

Department of Evaluation and Assessment

At-a-Glance 2016-2017

Department of Evaluation and Assessment

At-a-Glance 2016-2017

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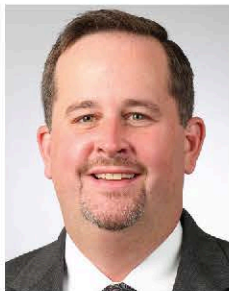
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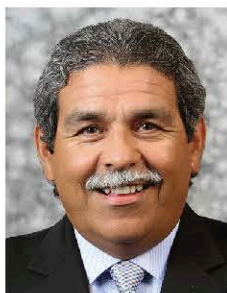
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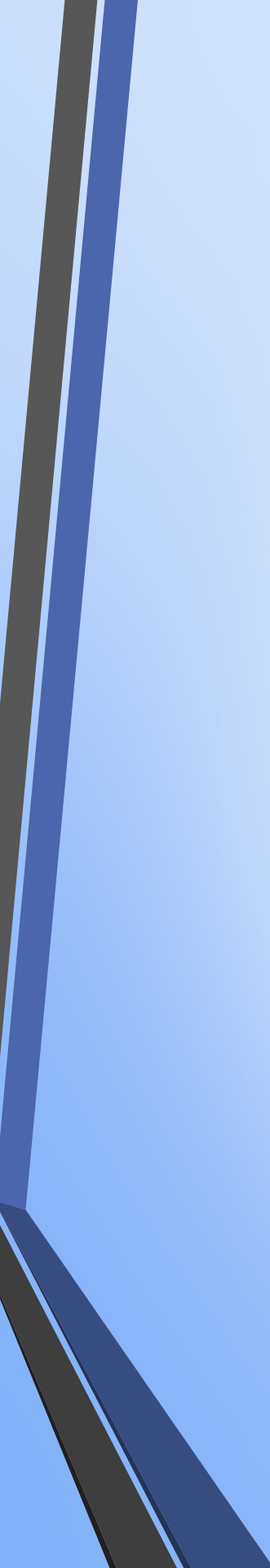
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ASSESSMENT

2016-17 State and National Assessments

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EA17-210-4

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 *Texas Assessment of Knowledge and Skills (TAKS)*, *State of Texas Assessments of Academic Readiness (STAAR)*, *STAAR Spanish*, *STAAR Alt 2*, *STAAR End-of-Course (EOC)*, *Texas English Language Proficiency Assessment System (TELPAS)*, *TerraNova/Supera*, *IDEA Language Proficiency Tests (IPT)*, and *Stanford 10*. In addition, SNA supports magnet school testing, *National Assessment of Educational Progress (NAEP)*, *Texas Student Initiative Assessment (TSIA)*, and the administration 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 in grades 9-12 were administered the *STAAR EOC*. Students enrolled in high school prior to the 2012-2013 school year were required to pass four core subtests on the *Texas Assessment of Knowledge and Skills (TAKS)*.

At grades 5 and 8, students had three opportunities to test; March, May, and June. During each administration, students were assessed in reading and math in both English and Spanish.

At grades 9-12, students had three opportunities to test (December 2016, spring 2017, and July 2017). Students were assessed in English I, English II, Algebra I, Biology, and U.S. History.

TEA changed the online *STAAR* test to allow accommodation options, so the need for separate *STAAR A* and *STAAR L* was removed, but it still existed in the December 2016 *EOC*.

The Every Student Succeeds Act (ESSA), previously referred to as No Child Left Behind (NCLB), mandates an annual English-language proficiency assessment of English language learners (ELLs) in grades K-12 in four language domains (reading, writing, speaking, and listening). TEA developed the *TELPAS* to assess 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 78,000 students took *STAAR* Reading, more than 74,000 took *STAAR* Math, and at grades 4 & 7, more than 22,000 took *STAAR* Writing in English and Spanish.
- At grades 5 and 8, more than 22,000 students took the *STAAR* Science test, and more than 10,000 students at grade 8 took *STAAR* Social Studies.
- At grades 5 and 8, a total of 17,512 students took *STAAR* Reading in English and 4,058 students took *STAAR* Reading in Spanish during the first administration, 6,546 students tested in English and 728 tested in Spanish during the second administration, and 3,297 students were assessed in English and 406 were assessed in Spanish during the third administration.
- At grades 5 and 8, a total of 21,991 students took *STAAR* Math in English and 224 students took *STAAR* Math in Spanish during the first administration, 2,825 students tested in English and 132 tested in Spanish during the second administration, and 2,972 students were assessed in English and 98 were assessed in Spanish during the third administration. These totals include students who tested above grade level (2,510).
- More than 75,000 students took the *STAAR EOC*, with more than 10,000 total tested in each of the following subjects: Algebra I, Biology, English I, English II, and U.S. History (less than 10,000).
- Across grades 11, 12, and out of school (OOS), a total of 49 students took the *TAKS*.
- A total of 61,126 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

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 54,675 tests were administered with the *TerraNova* (19,145 in reading and 35,530 in math), while 16,717 administered with the *Supera* (16,563 in reading and 154 in math).

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

School districts are required to identify ELL students in grades PreK-12 through the use of a home language survey. Students identified as having a language other than English were assessed with the (IPT). Students in grades PreK-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 IPT were assessed with *Stanford 10* and by the end of September the district changed to the *TerraNova*.

A total of 44,701 IPT tests were administered (30,392 on the English version and 14,309 on the Spanish version), 339 with the *Stanford 10*, and 747 with *TerraNova*.

Magnet School Application Process and Assessments

State and National Assessments administered the *ITBS/Logramos*, *Stanford 10*, and *TerraNova/Supera* 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-11), 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 198 students were tested for admission into the magnet program in the 2016-2017 school year (2 with *Logramos*, 76 with *Stanford 10*, and 120 with *TerraNova/Supera*).

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 628 students at five magnet schools were tested. The highest number of students tested (217) 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 five requested vanguards and academies at their discretion. SNA printed the test booklets, answer documents, and scored the results. A total of 1,284 students were tested, with the highest number tested (1,072) 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 two magnet high school campuses via *Accuplacer*. SNA's responsibility was to purchase assessment credits such that assessment capabilities would be readily available at campuses.

Early Collegiate Academy TSIA Testing

Eight high schools were a part of the launch of the Early Collegiate Academies that utilized the *TSIA* online administration.

Credit by Examination for Acceleration and Credit by Examination with ACP

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 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 percent in all four 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 percent 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 percent in each subject area tested to receive course credit.

The following results were observed:

- Seventeen students were tested for acceleration at the kindergarten level with 59 percent scoring at or above the 70th percentile.
- At the elementary level, 12 students were tested for percent mastery in all core areas (reading, math, science, and social studies).
- At the middle and high school levels, more than 2,221 tests were taken for course credit with passing rates of 77 percent and 46 percent, 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 266 tests were taken for *CBEwACP* (7 elementary, 21 middle school, and 238 high school) with 139 (33.5%) students receiving course credit.

Campus Testing Coordinator Trainings

State and National Assessments provided 33 trainings to 241 Campus Test Coordinators on test administration and security procedures. At the end of each training, the Campus Test Coordinators were asked to complete an online survey about the training using a QR code or a link to a Google form.

A total of 128 CTCs responded to the surveys resulting in a 53 percent response rate. The majority of responses were positive in that the relevant information was covered and the allotted time was adequate.

Role of Districtwide Testing Coordinators

Five Districtwide Testing Coordinators were assigned various feeder patterns 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.

Testing Irregularities and Test Monitoring

Testing irregularities fell into two distinct categories, procedural and serious. A total of 491 testing irregularities were reported to the Office of Test Security for the 2016 - 2017 school year, with 488 being procedural and 3 serious cases. During the previous school year, 2015 - 2016, a total of 522 irregularities were reported, with 517 being procedural and 5 serious. A total of 284 test monitors were trained to monitor test administration procedures at 219 schools. All campuses were visited at least once during the Spring 2017 STAAR administrations.

Assessment of Course Performance (ACP) Test Booklet Return Rate

A random sample of 15 elementary, 5 middle, and 5 high schools from across the district's feeder patterns were selected for the fall and spring ACP booklet return rates, excluding elementary schools in the spring due to the removal of the requirement for them to take ACPs at that time. From the fall 2016 testing session, a total of 67,150 books were sent out to the schools and 67,142 books were returned, while a total of 21,520 books were sent out to the schools and 21,482 books were returned from the spring 2017 testing session. Campuses were contacted but no additional booklets were found.

Recommendations

All campuses should strive to maintain the same test coordinator for the entire year and succeeding years. This will ensure that the test coordinators have a building knowledge base on successful techniques that they have learned at the beginning of the year trainings, as well as trainings throughout the year.

Campus Test Coordinators should receive a unique bar code for their ID badge that they will scan for their electronic signature. This will expedite the sign-in process for trainings.

A pilot scanning process should be implemented. This will ensure the integrity of the tests and prove campuses are returning all secure test booklets.

Enclose a copy of the signed and dated Delivery Ticket with ACP and other tests returned to the Assessment Service Center. This will show a 1-to-1 correspondence with the quantity of materials received and the quantity of materials returned.

The full 2016-17 report can be found at www.dallasisd.org/Page/888. For more information, please contact State & National Assessments at stateassessments@dallasisd.org.

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2016-17 Evaluation of Assessment of Course Performance

Kathy Jimenez, MSAE

EA17-220-4

At-a-Glance

For the 2016-17 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, 139 tests were developed and seven were trans-adapted in Spanish. With nine single-semester tests and four high school tests also used for middle school students, a total of 159 ACPs were administered during the 2016–17 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. All test blueprints and formula charts 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.

