Commit!
The Need for a Regional Strategic Effort

"Our Kids. Our Tomorrow."

July, 2012
www.commit2dallas.org

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Commit! - Dallas County's "Backbone" for Education
Our Core Beliefs, Vision, Purpose and Process
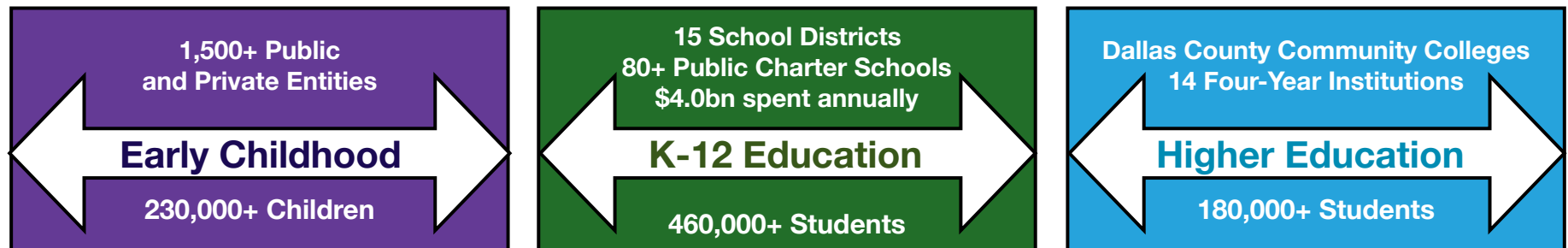
Our Core Beliefs	Education is <u>the</u> most effective ladder to realizing one's full potential. <u>Every</u> child is capable of learning and deserves the opportunity to succeed. The potential of our children is a resource that we <u>cannot</u> afford to waste. Working <u>together</u>, we will create 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.

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. Tremendous number of entities focused on education generally operating independently.

2. Collaborative efforts rarely used among existing individual organizations due to lack of funding to support coordination and lack of internal capacity to execute.

3. Separate "backbone" organization increases collective capacity and coordination of entire industry to spread best practices, use data to strategically align resources, encourage and support collaborative networks to move key indicators, etc.

1,500+ Public and Private Entities	15 School Districts 80+ Public Charter Schools $4.0bn spent annually	Dallas County Community Colleges 14 Four-Year Institutions
Early Childhood	**K-12 Education**	**Higher Education**
230,000+ Children	460,000+ Students	180,000+ 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

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*
- *Develop a common language that all stakeholders include in planning*

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*

Indicators Our Community Will Move to Help Every Child Realize Their Full Potential

1. *Kindergarten Readiness*
2. *3rd Grade Reading*
3. *4th Grade Math*
4. *8th Grade Science*
5. *8th Grade Math*
6. *10th/11th Grade Pre-SAT/ACT*
7. *Pct. of 12th Grade with College Ready SAT/ACT*
8. *High School Graduation Rate*
9. *Post-Secondary Enrollment*
10. *1st Yr. Post-Secondary Retention Rates*
11. *Post Secondary Graduation Rates within 150% of Expected Timing*

Focus will include closing all achievement gaps based on socioeconomic, ethnic or gender status.
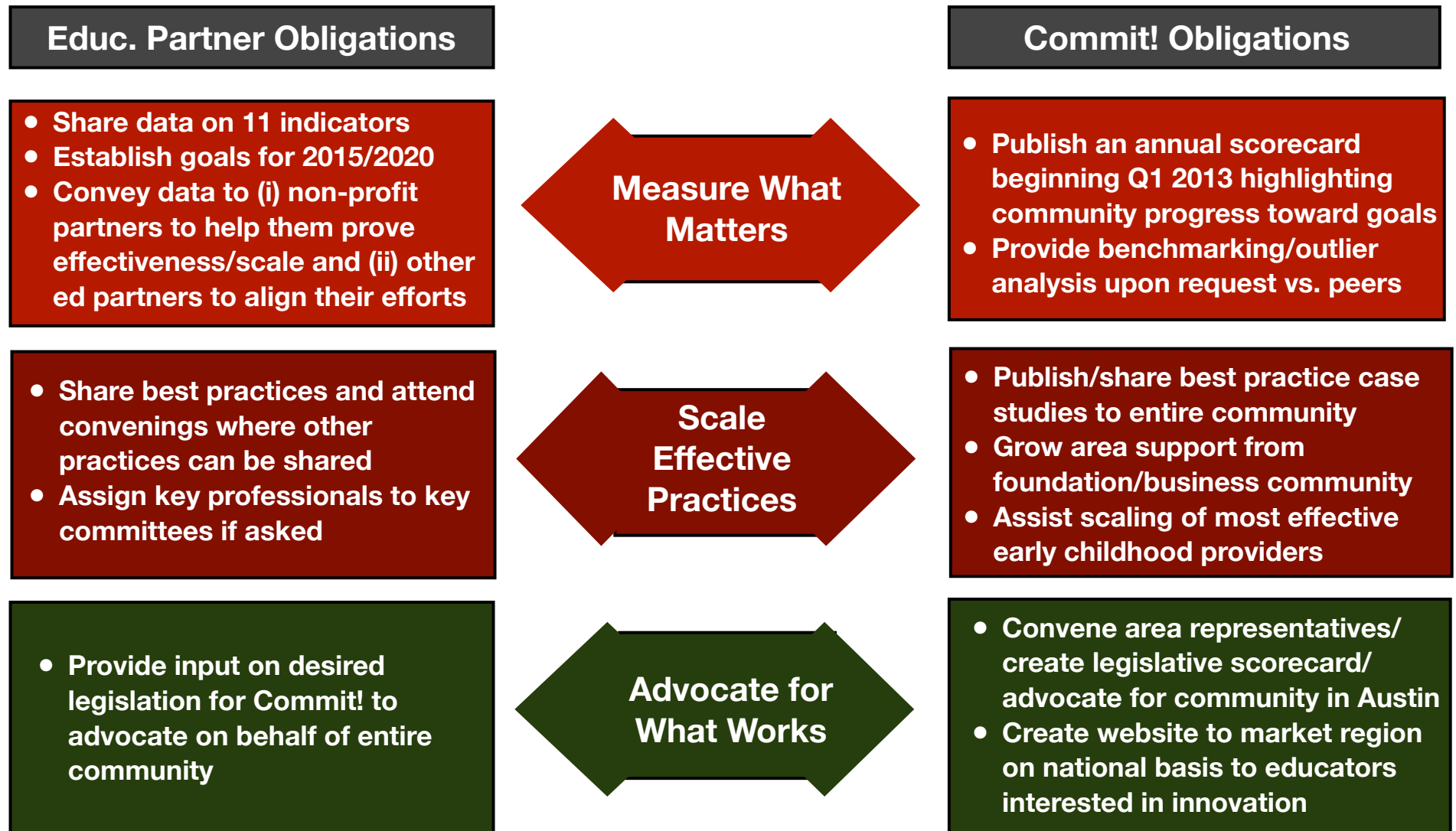
Near Term Objectives of Commit!
What We Hope To Accomplish by Q1 2013

