

Department of Evaluation and Assessment



At-a-Glance 2015-2016

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Department of Evaluation and Assessment



At-a-Glance 2015-2016

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ASSESSMENT

State and National Assessments, 2015-2016

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EA16-210-4

At-a-Glance

State and National Assessments (SNA) coordinates the training, administration, distribution and processing of all state-, national-, and district-mandated criterion- and norm-referenced testing in the Dallas ISD. These tests include *TAKS*, *STAAR*, *STAAR A*, *STAAR Spanish*, *STAAR L*, *STAAR Alt 2*, *STAAR End-of-Course (EOC)*, *Texas English Language Proficiency Assessment System (TELPAS)*, *TerraNova/Supera*, *IPT*, and *Stanford 10*. In addition, SNA supports magnet school testing, *NAEP/TUDA*, and the acquisition of *Credit by Examination (CBE)* and *Credit by Examination for Acceleration (CEFA)*.

SNA is also responsible for assisting with Test Security. In this capacity, SNA is responsible for assisting with training Campus Testing Coordinators (CTCs), monitoring test administrations, and reporting testing irregularities to the proper authorities [Texas Education Agency (TEA), Human Capital Management, and Professional Standards Office].

State-Mandated Assessments

TEA requires students to be assessed in grades 3-12 to determine academic skill levels and progress made during a given school year. Grades 3-8 were administered the *STAAR*, while students grades 9-12 were administered the *STAAR EOC*. Students enrolled in high school prior to the 2012-2013 school year were required to pass 4 core subtests on the *Texas Assessment of Knowledge and Skills (TAKS)*.

At grades 5 and 8, students had two opportunities to test; one administration in March and one administration in May. During each administration, students were assessed in reading and math in both English and Spanish. The third administration was canceled by the Texas Commissioner of Education due to test administration errors associated with the new vendor (Educational Testing Services).

At grades 9-12, students had three opportunities to test (December 2015, spring 2016 and July 2016).

NCLB mandates an annual English-language proficiency assessment of ELLs in grades K-12 in four language domains (reading, writing, speaking, and listening). The Texas Education Agency (TEA) developed the *Texas English Language Proficiency*

Assessment System (TELPAS) to assess English language learners' (ELLs) in these domains.

The following presents an overview of the number of state mandated tests administered in the Dallas ISD:

- Across grades 3-8, more than 76,000 students took *STAAR* Reading, more than 68,000 took *STAAR* Math, and at grades 4 & 7, more than 21,000 took *STAAR* Writing in English and Spanish.
- At grades 5 and 8, more than 21,000 students took the *STAAR* Science test, and about 9,000 students at grade 8 took *STAAR* Social Studies.
- At grades 5 and 8, a total of 17,901 students took *STAAR* Reading in English and 4,153 students took *STAAR* Reading in Spanish during the first administration and 6,052 students tested in English and 1,281 tested in Spanish during the second administration
- At grades 5 and 8, a total of 21,850 students took *STAAR* Math in English and 173 students took *STAAR* Math in Spanish during the first administration and 7,388 students tested in English and 134 tested in *Spanish* during the second administration. These totals include students who tested above grade level (2,427).
- More than 68,000 students took the *STAAR EOC*, with more than 9,000 total tested in each of the following subjects: Algebra I, Biology, English I, English II, and U.S. History.
- Across grades 11 and 12, a total of 49 students took the *Texas Assessment of Knowledge and Skills (TAKS) Exit Retest*.
- A total of 59,263 students were rated on the *TELPAS* with a majority rated beginning at grades 1-3, while those rated intermediate, advanced, and advanced high were in grades 2-12.

TerraNova Third Edition Norm-Referenced Assessments at Grades K-2

For 2015-2016, the district transitioned to *TerraNova/Supera* for the norm-referenced assessments at grades K-2. The *TerraNova* is an English-language standardized norm-referenced achievement test. The *Supera* is the Spanish version of the test.

Across grades K-2, a total of 58,376 tests were administered with the *TerraNova* (20,618 in reading, and 37,758 in mathematics), while 17,645 administered with the *Supera* (17,491 in *Supera* Reading, and 154 in *Supera* Math).

IDEA Language Proficiency Tests (IPT) and Stanford 10 Assessments of ELL Students

School districts are required to identify ELL students in grades Pre-K-12 through the use of a home language survey. Students identified as having a language other than English were assessed with the *IDEA Language Proficiency Tests (IPT)*. Students in grades Pre-K-12 who were new to the district and spoke a language other than English were assessed with the *IPT* and placed in an appropriate instructional program within four weeks of enrollment. Students in grades 2-12 who scored ≥ 4 on the *IPT* were assessed with *Stanford 10*.

A total of 39,167 *IPT* tests were administered (26,967 on the English version and 12,200 on the Spanish version) and 991 with the *Stanford 10*.

Magnet School Application Process and Assessment Results

State and National Assessments administered the *ITBS/Logramos* or *Stanford 10* to students who did not have norm- or criterion-referenced achievement test scores from the previous school year in order to apply to the Dallas ISD magnet program. Specifically, these services were provided to students who were applying for admission to the district's vanguards, academies, and magnet high schools who met the following criteria: (1) currently enrolled in private, parochial, or other schools (grades K-10), and (2) currently enrolled Dallas ISD students (grades 1-2 and 9-11). Out-of-district students were required to provide a \$100.00 money order or cashier's check made payable to the Dallas Independent School District, while in-district students tested free. A total of 209 students were tested for admission into the magnet program in the 2015-2016 school year (71 with *ITBS*, 9 with *Logramos* and 129 with *Stanford 10*).

The *Naglieri Nonverbal Ability Test (NNAT)* is an instrument used by selected district vanguards, academies, and magnet high schools for additional screening of applicants. It is a nonverbal test of general ability commonly used to identify gifted children. SNA provided *NNAT* test booklets, answer documents, and score results for campus officials. A total of 653 students at 5 magnet schools were tested. The highest number of students tested (246) were at grade 3.

The *Math Pre-Assessment* was developed by the Region IV Education Service Center. It is used in addition to other assessments to fulfill the

requirement needs for entry into 6 requested magnet school campuses at their discretion. SNA printed the test booklets, answer documents, and scored the results. A total of 1,236 students were tested, with the highest number tested (993) at grade 5.

The *Texas Success Initiative Assessment (TSIA)* is a computer administered assessment used to provide evidence of college readiness or identify deficiencies in reading, writing, and/or mathematics. It was administered at 2 magnet high school campuses via *Accuplacer*. SNA's responsibility was to purchase assessment credits such that assessment capabilities would be readily available at campuses.

Credit by Examination for Acceleration and Credit by Examination with ACP Results

Tests used for *Credit by Examination for Acceleration (CEFA)* was developed by Texas Tech University to assess mastery of the TEKS for students in grades 1-12 (EHDB LOCAL & EHDC LOCAL). *CEFA* is a means by which high-achieving elementary students may advance one grade level by passing all four tests in the common core areas (language arts, mathematics, science, and social studies), while middle and high school students may be awarded course credit. The *Iowa Tests of Basic Skills (ITBS)* was used to determine acceleration for students in kindergarten.

Students had to meet the following passing standards to accelerate or gain course credit:

- Kindergarten students had to score at or above the 70th percentile on the *ITBS* Reading and Math test to advance to the next grade.
- Elementary school students had to achieve a mastery score of 80% in all four common core areas (language arts, mathematics, science, and social studies) to advance to the next grade.
- Middle and high school students had to achieve a mastery score of 80% in each subject area tested to receive course credit.
- Middle and high school students with prior instruction in the course taken had to achieve a mastery score of 70% in each subject area tested to receive course credit.

The following results were observed:

- Fourteen students were tested for acceleration at the Kindergarten level with 60% scoring at or above the 70th percentile.
- At the elementary level, 8 students were tested for acceleration with 3 students scoring $\geq 80\%$ mastery in all core areas (reading, math, science, and social studies).
- At the middle and high school levels, more than 1,800 tests were taken for course credit with

passing rates of 71% and 80%, respectively.

Credit-by-Examination with Assessment of Course Performance (CBEwACP) is another means by which students entering the Dallas ISD from home-study or non-accredited schools may receive course credit(s). Students who entered the district in the second semester of grade 9 or in either semester (1st or 2nd) of grades 10-12, were eligible to submit an application for CBEwACP.

A total of 303 tests were taken for CBEwACP (2 elementary, 34 middle school, and 267 high school) with 139 (46%) students receiving course credit.

CTC Survey Results

The Dallas ISD Board of Trustees requested a special survey of campus staff serving as CTCs to determine the amount of time these employees spent working on test administration activities (*STAAR*, *ACP*, *TELPAS*, etc.). The findings were needed to provide helpful information used in making decisions about future CTC staffing concerns.

A total of 108 campus staff responded to the CTC survey. The majority of respondents (72%) were Assistant Principals (41%) followed by Librarians (31%). The majority of librarians and other district staff serving as CTCs were relatively new to the position with no more than 2 years of experience. Although there were similarities in the amounts of time librarians and other district personnel spent on testing activities per week during and after school hours, the amounts of time differed significantly depending on the test. The greatest amount of time spent on test administrations was associated with *TELPAS* Calibrations, *TELPAS* Online Testing, and *TerraNova/Supera*. The results indicated that librarians and other district personnel may be working more than 60+ hours per week when serving as CTCs, oftentimes without supplemental pay. This may be especially evident at campuses where there is no allocation or budget for CTCs in spite of state and federal accountability requirements.

Campus Testing Coordinator Trainings

The Department of State and National Assessments provided 34 training sessions on test administration and security procedures. There were three all day Introductory sessions in September, one for secondary, including *ACT School Day*, and two for elementary. There was one combined high and middle schools session for *Exit TAKS/PSAT*. There were nine sessions pertaining to *STAAR* and three ETS/Pearson online training sessions. The January overview was divided into two elementary, one middle, and one high school session combined. There was one high school *SAT School Day* session and nine *TELPAS* sessions. There was one

Advanced Placement session for high schools and two *TerraNova/Supera* sessions for elementary schools. Two additional sessions were conducted to discuss the Student Survey.

Role of Districtwide Testing Coordinators

Five Districtwide Testing Coordinators were assigned various feeder patterns each to train, assist, and support CTCs with testing activities in association with the district's testing calendar. These activities included:

- assisting with training CTCs before each test administration on test procedures, test security, online testing setup, online test administration and completion, and quality control of paper and online test materials;
- providing functional planning expertise to campus and district personnel required to meet state testing timelines and district administered local testing timelines outlined on the district's testing calendar;
- working collaboratively with various departments including, but not limited to, special education, counseling, ESL/bilingual, and technology to ensure coherence and alignment of local, state, and national assessments;
- presenting best practices at the Texas Assessment Conference;
- assisting with summarizing testing activities and operations in interim reports, technical reports, and final reports; and
- making recommendations for improvement of operations.

ETS Administration Concerns

The Texas Education Agency (TEA) contracted with Education Testing Services (ETS) to administer *STAAR* assessments for the State of Texas on September 1, 2015. Along with this transition came a number of testing issues. There were six topics of concern; Confidential Student Records (CSRs), Inaccurate Data, File/Reports Updates, Pre-Codes, Online Testing, and Shipping. ETS was open to communications and made assertive efforts to make positive changes. Noticeable improvements were made between the December 2015 and Spring 2016 administrations. Improvements were also made with precodes, shipping, and reporting.

Test Monitor Training

State and National Assessments trained test monitors to ensure proper test administration and

security procedures were being followed during each test administration. School assignments were done through an online self-selection process. At the end of each observation, test monitors were required to complete a number of observation forms documenting all aspects of the testing environment and testing irregularities, if observed. A total of 261 test monitors were trained to monitor 223 schools 2 to 3 times during each testing window.

Testing Irregularities

Testing irregularities fell into two distinct categories, procedural and serious. Procedural irregularities are less severe and most common. They typically involved minor deviations in testing procedures such as: students tested in the wrong language, students were administered an exam on an unauthorized day, or students not placing their answers on the correct section of the answer sheet. Serious irregularities constitute severe violations of test security and/or confidentiality that oftentimes resulted in the involvement of the TEA's Educator Certification and Standards Division for disciplinary action (including suspension or revocation of educator certification). If a serious testing irregularity was identified, the district's Test Security Officer worked collaboratively with the Professional Standards Office, Human Capital Management, principals, and/or Division Executive Directors to conduct further investigations.

A total of 291 testing irregularities were reported to State and National Assessments (288 procedural and 3 serious). The majority of procedural irregularities were associated with the administration of the STAAR at grades 3-8.

Assessment of Course Performance (ACP) Test Booklet Return Rate

A random sample of 15 elementary, 5 middle, and 5 high schools were chosen from across the district's feeder patterns for ACP test booklets return rates. A total of 63,850 test booklets (30,909 to elementary, 13,882 to middle, and 19,059 to high schools) were shipped with a return rate greater than 99% (<1% of the test booklets were retained on campuses).

For additional information see EA16-210-2, and also available at <http://www.dallasisd.org/page/888>.

Assessment of Course Performance (ACP): 2015–16

Kathy Williams-Palmer, MSAE

EA16-220-4

At-a-Glance

For the 2015–16 school year, Local Assessment, in conjunction with the Department of Teaching and Learning (T&L), developed the *Assessments of Course Performance (ACPs)* as standardized final semester tests in grades kindergarten through 12 for Mathematics, Reading/Language Arts, Science, Social Studies, English-as-a-Second-Language (ESL), World Languages, Instructional Technology, Health, Physical Education and Visual & Performing Arts courses. Overall, 190 tests were developed and 21 were trans-adapted in Spanish. With nine single-semester tests and four high school tests also used for middle school students, a total of 224 ACPs were administered during the 2015–16 school year.

ACP Development

Prior to the test development phase, T&L provided outlines, called blueprints, detailing the Student Expectations (SEs) that required assessment items. In addition, T&L provided item blueprints, which directed item writers to measure specific aspects of SEs with special content to ensure item validity.

The processes of item writing, editing, item analyses, and test approvals were managed through the Office of Test Development. Tests comprised approximately three-quarters of the well-performing items from the previous year and one-quarter new or revised items. Item writing during the summer generally focused on expanding and revising test item banks. Test blueprints were published on MyData Portal and Assessment websites at the beginning of the school year. All tests were aligned to the *Texas Essential Knowledge and Skills (TEKS)* using the Curriculum Map developed by each content area. After administration began, alignment pages were also published on the MyData Portal and Assessment websites. These pages assured that each test item's SE was in the Curriculum Map.

Valid and Reliable Tests

The development of valid and reliable assessments is crucial for the evaluation of student knowledge and mastery of instructional material. Therefore, it is essential that the data provided by tests be valid and reliable. Content validity was demonstrated through the use of item and test blueprints, developed by T&L, and Curriculum Map alignment pages, ensuring each item was aligned with the curriculum. Cronbach's alpha, a coefficient used to provide a general indicator of consistency across items within a test, ranges from

0 to 1, with 0 indicating no test reliability. Coefficients approaching 1 indicate high test reliability. Of the 224 ACPs administered, 218 ACPs had a reliability of .70 or higher, of which 134 were equal to or above .80. Six ACPs had a reliability between .69 and .64.

Curriculum Alignment

The ACPs were designed as measures of the taught curriculum. Although every SE in the curriculum was not measured, significant SEs were identified and included in the test design process. Teachers were surveyed and asked to indicate the extent to which the ACPs successfully matched what was taught in the course. The results are presented in Table 1. Well over 80% of the teachers reported courses and ACPs had a 75 to 100% match. Given that there were more SEs taught than can be appropriately measured on a 90-minute test, this level of matching was acceptable.

Table 1
ACPs Aligned with Taught Curriculum

Question	Response Category	Sem 1 %	Sem 2 %
To what extent does the ACP successfully assess (match) what is taught in this course?	100% match	31.4	34.5
	About 75% match	55.4	52.2
	About 50% match	10.6	10.1
	About 25% match	2.2	3.2
	No match at all	0.4	0.0

Scaled Scores

All 2015–16 ACP tests used scaled scores rather than raw scores. Tests aim to have 55% correct set to equal a scale score of 70, or passing. However, some tests have lower or higher passing percentages based on test difficulty. The 55% criterion was lowered on 55 of 127 first semester tests and 25 of 97 second semester tests. Maintaining the 55% standard would have led to unreasonably high or low passing rates.

Semester One Results

The mean scale score ranged from a low of 67.0 (Grade 4 Social Studies) to a high of 90.0 (Kindergarten Reading), while the median scale score was 73.4. The mean percent correct score ranged from 40.7% (RLA 8 ESL Yr 1) to 87.0% (Grade 1 Spanish Reading), with a median percent correct score of 60.5%. Mean course grade ranged from 72.8 (English I ESOL Beginner) to 95.6 (Grade 4 PE). The percent of students passing the ACPs ranged from 40.1% (Grade 4 Social Studies) to 94.6% (Kindergarten Spanish Reading). {See Table 2} In

contrast, the percent of students passing the course ranged from 80.8% (Algebra I) to 99.3% (PE 6).

Semester Two Results

The mean percent correct score ranged from a low of 39.3% (English I ESOL Beginner) to a high of 88.4% (Kindergarten Spanish Reading), while the median percent correct score was 64.1%. The mean scale score ranged from 65.4 (Government) to 89.8 (Kindergarten Spanish Reading), with a median scale score of 74.1. Mean course grade ranged from 64.5 (Astronomy) to 95.5 (Grade 5 PE).

The percent of students passing the ACPs ranged from 34.8% (Government) to 93.4% (Kindergarten Spanish Reading). {See Table 2} In contrast the percent of students passing the course ranged from 66.7% (English IV) to 99.0% (Grade 3 Music, PE 6). Students took the STAAR or STAAR EOC in May in lieu of the ACP.

Table 2

Percent of Students Passing First- and Second-Semester ACPs

ACP	% Passing Sem 1	% Passing Sem 2
Kindergarten Mathematics	85.4	88.8
Kindergarten Spanish Mathematics	88.9	90.0
Grade 1 Mathematics	82.5	88.0
Grade 1 Spanish Mathematics	83.3	79.5
Grade 2 Mathematics	82.9	74.8
Grade 2 Spanish Mathematics	66.7	62.5
Grade 3 Mathematics	51.4	-
Grade 3 Spanish Mathematics	52.1	-
Grade 4 Mathematics	61.7	-
Grade 4 Spanish Mathematics	51.4	-
Grade 5 Mathematics	61.1	70.0
Grade 5 Spanish Mathematics	48.8	44.4
Mathematics 6	57.4	-
Mathematics 6 Pre -AP	70.3	-
Mathematics 7	54.6	-
Mathematics 7 Pre -AP	70.3	61.8
Mathematics 8	57.0	51.8
Algebra I	62.2	-
Algebra I Pre-AP	44.7	-
Geometry	52.6	61.1
Geometry Pre-AP	66.2	71.8
Algebra II	58.4	67.5
Algebra II Pre-AP	66.9	75.9
Pre-Calculus	50.3	55.7
Pre-Calculus Pre-AP	67.1	65.8
Mathematical Models	46.4	56.2
Kindergarten Reading	94.0	89.3
Kindergarten Spanish Reading	94.6	93.4
Grade 1 Reading	83.9	75.6
Grade 1 Spanish Reading	91.2	83.7
Grade 2 Reading	72.8	68.0
Grade 2 Spanish Reading	82.0	81.0
Grade 3 Reading	52.3	-
Grade 3 Spanish Reading	61.0	-
Grade 3 Language Arts	51.0	62.5
Grade 3 Spanish Language Arts	55.3	63.5
Grade 4 Reading	64.6	-
Grade 4 Spanish Reading	67.4	-
Grade 4 Language Arts	57.9	65.0
Grade 4 Spanish Language Arts	62.7	65.4
Grade 5 Reading	70.8	65.8
Grade 5 Spanish Reading	72.9	76.6

Grade 5 Language Arts	68.1	74.2
Grade 5 Spanish Language Arts	64.4	75.3

Table 2: Con't

ACP	% Passing Sem 1	% Passing Sem 2
Reading Language Arts 6	61.9	-
Reading Language Arts 6 Pre-AP	79.7	-
Reading Language Arts 7	61.6	-
Reading Language Arts 7 Pre-AP	80.4	-
Reading Language Arts 8	65.8	64.6
Reading Language Arts 8 Pre-AP	82.5	83.7
English I	59.7	70.6
English I Pre-AP	76.8	78.2
English II	63.7	65.9
English II Pre-AP	73.6	74.2
English III	64.3	57.2
English IV	71.9	50.8
Grade 3 Science	58.3	63.4
Grade 3 Spanish Science	63.7	64.0
Grade 4 Science	63.4	62.7
Grade 4 Spanish Science	67.3	62.5
Grade 5 Science	66.3	-
Grade 5 Spanish Science	66.9	-
Science 6	59.6	52.4
Science 6 Pre-AP	75.9	83.4
Science 7	52.7	74.0
Science 7 Pre-AP	81.6	-
Science 8	60.7	-
Physics 8	59.3	59.9
Astronomy 8	51.5	47.8
Biology	65.1	-
Biology Pre-AP	77.1	-
Chemistry	48.9	61.3
Chemistry Pre-AP	78.8	68.5
Physics	49.9	58.7
Physics Pre-AP	69.9	63.4
Environmental Systems	71.3	58.5
Integrated Physics and Chemistry	61.3	68.6
Astronomy	52.7	55.8
Grade 3 Social Studies	63.8	59.0
Grade 3 Spanish Social Studies	68.6	62.3
Grade 4 Social Studies	40.1	47.2
Grade 4 Spanish Social Studies	46.6	48.5
Grade 5 Social Studies	53.6	53.6
Grade 5 Spanish Social Studies	47.3	50.8
Social Studies 6	55.5	61.8
Social Studies 6 Pre-AP	80.7	82.9
Texas Studies 7	53.4	63.4
Texas Studies 7 Pre-AP	79.3	80.9
United States Studies 8	53.0	-
United States Studies 8 Pre-AP	75.8	-
World Geography	58.0	60.3
World Geography Pre-AP	80.3	82.5
World History	56.1	58.7
World History Pre-AP	81.8	74.1
U.S. History	57.5	-
Government	63.0	34.8
Economics	71.9	49.1
Reading Language Arts 6 ESL Year 1	43.9	-
Reading Language Arts 6 ESL Year 2/3	56.0	-
Reading Language Arts 7 ESL Year 1	53.0	-
Reading Language Arts 7 ESL Year 2/3	52.5	-
Reading Language Arts 8 ESL Year 1	43.5	51.1
Reading Language Arts 8 ESL Year 2/3	50.8	59.8
English I ESOL Beginner	54.6	52.3
English I ESOL Intermediate	49.7	58.3
English II ESOL	52.2	52.5
Technology Applications	58.2	57.4
Web Design	64.5	50.5
MS Health Education 6	61.9	66.2
MS Health Education 7	75.7	76.5
MS Health Education 8	77.6	76.1

Table 2: Con't

ACP	% Passing	
	Sem 1	Sem 2
Grade 4 Physical Education	88.6	91.4
Physical Education 6	76.8	83.5
Physical Education 7 & 8	90.0	91.7
Grade 5 Art	79.8	68.2
MS Art 2 Foundations	78.2	62.7
Studio Art I	73.8	79.0
Grade 3 Music	75.5	85.9
MS Band	63.4	87.5
HS Band	69.9	80.7
French I	67.1	71.7
French II	60.8	70.5
Spanish I	77.6	79.0
Spanish II	73.1	80.0
Spanish for Native Speakers I	63.6	76.8
Spanish for Native Speakers II	65.7	74.1

Note. Dash indicates no ACP was administered.

Performance ACPs

Performance ACPs were measures of the taught curriculum that could not be measured with a multiple-choice item, but must be performed to show mastery. Students performed specific actions, which were measured with objective rubrics. As this was the second year for Performance ACPs, student grades included weighted measures of both the standard and performance ACP. Art Performance ACP included items where students drew, sketched or shaded using crayons or pencils. Band Performance ACP involved sight reading and playing musical measures with an instrument for secondary students. Music Performance ACP entailed elementary students singing a short song as well as echo clapping, where the student sight read a musical measure and then clapped the measure. PE Performance ACP comprised several activities for elementary and middle school students to show they mastered the correct form or skill, which included throwing a ball, swinging a racket, walking versus sprinting and setting a pedometer.

Course Grades

Scale score results were used in the calculation of the final semester grade for grades three through 12. For kindergarten through grade two, ACP scores were not factored into final semester grades. For grades three through five, ACP scale score results accounted for 5% of the final semester grade. Middle school results accounted for 10% of the final semester grade, while high school ACP scale score results accounted for 15% of the final semester grade.

Summer School ACPs

Summer school classes were provided for all students who did not pass courses during the school year. High school students who were instructed in Mathematics, Reading, Science, Social Studies and Health were required to take the respective ACP. High school students enrolled in up to two courses and were assessed with both the first- and second-semester ACPs for that course.

For more information, see EA16-220-2, available at <http://www.dallasisd.org/Page/888>, or contact Kathy Williams-Palmer at 972-925-6436.

National Assessment of Educational Progress (NAEP)/Trial Urban District Assessment (TUDA): 2016

Frederick L. Washington, M.A., Charlenta Govan, Ed.D.

EA16-226-4

At-a-Glance

The National Assessment of Educational Progress (NAEP), also referred to as the Nation's Report Card, informs the public about the academic achievement of elementary and secondary students in the United States. The Nation's Report Card communicates the findings of NAEP to the public about the academic achievement of elementary and secondary students in the United States.

NAEP assessments are administered uniformly across the nation. The results serve as a common metric for all states and selected urban districts. This permits NAEP to provide a clear picture of students' academic progress over time.

Paper and pencil assessments are conducted annually in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and Technology and Engineering Literacy (TEL). In 2017, NAEP will begin administering technology based assessments (TBA) for mathematics, reading, and writing.

The Trial Urban District Assessment (TUDA) is a special project within the main NAEP of the National Center for Education Statistics, the National Assessment Governing Board (NAGB), and the Council of the Great City Schools to determine the usefulness of reporting district-level results. TUDA assesses the performance of public school students at the district level in grades 4 and 8. NAEP has served as a framework for reporting district level results. TUDA has been administered every other year since 2001. Dallas ISD has been a participant since 2011.

Eligibility

NAGB required urban school districts to meet the following criteria:

1. Must be located in large cities having a population of 250,000 or more.
2. Must be large enough to support a three-subject assessment cycle for NAEP in grade levels included in the state assessment program.
3. Must have a majority (50 percent or more) of students meeting at least one of the following criteria:
 - (a) Either African American or Hispanic

- (b) Eligible for participation in the free and reduced-lunch program (or other appropriate indicators of poverty status).

In 2010, the U.S. Census Bureau estimated that more than one million residents lived in Dallas, Texas and Dallas ISD accepted an invitation to participate in the TUDA project for the first time. At that time, approximately 147,588 students were enrolled in the Dallas ISD. Of those, 69% were Hispanic and 89% of the enrollment were eligible to participate in the free or reduced lunch program.

Urban Districts Participating in TUDA

Dallas ISD participated in the TUDA project for the third time in 2015-2016. It was one of 21 districts invited to participate in the TUDA project by the National Assessment Governing Board.

School/Student Selection and Participation

A random sample of schools was selected from each participating urban district. These schools were thought to be representative of all schools in the district. Of the sampled schools, a random sample of students from grades 4 and 8 was selected for the TUDA assessment. These students represent an extension of the sample of students who would have been selected by NAEP as part of their state and national sample. Extended samples allow reliable reporting of student group results within districts.

Students at participating TUDA schools took the same NAEP assessments as those participating in the main NAEP assessment program. Results for students in the TUDA samples will be included in state and national samples with appropriate weighting. As with the main NAEP assessments, TUDA does not provide individual scores for students or schools.

NAGB set guidelines to obtain comparable inclusion rates across states and districts. The goal was to ensure inclusion of 95% of all students, 85% of Students with Disabilities (SD), and 85% of English Language Learners (ELLs). NAGB also offered a decision tree for the exclusion of SD and ELL because any modification to an assessment changes the standard administration and alters the construct being measured.

TUDA and the Dallas ISD

During the 2014-2015 school year, a sample of 91 Dallas ISD schools was selected to participate in the TUDA project. Of those, 48 were elementary, 38 were middle, and 5 were high schools. Student characteristics at these schools were considered to be representative of all students in the district. Grade 12 data will only be used in reporting national NAEP results.

The NAEP State Coordinator served as a liaison between the Texas Education Agency (TEA) and the Dallas ISD, while the District TUDA Coordinator (DTC) served as the liaison between the district and the NAEP State Service Center.

The DTC along with the Department of State and National Assessments provided Campus Testing Coordinators (CTCs) training designed to increase their knowledge of TUDA and the policies outlined by NAEP.

A pre-assessment review call allowed NAEP field staff and CTCs to collaborate and determine the inclusion/exclusion criteria for SD and ELL students. During the assessment visit, NAEP field staff was responsible for all assessment activities, including paper, pencils, dictionaries, calculators, etc. Campus Testing Coordinators provided a work area for NAEP field staff, secured rooms for testing, and ensured students were in their designated location at the appropriate time. The NAEP assessment window extended from January 26, – March 6, 2015.

Results

Dallas ISD had a 100% participation rate (all schools). About 2,200 4th and 2,100 8th graders from 91 Dallas ISD schools (48 elementary, 38 middle, and 5 high schools) participated in the project. Inclusion rates for all students in the sample identified as ELL and SD are displayed in Table 1.

At grade 4, Dallas ISD had satisfactory inclusion rates for ELL in math (95%) and reading (92%). SD inclusion rates failed to meet guidelines in both math (72%) and reading (49%). Exclusion rates for ELL met guidelines in math (5%) and reading (8%). SD exclusion rates did not meet guidelines in math (28%) and reading (51%).

At grade 8, Dallas ELL inclusion rates met guidelines in math (96%) and reading (93%), while SD inclusion rates did not meet guidelines in either math (81%) or reading (65%). ELL exclusion rates did meet guidelines for math (7%) and reading (4%). SD exclusion rates for math (19%) and reading (35%) did not meet the guidelines.

Table 1

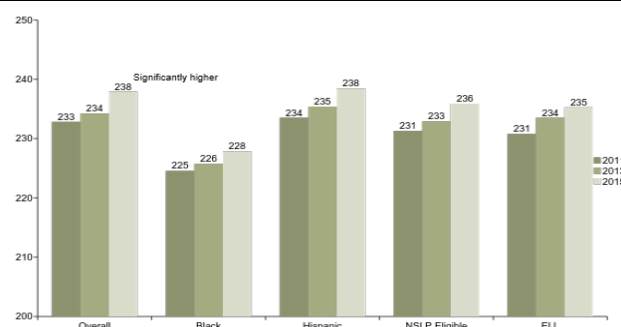
Math and Reading Inclusion Rates (%) by Demographic Category and Grade (4 and 8)

Category	Grade 4		Grade 8	
	Math	Reading	Math	Reading
ELL	95	92	96	93
SD	72	49	81	65

Note. **Bold** indicates met guidelines.

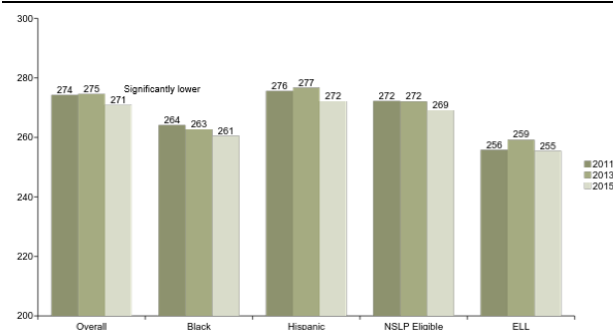
Figures 1-4 show a longitudinal comparison of grades 4 and 8 results by demographic category (2011-2015).

Figure 1: Grade 4 Math Comparisons by Demographic Category, 2011, 2013, and 2015



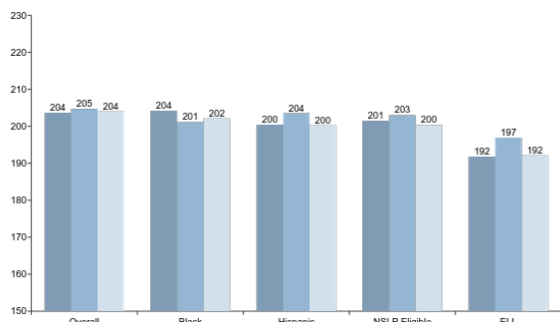
- Significant gains were made in fourth-grade math from 2013 to 2015.
- All student groups demonstrated an increase in performance from 2013 to 2015.

Figure 2: Grade 8 Math Comparisons by Demographic Category, 2011, 2013, and 2015



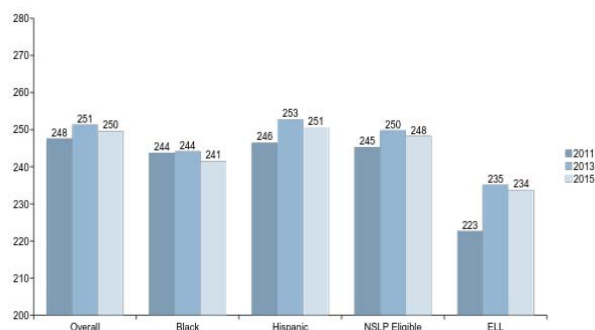
- Grade 8 students demonstrated a decline in math performance from 2013 to 2015.
- Black students held steady compared to 2013.
- Hispanic and ELLs showed a decline from 2013 to 2015.
- Economically disadvantaged students performed similarly to those in National Public Schools.

Figure 3: Grade 4 Reading Comparisons by Demographic Category, 2011, 2013, and 2015



- Grade 4 students demonstrated a decline in reading performance from 2013 to 2015.
- Black students registered no significant difference in performance from the previous test administration.
- Hispanic, ELLs and economically disadvantaged students saw a decline in performance compared to the previous test administration.

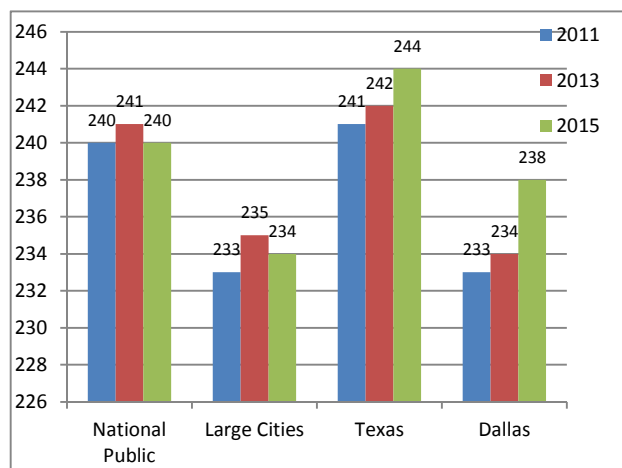
Figure 4: Grade 8 Reading Comparisons by Demographic Category, 2011, 2013, and 2015



- Grade 8 students demonstrated a slight decline in performance from 2013 to 2015.
- Black and for economically disadvantaged students showed a slight decline.
- Hispanic and ELL students held steady compared to 2013.

Figures 5-8 display longitudinal comparisons for grades 4 and 8 by jurisdiction (2011-2015).

Figure 5: Grade 4 Math Performance for All Students by Jurisdiction, 2011, 2013, and 2015

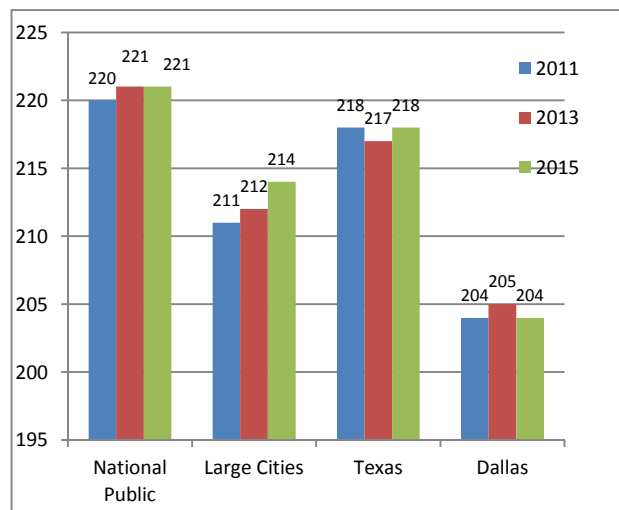


- Dallas and Texas students demonstrated an upward trend in student performance.
- Dallas and Texas students significantly outpaced National Public schools and Large Cities.

Other Related Results

- Hispanic students performed significantly higher than those in National Public schools and Large Cities.
- White students outpaced those for National Public schools, Large Cities and Texas.
- Black, ELL and economically disadvantaged students demonstrated an upward trend in performance.

Figure 6: Grade 4 Reading Performance for All Students by Jurisdiction, 2011, 2013, and 2015

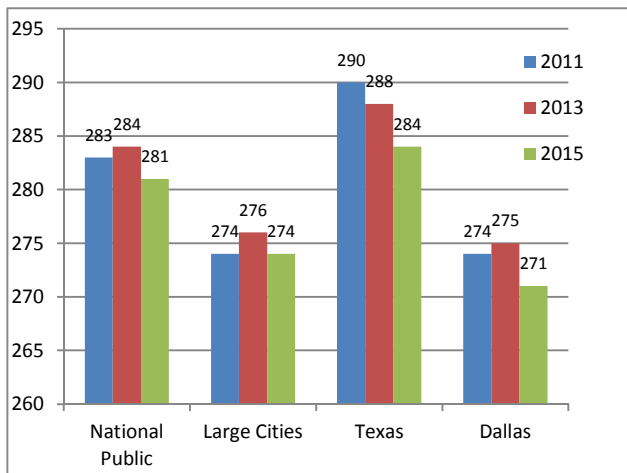


- Dallas' performance was similar to the upward trend experienced by Texas and National Public schools.

Other Related Results

- White students registered significantly higher performance compared to 2013.
- English language learners outperformed National Public schools and Large Cities.

Figure 7: Grade 8 Math Performance for All Students by Jurisdiction, 2011, 2013, and 2015

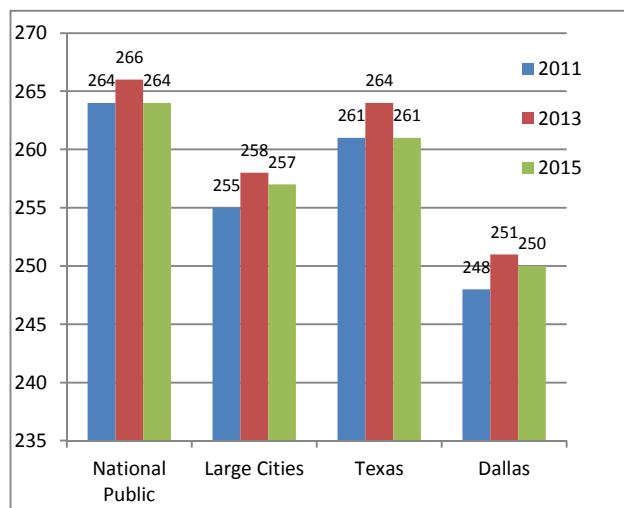


- Dallas decline mirrored that of National Public schools, Large Cities and Texas.

Other Related Results

- Black students had similar performance to National Public schools and Large Cities.

Figure 8: Grade 8 Reading Performance for All Students by Jurisdiction, 2011, 2013, 2015



- Dallas' performance was significantly different from National Public Schools, Large Cities, and Texas.

Other Related Results

- Hispanic student performance was similar to that of their peers in National Public schools, Large Cities and Texas.
- English language learners' performance was significantly higher than that of Texas, National Public schools and Large Cities.
- Economically disadvantaged students performed similarly to those in Large Cities.

For additional information see EA15-226-2 (NAEP/TUDA) report at <http://dallasisd.org/Page/888> or contact State and National Assessments at 972-925-6410.

INSTITUTIONAL RESEARCH

The Office of Institutional Research: TEI Roster Verification Analysis and Applications

Namrita Chawla

EA16-104-4

At-a-Glance

With the Teacher Excellence Initiative, or TEI, teachers' evaluations are based on three components: performance, student perceptions, and student achievement. Student achievement is measured with both absolute and relative metrics, depending on the assessments given in each course. In order to receive points for student-level achievement, a teacher must have a sufficient number of students who are properly scheduled and in attendance with the teacher in a course in which standardized, secure assessments are administered to gauge students' learning. These courses are referred to as "evaluation courses."

Teachers are given the opportunity to verify scheduling information that was entered into the district's student information system (Chancery) during the school year using a process called TEI Roster Verification, or TRV. All teachers with evaluation courses in 2015-16 had rosters to review. TEI rosters are created using daily scheduling and attendance information from Chancery.

Background and Process

During 2016 roster verification, 8,144 teachers had rosters to review. Rosters were published on MyData Portal on May 10, 2016, and teachers had until May 25 to submit their rosters. Principals could approve rosters through June 10.

As part of the submission process, teachers reviewed rosters for each evaluation course taught. While reviewing their rosters, teachers could link students who would not otherwise be included in their metrics. They were required to provide a reason for each student linked. Teachers could also request other types of corrections using the *Ask a Question* form.

If a teacher did not submit their roster by the deadline, it reverted back to its original state and any changes a teacher made were discarded. If a teacher submitted their roster, but their principal did not approve it, any student links made by teachers were automatically accepted; the roster was used as it appeared when submitted by the teacher.

MyData Portal is an online resource from Evaluation & Assessment (E&A) for campus personnel to access student-level data, mainly assessment results, and accompanying analyses and reports. It is maintained for E&A by the Office of Institutional Research (OIR).

Module Updates and Training

The main updates and training activities to the module in 2016 are described below:

- 1) **Training:** In addition to providing written instructions and video tutorials on MyData Portal, OIR offered open labs and telephone support sessions to provide individualized assistance to participants. OIR shared general information in the Weekly Administrative Information Packet (WAIP), TEI News Emails for Principals and Teachers, the MyData Portal Newsletter, and TEI Expert meeting.
- 2) **Roster Features:** The module was updated to allow teachers to link *all* of the students for a specific test term with one click. They could also apply the same reason for linking a student to multiple students.
- 3) **Process:** Previously, teachers requested investigations by selecting a box on their rosters. Because many did not understand when to select this option, OIR received numerous unnecessary requests. Rosters under investigation were placed on hold and could not be acted upon by principals, which hindered the approval process. To improve this system, the *Ask a Question* form was updated and allowed teachers to select from several common errors. OIR reviewed all reports and determined whether investigations were required.

TEI Roster Verification Results

Of 8,144 teachers with rosters for review, 73 percent submitted rosters, with 2 percent of submitted rosters requiring investigations; 94 percent of submitted rosters were approved. There was an increase in roster submission and approval rates this year and a decrease in the percentage of rosters investigated. See Figure 1.

In 2016, elementary schools had higher participation rates than middle and high schools, with 81 percent of elementary school teachers submitting rosters and 98 percent being approved by principals.

Teachers had fourteen business days to submit their rosters in 2015, compared to twelve in 2016. In 2015, one-third of teachers submitted rosters on the last day of verification. In 2016, however, there was a steady increase in submissions over time. OIR submitted rosters on behalf of some teachers, with their written permission, which contributed to a 10 percent submission rate increase after day 12 of roster verification. See Figure 2.

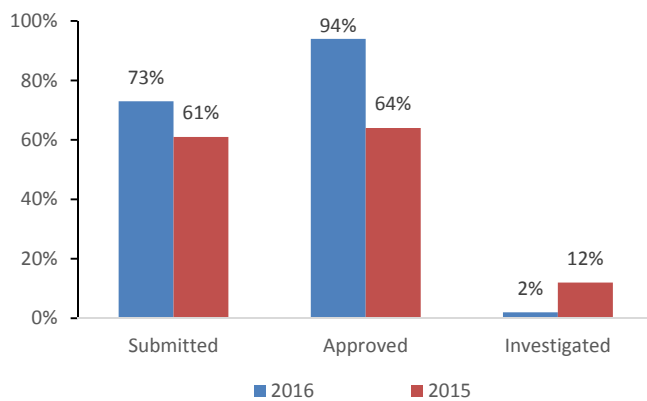


Figure 1. Roster Submission Rates by Year¹

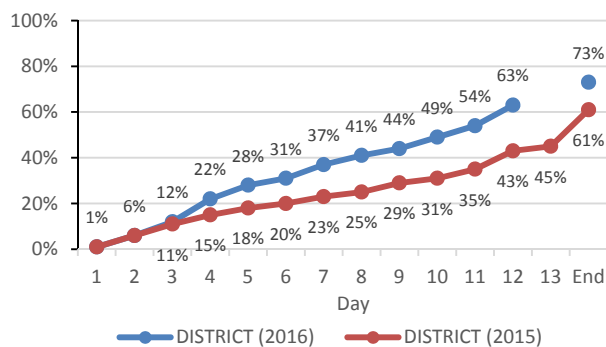


Figure 2. Roster Submission Rates by Date

A total of 464 teachers reported roster errors,² and OIR determined that 90 cases required further investigation. Teachers required investigations to either unlink or add a student or course to their roster. The majority (91 percent) wanted to unlink a student or course and the majority of investigations occurred at elementary schools (64 percent).

To determine whether changes were required, OIR contacted principals to collect additional information and verify the teacher's report. Principals at 63 schools were contacted, and based on principal feedback, OIR changed rosters for 87 teachers. Ultimately, 96 percent of roster investigations were resolved.³

Roster changes were required for one of three reasons, as summarized below. (See Figure 3.)

General scheduling and attendance: TEI rosters are based on information entered into Chancery by campus staff, and OIR did not find errors in rosters compiled from those data. Thus, it is assumed that corrections were requested due to data-entry errors in Chancery. For example, students may have been scheduled with the incorrect teacher.

Homebound student scheduling: Teachers wanted to unlink homebound students from rosters. Homebound instruction is generally not counted as an absence, but many principals reported that the teachers were not working closely with the homebound instructor. OIR deferred to principals about whether students were homebound and should be unlinked from rosters.

Students with special needs or circumstances: Teachers wanted to unlink special needs or circumstances. These included students who were in Functional Living Skills (FLS) sections or behavior units. OIR deferred to principals regarding whether roster corrections should be made in these cases.

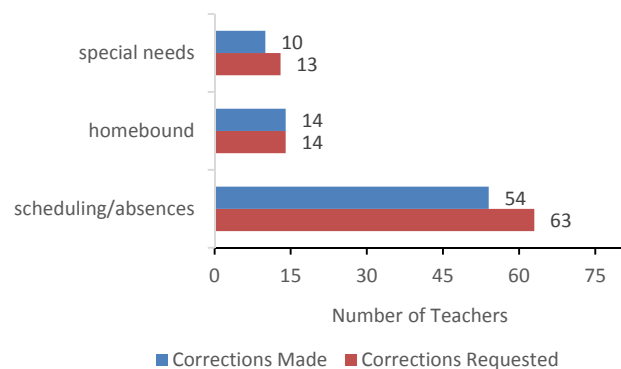


Figure 3. Number of Roster Correction Requests and Changes by Type (N=90)

Recommendations

TRV should continue to provide an easily accessible and fair platform for teachers to verify and correct their rosters. Recommendations to increase overall efficiency include:

- Continue to use the *Ask a Question* form to facilitate the report of roster errors during TRV
- Eliminate open lab sessions due to low attendance and introduce more telephone support sessions
- Work with appropriate district leaders and departments to ensure scheduling changes are entered into Chancery in a timely manner
- Continue to communicate in various formats about the process and module, with emphasis on criteria used to construct rosters
- Update the module to include training notes, perhaps in the form of pop-out boxes

For more information, contact the Office of Institutional Research at 972-925-6446.

¹ Statistics for 2015 were recalculated in 2016 so that the denominator for the approval and investigation rates for both years is the number of rosters submitted instead of the total number of rosters.

² This number is an estimate and includes staff that completed the *Ask a Question* form during the verification window for teachers.

³ In cases where principals were non-responsive, OIR made decisions about whether or not to make roster changes based on the teachers report and previous experience with the issue.

The Dallas ISD Research Review Board

Larry W. Featherston, Ph. D.

EA16-116-4

At-a-Glance

The Dallas ISD supports high quality research that address well-formed research questions of educational importance. At the same time, the district has moral and legal obligations that require oversight of research activities that make use of district resources such as data, facilities, employee time, or access to students.

In order to conduct research in the Dallas ISD, a proposal must be submitted to- and reviewed by- the district's Research Review Board (RRB). The RRB is housed within the Department of Evaluation & Assessment, and draws on the expertise of district researchers and program evaluators, as well as the professional knowledge of staff from the departments of Teaching and Learning, Student Services, School Leadership, and Legal Services, among others.

External research proposals must demonstrate clear and direct educational value to the district, be minimally disruptive to the educational process, manifest a sound research methodology, and comply with current privacy laws. The potential direct benefit to Dallas ISD must outweigh demands on district resources, particularly staff and student time.

Review Board Responsibilities

The Research Review Board was reorganized in December, 2010. In addition to continuing to review the methodology of submitted proposals, the RRB took on a larger role in protecting the privacy of students and staff and ensuring compliance with state and federal law, coordinating external research with internal research and evaluation, avoiding unnecessary or redundant data collection, and monitoring the progress of approved research projects.

The Department of Legal Services assisted with development of guidelines to ensure compliance with state and federal student privacy laws, and with the design of templates, e.g., parent consent forms for student participation in research activities, that have improved the quality of submitted proposals and consistency of compliance with district policy.

Current RRB responsibilities are handled by a seven-member team, comprised of a coordinator

and six evaluation researchers (including the chair) who review proposals submitted to the district. During the 2015-16 school year, board members made several changes to refine the RRB website, application forms, and proposal submission and review procedures which further improved the quality of submitted proposals and the speed with which researchers are informed about the board's decision.

Proposal Submission

Application materials must be submitted electronically. Research guidelines and application materials are available on the district's website at <http://www.dallasisd.org/Page/868>. Applications or questions about the application process are submitted to research@dallasisd.org.

Researchers must submit an application:

- if the research project involves collecting individual-level data from or about Dallas ISD students, staff, or parents (e.g., surveys, tests, interviews, observations, focus groups, or other direct primary data-gathering methodologies), or
- if the research project involves requesting an extract of individual-level data maintained by Dallas ISD on district databases, including demographic, achievement, attendance, personnel, or other district records.

Research studies that require secondary data must complete a Data Sharing Agreement (DSA) *after* the research proposal is approved by the Dallas ISD RRB. School or district staff cannot provide data to external researchers. Researchers need to request a DSA template after the RRB has approved their research proposal.

Proposal Review

For studies taking place during the 2015-16 school year, 48 proposals were submitted between May 2015 and April 2016 (Table 1).

Out of the 48 proposals submitted, the RRB approved (includes proposals approved with condition) 29 or 60.4% of proposed studies while rejecting 31.3% or 15 proposals. Researchers for

the remaining 4 (8.3%) proposals withdrew their submission for various reasons. Out of the 29 approved proposals, 12 or 41.4% submitted Data Sharing Agreements requesting secondary data.

Table 1: Proposals Submitted for SY 2015-2016

Status	N
Approved (Includes 6 resubmission)	29
Closed*	4
Rejected	15
Total	48

*Researchers withdrew their proposals

There are several reasons why proposals were rejected. Reasons listed below are some of the most common reasons.

- No clear and direct educational value to the district
- Did not comply with state and federal laws (e.g., FERPA and PPRA)
- Conflict between the study timeline and district testing window
- Too disruptive to campuses or central office.
- Too costly in terms of campus resources (e.g., time, personnel, supplies)
- Poor research design or lack of sufficient information about the study (program, population, research methods, etc.)
- No district sponsor (applicable to some proposals)

Approved proposals can be grouped under three broad categories. The *first* category consists of district-sponsored research projects which have the support of a department in the district because the department believes the findings from these studies will inform the work of the department. The *second* category includes external studies that are not sponsored by a district department and include major state and national research projects and studies conducted by university researchers. The *third* category include graduate research projects, including those of current district employees. Examples of approved research projects are listed below, including the research organization conducting the study.

District-sponsored studies

Texting to Promote Parent Engagement and Foster Child Development (Stanford University).

A Learning Agenda for Taking Personalized Learning to Scale (University of Washington Bothell).

Toward Improved Outcomes for Students Returning from Disciplinary Alternative Education Settings: A Program for Reentry (Dallas ISD).

Using Personalized Text Messages to Increase College Enrollment (Commit!).

External studies

A Study of the Impact of Apex Learning on Initial Credit Student Achievement in One Dallas High School (Apex Learning).

Evaluating After-School All-Stars (After-School All-Stars).

Personalized Learning, Personalized Place: A Comprehensive Research Project on How Design Can Enhance Learning, and Overall Wellbeing (CADRE).

Evaluation of CATCH UP & READ Program (Catch Up & Read).

Longitudinal Analysis of the Impact of Text Messaging Interventions to Improve College Access (University of Virginia).

Graduate research projects

Characteristics of Effective Teachers in Closing the Achievement Gap (Walden University).

Holding Public Schools Accountable on Non-Testing Measures (The University of Texas at Austin).

Transforming Learning Spaces by Deconstructing Borders in Early Childhood and Elementary Classrooms (Texas A&M University).

RRB Expectations for 2017-18

The Dallas ISD RRB will continue to refine its processes and procedures during the 2017-18 school year. The RRB will also be reviewing the possibility of increasing the research application and data request fees to align with other large district's fees and fee schedules.

For more information, contact Dr. Larry Featherston at 972-925-6444.

Student Experience Survey: 2015-2016

Namrita Chawla

EA16-542-4

At-a-Glance

As a component of the Teacher Excellence Initiative (TEI), the Dallas Independent School District (Dallas ISD) conducted a student experience survey in grades three through twelve. The survey asked questions about students' experiences in the classroom with specific teachers. The district conducted this survey to 1) better understand the experiences and instructional needs of its students and 2) evaluate and improve teacher effectiveness in the District.

Background and Goals

The student perception survey was developed by Panorama Education under the leadership of Dr. Hunter Gehlbach, Harvard Graduate School of Education. Dallas ISD has administered the survey for the past two years, beginning in 2014-15.

Two surveys were administered: the secondary survey (grades 6-12) had 26 questions, while the elementary survey (grades 3-5) had 21 questions. Both were available in English and Spanish. Two questions were removed from each survey this year because they were either not applicable to all teachers, redundant, or unclear. Students were asked to provide feedback on five topics: Expectations and Rigor (E.R.), Student Engagement (S.E.), Classroom Environment (C.E.), Supportive Relationships (S.R.), Pedagogical Effectiveness (P.E.).

As part of professional development, teachers had access to a peer-to-peer learning platform called Playbook. Playbook was designed by Panorama and works in conjunction with the survey to improve performance in the specific topics surveyed.

Purpose and Methods of the Evaluation

The main focus of the 2015-16 student survey evaluation was to describe survey implementation and to answer questions about survey outcomes and playbook participation. This evaluation was based primarily on review of program documents and an examination of student survey and Playbook data.

Eligibility Criteria for Participants

Eligibility criteria for students was based on attendance, special education status, and language proficiency. To be eligible to participate in the survey students had to meet *all* three criteria. 1) Attendance – students who attended class with the same teacher for 30 days or more between the beginning of the spring

semester (January 6th) and February 26th. 2) Special Education Status – Students whose instructional setting was classified in the district database as one of the following: no restriction, mainstream, resource room 1-49 percent, and no instructional setting (receiving speech therapy). 3) Language proficiency – Students who met one or more of the following criteria: a) students whose primary language (language the student speaks most of the time) AND secondary language (language spoken at home most of the time) was either English or Spanish; b) non-English/Spanish (native) speaking students in grades 3 and 4 who scored Advance or Advanced High on the 2014-15 TELPAS; c) non-English/Spanish (native) speaking students in grades 5 – 12 who scored 3, 4, 5, or 6 on 2015-16 Woodcock Muñoz Broad ability and had 2014-15 TELPAS scores of Advance or Advanced High; and d) Non-English/Spanish (native) speaking students in grades 3 – 12 who were new to Dallas ISD who scored 4, 5, or 6 on 2015-16 Woodcock Muñoz Broad ability.

Most teachers with rostered classrooms in grades 3-12 who were listed as the Teacher of Record in the district database were eligible to participate. Educators not eligible to participate included guests, itinerants, head coaches, instructional coaches, media specialists, substitutes, high school ROTC, and teachers on an hourly pay schedule.

Sampling

The sampling process was designed to randomly assign surveys to students to maximize the number of surveys each teacher received until all eligible students on each campus were assigned two surveys. Surveys were first maximized for teachers with low enrollments, and then for remaining teachers. If a student had only one eligible teacher, the student received one survey. On average, at elementary schools, 28 students were assigned to take surveys per teacher, and in secondary schools, 32 students were assigned per teacher.

Survey Administration

All campuses were required to administer the survey on paper during the week of April 11, 2015. District test coordinators served as survey coordinators and received training in March. They were then responsible for training 'proctors' at each campus. In order to ensure consistency across schools, elementary campuses administered the survey before

lunch and secondary campuses administered the survey during second period only. Teachers were asked to swap classrooms by grade-level to protect the confidentiality of students.

Surveys were delivered to coordinators at each campus prepackaged by homeroom or 2nd period enrollment the week before survey administration. Coordinators distributed prepackaged surveys to proctors and proctors distributed surveys to students. Surveys were delivered to students in individual envelopes addressed to each student. Each survey had the name of the teacher on top and course name at the bottom. Students completed surveys, placed them in envelopes, sealed them, and returned them to proctors. Proctors gave all surveys to coordinators, who shipped the surveys to the survey vendor for scoring. Survey results were available on Schoolnet by mid-May.

Scoring

Survey forms with fewer than 30% of items answered were classified as incomplete and excluded. For every *question* on the survey, the percentage of “favorable” responses were calculated. For questions with five possible responses, the top two answers were considered favorable. For questions with seven possible responses, the top three answers were considered favorable. Non-responses, or “blanks,” were not counted.

For every survey topic (e.g., *Classroom Environment*), a *topic score* and *overall score* was calculated. The *topic score* was the average of favorable-response percentages across all topic items, weighted by the number of responses for each item. The *overall score* was the average of the favorable-response percentages across all survey items, weighted by the number of responses for each item.

Teachers were only eligible to receive results if at least ten students took surveys about their classroom. Their overall scores were ranked by the group, which was based on school type and courses. There were four groups: elementary with core courses, elementary with non-core courses, middle, and high.

Table 1: Target Distribution Points for Student Perception Survey

Point value	0	3	6	9	12	15
Percentile range	0-3	4-15	16-40	41-80	81-92	93-99
Percentage teachers	3%	12%	25%	40%	12%	8%

Teachers’ percentile ranks within their group determined the number of target distribution points earned. Points for the student survey score were

assigned based on the target distribution as defined in Table 1. The last row displays the approximate percentage of teachers within a school type who earned that number of points. Weighted averages were used for teachers with data from two or more groups.

Student Perception Survey Outcome

As shown in Table 2, 180,318 surveys were administered, and 6,243 teachers in grades 3-12 received survey scores as a component of their evaluation.

Table 2: Frequencies by Survey Category

Survey Category	Surveys Administered	Eligible Teachers
Elementary	67,091	2,452
Secondary	113,227	3,791
Total	180,318	6,243*

*53 teachers taught courses in both categories.

In 2016, survey categories Pedagogical Effectiveness and Expectations and Rigor received the most positive feedback in elementary schools (see Figure 1), while Classroom Environment and Expectations and Rigor received the most positive feedback in secondary schools (see Figure 2). In elementary school, Supportive Relationships received the lowest score, while Student Engagement received the lowest score in secondary schools.

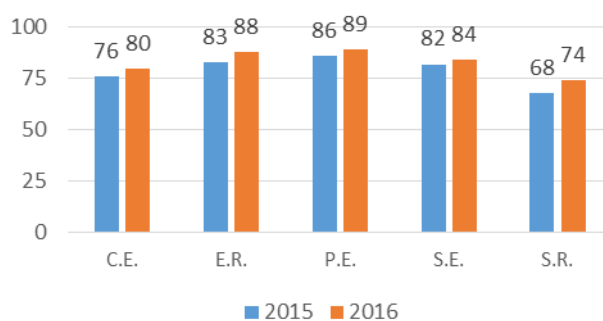


Figure 1: Survey Results for Elementary by Topic

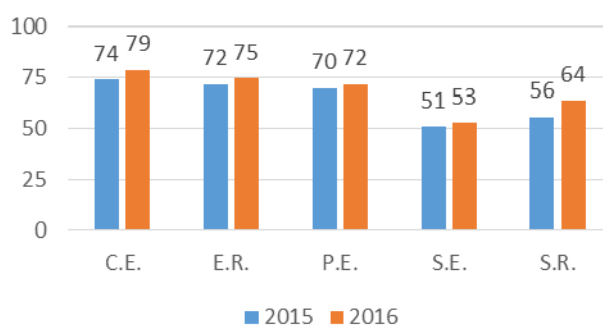


Figure 2: Survey Results for Secondary by Topic

As was the case in 2015, elementary school teachers had more favorable student feedback in each of the five survey categories compared to secondary teachers. Student Engagement showed the widest gap in 2016 between the two groups (31 percent), followed by Pedagogical Effectiveness (17 percent). The gap between the two groups was smallest for the category Classroom Environment (1 percent). Scores for both elementary and secondary teachers increased in 2016 for all categories. Supportive Relationships was the category with the greatest increase for both elementary (6 percent) and secondary (8 percent) teachers.

As mentioned previously, teachers' overall survey scores were ranked within school type. Percentile rank was calculated for each teacher, which determined the number of points earned. Table 3 displays the average survey score by group, as well as the range of survey scores and points earned by group. Please see Table 1 for the percentile rank that corresponds with points assigned.

Table 3: Average Score and Points Assigned by Group

	Survey Score			
	Elem (Core)	Elem (Non-Core)	Middle	High
Average	85	77	67	70
Points				
0	0-63	0-54	0-36	0-37
3	64-75	55-66	37-51	38-53
6	76-83	67-75	52-65	54-69
9	84-93	76-85	66-79	70-83
12	94-96	86-89	80-85	84-89
15	97-100	90-100	86-100	90-100

Elementary school teachers of core subjects had the highest average survey scores, 85 percent, while middle school teachers had the lowest scores at 67 percent. This is reflected in the range of scores that correspond to points for each group. For example, an elementary core teacher with a score of 83 percent favorable would earn 6 points, while an elementary non-core or high school teacher would earn 9 points for the same score and a middle school teacher would earn 12 points for the same score.

Professional Development

Playbook is an online learning platform that was available to teachers beginning in the 2014-15 school year. Its purpose is to help teachers improve their students' experiences in their classroom. It is utilized by approximately 200 school districts across the country and based on a peer-to-peer model that allows teachers to share strategies with one another. Teachers can also rate strategies and access research articles using the platform.

As shown in Table 4, in 2015-16, there were 1,029 teachers that used Playbook (16 percent), and 172 teachers logged on to the platform more than once. This was an increase from the previous year, but the number of active users represents only 3 percent of teachers. Strategies were submitted by six teachers and rated by seven. Instructional coaches were offered the opportunity to participate in a training on student survey reports and Playbook, and this training may have contributed to the increase in Playbook participation this year.

Table 4: Playbook Participation for Teachers

	2015-16	2014-15
Users	1,029	584
Active Users*	171	71
Users submitting strategies	3	6
Users rating strategies	5	7

*Based on the number of users with multiple sessions.

Summary and Recommendations

Overall, scores for elementary and secondary teachers increased this year across all topics. Like last year, elementary teachers scored highest in Pedagogical Effectiveness and lowest in Student Engagement. Secondary teachers scored highest in Classroom Effectiveness and lowest in Student Engagement.

The following recommendations are based on the evaluation's outcomes and informal feedback from Dallas ISD administrators and teachers:

- Continue to provide administrators and coordinators all relevant information and materials with adequate lead time.
- Campus administrators should continue communicate the purpose of the survey to their students prior to survey administration.
- Refine survey administration guides for survey coordinators and proctors to include information about testing irregularities.
- Provide additional information about Playbook to administrators and teachers through training opportunities and TEI News Emails.

For more information, please contact the Office of Institutional Research at 972-925-6446 or email studentsurvey@dallasisd.org.

PROGRAM EVALUATION AND DATA ANALYSIS

EVALUATION OF THE BILINGUAL/ESL PROGRAM: 2015-16

Leonardo R. Ledezma, Ph.D.

EA16-126-4

At-a-Glance

The Bilingual/ESL Program, in accordance with federal, state and local policies and mandates, provided Bilingual Education and English-as-a-Second Language (ESL) programs in grades prekindergarten through 12 to meet the affective, linguistic and academic needs of English Language Learners (ELLs). The goal of the Bilingual/ESL department is to build a strong instructional program for all ELLs to prepare students to be college and workforce ready.

In 2015-16, 68,376 (43.2%) of the total Dallas ISD student population in grades prekindergarten through 12 were identified as ELLs. Of these, the majority of identified ELLs were in grades prekindergarten through five.

