Since our founding in 2012, our Partnership has been relentlessly focused on finding the most impactful strategies to address the root causes hindering student outcomes. 2017 was an amazing year on multiple fronts, as some of those early strategies began to bear real fruit, while others began to take hold with great “promise” (more on that later).

On the Early Matters Dallas front, our common Pre-K Enrollment campaign grew to 13 school districts across DFW, resulting in over 1,300 additional students enrolling in the fall. Pre-K Enrollment and 3rd Grade Reading continued to increase, reinforcing the benefits of this early focus. We were also successful in helping pass two key pieces of state legislation – creating an optional Early Childhood - 3rd grade teaching certificate and granting the Dallas County Community College District the opportunity to prepare early educators with a B.A. teaching degree and further improve quality.

The Best in Class Coalition, focused on educator effectiveness, was launched in partnership with the Communities Foundation of Texas, in part powered by the exemplary assistance of Bain & Co. Our Teach DFW campaign became a reality, and the success of the Accelerating Campus Excellence (ACE) work in Dallas ISD helped lay the groundwork for multiple districts to begin looking to also provide real equity to their most challenged campuses through strategic staffing of their effective educators.

Finally, our true north goal of postsecondary completion was enhanced by The Partnership’s support of the launch of the Dallas County Promise, a scholarship and college completion program available to Dallas County seniors through the effort of local school districts, community colleges, universities, workforce, and communities.

Once again, it’s my honor to share with you our community’s 2017 Achievement Scorecard, where you’ll find a thorough overview of where academic progress is being made and where needed action remains. Our community’s collective efforts continued to show great progress, with 37,038 more students meeting our key indicators of success. With high expectations in the year ahead, we remain committed to a prosperous future for all of Dallas County’s children. If you are already engaged, thank you. If not, please join us in this important work.

Onward,

Todd Williams
CEO & President, The Commit Partnership

The Commit Partnership is a community navigator and connector, working to ensure that all DFW students receive an excellent and equitable education that prepares them to flourish in college and career.

A coalition of over 200 partners (public and private schools, colleges, foundations, businesses, and nonprofits), we work collaboratively to solve the region’s biggest systemic challenges, including improving early childhood education, preparing and retaining effective educators, and increasing postsecondary 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 to grow our community’s capacity to equitably serve every student more effectively.

ANALYZE
ACTIVATE
GROW

Analyze data and engage expertise to inform action, activate the community to achieve shared goals, and grow the capacities of education systems and stakeholders.
With guidance from its Governing Board, Leadership Council and partners, The Commit Partnership annually measures community-level progress against 11 critical achievement indicators reflecting key milestones in a learner’s educational journey and helps mobilize aligned community action to address the greatest gaps in opportunities affecting student achievement.

All Scorecard data reported is provided by the Texas Education Agency (TEA), with the exception of Kindergarten Readiness, Postsecondary Enrollment, Postsecondary Persistence, and Postsecondary Completion, which are provided to Commit by each school district. Pre-K Enrollment has changed this year due to a new report that TEA produces that includes comprehensive data that was available in previous years. Additionally, Pre-K Enrollment now tracks both 3- and 4-year-olds, whereas previous Dallas County Scorecards only measured 4-year-old enrollment.

### MEASURING WHAT MATTERS: 11 KEY INDICATORS

<table>
<thead>
<tr>
<th>Pre-K Enrollment</th>
<th>Kindergarten Readiness</th>
<th>3rd Grade Reading</th>
<th>4th Grade Math</th>
<th>8th Grade Science</th>
<th>Algebra I</th>
<th>College Readiness</th>
<th>High School Graduation</th>
<th>Postsecondary Enrollment</th>
<th>Postsecondary Persistence</th>
<th>Postsecondary Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>53%</td>
<td>40%</td>
<td>41%</td>
<td>40%</td>
<td>44%</td>
<td>13%</td>
<td>86%</td>
<td>61%</td>
<td>50%</td>
<td>28%</td>
</tr>
</tbody>
</table>

- **Pre-K Enrollment**
  - Percentage of 3- and 4-year-olds enrolled in public Pre-K. Total number of Pre-K eligible students, estimated as twice the number of first graders who were eligible for Pre-K.

- **Kindergarten Readiness**
  - Percentage of Kindergarten students passing district assessments conducted within the first 60 days of the start of the school year.

- **3rd Grade Reading**
  - Percentage of students who achieved at the meets standard (postsecondary readiness) level, answering at least 76% of questions correctly on STAAR.

- **4th Grade Math**
  - Percentage of students who achieved at the meets standard (postsecondary readiness) level, answering at least 65% of questions correctly on STAAR.

- **8th Grade Science**
  - Percentage of students who achieved at the meets standard (postsecondary readiness) level, answering at least 65% of questions correctly on STAAR.

