

Evaluation of Public School Choice Transformation and Innovation Schools: Final Report 2015-16

Department of Evaluation and Assessment

*Dr. Michael Hinojosa
Superintendent of Schools*



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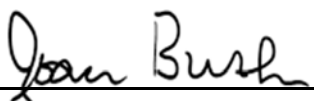
Evaluation of Public School Choice Transformation and Innovation Schools: Final Report 2015-16

Approved Report of the Department of Evaluation and Assessment

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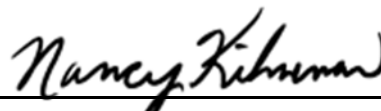
August 2016

Laila Y. Sanguras, M.S.



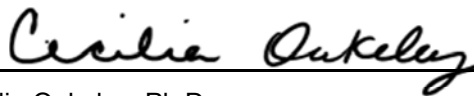
Joan Bush, Ph.D.

Manager – Program Evaluation



Nancy Kihneman, Ph.D.

Director – Program Evaluation



Cecilia Oakeley, Ph.D.

Assistant Superintendent – Evaluation and Assessment

Dr. Michael Hinojosa
Superintendent of Schools



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Table of Contents

ABSTRACT	1
PROGRAM DESCRIPTION	2
Background Information	3
Phase One: 2015-16	3
Phase Two: 2016-17	5
PURPOSE AND SCOPE OF THE EVALUATION	6
MAJOR EVALUATION QUESTIONS AND RESULTS	7
What was the source and amount of funding for the PSC Initiative?	7
Methodology	7
Results	7
What were the demographic characteristics of students enrolled in Transformation and Innovation Schools?	9
Methodology	9
Results	9
What were the application processes for schools, students, and teachers?	11
Methodology	11
Results	11
What were the goals and characteristics of 2015-16 Transformation and Innovation Schools?	17
Methodology	17
Results	17
What were teacher and administrator perceptions of the Transformation and Innovation School resources, professional development (PD) sessions, and other support offered by the district?	32
Methodology	32
Results	33
What were the Climate Survey results of the Transformation and Innovation Schools?	38
Methodology	38
Results	39
What were the Student Experience Survey results for the Transformation and Innovation Schools?	46
Methodology	46

Results	47
SUMMARY AND RECOMMENDATIONS.....	55
Summary.....	55
Recommendations	59
REFERENCES.....	60
APPENDICES	61

List of Tables

Table	Page
1 Transformation and Innovation Schools in 2015-16	4
2 2015-16 Budget Allotments for Dallas ISD Choice Schools	8
3 2015-16 Awarded Grant Amounts for Choice Schools	8
4 2015-16 Title II, Part A Budget Amounts for Choice Schools	9
5 Characteristics of Transformation and Innovation Schools	10
6 Socioeconomic Blocks of 2015-16 Transformation Schools.....	10
7 Transformation School Application Results for Spring 2015-16 and Spring 2016-17	12
8 Priority and General Lottery Results for 2015-16 Transformation School Students.....	14
9 Priority and General Lottery Results for 2016-17 Transformation School Students.....	15
10 Demographic Characteristics of 2015-16 Eduardo Mata Elementary Students	20
11 Demographic Characteristics of 2015-16 D.A. Hulcy STEAM Students.....	21
12 Demographic Characteristics of 2015-16 IDEA at J. W. Fannin Students	22
13 Demographic Characteristics of 2015-16 William L. Cabell Elementary Students.....	24
14 Demographic Characteristics of 2015-16 Dan D. Rogers Elementary Students	25
15 Demographic Characteristics of 2015-16 Thomas C. Marsh Students	26
16 Demographic Characteristics of 2015-16 Bryan Adams Students	27
17 Demographic Characteristics of 2015-16 Arthur Kramer Elementary Students	28
18 Demographic Characteristics of 2015-16 Robert E. Lee Elementary Students.....	29
19 Demographic Characteristics of 2015-16 Benjamin Franklin Elementary Students.....	30
20 Demographic Characteristics of 2015-16 William Lipscomb Elementary Students.....	31
21 Demographic Characteristics of 2015-16 Preston Hollow Elementary Students.....	32

List of Figures

Figure	Page
1 Structure of 2015-16 School Selection	5
2 Student Application Process for Transformation Schools.....	13
3 Dallas ISD Transformation Schools for the 2015-16 School Year.....	19
4 Dallas ISD Innovation Schools for the 2015-16 School Year	23
5 Campus Faculty Perceptions of PSC Professional Development	33
6 Percentages of Participation and Helpfulness of Professional Development.....	34
7 Types of Professional Development Requests Submitted by Campus Faculty.....	35
8 Faculty Perceptions of Support.....	35
9 Faculty Perceptions of Benefits to Students	36
10 Faculty Perceptions of Personal Experiences in Their Choice Schools	36
11 Campus Faculty Members' Perceptions of Successes.....	37
12 Campus Faculty Members' Perceptions of Challenges	38
13 District Climate Survey Results on Beliefs and Priorities Scale for Transformation Schools	40
14 District Climate Survey Results on Culture of Feedback and Support Scale for Transformation Schools	41
15 District Climate Survey Results on Positive Culture and Environment Scale for Transformation Schools	41
16 District Climate Survey Results on College-Going Culture Scale for Transformation Schools	42
17 District Climate Survey Results on Beliefs and Priorities Scale for Innovation Schools	43
18 District Climate Survey Results on Culture of Feedback and Support Scale for Innovation Schools.....	44
19 District Climate Survey Results on Positive Culture and Environment Scale for Innovation Schools.....	45
20 District Climate Survey Results on College-Going Culture Scale for Innovation Schools.....	46
21 District Student Experience Survey Results on Classroom Environment Scale for Dallas ISD Elementary Choice Schools.....	48
22 District Student Experience Survey Results on Expectations and Rigor Scale for Dallas ISD Elementary Choice Schools.....	49
23 District Student Experience Survey Results on Pedagogical Effectiveness Scale for Dallas ISD Elementary Choice Schools.....	49
24 District Student Experience Survey Results on Student Engagement Scale for Dallas ISD Elementary Choice Schools.....	50
25 District Student Experience Survey Results on Supportive Relationships Scale for	

	Dallas ISD Elementary Choice Schools.....	51
26	District Student Experience Survey Results on Classroom Environment Scale for Dallas ISD Secondary Choice Schools.....	52
27	District Student Experience Survey Results on Expectations and Rigor Scale for Dallas ISD Secondary Choice Schools.....	52
28	District Student Experience Survey Results on Pedagogical Effectiveness Scale for Dallas ISD Secondary Choice Schools.....	53
29	District Student Experience Survey Results on Student Engagement Scale for Dallas ISD Secondary Choice Schools.....	54
30	District Student Experience Survey Results on Supportive Relationships Scale for Dallas ISD Secondary Choice Schools.....	54

List of Appendices

A	Public School Choice Survey.....	62
B	Number of Public School Choice Survey Respondents per Choice School.....	66
C	Number of Climate Survey Responses per Choice School.....	67
D	Number of Student Experience Surveys per Choice School.....	68

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EVALUATION OF PUBLIC SCHOOL CHOICE TRANSFORMATION AND INNOVATION SCHOOLS: FINAL REPORT 2015-16

Project Evaluator: Laila Y. Sanguras, M.S.

ABSTRACT

2015-16 Public School Choice Implementation

In 2015-16, Dallas Independent School District (ISD) operated 12 Innovation and Transformation Choice Schools: three Transformation Schools, four Innovation Schools, and five conditional Innovation Schools. Another Transformation School was in the planning process. Transformation Schools are new start-up schools without traditional attendance zones whereas Innovation Schools are existing schools and limited to the students within the school's attendance zone. Each school operated a schoolwide anchor model (i.e., thematic, academic emphasis) and did not require students to meet academic admission requirements.

In 2015-16, 5,531 students attended a Choice School. The majority (n = 4,830) attended one of the nine Innovation Schools and the remaining 701 students attended one of the three Transformation Schools. Most of those students were Hispanic (74%) and economically disadvantaged (83%); half were English Language Learners. The total funding amount available was \$4,351,332 including \$2,965,000 from district funds, \$818,472 from the Bill and Melinda Gates Foundation, \$467,860 from Title II funds, and \$100,000 from New School Venture Fund (NSVF).

In 2015-16, OTI supported existing Choice Schools, formed an advisory committee, assisted school application teams, conducted an awareness campaign, oversaw the spring student lottery process, and sought outside funding. OTI established a Cross-Functional Support Team (C-FST) for every Choice School to support model implementation. Teams participated in six week touchpoints to discuss yearly progress and goals and to examine model implementation and budget plans. OTI continued to add and refine Choice School processes as needed.

Student and School Selection Processes

Students who live in Innovation School attendance zones are automatically selected to attend; whereas, OTI utilized a lottery process to select from the pool of student applicants for Transformation Schools. After the lottery process, OTI conducted an equity audit to ensure a wide range of socioeconomic diversity in the schools. Waitlisted students could be granted enrollment in order to meet equity goals. Student acceptance rates were 43 percent for spring 2015 students and 38 percent for spring 2016 students.

OTI established a rigorous three-step application process for teams wanting to initiate a Choice School. The process required each team to submit a proposal to be reviewed by the School Choice

Committee (SCC) followed by two rounds of interviews. Twenty-three proposals were submitted in spring 2015, two of which were selected to launch in 2015-16. Eight proposals were submitted in spring 2016, two of which were selected to launch in 2016-17.

2015-16 Campus Survey Results

Most Choice campus staff members who responded to the Public School Choice Survey described professional development they received as helpful. They indicated support for their school's Choice model by fellow teachers and administrators and said students benefitted academically, socially, and emotionally from their model. Main challenges cited were model implementation and alignment to district and state requirements.

District Climate Survey results varied for each Transformation School, but were positive for the most part. Semester ratings dropped from fall to spring on two of the four scales for all Transformation Schools. Innovation School results were positive overall and varied by campus.

Like the district's Student Experience Survey results, elementary Choice School student responses were more positive than secondary Choice School student responses. Results of the grades three to five survey varied by campus, but were positive overall. In all five areas, the percentages of positive student responses from four elementary schools were the same or higher than the overall district. The percentages of positive responses from students in grades six through 12 were also similar to the overall district. In all five areas, the percentages of positive responses from two secondary schools were the same or higher than the district.

PROGRAM DESCRIPTION

The Office of Transformation and Innovation (OTI) opened in spring 2014 to plan and support the Dallas Independent School District's (ISD) Public School Choice (PSC) initiative. PSC is a facet of the district's Destination 2020 plan that provides "best-fit schools" for all students. These schools, called Choice Schools, are one way that Dallas ISD offers students opportunities to engage in schoolwide "anchor models" designed to address their interests and learning styles without having to meet academic admission requirements. Dallas ISD hopes to open 35 Choice Schools by 2020.¹ Dallas ISD magnet schools and other specialized programs (i.e., New Tech, Early College High School, and problem based learning) are also under the umbrella of PSC; however, the focus of this report is on Transformation and Innovation Schools.

Transformation Schools are new start-up schools that operate schoolwide anchor models. They do not have traditional attendance zones; students can apply to attend one of these schools regardless of

¹ See Dallas ISD's 2015-16 District Action Plan for additional information: www.dallasisd.org/page14394.

where they live.² For the 2015-16 school year, Dallas ISD operated three Transformation schools: one elementary, one middle, and one high school (see Table 1).³

Innovation Schools are existing schools centered on a schoolwide anchor model. Attendance is limited to the students within the school's attendance zone. For the 2015-16 school year, Dallas ISD operated four Innovation Schools: two elementary, one middle, and one high school (see Table 1).⁴ An additional five schools were conditionally categorized as Innovation Schools as their administrative teams worked toward authorization as International Baccalaureate (IB) campuses.

Background Information

Phase One: 2015-16

OTI was launched in spring of 2014 to oversee the PSC initiative, offering school choice to all students in Dallas ISD regardless of their academic abilities. OTI staff members developed a rigorous proposal process for teams interested in opening a Transformation or Innovation School. They also created a School Categorization Framework to classify pre-existing Choice Schools. This framework ensured that these schools met the same requirements as the schools that were vetted through OTI's application process.

In 2015-16, PSC consisted of 13 Dallas ISD Choice Schools. These schools were 1) accepted after being approved through OTI's formal application process, 2) accepted after being approved through OTI's School Categorization Framework, 3) absorbed by OTI, or 4) granted conditional acceptance. Figure 1 displays the structure of the 2015-16 school selection.

² One Transformation School (Hulcy STEAM) accepted applications in spring 2016 from students residing outside of Dallas ISD boundaries. The applications for the other Transformation schools were limited to Dallas ISD residents.

³ The elementary school (Mata) operated the anchor model in grades prekindergarten to third grade. The middle school (Hulcy STEAM) served students in sixth grade and the high school (IDEA) served students in ninth grade. The administrative teams plan to add a grade level each year until all campuses reach capacity.

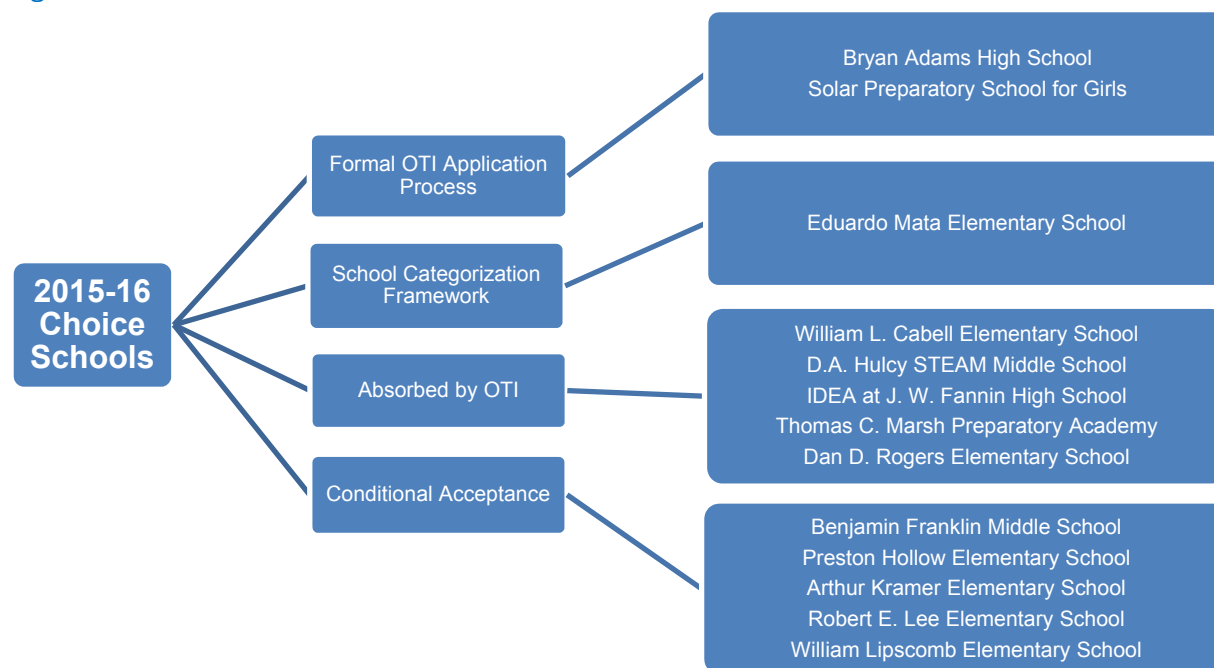
⁴ The middle (Marsh) and high school (Adams) faculties phased in their full Choice models for the 2015-16 school year, beginning with one grade level. The administrative teams at those schools plan to add a grade each year under the model until it is implemented schoolwide.

Table 1: Transformation and Innovation Schools in 2015-16

Choice Schools	School Descriptions
Transformation Elementary School	
Eduardo Mata Elementary School	Mata phased in as a Montessori Transformation school for students in grades prekindergarten (PK) to third. It served students in grades four and five under a more traditional model. The faculty will expand Montessori to another grade each year until the model is implemented schoolwide.
Transformation Middle School	
D.A. Hulcy STEAM Middle School	Hulcy STEAM focused on science, technology, engineering, the arts, and mathematics (STEAM). It served sixth grade students during the 2015-16 school year and will add an additional grade for each of the next two years.
Transformation High School	
Innovation, Design, Entrepreneurship Academy (IDEA) High School at James W. Fannin	IDEA focused on personalized learning. It served ninth grade students during the 2015-16 school year. An additional grade will be added in each of the next three years.
Innovation Elementary Schools	
Dan D. Rogers Elementary School	Rogers focused on personalized learning for students in PK to fifth grade.
William L. Cabell Elementary School	Cabell focused on personalized learning for students in PK to fifth grade.
William Lipscomb Elementary School*	Lipscomb was in its second year of International Baccalaureate (IB) candidacy and served students in grades PK to five. It will likely be categorized as an Innovation School once it is authorized as an IB school.
Robert E. Lee Elementary School*	Lee was in its first year of IB candidacy and served students in grades PK to five. It will likely be categorized as an Innovation School once it is authorized as an IB school.
Arthur Kramer Elementary School*	Kramer was in its first year of IB candidacy and served students in grades PK to five. It will likely be categorized as an Innovation School once it is authorized as an IB school.
Preston Hollow Elementary School*	Preston Hollow was in its third and final year of IB candidacy. It served students in grades PK to five and will likely be categorized as an Innovation School once it is authorized as an IB school.
Innovation Middle Schools	
Thomas C. Marsh Preparatory Academy	Marsh focused on personalized learning and served students in sixth grade under the new model, while continuing to serve students in grades seven and eight under the traditional model. The faculty will expand personalized learning to a new grade each year until the model is implemented schoolwide.
Benjamin Franklin Middle School*	Franklin was in its first year of IB candidacy and served students in grades six to eight. It will likely be categorized as an Innovation School once it is authorized as an IB school.
Innovation High School	
Bryan Adams High School	Bryan Adams phased in its leadership model with grade nine. Students in grades 10 to 12 were served under the traditional model. The faculty will expand the focus on leadership to another grade each year until the model is implemented schoolwide.

Note. * These schools were funded by OTI but will not be considered official Innovation Schools until they earn IB authorization. Solar Preparatory School for Girls, selected as a Transformation School, was in the planning process in 2015-16 and will open in the fall of 2016.

Figure 1: Structure of 2015-16 Choice School Selection



As seen in Figure 1, one Transformation School (Solar Preparatory School for Girls)⁵ and one Innovation School (Bryan Adams High School) were selected through OTI's formal application process in spring 2015. In all, OTI received formal applications for 12 Transformation and 11 Innovation Schools.

Six schools were adopted as Transformation and Innovation Schools without completing OTI's formal application process (see Figure 1). The administrative team at Mata Elementary School completed the School Categorization Framework and was named a Transformation School. Additionally, OTI absorbed one Transformation and three Innovation Schools that focused on personalized learning.⁶ Hulcy STEAM also opened as a Transformation School.

Four elementary schools (Lee Elementary, Lipscomb Elementary, Kramer Elementary, and Preston Hollow Elementary) and one middle school (Franklin Middle) were conditionally accepted as Innovation Schools (see Figure 1). Once these schools become authorized by the IB Organization, they will likely be classified as Innovation Schools.

Phase Two: 2016-17

In spring 2016, two additional schools were selected to launch as Choice Schools in 2016-17, bringing the total to 15. OTI received applications for three Transformation and five Innovation Schools. Of

⁵ Transformation Schools typically take one year to plan and then open the following year. Solar Preparatory School for Girls is scheduled to open for the 2016-17 school year.

⁶ In 2013, Planning and Special Projects staff worked with four schools (Rogers Elementary, Cabell Elementary, Marsh Preparatory, and IDEA High) to implement a schoolwide personalized learning model under the Gates Foundation Next Generation Systems Initiative grant. These schools were absorbed by OTI when the office opened in 2014.

those, one Transformation School (tentatively called CityLab High School⁷) and one Innovation School (Martin Weiss Elementary School⁸) were chosen through the formal application process.

OTI also established a PSC Advisory Committee made up of district and community members to guide OTI as the initiative expanded to include additional schools. The purpose of the committee was to provide feedback regarding the implementation of Choice Schools and to assess issues related to equity and diversity in Choice Schools.

Additionally, OTI staff members worked to secure outside funding for the 2016-17 school year to support the Choice School initiative. New School Venture Fund (NSVF)⁹ awarded \$350,000 to Solar Preparatory School for Girls to support the opening of this transformative school. Investing in Innovation¹⁰ (i3) designated Bryan Adams as a study site for a randomized control trial to assess the effectiveness of the Building Assets, Reducing Risks (BARR)¹¹ model. i3 will provide Adams with \$130,000 and technical assistance from the BARR Center. Verizon/Project Lead the Way¹² (PLTW) awarded a \$20,000 grant and technical assistance to Hulcy STEAM to implement PLTW's Computer Science education. Again, this support will be available for the 2016-17 school year.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to describe the Transformation and Innovation Schools coordinated by OTI and the Planning and Special Projects staff. This evaluation is limited to context, process, and implementation data; future reports will include outcome data as appropriate. In this evaluation, the evaluator:

1. Reviewed funding allocations for 2015-16.
2. Described demographic characteristics of students in Transformation and Innovation Schools.
3. Described the application processes for Choice School applicant teams, students, and teachers.
4. Summarized the goals and characteristics of the schools involved in 2015-16.
5. Summarized teacher and administrator perceptions of Choice anchor models, professional development opportunities, and other district support.
6. Summarized district climate survey results for Transformation and Innovation Schools.
7. Reviewed district student experience survey results for students attending Transformation and Innovation Schools.

⁷ CityLab High School is scheduled to open in the 2017-18 school year as a school focused on urban planning and community development.

⁸ Weiss will operate a schoolwide leadership model.

⁹ See <http://www.newschools.org/> for more information.

¹⁰ The Investing in Innovation Fund is a federal grant. See <https://www2.ed.gov/programs/innovation/index.html?exp=0> for more information.

¹¹ See <http://www.barrcenter.org/> for more information on the BARR model.

¹² See <https://www.pltw.org/our-programs/pltw-computer-science> for more information.

The evaluation yielded quantitative and qualitative results based on a review of district documents and records, interviews with administrative teams, surveys of campus faculty, analyses of the district climate survey and analyses of the student perception survey.

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the PSC Initiative?

Methodology

Information was collected from OTI and Planning and Special Projects staff members. OTI provided information on the funding amounts for each school. The Planning and Special Projects staff members provided details on funding sources and amounts allocated to the personalized learning schools. Additional funding amounts were pulled from Title II workscopes and the May 2016 Dallas ISD board briefing presentation.

Results

The total amount available for 2015-16 was \$4,351,332. The funding amount included \$2,965,000 from district funds, \$818,472 from the Bill and Melinda Gates Foundation, and \$467,860 from Title II funds. Solar Preparatory School for Girls also received \$100,000 from New School Venture Fund (NSVF) to assist during the planning year.¹³ Table 2 displays the district funded Choice School allotments as well as the amount each school spent and the remainder that will be rolled into next year's budget.

A component of the PSC initiative included budget autonomy, allowing school administrators to submit individual workscopes to be approved by OTI. This enabled campus administrators to choose how they allocated their funds to further the purposes of their schools, while also allowing them to roll over their funds from one year to the next, for up to three years (see Table 2).