At the elementary school level, 92.8 percent of ELLs received one-way instruction and 4.0 percent received two-way instruction. The ESL program accounted for 2.9 percent of ELLs. The remainder of the students were either in the Newcomer program or parental denials.

The programs in elementary schools included Dual Language (DL) one- and two-way, Newcomer for recent immigrant students and content-based ESL. Programs implemented in secondary schools included ESL, Sheltered content courses and English Language Institute (ELI) for recent immigrant students.

In 2015-16, the DL one-way model was implemented in 148 elementary schools, and the two-way model in 27 elementary schools. The one-way model consisted of one language group (Spanish speaking only) who received instruction in two languages (English and Spanish). The two-way model consisted of two language groups (Spanish and English) who received instruction in two languages (English and Spanish).

Of the total identified ELLs, 62.9 percent were served in the DL program (PK-5); 6.9 percent were served in ESL (grades PK-12); and 30.0 percent were served in sheltered content courses (grades 6-12).

IDEA Proficiency Test (IPT)

ELLs were administered the fall 2015 IPT and results showed that 17.8 percent of all ELLs tested, met one of the criteria for reclassification from ELL to non-ELL status by attaining English proficient levels. Grade five ELLs scored higher at levels 4 or above than students in other grades. Fifth grade ELLs who performed at the English proficient levels in ESL instruction outperformed ELLs in one-way and two-way instruction

(41.3%, 39.3%, and 38.1% respectively). Percentages of grade five ELLs in DL instruction who performed at the English proficient levels 4, 5, and 6 decreased when compared to 2015 data (39.2% from 59.2%). The majority of ELLs in all grades in sheltered instruction outperformed ELLs in ESL instruction. Thirty-seven percent of the ELL students performed at the broad ability level three (limited English proficient).

Beginning in October 2015, English speaking non-ELLs who had opted-in to receive DL instruction were tested with the IPT in Spanish to get a baseline for their Spanish language proficiency level and then retested during the spring 2016 to measure progress made in acquiring Spanish language proficiency. Of the total number of identified opted-in non-ELL students in prekindergarten through grade five 1,821 students were tested with the Spanish IPT. Eighty-six percent (86.0%) of opted-in non-ELL students in prekindergarten to fifth grade were not Spanish language proficient.

TELPAS

The spring 2016 TELPAS data showed that a higher percentage of fifth grade ELLs scored at the Advanced High (AH) composite rating than ELLs in other grades, at the elementary school level. Slightly more than 54.0 percent of grade five ELLs had a composite rating one level higher than the previous year; this was a higher percentage than ELLs in all other grades. Yearly progress indicated that 44.6 percent of the students in grades one through 12 had a composite rating higher or the same as the previous year. Sixteen percent (16.0%) of the students who were in U.S. schools multiple years (5 years or more) scored at the beginning/intermediate levels. This low rating requires corrective measures by the district to get these students ready for college or the work force.

TerraNova/SUPERA

ELLs in kindergarten through grade two were administered the TerraNova or SUPERA (Third Edition). Although Spanish-speaking ELLs in the DL program were to test with the SUPERA, the Language Proficiency Assessment Committee (LPAC) made the final decision. ELLs who spoke a language other than Spanish could only be tested with TerraNova. Students were required to score at or above the 40th percentile to meet the passing standard on both the TerraNova and SUPERA. Grade 2 students scored at the lowest levels on reading compared to kindergarten and grade 1 (Table 1). Since the TerraNova and SUPERA were

first administered this year, there is no comparable data for previous years.

Table 1: Percent of Students Scoring at or Above 40th Percentile in *SUPERA* or *TerraNova*.

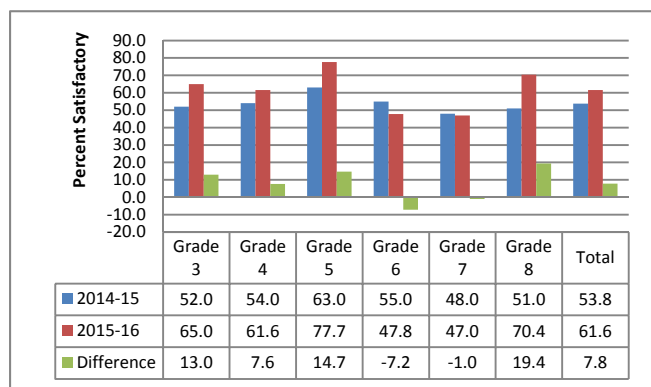
	<i>SUPERA</i>		<i>TerraNova</i>		<i>TerraNova</i>	
	Reading		Reading		Mathematics	
	%	N	%	N	%	N
Kindergarten	87.6	5,277	61.0	272	55.9	5,459
Grade 1	87.7	5,551	45.4	253	49.5	5,784
Grade 2	44.1	5,598	44.8	270	55.8	5,791

STAAR

The scale score necessary for passing *STAAR* tests, in 2015-16, at the Satisfactory level has been increased from the previous years. This necessitated a recalibration of the 2014-15 test scores to the 2015-16 standard so comparisons could be made between years.

Exited ELL students had higher passing percentages on all *STAAR* tests than both non-ELL and ELL students. ELL students scored at higher passing rates than non-ELL students on third and fifth grade reading. Grades 6 and 8 in reading, grade 7 in writing and grade 8 in social studies were lowest for ELLs. ELL students did better on tests of reading in Spanish than ELLs tested in English. ELLs in grades 3, 5 and 8 scored at least 10 percentage points higher than in 2014-15 in *STAAR* Reading. (Figure 1).

Figure 1: *STAAR* Reading: ELLs Percent at Satisfactory Level



ELLs in grades 3, 4, 5 and 7 scored higher than last year on *STAAR* mathematics (Figure 2)

Figure 2: *STAAR* Mathematics ELLs Percent at Satisfactory Level



Similar trends were observed for the district in reading and mathematics. In writing (grades 4 and 7) and science (grades 5 and 8) ELLs performed at a higher level than in the previous school year (Figures 3 and 4). ELL students outperformed district students in writing at grade 4 (district 64.6%, ELL 67.7%); the opposite was true for writing grade 7 (district 53.7%, ELL 40.7%). District student's outperformed ELL students in science at both grade 5 (district 66.6%, ELL 65.0%) and 8 (district 67.1%, ELL 47.2%). District students performed at a higher passing rate (56.3%) than ELL students (45.8%) on grade 8 social studies.

Figure 3: *STAAR* Writing ELLs Percent Satisfactory Level

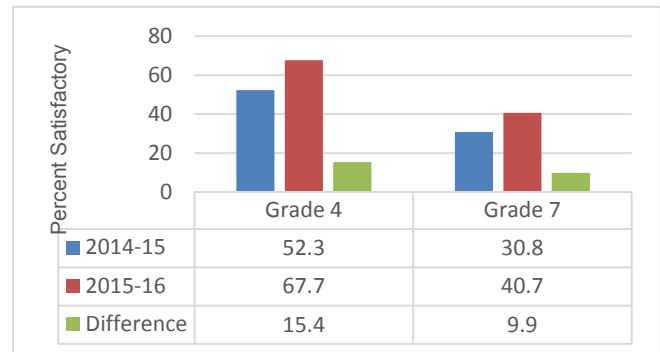
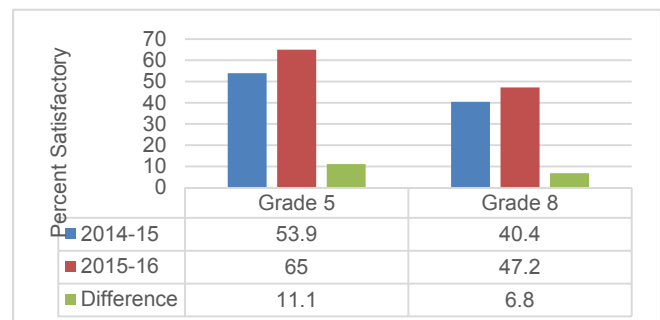
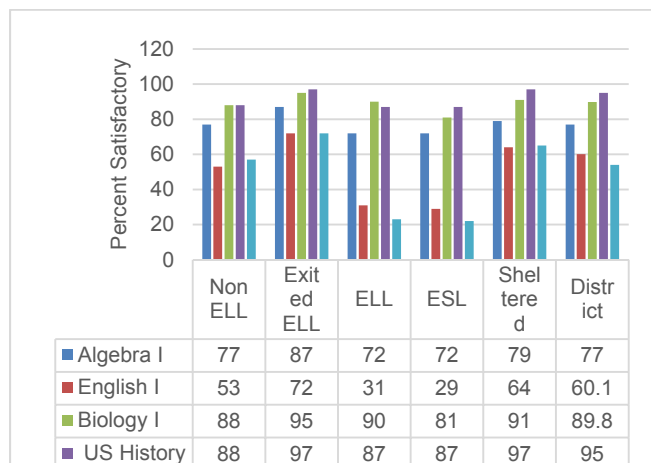


Figure 4: *STAAR* Science ELLs Satisfactory Level



Exited ELL students outperformed non-ELLs, ELLs, district and State students on *STAAR* End of Course (EOC) tests. Sheltered ELL students outperformed ESL students on all five EOC tests. Non-ELL students showed higher passing rates on all EOC tests than ELL students. The highest percentage passing rates were for exited ELLs on Biology (95.0%) and U.S. History (97.0%). The lowest percentage passing rates were for ESL students on English I (29.0%) and English II (22.0%).

Figure 1. Percent Students at Satisfactory Level in STAAR EOC by Subject and Program Status



Two-Way Dual Language in Middle Schools

There were four middle schools offering two-way Dual Language instruction in 2015-16. These middle schools were: E. D. Walker, J. L. Long, Alex Sanger Preparatory and Rosemont International Language Preparatory. Walker grade 6 students enrolled in Dual Language outperformed other students in the same school at grade 6 and district students on STAAR Reading. Rosemont Dual Language students outperformed district students in the same grade but not other students in the sixth grade at Rosemont. Sanger dual language students performed as well as district students at the same grade but at a lower level than other students in the sixth grade at Sanger. Dual Language students at Long performed at a lower level than students in the same grade at Long and district students in grade 6. Long and Walker middle schools had Dual Language and ESL/Sheltered programs. In both schools Dual Language students performed better than ESL/Sheltered students in reading and mathematics at grades six and seven.

The Margaret and Gilbert Herrera Student Intake Center

The Margaret and Gilbert Herrera Student Intake Center participated in many outreach activities during the school year 2015-16. These activities included: new teacher exhibitions, school fairs, immunization efforts, health fairs, family literacy fairs and promotion of the Dual Language program in middle and high schools. The Center conducted a new teacher exhibition in which 142 teachers participated. There were 35 parents and 49 students participating in immunization activities at the Margaret and Gilbert Herrera Student Intake Center. The Center served 783 parents, 1,321 students and 142 teachers. During the Summer Outreach Program (June-July 2016) there were 284 ELLs served. The Intake Center also trained LPAC members on decision making related to testing of ELLs.

Professional Development

The Bilingual/ESL program provided three PD sessions for principals and administrators and 46 sessions on DL instruction implementation as an effort to reinforce the expansion from 27 to 54 campuses in which the two-way DL will be implemented in 2016-17.

Recommendations

Based on the findings from the 2015-16 evaluation, the following recommendations should be considered:

Given the results of STAAR writing and science the program should consider implementing an intervention to support teachers and students in these areas. This is especially important in conjunction with the PBMAS report that showed ESL students in reading, science, social studies and writing performing below standard.

Continue training of DL administrators and teachers in DL implementation as the program expands from elementary school to middle and high schools.

Assignment of Instructional Specialists based on students' needs would serve more campuses and may improve services to teachers.

Provide professional development training with an emphasis on instructional support for low performing content areas according to 2015-16 TerraNova/SUPERA and STAAR/STAAR EOC results.

Emphasize to campus staff the need for accuracy of identifying ELLs within limited English categories and corresponding instructional programs in the district's student database for reliable reporting. Also continue training LPAC members through the Margaret and Gilbert Herrera Student Intake Center.

The Bilingual/ESL program needs to design and incorporate an action plan to provide academic and linguistic support to students in U.S. schools for 5 or more years and who have not been able to score beyond beginning/intermediate levels in TELPAS to improve their language abilities and score Advanced High by their fifth year in the program.

For more information, see Evaluation of the Bilingual/ESL Program EA16-126-2.

Reconnection Centers Program: 2015-16

Dorothea Weir, Ph.D.

EA16-132-4

At-a-Glance

The purpose of the Reconnection Centers program was to provide recovery of credits for students who had failed a course or courses in a core subject area. The program allowed students to remain enrolled in courses in the traditional classroom setting on their campus while recovering credit in Reconnection Centers during assigned periods. Credit recovery allowed students to remain on track to be promoted or graduate with their cohort.

Reconnection Centers provided students with online coursework. The Districtwide Student Initiatives Department partnered with Apex Learning to provide each Reconnection Center with digital curriculum, offering Center students self-paced, personalized instruction. The Apex digital curriculum was aligned to Texas Essential Knowledge and Skills (TEKS) standards and, where applicable, designed to prepare students for *State of Texas Assessment of Academic Readiness (STAAR) End-of-Course (EOC)* assessments.

School counselors and Reconnection Center staff worked together to identify students who were good candidates for the program. Once students were identified, they were assigned to the program for one or more class periods, including before- and after-school periods at some campuses. With successful completion of prescriptive online work and the district *Assessment of Course Performance (ACP)* test, students were awarded credit using district grading standards.

The Reconnection Centers had a school-within-a-school environment in which the staff consisted of one or two teachers, based on student need. At two-teacher Centers, one teacher served as the facilitator and team leader. At schools with low student demand, the Center was staffed part-time, and one teacher/facilitator divided his or her time between two to three centers. Each center contained 25 to 30 networked computers. At the time of this report, the district was operating Reconnection Centers at 28 high schools receiving State Compensatory Education (SCE) funds. The 2015-16 SCE allocation for this program was \$2,888,786, and expenditures were \$2,238,407.

Student Selection Criteria

New criteria and procedures for student selection into the Reconnection Centers, established during the 2013-2014 school year, were revised in 2015-16. A Path of Documentation was used to identify and enroll students who met program criteria.

Because Reconnection Centers are funded from SCE allocations, it was initially determined that all students assigned to the Centers must be classified as At-Risk according to state criteria as defined in Texas Education Code (TEC) §29.081. Personnel at each campus received information and training on the updated policies and procedures. Districtwide Student Initiatives provided additional licenses for online coursework, funded from other sources, for a relatively small percentage of students without At-Risk classifications.

Student selection was initiated by the counselor, who examined student records to determine At-Risk status and conducted an individual planning session with each eligible student. In the meeting, the counselor presented academic expectations and a timeline for those expectations. The student was informed about the grading structure and student responsibilities of the Reconnection Centers, and was required to agree to the expectations and responsibilities in a signed contract. The student was also required to have passed either the 8th grade *STAAR* Reading test or the English I *End-of-Course (EOC)* test. If the student had passed neither of those, a Lexile score of 800-1050 on the *Scholastic Reading Inventory (SRI)* was required.

Characteristics of Students Served in Reconnection Centers

Across grades 9-12, 6.8% of enrolled students (2,689 of 39,539) were assigned to one or more periods of Reconnection Center classes, a decrease from 8.2% reported in 2014-15. Figure 1 shows the percent of students at each grade level who were enrolled in the program during either or both semesters of the 2015-16 school year. The largest percentage of students served was in Grade 12 (N=1,230).

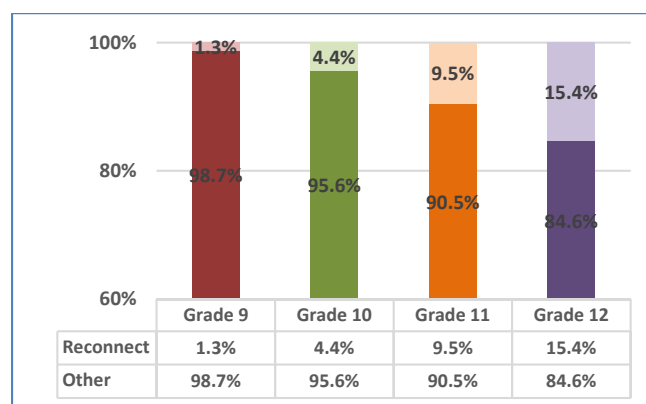


Figure 1. Percentage of students enrolled in Reconnection Centers by grade.

In comparison to district totals, a larger proportion of Reconnect students were male and At-Risk. Differences between program students and all district students in ethnicity, English Proficiency status, and economic status were less than 5 percentage points in all categories.

Outcomes of the Reconnection Centers Program

Course Completions. Apex Learning data show a total of 4,189 students who accessed online coursework in the Reconnection Centers, attempting completion of 9,212 courses. Approximately 56% of students (N=2,345) were successful in completing at least one course. Districtwide, the completion rate for all online Apex courses attempted was 69%.

ACP. Reconnection Center students were required to take the district's ACP final examination to receive course credit for each completed semester. Figure 2 shows the percentage of tests taken in Reconnection Centers by content area, and Table 1 shows the results of those tests.

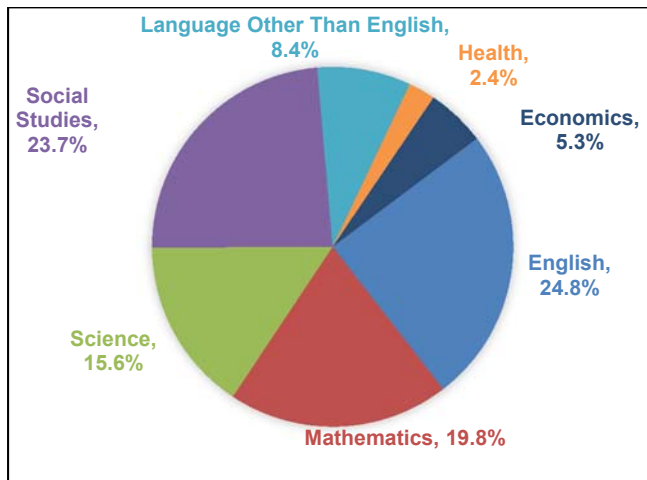


Figure 2. ACP exams taken in Reconnection Centers by content area.

Passing rates by content area varied from 35% to 82%, and mean scaled test scores ranged from 66 to 82. Overall, 49.7% of tested students passed semester final examinations in their Reconnection courses.

Table 1

Results of ACP Exams Administered in Reconnection Centers

Content Area	N Tested	Mean Score	Percent Passing
English/Lang. Arts	815	69	53.5
Mathematics	650	67	34.6
Science	511	66	36.6
Social Studies	778	70	51.0
Lang. Other Than English	276	82	82.1
Economics	175	69	52.0
Health	78	78	82.1

Credit Recovery in Grades 9-11. The workscope Key Result for students in grades 9-11 was stated as, "85% of the under-credited 9th, 10th, and 11th graders in the

Reconnection Center will recover credits to advance to the next grade level by July 2016."

Table 2 shows credit gains of Reconnection Center students between the end of the first six weeks and the end of the second semester of the 2015-16 school year. Credit accumulation was lower at grades 9 through 11 than credit gains expected for students enrolled in regular classes, which generally must average six credits per year to graduate in four years, but exceeded that number at grade 12.

Table 2

Credit Gains of Reconnection Center Students

Grade	N Students	Credits		
		BOY	EOY	Gain
9	133	2.8	5.9	3.1
10	447	8.4	13.1	4.7
11	819	15.2	21.0	5.8
12	1,216	21.8	28.0	6.2

Table 3 shows the percentages of Reconnection Center students who attained the next grade level by July, 2016. No grade reached the 85% promotion target, but grade 11 approached the target of 85%.

Table 3

Promotion Rates of Reconnection Center Students

Grade	N Students	Promoted	
		N	Percent
9	133	62	46.6
10	447	276	61.7
11	819	658	80.3
Total 9-11	1,399	996	71.2

A second workscope goal was that 85 percent of grade 12 Reconnection students would recover credits sufficiently to graduate with their class by July, 2016. After excluding verified leavers, 82.1% of grade 12 Reconnection students had graduated by the specified date. As well, four Reconnection students who began the year in grade 10 and 342 who began the year in grade 11 were able to graduate by July.

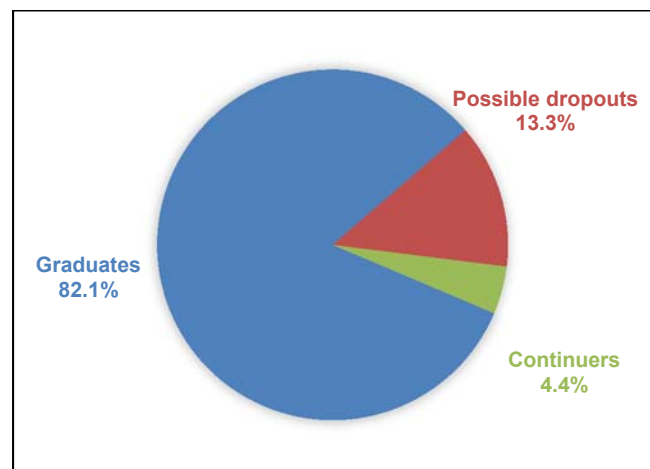


Figure 3. Graduation Status of Grade 12 Reconnection Center Students.

Facilitator Interview Responses

A sample of five facilitators participated in in-depth interviews in depth during the spring of 2016. Interviews were held on campus during planning periods or after school, and lasted approximately one hour. Facilitators were asked five open-ended questions, which were provided to them in advance of the interview. The questions focused on issues that were raised in a survey administered to all facilitators in the 2014-15 school year.

Four of the five facilitators interviewed felt that the level of campus support was good to excellent. All four specifically mentioned communication with counselors as a positive factor, indicating improvement from the previous year. The fifth reported a low level of support, primarily because counselors at that school were busy with other duties and had not fully grasped the intent of the program. That facilitator also expressed a need for “updated and operable” computers, in order to meet administrators’ expectations of the number of students to be served in the program. All facilitators interviewed saw additional support from content-area teachers as a need, specifically in mathematics (4 facilitators), science (4), Spanish (1), Special Education (1), and all core areas (1).

Facilitators were asked about needs for professional development and other support based on their classroom observations and evaluations, but four of the five did not identify any needs in this area. The fifth suggested that newer facilitators should have the opportunity to shadow more experienced facilitators, and that professional development sessions should be held at different Centers to see in person how they are run.

All facilitators interviewed cited self-motivation, maturity, and self-discipline as characteristics most likely to lead to student success in a self-paced program, and more often found in juniors and seniors than in underclassmen. Other factors cited as affecting student success were support and structure at home (3), reading levels (3), and chronic absenteeism (1).

Recommendations

The primary recommendation from prior reports which was addressed in 2014-15 was to “create clear criteria for selecting students for the program,” including setting the required minimum reading level score at a sixth grade equivalency. A Path of Documentation created in 2013-14 outlining enrollment procedures and criteria has been updated in each subsequent year. As well, counselors have been given a larger role in identifying and enrolling students in the program. Counselor turnover at some schools and lack of training at others appeared to have contributed to past difficulties in appropriate student assignment. However, the Student Initiatives Department has increased efforts in both 2015-16 and for the upcoming 2016-17 school year to

ensure that all counselors and administrators receive appropriate training.

Documentation of coursework has improved considerably with the Apex Learning online gradebook, but improvements are still needed. As in previous reports, it is recommended that the existing student data system be used in addition to the Apex system to record attendance and grades. One solution would be to repurpose the existing Reconnection course numbers to identify the course being taken, instead of indicating only the period during which the student attends Reconnection classes. Class period should be identified in the same way as for any other course. As well, before- and after-school enrollment should be recorded in GradeSpeed at every campus, even before changes to the current course numbering conventions are considered.

To address a major concern expressed by facilitators both last year and in this year’s interviews, staffing should be reviewed to determine whether additional support is needed in some locations, either from an additional teacher or aide, or from content area teachers assigned to assist in Reconnection Centers during designated class periods.

Further analysis is needed to determine which students benefit most from the Reconnection program. Facilitators contend that students in grades 11 and 12 with motivation to graduate and adequate reading skills are most likely to benefit from the self-paced online coursework offered. Outcome data on credit gains, grade-level promotion, and graduation gives support to their claims. Past achievement results, current and previous course grades, attendance data, and course completion records of current program students should be analyzed in greater depth to help refine identification criteria, in order to assist schools in assigning students to Reconnection Centers who are most likely to be successful in the program.

For more information, see EA16-132-2, which can be found at <http://www.dallasisd.org/Page/888>.

Title II, Part A – Teacher and Principal Training and Recruiting: 2015-2016

Sarina Rapini, MPA

EA16-142-4

At-a-Glance

Dallas Independent School District (Dallas ISD) received federal funds for training and recruiting through Title II, Part A as authorized under the No Child Left Behind Act, Public Law 107-110. The two-fold purpose of Title II, Part A is to increase student achievement through improved teacher and principal quality and to hold local educational agencies and schools accountable for student academic improvement.

Program Description

Dallas ISD used grant funds to assist in the areas of certified teacher recruitment and quality, Instructional Support Services (ISS), expansion of the Compass alternative certification program, and other professional development (PD) programs that were campus-specific or content-based. Recruitment activities included certified teacher and Compass recruitment efforts, whereas staff training was the focus of the remaining grant activities. Full-scale program evaluations of three additional Title II components (Reasoning Mind, the Principal Fellows Academy, and the Early Childhood Quality Classroom Initiative) were conducted separately.

Methodology

The worksopes for Title II, Part A were reviewed to note the amount of funding allotted for each area, program plans for implementation, and goals. In addition, formal and informal interviews were held with program managers to find out details related to 2015-16 implementation and to collect program documentation. Follow-up information was collected via phone and email.

Amounts of Funding

The district received \$7,923,739 in Title II, Part A funds. The largest amount was budgeted for the Certified Teacher Recruitment Program (\$1,801,062) and almost one million was budgeted for the Compass Alternative Certification Program (\$955,910) and Principal Fellows Academy (\$902,245). Other large amounts included ISS (\$575,202), Reasoning Mind PD (\$525,000), Advanced Academic Teacher Training (\$436,000), and Early Childhood Quality Classroom Initiative (\$400,029). The remaining allocations were for specialized campus training and academic content training and ranged from \$24,985 to \$374,998.

Program Activities and Implementation

Certified Teacher Recruitment Program

Human Capital Management (HCM) staff members were responsible for recruiting and screening highly qualified teachers to meet state and No Child Left Behind (NCLB) legislative requirements. Recruitment activities included attending recruitment events, advertising, conducting information sessions, screening applicants, processing H-1B visa applications, and monitoring and documenting recruitment activities. Between August 2015 and March 2016, HCM staff facilitated 47 recruitment activities and scheduled an additional 37 activities from April 2016 to June 2016. Throughout the year, HCM staff hired 2,529 teachers¹ and processed 94 new H1-B teacher visas.

Instructional Support Services Program

Instructional Support Services (ISS) staff members utilized Title II funds to coordinate 22 *Student Assessment of Academic Readiness (STAAR)/End of Course (EOC)* Academy training sessions with Region 10. ISS staff also conducted 47 Response to Intervention (RtI) and Exceed training sessions and expanded Schoolnet as the new documentation database.

Compass Alternative Certification Program

Grant funds were used to continue reforming and expanding the Compass program, formally known as the Alternative Certification Program, by supplementing recruitment, screening, and training activities. In 2015-16, 214 interns participated in the Compass program, and the largest certification area was bilingual with 94 interns. Of the 246 interns that completed the program in 2014-15, 218 (89%) continued to teach in the district during the 2015-16 school year. According to the 2015-16 mid-year intern survey, a majority of respondents (N=92; 81%) felt that Compass was a significant factor in becoming a more effective teacher.

Campus Leadership Professional Development

School Leadership staff used Title II funds to send 102 teachers to Purposeful Activity Centers PD sessions provided by Vida Education and 370 teachers to reading language arts PD provided by Empowering Writers. Due to a change in program management, funds were not used until January 2016 and program activities were modified.

¹ The data were collected in March 2016. This number includes Compass alternative certification interns but does not include internal transfers, in which a teacher moved from one campus to fill a vacancy at another campus. Teachers were

hired to fill both 2015-16 vacancies and new 2016-17 openings.

Distance Learning

Through the Distance Learning program, Educational Technology staff provided technical support to instructional staff in the creation of virtual Professional Learning Communities (vPLCs).² Educational Technology staff also facilitated the district's new robotics and computer science initiative by assisting with district competitions and providing 17 training sessions to educators. Educational Technology staff continued to provide blended learning PD and conducted six sessions through the school year.

Advanced Academic Teacher Training

Advanced Academic Services staff sent AP and Pre-AP teachers to PD provided by the National Math and Science Initiative (NMSI) and the Dallas Institute of Humanities and Culture. A total of 47 teachers attended the Dallas Institute workshops throughout the school year. Also, 49 teachers attended the fall NMSI sessions and 84 teachers attended the spring NMSI sessions. Funds will also be used to send teachers to summer 2016 Laying the Foundation (LTF) training.

Content-Based Professional Development

World Languages Department staff used Title II funds to conduct and facilitate 70 PD sessions for teachers, instructional coaches, and academic facilitators. World Languages staff also sent 25 teachers to the annual Region 10 Foreign Languages Summit and, in conjunction with the Bilingual Department, organized a districtwide Language Acquisition Symposium.

Science, Technology, Engineering, and Mathematics (STEM) Department staff used Title II funds to provide science and mathematics pedagogy and content training to educators. In addition to face-to-face professional development, STEM staff provided online training by creating D-Tubes³ and vPLCs. STEM staff granted 217 mathematics and 161 science vPLC certificates to educators.

Social Studies Department staff used Title II funds to provide PD for social studies educators to improve instruction quality and student achievement. Social Studies staff conducted 43 face-to-face training sessions and provided online PD through D-Tubes and vPLCs. A total of 224 vPLC certificates were granted throughout the school year.

Reading Language Arts (RLA) staff provided educators with PD to improve RLA instruction quality and student achievement. RLA staff conducted 39 face-to-face training sessions and also created D-Tubes and vPLCs to provide online PD.

The Improved Arts-Based program provided PD to educators for the improvement of art instruction. Program

staff conducted 123 PD sessions between June 2015 and March 2016. Program staff also continued to facilitate two visual performing arts competitions, including UIL and the Texas Visual Arts Scholastic Event; participation increased from the 2014-15 to 2015-16 school year.

Campus-Based Professional Development

Title II funding provided the specialized PD required at 15 campuses with nontraditional instructional models. This included nine International Baccalaureate (IB) schools, three Montessori schools, two single-gender schools, and one STEAM⁴ program school. The nine IB schools were in various stages of authorization; three were fully authorized and six were awaiting an authorization visit.

A majority of Title II program managers administered a survey to gather feedback from PD participants. Survey designs varied across the programs, but respondents were generally positive about the training. Detailed survey responses can be found in the full report.

Recommendation

A large portion of Title II funds was spent on PD provided by vendors or outside experts. Although attendance information was collected for all PD sessions, in some cases feedback was not gathered to determine the quality and usefulness of the training. Programs that hire outside vendors and experts to provide training should strive to gather feedback from participants about the quality of the PD. The data would be useful for future planning and quality control.

It would be beneficial to compile the nine individual campus IB worksopes into one combined IB workscope for uniformity. In 2015-16, each school received a different Title II funding amount, regardless of authorization status. Per interviews, new IB coordinators often end up securing fewer funds for their schools than other IB schools because they are unfamiliar with the Title II process.

References

Bush, J. (August 2013). Dallas ISD Evaluation Report: Title II, Part A – Teacher and Principal Training and Recruiting – 2012-13.

Rapini, S. (August 2014). Dallas ISD Evaluation Report: Title II, Part A – Teacher and Principal Training and Recruiting – 2013-14.

Rapini, S. (August 2015). Dallas ISD Evaluation Report: Title II, Part A – Teacher and Principal Training and Recruiting – 2014-15.

The full 2015-16 Title II report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at 972-925-6457.

² VPLCs allow educators to collaborate online to improve teaching practice and student learning.

³ D-Tubes are short videos created by content specialists for teachers.

⁴ STEAM stands for science, technology, engineering, art, and mathematics.

Evaluation of Leadership Development Fellows Academy 2015-16

Dianne K. Palladino, Ph.D.

EA16-146-4

At-a-Glance

The Leadership Development Fellows Academy (LDFA) was created to address growing needs of the Dallas Independent School District (Dallas ISD) for improved leadership capacity, more effective instruction and leadership, and improved instructional standards that align with district and school curriculum goals (i.e., Destination 2020). This program assisted in increasing the instructional leadership capacity of current and future administrators, and also developed a pipeline of highly qualified school leaders. The three foundational elements of LDFA included student achievement, quality instruction, and philosophy and culture. The program's goal was to produce effective leaders who would develop effective teachers, ultimately resulting in increased student achievement throughout the district.

Any distinguished teacher, assistant principal, or aspiring leader from Dallas ISD (or other educational institution) with at least three years of teaching experience and demonstrated success in improving instructional quality, raising student achievement, and developing positive school culture and climate was qualified to apply for admission into LDFA. Interns¹ were also required to work for Dallas ISD for two years following program completion.²

LDFA began during the 2012-13 academic year and continued through the 2015-16 academic year. The current year started with 34 interns selected through a rigorous performance review process. Five of the interns were hired early in the program for other positions (4 within the district, and 1 outside of the district), leaving 29 program participants. During the 2015-16 school year, interns completed training and professional development sessions, a residency experience with a mentor principal, and supplemental work and activities.

After participating in one day of orientation in June, interns attended the training academy full time from July through the third week in August, when they started their residency. For the rest of the year, Interns attended mandatory academy days one day per week along with other special sessions (e.g., seminars, guest speakers).

Interns were also offered an opportunity to participate in a Spanish for Educators course to help enhance relationships with the community.

Interns were assigned a nine-month residency with a Dallas ISD mentor principal. Some areas in which LDFA interns assisted campuses included, but were not limited to 1) building a positive school culture, 2) aligning curricula with instructional best practices, 3) providing instructional feedback, 4) expanding leadership density, 5) reviewing Destination 2020 in-depth, and 6) assisting in the establishment of campus systems and protocols. LDFA staff members visited campuses to conduct spot observations and to observe the overall campus learning experience.

Academic year 2015-16 was the final year of the LDFA program. Participants in LDFA this year were members of cohort IV. In future years, the district plans to implement restructured professional development programs catering to a breadth of leadership roles. The purpose of this evaluation was to 1) describe the 2015-16 LDFA program, 2) summarize perceptions and experiences of cohort IV interns, and 3) report placement information for cohort IV interns.

Methodology

The evaluator solicited information about LDFA and placement of interns from the director and coordinator of the Leadership Development Academy Department. In addition, the 2015-16 LDFA cohort (IV) completed two surveys. The first (response rate: 89.7%) was administered mid-year in February 2016, and included questions about demographics and experiences with the training to date. In May 2016, interns completed the second survey (response rate: 72.4%). This end-of-year survey primarily focused on experiences with the residency portion of training.

Demographics

Respondents to the mid-year survey (N = 26) were 61.5 percent female, 50.0 percent Hispanic, 23.1 percent white, 19.2 percent African-American, and 7.7 percent

¹ Starting in 2015-16, the name of participants in LDFA changed from 'fellows' to 'interns.'

² Two-year commitment was contingent upon placement on a campus leadership team within the district.

Asian/Pacific Islander. The majority (57.7%) of cohort IV were Dallas ISD employees prior to entering the program. Members of cohort IV held master's (88.5%), doctoral (7.7%), and professional (3.8%) degrees.

Interns' previous experiences varied widely. Prior to the program, they were teachers (53.8%), assistant or associate principals (11.5%), central staff members (7.7%), or other (instructional coaches, administrative interns; 26.9%). Interns reported an average of 8.5 years of teaching (range: 3 to 30 years), and 1.3 years of administrative experience (range: 0 to 7 years).³

Intern Perceptions and Experiences

Training Academy. In general, interns expressed satisfaction with the training academy portion of their experience, as illustrated in Figure 1. When asked what they liked best about training, interns overwhelmingly mentioned the quality and relevance of content, resources, and guest speakers. When asked what they would change about training, interns most often mentioned redundancy and order of topics should be examined. Relatively lower agreement (72%) on the mid-year survey that training topics were arranged in an order that allowed for maximum use during residency corroborated this finding (see Figure 1).

Figure 1: Mid-Year Perceptions of LDFA Training



Source: Mid-year survey administered to cohort IV fellows in February 2016.

Interns indicated several areas of training they believed would be helpful to add or expand. Themes mentioned most often included: 1) school-level specific training, 2) more training on discipline, and 3) hands-on systems training using actual data.

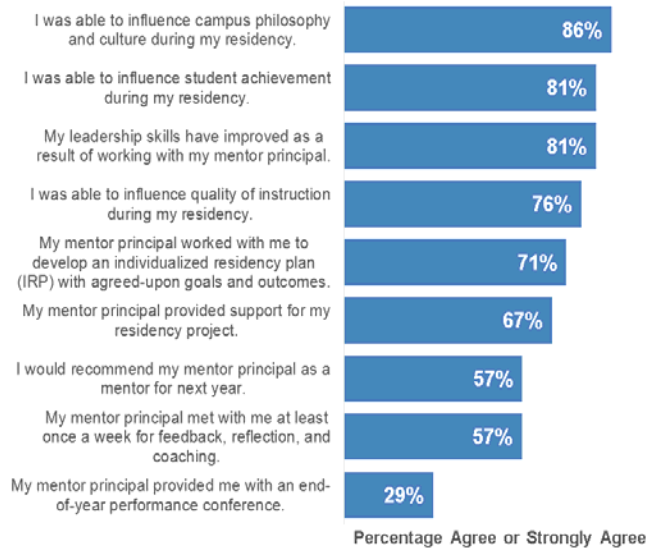
Residency. Interns' ratings of the residency program were more varied than those of the training portion. As shown in Figure 2, over 75 percent of respondents agreed or strongly agreed with statements regarding their positive influence on campus philosophy and culture (86%), student achievement (81%), and quality of instruction (76%) during the residency, and also that their leadership skills had improved through working with their mentor principals (81%). The percentage of interns agreeing or strongly agreeing with statements about the mentoring-related actions of their assigned principals were relatively lower. Most notably, 57 percent of interns reported that they would recommend their mentor principal as a mentor principal next year. Finally, it is possible that the 29 percent agreement that mentors provided an end-of-year conference is artificially low because they were administered after survey completion in mid-May.

Missing data for six interns reduced the response rate for questions regarding the quality of mentor/mentee relationships during the residency. Out of 15 available responses, 66.7 percent of interns reported a positive or

³ Percentages throughout document may not add to 100% because of rounding.

very positive relationship with their first mentors assigned,⁴ indicating a moderate level of dissatisfaction.

Figure 2: End-of-Year Perceptions of LDFA Residency



Source: End-of-year survey administered to cohort IV fellows in May 2016

Overall. Interns expressed strong agreement overall when asked if they felt LDFA prepared them in areas relevant to leadership. All interns (100%) felt they deepened their understanding of district policies and procedures and felt adequately prepared to implement strategies to improve campus philosophy and culture and to improve student achievement. Most (95%) interns agreed or strongly agreed that they deepened their understanding of the impact of their professional leadership skills on others, that they were adequately prepared to implement strategies that will improve quality of instruction, and that they had discovered their professional leadership strengths and weaknesses. Interns also widely agreed or strongly agreed (91%) that they were adequately prepared to use district databases. In contrast, 76 percent of interns agreed or strongly agreed that they deepened their understanding of the principal selection process. This finding indicates a potential area for program growth.

When asked where they felt they made the most impact during their residency, interns most often mentioned 1) coaching/mentoring teachers, 2) contributing to positive student/school culture, 3) tutoring students, 4) fostering parent involvement, and 5) leadership/systems improvement. Interns most frequently mentioned that they most liked the following aspects of the residency: 1) having a role on campus and feeling needed, 2) the ability to affect change, and 3) the hands-on practice.

When asked what they would like to change about the residency, interns most often cited that they would like to see 1) more training/oversight of mentors, 2) an earlier start to the residency to help develop relationships with school staff, 3) better placement opportunities and assistance post-program, and 4) more structured (and required) observations, feedback, and guidance from mentor principals.

Once hired into a leadership position in the future, interns most frequently indicated they would like to further develop their skills and knowledge regarding fostering climate and culture and handling discipline.

Staff Support. The 2014-15 evaluation⁵ recommended increasing campus visits during the residency component. This year, LDFA staff made improvements in this area. The number of interns reporting two to five LDFA staff visits during their residencies increased 22 percentage points to 52 percent. In addition, 24 percent of interns reported that more on-campus support from LDFA staff would have been beneficial, a decrease of 28 percentage points from the previous year. These results indicate higher satisfaction over the previous year with support from LDFA staff during the residency.

Cohort IV Placement Information

The Leadership Development Academy Department provided placement information for cohort IV. A detailed placement list is included in the appendix. As of August 1, 2016, the largest proportion of LDFA interns had resigned from the district (32.4%). When placed in positions in the district, cohort IV interns were most frequently placed as assistant principals and teachers.⁶

Recommendations

Although LDFA will not continue into future years, the following recommendations are offered as district leaders consider restructured professional development opportunities.

Continue to improve mentor selection and training.

A relatively low proportion of interns reported satisfaction with their mentor/mentee relationship during residency. Stakeholders should ensure that a more rigorous process is in place to select and train potential mentors, verifying that they have the desired motivation and skills to provide interns with the strongest experience possible. Staff should also consider more

⁴ Five of the fifteen reporting interns indicated that they were assigned to two mentors during their residencies. Of the five, three (60%) reported positive or very positive relationships with their mentors.

⁵ See Douglas (2015).

⁶ Reduced Assistant Principal positions in 2016-17 throughout the district may have contributed to low placement rates.

direct monitoring and guidance of mentor principals to ensure that program standards are followed.

Consider enhancing and tailoring training to more specific needs. Some interns expressed that they wished they had more specific training for their needs, such as school-level-specific training, discipline training, and systems training with actual data. Providing 'rotations' or more modules in these areas for interns would improve the depth of confidence in these areas.

Enhance focus on life beyond training. Many interns expressed lack of knowledge about the principal selection process and desired more opportunities after program completion. Although the availability of jobs is not in direct control of the program, more knowledge about how the application process will proceed once jobs are available would be beneficial to interns.

References

Douglas, N. (2015). *Fellows Academy 2014-15 End-of-Year Report*. <http://www.dallasisd.org/Page/39269>.

For more information, contact Program Evaluation at 972-925-6457.

Appendix: LDFA Cohort IV 2016-17 Assignments (As of August 1, 2016)

Name	Position Acquired	Assigned Campus	Campus Level
Ruiz, Anabel	Principal	Pleasant Grove	Elementary
Aquirre-Garcia, Grace	Assistant Principal	Rosemont	Elementary
Hernandez, Araceli	Assistant Principal	Preston Hollow	Elementary
Bates, Elena	Assistant Principal	Marsh	Middle
Carter, Fredrick	Assistant Principal	Quintanilla	Middle
Dickson, Gabrelle	Assistant Principal	Spruce	High
Jyles, Natoyia	Assistant Principal	North Dallas	High
Velasco, Roberto	Assistant Principal	Early College Campus, TBD	High
Wilson, Jerald	Assistant Principal	Conrad	High
De la Guardia, Irma	Assistant Principal	TBD	TBD
Mehdizadeh, Erika	Campus Instructional Coach	Walker/Cabell	Elementary
Altieri, Nici	Teacher	Sanger	Elementary
Carrizales, Mario	Teacher	Gooch	Elementary
Mitchell, Christina	Teacher	Rosemont	Elementary
Savala, Stephanie	Teacher	Barbara Manns	Middle
Wraggs, Georgetta	Teacher	Edison	Middle
Reed-Christenson, Krystal	Teacher	Spruce	High
Thomas, Sabin	Teacher	TBD	
DeJesus, Ricardo	TBD		
Easter, Dawn	TBD		
Gonzales, tracy	TBD		
Lane, Patrice	TBD		
Robles, Jose	TBD		
Badillo, Eliezer	--	Resigned	
Chapa, Cassandra	--	Resigned	
Evangelista, Loren	--	Resigned	
Garcia-Rubio, Laura	--	Resigned	
Green, Chassidy	--	Resigned	
Lopez, Pedro	--	Resigned	
Lowery, Clark	--	Resigned	
Meek (Kallis), Stephanie	--	Resigned	
Rodriguez, Guy	--	Resigned	
Roman, Joseph	--	Resigned	
Vargas, Felipe	--	Resigned	

AFRICAN AMERICAN SUCCESS INITIATIVE: 2015-2016

Akiva Lorenz, Ph.D.

EA16-152-4

At-a-Glance

The African American Success Initiative (AASI) started in 2006 to close the achievement gap and increase access to academic opportunities for African American students. AASI concentrated on three specific areas for the 2015-16 school year: 1) student mentorship program, 2) parent, family, and community engagement, and 3) professional development. AASI received \$500,000 in Title I funding to implement the program at 13 schools in the Carter and Wilmer Hutchins feeder patterns.

Mentorship Program

The AASI program had two mentors per school for a total of 26 mentors. Mentors were predominately African American (93%) with an average local classroom experience of 9 years. Mentors were classified primarily as professional staff employed as teachers (79%) or school counselors (11%). AASI data indicated that 50 percent of the mentors were mentors in prior years; however, only 16 percent indicated that they volunteered to be mentors for the 2015-16 school year.

Collectively, these mentors served 401 students (mentees), primarily enrolled at the elementary school level (68%). The majority of mentees were African American (93%), the target population, and came from an economically disadvantaged background (94%). However, only 70 percent were characterized in the Dallas ISD chancery file as being at risk, and 11 percent were considered Talented and Gifted (TAG). This suggests that observation of mentee selection during the next program year is warranted (Table 1).

Table 1: Characteristics of AASI Mentees

	AASI		Schools*	
	N	%	N	%
Race/Ethnicity				
African American	372	92.8	4,576	22.6
Hispanic	29	7.2	3,074	39.3
Gender				
Female	168	41.9	3,735	47.7
Male	233	58.1	4,091	52.3
Subgroup				
Econ Disadvantage	378	94.3	7,125	91.0
Special Education	43	10.7	720	9.2
Talented and Gifted	44	11.0	677	8.7
LEP	15	3.7	1,998	25.5

* Students in the AASI program are not included in the Schools category.

Enrollment in the AASI program averaged 159 days. AASI mentees received an average of 11 mentoring sessions resulting in an average of 13 hours of

intervention. Four out of the 13 schools (31%) provided an average of less than six hours of mentoring. In addition to mentoring sessions, AASI scheduled and conducted six educational activities during the 2015-16 school year. The goal of these activities was to promote comradery and leadership among the mentees and to offer insight into cultural and educational opportunities. Attendance records for AASI activities, although incomplete, showed an average of 45 percent for mentoring activities (e.g., book reports) and 86 percent for trips (e.g., College Tour).

STAAR Results

Analysis of *State of Texas Assessments of Academic Readiness (STAAR)* test results for grades 3-8 indicated the passing rate for AASI mentees was 52 percent for both reading and mathematics (Table 2). AASI students in J.N. Ervin ES, Umphrey Lee ES, and Ronald McNair ES achieved higher passing rates compared to the entire school population and the non-AASI African American subpopulation. AASI mentees in Wilmer-Hutchins ES had higher passing rates for reading and mathematics than the entire non-AASI African American population but lower passing rates when compared to the entire student population.

Table 2: STAAR Passing Rates for AASI Mentees

Test	N*	%
STAAR Grades 3-8		
Reading	306	52.0
Math	303	51.5
STAAR EOC		
English I EOC	13	23.1
English II EOC	20	40.0
Algebra EOC	16	68.8

*N indicates the number of students tested.

The passing rate for AASI mentees who took the English I EOC was 23 percent, English II EOC was 40 percent, and Algebra EOC was 69 percent. Further analyses of STAAR EOC test takers by gender or a comparison of passing rates with the entire school or subpopulations could not be conducted due to the low number of test takers.

Parent Outreach

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

they contacted parents an average of 7 times during the 2015-16 school year to discuss various topics. These topics included explaining the AASI program, providing updates about AASI activities, and discussing test preparation.

The Office of Family and Community Engagement created a series of parent workshops for the Carter and Wilmer Hutchins feeder patterns. Both workshop series reached almost the same number of participants (Carter, N = 66 vs Wilmer Hutchins, N=65). The number of attendees per workshop varied greatly between the feeder patterns. Workshops at the Carter feeder pattern were attended by an average of 20 parents while those at the Wilmer Hutchins feeder pattern were attended by an average of 8 parents.

The Office of Family and Community Engagement provided documentation showing that 77 percent of the mentees have a parent account associated with them.

Professional Development

AASI provided professional development opportunities for the mentors in the form of mentor meetings and Culturally Responsive Teaching and Learning (CRTL) sessions. AASI staff could not provide attendance records for all four mandatory mentor sessions. However, the information that was made available indicated that mentor meetings had a low participation rate (<40%). Culturally Responsive Teaching and Learning (CRTL) sessions were conducted by Dr. Sharroky Hollie. CRTL sessions concentrated on communicating the impact of African American culture on education, increasing classroom management, as well as providing best practices for test taking and the implementation of learned materials in the classroom. Mentor participation at CRTL workshops decreased from the first workshop (65%) to 27 percent at the fourth workshop. Analysis of AASI mentor participation at the CRTL sessions indicated that only five of the 26 mentors (19%) participated in all four workshops, while six mentors (23%) participated in none. CRTL workshops were open to mentors, CRTL campus trainers, and school leadership reaching a total of 107 personnel. Attendance records indicate that of the 107 potential participants only 31 (29%) attended all four workshops. Fifty-four percent attended at least three workshops, raising the question as to whether priority was given to AASI concepts.

CRTL campus trainers were part of AASI's professional development initiative. The goal of CRTL campus trainers was to participate at Dr. Hollie's workshops and then to present CRTL principles and examples to the school staff during professional development and professional learning community meetings. AASI identified 58 campus trainers. Overall, attendance rates at CRTL trainers' workshops decreased from 88 percent at the first workshop to 60 percent at the fourth.

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

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

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

Summary

The purpose of this evaluation was to analyze the implementation of the various AASI components, and to understand the impact of this program on the academic achievement of AASI mentees. The presented data indicated that mentees and program staff failed to reach their set goals.

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

year, leaving little time to implement the training in classrooms at participating schools. For the most part, outcomes addressed in this evaluation are not directly attributable to AASI activities but reflect general results at participating schools.

Recommendations

Limit student mentorship program participation to Tier 2 students. Shifting the workscope of Student Advocate Coordinators from Tier 2 to Tier 3 students eliminated a valuable resource for the main target population, while not providing enough resources for the additional group.

Construct longitudinal intervention setting. Consider supporting and tracking the same mentees over several school years to establish a meaningful relationship between mentee and their mentor, and to increase the ability to identify effects from participation in the program.

Create incentives for mentor participation. Mentors noted that the current stipend did not equal the additional time and work commitment. Further, only 16 percent of mentors volunteered for the assignment. Therefore, AASI should reevaluate the stipend amount to attract high quality teaching staff. The payment of the stipend should be based on achieving certain targets.

Create incentives for school participation. Consider providing or paying for substitute teachers when AASI mentors or CRTL trainers are participating in professional development trainings or providing services to mentees. This would enable school leadership to occasionally release AASI mentors and CRTL trainers from their teaching commitments to encourage greater participation in professional development and provision of specific services to mentees.

Conduct training in August. Mentor and CRTL training should be conducted as early in the school year as possible to increase the likelihood that the program can help support the academic achievement of students.

Expand community and parent outreach programs to further increase the participation of parents in their children's education and raise community awareness. Consider expanding AASI's cooperation with the Office of Family and Community Engagement to provide specific workshops to parents based on the 2015-16 feedback.

Create a program website. The program may benefit from a dedicated website within the Dallas ISD infrastructure. The website may serve as a hub to connect current and future students with the program, and serve as a repository of program information for parents and district staff.

Establish appropriate tracking mechanism. No rigorous evaluation of the effectiveness of an intervention can take place without the availability of high quality student attendance data and other program related information. Consider working with Dallas ISD's

IT department to establish a program tracking database to minimize data collection and entry issues.

For more information, see EA16-152-2, available at <http://www.dallasisd.org/Page/888>.

The Dallas ISD On-Track Indicator, 2015-16

Dorothea Weir, Ph. D.

EA16-153-4

At-a-Glance

A high school diploma is rapidly becoming the minimum qualification for most occupations in the American economy. Consequently, addressing graduation and dropout rates has taken on greater urgency in school districts across the country. The first year of high school is increasingly recognized as a transition period that may be “make-or-break” for many students in terms of eventual high school success and graduation.

The Consortium on Chicago School Research (CCSR) developed an On-Track indicator in 1999 to gauge whether students in their first year of high school were making enough progress to have a reasonable expectation of graduating in four years. Unlike other indicators, it provides information about progress and performance from a relatively early point in a student’s high school career.

Dallas ISD developed its own On-Track indicator in 2007-08. From 2009-10 through 2011-12, the Dallas On-Track Indicator was incorporated into the Principal Appraisal System.

Like the Chicago indicator, the Dallas indicator combines two factors: the number of credits earned during freshman year and the number of semester Fs in core subjects. A student is considered to be On-Track at the end of ninth grade if he or she has met both of the following criteria:

- The student has accumulated five full course credits, and
- The student has no more than one semester F (that is, one-half of a full credit) in a core subject (English, math, science, or social studies).

Methodology

The model was developed using data for students entering high school for the first time in 2003-04. The cohort consisted of 8,008 first-time, regular education ninth graders who were enrolled for the full school year. The cohort was 35% African American, 58% Hispanic, and 16% LEP.

Analyses were conducted in June, 2008, to construct a baseline measure districtwide. The analysis was repeated annually in subsequent years. Only non-special-education grade nine students who were enrolled in the same school for both fall and spring semesters were included. Results were calculated only

for schools receiving an accountability rating; alternative schools were excluded from the analyses.

In 2010-11, On-Track documentation was improved, as registrars at all high schools provided prior grade level information for students entering ninth grade from outside the district. In 2011-12, new state testing requirements necessitated identification of all first-time ninth grade students, and this information was made available through the Chancery student data system.

Results

Figure 1 shows freshman On-Track percentages for all district high schools, for all schools other than magnets (i.e., comprehensive and Early College high schools), and for magnets only, for the 2008-09 through 2015-16 school years. The overall On-Track rate for 2016, 76.1%, was higher than in the previous seven years for which rates were calculated. The On-Track rate for magnet schools improved markedly over the 2015 rate, and the rate for non-magnet high schools improved as well.

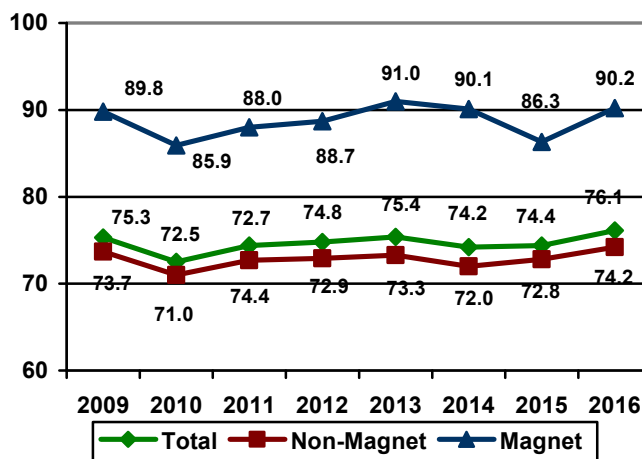


Figure 1. Percent of first-time ninth grade students On-Track, 2009 through 2016

Figure 2 shows On-Track percentages by student ethnicity. In 2016, the districtwide On-Track rate of African American students was 72.8%; Hispanic students, 75.8%; and White students, 92.0%.

Historically, the On-Track rate of all ethnic subgroups fell in 2010, although the rates of African American and White students fell more sharply than that of

Hispanic students. The On-Track rate of White students has increased gradually since 2010. African American students' rate has remained within a range of about 73 to 75 percent, and Hispanic students' rate within a similar range of 73 to 76 percent.

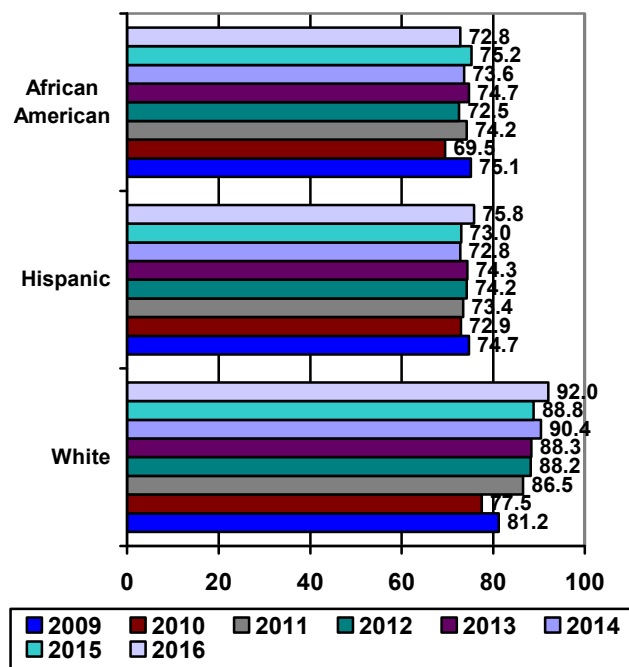


Figure 2. Percent of first time ninth-grade students On-Track by ethnicity, 2009-2016

Table 1 shows On-Track percentages by school and school group for the 2013-14 through 2015-16 school years, and the percentage point change over the three-year period.

As a group, non-magnet (comprehensive and Early College) high schools had an On-Track rate in 2016 of 74.2%. In 2009, the first year in which the indicator was used, all non-magnet high schools had On-Track percentages of 60% or more. In 2016, only one school (North Dallas) fell below 60%, but six more fell below 70%. Conversely, Lassiter Early College had an On-Track rates of 100%, and Gilliam and Garza Early Colleges of 95.6% and 95.5%, respectively. Over the period from 2014 through 2016, four schools had On-Track increases of 10 percentage points or more; these were Bryan Adams, Molina, Spruce, and White. Only one comprehensive high school, North Dallas, has a decrease of more than 10 percentage points.

Magnet high school On-Track rates remained essentially flat, going from 90.1% in 2014 to 90.2% in 2016, with a small decrease in 2015. The largest increase in the On-Track rate was at the Townview Education and Social Services Magnet (27.2%), followed by Townview Health Professions (7.8%). The largest decreases were at Obama Male Leadership Academy (-10.0%), Washington Arts Magnet (-9.0%), and Smith New Tech (-8.3%).

Table 1
Freshman On-Track Rate by School, 2014-2016

School	Percent On-Track			
	2014	2015	2016	Change
Comprehensive High Schools				
B. Adams	66.2	65.2	76.5	10.3
Adamson	73.3	70.0	74.9	1.6
Carter	81.0	66.5	73.6	-7.4
Conrad	69.8	67.9	72.4	2.6
Hillcrest	73.9	77.3	67.0	-6.9
IDEA	NA	NA	83.8	NA
Jefferson	79.3	67.4	70.6	-8.7
Kimball	81.2	75.2	75.2	-6.0
Lincoln	73.3	82.5	72.3	-1.0
Madison	76.2	84.3	82.5	6.3
Molina	57.9	67.2	77.2	19.3
North Dallas	68.8	57.6	57.1	-11.7
Pinkston	58.5	82.2	67.9	9.4
Roosevelt	53.0	61.2	60.0	7.0
Samuell	87.9	86.1	81.4	-6.5
Seagoville	74.3	80.1	69.4	-4.9
Skyline	76.0	75.3	73.3	-2.7
S. Oak Cliff	63.6	69.9	63.7	0.1
Spruce	58.2	65.6	76.9	18.7
Sunset	71.8	80.8	72.8	1.0
White	66.3	64.1	77.7	11.4
Wilmer-Hutchins	70.9	76.6	69.3	-1.6
Wilson	74.0	77.2	79.7	5.7
Early College High Schools				
Garza Early College	100.0	100.0	95.5	-4.5
Gilliam Collegiate Academy	86.2	69.8	95.6	-4.4
Lassiter Early College	96.5	98.3	100.0	4.5
Comprehensive/ECHS Total	72.0	72.8	74.2	2.2
Magnet High Schools				
Arts Magnet	95.1	89.0	86.1	-9.0
Obama HS	89.2	76.3	79.2	-10.0
Rangel HS	100.0	100.0	98.7	-1.3
Smith New Tech	88.5	84.4	80.2	-8.3
Townview Business	84.3	71.5	85.2	0.9
Townview ESSM	65.8	81.3	93.0	27.2
Townview Health	89.4	92.4	97.2	7.8
Townview Law	92.8	81.1	88.2	-4.6
Townview SEM	91.2	93.3	99.1	7.9
Townview TAG	100.0	98.5	98.5	-1.5
Magnet Total	90.1	86.3	90.2	0.1

Note. On-Track rates below 60% are highlighted in red, and those above 60% but below 70% are highlighted in orange.

Recommendations

District On-Track rates have varied little since 2010, despite considerable year-to-year variability at individual campuses. Progress of recent freshman cohorts should be analyzed to determine whether new requirements for diploma endorsements and End-Of-Course testing performance should be incorporated into the On-Track measure, as well as to examine the reasons for large annual fluctuations at specific high schools.

For more information, contact Program Evaluation at 972-925-6457.

Title I: Comparative Measures of Student Achievement 2015-2016

Robert J. Costello, Ph.D., Laila Y. Sanguras, M.A. & Monique C. Meján, M.A.

EA16-163-4

At-a-Glance

The purpose of this report was to examine the academic achievement and progress of Title I students. The full report (EA16-163-2) contains comparisons of Title I students by grade and feeder patterns, with district results. Comparisons were also made by major student subgroups. These subgroups were: All Students, African American, Hispanic, white, Economically Disadvantaged, English Language Learners (ELL) and Special Education students. Comparisons were made for a two-year period when available and change scores were calculated. The following variables were used to determine the progress of Title I students: *Terranova* (previously the *Iowa Tests of Basic Skills; ITBS*) reading and mathematics for grades kindergarten, one and two; *Supera* (Spanish version of *Iowa/ITBS*) reading for grades kindergarten, one and two; and *State of Texas Assessments of Academic Readiness (STAAR)* reading and mathematics for grades three through eight, writing grades four and seven, science grades five and eight and social studies grade eight. *STAAR End-of-Course (EOC)* examinations were given primarily in grades nine and ten. The five *EOC* examinations were English I, English II, U.S. History, Algebra I, and Biology. Student and teacher demographics were also presented, along with attendance, dropout, and graduation rates.

Program Description

The purpose of Title I was “to ensure that all students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.” The Title I program budget for the 2015-16 school year was \$87,846,438.00 from the Special Revenue Fund. There was a decrease of \$8,228,078.00 from the 2014-15 school year (\$96,074,516.00). Monies were given to both individual projects and individual schools to be used at the discretion of principals and executive directors.

Program Demographics

A total of 158,647 students were enrolled in 227 Dallas ISD schools. Fifty-five (55%) percent of the students were elementary school students, 20 percent were middle school students, and 25 percent were high school students. The grade 9 student population (N=12,078) was larger than the grade 8 population (N=10,483). This may be due to students gaining too few credits during their first year of high school to be classified as sophomores and the practice of assigning all new immigrant high school students to grade nine, regardless of the number of credits they had already earned. From grade 9 to grade 12, enrollment declined.

Student characteristics showed that the percentage of male students (51%) and female students (49%) were similar in the population. Hispanic (70%) and African American (23%) students comprised the majority of the student population (93%), while white (5%), Asian (1%), and Native American and Pacific Islander (<1%) students combined accounted for approximately six percent. The Hispanic population represented the largest ethnic group from early childhood through grade 12. The Hispanic student population has continued to increase in Title I schools since school year 2004-05.

Approximately 43 percent of the students were classified as ELLs and about eight percent were classified as special education students.

There were 10,703 full-time teachers for the 2015-16 school year. This included 6,390 elementary school teachers, 1,868 middle school teachers, and 2,445 high school teachers. There were more female teachers (7,613; 71%) than male teachers (3,090; 29%). Thirty-nine percent (39%) of the teachers were African American, 28 percent were Hispanic, and 33 percent were white. Nine percent (9%) of the teachers had Alternative Certifications (AC). The median number of years' experience in the Dallas ISD for Title I teachers was four years. This was a decrease from five years in 2014-15 and a further decrease from seven years in 2013-14. The majority of teachers had Bachelor degrees (65%); another 27 percent had Master degrees. Twenty-one percent (21%) of the Title I teachers were new to the district.

Terranova Mathematics and Reading

The *Terranova* mathematics and reading tests were administered to kindergarten through second grade students. These scores cannot be compared to past years since this was the first year this test was used for assessment in the district. On the mathematics exam, 68, 64, and 65 percent of students performed at or above the 40th percentile rank for kindergarten, first, and second grades, respectively. On the reading exam, 72, 66, and 61 percent of students performed at or above the 40th percentile rank for kindergarten, first, and second grades, respectively.

