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African American Success Initiative: 2015-2016

Department of Evaluation and Assessment

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Superintendent of Schools

Dallas Independent School District

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African American Success Initiative: 2015-2016

Approved Report of the

Department of Evaluation and Assessment

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Table of Contents

ABSTRACT 1

PROGRAM DESCRIPTION 2

Background Information 2

Purpose and Methods of Evaluation 3

Stakeholders and Participants 4

Student Mentees 4

Mentors 6

Culturally Responsive Teaching and Learning (CRTL) Campus Trainers 7

Program Implementation 8

Mentoring Program 8

Mentoring Sessions 8

Activities 10

Parent Outreach 12

Professional Development 13

Mentor Meetings 14

Culturally Responsive Teaching and Learning (CRTL) Workshops 14

Culturally Responsive Teaching and Learning (CRTL) Campus Training 17

Participant Feedback 17

Culturally Responsive Teaching and Learning (CRTL) Workshop Participants 17

Mentor Feedback 20

Principal Feedback 21

Mentee Disciplinary Data 22

Academic Results 25

STAAR 3-8 Passing Rates 25

STAAR EOC Passing Rates 28

Climate Survey 29

Summary and Recommendations 30

Summary 30

Recommendations 33

APPENDICES 34

Appendix A 36

Appendix B 37

Appendix C 38

Appendix D 39

List of Tables

Table		Page
1	AASI Mentee Demographic Characteristics by Feeder Pattern	5
2	School Attendance Rate by School in Days	6
3	Mentor Demographic Characteristics by Feeder Pattern	7
4	CRTL Campus Trainer Demographic Characteristics by Feeder Pattern	8
5	Number of Hours Mentoring and Meetings by AASI School	9
6	AASI Activities during the 2015-16 School Year	12
7	Overall Participation per CRTL Workshop	14
8	Mentor Participation per CRTL Workshop	15
9	CRTL Trainer Attendance by Workshop	16
10	Respondents' (% Favorable) Perception of the Quality of the CRTL Session	18
11	Respondents' (% Favorable) Perception of the Quality of the Training Materials and Teacher by Training	19
12	Respondents' (% Favorable) Perception of Understanding and Preparedness to Implement CRTL	19
13	Mentors' Perceptions of Support Given: Favorable Responses	20
14	Principals' Perceptions of AASI: Favorable Responses	21
15	School Disciplinary Rate by Feeder Pattern and Schools	24
16	Grades 3-8 *STAAR* Passing Rates Based on 2016 Standard by Gender (All Exams)	25
17	Grades 3-8 *STAAR* Passing Rates Based on 2016 Standard (All Exams)	26
18	*STAAR* EOC Passing Rates Based on Student Standard	28
19	Climate Survey Changes for AASI Schools: Spring 2015 to Spring 2016	29

List of Figures

Figure		Page
1	Mean Number of Mentoring Hours by School	9
2	Mean Number of Mentoring Meetings	10
3	Disciplinary Offenses by AASI Mentees	11
4	Mean Number of Mentoring Hours by School	12
5	Mean Number of Mentoring Meetings	12
6	CRTL Trainer Attendance by Workshop	15
7	Percent Disciplinary Offences Carter Feeder Pattern	23
8	Percent Disciplinary Offences Wilmer-Hutchins Pattern	23
9	Disciplinary Offences by AASI Mentees	24
10	STAAR Passing Rate Comparison for Reading (Grades 3-8)	27
11	STAAR Passing Rate Comparison for Mathematics (Grades 3-8)	28

AFRICAN AMERICAN SUCCESS INITIATIVE: 2015-2016

Project Evaluator: Akiva Lorenz, Ph.D.

ABSTRACT

The aim of the African American Success Initiative (AASI) was to provide supplemental services and resources to close the achievement gap and to increase access to academic opportunities for African American students. AASI concentrated on three specific areas: 1) student mentorship program, 2) parent, family, and community engagement, and 3) professional development. During the 2015-16 school year AASI received $500,000 in Title I funding in order to implement their program in 13 schools of the Carter and Wilmer Hutchins feeder patterns.

The primary result of the AASI program was that a total of 26 mentors served 401 students (mentees) over the course of the 2015-16 school year. Mentees received an average of 12.9 hours of tutoring intervention and participated in a variety of activities and field trips. The *State of Texas Assessments of Academic Readiness* (*STAAR*) test results showed mentee passing rates of 52.0 percent for reading and 51.5 percent for mathematics. Mentees in three of the 11 elementary and middle schools achieved higher passing rates compared to the entire school population and the non-AASI African American subpopulation. The passing rate for AASI mentees who took the English I EOC was 23.1 percent, English II EOC was 40.0 percent, and for Algebra EOC was 68.8 percent. Further analyses of *STAAR* EOC results by gender or a comparison of passing rates with the entire school or sub populations could not be conducted due to the low number of AASI test takers.

AASI's parent outreach documentation indicated that mentors contacted parents an average of 6.9 times to discuss program related matters, while the Office of Family and Community Engagement targeted parents in the two feeder patterns by organizing two workshop series under the name "Parents Matter Too." Attendance per workshop ranged from three to 31 participants.

Culturally Responsive Teaching and Learning (CRTL) workshops were the cornerstone of AASI's professional development, reaching a total of 107 Dallas ISD personnel including mentors, CRTL campus trainers and school leadership. Sessions concentrated on communicating the impact of African American culture on education, increasing classroom management and academic literacy, as well as providing best practices for test taking. Attendance rates for all groups tapered off toward the fourth workshop.

Evidence from the evaluation suggests that AASI was not a cohesive program but instead was a collection of activities and professional development opportunities offered to participating schools. As such, it was difficult for the program to set and establish specific goals and outcomes that could be attributable to AASI. Implementation varied across schools and all AASI schools participated in a variety of other programs and activities that may have affected student outcomes. Student selection for the mentoring program was

inconsistent across schools and selection criteria changed during the course of the school year. The number of mentoring meetings and hours was inconsistent across participating schools. AASI Culturally Responsive Teaching and Learning professional development session attendance fell significantly over the course of the year and campus training at many schools was held late in the school year, leaving little time to implement the training in classrooms at participating schools. For the most part, outcomes addressed in this evaluation are not directly attributable to AASI activities but reflect general results at participating schools

PROGRAM DESCRIPTION

Background Information

The African American Success Initiative (AASI) is the Dallas Independent School District's (Dallas ISD) strategic initiative aimed at closing the achievement gap and increasing access to academic opportunities for African American students. Managed by the Department of School Leadership, the initiative focuses on academic support, student advocacy, and increasing parent engagement, all of which were designed to improve student academic success and preparation for college and the workforce.

Established in 2006 as the "African American Task Force" which only served African American males, the initiative underwent several adjustments to broaden the group to include African American female and male students, as well as targeting geographic locations. Over the past five years, the AASI program was implemented across multiple schools, starting with the Lincoln, Madison, Pinkston, and South Oak Cliff feeder patterns (2012-13), followed by the Carter, Samuell, North Dallas, and Wilmer-Hutchins feeder patterns (2013-14), and finally district wide (2014-15). During the 2015-16 school year, AASI only targeted 13 schools within the Carter (including Umphrey Lee) and Wilmer-Hutchins feeder patterns, receiving $500,000 of Title I funding.

AASI funding proposal for the 2015-16 school year identified six target areas of needed improvement within the following three components:

- Student Mentorship Program
- Parent, Family, and Community Engagement
- Professional Development

Student Mentorship Program

The student advocacy segment of AASI called for each of the participating schools to identify 30 Tier Two students at-risk of dropping out of school and "engage them to improve overall performance." Tier Two instruction was designed to provide targeted intervention based on an area of need for 5-15 percent of the population of students. Later in the year Tier Three students were included in the program. These were 1-5 percent of the population of students who were unsuccessful in Tier Two interventions. Principals selected two staff members to serve as mentors to 15 students each. Mentors then worked with parents, counselors, and teachers to connect mentees to appropriate resources to improve their attendance, performance, and social interaction rates. Mentors received a stipend of $500 for the 2015-16 school year.

Social Emotional Development portion of AASI called for two Student Advocate Coordinators to work with the participating mentees to improve mentees' experiences on campus. The Student Advocate Coordinators positions were filled at the beginning of the second semester. Due to the hiring delay and a change in workscope, the evaluator was not able to evaluate this portion of the student mentor program.

Parent, Family, and Community Engagement

The Parent and Family Engagement component called for each of the mentors to be in constant communication with parents of their mentees to ensure that parents play an integral role in assisting their child's learning. In addition, the Dallas ISD office of Family and Community Engagement organized a series of workshops entitled "Parents Matter Too" to increase family engagement.

The Community Partnership component called for the development of partnerships with multiple local organizations to support the AASI initiative. Organizations were asked to host monthly meetings and to provide support and assistance to mentees. ASSI program staff did not provide evaluators with information about the community partnership component.

Professional Development

Two professional development opportunities were organized for personnel of AASI schools during the 2015-16 school year. The primary professional development opportunity consisted of four training sessions on Culturally Responsive Teaching and Learning (CRTL) to selected AASI campus staff and mentors. The aim of the four meetings was to raise the level of teacher proficiency and capacity in teaching students who are academic language learners. AASI schools then formed train-the-trainer cadres to provide campus-level training of CRTL techniques to teachers and other relevant school staff.

AASI staff also provided mentors with four professional mentor meetings during the school year to discuss mentee motivation and tutoring skills.

Purpose and Methods of Evaluation

The purpose of the evaluation of the 2015-16 African American Success Initiative (AASI) was to assess implementation of AASI and evaluate effectiveness of the services provided. Both formative and summative evaluation activities were conducted including reviews of relevant program documents, surveys of various stakeholders, and collection of quantitative program information. The evaluation goals were:

1. Describe characteristics of mentees served by the AASI program and their mentors.
2. Evaluate implementation and outcomes of the student mentorship and professional development programs.
3. Identify
4. Achievement outcome differences between AASI student mentees and non-mentees as measured by the *State of Texas Assessments of Academic Readiness (STAAR).*
5. Describe school climate and perception of stakeholders about the AASI program.

Stakeholders and Participants

Student Mentees

Data for the mentee enrollment and AASI program attendance was collected from the mentors via a secure Dallas ISD OneDrive form. Mentors were asked to update the file after each mentoring session or activity. Although AASI staff provided instructions and offered hands-on presentation on the use of the data entry form, mentors lagged in providing timely, accurate, and comprehensive updates. The evaluator worked with the AASI team to implement data validation protocols with only minimal success. The data presented below originated from a three months (April to June, 2016) push by AASI staff to collect mentee information via individual and professional development sessions. Mentors were incentivized by being paid an additional stipend for attending and submitting their data during a professional development session.

According to program management information, a total of 416 mentees participated in the AASI program during the 2015-16 school year. Enrollment information was then crosschecked against attendance data, resulting in the removal of 13 mentees who did not attend. Two additional mentees were removed, because their identifying information could not be validated from the Dallas ISD student rosters. The demographic characteristics of the remaining 401 mentees were reported by feeder patterns in Table 1. School level demographic characteristics can be found in the Appendix A (Elementary Schools), B (Middle Schools), and C (High Schools).

During the 2015-16 school year, AASI served mentees from all grade levels (grades 1 to 12) with the majority coming from the elementary school level (68.3%). Based on program parameters, the majority of mentees were of African American ethnicity (92.8%) and came from an economically disadvantaged background (94.3%). However only 279 mentees (69.6%) were characterized in the Dallas ISD files as being at risk, and 44 mentees (11%) were reported as Talented and Gifted (TAG) students. The AASI program was to target students who were at-risk who were selected by mentors based on student demographic and performance characteristics. This suggests that observation of mentee selection during the next program year is warranted.

