BILLION**

...will be invested in Texas public education over and above the previous biennium's expenditure, as a result of the passage of House Bill 3 by the 86th Texas Legislature.

**753**

...unique users accessed the "Becoming a Teacher" tool as part of the Best in Class TeachDFW campaign, which provides professional guidance to potential educators across the Metroplex.

**50%**

...of eligible students have enrolled in Pre-K across Dallas County, a rate 3% higher than the state's average, thanks in part to a common media campaign coordinated by Early Matters Dallas.

**17**

...U.S. states have a total population of graduating high school seniors smaller than the newest cohort of Dallas County Promise students.

**ZERO**

...children remain on the waitlist for child care subsidies in Dallas County, thanks to an influx of \$229.9 million in child care funding for the state.

**4.5 MILLION**

...of federal financial aid dollars were awarded to students in the second cohort of the Dallas County Promise, of whom have enrolled in participating higher education institutions.

**10**

...traditional Texas public school districts are implementing the Accelerating Campus Excellence initiative to ensure historically underserved campuses are afforded equitable resources.

**4,121**

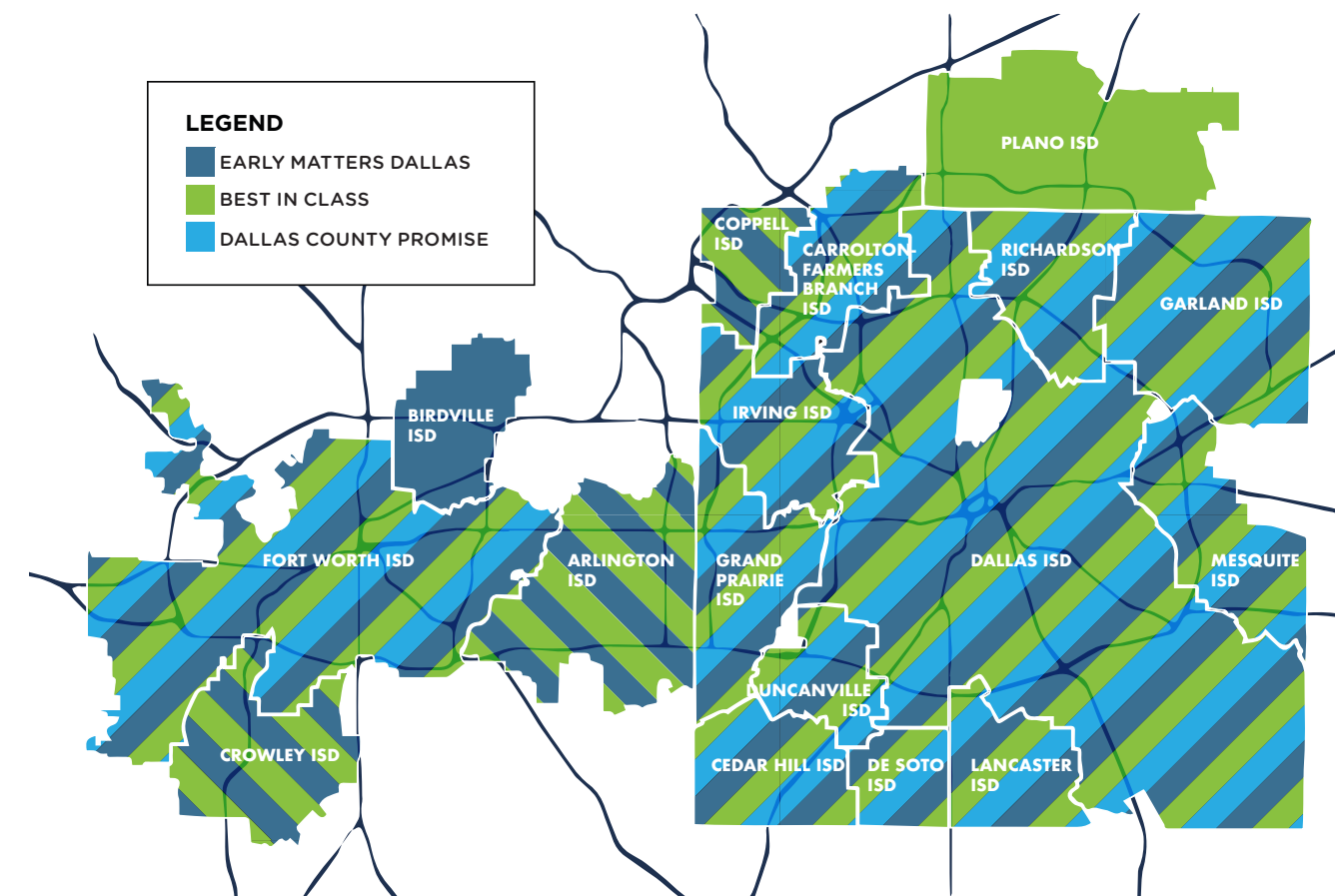
...grassroots activists were mobilized by InvestEdTX, an advocacy campaign for school finance reform in the Texas Legislature convened by the Commit Partnership.





# WHERE WE SERVE

While **The Commit Partnership** is focused on improving student outcomes in North Texas, we work closely with other collective impact organizations and partners to identify best practices and spread what works across the State of Texas.