Supera Reading

Due to changes in assessment, 2015-16 *Supera* reading scores cannot be compared to past years. *SUPERA* was the reading test administered to Spanish speaking students to test reading skills. Approximately 88, 88, and 44 percent of students in kindergarten, grade one, and grade two, respectively, scored at or above the 40th percentile rank. Students scored higher

on the *SUPERA* reading test than on the *Terranova* reading test.

STAAR Progress Measures

The *State of Texas Assessments of Academic Readiness* (STAAR) progress measure provides information about the amount of improvement or growth that a student has made in a subject area. This measure is based on a comparison of a student's test score last year with his or her score this year. For STAAR, progress is measured as a student's gain score, the difference between the score a student achieved in the previous year and the score a student achieved in the current year. Individual student progress is then categorized as *Did Not Meet*, *Met*, or *Exceeded*. A higher percentage of students Met the standard in mathematics than in reading, however, a higher percentage of students Exceeded the standard in reading than in mathematics (Figures 1 and 2).

Figure 1: Reading Progress Measures Grades 4-8

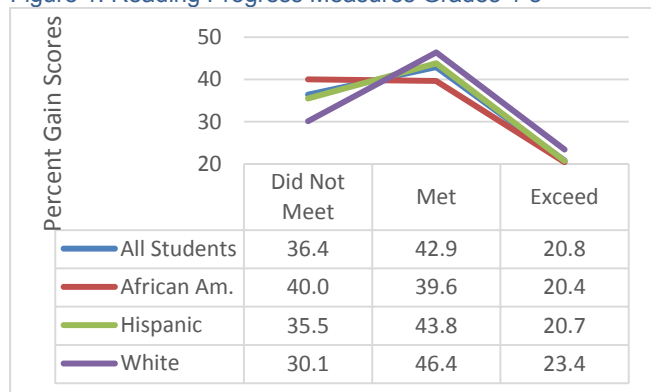
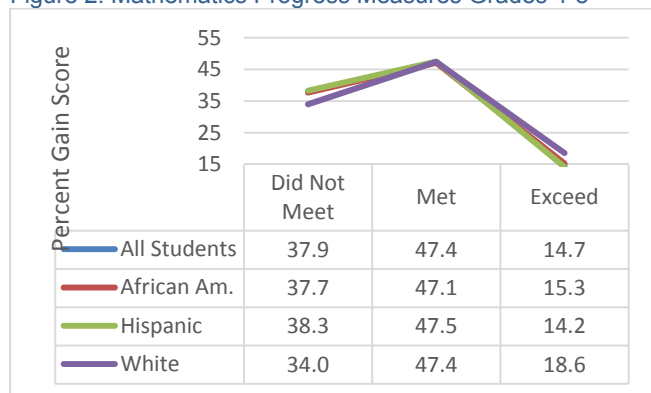


Figure 2: Mathematics Progress Measures Grades 4-8



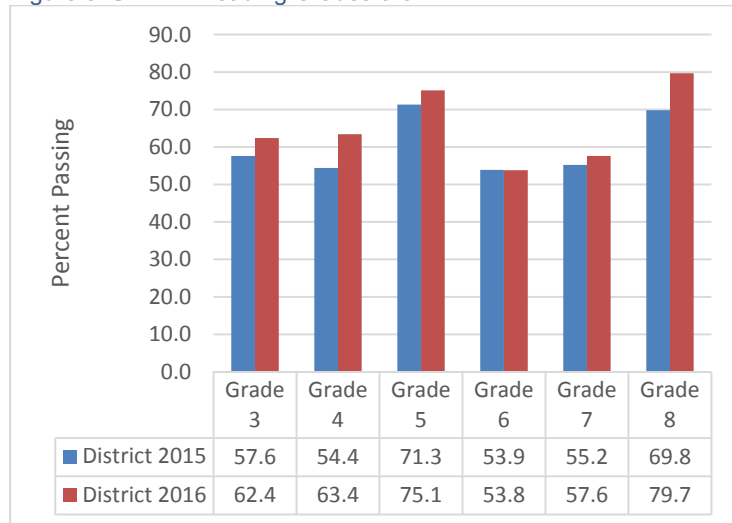
STAAR Tests

The scale score necessary for passing STAAR tests, in 2015-16, at the Satisfactory level has been increased from the previous years. This necessitated a recalibration of the 2014-15 test scores to the 2015-16 standard so comparisons could be made between years.

STAAR Reading Of the six grades that were required to take the STAAR reading examination (grades 3-8),

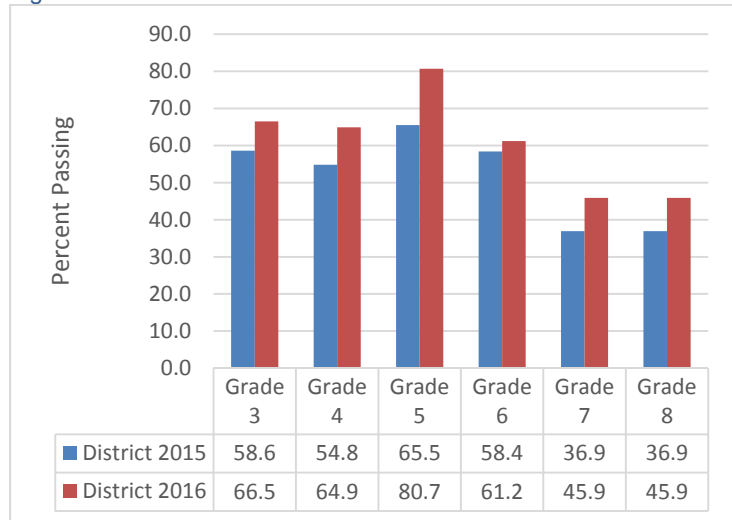
five had higher percentages of students with satisfactory performance when compared to 2014-15. Only the sixth grade showed a decrease.

Figure 3: STAAR Reading Grades 3-8



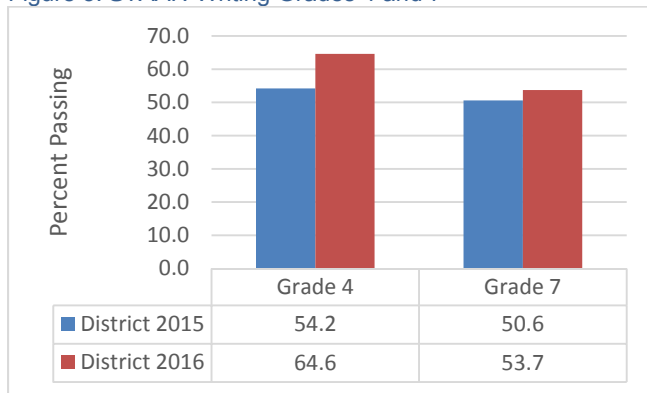
STAAR Mathematics Of the six grades that were required to take the STAAR mathematics examination (grades 3-8), all six showed higher percentages of students with satisfactory performance when compared to 2014-15.

Figure 4: STAAR Mathematics Grades 3-8



STAAR Writing Performance on the STAAR writing examination increased this year for fourth and seventh graders from 2014-15.

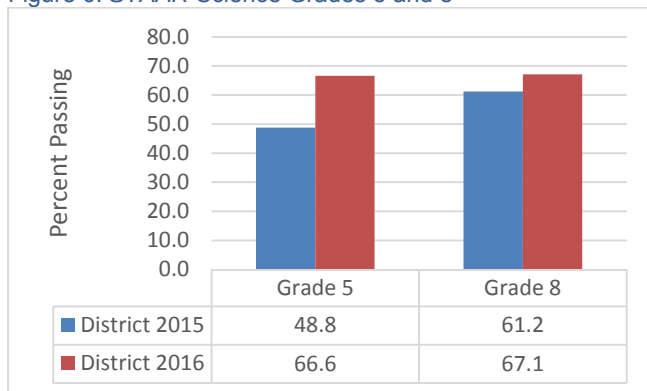
Figure 5: STAAR Writing Grades 4 and 7



STAAR Science

Performance on the STAAR science examination increased this year for fourth and seventh graders from 2014-15.

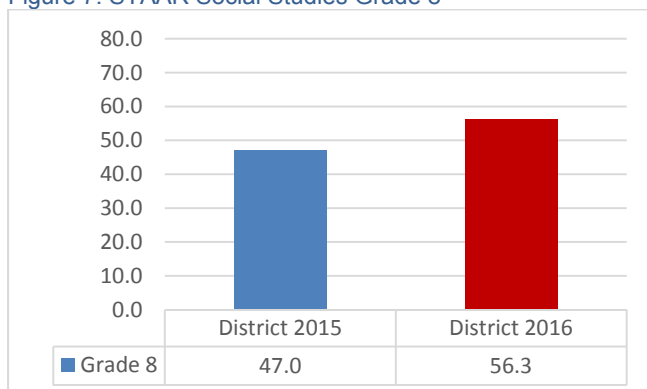
Figure 6: STAAR Science Grades 5 and 8



STAAR Social Studies

Figure 7 presents STAAR Social Studies summary data for grade 8. District showed an increase from one year to the next.

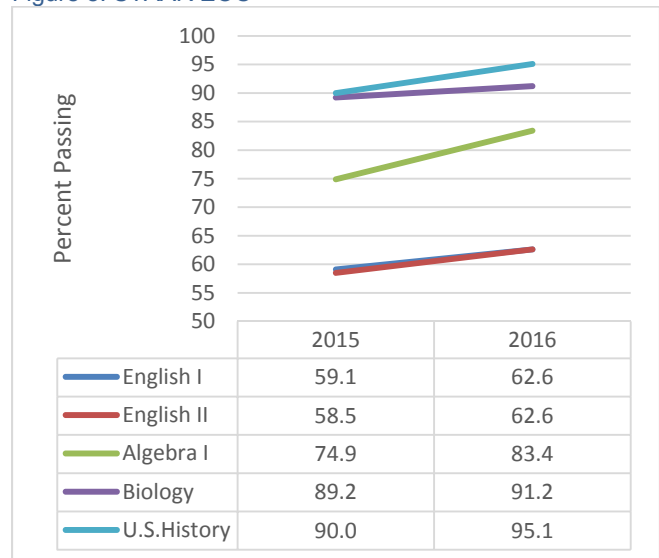
Figure 7: STAAR Social Studies Grade 8



STAAR End-of-Course (EOC)

The five STAAR EOC examinations (English I, English II, U.S. History, Algebra I, and Biology) were administered primarily to ninth and tenth graders. District students showed increases on all five EOCs from 2014-15 to 2015-16.

Figure 8: STAAR EOC



Attendance and Graduation Rates

The overall attendance rate for 2015-16 (All Students) was 95 percent. In the 2015-16 school year, the attendance rate for each ethnic group was African American (93%), Hispanic (95%) and white (95%). Attendance rates below 90 percent were recorded for early childhood and grade 9; however, this did not lower district attendance rate below the state's 90 percent requirement. In 2014-15, the graduation rate was 86.9 percent, an overall increase of 0.6 percent from 2013-14. There was an increase in graduation rates for both African American and Hispanic students in Dallas ISD. There was a 0.1 percent increase in the student dropout rate from 2013-14 to 2014-15.

Additional Measures of Title I Success

Additional measures of Title I student success including district students' academic preparation for college, as measured by participation rates and performance of students on the *Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)*, the *American College Test (ACT)* and the *Scholastic Aptitude Test (SAT)*, can be found in the 2015-16 evaluation reports EA16-520-4.2, EA16-520-4.3, and EA16-520-4.5. Additional measures of ELL student success can be found in the Evaluation of the Dual Language and ESL Program 2015-16 evaluation report EA16-126-2. Measures of Title I Special Education students' success can be found in the Evaluation of Special Education Program report EA16-519-2. Measures of early childhood success can be found in the 2015-16 Kindergarten to Grade 2 report EA16-171-2.

For more information, see EA16-163-2, which can be found at <http://www.dallasisd.org/Page/888>

E&A Internal Service Fund: 2015-16

Nancy Kihneman, Ph.D.

EA16-166-4

At-a-Glance

The Internal Service Fund (ISF) of Evaluation and Assessment was established to fund equivalent positions in the Evaluation and Assessment Department utilizing grant or other district funding set-asides. With periodic billings against the set-asides, the department provides products and services to fulfill evaluation/data requirements of specific grants and initiatives where a portion of that grant or initiative funding has been allocated to evaluation/data services and placed in the ISF. Billed amounts from the fund set-asides cover a substantial portion of ISF personnel salaries, equipment, and supplies. However, demands on ISF personnel that are not specifically grant funded require those services to be subsidized by the General Operating Fund.

ISF Practices and Characteristics

For the 2015-16 school year, charges for evaluation services provided by the district's Evaluation and Assessment Department under its Internal Service Fund remained at \$600 per diem. The rate was increased in 2014-15 by \$100 per day from the 2013-14 rate of \$500, established in 2008-09. At that time the rate was based on estimated actual cost to the district, including per diem cost for the evaluator, per diem cost for professional ancillary services (programming, managerial and supervisory), and per diem cost for overhead (administrative services, supplies/equipment, computers, facilities). The rate was kept artificially low for several years due the downturn in the economy, reductions in grant awards, and the necessity for grant-funded projects to cut the overall amount allocated to evaluation so that more money from the grant could go toward direct student services. The small rate increase last year was warranted in order to better reflect the true cost of evaluation services now that the economy has rebounded somewhat. Furthermore, multiple evaluators and/or programmers may be providing services under the same grant simultaneously.

Typically, evaluation activity runs from October through September of the following school year. The majority of projects are billed in one, two or three payments during the course of the year, at the discretion of the project manager. Due to discrepancies among grant beginning and ending cycles, evaluation beginning and ending cycles, and the district's closure of accounting books for a period

at the close of the fiscal year, larger projects typically bill the entire funding set-aside from October through June each year. Evaluation work continues from June through the end of the evaluation cycle as outlined in the evaluation plan. Services provided after the final billing for a project are pro bono; that is, services continue until project completion but no further billing occurs.

Time and Effort Billing

The ISF time and effort billing form attests to the total number of person days billed during each billing period and/or the total charge for the evaluation/data services. For each billing period during the billing cycle, the assigned evaluator submits the form to the program manager for signature, and returns it to ISF management. The ISF manager completes accounting journals to bill all current ISF-funded projects and submits the journals to grants accounting or the general ledger accountants for posting of charges.

2015-16 ISF Funded Evaluations

There were 57 active accounts in the ISF, including Titles I and II, and 42 Focus and Priority School grant accounts. Title III was evaluated by ISF staff; however, funding was provided through an FTE in the Bilingual/ESL Programs Department. Partial funding for the Imagine 2020 Evaluation was provided by an FTE under the Imagine 2020 organization. Two accounts were associated with HIPPY and two accounts were associated with the Refugee Social Services program. ISF grant account names are listed below:

Title I	HIPPY (2)
Title II	Focus and Priority (42)
Title III	Special Education
UIL Student Activities	I2020
College/Career Ready	Summer School
Refugee Social Serv. (2)	Reconnect Program
After School Programs	Carl D. Perkins
McKinney-Vento	
EC/Community Partners	

As of August 2016, a total of \$789,900 was billed for evaluation services provided by the fund. The total includes \$350,000 for Title I evaluation services. Also included is receipt of \$35,000 from the University of Texas at Dallas for data services

provided by Evaluation and Assessment under a contract with the district for an external evaluation of the Teacher Effectiveness Initiative. Evaluation services provided for Focus and Priority schools will continue into the 2016-17 school year; therefore, accounts associated with those grants will be billed in fall 2016. The bulk of services provided for After School Programs occurred after June 30, 2016; consequently services will be billed in early fall of 2016. Grant set-asides have been significantly lower for several years, but demands for services from funded projects and unfunded projects have increased. This reduction reflects continued constraints facing grantors at the state and federal levels, resulting in reduced grant awards and/or elimination of certain types of grants. In many cases, services for a particular program exceeded the amount placed in the fund; however, evaluation charges did not exceed the amount of the grant set-aside and evaluators continued to provide services without billing.

Title I evaluation included an overall Title I data report as well as reports associated with programs funded under Title I such as the African American Success Initiative, Reasoning Mind, College Access Program, and Early Childhood Education K-2. Title II also included an overall report and reports for other Title II funded projects, including the Fellows Academy and Reasoning Mind.

Unfunded Services

As discussed in prior reports, evaluation staff are often called upon by district administrators and the Board of Trustees to conduct evaluations and/or provide data for district initiatives that have not set aside funding. In addition, evaluators are asked to increase the scope of evaluations beyond the amount of the set-aside. Unfunded services are paid by the district's General Operating Fund, as staff salaries not covered by grant set-asides revert to general operating funds. During the 2015-16 school year, unfunded services included evaluation of State Compensatory Education, Accelerated Instruction (SSI), Choice Schools Program, Teacher Excellence Initiative, City Year Program, Teaching Trust, ACE, Future Leaders Program and AVANCE. Further services included Research Review Board, various Public Information/Open Records Requests (PIR), Class Size Waiver report, and the Districtwide Campus Climate Survey (fall and spring administrations and analyses). Internal Service Fund personnel conducted analyses and reports associated with State Accountability, Performance Based Monitoring Analysis System (PBMAS), Data Validation Monitoring, and the Community and Student Engagement Survey and report. ISF staff designed, administered, and analyzed a parent

survey regarding regulations for determining class rank.

Billing Issues/Time and Effort in 2015-16

There were no significant billing issues in 2015-16. However, there were continued concerns on the part of Grants Management with respect to time and effort reporting. Internal Service Fund management did not initiate talks with Grants Management to review and revise time and effort procedures during 2015-16, as recommended in last year's report. The voracity of ISF time and effort reporting was reviewed and revised in past years under former administrations and auditing entities; however, since some aspects of the time and effort process have been questioned, ISF management should revisit the time and effort form, with input from upper level administration and district auditors to ensure that all aspects of time and effort reporting meet current standards, while allowing for timely and accurate processing of bills.

Recommendations

- Maintain daily rate for evaluation services at \$600 per day for 2016-17.
- Work with appropriate district administrators and auditors to review time and effort billing forms and processes, and revise as needed.

For more information on this report, contact Evaluation and Assessment at 972-925-6457.

Updated Evaluation of the Dallas ISD Birth to Five Initiatives 2015-16

Sarah Hinkley, Ph.D.

EA16-170-4

At-a-Glance

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

The Dallas Independent School District (Dallas ISD) Early Childhood and Community Partnerships (ECCP) department provides services to children from birth through grade two. In 2015-16, the total budget for the ECCP department was \$2,737,153. This included \$2,396,327 of general operating funds and \$340,826 of Title II, Part A funds. A department goal was to improve kindergarten readiness through the expansion of the prekindergarten (PK) program. The purpose of this report was to describe Dallas ISD's birth to five initiatives designed to increase kindergarten readiness. This included an examination of the context of ECCP department services, staff perceptions, kindergarten readiness, and kindergarten assessment outcomes by PK enrollment.

Strategic Planning and Progress

A focus of the ECCP department was increasing kindergarten readiness. To reach this goal, ECCP staff endeavored to increase demand for and access to PK, increase quality, increase community partnerships, and expand the continuum of care for children from birth to three years old. To increase access and demand, the district opened two early childhood centers and collaborated with 19 community childcare centers so that Dallas ISD teachers taught students in these settings. To improve PK quality, the ECCP department introduced PK specialists into the classroom to provide individual support for teachers. Another attempt to increase quality was a focus on assessing socioemotional learning. The *Classroom Assessment Scoring System (CLASS)*,¹ an observation instrument, was administered by Southern Methodist University to measure the quality of teachers' interactions with students. ECCP staff fostered community partnerships with Commit!² and community childcare centers. To expand the continuum of care, students from birth to three could receive services through the Home

Instruction for Parents of Preschool Youngsters (HIPPY)³ program and AVANCE.⁴

Characteristics of Prekindergarten Students

In 2015-16, there were 10,371 students enrolled in early childhood (EC) education, community partnership programs, and Dallas ISD PK (390, 1,002, and 8,899, respectively). Over half of the students were male (51.1%), economically disadvantaged (93.4%), and/or English Language Learners (ELLs; 52.8%).

Staff Perceptions of the Prekindergarten Program

An interview with the curriculum and instruction manager indicated that 29 PK specialists⁵ provided individualized, tiered support to a maximum of 15 teachers each. First, specialists participated in professional development (PD) programs including Children's Learning Institute (CLI) Engage training, CLASS observer certification training, Making the Most of Classroom Interactions (MMCI) training, and coaching training. Then, specialists provided teachers with trainings about the CLASS (including the CLASS Academy), the *Circle* assessment, the Opening the World of Learning (OWL) curriculum (the main PK curriculum) and best practices, and Just in Time trainings. The department also provided a Summer Institute and a two-day training about student activity centers. Lastly, the ECCP department provided training for teachers in third-party settings and for teacher assistants.

Specialist Interviews and Observations. Four specialists were interviewed and observed. During interviews, the specialists defined their role as supporting and coaching teachers. Noted successes included seeing teachers implement suggestions, improve, and take ownership of their progress. Specialists' greatest challenges were getting teachers to implement suggestions consistently and interacting with the few teachers and/or administrators who resisted help. During observations, the specialists used several different modalities to work with teachers; these included observation, communication, demonstrations, and hands-on assistance.

¹ For more information, see <http://teachstone.com/classroom-assessment-scoring-system/>.

² For more information, see <http://cominit2dallas.org/>.

³ For more information, see Palladino (2016).

⁴ For more information, see <https://avance-dallas.org/> or Palladino (2016).

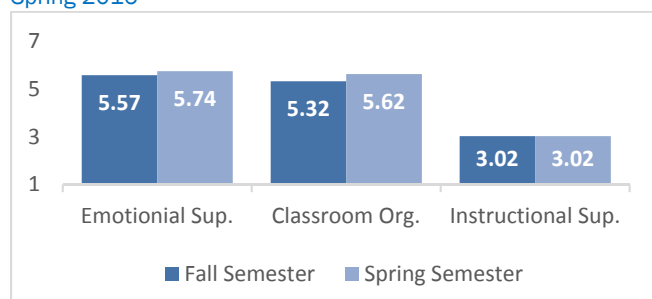
⁵ As of December 2015.

PK Teacher Survey. PK teacher survey respondents (309 teachers; 67.5% of PK teachers) were mostly positive (“agree” or “strongly agree”) toward the PK program (81% to 96%), the support and resources they received (73% to 88%), the PK specialists (85% to 93%), and the PD provided by the ECCP department (83% to 88%). Additionally, most teachers rated the ECCP trainings as “somewhat helpful” or “very helpful” (92% to 97%). The most-cited successes were administrator support (n=55) and increased student achievement (n=54). The most commonly referenced challenges were student behavior problems (n=40), lack of materials and/or resources (n=37), and conflicting information from campus and ECCP department staff (n=26). The main suggestion was increasing resources (n=40).

Quality of Prekindergarten Instruction

Results of the *CLASS* indicated that the district was above the quality threshold for both semesters in the emotional support (threshold = 5.00) and classroom organization domains (threshold = 5.00; Figure 1); both domains showed statistically and practically significant⁶ increases from fall to spring ($t(453)=4.17, p<.001, d=.23$ and $t(453)=6.92, p<.001, d=.30$, respectively). The district was below the quality threshold in the instructional support domain (threshold = 3.25; Figure 1); there was no change between semesters ($t(453)=.09, p=.93, d=.01$). The district’s teachers were strongest in emotional support and weakest in instructional support. While more than 70 percent of teachers met the quality thresholds for emotional support and classroom organization, less than 40 percent of teachers met the quality threshold for instructional support, which means that about 60 percent did not.

Figure 1: CLASS Raw Domain Score Averages for Fall 2015 and Spring 2016



Source. Data provided by SMU, received 2/4/16 and 6/19/16.

Note. Sup.=Support; Org=Organization. Possible scores ranged from one to seven; actual scores spanned the entire range.

Student Outcomes on 2015-16 ISIP (Updated with Fall 2015 ISIP Recalibrated Data)

There were notably more students tested in the middle and end of the year than in the beginning of the year. Even with this increase, less than half of the students enrolled in four year old PK (n=8,597) were tested at any given time point. *Thus, comparisons across administrations and overall results should be reviewed with caution.*

Across Istation’s *Indicators of Progress (ISIP)* administrations, the percentage of PK students tested in Spanish that scored at or above grade level (*ISIP* Tier 1) increased from 52 percent (beginning of the year) to 62 percent (middle of the year) to 67 percent (end of the year). Students tested in English did not show a consistent pattern of increase (e.g., 56% at the beginning of the year to 46% at the middle to 48% at the end).

Across the three time periods assessed, the overall percentages of PK students at or above grade level for the English and Spanish administrations combined were between 54 percent and 59 percent. Whereas 46 to 56 percent of students tested in English were at or above grade level, over 50 percent (52% to 67%) of PK students tested in Spanish were at or above grade level. Districtwide data showed that more students who tested in Spanish performed at or above grade level than those that tested in English with the exception of the beginning-of-the-year administration (Table 1).

Theoretically, students’ scores should improve during the school year. However, for English the percentage of students at or above grade level at the beginning of the year was higher than the percentage at or above grade level in the middle of the year. From the middle of the year to the end of the year, scores increased, though the scores did not reach the beginning of the year level. The Spanish and English and Spanish combined administrations showed a steady increase across the 2015-16 school year (Table 1).

⁶ Cohen’s *d* is a measure of effect size and is indicative of practical significance; small=.20, medium=.50, and large=.80 (Cohen, 1988).

Table 1: Percentage of PK Students Performing At or Above Grade on 2015-16 *ISIP* by version

Version	Updated BOY* n tested (%)	MOY n tested (%)	EOY n tested (%)
Combined	2,363 (54)	3,865 (55)	3,493 (59)
English	1,074 (56)	1,613 (46)	1,455 (48)
Spanish	1,289 (52)	2,252 (62)	2,038 (67)

Source: PEIMS district database: 10/30/2015; *ISIP*: 6/17/16 for MOY and EOY; 1/31/17 for BOY.

Note. Time period - BOY (Beginning of the year): September 1, to September 30, 2015; MOY (Middle of the year): January 6, to January 27, 2016; EOY (End of the year): May 2, to May 27, 2016.

*Istation provided recalibrated data for the fall 2015 English administration in January 2017. District *ISIP* data were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance.⁷ If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.⁸ If a student took the test more than once, the latest score was used in all datasets.

Differences in Kindergarten Readiness by Prekindergarten Enrollment Status (Updated with Fall 2015 *ISIP* Recalibrated Data)

There were 8,974 kindergarten students that took *ISIP* in September of 2015 that were previously eligible to receive Dallas ISD PK. About 51 percent of these students were kindergarten ready (scored at or above grade level; Table 2). A higher percentage of students who were previously enrolled in Dallas ISD PK (*DISD PK*; 60.7%) were kindergarten ready than students who were eligible but did not attend Dallas ISD PK (*No DISD PK*; 28.5%).

Table 2: Updated* Percentage of PK Eligible Kindergarten Students Performing At or Above Grade Level on *ISIP* by version and Enrollment Status⁹

Version	DISD PK n tested (%)	No DISD PK n tested (%)	Total n tested (%)
Combined	6,282 (61)	2,692 (29)	8,974 (51)
English	2,296 (49)	1,654 (22)	3,950 (38)
Spanish	3,986 (67)	1,038 (38)	5,024 (61)

Source: PEIMS district database: 10/30/2015; *ISIP*: 1/31/17.

Note. Time period – BOY. *Istation provided recalibrated data for the fall 2015 English administration in January 2017. District *ISIP* data were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance.¹⁰ If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.¹¹ If a student took the test more than once, the latest score was used in all datasets.

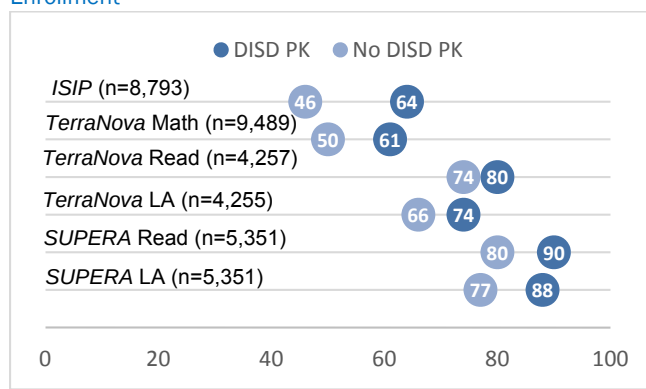
⁷ Comparisons between the English and Spanish versions of *ISIP* are not recommended because the two versions are normed differently. Therefore, the percentage of students at or above Tier 1 (which indicates performing at grade level) was used.

⁸ Staff members from Evaluation and Assessment, ECCP, and Bilingual/ESL worked together to develop *ISIP* data guidelines. The purpose of these guidelines is to ensure consistent reporting of *ISIP* data across departments and over time.

Differences in Kindergarten Scores by Prekindergarten Enrollment Status

Results showed that 2015-16 kindergarten students that attended Dallas ISD PK (*DISD PK*) significantly outperformed those PK eligible students who did not attend Dallas ISD PK (*No DISD PK*) across test types (*ISIP*, *TerraNova*, *SUPERA*; Figure 2).

Figure 2: Percentage of Kindergarten Students At or Above Grade Level on Assessments for the 2015-16 Cohort by Dallas ISD PK Enrollment¹²



Source: PEIMS district database: 10/20/15; *ISIP*: 6/17/16; *TerraNova*: 6/9/16; *SUPERA*: 6/9/16.

Note. *ISIP* includes English and Spanish combined EOY data to allow for examination of overall student performance.¹³ If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.¹⁴ If a student took the test more than once, the latest score was used. Math = mathematics; Read = Reading; LA = Language Arts.

Recommendations

Continue implementing the district plan, using PK specialists, and providing group PD for teachers. Training about expectations should also be provided to campus administrators. The ECCP department should continue increasing kindergarten readiness using the district plan. The department should also continue providing support to teachers through the PK specialist program and group PD sessions as both received positive feedback from teachers. The department should address the discontinuity reported by teachers between the department and some campus administrators by providing information about guidelines and about developmentally appropriate expectations for PK.

⁹ To allow for accurate comparison between *DISD PK* and *No DISD PK* groups, only those kindergarten students who met the PK eligibility requirements were included in this sample.

¹⁰ See footnote 7.

¹¹ See footnote 8.

¹² See footnote 9.

¹³ See footnote 7.

¹⁴ See footnote 8.

Train PK teachers to provide more effective instructional support for students. About 60 percent of teachers did not meet the quality threshold for instructional support. Thus, the department should make efforts to improve teachers' support of children's cognitive and language development. This could be accomplished using group PD sessions or individual coaching with PK specialists.

Create a standardized testing protocol to ensure the accuracy of student achievement data. Less than half of enrolled four-year-old PK students took *ISIP* during the district testing windows. The district should require that all four-year-old PK students complete the same assessment during the district testing windows. This would provide more accurate information about how PK students develop through the course of the academic year.

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Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

Palladino, D. (2016). Evaluation of AVANCE 2015-16. Dallas Independent School District. In Press.

Palladino, D. (2016). Evaluation of the 2015-16 Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. Dallas Independent School District. In Press.

The full final evaluation report for the 2015-16 Birth to Five Initiatives can be found at <http://www.dallasisd.org/Page/888>. For more information, contact Program Evaluation at 972-925-6457.

Updated Evaluation of Kindergarten to Grade 2: 2015-16

Myoungsook Kim, Ph.D.

EA16-171-4

At-a-Glance

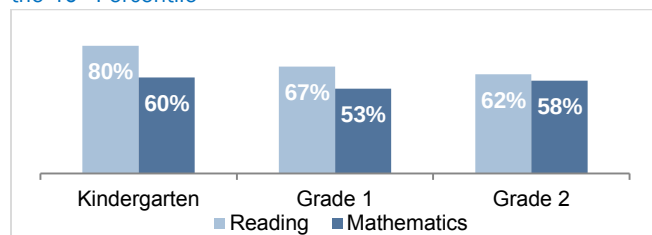
Istation provided recalibrated Istation's Indicators of Progress data for the fall 2015 English administration in January 2017. As a result, relevant text, tables, and figures were updated.

The goal of the K-2 Curriculum and Instruction Department is to ensure that all students are reading on grade level by the end of second grade. The budget for the department in 2015-16 was \$3,109,616, which included \$2,393,849 of general operating funds and \$715,767 of Title I, Part A funds. The purpose of this report was to assess a) whether students were achieving at or above grade level on reading and mathematics based on *TerraNova*, *SUPERA*, and *Istation's Indicators of Progress (ISIP)*; b) what percentage of kindergarten (K) students who attended district prekindergarten (PK) in 2014-15 were K ready in fall 2015; and c) whether attending the district's PK program made a difference in the reading and mathematics performance of the students.

Student Outcomes on TerraNova¹

For reading in 2015-16, 80 percent of the K students performed at or above grade level, as did 67 percent in grade one and 62 percent in grade two (see Figure 1). Thus, a sizable percentage of students in grades one (33%) and two (38%) performed below grade level in reading. For mathematics, 60 percent of the K students performed at or above grade level, as did 53 percent in grade one and 58 percent in grade two. Like reading, a sizable percentage of students in grades K through two (40% to 47%) performed below grade level in mathematics.

Figure 1: Overall Percentage of Students in Grades K to 2 with a TerraNova Reading/Mathematics National Percentile At or Above the 40th Percentile



Source. Public Education Information Management System (PEIMS) district database: 10/30/2015. TerraNova: 6/9/2016.

¹ Data reported as of 6/9/2016. Updates received after 6/9/2016 are not reflected in this report.

² Data reported as of 6/9/2016. Updates received after 6/9/2016 are not reflected in this report.

³ Hinkley, 2017.

Student Outcomes on SUPERA²

In 2015-16, the percentage of students at or above grade level was much higher for K and first-grade students than for second-grade students (88% for both K and grade one versus 44% for grade two). Thus, a sizable percentage of second-grade students (56%) performed below grade level in 2015-16.

Differences in Kindergarten Readiness by Prekindergarten Enrollment Status (Updated with Fall 2015 ISIP Recalibrated Data)³

There were 8,974 kindergarten students that took *ISIP* in September of 2015 that were previously eligible to receive Dallas ISD PK. About 51 percent of these students were kindergarten ready (scored at or above grade level; Table 1). A higher percentage of students who were previously enrolled in Dallas ISD PK (*DISD PK*; 60.7%) were kindergarten ready than students who were eligible but did not attend Dallas ISD PK (*No DISD PK*; 28.5%).

Table 1: Updated* Percentage of PK Eligible Kindergarten Students Performing At or Above Grade Level on *ISIP* by version and Enrollment Status⁴

	DISD PK	No DISD PK	Total
Version	n tested (%)	n tested (%)	n tested (%)
Combined	6,282 (61)	2,692 (29)	8,974 (51)
English	2,296 (49)	1,654 (22)	3,950 (38)
Spanish	3,986 (67)	1,038 (38)	5,024 (61)

Source: PEIMS district database: 10/30/2015; *ISIP*: 1/31/17.

Note. Beginning-of-Year *ISIP* results were used. *Istation provided recalibrated data for the fall 2015 English administration in January 2017. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

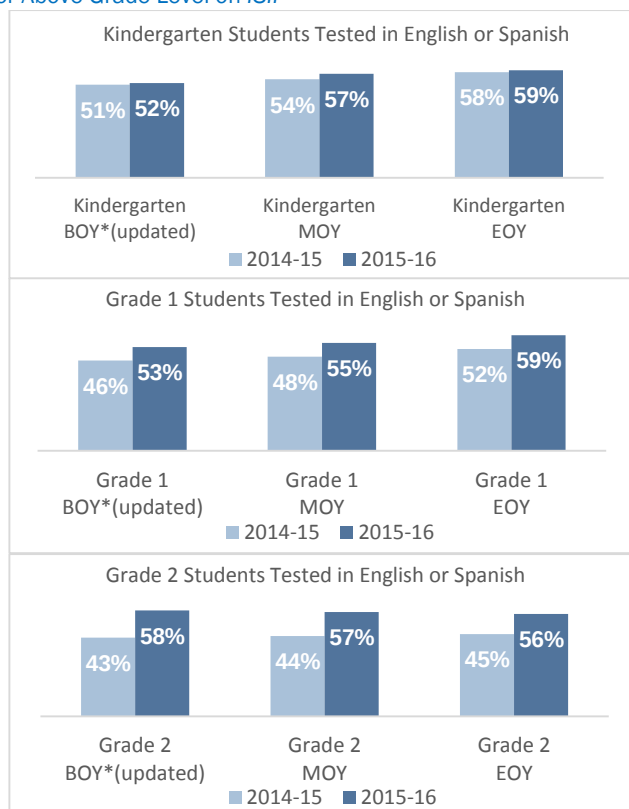
Student Outcomes on ISIP (Updated with Fall 2015 ISIP Recalibrated Data)

More students that tested in Spanish performed at or above grade level in reading than those that tested in English. For the English and Spanish administrations combined, the overall percentage of students at or above grade level in 2015-16 ranged from 52 percent to 59 percent (52% to 59% for K, 53% to 59% for grade one, and 56% to 58% for grade two). Results showed small positive changes from the beginning to the middle

⁴ To allow for accurate comparison between *DISD PK* and *No DISD PK* groups, only those kindergarten students who met the PK eligibility requirements were included in this sample.

to the end of the 2015-16 school year for grades K and one. However, there was no pattern of progress for grade two. The percentages of students at or above grade level were higher in 2015-16 than in 2014-15 for all grades (see Figure 2).

Figure 2: Percentage of Students in Grades K to 2 Performing At or Above Grade Level on *ISIP*

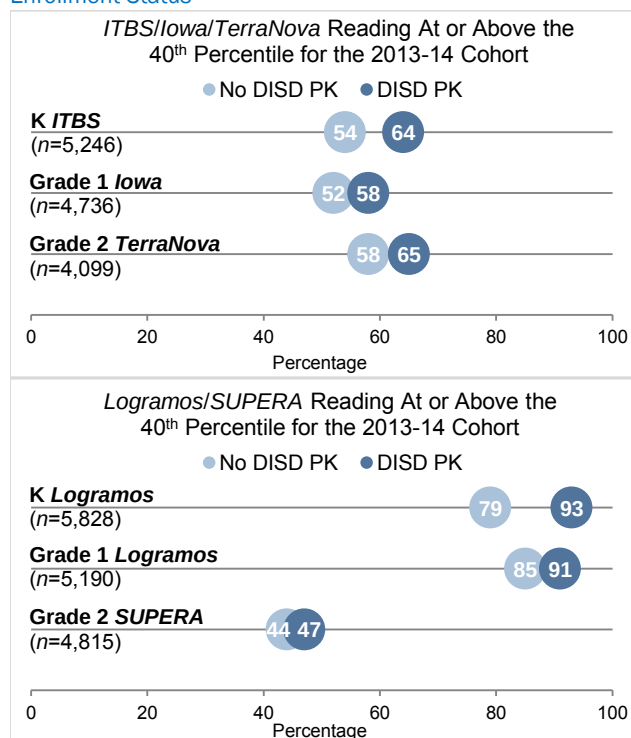


Note. BOY=beginning of year (September). MOY=middle of year (January). EOY=end of year (May). *Istation provided recalibrated data for the fall 2015 English administration in January 2017. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Differences in Achievement Scores by Prekindergarten Enrollment Status⁵

For all comparisons between the 2013-14 *DISD PK* and *No DISD PK* cohort group on various reading and mathematics assessments (*ITBS/Iowa/TerraNova*, *Logramos/SUPERA*, and *ISIP*), the *DISD PK* group outperformed the *No DISD PK* group. That is, at all grades, more cohort students who attended district PK were at or above grade level in reading and mathematics than cohort students who did not attend district PK (see Figures 3 to 5). The PK program has changed substantially since 2013-14, so this should serve as baseline data.

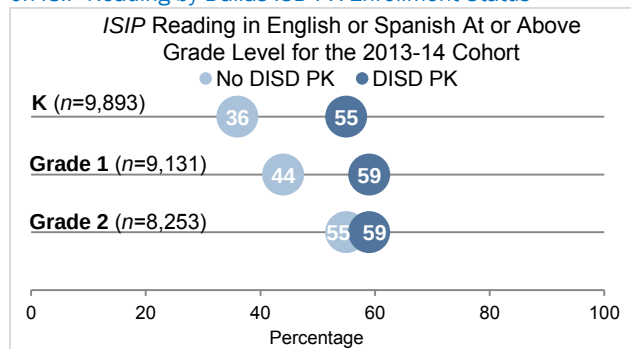
Figure 3: Percentage of Cohort Students At or Above Grade Level on Norm-Referenced Reading Assessments by Dallas ISD PK Enrollment Status



Source. PEIMS district database: 10/28/2013, 10/31/2014, and 10/30/2015. *ITBS*: 7/29/2014. *Iowa*: 7/20/2015. *TerraNova*: 6/9/2016. *Logramos*: 8/4/2014 and 7/20/2015. *SUPERA*: 6/9/2016.

Note. For the English administration, *ITBS* Reading Profile Total results were used for K, while *Iowa/TerraNova* Reading results were used for grades one and two. For the Spanish administration, *Logramos* Reading Total results were used for grades K and one, while *SUPERA* Reading results were used for grade two.

Figure 4: Percentage of Cohort Students At or Above Grade Level on *ISIP* Reading by Dallas ISD PK Enrollment Status

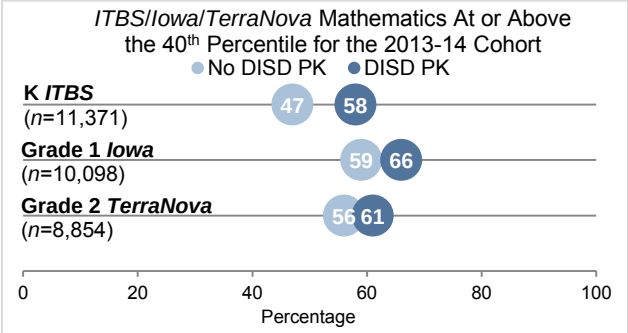


Note. End-of-year *ISIP* data were used for each year. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

⁵ To examine the long-term impact of the district PK program, in addition to the *ISIP*, *TerraNova*, and *SUPERA* data, *Iowa Tests of Basic Skills (ITBS)* data in 2013-14, *Iowa Assessments (Iowa)*

data in 2014-15, and *Logramos* data in 2013-14 and 2014-15 were used for the 2013-14 K cohort students.

Figure 5: Percentage of Cohort Students At or Above Grade Level on Norm-Referenced Mathematics Assessments by Dallas ISD PK Enrollment Status



Note. ITBS Mathematics Total without Computation results were used for K, while Iowa/TerraNova Mathematics results were used for grades one and two.

Recommendations

Recommendations were to (1) continue the district focus on increasing access to PK and improving PK quality, and (2) continue to focus on early language and literacy development and to align birth to five and K to two efforts.

References

Hinkley, S. (August 2016). Evaluation of the Dallas ISD Birth to Five Initiatives 2015-16. Dallas, TX: Dallas Independent School District.

Huston, A., Gupta, A., & Schexnayder, D. (2012). Study of early education in Texas: the relationship of pre-K attendance to 3rd grade test results. Ray Marshall Center for the Study of Human Resources. The University of Texas at Austin Lyndon B. Johnson School of Public Affairs.

The full 2015-16 K to grade 2 final evaluation report can be found at <http://www.dallasisd.org/Page/888>. For more information, contact Program Evaluation at 972-925-6457.

Student Success Initiative and Accelerated Instruction 2015-2016

Sarah Hinkley, Ph.D. & Laila Y. Sanguras M.S.

EA16-173-4

At-a-Glance

The Student Success Initiative (SSI) was created by the 76th Texas Legislature in 1999 to ensure that all fifth- and eighth-grade students receive the instruction and support they need to be academically successful in reading and mathematics. According to the initiative, accelerated instruction (AI) must be provided at no cost after each *State of Texas Assessments of Academic Readiness (STAAR)* administration for “at-risk” students and for those who did not meet passing standards. This includes the third administration, even if the student advances to the next grade.

AI requirements were expanded during the 83rd Texas Legislative session with the passage of House Bill 5 (TEC §28.0217). This bill requires school districts to provide AI in the applicable subject area each time a student fails to perform satisfactorily on a *STAAR End of Course (EOC)* exam. *EOC* exam subjects include Algebra I, Biology, English I, English II, and U.S. History.

House Bill 5 requires that state compensatory education (SEC) funds be used to provide AI for students who did not pass *STAAR 3-8/STAAR EOC* before the funds can be used for other purposes. In addition, House Bill 5 amended TEC §29.081 to require each school district to evaluate the effectiveness of the district’s AI programs for high school students and to hold an annual public hearing to consider the results of the evaluation.

Purpose and Methods of the Evaluation

The purpose of the 2015-16 SSI evaluation was to evaluate the effectiveness of the AI provided to students who failed fifth- or eighth-grade *STAAR* mathematics or reading subtests and high school students who failed *STAAR EOC* exams. The evaluation was based on a review of legislation pertaining to SSI and AI, district funding documents, campus-based information forms, course files, attendance information provided by the Summer School/Extended Year department, and *STAAR 3-8/STAAR EOC* data.

Information forms, sent to principals of fifth-grade, eighth-grade, and high school students who failed one or more subtests, were used to collect AI information for the following administrations: summer 2015 (all levels), December 2015 (high school), and March 2016 (fifth and eighth grade). Forms were sent to campus principals and office managers by email after testing data were released. Campus staff had two to four weeks to complete each form. The evaluators sent weekly reminders to staff members who had not yet

completed the forms. Campus staff were asked to indicate the amount of AI provided during a typical week, when AI was typically provided, and the campus role of the most common provider of the AI. Staff members made multiple entries for students who failed more than one subtest. Course files were also used to gather information about AI that students were provided through Applications and Study Skills Courses (ASSCs).¹

Frequency analyses were conducted for campus information form data, ASSC enrollment data, and summer attendance data. A series of paired samples *t*-tests and Cohen’s *d* were used to examine differences in scale scores between the March and May administrations of the fifth- and eighth-grade *STAAR* reading and mathematics exams. These analyses were also conducted for the December to May and May to July *STAAR EOC* exams.

The Texas Commissioner of Education canceled the third (June 2016) *STAAR* administration for fifth- and eighth-grade students. In addition, the Grade Placement Committee (GPC)² requirement for these grades was waived for 2016. Also, mandatory SSI summer school attendance was waived for these students; even so, attendance results are reported.

What was the source and amount of SSI funding?

A total of \$1,736,921 in State Compensatory Education (SCE) funding was used to pay SSI staff to provide AI during the 2015-16 school year (see Table 1).³ An additional \$2,441,000 was spent on SSI summer programs.⁴

¹ ASSCs are for local credit only and designed for students who failed a *STAAR* exam or are “at risk” of failing.

² Typically, to advance to the next grade, fifth- and eighth-grade students must pass *STAAR* reading and mathematics or be promoted per Grade Placement Committee (GPC) decision. A GPC includes the student’s principal (or designee), teacher (or designee), and parent(s).

³ Teaching and Learning did not spend additional monies on SSI materials due to the shortened SSI program dates; instead, existing curricular resources were utilized.

⁴ The Summer School/Extended Year department provided summer funding information on 9/24/16. This number includes *EOC* Test Prep, SSI, and *EOC* testing.

Table 1: SCE Funding Allocated for AI

Level	Extra-Duty Pay
Elementary	1,009,182
Middle	330,499
High	397,240
<i>Total</i>	1,736,921

Source. District budget department, received 9/19/16.

Note. Extra duty pay reflects only SCE funding and includes in-school and out-of-school tutoring.

What were the STAAR passing rates?

In 2016, the first STAAR administration for grades five and eight occurred in March. An additional administration for students who did not pass occurred in May; the June administration was canceled. Table 2 displays the passing rates for students by subject area and administration.

Table 2: STAAR Reading and Mathematics Results by Version, Grade, and Administration

Exam	March n Tested (% Passed)	May n Tested (% Passed)
English		
5 th Reading	7,729 (63)	2,848 (24)
5 th Mathematics	11,726 (69)	3,542 (36)
8 th Reading	10,151 (67)	3,203 (32)
8 th Mathematics	10,099 (58)	3,846 (34)
Spanish		
5 th Reading	4,151 (70)	1,281 (33)
5 th Mathematics	173 (29)	134 (19)

Source. STAAR files pulled on 4/21/16 (March) and 7/11/16 (May).

For high school students, STAAR EOCs were administered in December 2015, May 2016, and July 2016. The May 2016 administration included the most first-time test takers. Students were required to take STAAR EOCs at each administration until they passed or graduated. Table 3 displays the passing rates for students by subject area and administration.

Table 3: STAAR EOC Results by Subject Area and Administration

Exam	December n Tested (% Passed)	May n Tested (% Passed)	July n Tested (% Passed)
Algebra I	2,610 (23)	12,115 (72)	1,238 (22)
Biology	1,091 (32)	10,175 (82)	636 (34)
English I	4,592 (37)	13,276 (50)	2,353 (15)
English II	3,718 (34)	11,633 (52)	1,817 (21)
U.S. Hist.	564 (38)	9,473 (92)	250 (40)

Source. STAAR EOC files pulled on 7/12/16 (December), 7/12/16 (May), and 8/16/16 (July).

Note. Hist.=History.

What services were provided to SSI students who failed fifth- or eighth-grade STAAR?

In fifth grade, AI can be provided through individual or small group instruction. In eighth grade, AI can be provided through individual instruction, small group instruction, or ASSCs.

Fifth- and Eighth-Grade June 2015 STAAR Failures

In June 2015, 3,128 students failed fifth- or eighth-grade STAAR reading.⁵ Of these, 2,971 students (fifth grade=1,415; eighth grade=1,556) were enrolled in Dallas ISD for 2015-16. Even though most of those students were promoted to the next grade in 2015-16 (94%), AI was still required to be provided at the students' current campuses.⁶ Campus principals were sent information forms listing each student who failed a June 2015 exam to document the AI provided before the March 2016 administration. AI data were provided for 2,906 students who failed a fifth- or eighth-grade exam from 120⁷ campuses. For those occurrences in which AI was provided after failure in June 2015, campus staff members reported most often providing 1-1.99 hours of AI per week (22%); this was followed by 2-2.99 hours (20%), 3-3.99 hours (18%), 4-4.99 hours (17%), and less than one hour per week (11%). AI was most often provided during (83%) or after school (14%). A teacher with content expertise most often provided the AI (89%). Campus staff members reported that AI was not provided to 297 students (10% of failures) and marked "unknown" for another 186 students (6%).

In fall 2015, ASSCs were offered at 26 Dallas ISD middle schools. Students attended these classes for approximately four hours per week.⁸ Some students who failed STAAR reading in June 2015 were enrolled in middle school ASSCs. Of these students, some were enrolled in ASSCs other than English language arts or general courses. Thus, some enrollment was not related to STAAR reading failure and is likely due to the students being considered "at risk" of failing other subjects. Only the results of ASSC enrollment relevant to STAAR reading failures are reported here. Students enrolled in eighth-grade courses are included in the table; they were likely retained after 2014-15 (see Table 4). The total enrollment in these classes was 1,547; this number includes 30 students who were enrolled in multiple sections.

⁵ STAAR mathematics requirements were suspended for the 2014-15 school year. Data were pulled from the STAAR file on 9/1/15.

⁶ The promotion percentage for 2015-16 was pulled from the 2014-15 SSI report (Lorenz, 2015).

⁷ Three campuses with students who failed in June 2015 did not complete information forms (n=60 students).

⁸ Calculations were made based on bell schedules posted on school websites.

Table 4: Fall 2015 Middle School Student Enrollment in ASSCs by Subject and Grade

ASSC Subject and Grade	<i>n</i> Enrolled	<i>n</i> Failed/ Enrolled
General Middle School ASSC	1,362	85
English Language Arts Grade 6	67	13
English Language Arts Grade 8	118	1

Source. Secondary semester one course file, pulled 12/15/15.

Note. Some students were enrolled in more than one ASSC.

Students who failed STAAR reading in June 2015 made up less than a tenth (7%) of the students enrolled in these middle school ASSCs in fall 2015 (see Table 5).

Table 5: Fall 2015 Middle School Student Enrollment in ASSCs by Failure/At-Risk Status

Status	<i>n</i> (% of Enrolled Students)
Failed STAAR Reading	99 (7%)
At-Risk	1,204 (79%)
Did not fail STAAR Reading, Not At-Risk	214 (14%)

Source. Secondary semester one course file, pulled 12/15/15 and the STAAR file pulled 9/1/15.

An additional 264 students who failed in June 2015 were promoted and enrolled in high school ASSCs. There were 37 fifth-grade students and 192 eighth-grade students who failed STAAR reading in June, were not provided AI, and were not enrolled in a fall ASSC. These students made up seven percent of fifth- and eighth-grade students who failed in June.

Fifth- and Eighth-Grade March 2016 STAAR Failures

In March 2016, 7,607 students failed fifth- ($n=3,707$) or eighth-grade ($n=3,900$) STAAR mathematics. Additionally, 7,416 fifth- ($n=4,153$) or eighth-grade ($n=3,263$) students failed STAAR reading. These totals include 5,088 students who failed both STAAR mathematics and reading.⁹ To determine what AI students were provided between the time the campuses were notified of the failures and the May STAAR administration, 183 elementary and middle school campus principals were sent information forms.¹⁰ Because some students failed multiple exams, there were 14,879 failure occurrences (fifth grade=7,716; eighth grade=7,163). For those occurrences in which AI was provided after the March 2016 administration, campus staff members reported most often providing 4-4.99 hours (16% of

occurrences) or 5-5.99 hours (16%) of AI per week; this was followed by 11 or more hours (15%), 10-10.99 hours (12%), and 7-7.99 hours (12%). AI was most often provided during school (97% of occurrences). A teacher with content expertise most often provided AI (87% of occurrences). Campus staff members reported that no AI was provided for 52 failure occurrences (0.3% of failure occurrences). Campus staff members marked “unknown” for 46 occurrences (0.3% of failure occurrences) and indicated the students were no longer enrolled at that school for 111 occurrences (0.7%).

In spring 2016, ASSCs were offered at 26 Dallas ISD middle schools. Students attended these classes for approximately four hours per week.¹¹ Some students who failed STAAR reading or mathematics in March 2016 were enrolled in middle school ASSCs for the spring semester. Of these students, some were enrolled in ASSCs other than English language arts, mathematics, or general courses. Thus, some enrollment was not related to STAAR failure and is likely due to the students being considered “at risk” of failing other subjects. Only the results of ASSC enrollment relevant to STAAR failures are reported here. Students enrolled in eighth-grade courses are included in the table; they were likely retained after 2014-15 (see Table 6). The total enrollment in these classes was 3,567; this number includes 58 students who were enrolled in multiple sections.

Table 6: Spring 2016 Middle School Student Enrollment in ASSCs by Subject and Grade

ASSC Subject and Grade	<i>n</i> Enrolled	<i>n</i> Failed/ Enrolled
General Middle School ASSC	1,396	313
English Language Arts	10	5
English Language Arts Grade 8	127	85
Mathematics Grade 8	2,034	1,007

Source. Secondary semester two course file, pulled 1/21/16.

Note. Some students were enrolled in more than one ASSC.

Students who failed at least one STAAR subtest made up less than half (40%) of the students enrolled in these middle school ASSCs in spring 2016 (see Table 7).

⁹ Data were pulled on from the STAAR file on 4/21/16.

¹⁰ Two campuses with students who failed in March did not complete information forms ($n=144$ occurrences).

¹¹ Calculations were made based on bell schedules posted on school websites.

Table 7: Spring 2016 Middle School Student Enrollment in ASSCs by Failure/At-Risk Status

Status	n (% of Enrolled Students)
Failed STAAR Subtest	1,410 (40%)
At-Risk	1,647 (47%)
Did not fail STAAR Subtest, Not At-Risk	452 (13%)

Source. Secondary semester two course file, pulled 1/21/16 and the STAAR file pulled 4/21/16.

There were 10 fifth-grade students and 14 eighth-grade students who failed at least one STAAR subtest, were not provided AI, and were not enrolled in an ASSC. These students made up 0.3 percent of fifth- and eighth-grade students who failed.

Fifth- and Eighth-Grade May 2016 STAAR Failures

In May 2016, 4,923 students failed fifth- ($n=2,395$) or eighth-grade ($n=2,528$) STAAR mathematics. Additionally, 5,213 fifth- ($n=3,031$) or eighth-grade ($n=2,182$) students failed STAAR reading. These totals include 3,106 students who failed both STAAR mathematics and reading.¹² Of the 3,760 fifth-grade students who failed STAAR reading and/or mathematics in May, 3,015 (80%) attended SSI summer school in June.¹³ Of the 3,270 eighth graders who failed a May exam, 2,326 (71%) attended SSI summer school. SSI summer school was conducted for nine days (Monday through Thursday, June 6, through June 20, 2016) for four hours per day. As mentioned above, mandatory attendance was waived.

What services were provided to SSI students who failed STAAR EOC?

In high school, AI can be provided through individual instruction, small group instruction, or ASSCs.

July 2015 STAAR EOC Failures

In July 2015, 3,003 students failed at least one STAAR EOC; almost half (47%) failed more than one exam.¹⁴ To determine what AI students were provided before the December 2015 administration, 32 high school campus principals were sent information forms to document the AI students were provided. Because some students failed multiple exams, there were 4,426 failure occurrences. For those occurrences in which AI was provided after failure in July 2015, campus staff members reported most often providing 4-4.99 hours of AI per week (29% of occurrences); this was followed by 1-1.99 hours (18%), 2-2.99 hours (15%), less than one hour (11%), and 3-3.99 hours (10%). AI was most

often provided during school (79% of occurrences) or after school (10%). A teacher with content expertise most often provided the AI (86% of occurrences). Campus staff members reported that no AI was provided in 422 occurrences (10% of failure occurrences). For another 176 occurrences (4%), campus staff members marked “unknown.”

ASSCs were offered at 17 of the 32 Dallas ISD high schools with SSI students. Students attended these classes for an average of 3.75 hours per week.¹⁵ There were 1,937 students enrolled in high school ASSCs in fall 2015. Some students ($n=285$) were enrolled in more than one section; thus, the total enrollment was 2,222 (see Table 8).

Table 8: Fall 2015 High School Student Enrollment in ASSCs by Subject

ASSC Enrollment	n
General High School ASSC	55
English Language Arts	345
Mathematics	1,667
Science	127
Social Studies	28

Source. Secondary semester one course file, pulled 12/15/15.

Note. Some students were enrolled in more than one ASSC.

Students who failed at least one STAAR EOC made up less than a tenth (7%) of the students enrolled in high school ASSCs in fall 2015 (see Table 9).

Table 9: Fall 2015 High School Student Enrollment in ASSCs by Failure/At-Risk Status

Status	n (% of enrolled students)
Failed STAAR EOC	140 (7%)
At-Risk	1,374 (71%)
Did not fail STAAR EOC, Not At-Risk	423 (22%)

Source. Secondary semester one course file, pulled 12/15/15 and the STAAR file, pulled 9/1/15.

There were 231 students who failed at least one STAAR EOC, were not provided AI, and were not enrolled in an ASSC. These students made up eight percent of the students who failed one or more STAAR EOCs.

December 2015 STAAR EOC Failures

In December 2015, 6,506 students had yet to pass at least one STAAR EOC; many (67%) had yet to pass more than one exam.¹⁶ To determine what AI students were provided between the December 2015 and May 2016 administrations, 32 high school campus

¹² Data were pulled from the STAAR file on 7/11/16.

¹³ Data were pulled from files provided on 7/21/16 by the Summer School/Extended Year department.

¹⁴ Data were pulled from the STAAR file on 9/1/15.

¹⁵ Calculations were made based on bell schedules posted on school websites.

¹⁶ Data were pulled from the STAAR file on 2/19/16 and included students from all administrations that had yet to pass an EOC exam. Students must continue to test until they pass or graduate.

principals were sent information forms pertaining to this timeframe.¹⁷ Because some students failed multiple exams, there were 10,882 failure occurrences. For those occurrences in which AI was provided after the December 2015 administration, campus staff members reported most often providing 4-4.99 hours of AI per week (31% of occurrences); this was followed by 1-1.99 hours (25%), 2-2.99 hours (16%), and 3-3.99 (16%). AI was most often provided during school (48% of occurrences), followed by after school (35%), and on Saturdays (11%). A content area teacher most often provided the AI (94%). Campus staff members reported that no AI was provided for 605 occurrences (6%). Campus staff marked “unknown” for another 203 occurrences (2%).

ASSCs were offered at 17 of the 32 Dallas ISD high schools with SSI students. Students attended these classes for an average of 3.71 hours per week.¹⁸ There were 1,843 students enrolled in high school ASSCs during the spring 2016 semester. Some students ($n=247$) were enrolled in more than one section for a total enrollment of 2,090 (see Table 10).

Table 10: Spring 2016 High School Student Enrollment in ASSCs by Subject

ASSC Subject Area	<i>n</i>
English Language Arts	296
Mathematics	1,625
Science	143
Social Studies	26

Source. Secondary semester two course file, pulled 1/21/16.

Note. Some students were enrolled in more than one ASSC.

Students who failed at least one STAAR EOC made up 12 percent of the students enrolled in high school ASSCs in spring 2016 (see Table 11).

Table 11: Spring 2016 High School Student Enrollment in ASSCs by Failure/At-Risk Status

Status	<i>n</i> (% of enrolled students)
Yet to Pass STAAR EOC	210 (12%)
At-Risk	1,222 (66%)
Did not fail STAAR EOC, Not At-Risk	411 (22%)

Source. Secondary semester two course file, pulled 1/21/16 and the STAAR Yet to Pass file pulled 2/19/16.

There were 200 students who had yet to pass at least one STAAR EOC, were not provided AI, and were not enrolled in an ASSC. These students made up three percent of STAAR EOC students who had yet to pass.

¹⁷ Four high schools with students who failed in December did not complete information forms. No data were available for the 1,210 occurrences at these schools.

¹⁸ Calculations were made based on bell schedules posted on school websites.

May 2016 STAAR EOC Failures

In May 2016, 10,973 students had yet to pass at least one STAAR EOC;¹⁹ of these students, 1,939 (18%) attended EOC Test Prep.²⁰ This program was offered for 12 days (Monday through Thursday, June 6, through June 23, 2016) for four hours per day.²¹ Students who failed in May made up 94 percent of enrollees (total=2,066).

What were the effects of services on the fifth- and eighth-grade STAAR scores of SSI students?

March 2016 STAAR Reading and Mathematics

In March of 2016, 7,729 fifth-grade students took the STAAR reading in English and 4,151 completed it in Spanish; of these, 2,895 (37%) and 1,258 (30%) failed, respectively. Additionally, 11,726 fifth-grade students took the mathematics portion in English and 173 completed it in Spanish; of these students, 3,586 (31%) and 122 (71%) failed, respectively.

In eighth grade, STAAR is only offered in English. For reading, 10,151 took the exam and 3,312 (33%) failed. For mathematics, 10,099 eighth-grade students took the exam and 4,199 (42%) failed.

May 2016 STAAR Reading and Mathematics

Of the students who failed a STAAR reading exam in March and retested in May, 29 percent passed. For mathematics, 35 percent of students who failed in March and retested in May passed. Students who failed in March and were provided AI (including those who were enrolled in ASSCs) passed at a higher rate than students who were not provided AI (see Table 12).

Table 12 also shows differences between students' mean scale scores on the March and May administrations. Due to unequal sample sizes, comparisons between groups (Provided Accelerated Instruction, Not Provided Accelerated Instruction) should be viewed with caution. However, results of *t*-test and Cohen's *d* analyses revealed statistically and practically significant mean scale score gains²² on all exams with the exception of students who were not provided AI and took the fifth-grade reading exam in Spanish and the eighth-grade mathematics and reading exams.

¹⁹ Data were pulled from the STAAR file on 7/12/16 and included students from all administrations that had yet to pass an EOC exam. Students must continue to test until they pass or graduate.

²⁰ Data were pulled from files provided on 7/21/16 by the Summer School/Extended Year department.

²¹ <http://www.dallasisd.org/cms/lib/TX01001475/Centricity/Domain/11462/High%20Summer%20School%20Info.pdf>

²² $p<.001$; Cohen's *d* is a measure of effect size and is indicative of practical significance; small=.20, medium=.50, and large=.80 (Cohen, 1988).

Table 12: March to May 2016 STAAR 5 and 8 Results by Accelerated Instruction Status

STAAR	Mean Scale Score Change	t (SD)	d	n tested (% passed)
Provided Accelerated Instruction				
5 th R	26.4	19.3 (70.8)	0.35	2,679 (23.4)
5 th S R	40.2	17.8 (79.1)	0.51	1,224 (32.8)
5 th M	36.9	35.3 (60.8)	0.56	3,377 (35.5)
5 th S M	23.8	4.6 (55.7)	0.38	117 (18.8)
8 th R	39.4	32.5 (66.8)	0.56	3,048 (31.8)
8 th M	40.5	39.4 (62.3)	0.65	3,667 (34.9)
Not Provided Accelerated Instruction				
5 th R	25.6	3.7 (66.5)	0.35	91 (19.8)
5 th S R	45.1	3.1 (66.7)	0.65	21 (23.8)
5 th M	26.9	3.9 (61.8)	0.41	81 (28.4)
5 th S M	n/a	n/a	n/a	n/a
8 th R	4.4	0.2 (85.6)	0.06	15 (13.3)
8 th M	-19.6	-0.6 (150.4)	-0.13	22 (18.2)

Source. March and May STAAR files pulled on 4/21/16 and 7/11/16, respectively.

