

Updated Evaluation of Accelerating Campus Excellence (ACE) 2015-16

Department of Evaluation and Assessment

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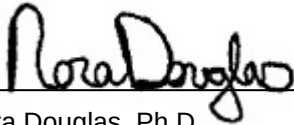
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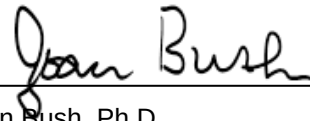
Istation provided recalibrated Istation's Indicators of Progress (ISIP) data for the fall 2015 English administration in January 2017. As a result, relevant text, tables, and figures were updated.

Dianne K. Palladino, Ph.D.



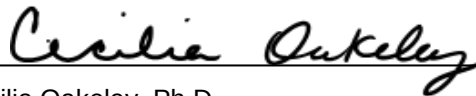
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UPDATED EVALUATION OF ACCELERATING CAMPUS EXCELLENCE (ACE) 2015-16

Project Evaluator: Dianne K. Palladino, Ph.D.

ABSTRACT

In 2015-16, the Accelerating Campus Excellence (ACE) initiative offered competitive stipends to incentivize top teachers and principals to relocate to seven of the districts *Improvement Required (IR)* campuses. The program aimed to improve student achievement on these campuses through five primary components (ACE 5), including 1) effective principals and teachers, 2) instructional excellence, 3) extended learning, 4) social-emotional support, and 5) parent and community partnership. Outcomes based upon the ACE 5 are outlined below.

Effective Principals and Teachers

- ACE campuses began the year with more teachers with proficient and higher Teacher Effectiveness Initiative (TEI) ratings compared to 2014-15, and more teachers earned proficient average spot observation scores during the year.
- Four of seven campuses improved rankings from 2014-15 on the Culture of Support and Feedback scale on the district Climate Survey.

Instructional Excellence

- ACP and STAAR exam passing rates improved when compared to last year, and passing rates for many tests exceeded those for IR campuses not part of ACE (non-ACE IR) and fell within 10 to 15 percentage points of the district.
- Terra Nova passing rates exceeded non-ACE IR campuses and the district in several areas, particularly in reading (kindergarten and grade one) and mathematics (grades one and two).

Extended Learning

- Combined English and Spanish versions of *ISIP* Tier 1 passing rates generally improved throughout the year, and exceeded the previous year. End-of-year growth rates from 2014-15 exceeded non-ACE IR campuses, and the district.
- Although course failure objectives were mostly unmet, the rate of elementary and middle school students with at least one failing course grade was lower than for non-ACE IR campuses and for the district.

Social-Emotional Support

- Level I, II, and III disciplinary referrals decreased 67.2 percent from the previous year.

Parent and Community Partnership

- One ACE campus attained a 96.0 percent attendance rate for the year, and four other campuses landed within 0.5 percentage points of this benchmark.

Overall

- Six of the seven ACE campuses earned a *Met Standard* rating in 2015-16 after one year in the ACE program. This accomplishment is the most important indicator of the initiative's success.

PROGRAM DESCRIPTION

Background Information

The Accelerating Campus Excellence (ACE) initiative was formed on 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 offered competitive stipends to incentivize top teachers and principals to relocate to some of the district's most challenged schools. In 2015-16, the program began with seven campuses that were designated as Improvement Required (IR) by the Texas Education Agency (TEA). These schools included 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).

The ACE program aimed to improve student achievement on these seven campuses by striving to accelerate learning through five components (ACE 5) including 1) effective principals and teachers, 2) instructional excellence, 3) extended learning, 4) social-emotional support, and 5) parent and community partnership. Program objectives to support these components included the following:

Effective Principals and Teachers

- 4th or 5th quintile¹ scores on the Culture of Feedback and Support section of the campus Climate Survey
- High percentages (70% in fall, 85% in spring) of proficient teachers as measured by Teacher Excellent Initiative (TEI) spot observation scores

Instructional Excellence

- Growth toward district averages on test scores [within 15 percentage points of district averages in the fall for *Assessment of Course Performance (ACP)* exams; within 10 percentage points of district averages in the spring for *ACP* and *State of Texas Assessments of Academic Readiness (STAAR)* exams.] Alternatively, schools could meet this objective with School Effectiveness Index (SEI) scores exceeding 50 for the year.²

Extended Learning

- Steady growth in literacy as measured by *Istation Indicators of Progress (ISIP)* (increase number of students at or above grade level by 10 percent every six weeks, attain *ISIP* Tier 1 scores within 10 percentage points of district averages, OR attain growth of at least 15 percentage points over the previous year)
- Fewer than 10 percent (elementary) or 15 percent (middle) of students with at least one failing grade

¹ A quintile is a statistical value that represents 20 percent of a set of scores. For example, the first quintile represents the lowest 20 percent of scores, while the fourth and fifth quintiles together represent the top 40 percent of scores.

² Release of School Effectiveness Index (SEI) data was planned for after the evaluation deadline, thus will not be included as part of this report. It will be reviewed at a later date. It is listed as an objective in this section for completeness.

Social-Emotional Support

- Reduction of disciplinary offenses by 10 percent every six weeks

Parent and Community Partnership

- Attendance rates of at least 96 percent

Interim progress toward these objectives was examined each six weeks or semester, as applicable, during the academic year. For this end-of-year evaluation, results will be presented with end-of-year outcomes, unless otherwise specified.

PURPOSE AND SCOPE OF THE EVALUATION

This evaluation report provides data for program, campus, and district leadership to evaluate attainment of objectives established by ACE leadership, along with analysis of some additional applicable outcomes. When possible, data will be provided on the campus level, for ACE campuses overall, for IR campuses external to ACE (non-ACE IR) overall, and for the district overall. Unless otherwise specified, all outcomes were analyzed using data for students who were enrolled on October 30, 2015, the Public Education Information Management System (PEIMS) reporting date.

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the ACE program?

Methodology

ACE program leadership provided information about the program's budget and funding sources.

Results

The ACE program had a total budget of \$4,720,200 for the 2015-16 academic year and was entirely supported by general operating funds from Dallas ISD. The budget included \$3,999,200 for teacher stipends, \$246,000 for transportation costs, \$125,000 for uniforms, and \$350,000 for additional professional development days and tools.

What were the characteristics of ACE program implementation?

Methodology

Information about the ACE program for the 2015-16 academic year originated from several interviews and discussions with ACE program leadership and from inspection of program documentation.

Results

Stipends

The cornerstone of the ACE program was employing highly effective teachers and leadership teams on campuses. Individuals selected to work in these roles on ACE campuses were awarded stipends at milestones throughout the year. Stipend amounts depended on position, and, in the case of teachers, on TEI effectiveness ratings. Table 1 shows stipend amounts and distribution times by role.

Table 1: 2015-16 ACE Stipends and Payout Schedule

Role	ACE Stipend (Total)	Payout #1 Signing Bonus (September)	Payout #2 (December)	Payout #3 (May)
Principal	\$15,000	\$2,000	\$6,500	\$6,500
Assistant Principal	\$13,500	\$2,000	\$5,750	\$5,750
Counselor	\$10,000	\$2,000	\$4,000	\$4,000
Instructional Coach	\$8,000	\$2,000	\$3,000	\$3,000
Teacher (Distinguished)	\$12,000	\$2,000	\$5,000	\$5,000
Teacher (Proficient)	\$10,000	\$2,000	\$4,000	\$4,000
Teacher (Progressing)	\$8,000	\$2,000	\$3,000	\$3,000

Source: ACE program office.

Common Implementation

As outlined previously, all ACE campuses were guided by the ACE 5 principles. Although campus administrators were granted a certain level of autonomy within these guidelines, a number of aspects of ACE implementation were required and consistent among all campuses. All campuses were required to use ALL-In-Learning, a daily tool for monitoring student and class progress by assessment, for regular assessment and tracking,³ and were required to follow a data-driven instruction (DDI) calendar with six-week assessment periods. The program also provided professional development for all math and writing teachers throughout the year. In addition, all campuses participated in regular campus visits from program leadership. These sessions included team walks and individual coaching.

Extended School Day/After School Programs

ACE campuses had one extra hour embedded into the master schedule, and they also were required to remain open every day until 6pm as an opportunity for students to get extra help with homework and to participate in extracurricular activities and tutoring. Campus and program leadership determined how after-school time would be used and staffed most effectively. Five common elements guided implementation of the ACE after-school program: 1) campuses were required to remain open until 6pm, 2) transportation was provided for participating students, 3) activities were required to provide a combination of tutoring and enrichment, 4) dinner was to be served, and 5) teachers would give three hours of their time per week.⁴ Beyond these requirements, principals decided how to implement the after-school programs on

³ <http://www.allinlearning.com>

⁴ Some campuses used teaching assistants as well as teachers.

their campuses, and the use of the time changed throughout the year as needs changed. Although the goal was to encourage as many students as possible to stay for the extra time, participation in the after-school program varied by campus, with some experiencing full buses of students for transportation home and others with virtually empty buses.⁵

Promising Youth Alliance (PYA), a partnership between Phoenix House,⁶ Big Brothers Big Sisters,⁷ and Boys & Girls Club of Greater Dallas,⁸ donated after-school services for kids until 7pm at the four ACE elementary schools providing services such as social and emotional support, mentorship, and activities. Two (U. Lee, Pease) opened earlier in the year serving approximately 80 kids per day, and two (Mills, Blanton) opened later in the year serving 40-60 kids per day.

Professional Development

The ACE program offered a wealth of professional development tools and programs to ACE teachers and administrators, including the following:

- 1) Teachers were coached and mentored using TORSH,⁹ a tool used to capture instruction and data meetings on video.
- 2) Teaching Trust¹⁰ and Big Rock Educational Services (BRES)¹¹ provided a three-day training program for campus leadership that included campus observations and provision of rubric-based data to campuses that highlighted areas for potential improvement (e.g., campus climate, classroom rigor).
- 3) Momentum¹² provided behavioral support training at the beginning of the year.
- 4) Carnegie Math¹³ provided mathematics content-specific training to teachers in grades three through eight.
- 5) District mentors provided monthly writing academies.
- 6) The Early Childhood and Community Partnership department conducted the Literacy Laureate program, a biweekly program for kindergarten through second grade teachers.
- 7) Academic facilitators provided daily support to teachers.

Uniforms

Uniform policies varied by ACE campus, and they ranged from full to no implementation.

Celebrations and Communications

ACE program leadership was dedicated to communication with stakeholders on and off campuses regarding ongoing events and celebrations of successes. The program office distributed a comprehensive

⁵ A consistent method for collection of after-school attendance and use data was not available on campuses, thus, comments about after-school dosage by campus were not feasible this academic year.

⁶ <http://www.phoenixhouse.org/>

⁷ <http://www.bbbstx.org/>

⁸ <http://www.bgcdallas.org/>

⁹ <http://www.torsh.co/>

¹⁰ <http://www.teachingtrust.org/>

¹¹ <http://bigrockeducation.com/>

¹² <http://momentousinstitute.org/>

¹³ <https://www.carnegielearning.com/>

weekly newsletter via email, including a message from the executive director, timely and relevant ACE-related assessment data, campus news, teaching tips, links to resources, and acknowledgement of successes throughout the program. The program also held two mixers for all ACE personnel: a mid-year event on November 12, 2015 and an end-of-year event on April 21, 2016. Both events gathered members of the ACE community to celebrate both individual and program-wide successes.

Not Part of ACE

For clarity, it is important to note several factors that were not mandated by the ACE program. The ACE program did not set technology requirements at the seven ACE campuses. Instead, campus leadership made these decisions within district guidelines. Small class sizes also were not part of the promise to ACE campuses, nor was an unlimited source of supplies and resources. According to the executive director, many teachers also were under the impression that any student who had attendance or behavioral issues would be removed from the classroom, but this was not a formal ACE policy.¹⁴

It is important to consider that four of the seven ACE campuses (Pease, Dade, Edison, Zumwalt) were simultaneously included in the Imagine 2020 initiative during the 2015-16 academic year, thus, may have been afforded additional personnel, resources, and services not implemented as part of the ACE program.¹⁵ This dual-inclusion may have contributed to some confusion related to what factors were and were not included as part of the ACE program.

What were the characteristics of ACE students, teachers, and principals?

Methodology

For analyses of student data, the evaluator used demographic data from district files for students enrolled on the PEIMS reporting date of October 30, 2015. The locations where students were enrolled in the previous academic year (2014-15) also were extracted from these demographic files to determine the origins of ACE students (returning, other Dallas ISD campus, other/unknown). The evaluator conducted frequency and crosstab analyses to summarize student demographic information by campus, for the ACE program overall, and by student group. Breakdowns of student origins by campus and grade level were also calculated.

The evaluator used the district personnel file dated December 13, 2015 to determine active ACE teacher demographic details by gender, ethnicity, highest degree earned, and years in district. These data were linked to the district personnel data file from May 10, 2015 to determine teachers' assignments during the 2014-15 school year. Teachers not found in 2014-15 personnel files were assumed to have been hired onto an ACE campus from outside of the district. The evaluator conducted frequency and crosstab analyses to summarize teacher demographic information by campus and for the ACE program overall, as well as to

¹⁴ This misunderstanding may have initiated from the retraction of an early requirement that parents and students enrolled on ACE campuses must sign "oaths" to sustain certain behavioral standards. However, before the start of the academic year program leadership recognized the importance of serving the community, and they were reluctant to build obstacles to students participating in the opportunity to attend an ACE school. It is for this reason that the original idea of requiring students and parents sign and adhere to an "oath" was abandoned early in the process.

¹⁵ For more information about Imagine 2020, see Douglas, 2016.

determine the number of teachers on each ACE campus who originated from other Dallas ISD campuses. Principal information was provided by the ACE program office.

Results

Students

Tables 2 and 3 summarize student characteristics by school and for the ACE program overall with regard to gender, ethnicity, special student groups, and grade level. The 3,925 ACE students were 52.8 percent male, 57.0 percent African American, and 41.2 percent Hispanic. Most students (89.7%) were economically disadvantaged, 29.6 percent were English language learners (ELL's), and 9.1 percent were enrolled in special education (Spec Ed).

Appendix A includes a summary of the proportion of students on each campus who returned to the same campus, transferred from another Dallas ISD campus, or who were not enrolled at Dallas ISD in the previous year. The percentage of students who returned to the same ACE campus varied widely, ranging from 43.6 percent (Zumwalt) to 73.3 percent (Mills). These findings were expected given the historically transient nature of students enrolled on these campuses.

Table 2: 2015-16 ACE Student Demographics: Elementary School

	Blanton (N = 612)		U. Lee (N = 587)		Mills (N = 382)		Pease (N = 609)	
	N	%	N	%	N	%	N	%
Gender								
Male	346	56.5	305	52.0	199	52.1	316	51.9
Female	266	43.5	282	48.0	183	47.9	293	48.1
Ethnicity								
Afr. Amer.	100	16.3	350	59.6	158	41.4	575	94.4
Hispanic	497	81.2	223	38.0	212	55.5	30	4.9
White	13	2.1	4	0.7	7	1.8	0	0.0
Other	2	0.4	10	1.7	5	1.3	4	0.6
Special Student Groups								
Econ Disadv	510	83.3	484	82.5	362	94.8	560	92.0
ELL	357	58.3	175	29.8	173	45.3	17	2.8
Spec Ed	31	5.1	39	6.6	16	4.2	32	5.3
Grades								
EC	5	0.8	3	0.5	0	0.0	0	0.0
PK	65	10.6	44	7.5	28	7.3	47	7.7
K	90	14.7	74	12.6	55	14.4	85	14.0
1	96	15.7	102	17.4	65	17.0	88	14.4
2	78	12.7	95	16.2	55	14.4	93	15.3
3	85	13.9	95	16.2	66	17.3	98	16.1
4	110	18.0	89	15.2	65	17.0	94	15.4
5	83	13.6	85	14.5	48	12.6	104	17.1

Source: District demographic files from PEIMS snapshot date, October 30, 2015. **Note:** Numbers may not sum to 100 percent because of rounding; Afr. Amer.=African American; Econ Disadv=Economically Disadvantaged; ELL=English Language Learner; Spec Ed=Special Education; EC=early childhood; PK=Pre-Kindergarten; K=Kindergarten

Table 3: 2015-16 ACE Student Demographics: Middle School and ACE Overall

	Dade (N = 806)		Edison (N = 500)		Zumwalt (N = 429)		ACE (N = 3,925)	
	N	%	N	%	N	%	N	%
Gender								
Male	410	50.9	273	54.6	223	52.0	2,072	52.8
Female	396	49.1	227	45.4	206	48.0	1,853	47.2
Ethnicity								
Afr. Amer.	509	63.2	207	41.4	340	79.3	2,239	57.0
Hispanic	285	35.4	286	57.2	83	19.3	1,616	41.2
White	6	0.7	0	0.0	3	0.7	33	0.8
Other	6	0.8	7	1.4	3	0.7	37	1.0
Special Student Groups								
Econ Disadv	801	99.4	398	79.6	404	94.2	3,519	89.7
ELL	221	27.4	155	31.0	63	14.7	1,161	29.6
Spec Ed	128	15.9	72	14.4	38	8.9	356	9.1
Grades								
EC	-	-	-	-	-	-	8	0.2
PK	-	-	-	-	-	-	184	4.7
K	-	-	-	-	-	-	304	7.7
1	-	-	-	-	-	-	351	8.9
2	-	-	-	-	-	-	321	8.2
3	-	-	-	-	-	-	344	8.8
4	-	-	-	-	-	-	358	9.1
5	-	-	-	-	-	-	320	8.2
6	262	32.5	166	33.2	156	36.4	584	14.9
7	275	34.1	157	31.4	159	37.1	591	15.1
8	269	33.4	177	35.4	114	26.6	560	14.3

Source: District demographic files from PEIMS snapshot date, October 30, 2015. Note: Numbers may not sum to 100 percent because of rounding; Afr. Amer.=African American; Econ Disadv=Economically Disadvantaged; ELL=English Language Learner; Spec Ed=Special Education; EC=early childhood; PK=Pre-Kindergarten; K=Kindergarten

Teachers

Teacher characteristics by school and ACE overall with regard to gender, ethnicity, highest degree earned, and years in district are shown in Appendix B. The 297 teachers on ACE campuses were 71.2 percent female, 63.0 percent African American, 16.8 percent Hispanic, and 17.2 percent white. Thirty-eight percent of ACE teachers held at least a master's degree. ACE teachers had been employed at Dallas ISD for an average of 6.7 years, with 43.7 percent teaching at Dallas ISD for six or more years. The locations of ACE teachers in the previous year (2014-15) are shown in Appendix C. ACE teachers were teaching at 93 different schools within Dallas ISD in 2014-15, and 48 teachers (16.2%) were not employed in Dallas ISD in 2014-15.

Principals

New principals were assigned on all ACE campuses. These experienced principals were selected from within the Dallas ISD based on their exceptional leadership skills and demonstrated success in building strong instructional teams, maintaining a positive and professional culture, and improving student achievement. Five of the seven ACE principals remained through the entire year, and two were replaced with interim principals (one resignation, one medical leave).

What were stakeholder perceptions of ACE?

Methodology

The evaluator conducted a series of surveys and focus groups in the interest of understanding the day-to-day experiences of ACE principals, teachers, students, and parents. Considering the insights of these stakeholders will be important as the program evolves.

Principals

To collect perceptions of the ACE program from campus leadership, the evaluator conducted a focus group with the principals of the seven ACE campuses on January 28, 2016 during an ACE monthly feeder pattern meeting. The protocol of questions used for this focus group is included in Appendix D. Qualitative analyses were used to categorize responses into themes.

Teachers

The evaluator administered an online survey to collect information about teacher perceptions. Before constructing the survey, the evaluator conducted a brief focus group with teachers representing the seven ACE schools at a monthly TEI expert meeting on November 10, 2015 (see Appendix E for protocol). The purpose of this focus group was to determine broad topics to include in the survey. The evaluator sent an email with a link to the online survey to 310 active ACE teachers on February 21, 2016. Teachers were provided a three-week window in which to respond to the survey, during which they received periodic reminders.

Descriptive analyses were conducted for survey items answered on a ratings scale. The evaluator used qualitative analyses to group open-ended responses into general themes, and then tabulated the frequency with which themes were mentioned by respondents.

Students

Student perceptions were evaluated through student focus groups and by comparing rates of overall favorable ratings to the previous year on the annual districtwide Student Experience Survey.^{16,17} At the request of campus principals, the evaluator conducted focus groups with students in the spring semester of 2016 at times convenient for the counselors and students.¹⁸ One important limitation of the information from student focus groups is that students were chosen by counselors based upon availability and not randomly selected from the student body, introducing potential for response bias. Discussion questions focused on student experiences at school in the current year, and on comparisons to the previous year, when possible. The student focus group protocol is provided in Appendix F. Qualitative analyses were used to categorize responses into themes.

The Student Experience Survey was administered districtwide as a component of the TEI in order to 1) understand the needs and perceptions of students, and 2) evaluate and improve teacher effectiveness.

¹⁶ In 2014-15, the Student Experience Survey was called the Student Perception Survey.

¹⁷ For more information on the Student Experience Survey, see Chawla, 2016.

¹⁸ Mills: February 24, 2016; Pease: February 26, 2016; Dade: March 9, 2016; U. Lee: March 24, 2016; Zumwalt: March 21, 2016; Edison: April 20, 2016; Blanton: May 27, 2016.

Rates of favorable responses from the Student Experience Survey were extracted from campus-level reports pulled on May 27, 2016. The evaluator also extracted from these reports favorable rate comparisons to the previous year by campus, ACE (elementary and secondary), and the district overall.

Parents

The evaluator constructed a 27-item survey to elicit feedback from parents of students enrolled on ACE campuses in the current academic year. Questions focused primarily on parent perceptions of campus policies, communication, and satisfaction.

In an attempt to maximize survey accessibility to as many parents as possible, the survey was administered via scannable bubble-in answer sheets written in both English and Spanish;¹⁹ each campus was provided enough surveys to send home with the number of students who were enrolled as of the PEIMS snapshot date (October 30, 2015). Surveys were distributed by campus urban specialists or counselors in March and April of 2016. Parents were asked to return the surveys within one week from when they received the survey, but surveys were not picked up from the schools until at least two weeks after distribution to maximize response rates. Frequency analyses were conducted on survey responses.

Results

Principals

Principals indicated that the support from the executive director, the district administration, and academic facilitators were the most notable factors working well regarding the ACE program. In addition to the high level of teacher proficiency on campuses from day one, the ACE-related changes that made the strongest impact on campuses included 1) the primary focus on discipline to make way for quality instruction, 2) the support from the custodial, maintenance, and technology departments to get school buildings and available resources ready for a fresh start, and 3) the extra support from assistant principals and counselors for boosting social/emotional support for students.

Challenges mentioned by principals mainly centered around teachers and the community. While highly competent teachers joined their new campuses with strong instructional skills, many were less experienced at effectively assisting students who were scoring several levels behind, or who had serious socio-emotional needs. Principals noted that calibrating the mindsets of teachers from stronger performing schools to the idea of what 'great' looks like on a challenged campus, or what feedback was necessary to promote a growth mindset also was challenging. A few principals expressed concern that keeping schools open until 6 pm was difficult for everyone because teachers and administrators often were forced to put their students' needs over the needs of their own families. With regard to the community, especially at the start of the academic year, principals and teachers were faced with the skeptical eyes of parents who had been disappointed in the past when promises of special assistance and programs were unfulfilled. These

¹⁹ As an exception, because it was administered at a parent event before the Spanish translation was completed, Pease's survey was administered only in English.

families were fearful that the ACE program would end as quickly as it began, and they were less willing to buy into proposed changes.

Concerns principals fielded from teachers revolved around the differing needs of some students at ACE schools compared to the students enrolled on their previous campuses. First, as mentioned previously, many ACE teachers were challenged to learn strategies to assist students with greater social and psychological issues than they had previously experienced. Second, teachers arrived at their new campuses with instructional practices that had been exceptionally successful at their previous campuses, but these techniques were not necessarily as effective in their new, different environments. Furthermore, teachers told principals that working in ACE schools was eye-opening, and many felt discouraged when they did not experience the same success as in the past. Based on their own observations and feedback from their teachers, principals indicated that the critical factors for the success and morale of their teachers were 1) the social-emotional support provided by counselors and assistant principals to relieve some of the teachers' burden, and 2) professional development for teachers to develop and improve skills that were more effective in the challenging environments at hand.

While ACE parents and students were skeptical at the start of the academic year, principals enjoyed increasingly positive feedback from them as the year progressed. Many parents praised principals for being stricter and more consistent with discipline, and parents thanked school leadership for the obvious turnarounds on their campuses. Some principals who experienced an initial withdrawal of students to charter schools noted many returning after hearing about improvements stemming from the ACE program. Parents also expressed to principals an appreciation for the greater commitment and stability on their campuses than in previous years, where a virtual "revolving door" of teachers and administrators created an environment of constant change and relative chaos in the past. Students commented to principals that negative behaviors tolerated in the past were no longer acceptable, and that they believed that their teachers loved them, cared about them, and wanted them to do well.

Overall, ACE principals felt supported by district administration and were optimistic about the resulting outcomes for their students. Having expressed that sentiment, most principals expressed concern that the program would be cancelled before the many ACE-related changes had a chance to become part of the campus and community culture. They stressed the need for consistency in what ACE offers campuses for a minimum of three to five years to cement the continued culture of high expectations for students, as well as to scaffold the trust of the communities in which the campuses reside.

Teachers

Response rates. As shown in Table 4, response rates for the teacher survey ranged from 54.3 percent (Pease) to 78.8 percent (Zumwalt). Demographics for respondents and detailed teacher survey responses are included in Appendix G. Respondents represented a diverse cross-section of teachers on ACE campuses. Pease teachers composed the lowest percentage of total respondents (8.8%); Edison teachers were most strongly represented (19.1%). The rate of teachers from each grade level ranged from 8.4 percent (pre-kindergarten) to 29.3 percent (grade 6).

Participant characteristics. While 78.6 percent of surveyed teachers taught in the Dallas ISD in the previous year, a smaller percentage (20.9%) taught at the same school. First year teachers comprised 10.7 percent of respondents, whereas 43.7 percent were seasoned teachers with 10 or more years of experience. Of those who reported their TEI ratings,²⁰ 77.5 percent had obtained ratings of proficient I or higher, with 4.4 percent of respondents reporting an exemplary rating.

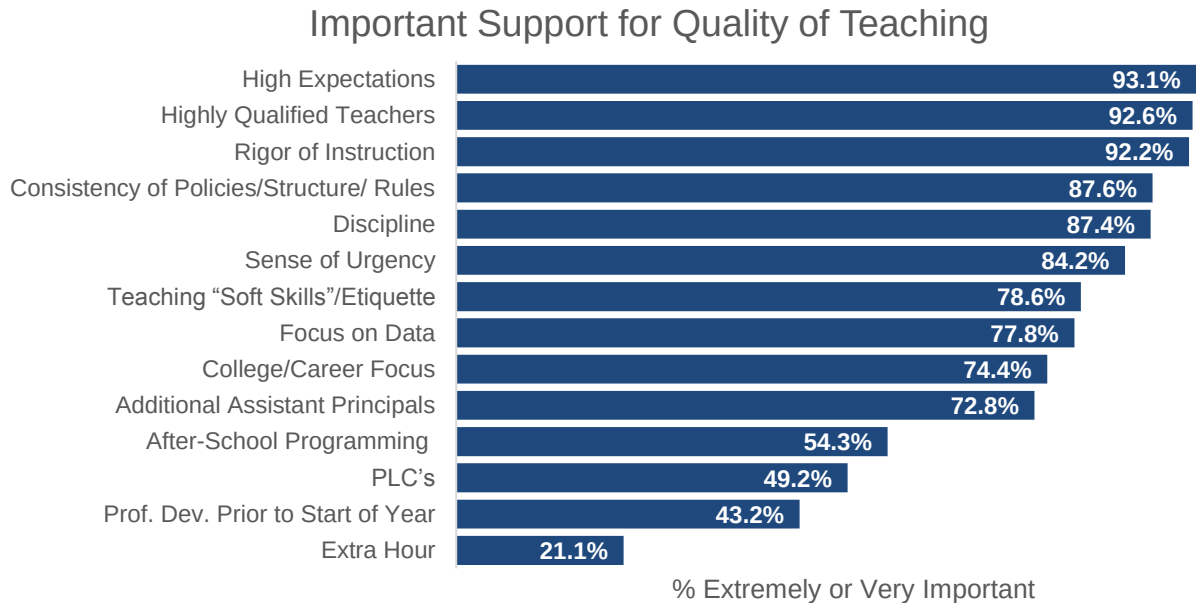
Table 4: 2015-16 ACE Parent Survey Response Rates

	Sent n	Completed n	%
Blanton	48	37	77.1
U. Lee	41	32	78.0
Mills	31	22	71.0
Pease	35	19	54.3
Dade	65	38	58.5
Edison	52	41	78.8
Zumwalt	38	26	68.4

ACE workload and compensation. Detailed responses to survey questions are included in Appendix G; highlights will be shared in this section in the interest of brevity.²¹ The highest rate of teachers (40.9%) worked about 11 to 20 extra hours per week than they previously worked in a typical week at non-ACE schools, and 68.7 percent agreed or strongly agreed that the stipend they received for being an ACE teacher was fair, considering the extra required effort.

Support for quality teaching. High percentages of teachers rated several factors as extremely or very important for supporting their quality of teaching during this first year of the ACE program. Figure 1 shows factors that at least 90 percent of respondents said were applicable on their campuses. The three top factors with over 90 percent of teachers rating them with high importance, were high expectations (93.1%), highly qualified teachers (92.6%), and rigor of instruction (92.2%). The extra hour in the school day was rated as having the least impact on quality of teaching this past year (21.2%).

Figure 1: 2015-16 ACE Teacher Survey: Factors Important for Teaching Quality



Note: Included are categories for which >90% of respondents marked item as applicable on their campus; Percentages shown are those who marked the item as applicable on their campuses; Prof. Dev=Professional Development; PLC=Professional Learning Communities.

²⁰ 24.2 percent of respondents reported that they either were not evaluated under TEI last year, did not know their current TEI rating, or did not report their rating for other reasons.

²¹ In the case where participants responded to a question as non-applicable, or "I don't know," percentages of responses included in the section were recalculated using only those who provided a response on the scale. Therefore, percentages in the text may not exactly match those included in the appendix. Appendix G reports raw response data.

Parent involvement. Regarding parent involvement, 41.1 percent of ACE teachers indicated that parents of students enrolled on their campus were engaged with their children's progress in school, and 58.1 percent agreed or strongly agreed that their campus offered additional opportunities for parent engagement than would be available at non-ACE schools.

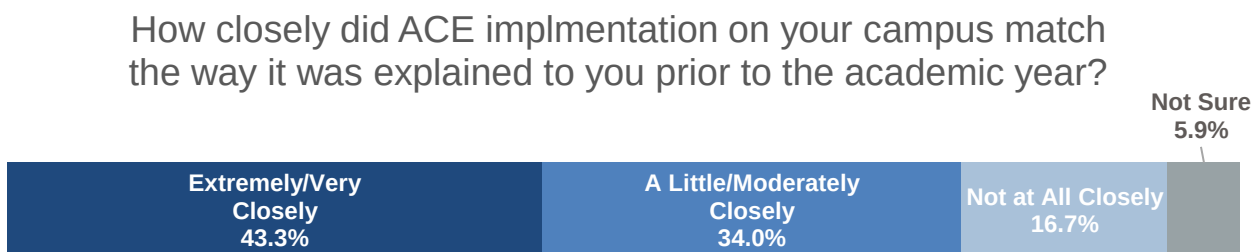
Collaboration versus Competition. Figure 2 illustrates teacher perceptions regarding the collaborative and competitive nature of interaction among ACE campuses. A clear consensus did not emerge in perceptions of whether or not ACE campuses interacted more collaboratively or competitively in the current year, with 20.7 percent of respondents indicating they felt that the campuses were equally competitive and collaborative. A relatively strong desire for more collaboration among campuses in the next year was apparent; 49.8 percent of teachers indicated that campuses should be more collaborative than they were this year.

Figure 2: 2015-16 ACE Teacher Survey: Interactions Among Campuses



ACE Implementation. Teachers disagreed on the degree to which ACE implementation matched what was explained to them prior to the academic year. Although 43.3 percent of teachers considered the implementation of the program to match extremely or very closely with expectations, 16.7 percent of respondents indicated that implementation was not at all close to what was explained (see Figure 3). There are reasonable possible explanations for these sentiments. At the beginning of the first year of the ACE program, a new superintendent was hired for the district, a new executive director assumed leadership for the ACE program, and new principals took the helm on ACE campuses. This leadership transition may have resulted in understandable communication inconsistencies. In addition, as mentioned previously, the inclusion of four ACE campuses in Imagine 2020 may have blurred the lines of the components of the two programs, resulting in confusion of the source of promised program elements.

Figure 3: 2015-16 ACE Teacher Survey: Implementation Fidelity Ratings



Suggestions for future. Teachers also answered open-ended questions about their perceptions of ACE, including what professional development opportunities would be advantageous to add or expand as the program continues. Prominent comments from teachers included praise for the idea of the ACE program, as well as pleas for continuation of the program for a minimum of three to five years in order to reinforce the gains that were achieved this year and to earn the trust of the community members. Table 5 lists other themes emerging from open-ended questions mentioned by five or greater respondents. Desired future professional development opportunities mentioned by five or more teachers are listed in Table 6.

Table 5: 2015-16 ACE Teacher Survey: Suggestions for Improvement

- Continue to improve and more consistently enforce discipline.
- Shorten school day for the benefit of students and teachers.
- Increase efforts to improve parent involvement.
- Provide more professional development for teachers and administrators.
- Place more importance on specials, extracurricular activities, electives, and recess.
- Require more experienced teachers, administrators, and other leaders.
- Increase collaboration among ACE campuses.
- Increase capacity for counseling and social-emotional coaching of students.
- Decrease and/or equalize class sizes.
- Improve availability, quality, and receipt timeliness of technological and other resources.
- Increase teacher planning time.
- Increase stipend; stop taxing stipend.
- Include more teacher recognition for hard work and sacrifice (not always about data).

Note: Includes themes mentioned by five or greater respondents.

Table 6: 2015-16 ACE Teacher Survey: Professional Development Desired

- Classroom management/Behavioral intervention/Discipline/Socio-emotional support.
- Content-specific training.
- Experience-specific training/Mentoring for less experienced teachers.
- Training to teach students from poverty/Inspiring students uninterested in learning.

Note: Includes themes mentioned by five or greater respondents.

Students

Participant characteristics. Student focus group size ranged from five to nine students, and fourth (29%) and eighth (40%) grade were most strongly represented. Student participants were 52 percent male, and 73 percent of students were enrolled on their campuses in the previous year.

Changes from previous year. Students were asked what had changed on their campuses from the previous year. In addition to unanimous disagreement with uniform policies at most schools, students at all schools clearly recognized the changes at their schools that were implemented as a result of the ACE program. Two pervasive topics mentioned throughout the focus groups were improvements in discipline and changes in student and teacher attitudes. Students on all campuses agreed that the rules were much stricter, and that not only did teachers and principals have more control over students, but students were also more motivated to behave. For example, Dade students mentioned that when the rule at their campus to follow the blue line when walking the hallway was introduced, they were confused at first because it was a major change, but they understood why the rule was implemented. Students also consistently recognized changes in teachers from last year. Students on all campuses believed that their teachers now cared more about them personally, encouraged them to work harder, and wanted them to do their best. According to the students, this was not the case in prior years. Students at Lee indicated that last year most students did not care about honor roll, but this year most students strove for the A honor roll. Blanton students talked about their motto repeated by teachers and students alike: “hard work conquers all,” and Mills students mentioned a poster with the phrase “I expect greatness” that hung on the wall in one of their classrooms. It was evident that students on all campuses were affected by their teachers this year, and teacher improvement was the most frequently mentioned topic from students, overall.

Students’ thoughts about extracurricular activities differed among the schools. Students on a few campuses objected that the number of extracurricular activities and sports had diminished from the previous year, and that going to school was not as fun as it was before ACE. In contrast, students at other schools mentioned new activities on their campuses that they enjoyed. For example, students at Lee raised money and collected items for the homeless. At Zumwalt, students appreciated some prominent guest speakers who came to their school this year, such as sports heroes and others who came to talk to them about going to college.

Liked most about school. When asked what they liked most about their schools this year, the overwhelming majority of students mentioned that they loved their teachers, who cared about them, expected a lot from them, and spent extra time helping them and “breaking things down” so that they could

continue to learn. Learning itself was the second most popular answer, followed by a love for the many new activities available to students on some campuses this year, such as after-school programs, clubs, and projects.

Motivation factors. Students on ACE campuses largely agreed on the factors that motivated them to do their best academically. The most frequently mentioned themes were 1) thinking about the future and getting into a great magnet school and/or college, 2) setting an example for younger siblings and relatives, and 3) actions of their teachers (e.g., high expectations, challenges, tutoring, patience). Some students also were motivated by seeing their names on the honor roll or on celebration boards. Quite a few students also indicated that their parents were a primary motivating force in their desire to succeed at school.

Suggestions for future. Students offered interesting suggestions for changes on their campuses. Students at every school overwhelmingly agreed that, even though discipline had improved from the previous year, too many disruptions from misbehaving students distracted those who wanted to learn. They felt strongly that something should be done to improve that aspect of the classroom environment. Additionally, students at every school with a uniform policy indicated they preferred not wearing uniforms, but if the policy continued they would like to see some relief from it periodically, either as a reward day or as a regularly scheduled “free day.” Interestingly, students at several schools asked for facility improvements, such as cleaner bathrooms and more comfortable building temperatures. Students also asked for even more activities and events after school or in the form of field trips, and they appreciated those that they were currently afforded. A few students requested a shorter school day, but this request was mentioned much less often than anticipated.

Favorite teacher descriptions. When asked to describe their favorite teacher(s), students mentioned a wide variety of teachers from every subject, and several students also mentioned counselors as their favorites. Students most often mentioned personality-related reasons for favorite teachers, such as being fun, nice, or funny. However, students also mentioned teachers because of an ability to “break down” a subject, explain why it was important to understand it, and repeat the topic until the students got it right. Students mentioned teachers because they had high expectations and spent extra time with them to make sure they learned, and because they truly believed students could be successful if they worked hard. Many teachers were mentioned simply because they made students believe that they cared about and respected them.

In general, student focus groups brought out many positive perceptions of their first year in the ACE program when comparing their experiences to previous years, and offered constructive suggestions for future improvements. One important limitation of the information from these focus groups is that students were chosen by counselors and not randomly selected from the student body, introducing potential for response bias.

Student Experience Survey. Another method of evaluating student perceptions was to compare results of the Student Experience Survey from the previous year. Table 7 shows changes from the previous

year in overall favorable student ratings on the district Student Experience Survey by campus, by ACE overall, and the district overall (grouped by elementary and secondary grade levels). As illustrated, all ACE campuses showed growth in overall favorable student ratings, with ACE overall (both elementary and secondary) increasing at a higher rate than the district at the same level.

