OUR KIDS. OUR TOMORROW.

THE COMMIT! PARTNERSHIP
2016 COMMUNITY ACHIEVEMENT SCORECARD
Let’s start the conversation
23,207 additional Dallas County students are now achieving key benchmarks since 2012.

HOWEVER, CHALLENGES STILL REMAIN.

23,637 Dallas County third graders in 2016 were not reading at grade level, significantly limiting capacity to learn.

4,515 Dallas County 2011-12 9th graders did not graduate high school last year.

18,167 Dallas County 2010 high school graduates did not get a postsecondary degree.

6,822 Dallas County teaching positions had to be filled this year due to teacher turnover.

To dig deeper into the 2016 Scorecard data, visit the Scorecard Microsite at: scorecard.commit2dallas.org
Dallas County’s kids are all our kids—their preparedness today is absolutely critical to our community’s success tomorrow. With children of color now comprising over 80 percent of our students and nearly 75 percent of our low income student population, our community’s future increasingly demands our collective commitment to intentionally address the equity challenges found within our diverse and dynamic region.

On this 5th anniversary of the Commit! Partnership, it’s my honor to share with you our community’s 2016 Achievement Scorecard. With an increased lens on equity, enclosed you’ll find a thorough overview of how our children in Dallas County are performing academically, where progress is being made, and where needed action remains.

Our community’s collective efforts continue to show great progress since our collaboration began in 2012, with 23,207 more students meeting our key indicators of success. Nevertheless, the insights found on the following pages compel us to continue and sustain our forward momentum. While there is no one cause and no one solution to the inequities our children face, we have focused on select key initial strategies that appear to be working. More students enrolled in quality early childhood education. More students in front of an effective, well-supported and well-trained teacher. More students given the necessary support to access and successfully complete a postsecondary education. While it will take an increasingly larger village working together to overcome our challenges, we’ve never been more confident that we are on the right path forward toward equitable success for ALL of our children.

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 our village and work with us to invest in our future.

Onward,

Todd Williams

Chair and Executive Director, The Commit! Partnership
WHOM WE SERVE:
The Commit! Partnership serves those with a deep interest in the future educational and career outcomes of Dallas County learners.

OUR VISION:
Our community working together to ensure all students receive an excellent and equitable education.

WHAT WE DO:

ANALYZE
data and engage expertise to inform action

ACTIVATE
the community to achieve shared results

GROW
 Capacities of education systems and stakeholders

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A Pattern Emerges in a County Divided

Negative and misguided policies in the past left our county divided by race, class, and ethnicity. The impact of these policies and practices is still apparent today. Despite increasing diversity as a city, our neighborhoods remain some of the most segregated in the country. This separation matters because the neighborhoods that we live in shape our experiences, our opportunities, and our collective future. For those residing in neighborhoods of historical disinvestment, the possibilities of escaping the cycle of poverty and achieving a more prosperous future are drastically reduced compared to other neighborhoods. These divisions and disparities hold us all back.
DALLAS COUNTY: A SNAPSHOT

2,485,003 residents
671,710 residents under 18 years of age
501,198 Pre-K-12 students in Dallas County
196,811 children live in poverty
1,616,800 jobs
$238 billion economy
4.3 percent economic growth
73% of K-12 students in Dallas County qualify for ‘Free or Reduced Lunch’

DALLAS–FORT WORTH IS THE 4TH LARGEST METROPOLITAN AREA IN THE UNITED STATES.

EMPLOYMENT

EDUCATIONAL ATTAINMENT

To interact with the maps above, visit the Scorecard Microsite at: scorecard.commit2dallas.org
The High Costs of Educational Achievement Gaps

When students drop out of school, it has a direct impact on their lives and our economy. This chart looks at a single Dallas County cohort of 8th grade students from 2005, including their race and their ultimate level of educational attainment. The total cost of our failure to get these students to the next educational level was $8.4 billion. Lost earnings are calculated by comparing current projected lifetime earnings to the earnings of one educational attainment level higher.

$8.4 Billion in lost lifetime wages annually for EACH CLASS OF STUDENTS due to not completing one higher level of education
EQUITY IS BETTER FOR OUR BOTTOM LINE.

When we allow anyone’s potential to go unrealized, our region suffers as a result. When we don’t have enough skilled workers to fill available jobs, businesses suffer, and without everyone having sufficient education to participate, our economy suffers as a whole. When we close equity gaps, we will all benefit.

Closing equity gaps in education and job readiness in Dallas County could mean: 7

<table>
<thead>
<tr>
<th>Increase</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.7% increase in median earnings</td>
<td>156,828</td>
</tr>
<tr>
<td>$23.1 billion increase in the county economy</td>
<td>6,158</td>
</tr>
</tbody>
</table>


Leaks Persist in the County’s Cradle-to-Career Pipeline

STUDENTS MEETING KEY BENCHMARKS

86%

55%

38%

STUDENTS NOT MEETING KEY BENCHMARKS

PRE-K ENROLLMENT
4,331 students

KINDERGARTEN READINESS
16,343 students

3RD GRADE READING
23,637 students

4TH GRADE MATH
24,141 students

8TH GRADE SCIENCE
19,415 students

ALGEBRA 1
21,676 students

COLLEGE READINESS
24,208 students

Percentage of eligible 4-year-olds enrolled in public Pre-K or Head Start.