Example Item Sets for ACPs

Local Assessment developed a representative set of items for each ACP, or Example Items, for teachers to gain an understanding of the format and rigor of the ACPs. Beginning in October for semester one and February for semester two, Example Items were available for download, and teachers could use these items, along with the test blueprint, as guides for preparing students for the ACP. They were intended to provide an understanding of some, not all, possible approaches to assessing the given SE. Each Example

Item had the correct answer as well as the content SE listed in the key.

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 159 ACPs administered, 151 ACPs had a reliability of .70 or higher, of which 103 were equal to or above .80. Five 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. Between 80% and 90% 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	36.8	25.3
	About 75% match	53.1	56.3
	About 75% match	8.4	14.0
	About 75% match	1.4	4.4
	No match at all	0.3	0.0

Scaled Scores

All 2016–17 ACP tests used scaled scores rather than raw scores. Tests aim to have at least 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 54 and raised on 32 of 109 first semester tests, and lowered on 30 and raised on 12 of 49 second semester

tests. Maintaining the 55% standard would have led to unreasonably high or low passing rates.

Semester One Results

Table 2 reports semester one results for the 109 ACPs administered, including the mean ACP scale score and standard deviation, and the percentage of students passing the ACP. The mean scale score ranged from a low of 67.3 (Math Models) to a high of 89.3 (Kindergarten Reading), while the median scale score was 73.9. The percent of students passing the ACPs ranged from 41.8% (RLA 8 ESL YR 1) to 94.4% (Kindergarten Spanish Reading).

Table 2: Semester One ACP Results

ACP	Mean Scale Score	Scale Score SD	Percent Passing
K Math	84.8	15.5	85.6
K Spanish Math	84.2	12.8	83.3
Grade 1 Math	84.0	15.6	82.8
Grade 1 Spanish Math	85.0	12.5	89.2
Grade 2 Math	82.1	13.4	80.7
Grade 2 Spanish Math	76.9	14.4	61.1
Grade 3 Math	74.5	13.7	60.9
Grade 3 Spanish Math	69.0	11.8	44.3
Grade 4 Math	75.0	13.1	64.7
Grade 4 Spanish Math	71.8	9.8	52.2
Grade 5 Math	73.8	12.7	63.5
Grade 5 Spanish Math	70.6	11.2	52.5
Math 6	72.4	8.7	59.5
Math 6 Pre-AP	76.4	9.8	74.0
Math 7	71.6	9.4	55.3
Math 7 Pre-AP	77.7	15.6	73.7
Math 8	71.2	10.9	56.2
Algebra I Pre-AP	74.9	13.2	67.3
Algebra I	69.9	12.9	51.5
Geometry	71.3	7.6	57.6
Geometry Pre-AP	73.6	8.7	65.8
Algebra II	68.5	11.3	49.3
Algebra II Pre-AP	73.9	10.0	68.5
Pre-Calculus	71.1	10.3	49.7
Pre-Calculus Pre-AP	73.9	9.9	67.6
Math Models	67.3	10.1	44.2
K Reading	89.3	11.4	92.8
K Spanish Reading	89.0	11.1	94.4
Grade 1 Reading	83.5	11.6	90.3
Grade 1 Spanish Reading	86.3	13.1	91.4
Grade 2 Reading	81.5	14.9	76.9
Grade 2 Spanish Reading	81.2	17.5	79.9
Grade 3 Reading	71.1	14.9	56.3
Grade 3 Spanish Reading	72.4	13.9	59.9

Table continues

Table 2 con't

ACP	Mean Scale Score	Scale Score SD	Percent Passing
Grade 4 Reading	75.3	14.4	68.2
Grade 4 LA	70.1	17.9	58.3
Grade 4 Spanish Reading	77.2	13.2	74.7
Grade 4 Spanish LA	73.0	18.3	67.9
Grade 5 Reading	76.7	13.6	70.8
Grade 5 Span Reading	78.0	13.6	75.7
Reading LA 6	73.1	11.7	62.5
Reading LA 6 Pre-AP	77.7	12.3	81.5
Reading LA 7	73.5	11.4	65.6
Reading LA 7 Pre-AP	79.8	9.8	85.8
Reading LA 8	74.2	10.8	66.4
Reading LA 8 Pre-AP	78.1	11.7	80.1
English I	71.3	14.5	59.0
English I Pre-AP	76.3	12.6	75.1
English II	72.4	8.7	63.6
English II Pre-AP	76.9	10.4	76.9
English III	72.7	10.5	66.2
English IV	74.8	11.4	73.4
Grade 5 Science	76.0	16.4	67.9
Grade 5 Spanish Science	74.6	15.3	69.6
Science 6	72.1	11.6	58.4
Science 6 Pre-AP	79.6	12.2	81.9
Science 7	68.2	13.4	48.6
Science 7 Pre-AP	77.8	9.7	80.7
Science 8	71.8	10.7	62.5
Physics 8	71.4	8.9	55.0
Astronomy 8	70.6	11.3	56.0
IPC	69.5	10.1	52.5
Biology	72.4	9.4	62.8
Biology Pre-AP	74.7	10.6	67.7
Chemistry	69.4	8.0	45.2
Chemistry Pre-AP	77.2	10.8	75.7
Physics	69.1	6.8	44.7
Physics Pre-AP	73.4	8.7	66.2
Env Sys	74.9	9.0	73.6
Astronomy	69.9	9.1	52.2
Social Studies 6	69.4	12.3	51.7
Social Studies 6 Pre-AP	78.0	10.2	80.6
Texas Studies 7	69.8	10.1	46.7
Texas Studies 7 Pre-AP	78.5	12.0	76.3
US Studies 8	70.5	8.0	50.8
US Studies 8 Pre-AP	74.7	9.2	70.2
World Geography	71.5	9.5	56.9
World Geography Pre-AP	75.8	9.6	76.4
World History	70.3	10.1	52.9
World History Pre-AP	76.5	9.5	76.7

Table continues

Table 2 con't

ACP	Mean Scale Score	Scale Score SD	Percent Passing
US History	70.8	10.4	57.0
Government	74.4	11.5	70.2
Economics	75.4	9.7	74.9
Reading LA 6 ESL YR 1	70.9	10.6	43.8
Reading LA 6 ESL YR 2	72.0	12.5	50.0
Reading LA 7 ESL YR 1	70.2	11.0	47.3
Reading LA 7 ESL YR 2	73.8	11.1	55.2
Reading LA 8 ESL YR 1	70.1	11.1	41.8
Reading LA 8 ESL YR 2	69.5	11.5	49.2
English I ESOL Beg	71.0	9.3	46.3
English I ESOL Inter	71.3	9.3	47.4
English II ESOL Inter	70.5	9.3	48.5
Tech Apps	71.3	10.5	55.5
Web Design	72.1	8.0	63.6
MS Health Education 6	72.7	11.7	62.6
MS Health Education 7	78.6	14.3	78.1
MS Health Education 8	76.2	10.9	76.8
HS Health Education	79.2	11.1	79.8
Studio Art I	75.5	10.3	71.2
MS Art 1 Foundations	75.0	9.6	69.3
PE 6	75.1	9.7	73.3
PE 7 & 8	81.3	10.6	85.5
MS Varsity Band	73.4	11.2	62.5
HS Varsity Band	76.6	11.2	72.8
Spanish I	83.7	15.4	78.0
Spanish II	80.2	15.6	77.0
French I	76.1	13.2	63.4
French II	72.9	16.0	60.5
Spanish Native Spkrs I	73.4	10.4	63.1
Spanish Native Spkrs II	74.4	11.6	67.3

Semester Two Results

Table 3 reports semester two results for the 49 ACPs administered, including the mean ACP scale score and standard deviation, and the percentage of students passing the ACP. Fewer ACPs were administered in the second semester because many courses for grades kindergarten through eleven required students to take a state or national test. The mean scale score ranged from a low of 68.2 (Astronomy) to a high of 85.7 (Spanish II), while the median scale score was 75.1. The percent of students passing the ACPs ranged from 42.4% (Astronomy) to 87.4% (Science 6 Pre-AP).

Table 3: Semester Two ACP Results

ACP	Mean Scale Score	Scale Score SD	Percent Passing
Geometry	72.0	9.2	55.3
Geometry Pre-AP	76.0	11.0	71.7
Algebra II	74.3	9.0	67.7
Algebra II Pre-AP	76.4	9.4	73.4
Pre-Calculus	73.0	10.9	60.8
Pre-Calculus Pre-AP	76.2	12.9	70.9
Math Models	70.7	7.5	55.7
English III	71.1	10.3	57.9
English IV	70.9	9.3	53.0
Science 6	70.9	12.0	54.4
Science 6 Pre-AP	80.7	9.4	87.4
Science 7	76.3	11.1	73.5
Physics 8	74.7	7.4	73.8
Astronomy 8	69.4	10.4	50.2
IPC	73.1	10.9	63.9
Chemistry	72.1	9.0	57.1
Chemistry Pre-AP	75.1	10.5	71.6
Physics	71.2	6.4	59.1
Physics Pre-AP	72.4	6.8	65.3
Env Sys	69.0	14.3	51.9
Astronomy	68.2	7.5	42.4
Social Studies 6	72.2	10.2	55.6
Social Studies 6 Pre-AP	78.3	9.9	82.1
Texas Studies 7	72.5	11.9	60.3
Texas Studies 7 Pre-AP	78.3	10.3	81.3
World Geography	71.6	10.5	56.6
World Geography Pre-AP	77.2	10.3	79.2
World History	71.8	12.7	59.6
World History Pre-AP	75.1	11.5	70.5
Government	71.0	14.6	61.1
Economics	71.8	11.1	55.6
Tech Apps	72.7	12.0	60.3
Web Design	70.2	8.3	55.1
MS Health Education 6	74.1	13.7	64.8
MS Health Education 7	80.3	13.3	82.2
MS Health Education 8	78.4	11.9	79.1
HS Health Education	79.8	11.1	82.1
Studio Art I	75.5	10.0	73.4
MS Art 1 Foundations	76.9	9.9	75.7
PE 6	75.4	10.0	77.1
PE 7 & 8	82.3	10.5	87.4
MS Varsity Band	75.4	10.0	72.0
HS Varsity Band	77.9	10.7	78.1
Spanish I	85.0	15.7	79.5
Spanish II	85.7	14.5	82.2
French I	76.8	13.6	62.7
French II	75.8	13.6	65.5
Spanish Native Spkrs I	76.6	11.0	75.3
Spanish Native Spkrs II	76.3	9.6	77.6

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.