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 educational partners**

Coordinate Community Resources
- **Secure partnership commitments of various educational partners, civic entities, foundations 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**
- **Facilitate 5+ new school adoptions by business/private schools.**
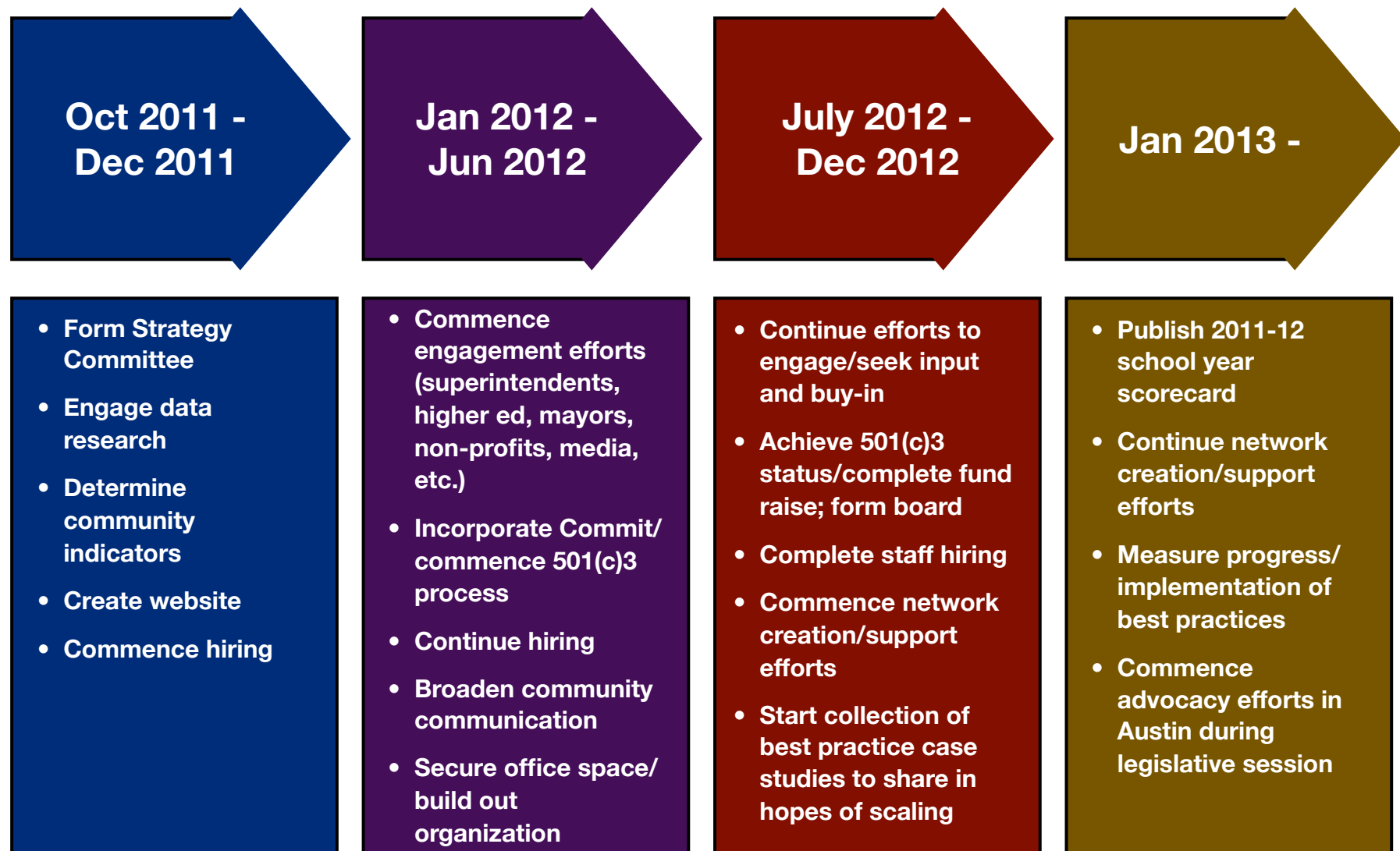- **Expand the communication channels and reach of the Commit! network**

Becoming an Educational Partner Within Commit!
What Each Party Commits to the Community

Educ. Partner Obligations

- **Share data on 11 indicators**
- **Establish goals for 2015/2020**
- **Convey data to (i) non-profit partners to help them prove effectiveness/scale and (ii) other ed partners to align their efforts**

- **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 an annual scorecard beginning Q1 2013 highlighting community 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**

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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/complete fund raise; 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

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 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.

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.**
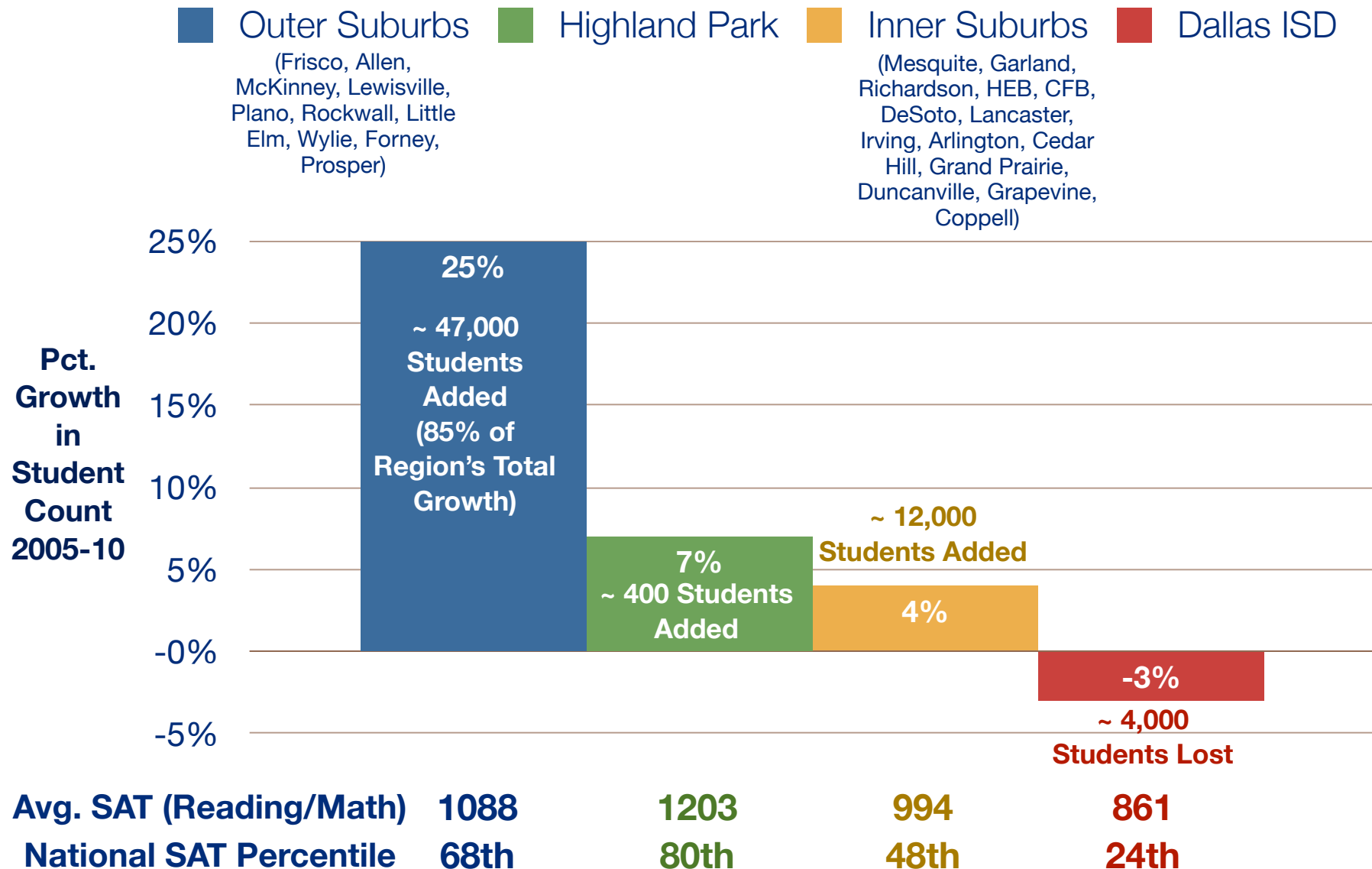
The Urgency Behind Commit!
The Economic Argument

