

DALLAS COUNTY DISTRICT - DATA ADVISORY COUNCIL

Location: Commit Building – Dallas
3000 Pegasus Park Drive, Suite 900 (9th floor), Dallas, TX 75247

Date: Thursday, October 17, 2024

Time: 12:00 – 3:00 PM

MISSION

Analyze assessment and student data, Review research on best practices, Develop and share innovative analytical insights, understand accountability systems and new developments, and leverage our collective capacity to make system improvements in efficiency of analytical systems.

AGENDA DETAILS

LUNCH AND NETWORKING 12:00 – 1:00

1:00 Introduction

- Welcome – Dash Weerasinghe, Managing Director, Analytics and Insights
- Commit's Impact in Districts – Chelsea Jeffrey, Chief Regional Impact Officer

1:20 Accountability Roundtable

- Exchange insights connected to the current state of Accountability

1:50 Comparing MAP Projections to STAAR

- Discuss trends seen in MOY MAP Projections to 2024 STAAR Results

2:00 Best-in-Texas Dashboard Demo

- Learn to leverage Commit's Best-in-Texas Tool to determine relative performance across grades and subjects, including campus comparisons

2:20 Dallas County CCMR Data Dig

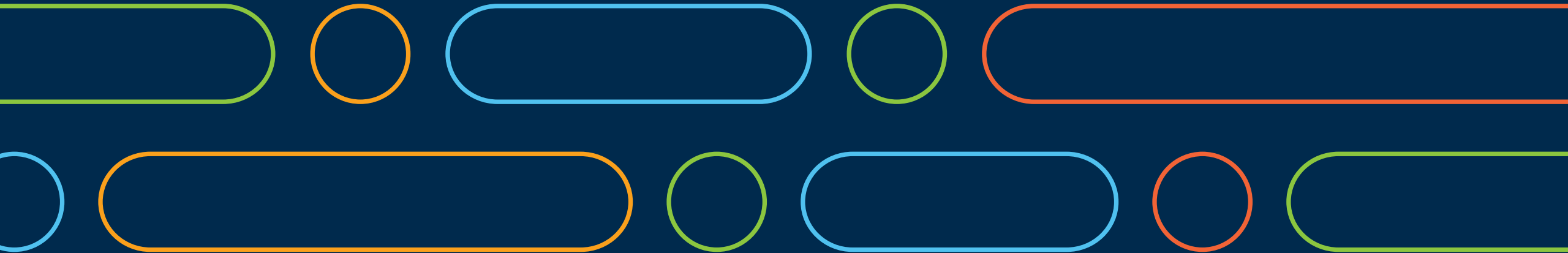
- Dive deeper into CCMR Metrics – Ben Higgins, Director, Analytics and Insights

2:45 Questions and Feedback



Dallas County Data Advisory Council

Thursday, October 17, 2024



Agenda



- **Welcome and Overview of Commit's Work**
- **Accountability Roundtable**
- **Comparing MAP Projections to STAAR**
- **Best-in-Texas Dashboard Demo**
- **CCMR Data Dig**
- **Closing Thoughts**



Our Work in Dallas County Schools



Who is Commit?

Commit is the cradle to career Collective Impact backbone of Dallas County, bringing partners together to align to data driven strategies that cause systems change and increase outcomes for students.

Our Mission

To increase the rate of **living wage attainment to 50% of all Dallas County young adults ages 25-34** by 2040, irrespective of race.



Access to **high-quality public education is the foundation** to economic mobility for students and young adults in Dallas County

Our Theory of Action



Analyze data and engage experts to inform action



Align partners across different organizations and sectors to a common strategy and actions



Activate the community to achieve shared results



Accelerate growth of the capacity of education systems and stakeholders to increase outcomes for children

How do we work with our district partners?



Provides Data and IT Infrastructure

- Commit works with partners to create data insights and IT systems (e.g., EMS) that empower leaders and practitioners with powerful real-time data and knowledge on how to best utilize to create impact.



Convenes Leaders, Practitioners, and Educators to Address Common Challenges

- Commit convenes likeminded practitioners to identify shared barriers and spread best practices.



Pilots Innovative Solutions to Challenging Problems

- Commit identifies innovative solutions based on research-backed best practices and takes on the financial risk of piloting approaches with partners, with longer term goal of partners using public funding to scale/sustain proven approaches



Activates Communications and Advocacy Supports

- Commit socializes data to build a shared foundation for support, build trust and narrative to influence key stakeholders and policy makers, advocates for key policies, celebrates partner wins and supports key elected officials aligned with goals



Offers Consulting Services to Assist Capacity Building

- Whether utilizing internal staff or a third party, Commit provides management or strategic consulting services to partners, including governance bodies, in areas that have high leverage on student outcomes.

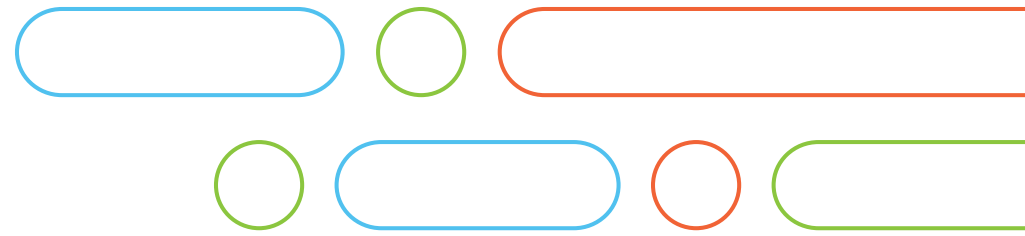


Invests in Key Programmatic Efforts

- Commit provides funding to key partners to run programs that are closely aligned to improving student outcomes, serving as a capital aggregator that works to unlock public funding.

Our Work in Action

Commit operates with various brands and workstreams in service to our district partners



EC-12

Postsecondary &
Workforce

Advocacy

Early Matters Dallas

Dallas County Promise

Commit to Students

Middle Grades Initiatives

Dallas Thrives

Texas Impact Network

InvestED Texas

Other Enablers:

Data and Analytics, Communications and Public Relations, and
Philanthropic Catalyst

Data and Strategic Resource Partnership

Continued Support



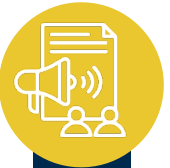
Dallas County Data and Assessment Directors Meetings: Bi-monthly meetings with district leads over data, assessment, and accountability to align best practices and problems of practice to collaboratively workshop solutions. **Led by Dash Weerasinghe**, our MD, Analytics and Insights, the group has collaborated on **topics such as A-F score calculation, CCMR data submissions, TIA data support, and interim assessment analysis.**



Timely Master Scheduling Support: This summer, Commit supported a pilot within 3 local districts to use an AI Master Scheduling software, Timely, that optimizes class matching, ratios, support staff, etc... Principals at the campus **estimate that ~100hrs of staff time was saved.** Commit will continue to support, working with Timely to build the system to **continuously improve and meet student needs** (such as **high impact tutoring** intervention in alignment with HB4545).

Upcoming Opportunities

Bond and VATRE Communications and Strategic Planning Support: Over the past 4 years, Commit has supported multiple school districts with strategic community engagement for Bonds and VATRE elections (100% success rate in Nov '23). Our team can support your district with community engagement and marketing and Bond planning for district strategic priorities (pre-k seat sites, CTE space, technology systems and infrastructure, etc...)



Texas Impact Network (TIN) Strategic Resource Use Network: Commit supports a statewide network of CFOs, Chief Transformation Officers, and others who participate in a cohort-based project around strategic resourcing. '24-'25 topics include CCMR Outcomes Based funding, Strategic Staffing, and Outcomes-Based Contracts.



Early Matters Dallas has recently supported districts in improving Pre-K access, enrollment, and early literacy outcomes through various means, including strategic planning

Pre-K Supports



Targeted digital, streaming, and print marketing



Grassroots Enrollment Support Campaign, including door-knocking and texting



10-Year Pre-K Expansion Strategic Plan

K-3 Supports



Instructional Materials Audits




Early Literacy Strategic Planning




Partnership with EMD

Continued Support




Dallas County K-3 Literacy Directors Community of Practice: The community of practice brings together district leaders for collaboration, learning, reflection, and problem-solving, aimed at enhancing early literacy outcomes across Dallas County. **For the 2024-2025 school year,** the group will specifically focus on addressing problems of practice.