Percentage of Kindergarteners passing district assessments.

Percentage of students answering at least 75 percent of questions correct on STAAR.

Percentage of students answering at least 72 percent of questions correct on STAAR.

Percentage of students answering at least 73 percent of questions correct on STAAR.

Percentage of students answering at least 72 percent of questions correct on STAAR.

Percentage of 2014 high school graduates who took and scored at or above 1110 on the SAT or 24 on the ACT.
The following members of the Data Advisory Council annually review and approve the cradle-to-career indicators on behalf of the Partnership. They also provide data for these indicators on behalf of their respective school districts, and deserve a special acknowledgement for their significant support and guidance.

- **CATHY WEBB**
  Carrollton-Farmers Branch ISD
- **BRIAN WARD**
  Cedar Hill ISD
- **KATHY FERRELL**
  DeSoto ISD
- **DR. CECILIA OAKELEY**
  Dallas ISD
- **DR. LARRY FEATHERSTON**
  Dallas ISD
- **DR. DOROTHEA WEIR**
  Dallas ISD
- **NNEKA BERNARD**
  Duncanville ISD
- **MISSY ROWE**
  Grand Prairie ISD
- **DR. STEPHANIE BROWN**
  Highland Park ISD
- **DR. WHITCOMB JOHNSTONE,**
  Chair of Data Advisory Council
  Irving ISD
- **ELVIA NORIEGA**
  Richardson ISD
- **CRESLOND FANNIN**
  Irving ISD
- **APRIL JANEWAY**
  Lancaster ISD
- **DONNA MCADA**
  Mesquite ISD
- **KIMBERLY ALSBROOKS**
  Mesquite ISD
- **JULIE NOORDSY**
  Mesquite ISD
- **THOMAS HAY**
  Uplift Education

---

85% of 2011-12 9th grade cohort who started and graduated high school within 4 years.

61% of 2015 high school graduates who enrolled in a higher education institution within one year of graduation.

47% of 2014 high school graduates who enrolled and then returned for a second year of higher education.

27% of 2010 high school graduates who completed a 2 or 4 year degree within 6 years of high school graduation.

17,000 students on average are NOT meeting key benchmarks.
Dallas County Student Achievement is Improving

THE 2016 ANNUAL SCORECARD

<table>
<thead>
<tr>
<th></th>
<th>Change Since 2015</th>
<th>Change Since 2012</th>
<th>Additional Students Meeting Benchmark Since 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-K Enrollment</td>
<td>4%</td>
<td>3%</td>
<td>1,794</td>
</tr>
<tr>
<td>Kindergarten Readiness</td>
<td>-3%</td>
<td>3%</td>
<td>703</td>
</tr>
<tr>
<td>3rd Grade Reading</td>
<td>4%</td>
<td>3%</td>
<td>2,539</td>
</tr>
<tr>
<td>4th Grade Math</td>
<td>5%</td>
<td>7%</td>
<td>3,099</td>
</tr>
<tr>
<td>8th Grade Science</td>
<td>8%</td>
<td>12%</td>
<td>4,421</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>6%</td>
<td>9%</td>
<td>5,629</td>
</tr>
<tr>
<td>Category</td>
<td>Gap with State</td>
<td>Current Year 2015-2016</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>College Readiness</td>
<td>4%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>High School Graduation</td>
<td>3%</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>Postsecondary Enrollment</td>
<td></td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>Postsecondary Persistence</td>
<td></td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>Postsecondary Completion</td>
<td></td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>1,794</td>
<td>703</td>
<td>2,539</td>
<td></td>
</tr>
<tr>
<td>4,421</td>
<td>5,629</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>703</td>
<td>580</td>
<td>3,122</td>
<td></td>
</tr>
<tr>
<td>2,539</td>
<td>979</td>
<td>294</td>
<td></td>
</tr>
<tr>
<td>4,421</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Some students from historically disadvantaged backgrounds are starting with less than their peers, and therefore require additional resources to achieve the same level of success. Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, despite race, gender, ethnicity, language, disability, family background, or family income. In an equitable education system, personal and social identifiers such as gender, race, ethnicity, language, disability, family background, and/or income are not obstacles to accessing educational opportunities; the circumstances children are born into do not predict their access to the resources and educational rigor necessary for success.

Meaningful progress toward equity in education does not necessarily mean equal resources for all.

THE MAJORITY OF OUR KIDS ARE MINORITIES, BUT WE ARE NOT GIVING THEM ACCESS TO OPPORTUNITIES TO SET THEM UP FOR SUCCESS.