In 2015-16, three ACE elementary schools (Mills, 90%; Blanton, 89%; U. Lee, 88%) and ACE elementary schools overall (86%) exceeded the district favorable rate of 83 percent for elementary schools. Two ACE middle schools (Zumwalt, 77%; Dade, 72%) and ACE middle schools overall (72%) exceeded the favorable rate for district secondary schools (69%). Favorable response rates to all Student Experience Survey questions are provided in

Table 7: ACE Student Experience Survey Percent Overall Favorable Ratings 2015 versus 2016

	2015 (%)	2016 (%)	Δ (% Pts)
Blanton	78	89	11
U. Lee	74	88	14
Mills	83	90	7
Pease	74	78	4
ACE Elementary	77	86	9
District Elementary	79	83	4
Dade	62	72	10
Edison	66	68	2
Zumwalt	69	77	8
ACE Secondary	66	72	6
District Secondary	65	69	4

Source: District reports dated May 27, 2016. Note: ACE (E) = ACE Elementary Schools; ACE (S) = ACE Secondary Schools; District (E) = District Elementary Schools; District (S) = District Secondary Schools.

Appendix H by campus for 2015-16, including changes in favorable response rates for each question from 2014-15. It is notable that six of the seven ACE campuses improved on the Supportive Relationships (with teachers) subscale, and five of seven exceeded district scores on this subscale in the current year. These results are an indicator of the improved rapport between students and teachers this year on ACE campuses.

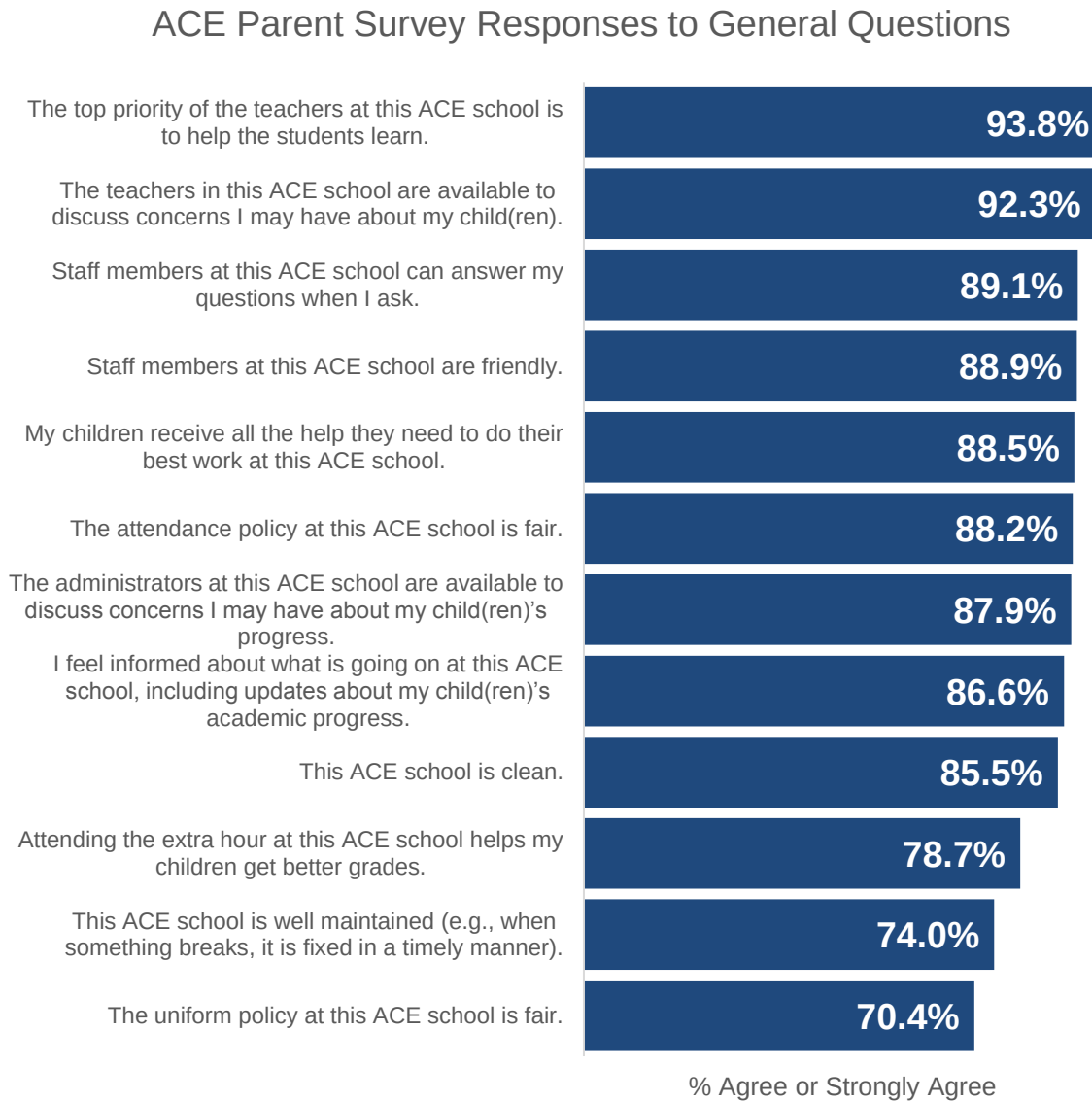
Parents

Response rates and brief demographics of parent survey respondents are included in Appendix I. Survey response rates were extremely low, and ranged from 4.0 percent (Zumwalt) to 49.2 percent (Blanton), introducing the possibility of a biased sample. Thus, readers should exercise extreme caution when interpreting parent survey results.

Appendix J includes responses to parent survey questions for all ACE campuses combined. In general, it was not appropriate to emphasize campus-level ratings because of the wide range of response rates by campus. Figure 4 shows rates of agreement²² with a set of general questions. The highest rate of parents agreed that the main priority of teachers on their campuses was to help students learn (93.8%), while parents were least inclined to agree that the uniform policy was fair (70.4%).

²² Agreement is defined as responses of “agree” or “strongly agree.”

Figure 4: 2015-16 ACE Parent Survey Responses to General Questions



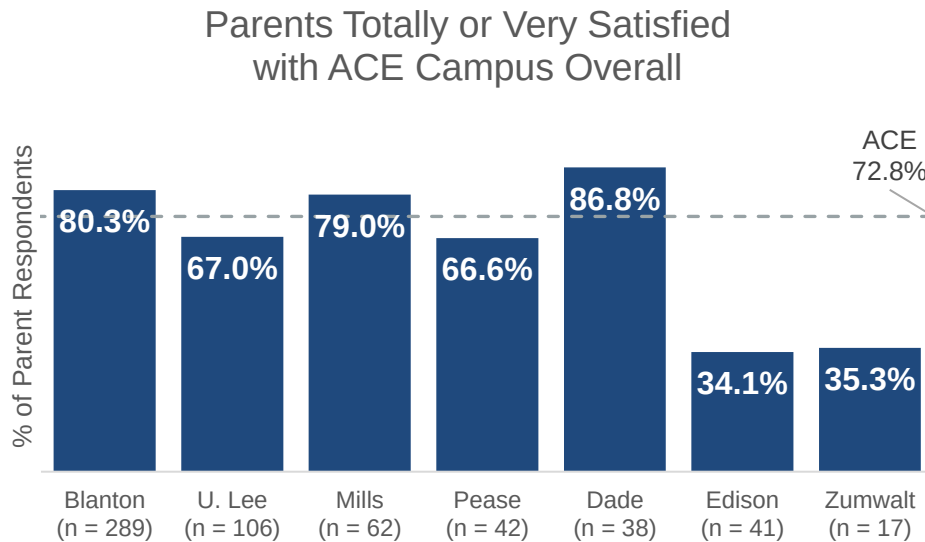
Parent involvement was generally low among respondents, with 44.6 percent of parents indicating that they interfaced with administration, teachers, or staff at their school at least twice per month, and 19.2 percent conveying they were involved with a parent-oriented campus organization.

Of those who had a child on campus in the previous academic year (64.4%), the majority reported that their experiences (63.7%) and their child(ren)'s experiences (69.2%) involving the campus improved, and expectations for their child(ren) at school were higher than in the previous year (63.7%). Regardless of where their children attended school the previous year, 61.7 percent of parents said that their children's grades were better than last year.

Figure 5 illustrates the percentage of ACE parents reporting that they were totally or very satisfied with their campus. As shown, parents with children at five of the seven campuses reported relatively high rates of overall satisfaction with their campuses, with 72.8 percent of ACE parents overall reporting that

they were totally or very satisfied. Parents from two campuses (Edison and Zumwalt) expressed relatively lower satisfaction levels (34.1% and 35.3%, respectively) than other campuses. However, these response rates should be interpreted with extreme caution because of low parent survey response rates that may have resulted in a biased sample.

Figure 5: 2015-16 ACE Parent Survey: Percentage of Parents Satisfied Overall



Note: Results should be interpreted with caution because of low and varying response rates.

What were the outcomes of the effective principals and teachers component?

The rates of teachers at each Teacher Excellence Initiative (TEI) rating level at the beginning of the current year compared to the previous year were used to illustrate the rise in highly effective teachers on these campuses as a result of the ACE initiative. To monitor progress with regard to the effective principals and teachers component of the ACE 5, the program designated two additional methods of evaluation: rates of proficient average spot observation scores and quintile scores on the culture of feedback and support section of the district climate survey.

Methodology

Year-to-date spot observation scores for sections 2.3 (clearly presents instructional content) and 2.5 (engages students at all learning levels in rigorous work) were obtained from Dallas ISD Data Analytics and Control from January 4, 2016 (fall 2015) and June 30, 2016 (spring 2016). The evaluator conducted descriptive analyses to determine the number of spot observations²³ and average spot observation scores for each teacher. Average spot observation scores were then aggregated by campus and for the ACE program overall to obtain the average number of spot observations, and mean, minimum, maximum, and median spot observation scores. The number and percentage of teachers who achieved an average spot

²³ Only spot observations with a 'completed' status were included in calculations; average spot observation scores of 2.0 or higher were considered 'proficient.'

observation score at or above the proficient threshold score of 2.0 was calculated. The evaluator conducted the same analyses for fall 2014 and spring 2015 ACE campus spot observation scores for year-over-year comparison purposes.²⁴ The goal for ACE schools was to attain 70 percent (fall 2015) and 85 percent (spring 2015) of teachers with average spot observation scores at or above the proficient threshold (2.0).

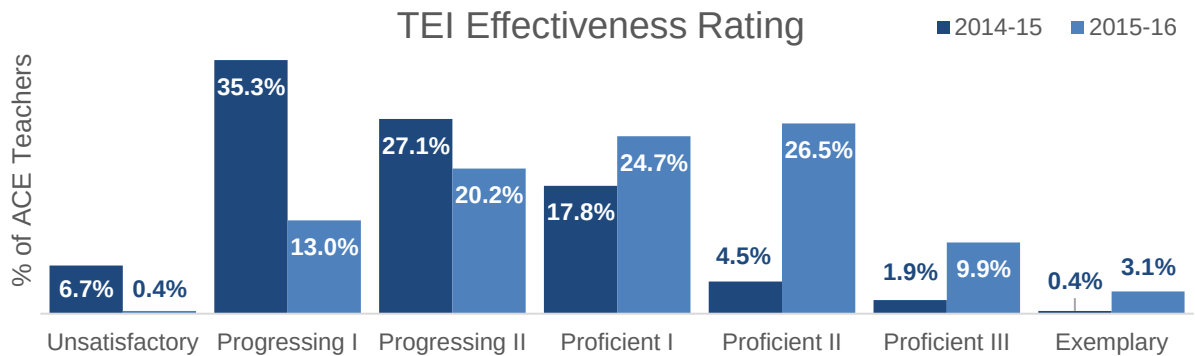
The evaluator also pulled Climate Survey²⁵ data for each campus from district files dated January 7, 2016 (fall 2015) and June 2, 2016 (spring 2016) and extracted the district quintile score for each ACE school from the Culture of Feedback and Support section for both semesters. For comparison purposes, the same process was used to extract quintiles for all ACE campuses for fall 2014 and spring 2016.²⁶ The ACE goal for Climate Survey results on this scale for each campus was to achieve scores in the fourth or fifth quintile for each semester of the current year.

Results

Teacher Effectiveness Initiative (TEI) Ratings

Figure 6 shows the rate of teachers in each TEI rating level at the beginning of the current year compared to the previous year. Clearly, a shift occurred in initial teacher quality on ACE campuses.

Figure 6: ACE Teacher Effectiveness Ratings 2014-15 and 2015-16



Source: October 15, 2016 Dallas ISD Board briefing slides.

Spot Observations

Figure 7 illustrates growth in the percentage of teachers who achieved proficient average spot observation scores on each ACE campus, and for ACE overall. Detailed breakdowns of spot observation scores for all schools and for ACE overall (fall and spring semesters of 2014-15 and 2015-16) are shown in Appendix K. Although ACE campuses overall did not meet the objective of 70 percent (fall) or 85 percent (spring) of teachers achieving an average proficient rating on spot observations, all ACE campuses and the ACE program overall showed notable growth in the percentage of teachers rated as proficient on average. This result was not surprising, considering the infusion of highly effective teachers into ACE campuses.

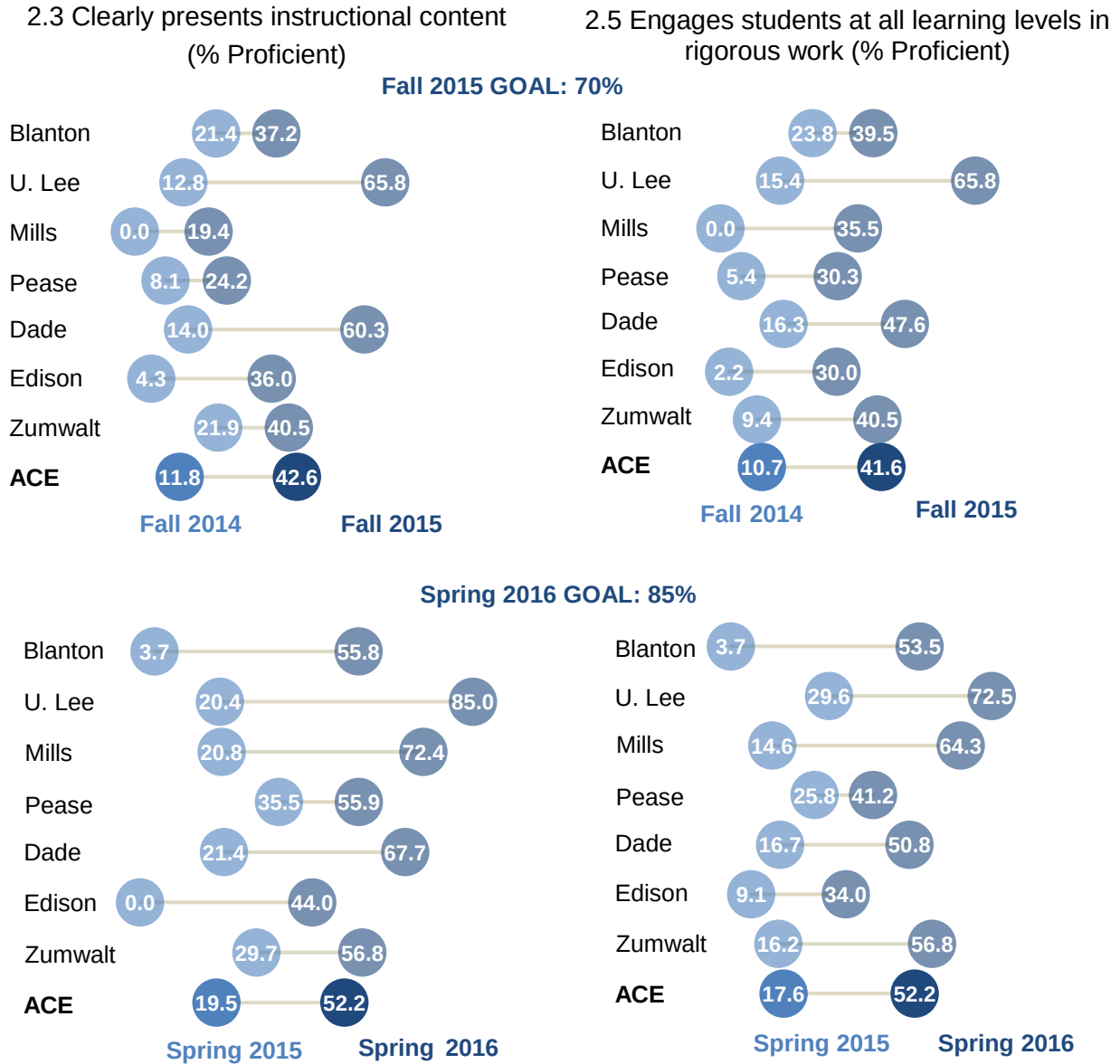
²⁴ Spot observation files dated June 15, 2015 (fall 2014 and spring 2015).

²⁵ For more information on the Climate Survey, see Weir, 2016.

²⁶ Climate Survey files dated January 22, 2015 (fall 2014) and June 2, 2015 (spring 2015).

With 85.0 percent of teachers achieving an average spot observation rating in the proficient range, U. Lee met the effective principals and teachers objective for the semester. The rates for ACE overall also improved.

Figure 7: 2015-2016 Percentage of Proficient Average ACE Teacher Spot Observations



Source: June 15, 2015 (Fall 2014 and Spring 2014), January 4, 2016 (fall 2015), and June 30, 2016 (spring 2016) files from Dallas ISD Data Analytics and Control. Note: Only spot observations with a 'completed' status were included in calculations; Average spot observation scores of 2.0 or higher were considered 'proficient.'

Climate Survey

Table 8 shows the quintile score for each campus and for ACE overall on the Culture of Feedback and Support scale of the fall 2015 and spring 2016 Climate Surveys, as well as quintile scores for the corresponding semesters in the previous year (fall 2014 and spring 2015). Four of the seven ACE

campuses (U. Lee, Pease, Dade, Zumwalt) achieved the objective of attaining fourth or fifth quintile scores on this scale of the fall 2015 Climate Survey, and four of the seven campuses (Blanton, U. Lee, Dade, Zumwalt) achieved this goal in spring 2016. Compared to spring 2015, quintile scores in spring 2016 for four ACE campuses increased (Blanton, U. Lee, Pease, Dade), two remained constant (Edison, Zumwalt), and one declined (Mills).

Table 8: 2015-16 ACE Climate Survey Results: Culture of Feedback and Support Quintile Scores

Campus	2014-15		2015-16	
	Fall 14	Spring 15	Fall 15	Spring 16
Blanton	4	1	3	4
Lee	2	1	4	4
Mills	4	5	1	1
Pease	1	1	4	2
Dade	1	1	5	5
Edison	1	1	1	1
Zumwalt	2	4	4	4

Source: District climate survey files dated January 22, 2015 (fall 2014), June 2, 2015 (spring 2015), January 7, 2016 (fall 2015), and June 2, 2016 (spring 2016).

Note: Scores in the fourth or fifth quintile are highlighted in **blue bold**.

What were the outcomes of the instructional excellence component?

The ACE program designated *ACP* and *STAAR* passing rates as metrics to evaluate the instructional excellence component of the ACE 5. The evaluator also examined *Terra Nova* (reading and mathematics) and *SUPERA* (reading) passing rates to further evaluate achievement in early grade levels.

Methodology

Assessment of Course Performance (ACP)

The first component used to evaluate the instructional excellence component of ACE was fall 2015 and spring 2016 *ACP* passing rates. *ACP* exams are standardized final semester exams developed by Local Assessment in conjunction with the Department of Teaching and Learning. These tests were administered in most subjects in kindergarten through grade 12, and were aligned with Texas Essential Knowledge and Skills.²⁷ Scores for *ACP* tests administered on ACE campuses were obtained from district files from January 27, 2016 and July 11, 2016, and merged with PEIMS demographic data. Scores of 70 or higher were considered passing, and the percentage of students passing were aggregated by test, by campus, by grade level (elementary, middle), and for ACE overall. Passing rates for the same semester in the previous academic year, district passing rates, and passing rates for non-ACE IR campuses (see Appendix L for a list of schools) also were calculated for comparison purposes. The ACE objective was to achieve passing rates for each exam within 15 percentage points of district rates in fall 2015 and within 10 percentage points of district rates in spring of 2016.

²⁷ For more information on *ACP* exams, see Williams-Palmer (2016).

State of Texas Assessment of Academic Readiness (STAAR)

The second component used to evaluate the instructional excellence component of ACE was spring 2016 STAAR scores. STAAR exams are state-mandated standardized tests that assess student knowledge by subject and grade level in the primary and secondary grades. Students were tested in grades three through eight in mathematics and reading. They were also tested in writing in grades four and seven, science in grades five and eight, and social studies in grade 8. Students at the high school level took STAAR *End-of-Course (EOC)* assessments in various subjects. Because the highest grade in which ACE students were enrolled was grade eight, only the outcomes for the Algebra I EOC were examined for this evaluation.

Academic performance standards represent the degree to which students have mastered required content as measured by test scores.²⁸ STAAR assessment scores are categorized into three levels to describe student performance: 1) Level I: Unsatisfactory Academic Performance, 2) Level II: Satisfactory Academic Performance, and 3) Level III: Advanced Academic Performance. Cut scores divide student scores into these three categories. Scores at or above the cut score for Level II are considered passing scores. The Texas Education Agency (TEA) established a phase-in approach toward a final recommended standard for each exam by 2021-22.²⁹ This standard progression approach required small, incremental increases in standards each year starting in 2015-16. Because this was the first year since STAAR inception that the state raised the passing standards on the STAAR, students generally were required to correctly answer a few more questions this year to pass the STAAR exam for the same subject than they did last year. Therefore, comparing the current year's passing rates to last year's passing rates is not straightforward. In essence, the higher year-specific standard for 2015-16 means that gains achieved will appear smaller than they would have been if calculating passing rates using the 2014-15 standard cutoffs. However, this is closest to what actually happened because the 2015-16 standards were used for current year accountability ratings, not the 2014-15 standards.

In lieu of these changes, STAAR data were compared in several ways in this evaluation. First, passing rates were compared to the previous year using year-specific standard cutoffs. In addition, passing rates were compared to the previous year using the final recommended standard for both years. This dual method provides a way to compare growth of official passing rates as well as to compare the two years using identical cutoff standards. An added benefit of using the final recommended standard is it provides a metric showing growth toward the 2021-22 standards. The second way STAAR data were presented in this evaluation was comparing growth from 2014-15 by student group (i.e., ethnicity, English language learner status, economically disadvantaged status, special education status) for ACE, non-ACE IR, and for the district. Year-specific standards were used for these comparisons. The evaluator then calculated the percentage of STAAR tests for which ACE passing rates exceeded those for the previous year, for non-ACE

²⁸ For more information on STAAR performance standards, see <http://tea.texas.gov/student.assessment/staar/performance-standards/>

²⁹ Originally implemented in the first year of STAAR (spring 2012), was a plan for four years of standard stability, followed by a phase-in to the final recommended standard. This phased plan incorporated large jumps to more rigorous performance standards every few years. In the 2015-16 academic year, the TEA revised this plan to the current approach of smaller, predictable increases every year until reaching the final recommended standard in 2021-22.

IR campuses, and for the district. Finally, the percentage of tests with passing rates within 10 percentage points of district passing rates was calculated.

The evaluator used first and second administration district *STAAR* data files dated July 11, 2016 (grades three to eight) and July 12, 2016 (Algebra I *EOC*) and merged with demographic data from the PEIMS snapshot date, October 30, 2015. The evaluator then ran crosstab and frequency analyses to calculate passing rates on all versions of *STAAR* except Alternate 2 by campus, campus group, and student group. The ACE objective was to achieve passing rates within 10 percentage points of district passing rates.

Terra Nova/SUPERA

To further evaluate reading and mathematics outcomes for kindergarten through second grade, the evaluator used *Terra Nova* (English language reading and mathematics) and *SUPERA* (Spanish language reading).³⁰ *Terra Nova* is a nationally-normed standardized test series designed to assess English-language reading and mathematics. *SUPERA* is the Spanish-language version of *Terra Nova*, using test results based on the same norms.

The evaluator used district data files for *Terra Nova* and *SUPERA* reported as of June 9, 2016,³¹ and merged with demographic data from the PEIMS snapshot date, October 30, 2015. Scores falling in the 40th percentile or higher were flagged to indicate that a student was performing on grade level. The evaluator then used crosstab and frequency analyses to determine the percentage of students passing reading (*Terra Nova* and *SUPERA*) and Mathematics (*Terra Nova*) by grade and by ACE campus, and for ACE campuses, non-ACE IR campuses, and the district. Passing rates were also grouped by race/ethnicity, English language learner status, economically disadvantaged status, and special education status. ACE leadership did not designate an objective related to *Terra Nova/SUPERA* as part of the ACE 5, therefore only comparisons among campuses and student groups were provided in this report. In addition, it was not possible to determine growth from previous years because 2015-16 was the first year these assessments were administered in Dallas ISD.

Results

ACP

Detailed passing rate comparisons to the previous year, to non-ACE IR schools, and to the district on fall 2015 and spring 2016 *ACP* tests by campus and subject area are included in Appendix M, and detailed *ACP* passing rates by campus and test are shown in Appendix N. On the whole, as shown in Figure 8, passing rates for 91.7 percent of tests administered on ACE campuses in fall 2015 exceeded passing rates for the previous fall semester, and passing rates for 72.9 percent of tests exceeded rates of the non-ACE IR schools. When compared to the district overall, ACE schools' fall 2015 *ACP* passing rates exceeded the district on 30.0 percent of tests, but achieved the fall 2015 objective of passing rates within

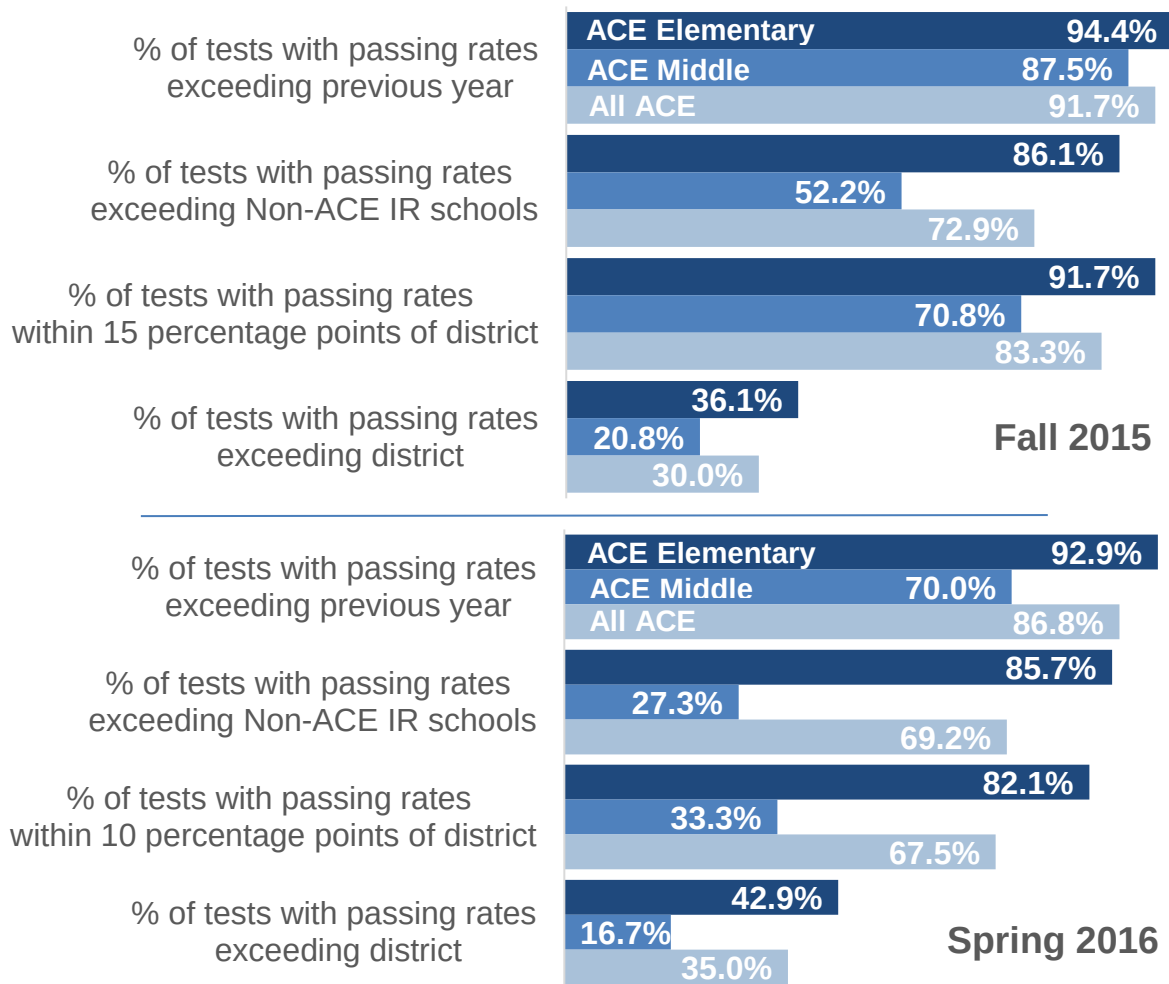
³⁰ 2015-16 was the first year *Terra Nova* and *SUPERA* were administered to students in Dallas ISD. These assessments replaced *IOWA* and *Logramos*, similar assessments previously used by the district.

³¹ Updates after June 9, 2016 are not reflected in this report.

15 percentage points of district passing rates on 83.3 percent of ACP tests. These achievements were slightly higher on elementary level ACP tests than on middle school tests.

Spring 2016 ACP passing rates followed similar patterns to the fall semester. Overall, as shown in Figure 8, passing rates for 86.8 percent of tests administered in ACE schools in spring 2016 exceeded passing rates for the previous spring semester, and passing rates for 69.2 percent of tests exceeded rates of the non-ACE IR schools. When compared to the district overall, ACE schools' spring 2016 ACP passing rates exceeded the district on 35.0 percent of tests, but achieved the spring 2016 goal of achieving passing rates within 10 percentage points of district passing rates on 67.5 percent of ACP tests. These achievements were slightly higher on elementary level ACP tests than on middle school tests.

Figure 8: Fall 2015 and Spring 2016 ACE ACP Passing Rate Comparisons



Source: District data files dated January 27, 2016 (fall) and July 11, 2016 (spring). **Note:** ACP scores of 70 or higher were considered passing; Scores included for students enrolled on the PEIMS snapshot date of October 30, 2015; Non-ACE IR = Non-ACE Improvement Required Campuses (see Appendix L).

STAAR

Overall, as shown in Table 9, passing rates for 16 of the 18 STAAR exams administered on ACE campuses showed gains when compared to the previous year using year-specific standards. Figure 9 illustrates 2016 passing rates compared to 2015 passing rates for STAAR exams administered on ACE campuses by subject and grade. As shown, all but two STAAR exam passing rates increased from the previous year. These gains ranged from 1.6 percentage points (grade five reading) to 33.1 percentage points (grade five mathematics). Grade six reading (-5.1 percentage points) and grade six mathematics (-2.3 percentage points) passing rates declined from the previous year. Given that the year-specific passing standard was raised in 2016 compared to 2015, gains shown are conservative quantifications of year-over-year gains. Detailed comparisons of 2016 STAAR passing rates to 2015 passing rates using both the year-specific and final recommended standard are included in Appendix O for the ACE campuses.

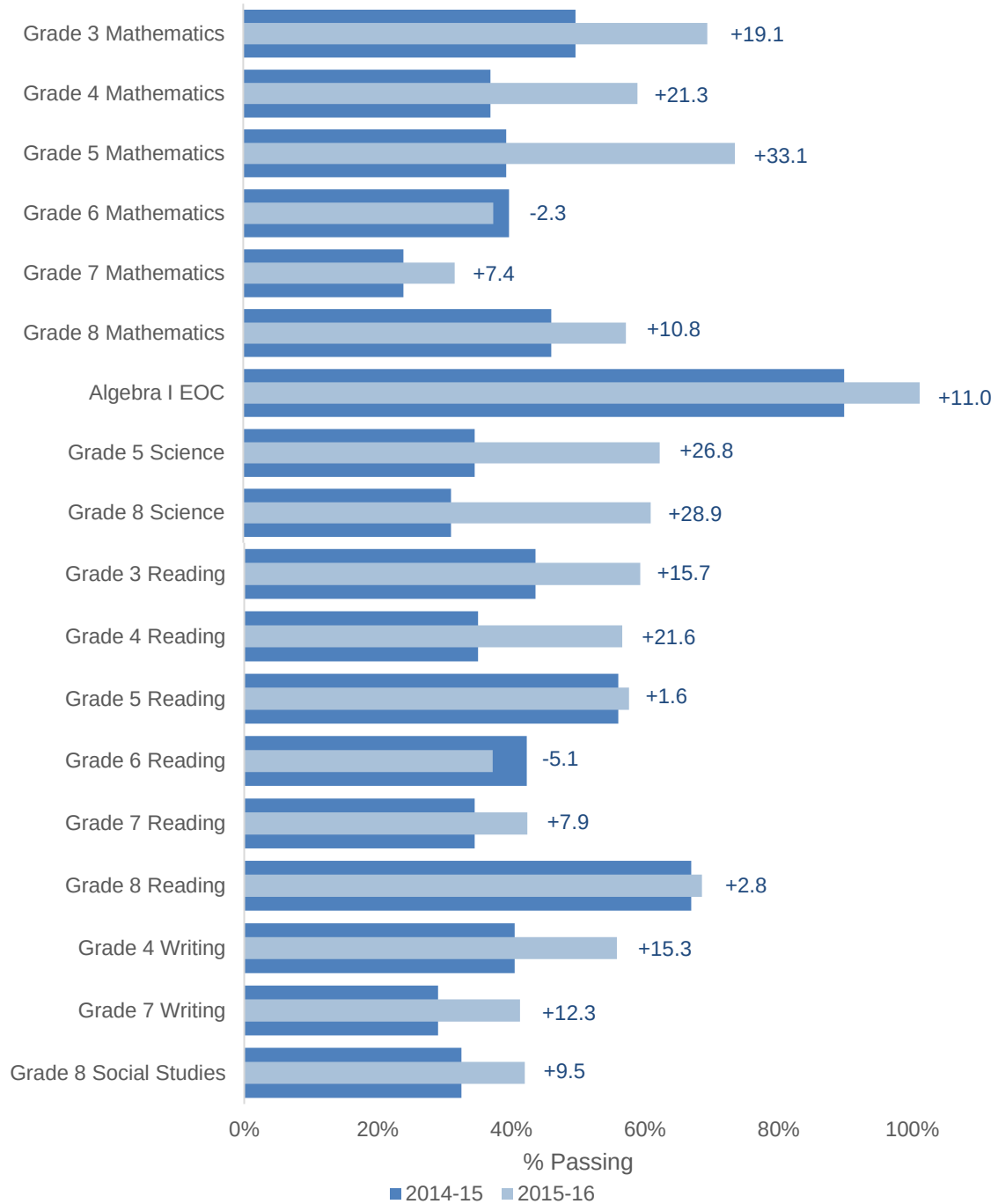
Passing rates for 12 of the 18 tests (66.7%) exceeded rates on non-ACE IR campuses, 9 out of 18 (50.0%) were within 10 percentage points of rates for the district, and 2 out of 18 (11.1%) exceeded the district. Gains and favorable differences were slightly higher for elementary-level exams than they were for middle school-level exams. Figure 10 illustrates 2016 STAAR passing rates for ACE compared to non-ACE IR and district passing rates using year-specific standards. See Appendix O for detailed passing rates for both years by campus, and for ACE, non-ACE IR, and the district, overall, using both the year-specific and final recommended standard. Finally, Appendix P provides detailed year-specific-standard based passing rate comparisons by student group (i.e., ethnicity, English language learner status, economically disadvantaged status, and special education status) for ACE, non-ACE IR, and district campuses, overall.

Table 9: 2015-16 ACE STAAR Test Passing Rate Comparisons

	Passing Rates								
	Tests	Exceed Previous Year		Exceed Non-ACE IR		Within 10 Percentage Points of District		Exceed District	
		N	n	%	n	%	n	%	%
All Tests	18	16	88.9	12	66.7	9	50.0	2	11.1
All Mathematics Tests	7	6	85.7	4	57.1	4	57.1	2	28.6
All Reading Tests	6	5	83.3	3	50.0	2	33.3	0	0.0
All Writing Tests	2	2	100.0	2	100.0	1	50.0	0	0.0
All Science Tests	2	2	100.0	2	100.0	2	100.0	0	0.0
All Social Studies Tests	1	1	100.0	1	100.0	0	0.0	0	0.0
All Elementary Tests	8	8	100.0	7	87.5	7	87.5	1	12.5
All Middle Tests	10	8	80.0	5	50.0	2	20.0	1	10.0

Source: District STAAR files dated July 11, 2016 (grades 3 to 8) and July 12, 2016 (Algebra I EOC). Note: Passing rates reflect satisfactory or higher scores using the year-specific standard for all versions of STAAR excluding Alternate 2; Scores included for students enrolled as of the PEIMS snapshot date of October 30, 2015; Non-ACE IR = Non-ACE Improvement Required campuses (see Appendix L for included campuses).