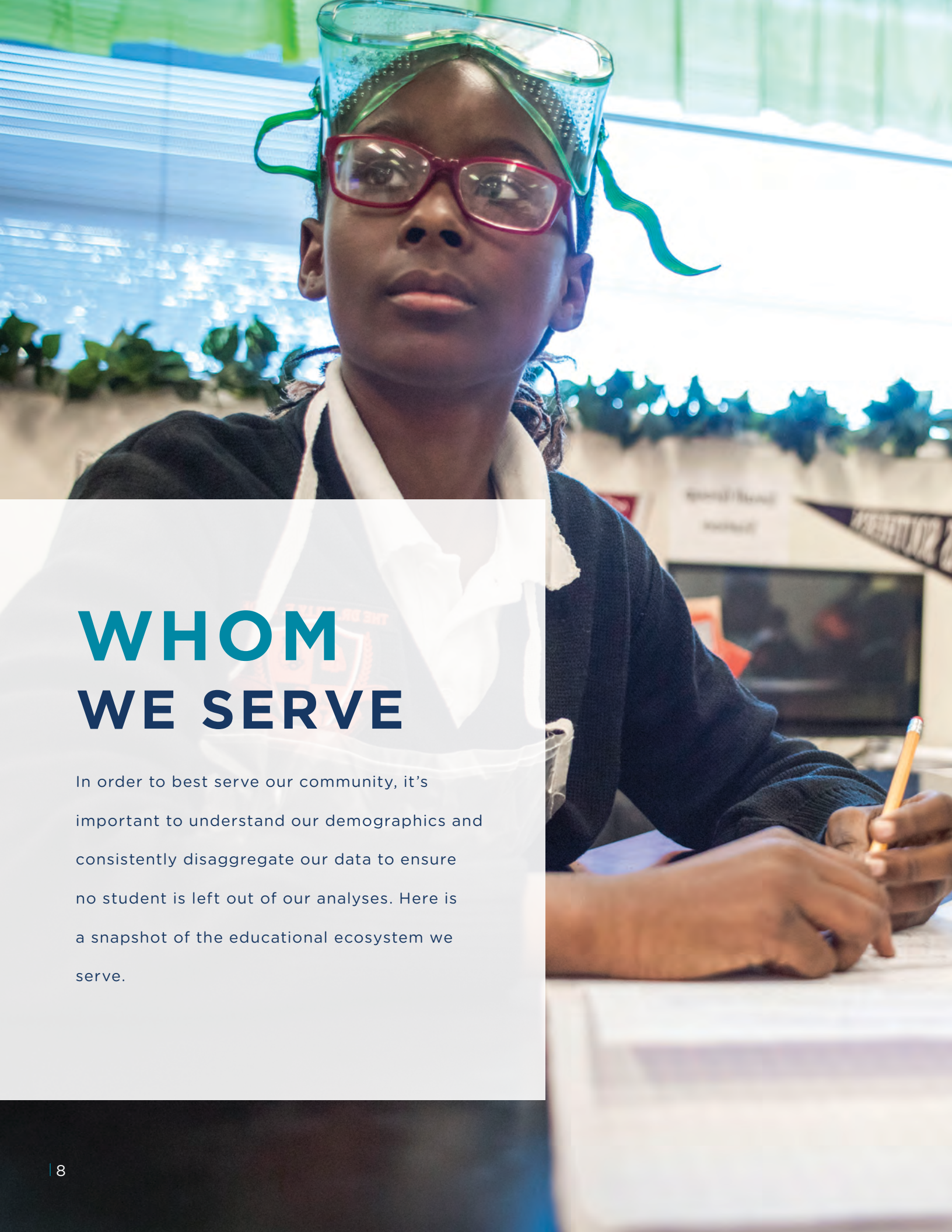


**Early Matters Dallas** works closely with partners in Fort Worth, Austin, and Houston.

The **Dallas County Promise** partners with higher education institutions in Dallas, Wichita Falls, Prairie View, Sherman, Texarkana, and Commerce.

**Best in Class** is helping to implement ACE in Richardson, Garland, Fort Worth, Plano, Crowley, Aldine, El Paso, Pflugerville, and Lubbock, and developing multi-measure evaluation systems in Crowley, Dallas, Fort Worth, Garland, Richardson, San Antonio, Tyler, and Waco.





# WHOM WE SERVE

In order to best serve our community, it’s important to understand our demographics and consistently disaggregate our data to ensure no student is left out of our analyses. Here is a snapshot of the educational ecosystem we serve.

## EDUCATIONAL ECOSYSTEM SNAPSHOT



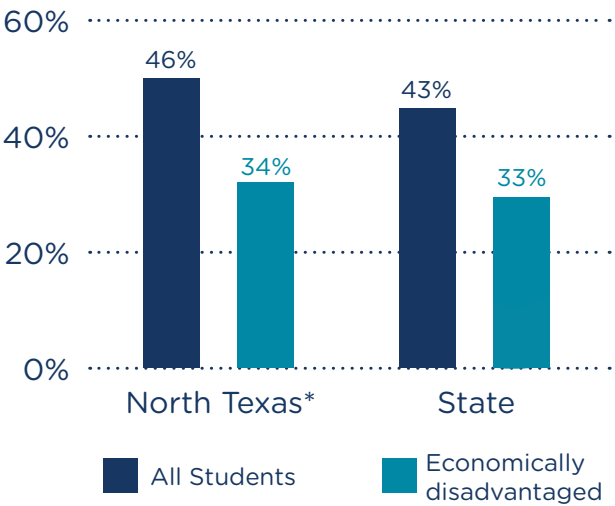
There are 5,385,012 students in the State of Texas. 1,213,409 of those students are in North Texas schools.



There are 356,838 teachers across the State of Texas. 80,033 of those teachers are in North Texas schools.

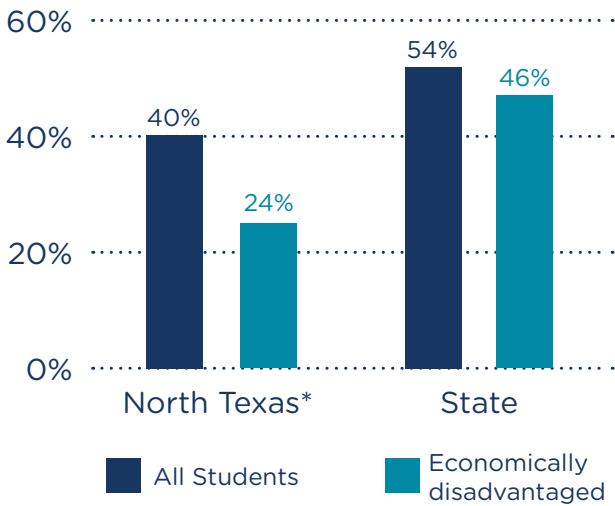
1 OUT OF EVERY 5  
Texas students and teachers are found  
in North Texas

