

# Commit!

## The Need for a Regional Strategic Effort

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

April, 2012

[www.commit2dallas.org](http://www.commit2dallas.org)



# Education Across Dallas County

## *Why a Regional Approach?*

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- **Commit!** has defined its community as **Dallas County**, which has roughly **2.5 million** residents and over **800,000 students** involved in early childhood, public K-12 and higher ed education.
- The **city of Dallas encompasses multiple school districts** including Dallas ISD, Richardson ISD, and Carrollton-Farmers Branch ISD.
- **Numerous other Dallas County cities are located in multiple school districts; Dallas ISD encompasses 15 cities alone** including Addison, Balch Springs, Carrollton, Cockrell Hill, Combine, DeSoto, Duncanville, Farmers Branch, Highland Park, Hutchins, Lancaster, Mesquite, Seagoville, University Park, and Wilmer.
- Over 80,000 students are educated in a **community college system which is Dallas County based**; this higher ed system is the single largest destination of DISD graduates.
- **Students in lower income communities can be highly mobile** and will often change school districts within the region in their family's search of better housing or employment.
- **A regional approach allows us to capture the best practices from numerous providers** vs. a sole focus on one entity.

# Education Across Dallas County

## *Large and Complex with Numerous Challenges*

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- Dallas County students are educated by **1,500+ early childhood providers, 15 ISD's, 80 different charter schools and numerous 2-year and 4-year institutions**. They are further supported by over **300 different non-profits** focused on in-school/out-of-school support, mentoring, tutoring, etc.
- These entities tend to operate in a fairly **independent (vs. collaborative) fashion**, with less-than-optimal **sharing of data or best practices** or a coordination of their independent strategic plans.
- Approximately **70% of students attending Dallas County public schools are now eligible for free and reduced lunch**. That number has grown meaningfully in the last five years, bringing with it all of the numerous obstacles (hunger, substance abuse, homelessness, lack of parental engagement, etc.) that often accompany poverty. **The resulting pressure placed on our educators is substantial.**
- Our **overall academic outcomes within our community are weak**, hindered by **significant achievement gaps** that already exist the day a child starts in Kindergarten given the substantial disparities in early childhood education.
- Based on our poor collective success with Hispanic and African American children, **the approaching demographic wave will only exacerbate our region's problem.**
- The possibilities of the American Dream historically made possible thru education **appear to many to have faded, not expanded. An urgent, "all hands on deck" approach is required.**

# The Urgency Behind Commit!

## *The Economic Argument*

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- In 2009 and 2010, roughly **5,000 students** in a Dallas County public school who started 9th grade together four years earlier, **failed to graduate from high school.**
- With the average college graduate earning roughly \$1.0 million in their lifetime more than a high school dropout, the ultimate cost to our region of **each 9th grade cohort's failure to graduate from high school and subsequently achieve some type of post secondary education is over \$5.0 billion.**
- Per numerous estimates, roughly **60% of adults need to have a post secondary degree** by 2030 to meet the needs of our evolving labor market. Our region is currently **less than 30%**; our pipeline of students leaving high school who are post secondary ready is unfortunately a fraction of that number.
- By 2040\*, if current educational attainment trends persist, Texans will experience the following:
  - **\$15 billion decline in state tax revenue, roughly 15% of 2011's total**
  - **15% increase** in number of households living in poverty;
  - Increase of **100,000 in prison population and an additional \$1.5bn per year** in incarceration costs
- **Real community urgency is required regarding the strategic coordination of efforts and providing increased resources to education** (both in and out of classroom) with real transparency on results.
- **Doing nothing or tweaking at the edges are not realistic options.**

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

# Public Student Enrollment Growth of 7% (2005 to 2010)

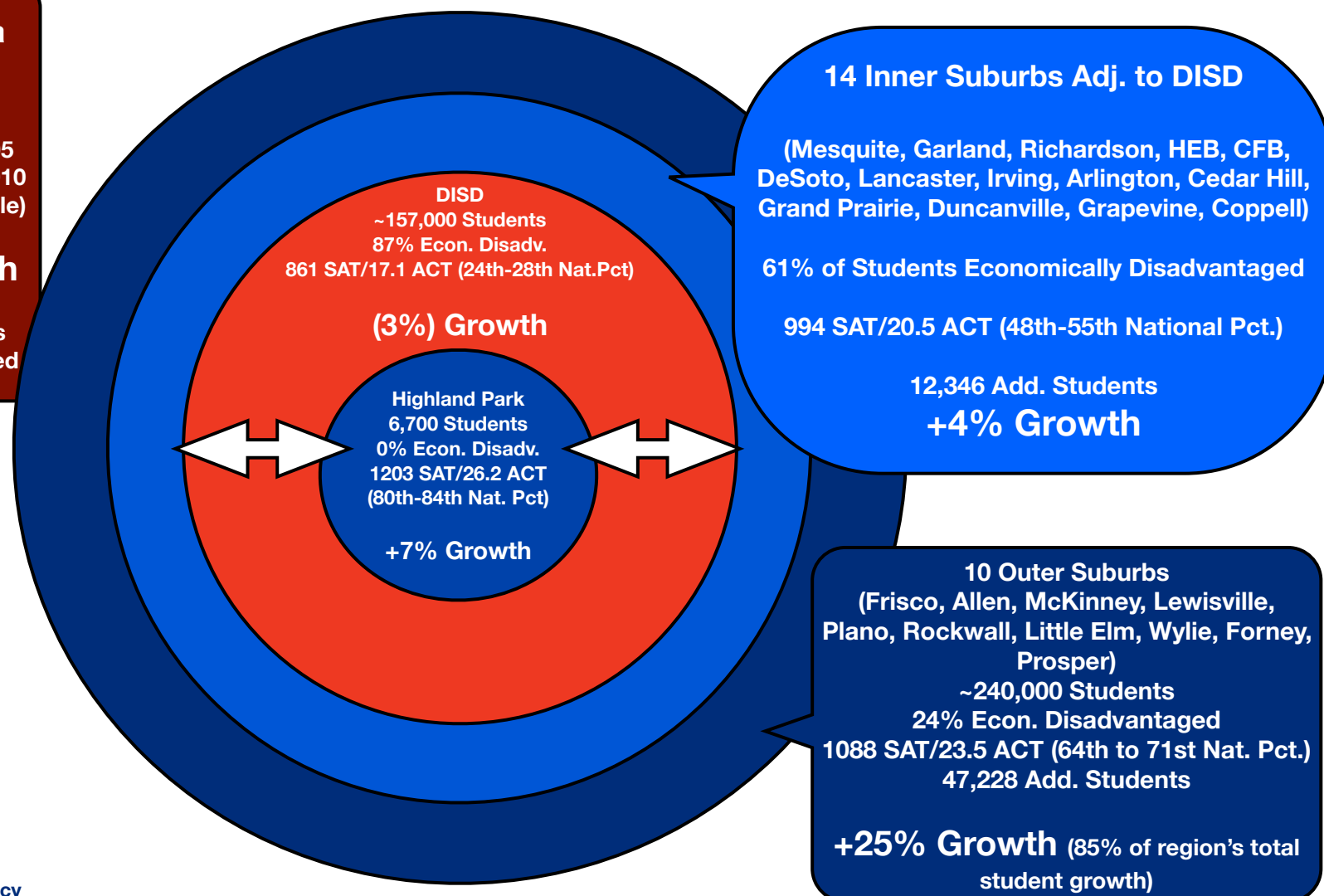
## *Higher Growth in Stronger Academic Communities*