- 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 <u>over $5.0 billion.</u>**

- 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.
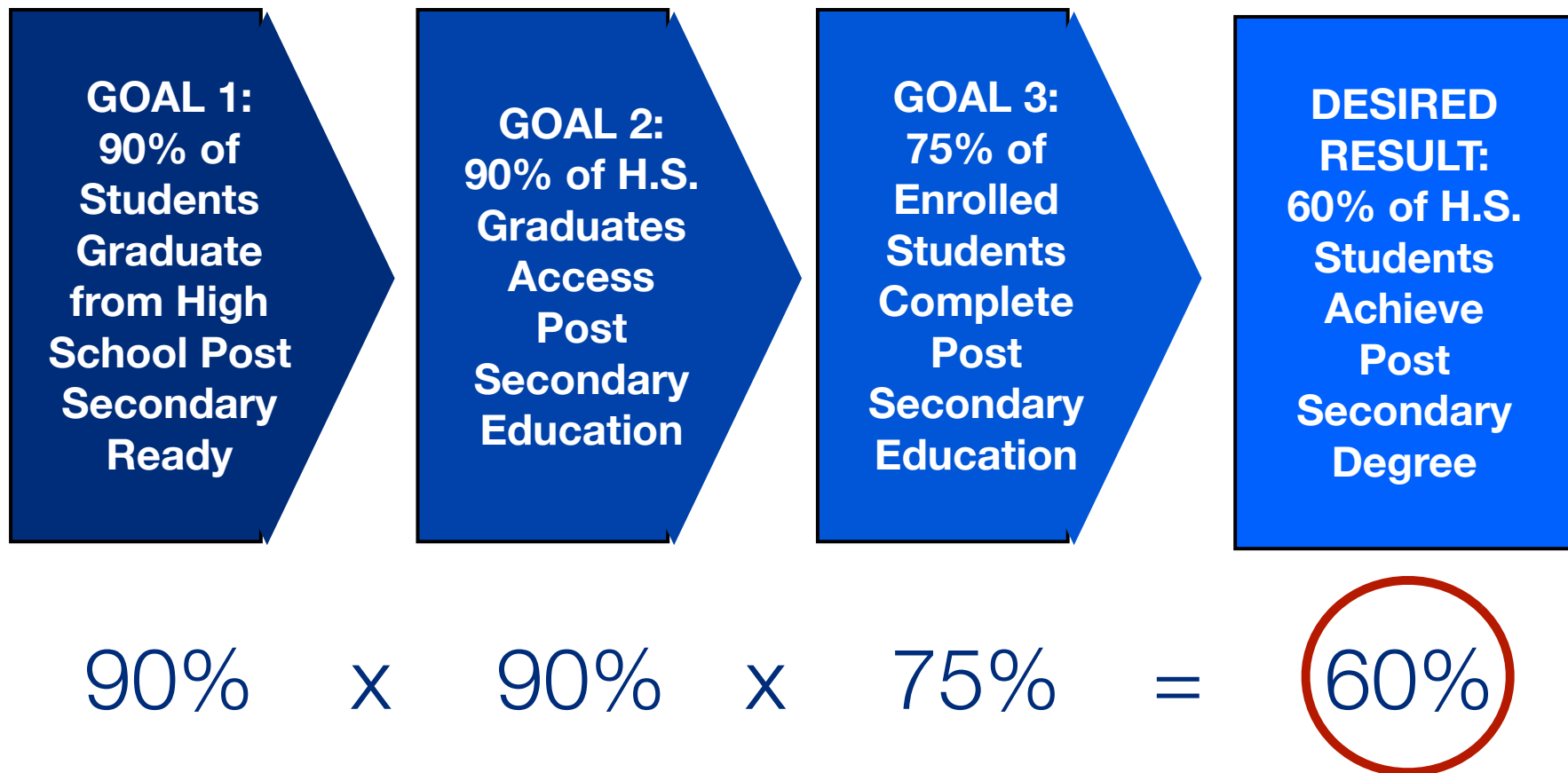
Area Public School Enrollment Growth 2005-2010
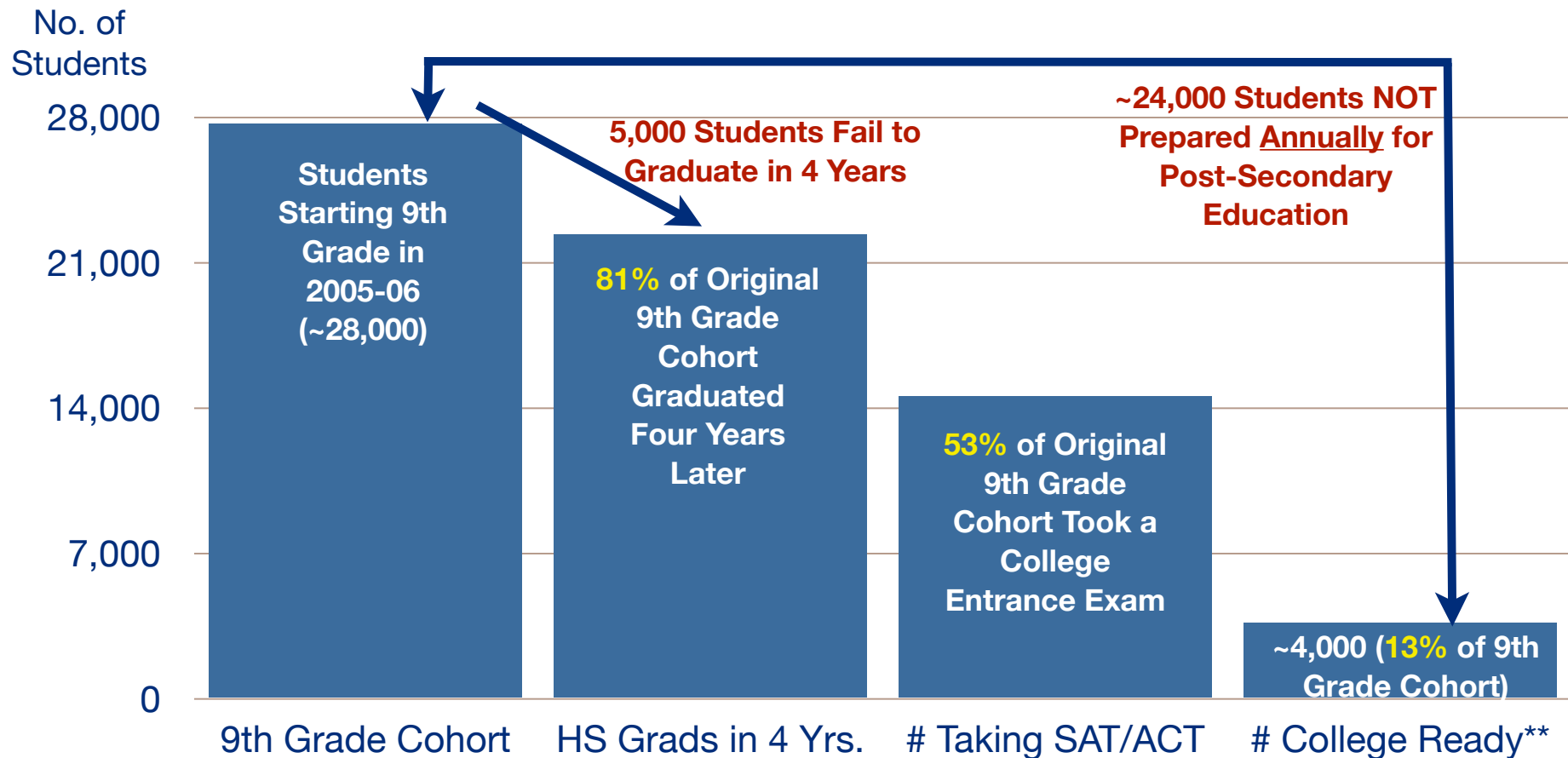## *Broad Disparities Correlated to Academic Outcomes*