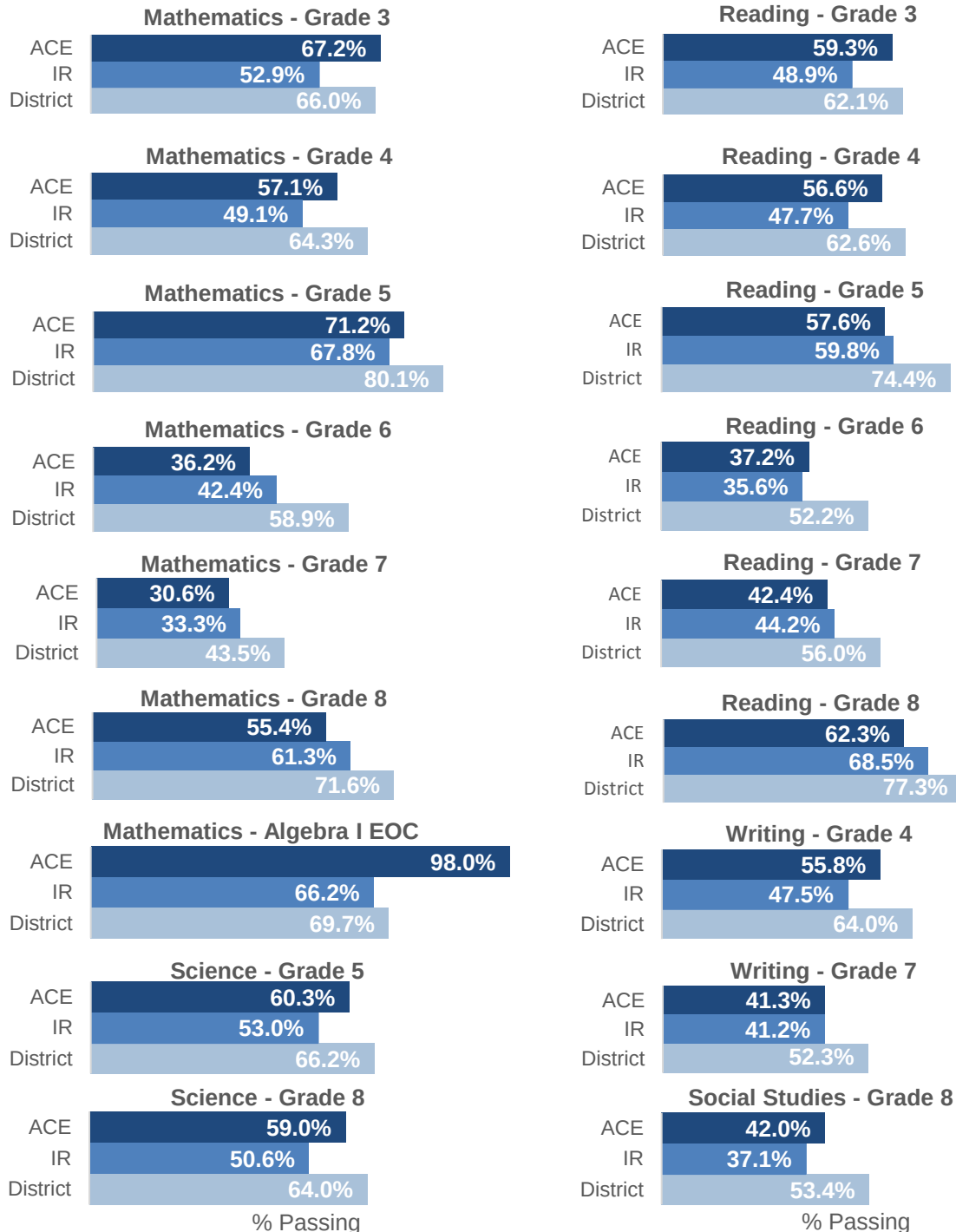
Figure 9: 2015-16 ACE STAAR Passing Rate Percentage Point Growth by Subject and Grade

STAAR Passing Rates: Percentage Point Growth

Source: District STAAR files dated July 11, 2016 (grades 3 to 8) and July 12, 2016 (Algebra I EOC). **Note:** Passing rates reflect satisfactory or higher scores using the year-specific standard for all versions of STAAR excluding Alternate 2; Scores included for students enrolled as of the PEIMS snapshot date of October 30, 2015; Non-ACE IR = Non-ACE Improvement Required campuses (see Appendix L for included campuses).

Figure 10: 2015-16 STAAR Passing Rates for ACE, Non-ACE IR, and District Overall

STAAR Passing Rates

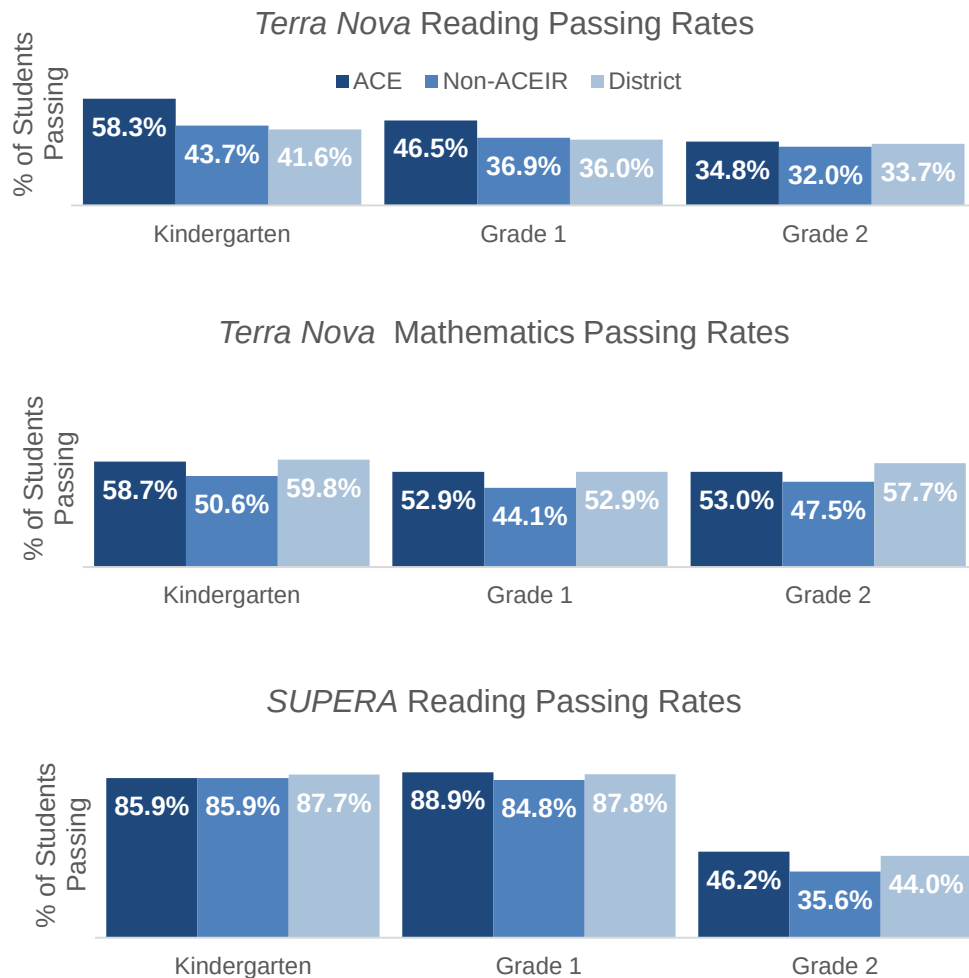


Source: District STAAR files dated July 11, 2016 (grades 3 to 8) and July 12, 2016 (Algebra I EOC). **Note:** Passing rates reflect satisfactory or higher scores using the year-specific standard for all versions of STAAR excluding Alternate 2; Scores included for students enrolled as of the PEIMS snapshot date of October 30, 2015; Non-ACE IR = Non-ACE Improvement Required campuses (see Appendix L for included campuses).

Terra Nova/SUPERA

Figure 11 shows the percentage of students passing *Terra Nova* reading and mathematics, and *SUPERA* reading for ACE, non-ACE IR, and the district overall. Passing rates for *Terra Nova* reading exceeded those for Non-ACE IR campuses and for the district, especially in kindergarten and first grades. *Terra Nova* mathematics passing rates exceeded non-ACE IR campuses, but not the district, in kindergarten, first, and second grades. *SUPERA* reading passing rates were comparable to non-ACE IR campuses in kindergarten, but slightly exceeded non-ACE IR campuses and the district in both grades one and two. Appendix Q provides detailed passing rates for *Terra Nova* and *SUPERA* by ACE campus and campus group. Appendix R provides passing rates by student group (i.e., race/ethnicity, English language learner status, economically disadvantaged status, and special education status).

Figure 11: 2015-16 ACE *Terra Nova* and *SUPERA* Reading and Mathematics Passing Rates



Source: Data reported as of June 9, 2016 for students enrolled on the PEIMS snapshot date, October 30, 2015. Updates after June 9, 2016 are not reflected in this report. Note: 2015-16 was the first year that *Terra Nova* and *SUPERA* were administered in Dallas ISD; Non-ACE IR = Non-ACE Improvement Required campuses.

What were the outcomes of the extended learning component? (Updated with fall 2015 *ISIP* recalibrated data)

ACE program leadership designated *ISIP* and course grades (percentage of students with at least one failing grade) as metrics to evaluate the extended learning component of the ACE 5.

Methodology

ISIP is a computer-adaptive assessment that provides continuous monitoring of progress in reading skills. *ISIP* scores are assigned to tiers based on students' score percentiles. An assignment of Tier 3 indicates the student's score fell in the 1st to 19th percentile. An assignment of Tier 2 indicates the student's score fell into the 20th to 39th percentile. An assignment of Tier 1 indicates the student's score fell into the 40th percentile or above. A score assigned to Tier 1 is considered to be at or above grade level.

District *ISIP* data files for 2014-15 and 2015-16 dated June 17 and 21, 2016 were pulled for both the English and Spanish administrations and also were combined into one file to allow for examination of overall student performance.³² Istation provided recalibrated *ISIP* data for the September and October 2015 English administrations in January 2017. As a result, text, tables, and figures in this section and the appendix for the first and second six-week period were updated. If a student completed an assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.³³ Records were then split into sets of files with scores for each six-week period, and then separately into records representing the beginning of the year (BOY), middle of the year (MOY) and end of the year (EOY).³⁴ If a student took the test more than once during a time period, the latest score was used in all datasets. The evaluator joined these district files with demographic files dated October 31, 2014 (2014-15) or October 30, 2015 (2015-16). The evaluator then used frequency and crosstab analyses to determine the percentage of students scoring at each tier by ACE campus and for ACE campuses, non-ACE IR campuses, and the district, overall.

For final course grades, the evaluator joined district final course files dated June 9, 2016 (elementary) and June 23, 2016 (secondary) with district demographic data from October 30, 2015 (PEIMS snapshot date) and flagged grades that were below the failing threshold (< 70 for grades two through eight).³⁵ The number of failing grades per student was then calculated, and those with at least one failing grade were flagged. Then, the evaluator used descriptive and crosstab analyses to determine the number and percentage of failing grades and number and percentage of students with at least one failing grade in each ACE school by grade level, along with a summary on the ACE, non-ACE IR, and district levels. The number of students with failing grades by campus, grade level, and course were also determined. The ACE

³² Comparisons between the English and Spanish versions of *ISIP* are not recommended because the two versions are normed differently. Therefore, the percentage of students at or above the 40th percentile (which indicates performing at grade level) was used.

³³ Staff members from Evaluation and Assessment, Early Childhood and Community Partnerships, and Bilingual/ESL worked together to develop *ISIP* data analysis guidelines. The purpose of the guidelines was to ensure consistent reporting of *ISIP* data across departments and over time.

³⁴ BOY = September; MOY = January; EOY = May.

³⁵ No final report card grades were provided for early childhood to grade 1. Therefore, final failing course grade rates were calculated for grades two through eight for this report.

objective for grades was to have fewer than 10 percent (elementary schools) or 15 percent (middle schools) of students with at least one failing grade.

Results

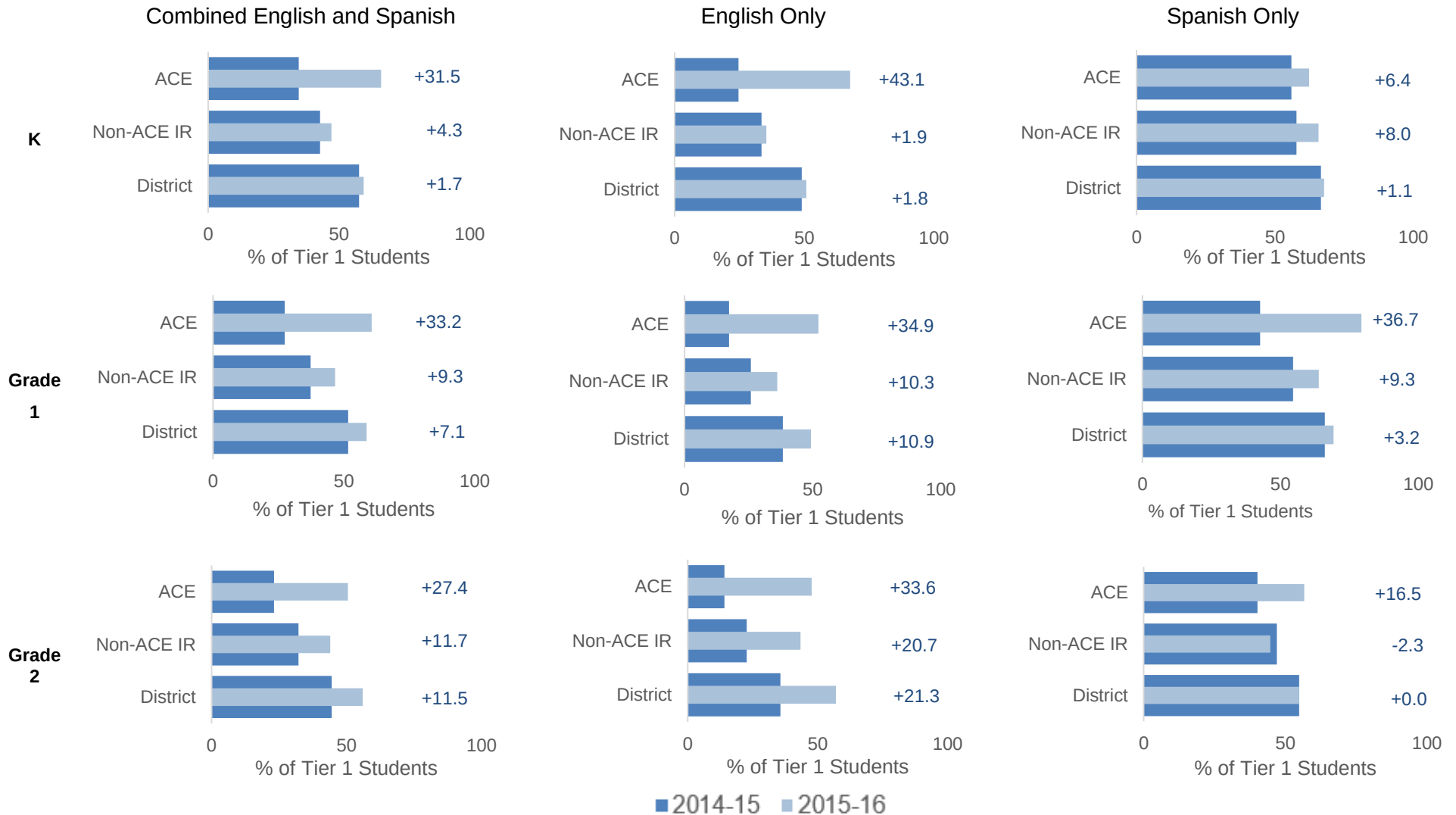
ISIP

Detailed *ISIP* Tier 1 rates at the BOY, MOY, and EOY for 2015-16 compared to 2014-15 are shown in Appendix S. Figure 12 illustrates rates of Tier 1 attainment at the end of the 2015-16 academic year compared to 2014-15. For combined Spanish and English versions, percentage point growth in Tier 1 attainment at ACE campuses (kindergarten: 31.5; grade one: 23.2; grade two: 27.4) exceeded that for non-ACE IR campuses (kindergarten: 4.3; grade one: 9.3; grade two: 11.7) and for the district (kindergarten: 1.7; grade one: 7.1; grade two: 11.5) for all three grades, and this pattern is consistent when considering only the English version of *ISIP* grades. For Spanish only, growth of Tier 1 passing rates on ACE campuses was higher than for the district and non-ACE IR schools for both grade 1 and grade 2. Kindergarten Spanish-only scores did not grow at a stronger rate than the non-ACE IR campuses, but did exceed the district.

Figures 13, 14, and 15 illustrate change in the percentage of Tier 1 *ISIP* scores for each six-week period by campus and for ACE, non-ACE IR, and the district, overall. For combined English and Spanish (Figure 13), Tier 1 attainment rates were consistently exceeding BOY, MOY, and EOY from the previous academic year (2014-15), and showed relatively consistent growth from the beginning to the end of the year. Kindergarten and grade one Tier 1 rates exceeded those of the district by the end of the year, and the ACE campus closed the gap with the district for grade two from 19.8 percentage points to 5.3 percentage points by the end of the year.

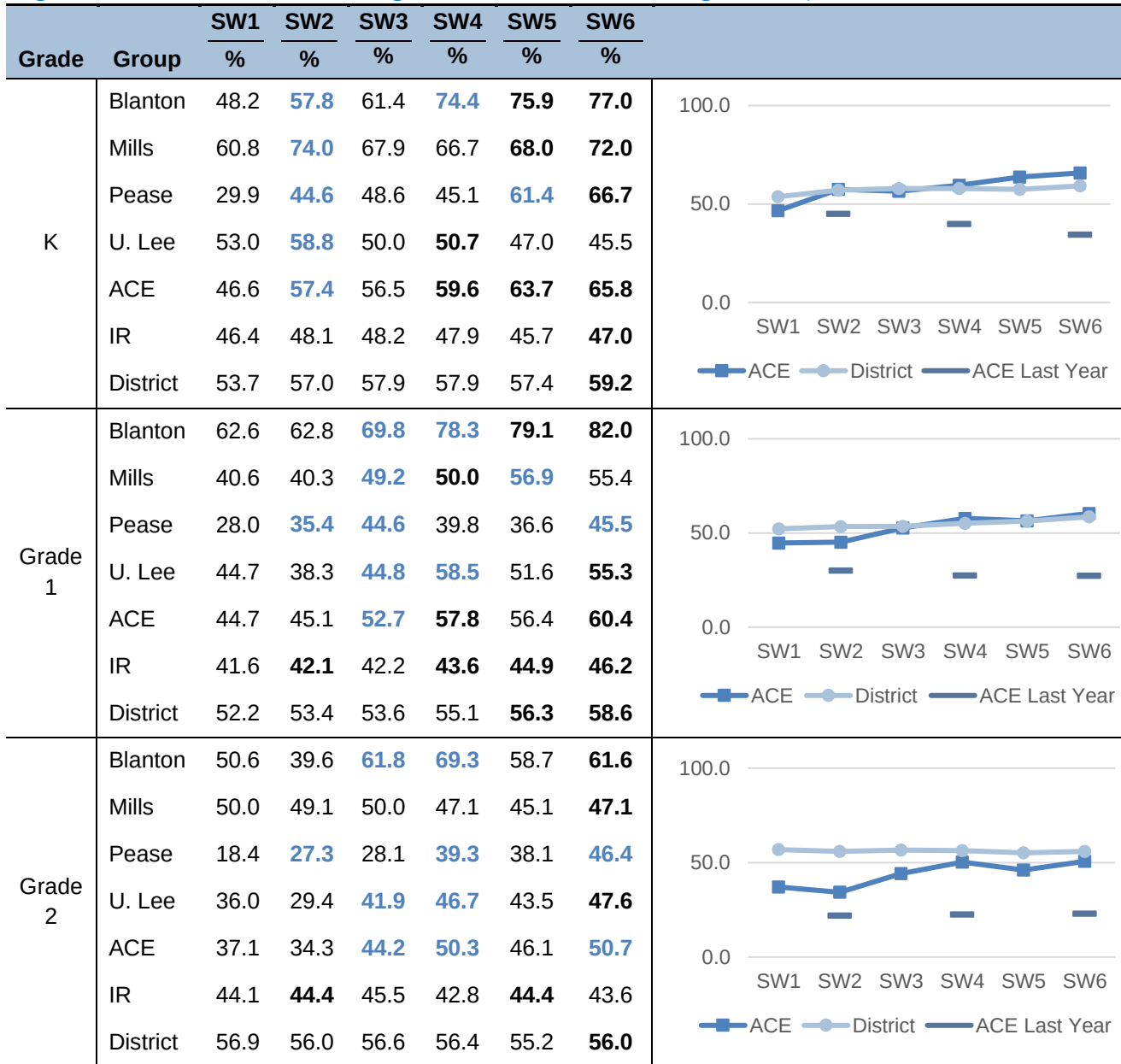
For English only (Figure 14), Tier 1 attainment rates also were consistently exceeding BOY, MOY, and EOY from the previous academic year (2014-15), and trended upward from the beginning to the end of the year. Kindergarten and grade one Tier 1 rates exceeded those of the district by the end of the year, and the ACE campuses closed the gap with the district for grade two from 23.8 percentage points to 9.0 percentage points by the end of the year.

Spanish-only Tier 1 rates (Figure 15) were generally higher at BOY than English-only rates, especially for grades one and two, leading to less opportunity for growth, but ACE trends for the year in all grades were comparable to the district. Tier 1 rates exceeded those from 2014-15 at MOY and EOY for all three grades, and grade one students who took the Spanish-only version of *ISIP* increased the extent to which they exceeded the district passing rate from 5.1 percentage points at BOY to 10.3 percentage points at EOY.

Figure 12: 2015-16 *ISIP* Percentage at Tier 1 Versus 2014-15 for ACE, Non-ACE IR, and District***ISIP* End-of-Year Tier 1 Percentage Point Growth (2014-15 to 2015-16)**

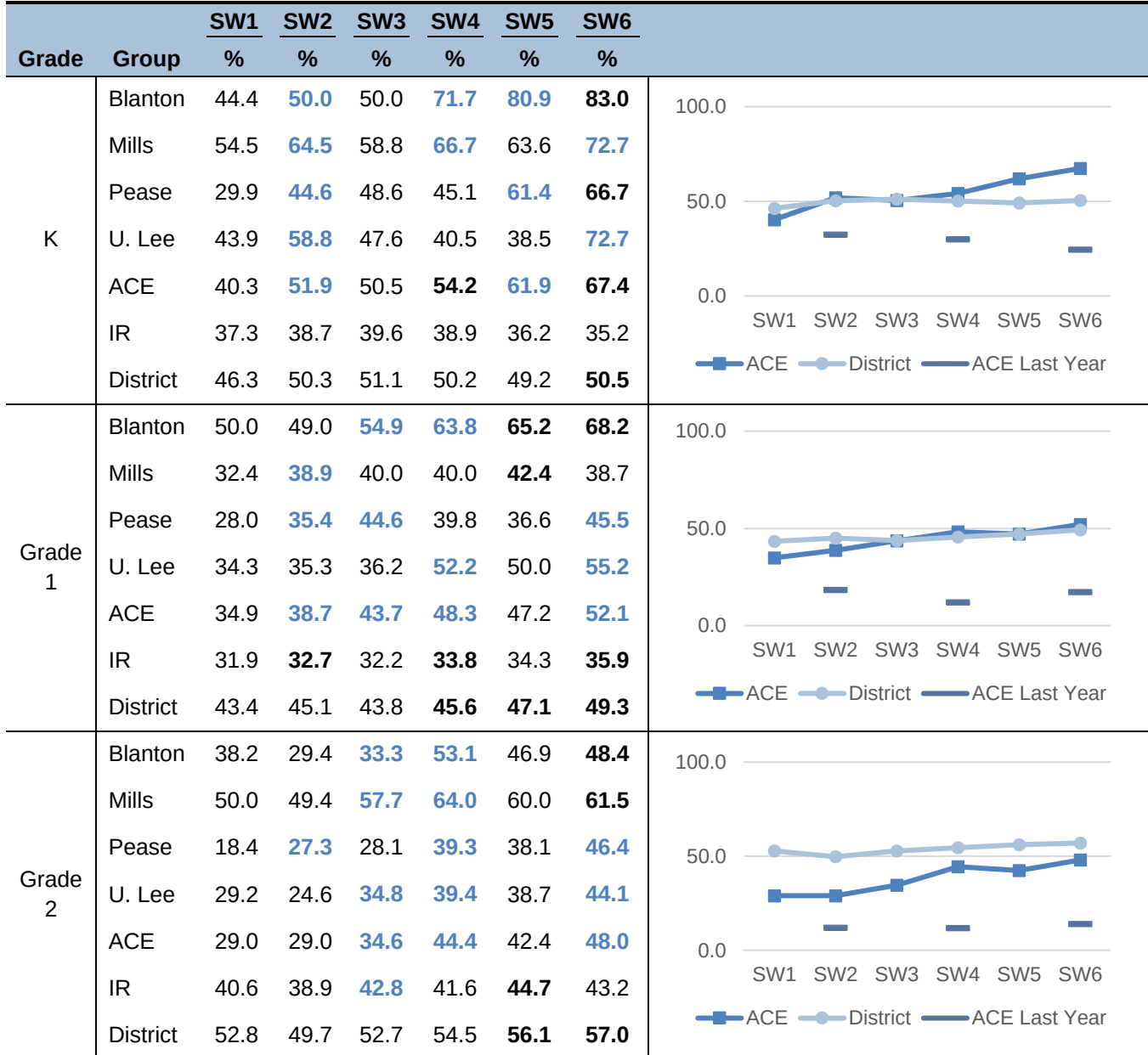
Source: District *ISIP* files dated June 17th and 21st, 2016 for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15) and October 30, 2015 (2015-16). Note: Growth is expressed in **percentage point** differences; Percentage Tier 1 for each category/year can be found in Tables 2, 3, and 4; Non-ACE IR = Non-ACE Improvement Required campuses.

Figure 13: 2015-16 Six Week Percentage Tier 1 on ISIP – Combined English and Spanish



Source: District ISIP files dated June 17th and 21st, 2016 for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15) and October 30, 2015 (2015-16). Istation provided recalibrated data for the fall 2015 English administration in January 2017. Note: Improvements from previous six-week period in **bold**. Improvements of greater than 10 percent from previous six-week period in **blue bold**; SW# = six-week period #; IR = Non-ACE Improvement Required campuses.

Figure 14: 2015-16 Six Week Percentage Tier 1 on ISIP – English



Source: District ISIP files dated June 17th and 21st, 2016 for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15) and October 30, 2015 (2015-16). Istation provided recalibrated data for the fall 2015 English administration in January 2017. Note: Improvements from previous six-week period in **bold**. Improvements of greater than 10 percent from previous six-week period in **blue bold**; SW# = six-week period #; IR = Non-ACE Improvement Required campuses.

Figure 15: 2015-16 Six Week Percentage Tier 1 on ISIP – Spanish



Source: District ISIP files dated June 17th and 21st, 2016 for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15) and October 30, 2015 (2015-16). Note: Improvements from previous six-week period in **bold**. Improvements of greater than 10 percent from previous six-week period in **blue bold**; SW# = six-week period #; IR = Non-ACE Improvement Required campuses; Spanish version of ISIP was not administered at Pease.

Grades

The rates of students with at least one final failing course grade by grade level and ACE campus are shown in Tables 10 and 11. Detailed breakdowns of failing grades by subject are provided in Appendix T. For grades two to five, the campus-level rates of students with at least one final failing grade ranged from 7.9 percent (Blanton) to 17.1 percent (Pease). For grades six to eight, the campus-level rates of students with at least one final failing grade ranged from 9.8 percent (Dade) to 46.6 percent (Zumwalt).

Table 10: 2015-16 Students with At Least One Course Failure: ACE Elementary Schools

Grade Level	Students	Students with Grades <70	
	n	n	%
Blanton			
Grade 2	76	4	5.3
Grade 3	82	7	8.5
Grade 4	102	8	7.8
Grade 5	80	8	10.0
All Grades 2-5	340	27	7.9
Umphrey Lee			
Grade 2	78	8	10.3
Grade 3	88	8	9.1
Grade 4	79	10	12.7
Grade 5	71	15	21.1
All Grades 2-5	316	41	13.0
Mills			
Grade 2	52	6	11.5
Grade 3	59	13	22.0
Grade 4	62	10	16.1
Grade 5	45	2	4.4
All Grades 2-5	218	31	14.2
Pease			
Grade 2	80	18	22.5
Grade 3	82	4	4.9
Grade 4	82	10	12.2
Grade 5	89	25	28.1
All Grades 2-5	333	57	17.1
Summary			
ACE Grades 2-5	1,207	156	12.9
Non-ACE IR Grades 2-5	7,501	1,312	17.5
District Grades 2-5	48,533	6,452	13.3
All District 2-12	114,446	26,200	22.9

Source: Counts are from those students enrolled on the PEIMS snapshot date of October 30, 2015 with available grades in district files as of June 9, 2016. Note: Grades for all courses are included; No final report card grades provided for early childhood to grade one; Sixth grade students in elementary schools are included in middle school (grades 6-8) district figures. Students with at least one failing final course grade were included in 'has failing grade' counts; Non-ACE IR = Improvement Required Schools that were not ACE (See Appendix L for a list of schools).

Table 11: 2015-16 Students with At Least One Course Failure: ACE Middle Schools

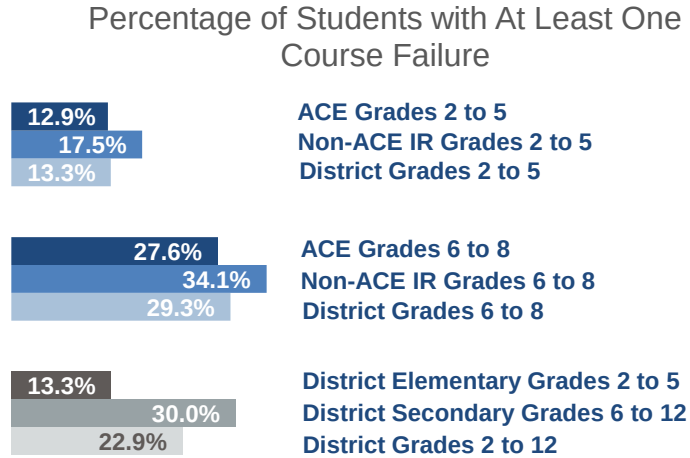
Grade Level	Students	Students with Grades < 70	
	n	n	%
Dade			
Grade 6	250	12	4.8
Grade 7	260	41	15.8
Grade 8	254	22	8.7
All Grades 6-8	764	75	9.8
Edison			
Grade 6	158	45	28.5
Grade 7	144	73	50.7
Grade 8	167	74	44.3
All Grades 6-8	469	192	40.9
Zumwalt			
Grade 6	144	68	47.2
Grade 7	139	74	53.2
Grade 8	99	36	36.4
All Grades 6-8	382	178	46.6
Summary			
ACE Grades 6-8	1,615	445	27.6
Non-ACE IR Grades 6-8	3,569	1,216	34.1
District Grades 6-8	30,066	8,814	29.3
All Secondary 6-12	65,913	19,748	30.0
All District 2-12	114,446	26,200	22.9

Source: Counts are from those students enrolled on the PEIMS snapshot date of October 30, 2015 with available grades in district files as of June 23, 2016. Note: Grades for all courses are included; Sixth grade students in elementary schools are included in middle school (grades 6-8) district figures. Students with at least one failing final course grade were included in 'has failing grade' counts; Non-ACE IR = Improvement Required Schools that were not ACE (See Appendix L for a list of schools).

As shown in Figure 16, lower rates of ACE students in grades two to five earned at least one failing final course grade (12.9%) than both the district (13.3%) and non-ACE IR campuses (17.5%). The percentage of students in grades six to eight with at least one failing grade (27.6%) also was lower than the rate for the district (29.3%) and for non-ACE IR campuses (34.1%).

One elementary school (Blanton) and one middle school (Dade) met the ACE objective of keeping the percentage of students with at least one failing grade under 10 percent (elementary schools) or 15 percent (middle schools). ACE elementary and middle school campuses overall did not meet this objective.

Figure 16: 2015-16 Percentage with At Least One Failing Grade by Grade Level



Source: Counts are from those students enrolled on the PEIMS snapshot date of October 30, 2015 with available grades in district files as of June 9, 2016 (elementary) or June 23, 2016 (middle). Note: Grades for all courses are included; No final report card grades provided for early childhood to grade one; Sixth grade students in elementary schools are included in middle school (grades 6-8) district figures. Students with at least one failing final course grade were included in 'has failing grade' counts; Non-ACE IR = Improvement Required Schools that were not ACE (See Appendix L for a list of schools).

What were the outcomes of the social-emotional support component?

ACE program leadership designated the number of level I, II, and III disciplinary referrals as the metric to evaluate the social-emotional support component of the ACE 5.

Methodology

The evaluator obtained disciplinary data from the Office of Student Discipline dated July 13, 2016 and aggregated level I, II, and III disciplinary offenses by campus and by ACE overall. The same statistical procedures were used to calculate total offenses for the previous school year (2014-15) for comparison purposes.³⁶ The goal for ACE schools was to reduce the number of offenses by 10 percent per six-week period. Because most ACE campuses started the academic year with relatively few offenses, the original objective of decreasing offenses by 10 percent per six-week period was unrealistic for some campuses. Therefore, comparisons to the previous year and to the previous six-week period were conducted.

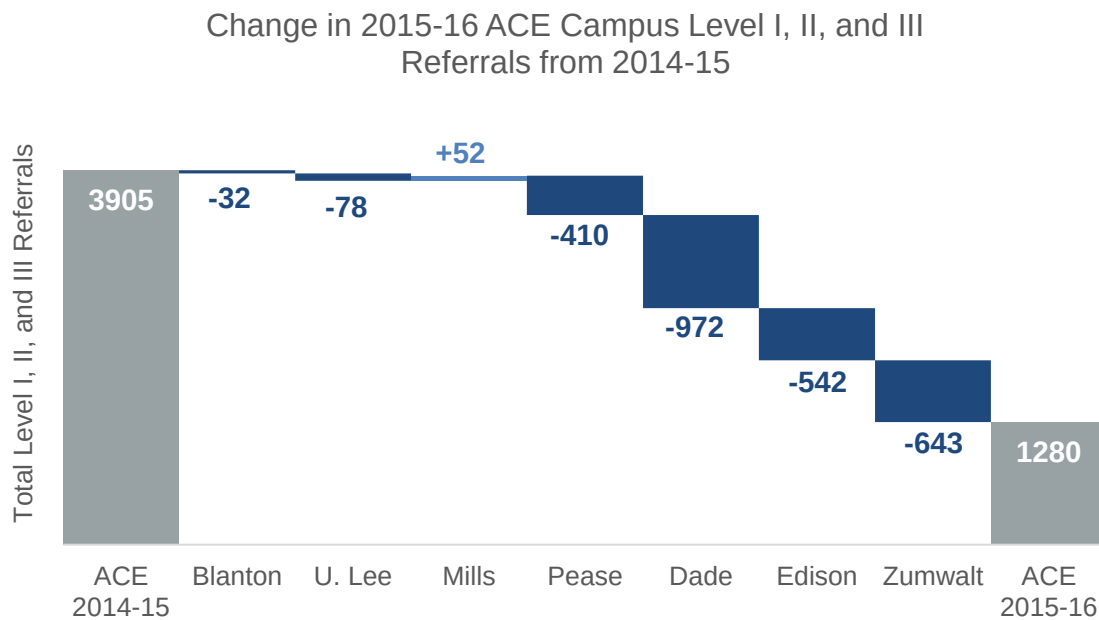
Results

The numbers of level I, II, and III offenses for each six-week period, semester, and for the year by campus and for ACE overall are shown in Appendix U. Comparisons to the same six-week period in the previous school year (2014-15) and to the previous six-week period in the current year (2015-16) are also provided. For the 2015-16 academic year, three ACE elementary schools (Blanton, Mills, Pease) and all

³⁶ File dated August 5, 2015.

ACE middle schools reported fewer disciplinary offenses than the previous year. Overall, ACE level I, II, and III offenses decreased by a total of 2,625 from the previous year, for a reduction of 67.2 percent. This reduction was attributed to an energized focus on leadership and discipline through strengthened assistant principal presence, coupled with enhanced focus on social-emotional counseling for students on ACE campuses. For example, leadership on ACE campuses provided clear instructions to students regarding systems and structures that helped campuses function more effectively than in the past. This resulted in activities like hallway transition times and lunchroom behavior that were regimented and controlled through communicating and reinforcing expectations. Figure 17 illustrates the contribution of each ACE campus to the overall reduction of disciplinary referrals compared to the previous year.

Figure 17: 2015-16 ACE Total Discipline Referrals: Comparison to 2014-15



Source: Office of Student Discipline files dated August 5, 2015 (2014-15) and July 13, 2016 (2015-16).

What were the outcomes of the parent and community partnership component?

Methodology

The parent and community partnership component of ACE was evaluated using attendance rates. The evaluator joined district attendance files from June 29, 2015 with demographic files from October 30, 2015 (PEIMS snapshot date). Attendance rates were calculated per student by dividing days in attendance by days enrolled, and these rates were aggregated by campus, over all ACE campuses, for non-ACE IR campuses, and districtwide. The goal for ACE campuses was to attain attendance rates of at least 96 percent.

Results

Table 12 shows final attendance rates and change in percentage points in these rates from the previous year. In academic year 2015-16, one of the seven ACE campuses achieved the end-of-year attendance rate goal of at least 96.0 percent (Blanton), with four schools achieving attendance rates within 0.5 percentage points of this goal (U. Lee, Mills, Dade, Edison). On the whole, attendance rates for ACE campuses ranged from 90.6 percent to 96.2 percent. The attendance rate for ACE campuses overall increased 0.8 percentage points from the previous year to 94.7 percent, with six out of seven campuses achieving gains from the previous year. Compared to last year, ACE campuses overall improved (0.8 percentage points) at a higher rate than Non-ACE IR schools (0.1 percentage points), and compared to the district, which experienced lower attendance rates than the previous year (-0.2 percentage points).

Table 12: 2015-16 End-of-Year ACE Attendance Rates by Campus

Campus	2015-16	
	%	LY Δ
Blanton	96.2	0.3
U. Lee	95.8	0.6
Mills	95.8	0.5
Pease	94.0	-0.5
Dade	95.8	2.8
Edison	95.5	0.5
Zumwalt	90.6	0.8
ACE	94.7	0.8
Non-ACE IR	95.0	0.1
District	95.3	-0.2

Source: District attendance files from June 29, 2015 for students enrolled on the 2014-15 PEIMS snapshot date of October 31, 2014 and from June 27, 2016 for students who were enrolled on the 2015-16 PEIMS snapshot date of October 30, 2015. Note: Attendance rates meeting or exceeding goal of 96 percent are in **blue bold**; LY Δ = Change in percentage points from 2014-15 school year; Non-ACE IR = Non-ACE Improvement Required campuses.

What were the 2016 accountability ratings for ACE schools?

Seven campuses were selected to comprise the ACE program this year because of their *Improvement Required* state accountability ratings. The ACE program's ultimate goal was to improve the status of all ACE campuses to *Met Standard*. Details regarding the establishment and calculation of TEA accountability targets and indices are complex and beyond the scope of this document.³⁷ Below is a brief explanation for how performance targets are set by TEA for each of four indices:

Index 1: Student Achievement
Index 2: Student Progress

Index 3: Closing Performance Gaps
Index 4: Postsecondary Readiness

³⁷ For more information about TEA accountability ratings, see <http://tea.texas.gov/2016accountabilitymanual.aspx>

In order to obtain a *Met Standard* rating, campuses must meet or exceed the target for index 1 OR 2, AND index 3 AND index 4, provided data are available for evaluation.³⁸ Table 13 shows 2016 accountability scores on each of the four indices for ACE campuses, including whether or not each campus met each target. Six of the seven ACE campuses achieved a *Met Standard* rating for 2016 after a year of participation in the ACE program. These findings clearly are the strongest indicator of academic improvement resulting from the ACE program.

