



2019 DALLAS COUNTY SCORECARD

Published September 2020



Dallas County Scorecard

Student achievement has improved across nearly every indicator.

Percentage of Students Meeting Standards in 2019: DALLAS & TEXAS



Dallas County



State of Texas

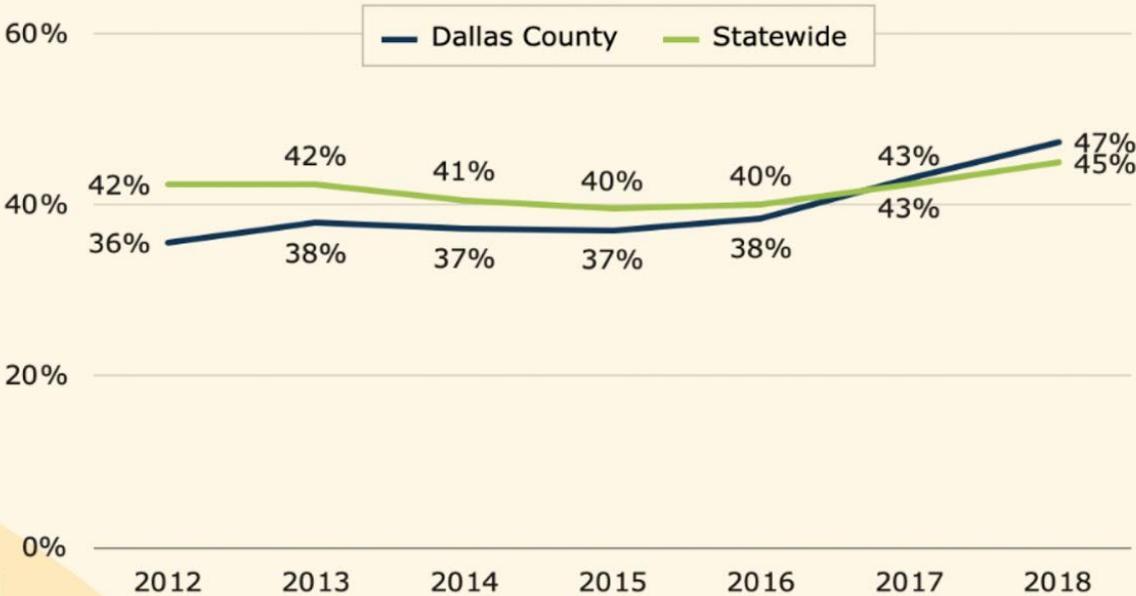
Dallas gap with Texas

PRE-K ENROLLMENT	50%	46%	+4
KINDERGARTEN READINESS	60%	52%	+8
3 RD GRADE READING	41%	43%	-2
4 TH GRADE MATH	44%	46%	-2
8 TH GRADE SCIENCE	45%	49%	-4
ALGEBRA I	63%	62%	+1
*COLLEGE READINESS	23%	28%	-5
HIGH SCHOOL GRADUATION	85%	92%	-7
POST SECONDARY ENROLLMENT	62%	no data	n/a
POST SECONDARY PERSISTENCE	50%	no data	n/a
POST SECONDARY COMPLETION	29%	no data	n/a

Pre-K Enrollment

For the first time, Pre-K enrollment in Dallas County has surpassed the state.

