Dallas County District Data Advisory Council

Thursday, February 29, 2024

Objectives for Today

During our time today, we hope to accomplish:

1. **Opportunity 2040 (The NEW Commit Scorecard)**
   Learn about the changes to the Scorecard and the new metrics being tracked

2. **Early Matters Dallas and Middle Grades Initiative**
   Insight on two major initiatives

3. **Garland ISD – Iselee Hill**
   Accelerated Tester Performance on SAT Math and Interim Assessments vs STAAR Performance

4. **Cohort Analysis**
   Learn about STAAR Cohort outcomes from 3rd grade to EOC

Agenda for Today

LUNCH AND NETWORKING 12:30 – 1:00

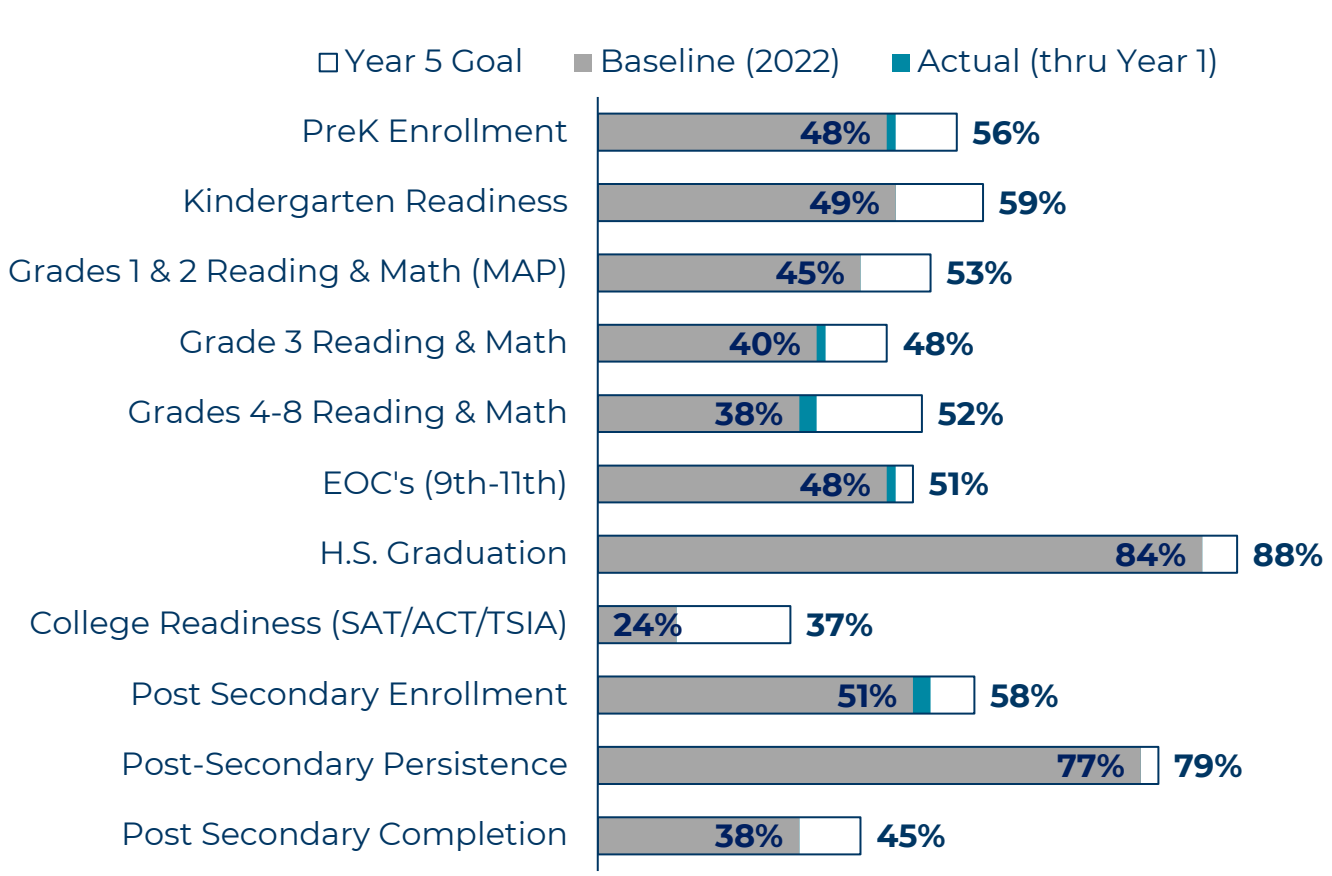
- **WELCOME 1:00 – 1:15**
  - Welcome – Dash Weerasinghe, Leah Ballard
- **NEW AND EXCITED THINGS HAPPENING AT COMMIT 1:15 – 2:50**
  - Opportunity 2040 – Ben Higgins
  - Early Matters Dallas – Amber Shields
  - Middle Grades Initiatives – Sile Robinson
  - Accelerated Tester Performance on SAT Math – Iselee Hill (Garland ISD)
  - Interim Assessments vs STAAR Performance – Iselee Hill (Garland ISD)
  - Cohort Analysis – Kristen Davis
- **CLOSING 2:50 – 3:00**
  - Last Meeting of 2023-2024 School Year – Leah Ballard
  - Agenda Topics – Leah Ballard
  - Feedback – Leah Ballard

Opportunity 2040

The NEW Commit Scorecard

Opportunity 2040 – Progress Tracker

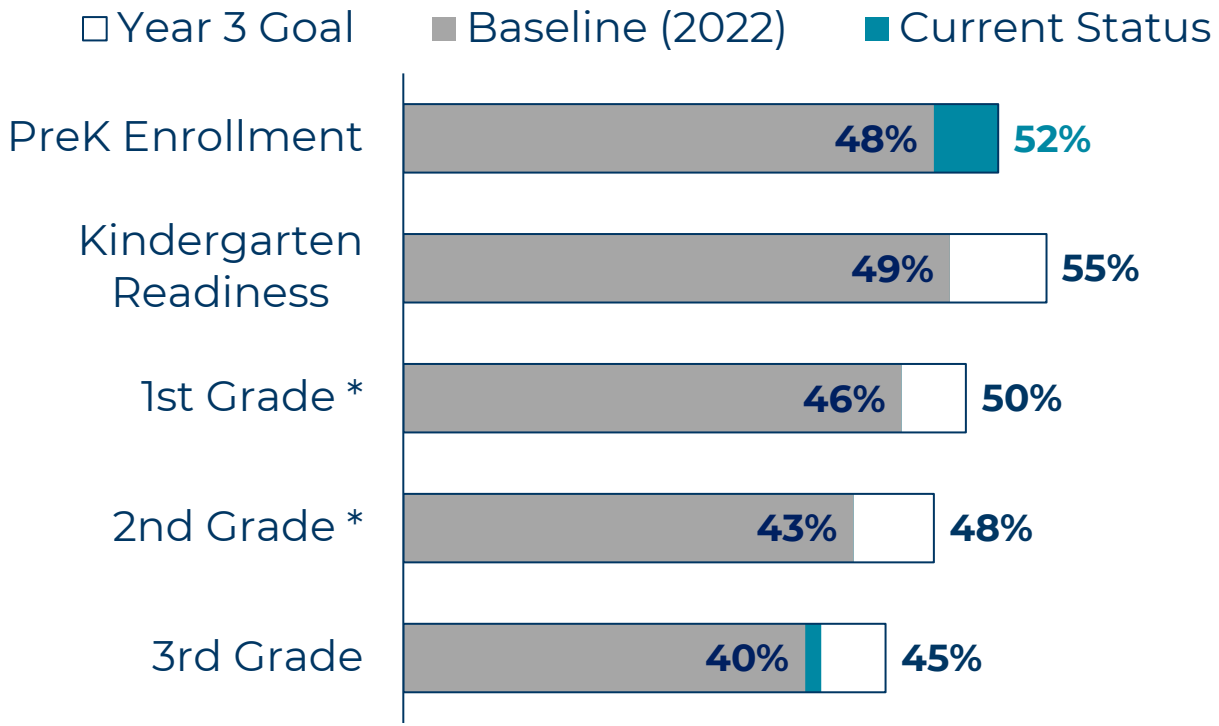
*Dallas County is **On Pace** to Meet its Year 1 Progress Goal of +7,700 Students*



