

Imagine 2020 Initiative 2015-16 Final Report

Department of Evaluation and Assessment

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Superintendent of Schools*



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Imagine 2020 Initiative

2015-16 Final Report

Approved Report of the Department of Evaluation and Assessment

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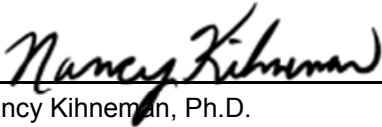
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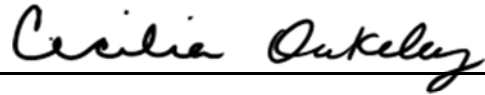
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Table of Contents

ABSTRACT	1
PROGRAM DESCRIPTION	3
Background Information	3
Purpose and Goal.....	3
PURPOSE AND SCOPE OF THE EVALUATION	4
MAJOR EVALUATION QUESTIONS AND RESULTS	5
What was the Imagine 2020 Budget for the 2014-15 School Year?	5
Methodology	5
Results	5
How was the Additional Staff Position Component of Imagine 2020 Implemented?	7
Methodology	7
Results	9
How was the In-School Tutoring Component of Imagine 2020 Implemented?	23
Methodology	23
Results	24
How was the Extended Day Component of Imagine 2020 Implemented?	44
Methodology	44
Results	44
How were the Optional and Required Initiative Components of Imagine 2020 Implemented?	47
Methodology	47
Results	47
How was the Student Advocacy Management Team Component of Imagine 2020 Implemented?	51
Methodology	51
Results	52
How was the Parent Engagement Component of Imagine 2020 Implemented?	61
Methodology	61
Results	62
What were the Year 3 Outcomes of the Imagine 2020 Initiative?	70

Methodology	70
Results	71
SUMMARY AND RECOMMENDATIONS.....	92
Summary	92
Recommendations.....	94
APPENDICES	96
Appendix A: Imagine 2020, 2014-15 Action Plan.....	97
Appendix B: Imagine 2020, Principal and Assistant Principal Survey Items.....	103
Appendix C: Imagine 2020, Urban specialist and Student Advocate Coordinator Survey	105
Appendix D: Demonstration Teacher and Department Chair Focus Group Protocol and Pre-Focus Group Form	112
Appendix E: In-school tutoring (IST): Observation Instrument.....	114
Appendix F: Imagine 2020, SAM Chair Survey.....	116
Appendix G: Discipline Referrals by Campus and Sub-Groups.....	124
Appendix H: Attendance by Campus and Sub-Groups.....	130
Appendix I: Course Passing Rates by Campus and Sub-Groups.....	136
Appendix J: Elementary School ACP Passing Rates (K-2).....	142
Appendix K: Elementary School ACP Passing Rates (3-5)	146
Appendix L: Middle School and High School ACP Passing Rates	156

List of Tables

Table	Page
1 Intensive Support Network Campuses for 2016-17	4
2 Vendors and Their Campuses	25
3 Tier 3 students at elementary schools receiving in-school tutoring (IST)	26
4 Tier 3 students at secondary schools receiving in-school tutoring (IST)	26
5 Demographic Information.....	27
6 Number of in-school tutoring student disciplinary referrals at elementary schools.....	32
7 Number of in-school tutoring student disciplinary referrals at secondary schools.....	32
8 Number of Tutors in the Classroom (Observed).....	36
9 Time on Academic Work.....	40
10 Number of Students Served in Each Six-week Period as of April 8, 2016	54
11 2015-16 PREP University Workshop Topics	62
12 Imagine 2020 Campuses and IR Status for 2015-16 and 2016-17	72
13 Percentage of Students with 2016 Satisfactory <i>STAAR</i> Scores for Grade 3	73
14 Percentage of Students with 2016 Satisfactory <i>STAAR</i> Scores for Grade 4	74
15 Percentage of Students with 2016 Satisfactory <i>STAAR</i> Scores for Grade 5	75
16 Percentage of Students with 2016 Satisfactory <i>STAAR</i> Scores for Grade 6	76
17 Percentage of Students with 2016 Satisfactory <i>STAAR</i> Scores for Grade 7	76
18 Percentage of Students with 2016 Satisfactory <i>STAAR</i> Scores for Grade 8	76
19 Percentage of Students with Satisfactory <i>STAAR EOC</i> Scores with 2016 Standard.....	77
20 Climate Survey, Spring 2015 and 2016, Percent Positive by Feeder Pattern and Scale.....	78
21 Student Experience Survey Results, Percent Favorable by Feeder Pattern and District.....	79
22 Number of Referrals for 2013-14 to 2015-16, Percent Change, Imagine 2020 High Schools and District	86
23 Number of Referrals for 2013-14 to 2015-16, Percent Change, Imagine 2020 Middle Schools and District	87
24 Number of Referrals for 2013-14 to 2015-16, Percent Change, Imagine 2020 Elementary Schools and District	88

List of Figures

Figure	Page
1	Imagine 2020 Budget, 2013-14 through 2015-16 6
2	Imagine 2020 Expenditures, by Budget Category, 2015-16 6
3	Response Rates by Feeder Pattern..... 7
4	Campus Level Representation..... 8
5	Provision of Formal Job Description for Imagine 2020-Funded Assistant Principals 9
6	Years of Professional Experience (Assistant Principals) 10
7	Assistant Principal Duties – Performance Frequency..... 10
8	Quality of Principals’ Professional Relationship with Imagine 2020-funded Assistant Principals.. 11
9	Degree to which Imagine 2020-funded Assistant Principals Fulfilled Expectations 11
10	Urban Specialist and Student Advocate Coordinators – Years of Professional Experience 13
11	Approximately how many students are assigned to your caseload this school year (i.e., 2015-16)? 13
12	On average, how many times do you see a typical student each week? 13
13	How often do you provide services in the following areas? 14
14	Please rate the quality of your relationships with the following campus staff..... 14
15	How would you rate your knowledge and skills on the following? 15
16	To what extent have the following been barriers in effectively serving students? 16
17	Frequency of Collaboration with Student Advocate Coordinator or Urban Specialist 16
18	Quality of Relationship with Student Advocate Coordinator or Urban Specialist..... 17
19	Degree to Which Student Advocate Coordinator or Urban Specialist Fulfilled Expectations 17
20	Amount of Time Department Chairs and Demonstration Teachers Spent Coaching..... 18
21	Quality of Relationship with Demonstration Teachers or Department Chairs 21
22	Degree to Which Demonstration Teachers or Department Chairs Fulfilled Expectations..... 21
23	Number and Percentage of Imagine 2020 Schools Served by Each Tutoring Vendor 24
24	Average percentage of school attendance for elementary schools receiving reading tutoring 28
25	Average percentage of school attendance for secondary schools receiving math tutoring 29
26	Percentage of chronically absent students at elementary schools receiving reading tutoring 30
27	Percentage of chronically absent students at secondary schools receiving math tutoring 31
28	Course passing rates for reading classes..... 33

Figure	Page
29 Course passing rates for language arts classes	34
30 Course passing rates for math classes.....	35
31 Tutor-to-Student Ratios (Observed).....	36
32 Tutor-to-Student Ratios (Observed) by Campus Level.....	37
33 Physical Environment.....	38
34 Levels of Print-Richness in Tutoring Classrooms	38
35 Tutor-Student Rapport	39
36 Classroom Disruptions by Severity, Campus Levels Combined	39
37 Classroom Disruptions by Severity and Campus Level.....	40
38 Contact with In-School Tutoring Vendor	41
39 Alignment between Campus Curriculum and In-School Tutoring Program	41
40 Student Pull-Outs from Core Classes for In-School Tutoring	42
41 Selection Criteria for Students Receiving In-School Tutoring Service.....	42
42 Quality of Relationship with Tutoring Vendor.....	43
43 Ways Extended Day Integrated into Master Schedule	45
44 Extended Day: Optional or Mandatory.....	45
45 Ways Students were Tracked in Extended Day	46
46 Math and Science Program Implementation Levels	48
47 Reading and Social Studies Program Implementation Levels.....	49
48 General Curriculum & Instruction Program Implementation Levels.....	50
49 Number of SAM Meetings as of April 18, 2016.....	53
50 SAM Meeting Attendance	54
51 Average Case Load for Each Case Manager	55
52 Common Referral Services	55
53 SAM Training	56
54 Perceptions about SAM Team	56
55 SAM Meetings.....	57
56 To what extent do you agree/disagree with the following statements?	58
57 SAM Meetings - Attendance Frequencies	58

Figure	Page
58 Tier 3 guidelines properly identify students in need of SAM team intervention(s).....	59
59 Tiers 1-3 guidelines.....	59
60 Student Advocacy Management (SAM) Team Effectiveness.....	60
61 Imagine 2020 Parent PREP University Workshop Helpfulness.....	63
62 Imagine 2020 Prep University Workshop, Agreement Items.....	63
63 Imagine 2020 Prep University Workshops, Identifying what was Most and Least Helpful	64
64 Super Saturday Event.....	64
65 2015-16 Parent Portal Registration – High Schools, Middle Schools, and Imagine 2020 Overall	65
66 2015-16 Parent Portal Registration – Elementary Schools and Imagine 2020 Overall.....	65
67 Contact with Office of Family and Community Engagement	67
68 Perceived Level of Parent Engagement in School Activities	67
69 Perceived Level of Parental Involvement in Children’s Education	68
70 Parent Involvement Opportunity Levels.....	68
71 Attendance Percentages, 2013-14 through 2015-16, Imagine 2020 High Schools and District ...	80
72 Attendance Percentages, 2013-14 through 2015-16, Imagine 2020 Middle Schools and District	81
73 Attendance Percentages, 2013-14 through 2015-16, Imagine 2020 Lincoln/Madison Feeder Pattern Elementary Schools and District	81
74 Attendance Percentages, 2013-14 through 2015-16, Imagine 2020 Pinkston Feeder Pattern Elementary Schools and District.....	82
75 Attendance Percentages, 2013-14 through 2015-16, Imagine 2020 South Oak Cliff and ACE Feeder Pattern Elementary Schools and District.....	82
76 Percentage of Students with Discipline Referrals for 2015-16, Imagine 2020 High Schools and District	83
77 Percentage of Students with Discipline Referrals for 2015-16, Imagine 2020 Middle Schools and District	84
78 Percentage of Students with Discipline Referrals for 2015-16, Imagine 2020 Lincoln/Madison Feeder Pattern Elementary Schools and District.....	85
79 Percentage of Students with Discipline Referrals for 2015-16, Imagine 2020 Pinkston Feeder Pattern Elementary Schools and District	85
80 Percentage of Students with Discipline Referrals for 2015-16, Imagine 2020 South Oak Cliff and ACE Feeder Pattern Elementary Schools and District	86

IMAGINE 2020 INITIATIVE 2015-16 FINAL REPORT

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ABSTRACT

Imagine 2020 is the Dallas Independent School District's Strategic Feeder Pattern initiative, intended as a pilot for transforming the entire district. The initiative included the Pinkston, Lincoln, Madison, and South Oak Cliff feeder patterns, serving a total of 33 campuses: 23 elementary, 6 middle, and 4 high schools. The 2015-16 school year was the third and final year of the initiative. The Imagine 2020 initiative was replaced with the Intensive Support Network for the 2016-17 school year. The evaluation for 2015-16 emphasized the implementation of all Imagine 2020 programs and components. Additional staff positions such as urban specialists and student advocate coordinators, department chairs and demonstration teachers, and additional assistant principals were a highlight of the initiative. Though there were some issues with role clarity and a lack of set expectations for positions, these additional staff positions appeared to be one of the most valuable aspects of the initiative. In-school tutoring had the potential to be a pivotal aspect of the initiative, but unclear policies and procedures for student selection and progress monitoring diluted the potential effectiveness of this component of the initiative. When it came to optional and required programming on Imagine 2020 campuses, half of the most often used programs on Imagine 2020 campuses were not unique to Imagine 2020 schools. Many Imagine 2020-specific programs were still in initial stages of implementation or were not offered at all. Results suggest that when implemented with fidelity, Student Advocacy Management (SAM) teams could be effective; however rules and procedures for SAM teams were not adequately developed and there was a lack of administrative support and accountability regarding SAM teams. The Office of Family and Community Engagement was offering substantial support to Imagine 2020 campuses in the form of training opportunities, parent centers, and parent portal assistance. A small majority of principals and assistant principals reported having at least moderate levels of parent engagement on their campuses. When looking at year 3 outcomes for the Imagine 2020 initiative, there were positive changes with regards to state accountability measures with six schools coming off of the Improvement Required list for 2016-17 and one school coming on. *State of Texas Assessments of Academic Readiness (STAAR)* and *STAAR End-of-Course (EOC)* results were mixed. The majority of results for the 2015-16 Climate Survey showed improvements over the 2014-15 school year. Results of the 2015-16 Student Experience Survey were quite positive. Attendance remained relatively stable with some small increases or decreases across the three years of the initiative. The results regarding discipline referrals were mixed.

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PROGRAM DESCRIPTION

Background Information

Imagine 2020 was the Dallas Independent School District's (Dallas ISD) strategic feeder pattern initiative, designed to serve as a pilot for transforming the entire district in accordance with the district improvement plan known as Destination 2020. In 2013-14, the Imagine 2020 initiative identified three high-needs feeder patterns – the Pinkston High School feeder in west Dallas, and the Lincoln and Madison high school feeders in south Dallas – as the first feeders to participate. In 2014-15, the initiative expanded to include the South Oak Cliff feeder pattern. These three feeder patterns remained in the program for the 2015-16 school year; however, four Imagine 2020 schools also participated in the Accelerating Campus Excellence (ACE) initiative and were moved out from under the high school feeder pattern executive director to the executive director of ACE.¹ Overall, Imagine 2020 served 33 campuses: 23 elementary, 6 middle, and 4 high schools. The initiative involved adding personnel and other resources into these campuses to produce improvements in instruction, student achievement, student support, and school climate.

Imagine 2020 involved a three-pronged approach to improvement that focused on school staffing, curriculum and instruction, and parent and community engagement. The theory of change driving this initiative was that by changing these three components, the district would provide greater support for students, leading to improved student achievement.

Purpose and Goal

In December 2015, the district hired a new assistant superintendent to oversee implementation of both the Imagine 2020 and ACE initiatives. In 2015-16 there was no longer a director position associated with the Imagine 2020 initiative. The new assistant superintendent worked with Imagine 2020 executive directors to evaluate current implementation of the initiative and decide on next steps for the remainder of the 2015-16 school year and future years. As of the release of this report, no initiative goals were set for the 2015-16 school year (see Appendix A for the 2014-15 action plan and program goals). It is important to note that in February 2016 the superintendent of Dallas ISD recommended to the Board of Trustees that the Imagine 2020 initiative be discontinued for the 2016-17 school year and replaced with a new initiative called the Intensive Support Network (ISN). The board approved the recommendation and a group of Dallas ISD leadership staff worked throughout the spring and summer of 2016 to design and set goals for the new

¹ The ACE initiative began in 2015-16 and was designed around the principle that transforming schools requires strong leadership and effective teachers enveloped in an environment of high expectations for students and staff. The ACE program incentivized (via competitive stipends) top teachers and principals to relocate to some of the district's most challenged schools. In 2015-16, the program began with seven schools that were designated as Improvement Required (IR) by the Texas Education Agency. These schools include four elementary schools (Annie Webb Blanton, Roger Q. Mills, Elisha M. Pease, and Umphrey Lee) and three middle schools (Billy Earl Dade, Thomas A. Edison, and Sarah Zumwalt). Dade, Edison, Zumwalt, and Pease were also Imagine 2020 schools, but the campus principals reported to the ACE executive director. For the purposes of this report, the four ACE/Imagine 2020 schools will constitute their own group.

initiative. Table 1 shows the 2016-17 Intensive Support Network campuses and which ones were Imagine 2020 campuses during the 2015-16 school year.

Table 1: Intensive Support Network Campuses for 2016-17

2016-17 Intensive Support Network Campus
Elementary Schools
C.F. Carr Elementary School
Edward Titche Elementary School
George Washington Carver Learning Center
John Neely Bryan Elementary School
J. W. Ray Elementary Learning Center
Maria Moreno Elementary School
Mark Twain Elementary School
Nancy Cochran Elementary School
Oran M. Roberts Elementary School
Ronald E. McNair Elementary School
Rufus C. Burleson Elementary School
Wilmer-Hutchins Elementary School
Middle Schools
Boude Storey Middle School
Edward H. Cary Middle School
Oliver W. Holmes Middle School and Classical Academy
T. W. Browne Middle School
Zan Wesley Holmes Jr. Middle School

Note: Campuses in **bold** were Imagine 2020 campuses during the 2015-16 school year.

PURPOSE AND SCOPE OF THE EVALUATION

Imagine 2020 was a comprehensive school improvement initiative, involving multiple programs and components aimed at affecting student achievement, academic instruction, school climate, and more. The evaluation of this initiative involved in-depth examination of all programs and components involved in the Imagine 2020 initiative. The first year of the Imagine 2020 evaluation emphasized student support services, accelerated instruction for overage middle school students, optional extended day programs, optional academic initiatives, in-school tutoring, and parent and community engagement efforts. The second year of the evaluation focused on support staff, the Habits of Mind program, the 1:1 technology initiative, and required and optional programs. The evaluation for 2015-16 emphasized the implementation of all Imagine 2020 programs and components. The programs and components that were evaluated included additional staff positions (assistant principals, urban specialists, student advocate coordinators, department chairs, and demonstration teachers), in-school tutoring, extended day, optional and required initiatives, Student Advocacy Management teams, and parent engagement.

Dallas ISD's Department of Evaluation and Assessment conducted the evaluation of Imagine 2020. An evaluation manager and a team of six evaluation analysts conducted formative and summative

evaluation activities designed to assess the implementation of Imagine 2020 and identify the most successful components of the program. The evaluation goals were to:

1. Summarize the budget and expenditures for Imagine 2020.
2. Describe the implementation of the programs and components of the Imagine 2020 initiative. The components evaluated included:
 - a. Additional Staff Positions
 - i. Imagine 2020-Funded Assistant Principals
 - ii. Urban Specialists and Student Advocate Coordinators
 - iii. Department Chairs and Demonstration Teachers
 - b. In-School Tutoring
 - c. Extended Day
 - d. Optional and Required Initiatives
 - e. Student Advocacy Management Teams
 - f. Parent Engagement Services
3. Evaluate the degree to which Imagine 2020 schools met the 2015-16 (Year 3) program goals. Because no goals were set for the 2015-16 school year, the evaluators provided results in this section based on outcome indicators that were applicable to certain program components.

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the Imagine 2020 Budget for the 2015-16 School Year?

Methodology

The Imagine 2020 assistant superintendent provided a PowerPoint slide regarding the Imagine 2020 budget from a March 2016 Board of Trustees presentation on the Imagine 2020 initiative and the development of the new Intensive Support Network initiative for 2016-17. Figures for this section were pulled from that slide.

Results

As shown in Figure 1, the Imagine 2020 budget increased from approximately \$8.68 million in 2013-14 to approximately \$12.14 million for 2015-16, an increase of \$3.46 million (40 percent). The addition of the South Oak Cliff feeder pattern in 2014-15, which consisted of 12 campuses, accounted for much of the difference.

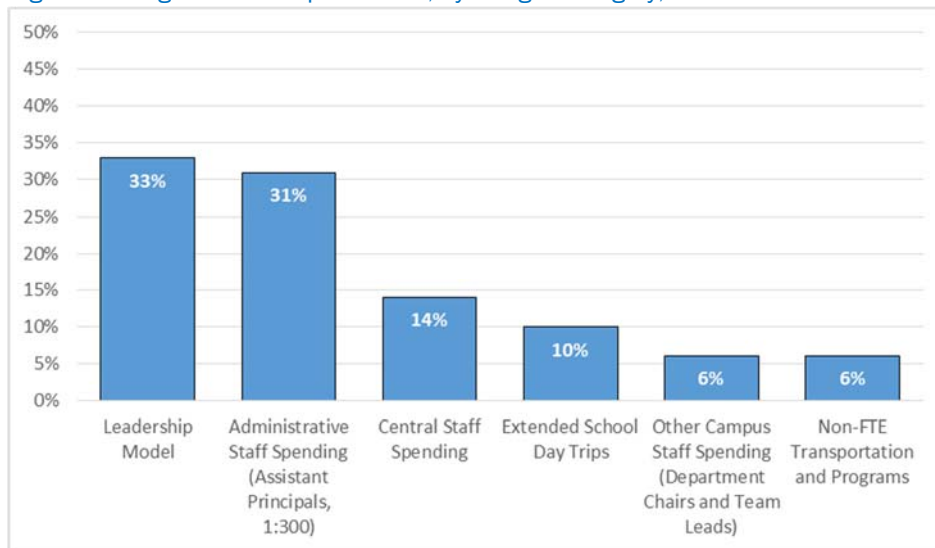
Figure 1: Imagine 2020 Budget, 2013-14 through 2015-16



Note: Figures are in millions of dollars.

Money related to the Imagine 2020 leadership model, including in-school tutoring and additional monies spent on stipends for department chairs, team leaders, and demonstration teachers, accounted for about a third of Imagine 2020 expenditures. Money spent on additional assistant principals as part of the 1:300 ratio accounted for another third of spending (Figure 2).

Figure 2: Imagine 2020 Expenditures, by Budget Category, 2015-16



How was the Additional Staff Position Component of Imagine 2020 Implemented?

Methodology

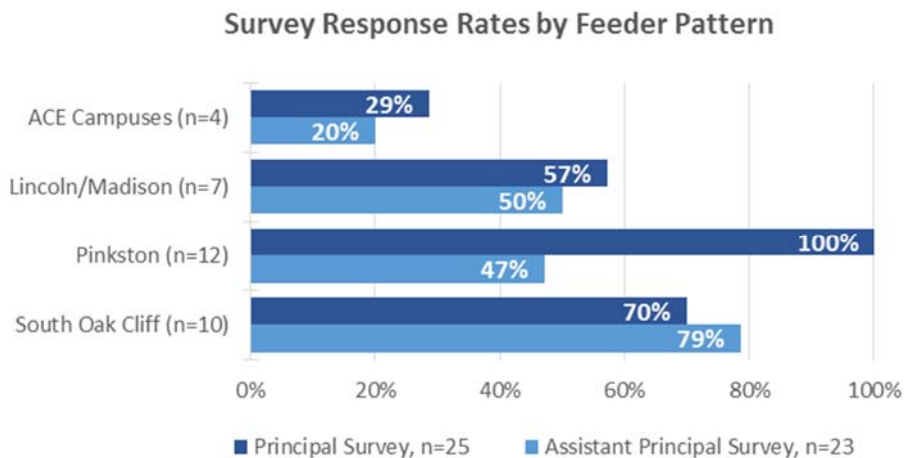
The results in this section come from data collected from Imagine 2020 administrators, urban specialists and student advocate coordinators, and department chairs and demonstration teachers. The data collection methods for each group are described below.

Administrator Survey Methodology

Evaluation and Assessment evaluators administered a 41-item survey to Imagine 2020 principals (Appendix B) and a 43-item survey to Imagine 2020-funded assistant principals² (Appendix B) between May 23, 2016 and June 10, 2016 via an online survey tool (SurveyMonkey). The purpose of the surveys was to collect feedback regarding these campus administrators' experiences with Imagine 2020 as it operated during the 2015-16 school year. Topics covered the implementation of various components of Imagine 2020 including extra support staff, academic programs such as in-school tutoring and extended day, and student support services such as student advocacy management (SAM) teams and parent engagement services.

The survey was sent to a total of 34 principals and 42 assistant principals.³ Of those, 25 principals and 23 assistant principals completed the survey, resulting in response rates of 73.5 percent (principal survey)⁴ and 54.8 percent (assistant principal survey). Figure 3 shows the percentage of respondents by feeder pattern for each of the surveys.

Figure 3: Response Rates by Feeder Pattern



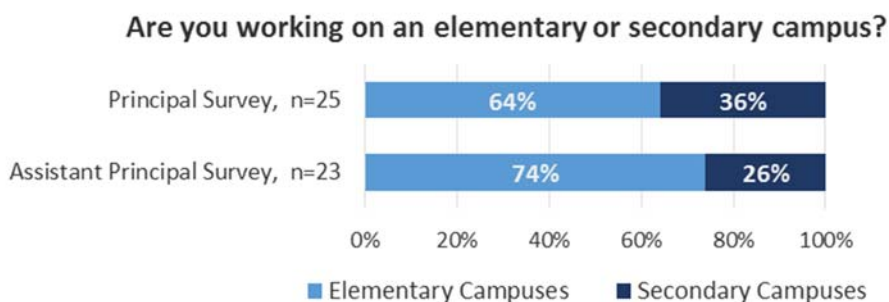
² Only those assistant principals whose positions were specifically funded by Imagine 2020 as additional staff were targeted for the assistant principal survey. N=42 across 33 campuses.

³ Some sites had more than one Imagine 2020-funded assistant principal represented in the responses (at most, two).

⁴ One assistant principal (not Imagine 2020-funded) was permitted to complete the principal survey on behalf of his/her principal.

Overall, a total of 87.9 percent (29 out of 33) of all Imagine 2020 campuses were represented, either by principal, assistant principal(s), or both. It should be noted that not all respondents answered every question. Respondents only responded to items that applied to their specific positions. Figure 4 shows representation by campus level (elementary and secondary) for each survey.

Figure 4: Campus Level Representation



Both the principal survey and the assistant principal survey focused considerably on the topic of extra support staff. While there were several intentional overlaps between the principal survey and assistant principal survey items on this program component, some questions were unique to each group's survey.

Urban Specialist and Student Advocate Coordinator Survey Methods

An online survey was administered to 12 Imagine 2020 urban specialists and student advocate coordinators from February 1-16, 2016. Of this total, nine responded to the survey (a 75% response rate), one did not respond, and two were on leave of absence. Of those nine, six were urban specialists and three were student advocate coordinators. The survey consisted of 24 items that solicited information regarding demographics, student caseload, quality of campus relationships, knowledge and skills, roles and responsibilities, and the Student Advocacy Management (SAM) model and procedures (Appendix C).

Department Chair and Demonstration Teacher Focus Group Methods

The Imagine 2020 Evaluation and Assessment team worked with feeder pattern executive directors to get a list of demonstration teachers and department chairs in each feeder pattern. The evaluation team conducted a total of 15 focus groups with demonstration teachers and department chairs in February and March 2016 (Appendix D). There were eleven focus group questions organized into two sections: roles and responsibilities and campus impact. Demonstration teachers and department chairs also filled out a short form at the beginning of each focus group soliciting information about the amount of time per day they spent teaching students and coaching teachers. Of the 65 staff identified, 57 participated in the focus groups resulting in an 88 percent response rate. Two additional demonstration teachers, not identified in the original list, also participated in the focus groups.

Department chairs (secondary-level teachers) and demonstration teachers (elementary-level teachers) focused on core subjects such as math, science, English/language arts, and social studies and provided both teaching and coaching services. There were also several Special Education department chairs who participated in the focus groups. The intent of the position was for those staff to teach four class

periods per day and spend the remainder of the school day coaching and mentoring other teachers, thereby developing leadership and teaching capacity. Additional teaching units (FTEs) were provided to schools to ensure teacher-to-student ratios remained the same during the time feedback and support was taking place.

Results

The results in this section are organized into three sections: 1) Imagine 2020-funded assistant principal results, 2) urban specialist and student advocate coordinator results, and 3) department chair and demonstration teacher results. Within each of these sections the results are grouped by methodology type. The Imagine 2020-funded assistant principal section contains results from the administrator surveys. The urban specialist and student advocate coordinator section contains results from the urban specialists and student advocate coordinator survey as well as the administrator surveys. The department chair and demonstration teacher section contains results from the department chair and demonstration teacher focus groups as well as results from the administrator surveys.

Imagine 2020-Funded Assistant Principals

Additional assistant principal positions were provided to Imagine 2020 campuses to ensure the immediate needs of parents and students were met and to allow the campus principal to serve as a true instructional leader. Additional assistant principals were added at a ratio of 1:300. The Imagine 2020 leadership team indicated that 42 additional assistant principals were added to Imagine 2020 schools in 2015-16.

Administrator Survey Results: Imagine 2020-Funded Assistant Principals

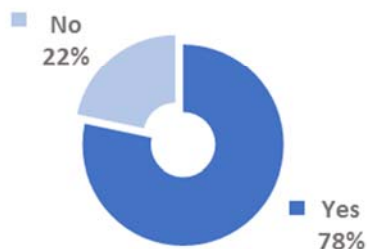
The assistant principals targeted for this survey were only those funded by Imagine 2020 as part of the additional staff component of the initiative. The following subsections discuss feedback on this group of additional staff.

Assistant Principal Survey – One of the assistant principal survey's items required respondents to indicate whether they were provided a formal job description prior to stepping into their role for 2015-16. Of the 23 assistant principals who responded to this question, approximately four out of five (78%) reported that they were provided a formal job description (Figure 5).

Figure 5: Provision of Formal Job Description for Imagine 2020-Funded Assistant Principals

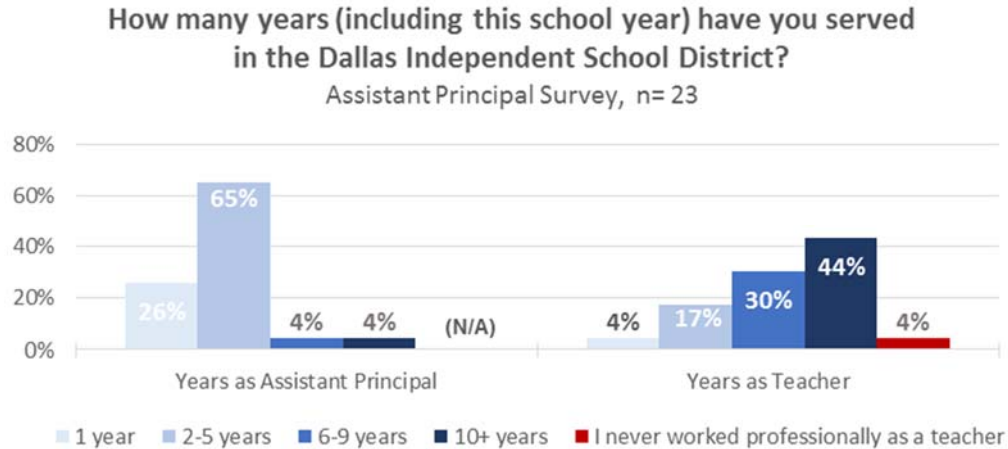
Were you provided a formal job description for your role as an assistant principal at an Imagine 2020 school prior to starting in the position?

Assistant Principal Survey, n= 23



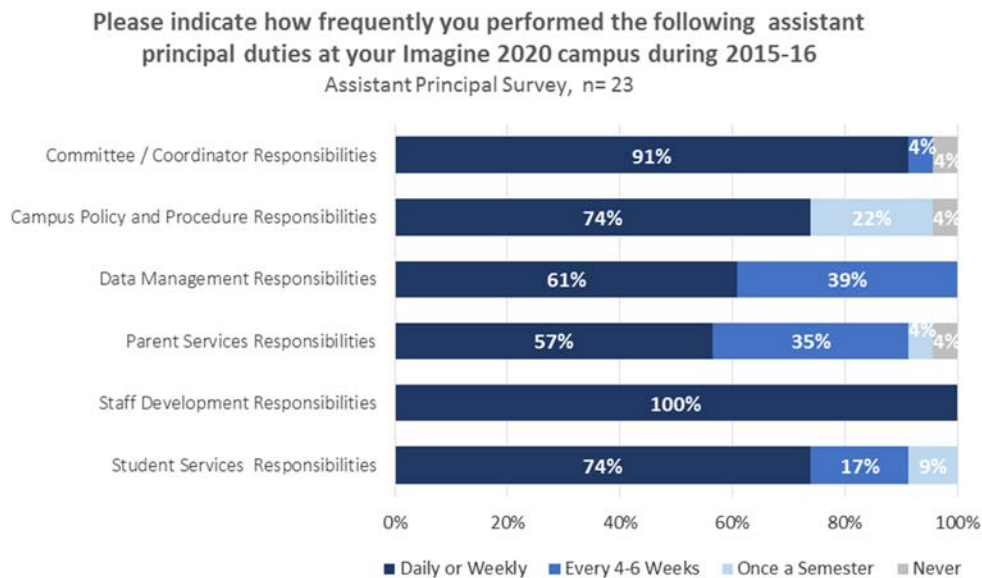
Assistant principals were also asked about their professional experience – specifically, how many years they had served in the Dallas Independent School District as an assistant principal and how many years as teacher. Most respondents (91%) reported having one to five years of experience as an assistant principal (Figure 6). In terms of professional teaching experience, assistant principals most frequently reported having ten or more years of experience (44%).

Figure 6: Years of Professional Experience (Assistant Principals)



The survey also solicited information about how frequently assistant principals performed a variety of activities related to their job (Figure 7). Respondents most often reported engaging in staff development (100% reported engaging in this activity either daily or weekly) and committee/coordinator responsibilities (91% reported engaging in this activity either daily or weekly) and committee/coordinator responsibilities (91% reported participating in these types of activities either daily or weekly).

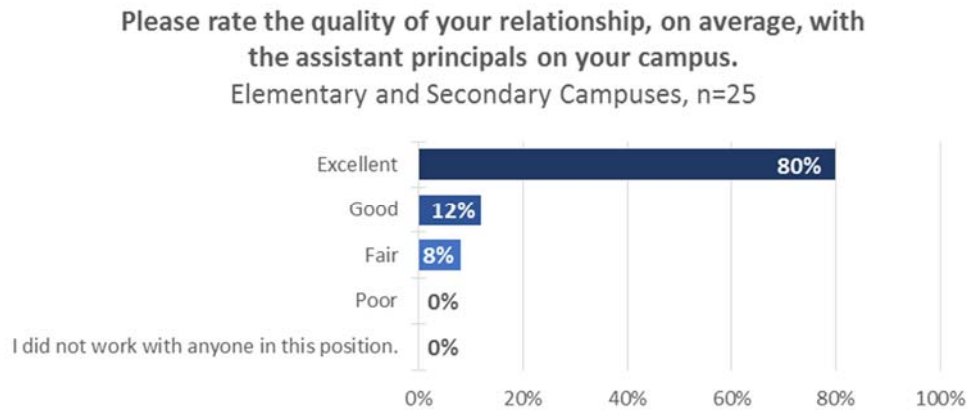
Figure 7: Assistant Principal Duties – Performance Frequency



Assistant principals described the unique contributions they made to their campus in 2015-16, and the unique challenges they faced in the role. A number of responses revolved around staff development activities, including assistance with teacher evaluations; activities pertaining to student disciplinary issues; attendance monitoring; and parent outreach, particularly for students with behavioral or academic concerns. Unique challenges noted tended to revolve around the concern of having many responsibilities to fulfill within a limited amount of time. A few noted taking on a teacher mentoring role or even a direct student tutoring role – one which assistant principals reported they welcomed, but which did compete with their other duties as a campus administrator.

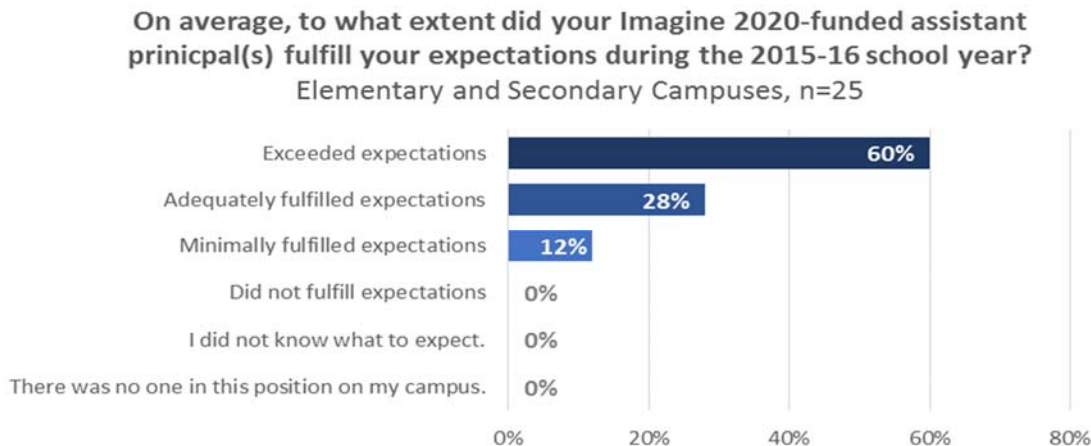
Principal Survey – All responding principals reported that they worked with the Imagine 2020-funded assistant principal on their campus either daily or weekly. The majority of principals reported positive relationships for with their Imagine 2020-funded assistant principal(s), with 92 percent reporting either an excellent relationship or a good relationship (Figure 8).

Figure 8: Quality of Principals' Professional Relationship with Imagine 2020-funded Assistant Principals



When asked whether assistant principals had fulfilled principals' expectations, 88 percent of responding principals reported that these assistant principals had either exceeded expectations, or adequately fulfilled expectations for the role (Figure 9).

Figure 9: Degree to which Imagine 2020-funded Assistant Principals Fulfilled Expectations



Urban Specialists and Student Advocate Coordinators

Urban Specialist and Student Advocate Coordinator Survey Results

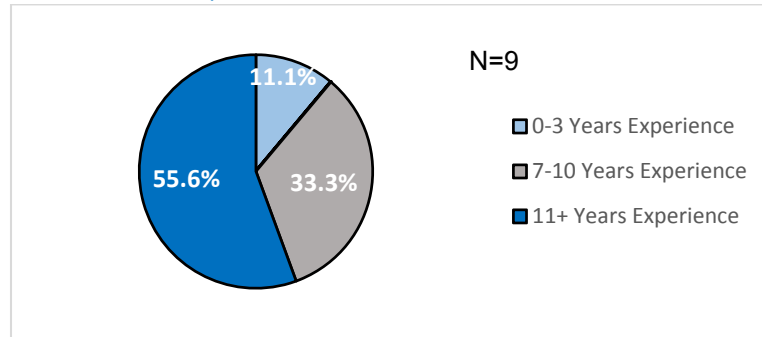
Urban specialists and student advocate coordinators were Imagine 2020-specific positions. Urban specialists served the middle school and high school campuses (one per campus), and student advocate coordinators served elementary schools (one per feeder pattern). They provided support to administrators, committees, and teachers, and provided direct services to targeted students, supplementing the existing interventions performed by campus personnel. Student advocate coordinators reported to the Director of Student Discipline, while urban specialists were decentralized during the 2014-15 and 2015-16 school years and reported directly to the principals on their campuses.

Urban specialists focused on addressing behavior problems and the social service needs of students. Urban specialists also provided classroom management training to teachers when necessary, though they had little formal training in this area. Urban specialists worked with parents to address truancy issues and conducted home visits to address attendance concerns when necessary. They also acted as mentors and advocates for the students on their campuses, and as a support system for teachers and administrators.

The main responsibilities for student advocate coordinators were to provide classroom management training to teachers and work with students individually on discipline issues. The Imagine 2020 campus administrators assigned certain students and teachers to the coordinators. Student advocate coordinators worked with parents, individually and in groups, on attendance issues. They conducted home visits when necessary to deal with truancy concerns. The coordinators also attended Student Advocacy Management (SAM) meetings for those students they served. Student advocate coordinators would refer students to school psychologists or to other resources when appropriate. In some instances, the coordinators worked with community groups to bring in additional resources for students.

Demographics – Urban specialists and student advocate coordinators were individually assigned to serve thirty-three campuses within the Lincoln/Madison, Pinkston, and South Oak Cliff feeder patterns, and four Imagine 2020 schools that were also Accelerating Campus Excellence (ACE) schools. Urban specialists served the nine middle and high school campuses (one per campus). Student advocate coordinators served elementary schools, one for the Lincoln/Madison feeder, one for Pinkston, and one for South Oak Cliff. Student advocate coordinators served the four ACE campuses according to their original feeder high schools. The majority of urban specialists and student advocate coordinators were certified teachers and had a Master's degree (66.7% each, respectively). Ninety percent (90.0%) of urban specialists and student advocate coordinators, responded that they were in the same position and school as the previous year. Figure 10 shows the years of experience they had in this area.

Figure 10: Urban Specialist and Student Advocate Coordinators - Years of Professional Experience



Caseload – The majority of survey respondents indicated that they were assigned between 0 and 50 students to their caseload during the 2015-16 school year (Figure 11). Responses varied as to what an appropriate sized caseload should be (distribution ranged from 25 to 60 students); however, most urban specialists and student advocate coordinators (88.9%) responded that their caseload was just the right size. Figure 12 shows how often urban specialists and student advocate coordinators saw their assigned students on a weekly basis.

Figure 11: Approximately how many students are assigned to your caseload this school year (i.e., 2015-16)?

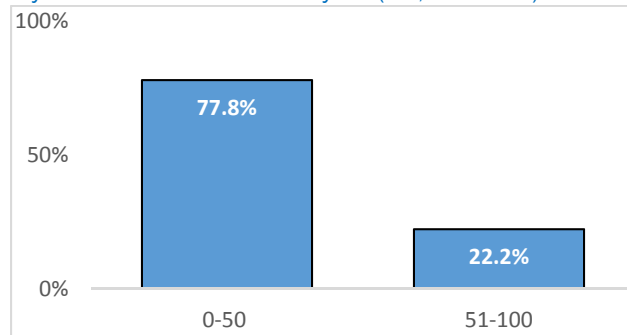
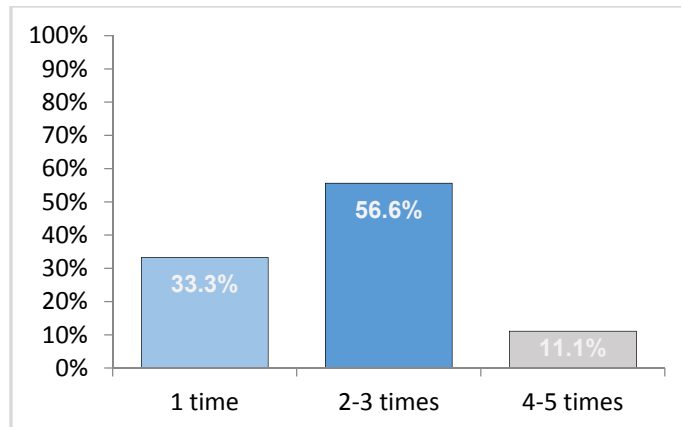


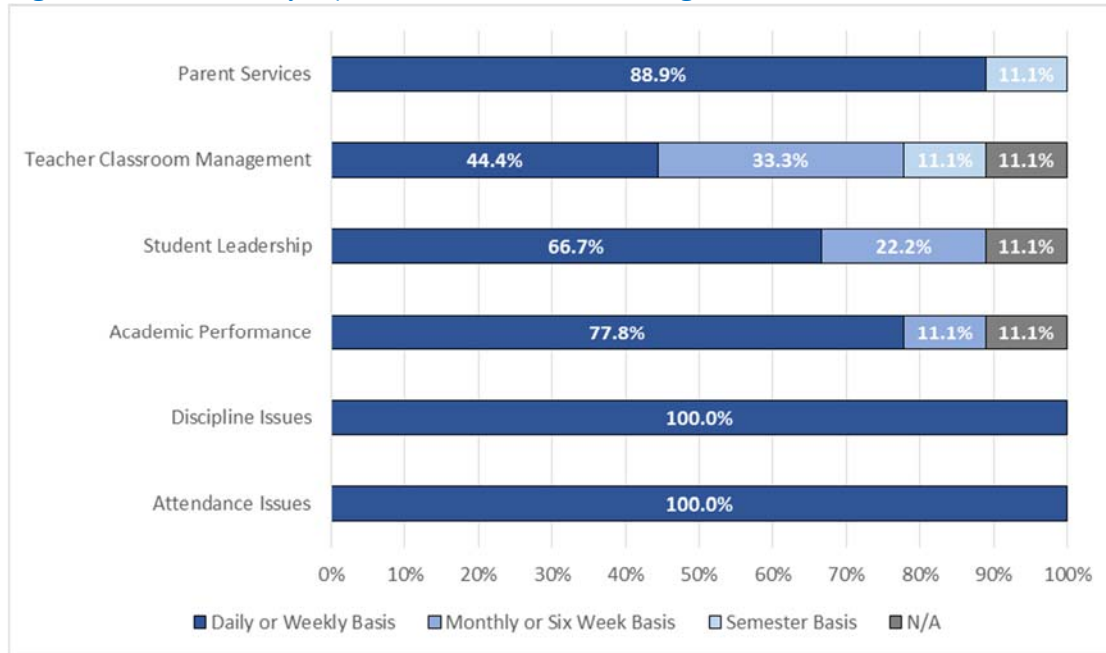
Figure 12: On average, how many times do you see a typical student each week?



Note: Percentages may not equal to 100 percent due to rounding.

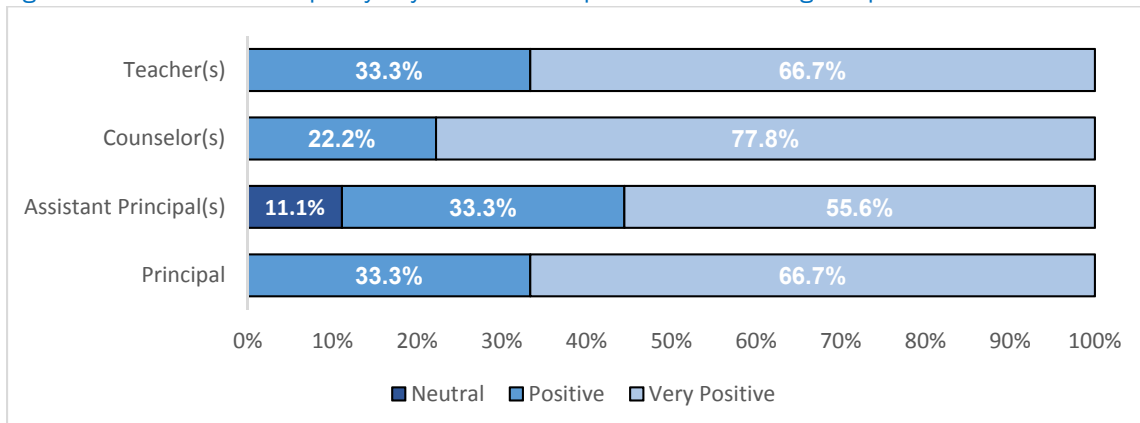
Figure 13 shows how often urban specialists and student advocate coordinators provided different types of services. They were most likely to provide attendance and discipline services and least likely to provide classroom management assistance.

Figure 13: How often do you provide services in the following areas?



Campus Relationships – When asked to rate the quality of their relationship with campus staff, one hundred percent (100%) of urban specialists and student advocate coordinators reported that they had “positive” or “very positive” relationships with teachers, counselors, and their principal (Figure 14). About 89 percent of urban specialists and student advocate coordinators reported that they had a “positive” or “very positive” relationship with their assistant principal. The survey scale included responses for “negative” or “very negative”; however, survey respondents did not choose these options.

Figure 14: Please rate the quality of your relationships with the following campus staff



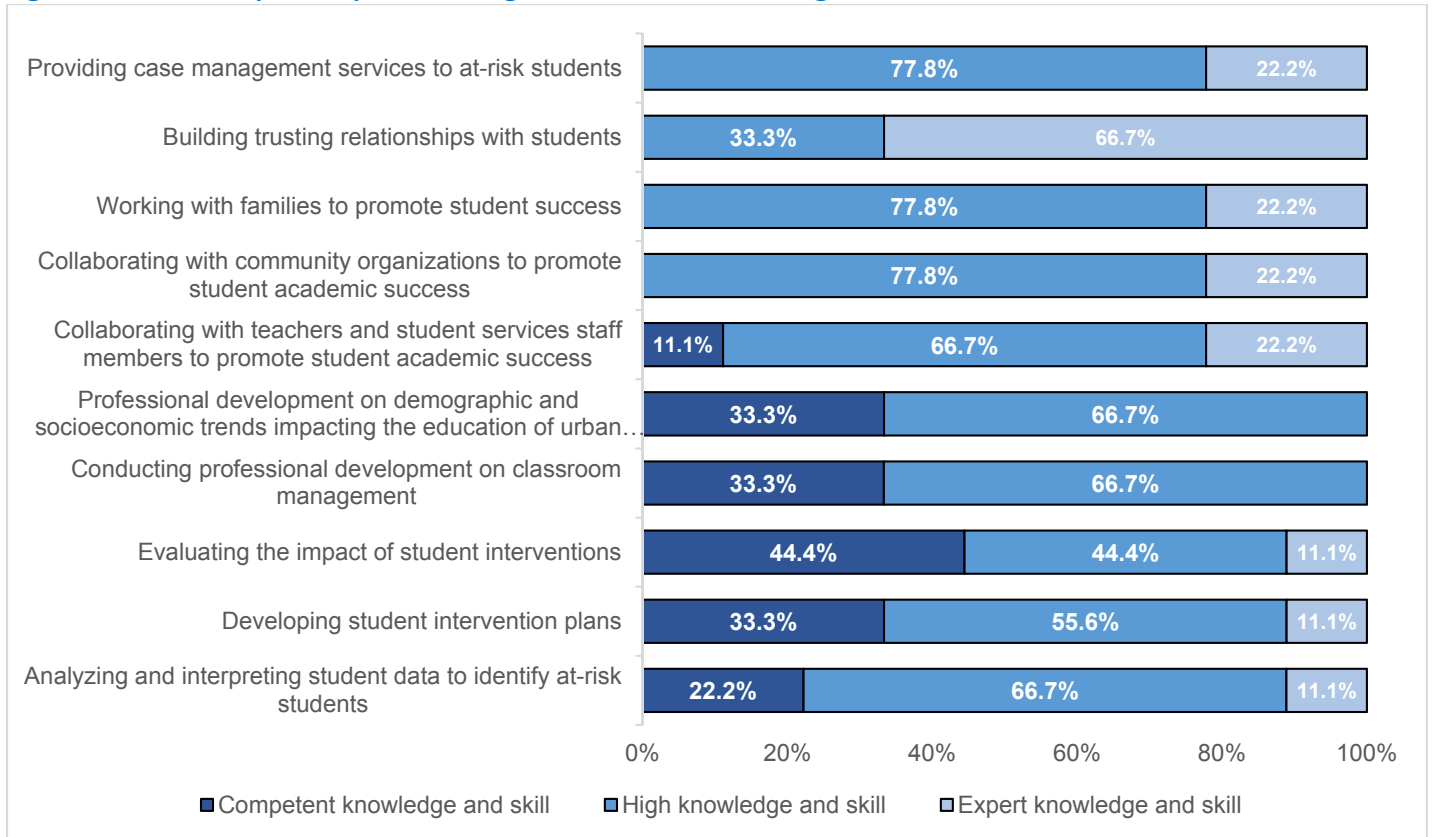
Note: Other response options included “negative” and “very negative;” however, survey respondents did not choose these options.

Roles and Responsibilities – When urban specialists and student advocate coordinators were asked about changes to their role and responsibilities from 2014-15 to 2015-16, 44.4 percent responded that there were changes. These changes included more responsibility in issuing truancy prevention measure contracts due to changes with truancy laws. They specified that there was less opportunity to work with students.

All (100%) urban specialists and student advocate coordinators indicated that their principal(s) were supportive (Agree/Strongly Agree) of their role; however, less than half (44%) indicated that they were being utilized properly. About 56 percent of urban specialists and student advocate coordinators reported that they were asked to perform duties that were not part of their job responsibilities. Over half (55.5%) of respondents agreed that the professional development provided helped them fulfill their role and responsibilities.

Figure 15 shows that all urban specialists and student advocate coordinators indicated that they had from “competent” to “expert” knowledge and skills. The majority of respondents indicated that they had expert knowledge and skill in building trusting relationships with students. The survey scale also included responses for “low” and “minimum” levels of knowledge and skills; however, survey respondents did not select these options.

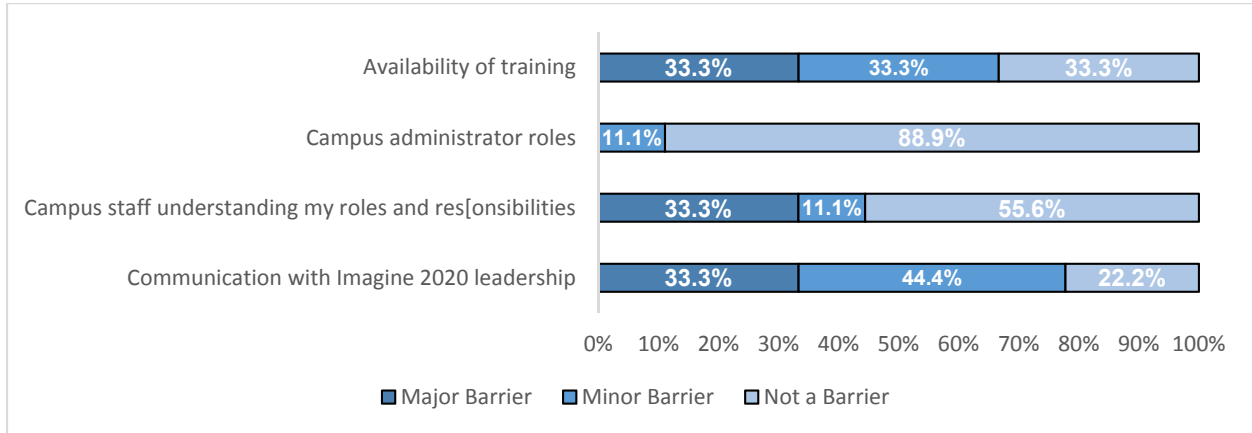
Figure 15: How would you rate your knowledge and skills on the following?



Note: Other response options included “low” and “minimum” knowledge and skill; however, survey respondents did not choose these options. Percentages may not equal to 100 percent due to rounding.

Urban specialists and student advocate coordinators reported the extent to which specific barriers prevented them from effectively serving students (Figure 16). Urban specialists and student advocate coordinators were most likely to indicate that communication with Imagine 2020 leadership and availability of training were major or minor barriers.

Figure 16: To what extent have the following been barriers in effectively serving students?

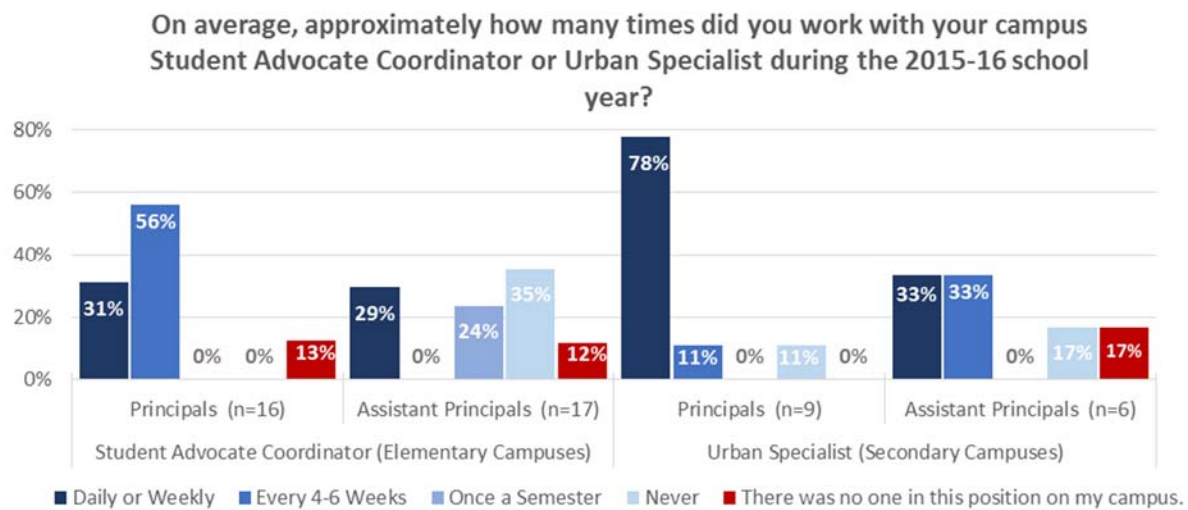


Administrator Survey Results: Urban Specialists and Student Advocate Coordinators

Both the principal survey and the assistant principal survey included items related to the urban specialist or student advocate coordinator position on their campus.

Principals at secondary campuses were more likely than assistant principals to report working regularly with their campus urban specialist (78% reported daily or weekly contact). On elementary campuses, principals reported working with their student advocate coordinator a little less often, with 56 percent of elementary principals reporting contact every four to six weeks, and 31 percent reporting daily or weekly collaboration (Figure 17).

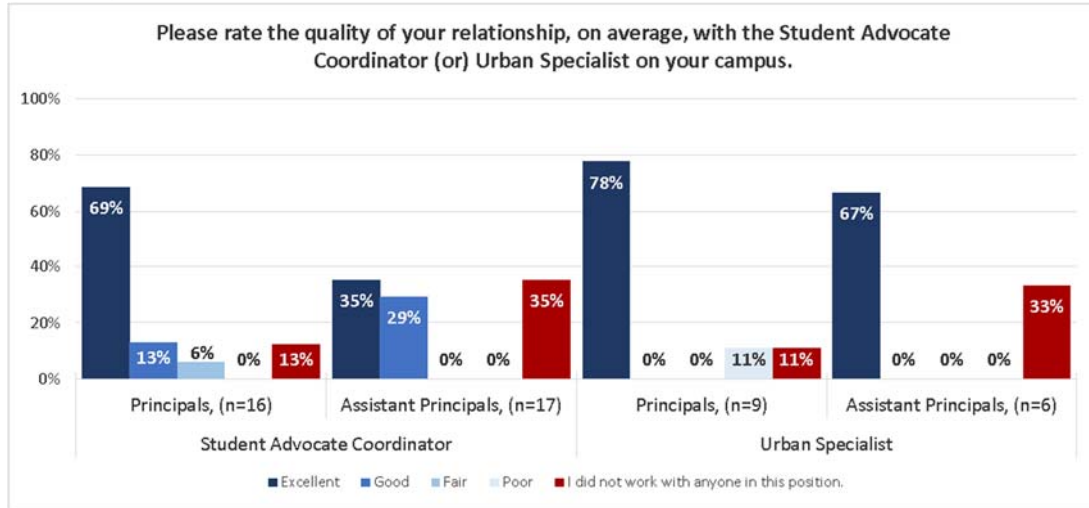
Figure 17: Frequency of Collaboration with Student Advocate Coordinator or Urban Specialist



In terms of the quality of administrator relationships with student advocate coordinators and urban specialists, the majority of respondents who reported having worked with the student advocate coordinator

or urban specialist on their campus reported positive relationships with these staff members (Figure 18). More than one third (35%) of assistant principals at the elementary level and one third (33%) of assistant principals at the secondary level reported never having worked with anyone in the student advocate coordinator or urban specialist role in 2015-16 (respectively, Figure 18).

