

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.”

June, 2012

www.commit2dallas.org



Commit! - Dallas County's "Backbone" for Education

Our Core Beliefs, Vision, Purpose and Process

Our Core Beliefs	Education is <u>the</u> most effective ladder to realizing one's full potential. <u>Every</u> child is capable of learning and deserves the opportunity to succeed. The potential of our children is a resource that we <u>cannot</u> afford to waste. Working <u>together</u> , we will create a thriving community.
Why Do We Exist?	We Exist to Help Maximize Every Child's Full Potential Through Education
How Do We Effect Change?	We help connect and catalyze the community to set meaningful goals and implement measurable strategies to substantially advance Dallas County educational outcomes, cradle to career.
What Do We Do?	We are the trusted partner that helps connect institutions and provides the data, information, and support needed to identify, share and scale the most impactful educational practices in our region.

Overview of Commit! as a Regional “Backbone”

What Will Be Its Goals and its Benefits?

Measure What Matters via Clear Community Scorecard

- *Move away from simplistic state ratings to measuring what matters*
- *Increased funder confidence in what they’re strategically affecting*

Help Scale Practices Proven by Data as Most Effective

- *Periodically convene educators and share data/best practices*
- *Evaluate data on practices by non-profits/assist scaling what works*

Help Coordinate/Align Community Resources

- *Support effective existing collaborations and help develop others*
- *Encourage thoughtful resource deployment along Age 0-22 continuum*

Advocate for Entire Community (~10% of State) What Works

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

Continuously Communicate to Community

- *Annual scorecard will reflect community progress/remaining challenges*
- *More community urgency to act/support public education given clarity*

Helping Realize Every Child’s Full 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

Education Across Dallas County

Why a Regional Approach?

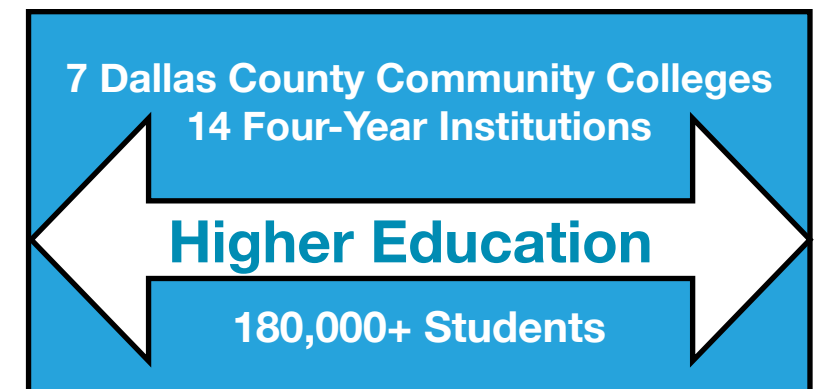
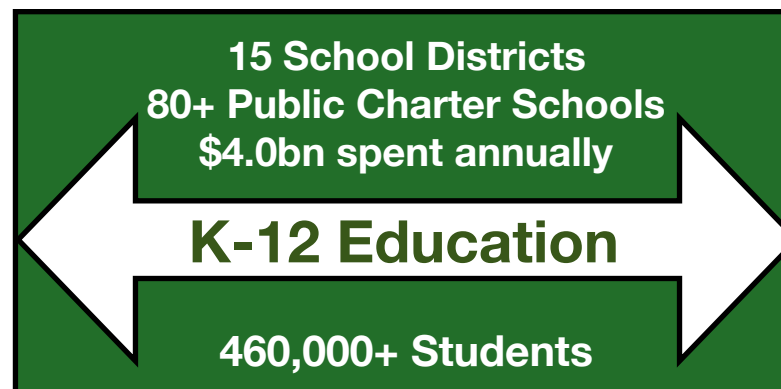
- **Commit! has defined its community as Dallas County**, encompassing roughly **2.5 million** residents and over **800,000 students** involved in early childhood, public K-12 and higher ed education. With roughly 10% of all public school students in the nation's second largest state, the ability to make a meaningful impact is substantial.
- 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.

Needed Collaboration within Commit! Community

Substantial Number of Parties to Help Coordinate and Align

The Need for a Backbone Organization Supporting Regional Collective Impact

1. Collaborative efforts rarely used among existing individual organizations due to lack of funding to support coordination and lack of internal capacity to execute
2. Separate “backbone” organization increases collective capacity and coordination of entire industry to spread best practices, use data to strategically align resources, encourages and supports collaborative networks to move key indicators, etc.



Various Non-Profits and Community Stakeholders Seeking to Support Including:



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.
- 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.
- **91% of all K-12 students regionally are educated in public schools**; any successes in private schools are dwarfed by the educational outcomes in our traditional and charter public schools
- Approximately **70% of students attending Dallas County public schools are economically disadvantaged**. That number has grown meaningfully in the last five years, bringing with it all of the numerous obstacles (hunger, substance abuse, homelessness, etc.) that often accompany poverty. Even if we optimistically assume that no poverty exists within our private schools, that means that 60% of ALL K-12 students are considered poor. **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 historically poor collective success in academically preparing our 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!

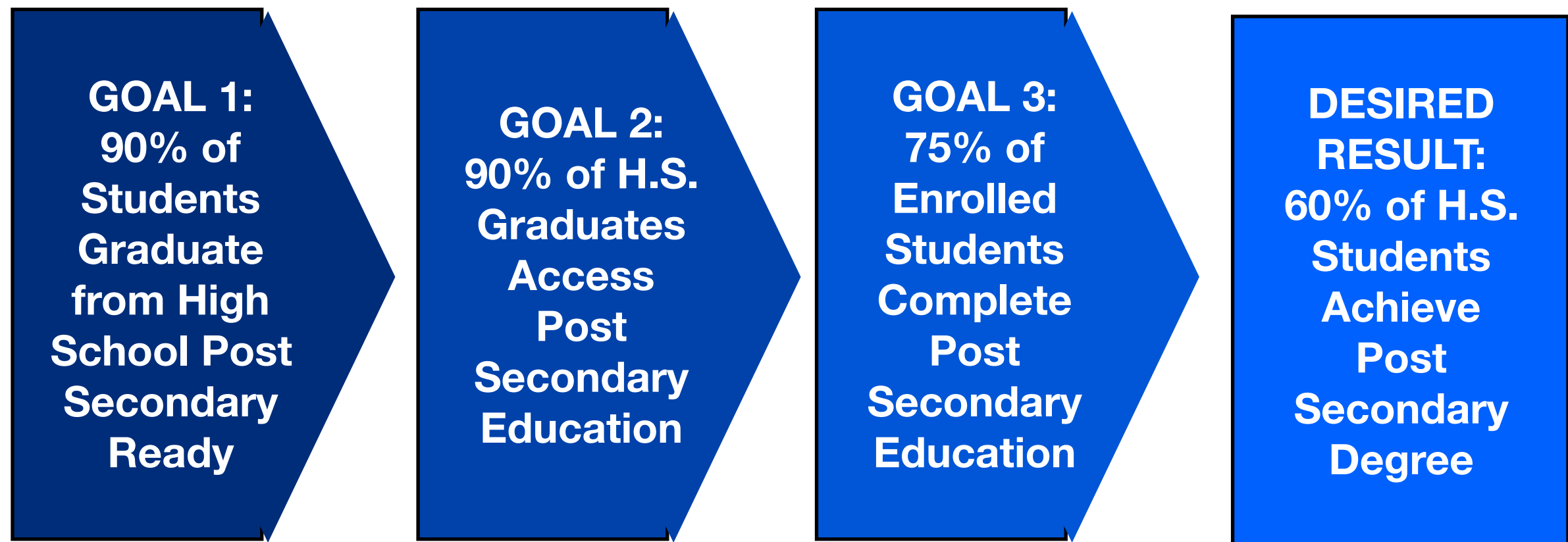
The Economic Argument

- In 2009 and 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, almost 20% of all students.**
- 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 amount**
 - **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.