The full 2016-17 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2016-17 National Assessment of Educational Progress (NAEP)/Trial Urban District Assessment (TUDA)

Frederick L. Washington, M.A., Robert Mount, Ph.D, & Charlenta Govan, Ed.D

EA17-226-4

At-a-Glance

NAEP is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, the arts, civics, economics, geography, US History, and in Technology and Engineering Literacy. NAEP began administering digitally based assessments (DBA) for mathematics, reading, and writing in 2017, with additional subjects to be added in 2018 and 2019.

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. NAEP serves as the framework for reporting district level results.

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 for grades 4 and 8. TUDA has been administered every odd year since 2001.

Requirements for TUDA Participation

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% 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).

The 2010 U.S. Census Bureau reported an estimated population of more than one million residents lived in Dallas, Texas. At that time, Dallas ISD accepted an invitation to participate in the TUDA project for the first time and had an enrollment of approximately 157,010 students. Of those, 69 percent were Hispanic and 89

percent were eligible to participate in the National School Lunch Program. Of the 27 districts invited by the NAGB in 2016-2017, Dallas is one of 4 districts selected from Texas.

School/Student Selection Process

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 are 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.

TUDA and the Dallas ISD

During the 2016-17 school year, a sample of 99 Dallas ISD schools was selected to participate. Of those, 59 were elementary and 40 were middle. Student characteristics at these schools were considered to be representative of all students in the district.

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.

The pre-assessment review call allowed NAEP field staff and CTCs to collaborate and determine the inclusion/exclusion criteria for student with disabilities (SD) and English language learners (ELL). During the assessment visit, NAEP field staff members were responsible for all assessment activities. CTCs provided a work area for NAEP field staff, secured

rooms for testing, and ensured that students were in their designated location at the appropriate time. The NAEP assessment window extended from January 30 - March 10, 2017.

Results

Dallas ISD had a 100 percent participation rate (all schools). Approximately 2,900 4th and 3,300 8th graders from 99 Dallas ISD schools (59 elementary and 40 middle schools) participated in the project. Inclusion rates for all students in the sample identified as ELL and SD are displayed in Table 1.

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	96	48	97	96
SD	80	62	75	77

Note: **Bold** indicates met guidelines.

At grade 4, Dallas ISD had satisfactory inclusion rates for ELLs in math (96%) but did not meet the guidelines for reading (48%). SD inclusion rates failed to meet guidelines in both math (80%) and reading (62%). Exclusion rates for ELL met guidelines in math (4%) but did not meet the guidelines for reading (52%). SD exclusion rates did not meet guidelines in math (20%) and reading (48%).

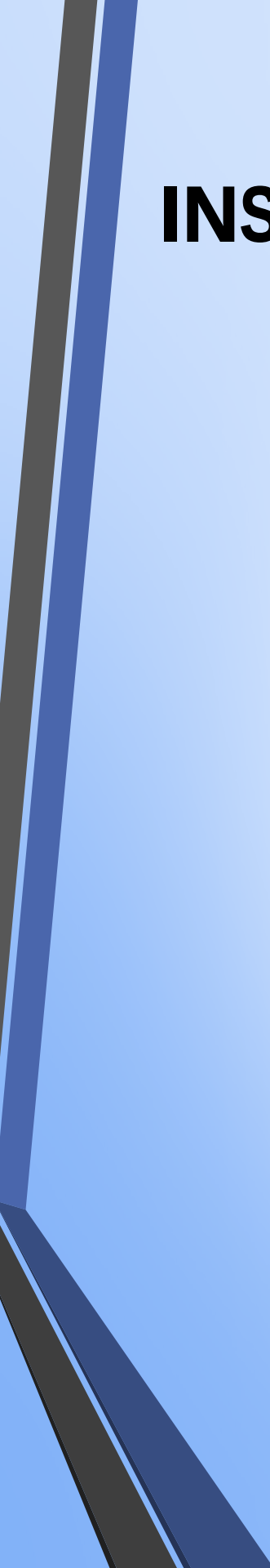
At grade 8, Dallas ELL inclusion rates met guidelines in math (97%) and reading (96%), while SD inclusion rates did not meet guidelines in either math (75%) or reading (77%). ELL exclusion rates did meet guidelines for math (3%) and reading (4%). SD exclusion rates for math (25%) and reading (23%) did not meet the guidelines.

Student test results will be available spring 2018. These results will be included in the NAEP/TUDA final report (EA18-226-2).

For more information, please contact State and National Assessments at stateassessments@dallasisd.org.

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INSTITUTIONAL RESEARCH

2016-17 TEI Roster Verification

Namrita Chawla, M.P.P.

EA17-104-4

At-a-Glance

With the Teacher Excellence Initiative, or TEI, teachers' evaluations are based on three components: performance, student perceptions, and student achievement. 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.

Background and Process

During 2017 roster verification, 7,456 teachers had rosters to review. TRV began on May 11 and teachers had until May 25 to submit their rosters. Principals could approve rosters through June 9. Rosters were published on MyData Portal, an online resource from Evaluation & Assessment (E&A) that allows campus personnel to access student-level data and accompanying analyses and reports.

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. If a teacher submitted their roster, but their principal did not approve it, any changes made by teachers were automatically accepted.

Module Updates

In 2017, the teacher view of the module was updated to include several features intended to facilitate the submission process. Most noticeable, a progress tracker was added to help teachers understand when verification was correctly completed.

Training

In addition to providing written instructions and video tutorials on MyData Portal, OIR offered telephone

support sessions to provide individualized assistance to users. OIR also shared general information about TRV in the Weekly Administrative Information Packet (WAIP), EI News emails, and TEI Expert meetings. Due to low participation in previous years, the open lab sessions were discontinued.

Results

Of 7,456 teachers with rosters to review, 78 percent submitted rosters, with 1 percent of submitted rosters requiring investigations; 93 percent of submitted rosters were approved. There was an increase in roster submission rates this year and a decrease in the percentage of rosters investigated. Roster approval rates remained the same. See **Error! Reference source not found.**

Figure 1: Roster Verification Completion Statistics

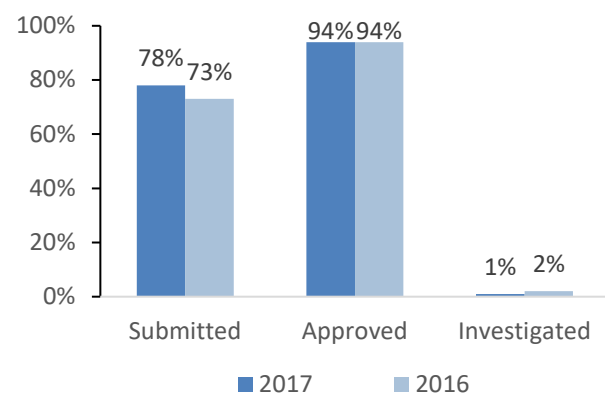
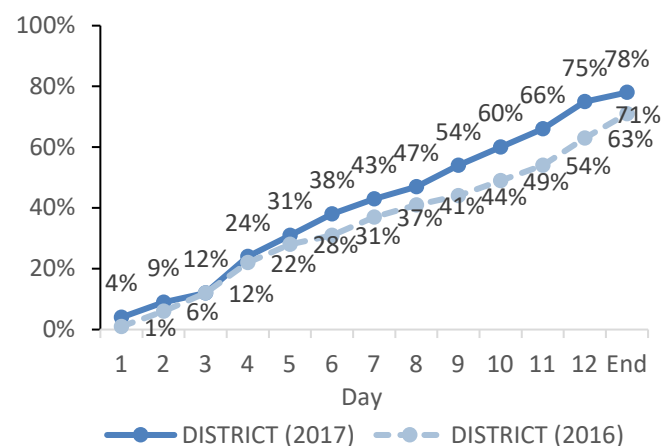


Figure 2: Roster Submission Rates by Day



Roster Submission by School Type and Date

In 2017, elementary schools had higher submission rates than middle and high schools, with 85 percent of elementary school teachers submitting rosters compared to 68 percent of middle school and 70 percent of high school teachers.

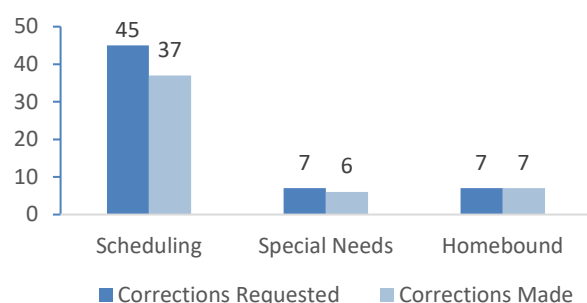
Teachers had twelve business days to submit their rosters in 2016 and 2017. In both years, there was a steady increase in submissions as roster verification progressed, with a higher percentage of teachers participating this year. See Figure 2.