### Greater Dallas Area

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

### 7% Overall Growth

54% of Total Population is  
Economically Disadvantaged



Sources: Texas Education Agency  
[Pasademographics.com/red maps/dallas fort worth/](http://Pasademographics.com/red%20maps/dallas%20fort%20worth/)



# How does Texas Currently Perform?

## *Texas' Postsecondary Education Levels Far Behind National Targets*

### National Goals to Meet 21st Century Job Needs

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

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

X

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

X

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

### Recent 7<sup>th</sup> Grade Cohort in Texas Tracked Thru Post Secondary Success

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

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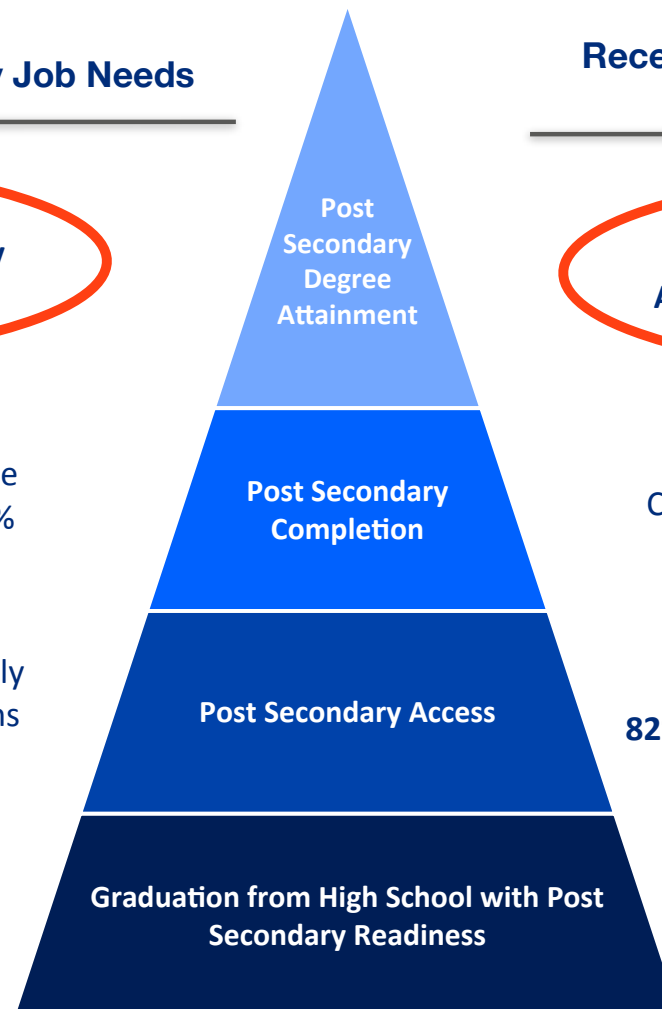
Only **32%** of Those Who Entered Completed Post Secondary within 150% of Time

X

**82%** Who Entered Institutions of Higher Ed

X

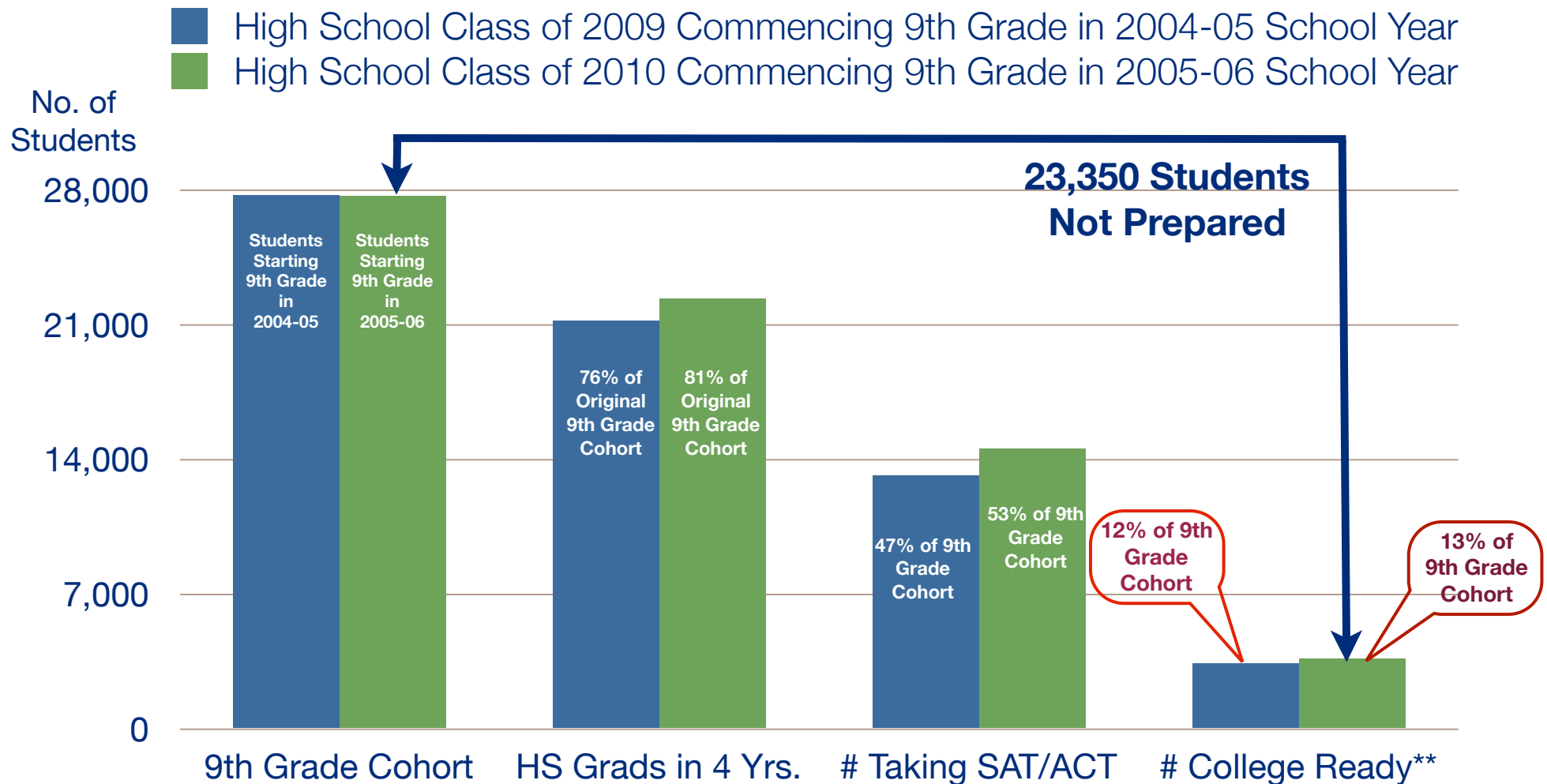
Started with **68%** who ultimately graduated from High School statewide



Source: Texas Higher Education Coordinating Board (THECB), Texas Education Agency (TEA), and National Student Clearinghouse (NSC), 04/29/2010 Out-of-state graduate total not shown, because current NSC data collection extends only into 2006.