The funding amounts allocated to each type of Choice School varied. Conditional Choice Schools working toward IB authorization received \$165,000 from the district for the 2015-16 school year, while most other Transformation and Innovation Schools received \$350,000. Mata, a Transformation School, was funded \$40,000 because it launched before PSC formal structures were established.

¹³ In addition to the NSVF grant, the district funded a coordinator position for Solar during the planning year.

Table 2: 2015-16 District Budget Allotments for Dallas ISD Choice Schools

School	Spent in 2015-16	Rolled Over	Total Choice Funds
Bryan Adams HS	\$ 66,696	\$ 283,304	\$ 350,000
William Cabell ES	\$ 9,832	\$ 340,168	\$ 350,000
Benjamin Franklin MS	\$ 37,457	\$ 127,543	\$ 165,000
D.A. Hulcy STEAM MS	\$ 350,000 ¹	\$ 0	\$ 350,000
IDEA at J. W. Fannin HS	\$ 240,041	\$ 109,959	\$ 350,000
Arthur Kramer ES	\$ 61,914	\$ 103,086	\$ 165,000
Robert E. Lee ES	\$ 73,605	\$ 91,395	\$ 165,000
William Lipscomb ES	\$ 41,250	\$ 123,750	\$ 165,000
Thomas C. Marsh PA	\$ 147,959	\$ 202,041	\$ 350,000
Eduardo Mata ES	\$ 40,000	\$ 0	\$ 40,000
Preston Hollow ES	\$ 33,377	\$ 131,623	\$ 165,000
Dan D. Rogers ES	\$ 213,166	\$ 136,834	\$ 350,000
<i>Total</i>	<i>\$ 1,315,297</i>	<i>\$ 1,649,703</i>	<i>\$2,965,000</i>

Note. Funds could be rolled over up to 3 years. ¹⁰Hulcy STEAM was not provided a budget for general expenses (i.e., technology, general supplies, etc.) and had to use Choice funds for these expenses. ES = Elementary School. MS = Middle School. HS = High School. PA = Preparatory Academy.

Source. OTI records provided on June 7, 2016.

As described previously, OTI and the Planning and Special Projects staff secured outside funding to support several Choice Schools. Four Dallas ISD Personalized Learning Choice Schools received funding from the Bill and Melinda Gates Foundation, in addition to the funding provided by the district. Moreover, Solar Preparatory School for Girls received financial support from the NSVF to assist during the planning year. Table 3 shows the specific funding amounts.

Table 3: 2015-16 Awarded Grant Amounts for Choice Schools

School	Awarded Grant Amounts
Bill & Melinda Gates Foundation Grant	
Dan D. Rogers ES	\$185,525
William L. Cabell ES	\$246,815
Thomas C. Marsh PA	\$220,110
IDEA at J. W. Fannin HS	\$166,022
New School Venture Fund Grant	
Solar Preparatory School for Girls (K-8)	\$100,000
<i>Total</i>	<i>\$918,472</i>

Note. Funds provided by the Gates Foundation could be spent through June of 2017. ES = Elementary School. MS = Middle School. HS = High School. PA = Preparatory Academy

Source. OTI and Planning and Special Projects office records.

Six Dallas ISD Choice Schools received Title II, Part A funding for training school staff members to implement their Choice models. Table 4 shows the specific funding amounts.¹⁴

¹⁴ For more information on Title II funding, see Rapini 2016.

Table 4: 2015-16 Title II, Part A Budget Amounts for Choice Schools

Choice School and Program	Title II, Part A Funds
Benjamin Franklin MS IB Middle Years Programme Training	\$ 62,500
Arthur Kramer ES IB Primary Years Programme Training	\$ 46,980
Robert E. Lee ES IB Primary Years Programme Training	\$ 62,500
William Lipscomb ES IB Primary Years Programme Training	\$130,000
Eduardo Mata ES Montessori Training	\$ 88,000
Preston Hollow ES IB Primary Years Programme Training	\$ 77,880
<i>Total</i>	<i>\$467,860</i>

Note. ES = Elementary School. MS = Middle School. HS = High School.

Source. 2015-16 Title II worksopes.

What were the demographic characteristics of students enrolled in Transformation and Innovation Schools?

Methodology

Demographic characteristics of students were gathered from the Public Education Information Management System (PEIMS) data files¹⁵ and OTI. OTI also provided census block data. Frequency and crosstabs analyses were tabulated overall and by Transformation and Innovation categorization.

Results

A total of 5,531 students attended a Choice School in 2015-16. Most (n = 4,830) attended one of the nine Innovation Schools and the remaining 701 students attended one of the three Transformation Schools. Table 5 displays the demographic characteristics of Transformation and Innovation Schools in comparison to Dallas ISD. Notably more White students (19% vs. 5%) and fewer Hispanic (58% vs. 69%), ELL (27% vs. 42%), and economically disadvantaged (68% vs. 80%) students attended Transformation Schools in 2015-16 when compared to the district. Noticeably more English Language Learners (ELLs; 53% vs. 42%) and Hispanic students (77% vs. 69%) and fewer African American students (11% vs. 24%) attended Innovation Schools than the overall district.

¹⁵ Data were extracted on October 31, 2015.

Table 5: Characteristics of Transformation and Innovation Students

Demographic Characteristics	Transformation Schools* n (%)		Innovation Schools* n (%)		All Choice Schools* n (%)		Dallas ISD n (%)	
Gender								
Male	322	(46)	2,550	(53)	2,872	(52)	91,043	(51)
Female	379	(54)	2,280	(47)	2,659	(48)	86,908	(49)
Race								
Hispanic	403	(58)	3,699	(77)	4,102	(74)	122,561	(69)
African American	143	(20)	548	(11)	691	(13)	42,382	(24)
White	135	(19)	438	(9)	573	(10)	8,738	(5)
Other ¹	20	(3)	145	(3)	165	(3)	4,270	(2)
Special Populations								
Econ. Dis.	473	(68)	4,124	(85)	4,597	(83)	142,004	(80)
Gifted	120	(17)	643	(13)	763	(14)	22,246	(13)
Special Education	40	(6)	382	(8)	422	(8)	13,314	(8)
ELL	192	(27)	2,546	(53)	2,738	(50)	74,175	(42)

Note. *Samples were limited to students receiving instruction under the Choice model (e.g., Mata's PK to third grade students, Bryan Adams' ninth grade students, and Marsh's sixth grade students). ¹Other includes Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available. ELL = English Language Learner.

Source. PEIMS district database (10/31/15) for all students attending a Choice School.

Census Block Data Analysis

To further examine students who were economically disadvantaged, OTI analyzed census block data on families of students who attended Transformation Schools. These analyses allowed staff to delineate ranges of poverty from Block 1 (least disadvantaged) to Block 4 (most disadvantaged). OTI considered four factors of economic status: median household income, homeownership, family structure, and parents' education level. Table 6 indicates that Hulcy STEAM and IDEA had greater percentages of their students categorized in Blocks 3 and 4 (49% and 68% respectively) than Mata (40% in Blocks 3 and 4).¹⁶

Table 6: Socioeconomic Blocks of 2015-16 Transformation Schools

School	Econ. Dis. %	Block 1 %	Block 2 %	Block 3 %	Block 4 %
Eduardo Mata ES	53	43	14	31	9
D.A. Hulcy STEAM MS	91	19	31	19	30
IDEA at J. W. Fannin HS	84	13	18	30	38

Note. Percentages may not add up to 100 due to rounding. ES = Elementary School. MS = Middle School.

HS = High School.

Source. OTI records.

¹⁶ Per District Policy FDB (Regulation) and beginning with the spring 2016 selection process, at least 12 percent of all students attending a Transformation School must reside within Socioeconomic Block 3 and 12 percent must reside within Socioeconomic Block 4. After an initial blind lottery, OTI will conduct an equity audit on all Transformation Schools for all confirmed seats. If the thresholds are not met, OTI pulls students from specific Socioeconomic Blocks and adds seats if necessary.

What were the application processes for schools, students, and teachers?

Methodology

Data were gathered from interviews with OTI, Planning and Special Projects staff, Human Capital Management (HCM), campus administrative teams, and the May 2016 Dallas ISD board briefing. The evaluator also reviewed Dallas ISD documents to gather information regarding the application processes. Additional information was collected by email.

Results

School Application Process for Transformation and Innovation Schools

The makeup of Choice School applicant teams varied for Transformation and Innovation Schools. A Transformation School applicant team could be assembled from any combination of in-district and out-of-district educators. An Innovation School applicant team had to be established by an existing Dallas ISD leadership team. Once assembled, the team members submitted a letter of intent to OTI.

Upon receipt of a letter of intent, OTI provided support throughout the proposal development and application processes. With the launch of their PSC website¹⁷ in August of 2015, OTI staff members showcased national and local school development exemplars and provided teaching and model design resources. Between September and October of 2015, OTI staff members offered 11 proposal development and school design support workshops. Of those, applicant teams were required to attend a minimum of three support sessions with OTI. OTI staff members also provided individual teams with specific and focused feedback when requested.

OTI staff members designed the workshops and individual work sessions to provide maximum support to applicant teams throughout the formal three-step application process. The first step, the written review round, required teams to submit applications to be evaluated by the School Choice Committee (SCC). The SCC, made up of Dallas ISD administrative leaders and subject matter experts, selected teams to move forward in the application process. In the second step, the SCC interviewed the applicant teams and submitted Choice School recommendation(s) to OTI. In the final step, a Superintendent's panel was established that consisted of a select group of district administrators appointed by the Superintendent. The panel reviewed the recommended applications and made the final decision for the school(s) selected to participate in the PSC initiative.

The school selection process was rigorous in both spring 2015 and spring 2016. In spring of 2015, OTI received 12 Transformation School proposals and approved one school (Solar Preparatory School for Girls) through the selection process. OTI also received 11 Innovation School proposals; of those, one proposal (Bryan Adams High School) was approved to launch through the selection process.

In spring of 2016, OTI received three Transformation School proposals; of those, one proposal (CityLab High School) was approved through the selection process. OTI also received five Innovation

¹⁷ See <http://publicschoolchoiceapplication-dallasisd.org/>.

School proposals and approved one proposal (Martin Weiss Elementary School) through the selection process.

Student Application Process for Transformation Schools

Awareness and Marketing Campaign. Beginning in 2015-16, campus faculty and OTI built awareness for Transformation Schools during the months before the spring 2016 student applications were due. They developed a variety of engagement tactics that included canvassing neighborhoods, organizing face-to-face meetings, targeting social media, coordinating media coverage (i.e., press conference with the Dallas mayor and sharing campus information with media outlets), and organizing campus open houses.¹⁸ OTI staff also marketed Choice Schools to neighborhood associations, daycares, and community organizations (i.e., South Dallas Cultural Center, Bethlehem Center, Girl Scouts, and National Night Out). Per OTI staff members, the awareness and marketing campaign was highly successful and resulted in increased interest in applying to a school in spring 2016.

Overall applications received and accepted for the 2015-16 school year. Overall student acceptance rates were 43 percent in spring 2015 and 38 percent in spring 2016.¹⁹ Thus, in both years, there were markedly more applications submitted than seats available (see Table 7).

Table 7: Transformation School Application Results for Spring 2015 and Spring 2016

School	Spring 2015		Spring 2016	
	Submitted Applications n	Accepted Applications n (%)	Submitted Applications n	Accepted Applications n (%)
Eduardo Mata Elementary School				
PK 3	n/a	n/a	131	16 (12)
PK 4	n/a	n/a	116	5 (4)
Kindergarten	n/a	n/a	177	24 (14)
Solar Preparatory School for Girls				
Kindergarten	n/a	n/a	158	66 (42)
1 st grade	n/a	n/a	98	66 (67)
2 nd grade	n/a	n/a	105	66 (63)
D.A. Hulcy STEAM Middle School				
6 th grade	280	185 (66)	440	228 (52)
IDEA at J. W. Fannin High School				
9 th grade	409	112 (27)	364	126 (35)

Note. Mata's enrollment was not regulated by OTI in 2014-15. Solar was in the planning stage during 2015-16 and will open to students in the fall of 2016. n/a = not applicable.

Source. OTI records.

OTI staff members reported that the number of applications received from students not currently enrolled in Dallas ISD increased from 26 in spring 2015 to 668 in spring 2016. Approximately 46 percent

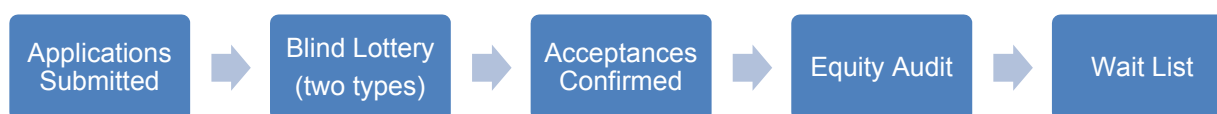
¹⁸ Marketing materials were available in English and Spanish.

¹⁹ Because of the phase-in stages of each school, applications were limited to specific grades. For 2015-16, students could request to attend Mata (grades PK to 3), Hulcy STEAM (grade 6), and IDEA (grade 9). For 2016-17, students could apply to attend Mata (grades PK3 to K), Solar Preparatory School for Girls (grades K to 2), Hulcy STEAM (grade 6), and IDEA (grade 9).

(n=12) were selected to attend a Transformation School in spring 2015.²⁰ As for spring 2016, approximately 25 percent (n=168) of those students were selected to attend a Transformation School through the lottery. The applications included students attending 31 different charter schools, 81 different private schools, and 11 independent school districts.

Application Process. Figure 2 displays the student application process.²¹ Once students submitted applications,²² they were placed into a lottery. Based on the lottery results, OTI mailed out acceptance letters to selected students. Students were required to confirm their intent to attend the Transformation School. Beginning in spring 2016, after acceptances were confirmed, OTI conducted an equity audit to note the percentage of students in each socioeconomic block. Based on equity audit results, OTI staff added students from the wait list in order to maximize enrollment and meet equity requirements, if needed. Details related to the blind lottery and equity audit processes follow.

Figure 2: Student Application Process for Transformation Schools



Blind Priority/General Lottery. Prior to accepting student applications, OTI established a priority radius centered on each Transformation School. Using student applications, a blind lottery²³ was conducted to assign seats from the priority radius and the general lottery (i.e., students who lived outside of the priority radius). Students who were not selected in either lottery were placed on a wait list. A student with a sibling attending a Transformation School was automatically given admission preference and did not have to be selected through the lottery. Seats at Hulcy STEAM and IDEA were assigned in the spring 2015 lottery for the 2015-16 school year. Seats at Hulcy STEAM, IDEA, and Mata were assigned in the spring priority/general 2016 lottery for the 2016-17 school year.

Blind 50/50 Socioeconomic Lottery. For the school involved in the district's socioeconomic diversity pilot, OTI conducted a blind lottery based on the student's economic status. OTI reserved 50 percent of the seats for students who were economically disadvantaged and 50 percent for students who were not. Seats at Solar Preparatory School for Girls were assigned in the spring 50/50 socioeconomic 2016 lottery for the 2016-17 school year.

Equity Audit. Per District Policy FDB (Regulation), at least 12 percent of all students attending a Transformation School in 2016-17 must reside within Socioeconomic Block 3 and 12 percent must reside

²⁰ Hulcy STEAM and IDEA accepted applications in spring 2015. Mata did not.

²¹ OTI staff members aligned their application timeline to the magnet school application timeline for the 2016-17 school year.

²² Applications were available in English and Spanish. They could be completed on paper or electronically and were submitted to OTI by mail, email, or text.

²³ Dallas ISD's department of Evaluation and Assessment conducted the lottery.

within Socioeconomic Block 4.²⁴ As mentioned above, OTI will conduct an equity audit on all Transformation Schools for all confirmed seats after the initial blind lottery. If the thresholds are not met, OTI can pull students from specific Socioeconomic Blocks and add seats if necessary.

2015-16 Individual Transformation School Results. OTI set a priority radius for each Transformation School to ensure that seats would be available to students in the neighborhood and across the district. OTI staff members also set enrollment limits based on seats available at each campus.

IDEA at J. W. Fannin High School. The priority radius for IDEA was three miles around the campus. In spring 2015, OTI reserved 45 percent of the available seats for 2015-16 students residing within that radius and the remaining 55 percent of the seats²⁵ were open to students in the general lottery. Table 8 displays the priority and general lottery results for IDEA. OTI staff members reported that due to higher demand than expected, OTI staff members accepted more students (n=112) than they originally planned (n=100).

D.A. Hulcy STEAM Middle School. Hulcy STEAM's priority radius was set at three and a half miles around the campus. In spring 2015, OTI reserved 75 percent of the available seats²⁶ for 2015-16 students living within that radius. The remaining 25 percent of the seats were open to the general lottery.

Eduardo Mata Elementary School. OTI did not control attendance because Mata did not become an official Transformation School until the administrative team completed the School Categorization Framework in the fall of 2015. Seats were open in grades PK to three and acceptance decisions were made at the campus level.

Table 8: Spring 2015 Priority and General Lottery Results for 2015-16 Transformation School Students

Grade	Seats Available in Spring 2015 n (%)	Students Enrolled in 2015-16 n (%)
IDEA at J. W. Fannin High School ¹		
9 th Grade		
Priority	45 (45)	42 (38)
General	55 (55)	70 (62)
D.A. Hulcy STEAM Middle School		
6 th Grade		
Priority	150 (75)	149 (81)
General	50 (25)	36 (19)

Note. ¹OTI staff members reported high demand to attend IDEA and accepted more students (n=112) than they originally planned (n=100).

Source. OTI records.

2016-17 Individual Transformation School Results. In spring 2016, OTI staff members continued to set a priority radius for each Transformation School. They also continued to set enrollment limits based on seats available.

²⁴ See [http://pol.tasb.org/Policy/Download/361?filename=FDB\(REGULATION\).pdf](http://pol.tasb.org/Policy/Download/361?filename=FDB(REGULATION).pdf) for more details.

²⁵ IDEA accepted applications for ninth grade.

²⁶ Hulcy STEAM accepted applications for sixth grade.

IDEA at J. W. Fannin High School. The priority radius for IDEA²⁷ continued to be three miles around the campus. Two students were automatically accepted for the 2016-17 school year because a sibling attended IDEA the previous year. Table 9 displays the spring 2016 priority and general lottery results for IDEA. The results show that fewer students housed within the priority radius were offered seats than projected (40% vs. 45%).

Table 9: Spring 2016 Priority and General Lottery Results for 2016-17 Transformation School Students

Grade	Seats Available in Spring 2016		Students Offered Seats for 2016-17	
	n	(%)	n	(%)
IDEA at J. W. Fannin High School				
9 th Grade				
Priority	52	(45.0)	46	(40.0)
General	63	(55.0)	69	(60.0)
D.A. Hulcy STEAM Middle School				
6 th Grade				
Priority	150	(67.0)	131	(58.0)
General	75	(33.0)	94	(42.0)
Eduardo Mata Elementary School				
PK 3				
Priority 1 (Mt. Auburn)	8	(67.0)	8	(67.0)
Priority 2 (Wilson feeder)	2	(16.0)	1	(8.0)
General	2	(16.0)	3	(25.0)
PK 4				
Priority 1 (Mt. Auburn)	2	(50.0)	1	(25.0)
Priority 2 (Wilson feeder)	1	(16.0)	0	(0.0)
General	1	(16.0)	3	(25.0)
Kindergarten				
Priority 1 (Mt. Auburn)	16	(67.0)	9	(37.5)
Priority 2 (Wilson feeder)	4	(16.5)	4	(16.5)
General	4	(16.5)	11	(16.5)
Solar Preparatory School for Girls				
Kindergarten				
Economically Disadvantaged	33	(50.0)	33	(49.3)
Not Economically Disadvantaged	33	(50.0)	34	(50.7)
1 st Grade				
Economically Disadvantaged	33	(50.0)	33	(49.3)
Not Economically Disadvantaged	33	(50.0)	34	(50.7)
2 nd Grade				
Economically Disadvantaged	33	(50.0)	37	(52.9)
Not Economically Disadvantaged	33	(50.0)	33	(47.1)

Source: OTI records.

D.A. Hulcy STEAM Middle School. In spring 2016, the priority radius for Hulcy STEAM was the same as in spring 2015 (i.e., 3.5 miles around campus), but the distribution of seats changed. OTI reserved 67 percent of the available seats for students living in the priority radius and 33 percent of the remaining seats were open to the general lottery. The lottery results in Table 9 show that fewer students housed within the priority radius were selected than projected in spring 2016 (58% vs. 67%).

²⁷ Applications were accepted for ninth grade.

In spring 2016, students could apply to attend sixth grade at Hulcy STEAM for the 2016-17 school year. OTI also began accepting applications from students living outside of Dallas ISD boundaries.²⁸ Hulcy STEAM applications were submitted from 10 out-of-district addresses. Two of the 10 students were accepted through the general lottery; one was accepted from the waiting list. Eight additional students were automatically admitted for the 2016-17 school year because a sibling attended Hulcy STEAM the previous year.

Eduardo Mata Elementary School. In spring 2016, Mata had two priority radii. OTI reported that 67 percent of the available seats were reserved for students residing in the Mount Auburn Elementary School boundary²⁹ (i.e., priority radius 1) and approximately 16 percent of the seats were reserved for students living in the Woodrow Wilson feeder pattern (i.e., priority radius 2). The remaining seats were available to the general lottery.

Mata received 424 applications and accepted approximately 11 percent (see Table 9); the acceptance rate for Mata was affected by the high number of sibling applications. Thirty-two students were automatically accepted for the 2016-17 school year because a sibling attended Mata the previous year, which left 40 open slots (12 for PK3, 4 for PK4, and 24 for Kindergarten). Notably, Mata was the only Transformation School to trigger the equity audit because less than 12 percent of students resided in Socioeconomic Block 4. As a result, OTI controlled the wait list offers for the remaining seats in order to reach the required 12 percent threshold, ensuring equity among socioeconomic levels.

Solar Preparatory School for Girls. The lottery to attend Solar Preparatory School for Girls was held in January and February of 2016 for the 2016-17 school year. Unlike the other Transformation Schools, the lottery to attend Solar was based on whether a student was economically disadvantaged or not. As part of OTI's socioeconomic diversity pilot, OTI staff set the lottery at 50 percent economically disadvantaged and 50 percent not economically disadvantaged. After reviewing student acceptances and pulling from the wait list, the actual lottery results were similar to the projected available seats (see Table 9). The student population also fulfilled District Policy FDB (Regulation) with 12 percent of students residing in socioeconomic Block 3 and 12 percent of students residing in Block 4. Solar Preparatory School for Girls received 360 total applications and accepted approximately 55 percent (n=198) of those.

Teacher Application Process for Transformation and Innovation Schools

OTI staff established a selection model for Choice School hiring to ensure that candidates understood the desired competencies of a Choice School teacher. This model also ensured that campus administrators had an adequate pool of applicants who genuinely wanted to teach at a Choice School. A component of the model was a data exercise that screened the candidate's ability to analyze data and plan action steps to accelerate student learning based on the analysis. OTI provided each Choice School leadership team with examples of competent and advanced level responses to this exercise; the campus

²⁸ Some of these applications likely included children of district employees. Transportation was not provided to students who lived out-of-district.