### 3RD GRADE READING



% meeting grade-level expectations on STAAR

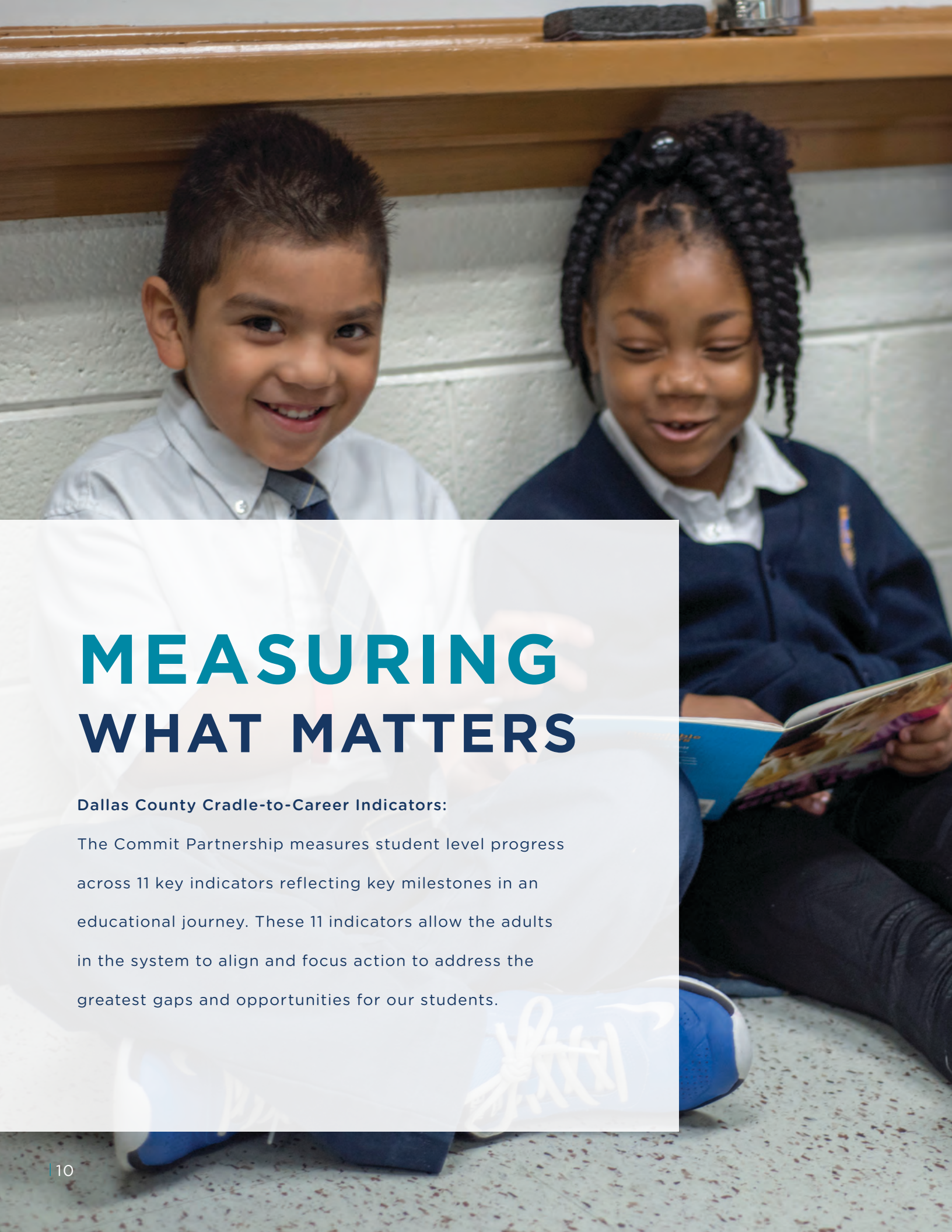
### COLLEGE READINESS



% meeting college readiness standards on ACT, SAT, and/or TSI

\*North Texas = Dallas, Tarrant, Collin and Denton Counties

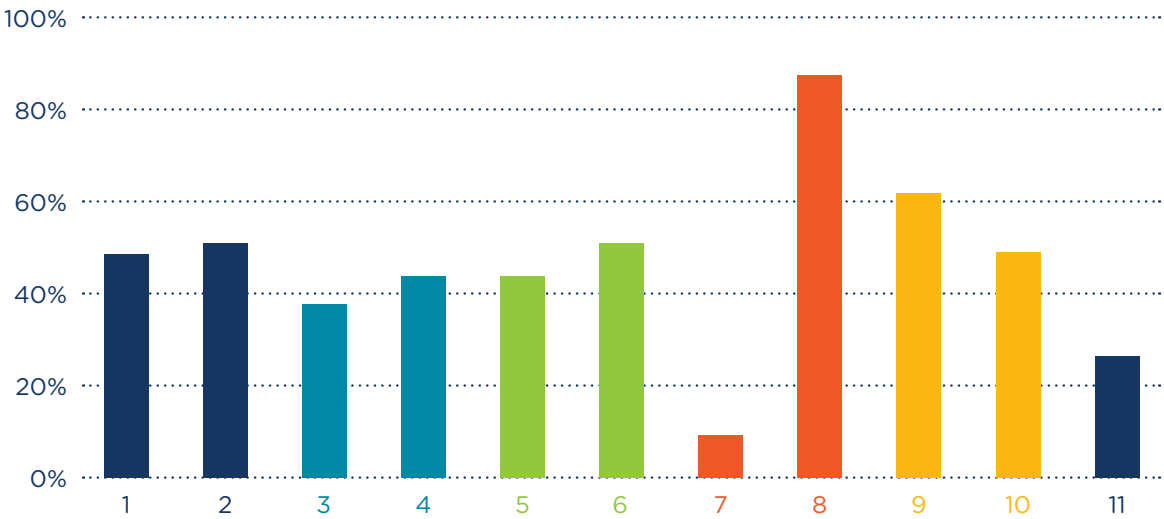




# MEASURING WHAT MATTERS

## Dallas County Cradle-to-Career Indicators:

The Commit Partnership measures student level progress across 11 key indicators reflecting key milestones in an educational journey. These 11 indicators allow the adults in the system to align and focus action to address the greatest gaps and opportunities for our students.



47%

### 1. Pre-K Enrollment

Percentage of eligible 3- and 4-year-olds enrolled in public Pre-K. Total number of Pre-K eligible students estimated based on number of first graders who were eligible for Pre-K.

52%

### 2. Kindergarten Readiness

Percentage of Kindergarteners passing district assessments conducted within the first 60 days of the start of the school year.

38%

### 3. 3rd Grade Reading

Percentage of students answering at least 76% of questions correct on STAAR.

43%

### 4. 4th Grade Math

Percentage of students answering at least 74% of questions correct on STAAR.

43%

### 5. 8th Grade Science

Percentage of students answering at least 69% of questions correct on STAAR.

53%

### 6. Algebra I

Percentage of students answering at least 63% of questions correct on STAAR.

14%

### 7. College Readiness

Percentage of 2017 high school graduates who took and scored at or above 1110 on the SAT or 24 on the ACT. *Given additional incentives for college, career, and military readiness provided by HB3, we hope to see this number increase soon.*

88%

### 8. High School Graduation

Percentage of 2013-14 9th grade cohort who started and graduated high school within four years.

62%

### 9. Postsecondary Enrollment

Percentage of 2017 high school graduates who enrolled in a higher education institution within one year of graduation.

49%

### 10. Postsecondary Persistence

Percentage of 2016 high school graduates who enrolled and then returned for a second year of higher education.

28%

### 11. Postsecondary Completion

Percentage of 2012 high school graduates who completed a two- or four-year degree within six years of high school graduation.



# FRAMING THE WORK

The Commit Partnership is an advocate for excellent and equitable public education that ensures all students- regardless of race, income, or citizenship status- have the power to determine their future through living wage employment.

A coalition of over 200 partners (public and private schools, colleges and universities, foundations, businesses, and nonprofits), we work collaboratively to solve the region's biggest systemic education challenges, including improving early childhood education, preparing and retaining effective educators, and increasing college completion rates.

Our staff aligns community stakeholders around a shared future roadmap – analyzing data to lift up strategic initiatives that improve policies, practices, and funding that grow our community's capacity to serve every student more effectively.

## OUR APPROACH

### 1 Analyze

data and engage with experts to inform action.

### 2 Activate

the community to achieve shared goals.

### 3 Grow

the capabilities of the education system and stakeholders.





“I didn’t want to consider SMU because I didn’t think it was possible for me to go.”

Vanessa Larez is a rising sophomore at Southern Methodist University in Dallas.