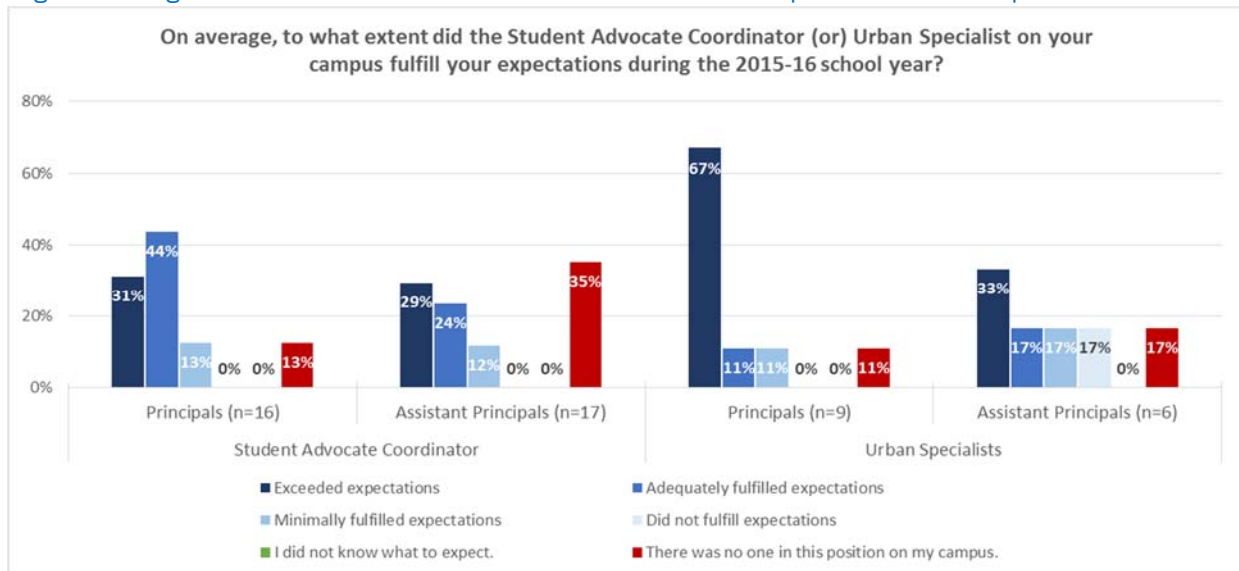
Figure 18: Quality of Relationship with Student Advocate Coordinator or Urban Specialist



Note: Percentages may not equal to 100 percent due to rounding.

Principals and assistant principals also identified the extent to which the person in this position fulfilled expectations for that role. Principals on secondary campuses gave the highest marks on this item, with 67 percent reporting that their urban specialist exceeded expectations (Figure 19), which would be expected given that principals were more likely than assistant principals to report working with their urban specialists on a daily or weekly basis. Across both principal and assistant principal groups, those reporting that the student advocate coordinator or urban specialist either exceeded or adequately fulfilled expectations ranged between 50 percent and 78 percent.

Figure 19: Degree to Which Student Advocate Coordinator or Urban Specialist Fulfilled Expectations



Note: Percentages may not equal to 100 percent due to rounding.

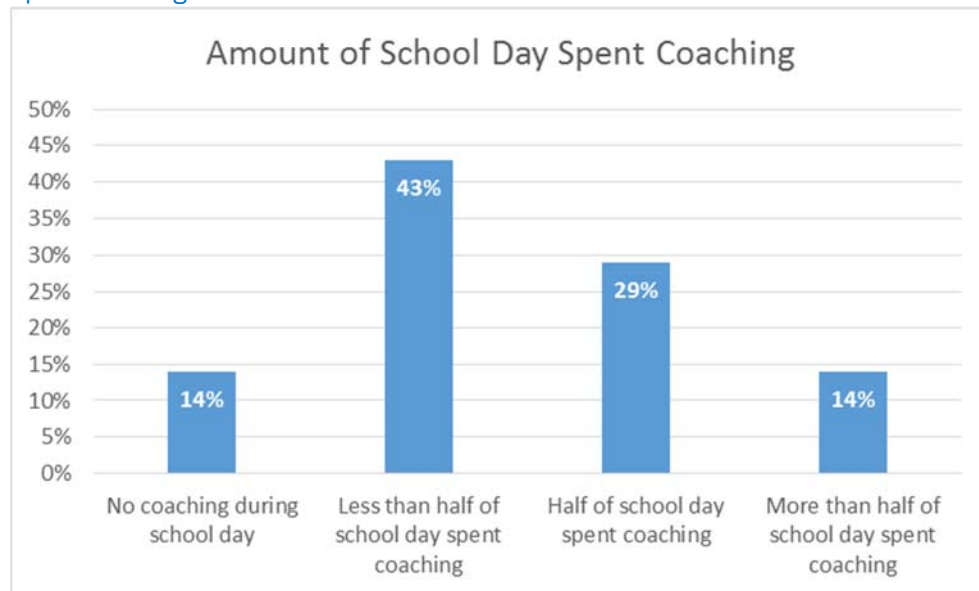
Both principals and assistant principals described barriers that urban specialists or student advocate coordinators experienced during the school year. As far as barriers experienced by urban specialist, the main pattern that emerged was that the urban specialist position was poorly-defined, with vague expectations. Respondents also noted that their urban specialist had many meetings off-campus, which notably cut into hours spent with students and families. Patterns that emerged regarding barriers that student advocate coordinators experienced included difficulty getting in touch with students' parents, parents resisting change, and the fact that student advocate coordinators reported to several campuses, leaving an inadequate amount of time and attention for significant and varying needs on individual campuses.

Department Chairs and Demonstration Teachers

Department Chair and Demonstration Teacher Focus Group Results

Roles and Responsibilities – Department chairs and demonstration teachers indicated that their roles and responsibilities fell into six groups of tasks: coaching teachers, being a teacher of record for classes of their own, providing resources and support for teachers (gathering supplies, reviewing lesson plans, creating assessments, reviewing student data), working with students individually or in small groups, leading Professional Learning Communities (PLCs) and professional development, and permanently substituting for teachers who were absent. Figure 20 shows the amount of time department chairs and demonstration teachers spent coaching teachers. About 57 percent of department chairs and demonstration teachers were not coaching for half a school day.

Figure 20: Amount of Time Department Chairs and Demonstration Teachers Spent Coaching



When asked how teachers were selected for coaching, department chairs and demonstration teachers reported that teachers were selected in several different ways: 1) a review of teacher performance data such as spot observation scores or student achievement data (common assessments, ACPs, STAAR), 2) all new teachers or by years of experience, 3) teachers who needed help with a specific instructional strategy, 4) principal selection based on perceived need, 5) or all teachers served by grade or by subject.

The number of teachers served per day ranged from zero (those department chairs and demonstration teachers who were being used as permanent substitute teachers) to an entire department (in one case this equaled to nine teachers).

All department chairs and demonstration teachers used similar methods of coaching. They indicated that they used a mixture of observing, modeling, co-teaching, and providing feedback. Department chairs and demonstration teachers collaborated with campus instructional coaches to serve teachers; however, their coaching process was informal. In some cases, they reviewed student data, classroom Learning Objectives (LOs) and Demonstrations of Learning (DOLs), and classroom management issues with teachers. In all cases, they were a support for teachers in planning and solving classroom problems.

All department chairs and demonstration teachers said that it was a challenge to balance their coaching responsibilities with their classroom teaching responsibilities. If the campus adhered to the half-day teaching and half-day coaching model, then department chairs and demonstration teachers reported that it was easier to balance their workload. But in almost all cases, this model was not followed. Department chairs and demonstration teachers reported that they had to use good time management, remain organized and prioritize work, and work before and after school and on weekends.

Campus Impact – When asked whether demonstration teachers and department chairs had worked in similar positions prior to the Imagine 2020 initiative, some, but not all, reported having experience in similar positions. In some cases, demonstration teachers and department chairs indicated there was no difference between their previous work experience and their work on Imagine 2020 campuses. Several demonstration teachers and department chairs reported that their schedules were fuller working on an Imagine 2020 campus leaving them less time for mentoring; however, some reported that they did less coaching in their previous positions and functioned more as a liaison between campus leadership and teachers, sharing information about departmental issues when available.

Demonstration teachers and department chairs reported on the benefit of their position to their campuses. They indicated that their interaction with teachers allowed them to provide much needed emotional support, share best practices and teaching strategies, assess teacher strengths and weaknesses, provide instructional coaching, mentor new teachers, build teacher confidence, and provide informal feedback in a non-punitive environment.

Demonstration teachers and department chairs all kept some form of documentation of their work with teachers, but formal procedures were not always in place. They reported working with administrators and discussing the work demonstration teachers and department chairs were doing with teachers. Their

notes from teacher sessions were often used in these meetings. In some cases, demonstration teachers and department chairs submitted reports to administrators on their progress.

All demonstration teachers and department chairs indicated that they were not given specific goals for their positions. In some cases, department chairs or demonstration teachers set their own goals as a group. But in most cases, demonstration teachers and department chairs helped teachers meet their individual goals as part of the Teacher Excellence Initiative evaluation system, they had their own classroom goals for the students for whom they were responsible, and they contributed to the campus goals for assessments (e.g., *ACP* and *STAAR*). By helping teachers improve their classroom instruction, they were indirectly raising both classroom performance scores and campus achievement. In some cases, demonstration teachers and department chairs looked at teacher spot observations as part of TEI to measure teacher growth and assess their own performance as a coach.

When asked if demonstration teachers or department chairs had any final comments about their roles, they indicated that 1) most of them did not receive a job description for their positions leading to unclear expectations for their work, 2) having to substitute for absent teachers took most of the time and hindered their ability to coach, 3) the time commitment of the position given the reported barriers was not sustainable over time, and 4) they had received no formal training on instructional coaching and mentoring.

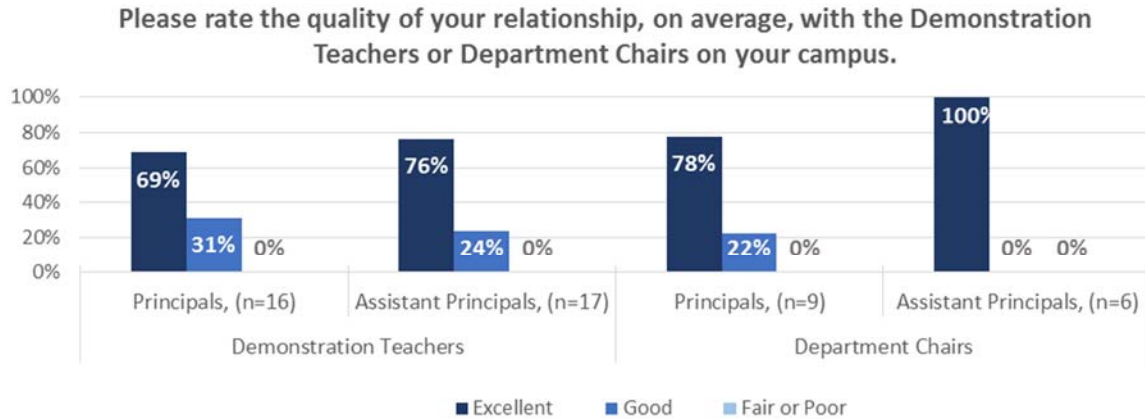
[Administrator Survey Results: Demonstration Teachers and Department Chairs](#)

The principal survey and assistant principal survey also inquired about demonstration teachers and department chairs. Both positions focused on instructional leadership, but demonstration teachers worked at elementary campuses, while department chairs worked on secondary campuses. Survey items regarding these positions were similar to those regarding other additional Imagine 2020 staff and included how frequently these campus administrators worked with the individual in this position, the quality of their professional relationship with these staff members on their campus, and the extent to which these staff members fulfilled expectations in 2015-16.

One hundred percent (100%) of responding principals (both elementary and secondary level) and all assistant principals at the secondary level reported working with their campus demonstration teachers or department chairs daily or weekly. Eighty-two percent of assistant principals at the elementary level reported daily or weekly interaction, and 18 percent reported that they worked with their demonstration teachers either every four to six weeks or once a semester.

When administrators indicated the quality of their relationships with demonstrations teachers and department chairs on their campus, all administrators rated their relationship as either excellent or good, with assistant principals at the secondary level rating the relationship most favorably (Figure 21).

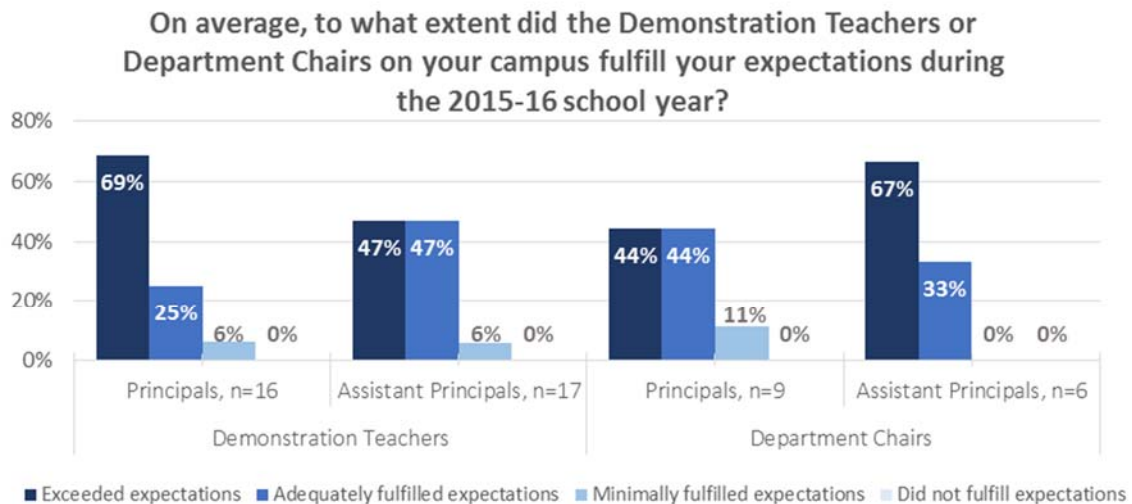
Figure 21: Quality of Relationship with Demonstration Teachers or Department Chairs



Note: This survey item also included the answer option of "I did not work with anyone in this position." Because no respondents selected it, it was removed from display in this chart.

The majority of principals and assistant principals at both the elementary and secondary level reported that their demonstration teachers or department chairs on average either exceeded or adequately fulfilled expectations (Figure 22).

Figure 22: Degree to Which Demonstration Teachers or Department Chairs Fulfilled Expectations



Note: This survey item also included the answer options of "I did not know what to expect" and "There was no one in this position on my campus." Because no respondents selected either of these answer options, they were removed from display in this chart. Percentages may not equal to 100 percent due to rounding.

Principals and assistant principals identified barriers that their department chairs or demonstration teachers experienced in 2015-16. The main pattern that emerged from secondary-level principals and assistant principals regarding barriers for department chairs included having competing responsibilities (namely having to teach regular classes so often that it left little time for teacher mentoring and instructional

leadership). Some secondary-level respondents also commented that their department chair(s) lacked competency or instructional knowledge.

Elementary campus principals and assistant principals most often reported that they did not think their demonstration teacher(s) experienced any major barriers. However, some respondents noted that their demonstration teacher(s) experienced time constraints due to heavy caseloads and as with secondary-level department chairs, these demonstration teachers also had to spend too much time teaching classes rather than providing instructional support to other teachers.

Section Highlights

There were three key findings from the evaluation of additional staff positions on Imagine 2020 campuses.

- 1) **Additional assistant principals most often focused on staff development and committee or coordinator responsibilities.** The majority of principals reported positive relationships with their Imagine-2020 funded assistant principals and indicated they had fulfilled the expectations of the role.
- 2) **Urban specialist and student advocate coordinators contributed to campus success by addressing attendance and discipline issues on the Imagine 2020 campuses.** Urban specialists and student advocate coordinators focused on the social and emotional needs of students as well as providing classroom management assistance to teachers. They worked with students on a weekly basis and most often attended to attendance and discipline issues. The majority of urban specialists and student advocate coordinators, and principals and assistant principals reported having positive relationships with one another. Some limitations to the urban specialist and student advocate coordinator positions included unclear expectations and role definition and time constraints on the part of student advocate coordinators because they served multiple campuses.
- 3) **When the position was used as designed, department chairs and demonstration teachers were able to provide an informal support network for new and struggling teachers.** Demonstration teachers and department chairs focused on coaching and supporting teachers, leading professional development, teaching their own students, and permanently substituting for teachers who were absent. Over half of demonstration teachers and department chairs were not coaching half a day as originally intended. Demonstration teachers and department chairs found it challenging to balance their coaching duties with teaching responsibilities. Administrators reported having positive relationships with their demonstration teachers and department chairs and reported that staff were fulfilling the expectations of their roles. Principals indicated that role conflict between being both a coach and a teacher of record was a problem for demonstration teachers and department chairs.

How was the In-School Tutoring Component of Imagine 2020 Implemented?

Methodology

The results in this section come from data collected from end-of-year data files, Imagine 2020 administrators, and in-school tutoring classroom observations. The data collection methods for each group are described below.

End-Of-Year Data Analysis Methods

In summer 2016, the evaluation team received a data file from each of the six in-school tutoring vendors, which included Beacon Hill Preparatory Institute, Catapult Learning West, Sylvan Learning, Readers 2 Leaders, Reading Partners, and Group Excellence. The data files were merged on July 19, 2016, and included the first and last names of students who received in-school tutoring during the 2015-16 school year, student identification numbers, the number of sessions each student attended, and the total number of sessions provided during the school year. Elementary schools ($n = 23$) received reading tutoring services, and secondary schools ($n = 10$; i.e., middle school and high school students) received math tutoring services. The 2015-16 South Oak Cliff executive director reported that the in-school vendors used the Tier 3 list from the 1st six weeks to identify students for tutoring. The Tier 3 list includes students who met one or more of the following criteria: at least three course failures, four discipline referrals, or six absences. After students were identified in the Tier 3 list, the vendors assessed the students and selected students to participate based on the assessment results. If the number of participating students decreased over time, most campuses added alternative students who were identified at the beginning of the school year to receive tutoring. Students were also added based on teacher referral or *Istation Indicators of Progress (ISIP)* data. *ISIP* is a computer-adaptive assessment that provides continuous monitoring of progress in reading skills. Student selection procedures were not confirmed by the 2015-16 executive director for the Lincoln/Madison feeder because she was no longer with the district at the time of this report's completion, or by the executive director for the Pinkston feeder who did not respond to a request for information. This section includes analyses of Tier 3 data files for elementary and secondary students (created November 20, 2015) and also demographic (created November 2, 2015), attendance (created June 29, 2015), discipline (created August 5, 2015), and course passing rate data files (created between February 2, 2015 and June 25, 2015).

Administrator Survey Methodology

Evaluation and Assessment evaluators administered a 41-item survey to Imagine 2020 principals (Appendix B) and a 43-item survey to Imagine 2020-funded assistant principals⁵ (Appendix B) between May 23, 2016 and June 10, 2016 via an online survey tool (SurveyMonkey). The purpose of the surveys was to collect feedback regarding these campus administrators' experiences with Imagine 2020 as it operated during the 2015-16 school year. Topics covered the implementation of various components of

⁵ Only those assistant principals whose positions were specifically funded by Imagine 2020 as additional staff were targeted for the assistant principal survey. $N=42$ across 33 campuses.

Imagine 2020, including extra support staff; academic programs such as in-school tutoring and extended day; and student support services such as student advocacy management (SAM) teams and parent engagement services.

Classroom Observations

In the spring of 2016, the evaluation team visited one full tutoring session at each of the 33 Imagine 2020 campuses to collect observational data. Visits took place across two weeks, from April 25 to May 6, 2016, and were divided among four evaluation team members. One Imagine 2020 campus, Dallas Environmental Science Academy (DESA) Middle School (In-School Tutoring vendor: Sylvan), received three separate evaluator visits during which no observational data could be obtained due to unavailability of students, tutors, or both; thus, DESA was excluded from observational data analysis for this report.

In preparation for the visits, the evaluators created an observation tool. This tool included items soliciting information about the physical environment of the tutoring sessions as well as the socio-emotional environment. Tool items related to the physical environment included whether there was a designated place for students to receive tutoring, whether the environment was attractive and conducive to learning, the extent to which the classroom was print-rich, and whether students were receiving in-class tutoring (in a regular course, usually alongside non-tutoring students) or out-of-class tutoring (session dedicated exclusively to tutoring students needing additional help). Items related to the socio-emotional climate of the tutoring sessions included tutor-to-student ratio, social disruptions (e.g., tutor reprimands, students disturbing the class), and proportion of the tutoring hour used for academic and non-academic work. Evaluators also looked for evidence of rapport between tutors and students (i.e., body language, physical contact, interpersonal bonds). The observation tool used in this evaluation can be found in Appendix E.

Results

Program Design

The exact breakdown of vendor share and campuses served across the Imagine 2020 in-school tutoring program is shown in Figure 23 and Table 2, respectively.

Figure 23: Number and Percentage of Imagine 2020 Schools Served by Each Tutoring Vendor

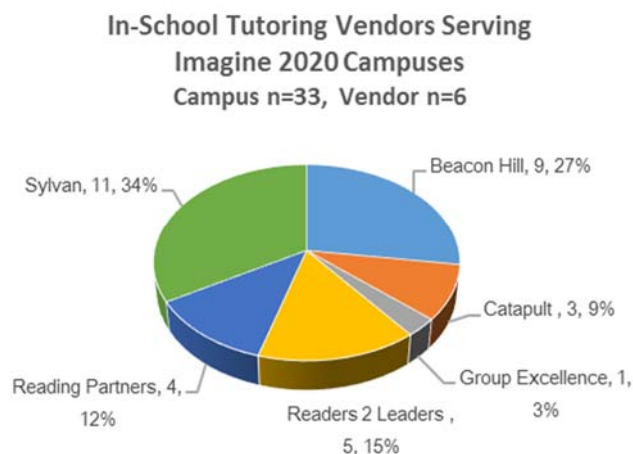


Table 2: Vendors and Their Campuses

In-School Tutoring Vendors and the Imagine 2020 Campuses Served, 2015-16	
Beacon Hill Paul L. Dunbar Learning Center Oran M. Roberts ES W.W. Bushman ES H.I. Holland ES at Lisbon Dr. Barbara Jordan ES Clara Oliver ES Elisha M. Pease ES Clinton P. Russell ES Whitney M. Young Jr. ES	Reading Partners Joseph J. Rhoads Learning Center Charles Rice Learning Center Martin L. King Learning Center Thomas L. Marsalis ES
Catapult Billy Earl Dade MS Sarah Zumwalt MS Boude Storey MS	Sylvan James Madison HS L.G. Pinkston HS Dallas Environmental Science Academy Thomas A. Edison Middle Learning Center Raúl Quintanilla Sr. MS Lorenzo De Zavala ES Amelia Earhart Learning Center Eladio R. Martinez Learning Center South Oak Cliff HS
Group Excellence Lincoln High School & Communications/Humanities Magnet	Robert L. Thornton ES Stevens Park ES
Readers2Leaders Gabe P. Allen Charter ES C.F. Carr ES George W. Carver Creative Arts Learning Center Sidney Lanier Expressive Arts Vanguard Arcadia Park ES	

End-of-Year Data

Because all of the vendors used different measures of student progress, no analysis of direct student outcomes was possible for the 2015-16 school year. The evaluators used course passing rates as well as attendance and discipline data as proxies for performance measures. Common assessments should be used in future years to measure performance improvement.

Tier 3 Students

Using the elementary and secondary Tier 3 lists for the 1st six weeks, 212 Tier 3 students in elementary and secondary schools were selected to receive in-school tutoring. The number of Tier 3 students selected by the vendors at each elementary school is presented in Table 3, and the number of students that were selected by the vendors at each secondary schools is presented in Table 4. These tables display the total number of students at each campus, the total number of students who received tutoring services during the year, and the percentage of students who received tutoring. In addition, the tables show the number of Tier 3 students identified at each campus during the first six weeks and the percentage of students who received tutoring who were Tier 3 students. Imagine 2020 schools varied in their use of the Tier 3 list in identifying students for in-school tutoring. In some cases, none of the Tier 3 students received in-school tutoring (Allen, Marsalis, Rhoads, Roberts, and Russell elementary schools). While on other campuses, 50 percent or more of Tier 3 students received services (De Zavala and Earhart elementary schools and DESA middle school). Students not on the Tier 3 list could have been added to the program during the 2015-16 school year for one of the following reasons: they were alternates from the 1st

six weeks Tier 3 list, they met the Tier 3 criteria during another six week period, or they were added based on teacher referral or *ISIP* data.

Table 3: Tier 3 students at elementary schools receiving in-school tutoring (IST)

Campus	# Total Students	# IST Students	% IST Students	# Tier 3 Students ^a	% Tier 3 Students in IST ^a
Allen, Gabe P. Charter School	490	53	10.8%	17	0.0%
Arcadia Park Elementary School	695	50	7.2%	30	6.7%
Bushman, W. W. Elementary School	973	67	6.9%	23	39.1%
Carr, C. F. Elementary School	334	45	13.5%	13	30.8%
Carver, George Washington Learning Center	414	54	13.0%	26	7.7%
De Zavala, Lorenzo Elementary School	384	41	10.7%	18	50.0%
Dunbar, Paul L. Learning Center	586	77	13.1%	46	21.7%
Earhart, Amelia Learning Center	181	33	18.2%	12	58.3%
Holland, H. I. Elementary School at Lisbon	353	78	22.1%	36	36.1%
Jordan, Barbara Elementary School	665	51	7.7%	28	21.4%
King Jr., Martin Luther Learning Center	494	38	7.7%	17	11.8%
Lanier, Sidney Expressive Arts Vanguard	558	48	8.6%	17	17.6%
Marsalis, Thomas L. Elementary School	474	38	8.0%	4	0.0%
Martinez, Eladio R. Learning Center	490	44	9.0%	8	37.5%
Oliver, Clara Elementary School	361	54	15.0%	16	37.5%
Pease, Elisha M. Elementary School	609	80	13.1%	47	29.8%
Rhoads, Joseph J. Learning Center	721	44	6.1%	15	0.0%
Rice, Charles Learning Center	538	42	7.8%	17	11.8%
Roberts, Oran M. Elementary School	655	91	13.9%	8	0.0%
Russell, Clinton P. Elementary School	783	52	6.6%	15	0.0%
Stevens Park Elementary School	682	36	5.3%	23	4.3%
Thornton, Robert L. Elementary School	435	38	8.7%	9	22.2%
Young Jr., Whitney M. Elementary School	567	80	14.1%	45	37.8%
Elementary School Total	12,442	1,234	9.9%^b	490	22.9%^c

Note: ^a Tier 3 list from the first six weeks of the 2015-16 school year. ^b Calculated by dividing number of IST students by number of students. ^c Calculated by dividing number of Tier 3 students by number of Tier 3 students in IST.

Table 4: Tier 3 students at secondary schools receiving in-school tutoring (IST)

Campus	# Total Students	# IST Students	% IST Students	# Tier 3 Students ^a	% Tier 3 Students in IST ^a
Dade, Billy Earl Middle School	806	98	12.2%	65	3.1%
Dallas Environmental Science Academy	402	67	16.7%	6	66.7%
Edison, Thomas A. Middle Learning Center	500	56	11.2%	87	16.1%
Lincoln High School and Communications/Humanities Magnet	547	87	15.9%	102	22.5%
Madison, James High School	448	20	4.5%	86	7.0%
Pinkston, L. G. High School	978	56	5.7%	216	9.3%
Quintanilla Sr., Raul Middle School	1082	75	6.9%	62	8.1%
South Oak Cliff High School	1305	50	3.8%	269	4.5%
Storey, Boude Middle School	603	92	15.3%	39	12.8%
Zumwalt, Sarah Middle School	429	88	20.5%	48	18.8%
Secondary School Total	7,100	689	9.7%^b	980	10.2%^c

Note: ^a Tier 3 list from the first six weeks of the 2015-16 school year. ^b Calculated by dividing number of IST students by number of students. ^c Calculated by dividing number of Tier 3 students by number of Tier 3 students in IST.

Demographics

The sample included 1,920 students who were served by one of the six in-school tutoring vendors for Imagine 2020. Demographic information for the students served by each vendor can be found in Table 5 (i.e., sex, ethnicity, grade-level, English proficiency status, and special education status). The sample was 54.1 percent male and included primarily African American (53.4%) and Hispanic (44.8%) students. Each vendor served either elementary or secondary students, except for Sylvan Learning which served both. Sylvan also included the largest percentage of limited English proficiency students (37.0%), and Group Excellence included the largest percentage of special education students (19.5%).

Table 5: Demographic Information

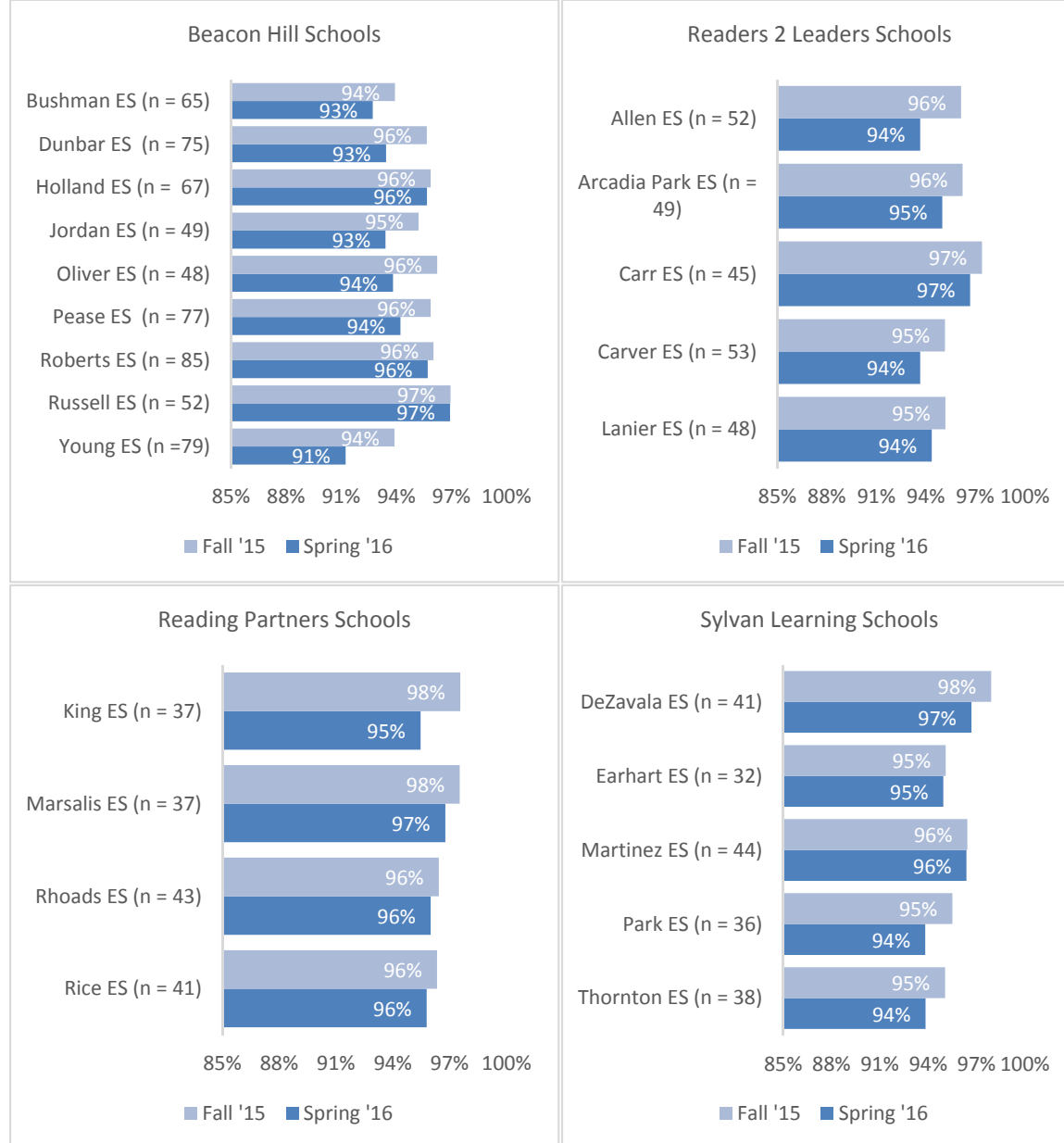
	Group Excellence (N = 87)		Beacon Hill (N = 630)		Catapult (N = 278)		Readers 2 Leaders (N = 247)		Reading Partners (N = 162)		Sylvan (N = 516)		Total (N = 1920)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Sex														
Male	33	44.6	329	54.3	126	53.4	131	53.0	98	62.4	273	53.4	990	54.1
Female	41	55.4	277	45.7	110	46.6	116	47.0	59	37.6	238	46.6	841	45.9
Ethnicity														
African American	53	71.6	384	63.4	134	56.8	119	47.6	134	82.7	153	29.7	977	53.4
Asian			1	0.2			1	0.4					2	0.1
American Indian/Alaska Native			1	0.2			2	0.8					3	0.2
Hispanic	21	28.4	212	35.0	99	41.9	119	47.6	16	9.9	354	68.6	821	44.8
Native Hawaiian/Other Pacific Islander							1	0.4					1	0.1
Two or More Races			1	0.2	1	0.4			3	1.9	1	0.2	6	0.3
White			7	1.2	2	0.8	5	2.0	4	2.5	3	0.6	21	1.1
Grade														
Pre-kindergarten			3	0.5					18	11.5			21	1.1
Kindergarten			23	3.5							9	1.7	32	1.7
Grade 1			137	20.8			118	47.8	54	34.4	27	5.2	336	18.3
Grade 2			202	32.1			89	36.0	46	29.3	82	15.9	419	22.8
Grade 3			69	11.0			40	16.2	29	18.5	49	9.5	187	10.2
Grade 4			89	14.1					10	6.4	11	2.1	110	6.0
Grade 5			90	14.3							13	2.5	103	5.6
Grade 6					100	42.4					40	7.8	140	7.6
Grade 7					74	31.4					49	9.5	123	6.7
Grade 8					62	26.3					106	20.5	168	9.1
Grade 9	45	60.8									72	14.0	117	6.4
Grade 10	16	21.6									46	8.9	62	3.4
Grade 11	9	12.2									7	1.4	16	0.9
Grade 12	4	5.4											4	0.2
English Proficiency														
Limited English Proficiency	15	17.2	105	16.7	65	23.4	11	4.4	7	4.3	191	37.0	394	20.5
Special Education														
Special Education Students	17	19.5	39	6.2	35	12.6	18	7.2	0	0.0	56	10.9	165	8.6

Note: Demographic information was not available for all students. Percentages may not equal to 100 percent due to rounding.

School Attendance Among In-School Tutoring Students

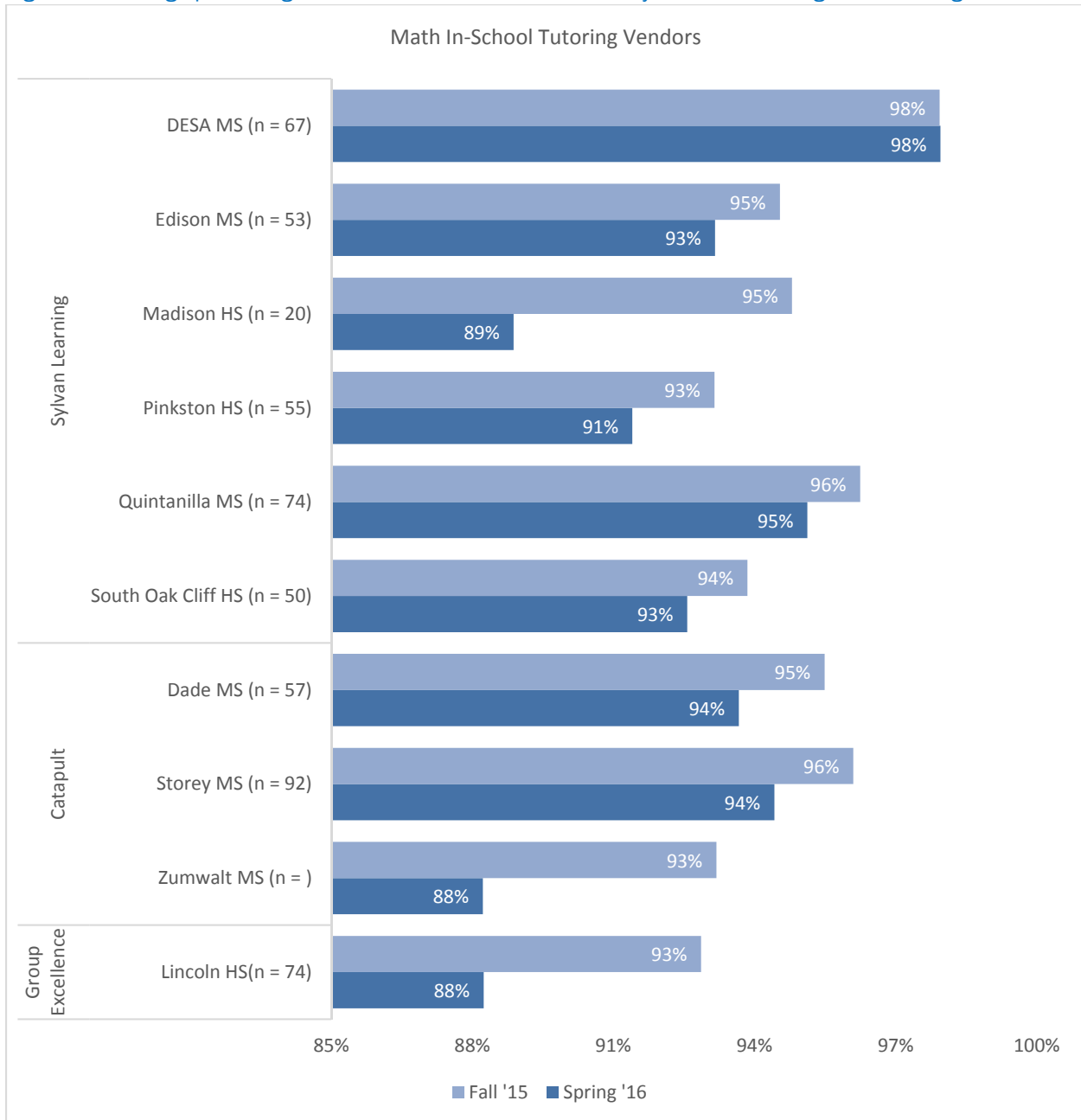
School attendance was calculated by dividing the number of days that each student attended school by the number of days that they were enrolled each semester. A statistical analysis of change over time showed no practical significance. Except for Martinez Elementary and DESA Middle School, school attendance decreased across all schools from the fall to spring semesters. The average percentage of school attendance at the elementary and secondary schools during the 2015-16 school year are provided in Figure 24 and Figure 25, respectively. These figures represent in-school tutoring students only.

Figure 24: Average percentage of school attendance for elementary schools receiving reading tutoring



Note: ES = elementary school.

Figure 25: Average percentage of school attendance for secondary schools receiving math tutoring



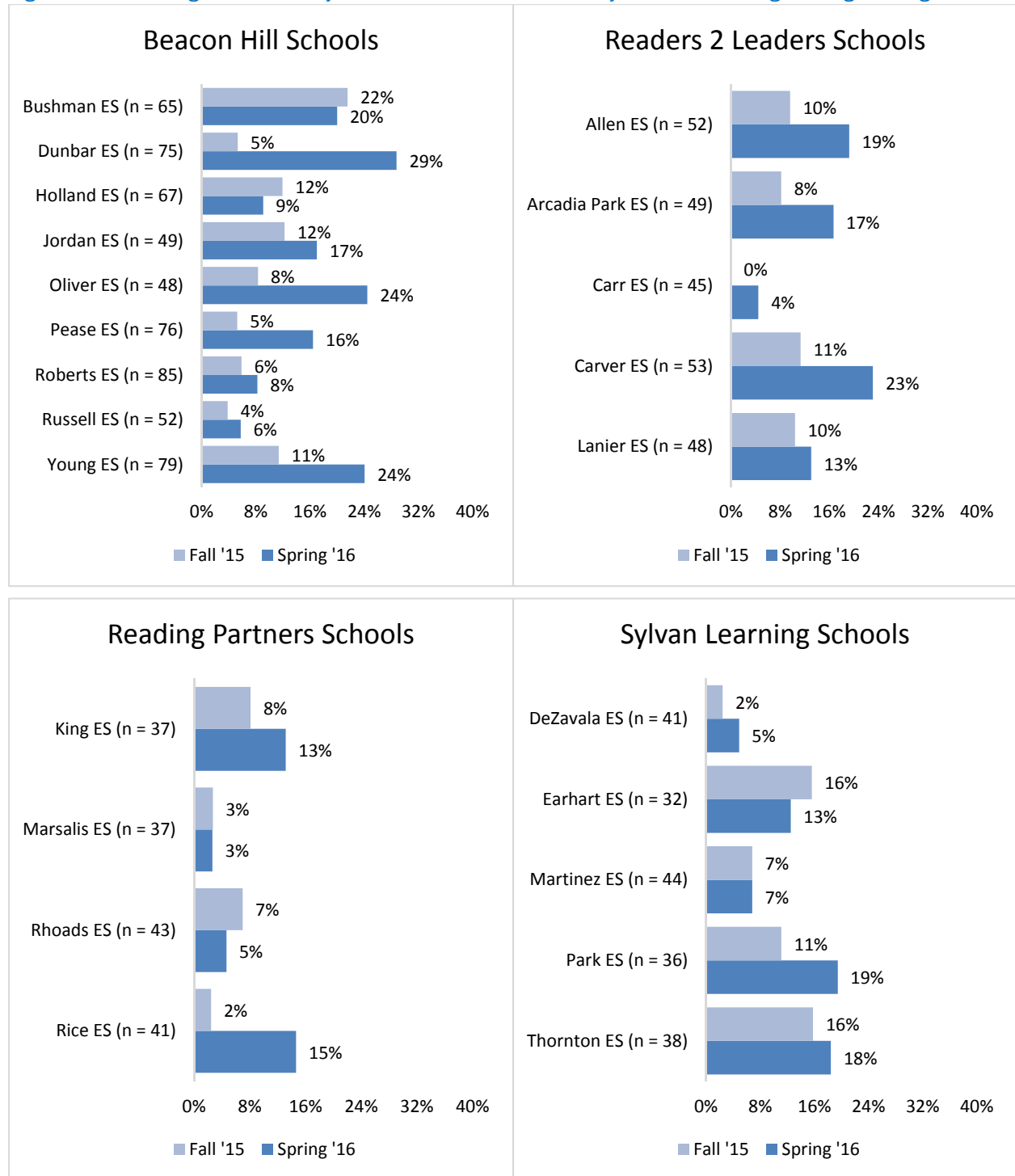
Note: MS = middle school; HS = high school; DESA = Dallas Environmental Science Academy.

Chronic Absence Among In-School Tutoring Students

Students were classified as being chronically absent if they were absent at least 10 percent of the days that they were enrolled each semester during the 2015-16 school year. A statistical analysis of change over time showed no practical significance. The number of in-school tutoring students who were chronically absent increased at approximately 78 percent of elementary schools and 80 percent of secondary schools from the fall to spring semester. The percentage of chronically absent in-school tutoring students at

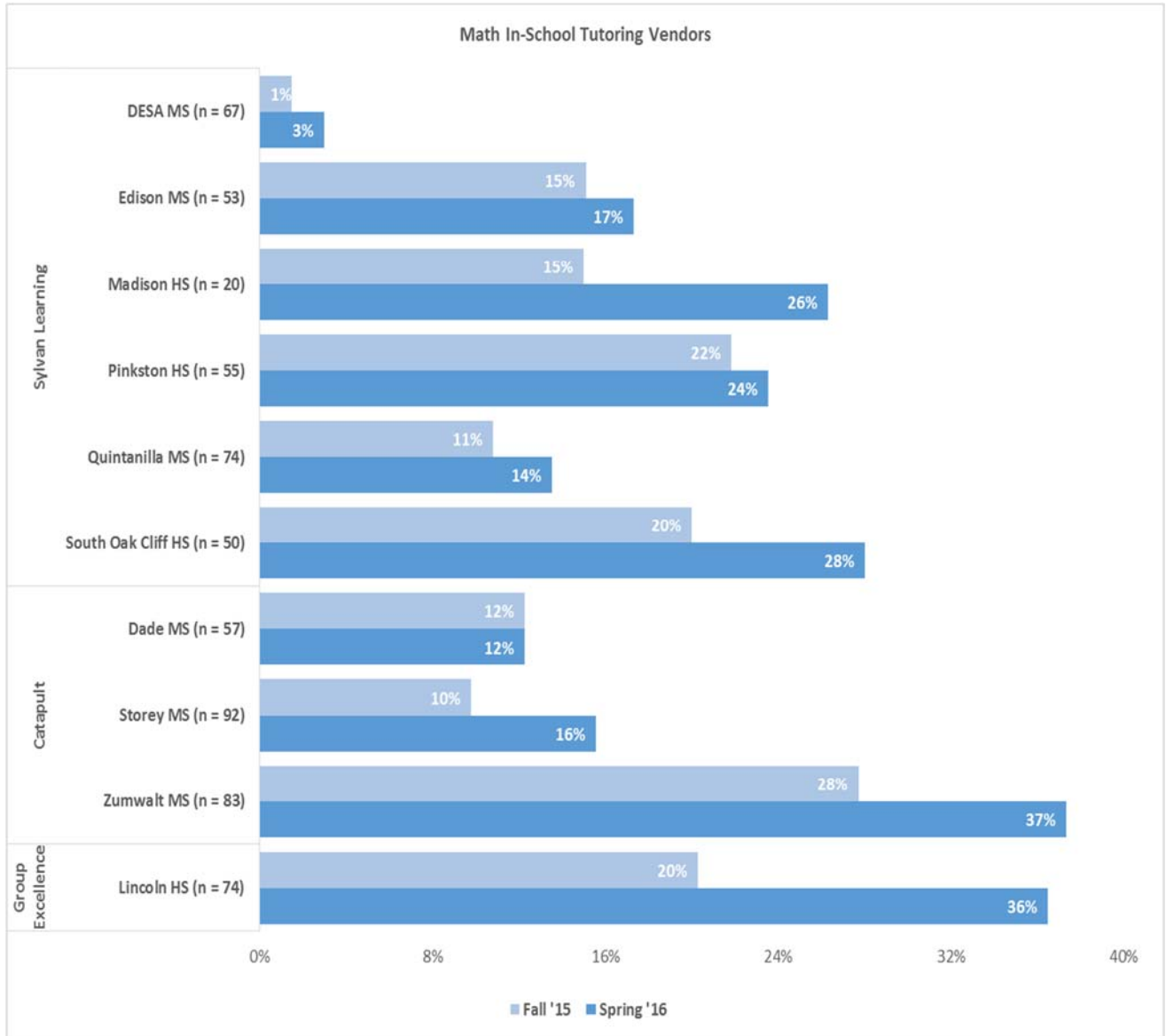
elementary and secondary schools can be found in Figure 26 and Figure 27, respectively. These figures represent in-school tutoring students only.

Figure 26: Percentage of chronically absent students at elementary schools receiving reading tutoring



Note: ES = elementary school.

Figure 27: Percentage of chronically absent students at secondary schools receiving math tutoring



Note: MS = middle school; HS = high school; DESA = Dallas Environmental Science Academy.

Disciplinary Referrals Among In-School Tutoring Students

During the 2015-16 school year, the number of disciplinary referrals for in-school tutoring students increased for 23 of the 33 Imagine 2020 schools. A statistical analysis of change over time showed no practical significance. Students at Dunbar and Roberts Elementary both received the most disciplinary referrals with 41, whereas students at King, Rhoads, and Rice Elementary did not receive any disciplinary referrals. At the secondary schools, students at Edison Middle Schools and Lincoln High School received the most disciplinary referrals with 72 and 47, respectively. DESA Middle School and Madison High School received the fewest disciplinary referrals with only two and four, respectively. Table 6 includes the number disciplinary referrals at the elementary schools, and Table 7 includes the number of disciplinary referrals at the secondary schools. These tables represent in-school tutoring students only.

Table 6: Number of in-school tutoring student disciplinary referrals at elementary schools

Campus	Fall '15	Spring '16	Change
Allen, Gabe P. Charter School	7	6	-1
Arcadia Park Elementary School	1	4	+3
Bushman, W. W. Elementary School	14	18	+4
Carr, C. F. Elementary School	1	6	+5
Carver, George Washington Learning Center	2	13	+11
De Zavala, Lorenzo Elementary School	0	2	+2
Dunbar, Paul L. Learning Center	4	37	+33
Earhart, Amelia Learning Center	4	4	0
Holland, H. I. Elementary School at Lisbon	6	6	0
Jordan, Barbara Elementary School	4	7	+3
King Jr., Martin Luther Learning Center	0	0	0
Lanier, Sidney Expressive Arts Vanguard	3	7	+4
Marsalis, Thomas L. Elementary School	0	6	+6
Martinez, Eladio R. Learning Center	0	1	+1
Oliver, Clara Elementary School	3	10	+7
Pease, Elisha M. Elementary School	22	12	-10
Rhoads, Joseph J. Learning Center	0	0	0
Rice, Charles Learning Center	0	0	0
Roberts, Oran M. Elementary School	14	27	+13
Russell, Clinton P. Elementary School	3	4	+1
Stevens Park Elementary School	0	4	+4
Thornton, Robert L. Elementary School	0	1	+1
Young Jr., Whitney M. Elementary School	1	4	+3
Total	89	179	+90

Table 7: Number of in-school tutoring student disciplinary referrals at secondary schools

Campus	Fall '15	Spring '16	Change
Dade, Billy Earl Middle School	12	5	-7
Dallas Environmental Science Academy	0	2	+2
Edison, Thomas A. Middle Learning Center	29	43	+14
Lincoln High School and Communications/Humanities Magnet	20	27	+7
Madison, James High School	1	3	+2
Pinkston, L. G. High School	16	15	-1
Quintanilla Sr., Raul Middle School	9	14	+5
South Oak Cliff High School	9	10	+1
Storey, Boude Middle School	5	15	+10
Zumwalt, Sarah Middle School	10	1	-9
Total	111	135	+24

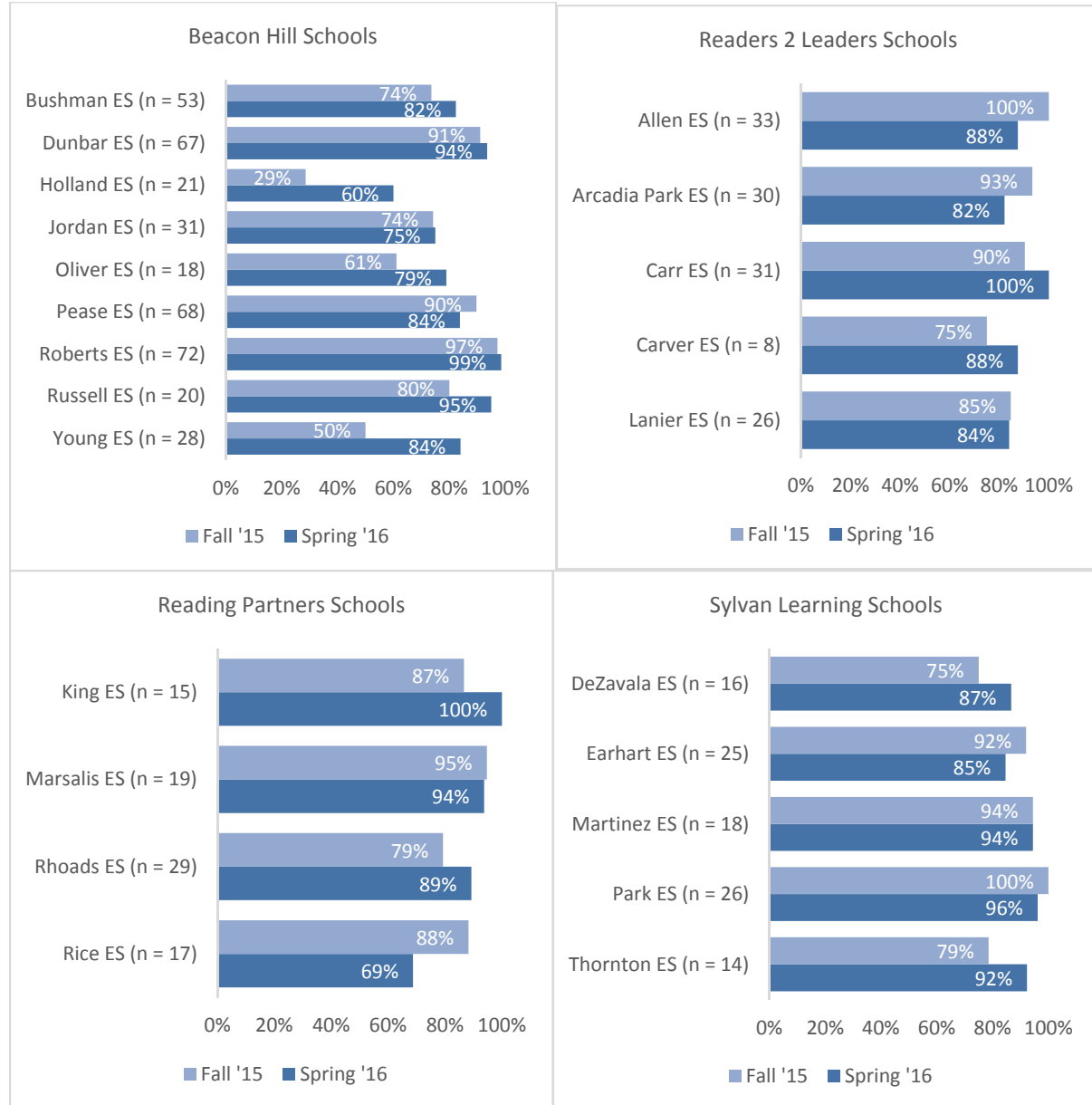
Course Passing Rate Among In-School Tutoring Students

A statistical analysis of changes in passing rates over time for tutored students showed no practical significance. Elementary students who received tutoring for reading were enrolled in one or both of the following school courses: reading and language arts. Holland Elementary and Young Elementary had the lowest course passing rates for reading classes in fall 2015 at 29 percent and 50 percent, respectively, but they increased the course passing rates to 60 percent and 84 percent, respectively, by the end of school year (Figure 28).

For language arts classes, Holland, Oliver, Young, and Carver Elementary schools had course passing rates below 36 percent in fall 2015, but these percentages increased to at least 42 percent by spring 2016 (Figure 29).

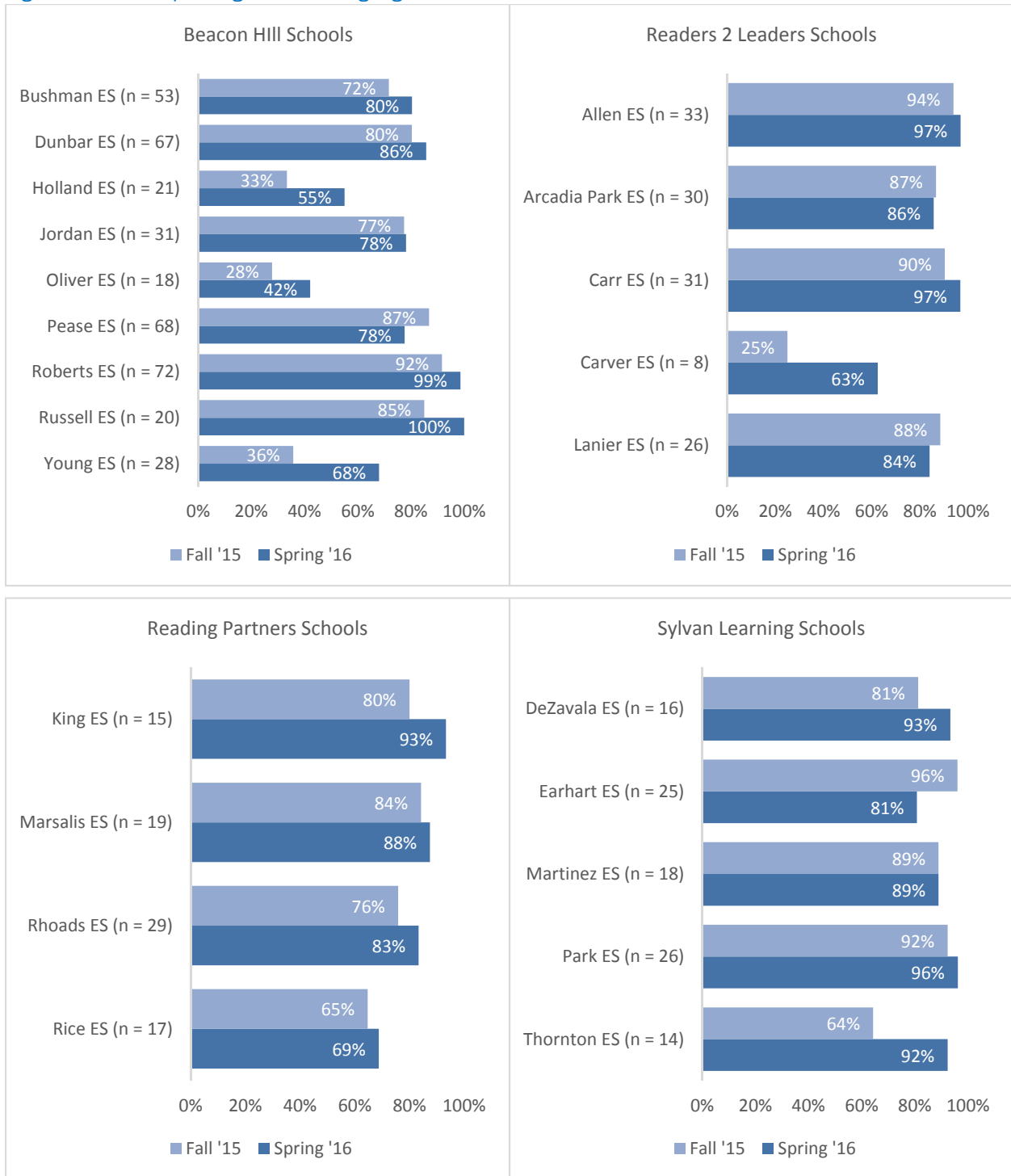
For math classes, students who received tutoring at Lincoln High School and Zumwalt Middle School in fall 2015 had the lowest course passing rates at 73 percent and 74 percent, respectively. The course passing rate at Lincoln High School slightly decreased to 71 percent, but Zumwalt Middle School increased to 85 percent (Figure 30).