Table 13: 2016 ACE Accountability Results

	Index 1			Index 2			Met Index 1 or 2?	Index 3			Index 4 (STAAR)			Rating
	Index	Target	Met?	Index	Target	Met?		Index	Target	Met?	Index	Target	Met?	
Blanton	74	60	Y	66	32	Y	Y	41	28	Y	28	12	Y	Met
U. Lee	62	60	Y	55	32	Y	Y	34	28	Y	29	12	Y	Met
Mills	62	60	Y	53	32	Y	Y	34	28	Y	23	12	Y	Met
Pease	51	60	N	48	32	Y	Y	28	28	Y	16	12	Y	Met
Dade	53	60	N	36	30	Y	Y	30	26	Y	14	13	Y	Met
Edison	42	60	N	33	30	Y	Y	21	26	N	9	13	N	IR
Zumwalt	51	60	N	34	30	Y	Y	28	26	Y	16	13	Y	Met

SUMMARY AND RECOMMENDATIONS

Summary

In 2015-16, the Accelerating Campus Excellence (ACE) initiative offered competitive stipends to incentivize top teachers and principals to relocate to seven of the district's *Improvement Required (IR)* campuses (Annie Webb Blanton, Roger Q. Mills, Elisha M. Pease, Umphrey Lee, Billy Earl Dade, Thomas A. Edison, Sarah Zumwalt). The ACE program aimed to improve student achievement on these campuses through five primary components including 1) effective principals and teachers, 2) instructional excellence, 3) extended learning, 4) social-emotional support, and 5) parent and community partnership. A quick reference outlining progress in academic year 2015-16 toward these five objectives and a few key additional metrics of interest is included in Table 14 (p. 47).

ACE Implementation

The ACE program was supported by \$4,720,200 of Dallas ISD general operating funds. Most of this budget was earmarked for teacher and leadership annual stipends ranging from \$8000 to \$15,000, depending on role and, in the case of teachers, TEI effectiveness rating.

Although the ACE program was primarily about placing the most effective leaders and teachers on campuses, there were several elements that were common for all. Campuses were required to use common tools for regular assessment and tracking, offered common professional development tools and programs to support effective teaching, and participated in regular team walks and coaching with program leadership.

³⁸ For example, the ACE program is comprised of only elementary and middle schools. Therefore, index 4 takes into consideration only STAAR-related postsecondary readiness, but not graduation rates, diploma plans, and other postsecondary measures that are also considered for index 4 calculations on the high school level.

All ACE campuses also had one extra hour embedded into the master schedule, and remained open every day until 6pm for students to get extra help and to participate in extracurricular activities. Transportation home was provided to participating students, but campuses had varying levels of student participation. ACE program leadership also strove to maintain strong program communication among campuses through regular newsletters, meetings, and celebratory events. Importantly, several factors were not part of the ACE plan, such as technology availability, small class sizes, unlimited supplies and resources, or removal of students with disciplinary challenges from the classroom.

ACE Students, Teachers, and Principals

The 3,925 ACE students were mostly male (52.8%), African American (57.0%), and Hispanic (41.2%). Most were economically disadvantaged (89.7%), 29.6% were English language learners, and 9.1 percent were enrolled in special education. The 297 ACE teachers were mostly female (71.2%), African American (63.0%) and Hispanic (16.8%), and 38.0 percent held at least a master's degree. Teachers had been employed by the Dallas ISD an average of 6.7 years, and 43.7 percent had taught in the district for six or more years. Teachers relocated from 93 different campuses within the Dallas ISD, and 16.2 percent came from outside the district. Experienced principals were selected from within the Dallas ISD, and five of the seven new principals completed the entire year on their assigned ACE campus.

Perceptions of ACE Principals, Teachers, Students, and Parents

Principals. Principals appreciated support from ACE leadership. They were challenged to help teachers adjust to new campus cultures and to muster support from their campus communities. They also were weary of the excessive burden placed on teachers by keeping campuses open until 6pm. Principals optimistically expected positive academic outcomes as a result of the ACE program, but were greatly concerned that the program would be discontinued prematurely.

Teachers. Most ACE teachers estimated that they worked about 11 to 20 more hours per week than they had on campuses not part of the ACE program, and the majority of teachers agreed that the stipend was fair considering this extra workload. They indicated that high expectations, highly qualified teachers, instructional rigor, policy structure and consistency, discipline, and a sense of urgency were the most important factors contributing to teaching quality on ACE campuses. Although teachers believed that there were more opportunities on ACE campuses for parent involvement than on non-ACE campuses, most teachers reported a relatively low level of parent involvement. Just under half of teachers desired more collaboration among ACE campuses in future years. Teachers disagreed on whether or not the program was implemented in the way it was described. Teachers offered several areas for improvement, including suggestions related to discipline, work environment, professional development, and student offerings.

Students. Students were well-versed in changes resulting from the ACE program. This was particularly apparent with regard to teacher quality and discipline improvements. Students clearly were focused on academic achievement and on their short- and long-term goals. When asked what they liked most about their schools, students overwhelmingly mentioned their teachers, who cared about them and

challenged them to do their best. Students felt motivated by their new teachers. Students also agreed that, although schools were more orderly than in previous years, they often felt distracted by misbehaving cohorts, and wished that more could be done to minimize this erosion of their learning time.

Effective Principals and Teachers

Climate Survey. In spring 2016, four of the seven ACE campuses attained 4th or 5th quintile scores on the Culture of Feedback and Support scale of the district Climate Survey. The four campuses consisted of two elementary schools (U. Lee, Blanton) and two middle schools (Dade, Zumwalt). Compared to spring 2015, quintile ratings in spring 2016 for four ACE campuses increased (Blanton, U. Lee, Pease, Dade), two remained constant (Edison, Zumwalt), and one declined (Mills).

Spot observations. One campus (U. Lee) met the objective of 85 percent of teachers with proficient (average >2.0) spot observations in spring 2016 for section 2.3 (clearly presents instructional content), but not on section 2.5 (engages students at all learning levels in rigorous work). However, as expected as a result of moving highly effective teachers onto ACE campuses, the rate of average proficient spot observations improved both semesters on all campuses for both sections compared to 2014-15.

Instructional Excellence

ACP. ACE campuses showed strong growth in *ACP* passing rates when compared to both semesters in the previous year, to non-ACE IR campuses, and to the district. For ACE overall, fall 2015 passing rates for 83.3 percent of tests were within 15 percentage points of district rates, and passing rates for 30.0 percent of tests exceeded those for the district. In addition, passing rates on 91.7 percent of tests exceeded fall 2014 passing rates, and 72.9 percent of tests exceeded those of non-ACE IR campuses. Spring 2016 passing rates for 67.5 percent of tests were within 10 percentage points of district rates, and 35.0 percent of tests exceeded those for the district. In addition, passing rates on 86.8 percent of tests exceeded spring 2015 passing rates, and 69.2 percent of tests exceeded those of non-ACE IR campuses. For both semesters, results were stronger at the elementary school level than at the middle school level.

STAAR. ACE campuses also experienced notable growth on *STAAR* passing rates when compared to the previous year, to non-ACE IR campuses, and to the district. For ACE overall, passing rates for 50.0 percent of exams were within 10 percentage points of passing rates for the district, and rates for 11.1 percent of tests exceeded the district. In addition, 88.9 percent of tests showed improved passing rates over 2015, and 66.7 percent of passing rates exceeded those for non-ACE IR campuses. In general, results were stronger at the elementary school level than at the middle school level.

Terra Nova/SUPERA. ACE campuses achieved passing rates that exceeded non-ACE IR campuses and the district in several areas, particularly in *Terra Nova* reading (kindergarten and grade one), and *Terra Nova* mathematics (grades one and two).

Extended Learning

ISIP. ACE campuses showed strong growth throughout the year in *ISIP* Tier 1 achievement rates, and also showed strength when compared to the previous year, to non-ACE IR campuses, and to the district. For combined English and Spanish versions, Tier 1 rates consistently exceeded those at the

beginning, middle, and end of the previous year. Tier 1 rates grew steadily in all three grades throughout the current year. Kindergarten and grade one Tier 1 rates exceeded the district, and grade two Tier 1 rates closed the gap with the district by the end of the year. Importantly, the end-of-year growth rate from 2014-15 exceeded that for non-ACE IR and the district for all grades.

Course grades. ACE campuses struggled to meet stated objectives regarding course grades. One elementary school (Blanton) and one middle school (Dade) met the objective of fewer than 10 percent (elementary) or 15 percent (middle) of students with at least one failing final course grade. Overall, both ACE elementary school campuses and middle school campuses fell short of this benchmark. However, at both the elementary school and middle school level, the rate of students with at least one failing grade was lower than both the district and non-ACE IR campuses.

Social-Emotional Support

ACE campuses showed a remarkable 67.2 percent reduction in level I, II, and III disciplinary referrals in the 2015-16 academic year. Six out of the seven campuses (three elementary schools and all middle schools) contributed to this reduction. These improvements were likely attributed to effective leadership and strong communication of structures and systems on ACE campuses.

Parent and Community Partnership

ACE campuses overall fell short of the stated objective of 96 percent attendance rate. One campus (Blanton) met this objective in the current year, with four other campuses (U. Lee, Mills, Dade, Edison) attaining attendance rates within 0.5 percentage points of this benchmark.

Other

Student Experience Survey. All ACE campuses experienced gains in favorable ratings on the Student Experience Survey when compared to 2014-15. Three elementary schools (Mills, Blanton, U. Lee) and elementary schools overall exceeded the 2016 favorable rate for district elementary schools. Two middle schools (Zumwalt, Dade) exceeded the 2016 favorable rate for district middle schools.

Overall

The ultimate test of the success of a program designed to boost campuses with an *Improvement Required* TEA accountability rating is earning a *Met Standard* rating as the result of implementation. Six of the seven ACE campuses earned a *Met Standard* rating in 2015-16 after one year of program implementation. This accomplishment is the most important indicator of the success of the program.

Recommendations

- **Keep focus on effective teachers and principals.** Effective leadership and teachers were the cornerstones of ACE successes. Therefore, they should have the resources and professional development they need to teach effectively, and should continue to be rewarded financially and otherwise for their efforts. Technology and other resources (e.g., lab supplies) were not specific promises of the ACE program, but ensuring that teachers have the supplies that they need through the appropriate channels will make a difference in teaching effectiveness, will improve workplace

satisfaction, and will reduce turnover. Clear and frequent communication about expectations will avoid future misunderstandings. Prioritizing professional development will reinforce the skills of teachers who are highly rated, but also will boost the skills of promising teachers who one day may qualify to teach on an ACE campus. Expanding the pool of available effective teachers and retaining those who are already highly rated will be critical as the program evolves. As was apparent in communications from the program office, there were many teaching innovations and successes this year on all ACE campuses, and teachers said they would appreciate more collaboration among the ACE campuses to share and learn from each other. These are a few examples of what teachers suggested would maintain and improve workplace satisfaction for highly rated teachers, without whom the program cannot successfully continue.

- **Continue and extend training and systems for social-emotional support and behavioral management.** Although there was both quantitative (decreased discipline referrals) and anecdotal (stakeholder perceptions) evidence that systems and structures and behavioral management improved on ACE campuses compared to last year, teachers and students indicated more improvement was necessary. Teachers desired more training on behavioral management and on reaching disengaged students and students from poverty. They also expressed a need for more support from trained counselors on campus to allow them to focus more heavily on instruction. Students on all campuses were concerned that disruptive classmates deprived them of classroom learning time. Ratings on the Supportive Relationships scale of the Student Experience Survey showed stronger relationships between students and teachers than last year and stronger than the district in the current year. The extent to which these improved relationships motivate students to work hard and translate to academic achievement should be strongly considered in future decisions.
- **Further evaluate the return on investment of after-school hours.** Data collection on the quantity and quality of after-school programs this year was insufficient to usefully evaluate the efficacy of after-school hours. Leadership should prioritize determining methods for recording the time and activities of students during after-school hours. This would provide a way to evaluate more effectively whether or not the extra time spent by teachers and students correlates with improved outcomes.
- **Continue efforts to strengthen parent involvement.** Principals and teachers on most campuses mentioned parent involvement as a challenge. Low attendance rates and low response rates on parent surveys also support the notion that engaging parents was difficult on these campuses. Clearly, more partnership with parents of ACE students will assist with improving important objectives, such as discipline enforcement, attendance rates, and dedication to learning. The success of the ACE program in its first year provides a strong talking point for campus leadership to use to invoke expanded interest, pride, and involvement from parents on ACE campuses.
- **Consider long-term transition plans with caution.** Future inclusion of campuses in the ACE program was unknown past 2016-17, and this was clearly a point of anxiety for current ACE principals and teachers. Although most ACE campuses have experienced tremendous academic success in one year,

it is worrisome to consider what would happen to students should the effective teachers be relocated to other campuses. Stability has been an important factor for supporting order and for improving community trust. It is unknown how long such intensive instruction is necessary to solidly change campus culture. Research should be conducted to determine the most effective way to transition campuses from the ACE program to avoid losing gains afforded by participation.

- **Carefully consider grade levels that will experience most long-term benefit.** Passing rates on both *ACP* and *STAAR* exams experienced more growth from last year and were relatively higher in the current year than non-ACE IR and district passing rates for elementary school grades than for middle school grades. As new campuses are selected for the ACE program, a limited number of highly effective teachers will make it critical to determine where the program will have the highest return on investment and effort. Decision makers should consider grade level when finalizing future ACE campuses.
- **Prepare to evaluate long-term outcomes.** It will be important to evaluate long-term success as students move from ACE elementary school and middle school campuses to non-ACE middle schools and high schools. Dosage of years enrolled on ACE campuses and comparisons to students who were not enrolled on ACE campuses should be examined against outcomes like upper-level test scores, graduation rates, college and career readiness, college enrollment, and many other factors to determine the lasting benefit of ACE. It is important to consider how this will be studied before the ACE campuses enrolled in the program change in order to ensure the data and circumstances are in place for future evaluation.
- **Re-evaluate objectives for 2016-17.** This evaluation was based on the first-year objectives for ACE. Throughout the course of the year, certain data provided more insight than others. The evaluator and ACE leadership should carefully review and modify objectives for evaluating the program in the upcoming year to ensure data provided are most useful for the evolving needs of the program.

Table 14: 2015-16 ACE Objectives and Outcomes Summary Quick Reference

ACE Component	Objective(s)	Outcome(s)
Effective Principals and Teachers	4 th or 5 th quintile scores on the Culture of Feedback and Support section of the campus Climate Survey .	Four of seven campuses achieved 4 th or 5 th quintile scores in spring 2016 (two elementary, two middle)
	High percentages (70% in fall; 85% in spring) of proficient teachers as measured by TEI spot observation scores .	U. Lee met goal in spring 2016 on section 2.3 (clear presentation). - Other campuses fell short of goal in the fall and spring. - All campuses improved on both sections from previous fall (+15.8 to +53.0 pct pts) and spring (+20.4 to +64.6 pct pts).
Instructional Excellence	ACP growth toward district averages (w/in 15 percentage points in fall; w/in 10 percentage points in spring)	- Fall 2015: 91.7% of tests exceeded fall 2014 passing rates. - Fall 2015: 72.9% of tests exceeded non-ACE IR schools. - Fall 2015: 83.3% of tests within 15 pct pts of district rates; 30.0% of tests exceeded district. - Spring 2016: 86.8% of tests exceeded fall 2014 passing rates. - Spring 2016: 69.2% of tests exceeded non-ACE IR schools. - Spring 2016: 67.5% of tests within 10 pct pts of district rates; 35.0% of tests exceeded district. - Elementary gains/excess higher than for middle schools.
	STAAR growth toward district averages (w/in 10 percentage points in spring).	(Note: All listed based on year-specific standard.) 16/18 (88.9%) of tests showed gains over 2015 12/18 (66.7%) of tests exceeded non-ACE IR passing rates. 9/18 (50.0%) within 10 pct pts of district rates. 2/18 (11.1%) exceeded district rates. - In general elementary gains/excess higher than for middle schools.
	Terra Nova/SUPERA	<i>Terra Nova</i> reading passing rates exceeded non-ACE IR campuses and the district, particularly in K and G1. <i>Terra Nova</i> mathematics passing rates exceeded non-ACE IR campuses and the district in G1 and G2. <i>SUPERA</i> reading passing rates comparable to non-ACE IR campuses in K, but slightly exceeded non-ACE IR and district in G1 and G2.
	SEI scores exceeding 50 percent for year.	Not available until Fall, 2016
Extended Learning	Steady growth in literacy as measured by ISIP (increase number of students at or above grade level by 10% every six weeks, or attain rate of Tier 1 scores within 10 percentage points of district, or attain growth of at least 15 pct pts over the previous year)	- Combined: Tier 1 rates consistently exceeded BOY, MOY, and EOY of 2014-15. - Combined: Consistent growth trend from beginning to end of the year. - Combined: K and G1 rates exceeded district by EOY, and deficit decreased for G2. - Combined: Year-over-year growth rate from 2014-15 exceeded that for non-ACE IR and district.
	Fewer than 10 percent (elementary schools) or 15 percent (middle schools) of students with at least one failing grade in any six-week period.	- One elementary school (Blanton) and one middle school (Dade) met goal. - ACE overall did not meet goal on elementary or middle level. - Elementary: Lower rates of students with at least one failing grade (12.9%) than both the district (13.3%) and Non-ACE IR campuses (17.5%). - Middle: Lower rates of students with at least one failing grade (27.6%) than district (29.3%) and non-ACE IR campuses (34.1%).
Social-Emotional Support	Reduction of disciplinary offenses by 10 percent every six weeks.	- Three elementary and all middle schools reported fewer referrals than previous year. - Overall, referrals decreased by 2625 (67.2% reduction).
Parent and Community Partnership	Six-week attendance rates of at least 96 percent.	- One campus (Blanton) with at least 96% rate. - Four other campuses within 0.5 percentage points (U. Lee, Mills, Dade, Edison).
Other	Student Experience Survey	- All campuses experienced gains. - Three elementary schools (Mills, Blanton, U. Lee) and elementary schools overall exceeded favorable rate for district elementary schools. - Two middle schools (Zumwalt, Dade) exceeded favorable rate for district middle schools.
Overall	TEA Accountability	Six of seven campuses attained <i>Met Standard</i> accountability rating for 2015-16.

Note: pct pts = Percentage points; K = Kindergarten; G# = Grade number; BOY = September; MOY = February; EOY = May.

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APPENDICES

Appendix A

Appendix A: Origins of ACE Elementary Students – Detail

Origin	EC		PK		K		1		Grade 2		3		4		5		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Blanton																		
Total Students	5	-	65	-	90	-	96	-	78	-	85	-	110	-	83	-	612	-
Returning	3	60.0	0	0.0	51	56.7	74	77.1	53	67.9	68	80.0	83	75.5	67	80.7	399	65.2
Other DISD	0	0.0	1	1.5	19	21.1	15	15.6	20	25.6	13	15.3	17	15.5	13	15.7	98	16.0
Unknown	2	40.0	64	98.5	20	22.2	7	7.3	5	6.4	4	4.7	10	9.1	3	3.6	115	18.8
U. Lee																		
Total Students	3	-	44	-	74	-	102	-	95	-	95	-	89	-	85	-	587	-
Returning	2	66.7	0	0.0	35	47.3	67	65.7	60	63.2	78	82.1	66	74.2	59	69.4	367	62.5
Other DISD	0	0.0	0	0.0	15	20.3	23	22.5	24	25.3	11	11.6	17	19.1	16	18.8	106	18.1
Unknown	1	33.3	44	100.0	24	32.4	12	11.8	11	11.6	6	6.3	6	6.7	10	11.8	114	19.4
Mills																		
Total Students	-	-	28	-	55	-	65	-	55	-	66	-	65	-	48	-	382	-
Returning	-	0.0	0	0.0	37	67.3	52	80.0	41	74.5	56	84.8	53	81.5	41	85.4	280	73.3
Other DISD	-	0.0	0	0.0	6	10.9	11	16.9	11	20.0	5	7.6	8	12.3	4	8.3	45	11.8
Unknown	-	0.0	28	100.0	12	21.8	2	3.1	3	5.5	5	7.6	4	6.2	3	6.3	57	14.9
Pease																		
Total Students	-	-	47	-	85	-	88	-	93	-	98	-	94	-	104	-	609	-
Returning	-	0.0	0	0.0	25	29.4	48	54.5	58	62.4	50	51.0	60	63.8	59	56.7	300	49.3
Other DISD	-	0.0	1	2.1	21	24.7	27	30.7	26	28.0	41	41.8	24	25.5	36	34.6	176	28.9
Unknown	-	0.0	46	97.9	39	45.9	13	14.8	9	9.7	7	7.1	10	10.6	9	8.7	133	21.8

Source: District demographic data files from the PEIMS snapshot date: October 30, 2015; Note: Numbers may not sum to 100 percent because of rounding.

Appendix A: Origins of ACE Middle School Students – Detail

Origin	Grade 6		Grade 7		Grade 8		Total	
	N	%	N	%	N	%	N	%
Dade								
Total Students	262	-	275	-	269	-	806	-
Returning	0	0.0	220	80.0	219	81.4	439	54.5
Other DISD	242	92.4	34	12.4	30	11.2	306	38.0
Unknown	20	7.6	21	7.6	20	7.4	61	7.6
Edison								
Total Students	166	-	157	-	177	-	500	-
Returning	1	0.6	135	86.0	146	82.5	282	56.4
Other DISD	158	95.2	14	8.9	16	9.0	188	37.6
Unknown	7	4.2	8	5.1	15	8.5	30	6.0
Zumwalt								
Total Students	156	-	159	-	114	-	429	-
Returning	6	3.8	107	67.3	74	64.9	187	43.6
Other DISD	132	84.6	33	20.8	27	23.7	192	44.8
Unknown	18	11.5	19	11.9	13	11.4	50	11.7

Source: District demographic data files from the PEIMS snapshot date: October 30, 2015;

Note: Numbers may not sum to 100 percent because of rounding.

Appendix B

Appendix B: ACE Teacher Demographics – Elementary

	District				ACE											
	All (N = 10,606)		Elementary (N = 5,836)		All (N = 297)		Elementary (N = 146)		Blanton (N = 44)		U. Lee (N = 38)		Mills (N = 31)		Pease (N = 33)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender																
Female	7,518	70.9	4,667	80.0	211	71.2	110	75.3	34	77.3	32	84.2	17	54.8	27	81.8
Male	3,088	29.1	1,169	20.0	86	29.0	36	24.7	10	22.7	6	15.8	14	45.2	6	18.2
Ethnicity																
African American	3,886	36.6	1,691	29	187	63.0	73	50.0	10	22.7	24	63.2	13	41.9	26	78.8
Hispanic	2,868	27.0	2,220	38	50	16.8	42	28.8	20	45.5	9	23.7	11	35.5	2	6.1
White	3,440	32.4	1,743	29.9	51	17.2	27	18.5	12	27.3	5	13.2	5	16.1	5	15.2
Asian	312	2.9	127	2.2	6	2.0	2	1.4	0	0.0	0	0.0	2	6.5	0	0.0
Other	100	0.9	55	0.9	3	1.0	2	1.4	2	4.5	0	0.0	0	0.0	0	0.0
Highest Degree Earned																
Associate's	39	0.4	13	0.2	1	0.3	1	0.7	0	0.0	1	2.6	0	0.0	0	0.0
Bachelor's	6,888	64.9	3,950	67.7	183	61.6	80	54.8	25	56.8	24	63.2	17	54.8	14	42.4
Master's	2,874	27.1	1,467	25.1	91	30.6	51	34.9	13	29.5	9	23.7	13	41.9	16	48.5
Doctorate	126	1.2	54	0.9	1	0.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Missing Data	679	6.4	352	6	21	7.1	14	9.6	6	13.6	4	10.5	1	3.2	3	9.1
Years in District																
<1	1,831	17.3	979	16.8	56	18.9	14	9.6	5	11.4	3	7.9	2	6.5	4	12.1
1-5	3,980	37.5	2,165	37.1	111	37.4	51	34.9	20	45.5	13	34.2	11	35.5	7	21.2
6-10	1,741	16.4	959	16.4	53	17.8	33	22.6	10	22.7	8	21.1	6	19.4	9	27.3
11-15	1,313	12.4	743	12.7	45	15.2	30	20.5	7	15.9	7	18.4	7	22.6	9	27.3
16-20	753	7.1	413	7.1	16	5.4	8	5.5	2	4.6	4	10.5	1	3.2	1	3.0
21+	988	9.3	577	9.9	16	5.3	10	6.8	0	0.0	3	7.9	4	12.9	3	9.1
Average Years	7.6	-	7.8	-	6.7	-	8.1	-	5.6	-	9.0	-	9.7	-	9.1	-

Source: District personnel file dated December 13, 2015. Note: Active teachers only included.

Appendix B: ACE Teacher Demographics – Middle School

	District				ACE									
	All (N = 10,778)		Middle (N = 2,009)		All (N = 297)		Middle (N = 153)		Dade (N = 64)		Edison (N = 49)		Zumwalt (N = 38)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	7,518	70.9	1,285	64.8	211	71.2	101	66.9	37	57.8	34	69.4	30	78.9
Male	3,088	29.1	698	35.2	86	29.0	50	33.1	27	42.2	15	30.6	8	21.1
Ethnicity														
African American	3,886	36.6	1,047	52.8	187	63.0	114	75.5	58	90.6	24	49.0	32	84.2
Hispanic	2,868	27.0	240	12.1	50	16.8	8	5.3	1	1.6	6	12.2	1	2.6
White	3,440	32.4	612	30.9	51	17.2	24	15.9	4	6.3	16	32.7	4	10.5
Asian	312	2.9	71	3.6	6	2.0	4	2.6	1	1.6	2	4.1	1	2.6
Other	100	0.9	13	0.7	3	1.0	1	0.7	0	0.0	1	2.0	0	0.0
Highest Degree Earned														
Associate's	39	0.4	9	0.5	1	0.3	0	0.0	0	0.0	0	0.0	0	0.0
Bachelor's	6,888	64.9	1,291	65.1	183	61.6	103	68.2	49	76.6	30	61.2	24	63.2
Master's	2,874	27.1	543	27.4	91	30.6	40	26.5	9	14.1	18	36.7	13	34.2
Doctorate	126	1.2	18	0.9	1	0.3	1	0.7	0	0.0	1	2.0	0	0.0
Missing Data	679	6.4	122	6.2	21	7.1	7	4.6	6	9.4	0	0.0	1	2.6
Years in District														
<1	1,831	17.3	391	19.7	56	18.9	42	27.8	18	28.1	14	28.6	10	26.3
1-5	3,980	37.5	800	40.3	111	37.4	60	39.7	26	40.6	23	46.9	11	28.9
6-10	1,741	16.4	309	15.6	53	17.8	20	13.2	9	14.1	4	8.2	7	18.4
11-15	1,313	12.4	242	12.2	45	15.2	15	9.9	4	6.3	5	10.2	6	15.8
16-20	753	7.1	130	6.6	16	5.4	8	5.3	3	4.7	3	6.1	2	5.3
21+	988	9.3	111	5.6	16	5.3	6	4.0	4	6.3	0	0.0	2	5.3
Average Years	7.6	-	6.4	-	6.7	-	5.4	-	5.6	-	4.1	-	6.7	-

Source: District personnel file dated December 13, 2015. Note: Active teachers only included.

Appendix C

Appendix C: Previous Locations of 2015-16 ACE Teachers

2014-15 Campus/Location	Number of Teachers on 2015-16 ACE Campus							
	Blanton	Mills	Pease	U. Lee	Dade	Edison	Zumwalt	ACE
Alexander ES	0	0	0	5	0	0	0	5
Ann Richards MS	0	0	0	0	1	0	1	2
Arcadia Park ES	0	2	0	1	0	0	0	3
Atwell MS	0	0	1	0	0	0	0	1
Bayles ES	0	0	0	1	0	0	0	1
Blanton ES	7	0	0	0	0	0	0	7
Botello ES	0	1	0	0	0	0	0	1
Bowie ES	0	4	0	0	0	0	0	4
Browne MS	0	0	1	0	0	0	1	2
Bryan Adams HS	0	0	0	0	0	1	0	1
Burleson ES	1	0	0	0	0	0	0	1
Callejo ES	0	1	0	0	0	0	0	1
Central ES	0	1	0	0	0	0	0	1
Cochran ES	0	0	1	0	0	0	0	1
Comstock MS	0	0	0	0	2	1	0	3
Conner ES	1	0	0	0	0	1	0	2
Conrad HS	0	0	0	0	0	1	0	1
Cowart ES	1	0	2	0	0	0	0	3
Cuellar ES	0	0	0	1	0	0	0	1
Dade MS	0	0	0	0	15	0	0	15
Donald ES	1	0	0	0	0	0	0	1
Douglass ES	0	0	1	0	0	0	0	1
Dunbar ES	0	0	0	2	0	0	0	2
Earhart ES	0	1	0	0	0	0	0	1
Edison MS	0	0	0	0	0	12	0	12
Ervin ES	0	0	0	1	0	0	0	1
Field ES	0	1	0	1	0	0	0	2
Franklin MS	0	0	0	0	0	1	0	1
Garcia MS	0	0	0	0	1	0	1	2
Gonzalez ES	0	0	0	1	0	0	0	1
Hall ES	0	0	0	3	0	0	0	3
Halliday ES	2	0	1	0	0	0	0	3
Hawthorne ES	1	0	0	0	0	0	0	1
Henderson ES	2	0	0	1	0	0	0	3
Hexter ES	3	0	0	0	0	0	0	3
Holland ES	1	0	1	0	0	0	0	2
Holmes MS	0	0	0	0	1	0	0	1
Hood MS	0	0	0	0	2	0	0	2
Hotchkiss ES	0	1	1	0	1	0	0	3
Ireland ES	1	1	0	1	0	0	0	3
Jefferson HS	0	0	0	0	1	0	0	1
Johnston ES	0	2	2	0	0	0	0	4
Kahn ES	0	2	0	0	0	0	0	2
Kennedy ES	0	0	1	0	0	0	0	1
Kennedy Curry MS	0	0	0	0	1	1	0	2
Kiest ES	2	0	0	0	0	0	0	2
Lang MS	0	0	0	2	0	0	0	2
Long MS	0	2	0	0	0	1	0	3

table continues

Table (Continued)

2014-15 Campus/Location	Number of Teachers on 2015-16 ACE Campus							ACE
	Blanton	Mills	Pease	U. Lee	Dade	Edison	Zumwalt	
Longfellow MS	0	0	1	0	0	0	0	1
Lowe ES	0	1	0	0	0	0	0	1
Madison HS	0	0	0	0	1	0	0	1
Manns HS	0	0	0	0	0	3	0	3
Marsalis ES	0	0	1	0	0	0	0	1
McNair ES	0	0	0	1	0	0	0	1
Medrano ES	0	0	0	0	0	1	0	1
Medrano MS	0	0	0	0	0	1	0	1
Mills ES	0	4	0	1	0	0	0	5
Molina HS	0	0	0	0	0	2	0	2
Moseley ES	1	0	0	0	0	0	0	1
Obama HS	0	0	0	1	0	0	2	3
Oliver ES	0	0	0	2	0	0	0	2
Pease ES	0	0	6	0	0	0	0	6
Quintanilla MS	0	0	0	0	1	4	0	5
Ray ES	0	0	0	2	0	0	0	2
Rhoads ES	1	0	0	0	0	0	0	1
Richardson ES	1	0	0	0	0	0	0	1
Rosemont Schools ES	0	1	0	0	0	0	0	1
Runyon ES	0	0	0	0	0	1	0	1
Rusk MS	0	0	0	0	1	0	1	2
Samuell HS	0	0	0	0	1	0	0	1
San Jacinto ES	1	0	0	0	0	0	0	1
Seagoville ES	0	0	3	0	0	0	0	3
Seagoville MS	0	0	0	0	10	0	2	12
Seagoville North ES	0	1	0	0	0	0	0	1
Silberstein ES	8	0	0	1	0	0	0	9
Smith ES	1	0	0	0	0	0	0	1
South Oak Cliff HS	0	0	0	0	2	0	1	3
Soto ES	0	0	2	0	0	0	0	2
Spruce HS	0	0	0	0	1	0	0	1
Storey MS	0	0	0	0	0	0	1	1
Sunset HS	0	0	0	0	0	0	1	1
Truett ES	0	0	0	1	0	0	0	1
Umphrey Lee ES	0	0	0	4	0	0	0	4
Urban Park ES	3	0	0	0	0	0	0	3
Walker MS	0	0	0	0	2	2	0	4
White HS	0	0	0	0	0	1	0	1
Wilmer Hutchins ES	0	0	1	0	0	0	0	1
Wilmer Hutchins HS	0	0	0	0	0	0	1	1
Wilson HS	0	0	0	0	0	2	0	2
Young ES	0	0	3	0	0	0	2	5
Z. Holmes MS	0	1	0	2	2	0	2	7
Zaragoza ES	0	1	0	0	0	0	0	1
Zumwalt MS	0	0	0	0	0	0	14	14
Substitute	0	0	0	0	2	1	0	3
EHA Title VI-B Regular 880	0	0	0	0	1	0	0	1
Retiree Personnel 992	0	1	0	0	0	1	0	2
Out of District	5	2	4	3	15	11	8	48
Total	44	31	33	38	64	49	38	297

Source: District personnel file dated December 13, 2015 for 2015-16; Previous campus pulled from district personnel file dated May 10, 2015. Note: Active teachers only included.

Appendix D

Principal Focus Group Protocol

1. What has been working well on ACE campuses?
2. Of the changes that have been implemented by ACE, other than the teachers, which changes do you believe have had the greatest impact? What are the outcomes you have noticed?
3. What challenges (implementation or otherwise) have your schools been facing? Have you been facing personally?
4. What are some of the typical issues or problems that teachers bring to you to discuss?
5. What feedback have you received from parents regarding the program? From students?
6. At this point in the school year, do you believe that the ACE program is making a difference for students? Why or why not? If you do not believe it's making a difference, what would need to happen to achieve the ACE goals?

Appendix E

Teacher Focus Group Protocol

1. What has been working well on ACE campuses? What changes on ACE campuses do you believe have made the greatest impact on students compared to last year (outside of teachers)?
2. What challenges (implementation or otherwise) have your campuses been facing? Have you been facing?
3. What kind of comments or reactions to the ACE initiative have you heard from parents? From students?
4. At this point in the school year, do you believe that the ACE program is making a difference for students? Why or why not? *Prompt, if answer is "no": What would need to change right now for you to change your mind?*

Appendix F

Student Focus Group Protocol

1. I'd like to get to know you a little better. Let's go around the room, and tell me your first name, your grade, your favorite subject, and something you do for fun.
2. How many of you went to school here last year?
3. What's different about your school compared to the way it was last year?
4. Tell me about the things that you love about your school.
5. What about your school motivates you to work hard and get good grades?
6. Tell me about some things that you think your school should change. You could also mention something that you wish your school would do, but they do not do it now.
7. Describe your favorite teacher or teachers? What subject? Why is this teacher your favorite?
8. Is there anything else you'd like to tell me about your school?