Achieving a Goal for Post Secondary Completion

60% Required to Compete in a 2030 Labor Market

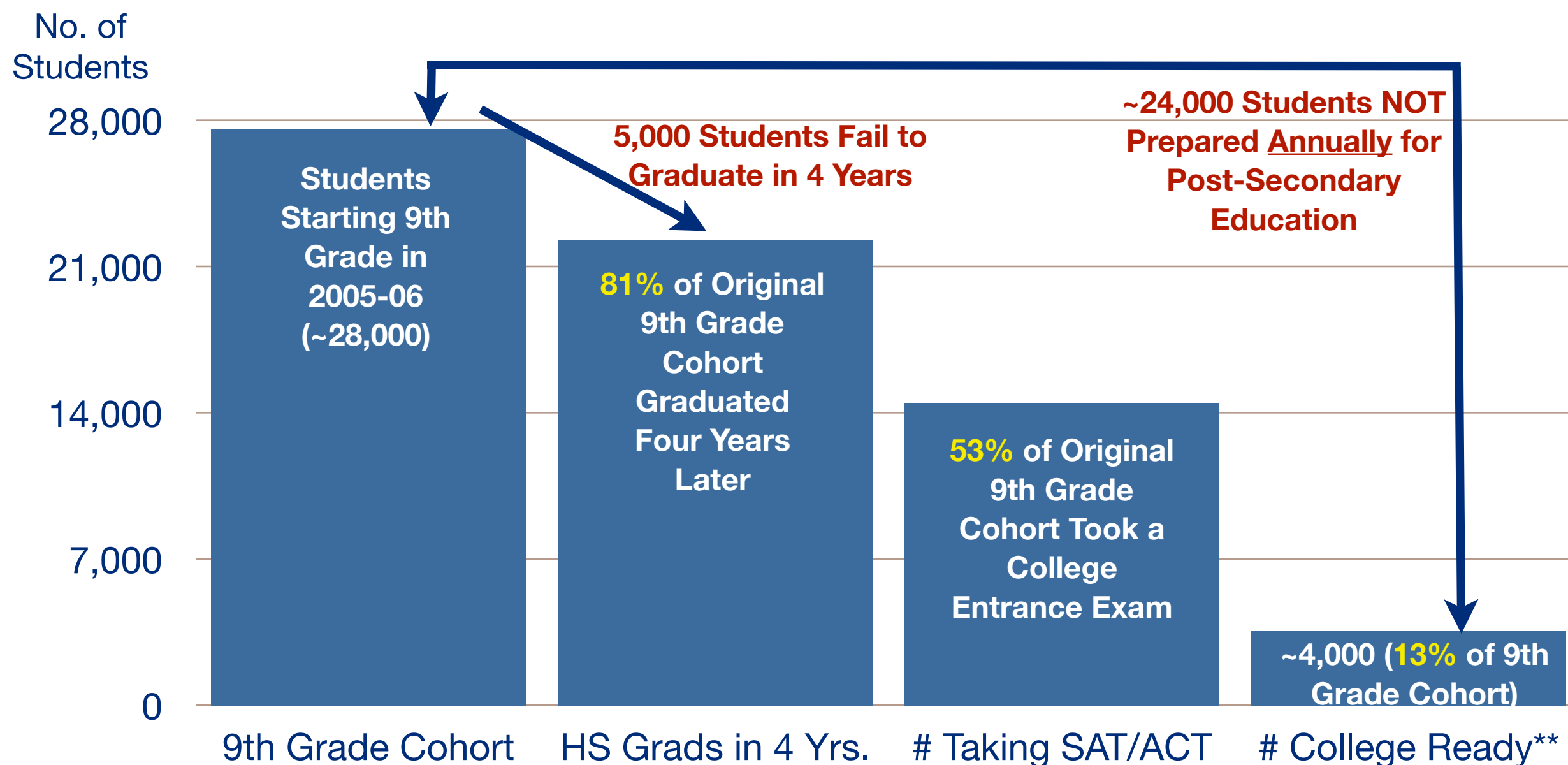


$$90\% \times 90\% \times 75\% = 60\%$$

Across Dallas County Public Schools, We're Far From 90% Goal

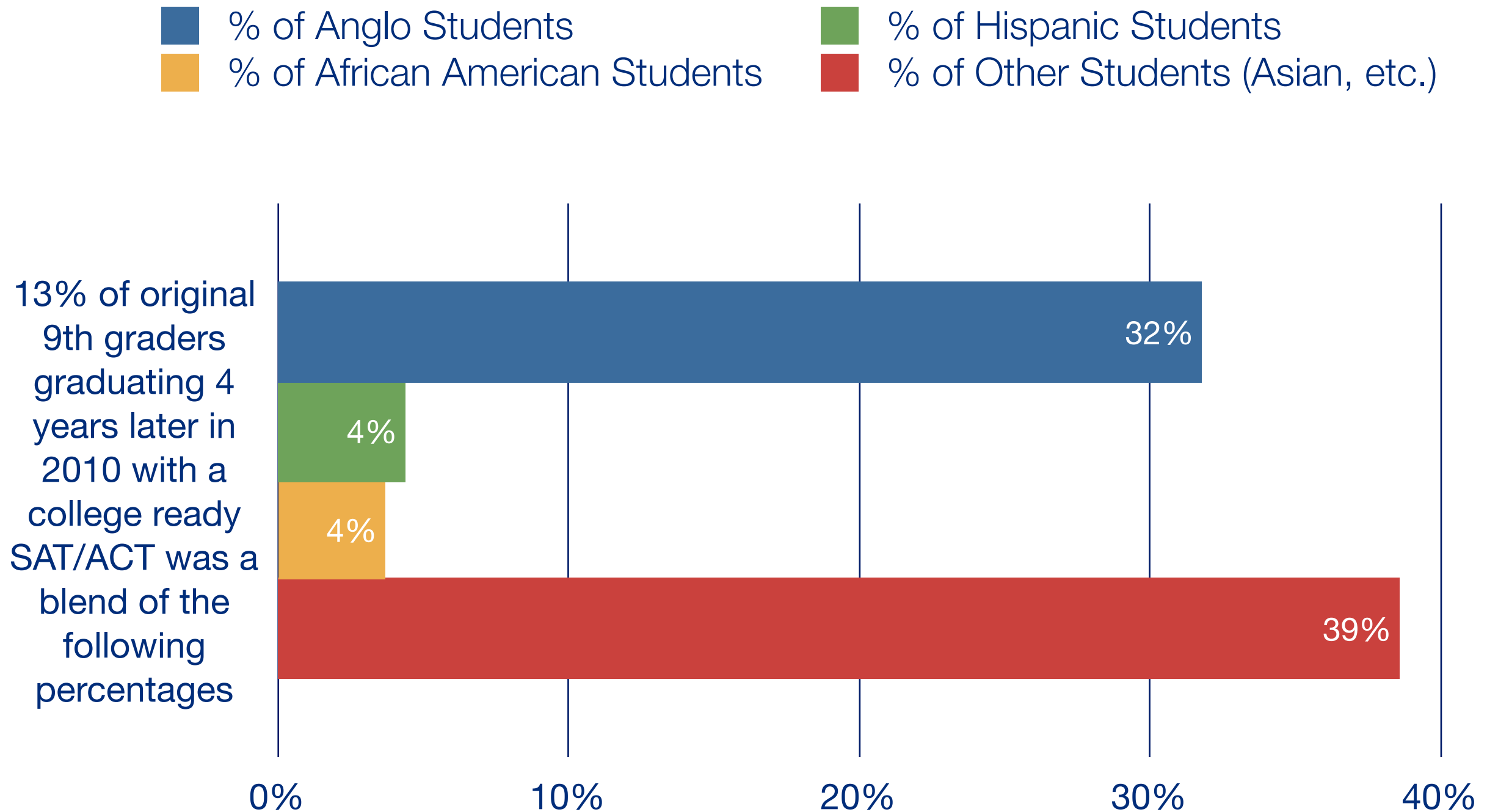
Outcomes for 9th Grade Cohort Graduating in 2009