## HOW THE DALLAS COUNTY PROMISE ANALYZES STUDENT DATA TO INCREASE POSTSECONDARY ACCESS

*“Like, I can’t afford it. I’m not gonna go there. I didn’t feel like I would belong there.”*

Larez was able to secure a full-ride scholarship to SMU through the Dallas County Promise, a powerful new collaboration between public school districts, the Dallas County Community College District, neighboring universities like SMU and the University of North Texas at Dallas, industry leaders such as JP Morgan Chase, and the Commit Partnership.

*“The principal called me down to the office. My counselor looks up and she’s smiling at me. I see an SMU flag and it’s my admissions counselor and they’re saying, ‘congratulations’ and I started crying. Like, ugly crying.”*

Larez’s story illustrates the immediate impact a last dollar scholarship can have on a student’s perception of their ability to go to college. But it also demonstrates the importance of a robust educational infrastructure that includes experienced college counselors, engaged administrators, and inclusive admissions staff.

The Dallas County Promise is often described as “a tuition-free pathway to a two- or four-year degree.” That statement is completely accurate, and yet it’s far from the whole story. In fact, the Dallas County Promise represents a

commitment to the idea that all students—regardless of income, GPA, or citizenship status—can complete college with the skills necessary to succeed in the North Texas job market.

The Dallas County Promise uses shared data to improve systems for the benefit of students by creating substantial transparency for principals and counselors into the college access, enrollment, and completion outcomes of their students. The schools use these reports to set targets, design engagement strategies, case-manage throughout the year and, ultimately, increase the percentage of students able to navigate these processes and enroll in college. Importantly, measurement of these indicators also tracks outcomes by specific demographic groups and geographic locations to ensure interventions are being equitably implemented.

This process has resulted in unprecedented commitments to change campus actions on behalf of students. Already we have seen a measurable impact, in the form of increased financial aid completion, (up 7%, two years in a row) and enrollment in participating higher education institutions (up 6%, last year). **We expect these numbers to continue their upward trajectory as a result of the Texas Legislature’s decision to require financial aid completion for high school graduation as part of House Bill 3.**



But the Promise mission is accomplished not when students simply reach a college campus; rather, it's when they attain a fulfilling and financially sustainable career. Increasingly, this depends upon a student's ability to persist and complete their degree. For many low-income, first-generation college students, this requires whole student supports that can ease food insecurity, increase access to transportation, and cover incidental costs such as textbooks. Initial Promise efforts in this realm have already translated to a 12% increase in retention at participating higher education institutions from fall to spring semester of last year.

Finally, the Dallas County Promise also seeks to provide each of its students with work-based learning opportunities designed to strengthen pathways to living wage employment. Our CollegeWorks Campaign, a collaboration with Workforce Solutions Greater Dallas, provides students with an accessible visual guide to the job market in North Texas. And our growing Promise Champion program gives students the invaluable opportunity to be mentored by an industry leader of their chosen field. (If you are interested in becoming a Champion of a Promise student, please visit [dallascountypromise.org/champions](https://dallascountypromise.org/champions) for more information.)

In recent years, the Dallas region has been a national leader in economic growth, but inequities in workforce development threaten sustainability. In Dallas County, 65% of living wage jobs now require a two- or four-year degree or technical certification, but only 37% of adult residents hold one of these postsecondary credentials. With 43% of residents living on income less than twice the federal poverty level, the impact of this misalignment is clear. The key to addressing it lies in serving our students—and letting them lead us in the ways we provide that support.

"I think there should be more programs to help students from underrepresented backgrounds transition," continued Larez, now an intern at Commit. "I have a very good support system. But not every student is like me, or even knows what opportunities are available. So you can't expect certain outcomes when you're not supporting [every] aspect."





“When we know better, we have to do better. And we know better now.”

Dominique McCain is a Managing Director at The Commit Partnership, home to Early Matters Dallas. Early Matters is a historic coalition on early education with branches in Austin, Dallas, Houston, and San Antonio.

## HOW EARLY MATTERS DALLAS ACTIVATES ANALYTICAL INSIGHT FOR REAL LIFE RESULTS

*“We know that we are putting the proverbial cart before the horse if we continue to push academic outcomes without thinking about the social and emotional health and wellbeing of the students. Brain research tells us so many things about children and how they develop.”*

McCain can cite the research as well as any specialist, but she has also lived it as a classroom teacher for over fifteen years.

*“Students came to me with every issue. You name it, they were dealing with it. And what we fail to realize is: if a child is dealing with a parent who has a deficiency, regardless of the age of that child, that stress is very real. And so you can be a second grader dealing with the same issues that your 12th grade sibling is dealing with, but you’re a second grader. That’s hard for us to conceptualize as adults because we hate to think that children have adult problems, but they do. Very young children have adult problems.”*

McCain brought this invaluable perspective to bear this year as she testified before the Senate Education Committee in support of HB 18, which for the first time mandated training in trauma-informed teaching for all Texas educators, saying to Senators:

“Our teachers want to do a great job, they want to support, they want to help, but unfortunately in Texas we don’t build that into the way they’re prepared.”

Now we do, thanks in part to McCain. This episode is indicative of the larger strategy employed by Early Matters Dallas in each of their diverse efforts: Employ scientific research and classroom experience to make and shape early education policy that will improve the lives of our youngest students.

We know students who attend Pre-K are three times more likely to enter Kindergarten prepared to learn. That’s why Early Matters Dallas coordinated a first-of-its-kind collaboration between school districts in Dallas County to create a Pre-K enrollment campaign that aired on televisions across the region. This year, for the first time, the rate of eligible students enrolling in public Pre-K surpassed that of the state, and promises to continue growing.

Research also suggests that as much as 80% of the brain has already developed by age 3, making it especially important to partner and align with childcare providers who are serving our children before they even come to public school districts. That’s why Early Matters Dallas assists qualifying parents in seeking a child care subsidy to cover their costs, as well as advocating for public-private partnerships that will increase the number of high-quality child care seats available to low-income families.

And the data is clear that students who cannot read on grade level by 3rd grade are four times more likely to drop out of high school.



That's why increasing outcomes within that key benchmark is the top long-term goal for the coalition. The prioritization of this criterion by Early Matters partners across the state directly impacted the development of the school finance reform bill, House Bill 3. Specifically, legislators created an Early Education Allotment that expands access to full-day Pre-K; they also funded training for teachers in the science of early literacy.

Currently, less than four in ten students in the state of Texas can read on grade level by third grade. This is unacceptable. But it's also worth noting that in the seven years since the inception of Early Matters Dallas, third grade reading scores in Dallas ISD have increased 12%. We now know the strategies that help our youngest students succeed. It's up to us to not just know better, but do better.

"School needs to be a place where kids feel safe and they feel like they've made connection with someone in a way that, once it's time for them to activate the work of school, which is academics, they're ready to do that. When kids are happy and healthy, they learn."





“My first year teaching, I saw a school where the kids wanted to learn, teachers wanted to teach. But there wasn’t a clear mindset of how to move students who were low performing. Now, teachers and students are able to communicate what they need. They have such a growth mindset and the kids have such great goals and are able to communicate that and work everyday to achieve it. ”

Katie Benningfield is a 6th grade science teacher at Dallas ISD’s School for the Talented and Gifted in Pleasant Grove.