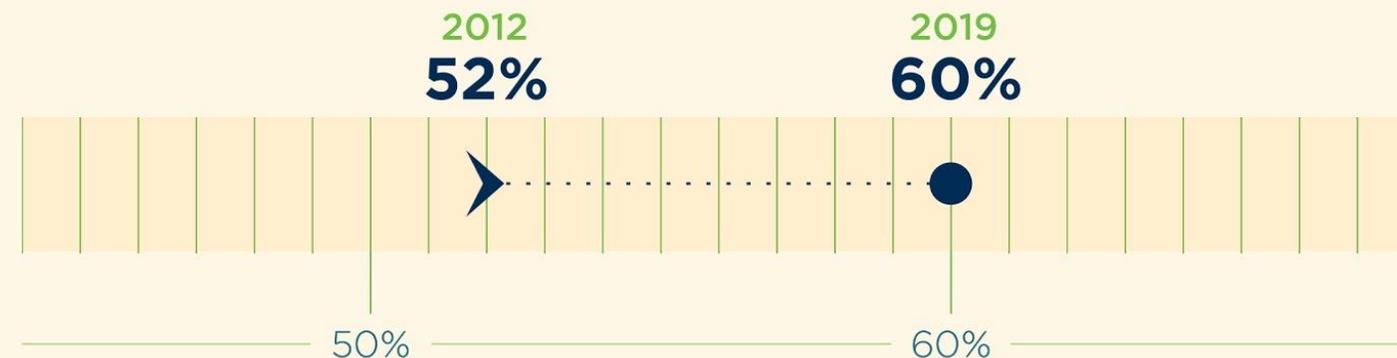
Pre-K Enrollment (percentage of eligible 3 and 4 year olds who enroll)



Kindergarten Readiness

Aided by robust Pre-K enrollment, Kindergarten Readiness has improved in Dallas County despite a statewide decline.

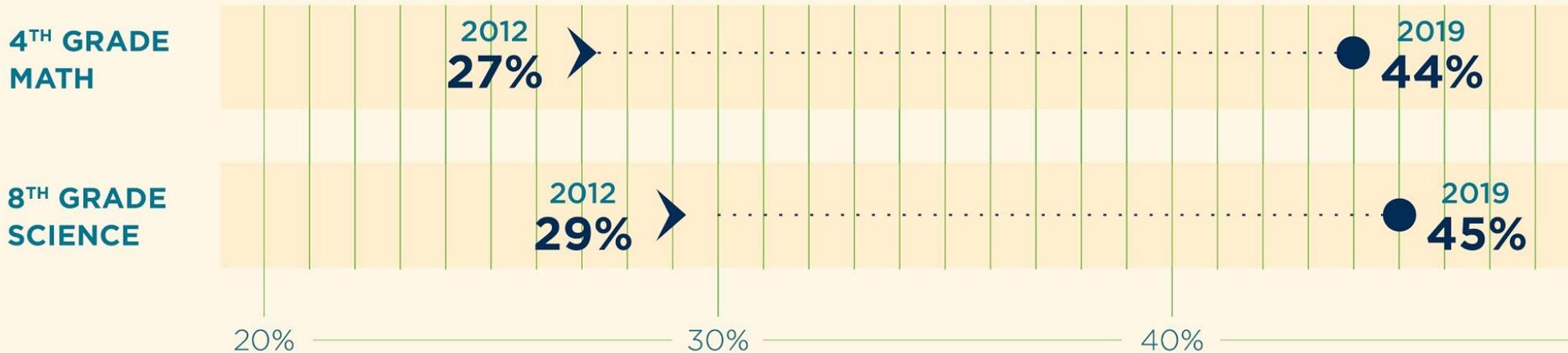
Percentage of Students Meeting Standards in 2012 & 2019: **KINDERGARTEN READINESS**



4th Grade Math & 8th Grade Science

In the past eight years, 4th grade math and 8th grade science have each seen double digit increases.