Note. R=Reading; M=Mathematics; S=Spanish version; n/a=less than five students were tested; **Bold**= $p<.001$; *italics*= $d>.20$. In these analyses, "Provided Accelerated Instruction" includes students who were provided AI and those enrolled in ASSCs. Students marked "unknown" for AI were included in the "Not Provided Accelerated Instruction" category.

What were the effects of services on the STAAR EOC scores of SSI students?

December 2015 EOC

The December EOC administration was the first administration of the school year.²³ However, it included mostly students who were retesting. In December 2015, 2,610 students took the Algebra I exam and 1,998 (77%) failed. For Biology, 1,091 students tested and 742 (68%) failed. For English I, 4,592 students tested and 2,896 (63%) failed. For English II, 3,718 students tested and 2,442 (66%) failed. For U.S. History, 564 students tested and 347 (62%) failed.

May 2016 EOC

Table 13 presents the May 2016 STAAR EOC passing rates for students who failed in December by AI status.²⁴ More students who were provided AI passed than students who were not provided AI.

Table 13 also shows differences between students' mean scale scores on the December to May administrations. Due to unequal sample sizes, comparisons between groups (Provided Accelerated Instruction, Not Provided Accelerated Instruction)

²³ December administration STAAR EOC data were pulled 7/12/16.

²⁴ May administration STAAR EOC data were pulled on 7/12/16.

should be viewed with caution. However, results of *t*-test and Cohen's *d* analyses revealed statistically and practically significant mean scale score gains on the Algebra I, Biology, and U.S. History exams, regardless of AI status. Analyses also revealed statistically significant scale score decreases on the English II exam; these results were also practically significant for students who were not provided AI. There was no significant change for students who took the English I exam regardless of whether or not AI was provided.

Table 13: December 2015 to May 2016 STAAR EOC Results by Accelerated Instruction Status

STAAR EOC	Mean Scale Score Change	t (SD)	d	n tested (% passed)
Provided Accelerated Instruction				
Algebra I	163.2	19.6 (293.9)	0.73	1,242 (35.4)
Biology	145.2	10.0 (307.0)	0.59	442 (36.2)
English I	-3.2	-0.6 (252.8)	-0.01	1,980 (17.3)
English II	-41.7	-6.5 (261.6)	-0.16	1,654 (15.2)
U.S. Hist.	229.9	11.2 (276.2)	0.98	181 (57.5)
Not Provided Accelerated Instruction				
Algebra I	168.4	9.8 (259.1)	0.78	226 (34.1)
Biology	127.2	4.2 (230.9)	0.72	59 (35.6)
English I	-2.9	-0.2 (243.4)	-0.01	319 (14.1)
English II	-84.1	-5.8 (242.0)	-0.32	283 (11.7)
U.S. Hist.	262.6	4.4 (371.6)	0.88	38 (47.4)

Source. December and May administration STAAR files pulled on 7/12/16.

Note. Hist.=History; **Bold**= $p<.001$; *italics*= $d>.20$. In these analyses, "Provided Accelerated Instruction" includes students who were provided AI and those enrolled in ASSCs. Students marked "unknown" for AI were included in the "Not Provided Accelerated Instruction" category.

July 2016 EOC

Table 14 presents the July 2016 STAAR EOC²⁵ passing rates for students who failed in May and did or did not attend summer EOC Test Prep. A greater percentage of students who attended passed the exams than students who did not attend.

Table 14 also shows differences between students' mean scale scores on the May to July administrations. Due to unequal sample sizes, comparisons between groups (Provided Accelerated Instruction, Not Provided Accelerated Instruction) should be viewed with caution. However, results of *t*-test and Cohen's *d* analyses revealed statistically and practically significant mean scale score gains on the Algebra I, Biology, English II, and U.S. History exams for students who attended EOC Test Prep.

Results also revealed statistically and practically significant mean scale score gains on English II for students who did not attend EOC Test Prep and practically significant gains on Biology and U.S.

²⁵ The data were pulled on 8/16/16.

History. There were no significant changes in scores for students who took the English I exam regardless of EOC Test Prep enrollment status.

Table 14: May to July 2016 STAAR EOC Results by Accelerated Instruction Status

STAAR EOC	Mean Scale Score Change	t (SD)	d	n tested (% passed)
Provided EOC Test Prep				
Algebra I	71.04	6.28 (252.39)	0.35	497 (25.4)
Biology	82.99	6.18 (230.24)	0.44	294 (37.4)
English I	6.37	0.82 (241.25)	0.02	968 (18.0)
English II	111.65	11.01 (259.56)	0.38	655 (22.7)
U.S. Hist.	178.33	7.33 (211.98)	0.83	76 (46.1)
Not Provided EOC Test Prep				
Algebra I	16.96	1.81 (231.49)	0.10	612 (15.7)
Biology	44.61	3.17 (236.46)	0.23	283 (26.1)
English I	-18.14	-2.49 (259.51)	-0.07	1,272 (12.7)
English II	68.21	8.44 (262.68)	0.24	1,057 (20.8)
U.S. Hist.	68.18	2.92 (271.57)	0.29	135 (30.4)

Source. May and July administration STAAR files pulled on 7/12/16 and 8/16/16, respectively.

Note. Hist.=History; **Bold**= $p < .001$; *italics*= $d > .20$.

Summary and Recommendations

Most students who failed STAAR 3-8/STAAR EOC were provided some accelerated instruction after each administration.²⁶ Students who failed and retested after receiving AI passed at a higher rate than those who were not provided AI.

Encourage secondary campuses to offer ASSCs and to enroll more students who failed STAAR 3-8/STAAR EOC. Students who were provided AI or were enrolled in ASSCs after failing an exam typically passed at higher rates than those who were not. Seven to 40 percent of middle school students enrolled and seven to 12 percent of high school students enrolled in ASSCs failed STAAR 3-8/STAAR EOCs. Utilizing ASSCs may ensure students receive more subject-specific instruction for a greater amount of time.

Ensure campuses are aware that SSI documentation is required. No data were available for the 1,414 students at campuses for which information forms were not returned. Administrators should be aware of this requirement to increase compliance and to ensure the district has complete data for analyses.

References

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

Lorenz, A. (2015). Student Success Initiative: 2014-15. Dallas, TX: Dallas Independent School District.

²⁶ This may include time spent in ASSCs or EOC Test Prep.

Evaluation of the 2015-16 Home Instruction for Parents of Preschool Youngsters (HIPPY) Program

Dianne K. Palladino, Ph.D.

EA16-178-4

At-a-Glance

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home visiting program for parents of three-, four-, and five-year-olds targeting school readiness and parent involvement. HIPPY Dallas ISD had a total budget of \$2,813,589 for program year 2015-2016, including a general operating budget from Dallas ISD of \$1,252,073, \$1,158,446 from Title I funding, and \$403,070 from external sources. The HIPPY program in Dallas began in 1988 and is the largest of 11 HIPPY programs in the state of Texas, serving 1,237 children and 1,130 parents in 2015-2016, with 985 children and 912 parents successfully completing the program year. The purpose of this report is to summarize implementation and outcomes for HIPPY Dallas ISD participants.

Methodology

Implementation and Participants. HIPPY Dallas ISD program implementation information primarily came from an interview with the HIPPY Dallas ISD program director and from review of the 2015-16 HIPPY accreditation report. To summarize participant characteristics, the evaluator conducted frequency analyses on data provided by the Texas HIPPY office.

Coordinator and Home Instructor Perceptions. The evaluator administered online surveys to collect coordinator and home instructor perceptions.

School Readiness. The evaluator used the *Bracken School Readiness Assessment (BSRA-3)* to compare mean raw and standardized scores at pre- and post-test using paired-sample *t* tests (statistical significance) and Cohen's *d*¹ effect sizes (practical significance).

Long-Term Reading and Mathematics Outcomes: The evaluator used *Terra Nova/SUPERA* (kindergarten through grade two) and *State of Texas Assessment of Academic Readiness (STAAR; grades three through eight)* to compare passing rates and mean standardized scores between former HIPPY students and Non-HIPPY control groups. The evaluator used *Chi-square* analyses to test for group differences in passing rates, and *t* tests (statistical significance) and Cohen's *d* effect sizes (practical significance) to compare average scale scores.

Parent Involvement. First-year HIPPY parents completed the Parent Involvement Interview at the beginning and the end of the program year. Frequency analyses were conducted to compare pre- and post-test outcomes.

Implementation and Participants

Of the 1,237 children served by HIPPY Dallas ISD in 2015-16, 985 completed the program (912 parents). Enrollment was highest in HIPPY Year 1 (53%), followed by HIPPY Year 2 (29%) and HIPPY Year 3 (18%). Most children and parents who completed the program were Hispanic (both 85%). Most children participated with a biological parent (94%). Most parents were married (72%), did not work outside of the home (69%), and completed the program using the Spanish-language curriculum (78%).

Participation in HIPPY Dallas ISD increased this year. Compared to 2014-15, the number of children served by HIPPY Dallas ISD increased by 294, and 221 additional students completed the 2015-16 program year.

Coordinator and Home Instructor Perceptions

Coordinators (*n* = 10) and home instructors (*n* = 46) completed online surveys about their job- and program-related experiences with HIPPY Dallas ISD. The following themes emerged:

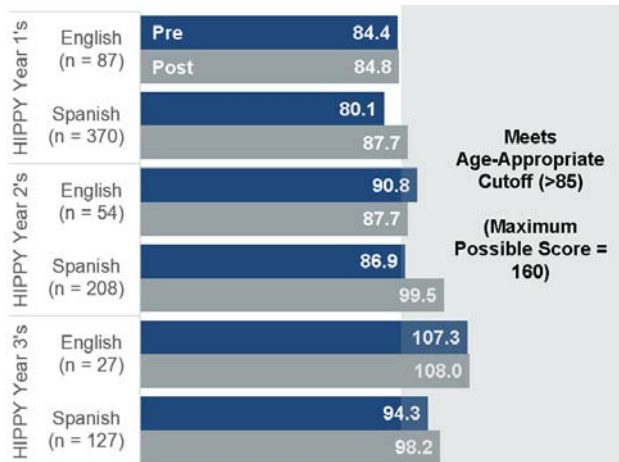
- Low percentages of coordinators and home instructors agreed that home instructor pay was commensurate with their job responsibilities, but more than half of both groups were agreeable to the amount of time home instructors spent on tasks outside of home visits.
- The majority of coordinators and home visitors believed that home instructor case workloads were appropriate.
- Coordinators expressed high overall job satisfaction (70%) and felt their supervisors listened to their feedback and took action, when necessary (50%).
- Home instructors expressed high overall job satisfaction (96%), believed working for HIPPY helped them build career-enhancing skills (98%), felt their supervisors listened to their feedback and took action when necessary (93%).

¹ Cohen's *d* values of 0.2, 0.5, and 0.8 are considered small, medium, and large effect sizes, respectively (Cohen, 1988).

School Readiness

Composite and sub-test raw scores showed statistically significant pre/post improvements at all curriculum levels. Most of these differences were also practically significant. Both English and Spanish average standard scores for all curriculum years except for English HIPPY Year 2's improved from pre-test to post-test (see Figure 1). All of these gains were statistically significant; improvements for Spanish but not English were practically significant. Average scores in both languages for all curriculum years except English HIPPY Year 1's exceeded the school-ready threshold by the end of the program year. A majority of HIPPY Year 1's (66% English; 51% Spanish), Year 2's (76% English; 86% Spanish), and Year 3's (98% English; 82% Spanish) were classified as ready for school by the end of the year.

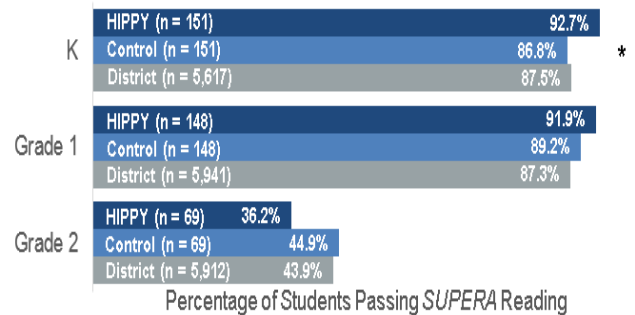
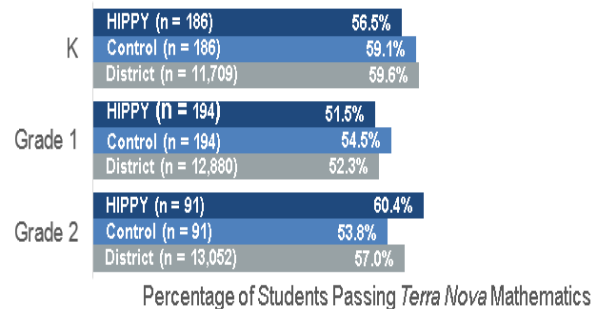
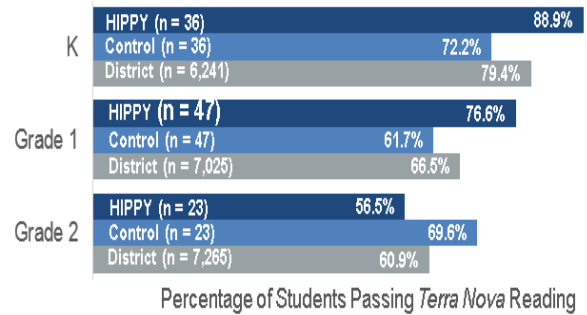
Figure 1: 2015-16 HIPPY Dallas ISD Average BSRA-3 Standard Scores at Pre-Test and Post-Test with School Readiness Classification



Source: Texas HIPPY program data files as of July 20, 2016. Note: Standard score categorizations were established by the publisher (Bracken, 2002), and were: Very Delayed (≤ 70), Delayed (71 to 85), Average (86 to 114), Advanced (115 to 129), and Very Advanced (≥ 130). The maximum standard score possible was 160. All pre/post differences were statistically significant ($p < .05$), and were practically significant for Spanish, but not English, for all three years. Some raw scores could not be converted into standardized scores because of incorrect or missing birthdate data.

Terra Nova/SUPERA. The evaluator compared *Terra Nova* reading and mathematics and *SUPERA* reading passing rates and average scale scores for kindergarten through grade two. Despite greater rates of HIPPY than Non-HIPPY students passing five of the nine *Terra Nova/SUPERA* reading and mathematics exams (see Figure 2), none of these differences were statistically significant. Scale score differences in kindergarten *SUPERA* reading were statistically and practically significant, but with a small effect size. Although it was not appropriate to statistically compare HIPPY passing rates to those of the district, HIPPY passing rates exceeded the district for five of the nine *Terra Nova/SUPERA* exams reviewed.

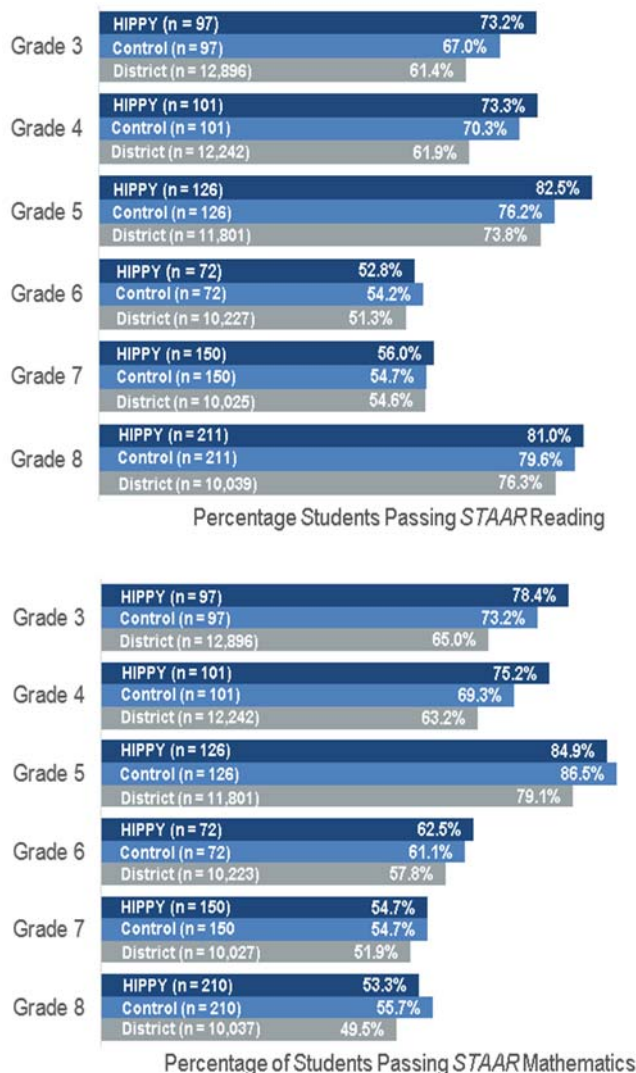
Figure 2: 2015-16 *Terra Nova/SUPERA* Reading and Mathematics Passing Rates for Former HIPPY Participants, Matched Controls, and the District



Source: Data reported as of June 6, 2016 for students enrolled on April 12, 2016. Updates after June 6, 2016 are not reflected in this report. Note: Students scoring at or above the 40th percentile were considered passing. * = Difference between HIPPY and Non-HIPPY control groups for average scale scores was statistically significant ($p = .02$) and practically significant ($d = 0.26$, small effect size) for kindergarten *SUPERA* reading. No statistically significant differences were found between HIPPY and Non-HIPPY control groups on percentage of students passing any *Terra Nova* or *SUPERA* test.

STAAR. The evaluator compared *STAAR* reading and mathematics passing rates and average scale scores for grades three through eight. Despite greater rates of HIPPY than Non-HIPPY students passing five of seven reading and three of seven mathematics exams (see Figure 3), none of these differences were statistically significant. No comparisons between HIPPY and Non-HIPPY groups on *STAAR* average scale scores were statistically significant. Although it was not appropriate to statistically compare HIPPY passing rates to those of the district, HIPPY passing rates exceeded the district for all *STAAR* reading and mathematics exams in grades three through eight.

Figure 3: 2015-16 STAAR Reading and Mathematics Passing Rates for Former HIPPY Participants, Matched Controls, and the District

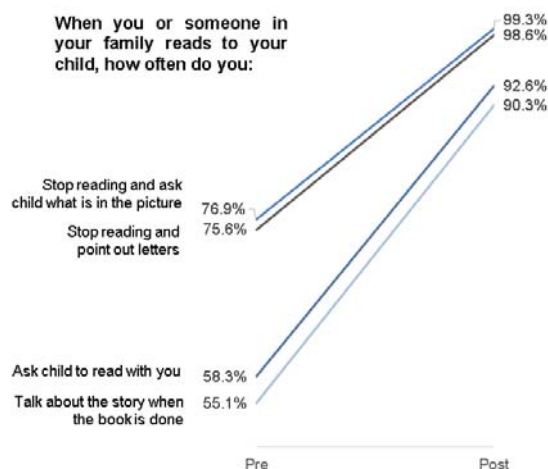


Source: District STAAR files dated July 11, 2016. Note: Passing rates reflect satisfactory or higher scores using the year-specific standard for all versions of STAAR excluding Alternate 2. Scores included for students enrolled as of April 12, 2016. No comparisons between HIPPY and control groups on the percentage of students passing or on average scale scores were statistically significant.

Parent Involvement

New HIPPY Dallas ISD participants achieved noted gains in parent involvement over their first year. Parent involvement as reported on the Parent Involvement Interview increased from pre-test to post-test in all activities. First, parents reported spending an average of over five extra minutes per day reading to their children at post-test (20.0 minutes) than they did at pre-test (14.6 minutes). In addition, as shown in Figure 4, at least 90 percent of parents reported at post-test that they engaged in four literacy enrichment activities when they read to their children, with two of the activities approaching 100 percent participation.

Figure 4: 2015-16 Percentage of HIPPY Dallas ISD Year 1 Parents at Pre-Test and Post-Test Who Marked “Sometimes” or “Usually” Performing Literacy Enrichment Activities When Reading to Child



Recommendations

Continue to seek areas for improvements in effectiveness and efficiency. It is clear that HIPPY Dallas ISD is strongly aligned with the goals of the international HIPPY program. The program has enjoyed pre/post gains in developmental skills and parent involvement every year it has been evaluated. HIPPY leadership should continue to nurture its staff and review processes to maintain these strong results.

Review home instructor pay schedule. While both groups expressed strong job satisfaction, both coordinators and home instructors agreed that home instructor pay is not commensurate with the work conducted. A review of the home instructor pay schedule may serve to either mitigate the perceived misalignment with staff members and/or result in more acceptable compensation levels.

Include HIPPY in evaluation of other major Dallas ISD early childhood programs. Many children in the Dallas ISD attend more than one pre-kindergarten program. Thus, it has become more difficult to evaluate the efficacy of any one early childhood program exclusively, particularly for long-term outcomes. Evaluation and program managers should consider program participation and dosage as a variable in future evaluations of early childhood education. Data structures and systems must be carefully reviewed and enhanced to support this goal.

References

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd. ed.). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

The full 2015-16 HIPPY final evaluation report can be found at <http://www.dallasisd.org/Page/888>. For more information, contact Program Evaluation at 972-925-6457.

McKinney-Vento Homeless Children and Youth Education Program: 2015-2016

Leonardo R. Ledezma, Ph.D.

EA16-191-4

At-a-Glance

The McKinney-Vento Homeless Education Program is a federally funded program designed to provide enrichment and support services to homeless children and their families. It also promotes understanding and acts as an advocate on behalf of homeless families by educating staff and the community about their responsibilities to the homeless and about the rights and issues of homeless children, youth and their parents. The purpose of the McKinney-Vento Homeless Education Program is to facilitate the enrollment, attendance, and success in school of homeless children and youths.

During the 2015-16 academic school year, the program received \$175,000 from Title I, Part A funding for homeless students.¹

McKinney-Vento Homeless Children and Youth Education Program Context and Goals

The McKinney-Vento Homeless Assistance Act (Subtitle B—Education for Homeless Children and Youths) guarantees educational rights and protections for children and youths experiencing homelessness. Section 725 (2) of the McKinney-Vento Act defines “homeless children and youths as individuals who lack a fixed, regular, and adequate nighttime residence due to loss of housing or economic hardship”. This includes children and youths living in shared housing with other persons, cars, hotels, motels, bus or train stations, trailer parks, abandoned buildings, camping grounds, emergency or transitional shelters, or are abandoned in hospitals or waiting for foster care placement.

The Dallas Independent School District (Dallas ISD) responded to the homeless population of children and youths within the district with the McKinney-Vento Homeless Education Program to provide direct services to homeless school age children. These services include tutoring, homework help, referrals, school supplies, food, backpacks, and school uniforms. The program has also served children, families, and youths indirectly by providing training to Dallas ISD and shelter personnel. The program’s stated goals are to:

- Improve attendance rates of the program students, and
- Increase directly served homeless students’ academic success.

Program Participants

As of June 26, 2016 a total of 3,590 homeless students were enrolled in Dallas ISD schools. Of these, 1,846 students in grades pre-kindergarten through 12 were served through the McKinney-Vento Homeless Education Program. There were 1,744 homeless students not served by McKinney-Vento who were designated Temporary Arrangement (students enrolled in Dallas ISD but not directly receiving program services). The total number of homeless students enrolled in the Dallas ISD from 2014-15 to 2015-16 increased from 2,254 to 3,590. This increase was due to improved identification of homeless students.

Table 1 shows, as of June 3, 2016, that homeless students were represented at all grades.

Table 1: Number of McKinney-Vento and Temporary Arrangement Students by Grade, 2015-16

Grade	McKinney-Vento	Temporary Arrangement	Total
PK	102	155	257
K	172	198	370
1	163	143	306
2	192	132	324
3	153	140	293
4	156	111	267
5	145	119	264
6	123	59	182
7	111	57	168
8	140	75	215
9	218	191	409
10	1	218	219
11	79	69	148
12	91	77	168
Total	1,846	1,744	3,590

Fifty-one percent (51.2%) of all McKinney-Vento students were African American, 39.0 percent were Hispanic, and 9.2 percent were white. Approximately 13 percent (12.8%) of the McKinney-Vento students were classified as English language learners (ELL) and 11.5 percent were special education students. Forty-nine percent (49.0%) of homeless students were female.

About forty-one percent (40.5%) of all homeless students were in elementary schools. The elementary schools with the largest homeless populations were: Urban Park (83 students, 5.5%), McNair (74 students, 4.9%), Soto (67 students, 4.5%), Wilmer-Hutchens (67 students, 4.5%). Homeless students were present throughout Dallas ISD schools. The number of students enrolled at a particular school varied throughout the year.

Program Activities

The Homeless Education Program staff worked in conjunction with the Psychological and Social Services

¹ Source: 2015-16 Title I, Part A workscope

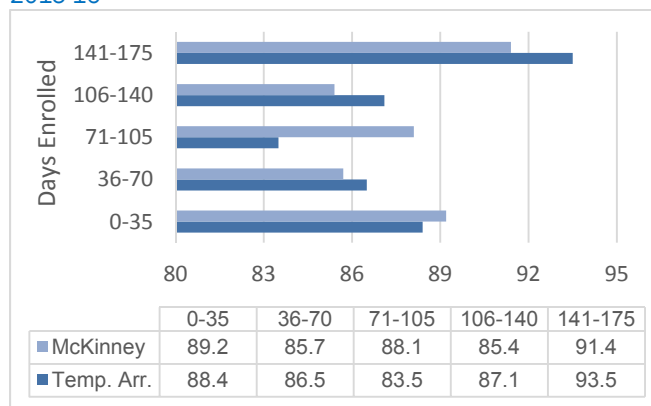
Department coordinating efforts with psychologists, teachers, and social workers to provide services (tutoring, homework help, referrals, school supplies, food, backpacks, and school uniforms) to homeless students.

The program also collaborated with various local agencies including the University of Texas at Dallas, West Lake YMCA, Rainbow Days, Captain Hope's Kids, Church of the Incarnation, Focus on Teens, Promise House, The North Texas Food Bank, and Camp Hoblitzelle in Midlothian to provide enrichment and camps throughout the year.

Program Outcomes

Figure 1 shows the average attendance rates (equal to days attended/days enrolled) for both the McKinney-Vento and Temporary Arrangement students. Due to the transient nature of the population, some students were enrolled for a short time, while others attended school for the whole year. The data indicated there were slightly higher rates of attendance for Temporary Arrangement students compared to McKinney-Vento students across three of the five attendance brackets. The overall attendance rate for the district was 95.6 percent.

Figure 1: Percent Attendance Rates by Number of Days Enrolled for Temporary Arrangement and McKinney-Vento Students, 2015-16



TerraNova/SUPERA Results

Temporary Arrangement students outperformed McKinney-Vento students on *TerraNova* reading and mathematics and *SUPERA* reading. *SUPERA* was the Spanish version of the *TerraNova*. Both groups were outperformed by other district students on *TerraNova* reading and mathematics; however, Temporary Arrangement students outperformed district students on *SUPERA* reading (Table 2).

Table 2: Grades K-2 TerraNova/SUPERA Percentage of Students at or Above the 40th Percentile Rank

	McKinney-Vento	Temporary Arrangement	District
<i>TerraNova</i>			
Reading	57.1	64.4	68.4
Mathematics	38.4	47.4	56.1
<i>SUPERA</i>			
Reading	62.5	74.2	72.7

STAAR Results

The percentage of students performing at the satisfactory level on *STAAR* for grades 3-8 students is presented in Table 3. Temporary Arrangement students outperformed McKinney-Vento students in all subjects.

Table 3: Grades 3-8 STAAR Percentage of Satisfactory Level II

	McKinney-Vento	Temporary Arrangement	District
Reading	48.9	57.7	63.2
Mathematics	41.5	55.8	61.7
Writing	43.7	48.8	57.7
Social Studies	28.1	32.7	42.3
Science	41.1	56.8	58.7

McKinney-Vento students were outperformed by Temporary Arrangement and district students on Algebra I *STAAR End-of-Course* (EOC) tests. All other EOC exams showed that McKinney-Vento students outperformed Temporary Arrangement students.

Table 4: Percentage at Satisfactory Level II on STAAR EOC for Homeless Students

Student Group	Satisfactory 2014-15	Satisfactory 2015-16
		<u>English I</u>
McKinney-Vento	28.3	39.1
Temporary Arr.	28.9	34.4
District	59.0	51.2
		<u>English II</u>
McKinney-Vento	36.6	38.9
Temporary Arr.	44.4	37.2
District	61.0	52.6
		<u>Algebra I</u>
McKinney-Vento	50.0	45.4
Temporary Arr.	64.2	50.4
District	78.0	66.6
		<u>Biology</u>
McKinney-Vento	64.3	54.8
Temporary Arr.	83.3	54.3
District	91.0	76.8
		<u>US History</u>
McKinney-Vento	75.8	71.2
Temporary Arr.	84.4	66.7
District	92.0	88.2

Recommendations

The district's McKinney-Vento Program provides essential outreach activities to the district's homeless population and should be commended for its efforts. The program has expanded to two full-time and five part-time staff members; however, according to program management, the staff is still unable to physically meet many of the needs of the homeless population. The district should continue to support this program and to collaborate with appropriate internal and external partners.

For more information, contact Program Evaluation at 972-925-6457.

Career and Technical Education, 2015-16

Heather Turner, Ph.D.

EA16-195-4

At-a-Glance

The Carl D. Perkins Career and Technical Education Act of 2006 (*Perkins IV*) helped support the Career Education and Workforce Partnerships (CEWP) Department of the Dallas Independent School District, commonly known as Career and Technical Education (CTE). Perkins funds, \$2,642,769, were received through a Texas Education Agency (TEA) grant.

Perkins IV stated that the purpose of CTE was to prepare students for college and/or workforce careers. The district's goals for CTE were to prepare students for college and career success, to provide them with the skills to be competitive in a global economy, and to recognize and meet the unique needs of a diverse student population.

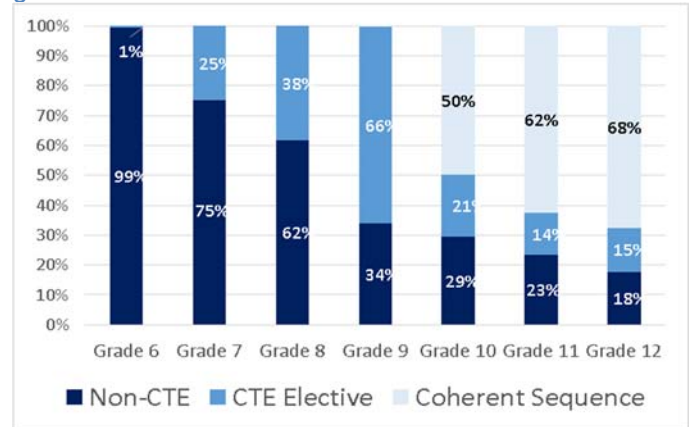
A nationwide effort under the States' Career Clusters Initiative defined 16 Career Clusters, or broad groupings of occupations and industries based on related disciplines, including recommended sequences of academic coursework. Texas has adopted the national 16 Career Clusters Model and is implementing all Career Clusters. The Dallas Independent School District follows the Texas plan, and uses the term Career Pathways to distinguish these groupings from the career clusters offered at district high schools.

CTE students were classified into two levels. *Coherent Sequence* students were high school students who had taken two or more CTE courses for three or more credits within a specified pathway. *Elective* students were all those who were enrolled in at least one CTE course during the current school year.

District Characteristics

All middle school (grades 7-8) CTE students were elective students. Out of 21,735 students in grades 7-8, 6,861, or 31.6 percent, were enrolled in elective CTE courses at the fall PEIMS snapshot date. In grades 9-12, out of 40,697 students, 29,669 participated in CTE (72.9%), with 32.1 percent enrolled in CTE electives and 40.9 percent in coherent sequences, shown in Figure 1. CTE elective students were more often Hispanic males. Coherent sequence students were more often Hispanic, while gender was equally split between males and females.

Figure 1: Percent of students by CTE category and grade



Post-Secondary Outcomes

A study of college outcomes for the Dallas ISD class of 2009 compared college enrollment and completion of CTE elective or coherent sequence students and non-CTE graduates. College enrollment and completion data were obtained from the National Student Clearinghouse (NSC). Table 1 shows all college enrollments of 2009 graduates following high school completion. Two-year college enrollment was more common for CTE elective or coherent sequence students (53.7%) than for non-CTE students (49.8%).

Table 1: College Enrollment of Class of 2009 by School Type

School Type	Total		CTE Elective or Coherent Sequence		Non-CTE	
	N		N	Percent	N	Percent
2-year	5,420		3,240	53.7%	2,180	49.8%
4-year	2,959		1,552	25.7%	1,407	32.1%
Less than 2 years	14		6	0.1%	8	0.2%
No enrollment	2,021		1,235	20.5%	786	17.9%
Total	10,414		6,033	100.0%	4,381	100.0%

Note: Results from state and national research show that CTE students tend to enroll and graduate from college at higher rates, which is not reflected in the results reported in this section. In 2009, a manual process was still in place in the district for identifying CTE students, which could have influenced the resulting CTE versus non-CTE comparison.

CTE elective and coherent sequence students completed two-year colleges at a higher rate than non-CTE students, while non-CTE students completed four-year colleges at a higher rate.

Career Pathways Offered in Dallas ISD

In 2015-16, 196 Career Pathways were offered in Dallas ISD schools as pathway or academy, a significant expansion from 123 pathways in 2014-15. Pathways and academies are similar in that each offers a specialized sequence of career-themed courses. Academies, however, assign students to the same group of core content teachers as well as to the same CTE teachers. All Dallas ISD academies are National Academy Foundation (NAF) programs. The NAF is a national network of high school career academies, predominately based in urban districts

Table 2 shows enrollment in all high school CTE courses districtwide, including electives as well as courses that were part of a pathway or academy program. CTE elective students account for 39 percent of enrollments and coherent sequence students account for 61 percent. The most popular elective courses were in Business, Management, & Administration, followed by Information Technology.

Table 2: Course Enrollments by Career Cluster, 2015-16

Career Cluster	Total Enrollments	% of CTE Enrollment
Business, Management, and Administration	5,807	16.3%
Information Technology	4,190	11.8%
Arts, AV Technology and Communication	2,822	7.9%
Health Science	2,783	7.8%
Science, Technology, Engineering, and Mathematics	2,750	7.7%
Hospitality and Tourism	2,666	7.5%
Career Exploration	2,472	7.0%
Human Services	2,392	6.7%
Finance	2,114	5.9%
Law, Public Safety, Corrections, and Security	1,909	5.4%
Architecture and Construction	1,321	3.7%
Marketing, Sales, and Service	1,199	3.4%
Transportation, Distribution, and Logistics	1,086	3.1%
Education and Training	859	2.4%
Agriculture, Food and Natural Resources	764	2.1%
Government and Administration	388	1.1%
Manufacturing	46	0.1%
Totals	35,568	100%

Academic Effectiveness

Analyses comparing performance on the *State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)* exams showed passing rates were often similar between CTE and non-CTE students with the exception of CTE students having lower passing rates on the English I and English II EOC's. However, CTE students with limited English proficiency outperformed the non-CTE students across all five STAAR EOC exams. Analyses of general STAAR passing rates for grades 6 to 8 for CTE and non-CTE students varied by grade and test subject. CTE students passed at a higher proportion across all subject exams in grades 6

to 8. Statistical differences for passing rates across the test subjects were noted on all STAAR exams for grades 6 to 8 except on STAAR reading for grade 7.

Advanced Placement (AP), International Baccalaureate (IB), and Dual Credit Enrollment

Participation in AP and IB courses varied by school. Skyline had the largest number of AP and IB enrollments followed by Townview School of Science and Engineering. Students enrolled in AP courses are expected to take the corresponding AP exams at Dallas ISD. For example, a student enrolled in AP U.S. History course is strongly encouraged to take the corresponding *AP United States History* exam developed by the College Board. AP exams are graded on a scale of 1(low) to 5 (high), where a score of 3, 4, or 5 is considered a "qualified" score and may be eligible for college credit, depending upon the policy at the post-secondary institution. Overall, the district performance tended to be higher than the CTE Elective and Coherent Sequence student groups, except on *Calculus BC*, *Spanish Language*, and *Spanish Literature* exams.

Dallas ISD had 1,527 students participate in dual credit courses during the first semester of the 2015-16 school year that were matched to the fall PEIMS snapshot date. The 1,527 students had 1,871 enrollments since a student could take more than one dual credit course. More than one-third of dual credit course enrollments were in the Career and Technology area (N = 699).

Freshman Endorsement Selection

Revision of Texas high school graduation requirements mandated by House Bill 5, passed in 2013, placed new emphasis on coherent sequences of CTE courses, which contribute to diploma "endorsements" in five areas: science, technology, engineering, and math; business and industry; public services; arts and humanities; and a multidisciplinary option. Freshman students may select up to five endorsements. Most freshman selected one endorsement (73%). Of the freshman that selected an endorsement, business was the most frequently selected endorsement and multi-studies, was the least frequently selected.

Recommendations

In summary, the evaluation for 2015-16 emphasized data measures to compare CTE elective and coherent sequence students to non-CTE students. Analyses revealed that CTE elective students are performing similarly or better across all major aspects of this evaluation compared to non-CTE students. No recommendations are made regarding program changes; however, a number of changes regarding the process and efficiency for tracking CTE indicators were suggested in the full report.

For more information, see EA16-195-2, available at http://www.dallasisd.org/inside_disd/depts/evalacct/.

State Compensatory Education Program: 2014-2015

Dorothea Weir, Ph.D.

EA16-301-4

At-a-Glance

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program with compensatory, intensive, and/or accelerated instruction for students identified as at risk of dropping out of school (At-Risk). The purpose of the State Compensatory Education (SCE) program is to increase academic achievement and reduce the dropout rate of At-Risk students. The goal is to reduce disparities between At-Risk and all other students in (a) performance on state-mandated assessments and (b) rates of high school completion.

Texas Education Code (TEC) §29.081 defines state criteria for identifying At-Risk students.¹ Students who meet any of the criteria are to be reported through the Public Education Information Management System (PEIMS) in the fall of each school year. Among the 13 criteria are students who are limited English proficient, students who failed a state assessment, or students who were retained. The district is required to submit the district improvement plan, two campus improvement plans, and the local evaluation of state compensatory education strategies, activities and programs to the Texas Education Agency (TEA) annually.

The scope of the evaluation includes the program context, implementation, and results of the SCE Program 2014-15. It examined and summarized how SCE direct cost funds were used for supplemental services and programs, as described in district and campus improvement plans and in budget allocations and expenditures.² The report also described the characteristics of the At-Risk student population, and examined how their STAAR performance, graduation rate, and dropout rate compared to their Not-At-Risk peers.³

Student Demographics

In school year 2014-2015, the district's Texas Academic Performance Report (TAPR) reported a total of 109,486 students identified as At-Risk, representing 68.4 percent of the district's grades EC-12 enrollment (N=160,148). As shown in Figure 1, the percentage of At-Risk students decreased in 2011-12 and 2012-13,

but increased in 2013-14 and 2014-15. Similar trends were noted in other large districts and for the state as a whole, and are most likely attributable to the transition from TAKS to STAAR as the state's assessment system.

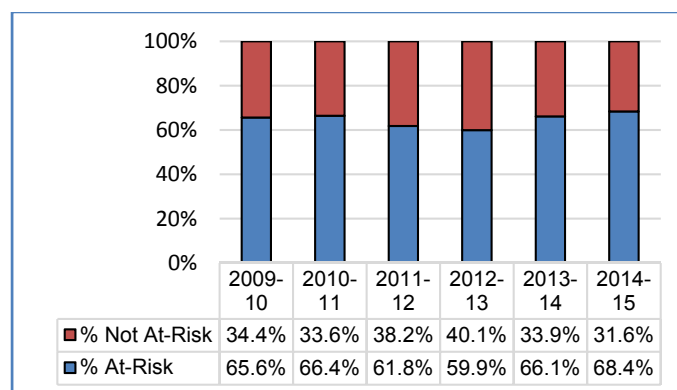


Figure 1. District student population by At-Risk status, 2009-10 through 2014-15.

Table 1 presents the demographic composition of the At-Risk student population.⁴ Compared to the district's overall student population, larger percentages of At-Risk students were male, Hispanic, and of Limited English Proficiency (LEP).

Table 1
At-Risk Student Demographic Characteristics, 2014-2015

Subgroup	District		At-Risk	
	N	Percent	N	Percent
Gender				
Male	81,059	51.1%	54,090	52.3%
Female	77,545	48.9%	50,061	47.4%
Ethnicity				
Hisp./Lat.	111,437	70.8%	82,761	80.0%
Afr. Am.	35,884	22.6%	16,944	16.4%
White	7,617	4.8%	1,810	1.8%
Other ⁵	3,666	2.3%	1,908	1.8%
Eng. Prof.				
Non-LEP	90,585	57.1%	35,404	34.2%
LEP	68,019	42.9%	68,019	65.8%
Total	158,604	100.0%	103,423	100.0%

¹ Texas Education Code (TEC) §29.081, available at <http://www.statutes.legis.state.tx.us/SOTWDocs/ED/htm/ED.29.htm#29.081>

² Budget and expenditures information provided by Dallas ISD Budget Services.

³ The report summarized the performance results of At-Risk and Not-At-Risk students; it did not link student performance to specific programs or services.

⁴ Data were obtained from the district's fall PEIMS snapshot submission, so do not correspond exactly with those reported in the TAPR.

⁵ 'Other' includes Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races, and Not Available.

The most common At-Risk indicators for Dallas ISD students in 2014-15 were Limited English Proficiency (63.8% of At-Risk students), failure of state assessments (51.1%), and previously retained in one or more grades (18.9%). All other indicators each applied to 10% or fewer of At-Risk students.

SCE Programs/Services

The primary records supporting SCE program expenditures are the district and campus improvement plans, which are required by state law. The program/services must be described in DIP if the program is implemented districtwide, or in CIP if implemented at the campus level.

District Improvement Plan. The District Improvement Plan (DIP) 2014-2015 was reviewed for SCE components. All SCE required components were present in greater detail in the 2014-2015 DIP than in the previous year. The DIP contained relatively broad statements regarding strategies and activities targeting At-Risk students, with detailed plans to be developed at the campus level.

Campus Improvement Plans. A review of 16 Campus Action Plans showed that all schools reviewed conducted a needs assessment as required, and set achievement targets aligned with the campus needs assessments. The most frequent programs and services identified at the campus level for At-Risk students were tutoring, including after-school, school-day, and Saturday School programs; intervention courses; and online study programs offered through school computer labs. The majority of the plans (10 of 16) contained at least partial accounting of the use of SCE funds at the campus level.

SCE Budget and Expenditures

The 2014-2015 SCE allocation for Dallas ISD was \$165,152,695. The Direct Cost requirement was 52%, or \$85,879,401. The district budgeted \$95,608,501 to support programs/services for At-Risk students (Table 2). Actual expenditures totaled \$90,143,745.

Table 2
Summary of SCE 2014-15 Funding and Budget

Description	Amount
SCE 2014-15 Allocation received	\$ 165,152,695
Required Min. Direct Cost (52%)	\$ 85,879,401
PIC 24 (Accelerated Education)	\$ 7,689,969
PIC 26 (AEP Basic Services)	\$ 2,715,299
PIC 28 (DAEP Basic Services)	\$ 3,676,993
PIC 29 (DAEP SCE Costs)	\$ 14,230
PIC 30 (Title I, Part A)	\$ 54,835,116
PIC 34 (Prekindergarten)	\$ 26,676,894
Total SCE Direct Cost Budget	\$ 95,608,501

Figures 2 through 4 show expenditures by SCE Major Function, Object, and Program Intent Codes. The major expenditures were Instruction & Instruction Related Services (85%), Payroll Costs (98%), and Title I, Part A Schoolwide Activities (61%).

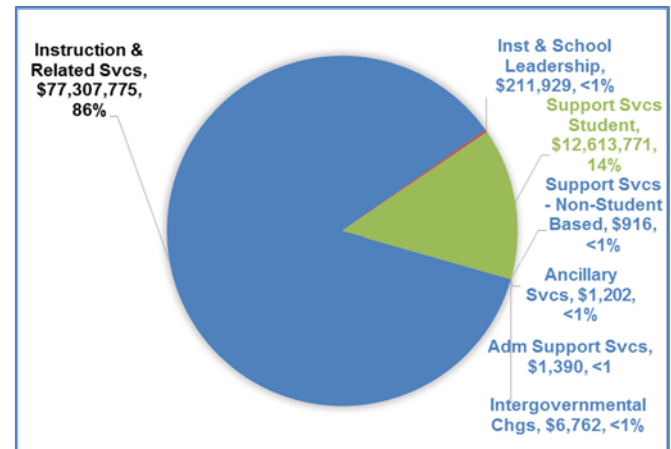


Figure 2. SCE 2014-15 expenditures by Major Function.

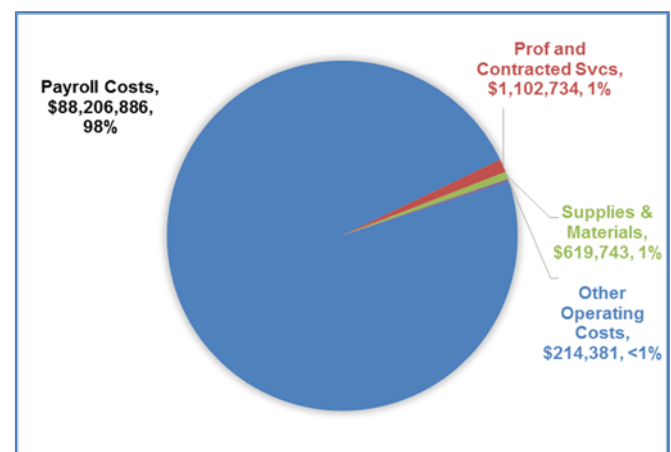


Figure 3. SCE 2014-15 expenditures by Object.

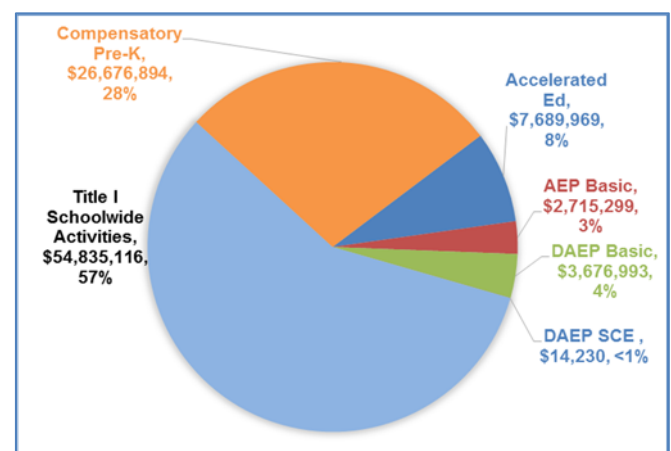


Figure 4. SCE 2014-15 expenditures by PIC.

The district funded 1647.75 Full-Time Equivalents (FTEs) with SCE funds and filled 1,463.46 (Table 3). Most FTEs were core content teachers at elementary and secondary campuses or Prekindergarten teachers and teacher assistants.

Table 3
SCE 2014-2015 Full-Time Equivalents (FTEs)

Organization Type	Funded	Filled
Campus K-12	948.00	815.80
Campus Pre-K	666.75	610.75
Campus Total	1,614.25	1,426.55
Central Organizations	33.00	36.91
Total	1,647.75	1,463.46

Table 4
SCE 2014-2015 Filled Positions by PIC

Program Intent Code (PIC)	Campus	Central
24 Accelerated Education	6.00	30.00
26 Non-Disciplinary Alt. Ed. Pgm - Basic	30.00	1.00
28 Disciplinary Alt. Ed. Pgm. - DAEP	51.00	
30 Title I, Part A Schoolwide Activities	728.80	4.91
32 Prekindergarten	610.75	1.00
Total	1,426.55	36.91

STAAR Passing Rates

At-Risk students had lower passing rates than Not-At-Risk students on STAAR and STAAR EOC tests in 2015 (Table 5). Performance gaps between At-Risk and Not-At-Risk students were calculated for 2014 and 2015, as well as the increase or decrease (point change) in the gap from the prior year.

Subject	Grade	Percent Passing		Gap	Point Change
		At-Risk	Not-At-Risk		
Reading	3	57	85	-28	0
	4	53	84	-31	-1
	5	74	95	-21	2
	6	49	90	-41	5
	7	45	90	-45	0
	8	68	97	-29	5
English I		51	90	-39	-7
English II		48	91	-43	-4
Mathematics	3	61	85	-24	-1
	4	54	84	-30	0
	5	61	90	-29	11
	6	53	86	-33	1
	7	38	76	-38	-8
	8	55	92	-37	12
Algebra I		63	94	-31	0
Science	5	49	87	-38	3
	8	46	93	-47	4
Biology		82	98	-16	-3
Social Studies	8	37	84	-51	6
U.S. History		84	98	-14	4
Writing	4	56	84	-28	0
	7	44	90	-49	-3

From 2014 to 2015, the gap decreased on 4 of 17 STAAR tests in Grades 3-8, remained the same on 4, and increased on 9. For EOC tested courses, the gap in English I, English II, and Biology performance decreased, while the gap in U.S History performance increased and the gap in Algebra 1 performance remained the same.

Graduation/Completion Rates

Figures 7 and 8 show longitudinal graduation and dropout rates for the cohorts of Class of 2008 through Class of 2015 by At-Risk status. Graduation rates of At-Risk students were lower in all years than those of Not-At-Risk students. Nevertheless, graduation rates of At-Risk students have steadily increased since 2008. The gap decreased markedly for the Class of 2015, with an increase in the graduation rate of At-Risk students of nearly seven percentage points.

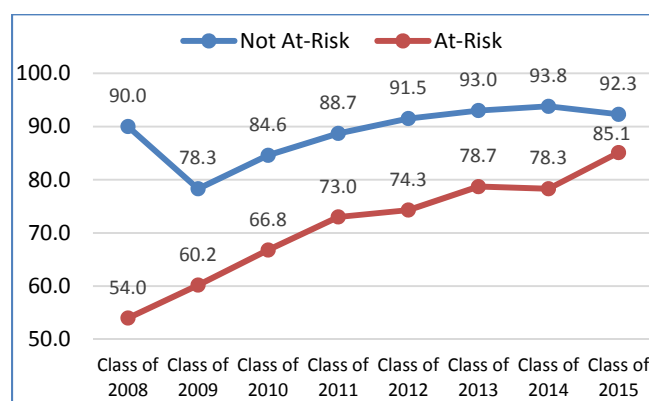


Figure 7. Graduation rates by cohort and At-Risk status.

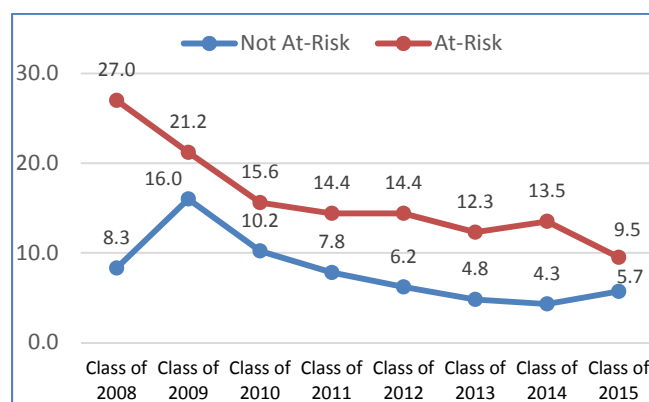


Figure 8. Dropout rates by cohort and At-Risk status.

Figure 8 shows a gradual decrease in the dropout rates of both At-Risk and Not-At-Risk students from the Class of 2008 to the Class of 2013. For the class of 2015, the dropout rate of Not-At-Risk students increased, while that of At-Risk students decreased, resulting in a narrowing of the gap for the latest cohort. As with other measures, it is difficult to distinguish effects of district programs from effects of changes in the state accountability system, which have affected both the composition of the At-Risk student population and academic outcomes of all students.

Recommendations

Available SCE funds should be focused on providing more direct and well-documented services to At-Risk students.⁶ The goal of the SCE Program is to reduce disparities in academic performance and high school completion between At-Risk and Not-At-Risk students. In practice, however, SCE appears to be addressed primarily as a compliance program rather than a strategic instructional program. SCE funds seemed to be used most extensively as an additional resource for increasing teacher and staff positions.

Beginning in 2014-2015, new legislation passed in House Bill 5 mandates districts to budget and prioritize SCE funding to support accelerated instruction each time a student fails to pass an EOC assessment.⁷ The bill also prohibits use of the funds for any other purpose until the district adopts a budget to support AI. For 2015-2016, SCE funds have been directed to support more specific use of the Reconnection Centers program for the required purpose, replacing its prior function as a general credit recovery program. At the other end of the grade sequence, there is increased district and state emphasis on Early Childhood education, particularly Prekindergarten programs. Thus, it is recommended that the district pay close attention to the effective use of potentially more limited SCE funds for grades 1-8.

Campus Improvement Plans should include more specific strategies and activities delivering direct services to At-Risk students. The majority of SCE funds were budgeted and spent at the campus level. Explicit strategies should be aligned to the particular profile of At-Risk students at each campus and the reasons for their At-Risk classification (e.g., achievement, LEP status, prior grade retention, etc.).

Evaluation of campus-based programs would be valuable to identify best-practice programs that could be duplicated across schools with similar At-Risk populations, in contrast to current fragmentation and inconsistency in program offerings. It is recommended that the 2015-2016 evaluation should compare differences in At-Risk and Not-At-Risk graduation rates at comprehensive high school campuses, and an initial study be conducted to identify programs and practices that may contribute to improved performance.

The existing student records system should be expanded to track student participation in specific programs and services. Documenting and tracking student program participation will allow more accurate,

thorough, and informative evaluation of the impact of these programs on the academic performance and high school completion of At-Risk students.

The Workscape submission requirement should be reinstated to provide improved documentation of the use of SCE funds by central organizations. In school years 2011-2012 and 2012-2013, central organizations that received SCE funds were required to submit Project Workscopes to the district's Budget Services department. That requirement was discontinued in 2013-2014. Reinstatement of this requirement would facilitate evaluation of services and activities supported by central SCE expenditures.

The district should designate a full-time manager for the SCE program. In 2014-15, the program had more than \$79.3 million available in indirect cost allocations, intended primarily to defray program administrative costs, and a total budget of approximately \$165 million. Using indirect cost funds, the district should well be able to meet the expense of a designated manager to oversee program implementation and data collection, and also to fund evaluation services necessary to assess program effectiveness. Responsibilities of the manager would include, but be not limited to:

- Familiarity with SCE program requirements and the TEA *Financial Accountability System Resource Guide (FASRG)*.⁸
- Access to current information and requirement updates for SCE from the annual Association of Compensatory Educators of Texas (ACET) conference.
- Oversight of the intent, purposes, and requirements of the SCE program, including compliance with budget allocation and expenditure requirements.
- Knowledge of effective interventions sufficient to provide assistance in selecting appropriate services and programs to meet At-Risk student needs.
- Responsibility and authority to coordinate all aspects of the SCE program.
- Maintenance and provision of required documentation at the central level.
- Monitoring of implementation and student performance, and recommending funding changes for programs and services not effectively meeting student needs.
- Reporting of program results to appropriate administrative levels.

For more information, see EA16-301-2, available at <http://www.dallasisd.org/Page/888>.

⁶ "The purpose of the SCE program is to improve student performance through direct instructional services to students at risk of dropping out of school. The more removed services are from the student, the more the resources are diluted and the more difficult it becomes for the school district to defend the use of the SCE funds and justify the effectiveness of the program in improving student performance." (ACET, 2012)

⁷ House Bill 5, 83rd Legislative Session, added new TEC §28.0217 and amended TEC §29.081.

⁸ TEA *Financial Accountability System Resource Guide (FASRG)* is available at <http://www.tea.state.tx.us/index4.aspx?id=1222>

Evaluation of Reasoning Mind: 2015-16

Joan Bush, Ph.D., Myoungsook Kim, Ph.D.

EA16-512-4

At-a-Glance

In 2015-16, 32,889 Dallas Independent School District (ISD) students used the Reasoning Mind (RM) mathematics curriculum. All district second- and third-grade teachers (except at Dealey, Mata, H. Stone) were required to use RM in 2015-16, but RM was optional for fourth- and fifth-grade teachers. RM was supplemental to the district curriculum in grades two to four, which means teacher time was split between using district and RM curricula. RM served as the full curriculum for grade five. The 2015-16 budget was \$1,925,777, which included \$1,777,370 for grades two to four (supplemental RM) and \$148,407 for grade five (core RM). The \$1,777,370 for supplemental RM included \$1,252,370 of Title I, Part A funds and \$525,000 of Title II, Part A funds. The \$148,407 for fifth grade consisted of \$112,907 from District Action Plan funds and \$35,500 from general operating funds.

Methodology

The evaluators developed the *Dallas ISD Reasoning Mind Evaluation Framework* to guide the evaluation. Context and process information were gathered from internal documents, the RM web site, interviews, and classroom observations. The evaluators held formal interviews with RM staff members in November and an interview with the district mathematics director in February. Feeder Pattern Executive Directors and selected staff conducted ten-minute walkthroughs in second- and third-grade RM classrooms in October ($n=761$). Evaluators conducted three 45-minute observations in each fifth-grade classroom (with one exception) between October and January ($n=67$). Student data were extracted from the October 2015 Public Education Information Management System (PEIMS) file and RM files. Frequency and descriptive analyses were used to examine student demographic characteristics, student use of RM, teacher training completion, and observation results. Quantitative and qualitative analyses were conducted for campus staff surveys, which were administered in January 2016.

Outcome analyses were carried out to determine how RM students performed on spring 2016 mathematics assessments. These included *TerraNova*¹ and *State of Texas Assessments of Academic Readiness*² (STAAR). There were three main limitations of the

analyses. First, achievement results could not be attributed solely to RM due to (a) the inability to create a comparison group for grades two and three and (b) the district's use of RM as supplemental to regular instruction in grades two to four (e.g., it is not possible to know how much achievement results should be attributed to RM and how much they should be credited to teacher instruction based on district curriculum). Second, implementation fidelity continued to be a confounding factor as a sizeable proportion of students in all grades did not meet RM expectations for implementation. Third, there was possible selection bias between treatment and comparison groups for grade four.³

Correlation coefficients were computed to note strength of relationships between test scores and RM indicators. Crosstab analyses were carried out to study the link between RM and achievement. Multiple regression analyses were conducted for each grade level to determine which RM indicators best predicted students' achievement scores. For fourth- and fifth-grade, multiple regression was used to determine if there were statistically and practically significant differences between RM and non-RM comparison group students.⁴

What were the demographic characteristics of students involved in Reasoning Mind?

A total of 32,889 students were enrolled in RM during 2015-16, which included 13,078 (97%) of the district's second graders, 12,848 (96%) of the district's third graders, 6,152 (49%) of the district's fourth graders, and 811 (7%) of the district's fifth graders. Second- and third-grade RM enrollment was similar to the last two years; however, the number of fourth graders decreased from 10,448 (130 schools) in 2013-14 to 9,218 (119 schools) in 2014-15 to 6,152 (81 schools) in 2015-16; fifth-grade participation increased from 411 students in 2014-15 to 811 students in 2015-16. Most 2015-16 RM students were economically disadvantaged (92%) and Hispanic (70%). Half were English language learners.

Did staff members participate in Reasoning Mind training as planned?

Sixty-three percent of first-year teachers completed the Qualification Course (QC) by the end of the first six

¹ Data reported as of 6/9/16. Updates received after 6/9/16 are not reflected in this report.

² Data reported as of 7/11/16. Updates received 7/11/16 are not reflected in this report.

³ It is unknown how principal decision to opt in or out of using RM affected the treatment and comparison groups.

⁴ All fourth graders (RM and non-RM students) were used in fourth-grade analyses, whereas propensity score matching (PSM) was used to create a matched comparison group of non-RM fifth-grade students.

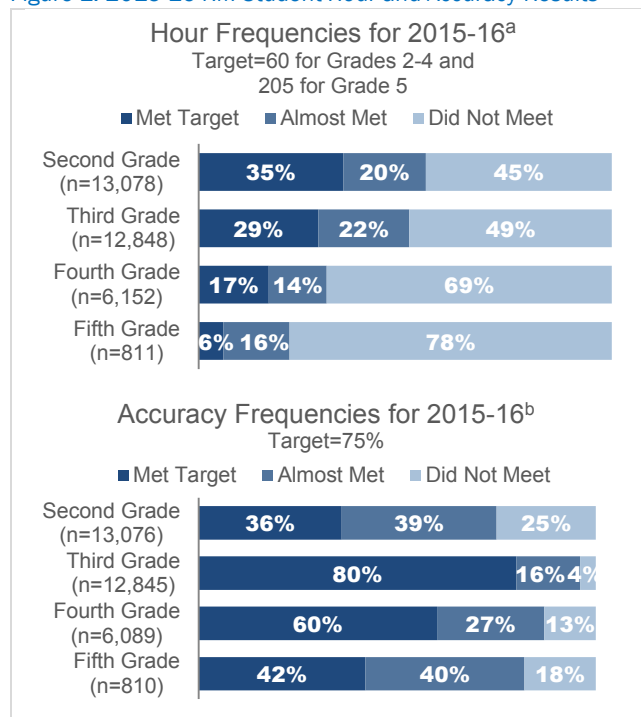
weeks, which means many students could not begin using RM until later in the school year. About a fifth ($n=177$) of the almost 1,000 RM teachers opted to participate in additional RM professional development during the fall semester. Also, approximately 90 district staff members participated in the Dallas RM GenieCon conference in November 2015.

Was the Reasoning Mind program used by students as planned?

Campus-level implementation continued to vary greatly within schools and within grade levels at the same schools. Most of the campuses with fourth (63%) and fifth (85%) grade were classified as low implementation schools. Schools were split mainly between the medium (56%) and low (40%) categories for second grade and divided between all three categories for third grade (44% low, 25% medium, 31% high).

Consistent with past years, a sizeable percentage of students in all grades did not meet the grade-level hour target for 2015-16 (see Figure 1). In contrast, many third- (80%) and fourth-grade (60%) students met the accuracy target. Interestingly, the percentage that “met” the hour target decreased as grade level increased. There were noticeably more fourth- and fifth-grade students (69% and 78%, respectively) in the “did not meet” category than second- and third-grade students (45% and 49%, respectively)

Figure 1: 2015-16 RM Student Hour and Accuracy Results



Note. The number of students with hour and accuracy data differ for each grade because some students did not have accuracy data. ^a Met=Logged 100 percent of expected hours. Almost Met=Logged 80 to 99 percent of expected hours. Did Not Meet=Logged less than 80 percent of expected hours. ^b Met=Attained Guided Study Level A accuracy rate of 75 percent or higher. Almost Met=Accuracy rate between 60 and 74 percent. Did Not Meet=Accuracy rate of less than 60 percent.

What were the results of Reasoning Mind classroom observations?

Results of second- and third-grade RM supplemental classroom walkthroughs showed teachers spent most of the time monitoring students (66%), conducting individual or small group interventions (60%), and reviewing the RM administrator screen (50%). About a third of the classrooms (32%) had one or more technology issues; these included non-working computers (14%), computer accessory issues (14%), and connectivity/internet issues (14%). In most classes observed, all students used their RM notebooks as expected (66%) and all students were on task (80%).

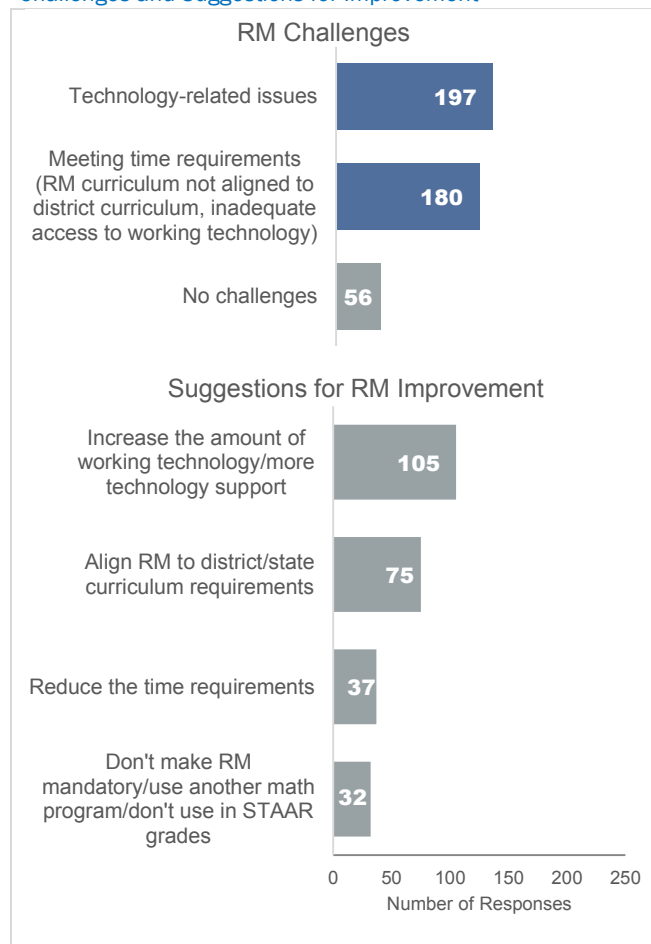
During fifth-grade observations, teachers allocated most of the time to conducting individual or small group interventions (60%), while students mainly used RM (83%) and worked with the teacher individually or as part of a small group (60%). Technology-related issues were noted in 57 percent of observations with the main problems being non-working computers (40%), connectivity/internet issues (13%), and computer accessory issues (5%). In most classes, all students were on task (74%) and all used RM notebooks (66%).