- **Algebra I**
  - Percentage of students who achieved at the meets standard (postsecondary readiness) level, answering at least 63% of questions correctly on STAAR.

- **College Readiness**
  - Percentage of 2016 high school graduates who took and scored at or above 1110 on the SAT or 24 on the ACT.

- **High School Graduation**
  - Percentage of 2016-17 9th grade cohort who started and graduated high school within four years.

- **Postsecondary Enrollment**
  - Percentage of 2016 high school graduates who enrolled in a higher education institution within one year of graduation.

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

- **Postsecondary Completion**
  - Percentage of 2011 high school graduates who completed a two or four-year degree within six years of high school graduation.
The 2017 Community Achievement Scorecard

DALLAS COUNTY CHANGE SINCE 2016

- KINDERGARTEN READINESS: 53% (2016) - 50% (2017)
- 3RD GRADE READING: 44% (2016) - 45% (2017)
- 4TH GRADE MATH: 41% (2016) - 42% (2017)
- 8TH GRADE SCIENCE: 46% (2016) - 47% (2017)
- ALGEBRA 1: 50% (2016) - 49% (2017)
- COLLEGE READINESS: 16% (2016) - 13% (2017)
- HIGH SCHOOL GRADUATION: 90% (2016) - 86% (2017)
- POSTSECONDARY ENROLLMENT: 61% (2016) - 50% (2017)
- POSTSECONDARY PERSISTENCE: 50% (2016) - 28% (2017)
- POSTSECONDARY COMPLETION: 26% (2016) - 0% (2017)

DALLAS COUNTY CHANGE SINCE 2012

- PRE-K ENROLLMENT: 4% (2012) - 1% (2017)
- KINDERGARTEN READINESS: 1% (2012) - 7% (2017)
- 3RD GRADE READING: 5% (2012) - 14% (2017)
- 4TH GRADE MATH: 14% (2012) - 11% (2017)
- 8TH GRADE SCIENCE: 11% (2012) - 4% (2017)
- ALGEBRA 1: 11% (2012) - 4% (2017)
- COLLEGE READINESS: 11% (2012) - 1% (2017)
- HIGH SCHOOL GRADUATION: 90% (2012) - 61% (2017)
- POSTSECONDARY ENROLLMENT: 61% (2012) - 50% (2017)
- POSTSECONDARY PERSISTENCE: 50% (2012) - 28% (2017)
- POSTSECONDARY COMPLETION: 26% (2012) - 0% (2017)

ADDITIONAL STUDENTS MEETING BENCHMARK SINCE 2012

- 3,429 students in 2012 - 800 students in 2017
- 3,780 students in 2012 - 7,056 students in 2017
- 5,489 students in 2012 - 8,219 students in 2017
- 143 students in 2012 - 3,974 students in 2017
- 1,880 students in 2012 - 1,442 students in 2017
- 826 students in 2012 - 50% (2017)
<table>
<thead>
<tr>
<th><strong>Dallas County Overview, 2017</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dallas County Demographics</strong></td>
</tr>
<tr>
<td><strong>People Living in Dallas County</strong></td>
</tr>
<tr>
<td>2,513,054</td>
</tr>
<tr>
<td><strong>Children Living in Dallas County</strong></td>
</tr>
<tr>
<td>676,745</td>
</tr>
<tr>
<td><strong>Median Age</strong></td>
</tr>
<tr>
<td>33.2</td>
</tr>
<tr>
<td><strong>Dallas County Higher Education</strong></td>
</tr>
<tr>
<td><strong>Universities</strong></td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td><strong>Dallas County Early Childhood</strong></td>
</tr>
<tr>
<td><strong>Children Aged 0-5</strong></td>
</tr>
<tr>
<td>233,881</td>
</tr>
<tr>
<td><strong>Licensed Child Care Centers</strong></td>
</tr>
<tr>
<td>630</td>
</tr>
<tr>
<td><strong>Licensed Child Care Seats</strong></td>
</tr>
<tr>
<td>78,317</td>
</tr>
<tr>
<td><strong>Centers with Quality Accreditation</strong></td>
</tr>
<tr>
<td>22%</td>
</tr>
</tbody>
</table>

*Less than $25,000 for a family of 4

**Students on Free or Reduced Priced Lunch**
The impact of poverty on a student's ability to learn is well documented. The impact of poverty is magnified when entire neighborhoods and schools are isolated in concentrated, intergenerational poverty, and resources at the schools serving these students are stretched thin. 19% of the Dallas County population lives in poverty - which is defined as an annual income below $25,000 for a family of four - and 28% of the Dallas County population under the age of 18 lives in poverty.
A comprehensive measure of Kindergarten Readiness is an unusually accurate predictor of future academic milestones, such as 3rd Grade Reading.