## HOW BEST IN CLASS GROWS LOCAL GAINS INTO STATEWIDE SUCCESS

Turning around a struggling school is incredibly difficult work, for administrators, educators, and—especially—every student in attendance.

*“I absolutely love Isaiah. I’m very happy to say that he’s currently in middle school taking all pre-AP courses, which is amazing, since he was a kid who, in elementary school, was not passing the state exams.”*

Katie Benningfield is a six-year Dallas ISD teacher. Isaiah was one of her students at Annie Webb Blanton Elementary in the neighborhood of Pleasant Grove.

*“Working in the ACE program, being surrounded by [highly-effective] teachers, I was able to learn the skills needed in order to help [Isaiah].”*

The ACE program works by identifying a strong school leader and allowing them to fill a struggling campus with a new teaching corps composed of effective, experienced educators. These teachers are paid more than their peers at other campuses, but they’re also expected to serve longer hours. Increased community engagement, social-emotional supports, and three meals a day are also provided.

“We were able to get him services to help [Isaiah] and his family. I was able to tutor him the extra hours necessary. I was able to [help him] navigate how his future could look.”

ACE stands for Accelerating Campus Excellence, and for the past four years that’s exactly what it has done. In the time since the initiative began, student achievement has increased 9.1% across the entire Dallas school district. And scores on ACE campuses have risen even more dramatically, including Blanton, where students surpassed their far more affluent peers at Highland Park Elementary. Students like Isaiah.

*“It goes to show that he was always capable of doing it. He just needed the best instructors in front of him.”*

The Best in Class coalition is a collaborative initiative, between Commit and Communities Foundation of Texas that is focused on increasing access to well-prepared, effective, diverse educators so that a greater proportion of our region’s students can be on track for college and career success. The coalition focuses on four strategic parts of an educator’s pathway: attract, prepare, develop, and retain.

ACE has gone a long way in accomplishing each of those goals in the Dallas Independent School District. That’s why coalition leaders are now working to spread these best practices across the state. This year, they’ll be working with ten traditional public school districts to pilot similar programming on 40 campuses, representing a total student body of 591,000.



Additionally, Best in Class is working with eight public school districts to develop multi-measure evaluation systems that help to identify and reward effective educators, as well as provide targeted feedback and development for teachers. It's a process that Ms. Benningfield is familiar with as a DISD staff member working within the Teacher Excellence Initiative.

Feedback on ACE and TEI from educators like Benningfield, as well as data demonstrating increased student success, directly informed the creation of the Teacher Incentive Allotment as part of school finance bill HB3. Starting next year, exceptional teachers can earn a raise of up to \$32,000 for relocating to campuses that need them the most.

More than any one academic program, the Best in Class coalition fosters the development of a growth mindset among educators and school leaders. And they apply this same spirit of continuous improvement to their own work, recently convening a focus group to refine and enhance the ACE experience informed by the educators who had been through it.

It was a period of uncertainty for school districts across Texas. “Property-rich” school districts like Richardson and Houston had to pay exponentially increasing amounts of “recapture” to the state, while “property-poor” school districts still struggled to cover expenses. Texas Supreme Court Justices had already held this system to be “antiquated,” “sclerotic,” and “recondite,” but refused to mandate a remedy. And in 2017, legislators failed to mitigate the growing crisis.

A broad-based, nonpartisan coalition of public education advocates became necessary to ensure school finance was the top priority in the upcoming legislative session. So, in August of 2018, Commit and its partners from across the state joined together to create InvestEdTX, an advocacy campaign to promote the work and recommendations of the Texas Commission on Public School Finance, which had been studying these issues throughout the year.

One comprehensive report, 42 institutional endorsements, 144 CEO signatures, 1,008 phone calls to legislators, 4,121 grassroots advocates, 7,400 podcast listens, and nearly 35,000 emails later, transformative school finance reform has finally come to the state of Texas.





HB3 | A HISTORIC WIN

FOR TEXAS STUDENTS

On June 11th, 2019, Gov. Greg Abbott signed House Bill 3 into Texas law, remarking “This one law does more to advance education in the state of Texas than any law that I have seen in my lifetime in the state of Texas.” This enormous legislative package reflected a total expenditure of \$11.6 billion for the biennium, allocated between public education (\$6.5 billion) and property tax relief (\$5.1 billion).

The bill’s \$6.5 billion public education component reflects sizable funds invested strategically on initiatives proven to improve academic achievement for all our students. These initiatives broadly fit within four overarching strategies, with each related to a visionary goal for Texas public education defined by the 2018 Commission on Public School Finance:

EVERY CHILD IS READY TO LEARN:

- Increased per-pupil funding for every Texas student
- Sufficient funding for full day Pre-K for every eligible four-year old
- An optional extended school year of up to 30 days for all elementary schools in Texas to help reduce “summer slide,” increase teacher pay, and provide sufficient time for both additional teacher collaboration/planning and student enrichment
- Increased supports in K-3 literacy through literacy academies to support 80,000 teachers in their requirement to either demonstrate competency or receive supplemental learning in the science of reading

EVERY EDUCATOR IS READY TO TEACH:

- \$1.6 billion dollar biennial increase to teacher and support staff salaries
- Optional funding for districts willing to implement a multi-measure teacher evaluation system. Participating districts are eligible for \$3K to \$12K per effective teacher (top third of teachers can qualify), which can increase to up to \$32K for effective teachers staffing high poverty and/or rural schools
- \$8 million in optional funding for development of teacher mentoring programs

EVERY CHILD IS READY TO EARN:

- Funding paid to districts for every qualifying student who tests college-ready and subsequently enrolls in college, enlists in the military, or achieves an industry certificate, with 60% higher funding (\$5K) for low-income students
- Expanded funding for career and technical education into the middle school years
- Funding for SAT/ACT reimbursement for each high school student assessed
- Requirement for federal financial aid completion to graduate from high school (parent or counselor opt-out option provided)
- Funding for first-time GED testing for all adults 21 and older to assist dropouts in receiving their diploma

EVERY CHILD IS EQUITABLY SUPPORTED:

- \$1.1 billion in increased per-pupil funding for low-income students, with higher weights directed toward students living in higher levels of concentrated poverty
- Increased funding for dual language programming
- Increased funding for identification and support of students with dyslexia
- Requires local school boards to set and publicly report on five-year goals for 3rd grade reading and mathematics as well as college, career and military readiness disaggregated by race and family income.

TWO YEARS IN THE MAKING: A Timeline of Transformative School Finance Reform

August, 2017:

In a special session called to resolve several education policy issues, the Texas Legislature **fails to approve a proposed \$1.5 billion increase** to the basic allotment for Texas students. As a compromise, they create the Texas Commission on Public School Finance to study the school finance system.