Appendix G

Appendix G : ACE Teacher Survey Details - Demographics

	n	%
At which ACE campus do you teach?		
Blanton	37	17.2
U. Lee	32	14.9
Mills	22	10.2
Pease	19	8.8
Dade	38	17.7
Edison	41	19.1
Zumwalt	26	12.1
What grade(s) do you teach?		
Pre-Kindergarten	18	8.4
Kindergarten	28	13.0
First Grade	32	14.9
Second Grade	31	14.4
Third Grade	33	15.3
Fourth Grade	30	14.0
Fifth Grade	34	15.8
Sixth Grade	63	29.3
Seventh Grade	59	27.4
Eighth Grade	61	28.4
What subject(s) do you teach?		
Mathematics	91	42.3
Science	81	37.7
Reading/Language Arts	96	44.7
Social Studies	75	34.9
Physical Education	8	3.7
Art	9	4.2
Music	8	3.7
Other	40	18.6
Were you teaching at this school last year?		
Yes	45	20.9
No	170	79.1
Were you at Dallas ISD last year?		
Yes	169	78.6
No	46	21.4
How many total years have you been teaching?		
This is my first year teaching	23	10.7
1 to 3 years	44	20.5
4 to 6 years	22	10.2
7 to 9 years	32	14.9
10 years or more	94	43.7
How many years have you been teaching at Dallas ISD?		
This is my first year teaching	42	19.5
1 to 3 years	45	20.9
4 to 6 years	37	17.2
7 to 9 years	25	11.6
10 years or more	66	30.7

Appendix G : ACE Teacher Survey Details – Overall ACE Principles

	N	Almost Completely		To a Large Extent		To a Moderate Extent		To a Small Extent		Barely or Not At All	
		n	%	n	%	n	%	n	%	n	%
The ACE program evolved from three factors that have been proven to improve any school: Effective principals and teachers, effective leadership, and high expectations of students and teachers. Overall, to what extent do you feel your ACE campus implemented these factors this year?											
Effective Principals	212	97	45.8	48	22.6	28	13.2	28	13.2	11	5.1
Effective Teachers	213	107	50.2	75	35.2	23	10.7	7	3.3	1	0.5
Effective Leadership	211	69	32.7	70	33.2	38	17.7	21	9.8	13	6.2
High Expectations of Students	213	105	49.3	62	29.1	25	11.7	9	4.2	12	5.6
High Expectations of Teachers	212	129	60.8	66	31.1	14	6.6	3	1.4	0	0.0

Appendix G: ACE Teacher Survey Details - Effective Principals and Teachers

	n	%
What is your current TEI Evaluation Rating?		
Unsatisfactory	2	0.9
Progressing I	10	4.7
Progressing II	24	11.4
Proficient I	42	19.9
Proficient II	56	26.5
Proficient III	19	9.0
Exemplary I	7	3.3
I was not evaluated for TEI last year	33	15.6
I don't know my current TEI rating	17	7.9
Other	1	0.5

Appendix G: ACE Teacher Survey Details - Effective Principals and Teachers

	N	Strongly Agree		Agree		Disagree		Strongly Disagree		I Am Not Sure	
		n	%	n	%	n	%	n	%	n	%
Please rate your agreement with the following statements:											
The stipend I receive for being a teacher at an ACE school is fair, considering the extra effort required of me.	211	56	26.5	89	42.2	32	15.2	25	11.8	9	4.3
Overall, teacher excellence was a critical factor for student success at my ACE school this year.	210	114	54.3	78	37.1	6	2.9	4	1.9	8	3.8
In general, I believe that I was effective at accelerating students' academic achievement this year.	211	125	59.2	72	34.1	7	3.3	1	0.5	6	2.8

Appendix G: ACE Teacher Survey Details - Instructional Excellence

	N	Extremely Important		Very Important		Moderately Important		A Little Important		Not At All Important		Not Applicable	
		n	%	n	%	n	%	n	%	n	%	n	%
To what extent do you feel the following factors were important for supporting the quality of your teaching this year at this ACE school? (If a factor was not in place at your school or if the factors does not otherwise apply to you, please select 'Not Applicable.'													
PLC's	201	44	21.9	52	25.9	48	23.9	30	14.9	21	10.4	6	3.0
Additional Assistant Principals	205	85	41.5	62	30.2	27	13.2	16	7.8	12	5.9	3	1.5
Additional CIC's	201	50	24.9	40	19.9	42	20.9	17	8.5	28	13.9	24	11.9
Extra Hour	207	16	7.7	27	13.0	48	23.2	35	16.9	78	37.7	3	1.4
Professional Development Days Prior to Start of School Year	207	36	17.4	50	24.2	51	24.6	32	15.5	30	14.5	8	3.9
TORSH	201	13	6.5	18	9.0	31	15.4	18	9.0	44	21.9	77	38.3
Teaching Trust w/BRES (Leadership Team)	198	13	6.6	29	14.5	27	13.6	16	8.1	29	14.6	84	42.4
Momentum Behavior Support	200	46	23.0	39	19.5	19	9.5	22	11.0	23	11.5	51	25.5
Carnegie Math	198	18	9.1	31	15.7	15	7.6	10	5.1	11	5.6	113	57.1
Interim Assessments	198	45	22.7	65	32.8	36	18.2	16	8.1	10	5.1	26	13.1
After-school programming (tutoring, homework support, enrichment)	207	55	26.6	53	25.6	46	22.2	27	13.0	18	8.7	8	3.9
Focus on Data	207	89	43.0	65	31.4	32	15.5	9	4.3	3	1.4	9	4.3
ACP Viewings	199	83	38.6	44	20.5	25	11.6	11	5.1	12	5.6	24	11.2
ALL-In-Learning/Data Management System	202	72	33.5	54	25.1	29	13.5	15	7.0	8	3.7	24	11.2
Weekly Support from Academic Facilitators	202	53	26.2	49	24.3	30	14.9	19	9.4	23	11.4	28	13.9

Appendix G: ACE Teacher Survey Details - Instructional Excellence

	n	%
I had access to the type of student data I needed to make effective instructional decisions.		
Strongly Agree	105	50.5
Agree	82	39.4
Disagree	10	4.8
Strongly Disagree	5	2.4
I am not sure	6	2.9
I had access to my student data in a timely enough manner for effective instructional decisions.		
Strongly Agree	97	46.6
Agree	88	42.3
Disagree	11	5.3
Strongly Disagree	6	2.9
I am not sure	6	2.9
On average, how many extra hours do you estimate you worked per week at your ACE school ABOVE AND BEYOND what YOU typically worked in the past at a non-ACE school? Note: If this is your first year teaching (and, thus, have never taught at a non-ACE school), please select 'Not Applicable.'		
I worked about the same number of hours at this ACE school as I typically worked at a non-ACE school.	9	4.3
I worked about 1 to 10 extra hours per week than I typically worked at a non-ACE school.	58	27.9
I worked about 11 to 20 extra hours per week than I typically worked at a non-ACE school.	85	40.9
I worked about 21 to 30 extra hours per week than I typically worked at a non-ACE school.	17	8.2
I worked about 31 to 40 extra hours per week than I typically worked at a non-ACE school.	8	3.8
I worked more than 40 extra hours per week than I typically worked at a non-ACE school.	7	3.4
Not Applicable – I never have worked at a non-ACE school in the past.	24	11.5

Appendix G: ACE Teacher Survey Details - Instructional Excellence

	N	Extremely Important		Very Important		Moderately Important		A Little Important		Not At All Important		Not Applicable/ Not Emphasized at My School	
		n	%	n	%	n	%	n	%	n	%	n	%
To what extent do you feel the following factors were important for supporting the quality of your teaching this year at this ACE school? (If a factor was not in place at your school or if the factors does not otherwise apply to you, please select 'Not Applicable.'													
Consistency of Policies/Structure/ Rules	206	129	62.6	41	19.9	8	3.9	13	6.3	3	1.5	12	5.8
Highly Qualified Teachers	208	135	64.9	54	26.0	11	5.3	4	1.9	0	0.0	4	1.9
Discipline	207	144	69.6	29	14.0	11	5.3	12	5.8	2	1.0	9	4.3
Rigor of Instruction	206	118	57.3	71	34.5	10	4.9	6	2.9	0	0.0	1	0.5
Sense of Urgency	206	109	52.9	61	29.6	20	9.7	11	5.3	1	0.5	4	1.9
High Expectations	207	135	65.2	54	26.1	10	4.8	3	1.4	1	0.5	4	1.9
Teaching “soft skills”/Etiquette	204	99	48.5	48	23.5	25	12.3	9	4.4	6	2.9	17	8.3
College/Career Focus	207	88	42.5	60	29.0	32	15.5	13	6.3	6	2.9	8	3.9

Appendix G: ACE Teacher Survey Details - Social-Emotional Support

	N	Extremely		Strongly		Moderately		Weakly		Not at All		Not Applicable	
		n	%	n	%	n	%	n	%	n	%	n	%
To what extent do you feel the following factors supported the social and emotional well-being of students at your ACE campus this year?													
Additional Assistant Principals	207	90	43.5	51	24.6	37	17.9	14	6.8	13	6.3	2	1.0
Additional Counselors	207	74	35.7	53	25.6	33	15.9	12	5.8	11	5.3	24	11.6
Focus on Social/Emotional Health	206	74	35.9	51	24.8	36	17.5	19	9.2	11	5.3	15	7.3
Class Meetings	206	52	25.2	48	23.3	40	19.4	23	11.2	15	7.3	28	13.8
Habits of Mind	203	54	26.6	42	20.7	42	20.7	19	9.4	10	4.9	36	17.7
Removal of Overage Students	206	86	41.7	31	15.0	29	14.1	10	4.9	11	5.3	39	18.9
Uniform Policy	208	58	27.9	46	22.1	53	25.5	26	12.5	16	7.7	9	4.3

Appendix G: ACE Teacher Survey Details - Parent and Community Partnerships

	N	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
		n	%	n	%	n	%	n	%	n	%
Please rate your agreement with the following statements:											
In general, parents at my ACE campus were engaged with the progress of their child(ren) in school.	207	23	11.1	61	29.5	66	31.9	54	26.1	3	1.4
Promising Youth Alliance (PYA) was a valuable community partnership at my ACE campus.	201	29	14.4	61	30.3	19	9.5	15	17.5	77	38.3
The Concilio was a valuable community partnership at my ACE campus (Pease only).	191	6	3.1	21	11.0	10	5.2	12	6.3	142	74.3
Keeping school open until 6pm is important for accelerating student learning.	204	27	13.2	59	28.9	58	28.4	54	26.5	6	2.9
My ACE campus offered additional/more opportunities for parent engagement than would be available at a non-ACE school.	205	46	22.4	65	32.2	47	22.9	32	15.6	14	6.8
My ACE campus was physically upgraded before the start of this academic year (paint, flooring, landscaping).	205	71	34.6	65	32.2	23	11.2	29	14.1	16	7.8
My ACE school building was well maintained during the current school year.	205	77	37.6	72	35.1	33	16.1	21	10.2	2	1.0
My ACE campus grounds (outside the building) were well maintained during the current school year.	206	79	38.3	87	42.2	25	12.1	13	6.3	2	1.0

Appendix G: ACE Teacher Survey Details - General

	n	%
How closely did implementation of the ACE program at your campus match the way it was explained to you prior to the academic year?		
Extremely closely	27	13.3
Very closely	61	30.0
Moderately closely	51	25.1
A little closely	18	8.9
Not at all closely	34	16.7
Not sure	12	5.9
Thinking about how well ACE campuses worked as a unit, did you feel the relationships among ACE schools were collaborative or competitive relationships, in general?		
Almost all collaborative	15	7.4
More collaborative than competitive	30	14.8
About equally collaborative and competitive	42	20.7
More competitive than collaborative	32	15.8
Almost all competitive	13	6.4
The ACE schools did not really interact with each other	40	19.7
I am not sure	31	15.3
Do you think that more or less collaboration/competitiveness among ACE schools would help ACE schools excel?		
ACE campuses should be more collaborative than they were this year.	101	49.8
ACE campuses should interact with about the same level of collaboration/ and competitiveness as they did this year.	54	26.6
ACE campuses should be more competitive than they were this year.	7	3.4
I don't know/Not sure	41	20.2

Appendix G: ACE Teacher Survey Details - Compensation/Future

	n	%
Do you plan to return to your ACE school next year?		
Yes	144	70.9
No	32	14.9
Not Sure	27	13.3
Do you plan to transfer to another ACE school next year?		
Yes	6	3.0
No	169	83.3
Not Sure	28	13.8
Do you plan to return to Dallas ISD next year?		
Yes	179	88.2
No	8	3.9
Not Sure	16	7.9

Appendix H

Appendix H: 2016 Student Experience Survey Detailed Results - Blanton

Section	Question	2016 %	Δ 2015 (LY) % Pts	Δ 2016 Dist % Pts
Blanton				
	Overall Average	89	11	6
Classroom Environment	Overall	86	13	6
	On most days, how pleasant is your teacher's mood?	93	11	
	How fair or unfair are the rules in this class?	95	11	
	How often do students behave well in this class?	69	16	
Expectations and Rigor	Overall	94	12	6
	How much does this teacher encourage you to do your best?	96	12	
	When you feel like giving up, how likely is it that this teacher will make you keep trying?	93	12	
	Overall, how high are this teacher's expectations of you?	92	11	
	How often does this teacher take time to make sure you understand material?	95	14	
Pedagogical Effectiveness	Overall	95	9	6
	How much have you learned from this teacher?	97	7	
	When you need extra help, how good is this teacher at giving you that help?	92	9	
	How good is this teacher at teaching in the way that you learn best?	96	8	
	How clearly does this teacher present the information that you need to learn?	95	10	
	How interesting does this teacher make what you are learning in class?	93	11	
	How good is this teacher at helping you learn?	96	10	
Student Engagement	Overall	88	8	4
	How much do you participate in class?	83	2	
	How focused are you on the activities in class?	91	6	
	How excited are you about going to this class?	88	12	
	How interested are you in this class?	91	11	
Supportive Relationships	Overall	82	13	8
	When your teacher asks, "how are you?", how often do you feel that your teacher really wants to know your answer?	86	16	
	How much does this teacher want to learn about what you do when you are not in school?	72	10	
	How interested is this teacher in what you want to be when you grow up?	79	12	
	If you had something on your mind, how carefully would this teacher listen to you?	90	12	

Source: Campus-level Student Experience Survey reports pulled on May 27, 2016. Note: Percentage of favorable responses are shown for 2016; Δ 2015 (LY) % Pts = Change in percentage points from previous year (2014-15); Δ 2016 District % Pts = Percentage point difference from 2016 district favorable response rate.

Appendix H: 2016 Student Experience Survey Detailed Results – U. Lee

Section	Question	2016 %	Δ 2015 (LY) % Pts	Δ 2016 Dist % Pts
U. Lee				
	Overall Average	88	14	5
Classroom Environment	Overall	82	15	2
	On most days, how pleasant is your teacher's mood?	92	11	
	How fair or unfair are the rules in this class?	94	12	
	How often do students behave well in this class?	59	21	
Expectations and Rigor	Overall	92	13	4
	How much does this teacher encourage you to do your best?	93	13	
	When you feel like giving up, how likely is it that this teacher will make you keep trying?	91	13	
	Overall, how high are this teacher's expectations of you?	93	13	
	How often does this teacher take time to make sure you understand material?	92	14	
Pedagogical Effectiveness	Overall	93	12	4
	How much have you learned from this teacher?	96	11	
	When you need extra help, how good is this teacher at giving you that help?	91	15	
	How good is this teacher at teaching in the way that you learn best?	93	9	
	How clearly does this teacher present the information that you need to learn?	94	12	
	How interesting does this teacher make what you are learning in class?	91	17	
	How good is this teacher at helping you learn?	93	10	
Student Engagement	Overall	91	13	7
	How much do you participate in class?	91	11	
	How focused are you on the activities in class?	94	13	
	How excited are you about going to this class?	89	16	
	How interested are you in this class?	89	12	
Supportive Relationships	Overall	81	17	7
	When your teacher asks, "how are you?", how often do you feel that your teacher really wants to know your answer?	83	18	
	How much does this teacher want to learn about what you do when you are not in school?	71	21	
	How interested is this teacher in what you want to be when you grow up?	82	17	
	If you had something on your mind, how carefully would this teacher listen to you?	88	12	

Source: Campus-level Student Experience Survey reports pulled on May 27, 2016. Note: Percentage of favorable responses are shown for 2016; Δ 2015 (LY) % Pts = Change in percentage points from previous year (2014-15); Δ 2016 District % Pts = Percentage point difference from 2016 district favorable response rate.

Appendix H: 2016 Student Experience Survey Detailed Results - Mills

Section	Question	2016 %	Δ 2015 (LY) % Pts	Δ 2016 Dist % Pts
Mills				
	Overall Average	90	7	7
Classroom Environment	Overall	88	11	
	On most days, how pleasant is your teacher's mood?	96	7	
	How fair or unfair are the rules in this class?	96	6	
	How often do students behave well in this class?	71	21	
Expectations and Rigor	Overall	94	4	6
	How much does this teacher encourage you to do your best?	96	6	
	When you feel like giving up, how likely is it that this teacher will make you keep trying?	93	6	
	Overall, how high are this teacher's expectations of you?	95	0	
	How often does this teacher take time to make sure you understand material?	93	2	
Pedagogical Effectiveness	Overall	96	5	7
	How much have you learned from this teacher?	97	3	
	When you need extra help, how good is this teacher at giving you that help?	94	3	
	How good is this teacher at teaching in the way that you learn best?	96	6	
	How clearly does this teacher present the information that you need to learn?	97	6	
	How interesting does this teacher make what you are learning in class?	94	9	
	How good is this teacher at helping you learn?	98	5	
Student Engagement	Overall	90	6	6
	How much do you participate in class?	88	4	
	How focused are you on the activities in class?	91	3	
	How excited are you about going to this class?	88	6	
	How interested are you in this class?	93	10	
Supportive Relationships	Overall	84	11	10
	When your teacher asks, "how are you?", how often do you feel that your teacher really wants to know your answer?	84	8	
	How much does this teacher want to learn about what you do when you are not in school?	78	18	
	How interested is this teacher in what you want to be when you grow up?	83	9	
	If you had something on your mind, how carefully would this teacher listen to you?	91	8	

Source: Campus-level Student Experience Survey reports pulled on May 27, 2016. Note: Percentage of favorable responses are shown for 2016; Δ 2015 (LY) % Pts = Change in percentage points from previous year (2014-15); Δ 2016 District % Pts = Percentage point difference from 2016 district favorable response rate.

Appendix H: 2016 Student Experience Survey Detailed Results - Pease

Section	Question	2016 %	Δ 2015 (LY) % Pts	Δ 2016 Dist % Pts
Pease				
	Overall Average	78	4	-5
Classroom Environment	Overall	70	6	-10
	On most days, how pleasant is your teacher's mood?	83	9	
	How fair or unfair are the rules in this class?	84	5	
	How often do students behave well in this class?	44	3	
Expectations and Rigor	Overall	84	4	-4
	How much does this teacher encourage you to do your best?	84	4	
	When you feel like giving up, how likely is it that this teacher will make you keep trying?	83	4	
	Overall, how high are this teacher's expectations of you?	83	2	
	How often does this teacher take time to make sure you understand material?	84	7	
Pedagogical Effectiveness	Overall	83	3	-6
	How much have you learned from this teacher?	86	1	
	When you need extra help, how good is this teacher at giving you that help?	82	8	
	How good is this teacher at teaching in the way that you learn best?	84	4	
	How clearly does this teacher present the information that you need to learn?	83	-1	
	How interesting does this teacher make what you are learning in class?	79	3	
	How good is this teacher at helping you learn?	85	2	
Student Engagement	Overall	82	4	-2
	How much do you participate in class?	88	1	
	How focused are you on the activities in class?	86	5	
	How excited are you about going to this class?	77	4	
	How interested are you in this class?	78	6	
Supportive Relationships	Overall	69	2	-5
	When your teacher asks, "how are you?", how often do you feel that your teacher really wants to know your answer?	72	5	
	How much does this teacher want to learn about what you do when you are not in school?	60	-5	
	How interested is this teacher in what you want to be when you grow up?	68	3	
	If you had something on your mind, how carefully would this teacher listen to you?	76	5	

Source: Campus-level Student Experience Survey reports pulled on May 27, 2016. Note: Percentage of favorable responses are shown for 2016; Δ 2015 (LY) % Pts = Change in percentage points from previous year (2014-15); Δ 2016 District % Pts = Percentage point difference from 2016 district favorable response rate.

Appendix H: 2016 Student Experience Survey Detailed Results - Dade

Section	Question	2016 %	Δ 2015 (LY) % Pts	Δ 2016 Dist % Pts
Dade				
	Overall Average	72	10	3
Classroom Environment	Overall	74	10	-5
	On most days, how pleasant or unpleasant is the physical space in this classroom?	80	11	
	How fair or unfair are the rules for the students in this class?	79	9	
	On most days, how pleasant or unpleasant is your teacher's mood?	79	11	
	How often do students behave well in this class?	57	9	
Expectations and Rigor	Overall	79	10	4
	How much does this teacher encourage you to do your best?	80	10	
	When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?	76	9	
	Overall, how high are this teacher's expectations of you?	80	9	
	How often does this teacher take time to make sure you understand the material?	78	12	
Pedagogical Effectiveness	Overall	76	11	4
	How much have you learned from this teacher about this subject?	83	-	
	During class, how motivating are the activities that this teacher has you do?	71	13	
	For this class, how clearly does this teacher present the information that you need to learn?	81	11	
	How interesting does this teacher make what you are learning in class?	70	12	
	How often does this teacher give you feedback that helps you learn?	76	11	
	When you need extra help, how good is this teacher at giving you that help?	77	10	
	How comfortable are you asking this teacher questions about what you are learning in his or her class?	73	12	
Student Engagement	How often has this teacher taught you things that you didn't know before taking this class?	77	10	
	Overall	61	9	8
	In this class, how much do you participate?	74	4	
	When you are not in class, how often do you talk about ideas from class?	43	9	
	How often do you get so focused on class activities that you lose track of time?	60	12	
	How excited are you about going to this class?	60	11	
	Overall, how interested are you in this class?	67	11	
Supportive Relationships	Overall	70	11	6
	When your teacher asks, "how are you," how often do you feel that your teacher is really interested in your answer?	71	11	
	How interested is this teacher in your career after you finish school?	68	11	
	If you walked into class upset, how concerned would your teacher be?	64	10	
	If you came back to visit class three years from now, how excited would this teacher be to see you?	72	10	
	If you had something on your mind, how carefully would this teacher listen to you?	73	12	

Source: Campus-level Student Experience Survey reports pulled on May 27, 2016. Note: Percentage of favorable responses are shown for 2016; Δ 2015 (LY) % Pts = Change in percentage points from previous year (2014-15); Δ 2016 District % Pts = Percentage point difference from 2016 district favorable response rate.

Appendix H: 2016 Student Experience Survey Detailed Results - Edison

Section	Question	2016 %	Δ 2015 (LY) % Pts	Δ 2016 Dist % Pts
Edison				
	Overall Average	68	2	-1
Classroom Environment	Overall	72	4	-7
	On most days, how pleasant or unpleasant is the physical space in this classroom?	75	5	
	How fair or unfair are the rules for the students in this class?	75	2	
	On most days, how pleasant or unpleasant is your teacher's mood?	79	6	
	How often do students behave well in this class?	57	3	
Expectations and Rigor	Overall	75	0	0
	How much does this teacher encourage you to do your best?	75	-1	
	When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?	71	-4	
	Overall, how high are this teacher's expectations of you?	78	3	
	How often does this teacher take time to make sure you understand the material?	76	1	
Pedagogical Effectiveness	Overall	73	3	1
	How much have you learned from this teacher about this subject?	84	-	
	During class, how motivating are the activities that this teacher has you do?	65	4	
	For this class, how clearly does this teacher present the information that you need to learn?	80	2	
	How interesting does this teacher make what you are learning in class?	65	3	
	How often does this teacher give you feedback that helps you learn?	69	-1	
	When you need extra help, how good is this teacher at giving you that help?	76	0	
	How comfortable are you asking this teacher questions about what you are learning in his or her class?	69	9	
	How often has this teacher taught you things that you didn't know before taking this class?	72	5	
Student Engagement	Overall	56	2	3
	In this class, how much do you participate?	73	0	
	When you are not in class, how often do you talk about ideas from class?	38	6	
	How often do you get so focused on class activities that you lose track of time?	55	1	
	How excited are you about going to this class?	52	0	
	Overall, how interested are you in this class?	62	5	
Supportive Relationships	Overall	62	0	-2
	When your teacher asks, "how are you," how often do you feel that your teacher is really interested in your answer?	61	-3	
	How interested is this teacher in your career after you finish school?	62	3	
	If you walked into class upset, how concerned would your teacher be?	58	2	
	If you came back to visit class three years from now, how excited would this teacher be to see you?	64	-1	
	If you had something on your mind, how carefully would this teacher listen to you?	63	-2	

Source: Campus-level Student Experience Survey reports pulled on May 27, 2016. Note: Percentage of favorable responses are shown for 2016; Δ 2015 (LY) % Pts = Change in percentage points from previous year (2014-15); Δ 2016 District % Pts = Percentage point difference from 2016 district favorable response rate.

Appendix H: 2016 Student Experience Survey Detailed Results - Zumwalt

Section	Question	2016 %	Δ 2015 (LY) % Pts	Δ 2016 Dist % Pts
Zumwalt				
	Overall Average	77	8	8
Classroom Environment	Overall	80	10	1
	On most days, how pleasant or unpleasant is the physical space in this classroom?	85	10	
	How fair or unfair are the rules for the students in this class?	86	11	
	On most days, how pleasant or unpleasant is your teacher's mood?	86	9	
	How often do students behave well in this class?	63	9	
Expectations and Rigor	Overall	82	5	7
	How much does this teacher encourage you to do your best?	82	4	
	When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?	79	5	
	Overall, how high are this teacher's expectations of you?	83	7	
	How often does this teacher take time to make sure you understand the material?	82	4	
Pedagogical Effectiveness	Overall	80	6	8
	How much have you learned from this teacher about this subject?	87	-	
	During class, how motivating are the activities that this teacher has you do?	78	8	
	For this class, how clearly does this teacher present the information that you need to learn?	83	4	
	How interesting does this teacher make what you are learning in class?	73	4	
	How often does this teacher give you feedback that helps you learn?	81	7	
	When you need extra help, how good is this teacher at giving you that help?	78	3	
	How comfortable are you asking this teacher questions about what you are learning in his or her class?	76	7	
	How often has this teacher taught you things that you didn't know before taking this class?	80	8	
Student Engagement	Overall	68	9	15
	In this class, how much do you participate?	84	6	
	When you are not in class, how often do you talk about ideas from class?	53	13	
	How often do you get so focused on class activities that you lose track of time?	67	13	
	How excited are you about going to this class?	66	7	
	Overall, how interested are you in this class?	71	6	
Supportive Relationships	Overall	74	7	10
	When your teacher asks, "how are you," how often do you feel that your teacher is really interested in your answer?	73	4	
	How interested is this teacher in your career after you finish school?	76	9	
	If you walked into class upset, how concerned would your teacher be?	71	9	
	If you came back to visit class three years from now, how excited would this teacher be to see you?	76	8	
	If you had something on your mind, how carefully would this teacher listen to you?	76	7	

Source: Campus-level Student Experience Survey reports pulled on May 27, 2016. Note: Percentage of favorable responses are shown for 2016; Δ 2015 (LY) % Pts = Change in percentage points from previous year (2014-15); Δ 2016 District % Pts = Percentage point difference from 2016 district favorable response rate.

Appendix I

Appendix I: ACE Parent Surveys Distributed and Returned

School	Surveys Distributed	Surveys Returned		Total Returned Surveys
	N	n	%	%
Blanton	612	301	49.2	48.9
U. Lee	587	110	18.7	17.9
Mills	382	63	16.5	10.2
Pease	609	44	7.2	7.1
Dade	806	39	4.8	6.3
Edison	500	42	8.4	6.8
Zumwalt	429	17	4.0	2.8
Total	3,925	616	15.7	100.0

Note: Surveys distributed based upon enrollment at PEIMS date; Caution should be used in interpreting results because of wide variation in number of returned surveys by school accompanied by extremely low response rates, overall; Because of difficulty identifying children from family units, surveys were sent home with every student on campus with a request for one per family. Therefore response rates may be higher than they appear.

Appendix I: Students Represented by Returned Parent Surveys

Number of Children	Surveys Returned	Students Represented
	n	n
One	273	273
Two	224	448
Three	86	258
Four	18	72
Five or More	6	30+
Total	616	1,081+

Appendix I: Grade Levels Represented by Parent Respondents

Grades	Number of Children	
	n	%
PK or K	167	17.4
Grade 1 or 2	302	31.4
Grade 3	148	15.4
Grade 4	129	13.4
Grade 5	78	8.1
Grade 6	38	4.0
Grade 7	46	4.8
Grade 8	54	5.6
Total	962	100.0

Note: Question did not allow for respondents to indicate twins and other multiples in grades, therefore the total number of students represented is smaller than the total number of students represented.

Appendix J

Appendix J: 2015-16 ACE Parent Survey Detailed Results

	N	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		n	%	n	%	n	%	n	%	n	%
Please rate your agreement with the following statements:											
The administrators at this ACE school are available to discuss concerns I may have about my child(ren)'s progress.	602	256	42.5	273	45.4	56	9.3	9	1.5	8	1.4
The top priority of the teachers at this ACE school is to help the students learn.	598	332	55.5	229	38.3	27	4.5	6	1.0	4	0.7
The teachers in this ACE school are available to discuss concerns I may have about my child(ren).	602	306	50.8	250	41.5	34	5.6	7	1.2	5	0.8
Staff members at this ACE school are friendly.	595	270	45.4	259	43.5	56	9.4	6	1.0	4	0.7
Staff members at this ACE school can answer my questions when I ask.	593	256	43.2	272	45.9	46	7.8	15	2.5	4	0.7
My children receive all the help they need to do their best work at his ACE school.	599	288	48.1	242	40.4	53	8.8	14	2.3	2	0.3
I feel informed about what is going on at this ACE school, including updates about my child(ren)'s academic progress.	598	249	41.6	269	45.0	60	10.0	10	1.7	10	1.7
Attending the extra hour at this ACE school helps my children get better grades.	596	252	42.3	217	36.4	82	13.8	26	4.4	19	3.2
The uniform policy at this ACE school is fair.	592	180	30.5	236	39.9	83	14.1	45	7.6	47	8.0
The attendance policy at this ACE school is fair.	596	235	39.4	291	48.8	54	9.0	14	2.3	2	0.3
This ACE school is clean.	593	230	38.8	277	46.7	56	9.4	21	3.5	9	1.5
This ACE school is well maintained (e.g., when something breaks, it is fixed in a timely manner).	587	173	29.5	261	44.5	128	21.8	14	2.4	11	1.9

Appendix J: 2015-16 ACE Parent Survey Detailed Results

	n	%
How often are you typically in contact with administration, teachers, and/or staff at this ACE school?		
Rarely to never	87	15.5
1-2 times per semester	157	28.0
About 2 times per month	83	14.8
At least 1 time per week	98	17.5
A few times per week	69	12.3
Not sure	67	11.9
My child(ren)'s experiences at this ACE school this year have been:*		
Better than last year	334	57.7
About the same as last year	128	22.1
Worse than last year	21	3.6
My children were not at this school last year.	96	16.6
My child(ren)'s grades this year have been:		
Better than last year	350	61.7
About the same as last year	192	33.9
Worse than last year	25	4.4
My experiences with this ACE school this year have been:		
Better than last year	309	52.7
About the same as last year	152	25.9
Worse than last year	24	4.1
I did not interact with this school last year	101	17.2
In general, this school's expectations of my child have been:		
Higher than last year	309	57.2
About the same as last year	126	23.3
Lower than last year	15	2.8
I did not interact with this school last year	90	16.7
Are you involved with any campus organizations for parents at this ACE school?		
Yes	112	19.2
No	472	80.8

Note: * = The total number of responses offered for this question is higher than the number of parents who said they had a child at this school last year in a previous question. This could represent a misunderstanding of the question.

Appendix J: 2015-16 ACE Parent Survey Detailed Results

		n	%
Overall, how satisfied are you with this ACE school?			
All ACE	Totally satisfied	239	40.2
	Very satisfied	194	32.6
	Somewhat satisfied	129	21.7
	Somewhat unsatisfied	21	3.5
	Very unsatisfied	2	0.3
	Totally unsatisfied	10	1.7
Blanton	Totally satisfied	136	47.1
	Very satisfied	96	33.2
	Somewhat satisfied	47	16.2
	Somewhat unsatisfied	10	3.5
	Very unsatisfied	0	0.0
	Totally unsatisfied	0	0.0
U. Lee	Totally satisfied	36	34.0
	Very satisfied	35	33.0
	Somewhat satisfied	29	27.3
	Somewhat unsatisfied	3	2.8
	Very unsatisfied	0	0.0
	Totally unsatisfied	3	2.8
Mills	Totally satisfied	24	38.7
	Very satisfied	25	40.3
	Somewhat satisfied	11	17.5
	Somewhat unsatisfied	2	3.2
	Very unsatisfied	0	0.0
	Totally unsatisfied	0	0.0
Pease	Totally satisfied	19	45.2
	Very satisfied	9	21.4
	Somewhat satisfied	11	26.2
	Somewhat unsatisfied	2	4.8
	Very unsatisfied	1	2.4
	Totally unsatisfied	0	0.0
Dade	Totally satisfied	20	52.6
	Very satisfied	13	34.2
	Somewhat satisfied	2	5.3
	Somewhat unsatisfied	1	2.6
	Very unsatisfied	0	0.0
	Totally unsatisfied	2	5.2
Edison	Totally satisfied	3	7.3
	Very satisfied	11	26.8
	Somewhat satisfied	21	51.2
	Somewhat unsatisfied	3	7.3
	Very unsatisfied	1	2.4
	Totally unsatisfied	2	4.9
Zumwalt	Totally satisfied	1	5.9
	Very satisfied	5	29.4
	Somewhat satisfied	8	47.1
	Somewhat unsatisfied	0	0.0
	Very unsatisfied	0	0.0
	Totally unsatisfied	3	17.6

Note: Responses shown only are from those who responded to the question. Missing: Blanton (12), U. Lee (4), Mills (1), Pease (2), Dade (1), Edison (1), Zumwalt (0).

Appendix K

Appendix K: Fall 2015 ACE Spot Observations Sections 2.3 and 2.5

School	Mean Number Spots	Mean Average Score	Min Spot Score	Max Spot Score	Median Spot Score	Number of Teachers w/Spots	Percent Proficient Teachers (on Average)	Number Proficient Teachers (on Average)
2.3 Clearly presents instructional content								
Fall 2015								
Blanton	3.95	1.8	1.1	2.5	1.8	44	37.2	16
U. Lee	4.29	2.1	1.3	2.6	2.1	38	65.8	25
Mills	4.45	1.8	1.4	2.7	1.8	31	19.4	6
Pease	3.45	1.7	0.5	2.5	1.7	33	24.2	8
Dade	4.87	1.9	1.3	2.4	2.0	63	60.3	38
Edison	3.94	1.6	0.0	2.5	1.8	50	36.0	18
Zumwalt	4.59	1.8	0.5	2.7	1.9	37	40.5	15
ACE	4.27	1.8	0.0	2.7	1.9	296	42.6	126
Fall 2014								
Blanton	4.79	1.7	0.9	2.4	1.7	42	21.4	9
U. Lee	4.13	1.3	0.0	2.4	1.4	39	12.8	5
Mills	5.28	1.2	0.8	1.8	1.2	32	0.0	0
Pease	4.81	1.1	0.0	2.0	1.3	37	8.1	3
Dade	2.65	1.4	0.0	2.0	1.4	43	14.0	6
Edison	4.98	1.3	0.7	2.0	1.2	46	4.3	2
Zumwalt	4.16	1.7	1.0	2.2	1.8	32	21.9	7
ACE	4.37	1.4	0.0	2.4	1.4	271	11.8	32
2.5 Engages students at all learning levels in rigorous work								
Fall 2015								
Blanton	3.95	1.8	1.0	2.7	1.8	44	39.5	17
U. Lee	4.29	2.0	1.2	2.8	2.0	38	65.8	25
Mills	4.45	1.8	1.3	2.8	1.8	31	35.5	11
Pease	3.45	1.7	0.3	2.8	1.8	33	30.3	10
Dade	4.87	1.9	0.7	2.4	1.9	63	47.6	30
Edison	3.94	1.6	0.0	2.5	1.7	50	30.0	15
Zumwalt	4.59	1.9	0.5	2.5	1.9	37	40.5	15
ACE	4.27	1.8	0.0	2.8	1.9	296	41.6	123
Fall 2014								
Blanton	4.79	1.7	1.0	2.4	1.7	42	23.8	10
U. Lee	4.13	1.2	0.0	2.4	1.4	39	15.4	6
Mills	5.28	1.2	0.8	1.8	1.2	32	0.0	0
Pease	4.81	1.1	0.0	2.0	1.4	37	5.4	2
Dade	2.65	1.4	0.5	2.5	1.4	43	16.3	7
Edison	4.98	1.2	0.5	2.1	1.2	46	2.2	1
Zumwalt	4.16	1.5	1.0	2.1	1.6	32	9.4	3
ACE	4.37	1.4	0.0	2.5	1.4	271	10.7	29

Source: January 4, 2016 (fall) and June 30, 2016 file from Dallas ISD Data Analytics and Control. Note: Only spot observations with a 'completed' status were included in calculations; Average spot observation scores of 2.0 or higher were considered 'proficient.'

Appendix K: Spring 2016 ACE Spot Observations Sections 2.3 and 2.5

School	Mean Number Spots	Mean Average Score	Min Spot Score	Max Spot Score	Median Spot Score	Number of Teachers w/Spots	Percent Proficient on Average	Number Proficient on Average
2.3 Clearly presents instructional content								
Spring 2016								
Blanton	3.98	2.0	1.3	3.0	2.0	43	55.8	24
U. Lee	3.43	2.2	0.7	2.7	2.3	40	85.0	34
Mills	3.94	2.1	1.1	3.0	2.0	32	72.4	21
Pease	3.41	1.9	1.0	2.8	2.0	34	55.9	19
Dade	4.49	2.1	1.5	2.7	2.1	65	67.7	44
Edison	5.52	1.8	0.3	2.5	1.9	50	44.0	22
Zumwalt	4.48	1.9	1.0	3.0	2.0	37	56.8	21
ACE	4.25	2.0	0.3	3.0	2.0	301	52.2	155
Spring 2015								
Blanton	4.83	1.6	0.6	2.0	1.7	42	21.4	9
U. Lee	5.24	1.6	0.0	2.8	1.5	37	29.7	11
Mills	4.76	1.6	0.9	1.9	1.6	33	0.0	0
Pease	4.81	1.4	0.5	2.0	1.4	27	3.7	1
Dade	2.24	1.4	0.0	2.7	1.5	54	20.4	11
Edison	4.48	1.6	0.4	2.5	1.5	48	20.8	10
Zumwalt	4.65	1.9	1.2	2.3	1.9	31	35.5	11
ACE	4.28	1.6	0.0	2.8	1.6	272	19.5	53
2.5 Engages students at all learning levels in rigorous work								
Spring 2016								
Blanton	3.98	1.9	0.9	2.8	2.0	43	53.5	23
U. Lee	3.43	2.1	0.8	3.0	2.2	40	72.5	29
Mills	3.94	2.1	1.5	3.0	2.0	32	64.3	18
Pease	3.41	1.9	1.0	2.8	1.8	34	41.2	14
Dade	4.48	2.0	1.3	2.8	2.0	65	50.8	33
Edison	5.52	1.7	0.3	2.5	1.8	50	34.0	17
Zumwalt	4.38	1.9	0.8	3.0	2.0	37	56.8	21
ACE	4.25	2.0	0.3	3.0	2.0	301	52.2	155
Spring 2015								
Blanton	4.83	1.5	0.6	2.2	1.6	42	16.7	7
U. Lee	5.24	1.5	0.0	2.8	1.4	37	16.2	6
Mills	4.76	1.6	0.9	2.0	1.6	33	9.1	3
Pease	4.81	1.3	0.3	2.0	1.3	27	3.7	1
Dade	2.24	1.5	0.0	2.5	1.5	54	29.6	16
Edison	4.48	1.5	0.8	2.7	1.5	48	14.6	7
Zumwalt	4.65	1.8	1.1	2.3	1.8	31	25.8	8
ACE	4.28	1.5	0.0	2.8	1.5	272	17.6	48

Source: January 4, 2016 (fall) and June 30, 2016 file from Dallas ISD Data Analytics and Control. Note: Only spot observations with a 'completed' status were included in calculations; Average spot observation scores of 2.0 or higher were considered 'proficient.'