# Across Dallas County Public Schools, It's Worse.

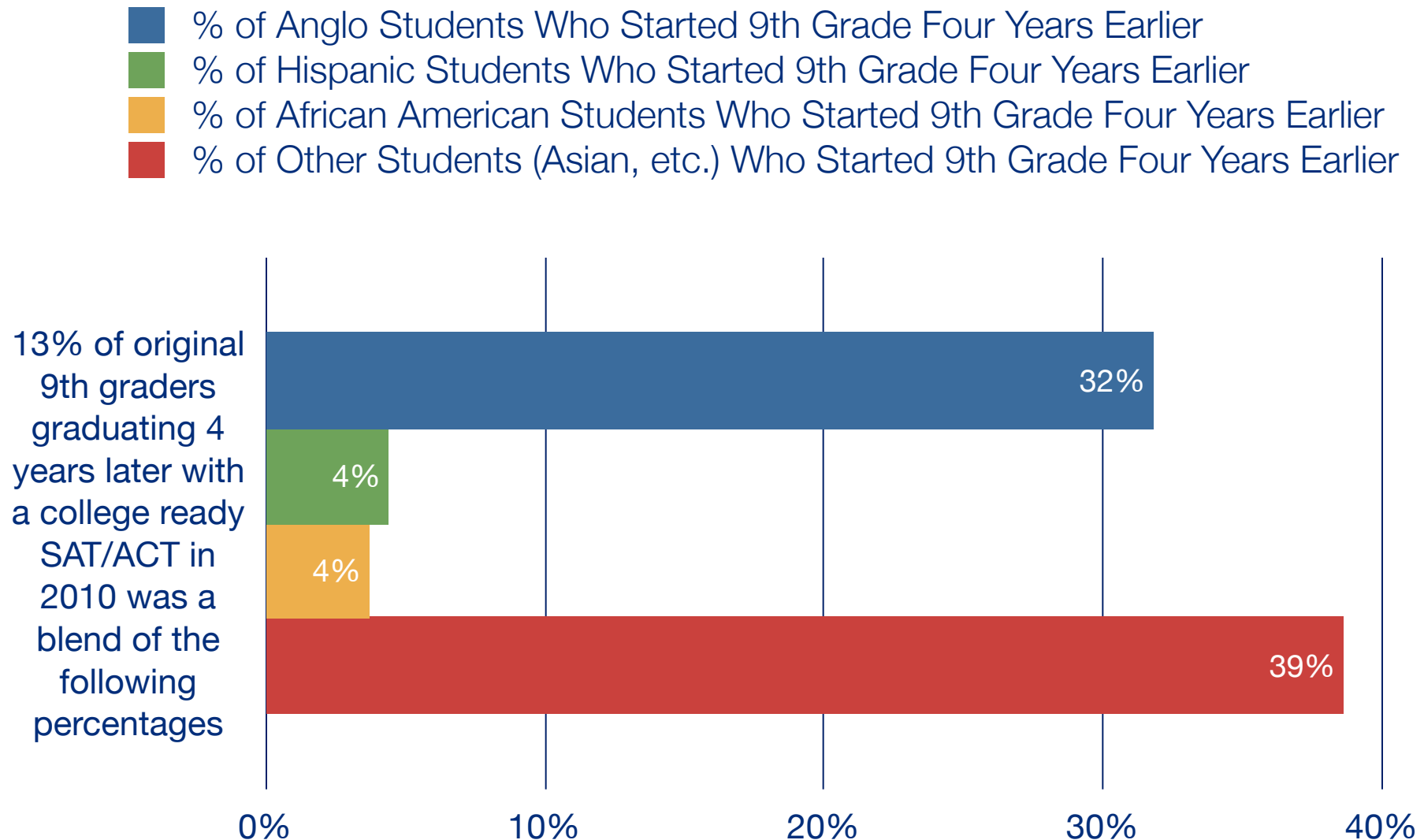
## *Outcomes for 9th Grade Cohorts Graduating in 2009 and 2010*



\*\* 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

## *Incredibly Broad Disparities by Ethnicity*



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

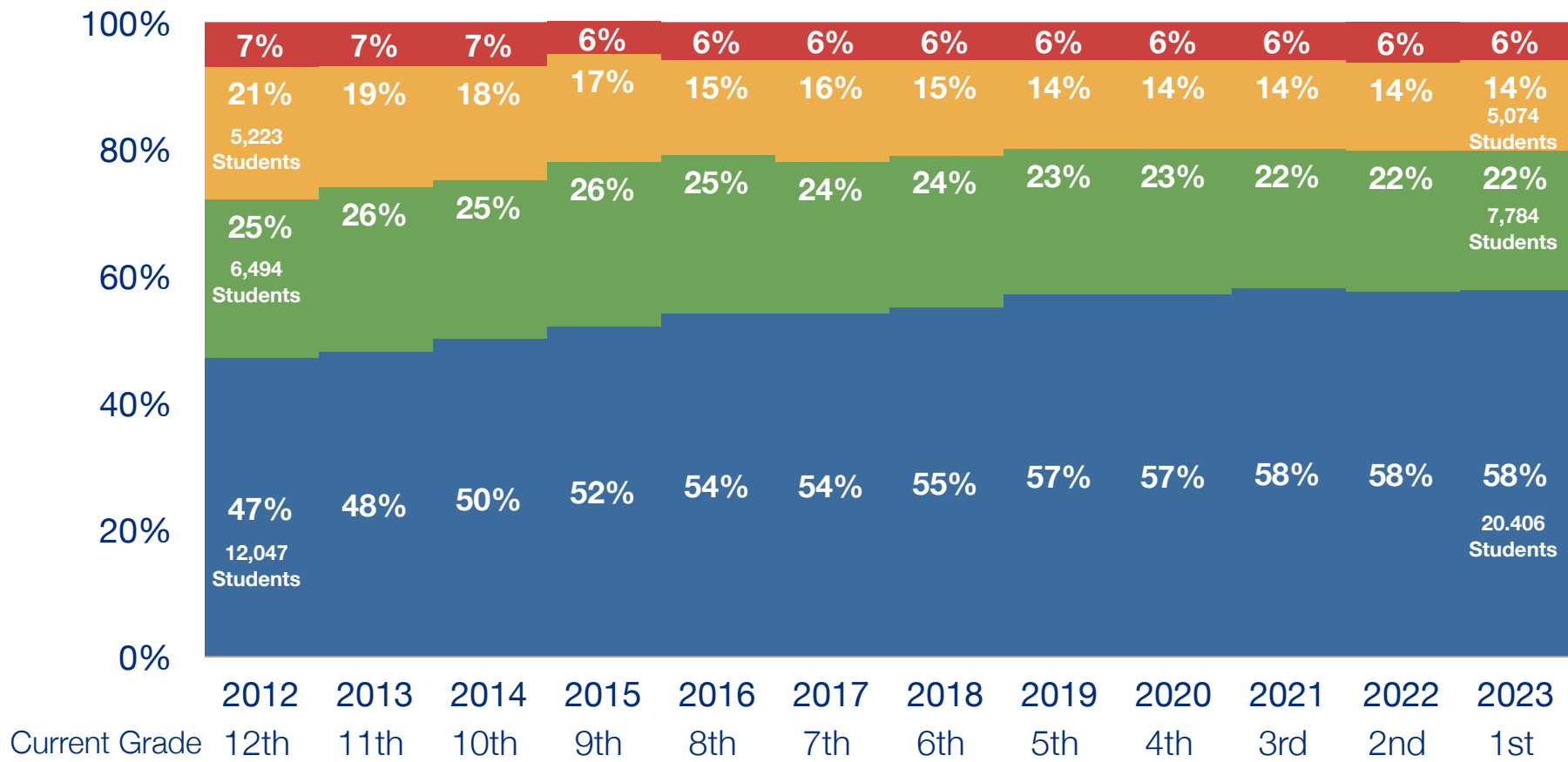


# The Regional Demographic Wave Coming in Future Years

## *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%)



**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	<b>383,788</b>
Recent % of Students by Ethnicity Demonstrating College Readiness	4%	4%	30%	39%	<b>10%</b>
<b>Resulting Total Students NOT Attaining Post Secondary Readiness by H.S. Graduation</b>	<b>199,234</b>	<b>88,208</b>	<b>42,057</b>	<b>14,816</b>	<b>344,314**</b>