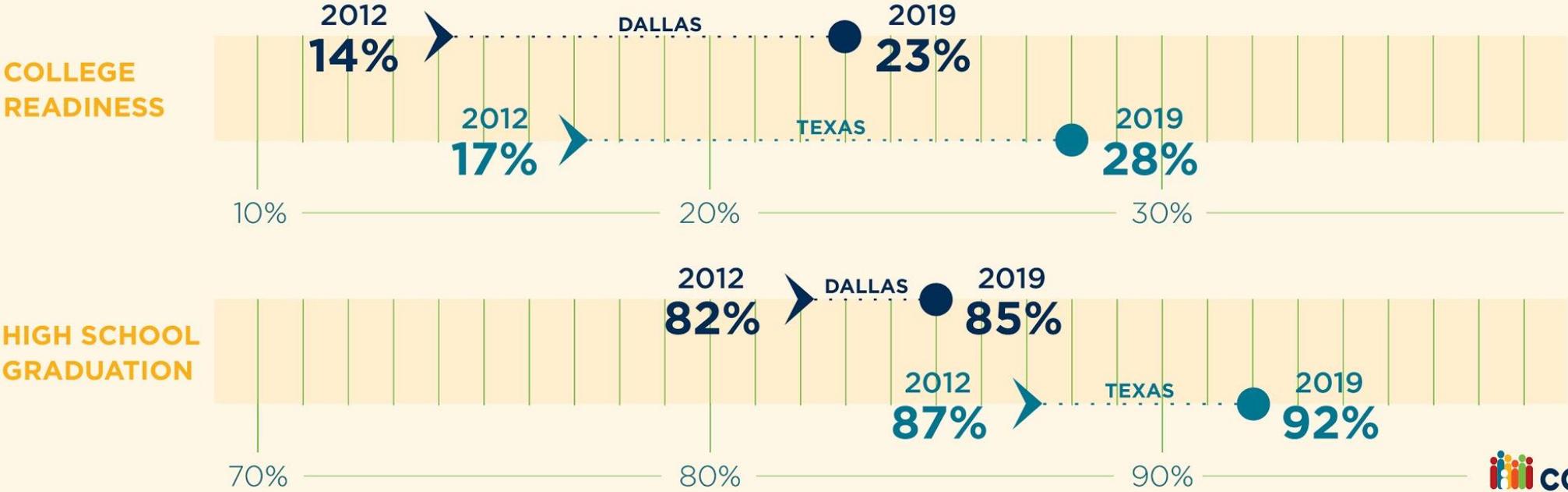
Percentage of Students Meeting Standards in 2012 & 2019: 4TH GRADE MATH & 8TH GRADE SCIENCE



College Readiness & High School Graduation

College readiness and high school graduation rates have likewise seen progress at both the local and state level.

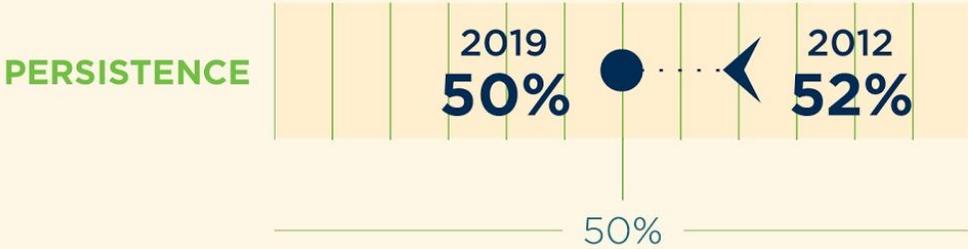
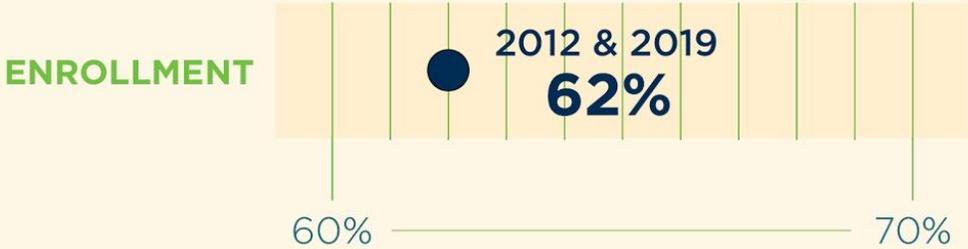
Percentage of Students Meeting Standards in 2012 & 2019: COLLEGE READINESS & HIGH SCHOOL GRADUATION



Postsecondary Attainment

Unfortunately, numbers related to postsecondary attainment have remained relatively flat.

Percentage of Students Meeting Standards in 2012 & 2019: **POST SECONDARY ATTAINMENT**



National research suggests this may be caused, in part, by racial and economic inequality, but unfortunately, we do not currently have the ability to disaggregate these data points by race or socioeconomic status. However, by taking a closer look at some additional indicators, we can begin to understand root causes...

Disaggregating The Data

We know 3rd grade reading is one of the most important predictors of long term outcomes. And thankfully, we've seen modest gains in the eight years. But those gains have not been shared equally...