■ High School Class of 2009 Commencing 9th Grade in 2005-06 School Year



** 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*



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

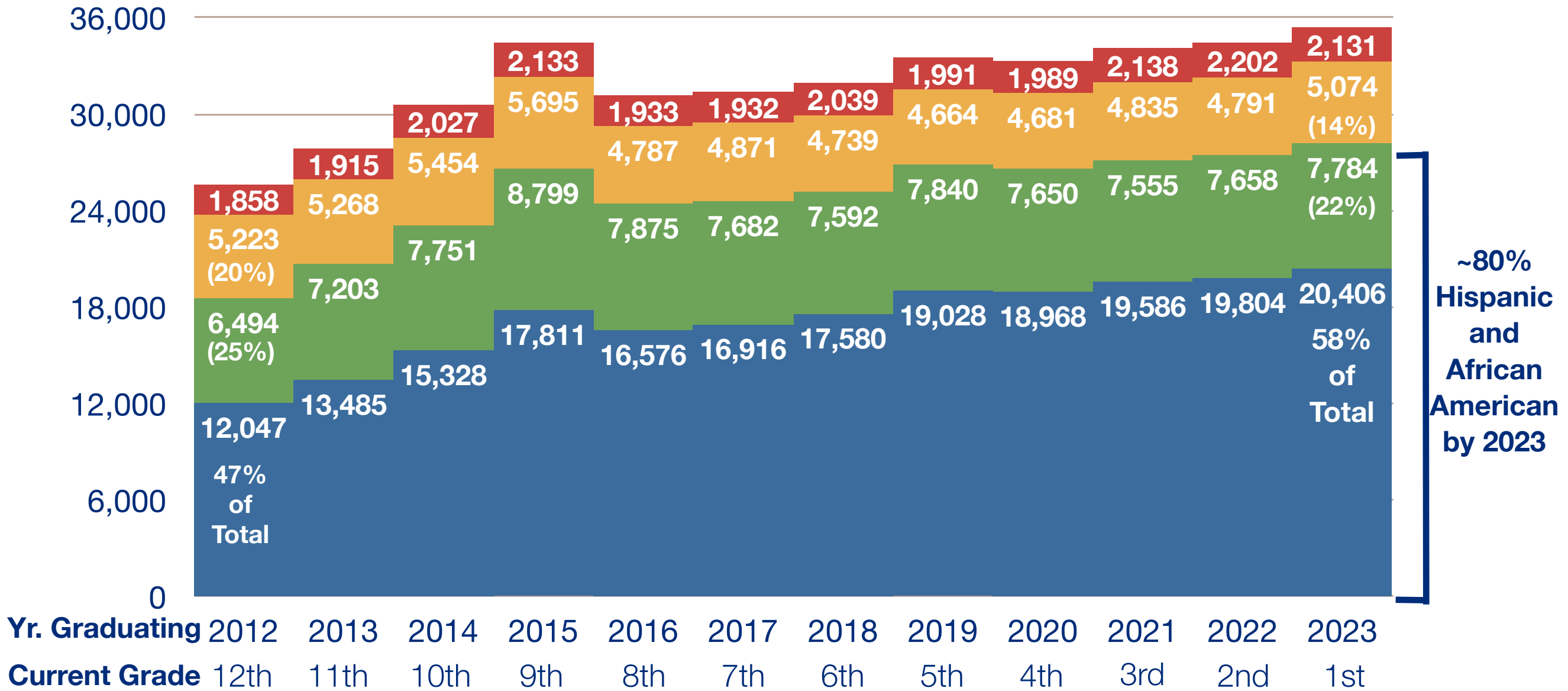
The Regional Demographic Wave Coming in Future Years

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



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

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 Park/Highland Park	31,632
Total	340,416

****** If trends continue, the projected number of current public school students (who are **91% of all 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! 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 initial 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*

Michele Bobadilla

*Sr. AVP - Outreach Services and
Community Engagement
UT - Arlington*

Trisha Cunningham

*Chief Citizenship Officer
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 Current Commit! Team

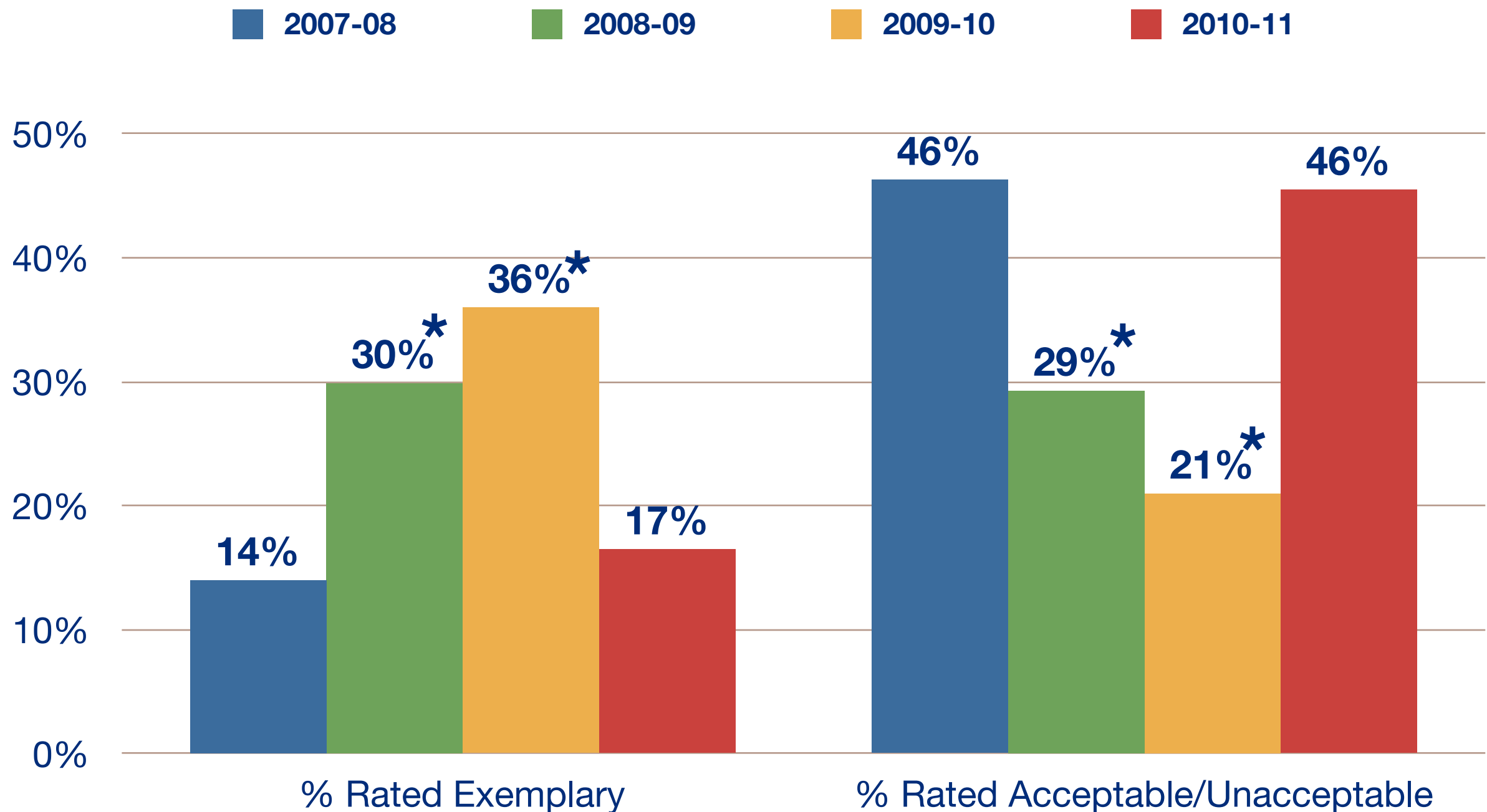
Team Member	Education	Experience
Todd Williams, Executive Director todd.williams@commit2dallas.org	B.A., Austin College M.B.A., U. of Pennsylvania (Wharton School)	Education Advisor, Mayor of Dallas Vice Chair, Austin College Board of Trustees Chair, Dallas ISD Budget Commission Former Vice Chair, Uplift 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 Elementary 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 (English/History), North Carolina
Ashley Bryan, Associate ashley.bryan@commit2dallas.org	B.A., U. of Texas Austin M. of Ed. - Harvard University	Former Classroom Teacher (Spanish), Dallas ISD, 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 Latham, Director of Data Analysis michael.latham@commit2dallas.com	B.S., Texas A&M M.S. - U. of Texas Dallas	Research Assistant, U. of Texas Dallas/Texas Schools Project Former Classroom Teacher (AP Economics), Garland, TX

