Commit!
The Need for a Regional Strategic Effort

"Working together, doing whatever it takes, to help every student realize their full life potential. Cradle to career."

April, 2012
www.commit2dallas.org

Education Across Dallas County
Why a Regional Approach?

- **Commit! has defined its community as Dallas County**, which has roughly **2.5 million** residents and over **800,000 students** involved in early childhood, public K-12 and higher ed education.

- The **city of Dallas encompasses multiple school districts** including Dallas ISD, Richardson ISD, and Carrollton-Farmers Branch ISD.

- **Numerous other Dallas County cities are located in multiple school districts; Dallas ISD encompasses 15 cities alone** including Addison, Balch Springs, Carrollton, Cockrell Hill, Combine, DeSoto, Duncanville, Farmers Branch, Highland Park, Hutchins, Lancaster, Mesquite, Seagoville, University Park, and Wilmer.

- Over 80,000 students are educated in a **community college system which is Dallas County based;** this higher ed system is the single largest destination of DISD graduates.

- **Students in lower income communities can be highly mobile** and will often change school districts within the region in their family's search of better housing or employment.

- **A regional approach allows us to capture the best practices from numerous providers** vs. a sole focus on one entity.

Education Across Dallas County
Large and Complex with Numerous Challenges

- Dallas County students are educated by **1,500+ early childhood providers, 15 ISD's, 80 different charter schools and numerous 2-year and 4-year institutions**. They are further supported by over **300 different non-profits** focused on in-school/out-of-school support, mentoring, tutoring, etc.

- These entities tend to operate in a fairly **independent (vs. collaborative) fashion,** with less-than-optimal **sharing of data or best practices** or a coordination of their independent strategic plans.

- Approximately **70% of students attending Dallas County public schools are now eligible for free and reduced lunch**. That number has grown meaningfully in the last five years, bringing with it all of the numerous obstacles (hunger, substance abuse, homelessness, lack of parental engagement, etc.) that often accompany poverty. **The resulting pressure placed on our educators is substantial.**

- Our **overall academic outcomes within our community are weak**, hindered by **significant achievement gaps** that already exist the day a child starts in Kindergarten given the substantial disparities in early childhood education.

- Based on our poor collective success with Hispanic and African American children, **the approaching demographic wave will only exacerbate our region's problem.**

- The possibilities of the American Dream historically made possible thru education **appear to many to have faded, not expanded. An urgent, "all hands on deck" approach is required.**

The Urgency Behind Commit!
The Economic Argument

- In 2009 and again in 2010, roughly **5,000 students** in a Dallas County public school who started 9th grade together four years earlier, **failed to graduate from high school.**

- With the average college graduate earning roughly $1.0 million in their lifetime more than a high school dropout, the ultimate cost to our region of **each 9th grade cohort's failure to graduate from high school and subsequently achieve some type of post secondary education is over $5.0 billion.**

- Per numerous estimates, roughly **60% of adults need to have a post secondary degree** by 2030 to meet the needs of our evolving labor market. Our region is currently **less than 30%**; our pipeline of students leaving high school who are post secondary ready is unfortunately a fraction of that number.

- By 2040*, if current educational attainment trends persist, Texans will experience the following:

    - **$15 billion decline in state tax revenue, roughly 15% of 2011's total**

    - **15% increase** in number of households living in poverty;

    - Increase of **100,000 in prison population and an additional $1.5bn per year** in incarceration costs

- **Real community urgency is required regarding the strategic coordination of efforts and providing increased resources to education** (both in and out of classroom) with real transparency on results.

- **Doing nothing or tweaking at the edges are not realistic options.**

* Note: State of Texas' Report of the Select Commission on Higher Education and Global Competitiveness January 2009; Steve Murdock, Institute for Demographics and Socioeconomic Research, UT-San Antonio.

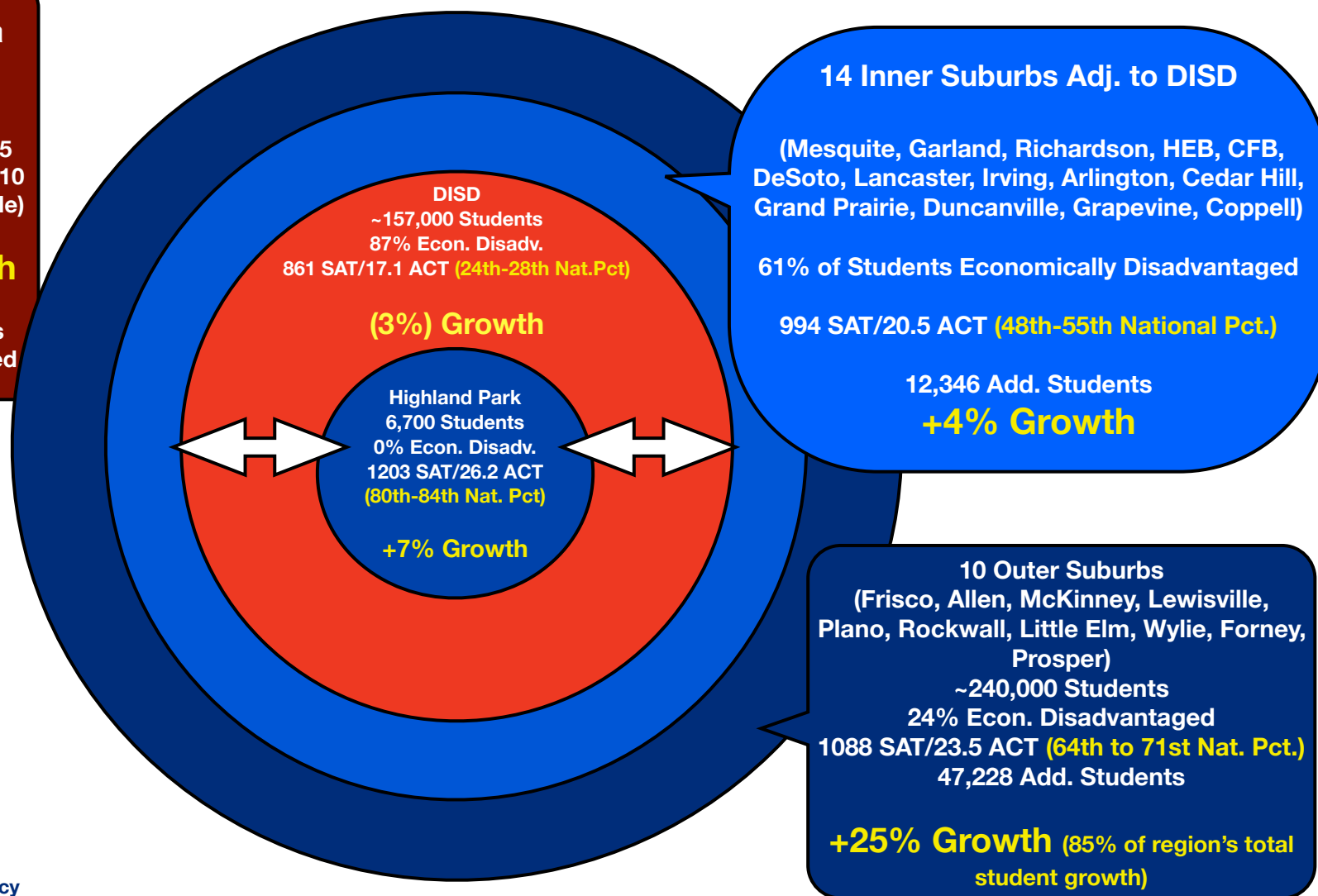# Public Student Enrollment Growth of 7% (2005 to 2010)
Higher Growth in Stronger Academic Communities

Greater Dallas Area

26 Public School Districts
~761,000 Students
52,130 Add. Students vs. '05
Avg. 997 SAT/20.8 ACT in 2010
(48th-55th National Percentile)

7% Overall Growth

54% of Total Population is
Economically Disadvantaged

14 Inner Suburbs Adj. to DISD

(Mesquite, Garland, Richardson, HEB, CFB,
DeSoto, Lancaster, Irving, Arlington, Cedar Hill,
Grand Prairie, Duncanville, Grapevine, Coppell)

61% of Students Economically Disadvantaged

994 SAT/20.5 ACT (48th-55th National Pct.)

12,346 Add. Students
+4% Growth

DISD
~157,000 Students
87% Econ. Disadv.
861 SAT/17.1 ACT (24th-28th Nat.Pct)

(3%) Growth

Highland Park
6,700 Students
0% Econ. Disadv.
1203 SAT/26.2 ACT
(80th-84th Nat. Pct)

+7% Growth

10 Outer Suburbs
(Frisco, Allen, McKinney, Lewisville,
Plano, Rockwall, Little Elm, Wylie, Forney,
Prosper)
~240,000 Students
24% Econ. Disadvantaged
1088 SAT/23.5 ACT (64th to 71st Nat. Pct.)
47,228 Add. Students

+25% Growth (85% of region's total
student growth)

Sources: Texas Education Agency
Pasademographics.com/red maps/dallas fort worth/

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How does Texas Currently Perform?
Texas' Postsecondary Education Levels Far Behind National Targets