Outer Suburbs
(Frisco, Allen, McKinney, Lewisville, Plano, Rockwall, Little Elm, Wylie, Forney, Prosper)

Highland Park

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

Dallas ISD

Pct. Growth in Student Count 2005-10

25%
~ 47,000 Students Added (85% of Region's Total Growth)

7%
~ 400 Students Added

~ 12,000 Students Added
4%

-3%
~ 4,000 Students Lost

	Outer Suburbs	Highland Park	Inner Suburbs	Dallas ISD
Avg. SAT (Reading/Math)	1088	1203	994	861
National SAT Percentile	68th	80th	48th	24th

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Achieving a Goal for Post Secondary Completion
60% Required to Compete in a 2030 Labor Market

GOAL 1:
90% of Students Graduate from High School Post Secondary Ready

GOAL 2:
90% of H.S. Graduates Access Post Secondary Education

GOAL 3:
75% of Enrolled Students Complete Post Secondary Education

DESIRED RESULT:
60% of H.S. Students Achieve Post Secondary Degree

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

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

No. of Students

28,000

21,000

14,000

7,000

0

Students Starting 9th Grade in 2005-06 (~28,000)

5,000 Students Fail to Graduate in 4 Years

~24,000 Students NOT Prepared Annually for Post-Secondary Education

81% of Original 9th Grade Cohort Graduated Four Years Later

53% of Original 9th Grade Cohort Took a College Entrance Exam

~4,000 (13% of 9th Grade Cohort)

9th Grade Cohort   HS Grads in 4 Yrs.   # Taking SAT/ACT   # College Ready**

** 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
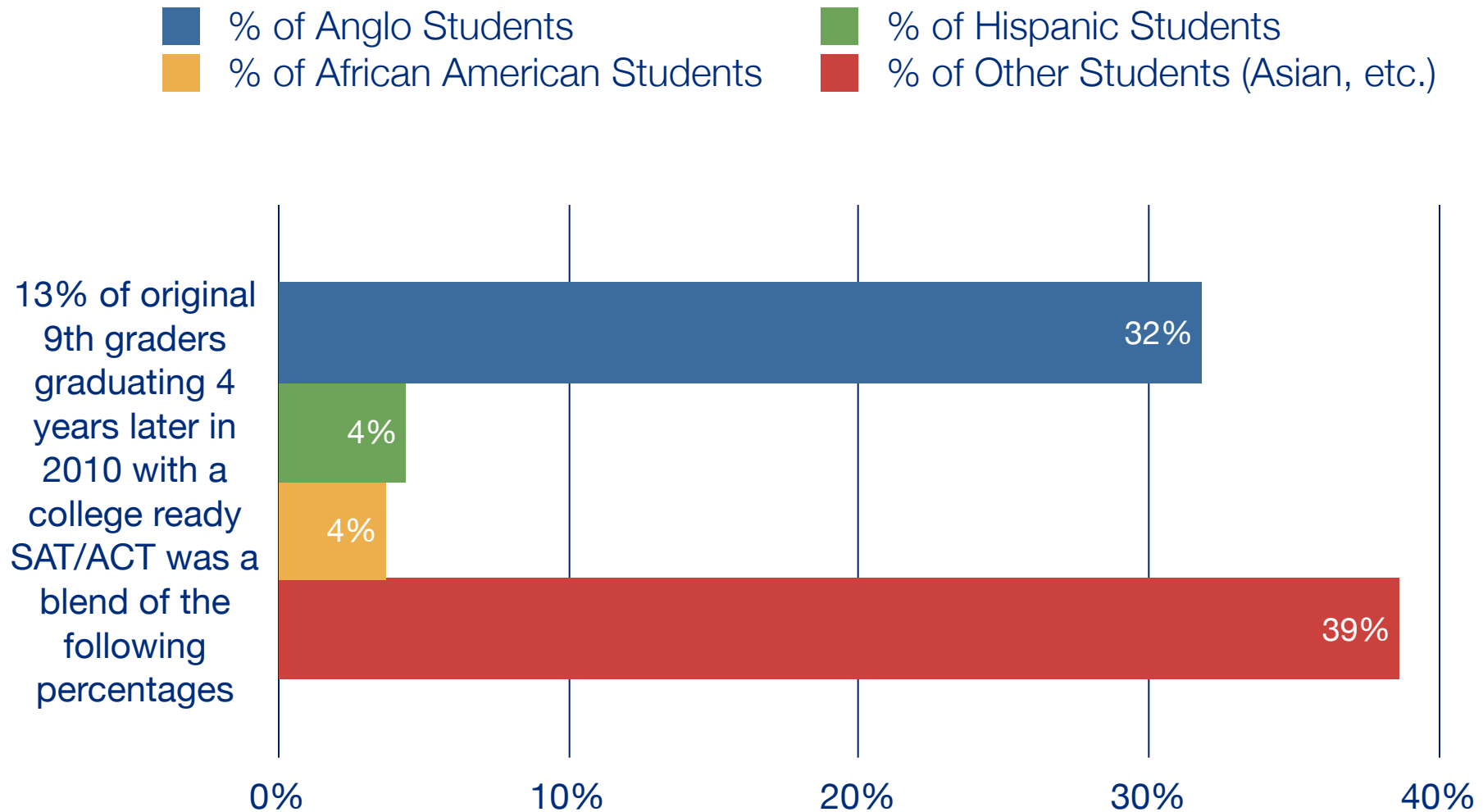
Legend:
- % of Anglo Students
- % of African American Students
- % of Hispanic Students
- % of Other Students (Asian, etc.)