Figure 28: Course passing rates for reading classes



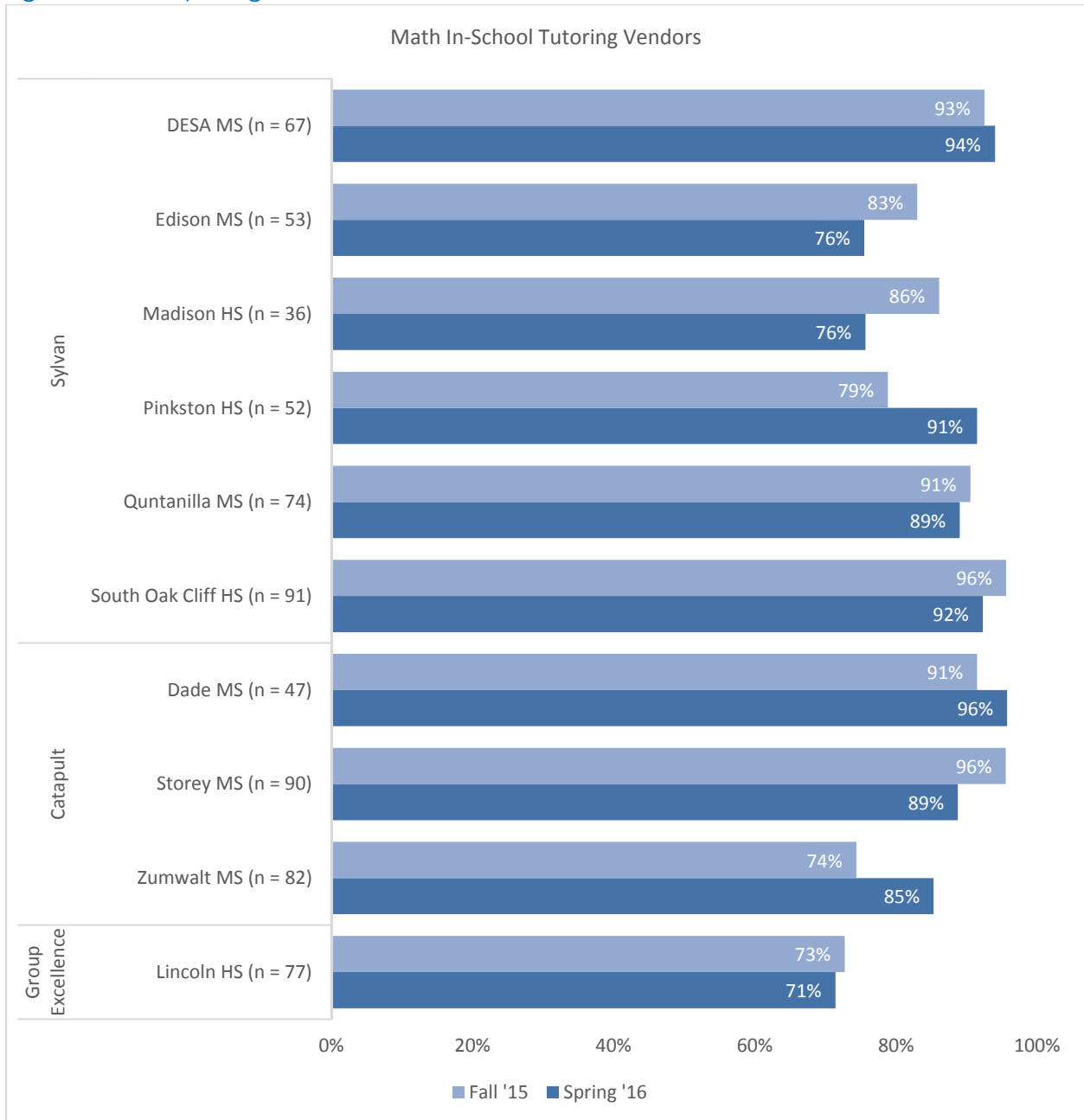
Note: ES = elementary school.

Figure 29: Course passing rates for language arts classes



Note: ES = elementary school.

Figure 30: Course passing rates for math classes



Note: MS = middle school; HS = high school; DESA = Dallas Environmental Science Academy.

Classroom Observations

Characteristics of the Tutoring Environments

Tutor-to-Student Ratio – A total of 97 tutors were observed across 32 Imagine 2020 classrooms. Across elementary and secondary sessions combined, evaluators observed an average of 3 tutors working in each classroom (Table 8).

Table 8: Number of Tutors in the Classroom (Observed)

	Number of Tutors in the Classroom				Total # Tutors Observed
	Minimum	Maximum	Mean	SD	
Elementary	2	6	3.04	1.19	70
Secondary	2	6	3.00	1.5	27
Overall	2	6	3.03	1.26	97

Figure 31 shows the breakdown of tutor-to-student ratios across all Imagine 2020 campuses. Low tutor-to-student ratios (1:1, 1:2, and 1:3) made up 72 percent of all tutoring sessions observed across all Imagine 2020 campuses (both elementary and secondary).

Figure 31: Tutor-to-Student Ratios (Observed)

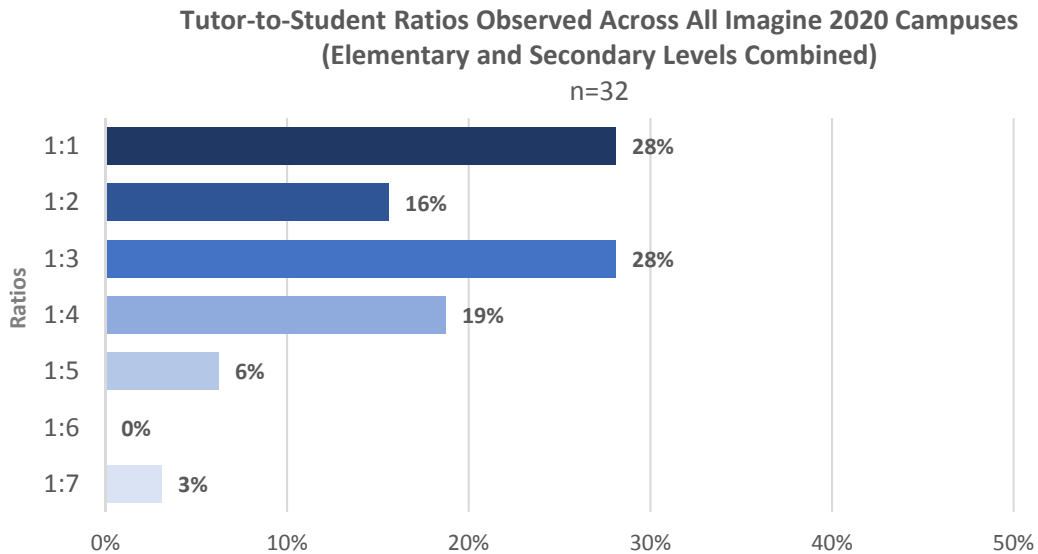
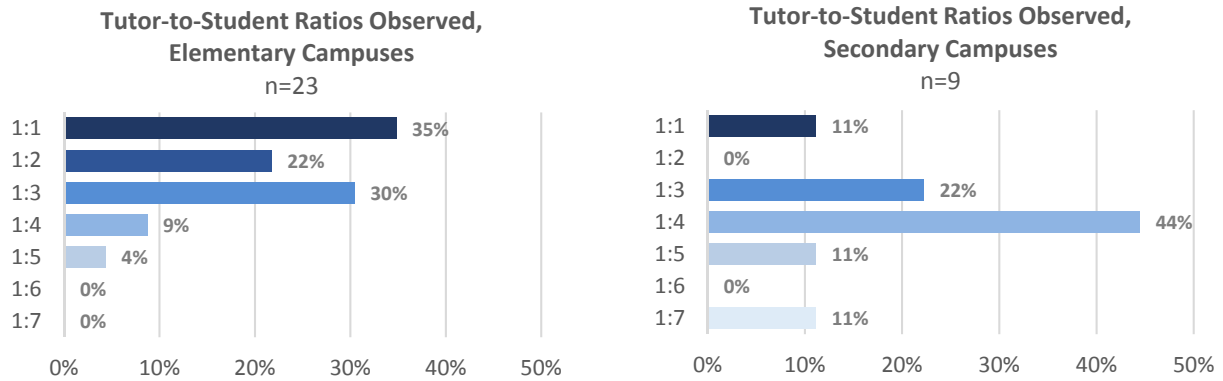


Figure 32 show the breakdown of these ratios by campus level. Among elementary campus sessions observed, low tutor-to-student ratios comprised 87 percent of all sessions, while low tutor-to-student ratios made up 33 percent of secondary campus tutoring sessions observed. Elementary campuses most often had ratios of 1:1 (35%). Secondary campuses most often had tutor-to-student ratios of 1:4 (44%).

Figures 32: Tutor-to-Student Ratios (Observed) by Campus Level



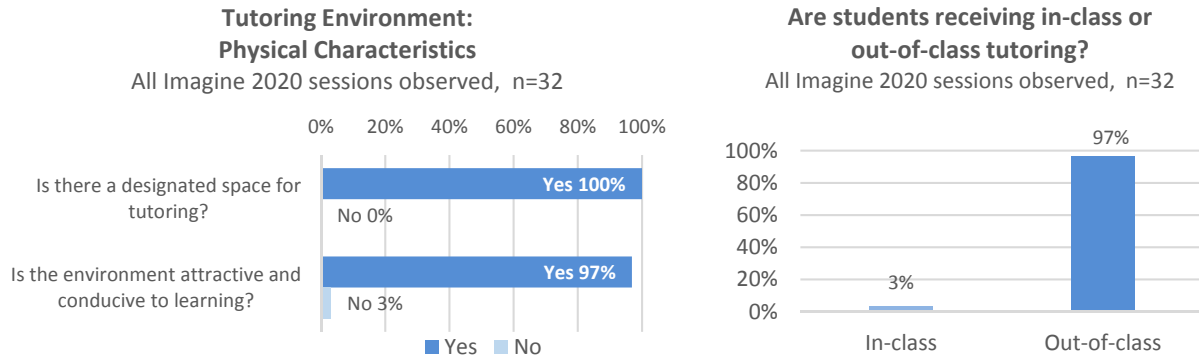
Note: Percentages may not equal to 100 percent due to rounding.

Physical Environment – All observed tutoring sessions (100%) had a space designated for tutoring (Figure 33). Most sessions were held in classrooms, though a small minority of sessions were held in alternative spaces such as libraries, campus-adjacent community learning centers, or large storage rooms. These alternative arrangements still had adequate lighting, seating, and desks at which students could do their work. A few tutors mentioned to evaluators that the location of their tutoring session was moved per an administrator more than once during the school year. These tutors noted that frequent moves negatively impacted their sessions' effectiveness, since they were dealing with students already struggling in school and who tended to require even more structure and stability than the average student.

At times, ambient noise was an issue, particularly when tutoring was organized around groups of students sharing tables within a relatively small tutoring space. Group arrangements often led to more discussion around the tables, and along with that often came the ability to hear other groups talking nearby, which seemed distracting at times. This was generally observed more often at the secondary level than in elementary sessions; however, secondary campuses more often used group work during observed sessions.

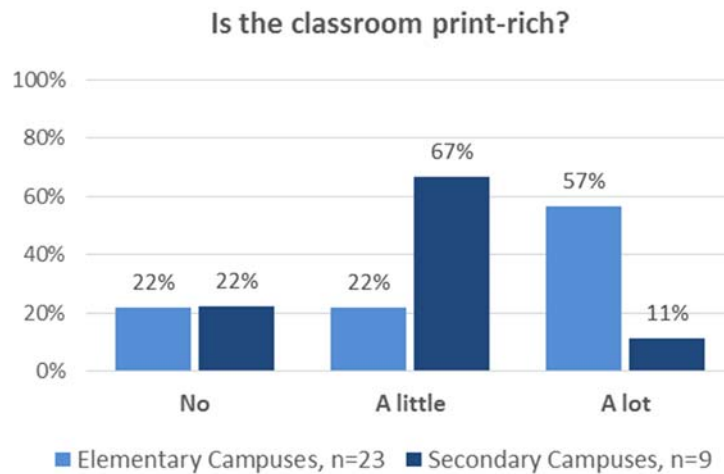
Evaluators indicated that most tutoring environments (97%) were attractive and conducive to learning (Figure 33). Evaluators noted that lighting and temperature in the rooms was adequate for effective tutoring to take place; however, in one instance, a room was so cold (due to an unalterable setting on the air conditioner) that tutors provided blankets to help students stay warm. Sessions were typically 45-50 minutes in length. At all sites with the exception of one, tutoring sessions were out-of-class, but during the school day, so that the entire session could be dedicated to tutoring activity (Figure 33).

Figures 33: Physical Environment



In general, elementary tutoring rooms were more print-rich (57% elementary, 11% secondary, Figure 34), with vendor-supplied books and poster displays reinforcing reading and language arts concepts on the walls, as well as posters tracking incentivized book-reading programs of participating students. Secondary campus tutoring rooms in general had fewer print displays on the walls, but more white boards which tutors used frequently to illustrate math concepts from the lesson.

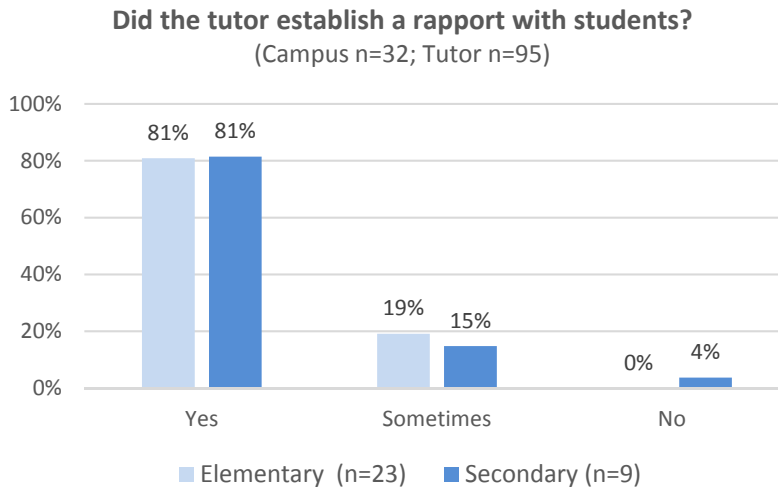
Figure 34: Levels of Print-Richness in Tutoring Classrooms



Note: Percentages may not equal to 100 percent due to rounding.

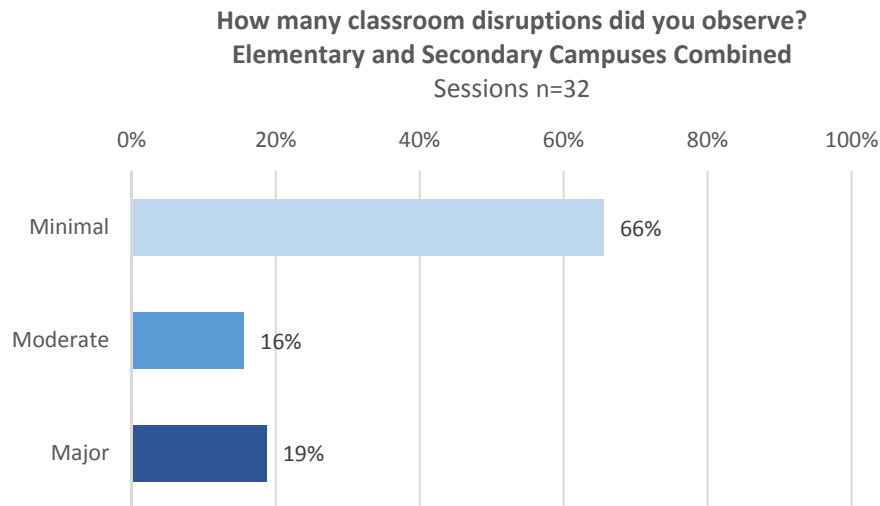
Socio-Emotional Climate – Most tutors (81% at the elementary level and 81% at the secondary level) appeared to work consistently to establish and maintain a rapport with their students throughout the sessions (Figure 35). Each tutor was scored individually on a 3-point continuum of “Yes” (“established rapport”), “Sometimes,” or “No” (“did not establish rapport”). In analysis, tutor rapport scores were coded numerically and, because little variance was observed among tutors within each session, were then averaged into a session score for each campus. Campus (session) scores were aggregated, and then reported by school level (elementary, secondary).

Figure 35: Tutor-Student Rapport



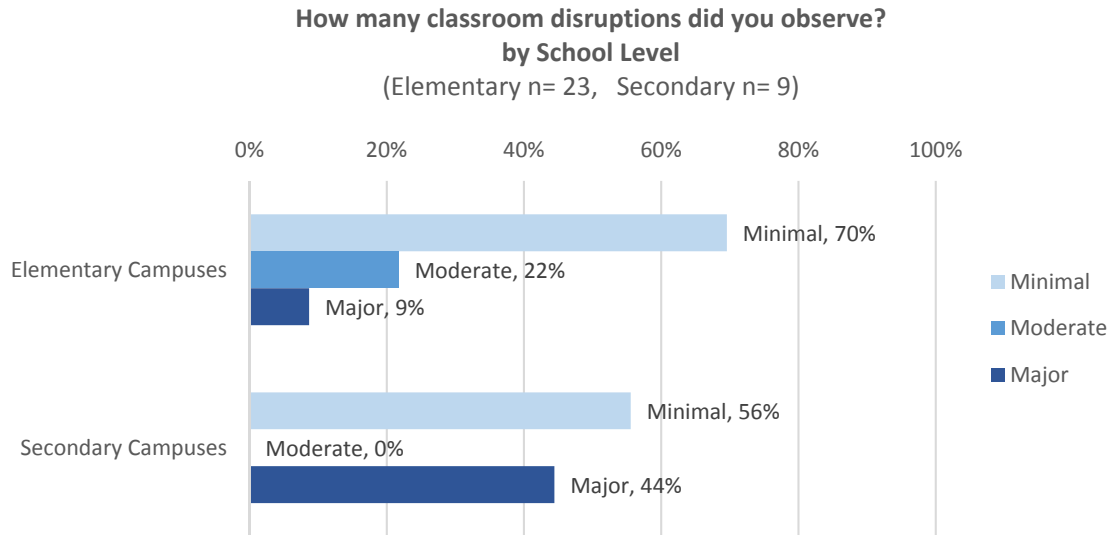
Evaluators also monitored tutoring sessions for classroom disruptions (see Figures 36 and 37). Disruptions were counted during the tutoring session and later coded in analysis for falling within one of three ranges (0 to 2 disruptions = “Minimal”; 3 to 6 disruptions = “Moderate”; 7 or more disruptions = “Major”) to arrive at a categorical disruption level for that session. Evaluators observed classroom disruptions and reprimands or corrections occurring more frequently at the secondary level than at the elementary level (Figure 37).

Figure 36: Classroom Disruptions by Severity, Campus Levels Combined



Note: Percentages may not equal to 100 percent due to rounding.

Figure 37: Classroom Disruptions by Severity and Campus Level



Note: Percentages may not equal to 100 percent due to rounding.

Evaluators also estimated the overall proportion of time that was used for academic and non-academic work during the tutoring session. Time that was used to establish and maintain rapport with students was considered academic-related. If students were spending substantial portions of time undirected, engaging extensively in off-task activities, this was counted as non-academic activity. Elementary sessions were more frequently observed to use the majority of session time for academic work (93%) than were secondary campus sessions (82%), though considerable variance was observed among the secondary sessions (Table 9).

Table 9: Time on Academic Work

Approximately what percentage of the tutoring hour was used for academic work?	
Elementary Campuses	
Average	93%
Range	80%—100%
Secondary Campuses	
Average	82%
Range	60%—100%

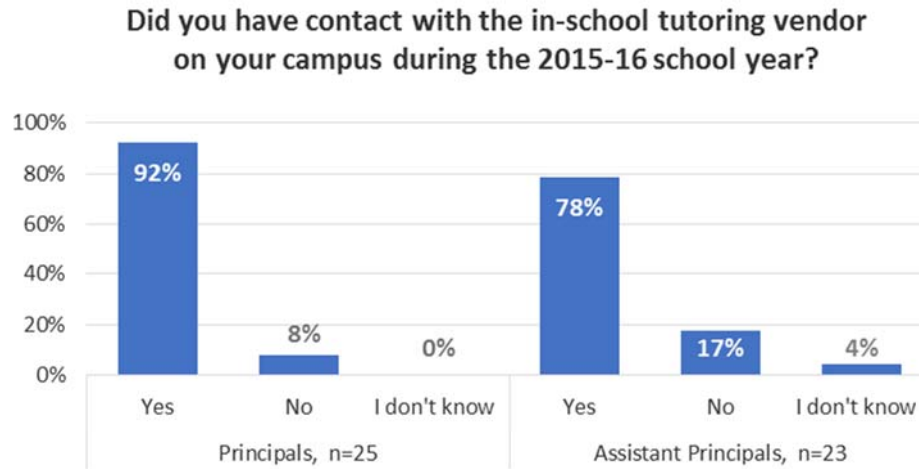
Administrator Survey Results: In-School Tutoring

Evaluators also used the principal survey and assistant principal survey to measure campus administrators' experiences with and perceptions about the in-school tutoring component of the Imagine 2020 program. Survey items on this topic included questions regarding contact with the tutoring vendor, alignment of the tutoring vendor's program with campus curriculum, the frequency with which students were pulled out from core classes for this tutoring program, how students were selected to receive this tutoring,

whether the campus master schedule includes this tutoring program, and about the quality of professional relationship with the tutoring vendor.

Most principals and assistant principals reported having contact with the in-school tutoring vendor in 2015-16, with 92 percent of principals reporting contact and 78 percent of assistant principals reporting contact (Figure 38).

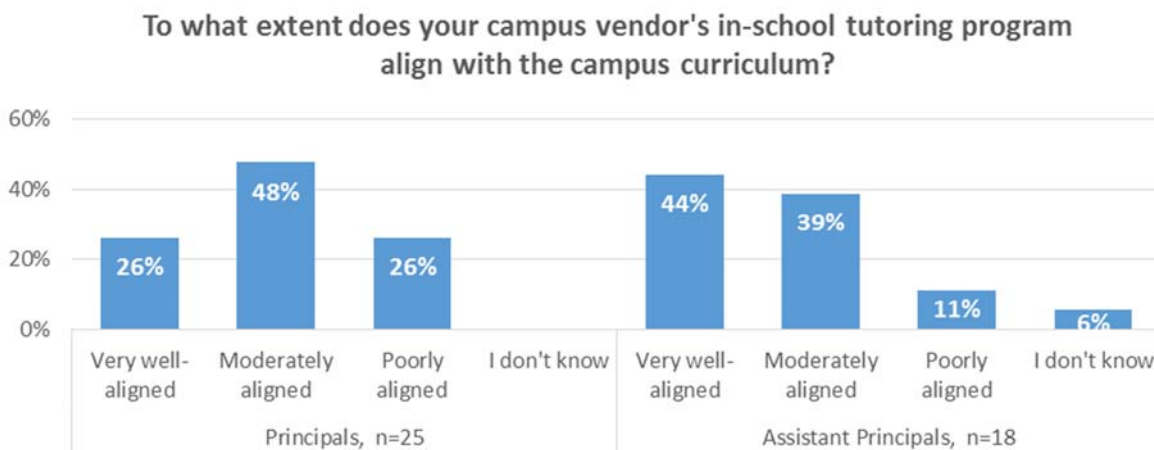
Figure 38: Contact with In-School Tutoring Vendor



Note: Percentages may not equal to 100 percent due to rounding.

The degree of reported alignment between the vendor's tutoring program and respondents' campus curriculum varied, with 26 percent of principals and 44 percent of assistant principals reporting that these were very well-aligned (Figure 39). However, 26 percent of principals and 11 percent of assistant principals reported poor alignment between the tutoring vendor's program and their campus's curriculum.

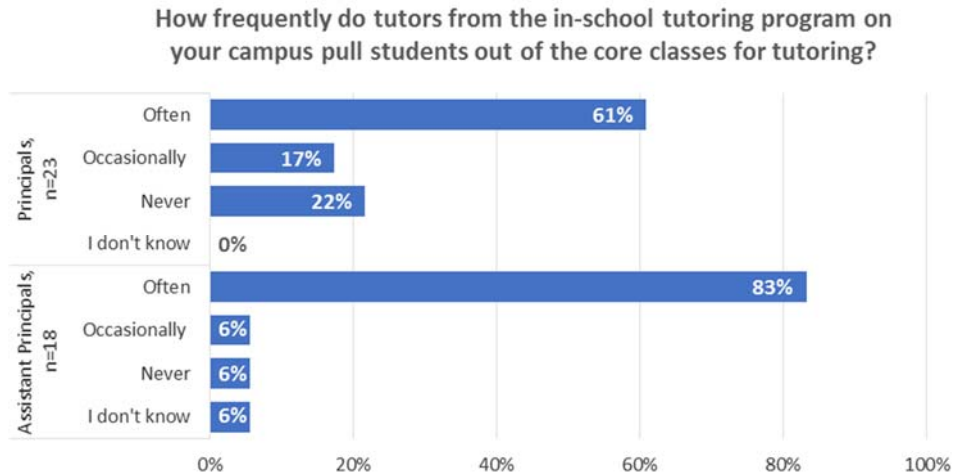
Figure 39: Alignment between Campus Curriculum and In-School Tutoring Program



Approximately half of principals (48%) and 39 percent of assistant principals reported that their campus master schedule included a tutoring period.

Pulling students out of core classes for in-school tutoring appeared to be a fairly common occurrence, with 61 percent of principals reporting that this occurred often and 83 percent of assistant principals reporting that this occurred often (Figure 40). Twenty-two percent (22%) of principals, however, reported that their students were never pulled out of core classes for in-school tutoring.

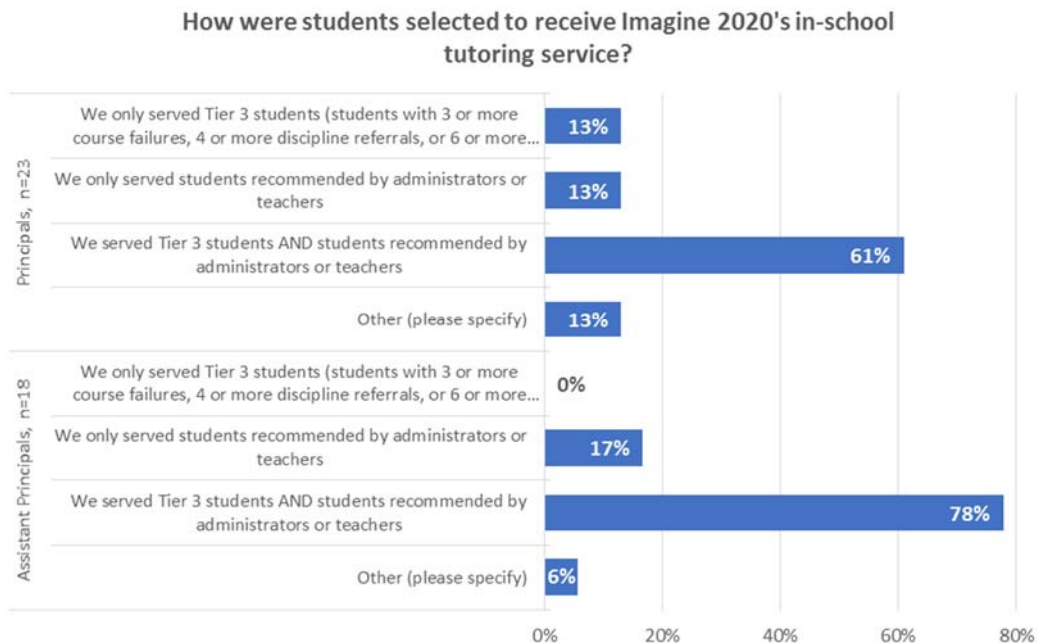
Figure 40: Student Pull-Outs from Core Classes for In-School Tutoring



Note: Percentages may not equal to 100 percent due to rounding.

In terms of how students were selected to receive Imagine 2020's in-school tutoring service, both principals (61%) and assistant principals (78%) most commonly reported that criteria were combination of students being Tier 3 status and/or students receiving a recommendation for tutoring services by administrators or teachers (Figure 41).

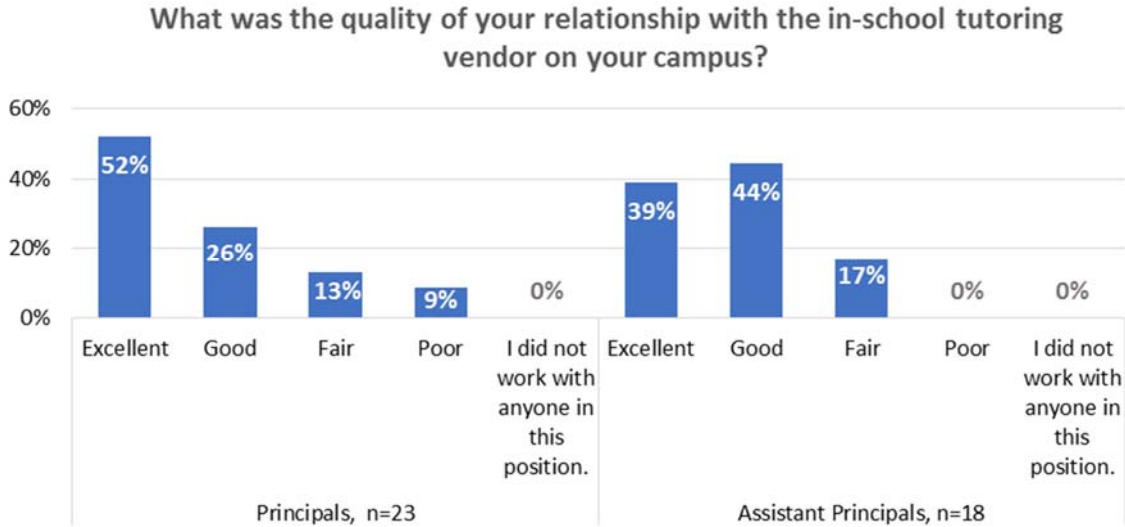
Figure 41: Selection Criteria for Students Receiving In-School Tutoring Service



Note: Percentages may not equal to 100 percent due to rounding.

The majority of respondents indicated a positive relationship with their tutoring vendor, with 78 percent of principals reporting an excellent or good relationship, and 83 percent of assistant principals reporting either an excellent or good relationship with their vendor (Figure 42).

Figure 42: Quality of Relationship with Tutoring Vendor



Section Highlights

There were five key findings from the evaluation of in-school tutoring services on Imagine 2020 campuses.

- 1) **The in-school tutoring selection process was unclear.** Though Tier 3 lists were identified as the primary means of selecting students for tutoring, campuses were mostly selecting students using other means. The majority of tutoring seemed to be targeted toward first and second grade students in elementary schools, evenly distributed between all grade levels in middle school, and more heavily targeted toward ninth grade students in high school.
- 2) **Results were mixed when looking at attendance, discipline, and course passing rates.** Statistical analyses showed no major significant differences in these variables over time. Course passing rates increased for most campuses from fall to spring. For reading, 61 percent of elementary campuses showed improvements, 78 percent of campuses showed improvement in language arts, and 40 percent of campuses showed improvements in math. Attendance percentages across all campuses and vendors dropped between fall 2015 and spring 2016, but this is a common occurrence across the district. The number of disciplinary referrals increased for 23 of the 33 campuses (70%).
- 3) **Classroom observations showed in-school tutoring environments were positive.** Observations of in-school tutoring classrooms showed relatively low tutor-to-student ratios (mostly 1:1 to 1:3). The majority of tutoring classrooms were conducive to learning and tutors

appeared to have good rapport with students. Most tutoring classrooms experienced minimal student disruptions and students appeared focused on their work.

- 4) **Principals and assistant principals reported being in contact and having positive relationships with in-school tutoring vendors.** They indicated that there were some alignment issues between the campus curriculum and the in-school tutoring vendor curriculum. Administrators reported that vendors often pulled students out of core classes which caused issues.
- 5) **More in-depth analysis of in-school tutoring outcomes is necessary.** Because all of the vendors used different measures of student progress, no analysis of direct student outcomes was possible for the 2015-16 school year. The evaluators used course passing rates as well as attendance and discipline data as proxies for performance measures. Common assessments should be used in future years to measure performance improvement.

How was the Extended Day Component of Imagine 2020 Implemented?

Methodology

Evaluation and Assessment evaluators administered a 41-item survey to Imagine 2020 principals (Appendix B) and a 43-item survey to Imagine 2020-funded assistant principals⁶ (Appendix B) between May 23, 2016 and June 10, 2016 via an online survey tool (SurveyMonkey). The purpose of the surveys was to collect feedback regarding these campus administrators' experiences with Imagine 2020 as it operated during the 2015-16 school year. Topics covered the implementation of various components of Imagine 2020, including extra support staff; academic programs such as in-school tutoring and extended day; and student support services such as student advocacy management (SAM) teams and parent engagement services.

Results

The Imagine 2020 school day was extended by one hour to increase instructional focus on tutoring, credit recovery, mentoring, and enrichment. The extended day was mandatory for teachers but could be mandatory or optional for students. Campuses had a choice as to how they integrated the extra hour into the school day.

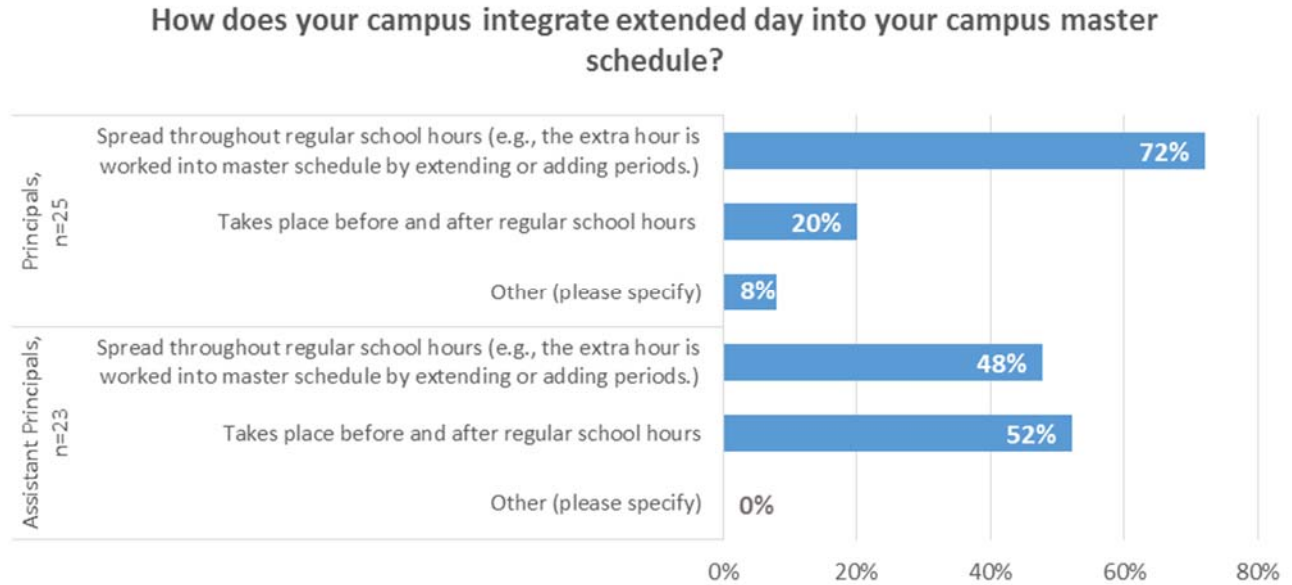
Survey items pertaining to the extended day component of the Imagine 2020 initiative included questions on how campuses integrated extended day into the master schedule, whether the extended day was optional or mandatory, and how students were tracked for participation in this program.

In terms of how extended day was integrated into the campus master schedule, principals most commonly reported (72%) that they spread the extended day throughout regular school hours (e.g., the

⁶ Only those assistant principals whose positions were specifically funded by Imagine 2020 as additional staff were targeted for the assistant principal survey. N=42 across 33 campuses.

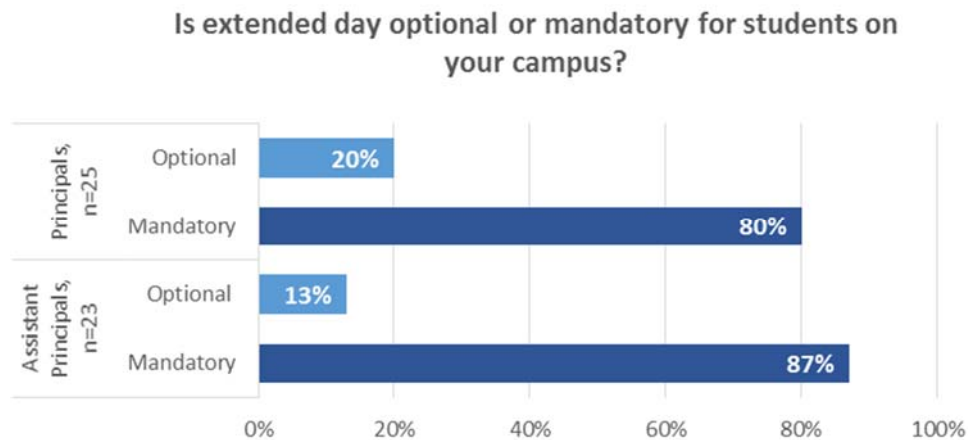
extra hour was worked into the master schedule by extending or adding periods) (Figure 43). Assistant principals most commonly reported (52%) that extended day took place before and after regular school hours.

Figure 43: Ways Extended Day Integrated into Master Schedule



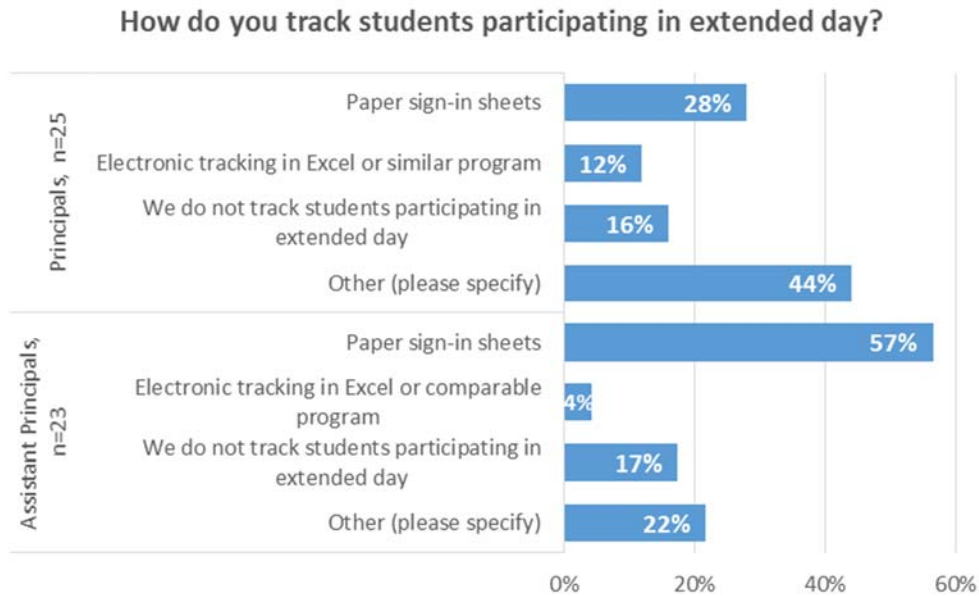
Most principals (80%) and assistant principals (87%) reported that extended day was mandatory for students on their campus (Figure 44).

Figure 44: Extended Day: Optional or Mandatory



With regard to tracking students participating in extended day, principals most commonly reported (44% selected “Other”) that extended day tracking was simply part of regular daily attendance tracking. They explained that this was because extended day was integrated into the campus master schedule and because extended day was mandatory (Figure 45). Assistant principals were most likely to report that their campus used paper sign-in sheets (57%) to track students participating in extended day.

Figure 45: Ways Students were Tracked in Extended Day



Section Highlights

There was one key finding from the evaluation of the extended day on Imagine 2020 campuses.

- 1) **Results of the extended day were unclear because of varying implementation and tracking methods.** The extended day was either spread throughout master schedule by increasing class times or implemented before or after school. The extended day was mandatory for most campuses. Student tracking methods varied, which would be expected if campuses were implementing extended day in different ways. Because implementation varied and tracking was limited, a full evaluation of this component of Imagine 2020 was not possible.

How were the Optional and Required Initiative Components of Imagine 2020 Implemented?

Methodology

Evaluation and Assessment evaluators administered a 41-item survey to Imagine 2020 principals (Appendix B) and a 43-item survey to Imagine 2020-funded assistant principals⁷ (Appendix B) between May 23, 2016 and June 10, 2016 via an online survey tool (SurveyMonkey). The purpose of the surveys was to collect feedback regarding campus administrators' experiences with Imagine 2020 as it operated during the 2015-16 school year. Topics covered optional and required initiatives being offered throughout Imagine 2020 campuses and had three sections: math and science programs, reading and social studies programs, and general curriculum and instruction programs.

Results

Respondents indicated the degree to which their campus was implementing programs across three subject areas including math and science programs, reading and social studies programs, and general curriculum and instruction programs. There were six answer choices:

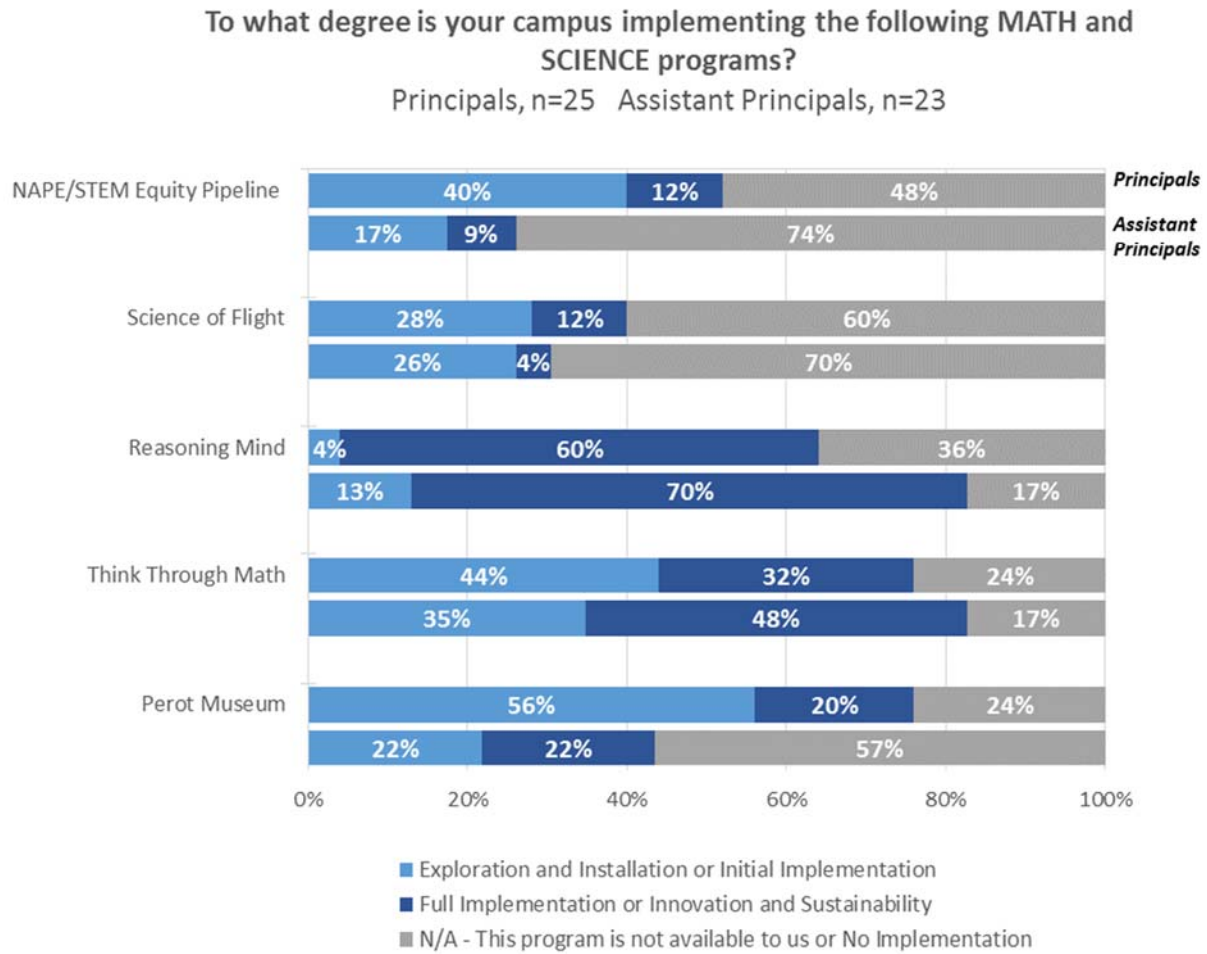
- Exploration and Installation: My campus is considering making use of this program, assessing the potential match between needs and resources, or is actively preparing to implement the program.
- Initial Implementation: My campus is implementing the program, adopting procedures and providing professional development for the program to be successful.
- Full Implementation: The program is a typical practice at my campus and is serving the targeted population.
- Innovation and Sustainability: My campus is refining and expanding the program based on experiences and best practices to allow for long-term survival and continued effectiveness over time.
- N/A: This program is not available to us.
- No Implementation: My campus is not implementing this program and has no current plans to do so.

⁷ Only those assistant principals whose positions were specifically funded by Imagine 2020 as additional staff were targeted for the assistant principal survey. N=42 across 33 campuses.

Math and Science

All of the identified math and science programs had some degree of implementation on Imagine 2020 campuses, according to campus administrators. Sixty percent of principals and 70 percent of assistant principals identified Reasoning Mind as reaching either full implementation or the innovation and sustainability level in 2015-16 (Figure 46).

Figure 46: Math and Science Program Implementation Levels

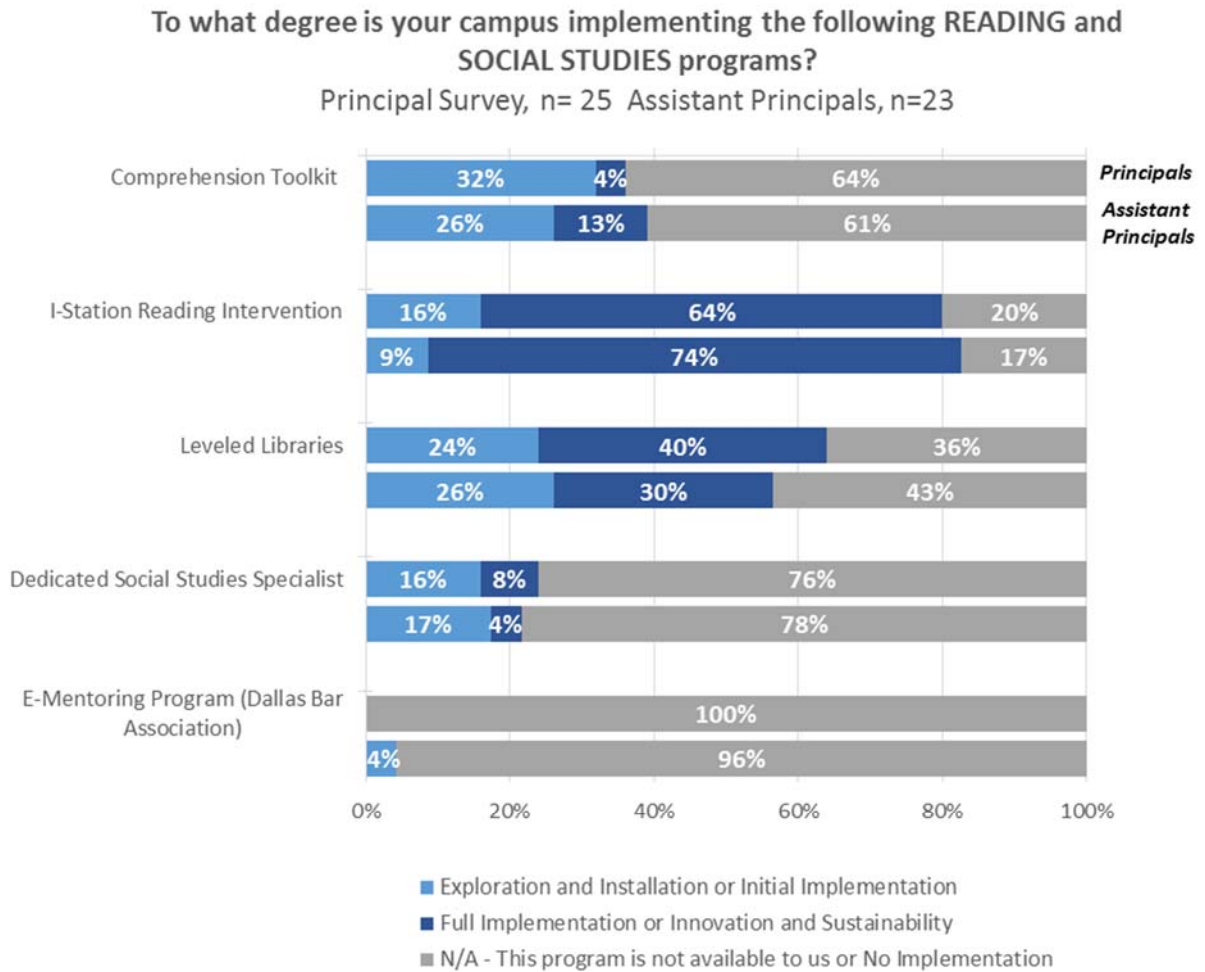


Note: For each program listed in this chart, the corresponding top bar represents principal responses; the corresponding lower bar represents assistant principal responses. Percentages may not equal to 100 percent due to rounding.

Reading and Social Studies

Among reading and social studies programs, the I-Station Reading Intervention was most commonly reported by both principals (80%) and assistant principals (83%) to have some degree of implementation on campuses, ranging from exploration and installation to innovation and sustainability (Figure 47).

Figure 47: Reading and Social Studies Program Implementation Levels

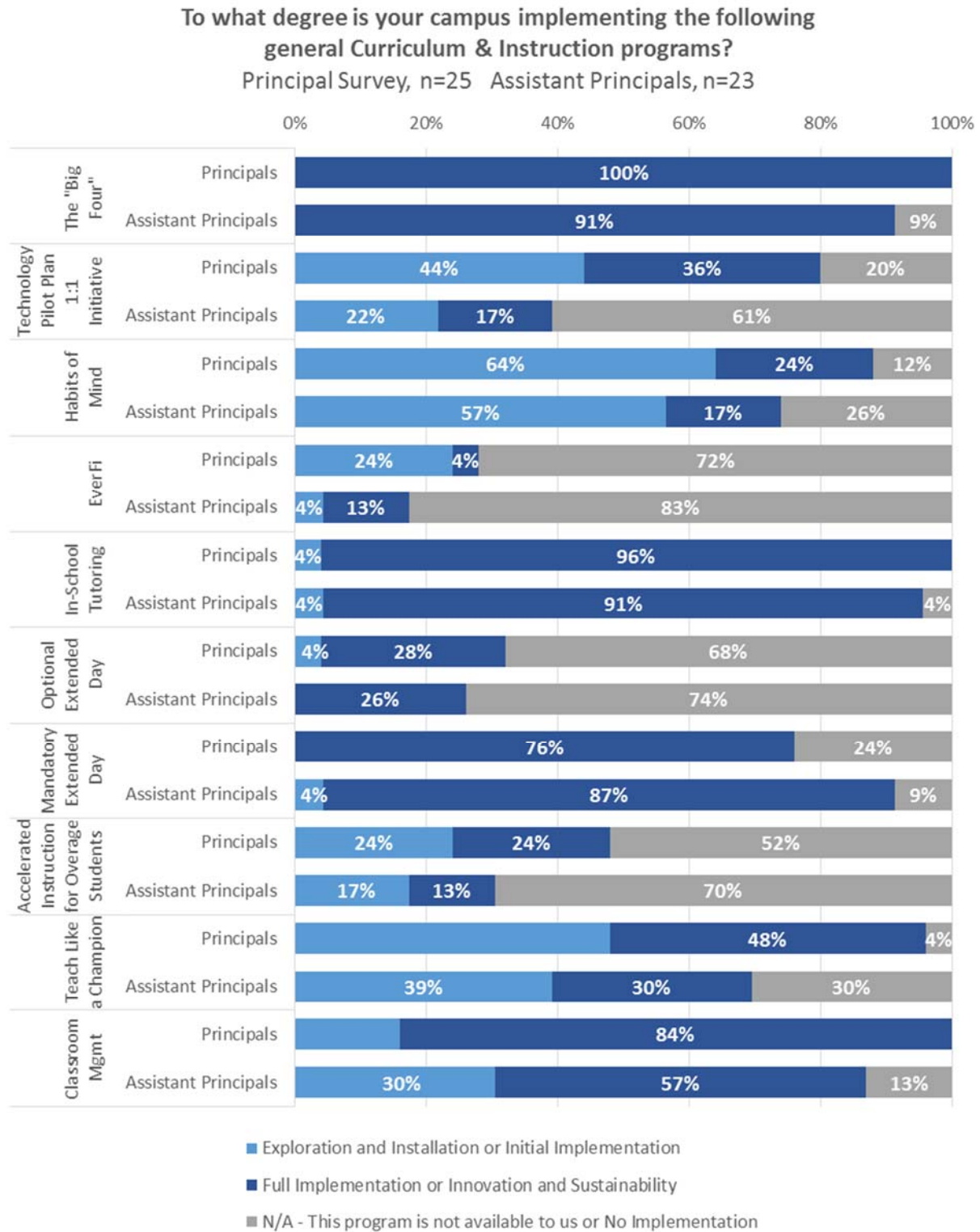


Note: For each program listed in this chart, the corresponding top bar represents principal responses; the corresponding lower bar represents assistant principal responses. Percentages may not equal to 100 percent due to rounding.

General Curriculum & Instruction Programs

Among general curriculum and instruction programs, the “Big Four” (Learning Objectives, Purposeful Instruction, Multiple Response Strategies, and Demonstrations of Learning) had the highest reported degree of implementation, with all responding principals (100%) and most assistant principals (91%) reporting either full implementation or innovation and sustainability implementation levels in 2015-16 (Figure 48). Principals and assistant principals also reported a high level of implementation of several other Curriculum & Instruction programs, including In-School Tutoring, Mandatory Extended Day, and Classroom Management (Figure 48).

Figure 48: General Curriculum & Instruction Program Implementation Levels



Note: For each program listed in this chart, the corresponding top bar represents principal responses; the corresponding lower bar represents assistant principal responses. Percentages may not equal to 100 percent due to rounding.

Section Highlights

There were two key findings from the evaluation of optional and required initiatives on Imagine 2020 campuses.

- 1) **Half of the most often used programs and initiatives on Imagine 2020 campuses were not unique to Imagine 2020 schools.** The most well established programs on Imagine 2020 campuses included Reasoning Mind, I-Station Reading Intervention, the “Big Four” (Learning Objectives, Purposeful Instruction, Multiple Response Strategies, and Demonstrations of Learning), in-school tutoring, mandatory extended day, and classroom management.
- 2) **Many Imagine 2020-specific programs were still in initial stages of implementation or were not offered at all.** Science of Flight, reading comprehension toolkits, e-mentoring offered by the Dallas Bar Association, and EverFi (an online digital learning tool for teaching critical skills) were Imagine-2020 specific programs that were either not fully implemented or not implemented at all. If there is evidence to suggest that these programs may be effective, then more support and training may be necessary to get these programs integrated into campus culture.

How was the Student Advocacy Management Team Component of Imagine 2020 Implemented?

Methodology

The results in this section come from data collected from Student Advocacy Management (SAM) team chairs, urban specialists and student advocate coordinators, and Imagine 2020 administrators. The data collection methods for each group are described below.