*Why We Need Our Own
Scorecard to Measure
Academic Progress
within the Commit!
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

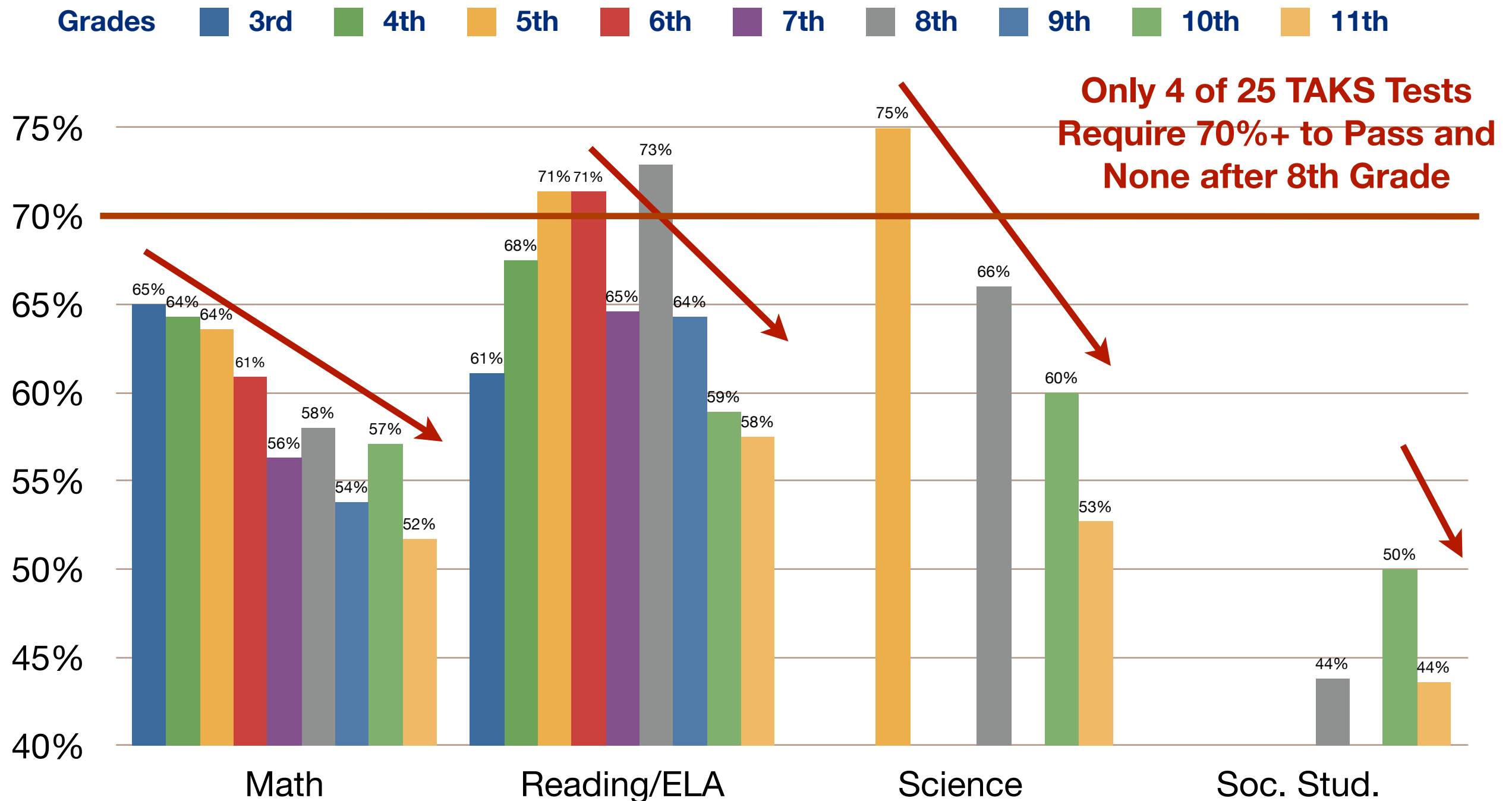


* Note: In 2008-09 and 2009-10, TEA instituted a "growth adjustment" which effectively meaningfully reduced the score required to pass each state TAKS tests. The adjustment was removed in 2010-11.

Passing TAKS is **NOT** College Ready - Truth Behind the Scores

Difficulty Significantly Eases in Later Grades for Passing Rates

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



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.

