



The Accelerating Campus Excellence (ACE) initiative was formed in 2015-16 to transform schools through strong leadership and effective teachers enveloped in an environment of high expectations for students and staff members. To accomplish this goal, the Dallas ISD provided competitive stipends to incentivize top teachers and principals to relocate to the district's most challenged campuses. The ACE supported 23 elementary and middle schools in the district.

Key Findings

Implementation

- 61 percent of ACE campuses achieved 50 percent or more of all program goals
- 67 percent of ACE teachers earned Proficient I or above Teacher Excellence Initiative (TEI) effectiveness levels
- 91 percent of ACE campuses had at least 50 percent Proficient I or above teachers.
- 30 percent of ACE campuses met the teacher retention program goal (at or above the district rate).
- ACE student attendance rates were lower than the program goal (94%).
- 52 percent of ACE campuses met the program goal of having attendance rates at or above 94 percent.

Stakeholder Feedback

Student Experience Survey

- ACE students met the student experience survey program goal (at or above the district rates).
- 65 percent of ACE campuses met the student experience survey program goal (at or above the district rates).

Parent Perception Survey

- 87 percent of ACE campuses met the parent perception survey program goal (at or above the district rate).

Student Outcomes

Measures of Academic Progress (MAP)

- Reading (English): ACE students Average or Above Growth Quintile performances were not significantly different from non-ACE students.
- Reading (Spanish): Students who attended ACE campuses were more likely to perform at the Average or Above Growth Quintiles compared to matched non-ACE students.
- Mathematics: Students who attended ACE campuses were more likely to perform at the Average or Above Growth Quintiles compared to matched non-ACE students.
- Reading (English): 43 percent of ACE campuses met the projected growth program goal (at or above the district rate).
- ACE students Met Projected Growth rates were not significantly different from non-ACE students.
- Reading (Spanish): 80 percent of ACE campuses met the projected growth program goal (at or above the district rate).
- Students who attended ACE campuses were more likely to meet projected growth compared to matched non-ACE students.
- Mathematics: 61 percent of ACE campuses met the projected growth program goal (at or above the district rate).
- Students who attended ACE campuses were more likely to meet projected growth compared to matched non-ACE students.

State of Texas Assessments of Academic Readiness (STAAR)

- Overall, 5 of the 23 (22%) ACE campuses (Blanton, Burleson, Cochran, Maple Lawn, and Truett) met the program goal (at or above the district Approaches+, Meets+, and Masters performance standard rates on both STAAR mathematics and reading)
- 30 percent of ACE campuses met or exceeded the district across all performance standards on STAAR reading.
- ACE students Approaches+ and Meets+ performance standard rates were not significantly different from non-ACE students.
- 35 percent of ACE campuses met or exceeded the district across all performance standards on STAAR mathematics and Algebra I EOC.
- Compared to matched non-ACE students, students who attended ACE campuses were more likely to achieve the Approaches+ and the Meets+ performance standards on the STAAR mathematics and Algebra I EOC.



Recommendations

- **Examine reasons for teacher retention declines at ACE campuses.**

While the district teacher retention rate overall increased from 2022-23 (64.2%) to 2023-24 (68.2%), 13 of the 23 (56.5%) ACE campuses experienced declines in teacher retention rates (Blanton, Lee, Ervin, Rusk, Hotchkiss, Pease, Bryan, Burleson, Cochran, Douglass, Johnson, Truett, and W-H ES). Program staff should examine reasons for these findings and develop strategies to retain highly effective teachers.

- **Provide additional supports to ACE campuses that achieved less than 50 percent of all program goals.**

In 2023-24, nine of the 23 (39.1%) ACE campuses achieved less than 50 percent of all program goals (Todd, Ervin, Rusk, Chavez, Hotchkiss, Pease, Thompson, Bryan, and Douglass). Of these campuses, 22 percent did not achieve any learning component goals (MAP and STAAR). Program staff members should continue efforts to help campuses struggling to achieve targets.