SAM Chair Survey Methodology

The Imagine 2020 evaluation team designed an online Student Advocacy Management (SAM) team survey for SAM chairs in April 2016. The evaluation team coordinated with feeder pattern executive directors to get lists of SAM chairs on each campus. In some cases, the survey was completed by the SAM administrator. The survey was administered to all Imagine 2020 SAM chairs from April 18, through May 2, 2016. South Oak Cliff High School did not have a functioning SAM team during the 2015-16 school year; thus, the evaluation team did not send a survey to that campus. The survey consisted of 20 items and solicited information about five topics: demographics, SAM meetings and materials, number of students served, referral services used, and policies and procedures. About 91 percent of the surveys administered were completed (29 out of 32 campuses). Of those who responded, 48 percent were SAM chairs, 41 percent were SAM administrators, and 11 percent were campus administrators or counselors not identifying as the chair or administrator. The survey can be found in Appendix F.

Urban Specialist and Student Advocate Coordinator Survey Methodology

An online survey was administered to 12 Imagine 2020 urban specialists and student advocate coordinators from February 1-16, 2016. Of this total, nine responded to the survey (a 75% response rate), one did not respond, and two were on leave of absence. Of those nine, six were urban specialists and three were student advocate coordinators. The survey consisted of 24 items that solicited information regarding demographics, student caseload, quality of campus relationships, knowledge and skills, roles and responsibilities, and the Student Advocacy Management (SAM) model and procedures. The survey can be found in Appendix C.

Administrator Survey Methodology

Evaluation and Assessment evaluators administered a 41-item survey to Imagine 2020 principals (Appendix B) and a 43-item survey to Imagine 2020-funded assistant principals⁸ (Appendix B) between May 23, 2016 and June 10, 2016 via an online survey tool (SurveyMonkey). The purpose of the surveys was to collect feedback regarding these campus administrators' experiences with Imagine 2020 as it operated during the 2015-16 school year. Topics covered the implementation of various components of Imagine 2020, including extra support staff; academic programs such as in-school tutoring and extended day; and student support services such as student advocacy management (SAM) teams and parent engagement services.

Results

The Student Advocacy Management (SAM) model was a key component of Imagine 2020. The model was designed to serve students with the most severe attendance, disciplinary, and academic problems. Students with at least three course failures, four disciplinary referrals, or six unexcused absences were assigned to a Tier 3 list and referred to the SAM teams at their schools. Other students who did not meet the Tier 3 definition could be referred based on need. Students only needed to meet one of the three criteria to be on the Tier 3 list. At the time of this report, there were no rules regarding Tier 2 or Tier 1 students, and what criteria would be used to determine which students fell into those categories. There also was no guidance as to how to determine whether a student should be moved off of the Tier 3 list. In addition, the evaluation team determined that Tier 3 lists were only created for the first and second six week periods of the 2015-16 school year. Tier 3 lists were put on hold when the program transitioned from a director to assistant superintendent.

Each of the 33 Imagine 2020 schools was to establish a SAM team, which would review the records of such students and establish a comprehensive plan of wrap-around services, which could include academic, social, and behavioral interventions. A principal or other campus administrator was to serve as the campus SAM administrator. In addition, another campus-based professional (often a counselor) served as SAM team chair. Other SAM team members at each campus could include counselors, urban specialists

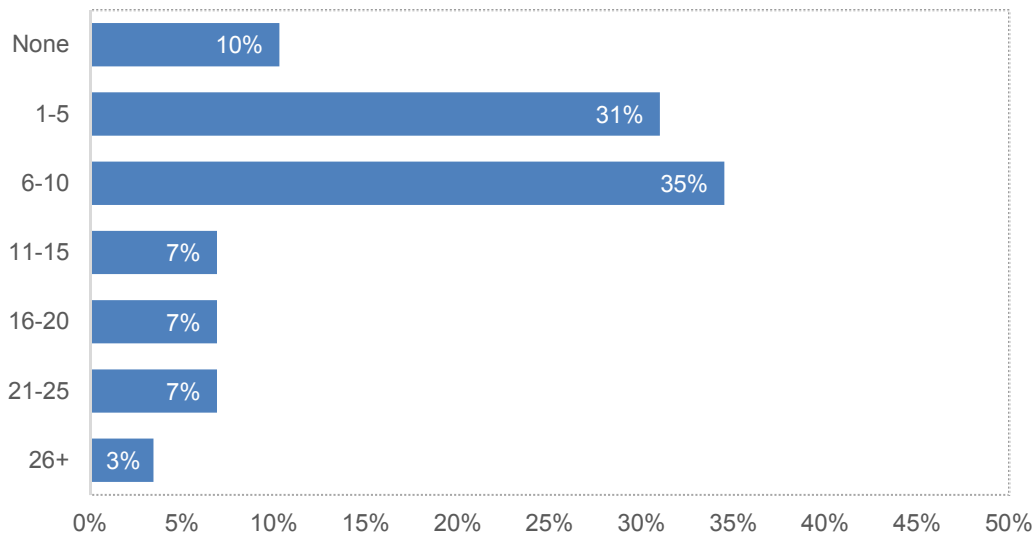
⁸ Only those assistant principals whose positions were specifically funded by Imagine 2020 as additional staff were targeted for the assistant principal survey. N=42 across 33 campuses.

or student advocate coordinators, social workers, school psychologists, instructional coaches, Student Support Team (SST) and Response to Intervention (RTI) chairs, and truancy coordinators. SAM teams were to meet at least every two weeks to consider new cases and follow up on students already being served through the process.

SAM Chair Survey Results

SAM chair survey data analysis indicated that 76 percent of respondents had a packet of SAM forms and materials. Survey respondents provided information about the number of meetings held as of the date the survey was administered (Figure 49).

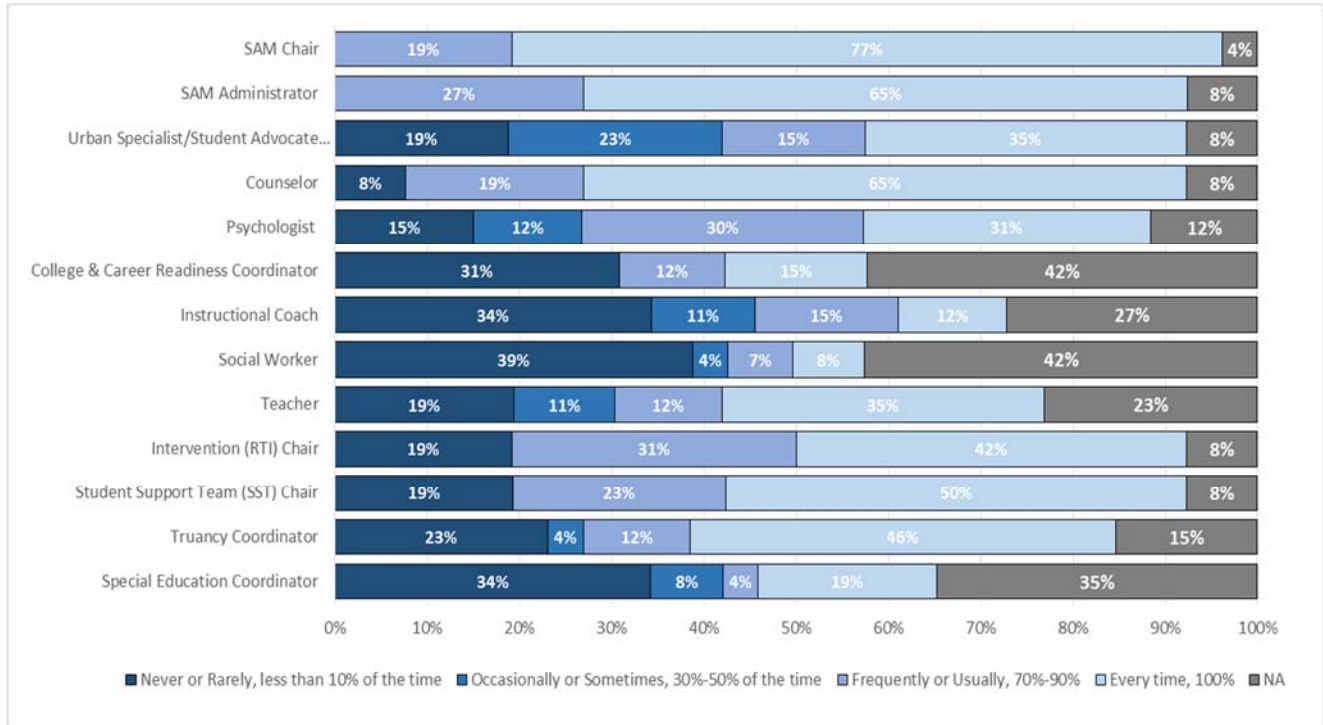
Figure 49: Number of SAM Meetings as of April 18, 2016



The majority of respondents indicated that the SAM team on their campus had held between one and ten meetings as of mid-April; the data indicated that not all SAM teams were meeting on a regular basis. When asked why the SAM team did not meet, survey respondents stated that training was not available this year, forms were not distributed to some campuses, and some respondents were not aware of procedures and timelines. Survey respondents who had indicated there was not a SAM team on their campus also reported that there was a Student Support Team (SST) committee at their campus.

The majority of survey respondents indicated that SAM chairs (77%), SAM administrators (65%), and counselors (65%) were always present at SAM meetings (Figure 50). This leaves room for improvement given that the SAM chair and SAM administrator are required to attend all SAM meetings. SST chairs, truancy coordinators, intervention chairs, urban specialists, student advocate coordinators, teachers and psychologists also attended with some regularity. Social workers, instructional coaches, special education coordinators, and the college and career readiness coordinator were the least likely to attend meetings. These were not required members of the SAM teams.

Figure 50: SAM Meeting Attendance



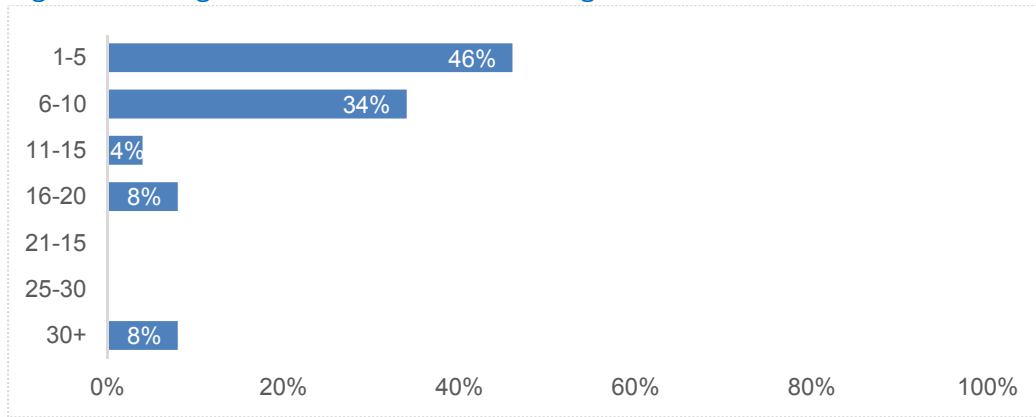
Note: Percentages may not add to 100 percent due to rounding.

With regards to how students were selected to be served by SAM teams, 50 percent of survey respondents indicated that only Tier 3 students (students with three or more course failures, four or more discipline referrals, or six or more absences) were served, 46 percent of respondents stated they served Tier 3 students and students recommended by administrators or teachers, and four percent indicated that they only served students recommended by administrators or teachers. Fifty-four percent of the respondents indicated that they used hard copy paperwork to track their work with students, 31 percent tracked electronically, and 12 percent used either hard copy paperwork or electronic tracking. One campus indicated that they did not track students. The number of students served (Table 10) and the average caseload per case manager varied (Figure 51).

Table 10: Number of Students Served in Each Six-week Period as of April 8, 2016

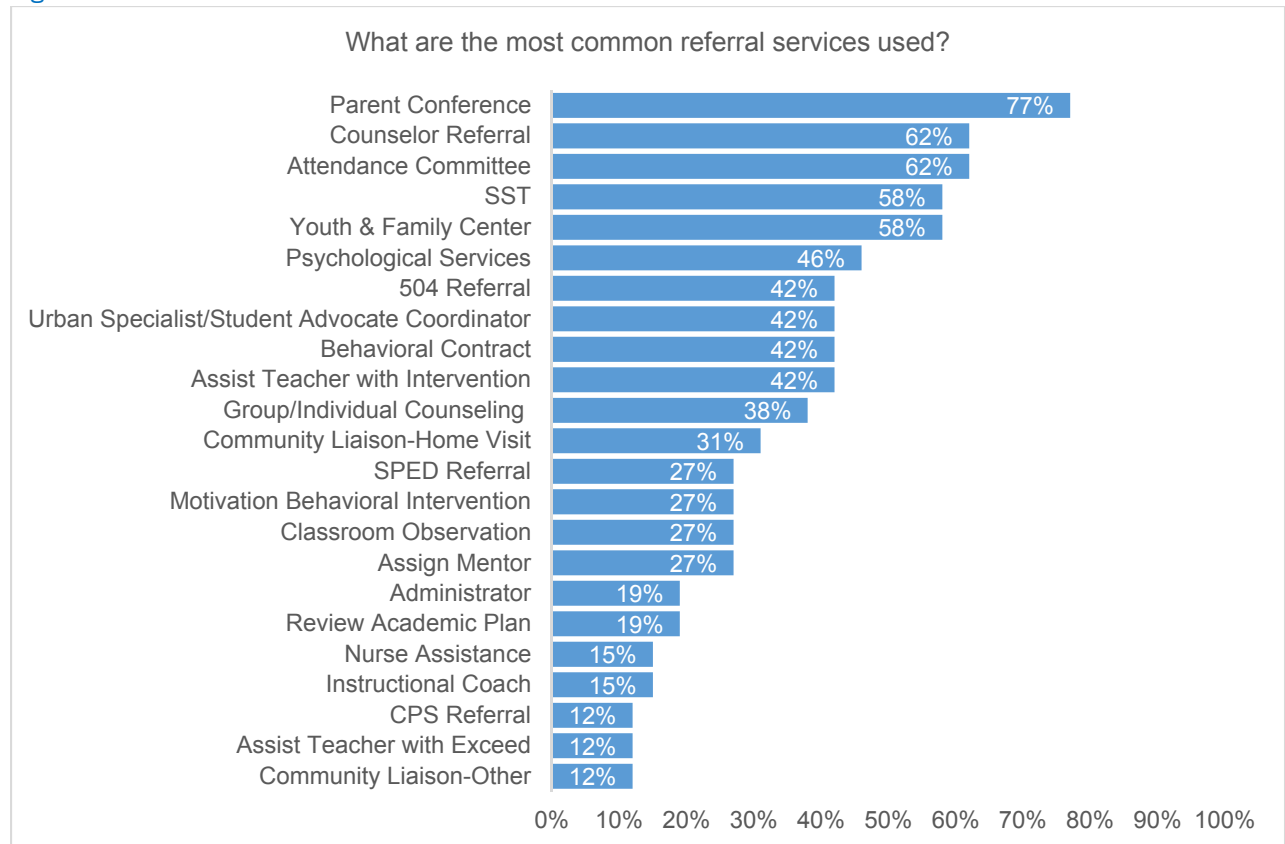
	Min	Max	Mean	Total
Number of students served in 1st six weeks	0	50	12	321
Number of students served in 2nd six weeks	0	75	18	461
Number of students served in 3rd six weeks	0	75	20	511
Number of students served in 4th six weeks	2	75	21	538
Number of students served in 5th six weeks	0	54	17	443

Figure 51: Average Case Load for Each Case Manager



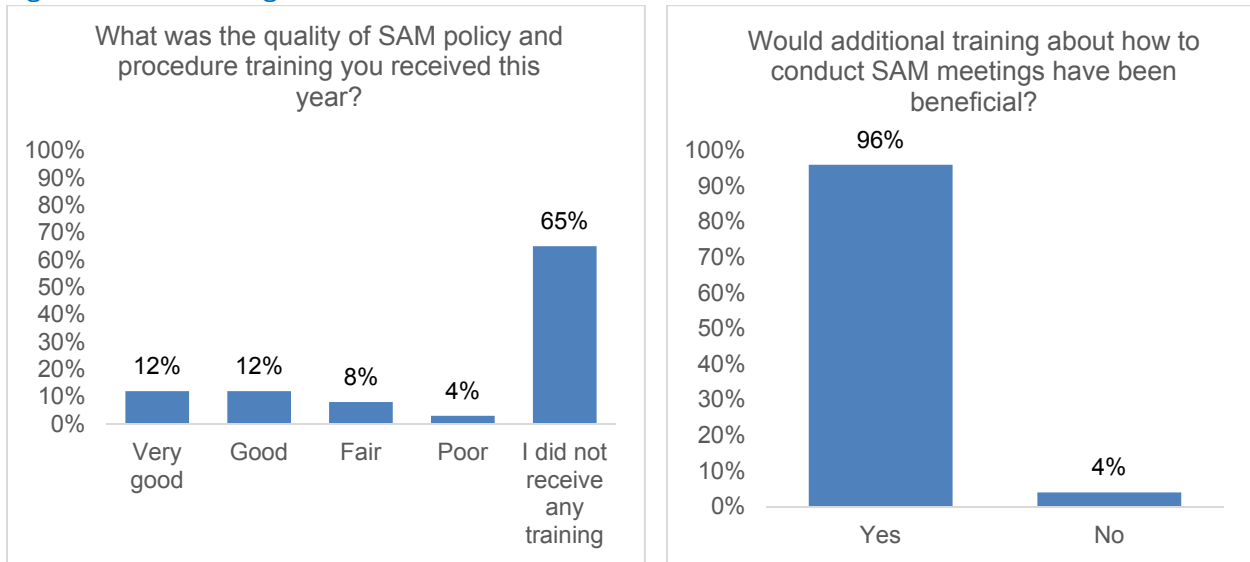
The most common referral services used were parent conference, counselor referral, and attendance committee (Figure 52). Referrals to Student Support Teams (SST) and Youth & Family Centers were also common.

Figure 52: Common Referral Services



When asked about SAM training during the 2015-16 school year, the majority of survey respondents indicated that they did not receive any training and that additional training would have been beneficial (Figure 53). This result is of note because Imagine 2020 leadership staff indicated that no training had taken place during the 2015-16 school year. It is possible that some campuses held their own training sessions.

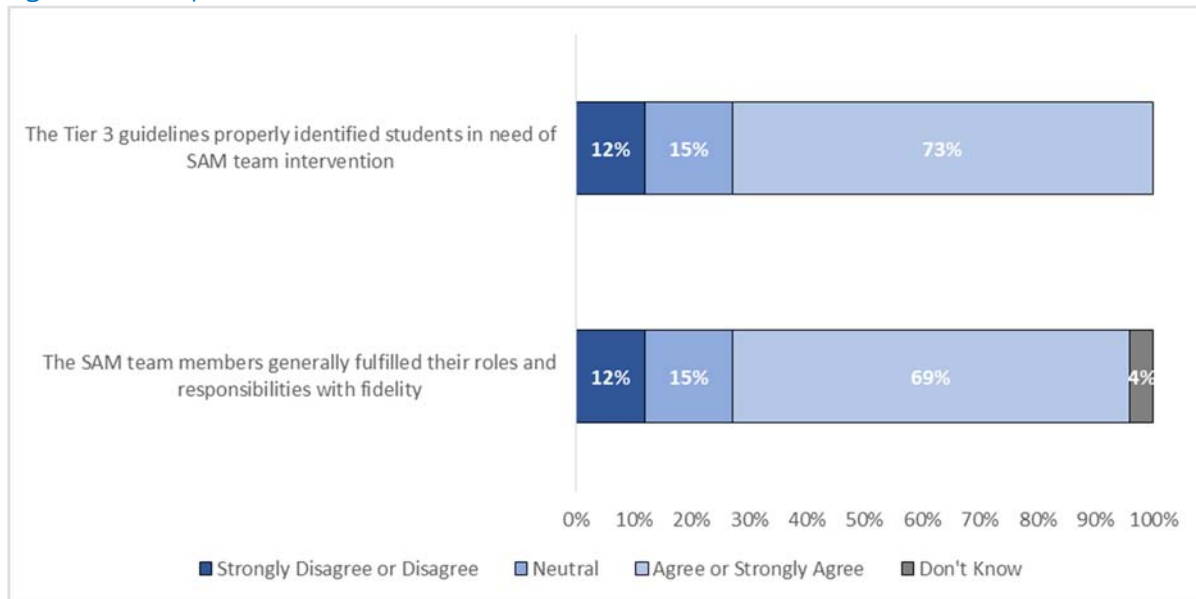
Figure 53: SAM Training



Note: Percentages may not add to 100 percent due to rounding.

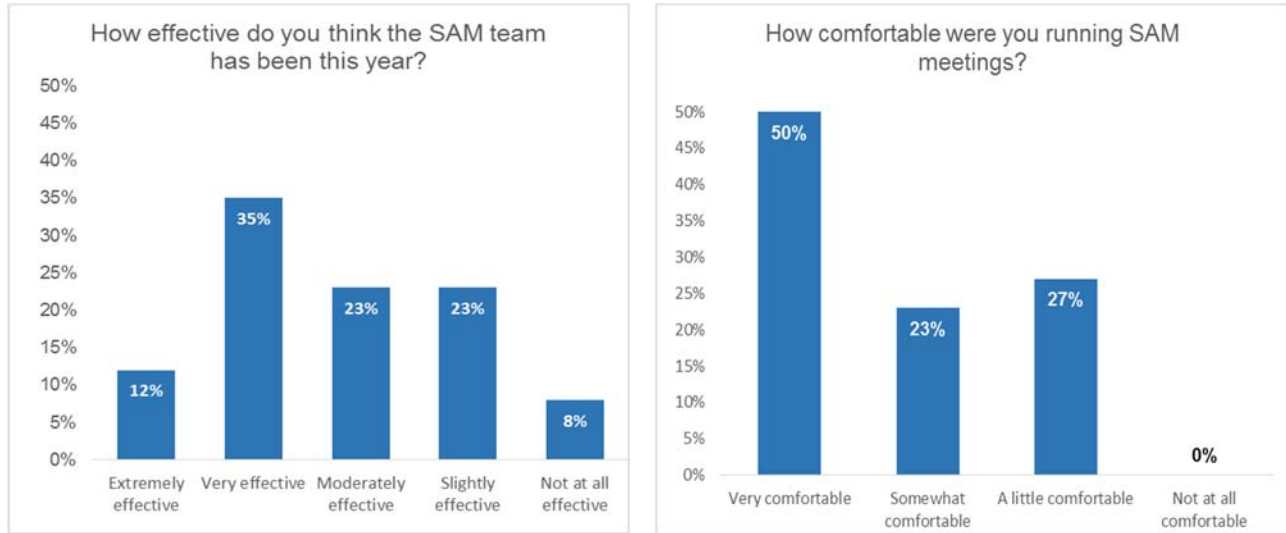
The majority of survey respondents “strongly agreed” or “agreed” that the Tier 3 guidelines properly identified students in need of SAM team intervention, and that SAM team members generally fulfilled their roles and responsibilities with fidelity (Figure 54).

Figure 54: Perceptions about SAM Team



When asked how effective SAM teams had been during the 2015-16 school year and how comfortable SAM chairs or administrators were at running meetings, the results varied (Figure 55). Almost half of respondents indicated that their teams were “extremely” or “very” effective. Half of respondents reported that they were “very comfortable” running SAM meetings.

Figure 55: SAM Meetings



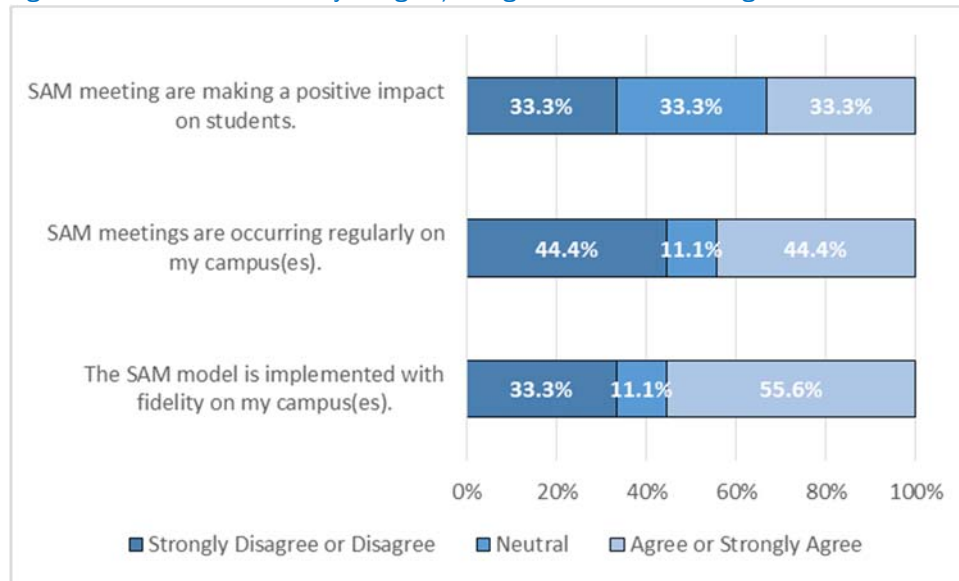
Note: Percentages may not add to 100 percent due to rounding.

SAM chairs indicated that team members including teachers, intervention chairs (RTI), truancy coordinators, school psychologists, and counselors worked successfully this year, and communicating and collaborating with team members and parents were critical to the success of SAM meetings. With regard to SAM team problems this year, SAM chairs commented that more SAM training, instruction, information on the SAM model and expectations would have been beneficial; spending more time on scheduling meetings, electronic data gathering, and recording and tracking student information was necessary; and support from urban specialists would have been helpful.

Urban Specialist and Student Advocate Coordinator Survey Results

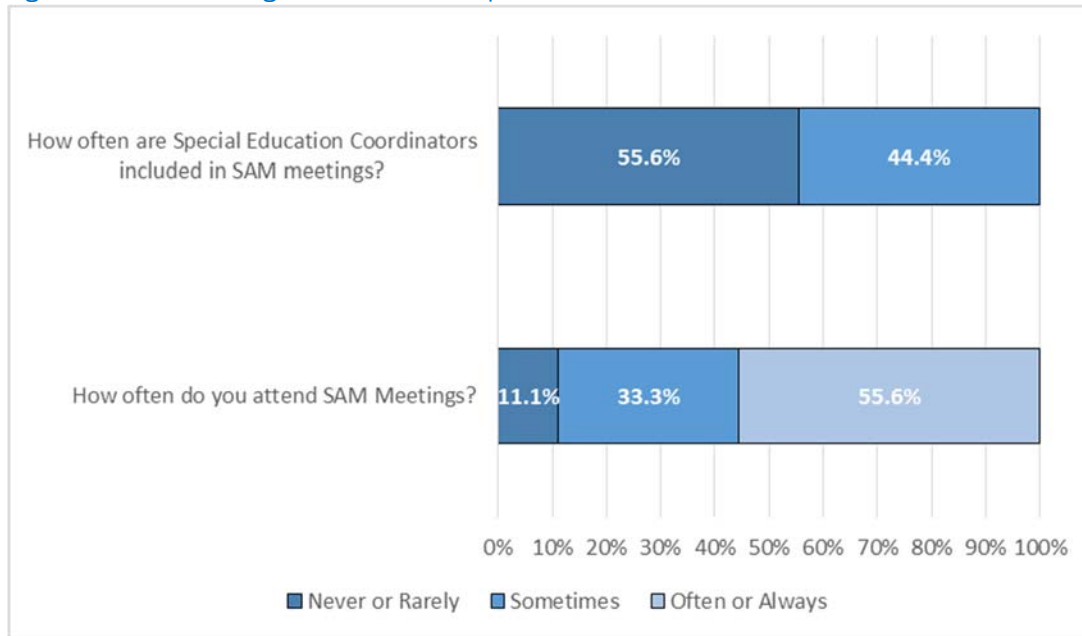
Figure 56 shows that over half of the urban specialists and student advocate coordinators agreed that the SAM model was implemented with fidelity during the 2015-16 school year; however, less than half of urban specialists and student advocate coordinators agreed that SAM meetings were occurring regularly. About one third of the respondents (33.3%) agreed that SAM meetings were making a positive impact on students. Furthermore, not all urban specialists and student advocate coordinators attended SAM meetings regularly (Figure 57). Urban specialists and student advocate coordinators indicated that some Tier 3 students had special education needs and that it was important for special education coordinators to attend SAM meetings in those instances.

Figure 56: To what extent do you agree/disagree with the following statements?



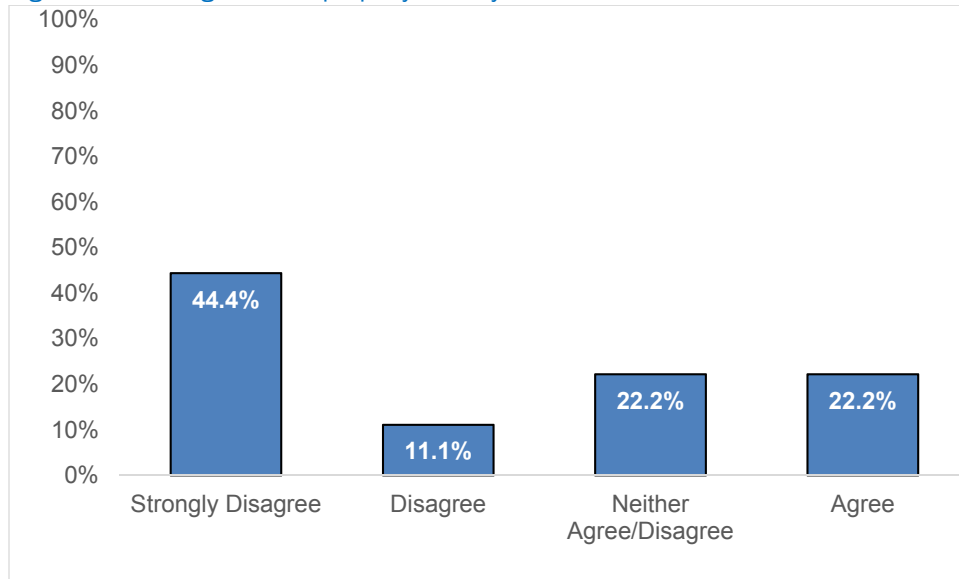
Note: Percentages may not add to 100 percent due to rounding.

Figure 57: SAM Meetings - Attendance Frequencies



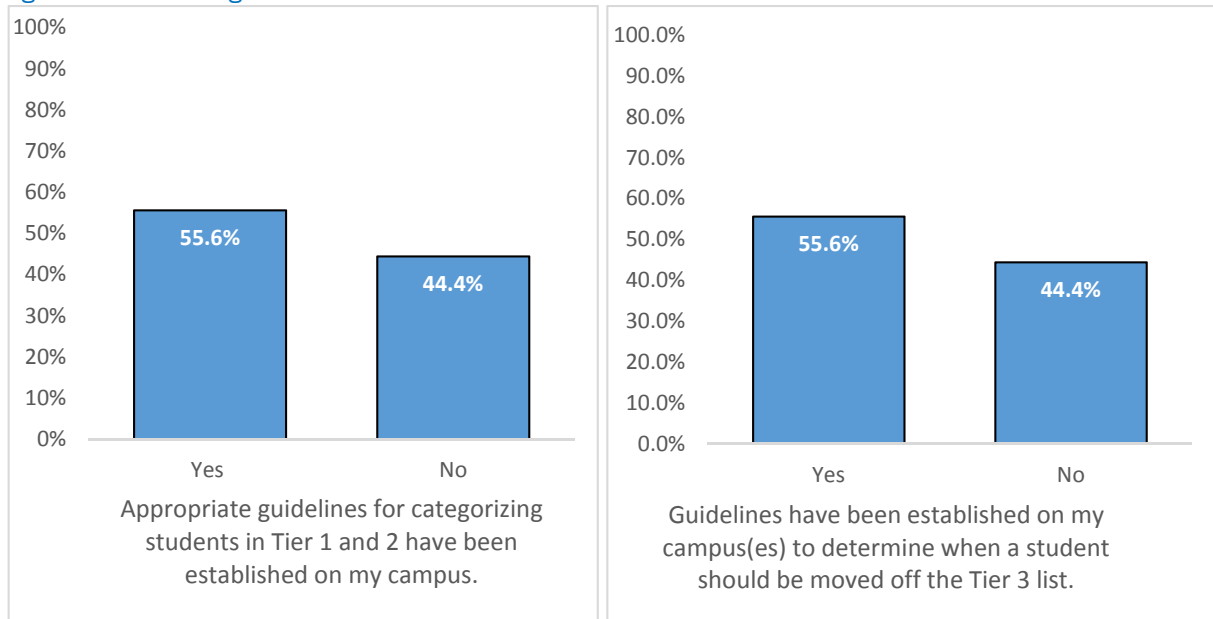
Over half of urban specialists and student advocate coordinators indicated that they “strongly disagreed” or “disagreed” that the Tier 3 guidelines identified students in need of SAM interventions (Figure 58). About 56 percent, reported that guidelines were established to determine when a student should be moved off the Tier 3 list and for categorizing students in Tier 1 and 2 (Figure 59); however, at the program level, no such guidelines were adopted.

Figure 58: Tier 3 guidelines properly identify students in need of SAM team intervention(s)



Note: One other response option included "strongly agree;" however, survey respondents did not choose this option. Percentages may not equal to 100 percent due to rounding.

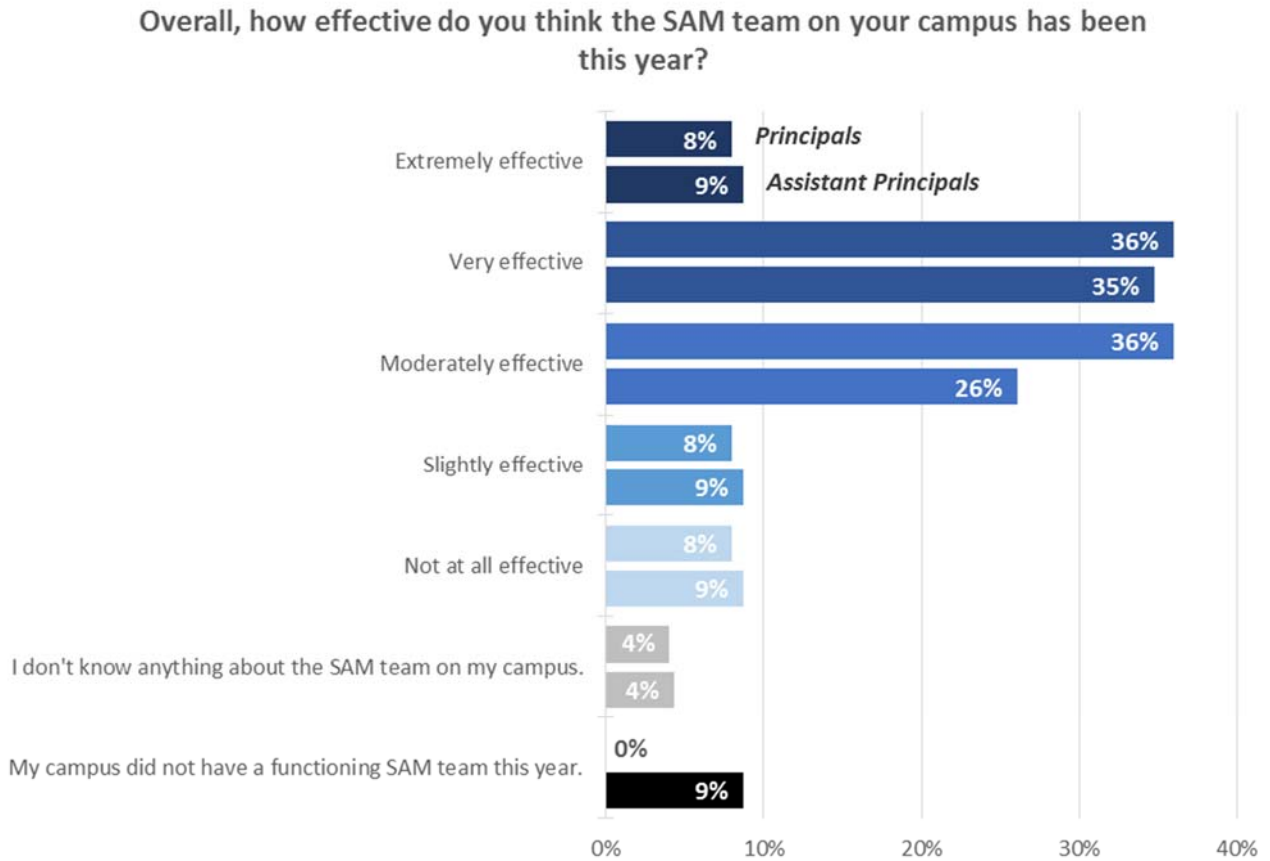
Figure 59: Tiers 1-3 guidelines



Administrator Survey Results: SAM Teams

Both principals and assistant principals were asked about their student advocacy management (SAM) teams, including how effective they thought the team was overall, and what they believed to be its strengths and weaknesses. The majority of principals (80%) and assistant principals (70%) indicated that they believed the student advocacy management team was either moderately, very, or extremely effective (Figure 60).

Figure 60: Student Advocacy Management (SAM) Team Effectiveness



Note: For each answer option, the top bar represents principal responses, the lower bar represents assistant principal responses. Percentages may not equal to 100 percent due to rounding.

The surveys solicited open-ended responses from administrators about what worked well and what did not work well. Patterns which emerged from responses as to what worked well about the student advocacy management team included the observation that collaboration with mental health specialists allowed them to dig deeper into the root causes of various behavior problems that the students were experiencing, that data-based tracking of these students allowed for better ongoing monitoring of students' progress, and that the student advocacy management arrangement allowed for more tailored intervention to students in need.

In terms of what did not work well about the student advocacy management team, common themes emerged were that there was a lack of training on student advocacy management, a lack of clearly-defined roles and expectations for team members, programmatic overlap with SST - leading to duplicated work for the same outcomes, parents who were not available for meetings or other contact, parents not following through on recommendations from team meetings, and difficulty with getting all student advocacy management team members together at the same time due to scheduling conflicts.

Section Highlights

There were three key findings from the evaluation of SAM teams in Imagine 2020 schools.

- 1) **Rules and procedures for SAM teams were not adequately developed.** Though SAM team service depended on students being identified as Tier 3, there were no criteria for moving students from Tier 3 to Tier 2 or Tier 1 and there were no rules for determining when a student should be removed from the list. It is also important to note that Tier 3 lists were not created across the full 2015-16 school year.
- 2) **There was a lack of support and accountability regarding SAM teams.** While SAM teams were supposed to meet every two weeks, the majority of SAM chairs and administrators (66%) reported meeting one to 10 times between the first and fifth six weeks periods. SAM chairs and administrators reported that they did not receive the training on how to hold SAM meetings, did not have the proper materials to meet more regularly, and were not aware of policies and timelines. There was evidence to suggest that not all of the pertinent campus staff members were attending SAM meetings on a regular basis.
- 3) **When implemented with fidelity, SAM teams could be effective.** It did appear that when SAM team members were properly trained, they were implementing the SAM model with fidelity and reported that they were able to make a positive impact on students. Students served during SAM meetings were most often referred for parent conferences, counselor referrals, or to the attendance committees.

How was the Parent Engagement Component of Imagine 2020 Implemented?

Methodology

The evaluation team collected and reviewed parent and community engagement documents and data, including Parent Portal registration information and PREP University Workshops for Families attendance and parent surveys. In addition, evaluators collected information about parent engagement from Imagine 2020 campus administrators. The methodology for the administrator surveys is below.

Evaluation and Assessment evaluators administered a 41-item survey to Imagine 2020 principals (Appendix B) and a 43-item survey to Imagine 2020-funded principals⁹ (Appendix B) between May 23, 2016 and June 10, 2016 via an online survey tool (SurveyMonkey). The purpose of the surveys was to collect feedback regarding these campus administrators' experiences with Imagine 2020 as it operated during the 2015-16 school year. Topics covered the implementation of various components of Imagine 2020, including extra support staff; academic programs such as in-school tutoring and extended day; and student support services such as student advocacy management (SAM) teams and parent engagement services.

⁹ Only those assistant principals whose positions were specifically funded by Imagine 2020 as additional staff were targeted for the assistant principal survey. N=42 across 33 campuses.

Results

The mission of the Office of Family and Community Engagement (OFCE) is to successfully develop and implement programs to engage parents and the community in collaborative parent-school-community partnerships aimed at continually improving the academic performance of students. The department provides:

- Additional Parent Universities and fairs
- District- and community-based opportunities for parent engagement determined by feeder pattern and school needs
- Workforce Development Resources
- English-as-a-Second-Language (ESL) and General Education Development (GED) classes
- Employment preparation workshops
- Support and information on urban issues (gangs, drugs, teen pregnancy, homelessness, etc.)
- Information about possible signs of at-risk activities

Parent Engagement Data

PREP Universities

The Office of Family and Community Engagement invited Dallas ISD family members to attend the PREP University educational family workshops. These workshops were free to all parents, and included childcare. PREP University workshops were designed to empower parents with strategies and resources to support children academically, emotionally, and socially. The workshop series ran during October and November 2015 and again in February, March, and April 2016 and were offered on weekday mornings and evenings. Sessions were offered in English, and Spanish interpretation services were available.

There were 17 PREP University workshops held during the 2015-16 school year. Parents could attend more than one workshop. Workshop topics are included in Table 11.

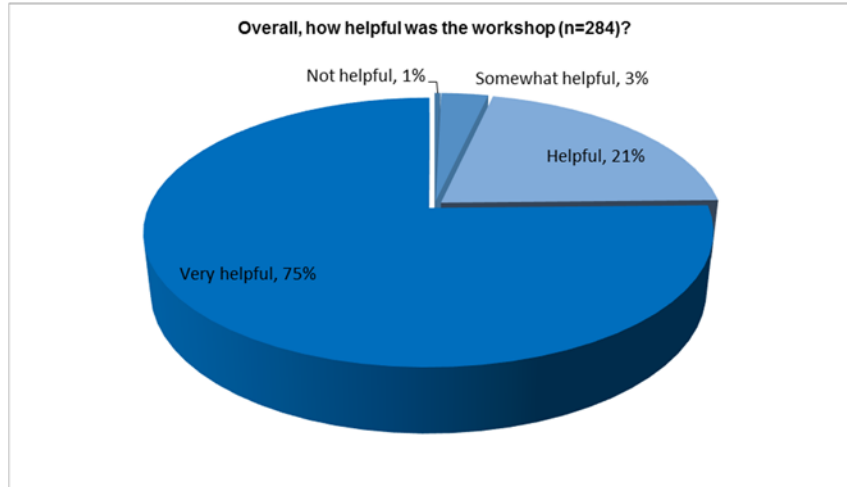
Table 11: 2015-16 PREP University Workshop Topics

Topic or Demonstration Tables
All-STAAR
Discipline/Tuancy
Helping your child develop study and organizational skills
How to get involved in your child's education
Improving your child's test taking skills
Parent Portal, Family Reading Area, Health Services, Health and Physical Education, Special Education, Bilingual Department, Margaret and Gilbert Herrera Student Intake Center and Child Nutrition
Parent Portal, Six Types of Parent Involvement, Health Services, Health and Physical Education, Special Education, Bilingual Department, Margaret and Gilbert Herrera Student Intake Center and Child Nutrition
Parent Portal, Six Types of Parent Involvement, Special Education and Food and Child Nutrition
Sexting/Internet tips to keep kids safe
Start planning for college now!
The pathway to college: What you should be doing in middle school
Transitioning to middle school
What parents need to know about discipline, truancy and the student code of conduct

The Office of Family and Community Engagement administered a paper survey to parents attending the PREP University workshops and Super Saturday event(s). A total of 294 surveys were returned. The survey contained 14 items, one of which solicited information about overall helpfulness of the workshop and five others that solicited levels of agreement on workshop specifics. The other items solicited information about respondent demographics; workshop location and time; and general “mark all that apply” items such as what the respondent found most or least helpful, how they heard about the session, and what other sessions would be helpful. Not all respondents answered all questions.

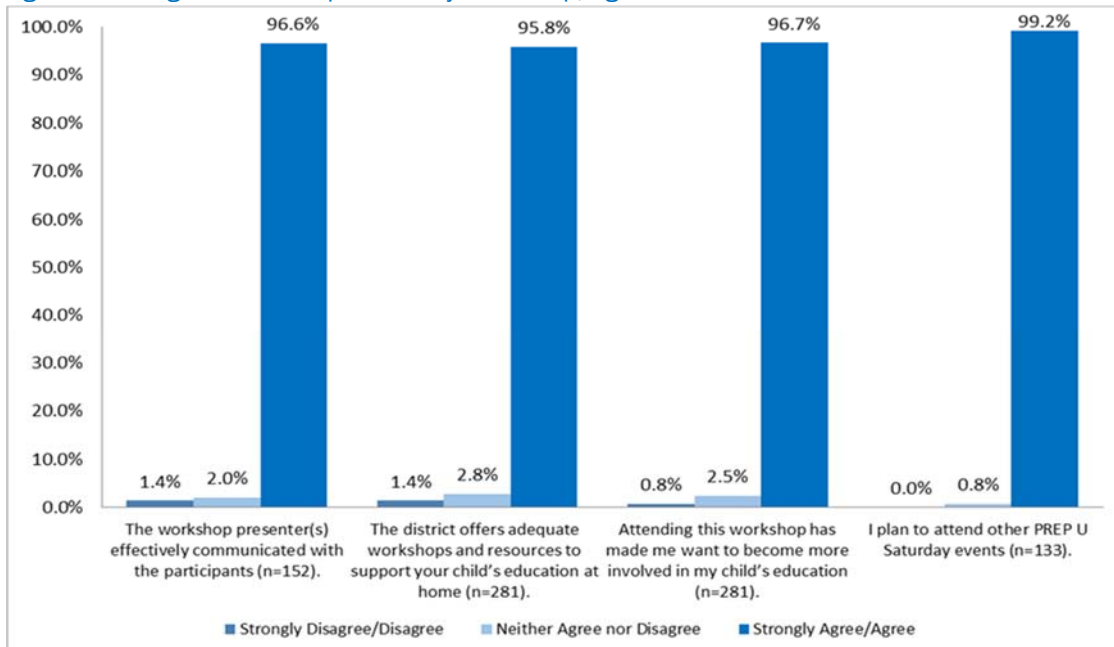
About 97 percent of responding parents indicated the PREP University workshop they attended was either “Very helpful” or “Helpful” (Figure 61).

Figure 61: Imagine 2020 Parent PREP University Workshop Helpfulness



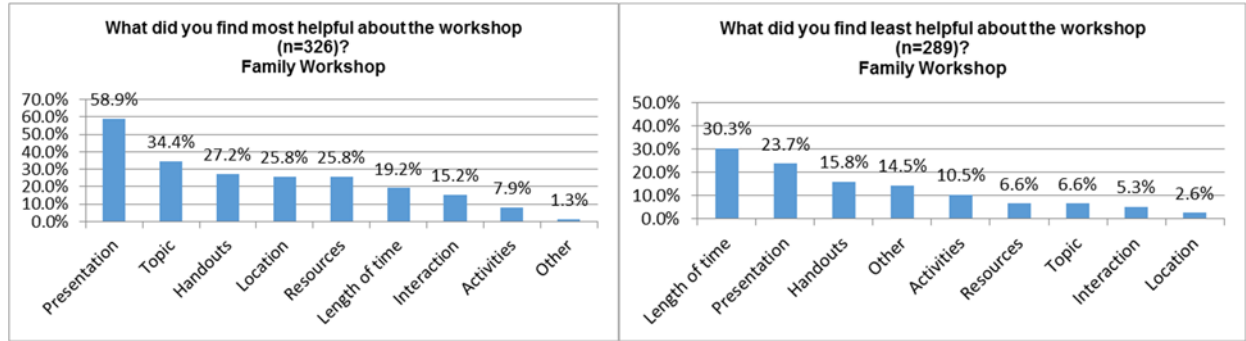
Approximately 95 percent or more of parents responding to the survey indicated that they “Agreed” or “Strongly Agreed” with the items presented in Figure 62.

Figure 62: Imagine 2020 Prep University Workshop, Agreement Items



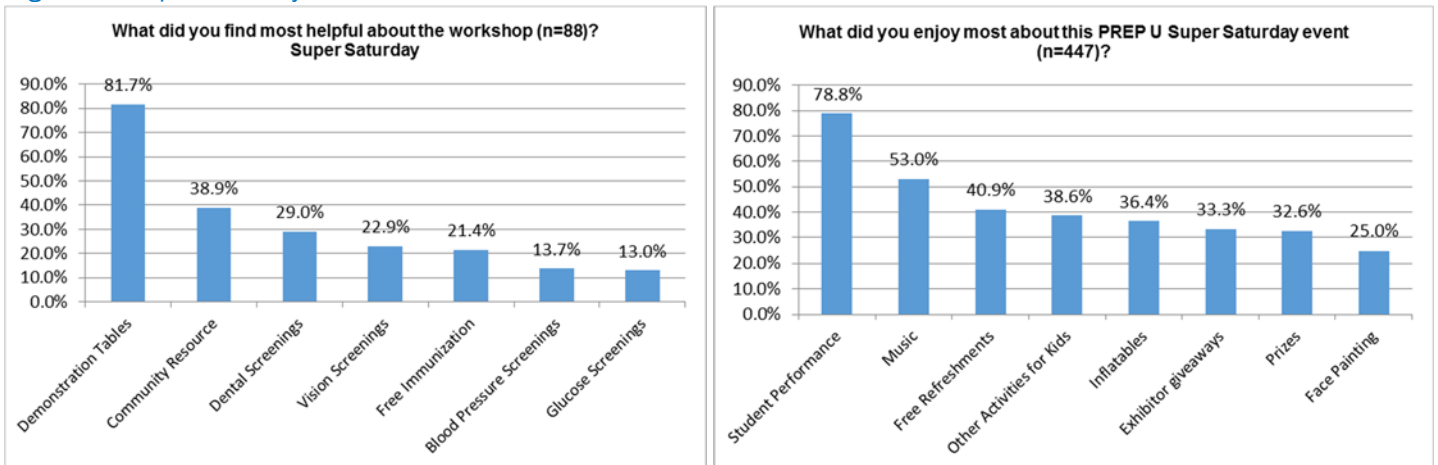
When asked what aspects of the family workshops parents found most helpful (respondents could select more than one), the top two selections were presentations (59%) and topics (34%). When reporting what they found least helpful, 30 percent of respondents indicated that the length of time was least helpful (Figure 63).

Figure 63: Imagine 2020 Prep University Workshops, Identifying what was Most and Least Helpful



The Super Saturday respondents indicated that the demonstration tables were the most helpful (82%) and that they enjoyed the student performances (79%) and music (53%) the most (Figure 64).

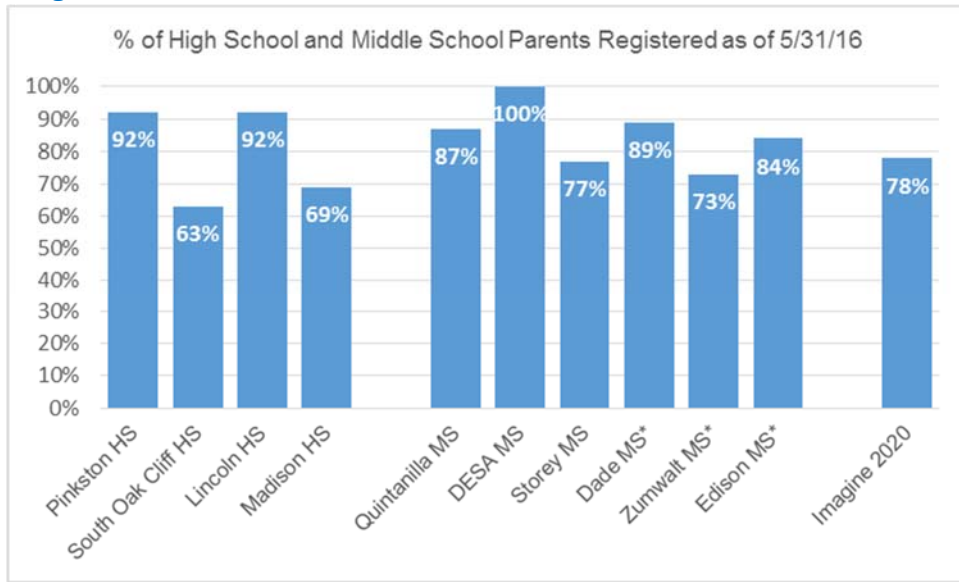
Figure 64: Super Saturday Event



Parent Portal

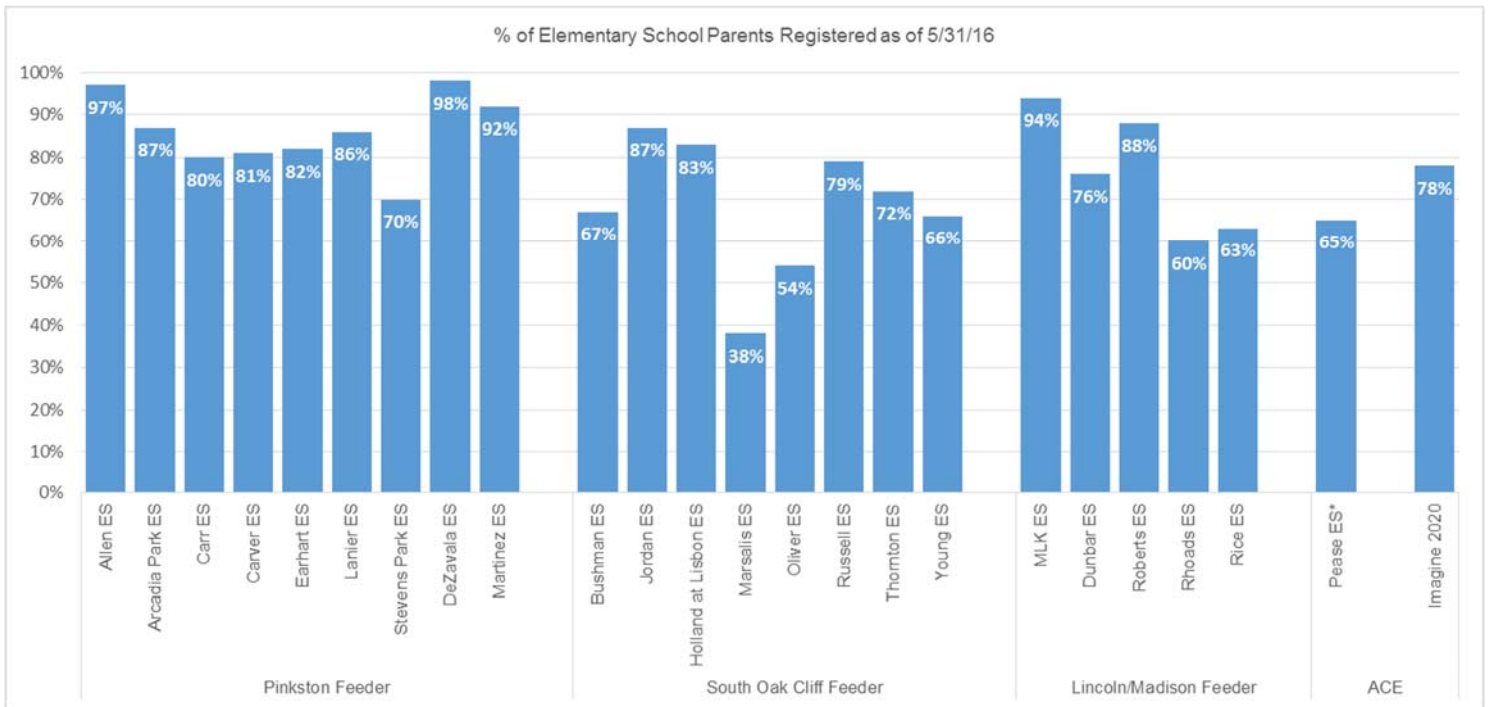
The Dallas ISD Parent Portal is a resource available in English and Spanish for parents/guardians to use and become more involved in their children's education. The Portal provides secure access to: grades, assignments and attendance; alerts of absences and grade average changes; and two-way communication between parents and teachers. The Office of Family and Community Engagement provides staff training on Parent Portal to share best practices for parent registration and train participants on locating resources on district pages and how to hold successful registration events. Figures 65 and 66 show the percentage of parents registered for Parent Portal by May 31, 2016. The Office of Family and Community Engagement measured Parent Portal registration by the percentage of students with at least one parent registered, based on enrollment.

Figure 65: 2015-16 Parent Portal Registration – High Schools, Middle Schools, and Imagine 2020 Overall



Note: Schools with an asterisk were ACE campuses as well as Imagine 2020 schools.

Figure 66: 2015-16 Parent Portal Registration – Elementary Schools and Imagine 2020 Overall



Note: Schools with an asterisk were ACE campuses as well as Imagine 2020 schools.

Parent Centers

All 33 of the Imagine 2020 schools created a dedicated area for a Parent Center. The purpose of the Parent Center was to increase parental involvement with their children's education and to improve parent-school interactions. The centers were placed in a variety of settings, such as classrooms, portables, offices, kiosks, or hallways. This allowed parents to have meetings, conduct trainings, participate in workshops, or do work beneficial to the school and teachers. Each Parent Center included two computers and desks, a sign, booklets (English and Spanish), and two brochure holders.