Roster Errors and Investigations

A total of 588 teachers and administrators contacted OIR to report roster errors or ask questions about their rosters.¹ OIR determined that 59 cases required further investigation. Teachers required investigations to either unlink or add a student or course to their roster. The majority (95 percent) wanted to unlink a student or course from their roster, and the majority of investigations (59 percent) were for elementary school teachers.

To determine whether changes were required, OIR contacted principals to collect additional information and verify the teacher's report. If principals approved the changes, they were made. Principals at 42 schools were contacted, and based on principal feedback, OIR changed rosters for 50 teachers, or 85 percent of teachers who required investigations. Ultimately, 98 percent of roster investigations were resolved.²

Figure 3: Number of Roster Corrections by Type



Roster changes were required for one of three reasons. See **Error! Reference source not found.**

General scheduling: Teachers wanted to add students or courses who were missing from their rosters or unlink students who were incorrectly linked to their rosters.

¹ This number is an estimate and is based on the number of staff that completed the *Ask a Question* form during the verification window for teachers.

Homebound student scheduling: Teachers wanted to unlink homebound students from rosters.

Students with special needs or circumstances: Teachers wanted to unlink students with special needs or circumstances. These included students who were in Functional Living Skills (FLS) sections or behavior units.

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:

- **Ensure roster accuracy before rosters are published.** Continue to work with district leadership to ensure scheduling data is entered into Chancery correctly throughout the school year.
- **Continue to allow teachers to request roster corrections.** Continue to use the *Ask a Question* form to facilitate the report of roster errors during TRV.
- **Improve teachers' understanding of roster construction.** Continue to communicate in various formats about the verification process and module, with emphasis on the criteria used to construct rosters.

For more information, please contact the Office of Institutional Research at oir@dallasisd.org.

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² In one case, the principal was non-responsive so OIR determined whether roster changes were required based on the teacher's report and previous experience with the issue.

2016-17 Dallas ISD Research Review Board

Larry W. Featherston, Ph. D.

EA17-116-4

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 2016-17 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. Board members also implemented new research application and data request fees to align with other large district's fees and fee schedules. In addition, board members were able to collaborate with the Dallas ISD IT department to establish a procedure for requesting and creating secured FTP sites for fulfilling internal and external data request. Furthermore, board members have cooperated with multiple internal Dallas ISD departments as well as RAND Corporation to assist in the successful completion of the Wallace Foundation Social Emotional Learning (SEL) grant.

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 2016-17 school year, 47 proposals were submitted between May 2016 and April 2017 (Table 1).

Out of the 47 proposals submitted, the RRB approved (includes proposals approved with condition) 39 or 83.0% of proposed studies while rejecting 6.4% or 3 proposals. Researchers for the remaining 5 (10.6%) proposals withdrew their submission for various

reasons. Out of the 39 approved proposals, 17 or 43.6% submitted Data Sharing Agreements requesting secondary data.

Table 1: Proposals Submitted for SY 2016-2017

Status	N
Approved	39
Closed*	5
Rejected	3
Total	47

Note: *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

Enhanced SEL Initiative (RAND Corp)

Evaluating DISD's Personalized Learning Initiative (Southern Methodist University)

An Evaluation of CS Curriculum Implementation (Texas Tech University)

External studies

Study of Title I Schoolwide and Targeted Assistance Programs (American Institutes of Research)

Impact of a Social Emotional Health Curriculum on Middle School Students (Momentous Institute)

Middle School Social Emotional Health (Momentous Institute)

National Teacher and Principal Survey (NTPS), 2017-18 (US Dept of Education (NCES))

2017-18 School Survey on Crime and Safety (SSOCS: 2018) (US Dept of Education (NCES))

Study of Title I Schoolwide and Targeted Assistance Programs (Rice University)

National Study of English Learners and Digital Learning Resources (NSELD) (Westat)

Graduate research projects

The Experiences of At-Risk African American Males in an Online Credit Recovery Program (Concordia University Portland)

ESL Achievement and online reading programs: The impact of system 44 on secondary TELPAS scores (Dallas Baptist University)

Case Study: Student Culture-Identity and Student Learning Experiences among First Generation Hispanics (NorthCentral 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 investigating the use of automated, online research application submissions to improve the overall submission process.

For more information, please contact Research Review Board at research@dallisd.org.

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2016-17 Student Experience Survey

Namrita Chawla, M.P.P.

EA17-542-4

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 3-12. 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 since 2014-15. The survey includes questions related to five topics: Expectations and Rigor, Student Engagement, Classroom Environment, Supportive Relationships, Pedagogical Effectiveness.

To assist teachers in improving their survey results, teachers had access to a peer-to-peer learning platform called Playbook. Playbook was designed by Panorama and works in conjunction with the survey.

Sampling

The sampling process randomly assigned 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, 27 elementary students and 32 secondary students survey were assigned to take surveys per teacher.

Survey Administration

The survey for secondary students (grades 6-12) had 26 questions, and the elementary survey (grades 3-5) had 21 questions. Both were available to all students in English and Spanish. Students in schools with a large Burmese population were also provided Burmese surveys.

All campuses were required to administer the survey on paper between April 10 and April 21. The week of April 17 was the regular survey administration window, however, campuses could administer surveys early, during the week of April 10, if they had already received

their materials. Survey results were available on School Net the week of May 22.

Training for Test Coordinators

District test coordinators were responsible for managing survey administration at their campuses and received training on protocols in early April.

After the training, test coordinators were asked to complete a survey about the quality of the training and the effectiveness of the trainers. Over 95 percent responded positively to most of the questions on the survey. They indicated that the training was relevant to their work and that they were prepared to implement the survey. They also indicated that the training was well-structured with useful materials. About 15 percent of test coordinators said they would not attend the training again next year, if given the choice, which may be due to the fact that this was the second or third year many of them had received this training.

Eligibility Criteria for Participants

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. Students had to meet criteria based on attendance, special education status, and language proficiency. They must have attended class with the teacher for a sufficient period of time and have been able to understand and take the survey in English or Spanish (or Burmese, for select campuses).

For more information on survey administration, please see the Student Experience Survey Fact Sheet available at <http://tei.dallasisd.org/download/5438/>.

Irregularity Reports

There were four elementary campuses that reported irregularities related to the administration of the student survey. Three were reports of teachers influencing student responses and one was a report of a teacher who questioned students about how they responded after the survey was administered.

Per the recommendation of principals and test coordinators at the campuses, survey results for teachers involved in two of these cases were suppressed.

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. The *overall score* was the average of the favorable-response percentages across all survey items.

Point Assignment

Teachers were only eligible to receive student survey results if at least ten students took surveys about their classroom. For eligible teachers, points were assigned based on their overall scores ranked by group. There were four groups of teachers: elementary with core courses, elementary with non-core courses, middle, and high.

Table 1: Target Distribution Points

Point value	0	3	6	9	12	15
Percentage of teachers	3%	12%	25%	40%	12%	8%

Teachers’ percentile ranks within their group determined the number of points earned. Points for the student survey score were assigned based on the target distribution as defined in Table 1. For teachers with data from more than one group, an average of points from each group, weighted by the number of students in the group, was used to calculate the total number of points assigned.

Outcomes

As shown in Table 2, 180,318 surveys were administered, and 6,276 teachers in grades 3-12 received survey scores as a component of their evaluation.

Table 2: Frequencies by Survey Type

Survey Category	Surveys Administered	Eligible Teachers
Elementary	66,397	2,469
Secondary	115,044	3,835
Total	180,318	6,304*

*28 teachers taught courses in both elementary and secondary.

Results by Topic

In 2017, 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. This is consistent with the previous year’s results.

Figure 1: Elementary Results by Topic

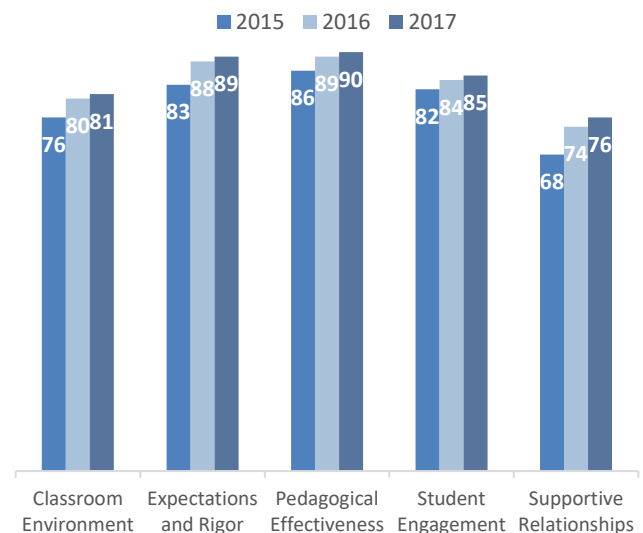
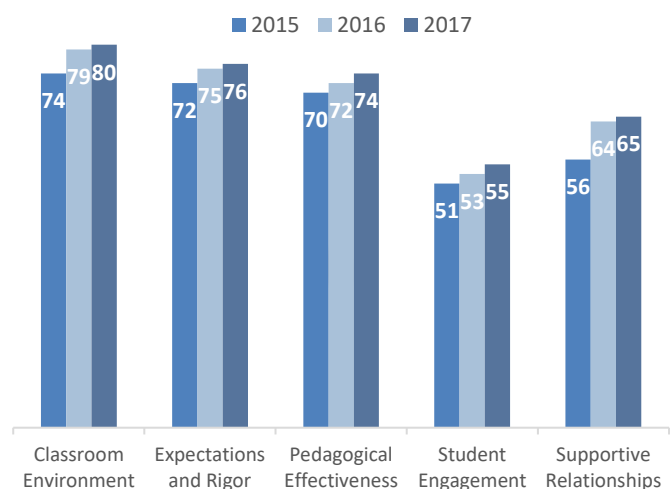


Figure 2: Secondary Results by Topic



As was the case in previous years, elementary school teachers had more favorable student feedback for all topics compared to secondary teachers. In 2017, Student Engagement showed the widest gap between the two groups (30 percent), followed by Pedagogical Effectiveness (16 percent).