Pre-K Directors Community of Practice and Regional Marketing Campaign: The community of practice brings together district leaders in early learning with the aim to build and support collaboration around best practices in Pre-K access, enrollment, and quality. Commit partnered with partner with marketing firm Marketwave/Asher to run a regionally branded digital advertising in the spring and targeted advertising in the summer.

Upcoming Opportunities



Strategic Pre-K Expansion: In order to grow access to meet community need, Commit supports districts in building data-driven, personalized Pre-K Expansion plans. Districts can work one-on-one with us to consider factors such as budget and fundraising, data narratives, community need, potential ROI, and more to construct comprehensive short- and long-term expansion plans for Pre-K programs.

Literacy Coaching Fellowship: This fellowship is an exclusive **community of practice for instructional coaches** as they work to improve early literacy outcomes on their campus through the implementation of best practices grounded in the **science of literacy acquisition.**



Commit Curriculum Implementation Review: The review aims to **support curricular improvement** so that daily instruction prepares students to meet **grade level standards** and for success in the next grade level.

Partnership with MGI

Continued Support



Math Learning Series: The series provides math coaches and department leaders with research-based approaches to learning, teaching and coaching math in a regular convening with peers, as well as on-site guidance that provides an opportunity for practitioners to apply their learnings in real time.



CCMR District Leader Meetings: These are collaborative, data-driven spaces where district CCMR leaders can learn from one another as well as relevant external partners, with a specific emphasis on promoting college and career readiness in grades 9-11.

Upcoming Opportunities

Holistic Student Supports: The Holistic Student Supports team at Commit works with Dallas County school systems to **understand** and **proactively address** school culture, exclusionary discipline practices, and chronic absenteeism. Commit can support with **data analysis** and **progress monitoring** around **exclusionary discipline** and **chronic absenteeism** and/or with implementation of **evidence-based attendance and school culture practices**.

Advanced Academic Audits: The audits are meant to give district leaders a clear sense of what academic pathways have historically been available to which students. For example: who has access to dual credit coursework? Who takes advanced placement classes? And are students with the potential to thrive in these areas being left out?



Partnership with Educator Effectiveness

Continued Support



Teacher Incentive Allotment: Commit offers **TIA technical assistance** to Dallas County district partners at **no cost** to support them with **system approval, system expansion, and data validation**. We also support districts interested in shifting their compensation systems from the traditional step-and-lane pay scale to **performance-based compensation**.



HCM District Leader Meetings: Our Human Capital Management (HCM) Leaders convening is a **collaborative space** where Human Capital Chiefs, Assistant Superintendents, and Directors come together to **analyze educator workforce data**, align on **best practices**, and identify **meaningful action** they can take to **strengthen educator quality and retention** in their districts. This year, our convenings will cover topics such as strategic staffing, supporting uncertified teachers, master scheduling, and strengthening novice teacher supports.

Upcoming Opportunities

Strategic Staffing: Strategic school staffing models that **extend the reach of our most effective teachers on students and teachers** are shown to strengthen student outcomes, teacher satisfaction and retention, and teacher quality. Commit is launching a **learning community** for HCM leaders to explore emerging models in November and can support districts with **securing technical assistance** to pilot these models.

EPP-HCM Uncertified Teacher Collaborations: This summer, Commit brought Educator Preparation Program (EPP) leaders together to develop a theory of action for how we might collectively **strengthen the preparation, placement, and retention** of teacher candidates in Dallas County while **reducing districts' reliance on uncertified teachers**. In January, we will host a larger **Teacher Prep & Development convening** with EPPs and district leaders to present EPPs' theory of action and identify meaningful strategies and supports EPPs can provide to better support novice and uncertified teachers.



Data Used to Inform Commit Supports for your Districts

Publicly Available Data

STAAR Aggregate

TPEIR (Pre-K Enrollment, Kindergarten Readiness)

TAPR (Enrollment, Staffing, CCMR, Discipline, Chronic Absenteeism, etc...)


Other PIRs (TIA, Workforce Outcomes, etc...)

District-Provided Deidentified or Aggregate Data

College Enrollment and Completion (NSC)

Student Achievement (K-8 MAP, iReady, TPRI)

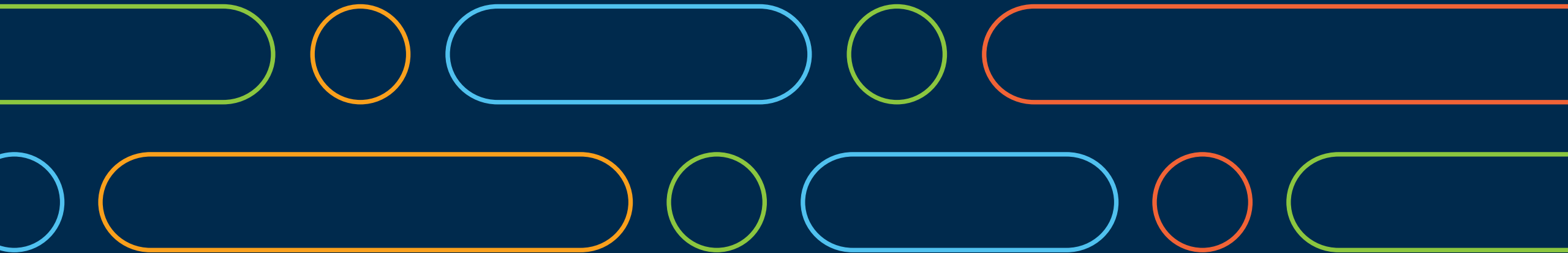
Special project/analysis requests



Commit will also sometimes request data directly from you that has a public lag so that we can better support your district in real-time

(ex: Pre-K enrollment by campus during the summer)

Accountability Roundtable



Central Office:

What trends have you seen in your district's accountability estimates for the 23-24 school year?

What factors influenced those trends?



Within the District:

Without the official A-F ratings, how are you assessing school performance and identifying areas of improvement within your district?

Alternative data sources and Metrics?

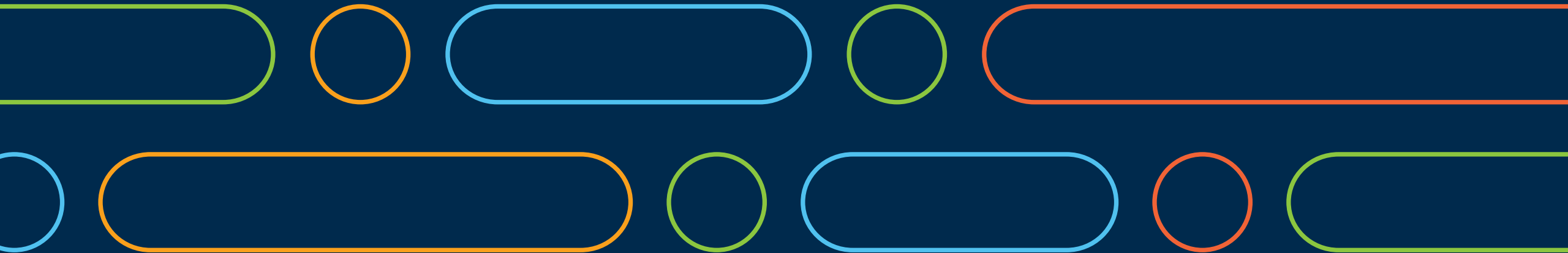


School Community:

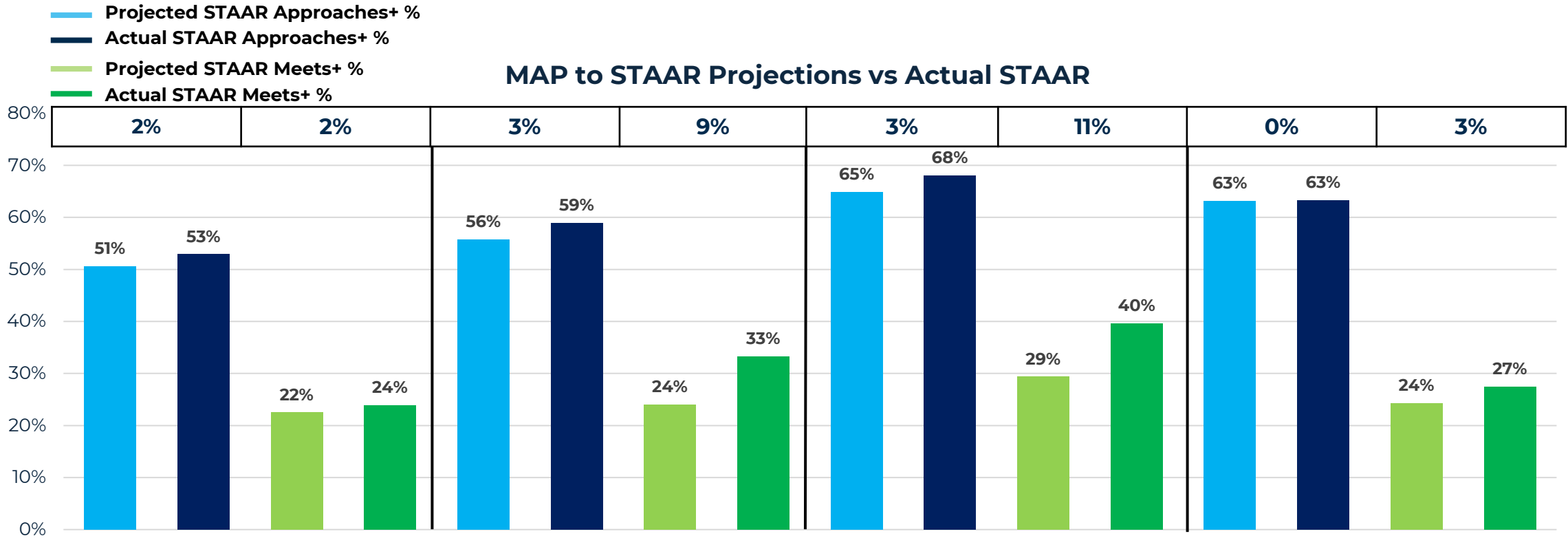
What strategies have you employed to communicate your accountability shifts and the delay in score releases to community members?



Comparing MAP Projections to STAAR



For Math, MOY MAP-to-STAAR projections estimate Spring STAAR results through grades 3 to 6 with good accuracy



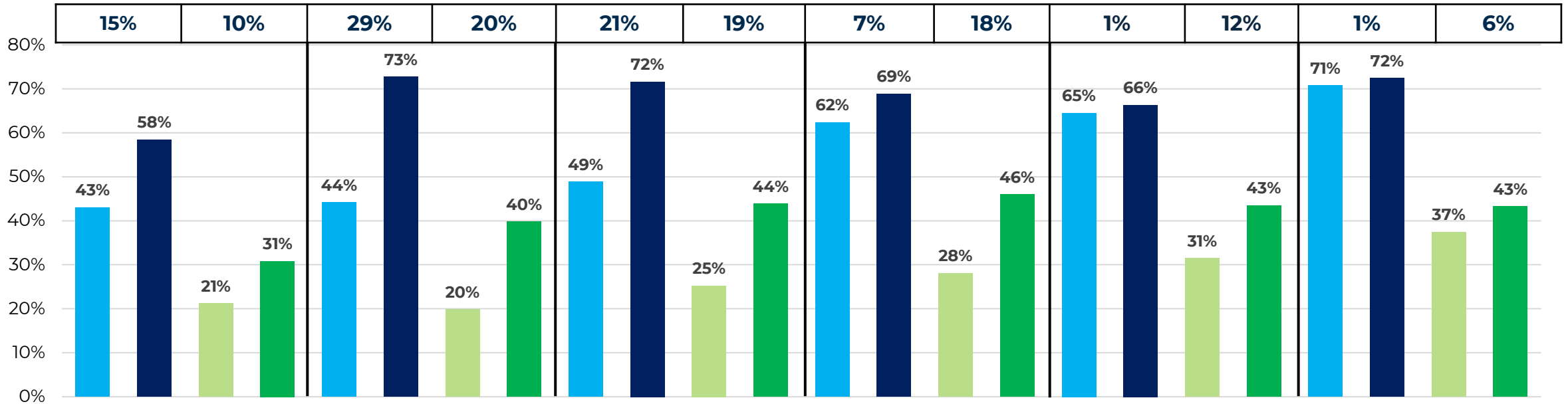
Total Test-Takers and Enrollment								
Metric	3 rd Grade*		4 th Grade		5 th Grade		6 th Grade	
	MAP	STAAR	MAP	STAAR	MAP	STAAR	MAP	STAAR
Test-Takers	3,596	3,696	2,915	3,011	3,001	3,080	2,850	2,955
Enrollment	3,751		3,041		3,114		3,005	

* The dataset includes available data from Cedar Hill ISD, DeSoto ISD, Duncanville ISD (data for 3rd Grade only), Grand Prairie ISD, and Lancaster ISD.

For Reading (English and Spanish), MOY MAP-to-STAAR projections underestimated Spring STAAR results throughout grade levels

- Projected STAAR Approaches+ %
- Actual STAAR Approaches+ %
- Projected STAAR Meets+ %
- Actual STAAR Meets+ %

MAP to STAAR Projections vs Actual STAAR



Metric	3rd Grade*		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
	MAP	STAAR	MAP	STAAR	MAP	STAAR	MAP	STAAR	MAP	STAAR	MAP	STAAR
Test Takers	3,779	3,698	2,921	3,004	2,995	3,084	2,872	2,972	3,124	3,273	3,120	3,089
Enrollment	3,751		3,041		3,114		3,005		3,318		3,309	

* The dataset includes available data from Cedar Hill ISD, DeSoto ISD, Duncanville ISD (data for 3rd Grade only), Grand Prairie ISD, and Lancaster ISD.



Introducing the Best-in-Texas Dashboard



Best-in-Texas - Overview



The Commit Partnership has developed a comprehensive analytical tool for public school districts and their stakeholders, called “Best-in-Texas”, that seeks the following objectives:

- To fairly determine the relative annual performance of each of Texas’ 8,200+ public school campus and district/charter networks across the state by considering
 - The percentage of students considered economically-disadvantaged;
 - The percentage of students requiring special education services (i.e. SpEd);
 - The percentage of students classified as emergent bilingual (English learners);
 - The campus’ level of student mobility, as measured by the percentage of a campus’ students who spent less than 85% of their school year on a single campus.

Best-in-Texas - Overview



- This tool has been developed with a strong continuous improvement mindset. This tool seeks to help public school leaders target their strategic interventions by better understanding answers to questions such as the following:
 - which specific grade and subject combinations within their district and campuses are overperforming their peers regionally and statewide (to help answer the question “where can I go to learn and replicate best practices from”) and;
 - which grade/subject combinations are underperforming (to better understand where improvement strategies could be best deployed, including but not limited to
 - incentivizing stronger educators to teach at those campuses;
 - Implementing high quality instructional materials;
 - targeting professional development within the grades and subjects which are most in need, etc.).

Campus by Grade and Subject



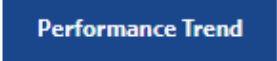
1. Use the short URL to go to the “Best-in-Texas Campus” tool: link.commitdata.org/bestintx
2. Click **Campus Details**
3. Select a campus