National Goals to Meet 21st Century Job Needs

- **60% of population obtains high-quality Post Secondary credentials**

=

- **75%** of post secondary students graduate with Post Secondary Degree within 150% of Time

X

- **90%** of high school students are financially and socially prepared to enter Institutions of Higher Ed

X

- **90%** of high school graduates are prepared academically for life beyond high school

Post Secondary Degree Attainment

Post Secondary Completion

Post Secondary Access

Graduation from High School with Post Secondary Readiness

Recent 7th Grade Cohort in Texas Tracked Thru Post Secondary Success

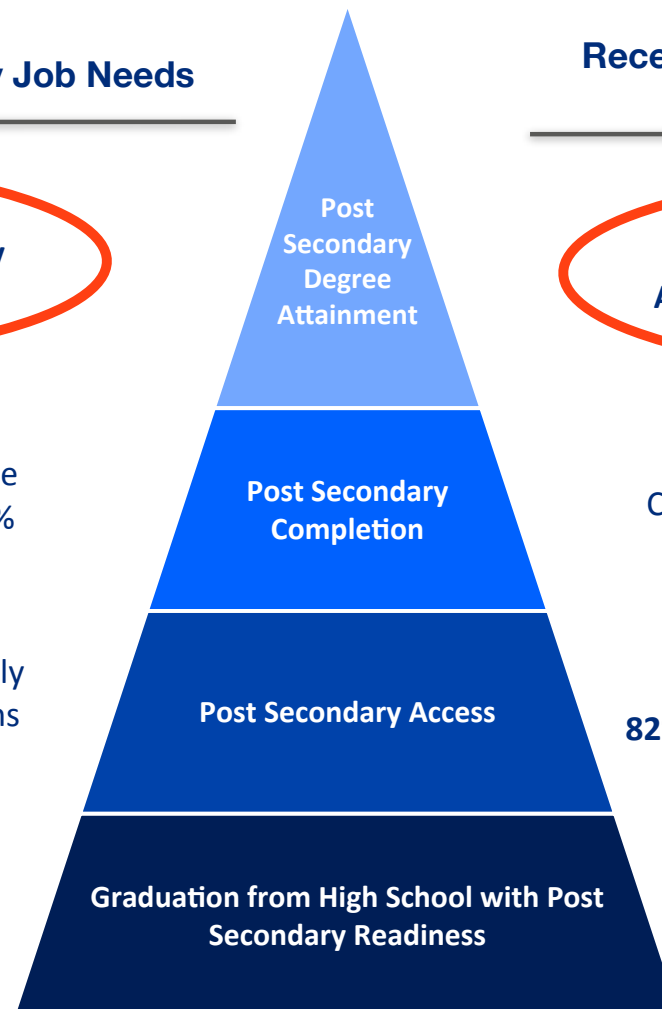**Resulting in only 18% of Students Achieving a Post Secondary Credential**

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Only **32%** of Those Who Entered Completed Post Secondary within 150% of Time
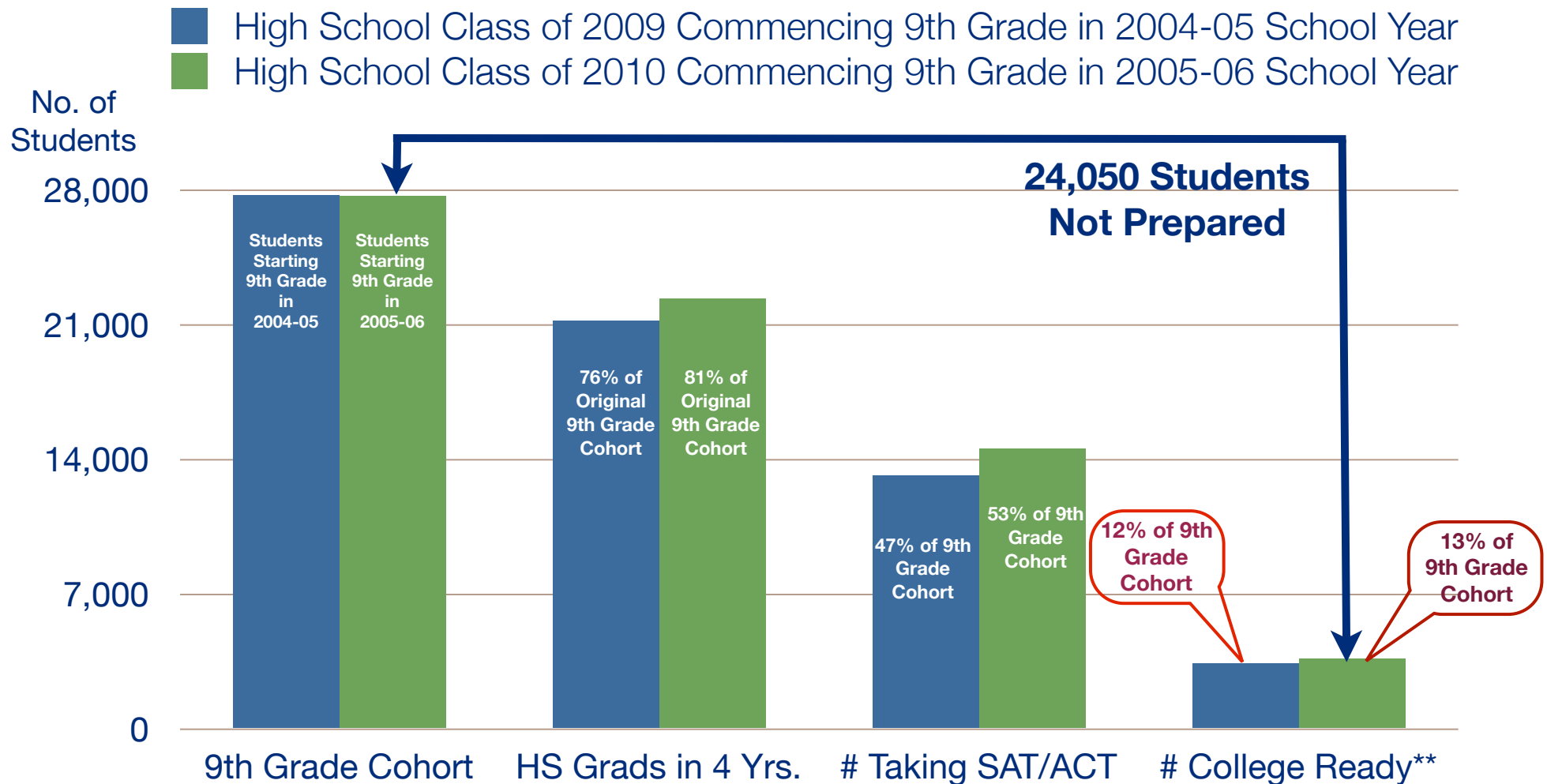
X

82% Who Entered Institutions of Higher Ed

X

Started with **68%** who ultimately graduated from High School statewide

Source: Texas Higher Education Coordinating Board (THECB), Texas Education Agency (TEA), and National Student Clearinghouse (NSC), 04/29/2010 Out-of-state graduate total not shown, because current NSC data collection extends only into 2006.
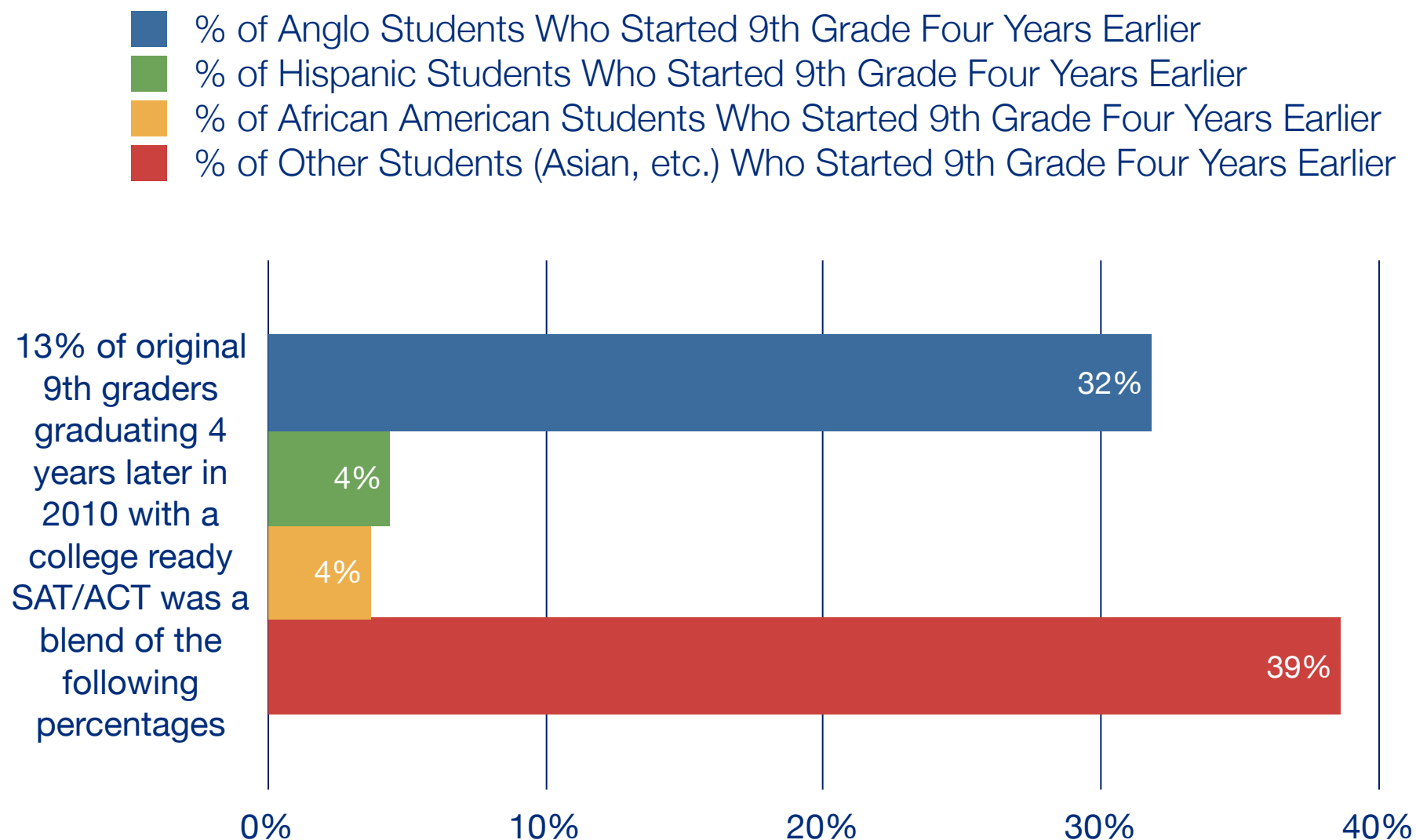
Across Dallas County Public Schools, It's Worse.
Outcomes for 9th Grade Cohorts Graduating in 2009 and 2010