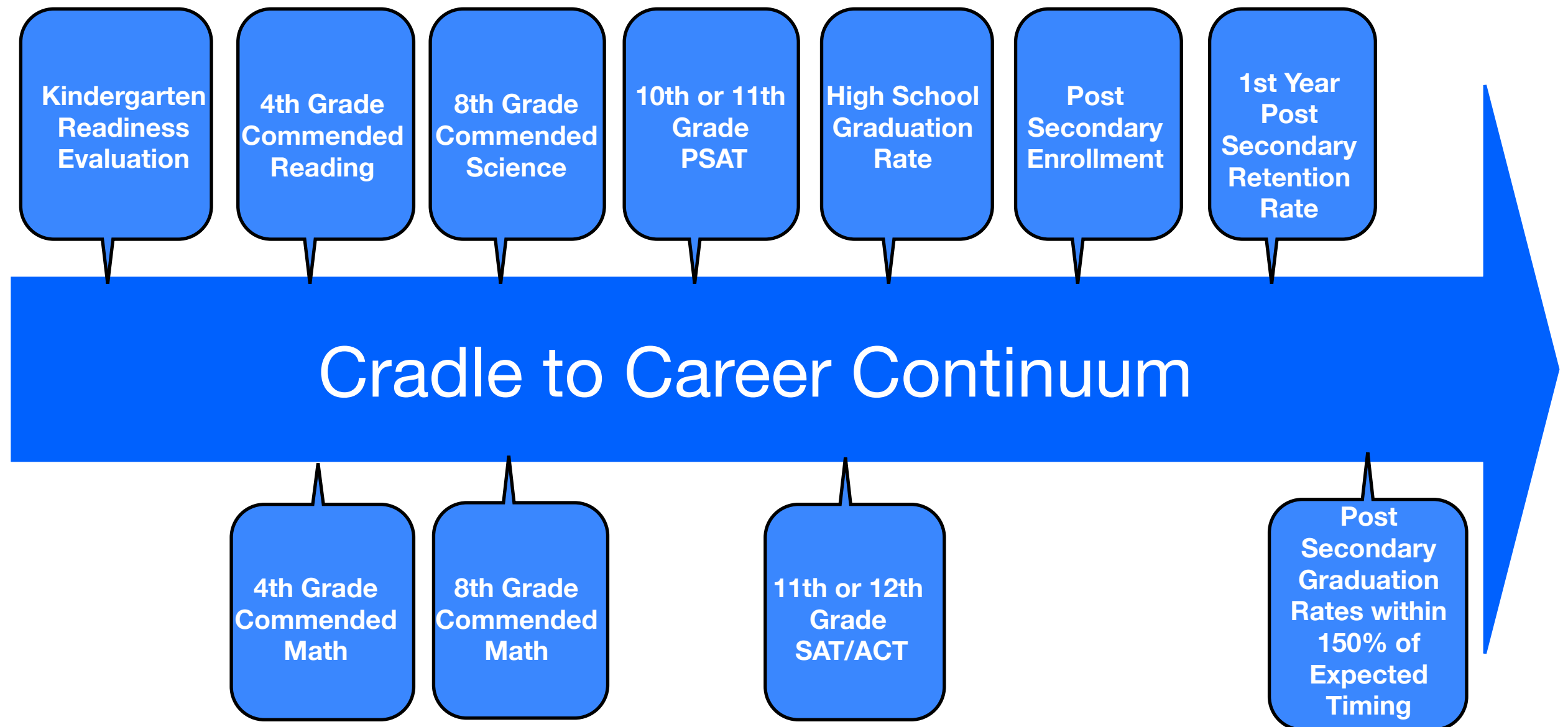
Must be **affordable and easy to gather** and report.

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



Collective Commit! K-12 Community

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

Student Demographic Data 201-11 School Year

	School District	Students in 2010-11	% of Total	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%

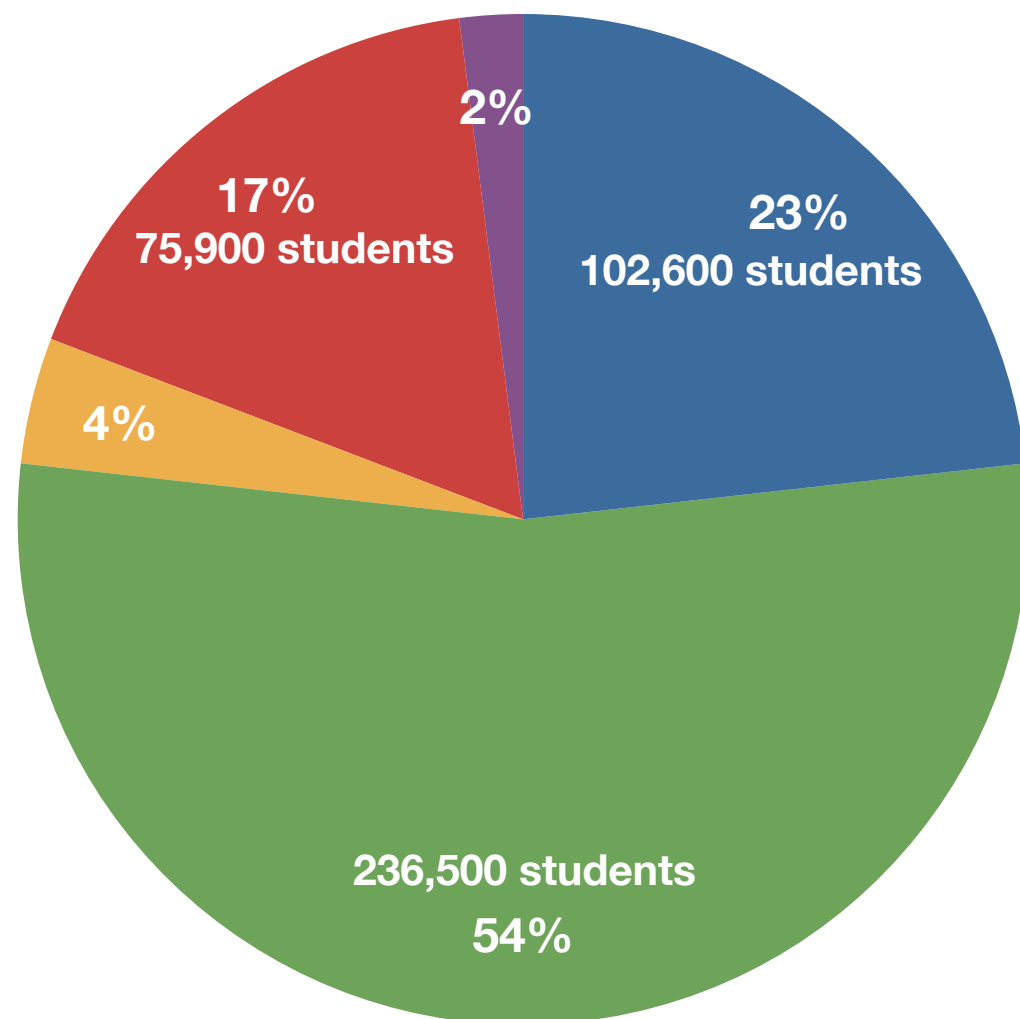
Note: For districts to be included they must educate more than 3,000 students within schools located in Dallas County across grades K-12