Baseline %	2022 Count *	% Gain to Date	# Gain to Date	% Goal by Yr. 5	# Goal by Yr. 5
48%	53,000	+1%	+981	+8%	**+4,136**
49%	30,000	-	-	+10%	**+3,420**
45%	67,000	-	-	+8%	**+5,745**
40%	34,000	+1%	+319	+8%	**+2,910**
38%	170,000	+2%	+3,594	+3%	**+6,561**
48%	120,000	+1%	+1,213	+3%	**+4,803**
84%	34,000	-	-	+4%	**+1,611**
24%	31,000	-	-	+13%	**+4,847**
51%	28,000	+2%	+580	+7%	**+2,398**
77%	17,000	-	-	+2%	**+1,446**
38%	17,000	-	-	+7%	**+1,165**
*Approximation		**Totals:**	**+6,687**	**-**	**39,042**

Opportunity 2040 – Progress Tracker (EMD)

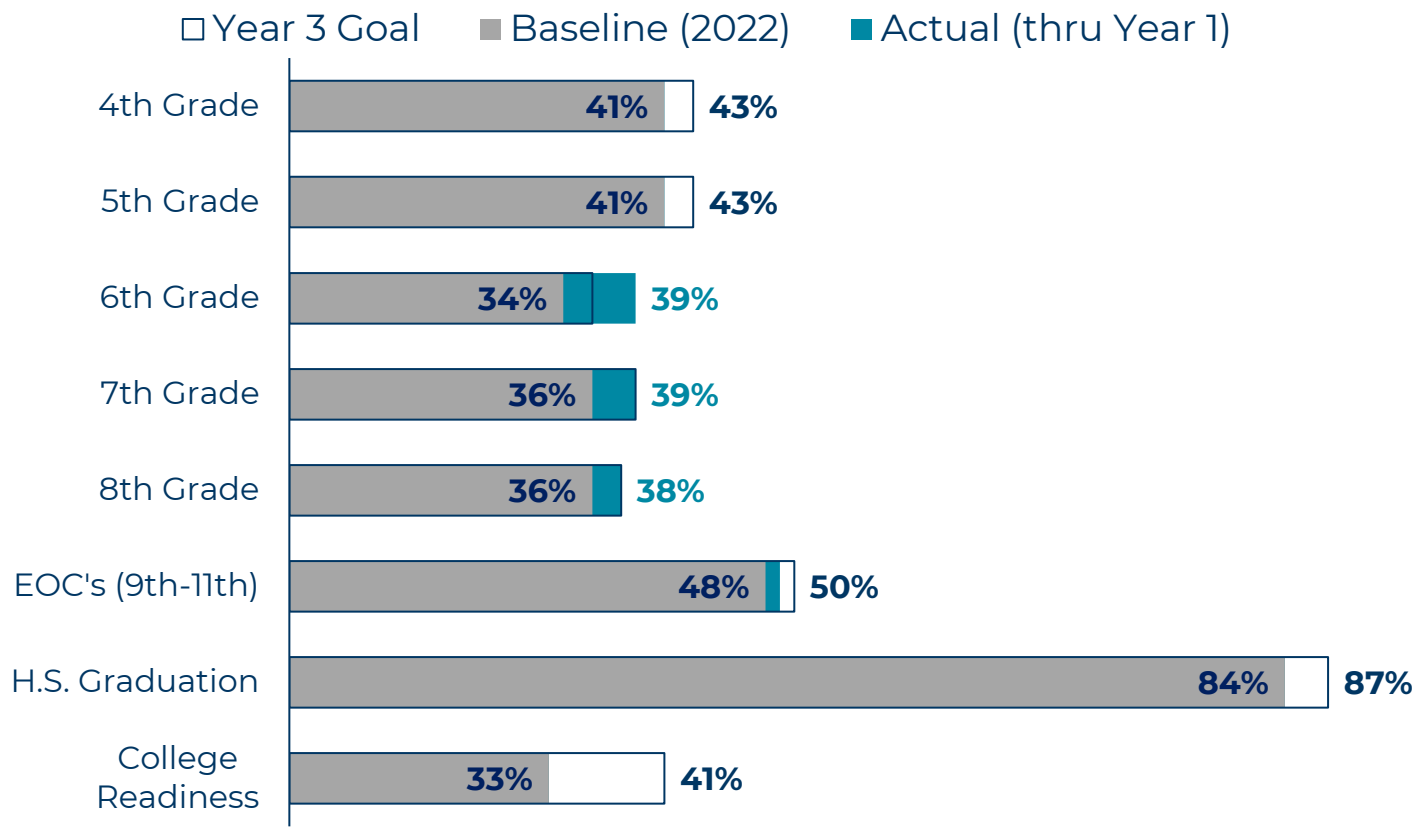
*Dallas County is **On Pace** to Meet its Year 3 Early Childhood Progress Goal of +9,385 Students*



Current Status	2025/Year 3 Goal	2028/Year 5 Goal
52% *(2024)*	**-** *(0)*	**+3%** *(+1,773)*
49% *(2023)*	**+6%** *(+2,008)*	**+10%** *(+3,420)*
46% *(2023)*	**+4%** *(+1,675)*	**+8%** *(+2,853)*
43% *(2023)*	**+5%** *(+1,679)*	**+8%** *(+2,860)*
41% *(2023)*	**+4%** *(+1,276)*	**+7%** *(+2,399)*
Totals:	***+6,638***	***+13,305***