Campus Selected: Miss May Vernon EI						
	Total Enrollment	EcoDis Enrollment (%)	EB/EL Enrollment (%)	SPED Enrollment (%)	Mobility (%)	TSI Rate
2021	641	36%	13%	11%	11.5%	0%
2022	767	41%	13%	14%	14.8%	0%
2023	735	36%	13%	16%	14.7%	0%
2024	735	36%	13%	16%	14.7%	0%
	% Meets All Indicators	Meets Campus Order	Meets Campus Percentile	BiT Campus Order	BiT Campus Percentile	
2021	51%	732	83	1,674	61	
2022	58%	905	79	1,499	66	
2023	59%	869	80	2,190	51	
2024	60%	730	83	1,549	64	
	2021	2022	2023	2024		
3rd Grade Math	51% (Ptile: 88, BiT Ptile: 80)	53% (Ptile: 78, BiT Ptile: 65)	53% (Ptile: 75, BiT Ptile: 48)	61% (Ptile: 87, BiT Ptile: 77)		
3rd Grade Reading	44% (Ptile: 70, BiT Ptile: 30)	62% (Ptile: 78, BiT Ptile: 63)	60% (Ptile: 76, BiT Ptile: 46)	63% (Ptile: 83, BiT Ptile: 65)		
4th Grade Math	63% (Ptile: 92, BiT Ptile: 88)	67% (Ptile: 91, BiT Ptile: 91)	68% (Ptile: 88, BiT Ptile: 78)	64% (Ptile: 86, BiT Ptile: 76)		
4th Grade Reading	41% (Ptile: 70, BiT Ptile: 30)	63% (Ptile: 75, BiT Ptile: 58)	59% (Ptile: 77, BiT Ptile: 48)	60% (Ptile: 75, BiT Ptile: 46)		
5th Grade Math	62% (Ptile: 84, BiT Ptile: 71)	48% (Ptile: 59, BiT Ptile: 39)	65% (Ptile: 79, BiT Ptile: 61)	64% (Ptile: 80, BiT Ptile: 61)		
5th Grade Reading	59% (Ptile: 82, BiT Ptile: 62)	68% (Ptile: 78, BiT Ptile: 64)	61% (Ptile: 67, BiT Ptile: 30)	59% (Ptile: 68, BiT Ptile: 27)		
5th Grade Science	37% (Ptile: 74, BiT Ptile: 42)	46% (Ptile: 73, BiT Ptile: 58)	46% (Ptile: 79, BiT Ptile: 56)	45% (Ptile: 89, BiT Ptile: 80)		

Performance and Relative Performance Trends




Meets Rate and Percentile

1. Click 
2. Select the following:
 - **County = Dallas**
 - **LEA Type = Independent**
 - **School District = Your District**
 - **School Type: Elementary**
3. The view displays Meets Rate and Meets Rate Percentile trends


link.commitdata.org/bestintx

Meets Percentile and Best-in-Texas Percentile

1. Click 
2. Select the following:
 - **County = Dallas**
 - **LEA Type = Independent**
 - **School District = Your District**
 - **School Type: Elementary**
3. The view displays Meets Rate Percentile and Best-in-Texas relative performance percentile trends

Selecting a Campus and Comparable Campuses



1. link.commitdata.org/bestintx
2. Click 
3. Select the following:
 - **County = Dallas**
 - **LEA Type = Independent**
 - **School District = Your District**
 - **School Type: Elementary**
 - ***Displays list of all elementary schools and their performance data***
4. Which school is considered “the best performing” attendance zone based (non-selective) traditional elementary school?
 - **Miss May Vernon Elementary (Royse City ISD)**
 - Note the following: EcoDis = 36%, EB/EL = 13%, SpEd = 14.7%, and Mobility Rates = 14.7%
5. Find Comparable Campuses across the state, county, or within the district
 - **County = All**
 - **LEA Type = Independent**
 - **School District = All Districts**
 - **Select EcoDis +/- 10% , EB/EL +/- 10% , SpEd +/- 5% , and Mobility rates +/- 5%**

Best-in-Texas

Questions?

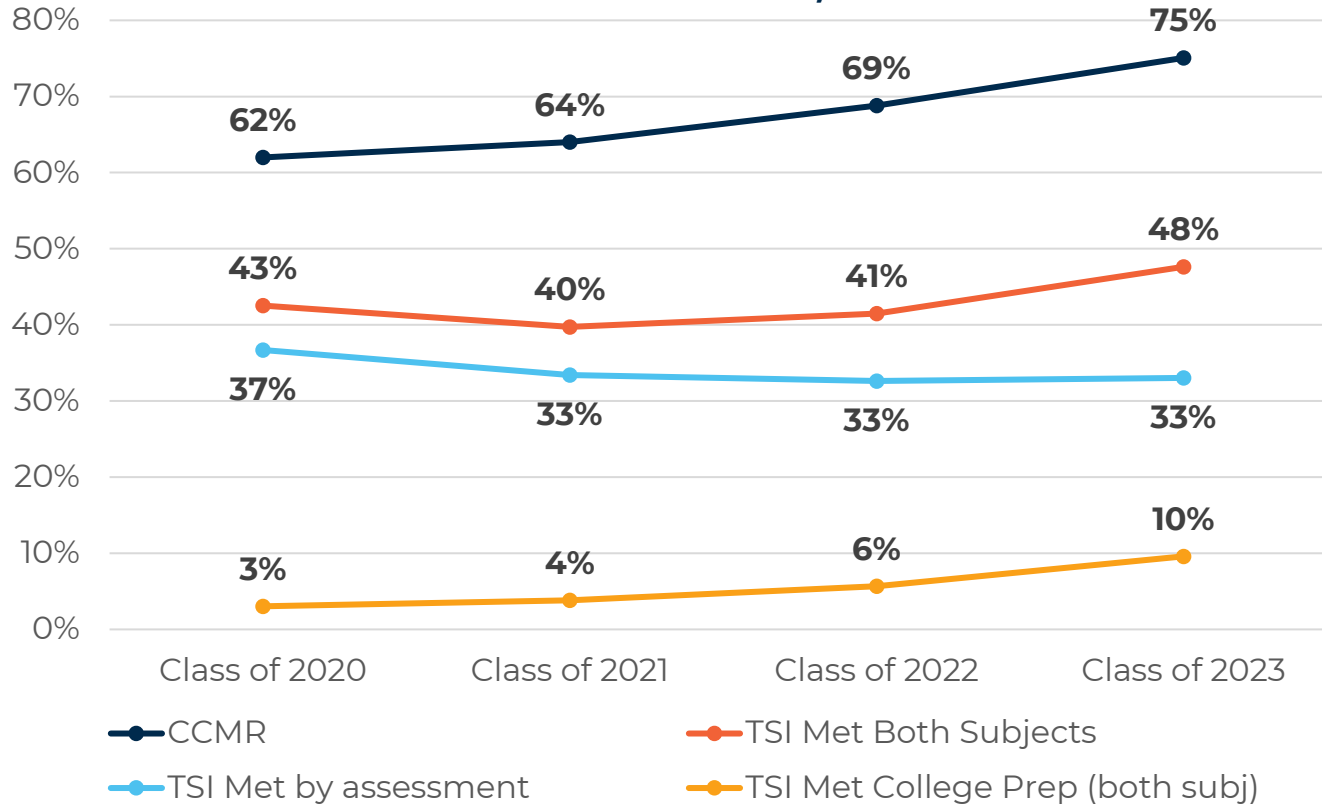
CCMR Data Dig



CCMR and TSI Met Rates Have Increased Since 2020, yet TSI Met without College Prep Rates Have Declined.

Which Additional CCMR Metrics Have Contributed to These Changes?