Enrollment data indicated mentors received parental consent for 382 mentees (92.8%). The evaluator could not ascertain if the lack of parental permission form indicators was a data entry issue, or if mentees received an intervention without parental permission.

Table 1: AASI Mentee Demographic Characteristics by Feeder Pattern

	Carter (N=276)		Wilmer Hutchins (N=125)		Total AASI Program (N=401)		Participating Schools* (N=7,826)	
Subgroup	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Gender								
Female	106	38.4	62	49.6	168	41.9	3,735	47.7
Male	170	61.6	63	50.4	233	58.1	4,091	52.3
Ethnicity								
African Am	250	90.6	122	97.6	372	92.8	4,576	58.5
Hispanic	26	9.4	3	2.4	29	7.2	3,074	39.3
School Level								
Elementary	209	75.7	65	52.0	274	68.3	4,712	60.2
Middle	37	13.4	26	20.8	63	15.7	1,431	18.3
High	30	10.9	34	27.2	64	16.0	1,683	21.5
Economically Disadvantaged								
Yes	258	93.5	120	96.0	378	94.3	7,125	91.0
No	18	6.5	5	4.0	23	5.7	701	9.0
Special Ed (SPED)								
SPED	27	9.8	16	12.8	43	10.7	720	9.2
Non-SPED	249	90.2	109	87.2	358	89.3	7,106	90.8
Talented and Gifted (TAG)								
TAG	30	10.9	14	11.2	44	11.0	677	8.7
Non-TAG	246	89.1	111	88.8	357	89.0	7,149	91.3
Limited English Proficiency (LEP)								
LEP Total	15	5.4	0	0.0	15	3.7	1,998	25.5
LEP Exit	1	0.4	1	0.8	2	0.5	130	1.7

Note: Data compiled from AASI enrollment roster and Dallas ISD student files dated 5/23/2016. *Participating Schools column does not include students in the AASI program. May not add to total Ns due to missing data.

Mentee attendance during the regular school day is displayed in Table 2. The mean attendance for AASI mentees was 95.6 percent (164.3 days), and participating schools had a mean attendance rate of 95.4 percent (159.7 days). Participating schools are defined as the thirteen schools in which AASI was implemented minus students participating in, or who left the AASI program. An independent-samples T-test indicated that the difference in attendance rate for AASI mentees versus participating schools was not statistically significant ($t = 0.753$, $df = 8219$, $p = 0.45$).

Table 2: School Attendance Rate by School in Days

	AASI Mentees (N=401)		Participating Schools* (N=7,826)	
Subgroup	**Days**	**Rate**	**Days**	**Rate**
David W. Carter FP*	165.6	96.0	159.4	95.4
Adelle Turner	171.3	97.9	165.3	97.3
Birdie Alexander	164.6	95.6	158.8	96.5
Mark Twain	169.1	96.7	158.9	95.6
Martin Weiss	165.6	96.3	163.4	96.1
Ronald E. McNair	165.2	96.3	152.7	94.4
T. G. Terry	168.7	97.2	164.2	96.7
Umphrey Lee	168.2	97.0	160.3	96.0
William H. Atwell	159.9	93.6	159.2	94.6
David W. Carter	160.8	94.0	158.0	94.5
Wilmer-Hutchins FP*	161.2	94.9	160.1	95.4
J. N. Ervin	168.6	96.7	154.4	94.0
Wilmer-Hutchins	155.1	95.6	163.5	96.7
Kennedy-Curry	161.5	93.6	161.8	95.8
Wilmer- Hutchins High School	160.6	93.4	158.4	94.5

Note: Attendance records are taken from Dallas ISD Attendance records file dated June 6, 2016. *Participating Schools column does not include students in the AASI program. May not add to total Ns due to missing data. *FP stands for feeder pattern.

Mentors

The AASI program called for two mentors per school for a total of 26 mentors. During the 2015-16 school year AASI contracted with a total of 28 mentors due to two mentors withdrawing from the program. Mentors were appointed by campus leadership, giving preference to prior AASI mentors, staff interest, and schedule availability. AASI staff reported that 50 percent of the mentors had previously served as an AASI mentor. However, an end of year survey among AASI mentors indicated that 84 percent (N=21) of the mentors were asked to be an AASI mentor versus 16 percent (N=4) that volunteered. Three mentors did not provide information. Mentors were predominately African American with an average local experience of 8.5 years. However, 18 percent were in their first year of working for Dallas ISD (Table 3). Mentors were characterized by the following demographic information:

Table 3: Mentor Demographic Characteristics by Feeder Pattern

	Carter FP (N=20)		Wilmer Hutchins FP (N=8)		Total AASI Program (N=28)	
Subgroup	**N**	**%**	**N**	**%**	**N**	**%**
Gender						
Female	9	45.0	4	50.0	13	46.4
Male	11	55.0	4	50.0	15	53.6
Ethnicity						
African Am	18	90.0	8	100.0	26	92.9
Hispanic	1	5.0	0	0.0	1	3.6
White	1	5.0	0	0.0	1	3.6
Education Level						
Not Available	3	15.0	1	12.5	4	14.3
Associate	1	5.0	0	0.0	1	3.6
Bachelor	6	30.0	3	37.5	9	32.1
Master	10	50.0	3	37.5	13	46.4
Doctorate	0	0.0	1	12.5	1	3.6
Job Title						
Teacher	10	50.0	8	100.0	18	64.3
Teacher Assistant	4	20.0	0	0.0	4	14.3
Counselor	3	15.0	0	0.0	3	10.7
Other	3	15.0	0	0.0	3	10.7
Years of Experience in Dallas ISD						
< 1	4	20.0	1	12.5	5	17.9
1 - 7	4	20.0	5	62.5	9	32.1
8 - 14	4	20.0	2	25.0	6	21.4
15 - 21	8	40.0	0	0.0	8	28.6

Note: Data compiled from AASI personnel file dated 4/11/2016. May not add to total Ns due to missing data. FP stands for feeder pattern.

Culturally Responsive Teaching and Learning (CRTL) Campus Trainers

Culturally Responsive Teaching and Learning (CRTL) campus trainers were part of the AASI's professional development initiative. AASI documentation identified 58 CRTL workshop participants as campus trainers. Trainers operated in groups of one to ten trainers per school and were asked to present CRTL principles and examples to the school staff during professional development and professional learning community meetings. Fifteen mentors filled a double-role as both mentor as well as CRTL trainer. CRTL campus trainers were predominately female (73%) and African American (78%) with 8.3 years of Dallas ISD experience. Forty-four percent of CRTL trainers were teachers and 45 percent held a master degree or higher (Table 4). CRTL trainers were characterized by the following information:

Table 4: CRTL Campus Trainer Demographic Characteristics by Feeder Pattern

	Carter FP (N=41)		Wilmer Hutchins FP (N=17)		Total AASI Program (N=58)	
Subgroup	**N**	**%**	**N**	**%**	**N**	**%**
Gender						
Female	30	73.2	12	70.6	42	72.4
Male	11	26.8	5	29.4	16	27.6
Ethnicity						
Asian	2	4.9	0	0.0	2	3.4
African Am	33	80.5	12	70.6	45	77.6
Hispanic	3	7.3	2	11.8	5	8.6
White	3	7.3	3	17.6	6	10.3
Education Level						
Not Available	1	2.4	2	11.8	3	5.2
Associate	0	0.0	0	0.0	0	0.0
Bachelor	21	51.2	8	47.1	29	50.0
Master	18	43.9	6	35.3	24	41.4
Doctorate	1	2.4	1	5.9	2	3.4
Job Title						
Teacher	29	70.7	15	88.2	44	75.9
Coach	9	22.0	2	11.8	11	19.0
Other	3	7.3	0	0.0	3	5.2
Years of Experience in Dallas ISD						
< 1	4	9.8	6	35.3	10	17.2
1 - 7	15	36.6	7	41.2	22	37.9
8 - 14	7	17.1	2	11.8	9	15.5
15 - 21	12	29.3	2	11.8	14	24.1
22 - 28	1	2.4	0	0.0	1	1.7
29 - 35	2	4.9	0	0.0	2	3.4

Note: Data compiled from AASI personnel file dated 4/11/2016. May not add to total Ns due to missing data. FP stands for feeder pattern.

Program Implementation

Mentoring Program

Mentoring Sessions

Data for the mentoring sessions was collected from mentors via a secure Dallas ISD OneDrive form. Mentors were asked to update the file after each mentoring session; however, only 12 out of the 26 mentors (46%) had started with the data entering process by January 4, 2016. The data presented below originated from a three months (April to June, 2016) push by the AASI staff to collect mentoring information via individual and professional development sessions. Data after April 30 were not included in the analysis. The collected data were subjected to an extensive data cleansing process to accurately identify students

and their corresponding data. It was then cross checked against Dallas ISD student databases to maximize accuracy. However, some data remained questionable (Table 5). Caution is advised when interpreting this data.

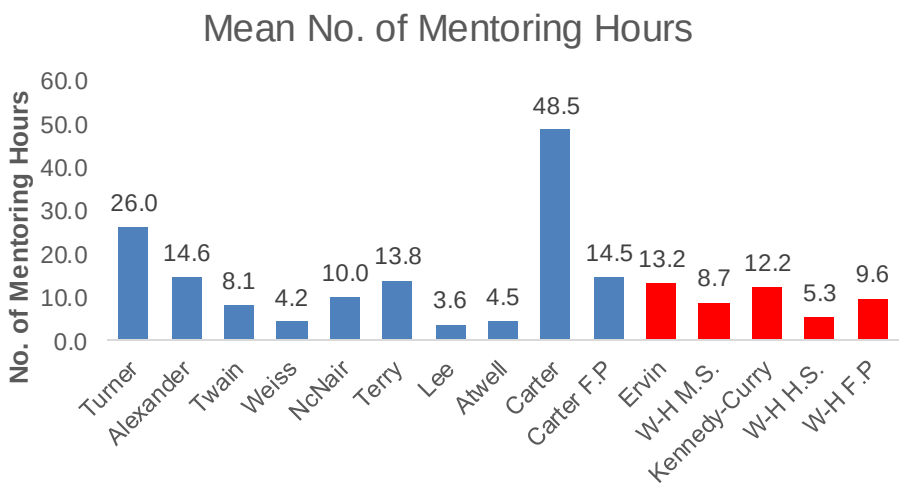
Table 5: Number of Hours Mentoring and Meetings by AASI School

	Mentees	Hours of Mentoring	Meetings
	N	Mean N	Mean N
David W. Carter FP	276	14.5	11.3
Adelle Turner	31	26.0	13.0
Birdie Alexander	30	14.6	14.4
Mark Twain	30	8.1	11.1
Martin Weiss	28	**4.2**	11.6
Ronald E. McNair	30	10.0	9.6
T. G. Terry	24	13.8	9.5
Umphrey Lee	36	**3.6**	5.1
William H. Atwell	37	**4.5**	9.0
David W. Carter	30	48.5	19.4
Wilmer-Hutchins FP	125	9.6	11.7
J. N. Ervin	30	13.2	13.6
Wilmer-Hutchins M.S	35	8.7	10.4
Kennedy-Curry	26	12.2	12.4
Wilmer- Hutchins H.S.	34	**5.3**	10.6

Note: Information about mentoring hours and number of meetings were self-reported. **RED** bold indicates schools with less than six hours of mentoring.