Opportunity 2040 – Progress Tracker

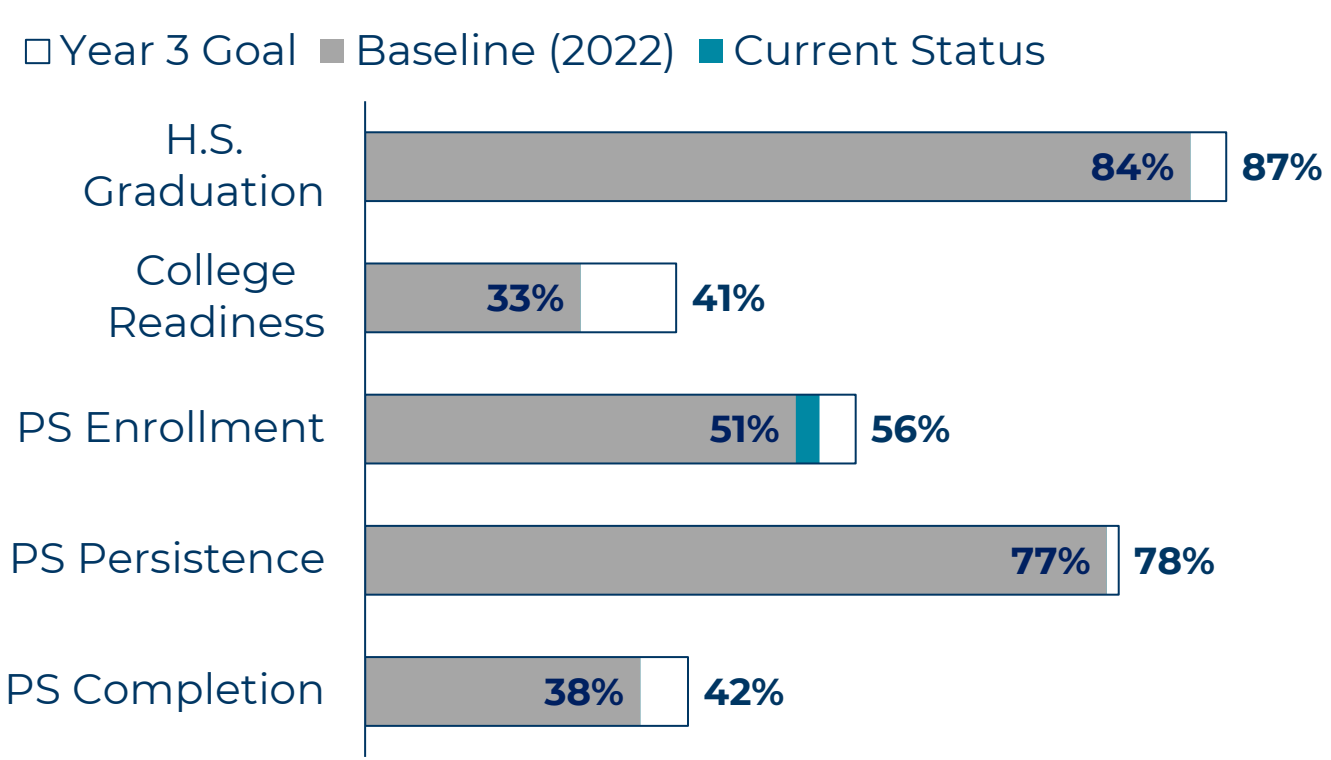
*Dallas County is **On Pace** to Meet its Year 3 Middle/Secondary Progress Goal of +10,083 Students*



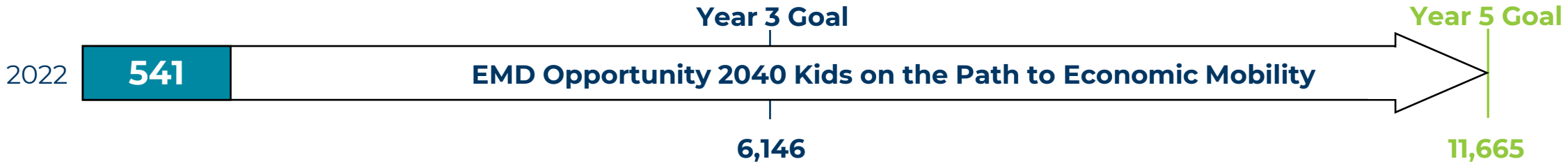
Current Status	2025/Year 3 Goal	2028/Year 5 Goal
41% *(2023)*	**+2%** *(+610)*	**+3%** *(+1,038)*
41% *(2023)*	**+2%** *(+598)*	**+3%** *(+1,018)*
39% *(2023)*	**-3%** *(-1,136)*	**-2%** *(-860)*
39% *(2023)*	**-** *(0)*	**+1%** *(+371)*
38% *(2023)*	**-** *(0)*	**+2%** *(+661)*
49% *(2023)*	**+1%** *(+1,324)*	**+3%** *(+3,007)*
84% *(2023)*	**+3%** *(+965)*	**+4%** *(+1,611)*
33% *(2023)*	**+8%** *(+2,861)*	**+13%** *(+4,847)*
Totals:	**+5,222**	**+11,693**

Opportunity 2040 – Progress Tracker (EMD)

*Dallas County is **Not on Pace** to Meet its Year 3 Post-Secondary Progress Goal of +9,385 Students*



Current Status	2025/Year 3 Goal	2028/Year 5 Goal
84% *(2023)*	**+3%** *(+965)*	**+4%** *(+1,611)*
33% *(2023)*	**+8%** *(+2,861)*	**+13%** *(+4,847)*
53% *(2024)*	**+3%** *(+812)*	**+7%** *(+1,980)*
77% *(2023)*	**+1%** *(+648)*	**+2%** *(+1,496)*
38% *(2023)*	**+4%** *(+319)*	**+7%** *(+1,165)*
Totals:	***+5,605***	***+11,099***



Opportunity 2040: Measurement Metrics***

Indicator	Tracked By:
Pre-K Enrollment	TPEIR
Kindergarten Readiness	TPEIR
1st Grade	MAP: Math/Reading
2nd Grade	MAP: Math/Reading
3rd Grade	STAAR: Math/Reading
4th Grade	STAAR: Math/Reading
5th Grade	STAAR: Math/Reading/Science
6th Grade	STAAR: Math/Reading
7th Grade	STAAR: Math/Reading
8th Grade	STAAR: Math/Reading/Science/History
EOC's (9th-11th)	STAAR: Algebra-1/English-1/English-2/Biology/US-History
H.S Graduation	TAPR
Post-Secondary Enrollment	Dallas County Promise Data
Post-Secondary Persistence	Dallas County Promise Data
Post-Secondary Completion	Dallas County Promise Data

*Metrics are subject to change

Early Matters Dallas
&
Middle Grades Initiative

Early Matters Dallas is Commit's early childhood team and it is part of a broader local and statewide coalition advocating for high-quality early education as an economic mobility driver since 2015.