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

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

# Commit! The Region's Backbone Infrastructure

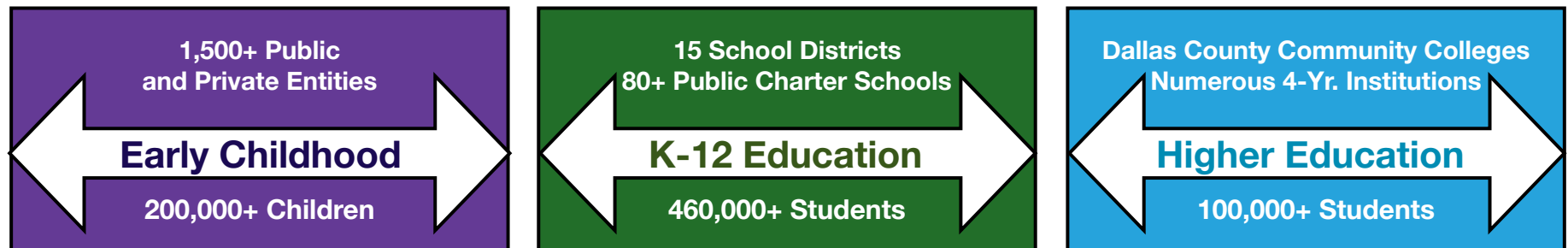
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# Commit!'s Academic Goals to Increase Post-Secondary Readiness and Needed Collaboration to Achieve Them

## Academic Goals of Regional Strategic Plan:

1. Prepare every student to enter Kindergarten Ready to succeed in school
2. Ensure that every student has K-12 academic success and graduates from high school Post-Secondary Ready
3. Ensure that every student has the necessary skills and support to Access Post-Secondary Education and Succeed in Higher Ed, the Global Work Force, and life.



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



# Commit! as the Region's Backbone Organization

## *Collective Impact Requires Thoughtful Coordination*

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- Creating and managing collective impact in the education arena **requires a separate organization to serve as the independent backbone for the entire initiative**, coordinating and convening numerous participating organizations and agencies.
- **Commit! was incorporated in March 2012** and should receive its tax exempt status in Q3 2012. It will **operate independently of any institution or individual**, requiring equal support from the neighborhood to the boardroom.
- As a separate and independent 501c3, Commit! should be consistently viewed as:
  - an **impartial and trusted source** of clear, reliable, and informative data
  - a partner with a **real knowledge of impactful best practices** found both regionally and nationally and;
  - a **convener capable of catalyzing implementation** across organizational partners;
  - a valued **“connection point”** for all things educational in the region.
- Commit!’s goal is to be **sustainable for the meaningful period of time (i.e. 10+ years)** it will likely take to make the improvements necessary given the substantial scope and complexity of the region.
- Funding will be provided **primarily by local and national foundations**; no funding will be requested from educational providers or non-profits.

# Other Educational Collaboratives Regionally and Nationally

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**E3 Alliance**, Central Texas (established 2007)



**All Kids Alliance**, Greater Houston Area (8 county network - established 2011)



- **Strive Network** (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*

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

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

**Dr. Lew Blackburn**  
*President  
Dallas Independent School District School Board*

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

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

**Bruce Esterline**  
*Vice President for Grants  
The Meadows Foundation*

**Florencia Velasco Fortner**  
*President and Chief Executive Officer  
The Concilio*

**Lanet Greenhaw**  
*Director of Education  
Dallas Regional Chamber*

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

**Lee F. Jackson**  
*Chancellor  
University of North Texas System*

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

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

**Dr. Michael McFarland**  
*Superintendent of Schools  
Lancaster Independent School District*

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

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

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

**Arturo Sanchez III**  
*Director  
Education & Workforce Development  
Texas Instruments*

**Michael Sorrell**  
*President  
Paul Quinn College*

**George Tang**  
*Chief Operating Officer  
Educate Texas  
Communities Foundation of Texas*

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

**Ellen Wood**  
*Co-Founder  
Teaching Trust*

# The Four Goals of Commit!

## *What Will Be the Benefits of its Success?*

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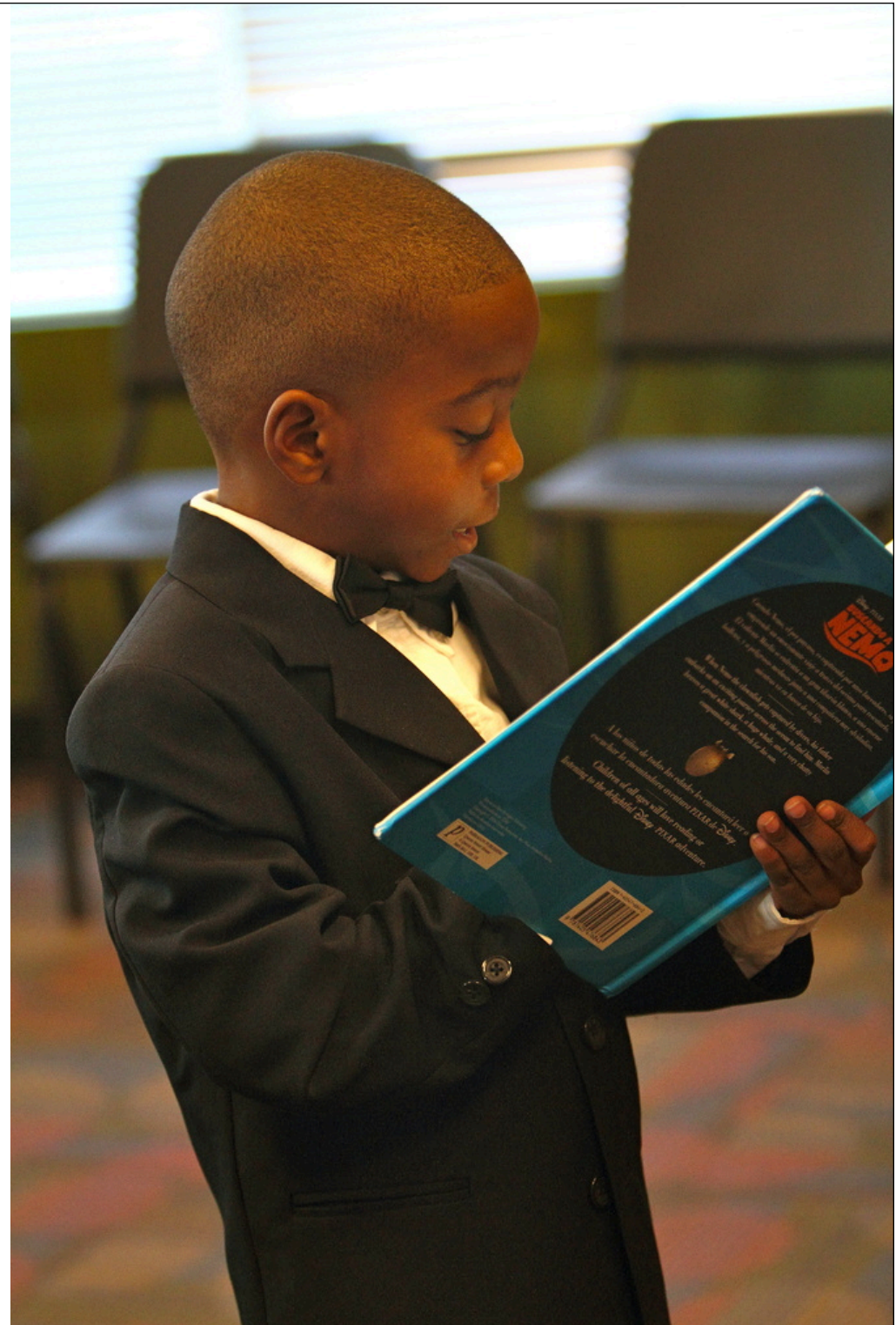
1. **Helping realize every child's full life potential** through education by working together with urgency to ensure that:
  - Every student enters school kindergarten-ready;
  - Every student is supported and graduates from high school ready for post-secondary education;
  - Every student has the support to access and succeed in college and/or the global work force
2. **Creation of a more accurate and understandable way of communicating regional progress toward academic goals**, beyond simplistic state rankings, for parents and other interested members of the community
3. **Creation of greater and much broader community awareness and urgency** to collectively improve regional educational achievement by collaborating, sharing and scaling what robust data tells us is working
4. **Improve regional ability to advocate** - the Commit! community, which represents ~10% of Texas' student population, can help advocate in Austin for funding, effective policy and appropriate yet meaningful accountability measures by representing the entire community (business, foundational, non-profits, etc.) vs. school districts alone