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

Ethnicity	Percentage
% of Anglo Students	32%
% of Hispanic Students	4%
% of African American Students	4%
% of Other Students (Asian, etc.)	39%

(Horizontal bar chart, x-axis: 0% to 40%)

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

Yr. Graduating	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
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)
Current Grade	12th	11th	10th	9th	8th	7th	6th	5th	4th	3rd	2nd	1st

~80% Hispanic and African American by 2023

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 Park/Highland Park	31,632
Total	**340,416**

** If trends continue,the projected number of current <u>public</u> 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 **<u>COMBINED.</u>**

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

Commit! Modeled on Similar Educational Collaboratives
Regional and National Examples

 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!
Building a Lasting Civic Educational Infrastructure

Executive Council: Comprised of core cross-sector leaders from within the Leadership Council; provides *strategic guidance*; members possess the authority to leverage significant financial and/or social capital to advance overall Commit! goals and outcomes; key public champions.
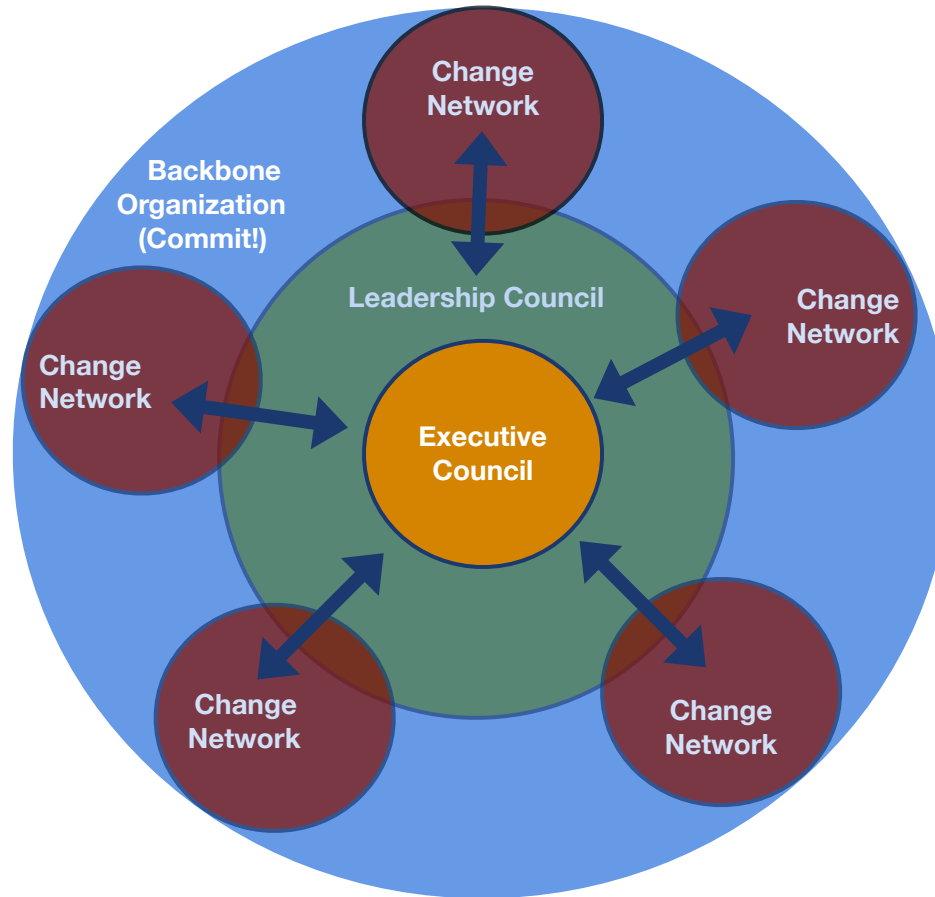
Backbone Organization: As neutral entity, Commit! provides key staff and data support, communicates and works across sectors to eliminate silos and help scale best practices, and has convening power to ensure that key leaders will consistently come to the table over time.

Change Networks: Comprised of existing/emerging groups and coalitions, including stakeholders, practitioners, and issue experts. Specific responsibilities include:
1) Identify initial contributing indicators and commit to integrating these indicators into own performance tracking;
2) Identify successful strategies and commit to integrating into practice/program
3) Communicate progress to Leadership Council

Backbone Organization (Commit!)

Leadership Council

Change Network

Change Network

Change Network

Change Network

Change Network

Executive Council

Leadership Council: Executive-level leaders from educational institutions, businesses, non-profits, foundations; *drives collaborative action*; use authority to align and broker resources to implement strategies; promote and report data to Commit! partnership and public

How Commit!'s Helps Effect Change
Shifting the Paradigm Through Network Creation

Accountability
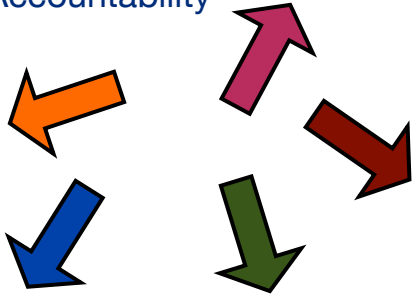
- Similar organizations collecting **quality data**, but **uncoordinated and isolated** ☑

Alignment
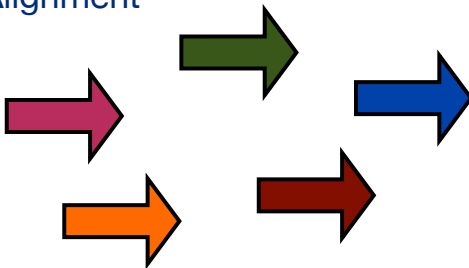
- Similar organizations collecting **quality data that to move similar outcomes** for broad community impact ☑ ☑

Synergy: Collaborative Action Networks
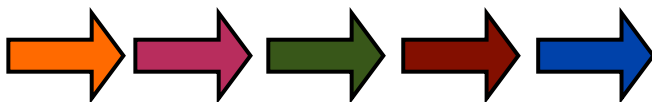
- Similar organizations collecting **quality data** to move the **same outcomes** in a **coordinated and collaborative** network

Effective	Evidence	Efficient
☑	☑	☑

* This document is meant to be a conceptualization of the context of academic and social programming which impact student success. Adapted from Strive.

Engaging Change Networks Featuring Collaborative Action
Strategies to Solicit Participation

ITE

Invitation to Engage
Used when: No Collaborative Change Networks Exist

Invites practitioners, funders, or other stakeholders whom impact an identified Partnership priority outcome to engage with the Partnership and form a collaborative action change network. Should include workshops to familiarize potential network members with the roles and responsibilities of a network and the process of continuous improvement.

RFE

Request for Engagement
Used when: Some Form of Change Networks Exist

Invites existing networks to engage with the Partnership and morph into a collaborative action change network. May require that existing networks include additional members, identify a Priority outcome the network plans to impact, and commit to sharing and using data for continuous improvement.

RFS

Request for Support
Used when: Collaborative Action Change Networks Exist

Outlines different types of support that the Partnership can provide to Collaborative Action Change Networks and asks networks to respond with what types of support they need to complete and implement an action plan.

Adapted from Strive.