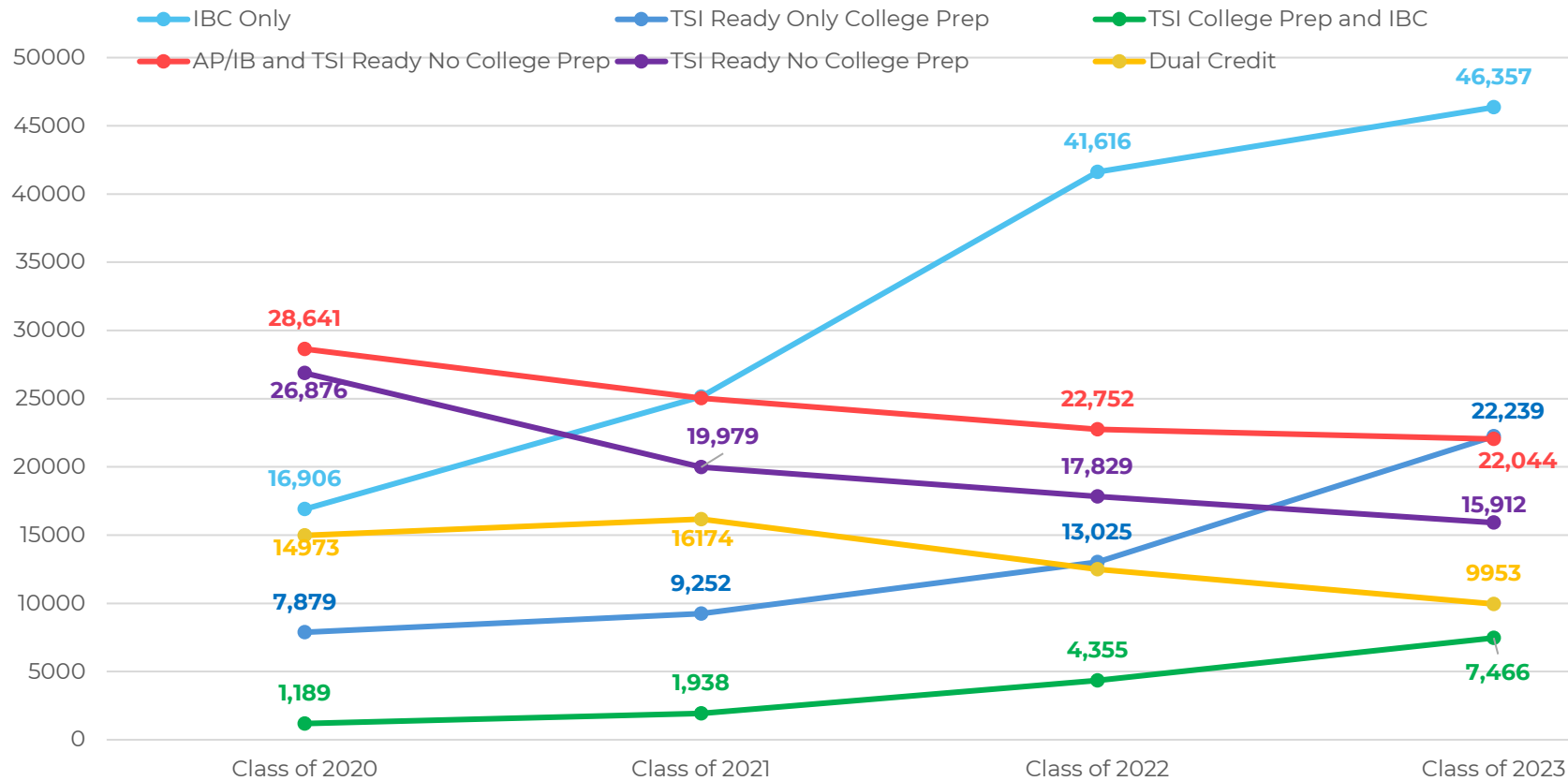
CCMR and TSI Met Rates, State of Texas



	Class of 2020	Class of 2023	Change 2020 to 2023
CCMR Met	223,313	283,286	+59,973
TSI Met Both Subjects	179,742	153,237	26,505
TSI Met by assessment	124,716	132,199	-7,483
TSI Met College Prep (both subj)	10,941	36,218	25,277

The gains in CCMR over the last 4 years come from increases in IBCs and TSI Through College Prep and decreases in Dual Credit, TSI by Assessment and AP/IB

Graduates who Meet CCMR by Attainment Combination class of 2020 to 2023 - Top 3/Bottom 3 Combinations



CCMR Attainment	Change 2020 to 2023
IBC Only	29,451
TSI Only College Prep	14,360
TSI Only College Prep and IBC	6,277
AP/IB and TSI by Assessment	-6,597
TSI by Assessment	-10,964
Dual Credit	-5,020

Source: TEA PIR, CCMR Verifier File

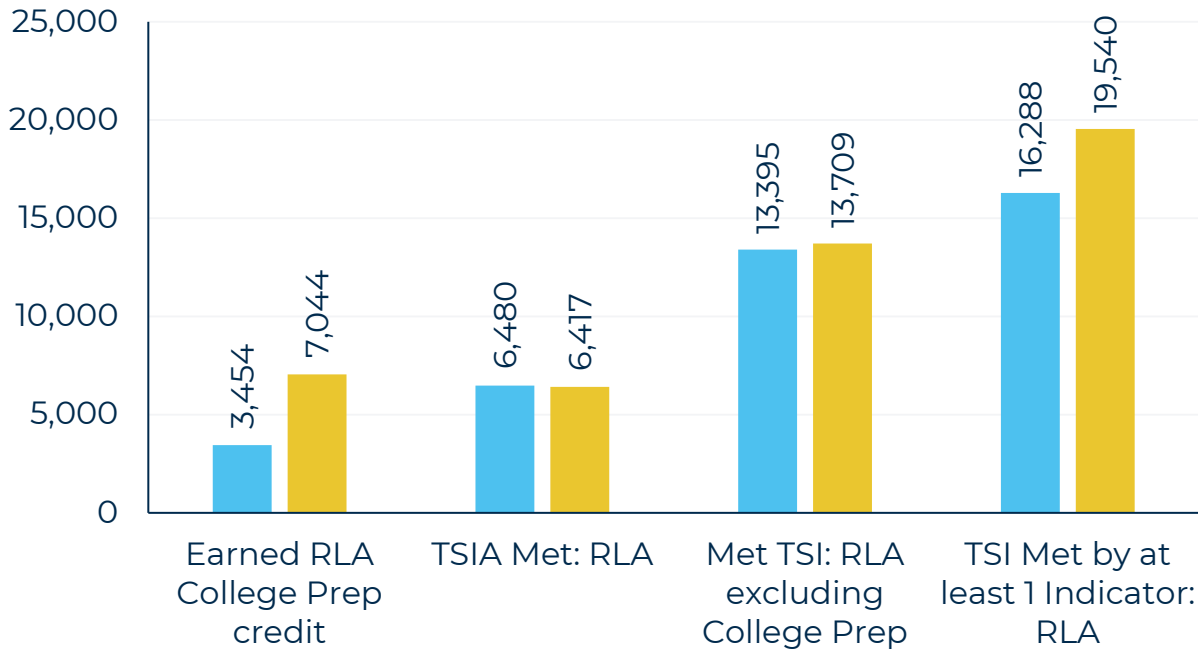
These CCMR Attainment Combinations take the three largest gains and declines over the last 4 years

An increasing number of students are meeting CCMR through being TSI-met via College Prep for both RLA and Math (104% and 92% increase from 2022 to 2023, respectively)