²⁹ Mount Auburn Elementary School is the closest elementary school to Mata and is also in the Wilson feeder pattern.

leadership team used this information to decide which applicants to move to the next step in the application process.

In addition to OTI's selection model, the Planning and Special Projects staff and HCM identified desirable competencies for teachers working within the personalized learning model. Teachers who applied to teach at a personalized learning school were also evaluated based on their abilities to 1) develop an action plan to individually improve student achievement based on fictional data, 2) design a project personalized for a fictional student based on his/her ability and interest, and 3) compose a written response to a fictional scenario related to student engagement. The results of this assessment were provided to the campus administrators as they moved forward with the hiring process.

What were the goals and characteristics of 2015-16 Transformation and Innovation Schools?

Methodology

The goals and characteristics of the Transformation and Innovation Schools were derived from website resources, Dallas ISD documents, interviews, and campus tours. Evaluation and Assessment staff interviewed campus leadership teams, OTI staff, and Planning and Special Projects staff. Information was also collected during informal classroom observations. Additional information was collected by email. The collected qualitative data were synthesized for this report.

Results

Cross-Functional Support Team (C-FST)

OTI established a Cross-Functional Support Team (C-FST) for every Choice School to support model implementation. Each C-FST was made up of OTI staff, the feeder pattern Executive Director, the model support provider (i.e., Teaching and Learning staff, Planning and Special Projects staff, etc.), and the campus leadership team. The teams participated in six week touchpoints³⁰ to discuss yearly progress and goals and to examine the annual implementation and budget plan required for each school.

2015-16 Choice Schools' Models of Instruction

An important characteristic of the PSC initiative is the implementation of a schoolwide anchor model. Dallas ISD staff members used available resources (i.e., websites, books, and curriculum developers) to develop the Choice School models. The following descriptions of the instructional models are specific to Dallas ISD's PSC initiative for 2015-16.

International Baccalaureate (IB)

The backbone of an IB program is the transdisciplinary curricular focus; as such, schools in the Primary Years Programme (PYP) and the Middle Years Programme (MYP) are required to retain an IB coordinator to facilitate lesson planning across content areas. Another central element to all IB programs is

³⁰ Touchpoints occurred in person or virtually.

the IB Learner Profile, 10 attributes (e.g., knowledgeable, principled, etc.) of internationally minded students. Furthermore, students in a PYP and MYP are required to study a language in addition to the language of instruction. Students in a PYP are expected to spend most of their day with the same classroom teacher and will complete an exhibition as their final unit of inquiry. Students in an MYP will create a personal or community project during their final year at the MYP school. The IB Organization (IBO)³¹ and the Texas IB Schools (TIBS)³² provided resources to support teachers and administrators. The five schools implementing the IB model for 2015-16 (Franklin Middle, Kramer Elementary, Lee Elementary, Lipscomb Elementary, and Preston Hollow Elementary) were all conditional Innovation Schools. They will likely become full Innovation Schools once they earn IB authorization from the IBO.

Leadership

The educators within the Dallas ISD Leadership model prioritize leadership skills in students' learning experiences. With an emphasis on providing a global education, educators design lessons to enhance these skills in all students so that students become impactful leaders. Rigor is also an important component in Dallas ISD's Leadership model, ensuring that students graduate high school with the necessary skills to succeed at a four-year college or university. Envision Education³³ worked with campus administrators and teachers to design a leadership model that met the needs of Dallas ISD students. The school implementing this model for 2015-16 (Bryan Adams High School) was an Innovation School.

Montessori

Classes in a Montessori school are child-centered, mixed-age, and hands-on. Students work with manipulatives and progress through lessons outlined in their individual instructional plans. District Montessori teachers plan for three-hour, uninterrupted work cycles that allow students to work at their personalized instructional levels, while teachers review Demonstrations of Learning (DOLs) and reteach concepts as needed. The National Center for Montessori in the Public Sector³⁴ provided Montessori curriculum resources. One Transformation School operated a Montessori model in 2015-16 (Mata Elementary School).

Personalized Learning

In a personalized learning model, teachers guide students to learn at their own pace, focusing on curriculum that is individualized and based on their students' needs. This personalization is possible because of a blended instructional design, allowing teachers to leverage technology as a way to customize the learning experiences of their students. Teachers combine face-to-face and online lessons built from pre-assessments to create stations through which students rotate. Learners work independently, in groups, or with the teacher to extend or review concepts. All students have individual Learner Profiles that outline

³¹ See <http://www.ibo.org/> for more information.

³² See <http://www.texasibschools.org/> for more information.

³³ Envision Education is a nonprofit organization that operates three urban public schools called Envision Schools. Envision Education also offers consulting services to educators wanting to implement their instructional model. See <http://www.envisionschools.org/> for more information.

³⁴ See <http://www.public-montessori.org/> for more information.

their goals and educational experiences. Next Generation Learning³⁵ supported Dallas ISD administrators and teachers as they designed their personalized learning models. One personalized learning Transformation School (IDEA High School) and three personalized learning Innovation Schools (Cabell Elementary, Rogers Elementary, and Marsh Preparatory) operated in 2015-16.

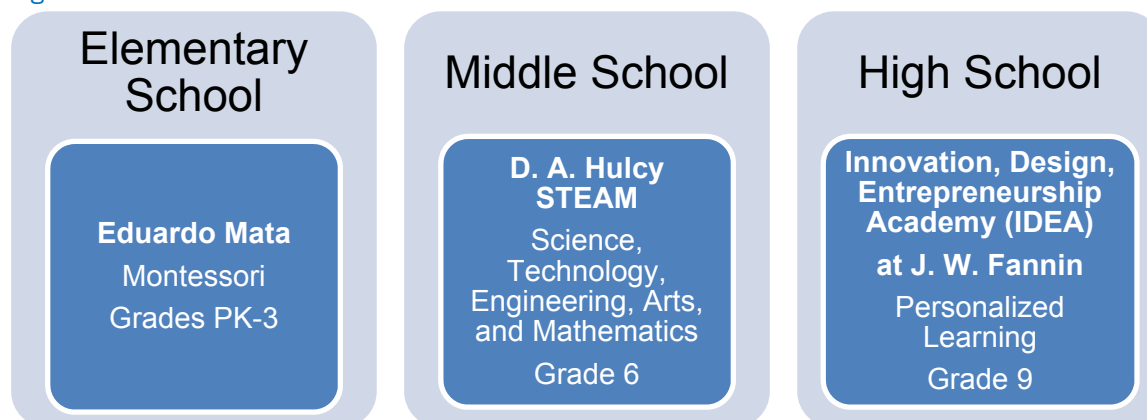
Science, Technology, Engineering, the Arts, and Mathematics (STEAM)

Under the STEAM model, teachers integrate science, technology, engineering, the arts, and mathematics into lessons that challenge students to approach issues as engineers, scientists, and mathematicians. In addition to core classes, students participate in an elective wheel that allows them to rotate among robotics, technology applications, art, and physical education courses. Project Lead the Way³⁶ curriculum resources are available to staff members using the STEAM model. One Transformation School existed under this model for the 2015-16 school year (D.A. Hulcy STEAM Middle School).

Transformation School Characteristics

The Transformation Schools in 2015-16 were Eduardo Mata Elementary, D.A. Hulcy STEAM Middle School, and IDEA at J. W. Fannin High School (see Figure 3). Solar Preparatory School for Girls, a Transformation School scheduled to open in the fall of 2016, was in its planning stage during the 2015-16 school year. As explained earlier, Transformation Schools are start-up schools that are selected through an application process established by OTI. These are open enrollment Choice Schools without academic or parental admission requirements. Transportation is provided to all Dallas ISD students. Details about each Transformation School follow.

Figure 3: Dallas ISD Transformation Schools for the 2015-16 School Year



Note. During the 2015-16 school year, Mata served existing students in grades four and five under the traditional school model. The administrative team plans to expand a grade level each year until the Montessori model is implemented through grade five. Hulcy STEAM and IDEA operated one grade (6 and 9, respectively) during the 2015-16 school year; the administrative teams will add a grade level each year until both schools reach capacity.

³⁵ Next Generation Learning provides educational resources for using technology to improve education. See <http://nextgenlearning.org/> for more information.

³⁶ Project Lead the Way provides STEM related resources to educators. See <https://www.pltw.org/> for more information.

Eduardo Mata Elementary School (Montessori Transformation School)

Mata Elementary School staff served 405 students in grades prekindergarten to three under the Montessori model. While staff phased in this model, fourth and fifth grade students attended Mata under a traditional educational model. Administrators plan to expand the model to include an additional grade each year until the model is school wide. Table 10 displays the demographic characteristics of Mata Elementary School students.³⁷ When compared to all Dallas ISD elementary students, Mata served notably fewer African American (5% vs. 23%), economically disadvantaged (52% vs. 88%), and ELL students (23% vs. 50%). More White students (32% vs. 5%) attended Mata when compared to all elementary schools in Dallas ISD.

Table 10: Demographic Characteristics of 2015-16 Eduardo Mata Elementary Students

Demographic Characteristics	Mata Elementary Students n (%)	Dallas ISD Elementary Students n (%)	All Dallas ISD Students n (%)
Gender			
Male	175 (43)	45,099 (51)	91,043 (51)
Female	230 (57)	42,585 (49)	86,908 (49)
Race			
Hispanic	239 (59)	61,337 (70)	122,561 (69)
African American	22 (5)	19,932 (23)	42,382 (24)
White	128 (32)	4,369 (5)	8,738 (5)
Other ¹	16 (4)	2,046 (2)	4,270 (2)
Special Populations			
Econ. Dis.	211 (52)	77,536 (88)	142,004 (80)
Gifted	72 (18)	9,401 (11)	22,246 (13)
Special Education	24 (6)	5,545 (6)	13,314 (8)
ELL	93 (23)	43,655 (50)	74,175 (42)

Note. Numbers reflected PK to third grade students. ¹Other included Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available. ELL = English Language Learner.
Source. PEIMS district database (10/31/15).

Interviews with campus administration revealed the importance of creating a self-directed learning environment to follow the Montessori model. In this type of environment, the teachers established a student-driven, uninterrupted three-hour work cycle that they felt was crucial to a child's success. Tours through the school provided evidence of this self-directed learning. The evaluator observed a portion of a work cycle and saw students in mixed age classes working with manipulatives and recording their work in their personal instructional plans. Students worked independently at their instructional levels, while teachers checked individual students' Demonstrations of Learning (DOLs) and retaught concepts as needed.

D.A. Hulcy STEAM Middle School (STEAM Transformation School)

Hulcy STEAM faculty served 185 sixth grade students within the STEAM model. Administrators plan to add a grade level each year until the school reaches capacity at eighth grade. Notably, more African American (44% vs. 22%) students and fewer Hispanic students (55% vs. 72%) attended Hulcy STEAM when compared to middle school students across the district (see Table 11).

³⁷ Demographics reflect students taught under the Montessori model (grades PK to third).

Table 11: Demographic Characteristics of 2015-16 D.A. Hulcy STEAM Students

Demographic Characteristics	Hulcy STEAM Middle School Students n (%)	Dallas ISD Middle School Students n (%)	All Dallas ISD Students n (%)
Gender			
Male	98 (53)	16,389 (52)	91,043 (51)
Female	87 (47)	15,174 (48)	86,908 (49)
Race			
Hispanic	101 (55)	22,591 (72)	122,561 (69)
African American	82 (44)	7,045 (22)	42,382 (24)
White	0 (0)	1,286 (4)	8,738 (5)
Other ¹	2 (1)	641 (2)	4,270 (2)
Special Populations			
Econ. Dis.	169 (91)	28,007 (89)	142,004 (80)
Gifted	29 (16)	4,923 (16)	22,246 (13)
Special	10 (5)	2,978 (9)	13,314 (8)
Education			
ELL	70 (38)	14,601 (46)	74,175 (42)

Note. ¹Other included Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available. ELL = English Language Learner.

Source. PEIMS district database (10/31/15).

Interviews with campus administration revealed that Hulcy STEAM staff focused on building relationships with students. Students were divided into “houses,” or pods, that were named for Ivy League universities and grouped by curricular area (e.g., Language Arts/Social Studies and Mathematics/Science). The house structure created small learning communities within the school. Houses periodically competed against one another, fostering relationships between the students and their teachers. Campus staff extended these relationships by bringing in guest speakers to generate interest in STEAM related occupations.

On a campus tour, the evaluator noted the variety of technology available to teachers and students. All rooms were equipped with document cameras, interactive whiteboards, and an electronic tablet for each student. The evaluator also observed the unique learning space available for the robotics and technology applications classes. The robotics teacher displayed student work throughout the lab and provided students access to desktop computers and open workspaces.

IDEA at J. W. Fannin High School (Personalized Learning Transformation School)

IDEA High School staff served 111 ninth grade students under the personalized learning model. Administrators plan to add a grade level each year until the school reaches capacity at twelfth grade. Table 12 displays the demographic characteristics of IDEA students. There were notably more African American students (35% vs. 23%) and fewer Hispanic students (57% vs. 70%) who chose to attend IDEA when compared to all district high school students.

Table 12: Demographic Characteristics of 2015-16 IDEA at J. W. Fannin Students

Demographic Characteristics	IDEA High School Students n (%)	Dallas ISD High School Students n (%)	All Dallas ISD Students n (%)
Gender			
Male	49 (44)	19,525 (50)	91,043 (51)
Female	62 (56)	19,749 (50)	86,908 (49)
Race			
Hispanic	63 (57)	27,457 (70)	122,561 (69)
African American	39 (35)	8,877 (23)	42,382 (24)
White	7 (6)	1,948 (5)	8,738 (5)
Other ¹	2 (2)	992 (2)	4,270 (2)
Special Populations			
Econ. Dis.	93 (84)	32,524 (83)	142,004 (80)
Gifted	19 (17)	6,452 (16)	22,246 (13)
Special Education	6 (5)	3,270 (8)	13,314 (8)
ELL	29 (26)	9,815 (25)	74,175 (42)

Note. ¹Other included Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available. ELL = English Language Learner.

Source. PEIMS district database (10/31/15).

In interviews, IDEA campus administrators explained that the blended station rotation model, Next Generation Skills, and community partnerships were unique elements of their personalized learning model. IDEA teachers “blended” their instruction by providing students with a combination of face-to-face and online learning experiences. The evaluator observed teachers dividing students into stations, or groups, based on pre-assessment results. Teachers presented differentiated lessons and worked with small groups of students, while other students worked independently using electronic tablets.

Campus administrators described Next Generation Skills³⁸ as a cornerstone of IDEA’s daily Advisory program. These skills outline six attributes that serve as goals for IDEA students: Content Experts, Professional Collaborators, Innovative Thinkers, Articulate Communicators, Willing Contributors, and Self-Directed Learners. IDEA staff viewed these skills as targets for all students to attain. When necessary, administrators worked individually with students to improve their behavior based on demonstration of these competencies.

IDEA administrators explained that they cultivated students’ Next Generation Skills by establishing partnerships between the school and community. Whether through Skype communications, field trips, or guest speakers, students connected to the outside world at least once per week. Furthermore, the administrators designed a mentorship program that paired every student with a community mentor. The IDEA administrative team planned to evolve the mentorships into internships between the mentors and older students.

Solar Preparatory School for Girls (Single Gender STEAM Transformation School)

Solar Preparatory School for Girls is scheduled to open in the fall of 2016 as a single-gender STEAM school. Solar will open to girls in kindergarten, first, and second grades; a grade will be added each

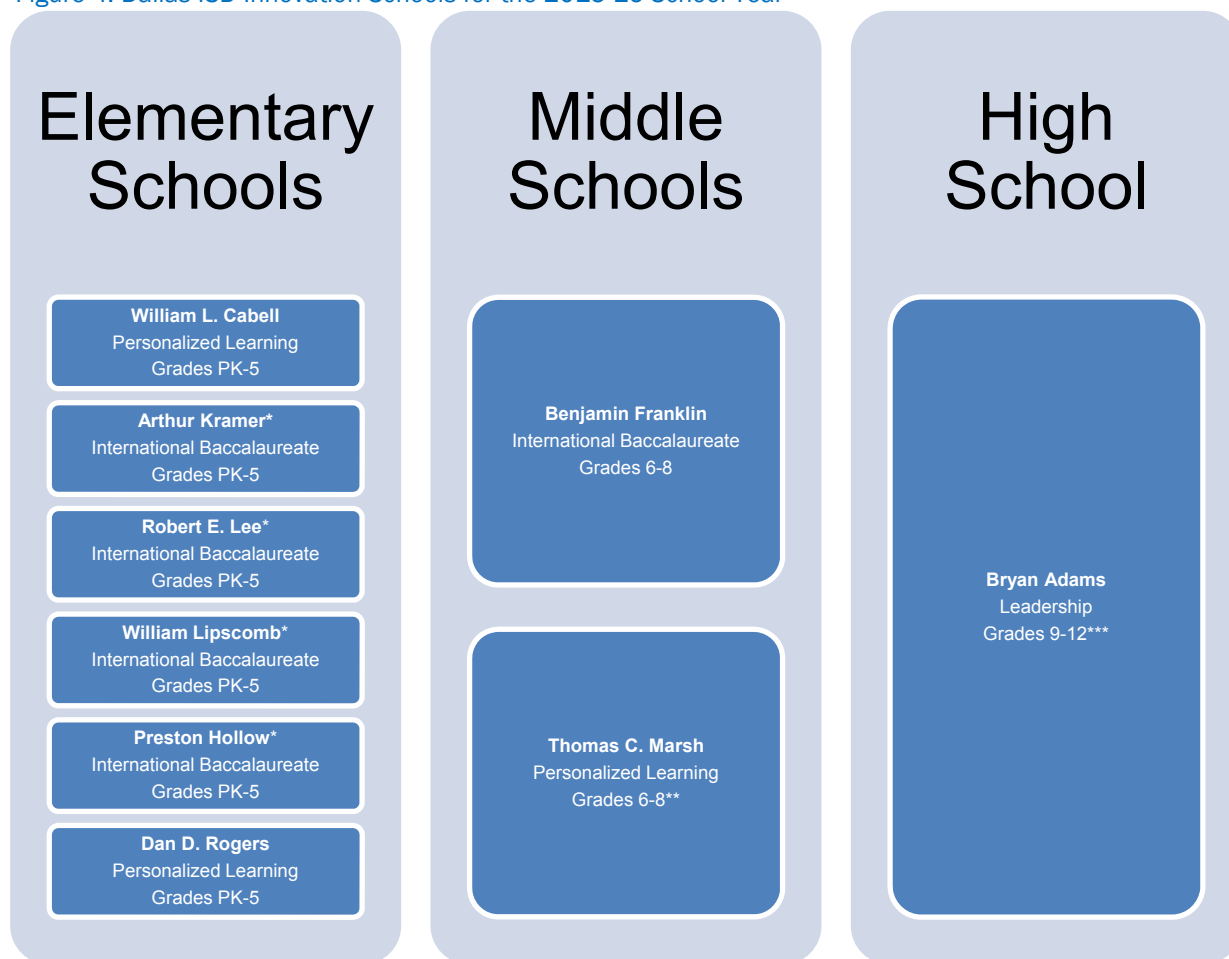
³⁸ See www.dallasisd.org/cms/lib/TX01001475/Centricity/Domain/11893/IDEA%20Next%20Gen%20Skills.revised5.26.pdf for more information.

year until the school reaches capacity through eighth grade. As mentioned previously, 2015-16 was Solar's planning year as staff prepared to open in the fall of 2016.

Innovation School Characteristics

Dallas ISD operated four official Innovation Schools and five conditional Innovation Schools³⁹ during the 2015-16 school year (see Figure 4). As described earlier, Innovation Schools are existing neighborhood schools that focus on one school wide model. These are Choice Schools without academic admission requirements that serve students within the current attendance boundaries. Details about each Innovation School follow.

Figure 4: Dallas ISD Innovation Schools for the 2015-16 School Year



Note. *These schools were conditionally adopted as Innovation Schools while their IB status was under review by the IBO. Once authorized by the IBO, they will likely become official Choice Schools. ** Marsh serves students in grades six to eight, but the personalized learning model began with grade six for the 2015-16 school year. The administrators plan to add a new grade under the model each year. *** Adams serves students in grades nine to twelve, but the full leadership model began with grade nine for the 2015-16 school year. Some elements were implemented schoolwide. The administrators plan to add a new grade under the model each year.

³⁹ These schools were conditionally accepted as Innovation Schools while their IB status was under review by the IBO.

William L. Cabell Elementary School (Personalized Learning Innovation School)

Cabell Elementary School, located in the W. T. White feeder pattern, served 568 students in grades kindergarten through five under the personalized learning model. Table 13 indicates that noticeably more Hispanic (90% vs. 70%), ELL (67% vs. 50%), and economically disadvantaged (94% vs. 88%) students attended Cabell when compared to all Dallas ISD elementary schools during the 2015-16 school year. Fewer African American (3% vs. 23%) students attended Cabell when compared to all district elementary schools.

Table 13: Demographic Characteristics of 2015-16 William L. Cabell Elementary Students

Demographic Characteristics	Cabell Elementary Students n (%)	Dallas ISD Elementary Students n (%)	All Dallas ISD Students n (%)
Gender			
Male	298 (52)	45,099 (51)	91,043 (51)
Female	270 (48)	42,585 (49)	86,908 (49)
Race			
Hispanic	514 (90)	61,337 (70)	122,561 (69)
African American	15 (3)	19,932 (23)	42,382 (24)
White	22 (4)	4,369 (5)	8,738 (5)
Other ¹	17 (3)	2,046 (2)	4,270 (2)
Special Populations			
Econ. Dis.	533 (94)	77,536 (88)	142,004 (80)
Gifted	75 (13)	9,401 (11)	22,246 (13)
Special Education	38 (7)	5,545 (6)	13,314 (8)
ELL	378 (67)	43,655 (50)	74,175 (42)

Note. ¹Other included Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available. ELL = English Language Learner.

Source. PEIMS district database (10/31/15).

Interviews with the Cabell Personalized Learning Coordinator revealed that teachers personalized their lessons by creating “playlists,” or menus, of activities. At times, students could self-select the order of their lessons; at other times, the teachers prescribed the order for students. The coordinator explained that the activities on the playlists varied based on student need; teachers determined student need from students’ individual Learner Profiles (i.e., documentation of test results, learning goals, and an interest inventory). Some of the playlist activities required technology, while others did not.

Dan D. Rogers Elementary School (Personalized Learning Innovation School)

Rogers Elementary School, located in the Hillcrest feeder pattern, served 502 students in grades prekindergarten through five under the personalized learning model. Noticeably more White (14% vs. 5%) and ELL (62% vs. 50%) students attended Rogers (see Table 14) when compared to all district elementary schools during the 2015-16 school year. Additionally, notably fewer African American (14% vs. 23%) students attended Rogers when compared to all district elementary schools.