What were teacher and administrator perceptions of Reasoning Mind?

Per interviews with RM and district staff, the RM project director and district mathematics director viewed the strong relationship between RM and the mathematics department as a success, especially when planning for GenieCon. RM ICs cited the change to a flexible support model as a success. Barriers to implementation included limited communication between RM and School Leadership staff, the roll out of fifth-grade technology, teacher turnover, teacher schedule changes that were not communicated to RM ICs, fewer teachers participating in professional development than in the past, the lack of alignment between fifth-grade curriculum and ACPs, and technology problems.

As in previous years, teachers were more positive than campus administrators on the overall survey items. Teachers and administrators were most positive about RM's benefit on students. Respondents continued to view training and resources as helpful, and administrators continued to report higher levels of communication than teachers. Most teachers (75% to 85%) believed students improved on key indicators (e.g., enjoyment of mathematics, etc.). Several reported technology issues, especially with laptops/computer on wheels (COW) carts (35% to 39%) and wireless connectivity (26% to 30%). The main successes were increased student mathematics skills and engagement. The most cited challenges were technology issues and meeting time requirements (see Figure 2). Primary suggestions included increasing the number of computers and aligning RM and district curricula.

Figure 2: Survey Results for Most Frequently-Cited Challenges and Suggestions for Improvement



What were student mathematics achievement outcomes?

Outcome results were consistent with previous findings (Bush and Kim, August 2015). RM students that met the accuracy target outperformed those who did not. Students that “met” the hour target tended to have slightly higher test scores than students in the “almost met” and “did not meet” categories; however, hour differences were not as pronounced as those for accuracy.

Likewise, students’ mathematics scores were highly correlated with accuracy ($r=0.62$ to 0.74); correlations between objectives completed and assessment scores were in the middle (0.29 to 0.48), and correlations between hours online and test scores were small (0.09 to 0.20). Multiple regression analyses showed that RM accuracy, prior achievement, and RM objectives completed were major predictors of spring 2016 assessment scores (see Table 1).

As seen in Figures 3 and 4, non-RM comparison students in both fourth and fifth grades had slightly higher mathematics STAAR scores than RM students (passing rates and scale scores). Multiple regression

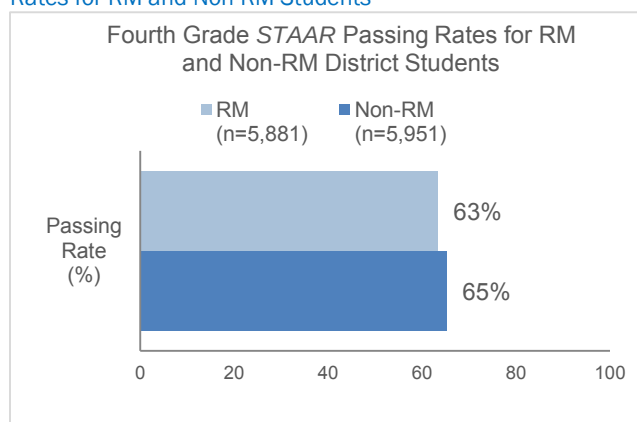
results showed that when prior achievement and economically disadvantaged status were accounted for, differences between the two groups were *not* statistically significant. Even so, the trend was opposite of what would be hoped.

Table 1: Multiple Regression Major RM Predictors of Spring 2016 Mathematics Scores

Grade	Major Predictors	β	p	Variance Explained
2 ($n=11,238$)	Accuracy	.47	<.001	63%
	Prior Achievement	.31	<.001	
	Objectives Completed	.17	<.001	
3 ($n=11,006$)	Accuracy	.40	<.001	62%
	Prior Achievement	.41	<.001	
	Objectives Completed	.12	<.001	
4 ($n=4,233$)	Accuracy	.27	<.001	66%
	Prior Achievement	.58	<.001	
	Objectives Completed	.06	<.001	
5 ($n=723$)	Accuracy	.25	<.001	74%
	Prior Achievement	.61	<.001	
	Objectives Completed	.07	<.001	

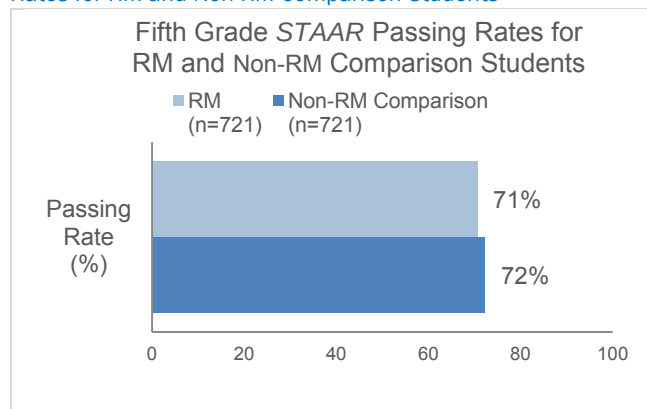
Note. TerraNova (as of 6/9/16) NCE scores were used for second grade. STAAR (as of 7/11/16) scale scores were used for grades three to five.

Figure 3: Fourth-Grade Spring 2016 Mathematics STAAR Passing Rates for RM and Non-RM Students



Note. % passing=Met the 2015-16 Level II Satisfactory Standard. When prior achievement and economically disadvantaged status were accounted for, differences in STAAR scale scores between the two groups were *not* statistically significant. STAAR data as of 7/11/16.

Figure 4: Fifth-Grade Spring 2016 Mathematics STAAR Passing Rates for RM and Non-RM Comparison Students



Note. % passing=Met the 2015-16 Level II Satisfactory Standard. When prior achievement and economically disadvantaged status were accounted for, differences in STAAR scale scores between the two groups were *not* statistically significant. STAAR data as of 7/11/16.

Recommendations

Ensure higher levels of implementation for existing RM grade levels before expanding to additional grade levels. Across grade levels, there were more campuses in the “low” implementing category than in the “medium” and “high” implementing categories. This is especially concerning for fifth grade when RM is the full curriculum. With a 2015-16 RM budget of almost \$2 million, the district should ensure adequate return on its investment before further expansion.

Decide whether to continue using the fifth-grade RM curriculum when it serves as the full curriculum but does not align with the district curriculum and when 11 of 13 campuses met the evaluator criteria for “low” implementation. Per classroom observations and interviews, RM teachers had to veer away from the RM curriculum occasionally to ensure students covered all of the district student expectations. Implementation and outcome measures give further reason for concern as the majority of fifth-grade students (78%) “did not meet” hour expectations (logged less than 80% of expected hours) and because the non-RM comparison group slightly outperformed the RM group on Spring 2016 STAAR; the same was true for Spring 2015 STAAR results. Although Spring 2016 assessment differences between RM and non-RM students were not statistically significant, the trend was opposite of what would be hoped.

If RM continues to be a district priority, make sure teachers receive adequate guidance on how to meld two different curricula (district and RM). The district curriculum is fully aligned with local and state assessment measures, but RM is not. Because local and state assessment measures are part of the district Teacher Excellence Initiative, many campus staff members question why teachers should be pressured to spend so much time on RM when it does not align to district expectations. As recommended previously, make certain teachers have sufficient guidance on how to effectively blend the two different curricula.

Strategically plan for next year’s RM QC training to make sure more teachers complete the QC prior to or at the onset of the 2016-17 school year. A notable percentage of teachers (37%) did not complete QC training by the end of the first six weeks of Fall 2015, which was markedly worse than in the previous two school years. This meant many students could not use RM until after the first six weeks of the school year. As recommended in the past, the district needs to make sure more teachers complete the QC prior to or at the start of the school year.

Ensure RM teacher schedule changes are communicated to RM ICs in a timely manner. Per interviews with RM ICs, teacher schedule changes occurred often but were frequently not communicated

to ICs. The result was limited support for some teachers and campuses. To ensure equitable campus support, it will be important that teacher schedule changes are communicated to RM ICs immediately.

Increase communication between RM and School Leadership, Teaching and Learning, and Information Technology staff members. Ongoing communication is needed to overcome barriers to implementation, strengthen campus support, and ensure the district is receiving a good return on its investment in RM (time and funds allocated).

Make certain all campuses have adequate working technology and are reporting issues to Information Technology as problems occur. Technology issues continued to be a challenge based on survey and classroom observation results. During interviews, RM IC coordinators noted that some teachers were not completing Information Technology tickets in a timely manner, which meant problems were not resolved quickly. It will be important to continue to add and upgrade campus technology while ensuring ample campus support and timely submission of tickets to Information Technology.

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The full 2015-16 RM final evaluation report can be found at <http://www.dallasisd.org/Page/888>. For more information, contact Program Evaluation at 972-925-6457.

Special Education Program: 2015-2016

Nicholas Z. Grimberg, M.A.

EA16-519-4

At-a-Glance

Special Education provides services and supports designed to meet the unique needs of children with disabilities. The special education program is required to demonstrate Adequate Yearly Progress (AYP) by meeting established standards in reading and mathematics. The Texas Education Agency (TEA) also requires districts to monitor test performance, participation, graduation rates, along with other non-academic indicators through the Performance Based Monitoring Analysis System (PBMAS). The purpose of this evaluation was to examine the characteristics, academic performance, and outcomes of students who received special education services during the 2015-2016 school year.

Special Education Population

The special education population for the district was 11,824 as of October 30, 2015 and represented 7.5 percent of the district population, below the PBMAS standard of 8.5 percent. This was a slight increase in enrollment from last year. Over the last eight years enrollment in special education has remained relatively consistent between years. As shown in Table 1, a greater proportion of students enrolled in special education were reported to be African American (32.9%) compared to the total percentage of African American students reported by the district (22.6%). This resulted in a difference rate of 10.3 and a PBMAS performance level of three in SY 2015-16. This difference rate has been steadily decreasing since SY 2008-09 but has exceeded the maximum cut point for this indicator resulting in the district receiving a PBMAS performance level of three for this indicator.

Table 1: African American Representation by School Year

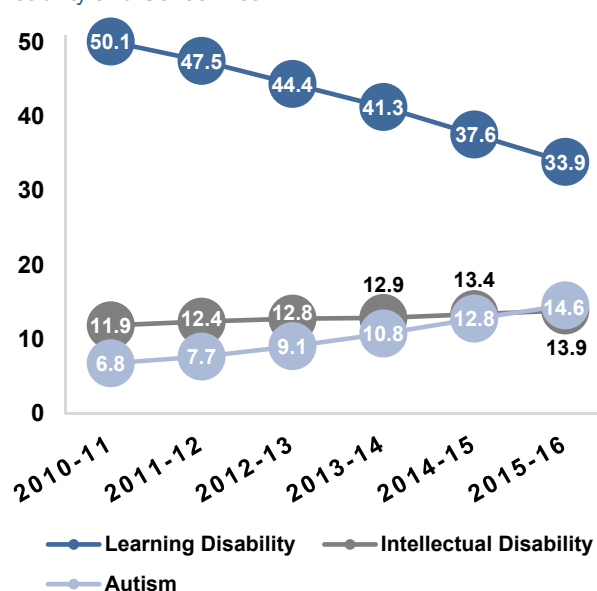
SY	SPED % AA	District % AA	Rate	Level
2008-09	41.2	27.6	13.6	3
2009-10	38.9	26.4	12.5	3
2010-11	37.6	25.3	12.3	3
2011-12	36.9	24.8	12.1	3
2012-13	35.3	24.1	11.2	3
2013-14	34.4	23.7	10.7	3
2014-15	33.9	23.2	10.7	3
2015-16	32.9	22.6	10.3	3

While African American students have been over-represented in special education, there was a lower percentage of Hispanic students enrolled in special education (60.4%) than the percentage of Hispanic students in the district (70.1%). There was also a lower proportion of English language learner

(ELL) students who received special education services (32.5%) than the proportion of ELL students in the district (42.9%).

The most commonly reported primary disabilities among students enrolled in special education during SY 2015-16 were learning disability (33.9%), autism (14.6%), other health impairment (14.1%), and intellectual disability (13.9%). The top three primary disabilities of students enrolled in special education were compared between SY 2010-11 and SY 2015-16 to identify any trends in the services provided to students. The percentage of students identified to have autism has more than doubled from 6.8 percent in SY 2010-11 to 14.6 percent in SY 2015-16. At the same time, the percentage of students identified to have a learning disability as their primary disability has declined from half (50.1%) of all special education students in SY 2010-11 to one-third (33.9%) of all special education students in SY 2015-16 (Figure 1).

Figure 1: Percent of Special Education Students by Primary Disability and School Year



The out-of-school suspension (OSS) indicator data were also compared over an eight year period and are reported by year in Table 2. The OSS rate is a lagging variable and always reflects data from the previous school year. The difference rate decreased from 11.3 in SY 2013-14 to 9.4 in SY 2014-15. As a result, the district received a performance level of one on this indicator in the 2016 PBMAS Report.

Table 2: Out of School Suspension Rate by School Year

SY	SPED % OSS	District % OSS	Diff Rate	Perf Level
2007-08	36.1	19.0	17.1	N/A
2008-09	40.6	21.1	19.5	2
2009-10	34.0	17.9	16.1	2
2010-11	25.1	13.3	11.8	2
2011-12	20.8	11.6	9.2	1
2012-13	28.6	15.1	13.5	2
2013-14	25.8	14.5	11.3	2
2014-15	22.6	13.2	9.4	1

STAAR 3-8 and STAAR EOC Performance

STAAR was the most commonly tested version of the assessment for special education students. The least commonly tested version was *STAAR Alt 2* although the percentage of special education students tested with *STAAR Alt 2* increased this year to 19.2 percent from 16.6 percent in SY 2014-15. Students who were tested with the *STAAR* version outperformed students who took the *STAAR A* version; students tested with *STAAR Alt 2* demonstrated the best performance.

As shown in Table 3, the percentage of special education students who reached the satisfactory level increased in every subject on *STAAR 3-8* and *STAAR EOC* exams compared to SY 2014-15. Students improved the most on the *STAAR 3-8* Science and Algebra EOC exams (13.6 and 10.8 percentage points respectively).

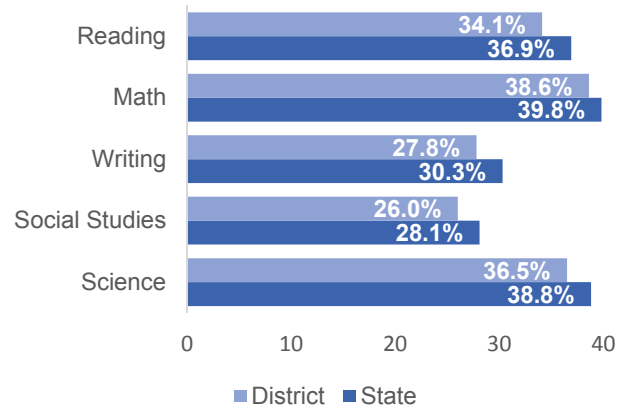
Table 3: Percentage of Special Education Students at the Satisfactory Standard: SY 2014-15 and SY 2015-16

Subject	2014-15	2015-16	Change
STAAR 3-8			
Reading	28.7	34.1	5.4
Mathematics	29.4	38.6	9.2
Writing	21.6	27.8	6.2
Science	22.9	36.5	13.6
Social Studies	19.2	26.0	6.8
STAAR EOC			
Algebra	24.8	35.6	10.8
English I	15.2	20.8	5.6
English II	14.6	22.9	8.3
Biology	40.8	43.4	2.6
U.S. History	46.3	52.5	6.2

Note: STAAR results from SY 2014-15 were recalibrated to the Phase-in 2, level II performance standards for comparative purposes.

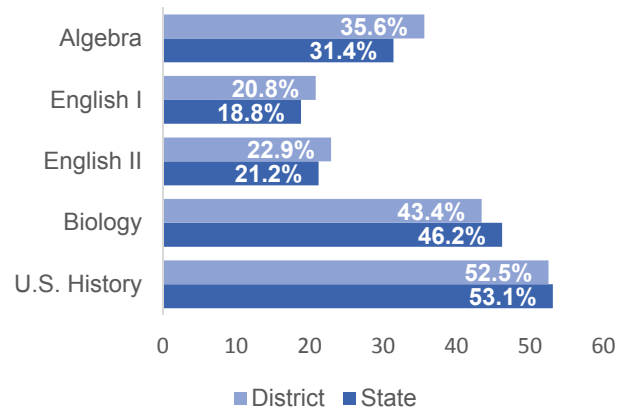
The STAAR results of special education students in the district were compared to special education students at the State level in Figure 2. Although district students outperformed state special education students in some grade levels, generally, a higher percentage of state special education students were at the satisfactory level on *STAAR 3-8* exams than students in the district.

Figure 2: Percent of Special Education Students at the Satisfactory Level by STAAR 3-8 test



The percentage of district special education students who reached the satisfactory standard on *STAAR EOC* exams were compared to state special education students in Figure 3. Special education students in the district outperformed state students in Algebra, English I, and English II EOC exams. A higher percentage of state special education students reached the satisfactory level in Biology and U.S. History EOCs.

Figure 3: Percent of Special Education Students at the Satisfactory Level by STAAR EOC test



Recommendations

The following summary recommendations are offered to program staff in the Department of Special Education:

- Continue to monitor African American representation in special Education.
- Monitor the proportion of discretionary out-of-school suspensions given to special education students compared to the placement rate of all students in attendance.
- Ensure schools are properly resourced for students with autism.
- Investigate the increased participation rates for *STAAR Alt 2* exams.

For more information, see EA16-519-2, available at <http://www.dallasisd.org/Page/888>.

College and Career Readiness: Course Enrollment, 2015-16

Jin H. Zhang, Ph.D.

EA16-520-4.1

At-a-Glance

To help students achieve their higher education goals, the College and Career Readiness Department of the Dallas Independent School District (Dallas ISD) works closely with community and business partners, and local colleges and universities. The department provides a wide range of college preparatory tools and services for students and their families which include the following programs and initiatives: Advanced Placement (AP), Pre-Advanced Placement (Pre-AP), International Baccalaureate (IB) and International Scholars (IS), Career and Technical Education (CTE), Advancement Via Individual Determination (AVID), and Career Portals/Exploring College and Careers.

Academic Programs

Advanced Placement (AP)

Advanced Placement (AP) is a program created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations. The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that field of study. AP and Pre-AP courses are open to all students who wish to enroll in them.

Pre-Advanced Placement (Pre-AP)

Pre-AP is based on the following two important premises. The first is the expectation that all students can perform well at rigorous academic levels. The second premise of Pre-AP is the belief that all students can prepare for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible in the middle and high school years.

International Baccalaureate

The IB program emphasizes the intellectual, personal, emotional, and social development of students.

Diploma Programme (grades 11 and 12)

In Dallas ISD, Woodrow Wilson High School is currently the only campus offering the Diploma Programme in grades 11 and 12; Hillcrest will be the second high school.

International Scholars (grades 9 and 10)

Dallas ISD-developed International Scholars courses are only available at Woodrow Wilson High School in grades 9 and 10 for students intending to pursue the IB Diploma Programme.

Career and Technical Education (CTE)

Career and Technical Education prepares youth for a wide range of high-wage, high-skill, high-demand careers. The Department of Labor organizes all jobs into 16 Career Clusters. In 2015-16, Dallas ISD high schools offered 196 CTE pathways across all career clusters, including engineering, information technology, health science, business, and finance.

Career Portals/Exploring College and Careers (Middle School)

The goal of the Career Portals/Exploring College and careers courses is to provide middle school students with a foundation for success in high school, future studies, and careers. Students explore college and career planning within the career clusters, and research labor market information, and learn job-seeking skills. These courses assist students in selecting their high school Endorsement(s).

Advancement Via Individual Determination

The AVID program is designed to prepare all students for college starting with this core elective class. The course targets students in the academic middle (with grades of B, C, and D), who are capable of completing rigorous curriculum and willing to go to college.

Course Enrollment

Tables 1 and 2 show the number of secondary course enrollments by course type. Students represented in these tables could be counted more than once if they were enrolled in multiple courses within each type. Overall, there was a slight difference between fall total enrollments and spring total enrollments. Differences would not be large because most courses were one-year courses.

Table 1: College and Career Readiness Course Enrollment by Course Type - Fall 2015-16

Course Type	Ethnicity				Special Groups		
	All	Hispanic	Black	White	Others	ELL	SpecEd
H.S. AP	21,299	13,623	3,924	2,540	1,212	1,222	145
H.S.Pre-AP	30,045	20,812	5,652	2,554	1,025	3,391	262
M.S./H.S.Pre-AP*	1,699	1,291	246	121	41	331	58
M.S.Pre-AP	20,711	14,450	3,565	2,072	624	6,752	202
H.S.IB	529	163	58	274	34	7	4
H.S.Int. Scholars	578	152	54	346	26	12	5
CTE	40,107	28,699	9,250	1,264	887	10,206	2,809
Career Portals	2,270	1,709	486	45	30	1,028	153
AVID	2,966	2,283	542	94	47	892	49
Total	120,204	83,182	23,777	9,310	3,926	23,841	3,687

*These courses include Algebra I, Physics, and Astronomy.

Table 2: College and Career Readiness Course Enrollment by Course Type - Spring 2015-16

Course Type	All	Ethnicity				Special Groups	
		Hispanic	Black	White	Others	ELL	SpecEd
H.S. AP	20,223	12,974	3,570	2,495	1,173	1,093	129
H.S.Pre-AP	28,858	20,127	5,319	2,446	937	3,274	243
M.S./H.S.Pre-AP*	1,611	1,224	227	115	40	302	54
M.S.Pre-AP	20,637	14,445	3,500	2,003	647	6,748	171
H.S.IB	300	89	29	163	19	4	0
H.S.Int. Scholars	582	149	51	353	26	11	4
CTE	38,513	27,574	8,680	1,211	867	9,568	2,537
Career Portals	2,440	1,817	510	45	41	1,179	183
AVID	2,911	2,259	502	99	44	881	49
Total	116,075	80,658	22,388	8,930	3,794	23,060	3,370

*These courses include Algebra I, Physics, and Astronomy.

Tables 3 and 4 show student enrollment in College and Career Readiness courses by course type. In these tables, students were only counted once within each course type. The small difference in the number of students enrolled in the fall and spring, reflects the fact that the majority of the courses were one-year courses.

Table 3: College and Career Readiness Course Enrollment, Unduplicated Student Counts by Course Type - Fall 2015-16

Course Type	All	Ethnicity				Special Groups	
		Hispanic	Black	White	Others	ELL	SpecEd
H.S. AP	10,407	6,836	1,977	1,125	434	805	90
H.S.Pre-AP	13,785	9,660	2,617	1,023	404	1,934	167
M.S./H.S.Pre-AP*	1,614	1,232	229	98	36	326	55
M.S.Pre-AP	10,456	7,579	1,701	850	283	3,794	121
H.S.IB	89	28	9	47	5	1	0
H.S.Int. Scholars	160	47	14	91	7	5	2
CTE	29,648	21,083	6,616	957	656	7,910	2,169
Career Portals	2,186	1,640	451	42	29	986	145
AVID	2,986	2,295	534	98	45	900	51
Total	71,331	50,400	14,148	4,331	1,899	16,661	2,800

Table 4: College and Career Readiness Course Enrollment, Unduplicated Student Counts by Course Type - Spring 2015-16

Course Type	All	Ethnicity				Special Groups	
		Hispanic	Black	White	Others	ELL	SpecEd
H.S. AP	9,809	6,510	1,769	1,091	417	716	82
H.S.Pre-AP	13,328	9,411	2,467	1,005	395	1,834	151
M.S./H.S.Pre-AP*	1,532	1,178	213	94	38	291	51
M.S.Pre-AP	10,350	7,492	1,683	843	284	3,744	112
H.S.IB	89	27	9	48	5	1	0
H.S.Int. Scholars	164	48	14	94	7	5	1
CTE	28,234	20,191	6,232	898	625	7,477	1,917
Career Portals	2,330	1,715	485	43	39	1,116	171
AVID	2,888	2,240	493	99	43	875	49
Total	68,724	48,812	13,365	4,215	1,853	16,059	2,534

*These courses include Algebra I, Physics, and Astronomy.

Evaluation Methods

The College and Career Readiness directors provided a list of 2015-16 College and Career Readiness secondary courses. The evaluator merged this file with district course files and demographic data. District Chancery demographic data retrieved on October 11, 2015 was used for fall enrollment and demographic data retrieved from January 19, 2016 was used for spring enrollment.

For more information, contact Program Evaluation at 972-925-6457.

College and Career Readiness: In-School ACT Testing, 2015-16

Jin H Zhang, Ph.D.

EA16-520-4.2

At-a-Glance

The ACT is the most widely used college admission test in the United States. It is administered by ACT Inc., and consists of four sections: English, Reading, Mathematics, and Science. Each section score ranges from 1 to 36. The composite is the average of the scores of the four sections. As part of its Destination 2020 Improvement Plan, Dallas ISD wants to increase the proportion of high school seniors who achieve “college-ready” scores on the ACT. The plan defines a “college-ready” score as at least a 21 composite on the ACT. ACT Inc.’s college readiness benchmarks are as follows: English, 18; Mathematics, 22; Reading, 22; and Science, 23, for an average of 21.25. To help achieve the “college-ready” goal, Dallas ISD administered the ACT to district seniors on September 29, 2015.

Methodology

The evaluation documented the number and proportion of Dallas ISD seniors who participated in In-School ACT testing and reported their results. This information will assist the district in assessing student progress toward meeting district college readiness goals.

ACT Inc. provided data on school-day testing results to the district early in 2016. The evaluators merged these results with district data to determine how many 2015-16 seniors took the ACT during school-day testing. Analysis of the data included assessing the number and proportion of seniors who met the Destination 2020, Texas Success Initiative (TSI), and Texas Academic Performance Report (TAPR) benchmarks. For the ACT, the benchmarks are: Destination 2020, 21; TSI, 23; and TAPR, 24. A composite score that meets or exceeds the TSI benchmark of 23 is sufficient to exempt a student from developmental courses in college.

Results

The analysis of data showed that 6,685 (83.8%) Dallas ISD seniors took the ACT test on September 29, 2015. Seniors achieved a mean composite score of 16.1, and 16.7 percent of the seniors met the Destination 2020 benchmark compared with 15.2 percent in 2014-15. See Figures 1 through 3.

Figure 1: Seniors’ Participation in School ACT Testing, 2014-15 and 2015-16, by Campus

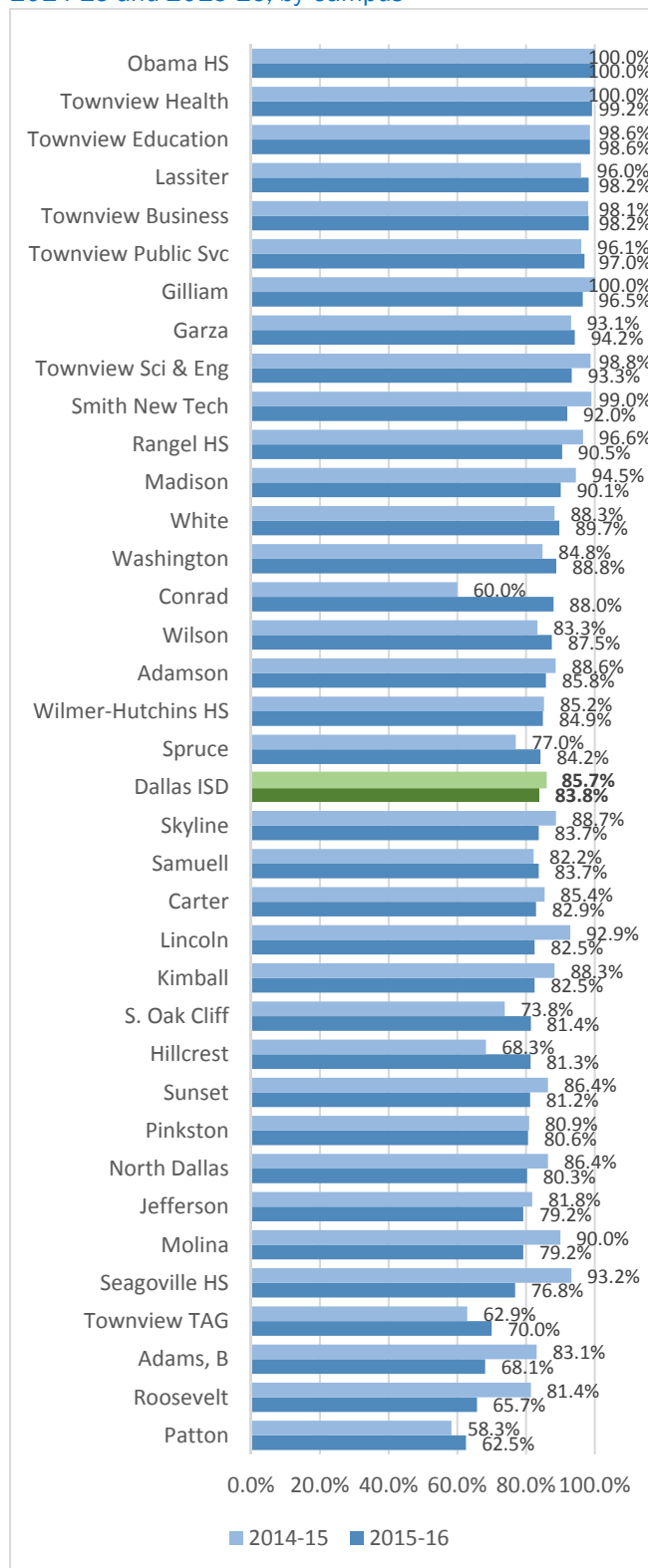


Figure 2: Mean ACT Composite Scores for Dallas ISD Seniors, 2014-15 and 2015-16, by Campus

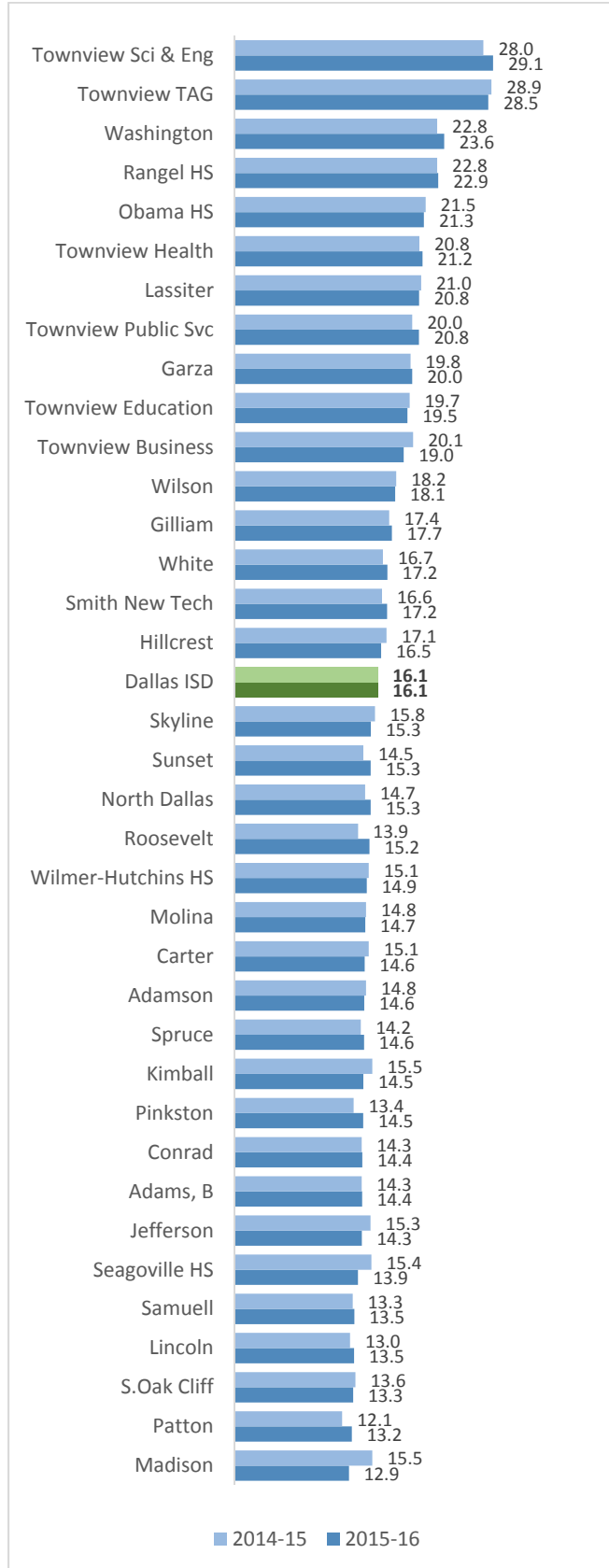
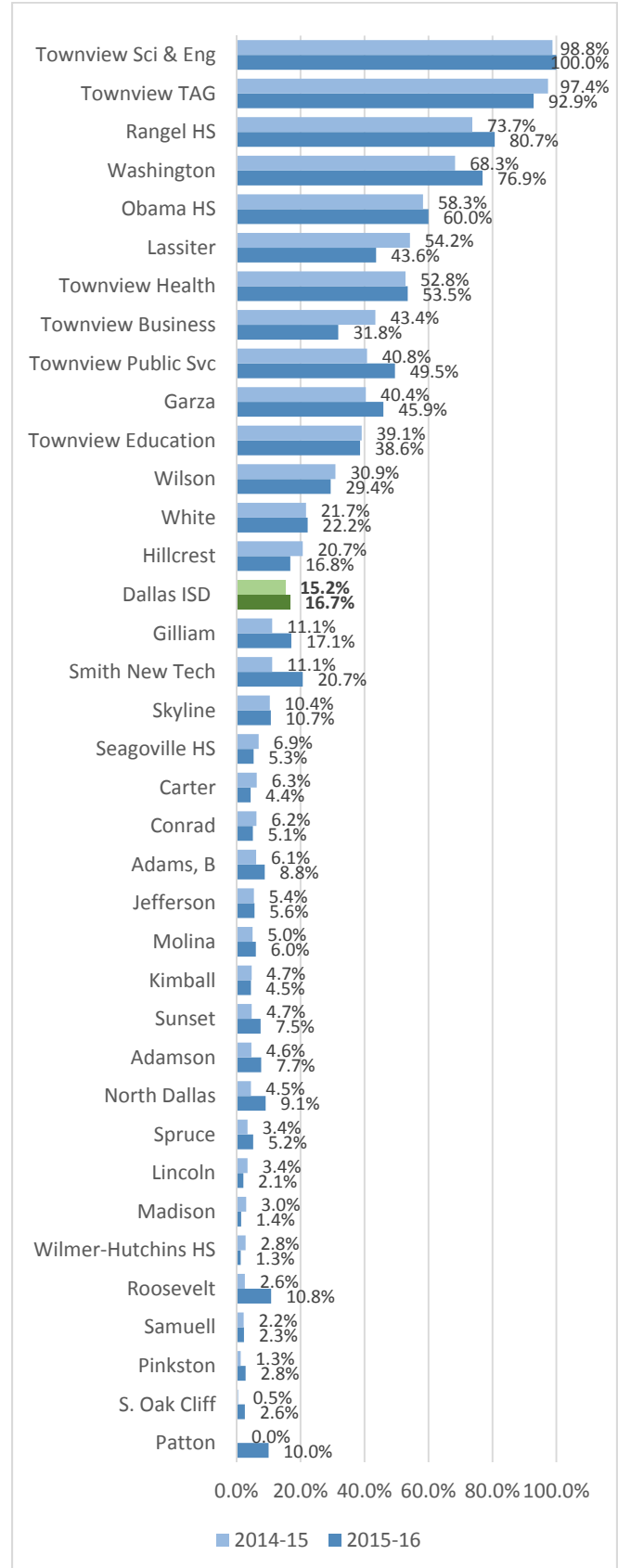


Figure 3: Seniors Meeting Destination 2020 Benchmark (21) for the ACT, 2014-15 and 2015-16, by Campus



From 2014-15 to 2015-16, the district overall increased the percentage of students meeting TSI benchmarks (9.2% to 10.3%) and TAPR benchmarks (6.9% to 7.9%). About 50 percent of campuses showed some improvement in the percentage of students meeting TSI and TAPR benchmarks. The remaining campuses either showed no improvement or decreases. See Table 1.

For more information, please contact Program Evaluation at 972-925-6457.

Table 1: Seniors Meeting TSI (23) and TAPR (24)
Benchmarks for ACT, 2014-15 and 2015-16, by Campus

Campus	TSI		TAPR	
	2014-15	2015-16	2014-15	2015-16
Townview TAG	94.9%	88.1%	92.3%	88.1%
Townview Sci & Eng	93.8%	98.8%	87.5%	95.2%
Rangel HS	54.4%	57.9%	42.1%	40.4%
Washington	50.3%	58.3%	41.5%	49.2%
Lassiter	35.4%	30.9%	25.0%	21.8%
Obama HS	33.3%	40.0%	25.0%	10.0%
Townview Health	26.0%	33.3%	12.2%	24.0%
Townview Education	23.2%	12.9%	13.0%	10.0%
Garza	21.3%	24.5%	12.8%	15.3%
Wilson	20.8%	19.7%	17.1%	16.2%
Townview Business	20.8%	13.6%	13.2%	7.3%
Townview Public Svc	19.4%	26.8%	14.3%	20.6%
Hillcrest	14.4%	11.5%	9.6%	10.5%
White	13.1%	12.8%	10.1%	8.8%
Dallas ISD	9.2%	10.3%	6.9%	7.9%
Skyline	4.4%	4.7%	3.1%	3.0%
Gilliam	4.2%	3.7%	4.2%	1.2%
Seagoville HS	4.1%	3.3%	2.8%	2.4%
Smith New Tech	4.0%	10.9%	2.0%	6.5%
Conrad	3.5%	2.5%	0.9%	1.0%
Adams, B	2.6%	5.0%	1.6%	2.3%
Kimball	2.4%	2.3%	2.0%	1.8%
Spruce	2.3%	1.7%	1.7%	0.9%
Molina	2.2%	3.0%	0.7%	2.1%
Sunset	2.1%	3.9%	1.6%	2.7%
Adamson	1.9%	3.5%	0.8%	2.5%
Wilmer-Hutchins	1.7%	0.6%	1.1%	0.6%
Lincoln	1.7%	0.0%	0.9%	0.0%
Jefferson	1.7%	2.8%	0.8%	2.0%
North Dallas	1.4%	5.0%	0.9%	3.6%
Samuell	1.1%	0.7%	0.4%	0.3%
Carter	1.1%	1.7%	0.0%	1.7%
Pinkston	0.6%	0.7%	0.6%	0.0%
Patton	0.0%	10.0%	0.0%	0.0%
S. Oak Cliff	0.0%	0.5%	0.0%	0.5%
Roosevelt	0.0%	4.6%	0.0%	3.1%
Madison	0.0%	0.0%	0.0%	0.0%

Note. A decrease in percentage from 2014-15 to 2015-16 is highlighted in blue.

College and Career Readiness: PSAT Testing, 2015-16

Jin H Zhang, Ph.D.

EA16-520-4.3

At-a-Glance

The PSAT, developed by College Board, is typically given to Dallas Independent School District grade 10 students to determine if they are on track toward college readiness. The PSAT tests students in reading, mathematics, and writing, the same subjects tested by the SAT. In 2015 the College Board redesigned the PSAT test which included Evidence-Based Reading and Writing, and Math. According to the College Board, a student's section score for the Evidence-Based Reading and Writing section is calculated by adding the Reading test score to the Writing and Language test score and multiplying by 10. A student's section score for the Math section is calculated by multiplying the Math test score by 20 (College Board, 2016).

The scale scores in each subject on the PSAT range from 160 to 760, comparable to the SAT scale of 200 to 800. In addition to grade 10 students, some Dallas ISD grade nine and 11 students took the PSAT as well. The test, administered in October of each year, not only measures whether students are on track toward college readiness, but also helps identify students who could enroll in more rigorous courses, such as Advanced Placement. PSAT results also help the district determine student eligibility for Dual Credit classes, which carry both high school and college credit.

Methodology

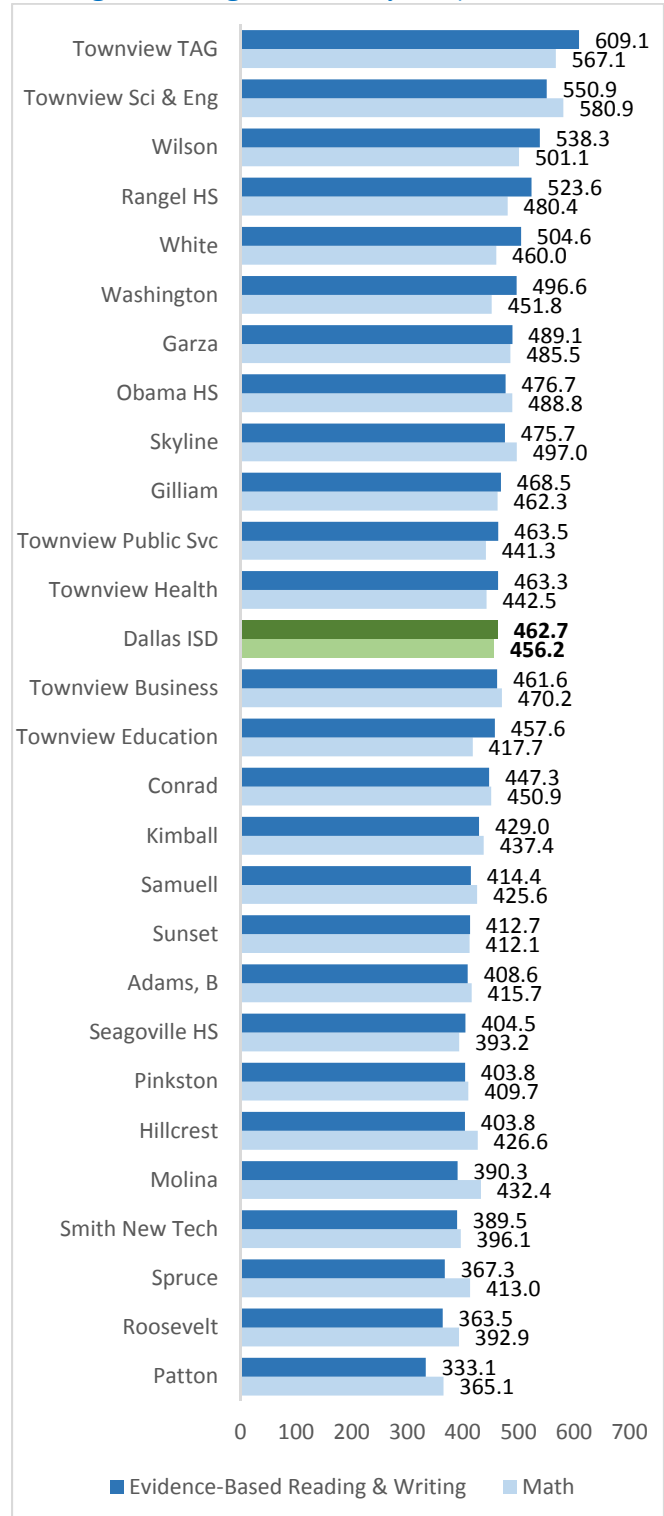
PSAT scores were extracted from district databases. Student performance was based on the PSAT College Readiness Benchmarks, which are the scores set by College Board that students should meet or exceed to be considered on track for college readiness.

College Board established PSAT benchmarks for grades 10 and 11 in each subject tested. In 2015-16, the grade 10 benchmarks were 360 for Evidence-Based Reading and Writing and 470 for Mathematics. Grade 11 benchmarks were 390 for Evidence-Based Reading and Writing and 500 for Math (College Board, 2016).

Results

Figure 1 displays grade nine PSAT results for the 1,520 students who took the test. Because College Board does not calculate grade nine benchmarks, Figure 1 shows average scores for Evidence-Based Reading and Writing, and Mathematics by campus.

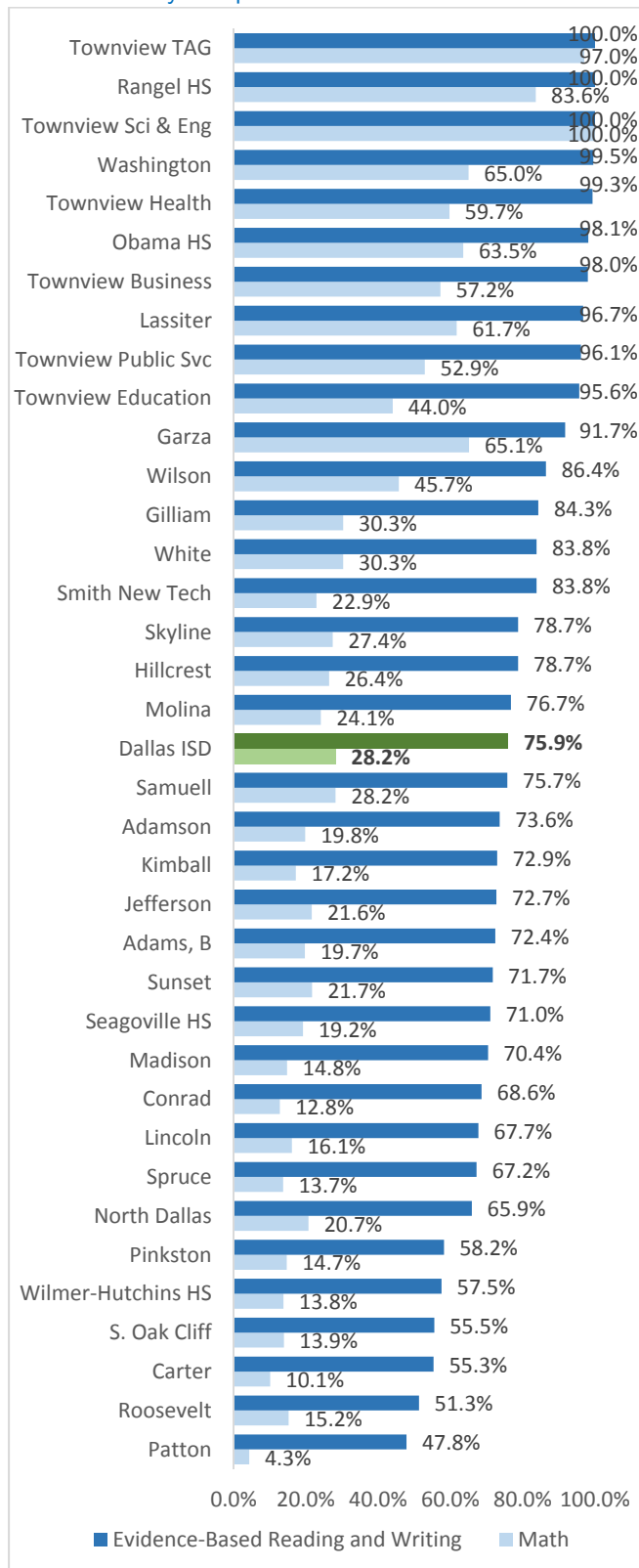
Figure 1. Grade Nine PSAT Mean Scores of Evidence-Based Reading and Writing, and Math, by Campus



Note. Schools with fewer than six test takers are not included.

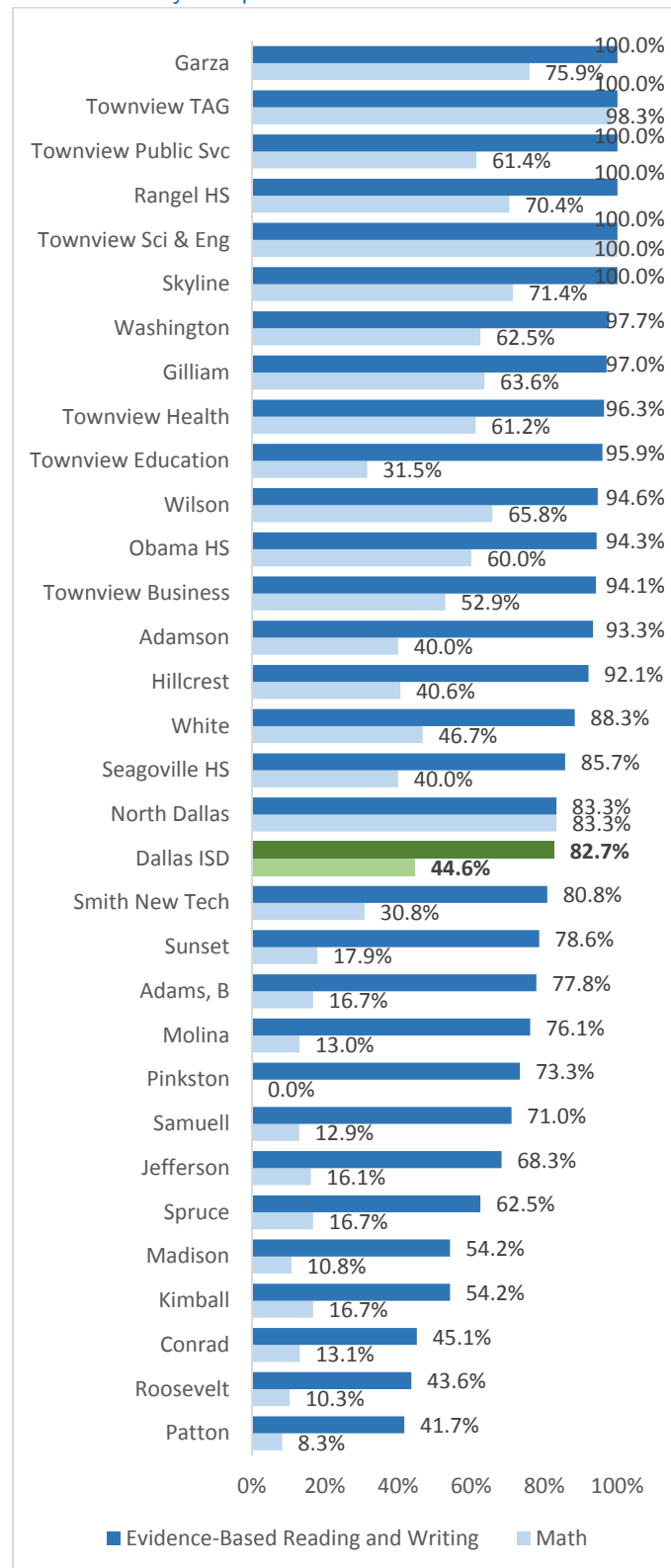
In grade 10, 8,949 students took the *PSAT*. Districtwide, 75.9 percent and 28.2 percent of the students met the *PSAT* benchmarks of Evidence-Based Reading and Writing (360) and Math (470), respectively (Figure 2).

Figure 2. Percentage of Grade 10 Students Meeting *PSAT* Benchmarks by Campus



In grade 11, 2,290 students took the *PSAT*. Districtwide, 82.7 percent and 44.6 percent of the students met the *PSAT* benchmarks of Evidence-Based Reading and Writing (390) and Math (500), respectively (Figure 3).

Figure 3. Percentage of Grade 11 Students Meeting *PSAT* Benchmarks by Campus



Note. Schools with fewer than six test takers are not included.

Figures 4 and 5 display the proportion of grade 10 and 11 students, by ethnicity, who met or exceeded the PSAT benchmark.

Figure 4. Proportion of Grade 10 Students Meeting PSAT Benchmarks of Evidence-Based Reading and Writing and Math, by Ethnicity

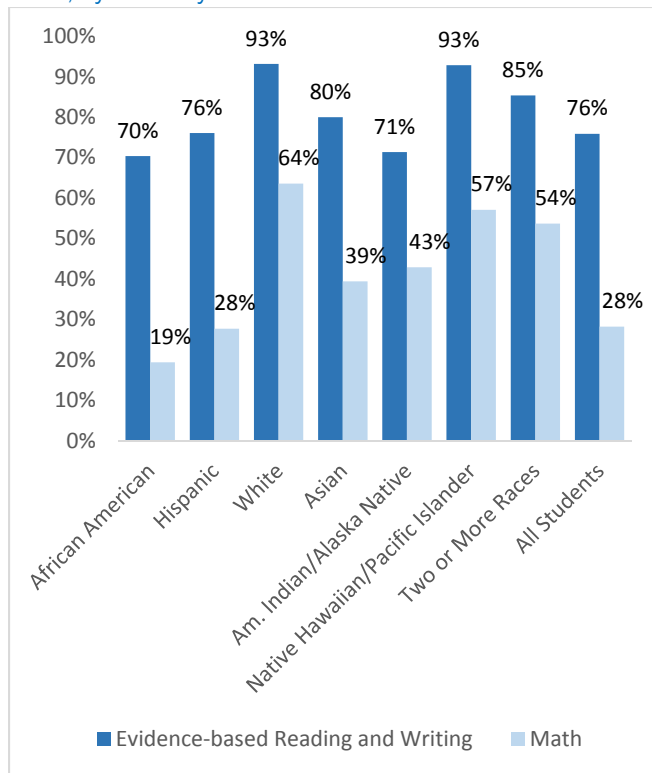
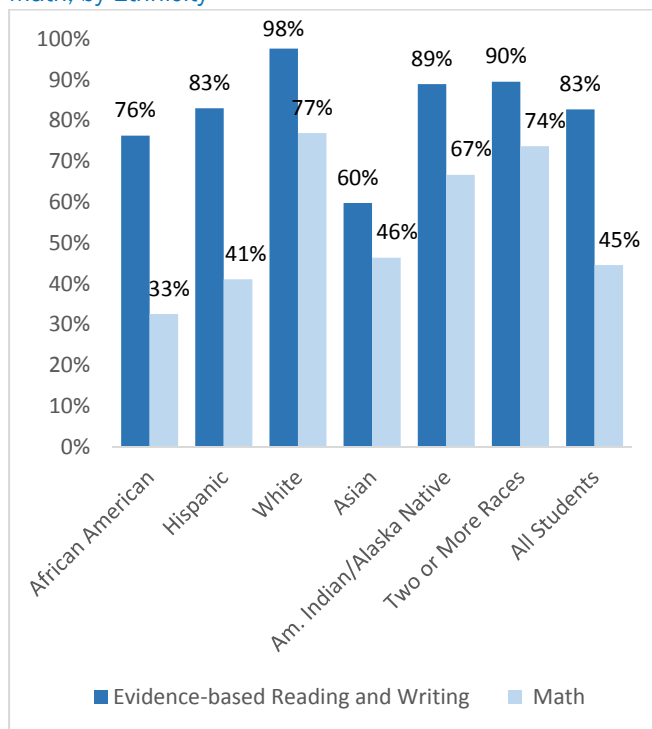


Figure 5. Proportion of Grade 11 Students Meeting PSAT Benchmarks of Evidence-Based Reading and Writing and Math, by Ethnicity



Reference

The College Board (2016). *PSAT/NMSQT: Understanding Scores 2015*. Available at <https://collegereadiness.collegeboard.org/pdf/2015-psat-nmsqt-understanding-scores.pdf>

For more information, contact Program Evaluation at 972-925-6457.

College and Career Readiness: Early College High Schools 2015-16

Jin H Zhang, Ph.D.

EA16-520-4.4

At-a-Glance

The early college high schools enable traditionally underserved students to earn a high school diploma and up to two years of college credit, which can be applied toward an associate's or bachelor's degree. Dallas Independent School District opened three campuses through a partnership with the Dallas County Community College District (DCCCD). Those three early college high schools are all located on DCCCD campuses:

- Kathryn Joy Gilliam Early College High School, located at Cedar Valley College
- Trinidad "Trini" Garza, located at Mountain View College
- J. Wright Lassiter Early College (formerly called Middle College), located at El Centro College

In addition, the district opened the W.W. Samuell Early College High School program in partnership with Eastfield College in the fall of 2014. H. Grady Spruce High School opened an early college high school program in partnership with Eastfield College partnership in the fall of 2015. In those two schools, students spend their 9th and 10th grades years at the high school and spend their 11th and 12th grades years at Eastfield College.

Students who enroll in the early college high schools have the opportunity not only to earn a high school diploma, but also accumulate up to two years of college credit, which can be applied toward an associate's degree at a Dallas County Community College or transferred for credit toward a bachelor's degree at a four-year college. Students are not charged tuition for the college courses they take while attending an early college high school.

Results

Demographics

A total of 1,453 students were enrolled in Dallas ISD's early college high schools in 2015-16 which included 1,052 from the three early college high schools (Gilliam, Garza, and Lassiter) and 401 from the early college programs at Samuell and Spruce high schools. As shown in Table 1, the early college high schools enrolled higher proportions of Hispanic students and students identified as talented and gifted, compared to district high schools overall. Female students outnumbered male students by about 58 percent to 42 percent. The early college high schools also had lower proportions of at-risk students than the district overall. Table 1 shows student demographics of the five early college high schools.

Table 1: Demographic Characteristics of Early College High School Students

Characteristics	All Early College HS		Dallas ISD High Schools	
	N	%	N	%
Ethnicity				
African American	345	23.7	8,877	22.6
Hispanic	1,065	73.3	27,457	69.9
White	23	1.6	1,948	5.0
Asian	10	0.7	649	1.7
Other	10	0.7	343	0.8
Gender				
Female	838	57.7	19,749	50.3
Male	615	42.3	19,525	49.7
Socioeconomic Status				
Not Econ. Disadv.	290	14.4	6,750	17.2
Econ. Disadv.	1,244	85.6	32,524	82.8
Gifted and Talented (GT)				
GT	407	28.0	6,425	16.4
Not GT	1,046	72.0	32,849	83.6
ELL				
ELL	167	11.5	9,815	25.0
Not ELL	1,286	88.5	29,459	75.0
At Risk.				
At Risk	493	34.0	24,404	62.1
Not at Risk	960	66.0	14,870	37.9
Special Ed.				
Special Ed.	8	0.6	3,270	8.3
Not Special Ed.	1,445	99.4	36,004	91.7

Table 2 displays early college high school enrollment from 2012 through 2016.

Table 2: Early College High School Enrollment by Campus, 2012-2016

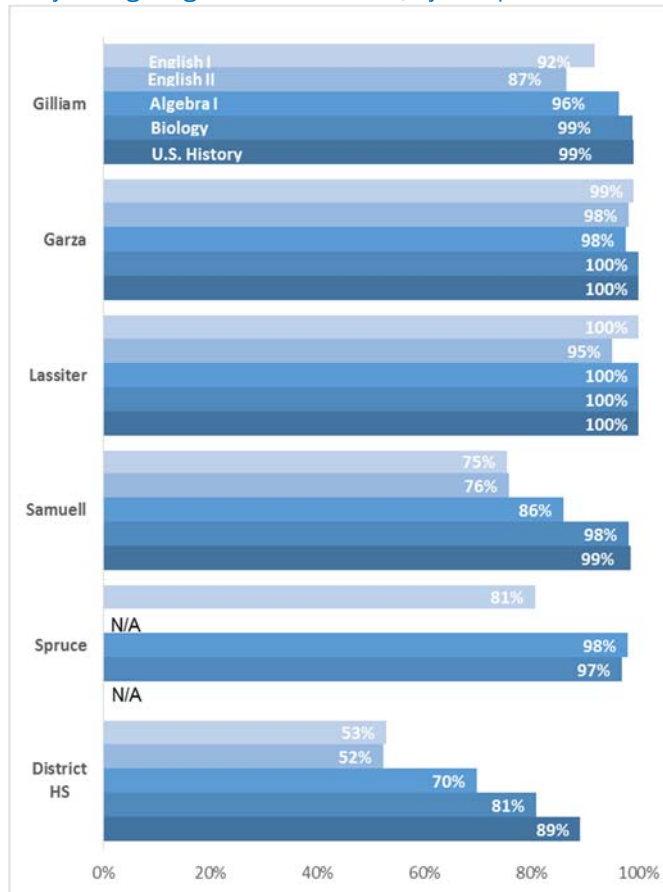
	2011-12	2012-13	2013-14	2014-15	2015-16
Grade	N	N	N	N	N
Gilliam					
9th	99	110	100	89	96
10th	92	84	107	105	95
11th	83	87	77	87	105
12th	66	80	80	75	85
Total	340	361	364	356	381
Garza					
9th	109	115	103	105	112
10th	99	105	113	105	109
11th	96	97	105	106	101
12th	87	90	94	101	104
Total	391	407	415	417	426
Lassiter					
9th	59	62	61	63	64
10th	56	57	66	66	65
11th	54	53	54	62	60
12th	44	47	49	50	56
Total	213	219	230	241	245
Samuell					
9th				96	110
10th				62	99
11th				66	63
12th					66
Total				224	338
Spruce					
9th					63
Total					63

STAAR EOC Results

High school students take the State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC) exams in English I, English II, Algebra I, Biology, and U.S. History. Data included the percentages of students who met the 2015-16 level II standard for satisfactory performance.

Students in all five early college high schools passed the STAAR EOC exams at higher rates than students in other Dallas ISD high schools, as shown in Figure 1. The lowest passing rates were for English II.

Figure 1: 2016 STAAR EOC Level II Met Satisfactory for Early College High School Students, by Campus



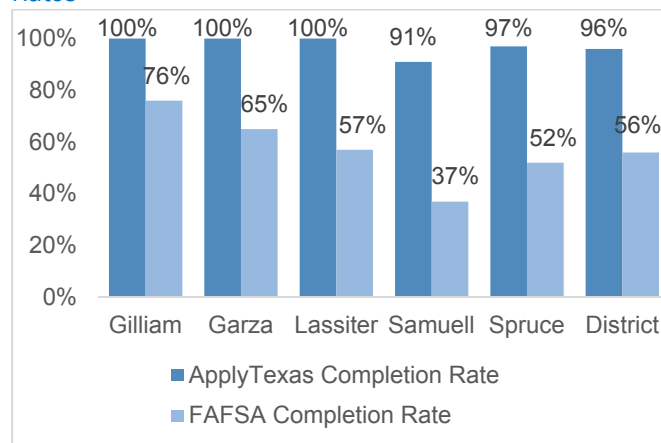
Note. 1) Data reported as of July 12, 2016. Updates received after July 12, 2016 are not reflected in this report. 2) No early college students from Spruce high school took the English II or U.S. History STAAR EOC exams.

College Access Data

The campus-level Free Application for Federal Student Aid (FAFSA) and college application completion rates can be a useful indicator of a school's college-going culture. As shown in Figure 2, students in the three early college high schools completed ApplyTexas applications for college admission and the FAFSA for financial assistance at higher rates than the district overall. Data for students at Spruce and Samuell are also shown, but students in the early college program could not be identified specifically. The ApplyTexas completion rates exceeded the district target of 80

percent at all five early college high schools, ranging from 91 percent to 100 percent. FAFSA completion rates in four early college high schools exceeded the district target of 50 percent.

Figure 2: 2015-16 ApplyTexas and FAFSA Completion Rates



Note. It was not possible to pull FAFSA and ApplyTexas data for only Early College program participants at Samuell and Spruce; thus, the data in this chart are for all students on those campuses.

College Enrollment and Persistence

Data from the National Student Clearinghouse (NSC), which tracks student college and persistence information, shows the percentage of high school students who enrolled in a two- or four- year postsecondary institution in the fall immediately following graduation, during the first year after high school, and during the first two years after high school. The NSC data also shows the percentage of students enrolled in college the first year after high school who returned for a second year (persistence) (Table 3).