December, 2018:

The Texas Commission on Public School Finance releases its final report, **Funding for Impact: Equitable Funding for Students Who Need It the Most**. As its title suggests, the Commission’s work reflects an increased emphasis on the importance of equity in ensuring all students receive the resources they need to truly empower themselves for their future careers.

January, 2019:

The Texas Legislature begins its 86th session. Newly elected Speaker of the House Dennis Bonnen declares: “**It is time Texas took on the challenge of fixing our broken school finance system.**”

June, 2019:

Governor Greg Abbott signs House Bill 3. The bill puts **\$6.5 billion in new funding toward Texas public school districts**, as well as over \$5 billion in property tax relief.

January, 2018:

The Governor convenes the Texas Commission on Public School Finance, stating: “**We must redesign a system that wisely invests money in our children’s future by prioritizing spending that is proven to improve student outcomes.**”

August, 2018:

Commit and its partners across the state come together to create **InvestEdTX**, an advocacy campaign for school finance reform that grows to over 4,000 followers, who collectively send over 8,000 messages and place over 1,000 calls to nearly every Texas legislator during the 2019 session.

November, 2018:

North Texas voters demonstrate overwhelming support for our traditional public school districts with the passage of **tax ratification elections in Dallas and Richardson**.

March, 2019:

The Texas House approves an **initial version of House Bill 3**, a monumental piece of school finance legislation modelled on the report of the Texas Commission on Public School Finance, by a vote of 149-1.

May, 2019:

The Texas Senate approves its **version of House Bill 3** by a vote of 26-2. Later that month, a conference committee of five Representatives and five Senators reconcile the differences between the two.

August, 2019:

A new school year begins with several key funding measures already in place, thanks to **immediate implementation** made possible by the approval of over two-thirds of legislators.



## LOOKING FORWARD: An Interview with Commit President Dottie Smith

*President Smith.*

Please, call me Dottie.

*You've had a remarkable career that has spanned from the classroom to the boardroom. Can you talk about the professional journey that brought you to the helm of the Commit Partnership?*

Sure! I started my career teaching early elementary school in Compton, CA and quickly grew a love for reading instruction. I remember buying a class set of *Charlotte's Web*. My second graders were very excited because it was a chapter book with very few pictures. I told my students that each of them would be able to read the book independently by the end of the year. They worked really hard and it was often not easy. My students all came from low-income households, burdened by poverty in all of the ways that we often discuss as it relates to economically disadvantaged students. But they did it. By the end of the year they were all able to read *Charlotte's Web* and the experience helped me to truly realize the potential that all students have when given the access to resources, strong instruction and support.

I became an instructional coach with Teach for America, supporting the Los Angeles region's secondary teachers throughout their first years in the classroom. I then worked on the national Teach for America team to help design a teacher coaching model and support teacher coaches around the country. From there, I became a principal at a high school in Las Vegas, NV. The students of my high school were incredibly bright but had low test scores. When I took on the role as Principal, I was warned about chronic discipline problems on the campus. To be honest, these were merely symptoms of larger administrative issues that were happening in the building that fell more on adults than students. It took a lot of hard work alongside a talented team of teachers, students, and parents to remedy issues that predated my principalship, but the outcomes were phenomenal. In our first graduating class, every student earned a high school diploma and admission to a two- or four-year college.

I transitioned back to the nonprofit sector as a Partner at TNTP (formerly The New Teacher Project) in 2010, overseeing several teacher prep programs across the country and helping co-lead the redesign of TNTP's Teaching Fellows model. In 2013, I was promoted to Vice President, leading the organization's teacher development strategy and expanding the organization's reach in Nevada, California, and Florida. During my tenure, I was appointed by the Nevada State Superintendent to sit on the Nevada Teachers and Leaders Council, a group charged with the implementation of a state-wide, multiple measure educator evaluation model.

All of this was excellent preparation to join Commit as Managing Director of the Best in Class Coalition, a role I stepped into in early 2018. In just a short time, I've grown







very close to our team members and passionate about Commit's work in our community, so when the opportunity arose to serve in an even greater capacity I knew I had to take it.

*One of your first steps as President of our organization was the creation of organization-wide goals for the upcoming fiscal year, including: "More low-income children and children of color have the power to determine their futures." Why was this metric, specifically, chosen as the baseline measure for success in Commit's work?*

Students with even one top tier teacher are more likely to attend college, earn a higher salary, and save for retirement. These are critical outcomes for all of our kids, but is especially powerful for students who are growing up with limited financial resources. If you are a child growing up in a low-income household, and you get the chance to go to college and secure a job that you love waking up for every day, that pays a livable wage and provides healthcare benefits, that is undoubtedly life-changing for the child and his or her entire family. And the success of our entire city, state, and nation is dependent on more of our children achieving those goals. As an organization, we want to ensure that education, including the attainment of post-secondary degrees, actually do translate into a meaningful career with a living wage—hence our new goal. We are measuring this goal based on two data sources: post-secondary completion rates and median wage by race and gender.

*This fiscal year, our organization is embarking on a year-long intensive training in diversity, equity, and inclusion. Simultaneously, you, along with some of our executive team members, are taking part in the Racial Equity NOW Cohort led by Dallas Truth, Racial Healing and Transformation. Why is centering our work in racial justice so important? And what have you learned from these experiences so far?*

Our diversity, equity, and inclusion work is critical to our collective ability to ensure more low-income children and children of color gain access to the power they need to live the life of their dreams. Our goal is to set the foundation needed internally to be able to achieve a collective impact externally. DEI training is an important part of that.

Developing a diverse, inclusive, and equitable way of operating has to start at the top because what leaders do, say, and believe affects our policies, practices, and people. Our Executive Team is committed to our own development and to allocating the time, resources, and attention necessary to advance racial equity as an organization. We want to be more intentional and inclusive in how we do this work moving forward. Equity is also about centering those who have been marginalized or harmed; when talking about race, that means listening to and addressing the experienced inequities of staff of color. This work is challenging—sometimes uncomfortable, even painful—but we have a responsibility to do it if it will make us better and more just, individually and as an organization.

*What, in the upcoming year, are you most excited about?*

I'm excited about the potential HB3 provides to districts who want to better serve students and pay great teachers for the impact they are making. And I'm thrilled to continue growing our diverse, talented Commit team.

*What is your dream for the students of Dallas County?*

My dream is that all students get to see their own dreams come to life.

*How can we, as community members, help make that dream a reality?*

By sharing our access to resources, power, and opportunity.



# FINANCIALS & INVESTORS

## REVENUES & EXPENSES

Support & Revenues	\$10,776,440
Grant & Contribution Revenue	\$8,398,281
Contract Revenue	\$2,008,225
In-Kind Goods & Services	\$369,934
Expenses	\$8,728,177
Program Services	\$7,298,944
G&A	\$832,857
Fundraising	\$596,376

## BALANCE SHEET

Total Assets	\$9,665,570
Current Assets	\$9,183,690
Property, Plant, & Equipment	\$393,764
Other Long-term Assets	\$88,116
Assets	\$9,665,570
Current Liabilities	\$925,152
Unrestricted	\$2,656,542
Temporarily Restricted	\$6,083,875

## CHANGES IN NET ASSETS

↑ \$2,061,112

\$6,679,305

Net Assets at  
Beginning of year

\$8,740,417

Net Assets at  
End of year

The following investors have made the Partnership's growing work and impact possible since its founding in 2012.