Table 14: Demographic Characteristics of 2015-16 Dan D. Rogers Elementary Students

Demographic Characteristics	Rogers Elementary Students n (%)		Dallas ISD Elementary Students n (%)		All Dallas ISD Students n (%)	
Gender						
Male	251	(50)	45,099	(51)	91,043	(51)
Female	251	(50)	42,585	(49)	86,908	(49)
Race						
Hispanic	334	(67)	61,337	(70)	122,561	(69)
African American	72	(14)	19,932	(23)	42,382	(24)
White	71	(14)	4,369	(5)	8,738	(5)
Other ¹	25	(5)	2,046	(2)	4,270	(2)
Special Populations						
Econ. Dis.	420	(84)	77,536	(88)	142,004	(80)
Gifted	73	(15)	9,401	(11)	22,246	(13)
Special Education	45	(9)	5,545	(6)	13,314	(8)
ELL	310	(62)	43,655	(50)	74,175	(42)

Note. ¹Other included Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available. ELL = English Language Learner.

Source. PEIMS district database (10/31/15).

The Rogers Elementary principal explained in an interview that teachers examined data to personalize student learning. They used All In Learning⁴⁰ to disaggregate testing data and met regularly with instructional coaches and administrators to create individualized lesson plans. Teachers also created groups based on students' needs and adjusted these groups when necessary. Data were included in each student's Learner Profile,⁴¹ a binder that housed individual test results and learning goals.

The Rogers principal also described problem-based learning as a way teachers personalized students' learning experiences. REAL School Gardens⁴² and Junior Achievement⁴³ staff worked with faculty and students on science and financial literacy lessons. This emphasis on project based learning contributed to the personalization of lessons as campus personnel created opportunities for students to connect to their learning in a meaningful way.

Thomas C. Marsh Preparatory Academy (Personalized Learning Innovation School)

Marsh Preparatory, located in the W. T. White feeder pattern, served 315 sixth graders under the personalized learning model. Notably, more Hispanic (90% vs. 72%) and ELL (71% vs. 46%) sixth grade students attended Marsh than all Dallas ISD middle schools (see Table 15).⁴⁴ Fewer African American sixth grade students (4% vs. 22%) attended Marsh when compared to all district middle schools. An additional 691 seventh and eighth graders attended Marsh and were taught under a traditional educational model. Administrators plan to expand the model one grade each year until the model is schoolwide.

⁴⁰ All In Learning provides data collection methods for teachers to assess learning and provide timely feedback. See <http://www.allinlearning.com/> for more information.

⁴¹ Only students in grades second through five had a Learner Profile.

⁴² REAL School Gardens works with schools to establish outdoor learning gardens.

⁴³ Junior Achievement is a project funded by AT&T.

⁴⁴ Marsh demographics represent sixth grade students only.

Table 15: Demographic Characteristics of 2015-16 Thomas C. Marsh Students

Demographic Characteristics	Marsh Preparatory Students n (%)	Dallas ISD Middle School Students n (%)	All Dallas ISD Students n (%)
Gender			
Male	162 (51)	16,389 (52)	91,043 (51)
Female	153 (49)	15,174 (48)	86,908 (49)
Race			
Hispanic	284 (90)	22,591 (72)	122,561 (69)
African American	12 (4)	7,045 (22)	42,382 (24)
White	15 (5)	1,286 (4)	8,738 (5)
Other ¹	4 (1)	641 (2)	4,270 (2)
Special Populations			
Econ. Dis.	288 (91)	28,007 (89)	142,004 (80)
Gifted	46 (15)	4,923 (16)	22,246 (13)
Special Education	18 (6)	2,978 (9)	13,314 (8)
ELL	223 (71)	14,601 (46)	74,175 (42)

Note. ¹Other included Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available. ²Marsh demographics included sixth grade students only. ELL = English Language Learner.

Source. PEIMS district database (10/31/15).

Initial interview results revealed that the teachers developed “playlists,” or menus, of assignments based on students’ needs, in addition to revising course offerings. Sixth grade teachers provided students with playlists aligned with educational standards and tailored to students’ abilities.

In a follow-up interview, new staff⁴⁵ described a shift in focus to building Marsh’s school culture and using data to personalize instruction. The administrative team members worked with teachers and instructional coaches to create a community of trust and positivity among faculty. They established new routines for students to minimize discipline issues and emphasize respect. The principal and her team also reached out to parents by making home visits, increasing communication, and offering after school tutoring. The teachers and instructional coaches used All In Learning⁴⁶ to develop personalized action plans and student groupings based on data. Teachers also used data as they continued to create student playlists.

Bryan Adams High School (Leadership Innovation School)

Bryan Adams High School faculty served 621 ninth grade students under the leadership model. More ELL (43% vs. 25%) and fewer African American (15% vs. 23%) ninth grade students attended Bryan Adams when compared to all Dallas ISD high schools (see Table 16).⁴⁷ An additional 1,344 students in grades 10 through 12 attended Adams under a more traditional educational model.⁴⁸ Adams staff members will expand their model to an additional grade each year until the full model is schoolwide.

⁴⁵ A new principal was appointed to Marsh during the spring semester.

⁴⁶ All In Learning provides data collection methods for teachers to assess learning and provide timely feedback.

⁴⁷ Adams demographics represent ninth grade students only.

⁴⁸ Some elements of the leadership model were implemented schoolwide.

Table 16: Demographic Characteristics of 2015-16 Bryan Adams Students

Demographic Characteristics	Bryan Adams Students ² n (%)	Dallas ISD High School Students n (%)	All Dallas ISD Students n (%)
Gender			
Male	344 (55)	19,525 (50)	91,043 (51)
Female	277 (45)	19,749 (50)	86,908 (49)
Race			
Hispanic	466 (75)	27,457 (70)	122,561 (69)
African American	94 (15)	8,877 (23)	42,382 (24)
White	40 (6)	1,948 (5)	8,738 (5)
Other ¹	21 (3)	992 (2)	4,270 (2)
Special Populations			
Econ. Dis.	547 (88)	32,524 (83)	142,004 (80)
Gifted	50 (8)	6,452 (16)	22,246 (13)
Special Education	63 (10)	3,270 (8)	13,314 (8)
ELL	267 (43)	9,815 (25)	74,175 (42)

Note. ¹Other included Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available. ²The Bryan Adams statistics included ninth grade only. ELL = English Language Learner. Some percentages do not add to 100 due to rounding.

Source. PEIMS district database (10/31/15).

Interviews with campus administrators revealed that staff developed the Bryan Adams Six Leadership Skills (BASIX); teachers aimed to incorporate these skills into their lessons and Advisory courses.⁴⁹ Upon mastery, staff believed that students would be able to communicate effectively and persuasively, manage projects effectively, think critically, solve problems resourcefully, express themselves creatively, and collaborate productively.

Campus administrators also described their progress toward the next phase of the Bryan Adams leadership model: providing students with extended learning experiences and beginning the portfolio defense process. The extended learning experience will provide an opportunity for all students to connect to the community in meaningful, professional ways at least once per school year. As of 2015-16, this occurred in pockets of the school (i.e., mock job interviews for Advancement via Individual Determination (AVID) students). The student portfolio, organized around the BASIX, will document each student's growth over four years. As sophomores, administrators plan for students to prepare a mock defense of their leadership portfolios; students will present a formal defense of their best work to a panel of faculty and community members their senior year. The 2015-16 freshman class will be the first to complete all stages of this requirement.

Conditional Innovation School Characteristics

The schools described in this section received funding as Innovation Schools through OTI, but were not recognized as actual Innovation Schools during the 2015-16 school year. Once they receive their IB authorization from the IBO, they will likely become full Innovation Schools. IB authorization takes approximately three years to achieve.

⁴⁹ The BASIX and Advisory course were implemented schoolwide.

Year one IB Authorization. In the first year, administrative teams request candidacy by completing a comprehensive application that includes evidence of community support, the results of a required IB feasibility study, and an explanation of how the school and IB philosophy align. Additionally, PYP applicants must ensure that the classes are self-contained for the four core subject areas (mathematics, social studies, science, and language) and that students over the age of seven are taught a second language. Teams seeking MYP authorization must also explain how they are meeting the language acquisition, visual arts, and performing arts course requirements. Kramer Elementary, Lee Elementary, and Franklin Middle were all working through the candidacy phase.

Arthur Kramer Elementary School

Kramer Elementary School, located in the Hillcrest feeder pattern, served 497 students in grades prekindergarten to five under the IB model. The demographic characteristics of Kramer students are displayed in Table 17. Noticeably more ELL (62% vs. 50%) and White (14% vs. 5%) students attended Kramer when compared to all Dallas ISD elementary schools (see Table 17).

Table 17: Demographic Characteristics of 2015-16 Arthur Kramer Elementary Students

Demographic Characteristics	Kramer Elementary Students n (%)	Dallas ISD Elementary Students n (%)	All Dallas ISD Students n (%)
Gender			
Male	275 (55)	45,099 (51)	91,043 (51)
Female	222 (45)	42,585 (49)	86,908 (49)
Race			
Hispanic	313 (63)	61,337 (70)	122,561 (69)
African American	93 (19)	19,932 (23)	42,382 (24)
White	71 (14)	4,369 (5)	8,738 (5)
Other ¹	20 (4)	2,046 (2)	4,270 (2)
Special Populations			
Econ. Dis.	374 (75)	77,536 (88)	142,004 (80)
Gifted	77 (16)	9,401 (11)	22,246 (13)
Special Education	48 (10)	5,545 (6)	13,314 (8)
ELL	310 (62)	43,655 (50)	74,175 (42)

Note. ¹Other included Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available. ELL = English Language Learner.

Source. PEIMS district database (10/31/15).

In an interview with the principal and campus IB Coordinator, the evaluator learned that Kramer staff's focus for the 2015-16 school year was on planning transdisciplinary lessons. The administrative team members provided professional development opportunities for teachers to align their curriculum to IB. They described excitement among their teachers and attributed the positive attitudes to the curriculum support they provided teachers along the way.

Robert E. Lee Elementary School

Lee Elementary School, located in the Wilson feeder pattern, served 358 students in grades prekindergarten through five under the IB instructional model. As illustrated in Table 18, notably more White (20% vs. 5%) and ELL (66% vs. 50%) students attended Lee when compared to all district elementary

schools. Additionally, noticeably fewer economically disadvantaged (73% vs. 88%) and African American (9% vs. 23%) students attended Lee when contrasted to all district elementary schools.

Table 18: Demographic Characteristics of 2015-16 Robert E. Lee Elementary Students

Demographic Characteristics	Lee Elementary Students n (%)	Dallas ISD Elementary Students n (%)	All Dallas ISD Students n (%)
Gender			
Male	175 (49)	45,099 (51)	91,043 (51)
Female	183 (51)	42,585 (49)	86,908 (49)
Race			
Hispanic	241 (67)	61,337 (70)	122,561 (69)
African American	33 (9)	19,932 (23)	42,382 (24)
White	71 (20)	4,369 (5)	8,738 (5)
Other ¹	13 (4)	2,046 (2)	4,270 (2)
Special Populations			
Econ. Dis.	262 (73)	77,536 (88)	142,004 (80)
Gifted	57 (16)	9,401 (11)	22,246 (13)
Special Education	43 (12)	5,545 (6)	13,314 (8)
ELL	237 (66)	43,655 (50)	74,175 (42)

Note. ¹Other included Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available. ELL = English Language Learner.

Source. PEIMS district database (10/31/15).

According to the campus IB Coordinator, Lee educators focused on writing transdisciplinary, vertically-aligned lessons that could be a model for other schools. Two of these lessons, called Units of Inquiry, were described in a Texas IB Schools (TIBS) newsletter as exemplars. The coordinator also described increased enthusiasm for learning among students and staff; she attributed this excitement to successful implementation of the IB model.

Benjamin Franklin Middle School

Franklin Middle School, located in the Hillcrest feeder pattern, served 995 students in grades six to eight under the IB model. Table 19 presents the demographic characteristics of Franklin students in comparison to students in all Dallas ISD middle schools. Notably more Hispanic (81% vs. 72%) and ELL (51% vs. 46%) students attended Franklin, while fewer African American (13% vs. 22%) students attended Franklin when compared to all Dallas ISD middle schools.

Table 19: Demographic Characteristics of 2015-16 Benjamin Franklin Elementary Students

Demographic Characteristics	Franklin Middle School Students n (%)	Dallas ISD Middle School Students n (%)	All Dallas ISD Students n (%)
Gender			
Male	529 (53)	16,389 (52)	91,043 (51)
Female	466 (47)	15,174 (48)	86,908 (49)
Race			
Hispanic	803 (81)	22,591 (72)	122,561 (69)
African American	132 (13)	7,045 (22)	42,382 (24)
White	43 (4)	1,286 (4)	8,738 (5)
Other ¹	17 (2)	641 (2)	4,270 (2)
Special Populations			
Econ. Dis.	850 (85)	28,007 (89)	142,004 (80)
Gifted	119 (12)	4,923 (16)	22,246 (13)
Special Education	82 (8)	2,978 (9)	13,314 (8)
ELL	508 (51)	14,601 (46)	74,175 (42)

Note. ¹Other included Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available. ELL = English Language Learner.

Source. PEIMS district database (10/31/15).

In an interview, the Franklin principal and IB campus coordinator described an increased enthusiasm among the teachers, students, and community due to the IB model. Campus administrators encouraged teachers to be creative in their planning of transdisciplinary lessons. Students exhibited their excitement for the international-mindedness culture by organizing Kick for Nick, an organization that collects soccer balls to send to soldiers overseas.⁵⁰ Administrators also described their gratitude toward the community and staff at other IB campuses for supporting their implementation of the IB model.

Year two IB Authorization. The second year of authorization is the candidate phase. Applicant teams work with an IB consultant and have access to curriculum resources provided by the IB organization. The consultant guides the teams as they implement the program and provides two reports on the school's progress including recommendations for moving forward. Lipscomb Elementary was in the candidate phase.

William Lipscomb Elementary School

Lipscomb Elementary School, located in the Wilson feeder pattern, served 521 students in grades prekindergarten to five under the IB model. Table 20 details the demographic characteristics of Lipscomb students. Noticeably more Hispanic (77% vs. 70%) and fewer African American (10% vs. 23%) students attended Lipscomb in comparison to all Dallas ISD elementary schools.

⁵⁰ See <http://www.kickfornick.org/> for additional information.

Table 20: Demographic Characteristics of 2015-16 William Lipscomb Elementary Students

Demographic Characteristics	Lipscomb Elementary Students n (%)	Dallas ISD Elementary Students n (%)	All Dallas ISD Students n (%)
Gender			
Male	273 (52)	45,099 (51)	91,043 (51)
Female	248 (48)	42,585 (49)	86,908 (49)
Race			
Hispanic	403 (77)	61,337 (70)	122,561 (69)
African American	52 (10)	19,932 (23)	42,382 (24)
White	51 (10)	4,369 (5)	8,738 (5)
Other ¹	15 (3)	2,046 (2)	4,270 (2)
Special Populations			
Econ. Dis.	466 (89)	77,536 (88)	142,004 (80)
Gifted	73 (14)	9,401 (11)	22,246 (13)
Special Education	19 (4)	5,545 (6)	13,314 (8)
ELL	250 (48)	43,655 (50)	74,175 (42)

Note. ¹Other included Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available. ELL = English Language Learner.

Source. PEIMS district database (10/31/15).

In an interview, Lipscomb administrators explained a focus on IB curriculum development during the 2015-16 school year. Teachers designed transdisciplinary lessons and authentic assessments for their students. Teachers also incorporated reflection into their units, taking time to consider successes and challenges before moving on to the next lesson; additionally, they considered student reflections in their planning process. The administrative team members at Lipscomb prioritized planning and reflection time for their teachers, providing professional development days for these tasks throughout the school year.

Year three IB Authorization. The third year of authorization is the authorization phase. Applicant teams must submit a detailed application for authorization. IB representatives conduct a verification visit and either make a recommendation for authorization or require that certain issues be addressed prior to authorization. Preston Hollow was in the authorization phase.

Preston Hollow Elementary School

Preston Hollow Elementary School, located in the Hillcrest feeder pattern, served 453 students in grades prekindergarten to five under the IB model. Table 21 indicates that notably more ELL (62% vs. 50%) and fewer African American (10% vs. 23%) students attended Preston Hollow when compared to all Dallas ISD elementary schools.

Table 21: Demographic Characteristics of 2015-16 Preston Hollow Elementary Students

Demographic Characteristics	Preston Hollow Elementary Students n (%)		Dallas ISD Elementary Students n (%)		All Dallas ISD Students n (%)	
Gender						
Male	243	(54)	45,099	(51)	91,043	(51)
Female	210	(46)	42,585	(49)	86,908	(49)
Race						
Hispanic	341	(75)	61,337	(70)	122,561	(69)
African American	45	(10)	19,932	(23)	42,382	(24)
White	54	(12)	4,369	(5)	8,738	(5)
Other ¹	13	(3)	2,046	(2)	4,270	(2)
Special Populations						
Econ. Dis.	384	(85)	77,536	(88)	142,004	(80)
Gifted	73	(16)	9,401	(11)	22,246	(13)
Special Education	26	(6)	5,545	(6)	13,314	(8)
ELL	280	(62)	43,655	(50)	74,175	(42)

Note. ¹Other included Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available. ELL = English Language Learner.

Source. PEIMS district database (10/31/15).

In an interview, the Preston Hollow administrators described themselves as being collaborative at every level: student to student, teacher to teacher, and school to school. The teachers encouraged students to work together and met regularly with instructional coaches to discuss student achievement. The administrative team also expressed interest in working with the other IB schools in Dallas ISD to share ideas and create new lessons. According to campus administrators, this collaboration resulted in a culture of internationally minded students and staff who loved their school.

What were teacher and administrator perceptions of the Transformation and Innovation School resources, professional development (PD) sessions, and other support offered by the district?

Methodology

A survey was developed as a follow up to campus staff interviews in order to measure Transformation and Innovation teacher and administrator perceptions (see Appendix A). The overall purpose of the survey was to determine the types and helpfulness of professional development opportunities, in addition to respondents' perceptions of teacher and student experiences related to each Choice model. Most of the items were fixed on a three-point scale (not helpful to very helpful) or a five-point scale (strongly disagree to strongly agree). The survey also included several open-ended questions. Administrators of the 2015-16 Choice Schools were asked to distribute the survey to all faculty knowledgeable about the school's Choice model. Reminders were sent by OTI and the evaluator. The survey was available from January 8 to January 31 and was completed by 353 participants.

Frequencies of scaled item responses were calculated using SPSS. Responses to the open-ended questions were coded for emergent themes related to successes, challenges, and future professional

development preferences. Some open-ended responses included information that fit into more than one theme.

Results

As mentioned previously, 353 campus staff members completed the survey. Of these respondents, over 97 percent ($n=343$) began the 2015-16 school year teaching at the present school. Respondents who taught at a Transformation School in 2015-16 ($n=46$) reported an average of 10.7 years ($SD=10.7$) teaching experience and taught at the current Choice School for a mean of 2.2 years ($SD=3.2$).⁵¹ Respondents who taught at an Innovation School in 2015-16 ($n=307$) reported an average of 9.9 years ($SD=9.4$) teaching experience and taught at the current Choice School for a mean of 4.1 years ($SD=5.4$).

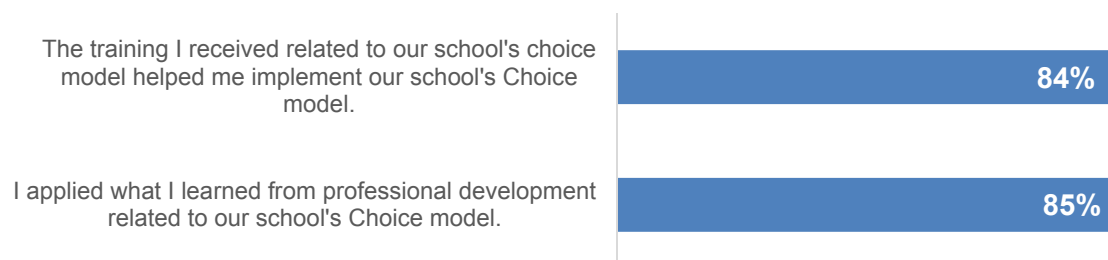
Most respondents worked at an elementary school ($n=218$); the remaining respondents worked at a high school ($n=90$) or middle school ($n=45$). See Appendix B for the number of respondents per Choice School.

Most respondents ($n=162$) indicated that they taught English/language arts, mathematics ($n=146$), science ($n=145$), and/or social studies/history ($n=141$).⁵² An additional 68 respondents taught an elective (i.e., art, music, physical education, and/or foreign language) and 90 selected “other” (i.e., counseling, library, administration, etc.).

Perceptions of Professional Development Opportunities

Ninety-four percent ($n=331$) of respondents reported that they received professional development specific to their school’s Choice model. Of the respondents who did not receive professional development ($n=22$), 50 percent ($n=11$) said that they did not attend professional development because the opportunity was not offered to them. The professional development completed by Choice School faculty was reported to be mandatory (64%; $n=225$), partially mandatory and partially optional (22%; $n=79$), or optional (14%; $n=48$). Figure 5 indicates that 84 percent ($n=259$) of the respondents felt that the professional development they received was helpful in implementing their model. Eighty-five percent ($n=264$) of the participants indicated that they applied what they learned from professional development to their practice.

Figure 5: Campus Faculty Perceptions of PSC Professional Development



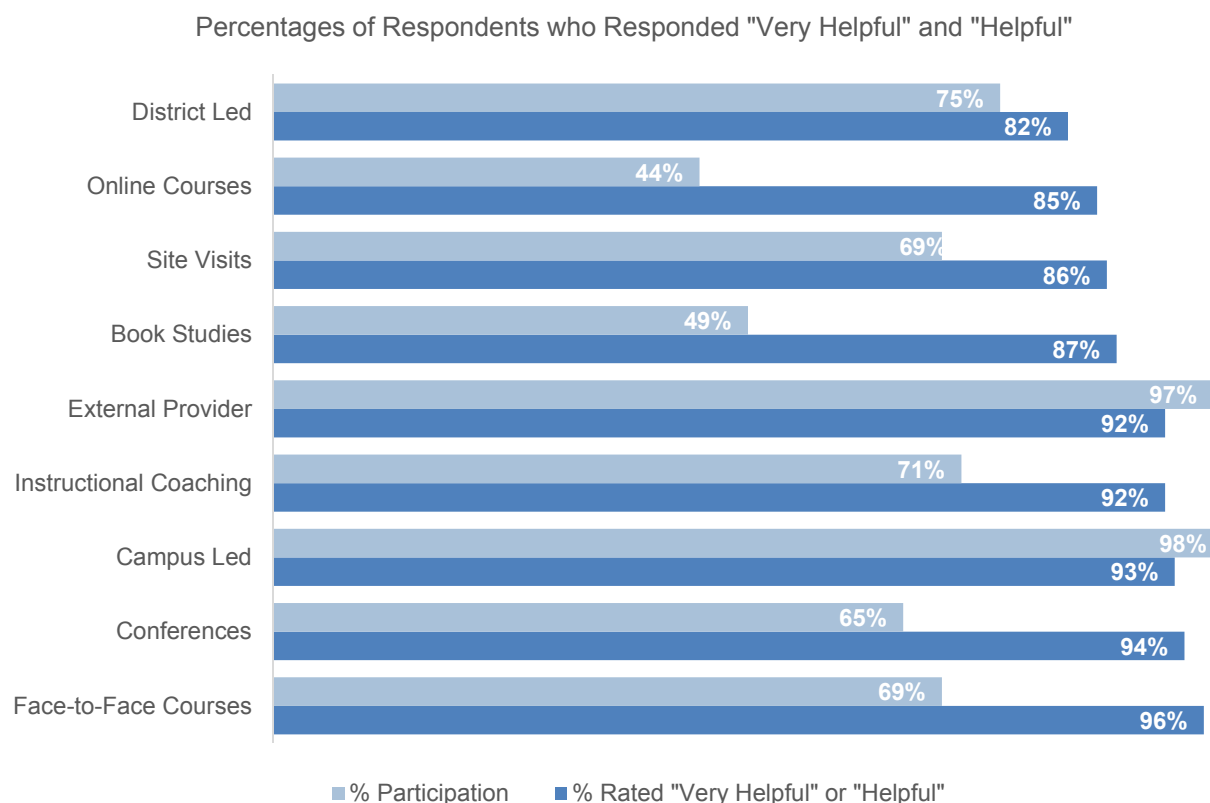
Note. Percentages included respondents who responded “Strongly Agree” or “Agree.”