Access to Quality Childcare:
Increase the number of high-quality childcare seats in Dallas County

- More parents able to work, reducing child poverty
- More students ready for PK and K
- More Pre-K Partnership Seats

Enrollment in High Quality Pre-K:
Increase the number of eligible 3 and 4YO's enrolled in public pre-k

- 70% of eligible students who attend PK in Dallas County are Kindergarten Ready (compared to 40% who don't attend)

Students Enter Kindergarten Ready to Learn:
Increase the percentage of students meeting Kindergarten readiness standards

- 3x more likely to be reading on grade level in 3rd grade if Kindergarten Ready

Students Reading Proficiently by 3rd Grade:
Increase the percentage of students at the "meets" level of STAAR 3rd grade reading

- 4x less likely to drop out of high school

Early Matters Dallas Initiatives

Pre-K Directors CoP: We convene Pre-K Directors from across 14 districts 6 times annually with a focus on Pre-K awareness, access, and quality. Data is used to guide discussions around increasing enrollment and improving Pre-K quality.

Data Needs: Kindergarten Readiness

K-3 Literacy Directors CoP: We convene K-3 Literacy Directors from across 14 districts 6 times annually with a focus on improving early literacy outcomes.

Data Needs: K, 1, 2, NWEA MAP Data (BOY, MOY, EOY)

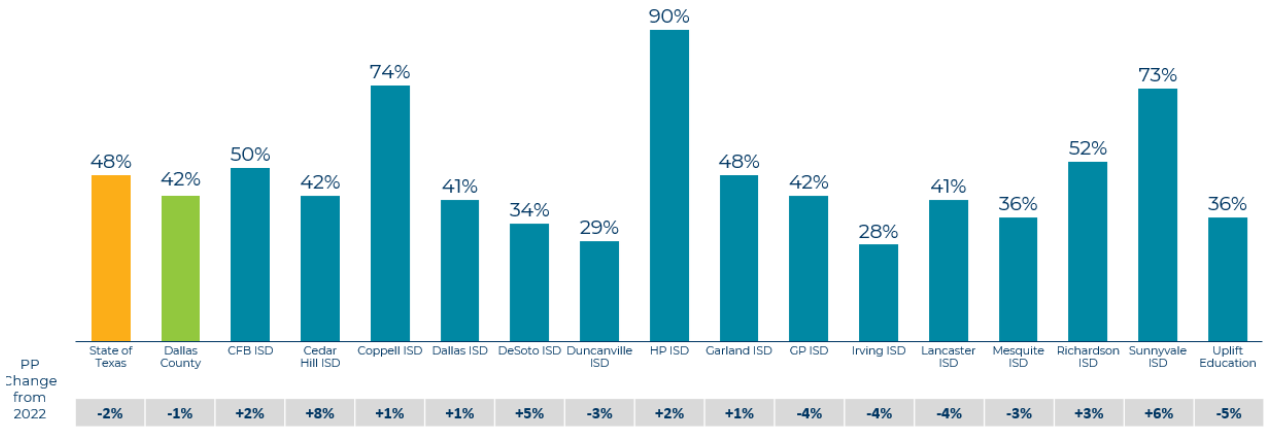
Best in Southwest Literacy Learning Network: 4 participating districts collaborate around early literacy including district and campus leaders.

Data Needs: K, 1, 2, NWEA MAP Data (BOY, MOY, EOY)

With the absence of statewide early literacy data for 1st and 2nd grade, district literacy leaders do not have the opportunity to compare their early literacy student outcomes to peer districts.

Some Dallas County Districts Saw Significant Gains in 3rd Grade Reading from 2022 to 2023

STAAR 3rd Grade Reading, 2023



Source: TEA, STAAR Aggregate, Report Year 2022-2023

commit

9 Dallas County districts utilize MAP Reading for grades K-2. Through Commit facilitated early literacy data discussions around Dallas County MAP data leaders have had increased understanding about how their K-2 students are doing compared to other Dallas County districts.

District Partners in Literacy

Megan Frankenberg

Dr. Shemeka Millner, Amber Gilmore

Yuddie Uwelike, Dr. Debbie Murillo, Cristal Jackson

Dr. Rashida Hobbs-Jones, Chief Stephanie McCloud

Erica Reyes, Jennifer Dickson

Yvonne Thornton, Lynne Glynn

Andrea Bailey, Dr. Jennifer Hammett

Laura Moore

Mimi Hutchinson

Dr. Angela Herron, Suze Barrera

Middle Grades

Our work prioritizes grades 4 through 10 (the middle grades), focusing on improving educational outcomes for students during these crucial years. **Our primary workstreams center on intentional holistic student supports, including academic supports such as advanced academics (advanced math pathways or academic audits) and broader measures like discipline reform and innovative school models**. Our approach to the work aims to build the capacity of districts as they address the unique needs of the middle grades. **Through our work, we support the overall enhancement of student success as they progress from early childhood to post-secondary education.**

Middle Grades Initiatives

1

Math Learning Series to Improve Math Outcomes

We are hosting an **upcoming math learning series** that will begin in March 2024 and end in April 2025. District leaders will meet every other month to learn content-based strategies in math and then they will have the opportunity to implement these strategies with teachers through instructional coaching and professional learning. Regular data monitoring will be pivotal to ensure these math strategies are positively impacting students.

Data needs: NWEA MAP (ex: grade-level reports)

2

Math Policy (SB 2124) Workshops & Advanced Academic Audits

This summer, we will be launching **policy workshops** to support districts with the implementation of SB 2124; creating advanced math pathways. An additional offering will be provided to allow districts the opportunity to receive **academic coursework audits** to ensure they have the most comprehensive offerings for students on an advanced coursework track

Data needs: Academic Coursework Data (ex: enrollment by course)

Middle Grades Initiatives

3

Discipline Reform to Increase Student Engagement and Outcomes

We will be working with several districts as they begin piloting specific discipline practices across campuses. We will support campuses with implementation and data monitoring. We will review data to measure the effectiveness of these strategies and adjust our discipline pilots as needed. Examples of data we will review include discipline incidents, total number of OSS/ISS, etc.

Data needs: Comprehensive Discipline Data (ex: OnData Suite reports)

4

Innovative School Models in Middle School

As more districts embark on creating innovative schools, we are partnering with districts and campuses to re-imagine middle school. We will support campuses with the redesign and collect data around enrollment/demand, the impact of innovative models on student outcomes, and more!