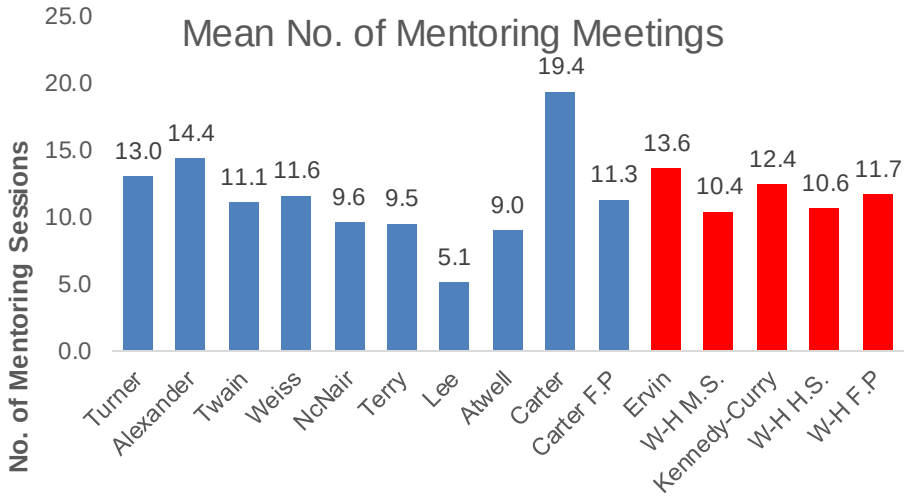
Mentees participated in the AASI program for an average of 11.4 mentoring sessions resulting in 12.9 hours of intervention. However, four out of the 13 schools (30.8%) provided an average of less than six hours of mentoring (Figure 1). Carter reported the largest number of mentoring hours.

Figure 1: Mean Number of Mentoring Hours by School



Blue represents Carter F.P. Red indicates W-H F.P.

Figure 5: Mean Number of Mentoring Meetings



Blue represents Carter F.P. Red represents W-H F.P.

On the basis of an independent samples t test on feeder pattern level data, no statistically significant difference (t=1.4, df=207.2, p=0.18) was found between the two feeders on the number of days students participated in AASI, and similarly the number of mentoring sessions a student received in the AASI program was not statistically significant (t=0.9, df=316.4, p=0.36). However, a statistically significant difference in favor of the Carter feeder pattern (Figure 4) was found for the number of intervention hours a student received (t=5.4, df=355.5, p<0.001) .

School level analysis indicated that schools differed from each other in all three areas as determined by a series of three one-way analysis of variances (ANOVAs).

- Days in program: F (12,388) = 10.3, p<0.001,
- Mentor meetings: F (12,388) = 52.2, p<0.001,
- Intervention hours: F (12,388) = 800.2, p<0.001.

A post hoc analysis based on Tuckey's test indicated that Carter HS had a statically significant (p<0.001) higher number of mentor sessions and tutoring time than any of the other AASI schools. Outlier analysis indicated Carter HS to have extreme values for both number of meetings and mentoring hours

Activities

AASI scheduled and conducted during the 2015-16 school year six educational activities to promote comradery and leadership among the mentees and to offer insight into cultural and educational opportunities. They were:

Identifying Public Offices

Students were exposed to the importance of the electoral process and the variety of public offices available. The goal was to promote the importance of leadership among the AASI mentees. Twelve out of thirteen schools (92.3%) reported that they conducted the exercise.

Book Reports

AASI provided each mentee with a set of four books covering African American culture and history. The goal of this activity was to promote reading outside the classroom and to facilitate the building of a personal home library. AASI reported book sets were distributed to 390 students. AASI requested mentors to conduct three book review sessions during the 2015-16 school year.

Turn Up Events

Mentees were encouraged to showcase what they have learned through the African American Success Initiative during three turn up events. The goal of these events was to practice peer to peer presentations while celebrating the success of students and promoting comradery among the mentees.

College Tour

The goal of the college tours was to encourage participants to consider higher education. Students were exposed to Paul Quinn College, a historically black college, and the University of North Texas at Dallas, a traditional state institution. AASI reported that 390 students visited Paul Quinn while 30 visited the University of North Texas at Dallas. This trip was open to all students registered at an AASI designated school.

Dallas Black Dance Academy

Visiting the Dallas Black Dance Academy, students were exposed to science and math (force, motion, energy), music (theatrical vocations), and theatre (visual movement) of dance during an off campus educational matinee. Program staff also reported that three AASI schools (N=35) received free 6 week long dance classes.

Black Academy of Arts and Letters

A tour of the Black Academy of Arts and Letters provided 390 students with the opportunity to get familiar with the various career fields within the Arts Industry.

Results

Mentors indicated completion and attendance of AASI activities via a Dallas ISD OneDrive form. Presentation of the collected information in a meaningful matter was complicated by incomplete submission information and the lack of important facts such as event or drop out date, which would have enabled the evaluator to perform data validation. Hence, Table 6 presents the number of responses received, a data completion rate and an attendance rate based on the reported response numbers.

Data completion records indicated a response rate of 76.8 percent. Of those that responded, the average completion rate for the activity was 45.0 percent. The first of each of the event series received the

highest data completion rate, tapering off towards the third. Attendance records completion for AASI activities averaged 88 percent, with an average attendance rate of 85.8 percent. Book reports and turn up events reported the lowest completion rates of all the events.

Table 6: AASI Activities during the 2015-16 School Year

	Total Enrolled[1]	Data Completion Records		Completion Rate of Activity[2]	
Activity	**N**	**N**	**%**	**N**	**%**
Book Reports					
First	401	352	87.8	200	56.8
Second	401	336	83.8	152	45.2
Third	401	304	75.8	117	38.5
Turn Up Events					
First	401	325	81.0	172	52.9
Second	401	287	71.6	122	42.5
Third	401	244	60.8	70	28.7
	Total Enrolled[1]	**Attendance Data Received**		**Attendance Rate[2]**	
Activity	**N**	**N**	**%**	**N**	**%**
College Tour*	401	315	78.6	252	80.0
Black Dance Academy	401	384	95.8	344	89.6
Black Academy of Arts and Letters	401	360	89.8	313	86.9

Note: Information about mentoring sessions were provided by the mentors of the AASI program. Data collection was terminated 5/31/2016. [1]May include students that dropped AASI at the time of the event. Data received indicates the number of datasets provided for each activity and indicates the percentage based on enrollment. [2]Rate is based on data received *College tour information for the Paul Quinn College tour.

Parent Outreach

AASI's parent outreach program was split into two segments. Mentors were asked to contact parents twice a month to provide progress updates. The Office of Family and Community Engagement organized and spearheaded two distinct family workshop series under the name "Parents Matter Too."

Parent Outreach by Mentors

Mentors utilized the Dallas ISD OneDrive form to submit parent contact information. Information was submitted for 388 of the 401 mentees (96.8%). Mentors contacted parents an average of 6.9 times during the 2015-16 school year. Parent contacts ranged from zero to 17 contacts. Parents in the Wilmer-Hutchins feeder pattern received an average of 10 contacts while those at Carter received six. With an average rate of less than 1.5 contacts, Carter HS and Atwell MS were the lowest preforming schools, while Turner ES presented the most contacts with an average of 17 parent contacts. According to AASI program management, topics of discussion included providing updates about AASI activities, promoting "Parents Matter Too" workshops, and discussing test preparation.

Office of Family and Community Engagement

The Office of Family and Community Engagement organized and spearheaded two distinct family workshop series under the name "Parents Matter Too." Topics covered at these workshops included:

- Developing positive self-esteem in African American children
- Staying in control when your child is not
- The importance of parent-teacher relationships
- Creating positive home learning environment

Although the topics were mostly identical, the workshop series differed in the presenter and application of the topics. Office of Family and Community Engagement engaged Ms. Jasmine Taylor to conduct the workshop series for the Wilmer-Hutchins feeder pattern, while Ms. Billie Arbuckle was leading the workshops for the Carter feeder pattern.

Ms. Taylor held the series of four workshops at three different locations (Ervin ES, Kennedy-Curry MS, and Wilmer-Hutchins HS) for a total of 12 workshops between February 16 and March 10, 2016. Besides the evening workshops, Ervin and Kennedy-Curry offered morning sessions to attract parents who were dropping off their child(ren). Free child care was offered at the evening sessions.

Sessions for the Carter feeder pattern were held by Ms. Arbuckle at the Friendship-West Baptist Church between March 8 and April 19, 2016. A total of six workshops were held. In addition, the above noted four topics, Ms. Arbuckle dedicated two workshops to 1) raising responsive children in today's world, and 2) raising tech savvy parents. All sessions were held in the evenings and free child care was provided.

The Office of Family and Community Engagement provided the evaluator with attendance sheets for all workshops. The evaluator was unable to correlate attendee names to those of AASI mentees. AASI staff were excluded from the head count. A total of 65 attendees were from the Wilmer-Hutchins feeder pattern. Fifty-four attendees visited one workshop, while only six parents attended three or more workshops. Workshops were attended by an average of 8.3 parents. Workshop participation ranged from three to 20 parents. The Carter feeder pattern workshop attracted a total of 66 attendees. Forty-five parents attended one workshop while 16 parents attended three or more workshops. Workshops in the Carter feeder pattern were attended by an average of 20.3 parents. Workshops participation ranged from 16 to 31 parents.

Parent Portal

AASI articulated in their 2015-16 workshop the goal to get all AASI parents registered and trained on Dallas ISD's parent portal by March 2016. On June 29 and 30, 2016, the Office of Family and Community Engagement provided documentation showing that 309 of the 401 mentees (77.1%) have a parent account associated with them.

Professional Development

AASI conducted a Student Advocacy Mentor Orientation on October 7, 2015 to provide mentors with an overview of the AASI program and set program expectations for the 2015-16 school year. AASI documentation provides evidence that all mentors attended the meeting. AASI provided mentors with

continuous training during the school year in the form of mandatory mentor meetings and a series of Culturally Responsive Teaching and Learning (CRTL) sessions. CRTL sessions were also open to CRTL campus trainers, and school leadership reaching a total of 107 personnel.

Mentor Meetings

AASI reported four mentor and two data collection meetings were conducted during the 2015-16 school year. Sessions were used to communicate AASI announcements, expectations, and present mentoring resources. The evaluator requested meeting agendas and participation counts for each of the meetings from AASI staff, but only received information for the meeting on December 9, 2015 in which nine of twenty-six mentors (34.6%) participated. The evaluator's records indicated five mentors (19%) were present during the presentation on February 17, 2016 (third meeting).

Culturally Responsive Teaching and Learning (CRTL) Workshops

As a cornerstone of the professional development initiative, AASI program staff expanded the Culturally Responsive Teaching and Learning (CRTL) professional development workshops from two (2014-15) to four (2015-16).

The aim of the Culturally Responsive Teaching and Learning (CRTL) workshops was to engage staff to explore cultural relevance in teaching African American students and ultimately to raise the level of teacher proficiency and capacity in teaching students who are academic language learners. Conducted by Dr. Sharroky Hollie from Los Angeles, these sessions concentrated on communicating the impact of African American culture on education, increasing classroom management and academic literacy and language skills, as well as providing best practices for test taking and the implementation of workshop-acquired skills in the classroom. AASI provided attendance sheets for the four CRTL workshops. They were used to establish attendance rates for AASI mentors and CRTL campus trainers. Attendance by session is summarized in Table 7.

Table 7: Overall Participation per CRTL Workshop

	Workshop Title	N
First	Focus on Culture	75
Second	Responsiveness to Classroom Management and Academic Vocabulary	78
Third	Responsiveness to Academic Literacy and Language	68
Fourth	Test Taking Strategies & Jump Start	56

Attendance records indicate that of the 107 participants only 31 (29%) attended all four workshops. Fifty-four percent attended at least three workshops raising the question whether priority is given to AASI concepts. This is illustrated by a participant who raised the following question:

> *"The team of 8 participants from my school became a party of only 3. The 1st training we had only 4 representatives from my school. If it were a priority, wouldn't all 8 people be in attendance?"*

Analysis of AASI mentor participation at the CRTL sessions indicated that only five of the 26 mentors (19.2%) participated in all four workshops, while six mentors (23%) participated in none. AASI participation in CRTL workshops is displayed in Table 8.