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	- 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		- 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		- 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	- 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

Commit!'s Founding Strategy Committee
Our Challenges Require Collaboration at All Levels

Commit!'s founding efforts were 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

Angela Farley
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
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
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
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
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
Asil Yassine, Analyst asil.yassine@commit2dallas.org	B.A., Austin College	Analyst, Williams Family Foundation

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

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

% Rated Exemplary
- 2007-08: 14%
- 2008-09: 30%*
- 2009-10: 36%*
- 2010-11: 17%

% Rated Acceptable/Unacceptable
- 2007-08: 46%
- 2008-09: 29%*
- 2009-10: 21%*
- 2010-11: 46%
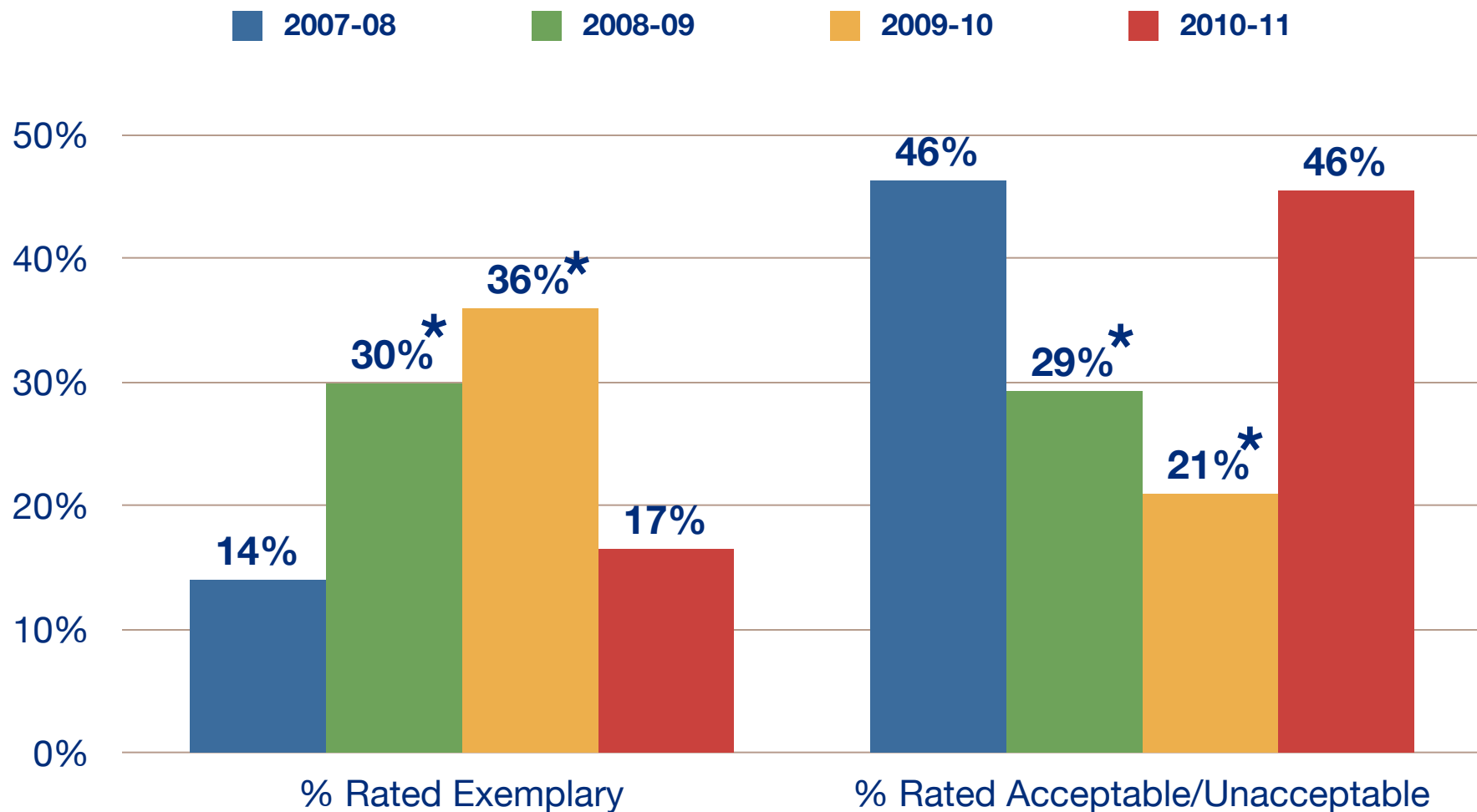
* Note: In 2008-09 and 2009-10, TEA instituted a "growth adjustment" which effectively meaningfully reduced the score required to pass each state TAKS tests. The adjustment was removed in 2010-11.

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

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

Only 4 of 25 tests require 70%+ to pass

Math: 65%, 64%, 64%, 61%, 56%, 58%, 54%, 57%, 52%

Reading/ELA: 61%, 68%, 71%, 71%, 65%, 73%, 64%, 59%, 58%

Science: 75%, 66%, 60%, 53%

Soc. Stud.: 44%, 50%, 44%
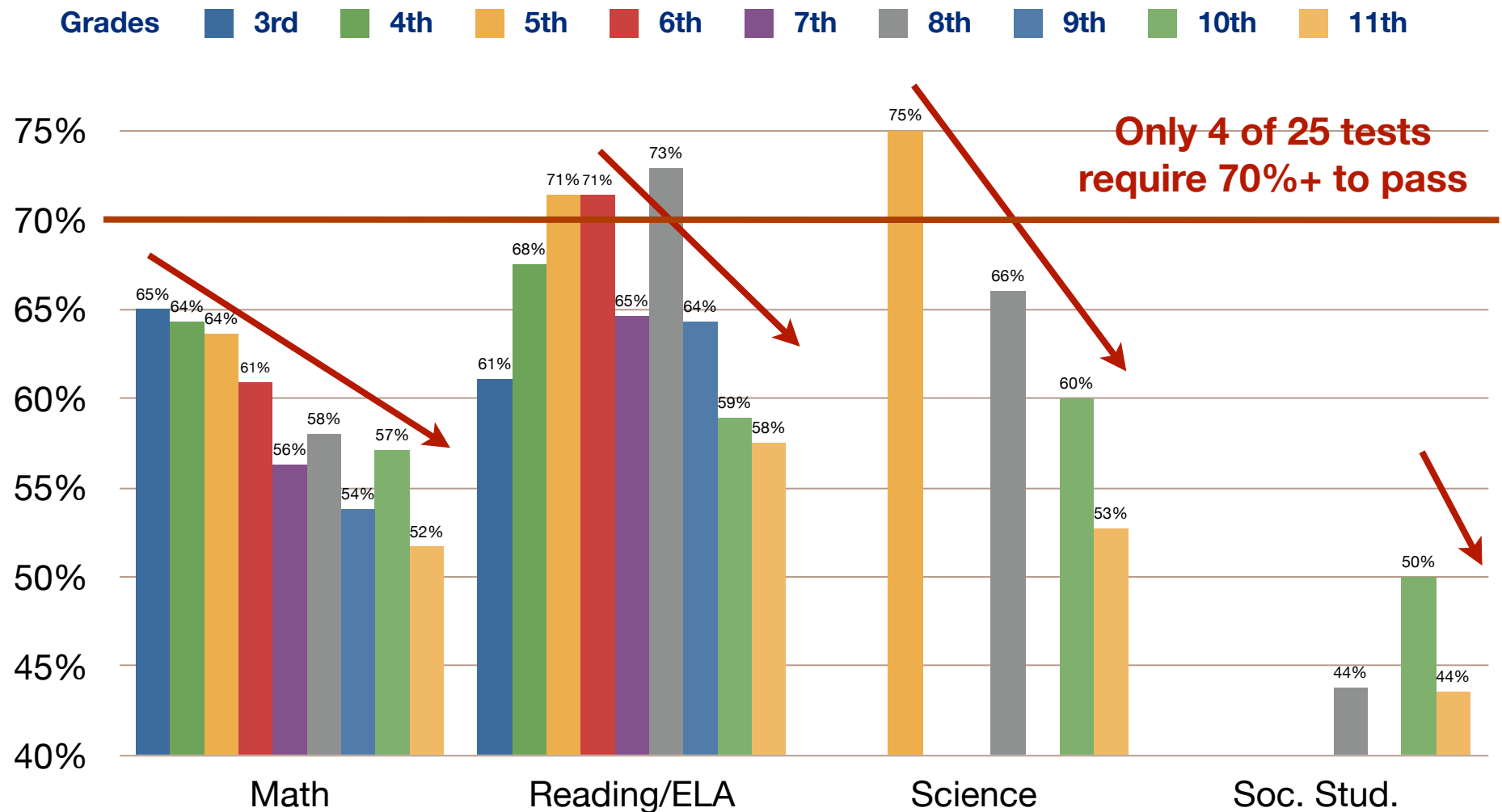
Measuring Academic Progress
Criteria for Selecting Key Indicators Along the Path