Data needs: NWEA MAP, student enrollment/applications

District Partners in Math

Tanya Garvey & Shashawn Campbell

Miika Baldwin

Crystal Alexander

Dr. Rashida Hobbs-Jones, Sonja Batiste, & Tanya Dillard

Javelo Jones

Dr. Yajayra Valentin & Nakesha Reddick

Dr. Kimberly Caddell, Liz Johnson, & Danielle Twitty

Dr. Angela Herron, Martin Cardenas, & Tamara Majors

Ryan Castle & Julia Graham-Chapman

Julie Teague

Elizabeth Janeczko, Stephanie Gatson, & Martie Leftwich

Garland ISD

Garland ISD

1

Accelerated Testers

30-40% of Algebra 1 score for HS

- District Collaboration
- Campus Action Plan
- Expanding Testing

2

Interim Window 3

2024 Projected Performance Results

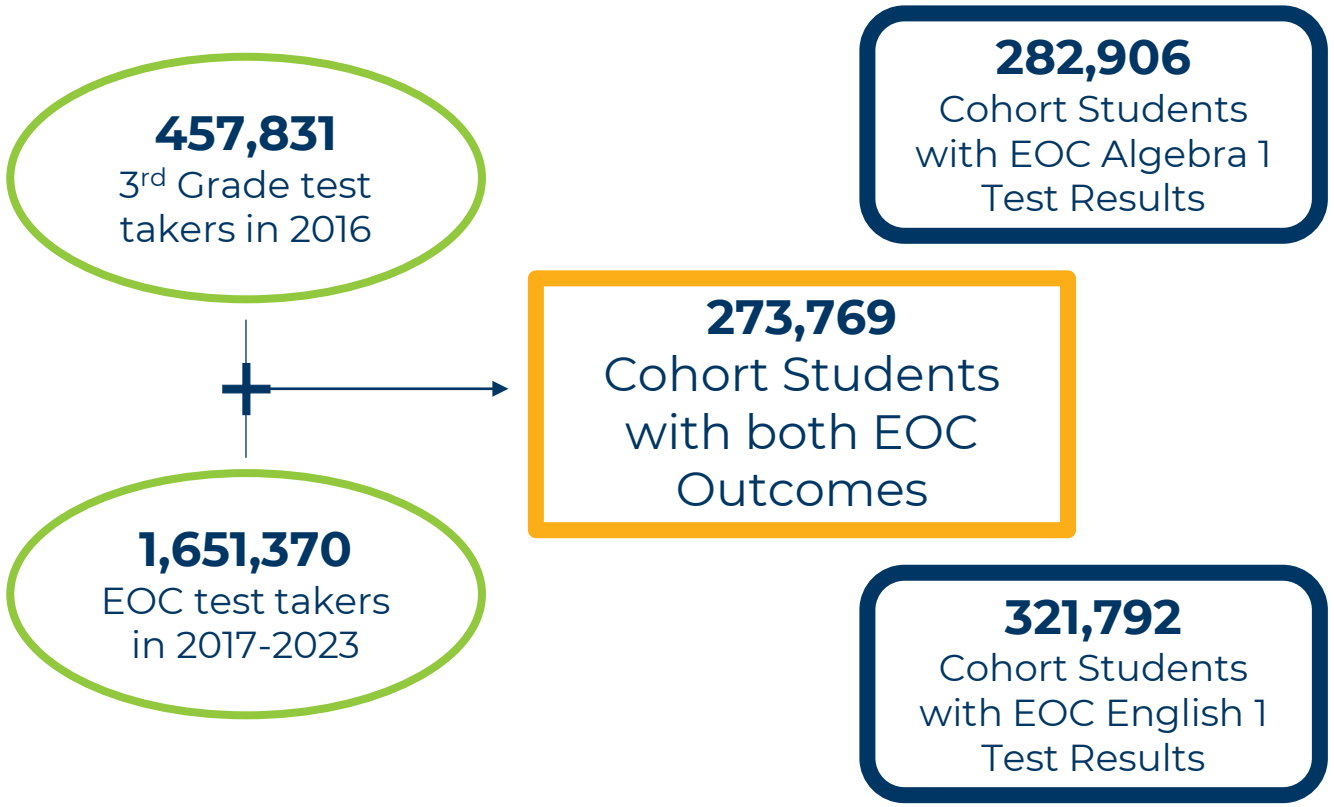
- Comparison between 2024 Interim and 2023 STAAR and NWEA MAP MOY

Cohort Study Analysis

The initial phase of the research project highlights a true cohort of test takers with identified records in both 3rd and EOC

Data Foundation:

- Utilized raw student-level files from TEA PIRs as the foundation for the analysis.
- Defined the 3rd-grade testing group for the 2016 testing year and 3rd-grade testing level first administration.
- Collected any non EOC testing results associated with that student ID 2017-2023
- Identified the first instance of Algebra 1 & English 1 EOC testing associated with that student ID 2017-2023