Compared to 2016, there was a small (1 to 2 percentage points) increase in the percentage of teachers scoring favorably in all five topics at both elementary and secondary schools.

Point Assignment

Teachers' overall survey scores were ranked by group to assign the points earned for the TEI Student Experience Component. As has been discussed, percentile rank was calculated for each teacher (see Table 1), 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.

Elementary school teachers of core subjects had the highest average survey scores, 86 percent, while high school teachers had the lowest scores at 68 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 teacher would earn 9 points and a middle teacher would earn 12 points.

Table 3: Average Score and Points Assigned by Group

	Elem (Core)	Elem (Non-Core)	Middle	High
Average	86	79	71	68
Points				
0	0-65	0-54	0-39	0-39
3	66-76	55-67	40-53	40-55
6	77-85	68-76	54-66	56-69
9	86-95	77-87	67-80	70-84
12	96-98	88-92	81-85	85-89
15	99-100	93-100	86-100	90-100

Professional Development

Playbook is an online learning platform that has been available to teachers since the district began administering surveys in 2014-15. 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 to improve their students' experiences in their classrooms.

Table 4: Playbook Participation for Teachers

	2014-15	2015-16	2016-17
Users	584	1,029	1,598
Active users*	71	171	915
Total	655	1,200	2,513

* The number of users with multiple sessions.

As shown in Table 4, teacher participation in Playbook has been low in previous years. In an effort to improve

participation rates this school year, executive directors were trained on how to use student survey reports and Playbook. Additionally, an online module was available through the 2017 Personalize Professional Learning & Development Summer as of June 26, 2017.

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 Supportive Relationships. Secondary teachers scored highest in Classroom Effectiveness and lowest in Student Engagement.

The following recommendations are based on the district's experience administering the survey:

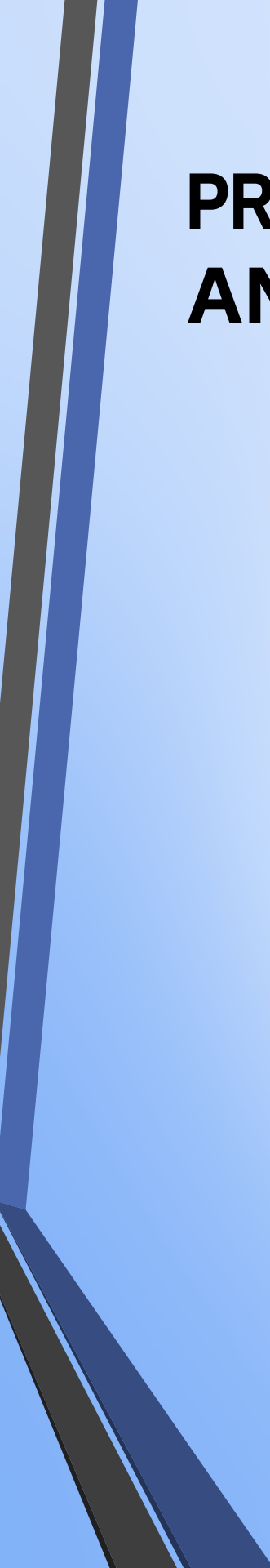
- **Provide additional training to prevent testing irregularities.** Provide additional guidelines and materials for test coordinators and teachers related to having appropriate conversations with students about the survey. This should be done to prevent teachers from influencing student responses.
- **Continue to provide professional development opportunities.** Provide information about reports and Playbook to administrators and teachers through training opportunities in the summer and as requested or needed throughout the year.

For more information, please contact the Office of Institutional Research at studentsurvey@dallasisd.org.

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PROGRAM EVALUATION AND DATA ANALYSIS

2016-17 Evaluation of the Bilingual/ESL Program

Leonardo R. Ledezma, Ph.D.

EA17-126-4

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 Bilingual program has three components, Dual Language, ESL and Sheltered. Dual Language (DL) has one-way and two-way components. The one-way component was implemented in all elementary schools, while the two-way component was implemented in 54 elementary, four middle, and one high school. DL goals are bilingualism, biliteracy and biculturalism. The two-way DL model is a program in which both English and Spanish speaking learners are placed in the same classroom to learn from each other while acquiring the non-native language. ESL focuses on second language acquisition only, and Sheltered consists of a set of strategies to bridge second language acquisition in a full immersion environment. The evaluation highlights the context of program components, ELL student demographics, credential status of teachers, and student outcomes.

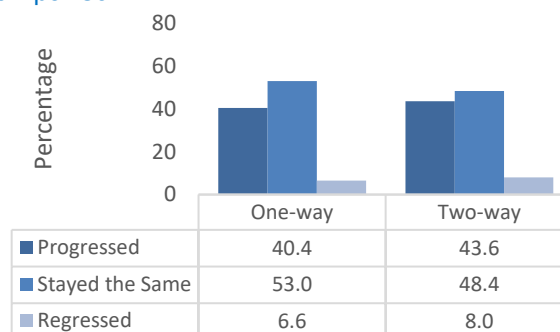
In 2016-17, 69,392 students, 45 percent of the total student population (154,207), in grades PK-12, were identified as ELLs. The total budget for the Bilingual/ESL Department was \$6,524,836, a decrease of \$1,018,164 from the previous year budget.

Linguistic Assessment Results

TELPAS assesses the progress that ELLs make in learning the English language. The test is administered to kindergarten through grade 12 students in four language domains: listening, speaking, reading, and writing. Domain scores are combined into a composite rating, which indicates the student's overall level of English language proficiency. The composite score ranges from 1 to 4, Beginning, Intermediate, Advanced, and Advanced High, in all language areas.

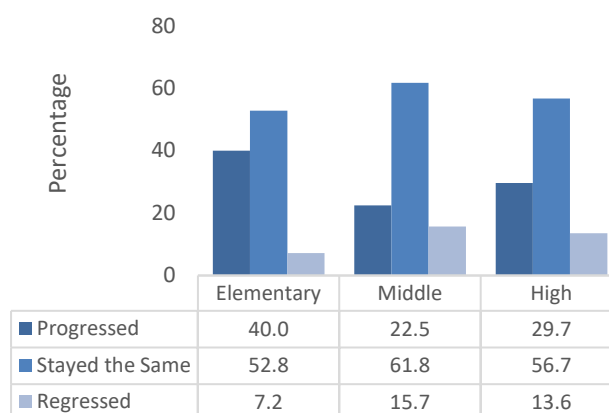
One-way and two-way DL students had similar outcomes on *TELPAS* progress from 2016 to 2017. About 40 percent of one-way DL students progressed while 43.6 percent of the two-way DL students showed *TELPAS* improvement (Figure 1).

Figure 1: *TELPAS* Dual Language Program Comparison



Forty percent (40.0%) of the elementary students who took *TELPAS* in 2016 and retested in 2017 (Figure 2) showed progress from the previous year score. Overall, 22.5 percent of students in middle school showed progress, and almost a third of the students (29.7%) at the high school level increased their score and progressed at least one level on *TELPAS* from the previous year. High school students who regressed to lower levels may be showing a problem other than linguistics and may be candidates for special education intervention.

Figure 2: *TELPAS* Progress by School Level



The *TELPAS* results of the two-way DL program model, which includes Immersion, Enrichment, and 50-50 models, showed that in the two-way immersion schools, the greatest progress was at second grade (50.7%) and the next highest progress was at third grade (41.7%). In general, 39.6 percent of the students in two-way immersion classrooms showed progress on *TELPAS* during the 2016-17 school year. Forty-four percent (44.3%) of the students in two-way enrichment classrooms were able to progress to a higher level from 2015-16 to 2016-17. At Nathan Adams elementary school, the only school to implement a 50-50 approach,

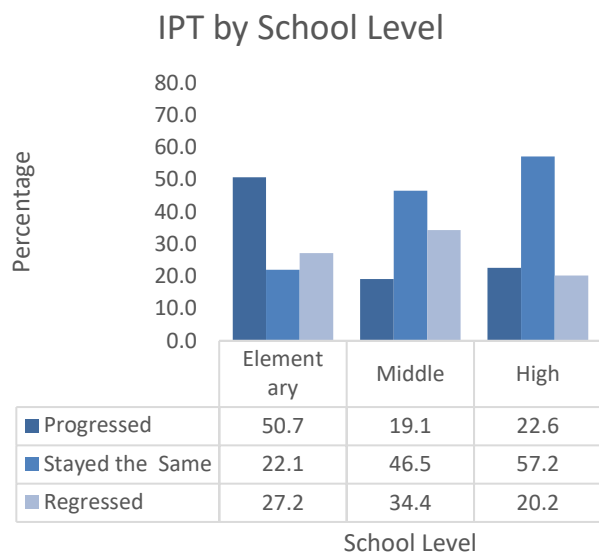
the highest percentage of *TELPAS* progress was observed in second grade (58.4%).

Broad Ability Levels (BAL) of students who took *IDEA Proficiency Test (IPT)* in 2016 and then again in 2017 were also examined. *IPT* was designed to evaluate proficiency in English for children from the age of 3 years through the 12th grade. Several domains of language acquisition were assessed with *IPT*. The oral tests given in English, were designed to determine the proficiency level of students who are native speakers of other languages and who are being considered for placement in bilingual education programs.