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
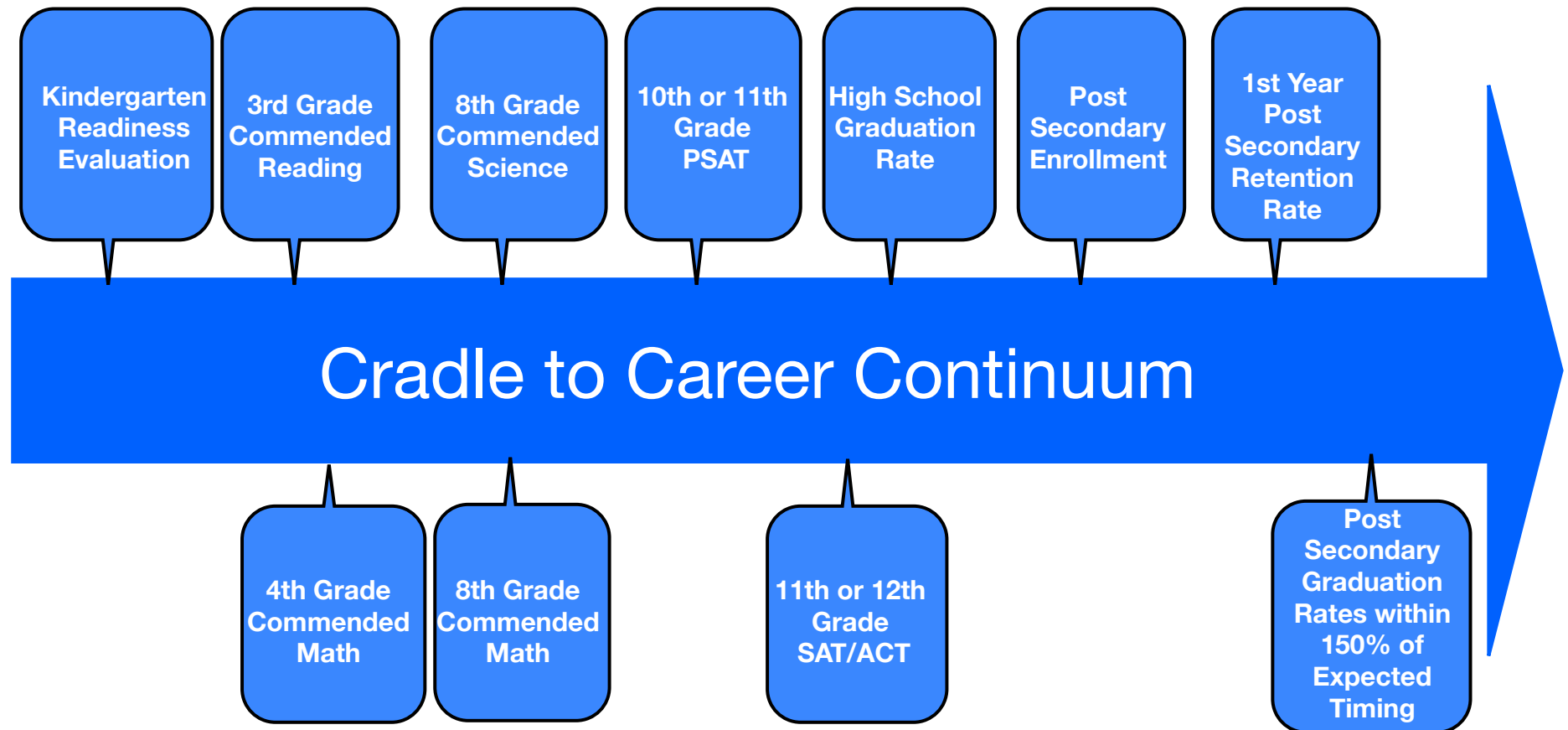
Collective Commit! K-12 Community

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
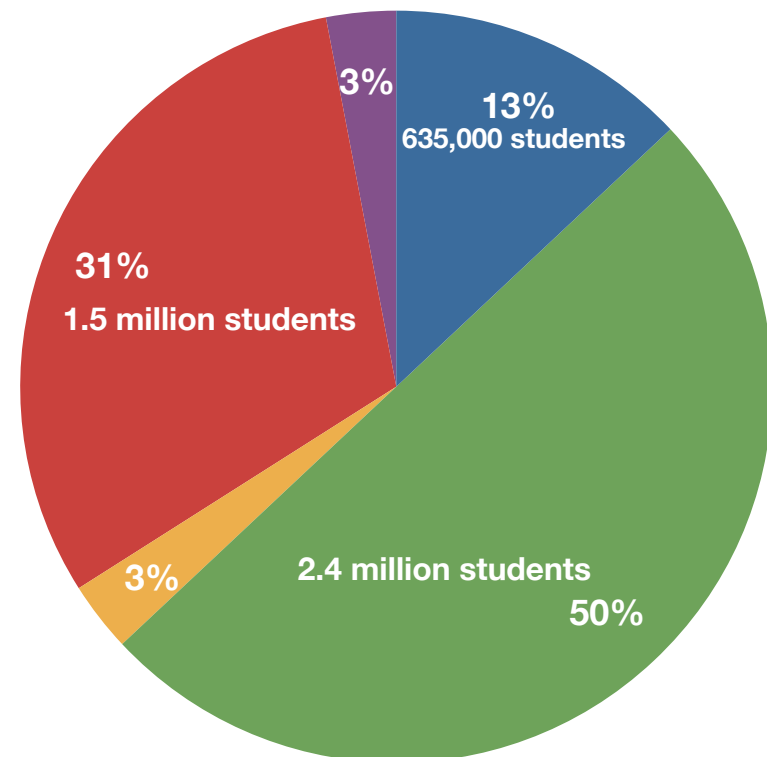
Commit! Community