4X
White girls are 4 times more likely to be enrolled in AP courses than black boys.
To distinguish between “equity” and “equality,” let’s take two local school campuses. These two campuses have ‘equal’ public resources but not ‘equitable’ public resources. An intentional focus on equity would recognize that additional resources are needed to address the myriad of challenges and stresses that students and families face in neighborhoods of concentrated poverty. In short, sometimes you have to be unequal to be equitable.

<table>
<thead>
<tr>
<th></th>
<th>CAMPUS A (low poverty)</th>
<th>CAMPUS B (high poverty)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPENDITURE PER STUDENT</td>
<td>$6,130</td>
<td>$6,090</td>
</tr>
<tr>
<td>MEDIAN HOUSEHOLD INCOME</td>
<td>$151,967</td>
<td>$23,426</td>
</tr>
<tr>
<td>% KINDERGARTEN READY</td>
<td>100%</td>
<td>33%</td>
</tr>
<tr>
<td>% 3RD GRADE READING</td>
<td>81%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Gaps Exist Across Both Income and Race

ECONOMIC BASED GAPS IN 3RD GRADE READING

- Economically disadvantaged: 32%
- Non-economically disadvantaged: 59%

Rate at which non-economically disadvantaged students are passing the 3rd grade reading test compared to economically disadvantaged students.

RACE-BASED GAPS IN 3RD GRADE READING

- Black: 28%
- Hispanic: 35%
- White: 62%

When disaggregated by race, the gap persists at nearly the same level.
Even When Controlling For Income, Racial Inequity Persists

PERCENT OF DALLAS COUNTY 3RD GRADERS READING ON GRADE LEVEL

<table>
<thead>
<tr>
<th>ECONOMICALLY DISADVANTAGED</th>
<th>NON-ECONOMICALLY DISADVANTAGED</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLACK</td>
<td>22%</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>29%</td>
</tr>
<tr>
<td>WHITE</td>
<td>38%</td>
</tr>
<tr>
<td>BLACK</td>
<td>34%</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>41%</td>
</tr>
<tr>
<td>WHITE</td>
<td>69%</td>
</tr>
</tbody>
</table>

Economically disadvantaged white students are scoring higher than non-economically disadvantaged black students. This shows that the gap is more complex than just income—systemic barriers persist.

<table>
<thead>
<tr>
<th>NUMBER OF TEST TAKERS</th>
<th>6,184</th>
<th>17,334</th>
<th>2,286</th>
<th>1,574</th>
<th>2,614</th>
<th>4,340</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER NOT ON A COLLEGE READY PACE</td>
<td>4,794</td>
<td>12,347</td>
<td>1,421</td>
<td>1,045</td>
<td>1,555</td>
<td>1,361</td>
</tr>
</tbody>
</table>
Dallas County Initiatives Are Having an Impact

GROWING & EMERGING PROGRESS ACROSS DALLAS COUNTY

Over the past five years, the education community in Dallas County has redoubled our collective efforts to impact the educational outcomes of every student. Through sustained and focused attention on levers across the cradle-to-career pipeline, progress is being made, and specific initiatives are providing insights toward which opportunities to scale.

COUNTYWIDE COORDINATED PRE-K ENROLLMENT PERIOD:

In 2014, as part of an effort to increase Pre-K enrollment across the county, Commit! observed that not only did every school district in the county have their own Pre-K registration period, but every campus in Dallas ISD had their own enrollment schedule as well. Recognizing a clear opportunity for efficiency and impact, Commit! worked with districts and partners on the alignment of a common Pre-K enrollment week across the county.

The 2014 effort involved two districts, which expanded to five districts in 2015 and nine districts in 2016. These nine districts represented 89% of the county’s Pre-K enrollment gap and 72 percent of total Pre-K enrollment. 13 districts are projected to participate in a common Pre-K enrollment week in 2017.

With aligned enrollment calendars, Commit! can more effectively coordinate with more than 140 community partners who help to communicate the value of Pre-K and the enrollment details to their constituents across the county.

This common initiative has led to an enrollment increase of 2,272 enrolled Pre-K students across these 9 districts. During the 2016 campaign alone, enrollment increased 8 percent in participating districts over the previous year.

KINDERGARTEN READINESS:

Kindergarten readiness is one of first metrics for understanding the potential trajectory of a student. Research shows that as a child’s kindergarten readiness scores improve, their third-grade reading and math scores rise accordingly. Elementary school reading levels appear to be predominantly determined by the reading skills children bring from kindergarten, meaning that kindergarten literacy levels predict reading ability throughout a child’s educational career. Dallas County has seen a six percent improvement in kindergarten readiness over the five years we’ve been actively measuring the data.

HOUSE BILL 4:

When House Bill 4 was passed by the 84th Texas legislature in 2015, lawmakers championed the bill as a way to boost quality Pre-K programs and provide $118 million in grants for school districts and charter schools that adopt new standards for Pre-K curriculum and teacher qualifications, as well as improving parental engagement and progress monitoring measures.