While a lower percentage of students in elementary school progressed on *TELPAS* than on *IPT*, a larger percentage of students stayed the same on *TELPAS* than on *IPT*. A lower percentage of students regressed on *TELPAS* than on *IPT*. In middle school, the percentages of students making progress on both *TELPAS* and *IPT* were similar. A larger percentage of middle school students remained at the same level on *TELPAS* than on *IPT*. Only 15.7 percent regressed on *TELPAS*, while 61 percent regressed on *IPT*. High school scores were similar, with 29.7 percent and 24.5 percent showing progress on *TELPAS* and *IPT*, respectively. Fifty-six percent (56%) and 34.4 percent of high school level students stayed the same on *TELPAS* and *IPT*, respectively. Thirteen percent (13.6%) and 14.5 percent of high school students regressed on *TELPAS* and *IPT*, respectively.

Similar to the other two school levels, this decrease in the number of students being able to reach mastery levels might be explained by the degree of difficulty of the test. As students moved from one school level to the next, the percentage of students who scored the same increased and the percentage of students who regressed increased from elementary to middle school but decreased for high school.

Figure 3: IPT Progress by School Level

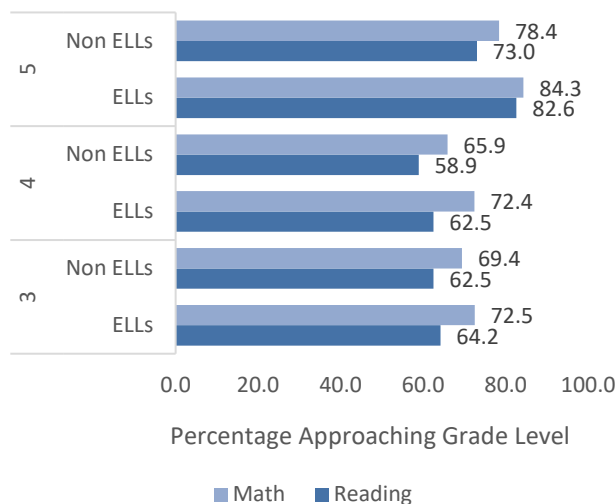


Academic Assessment Results

STAAR 3-8 Results

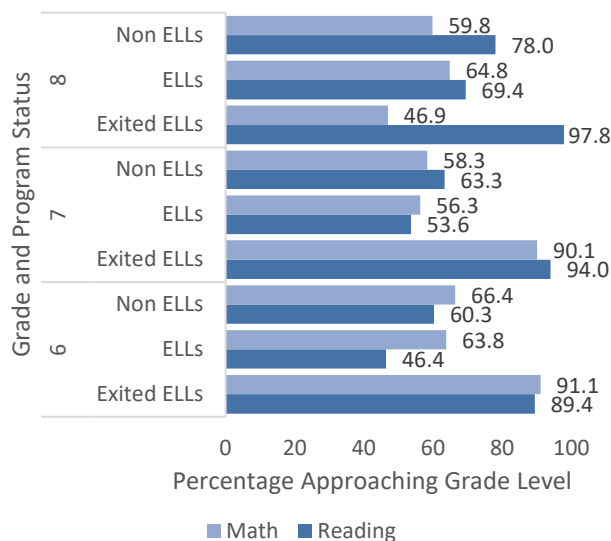
For *STAAR* reading and mathematics grades three through five, ELLs had a higher percentage at Approaching Grade Level than non-ELLs (Figure 4).

Figure 4: STAAR Mathematics and Reading Results Grades 3-5



Exited ELLs scored at Approaching Grade Level at higher percentages on *STAAR* reading than ELLs and non-ELLs (Figure 5).

Figure 5: STAAR Results Grades 6-8 by Content Area



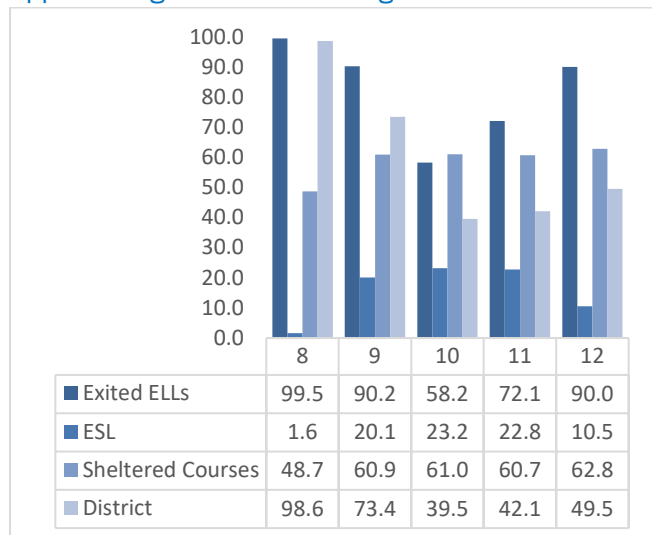
Exited ELLs had the highest percentage at Approaching Grade Level on *STAAR* mathematics in grades six and seven. At grade eight, ELLs had the highest percentage at Approaching Grade Level (64.8%) on *STAAR* mathematics. It was noticeable that Exited ELLs in grade eight had the lowest percentage at Approaching Grade Level (46.9%) on *STAAR* mathematics. For

STAAR reading, ELLs outperformed non-ELLs at grades 6, 7 and 8. On STAAR writing, ELLs performed better than non-ELLs at grade four (66.5% compared to 57.7%). Exited ELLs had a higher percentage at Approaching Grade Level than ELLs and non-ELLs in grade seven (91.6%, 48.4% and 60.6%, respectively). On STAAR social studies, at grade eight, Exited ELLs had the highest percentage at Approaching Grade Level (84.5%). While the majority of non-ELL students scored at Approaching Grade Level on STAAR science in grade five (67.1%), ELLs did better than non-ELLs in grade eight (Figure 5).

STAAR EOC Results

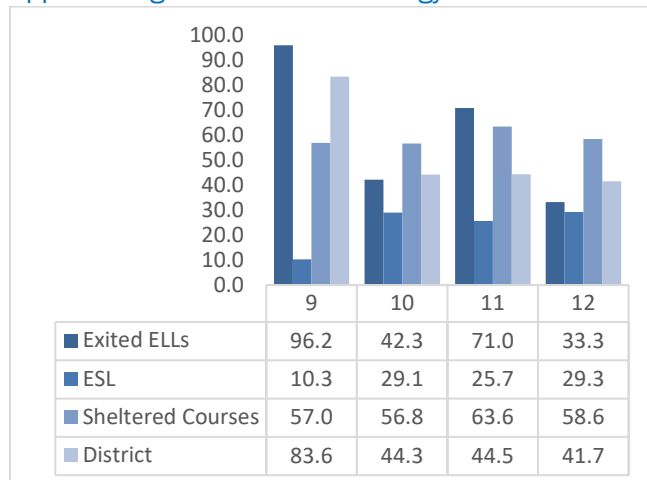
With the exception of grade 10, Algebra I results showed Exited ELLs had the highest percentage at Approaching Grade Level (grade 8 99.5%, grade 9 90.2%, grade 11 72.1% and grade 12 90.0%). ELLs served in sheltered courses had the highest percentage at Approaching Grade Level for grade 10 (Figure 6).

Figure 6: ELL and District Students Who Scored at Approaching Grade Level in Algebra I



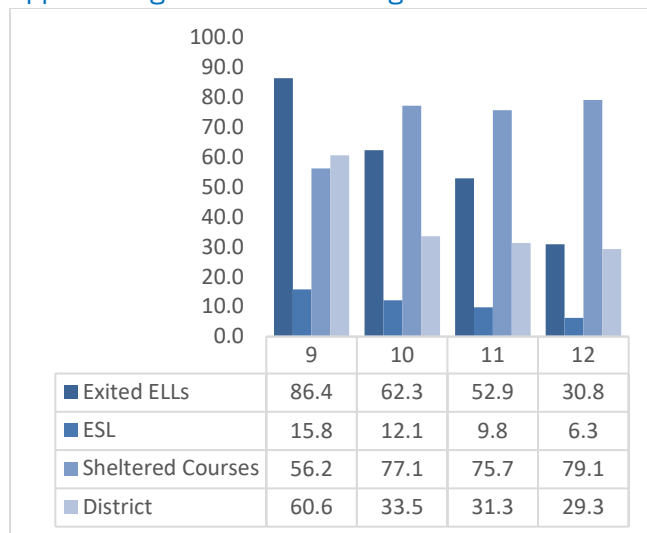
Results of STAAR EOC Biology indicated that Exited ELLs had higher percentages of students at Approaching Grade Level in grades 9 and 11 while sheltered students had higher percentages in grades 10 and 12 (Figure 7).

Figure 7: ELL and District Students Who Scored Approaching Grade Level in Biology



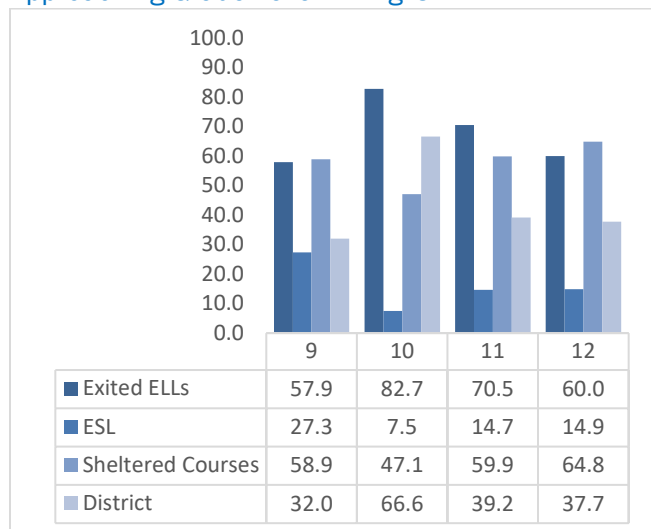
On the English I EOC, Exited ELL students had the highest percentages at Approaching Grade Level in grades 9 and 11. More ELL students in sheltered courses scored at the Approaching Grade Level in grades 10 and 12 (Figure 8).