Currently in Texas, Kindergarten Readiness only measures literacy. A more holistic view of Kindergarten Readiness would look at a child’s physical, social, and cognitive development as well. In a recent study by Dallas ISD, students who attended Pre-K were twice as likely to be Kindergarten Ready than eligible students who did not attend Pre-K. And students who are Kindergarten Ready are three times more likely to be reading on grade level four years later in 3rd grade.
Most students in Dallas County attend campuses that, at current rates, will never close the gap between white students and students of color. The importance of 3rd grade reading is rooted in the fact that up until the end of 3rd grade, students are learning to read. However, beginning in 4th grade, students begin reading to learn. Data shows that one in six children who are not reading proficiently in 3rd grade do not graduate from high school on time, a rate of four-times greater than that for proficient readers. But student performance on 3rd Grade Reading is starkly impacted by poverty and by race, and districts across the country are struggling to close the gaps between white students and students of color.
This lack of postsecondary achievement is a significant contributor to the concentrated, intergenerational poverty that is pervasive in many areas of our country.

According to a 2016 study by The Texas Higher Education Coordinating Board, of the 32,100 8th graders enrolled in Dallas County schools in 2010, only 16% earned a postsecondary degree within six years of high school graduation. Assuming a 40-hour work week, a family of four would need four full-time minimum wage jobs to make a living wage sufficient to cover basic household expenses. This is why initiatives like the Dallas County Promise are so important for providing every student a pathway to a college certificate or degree and the hope of a living wage.
It boils down to what’s best for each student when they walk in the door each day. If they are hungry, or need to be cheered up – that’s what we do. I want you to have a happy face before you walk into the classroom. And then we can move on to learning. And then once in the classroom, our teachers are working incredibly hard. If you want to see results, then you have to measure it… and you have to stick to it. But there’s nothing that we are doing here that can’t be replicated in every other school in the county."

DR. MARLON WAITES
Principal, Rosa Parks/Millbrook Elementary, Lancaster ISD
In Dallas County, less than one in three public school graduates will complete college within six years. Given the enormous social and economic benefits associated with completing a credential or degree beyond high school, The Partnership is dedicated to increasing postsecondary participation and completion rates in Dallas County—particularly among low-income and first generation college-going students of all ages. The average earnings of college graduates are twice that of workers with only a high school diploma, and unemployment rates are notably lower. Additionally, of the 30 fastest growing occupations, more than 50% require a postsecondary education.

Our students are too often underestimated. They are more often told that they can't get into certain colleges and universities, which sets limitations, so they don't even try. If we continue business as usual, then some of our best minds will go to waste. My students are so cool, and are so capable. I want to help them. I want to give them that opportunity. I want to give them that voice. I want to give them that strength to advocate for themselves.”

TWENEWAA ADU-OPPONG
College Advisor, Academic Success Program
WT White High School, Dallas ISD

Dallas County Promise is a transformational effort between school districts, colleges, universities, workforce, and communities to increase college completion. At the core, the Promise is a scholarship from the Dallas County Community College District Foundation in partnership with matching university scholarships.

Dallas County is committed to developing world-class talent that creates equitable outcomes for students, families, and communities.

• All students have an affordable path to college completion
• All students have a Success Coach to support them in effectively managing the college process
• All students have a clear pathway to a career for both middle-skill jobs and jobs that require a bachelor’s degree
ON THE POWER OF OUR BEST EDUCATORS...

Working on an Accelerating Campus Excellence (ACE) campus proves that when you place a great educator in front of students, it works. Effective educators work. That’s why we need to retain and recruit the best teachers we can. ACE has been a huge success. Can we still improve? Yes, there’s always room for improvement. But if you had visited Blanton Elementary three years ago and you came back today, you wouldn’t believe it was the same campus. It’s a testament to the great teachers we have here every single day.”

ON THE POWER OF IDENTIFYING WITH STUDENTS...

When students know that you have something in common, they give you all that they have. Identifying with them allows me to have a better relationship with them. Relationships matter in education.”