### LIFETIME INVESTMENT OF MORE THAN \$1,000,000

The Addy Foundation  
Ballmer Group  
Bezalel Fund at VCEP  
W.W. Caruth, Jr. Foundation  
Dallas County Community College District  
Bill & Melinda Gates Foundation  
JPMorgan Chase Foundation  
Rainwater Charitable Foundation  
Texas Education Agency  
Charles and Lynn Schusterman Family Foundation  
StriveTogether

Perot Foundation  
Raise Your Hand Texas  
Rees-Jones Foundation  
Deedie Rose  
The Sealark Foundation  
Harold Simmons Foundation  
Texas Instruments Foundation  
Walton Family Foundation of Texas  
Wells Fargo  
George and Fay Young Foundation

### LIFETIME INVESTMENT OF \$50,000 TO \$100,000

Harry W. Bass, Jr. Foundation  
Bezos Family Foundation  
Educate Texas  
Esping Family Foundation  
Fluor Foundation  
Highland Capital Management, LP  
Casey and Megan McManemin  
McNarosa Fund of CFT

PNC Bank  
Robert and Anne Raymond  
The Real Estate Council  
Sid W. Richardson Foundation  
Mark and Rachel Rohr Foundation  
TEGAC

Mike and Mary Terry Family Foundation  
Texas Women's Foundation  
Abigail Williams  
Ellen Wood

### LIFETIME INVESTMENT OF \$100,000 TO \$500,000

Alliance Data  
Bank of America Foundation  
Bank of America U.S. Trust  
Byrne Family Foundation  
Capital One  
Citibank Foundation  
College Football Playoff Foundation  
Trammell Crow

The Robert and Nancy Dedman Foundation at Communities Foundation

ExxonMobil Foundation  
Fidelity Foundation

The Hillcrest Foundation  
Lyda Hill Foundation

Hirsch Family Foundation  
Hoblitzelle Foundation

Hoglund Foundation  
M.R. and Evelyn Hudson Foundation

Robert S. Kaplan  
Knowledgeworks Foundation  
Liberty Mutual Foundation

Lumina Foundation  
The Melchizedek Fund of CFT  
David B. Miller Family Foundation

### LIFETIME INVESTMENT OF \$10,000 TO \$50,000

Ashford Hospitality Advisors  
Ken and Carolyn Barth  
Elizabeth and Henry (Peter) Beck Fund at the Dallas Foundation

Henry C. Beck III Fund of The Dallas Foundation

Brackets for Good

The Katherine C. Carmody Charitable Trust

Dallas Citizens Council  
Dallas Regional Chamber

Michael and Jill Dardick  
Durham Family Foundation

Jeff and Regen Fearon  
Steve and Sharon Folsom  
General Electric (GE) Foundation

Gary Community Investments  
Scott and Mary Hager

IBC Bank  
Carl B. and Florence E. King Foundation

Leadership for Educational Equity  
Jack and Mary Lowe

W.P. & Bulah Luse Foundation  
Murray and Libby McCabe  
Microsoft

David M. Munson and Mona Campbell Munson Fund  
FW Murphy Family Fund

ORIX Foundation  
Pitney Bowes Foundation

Caren Prothro  
Leonard Riggs Jr., M.D.  
John and Lisa Rocchio

Rosewood Foundation  
RSF Partners  
Justin and Nicole Small

Jaime and Margaret Spelling  
Target Foundation

Trinity Church  
Tulsa Community Foundation

David Wallenstein  
Jack and Terri Sue Wensinger

Workforce Solutions of Greater Dallas  
M.B. and Edna Zale Foundation

### LIFETIME INVESTMENT OF \$5,000 TO \$10,000

Kevin and Deni Bryant  
Jim and Robin Carreker

Tom Ferguson  
Goldman Sachs

H.E.B.

Jay Henry

Bill and Mary Margaret Hickey  
Brad and Margaret Hirsch

Insperty  
Fannie & Stephen Kahn Charitable Foundation

Jennifer and Jon Mosle  
Scott Orr

Michael Ronzio

Pat Rosenthal Fund at Texas Women's

State Fair of Texas

Patrick and Dawne Tribolet

Winn Family Foundation  
Foundation

### LIFETIME INVESTMENT OF \$500 TO \$5,000

Anonymous

Anonymous

Barker Family Fund

John and Pamela Beckert Family Foundation

Rick and Allison Benners

Bruce Binkley

Mike Boone

Don Carroll

Jim and Robin Carreker

Kim Chi Le

Terry Conner

Dallas Bar Association

Dallas Surety Association

Tony Dona

Tom Dunning

FSG, Inc.

Michael Gagne

James and Robin Grisham

Eric and Jaime Goff

Ron Hadley

Daniel and Betsy Healy

Dan and Martha Hooper

Chris Hudgens

Jim and Candace Krause

Harvey Mitchell and Linda Helton

James Moroney

Robert Neely

New Name Mission Society International Inc.

Margot Perot

Zachary and Rebecca Petrone

J. Puckett

Eric M. and Katherine Perot Reeves

Justin and Kathryn Reeves

Rob Richmond

Jeff Shaddix

Mike and Mary Silverman

George and Charmaine Tang

Leighton Watts

Westmount Foundation

Phillip and Donell Wiggins

Nancy Wonders

### IN-KIND INVESTORS

Alteryx

Bain & Co.

Boston Consulting Group

College Football Playoff Foundation

Dallas Mavericks Foundation

DataKind

Libby McCabe

McKinsey & Company

Microsoft

Salesforce.org

Tableau

Todd & Abby Williams Family Foundation



# LEADERSHIP COUNCIL

Nicole Anderson*	Whitcomb Johnstone	Ken Smith
Patricia Arvanitis	Aaron Joseph	Mark Smith
Peter Balyta	Robert Kaplan*	Marvin Smith
Armando Banchs	Jon-Bertrell Killen	Michael Sorrell
Peter Beck	Stephanie Knight	Dolores Sosa Green*
Yasmin Bhatia	Vanessa Larez	Aleta Stampley
Michelle Bobadilla	Ben Leal	Jeannie Stone
Gerald Britt*	Emily Ledet	Martha Stowe
Mary Brumbach	Barbara Lerner	Azhar Subedar
Angela Burke	Kit Lively	George Tang*
Daisy Cano-Esparza	Gloria Lopez	Gordon Taylor
Juan Carlos Cerda	Tori Mannes	Taylor Toynes
John Chapman	Libby McCabe*	Tom Trigg
Brent Christopher	Bob Mong	Jessica Trudeau
Alan Cohen	Anne Motsenbocker	Paula Turicchi
Kelly Compton	Regina Nippert	Drex Uwusu
Nugget Cunningham	Alfreda Norman	Stacey Vanhoy
Alex Enriquez	Scott Orr	Florencia Velasco-Fortner*
Regen Fearon*	Guadalupe Perez Posada	David Vroonland
John Gasko	Dale Petroskey*	Rebecca Walls
Charles Glover	J. Puckett	Abigail Williams
Rosa Guzman Snyder	Matthew Randazzo*	Todd Williams*
Christina Hanger	Eric Reeves	Ellen Wood*
Jerry Hawkins	Raul Reyes, Jr	Cary Wright
Magda Hernandez	Joli Robinson	
Michael Hinojosa	Mark Rohr*	
Susan Hoff	Jennifer Sampson*	
Lee Jackson	Byron Sanders	
Sarah Jackson	David Scullin	
Mary Jalonick	Amber Sims	
Larry James	Jeremy Smith*	