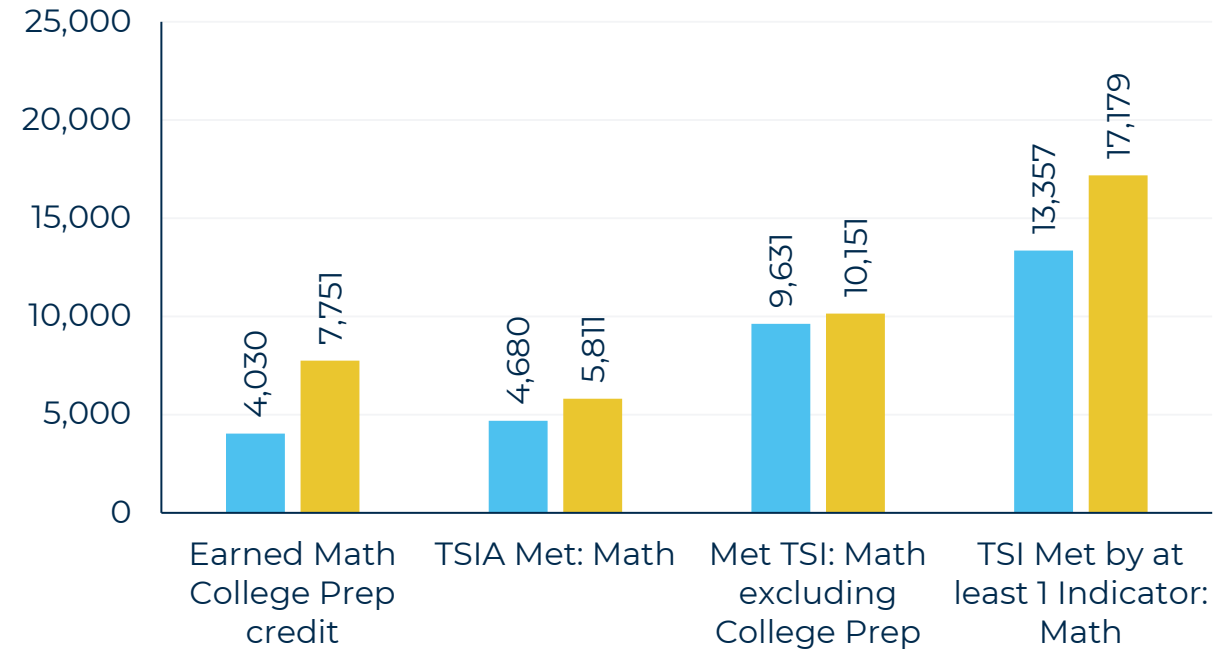
Dallas County TSI: RLA

■ 2022 ■ 2023



Dallas County TSI: Math

■ 2022 ■ 2023



Percent Change from 2022 to 2023

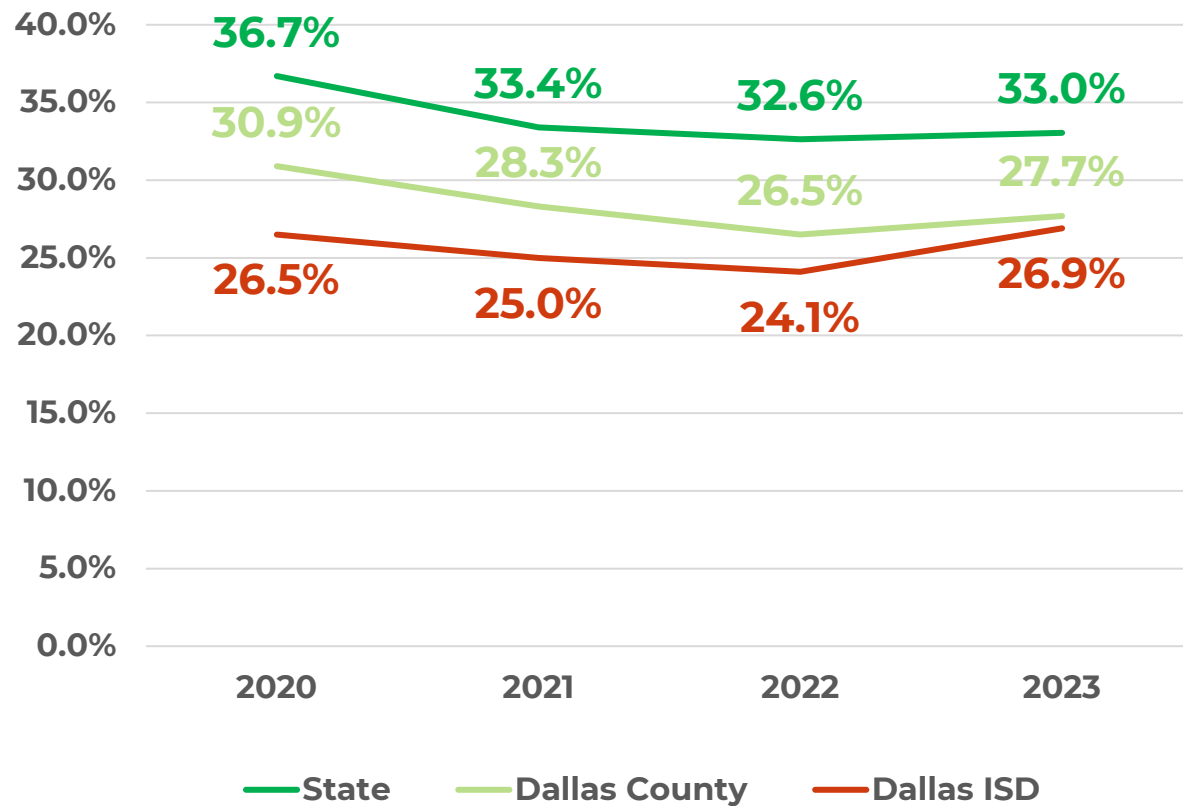
+104%	-1%	+2%	+20%
-------	-----	-----	------

+92%	+24%	+5%	+29%
------	------	-----	------

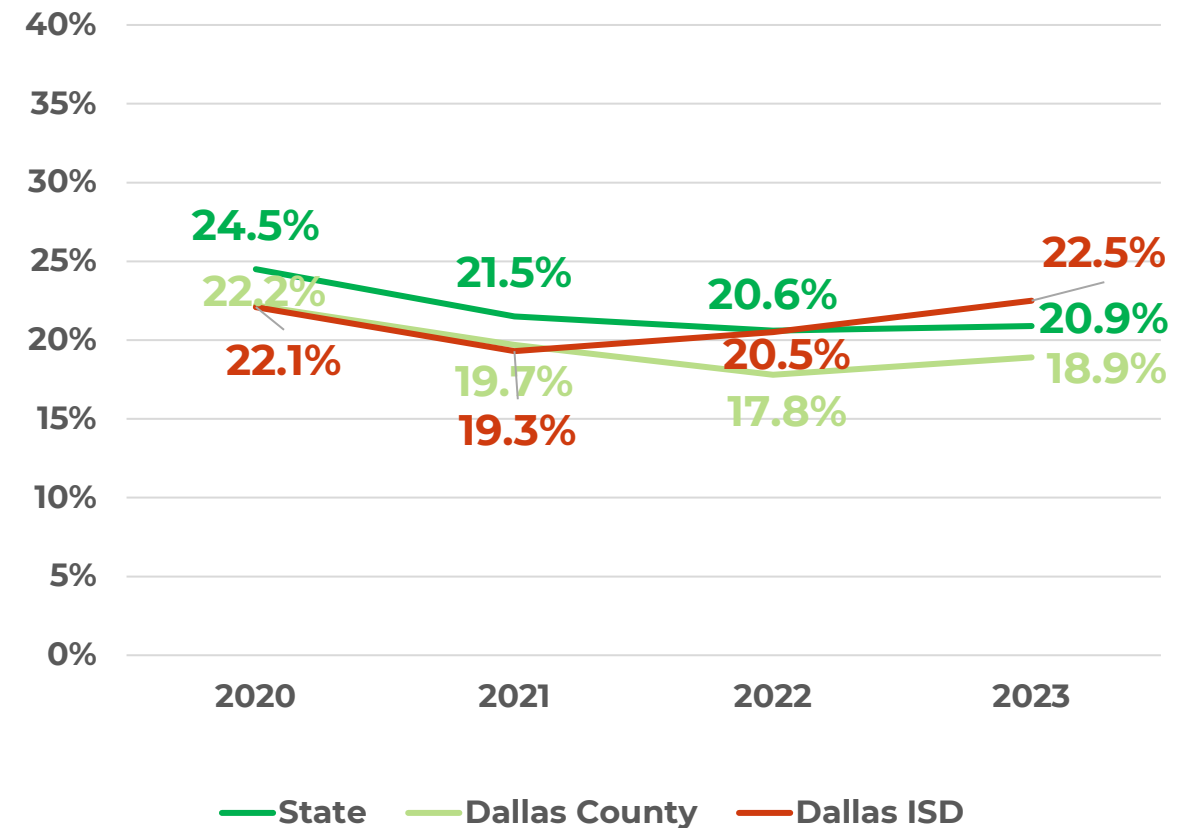
Source: CCMR Accountability PIR.

Dallas County TSI Readiness Rates for Economically Disadvantaged Students Remain Stagnant Whereas, Dallas ISD Rates Outpace and Surpass the County and State

TSI Readiness All Students (Excludes College Prep)