Table 3: Number of High School Graduates and Percentage of College Enrollment and Persistence of ECHS and District, 2012-2015

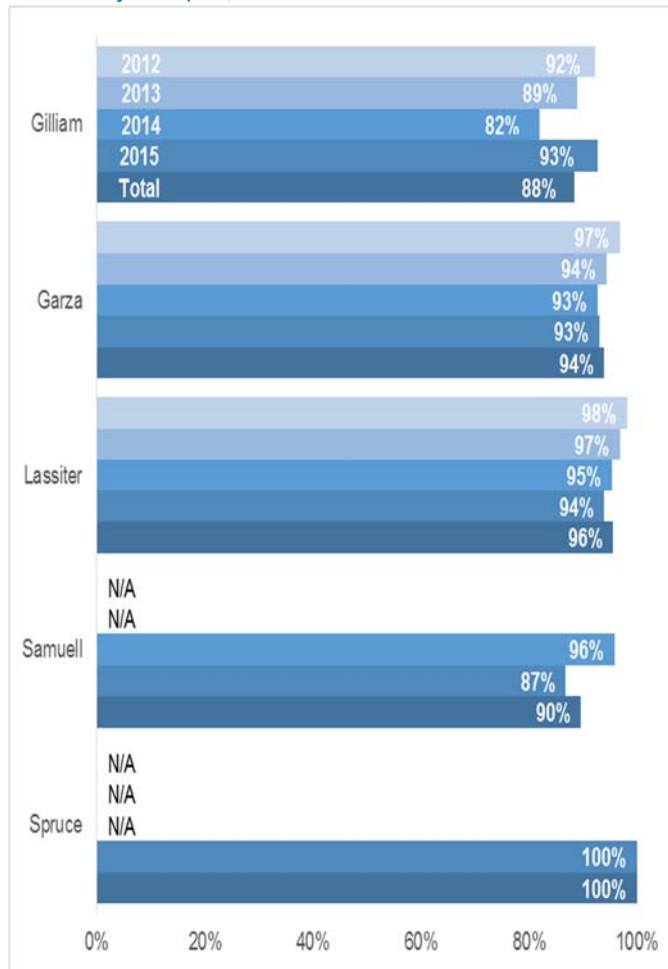
Year of HS Grad	# of HS Grad	Enrolled in Fall	1st year Enrolled	2nd year Enrolled	2nd-year Persistence
Gilliam					
2012	63	73%	76%	76%	81%
2013	82	67%	71%	82%	66%
2014	79	71%	77%	80%	87%
2015	75	68%	75%	75%	
Garza					
2012	87	78%	84%	91%	77%
2013	90	69%	78%	80%	76%
2014	95	72%	74%	81%	86%
2015	101	71%	74%	74%	
Lassiter					
2012	43	86%	86%	91%	84%
2013	48	60%	67%	71%	88%
2014	49	73%	76%	84%	89%
2015	49	78%	78%	78%	
District					
2012	7,210	51%	58%	64%	76%
2013	7,695	49%	56%	61%	73%
2014	7,351	48%	54%	60%	77%
2015	7,420	53%	58%	58%	

Note. No students graduated from Samuell or Spruce during this time period.

Dual Credits Earned

Students in the early college program attempted and earned credits in dual credit classes each semester. Figure 3 displays the percentage of credits earned at each campus over the course of each school year. Percentage of credits earned was calculated by dividing number of credits a student earned in a course by the potential credits available for the course.

Figure 3: Percentage of Credits Earned in Dual Credit Classes by Campus, 2012-2015



Note. The early college program at Samuel began in the 2014 school year. The early college program at Spruce began in the 2015 school year. No students were enrolled in dual credit courses at Spruce during the first semester of 2015-16, due to the addition of an exploratory course explaining the four CTE degree programs.

Methodology

Data for this report was extracted from the following data sources: *State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)* results (extracted on August 25, 2016), college admission and financial aid application rates (extracted on August 19, 2016), college enrollment after high school (extracted from NSC on August 15, 2016), and attempted and earned dual credits (extracted on August 26, 2016).

For more information, please contact Program Evaluation at 972-925-6457.

College and Career Readiness: School-Day SAT Testing, 2015-16

Jin H Zhang, Ph.D.

EA16-520-4.5

At-a-Glance

The 2015-16 school year was the third year that Dallas Independent School District (Dallas ISD) funded school-day testing on the SAT for all 11th grade students. One of the goals of this initiative was to increase college enrollment among students scheduled to graduate from high school. This goal was based on a belief that exposure to college admissions exams would increase the number of students who consider attending college.

Dallas ISD administered the SAT to 11th grade students on March 2, 2016. The College Board redesigned the SAT test for 2016, and the new test includes evidence-based reading and writing, and mathematics. The scale scores in each section ranged from 200 to 800, and the composite scores range from 400 to 1600. Prior to March 2016, the SAT test included critical reading, writing, and math that could range from 200 to 800 for each of the three sections, and the composite SAT score could range 600 to 2400 (College Board, 2016). The Texas Higher Education Coordinating Board approved the college readiness TSI benchmarks for the new SAT (See Appendix).

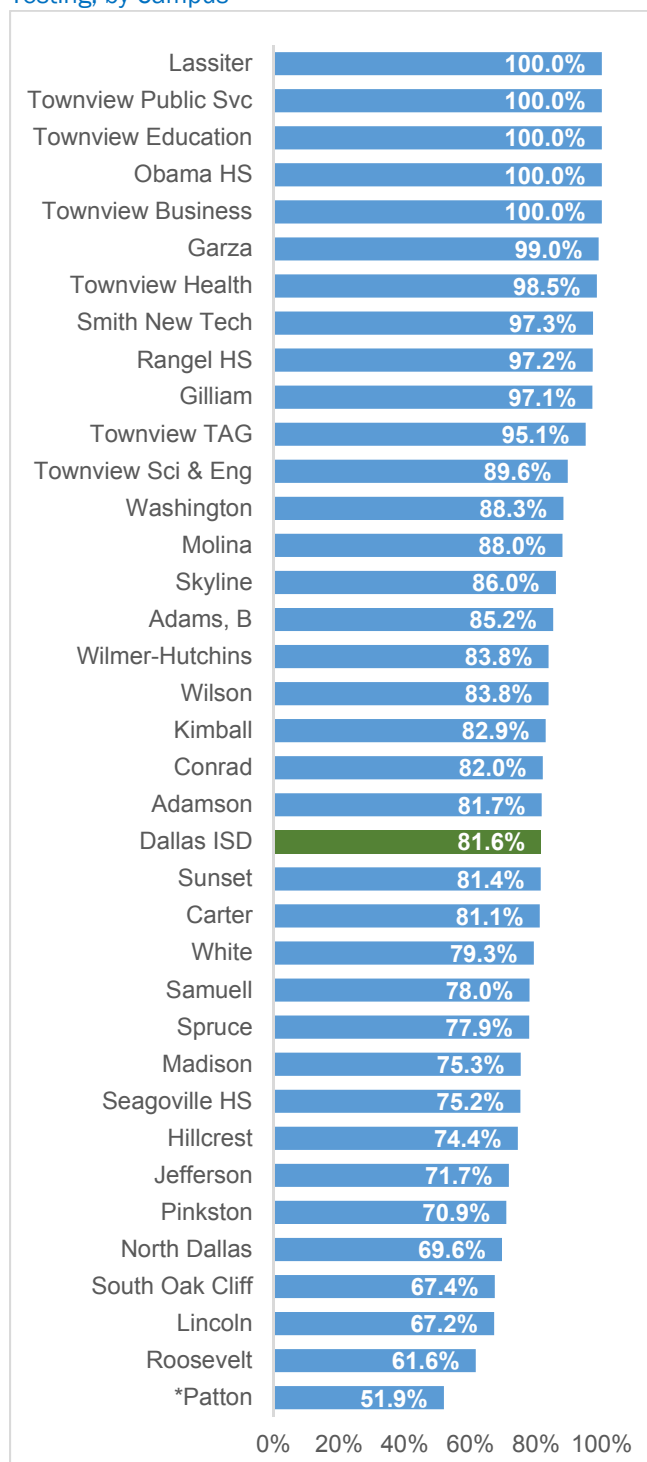
Methodology

The College Board provided data on SAT scores to the district throughout the year. The evaluation team merged the SAT score data with district demographic data, determined how many 2015-16 juniors took the SAT during school-day testing on March 2, 2016, and calculated the percentage of juniors who took the test and met TSI Benchmarks for evidence-based reading and writing (480), and math (530), and the percentage meeting the college readiness benchmark (a combined score of 1070 for evidence-based reading and writing, and mathematics).

Results

The analysis of data showed that 7,275 (81.6%) of Dallas ISD juniors took the SAT on March 2, 2016 (Figure 1). Juniors achieved a mean composite score of 911, and 17.1 percent met the college readiness benchmark districtwide (Tables 1 and 2). Districtwide, 38 percent met TSI Benchmarks for evidence-based reading and writing, and 19 percent met TSI Benchmarks for math (Figure 2).

Figure 1: Juniors' Participation in 2015-16 School-Day SAT Testing, by Campus



*All Patton students who took the School-Day SAT test are included in this report.

Table 1 displays the number of students tested and the percentage of students who met the benchmark by campus. Districtwide, only 17.1 percent of the students tested achieved a score of 1070 or higher. Among comprehensive high schools, students at Hillcrest (17.2%), W.T. White (22.4%), and Woodrow Wilson (30.9%) high schools had the highest rates of meeting the benchmark.

Table 1: Number and Percentage of Juniors Meeting School-Day SAT Benchmarks (1070), by Campus

Campus	N Tested	Met Benchmark	
		N	%
Adams, B	381	39	10.2%
Adamson	267	20	7.5%
Smith New Tech	110	11	10.0%
Molina	389	16	4.1%
Hillcrest	227	39	17.2%
Jefferson	259	16	6.2%
Kimball	261	23	8.8%
Lincoln	82	3	3.7%
Pinkston	161	4	2.5%
Roosevelt	69	2	2.9%
Samuell	298	8	2.7%
Seagoville HS	236	27	11.4%
South Oak Cliff HS	192	3	1.6%
Spruce	243	5	2.1%
Sunset	412	36	8.7%
White	437	98	22.4%
Wilson	330	102	30.9%
Carter	163	5	3.1%
North Dallas	160	6	3.8%
Skyline	967	93	9.6%
Townview Sci & Eng	95	95	100.0%
Conrad	200	11	5.5%
Madison	73	8	11.0%
Townview Business	125	54	43.2%
Washington	197	148	75.1%
Rangel HS	70	57	81.4%
Townview Health	134	73	54.5%
Townview Education	73	20	27.4%
Townview Public Svc	88	45	51.1%
Townview TAG	58	57	98.3%
Gilliam	102	26	25.5%
Garza	100	44	44.0%
Lassiter	60	26	43.3%
Wilmer-Hutchins HS	150	2	1.3%
Obama HS	36	20	55.6%
Patton	70	1	1.4%
Total	7,275	1,243	17.1%

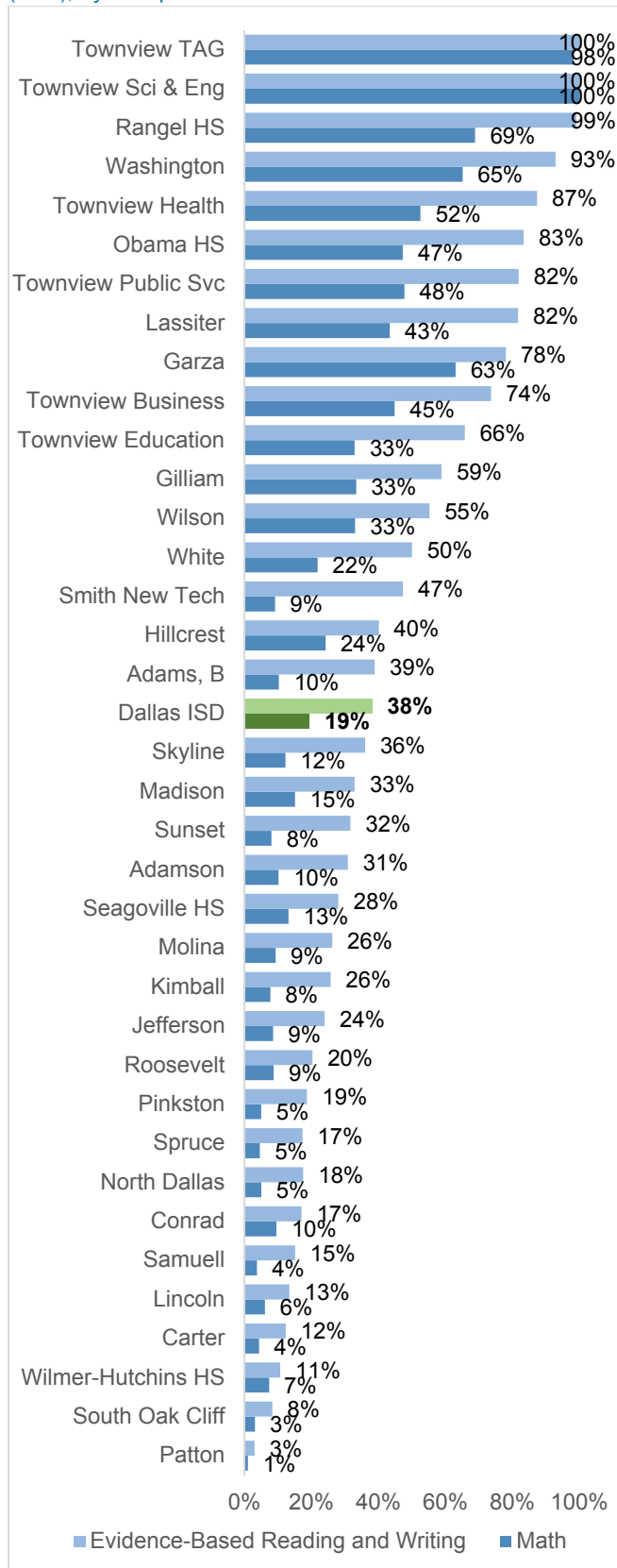
Table 2 displays the percentage of students meeting the college readiness benchmarks on the SAT by ethnicity, gender, and socioeconomic status. White and Asian students were more likely to meet the benchmark. A similar percentage of male and female students met the benchmark. Non-economically disadvantaged students were more likely to score 1070 or above than economically disadvantaged students.

Table 2: Number and Percentage of Juniors Meeting School-Day SAT Benchmarks (1070), by Student Groups

	N Tested	Met Benchmark	
		N	%
Ethnicity			
African American	1,550	167	10.8%
Hispanic	5,131	759	14.8%
White	408	256	62.7%
Asian	127	40	31.5%
American Indian	17	6	35.3%
Native Hawaiian & Pacific Islander	9	3	33.3%
Two or More Races	32	12	37.5%
Unknown	1	0	0.0%
Gender			
Male	3,416	578	16.9%
Female	3,859	665	17.2%
Socioeconomic Status			
Econ. Disadvantaged	6,084	826	13.6%
Not Econ. Disadvantaged	1,191	417	35.0%

Figure 2 shows the percentage of juniors who met TSI Benchmarks for evidence-based reading and writing (480), and math (530) by campus. Districtwide, 38 percent met evidence-based reading and writing, and 19 percent met math TSI benchmarks.

Figure 2: Percentage of Juniors Meeting TSI Benchmarks for evidence-based reading and writing (480), and math (530), by Campus



As mentioned earlier, the College Board redesigned the SAT test and used a different score scale and college readiness benchmark for 2016. For previous years' school-day SAT reports, please visit the DISD Evaluation and Assessment Department webpage (www.dallasisd.org).

For more information, contact Program Evaluation at 972-925-6457.

Reference

The College Board (2016). *K-12 Educator Brief: The College and Career Readiness Benchmarks for the SAT Suite of Assessments*. Available at <https://collegereadiness.collegeboard.org/pdf/educator-benchmark-brief.pdf>

Appendix

Texas Higher Education Coordinating Board

MEMORANDUM

July 25, 2016

The Texas Higher Education Coordinating Board approved the college readiness benchmarks for the new SAT (administered March 5, 2016 and later) at its July 21, 2016 meeting. The revised rule for Texas Success Initiative (TSI) exemption purposes is as follows:

Texas Administrative Code, Rule 4.54(a)(1)(B) SAT:

(i) SAT administered prior to March 2016: a combined critical reading (formerly "verbal") and mathematics score of 1070 with a minimum of 500 on the critical reading test shall be exempt for both reading and writing sections of the TSI Assessment; a combined critical reading (formerly "verbal") and mathematics score of 1070 with a minimum of 500 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment;

(ii) SAT administered on or after March 5, 2016: a minimum score of 480 on the Evidenced-Based Reading and Writing (EBRW) test shall be exempt for both reading and writing sections of the TSI Assessment; a minimum score of 530 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment. There is no combined score.

(iii) Mixing or combining scores from the SAT administered prior to March 2016 and the SAT administered on or after March 5, 2016 is not allowable.

The newly-approved rule becomes effective on August 10, 2016 in order to allow institutions time to respond. However, an institution may determine that the immediate application of the approved rule is in the best interest of its students.

College and Career Readiness: The Gifted and Talented Program, 2015-16

Jin H. Zhang, Ph.D.

EA16-520-4.6

At-a-Glance

The Texas State Plan for the Education of Gifted and Talented Students was revised in 2009. The revisions included requirements and guidance for schools to meet the unique needs of the Gifted and Talented population in the state. The purpose of the Gifted and Talented (GT) program was to implement, maintain, and support a variety of instructional strategies that address the four core academic areas: reading/language arts, math, science, and social studies. Students in the GT program demonstrated skills in self-directed learning, thinking, research, and communication. In Dallas ISD, students were nominated, screened, and selected by the campus G/T Selection Committee.

Program Implementation

The GT program in Dallas ISD consisted of three components: grades K-5, grades 6-8, and grades 9-12. The GT students in grades K-5 were served with a “pull out” program which met the needs of students who demonstrated complex thinking skills and need for academic challenge and rigor. The GT students were provided a minimum of two hours of classroom instruction per week, focused on critical thinking, problem solving, creative thinking, researching and developing innovative products. The GT students in secondary schools were served through a variety of advanced academic programs. The GT students in grades 6-8 could take advanced academic courses like Pre-Advanced Placement (AP), and the GT students in grades 9-12 could take Pre-AP, AP, and International Baccalaureate (IB) courses.

A student may be nominated by a teacher, counselor, administrator, parent, community member, peer, or a student can self-nominate. Test scores for the State of Texas Assessments of Academic Readiness (STAAR) and ITBS/Logramos (now TerraNova/SUPERA) are also used to determine eligibility. Each campus has a ‘Selection Committee’ chaired by the GT teacher. The committees consist of at least four professional educators who received training in the nature and needs of GT students.

Methods

The goal of the 2015-16 GT program evaluation was to assess the GT program design, review implementation, and analyze student enrollment in GT courses. The evaluation included: (1) a full description of the GT program; (2) a description of number and percentage of GT students eligible to participate in the program and those actually participating; (3) an evaluation of the

Dallas ISD Scholars program; (4) an analysis of online surveys administered to all GT teachers at the end of professional development sessions; and, (5) an analysis of the extent to which GT students are reflective of the campus population.

Results

GT Demographics

The district data analysis indicated that there were 18,720 GT students in 2013-14, 20,001 GT students in 2014-15, and 20,728 GT students in 2015-16. Table 1 displays GT student demographic information. Overall, 99.6 percent of the eligible students participated in the GT program.

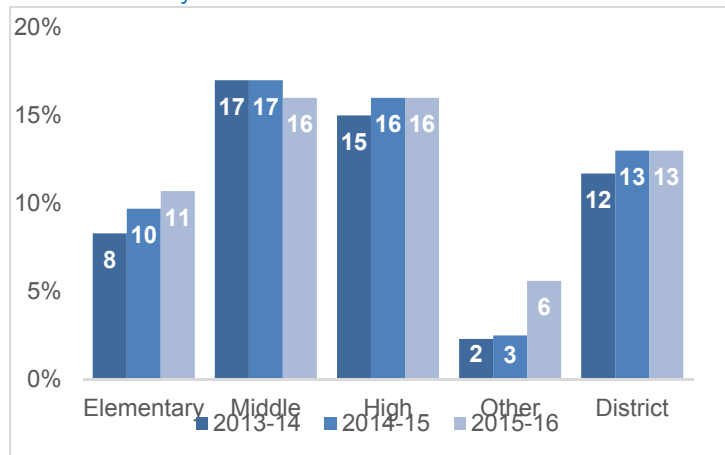
Table 1: Demographics of GT Students by Subgroups

	2013-14	2014-15	2015-16
	%	%	%
Ethnicity			
African American	18.1	17.3	16.4
Hispanic	70.8	71.5	72.4
White	8.0	8.2	8.4
Asian	1.9	1.9	1.9
American Indian	0.3	0.3	0.2
Native Hawaiian	0.2	0.2	0.1
Two or more races	0.7	0.7	0.7
Special Groups			
ELL*	26.3	29.9	31.4
Spec Ed.*	0.5	0.7	0.8
Low SES*	81.8	84.1	85.6

Note. * indicates an overlap occurs among subgroups.

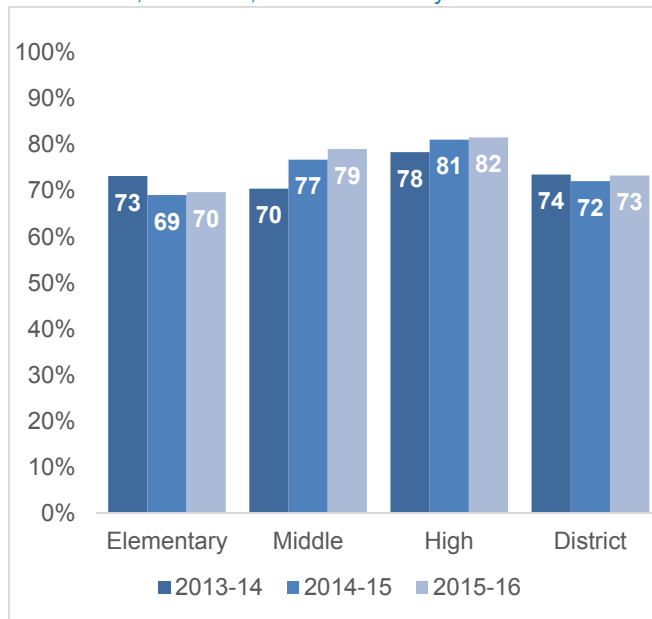
Across the district, the percentage of GT students increased slightly from 2013-14 through 2015-16 (Figure 1).

Figure 1: Proportion of GT Students in 2013-14, 2014-15, and 2015-16 by School Level



The State House Bill 5 requires district to evaluate its school performance and mandates local accountability ratings for each campus. A school's GT population was expected to be reflective of the demographics of the student population as a whole. A campus with a minimum of 25 students in any ethnicity is included in the accountability rating. If the percentage of the students in a given ethnicity in a school mismatched its percentage of GT students by less than 10 percent, the school met the local accountability criterion. Figure 2 displays percentages of DISD schools that met GT accountability criteria from 2013-14 through 2015-16.

Figure 2: Proportion of Schools Met Accountability Criteria in 2013-14, 2014-15, and 2015-16 by School Level



GT Course Enrollment

Secondary school students could be enrolled in a variety of GT courses: middle school Pre-AP, high school Pre-AP, AP, and IB. Table 2 displays the number of students enrolled in those courses from 2013-14 through 2015-16. Students were only counted once within each course type. The total number of students enrolled increased yearly.

Table 2: Non-Duplicated GT Students' Course Enrollment in 2013-14, 2014-15, and 2015-16

Course	2013-14	2014-15	2015-16
MS Pre-AP	4,489	4,251	4,117
MS/HS Pre-AP	--	--	434
HS Pre-AP	3,905	4,176	4,205
HS AP	3,059	3,438	3,518
HS IB	62	29	36
Total	11,515	11,894	12,310

Dallas ISD Scholars program

The Dallas ISD Scholars program was a component of the GT program, and it recognized students in grades 7 through 10 who had demonstrated academic excellence

and college readiness potential. The DISD Scholars program supported students in their pursuit towards National Merit Scholarships and provided resources and opportunities for academic and social success. The DISD Scholars program consisted of a recognition ceremony, also called "pinning" ceremony, *PSAT* prep sessions, parent information sessions, and a district-wide competition. The program identified GT students who met the following criteria for participation in the Scholars Program:

- 7th graders – scored in the 95th percentile on 6th grade *STAAR* Reading or *STAAR* Math
- 8th graders – scored in the 95th percentile on 7th grade *STAAR* Reading or *STAAR* Math
- 9th graders – scored in the 95th percentile on 8th grade *STAAR* Reading or *STAAR* Math
- 10th graders - demonstrated a college readiness level on the *PSAT*

The DISD Scholars program had a Talent Identification Program called "Duke TIP" which searched for students in grade 7 with strong intellectual abilities. A parent information meeting was held in October 2015 at Townview Center with over 100 students/parents participating. The 40-minute presentation given by a Duke TIP professional described the program, provided participation eligibility criteria, described application procedures, and explained program benefits. There were 107 students enrolled in the Duke TIP program in 2016. Table 3 displays Duke TIP student participation information.

Table 3: Number of Duke TIP Participants in 2016

Category	N
Total enrolled	107
Tested	88
Qualified for State Recognition (ST)	23
Qualified for Grand Recognition (GR)	2
Qualified for Academy for Summer Studies (AC)	16
Qualified for Center for Summer Studies (CE)	11

The *PSAT* prep sessions were another part of the Dallas ISD Scholars program offered in the summer of 2015 for students entering the 9th, 10th, and 11th grades. During summer of 2015, the GT program offered two six-day sessions in four DISD high schools: L.G. Pinkston, Thomas Jefferson, Woodrow Wilson, and North Dallas. The instruction was presented by Princeton Review using *PSAT* Early Edge books. A total of 87 students attended the six-day sessions. Fifty students attended the first session held July 7-9 and July 14-16, and 37 participated in the second session held July 21-23 and July 28-30. At the end of the sessions, students completed a survey about their experience. The students' overall experiences were positive; 36 percent rated the session as "Good", 29 percent rated as "Very Good", and 17 percent rated as "Excellent".

The DISD Scholars Challenge, a district-wide competition, focused on students' problem solving skills and creativity. The competition was held in October 2015 at Smith New Tech high school. One hundred sixty-four students in grades 7 through 11 registered and 62 students participated in the competition. Students were divided into middle school and high school groups for two sessions: "Trash to Treasure: Housing of the Future" (creativity) and "The Marshmallow Challenge" (problem solving). Each session lasted one and a half hours, and was followed by an award presentation.

Dallas ISD Scholars Survey

The college and career readiness evaluation team designed an online scholar's survey in March 2016. The survey solicited information from the scholars in the current school year (2015-16) and new scholars in the coming school year (2016-17). The survey consisted of 48 items on four topics: the Pinning Ceremony, PSAT Summer Prep, the Scholar's Challenge, and the Scholar's Newsletter. The survey was administered to all scholars in grades 7 and 8 from March 22 to April 22, 2016.

There were 1,465 scholars for the 2015-16 school year districtwide. The 2016-17 scholars enrollment began in spring 2016. As the continuous enrollment goes on, the final number of 2016-17 scholars will not be available until December 2016. Of the currently enrolled 2016-17 scholars, only 38 participated in the survey. Of the 2015-16 scholars, only 29 responded to the survey.

Because the response rate was so low, a full summary of responses was provided to the GT program for review, but is not included in this report. Many of the items were only relevant if the student attended a particular event, reducing the sample size in each case; however, there were four items that solicited information about the scholars program overall. In general, 83 percent of the 2015-16 scholars responding to the survey reported that they felt like the scholar's program provided them opportunities to learn about college and career readiness options, 78 percent felt like they were a part of something bigger than themselves, 70 percent stated the program helped them better understand themselves, and 87 percent would recommend the scholar's program to other students. For the 2016-17 scholars, 92 percent of those who responded to the survey planned on going to a 4-year college or university, and 87 percent felt moderately or extremely prepared to accomplish their educational goals after high school.

Professional Development

The GT teachers were required to attend a one-time only, 30-clock hour training by the end of the first semester of 2015. An annual follow-up six-hour update of professional development was also required for GT teachers. Campus administrators and counselors were required to have six hours of GT training.

The Gifted and Talented program held the National Math and Science Initiative (NMSI) trainings in November 2015 and March 2016. A total of 48 teachers participated the trainings (Table 4).

Table 4: NMSI Training Teacher Attendance

Date	Subject	N
November 2015	Biology	2
	Chemistry	2
	Environmental Science	3
	Physics	3
	Statistics	3
	English	3
Total		16
March 2016	Biology	6
	Calculus	4
	Chemistry	6
	Environmental Science	2
	Physics	3
	Statistics	2
	English	9
Total		32

Participants were asked to complete a NMSI survey at the end of each session. Figures 3 and 4 display the ratings on the presenters and the session content.

Figure 3: The Ratings on Presenters and Overall Session

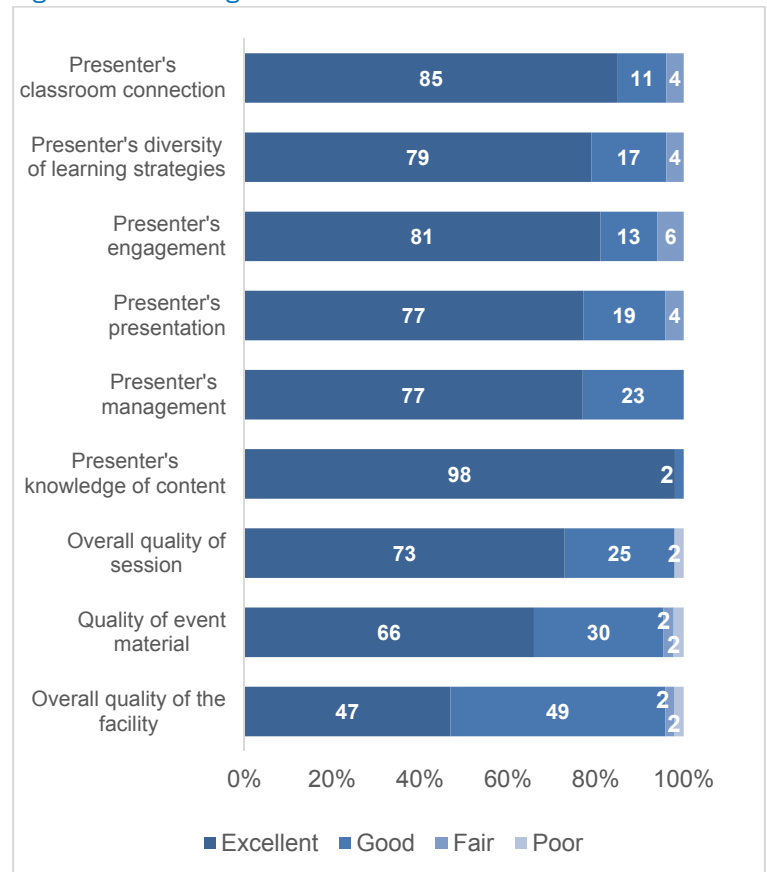
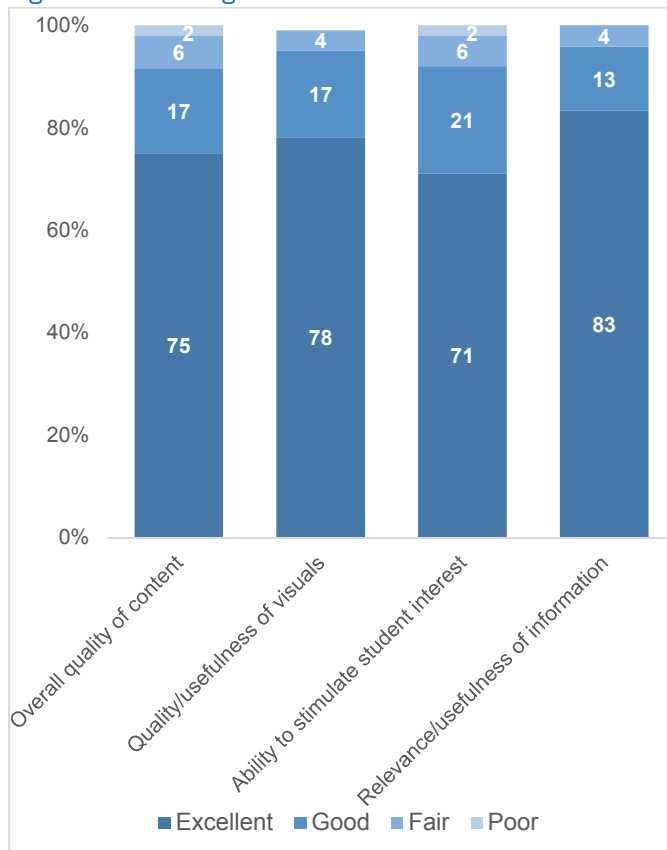


Figure 4: The Ratings on Session Content

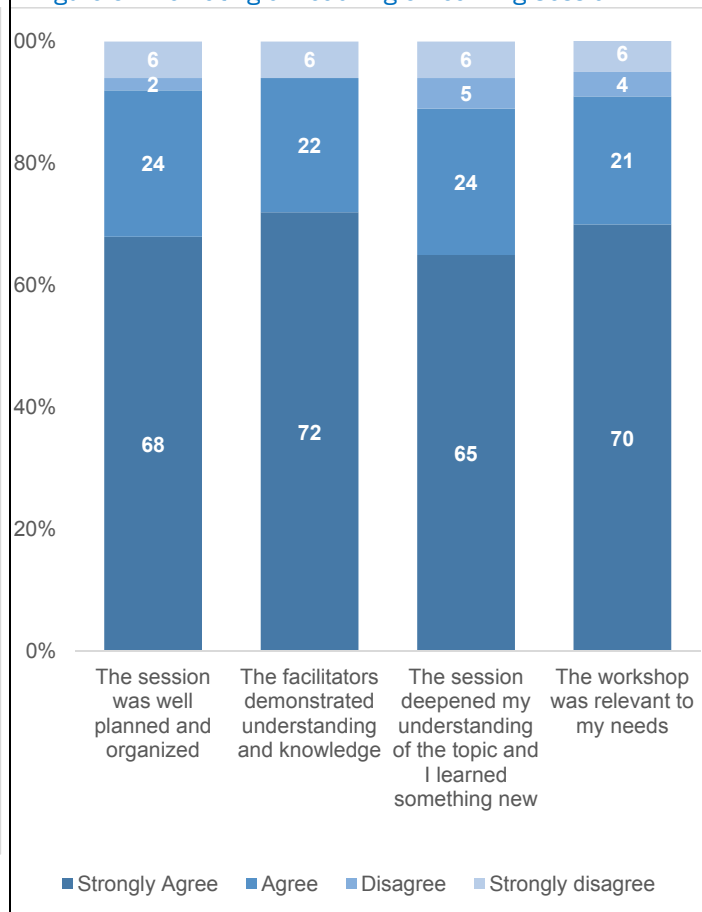


Note. Percentage may not add up to 100 due to rounding.

The majority of participants rated the overall quality of the event as “Excellent” (65%) or “Good” (31%). Ninety-six percent of the participants indicated that the techniques and the content learned helped them improve the way they plan instruction, and they would like to take another event like this one.

In addition, the GT department held Teaching & Learning (T&L) professional development training from January through April 2016. Forty-eight elementary, 15 middle, and 20 high school teachers or instructional coaches participated the sessions. Figure 5 displays the ratings of the T&L sessions.

Figure 5: The Rating of Teaching & Learning Session



Note. Percentage may not add up to 100 due to rounding.

The majority of the respondents rated the session as “3” or “4” on a scale of 1-5, and 95 percent of them stated that they would recommend this session to other teachers.

Recommendations

The Dallas ISD Gifted and Talented program was being implemented with fidelity and meeting program goals. The program should continue its efforts while exploring methods to better track student participation in GT events.

For more information, contact Program Evaluation at 972-925-6457.

College Access Program: 2015-16

Nora E. Douglas, Ph.D.; Mitch Barton, Ph.D.

EA16-521-4

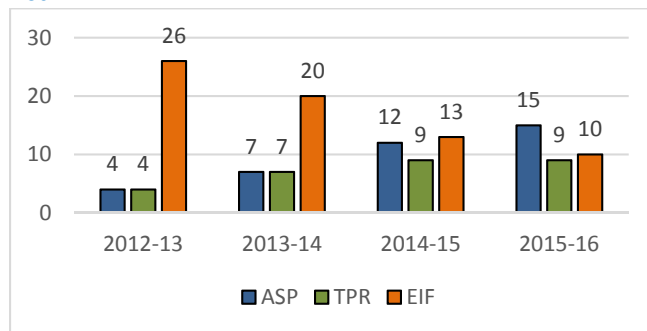
At-a-Glance

The College Access Program (CAP) was created to meet Dallas ISD needs for increased student college applications, scholarship applications, participation and performance on college entrance exams, and parental involvement in the college admissions and financial aid process.

There were three College Access program (CAP) vendors selected for the 2015-16 school year: Academic Success Program (ASP), Education is Freedom (EIF), and The Princeton Review (TPR). These vendors served grades 9-12 in Dallas ISD Title I high schools. Vendors provided college access services that supplemented the work that counselors were already doing. In either small-group or one-on-one settings, vendors provided assistance to students and parents in a variety of areas, such as Naviance (an online college and career readiness tool), completing college and financial aid applications, registering and preparing for college entrance exams (e.g., SAT, ACT, and the *Texas State Initiative Assessment*), and writing college and scholarship essays. CAP was designed to be a collaborative effort between campus counseling staff and CAP vendors.

During the 2015-16 school year, ASP served 4,690 students across 15 campuses, EIF served 6,432 students across 10 Dallas ISD campuses, and TPR served 2,116 students across nine campuses. Figure 1 shows the allocation of campuses by provider across four school years.

Figure 1: Number of Campuses Served by Vendor and Year

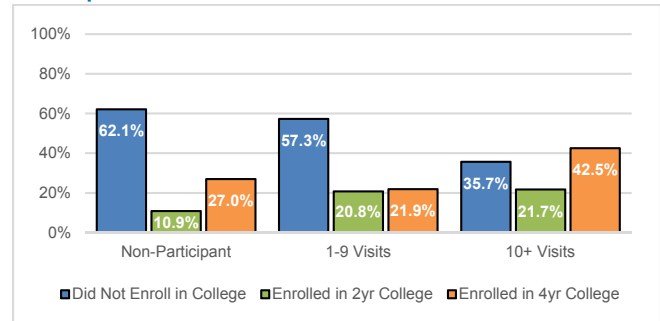


Program Participation and College Enrollment

Though the strength of the relationship between CAP participation and college enrollment was relatively weak, an analysis of National Student Clearinghouse data for 2013-14 and 2014-15 Dallas ISD graduates indicated that CAP made some contributions to students' college enrollment. CAP students were slightly more likely to enroll in college than

non-participants, and CAP students who received assistance 10 or more times were more likely to enroll in 4-year colleges than were students who received CAP services between one and nine times (Figure 2).

Figure 2: Type of Enrollment by Frequency of CAP Participation

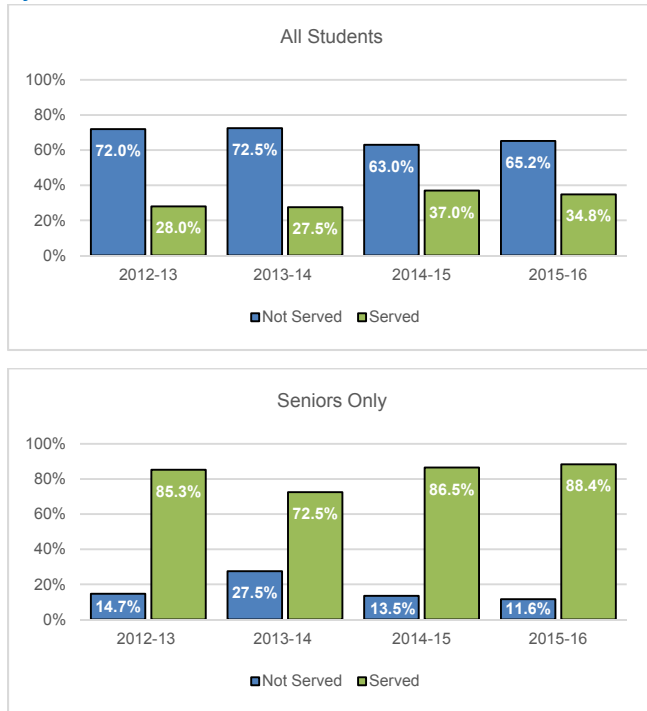


CAP students who were served 10 or more times were most likely working on college or scholarship essays, or were seeking assistance in preparing for their entry into college (i.e., housing assistance). Students who did not participate in CAP could have been receiving college application assistance from other sources such as parents, counselors, or teachers.

Service Provision over Time

When reviewing CAP student data over the 2012-13, 2013-14, 2014-15, and 2015-16 school years, the results of the program have remained stable over time. While the number of campuses served by each vendor has fluctuated each year, vendors have continued to focus primarily on providing information and assistance to students about applying to college and for financial aid. TPR has also provided test preparation services to its campuses. The number of students served has increased over time with more juniors being served during the first three years of the program. The percentage of juniors served by each vendor slightly decreased or remained constant during the 2015-16 school year compared to the 2014-15 school year. The larger number of juniors served potentially indicated that vendors were providing college access information in advance of the students' senior year so that they would be more prepared to make college-related decisions in their senior year. In 2015-16, CAP vendors served about 34 percent of the entire student body and about 88 percent of the senior class. (Figure 3). The majority of students received services from a CAP vendor one time throughout the school year, but there continued to be students seeking out services more than 10 times over the course of the year.

Figure 3: Percentage of All Students and Seniors Served by CAP Vendors.



Vendors also conducted small group workshops for parents and students. These workshops focused primarily on college and financial aid information and applications and college fairs, college visits, and visits from college representatives. The workshops were mainly presented to the senior class.

Meeting Program Goals

College Access vendors were to work collaboratively with Dallas ISD counselors in order to meet the following goals:

- 98 percent of seniors will complete Naviance StrengthsExplorer® Assessment.
- 80 percent of seniors will complete at least one college application.
- 50 percent of seniors will opt-in for Summer Melt texting program.
- 45 percent of senior class will complete a financial aid application: Free Application for Federal Student Aid (FAFSA), Texas Application for State Financial Aid (TASFA), or scholarship.
- 90 percent of seniors will register and take the SAT or ACT.
- 80 percent of the senior class will receive college and scholarship essay assistance (in conjunction with other school/curricular support activities).
- 50 percent of seniors will attend at least one college fair.
- At least six Postsecondary Counselor Training meetings (vendors included) will be held during the 2015-16 school year.

College Access program vendors were successfully supplementing the work of counselors in a collaborative effort to meet district goals. While only three schools had at least 98 percent of seniors complete the Naviance StrengthsExplorer, all schools had at least 90 percent of seniors complete at least one college application through ApplyTexas, and 30 out of 34 schools had a FAFSA completion rate of 45 percent or higher. In addition, at least 90 percent of seniors at 26 out of 34 (77%) campuses took either the SAT or ACT. However, CAP vendors lagged behind on the college and scholarship essay assistance goal. Assisting students with essays was a time consuming task, and the goal of assisting 80 percent of seniors was difficult to achieve. While none of the schools served by EIF or TPR met the goal assisting 80 percent of seniors, 13 of 15 schools served by ASP did meet the goal. Because this data was self-report, it is possible that ASP documented more work with students on essays than did the other vendors.

Recommendations

The following are recommendations based on the results of the evaluation:

1. College Access program staff and Counseling Services staff have worked to improve their communication and collaboration with regards to implementing CAP. These efforts have resulted in clearer expectations and increased service. The results of this report indicate that program staff should continue these positive efforts.
2. College Access program and Counseling Services staff members should identify how current procedures for the Naviance StrengthsExplorer can be improved to increase the percentage of seniors completing the test.
3. College Access program, Counseling Services, and vendor staff members should review best practices with regard to college and scholarship essay assistance to increase the percentage of students served.
4. College Access program staff members should reevaluate the current program goals to ensure that all goals have measurable indicators of success and that the necessary data is available to evaluate progress towards goals (e.g., participating in the Summer Melt texting program, completing financial aid applications, and college fair participation).

For more information, see EA16-521-2, which can be found at <http://www.dallasisd.org/Page/888>.

After-School Programs, 2015-2016

Nolan Rett Mickelson & Sarina Rapini, MPA

EA16-528-4

At-a-Glance

The Dallas Independent School District's (Dallas ISD) Extended-Day Services Department provided the Dallas After-School Achievers (DASA) program to approximately 540 students (11.3% of eligible students) at nine elementary schools across the district. Another program, St. Simon's Afterschool, operated at 13 elementary campuses throughout west Dallas. Approximately 629 students (8.0% of eligible students) attended the St. Simon's program.

Both programs operated from 3:15 p.m. to 6:00 p.m., most often in the schools' cafeterias with small group instruction in various classrooms. Parents could begin picking up students at 5:00 p.m. All but three sites offered programming five days per week. Those sites – two DASA and one St. Simon's – did not operate on Fridays. The goals for the programs were to: provide children a safe place after school, provide a snack, assist with homework, increase academic achievement, and provide an environment supporting the students' social and emotional growth. The programs were free for all participating students. Several programmatic activities that were offered to students were provided by the Boys and Girls Clubs and Junior Players, an arts-focused educational non-profit. These activities included those as varied as theatre; dance; culinary arts; visual arts; athletics; career introductions; community studies; geography; and science, technology, engineering, and mathematics. St. Simon's Afterschool partnered with iStation reading, a computer-based system that provides reading instruction that is complementary to core curriculum. This allowed students of all grade levels opportunities to use the software several days per week.

Each campus had a site manager and assistants – all staff who served students during the regular school day. Site managers at every campus recorded student attendance, contact information, and emergency information in a shared spreadsheet. Most programs' first days ranged from after the first week of the school year to the first six-week grading period. One site began serving students after the second six-week grading period. The evaluator compared the demographic characteristics of after-school students with the characteristics of other students at the same schools. The evaluator compared school attendance by after-school participation, after-school program, and grade. After-school attendance was compared by program, DASA or St. Simon's.

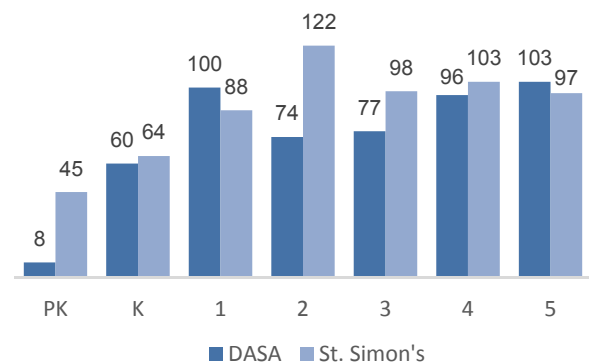
After-school participation has been shown to have a positive impact on students' academic achievement (Fashola, 1998; Halpern, 2004). For this reason, the evaluator compared the 2015-16 *State of Texas Assessments of Academic Readiness (STAAR)* reading and mathematics scores for after-school students to the scores of a comparison group of students at the same campuses not attending the DASA or St. Simon's after-school programs. It is important to note that students in the comparison group may have attended an after-school program offered outside the Dallas ISD, in which case data were not available.

Department staff improved attendance tracking at all sites. During the 2014-15 school year, 63 percent of after-school students were properly recorded (Mickelson, 2015). During the 2015-16 school year, the percentage rose to 97 percent. Despite the gains, campus attendance spreadsheets instructed after-school staff to record student absences, leading to days that the program did not operate yet all students were recorded as present. Additionally, while department staff instructed managers to enter an "X" if students were absent, managers entered other characters which resulted in inaccurate data.

Demographics

The number of program students in the upper grades (first through fifth) was considerably higher than in prekindergarten and kindergarten (see Figure 1). The most populated grades for DASA included first ($n = 100$) and fifth ($n = 103$), whereas St. Simon's largest grades were second ($n = 122$) and fourth ($n = 103$).

Figure 1: Number of Program Students by Grade



Note: Demographics data were missing for 34 students that attended DASA ($n = 22$) and St. Simon's ($n = 12$).

The demographic characteristics of after-school students generally mirrored the characteristics of non-program students at the same schools (see Table 1). However, a higher percentage of program students were African American in comparison to non-program counterparts. A smaller percentage of program students than non-program students were English language learners. Female students were over-represented in the DASA program (58%) when compared with non-program students (49%); the proportion of female students in the St. Simon's program (47%) was similar to non-program students (49%).

Table 1: Demographics of Program and Non-Program Students

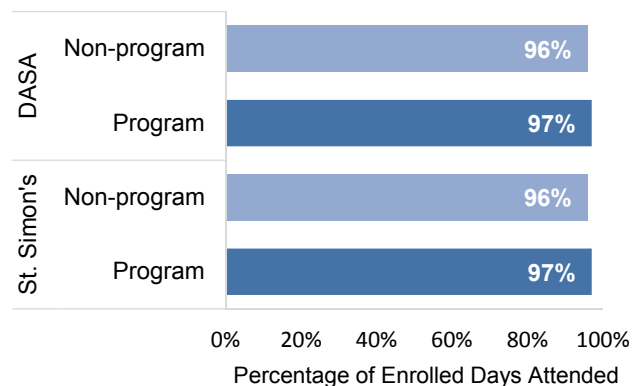
Demographic Variable	Non-Program Students*		DASA		St. Simon's	
	n	%	n	%	n	%
Race						
Asian	79	1	3	1	11	2
African American	2,838	25	198	38	192	31
Hispanic	8,284	72	304	59	400	65
Native American	33	<1	0	0	0	0
Two or More Races	32	<1	1	<1	5	1
White	191	2	12	2	9	2
Sex						
Female	5,600	49	301	58	293	47
Male	5,857	51	217	42	324	53
English Language Learner						
Yes	5,965	52	198	38	159	26
No	5,492	48	320	62	458	74
Receives Special Education Services						
Yes	832	7	25	5	37	6
No	10,625	93	493	95	580	94
Economically Disadvantaged						
Yes	10,469	91	430	83	553	90
No	988	9	88	17	64	10

Note: Demographics data were missing for 34 students that attended DASA ($n = 22$) and St. Simon's ($n = 12$) programs. Due to rounding, percentages may not add up to exactly 100 percent. *Non-program students were students at the same schools as program students that did not attend an after-school program.

Attendance

Program students attended school at roughly the same rate as non-program students (see Figure 2). Program students for both DASA and St. Simon's attended 97 percent of their enrolled days, and non-attending students attended 96 percent of their enrolled days.

Figure 2: Attendance Rates for Program and Non-Program Students

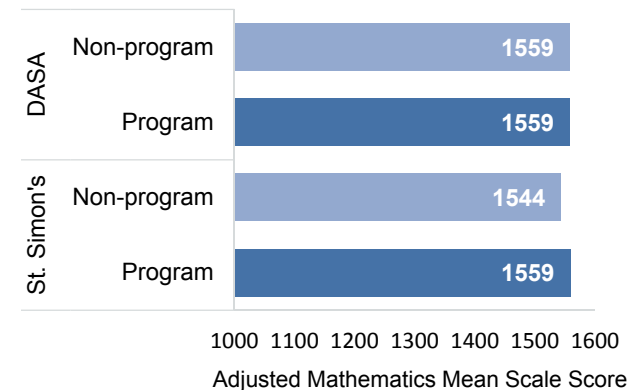


Mathematics and Reading Achievement

The evaluator conducted two one-way analyses of covariance to assess differences between after-school participants and non-participants at the same campuses on reading and mathematics STAAR scores. Because the analyses required two years of data, only fourth- and fifth-grade students were included. Students with outlying scale scores below 1000 were excluded from the analyses.

The after-school participants' average 2015-16 mathematics scale score was not significantly different for program and non-program students with DASA or St. Simon's after accounting for previous mathematics performance (see Figure 3). DASA students and non-program students averaged 1559 points. The St. Simon's After-School students' adjusted average was 1559 compared to 1544 for non-program students. Participating in an afterschool program had very little effect on mathematics achievement.

Figure 3: Average Adjusted 2015-16 STAAR Mathematics Scale Scores by Program Status

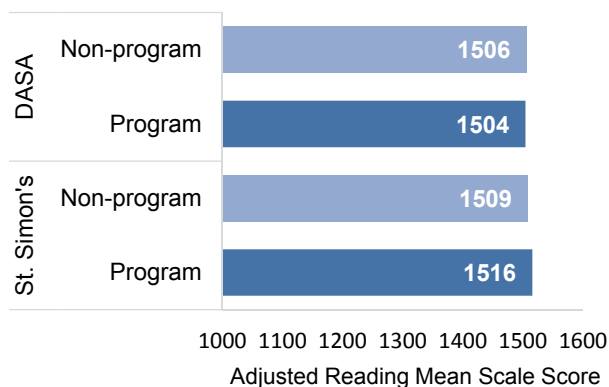


Note: Means adjusted after accounting for prior performance

The after-school participants' average 2015-16 reading scale score was not significantly different for program

and non-program students with either DASA or St. Simon's programs after accounting for previous reading performance (see Figure 4). DASA students averaged 1504 points and non-program students averaged 1506 points. The Simon's Afterschool students' adjusted average was 1516, higher than the 1509 for non-program students. Participating in the DASA after-school program had no effect on reading achievement; students with the St. Simon's program showed some reading improvement, though it was not significant.

Figure 4: Average Adjusted 2015-16 STAAR Reading Scale Scores by Program Status



Note: Means adjusted after accounting for prior performance

Recommendations

The Extended-Day Services Department should work with St. Simon's Afterschool to provide reading achievement data for students using iStation. Broad analyses of STAAR scores limited the analyses to fourth and fifth grade students and indicated no difference in reading achievement among program and non-program students. Additional student data across more grade levels would create a more accurate and comprehensive evaluation.

Program administrators should continue to emphasize the importance of collecting accurate and reliable attendance data. Site managers showed much improvement collecting data from previous years, and the number of students with incorrect identifying information was reduced from 47 percent to under 3 percent over one school year.

Program administrators should adjust attendance tracking procedures. Flagging only absent students may have falsely indicated that many absent students were present, especially when the students had stopped attending the program. The shared attendance spreadsheets should only allow staff members to input a single value indicating that a student is present, increasing data accuracy and reliability.

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For more information contact Program Evaluation at (972) 925-6457.

Imagine 2020 Initiative: 2015-16

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EA16-530-4

At-a-Glance

Imagine 2020 was the Dallas Independent School District's (Dallas ISD) strategic feeder pattern initiative, designed to serve as a pilot for transforming the entire district in accordance with the district improvement plan known as Destination 2020. The initiative included the Pinkston, Lincoln, Madison, and South Oak Cliff feeder patterns, serving a total of 33 campuses: 23 elementary, 6 middle, and 4 high schools. Four Imagine 2020 schools also participated in the Accelerating Campus Excellence (ACE) initiative and were moved out from under the high school feeder pattern executive director to the executive director of ACE. The ACE program incentivized (via competitive stipends) top teachers and principals to relocate to some of the district's most challenged schools. Imagine 2020 involved a three-pronged approach to improvement that focused on school staffing, curriculum and instruction, and parent and community engagement.

A new assistant superintendent was hired in December 2015 to oversee implementation of both the Imagine 2020 and ACE initiatives. The new assistant superintendent worked with Imagine 2020 executive directors to evaluate current implementation of the initiative and decide on next steps for the remainder of the 2015-16 school year and future years; however, in February 2016 the superintendent of Dallas ISD recommended to the Board of Trustees that the Imagine 2020 initiative be discontinued for the 2016-17 school year and replaced with a new initiative called the Intensive Support Network (ISN). The board approved the recommendation and the assistant superintendent along with a group of Dallas ISD leadership staff worked throughout the spring and summer of 2016 to design and set goals for the new initiative.

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

Evaluation Methods

The evaluation for 2015-16 emphasized the implementation of all Imagine 2020 programs and components. The programs and components that were evaluated included additional staff positions (assistant principals, urban specialists and student advocate coordinators, and department chairs and demonstration teachers), in-school tutoring, extended day, optional

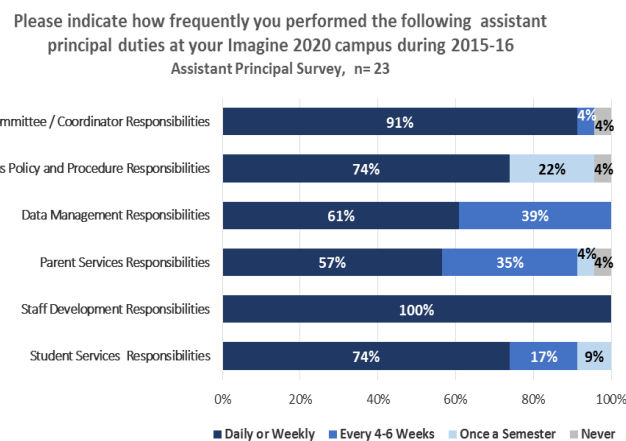
and required initiatives, Student Advocacy Management teams, and parent engagement.

Additional Staff Positions

Imagine 2020 campuses received additional funding to hire additional assistant principals, urban specialists and student advocate coordinators, and department chairs and demonstration teachers.

Additional assistant principal positions were provided to Imagine 2020 campuses to ensure the immediate needs of parents and students were met and to allow the campus principal to serve as a true instructional leader. Additional assistant principals were added at a ratio of 1:300 (42 additional assistant principals added). Additional assistant principals most often focused on staff development and committee or coordinator responsibilities (Figure 1).

Figure 1: Assistant Principal Duties



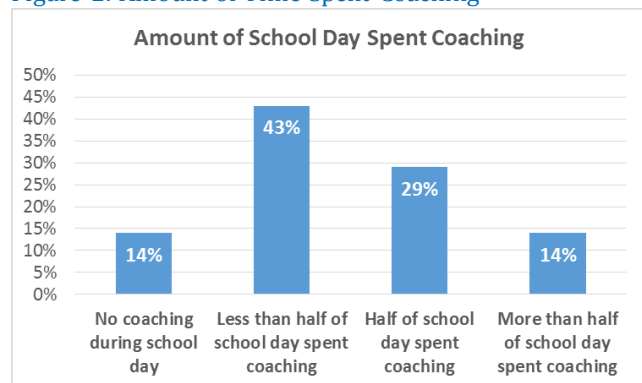
The majority of principals reported positive relationships with their Imagine-2020 funded assistant principals and indicated they had fulfilled the expectations of the role.

Urban specialists and student advocate coordinators were Imagine 2020-specific positions. Urban specialists served the middle school and high school campuses (one per campus), and student advocate coordinators served elementary schools (one per feeder pattern). They provided support to administrators, committees, and teachers, and provided direct services to targeted students, supplementing the existing interventions performed by campus personnel. Urban specialists and student advocate coordinators contributed to campus success by addressing attendance and discipline issues on the Imagine 2020 campuses. Urban specialists and student advocate coordinators focused

on the social and emotional needs of students as well as providing classroom management assistance to teachers. They worked with students on a weekly basis and most often attended to attendance and discipline issues. The majority of urban specialists and student advocate coordinators, and principals and assistant principals reported having positive relationships with one another. Some limitations to the urban specialist and student advocate coordinator positions included unclear expectations and role definition and time constraints on the part of student advocate coordinators because they served multiple campuses.

Department chairs were teachers at the middle and high school level, while demonstration teachers were teachers working at elementary campuses. Department chair and demonstration teacher positions were intended to be half-day teacher of record and half-day coach for other teachers. When the position was used as designed, department chairs and demonstration teachers were able to provide an informal support network for new and struggling teachers. Demonstration teachers and department chairs focused on coaching and supporting teachers, leading professional development, teaching their own students, and permanently substituting for teachers who were absent. Over half of demonstration teachers and department chairs were not coaching half a day as originally intended (Figure 2).

Figure 2: Amount of Time Spent Coaching



Demonstration teachers and department chairs found it challenging to balance their coaching duties with teaching responsibilities. Administrators reported having positive relationships with their demonstration teachers and department chairs and reported that staff were fulfilling the expectations of their roles. Principals indicated that role conflict between being both a coach and a teacher of record was a problem for demonstration teachers and department chairs.

In-School Tutoring

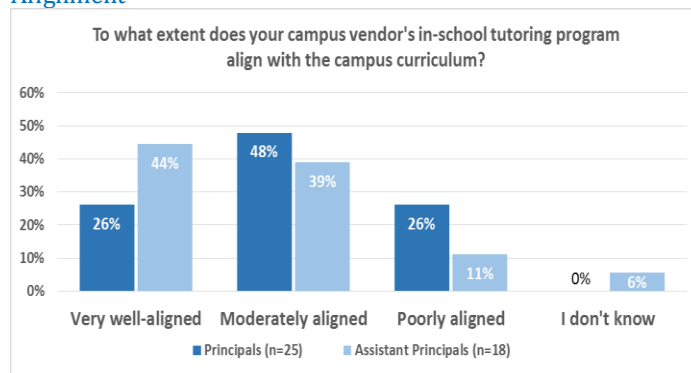
In 2015-16, the Imagine 2020 principals selected six in-school tutoring vendors, which included Beacon Hill Preparatory Institute, Catapult Learning West, Sylvan Learning, Readers 2 Leaders, Reading Partners, and Group Excellence. Elementary schools received

reading tutoring services, and secondary schools received math tutoring services.

The in-school tutoring selection process was unclear. Though Tier 3 lists (students with at least three course failures, four disciplinary referrals, or six unexcused absences) were identified as the primary means of selecting students for tutoring, campuses were mostly selecting students using other means. Because vendors used different measures of student progress, no analysis of direct student outcomes was possible for the 2015-16 school year. The evaluators used course passing rates as well as attendance and discipline data as proxies for performance measures. Common assessments should be used in future years to measure performance improvement.

Results were mixed when looking at attendance, discipline, and course passing rates. Statistical analyses showed no major significant differences in these variables over time. Course passing rates increased for most campuses from fall to spring. Attendance percentages across all campuses and vendors dropped between fall 2015 and spring 2016, but this is a common occurrence across the district. The number of disciplinary referrals increased for 23 of the 33 campuses (70%). Classroom observations showed in-school tutoring environments were positive. Principals and assistant principals reported being in contact and having positive relationships with in-school tutoring vendors. Administrators reported that vendors often pulled students out of core classes which caused issues. They indicated that there were some alignment issues between the campus curriculum and the in-school tutoring vendor curriculum (Figure 3).

Figure 3: Tutoring Program and Campus Curriculum Alignment



Extended Day

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

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

Optional and Required Initiatives

The Imagine 2020 initiative provided a variety of programs to Imagine 2020 campuses. Some programs or initiatives were designated as mandatory by Imagine 2020 leadership staff, while others were considered optional. Possible programs consisted of science and math programs (n=5), reading and social studies programs (n=5), and general curriculum and instruction programs (n=10). The most commonly used programs were Reasoning Mind, I-Station Reading, the “Big Four” (Learning Objectives, Purposeful Instruction, Multiple Response Strategies, and Demonstrations of Learning), In-School Tutoring, Mandatory Extended Day, and Classroom Management.

Half of the most often used programs and initiatives on Imagine 2020 campuses were not unique to Imagine 2020 schools. Many Imagine 2020-specific programs were still in initial stages of implementation or were not offered at all. If there is evidence to suggest that these programs are effective, then more support and training may be necessary to get these programs integrated into campus culture.

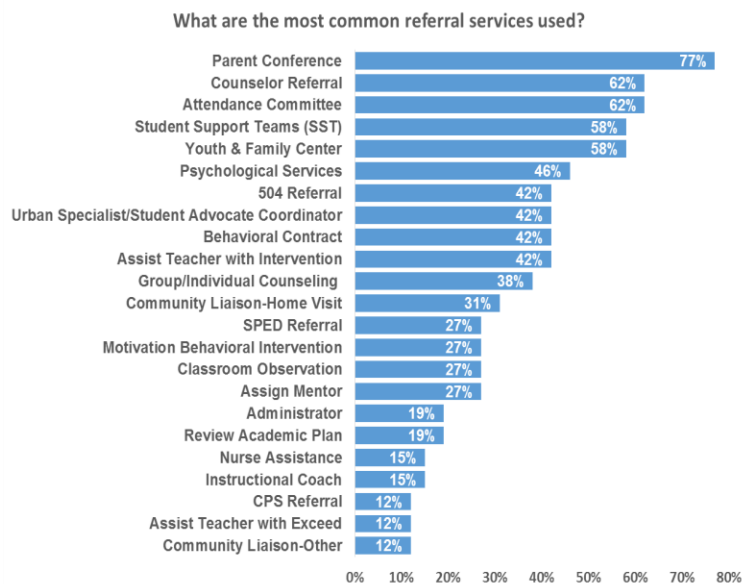
Student Advocacy Management Teams

The Student Advocacy Management (SAM) model was designed to serve students with the most severe attendance, disciplinary, and academic problems. Students with at least three course failures, four disciplinary referrals, or six unexcused absences were assigned to a Tier 3 list and referred to the SAM teams at their schools. Other students who did not meet the Tier 3 definition could be referred based on need. Students only needed to meet one of the three criteria to be on the Tier 3 list. Each of the 33 Imagine 2020 schools was to establish a SAM team, which would review the records of such students and establish a comprehensive plan of wrap-around services, which could include academic, social, and behavioral interventions. A principal or other campus administrator was to serve as the campus SAM administrator. In addition, another campus-based professional (often a counselor) served as SAM team chair.

Rules and procedures for SAM teams were not adequately developed. There was a lack of administrative support and accountability regarding SAM teams, leading to sporadic meeting schedules and a lack of pertinent staff attending all meetings. When

implemented with fidelity, SAM teams could be effective. Students served during SAM meetings were most often referred for parent conferences, counselor referrals, or to the attendance committee (Figure 4).