⁵¹ Many teachers taught at Mata prior to it becoming a Transformation School.

⁵² Respondents could select more than one subject area when answering this question.

Figure 6 details faculty members' participation in professional development and their perceptions of the opportunities. Most respondents attended professional development led by campus personnel (98%) and external providers (97%) and most of those respondents (93% and 92% respectively) reported these opportunities to be helpful. Over 90% of participants also rated face-to-face courses and conferences as helpful. However, fewer respondents participated in these opportunities (69% and 65% respectively). Overall, all types of professional development were described as helpful regardless of participation level.

Figure 6: Percentages of Participation and Helpfulness of Professional Development.



Note. The respondents who selected "Did Not Attend" were not included.

In an open-ended survey item, 277 respondents suggested focus areas for future professional development (see Figure 7).⁵³ When asked for suggestions, most requests (n=188) were related to planning and implementing the school Choice models. Within these responses, 35 respondents requested time and guidance in planning lessons and assessments that aligned to their Choice model. There were 30 specific requests for site visits to other Choice Schools, particularly to those with similar demographics, 12 requests for professional development led by external providers (i.e., Envision, Advanced Placement, the International Baccalaureate Organization, etc.), and six requests to attend conferences. Thirteen respondents requested training related to their specific content areas and 11 respondents requested

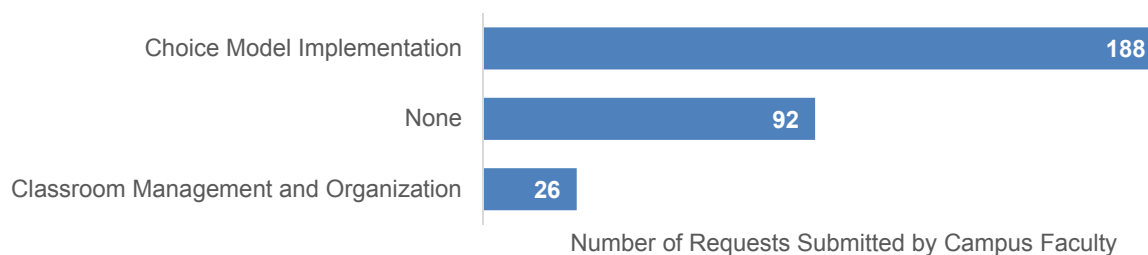
⁵³ Some respondents requested more than one type of professional development.

training focused on implementing their Choice model with special populations (i.e., prekindergarten, special education students, ELL students, etc.).

Participants (n=26) also requested professional development focused on general teaching methods unrelated to the Choice model. These requests included classroom management and organization. Specifically, respondents requested ideas for record keeping, lesson planning, and general teaching methodology, particularly for new teachers.

Of those who submitted surveys, 92 participants (26%) indicated that they did not need any additional professional development.

Figure 7: Types of Professional Development Requests Submitted by Campus Faculty

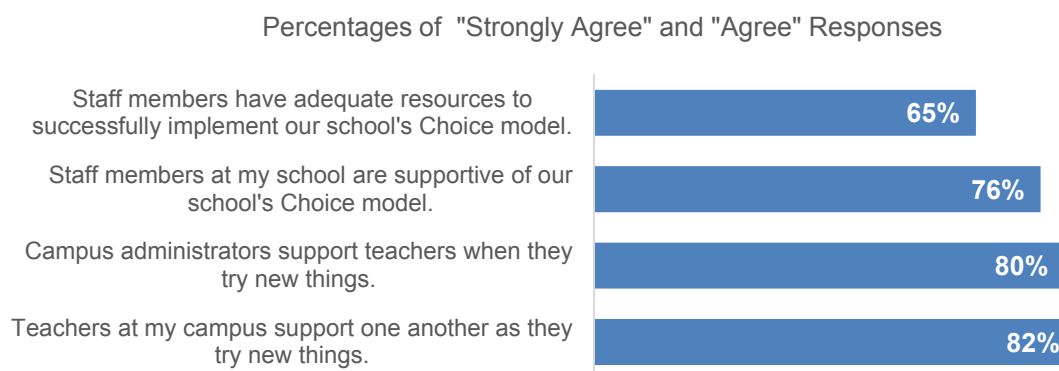


Note. Some respondents suggested more than one type of professional development.

Campus Staff Members' Perceptions of Choice Model Implementation

As shown in Figure 8, most respondents felt they had the necessary support to implement their Choice models. The majority of respondents "agreed" or "strongly agreed" that they were supported by fellow teachers (82%) and campus administrators (80%). Although most indicated having adequate resources (65%) to successfully implement the school's Choice model, a sizeable percentage (35%) did not feel satisfied with the resources available.

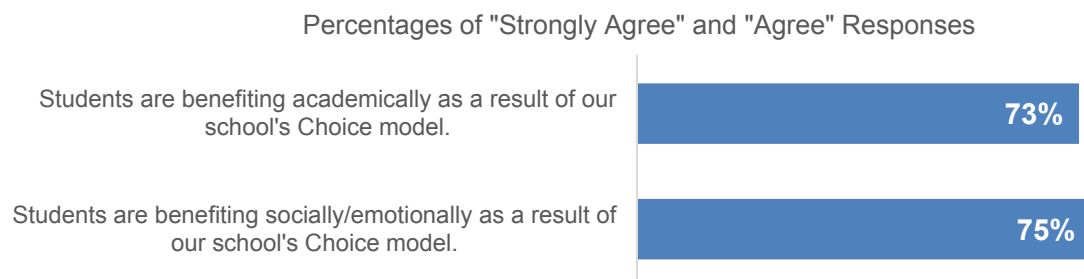
Figure 8: Faculty Perceptions of Support



Overall, respondents felt positively about the impact of the Choice model on their students. Figure 9 indicates that 73 percent of the respondents "agreed" or "strongly agreed" that students benefited

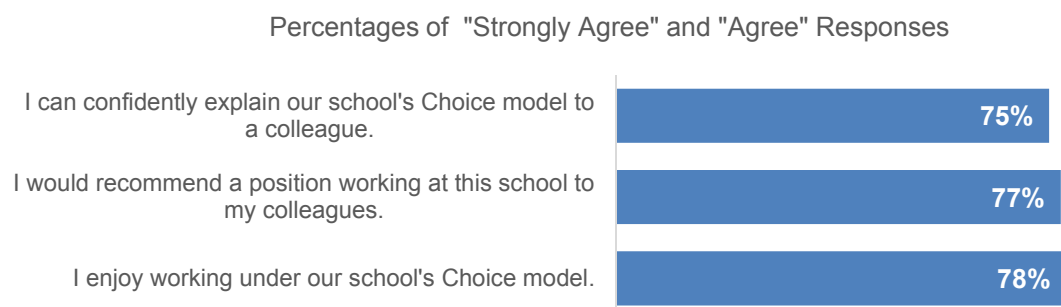
academically from their model, while 75 percent believed that students benefited in social and emotional ways.

Figure 9: Faculty Perceptions of Benefits to Students



Faculty members' perceptions of their Choice School were positive (see Figure 10). Respondents "agreed" or "strongly agreed" that they could explain their Choice model to a colleague (75%), would recommend a position at their school to a colleague (77%), and enjoyed working under the model (78%).

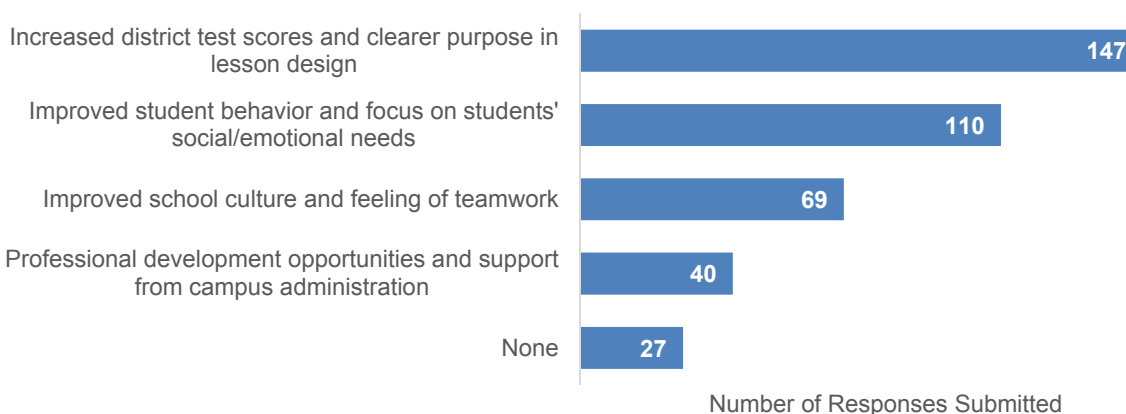
Figure 10: Faculty Perceptions of Personal Experiences in Their Choice School



Successes Related to the Choice Model

In an open ended question, respondents were also asked to describe successes related to their school's Choice model (see Figure 11). Most (n=147) cited academic benefits as successes. For example, participants described an increase in student achievement (n=37), clearer purpose in lesson designs (n=33), and the integration of multiple curricular areas into lessons (n=9). Additionally, six respondents explained successes related to the performance assessments they implemented as well as successes specific to their school's Choice model (i.e., personalization of lessons, Montessori units, etc.).

Figure 11: Campus Faculty Members' Perceptions of Successes



Note. The total number of responses is greater than the number of respondents because some respondents described more than one success.

Further successes cited by participants were related to student engagement (n=110). Of those successes, 32 participants described students working independently and being excited about their learning. Respondents also described successes related to the emphasis on students' social and emotional development (n=19), in addition to improved student behavior and attitudes since implementing their school's Choice model (n=23).

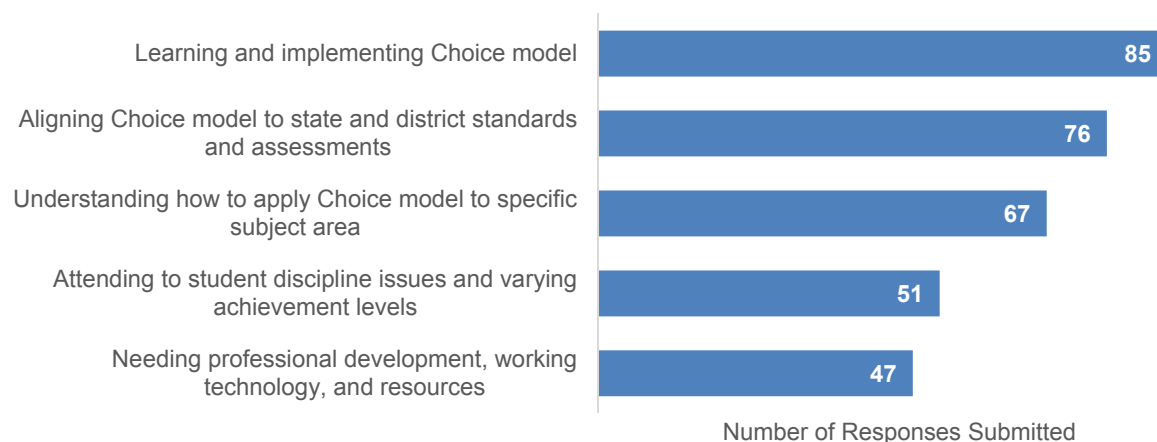
Respondents (n=69) also described improvement of the school's culture as a success. Thirteen of those participants emphasized a feeling of teamwork with renewed dedication to students' needs. An additional nine respondents explained that they enjoyed coming to school more since implementing the Choice model.

Another 40 respondents detailed feelings of support as successes. Of those, 19 participants described professional development and additional planning time as being helpful and appreciated. Additionally, 12 respondents recounted feelings of support from campus administrators and coordinators as they designed new lessons aligned with their Choice model.

Challenges Related to Choice Model

Respondents were given an opportunity to describe challenges they experienced during the 2015-16 school year. Of the 320 participants who specified challenges, 85 described implementation of the Choice model as the biggest challenge (see Figure 12). Twenty-eight respondents explained the difficulty associated with learning the model while also changing the way they planned and taught lessons to align with the model. An additional 26 participants indicated that they needed more time to plan lessons and units. They described being frustrated by a lack of clear direction regarding implementation (n=12) and being overwhelmed by numerous changes occurring at one time (n=10).

Figure 12: Campus Faculty Members' Perceptions of Challenges



Note. Some respondents described more than one challenge.

An additional 76 respondents indicated that they experienced challenges associated with aligning the Choice model to district and state requirements. Most of those respondents (n=61) explained the difficulty of implementing their model with fidelity, but then having to revert to a more traditional model to prepare for state and local tests. In addition, nine participants expressed a need for support in aligning the new model with existing programs (i.e., Reasoning Mind, Dual-Language, etc.).

Another 67 participants described challenges directly related to their school's Choice model. Of those, 27 respondents specified challenges related to having a deep understanding of the Choice model in order to successfully plan lessons and assessments. Additionally, 11 explained struggles in applying their model to their specific content areas, particularly electives/specials (i.e., the arts, music, etc.).

Respondent concerns (n=51) also addressed student-related issues. Of those, 24 indicated problems associated with student discipline. Another 15 respondents indicated that they struggled to differentiate content and assignments based on student ability, while remaining true to the Choice model.

Finally, 47 responses were related to teacher support and attitudes. Challenges included inadequate resources that aligned to the Choice model (n=17) and limited access to working technology (n=5). While several respondents indicated that their campus coordinators were helpful with the transition, 17 expressed being uncomfortable with the changes needed to implement the Choice model.

What were the Climate Survey results of the Transformation and Innovation Schools?

Methodology

The 2015-16 Climate Survey was administered to all Dallas ISD campus professional and support staff in the fall and spring. It included four Likert scales: 1) Beliefs and Priorities, 2) Positive Culture and Environment, 3) Culture of Feedback and Support, and 4) College-Going Culture. The first scale, Beliefs and Priorities, included items related to the district's core beliefs, campus administrator support, and the

direction of the school. The items in the Positive Culture and Environment scale addressed the morale and job satisfaction of respondents. Culture of Feedback and Support consisted of items pertaining to professional development and instructional feedback. Finally, the College-Going Culture scale focused on the expectations of students and the role of teachers in encouraging them to attend college.

The evaluator reported the percentages of positive responses in fall and spring by scale for the district and for Transformation and Innovation Schools. The Choice models were not schoolwide at Mata, Marsh, and Adams; however, survey responses were for both Choice and non-Choice staff. As a result, findings may not accurately reflect perceptions of Choice staff members.

Results

The results were positive for the three Transformation Schools both semesters, but varied widely when reviewed by school (see Figures 13 to 16). All three Transformation Schools and the district had over 75 percent positive ratings on the Beliefs and Priorities and College-Going Culture scales both semesters, whereas the percentages varied more for the Culture of Feedback and Support (55% to 100%) and Positive Culture and Environment scales (65% to 90%). The first semester ratings on all four scales for IDEA were higher than the other Transformation Schools and the district, but IDEA's ratings on all four scales dropped in the second semester. The ratings for Mata slightly increased from first to second semester on the Culture of Feedback and Support scale; all other ratings decreased from fall to spring. Hulcy STEAM's ratings increased from fall to spring on the Beliefs and Priorities and Culture of Feedback and Support scales, but decreased on the other two scales. The ratings for Hulcy STEAM followed a similar pattern to Dallas ISD as a whole with increases and negligible decreases on the same scales from first to second semester.

Innovation School results were also positive for the most part and varied by campus (see Figures 17 to 20). Of the nine schools, the ratings for Franklin, Lipscomb, Preston Hollow, and Rogers were higher than the district on both fall and spring surveys on all four scales. The ratings for Kramer and Lipscomb increased on all four scales from fall to spring. The ratings for Cabell and Lee decreased on all four scales from fall to spring. The ratings for Marsh were lower than the district for all scales both semesters and the ratings for Adams were lower than the district in all comparisons but one. Detailed findings for Transformation and Innovation School professional and support staff follow.

Transformation School Results ⁵⁴

Figure 13 displays the percentages of positive responses related to the beliefs and priorities of Transformation School staff members. Hulcy STEAM faculty ratings slightly increased (83.5% vs. 86.1%), which was similar to the increase across all Dallas ISD staff (78.6% vs. 85.3%) responses. IDEA⁵⁵ and Mata faculty ratings were higher in the fall than in the spring (97.5% vs. 78.3% and 90.6% vs. 80.8%

⁵⁴ The figures illustrate the results of all respondents, regardless of grade; however, Mata implemented the Montessori model in grades PK-3 only.

⁵⁵ The results for IDEA should be interpreted with caution due to the small number of respondents. Fifteen faculty members (88%) completed the survey the first semester and 12 (67%) completed it the second semester.

respectively). The three Choice Schools had higher ratings than the district in the fall, but only one school (Hulcy STEAM) had higher ratings than the district in the spring.

Figure 13: District Climate Survey Results on Beliefs and Priorities Scale for Transformation Schools

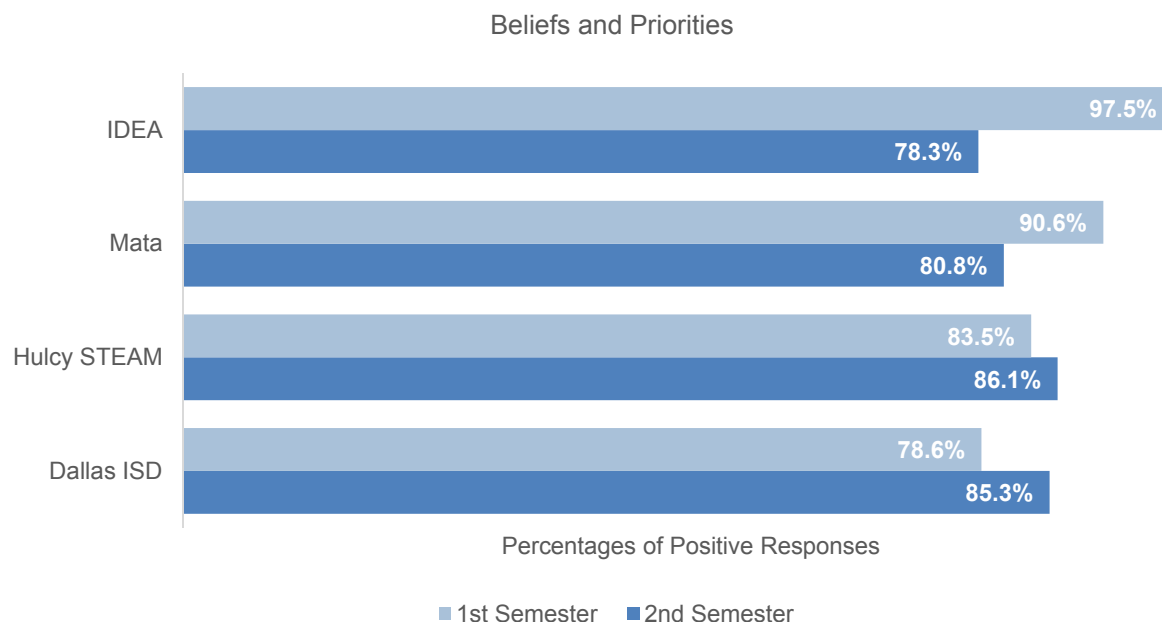
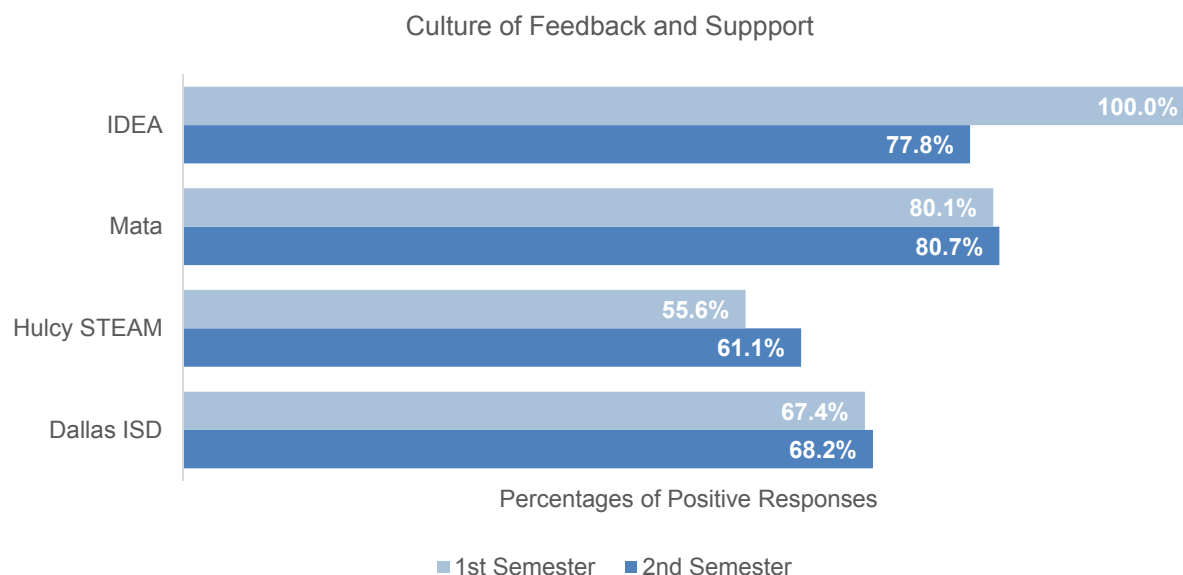


Figure 14 displays the percentages of positive responses related to the culture of feedback and support of Transformation School staff members. Mata ratings slightly increased from fall to spring (80.1% vs. 80.7%), which was a similar gain for all Dallas ISD staff responses (67.4% vs. 68.2%). Hulcy STEAM ratings reflected an even larger gain from the first to second semester (55.6% vs. 61.1%). Faculty members at IDEA⁵⁶ were less positive in spring than in fall (100.0% vs. 77.8%). IDEA and Mata had higher positive ratings than the district in both fall and spring, whereas Hulcy STEAM had lower ratings than the district and the other two Transformation schools in fall and spring.