The Commit! Partnership (as part of a statewide effort commissioned by Texas Education Grantmakers Advocacy Consortium, and in partnership with Texans Care for Children) analyzed HB4 participation and implementation in six districts in Dallas County and one district in Collin County. These districts represent 321,053 students, 64 percent of Dallas County students, and make up 6 percent of Texas students.

Many of the schools participating said they applied for funding for a range of goals meant to enrich their existing Pre-K programs, including enhancing supports for their teachers and aides, strengthening their family engagement programs, and expanding their programs to include some full-day options.

High quality Pre-K means that students attending Dallas ISD are now more than twice as likely to be ready for kindergarten if they’ve attended a high quality Pre-K program. Dallas ISD data also reveals that students that arrive in kindergarten ready to learn with their peers are three times more likely to be reading on grade level by third grade.

Sustaining HB4 high-quality Pre-K grant funding at $118 million per year, and expanding funding to incorporate full day Pre-K via formula funding for those districts that choose to offer it, is one of the most important opportunities we have in the current State Legislative session to advocate on behalf of the children of Texas, and the development of our future workforce.
There is a direct correlation between kindergarten readiness levels and 3rd grade reading proficiency. If a child is not reading by 3rd grade, they are 4x more likely to drop out of school before high school graduation.
Dallas County Initiatives Are Having an Impact

TEACHER EXCELLENCE INITIATIVE, ACCELERATED CAMPUS EXCELLENCE

In the 2014-15 school year, Dallas ISD had 37 campuses on the State’s Improvement Required (IR) list. To try and remove these schools from the IR list, DISD created Accelerated Campus Excellence (ACE) to incentivize the district’s most effective teachers and principals to move to perpetually underperforming schools. After just one year of ACE, six of the seven pilot schools have been removed from the IR list due to dramatic improvements in student performance.

The ACE plan hypothesized that sending the most effective teachers in the district to the schools that were struggling the most would make a difference. But in order to identify the district’s best teachers, the district first had to overhaul the existing teacher evaluation system which had previously identified more than 90 percent of DISD teachers as proficient or above. And so the Teacher Excellence Initiative (TEI) was created which takes a complex formula of teacher performance, student perceptions and student achievement and identifies the top teachers in the district. Not surprisingly, when the TEI looked at where the ‘distinguished teachers’ worked in the district, those teachers made up 28 percent of the teachers at DISD magnet schools, but just 15 percent of the teachers at neighborhood schools, and only 7 percent of the teachers at IR schools.

Armed with data identifying the most effective teachers and principals in the district, Dallas ISD selected principals to lead each ACE campus and those principals selected their staff. The staff were given financial incentives to relocate to the ACE schools. The average total cost of implementing ACE is $1,100 per student at target schools, and the first year results have been overwhelmingly positive, including an average of a more than 30 point gain on all STAAR tests across the seven ACE campuses.

These results create a strong case for expanding ACE and demonstrate the accuracy of TEI in identifying teacher effectiveness. Incentivizing better teachers to go where they are needed most provides true equity and emphasizes what we’ve known all along, that teachers truly matter.
Given rapidly growing student populations and increasingly tighter education budgets from the Texas Legislature, districts across the state have been forced to get creative about the resulting budget gaps. Bond elections and Tax Ratification Elections (TRE) have become increasingly valuable tools for the districts to address both infrastructure maintenance as well as program expansion and related staffing costs.

The Texas legislature has taken advantage of our increasing local property taxes by reducing the amount the state provides to our school districts. In 2008, the state funded 45.9 percent, while in 2017 it was only 38.4 percent. To make up the shortfall, local ISDs only have one mechanism available to them under state law to increase revenue and that is to adjust their tax rate.

More than 450 school districts across the state, including 30 in North Texas, have already passed TREs to make up for the State’s reduced investment in education.

Securing additional state and local funding for districts to scale efforts that are proven to improve educational outcomes, and close opportunity gaps, is going to be critical for our city, county and state moving forward.

Dallas County is using approximately $50 million* in philanthropic giving to influence change in and advocate for the education system by testing hypotheses. Funders understand that they can’t pay to run a school district but can fund innovative strategies to prove a strategy’s worth so that a district or state can adopt it.

AT&T, The Boone Family Foundation, and Communities Foundation of Texas funded Urban Teachers $5M to increase the number of quality teachers graduating. Commit! assisted the funders in understanding the need for quality teachers and Urban Teachers successes, helping to launch a proven program in Dallas to fill a need.

The 0 to Five Funders Collaborative brings multiple funders together to fund community initiatives in Bachman Lake, building stronger communities and families by providing children with a solid foundation and equipping parents with tools to advocate for themselves and their children.
Early Childhood

INCREASED INVESTMENT IN EARLY CHILDHOOD EDUCATION SHOWS PROMISE WITH AN ADDITIONAL 2,539 3RD GRADERS READING ON A COLLEGE-READY PACE, BUT THERE IS STILL MORE ROOM TO GROW.