Figure 4: Common Referral Services



Parent Engagement

The Office of Family and Community Engagement provided various training opportunities to parents. Parents rated PREP University sessions as very helpful and indicated that the sessions increased their interest in becoming involved in their children’s education. In addition to PREP University training sessions, the Office of Family and Community Engagement also partnered with the National Network of Partnership Schools at Johns Hopkins to provide additional training. The Office of Family and Community Engagement also provided two resources for parents to become more involved in their children’s education: Parent Portal and Parent Centers. A small majority of principals and assistant principals reported having at least moderate levels of parent engagement on their campuses.

Year 3 Outcomes

As of the release of this report, no formal initiative goals were set for the 2015-16 school year. As a result, the evaluators analyzed data related to the 2014-15 initiative goals.

There were positive changes with regards to state accountability measures. Eleven of 33 Imagine 2020 schools were rated as Improvement Required (IR) in 2015-16, six were designated as Improvement Required (IR) status for the 2016-17 school year. Six schools came off the list and one school came on to the list. *State of Texas Assessments of Academic Readiness (STAAR)* and *STAAR (End-of-Course) EOC* results were mixed. Imagine 2020 elementary schools did fairly well with about a third or more of campuses for

grades three through five doing better than the district in reading, math, and writing (where applicable). Middle schools did not fare as well with only one campus outperforming the district (Dallas Environmental Science Academy). In general, Imagine 2020 middle schools and high schools did not outperform the district on STAAR EOC exams. The majority of results for the 2015-16 Climate Survey showed improvements over the 2014-15 school year (Table 1).

Table 1: Climate Survey Results

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

Results of the 2015-16 Student Experience Survey were quite positive. The Lincoln, Pinkston, and South Oak Cliff feeder patterns either maintained or improved their results from the 2014-15 school year for each of the five sections: Pedagogical Effectiveness, Classroom Environment, Expectations and Rigor, Student Engagement, and Supportive Relationships. The Madison feeder pattern showed increases in some sections and grades, but decreases in others.

Table 2: Student Experience Survey Results

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

Attendance remained relatively stable with some small increases or decreases across the three years of the initiative. The results regarding discipline referrals were mixed. The majority of high schools and middle schools showed reductions in referrals from 2014-15 to 2015-16, while 13 of the 23 elementary schools (57%) had increases in referrals from the same time.

Recommendations

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

- 1) Additional staff positions such as urban specialists and student advocate coordinators, department chairs and demonstration teachers, and additional

assistant principal positions have the potential to be valuable components of any strategic initiative. However, program leadership should set clear expectations for roles and responsibilities and ensure that these staff positions are used as designed throughout the school year.

- 2) If in-school tutoring continues to be used in a new initiative, a clear student selection process should be determined and adhered to, outcome indicators and progress monitoring procedures should be determined at the beginning of the school year, and vendors should be required to collect pertinent data. Vendor curriculum should be vetted before selection to determine whether materials align with the current campus curriculum.
- 3) If an extended school day is used, either make the process for implementing the extended school day common across all campuses OR clearly track the methods used for extending the school day as well as student participation.
- 4) With regard to optional and required initiatives, only programs with an evidence base of success should be chosen for campus use. If campuses are using these programs, they should be required to ensure the programs are fully implemented with fidelity to increase student benefit.
- 5) SAM teams appeared to be a promising aspect of the Imagine 2020 initiative, but were not implemented with fidelity. SAM team members need set rules and procedures for student selection and service provision, and adequate training on how to conduct SAM meetings. If lists are created using certain criteria to select students, the criteria should be thoroughly reviewed to make sure they are the most appropriate indicators, and procedures for moving students on and off the lists should be determined.
- 6) The ISN initiative should set clear outcome indicators and goals for the program, and all activities should be geared toward accomplishing these outcomes.

The full evaluation report on Imagine 2020 contains a more in-depth discussion of the program and recommendations. For more information, refer to the final evaluation report, EA16-530-2, which can be found at <http://www.dallasisd.org/Page/888>.

Evaluation of Academic Competitions: 2015-2016

Sarina Rapini, MPA

EA16-531-4

At-a-Glance

Student Activities Department staff facilitated a variety of academic competitions for students in grades two through twelve during the 2015-16 school year. Student Activities staff organized, conducted, and monitored each academic competition and also provided competition coaches with training, support, and resources.

Program Description

The Student Activities Department mission for the academic competitions was to build student knowledge and character. Goals included increasing academic competition participation, improving student achievement, helping students become critical thinkers, and encouraging team collaboration. The academic competitions complemented the academic curriculum in Dallas ISD schools and aligned with Goal 6 of the 2015-16 Dallas ISD Board Goals.¹

Methodology

The evaluator evaluated all academic competitions offered during the 2015-16 school year, which included: Lone Star Challenge, Academic Pentathlon, Academic Decathlon, Elementary University Interscholastic League (UIL), Middle School UIL, High School UIL, UIL Cross-Examination (CX) Debate, Texas Math and Science Coaches Association (TMSCA), Destination Imagination (DI), Middle School Dallas Urban Debate Alliance (DUDA), High School DUDA, Chess, and Robotics.

The evaluator surveyed coaches about training and support received, the amount of practice and preparation, the impact of the competitions on students, and the successes and obstacles they experienced while coaching. The evaluator surveyed students on practice and preparation, benefits, drawbacks, and overall satisfaction regarding the competition as well as the reasons they participated. The evaluation also included interviews and informal communication with Student Activities staff members.

Program Activities and Implementation

According to Student Activities staff, students at approximately 90 percent of all Dallas ISD secondary schools and 75 percent of all elementary schools

participated in at least one academic competition sponsored by Student Activities. During the 2015-16 school year, participation for individual competitions ranged from 18 to 89 schools and from 346 to 1,310 students. One of the goals for the Student Activities Department was to increase participation in academic competitions. Between the 2014-15 and 2015-16 school years, student participation increased for every competition and school participation increased for all but one competition.² Table 1 presents the competition participation for 2015-16. A three-year comparison can be found in the full report.

Table 1: 2015-16 Academic Competition Participation

Competition	Schools (N)	Students (N)
Academic Decathlon	25	416
Academic Pentathlon	18	398
Lone Star Challenge	53	636
High School UIL	25	587
Middle School UIL	23	1,267
Elementary UIL	55	1,310
TMSCA	73	832
Destination Imagination	83	1,141
High School DUDA	29	594
Middle School DUDA	20	346
Chess	83	1,250
Robotics	89	1,107

Source: Data were extracted from Student Activities internal records.

In 2015-16, Student Activities staff made three new competitions available to Dallas ISD students. One of these competitions was TMSCA. Originally, a few schools participated in TMSCA events on their own initiative and funds; Student Activities staff greatly increased participation by organizing involvement for the whole district. Competitive chess was introduced as a new academic competition opportunity in 2015-16 and had high participation for the first year. Student Activities staff piloted three competitive robotic programs in 2014-15 before expanding the programs districtwide during the 2015-16 school year.

Coach respondents were positive about the support they received from their principal, other campus administrators, and teachers. Most felt they received adequate resources and enough communication to feel prepared. More than half of coach respondents

¹ Board Goal 6 states, "All students will participate in at least one extracurricular or co-curricular activity each year." <http://www.dallasisd.org/visionandbeliefs>.

² School participation declined by two schools for High School DUDA; however, student participation still increased by 178 students.

attended training offered by the Student Activities Department (63%). Of those attendees, between 78 and 93 percent felt the training was relevant, high quality, well-organized, and adequate; however, fewer new coaches attended training or were informed about available training compared to more experienced coaches.

One of the most commonly reported obstacles for coaches was arranging practice around students' other activities or the bus schedule. However, a large majority of coach respondents reported meeting with their teams at least once a week (89%), and only six respondents never met with their teams at all (2%). Almost all student respondents reported meeting with their team or coach at least once a week (91%).

According to many coach respondents, students improved in self-esteem (92%) and perseverance (89%) due to participation in academic competitions. At least 85 percent of coach respondents also reported that students improved their cognitive skills, such as problem solving (85%) and creative thinking (85%), and social skills, such as collaboration (85%).

When asked about the successes of the competitions, one of the most prevalent themes was student engagement; respondents mentioned that many students who were not engaged in school were motivated to learn for the competition or became interested in new topics because of the competition. Coach respondents also noticed improvement in student persistence and confidence, often because students were being recognized as scholars and representing their schools.

More than 90 percent of student respondents felt motivated to participate in academic competitions for a fun experience (94%) or for the challenge (94%). This was echoed in the open-ended survey questions, where students indicated that being competitive and challenged was one of the best parts of the competition. Fewer, but more than half, of student respondents cited parent encouragement (66%) or teacher recommendation (72%) as a reason for participation.

The most widespread benefit of the competitions, according to student respondents, was that the competition allowed them to be academically recognized (90%) or raised their self-esteem (85%). Less than 30 percent of student respondents felt that the competition was too much of a burden or created excessive stress.

Overall, both coach and student respondents were very positive about their overall experience. More than 90 percent of coach respondents enjoyed coaching, wanted to coach again, and would recommend coaching to their colleagues. More than 89 percent of

students said they enjoyed participating in the competition, would compete again, and would encourage their peers to participate.

Recommendations

The evaluator strongly recommends that Student Activities staff construct and maintain a registration database, which would allow for evaluation of participants' academic achievement and attendance between the fall and spring semesters. A database has been in the process of being built since the 2013-14 school year, but was not ready for use in the 2014-15 or 2015-16 school years.

Student Activities staff offered more training during the 2015-16 school year than in the 2014-15 school year. However, according to new coaches, the availability of training was not always communicated clearly and the training was more appropriate for experienced coaches. The evaluator recommends either tailoring training to meet the needs of both experienced and new coaches or offering tiered training. Improving communication, especially for new coaches who may be unaware of informal information channels, would also help increase the number of coaches attending training.

Recommendations to improve future evaluation include improving survey administration for students. During the 2014-15 school year, students had to take paper surveys because computer labs were not guaranteed at the competition events and the wireless internet prevented students from using their mobile devices. The format of the survey also made it difficult to fit on a scantron, requiring the evaluator to enter data from the surveys by hand. In 2015-16, the evaluator requested that coaches administer or forward the survey to students in an effort to reduce the complications of paper surveys. However, many students either did not have email or did not have a class period with their coaches. Therefore, finding a new way to administer the survey to students would be ideal.

The full 2015-16 Academic Competitions report can be found at <http://www.dallasisd.org/Page/888>. For more information, contact Program Evaluation at 972-925-6457.

Evaluation of Public School Choice Transformation and Innovation Schools

Laila Y. Sanguras, M.S.

EA16-540-4

At-a-Glance

The purpose of Public School Choice (PSC), a facet of the district's Destination 2020 plan, is to provide "best-fit schools" for all students. In 2015-16, Dallas Independent School District (ISD) operated 12 Transformation and Innovation Choice Schools: three Transformation Schools, four Innovation Schools, and five conditional Innovation Schools. Another Transformation School was in the planning process. Transformation Schools were new start-up schools without traditional attendance zones whereas Innovation Schools were existing schools and limited to the students within the school's attendance zone.

The total funding amount available for PSC was \$4,351,332 including \$2,965,000 from district funds, \$818,472 from the Bill and Melinda Gates Foundation, \$467,860 from Title II funds, and \$100,000 from the New School Venture Fund. A component of the PSC initiative included budget autonomy, which allowed school administrators to submit individual workscopes to be approved by the Office of Transformation and Innovation (OTI). This enabled campus administrators to choose how they allocated funds and allowed them to roll over funds from one year to the next, for up to three years.

The purpose of this evaluation was to describe the 1) application processes of Choice School applicant teams, teachers, and students; 2) goals and characteristics of the schools involved in 2015-16; 3) Public School Choice Survey results; 4) district climate survey results for Transformation and Innovation Schools; and 5) district student experience survey results for students attending Transformation and Innovation Schools. This evaluation is limited to context, process, and implementation data; future reports will include outcome data as appropriate.

Methodology

Contextual information was gathered from internal documents, the Dallas ISD PSC website, interviews with campus and district administrators, board briefings, and informal classroom observations. Student data were extracted from the October 2015 Public Education Information Management System (PEIMS) file for analyses. The evaluator developed a PSC survey to

measure teacher and administrator perceptions. District Climate Survey and Student Experience Survey results were also analyzed.

Frequency and crosstabs analyses were tabulated overall and by Transformation and Innovation categorization. The collected qualitative data were synthesized for this report.

Implementation of Transformation and Innovation Schools

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

Choice Schools are one way that Dallas ISD offers students opportunities to engage in schoolwide "anchor models" designed to address their interests and learning styles without having to meet academic admission requirements. Dallas ISD staff used available resources (i.e., websites and curriculum developers) to develop the anchor models.

The Transformation Schools in 2015-16 were Mata Elementary, D.A. Hulcy STEAM Middle, and IDEA at Fannin High. Solar Preparatory School for Girls, a Transformation School scheduled to open in the fall of 2016, was in its planning stage during the 2015-16 school year. Dallas ISD operated four official Innovation Schools (Rogers Elementary, Marsh Preparatory, Cabell Elementary, and Bryan Adams High) and five conditional Innovation Schools (Lipscomb Elementary, Lee Elementary, Kramer Elementary, Preston Hollow Elementary, and Franklin Middle) during the 2015-16 school year. See Table 1 for characteristics of Dallas ISD Choice Schools.

Table 1: 2015-16 Dallas ISD Choice Schools

Choice School and Anchor Model	Grades Served	Students (n)
Transformation Schools		
Mata ES (Montessori)*	PK to 3	405
Hulcy STEAM MS (STEAM)*	6	185
IDEA HS (Personalized Learning)*	9	111
Innovation Schools		
Rogers ES (Personalized Learning)	PK to 5	502
Cabell ES (Personalized Learning)	PK to 5	568
Lipscomb ES (IB)**	PK to 5	521
Lee ES (IB)**	PK to 5	358
Kramer ES (IB)**	PK to 5	497
Preston Hollow ES (IB)**	PK to 5	453
Marsh PA (Personalized Learning)*	6	315
Franklin MS (IB)**	6 to 8	995
Adams HS (Leadership)*	9	621

Note. STEAM=Science, Technology, Engineering, the Arts, and Mathematics. ES=Elementary School. PA=Preparatory Academy. MS=Middle School. HS=High School. IB=International Baccalaureate. *An additional grade will be added each year until the model is implemented schoolwide. **These schools were funded by OTI as conditional Innovation Schools but will not be official Innovation Schools until they earn IB authorization.
Source. PEIMS district database (10/13/15).

In the spring of 2014, OTI was launched to oversee the PSC initiative. In 2015-16, OTI supported existing Choice Schools, formed an advisory committee, assisted school application teams, conducted an awareness campaign, oversaw the spring student lottery process, and sought outside funding. OTI also established a Cross-Functional Support Team (C-FST) for every Choice School to support model implementation. The teams participated in six week touchpoints to discuss yearly progress and goals and to examine the model implementation and budget plan required for each school. Planning and Special Projects staff members worked with OTI to support personalized learning schools.

Application Processes for Choice School Applicant Teams, Teachers, and Students

The makeup of Choice School applicant teams varied for Transformation and Innovation Schools. A Transformation School applicant team could be assembled from any combination of in-district and out-of-district educators. An Innovation School applicant team had to be established by an existing Dallas ISD leadership team. OTI staff members assisted teams throughout the rigorous three-step Choice School application process. This included a written review by the School Choice Committee (SCC), an interview with the SCC, and a review by the Superintendent's panel.

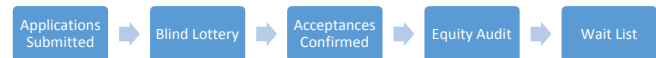
Of the 23 Transformation and Innovation proposals submitted in spring 2015, one Transformation School and one Innovation School were selected to launch in 2015-16. Of the eight proposals submitted in spring

2016, one Transformation School and one Innovation School were selected to launch in 2016-17.

OTI staff established a selection model for Choice School teacher applicants that included a data exercise to assess the candidate's ability to plan action steps to accelerate student learning based on the data. In addition to OTI's selection model, candidates applying for a position at a personalized learning school completed supplemental exercises specific to the model. These components were developed by Planning and Special Projects staff members and Human Capital Management (HCM).

Since Innovation Schools are neighborhood schools, students do not need to apply to attend like they do for Transformation Schools. Figure 1 displays the student application process for Transformation Schools.

Figure 1: Student Application Process for Transformation Schools



Student applications for Transformation Schools were available in English and Spanish; they could be submitted to OTI by mail, email, or text. OTI staff members set a priority radius for each school to ensure that seats would be available to students in the neighborhood and across the district. Then they offered seats to students based on a blind lottery.

Additionally, per District Policy FDB (Regulation), at least 12 percent of all students attending a Transformation School in 2016-17 must reside within Socioeconomic Block 3 and 12 percent must reside within Socioeconomic Block 4. Once acceptances were confirmed in spring 2015, OTI conducted an equity audit on all Transformation Schools for all confirmed seats for the 2016-17 school year. If the socioeconomic thresholds were not met, OTI pulled students from specific Socioeconomic Blocks and added seats. The remaining applications were added to a wait list.

Overall student acceptance rates for Transformation Schools were 43 percent for 2015-16 and 38 percent for 2016-17. Thus, there were markedly more applications submitted than seats available. OTI staff members believed their awareness and marketing campaign was instrumental in recruiting students.

Choice School Survey Results

Choice School staff members were asked to complete a PSC survey in January 2016. Of the respondents (n=353), 84 percent described the professional development they received as helpful. The majority (80%) felt supported by fellow teachers and campus administrators as they implemented the school's Choice model. Most (73% to 75%) indicated that students benefited academically, socially, and emotionally from their model. The main challenges were implementation of the Choice model (n=85), alignment of the Choice model to district and state requirements (n=76), and inadequate resources (n=17).

District Climate Survey Results

The results were positive for the three Transformation Schools both semesters, but varied widely when reviewed by school. All three Transformation Schools and the district had over 75 percent positive ratings on the Beliefs and Priorities and College-Going Culture scales both semesters, whereas the percentages varied more for the Culture of Feedback and Support (55% to 100%) and Positive Culture and Environment scales (65% to 90%). Innovation School results were also positive for the most part and varied by campus.

District Student Experience Survey Results

The Student Experience Survey was administered to students in grades three to 12 during the week of April 11 to 15, 2016. Students were asked to complete surveys for two of their teachers. Like the district's Student Experience Survey results, elementary Choice School student responses were more positive than secondary Choice School student responses on all five scales. Over 70 percent of elementary and secondary Choice student responses were positive for Classroom Environment, Expectations and Rigor, and Pedagogical Rigor. Results varied for elementary (53% to 93%) and secondary (58% to 73%) Choice students for Supportive Relationships. Likewise, results were mixed

for Student Engagement with noticeably lower percentages of positive responses for secondary (44% to 62%) than elementary (80% to 96%) Choice students. Student survey results varied widely when reviewed by school.

Recommendations

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

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

References

Dallas ISD 2015-16 District Action Plan. Website: www.dallasisd.org/Page/14394.

Dallas ISD District Policy FDB (Regulation). Website: <http://pol.tasb.org/Policy/Code/361?filter=FDB>.

Dallas ISD Public School Choice. Website: www.dallasisd.org/choice.

The full 2015-16 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at 972-925-6457.

Dallas ISD Climate Survey: 2015-2016

Dorothea Weir, Ph.D.

EA16-600-4

At-a-Glance

The Dallas ISD Districtwide Climate Survey was administered to all campus-based professional and support staff during December 2015 and May 2016. The Climate Survey had three purposes:

- To contribute to consistent organizational improvement;
- To gain integral feedback from school based employees;
- To align systems to student outcomes.

While overall results provide a broad picture of district change, the Climate Survey was primarily intended to provide individual campuses with feedback that could identify areas of success as well as opportunities for improvement. Campus-level results have been distributed to building principals, feeder pattern Executive Directors, and School Leadership management after each administration, and were used to initiate and guide discussions among central and campus administrators and staff.

The Climate Survey contributed to the campus principals' Mid-Year Review by providing staff feedback that related directly to principal effectiveness, as well as more complex information that helps to identify underlying issues that may contribute to or hinder success.

The 2015-16 school year was the fourth consecutive year in which the Climate Survey was administered. In 2012-2013, the survey was conducted internally, by the Department of Evaluation and Assessment. In 2013-14, to provide additional assurance of confidentiality, the survey was administered by an external organization, the University of North Texas (UNT) Survey Research Center. The UNT Survey Research Center ceased operations in the fall of 2014, and the surveys for 2014-15 and 2015-16 were administered by the Public Policy Research Institute (PPRI) at Texas A&M University (TAMU).

Dallas ISD provided TAMU with a list of email addresses of all campus-based staff. No employee ID number or staff names were provided to TAMU. TAMU then sent an email to all staff members, asking each of them to use an individualized link to the survey. Once the survey closed, TAMU provided a file of survey results with employee email addresses removed to Dallas ISD. Survey responses from past administrations also remain confidential, and no individual employee information regarding survey participation or responses has been released.

Participation Rate

Participation rates by administration for teachers and for all campus-based staff are shown in Figure 1.

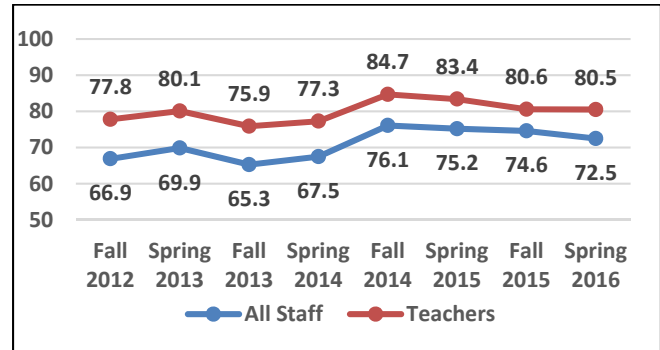


Figure 1. Survey participation rates, Fall 2012 –Spring 2016.

Scales

The initial version of the survey, given in the fall of 2012, contained items grouped into three scales, each describing conditions deemed necessary or desirable for an effective school: School's Beliefs and Priorities, Positive Culture and Environment, and Culture of Feedback and Support. Survey scales were initially determined through principal components analysis (PCA) of staff responses. Following each administration, items have been added and removed; each time, the analysis has been repeated, and has indicated the same overall structure. New items were included in the scale score calculations after their initial use and validation. An additional scale, College-Going Culture, was added in 2012-2013.

Item responses ranged from 1 ("Strongly disagree") to 5 ("Strongly Agree"). Scale scores were computed at the individual level and aggregated to the school level. Scale scores at the individual level consisted of the mean of the items on each scale. Percentages of positive (agree/strongly agree) responses were also calculated for each item and scale at the campus, Feeder Pattern, Division, and District levels.

School's Beliefs and Priorities: Positive responses to items on this scale indicate that the school bases its actions on the District's Core Beliefs, and follows a set of campus Key Actions that are student-focused and understood by school staff. Priorities of school leadership and staff are aligned, staff believe they have support from school leadership, and staff feel that their school is headed in the right direction. The percentage of positive responses across all administrations is shown in Figure 2.

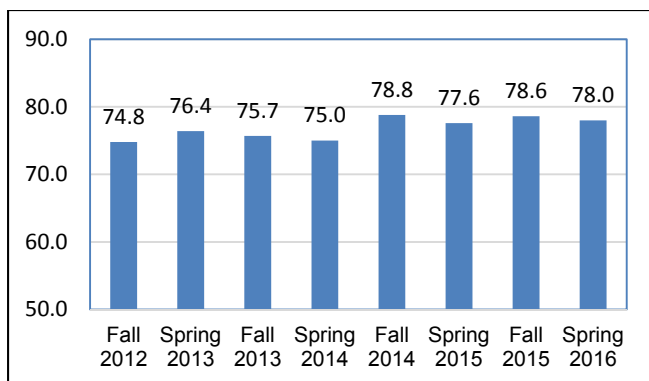


Figure 2. Percentage of positive responses, Beliefs and Priorities scale, Fall 2012 –Spring 2016

Key results include the following:

- The percentage of positive responses on this scale was similar across all administrations, with slightly more positive responses in 2014-2015 and 2015-2016.
- In Fall 2014 and Spring 2015, approximately 85 to 88 percent of staff agreed or strongly agreed that the Core Beliefs guided actions on their campus. About 89 to 90 percent agreed that they understood their roles in implementing key actions.
- About 79 to 80 percent felt that the key actions at their school were focused on what is best for students.
- More than 70 percent responded that they had the support from campus leadership to do their job well.
- More than 70 percent responded that their school's priorities were similar to what they should be, and that their campus was headed in the right direction.

The item "Overall, the district is headed in the right direction" was included in this section of the survey. (This item was not included in the calculation of scale scores, because the scales are designed to reflect perceptions of climate at the campus level.) Responses were 63 percent positive in Fall 2015 and 66 percent positive in Spring 2016, a substantial increase from the percentage of positive responses from the two prior years, which ranged from 44% (Spring 2014) to 52% (Spring 2015).

Culture of Feedback and Support (teachers only):

Positive responses to the items on this scale indicate that effective campus leadership provides support and feedback to teachers that improves job performance; helps teachers to understand recent changes; improves the quality of instruction; and encourages teachers to develop leadership potential. Teachers perceive that professional development and teamwork with colleagues help improve instruction. The percentage of positive responses across all administrations is shown in Figure 3.

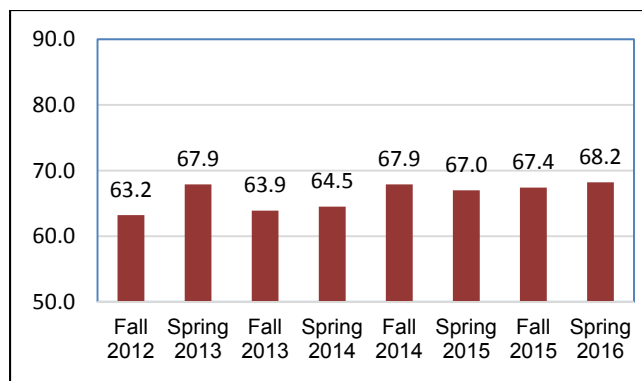


Figure 3. Percentage of positive responses, Feedback and Support scale, Fall 2012 –Spring 2016

Key results include the following:

- Overall responses in 2015-2016 were more than two-thirds positive, and were similar to those in 2014-2015.
- More than two-thirds of teachers agreed or strongly agreed that campus leadership helped them improve the quality of instruction; that they had opportunities and encouragement to develop leadership potential; and that their campus had an effective leadership team.
- About 75 percent of teachers credited their team experiences in 2015-2016 with helping them improve instruction.
- Sixty (60) percent of teachers in both Fall 2015 and Spring 2016 agreed that PD sessions helped them improve instruction.

Positive Culture and Environment: Positive responses to the items on this scale indicate that the school environment is clean and safe, with consistent and effective student discipline. Staff work in an environment of respect, and are satisfied with recognition for doing their jobs well. Staff look forward to their work each day, would recommend the school as a workplace to others, and would stay with Dallas ISD even if offered a comparable job elsewhere. Morale at the school has improved during the year. The percentage of positive responses across all administrations is shown in Figure 4.

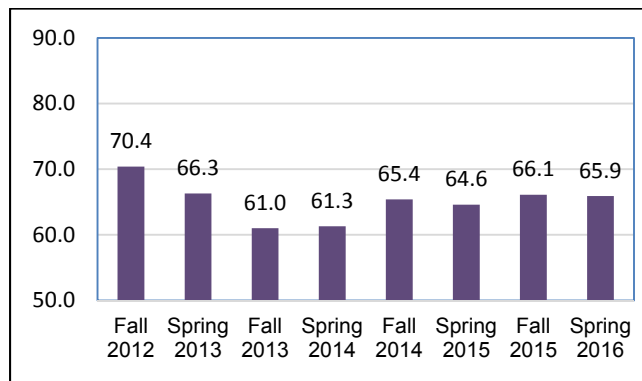


Figure 4. Percentage of positive responses, Culture and Environment scale, Fall 2012 –Spring 2016

Key results include the following:

- Overall scores on this scale fell in 2013-2014, but improved in 2014-2015 and again in 2015-16. However, it should be noted that scale scores for 2012-2013 are not directly comparable with subsequent administrations, as three new items were added to the scale score calculations in Fall 2013.
- About three-quarters of staff agreed in 2015-2016 that they looked forward to working each day at their school, and more than 75 percent agreed that their campus was clean and safe.
- About 70 percent of staff would recommend the school to others as a workplace, and a similar percentage felt that they worked in an environment of support and respect.
- While all items on this scale had positive responses greater than 50 percent, two items addressing student discipline fell below 60 percent positive in Spring 2016, similar to percentages in Spring 2015.
- The item "Morale at my school has improved this year" reached 60 percent positive for the first time in Spring 2016, from a low of 40% in Spring 2013, when the item was first used.
- In all prior-year administrations, 55 percent or fewer agreed that, if offered a comparable position with similar pay and benefits at another district, they would stay with Dallas ISD. These percentages increased to 56% in Fall 2015 and 60% in Spring 2016.
- More than two-thirds of staff agreed that they would recommend their school to parents seeking a place for their child. (This item was added in Fall 2015, so prior-year comparisons were not available.)

College-Going Culture: Positive responses to the items on this scale indicate that teachers focus instruction on preparing their students for college success, and expect most of their students to attend college. They provide feedback and support to prevent students from giving up when challenged, and in turn, expect students to give their full effort. The percentage of positive responses across all administrations is shown in Figure 5.

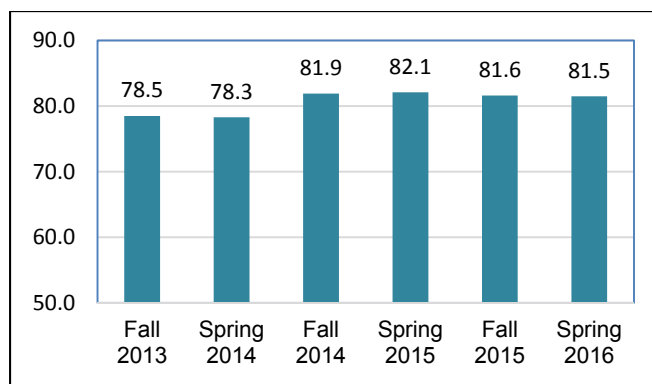


Figure 4. Percentage of positive responses, College Readiness scale, Fall 2013 –Spring 2016

Key results include the following:

- Positive responses were highest on this scale, above 80 percent overall for both 2015-2016 administrations. Item responses ranged from 78 to 87 percent positive.
- Responses of elementary school staff were slightly less positive than those of secondary staff.

Morale

Each respondent was asked to select up to three items that most influenced morale at work. In 2012-2013, this question accepted open-ended responses. These were analyzed and a final list of factors was created for the 2013-2014 survey (Table 1).

In 2015-2016, more than 60 percent of respondents named "Workplace environment and school culture" and more than half selected "Feeling appreciated and respected" as important to their morale. Results were generally consistent across all administrations.

Table 1
Factors Influencing Staff Morale

Factor	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Workplace environment and school culture	60.1	60.2	61.0	62.3	61.5	62.3
Feeling appreciated and respected	56.8	58.1	58.1	56.7	56.4	57.9
Student progress and success	53.2	49.7	48.1	46.6	46.8	45.3
Student behavior or discipline	32.4	32.0	25.5	31.5	27.7	31.4
Your relationship with colleagues	22.5	22.2	22.0	22.1	22.4	23.4
Relationship with immediate supervisor	18.0	19.9	18.4	19.5	19.2	20.9
Workload, working hours and schedule	26.3	21.8	29.4	21.5	24.8	19.5
The degree to which you feel successful	18.3	19.8	20.6	18.9	18.3	17.6
Salary and money issues	15.3	14.5	14.0	14.5	16.8	15.9

Recommendations

The Districtwide Climate Survey has provided useful and actionable information to School Leadership since its introduction, and will continue to be administered twice a year. School Leadership should review the survey annually to ensure that all items are up-to-date with current district initiatives and practices, and are providing actionable information to campuses and feeder patterns.

Evaluation of Accelerating Campus Excellence (ACE) 2015-16

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EA16-601-4

At-a-Glance

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 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 \$8,000 to \$15,000, depending on role and, in the case of teachers, TEI effectiveness rating.

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. 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.]

Extended Learning

- 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

Social-Emotional Support

- Reduction of disciplinary offenses by 10 percent

Parent and Community Partnership

- Attendance rates of at least 96 percent

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, were offered common professional development tools and programs to support effective teaching, and participated in regular team walks and coaching with program leadership. 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. 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 initiative, such as technology availability, small class sizes, unlimited supplies and resources, or removal of students with disciplinary challenges from classrooms.

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

The 3,925 ACE students were mostly male (52.8%), and African American (57.0%) or Hispanic (41.2%). Most were economically disadvantaged (89.7%), 29.6 percent 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%) or 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 new principals

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.

were selected for all campuses from within the Dallas ISD; five principals completed the entire year on ACE campuses.

What were stakeholder perceptions of ACE?

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 wary 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 suggestions for improvement including topics 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 most frequently 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.

In addition, 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.

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

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).

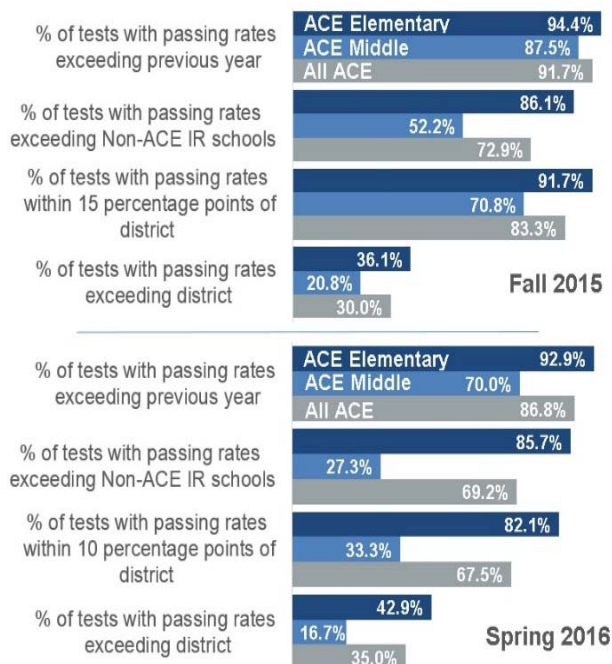
Spot observations. One campus (U. Lee) met the objective of 85 percent of teachers with proficient spot observations (average >2.0) in spring 2016 for section 2.3 (clearly presents instructional content), but not on section 2.5 (engages students at all learning levels in rigorous work). However, as a 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.

What were the outcomes of the instructional excellence component?

Assessment of Course Performance (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. A total of 40 ACP exams were administered (including versions in Spanish) on ACE campuses.² As shown in Figure 1, for ACE overall, fall 2015 passing rates for 83.3 percent of tests were within 15 percentage points of district rates, and spring 2016 passing rates for 67.5 percent of tests were within 10 percentage points of district rates. For both semesters, results were stronger at the elementary school level than at the middle school level.

² The total number of ACP exams varied slightly by campus because it was dependent upon course offerings.

Figure 1: 2015-16 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.

State of Texas Assessment of Academic Readiness (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 (see Table 1). 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.

Table 1: 2015-16 ACE STAAR Test Passing Rate Comparisons

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

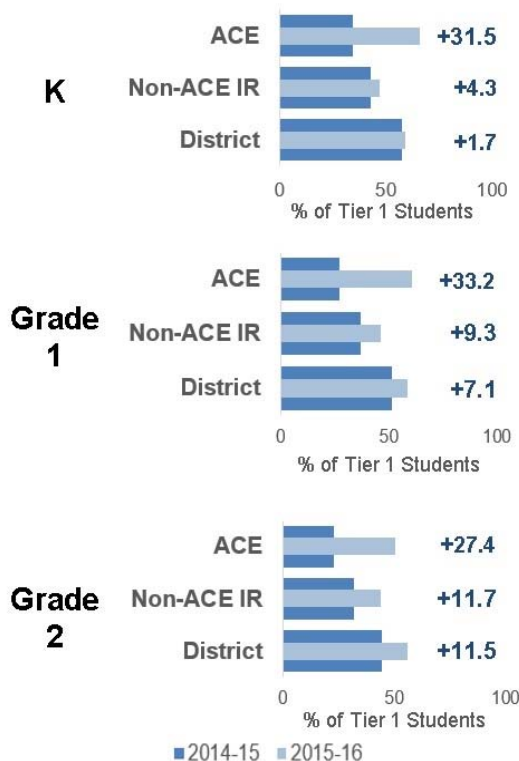
Terra Nova/SUPERA. ACE campuses achieved passing rates that exceeded non-ACE IR campuses and the district in several areas, particularly in Terra

Nova reading (kindergarten and grade one), and Terra Nova mathematics (grades one and two).

What were the outcomes of the extended learning component?

Islation Indicators of Progress (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 (see Figure 2).

Figure 2: 2015-16 ISIP Percent at Tier 1 Versus 2014-15 for ACE, Non-ACE IR, and District



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; Non-ACE IR = Non-ACE Improvement Required campuses.

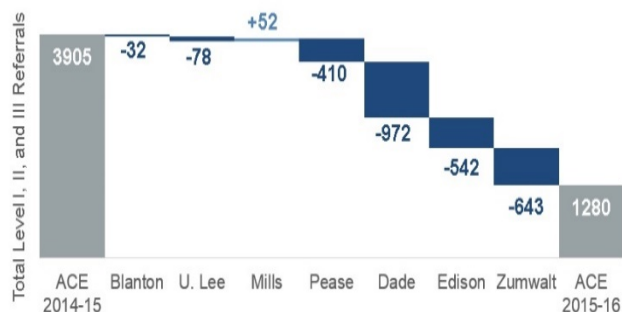
Course grades. ACE campuses struggled to meet stated objectives regarding course grades. One elementary school (Blanton) and one middle school (Dade) met the objective of fewer than 10 percent (elementary) or 15 percent (middle) of students with at

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.

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

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 (see Figure 3). These improvements were likely attributed to effective leadership and strong communication of structures and systems on ACE campuses.

Figure 3: 2015-16 ACE Total Discipline Referrals Versus 2014-15
Change in 2015-16 ACE Campus Level I, II, and III Referrals from 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?

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

What were the 2016 accountability ratings for ACE campuses?

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. As shown in Table 2, 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.

Table 2: 2016 ACE Accountability Results

	Index 1 Met?	Index 2 Met?	Met Index 1 or 2?	Index 3 Met?	Index 4 Met?	2016 Rating
Blanton	Y	Y	Y	Y	Y	Met
U. Lee	Y	Y	Y	Y	Y	Met
Mills	Y	Y	Y	Y	Y	Met
Pease	N	Y	Y	Y	Y	Met
Dade	N	Y	Y	Y	Y	Met
Edison	N	Y	Y	N	N	IR
Zumwalt	N	Y	Y	Y	Y	Met

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, and also will boost the skills of promising teachers who one day may qualify to teach on an ACE campus. Expanding and retaining the pool of effective teachers will be critical as the program evolves. There were many teaching innovations and successes this year on all ACE campuses, and teachers asked for more collaboration among ACE campuses. These are a few examples of what teachers suggested would maintain and improve workplace satisfaction for highly-rated teachers, without whom the program cannot 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 desired 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 learning time. Ratings on 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 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. More partnership with ACE parents may help improve outcomes, 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 determining where the program will have the highest return on investment and effort critical. Leadership 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 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 to ensure the data and circumstances are in place for future evaluation.

Re-evaluate objectives for 2016-17. This evaluation was based on 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 are most useful for the program's evolving needs.

The full 2015-16 Accelerating Campus Excellence (ACE) evaluation can be found online at <http://www.dallasisd.org/Page/888>. For more information, contact Program Evaluation at 972-925-6457.

2015-2016 State and Federal Accountability Projects Overview

C. Elizabeth Watson, MPA

EA16-602-4

At-a-Glance

The Evaluation and Assessment Department provides guidance, data, and resources to help school administrators, teachers, parents, and the general public understand and benefit from local, state, and federal accountability information. Through the management of school improvement grants and performance monitoring, along with strategic intervention systems, the department assists campuses as they work to achieve their short and long term goals.

These areas include Title I priority and focus schools grants, state accountability, the Performance-Based Monitoring Analysis System and data validation monitoring, federal accountability, Community and Student Engagement local accountability, and the Texas Academic Performance Reports.

Priority and Focus Schools Grant

The Division of School Improvement and Support at the Texas Education Agency (TEA) administers school improvement programs under the Every Student Succeeds Act (ESSA), including the Texas Title I 1003(a) priority and focus school grants.

Campuses were first identified as priority or focus in 2013-2014, and have remained on the list for three years. Due to new transition requirements from the United States Department of Education (USDE) related to ESSA, Texas will maintain this list of priority and focus campuses through 2016-2017.

Priority schools were required to engage in the Texas Accountability Intervention System (TAIS) continuous improvement process in alignment with the Elementary and Secondary Education Act of 1965 (ESEA) turnaround principles and Critical Success Factors (CSFs), to prepare and implement a targeted improvement plan to address and correct areas of campus low performance, and most were assigned a Professional Service Provider (PSP). Districts also designated a leadership team, including a district coordinator of school improvement (DCSI). The PSPs and the DCSI worked together to support each campus through the improvement process and to identify interventions. Finally, The DCSI and priority campus principals were required to attend the annual Advancing Improvement in Education (AIE) conference.

Priority schools were identified as being among the lowest-ranking Title I schools in the state based on proficiency on the statewide reading and mathematics assessments, and graduation rates. Beginning in

August 2015, priority schools having improved in performance and who were no longer identified as improvement required by the state accountability ratings were classified as priority-progress.

In 2015-2016, Dallas Independent School District (Dallas ISD) had 12 campuses identified as priority schools, and four identified as priority-progress. These campuses were eligible to receive \$153,808 per year in order to implement the program. The grant period ran from October 1, 2015 to September 30, 2016.

Focus schools implemented interventions based on seven critical success factors, which referenced the United States Department of Education turnaround principles: improving academic performance, increasing the use of quality data to drive instruction, increasing leadership effectiveness, increase learning time, increase parent and community involvement, improving school climate, and increasing teacher quality. Schools were required to designate a district and campus contact for focus support and interventions, and to work with the local Educational Service Center (ESC) to assess progress and complete and submit activity documentation, as well as to participate in consultations or two focus school support services or events with their ESC.

Focus schools were Title I schools that had the widest gaps in student performance between student groups. Schools were ranked based on the largest gaps of performance between student groups and the annual measurable outcomes target of 75 percent. Ten percent of Title I schools, not otherwise identified as priority schools, were identified as focus schools using this methodology. Beginning in August 2015, focus schools having improved in performance and who were no longer identified as improvement required by the state accountability ratings were classified as focus-progress.

In 2015-2016, Dallas ISD had 16 campuses identified as focus schools, and 10 campuses identified as focus-progress. These campuses were eligible to receive \$17,000 per year in order to implement the program.

For 2016-2017, Dallas ISD expects to have six campuses identified as priority schools, and 10 identified as priority-progress. Additionally, Dallas ISD expects five campuses to be identified as focus schools, and 21 campuses identified as focus-progress.

Using data from the 2016 Accountability Reports released in August 2016, TEA will calculate funding allocations per district based on the number of eligible priority and focus schools within the district along with the number of required interventions, at the estimated amounts of \$120,000 per priority and focus school and \$15,000 per priority-progress and focus-progress school. The grant period will run from October 1, 2016 to September 30, 2017.

Performance-Based Monitoring Analysis System (PBMAS) and Data Validation Monitoring (DVM)

TEA Performance-Based Monitoring (PBM) staff develops the Performance-Based Monitoring Analysis System (PBMAS), an automated data system that reports annually on the performance of school districts and charter schools in selected program areas including bilingual education/English as a second language (BE/ESL), career and technical education, special education, and certain Title programs under the No Child Left Behind Act (NCLB).

The goal of the PBM system is to improve student performance and program effectiveness. The PBM system is data-driven, and reliant on data submitted by districts. Confirming the accuracy of data is a critical part of the process necessary to validate and safeguard the integrity of the ratings. Therefore, the PBM system includes annual data validation analyses that examine districts' leaver and dropout records, discipline data, and student assessment data. Additional data analyses, including random audits, are conducted as necessary to ensure the data submitted to the Texas Education Agency are accurate and reliable.

Program Monitoring and Interventions (PMI) staff reviews PBM data and works with districts identified for potential data inaccuracies, data anomalies, or data irregularities. On-site reviews may be conducted to validate implementation of the PBM system and the accuracy of data used in analysis. If noncompliance, student performance, or program effectiveness concerns are identified, school districts are required to take actions to address these concerns.

Based on the 2015 state accountability data, Dallas ISD was stage 3 in both BE/ESL and special education for 2015-16. The district completed all required intervention activities for the 2015-16 school year. The district's needs were identified and targeted improvement planning activities were implemented to address those needs. Dallas ISD was stage 2 in discipline data validation monitoring, and stage 3 in student assessment data validation monitoring. All required data validation investigations were completed, and all workbooks and supporting documentation were submitted along with improvement plans where required.

Federal Accountability

In addition to the accountability ratings the state of Texas issues as a result of the special waiver granted by the United States Department of Education, Texas is required to publish an annual report card which includes specific district- and campus-level data for federal accountability. NCLB Federal Report Cards were issued annually from 2009-12. Since 2013, these are issued by TEA, and include six sections.

Part I includes the State of Texas Assessment of Academic Readiness (STAAR) performance and participation results for each subject area and grade level tested. Participation reports also include reports of the participation of children with Individualized Education Plans (IEPs) by assessment type.

Part II provides the annual measureable objective (AMO) outcomes and data tables of STAAR performance results for each subject area tested in the accountability subset. This section also includes participation rates on STAAR for reading/English and mathematics, use of alternative assessments, plus four-year and five-year graduation rates.

Part III provides information on priority schools and focus schools as described earlier in this report.

Part IV provides information on teacher quality in three parts: Part A – Percent of Teachers by Highest Degree Held: professional qualifications of all public elementary and secondary teachers in the Texas. Parts B and C - Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers High Poverty/Low Poverty Summary Reports: percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers disaggregated by high-poverty compared to low-poverty schools.

Part V provides the percentage of students who enrolled and began instruction at an institution of higher education in Texas during the school year (fall or spring semester) following high school graduation.

Part VI provides most recent National Assessment of Educational Progress (NAEP) results for Texas, showing reading and mathematics performance results and participation rates, disaggregated by student group.

Every district that receives Title I, Part A funding is responsible for distributing the state-, district- and campus-level report cards to each of its campuses, the parents of all enrolled students, and the general public.

Community and Student Engagement (CASE) Local Accountability

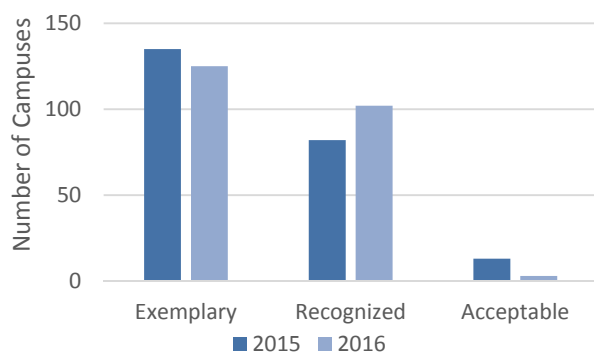
The passage of House Bill 5 (HB 5) of the 83rd Texas Legislature Regular Session added a section to the Texas Education Code establishing a provision for school districts to evaluate their own performance in community and student engagement at the district level and also at the individual campus level. Under House Bill 5, each district is required to evaluate the district's performance and the performance of each campus in the district on community and student engagement (eight domains: Fine Arts, Wellness and Physical Education, Community and Parental Involvement, 21st Century Workforce Development, Second Language Acquisition, Digital Learning, Dropout Prevention Strategies, and Educational Programs for Gifted and Talented Students) and in policy compliance (one factor).

Districts must ultimately assign each campus and the district as a whole one of four ratings: exemplary, recognized, acceptable, or unacceptable.

These eight domain scores are combined to arrive at one overall campus local accountability rating. This is accomplished by taking the mean of the eight domain ratings. This rating is the first of the two components each campus earns. The second component is "Yes" or "No," and comes from the compliance domain. No campus (nor the district) shall be assigned a rating of "Exemplary" if any of the eight domain sub-ratings is "unacceptable," or if the compliance rating is "no," regardless of the mean result.

In 2015, 135 campuses were rated exemplary overall, 82 were recognized, and 13 were rated acceptable overall. In 2016, 125 campuses were rated exemplary, 102 recognized, and three acceptable overall, as illustrated by Figure 1.

Figure 1: 2015-2016 Overall CASE Ratings



The district was rated exemplary in Fine Arts, exemplary in Wellness and Physical Education, recognized in Community and Parental Involvement, recognized in 21st Century Workforce Development,

exemplary in Second Language Acquisition, exemplary in Digital Learning, exemplary in Dropout Prevention Strategies, and recognized in Educational Programs for Gifted and Talented Students. The district was rated recognized overall for the third year in a row. All campuses and the district were rated "yes" in compliance.

Texas Academic Performance Reports (TAPR)

Texas Education Code §39.053 requires each district's board of trustees to publish an annual report that includes the TAPR report; campus performance objectives; a report of violent or criminal incidents; and, information received under Texas Education Code §51.403(e) from the Texas Higher Education Coordinating Board. The board of trustees holds a hearing for public discussion of the annual report. Though the report is shared with the public in January, much of the data lags behind one school year.

TAPR reports contain district and individual school performance in the areas of STAAR passing rates in Reading, Mathematics, Writing, Science and Social Studies by all students, by grade and ethnic groups; STAAR participation rates by test version and student groups; Completion rates; College readiness rates; and student, staff, tax, expenditure, and community services information. Additionally, TAPR lists the special education integrated intervention stage/determination status for each district. For 2015-16, Dallas ISD was rated: Needs Intervention.

Texas Education Code §11.253 requires that each campus improvement plan set objectives based on the TAPR report and periodically measure progress toward the performance objectives. The objectives must be approved by the local board of trustees and be made available to the public. Dallas ISD has selected state accountability system safeguards for this purpose. The disaggregated performance results of the state accountability system serve as the basis of safeguards for the accountability rating system to ensure that poor performance in one area or one student group is not masked in the performance index. Safeguards are calculated for performance rates, participation rates, and graduation rates of eleven student groups: All Students, Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, white, and Two or More Races; Economically Disadvantaged, Students with Disabilities, and English language learners (ELLs). For performance rates, the target was 60 percent; for participation rates, the target was 95 percent; for graduation rates, the targets were 83 percent and 88 percent for 4-year and 5-year rates, respectively. These targets are aligned to federal requirements. System safeguard results are reported for any cell that meets the accountability minimum size criteria of 25.

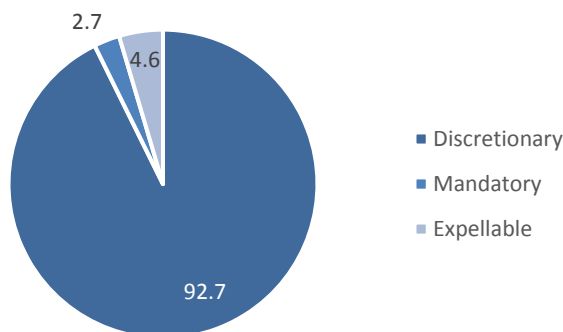
Of the 226 campuses evaluated, 38 (16.8%) schools met less than 50 percent of the safeguards; 26 (11.5%) schools met between 50 and 60 percent of the safeguards, 22 (9.7%) schools met between 60 and 70 percent of the safeguards, 32 (14.2%) schools met between 70 and 80 percent of the safeguards, 29 (12.8%) schools met between 80 and 90 percent of the safeguards and 20 (8.9%) schools met over 90 percent of the safeguards, but still missed at least one. A total of 59 (26.1%) schools met 100 percent of the system safeguards, as show in Table 1.

Table 1: Number of Campuses by Percentage of System Safeguards Met, 2014-15

Overall Percentage of System Safeguards Met		
	N	%
49% or Less	38	16.8
50%-59%	26	11.5
60%-69%	22	9.7
70%-79%	32	14.2
80%-89%	29	12.8
90%-99%	20	8.9
100%	59	26.1
Total	226	100

The Criminal Incident Data by Campus report is found as an attachment to the summary report. This report summarizes the number, rate, and type of violent or criminal incidents that occurred on each district campus in the 2014-15 school year. A total of 1,612 criminal/violent incidents occurred in 2014-15. Overall, 92.7 percent of incidents fell within the discretionary category, 2.7 percent were mandatory removals, and 4.6 percent were expellable offenses, as illustrated in Figure 2.

Figure 2: Criminal Incidents on Campus by Disciplinary Category, 2014-15



Finally, Texas statute requires every district to include with their performance report, information provided to districts from the Texas Higher Education Coordinating

Board (THECB). These reports include student enrollment and performance in postsecondary institutions during the first year enrolled after graduation from high school, postsecondary institution enrollment and performance data for individual high schools with more than 25 students. This information was included in the TAPR summary report.

State Accountability

Texas provides annual academic accountability ratings to its public school districts, charters and schools. The state accountability system assigns one of three academic ratings to each district and campus: Met Standard, Met Alternative Standard, or Improvement Required. These ratings are based on a framework of four indices that combine a range of indicators into a comprehensive measure of performance. The ratings examine student achievement, student progress, efforts to close the achievement gap and postsecondary readiness.

In 2016, a total of 210 schools, as well as the District, were rated Met Standard. A total of 22 schools were rated Improvement Required.

Campuses that receive an accountability rating of Met Standard are eligible to earn distinction designations. Distinction designations are awarded for achievement in several different areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics.

Distinction designations are awarded in: academic achievement in English language arts/reading, academic achievement in mathematics, academic achievement in science, academic achievement in social studies, top 25 percent in the state at student progress, top 25 percent in the state at closing performance gaps, and postsecondary readiness.

In 2015, 68 percent of Dallas ISD campuses earned at least one distinction, and 17 campuses earned the maximum possible distinctions as illustrated in Table 2.

Table 2: 2016 Districtwide Distinctions Earned, by Level

	Number of Distinctions Earned							
	0	1	2	3	4	5	6	7
Elem	47	33	18	16	12	17	7	-
Middle	18	8	4	1	2	0	5	4
High	8	4	6	1	4	0	8	6

For more information, contact Program Evaluation at 972-925-6457.

Communities in Schools: 2015-2016

Nicholas Z. Grimberg, M.A., Akiva Lorenz, Ph.D.

EA16-603-4

At-a-Glance

Communities in Schools (CIS) is the largest dropout prevention program in the State of Texas. CIS is administered through the Texas Education Agency (TEA) and has been funded by the Texas Legislature since 1989. CIS provides coordinated, integrated services to students and their families with the goal of ensuring the student's academic success. Communities in Schools Dallas Region (CISDR) has been serving students in the Dallas Independent School District (Dallas ISD) since 1985 beginning with Maple Lawn Elementary School. In the 2015-16 school year, CISDR served 1,606 students in 15 schools. Students are referred into the program from teachers, counselors, parents, school nurses, whomever the principals designate as a source including self-referrals.

Communities in Schools Student Characteristics

Table 1 shows that eight of the 15 schools where CIS provided services were at the elementary level, which served almost half (46%) of all CIS students. CIS staff served more students at the elementary school level (731) than at the middle (375) or high school levels (500).

Table 1: Campuses of CIS Students

School	N	%
High School		
Adams	149	9.3
Jefferson	154	9.6
Pinkston	94	5.9
Skyline	103	6.4
High School Total	500	31.1
Middle School		
Garcia	114	7.1
Manns	100	6.2
Rusk	161	10.0
Middle School Total	375	23.3
Elementary School		
Bush	73	4.5
Cabell	61	3.8
Halliday	49	3.1
Knight	101	6.3
Maple Lawn	151	9.4
Peeler	108	6.7
Reagan	100	6.2
Rosemont	88	5.5
Elementary Total	731	45.5

Characteristics of CIS students are presented in Table 2. A higher proportion of female students received services from CIS (56%) than male students (44%). A higher percentage of homeless students received

services from CIS (5%) relative to their percent in the district (2%). Also, a higher percentage of LEP students (56%) received services from CIS relative to the district percentage (43%).

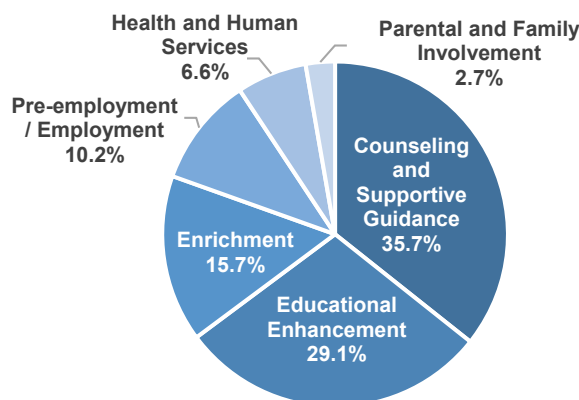
Table 2: Characteristics of CIS Students

	CIS		DISD	
	N	%	N	%
Race/Ethnicity				
Hispanic	1,251	77.9	111,440	70.2
African American	309	19.2	35,905	22.6
White	28	1.7	7,621	4.8
Other	18	1.1	3,681	2.4
Gender				
Female	900	56.0	77,581	48.9
Male	706	44.0	81,066	51.1
LEP	904	56.3	68,087	42.9
Subgroups				
Talented and Gifted	142	8.8	20,783	13.1
Special Education	154	9.6	11,824	7.5
Econ Disadvantage	1,521	94.7	138,134	87.1
At-Risk	1,414	88.0	102,287	64.5
Homeless	78	4.9	5,566	2.2

Services CIS Provided to Students

CIS students received an average of 10 unique services, 19 total sessions, and 12 total hours. The percentage of time devoted to each category of services is shown in Figure 1. The largest percentage of time was devoted to counseling and supportive guidance (36%) followed by educational enhancement (29%), enrichment services (16%), and pre-employment and employment services (10%).

Figure 1: Percentage of Time Devoted to Each Category of Services



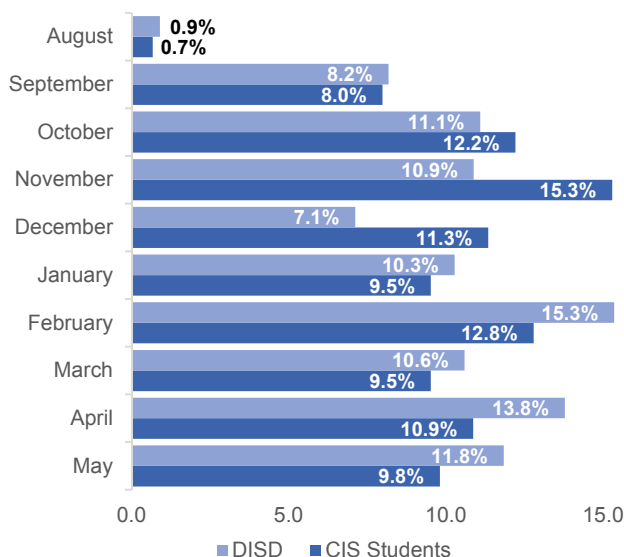
Elementary school students received more hours of educational enhancement services than other grade

levels while high school students received more pre-employment and employment services than other grade levels.

Attendance Rates and Disciplinary Referrals

Two hundred and ninety-two (292) CIS students (18%) received at least one disciplinary referral during the 2015-16 school year. More than half of these students (55%) were admitted into the program in the first six weeks of the school year. CIS students generally received a lower percentage of disciplinary referrals in the latter months of the school year (Figure 2). District students, in contrast, received a higher percentage of disciplinary referrals in the latter months of the school year.

Figure 2: Percentage of Disciplinary Referrals per Month



The attendance data for CIS students were analyzed throughout the school year to measure student attendance after entering the program. The average percentage of days attended decreased by 2.1 percentage points for all CIS students after entry in the program. A similar trend was observed for all at-risk students in the district.

CIS Staff

Sixty percent (60%) of CIS staff members had less than one year of experience working in CIS. Twenty percent (20%) of CIS staff had three or more years of experience. A majority of CIS staff members (60%) had a background in social work. Other common backgrounds of CIS staff members were education (45%), psychology (20%) and mental health counseling (10%). Percentages exceed 100% because CIS staff members have backgrounds in multiple fields.

CIS staff delivered services in a variety of learning environments. One-on-one learning environments were the most common, utilized by 60 percent of CIS staff. Large group learning environments were the least

utilized. CIS staff were asked by campus leadership to take on additional roles outside the CIS framework. These tasks included lunch duty, hall monitoring, assisting in parental involvement activities and chaperoning field trips.

CIS Principal Survey

A survey was constructed to understand the thoughts and experiences of principals whose schools received CIS services during the 2015-16 school year. Eighty-six percent (86%) of respondents strongly agreed or agreed with the statement: "CIS provided valuable resources to students." Approximately 72 percent of principals strongly agreed or agreed with the statement: "I believe CIS was effective in reducing student dropout." Twenty-three (23%) percent neither agreed nor disagreed with the statement.

When asked to specify the top services that CIS staff provided to students during the 2015-16 school year, the most frequently listed services were: parental support/family engagement, small group activities, tutoring, and community partnerships/resources. When asked what roles they would like to have expanded, the most frequently listed responses were: increase in community partnerships/resources, additional parental contact/involvement, more involvement in counseling services, and instructional support.

Summary

The TEA managed data portal that CIS employed does not grant access to identifying student information from previous years. Furthermore, dropout data is a lag variable and always a year behind. Due to the lack of previous years' rosters and the unavailability of dropout data until July 2017, the findings of this report are limited to the available data concerning the students, services, and staff of the program during the 2015-16 school year. CIS provided a large variety of services to students who demonstrated early warning signs of dropping out of school. These services were delivered by 20 CIS staff members serving 1,606 students in 15 Dallas ISD schools. The principals of these schools valued the services that CIS provided.

Recommendations

The following recommendations are based on the findings of the evaluation.

- Record and store identifying student information (e.g. student ID numbers or social security numbers) so longitudinal analysis can be conducted in future evaluations.
- Provide more comprehensive case management documentation training and support.
- Establish consistent data sharing relationships prior to the start of the school year.
- Reduce the turnover rate for CIS staff members.

For more information, see EA16-603-2, available at <http://www.dallasisd.org/Page/888>.

Future Leaders Program: 2015-2016

Nicholas Z. Grimberg, M.A.

EA16-604-4

At-a-Glance

The Future Leaders Program (FLP) was founded in 2001 by the Brewer Foundation (formerly the Bickel & Brewer Foundation), a 501(c)(3) nonprofit organization, to provide academic resources and leadership training to selected students without charge. This program provided intensive academic training, tutoring, and mentoring to 273 Dallas ISD students in grades five through twelve. Students spent two afternoons each week in the classrooms of private school partners. The purpose of this evaluation was to analyze the academic performance of Future Leaders Program students and understand how the program has influenced the plans and aspirations of its students.

Future Leaders Program Student Characteristics

FLP students were enrolled in 31 Dallas ISD schools during the 2015-2016 school year. The schools with the highest levels of representation in FLP were Dallas Environmental Science Academy (15.8%), Barack Obama Male Leadership Academy (middle school) (9.9%), W.E. Greiner middle school (8.1%), Judge B. Sanders Magnet Center for Public Service (7.0%) Barack Obama Male Leadership Academy (high school) (7.0%), and Irma Rangel young Women's Leadership School (5.1%). These six schools cumulatively enrolled 144 students into the Future Leaders Program, more than half of all participants (52.9%) (Table 1).

Table 1: School Origin of FLP Students

School	N	%
Dallas Environmental Science Academy	43	15.8
Barack Obama Academy (middle school)	27	9.9
W.E. Greiner Exploratory Arts Academy	22	8.1
Judge B. Sanders Law Center	19	7.0
Barack Obama Academy (high school)	19	7.0
Irma Lerma Rangel (middle school)	14	5.1
Townview Business	12	4.4
Billy Earl Dade Middle School	12	4.4
Sunset High School	10	3.7
Skyline High School	10	3.7
James Madison High School	9	3.3
Oliver W. Holmes Academy	8	2.9
J.P. Starks Vanguard	8	2.9
Townview Education	7	2.6
Raul Quintanilla Sr. Middle School	7	2.6
Townview Science & Engineering	6	2.2
Lincoln High School	5	1.8
Townview Health Professions	5	1.8
George Peabody Elementary School	5	1.8
Other	25	9.2
Total	273	100.0

The characteristics of FLP students are presented in Table 2. Fifty-eight percent (57.5%) of FLP students were Hispanic and 39.2 percent were African American. Eighty-eight percent (87.9%) of FLP students were economically disadvantaged. Additionally, FLP students were well represented in talented and gifted programs (69.6%)

Table 2: Characteristics of Future Leaders Students

	FLP		DISD	
	N	%	N	%
Race/Ethnicity				
Hispanic	157	57.5	111,451	70.2
African American	107	39.2	35,791	22.6
White	4	1.5	7,594	4.8
Other	5	1.9	3,824	2.2
Gender				
Female	147	53.8	77,595	48.9
Male	126	46.2	81,065	51.1
LEP	29	10.6	68,025	42.9
Talented and Gifted	190	69.6	20,807	13.1
Special Education	1	0.4	11,797	7.4
Econ Disadvan	240	87.9	140,804	89.4

Future Leaders Program Academic Performance

Comparison groups were created by matching FLP students on the following variables: grade, SY 2014-15 STAAR reading and mathematics satisfactory, advanced, and scaled scores, ethnicity, gender, limited English proficiency (LEP), special education, talented and gifted, economically disadvantaged, and at-risk. FLP students were compared to these matched comparison groups to determine if there were any meaningful differences between the average performances of the two groups on the SY 2015-16 STAAR reading and mathematics, Algebra EOC, English I EOC, and English II EOC exams.