Commit! K-12 Community vs. State 2010-11

Meaningful Component of State Population Representing More Students of Color

Commit! Community

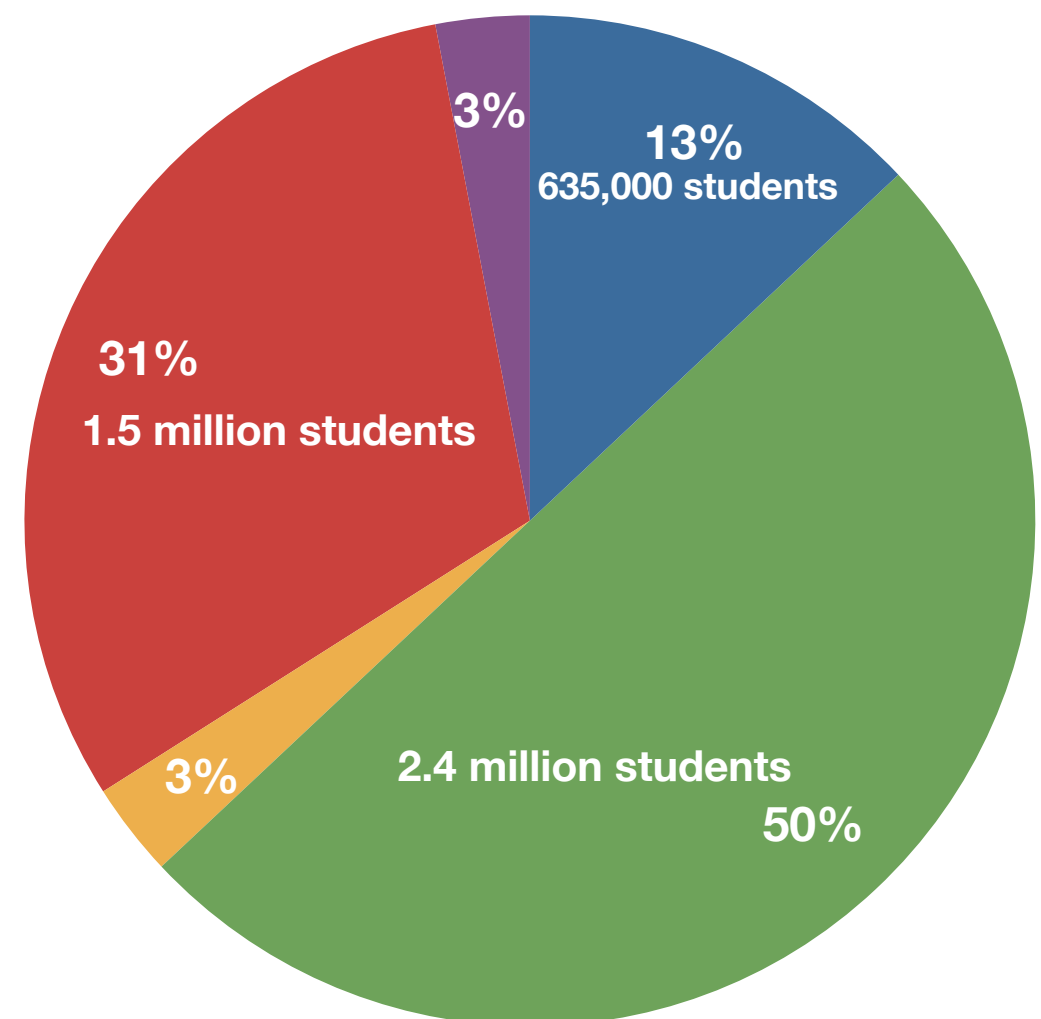
- African American
- Asian
- Other
- Hispanic
- Anglo



**446,000 Public School Students
(9% of state)**

State of Texas

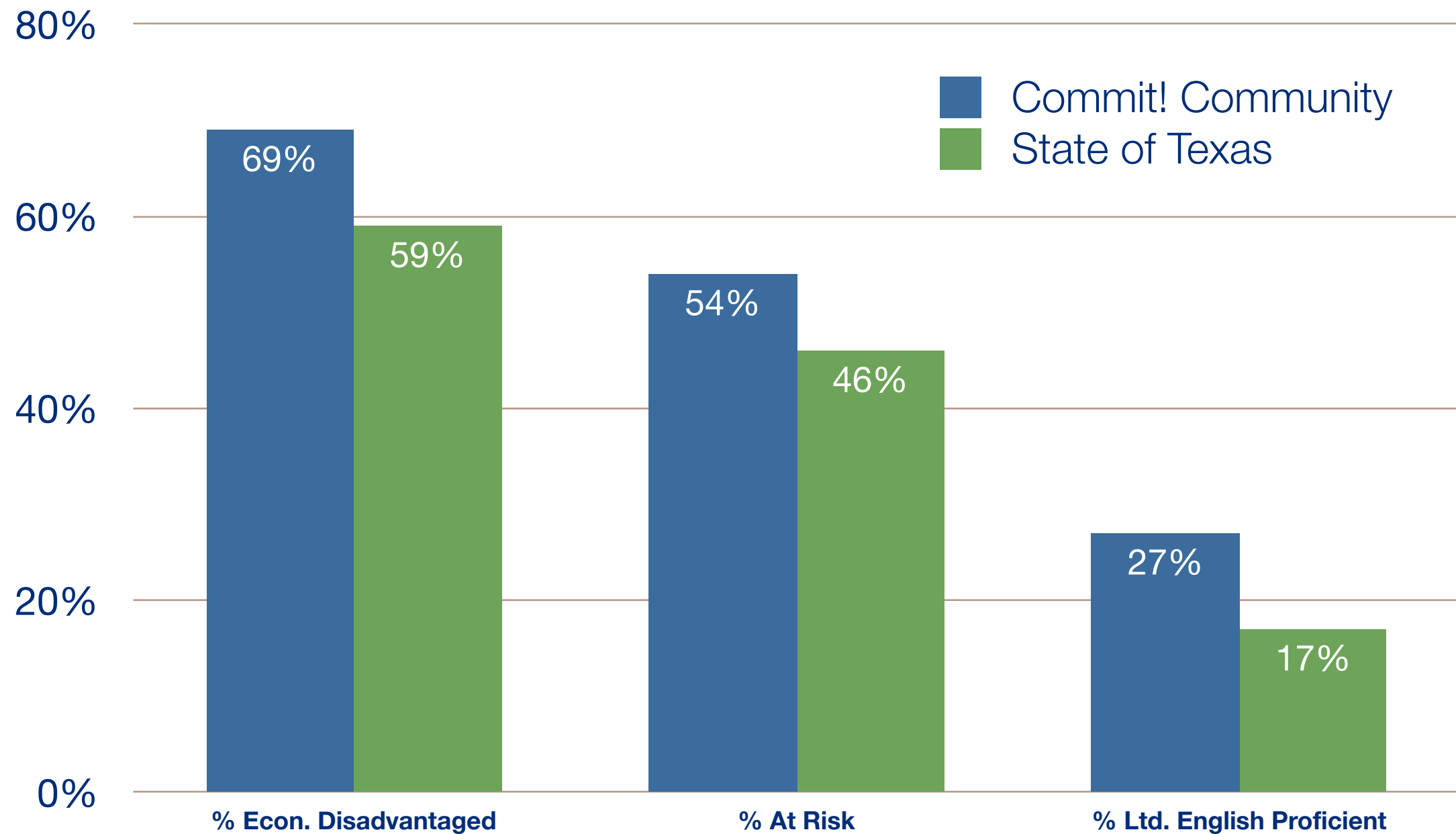
- African American
- Asian
- Other
- Hispanic
- Anglo



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



Current Communication of Academic Progress by State

"We Are Data Rich But Information Poor"

District Name: DALLAS ISD
District #: 057905

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 District Performance

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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%