Legend:
- High School Class of 2009 Commencing 9th Grade in 2004-05 School Year
- High School Class of 2010 Commencing 9th Grade in 2005-06 School Year

No. of Students

Y-axis: 28,000 / 21,000 / 14,000 / 7,000 / 0

24,050 Students Not Prepared

Bars:
- **9th Grade Cohort:** Students Starting 9th Grade in 2004-05 | Students Starting 9th Grade in 2005-06
- **HS Grads in 4 Yrs.:** 76% of Original 9th Grade Cohort | 81% of Original 9th Grade Cohort
- **# Taking SAT/ACT:** 47% of 9th Grade Cohort | 53% of 9th Grade Cohort
- **# College Ready**:** 12% of 9th Grade Cohort | 13% of 9th Grade Cohort

** Source: Texas Education Agency AEIS Report 2010-11. College Ready defined as SAT of 1110 on Reading/Math components or an ACT composite score of 24. Numbers exclude students from numerator and denominator who can be identified as moving elsewhere.

% of Community Graduating with College Ready SAT/ACT
Shortfalls Across All Ethnicities with Broad Disparities

- ■ % of Anglo Students Who Started 9th Grade Four Years Earlier
- ■ % of Hispanic Students Who Started 9th Grade Four Years Earlier
- ■ % of African American Students Who Started 9th Grade Four Years Earlier
- ■ % of Other Students (Asian, etc.) Who Started 9th Grade Four Years Earlier

13% of original 9th graders graduating 4 years later in 2010 with a college ready SAT/ACT was a blend of the following percentages

32%	
4%	
4%	
39%	

0%   10%   20%   30%   40%

The Regional Demographic Wave Coming in Future Years
Our Fastest Growing Populations Reflect our Lowest Readiness Levels

Pct. of Commit! Community by Ethnicity and Scheduled High School Graduation Year

■ Hispanic (+69% Growth from 2012 to 2023)   ■ African American (+20%)   ■ Anglo (-3%)   ■ Other (+15%)

Total Students by Cohort

Current Grade	2012 12th	2013 11th	2014 10th	2015 9th	2016 8th	2017 7th	2018 6th	2019 5th	2020 4th	2021 3rd	2022 2nd	2023 1st
Other	1,858	1,915	2,027	2,133	1,933	1,932	2,039	1,991	1,989	2,138	2,202	2,131
Anglo	5,223 (20%)	5,268	5,454	5,695	4,787	4,871	4,739	4,664	4,681	4,835	4,791	5,074 (14%)
African American	6,494 (25%)	7,203	7,751	8,799	7,875	7,682	7,592	7,840	7,650	7,555	7,658	7,784 (22%)
Hispanic	12,047 47% of Total	13,485	15,328	17,811	16,576	16,916	17,580	19,028	18,968	19,586	19,804	20,406 58% of Total

Source: Texas Education Agency AEIS Reports 2010-11 for Commit! community of 15 public school districts in Dallas County.

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If Trends Continue, Disastrous Regional Consequences
Number of Students Not College Ready Will Equal Entire City Populations

	Hispanic Students	African American Students	Anglo Students	Other Students	Totals/ Weighted Avg
Total No. of Public School Students Currently Enrolled Across Grades 1-12 Scheduled to Graduate During Period 2012-23	207,535	91,883	60,082	24,288	**383,788**
Recent % of Students by Ethnicity Demonstrating College Readiness	4%	4%	30%	39%	**10%**
Resulting Total Students NOT Attaining Post Secondary Readiness by H.S. Graduation	**199,234**	**88,208**	**42,057**	**14,816**	**344,314****

Sample Cities	2010 Population
Mesquite	139,824
DeSoto	49,047
Cedar Hill	45,028
Duncanville	38,524
Lancaster	36,361
University/Highland Park	31,632
Total	**340,416**

** If trends continue,the projected number of current students graduating over the next 12 years WITHOUT post-secondary readiness will exceed the entire current populations of the sample seven cities **COMBINED.**

Commit!
The Region's
Backbone
Infrastructure

Commit!'s Academic Goals to Increase Post-Secondary Readiness and Needed Collaboration to Achieve Them

Academic Goals of Regional Strategic Plan:

1. Prepare <u>every student</u> to enter Kindergarten Ready to succeed in school

2. Ensure that <u>every student</u> has K-12 academic success and graduates from high school Post-Secondary Ready

3. Ensure that <u>every student</u> has the necessary skills and support to Access Post-Secondary Education and Succeed in Higher Ed, the Global Work Force, and life.

1,500+ Public and Private Entities	15 School Districts 80+ Public Charter Schools	Dallas County Community Colleges Numerous 4-Yr. Institutions
Early Childhood	**K-12 Education**	**Higher Education**
200,000+ Children	460,000+ Students	100,000+ Students
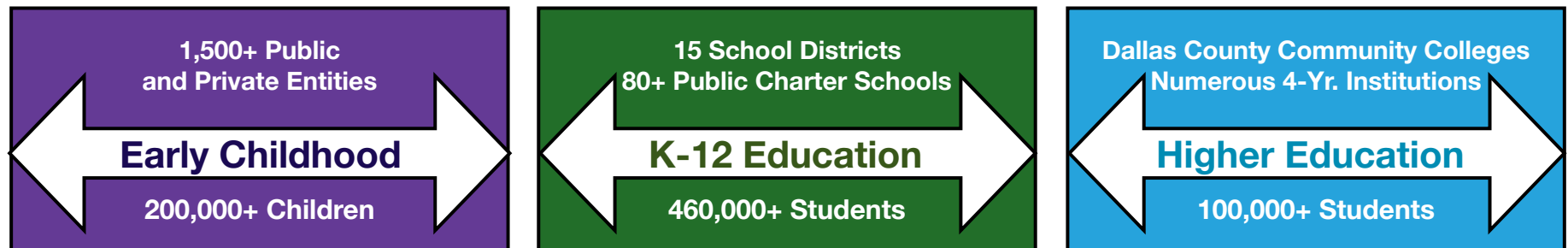
Various Non-Profits and Community Stakeholders Seeking to Support Including:

Parental Engagement and Education	Pre-K Education	In School/ Out of School Programs	Tutoring and Mentoring	College Access and Persistence	Health and Nutrition	Teacher and Principal Training	Business and Foundation Community

Commit! Frequently Asked Questions

What is Commit!?	A separate 501c(3) serving as a backbone organization helping to coordinate, align and improve the numerous educational efforts across the region
What is Commit!'s Expected Time Frame?	Given the scale, complexity and challenges of the mission, it is anticipated that Commit! will exist for 10+ years
How Will Commit! Be Funded?	A combination of regional and national foundations will serve as the organization's primary funders.
Will Commit! Be Driven by Any One Organization or Person?	No. Commit! will be governed by a broad, independent council consisting of representative partners (educators, foundations, non-profits, etc.)
What Will Commit! Be Known For?	Impartial trusted source of robust data Valued connection point for all things educational Convener knowledgeable and capable of catalyzing and supporting scaling of best practices regionally

Other Educational Collaboratives Regionally and Nationally

E3 Alliance (www.e3alliance.org) - Central Texas (established 2007)

All Kids Alliance www.allkidsalliance.com) - Greater Houston Area (8 county network - est. 2011)

- **Strive Network (www.strivenetwork.org -goal of 25 Cradle-to-Career communities by 2015)**
  - **Cincinnati, OH (established 2006)**
  - **East Bay/Oakland, CA**
  - **Richmond, VA**
  - **Milwaukee, WI**
  - **Boise, ID**
  - **Portland, OR**

Network enables members to share expertise, identify and adapt programs that work and develop effective tools and resources that can be brought to bear on specific challenges.