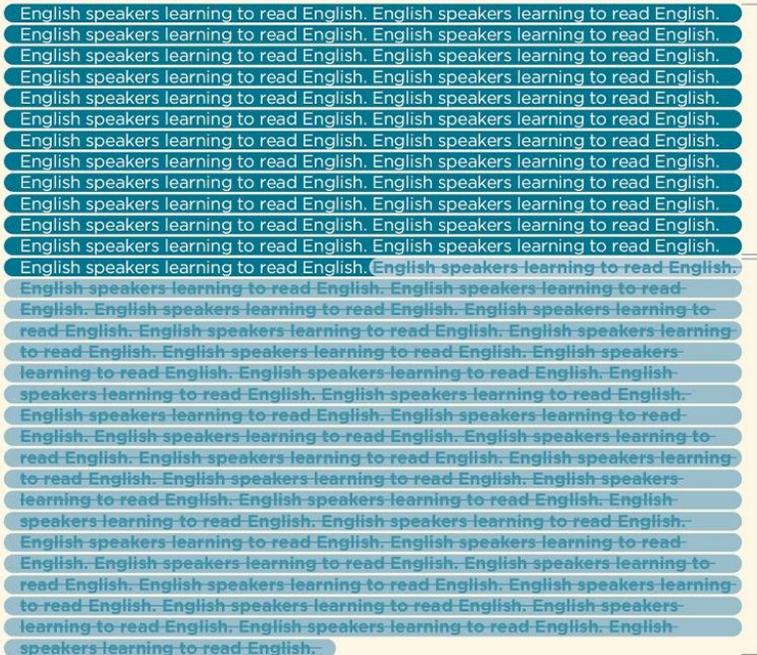
Percentage of Students Meeting Standards in 2012 & 2019: **3RD GRADE READING**





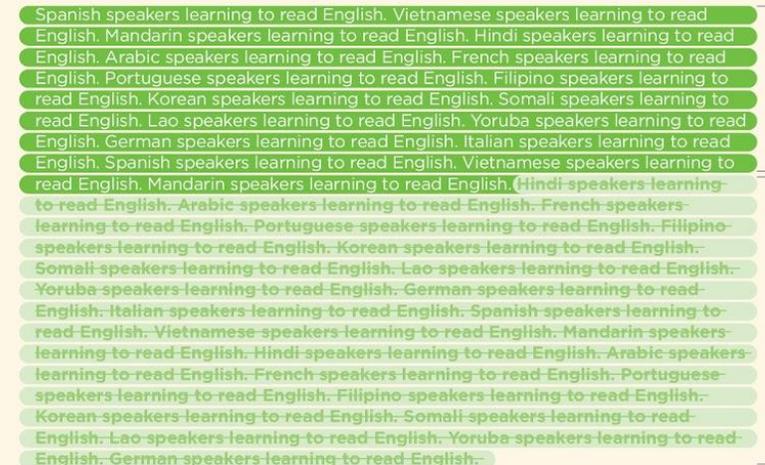
As one example, 57% percent of students who speak English at home need more support to read by 3rd grade. Among the native speakers of any of the over forty different languages spoken in Dallas County, 62% need more support.

Dallas County Students Meeting Standards in 3RD GRADE READING in 2019*: Disaggregated by Language Speakers



42% Non-ELL[†] students met standards in 3rd Grade Reading.

57%
of students **Non-ELL[†] students need more support to meet standards in 3rd Grade Reading. That's 12,283 students.**



38% ELL[†] students met standards in 3rd Grade Reading.

62%
of students **ELL[†] students need more support to meet standards in 3rd Grade Reading. That's 9,373 students.**

* One sentence = One percent of students tested in 3rd Grade Reading.

† English language learners (ELL)/Non-English language learners (Non-ELL) data only presented for 3rd Grade Reading.

3rd Grade Reading

But demographics need not be destiny. In Grand Prairie ISD, the ELL students, specifically, outperform all students countywide, and GPISD as a whole outperforms the state.