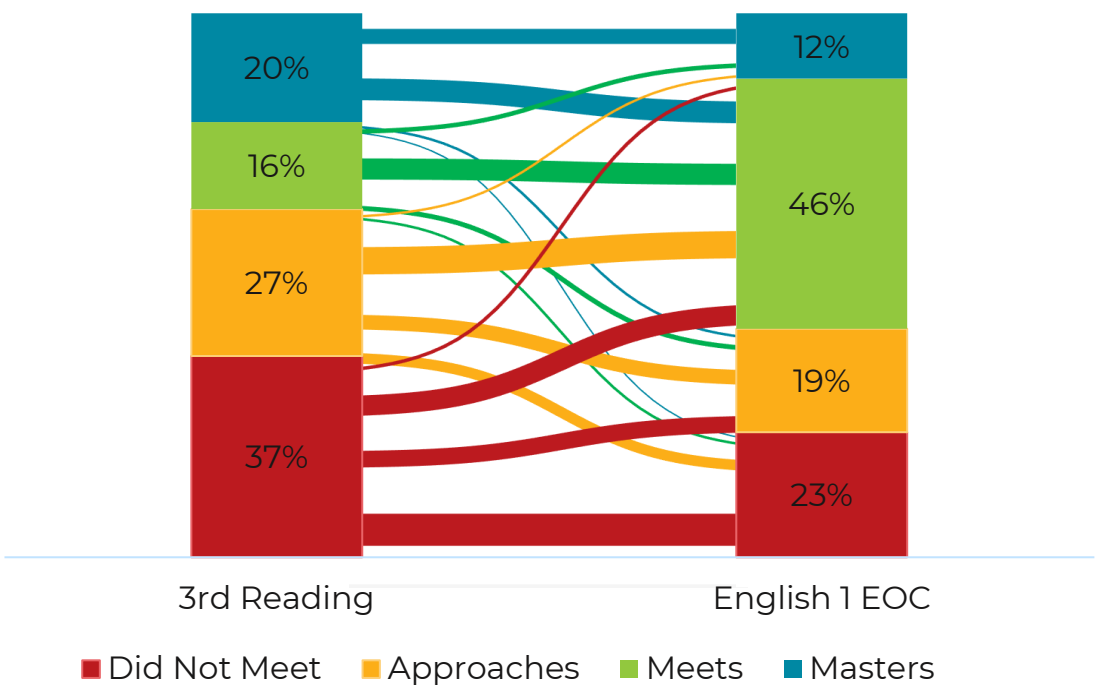
3rd Grade Reading to English 1 EOC

Outcomes by County & State

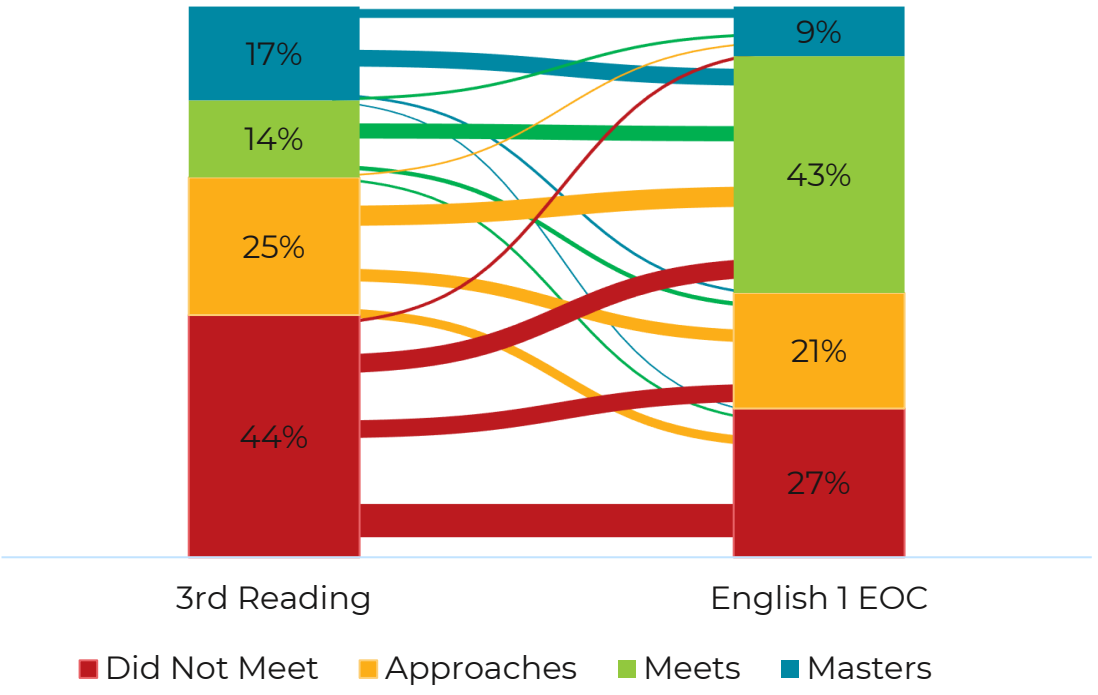
Statewide the number of students scoring Meets or Above grew from 3rd grade performance to EOC outcomes (36% to 58%) this trend held true in Dallas County as well, however the number of students reaching Master's dropped in both groups.

STAAR Outcomes for 3rd Grade Reading & EOC English 1

State of Texas



Dallas County ('057)



Results calculated from inclusive cohort identified for the purposes of this study STAAR results 2016-2023

Across both Texas and Dallas County ('057) students who scored Masters in 3rd grade reading were 2x more likely to drop down to Meets on their EOC E1 score than stay at Masters indicating a lack of opportunity for extension for these students.

STAAR Outcomes for 3rd Grade Reading & EOC English 1

State of Texas

3rd Grade Reading Outcome	2016 % of Total	% of Subpopulation with EOC E1 Outcome: Masters	Meets	Approaches	Did Not Meet
Masters	**16%**	38%	56%	5%	2%
Meets	**21%**	13%	68%	14%	6%
Approaches	**27%**	3%	51%	27%	19%
Did Not Meet	**37%**	4%	28%	23%	45%
EOC % of Total		**12%**	**46%**	**19%**	**23%**

Dallas County ('057)

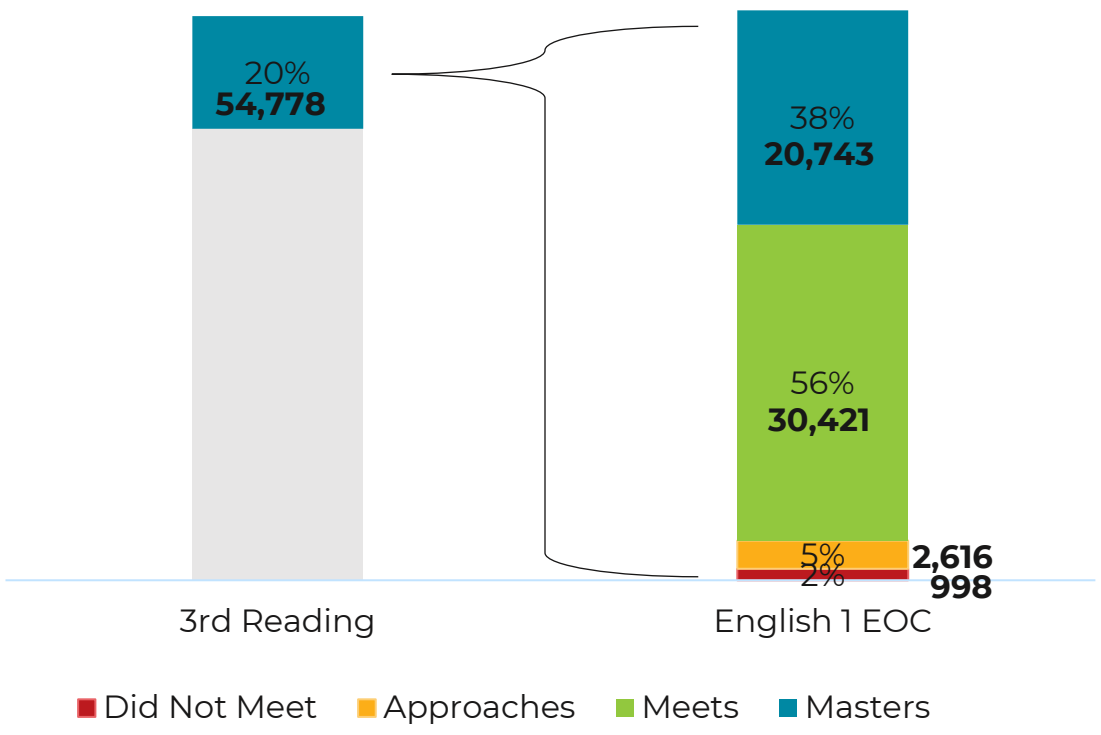
3rd Grade Reading Outcome	2016 % of Total	% of Subpopulation with EOC E1 Outcome: Masters	Meets	Approaches	Did Not Meet
Masters	**17%**	30%	60%	7%	3%
Meets	**14%**	10%	66%	16%	8%
Approaches	**25%**	3%	48%	29%	20%
Did Not Meet	**44%**	3%	26%	24%	47%
EOC % of Total		**9%**	**43%**	**21%**	**27%**

Results calculated from inclusive cohort identified for the purposes of this study STAAR results 2016-2023. Outcome % calculated across table e.g., 4% of 37% DMN in 2016 moved to Masters in EOC E1, not all rows may add to 100% due to rounding