Appendix L

2015-16 Non-ACE Improvement Required Elementary and Middle Schools

The following campuses were included in a comparison group in some analyses in this mid-term report:

T.W. Browne Middle School
E.H. Cary Middle School
Oliver W. Holmes Middle School
Boude Storey Middle School
Harold W. Lang, Sr. Middle School
Gabe P. Allen Charter School
John Neely Bryan Elementary School
Rufus C. Burleson Elementary School
John W. Carpenter Elementary School
C.F. Carr Elementary School
George W. Carver Learning Center
Paul L. Dunbar Learning Center
Albert S. Johnston Elementary School
William B. Miller Elementary School
Mount Auburn Elementary School
John F. Peeler Elementary School
J.W. Ray Learning Center
Oran M. Roberts Elementary School
San Jacinto Elementary School
Edward Titche Elementary School
George W. Truett Elementary School
Mark Twain Elementary School
Daniel Webster Elementary School
Nancy J. Cochran Elementary School
Ronald E. McNair Elementary School
Eduardo Mata Elementary School
Maria Moreno Elementary School
Leonides Gonzalez Cigarroa, M.D. Elementary School
Wilmer-Hutchins Elementary School

Appendix M

Appendix M: Fall 2015 ACE ACP Passing Rate Comparisons By Campus and Subject

Subject	% Tests with Passing Rates Over Last Year	% Tests with Passing Rates over Non-ACE IR Schools	% Tests with Passing Rates within 15 percent of District	% Tests with Passing Rates Over District
Blanton				
Mathematics	100.0	100.0	100.0	100.0
Language Arts/Reading	88.9	83.3	83.3	44.4
Science	83.3	50.0	50.0	33.3
Social Studies	83.3	33.3	33.3	33.3
All	88.9	72.2	72.2	50.0
U. Lee				
Mathematics	100.0	83.3	83.3	50.0
Language Arts/Reading	88.9	88.9	94.4	50.0
Science	100.0	83.3	83.3	66.7
Social Studies	83.3	83.3	83.3	50.0
All	91.7	86.1	88.9	52.8
Mills				
Mathematics	33.3	33.3	66.7	16.7
Language Arts/Reading	55.6	44.4	50.0	27.8
Science	40.0	20.0	20.0	20.0
Social Studies	60.0	40.0	40.0	20.0
All	50.0	38.2	47.1	23.5
Pease				
Mathematics	83.3	33.3	66.7	0.0
Language Arts/Reading	55.6	55.6	55.6	22.2
Science	100.0	66.7	66.7	0.0
Social Studies	33.3	33.3	33.3	0.0
All	66.7	47.6	57.1	9.5
Dade				
Mathematics	83.3	33.3	33.3	0.0
Language Arts/Reading	66.7	16.7	66.7	0.0
Science	100.0	100.0	100.0	100.0
Social Studies	100.0	100.0	100.0	83.3
All	75.0	60.9	75.0	45.8
Edison				
Mathematics	80.0	16.7	33.3	0.0
Language Arts/Reading	50.0	0.0	33.3	0.0
Science	80.0	40.0	50.0	0.0
Social Studies	100.0	33.3	50.0	0.0
All	62.5	21.7	41.7	0.0
Zumwalt				
Mathematics	100.0	33.3	50.0	16.7
Language Arts/Reading	83.3	66.7	100.0	50.0
Science	100.0	80.0	83.3	50.0
Social Studies	80.0	80.0	80.0	20.0
All	82.6	63.6	78.3	34.8
ACE Elementary				
Mathematics	100.0	100.0	100.0	33.3
Language Arts/Reading	88.9	83.3	94.4	38.9
Science	100.0	83.3	83.3	33.3
Social Studies	100.0	83.3	83.3	33.3
All	94.4	86.1	91.7	36.1
ACE Middle				
Mathematics	100.0	16.7	50.0	0.0
Language Arts/Reading	66.7	0.0	50.0	0.0
Science	100.0	100.0	83.3	66.7
Social Studies	100.0	100.0	100.0	16.7
All	87.5	52.2	70.8	20.8
All ACE				
Mathematics	100.0	58.3	75.0	16.7
Language Arts/Reading	83.3	62.5	83.3	29.2
Science	100.0	90.9	83.3	50.0
Social Studies	100.0	91.7	91.7	25.0
All	91.7	72.9	83.3	30.0

Appendix M: Spring 2016 ACE ACP Passing Rate Comparisons By Campus and Subject

Subject	% Tests with Passing Rates Over Last Year	% Tests with Passing Rates over Non-ACE IR Schools	% Tests with Passing Rates within 10 percent of District	% Tests with Passing Rates Over District
Blanton				
Mathematics	100.0	100.0	100.0	100.0
Language Arts/Reading	100.0	92.9	92.9	71.4
Science	100.0	100.0	100.0	100.0
Social Studies	100.0	83.3	66.7	50.0
All	100.0	92.9	89.3	75.0
U. Lee				
Mathematics	50.0	50.0	75.0	0.0
Language Arts/Reading	78.6	71.4	71.4	50.0
Science	100.0	100.0	100.0	100.0
Social Studies	66.7	66.7	66.7	66.7
All	75.0	71.4	75.0	53.6
Mills				
Mathematics	75.0	75.0	75.0	50.0
Language Arts/Reading	78.6	64.3	57.1	35.7
Science	50.0	50.0	50.0	0.0
Social Studies	40.0	60.0	40.0	20.0
All	66.7	63.0	55.6	29.6
Pease				
Mathematics	25.0	50.0	50.0	25.0
Language Arts/Reading	57.1	71.4	57.1	28.6
Science	100.0	100.0	0.0	0.0
Social Studies	66.7	66.7	33.3	0.0
All	56.3	68.8	43.8	18.8
Dade				
Mathematics	50.0	0.0	0.0	0.0
Language Arts/Reading	0.0	0.0	0.0	0.0
Science	100.0	100.0	75.0	75.0
Social Studies	66.7	50.0	25.0	0.0
All	55.6	45.5	33.3	25.0
Edison				
Mathematics	100.0	100.0	50.0	0.0
Language Arts/Reading	0.0	0.0	50.0	0.0
Science	100.0	66.7	25.0	0.0
Social Studies	33.3	0.0	0.0	0.0
All	60.0	36.4	25.0	0.0
Zumwalt				
Mathematics	100.0	100.0	100.0	50.0
Language Arts/Reading	0.0	0.0	0.0	0.0
Science	100.0	100.0	75.0	25.0
Social Studies	100.0	100.0	100.0	66.7
All	75.0	80.0	72.7	36.4
ACE Elementary				
Mathematics	75.0	100.0	100.0	25.0
Language Arts/Reading	92.9	78.6	78.6	50.0
Science	100.0	100.0	100.0	50.0
Social Studies	100.0	83.3	66.7	33.3
All	92.9	85.7	82.1	42.9
ACE Middle				
Mathematics	100.0	0.0	0.0	0.0
Language Arts/Reading	0.0	0.0	0.0	0.0
Science	100.0	66.7	75.0	50.0
Social Studies	66.7	25.0	25.0	0.0
All	70.0	27.3	33.3	16.7
All ACE				
Mathematics	83.3	66.7	66.7	16.7
Language Arts/Reading	81.3	68.8	68.8	43.8
Science	100.0	85.7	87.5	50.0
Social Studies	88.9	60.0	50.0	20.0
All	86.8	69.2	67.5	35.0

Appendix N

Appendix N: Fall 2015 ACE Core Subjects ACP Passing Rates – Elementary School - Blanton, Umphrey Lee, and Mills

Test	Blanton					U. Lee					Mills				
	F14	F15	Δ from F14	Δ Dist F15	Δ Non-ACE IR F15	F14	F15	Δ from F14	Δ Dist F15	Δ Non-ACE IR F15	F14	F15	Δ from F14	Δ Dist F15	Δ Non-ACE IR F15
K Mathematics	83.0	92.0	9.0	6.5	10.9	78.8	92.5	13.7	7.0	11.4	84.7	81.5	-3.2	-4.0	0.4
Grade 1 Mathematics	80.7	88.4	7.7	5.7	13.0	72.6	80.2	7.6	-2.5	4.8	78.9	72.1	-6.8	-10.6	-3.3
Grade 2 Mathematics	72.7	86.8	14.1	3.8	10.7	78.4	84.6	6.2	1.6	8.5	66.7	70.6	3.9	-12.4	-5.5
Grade 2 Mathematics SP	*	-	N/A	N/A	N/A	*	-	N/A	N/A	N/A	-	-	N/A	N/A	N/A
Grade 3 Mathematics	36.8	59.0	22.2	7.3	20.3	21.5	75.0	53.5	23.3	36.3	50.8	30.6	-20.2	-21.1	-8.1
Grade 3 Mathematics SP	*	*	N/A	N/A	N/A	-	-	N/A	N/A	N/A	-	-	N/A	N/A	N/A
Grade 4 Mathematics	35.7	73.8	38.1	12.0	27.8	27.4	61.5	34.1	-0.3	15.5	71.2	44.6	-26.6	-17.2	-1.4
Grade 4 Mathematics SP	-	-	N/A	N/A	N/A	-	-	N/A	N/A	N/A	-	-	N/A	N/A	N/A
Grade 5 Mathematics	23.6	66.3	42.7	5.0	19.6	21.3	41.1	19.8	-20.2	-5.6	35.4	72.3	36.9	11.0	25.6
Grade 5 Mathematics SP	-	*	N/A	N/A	N/A	-	*	N/A	N/A	N/A	-	-	N/A	N/A	N/A
Kindergarten Reading	93.9	91.7	-2.2	-2.3	0.7	85.5	100.0	14.5	6.0	9.0	83.3	97.1	13.8	3.1	6.1
Kindergarten Reading SP	94.0	100.0	6.0	5.3	7.7	88.5	92.9	4.4	-1.8	0.6	96.7	100.0	3.3	5.3	7.7
Grade 1 Reading	78.9	91.7	12.8	7.6	13.2	69.1	88.2	19.1	4.1	9.7	76.7	82.9	6.2	-1.2	4.4
Grade 1 Reading SP	71.1	100.0	28.9	8.7	10.6	80.8	92.9	12.1	1.6	3.5	85.2	69.2	-16.0	-22.1	-20.2
Grade 2 Reading	36.8	64.7	27.9	-8.1	2.7	60.3	64.2	3.9	-8.6	2.2	44.2	57.7	13.5	-15.1	-4.3
Grade 2 Reading SP	58.8	90.7	31.9	8.6	14.3	86.1	79.2	-6.9	-2.9	2.8	62.1	54.2	-7.9	-27.9	-22.2
Grade 3 Language Arts	32.0	46.7	14.7	-4.6	8.4	34.7	50.0	15.3	-1.3	11.7	25.8	29.4	3.6	-21.9	-8.9
Grade 3 Language Arts SP	34.4	63.0	28.6	7.6	22.5	52.4	67.6	15.2	12.2	27.1	53.8	26.7	-27.1	-28.7	-13.8
Grade 3 Reading	31.4	46.7	15.3	-5.8	7.2	31.9	50.0	18.1	-2.5	10.5	29.0	29.4	0.4	-23.1	-10.1
Grade 3 Reading SP	40.8	73.6	32.8	12.5	24.4	47.6	91.2	43.6	30.1	42.0	61.5	40.0	-21.5	-21.1	-9.2
Grade 4 Language Arts	31.0	37.5	6.5	-20.6	-5.1	27.4	62.3	34.9	4.2	19.7	43.3	25.6	-17.7	-32.5	-17.0
Grade 4 Language Arts SP	43.9	60.3	16.4	-2.5	9.7	41.7	82.4	40.7	19.6	31.8	72.4	61.5	-10.9	-1.3	10.9
Grade 4 Reading	41.9	46.0	4.1	-18.8	-3.8	32.9	68.3	35.4	3.5	18.5	50.0	43.6	-6.4	-21.2	-6.2
Grade 4 Reading SP	41.5	67.9	26.4	0.5	8.9	66.7	82.4	15.7	15.0	23.4	57.1	53.8	-3.3	-13.6	-5.2
Grade 5 Language Arts	49.2	64.9	15.7	-3.4	9.6	45.8	55.0	9.2	-13.3	-0.3	51.2	55.6	4.4	-12.7	0.3
Grade 5 Language Arts SP	40.0	72.7	32.7	8.2	20.3	77.3	64.3	-13.0	-0.2	11.9	39.1	75.0	35.9	10.5	22.6
Grade 5 Reading	53.8	48.7	-5.1	-22.2	-9.8	43.1	48.3	5.2	-22.6	-10.2	47.6	74.1	26.5	3.2	15.6
Grade 5 Reading SP	36.1	71.4	35.3	-1.6	9.0	63.6	64.3	0.7	-8.7	1.9	34.8	90.0	55.2	17.0	27.6
Grade 3 Science	17.3	23.3	6.0	-35.2	-22.6	31.0	66.0	35.0	7.5	20.1	15.6	17.6	2.0	-40.9	-28.3
Grade 3 Science SP	23.4	59.3	35.9	-4.5	14.6	52.4	88.2	35.8	24.4	43.5	57.7	33.3	-24.4	-30.5	-11.4
Grade 4 Science	39.5	35.0	-4.5	-28.5	-8.4	23.6	52.5	28.9	-11.0	9.1	56.3	35.9	-20.4	-27.6	-7.5
Grade 4 Science SP	14.6	90.5	75.9	23.1	36.8	41.7	88.2	46.5	20.8	34.5	48.1	34.6	-13.5	-32.8	-19.1
Grade 5 Science	29.1	43.2	14.1	-23.3	-8.2	26.8	48.3	21.5	-18.2	-3.1	46.3	69.6	23.3	3.1	18.2
Grade 5 Science SP	22.9	88.4	65.5	21.4	41.9	60.9	78.5	17.6	11.5	32.0	34.8	*	N/A	N/A	N/A
Grade 3 Social Studies	35.3	46.7	11.4	-17.2	-2.7	45.1	70.4	25.3	6.5	21.0	50.0	35.3	-14.7	-28.6	-14.1
Grade 3 Social Studies SP	45.3	83.3	38.0	14.7	30.8	42.9	88.2	45.3	19.6	35.7	53.8	43.3	-10.5	-25.3	-9.2
Grade 4 Social Studies	4.7	10.0	5.3	-30.4	-9.9	5.5	32.8	27.3	-7.6	12.9	13.3	15.4	2.1	-25.0	-4.5
Grade 4 Social Studies SP	7.3	47.6	40.3	1.0	12.0	41.7	70.6	28.9	24.0	35.0	25.0	38.5	13.5	-8.1	2.9
Grade 5 Social Studies	37.8	37.8	0.0	-16.0	-1.5	23.9	31.7	7.8	-22.1	-7.6	23.8	81.8	58.0	28.0	42.5
Grade 5 Social Studies SP	24.5	31.8	7.3	-15.5	-0.8	60.9	42.9	-18.0	-4.4	10.3	17.4	*	N/A	N/A	N/A

Note: All differences shown in percentage points; * = fewer than five students took test; - = zero students took test, N/A = Not Applicable; Δ from F14 = Difference from fall 2014; Δ Dist F15 = Difference from district fall 2015; Δ Non-ACE IR F15 = Difference from Non-ACE Improvement Required schools; SP = Spanish Language (English unless have this designation). Positive comparisons are highlighted in blue bold.

Appendix N: Fall 2015 ACE Core Subjects ACP Passing Rates – Elementary School - Pease and Overall

Test	Pease					ACE			District		Non-ACE IR	
	F14	F15	Δ from F14	Δ Dist F15	Δ Non-ACE IR F15	F15	F14	Δ ACE F14	Dist F15	Δ Dist F15	F15	Δ Non-ACE IR F15
K Mathematics	89.7	84.4	-5.3	-1.1	3.3	88.1	84.0	4.1	85.5	2.6	81.1	7.0
Grade 1 Mathematics	66.2	73.4	7.2	-9.3	-2.0	79.5	74.5	5.0	82.7	-3.2	75.4	4.1
Grade 2 Mathematics	71.6	73.6	2.0	-9.4	-2.5	80.0	72.9	7.1	83.0	-3.0	76.1	3.9
Grade 2 Mathematics SP	-	-	N/A	N/A	N/A	-	*	N/A	80.0	N/A	*	N/A
Grade 3 Mathematics	30.1	48.4	18.3	-3.3	9.7	54.9	30.1	24.8	51.7	3.2	38.7	16.2
Grade 3 Mathematics SP	-	-	N/A	N/A	N/A	*	*	N/A	53.5	N/A	37.9	N/A
Grade 4 Mathematics	38.0	39.5	1.5	-22.3	-6.5	56.3	40.9	15.4	61.8	-5.5	46.0	10.3
Grade 4 Mathematics SP	-	-	N/A	N/A	N/A	-	-	N/A	52.9	N/A	60.0	N/A
Grade 5 Mathematics	26.8	45.6	18.8	-15.7	-1.1	54.5	26.0	28.5	61.3	-6.8	46.7	7.8
Grade 5 Mathematics SP	-	-	N/A	N/A	N/A	*	-	N/A	47.6	N/A	50.0	N/A
Kindergarten Reading	98.7	94.7	-4.0	0.7	3.7	95.4	91.6	3.8	94.0	1.4	91.0	4.4
Kindergarten Reading SP	-	-	N/A	N/A	N/A	97.7	93.4	4.3	94.7	3.0	92.3	5.4
Grade 1 Reading	81.2	79.2	-2.0	-4.9	0.7	85.1	76.1	9.0	84.1	1.0	78.5	6.6
Grade 1 Reading SP	-	-	N/A	N/A	N/A	90.1	77.6	12.5	91.3	-1.2	89.4	0.7
Grade 2 Reading	47.1	53.8	6.7	-19.0	-8.2	59.5	48.8	10.7	72.8	-13.3	62.0	-2.5
Grade 2 Reading SP	-	-	N/A	N/A	N/A	78.0	68.1	9.9	82.1	-4.1	76.4	1.6
Grade 3 Language Arts	47.6	52.1	4.5	0.8	13.8	47.2	37.6	9.6	51.3	-4.1	38.3	8.9
Grade 3 Language Arts SP	-	-	N/A	N/A	N/A	55.1	42.3	12.8	55.4	-0.3	40.5	14.6
Grade 3 Reading	39.3	52.1	12.8	-0.4	12.6	47.2	34.0	13.2	52.5	-5.3	39.5	7.7
Grade 3 Reading SP	-	-	N/A	N/A	N/A	70.1	46.8	23.3	61.1	9.0	49.2	20.9
Grade 4 Language Arts	40.3	48.2	7.9	-9.9	5.6	46.2	34.6	11.6	58.1	-11.9	42.6	3.6
Grade 4 Language Arts SP	-	-	N/A	N/A	N/A	64.2	43.7	20.5	62.8	1.4	50.6	13.6
Grade 4 Reading	40.0	45.3	5.3	-19.5	-4.5	51.1	39.4	11.7	64.8	-13.7	49.8	1.3
Grade 4 Reading SP	-	-	N/A	N/A	N/A	66.7	50.6	16.1	67.4	-0.7	59.0	7.7
Grade 5 Language Arts	69.0	47.2	-21.8	-21.1	-8.1	53.5	54.2	-0.7	68.3	-14.8	55.3	-1.8
Grade 5 Language Arts SP	-	-	N/A	N/A	N/A	71.8	51.4	20.4	64.5	7.3	52.4	19.4
Grade 5 Reading	62.0	48.9	-13.1	-22.0	-9.6	51.9	51.9	0.0	70.9	-19.0	58.5	-6.6
Grade 5 Reading SP	-	-	N/A	N/A	N/A	75.0	43.2	31.8	73.0	2.0	62.4	12.6
Grade 3 Science	38.1	54.3	16.2	-4.2	8.4	46.9	28.5	18.4	58.5	-11.6	45.9	1.0
Grade 3 Science SP	-	-	N/A	N/A	N/A	61.0	36.9	24.1	63.8	-2.8	44.7	16.3
Grade 4 Science	30.0	59.8	29.8	-3.7	16.4	49.3	33.6	15.7	63.5	-14.2	43.4	5.9
Grade 4 Science SP	-	-	N/A	N/A	N/A	76.4	30.0	46.4	67.4	9.0	53.7	22.7
Grade 5 Science	29.0	46.1	17.1	-20.4	-5.3	50.9	31.4	19.5	66.5	-15.6	51.4	-0.5
Grade 5 Science SP	-	-	N/A	N/A	N/A	84.5	37.0	47.5	67.0	17.5	46.5	38.0
Grade 3 Social Studies	38.6	58.5	19.9	-5.4	9.1	56.1	41.4	14.7	63.9	-7.8	49.4	6.7
Grade 3 Social Studies SP	-	-	N/A	N/A	N/A	74.6	46.8	27.8	68.6	6.0	52.5	22.1
Grade 4 Social Studies	15.7	15.1	-0.6	-25.3	-4.8	19.0	9.7	9.3	40.4	-21.4	19.9	-0.9
Grade 4 Social Studies SP	-	-	N/A	N/A	N/A	49.1	18.5	30.6	46.6	2.5	35.6	13.5
Grade 5 Social Studies	32.9	31.1	-1.8	-22.7	-8.2	42.0	29.1	12.9	53.8	-11.8	39.3	2.7
Grade 5 Social Studies SP	-	-	N/A	N/A	N/A	33.9	31.3	2.6	47.3	-13.4	32.6	1.3

Note: All differences shown in percentage points; * = fewer than five students took test; - = zero students took test, N/A = Not Applicable; Δ from F14 = Difference from fall 2014; Δ Dist F15 = Difference from district fall 2015; Δ Non-ACE IR F15 = Difference from Non-ACE Improvement Required schools; SP = Spanish Language (Tests are in English unless they have this designation). Positive comparisons are highlighted in **blue bold**.

Appendix N: Fall 2015 ACE Core Subjects ACP Passing Rates – Middle School – Dade, Edison, and Zumwalt

Test	Dade					Edison					Zumwalt				
	F14	F15	Δ from F14	Δ Dist F15	Δ Non-ACE IR F15	F14	F15	Δ from F14	Δ Dist F15	Δ Non-ACE IR F15	F14	F15	Δ from F14	Δ Dist F15	Δ Non-ACE IR F15
Mathematics 6	39.4	51.3	11.9	-5.9	6.9	36.7	36.1	-0.6	-21.1	-8.3	26.2	39.6	13.4	-17.6	-4.8
Mathematics 6 Pre-AP	33.3	27.8	-5.5	-42.6	-25.8	52.9	63.6	10.7	-6.8	10.0	0.0	40.0	40.0	-30.4	-13.6
Mathematics 7	35.6	38.9	3.3	-16.0	-5.5	26.5	34.4	7.9	-20.5	-10.0	33.0	49.6	16.6	-5.3	5.2
Mathematics 7 Pre-AP	23.5	54.3	30.8	-16.1	-15.9	21.7	48.5	26.8	-21.9	-21.7	50.0	55.0	5.0	-15.4	-15.2
Mathematics 8	29.0	54.8	25.8	-2.4	4.7	37.2	49.6	12.4	-7.6	-0.5	29.7	45.9	16.2	-11.3	-4.2
Algebra I Pre-AP	23.1	31.9	8.8	-30.4	-4.1	*	18.5	N/A	-43.8	-17.5	33.3	62.5	29.2	0.2	26.5
Reading Language Arts 6	39.2	50.3	11.1	-11.4	-1.3	40.9	49.2	8.3	-12.5	-2.4	40.4	54.2	13.8	-7.5	2.6
Reading Language Arts 6 Pre-AP	61.8	43.1	-18.7	-36.1	-35.0	66.7	50.0	-16.7	-29.2	-28.1	35.0	95.0	60.0	15.8	16.9
Reading Language Arts 7	43.4	56.7	13.3	-5.1	-1.5	42.9	43.8	0.9	-18.0	-14.4	51.4	57.4	6.0	-4.4	-0.8
Reading Language Arts 7 Pre-AP	47.9	68.6	20.7	-11.8	6.7	47.4	37.8	-9.6	-42.6	-24.1	60.0	70.6	10.6	-9.8	8.7
Reading Language Arts 8	51.5	55.5	4.0	-10.5	-6.9	47.3	57.3	10.0	-8.7	-5.1	54.9	66.7	11.8	0.7	4.3
Reading Language Arts 8 Pre-AP	67.5	57.8	-9.7	-24.7	-11.5	60.0	41.7	-18.3	-40.8	-27.6	85.7	85.7	0.0	3.2	16.4
Science 6	48.5	78.8	30.3	19.1	32.9	34.7	46.6	11.9	-13.1	0.7	40.8	60.5	19.7	0.8	14.6
Science 6 Pre-AP	-	78.1	N/A	2.2	17.9	62.5	50.0	-12.5	-25.9	-10.2	-	53.8	N/A	-22.1	-6.4
Science 7	20.8	81.6	60.8	28.6	36.3	27.5	32.7	5.2	-20.3	-12.6	39.3	47.9	8.6	-5.1	2.6
Science 7 Pre-AP	32.4	88.4	56.0	6.8	42.7	41.2	75.0	33.8	-6.6	29.3	26.5	80.0	53.5	-1.6	34.3
Science 8	46.0	94.5	48.5	33.6	43.6	28.9	44.6	15.7	-16.3	-6.3	53.0	62.8	9.8	1.9	11.9
Astronomy 8	-	80.0	N/A	28.5	N/A	-	47.4	N/A	-4.1	N/A	-	71.4	N/A	19.9	N/A
Social Studies 6	32.8	57.2	24.4	1.8	16.1	21.6	28.5	6.9	-26.9	-12.6	24.5	51.9	27.4	-3.5	10.8
Social Studies 6 Pre-AP	-	71.2	N/A	-9.6	10.9	-	72.7	N/A	-8.1	12.4	-	-	N/A	N/A	N/A
Texas Studies 7	25.6	64.8	39.2	11.3	20.7	22.2	38.5	16.3	-15.0	-5.6	38.5	47.6	9.1	-5.9	3.5
Texas Studies 7 Pre-AP	47.2	82.4	35.2	3.1	35.9	38.1	54.5	16.4	-24.8	8.0	75.0	31.3	-43.7	-48.0	-15.2
US Studies 8	49.8	55.2	5.4	2.0	11.7	37.5	41.9	4.4	-11.3	-1.6	20.0	69.2	49.2	16.0	25.7
US Studies 8 Pre-AP	50.0	81.5	31.5	5.7	24.2	*	41.9	N/A	-33.9	-15.4	58.3	75.0	16.7	-0.8	17.7

Note: All differences shown in percentage points; * = fewer than five students took test; - = zero students took test, N/A = Not Applicable; Δ from F14 = Difference from fall 2014; Δ Dist F15 = Difference from district fall 2015; Δ Non-ACE IR F15 = Difference from Non-ACE Improvement Required schools; SP = Spanish Language (Tests are in English unless they have this designation). Positive comparisons are highlighted in **blue bold**.

Appendix N: Fall 2015 ACE Core Subjects ACP Passing Rates – Middle School – Overall

Test	ACE			District		Non-ACE IR Schools	
	F15	F14	Δ ACE F14	Dist F15	Δ Dist F15	F15	Δ Non-ACE IR F15
Mathematics 6	43.1	35.3	7.8	57.2	-14.1	44.4	-1.3
Mathematics 6 Pre-AP	37.0	36.7	0.3	70.4	-33.4	53.6	-16.6
Mathematics 7	41.1	32.1	9.0	54.9	-13.8	44.4	-3.3
Mathematics 7 Pre-AP	52.8	28.8	24.0	70.4	-17.6	70.2	-17.4
Mathematics 8	51.1	31.5	19.6	57.2	-6.1	50.1	1.0
Algebra I Pre-AP	33.0	27.9	5.1	62.3	-29.3	36.0	-3.0
Reading Language Arts 6	51.2	40.0	11.2	61.7	-10.5	51.6	-0.4
Reading Language Arts 6 Pre-AP	53.6	55.1	-1.5	79.2	-25.6	78.1	-24.5
Reading Language Arts 7	53.6	45.2	8.4	61.8	-8.2	58.2	-4.6
Reading Language Arts 7 Pre-AP	59.7	49.4	10.3	80.4	-20.7	61.9	-2.2
Reading Language Arts 8	59.1	51.1	8.0	66.0	-6.9	62.4	-3.3
Reading Language Arts 8 Pre-AP	54.8	68.9	-14.1	82.5	-27.7	69.3	-14.5
Science 6	53.4	42.8	10.6	59.7	-6.3	45.9	7.5
Science 6 Pre-AP	68.4	62.5	5.9	75.9	-7.5	60.2	8.2
Science 7	57.9	27.3	30.6	53.0	4.9	45.3	12.6
Science 7 Pre-AP	83.8	50.7	33.1	81.6	2.2	45.7	38.1
Science 8	72.1	42.6	29.5	60.9	11.2	50.9	21.2
Astronomy 8	68.9	-	68.9	51.5	17.4	N/A	N/A
Social Studies 6	46.8	27.5	19.3	55.4	-8.6	41.1	5.7
Social Studies 6 Pre-AP	71.6	-	N/A	80.8	-9.2	60.3	11.3
Texas Studies 7	52.6	27.6	25.0	53.5	-0.9	44.1	8.5
Texas Studies 7 Pre-AP	67.5	47.7	19.8	79.3	-11.8	46.5	21.0
US Studies 8	54.8	39.0	15.8	53.2	1.6	43.5	11.3
US Studies 8 Pre-AP	68.2	50.9	17.3	75.8	-7.6	57.3	10.9

Note: All differences shown in percentage points; * = fewer than five students took test; - = zero students took test, N/A = Not Applicable; Δ from S15 = Difference from spring 2015; Δ Dist S16 = Difference from district spring 2016; Δ Non-ACE IR S16 = Difference from Non-ACE Improvement Required schools spring 2016; SP = Spanish Language (Tests are in English unless they have this designation). Positive comparisons are highlighted in **blue bold**.

Appendix N: Spring 2016 ACE Core Subjects ACP Passing Rates – Elementary School - Blanton, Umphrey Lee, and Mills

Test	Blanton					U. Lee					Mills				
	S15	S16	Δ from S15	Δ Dist S16	Δ Non-ACE IR S16	S15	S16	Δ from S15	Δ Dist S16	Δ Non-ACE IR S16	S15	S16	Δ from S15	Δ Dist S16	Δ Non-ACE IR S16
K Mathematics	84.5	97.7	13.2	8.5	11.7	87.2	86.2	-1.0	-3.0	0.2	78.1	94.0	15.9	4.8	8.0
Grade 1 Mathematics	88.5	95.6	7.1	7.2	11.6	93.4	85.1	-8.3	-3.3	1.1	88.9	72.4	-16.5	-16.0	-11.6
Grade 2 Mathematics	62.1	90.5	28.4	14.8	24.3	65.3	65.9	0.6	-9.8	-0.3	48.6	72.9	24.3	-2.8	6.7
Grade 5 Mathematics	33.0	85.9	52.9	15.1	30.2	33.7	50.0	16.3	-20.8	-5.7	22.2	82.2	60.0	11.4	26.5
Kindergarten Reading	87.8	100.0	12.2	10.1	14.3	90.2	89.7	-0.5	-0.2	4.0	85.7	93.9	8.2	4.0	8.2
Kindergarten Reading SP	95.8	97.5	1.7	3.8	4.3	88.5	72.0	-16.5	-21.7	-21.2	90.3	94.1	3.8	0.4	0.9
Grade 1 Reading	69.4	86.0	16.6	9.9	17.5	53.8	79.4	25.6	3.3	10.9	74.1	84.4	10.3	8.3	15.9
Grade 1 Reading SP	76.2	95.7	19.5	11.3	12.1	80.8	84.6	3.8	0.2	1.0	74.1	83.3	9.2	-1.1	-0.3
Grade 2 Reading	40.5	75.8	35.3	6.8	19.1	42.4	47.5	5.1	-21.5	-9.2	40.0	68.0	28.0	-1.0	11.3
Grade 2 Reading SP	74.0	97.6	23.6	16.2	24.7	82.9	91.3	8.4	9.9	18.4	55.2	66.7	11.5	-14.7	-6.2
Grade 3 Language Arts	46.0	53.6	7.6	-9.9	2.1	50.8	74.5	23.7	11.0	23.0	35.5	37.5	2.0	-26.0	-14.0
Grade 3 Language Arts SP	53.2	72.2	19.0	8.3	21.8	73.7	78.1	4.4	14.2	27.7	64.0	40.0	-24.0	-23.9	-10.4
Grade 4 Language Arts	45.2	61.4	16.2	-4.4	13.2	25.0	58.5	33.5	-7.3	10.3	61.5	42.1	-19.4	-23.7	-6.1
Grade 4 Language Arts SP	48.7	69.0	20.3	3.1	16.6	63.6	75.0	11.4	9.1	22.6	62.1	53.8	-8.3	-12.1	1.4
Grade 5 Language Arts	44.2	58.3	14.1	-16.6	-6.4	38.1	65.5	27.4	-9.4	0.8	48.2	69.2	21.0	-5.7	4.5
Grade 5 Language Arts SP	29.4	81.0	51.6	5.2	12.9	72.7	50.0	-22.7	-25.8	-18.1	42.9	82.4	39.5	6.6	14.3
Grade 5 Reading	44.2	63.9	19.7	-2.5	13.0	28.1	43.9	15.8	-22.5	-7.0	51.8	57.7	5.9	-8.7	6.8
Grade 5 Reading SP	50.0	90.5	40.5	13.5	21.8	63.6	92.9	29.3	15.9	24.2	28.6	100.0	71.4	23.0	31.3
Grade 3 Science	43.1	75.0	31.9	11.1	24.7	25.4	64.8	39.4	0.9	14.5	12.9	25.0	12.1	-38.9	-25.3
Grade 3 Science SP	22.6	75.9	53.3	12.7	31.9	40.0	96.7	56.7	33.5	52.7	52.0	26.7	-25.3	-36.5	-17.3
Grade 4 Science	11.6	72.5	60.9	8.3	30.1	15.5	64.8	49.3	0.6	22.4	40.7	60.5	19.8	-3.7	18.1
Grade 4 Science SP	12.8	90.5	77.7	27.4	46.7	46.2	81.3	35.1	18.2	37.5	60.7	57.7	-3.0	-5.4	13.9
Grade 3 Social Studies	23.5	35.7	12.2	-24.3	-8.6	22.2	65.4	43.2	5.4	21.1	16.1	12.9	-3.2	-47.1	-31.4
Grade 3 Social Studies SP	22.6	70.4	47.8	7.8	28.2	35.0	96.8	61.8	34.2	54.6	36.0	33.3	-2.7	-29.3	-8.9
Grade 4 Social Studies	13.6	42.5	28.9	-5.2	16.4	8.6	50.0	41.4	2.3	23.9	23.1	34.2	11.1	-13.5	8.1
Grade 4 Social Studies SP	2.6	73.0	70.4	24.2	42.0	28.6	87.5	58.9	38.7	56.5	44.8	42.3	-2.5	-6.5	11.3
Grade 5 Social Studies	27.8	47.2	19.4	-7.2	9.6	28.1	19.0	-9.1	-35.4	-18.6	32.1	83.7	51.6	29.3	46.1
Grade 5 Social Studies SP	19.2	38.1	18.9	-13.1	8.7	63.6	28.6	-35.0	-22.6	-0.8	14.3	*	N/A	N/A	N/A

Note: All differences shown in percentage points; * = fewer than five students took test; - = zero students took test, N/A = Not Applicable; Δ from S15 = Difference from spring 2015; Δ Dist S16 = Difference from district spring 2016; Δ Non-ACE IR S16 = Difference from Non-ACE Improvement Required schools spring 2016; SP = Spanish Language (Tests are in English unless they have this designation). Positive comparisons are highlighted in **blue bold**.

Appendix N: Spring 2016 ACE Core Subjects ACP Passing Rates – Elementary School - Pease and Overall

Test	Pease					ACE			District		Non-ACE IR	
	S15	S16	Δ from S15	Δ Dist S16	Δ Non-ACE IR S16	S16	S15	Δ ACE S15	Dist S16	Δ Dist S16	S16	Δ Non-ACE IR S16
K Mathematics	93.2	90.4	-2.8	1.2	4.4	92.4	85.7	6.7	89.2	3.2	86.0	6.4
Grade 1 Mathematics	88.2	87.2	-1.0	-1.2	3.2	86.3	90.0	-3.7	88.4	-2.1	84.0	2.3
Grade 2 Mathematics	62.5	59.7	-2.8	-16.0	-6.5	71.9	60.3	11.6	75.7	-3.8	66.2	5.7
Grade 5 Mathematics	33.8	53.0	19.2	-17.8	-2.7	66.3	31.1	35.2	70.8	-4.5	55.7	10.6
Kindergarten Reading	95.7	97.2	1.5	7.3	11.5	95.8	90.6	5.2	89.9	5.9	85.7	10.1
Kindergarten Reading SP		-	N/A	N/A	N/A	89.0	92.4	-3.4	93.7	-4.7	93.2	-4.2
Grade 1 Reading	77.3	71.2	-6.1	-4.9	2.7	78.7	68.0	10.7	76.1	2.6	68.5	10.2
Grade 1 Reading SP		-	N/A	N/A	N/A	89.7	76.8	12.9	84.4	5.3	83.6	6.1
Grade 2 Reading	48.6	57.3	8.7	-11.7	0.6	58.9	43.7	15.2	69.0	-10.1	56.7	2.2
Grade 2 Reading SP		-	N/A	N/A	N/A	87.5	71.3	16.2	81.4	6.1	72.9	14.6
Grade 3 Language Arts	42.3	54.4	12.1	-9.1	2.9	56.8	44.5	12.3	63.5	-6.7	51.5	5.3
Grade 3 Language Arts SP		-	N/A	N/A	N/A	65.5	59.4	6.1	63.9	1.6	50.4	15.1
Grade 4 Language Arts	33.3	52.5	19.2	52.5	4.3	56.5	37.1	19.4	65.8	-9.3	48.2	8.3
Grade 4 Language Arts SP		-	NA	NA	NA	66.0	55.7	10.3	65.9	0.1	52.4	13.6
Grade 5 Language Arts	59.7	50.6	-9.1	-24.3	-14.1	58.6	47.9	10.7	74.9	-16.3	64.7	-6.1
Grade 5 Language Arts SP		-	NA	NA	NA	75.3	46.0	29.3	75.8	-0.5	68.1	7.2
Grade 5 Reading	53.7	36.1	-17.6	-30.3	-14.8	46.0	44.4	1.6	66.4	-20.4	50.9	-4.9
Grade 5 Reading SP		-	NA	NA	NA	93.3	52.4	40.9	77.0	16.3	68.7	24.6
Grade 3 Science	35.5	52.6	17.1	-11.3	2.3	54.7	31.2	23.5	63.9	-9.2	50.3	4.4
Grade 3 Science SP		-	NA	NA	NA	68.4	32.7	35.7	63.2	5.2	44.0	24.4
Grade 4 Science	42.4	47.5	5.1	-16.7	5.1	59.0	27.3	31.7	64.2	-5.2	42.4	16.6
Grade 4 Science SP		-	NA	NA	NA	81.0	35.0	46.0	63.1	17.9	43.8	37.2
Grade 3 Social Studies	17.9	51.3	33.4	-8.7	7.0	46.6	20.2	26.4	60.0	-13.4	44.3	2.3
Grade 3 Social Studies SP		-	NA	NA	NA	67.8	28.0	39.8	62.6	5.2	42.2	25.6
Grade 4 Social Studies	15.2	27.5	12.3	-20.2	1.4	37.3	13.9	23.4	47.7	-10.4	26.1	11.2
Grade 4 Social Studies SP		-	NA	NA	NA	67.6	22.2	45.4	48.8	18.8	31.0	36.6
Grade 5 Social Studies	19.1	18.5	-0.6	-35.9	-19.1	36.2	26.3	9.9	54.4	-18.2	37.6	-1.4
Grade 5 Social Studies SP		-	NA	NA	NA	34.5	30.9	3.6	51.2	-16.7	29.4	5.1

Note: All differences shown in percentage points; * = fewer than five students took test; - = zero students took test, N/A = Not Applicable; Δ from S15 = Difference from spring 2015; Δ Dist S16 = Difference from district spring 2016; Δ Non-ACE IR S16 = Difference from Non-ACE Improvement Required schools spring 2016; SP = Spanish Language (Tests are in English unless they have this designation). Positive comparisons are highlighted in **blue bold**.