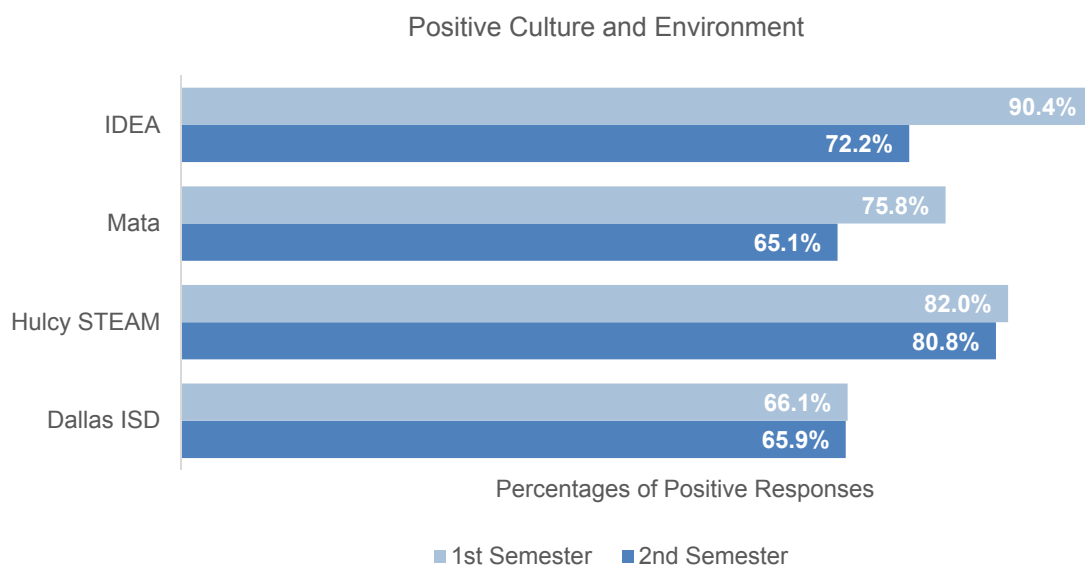
⁵⁶ The results for IDEA should be interpreted with caution due to the small number of respondents. Fifteen faculty members (88%) completed the survey the first semester and 12 (67%) completed it the second semester.

Figure 14: District Climate Survey Results on Culture of Feedback and Support Scale for Transformation Schools



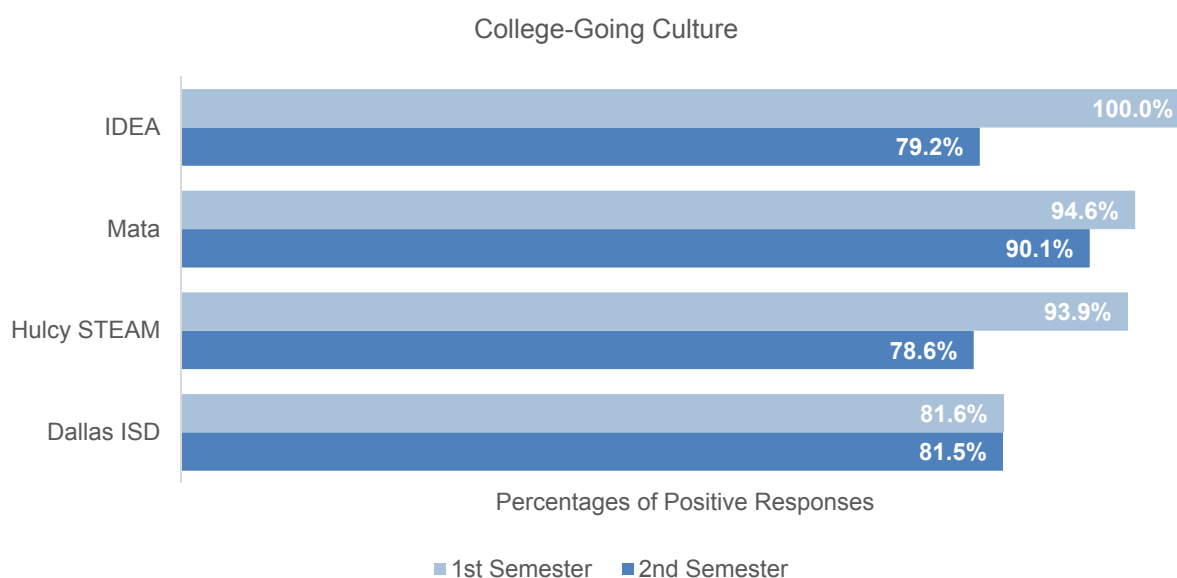
All Transformation School faculty members rated positive culture and environment lower in the spring than in the fall (see Figure 15). The greatest decreases occurred at IDEA⁵⁵ (90.4% vs. 72.2%) and Mata (75.8% vs. 65.1%), while the decrease at Hulcy STEAM was small (82.0% vs. 80.8%). There was little change between fall and spring among the positive responses of the district as a whole.

Figure 15: District Climate Survey Results on Positive Culture and Environment Scale for Transformation Schools



Faculty members at all three Transformation Schools rated the college-going culture of their schools lower in the spring than in the fall (see Figure 16). In fall, the percentages of positive responses was higher than the district for all three Transformation schools, but by spring, two of the three schools (IDEA and Hulcy STEAM) had slightly lower percentages than the district. IDEA staff members' ratings decreased the most (100.0% vs. 79.2%), followed by Hulcy STEAM (93.9% vs. 78.6%) and Mata (94.6% vs. 90.1%). The fall to spring change in percentages of positive responses for all of Dallas ISD was negligible (81.6% vs. 81.5%).

Figure 16: District Climate Survey Results on College-Going Culture Scale for Transformation Schools



Innovation School Results⁵⁷

Figure 17 displays the percentages of positive responses related to the beliefs and priorities of Innovation School staff members. School results varied with fall to spring increases for six schools (Adams, Kramer, Lipscomb, Marsh, Preston Hollow, and Rogers) and decreases for three schools (Cabell, Franklin, and Lee). From the first to the second semester, the greatest increase was for Marsh faculty members (49.5% vs. 72.7%) followed by Kramer (83.5% vs. 96.4%). Adams' ratings were consistently lower than Dallas ISD faculty in both the first semester (61.2% vs. 78.6%) and the second semester (63.7% vs. 78.0%). The ratings of five schools (Franklin, Kramer, Lipscomb, Preston Hollow, and Rogers) were higher than the district average for both semesters and two schools' ratings (Adams and Marsh) were lower than the district average both semesters.

⁵⁷ The figures illustrate the results of all respondents, regardless of grade; however, Marsh implemented the personalized learning model in grade six only and Adams fully implemented the leadership model in grade nine only.

Figure 17: District Climate Survey Results on Beliefs and Priorities Scale for Innovation Schools

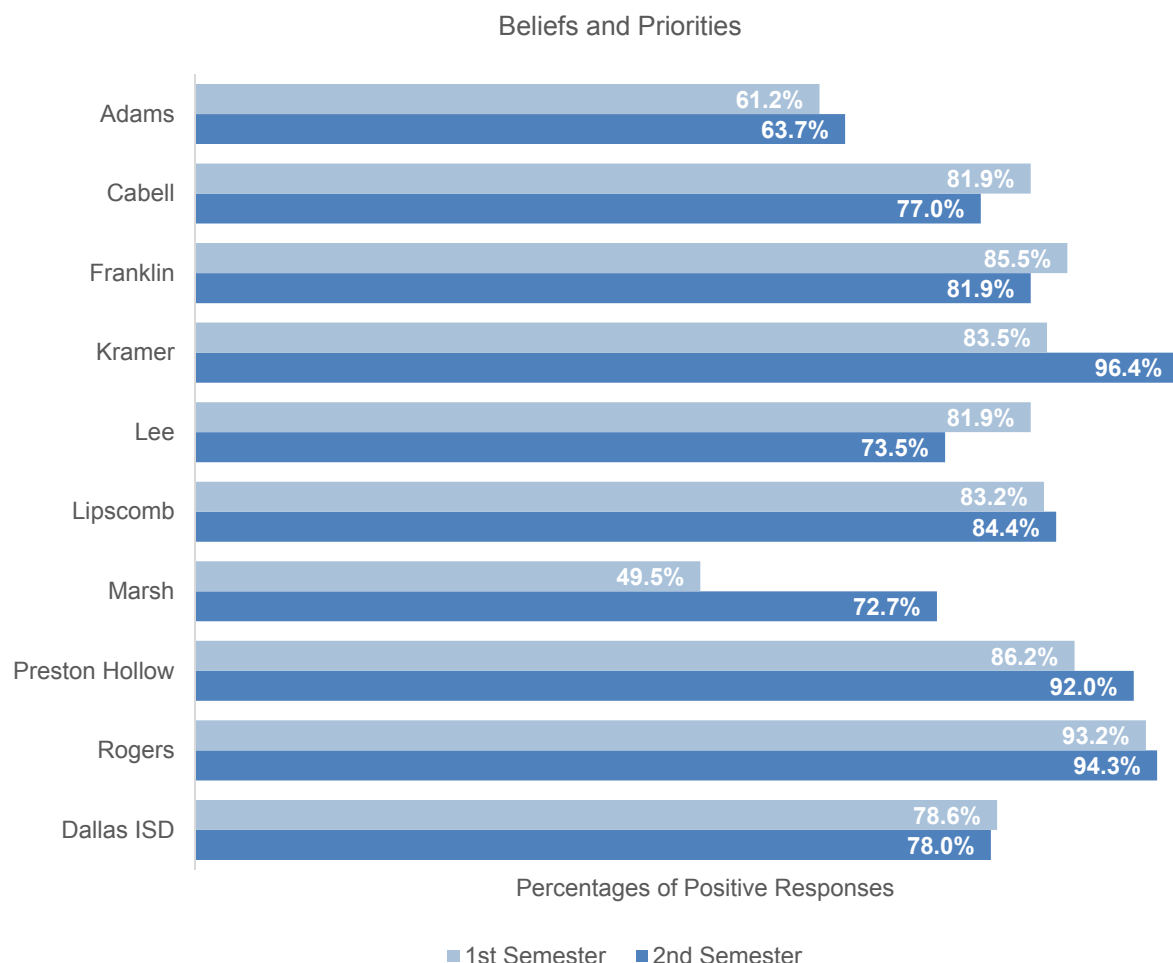


Figure 18 displays the percentages of positive responses related to the culture of feedback and support of Innovation School staff members. Again, school results varied from fall to spring with increases for four schools (Adams, Kramer, Lipscomb, and Marsh) and decreases for five schools (Cabell, Franklin, Lee, Preston Hollow, and Rogers). From the first to the second semester, the greatest increase was for Kramer (75.7% vs. 94.1%) followed by Adams (56.1% vs. 68.4%). Marsh, Cabell, and Lee staff consistently gave lower ratings than all Dallas ISD faculty in both the first semester (46.3%, 59.3%, and 62.7% vs. 67.4% respectively) and the second semester (52.7%, 58.1%, and 58.9% vs. 68.2% respectively).

Figure 18: District Climate Survey Results on Culture of Feedback and Support Scale for Innovation Schools

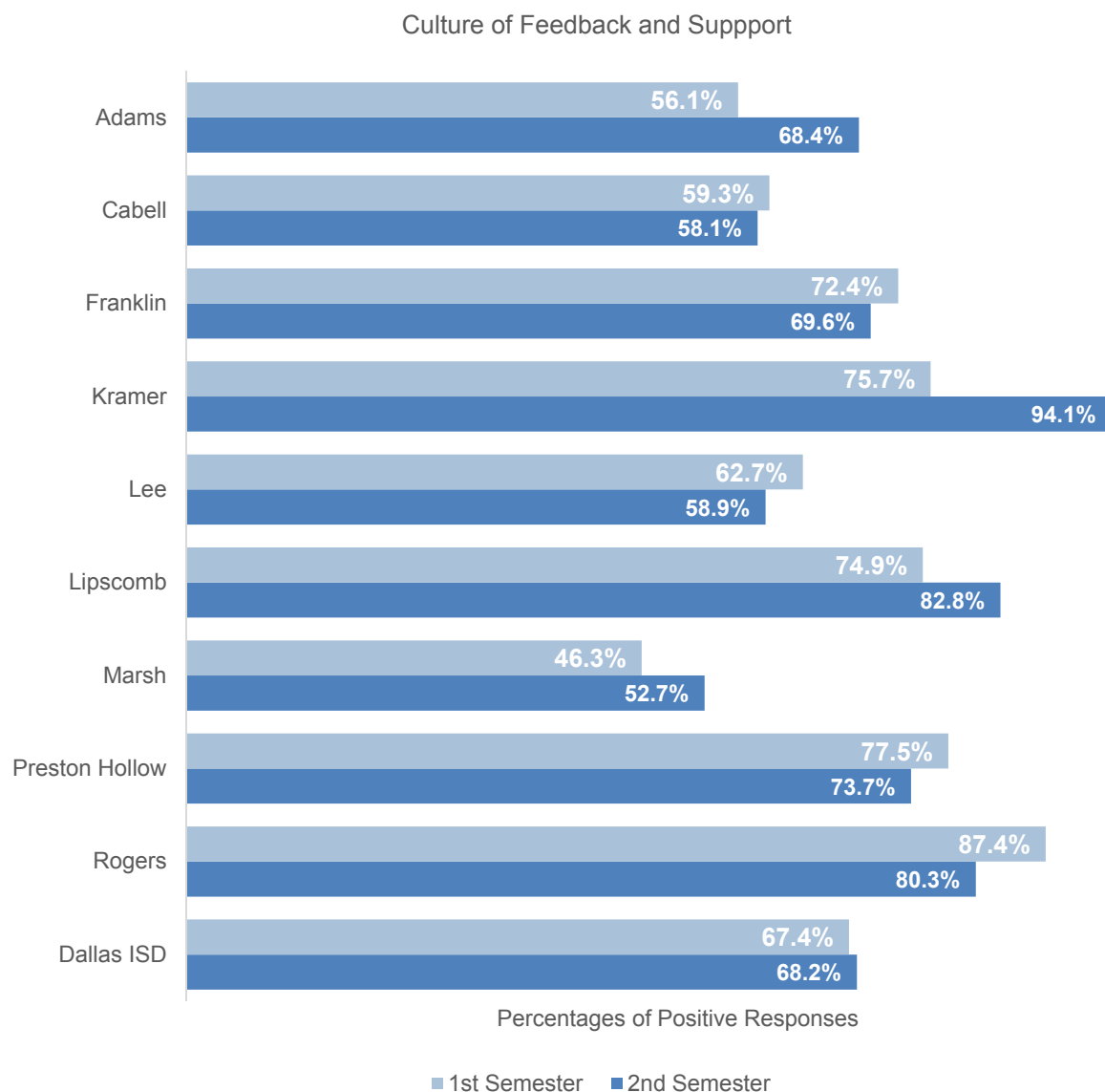


Figure 19 displays the percentages of positive responses related to the positive culture and environment for Innovation School staff members. Whereas the percentages of positive responses on at least three out of four scales increased from fall to spring for five campuses (Adams, Kramer, Lipscomb, Marsh, and Preston Hollow), the percentages decreased for two schools (Cabell and Lee) on all four scales. From the first to the second semester, the greatest increase was for Kramer faculty members (64.6% vs. 85.3%) followed by Marsh (30.1% vs. 49.5%). In contrast, the percentage of positive responses decreased from fall to spring for Lee staff members (68.1% vs. 53.9%). Adams' and Marsh's faculty ratings were consistently lower than all Dallas ISD faculty in both the first semester (49.3% and 30.1% vs. 66.1% respectively) and the second semester (51.1% and 49.5% vs. 65.9% respectively).

Figure 19: District Climate Survey Results on Positive Culture and Environment Scale for Innovation Schools

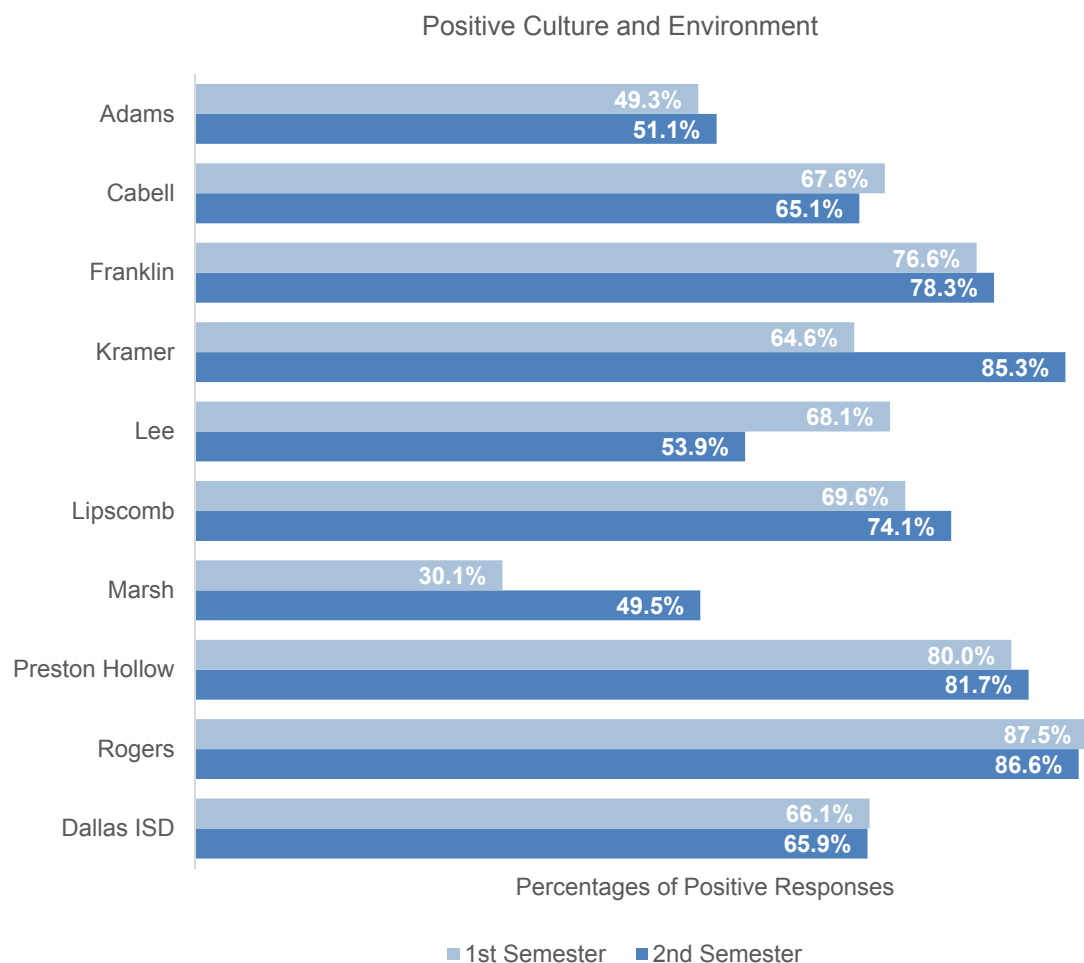
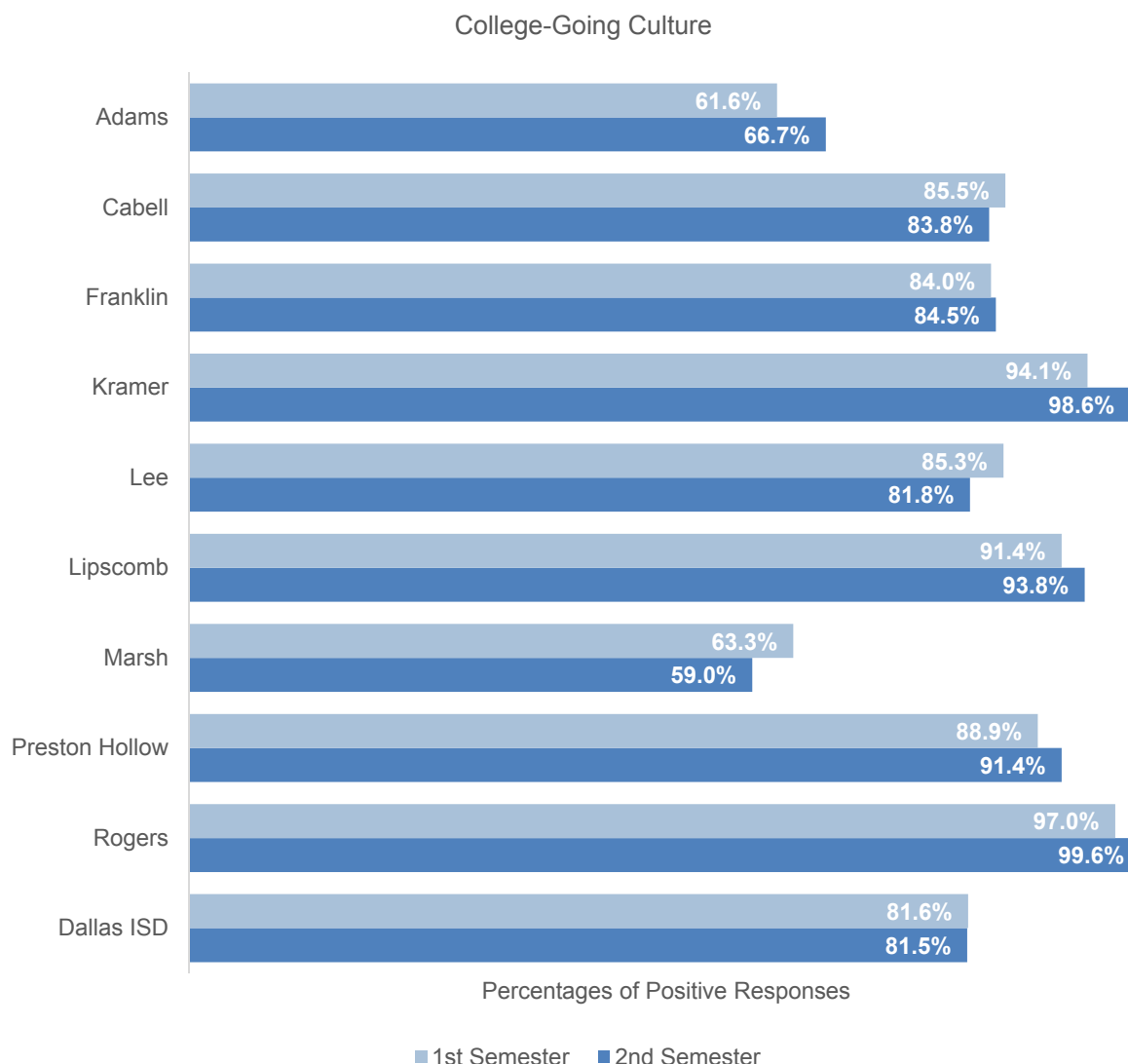


Figure 20 displays the percentages of positive responses related to the college-going culture for Innovation School staff members. The first and second semester percentages were similar for each school with increases for six campuses (Adams, Franklin, Kramer, Lipscomb, Preston Hollow, and Rogers) and decreases for three (Cabell, Lee, and Marsh). Marsh and Adams faculty members provided fewer positive responses than all Dallas ISD faculty for both the first (63.3% and 61.6% vs. 81.6% respectively) and second (59% and 66.7% vs. 81.5% respectively) semesters.