Additional Training

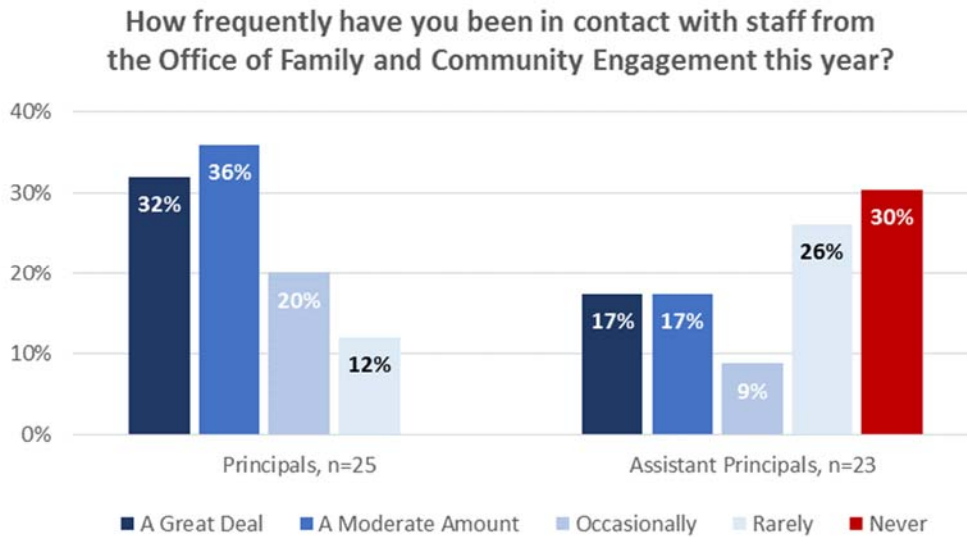
The Office of Family and Community Engagement partnered with the National Network of Partnership Schools at Johns Hopkins to provide additional training to Imagine 2020 campuses. The trainings included sessions on working with multicultural families, recognizing principal leadership for successful partnerships, and learning the partnership model of the National Network of Partnership Schools. A diverse group of individuals participated in the trainings, such as parents, administrators, teachers, principals, counselors, volunteers, and specialists. The number of attendees at each training ranged from 19 to 61 for each feeder pattern. At the end of each training, the attendees responded to the following four questions: the objectives of this session were clear, the objectives of this session were met, time was used well, and this session was worthwhile. Eighty of the 82 attendees (98%) responded as agreeing or strongly agreeing with all of these statements.

Administrator Survey Results: Parent Engagement

The principal survey and the assistant principal survey included four items pertaining to parent engagement on their campuses. These items included how frequently administrators had been in contact with staff from the Office of Family and Community Engagement in 2015-16, how engaged administrators perceived their students' parents to be in campus activities and in their students' education more generally, and the extent to which administrators' campuses provided opportunities for parents to become involved.

In terms of contact with the Office of Family and Community Engagement, responses varied, with approximately two thirds of responding principals reporting either a great deal or moderate amount of contact (32% and 36%, respectively, Figure 67). In contrast, over half of assistant principals (56%) reported rarely or never having contact with the Office of Family and Community Engagement (Figure 67).

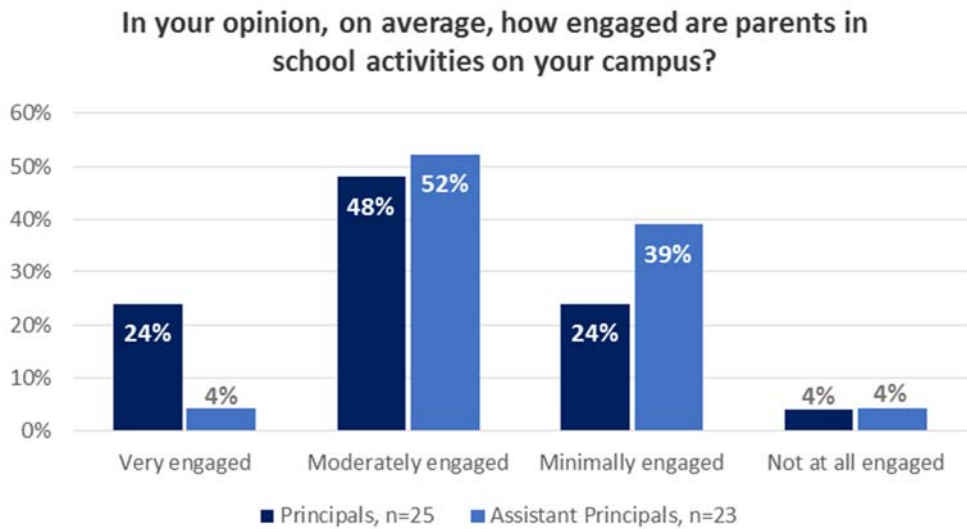
Figure 67: Contact with Office of Family and Community Engagement



Note: Percentages may not add to 100 percent due to rounding.

In terms of parent engagement in school activities, 72 percent of principals and 56 percent of assistant principals reported that their students' parents were either very or moderately engaged in school activities on their campus in 2015-16 (Figure 68).

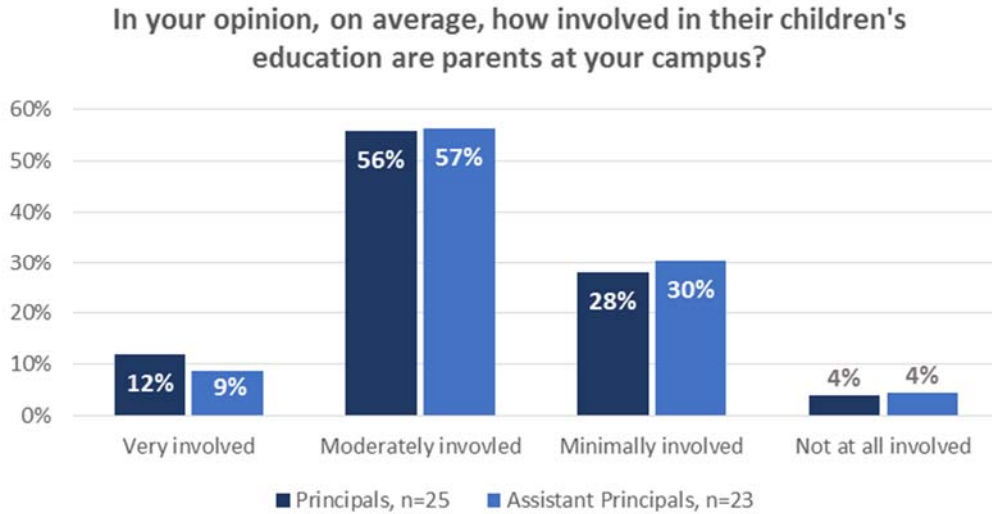
Figure 68: Perceived Level of Parent Engagement in School Activities



Note: Percentages may not add to 100 percent due to rounding.

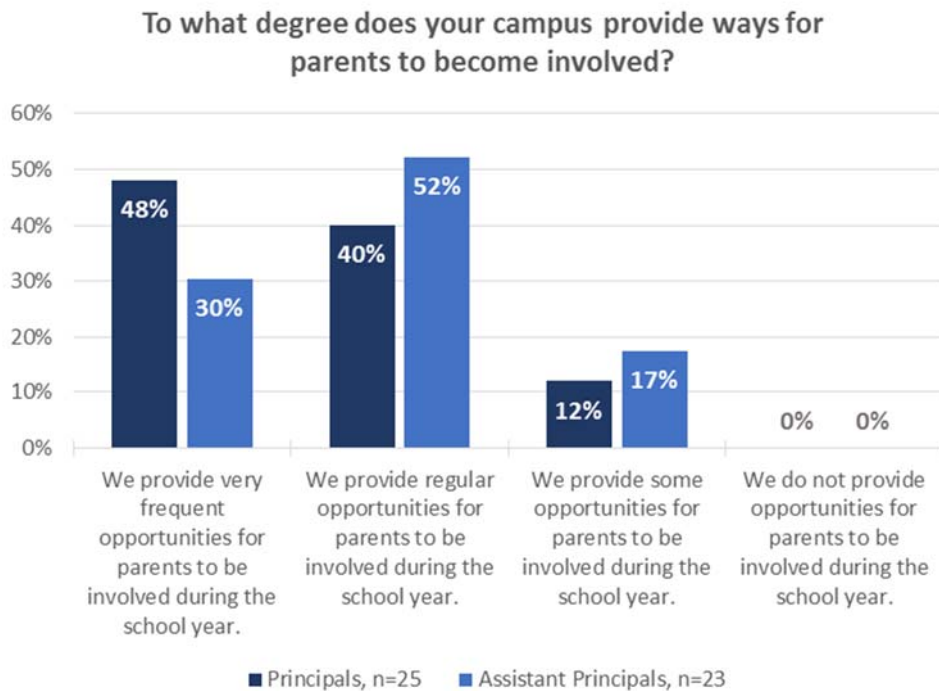
Principals and assistant principals' responses concerning perceived parental involvement in their children's education more generally were similar to reported levels of parent involvement in campus activities in particular, with both administrator groups most frequently indicating moderate parental involvement (56 percent and 57 percent, respectively, Figure 69).

Figure 69: Perceived Level of Parental Involvement in Children's Education



With regard to how often campuses provided opportunities for parents to become involved, most principals (88%) and assistant principals (82%) indicated they provided either very frequent or regular opportunities for parents to become involved during the school year (Figure 70).

Figure 70: Parent Involvement Opportunity Levels



Note: Percentages may not add to 100 percent due to rounding.

Section Highlights

There were three key findings from the evaluation of parent engagement in Imagine 2020 schools.

- 1) **The Office of Family and Community Engagement was providing training opportunities to parents.** Parents rated PREP University sessions as very helpful and indicated that the sessions increased their interest in becoming involved in their children's education. In addition to PREP University training sessions, the Office of Family and Community Engagement also partnered with the National Network of Partnership Schools at Johns Hopkins to provide additional training. Parents and campus staff were invited to attend the sessions. The majority of participants agreed that the sessions were worthwhile.
- 2) **The Office of Family and Community Engagement was providing two resources for parents to become more involved in their children's education: Parent Portal and Parent Centers.** Parent Portal registration rates ranged from 38 percent to 100 percent. Eighteen out of the 33 (55%) Imagine 2020 campuses had Parent Portal registration rates of 80 percent or higher. All 33 Imagine 2020 campuses (100%) had a designated Parent Center which provided opportunities for parents to be more involved in their children's education and interact with the campus more regularly.
- 3) **A small majority of principals and assistant principals reported having at least moderate levels of parent engagement on their campuses.** About 68 percent of principals reported working with the Office of Family and Community Engagement at least a moderate amount during the school year. Seventy-two percent of principals indicated that parents on their campus were moderately or very engaged in school activities; 56 percent of assistant principals gave the same indication. When asked about how involved parents were in their children's education, 68 percent of principals and 66 percent of assistant principals said that parents were moderately or very involved. Both principals and assistant principals reported providing regular opportunities for parents to become involved during the school year.

What were the Year 3 Outcomes of the Imagine 2020 Initiative?

Methodology

Across Texas, there were ongoing reporting issues with the TEA's testing vendor in the 2015-16 assessment cycle for the *State of Texas Assessments of Academic Readiness (STAAR)*. Given that Dallas ISD also experienced some of the issues, the following describes general issues and guidelines published in the media. First, the *STAAR A* test, an accommodated-online test version administered in March 2016 to students with disabilities, experienced widespread technical problems.¹⁰ The TEA Commissioner, Mike Morath, ruled that students who were directly affected by technical issues would not be required to retest in the May/June administrations and the test results would be excluded for accountability purposes. However, as reporting problems persisted Commissioner Morath cancelled all June 2016 testing for grades 5 and 8 for the students who did not perform satisfactorily in March or May 2016 in reading and/or math.¹¹ The announcement also stated that the student consequences attached to *STAAR* testing for grades 5 and 8 were to be removed allowing the local school district to determine whether a student was eligible for promotion/retention. Second, the *STAAR* end-of-course (*EOC*) English I and English II test also had statewide rescoring requests after Lewisville and Richardson ISDs identified scoring irregularities.¹² In summary, the test results from affected students in grades 5 and 8 reading and mathematics; grades 4 and 7 writing; and the English I and English II *EOCs* are excluded for state accountability calculations.

The results presented in this evaluation include available scores through the second administration in 2015-16 for general English and Spanish *STAAR* tests. The following *STAAR* versions results are excluded:

- *STAAR A*¹³
- *STAAR Alt 2*¹⁴
- *STAAR L*¹⁵

¹⁰Footnote links 1 - 6 were retrieved August 2, 2016

http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/March_2016_STAAR_Grades_5_and_8_Mathematics_and_Reading_Online_Testing_Issues/

¹¹[http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Significant_Changes_to_June_STAAR_Testing_for_Grades_5_and_8_Student_Success_Initiative_\(SSI\)_Requirements_and_Confidential_Student_Reporting_Timelines/](http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Significant_Changes_to_June_STAAR_Testing_for_Grades_5_and_8_Student_Success_Initiative_(SSI)_Requirements_and_Confidential_Student_Reporting_Timelines/)

¹²http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/Response_to_District_Inquiries_Regarding_the_2015_STAAR_EOC_English_I_and_English_II_Tests/

¹³ <http://tea.texas.gov/student.assessment/STAARA/>

¹⁴ <http://tea.texas.gov/student.assessment/special-ed/staaralt/>

¹⁵ <http://tea.texas.gov/student.assessment/ell/staarl/>

The prior year *STAAR* results for 2014-15 are excluded in this evaluation for comparison because the passing standards increased in 2015-16¹⁶ and no specific *STAAR* goals were set for Imagine 2020 for 2015-16. Tables 13-19 include a one-year snapshot of passing percentages at 2016 standards for the *STAAR* 3-8 and *STAAR EOC* tests. Scorable results for English and Spanish test results were combined. The data were taken from Dallas ISDs MyData Portal public site results for *STAAR* 3-8 (AD2) and *STAAR EOC* (SP) tabs on August 2, 2016 (<http://mydata.dallasisd.org>).

This section also includes analyses of Climate Survey (retrieved on May 31, 2016) results, Student Experience Survey (retrieved on June 7, 2016) results, attendance (retrieved on June 6, 2016) and discipline data (extracted from the Student Discipline System on July 13, 2016). Data related to Improvement Required campuses for 2016-17 was retrieved on August 12, 2016 and on August 7, 2015 for the 2015-16 school year. The end-of-year data for discipline referrals, attendance, course passing rates, and *ACP* passing rates can be found in Appendices G – L.

Results

IR Status

Table 12 shows Imagine 2020 campus Improvement Required (IR) status for the 2015-16 and 2016-17 school years. Three elementary schools (Allen, Pease, and Roberts), two middle schools (Dade and Zumwalt), and one high school (South Oak Cliff) that were previously IR in 2015-16 were identified as Met Standard for the 2016-17 school year. One new high school campus was identified as IR for the 2016-17 school year (Madison). Carr and Carver elementary schools and Boude Storey middle school, all of which remained IR campuses, are Intensive Support Network campuses for the 2016-17 school year.

¹⁶ Retrieved August 2, 2016
http://tea.texas.gov/student_assessment/staar/performance-standards/

Table 12: Imagine 2020 Campuses and IR Status for 2015-16 and 2016-17

Campus	Improvement Required 2015-16	Improvement Required 2016-17
Elementary Schools		
Allen ES	IR	Met
Arcadia Park ES	Met	Met
Bushman ES	Met	Met
Carr ES*	IR	IR
Carver ES*	IR	IR
De Zavala ES	Met	Met
Dunbar ES	IR	IR
Earhart ES	Met	Met
Holland ES	Met	Met
Jordan ES	Met	Met
MLK ES	Met	Met
Lanier ES	Met	Met
Marsalis ES	Met	Met
Martinez ES	Met	Met
Oliver ES	Met	Met
Pease ES	IR	Met
Rhoads ES	Met	Met
Rice ES	Met	Met
Roberts ES*	IR	Met
Russell ES	Met	Met
Stevens Park ES	Met	Met
Thornton ES	Met	Met
Young ES	Met	Met
Middle Schools		
Edison MS	IR	IR
Dade MS	IR	Met
DESA MS	Met	Met
Quintanilla MS	Met	Met
Storey MS*	IR	IR
Zumwalt MS	IR	Met
High Schools		
Lincoln HS	Met	Met
Madison HS	Met	IR
Pinkston HS	Met	Met
South Oak Cliff HS	IR	Met

Note: An asterisk indicates a 2016-17 Intensive Support Network campus.
Campuses in bold were ACE campuses during the 2015-16 school year.

STAAR

STAAR Grades 3 through Grade 8 General Results

The TEA raised the satisfactory passing standard in 2015-16. For Grade 3, seven of 23 Imagine 2020 schools performed above the district's percent satisfactory scores for reading while nine of 23 schools exceeded the district's percentage in math (shown in Table 13). A similar pattern exists for Grades 4 and 5 and shown in Tables 14 and 15, respectively.

Table 13: Percentage of Students with 2016 Satisfactory STAAR Scores for Grade 3

2016 STAAR Results (Combined English and Spanish) for All Students Grade 3			
Campus		2016 Reading Percent	2016 Math Percent
Lincoln/Madis on Feeder Pattern	Dunbar ES	32.9%	30.5%
	MLK ES	36.3%	34.6%
	Rhoads ES	43.6%	55.9%
	Rice ES	64.9%	68.4%
	Roberts ES	56.4%	69.1%
Pinkston Feeder Pattern	Allen ES	50.7%	64.0%
	Arcadia Park ES	72.5%	84.4%
	Carr ES	53.9%	51.3%
	Carver ES	31.8%	27.3%
	De Zavala ES	60.4%	45.8%
	Earhart ES	50.0%	56.3%
	Lanier ES	70.7%	73.2%
	Martinez ES	74.2%	93.9%
	Stevens Park ES	53.8%	43.8%
South Oak Cliff Feeder Pattern	Bushman ES	61.6%	68.5%
	Holland ES	83.7%	88.4%
	Jordan ES	56.8%	70.5%
	Marsalis ES	60.5%	61.2%
	Oliver ES	51.8%	55.4%
	Russell ES	66.7%	64.8%
	Thornton ES	68.6%	78.6%
	Young ES	60.0%	60.2%
ACE	Pease ES	48.9%	55.9%
District Total		62.4%	66.5%

Note: 1) School percentages that are higher than the district's percent satisfactory are bolded in green. 2) Data for Roberts, Carver, and Carr, ES were not available on the public MyData Portal site; thus, data were pulled from the login-side of My Data Portal on August 10, 2016.

Table 14: Percentage of Students with 2016 Satisfactory STAAR Scores for Grade 4

2016 STAAR Results (Combined English and Spanish) for All Students Grade 4				
	Campus	2016 Reading Percent	2016 Writing Percent	2016 Math Percent
Lincoln/Madison Feeder Pattern	Dunbar ES	55.1%	44.3%	50.7%
	MLK ES	47.2%	76.1%	44.4%
	Rhoads ES	46.9%	55.7%	48.0%
	Rice ES	73.2%	68.9%	75.3%
	Roberts ES	59.4%	54.4%	71.1%
Pinkston Feeder Pattern	Allen ES	50.0%	32.0%	47.3%
	Arcadia Park ES	60.0%	67.9%	80.0%
	Carr ES	44.7%	39.4%	44.7%
	Carver ES	40.9%	36.1%	26.2%
	De Zavala ES	61.8%	60.0%	63.6%
	Earhart ES	50.0%	44.0%	39.1%
	Lanier ES	82.2%	64.1%	68.3%
	Martinez ES	77.2%	70.2%	89.5%
South Oak Cliff Feeder Pattern	Stevens Park ES	54.9%	52.2%	52.7%
	Bushman ES	80.8%	79.2%	92.3%
	Holland ES	73.2%	79.1%	81.8%
	Jordan ES	48.2%	62.7%	59.0%
	Marsalis ES	69.2%	57.1%	62.8%
	Oliver ES	55.8%	67.3%	50.0%
	Russell ES	60.7%	72.0%	58.6%
	Thornton ES	66.1%	77.0%	66.1%
ACE	Young ES	51.9%	50.0%	60.8%
	Pease ES	53.0%	51.2%	41.0%
District Total		63.4%	64.6%	64.9%

Note: 1) School percentages that are higher than the district's percent satisfactory are bolded in green. 2) Data for Roberts, Carver, and Carr,ES were not available on the public MyData Portal site; thus, data were pulled from the login-side of My Data Portal on August 10, 2016.

Table 15: Percentage of Students with 2016 Satisfactory STAAR Scores for Grade 5

2016 STAAR Results (Combined English and Spanish) for All Students Grade 5				
Campus		2016 Reading Percent	2016 Math Percent	2016 Science Percent
Lincoln/Madis on Feeder	Dunbar ES	60.6%	78.6%	55.1%
	MLK ES	52.2%	46.3%	45.6%
	Rhoads ES	58.3%	74.8%	51.4%
	Rice ES	88.5%	91.8%	96.7%
	Roberts ES	63.6%	76.9%	57.5%
Pinkston Feeder Pattern	Allen ES	60.9%	64.1%	71.4%
	Arcadia Park ES	85.3%	88.4%	80.0%
	Carr ES	43.6%	63.6%	37.7%
	Carver ES	44.5%	50.0%	37.2%
	De Zavala ES	69.1%	71.9%	52.6%
	Earhart ES	69.2%	72.0%	40.0%
	Lanier ES	86.7%	88.3%	77.3%
	Martinez ES	78.9%	94.4%	67.6%
	Stevens Park ES	59.6%	68.1%	50.0%
South Oak Cliff Feeder Pattern	Bushman ES	83.6%	90.9%	89.1%
	Holland ES	87.9%	93.9%	78.1%
	Jordan ES	65.1%	68.7%	59.0%
	Marsalis ES	84.6%	90.8%	79.4%
	Oliver ES	78.9%	86.8%	63.2%
	Russell ES	72.9%	89.5%	58.9%
	Thornton ES	67.8%	79.7%	74.1%
	Young ES	65.1%	84.9%	61.2%
ACE	Pease ES	54.2%	57.1%	44.1%
District Total		75.1%	80.7%	66.6%

Note: 1) School percentages that are higher than the district's percent satisfactory are bolded in green. 2) Data for Roberts, Carver, and Carr,ES were not available on the public MyData Portal site; thus, data were pulled from the login-side of My Data Portal on August 10, 2016.

For Grades 6 and 7, only Dallas Environmental Science Academy exceeded the district's passing percentages for reading and math (shown in Tables 16 and 17). Dallas Environmental Science Academy performed better than the district for Grade 8 across all subjects while Quintanilla performed better in all subjects except in Reading (Table 18).

Table 16: Percentage of Students with 2016 Satisfactory STAAR Scores for Grade 6

2016 STAAR Results (Combined English and Spanish) for Grade 6			
Campus		2016 Reading Percent	2016 Math Percent
Pinkston	DESA MS	100.0%	100.0%
South Oak Cliff	Quintanilla MS	51.8%	58.9%
	Storey MS	35.0%	49.8%
ACE	Dade MS	38.9%	41.5%
	Edison MS	36.4%	38.4%
	Zumwalt MS	43.0%	37.6%
District Total		53.8%	61.2%

Note: 1) School percentages that are higher than the district's percent satisfactory are bolded in green. 2) Data for Boude Storey MS was not available on the public MyData Portal site; thus, data were pulled from the login-side of My Data Portal on August 10, 2016.

Table 17: Percentage of Students with 2016 Satisfactory STAAR Scores for Grade 7

2016 STAAR Results (Combined English and Spanish) for All Students Grade 7				
Campus		2016 Reading Percent	2016 Writing Percent	2016 Math Percent
Pinkston	DESA MS	98.5%	97.7%	not available
South Oak Cliff	Quintanilla MS	54.5%	50.8%	47.2%
	Storey MS	49.2%	45.1%	32.5%
ACE	Dade MS	51.2%	46.4%	27.1%
	Edison MS	30.4%	35.5%	34.5%
	Zumwalt MS	48.2%	48.2%	38.7%
District Total		57.6%	53.7%	45.9%

Note: 1) School percentages that are higher than the district's percent satisfactory are bolded in green. 2) Data for Boude Storey MS was not available on the public MyData Portal site; thus, data were pulled from the login-side of My Data Portal on August 10, 2016. 3) No data for DESA grade 7 math was available on MyData Portal.

Table 18: Percentage of Students with 2016 Satisfactory STAAR Scores for Grade 8

2016 STAAR Results (Combined English and Spanish) for All Students Grade 8					
Campus		2016 Reading Percent	2016 Writing Percent	2016 Math Percent	2016 Social Studies Percent
Pinkston	DESA MS	100.0%	97.0%	98.5%	96.7%
South Oak Cliff	Quintanilla MS	76.8%	84.4%	81.7%	71.5%
	Storey MS	76.5%	73.7%	57.4%	49.4%
ACE	Dade MS	67.9%	56.8%	67.8%	50.9%
	Edison MS	67.9%	54.7%	56.1%	34.7%
	Zumwalt MS	69.0%	72.7%	64.3%	61.5%
District Total		79.7%	74.7%	67.1%	56.3%

Note: 1) School percentages that are higher than the district's percent satisfactory are bolded in green. 2) Data for Boude Storey MS was not available on the public MyData Portal site; thus, data were pulled from the login-side of My Data Portal on August 10, 2016.

STAAR End-of-Course (EOC) Exams

Table 19 displays the STAAR EOC results for the four Imagine 2020 high schools and the middle schools that tested students at higher grade levels. Texas high school graduation requirements state that students must satisfactorily complete the following five EOCs to graduate from high school: English I and II, Biology, Algebra I, and U.S. History. Senate Bill 149, signed into law in May 2015, made changes to these requirements. The changes allow a local district to award a high school diploma based on review of a student's academic record if a student failed no more than two EOC courses. All four high schools performed below the district's satisfactory percentage with the exception of Lincoln High School on U.S. History exam. The middle schools, Dallas Environmental Science Academy, Quintanilla, Dade, Edison, and Zumwalt had passing rates ranging from 95 to 100 percent.

Table 19: Percentage of Students with Satisfactory STAAR EOC Scores with 2016 Standard

2016 STAAR Results (Combined English and Spanish)						
		2016 English I Percent Satisfactory (%)	2016 English II Percent Satisfactory (%)	2016 Algebra Percent Satisfactory (%)	2016 Biology Percent Satisfactory (%)	2016 U.S. History Percent Satisfactory (%)
Campus						
Lincoln/Madison Feeder Pattern	Lincoln HS	54.8%	51.9%	80.6%	87.2%	94.8%
	Madison HS	35.0%	47.3%	50.0%	67.3%	88.2%
Pinkston Feeder Pattern	Pinkston HS	48.3%	43.2%	79.2%	89.9%	91.9%
	DESA MS	100.0%	n/a	n/a	n/a	n/a
	Quintanilla MS	100.0%	n/a	n/a	n/a	n/a
South Oak Cliff Feeder Pattern	South Oak Cliff HS	46.2%	41.4%	60.2%	78.7%	89.7%
ACE	Dade MS	n/a	n/a	97.1%	n/a	n/a
	Edison MS	n/a	n/a	95.0%	n/a	n/a
	Zumwalt MS	n/a	n/a	100.0%	n/a	n/a
District Total		60.1%	59.9%	82.2%	89.8%	94.7%

Note: School percentages that are higher than the district's percent satisfactory are bolded in green.

District Climate Survey

The annual Dallas ISD school climate survey was administered to all campus professional and support staff in the spring of 2016. The survey's purpose was to contribute to organizational improvement, gain feedback from campus personnel, and align systems to student outcomes. Individual item responses on the climate survey were grouped into scales, with Likert Scale responses ranging from 1 (strongly disagree) to 5 (strongly agree). The items were grouped into four scales, which are described below:

- **School's Beliefs and Priorities:** The school bases its actions on the District's Core Beliefs and follows a set of campus key actions that are student-focused and understood by school staff, priorities of school leadership and staff are aligned, and staff members believe the school is moving in the right direction.
- **College-Going Culture:** Teachers focus on preparing students for college and expect most of their students to attend college. They provide feedback and support to prevent students from giving up and expect them to give their full effort.

- **Culture of Feedback and Support (teachers only):** Effective campus leadership provides support and feedback that improves job performance, and helps staff understand recent changes. Campus leadership specifically provides feedback and support that improves the quality of instruction, and encourages teachers to develop leadership potential. Professional development and teamwork with colleagues help teachers improve instruction.
- **Positive Culture and Environment:** The school environment is clean and safe, with consistent and effective student discipline. Staff members work in an environment of respect and are satisfied with recognition for doing their jobs well. Staff look forward to their work each day, would recommend the school as a workplace to others, and would stay with Dallas ISD even if offered a comparable job elsewhere. Morale at the school has improved during the year.

Table 20 displays the average percentage of staff members at Imagine 2020 and other Dallas ISD campuses who gave positive ratings (agree or strongly agree) for the items in each of the four scales. The Lincoln feeder pattern ratings were above the district ratings with increases on all scales from 2015 to 2016. The Pinkston feeder pattern positive ratings remained closely aligned with the district ratings, but had increased positive ratings on all scales between 2015 and 2016. The Madison feeder pattern positive ratings decreased on all scales and was below the district ratings for 2016. The South Oak Cliff feeder pattern was slightly below the district on three scales, but in general received similar favorable ratings to the district. The ACE feeder pattern is new for 2016 and has no year-over-year comparison data, but had ratings higher than the district on three of four scales; the percent favorable for Culture of Feedback and Support was higher for ACE campuses by 0.1 percentage points.

Table 20: Climate Survey, Spring 2015 and 2016, Percent Positive by Feeder Pattern and Scale

	Beliefs and Priorities			Culture of Feedback and Support			Positive Culture and Environment			College-Going Culture		
	2015	2016	Change	2015	2016	Change	2015	2016	Change	2015	2016	Change
Lincoln	90.2%	91.5%	1.3%	87.8%	91.5%	3.7%	76.8%	81.9%	5.1%	92.4%	94.4%	2.0%
Madison	80.5%	66.9%	-13.6%	73.4%	54.7%	-18.7%	69.3%	50.3%	-19.0%	89.0%	77.9%	-11.1%
Pinkston	71.5%	77.3%	5.8%	60.5%	68.3%	7.8%	58.3%	65.4%	7.1%	77.7%	81.5%	3.8%
South Oak Cliff	78.3%	78.4%	0.1%	68.0%	66.3%	-1.7%	60.9%	63.4%	2.5%	81.0%	81.2%	0.2%
ACE (Imagine 2020 Campuses Only)		80.3%			68.3%			67.0%			83.4%	
District	77.6%	78.0%	0.4%	67.0%	68.2%	1.2%	64.6%	65.9%	1.3%	82.1%	81.5%	-0.6%

Note: As ACE did not start until 2015-16, no ACE group results were calculated for the 2014-15 school year. Only ACE campuses also participating in Imagine 2020 are included in this table.

Student Experience Survey Results

The following is an excerpt from a memo available on the TEI Dallas ISD webpage describing the Student Experience Survey. The survey was developed by Panorama Education and the Harvard Graduate School of Education.

As a component of the Teacher Excellence Initiative (TEI), the Dallas Independent School District (Dallas ISD) will conduct a student experience survey in grades three through twelve. This is a confidential survey that asks questions about students' experience in the classroom with specific teachers. The survey asks questions about students' experience about their teacher's level of care, support, and expectations for their students, as well as their instructional

methods and delivery. The survey also asks questions about students' perception of the classroom climate and their own level of engagement.

The district is conducting this survey to better understand the experiences and the instructional needs of its students. Student participation is important to the success of this effort because the results of the survey will be used to evaluate and improve teacher effectiveness in the District.

Based on research review and consultation with the survey developer as well as other school districts which administer similar surveys in their districts, Dallas ISD selected five significant areas or topics on which students are shown to be well equipped to provide feedback. These are:

- 1) Expectations and Rigor
- 2) Student Engagement
- 3) Classroom Environment
- 4) Supportive Relationships
- 5) Pedagogical Effectiveness

All campuses are required to administer the survey on paper during the week of April 11th, 2016. During the 2015-16 school year, the Dallas ISD is administering the survey to students in grades 3-12. Each student will complete two surveys (students are randomly assigned to two of their teachers). The survey is available for students in English and Spanish. Survey questions are worded to be age appropriate for elementary and secondary students.

Table 21 shows the percent of favorable responses on the Student Experience survey by feeder pattern and for the district overall across two years, Spring 2015 and 2016.

Table 21: Student Experience Survey Results, Percent Favorable by Feeder Pattern and District

Feeder Pattern	Survey Type	Pedagogical Effectiveness			Classroom Environment			Expectations and Rigor			Student Engagement			Supportive Relationships			Overall		
		2015	2016	Chg	2015	2016	Chg	2015	2016	Chg	2015	2016	Chg	2015	2016	Chg	2015	2016	Chg
Lincoln	Grades 3-5	88%	91%	3%	73%	77%	4%	85%	90%	5%	86%	88%	2%	75%	76%	1%	81%	84%	3%
	Grades 6-12	74%	74%	0%	76%	79%	3%	76%	77%	1%	57%	59%	2%	64%	70%	6%	69%	72%	3%
Pinkston	Grades 3-5	84%	88%	4%	74%	79%	5%	81%	87%	6%	79%	82%	3%	65%	72%	7%	77%	82%	5%
	Grades 6-12	73%	73%	0%	76%	79%	3%	75%	77%	2%	53%	54%	1%	60%	66%	6%	67%	70%	3%
South Oak Cliff	Grades 3-5	85%	89%	4%	72%	76%	4%	83%	88%	5%	82%	84%	2%	69%	72%	3%	78%	82%	4%
	Grades 6-12	71%	71%	0%	71%	74%	3%	73%	73%	0%	54%	56%	2%	60%	65%	5%	66%	68%	2%
Madison	Grades 3-5	85%	84%	-1%	73%	71%	-2%	82%	84%	2%	82%	80%	-2%	67%	68%	1%	78%	77%	-1%
	Grades 6-12	69%	73%	4%	73%	79%	6%	71%	76%	5%	53%	56%	3%	57%	64%	7%	65%	70%	5%
ACE (Imagine 2020 Campuses Only)	Grades 3-5		83%		70%			84%			82%			69%			78%		
	Grades 6-12		76%		75%			79%			62%			69%			72%		
DISTRICT	Grades 3-5	76%	89%	13%	83%	80%	-3%	86%	88%	2%	82%	84%	2%	68%	74%	6%	79%	83%	4%
	Grades 6-12	74%	72%	-2%	72%	79%	7%	70%	75%	5%	51%	53%	2%	56%	64%	8%	65%	69%	4%

Note: As ACE did not start until 2015-16, no ACE group results were calculated for the 2014-15 school year. Only ACE campuses also participating in Imagine 2020 are included in this table.

Comparing the Spring 2015 data to 2016, there were increases or no change in favorable student experiences across the Lincoln, Pinkston, and South Oak Cliff feeder patterns in every category. Within the Madison feeder pattern, grades 3-5, favorable student experiences decreased in all categories except supportive relationships (+1 percentage points) and expectations and rigor (+2 percentage points); however, favorable student experiences in grades 6-12 increased in all categories for the Madison feeder

pattern, ranging from +3 to +7 percentage points. The Lincoln feeder pattern had the highest overall percent favorable for all grades (84% and 72% for grades 3-5 and grade 6-12, respectively). Lincoln's feeder pattern ratings topped the overall district ratings (83% and 69%, respectively). ACE was a new initiative for 2016 and had no comparison data.

Attendance

Figures 71 – 75 display average attendance rates for Imagine 2020 schools and the district overall for 2013-14 through 2015-16. Attendance was calculated by dividing the average number of days in attendance by the average number of days enrolled. The district figure represents the average number of days in attendance divided by the total number of school days. None of the schools, except for Dallas Environmental Science Academy met the 2014-15 Imagine 2020 goals for attendance (high schools, 96%; middle schools, 97%; and elementary schools, 98%). No attendance goals were set for 2015-16. The overall district average also fell below the set goals. Attendance rates remained relatively stable from the 2013-14 through the 2015-16 school year.

Figure 71: Attendance Percentages, 2013-14 through 2015-16, Imagine 2020 High Schools and District

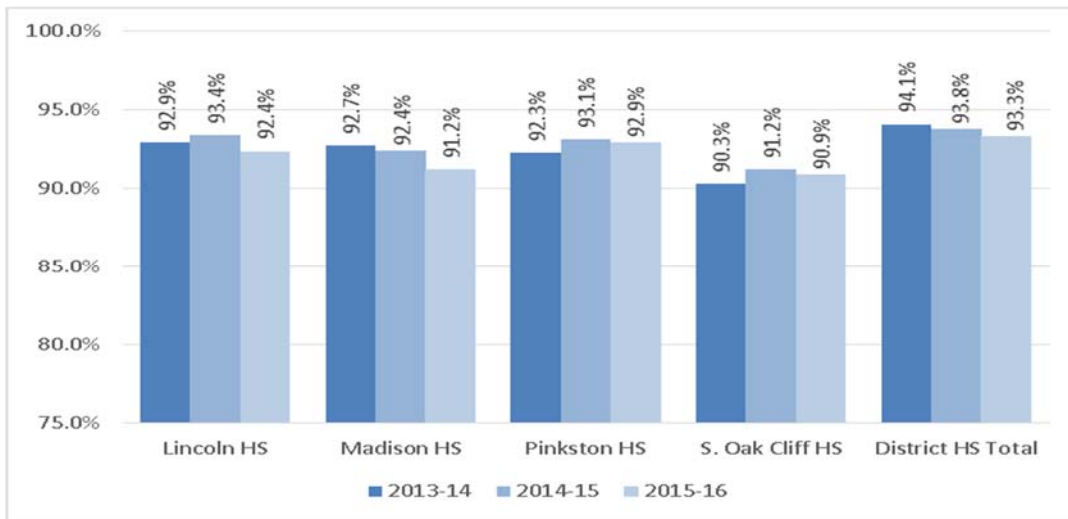
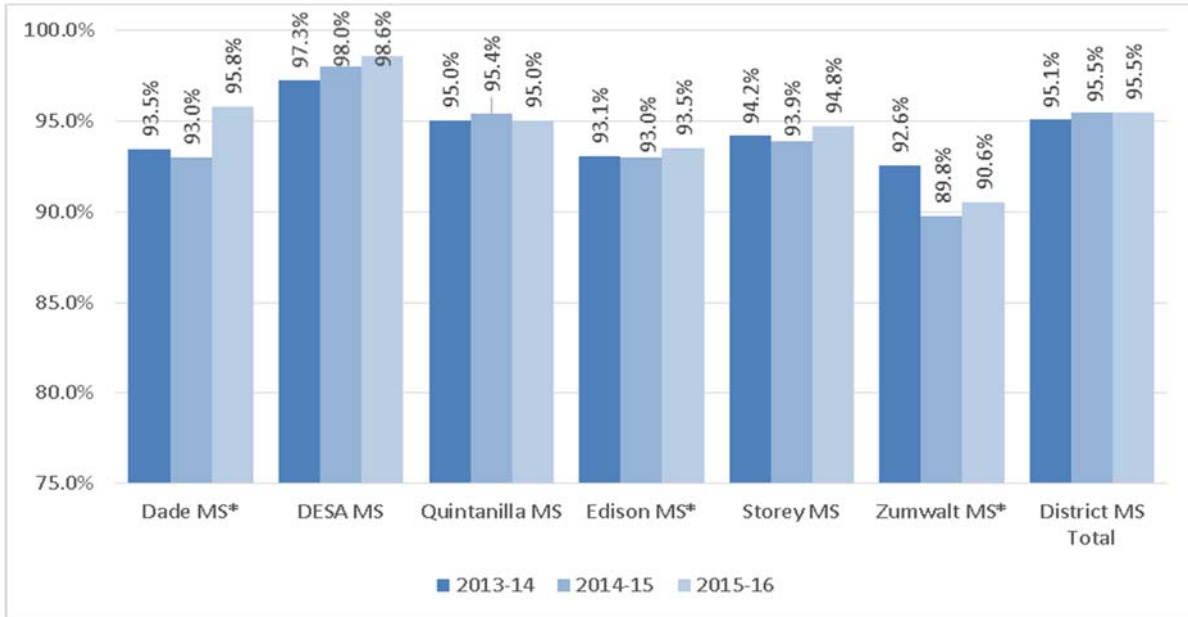


Figure 72: Attendance Percentages, 2013-14 through 2015-16, Imagine 2020 Middle Schools and District



Note: * School assigned to ACE feeder pattern.

Figure 73: Attendance Percentages, 2013-14 through 2015-16, Imagine 2020 Lincoln/Madison Feeder Pattern Elementary Schools and District

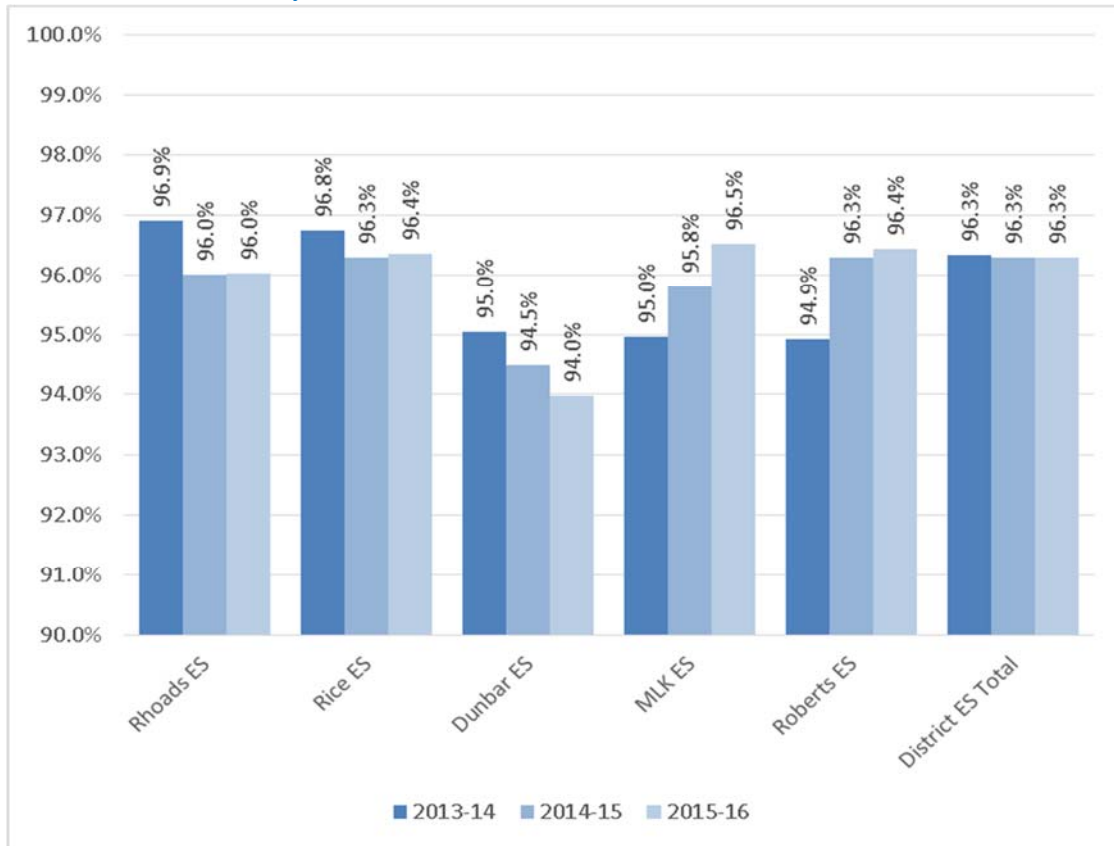


Figure 74: Attendance Percentages, 2013-14 through 2015-16, Imagine 2020 Pinkston Feeder Pattern Elementary Schools and District

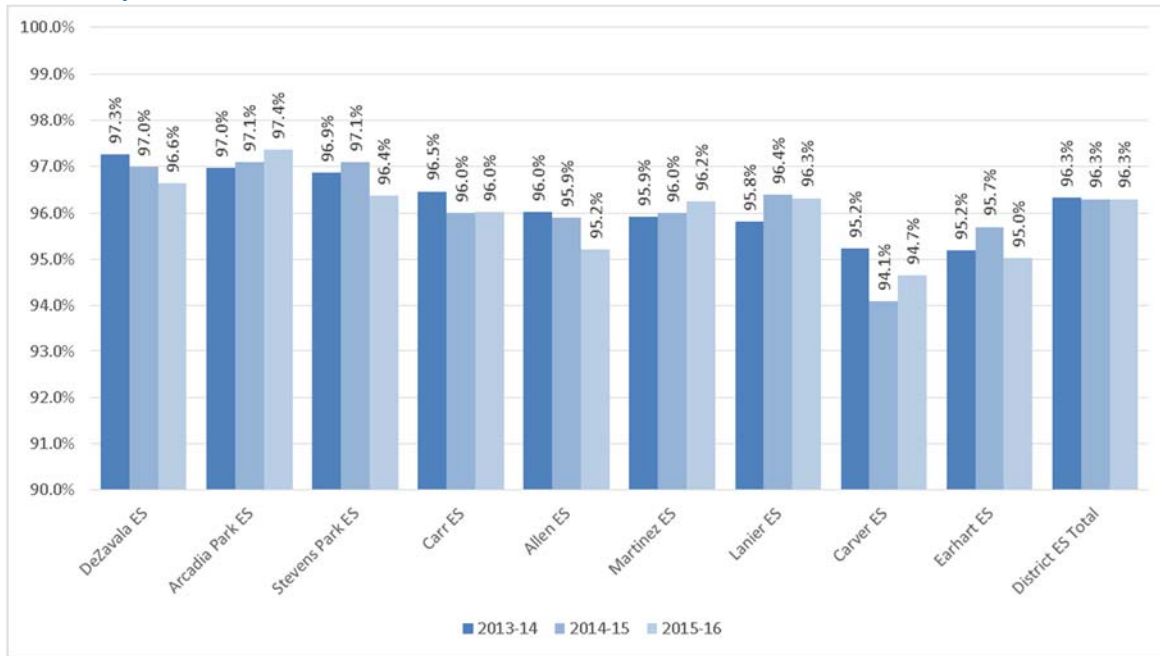
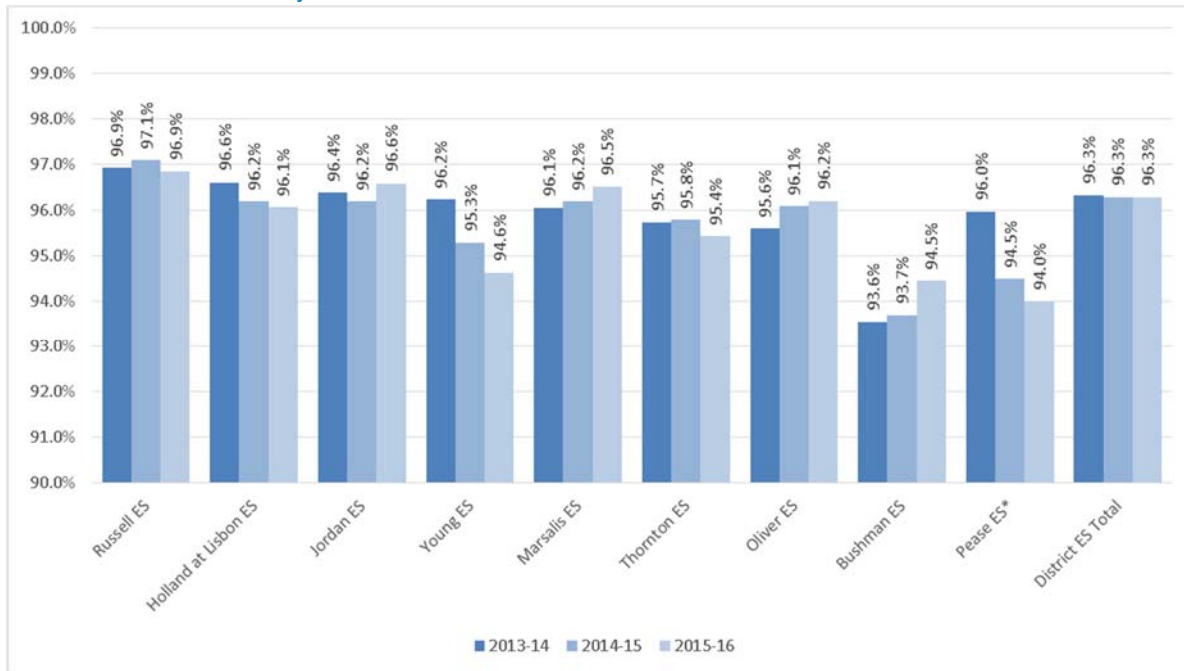


Figure 75: Attendance Percentages, 2013-14 through 2015-16, Imagine 2020 South Oak Cliff and ACE Feeder Pattern Elementary Schools and District



Note: * School assigned to ACE feeder pattern.

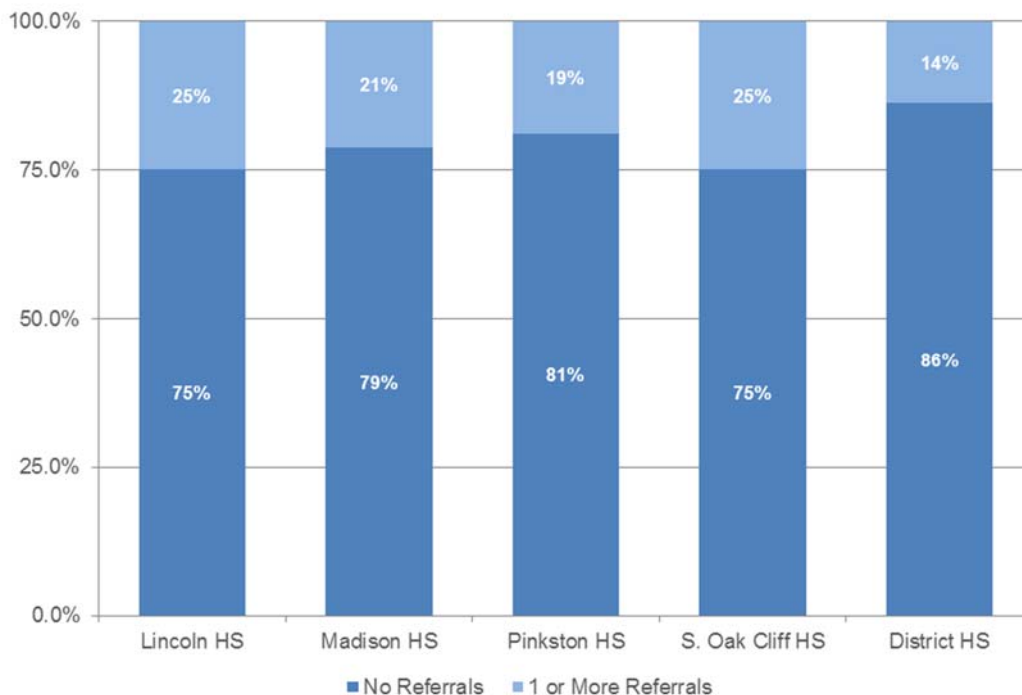
Discipline

Figures 76 – 78 include all classes of offenses committed during the 2015-16 school year and show the percentage of students who had no referrals during the 2015-16 school year compared with those who had one or more referral. Offenses range in severity from least severe (Level I) to most severe (Level IV). Examples of Level I offenses include classroom disruption or offensive language. Examples of Level II offenses include bullying or using profane language or obscene gestures toward personnel. An example of a Level III offense would be assault on a student. Level IV offenses are either violations of state law or behaviors that seriously disrupt the educational process, such as assaulting school personnel or bringing a prohibited weapon to campus.

Disciplinary consequences vary with the severity of the offense and include in-school suspension (ISS), out-of-school suspension (OSS), discretionary expulsion or removal, mandatory expulsion or removal, off-campus Disciplinary Alternative Education Program placement (DAEP), and off-campus Juvenile Justice Alternative Education Program placement (JJAEP). Data for the Elementary Disciplinary Alternative Education Program (DAEP), Learning Alternative Center for Empowering Youth (LACEY) middle school and the School Community Guidance Center (SCGC) high school were not included in the analyses.

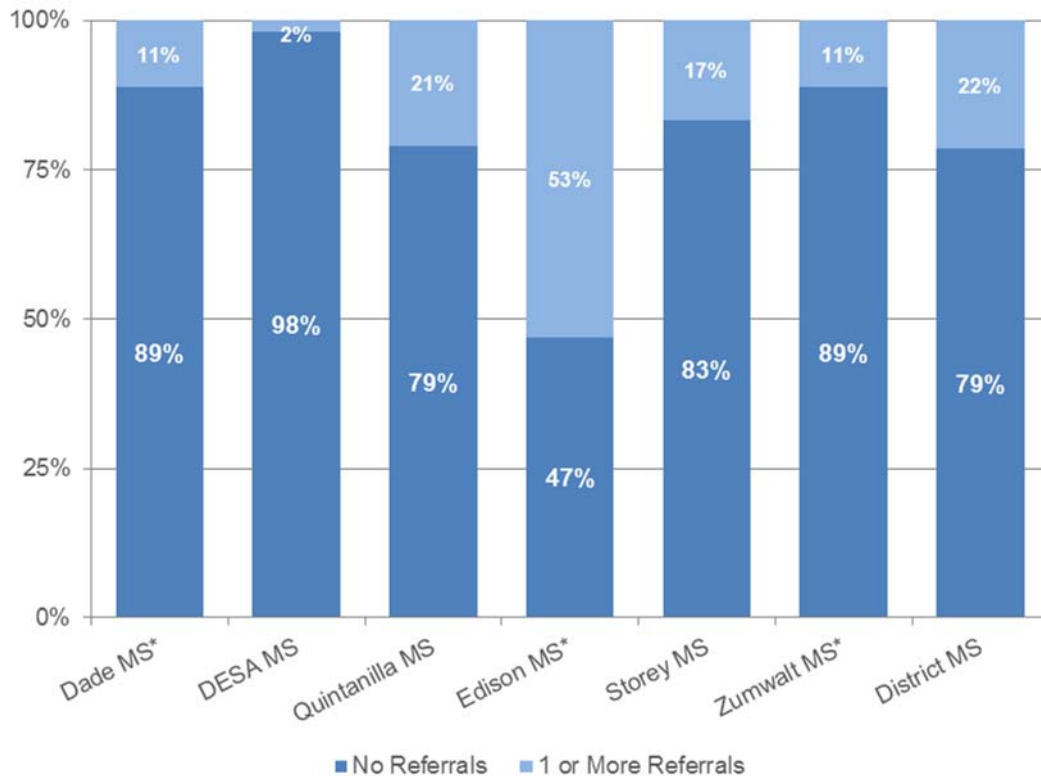
End-of-year data were extracted from the Student Discipline System on July 13, 2016 from the Office of Student Discipline. Between 19 and 25 percent of students at Imagine 2020 high schools had one or more referrals (Figure 76). Lincoln high school had the largest percentage of students with referrals (24.9%) and South Oak Cliff followed closely behind (24.8%).

Figure 76: Percentage of Students with Discipline Referrals for 2015-16, Imagine 2020 High Schools and District



Edison middle school had the largest percentage of students with referrals (53.0%), well above the district middle school average (21.5%) (Figure 77). Dade and Zumwalt middle schools reported 11.2 percent of students with referrals which is well below the district middle school average (21.5%). Both middle schools had new principals at the beginning of the 2015-16 school year. Zumwalt also had a new counselor. Edison, Dade, and Zumwalt middle schools were assigned as ACE schools for the 2015-16 school year with a focus on reducing the number of discipline referrals. For a more detailed report regarding the ACE schools, see Evaluation of Accelerating Campus Excellence (ACE) 2015-16 (EA16-601-2).

Figure 77: Percentage of Students with Discipline Referrals for 2015-16, Imagine 2020 Middle Schools and District



Note: * School assigned to ACE feeder pattern. Percentages may not add to 100 percent due to rounding.

About four percent of students across district elementary schools had one or more discipline referrals (Figures 78 – 80); 10 Imagine 2020 elementary schools had similar or lower percentages of students with one or more referrals. There were 13 Imagine 2020 elementary schools with higher percentages of students with referrals than the district. About 22 percent of Paul L. Dunbar students and 18 percent of Elisha M. Pease students had one or more referrals. Pease elementary school is now part of the ACE feeder pattern.