Commit! Strategy Committee
Our Challenges Require Collaboration at All Levels

Commit!'s strategic efforts to date have been led by the following community members, providing a broad perspective from the early childhood, K-12 and higher education sectors as well from the workforce and foundational communities. We are grateful for their leadership and wise counsel.

Dr. Dana T. Bedden
Superintendent of Schools
Irving Independent School District

Dr. Lew Blackburn
President
Dallas Independent School District School Board

Dr. Mary Brumbach, CFRE
Executive District Director of Strategic Funding
Dallas County Community College District

Dr. David. J. Chard
Leon Simmons Endowed Dean and Founding Dean
Annette Caldwell Simmons School of Education and Human Development
Southern Methodist University

Bruce Esterline
Vice President for Grants
The Meadows Foundation

Florencia Velasco Fortner
President and Chief Executive Officer
The Concilio

Lanet Greenhaw
Director of Education
Dallas Regional Chamber

Susan Hoff
Senior Vice President of Community Impact
United Way of Metropolitan Dallas

Lee F. Jackson
Chancellor
University of North Texas System

Alan King, CPA
Interim Superintendent of Schools
Dallas Independent School District

Dr. Barbara Lerner
Associate Provost for Undergraduate Studies and Academic Partnerships
Texas Woman's University

Dr. Michael McFarland
Superintendent of Schools
Lancaster Independent School District

Phil Montgomery
President and Chief Executive Officer
P. O'B. Montgomery & Company

Dr. Dawson Orr
Superintendent of Schools
Highland Park Independent School District

J. Puckett
Senior Partner and Managing Director
Head of Global Educational Practice
Boston Consulting Group

Arturo Sanchez III
Director
Education & Workforce Development
Texas Instruments

Michael Sorrell
President
Paul Quinn College

George Tang
Chief Operating Officer
Educate Texas
Communities Foundation of Texas

Todd A. Williams
Executive Director, Commit!
Founder, Williams Family Foundation

Ellen Wood
Co-Founder
Teaching Trust

The Goals of Commit!
What Will Be the Benefits of its Success?

Creation of Greater Awareness and Urgency to Act/Work Together

- *Substantially more engagement/support by various entities throughout community*
- *More effective collaboration and strategic deployment of resources supported by data*

Creation of Understandable and Transparent Community Scorecard

- *Increased confidence by funders in what they're strategically affecting w/ measured progress*
- *More informed/engaged parents, companies and other stakeholders*

Ability to Advocate for Entire Community (10% of State) for Funding/Policies That Work

- *Strategic funding for early childhood, K-12, college readiness and access, etc.*
- *Amend policies to improve school district effectiveness and accountability system*

Helping Realize Every Child's Full Life Potential

Every student enters school kindergarten-ready;

Every student is supported and graduates from high school ready for post-secondary education;

Every student has the support to access and succeed in college and/or the global work force

The Current Commit! Team

Team Member	Education	Experience
Todd Williams, Executive Director todd.williams@commit2dallas.org	B.A., Austin College M.B.A., U. of Pennsylvania (Wharton School)	Education Advisor, Mayor of Dallas Vice Chair, Austin College Board of Trustees Chair, Dallas ISD Budget Commission Former Vice Chair/Board Member, Uplift Education Chair, Regional D/FW Board, Teach for America Retired Partner, Goldman Sachs Private Equity Group
Marnie Glaser, Director Early Childhood marnie.glaser@commit2dallas.org	B.A., U. of Texas Austin M.S. - U. of Texas Dallas	Board Member, Head Start Dallas Clinical Lecturer, U. of Texas - Dallas Speech Pathologist, Baylor Rehabilitation and Dallas ISD Former Classroom Teacher, Houston, TX
Jonathan Feinstein Director, Community Engagement jonathan.feinstein@commit2dallas.org	B.A., Wesleyan University	Former Director, Corporate Responsibility, imc2 Former Classroom Teacher, North Carolina
Ashley Bryan, Associate ashley.bryan@commit2dallas.org	B.A., U. of Texas Austin M. of Ed. - Harvard University	Former Classroom Teacher, Dallas, TX
Asil Yassine, Analyst asil.yassine@commit2dallas.org	B.A., Austin College	Analyst, Williams Family Foundation
Libby McCabe, Legal/Governance libby.mccabe@commit2dallas.org	B.A., Duke University J.D., Harvard Law School	Director and governance chair for New York academic/social services non-profit serving at-risk youth In-house and outside counsel to various startups M&A Attorney, Baker and Botts
Andres Ramos, Web Strategy/Operations andres.ramos@commit2dallas.org	B.A. University of Michigan Georgetown University	Co-Founder, PolicyPulse Former Classroom Teacher, Rio Grande Valley Regional Southwest Texas Recruiting Head, Teach for America
Michael Dryden, Data Analysis Consultant drydendata@gmail.com	B.A., SUNY Buffalo M.A. and PhD, SUNY Buffalo	Educational Consultant- Performance, Evaluation, & Analytics R&E Director, O'Donnell Foundation Principal Evaluator, Dallas ISD College Professor, Arizona State, New Mexico State Math & Science Teacher (U.S.,Australia, Indonesia, Samoa)

Accurately Measuring Academic Progress within the Commit! K-12 Community
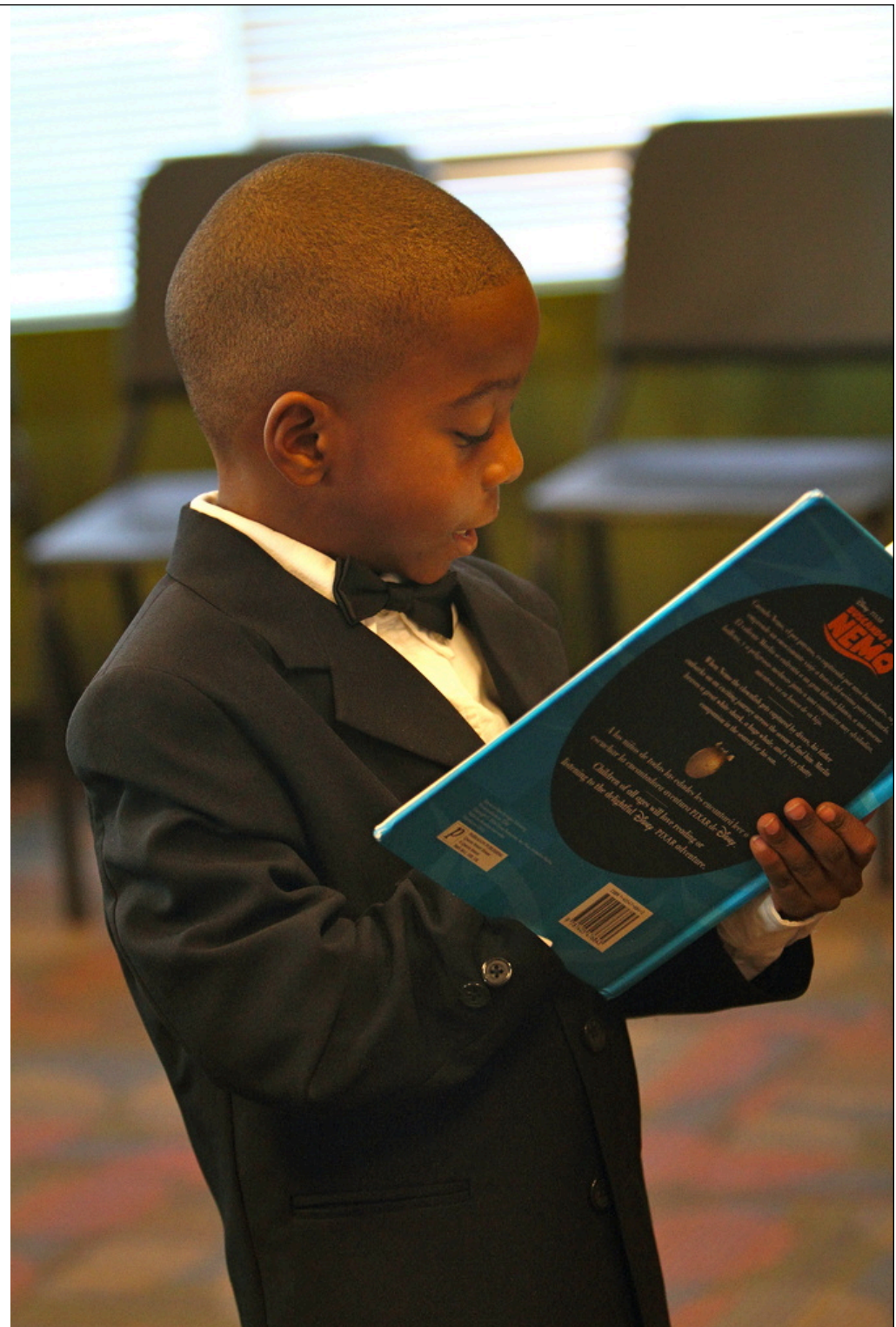
Hard to Know Where We Are if State Standards Continually Move
We Can't Be Twice as Exemplary (or Not) in One Year's Time