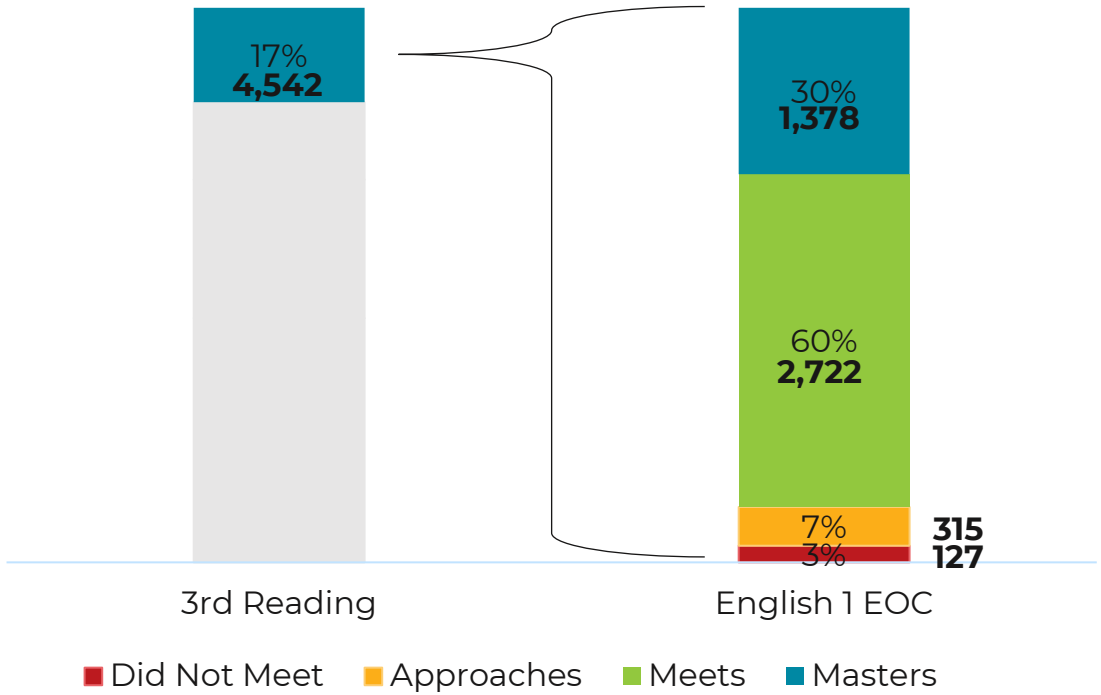
While 90% of Dallas County (‘057) students who scored Masters on their 3rd grade STAAR Reading test stated at Meets or Above on their English 1 EOC only 30% maintained at Masters, statewide 38% stayed at Masters.

STAAR Outcomes for 3rd Grade Reading Masters & EOC English 1

State of Texas



Dallas County (‘057)



Results calculated from inclusive cohort identified for the purposes of this study STAAR results 2016-2023

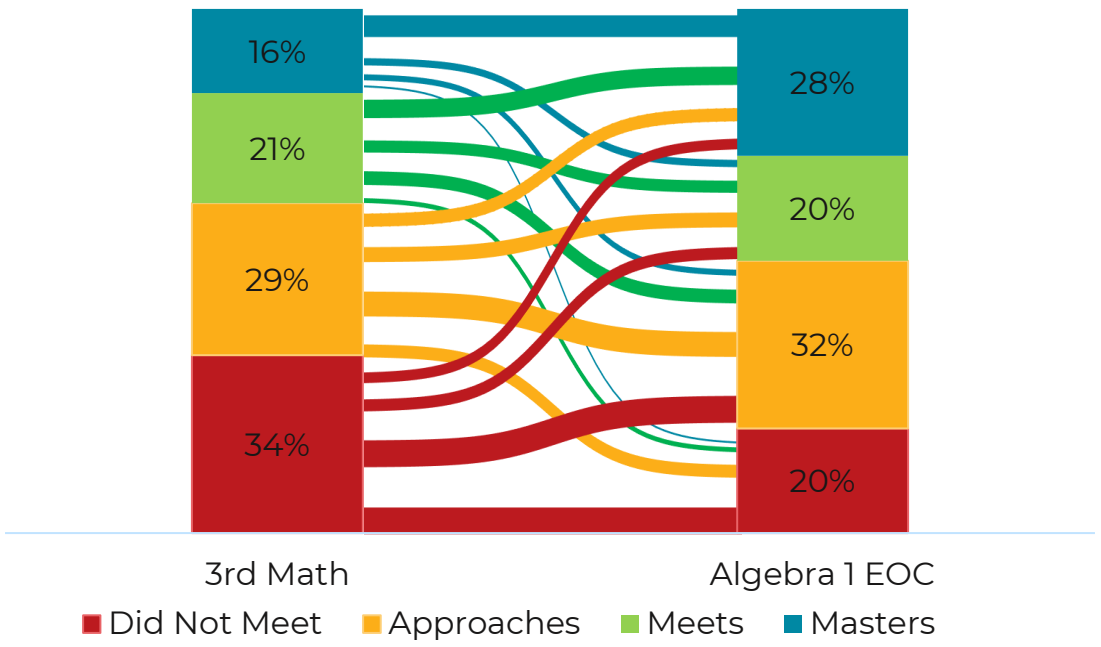
3rd Grade Math to Algebra 1 EOC

Outcomes by County & State

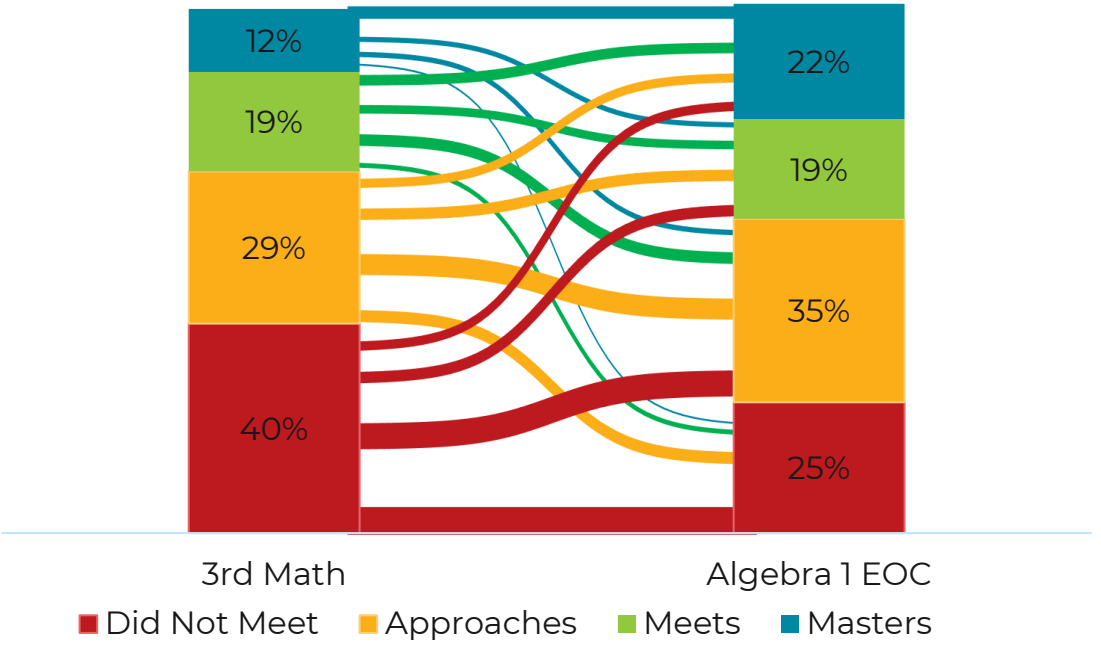
Statewide the number of students scoring Meets or Above grew from 3rd grade performance to EOC outcomes (37% to 48%) this trend held true in Dallas County as well, notably the number of students reaching Master's dropped in both groups.