Figure 8: ELL and District Students Who Scored Approaching Grade Level in English I



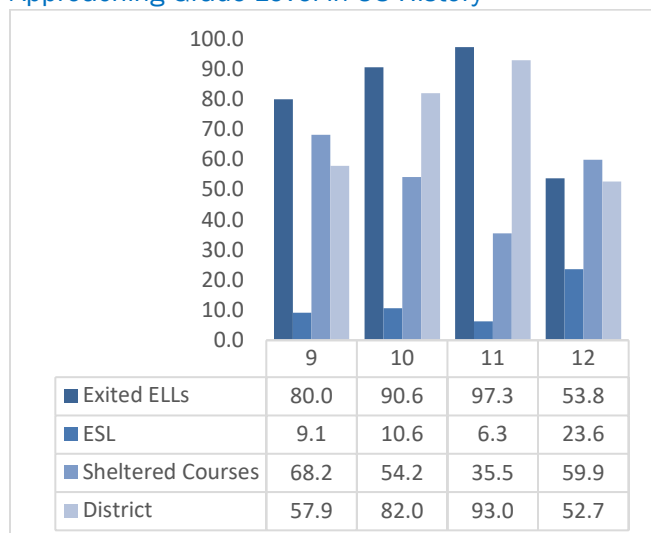
Results of STAAR EOC English II showed that more ELLs served in sheltered courses scored at Approaching Grade Level than Exited ELLs and ESL students in grades nine and 12. Exited ELL students had higher percentages than ESL and sheltered course students in grades 10 and 11 (Figure 9).

Figure 9: ELL and District Students Who Scored Approaching Grade Level in English II



Results of *STAAR EOC US History* showed that for grades 9 to 11, more Exited ELLs scored at Approaching Grade Level than sheltered ELLs and ESL students. More ELLs served in sheltered courses met Approaching Grade Level in grade 12 than Exited ELLs and ESL students (Figure 10).

Figure 10: ELL and District Students Who Scored Approaching Grade Level in US History



TerraNova and SUPERA Results

Results of *TerraNova* showed that most students scored at or above the 40th percentile, that is to say, at grade level in both content areas of the test. Seventy-eight percent of kindergarten students were at grade level on Reading. This percentage declined by grade one (64.2%) and even further at grade two (60.6%). In Mathematics, kindergarten students showed the highest percentage at grade level (Table 1).

Table 1: 2016-17 Number and Percentage of Students Scoring at or above 40th Percentile on *TerraNova* by Grade and Content Area

Content	Grade					
	KN		1		2	
	N	%	N	%	N	%
Reading	4,198	78.4	3,809	64.2	3,939	60.6
Mathematics	6,319	60.5	6,215	55.3	6,992	58.5
Total	4,181	78.7	3,935	67.5	4,090	63.8

Source: *TerraNova* database 2016-17

More students tested on *SUPERA* than tested on *TerraNova*. Scores in the 80th percentile were shown for grades kindergarten and first. (Table 2).

Table 2: 2016-17 Number and Percentage of Students Scoring at or above 40th Percentile on *SUPERA* by Grade and Content Area

Content	Grade					
	KN		1		2	
	N	%	N	%	N	%
Reading	4,603	85.8	4,862	87.7	2,642	46.9

Source: *SUPERA* file dated 8/10/17; first-and second-grade data were missing for two schools.

Sheltered Classroom Observation Results

A randomized sample of 92-classroom observations were conducted. Mean ratings ranged from 1.35 (no evidence) to 3.12 (between somewhat evident and highly evident). No strategies had averages that rounded to the highly evident level, which showed that teachers need more training and/or to be held accountable for using the assessed strategies.

Recommendations

Given these results, the following recommendations are presented:

- **Determine the causes of students regressing on TELPAS and IPT.** Since results of *TELPAS* and *IPT* showed that students regressed the most at the secondary level, especially in middle school, it is recommended that staff members determine if lack of instructional or linguistic support might be the reasons for these decreases, or if other reasons are responsible for the lack of progress so that corresponding adjustments and corrections can be made. It is also recommended that the Bilingual/ESL department ascertain if further interventions such as 504 or special education services are needed for struggling students.
- **A detailed analysis of the Student Learning Objectives should be conducted to identify individual students' weaknesses and trends in students' performance.** This analysis could help determine if re-teaching these students during the school year and during summer school is necessary. The analysis would also identify if teachers need to be retrained to reinforce their teaching practices in the objectives that students missed.

- **More training and/or accountability is needed for teachers who teach in sheltered courses.** Results of classroom observations showed inconsistent use of sheltered strategies across the classes observed.

The full 2016-17 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2016-17 Evaluation of Title II Programs

Sarina Rapini, M.P.A.

EA17-142-4

At-a-Glance

Dallas Independent School District (Dallas ISD) received federal funds for training and recruiting through Title II, Part A. 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 instructional support services, distance learning, advanced academic teacher training, certified teacher recruitment, alternative certification training, specialized campus-based training, and content-area training. Funds were also used for recruitment, which included certified teacher recruitment and alternative certification intern recruitment efforts.

Methodology

The worksopes for Title II 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 2016-17 implementation and to collect program documentation. Follow-up information was collected via phone and email.

Funding

The district received \$5,304,844¹ in Title II, Part A funds. The largest amount was budgeted for the Certified Teacher Recruitment Program (\$1,639,990) followed by Compass Alternative Certification Program (\$794,774). Over half a million dollars was budgeted for ISS (\$547,485) and Public School Choice PD (\$529,907). Content-based PD programs ranged from \$79,869 (Improved Arts-Based PD) to \$372,112 (STEM Instructional PD).

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 federal 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. HCM staff members conducted 56 recruitment events and visits between October 2016 and April 2017 and scheduled an additional seven events between May 2017 and July 2017. Throughout the year, HCM employees hired 1,925 teachers and processed 63 new H1-B visas.

Compass Alternative Certification Program

Compass staff members used Title II funds to recruit, train, and certify new teachers that had not completed traditional teacher certification. Out of the 221 enrolled interns, 123 (56%) successfully completed the Compass program. Of those interns who completed the Compass program in 2015-16, 139 continued to teach in Dallas ISD during the 2016-17 school year.

Instructional Support Services Program

Instructional Support Services (ISS) staff members used Title II funds to provide supplemental PD and resources, including training on the Response to Intervention (RtI) framework, Student Support Teams (SST), intervention strategies, and Schoolnet. As of March 2017, ISS staff members conducted 34 PD sessions.

Advanced Academic Teacher Training

Advanced Academic Services staff members used Title II funds to increase the number of highly qualified advanced academics teachers by sending Advanced Placement (AP) and Pre-AP teachers to National Math and Science Initiative (NMSI) training. A total of 131 AP teachers attended the fall sessions on November 14, 2016, and 62 teachers attended the spring sessions on March 4, 2017. In the summer of 2016, Advanced Academic Services staff members sent 122 pre-AP teachers to a four-day NMSI Laying the Foundations training.

Content-Based Professional Development

Title II funds supported content-specific professional development to educators in science, technology, engineering, and math (STEM); computer science and robotics; social studies; and world languages.

STEM staff members provided online and face-to-face science and mathematics pedagogy and content training to educators. In addition to face-to-face

¹ Two programs were budgeted to receive funding, but the funds were not utilized during the budget year.

professional development, STEM employees created virtual Professional Learning Communities (vPLCs)² to provide online PD. Teachers earned 970 mathematics and 844 science vPLC certificates throughout the year.

Computer Science and Robotics staff members coordinated the Distance Learning program, including PD for Dallas ISD's robotics and computer science teachers. Staff members also provided specialized training to teachers who acted as coaches for student robotics competitions. PD specialists conducted 56 PD sessions between June 2016 and March 2017.

Social Studies staff members used Title II funds to provide PD to improve social studies instructional quality and student achievement. A total of 15 six-week summer trainings were organized in 2016 and 23 face-to-face training sessions were organized between August 2016 and March 2017. Staff members also hosted a conference called Social Studies Matters that was open to all social studies educators. Social Studies staff members provided online PD through four vPLCs, granting 373 certificates to educators throughout the year.

World Languages staff members used Title II funds to create and conduct 107 face-to-face training sessions. World Languages employees also sent educators to the annual Region 10 Foreign Languages Summit and provided support to the four educators who presented.

Campus-Based Professional Development

Title II funding provided specialized PD at 11 International Baccalaureate (IB) schools and Montessori schools that operated under nontraditional instructional models. This training was essential for keeping the schools' International Baccalaureate Organization (IBO) and Montessori authorization.

Recommendation

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

The full 2016-17 Title II report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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² The vPLC modules provided 30 to 45 minutes of content and pedagogical instruction. The modules included opportunities for participant engagement.

2016-17 Evaluation of the Youth and Family Centers Program

Monique C. Mejia, M.A.

EA17-143-4

At-a-Glance

The Youth and Family Centers (YFC) program formally began offering mental, behavioral, and physical health services to students in the Dallas Independent School District (Dallas ISD) in 1995.