Figure 78: Percentage of Students with Discipline Referrals for 2015-16, Imagine 2020 Lincoln/Madison Feeder Pattern Elementary Schools and District

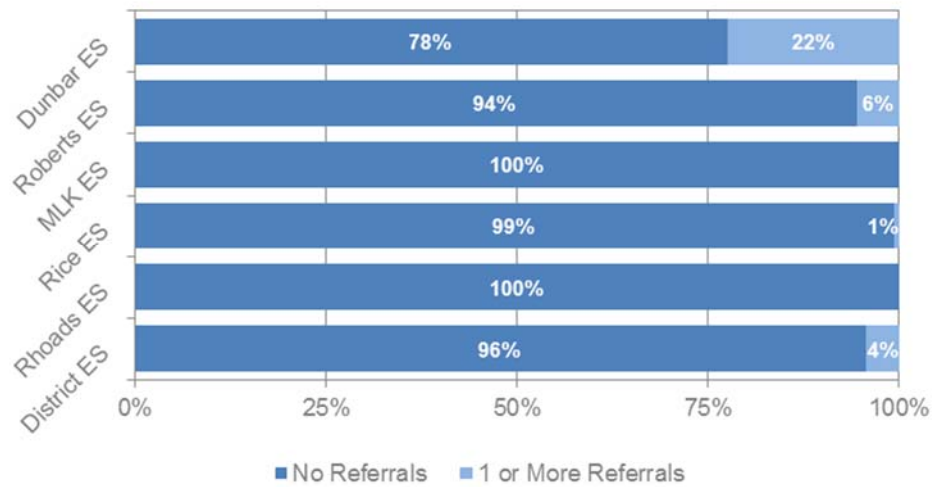
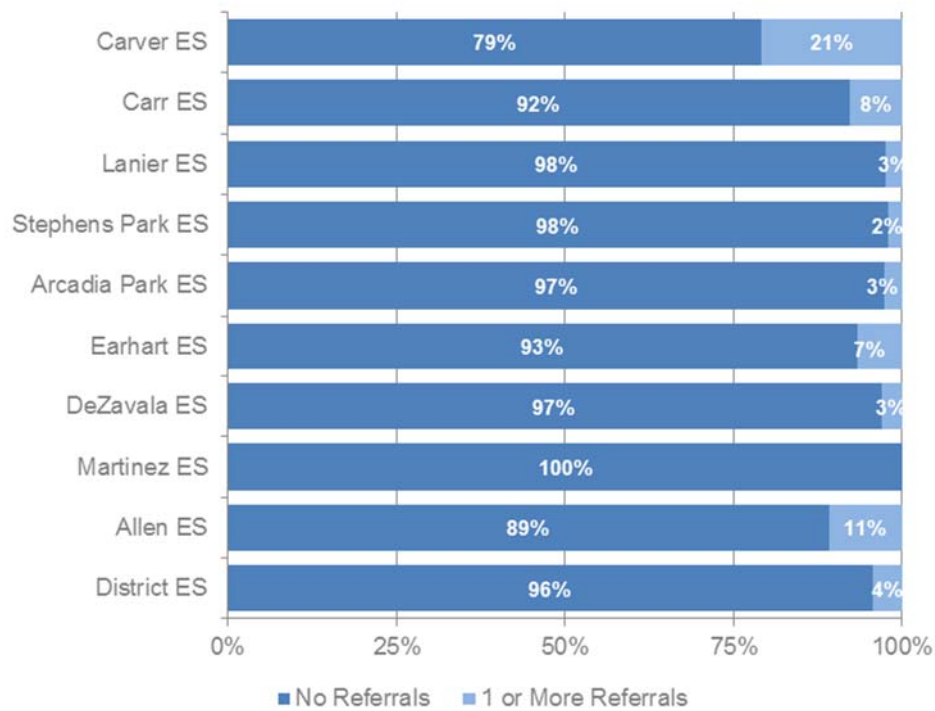
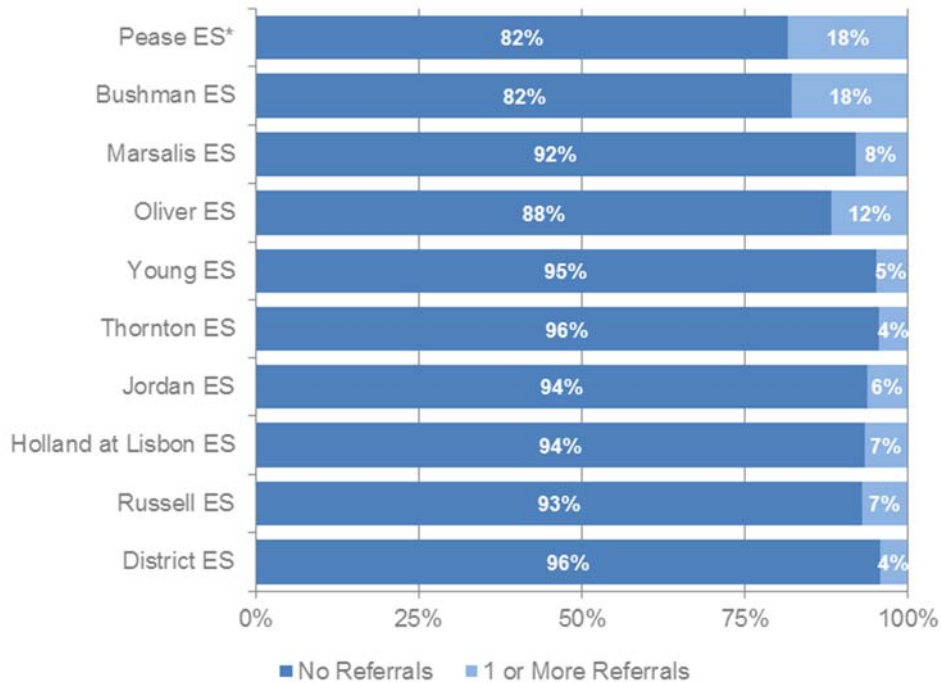


Figure 79: Percentage of Students with Discipline Referrals for 2015-16, Imagine 2020 Pinkston Feeder Pattern Elementary Schools and District



Note: Percentages may not add to 100 percent due to rounding.

Figure 80: Percentage of Students with Discipline Referrals for 2015-16, Imagine 2020 South Oak Cliff and ACE Feeder Pattern Elementary Schools and District



Note: * School assigned to ACE feeder pattern. Percentages may not add to 100 percent due to rounding.

Tables 22 – 24 show the direction of change in the number of disciplinary referrals from 2013-14 to 2015-16. The 2014-15, the Imagine 2020 goal with regard to disciplinary referrals was a 20 percent reduction in referrals. In 2015-16, no specific goals were set. Only Lincoln high school had an increase in the number of referrals between 2014-15 to 2015-16. Pinkston and South Oak Cliff high schools met the 20 percent reduction percent from the 2014-15 school year.

Table 22: Number of Referrals for 2013-14 to 2015-16, Percent Change, Imagine 2020 High Schools and District

Campus			% Change		
	2013-14	2014-15	2013-14 to 2014-15	2015-16	2014-15 to 2015-16
Lincoln HS	128	163	27%	190	17%
Pinkston HS	312	408	31%	291	-29%
Madison HS	167	174	4%	148	-15%
S. Oak Cliff HS	317	756	138%	480	-37%
District HS Total	8,328	7,835	-6%	7,868	<1%

Note: Increases are in red. Decreases are in green.

Five of six Imagine 2020 middle schools had a large decrease in referrals from 2014-15 to 2015-16, which contributed to the overall decrease for the middle district percentage (-21%) shown in Table 23. Storey, Dade, Edison, and Zumwalt middle schools exceeded the 20 percent reduction goal from the 2013-14 school year. All but Dallas Environmental Science Academy (DESA) had a decrease in the number of referrals for the 2015-16 school year which had very few referrals ($n = 8$). For a more detailed report

regarding the ACE schools, see the Evaluation of Accelerating Campus Excellence (ACE) 2015-16 (EA16-601-2).

Table 23: Number of Referrals for 2013-14 to 2015-16, Percent Change, Imagine 2020 Middle Schools and District

Campus	2013-14	2014-15	% Change 2013-14 to 2014-15	2015-16	% Change 2014-15 to 2015-16
<i>Pinkston Feeder</i>					
Quintanilla MS	422	539	28%	435	-19%
DESA MS	6	7	17%	8	14%
<i>S. Oak Cliff Feeder</i>					
Storey MS	496	898	81%	190	-79%
<i>ACE Feeder</i>					
Dade MS	1,011	1,137	12%	164	-86%
Edison MS	772	1,233	60%	681	-45%
Zumwalt MS	424	693	63%	50	-93%
District MS Total	19,895	21,436	8%	16,895	-21%

Note: Increases are in red. Decreases are in green.

Ten elementary schools had a reduction in disciplinary referrals and six of those campuses were able to meet the Imagine 2020 goal of a 20 percent reduction in referrals from 2014-15 to 2015-16 (shown in Table 24). Rice, Stevens Park, DeZavala, and Earhart all had a large percent increase in referrals, but had very few referrals that attributed to the increase. Allen, Bushman, Jordan, Oliver, and Russell elementary schools had large percentage increases in referral rates because of the large number of referrals.

Table 24: Number of Referrals for 2013-14 to 2015-16, Percent Change, Imagine 2020 Elementary Schools and District

Campus	2013-14	2014-15	% Change 2013-14 to 2014-15	2015-16	% Change 2014-15 to 2015-16
<i>Lincoln/Madison Feeder</i>					
MLK ES	14	3	-79%	2	-33%
Rhoads ES	20	19	-5%	2	-89%
Rice ES	9	1	-89%	4	300%
Dunbar ES	92	609	562%	323	-47%
Roberts ES	309	108	-65%	84	-22%
<i>Pinkston Feeder</i>					
Martinez ES	5	17	240%	2	-88%
Arcadia Park ES	23	25	9%	26	4%
Carver ES	58	115	98%	156	36%
Stevens Park ES	37	4	-89%	16	300%
Lanier ES	45	43	-4%	27	-37%
Allen ES	97	51	-47%	116	127%
Carr ES	84	74	-12%	48	-35%
DeZavala ES	2	4	100%	14	250%
Earhart ES	2	4	100%	20	400%
<i>S. Oak Cliff Feeder</i>					
Bushman ES	331	74	-78%	154	108%
Jordan ES	34	37	9%	73	97%
Holland at Lisbon ES	14	34	143%	44	29%
Marsalis ES	138	55	-60%	54	-2%
Oliver ES	70	43	-39%	75	74%
Russell ES	43	50	16%	138	176%
Thornton ES	32	52	63%	21	-60%
Young ES	52	37	-29%	42	14%
<i>ACE Feeder</i>					
Pease ES	97	578	496%	181	-69%
District ES Total	5,755	6,437	12%	6,123	-5%

Note: Increases are in red. Decreases are in green.

Section Highlights

There were six key findings from the evaluation of year 3 outcomes for Imagine 2020 schools.

- 1) **There were positive changes with regards to state accountability measures.** Eleven of 33 Imagine 2020 schools were rated as Improvement Required (IR) in 2015-16, six were designated as IR for the 2016-17 school year. Six schools came off the list and one school came on to the list. Three of the schools remaining on the list were Intensive Support Network schools for 2016-17 (Carr and Carver elementary schools and Boude Storey middle school), one school remaining on the list was an ACE campus (Edison middle school).
- 2) **STAAR and STAAR EOC results were mixed.** Imagine 2020 elementary schools did fairly well with about a third or more of campuses for grades three through five doing better than the

district in reading, math, and writing (where applicable). Three elementary schools scored better than the district across all grade levels and subjects (Rice, Martinez, and Holland). Middle schools did not fare as well with only one campus outperforming the district (DESA). Quintanilla middle school did score higher than the district in grade eight writing, math, and social studies. In general, Imagine 2020 middle schools and high schools did not outperform the district on *STAAR EOC* exams. However, the three middle schools which were also ACE campuses did outperform the district on *STAAR EOC* algebra exams. DESA and Quintanilla middle schools scored higher than the district on English I, and Lincoln high school scored higher than the district on U.S. history.

- 3) **The majority of results for the 2015-16 Climate Survey showed improvements over the 2014-15 school year.** The Lincoln and Pinkston feeder patterns showed improvement across all four areas: Beliefs and Priorities, Culture of Feedback and Support, Positive Culture and Environment, and College-Going Culture. However, results for the Madison feeder pattern showed declines in all four areas.
- 4) **Results of the 2015-16 Student Experience Survey were quite positive.** The Lincoln, Pinkston, and South Oak Cliff feeder patterns either maintained or improved their results from the 2014-15 school year for each of the five sections: Pedagogical Effectiveness, Classroom Environment, Expectations and Rigor, Student Engagement, and Supportive Relationships. The Madison feeder pattern showed decreases in percent favorable in three of the five sections in grades three through five, but saw increases in percent favorable in all sections across grades six through 12.
- 5) **Attendance remained relatively stable with some small increases or decreases across the three years of the initiative.** Imagine 2020 high schools and middle schools had slightly lower average attendance than the district across all three years of the initiative, with the exception of DESA middle school. Thirteen of the 23 elementary schools had attendance percentages about equal to that of the district (57%).
- 6) **The results regarding discipline referrals were mixed.** The majority of high schools and middle schools showed reductions in referrals from 2014-15 to 2015-16, while 13 of the 23 elementary schools (57%) had increases in referrals from the same time period. However, middle schools and high schools had a larger percentage of their student population receiving disciplinary referrals, while elementary schools had a relatively small percentage of their student population receiving referrals.

Reflections on Imagine 2020, Looking Ahead to ISN

Principals and assistant principals responded to open-ended survey questions regarding what they believed went well with Imagine 2020 in 2015-16 as well as which aspects of Imagine 2020 they felt were less successful, including any barriers that prevented them from implementing Imagine 2020 as effectively as possible.

What Went Well with Imagine 2020

Concerning what went well, a number of themes emerged:

- Many principals and assistant principals perceived the in-school tutoring program to provide a significant benefit to their campus.
- Several respondents also noted that extended day played an important role in their students' success.
- Many noted that having the additional staff also provided significant value on their campus – some respondents cited this in the general sense while others pointed to specific positions that they felt played a particularly critical role, with the most frequent position-specific mentions going to the demonstration teacher and the additional assistant principal(s).

Barriers to Imagine 2020 Success

In terms of what these administrators felt was less successful about Imagine 2020, as well as barriers to effective implementation of Imagine 2020 components at their campuses in 2015-16, response patterns which emerged included:

- High turnover rates of staff;
- Although many of these campus administrators praised both the in-school tutoring program and extended day, a number of other principals and assistant principals noted that these programs did not serve their campus effectively;
 - Specific comments regarding in-school tutoring problems included that the program pulled students out of core classes, which did not always benefit them, and that the in-school tutoring program was not administered in a consistent manner on their campus.

Principal Reflections: Additional Resources Needed and Considerations for the Intensive Support Network

Imagine 2020 campus principals also reflected further and more broadly via two additional survey prompts. One inquired about the types of additional resources that principals believe would have been helpful in implementing Imagine 2020 components more effectively in 2015-16. The other asked principals to consider – in light of the Imagine 2020 program coming to a close at the end of 2015-16, and with the Intensive Support Network (ISN) being phased in for 2016-17 – what they believed to be the most important piece(s) of advice that they could offer to Intensive Support Network leadership, in order to help ensure that this new program is implemented as effectively as possible.

With regard to additional resources that would have proven helpful for these principals in implementing Imagine 2020 more effectively on their campus, one of the most prominent themes that

emerged was the need for more and consistent professional mental health support/psychological services for their students. Many of these principals noted that a significant number of students lack emotional self-regulation skills critical to academic success, and that these students need to be trained and encouraged in the development and use of these skills by mental health professionals. Related to this, some principals noted that professional development for teachers whose students lacked emotion regulation skills would likely also prove beneficial.

The other prominent theme that emerged from principals regarding additional resources was the need for more clearly-communicated expectations/goals of the initiative prior to the start of the school year, along with ongoing, clear communication throughout the year regarding progress and support toward the goals of the program's various components. Many principals noted a lack of clarity regarding various Imagine 2020-specific programmatic and staff expectations.

With regard to advice for the incoming Intensive Support Network initiative, there were two themes that emerged most prominently from the principal feedback. The first, and dovetailing with themes found in the prior question's responses, is that all program staff need to be provided with a clear set of expectations regarding the duties which each member is responsible for carrying out, along with clear expectations for various components of the larger program. Principals also reiterated the importance of adequate professional development to implement new program components, especially technology-based components, along with continuous support and feedback about progress for these activities throughout the school year.

The other pattern of advice that emerged from principals regarding Intensive Support Network implementation was that program leadership should ensure that interventions are campus-specific, as not all sites have the same needs as others within the support network. These principals advised future program administrators to determine the specific needs of each campus involved in the network as those needs relate to the initiative. This includes determining the extent to which each campus has adequate instructional support for teachers, as well as adequate school-level professional socio-emotional support systems in place for students. Principals indicated that adequate support on the latter could be realized by providing additional psychological services, and/or by providing teacher professional development on this critically influential developmental domain.

SUMMARY AND RECOMMENDATIONS

Summary

Imagine 2020 was the Dallas Independent School District's (Dallas ISD) strategic feeder pattern initiative, designed to serve as a pilot for transforming the entire district in accordance with the district improvement plan known as Destination 2020. The initiative included the Pinkston, Lincoln, Madison, and South Oak Cliff feeder patterns, serving a total of 33 campuses: 23 elementary, 6 middle, and 4 high schools. Four Imagine 2020 schools also participated in the Accelerating Campus Excellence (ACE) initiative and were moved out from under the high school feeder pattern executive director to the executive director of ACE. The ACE program incentivized (via competitive stipends) top teachers and principals to relocate to some of the district's most challenged schools. Imagine 2020 involved a three-pronged approach to improvement that focused on school staffing, curriculum and instruction, and parent and community engagement. A new assistant superintendent was hired in December 2015 to oversee implementation of both the Imagine 2020 and ACE initiatives. The new assistant superintendent worked with Imagine 2020 executive directors to evaluate current implementation of the initiative and decide on next steps for the remainder of the 2015-16 school year and future years; however, in February 2016 the superintendent of Dallas ISD recommended to the Board of Trustees that the Imagine 2020 initiative be discontinued for the 2016-17 school year and replaced with a new initiative called the Intensive Support Network (ISN). The board approved the recommendation and the assistant superintendent along with a group of Dallas ISD leadership staff worked throughout the spring and summer of 2016 to design and set goals for the new initiative.

The evaluation for 2015-16 emphasized the implementation of all Imagine 2020 programs and components. The programs and components that were evaluated included additional staff positions (assistant principals, urban specialists, student advocate coordinators, department chairs, and demonstration teachers), in-school tutoring, extended day, optional and required initiatives, Student Advocacy Management teams, and parent engagement. The following is a summary of the major findings in this report.

- Additional assistant principals most often focused on staff development and committee or coordinator responsibilities. Urban specialists and student advocate coordinators contributed to campus success by addressing attendance and discipline issues on the Imagine 2020 campuses. When the position was used as designed, department chairs and demonstration teachers were able to provide an informal support network for new and struggling teachers.
- The in-school tutoring selection process was unclear. Though Tier 3 lists were identified as the primary means of selecting students for tutoring, campuses were mostly selecting students using other means. Results were mixed when looking at attendance, discipline, and course passing rates. Statistical analyses showed no major significant differences in these variables over time. Course passing rates increased for most campuses from fall to spring. Attendance percentages across all

campuses and vendors dropped between fall 2015 and spring 2016, but this is a common occurrence across the district. The number of disciplinary referrals increased for 23 of the 33 campuses (70%). Classroom observations showed in-school tutoring environments were positive. Principals and assistant principals reported being in contact and having positive relationships with in-school tutoring vendors. They indicated that there were some alignment issues between the campus curriculum and the in-school tutoring vendor curriculum. Administrators reported that vendors often pulled students out of core classes which caused issues. Because all of the vendors used different measures of student progress, no analysis of direct student outcomes was possible for the 2015-16 school year. The evaluators used course passing rates as well as attendance and discipline data as proxies for performance measures. Common assessments should be used in future years to measure performance improvement.

- Results of the extended day were unclear because of varying implementation and tracking methods. The extended day was either spread throughout master schedule by increasing class times or implemented before or after school. The extended day was mandatory for most campuses. Student tracking methods varied, which would be expected if campuses were implementing extended day in different ways. Because implementation varied and tracking was limited, a full evaluation of this component of Imagine 2020 was not possible.
- Half of the most often used programs and initiatives on Imagine 2020 campuses were not unique to Imagine 2020 schools. Many Imagine 2020-specific programs were still in initial stages of implementation or were not offered at all. If there is evidence to suggest that these programs are effective, then more support and training may be necessary to get these programs integrated into campus culture.
- Rules and procedures for SAM teams were not adequately developed. There was a lack of administrative support and accountability regarding SAM teams, leading to sporadic meeting schedules and a lack of pertinent staff attending all meetings. When implemented with fidelity, SAM teams could be effective. Students served during SAM meetings were most often referred for parent conferences, counselor referrals, or to the attendance committee.
- The Office of Family and Community Engagement provided various training opportunities to parents. Parents rated PREP University sessions as very helpful and indicated that the sessions increased their interest in becoming involved in their children's education. In addition to PREP University training sessions, the Office of Family and Community Engagement also partnered with the National Network of Partnership Schools at Johns Hopkins to provide additional training. In addition to training, the Office of Family and Community Engagement provided two resources for parents to become more involved in their children's education: Parent Portal and Parent Centers. A small majority of principals and assistant principals reported having at least moderate levels of parent engagement on their campuses.

- There were positive changes with regards to state accountability measures. Eleven of 33 Imagine 2020 schools were rated as Improvement Required (IR) in 2015-16, six were designated as IR for the 2016-17 school year. Six schools came off the list and one school came on to the list. STAAR and STAAR EOC results were mixed. Imagine 2020 elementary schools did fairly well with about a third or more of campuses for grades three through five doing better than the district in reading, math, and writing (where applicable). Middle schools did not fare as well with only one campus outperforming the district (DESA). In general, Imagine 2020 middle schools and high schools did not outperform the district on STAAR EOC exams. The majority of results for the 2015-16 Climate Survey showed improvements over the 2014-15 school year. Results of the 2015-16 Student Experience Survey were quite positive. The Lincoln, Pinkston, and South Oak Cliff feeder patterns either maintained or improved their results from the 2014-15 school year for each of the five sections: Pedagogical Effectiveness, Classroom Environment, Expectations and Rigor, Student Engagement, and Supportive Relationships. The Madison feeder pattern showed increases in some sections and grades, but decreases in others. Attendance remained relatively stable with some small increases or decreases across the three years of the initiative. The results regarding discipline referrals were mixed. The majority of high schools and middle schools showed reductions in referrals from 2014-15 to 2015-16, while 13 of the 23 elementary schools (57%) had increases in referrals from the same time period.

Recommendations

Although the Imagine 2020 initiative will not continue for the 2016-17 school year, the following recommendations are based on the findings of the 2015-16 Imagine 2020 evaluation and are intended as a guide for future strategic initiative development.

- 1) Additional staff positions such as urban specialists and student advocate coordinators, department chairs and demonstration teachers, and additional assistant principal positions have the potential to be valuable components of any strategic initiative. However, program leadership should set clear expectations for roles and responsibilities and ensure that these staff positions are used as designed throughout the school year.
- 2) If in-school tutoring continues to be used in a new initiative, a clear student selection process should be determined and adhered to, outcome indicators and progress monitoring procedures should be determined at the beginning of the school year, and vendors should be required to collect pertinent data. Vendor curriculum should be vetted before selection to determine whether materials align with the current campus curriculum.
- 3) If an extended school day is used, either make the process for implementing the extended school day common across all campuses OR clearly track the methods used for extending the school day as well as student participation.

- 4) With regard to optional and required initiatives, only programs with an evidence base of success should be chosen for campus use. If campuses are using these programs, they should be required to ensure the programs are fully implemented with fidelity to increase student benefit.
- 5) SAM teams appeared to be a promising aspect of the Imagine 2020 initiative, but were not implemented with fidelity. SAM team members need set rules and procedures for student selection and service provision, and adequate training on how to conduct SAM meetings. If lists are created using certain criteria to select students, the criteria should be thoroughly reviewed to make sure they are the most appropriate indicators, and procedures for moving students on and off the lists should be determined.
- 6) The ISN initiative should set clear outcome indicators and goals for the program, and all activities should be geared toward accomplishing these outcomes.

APPENDICES

Appendix A

Imagine 2020, 2014-15 Action Plan

IMAGINE 2020 STRATEGIC FEEDER PATTERN INITIATIVE

In direct connection with the Dallas Independent School District (Dallas ISD) District Action Plan, **Imagine 2020 is a key initiative of the following operational goal:**

#8: Data and Innovation – Make managerial decisions based on appropriate, reliable, and valid data and best practices, and to develop and continually improve new, innovative ways of schooling to meet the needs of students in the 21st century.

In 2013-2014, the Imagine 2020 Strategic Feeder Pattern initiative has served to provide additional resources and support intended to accelerate student achievement in 21 schools in the L.G. Pinkston, Lincoln and James Madison high school feeder patterns meeting the needs of 13,250 students. Combined with the collective impact of schools, parents and the community, Dallas ISD has committed to improving college and career readiness for students who attend these campuses.

Serving to *Support, Innovate and Engage*, we believe Imagine 2020's differentiated support and resources combined with bold and innovative plans to address teaching and learning will result in a standard of excellence as we improve student academic achievement. Community and parent engagement is crucial to the goals of Imagine 2020 and an important component of the initiative.

In 2014-2015, the South Oak Cliff Feeder Pattern will join the existing three high school feeder patterns upon Board Approval in alignment with Destination 2020: the Dallas ISD District Action Plan. This will result in service to 33 schools in four feeder patterns located in the West, South and Oak Cliff areas of the City of Dallas meeting the needs of 20,133 students.

Key Actions

- I2020-1: **Support** students and staff by implementing a change in school staffing to improve teaching and learning systems
 - o Administrative
 - o Instructional
 - o Student Service Provision
 - o General Program Support
- I2020-2: **Innovate** curriculum and instruction by differentiating according to individual/ personal student needs
 - o The “Big Four”
 - o Math Initiative
 - o Reading Initiative
 - o Blended Learning
 - o Accelerated Instruction
 - o Extended Day Learning
 - o Habits of Mind
 - o Extraordinary Innovative Opportunities
- I2020-3: **Engage** parents and community members as meaningful partners in the education of our students
 - o Student Advocacy Management Model
 - o Parent Engagement and Education Emphasis
 - o Out of School Programs
 - o Community Engagement - Increased Community Partnerships and Volunteerism

KEY ACTION I2020-1:

Support students and staff by implementing a change in school staffing to improve teaching and learning systems

Support Services are provided in four critical areas:

⇒ Administration:

Assistant principal positions are provided to ensure the immediate needs of students and parents are met while allowing the campus principal to serve as a true Instructional Leaders.

⇒ Instruction:

Department chairs focus on core content (math, science, English/language arts and social studies) at the secondary level teaching four class periods and spend the rest of the day coaching and mentoring their colleagues, thereby developing leadership and teaching capacity. Team leaders are focused on grade level expertise and Coach and Mentor colleagues one period per day. Demonstration Teachers do the work of Department Chairs and Team Leaders at the Elementary level. Additional teaching units (FTEs) are provided to schools to ensure teacher: student ratios remain the same during the time collegial feedback and support is taking place.

⇒ Student Services:

Imagine 2020 provides a number of positions that provide wrap-around services to students in need. It is our focus to see, understand and support the individual student. It is critical that we meet the physical, social, emotional, and education needs of our students as we collaborate with parents and community members to maximize success. Special focus is given to college and career readiness, goal setting, dropout prevention, behavior and attendance improvement while keeping in mind the urban issues faced by our students daily.

⇒ General Program:

Charged with ensuring the successful implementation of this critical initiative, a Curriculum and Instruction Manager and Coordinator work closely with Campus Principals, Feeder Pattern Executive Directors and various supporting district and community agencies. A Program Analyst is responsible for evaluating the implementation of all components for data analysis purposes.

KEY ACTION I2020-2:

Innovate curriculum and instruction by differentiating according to individual/ personal student needs

⇒ The “Big Four”:

Schools will continue to perfect Learning Objectives, Purposeful Instruction, Multiple Response Strategies and Demonstration of Learning coupled with additional supports including content and resource Professional Development and on-line training.

⇒ Math Initiative:

In-School tutoring at a 1:1-3 tutor student ratio is taking place for the highest needs students (special focus at secondary schools). Reasoning Mind required of grades 2-4 with an option to add grade 5 at elementary schools.

⇒ Reading Initiative:

In-School tutoring at a 1:1-3 tutor student ratio is taking place for the highest needs students (special focus at elementary schools). Concentration on Expectation I of the Comprehensive Literacy Plan: Balanced Literacy will be supported. Anticipating Read 180 and System 44 as reading intervention opportunities for high schools.

⇒ Blended Learning:

Pending Board approval in June 2014, grades 3-10 will receive 1:1 technology devices with specialized technology, blending learning and capstone project Professional Development offered for teachers in these grade levels.

⇒ Accelerated Instruction:

Implementation of specially designed accelerated curriculum for students who are two or more years behind grade level combined with on-line high school credit attainment at qualifying middle schools.

⇒ Extended Day Learning:

Based on campus SBDM teams, the Extended Day may be Optional or Mandatory for students. This time is utilized to provide RtI, Enrichment, Student Mentoring, Credit Recovery/Acceleration while extending the learning time for students.

⇒ Habits of Mind:

Schools will focus on increasing personal accountability by helping students master four of the Habits of Mind: Persisting, Managing Impulsivity, Listening with Understanding and Empathy and Thinking Flexibly.

⇒ Extraordinary Innovative Opportunities:

Examples include, but are not limited to, Blue Sky Foundation's: "Science of Flight," NAPE's "STEM Equity Pipeline," EverFi's "Financial Literacy" and "Digital Town Square," Perot's "STEM Outreach Program: Robotics," Urban League Debate and much more.

KEY ACTION I2020-3:

Engage parents and community members as meaningful partners in the education of our students

⇒ Student Advocacy Management Model (SAMM):

The SAMM Team allows for collaboration among parents, community members, key campus personnel and I2020 specialized staff to focus on high academic, social and emotional interventions for individual students. Members of the I2020 specialized staff are able to provide Positive Behavior Intervention Support training for campus personnel.

⇒ Parent Engagement and Education Emphasis:

Specialized Parent Universities, Fairs and Workshops based on specific Feeder Pattern and School Parent needs. Workforce Development Resources are secured through a collaborative with Community Partners. Parents are able to access dedicated support and education focusing on Urban Issues (i.e. gangs, drugs, teen pregnancy, homelessness and other pertinent

contemporary issues facing students and their families). Home Visits by key personnel encourage the home/school connection to remediate truancy and promote drop-out prevention.

⇒ Out of School Programs:

Community Partnerships both On and Off Campus provide direct services to students such as tutoring, mentoring and enrichment activities during the week either before or after regularly scheduled school hours and possible weekends as agreed upon by parents.

⇒ Community Engagement – Increased Community Partnerships and Volunteerism:

Collaboration with Community Partners allows for a Collective Impact by providing a variety of support to our students, parents and staff. Working together, community members are able to support our In-School Tutoring initiative, Blended Learning Initiative, Student Mentoring Initiative, Field Trips, Student Learning experiences, Teacher Training experiences and Parent Education.

Indicators of Success

Academic and College Readiness Goals (Major emphasis of INNOVATE)

(applicable to each I2020 campus according to grade level under review)

INDICATOR	DESCRIPTION	GRADES	2014-2015 GOAL ¹
Writing	4/7 STAAR, 9 EOC English-Writing	4, 7, 9	Increase students scoring Level II or higher by 10% (from 2013-14 baseline)
Reading	5/8 STAAR, 9 EOC English – Reading	5, 8, 9	Increase students scoring Level II or higher by 10% (from 2013-14 baseline)
Math	5/8 STAAR, 9 EOC Algebra I	5, 8, 9	Increase students scoring Level II or higher by 10% (from 2013-14 baseline)
Science	5/8 STAAR, 9 EOC Biology	5, 8, 9	Increase students scoring Level II or higher by 10% (from 2013-14 baseline)
SAT/ACT	Percent of juniors and seniors scoring at or above college-ready score of 990 (SAT) or 21 (ACT)	11, 12	Increase college readiness among seniors, as measured by 10% increase in seniors achieving a college-ready score of 990 (SAT) or 21 (ACT)
ApplyTexas Completion	Percent of seniors submitting a completed ApplyTexas application, other 2- or 4-year college application, or military application	12	98% of the senior class will complete an ApplyTexas application, other 2- or 4-year college ² application, or military application by graduation ³
FAFSA Completion	Percent of seniors completing a FAFSA	12	60% of the senior class will complete a FAFSA by graduation
Pre-AP Course Offerings	Number of different pre-AP course offerings on campus for 2014-15 school year	6-12	Increase pre-AP course offerings by two courses for 11 th and 12 th graders (from 2013-14 baseline)
Pre-AP Course Enrollment	Percent of student body enrolled in at least one pre-AP course for 2014-15 school year	6-12	Increase student body enrollment by 10% (from 2013-14 baseline)
AP Course Offerings	Number of different AP course offerings on campus for 2014-15 school year	7-12 ⁴	Increase AP course offerings two courses for 11 th and 12 th graders in Core Subject Areas (from 2013-14 baseline)
AP Enrollment	Percent of student body enrolled in at least one AP course for 2014-15 school year	6-12	Increase student body enrollment in at least one AP course by 10% (from 2013-14 baseline)
AP Scores	Percent of exams scored 3 or higher during Spring 2015 AP administration	6-12	Increase percent of exams scored 3 or higher during Spring 2015 AP administration by 10% (from 2013-14 baseline)

¹ Goal applies to entire campus as well as each of the following student groups: African American, Hispanic, Limited English Proficient, Special Education, and Economically Disadvantaged.

² 'College' here means any postsecondary education or training program that leads to: 1) an industry-recognized credential/license; or 2) an associate's degree or higher.

³ If a student completes an application other than ApplyTexas, the counselor must submit a copy of the application submission confirmation or college acceptance letter to verify.

⁴ Target grades include middle school to account for students enrolled in AP Spanish (if applicable to the middle school campus).

College and Career Readiness Goals (Major emphasis of SUPPORT and ENGAGE)

(applicable to each I2020 campus K-12)

INDICATOR	STUDENT GROUPS	REPORTING FREQUENCY & DATA SYSTEM	2014-2015 GOAL
Attendance	All, African American, Hispanic, Limited English Proficient, Special Education, Economically Disadvantaged	Six Weeks MyData Portal	Elementary School Campuses- 98% Middle School Campuses- 97% High School Campuses- 96%
Discretionary Disciplinary Referrals	All, African American, Hispanic, Limited English Proficient, Special Education, Economically Disadvantaged	Six Weeks Student Discipline System	Reduce discretionary student discipline referrals by 20% compared to 2013-14 baseline
In-school Suspensions	All, African American, Hispanic, Limited English Proficient, Special Education, Economically Disadvantaged	Six Weeks Student Discipline System	reduce in-school suspensions by 10% compared to 2013-14 baseline
Out-of-school Suspensions	All, African American, Hispanic, Limited English Proficient, Special Education, Economically Disadvantaged	Six Weeks Student Discipline System	Reduce out-of-school suspensions by 15% compared to 2013-14 baseline
Truancy Filings	All, African American, Hispanic, Limited English Proficient, Special Education, Economically Disadvantaged	Six Weeks Student Discipline System	Reduce truancy filings by 15% compared to 2013-14 baseline
Re-enrollment of Eligible Drop-outs	All, African American, Hispanic, Limited English Proficient, Special Education, Economically Disadvantaged	Six Weeks Student Discipline System	Increase re-enrollment of eligible drop-outs by 5% over 2013-14 baseline
Non-Cognitive Survey (CRIS)	All, African American, Hispanic, Limited English Proficient, Special Education, Economically Disadvantaged	Semester CCR – Shane Hall	Increase % of positive responses by 5% over 2013-14 baseline
Parent Portal	All, African American, Hispanic, Limited English Proficient, Special Education, Economically Disadvantaged	Six Weeks Parent Portal	Increase % of parents registered for Parent Portal to ensure minimum of 70% registrants at each school

Appendix B

Imagine 2020, Principal and Assistant Principal Survey Items

Imagine 2020 Principal Survey Items, 2015-16

What is your Feeder Pattern?

On which campus do you work?

What is your position?

Are you working on an elementary or secondary campus?

On average, approximately how many times did you work with staff in the following positions during the 2015-16 school year?

On average, to what extent did staff in the following positions fulfill your expectations during the 2015-16 school year?

Please describe any barriers that staff in the following positions experienced in fulfilling the responsibilities of their roles in the 2015-16 school year.

Please rate the quality of your relationship, on average, with the assistant principals on your campus.

Please rate the quality of your relationship, on average, with the demonstration teachers on your campus.

Please rate the quality of your relationship with the student advocate coordinator on your campus.

Approximately how many times did you work with staff in the following positions during the 2015-16 school year?

On average, to what extent did staff in the following positions fulfill your expectations during the 2015-16 school year?

Please describe any barriers that staff in the following positions experienced in fulfilling the responsibilities of their roles in the 2015-16 school year.

Please rate the quality of your relationship with staff in each of the following positions:

Did you have contact with the in-school tutoring vendor on your campus during the 2015-16 school year?

To what extent does your campus vendor's in-school tutoring program align with the campus curriculum?

How frequently do tutors from the in-school tutoring program on your campus pull students out of the core classes for tutoring?

Does the campus master schedule include a tutoring period?

How were students selected to receive Imagine 2020's in-school tutoring service?

What was the quality of your relationship with the in-school tutoring vendor on your campus?

How does your campus integrate extended day into your campus master schedule?

Is extended day optional or mandatory for students on your campus?

How do you track students participating in extended day?

To what degree is your campus implementing the following MATH and SCIENCE programs?

To what degree is your campus implementing the following READING and SOCIAL STUDIES programs?

To what degree is your campus implementing the following general Curriculum & Instruction programs?

Overall, how effective do you think the SAM team on your campus has been this year?

What worked well with regard to the SAM model on your campus in 2015-16?

In what ways did the SAM model not work well on your campus in 2015-16?

How frequently have you been in contact with staff from the Office of Family and Community Engagement this year?

In your opinion, on average, how engaged are parents in school activities on your campus?

In your opinion, on average, how involved in their children's education are parents at your campus?

To what degree does your campus provide ways for parents to become involved?

Please describe the aspects of the Imagine 2020 Initiative that went well this year. In what areas of the initiative is your campus excelling?

Please describe which aspects of the Imagine 2020 Initiative have been less successful. What barriers have you faced on your campus as you implemented the components of Imagine 2020 in 2015-16?

What additional resources / support would have been helpful for you in implementing Imagine 2020 components most effectively during 2015-16?

As Imagine 2020 comes to a close and the Intensive Support Network (ISN) is phased in for 2016-17, what do you consider the most important piece(s) of advice that you can offer to ISN leadership to help ensure that this new program is implemented as effectively as possible?

Imagine 2020 Assistant Principal Survey Items, 2015-16

What is your Feeder Pattern?

On which campus do you work?

What is your position?

Were you provided a formal job description for your role as an assistant principal at an Imagine 2020 school prior to starting in the position?

How many years have you served as an assistant principal (including this school year) in the Dallas Independent School District?

How many years did you work professionally as a teacher in the Dallas Independent School District?

Please indicate how frequently you performed the following assistant principal duties at your Imagine 2020 campus during 2015-16:

What were the unique contributions you made on your campus this year in your role as assistant principal? (Please describe any challenges you faced in your role and any duties you performed outside of your job description.)

Are you working on an elementary or secondary campus?

On average, approximately how many times did you work with staff in the following positions during the 2015-16 school year?

To what extent did staff in the following positions fulfill your expectations, on average, during the 2015-16 school year?

Please describe any barriers staff in the following positions experienced in fulfilling the responsibilities of their roles during the 2015-16 school year:

Please rate the quality of your relationship with the demonstration teachers on your campus.

Please rate the quality of your relationship with the student advocate coordinator on your campus.

Approximately how many times did you work with staff in the following positions during the 2015-16 school year?

To what extent did staff in the following positions, on average, fulfill your expectations during the 2015-16 school year?

Please describe any barriers staff in the following positions experienced in fulfilling the responsibilities of their roles during the 2015-16 school year.

Please rate the quality of your relationship on average, with each of the following staff positions:

Did you have contact with the in-school tutoring vendor on your campus during the 2015-16 school year?

To what extent does your campus vendor's in-school tutoring program align with the campus curriculum?

How frequently have tutors from the in-school tutoring program on your campus pulled students out of the core classes for tutoring this year?

Does the campus master schedule include a tutoring period?

How were students selected to receive Imagine 2020's in-school tutoring service?

What was the quality of your relationship with the in-school tutoring vendor on your campus?

How does your campus integrate extended day into your campus master schedule?

Is extended day optional or mandatory for students on your campus?

How do you track students participating in extended day?

During the 2015-16 school year, to what degree did your campus implementing the following MATH and SCIENCE programs?

During the 2015-16 school year, to what degree did your campus implementing the following READING and SOCIAL STUDIES programs?

During the 2015-16 school year, to what degree did your campus implementing the following general Curriculum & Instruction programs?

How effective do you think the Student Advocacy Management (SAM) team on your campus has been this year?

What worked well with regard to the SAM model on your campus in 2015-16?

In what ways did the SAM model not work well on your campus in 2015-16?

How frequently have you been in contact with staff from the Office of Family and Community Engagement this year?

In your opinion, how engaged are parents in school activities on your campus, on average?

In your opinion, how involved in their children's education are parents at your campus, on average?

To what degree does your campus provide ways for parents to become involved?

Please describe the aspects of the Imagine 2020 Initiative that went well this year. In what areas of the initiative is your campus excelling?

Please describe which aspects of the Imagine 2020 Initiative have been less successful. What barriers have you faced on your campus as you implemented the components of Imagine 2020?

Appendix C

Imagine 2020, Urban specialist and Student Advocate Coordinator Survey

2015-16 Imagine 2020 - Urban Specialist and Student Advocate Coordinator Survey

Welcome to the 2015-16 Imagine 2020 - Urban Specialist and Student Advocate Coordinator Survey!

Thank you in advance for your participation in the 2015-16 Imagine 2020 - Urban Specialist and Student Advocate Coordinator survey. This survey will be used to collect information regarding your role and responsibilities as an Urban Specialist/Student Advocate Coordinator. Your responses will remain confidential and will not be shared with Dallas ISD program staff. Only summary data will be provided. The survey will take approximately 10-15 minutes to complete.

Please complete this survey by Tuesday, February 16th.

If you have any questions or comments about the survey, please contact:

Nora E. Douglas, PhD

Evaluation and Assessment

Dallas ISD

nodouglas@dallasisd.org

(972) 925-6408

Demographic Information

* 1. What is your position?

- ☐ Urban Specialist
- ☐ Student Advocate Coordinator

* 2. What feeder pattern are you in?

- ☐ ACE
- ☐ Lincoln
- ☐ Madison
- ☐ Pinkston
- ☐ South Oak Cliff

* 3. What is /are your campuses?

* 4. What is your highest level of education?

- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctorate degree

* 5. Are you a certified teacher?

- ☐ Yes
- ☐ No

* 6. How many years of professional experience do you have in this area?

- ☐ 0-3 years
- ☐ 4-6 years
- ☐ 7-10 years
- ☐ 11+ years

* 7. Were you in the same position last year?

- ☐ Yes
- ☐ No

* 8. Were you at the same school(s) last year?

- ☐ Yes
- ☐ No

Caseload

* 9. Approximately how many students are assigned to your caseload this school year (i.e., 2015-16)?

- ☐ 0-50
- ☐ 51-100
- ☐ 101-150
- ☐ 151-200
- ☐ 201-250
- ☐ 251+

* 10. The size of my caseload is:

- ☐ Too small
- ☐ Just right
- ☐ Too large

* 11. On average, how many times do you see a typical student each week?

- ☐ 1 time
- ☐ 2-3 times
- ☐ 4-5 times
- ☐ 6-7 times
- ☐ More than 7 times

* 12. How many students would make up an appropriate sized caseload for someone in your position?

* 13. How often do you provide services in the following areas?

	Daily Basis	Weekly Basis	Monthly Basis	Six Week Basis	Semester Basis	N/A
Attendance Issues (including truancy)	☐	☐	☐	☐	☐	☐
Discipline Issues	☐	☐	☐	☐	☐	☐
Academic Performance	☐	☐	☐	☐	☐	☐
Student Leadership	☐	☐	☐	☐	☐	☐
Teacher Classroom Management	☐	☐	☐	☐	☐	☐
Parent Services	☐	☐	☐	☐	☐	☐

Relationships/Experience

* 14. Please rate the quality of your relationships with the following campus staff:

	Very Negative	Negative	Neutral	Positive	Very Positive
Principal(s)	☐	☐	☐	☐	☐
Assistant Principal(s)	☐	☐	☐	☐	☐
Counselor(s)	☐	☐	☐	☐	☐
Teachers	☐	☐	☐	☐	☐
conducting professional development on classroom management	☐	☐	☐	☐	☐

* 15. How would you rate your knowledge and skills on the following?

	Low knowledge and skill	Minimum knowledge and skill	Competent knowledge and skill	High knowledge and skill	Expert knowledge and skill
analyzing and interpreting student data to identify at-risk students	☐	☐	☐	☐	☐
developing student intervention plans	☐	☐	☐	☐	☐
evaluating the impact of student interventions	☐	☐	☐	☐	☐

conducting professional development on demographic and socioeconomic trends that impact the education of urban students	☐	☐	☐	☐	☐
collaborating with teachers and student services staff members to promote student academic success	☐	☐	☐	☐	☐
collaborating with community organizations to promote student academic success	☐	☐	☐	☐	☐
working with families to promote student success	☐	☐	☐	☐	☐
building trusting relationships with students	☐	☐	☐	☐	☐
providing case management services to at-risk students	☐	☐	☐	☐	☐

Roles/Responsibilities

* 16. To what extent do you agree/disagree with the following statements.

	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree
I am utilized properly.	☐	☐	☐	☐	☐
I am asked to perform duties that are not part of my job responsibilities.	☐	☐	☐	☐	☐
My principal(s) is/are supportive of my role as an Urban Specialist/Student Advocate Coordinator.	☐	☐	☐	☐	☐
Professional development has been provided that helps me fulfill my role and responsibilities.	☐	☐	☐	☐	☐

* 17. To what extent have the following been barriers in effectively serving students?

	Major Barrier	Minor Barrier	Not a Barrier
Communication with Imagine 2020 leadership	☐	☐	☐
Campus staff understanding my roles and responsibilities	☐	☐	☐
Campus administrator support	☐	☐	☐
Availability of training	☐	☐	☐

Please specify any other barriers you have been experiencing.

* 18. Have your roles and/or responsibilities changed from the 2014-15 school year?

- ☐ Yes
- ☐ No

* 19. How have your roles and/or responsibilities changed from the 2014-15 school year?

SAM

* 20. To what extent do you agree/disagree with the following statements?

	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree
The SAM model is implemented with fidelity on my campus(es).	☐	☐	☐	☐	☐
SAM meetings are occurring regularly on my campus(es).	☐	☐	☐	☐	☐
SAM meetings are making a positive impact on students.	☐	☐	☐	☐	☐

* 21. Please respond to the following:

	Never	Rarely	Sometimes	Often	Always
How often do you attend SAM meetings?	☐	☐	☐	☐	☐
How often are Special Education Coordinators included in SAM meetings?	☐	☐	☐	☐	☐

* 22. The Tier 3 guidelines properly identify students in need of SAM team intervention(s).

- ☐ Strongly Disagree
☐ Disagree
☐ Neither Agree/Disagree
☐ Agree
☐ Strongly Agree

* 23. Guidelines have been established on my campus(es) to determine when a student should be moved of the Tier 3 list.

- ☐ Yes
☐ No

* 24. Appropriate guidelines for categorizing students in Tier 1 and 2 have been established on my campus(es).

- ☐ Yes
☐ No

Appendix D

Demonstration Teacher and Department Chair Focus Group Protocol and Pre-Focus Group Form

Date:

Interviewer Name:

of participants:

Introduction: Hi, my name is NAME and I work for the Evaluation and Assessment department of DISD. I'm part of a team evaluating Imagine 2020 and we're trying to learn more about the different components of the initiative, including the additional support staff on the campuses. The interview should take about 30 minutes and your responses will be confidential. I won't share any of your answers with your principal or anyone involved with Imagine 2020. I would like to record our conversation for accuracy. I will take some notes now, but I would like to be able to listen to the recording to make sure I get all of your comments correct. I will erase the tape once I am done with my notes. Is it okay if I turn on my recorder? [Turn on recorder] Okay, we'll get started! There are two sections to the interview. We'll talk some about your roles and responsibilities, and then we will discuss the impact you have had on your campus.

First off, let's talk a little bit about your roles and responsibilities...

1. Will you please briefly describe your roles and responsibilities as a department chair/demonstration teacher?
 - a. What is the process for selecting teachers for mentoring/coaching?
 - b. On average, how many teachers do you work with per day?
 - c. Tell me a little bit about your coaching and mentoring sessions. What do they look like? What do you do?
 - d. How do you balance your teaching and mentoring responsibilities? (*Probe: Have you encountered any barriers?*)

Okay, now let's discuss how you have been able to make an impact on your campus(es)...

2. Have you ever worked in a similar position on a non-I2020 or ACE campus within Dallas ISD?
 - a. How does your work now differ from the work you have done on other campuses?
 - b. What benefits have you provided to your campus as a result of the additional coaching component of your position? What are the main benefits to a position such as yours?
3. Have you done this kind of work in other districts? How does it compare?
4. Do you formally document your mentoring and coaching? And if you do, could you tell me a little bit about how you track?
5. Do you have set performance goals for your position? If so, what are they? (*Probe: How do you know you are meeting your goals?*)

Dallas ISD Imagine 2020
Evaluation Plan – Demonstration Teachers and Department Chairs
2015-16 Pre-Focus Group Form

Please complete the following questions prior to beginning the interview or focus group. Your responses will remain confidential and no information will be shared with your principal or any Imagine 2020 leadership staff.

Today's Date: _____

What is your name? _____

What is your position? _____

How many periods per day do you teach? _____

How many periods per day do you coach? _____

Appendix E

In-school tutoring (IST): Observation Instrument

Evaluation and Assessment		IST Observation Instrument		2015-16 School Year
If you have any questions or concerns, step outside the classroom and call Nora's cell at 214-557-3584				
Observer: 	Date:	Campus:	Vendor:	
Campus Level: (ES, MS, HS)	Start time: End time:	# of Students:		
Observable Elements				
Is there a designated place for students to receive tutoring?		Yes	No	
Is the environment attractive and conducive for learning?		Yes	No	
Is the classroom print-rich?		No	A little	A lot
Are students receiving in-class or out-of-class tutoring?		☐ In-class ☐ Out-of-class		
Did the tutor(s) establish a rapport with students?				
Tutor 1 - Rapport?		Yes	Somewhat	No
Tutor 2 - Rapport?		Yes	Somewhat	No
Tutor 3 - Rapport?		Yes	Somewhat	No
How many tutors are there in the classroom?		#Tutors		
Does the tutoring program implement low tutor-student ratio (1:1, 1:2, 1:3) to foster differentiation?		1:1	1:2	1:3
Approximately what % of the tutoring hour was used directly for academic work?		%		
Comments:				
Approximately what % of the tutoring hour was used for non-academic engagement?		%		
Comments:				
How many classroom disruptions did you observe in the class? (Reprimands, corrections)		# Disruptions		

Evaluation and Assessment	IST Observation Instrument	2015-16 School Year
Rapport Notes (Emotional Environment): (Students' body language: smiling, laughing, physical contact, heads on desk, etc.; Tutor's body language / tone: warm and caring, projected self-confidence, authority without dominance, approachable)		
Physical Environment Notes: (Adequate lighting? Temperature appropriate - not too hot or too cold? Major carpet or wall stains needing cleaning, distracting scents)		
Other Notes:		

Appendix F

Imagine 2020, SAM Chair Survey

2015-16 Imagine 2020 SAM Chair Survey

Hello SAM Chairs,

Thank you in advance for your participation in the 2015-16 Imagine 2020 SAM Chair Survey. Imagine 2020 leadership has requested that the Evaluation and Assessment department collect information about how the SAM teams operated on Imagine 2020 campuses during the 2015-16 school year. Leadership staff are aware that this has been a year of transition and that not all SAM teams were fully operational. This survey is purely a request for information about how SAM teams are running so that leadership staff can make improvements in training, communication, and procedures for the 2016-17 school year.

The survey solicits information about your meetings, the students you served, and the services your teams provided. Your responses will remain confidential and only summary data will be reported. No individual survey responses will be released.

The survey takes 15-20 minutes to complete and will require use of your SAM student paperwork to respond to some questions. The deadline to complete the survey is end-of-day Friday, April 29th.

Your participation is greatly appreciated! Please take this opportunity to provide feedback about your experiences!

2015-16 Imagine 2020 SAM Chair Survey

Your Role on the SAM Team

* 1. What is your campus?

* 2. What is your feeder pattern?

- ☐ Lincoln/Madison
- ☐ Pinkston
- ☐ South Oak Cliff
- ☐ I'm at an ACE campus

* 3. What is your position on the SAM team?

- ☐ SAM chair
- ☐ SAM administer
- ☐ I am unaware of my role.
- ☐ I do not participate in SAM activities.
- ☐ Other (please specify)

2015-16 Imagine 2020 SAM Chair Survey

SAM Meetings

* 4. Do you have a packet of SAM forms and materials (these could be in a blue binder)?

☐ Yes

☐ No

* 5. How many times has the SAM team met during the 2015-16 school year?

☐ None

☐ 1-5

☐ 6-10

☐ 11-15

☐ 16-20

☐ 21-25

☐ 26+

* 6. Why did the SAM team not meet?

* 7. If there was not a SAM team on your campus, was there an SST committee during the 2015-16 school year?

☐ Yes

☐ No

2015-16 Imagine 2020 SAM Chair Survey

SAM Team Members

* 8. What percentage of the time did the following positions attend the SAM meetings?

(Please choose N/A if the position is not available on your campus.)

	1 - Never	2 - Rarely, less than 10% of the time	3 - Occasionally, about 30% of the time	4 - Sometimes, about 50% of the time	5 - Frequently, about 70% of the time	6 - Usually, about 90% of the time	7 - Every time, 100% of the time	N/A
SAM Chair	☐	☐	☐	☐	☐	☐	☐	☐
SAM Administrator	☐	☐	☐	☐	☐	☐	☐	☐
Urban Specialist or Student Advocate Coordinator	☐	☐	☐	☐	☐	☐	☐	☐
Counselor	☐	☐	☐	☐	☐	☐	☐	☐
Psychologist	☐	☐	☐	☐	☐	☐	☐	☐
College and Career Readiness Coordinator	☐	☐	☐	☐	☐	☐	☐	☐
Instructional Coach	☐	☐	☐	☐	☐	☐	☐	☐
Social Worker	☐	☐	☐	☐	☐	☐	☐	☐
Teacher	☐	☐	☐	☐	☐	☐	☐	☐
Intervention (RTI) Chair	☐	☐	☐	☐	☐	☐	☐	☐
Student Support Team (SST) Chair	☐	☐	☐	☐	☐	☐	☐	☐
Truancy Coordinator	☐	☐	☐	☐	☐	☐	☐	☐
Special Education Coordinator	☐	☐	☐	☐	☐	☐	☐	☐

2015-16 Imagine 2020 SAM Chair Survey

Serving Students

* 9. How were students selected to be served by the SAM team?

- ☐ We only served Tier 3 students *(students with 3 or more course failures, 4 or more discipline referrals, or 6 or more absences)*
- ☐ We only served students recommended by administrators or teachers
- ☐ We served Tier 3 students and students recommended by administrators or teachers
- ☐ Other (please specify)

* 10. How do you track your work with students?

- ☐ Electronically
- ☐ Hard copy paperwork
- ☐ We do not track students.
- ☐ Other (please specify)

* 11. Approximately how many students did you serve in SAM during the following time periods?

1st six weeks	
2nd six weeks	
3rd six weeks	
4th six weeks	
5th six weeks	

* 12. What is the average caseload for each case manager?

2015-16 Imagine 2020 SAM Chair Survey

Referral Services

* 13. What are the most common referral services used as a result of SAM meetings? (check all that apply)

- | | | |
|---|---|--|
| ☐ SST Referral | ☐ Nurse Assistance | ☐ Behavioral Contract |
| ☐ 504 Referral | ☐ Community Liaison - Home Visit | ☐ Parent Conference |
| ☐ Youth & Family Center | ☐ Community Liaison - Other | ☐ Classroom Observation |
| ☐ CPS Referral | ☐ Attendance Committee | ☐ Assign Mentor |
| ☐ SPED Referral | ☐ Administrator | ☐ Group/Individual Counseling |
| ☐ Assist Teacher with Exceed | ☐ Instructional Coach | ☐ Review Academic Plan |
| ☐ Counselor Referral | ☐ Urban Specialist or Student Advocate Coordinator | ☐ Assist Teacher with Interventions |
| ☐ Psychological Services | ☐ Motivation Behavioral Intervention | |

2015-16 Imagine 2020 SAM Chair Survey

Training

* 14. What was the quality of the SAM policy and procedure training you received this year?

- ☐ Very Good
☐ Good
☐ Fair
☐ Poor
☐ I did not receive any training about SAM policies and procedures.

* 15. Would additional training about how to conduct SAM meetings have been beneficial?

- ☐ Yes
☐ No

2015-16 Imagine 2020 SAM Chair Survey

Perceptions About SAM Teams

* 16. How effective do you think the SAM team has been this year?

- ☐ Extremely effective
- ☐ Very effective
- ☐ Moderately effective
- ☐ Slightly effective
- ☐ Not at all effective

* 17. Please respond to the following statements according to your level of agreement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know
According to the SAM model, the SAM team members generally fulfilled their roles and responsibilities with fidelity.	☐	☐	☐	☐	☐	☐
The Tier 3 guidelines properly identified students in need of SAM team intervention.	☐	☐	☐	☐	☐	☐

* 18. How comfortable were you running SAM meetings?