Figure 20: District Climate Survey Results on College-Going Culture Scale for Innovation Schools



What were the Student Experience Survey results for the Transformation and Innovation Schools?

Methodology

The 2015-16 Student Experience Survey was administered to students in grades three to 12 during the week of April 11 to 15. The survey was developed by Panorama Education and addressed five areas: 1) classroom environment, 2) expectations and rigor, 3) pedagogical effectiveness, 4) student engagement, and 5) supportive relationships. It was available in English and Spanish. Students in grades three to five

answered 21 questions. Students in grades six to 12 answered 26 questions. Students were asked to complete surveys for two of their teachers.⁵⁸

The evaluator reported the percentages of positive responses for each scale overall and by Choice School. The Choice models were not schoolwide at Mata, Marsh, and Adams; however, students in all grades were eligible to complete the survey. Additionally, although the Choice model at Mata was implemented in grades PK through three, only students in third grade were eligible to complete the survey. As a result, findings may not accurately reflect perceptions of Choice students.

Results

Like the district, elementary Choice School student responses were more positive than secondary Choice School student responses on all five scales (see Figures 21 to 30). Over 70 percent of elementary and secondary Choice student responses were positive for Classroom Environment, Expectations and Rigor, and Pedagogical Rigor. Results varied for elementary (53% to 93%) and secondary (58% to 73%) Choice students for Supportive Relationships. Likewise, results were mixed for Student Engagement with noticeably lower percentages of positive responses for secondary (44% to 62%) than elementary (80% to 96%) Choice students.

Student survey results varied widely when reviewed by school (see Figures 21 to 30). Across elementary Choice Schools, the percentage of positive responses for all five scales was highest for Rogers and lowest for Mata. As for secondary schools, the percentage of positive ratings was highest for Hulcy STEAM (for four out of five scales) and lowest for Marsh (all five scales). As mentioned above, Choice models were not yet schoolwide at Adams, Marsh, and Mata; however, surveys were completed by both Choice and non-Choice students at those campuses. As a result, the data should be reviewed with caution because campus-level results may not accurately reflect Choice School student perceptions at those three campuses. Detailed results for elementary and secondary Choice School students follow.

Grades 3-5 Results⁵⁹

Figure 21 displays the percentages of positive responses related to classroom environment.⁶⁰ Students at four schools (Cabell, Kramer, Preston Hollow, and Rogers) had higher percentages of positive responses than the whole district (83%, 88%, 88%, and 96% vs. 80% respectively). Students from one Transformation School (Mata) and two Innovation Schools (Lee and Lipscomb) were less positive than all Dallas ISD elementary students combined (75%, 76%, and 78% vs. 80% respectively).

⁵⁸ To ensure objective feedback, students were randomly assigned to two teachers. Students were asked to complete this survey if they met specific attendance, instructional setting, and language proficiency criteria. See www.dallasisd.org/cms/lib/TX01001475/Centricity/domain/148/waip/March%2010%202016/WAIP%20Mar%2010%202016.docx.pdf for additional information.

⁵⁹ The figures illustrate the results of all respondents in grades three to five; however, Mata implemented the Montessori model in grades PK to three only.

⁶⁰ Fewer students from Mata completed the survey than the other elementary Choice Schools. See Appendix D for the number of responses submitted from each school.

Figure 21: District Student Experience Survey Results on Classroom Environment Scale for Dallas ISD Elementary Choice Schools

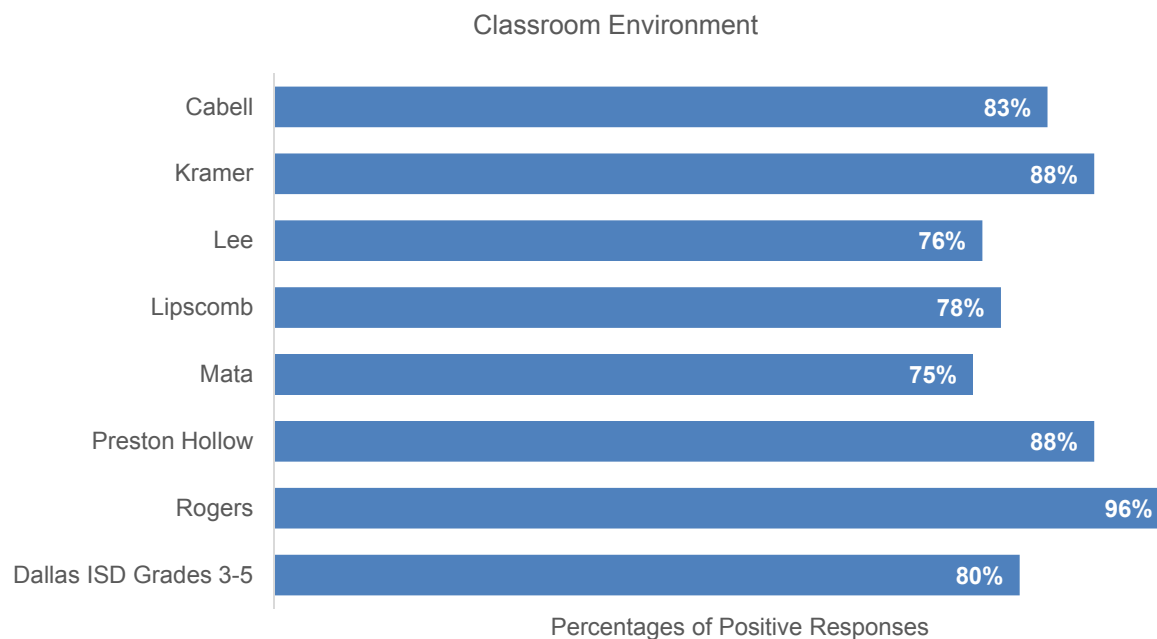


Figure 22 displays the percentages of positive elementary student responses related to expectations and rigor.⁶¹ Students at four schools (Cabell, Kramer, Preston Hollow, and Rogers) had a higher percentage of positive responses than the full district (90%, 91%, 92%, and 97% vs. 88% respectively). Again, students from Mata, Lipscomb, and Lee were less positive than all Dallas ISD elementary students combined (79%, 85%, and 86% vs. 88% respectively).

⁶¹ Fewer students from Mata completed the survey than the other elementary Choice Schools. See Appendix D for the number of responses submitted from each school.

Figure 22: District Student Experiences Survey Results on Expectations and Rigor Scale for Dallas ISD Elementary Choice Schools

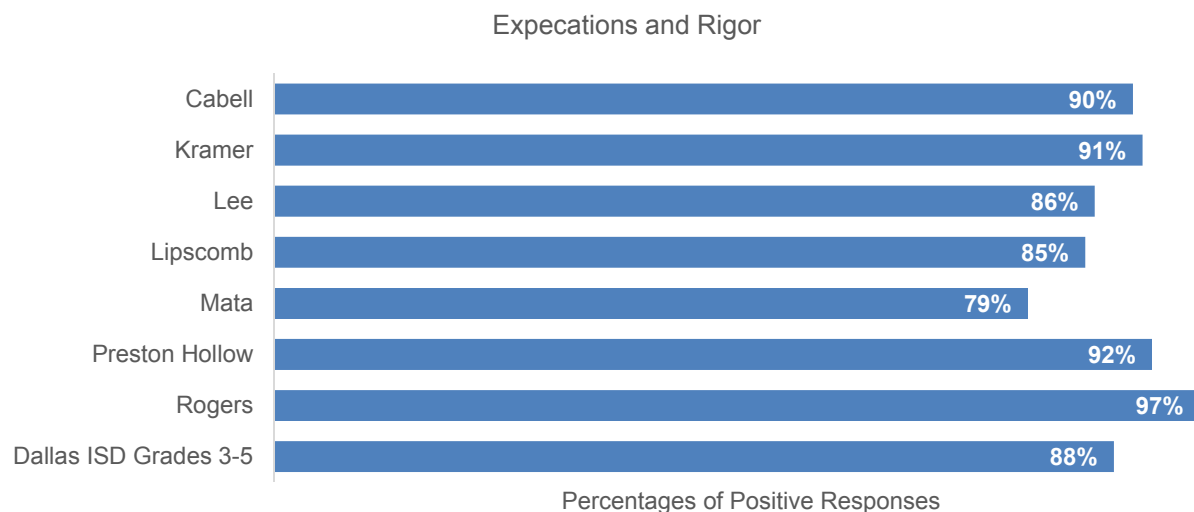
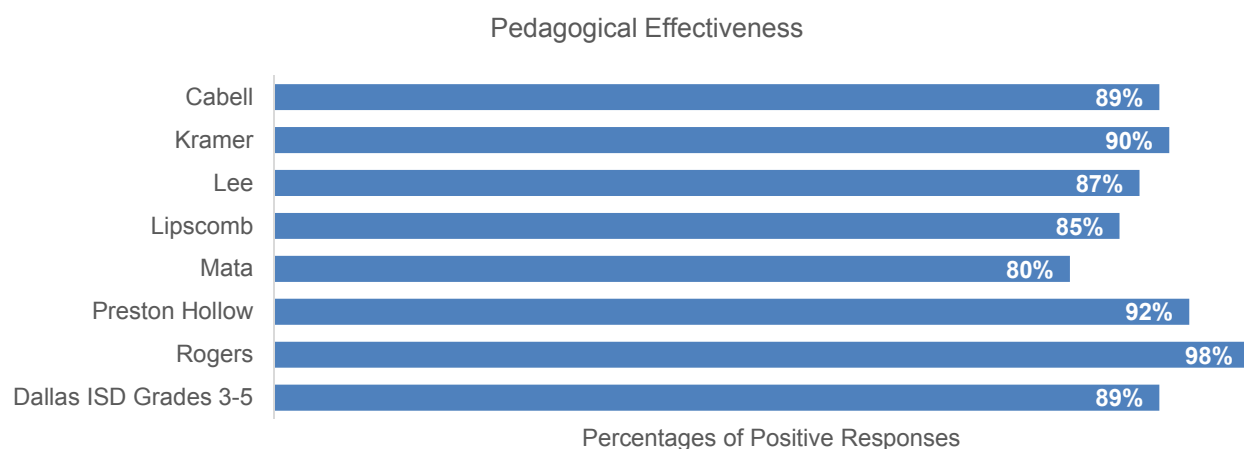


Figure 23 displays the percentages of positive elementary student responses related to pedagogical effectiveness.⁶² Students at three schools (Kramer, Preston Hollow, and Rogers) had a higher percentage of positive responses than the full district (90%, 92%, and 98% vs. 89%) and Cabell's percentage of positive responses was the same as the district's average (89%). Again, students from Mata, Lipscomb, and Lee were less positive than all Dallas ISD elementary students combined (80%, 85%, and 87% vs. 89% respectively).

Figure 23: District Student Experience Survey Results on Pedagogical Effectiveness Scale for Dallas ISD Elementary Choice Schools



⁶² Fewer students from Mata completed the survey than the other elementary Choice Schools. See Appendix D for the number of responses submitted from each school.

Figure 24 displays the percentages of positive elementary student responses related to student engagement.⁶³ Students at three schools (Kramer, Preston Hollow, and Rogers) had a higher percentage of positive responses than the full district (86%, 86%, and 96% vs. 84%) and Cabell's percentage of positive responses was the same as the district's (84%). Students from Mata, Lee, and Lipscomb had slightly fewer positive responses than Dallas ISD elementary students as a whole (80%, 81%, and 82% vs. 84% respectively).

Figure 24: District Student Experience Survey Results on Student Engagement Scale for Dallas ISD Elementary Choice Schools

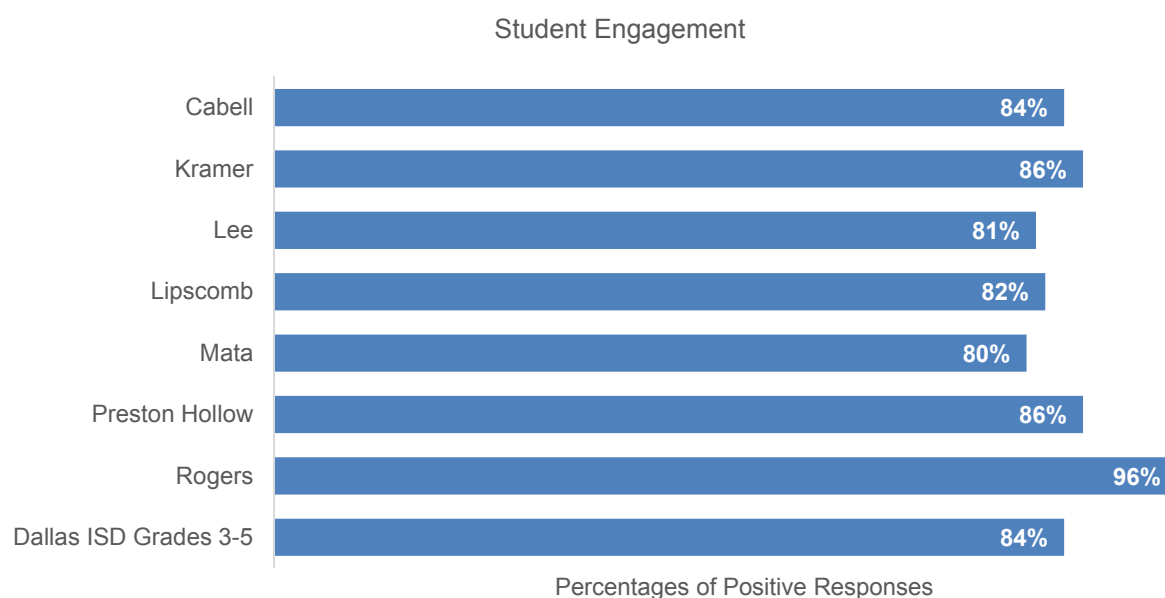
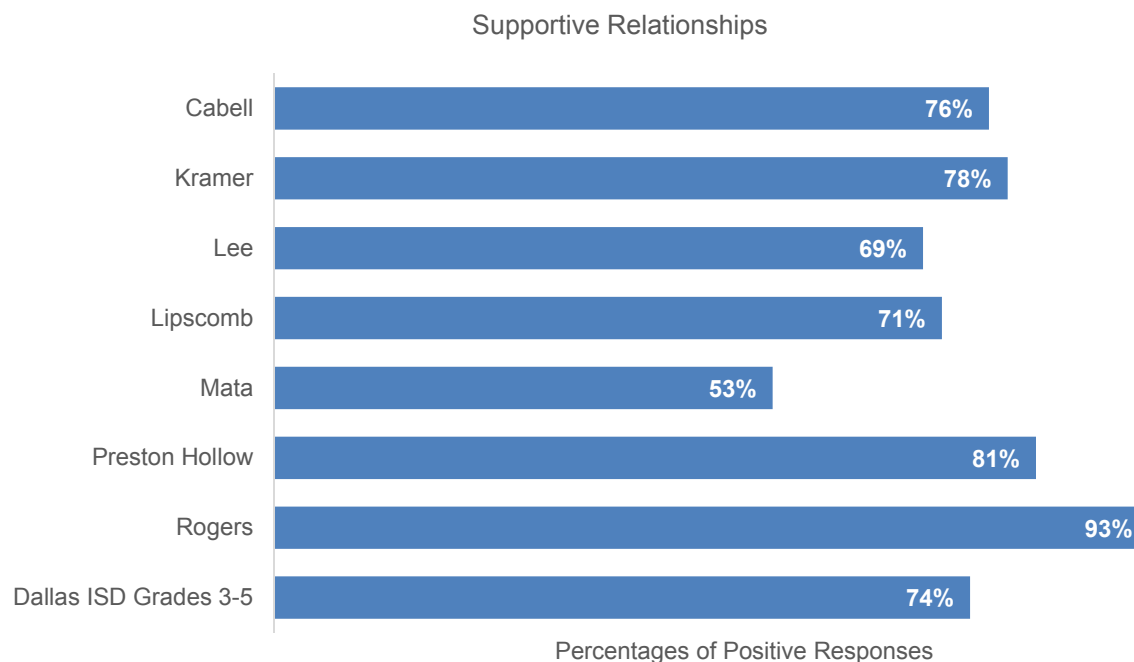


Figure 25 displays the percentages of positive elementary student responses related to supportive relationships.⁶⁴ Students at four schools (Cabell, Kramer, Preston Hollow, and Rogers) had a higher percentage of positive responses than the full district (76%, 78%, 81%, and 93% vs. 74%). Once more, students at Mata, Lee, and Lipscomb were less positive than the Dallas ISD elementary school average (53%, 69%, and 71% vs. 74% respectively).

⁶³ Fewer students from Mata completed the survey than the other elementary Choice Schools. See Appendix D for the number of responses submitted from each school.

⁶⁴ Fewer students from Mata completed the survey than the other elementary Choice Schools. See Appendix D for the number of responses submitted from each school.

Figure 25: District Student Experience Survey Results on Supportive Relationships Scale for Dallas ISD Elementary Choice Schools



Grades 6-12 Results⁶⁵

Figure 26 displays the percentages of positive secondary student responses related to classroom environment.⁶⁶ Students at Adams had a higher percentage of positive responses than the full district (83% vs. 79%) and Hulcy STEAM's average was the same as the district average (79%). Students from one Transformation School (IDEA) and two Innovation Schools (Franklin and Marsh) were slightly less positive than the Dallas ISD secondary school average (76%, 75%, and 70% vs. 79% respectively).

⁶⁵ The figures illustrate the results of all respondents in grades six to 12; however, Marsh and Adams did not implement the model schoolwide.

⁶⁶ Fewer students attended IDEA and Hulcy STEAM in 2015-16 than the other secondary schools; therefore, fewer students from those schools completed the survey. See Appendix D for the number of responses submitted from each school.

Figure 26: District Student Experience Survey Results on Classroom Environment Scale for Dallas ISD Secondary Choice Schools

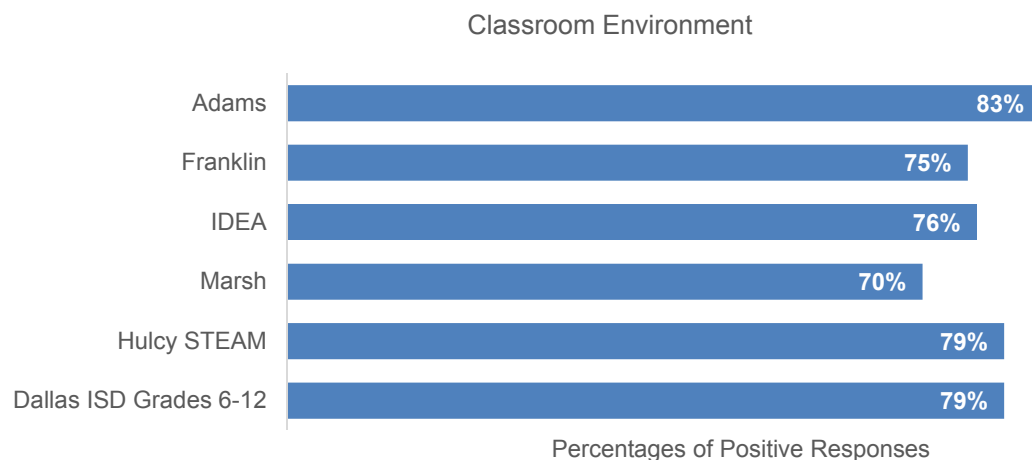


Figure 27 displays the percentages of positive secondary student responses related to expectations and rigor (grades 6-12).⁶⁷ Students from two schools (Adams and Hulcy STEAM) had higher percentages of positive responses than the full district (79% and 85% vs. 75%) and Franklin's average was the same as the district average (75%). Students from IDEA and Marsh were slightly less positive than the Dallas ISD secondary school average (73%, 71%, vs. 75% respectively).

Figure 27: District Student Experience Survey Results on Expectations and Rigor Scale for Dallas ISD Secondary Choice Schools

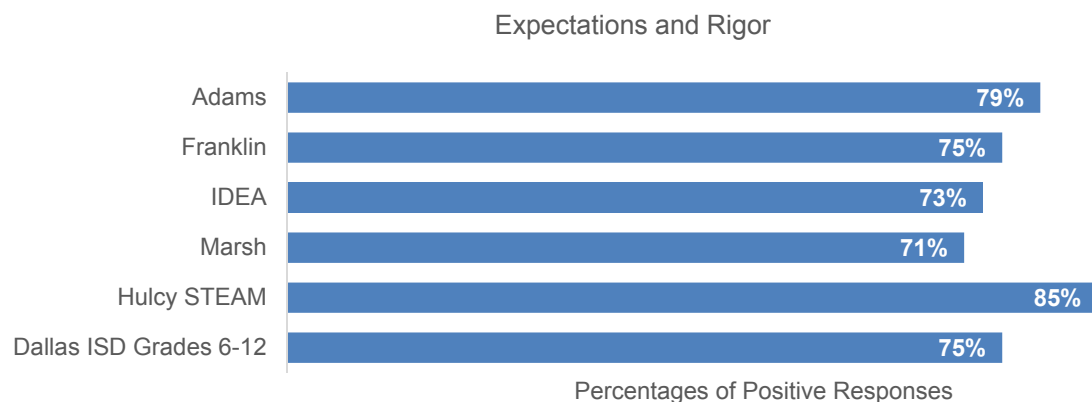


Figure 28 displays the percentages of positive secondary student responses related to pedagogical effectiveness (grades 6-12).⁶⁸ Students from two schools (Hulcy STEAM and Adams) gave higher ratings

⁶⁷ Fewer students attended IDEA and Hulcy STEAM in 2015-16 than the other secondary schools; therefore, fewer students from those schools completed the survey. See Appendix D for the number of responses submitted from each school.

⁶⁸ Fewer students attended IDEA and Hulcy STEAM in 2015-16 than the other secondary schools; therefore, fewer students from those schools completed the survey. See Appendix D for the number of responses submitted from each school.

than the full district (83% and 76% vs. 72%). Students from Marsh, IDEA, and Franklin were less positive than all Dallas ISD secondary students (67%, 69%, and 71% vs. 72% respectively).