Table 8: Mentor Participation per CRTL Workshop

	Mentor Participation (N=26)	
Workshop #	**N**	**%**
First	17	65.4
Second	17	65.4
Third	14	53.8
Fourth	7	26.9

Attendance of CRTL trainers by workshop was calculated by 1) identifying the trainer(s) scheduled to present the material at the corresponding workshop on their campus (N) using documentation AASI received from AASI schools, and 2) validating their attendance using the attendance sheets provided by AASI (N Yes). Overall, attendance rate decreased from 88.2 percent at the first workshop to 60 percent at the fourth workshop. Table 9 and Figure 6 shows attendance by workshop and school.

Figure 6: CRTL Trainer Attendance by Workshop

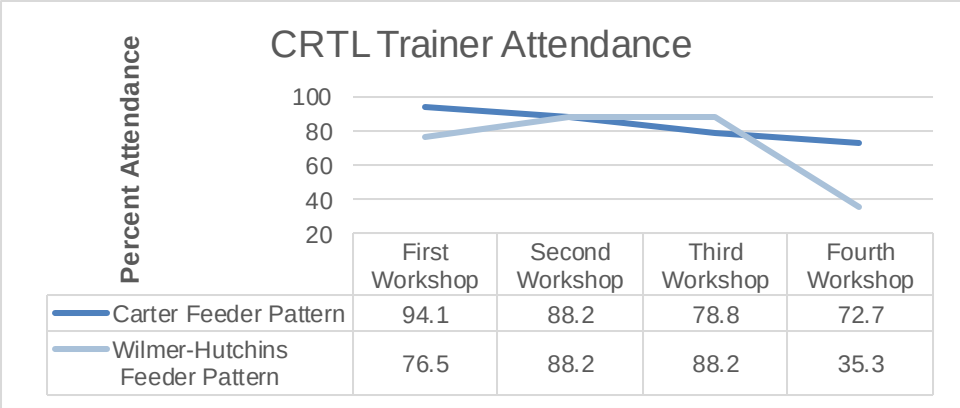


Table 9: CRTL Trainer Attendance by Workshop and School

	First			Second			Third			Fourth		
Subgroup	N	N Yes	%Yes	N	N Yes	%Yes	N	N Yes	%Yes	N	N Yes	%Yes
David W. Carter FP*	34	32	94.1	34	30	88.2	33	26	78.8	33	24	72.7
Adelle Turner	5	4	80.0	5	5	100.0	5	5	100.0	5	4	80.0
Birdie Alexander	3	3	100.0	3	3	100.0	3	3	100.0	3	2	66.7
Mark Twain	3	3	100.0	3	3	100.0	2	1	50.0	2	1	50.0
Martin Weiss	2	1	50.0	2	1	50.0	2	1	50.0	2	1	50.0
Ronald E. McNair	4	4	100.0	4	3	75.0	4	4	100.0	4	2	50.0
T. G. Terry	2	2	100.0	2	2	100.0	2	1	50.0	2	2	100.0
Umphrey Lee	4	4	100.0	4	4	100.0	4	2	50.0	4	1	**25.0**
William H. Atwell	1	1	100.0	1	1	100.0	1	1	100.0	1	1	100.0
David W. Carter	10	10	100.0	10	8	80.0	10	8	80.0	10	10	100.0
Wilmer-Hutchins FP*	17	13	76.5	17	15	88.2	17	15	88.2	17	6	35.3
J. N. Ervin	4	1	**25.0**	4	3	75.0	4	3	75.0	4	2	50.0
Wilmer-Hutchins	3	3	100.0	3	3	100.0	3	3	100.0	3	0	**0.0**
Kennedy-Curry	8	8	100.0	8	7	87.5	8	7	87.5	8	3	37.5
Wilmer- Hutchins HS	2	1	50.0	2	2	100.0	2	2	100.0	2	1	50.0

RED indicates schools with 25.0 percent or less attendance

Culturally Responsive Teaching and Learning (CRTL) Campus Training

AASI provided scanned agenda and attendance sheets for the four CRTL campus training sessions for each of the 13 AASI schools. The original AASI plan proposed that campus training sessions should be conducted within two weeks of the original CRTL training. However, AASI program staff indicated this rule was not enforced.

Analysis of AASI data indicated that 50 CRTL campus training sessions were conducted at individual schools ranging from two to nine sessions. CRTL campus training group sizes ranged from four to 69 participants (mean = 23.1). Nine of the 50 sessions (18%) were held within 14 days of the CRTL workshop. Moreover, only four of the 13 AASI schools (30.8%) conducted each of their training sessions prior to the next workshop. Overall, 23 of the 50 sessions (46%) were conducted after the fourth workshop. Six of the 13 AASI schools (46%) held more than 50% of their training sessions after the fourth workshop, providing little or no time to implement learned concepts during the 2015-16 school year.

Participant Feedback

Culturally Responsive Teaching and Learning (CRTL) Workshop Participants

Following each CRTL workshop sessions, participants were surveyed to solicit feedback on: 1) quality, relevance, and usefulness of the training, 2) level of understanding of the basic framework of CRTL, 3) the degree to which they applied the knowledge and skill-set they gained from the trainings and 4) additional resources needed. The survey response period was about 15 days and the average response rate was 74.7 percent.

CRTL Workshops: Quality of Training Sessions

At least 84 percent of respondents indicated (agreed & strongly agreed) the training sessions were timely, specific and content-focused, with clearly stated objectives, and relevant to their work with students (Table 10). Below (in italics) are selected comments provided by survey respondents which seemed to illustrate an overall positive sentiment of the CRTL training participants.

- *"Session was enlightening and informative."*
- *"This training has changed the mindset on culture and race."*

Table 10: Respondents' (% Favorable) Perceptions of the Quality of the Four CRTL Sessions

CRLT Sessions	One (N=65)	Two (N=56)	Three (N=44)	Four (N=42)
Survey Question	**%**	**%**	**%**	**%**
The training was high quality.	92.3	92.9	95.5	90.5
The training was relevant to my work.	96.9	92.9	97.7	95.2
The training was well organized.	93.8	83.9	86.4	85.7
The training was specific and content-focused.	93.8	92.9	95.5	92.9
The training was hands-on and included active learning opportunities.	90.8	91.1	90.9	88.1
Training objectives were clearly stated before sessions began.	93.8	89.3	88.6	85.7
The stated objectives of the training were met.	92.3	87.5	88.6	88.1
Training sessions began and ended in a timely fashion.	98.5	94.6	95.5	92.9
The training session provided everything I needed to know in order to use the new ideas in my classroom/school.	84.6	85.7	88.6	85.7

Note: N indicates the number of respondents per survey. % of responses that were favorable (agree and strongly agree).

CRTL Workshops: Quality of Training Materials and Teacher

CRTL workshop participants received a copy of Dr. Hollie's book "Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success" and a workshop binder with lesson plans and activities. Each campus also received a CRTL training DVD. At least 92 percent of the respondents indicated (agreed & strongly agreed) that the materials provided were of high quality, relevant, and of sufficient quantity (Table 11).

Respondents responded favorably about the quality of the trainer. They felt that Dr. Hollie and his team were well organized and knowledgeable, and clearly and effectively presented the material. Furthermore, respondents indicated the presenters were successful in facilitating discussions and answering questions. Their responses indicated that participant satisfaction with the trainer was the same or better than in the 2014-15 school year. Two comments from the participants were:

- *"The material was informative and very well presented"*
- *"Dr. Hollie was wonderful"*

Table 11: Respondents' (% Favorable) Perceptions of the Quality of the Training Materials and Teacher by Training

CRTL Sessions	One (N=65)	Two (N=56)	Three (N=44)	Four (N=42)
Survey Question	**%**	**%**	**%**	**%**
Quality of the Training Materials				
An adequate amount of materials / resources were provided.	98.5	92.9	97.7	92.9
The materials / resources were relevant to my work.	96.9	92.9	95.5	95.2
The materials / resources provided were of high quality.	93.8	91.1	90.9	90.5
The materials / resources provided were useful to my work.	92.3	92.9	95.5	95.2
Quality of the Trainer				
The trainer was knowledgeable about the topic.	93.8	92.9	97.7	97.6
The trainer was well organized.	95.4	92.9	90.9	95.2
The trainer presented the material clearly and effectively.	89.2	92.9	95.5	95.2
The trainer facilitated discussions well.	92.3	94.6	95.5	88.1
The trainer adequately answered questions raised during the sessions.	87.7	92.9	95.5	95.2

Preparedness to Implement CRTL

The majority of respondents indicated (agreed & strongly agreed) there was a need to change current approaches to teaching African American students (Table 12). Although participants noted they understood the principles of the CRTL (91.1%), they also indicated they were concerned about their readiness to implement CRTL in their classrooms (53.8%).

Table 12: Respondents' (% Favorable) Perception of Understanding and Preparedness to Implement CRTL

	One (N=65)	Two (N=55)	Three (N=44)	Four (N=42)
Survey Question	**%**	**%**	**%**	**%**
I believe changes to current approaches to teaching African American students are necessary.	89.2	90.9	95.4	88.1
I have a good understanding of the material covered today.	93.8	91.3	89.4	89.8
I have concerns about implementing principles of Culturally and Linguistically Responsive Teaching and Learning.	56.9	54.5	45.5	57.1

Participants were also asked to describe any perceived barriers or challenges in their ability to implement the principles of CRTL within their schools or classrooms. Some respondents indicated that Dallas ISD culture and support, student discipline, and parent participation were some of the perceived barriers.

- *"Not a priority on the school or feeder level"*
- *"Teachers that refuse to change and administrations that don't promote the use of the strategies"*
- *"Training the entire staff and faculty is a challenge"*
- *"Parent participation to buy in for an ultimate change"*

Participants also expressed the desire for continued training on CRTL methods and strategies including hands-on guidance (e.g. modeling) on how to implement CRTL in their classroom.

Mentor Feedback

Mentors were asked to rate the quality and relevancy of the AASI professional training sessions during the end of year survey. The twenty-five participating mentors found 77 percent of the training sessions, which consisted of mentee meetings and CRTL workshops, to be well organized, with an adequate amount of resources provided. However, only 58 percent stated the AASI training prepared them well for the role of a mentor. Respondents requested training to occur earlier in the school year and emphasized their wishes for more training in classroom management, tutoring strategies based on grade level, and data recording.

Fifteen of the 24 mentors (63%) reported that they were in contact with the AASI program team at least on a bi-weekly (2 weeks) basis, and 38 percent were in contact on a monthly or less basis. Twelve mentors (50%) noted they were in contact with campus leadership on an at least bi-weekly basis, and 50 percent were in contact with campus leadership on a monthly or less basis. Table 13 presents the attitude towards their working relationship with the AASI program team and campus staff.

Table 13: Mentors' Perceptions of Support Given: Favorable Responses

Survey Question	N	%
AASI team provided the support necessary to succeed as a mentor.	17	70.8
School leadership was supportive of AASI.	18	75.0
School office staff were supportive of AASI.	18	75.0
School teaching staff were supportive of AASI.	18	75.0

Note: Data based on mentor's end of year survey responses (N=24).

The limited number of responses to open-ended questions suggests mentors agreed AASI provided opportunities to students. However, mentors suggested a decrease in workload and better scheduling of AASI events.