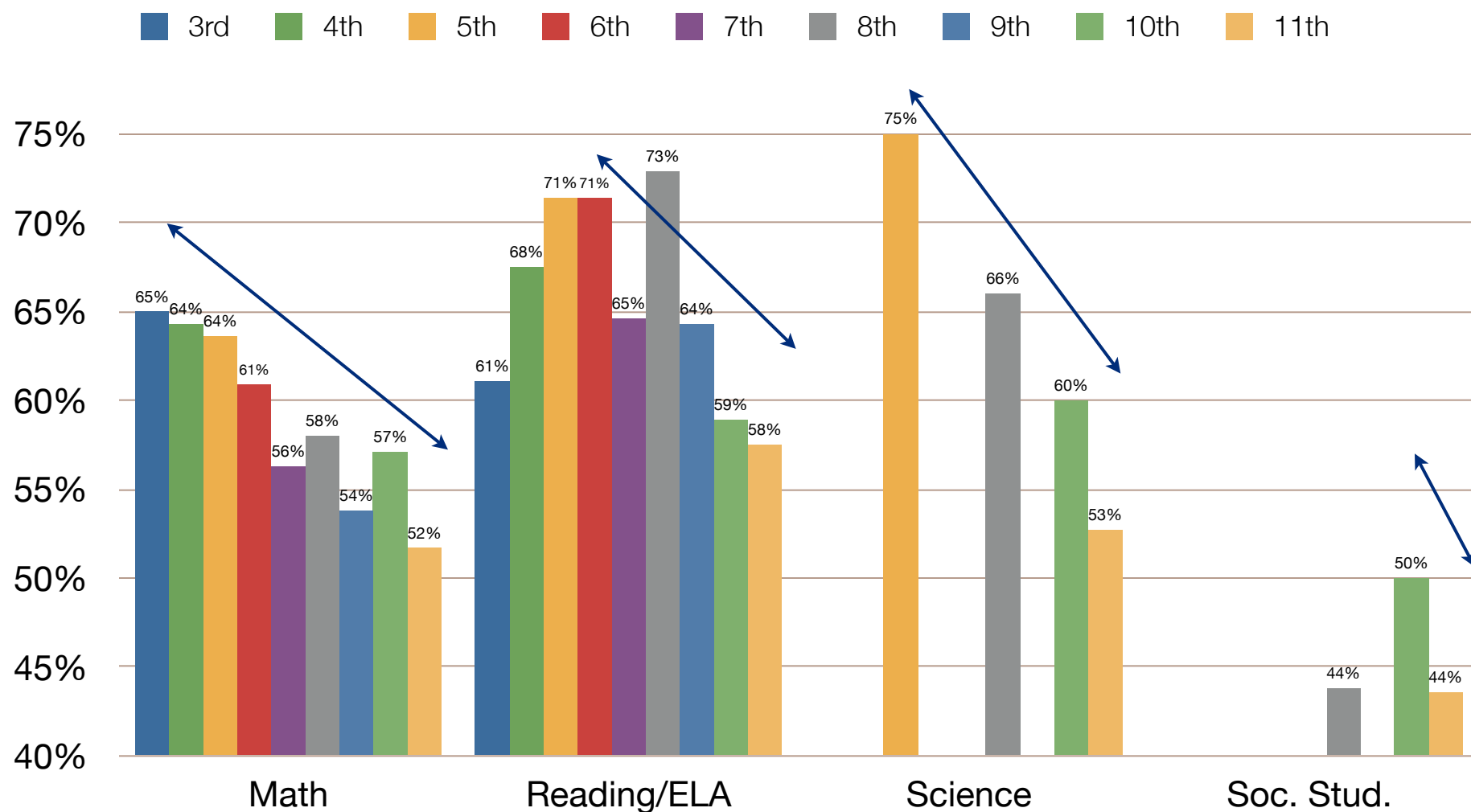### Pct. of Schools Statewide Receiving Highest and Lowest Ratings per State of Texas

Legend: ■ 2007-08 ■ 2008-09 ■ 2009-10 ■ 2010-11

% Rated Exemplary: 14%, 30%*, 36%*, 17%

% Rated Acceptable/Unacceptable: 46%, 29%*, 21%*, 46%
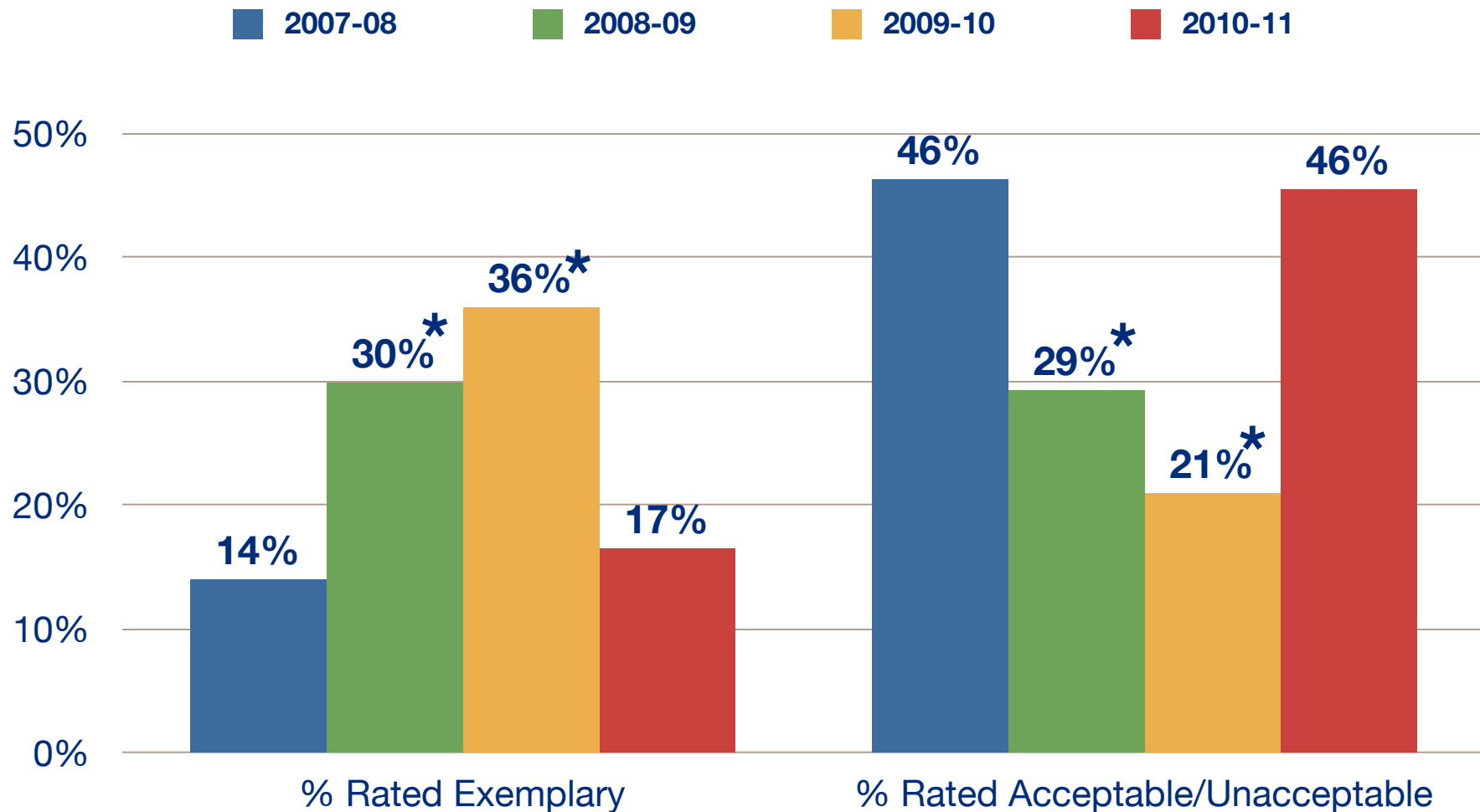
* Note: In 2008-09 and 2009-10, TEA instituted a "growth adjustment" which effectively meaningfully reduced the score required to pass each state TAKS tests. The adjustment was removed in 2010-11.

Why Commended vs. Passing? Truth Behind TAKS Scores
Difficulty Significantly Eases in Later Grades for Passing Rates

Pct. of Questions Required to be Answered Correctly to Pass TAKS in 2011

Legend: ■ 3rd ■ 4th ■ 5th ■ 6th ■ 7th ■ 8th ■ 9th ■ 10th ■ 11th

Math:
- 3rd: 65%
- 4th: 64%
- 5th: 64%
- 6th: 61%
- 7th: 56%
- 8th: 58%
- 9th: 54%
- 10th: 57%
- 11th: 52%

Reading/ELA:
- 3rd: 61%
- 4th: 68%
- 5th: 71%
- 6th: 71%
- 7th: 65%
- 8th: 73%
- 9th: 64%
- 10th: 59%
- 11th: 58%

Science:
- 5th: 75%
- 8th: 66%
- 10th: 60%
- 11th: 53%

Soc. Stud.:
- 8th: 44%
- 10th: 50%
- 11th: 44%

Measuring Academic Progress
Criteria for Selecting Key Indicators Along the Path

Must be produced by a **trusted source**.