As shown in Table 3, a higher percentage of FLP students reached both the satisfactory standard and the advanced standard on all exams except the Algebra I EOC though the differences were relatively small. Eleven independent-samples t-tests were conducted to evaluate whether there were differences between the average scale scores of FLP students and their matched groups on SY 2015-16 STAAR reading and mathematics, Algebra I EOC, English I EOC, and English II EOC exams. Results indicated no statistically significant differences between the performances of the two groups although it should be noted that both groups demonstrated high levels of achievement with average scale scores that were at or above the 88th percentile on all observed STAAR exams.

Table 3: Future Leaders Students and Matched Comparison Group Performances on STAAR Exams: SY 2015-16

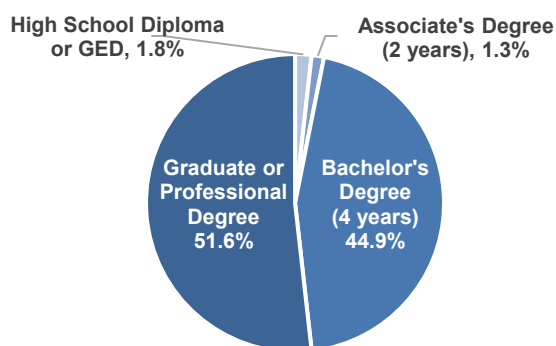
Subject	FLP	Match Group	Difference
Reading			
Satisfactory	98.1	95.5	2.6
Advanced	45.5	44.2	1.3
Mathematics			
Satisfactory	99.0	96.9	2.1
Advanced	34.3	29.7	4.6
Algebra I EOC			
Satisfactory	100.0	94.4	5.6
Advanced	55.4	61.1	-5.7
English I EOC			
Satisfactory	100.0	100.0	0.0
Advanced	28.6	22.2	6.4
English II EOC			
Satisfactory	95.0	85.0	10.0
Advanced	25.0	10.0	15.0

Plans and Aspirations of FLP Students

A survey was designed to understand FLP student educational and career plans, student confidence in fulfilling these plans, and whether the Future Leaders Program was an influence. To minimize classroom disruption, an online questionnaire was utilized. Altogether, 82.4 percent of enrolled FLP students completed the survey.

Ninety-two percent (92.0%) of FLP students had plans to enter a four year college or two year college/specialized training program immediately after high school graduation. Four percent (4.4%) of respondents answered, "I don't know." Ninety-seven percent (96.5%) of FLP students expected their highest level of education to be a bachelor's degree or graduate/ professional degree (Figure 1).

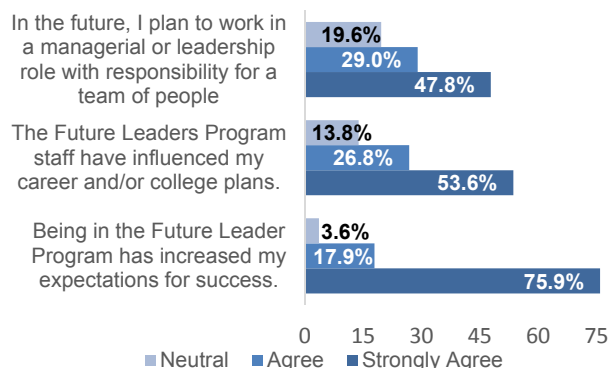
Figure 1: Highest Expected Level of Education



As shown in Figure 2, more than three quarters (76.8%) of FLP students strongly agreed (47.8%) or agreed (29.0%) with the statement: "In the future, I plan to work in a managerial or leadership role with responsibility for a team of people." Eighty percent (80.4%) of FLP students selected strongly agree (53.6%) or agree (26.8%) to the statement: "The Future Leaders Program staff have influenced by career and/or college plans. Ninety-four percent (93.8%) of FLP students strongly

agreed (75.9%) or agreed (17.9%) to the statement: "Being in the Future Leaders Program has increased my expectations for success."

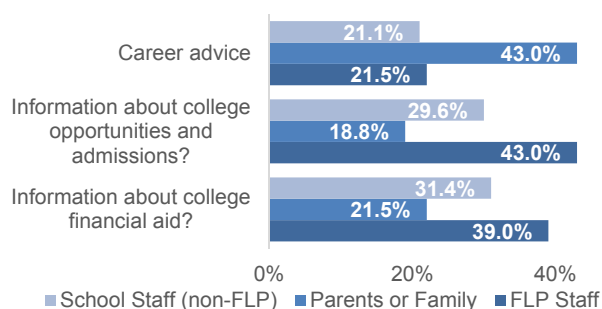
Figure 2: Future Leaders Aspirational Survey Responses



Note: Survey responses "Strongly Disagree" and "Disagree" combined were selected by less than 6% of respondents on every question and were omitted from this chart due to low prevalence.

FLP students were asked to indicate their primary source of information and support (Figure 3). While the most common primary source of information and support when seeking career advice was parents and family (43.0%), when seeking information about college opportunities/admissions and financial aid, FLP staff were the single greatest source of information and support (43.0% and 39.0% respectively)

Figure 3: Primary Source of Information and Support for Future Leaders Students.



Summary

The purpose of this evaluation was to understand FLP students and how this program has affected their lives. While there were no statistically significant differences between the performances of FLP students and matched comparison groups on SY 2015-16 STAAR exams, it is clear from the survey that the Future Leaders Program has played a positive role on the self-perceptions and aspirations of its students.

Recommendations

- Follow up on the college attendance and scholarship/financial aid award information for the FLP graduating class of 2016.

For more information, see EA16-604-1, available at <http://www.dallasisd.org/Page/888>.

Texas Priority and Focus Schools Program: 2015-2016

C. Elizabeth Watson, MPA

EA16-605-4

At-a-Glance

The Elementary and Secondary Education Act (ESEA) was passed by Congress in 1965. The reauthorization amending ESEA via the No Child Left Behind Act of 2001 (NCLB) aimed to close the achievement gap between groups of students by requiring greater accountability and offering increased flexibility and choice. At the close of 2015, Congress passed and the President signed into law the Every Student Succeeds Act (ESSA), an overhaul of federal education policy. Section 1003(a) of the ESEA authorizes state education agencies to issue funds to local education agencies in order to address the needs of schools identified for improvement, and thereby improve student performance. The Division of School Improvement and Support at the Texas Education Agency (TEA) administers school improvement programs under ESSA, including the Texas Title I 1003(a) priority and focus school grants.

Scope of Evaluation Department Services

Evaluation staff assists campuses with grant applications, especially with regard to writing evaluation components and annual goals, as well as in the completion of required annual compliance reports.

Program Description

Campuses were first identified as priority or focus in 2013-2014, and have remained on the list for three years. Due to new transition requirements from the United States Department of Education (USDE) related to ESSA, Texas will maintain this list of priority and focus campuses through 2016-2017.

Priority schools were identified as being among the lowest-ranking Title I schools in the state based on proficiency on the statewide reading and mathematics assessments, and graduation rates. Texas priority schools included Tier I or Tier II school improvement grant (SIG) schools, schools with graduation rates less than 60 percent, and the lowest achieving schools, ranked by the difference between school performance and proficiency targets. The total number of priority schools equaled five percent of Title I campuses in Texas.

Priority schools were required to engage in the Texas Accountability Intervention System (TAIS) continuous improvement process in alignment with the ESEA turnaround principles and Critical Success Factors (CSFs), to prepare and implement a targeted

improvement plan to address and correct areas of campus low performance, and most were assigned a Professional Service Provider (PSP). Districts also designated a leadership team, including a district coordinator of school improvement (DCSI). The PSPs and the DCSI worked together to support the campus through the improvement process and to identify interventions. Finally, The DCSI and priority campus principals were required to attend the annual Advancing Improvement in Education (AIE) conference.

Beginning in August 2015, priority schools having improved in performance and who were no longer identified as improvement required by the state accountability ratings were classified as priority-progress. All remaining schools that did not meet that criteria were identified as priority.

Priority-progress schools continued to follow all required interventions, but were not required to submit the campus' midyear progress reports of their targeted improvement plan. Priority progress schools were only required to submit an initial Targeted Improvement Plan and End-of-Year reporting on the implementation of the plan.

In 2015-2016, Dallas Independent School District (Dallas ISD) had 12 campuses identified as priority schools, and four identified as priority-progress. These campuses were eligible to receive \$153,808 per year in order to implement the program. The grant period ran from October 1, 2015 to September 30, 2016.

Focus schools were Title I schools that had the widest gaps in student performance between student groups. Schools were ranked based on the largest gaps of performance between student groups and the annual measurable outcomes target of 75 percent. Ten percent of Title I schools, not otherwise identified as priority schools, were identified as focus schools using this methodology.

Focus schools implemented interventions based on seven critical success factors, which referenced the United States Department of Education turnaround principles: improving academic performance, increasing the use of quality data to drive instruction, increasing leadership effectiveness, increasing learning time, increasing parent and community involvement, improving school climate, and increasing teacher quality. Schools were required to designate a district and campus contact for focus support and

interventions, and to work with the local Educational Service Center (ESC) to assess progress and complete and submit activity documentation, as well as to participate in consultations or two focus school support services or events with their ESC.

Beginning in August 2015, focus schools having improved in performance and who were no longer identified as improvement required by the state accountability ratings were classified as focus-progress. All remaining schools that did not meet that criteria were identified as focus.

Focus-progress schools engaged in the TAIS continuous improvement process and communications with their ESC, but were not required to participate in consultation or two focus school support services or events with their ESC.

In 2015-2016, Dallas ISD had 16 campuses identified as focus schools, and 10 campuses identified as focus-progress. These campuses were eligible to receive \$17,000 per year in order to implement the program.

2015-2016 Expenditures

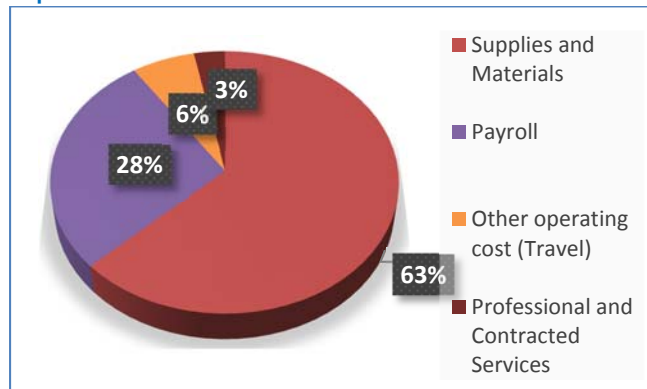
The majority of priority and focus campuses' grant funds were spent on supplies and materials, which included technology, software, supplemental instructional materials and supplies, building literacy libraries, professional development book studies, assessment preparation workbooks, and other supplemental supplies for professional development. Expenditures from this category totaled \$1,723,798, or 63 percent of total spending.

The second largest category of expenditure from the priority and focus school grant was payroll, comprising 28 percent of the total spending, at \$756,174. These positions were largely teachers, campus instructional coaches, and teacher's assistants who specialized in campuses' lowest performing areas (mathematics or reading). Positions were added in some cases to assist with after-school tutoring or summer programming. Five campuses hired social workers or community liaisons to address improving campus climate and increasing parent and community involvement goals.

Six percent of the grant funds, \$173,879, were spent on other operating costs. This category included travel for professional development. Representatives from priority campuses attended the AIE conference as a required intervention activity. The remainder of funds in this category were used for travel and/or supplemental pay for content-driven and school climate professional development sessions.

Professional and contracted services (services purchased from other district departments such as the graphics department, transportation for after-school tutoring and enrichment programs, and contracts for consultants providing training) comprised three percent of expenditures, at \$59,795.

Figure 1: 2015-2016 Overall Priority and Focus Grant Expenditures



The Future of Priority and Focus Grants

The 2016-2017 list of Texas priority and focus campuses will contain all campuses originally identified as focus or priority in 2013-2014. The 2017-2018 year presents the next opportunity for the state to formulate and implement exit criteria.

For 2016-2017, Dallas ISD will have nine campuses identified as priority schools, and seven identified as priority-progress. Additionally, Dallas ISD will have 10 campuses identified as focus schools, and 16 campuses identified as focus-progress.

These campuses will be eligible to receive \$121,933 per priority and focus school and \$20,000 per priority-progress and focus-progress school. The grant period will run from October 1, 2016 to September 30, 2017.

Recommendations

Campuses and the district should have a sustainability plan in place for campuses, especially regarding personnel: Campuses should have a long-term strategy that considers what the impact will be without these grant funded activities, and how the district and campuses can moderate that impact. This is especially true for priority-progress and focus-progress campuses, who with sustained achievement during the 2016-2017 year, can expect to exit the lists.

For more information, contact Program Evaluation at 972-925-6457.

City Year Program Evaluation: 2015-16

Mitch Barton, Ph.D., Rosemary Rincon

EA16-606-4

At-a-Glance

The Dallas Independent School District (Dallas ISD) partnered with City Year, a non-profit organization that is a member of the AmeriCorps national service network, and a program of the Corporation for National and Community Service. The education-focused organization is dedicated to helping students (grades 3-12) and schools succeed. A highly selective program, AmeriCorps members provide high-impact student, classroom and schoolwide support to help students stay on track to graduate from high school, ready for college and career success.

Several components are utilized to improve school attendance, student behavior, and course performance in English and mathematics. The components include:

- attendance monitoring and engagement,
- social-emotional support,
- English and mathematics support, and
- whole school transformational support.

AmeriCorps members commit to approximately 10 months of service beginning with several weeks of intensive training during the summer, before the start of the new school year. Training includes orientation on the City Year program culture and how to work within the schools. Each participant is assigned to serve on a team, at a specific school, where they work continuously through the end of their service term. AmeriCorps members work with teachers, administrators and other professionals to help improve student attendance, behavior and course performance.

Eligible students are identified as “sliding” or “off track” in a particular indicator (English, mathematics, attendance, and behavior) and are provided targeted interventions. No limits are placed on the amount of support students receive. Formal and informal assessments are used to monitor student progress.

City Year Dallas

The City Year program started as a pilot program in the Dallas ISD during the spring semester of 2014-15 at Franklin D. Roosevelt High School in grades 9-12. In 2015-16, the program was offered during the full year (fall and spring semesters) at five Dallas ISD campuses including: H. Grady Spruce (grade 9) and Franklin D. Roosevelt (grades 9-12) high schools, and E. B. Comstock, Oliver Wendell Holmes, and Francisco P. Medrano middle schools (grades 6-8, respectively). In 2015-16, the Dallas ISD paid \$100,000

per campus for a total of \$500,000. Five teams of ten AmeriCorps members served selected students in grades 6-12 at the five campuses. They provided one-on-one and group tutoring to improve literacy and mathematics skills and worked to promote a positive school climate by providing a variety of evening and weekend activities. These activities were designed to engage students, families, the school, and the community.

A total of 477 students were served by the City Year program with either literacy and/or mathematics support during the 2015 fall semester. Students were selected by City Year program staff in collaboration with classroom teachers, instructional coaches, counselors, administrators, principals, and any other school personnel who had insight into a student's needs. Students with a borderline status in academics, attendance, or discipline behaviors were prioritized for program participation. However, students were not included if they had an individualized education program, special education needs, or were chronically absent.

Program eligibility for Dallas ISD students was determined using the following resources:

- City Year's Scholastic Reading and Mathematics inventory scores (students at "Basic" level).
- Course grades (English, Language Arts, and mathematics),
- *Assessments of Course Performance (ACPs)*, and *STAAR* test scores (English, Language Arts, and mathematics),
- Attendance and behavior or social emotional support needs, and
- Input from teachers, administrators, counselors, and other school personnel to ensure the selection of the right students.

Evaluation Methods

A data file containing 2015-16 student participants was obtained from City Year and merged with the district's chancery file (created October 30, 2015). The following district files were also merged with the chancery file: attendance files (created on June 29, 2015 and June 6, 2016), discipline file (created July 13, 2016), and course files (created June 23, 2016). The data were analyzed using IBM SPSS Statistics.

Limitations

There are three important limitations to consider with this evaluation. First, students were selected to participate in the City Year program using several criteria for course grades, attendance, and discipline. As a result, it was not possible to have a single measure for each criteria that was applicable for all participants. For example, a student could have a passing course grade in a math course but not perform well on the STAAR test. In addition, a teacher could identify a student as having disciplinary problems in the classroom when the student did not have any discipline referrals. Second, because students were selected for the program using several different criteria for each variable, it was not possible to create an equivalent comparison group. The non-participating students at each of the five schools were chosen as the comparison group, but this group included a wide range of students. Consequently, these results cannot be generalized to other students outside of these five schools. Third, AmeriCorps members working with City Year provided social-emotional support to students; however, it was not possible to measure outcomes related to social-emotional changes. Students could have been receiving benefit from this service, but the evaluator was unable to analyze any data related to this variable.

City Year Student Demographics

The sample of City Year participants was approximately 54 percent male and 46 percent female. Seventy percent of the sample were Hispanic, 29 percent were Black or African American, and 1 percent were White. Lastly, approximately 64 percent of the students were in middle school and 36 percent were in high school.

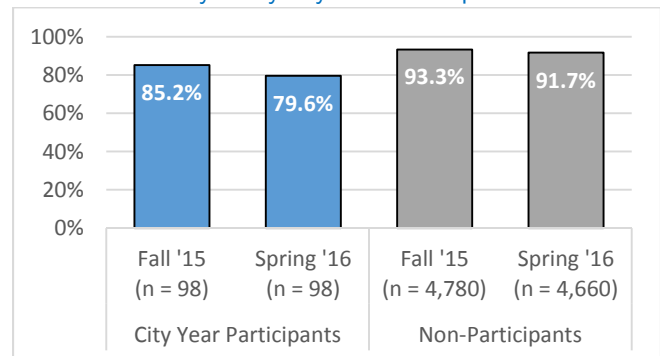
Program Participant/Non-Participant Comparison

To determine the differences between City Year participants (n = 477) and non-participants (n = 4,428) at each participating campus during the 2015-16 school year, attendance and course grade data were analyzed for all students at the five schools. While 258 City Year participants were identified as having disciplinary issues, the majority of these students were selected based on recommendations from school personnel, and disciplinary data (e.g., number of discipline referrals) were only available for a small number of these students. As a result, not enough discipline data was available for the current evaluation. Analyses related to attendance and course grades only include program participants who were identified as needing assistance in these areas compared to the remainder of students on the campuses.

Average attendance was calculated by dividing the number of days attended by the number of days enrolled during the 2015-16 school year. Figure 1

indicated that City Year participants had lower attendance rates than non-participants during the fall and spring semesters.

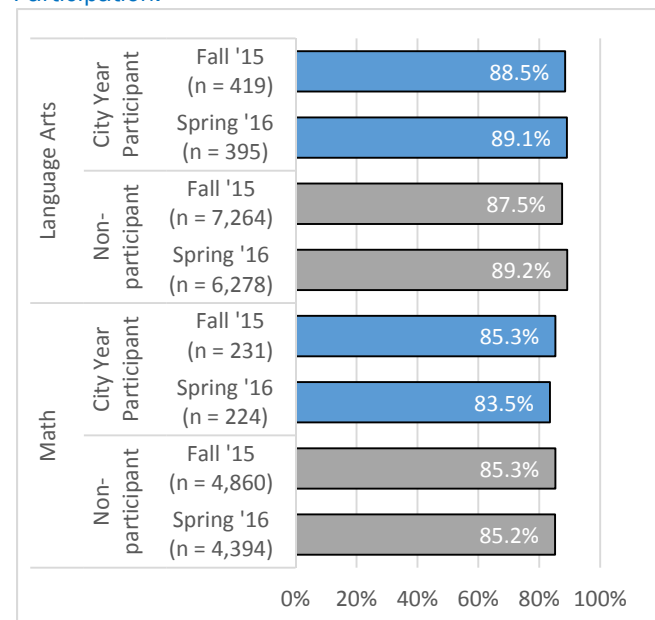
Figure 1: Percentage of School Days Attended during the 2015-16 school year by City Year Participation Status.



Note: Sample includes only students who were identified as needing help with attendance.

Two hundred and thirty-four City Year participants were identified as needing help in reading during the 2015-16 school year. As indicated by Figure 2, there was a nearly identical percentage of language arts courses passed by non-participants and City Year participants by the end of the school year. In addition, City Year identified 201 students as needing help in math. There was a slightly higher percentage of math courses passed by non-participants than City Year participants by the end of the school year (Figure 2).

Figure 2: Percentage of Language Arts or Math Courses Passed during the 2015-16 School Year by City Year Participation.



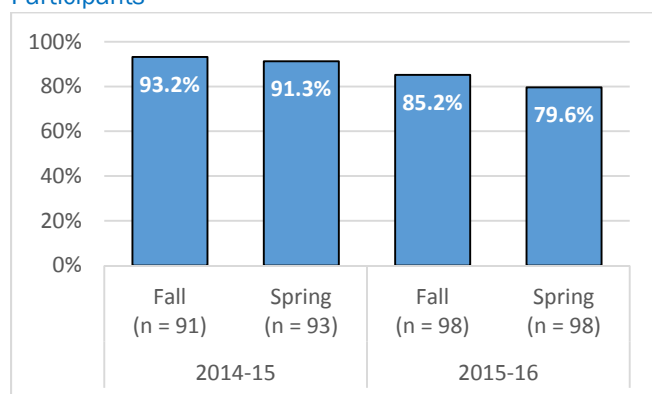
Note: Sample size reflects the number of course enrollments because students could enroll in more than one language arts or math course. Sample includes only students who were identified as needing help in language arts or math.

Measuring Student Growth

To measure student growth, attendance and course grade data were analyzed for City Year participants. Discipline data were not analyzed because only a small number of City Year participants had discipline referrals.

For the 2015-16 school year, 98 students who participated in the City Year program were identified as having attendance issues. Figure 3 includes the average percentage of school days that these students attended during the 2014-15 and 2015-16 school years. While they had attendance rates above 90 percent for the 2014-15 school year, the average attendance rate decreased to approximately 79 percent by the end of Spring 2016.

Figure 3: Percentage of School Days Attended for City Year Participants



Note: Sample includes only students who were identified as needing help with attendance.

In regards to course grades for City Year participants, student growth during the 2015-16 school year can be found in Figure 2. The percentage of language arts courses passed slightly increased from 88.5 percent to 89.1 percent, whereas the percentage of math courses passed slightly decreased from 85.3 percent to 83.5 percent.

Summary

City Year is a non-profit organization that provided one-on-one and group tutoring to improve student literacy and mathematics skills at five middle and high schools in Dallas ISD during the 2015-16 school year. When comparing City Year participants to non-participants, City Year participants had lower attendance rates than non-participants during the fall and spring semesters. In addition, there was a nearly identical percentage of language arts courses passed by City Year participants and non-participants by the end of the school year. However, there was a slightly higher percentage of math courses passed by non-participants than City Year participants by the end of the school year.

When measuring student growth, the attendance rate for City Year participants decreased over time. Furthermore, while the average percentage of language arts courses passed by City Year participants slightly increased during the 2015-16 school year, there was a slight decrease in the average percentage of math courses passed by City Year participants over time.

Recommendations

The following are recommendations based on the results of the evaluation:

1. City Year program staff should implement clear guidelines for selecting participants to ensure that the most appropriate students are served. In addition, program staff should use specific criteria for attendance, course grades, and discipline to ensure that student growth can be accurately measured over time.
2. Because average attendance rates did not improve for targeted students, City Year program staff should identify the factors that impact student attendance and work with students, parents, and school personnel to increase the percentage of school days that participants attend.

For more information, please contact Program Evaluation at 972-925-6457.

Teaching Trust

2015-16 End-of-Year Report

Rosemary Garcia-Rincón; Nora E. Douglas, Ph.D.

EA16-607-4

At-a-Glance

The Dallas Independent School District (Dallas ISD) partnered with Teaching Trust, a non-profit organization that delivers programs focused on preparing educators who can transform schools by developing the values and skills necessary to transformational and lasting school and district change. In 2015-16, Teaching Trust provided three programs that strategically reinforced each other to build the professional capacity critical to transform urban schools. These programs supported principal leaders, school leadership teams and teacher leaders. They included the: Aspiring Ed Leaders Program (ALP); Executive Ed Program for Teams (Teams); and Ed Fellows Program (Ed Fellows).

The Dallas ISD allocated \$493,750 in funds to Teaching Trust to provide the Executive Ed for Teams (\$375,000) and Ed Fellows (\$118,750) programs for the 2015-16 school year. This district did not allocate funds for the Aspiring Ed Leaders program.

Aspiring Ed Leaders: The Aspiring Ed Leaders Program, a rigorous competency and experiential-based program was launched in 2011. The five-year program is offered in partnership with Southern Methodist University's Annette Caldwell Simmons School of Education and Human Development. Participants receive classroom instruction using case studies, teamwork, and campus-based instructional projects and consequently earn a principal certificate at the end of the first year of the program. During the second year Aspiring Ed Leaders serve in a leadership role in a high-need urban school. On-going professional development, evaluation, and support is provided to the Aspiring Ed Leaders in years three through five, as they transition into leadership roles at their schools and apply the practices and ideas they learn throughout the course of the program.

Executive Ed for Teams: The Executive Ed Program for Teams is a one-year school leadership program focused on developing strong campus leadership teams. The year-long program includes six full-day summer intensive sessions focused on team effectiveness, culture and instruction; six monthly (full-day) sessions, each used to deliver program content and give teams time to plan and collaborate how they will implement on their campuses; coaching visits at least once per month that focus on team effectiveness, data practices, culture, and instruction; and monthly

and culminating assignments due prior to each monthly session.

Ed Fellows: The Ed Fellows Program is a one-year leadership development program for teacher-leaders offered in collaboration with Teach for America-Dallas-Fort Worth. Fellows participate in 60 hours of practice-based workshops through a one-week summer intensive and ten monthly sessions throughout the school year. The program prepares participants for roles including instructional coaches, department chairs, team leaders, master teachers, deans and assistant principals.

Evaluation Methods

The purpose of the evaluation was to describe the content and implementation of the Aspiring Ed Leaders program across five cohorts (2011-12 through 2015-16); the Teams program across three cohorts (2013-14 through 2015-16); and the Ed Fellows program for the 2015-16 school year. Participants from the three programs were employed at the end of the 2015-16 school year at a total of 71 campuses at all school levels. Participants from each program were represented on most of these campuses.

The evaluator conducted interviews and focus groups with ALP, Teams, and Ed Fellows participants (n=27) at eight Dallas ISD campuses (3 elementary, 3 middle, and 2 high schools). The evaluator collected program documentation and middle- and end-of-year survey data from Teaching Trust staff. The evaluator linked a list of Teaching Trust participants with a district personnel data file for July 10, 2016 to analyze demographic information, to determine campus placements for each participant, and to analyze student attendance, discipline, 2015-16 fall and spring Climate Survey (ALP and Teams participants), and 2015-16 Student Experience survey (Ed Fellows participants) data for each campus. The evaluator included an analysis of student attendance, discipline, and campus Climate Survey data because these are outcomes where one would expect to see change resulting from training addressing campus climate, culture and leadership (i.e., ALP or Teams). District personnel files are snapshots of employment for a particular date; thus, the evaluator could not determine length of employment at a particular campus and no statistical tests were run to compare Teaching Trust participants to non-Teaching Trust participants. Campus data used

throughout the remainder of this report is meant to be used as baseline data and in no way reflects the effectiveness of Teaching Trust training. The evaluator was only able to determine where Teaching Trust participants were employed as of July 10, 2016 and did not have information about how long participants were at each campus or whether they were at a campus for a full school year. Any results presented in this report cannot be attributed to Teaching Trust, but can be used as introductory information about campus performance.

Aspiring Ed Leaders Program

Table 1 shows demographic information for ALP participants by cohort and overall. During the 2015-16 school year, ALP participants were employed at 39 Dallas ISD campuses at all school levels.

Table 1: ALP Participant Demographics

	Cohort I 2011-12 (n=9)	Cohort II 2012-13 (n=7)	Cohort III 2013-14 (n=7)	Cohort IV 2014-15 (n=22)	Cohort V 2015-16 (n=14)	Total (n=59)
Race/Ethnicity						
Black or African American	11.1%	14.3%	14.3%	22.7%	35.7%	22.0%
Hispanic or Latino	66.7%	42.9%	14.3%	31.8%	21.4%	33.9%
White	22.2%	42.9%	71.4%	36.4%	42.9%	40.7%
Asian	0.0%	0.0%	0.0%	9.1%	0.0%	3.4%
American Indian/Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Gender						
Female	66.7%	28.6%	71.4%	77.3%	50.0%	62.7%
Male	33.3%	71.4%	28.6%	22.7%	50.0%	37.3%
Highest Degree Attained						
Bachelors	44.4%	42.9%	71.4%	81.8%	92.8%	72.9%
Masters	55.6%	57.1%	14.3%	18.1%	7.1%	25.4%
Doctoral	0.0%	0.0%	14.3%	0.0%	0.0%	1.7%
Current Position with Dallas ISD (as of 7/10/16)						
Principal	44.4%	42.9%	0.0%	4.5%	0.0%	13.6%
Assistant Principal	55.6%	42.9%	71.4%	40.9%	7.1%	39.0%
Campus-Based Instructional Coach	0.0%	0.0%	0.0%	50.0%	57.1%	32.2%
Teacher	0.0%	14.3%	0.0%	4.5%	28.6%	10.2%
Other	0.0%	0.0%	28.6%	0.0%	7.1%	5.1%
Years of Experience						
State Experience (Average Years)	11.7	5.3	6.6	7.6	6.0	7.4
Local Experience (Average Years)	10.3	3.6	6.6	7.0	4.4	6.4

Note: "Other" includes academic facilitator, coordinator and manager. Cohorts I-IV received a master's degree from SMU through the ALP program. Percentages may not add to 100 percent due to rounding.

Results from campus-based focus groups and interviews with ALP participants indicated that the Teaching Trust training provided ALP participants with the foundational skills that gave them guidance in knowing what to do, when to do it, and in what order; clarified procedures and processes; influenced them in how to build trust and relationships with staff; and taught them the practice of using continuous feedback with teachers. Without the Teaching Trust training, ALP participants stated that they would more than likely follow the model given by the campus administrators or work in isolation.

Student attendance percentages for the 2015-16 school year at elementary, middle, and high school campuses with ALP participants were comparable to the overall district average (96%, 96%, and 94%, respectively). The percentage of students with at least one discipline

referral ranged from zero percent to 10 percent at the elementary level, eight percent to 47 percent at the middle school level, and nine percent to 21 percent at the high school level. The district average was 4 percent, 20 percent, and 12 percent, respectively.

An analysis of Climate Survey data for campuses with an ALP participant in a principal position indicated that the percentage of positive responses for most campuses with ALP participants at the elementary school level were at or above the district level across all survey categories and in most cases, higher than middle and high school campuses (Tables 2).

Table 2: Climate Survey Percentage of Positive Responses, Campuses with ALP Participant as Principal

ALP: Campus Placement as of 7/10/2016	N	Beliefs and Priorities	Culture of Feedback and Support	Positive Culture and Environment	College-Going Culture
Cigarroa ES	3	93.9%	88.9%	82.4%	85.5%
Conner ES	2	68.5%	53.9%	55.1%	78.6%
Foster ES	3	93.4%	86.8%	85.0%	95.4%
Frank ES	1	80.4%	68.1%	76.0%	87.7%
Gooch ES	1	94.0%	80.7%	88.5%	95.0%
Cary MS	2	76.4%	63.4%	60.5%	62.5%
Marsh MS	1	72.7%	52.7%	49.5%	59.0%
District		78.0%	68.2%	65.9%	81.5%

Note: Percentages are for total campus responses. Green indicates at or above the district average.

Executive Ed for Teams Program

Table 3 shows demographic information for Teams participants by cohort and overall. Teams program participants were employed at 45 Dallas ISD campuses at all school levels.

Table 3: Teams Participant Demographics

	Cohort I 2013-14 (n=43)	Cohort II 2014-15 (n=46)	Cohort III 2015-16 (n=82)	Total (n=171)
Race/Ethnicity				
Black or African American	29.3%	54.8%	29.9%	36.3%
Hispanic or Latino	46.3%	19.0%	35.1%	33.8%
White	24.4%	26.2%	31.2%	28.1%
Asian	0.0%	0.0%	2.6%	1.3%
American Indian/Alaska Native	0.0%	0.0%	1.3%	0.6%
Gender				
Female	82.9%	64.3%	74.0%	73.8%
Male	17.1%	35.7%	26.0%	26.3%
Highest Degree Attained				
Bachelors	34.1%	43.9%	50.7%	44.4%
Masters	61.0%	53.6%	49.3%	53.6%
Doctoral	4.9%	2.4%	0.0%	2.0%
Current Position with Dallas ISD (as of 7/10/16)				
Principal	22.0%	14.3%	15.6%	16.9%
Assistant Principal	29.3%	23.8%	19.5%	23.1%
Campus-Based Instructional Coach	12.2%	28.6%	23.4%	21.9%
Teacher	19.5%	26.2%	35.1%	28.7%
Other	17.1%	7.2%	6.5%	9.5%
Years of Experience				
State Experience (Average Years)	14.6	11.5	11.8	12.5
Local Experience (Average Years)	13.0	9.6	9.8	10.6

Note: "Other" includes academic facilitator, coordinator and manager. Percentages may not add to 100 percent due to rounding.

Results from campus-based focus groups and interviews with Teams participants indicated that the Teaching Trust training helped Teams participants to ensure that they were strategic and deliberate with their action steps; build capacity within their campus; refine some of their practices; become effective planners; build trust and relationships with teachers; and have a better understanding of how the campus worked as a whole for the betterment of the students. Overall, Teams participants conveyed that they were very satisfied with the training they received and would like continued support once completing the program. In addition, participants expressed that although the program was rigorous and not for everyone, they highly recommended it for all campuses, especially campuses that were low-performing.

Student attendance percentages for the 2015-16 school year at elementary, middle, and high school campuses with Teams participants were comparable to the overall district average (96%, 96%, and 94%, respectively). The percentage of students with at least one discipline referral ranged from zero percent to 12 percent at the elementary level, eight percent to 35 percent at the middle school level, and six percent to 21 percent at the high school level. The district average was 4 percent, 20 percent, and 12 percent, respectively.

An analysis of Climate Survey data for campuses with a principal who participated in Teams indicated that the percentage of positive responses for most campuses with Teams participants at the elementary school level were at or above the district level across all survey categories and in most cases, higher than middle and high school campuses. The percentage of positive responses for most middle and high school campuses were below the district average for all categories (Tables 4-6).

Table 4: Climate Survey Percentage of Positive Responses, Teams ES Campuses

Teams: ES Campus Placement as of 7/10/2016	N	Beliefs and Priorities	Culture of Feedback and Support	Positive Culture and Environment	College-Going Culture
JQ Adams ES	2	78.0%	56.2%	59.2%	90.1%
Bayles ES	6	68.3%	64.0%	50.0%	76.3%
Blanton ES	4	85.6%	74.2%	68.9%	94.0%
Burnet ES	7	88.9%	81.3%	81.2%	91.5%
Casa View ES	8	81.6%	69.3%	63.0%	84.8%
Cigarroa ES	4	93.9%	88.9%	82.4%	85.5%
Conner ES	5	68.5%	53.9%	55.1%	78.6%
Degoyler ES	4	68.8%	43.2%	58.3%	74.1%
Frank ES	7	80.4%	68.1%	76.0%	87.7%
Hall ES	4	87.0%	79.6%	76.3%	86.4%
Preston Hollow ES	4	92.0%	73.7%	81.7%	91.4%
Richardson ES	5	82.3%	64.3%	70.3%	91.9%
Roberts ES	3	54.5%	49.2%	39.7%	76.4%
Rogers ES	5	94.3%	80.3%	86.6%	99.6%
San Jacinto ES	5	67.8%	50.2%	53.7%	81.4%
Silberstein ES	2	83.8%	72.8%	73.7%	86.7%
Truett ES	2	85.3%	79.2%	70.5%	78.8%
Urban Park ES	3	82.2%	69.0%	73.3%	88.0%
Webster ES	3	70.8%	64.8%	44.3%	78.2%
Winnetka ES	3	87.2%	80.8%	75.0%	96.6%
District		78.0%	68.2%	65.9%	81.5%

Note: Green indicates at or above the district average.

Table 5: Climate Survey Percentage of Positive Responses, Teams MS Campuses

Teams: MS Campus Placement as of 7/10/2016	N	Beliefs and Priorities	Culture of Feedback and Support	Positive Culture and Environment	College-Going Culture
Balch Springs MS	6	70.7%	56.3%	55.5%	60.9%
Browne MS	5	80.2%	83.3%	59.2%	79.7%
Hill MS	5	73.9%	61.6%	55.9%	72.8%
Richards MS	6	78.7%	59.5%	58.6%	72.8%
District		78.0%	68.2%	65.9%	81.5%

Note: Green indicates at or above the district average.

Table 6: Climate Survey Percentage of Positive Responses, Teams HS Campuses

Teams: HS Campus Placement as of 7/10/2016	N	Beliefs and Priorities	Culture of Feedback and Support	Positive Culture and Environment	College-Going Culture
Adams HS	5	63.7%	68.4%	51.1%	66.7%
Roosevelt HS	4	68.3%	62.9%	54.3%	65.4%
Sunset HS	3	59.2%	46.9%	43.1%	65.1%
Wilson HS	2	67.7%	58.2%	60.4%	75.0%
District		78.0%	68.2%	65.9%	81.5%

Note: Green indicates at or above the district average.

Ed Fellows Program

Table 7 shows demographic information for Ed Fellows participants for the 2015-16 school year. Fellows were placed among 29 campuses at all school levels.

Table 7: Ed Fellows Participant Demographics

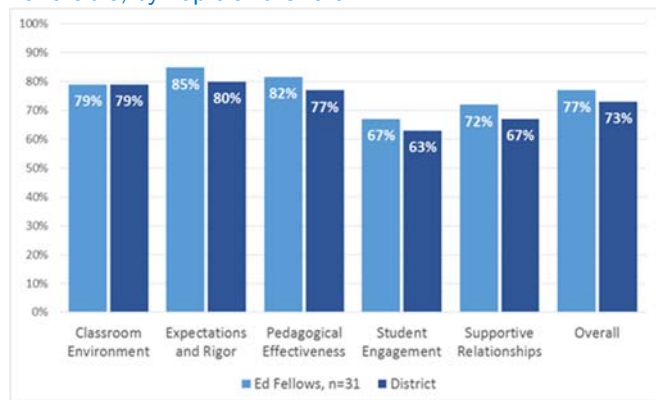
	Cohort I 2015-6 (n=51)
<i>Race/Ethnicity</i>	
Black or African American	27.5%
Hispanic or Latino	29.4%
White	43.1%
Asian	0.0%
American Indian/Alaska Native	0.0%
<i>Gender</i>	
Female	82.4%
Male	17.6%
<i>Highest Degree Attained</i>	
Bachelors	64.6%
Masters	35.4%
Doctoral	0.0%
<i>Current Position with Dallas ISD (as of 7/10/16)</i>	
Principal	0.0%
Assistant Principal	5.9%
Campus-Based Instructional Coach	9.8%
Teacher	78.4%
Other	6.0%
<i>Years of Experience</i>	
State Experience (Average Years)	5.3
Local Experience (Average Years)	4.3

Results from campus-based focus groups and interviews with Ed Fellow participants indicated that the Teaching Trust training strengthened the Ed Fellows' vision for the way they saw teaching; helped them in building trust; gave them confidence in approaching administrators and colleagues; and gave them the confidence and ability to advocate for what was needed. Ed Fellows reported that without the Teaching Trust training, they would have continued through the process of only addressing their classrooms and not contributed to the full campus culture. Overall, Ed Fellows indicated they were very satisfied with the training they received and would like continued support

after completing the program. They also expressed that they would highly recommend the program to their colleagues.

Of the 51 Ed Fellows teachers working in the district during the time of this evaluation, 31 participated in the Student Experience Survey process. Figure 1 shows the percentage of favorable responses by survey topic and overall for the 31 Ed Fellows teachers and the district. These data should be interpreted with caution as they do not represent the full 2015-16 Ed Fellows population.

Figure 1: 2015-16 Student Experience Survey: Percent Favorable, by Topic and Overall



Retention

Teaching Trust participants stayed with the district at fairly high rates. Overall, 86 percent of ALP participants across four cohorts, 78 percent of Teams participants across three cohorts, and 80 percent of Ed Fellows from one cohort were still with the district as of July 10, 2016 (Table 8).

Table 8: Teaching Trust Participant Retention in the District

	Participants		
	Total	Retained as of	
	Participants	7/10/2016	Retention %
<i>Aspiring Leaders Program</i>			
ALP 2011-12	11	9	82%
ALP 2012-13	10	7	70%
ALP 2013-14	10	7	70%
ALP 2014-15	23	22	96%
ALP 2015-16	15	14	93%
ALP Total	69	59	86%
<i>Execute Ed for Teams Program</i>			
Teams 2013-14	55	41	75%
Teams 2014-15	54	42	78%
Teams 2015-16	95	77	81%
Teams Total	204	160	78%
<i>Ed Fellows Program</i>			
Ed Fellows 2015-16	64	51	80%

There were 20 Dallas ISD Teaching Trust program participants who participated in both the Aspiring Leaders program and the Executive Ed for Teams program. These participants were not necessarily concurrently enrolled in both programs. Additionally,

there were seven program participants who participated in both the Executive Ed for Teams program and the Ed Fellows program.

Middle-of-Year and End-of-Year Surveys

Teaching Trust administered a middle-of-year (MOY) and an end-of-year (EOY) survey to program participants to collect feedback regarding their overall experience in the programs. In general, survey outcomes showed that participants had positive perceptions of their experiences in the programs and most would recommend the program to other colleagues (Figures 2 and 3, Table 9).

Figure 2: ALP Participant Experience during Residency

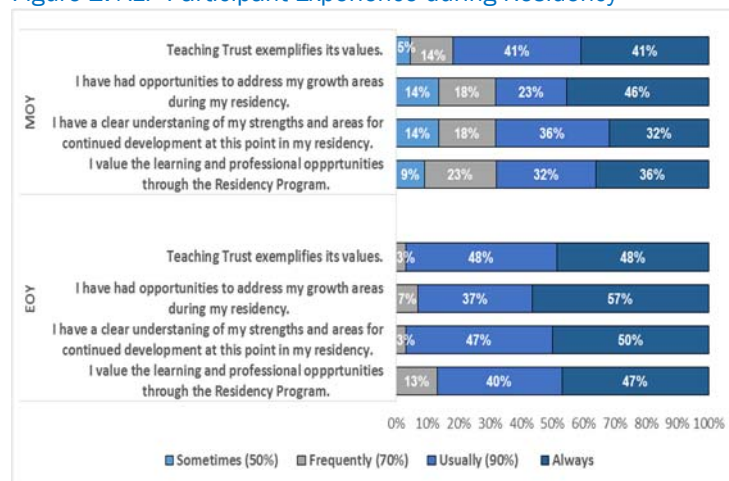
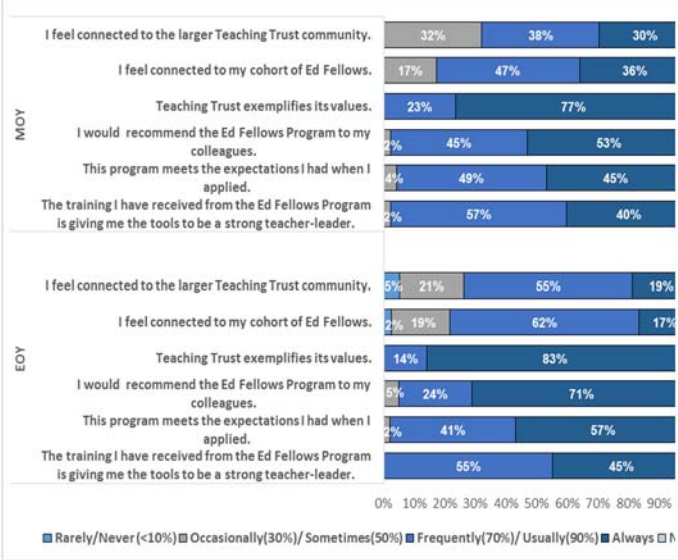


Table 9: Teams Participant Experiences during Program

	Strongly Disagree	Disagree	Slightly Disagree	Neither	Slightly Agree	Agree	Strongly Agree
Overall, the Executive Ed Leadership Program has been high quality.							
MOY	0%	0%	0%	0%	6%	25%	69%
EOY	3%	1%	0%	1%	5%	15%	74%
Difference	3%	1%	0%	1%	-1%	-10%	5%
The quality of coaching from our Leadership Development Director significantly contributes to my school's success.							
MOY	0%	0%	0%	4%	5%	29%	62%
EOY	0%	3%	4%	0%	4%	21%	68%
Difference	0%	3%	4%	-4%	-1%	-8%	6%
The content that my team receives in monthly sessions significantly contributes to my school's success.							
MOY	0%	0%	1%	1%	11%	31%	54%
EOY	1%	0%	0%	4%	5%	35%	55%
Difference	1%	0%	-1%	3%	-6%	4%	1%
*The feedback my team receives from Teaching Trust is high leverage.							
MOY	0%	1%	3%	1%	6%	36%	51%
EOY	0%	3%	0%	1%	6%	31%	59%
Difference	0%	2%	-3%	0%	0%	-5%	8%
Teaching Trust exemplifies its values.							
MOY	0%	1%	0%	0%	3%	22%	74%
EOY	0%	1%	0%	1%	1%	15%	81%
Difference	0%	0%	0%	1%	-2%	-7%	7%
I would recommend Teaching Trust program to a colleague.							
MOY	0%	0%	3%	1%	2%	26%	68%
EOY	3%	1%	0%	0%	0%	27%	69%
Difference	3%	1%	-3%	-1%	-2%	1%	1%
My leadership development in the Executive Ed program significantly impacted my school's success.							
MOY	0%	0%	1%	2%	13%	40%	44%
EOY	0%	1%	1%	1%	5%	32%	59%
Difference	0%	1%	0%	-1%	-6%	-8%	15%

Note: Percentages may not total 100 due to rounding. * The text for the EOY survey changed to read as follows: "Overall, the feedback my team received from Teaching Trust has been high leverage."

Figure 3: Ed Fellows Participants Experience during Program



Recommendations

Recommendations resulting from the 2015-16 Teaching Trust evaluation included Teaching Trust staff continuing to support Teaching Trust participants once they have completed the program and increasing emphasis during training on areas that affect campus climate. In addition, it is recommended that in future evaluations, more detailed information about personnel work history be collected either from Human Capital Management or other sources in order to further analyze participant versus non-participant outcomes.

For more information, please contact Program Evaluation at 972-925-6457.

Evaluation of AVANCE 2015-16

Dianne K Palladino, Ph.D.

EA16-609-4

At-a-Glance

AVANCE – Dallas is a non-profit organization that provides education, coaching, and tools to at-risk families. The primary goal of the program is to train parents to become the first teachers of their infant to three-year-old children. In 2015-16, the program was housed in 26 classrooms in 21 elementary schools in the Dallas Independent School District (Dallas ISD). It strived to engage parents, inspire children, and build communities in at-risk neighborhoods. The AVANCE curriculum consisted of 32 weeks of 4-hour classroom sessions during which parents attended instruction while children engaged in educational and culturally- and age-appropriate activities focused on their social, emotional, cognitive, and physical development. Families also participated in approximately seven monthly home visits during which an instructor engaged in educational play with families. In addition to parent/child education and home visitation, AVANCE offered weekly book clubs and enrichment programs for parents.

The program budget for AVANCE was \$1,900,000 for program year 2015-16. Of this \$700,000 was from the United Way, \$400,000 was from Dallas ISD general operating funds, \$350,000 was from Zero to Five Funders Collaborative, and \$450,000 was from other external funding sources such as foundations, corporations, and individuals.

This evaluation describes the AVANCE program as it was implemented in the Dallas ISD. This information was collected through interviews with the program director of AVANCE. This evaluation also reports data regarding participant characteristics, the percentage of children who met or exceeded age-appropriate benchmarks at the beginning and end of the 2015-16 academic year, and key findings from a survey of parent involvement. All participant and assessment data were provided by the AVANCE program office.

What were the characteristics of the AVANCE program and participants?

Eligibility and recruitment. No cultural or financial requirements governed eligibility of families who participated in AVANCE. Most recruiting took place door-to-door in neighborhoods around campuses with high poverty rates. The lessons were taught in the language of the classroom.¹ The core AVANCE parenting program lasted one year, and parents were allowed to re-enroll in the program after three years in the event of a new child.²

Classroom sessions. Parents and children generally were separated during four-hour classroom sessions. Each of these hours typically had a different purpose. The first hour was dedicated to learning toy-making,³ and the second was dedicated to learning a parenting skill supporting social, cognitive, physical, or emotional child development. In the third hour, either visitors were invited to inform parents about available community resources or AVANCE instructors presented useful topics (e.g., nutrition, finances). In alternating weeks, the fourth hour was used either for volunteer leadership projects in schools or for parent/child literacy-related activities (e.g., storytelling, active listening).⁴

Children in classroom sessions were grouped into three age groups (birth to one-year-olds, two-year-olds to younger three-year-olds, and older three-year-olds to four-year-olds). Classrooms were separated into several learning centers, where children participated in self-directed activities per individualized, assessment-based plans.

Home visits. Parents and children participated together in seven home visits per year. In these sessions, the home visitor engaged parents and children in educational play to encourage bonding. Sessions were recorded and videos were played for

¹ AVANCE is primarily a Spanish-language program, although it sponsored a one-semester pilot program this year in English. Data for this pilot program are not addressed specifically in separate analyses because of low enrollment rates.

² A reason some parents would do this is to provide the experience for their children.

³ Participants made 17 toys during the course of the program with household materials or kits provided by AVANCE. The goal was to teach parents that they did not need to spend a lot of money to make toys that helped engage and educate their children. These toys also

helped tie the parents' child development curriculum to their children in the real world. For example, parents made small storybooks out of used file folders and then read and shared these stories on topics related to the curriculum (e.g., feelings, shapes, colors) with their children. They also made culturally-correct dolls and pillows that were used for the same purpose.

⁴ Children were allowed to keep the books that they used in these joint sessions, and parents learned that they could use storytelling if they were uncomfortable reading. Sometimes these sessions involved performing skits or crafts to connect the book to real life experiences.

parents as the year progressed to show them how much interaction with their children changed.

Personnel. As of January 2016, AVANCE employed 62 full-time staff members. These staff members included four administrators and four coordinators presiding over eight teams. Each team served five schools (one per day), and included a parent educator, a toy-making home visitor, a lead early childhood teacher, and at least three additional teachers, depending on the number of children on site.

Other AVANCE programs. After completing the one-year core program, parents could participate in one of three additional programs. The first was a 12-class leadership academy that instructed parents about volunteering in schools through development of personal skills (e.g., self-esteem) and leadership skills (e.g., teamwork, money management, people skills). In addition, AVANCE offered 90-minute weekly book clubs,⁵ workplace English language classes, and an opportunity to participate in a year of training to become home visitors who coach families on infant mental health or asthma management.⁶

Parents. Of 1,008 parents enrolled in AVANCE this year, 698 (69.2%) resided within the Dallas ISD. Of those, 576 (82.5%) graduated from the program. Parents were an average of 32.2 years old (range: 17 to 66). See Table 1 for a summary of the characteristics of most AVANCE parents.

Table 1: Dallas ISD AVANCE Parent Characteristics

	%
Female	95.4
Hispanic/Latino	95.5
Born in Mexico	83.7
Married/Living with Spouse	62.8
Living in Apartment	40.5
Own Home	27.8
Primary Home Language: Spanish	81.9
Homemaker	71.9
Job Wages Primary Income Source	96.4

Source: AVANCE program office data files. Note: N = 576; Sample includes parents who resided in the Dallas ISD and who graduated from the program in academic year 2015-16.

Children. AVANCE parent graduates in the Dallas ISD participated with one (84.9%), two (14.5%) or three (0.6%) children, for a total of 667 child participants. These children were an average of 2.5 years old (range:

0 to 5.5), were 48.0 percent female, and 93.9 percent Hispanic. Most (95.4%) were born in the United States.

Data Integrity

Some data integrity issues introduced an undetermined margin of error for the outcomes reported in this evaluation. Data for enrollment, demographics, and each assessment were provided in separate Excel spreadsheets, but no consistent primary key was provided to link records among the files. In most cases, this resulted in using parent and/or child first and last name and birthdate (when available) to link records from files. Unfortunately, names were not spelled consistently in all records, resulting in a high potential for missing data in all analyses. In addition, random strings of the letter 'W' were appended to the end of some last and first names in some datasets,⁷ deepening the problem. Although the evaluator remedied as many of these issues as possible,⁸ results should be reviewed with caution because of potential for dropped records.

What changes in age-appropriate development occurred from the beginning to end of the year?

AVANCE staff members administered two assessments at both the beginning and the end of the academic year to measure age-appropriate development. The *Ages and Stages Questionnaires (ASQ-3)*⁹ were used for children ages zero to two, and the *School Readiness Survey (SRS)* was administered for children ages three and above.

Ages & Stages Questionnaires (ASQ-3)

Methodology. The ASQ-3 is a developmental and social-emotional screening instrument for children from birth to age six. AVANCE used this instrument to screen children from birth to two years. Because it was designed to identify developmental progress and delays, scoring of the ASQ-3 is dependent on a child's age in months. Although the AVANCE office provided raw ASQ-3 scores, they were unable to provide individual-level overall scores to indicate whether a child scored at the age-appropriate level.¹⁰ According to program staff members, they provided raw data for processing to a consultant who returned only final results. The AVANCE office provided the final rates of AVANCE children from birth to age two who were at the

⁵ Book clubs also welcomed parents who had not graduated from AVANCE's core program.

⁶ Availability of these programs each year is subject to funding.

⁷ The AVANCE office indicated that these stray letters were a result of stray marks on scanned data entry forms.

⁸ For example, the evaluator wrote code to remove these extraneous letters, resulting in higher match rates.

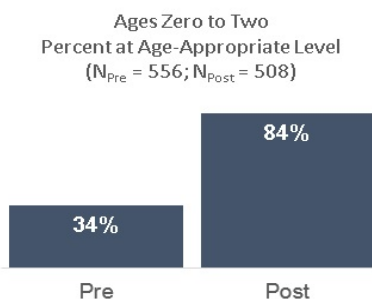
⁹ For more information, see <http://www.agesandstages.com>.

¹⁰ The program was also unable to provide the algorithms for calculating scores at each age level or questionnaires or instructions written in English for the evaluator to develop a tool for calculating scores. Thus, it was not possible for the evaluator to conduct Dallas ISD-specific analyses.

age-appropriate level at both pre- and post-test for all participants. (It was not possible for the evaluator to select only children of graduate parents residing in Dallas ISD). These results were included in this document. In addition, it is an important limitation that the sample sizes reported for pre- and post-test calculations were different, indicating that analyses were not limited to children with both pre- and post-test scores.

Results. As shown in Figure 1, a higher percentage of AVANCE children scored at or above age level on the ASQ-3 at post-test (84%) than at pre-test (34%).

Figure 1. Rate of Children At or Above Age-Appropriate Development Level on ASQ-3



Source: AVANCE program office summary data. Note: Because of lack of student-level overall score data, it was not possible to select scores only for parent graduates residing in the Dallas ISD. The rates shown were calculated by AVANCE consultants and provided to the evaluator by the AVANCE office. Results shown are for all AVANCE participants, not only for children of parent graduates residing in the Dallas ISD.

School Readiness Survey (SRS)

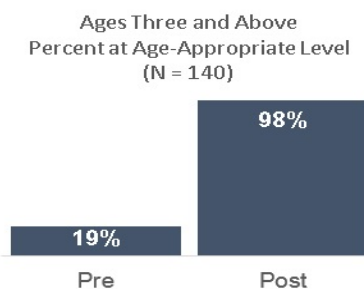
Methodology. The SRS was an informal tool developed by the AVANCE program that incorporated best practices from several validated developmental assessment instruments. It was administered to AVANCE children who were at least three years old. To complete this assessment, AVANCE staff members rated children on 51 skills as 1 (mastered), 2 (making progress), or 3 (needs help). The skills were grouped into the following categories: listening, oral language development, early literacy, written expression, and cognitive development. AVANCE considered children at or above age level if they were rated a 1 or 2 on at least 75 percent of instrument items. This threshold was used for this evaluation for consistency.

The AVANCE office provided SRS data. Pre- and post-test data were available for 415 children when records were joined on first and last name. These

records were then joined to parent data using each child's first and last name resulting in 140 children of parent graduates of the program who resided in the Dallas ISD with pre- and post-test records. Using these data, the evaluator calculated the percentage of scored items that were rated one or two. Percentages of at least 75 percent were flagged as at or above age level. Finally, the rate of children at an age-appropriate development level was calculated both for the pre- and post-test.

Results. As shown in Figure 2, a higher percentage of AVANCE children scored at age level on the SRS at post-test (98%) than at pre-test (19%).

Figure 2. Rate of Children At or Above Age-Appropriate Development Level on the School Readiness Survey



Source: AVANCE program office data files. Note: Sample includes parents who resided in the Dallas ISD who graduated from the AVANCE program. Only parents with pre- and post-test scores were included in analyses.

What were changes in parent involvement from the beginning to end of the year?

AVANCE Parent Inventory (API)

Methodology. The API was an inventory of questions that measured parenting knowledge and behavior. This instrument was administered both at the beginning and the end of the academic year to all AVANCE parents. This evaluation focused on the survey's behavioral questions. These questions asked the number of days per week or times per month the parent or child engaged in healthy behaviors and parent/child engagement activities.

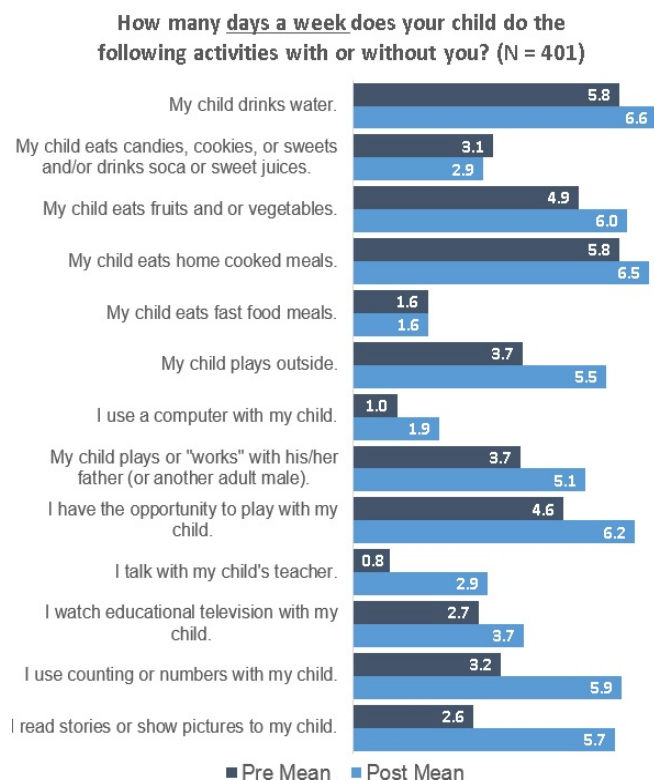
The AVANCE office provided API data. A total of 625 parent records included pre- and post-test data when joined using parent first and last names. These records were then joined to the parent data using participant identification numbers¹¹ to filter for graduate parents who resided within the Dallas ISD. This resulted in a

¹¹ The API data was the only dataset that included a participant identification number that could be linked to the parent enrollment data.

dataset with pre- and post-test data for 401 parents. The evaluator averaged responses for each question at both pre- and post-test.

Results. As shown in Figure 3, compared to the pre-test, at post-test the average days per week parents engaged in activities with their children increased across the board, as did the frequency of children's healthy behaviors. Most notable were increases in average days spent counting/using numbers (2.7 days per week average increase) and reading stories/showing pictures to their children (3.1 days per week average increase). Parents also reported talking to their children's teachers more often (2.1 days per week average increase).

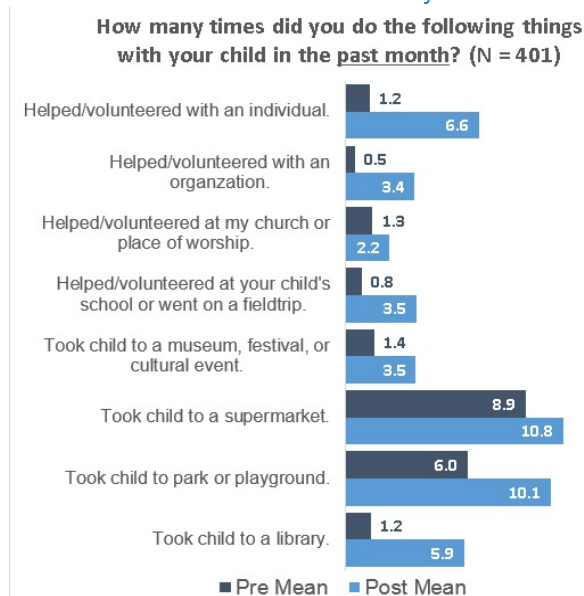
Figure 3. 2015-16 AVANCE Parent Inventory (API) Pre and Post Days Per Week Per Activity



Source: AVANCE program office data files. Note: Sample includes parents who resided in the Dallas ISD who graduated from the AVANCE program. Only parents with pre- and post-test scores were included in analyses.

As shown in Figure 4, the number of times per month that parents engaged with their children in a variety of activities also increased across the board. The strongest gains occurred for helping/volunteering with an individual (5.4 times per month average increase), taking children to the library (4.7 times per month average increase), and taking children to the park or playground (4.1 times per month average increase).

Figure 4. 2015-16 AVANCE Parent Inventory (API) Pre and Post Times Per Month Per Activity



Source: AVANCE program office data files. Note: Sample includes parents who resided in the Dallas ISD who graduated from the AVANCE program. Only parents with pre- and post-test scores were included in analyses.

Summary

Despite an undetermined margin of error introduced into these analyses by data challenges, AVANCE participants showed remarkable growth in age-appropriate development, parent/child engagement, and health-related behaviors at the end of the program year when compared to the beginning of the year. Based on the results of this evaluation, the following recommendations are offered for future consideration.

Recommendations

English expansion. With the exception of a one-semester English-speaking pilot classroom this year, all AVANCE classes were conducted in Spanish. Program leadership should increase efforts to encourage more English-speaking participants to enroll in the program, especially given the decided developmental gains for parents and children who participate. AVANCE is unique in offering services that can benefit children who are very young (birth to two years), and could benefit a greater diversity of residents in the Dallas ISD boundaries.

Include AVANCE participation in evaluation of other major Dallas ISD early childhood programs. Parents in the Dallas ISD have a wide variety of early childhood options available to their children (e.g., HIPPI, Dallas ISD pre-Kindergarten), and many children attend more

than one program before enrolling in kindergarten. Thus, it is becoming more difficult to evaluate the efficacy of any one early childhood program exclusively, particularly with regard to long-term outcomes. Evaluators and program managers should consider dosage of participation in all major programs as a variable in future evaluations of early childhood education. Data structures and systems must be carefully reviewed and enhanced to support this goal.

Carefully examine data integrity. AVANCE enrollment is strong and the program offers several opportunities beyond the core program for parents to continue their personal development. More efficient methods of data management beyond Excel spreadsheets should be explored. Key identifiers for parent and child participants are critical for more accurate linking from one dataset to another.¹² More advanced data structures will allow filtering records on all dimensions as well as reduce data loss resulting from bad data in key fields. For example, joining on first and last name and birthdate (when available) in this evaluation resulted in dropping many records that potentially could have been included in analyses. In addition, the program should work with the Dallas ISD to identify students who have participated in AVANCE in the main district databases. An AVANCE identifier would help future analysts identify students to include in long-term outcome analyses. Finally, data returned from consultants should not only include final results. Individual-level data would allow for data integrity checks and deeper analyses, as required.

An electronic copy of this report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at 972-925-6457.

¹² The program has indicated that they are moving toward using primary keys to identify participants among data files in the future. This recommendation is included here to reinforce this decision and to stress its importance for future evaluation collaborations.