- *"I think this program provides a great opportunity for students to learn about different things in a fun way. They get lots of needed exposure to positive things."*

- *"The time, workload and expectations of the AASI program are too high to realistically meet along with the regular demands of the day. Clear and reasonable expectations, streamlined documentation, lower caseload of mentees are needed to improve the program."*
- *"Stipends do not equal to required efforts, therefore no one is mentoring for a check."*
- *"A calendar with dates prior to events would be good. A quick job means low quality."*
- *"Better planning with district calendar to not double book field trips during testing."*

Principal Feedback

A short survey was designed and distributed to principals of AASI schools (Table 14). Principals' feedback was solicited regarding the AASI program and the implementation of the CRTL campus training initiative. Eleven of the 13 principals (84.6%) responded to the request. The majority of the principals indicated that mentors were able to engage their mentees in the learning process and provide valuable resources. However, only 54.5 percent thought that the AASI program was effective in increasing academic achievement of AASI mentees.

Principals also noted the professional development opportunities provided by AASI to the mentors had an impact on their teaching skills (72.7%). Survey responses further indicated that principals thought that CRTL campus training sessions increased staff's abilities to deal with the African-American student population (72.7%). However, only 63.6 percent agreed that campus training sessions were held at an appropriate time for program implementation.

Table 14: Principals' Perceptions of AASI: Favorable Responses

Survey Question	N	%
Mentoring Program		
I am aware of the role AASI has played on my campus.	11	100.0
I believe AASI was effective in increasing academic achievement of AASI mentees.	6	54.5
AASI helped to engage mentees in the learning process.	7	63.6
AASI provided valuable resources to mentees.	10	90.9
The time commitment for AASI mentors was appropriate.	7	63.6
Professional Development		
AASI professional development workshops have impacted the teaching skills of mentors.	8	72.7
CRTL campus trainers were familiar with the materials.	10	90.9
CRTL training sessions increased the abilities of teachers to deal with the African-American student population.	8	72.7
CRTL campus trainings were held at an appropriate time for program implementation.	7	63.6

Note: Data based on principal's end of year survey responses (N=11)

Principals were further given an option to voice their opinion about the program. Overall, responses indicated that principals were supportive of AASI:

- *"AASI was very supportive and engaged in the improvement of our campus as a whole"*
- *"The programs resources have been invaluable to my campus"*
- *"The AASI program has provided invaluable resources and experiences to our teachers and students. AASI leadership has maintained consistent visibility at our campus and timely communication throughout the school year. I am extremely pleased with their efforts to close the achievement gap for our African American student population."*

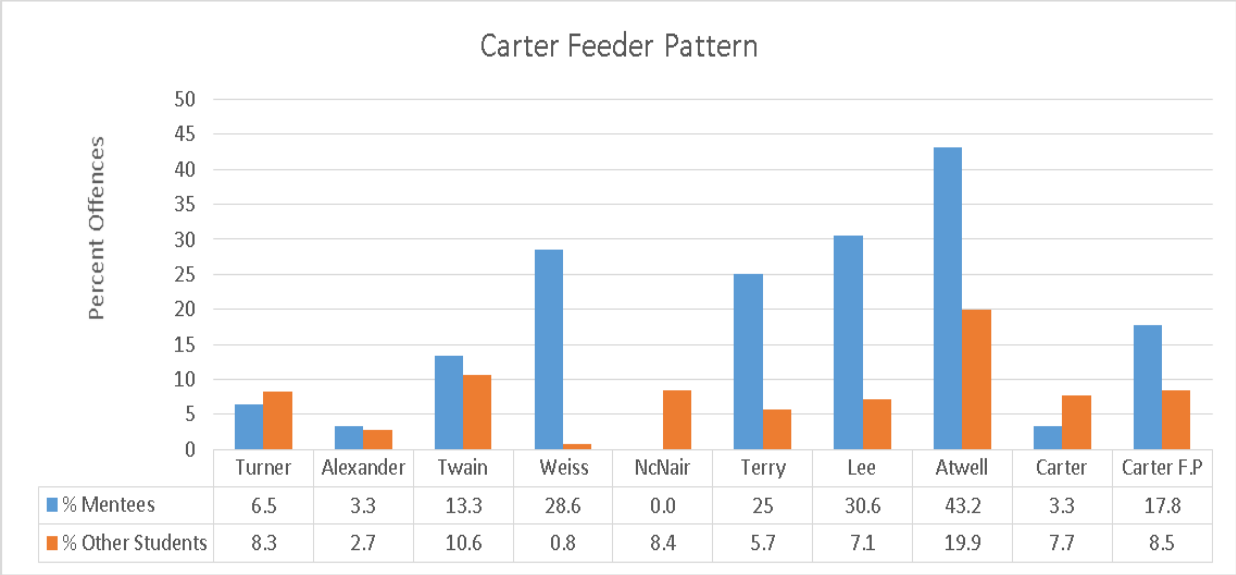
There were some negative comments from principals.

- *"I didn't get a choice to request the AASI to return for the 2016-2017; I was told it will be. My concern is that the team was divided and I felt in the middle of issues that had nothing to do with my students. As a principal, I didn't know what was happening from the start to finish of the implementation. Activities and events were mandated for attendance and it was given at the last minute. The program was introduced in October after all initiatives and planning was communicated to staff in August. Overall - not organized and it requires a lot of training, monitoring, and intentional activities to ensure the program works for the students instead of doing it for compliance."*
- *"The emails that were sent by the director were often too frequent with unreasonable response time deadlines."*

Mentee Disciplinary Data

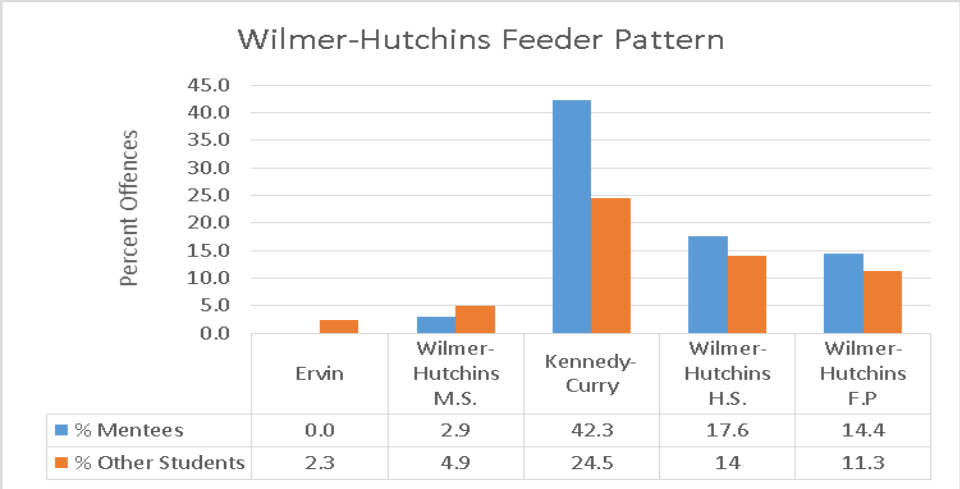
Figures 7 and 8 show the percent of disciplinary offenses by feeder patterns of AASI students compared to the percent offenses committed by the remainder of the students at these schools. AASI students have a higher percent of disciplinary offenses at six of the nine schools in the Carter feeder pattern, and two of the four schools in the Wilmer-Hutchins feeder pattern. The largest differences in percent of offenses for the Carter feeder pattern occurred at Weiss (27.8%), Lee (23.5%) and Atwell (23.3%). The largest difference in the Wilmer-Hutchins feeder pattern occurred at Kennedy-Curry (17.8%).

Figure 7: Percent Disciplinary Offenses Carter Feeder Pattern



	Turner	Alexander	Twain	Weiss	NcNair	Terry	Lee	Atwell	Carter	Carter F.P
% Mentees	6.5	3.3	13.3	28.6	0.0	25	30.6	43.2	3.3	17.8
% Other Students	8.3	2.7	10.6	0.8	8.4	5.7	7.1	19.9	7.7	8.5

Figure 8: Percent Disciplinary Offenses Wilmer-Hutchins Feeder Pattern



	Ervin	Wilmer-Hutchins M.S.	Kennedy-Curry	Wilmer-Hutchins H.S.	Wilmer-Hutchins F.P
% Mentees	0.0	2.9	42.3	17.6	14.4
% Other Students	2.3	4.9	24.5	14	11.3

Mentee disciplinary data for the 2015-16 school year is presented in Table 15. The column "percent mentees" represents the percent of mentees per school who committed one or more disciplinary offenses. For instance, Dallas ISD's Adelle Tuner Elementary School had 31 AASI mentees during the 2015-16 school year of whom two committed a disciplinary offense. Hence, 6.5 percent of the mentee population of Adelle Turner committed a disciplinary offense.

During the 2015-16 school year, 67 AASI mentees (17%) had 152 disciplinary offenses. The number of offenses per mentee ranged from one to fifteen, with a mean of 2.27 (standard deviation = 2.46). Eighty-seven percent of the offending mentees had between one and three offenses. The 750 participating school students received 1,492 disciplinary offenses, with a mean of 1.99 (standard deviation = 2.09). An

independent samples t-test indicated that the difference in disciplinary offenses for AASI mentees versus participating schools were not statistically significant (t = 1.03, df = 815, p = 0.303).

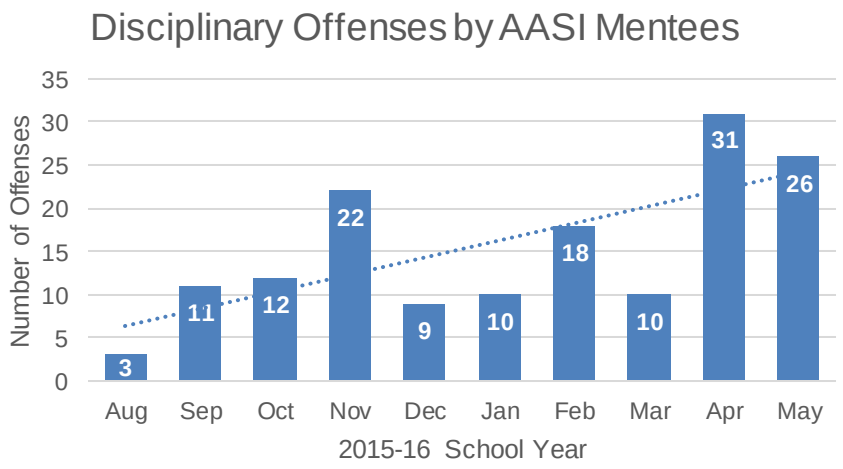
Table 15: School Disciplinary Rate by Feeder Pattern and School

Subgroup	AASI Mentees (N=401)			Participating Schools*(N=7,826)		
	N Offenses	N Students	Percent Mentees	N Offenses	N Students	Percent Students
David W. Carter FP	95	49 (276)	17.8	689	399(4,717)	8.5
Adelle Turner	2	2 (31)	6.5	49	27(325)	8.3
Birdie Alexander	2	1 (30)	3.3	12	10(372)	2.7
Mark Twain	9	4 (30)	13.3	68	34(322)	10.6
Martin Weiss	9	8 (28)	28.6	6	4(493)	0.8
Ronald E. McNair	0	0 (30)	0.0	88	56(664)	8.4
T. G. Terry	14	6 (24)	25.0	27	21(367)	5.7
Umphrey Lee	23	11 (36)	30.6	59	40(566)	7.1
William H. Atwell	35	16 (37)	43.2	288	136(684)	19.9
David W. Carter	1	1 (30)	3.3	92	71(924)	7.7
Wilmer-Hutchins FP	57	18 (125)	14.4	803	351(3109)	11.3
J. N. Ervin	0	0 (30)	0.0	16	14(618)	2.3
Wilmer-Hutchins M.S	1	1 (35)	2.9	66	48(985)	4.9
Kennedy-Curry	49	11 (26)	42.3	552	183(747)	24.5
Wilmer- Hutchins H.S.	7	6 (34)	17.6	169	106(759)	14.0

Note: Disciplinary records are taken from Dallas ISD referral records file dated July 13, 2016. *Participating Schools column does not include students in the AASI program. May not add to total Ns due to missing data. *FP stands for feeder pattern. Numbers in parenthesis indicate total number of AASI students at that school.