Analyze

Quality early learning for all children can change the economic outcome of our community in one generation. Scientific evidence shows a strong correlation between quality early learning and regional prosperity. For every $1 invested in early childhood, a community saves $8 in long-term costs such as educational remediation, criminal justice, and welfare. When we ensure that all of our students receive the best education possible from the very beginning, we set them up for success for the rest of their lives.

CONTRIBUTING INDICATORS

<table>
<thead>
<tr>
<th>CURRENT YEAR 2015-2016</th>
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</thead>
<tbody>
<tr>
<td>% OF CHILD CARE ASSISTANCE FUNDS DIRECTED TO QUALITY CARE (’14-’15)</td>
</tr>
<tr>
<td>% ENROLLMENT IN QUALITY CHILD CARE CENTERS</td>
</tr>
<tr>
<td>% PROFICIENCY ON DISTRICT K-2 LITERACY ASSESSMENT</td>
</tr>
</tbody>
</table>
Since the beginning of Commit!’s partnership in the South Oak Cliff Feeder Pattern, an additional 73 3rd Graders are reading at a college-ready pace, representing a 10 percentage point gain.

Commit! supports have included facilitating principal data meetings on literacy trends, beginning a South Oak Cliff Reading Academy that trained over 40 teachers the past two years, aligning resources such as leveled libraries through DonorsChoose, and mobilizing volunteers to support tutoring.

Activate & Grow

In 2015, Early Matters Dallas (EMD), a coalition of business, civic, education, and philanthropic organizations, was formed to raise awareness about the importance of high quality early education for a strong economic future in Dallas. EMD has helped catalyze the conversation and investment in quality early childhood education through fundraising and advocacy efforts across the state. Over 100 partners and individuals have joined the coalition over the past year, working collaboratively to align on 18 contributing indicators.

COMMIT! INITIATIVES INCLUDE:

- Regional Pre-K Registration Campaign with nine Districts to improve access to Early Childhood Education. Participating districts saw an increase in 1,350 children enrolled in Pre-K.
- Early Childhood Family Empowerment Action Network equipped over 3,500 families to be their child’s first teacher through Vroom brain-building activities.
- South Oak Cliff and Molina Literacy Network continues into its 3rd year, bringing data, best practices, and resources into 14 elementary schools.
- Tackle Summer Slide expanded to 12 Sites, reaching nearly 600 students, who grew an average of 7 months in reading, compared to the national average of losing two months.
- Launch of Literacy Non-Profits Network with Beacon Hill, Readers 2 Leaders, and Reading Partners to recruit 500 volunteers for Dallas K-3rd grade literacy tutoring.

Only 21% of children are known to be in a quality Early Childhood Education Center, Head Start Program, or ISD Pre-K; or 33,320 out of an estimated 157,288 0-4 year olds.25
Human Capital

Great schools require great teachers. When a student thrives in the classroom, he or she is not alone; accomplished and dedicated leaders, teachers, and staff members are with that student, providing quality instruction, inspiration, and support. Educators represent the single largest budgetary investments of any school district, and research shows that the level of preparation and support educators receive directly correlates to student learning and success.

One of the most critical issues facing the Dallas region is staffing schools with highly qualified, diverse and stable teachers and school leaders. To ensure all students are taught by well prepared and effective teachers, a focus on attracting, preparing, developing, and retaining highly effective and diverse educators is imperative.

Dallas faces several challenging headwinds regarding its educator pipeline:

⇒ A decrease in the number of students interested in entering the teaching profession;
⇒ High teacher turnover rates, resulting in increased demands and financial burdens on school systems;
⇒ An increasing number of teacher candidates receiving insufficient preparation.

Since 2012, the percent of new teachers from university-based programs has declined by 6%.
Factors Influencing Teacher Retention

Teacher attrition is a challenge in Dallas County, and has increased across nearly all districts in Dallas County since 2013. Research shows that negative work environments, lack of support, stress and burnout, and student discipline issues all contribute to the high turnover of teachers in the Dallas-Fort Worth region.  

Research also shows that teachers who come through alternative certification programs, without clinical experience in the classroom prior to becoming the lead teacher, leave their districts at higher rates. This high attrition rate in Dallas County schools means more beginning teachers are hired each year to fill vacancies, with high poverty districts and schools disproportionately impacted. In 2015-2016, high-poverty schools, on-average, hired 15% new teachers compared to just 10% at higher income schools.

Districts pay a substantial cost to recruit, hire, and train a steady stream of new teachers, with the highest-poverty districts shouldering an even greater burden given their higher rates of teacher turnover.

OVER 1 IN 3 TEACHERS LEAVE EVERY YEAR AT OUR LOWEST INCOME SCHOOLS.

Students experiencing poverty are more likely to have brand new teachers.

Teacher Experience Levels by percent of campus student population that is economically disadvantaged

<table>
<thead>
<tr>
<th>Teacher Experience Levels</th>
<th>Less Than 50%</th>
<th>90-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRAND NEW TEACHERS</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>1-5 YRS EXPERIENCE</td>
<td>31%</td>
<td>35%</td>
</tr>
<tr>
<td>6-20+ EXPERIENCE</td>
<td>60%</td>
<td>50%</td>
</tr>
</tbody>
</table>
Postsecondary Completion

61% of Dallas County students enrolled in postsecondary education this year.