- African American
- Asian
- Other
- Hispanic
- Anglo

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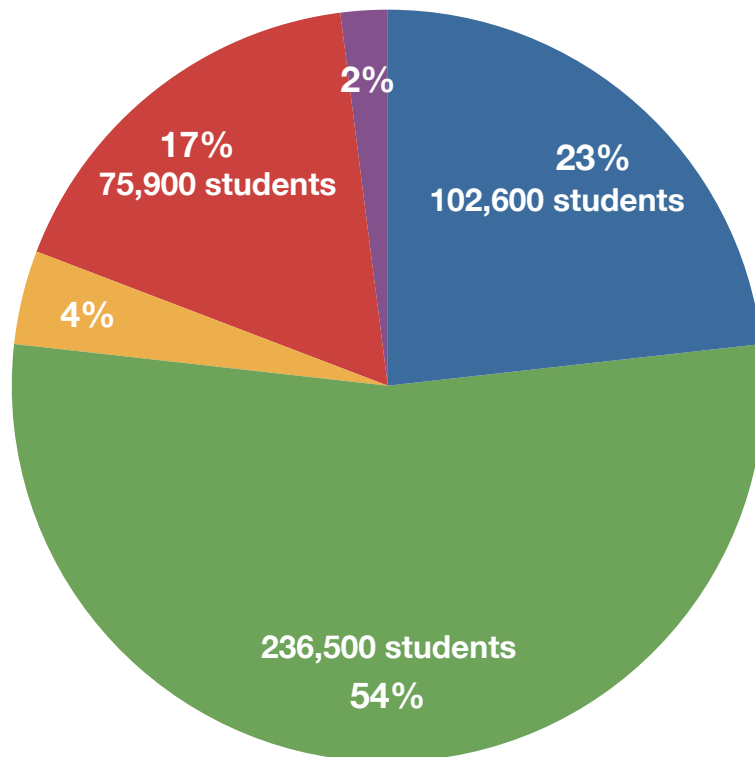
**446,000 Public School Students
(9% of state)**

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 (blue)
- State of Texas (green)

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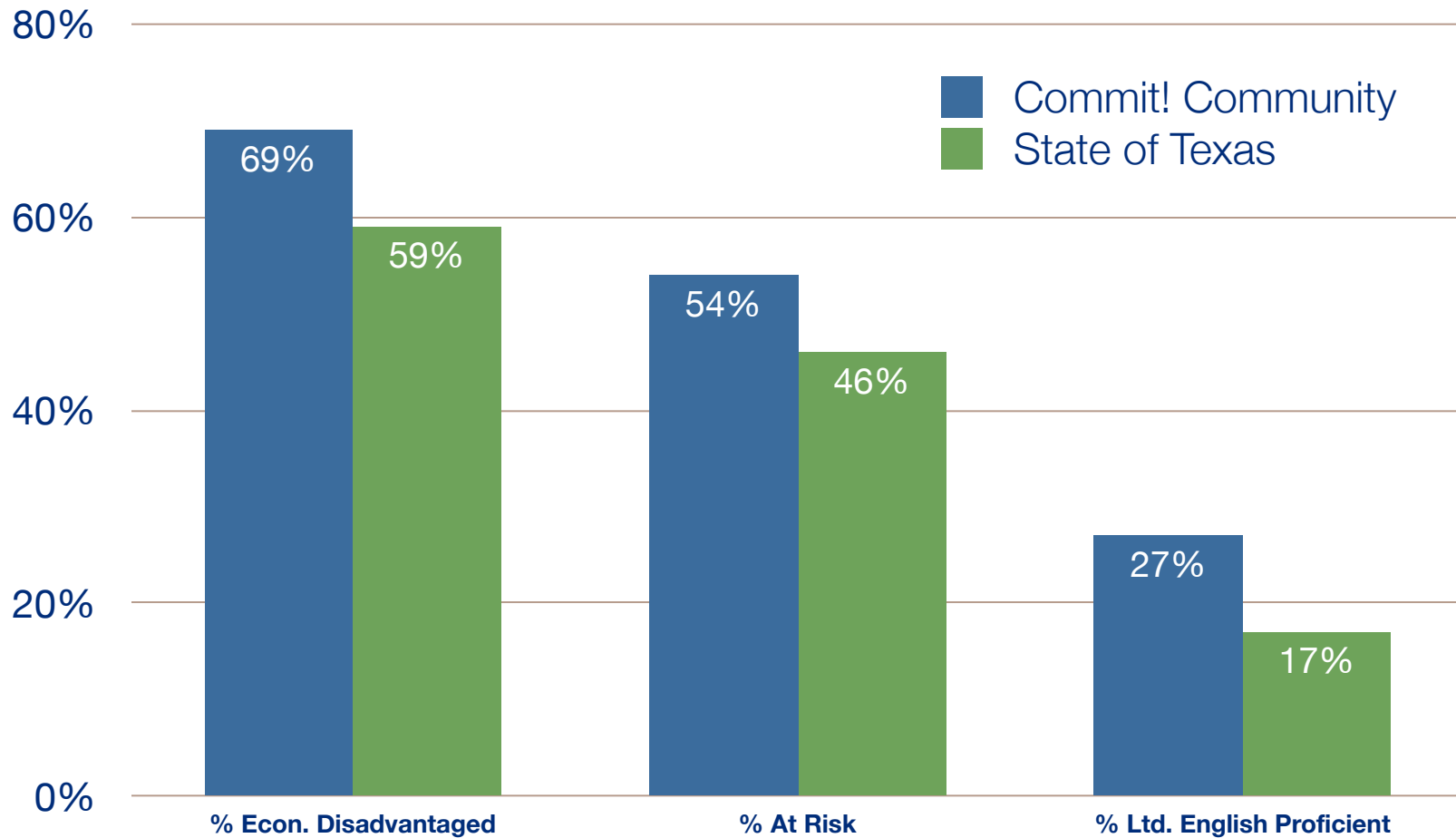
Current Communication of Academic Progress by State
"We Are Data Rich But Information Poor"

TEXAS EDUCATION AGENCY

District Name: DALLAS ISD
District #: 057905

Academic Excellence Indicator System
2010-11 District Performance

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.
SAT/ACT — Average SAT/ACT Score	806/16.3	1203/26.1	801/15.4	1196/26.2	969/20.0	960/20.0			
SAT/ACT — % 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						
					African American	Hispanic	Anglo	Asian	Other	% Full Time	% Part Time
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 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"

Commit!
Why start early?

What brain research shows?

- At birth, all children are born with approximately the same number of neurons or brain cells, *yet only 25% of the neurons 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**.

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Commit!
Defining "Kindergarten Readiness":

Five Domains of KR:

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

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Early Childhood Ed and Kindergarten Readiness
What Are the Challenges?

- **Huge Population**- As of the 2011 Census projection, ~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. Approx. 45% are child care centers and 55% are licensed or registered childcare homes.

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

- **Lack of Longitudinal Tracking -** Public school districts do not track where, if anywhere, 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 most effective practices.

- **Determining Kindergarten Readiness** - Currently, districts give a broad number of literacy tests to determine Kindergarten Readiness. Comparisons are difficult as 15 school districts within Commit! administer 14 different tests at varying points during Kindergarten.

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 aded 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.