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 <i>in 2013</i>	TBD	TBD
4 th Grade Math Commended		← 23% 56 pts. 79% →		← 25% 52 pts. 77% →		37%	37%	% TBD <i>in 2013</i>		
4 th Grade Reading Commended		← 16% 52 pts. 68% →		← 26% 53 pts. 79% →		27%	35%	% TBD <i>in 2013</i>		
8 th Grade Math Commended		← 5% 63 pts. 68% →		← 13% 53 pts. 66% →		22%	22%	% TBD <i>in 2013</i>		
8 th Grade Science Commended		← 6% 55 pts. 61% →		← 13% 44 pts. 57% →		27%	28%	% TBD <i>in 2013</i>		
National Percentile of Avg. Reading/Math Score on Pre-SAT/ACT (10 th /11 th Grade)		TBD	TBD	TBD	TBD	TBD	TBD	% TBD <i>in 2012</i>	TBD	TBD
Four Year High School Graduation Rate		← 68% 31 pts. 99% →		← 75% 23 pts. 98% →		79%	81%	% TBD <i>in 2012</i>		
		Class of 2009		Class of 2010						
SAT/ ACT	% of 12 th Grade Taking SAT and/or ACT	← 42% 58 pts. 100% →		← 41% 50 pts. 91% →		62%	65%	% TBD <i>in 2012</i>		
	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 <i>in 2012</i>		
% of Class Enrolling in Post Secondary Education ("PSE")		Class of 2009		Class of 2010		TBD	TBD	% TBD <i>in 2012</i>	TBD	TBD
		TBD	TBD	TBD	TBD					
% Returning to PSE After 1 Yr.		Class of 2008		Class of 2009		TBD	TBD	% TBD <i>in 2012</i>	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)

Commit! Higher Ed Institutions



Collective Commit! Four-Year College Community








14 Four-Year Colleges, ~102,000 Students Enrolled in 2010-11 School Year

				Student Demographic Data 2010 School Year						
	Regional 4-Year Institution	Students in 2010-11	% of Total	African American	Hispanic	Anglo	Asian	Other	% Full Time	% Part Time
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

				Student Demographic Data 2010 School Year							
		Students in 2010-11	% of Total	African American	Hispanic	Anglo	Asian	Other	% Full Time	% Part Time	
Regional 2-Year Institution											
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%	

Commit! Higher Education Community

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 1 st 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 1 st 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, ~ 230,000+ children ages 0-5 live in Dallas County.
- **Incredibly Fragmented Number of Providers** - There are over 1,500 regulated child care facilities in Dallas County including (45% child care centers and 55% licensed child family residences). 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** - Comparisons difficult as 15 school districts within Commit! administer 14 different tests at varying points during Kindergarten. Some test only literacy; others are multi-dimensional.

Commit! Focus on Early Childhood Education

Why start early?

What brain research shows?

- At birth, all children are born with roughly the same number of neurons/brain cells, yet *only 25% of the them are “online”*.
- With **stimulation** (i.e. exposure to new objects, sensory input, experiences, and words) more brain cells are **activated**.
- With multiple and varied experiences, the brain cells **make more connections and become faster**, thus leading to **new, more complex learning and memories**.

THE PROBLEM: Use it or Lose it!

- Beginning **at age 3**, the brain starts **pruning** or eliminating unused brain cells.
- **Kindergarten doesn't start until age 5 or 6.**

In Dallas County, we have...

- Huge population of **~230,000 children ages 0-5**.
- Fragmented number of early childhood providers (~1,500).
- Only **206** (14%) of early childhood providers recognized for meeting ed requirements beyond basic health/safety stds.
- **25%** of zip codes have **NO** recognized centers.



Commit! Focus on Early Childhood Education

Defining “Kindergarten Readiness”

Five Domains of Kindergarten Readiness:

1. **Social/Emotional**

Self regulating of behavior and follows classroom rules

2. **Language and Communication**

Child uses a wide variety of words to label and describe people, places, things and actions

3. **Emerging Literacy: Reading**

Child produces the correct sounds for at least 10 letters

4. **Emerging Literacy: Writing**

Child independently uses letters or symbols to make words or parts of words (including own name)

5. **Numeracy**

Child counts up to 10 items and demonstrates that the last count indicates how many were counted



Assessments of Kindergarten Readiness

15 Districts Administering 15+ Different Tests

		Nationally Normed =					Assessment and No. of Times Given During Year by District																			
	School District	Pre-K Enrollment	1/2 or Full Day	Kindergarten Enrollment	Pre-K as % of K		Administrators in First 30 Days	COGAT	CPAA	DAR	DIBELS	DRA	FOUNTAS & PINNEL	ISP	ITBS	LOGRAMOS	STAR	TEJAS LEE	TELPAS	TPRI	VOYAGER	LOCAL DISTRICT TEST		Different Number of Tests	Different Number of Tests That Are Nationally Normed	Total Assessments Given During Year
1	Carrollton-Farmers Branch	957		2,081	46%					1			1					3		3		1		5	1	9
2	Cedar Hill	279	1/2 day	502	56%															3				1	0	3
3	Coppell	125	1/2 day	663	19%			1																1	1	1
4	Dallas	8,478	Full Day	13,608	62%									3	1	1			2					4	3	7
5	DeSoto	285	1/2 day	555	51%						3						6							2	2	9
6	Duncanville	327	1/2 day	865	38%																	1		1	0	1
7	Garland	2,118	1/2 day	4,127	51%									3				3	1			2		4	1	9
8	Grand Prairie	942		1,855	51%				2			3						2		3		2		5	1	12
9	Grapevine/Colleyville	188	1/2 day	845	22%							2												1	1	2
10	Highland Park	0		498	0%															2				1	0	2
11	Irving	1,898	1/2 day	2,624	72%							3		3								2		3	2	8
12	Lancaster	404	Full Day	468	86%												3				3			2	1	6
13	Mesquite (video)	840	Full Day	2,657	32%									3								1		2	1	4
14	Richardson	1,370	1/2 day	3,027	45%						2							2	1			3		4	1	8
15	Uplift	0		521	0%		Yes								3									1	1	3
		18,211		34,896																						
Total No. of Districts Using Specific Assessment								1	1	1	2	3	1	4	2	1	2	4	3	4	1	7				

Commit! Early Childhood

Where do we go from here?

1. Create true **partnership and communication between the districts and early childhood stakeholders** in the 0-5 space.
2. Adequately **define Kindergarten Readiness and consistently assess** students across districts.
3. Collectively advocate for a **multidimensional assessment** of Kindergarten Readiness to be added to the state Commissioner's List of Literacy tests.
4. Collaborate to **create a data system** that adequately tracks students from early childhood providers who served them consistently for more than 6 months to Kindergarten Readiness skills.
5. **Initiate Collaborative Action Networks** that actionably address, through continuous collection and review of data, the most significant school readiness factors impacting children in their earliest years.
6. Collectively **direct efforts** toward what works.
7. **Close the achievement gap** before the kids reach school age.

Near Term Objectives of Commit!

What We Hope To Accomplish by Q1 2013

Measure What Matters

- Publish 2011-12 Annual Community Scorecard

Scale Effective Practices

- Select three prioritized indicators (inclusive of Kindergarten Readiness) and stagger the launch/support of collaborative action networks for each
- Publish and distribute at least three case studies regarding area outlier performance to district partners

Coordinate Community Resources

- Secure partnership commitments of various K-12 districts, higher ed institutions, civic entities and businesses to the Commit! effort
- Support/assist in the creation of a report which provides overview of local foundation activity directed toward education

Advocate For What Works

- Develop advocacy agenda for 2013 state legislative session with input of various partners

Engage The Community

- Support the creation of an area-wide marketing campaign to attract quality human capital to our region and link inquiries to partner HR sites
- Expand the communication channels and reach of the Commit! network

Becoming a K-12 District Partner Within Commit!