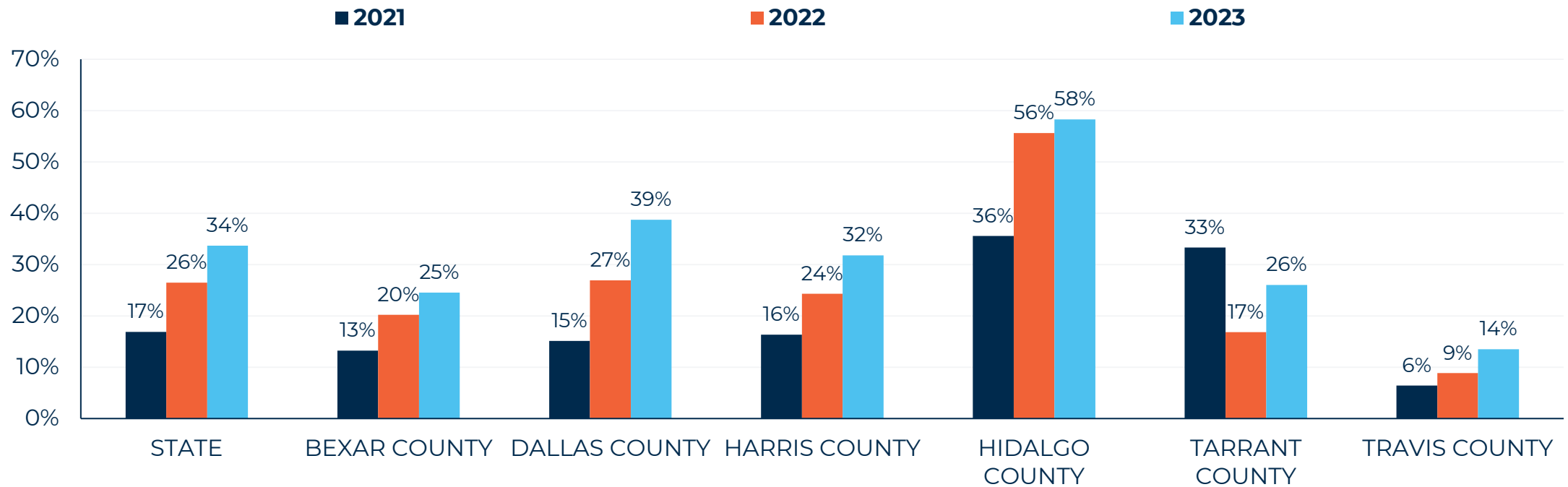
TSI Readiness EcoDis Students (Excludes College Prep)



Source: TEA PIR – CCMR Verifier File. *Masking may contribute to slight rounding differences in rates.

IBC attainment in the State rose from 17% to 34%, but Tarrant County saw a 7pp decline from 2021 to 2023

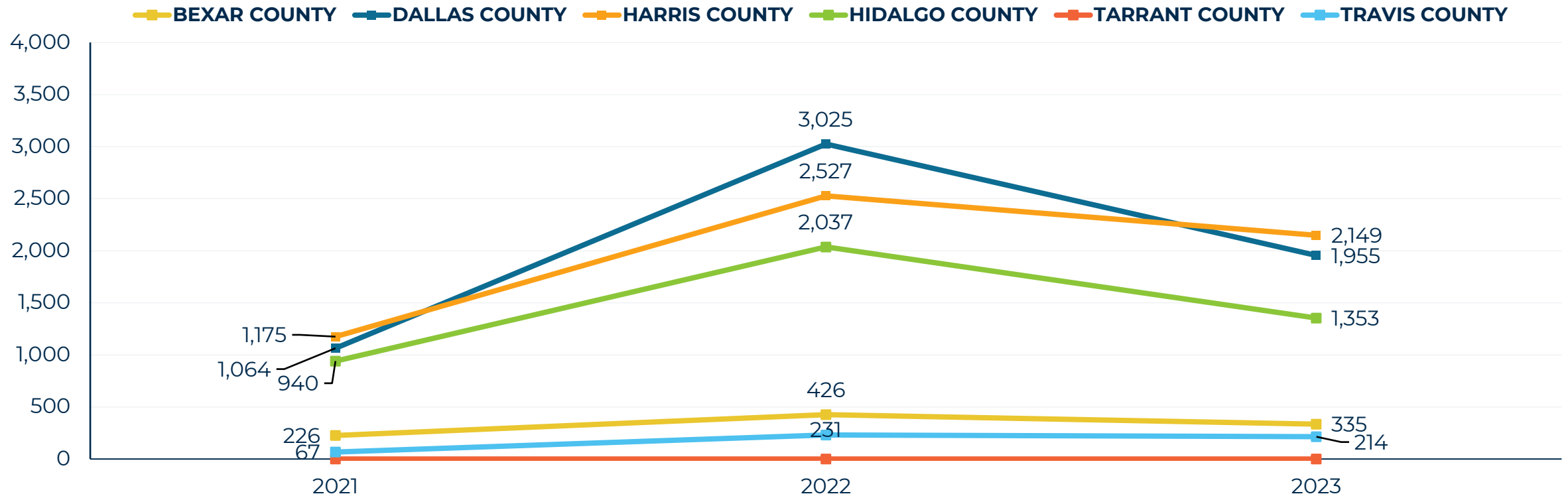
IBC Attainment Rates by County, Class of 2021 to Class of 2023



Percentage Point Difference in % of IBC Attainment from 2021 to 2023						
State	Bexar County	Dallas County	Harris County	Hidalgo County	Tarrant County	Travis County
17pp	12pp	24pp	16pp	22pp	-7pp	8pp

In 2022, there was a significant increase in students earning Sunsetting IBCs in most major counties; however, this trend is declining again in 2023

Sunsetting IBC with no other CCMR Criteria by County, Class of 2021 to Class of 2023



Source: Source: CCMR Accountability PIR. Note: Students who earned Sunsetting IBCs with no other CCMR Metric are also included in the Earned IBC counts.⁽¹⁾

CCMR Verifier Explorer Tool ([link](#))



The college career and military readiness index makes up a proportion of the student achievement domain in Texas' A to F school accountability framework. This measures how well districts are preparing their students for the college and the workforce.

District Name
(Multiple values)

Each CCMR metric below is one of the many ways that students can qualify as college, career, or military ready.

You may select any combination of the metrics below to calculate and explore how each metric impacts the overall CCMR rate.

(Note: CCMR Met is the current measure used by TEA and is the sum of each of the metrics selected.)

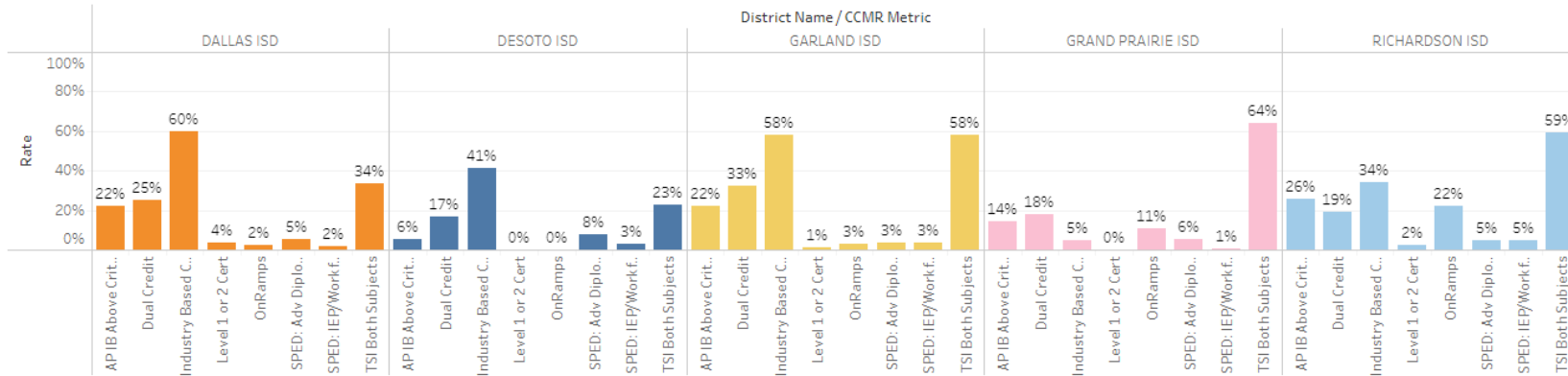
CCMR Metric

- A-F CCMR
- AP IB Above Criterion
- Dual Credit
- Industry Based Certification
- Level 1 or 2 Cert
- OnRamps
- SPED: Adv Diploma Plan
- SPED: IEP/Workforce
- TSI Both Subjects

CCMR Verifier Explorer Tool (Class of 2023)

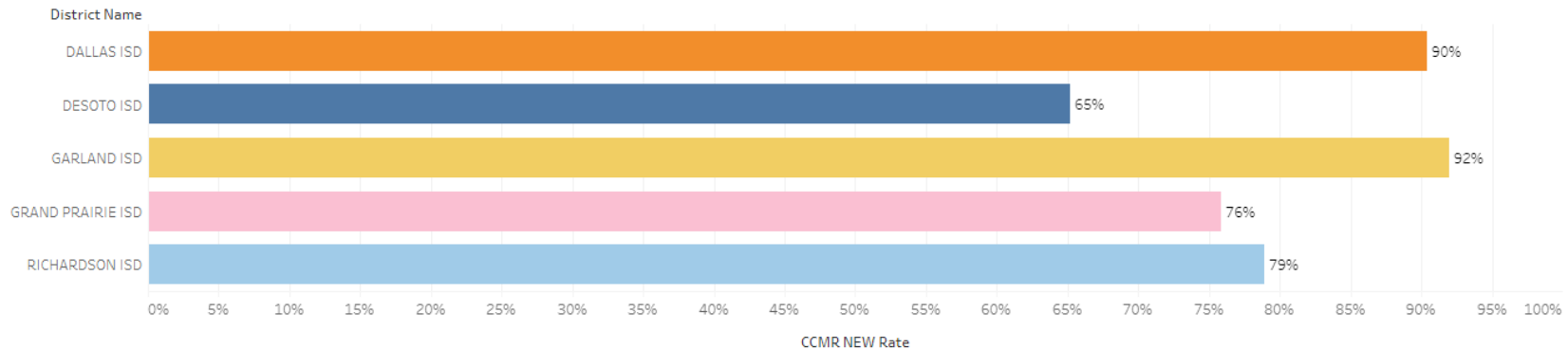
CCMR District Summary

Below you will see the percentage of students who have met each selected CCMR Metric by the districts selected.