Must track data at **appropriate intervals** along the 0-22 spectrum.

Must be **few enough to not overwhelm reader** with data.

Must include **meaningful % of nationally normed data/3rd party verification (i.e. college acceptances)**.

Must be **easily understood** with common meaning by community.

Must be **reasonably similar** across institutions.

Must be **affordable and easy to gather** and report.

Must be **timely reported** and consistently available.

Must be **significantly alterable** by local action.

Commit!'s Cradle to Career Continuum
Outline of 11 Indicators Measuring Community Progress

| Kindergarten Readiness Evaluation | 4th Grade Commended Reading | 8th Grade Commended Science | 10th or 11th Grade PSAT | High School Graduation Rate | Post Secondary Enrollment | 1st Year Post Secondary Retention Rate |

Cradle to Career Continuum

| 4th Grade Commended Math | 8th Grade Commended Math | 11th or 12th Grade SAT/ACT | Post Secondary Graduation Rates within 150% of Expected Timing |

Collective Commit! K-12 Community

15 School Districts, ~446,000+ Students Enrolled in 2010-11 School Year

|	School District	Students in 2010-11	% of Total	Student Demographic Data 201-11 School Year							
				African American	Hispanic	Anglo	Asian	Other	Econ. Disadv.	Ltd. Eng. Prof.	At Risk
1	Carrollton/Farmers Branch	26,075	6%	15%	53%	20%	11%	2%	60%	23%	46%
2	Cedar Hill	8,170	2%	65%	22%	9%	1%	3%	62%	5%	44%
3	Coppell	10,190	2%	5%	14%	53%	26%	3%	11%	8%	20%
4	Dallas	156,784	35%	25%	68%	5%	1%	1%	87%	38%	66%
5	DeSoto	9,165	2%	78%	16%	4%	0%	1%	66%	7%	40%
6	Duncanville	12,880	3%	42%	47%	8%	2%	2%	73%	13%	52%
7	Garland	57,614	13%	17%	48%	25%	8%	3%	59%	22%	49%
8	Grand Prairie	26,433	6%	17%	63%	14%	3%	3%	72%	25%	60%
9	Grapevine/Colleyville	13,614	3%	4%	20%	64%	8%	4%	20%	8%	22%
10	Highland Park	6,647	1%	0%	4%	90%	3%	2%	0%	1%	8%
11	Irving	34,140	8%	12%	71%	12%	4%	2%	81%	39%	65%
12	Lancaster	6,253	1%	77%	18%	3%	0%	1%	81%	7%	50%
13	Mesquite	37,653	8%	25%	48%	22%	2%	3%	66%	18%	48%
14	Richardson	35,977	8%	23%	38%	29%	7%	3%	57%	23%	44%
15	Uplift Education	4,676	1%	14%	54%	9%	17%	1%	57%	20%	43%
	Total	**446,271**		**23%**	**53%**	**17%**	**4%**	**2%**	**69%**	**27%**	**54%**

Note: For districts to be included they must educate more than 3,000 students within schools located in Dallas County across grades K-12

Commit! K-12 Community vs. State 2010-11
Meaningful Component of State Population Representing More Students of Color
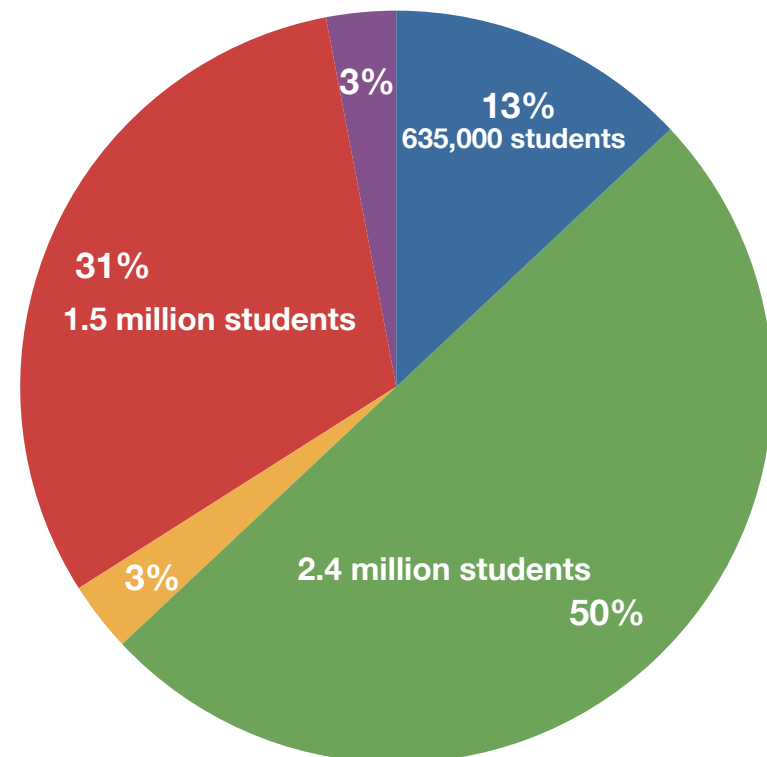
Commit! Community

- African American
- Asian
- Other
- Hispanic
- Anglo

2%
17%
75,900 students
23%
102,600 students
4%
236,500 students
54%
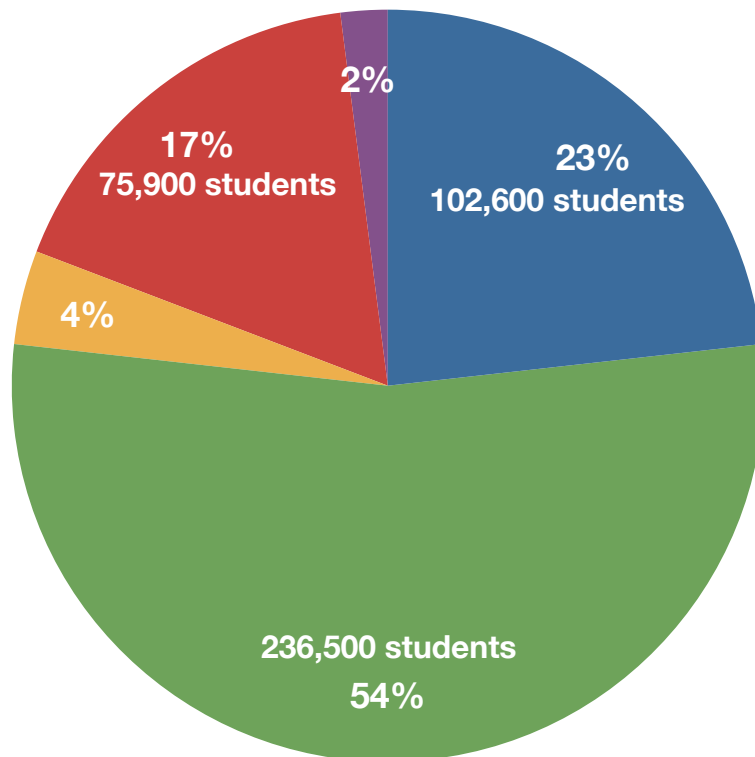
**446,000 Public School Students
(9% of state)**

State of Texas

- African American
- Asian
- Other
- Hispanic
- Anglo

3%
13%
635,000 students
31%
1.5 million students
3%
2.4 million students
50%

4.9 Million Public School Students

Commit! K-12 Community vs. State 2010-11 (cont'd)
Higher Poverty/At-Risk Levels with Greater % of English Language Learners