Percentage of Students Meeting Standards in 2019: 3RD GRADE READING

All Grand Prairie ISD Students **44%**

» ELL Students **42%**

All State of Texas Students **43%**

ELL Students **35%**

All Dallas County Students **41%**

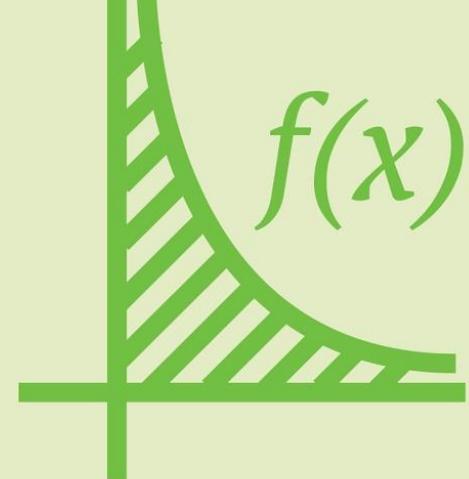
ELL Students **38%**

ELL: English Language Learners

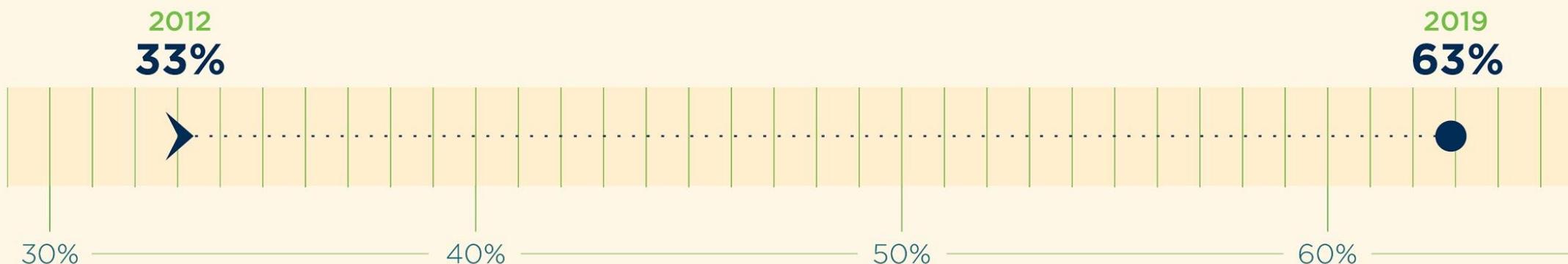


Algebra I

Similarly, one of the most encouraging of our educational indicators is student achievement in Algebra I, which has increased a whopping 30% in the last eight years. But again, these gains have not been shared evenly.



Percentage of Students Meeting Standards in 2012 & 2019: **ALGEBRA I**



Algebra I

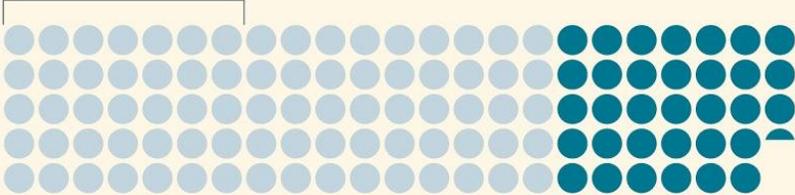
70% of economically privileged students receive the support needed to achieve proficiency in Algebra I, while only 59% of students experiencing economic instability do, as well.



Dallas County Students Meeting Standards in **ALGEBRA I** in 2019:
Disaggregated by Economic Status