Appendix N: Spring 2016 ACE Core Subjects ACP Passing Rates – Middle School – Dade, Edison, and Zumwalt

Test	Dade					Edison					Zumwalt				
	S15	S16	Δ from S15	Δ Dist S16	Δ Non-ACE IR S16	S15	S16	Δ from S15	Δ Dist S16	Δ Non-ACE IR S16	S15	S16	Δ from S15	Δ Dist S16	Δ Non-ACE IR S16
Mathematics 7 Pre-AP	17.4	30.6	13.2	-31.4	-11.2	19.0	43.5	24.5	-18.5	1.7	60.0	73.3	13.3	11.3	31.5
Mathematics 8	22.1	14.2	-7.9	-38.3	-25.3	26.0	43.4	17.4	-9.1	3.9	23.5	50.0	26.5	-2.5	10.5
Reading Language Arts 8	72.4	32.5	-39.9	-32.3	-23.6	57.3	55.1	-2.2	-9.7	-1.0	65.4	54.4	-11.0	-10.4	-1.7
Reading Language Arts 8 Pre-AP	77.5	53.1	-24.4	-30.8	-11.8	66.7	58.6	-8.1	-25.3	-6.3	85.7	60.0	-25.7	-23.9	-4.9
Science 6	38.2	74.8	36.6	21.9	41.0	20.2	39.4	19.2	-13.5	5.6	35.5	67.0	31.5	14.1	33.2
Science 6 Pre-AP	-	95.7	-	12.3	17.5	77.8	78.6	0.8	-4.8	0.4	-	81.8	-	-1.6	3.6
Science 7	46.9	86.7	39.8	12.0	19.3	40.6	57.4	16.8	-17.3	-10.0	42.9	73.0	30.1	-1.7	5.6
Astronomy 8	-	18.8	-	-29.0	-	-	10.5	-	-37.3	-	-	33.3	-	-14.5	-
Social Studies 6	34.7	61.8	27.1	-0.8	10.4	20.9	26.8	5.9	-35.8	-24.6	22.5	65.6	43.1	3.0	14.2
Social Studies 6 Pre-AP	-	70.1	-	-12.7	-0.3	-	60.9	-	-21.9	-9.5	*	-	-	-	-
Texas Studies 7	32.2	40.7	8.5	-23.3	-16.0	57.1	38.2	-18.9	-25.8	-18.5	50.0	72.5	22.5	8.5	15.8
Texas Studies 7 Pre-AP	54.5	53.2	-1.3	-27.7	1.6	88.9	48.4	-40.5	-32.5	-3.2	*	71.4	N/A	-9.5	19.8

Note: All differences shown in percentage points; * = fewer than five students took test; - = zero students took test, N/A = Not Applicable; Δ from S15 = Difference from spring 2015; Δ Dist S16 = Difference from district spring 2016; Δ Non-ACE IR S16 = Difference from Non-ACE Improvement Required schools spring 2016; SP = Spanish Language (Tests are in English unless they have this designation). Positive comparisons are highlighted in **blue bold**.

Appendix N: Spring 2016 ACE Core Subjects ACP Passing Rates – Middle School – Overall

Test	ACE			District		Non-ACE IR Schools	
	S16	S15	Δ ACE S15	Dist S16	Δ Dist S16	S16	Δ Non-ACE IR S16
Mathematics 7 Pre-AP	40.0	28.8	11.2	62.0	-22.0	41.8	-1.8
Mathematics 8	33.3	23.5	9.8	52.5	-19.2	39.5	-6.2
Reading Language Arts 8	46.3	66.1	-19.8	64.8	-18.5	56.1	-9.8
Reading Language Arts 8 Pre-AP	55.0	76.0	-21.0	83.9	-28.9	64.9	-9.9
Science 6	61.8	32.8	29.0	52.9	8.9	33.8	28.0
Science 6 Pre-AP	89.8	70.0	19.8	83.4	6.4	78.2	11.6
Science 7	74.7	44.0	30.7	74.7	0.0	67.4	7.3
Astronomy 8	17.5	-	-	47.8	-30.3	N/A	-
Social Studies 6	52.6	27.9	24.7	62.6	-10.0	51.4	1.2
Social Studies 6 Pre-AP	67.8	*	-	82.8	-15.0	70.4	-2.6
Texas Studies 7	49.6	43.7	5.9	64.0	-14.4	56.7	-7.1
Texas Studies 7 Pre-AP	54.2	63.8	-9.6	80.9	-26.7	51.6	2.6

Note: All differences shown in percentage points; * = fewer than five students took test; - = zero students took test, N/A = Not Applicable; Δ from S15 = Difference from spring 2015; Δ Dist S16 = Difference from district spring 2016; Δ Non-ACE IR S16 = Difference from Non-ACE Improvement Required schools spring 2016; SP = Spanish Language (Tests are in English unless they have this designation). Positive comparisons are highlighted in **blue bold**.

Appendix O

Appendix O: 2015-16 ACE STAAR Passing Rates by Grade and Campus Group – Mathematics

	Year-Specific Standard					Final Recommended Standard				
	2015		2016		Δ	2015		2016		Δ
	n	% Pass	n	% Pass		n	% Pass	n	% Pass	
Grade 3										
Blanton	117	59.0	81	82.7	23.7	113	19.5	81	51.9	32.4
U. Lee	87	42.5	90	72.2	29.7	86	8.1	90	41.1	33.0
Mills	56	50.0	62	45.2	-4.8	56	25.0	62	14.5	-10.5
Pease	79	36.7	84	63.1	26.4	79	6.3	84	38.1	31.8
ACE	339	48.1	317	67.2	19.1	334	14.4	317	37.9	23.5
Non-ACE IR	1,911	47.5	1,952	52.9	5.4	1,870	15.7	1,952	21.1	5.4
District	12,627	64.9	12,488	66.0	1.1	12,425	28.8	12,488	33.2	4.4
Grade 4										
Blanton	82	47.6	103	80.6	33.0	81	12.3	103	54.4	42.1
U. Lee	78	17.9	81	55.6	37.7	78	2.6	81	17.3	14.7
Mills	57	64.9	65	47.7	-17.2	57	28.1	65	23.1	-5.0
Pease	68	17.6	84	36.9	19.3	3	4.4	84	9.5	5.1
ACE	285	35.8	333	57.1	21.3	284	10.9	333	27.9	17.0
Non-ACE IR	1,966	46.3	1,817	49.1	2.8	1,932	11.6	1,817	15.8	4.2
District	12,163	61.2	11,829	64.3	3.1	12,010	22.7	11,829	29.4	6.7
Grade 5										
Blanton	89	36.0	79	91.1	55.1	87	14.9	79	48.1	33.2
U. Lee	92	39.1	79	62.0	22.9	92	9.8	79	12.7	2.9
Mills	64	43.8	46	84.8	41.0	64	10.9	46	43.5	32.6
Pease	70	34.3	91	54.9	20.6	70	4.3	91	11.0	6.7
ACE	315	38.1	295	71.2	33.1	313	10.2	295	26.4	16.2
Non-ACE IR	1,787	54.4	1,759	67.8	13.4	1,749	18.8	1,759	22.3	3.5
District	11,607	67.2	11,518	80.1	12.9	11,445	30.9	11,518	35.8	4.9
Grade 6										
Dade	289	45.0	239	38.5	-6.5	268	7.1	239	14.6	7.5
Edison	161	33.5	154	32.5	-1.0	157	8.3	154	9.7	1.4
Zumwalt	145	31.0	143	36.4	5.4	145	6.2	143	7.7	1.5
ACE	595	38.5	536	36.2	-2.3	570	7.2	536	11.4	4.2
Non-ACE IR	1,247	43.0	1,168	42.4	-0.6	1,221	10.9	1,168	13.5	2.6
District	10,309	60.6	9,834	58.9	-1.7	10,135	23.1	9,834	27.7	4.6
Grade 7										
Dade	246	26.8	172	26.2	-0.6	237	1.3	172	4.7	3.4
Edison	146	19.2	117	29.9	10.7	143	0.7	117	3.4	2.7
Zumwalt	112	20.5	119	37.8	17.3	112	3.6	119	5.9	2.3
ACE	504	23.2	408	30.6	7.4	492	1.6	408	4.7	3.1
Non-ACE IR	1,163	35.6	1,059	33.3	-2.3	1,144	5.7	1,059	8.2	2.5
District	7,641	43.9	7,265	43.5	-0.4	7,517	8.8	7,265	12.0	3.2

table continues

Table (continued)

	Year-Specific Standard					Final Recommended Standard				
	2015		2016		Δ	2015		2016		Δ
	n	% Pass	n	% Pass		n	% Pass	n	% Pass	
Grade 8										
Dade	269	40.5	238	54.2	13.7	260	6.5	238	13.4	6.9
Edison	163	51.5	163	49.1	-2.4	159	9.4	163	9.8	0.4
Zumwalt	119	44.5	99	68.7	24.2	119	10.1	99	20.2	10.1
ACE	551	44.6	500	55.4	10.8	538	8.2	500	13.6	5.4
Non-ACE IR	1,176	49.6	1,111	61.3	11.7	1156	12.8	1111	16.9	4.1
District	10,429	63.9	9,830	71.6	7.7	10,305	24.5	9830	29.1	4.6
Algebra I										
Dade	18	94.4	69	97.1	2.7	N/A	N/A	N/A	N/A	N/A
Edison	21	81.0	17	100.0	19.0	N/A	N/A	N/A	N/A	N/A
Zumwalt	15	86.7	15	100.0	13.3	N/A	N/A	N/A	N/A	N/A
ACE	54	87.0	101	98.0	11.0	N/A	N/A	N/A	N/A	N/A
Non-ACE IR	602	61.6	674	66.2	4.6	N/A	N/A	N/A	N/A	N/A
District	12,884	71.7	12,705	69.7	-2.0	N/A	N/A	N/A	N/A	N/A

Source: District STAAR files dated July 11, 2016 (grades 3 to 8) and July 12, 2016 (Algebra I EOC). **Note:** Passing rates reflect satisfactory or higher scores using the year-specific standard or final recommended standard (as noted in header) for all versions of STAAR excluding Alternate 2; Scores included for students enrolled as of the PEIMS snapshot date of October 30, 2015; Δ = Percentage point difference from previous year; n = Number tested; Non-ACE IR = Non-ACE Improvement Required campuses; Passing rate improvements from previous year are in **bold**; Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix O: 2015-16 ACE STAAR Passing Rates by Grade and Campus Group – Reading

	Year-Specific Standard					Final Recommended Standard				
	2015		2016		Δ	2015		2016		Δ
	n	% Pass	n	% Pass		n	% Pass	n	% Pass	
Grade 3										
Blanton	118	51.7	82	65.9	14.2	114	25.4	82	40.2	14.8
U. Lee	88	43.2	90	65.6	22.4	87	11.5	90	28.9	17.4
Mills	56	44.6	62	45.2	0.6	56	16.1	62	17.7	1.6
Pease	80	31.3	83	56.6	25.3	80	7.5	83	31.3	23.8
ACE	342	43.6	317	59.3	15.7	337	16.0	317	30.3	14.3
Non-ACE IR	1,912	48.7	1,951	48.9	0.2	1,871	15.9	1,951	22.7	6.8
District	12,623	63.0	12,489	62.1	-0.9	12,420	28.5	12,489	33.1	4.6
Grade 4										
Blanton	82	40.2	102	62.7	22.5	81	13.6	102	31.4	17.8
U. Lee	78	24.4	81	56.8	32.4	78	3.8	81	27.2	23.4
Mills	57	47.4	65	58.5	11.1	57	15.8	65	23.1	7.3
Pease	66	30.3	84	47.6	17.3	66	4.5	84	6.0	1.5
ACE	283	35.0	332	56.6	21.6	282	9.2	332	22.3	13.1
Non-ACE IR	1,964	45.2	1,816	47.7	2.5	1,929	17.8	1,816	20.2	2.4
District	12,149	60.3	11,833	62.6	2.3	11,995	28.8	11,833	32.1	3.3
Grade 5										
Blanton	90	52.2	79	65.8	13.6	88	20.5	79	40.5	20.0
U. Lee	92	58.7	79	51.9	-6.8	92	19.6	79	13.9	-5.7
Mills	64	59.4	46	78.3	18.9	64	20.3	46	39.1	18.8
Pease	70	54.3	91	45.1	-9.2	70	10.0	91	12.1	2.1
ACE	316	56.0	295	57.6	1.6	314	17.8	295	24.4	6.6
Non-ACE IR	1,797	66.1	1,760	59.8	-6.3	1,758	18.9	1,760	25.6	6.7
District	11,649	78.2	11,521	74.4	-3.8	11,486	33.3	11,521	39.5	6.2
Grade 6										
Dade	283	46.3	239	37.7	-8.6	262	12.2	239	12.1	-0.1
Edison	161	35.4	154	31.2	-4.2	157	12.7	154	8.4	-4.3
Zumwalt	142	42.3	142	43.0	0.7	142	10.6	142	13.4	2.8
ACE	586	42.3	535	37.2	-5.1	561	11.9	535	11.4	-0.5
Non-ACE IR	1,243	45.4	1,170	35.6	-9.8	1,217	14.1	1,170	12.1	-2.0
District	10,294	58.1	9,844	52.2	-5.9	10,119	24.1	9,844	24.0	-0.1
Grade 7										
Dade	269	36.1	240	48.8	12.7	260	8.5	240	17.5	9.0
Edison	169	34.3	140	28.6	-5.7	166	7.2	140	10.7	3.5
Zumwalt	130	31.5	132	45.5	14.0	130	8.5	132	19.7	11.2
ACE	568	34.5	512	42.4	7.9	556	8.1	512	16.2	8.1
Non-ACE IR	1,241	43.8	1,158	44.2	0.4	1,222	10.1	1,158	16.2	6.1
District	10,080	56.4	9,676	56.0	-0.4	9,954	21.9	9,676	27.4	5.5

table continues

Table (continued)

	Year-Specific Standard					Final Recommended Standard				
	2015		2016		Δ	2015		2016		Δ
	n	% Pass	n	% Pass		n	% Pass	n	% Pass	
Grade 8										
Dade	268	61.2	246	63.4	2.2	259	14.3	246	19.5	5.2
Edison	166	58.4	163	58.3	-0.1	162	11.7	163	14.1	2.4
Zumwalt	122	57.4	100	66.0	8.6	122	18.0	100	13.0	-5.0
ACE	556	59.5	509	62.3	2.8	543	14.4	509	16.5	2.1
Non-ACE IR	1,228	66.9	1,151	68.5	1.6	1,208	18.0	1,151	17.2	-0.8
District	10,414	75.8	9,859	77.3	1.5	10,289	29.3	9,859	31.3	2.0

Source: District STAAR files dated July 11, 2016 (grades 3 to 8) and July 12, 2016 (Algebra I EOC). **Note:** Passing rates reflect satisfactory or higher scores using the year-specific standard or final recommended standard (as noted in header) for all versions of STAAR excluding Alternate 2; Scores included for students enrolled as of the PEIMS snapshot date of October 30, 2015; Δ = Percentage point difference from previous year; n = Number tested; Non-ACE IR = Non-ACE Improvement Required campuses; Passing rate improvements from previous year are in **bold**; Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix O: 2015-16 ACE STAAR Passing Rates by Grade and Campus Group – Writing

	Year-Specific Standard					Final Recommended Standard				
	2015		2016		Δ	2015		2016		Δ
	n	% Pass	n	% Pass		n	% Pass	n	% Pass	
Grade 4										
Blanton	83	45.8	104	62.5	16.7	82	11.0	104	36.5	25.5
U. Lee	77	27.3	82	61.0	33.7	77	2.6	82	40.2	37.6
Mills	57	17.5	64	51.6	34.1	57	17.5	64	18.8	1.3
Pease	67	37.3	85	45.9	8.6	67	6.0	85	21.2	15.2
ACE	284	40.5	335	55.8	15.3	283	8.8	335	30.1	21.3
Non-ACE IR	1,970	48.7	1,820	47.5	-1.2	1,935	14.4	1,820	21.8	7.4
District	12,160	63.1	11,844	64.0	0.9	12,006	26.3	11,844	37.8	11.5
Grade 7										
Dade	272	28.7	236	44.9	16.2	263	6.1	236	18.6	12.5
Edison	171	27.5	138	31.9	4.4	168	3.0	138	10.9	7.9
Zumwalt	130	31.5	137	44.5	13.0	130	4.6	137	22.6	18.0
ACE	573	29.0	511	41.3	12.3	561	4.8	511	17.6	12.8
Non-ACE IR	1,239	42.4	1,155	41.2	-1.2	1,220	8.7	1,155	15.3	6.6
District	10,088	55.7	9,721	52.3	-3.4	9,962	21.7	9,721	26.2	4.5

Source: District STAAR files dated July 11, 2016 (grades 3 to 8) and July 12, 2016 (Algebra I EOC). **Note:** Passing rates reflect satisfactory or higher scores using the year-specific standard or final recommended standard (as noted in header) for all versions of STAAR excluding Alternate 2; Scores included for students enrolled as of the PEIMS snapshot date of October 30, 2015; Δ = Percentage point difference from previous year; n = Number tested; Non-ACE IR = Non-ACE Improvement Required campuses; Passing rate improvements from previous year are in **bold**; Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix O: 2015-16 ACE STAAR Passing Rates by Grade and Campus Group – Science

	Year-Specific Standard					Final Recommended Standard				
	2015		2016		Δ	2015		2016		Δ
	n	% Pass	n	% Pass		n	% Pass	n	% Pass	
Grade 5										
Blanton	90	34.4	78	71.8	37.4	88	5.7	78	30.8	25.1
U. Lee	92	34.8	78	53.8	19.0	92	6.5	78	19.2	12.7
Mills	64	35.9	45	77.8	41.9	64	4.7	45	35.6	30.9
Pease	70	28.6	91	47.3	18.7	70	5.7	91	11.0	5.3
ACE	316	33.5	292	60.3	26.8	314	5.7	292	22.3	16.6
Non-ACE IR	1,789	39.6	1,739	53.0	13.4	1,750	9.9	1,739	18.6	8.7
District	11,611	56.8	11,440	66.2	9.4	11,448	20.9	11,440	26.4	5.5
Grade 8										
Dade	304	28.0	273	64.5	36.5	295	8.8	273	16.8	8.0
Edison	179	29.6	173	50.3	20.7	175	8.0	173	15.6	7.6
Zumwalt	129	35.7	105	59.0	23.3	129	14.7	105	21.9	7.2
ACE	612	30.1	551	59.0	28.9	599	9.8	551	17.4	7.6
Non-ACE IR	1,270	42.0	1,175	50.6	8.6	1,250	13.0	1,175	17.2	4.2
District	12,387	62.0	10,014	64.0	2.0	12,262	28.7	10,014	28.5	-0.2

Source: District STAAR files dated July 11, 2016 (grades 3 to 8) and July 12, 2016 (Algebra I EOC). Note: Passing rates reflect satisfactory or higher scores using the year-specific standard or final recommended standard (as noted in header) for all versions of STAAR excluding Alternate 2; Scores included for students enrolled as of the PEIMS snapshot date of October 30, 2015; Δ = Percentage point difference from previous year; n = Number tested; Non-ACE IR = Non-ACE Improvement Required campuses; Passing rate improvements from previous year are in **bold**; Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix O: 2015-16 ACE STAAR Passing Rates by Grade and Campus Group – Social Studies

	Year-Specific Standard					Final Recommended Standard				
	2015		2016		Δ	2015		2016		Δ
	n	% Pass	n	% Pass		n	% Pass	n	% Pass	
Grade 8										
Dade	266	38.0	241	44.8	6.8	257	5.4	241	12.4	7.0
Edison	163	33.7	161	29.8	-3.9	159	7.5	161	6.8	-0.7
Zumwalt	118	18.6	96	55.2	36.6	118	4.2	96	14.6	10.4
ACE	547	32.5	498	42.0	9.5	534	5.8	498	11.0	5.2
Non-ACE IR	1,213	31.7	1,127	37.1	5.4	1,193	5.4	1,127	8.3	2.9
District	10,353	51.4	9,658	53.4	2.0	10,228	15.5	9,658	20.9	5.4

Source: District STAAR files dated July 11, 2016 (grades 3 to 8) and July 12, 2016 (Algebra I EOC). Note: Passing rates reflect satisfactory or higher scores using the year-specific standard or final recommended standard (as noted in header) for all versions of STAAR excluding Alternate 2; Scores included for students enrolled as of the PEIMS snapshot date of October 30, 2015; Δ = Percentage point difference from previous year; n = Number tested; Non-ACE IR = Non-ACE Improvement Required campuses; Passing rate improvements from previous year are in **bold**; Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix P

Appendix P: 2015-16 ACE STAAR Passing Rates by Grade and Student Group – Mathematics

	ACE					Non-ACE IR					District				
	2015		2016		Δ	2015		2016		Δ	2015		2016		Δ
	n	% Pass	n	% Pass		n	% Pass	n	% Pass		n	% Pass			
Grade 3															
All	339	48.1	317	67.2	19.1	1,911	47.5	1,952	52.9	5.4	12,627	64.9	12,488	66.0	1.1
Hispanic	156	50.3	153	75.8	25.5	1,129	53.6	1,161	60.7	7.1	8,911	68.5	8,967	69.4	0.9
African American	177	36.7	158	58.2	21.5	720	37.5	717	39.1	1.6	2,872	49.3	2,700	50.4	1.1
White	*	*	*	*	N/A	39	56.4	52	67.3	10.9	604	83.8	590	82.0	-1.8
ELL	120	61.7	123	74.8	13.1	771	42.9	799	50.8	7.9	6,397	67.8	6,329	68.7	0.9
Eco Disadv.	319	47.6	298	67.4	19.8	1,787	47.3	1,832	52.2	4.9	11,402	64.0	11,402	65.0	1.0
Special Ed	16	37.5	14	21.4	-16.1	142	38.7	90	16.7	-22.0	870	46.8	619	30.7	-16.1
Grade 4															
All	285	35.8	333	57.1	21.3	1,966	46.3	1,817	49.1	2.8	12,163	61.2	11,829	64.3	3.1
Hispanic	120	58.3	153	75.8	17.5	1,160	53.4	1,060	56.7	3.3	8,676	65.4	8,378	67.9	2.5
African American	161	19.3	175	39.4	20.1	758	35.9	707	37.5	1.6	2,686	42.8	2,673	48.4	5.6
White	*	*	*	*	N/A	24	41.7	31	54.8	13.1	571	83.0	549	81.8	-1.2
ELL	93	63.4	117	77.8	14.4	788	42.7	754	57.2	14.5	6,320	64.0	6,059	68.0	4.0
Eco Disadv.	269	36.1	306	56.5	20.4	1,820	46.3	1,722	49.4	3.1	10,940	60.4	10,825	63.3	2.9
Special Ed	15	13.3	21	4.8	-8.5	151	33.8	110	10.9	-22.9	858	36.7	723	26.6	-10.1
Grade 5															
All	315	38.1	295	71.2	33.1	1,787	54.4	1,759	67.8	13.4	11,607	67.2	11,518	80.1	12.9
Hispanic	147	44.2	120	90.8	46.6	1,097	64.1	1,036	73.6	9.5	8,370	71.0	8,257	82.9	11.9
African American	164	32.3	172	57.6	25.3	651	38.4	680	58.8	20.4	2,529	49.9	2,520	68.3	18.4
White	*	*	*	*	N/A	17	47.1	19	63.2	16.1	492	87.4	528	91.9	4.5
ELL	108	42.6	88	93.2	50.6	808	64.9	711	73.4	8.5	6,080	70.0	6,020	81.9	11.9
Eco Disadv.	299	38.1	265	73.2	35.1	1,661	54.7	1,664	67.8	13.1	10,451	66.6	10,541	79.7	13.1
Special Ed	25	8.0	19	21.1	13.1	184	33.2	123	30.9	-2.3	1,026	36.5	752	43.2	6.7
Grade 6															
All	595	38.5	536	36.2	-2.3	1,247	43.0	1,168	42.4	-0.6	10,309	60.6	9,834	58.9	-1.7
Hispanic	209	43.1	200	43.0	-0.1	684	48.8	635	50.9	2.1	7,473	63.4	7,170	61.9	-1.5
African American	376	35.6	324	31.5	-4.1	543	35.5	508	32.5	-3.0	2,247	47.2	2,030	42.4	-4.8
White	*	*	*	*	N/A	10	30.0	13	15.4	-14.6	368	81.5	431	82.4	0.9
ELL	142	37.3	142	44.4	7.1	530	46.2	499	49.3	3.1	5,332	60.5	5,180	59.8	-0.7
Eco Disadv.	546	37.9	499	37.1	-0.8	1,138	43.7	1,051	43.4	-0.3	9,209	59.8	6,863	57.9	-1.9
Special Ed	80	36.3	54	5.6	-30.7	149	25.5	104	11.5	-14.0	955	34.7	758	19.8	-14.9
Grade 7															
All	504	23.2	408	30.6	7.4	1,163	35.6	1,059	33.3	-2.3	7,641	43.9	7,265	43.5	-0.4
Hispanic	173	27.2	154	37.7	10.5	622	38.6	572	38.1	-0.5	5,480	47.1	5,344	46.1	-1.0
African American	327	20.8	250	26.6	5.8	518	31.5	476	27.3	-4.2	1,870	32.2	1,661	33.5	1.3
White	*	*	*	*	N/A	14	42.9	7	57.1	14.2	164	62.2	146	58.9	-3.3
ELL	111	21.6	122	32.0	10.4	484	33.7	398	33.7	0.0	3,777	41.5	3,796	42.3	0.8
Eco Disadv.	448	23.2	381	30.2	7.0	1,035	36.0	930	34.0	-2.0	6,811	43.6	6,627	43.5	-0.1
Special Ed	90	18.9	50	10.0	-8.9	141	17.7	111	7.2	-10.5	920	22.9	689	16.0	-6.9

table continues

Table (continued)

	ACE					Non-ACE IR					District				
	2015		2016		Δ	2015		2016		Δ	2015		2016		Δ
	n	% Pass	n	% Pass		n	% Pass	n	% Pass		n	% Pass			
Grade 8															
All	551	44.6	500	55.4	10.8	1,176	49.6	1,111	61.3	11.7	10,429	63.9	9,830	71.6	7.7
Hispanic	221	49.3	190	57.9	8.6	643	52.4	617	62.1	9.7	7,529	65.9	7,119	73.8	7.9
African American	327	41.0	306	54.6	13.6	523	45.1	471	60.3	15.2	2,300	52.0	2,138	61.2	9.2
White	*	*	*	*	N/A	8	100.0	15	53.3	-46.7	421	85.0	387	87.6	2.6
ELL	136	42.6	126	55.6	13.0	450	45.6	424	55.7	10.1	4,244	56.8	4,345	68.8	12.0
Eco Disadv.	508	45.5	453	56.5	11.0	1,056	49.8	974	62.3	12.5	9,142	62.9	8,649	71.3	8.4
Special Ed	94	22.3	65	9.2	-13.1	135	21.5	111	25.2	3.7	907	25.2	802	27.7	2.5
Algebra I															
All	54	87.0	101	98.0	11.0	602	61.6	674	66.2	4.6	12,884	71.7	12,705	69.7	-2.0
Hispanic	28	89.3	39	97.4	8.1	209	68.4	264	73.9	5.5	9,106	73.6	8,931	71.4	-2.2
African American	26	84.6	61	98.4	13.8	387	57.9	404	60.9	3.0	2,970	63.5	2,971	61.2	-2.3
White	-	-	-	-	N/A	*	*	*	*	N/A	502	85.5	501	86.8	1.3
ELL	8	75.0	19	94.7	19.7	105	61.0	150	66.7	5.7	4,264	61.2	4,952	62.6	1.4
Eco Disadv.	51	86.3	98	98.0	11.7	522	61.3	635	67.6	6.3	10,568	71.4	10,764	69.7	-1.7
Special Ed	*	*	*	*	N/A	72	19.4	76	17.1	-2.3	1,100	27.0	1,210	28.4	1.4

Source: District STAAR files dated July 11, 2016 (grades 3 to 8) and July 12, 2016 (Algebra I EOC). Note: Passing rates reflect satisfactory or higher scores using the year-specific standard for all versions of STAAR excluding Alternate 2; Scores included for students enrolled as of the PEIMS snapshot date of October 30, 2015; * = fewer than five students took test; - = zero students took test; Δ = Percentage point difference from previous year; n = Number tested; Non-ACE IR = Non-ACE Improvement Required campuses; Passing rate improvements from previous year are in **bold**; Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix P: 2015-16 ACE STAAR Passing Rates by Grade and Student Group – Reading

	ACE					Non-ACE IR					District				
	2015		2016		Δ	2015		2016		Δ	2015		2016		Δ
	n	% Pass	n	% Pass		n	% Pass	n	% Pass		n	% Pass	n	% Pass	
Grade 3															
All	342	43.6	317	59.3	15.7	1,912	48.7	1,951	48.9	0.2	12,623	63.0	12,489	62.1	-0.9
Hispanic	158	55.7	153	66.7	11.0	1,130	55.2	1,164	54.0	-1.2	8,908	65.5	8,970	64.6	-0.9
African American	178	32.0	158	51.9	19.9	721	37.9	713	38.6	0.7	2,874	51.1	2,697	48.5	-2.6
White	*	*	*	*	N/A	38	65.8	52	75.0	9.2	602	84.4	592	82.4	-2.0
ELL	121	52.9	123	68.3	15.4	773	56.0	802	53.4	-2.6	6,396	64.1	6,329	63.7	-0.4
Eco Disadv.	322	43.2	299	59.9	16.7	1,787	48.7	1,832	48.0	-0.7	11,397	62.0	11,406	60.6	-1.4
Special Ed	17	29.4	14	21.4	-8.0	141	35.5	90	21.1	-14.4	871	40.0	621	25.6	-14.4
Grade 4															
All	283	35.0	332	56.6	21.6	1,964	45.2	1,816	47.7	2.5	12,149	60.3	11,833	62.6	2.3
Hispanic	120	49.2	152	65.1	15.9	1,162	50.0	1,058	53.5	3.5	8,674	63.2	8,383	63.9	0.7
African American	159	24.5	175	49.1	24.6	754	37.9	708	39.0	1.1	2,675	45.9	2,672	53.4	7.5
White	*	*	*	*	N/A	24	50.0	31	51.5	1.5	571	83.0	549	84.5	1.5
ELL	93	48.4	116	65.5	17.1	787	49.0	752	51.9	2.9	6,314	61.9	6,062	61.0	-0.9
Eco Disadv.	268	35.4	305	56.4	21.0	1,817	44.8	1,721	47.8	3.0	10,925	59.1	10,829	61.2	2.1
Special Ed	15	13.3	21	4.8	-8.5	152	33.6	110	10.0	-23.6	859	34.3	733	22.7	-11.6
Grade 5															
All	316	56.0	295	67.6	11.6	1,797	66.1	1,760	69.8	3.7	11,649	78.2	11,521	74.4	-3.8
Hispanic	148	62.8	120	78.3	15.5	1,102	71.0	1,036	65.3	-5.7	8,398	80.4	8,259	77.5	-2.9
African American	164	49.4	172	43.0	-6.4	655	57.7	681	51.5	-6.2	2,540	68.3	2,520	61.2	-7.1
White	*	*	*	*	N/A	18	77.8	19	57.9	-19.9	497	91.8	529	90.4	-1.4
ELL	108	62.0	88	81.8	19.8	811	70.8	711	65.4	-5.4	6,088	80.1	6,022	76.4	-3.7
Eco Disadv.	299	55.2	265	58.9	3.7	1,670	65.6	1,665	59.8	-5.8	10,489	77.5	10,544	73.7	-3.8
Special Ed	25	20.0	19	10.5	-9.5	188	36.2	123	20.3	-15.9	1,033	41.7	752	34.2	-7.5
Grade 6															
All	586	42.3	535	37.2	-5.1	1,243	45.4	1,170	35.6	-9.8	10,294	58.1	9,844	52.2	-5.9
Hispanic	208	42.3	200	40.5	-1.8	681	46.1	636	38.7	-7.4	7,470	58.6	7,177	52.5	-6.1
African American	367	42.8	323	35.0	-7.8	543	44.0	509	32.2	-11.8	2,237	52.1	2,034	43.4	-8.7
White	5	20.0	*	*	N/A	9	55.6	13	23.1	-32.5	366	80.9	430	82.1	1.2
ELL	141	32.6	142	35.2	2.6	528	42.0	501	33.5	-8.5	5,327	53.1	5,179	47.6	-5.5
Eco Disadv.	539	41.4	499	37.3	-4.1	1,135	45.6	1,054	36.0	-9.6	9,195	56.7	8,878	50.5	-6.2
Special Ed	79	35.4	54	1.9	-33.5	149	20.1	104	12.5	-7.6	950	26.1	763	11.4	-14.7
Grade 7															
All	568	34.5	512	42.4	7.9	1,241	43.8	1,158	44.2	0.4	10,080	56.4	9,676	56.0	-0.4
Hispanic	202	36.6	188	44.1	7.5	679	42.6	638	45.6	3.0	7,256	56.7	7,085	56.0	-0.7
African American	362	33.1	319	41.4	8.3	536	45.0	506	41.7	-3.3	2,219	50.3	2,024	50.0	-0.3
White	*	*	*	*	N/A	14	50.0	8	62.5	12.5	403	82.4	367	80.9	-1.5
ELL	127	26.8	143	42.0	15.2	524	36.8	429	36.4	-0.4	4,602	46.1	4,630	46.9	0.8
Eco Disadv.	510	33.9	485	42.7	8.8	1,111	44.3	1,024	44.6	0.3	8,788	55.0	8,647	54.5	-0.5
Special Ed	92	15.2	49	4.1	-11.1	142	17.6	113	6.2	-11.4	943	19.9	712	12.8	-7.1

table continues

Table (continued)

	ACE					Non-ACE IR					District				
	2015		2016		Δ	2015		2016		Δ	2015		2016		Δ
	n	% Pass	n	% Pass		n	% Pass	n	% Pass		n	% Pass	n	% Pass	
Grade 8															
All	556	59.5	509	62.3	2.8	1,228	66.9	1,151	68.5	1.6	10,414	75.8	9,859	77.3	1.5
Hispanic	226	61.5	201	62.7	1.2	671	68.7	644	71.7	3.0	7,506	77.1	7,092	79.1	2.0
African American	327	57.8	304	61.8	4.0	548	64.1	483	64.2	0.1	2,327	68.3	2,175	68.6	0.3
White	*	*	*	*	N/A	7	100.0	15	66.7	-33.3	403	92.1	404	92.1	0.0
ELL	132	49.2	126	57.1	7.9	442	57.9	437	63.6	5.7	3,818	63.1	4,091	70.3	7.2
Eco Disadv.	511	59.9	460	62.2	2.3	1,103	67.3	1,014	69.6	2.3	9,163	75.2	8,648	76.8	1.6
Special Ed	97	33.0	68	8.8	-24.2	138	27.5	112	14.3	-13.2	909	33.4	798	26.3	-7.1

Source: District STAAR files dated July 11, 2016 (grades 3 to 8) and July 12, 2016 (Algebra I EOC). Note: Passing rates reflect satisfactory or higher scores using the year-specific standard for all versions of STAAR excluding Alternate 2; Scores included for students enrolled as of the PEIMS snapshot date of October 30, 2015; * = fewer than five students took test; - = zero students took test; Δ = Percentage point difference from previous year; n = Number tested; Non-ACE IR = Non-ACE Improvement Required campuses; Passing rate improvements from previous year are in **bold**; Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix P: 2015-16 ACE STAAR Passing Rates by Grade and Student Group – Writing

	ACE					Non-ACE IR					District				
	2015		2016		Δ	2015		2016		Δ	2015		2016		Δ
	n	% Pass	n	% Pass		n	% Pass	n	% Pass		n	% Pass	n	% Pass	
Grade 4															
All	284	40.5	335	55.8	15.3	1,970	48.7	1,820	47.5	-1.2	12,160	63.1	11,844	64.0	0.9
Hispanic	120	53.3	154	64.3	11.0	1,163	53.5	1,062	53.6	0.1	8,680	65.7	8,388	66.6	0.9
African American	160	31.3	175	48.0	16.7	759	41.8	706	39.2	-2.6	2,683	50.7	2,671	52.7	2.0
White	*	*	*	*	N/A	24	45.8	33	45.5	-0.3	570	80.0	553	79.9	-0.1
ELL	93	54.8	117	65.8	11.0	791	54.5	757	56.7	2.2	6,317	65.6	6,072	67.9	2.3
Eco Disadv.	267	40.8	307	55.4	14.6	1,821	48.3	1,726	47.9	-0.4	10,932	62.2	10,837	63.1	0.9
Special Ed	16	18.8	21	0.0	-18.8	152	30.9	110	7.3	-23.6	856	30.7	719	17.8	-12.9
Grade 7															
All	573	29.0	511	41.3	12.3	1,239	42.4	1,155	41.2	-1.2	10,088	55.7	9,721	52.3	-3.4
Hispanic	204	29.4	187	36.9	7.5	679	41.4	637	41.1	-0.3	7,257	56.5	7,116	51.8	-4.7
African American	365	28.5	319	43.9	15.4	534	42.3	504	40.9	-1.4	2,224	47.5	2,032	48.0	0.5
White	*	*	*	*	*	15	66.7	8	50.0	-16.7	405	80.5	367	80.4	-0.1
ELL	128	18.8	44	31.9	13.1	525	35.2	427	31.6	-3.6	4,603	45.6	4,656	41.0	-4.6
Eco Disadv.	515	28.2	485	41.4	13.2	1,109	42.7	1,022	41.6	-1.1	8,795	54.1	8,686	50.7	-3.4
Special Ed	92	13.0	49	8.2	-4.8	140	16.4	112	6.3	-10.1	943	19.6	724	9.7	-9.9

Source: District STAAR files dated July 11, 2016 (grades 3 to 8) and July 12, 2016 (Algebra I EOC). Note: Passing rates reflect satisfactory or higher scores using the year-specific standard for all versions of STAAR excluding Alternate 2; Scores included for students enrolled as of the PEIMS snapshot date of October 30, 2015; * = fewer than five students took test; - = zero students took test; Δ = Percentage point difference from previous year; n = Number tested; Non-ACE IR = Non-ACE Improvement Required campuses; Passing rate improvements from previous year are in **bold**; Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix P: 2015-16 ACE STAAR Passing Rates by Grade and Student Group – Science

	ACE					Non-ACE IR					District				
	2015		2016		Δ	2015		2016		Δ	2015		2016		Δ
	n	% Pass	n	% Pass		n	% Pass	n	% Pass		n	% Pass	n	% Pass	
Grade 5															
All	316	33.5	292	60.3	26.8	1,789	39.6	1,739	53.0	13.4	11,611	56.8	11,440	66.2	9.4
Hispanic	148	38.5	119	77.3	38.8	1,099	43.7	1,028	58.0	14.3	8,375	58.1	8,228	68.1	10.0
African American	164	28.0	170	48.2	20.2	650	32.3	668	44.9	12.6	2,526	46.0	2,478	54.6	8.6
White	*	*	*	*	N/A	18	44.4	19	63.2	18.8	495	85.7	522	88.3	2.6
ELL	108	35.2	87	78.2	43.0	809	40.9	708	55.2	14.3	6,082	54.3	6,006	65.1	10.8
Eco Disadv.	299	33.1	263	61.6	28.5	1,663	39.7	1,646	52.6	12.9	10,456	55.4	10,479	65.1	9.7
Special Ed	25	4.0	19	10.5	6.5	188	30.3	121	24.0	-6.3	1,027	31.6	742	32.9	1.3
Grade 8															
All	612	30.1	551	59.0	28.9	1,270	42.0	1,175	50.6	8.6	12,387	62.0	10,014	64.0	2.0
Hispanic	245	32.7	212	61.8	29.1	699	43.1	654	53.4	10.3	8,848	63.0	7,183	65.6	2.6
African American	364	28.3	335	57.3	29.0	561	39.8	497	46.3	6.5	2,651	50.1	2,228	54.2	4.1
White	*	*	*	*	N/A	7	85.7	15	53.3	-32.4	646	89.8	399	84.5	-5.3
ELL	141	22.7	85	38.4	15.7	453	29.4	449	44.8	15.4	4,332	45.9	4,353	57.6	11.7
Eco Disadv.	566	31.1	501	59.1	28.0	1,147	42.1	1,042	51.6	9.5	10,692	60.3	8,818	63.4	3.1
Special Ed	94	21.3	67	13.4	-7.9	137	19.0	109	9.2	-9.8	910	24.3	787	20.2	-4.1

Source: District STAAR files dated July 11, 2016 (grades 3 to 8) and July 12, 2016 (Algebra I EOC). Note: Passing rates reflect satisfactory or higher scores using the year-specific standard for all versions of STAAR excluding Alternate 2; Scores included for students enrolled as of the PEIMS snapshot date of October 30, 2015; * = fewer than five students took test; - = zero students took test; Δ = Percentage point difference from previous year; n = Number tested; Non-ACE IR = Non-ACE Improvement Required campuses; Passing rate improvements from previous year are in **bold**; Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix P: 2015-16 ACE STAAR Passing Rates by Grade and Student Group – Social Studies

	ACE					Non-ACE IR					District				
	2015		2016		Δ	2015		2016		Δ	2015		2016		Δ
	n	% Pass	n	% Pass		n	% Pass	n	% Pass		n	% Pass	n	% Pass	
Grade 8															
All	547	32.5	498	42.0	9.5	1,213	31.7	1,127	37.1	5.4	10,353	51.4	9,658	53.4	2.0
Hispanic	223	36.8	196	41.3	4.5	665	32.9	631	41.5	8.6	7,469	52.0	6,961	54.1	2.1
African American	321	29.6	299	42.5	12.9	539	29.3	473	30.9	1.6	2,310	42.3	2,115	45.0	2.7
White	*	*	-	-	N/A	7	85.7	14	35.7	-50.0	399	84.0	394	81.2	-2.8
ELL	131	26.0	124	37.9	11.9	438	20.1	426	33.8	13.7	3,798	33.3	4,009	42.0	8.7
Eco Disadv.	502	33.1	450	43.1	10.0	1,094	31.7	994	38.1	6.4	9,116	49.9	8,472	52.1	2.2
Special Ed	96	22.9	67	6.0	-16.9	137	18.2	111	6.3	-11.9	901	22.2	776	14.3	-7.9

Source: District STAAR files dated July 11, 2016 (grades 3 to 8) and July 12, 2016 (Algebra I EOC). Note: Passing rates reflect satisfactory or higher scores using the year-specific standard for all versions of STAAR excluding Alternate 2; Scores included for students enrolled as of the PEIMS snapshot date of October 30, 2015; * = fewer than five students took test; - = zero students took test; Δ = Percentage point difference from previous year; n = Number tested; Non-ACE IR = Non-ACE Improvement Required campuses; Passing rate improvements from previous year are in **bold**; Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix Q

Appendix Q: 2015-16 ACE *Terra Nova*/SUPER A Reading and Mathematics Passing Rates by Campus and Grade

	Kindergarten		Grade 1		Grade 2	
	N	% Pass	n	% Pass	n	% Pass
Terra Nova Reading						
Blanton	87	47.1	91	35.2	75	25.3
U. Lee	66	50.0	96	46.9	83	28.9
Mills	50	62.0	58	44.8	53	32.1
Pease	73	76.7	80	60.0	85	50.6
ACE	276	58.3	325	46.5	296	34.8
Non-ACE IR	1,710	43.7	1,940	36.9	2,033	32.0
District	11,235	41.6	12,374	36.0	12,527	33.7
Terra Nova Mathematics						
Blanton	87	69.0	91	67.0	75	74.7
U. Lee	66	50.0	96	52.1	83	43.4
Mills	50	48.0	58	46.6	53	47.2
Pease	73	61.6	80	42.5	85	47.1
ACE	276	58.7	325	52.9	96	53.0
Non-ACE IR	1,710	50.6	1,940	44.1	2,033	47.5
District	11,235	59.8	12,374	52.9	12,527	57.7
SUPER A Reading						
Blanton	40	90.0	47	93.6	42	59.5
U. Lee	28	71.4	27	88.9	23	30.4
Mills	17	100.0	25	80.0	26	38.5
Pease	-	-	-	-	-	-
ACE	85	85.9	99	88.9	91	46.2
Non-ACE IR	675	85.9	731	84.8	765	35.6
District	5,463	87.7	5,806	87.8	5,774	44.0

Source: Data reported as of June 9, 2016 for students enrolled on the PEIMS snapshot date, October 30, 2015. Updates after June 9, 2016 are not reflected in this report. Note: 2015-16 was the first year that *Terra Nova* and *SUPER A* were administered in Dallas ISD; Non-ACE IR = Non-ACE Improvement Required campuses; *SUPER A* not administered at Pease.