CCMR Score (Raw)

Below is the estimated calculation for A-F CCMR given the CCMR metric(s) selected.



**What changes
would you like
to see with
regards to
CCMR policy?**

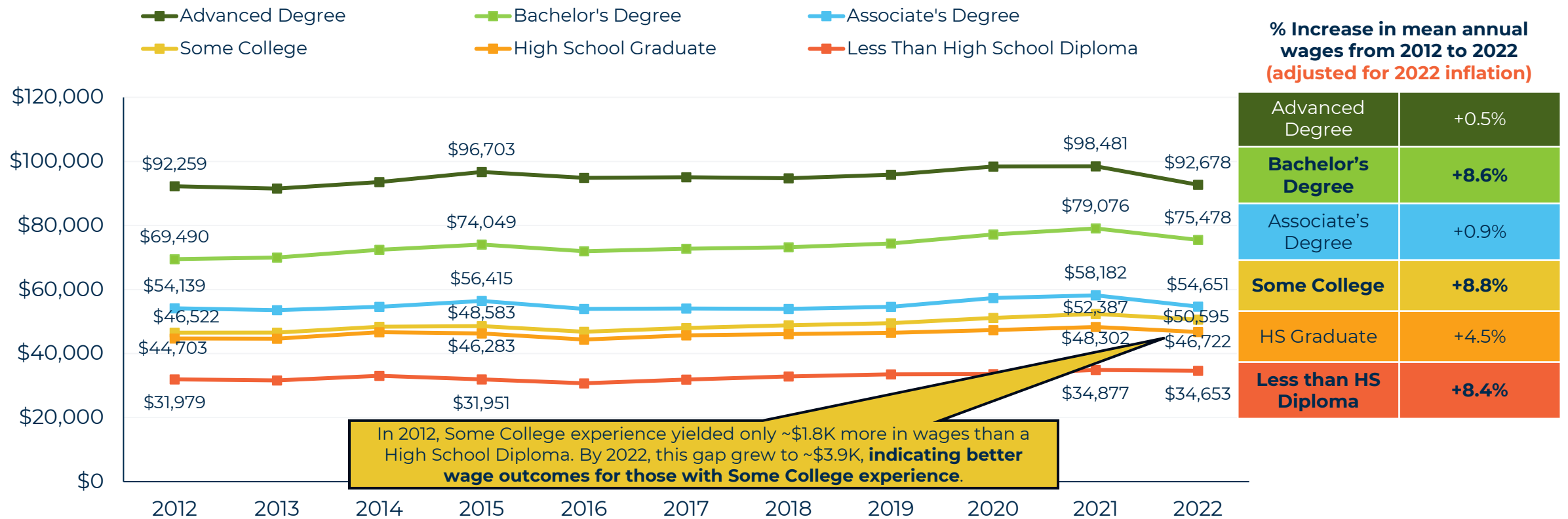


Mean Wages of Texas Students



Similar wage patterns were observed across educational attainment levels over the past decade; 2015 and 2021 were high-earning years for workers across all education levels, while 2022 saw a decline in earnings

State Mean Annual Wages by Educational Attainment (adjusted for 2022 inflation)



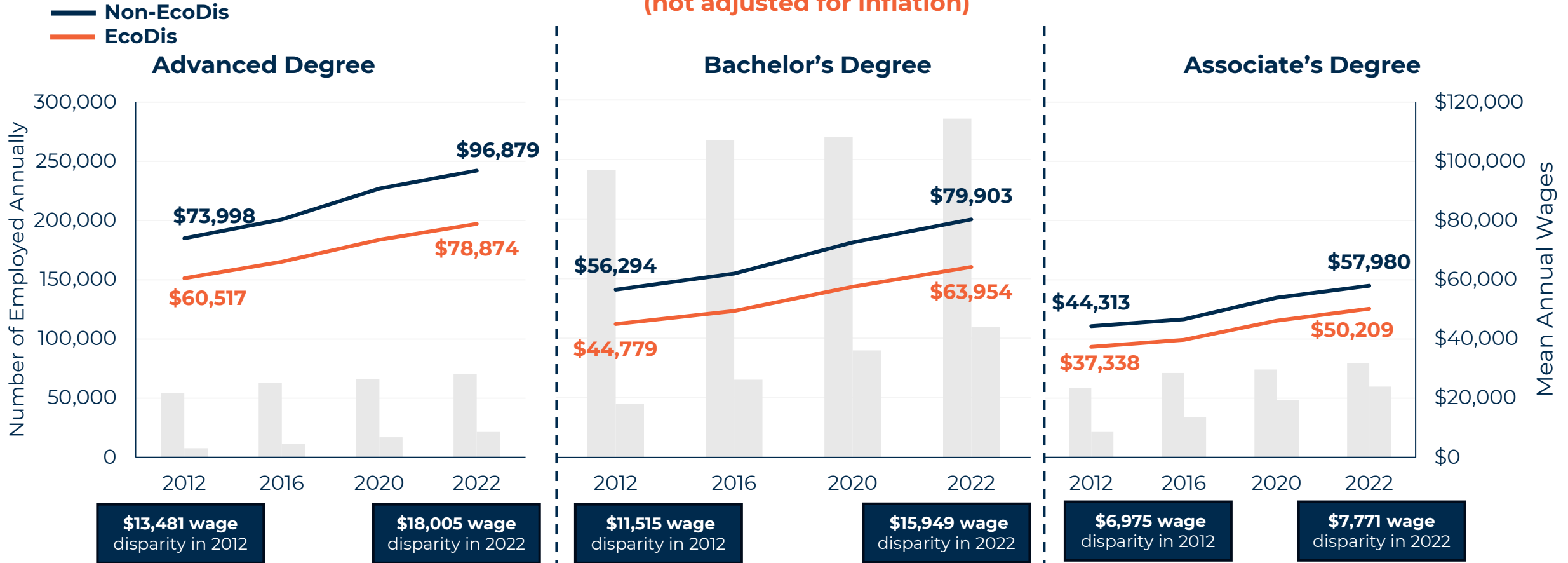
Source: TEA Wage Outcomes PIR, CPIs derived from the U.S. Bureau of Labor Statistics

Earning a Bachelor's Degree has become more valuable than any other educational attainment; since 2012, the average Texan Bachelor's Degree graduate earned ~\$21K more, which is almost \$6K when adjusted for inflation

Educational Attainment	Increase in annual wages from 2012 to 2022	
	Not adjusted for inflation	Adjusted for 2022 inflation
Advanced Degree	+\$20,346	+\$419
Bachelor's Degree	+\$20,997	+\$5,988
Associate's Degree	+\$12,205	+\$512
Some College	+\$14,121	+\$4,073
HS Graduate	+\$11,674	+\$2,019
Less than HS Diploma	+\$9,582	+\$2,675

Despite earning post-secondary credentials, students from low-income families are making 15% to 26% less than their peers coming from more affluent families

State Mean Annual Wages and Number of Employed by Educational Attainment and EcoDis status
(not adjusted for inflation)



How can we help?





Next Meeting Date Options

- **Thursday, January 23, 1-3pm**
- **Thursday, January 30, 1-3pm**
- **Thursday, February 6, 1-3pm**

Closing Thoughts