Comparing AASI mentees versus participating schools on a per school basis, eight schools (62%) were found in which the percentage of AASI mentees who committed disciplinary offenses were substantially larger than their peers. Figure 9 shows the number of disciplinary offenses did not diminish towards the end of the school year. Thus, the question remains regarding the effectiveness of the mentoring components on reducing disciplinary offenses (Figure 3).

Figure 9: Disciplinary Offenses by AASI Mentees



Academic Results

One of the primary goals of the African American Success Initiative (AASI) was to close the academic achievement gap for African American students. AASI provided academic opportunities for students (mentoring), support for parents (parent outreach), and professional development sessions for teachers at AASI schools. *State of Texas Assessments of Academic Readiness* (*STAAR*) information was merged with mentees using Dallas ISD's *STAAR* files dated August 12, 2016 (*STAAR* 3-8) and July 18, 2016 (*STAAR* EOC).

STAAR 3-8 Passing Rates

The *STAAR* results files for elementary and middle school students indicated that 306 AASI mentees had a scorable reading exam, and 303 AASI students had a scorable mathematics exam. The overall passing rate for reading using all *STAAR* test versions based on the 2015-16 satisfactory standard was 52.0 percent (N passing=159), and the passing rate for mathematics was 51.5 percent (N passing=156).

Mentoring programs can have different effects for males and females, therefore, the *STAAR* passing rates for males and females in the AASI program were also examined (Table 16).

Table 16: Grades 3-8 STAAR Passing Rates Based on 2016 Standard by Gender (All Exams)

	Reading Passing Rate (%)		Mathematics Passing Rate (%)	
Subgroup		2015-16		2015-16
Female	54.5	(121)	52.5	(118)
Male	50.3	(185)	50.8	(185)

Female students had an overall higher passing rates for reading and mathematics. However, a series of independent samples t tests were not statistically significant ($p > 0.05$).

Analysis of reading scores indicated that the 219 AASI students in the Carter feeder pattern had a passing rate of 50.7 percent (N passing=111), and the 87 students at Wilmer-Hutchins feeder pattern had a passing rate of 55.2 percent (N passing=48). An independent samples t-test was not statistically significant, indicating there was no difference in passing rates between the two feeder ($t = 0.7$, $df=304$, $p=0.48$).

Analysis of the mathematics scores indicated that the 219 AASI students in the Carter feeder pattern had a passing rate of 50.6 percent (N passing=113), and the 84 students at Wilmer-Hutchins feeder pattern had a passing rate of 51.2 percent (N passing=43). An independent samples t-test was not statistically significant, indicating there was no difference in passing rates between the two feeder ($t = 0.63$, $df=301$, $p=0.95$).

Table 17: Grades 3-8 *STAAR* Passing Rates Based on 2016 Standard (All Exams)

Subgroup	Reading Passing Rate (%) 2015-16		Math Passing Rate (%) 2015-16	
AASI Participants				
Adelle Turner ES	41.9	(31)	54.8	(31)
Birdie Alexander ES	40.0	(20)	40.0	(20)
Mark Twain ES	21.1	(19)	26.3	(19)
Martin Weiss ES	50.0	(26)	50.0	(26)
Ronald E. McNair ES	60.7	(28)	57.1	(28)
T. G. Terry ES	70.8	(24)	70.8	(24)
Umphrey Lee ES	61.7	(36)	66.7	(36)
William H. Atwell MS	48.6	(35)	37.1	(35)
J. N. Ervin ES	66.7	(30)	73.3	(30)
Wilmer-Hutchins ES	50.0	(32)	50.0	(32)
Kennedy-Curry MS	48.0	(25)	22.7	(22)

Note: (N) = students tested. *STAAR* passing rates for AASI participants are taken from Dallas ISD's *STAAR* thru May 1516 file dated August 12, 2016. May not add to total Ns due to missing data.

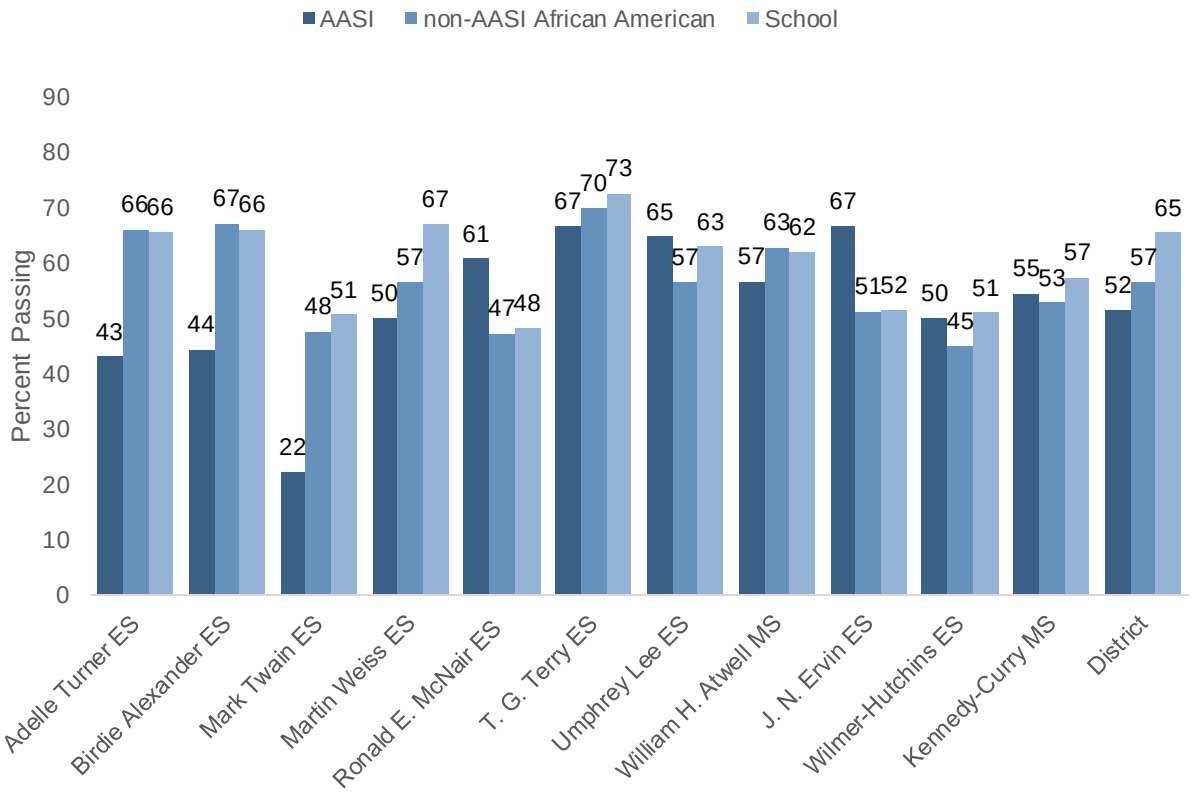
School level analysis (Table 17) indicated that AASI mentees at Terry ES had the highest passing rates (>70%) on *STAAR* for both reading and mathematics, Twain ES was lowest in both subjects (<27%). A series of two one-way analysis of variances (ANOVAs) indicated that schools scored statistically significantly different from each other in mathematics and reading.

- Reading: $F(10,295) = 1.8$, $p=0.05$,
- Mathematics: $F(10,292) = 3.1$, $p=0.01$.

Passing rates of AASI mentees were then compared with African American students and the entire school population. In order to maintain data integrity among Dallas ISD's public information, passing rates for African American students and school populations were accessed from Dallas ISD's MyDataPortal. Please also refer to Appendix D for additional information.

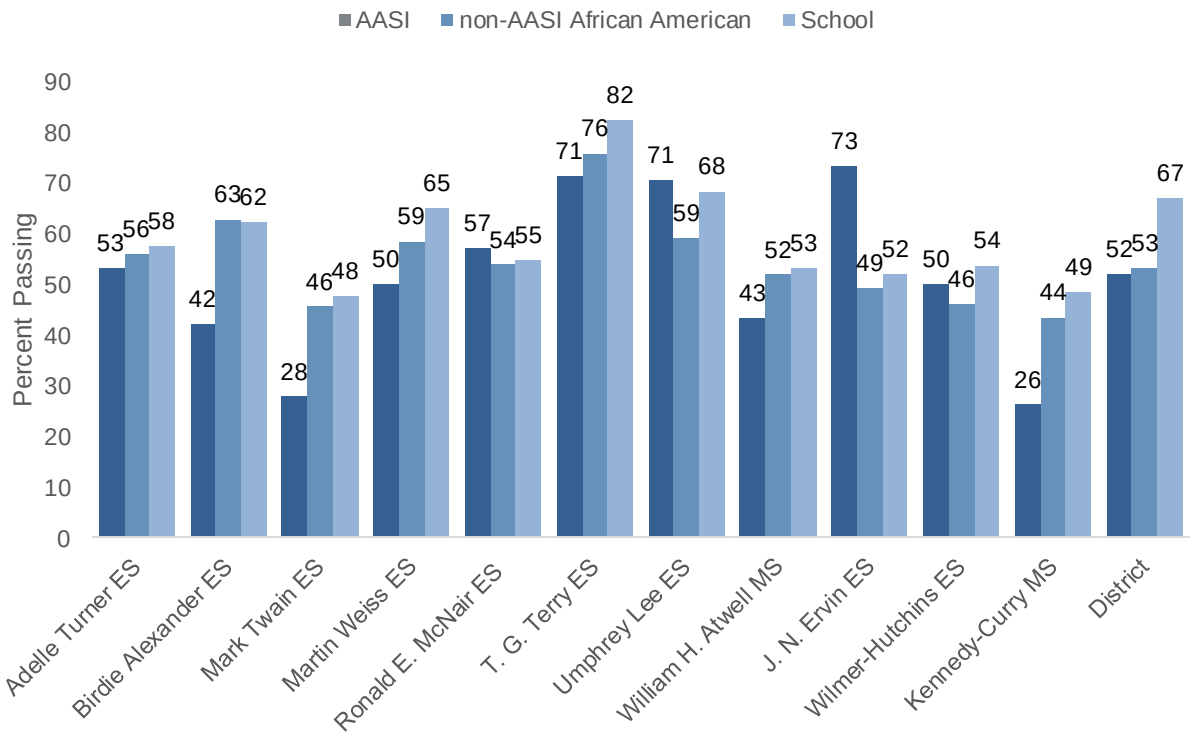
Analysis of the passing rates based on the regular *STAAR* reading test indicated that AASI mentees in three of the 13 schools had higher passing rates for reading when compared with the non-AASI African American students and the entire school population. The three schools were J.N. Ervin, Umphrey Lee, and Ronald McNair. Seven of the 13 elementary and middle non-AASI African American students outperformed AASI students at these schools (Figure 10).

Figure 10: *STAAR* Passing Rate Comparison for Reading (Grades 3-8)



Analysis of the passing rates based on the regular *STAAR* mathematics test indicated that AASI mentees in three of the 13 schools achieved higher passing rates for mathematics when compared with the non-AASI African American students and the entire school population. The three schools were J.N. Ervin, Kennedy-Curry, and Ronald McNair. At six of the 13 elementary and middle schools non-AASI African American students outperformed AASI students (Figure 11).

Figure 11: *STAAR* Passing Rate Comparison for Mathematics (Grades 3-8)



STAAR EOC Passing Rates

Analysis of *STAAR* EOC data was complicated by the way passing rates are calculated. The criteria of the first test administration was used to calculate percent passing. The overall passing rate for AASI mentees for the English I EOC was 23.1 percent (N passing=3), English II EOC was 40 percent (N passing=8), and for Algebra EOC was 68.8 percent (N passing=11). Further meaningful analysis by gender or a comparison of passing rates to the entire school or sub populations could not be conducted due to the low number of AASI test takers. Passing rates by school are displayed in Table 18.