JOSUÉ TAMAREZ TORRES
2017-18 DISD Teacher of the Year
Math Teacher, Annie Webb Blanton Elementary, Dallas ISD
The Commit Partnership would like to thank the following districts for providing data for various indicators and other metrics to assist the community in understanding where all of our students are academically:

- Carrollton-Farmers Branch ISD
- Cedar Hill ISD
- Dallas ISD
- DeSoto ISD
- Duncanville ISD
- Garland ISD
- Grand Prairie ISD
- Highland Park ISD
- Irving ISD
- Lancaster ISD
- Mesquite ISD
- Richardson ISD
- Uplift Education

INDIVIDUALS & FAMILIES
Bill & Lindsey Addy
Michael & Jill Dardick
Mary Haeger
Jeff Hurney
Libby & Murray McCabe
Cassy & Megan Mancamnin
Mike Myers
John & Lisa Rocchio
David & Kimberly Rice
Nicole & Justin Small
James & Margaret Spellings
Patric & Donna Tribble
David Wallenstein
Jack & Terri Sue Wensinger

IN KIND SUPPORTERS
Alkeyx
Bank & Co
Bellwether Education Partners
The Boston Consulting Group
McKinsey & Company

Footnotes
1 Pre-K Enrollment: Percentage of 3- and 4-year-olds enrolled in district Pre-K programs. Texas Education Agency - Texas Public Education Information – Texas Pre-Kindergarten Report: texaseducationinfo.org
2 Kindergarten Readiness: The percentage of students deemed Kindergarten Ready in the county based on the assessments administered at the beginning of the year in Kindergarten. The assessment and the measure vary by district and currently only assess literacy. Independent School Districts providing Fall 2017 data include: Carrollton-Farmers Branch, Dallas, DeSoto, Duncanville, Garland, Grand Prairie, Highland Park, Irving, Lancaster, Mesquite, Richardson, and Uplift Education. For Dallas County count of students, rate applied to all Kindergartners.
3 STAAR Indicators: Texas Education Agency – 2012-2017 STAAR Aggregate Data at the “meets” standard. tea.texas.gov/student.assessment/staar/aggregate
4 STAAR Indicators: Texas Education Agency – 2012-2017 Accountability System – 4 year Federal Graduation Rate. The percent of students who took the SAT or ACT, and who scored at least 24 on the ACT translate to a high likelihood of receiving a B- or C+ grade or better in higher education. The percentage of students who graduated from a Dallas County high school in 2016, who took the SAT or ACT, and who scored at least 24 on the ACT or 110 on the SAT translate to a high likelihood of receiving a B- or C+ grade or better in higher education. The percentage of students who graduated from a Dallas County public high school in 2016, who took the SAT or ACT, and who scored at least 24 on the ACT or 110 on the SAT (reading and math). Texas Education Agency - 2016-17 Texas Academic Performance Report.
5 Graduation Rate: Texas Education Agency – 2016-17 Postsecondary Attainment Deep Dive – Texas Higher Education Coordinating Board, FY 2006 (Fall 2005) 8th grade cohort tracked through FY 2016 higher education – 11-year study. txhighereddata.org/index.cfm?objid=1C0B0907-MBE-11EB-80D6005060050A0
6 Pre-service teaching experience includes a variety of supervised teaching experiences such as a semester of student teaching, summer institutes or full-year residency programs.
7 Postsecondary Enrollment: The percent of students who graduated from high school in 2016 and enrolled in a postsecondary institution within one year after graduation. Fall 2017 National Student Clearinghouse Reports provided by Carrollton-Farmers Branch, Cedar Hill, Dallas, DeSoto, Garland, Grand Prairie, Highland Park, Irving, Lancaster, Mesquite, Richardson, and Uplift Education.
8 Postsecondary Completion: The percentage of students who graduated from high school in 2011 and obtained a postsecondary degree within six years after high school graduation. Fall 2016 National Student Clearinghouse Reports provided by Carrollton-Farmers Branch, Dallas, DeSoto, Garland, Grand Prairie, Highland Park, Irving, Mesquite, Richardson, and Uplift Education.

2 Department of Family and Child Protective Services Child Care Search. dfs.state.tx.us/Child_Care/Search_Texas_Child_Care/ppoFacilitySearchDayCare.asp
3 Quality Child Care Centers and Homes Accreditation gathered from the websites of the following organizations: TRS4, NAC, NAECY, Head Start, AMI, and AMS
4 United States Census Bureau, Poverty Threshold in 2017 for a family of 4 with 2 children. census.gov/data/tables/time-series/demo/income-poverty/historical-poverty-thresholds.html
5 The Center for Research, Evaluation & Advancement of Teacher Education (CREATE)’s Data Report for schools (DaRTS) 2010-2016 using TEA 2015-2016 Employment Files.
6 Thank you to Elliott Muñoz for his great photography of Dallas County students and schools.
THE COMMIT PARTNERSHIP IS A COMMUNITY NAVIGATOR AND CONNECTOR, WORKING TO ENSURE THAT ALL DFW STUDENTS RECEIVE AN EXCELLENT AND EQUITABLE EDUCATION THAT PREPARES THEM TO FLOURISH IN COLLEGE AND CAREER.

Reach Us

3800 Maple Avenue
Suite 800
Dallas, TX 75219

Commit2Dallas.org

facebook twitter instagram vimeo /Commit2Dallas