STAAR Outcomes for 3rd Grade Math & EOC Algebra 1

State of Texas



Dallas County ('057)



Results calculated from inclusive cohort identified for the purposes of this study STAAR results 2016-2023

Across all performance levels Dallas County ('057) students were less likely than their statewide peers to Accelerate (move up in performance level).

STAAR Outcomes for 3rd Grade Math & EOC Algebra 1

State of Texas

3rd Grade Math Outcome	2016 % of Total	% of Subpopulation with EOC E1 Outcome: Masters	Meets	Approaches	Did Not Meet
Masters	**16%**	62%	19%	16%	4%
Meets	**21%**	38%	25%	28%	9%
Approaches	**27%**	20%	23%	38%	19%
Did Not Meet	**37%**	14%	15%	36%	35%
EOC % of Total		**12%**	**46%**	**19%**	**23%**

Dallas County ('057)

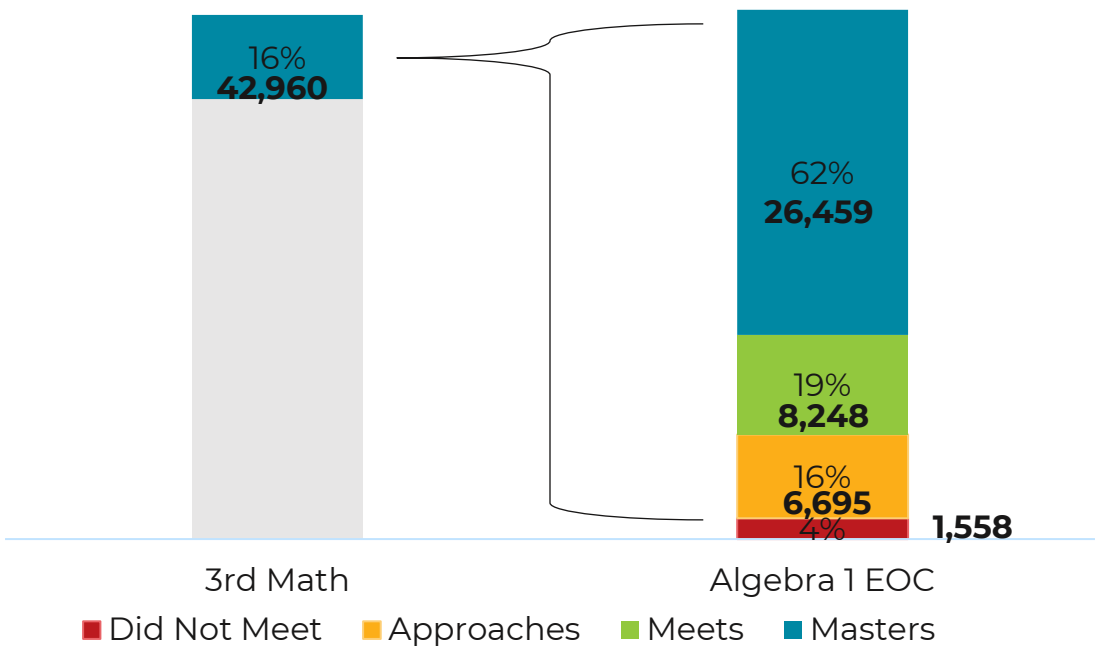
3rd Grade Math Outcome	2016 % of Total	% of Subpopulation with EOC E1 Outcome: Masters	Meets	Approaches	Did Not Meet
Masters	**17%**	54%	20%	21%	5%
Meets	**14%**	30%	24%	33%	13%
Approaches	**25%**	17%	21%	40%	22%
Did Not Meet	**44%**	12%	15%	35%	38%
EOC % of Total		**9%**	**43%**	**21%**	**27%**

Results calculated from inclusive cohort identified for the purposes of this study STAAR results 2016-2023

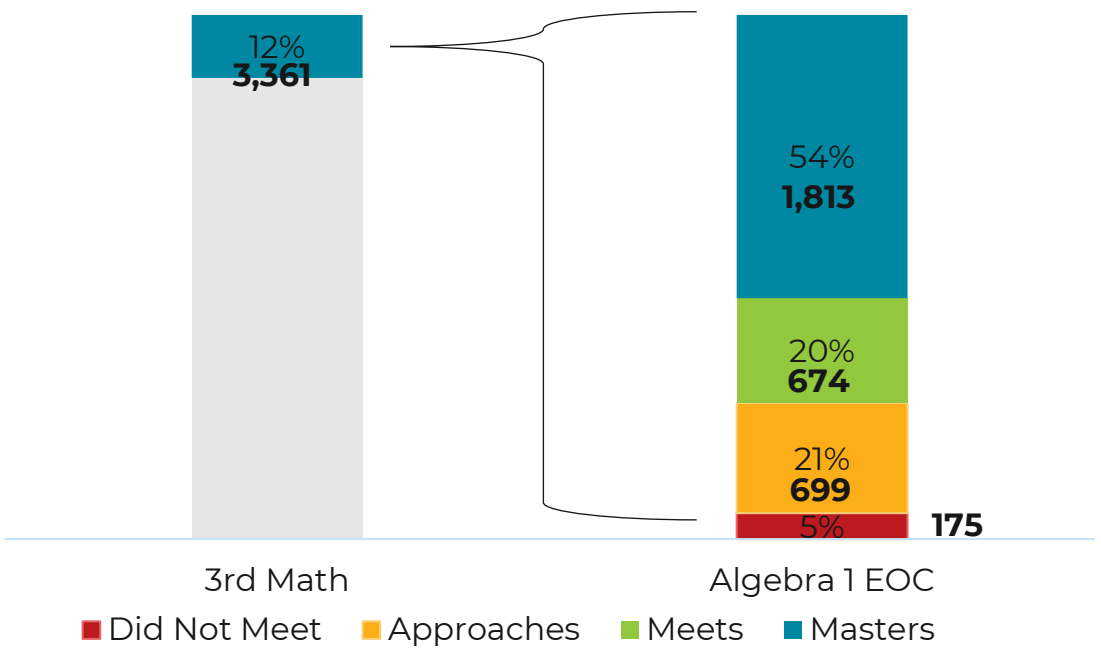
54% of Dallas County ('054) students who scored Masters on their 3rd grade STAAR Math exam maintained at the Masters level in their Algebra 1 EOC, 8% lower than the number of students who maintained statewide (62%).

STAAR Outcomes for 3rd Grade Math Masters & EOC Algebra 1

State of Texas



Dallas County ('057)



Results calculated from inclusive cohort identified for the purposes of this study STAAR results 2016-2023

Continue Exploring the Data

Exploration Tool - Link

Closing/Feedback

Feedback

bit.ly/3Uvt99m