# The Current Commit! Team

Team Member	Education	Experience
Todd Williams Executive Director <a href="mailto:todd.williams@commit2dallas.org">todd.williams@commit2dallas.org</a>	B.A., Austin College M.B.A., U. of Pennsylvania (Wharton School)	Education Advisor, Mayor of Dallas Vice Chair, Austin College Board of Trustees Chair, Dallas ISD Budget Commission Former Vice Chair/Board Member, Uplift Education Chair, Regional D/FW Board, Teach for America Retired Partner, Goldman Sachs Private Equity Group
Marnie Glaser Director, Early Childhood <a href="mailto:marnie.glaser@commit2dallas.org">marnie.glaser@commit2dallas.org</a>	B.A., U. of Texas Austin M.S. - U. of Texas Dallas	Board Member, Head Start Dallas Clinical Lecturer, U. of Texas - Dallas Speech Pathologist, Baylor Rehabilitation and Dallas ISD Former Classroom Teacher, Houston, TX
Jonathan Feinstein Director, Community Engagement <a href="mailto:jonathan.feinstein@commit2dallas.org">jonathan.feinstein@commit2dallas.org</a>	B.A., Wesleyan University	Former Director, Corporate Responsibility, imc2 Former Classroom Teacher, North Carolina
Libby McCabe Director, Legal/Governance <a href="mailto:libby.mccabe@commit2dallas.org">libby.mccabe@commit2dallas.org</a>	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 and Operations <a href="mailto:andres.ramos@commit2dallas.org">andres.ramos@commit2dallas.org</a>	B.A. University of Michigan Georgetown University	Co-Founder, PolicyPulse Former Classroom Teacher, Rio Grande Valley Regional Southwest Texas Recruiting Head, Teach for America
Michael Dryden Data Analysis Consultant <a href="mailto:drydendata@gmail.com">drydendata@gmail.com</a>	B.A., SUNY Buffalo M.A. and PhD, SUNY Buffalo	Educational Consultant- Performance, Evaluation, & Analytics R&E Director, O'Donnell Foundation Principal Evaluator, Dallas ISD College Professor, Arizona State, New Mexico State Math & Science Teacher (U.S., Australia, Indonesia, Samoa)

# Accurately Measuring Academic Progress within the Commit! K-12 Community

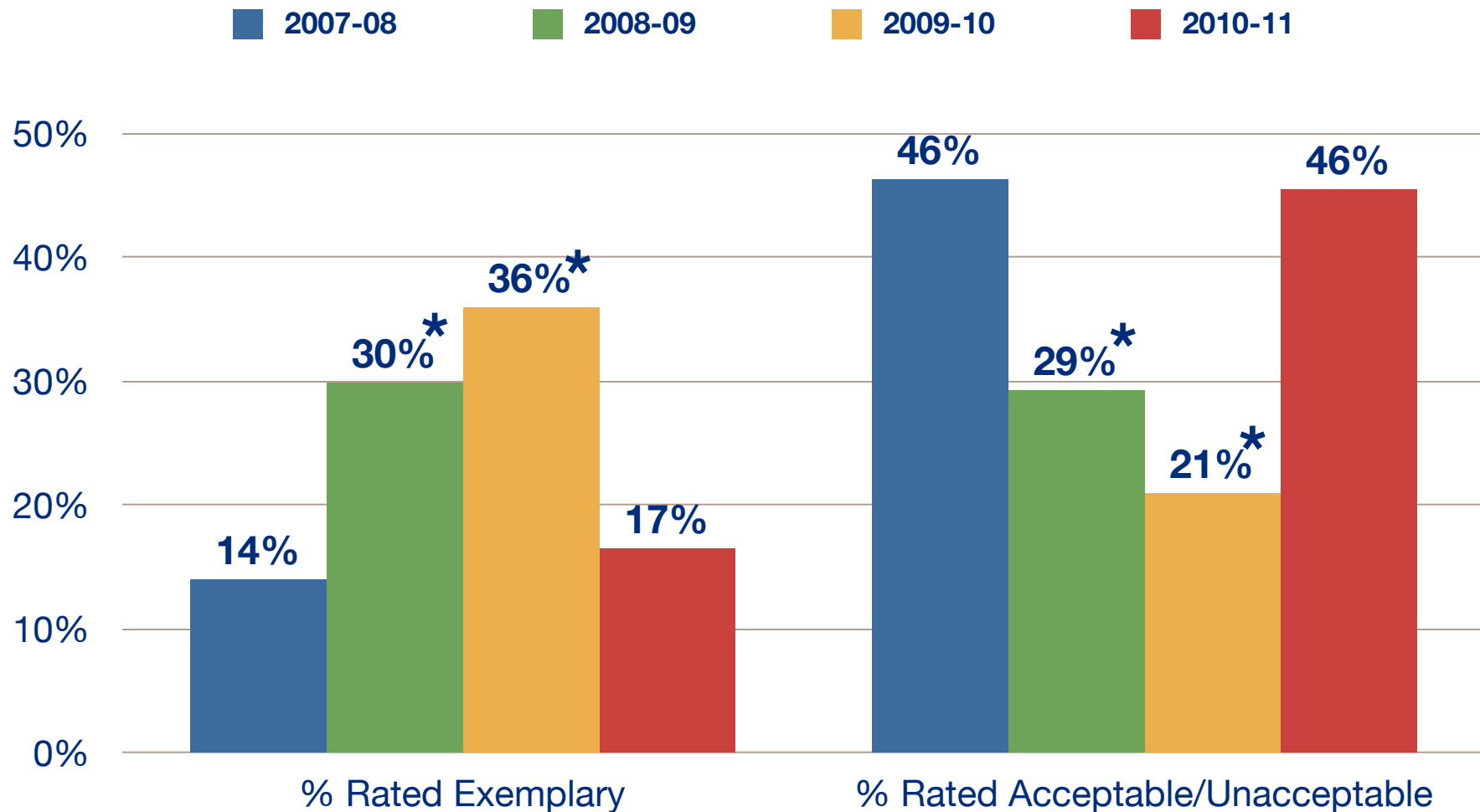
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# Hard to Know Where We Are if State Standards Continually Move