Analyze

Completing some level of education beyond high school is necessary to earn a living-wage job and escape poverty. Without pursuing postsecondary education, half of the children born into poverty will remain poor as adults. But for those with a college degree, only 1 in 6 children born into poverty will remain poor. And only 27 percent of 2010 Dallas County high school graduates earned a postsecondary credential—meaning over 18,000 students did not. And only 28 percent of 2009 Dallas County high school graduates earned a postsecondary credential—meaning nearly 17,000 students did. Unless more students, particularly our Hispanic and African-American students, access and complete credentials in high-demand fields, our regional economy will experience a significant talent shortage.
Last year, Dallas ISD, Grand Prairie ISD, Dallas County Community College District, and Commit! participated in StriveTogether’s Impact and Improvement Network, a national cohort of six communities working to increase college enrollment by increasing financial aid application completion rates. By utilizing continuous improvement methods, the network identified promising practices that improved application completion rates even while the rest of the state and county decreased. Commit! is replicating the training with additional Dallas County partners to continue supporting them in becoming more student-centered and data-driven in planning and adapting college access and success strategies.

18,167 of our high school graduates are not completing post-secondary degrees within six years of graduating.

Activate & Grow

Building sustainability in community efforts to increase college affordability.

Increasing enrollment in dual-credit courses & decreasing need for developmental education.

Over the past year, Commit! has facilitated a conversation between eight Dallas County districts and seven Dallas County Community Colleges. The group partnered to streamline dual-credit enrollment processes, build an aligned calendar, create student & parent facing materials, and simplify faculty credentialing. Over the next year, districts will continue their collaboration to implement plans to reduce developmental education rates for high school graduates through early testing and early identification strategies.
LEADERSHIP COUNCIL MEMBERS

Over 75 Community Leaders Helping Guide The Partnership’s Work

NICOLE ANDERSON  PATRICK HAUGH  LINDA MCMAHON  MARC SMITH
GIGI ANTONI  JERRY HAWKINS  BOB MONG  KEN SMITH
PATRICIA ARVANITIS  MICHAEL HINOJOSA  MIKE MORATH  JEREMY SMITH
PETER BALLYA  MARGARET HIRSCH  ANNE MOTSENBOCKER  MICHAEL SORRELL
PETER BECK  STACEY HODGE  REGINA NIPPERT  ALETA STAMPLEY
YASMIN BHATIA  SUSAN HOFF  ALFREDA NORMAN  MARTHA STOWE
LEW BLACKBURN  RICHARD HOLT  DAWSON ORR  GEORGE TANG
MARY BRUMBACH  SUSAN HULL  SCOTT ORR  GORDON TAYLOR
BOBBY BURNS  LEE JACKSON  JOSE PARRA  ANNE THOMAS
ROBERT CHERECK  MARY JALONICK  DALE PETROSKEY  TOM TRIGG
BRENT CHRISTOPHER  LARRY JAMES  J. PUCKETT  PAULA TURICCHI
KELLY COMPTON  WHITCOMB JOHNSTONE  MIKE RAWLINGS  FLORENCIA
BRUCE ESTERLINE  MICHELLE KINDER  ERIC REEVES  VELASCO-FORTNER
ANGELA FARLEY  LAURIE LARREA  ORLANDO RIDDICK  DAVID VROONLAND
REGEN FEARON  BEN LEAL  MARK ROHR  PAIGE WARE
KENNETH GILBERT  TORI MANNES  JENNIFER SAMPSON  ABIGAIL WILLIAMS
CHARLES GLOVER  LIBBY MCCABE  BYRON SANDERS  TODD WILLIAMS
SCOTT GRIGGS  CHERYL MCCARVER  FLORENCE SHAPIRO  ELLEN WOOD
CHRISTINA HANGER  TANYA MCDONALD  CHRISTOPHER SHAW  CARY WRIGHT
DAVID HARRIS  MICHAEL MCFARLAND  NICOLE SMALL  CYNTHIA YUNG
COMMIT! PARTNERS

Over 200 Partners Driving Strategy and Regional Collaboration

EARLY CHILDHOOD
ChildCareGroup
Educational First Steps
Mi Escuelita Preschool
Dallas Early Education Alliance
Head Start of Greater Dallas
Zero to Five Funders Collaborative

PUBLIC K-12 DISTRICTS, PUBLIC CHARTER NETWORKS, AND INDEPENDENT PRIVATE SCHOOLS
Alcuin School
Great Hearts Academy
Momentous Institute
Bishop Dunne Catholic School
Greenhill School
Parish Episcopal School
Carrollton–Farmers Branch ISD
Harmony Schools
Responsive Education Solutions
Cedar Hill ISD
Highland Park ISD
Richardson ISD
Coppell ISD
The Hockaday School
Shelton School
Cristo Rey
International Leadership of Texas
St. Mark’s School of Texas
Dallas ISD
Irving ISD
Texas CAN Academies
DeSoto ISD
Jesuit College Preparatory
Trinity Basin Prep
Duncanville ISD
KIPP DFW
Uplift Education
Episcopal School of Dallas
The Lamplighter School
Village Tech Schools
Good Shepherd Episcopal School
Lancaster ISD
The Winston School
Grand Prairie ISD
Mesquite ISD