Legend:
- Commit! Community
- State of Texas

Category	Commit! Community	State of Texas
% Econ. Disadvantaged	69%	59%
% At Risk	54%	46%
% Ltd. English Proficient	27%	17%
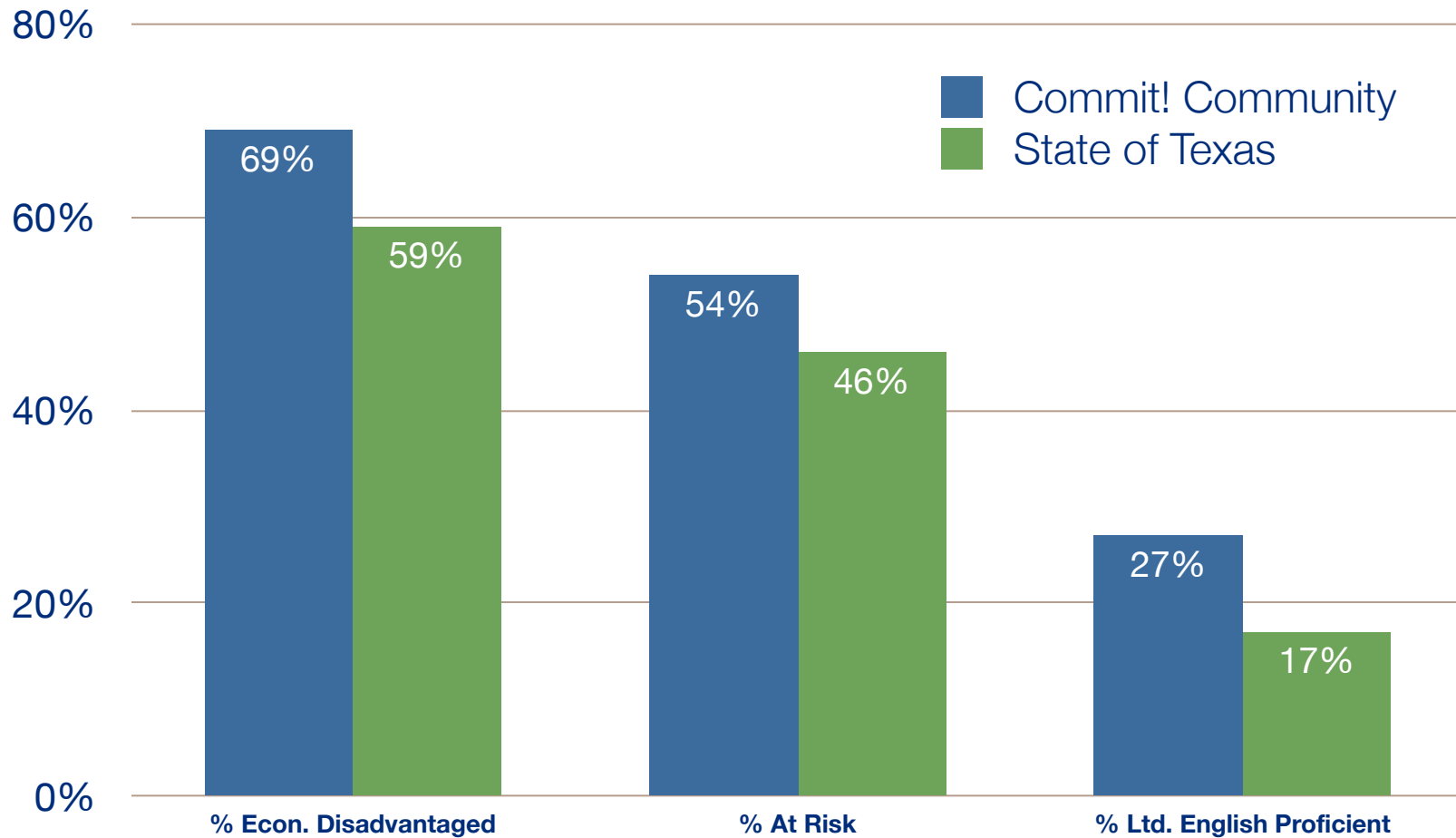
Current Communication of Academic Progress by State
"We Are Data Rich But Information Poor"

T E X A S   E D U C A T I O N   A G E N C Y
Academic Excellence Indicator System
2010-11 District Performance

District Name: DALLAS ISD
District #: 057905

Indicator:	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
5-Year Extended Completion Rate (Gr 9-12) @														
Class of 2009														
Graduated	85.1%	84.7%	74.4%	73.1%	74.3%	80.3%	71.0%	n/a	n/a	n/a	61.7%	81.3%	55.3%	70.1%
Received GED	1.9%	1.6%	0.9%	0.7%	0.8%	2.2%	0.0%	n/a	n/a	n/a	0.2%	0.5%	0.3%	0.9%
Continued HS	2.1%	2.1%	2.9%	2.2%	3.5%	0.9%	9.7%	n/a	n/a	n/a	6.5%	2.2%	4.8%	4.0%
Dropped Out	10.8%	11.6%	21.9%	23.9%	21.4%	16.6%	19.4%	n/a	n/a	n/a	31.6%	16.0%	39.5%	25.0%
Class of 2008														
Graduated	83.4%	82.3%	70.9%	69.7%	70.9%	74.5%	64.7%	n/a	n/a	n/a	59.4%	72.8%	49.2%	61.8%
Received GED	2.1%	1.8%	1.5%	1.4%	1.0%	5.4%	8.8%	n/a	n/a	n/a	1.2%	1.2%	0.4%	1.7%
Continued HS	2.4%	2.5%	2.6%	2.2%	3.0%	1.2%	0.0%	n/a	n/a	n/a	6.3%	2.0%	6.0%	3.7%
Dropped Out	12.2%	13.3%	25.1%	26.7%	25.1%	18.9%	26.5%	n/a	n/a	n/a	33.1%	23.9%	44.4%	32.9%
Completion Rate II (Graduates, Continuers, and GED) @														
(AEA Indicator)														
Class of 2010	92.7%	92.5%	86.8%	83.4%	88.5%	86.8%	91.9%	n/a	n/a	n/a	77.3%	90.1%	77.1%	84.4%
Class of 2009	90.6%	90.1%	80.9%	78.6%	81.8%	84.3%	82.8%	n/a	n/a	n/a	71.1%	85.0%	68.0%	78.8%
Completion Rate I (Graduates and Continuers) @														
(Standard Accountability Indicator)														
Class of 2010	91.4%	91.7%	86.1%	82.7%	88.1%	84.9%	89.2%	n/a	n/a	n/a	76.9%	89.7%	76.5%	83.8%
Class of 2009	89.2%	89.0%	80.4%	78.1%	81.3%	82.4%	82.8%	n/a	n/a	n/a	70.9%	84.6%	67.8%	78.3%
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion @														
2009-10	26.3%	27.9%	29.1%	25.7%	28.3%	48.9%	48.0%	44.6%	40.9%	31.5%	6.3%	27.9%	16.0%	18.2%
2008-09	24.6%	26.5%	27.3%	24.1%	26.7%	48.9%	36.0%	n/a	n/a	n/a	5.9%	25.9%	13.6%	17.3%
RHSP/DAP Graduates @														
Class of 2010	82.7%	83.2%	88.8%	82.7%	91.9%	89.2%	87.9%	95.2%	*	61.1%	14.7%	88.8%	83.8%	82.7%
Class of 2009	82.5%	82.7%	88.3%	83.0%	91.5%	87.6%	88.9%	n/a	n/a	n/a	13.0%	88.4%	76.8%	82.8%
AP/IB Results @														
Tested														
2010	22.7%	27.7%	35.1%	30.4%	33.6%	64.6%	50.0%	60.7%	55.6%	20.5%	n/a	n/a	n/a	n/a
2009	21.2%	26.5%	33.8%	28.1%	32.8%	66.0%	43.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Examinees >= Criterion														
2010	50.8%	54.8%	30.0%	12.9%	30.7%	58.8%	44.1%	49.1%	20.0%	33.3%	n/a	n/a	n/a	n/a
2009	51.2%	53.7%	28.8%	12.0%	29.9%	57.6%	35.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Scores >= Criterion														
2010	46.7%	49.7%	22.8%	12.5%	20.1%	46.3%	23.0%	33.9%	8.3%	28.6%	n/a	n/a	n/a	n/a
2009	47.4%	50.0%	23.7%	11.2%	20.5%	48.9%	23.1%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Texas Success Initiative (TSI) — Higher Education Readiness Component														
Eng Lang Arts 2011	66%	70%	60%	56%	60%	77%	81%	62%	*	40%	15%	57%	22%	44%
2010	60%	63%	51%	50%	48%	74%	67%	57%	80%	54%	15%	47%	15%	37%
Mathematics 2011	69%	72%	63%	54%	65%	77%	72%	76%	*	69%	15%	61%	41%	45%
2010	66%	67%	58%	49%	60%	81%	76%	77%	> 99%	41%	18%	56%	36%	40%

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Goals 1 and 2 of Commit! Community: Every Student Will Enter School KINDERGARTEN READY and Will Subsequently Succeed Academically and GRADUATE from High School with College and/or Career Ready Skills

Collective Commit! Community (15 School Districts, 446,271 Students Enrolled in 2010-11 School Year)

		2010 Achievement Gap		2011 Achievement Gap		2010 % of Region Proficient (Baseline Year)	2011 % of Region Proficient (Current Year)	Current Target Benchmark for 2015	Change in Regional Proficiency Level Since Prior Year	Change in Regional Proficiency Level Since Baseline Year
		District at Low End of Range	District at High End of Range	District at Low End of Range	District at High End of Range					
% of Students Kindergarten Ready		TBD	TBD	TBD	TBD	TBD	TBD	% TBD *in 2013*	TBD	TBD
4th Grade Math Commended		23% 56 pts. 79%		25% 52 pts. 77%		37%	37%	% TBD *in 2013*	no change	no change
4th Grade Reading Commended		16% 52 pts. 68%		26% 53 pts. 79%		27%	35%	% TBD *in 2013*	8 pts.	8 pts.
8th Grade Math Commended		5% 63 pts. 68%		13% 53 pts. 66%		22%	22%	% TBD *in 2013*	no change	no change
8th Grade Science Commended		6% 55 pts. 61%		13% 44 pts. 57%		27%	28%	% TBD *in 2013*	1 pt.	1 pt.
National Percentile of Avg. Reading/Math Score on Pre-SAT/ACT (10th/11th Grade)		TBD	TBD	TBD	TBD	TBD	TBD	% TBD *in 2012*	TBD	TBD
Four Year High School Graduation Rate		68% 31 pts. 99%		75% 23 pts. 98%		79%	81%	% TBD *in 2012*	2 pts.	2 pts.
		Class of 2009		Class of 2010						
SAT/ ACT	% of 12th Grade Taking SAT and/or ACT	42% 58 pts. 100%		41% 50 pts. 91%		62%	65%	% TBD *in 2012*	3 pts.	3 pts.
	Average SAT/ACT Score	806/16.3	1203/26.1	801/15.4	1196/26.2	969/20.0	960/20.0			
	% of Testers ≥ College Ready Standard	3% 72 pts. 75%		1% 71 pts. 72%		26%	25%	% TBD *in 2012*	1 pt.	1 pt.
% of Class Enrolling in Post Secondary Education ("PSE")		Class of 2009		Class of 2010		TBD	TBD	% TBD *in 2012*	TBD	TBD
		TBD	TBD	TBD	TBD					
% Returning to PSE After 1 Yr.		Class of 2008		Class of 2009		TBD	TBD	% TBD *in 2012*	TBD	TBD
		TBD	TBD	TBD	TBD					

Examples of Outlier Performance Among 30 Largest Local Districts
What is Each District Doing? How Can Its Best Practices be Shared?