Table 18: *STAAR* EOC Passing Rates Based on Student Standard
(All Test Takers and Exams)

	English I (%)		English II (%)		Algebra (%)	
Subgroup	2015-16		2015-16		2015-16	
AASI Participants						
Kennedy-Curry MS					100.0	(3)
Carter HS			50.0	(4)	50.0	(2)
Wilmer-Hutchins HS	23.1	(13)	37.5	(16)	63.6	(11)

Note: *STAAR* EOC passing rates for AASI participants are taken from Dallas ISD's All *STAAR* EOC 2015-16 file dated July 18, 2016.

Climate Survey

Climate surveys were administered districtwide during the Fall and Spring semesters. The purpose was to gain feedback from school-based employees, to contribute to organizational improvement, and to align systems to student outcomes.

Responses were grouped into four scales, each deemed necessary or desirable for an effective school. 1) School's Beliefs and Priorities, 2) Positive Culture and Environment, 3) Culture of Feedback and Support, and 4) College-Going Culture. The evaluator analyzed the results for the 13 AASI schools (Table 19) indicating change in average favorable responses from the Spring 2015 to Spring 2016.

Table 19: Climate Survey Changes for AASI Schools: Spring 2015 to Spring 2016

	Beliefs and Priorities	Culture of Feedback and Support	Positive Culture and Environment	College Going Culture
Subgroup	% Change	% Change	% Change	% Change
David W. Carter FP*	3.2	8.0	2.2	1.3
Adelle Turner	12.3	21.1	5.2	2.0
Birdie Alexander	-15.6	-19.1	-19.7	-11.1
Mark Twain	17.5	23.9	15.1	-4.0
Martin Weiss	13.0	12.1	18.9	3.5
Ronald E. McNair	12.4	14.8	9.7	0.5
T. G. Terry	-17.9	-3.6	-26.9	-1.7
Umphrey Lee	24.9	30.7	31.0	23.3
William H. Atwell	-10.0	0.0	-11.9	4.0
David W. Carter	-8.2	-7.8	-1.4	-5.0
Wilmer-Hutchins FP*	-8.9	-14.3	-5.8	-14.8
J. N. Ervin	-15.4	-12.6	-8.4	-11.5
Wilmer-Hutchins	24.3	17.4	19.3	-4.0
Kennedy-Curry	-12.6	-36.0	-3.4	-20.7
Wilmer- Hutchins HS	-31.7	-26.1	-30.9	-23.2
District	0.4	1.2	1.3	-0.6

Note: Climate Survey results dated 5/31/2016 *FP stands for feeder pattern and includes all schools in each feeder pattern. Numbers presented are percentage change. U. Lee is now part of the ACE Feeder; however, for purposes of AASI was included in the Carter feeder.

AASI schools in the Carter feeder pattern gained on average 4.5 percent in favorable responses over all categories. Culture of Feedback and Support was impacted the most with an average positive change of 8.0 percent in favorable responses, while College Going Culture increased by 1.3 percent. Across schools, Umphrey Lee (ACE school in 2015-16) stood out with an average increase of 27.5 percent in favorable responses, followed by Mark Twain with 13.1 percent. Birdie Alexander recorded the highest decrease in average favorable responses of -16.3 percent. Despite an overall positive increase, only five of the nine Carter feeder pattern schools (44.6%) noted an increase in the average favorable response percentage.

AASI schools in the Wilmer-Hutchins feeder pattern lost an average of 11 percent in favorable responses over all categories. Positive Culture and Environment noted the lowest decreases in favorable responses (-5.8%) while College Going Culture recorded a decrease of -14.8 percent. On a school basis

Wilmer-Hutchins ES saw the largest average positive increase (14.2%) and Wilmer-Hutchins HS saw the largest average decrease in favorable responses (-28.0%). Three of the four Wilmer-Hutchins feeder pattern schools (75%) noted negative changes in the average favorable response percentage. Dallas ISD Climate Survey results from Spring 2015 to Spring 2016 indicated that six of the 13 (46%) AASI schools saw an increase in average favorable responses. However, five of the six schools are in the Carter feeder pattern. Overall, Climate Survey results cannot serve as an indication that AASI made a meaningful positive or negative impact.

Summary and Recommendations

Summary

The African American Success Initiative (AASI) is the Dallas Independent School District's (Dallas ISD) strategic initiative aimed at closing the achievement gap and increasing access to academic opportunities for African American students. During the 2015-16 school year AASI received $500,000 in Title I funding to implement the program within 13 schools of the Carter and Wilmer-Hutchins feeder pattern. AASI concentrated on three specific areas: 1) student mentorship program, 2) parent, family, and community engagement, and 3) professional development.

AASI enlisted the help of 26 mentors during the 2015-16 school year. Mentors were predominately of African American ethnicity (92.9%) with an average local experience of 8.5 years. Mentors were classified as professional staff employed as either teaching staff (78.6%) or school counselors (10.7%). Although AASI program staff indicated that approximately half were mentors in prior years; only 16 percent indicated that they volunteered to be mentors for the 2015-16 school year.

Collectively, mentors served 401 students (mentees), primarily enrolled in elementary schools (68.3%). The majority of mentees were African American (92.8%), the target population, and came from an economically disadvantaged background (94.3%). However only 69.6 percent were characterized in the Dallas ISD chancery file as being at risk, and 11 percent were considered Talented and Gifted (TAG). This suggests observation of mentee selection during the next program year is warranted.

Enrollment in the AASI program averaged 159 days. Although AASI mentees received an average of 11.4 mentoring sessions resulting in 12.9 hours of intervention, four out of the 13 schools (30.8%) provided an average of less than six hours of mentoring. In addition to mentoring sessions, AASI scheduled and conducted six educational activities during the 2015-16 school year. The goal of these activities was to promote comradery and leadership among the mentees and to offer insight into cultural and educational opportunities. Attendance records for AASI activities were incomplete and averaged 77 percent for mentoring activities (e.g., book reports) and 88 percent for trips (e.g., College Tour). Of the data that was provided, the average activity completion rate was 45 percent, while the attendance rate at the trips was 85.8 percent.

Analysis of *State of Texas Assessments of Academic Readiness* (*STAAR*) test results indicated the passing rate for AASI mentees for reading was 52 percent, and for math was 51.5 percent based on the 2015-16 standard (all test versions). AASI students at J.N. Ervin ES, Umphrey Lee ES, and Ronald McNair ES achieved higher passing rates compared to the entire school population and the African American subpopulation. AASI mentees at Wilmer-Hutchins ES had higher passing rates for reading and math than the entire African American population but not when compared against the entire student population. The passing rate for AASI mentees who took the English I EOC was 23.1 percent, English II EOC was 40 percent, and for Algebra EOC was 68.8 percent. Further analyses by gender or a comparison of passing rates with the entire school or sub populations could not be conducted due to the low number of AASI test takers.

AASI's parent outreach program was split into two segments. Mentors were asked to contact parents twice a month to provide progress updates, while the Office of Family and Community Engagement organized and spearheaded two distinct family workshop series under the name "Parents Matter Too". Mentors indicated that they contacted parents an average of 6.9 times during the 2015-16 school year to discuss topics such as explaining the AASI program, providing updates about AASI activities, and discussing test preparation. The Office of Family and Community Engagement created distinct parent workshop series for the Carter and Wilmer-Hutchins feeder patterns. Although both workshop series reached almost the same number of participants (Carter, N=66 vs Wilmer-Hutchins, N=65) the number of attendees per workshop varied greatly between the feeder patterns. Workshops at the Carter feeder pattern averaged of 20 attendees while those at the Wilmer-Hutchins feeder pattern reached an average of 8 attendees. The Office of Family and Community Engagement provided documentation showing that 77 percent of the mentees have a parent account associated with them.

AASI provided professional development opportunities for the mentors in the orm of mentor meetings and Culturally Responsive Teaching and Learning (CRTL) sessions. AASI did not provide attendance records for all four mandatory mentor sessions. However, information made available indicated that mentor meetings had a low participation rate (<40%). Culturally Responsive Teaching and Learning (CRTL) were conducted by Dr. Sharroky Hollie from Los Angeles. CRTL sessions concentrated on communicating the impact of African American culture on education, increasing classroom management and academic literacy and language skills, as well as providing best practices for test taking and implementation of the learned materials in the classroom. Mentor participation at CRTL workshops decreased from the first workshop (65%) to some 27 percent at the fourth. Analysis of AASI mentor participation at the CRTL sessions indicated that only five of the 26 mentors (19%) participated in all four workshops. CRTL workshops were open to mentors, CRTL campus trainers, and school leadership reaching a total of 107 personnel.

Culturally Responsive Teaching and Learning (CRTL) campus trainers were part of AASI's professional development initiative. The goal of CRTL campus trainers was to participate at Dr. Hollie's workshops and then to present CRTL principles and examples to the school staff during professional

development and professional learning community meetings. AASI identified 58 campus trainers operating in groups of one to ten trainers per school. Overall, attendance rate for CRTL trainers decreased from 88 percent at the first workshop to some 60 percent at the fourth.

Culturally Responsive Teaching and Learning (CRTL) campus trainers held a total of 50 campus training sessions during the 2015-16 school year. Analysis of the campus training sessions indicated that four of the 13 AASI schools (31%) conducted each of their training sessions prior to the next workshop. Moreover, 23 of the 50 sessions (46%) were conducted after the fourth workshop. Six of the 13 AASI schools (46%) held more than 50 percent of their training sessions after the fourth workshop, providing little or no time to implement learned concepts during the 2015-16 school year.

Stakeholders of the AASI program were surveyed to solicit their feedback on the AASI program. Overall, mentors agreed that the AASI program provided opportunities to students and that the mentoring environment consisting of the AASI team and school staff was supportive of their needs. However, mentors suggested a decreased workload and better scheduling of AASI events. CRTL workshop participants enjoyed the quality and relevance of the CRTL workshops, although 54 percent remained concerned about their readiness to implement CRTL in their classrooms. Also some perceived that AASI and CRTL training were not considered priority at the school and feeder level.

Dallas ISD Climate Survey results from Spring 2015 to Spring 2016 indicated that six of the 13 (46%) AASI schools saw an increase in average favorable responses. However, five of the six schools are in the Carter feeder pattern. Overall, Climate Survey results cannot serve as an indication that AASI made a meaningful positive or negative impact.