- ☐ Very comfortable
- ☐ Somewhat comfortable
- ☐ A little comfortable
- ☐ Not at all comfortable

2015-16 Imagine 2020 SAM Chair Survey

Open-Ended Items

19. What has worked well in your SAM meetings so far this year? Please describe any successes you have had.

20. What problems have you encountered this year with regard to the SAM teams?

Appendix G

Discipline Referrals by Campus and Sub-Groups

Table 1: Discipline referrals for first six weeks in 2015-16

2015-16 First SW								
Campus	Total Count of Offenses	Total % of students with one or more referral	% by Ethnicity				% by ELL	% by Spec Ed
			Black	Hispanic	White	Other		
Lincoln HS	25	3.8%	3.8%	3.9%	0.0%	0.0%	3.6%	5.2%
Madison HS	20	3.8%	4.9%	0.8%	25.0%	0.0%	0.0%	10.3%
Dunbar ES	14	1.9%	1.9%	1.1%	0.0%	20.0%	0.0%	0.0%
MLK ES	2	0.4%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%
Rhoads ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Rice ES	2	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%
Roberts ES	12	1.4%	7.6%	0.4%	0.0%	0.0%	0.0%	6.2%
Lincoln/Madison Feeder Pattern	75	1.6%	2.0%	0.7%	3.8%	2.4%	0.3%	4.4%
Pinkston HS	35	3.3%	5.1%	2.7%	0.0%	0.0%	2.7%	1.7%
DESA MS	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Quintanilla MS	45	3.2%	12.5%	2.9%	9.1%	0.0%	2.6%	1.9%
Allen ES	12	1.8%	8.7%	0.7%	0.0%	0.0%	0.0%	4.5%
Arcadia Park ES	2	0.3%	0.0%	0.3%	0.0%	0.0%	0.5%	0.0%
Carr ES	2	0.3%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%
Carver ES	3	0.7%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%
De Zavala ES	1	0.3%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%
Earhart ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Lanier ES	2	0.4%	1.2%	0.2%	0.0%	0.0%	0.0%	0.0%
Martinez ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Stevens Park ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Pinkston Feeder Pattern	102	1.3%	2.5%	1.0%	1.3%	0.0%	0.9%	1.0%
South Oak Cliff HS	91	6.1%	7.2%	3.1%	0.0%	0.0%	3.5%	6.1%
Storey MS	11	1.5%	2.8%	0.3%	0.0%	0.0%	0.5%	1.4%
Bushman ES	20	3.3%	4.8%	0.0%	0.0%	0.0%	0.0%	4.0%
Holland ES	6	1.4%	1.7%	0.6%	100.0%	0.0%	0.8%	9.1%
Jordan ES	5	0.8%	0.0%	0.9%	0.0%	0.0%	1.1%	2.4%
Marsalis ES	4	0.8%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Oliver ES	11	2.5%	3.6%	0.0%	0.0%	0.0%	0.0%	4.3%
Russell ES	6	0.8%	3.4%	0.3%	0.0%	0.0%	0.0%	8.1%
Thornton ES	4	0.9%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Young ES	2	0.4%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%
South Oak Cliff Feeder Pattern	160	2.3%	3.6%	0.8%	3.0%	0.0%	0.7%	4.2%
Dade MS	30	3.1%	4.9%	0.0%	0.0%	0.0%	0.0%	2.3%
Edison MS	26	4.2%	4.3%	4.2%	0.0%	0.0%	3.2%	4.2%
Zumwalt MS	21	4.7%	5.9%	0.0%	0.0%	0.0%	0.0%	10.5%
Pease ES	29	3.8%	3.1%	13.3%	0.0%	25.0%	5.9%	3.1%
ACE	106	3.8%	4.4%	2.3%	0.0%	5.0%	1.3%	4.1%
Imagine 2020 Total	443	2.00%	3.10%	1.00%	2.10%	1.30%	0.80%	3.20%
District Total	2908	1.50%	3.10%	1.20%	1.10%	0.90%	1.10%	3.00%

Table 2: Discipline referrals for second six weeks in 2015-16

2015-16 Second SW								
Campus	Total Count of Offenses	Total % of students with one or more referral	% by Ethnicity				% by ELL	% by Spec Ed
			Black	Hispanic	White	Other		
Lincoln HS	37	6.2%	5.8%	7.8%	0.0%	0.0%	9.6%	9.3%
Madison HS	23	4.5%	5.5%	2.3%	0.0%	0.0%	2.7%	10.3%
Dunbar ES	26	2.7%	2.9%	1.1%	0.0%	20.0%	1.4%	0.0%
MLK ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Rhoads ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Rice ES	1	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Roberts ES	12	0.9%	5.4%	0.2%	0.0%	0.0%	0.0%	6.2%
Lincoln/Madison Feeder Pattern	99	1.9%	2.4%	1.1%	0.0%	2.4%	1.2%	5.6%
Pinkston HS	46	4.3%	8.2%	2.8%	12.5%	0.0%	1.7%	4.1%
DESA MS	1	0.2%	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Quintanilla MS	59	4.3%	12.5%	4.1%	0.0%	0.0%	3.1%	6.6%
Allen ES	26	3.3%	10.1%	2.2%	0.0%	0.0%	1.8%	0.0%
Arcadia Park ES	5	0.7%	6.2%	0.6%	0.0%	0.0%	0.0%	2.8%
Carr ES	1	0.3%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%
Carver ES	8	1.9%	2.0%	1.8%	0.0%	0.0%	0.0%	0.0%
De Zavala ES	1	0.3%	0.0%	0.3%	0.0%	0.0%	0.4%	0.0%
Earhart ES	2	1.1%	2.8%	0.0%	0.0%	0.0%	0.0%	0.0%
Lanier ES	2	0.4%	1.2%	0.2%	0.0%	0.0%	0.0%	0.0%
Martinez ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Stevens Park ES	1	0.1%	0.0%	0.2%	0.0%	0.0%	0.0%	2.5%
Pinkston Feeder Pattern	152	1.9%	4.0%	1.5%	1.3%	0.0%	1.0%	2.9%
South Oak Cliff HS	115	7.4%	8.5%	4.2%	0.0%	20.0%	2.9%	7.2%
Storey MS	8	1.3%	2.5%	0.3%	0.0%	0.0%	0.5%	1.4%
Bushman ES	22	4.2%	5.7%	0.0%	33.3%	0.0%	0.0%	16.0%
Holland ES	3	0.8%	1.1%	0.6%	0.0%	0.0%	0.8%	0.0%
Jordan ES	10	1.1%	1.3%	1.0%	0.0%	0.0%	0.9%	2.4%
Marsalis ES	8	1.3%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%
Oliver ES	5	1.4%	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Russell ES	14	1.4%	6.9%	0.5%	0.0%	0.0%	0.2%	16.2%
Thornton ES	5	1.1%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Young ES	1	0.2%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%
South Oak Cliff Feeder Pattern	191	2.7%	4.1%	1.0%	3.0%	3.1%	0.6%	5.5%
Dade MS	27	2.2%	3.3%	0.0%	16.7%	0.0%	0.0%	3.1%
Edison MS	97	15.4%	22.2%	10.5%	0.0%	14.3%	11.0%	19.4%
Zumwalt MS	8	1.9%	2.4%	0.0%	0.0%	0.0%	0.0%	7.9%
Pease ES	40	5.1%	5.2%	3.3%	0.0%	0.0%	5.9%	3.1%
ACE	172	5.7%	6.2%	4.5%	11.1%	5.0%	3.9%	8.1%
Imagine 2020 Total	614	2.60%	3.90%	1.50%	2.10%	1.90%	1.10%	5.20%
District Total	4108	2.00%	4.10%	1.50%	1.20%	1.00%	1.40%	3.90%

Table 3: Discipline referrals for third six weeks in 2015-16

2015-16 Third SW								
Campus	Total Count of Offenses	Total % of students with one or more referral	% by Ethnicity				% by ELL	% by Spec Ed
			Black	Hispanic	White	Other		
Lincoln HS	27	4.4%	5.8%	0.0%	0.0%	0.0%	0.0%	4.1%
Madison HS	27	4.9%	5.2%	4.5%	0.0%	0.0%	4.1%	5.1%
Dunbar ES	7	0.9%	0.8%	0.0%	0.0%	20.0%	0.0%	0.0%
MLK ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Rhoads ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Rice ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Roberts ES	4	0.5%	3.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Lincoln/Madison Feeder Pattern	65	1.4%	1.8%	0.4%	0.0%	2.4%	0.3%	2.4%
Pinkston HS	46	3.9%	6.6%	3.0%	0.0%	0.0%	2.4%	3.3%
DESA MS	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Quintanilla MS	69	5.3%	18.8%	4.7%	18.2%	11.1%	4.0%	8.5%
Allen ES	14	1.8%	5.8%	1.2%	0.0%	0.0%	0.0%	0.0%
Arcadia Park ES	2	0.3%	0.0%	0.3%	0.0%	0.0%	0.2%	0.0%
Carr ES	11	2.7%	4.6%	0.0%	20.0%	0.0%	0.0%	9.7%
Carver ES	27	5.6%	5.7%	5.3%	0.0%	0.0%	0.0%	3.6%
De Zavala ES	3	0.8%	0.0%	0.8%	0.0%	0.0%	0.9%	0.0%
Earhart ES	6	2.8%	5.6%	0.9%	0.0%	0.0%	0.0%	0.0%
Lanier ES	2	0.4%	0.0%	0.4%	0.0%	0.0%	0.0%	3.2%
Martinez ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Stevens Park ES	3	0.3%	3.6%	0.2%	0.0%	0.0%	0.0%	2.5%
Pinkston Feeder Pattern	183	2.2%	5.3%	1.6%	3.9%	1.6%	1.2%	3.9%
South Oak Cliff HS	65	4.3%	5.5%	1.1%	0.0%	0.0%	1.2%	5.0%
Storey MS	12	1.8%	2.1%	1.6%	0.0%	0.0%	1.6%	0.0%
Bushman ES	27	4.4%	6.0%	0.7%	0.0%	0.0%	0.0%	12.0%
Holland ES	7	1.4%	2.8%	0.0%	0.0%	0.0%	0.0%	0.0%
Jordan ES	10	1.4%	3.8%	1.0%	0.0%	0.0%	1.1%	2.4%
Marsalis ES	6	0.8%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Oliver ES	6	1.4%	1.6%	0.0%	50.0%	0.0%	1.1%	4.3%
Russell ES	18	1.8%	9.5%	0.5%	0.0%	0.0%	0.2%	16.2%
Thornton ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Young ES	5	0.5%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%
South Oak Cliff Feeder Pattern	156	2.1%	3.3%	0.7%	3.0%	0.0%	0.6%	4.4%
Dade MS	20	2.1%	2.9%	0.7%	0.0%	0.0%	0.5%	1.6%
Edison MS	93	14.2%	21.7%	8.4%	0.0%	28.6%	11.0%	16.7%
Zumwalt MS	7	1.4%	1.8%	0.0%	0.0%	0.0%	0.0%	2.6%
Pease ES	24	3.8%	3.8%	3.3%	0.0%	0.0%	0.0%	3.1%
ACE	144	5.0%	5.4%	3.9%	0.0%	10.0%	3.9%	5.9%
Imagine 2020 Total	548	2.40%	3.50%	1.40%	2.80%	2.60%	1.10%	4.10%
District Total	4330	2.00%	4.20%	1.50%	1.30%	1.10%	1.40%	3.90%

Table 4: Discipline referrals for fourth six weeks in 2015-16

2015-16 Fourth SW								
Campus	Total Count of Offenses	Total % of students with one or more referral	% by Ethnicity				% by ELL	% by Spec Ed
			Black	Hispanic	White	Other		
Lincoln HS	35	6.2%	6.5%	5.5%	0.0%	0.0%	6.0%	5.2%
Madison HS	31	6.0%	7.5%	3.0%	0.0%	0.0%	1.4%	10.3%
Dunbar ES	20	2.7%	2.9%	1.1%	0.0%	20.0%	1.4%	0.0%
MLK ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Rhoads ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Rice ES	1	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	2.6%
Roberts ES	15	1.5%	4.3%	1.1%	0.0%	0.0%	0.0%	9.4%
Lincoln/Madison Feeder Pattern	102	2.2%	2.7%	1.3%	0.0%	2.4%	0.7%	5.0%
Pinkston HS	62	5.3%	10.5%	3.5%	0.0%	0.0%	4.5%	3.3%
DESA MS	2	0.5%	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%
Quintanilla MS	84	6.5%	6.2%	6.4%	9.1%	11.1%	6.4%	7.5%
Allen ES	21	3.3%	8.7%	2.4%	0.0%	0.0%	1.2%	4.5%
Arcadia Park ES	13	1.4%	0.0%	1.5%	0.0%	0.0%	1.2%	0.0%
Carr ES	8	1.8%	3.5%	0.0%	0.0%	0.0%	0.0%	3.2%
Carver ES	47	9.7%	10.9%	3.5%	0.0%	0.0%	0.0%	7.1%
De Zavala ES	6	1.6%	0.0%	1.6%	0.0%	0.0%	2.6%	5.9%
Earhart ES	2	0.6%	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%
Lanier ES	8	1.1%	4.8%	0.4%	0.0%	0.0%	0.4%	0.0%
Martinez ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Stevens Park ES	3	0.3%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%
Pinkston Feeder Pattern	256	3.2%	7.4%	2.3%	1.3%	1.6%	2.3%	3.5%
South Oak Cliff HS	93	6.5%	8.0%	2.8%	0.0%	0.0%	2.9%	6.6%
Storey MS	16	2.0%	2.8%	1.3%	0.0%	0.0%	0.5%	1.4%
Bushman ES	28	5.2%	7.1%	0.7%	0.0%	0.0%	0.9%	28.0%
Holland ES	4	1.1%	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Jordan ES	18	2.1%	7.6%	1.4%	0.0%	0.0%	1.1%	4.9%
Marsalis ES	17	2.7%	3.3%	0.9%	0.0%	0.0%	1.1%	4.8%
Oliver ES	15	3.0%	4.4%	0.0%	0.0%	0.0%	0.0%	8.7%
Russell ES	24	2.2%	13.8%	0.2%	0.0%	0.0%	0.0%	16.2%
Thornton ES	4	0.9%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Young ES	8	0.7%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%
South Oak Cliff Feeder Pattern	227	3.1%	5.0%	0.9%	0.0%	0.0%	0.7%	6.9%
Dade MS	44	3.5%	4.5%	1.4%	16.7%	0.0%	1.8%	0.8%
Edison MS	154	19.0%	32.4%	9.4%	0.0%	14.3%	11.6%	22.2%
Zumwalt MS	8	1.9%	2.4%	0.0%	0.0%	0.0%	0.0%	2.6%
Pease ES	23	3.6%	3.7%	3.3%	0.0%	0.0%	0.0%	9.4%
ACE	229	6.5%	7.3%	4.7%	11.1%	5.0%	4.8%	7.8%
Imagine 2020 Total	814	3.40%	5.00%	2.00%	1.40%	1.90%	1.80%	5.50%
District Total	6129	2.80%	5.70%	2.10%	1.40%	1.30%	2.00%	4.90%

Table 5: Discipline referrals for fifth six weeks in 2015-16

2015-16 Fifth SW								
Campus	Total Count of Offenses	Total % of students with one or more referral	% by Ethnicity				% by ELL	% by Spec Ed
			Black	Hispanic	White	Other		
Lincoln HS	40	6.4%	8.4%	0.0%	0.0%	0.0%	0.0%	8.2%
Madison HS	26	5.1%	7.1%	0.8%	0.0%	0.0%	1.4%	10.3%
Dunbar ES	21	2.7%	2.9%	1.1%	0.0%	20.0%	1.4%	0.0%
MLK ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Rhoads ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Rice ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Roberts ES	34	3.4%	12.0%	1.6%	14.3%	33.3%	0.9%	15.6%
Lincoln/Madison Feeder Pattern	121	2.4%	3.2%	0.8%	3.8%	4.9%	0.5%	6.2%
Pinkston HS	54	5.0%	9.8%	3.4%	0.0%	0.0%	2.7%	4.1%
DESA MS	3	0.7%	0.0%	0.9%	0.0%	0.0%	0.0%	0.0%
Quintanilla MS	94	6.7%	12.5%	6.3%	27.3%	0.0%	6.2%	5.7%
Allen ES	23	3.1%	7.2%	2.4%	0.0%	0.0%	1.8%	4.5%
Arcadia Park ES	2	0.3%	0.0%	0.3%	0.0%	0.0%	0.2%	0.0%
Carr ES	9	2.1%	4.0%	0.0%	0.0%	0.0%	0.0%	6.5%
Carver ES	47	7.7%	8.6%	3.5%	0.0%	0.0%	0.0%	10.7%
De Zavala ES	2	0.5%	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%
Earhart ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Lanier ES	4	0.7%	3.6%	0.2%	0.0%	0.0%	0.0%	3.2%
Martinez ES	2	0.4%	0.0%	0.4%	0.0%	0.0%	0.4%	2.7%
Stevens Park ES	3	0.4%	0.0%	0.5%	0.0%	0.0%	0.2%	0.0%
Pinkston Feeder Pattern	243	2.9%	6.5%	2.1%	3.9%	0.0%	1.8%	3.9%
South Oak Cliff HS	62	4.4%	5.4%	1.9%	0.0%	0.0%	1.8%	6.1%
Storey MS	58	7.0%	10.6%	3.5%	0.0%	50.0%	4.2%	12.3%
Bushman ES	27	5.0%	6.8%	0.7%	0.0%	0.0%	0.0%	12.0%
Holland ES	7	1.7%	2.8%	0.6%	0.0%	0.0%	0.8%	0.0%
Jordan ES	13	1.7%	3.8%	1.4%	0.0%	0.0%	1.8%	4.9%
Marsalis ES	8	1.5%	1.9%	0.0%	0.0%	0.0%	0.0%	9.5%
Oliver ES	12	2.8%	4.0%	0.0%	0.0%	0.0%	0.0%	13.0%
Russell ES	39	4.0%	21.6%	0.9%	0.0%	0.0%	0.4%	27.0%
Thornton ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Young ES	9	1.6%	2.3%	0.5%	0.0%	0.0%	0.6%	0.0%
South Oak Cliff Feeder Pattern	235	3.3%	4.9%	1.3%	0.0%	3.1%	1.2%	8.9%
Dade MS	16	1.7%	2.4%	0.7%	0.0%	0.0%	0.5%	1.6%
Edison MS	152	21.0%	30.4%	14.3%	0.0%	14.3%	11.0%	25.0%
Zumwalt MS	1	0.2%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%
Pease ES	40	5.4%	5.6%	3.3%	0.0%	0.0%	5.9%	0.0%
ACE	209	6.5%	6.6%	6.4%	0.0%	5.0%	4.2%	7.4%
Imagine 2020 Total	808	3.30%	4.90%	2.00%	2.80%	2.60%	1.60%	6.50%
District Total	6314	3.00%	5.90%	2.20%	1.50%	1.50%	2.10%	5.10%

Table 6: Discipline referrals for sixth six weeks in 2015-16

2015-16 Sixth SW								
Campus	Total Count of Offenses	Total % of students with one or more referral	% by Ethnicity				% by ELL	% by Spec Ed
			Black	Hispanic	White	Other		
Lincoln HS	23	4.0%	5.3%	0.0%	0.0%	0.0%	0.0%	2.1%
Madison HS	18	3.6%	4.5%	1.5%	0.0%	0.0%	2.7%	10.3%
Dunbar ES	70	10.1%	11.4%	3.2%	0.0%	20.0%	1.4%	2.2%
MLK ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Rhoads ES	2	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Rice ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Roberts ES	6	0.8%	3.3%	0.4%	0.0%	0.0%	0.6%	6.2%
Lincoln/Madison Feeder Pattern	119	2.6%	3.7%	0.5%	0.0%	2.4%	0.5%	3.8%
Pinkston HS	44	4.0%	7.4%	2.8%	0.0%	0.0%	4.1%	1.7%
DESA MS	2	0.5%	0.0%	0.6%	0.0%	0.0%	1.0%	0.0%
Quintanilla MS	76	5.7%	15.6%	5.4%	9.1%	0.0%	5.4%	5.7%
Allen ES	20	3.1%	7.2%	2.4%	0.0%	0.0%	3.6%	4.5%
Arcadia Park ES	2	0.3%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%
Carr ES	16	3.9%	7.5%	0.0%	0.0%	0.0%	0.0%	6.5%
Carver ES	21	4.1%	4.9%	0.0%	0.0%	0.0%	0.0%	0.0%
De Zavala ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Earhart ES	10	5.0%	9.9%	1.8%	0.0%	0.0%	1.4%	0.0%
Lanier ES	9	1.1%	3.6%	0.4%	9.1%	0.0%	0.0%	3.2%
Martinez ES	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Stevens Park ES	6	0.9%	3.6%	0.8%	0.0%	0.0%	0.7%	0.0%
Pinkston Feeder Pattern	206	2.6%	6.2%	1.8%	2.6%	0.0%	1.9%	2.4%
South Oak Cliff HS	52	3.8%	4.9%	1.1%	0.0%	0.0%	1.2%	3.3%
Storey MS	65	7.6%	13.1%	2.9%	0.0%	0.0%	1.6%	9.6%
Bushman ES	29	4.4%	5.7%	1.5%	0.0%	0.0%	0.9%	16.0%
Holland ES	12	2.3%	3.9%	0.6%	0.0%	0.0%	0.8%	0.0%
Jordan ES	17	2.3%	3.8%	1.9%	0.0%	33.3%	2.3%	9.8%
Marsalis ES	10	2.1%	2.5%	0.9%	0.0%	0.0%	1.1%	4.8%
Oliver ES	26	4.7%	6.7%	0.0%	0.0%	0.0%	0.0%	13.0%
Russell ES	26	2.4%	12.1%	0.8%	0.0%	0.0%	0.4%	18.9%
Thornton ES	1	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Young ES	15	2.1%	3.4%	0.0%	0.0%	0.0%	0.0%	0.0%
South Oak Cliff Feeder Pattern	253	3.3%	5.0%	1.2%	0.0%	3.1%	1.1%	7.1%
Dade MS	17	2.1%	2.9%	0.7%	0.0%	0.0%	0.9%	2.3%
Edison MS	155	21.2%	37.7%	9.8%	0.0%	0.0%	9.7%	25.0%
Zumwalt MS	4	0.9%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Pease ES	15	2.3%	2.4%	0.0%	0.0%	0.0%	0.0%	3.1%
ACE	191	6.0%	6.8%	4.4%	0.0%	0.0%	3.7%	8.1%
Imagine 2020 Total	769	3.20%	5.10%	1.70%	1.40%	1.30%	1.60%	5.10%
District Total	5572	2.60%	5.50%	1.90%	1.70%	1.50%	1.80%	4.30%

Appendix H

Attendance by Campus and Sub-Groups

Table 1: Attendance rates for first six weeks in 2015-16

2015-16 First Six Weeks							
Campus	Total Attendance %	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Lincoln	95.5%	95.5%	95.8%	-	97.7%	96.3%	93.9%
Madison	95.1%	95.1%	95.4%	94.7%	92.2%	95.3%	94.3%
Dunbar	96.2%	96.0%	97.2%	97.2%	95.8%	97.2%	95.2%
King	97.7%	97.2%	98.8%	98.3%	99.3%	99.3%	97.0%
Rhoads	97.0%	96.9%	97.3%	97.5%	94.8%	97.7%	96.5%
Rice	96.8%	96.7%	97.7%	96.6%	100.0%	98.0%	92.9%
Roberts	97.0%	94.6%	97.4%	97.5%	100.0%	97.9%	96.5%
Lincoln/Madison Feeder	96.5%	96.2%	97.1%	97.1%	97.5%	97.6%	94.7%
Pinkston	94.4%	93.6%	94.7%	94.6%	89.7%	95.1%	94.6%
DESA	98.8%	98.5%	98.8%	98.9%	99.0%	98.8%	98.3%
Quintanilla	96.4%	94.6%	96.5%	94.1%	95.5%	97.2%	95.5%
Allen	96.2%	96.0%	96.3%	94.8%	95.3%	96.9%	96.0%
Arcadia Park	97.9%	97.9%	97.9%	97.1%	98.3%	98.2%	98.0%
Carr	96.8%	97.2%	96.3%	94.5%	98.2%	97.3%	93.9%
Carver	96.7%	96.7%	95.8%	96.6%	99.5%	97.5%	95.4%
De Zavala	97.7%	100.0%	97.7%	95.7%	-	98.2%	95.1%
Earhart	95.5%	94.2%	96.2%	100.0%	-	96.5%	92.6%
Lanier	97.3%	96.5%	97.5%	95.3%	96.6%	98.0%	96.0%
Martinez	97.4%	95.4%	97.5%	96.6%	-	98.1%	95.8%
Stevens Park	97.5%	96.7%	97.5%	97.7%	93.1%	98.4%	94.2%
Pinkston Feeder	96.7%	95.9%	96.9%	96.3%	96.5%	97.6%	95.2%
SOC	94.2%	94.0%	94.9%	83.3%	95.9%	94.9%	94.9%
Storey	96.1%	95.5%	96.6%	91.4%	100.0%	96.4%	93.9%
Bushman	95.4%	94.7%	97.3%	93.1%	97.7%	97.7%	95.1%
Holland	97.4%	97.4%	97.6%	96.2%	93.1%	97.8%	98.0%
Jordan	97.3%	97.2%	97.4%	-	94.8%	97.6%	97.4%
Marsalis	97.5%	97.2%	98.7%	88.7%	96.6%	98.8%	95.6%
Oliver	97.4%	97.0%	98.5%	100.0%	95.5%	98.4%	97.5%
Russell	98.0%	97.1%	98.1%	99.2%	93.1%	98.4%	95.7%
Thornton	96.8%	96.8%	97.3%	100.0%	94.8%	98.6%	94.6%
Young	95.7%	94.9%	96.9%	96.6%	100.0%	97.6%	96.5%
SOC Feeder	96.3%	95.6%	97.2%	95.4%	95.7%	97.6%	95.3%
Dade	94.8%	94.3%	95.6%	98.3%	90.6%	95.5%	94.4%
Edison	95.3%	95.4%	95.2%	-	99.0%	95.8%	94.9%
Zumwalt	93.8%	92.8%	97.2%	98.6%	98.9%	97.5%	92.6%
Pease	96.6%	96.6%	96.2%	-	96.5%	97.8%	96.5%
ACE Schools	95.2%	94.9%	95.7%	98.3%	95.9%	96.0%	94.6%
Imagine 2020 Total	96.4%	95.7%	96.9%	96.4%	96.5%	97.5%	95.0%
District Total	96.7%	95.6%	96.8%	96.6%	96.9%	97.2%	95.0%

Table 2: Attendance rates for second six weeks in 2015-16

2015-16 Second Six Weeks (data is cumulative)							
Campus	Total Attendance %	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Lincoln	94.4%	94.4%	94.4%	-	95.5%	95.0%	92.3%
Madison	94.0%	94.2%	93.7%	94.7%	91.3%	93.5%	93.5%
Dunbar	95.5%	95.2%	96.9%	96.2%	93.0%	96.9%	94.8%
King	97.1%	96.6%	98.3%	97.1%	99.2%	98.9%	97.3%
Rhoads	96.7%	96.5%	97.1%	95.3%	95.2%	97.4%	96.5%
Rice	97.0%	97.0%	97.8%	97.3%	95.3%	97.9%	93.5%
Roberts	96.8%	94.4%	97.2%	97.5%	98.7%	97.7%	96.6%
Lincoln/Madison Feeder	96.0%	95.6%	96.7%	96.5%	96.7%	97.2%	94.1%
Pinkston	93.8%	93.3%	94.1%	92.0%	86.9%	94.6%	93.5%
DESA	98.5%	98.4%	98.6%	98.6%	97.7%	98.8%	99.0%
Quintanilla	96.1%	94.5%	96.1%	93.2%	94.9%	96.8%	94.8%
Allen	95.9%	95.7%	95.9%	91.3%	95.9%	96.9%	94.8%
Arcadia Park	97.8%	97.3%	97.8%	97.3%	94.4%	98.1%	97.3%
Carr	96.5%	96.7%	96.1%	96.1%	98.0%	97.2%	94.6%
Carver	95.9%	95.9%	95.2%	98.1%	97.9%	97.4%	95.0%
De Zavala	97.4%	100.0%	97.4%	93.8%	-	97.9%	95.7%
Earhart	95.5%	94.5%	96.2%	96.1%	-	96.6%	92.5%
Lanier	97.0%	96.4%	97.2%	94.1%	97.4%	97.9%	95.6%
Martinez	96.9%	95.1%	97.0%	97.1%	-	97.7%	95.9%
Stevens Park	97.2%	95.8%	97.2%	98.1%	94.2%	98.1%	94.1%
Pinkston Feeder	96.4%	95.5%	96.6%	95.6%	95.3%	97.3%	94.7%
SOC	93.4%	93.1%	94.2%	98.1%	93.5%	94.2%	94.3%
Storey	95.8%	95.1%	96.5%	92.4%	98.1%	96.6%	93.6%
Bushman	95.1%	94.3%	97.2%	93.7%	98.1%	97.7%	94.4%
Holland	96.6%	96.3%	97.2%	95.9%	92.5%	97.4%	97.1%
Jordan	97.2%	96.8%	97.2%	-	94.4%	97.5%	96.5%
Marsalis	97.4%	97.1%	98.7%	88.9%	96.2%	98.7%	95.1%
Oliver	96.9%	96.3%	98.3%	99.0%	94.1%	98.3%	96.9%
Russell	97.7%	96.7%	97.9%	98.5%	91.3%	98.2%	94.8%
Thornton	96.2%	96.2%	96.5%	100.0%	94.7%	98.3%	94.8%
Young	95.2%	94.3%	96.6%	96.1%	99.2%	97.4%	94.8%
SOC Feeder	95.9%	95.0%	97.0%	95.4%	94.8%	97.4%	94.7%
Dade	94.8%	94.2%	96.0%	97.7%	90.6%	95.9%	94.5%
Edison	95.1%	94.9%	95.1%	-	98.1%	95.9%	94.6%
Zumwalt	92.6%	91.7%	95.6%	99.2%	95.5%	96.3%	91.5%
Pease	95.5%	95.5%	95.1%	-	95.5%	96.8%	96.2%
ACE Schools	94.7%	94.2%	95.6%	98.2%	94.9%	96.0%	94.3%
Imagine 2020 Total	95.9%	95.1%	96.6%	95.9%	95.5%	97.2%	94.5%
District Total	96.2%	95.0%	96.5%	96.2%	96.8%	96.9%	94.6%

Table 3: Attendance rates for first semester in 2015-16

2015-16 First Semester (data is cumulative)							
Campus	Total Attendance %	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Lincoln	94.1%	94.2%	94.0%	-	94.0%	94.8%	91.8%
Madison	93.1%	93.0%	93.3%	95.8%	91.6%	93.2%	93.1%
Dunbar	95.0%	94.7%	96.5%	96.2%	93.0%	96.7%	94.8%
King	96.8%	96.2%	98.1%	96.1%	98.8%	98.7%	97.3%
Rhoads	96.4%	96.2%	96.8%	96.5%	93.9%	97.1%	95.8%
Rice	96.8%	96.7%	97.5%	97.4%	95.7%	97.3%	93.6%
Roberts	96.8%	94.9%	97.1%	96.1%	98.7%	97.6%	96.0%
Lincoln/Madison Feeder	95.7%	95.2%	96.4%	96.3%	96.3%	96.9%	93.8%
Pinkston	93.8%	93.0%	94.1%	92.0%	89.4%	94.4%	93.4%
DESA	98.4%	98.4%	98.5%	98.4%	98.2%	98.6%	98.7%
Quintanilla	95.8%	93.9%	95.9%	92.1%	94.6%	96.7%	94.1%
Allen	95.7%	95.3%	95.8%	94.2%	96.6%	96.8%	95.4%
Arcadia Park	97.7%	96.8%	97.8%	97.1%	96.3%	98.1%	97.0%
Carr	96.3%	96.4%	96.2%	96.1%	98.0%	97.5%	94.1%
Carver	95.3%	95.4%	93.8%	98.7%	97.8%	96.4%	94.5%
De Zavala	97.1%	98.7%	97.2%	92.9%	-	97.6%	94.6%
Earhart	95.2%	94.4%	95.7%	97.4%	-	96.1%	93.3%
Lanier	96.8%	96.2%	97.0%	94.8%	98.3%	97.6%	95.4%
Martinez	96.4%	95.7%	96.4%	96.8%	-	97.3%	95.3%
Stevens Park	97.0%	95.6%	97.1%	97.9%	93.6%	97.9%	94.3%
Pinkston Feeder	96.2%	95.1%	96.4%	95.5%	96.0%	97.1%	94.4%
SOC	92.7%	92.4%	93.5%	99.0%	93.1%	93.5%	93.7%
Storey	95.7%	94.8%	96.5%	93.7%	96.2%	96.7%	92.7%
Bushman	94.9%	94.1%	96.9%	95.5%	96.2%	97.3%	94.2%
Holland	96.6%	96.1%	97.1%	96.0%	91.8%	97.3%	96.9%
Jordan	97.0%	96.2%	97.2%	-	93.1%	97.5%	96.3%
Marsalis	97.0%	96.7%	98.4%	90.7%	97.4%	98.4%	94.7%
Oliver	96.7%	96.2%	98.1%	97.4%	95.7%	98.1%	96.1%
Russell	97.4%	95.9%	97.6%	98.0%	90.4%	98.0%	93.3%
Thornton	96.0%	96.0%	95.9%	100.0%	94.9%	97.6%	95.6%
Young	95.0%	94.0%	96.6%	93.3%	97.0%	97.3%	94.0%
SOC Feeder	95.5%	94.6%	96.7%	95.5%	94.3%	97.2%	94.1%
Dade	95.6%	95.1%	96.6%	97.0%	91.0%	96.6%	95.0%
Edison	94.5%	94.1%	94.7%	-	97.4%	95.4%	93.9%
Zumwalt	91.9%	91.0%	95.4%	97.5%	94.0%	96.3%	91.5%
Pease	94.7%	94.7%	94.8%	-	96.4%	96.6%	95.4%
ACE Schools	94.5%	94.0%	95.6%	97.2%	94.7%	96.1%	94.3%
Imagine 2020 Total	95.7%	94.7%	96.4%	95.7%	95.6%	97.1%	94.2%
District Total	96.0%	94.7%	96.3%	96.0%	96.6%	96.8%	94.3%

Table 4: Attendance rates for fourth six weeks in 2015-16

2015-16 Fourth Six Weeks (data is cumulative)							
Campus	Total Attendance %	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Lincoln	93.6%	93.7%	93.4%	-	93.3%	93.7%	91.4%
Madison	92.5%	92.4%	92.8%	96.0%	92.0%	92.3%	91.7%
Dunbar	94.9%	94.6%	96.3%	96.1%	92.2%	96.7%	95.2%
King	96.9%	96.4%	98.0%	96.6%	98.6%	98.6%	97.7%
Rhoads	96.3%	95.9%	96.8%	95.0%	94.0%	97.1%	95.7%
Rice	96.5%	96.4%	97.0%	96.8%	95.1%	97.0%	93.4%
Roberts	96.7%	94.9%	97.0%	95.5%	97.5%	97.5%	96.3%
Lincoln/Madison Feeder	95.5%	95.0%	96.3%	95.9%	96.0%	96.7%	93.4%
Pinkston	93.7%	93.1%	94.0%	93.0%	91.0%	94.3%	93.3%
DESA	98.5%	98.4%	98.5%	98.2%	98.4%	98.7%	97.2%
Quintanilla	95.6%	94.8%	95.7%	90.8%	94.7%	96.5%	94.3%
Allen	95.5%	94.4%	95.6%	95.9%	96.0%	96.6%	95.2%
Arcadia Park	97.6%	96.9%	97.6%	97.5%	95.3%	98.0%	97.1%
Carr	96.3%	96.4%	96.1%	96.5%	98.6%	97.2%	93.9%
Carver	95.1%	95.3%	93.1%	98.2%	97.8%	96.2%	94.2%
De Zavala	97.0%	99.1%	97.0%	93.8%	-	97.4%	95.0%
Earhart	95.2%	94.7%	95.6%	97.2%	-	95.9%	93.3%
Lanier	96.6%	95.7%	96.8%	94.7%	98.8%	97.5%	95.3%
Martinez	96.3%	94.8%	96.4%	97.7%	-	97.4%	95.2%
Stevens Park	96.8%	95.4%	96.8%	98.0%	93.6%	97.6%	94.4%
Pinkston Feeder	96.0%	95.1%	96.2%	95.6%	96.2%	97.0%	94.4%
SOC	92.1%	91.9%	92.7%	99.0%	92.7%	93.3%	92.5%
Storey	95.4%	94.3%	96.3%	94.1%	96.8%	96.3%	92.6%
Bushman	95.0%	94.2%	97.0%	95.6%	96.3%	97.5%	94.2%
Holland	96.5%	96.0%	97.0%	97.2%	93.2%	97.2%	96.6%
Jordan	96.8%	95.7%	97.0%	-	92.4%	97.4%	96.2%
Marsalis	96.8%	96.5%	98.1%	93.1%	95.4%	98.2%	94.9%
Oliver	96.7%	96.2%	98.1%	98.2%	96.5%	98.1%	95.4%
Russell	97.2%	95.6%	97.5%	98.3%	91.7%	97.8%	93.3%
Thornton	95.9%	95.9%	95.5%	100.0%	95.4%	97.2%	95.5%
Young	95.0%	94.0%	96.7%	90.2%	94.7%	97.3%	94.5%
SOC Feeder	95.3%	94.3%	96.5%	95.5%	94.5%	97.1%	93.6%
Dade	95.7%	95.3%	96.7%	93.8%	92.2%	96.6%	95.2%
Edison	94.1%	93.8%	94.3%	-	97.0%	95.2%	93.2%
Zumwalt	91.3%	90.3%	95.2%	94.6%	95.4%	96.3%	91.2%
Pease	94.4%	94.4%	94.2%	-	96.3%	97.4%	95.2%
ACE Schools	94.2%	93.7%	95.4%	94.0%	95.1%	96.1%	94.1%
Imagine 2020 Total	95.5%	94.5%	96.3%	95.6%	95.7%	96.9%	93.9%
District Total	95.8%	94.5%	96.2%	95.9%	96.4%	96.7%	94.1%

Table 5: Attendance rates for fifth six weeks in 2015-16

2015-16 Fifth Six Weeks (data is cumulative)							
Campus	Total Attendance %	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Lincoln	93.3%	93.3%	93.1%	-	92.9%	93.3%	91.2%
Madison	92.1%	91.9%	92.6%	95.8%	88.9%	92.3%	90.5%
Dunbar	94.6%	94.3%	95.9%	95.5%	91.6%	96.2%	95.1%
King	96.8%	96.4%	98.1%	97.1%	98.2%	98.4%	97.8%
Rhoads	96.2%	95.9%	96.7%	93.6%	94.1%	97.0%	95.3%
Rice	96.3%	96.2%	96.9%	97.4%	95.8%	97.1%	93.2%
Roberts	96.5%	94.8%	96.8%	95.5%	97.9%	97.3%	96.0%
Lincoln/Madison Feeder	95.3%	94.8%	96.1%	95.7%	95.5%	96.6%	93.0%
Pinkston	93.6%	92.7%	93.9%	93.4%	91.9%	94.4%	93.1%
DESA	98.5%	98.4%	98.6%	98.1%	98.6%	98.8%	97.5%
Quintanilla	95.3%	94.8%	95.3%	90.1%	94.3%	96.3%	94.0%
Allen	95.3%	94.3%	95.5%	96.1%	96.1%	96.5%	95.3%
Arcadia Park	97.4%	96.6%	97.5%	97.5%	93.9%	97.9%	96.7%
Carr	96.1%	96.2%	96.0%	95.9%	98.4%	97.0%	93.9%
Carver	94.9%	95.2%	92.8%	98.6%	97.1%	96.1%	93.8%
De Zavala	96.7%	97.9%	96.7%	92.8%	-	97.3%	95.1%
Earhart	95.1%	94.5%	95.5%	97.9%	-	95.8%	92.7%
Lanier	96.5%	95.5%	96.7%	94.6%	99.1%	97.4%	95.2%
Martinez	96.2%	92.7%	96.2%	97.9%	-	97.3%	94.8%
Stevens Park	96.5%	95.6%	96.6%	97.2%	93.7%	97.4%	94.1%
Pinkston Feeder	95.9%	94.9%	96.1%	95.4%	96.1%	96.9%	94.2%
SOC	91.9%	91.6%	92.6%	99.0%	92.1%	93.2%	91.9%
Storey	95.2%	94.1%	96.1%	93.7%	94.7%	96.1%	92.5%
Bushman	94.9%	94.1%	96.8%	96.6%	95.5%	97.4%	94.3%
Holland	96.4%	95.9%	96.9%	97.1%	94.0%	97.0%	96.7%
Jordan	96.7%	95.7%	96.9%	-	90.6%	97.3%	95.9%
Marsalis	96.6%	96.2%	97.9%	93.7%	96.5%	97.9%	94.6%
Oliver	96.6%	96.1%	98.0%	98.6%	97.1%	98.1%	94.7%
Russell	97.1%	95.3%	97.4%	98.2%	87.3%	97.8%	93.5%
Thornton	95.7%	95.7%	95.9%	99.3%	96.1%	97.6%	95.5%
Young	94.9%	93.8%	96.7%	91.4%	94.3%	97.3%	94.2%
SOC Feeder	95.2%	94.1%	96.4%	95.7%	94.0%	97.0%	93.3%
Dade	96.1%	95.7%	96.9%	94.4%	92.9%	96.9%	95.7%
Edison	91.3%	93.7%	94.1%	-	96.8%	95.0%	93.3%
Zumwalt	94.0%	90.4%	94.7%	94.7%	95.5%	96.2%	91.0%
Pease	94.3%	94.3%	94.6%	-	95.5%	97.6%	95.3%
ACE Schools	94.3%	93.9%	95.3%	94.5%	95.2%	96.2%	94.4%
Imagine 2020 Total	95.3%	94.4%	96.1%	95.4%	95.4%	96.8%	93.7%
District Total	95.6%	94.3%	96.0%	95.9%	96.2%	96.5%	94.0%

Table 6: Attendance rates for end-of-year in 2015-16

2015-16 End-of-Year (data is cumulative)							
Campus	Total Attendance %	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Lincoln	93.2%	93.3%	92.9%		93.2%	92.9%	91.3%
Madison	92.0%	91.7%	92.8%	95.8%	85.0%	92.6%	90.1%
Dunbar	94.2%	94.0%	95.6%	95.8%	91.4%	96.0%	95.0%
King	96.7%	96.2%	97.9%	96.7%	98.4%	98.3%	97.7%
Rhoads	96.2%	95.9%	96.8%	94.6%	94.6%	97.1%	95.2%
Rice	96.5%	96.4%	97.2%	97.9%	96.0%	97.3%	93.1%
Roberts	96.6%	95.0%	96.8%	95.7%	97.9%	97.3%	96.0%
Lincoln/Madison Feeder	95.2%	94.7%	96.1%	96.0%	95.2%	96.5%	93.0%
Pinkston	93.7%	92.8%	94.1%	93.8%	93.1%	94.5%	93.3%
DESA	98.6%	98.4%	98.6%	98.2%	98.9%	98.8%	98.0%
Quintanilla	95.3%	94.6%	95.4%	90.1%	95.0%	96.3%	94.2%
Allen	95.3%	94.2%	95.4%	96.3%	96.4%	96.5%	95.0%
Arcadia Park	97.4%	96.5%	97.5%	97.1%	94.2%	97.9%	96.6%
Carr	96.0%	96.0%	96.0%	96.2%	97.8%	97.1%	94.3%
Carver	94.7%	94.9%	92.8%	98.9%	96.8%	96.0%	93.6%
De Zavala	96.7%	98.1%	96.7%	93.4%		97.3%	95.3%
Earhart	95.1%	94.0%	95.7%	97.1%		96.1%	92.9%
Lanier	96.4%	95.3%	96.6%	94.9%	99.0%	97.3%	95.3%
Martinez	96.3%	92.2%	96.4%	97.7%		97.4%	95.1%
Stevens Park	96.5%	95.6%	96.6%	97.3%	94.3%	97.4%	94.2%
Pinkston Feeder	95.9%	94.8%	96.1%	95.5%	96.5%	96.9%	94.3%
SOC	91.9%	91.6%	92.5%	99.0%	93.0%	93.2%	91.7%
Storey	95.0%	93.8%	96.0%	94.4%	95.1%	96.0%	92.6%
Bushman	94.6%	93.8%	96.7%	97.1%	95.0%	97.3%	93.9%
Holland	96.2%	95.6%	96.9%	97.7%	93.6%	97.1%	96.4%
Jordan	96.6%	95.5%	96.8%		87.4%	97.2%	95.6%
Marsalis	96.6%	96.2%	97.9%	93.7%	95.4%	97.9%	94.4%
Oliver	96.4%	95.7%	97.9%	98.9%	97.7%	98.0%	94.3%
Russell	97.0%	95.1%	97.3%	98.2%	87.4%	97.7%	93.8%
Thornton	95.6%	95.6%	95.3%	99.4%	96.7%	96.9%	95.6%
Young	94.9%	93.9%	96.7%	92.7%	94.7%	97.3%	94.3%
SOC Feeder	95.1%	94.0%	96.4%	96.1%	94.0%	96.9%	93.2%
Dade	96.0%	95.6%	96.8%	94.7%	92.3%	96.8%	95.7%
Edison	93.8%	93.6%	93.9%		96.6%	95.0%	93.2%
Zumwalt	91.1%	90.2%	94.5%	93.7%	95.6%	96.2%	90.7%
Pease	94.3%	94.3%	95.0%		95.4%	97.8%	95.2%
ACE Schools	94.2%	93.8%	95.2%	94.3%	94.9%	96.2%	94.2%
Imagine 2020 Total	95.3%	94.3%	96.1%	95.6%	95.5%	96.8%	93.7%
District Total	95.6%	94.2%	96.0%	96.0%	96.2%	96.5%	93.9%

Appendix I

Course Passing Rates by Campus and Sub-Groups

Table 1: Course passing rates for first six weeks in 2015-16

2015-16 First SW							
Campus	% of students passing all courses	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Lincoln HS	61%	65%	51%		0%	45%	66%
Madison HS	58%	59%	58%	63%	78%	51%	64%
Dunbar ES	78%	59%	59%		40%	58%	55%
MLK ES	70%	57%	61%	0%	25%	53%	69%
Rhoads ES	79%	60%	63%		100%	67%	53%
Rice ES	81%	58%	56%	33%	17%	54%	65%
Roberts ES	77%	56%	62%	36%	56%	65%	67%
Lincoln/Madison Feeder Pattern	73%	60%	60%	30%	47%	59%	62%
Pinkston HS	59%	56%	63%	53%	33%	65%	0%
DESA MS	61%	56%	55%	33%		63%	50%
Quintanilla MS	61%	60%	61%		29%	60%	57%
Allen ES	77%	65%	79%	50%	100%	80%	73%
Arcadia Park ES	75%	81%	74%	73%	83%	70%	64%
Carr ES	80%	74%	79%	67%	100%	78%	44%
Carver ES	58%	80%	80%	80%	75%	80%	81%
De Zavala ES	76%	56%	72%	0%	50%	65%	29%
Earhart ES	77%	65%	86%	75%	74%	92%	67%
Lanier ES	80%	85%	86%		67%	86%	78%
Martinez ES	86%	77%	82%	100%	80%	79%	80%
Stevens Park ES	83%	79%	75%	100%		72%	85%
Pinkston Feeder Pattern	71%	68%	75%	66%	62%	76%	64%
South Oak Cliff HS	58%	69%	82%	73%	100%	79%	71%
Storey MS	61%	56%	68%	100%	40%	62%	18%
Bushman ES	76%	76%	92%	75%	100%	88%	67%
Holland ES	62%	50%	89%	100%	50%	92%	61%
Jordan ES	86%	67%	67%		50%	71%	47%
Marsalis ES	80%	80%	78%	100%	100%	79%	61%
Oliver ES	61%	80%	84%	67%	100%	83%	79%
Russell ES	82%	79%	77%	86%	67%	74%	72%
Thornton ES	80%	75%	84%	78%	50%	83%	70%
Young ES	71%	82%	83%	100%	100%	80%	85%
South Oak Cliff Feeder Pattern	71%	71%	81%	83%	70%	79%	67%
Dade MS	57%	80%	77%	100%	100%	90%	81%
Edison MS	60%	64%	82%	60%	100%	85%	39%
Zumwalt MS	55%	67%	76%	75%		79%	53%
Pease ES	67%	75%	86%	100%		83%	86%
ACE	60%	73%	82%	75%	100%	82%	70%
Imagine 2020 Total	70%	67%	73%	63%	62%	73%	64%
District Total	66%	62%	68%	66%	55%	67%	65%

Table 2: Course passing rates for second six weeks in 2015-16

2015-16 Second SW							
Campus	% of students passing all courses	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Lincoln HS	61%	63%	55%		0%	49%	66%
Madison HS	55%	60%	57%	63%	67%	47%	65%
Dunbar ES	77%	57%	55%		60%	53%	56%
MLK ES	76%	56%	57%	0%	25%	54%	65%
Rhoads ES	73%	57%	61%		50%	64%	56%
Rice ES	87%	56%	54%	33%	17%	51%	62%
Roberts ES	83%	53%	59%	45%	56%	62%	66%
Lincoln/Madison Feeder Pattern	74%	58%	57%	32%	45%	56%	62%
Pinkston HS	58%	58%	64%	60%	40%	68%	0%
DESA MS	62%	53%	47%	33%		54%	47%
Quintanilla MS	59%	57%	62%		14%	61%	47%
Allen ES	80%	68%	82%	50%	100%	81%	73%
Arcadia Park ES	77%	81%	77%	64%	67%	76%	56%
Carr ES	78%	68%	70%	67%	100%	75%	28%
Carver ES	47%	80%	75%	80%	100%	75%	84%
De Zavala ES	82%	44%	63%	0%	50%	65%	36%
Earhart ES	80%	71%	91%	75%	79%	95%	83%
Lanier ES	85%	84%	85%		100%	84%	76%
Martinez ES	87%	77%	80%	80%	60%	82%	83%
Stevens Park ES	83%	80%	80%	0%		78%	95%
Pinkston Feeder Pattern	71%	66%	76%	62%	63%	77%	62%
South Oak Cliff HS	56%	80%	86%	91%	100%	85%	81%
Storey MS	58%	47%	64%	100%	40%	60%	45%
Bushman ES	69%	71%	81%	75%	100%	76%	67%
Holland ES	55%	65%	84%	50%	50%	86%	83%
Jordan ES	85%	75%	83%		50%	94%	66%
Marsalis ES	74%	71%	76%	100%	80%	78%	65%
Oliver ES	70%	87%	90%	100%	100%	91%	89%
Russell ES	77%	85%	83%	86%	100%	81%	91%
Thornton ES	78%	71%	79%	78%	50%	78%	68%
Young ES	77%	89%	83%	83%	100%	81%	85%
South Oak Cliff Feeder Pattern	69%	74%	81%	85%	70%	79%	77%
Dade MS	55%	77%	82%	100%	100%	80%	71%
Edison MS	59%	71%	86%	80%	100%	87%	56%
Zumwalt MS	52%	100%	82%	75%		82%	65%
Pease ES	75%	88%	87%	100%		86%	84%
ACE	60%	75%	85%	83%	100%	85%	72%
Imagine 2020 Total	70%	66%	73%	63%	62%	73%	65%
District Total	67%	62%	68%	66%	56%	68%	65%

Table 3: Course passing rates for third six weeks in 2015-16

2015-16 Third SW							
Campus	% of students passing all courses	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Lincoln HS	59%	61%	55%		33%	51%	68%
Madison HS	54%	60%	56%	63%	67%	48%	61%
Dunbar ES	86%	56%	54%		40%	54%	56%
MLK ES	77%	55%	54%	0%	25%	49%	55%
Rhoads ES	80%	57%	58%		100%	64%	49%
Rice ES	84%	59%	58%	33%	17%	56%	68%
Roberts ES	93%	56%	60%	36%	44%	61%	63%
Lincoln/Madison Feeder Pattern	77%	58%	57%	30%	45%	57%	61%
Pinkston HS	57%	50%	63%	53%	40%	67%	50%
DESA MS	60%	56%	46%	33%		52%	55%
Quintanilla MS	59%	58%	58%		29%	56%	50%
Allen ES	89%	72%	92%	50%	75%	93%	86%
Arcadia Park ES	84%	88%	84%	82%	67%	83%	64%
Carr ES	81%	82%	85%	100%	100%	88%	80%
Carver ES	55%	80%	82%	60%	100%	85%	77%
De Zavala ES	86%	53%	70%	100%	50%	74%	39%
Earhart ES	87%	72%	87%	75%	95%	93%	75%
Lanier ES	91%	82%	86%		100%	86%	78%
Martinez ES	92%	85%	88%	100%	80%	86%	74%
Stevens Park ES	90%	80%	91%	100%		91%	100%
Pinkston Feeder Pattern	75%	71%	80%	70%	67%	82%	67%
South Oak Cliff HS	55%	87%	92%	100%	100%	91%	90%
Storey MS	57%	64%	82%	100%	40%	81%	64%
Bushman ES	83%	73%	83%	75%	100%	80%	67%
Holland ES	73%	61%	85%	50%	100%	89%	74%
Jordan ES	85%	77%	80%		100%	88%	69%
Marsalis ES	76%	76%	85%	100%	100%	87%	74%
Oliver ES	68%	84%	84%	100%	100%	86%	87%
Russell ES	85%	93%	92%	100%	100%	93%	91%
Thornton ES	80%	73%	87%	89%	50%	87%	78%
Young ES	80%	96%	90%	100%	100%	88%	93%
South Oak Cliff Feeder Pattern	72%	76%	88%	93%	87%	88%	81%
Dade MS	58%	79%	82%	100%	100%	100%	43%
Edison MS	57%	73%	91%	80%	100%	92%	56%
Zumwalt MS	54%	100%	86%	75%		87%	88%
Pease ES	78%	88%	92%	100%		89%	84%
ACE	62%	76%	90%	83%	100%	89%	70%
Imagine 2020 Total	73%	69%	77%	68%	67%	78%	67%
District Total	69%	65%	71%	67%	58%	73%	67%

Table 4: Course passing rates for fourth six weeks in 2015-16

2015-16 Fourth Six Weeks							
Campus	% of students passing all courses	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Lincoln HS	54%	55%	50%		67%	45%	55%
Madison HS	54%	58%	56%	75%	50%	45%	56%
Dunbar ES	81%	55%	55%		50%	53%	58%
MLK ES	81%	56%	54%	0%	0%	46%	61%
Rhoads ES	83%	49%	57%		33%	62%	45%
Rice ES	83%	53%	54%	29%	17%	56%	55%
Roberts ES	93%	53%	55%	15%	44%	57%	59%
Lincoln/Madison Feeder Pattern	77%	54%	55%	27%	38%	54%	56%
Pinkston HS	57%	60%	62%	47%	47%	69%	67%
DESA MS	61%	50%	54%			63%	44%
Quintanilla MS	55%	53%	56%	50%	29%	52%	50%
Allen ES	86%	69%	88%	67%	88%	88%	70%
Arcadia Park ES	84%	76%	84%	69%	75%	84%	69%
Carr ES	90%	79%	80%	100%	100%	81%	58%
Carver ES	56%	89%	91%	75%	100%	91%	90%
De Zavala ES	90%	53%	69%	100%	86%	78%	39%
Earhart ES	88%	79%	87%	100%	84%	89%	78%
Lanier ES	90%	79%	83%		67%	83%	79%
Martinez ES	91%	81%	79%	100%	80%	82%	77%
Stevens Park ES	85%	90%	88%	0%		88%	95%
Pinkston Feeder Pattern	74%	70%	79%	63%	70%	80%	65%
South Oak Cliff HS	55%	88%	90%	100%	100%	89%	88%
Storey MS	53%	59%	76%	100%	100%	72%	79%
Bushman ES	79%	77%	85%	75%	60%	83%	71%
Holland ES	67%	68%	93%	100%	100%	94%	73%
Jordan ES	82%	72%	77%		75%	95%	54%
Marsalis ES	79%	79%	89%	100%	67%	90%	79%
Oliver ES	75%	84%	83%	75%	50%	83%	89%
Russell ES	82%	90%	93%	100%	100%	91%	89%
Thornton ES	77%	73%	83%	80%	33%	84%	77%
Young ES	82%	88%	84%	100%	100%	85%	88%
South Oak Cliff Feeder Pattern	71%	76%	87%	92%	74%	86%	79%
Dade MS	53%	76%	86%	100%	100%	100%	50%
Edison MS	54%	78%	88%	83%	100%	90%	83%
Zumwalt MS	50%	100%	90%	100%		91%	85%
Pease ES	73%	75%	92%	100%		92%	78%
ACE	58%	77%	90%	93%	100%	92%	75%
Imagine 2020 Total	72%	68%	76%	67%	64%	77%	64%
District Total	68%	63%	70%	66%	59%	71%	66%

Table 5: Course passing rates for fifth six weeks in 2015-16

2015-16 Fifth Six Weeks							
Campus	% of students passing all courses	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Lincoln HS	54%	57%	46%		33%	40%	52%
Madison HS	53%	56%	58%	50%	25%	51%	63%
Dunbar ES	79%	56%	55%		50%	54%	56%
MLK ES	79%	54%	52%	50%	25%	42%	58%
Rhoads ES	81%	54%	56%	17%	0%	63%	49%
Rice ES	85%	56%	59%	29%	17%	59%	63%
Roberts ES	89%	63%	60%	38%	44%	61%	68%
Lincoln/Madison Feeder Pattern	76%	56%	58%	35%	31%	57%	59%
Pinkston HS	57%	46%	64%	40%	73%	64%	67%
DESA MS	62%	54%	54%	33%		58%	54%
Quintanilla MS	60%	58%	55%	0%	29%	57%	53%
Allen ES	81%	69%	83%	67%	88%	81%	67%
Arcadia Park ES	81%	82%	81%	69%	75%	80%	74%
Carr ES	82%	74%	81%	100%	100%	82%	54%
Carver ES	59%	78%	87%	75%	100%	88%	80%
De Zavala ES	87%	58%	66%	100%	43%	69%	47%
Earhart ES	85%	75%	87%	100%	95%	93%	85%
Lanier ES	86%	80%	81%		67%	82%	71%
Martinez ES	89%	79%	79%	100%	100%	82%	71%
Stevens Park ES	88%	80%	87%	100%		83%	90%
Pinkston Feeder Pattern	74%	69%	77%	63%	74%	78%	66%
South Oak Cliff HS	56%	81%	87%	100%	100%	87%	94%
Storey MS	55%	55%	67%	100%	100%	62%	63%
Bushman ES	76%	80%	87%		60%	86%	63%
Holland ES	61%	67%	90%	100%	67%	91%	68%
Jordan ES	81%	79%	89%		25%	90%	63%
Marsalis ES	81%	79%	86%	80%	67%	86%	69%
Oliver ES	74%	85%	83%	75%	50%	85%	89%
Russell ES	80%	90%	89%	100%	50%	86%	86%
Thornton ES	78%	64%	83%	90%	33%	83%	77%
Young ES	82%	88%	88%	100%	100%	90%	88%
South Oak Cliff Feeder Pattern	71%	77%	85%	86%	61%	85%	77%
Dade MS	56%	77%	86%	100%	100%	100%	55%
Edison MS	56%	79%	88%	67%	100%	87%	67%
Zumwalt MS	53%	100%	88%	50%		89%	73%
Pease ES	79%	88%	89%	100%		92%	88%
ACE	61%	78%	89%	71%	100%	90%	74%
Imagine 2020 Total	72%	68%	75%	65%	62%	76%	65%
District Total	69%	64%	71%	66%	60%	73%	67%