*\* Indicates a member on  
The Commit Partnership's  
Board of Directors*

# PARTNER LISTING

<b>PARENT &amp; TEACHER GROUPS</b> AVANCE-Dallas Region 10 Education Service Center Stand for Children Teach For America DFW Teaching Trust Texas PTA The Concilio	Harold Simmons Foundation United Way of Metropolitan Dallas Vickery Meadow Youth Development Foundation Williams Family Foundation Woodrow Wilson High School The George and Fay Young Foundation, Inc Young Women's Preparatory Network	Richardson ISD Shelton School St. Mark's School of Texas Texans Can Academies The Lamplighter School Trinity Basin Preparatory Uplift Education Village Tech Schools Winston School	IGNITE Interlink North Central Texas Jubilee Park & Community Center Junior Achievement Junior League of Dallas, Inc. Junior Players Just Say YES Kids Hope USA Leadership ISD Lemonade Day LIFT (Literacy Instruction For Texas) Mercy Street My Academic Advisor National Alliance for Partnerships in Equity (NAPE) National Math And Science Initiative, Inc. New Horizons of North Texas NHP Foundation North Texas Alliance to Reduce Teen Pregnancy Parents Step Ahead (Padres Un Paso Adelante) Perot Museum of Nature & Science Project Transformation Promising Youth Alliance Rainbow Days Readers2Leaders Reading Partners REAL School Gardens Reasoning Mind, Inc. Relay Graduate School of Education ScholarShot, Inc. SERVE West Dallas Skill QUEST, Inc. SMU - Center on Communities & Education STARS Program - UT Southwestern Step Up Target Evolution Teach.org Teach Plus Texas TeCo Theatrical Productions Texas Hunger Initiative Dallas TexProtects The Mission Continues The Princeton Review Trinity River Audubon Center Trinity River Mission TutorMate Unite Unlocking Doors Urban Teachers Victims Outreach Wesley Rankin Community Center West Dallas Coummunity Centers WiNGS Dallas World Affairs Council of Dallas/Fort Worth YMCA of Metropolitan Dallas
<b>BUSINESS</b> Alliance Data AT&T AT&T Foundation Bain & Company Bank of America The Beck Group Boston Consulting Group Capital One Foundation Citibank Foundation Comerica Bank Dallas Regional Chamber Ernst & Young, LLP EverFi Fidelity Foundation Fossil Group General Electric (GE) Foundation Granite Properties Greater Dallas Hispanic Chamber Istation JP Morgan Chase Foundation LIT Online North Dallas Chamber of Commerce Dallas Mayor Mike Rawlings Ready to Work The Real Estate Council Signazon.com Texas Instruments Texas Instruments Foundation Univision Workforce Solutions of Greater Dallas	<b>HIGHER EDUCATION</b> Austin College Dallas County Community College Parker University Paul Quinn College Southern Methodist University Texas A&M University, Commerce Texas Woman's University University of Dallas University of North Texas - Dallas University of North Texas - Denton University of Texas at Arlington University of Texas at Dallas	<b>NON-PROFIT</b> 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 Border Crossers Boys & Girls Clubs of Greater Dallas Bryan's House Camp Fire Lone Star Caring Loving All Youth (CLAY) Catch Up & Read Catholic Charities of Dallas Children at Risk Children's Health City Year CitySquare Commemorative Air Force Communities in Schools Dallas Afterschool Dallas Arboretum Dallas Canyon Audobon Center Dallas Children's Theater Dallas Citizens Council Dallas Community Fellowship Center Dallas Community Lighthouse (Kids-U) Dallas Early Education Alliance Dallas Public Library Dallas Symphony Orchestra Dallas Teacher Residency Dallas Urban Debate Alliance Dogwood Canyon Audubon Center Dove Christian Fellowship International Educate Texas Education is Freedom Education Opens Doors Education Pioneers Empower American Children Empowering Oak Cliff First3Years Foundation for C.H.O.I.C.E. Friends of MLK Friends of Wednesdays Child Girl Scouts of Northeast Texas Granny's Place Ministries, Inc. Holistic Education Institute	
<b>EARLY CHILDHOOD</b> ChildCareGroup Educational First Steps Head Start of Greater Dallas Mi EscuelaIta Preschool Zero to Five Funders Collaborative	<b>FOUNDATIONS</b> Boone Family Foundation W.W. Caruth, Jr. Foundation College Football Playoff Foundation Communities Foundation of Texas The Dallas Foundation The Hamels Foundation The Hoglund Foundation Carl B. and Florence E. King Foundation Eugene McDermott Foundation The Meadows Foundation Rainwater Charitable Foundation		
<b>PUBLIC K-12 DISTRICTS, PUBLIC CHARTER NETWORKS, INDEPENDENT PRIVATE SCHOOLS</b> Alcuin School: A Montessori & IB Education Bishop Dunne Catholic School Carrollton-Farmers Branch ISD Cedar Hill ISD Coppell ISD Cristo Rey Dallas ISD Dallas Teacher Residency DeSoto ISD Duncanville ISD Episcopal School of Dallas Good Shepherd Episcopal School Grand Prairie ISD Great Hearts Academies Greater Cornerstone Academy Greenhill School Harmony Public Schools Highland Park ISD Hockaday School International Leadership of Texas Irving ISD Jesuit College Preparatory School KIPP DFW Lancaster ISD Mesquite ISD Momentous Institute Parish Episcopal School Responsive Education Solutions			





Chart with green bars (likely a bar graph or data table):

Category	Value
1	100%
2	50%
3	33.3%
4	25%
5	20%
6	16.7%
7	14.3%
8	12.5%
9	11.1%
10	10%

Probability Chart:

F	D	%
1	1.00	100%
1/2	0.50	50%
1/3	0.33	33.3%
1/4	0.25	25%
1/5	0.20	20%
1/6	0.16	16.7%
1/8	0.125	12.5%
1/10	0.10	10%

Pro





**| REACH US AT**

**COMMITPARTNERSHIP.ORG**

**3800 MAPLE AVENUE  
SUITE 800  
DALLAS, TX 75219**