In summary, evidence from the evaluation suggests that AASI was not a cohesive program but instead was a collection of activities and professional development opportunities offered to participating schools. As such, it was difficult for the program to set and establish specific goals and outcomes that could be attributable to AASI. Implementation varied across schools and all AASI schools participated in a variety of other programs and activities that may have affected student outcomes. Student selection for the mentoring program was inconsistent across schools and selection criteria changed during the course of the school year. The number of mentoring meetings and hours was inconsistent across participating schools. AASI Culturally Responsive Teaching and Learning professional development session attendance fell significantly over the course of the year and campus training at many schools was held late in the school year, leaving little time to implement the training in classrooms at participating schools. For the most part, outcomes addressed in this evaluation are not directly attributable to AASI activities but reflect general results at participating schools

Recommendations

- **Limit student mentorship program participation to Tier 2 students**. Shifting the workscope of Student Advocate Coordinators from Tier 2 to Tier 3 students eliminated a valuable resource for the main target population, while not providing enough resources for the additional group.
- **Construct longitudinal intervention setting**. Consider supporting and tracking the same mentees over several school years to establish a meaningful relationship between mentee and their mentor, and to increase the ability to identify effects from participation in the program.
- **Create incentives for mentor participation.** Mentors noted that the current stipend did not equal to the additional time and work commitment. Further, only 16 percent of mentors volunteered for the assignment. Therefore, AASI should reevaluate the stipend amount to attract high quality teaching staff. The payment of the stipend should be based on achieving certain targets.
- **Create incentives for school participation.** Consider providing or paying for substitute teachers when AASI mentors or CRTL trainers are participating in professional development trainings or providing services to mentees. This would enable school leadership to occasionally release AASI mentors and CRTL trainers from their teaching commitments to encourage greater participation in professional development and provision of specific services to mentees.
- **Conduct training in August**. Mentor and CRTL training should be conducted as early in the school year as possible to increase the likelihood that the program can help to support the academic achievement of students.
- **Expand community and parent outreach programs** to further increase the participation of parents in their children's education, and raise community awareness. Consider expanding AASI's cooperation with the Office of Family and Community Engagement to provide specific workshops to parents based on the 2015-16 feedback.
- **Create a program website**. The program may benefit from a dedicated website within the Dallas ISD infrastructure. The website may serve as a hub to connect current and future students with the program, and serve as a repository of program information for parents and district staff.
- **Establish appropriate tracking mechanism**. No rigorous evaluation of the effectiveness of an intervention can take place without the availability of high quality student attendance data and other program related information. Consider working with Dallas ISD's IT department to establish a program tracking database to minimize data collection and entry issues.

APPENDICES

Appendix A

Appendix A: AASI Mentee Demographic Characteristics by Elementary School

	Adelle Turner (N=31)		Birdie Alexander (N=30)		Mark Twain (N=30)		Martin Weiss (N=28)		Ronald E. McNair (N=30)		T. G. Terry (N=24)		Umphrey Lee (N=36)		J. N. Ervin (N=30)		Wilmer-Hutchins (N=35)	
Subgroup	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Gender																		
Female	23	74.2	11	36.7	8	26.7	8	28.6	14	46.7	12	50.0	13	36.1	14	46.7	16	45.7
Male	8	25.8	19	63.3	22	73.3	20	71.4	16	53.3	12	50.0	23	63.9	16	53.3	19	54.3
Ethnicity*																		
African Am	30	96.8	30	100.0	29	96.7	27	96.4	19	63.3	23	95.8	34	94.4	29	96.7	34	97.1
Hispanic	1	3.2	0	0.0	1	3.3	1	3.6	11	36.7	1	4.2	2	5.6	1	3.3	1	2.9
Grade Level																		
1	0	0.0	5	16.7	0	0.0	0	0.0	1	3.3	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	4	13.3	10	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	7	22.6	9	30.0	7	23.3	7	25.0	5	16.7	4	16.7	0	0.0	0	0.0	0	0.0
4	13	41.9	5	16.7	8	26.7	10	35.7	15	50.0	11	45.8	9	25.0	11	36.7	0	0.0
5	11	35.5	7	23.3	5	16.7	11	39.3	9	30.0	9	37.5	27	75.0	19	63.3	35	100.0
At Risk																		
Yes	27	87.1	12	40.0	12	40.0	22	78.6	24	80.0	11	45.8	29	80.6	19	63.3	28	80.0
No	4	12.9	18	60.0	18	60.0	6	21.4	6	20.0	13	54.2	7	19.4	11	36.7	7	20.0
Economically Disadvantaged																		
Yes	28	90.3	28	93.3	27	90.0	28	100.0	29	96.7	24	100.0	36	100.0	30	100.0	33	94.3
No	3	9.7	2	6.7	3	10.0	0	0.0	1	3.3	0	0.0	0	0.0	0	0.0	2	5.7
Special Ed (SPED)																		
SPED	1	3.2	4	13.3	1	3.3	9	32.1	0	0.0	3	12.5	2	5.6	0	0.0	2	5.7
Non-SPED	30	96.8	26	86.7	29	96.7	19	67.9	30	100.0	21	87.5	34	94.4	30	100.0	33	94.3
Talented and Gifted (TAG)																		
TAG	1	3.2	1	3.3	3	10.0	3	10.7	5	16.7	5	20.8	8	22.2	7	23.3	3	8.6
Non-TAG	30	96.8	29	96.7	27	90.0	25	89.3	25	83.3	19	79.2	28	77.8	23	76.7	32	91.4
Limited English Proficiency (LEP)																		
LEP Total	0	0.0	0	0.0	0	0.0	1	3.6	7	23.3	0	0.0	1	2.8	0	0.0	0	0.0
LEP Exit	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.8	0	0.0	0	0.0

Note: Data compiled from AASI enrollment roster and Dallas ISD Chancery file dated 5/23/2016. May not add to total Ns due to missing data.

Appendix B

Appendix B: AASI Mentee Demographic Characteristics by Middle School

	William H. Atwell (N=37)		Kennedy-Curry (N=26)	
Subgroup	**N**	**%**	**N**	**%**
Gender				
Female	0	0.0	12	46.2
Male	37	100.0	14	53.8
Ethnicity*				
African Am	33	89.2	26	100.0
Hispanic	4	10.8	0	0.0
Grade Level				
6	12	32.4	8	30.8
7	4	10.8	8	30.8
8	21	56.8	10	38.5
At Risk				
Yes	32	86.5	21	80.8
No	5	13.5	5	19.2
Economically Disadvantaged				
Yes	35	94.6	26	100.0
No	2	5.4	0	0.0
Special Ed (SPED)				
SPED	6	16.2	4	15.4
Non-SPED	31	83.8	22	84.6
Talented and Gifted (TAG)				
TAG	1	2.7	1	3.8
Non-TAG	36	97.3	25	96.2
Limited English Proficiency (LEP)				
LEP Total	4	10.8	0	0.0
LEP Exit	0	0.0	0	0.0

Note: Data compiled from AASI enrollment roster and Dallas ISD Chancery file dated 5/23/2016. May not add to total Ns due to missing data.

Appendix C

Appendix C: AASI Mentee Demographic Characteristics by High School

	David W. Carter (N=30)		Wilmer-Hutchins (N=34)	
Subgroup	**N**	**%**	**N**	**%**
Gender				
Female	17	56.7	20	58.8
Male	13	43.3	14	41.2
Ethnicity*				
African Am	25	83.3	33	97.1
Hispanic	5	16.7	1	2.9
Grade Level				
9	0	0.0	4	11.8
10	1	3.3	7	20.6
11	11	36.7	8	23.5
12	18	60.0	15	44.1
At Risk				
Yes	20	66.7	22	64.7
No	10	33.3	12	35.3
Economically Disadvantaged				
Yes	23	76.7	31	91.2
No	7	23.3	3	8.8
Special Ed (SPED)				
SPED	1	3.3	10	29.4
Non-SPED	29	96.7	24	70.6
Talented and Gifted (TAG)				
TAG	3	10.0	3	8.8
Non-TAG	27	90.0	31	91.2
Limited English Proficiency (LEP)				
LEP Total	2	6.7	0	0.0
LEP Exit	1	3.3	1	2.9

Note: Data compiled from AASI enrollment roster and Dallas ISD Chancery file dated 5/23/2016. May not add to total Ns due to missing data.

Appendix D

Appendix D: Grades 3-8 *STAAR* Passing Rates Based on 2016 Standard (Regular *STAAR* Test)

	Reading Passing Rate (%)					Math Passing Rate (%)				
Subgroup	**2014-15**		**2015-16**		**Change**	**2014-15**		**2015-16**		**Change**
AASI Participants										
Adelle Turner ES			43.3	(30)				53.3	(30)	
Birdie Alexander ES			44.4	(18)				42.1	(19)	
Mark Twain ES			22.2	(18)				27.8	(18)	
Martin Weiss ES			50.0	(26)				50.0	(26)	
Ronald E. McNair ES			60.7	(28)				57.1	(28)	
T. G. Terry ES			66.7	(21)				71.4	(21)	
Umphrey Lee ES			64.7	(34)				70.6	(34)	
William H. Atwell MS			56.7	(30)				43.3	(30)	
J. N. Ervin ES			66.7	(30)				73.3	(30)	
Wilmer-Hutchins ES			50.0	(32)				50.0	(32)	
Kennedy-Curry MS			54.5	(22)				26.3	(19)	
Afr. American*										
Adelle Turner ES	61.2	(183)	66.0	(150)	4.8	42.8	(187)	56.0	(150)	13.2
Birdie Alexander ES	57.1	(133)	67.1	(140)	10.0	55.3	(132)	62.9	(140)	7.6
Mark Twain ES	46.3	(108)	47.6	(103)	1.3	34.6	(107)	45.6	(103)	11.0
Martin Weiss ES	67.4	(43)	56.6	(53)	-10.8	60.5	(43)	58.5	(53)	-2.0
Ronald E. McNair ES	33.7	(267)	47.3	(258)	13.6	24.2	(265)	53.9	(258)	29.7
T. G. Terry ES	69.8	(53)	69.8	(63)	0.0	69.8	(53)	75.8	(62)	6.0
Umphrey Lee ES	23.4	(171)	56.5	(154)	33.1	21.1	(171)	59.1	(154)	38.0
William H. Atwell MS	56.9	(485)	62.8	(387)	5.9	39.4	(472)	51.9	(376)	12.5
J. N. Ervin ES	46.5	(230)	51.2	(246)	4.7	37.2	(231)	49.2	(244)	12.0
Wilmer-Hutchins ES	44.9	(158)	44.9	(147)	0.0	36.8	(155)	46.2	(145)	9.4
Kennedy-Curry MS	48.4	(411)	52.8	(369)	4.4	43.0	(400)	43.5	(354)	0.5
District	50.2	(14,672)	56.6	(14,273)	6.4	40.9	(14,235)	53.3	(13,862)	12.4
Schools*										
Adelle Turner ES	61.9	(197)	65.5	(165)	3.6	42.8	(201)	57.6	(165)	14.8
Birdie Alexander ES	57.6	(151)	66.0	(156)	8.4	55.3	(150)	62.2	(156)	6.9
Mark Twain ES	45.9	(170)	50.6	(172)	4.7	40.2	(169)	47.6	(168)	7.4
Martin Weiss ES	70.2	(198)	67.0	(215)	-3.2	61.8	(199)	65.1	(215)	3.3
Ronald E. McNair ES	36.1	(319)	48.2	(307)	12.1	28.8	(316)	54.7	(307)	25.9
T. G. Terry ES	72.5	(160)	72.5	(178)	0.0	76.3	(156)	82.4	(176)	6.1
Umphrey Lee ES	36.3	(259)	62.9	(251)	26.6	30.0	(250)	68.3	(252)	38.3
William H. Atwell MS	57.3	(831)	62.0	(650)	4.7	42.1	(799)	53.2	(617)	11.1
J. N. Ervin ES	49.5	(281)	51.5	(309)	2.0	42.0	(283)	52.1	(307)	10.1
Wilmer-Hutchins ES	52.1	(472)	51.0	(459)	-1.1	47.6	(473)	53.8	(418)	6.2
Kennedy-Curry MS	51.9	(719)	57.4	(685)	5.5	48.3	(667)	48.5	(635)	0.2
District	60.3	(66,487)	65.4	(65,695)	5.1	56.8	(62,994)	67.0	(62,179)	10.2

Note: (N) = students tested. *STAAR* passing rates for AASI participants are taken from Dallas ISD's *STAAR* thru May 1516 file dated August 12, 2016. School and District infromation are taken from MyDataPortal dated July 20, 2016. To ensure comparability of scores, 2014-2015 *STAAR* data was recalculated using 2015-16 standards. AASI schools in which mentees preformed better than either Afr. American or entire student population are highlighted in green. *Afr. American and schools data includes AASI participants. May not add to total Ns due to missing data.