## *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

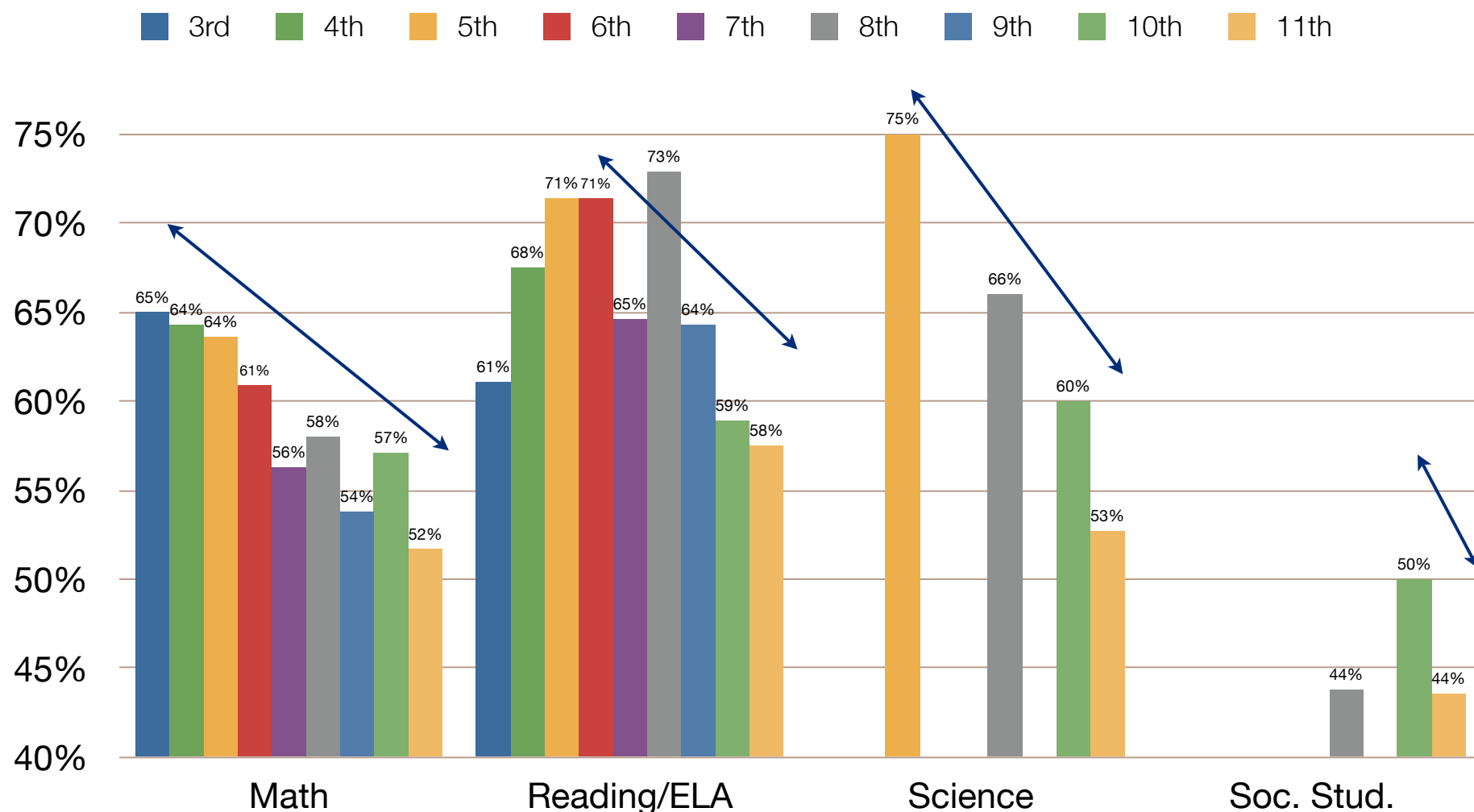


\* Note: In 2008-09 and 2009-10, TEA instituted a “growth adjustment” which effectively meaningfully reduced the score required to pass each state TAKS tests. The adjustment was removed in 2010-11.

# Why Commended vs. Passing? Truth Behind TAKS Scores

## *Difficulty Significantly Eases in Later Grades for Passing Rates*

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





# Measuring Academic Progress

## *Criteria for Selecting Key Indicators Along the Path*

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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.

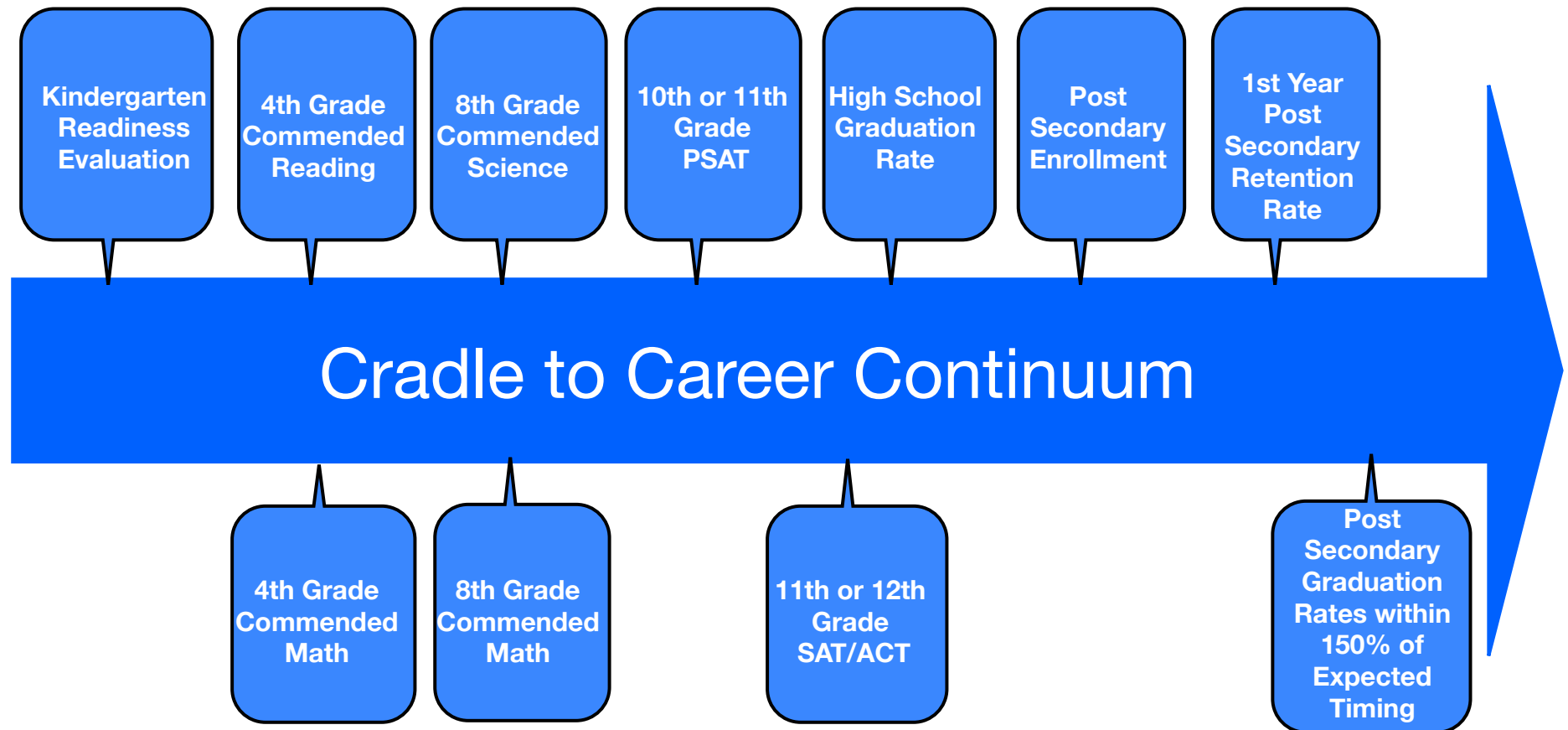
Must be **timely reported** and consistently available.