Figure 28: District Student Experience Survey Results on Pedagogical Effectiveness Scale for Dallas ISD Secondary Choice Schools

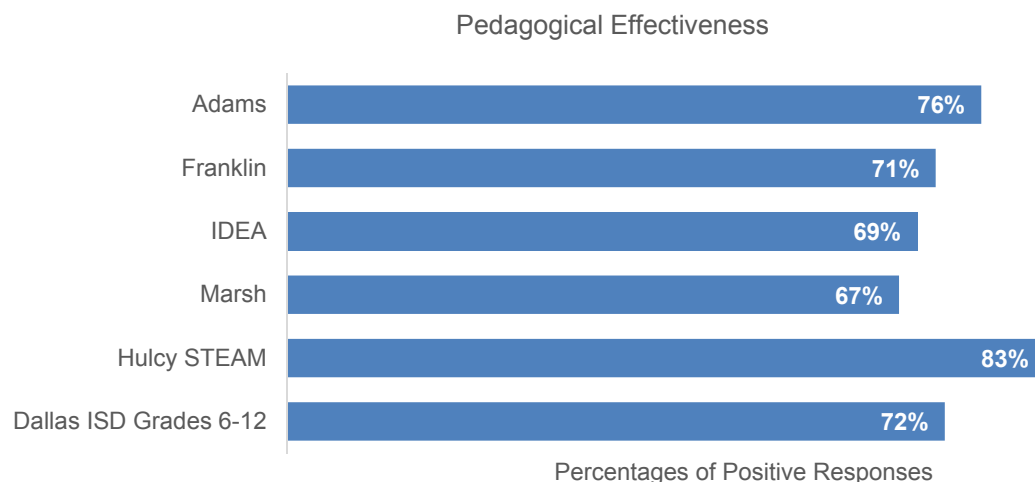


Figure 29 displays the percentages of positive secondary student responses related to student engagement (grades 6-12).⁶⁹ Students from two schools (Adams and Hulcy STEAM) had a higher percentage of positive responses than the full district (54% and 62% vs. 53%). Again, students from IDEA, Franklin, and Marsh were less positive than all Dallas ISD secondary school students (44%, 49%, and 47% vs. 53% respectively).

⁶⁹ Fewer students attended IDEA and Hulcy STEAM in 2015-16 than the other secondary schools; therefore, fewer students from those schools completed the survey. See Appendix D for the number of responses submitted from each school.

Figure 29: District Student Experience Survey Results on Student Engagement Scale for Dallas ISD Secondary Choice Schools

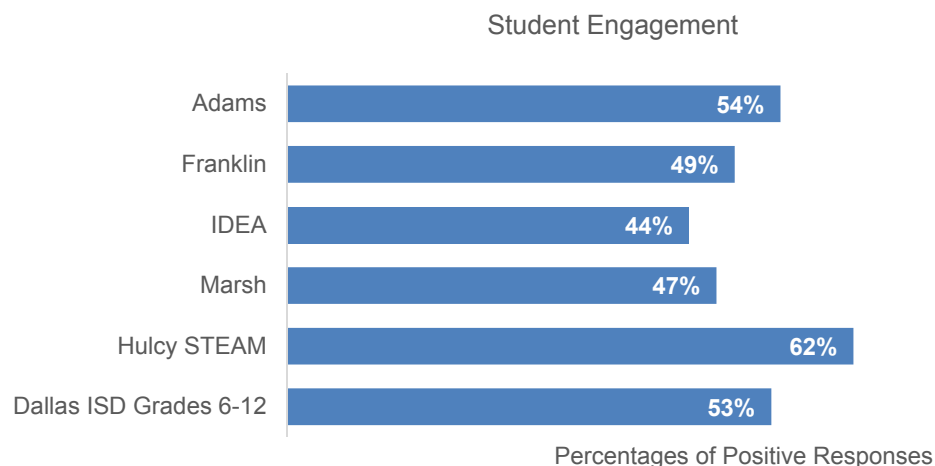
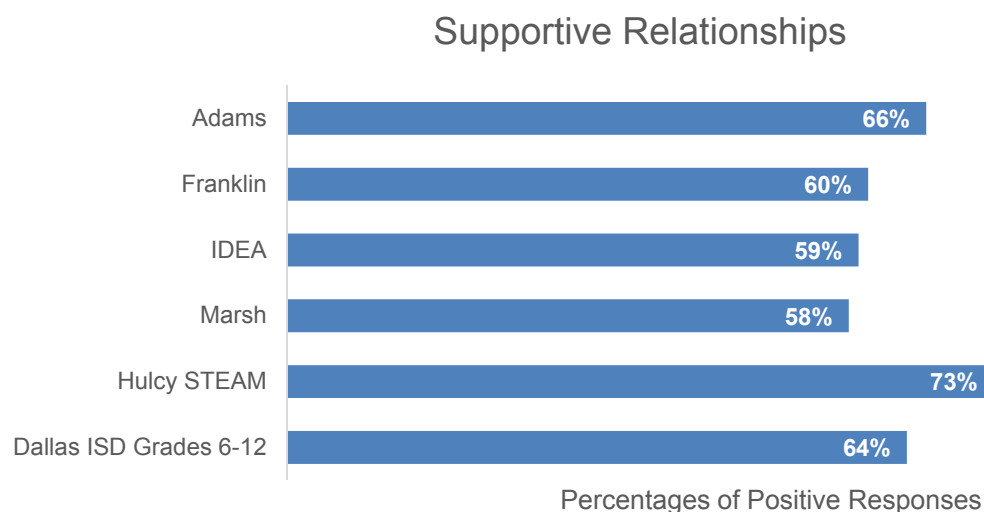


Figure 30 displays the percentages of positive secondary student responses related to supportive relationships (grades 6-12).⁷⁰ Students from two schools (Adams and Hulcy STEAM) had a higher percentage of positive responses than the full district (66% and 73% vs. 64%). Once more, students from IDEA, Franklin, and Marsh were less positive than all Dallas ISD secondary school students (59%, 60%, and 58% vs. 64% respectively).

Figure 30: District Student Experience Survey Results on Supportive Relationships Scale for Dallas ISD Secondary Choice Schools



⁷⁰ Fewer students attended IDEA and Hulcy STEAM in 2015-16 than the other secondary schools; therefore, fewer students from those schools completed the survey. See Appendix D for the number of responses submitted from each school.

SUMMARY AND RECOMMENDATIONS

Summary

2015-16 Public School Choice

PSC was a facet of the district's Destination 2020 plan that provided "best-fit schools" for all students. These schools, called Choice Schools, were one way that Dallas ISD offered students opportunities to engage in schoolwide "anchor models" designed to address their interests and learning styles without having to meet academic admission requirements. In 2015-16, Dallas Independent School District (ISD) operated 12 Transformation and Innovation Choice Schools: three Transformation Schools, four Innovation Schools, and five conditional Innovation Schools. Another Transformation School was in the planning process. Transformation Schools were new start-up schools without traditional attendance zones whereas Innovation Schools were existing schools and limited to the students within the school's attendance zone.

In 2015-16, 5,531 students attended a Choice School. Most ($n = 4,830$) attended one of the nine Innovation Schools and the remaining 701 students attended one of the three Transformation Schools. The majority of students were Hispanic (74%) and economically disadvantaged (83%); half were ELLs.

The total funding amount available was \$4,351,332 including \$2,965,000 from district funds, \$818,472 from the Bill and Melinda Gates Foundation, \$467,860 from Title II funds, and \$100,000 from NSVF. A component of the PSC initiative included budget autonomy, allowing school administrators to submit individual worksopes to be approved by OTI. This enabled campus administrators to choose how they allocated their funds to further the purposes of their schools, while also allowing them to roll over their funds from one year to the next, for up to three years.

This report examined 1) application processes of Choice School applicant teams, students, and teachers; 2) goals and characteristics of the schools involved in 2015-16; 3) teacher and administrator perceptions of Choice anchor models, professional development opportunities, and district support; 4) district climate survey results for Transformation and Innovation Schools; and 5) district student experience survey results for students attending Transformation and Innovation Schools.

Functions of OTI

OTI was launched in spring of 2014 to oversee the PSC initiative, offering school Choice to all students in Dallas ISD regardless of their academic abilities. In 2015-16, OTI supported existing Choice Schools, formed an advisory committee, assisted school application teams, conducted an awareness campaign, oversaw the spring student lottery process, and sought outside funding. OTI also established a C-FST for every Choice School to support model implementation. The teams participated in six week touchpoints to discuss yearly progress and goals and to examine the annual implementation and budget plan required for each school. OTI also continued to add and refine Choice School processes as needed.

Beginning in 2015-16, campus faculty and OTI built awareness for Transformation Schools during the months before the spring 2016 student applications were due. They developed a variety of engagement tactics that included canvassing neighborhoods, organizing face-to-face meetings, targeting social media,

coordinating media coverage (i.e., press conference with the Dallas mayor and sharing campus information with media outlets), and organizing campus open houses. OTI staff also marketed Choice Schools to neighborhood associations, daycares, and community organizations (i.e., South Dallas Cultural Center, Bethlehem Center, Girl Scouts, and National Night Out). Per OTI staff members, the awareness and marketing campaign was highly successful and resulted in increased interest in applying to a school in spring 2016.

Choice School Application Processes

OTI staff members developed application processes for applicant teams wanting to begin a Choice School, for students wanting to attend a Transformation School, and for teachers wanting to teach at a Choice School. Detailed descriptions follow.

Applicant Team Process. OTI staff members established a rigorous three-step application process for teams wanting to initiate a Choice School. First, applicant teams wrote proposals to be reviewed by the School Choice Committee (SCC); as the teams wrote their proposals, OTI staff offered workshops targeted toward innovative school design. Once approved, applicant teams moved forward to an interview round with the SCC and then a final review by the Superintendent's panel.

Of the 23 Transformation and Innovation proposals submitted in spring 2015, one Transformation School (Solar Preparatory School for Girls) and one Innovation School (Bryan Adams High School) were selected to launch as Choice Schools in 2015-16. Of the eight proposals submitted in spring 2016, one Transformation School (tentatively called CityLab High School) and one Innovation School (Martin Weiss Elementary School) were selected to launch as Choice Schools in 2016-17.

Student Application Process. Once students submitted Transformation School applications, they were placed into a lottery designated by OTI; selected students were sent acceptance letters and were required to confirm their intent to attend. Then, OTI conducted an equity audit (per District Policy FDB Regulation) to ensure students at a range of socioeconomic levels were committed to attend. If needed, OTI pulled from the waiting list to meet equity requirements. Due to the high demand, student acceptance rates were 43 percent for spring 2015 students and 38 percent for spring 2016 students. OTI staff members believed their thorough awareness and marketing campaign was instrumental in recruiting students.

Teacher Application Process. OTI staff established a selection model for Choice School hiring to ensure that candidates understood the desired competencies of a Choice School teacher. This model also ensured that campus administrators had an adequate pool of applicants who genuinely wanted to teach at a Choice School. As a part of the process, teachers demonstrated their ability to analyze data and plan action steps to accelerate student learning based on the analysis. OTI provided each Choice School leadership team with examples of competent and advanced level responses to this exercise; the campus leadership team used this information to decide which applicants to move to the next step in the application process. In addition to the exercises designed by OTI, personalized learning applicants were required to complete additional activities as part of their applications. These activities were designed by Planning and Special Projects and Human Capital Management staff members.

Public School Choice Models

An important characteristic of the PSC initiative was the implementation of a schoolwide anchor model. Dallas ISD staff members used available resources (i.e., websites, books, and curriculum developers) to develop the model. OTI supported four different anchor models among eight schools:

1) Montessori (one Transformation School); 2) science, technology, engineering, the arts, and mathematics (STEAM; one Transformation School); 3) leadership (one Innovation School); and 4) International Baccalaureate (five conditional Innovation Schools). Planning and Special Projects staff members supported an additional four schools implementing the personalized learning model (one Transformation School and three Innovation Schools).

Montessori. Eduardo Mata Elementary School, a Transformation School, operated the Montessori model in 2015-16. Using resources provided by the National Center for Montessori in the Public Sector, Mata Montessori teachers planned for three-hour, uninterrupted work cycles that allowed students to work at their personalized instructional levels. Teachers reviewed Demonstrations of Learning (DOLs) and retaught concepts as needed.

Science, Technology, Engineering, the Arts, and Mathematics (STEAM). D. A. Hulcy STEAM Middle School, a Transformation School, existed under the STEAM model for the 2015-16 school year. Project Lead the Way curriculum resources were available to Hulcy STEAM teachers. Hulcy STEAM teachers integrated science, technology, engineering, the arts, and mathematics into lessons that challenged students to approach issues as engineers, scientists, and mathematicians. In addition to core classes, students participated in an elective wheel that allowed them to rotate among robotics, technology applications, art, and physical education courses.

Leadership. Bryan Adams High School, an Innovation School, implemented the leadership model in 2015-16. Envision Education worked with campus administrators and teachers to design a leadership model that met the needs of Dallas ISD students. The educators within the Dallas ISD Leadership model prioritized leadership skills in students' learning experiences. With an emphasis on providing a global education, educators designed lessons to enhance these skills.

International Baccalaureate (IB). The five schools implementing the IB model for 2015-16 were Benjamin Franklin Middle School, Arthur Kramer Elementary School, Robert E. Lee Elementary School, William Lipscomb Elementary School, and Preston Hollow Elementary School. They operated as conditional Innovation Schools and will likely become full Innovation Schools once they earn IB authorization from the IBO. The IBO and the TIBS provided resources to support teachers and administrators. Choice IB teachers developed transdisciplinary lessons and focused on helping students become internationally minded. Students studied a second language in addition to their language of instruction.

Personalized Learning. Planning and Special Projects staff members supported all personalized learning schools in the district. Schools implementing this model included William L. Cabell Elementary School, Dan D. Rogers Elementary School, IDEA at J. W. Fannin High School, and Thomas C. Marsh

Preparatory Academy. IDEA was a Transformation School; all others were Innovation Schools. Next Generation Learning supported Dallas ISD administrators and teachers as they designed their personalized learning models. Choice teachers used a blended instructional design, allowing teachers to leverage technology as a way to customize the learning experiences of their students. Teachers combined face-to-face and online lessons built from pre-assessments to create stations through which students rotated. Learners worked independently, in groups, or with the teacher to extend or review concepts. All students had individual Learner Profiles that outlined their goals and educational experiences.

Public School Choice Survey Results

Choice School staff members were asked to complete a PSC survey in January 2016. Of the respondents (n=353), 84 percent described the professional development they received as helpful. The majority (80%) felt supported by fellow teachers and campus administrators as they implemented the school's Choice model. Most (73% to 75%) indicated that students benefited academically, socially, and emotionally from their model. The main challenges were implementation of the Choice model (n=85) and alignment of the Choice model to district and state requirements (n=76).

District Climate Survey Results

The 2015-16 Climate Survey was administered to all Dallas ISD campus professional and support staff in the fall and spring. It included four Likert scales: 1) Beliefs and Priorities, 2) Positive Culture and Environment, 3) Culture of Feedback and Support, and 4) College-Going Culture. District Climate Survey results varied for each Transformation School, but were positive for the most part. All three Transformation Schools and the district had over 75 percent positive ratings on the Beliefs and Priorities and College-Going Culture scales both semesters, whereas the percentages varied for the Culture of Feedback and Support (55% to 100%) and Positive Culture and Environment (65% to 90%) scales. Second semester ratings dropped on two of the four scales for all Transformation Schools.

Innovation School results were positive overall and varied by campus. Of the nine schools, the ratings for Franklin, Lipscomb, Preston Hollow, and Rogers were higher than the district on both fall and spring surveys on all four scales. The ratings for Kramer and Lipscomb increased on all four scales from fall to spring; the ratings for Cabell and Lee decreased on all four scales from fall to spring.

District Student Experience Survey Results

The 2015-16 Student Experience Survey was administered to students in grades three to 12 during the week of April 11 to 15. The survey addressed five areas: 1) classroom environment, 2) expectations and rigor, 3) pedagogical effectiveness, 4) student engagement, and 5) supportive relationships. Students were asked to complete surveys for two of their teachers. Like the district's Student Experience Survey results, elementary Choice School student responses were more positive than secondary Choice School student responses. Results of the grades three to five survey varied by campus, but were positive overall. In all five areas, the percentages of positive student responses from Cabell, Kramer, Preston Hollow and Rogers were the same or higher than the overall district. The percentages of positive responses from

students in grades six through 12 were also similar to the overall district. In all five areas, the percentages of positive responses from Adams and Hulcy STEAM were the same or higher than the district.

Recommendations

Continue offering professional development opportunities targeted at Choice model implementation. Per PSC survey results, Choice teachers expressed a need for additional support related to their Choice model, both in how to implement the model overall and with special populations. Additionally, respondents requested guidance as they work to maintain fidelity to the Choice model while also meeting district and state requirements.

Ensure that teachers have the necessary materials to successfully implement the Choice model. PSC survey results showed that 35 percent of respondents did not feel they had adequate resources to implement the Choice model. Inadequate access to materials could negatively affect the quality of implementation of the Choice model. As a result, it will be important that Choice funds are used to provide essential classroom resources.

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APPENDICES

Appendix A

Public School Choice Survey

All Public School Choice teachers in the district have been asked to complete this survey. Your responses will be collected anonymously and will be summarized along with the responses of other teachers in the district.

The purpose is to describe your understanding of your school's Choice model and any training you have had. Please take a few minutes to answer these questions about your experiences this year.

1. At which school do you teach?
 - Bryan Adams
 - Cabell
 - Franklin
 - IDEA
 - Kramer
 - Lee
 - Lipscomb
 - Marsh
 - Mata
 - Preston Hollow
 - Rogers
 - Hulcy STEAM
2. How many years have you taught (in total)?
3. How many years have you taught at your current school?
4. What grade(s) do you currently teach? (Check all that apply.)
 - Prekindergarten
 - Kindergarten
 - 1st grade
 - 2nd grade
 - 3rd grade
 - 4th grade
 - 5th grade
 - 6th grade
 - 7th grade
 - 8th grade
 - 9th grade
 - 10th grade
 - 11th grade
 - 12th grade

5. What content area(s) do you currently teach? (Check all that apply.)
- English/Language Arts
 - Mathematics
 - Science
 - Social Studies/History
 - Art
 - Music
 - Physical Education
 - Foreign Language
 - Dual-Language
 - Other (please specify)
6. For the 2015-16 school year, during which six-week period did you start working at your current school?
- 1st Six Weeks
 - 2nd Six Weeks
 - 3rd Six Weeks
 - 4th Six Weeks

The following questions are related to professional development (PD) offered to you by Dallas ISD. PD includes, but is not limited to, training, site visits, conferences, one-on-one coaching, online courses, face-to-face courses, book studies, etc.

7. Have you received professional development specific to your school's Choice model (e.g., personalized learning, IB, etc.)?
- Yes
 - No

The following questions are intended for respondents who selected "yes" for question 7.

Please rate your level of agreement with the following statements.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
8. The training I received related to our school's Choice model helped me implement our school's Choice model.	☐	☐	☐	☐	☐
9. I applied what I learned from professional development related to our school's Choice model.	☐	☐	☐	☐	☐

10. The professional development I received related to our school's Choice model was:
- optional.
 - mandatory.
 - partially optional and partially mandatory.

11. Rate the helpfulness of the following PD you have received related to your school's Choice model.	Very Helpful	Helpful	Not Helpful	Did Not Attend
Training by external providers	☐	☐	☐	☐
Training by campus personnel	☐	☐	☐	☐
Training by district personnel	☐	☐	☐	☐
Site Visits	☐	☐	☐	☐
Conferences	☐	☐	☐	☐
One-on-One Coaching	☐	☐	☐	☐
Online Courses	☐	☐	☐	☐
Face-to-Face Courses	☐	☐	☐	☐
Book Studies	☐	☐	☐	☐
Other	☐	☐	☐	☐

12. Approximately how many days of professional development did you receive related to your school's Choice model? (Round to the nearest whole number.)

- ½ day
- 1 day
- 2 days
- 3 days
- 4 days
- 5 or more days

The following question is intended for respondents who selected "no" for question 7.

13. I did not receive professional development specific to our school's Choice model because:

- It was offered, but I was not able to attend.
- I was not offered the opportunity to attend.
- Other (please specify)

The following questions are applicable to all respondents.

14. What kind of professional development, if any, would be helpful as your school moves forward with your Choice model? If you don't think additional PD is necessary, please write "none."

Please rate your level of agreement with the following statements.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
15. I can confidently explain our school's Choice model to a colleague.	☐	☐	☐	☐	☐
16. Campus administrators support teachers when they try new things related to our school's Choice model.	☐	☐	☐	☐	☐
17. Teachers at my campus support one another as they try new things related to our school's Choice model.	☐	☐	☐	☐	☐
18. Staff members have adequate resources to successfully implement our school's Choice model.	☐	☐	☐	☐	☐
19. Staff members at my school are supportive of our school's Choice model.	☐	☐	☐	☐	☐
20. Students are benefitting academically as a result of our school's Choice model.	☐	☐	☐	☐	☐
21. Students are benefitting socially/emotionally as a result of our school's Choice model.	☐	☐	☐	☐	☐
22. I enjoy working under our school's Choice model.	☐	☐	☐	☐	☐
23. I would recommend a position working at this school to my colleagues.	☐	☐	☐	☐	☐

24. What have been the successes related to your school's Choice model this year?

25. What have been the challenges related to your school's Choice model this year?

26. What, if any, additional information would you like to share about the implementation of your school's Choice model?

Appendix B

Appendix B: Number of Public School Choice Survey Respondents per Choice School

School	n (%)
Bryan Adams HS	83 (24)
William L. Cabell ES	42 (12)
Benjamin Franklin MS	27 (8)
D.A. Hulcy STEAM MS	10 (3)
IDEA at J. W. Fannin HS	7 (2)
Arthur Kramer ES	32 (9)
Robert E. Lee ES	20 (6)
William Lipscomb ES	22 (6)
Thomas C. Marsh PA	8 (2)
Eduardo Mata ES	29 (8)
Preston Hollow ES	39 (11)
Dan D. Rogers ES	34 (10)

Note. ES = Elementary School. MS = Middle School. HS = High School. PA = Preparatory Academy. Percentages do not add to 100 due to rounding.

Appendix C

Appendix C: Number of Climate Survey Responses per Choice School

School	First Semester n (%)	Second Semester n (%)
Bryan Adams HS	102 (54)	145 (78)
William L. Cabell ES	58 (82)	54 (78)
Benjamin Franklin MS	72 (67)	77 (74)
D.A. Hulcy STEAM MS	18 (69)	26 (93)
IDEA at J. W. Fannin HS	15 (88)	12 (67)
Arthur Kramer ES	53 (78)	55 (81)
Robert E. Lee ES	45 (94)	34 (76)
William Lipscomb ES	49 (83)	49 (89)
Thomas C. Marsh PA	63 (57)	69 (64)
Eduardo Mata ES	56 (90)	40 (73)
Preston Hollow ES	35 (59)	42 (72)
Dan D. Rogers ES	66 (96)	68 (97)
<i>Dallas ISD</i>	<i>13,813 (74)</i>	<i>12,759 (72)</i>

Note. ES = Elementary School. MS = Middle School. HS = High School. PA = Preparatory Academy

Appendix D

Appendix D: Number of Student Experience Surveys per Choice School

School	n
Bryan Adams HS	3,137
William L. Cabell ES	443
Benjamin Franklin MS	1,688
D.A. Hulcy STEAM MS	341
IDEA at J. W. Fannin HS	197
Arthur Kramer ES	322
Robert E. Lee ES	300
William Lipscomb ES	386
Thomas C. Marsh PA	1,747
Eduardo Mata ES	135
Preston Hollow ES	328
Dan D. Rogers ES	328
Dallas ISD Grades 3-5	66,325
Dallas ISD Grades 6-12	111,389

Note. These results include responses from students across all grades; however, the Choice model was not implemented schoolwide at Adams, Mata, and Marsh. Students completed surveys for two of their teachers. ES = Elementary School. MS = Middle School. HS = High School. PA = Preparatory Academy.