What Each Party Commits to the Community

District Obligations

- Share data on 11 indicators
- Establish goals for 2015/2020
- Convey data to non-profit partners to help them prove effectiveness/scale

- Share best practices and attend convenings where other practices can be shared
- Assign key professionals to key committees if asked

- Provide input on desired legislation for Commit! to advocate on behalf of entire community

Measure What Matters

Scale Effective Practices

Advocate for What Works

Commit! Obligations

- Publish 2011-12 annual scorecard for community highlighting progress toward goals
- Provide benchmarking/outlier analysis upon request vs. peers

- Publish/share best practice case studies to entire community
- Grow area support from foundation/business community
- Assist scaling of most effective early childhood providers

- Convene area representatives/ create legislative scorecard/ advocate for community in Austin
- Create website to market region on national basis to educators interested in innovation

The Regional Cradle to Career Continuum

Potential Strategies and Practices

STAGE	Age 0-3	Pre-K (Age 4-5)	Elementary School Reading and Math	Middle School Math and Science	Culture Focused on Post-Secondary Readiness	Post Secondary Access and Completion	
MEASURES/ INDICATORS	LAP	Kindergarten Readiness (Test TBD)	4th Grade Reading and Math Commended	8th Grade Math and Science Commended	Pre SAT/ACT P.S. Ready SAT/ACT HS Graduation	Enrollment Persistence Yr. 1 Completion in 150%	
STRATEGIES/ PRACTICES	<ul style="list-style-type: none">• Parent education and engagement• Instructional quality (i.e. ratios, class size, teacher training and professional development)• Physical/mental health• Public awareness on importance of early childhood education• Increasing universal access to quality• Universal K-readiness test to highlight gaps		<ul style="list-style-type: none">• Parent education/engagement• Quality of curriculum and instruction• Project based learning• Professional development• Physical and mental health• Access to quality out-of-school programs• Mentoring• Introduction of college going culture/understanding path		<ul style="list-style-type: none">• Parent education and engagement• Academic success including access to AP and Dual Credit• Preparation and success on college entrance exams• Completion of career readiness Inventory• College application submission• Financial aid and scholarship assistance• College going culture		<ul style="list-style-type: none">• Orientation and summer bridge programs• Academic preparedness and support services• Mentoring programs• Positive faculty/student relationships• Peer group support• Access to quality advisors• Sustained financial support

The Projected Timeline of Commit!

Thoughtful and Deliberate, Seeking Meaningful Input

**Oct 2011 -
Dec 2011**

- Form Strategy Committee
- Engage data research
- Determine community indicators
- Create website
- Commence hiring

**Jan 2012 -
Jun 2012**

- Commence engagement efforts (superintendents, higher ed, mayors, non-profits, media, etc.)
- Incorporate Commit/commence 501(c)3 process
- Continue hiring
- Broaden community communication
- Secure office space/build out organization

**July 2012 -
Dec 2012**

- Continue efforts to engage/seek input and buy-in
- Achieve 501(c)3 status and complete fundraise; form board
- Complete staff hiring
- Commence network creation/support efforts
- Start collection of best practice case studies to share in hopes of scaling

Jan 2013 -

- Publish 2011-12 school year scorecard
- Continue network creation/support efforts
- Measure progress/implementation of best practices
- Commence advocacy efforts in Austin during legislative session

Appendix



What Each of Us Can Do to Support Education

Our Children Are Depending on Us to Work Together

Educators	Citizens	Non-Profits
<p>Share best practices proven effective by data and consistently seek out learning those from others. Never let a great educational practice be a secret within our region.</p>	<p>Participate in school board elections and stay informed on key issues/votes. In most cities, less than 5% of taxpayers choose to vote. We can at times get the leadership our participation level dictates.</p>	<p>Openly and proactively collaborate with other non-profits where possible. Leverage each other's strengths; avoid duplicating efforts. Trust that success (and more funding) will come if we strategically focus first and foremost on serving our community as efficiently as possible and avoid the temptation to care about which entity gets the most institutional credit.</p>
<p>Work with non-profits collaboratively (including early childhood providers) and share with them the data on the students that they help serve so that their efforts (if effective) can be scaled.</p>	<p>Consider volunteering at a school, mentoring/tutoring a child, or financially supporting a non-profit that fills in these gaps. Every child deserves as much support as our community can collectively provide.</p>	
<p>Work with fellow ISD's to settle on 2-3 kindergarten readiness indicators. Obtaining the data to prove conclusively where the achievement gap starts and where more funding should be directed is critical.</p>	<p>Advocate for effective but sufficient funding for education, both in local school bond elections and in Austin. We deserve the education that we as a community value and are willing to pay for.</p>	<p>Seek accreditation if it exists (early childhood, out-of-school, programs, etc.) to provide clients quality assurances. Doing so raises the bar for all in your field.</p>
<p>Create an environment that is consistently welcoming of parents and encouraging of their participation in their child's education.</p>	<p>Encourage your company to be an active contributor to educational efforts across the city.</p>	<p>Make data driven decision making and continuous improvement a key component of your mission.</p>

What Each of Us Can Do to Support Education

Our Children Are Depending on Us to Work Together

Parents	Business	Foundations
Make sure your child attends school every day prepared for school - there is no substitute for more time on task	Recognize that public education, which educates 91% of all children in K-12 across Dallas County, is OUR responsibility and not someone else's . The future health of our region depends on an educated workforce	Work collaboratively with other funders; understand with clarity who is supporting efforts to move each indicator and determine both overlaps or missing components.
Participate in your child's school where possible (PTA, volunteering in classroom, on field trips, etc.)		
Have high expectations for your child; recognize and continually convey the importance of education to your child	Consider adopting a public school. Let its leadership and children know their importance in your eyes. Have your employees mentor and/or volunteer to read, tutor, or assist with college applications. Get involved.	Rely heavily on data and proven outcomes in making strategic funding decisions and hold grantees accountable
Teach your child how to advocate - (participate in class, ask questions, seek out tutoring, seek rigor in AP classes, etc.)		
Read to your child from birth, every day. Having a 400 word vocabulary vs. a 4,000 word vocabulary places a child substantially behind from Day 1	Use your influence with legislators to lobby for effective but sufficient funding for education. This is your future labor force; don't underinvest.	Encourage true collaborative efforts in your grants process , placing a premium on those institutions working together who consciously attempt to leverage each other's strengths and don't duplicate efforts.
Understand what each school is capable of providing and hold them accountable; understand your educational choices	Reverse engineer with K-12 and Higher Ed to collaboratively train students with the skill sets to succeed in your industry.	

What Each of Us Can Do to Support Education

Our Children Are Depending on Us to Work Together

State Legislators	City Councils	Media
<p>Vote and work regionally together to support effective but sufficient funding for education.</p> <p>Underinvesting in our region's future will harm economic growth and result in much higher social costs.</p>	<p>Work collaboratively with non-profits and schools to maximize use of city assets (libraries, parks and recreation centers, etc.) in providing out-of-school educational programs.</p>	<p>Raise critical importance of school board elections. Interview/endorse candidates; encourage voter participation; make key policy votes known/understood by readership base.</p>
<p>Strongly consider expanded funding for early childhood strategically directed toward accredited providers with strong outcomes supported by data. Closing the achievement gap before it begins (vs. funding substantial remediation efforts later) is a significantly better use of taxpayer dollars.</p>	<p>Accelerate review of zoning and permitting requests from schools given their critical timing in having to open new/renovated facilities in August of each year.</p>	<p>Highlight the good news as often as you point out the disappointments. Public education is too important to not give a balanced story, and too much emphasis on the negative can cause important stakeholders to opt out/lose interest.</p>
<p>Improve the pipelines of professionals entering the education profession. Efforts directed toward increasing content knowledge (i.e. math, science, etc.) as well as bilingual educators are much needed.</p>		<p>Highlight education efforts in the nonprofit and business sectors and illustrate how collective efforts ultimately improve academic outcomes for students.</p>