Appendix R

Appendix R: 2015-16 ACE Terra Nova Reading Passing Rates by Grade and Student Group

	Kindergarten		Grade 1		Grade 2	
	n	% Pass	n	% Pass	n	% Pass
Blanton						
African American	13	84.6	14	57.1	10	60.0
Hispanic	69	37.7	75	29.3	65	20.0
White	*	*	*	*	-	-
ELL	48	16.7	49	6.1	46	2.2
Eco Disadv.	63	49.2	61	26.2	70	22.9
Special Education	*	*	*	*	*	*
All	87	47.1	91	35.2	75	25.3
U. Lee						
African American	32	84.4	58	65.5	51	37.3
Hispanic	33	15.2	36	13.9	29	17.2
White	-	-	-	-	*	*
ELL	28	0.0	29	3.4	23	0.0
Eco Disadv.	46	60.9	69	43.5	73	28.8
Special Education	*	*	*	*	*	*
All	66	50.0	96	46.9	83	28.9
Mills						
African American	28	92.9	23	73.9	18	72.2
Hispanic	19	15.8	34	26.5	35	11.4
White	*	*	*	*	-	-
ELL	15	0.0	24	0.0	28	3.6
Eco Disadv.	45	62.2	57	43.9	48	31.3
Special Education	-	-	*	*	6	50.0
All	50	62.0	58	44.8	53	32.1
Pease						
African American	70	77.1	76	59.2	79	50.6
Hispanic	*	*	*	*	6	50.0
White	-	-	-	-	-	-
ELL	*	*	*	*	*	*
Eco Disadv.	57	71.9	75	58.7	79	54.4
Special Education	*	*	*	*	7	42.9
All	73	76.7	80	60.0	85	50.6
ACE						
African American	143	82.5	171	63.2	158	49.4
Hispanic	124	29.0	148	25.7	135	18.5
White	6	66.7	*	*	*	*
ELL	93	10.8	105	5.7	100	3.0
Eco Disadv.	211	60.7	262	43.9	270	35.2
Special Education	*	*	11	45.5	18	38.9
All	276	58.3	325	46.5	296	34.8
Non-ACE IR						
African American	644	69.4	703	56.6	756	45.1
Hispanic	991	24.4	1,156	23.3	1,187	21.2
White	60	76.7	66	63.6	57	66.7
ELL	704	4.8	751	3.7	790	3.8
Eco Disadv.	1,340	42.6	1,682	34.7	1,884	30.6
Special Education	70	34.3	78	32.1	87	11.5
All	1,710	43.7	1,940	36.9	2,033	32.0
District						
African American	2,442	77.9	2,647	64.1	2,745	53.2
Hispanic	7,872	25.5	8,764	23.2	8,834	23.0
White	676	86.1	676	79.9	669	83.3
ELL	5,733	6.0	6,102	4.6	6,166	4.7
Eco Disadv.	8,509	38.4	10,597	32.0	11,394	30.3
Special Education	364	42.9	530	27.5	600	22.8
All	11,235	41.6	12,374	36.0	12,527	33.7

Source: Data reported as of June 9, 2016 for students enrolled on the PEIMS snapshot date, October 30, 2015. Updates after June 9, 2016 are not reflected in this report. Note: 2015-16 was the first year that Terra Nova and SUPERA were administered in Dallas ISD; * = fewer than five students took test; - = zero students took test; Non-ACE IR=Non-ACE Improvement Required campuses; Eco Disadv=Economically Disadvantaged.

Appendix R: 2015-16 ACE *Terra Nova* Mathematics Passing Rates by Grade and Student Group

	Kindergarten		Grade 1		Grade 2	
	n	% Pass	n	% Pass	n	% Pass
Blanton						
African American	13	76.9	14	64.3	10	40.0
Hispanic	69	66.7	75	68.0	65	80.0
White	*	*	*	*	-	-
ELL	48	60.4	49	63.3	46	82.6
Eco Disadv.	63	68.3	61	65.6	70	75.7
Special Education	*	*	*	*	*	*
All	87	69.0	91	67.0	75	74.7
U. Lee						
African American	32	65.6	58	39.7	51	37.3
Hispanic	33	33.3	36	69.4	29	58.6
White	-	-	-	-	*	*
ELL	28	28.6	29	65.5	23	56.5
Eco Disadv.	46	63.0	69	56.5	73	46.6
Special Education	*	*	*	*	*	*
All	66	50.0	96	52.1	83	43.4
Mills						
African American	28	53.6	23	30.4	18	55.6
Hispanic	19	31.6	34	55.9	35	42.9
White	*	*	*	*	-	-
ELL	15	26.7	24	45.8	28	39.3
Eco Disadv.	45	46.7	57	47.4	48	47.9
Special Education	-	-	*	*	6	16.7
All	50	48.0	58	46.6	53	47.2
Pease						
African American	70	61.4	76	39.5	79	46.8
Hispanic	*	*	*	*	6	50.0
White	-	-	-	-	-	-
ELL	*	*	*	*	*	*
Eco Disadv.	57	59.6	75	42.7	79	50.6
Special Education	*	*	*	*	7	28.6
All	73	61.6	80	42.5	85	47.1
ACE						
African American	143	62.2	171	40.4	158	44.3
Hispanic	124	52.4	148	66.2	135	64.4
White	6	83.3	*	*	*	*
ELL	93	46.2	105	61.0	100	65.0
Eco Disadv.	211	60.2	262	52.7	270	55.6
Special Education	*	*	11	54.5	18	33.3
All	276	58.7	325	52.9	296	53.0
Non-ACE IR						
African American	644	44.1	703	38.4	756	38.8
Hispanic	991	53.6	1,156	46.4	1,187	51.4
White	60	68.3	66	62.1	57	71.9
ELL	704	52.0	751	41.5	790	49.1
Eco Disadv.	1,340	50.1	1,682	43.6	1,884	46.5
Special Education	70	30.0	78	25.6	87	16.1
All	1,710	50.6	1,940	44.1	2,033	47.5
District						
African American	2,442	53.6	2,647	45.4	2,745	47.9
Hispanic	7,872	59.3	8,764	53.0	8,834	58.7
White	676	83.0	676	78.1	669	81.6
ELL	5,733	55.8	6,102	49.1	6,166	55.3
Eco Disadv.	8,509	57.4	10,597	51.3	11,394	56.2
Special Education	364	46.2	530	29.4	600	4.8
All	11,235	59.8	12,374	52.9	12,527	57.7

Source: Data reported as of June 9, 2016 for students enrolled on the PEIMS snapshot date, October 30, 2015. Updates after June 9, 2016 are not reflected in this report. Note: 2015-16 was the first year that *Terra Nova* and *SUPERA* were administered in Dallas ISD; * = fewer than five students took test; - = zero students took test; Non-ACE IR=Non-ACE Improvement Required campuses; Eco Disadv=Economically Disadvantaged.

Appendix R: 2015-16 ACE SUPERA Reading Passing Rates by Grade and Student Group

	Kindergarten		Grade 1		Grade 2	
	n	% Pass	n	% Pass	n	% Pass
Blanton						
African American	-	-	-	-	-	-
Hispanic	40	90.0	47	93.6	42	59.5
White	-	-	-	-	-	-
ELL	40	90.0	45	93.3	42	59.5
Eco Disadv.	29	86.2	36	91.7	40	60.0
Special Education	-	-	-	-	-	-
All	40	90.0	47	93.6	42	59.5
U. Lee						
African American	-	-	-	-	-	-
Hispanic	28	71.4	27	88.9	23	30.4
White	-	-	-	-	-	-
ELL	28	71.4	27	88.9	23	30.4
Eco Disadv.	16	75.0	24	91.7	23	30.4
Special Education	-	-	-	-	*	*
All	28	71.4	27	88.9	23	30.4
Mills						
African American	-	-	-	-	-	-
Hispanic	16	100.0	24	79.2	26	38.5
White	*	*	*	*	-	-
ELL	15	100.0	23	82.6	26	38.5
Eco Disadv.	15	100.0	25	80.0	23	43.5
Special Education	-	-	*	*	*	*
All	17	100.0	25	80.0	26	38.5
Pease						
African American	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-
White	-	-	-	-	-	-
ELL	-	-	-	-	-	-
Eco Disadv.	-	-	-	-	-	-
Special Education	-	-	-	-	-	-
All	-	-	-	-	-	-
ACE						
African American	-	-	-	-	-	-
Hispanic	84	86.0	98	89.0	91	46.0
White	*	*	*	*	-	-
ELL	83	85.5	95	89.5	91	46.2
Eco Disadv.	60	86.7	85	88.2	86	47.7
Special Education	-	-	*	*	*	*
All	85	85.9	99	88.9	91	46.2
Non-ACE IR						
African American	-	-	*	*	-	-
Hispanic	670	85.8	721	84.9	754	35.5
White	5	100.0	7	85.7	8	37.5
ELL	656	85.7	588	15.8	734	35.0
Eco Disadv.	522	85.4	673	85.4	735	35.5
Special Education	19	78.9	9	44.4	23	17.4
All	675	85.9	731	84.8	765	35.6
District						
African American	*	*	*	*	*	*
Hispanic	5,391	87.8	5,731	87.8	5,736	44.0
White	44	86.4	44	90.9	20	45.0
ELL	4,625	12.5	5,596	87.5	5,619	43.6
Eco Disadv.	4,362	87.7	5,379	88.0	5,599	43.9
Special Education	108	74.1	155	61.3	175	16.0
All	5,463	87.7	5,806	87.8	5,774	44.0

Source: Data reported as of June 9, 2016 for students enrolled on the PEIMS snapshot date, October 30, 2015. Updates after June 9, 2016 are not reflected in this report. Note: 2015-16 was the first year that *Terra Nova* and *SUPERA* were administered in Dallas ISD; * = fewer than five students took test; - = zero students took test; Non-ACE IR=Non-ACE Improvement Required campuses; Eco Disadv=Economically Disadvantaged; *SUPERA* not administered at Pease.

Appendix S

Appendix S: 2015-16 ACE Tier 1 *ISIP* Rates by Campus: Change from Previous Year (2014-15) - Combined English and Spanish

Campus	2014-15			2015-16					
	BOY	MOY	EOY	BOY	Δ 14-15 BOY	MOY	Δ 14-15 MOY	EOY	Δ 14-15 EOY
Kindergarten									
Blanton	68.3	53.1	42.7	47.6	-20.7	69.8	16.7	77.0	34.3
U.Lee	38.4	32.4	27.4	48.5	10.1	44.8	12.4	45.5	18.1
Mills	58.0	46.7	37.5	58.8	0.8	62.7	16.0	73.5	36.0
Pease	16.3	24.4	25.0	29.9	13.6	43.7	19.3	66.7	41.7
ACE	45.1	39.9	34.6	45.0	-0.1	55.6	15.7	66.1	31.5
IR	40.8	42.4	42.8	44.3	3.5	45.3	2.9	47.1	4.3
District	51.1	53.7	57.7	52.3	1.2	56.8	3.1	59.4	1.7
Grade 1									
Blanton	45.0	40.5	37.2	67.0	22.0	72.8	32.3	82.0	44.8
U.Lee	28.9	26.1	21.9	47.9	19.0	52.2	26.1	55.3	33.4
Mills	41.1	40.0	27.0	43.8	2.7	46.7	6.7	55.4	28.4
Pease	9.8	7.7	14.0	30.5	20.7	44.6	36.9	46.1	32.1
ACE	30.2	27.6	27.4	48.0	17.8	55.0	27.4	60.6	33.2
IR	37.1	34.0	37.3	41.8	4.7	44.0	10.0	46.6	9.3
District	45.9	47.9	51.6	53.4	7.5	55.2	7.3	58.7	7.1
Grade 2									
Blanton	27.5	27.0	24.4	59.7	32.2	62.2	35.2	61.6	37.2
U.Lee	18.6	25.7	20.5	38.2	19.6	44.9	19.2	46.9	26.4
Mills	28.4	21.7	30.2	50.0	21.6	45.1	23.4	47.1	16.9
Pease	16.7	13.7	16.4	19.8	3.1	32.5	18.8	46.4	30.0
ACE	22.0	22.6	23.1	40.5	18.5	45.8	23.2	50.5	27.4
IR	31.0	30.8	32.2	45.5	14.5	43.0	12.2	43.9	11.7
District	42.9	44.1	44.5	58.2	15.3	56.5	12.4	56.0	11.5

Source: District *ISIP* files dated June 17th and 21st, 2016 for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15) and October 30, 2015 (2015-16). Istation provided recalibrated data for the fall 2015 English administration in January 2017. Note: Changes meeting goal (increase the rate of students scoring in Tier 1 by 15 percentage points over previous (2014-15) school year) indicated in **blue bold**; BOY = September; MOY = January; EOY = May; Δ 14-15 = change (in percentage points) from 2014-15; IR = Non-ACE Improvement Required campuses.

Appendix S: 2015-16 ACE Tier 1 /SIP Rates by Campus: Change from Previous Year (2014-15) – English Only

Campus	2014-15			2015-16					
	BOY	MOY	EOY	Δ 14-15		Δ 14-15		Δ 14-15	
				BOY	BOY	MOY	MOY	EOY	EOY
Kindergarten									
Blanton	65.6	35.4	18.8	36.4	-29.2	60.9	25.5	83.0	64.2
U.Lee	25.5	26.5	22.4	43.9	18.4	36.6	10.1	44.7	22.3
Mills	48.7	37.2	33.3	54.5	5.8	51.5	14.3	75.0	41.7
Pease	16.3	24.7	25.0	29.9	13.6	43.7	19.0	66.7	41.7
ACE	32.5	30.0	24.6	38.5	6.0	47.6	17.6	67.7	43.1
IR	30.8	32.2	33.5	34.6	3.8	36.0	3.8	35.4	1.9
District	39.6	43.7	49.0	44.0	4.4	47.9	4.2	50.8	1.8
Grade 1									
Blanton	25.0	10.8	16.7	50.0	25.0	63.8	53.0	68.2	51.5
U.Lee	18.8	15.2	16.7	37.3	18.5	47.7	32.5	55.2	38.5
Mills	34.5	17.9	25.0	37.8	3.3	38.2	20.3	38.7	13.7
Pease	9.8	7.7	14.0	30.5	20.7	44.6	36.9	46.1	32.1
ACE	18.5	12.0	17.4	37.5	19.0	48.5	36.5	52.3	34.9
IR	27.2	22.5	25.9	31.7	4.5	35.3	12.8	36.2	10.3
District	34.9	34.0	38.4	44.1	9.2	47.0	13.0	49.3	10.9
Grade 2									
Blanton	8.3	2.5	7.3	41.2	32.9	46.9	44.4	48.4	41.1
U.Lee	11.1	16.9	9.1	32.3	21.2	41.5	24.6	43.1	34.0
Mills	8.9	10.0	20.5	50.0	41.1	56.0	46.0	61.5	41.0
Pease	16.7	13.7	16.7	19.8	3.1	32.5	18.8	46.4	29.7
ACE	12.1	11.9	14.1	31.0	18.9	40.5	28.6	47.7	33.6
IR	20.1	20.5	22.7	42.0	21.9	42.7	22.2	43.4	20.7
District	30.0	33.1	35.7	54.8	24.8	55.1	22.0	57.0	21.3

Source: District /SIP files dated June 17th and 21st, 2016 for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15) and October 30, 2015 (2015-16). Istation provided recalibrated data for the fall 2015 English administration in January 2017. Note: Changes meeting goal (increase the rate of students scoring in Tier 1 by 15 percentage points over previous (2014-15) school year) indicated in **blue bold**; BOY = September; MOY = January; EOY = May; Δ 14-15 = change (in percentage points) from 2014-15; IR = Non-ACE Improvement Required campuses.

Appendix S: 2015-16 ACE Tier 1 *ISIP* Rates by Campus: Change from Previous Year (2014-15) – Spanish Only

Campus	2014-15			2015-16					
	BOY	MOY	EOY	Δ 14-15		Δ 14-15		Δ 14-15	
				BOY	BOY	MOY	MOY	EOY	EOY
Kindergarten									
Blanton	70.0	70.8	66.7	60.0	-10.0	80.0	9.2	70.0	3.3
U.Lee	77.8	44.0	46.2	56.0	-21.8	57.7	13.7	46.4	0.2
Mills	70.0	59.4	43.3	66.7	-3.3	83.3	23.9	70.6	27.3
Pease	-	-	-	-	-	-	-	-	-
ACE	71.4	60.4	56.0	60.2	-11.2	73.8	13.4	62.4	6.4
IR	56.1	58.9	57.8	59.7	3.6	60.3	1.4	65.8	8.0
District	63.4	64.7	66.7	61.1	-2.3	66.0	1.3	67.8	1.1
Grade 1									
Blanton	61.4	66.7	54.8	84.4	23.0	82.2	15.5	95.6	40.8
U.Lee	63.2	53.8	25.0	74.1	10.9	63.0	9.2	55.6	30.6
Mills	48.1	63.0	30.8	51.9	3.8	57.7	-5.3	76.0	45.2
Pease	-	-	-	-	-	-	-	-	-
ACE	57.8	62.1	42.7	72.7	14.9	70.4	8.3	79.4	36.7
IR	53.6	53.8	54.6	59.4	5.8	58.6	4.8	63.9	9.3
District	58.9	63.8	66.1	64.3	5.4	64.7	0.9	69.3	3.2
Grade 2									
Blanton	73.3	46.9	40.0	74.4	1.1	73.8	26.9	71.4	31.4
U.Lee	40.0	41.7	31.8	54.2	14.2	54.2	12.5	56.5	24.7
Mills	58.6	37.9	57.1	50.0	-8.6	34.6	-3.3	32.0	-25.1
Pease	-	-	-	-	-	-	-	-	-
ACE	55.1	43.0	40.2	62.4	7.3	57.6	14.6	56.7	16.5
IR	51.1	48.6	47.0	51.8	0.7	43.5	-5.1	44.7	-2.3
District	58.8	57.0	54.9	62.6	3.8	58.1	1.1	54.9	0.0

Source: District *ISIP* files dated June 17th and 21st, 2016 for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15) and October 30, 2015 (2015-16). Note: Changes meeting goal (increase the rate of students scoring in Tier 1 by 15 percentage points over previous (2014-15) school year) indicated in **blue bold**; BOY = September; MOY = January; EOY = May; Δ 14-15 = change (in percentage points) from 2014-15; IR = Non-ACE Improvement Required campuses.

Appendix T

Appendix T: 2015-16 Final Course Failures: ACE Elementary Schools (Grades Two to Five) by Campus and Content Area

Subject	Grade 2			Grade 3			Grade 4			Grade 5			Grades 2 to 5		
	Fail n	Total N	Fail %	Fail n	Total N	Fail %	Fail n	Total N	Fail %	Fail n	Total N	Fail %	Fail n	Total N	Fail %
Blanton															
Art	0	76	0.0	0	82	0.0	0	102	0.0	0	79	0.0	0	339	0.0
Language Arts	1	33	3.0	2	28	7.1	2	36	5.6	2	38	5.3	7	135	5.2
Mathematics	3	76	3.9	2	82	2.4	3	102	2.9	4	79	5.1	12	339	3.5
Music	0	75	0.0	0	82	0.0	0	97	0.0	0	79	0.0	0	333	0.0
Physical Education	0	76	0.0	0	81	0.0	0	101	0.0	0	80	0.0	0	338	0.0
Read/Lang Arts Eng	3	43	7.0	2	37	5.4	2	63	3.2	2	40	5.0	9	183	4.9
Read/Lang Arts Span	3	43	7.0	5	54	9.3	5	62	8.1	2	42	4.8	15	201	7.5
Reading	1	33	3.0	1	28	3.6	0	38	0.0	3	38	7.9	5	137	3.6
Science/Health	1	76	1.3	1	82	1.2	0	102	0.0	5	80	6.3	7	340	2.1
Social Studies	1	48	2.1	1	82	1.2	1	101	1.0	1	80	1.3	4	311	1.3
All Courses	13	579	2.2	14	638	2.2	13	804	1.6	19	635	3.0	59	2656	2.2
U. Lee															
Art	0	78	0.0	0	86	0.0	0	78	0.0	0	64	0.0	0	306	0.0
Language Arts	3	55	5.5	3	55	5.5	7	59	11.9	3	51	5.9	16	220	7.3
Mathematics	5	76	6.6	5	85	5.9	5	77	6.5	7	69	10.1	22	307	7.2
Music	0	76	0.0	0	81	0.0	0	72	0.0	0	49	0.0	0	278	0.0
Physical Education	0	78	0.0	0	88	0.0	0	67	0.0	0	63	0.0	0	296	0.0
Read/Lang Arts Eng	0	23	0.0	2	31	6.5	0	6	0.0	4	13	30.8	6	73	8.2
Read/Lang Arts Span	1	23	4.3	2	31	6.5	2	18	11.1	4	13	30.8	9	85	10.6
Reading	5	54	9.3	2	55	3.6	5	58	8.6	6	50	12.0	18	217	8.3
Science/Health	0	76	0.0	0	86	0.0	2	76	2.6	3	19	15.8	5	257	1.9
Social Studies	0	76	0.0	2	85	2.4	3	77	3.9	3	62	4.8	8	300	2.7
All Courses	14	615	2.3	16	683	2.3	24	588	4.1	30	453	6.6	84	2339	3.6

table continues

Table (continued)

Subject	Grade 2			Grade 3			Grade 4			Grade 5			Grades 2 to 5		
	Fail n	Total N	Fail %	Fail n	Total N	Fail %	Fail n	Total N	Fail %	Fail n	Total N	Fail %	Fail n	Total N	Fail %
Mills															
Art	0	52	0.0	0	59	0.0	0	62	0.0	0	45	0.0	0	218	0.0
Language Arts	0	27	0.0	0	29	0.0	0	37	0.0	0	26	0.0	0	119	0.0
Mathematics	6	52	11.5	0	59	0.0	7	62	11.3	1	45	2.2	14	218	6.4
Music	0	52	0.0	0	59	0.0	0	61	0.0	0	45	0.0	0	217	0.0
Physical Education	0	52	0.0	0	59	0.0	0	62	0.0	0	45	0.0	0	218	0.0
Read/Lang Arts Eng	3	25	12.0	0	30	0.0	0	25	0.0	0	19	0.0	3	99	3.0
Read/Lang Arts Span	3	25	12.0	6	30	20.0	0	25	0.0	0	19	0.0	9	99	9.1
Reading	1	27	3.7	7	29	24.1	1	37	2.7	1	26	3.8	10	119	8.4
Science/Health	0	52	0.0	0	59	0.0	3	62	4.8	2	45	4.4	5	218	2.3
Social Studies	2	52	3.8	0	58	0.0	1	62	1.6	0	45	0.0	3	217	1.4
All Courses	15	416	3.6	13	471	2.8	12	495	2.4	4	360	1.1	44	1742	2.5
Pease															
Art	0	80	0.0	0	82	0.0	0	82	0.0	0	86	0.0	0	330	0.0
Elem Computer	*	*	*	-	-	-	-	-	-	*	*	*	*	*	*
Language Arts	15	80	18.8	2	82	2.4	6	81	7.4	4	88	4.5	27	331	8.2
Mathematics	10	80	12.5	1	81	1.2	2	81	2.5	13	89	14.6	26	331	7.9
Music	0	80	0.0	0	82	0.0	0	82	0.0	0	87	0.0	0	331	0.0
Physical Education	0	80	0.0	0	82	0.0	0	82	0.0	0	87	0.0	0	331	0.0
Reading	14	80	17.5	2	81	2.5	6	80	7.5	15	89	16.9	37	330	11.2
Science/Health	4	80	5.0	0	82	0.0	0	81	0.0	9	87	10.3	13	330	3.9
Social Studies	4	79	5.1	0	82	0.0	3	81	3.7	8	89	9.0	15	331	4.5
All Courses	47	640	7.3	5	654	0.8	17	650	2.6	49	703	7.0	118	2647	4.5

Source: Counts are from those students enrolled on the PEIMS snapshot date of October 30, 2015 with available grades in district files as of June 9, 2016 (elementary) or June 23, 2016 (middle). Note: Grades < 70 were considered failing; * = fewer than five students took test; - = zero students took test; Non-ACE IR = Improvement Required schools that were not ACE.

Appendix T: 2015-16 Final Course Failures: ACE Middle Schools (Grades Six to Eight) by Campus and Content Area

Subject	Grade 6			Grade 7			Grade 8			Grades 6 to 8		
	Fail n	Total N	Fail %	Fail n	Total N	Fail %	Fail n	Total N	Fail %	Fail n	Total N	Fail %
Dade												
Language Arts	4	447	0.9	23	451	5.1	3	416	0.7	30	1314	2.3
Mathematics	3	249	1.2	9	254	3.5	3	252	1.2	15	755	2.0
Science	9	236	3.8	11	227	4.8	12	254	4.7	32	717	4.5
Social Studies	4	239	1.7	13	253	5.1	4	252	1.6	21	744	2.8
Health	0	10	0.0	0	19	0.0	0	81	0.0	0	110	0.0
PE/Equivalent	0	208	0.0	0	134	0.0	0	142	0.0	0	484	0.0
Language Other Than English	-	-	-	-	-	-	*	*	*	*	*	*
Fine Arts	1	209	0.5	5	296	1.7	2	286	0.7	8	791	1.0
Tech Applications	0	55	0.0	1	123	0.8	1	32	3.1	2	210	1.0
Career and Tech	-	-	-	*	*	*	*	*	*	*	*	*
Other Elective	0	127	0.0	0	92	0.0	0	100	0.0	0	319	0.0
Local Credit	0	182	0.0	3	185	1.6	2	169	1.2	5	536	0.9
All Courses	21	1962	1.1	65	2035	3.2	27	1987	1.4	113	5984	1.9
Edison												
Language Arts	20	314	6.4	29	287	10.1	34	251	13.5	83	852	9.7
Mathematics	8	158	5.1	49	143	34.3	30	167	18.0	87	468	18.6
Science	10	154	6.5	43	140	30.7	30	167	18.0	83	461	18.0
Social Studies	6	157	3.8	19	143	13.3	11	167	6.6	36	467	7.7
Health	*	*	*	0	6	0.0	*	*	*	2	11	18.2
PE/Equivalent	0	150	0.0	0	63	0.0	2	100	2.0	2	313	0.6
Fine Arts	17	111	15.3	2	72	2.8	7	80	8.8	26	263	9.9
Tech Applications	0	6	0.0	6	31	19.4	9	57	15.8	15	94	16.0
Career & Technology	-	-	-	-	-	-	*	*	*	*	*	*
Other Elective	9	29	31.0	10	87	11.5	30	151	19.9	49	267	18.4
Local Credit	0	166	0.0	7	160	4.4	10	179	5.6	17	505	3.4
All Courses	70	1248	5.6	165	1132	14.6	165	1322	12.5	400	3702	10.8

table continues

Table (continued)

Subject	Grade 6			Grade 7			Grade 8			Grades 6 to 8		
	Fail n	Total N	Fail %	Fail n	Total N	Fail %	Fail n	Total N	Fail %	Fail n	Total N	Fail %
Zumwalt												
Language Arts	42	290	14.5	53	276	19.2	17	118	14.4	112	684	16.4
Mathematics	7	143	4.9	38	137	27.7	12	95	12.6	57	375	15.2
Science	53	139	38.1	34	131	26.0	8	97	8.2	95	367	25.9
Social Studies	18	136	13.2	34	134	25.4	6	97	6.2	58	367	15.8
Health	*	*	*	1	5	20.0	5	18	27.8	6	24	25.0
PE/Equivalent	7	129	5.4	1	43	2.3	0	29	0.0	8	201	4.0
Fine Arts	3	75	4.0	9	91	9.9	3	60	5.0	15	226	6.6
Tech Applications	*	*	*	8	25	32.0	1	18	5.6	9	44	20.5
Career & Technology	-	-	-	6	47	12.8	1	70	1.4	7	117	6.0
Other Elective	13	40	32.5	12	26	46.2	14	43	32.6	39	109	35.8
Local Credit	8	32	25.0	8	36	22.2	2	21	9.5	18	89	20.2
All Courses	151	986	15.3	204	951	21.5	69	666	10.4	424	2603	16.3

Source: Counts are from those students enrolled on the PEIMS snapshot date of October 30, 2015 with available grades in district files as of June 9, 2016 (elementary) or June 23, 2016 (middle). Note: Grades < 70 were considered failing; * = fewer than five students took test; - = zero students took test; Non-ACE IR = Improvement Required schools that were not ACE.

Appendix U

Table U: 2015-16 First through Sixth Six Weeks ACE Disciplinary Offense Rates by School – Elementary Schools

2015-16														
Time Frame	SW1	SW2	ΔSW1	SW3	ΔSW2	Sem 1	SW4	ΔSW3	SW5	ΔSW4	SW6	ΔSW5	Sem 2	Year
Blanton														
Level I	0	0	0	0	0	0	0	0	0	0	1	1	1	1
Level II	1	4	3	2	-2	7	1	-1	3	2	4	1	8	15
Level III	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	4	3	2	-2	7	1	-1	3	2	5	2	9	16
2014-15 Total	4	11	7	4	-7	19	9	5	11	2	9	-2	29	48
Change from 2014-15	-3	-7	N/A	-2	N/A	-12	-8	N/A	-8	N/A	-4	N/A	-20	-32
U. Lee														
Level I	0	4	4	2	-2	6	2	0	1	-1	4	3	7	13
Level II	17	18	1	7	-11	42	10	3	14	4	5	-9	29	71
Level III	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	17	22	5	9	-13	48	12	3	15	3	9	-6	36	84
2014-15 Total	9	16	7	24	8	49	54	30	43	-11	16	-27	113	162
Change from 2014-15	8	6	N/A	-15	N/A	-1	-42	N/A	-28	N/A	-7	N/A	-77	-78
Mills														
Level I	0	0	0	4	4	4	1	-3	4	3	0	-4	5	9
Level II	0	8	8	9	1	17	14	5	25	11	19	-6	58	75
Level III	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	8	8	13	5	21	15	2	29	14	19	-10	63	84
2014-15 Total	1	0	-1	6	6	7	6	0	6	0	13	7	25	32
Change from 2014-15	-1	8	N/A	7	N/A	14	9	N/A	23	N/A	6	N/A	38	52
Pease														
Level I	0	1	1	4	3	5	0	-4	3	3	4	1	7	12
Level II	29	37	8	24	-13	90	28	4	39	11	11	-28	78	168
Level III	0	0	0	0	0	0	1	1	0	-1	0	0	1	1
Total	29	38	9	28	-10	95	29	1	42	13	15	-27	86	181
2014-15 Total	68	37	-31	53	16	158	139	86	121	-18	173	52	433	591
Change from 2014-15	-39	1	N/A	-25	N/A	-63	-110	N/A	-79	N/A	-158	N/A	-347	-410

Source: Office of Student Discipline files dated August 5, 2015 (2014-15) and July 13, 2016 (2015-16). Note: SW# = Six-week period #; Sem 1 = Semester one; Sem 2 = Semester two; Negative numbers indicate decrease in offenses; Positive numbers indicate increase in offenses; Improvements (declines in offenses) from the previous six-week period or from the same period in the previous academic year (2014-15) are shown in **blue bold**; N/A = Not Applicable.

Table U: 2015-16 First through Sixth Six Weeks ACE Disciplinary Offense Rates by School – Middle Schools and ACE Overall

2015-16														
Time Frame	SW1	SW2	ΔSW1	SW3	ΔSW2	Sem 1	SW4	ΔSW3	SW5	ΔSW4	SW6	ΔSW5	Sem 2	Year
Dade														
Level I	3	8	5	4	-4	15	5	1	2	-3	3	1	10	25
Level II	29	25	-4	21	-4	75	34	13	16	-18	17	1	67	142
Level III	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	32	33	1	25	-8	90	39	14	18	-21	20	2	77	167
2014-15 Total	103	112	9	205	93	420	179	-26	285	106	255	-30	719	1139
Change from 2014-15	-71	-79	N/A	-180	N/A	-330	-140	N/A	-267	N/A	-235	N/A	-642	-972
Edison														
Level I	0	11	11	19	8	30	60	41	56	-4	57	1	173	203
Level II	25	83	58	73	-10	181	97	24	103	6	98	-5	298	479
Level III	1	2	1	0	-2	3	0	0	3	3	7	4	10	13
Total	26	96	70	92	-4	214	157	65	162	5	162	0	481	695
2014-15 Total	181	189	8	154	-35	524	213	59	200	-13	300	100	713	1237
Change from 2014-15	-155	-93	N/A	-62	N/A	-310	-56	N/A	-38	N/A	-138	N/A	-232	-542
Zumwalt														
Level I	4	1	-3	3	2	8	0	-3	0	0	0	0	0	8
Level II	12	5	-7	3	-2	20	7	4	3	-4	1	-2	11	31
Level III	5	2	-3	0	-2	7	2	2	1	-1	4	3	7	14
Total	21	8	-13	6	-2	35	9	3	4	-5	5	1	18	53
2014-15 Total	118	123	5	73	-50	314	112	39	117	5	153	36	382	696
Change from 2014-15	-97	-115	N/A	-67	N/A	-279	-103	N/A	-113	N/A	-148	N/A	-364	-643
ACE														
Level I	7	25	18	36	11	68	68	32	66	-2	69	3	203	271
Level II	113	180	67	139	-41	432	191	52	203	12	155	-48	549	981
Level III	6	4	-2	0	-4	10	3	3	4	1	11	7	18	28
Total	126	209	83	175	-34	510	262	87	273	11	235	-38	770	1280
2014-15 Total	484	488	4	519	31	1491	712	193	783	71	919	136	2414	3905
Change from 2014-15	-358	-279	N/A	-344	N/A	-981	-450	N/A	-510	N/A	-684	N/A	-1644	-2625

Source: Office of Student Discipline files dated August 5, 2015 (2014-15) and July 13, 2016 (2015-16). Note: SW# = Six-week period #; Sem 1 = Semester one; Sem 2 = Semester two; Negative numbers indicate decrease in offenses; Positive numbers indicate increase in offenses; Improvements (declines in offenses) from the previous six-week period or from the same period in the previous academic year (2014-15) are shown in **blue bold**; N/A = Not Applicable.