Table 6: Course passing rates for sixth six weeks in 2015-16

2015-16 Sixth Six Weeks							
Campus	% of students passing all courses	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Lincoln HS	58%	59%	54%		67%	48%	53%
Madison HS	54%	59%	55%	50%	25%	47%	61%
Dunbar ES	79%	55%	59%		17%	57%	60%
MLK ES	79%	55%	52%	50%	25%	46%	57%
Rhoads ES	81%	52%	54%	17%	100%	60%	49%
Rice ES	83%	58%	60%	29%	17%	58%	67%
Roberts ES	90%	59%	61%	23%	56%	61%	69%
Lincoln/Madison Feeder Pattern	76%	56%	58%	30%	38%	57%	60%
Pinkston HS	56%	44%	71%	33%	53%	74%	33%
DESA MS	65%	56%	49%	33%		54%	62%
Quintanilla MS	60%	57%	61%	50%	14%	57%	57%
Allen ES	82%	69%	84%	67%	100%	81%	78%
Arcadia Park ES	79%	88%	79%	69%	75%	77%	77%
Carr ES	77%	73%	84%	100%	100%	87%	50%
Carver ES	64%	71%	83%	75%	75%	84%	73%
De Zavala ES	86%	61%	80%	100%	71%	88%	61%
Earhart ES	86%	75%	86%	100%	95%	93%	85%
Lanier ES	84%	90%	86%		67%	87%	86%
Martinez ES	87%	80%	75%	80%	80%	78%	79%
Stevens Park ES	90%	81%	88%	100%		84%	86%
Pinkston Feeder Pattern	74%	70%	79%	62%	71%	80%	70%
South Oak Cliff HS	56%	75%	86%	91%	100%	86%	91%
Storey MS	53%	53%	69%	100%	100%	64%	75%
Bushman ES	77%	80%	93%		60%	93%	79%
Holland ES	61%	65%	90%	100%	100%	91%	64%
Jordan ES	87%	73%	80%		25%	85%	66%
Marsalis ES	83%	78%	84%	100%	83%	85%	72%
Oliver ES	73%	85%	71%	75%	50%	71%	86%
Russell ES	82%	89%	90%	100%	50%	90%	77%
Thornton ES	81%	74%	83%	90%	33%	82%	83%
Young ES	77%	94%	90%	100%	100%	93%	90%
South Oak Cliff Feeder Pattern	71%	76%	86%	86%	68%	86%	79%
Dade MS	58%	80%	91%	100%	100%	100%	59%
Edison MS	59%	72%	84%	67%	100%	85%	61%
Zumwalt MS	54%	100%	86%	75%		86%	69%
Pease ES	73%	88%	87%	100%		85%	83%
ACE	61%	76%	86%	79%	100%	86%	71%
Imagine 2020 Total	72%	68%	76%	64%	63%	76%	67%
District Total	69%	64%	72%	66%	60%	73%	67%

Appendix J

Elementary School ACP Passing Rates (K-2)

Table 1: Kindergarten through second grade math ACP passing rates for semester one

2015-16 Kinder to Grade 2 Math SEM1							
Campus	Percent of students passing (Grade >= 70)	Black	% by Ethnicity Hispanic	White	Other	% by ELL	% by Spec Ed
Dunbar ES	74.0%	72.3%	80.4%	80.0%	100.0%	82.4%	65.2%
MLK ES	79.6%	80.3%	83.0%	50.0%	66.7%	82.2%	100.0%
Rhoads ES	87.6%	86.5%	89.8%	100.0%	0.0%	90.5%	100.0%
Rice ES	92.1%	92.0%	95.7%	66.7%	100.0%	88.2%	0.0%
Roberts ES	72.4%	75.6%	72.0%	50.0%		66.2%	41.7%
Lincoln/Madison Feeder Pattern	80.9%	82.1%	79.6%	75.0%	70.0%	77.8%	61.0%
Allen ES	80.9%	68.4%	84.4%	0.0%	75.0%	77.5%	63.6%
Arcadia Park ES	83.5%	77.8%	84.1%	77.8%	66.7%	82.7%	61.9%
Carr ES	81.1%	80.0%	83.1%	0.0%	100.0%	81.1%	100.0%
Carver ES	63.4%	59.5%	83.9%		50.0%	83.3%	50.0%
De Zavala ES	83.5%	100.0%	83.3%			83.8%	50.0%
Earhart ES	70.0%	65.0%	72.5%			70.0%	
Lanier ES	78.8%	75.0%	79.2%	100.0%		78.7%	64.3%
Martinez ES	90.9%	100.0%	90.7%	100.0%		86.0%	55.6%
Stevens Park ES	80.3%	81.8%	80.3%	75.0%		79.9%	66.7%
Pinkston Feeder Pattern	80.2%	68.4%	83.2%	66.7%	72.7%	81.4%	61.8%
Bushman ES	87.2%	88.1%	85.7%	50.0%	100.0%	88.7%	75.0%
Holland ES	92.2%	93.4%	90.9%		100.0%	87.5%	100.0%
Jordan ES	84.4%	75.9%	85.2%		100.0%	85.2%	83.3%
Marsalis ES	84.9%	84.6%	87.5%	50.0%		81.1%	40.0%
Oliver ES	78.4%	70.3%	95.8%	100.0%	100.0%	95.3%	33.3%
Russell ES	74.6%	72.5%	75.4%	50.0%	0.0%	74.0%	45.5%
Thornton ES	95.0%	95.1%	90.9%	100.0%	100.0%	87.5%	100.0%
Young ES	74.6%	70.8%	80.2%	100.0%		79.5%	16.7%
South Oak Cliff Feeder Pattern	82.8%	82.7%	83.0%	66.7%	92.3%	82.2%	55.0%
Pease ES	79.1%	78.7%	83.3%		100.0%	100.0%	66.7%
ACE	79.1%	78.7%	83.3%		100.0%	100.0%	66.7%
Imagine 2020 Total	81.26%	79.93%	82.54%	69.77%	78.26%	81.13%	60.00%
District Total	83.60%	77.30%	84.92%	92.03%	84.68%	83.98%	64.27%

Table 2: Kindergarten through second grade math ACP passing rates for semester two

2015-16 Kinder to Grade 2 Math SEM2							
Campus	Percent of students passing (Grade >= 70)	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Dunbar ES	76.9%	76.7%	76.6%	80.0%	100.0%	81.3%	57.1%
MLK ES	81.2%	81.0%	79.5%	100.0%	86.7%	79.5%	100.0%
Rhoads ES	93.0%	91.3%	96.6%	75.0%	100.0%	97.8%	77.8%
Rice ES	91.8%	91.3%	100.0%	66.7%		94.1%	0.0%
Roberts ES	74.2%	78.3%	73.1%	100.0%		71.2%	38.5%
Lincoln/Madison Feeder Pattern	83.6%	84.7%	81.5%	80.0%	88.9%	81.8%	55.8%
Allen ES	81.7%	67.6%	84.3%	100.0%	66.7%	82.4%	75.0%
Arcadia Park ES	87.9%	77.8%	88.3%	88.9%	80.0%	89.0%	78.3%
Carr ES	77.4%	79.5%	75.8%	0.0%	100.0%	78.9%	83.3%
Carver ES	65.1%	61.5%	81.8%		100.0%	85.0%	38.9%
De Zavala ES	80.9%	100.0%	81.1%		0.0%	81.7%	40.0%
Earhart ES	83.1%	73.7%	87.5%			80.0%	100.0%
Lanier ES	83.0%	81.8%	83.0%	100.0%		83.1%	86.7%
Martinez ES	90.2%	100.0%	89.9%	100.0%		86.8%	100.0%
Stevens Park ES	87.9%	87.5%	88.1%	80.0%		88.5%	60.0%
Pinkston Feeder Pattern	82.5%	70.0%	85.7%	85.0%	75.0%	85.5%	71.1%
Bushman ES	92.2%	93.5%	88.7%	100.0%	100.0%	86.8%	66.7%
Holland ES	87.9%	83.3%	91.0%		100.0%	87.7%	100.0%
Jordan ES	88.2%	84.4%	88.6%		100.0%	90.1%	75.0%
Marsalis ES	79.8%	77.7%	85.5%	100.0%	100.0%	87.2%	66.7%
Oliver ES	73.5%	64.9%	92.2%	100.0%	66.7%	93.2%	75.0%
Russell ES	74.3%	70.8%	75.0%	66.7%		75.1%	26.7%
Thornton ES	95.7%	95.2%	100.0%	100.0%	100.0%	100.0%	66.7%
Young ES	71.3%	63.3%	83.0%	100.0%		80.0%	16.7%
South Oak Cliff Feeder Pattern	82.1%	79.7%	84.2%	88.9%	92.3%	84.3%	53.1%
Pease ES	79.2%	78.8%	85.7%			100.0%	85.7%
ACE	79.2%	78.8%	85.7%			100.0%	100.0%
Imagine 2020 Total	82.67%	79.90%	84.50%	84.10%	86.00%	84.47%	64.25%
District Total	83.80%	77.20%	85.00%	93.50%	87.70%	84.32%	60.60%

Table 3: Kindergarten through second grade reading ACP passing rates for semester one

2015-16 Kinder to Grade 2 Reading SEM1							
Campus	Percent of students passing (Grade >= 70)	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Dunbar ES	77.6%	75.3%	87.0%	80.0%	100.0%	88.2%	60.9%
MLK ES	88.4%	87.4%	89.4%	100.0%	93.3%	100.0%	100.0%
Rhoads ES	88.2%	86.8%	90.8%	75.0%	100.0%	91.6%	100.0%
Rice ES	87.2%	87.0%	91.3%	66.7%	100.0%	82.4%	0.0%
Roberts ES	76.7%	75.6%	77.5%	0.0%		74.8%	41.7%
Lincoln/Madison Feeder Pattern	83.4%	83.2%	83.7%	68.8%	95.0%	84.5%	56.4%
Allen ES	81.7%	75.7%	83.3%	50.0%	75.0%	80.3%	63.6%
Arcadia Park ES	88.0%	88.9%	88.1%	77.8%	100.0%	88.0%	81.0%
Carr ES	79.5%	71.8%	89.2%	0.0%	100.0%	88.7%	100.0%
Carver ES	68.3%	66.7%	74.2%		100.0%	72.2%	50.0%
De Zavala ES	80.7%	100.0%	80.4%			79.0%	75.0%
Earhart ES	80.0%	65.0%	87.5%			85.0%	
Lanier ES	82.9%	58.3%	86.3%	100.0%		87.6%	64.3%
Martinez ES	89.3%	100.0%	89.6%	0.0%		90.7%	77.8%
Stevens Park ES	90.5%	90.9%	90.3%	100.0%		91.8%	100.0%
Pinkston Feeder Pattern	83.4%	70.0%	86.7%	72.2%	90.9%	87.0%	73.7%
Bushman ES	81.6%	79.3%	87.3%	50.0%	100.0%	88.7%	75.0%
Holland ES	90.4%	88.2%	92.0%		100.0%	89.1%	66.7%
Jordan ES	89.3%	85.7%	89.6%		100.0%	90.4%	83.3%
Marsalis ES	87.3%	85.7%	93.8%	50.0%		91.9%	40.0%
Oliver ES	81.4%	75.5%	95.8%	100.0%	50.0%	95.3%	33.3%
Russell ES	79.9%	74.0%	81.4%	50.0%	0.0%	80.5%	72.7%
Thornton ES	93.4%	93.3%	90.9%	100.0%	100.0%	87.5%	100.0%
Young ES	77.3%	75.8%	79.2%	100.0%		79.5%	33.3%
South Oak Cliff Feeder Pattern	84.5%	82.6%	86.6%	66.7%	83.3%	86.4%	62.5%
Pease ES	77.6%	77.7%	72.7%		100.0%	77.8%	57.1%
ACE	77.6%	77.7%	72.7%		100.0%	77.8%	57.1%
Imagine 2020 Total	83.54%	80.43%	86.10%	69.77%	91.11%	86.28%	66.05%
District Total	86.00%	79.85%	87.48%	91.82%	86.61%	87.93%	67.33%

Table 4: Kindergarten through second grade reading ACP passing rates for semester two

2015-16 Kinder to Grade 2 Reading SEM2							
Campus	Percent of students passing (Grade >= 70)	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Dunbar ES	64.7%	60.9%	80.0%	80.0%	100.0%	83.3%	40.7%
MLK ES	79.5%	76.7%	86.0%	100.0%	86.7%	90.9%	100.0%
Rhoads ES	83.2%	80.4%	89.9%	25.0%	100.0%	93.3%	66.7%
Rice ES	85.8%	85.5%	91.3%	66.7%		82.4%	0.0%
Roberts ES	75.9%	73.9%	76.5%	50.0%		76.7%	53.8%
Lincoln/Madison Feeder Pattern	77.6%	75.3%	82.0%	60.0%	89.5%	84.1%	49.0%
Allen ES	74.3%	61.8%	77.0%	50.0%	66.7%	74.3%	62.5%
Arcadia Park ES	81.5%	77.8%	82.1%	66.7%	80.0%	84.3%	78.3%
Carr ES	77.4%	74.4%	80.3%	100.0%	100.0%	80.7%	83.3%
Carver ES	56.9%	56.3%	57.6%		100.0%	60.0%	27.8%
De Zavala ES	77.5%	100.0%	77.1%		100.0%	75.0%	60.0%
Earhart ES	66.1%	57.9%	70.0%			70.0%	100.0%
Lanier ES	78.9%	68.2%	80.1%	100.0%		80.9%	66.7%
Martinez ES	83.9%	100.0%	84.6%	0.0%		84.9%	37.5%
Stevens Park ES	83.7%	62.5%	84.9%	80.0%		90.8%	60.0%
Pinkston Feeder Pattern	76.9%	63.0%	80.5%	65.0%	83.3%	82.2%	59.8%
Bushman ES	84.2%	84.6%	82.3%	100.0%	100.0%	79.2%	66.7%
Holland ES	79.4%	76.6%	80.9%		100.0%	78.5%	75.0%
Jordan ES	83.2%	71.9%	84.5%		100.0%	87.7%	62.5%
Marsalis ES	81.2%	78.3%	89.1%	100.0%	100.0%	84.6%	83.3%
Oliver ES	76.5%	68.5%	94.1%	100.0%	50.0%	93.2%	50.0%
Russell ES	72.9%	77.1%	72.0%	100.0%		72.3%	40.0%
Thornton ES	83.6%	83.7%	75.0%	100.0%	100.0%	75.0%	0.0%
Young ES	74.8%	66.4%	87.0%	100.0%		88.6%	33.3%
South Oak Cliff Feeder Pattern	79.1%	76.6%	81.1%	100.0%	91.7%	81.9%	53.2%
Pease ES	76.5%	75.9%	85.7%			88.9%	50.0%
ACE	76.5%	75.9%	85.7%			88.9%	100.0%
Imagine 2020 Total	77.84%	79.90%	84.50%	84.10%	86.00%	82.51%	57.35%
District Total	81.40%	72.70%	83.40%	90.60%	80.30%	84.26%	56.59%

Appendix K

Elementary School ACP Passing Rates (3-5)

Table 1: Elementary math ACP passing rates for semester one

2015-16 Elementary Math SEM1							
Campus	Percent of students passing (Grade >= 70)	Black	% by Ethnicity Hispanic	White	Other	% by ELL	% by Spec Ed
Dunbar ES	39.5%	36.6%	51.2%		100.0%	54.8%	27.3%
MLK ES	31.2%	31.8%	29.2%			30.8%	0.0%
Rhoads ES	56.1%	49.5%	65.2%		100.0%	67.0%	30.0%
Rice ES	59.4%	57.2%	77.8%		100.0%	71.4%	50.0%
Roberts ES	50.2%	32.4%	52.5%	50.0%	66.7%	54.9%	13.6%
Lincoln/Madison Feeder Pattern	48.1%	43.6%	54.4%	50.0%	87.5%	56.7%	23.7%
Allen ES	43.6%	22.7%	45.2%	0.0%	100.0%	51.2%	10.0%
Arcadia Park ES	70.7%	60.0%	70.8%	100.0%	66.7%	70.7%	50.0%
Carr ES	32.3%	27.3%	35.9%	66.7%	0.0%	37.7%	50.0%
Carver ES	20.3%	19.0%	27.8%	0.0%	40.0%	22.2%	21.4%
De Zavala ES	52.0%	100.0%	52.1%	33.3%		55.3%	0.0%
Earhart ES	25.0%	17.9%	29.4%	0.0%		30.8%	0.0%
Lanier ES	59.9%	48.1%	61.3%	77.8%	100.0%	64.7%	18.2%
Martinez ES	71.1%	66.7%	71.0%	100.0%		66.0%	55.6%
Stevens Park ES	47.6%	50.0%	47.3%	50.0%	100.0%	48.9%	10.0%
Pinkston Feeder Pattern	51.4%	27.8%	56.5%	59.1%	66.7%	57.1%	28.0%
Bushman ES	70.3%	67.8%	75.0%		100.0%	79.5%	50.0%
Holland ES	72.3%	61.1%	86.2%			85.7%	100.0%
Jordan ES	51.4%	48.5%	51.8%			49.4%	14.3%
Marsalis ES	64.1%	61.6%	73.5%	0.0%	100.0%	73.8%	10.0%
Oliver ES	48.3%	38.2%	76.3%		100.0%	83.9%	11.1%
Russell ES	54.4%	26.3%	59.6%	66.7%	100.0%	64.0%	4.5%
Thornton ES	52.2%	51.9%	60.0%			50.0%	100.0%
Young ES	46.3%	41.0%	58.2%	0.0%	100.0%	56.5%	27.3%
South Oak Cliff Feeder Pattern	56.2%	51.1%	62.1%	40.0%	100.0%	63.9%	28.6%
Pease ES	44.1%	43.8%	46.2%		100.0%	71.4%	14.3%
ACE	44.1%	43.8%	46.2%		100.0%	71.4%	14.3%
Imagine 2020 Total	52.00%	44.30%	57.60%	52.80%	78.80%	59.30%	26.60%
District Total	58.10%	42.80%	61.50%	75.40%	69.50%	61.60%	31.80%

Table 2: Elementary math ACP passing rates for semester two

2015-16 Elementary Math SEM2							
Campus	Percent of students passing (Grade >= 70)	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Dunbar ES	61.8%	67.2%	40.0%			50.0%	71.4%
MLK ES	39.7%	36.2%	54.5%			62.5%	50.0%
Rhoads ES	53.5%	51.4%	55.0%	100.0%	100.0%	55.3%	30.0%
Rice ES	62.3%	64.4%	50.0%			50.0%	0.0%
Roberts ES	59.1%	29.4%	63.5%	100.0%	100.0%	63.9%	0.0%
Lincoln/Madison Feeder Pattern	55.8%	53.3%	58.2%	100.0%	100.0%	59.3%	34.6%
Allen ES	63.5%	60.0%	62.7%		100.0%	63.6%	0.0%
Arcadia Park ES	83.2%	100.0%	82.4%		100.0%	86.2%	57.1%
Carr ES	57.4%	55.0%	59.3%			66.7%	0.0%
Carver ES	22.4%	18.6%	60.0%	0.0%		0.0%	0.0%
De Zavala ES	54.9%		55.1%	50.0%		58.6%	
Earhart ES	73.1%	72.7%	73.3%			72.7%	
Lanier ES	74.2%	62.5%	77.8%	33.3%	100.0%	90.0%	50.0%
Martinez ES	86.3%		86.1%	100.0%		81.8%	50.0%
Stevens Park ES	47.8%	0.0%	49.4%	0.0%	100.0%	49.2%	0.0%
Pinkston Feeder Pattern	65.1%	44.2%	69.8%	37.5%	100.0%	71.7%	25.7%
Bushman ES	92.5%	90.9%	95.0%			93.8%	
Holland ES	79.4%	75.0%	83.3%			81.2%	0.0%
Jordan ES	59.5%	66.7%	58.7%			56.1%	0.0%
Marsalis ES	89.1%	89.6%	86.7%		100.0%	85.7%	100.0%
Oliver ES	63.4%	51.6%	100.0%			100.0%	40.0%
Russell ES	71.6%	35.0%	80.5%			85.0%	12.5%
Thornton ES	67.2%	67.9%	50.0%			100.0%	75.0%
Young ES	67.1%	58.3%	87.5%		100.0%	83.3%	0.0%
South Oak Cliff Feeder Pattern	72.6%	68.5%	76.8%		100.0%	77.5%	30.8%
Pease ES	57.5%	54.2%	87.5%			100.0%	
ACE	57.5%	54.2%	87.5%			100.0%	
Imagine 2020 Total	64.70%	57.90%	69.70%	50.00%	100.00%	71.20%	29.90%
District Total	69.80%	55.00%	73.10%	85.10%	78.40%	72.50%	34.40%

Table 3: Elementary reading ACP passing rates for semester one

2015-16 Elementary Reading SEM1						
Campus	Percent of students passing (Grade >= 70)	% by Ethnicity			% by ELL	% by Spec Ed
		Black	Hispanic	White	Other	
Dunbar ES	39.7%	37.4%	48.8%		100.0%	45.2% 27.3%
MLK ES	53.0%	49.4%	64.6%			64.1% 50.0%
Rhoads ES	58.2%	55.9%	60.6%		100.0%	62.5% 35.0%
Rice ES	70.6%	70.9%	66.7%		100.0%	57.1% 40.0%
Roberts ES	54.6%	34.2%	58.2%	25.0%	33.3%	63.6% 27.3%
Lincoln/Madison Feeder Pattern	54.9%	52.2%	59.0%	25.0%	75.0%	61.5% 31.7%
Allen ES	51.5%	40.9%	52.5%	0.0%	75.0%	50.0% 10.0%
Arcadia Park ES	70.4%	100.0%	69.8%	100.0%	66.7%	67.0% 42.9%
Carr ES	46.8%	47.3%	48.4%	0.0%	50.0%	45.3% 25.0%
Carver ES	32.8%	33.8%	35.3%	0.0%	0.0%	22.2% 0.0%
De Zavala ES	60.5%	100.0%	60.1%	66.7%		67.1% 50.0%
Earhart ES	46.2%	46.4%	47.1%	0.0%		51.3% 0.0%
Lanier ES	72.9%	63.0%	74.2%	88.9%	100.0%	74.8% 27.3%
Martinez ES	76.1%	66.7%	76.2%	100.0%		73.6% 66.7%
Stevens Park ES	59.6%	57.1%	59.6%	50.0%	100.0%	58.9% 50.0%
Pinkston Feeder Pattern	60.6%	44.6%	64.4%	59.1%	55.6%	63.1% 31.1%
Bushman ES	60.1%	56.9%	66.1%		100.0%	72.7% 0.0%
Holland ES	83.8%	87.3%	79.7%			76.0% 66.7%
Jordan ES	59.6%	59.4%	59.6%			58.8% 14.3%
Marsalis ES	66.4%	63.4%	77.6%	0.0%	100.0%	69.0% 0.0%
Oliver ES	62.8%	62.4%	63.2%		100.0%	67.7% 11.1%
Russell ES	58.5%	29.8%	63.7%	83.3%	100.0%	62.3% 9.1%
Thornton ES	63.2%	63.3%	60.0%			50.0% 100.0%
Young ES	54.5%	52.0%	60.8%	33.3%	50.0%	58.1% 0.0%
South Oak Cliff Feeder Pattern	62.1%	59.9%	64.5%	60.0%	83.3%	63.5% 20.0%
Pease ES	48.0%	48.4%	33.3%		100.0%	33.3% 0.0%
ACE	48.0%	48.4%	33.3%		100.0%	33.3% 0.0%
Imagine 2020 Total	59.20%	53.80%	63.30%	55.60%	66.70%	62.80% 26.30%
District Total	64.40%	53.80%	66.40%	82.00%	68.20%	65.30% 31.20%

Table 4: Elementary reading ACP passing rates for semester two

2015-16 Elementary Reading SEM2							
Campus	Percent of students passing (Grade >= 70)	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Dunbar ES	42.1%	37.7%	60.0%			50.0%	14.3%
MLK ES	48.3%	40.4%	81.8%			87.5%	0.0%
Rhoads ES	49.1%	40.3%	62.5%	100.0%	100.0%	63.2%	20.0%
Rice ES	76.4%	72.3%	100.0%			100.0%	100.0%
Roberts ES	53.5%	25.0%	58.3%	100.0%	0.0%	55.7%	20.0%
Lincoln/Madison Feeder Pattern	52.5%	44.9%	62.9%	100.0%	50.0%	61.0%	20.0%
Allen ES	60.3%	20.0%	66.7%		100.0%	59.1%	33.3%
Arcadia Park ES	84.2%	100.0%	83.5%		100.0%	86.2%	57.1%
Carr ES	51.1%	45.0%	55.6%			57.1%	50.0%
Carver ES	38.8%	34.9%	80.0%	0.0%		100.0%	22.2%
De Zavala ES	68.6%		69.4%	50.0%		82.8%	
Earhart ES	57.7%	45.5%	66.7%			72.7%	
Lanier ES	78.1%	75.0%	78.8%	66.7%	100.0%	70.0%	25.0%
Martinez ES	79.5%		79.2%	100.0%		75.8%	66.7%
Stevens Park ES	56.5%	0.0%	58.6%	0.0%	100.0%	55.7%	25.0%
Pinkston Feeder Pattern	67.5%	45.1%	72.4%	50.0%	100.0%	70.6%	40.0%
Bushman ES	90.6%	87.9%	95.0%			93.8%	
Holland ES	73.5%	50.0%	94.4%			93.8%	33.3%
Jordan ES	65.5%	77.8%	64.0%			64.9%	0.0%
Marsalis ES	75.0%	72.9%	86.7%		0.0%	85.7%	0.0%
Oliver ES	70.7%	64.5%	90.0%			88.9%	20.0%
Russell ES	61.8%	40.0%	67.1%			70.0%	0.0%
Thornton ES	63.8%	64.3%	50.0%			100.0%	50.0%
Young ES	68.2%	65.0%	75.0%		100.0%	66.7%	0.0%
South Oak Cliff Feeder Pattern	69.7%	66.7%	73.2%		50.0%	74.3%	15.4%
Pease ES	33.8%	31.9%	50.0%			60.0%	
ACE	33.8%	31.9%	50.0%			60.0%	
Imagine 2020 Total	62.70%	52.10%	70.70%	60.00%	81.80%	69.80%	26.70%
District Total	69.70%	55.80%	72.90%	85.50%	69.90%	72.30%	31.80%

Table 5: Elementary language arts ACP passing rates for semester one

2015-16 Elementary Language Arts SEM1						
Campus	Percent of students passing (Grade >= 70)	% by Ethnicity			% by ELL	% by Spec Ed
		Black	Hispanic	White	Other	
Dunbar ES	51.7%	50.5%	55.8%		100.0%	54.8%
MLK ES	54.3%	56.9%	45.5%			40.5%
Rhoads ES	46.0%	40.5%	53.0%		100.0%	53.6%
Rice ES	72.7%	74.3%	55.6%		100.0%	42.9%
Roberts ES	43.8%	18.4%	47.5%	50.0%	33.3%	49.4%
Lincoln/Madison Feeder Pattern	51.9%	53.0%	49.8%	50.0%	75.0%	50.0%
Allen ES	46.5%	36.4%	48.0%	0.0%	50.0%	55.0%
Arcadia Park ES	67.2%	100.0%	66.6%	100.0%	66.7%	65.4%
Carr ES	29.0%	23.6%	34.4%	33.3%	0.0%	30.2%
Carver ES	22.0%	21.4%	35.3%	0.0%	0.0%	33.3%
De Zavala ES	57.4%	100.0%	56.9%	66.7%		56.5%
Earhart ES	27.5%	32.1%	25.5%	0.0%		28.2%
Lanier ES	75.8%	64.8%	77.0%	100.0%	100.0%	75.4%
Martinez ES	69.0%	66.7%	69.4%	0.0%		60.4%
Stevens Park ES	42.5%	42.9%	42.2%	50.0%	100.0%	40.6%
Pinkston Feeder Pattern	53.3%	33.3%	57.8%	63.6%	44.4%	54.9%
Bushman ES	54.3%	50.8%	60.7%		100.0%	65.9%
Holland ES	76.3%	76.4%	76.3%			72.0%
Jordan ES	54.4%	40.6%	56.4%			56.9%
Marsalis ES	62.3%	59.9%	71.4%	0.0%	100.0%	69.0%
Oliver ES	62.8%	56.9%	78.9%		100.0%	83.9%
Russell ES	52.6%	35.1%	56.1%	50.0%	100.0%	52.3%
Thornton ES	55.9%	56.4%	40.0%			50.0%
Young ES	53.3%	49.1%	63.3%	33.3%	50.0%	59.7%
South Oak Cliff Feeder Pattern	57.5%	54.7%	60.7%	40.0%	83.3%	59.7%
Pease ES	49.4%	49.8%	38.5%		100.0%	42.9%
ACE	49.4%	49.8%	38.5%		100.0%	42.9%
Imagine 2020 Total	54.30%	50.40%	57.10%	55.60%	60.60%	55.50%
District Total	59.90%	51.10%	61.20%	78.00%	67.40%	59.80%

Table 6: Elementary language arts ACP passing rates for semester two

2015-16 Elementary Language Arts SEM2							
Campus	Percent of students passing (Grade >= 70)	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Dunbar ES	50.0%	47.9%	60.5%		0.0%	58.8%	12.5%
MLK ES	50.7%	53.9%	40.0%		100.0%	35.9%	50.0%
Rhoads ES	49.1%	48.3%	50.0%	100.0%	50.0%	52.8%	15.4%
Rice ES	76.2%	78.3%	57.1%		100.0%	53.3%	33.3%
Roberts ES	51.0%	26.8%	54.4%	50.0%	100.0%	52.1%	17.4%
Lincoln/Madison Feeder Pattern	54.2%	55.2%	52.5%	60.0%	66.7%	51.3%	17.8%
Allen ES	51.7%	32.1%	53.9%	0.0%	100.0%	50.0%	0.0%
Arcadia Park ES	72.9%	80.0%	72.8%	100.0%	66.7%	74.9%	38.5%
Carr ES	54.1%	49.1%	58.7%	100.0%	0.0%	57.7%	50.0%
Carver ES	36.3%	38.3%	26.3%	50.0%	0.0%	12.5%	9.1%
De Zavala ES	69.0%	100.0%	68.8%	66.7%		68.3%	100.0%
Earhart ES	52.4%	55.2%	50.0%	100.0%		51.2%	25.0%
Lanier ES	79.5%	78.8%	78.6%	100.0%	100.0%	75.4%	27.3%
Martinez ES	82.4%	66.7%	83.1%	0.0%		80.2%	63.6%
Stevens Park ES	52.6%	50.0%	52.7%	0.0%	100.0%	46.4%	18.2%
Pinkston Feeder Pattern	63.3%	48.7%	66.6%	76.2%	58.8%	63.7%	26.1%
Bushman ES	73.6%	70.9%	78.3%		100.0%	79.2%	60.0%
Holland ES	81.7%	82.1%	81.4%			78.0%	100.0%
Jordan ES	63.6%	61.8%	63.9%			65.7%	8.3%
Marsalis ES	74.1%	74.9%	75.9%	0.0%	0.0%	78.6%	42.9%
Oliver ES	70.6%	70.7%	69.4%		100.0%	69.7%	16.7%
Russell ES	61.6%	32.7%	66.2%	83.3%	100.0%	63.9%	7.4%
Thornton ES	73.7%	74.3%	57.1%			50.0%	76.9%
Young ES	64.2%	62.6%	67.6%	66.7%	100.0%	59.3%	18.8%
South Oak Cliff Feeder Pattern	68.6%	68.8%	68.4%	70.0%	66.7%	67.5%	27.7%
Pease ES	51.6%	52.8%	35.3%			40.0%	25.0%
ACE	51.6%	52.8%	35.3%			40.0%	25.0%
Imagine 2020 Total	62.30%	59.50%	64.40%	72.20%	62.50%	62.40%	24.30%
District Total	67.50%	60.10%	68.60%	83.00%	73.10%	67.00%	29.50%

Table 7: Elementary science ACP passing rates for semester one

2015-16 Elementary Science SEM1						
Campus	Percent of students passing (Grade >= 70)	% by Ethnicity			% by ELL	% by Spec Ed
		Black	Hispanic	White	Other	
Dunbar ES	44.4%	42.1%	53.5%		100.0%	48.4%
MLK ES	50.0%	49.7%	51.2%			50.0%
Rhoads ES	40.9%	33.0%	52.3%		66.7%	53.6%
Rice ES	60.8%	60.0%	66.7%		100.0%	57.1%
Roberts ES	43.1%	31.6%	44.8%	50.0%	33.3%	48.8%
Lincoln/Madison Feeder Pattern	46.5%	44.8%	48.9%	50.0%	62.5%	50.7%
Allen ES	57.9%	54.5%	58.3%	0.0%	75.0%	52.5%
Arcadia Park ES	64.0%	80.0%	63.3%	100.0%	100.0%	60.7%
Carr ES	29.0%	34.5%	26.6%	0.0%	0.0%	28.3%
Carver ES	24.9%	23.4%	29.4%	0.0%	60.0%	44.4%
De Zavala ES	60.8%	100.0%	60.4%	66.7%		60.0%
Earhart ES	38.8%	39.3%	39.2%	0.0%		43.6%
Lanier ES	63.1%	63.0%	61.7%	88.9%	100.0%	53.8%
Martinez ES	76.6%	100.0%	76.2%	100.0%		69.8%
Stevens Park ES	55.5%	21.4%	57.1%	50.0%	100.0%	60.0%
Pinkston Feeder Pattern	55.7%	36.6%	59.9%	59.1%	72.2%	57.0%
Bushman ES	79.9%	75.2%	89.3%		100.0%	88.6%
Holland ES	59.0%	63.0%	54.1%			51.9%
Jordan ES	58.0%	50.0%	59.2%			58.8%
Marsalis ES	63.5%	62.0%	69.4%	0.0%	100.0%	61.9%
Oliver ES	65.8%	57.3%	89.5%		100.0%	93.5%
Russell ES	51.2%	36.8%	53.9%	50.0%	100.0%	52.3%
Thornton ES	58.1%	58.0%	60.0%			0.0%
Young ES	45.9%	39.9%	58.2%	33.3%	100.0%	51.6%
South Oak Cliff Feeder Pattern	58.5%	56.2%	61.1%	40.0%	100.0%	59.1%
Pease ES	53.4%	53.1%	53.8%		100.0%	57.1%
ACE	53.4%	53.1%	53.8%		100.0%	57.1%
Imagine 2020 Total	54.40%	49.10%	58.20%	52.80%	75.80%	56.50%
District Total	63.70%	51.00%	66.10%	84.10%	72.80%	64.50%

Table 8: Elementary science ACP passing rates for semester two

2015-16 Elementary Science SEM2						
Campus	Percent of students passing (Grade >= 70)	% by Ethnicity				
		Black	Hispanic	White	Other	% by ELL % by Spec Ed
Dunbar ES	42.3%	41.8%	46.4%		0.0%	40.9% 11.1%
MLK ES	55.3%	54.5%	56.4%		100.0%	51.6%
Rhoads ES	26.1%	24.1%	29.1%		33.3%	26.5% 11.8%
Rice ES	66.9%	68.7%	46.2%		100.0%	36.4% 20.0%
Roberts ES	43.6%	31.8%	45.1%	33.3%	100.0%	36.3% 7.1%
Lincoln/Madison Feeder Pattern	44.9%	46.3%	42.4%	33.3%	57.1%	35.9% 11.1%
Allen ES	58.8%	61.1%	58.3%	0.0%	100.0%	46.7% 25.0%
Arcadia Park ES	59.3%	33.3%	59.7%	100.0%	0.0%	62.8% 16.7%
Carr ES	38.7%	34.3%	44.4%	50.0%	0.0%	41.9% 0.0%
Carver ES	31.8%	32.1%	26.7%	100.0%	25.0%	14.3% 20.0%
De Zavala ES	63.7%	100.0%	62.9%	100.0%		56.6% 100.0%
Earhart ES	43.1%	33.3%	48.7%	0.0%		53.3% 25.0%
Lanier ES	68.5%	67.9%	67.1%	100.0%	100.0%	51.5% 28.6%
Martinez ES	95.8%	100.0%	95.7%			95.6% 80.0%
Stevens Park ES	52.3%	36.4%	53.2%			50.0% 28.6%
Pinkston Feeder Pattern	58.4%	40.6%	62.5%	76.9%	40.0%	58.1% 29.1%
Bushman ES	84.8%	81.0%	92.5%		100.0%	90.6% 80.0%
Holland ES	51.1%	43.1%	60.5%			58.3% 25.0%
Jordan ES	52.8%	56.0%	52.3%			49.1% 27.3%
Marsalis ES	65.9%	65.9%	66.7%	100.0%	0.0%	57.1% 40.0%
Oliver ES	58.6%	52.4%	76.9%		100.0%	79.2% 0.0%
Russell ES	45.9%	9.4%	51.2%	50.0%	100.0%	46.8% 5.3%
Thornton ES	64.4%	64.6%	60.0%			0.0% 44.4%
Young ES	39.4%	36.2%	48.0%	33.3%		41.5% 0.0%
South Oak Cliff Feeder Pattern	56.1%	55.1%	57.2%	50.0%	75.0%	53.5% 20.8%
Pease ES	48.2%	50.3%	11.1%			20.0% 66.7%
ACE	48.2%	50.3%	11.1%			20.0% 66.7%
Imagine 2020 Total	53.70%	49.60%	57.20%	61.50%	52.40%	52.10% 21.70%
District Total	63.30%	51.80%	65.10%	85.40%	75.90%	62.30% 35.20%

Table 9: Elementary social studies ACP passing rates for semester one

2015-16 Elementary Social Studies SEM1							
Campus	Percent of students passing (Grade >= 70)	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Dunbar ES	36.9%	38.0%	32.6%		0.0%	32.3%	27.3%
MLK ES	35.3%	35.9%	33.3%			30.8%	0.0%
Rhoads ES	34.6%	28.9%	42.0%		100.0%	45.5%	14.3%
Rice ES	61.9%	64.0%	38.9%		100.0%	21.4%	20.0%
Roberts ES	35.2%	23.7%	37.0%	25.0%	33.3%	38.7%	13.0%
Lincoln/Madison Feeder Pattern	39.4%	40.4%	37.6%	25.0%	62.5%	38.7%	16.1%
Allen ES	52.5%	45.5%	53.1%	0.0%	75.0%	52.5%	20.0%
Arcadia Park ES	65.3%	80.0%	64.6%	100.0%	100.0%	61.3%	42.9%
Carr ES	28.2%	18.2%	37.5%	33.3%	0.0%	37.7%	25.0%
Carver ES	19.7%	18.7%	17.6%	0.0%	60.0%	22.2%	7.1%
De Zavala ES	45.3%	100.0%	45.1%	33.3%		43.5%	50.0%
Earhart ES	30.0%	35.7%	25.5%	100.0%		23.1%	0.0%
Lanier ES	65.5%	55.6%	66.8%	77.8%	100.0%	62.7%	18.2%
Martinez ES	62.9%	66.7%	62.7%	100.0%		60.4%	44.4%
Stevens Park ES	48.3%	42.9%	48.4%	50.0%	100.0%	53.3%	40.0%
Pinkston Feeder Pattern	51.0%	30.3%	55.3%	59.1%	72.2%	53.5%	28.0%
Bushman ES	38.0%	26.3%	60.7%		100.0%	63.6%	0.0%
Holland ES	55.0%	58.3%	50.8%			48.0%	66.7%
Jordan ES	48.2%	30.3%	50.9%			50.0%	28.6%
Marsalis ES	55.2%	50.6%	69.4%	100.0%	100.0%	64.3%	20.0%
Oliver ES	55.7%	50.0%	71.1%		100.0%	74.2%	11.1%
Russell ES	47.4%	31.6%	50.0%	66.7%	100.0%	45.8%	9.1%
Thornton ES	44.6%	44.8%	40.0%			0.0%	80.0%
Young ES	34.9%	31.6%	40.5%	33.3%	100.0%	32.3%	0.0%
South Oak Cliff Feeder Pattern	46.7%	41.4%	52.3%	60.0%	100.0%	49.6%	22.4%
Pease ES	34.3%	34.2%	38.5%		0.0%	28.6%	12.5%
ACE	34.3%	34.2%	38.5%		0.0%	28.6%	12.5%
Imagine 2020 Total	46.00%	38.60%	51.20%	55.60%	72.70%	49.20%	22.20%
District Total	53.70%	41.60%	55.70%	77.70%	61.80%	53.60%	28.80%

Table 10: Elementary social studies ACP passing rates for semester two

2015-16 Elementary Social Studies SEM2							
Campus	Percent of students passing (Grade >= 70)	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Dunbar ES	20.9%	22.1%	16.3%		0.0%	17.6%	0.0%
MLK ES	35.8%	37.7%	30.6%		0.0%	31.6%	0.0%
Rhoads ES	19.6%	16.6%	23.0%	100.0%	50.0%	21.7%	3.7%
Rice ES	74.3%	76.1%	57.1%		100.0%	40.0%	33.3%
Roberts ES	29.1%	22.0%	30.1%	25.0%	50.0%	26.4%	0.0%
Lincoln/Madison Feeder Pattern	33.3%	36.3%	28.3%	40.0%	44.4%	25.3%	4.1%
Allen ES	46.0%	28.6%	48.9%	0.0%	50.0%	51.2%	9.1%
Arcadia Park ES	58.2%	60.0%	57.9%	100.0%	66.7%	57.2%	46.2%
Carr ES	37.2%	38.9%	34.9%	100.0%	0.0%	32.7%	25.0%
Carver ES	19.9%	19.4%	20.0%	50.0%	25.0%	12.5%	16.7%
De Zavala ES	51.4%	100.0%	51.4%	33.3%		48.8%	0.0%
Earhart ES	33.3%	41.4%	29.6%	0.0%		31.7%	25.0%
Lanier ES	62.8%	63.5%	61.7%	77.8%	100.0%	45.8%	27.3%
Martinez ES	68.4%	33.3%	69.3%	0.0%		69.3%	45.5%
Stevens Park ES	50.5%	57.1%	50.2%	0.0%	100.0%	49.7%	18.2%
Pinkston Feeder Pattern	50.7%	34.3%	54.3%	57.1%	52.9%	50.9%	25.6%
Bushman ES	57.9%	47.0%	78.3%		100.0%	77.1%	0.0%
Holland ES	52.4%	44.4%	60.7%			57.7%	20.0%
Jordan ES	47.7%	38.2%	49.1%			49.7%	8.3%
Marsalis ES	49.1%	46.5%	58.5%	0.0%	50.0%	61.9%	28.6%
Oliver ES	53.0%	45.6%	77.8%		0.0%	81.8%	18.2%
Russell ES	38.5%	11.3%	43.4%	50.0%	0.0%	40.6%	3.7%
Thornton ES	52.6%	51.9%	71.4%			100.0%	76.9%
Young ES	42.2%	40.5%	47.3%	33.3%	0.0%	39.0%	0.0%
South Oak Cliff Feeder Pattern	47.6%	43.9%	52.0%	40.0%	33.3%	51.0%	17.9%
Pease ES	32.8%	33.0%	29.4%			40.0%	0.0%
ACE	32.8%	33.0%	29.4%			40.0%	0.0%
Imagine 2020 Total	44.40%	38.70%	48.90%	50.00%	46.90%	45.90%	16.30%
District Total	53.90%	41.90%	55.70%	79.00%	64.70%	53.20%	26.60%

Appendix L

Middle School and High School ACP Passing Rates

Table 1: Middle and high school math ACP passing rates for semester one

2015-16 Middle and High School Math SEM1							
Campus	Percent of students passing (Grade >= 70)	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Lincoln HS	31.9%	31.7%	33.7%		0.0%	25.8%	18.8%
Madison HS	37.6%	38.6%	36.1%	25.0%	33.3%	29.2%	28.6%
Lincoln/Madison Feeder Pattern	34.6%	34.7%	35.1%	25.0%	16.7%	27.5%	24.3%
Pinkston HS	47.6%	45.7%	48.1%	66.7%	40.0%	39.2%	35.5%
DESA MS	84.5%	70.0%	86.6%	93.3%	80.0%	86.0%	100.0%
Quintanilla MS	62.5%	69.0%	62.2%	62.5%	66.7%	61.4%	51.3%
Pinkston Feeder Pattern	61.1%	52.5%	62.0%	79.3%	69.0%	58.4%	45.8%
South Oak Cliff HS	37.5%	39.7%	31.8%	50.0%	50.0%	25.7%	17.5%
Storey MS	48.4%	41.1%	55.1%	40.0%	33.3%	48.6%	15.8%
South Oak Cliff Feeder Pattern	41.2%	40.0%	43.2%	42.9%	42.9%	38.3%	17.1%
Dade MS	45.2%	43.0%	49.6%	25.0%	40.0%	47.8%	51.9%
Edison MS	40.9%	34.5%	45.7%	0.0%	33.3%	43.2%	30.0%
Zumwalt MS	45.1%	40.4%	63.0%	66.7%	66.7%	62.5%	25.0%
ACE	44.0%	40.5%	49.6%	37.5%	42.9%	48.4%	43.9%
Imagine 2020 Total	48.05%	40.21%	54.53%	62.50%	53.57%	50.28%	31.18%
District Total	56.90%	46.70%	58.80%	74.10%	62.30%	52.50%	33.40%

Table 2: Middle and high school math ACP passing rates for semester two

2015-16 Middle and High School Math SEM2							
Campus	Percent of students passing (Grade >= 70)	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Lincoln HS	18.7%	18.8%	19.1%		0.0%	16.7%	13.3%
Madison HS	34.6%	31.1%	40.0%	100.0%		38.2%	50.0%
Lincoln/Madison Feeder Pattern	26.4%	24.1%	32.0%	100.0%	0.0%	28.1%	32.3%
Pinkston HS	60.4%	55.3%	61.6%	100.0%	100.0%	57.4%	56.2%
DESA MS	84.2%	81.8%	84.3%	100.0%	100.0%	83.8%	
Quintanilla MS	66.8%	62.5%	66.6%	80.0%	75.0%	66.0%	40.0%
Pinkston Feeder Pattern	66.2%	60.2%	66.9%	87.5%	85.7%	64.9%	50.0%
South Oak Cliff HS	48.1%	48.7%	46.8%		0.0%	45.2%	59.1%
Storey MS	53.8%	46.8%	57.5%	100.0%		47.0%	0.0%
South Oak Cliff Feeder Pattern	49.5%	48.4%	51.4%	100.0%	0.0%	46.1%	54.2%
Dade MS	20.0%	18.8%	23.6%		0.0%	26.2%	0.0%
Edison MS	41.4%	41.3%	41.6%			34.9%	
Zumwalt MS	55.4%	56.6%	52.0%			50.0%	50.0%
ACE	34.8%	33.4%	37.3%		0.0%	34.0%	12.5%
Imagine 2020 Total	48.90%	39.50%	56.90%	90.00%	54.50%	52.90%	41.60%
District Total	62.30%	49.00%	64.70%	80.20%	69.50%	54.80%	37.20%

Table 3: Middle and high school reading/language arts (non-ESL) ACP passing rates for semester one

2015-16 Middle and High School Reading/Language Arts (non-ESL) SEM1							
Campus	Percent of students passing (Grade >= 70)	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Lincoln HS	53.2%	55.1%	48.9%		0.0%	43.8%	37.5%
Madison HS	49.7%	49.6%	52.0%	50.0%	0.0%	38.5%	19.0%
Lincoln/Madison Feeder Pattern	51.6%	52.7%	50.5%	50.0%	0.0%	41.4%	27.0%
Pinkston HS	53.0%	45.5%	55.4%	80.0%	50.0%	37.4%	25.7%
DESA MS	94.8%	96.0%	94.1%	100.0%	100.0%	97.0%	100.0%
Quintanilla MS	62.9%	55.2%	62.8%	85.7%	77.8%	60.1%	45.7%
Pinkston Feeder Pattern	65.5%	56.0%	66.2%	92.6%	85.7%	58.6%	37.5%
South Oak Cliff HS	54.9%	55.7%	53.0%	0.0%	66.7%	39.0%	27.8%
Storey MS	60.1%	59.8%	60.0%	80.0%	66.7%	49.4%	33.3%
South Oak Cliff Feeder Pattern	56.7%	56.8%	56.5%	57.1%	66.7%	44.7%	29.0%
Dade MS	54.2%	52.7%	56.9%	66.7%	60.0%	53.0%	33.3%
Edison MS	49.3%	44.2%	54.1%	0.0%	16.7%	53.2%	36.4%
Zumwalt MS	61.8%	62.7%	60.0%	66.7%	0.0%	50.0%	50.0%
ACE	54.8%	54.5%	56.1%	57.1%	28.6%	52.6%	35.6%
Imagine 2020 Total	58.79%	55.11%	61.72%	77.78%	58.62%	53.59%	31.69%
District Total	72.20%	63.20%	67.70%	85.30%	69.80%	56.30%	33.30%

Table 4: Middle and high school reading/language arts (non-ESL) ACP passing rates for semester two

2015-16 Middle and High School Reading/Language Arts (non-ESL) SEM2							
Campus	Percent of students passing (Grade >= 70)	% by Ethnicity				% by ELL	% by Spec Ed
		Black	Hispanic	White	Other		
Lincoln HS	53.0%	54.0%	50.7%		0.0%	43.4%	50.0%
Madison HS	47.1%	46.0%	48.7%	100.0%	0.0%	44.7%	20.0%
Lincoln/Madison Feeder Pattern	50.3%	50.5%	49.7%	100.0%	0.0%	44.0%	32.7%
Pinkston HS	58.6%	52.3%	60.4%	75.0%	66.7%	46.5%	28.0%
DESA MS	96.7%	91.7%	96.9%	100.0%	100.0%	100.0%	100.0%
Quintanilla MS	67.0%	37.5%	67.0%	100.0%	100.0%	64.0%	30.0%
Pinkston Feeder Pattern	66.1%	54.7%	67.2%	93.8%	91.7%	56.1%	32.4%
South Oak Cliff HS	57.1%	59.9%	50.2%	0.0%	100.0%	38.5%	29.5%
Storey MS	56.7%	47.8%	62.1%	100.0%		50.0%	0.0%
South Oak Cliff Feeder Pattern	57.0%	58.5%	54.1%	50.0%	100.0%	42.4%	27.7%
Dade MS	41.8%	39.3%	46.8%		100.0%	40.5%	42.9%
Edison MS	57.7%	57.1%	59.0%		0.0%	53.1%	50.0%
Zumwalt MS	60.4%	60.5%	60.0%			52.9%	0.0%
ACE	50.9%	48.8%	54.5%		50.0%	47.3%	40.0%
Imagine 2020 Total	57.90%	54.00%	61.10%	90.00%	76.50%	49.90%	31.50%
District Total	68.90%	62.40%	69.80%	85.50%	72.00%	57.00%	37.10%

Table 5: Middle and high school science ACP passing rates for semester one

2015-16 Middle and High School Science SEM1						
Campus	Percent of students passing (Grade >= 70)	% by Ethnicity				% by Spec Ed
		Black	Hispanic	White	Other	
Lincoln HS	71.9%	72.6%	70.1%		50.0%	71.9%
Madison HS	56.7%	62.0%	47.0%	25.0%	33.3%	34.4%
Lincoln/Madison Feeder Pattern	64.3%	67.6%	56.9%	25.0%	40.0%	53.6%
Pinkston HS	41.1%	43.9%	40.0%	57.1%	40.0%	30.3%
DESA MS	94.5%	86.0%	95.3%	100.0%	100.0%	97.0%
Quintanilla MS	81.3%	75.9%	81.3%	85.7%	100.0%	79.4%
Pinkston Feeder Pattern	68.9%	54.6%	70.5%	86.2%	89.7%	68.4%
South Oak Cliff HS	45.2%	44.1%	47.4%	50.0%	57.1%	34.4%
Storey MS	47.8%	44.4%	50.7%	60.0%	33.3%	39.1%
South Oak Cliff Feeder Pattern	46.1%	44.2%	49.0%	57.1%	50.0%	37.0%
Dade MS	85.4%	85.6%	85.2%	75.0%	80.0%	83.4%
Edison MS	45.2%	45.3%	44.7%	0.0%	66.7%	42.1%
Zumwalt MS	56.6%	54.4%	64.9%	66.7%	66.7%	63.2%
ACE	66.6%	67.5%	65.1%	62.5%	71.4%	67.0%
Imagine 2020 Total	61.70%	57.60%	64.77%	72.92%	74.14%	61.30%
District Total	62.00%	57.60%	61.80%	82.20%	69.20%	54.20%

Table 6: Middle and high school science ACP passing rates for semester two

2015-16 Middle and High School Science SEM2						
Campus	Percent of students passing (Grade >= 70)	% by Ethnicity				% by Spec Ed
		Black	Hispanic	White	Other	
Lincoln HS	78.3%	79.4%	75.6%		0.0%	81.5%
Madison HS	41.1%	46.3%	32.2%	0.0%		8.3%
Lincoln/Madison Feeder Pattern	61.8%	66.5%	50.0%	0.0%	0.0%	47.1%
Pinkston HS	52.7%	55.2%	52.0%	50.0%	50.0%	39.0%
DESA MS	96.2%	88.9%	96.7%	100.0%	100.0%	95.2%
Quintanilla MS	82.7%	68.8%	83.1%	60.0%	100.0%	81.6%
Pinkston Feeder Pattern	74.8%	62.3%	76.0%	85.0%	95.0%	72.6%
South Oak Cliff HS	28.4%	26.8%	33.3%		0.0%	27.0%
Storey MS	50.0%	46.3%	52.5%	100.0%	50.0%	41.4%
South Oak Cliff Feeder Pattern	37.3%	32.7%	44.4%	100.0%	33.3%	36.3%
Dade MS	79.9%	77.3%	83.6%	75.0%	100.0%	85.3%
Edison MS	50.9%	41.8%	56.9%	100.0%	50.0%	57.8%
Zumwalt MS	68.3%	67.5%	68.9%	66.7%	100.0%	69.4%
ACE	68.7%	67.1%	70.7%	77.8%	81.8%	74.1%
Imagine 2020 Total	62.80%	54.60%	68.60%	81.80%	82.90%	65.70%
District Total	63.80%	57.30%	64.60%	79.20%	70.00%	60.20%

Table 7: Middle and high school social studies ACP passing rates for semester one

2015-16 Middle and High School Social Studies SEM1						
Campus	Percent of students passing (Grade >= 70)	% by Ethnicity				% by Spec Ed
		Black	Hispanic	White	Other	
Lincoln HS	45.9%	44.2%	51.9%		50.0%	46.6%
Madison HS	39.3%	38.8%	40.0%	75.0%	0.0%	30.2%
Lincoln/Madison Feeder Pattern	42.8%	41.9%	45.3%	75.0%	20.0%	38.7%
Pinkston HS	56.2%	47.7%	58.8%	71.4%	75.0%	43.7%
DESA MS	90.0%	82.0%	91.0%	86.7%	100.0%	89.0%
Quintanilla MS	75.4%	69.0%	75.3%	85.7%	100.0%	73.7%
Pinkston Feeder Pattern	71.2%	56.1%	72.9%	82.8%	96.4%	67.6%
South Oak Cliff HS	52.2%	51.4%	54.0%	50.0%	50.0%	46.9%
Storey MS	59.4%	62.4%	56.7%	60.0%	66.7%	43.3%
South Oak Cliff Feeder Pattern	54.7%	54.3%	55.4%	57.1%	57.1%	44.9%
Dade MS	65.2%	64.1%	67.1%	75.0%	60.0%	63.7%
Edison MS	40.4%	35.7%	44.9%	0.0%	0.0%	31.2%
Zumwalt MS	53.6%	53.8%	53.4%	66.7%	33.3%	48.2%
ACE	55.2%	55.3%	55.7%	62.5%	28.6%	50.8%
Imagine 2020 Total	59.54%	52.47%	65.08%	75.00%	66.67%	58.02%
District Total	61.10%	55.10%	61.90%	80.80%	61.40%	51.20%

Table 8: Middle and high school social studies ACP passing rates for semester two

2015-16 Middle and High School Social Studies SEM2						
Campus	Percent of students passing (Grade >= 70)	% by Ethnicity				% by Spec Ed
		Black	Hispanic	White	Other	
Lincoln HS	58.7%	60.6%	52.8%			41.5%
Madison HS	39.1%	37.3%	45.5%	0.0%	0.0%	33.3%
Lincoln/Madison Feeder Pattern	52.1%	53.3%	50.0%	0.0%	0.0%	38.5%
Pinkston HS	63.4%	55.9%	65.7%	60.0%	66.7%	49.1%
DESA MS	93.8%	97.3%	92.8%	100.0%	100.0%	92.9%
Quintanilla MS	83.3%	83.3%	83.4%	60.0%	100.0%	81.8%
Pinkston Feeder Pattern	78.8%	68.8%	80.0%	76.5%	93.8%	75.3%
South Oak Cliff HS	51.3%	49.7%	54.6%	100.0%	0.0%	42.5%
Storey MS	68.3%	70.7%	66.1%	75.0%	50.0%	59.3%
South Oak Cliff Feeder Pattern	57.9%	56.2%	60.3%	80.0%	33.3%	51.3%
Dade MS	53.2%	49.5%	59.3%	50.0%	66.7%	59.3%
Edison MS	37.9%	31.0%	43.1%	50.0%	25.0%	39.3%
Zumwalt MS	67.7%	65.2%	77.6%	66.7%	75.0%	69.2%
ACE	52.9%	51.5%	55.1%	55.6%	54.5%	54.0%
Imagine 2020 Total	63.90%	55.10%	70.50%	68.80%	71.00%	64.30%
District Total	65.40%	59.00%	66.30%	83.00%	71.40%	58.90%