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

# Commit!'s Cradle to Career Continuum
















## *Outline of 11 Indicators Measuring Community Progress*

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# 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%
<b>Total</b>		<b>446,271</b>		<b>23%</b>	<b>53%</b>	<b>17%</b>	<b>4%</b>	<b>2%</b>	<b>69%</b>	<b>27%</b>	<b>54%</b>

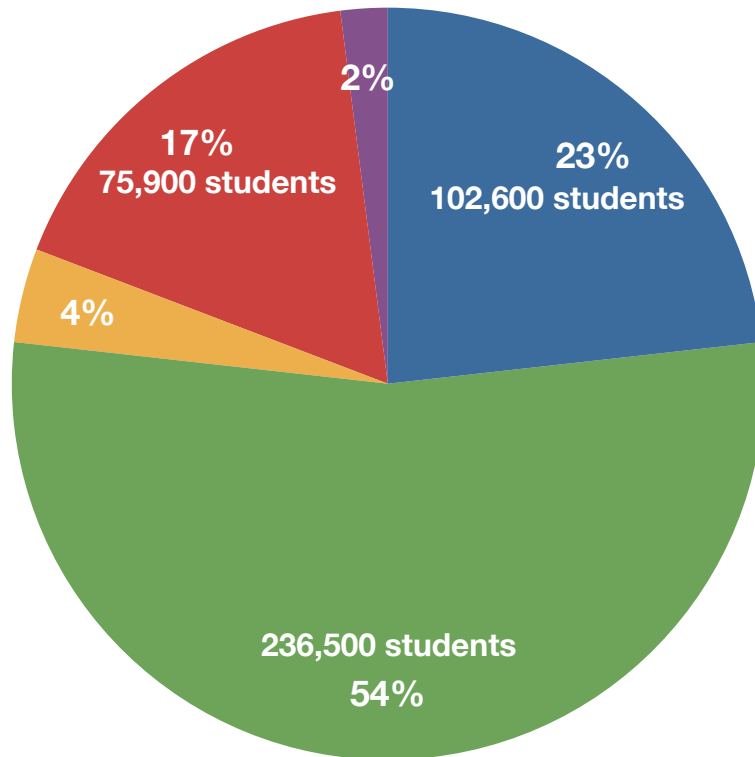
Note: For districts to be included they must educate more than 3,000 students within schools located in Dallas County across grades K-12

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

*Meaningful Component of State Population Representing More Students of Color*

## Commit! Community

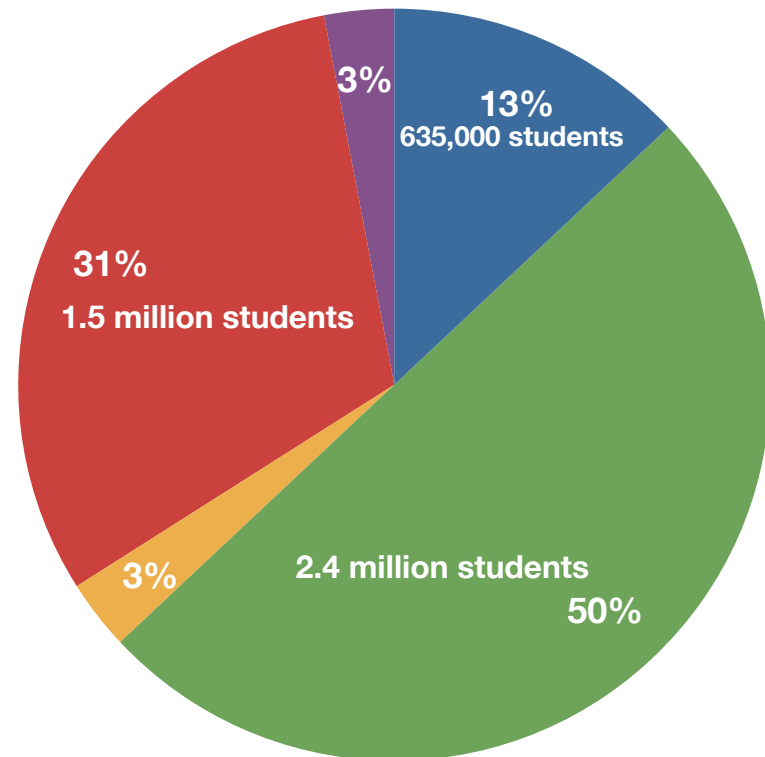
- African American
- Asian
- Other
- Hispanic
- Anglo