HIGHER ED
Austin College
Southern Methodist University
University of N. Texas – Dallas
Dallas County Community Colleges
University of N. Texas – Denton
Parker University
Texas A&M University – Commerce
University of Texas at Arlington
Paul Quinn College
University of Texas – Dallas
Texas Woman’s University
Relay Graduate School of Education
University of Dallas

FOUNDATIONS
AT&T Foundation
JP Morgan Chase Foundation
Williams Family Foundation
Boone Family Foundation
Carl B. and Florence E. King Foundation
Woodrow Wilson High School Community Foundation
Communities Foundation of Texas
Eugene McDermott Foundation
W.W. Caruth, Jr. Foundation
The Dallas Foundation
Meadows Foundation
George & Fay Young Foundation
Fidelity Foundation
Harold Simmons Foundation
Young Women’s Preparatory Network
The Hamels Foundation
Texas Instruments Foundation
The Hoglund Foundation
United Way of Metropolitan Dallas
General Electric (GE) Foundation
Vickery Meadows Youth Development Foundation

BUSINESS/WORKFORCE/CIVIC
Alliance Data
Dallas Mayor Mike Rawlings
JPMorgan Chase
AT&T
Dallas Regional Chamber
LIT OnLine
Bain & Co.
Ernst & Young
North Dallas Chamber
Bank of America
Everfi Fidelity Investments
Ready to Work
The Beck Group
Fossil Group
The Real Estate Council
Boston Consulting Group
GE Capital
Signazon.com
Capital One
Granite Properties
Texas Instruments
CitiBank
Greater Dallas Hispanic Chamber
Univision
Comerica
Istion
Workforce Solutions Greater Dallas

NONPROFIT AND FAITH-BASED
Aberg Center For Literacy
Educate Texas
Parents Step Ahead
Academic Success Program
Education is Freedom
Perot Museum of Nature and Science
Admission Aid
Education Opens Doors
The Princeton Review Dallas
After the Bell Alliance
Education Pioneers
Project Transformation
After-School All-Stars North Texas
Empower American Children
Promising Youth Alliance
Behind Every Door
Empowering Oak Cliff
Rainbow Days
Big Brothers Big Sisters Lone Star
First Three Years
Readers 2 Leaders
Big Thought
Foundation for C.H.O.I.C.E.
Reading Partners
Bold Idea
Friends of MLK
REAL School Gardens
Boys & Girls Club of Greater Dallas
Friends of Wednesday’s Child
Reasoning Mind
Bryan’s House
Girl Scouts of Northeast Texas
Scholarshot
Camp Fire Lone Star
Granny’s Place Ministries
Serve West Dallas
Caring Loving All Youth (CLAY)
Holistic Education Institute
SkillQuest
Catch Up and Read
IGNITE
SMU’s CCE – The School Zone
Catholic Charities of Dallas, Inc.
Jubilee Park & Community Center
Stand for Children
Children At Risk
Junior Achievement
Teach for America DFW
Children’s Health
Junior League of Dallas
STARS Program – UT Southwestern Medical Center at Dallas
Teaching Trust
CitySquare
Junior Players
TeCo Theatrical Productions
City Year
Just Say YES
Texas PTA
Commemorative Air Force
Tyndall
TexProtects
Communities In Schools
Leadership ISD
Trinity River Audobon Center
Dallas After School
Lemonade Day
Trinity River Mission

Dallas Arboretum and Botanical Garden
Literacy Instruction for Texas
TutorMate
Dallas Canyon Audobon Center
Merry Street
Unite
Dallas Children’s Theater
The Mission Continues
Unlocking Doors
Dallas Community Fellowship Center
NAPE (National Association for Partnerships in Equity)
Victims Outreach
Dallas Public Library
National Math & Science Initiative
Wesley Rankin Community Center
Dallas Symphony Orchestra
New Horizons of North Texas
West Dallas Community Centers
Dallas Urban Debate Alliance
NHF Foundation
WINGS Dallas
Dogwood Canyon Audobon Center
North Central Texas InterLink
YMCA of Metropolitan Dallas
Dove Christian Fellowship
International
North Texas Alliance to Reduce Teen Pregnancy
Footnotes


6 Lost earnings are calculated comparing current projected lifetime earnings to the earnings of one educational attainment level higher. Cohort educational attainment is sourced from the Texas Higher Education Coordinating Board. Data on all Dallas County 2005 8th grade students, their race, and their ultimate level of educational attainment. Lifetime earnings data is sourced from the U.S. Census Bureau. “Census Salary: Synthetic Work-Life Earnings by Educational Attainment.” http://www.census.gov/prod/2012pubs/acsr11-04.pdf.