District	Rank in % of Non Econ. Disadvantaged Students	Outlier Performance
District A	**30th** *(87% F&R Lunch)*	**9th** in % Taking AP Tests; **12th** in Dual Enrollment Completion; **11th** in % Taking SAT/ACT; increased four year graduation rate from **68% to 75%** in one year
District B	**29th** *(81% F&R Lunch)*	**8th** in % Taking SAT/ACT; increased 8th grade Math and Science Commended rates **9 and 13 pts**, respectively from 2009-10 to 2010-11 school years
District C	**28th** *(81% F&R Lunch)*	Increased 4-year graduation rate from **78% to 83%** in one year; **18th** in % Taking SAT/ACT
District D	**25th** *(72% F&R Lunch)*	Increased 4-year graduation rate from **75% to 84%** in one year; **11th** highest completion rate
District E	**24th** *(66% F&R Lunch)*	**4th** in % Taking SAT/ACT; **13th** in average attendance rate
District F	**23rd** *(65% F&R Lunch)*	**17th** in Math and Science commended rates; **14th** in 4-Yr. Graduation Rate; **5th** highest attendance rate
District G	**18th (tie)** *(57% F&R Lunch)*	**8th** in Math and Science commended rates; **7th** in % Taking AP Tests and SAT/ACT; **10th** highest in average SAT and ACT score; **9th** in % of students with college ready entrance exam
District H	**18th (tie)** *(57% F&R Lunch)*	**2nd** in % Taking SAT/ACT; increased 8th grade Science commended rates by **11 pts (37% to 48%** from 2010 to 2011 school year)
District I	**6th** *(20% F&R Lunch)*	**2nd** in % Taking AP Tests; **3rd** in % Taking SAT/ACT; increased 8th grade Science commended rates by **4 pts (41% to 45%** from 2010 to 2011 school year)

Source: Texas Education Agency data for 30 largest districts in Dallas, Tarrant and Collin Counties.

Commit! Higher Ed Institutions

Collective Commit! Four-Year College Community
14 Four-Year Colleges, ~102,000 Students Enrolled in 2010-11 School Year

	Regional 4-Year Institution	Students in 2010-11	% of Total	Student Demographic Data 2010 School Year					% Full Time	% Part Time
				African American	Hispanic	Anglo	Asian	Other		
1.	Austin College	1,293	1%	4%	12%	63%	14%	7%	100%	0%
2.	Dallas Baptist University	3,523	3%	19%	9%	62%	2%	8%	65%	35%
3.	Dallas Christian College	343	0%	22%	14%	55%	3%	6%	70%	30%
4.	Northwood University – Texas	755	1%	36%	26%	29%	3%	6%	78%	22%
5.	Paul Quinn College	219	0%	96%	1%	0%	0%	3%	90%	10%
6.	Southern Methodist University	6,192	6%	5%	10%	70%	6%	9%	96%	4%
7.	Texas A&M – Commerce	6,597	6%	17%	12%	67%	2%	2%	73%	27%
8.	Texas Christian University	7,853	8%	5%	10%	74%	2%	9%	96%	4%
9.	Texas Wesleyan University	1,844	2%	17%	20%	34%	2%	27%	69%	31%
10.	Texas Woman's University	8,484	8%	21%	20%	48%	8%	3%	69%	31%
11.	University of Dallas	1,337	1%	1%	16%	69%	4%	10%	99%	1%
12.	University of North Texas	28,316	28%	12%	15%	60%	5%	8%	78%	22%
13.	University of Texas at Arlington	25,106	24%	15%	19%	44%	10%	12%	61%	39%
14.	University of Texas at Dallas	10,643	10%	7%	14%	49%	22%	8%	75%	25%
	Total	**102,505**		**13%**	**15%**	**55%**	**8%**	**9%**	**75%**	**25%**

Note: UNT - Dallas will be added once it reports separately.

Collective Commit! Community College Community
Seven Regional Colleges, ~81,000 Students Enrolled in 2010-11 School Year

	Regional 2-Year Institution	Students in 2010-11	% of Total	Student Demographic Data 2010 School Year					% Full Time	% Part Time
				African American	Hispanic	Anglo	Asian	Other		
1.	Brookhaven College	12,784	16%	17%	29%	37%	13%	4%	23%	77%
2.	Cedar Valley College	6,222	8%	55%	17%	22%	2%	4%	27%	73%
3.	Eastfield College	12,919	16%	24%	34%	34%	4%	4%	26%	74%
4.	El Centro College	9,761	12%	32%	34%	25%	5%	4%	21%	79%
5.	Mountain View College	8,460	10%	27%	50%	15%	5%	3%	26%	74%
6.	Northlake College	12,018	15%	17%	28%	34%	14%	7%	29%	71%
7.	Richland College	19,201	24%	21%	23%	34%	16%	6%	28%	72%
	Total	**81,365**		**25%**	**30%**	**30%**	**10%**	**5%**	**26%**	**74%**

Goal 3 of Commit! Community: Every student has the necessary skills and support to access and succeed in college and/or the global work force.

Collective Commit! Community (Fourteen Four-Year Colleges, 102,505 Students Enrolled in 2010 School Year)

	2010 Achievement Gap		2011 Achievement Gap		(Baseline Year) 2010 Regional Average	2011 Regional Average	Current Target Benchmark for 2015	Change Since Prior Year	Change Since Baseline Year
	Low End of Range	High End of Range	Low End of Range	High End of Range					
Full time 1st Yr. Retention	47% 42 pts. 89%		% TBD	% TBD	73%	% TBD	% TBD	TBD	TBD
Pct. Grad. In 100% (4 Yrs.)	2% 72 pts. 74%		% TBD	% TBD	34%	% TBD	% TBD	TBD	TBD
Pct. Grad. In 150% (6 Yrs.)	9% 70 pts. 79%		% TBD	% TBD	50%	% TBD	% TBD	TBD	TBD

Collective Commit! Community (Seven Dallas County Community Colleges, 81,365 Students Enrolled in 2010 School Year)

	2010 Achievement Gap		2011 Achievement Gap		(Baseline Year) 2010 Regional Average	2011 Regional Average	Current Target Benchmark for 2015	Change Since Prior Year	Change Since Baseline Year
	Low End of Range	High End of Range	Low End of Range	High End of Range					
Full time 1st Yr. Retention	50% 16 pts. 66%		% TBD	% TBD	58%	% TBD	% TBD	TBD	TBD
Pct. Grad. In 150% (3 Yrs.)	5% 7 pts. 12%		% TBD	% TBD	9%	% TBD	% TBD	TBD	TBD
Pct. Grad. + Transfer Out Rate	35% 14 pts. 49%		% TBD	% TBD	43%	% TBD	% TBD	TBD	TBD

Commit! Discussion of Early Childhood and Kindergarten Readiness

"All Things Lead to the Beginning"

Early Childhood Ed and Kindergarten Readiness
What Are the Challenges?

- **Huge Population**- As of 2010, approximately 230,000+ children ages 0-5 live in Dallas County.

- **Incredibly Fragmented Number of Providers -** There are 1,516 regulated child care facilities in Dallas County including 686 child care centers and 830 licensed child care centers located in a family residence. The largest providers are (i) individual school districts offering 1/2 day or full day Pre-K for qualified students (DISD is the largest at roughly 8,500 students served) and (ii) Head Start (which serves roughly 4,600 children).

- **Broad, Disparate Level of Quality -** Of the 1,516 regulated child care facilities, only 206 (14%) are recognized by Texas Rising Star or NAYEC for quality. **Roughly 25% of County zip codes have NO recognized facilities.**

- **Lack of Longitudinal Tracking -** Public school districts do not track where, if any, their students received early childhood education. Early childhood providers do not track their alumni. As a result, data cannot be used to help scale the more effective early childhood educators, and EC providers gain little feedback on how their students did in K-12.

- **Broad Number of Tests, Not All Given at Entry with Only Half Nationally Normed -** the 15 school districts within Commit! administer 14 different tests at varying points during Kindergarten. Some test only literacy; others are multi-dimensional.