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

## State of Texas

- African American
- Asian
- Other
- Hispanic
- Anglo

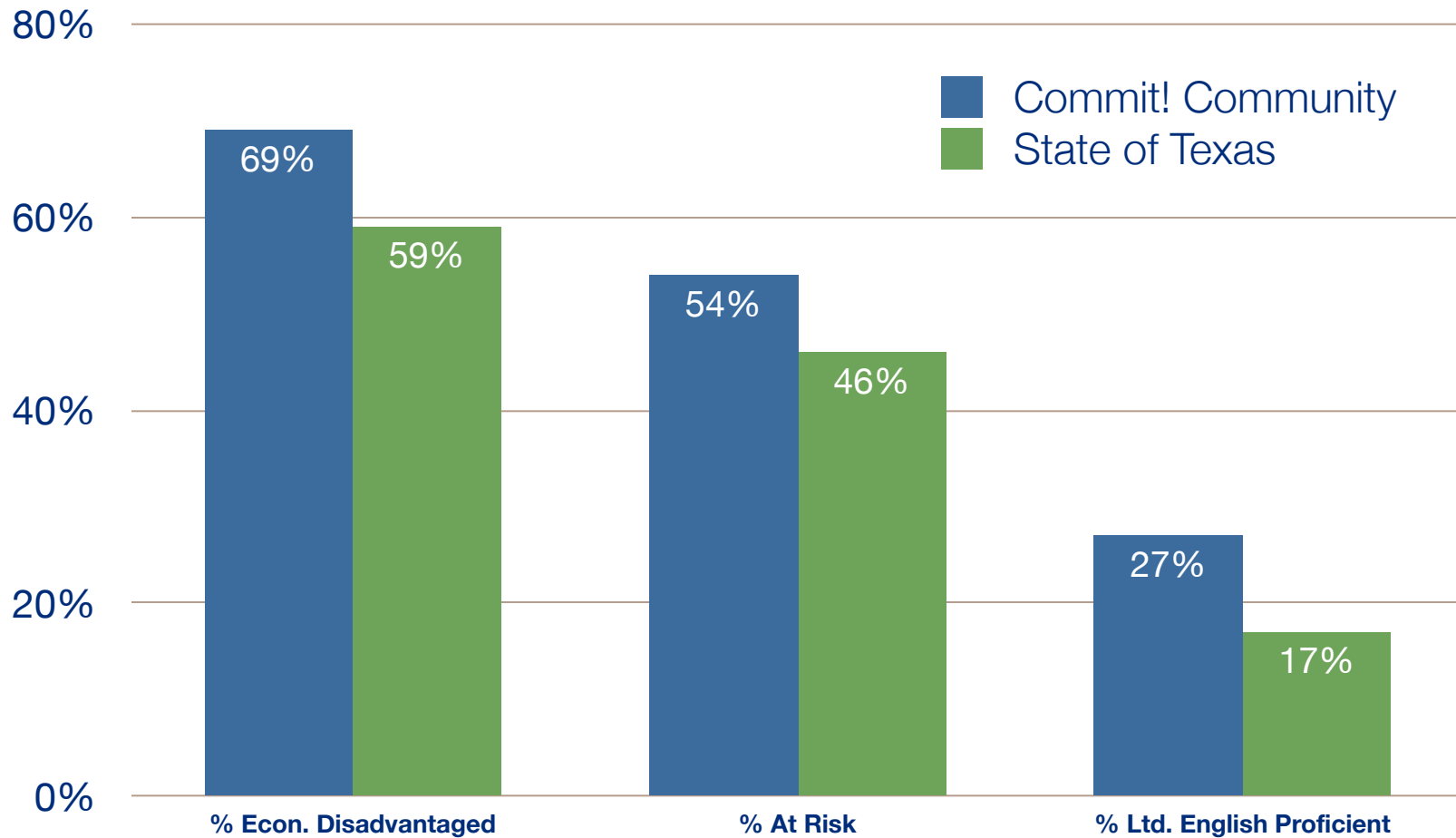


**4.9 Million Public School Students**

# Commit! K-12 Community vs. State 2010-11 (cont'd)

*Higher Poverty/At-Risk Levels with Greater % of English Language Learners*

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# Current Communication of Academic Progress by State

## *Hard to Find, Navigate and Understand*

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
<b>5-Year Extended Completion Rate (Gr 9-12) @</b>														
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%
<b>Completion Rate II (Graduates, Continuers, and GED) @</b>														
(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%
<b>Completion Rate I (Graduates and Continuers) @</b>														
(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%
<b>COLLEGE READINESS INDICATORS</b>														
<b>Advanced Course/Dual Enrollment Completion @</b>														
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%
<b>RHSP/DAP Graduates @</b>														
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%
<b>AP/IB Results @</b>														
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
<b>Examinees &gt;= Criterion</b>														
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
<b>Scores &gt;= Criterion</b>														
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
<b>Texas Success Initiative (TSI) – Higher Education Readiness Component</b>														
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 in 2013	TBD	TBD
4 <sup>th</sup> Grade Math Commended		23% 56 pts. 79%		25% 52 pts. 77%		37%	37%	% TBD in 2013	no change	no change
4 <sup>th</sup> Grade Reading Commended		16% 52 pts. 68%		26% 53 pts. 79%		27%	35%	% TBD in 2013	8 pts.	8 pts.
8 <sup>th</sup> Grade Math Commended		5% 63 pts. 68%		13% 53 pts. 66%		22%	22%	% TBD in 2013	no change	no change
8 <sup>th</sup> 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 (10 <sup>th</sup> /11 <sup>th</sup> 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 12 <sup>th</sup> Grade Taking SAT and/or ACT	42% 58 pts. 100%		41% 50 pts. 91%		62%	65%	% TBD in 2012	3 pts.	3 pts.
	Average SAT/ACT Score	806/16.3	1203/26.1	801/15.4	1196/26.2	969/20.0	960/20.0			
	% of Testers ≥ College Ready Standard	3% 72 pts. 75%		1% 71 pts. 72%		26%	25%	% TBD in 2012	1 pt.	1 pt.
% of Class Enrolling in Post Secondary Education ("PSE")		Class of 2009		Class of 2010		TBD	TBD	% TBD in 2012	TBD	TBD
		TBD	TBD	TBD	TBD					
% Returning to PSE After 1 Yr.		Class of 2008		Class of 2009		TBD	TBD	% TBD in 2012	TBD	TBD
		TBD	TBD	TBD	TBD					

# Examples of Outlier Performance Among 30 Largest Local Districts

## *What is Each District Doing? How Can Its Best Practices be Shared?*

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

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# 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%
<b>Total</b>		<b>102,505</b>		<b>13%</b>	<b>15%</b>	<b>55%</b>	<b>8%</b>	<b>9%</b>	<b>75%</b>	<b>25%</b>

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%	

**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 <sup>st</sup> 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 <sup>st</sup> 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

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*“All Things Lead to the  
Beginning”*



# Early Childhood Ed and Kindergarten Readiness

## *What Are the Challenges?*

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- **Huge Population**- As of 2010, approximately 230,000+ children ages 0-5 live in Dallas County.
- **Incredibly Fragmented Number of Providers** - There are 1,516 regulated child care facilities in Dallas County including 686 child care centers and 830 licensed child care centers located in a family residence. The largest providers are (i) individual school districts offering 1/2 day or full day Pre-K for qualified students (DISD is the largest at roughly 8,500 students served) and (ii) Head Start (which serves roughly 4,600 children).
- **Broad, Disparate Level of Quality** - Of the 1,516 regulated child care facilities, only 206 (14%) are recognized by Texas Rising Star or NAYEC for quality. **Roughly 25% of County zip codes have NO recognized facilities.**
- **Lack of Longitudinal Tracking** - Public school districts do not track where, if any, their students received early childhood education. Early childhood providers do not track their alumni. As a result, data cannot be used to help scale the more effective early childhood educators, and EC providers gain little feedback on how their students did in K-12.
- **Broad Number of Tests, Not All Given at Entry with Only Half Nationally Normed** - the 15 school districts within Commit! administer 14 different tests at varying points during Kindergarten. Some test only literacy; others are multi-dimensional.

# Need for Common Assessments of Kindergarten Readiness

## 15 Districts Administering 14 Different Tests

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

# Appendix

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# Commit! Process

Date	Action	Audience	Status
Jan-Mar 2012	Introduction of skeletal framework of Commit	Superintendents/Boards	Mtgs. to Date: Dallas, Highland Park, Irving, Lancaster, Grand Prairie, Richardson, Uplift, DeSoto
		Higher Ed Presidents	Scheduled: Grapevine, CFB
		Dallas County Mayors	Mayoral Meeting last week of Jan/early February
		Foundation Community	Foundation mtg. on Jan. 24th
March/ April 2012	Introduction of skeletal framework of Commit	Town hall meetings with 200+ circles of influence	To be scheduled
	Seek additional feedback on metrics to foster additional ownership/learn more	ISD staffs	
April/May 2012	Communication of baseline data based on agreed-upon goals ("where are we today?"); request input for individual targets and key strategies	Superintendents, ISD Boards, Higher Ed Presidents, Non-Profits, Community Stakeholders	To be scheduled
Summer 2012	Individual board meetings requesting institutional commitment to Commit!	Potential Commit! Partners	To be scheduled
Fall 2012	Community Announcement of Commit! Strategic Plan and Initial Partners	Greater Dallas Community	To be scheduled