7 A 9.7 percent increase in median wage earnings is projected using two sources: i) Texas Higher Education Coordinating Board 2005 8th grade cohort data and ii) the U.S Census Bureau 2015 American Community Survey for current annual median earnings in Dallas County for each educational attainment level. A proportional 9.7 percent increase in Dallas County GDP (calculated as described in footnote 3) equates to a $23.1 billion increase in the economy. A proportional 9.7 percent increase in jobs (as sourced from the Bureau of Labor Statistics) and in the number of businesses (sourced from the 2014 U.S. Census Bureau Business Statistics) equates to 156,828 new jobs and 6,158 new businesses.

8 Pre-K Enrollment: Actual Pre-K students and Head Start students are calculated as a percentage of estimated Pre-K need. Pre-K need is determined by using the free or reduced lunch 1st grade population at public school. Per the Texas Education Agency Texas Academic Performance Reports and Head Start of Greater Dallas.

9 Kindergarten Ready: The percent of students deemed Kindergarten Ready is 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 schools Districts providing Fall 2015 data include: Carrolton-Farmers Branch, Cedar Hill, Dallas, DeSoto, Duncanville, Grand Prairie, Highland Park, Irving, Lancaster, Mesquite, Richardson, and Uplift Education. For Dallas County count of students, rate applied to all Kindergarten.


11 College Ready: The percent of students who graduated from high school in 2015, who took the SAT or ACT, and who scored at least a 24 on the ACT or 1110 on the SAT (reading and math). Per the Texas Education Agency Texas Academic Performance Reports. Scores of at least a 24 on the ACT and 1110 on the SAT translate to a high likelihood of receiving a B- or C+ grade or better in higher education.


13 Postsecondary Enrollment: The percent of students who graduated from high school in 2015 and enrolled in a postsecondary institution within one year after graduation. Fall 2016 National Student Clearinghouse Reports provided by Carrollton-Farmers Branch, Dallas, DeSoto, Duncanville, Grand Prairie, Highland Park, Irving, Lancaster, Mesquite, Richardson, and Uplift Education. Coppell’s class of 2014 included in this year’s data with the Dallas County reduction in enrollment applied.

14 Postsecondary 1st Year Persistence: The percent of students who graduated from high school in 2014, enrolled in a postsecondary institution within one year after graduation and enrolled for a second year. Fall 2016 National Student Clearinghouse data available for Carrollton-Farmers Branch, Dallas, DeSoto, Grand Prairie, Highland Park, Irving, Mesquite, Richardson, and Uplift Education.

15 Postsecondary Completion: The percent of students who graduated from high school in 2010 and obtained a postsecondary degree six years after high school graduation. Fall 2016 National Student Clearinghouse data available for Carrollton-Farmers Branch, Dallas, DeSoto, Grand Prairie, Highland Park, Irving, Mesquite, Richardson, and Uplift Education.

16 Texas Education Agency. “Summary of Financials.”


18 Data Interaction for Texas Student Assessments. https://txreports.emetrix.net/di/


20 Educational First Steps Database, 2015

21 ChildCare Group Database, 2015

22 Data available from Carrollton-Farmers Branch ISD, Dallas ISD, DeSoto ISD, Duncanville ISD, Highland Park ISD, Irving ISD, Lancaster ISD, Mesquite ISD, Richardson ISD, and Uplift Education.

23 Data available from HeadStart, Educational First Steps Database, and from Early Childhood Departments of participating school districts: Dallas, DeSoto, Grand Prairie, Highland Park, Irving, Mesquite, Richardson, and Uplift Education.


25 Texas Higher Education Coordinating Board - High School Graduates Enrolled in Developmental Education and Completion of a First College-Level Course

26 Dallas County Community College District (DCCCD) Institutional Research Department


28 Teacher Turnover Rates, Teacher Experience Levels by Percent of Student Population That is Economically Disadvantage, Percent of Dallas County Economically Disadvantaged Student Population: Texas Education Agency’s Accountability System 2015-2016 Data.

29 Reasons Dallas County Teachers Leave The Profession: Survey Administered By Bain & Company on behalf of Commit! to 2,200 teachers in Dallas ISD, DeSoto ISD, Grand Prairie ISD, Mesquite ISD, and Uplift Education in Summer 2016.
Dig Deeper

Continue your exploration of the Scorecard data on our new interactive Scorecard microsite. Dig in to
the 11 key indicators with the ability to view by year as well as viewing disaggregated data sorted by
race, gender or income. Get a closer look at suspension data and Advanced Placement data by race
and gender to gain a clearer understanding of the underlying equity issues. The site allows for a deeper
exploration of data stories that impact educational outcomes in Dallas County.

scorecard.commit2dallas.org

http://scorecard.commit2dallas.org

For additional tools to better understand educational data in Dallas County, please also visit:

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2501 OAK LAWN AVE., SUITE 800
DALLAS, TX 75219