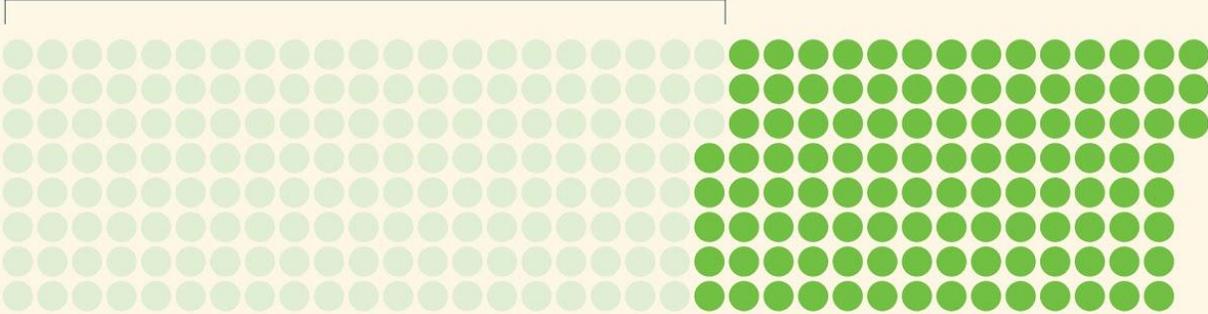
7,975

students living in **privilege** need more support to meet standards in Algebra I.



16,289

students living in **economic instability** need more support to meet standards in Algebra I.

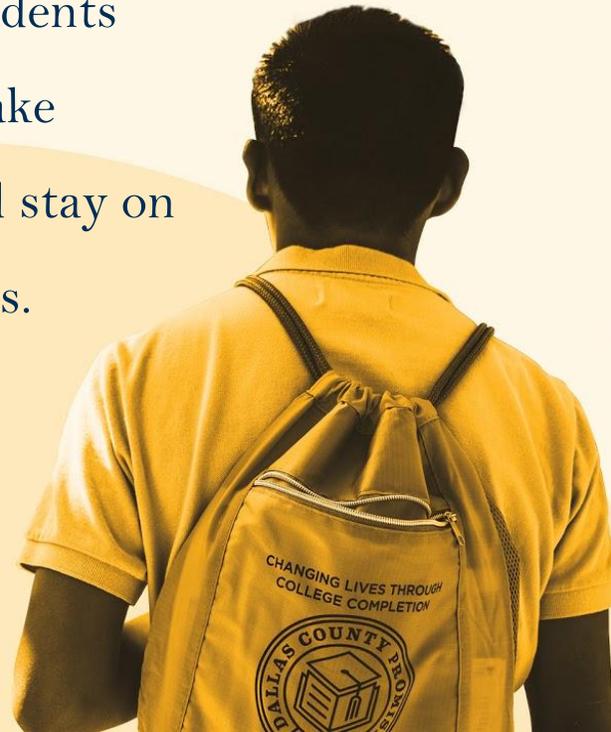


● = 100 students **NOT** meeting standards

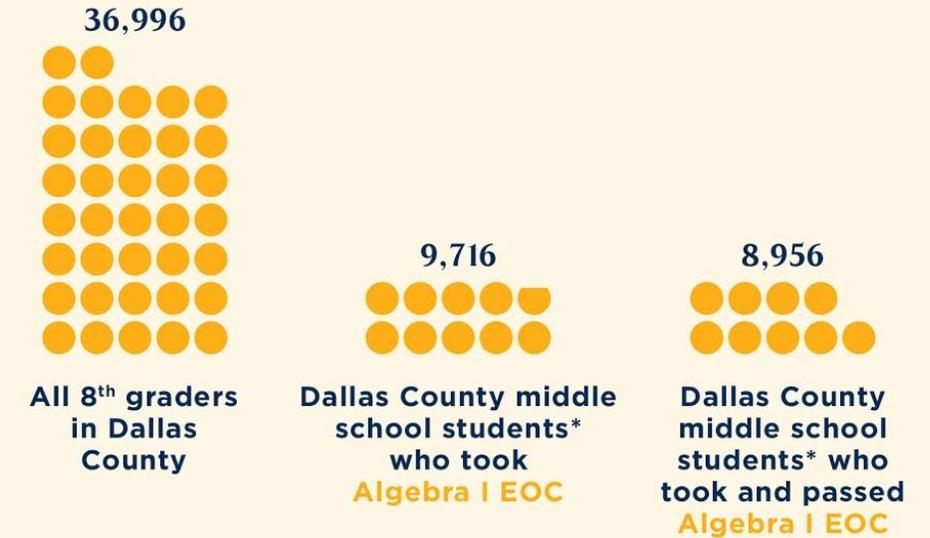
● = 100 students meeting standards

Algebra I in 8th Grade

This disparity is even more pronounced when you consider that only 26% of Dallas County students are given the opportunity to take Algebra I in middle school and stay on a college-ready track of courses.



Total 8th graders and **ALGEBRA I EOC** students comparison for the 2018-19 school year



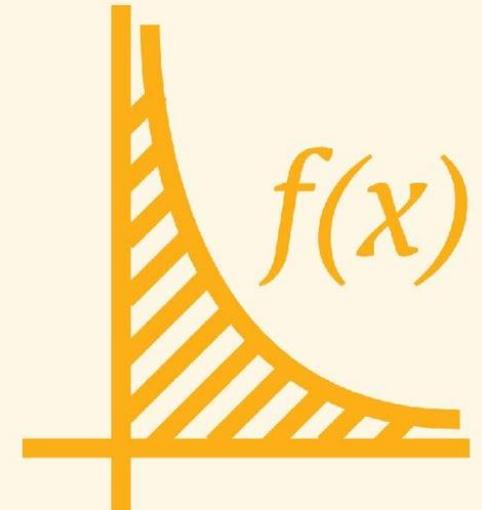
● = 1000 students *this number may include 6th & 7th graders

But again, local examples demonstrate that this need not be the case. When the Forest Oak Leadership Academy was brought under the leadership of Principal Seretha Lofton (using a model similar to DISD’s ACE initiative) the amount of students allowed to take Algebra I in 8th grade nearly doubled—and so did the amount of students achieving standards.

Total Number of Students Meeting Standards at the Leadership Academy at Forest Oak by Year



Total Number of students *taking* ALGEBRA I at the Leadership Academy at Forest Oak by Year



Disciplinary Data

Schools in Dallas County give out-of-school suspensions to Black students at three times the rate of their white counterparts.

Dallas County Student **SUSPENSION RATES** in 2018-19 School Year: Disaggregated by Race*

Schools suspend **Black students** in-school at almost **2x** the rate of **White students**.



Schools suspend **Black students** out-of-school at almost **3x** the rate of **White students**.



* Data for Asian students unavailable

 Black students (1 out of 100)

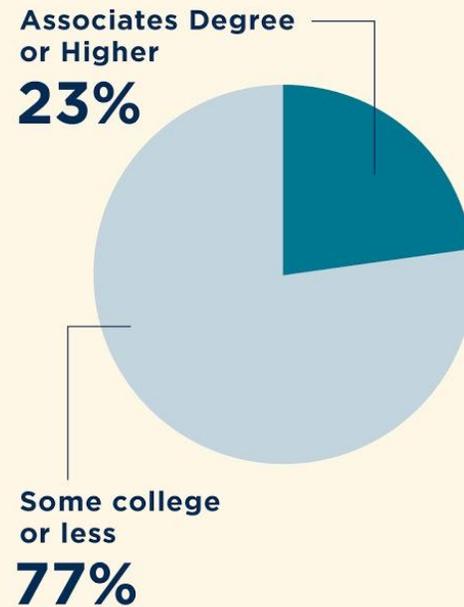
 White students (1 out of 100)

 Hispanic students (1 out of 100)

Post Secondary & Unemployment

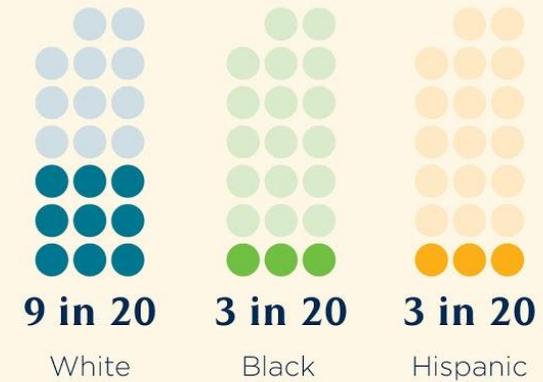
The public health crisis and its attendant economic fallout have demonstrated the importance of a postsecondary credential.

Overall Share of Unemployment Claims by
POST SECONDARY ATTAINMENT



Living Wage & Race

Talent is distributed equally, opportunity is not.



Rate of Dallas County 25-34 year olds with living wage job by race.



Thank You!