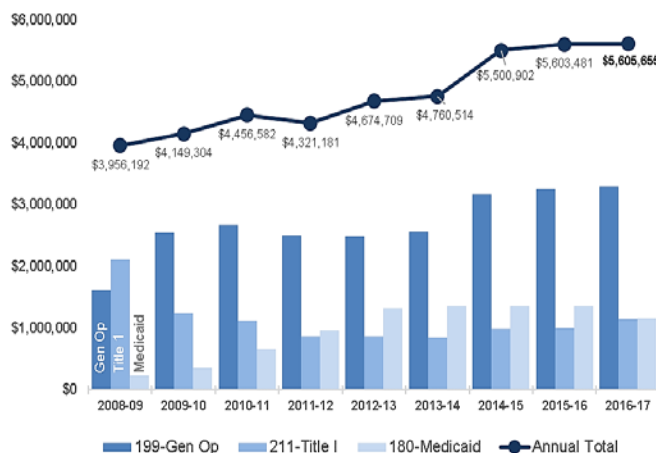
The main objectives of the program were: 1) to provide school-based health care, behavioral health care, and support services to Dallas ISD children and families; 2) to reduce the barriers to academic success so children can learn and teachers can teach; and 3) to promote the wholeness of the family by engaging families in their children's health care and education.

The purpose of the 2016-17 YFC program evaluation was to describe the program's characteristics, including its budget, staff, clients, and services, as well as to communicate findings from analysis of data from the program's recently-adopted Child and Adolescent Needs and Strengths (CANS) assessment tool. CANS analysis focused on trends in mental health diagnoses for students served by the YFC program during the 2016-17 school year. The evaluation also examined feedback from the program's Parent Satisfaction Survey and offered recommendations for future programming.

Program Budget

The total budget for the YFC program in 2016-17 equaled \$5,605,665, \$1,148,885 of which came from Title 1 monies. The program's two additional funding sources were General Operating funds (\$3,296,770), and Medicaid revenue (\$1,160,000). The overall budget for the YFC program has increased each year except in 2011-12 (Figure 1).

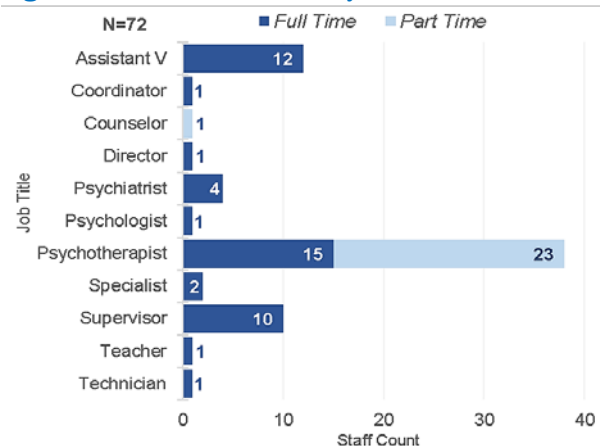
Figure 1: YFC Budget with 9-Year Trends



Program Staff Characteristics

A total of 72 administrators, clinicians, and support staff operated out of 11 YFC service delivery sites and one central administration office in 2016-17. Psychotherapists (N=38) comprised the largest subgroup of YFC staff at almost 53 percent of all members; however, only 39 percent (N=15) of YFC psychotherapists were employed by the program full time (see Figure 2). The YFC program director indicated in an interview with the evaluator that part-time psychotherapists have proven challenging to retain; bilingual psychotherapists have proven difficult to both recruit and retain, despite a high demand for these professionals by prospective Dallas ISD YFC clients. A review of previous years' YFC program evaluation reports indicated that this has been a persistent challenge for the program for several years.

Figure 2: YFC Staff Counts by Full- and Part-Time



By gender, approximately 82 percent of all YFC staff members (both administrative and clinical) were female; by race or ethnicity, 46 percent were Hispanic, 28 percent were white, and 25 percent were Black or African American. More than 93 percent of all clinical staff held a master's-level degree or higher. Approximately 34 percent of clinical staff possessed between one and five years of professional experience within the district and 27 percent possessed between six and ten years of such experience.

Professional Development for YFC Staff

Professional development for YFC staff focused on training in the treatment of trauma in student and family clients following an increasing awareness of its value for the Dallas ISD YFC client population. Training in the

Cognitive Behavioral Interventions for Trauma in Schools (CBITS) treatment model served as the focus for 2015-16; in 2016-17 training focused on the Trauma-Focused Cognitive Behavioral Therapy (TFCBT) model of treatment. Following these trainings, YFC clinicians began in 2016-17 to screen all clients for trauma.

Student Client Characteristics

A total of 5,154 students received clinical or behavioral mental health services through the YFC program in 2016-17. Overall, males constituted approximately two-thirds of student clients in 2016-17 (Figure 3).

Figure 3: Gender of Student Clients

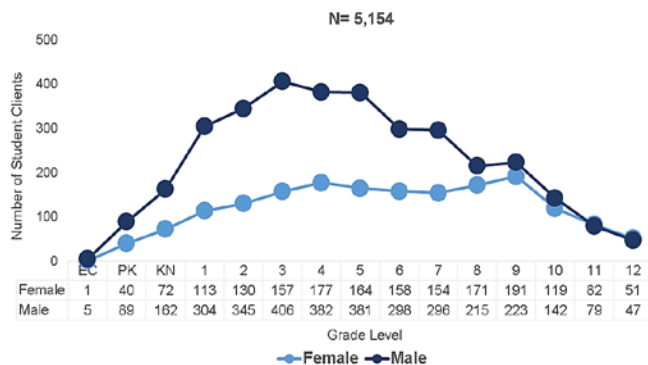


By race or ethnicity, Hispanic/Latino students constituted 63 percent of all student clients and Black or African American students comprised 29 percent of students served. White students comprised slightly more than 6 percent of all students served.

Student clients of YFCs flagged as Limited English Proficient (LEP) constituted 38.2 percent of all students served in 2016-17. One quarter (25.2%) of YFC student clients participated in the district's Special Education program.

By grade level, male student clients outnumbered female student clients through most of the elementary grades by a notable margin until eighth grade, where the gender gap narrowed; by 11th grade, female student clients slightly outnumbered male student clients, though overall use in high school dipped with increasing grade level (Figure 4).

Figure 4: Student Client Gender N Across Grades



Services Provided

The YFC program provided 12 varieties of clinical service to District students and families in 2016-17. The total number of clinical services delivered by YFC staff

equaled 39,027 for the year. Individual therapy lasting 45 minutes or more comprised approximately one-third of all clinical services rendered (by volume) (N=12,852 or 32.9% of all visits); psychiatric follow-up appointments (often entailing medication management) constituted the second-most common type of clinical service provided (N=9,176 or 23.5% of all visits); family therapy with the student constituted the third most-common service provided (N=7,443 or 19.1% of all visits). Together, these three types of service accounted for more than 75 percent by volume of all clinical services rendered in 2016-17.

By clinic site, Woodrow YFC, Amelia Flores YFC, and Adamson YFC received the most visits at 4,963, 4,940, and 4,734 visits each, respectively. Eddie Bernice Johnson YFC recorded the lowest number of visits in 2016-17 at 1,893.

Attendance and Discipline Referrals

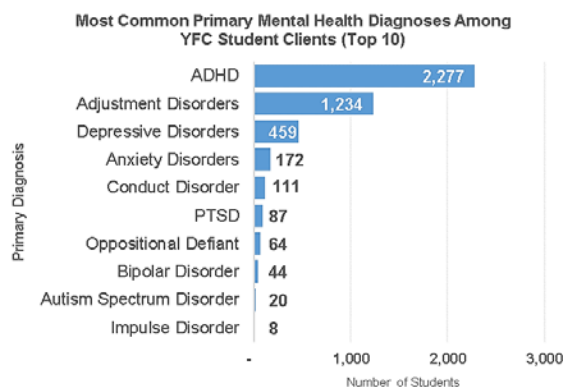
The average attendance rate for the 5,043 YFC student clients with attendance data was 93.1 percent in 2016-17. The average attendance rate districtwide was 95.0 percent for 2016-17.

Of the 5,154 student clients of YFC in 2016-17, there were 3,526 discipline referrals recorded among 1,265 students (1,265 = 24.5% of YFC student clients in 2016-17). Many of these students were referred for more than one offense during the school year; the average number of discipline referrals for students in this subgroup was 2.8 (range: 1 to 22). The top three offenses leading to a discipline referral in this group were: classroom disruption (N=915 or 26%), fighting (N=774 or 22%), and profanity/obscene gesture towards personnel (N=455 or 13%).

Trends in Student Mental Health Diagnoses

Data from the Child and Adolescent Needs and Strengths assessment tool was incorporated into the YFC program evaluation for the first time in 2016-17, following the YFC program's recent adoption of this diagnostic tool. To determine diagnostic trends for YFC student clients, primary diagnoses were examined. Analysis of the 5,063 cases available showed that the most common diagnoses made for student clients were Attention Deficit Hyperactivity Disorders (ADHD) (N=2,277 or 45% of all primary student diagnoses), Adjustment Disorders (N=1,234 or 24% of such diagnoses), and Depressive Disorders (N=459 or 9% of such diagnoses) (Figure 5).

Figure 5: Top 10 Most Common Diagnoses



Although ADHD far-surpassed in number all other primary diagnoses made for students (N=2,277 ADHD diagnoses), and students with this primary diagnosis accounted for 44 percent of all clinical visits in 2016-17 (N=17,183 ADHD-related visits out of all YFC 39,027 visits), individual students with a primary diagnosis of ADHD averaged 7.55 visits each during the 2016-17, whereas those diagnosed with Bipolar Disorder and Post-Traumatic Stress Disorder (PTSD) as a primary diagnosis averaged 14.05 and 11.41 visits each, respectively. This might be explained in part by the especially large caseload of students diagnosed with ADHD and limited human resources (i.e., the number of psychotherapists available to provide services). It should be noted that the number of diagnoses made for each of these disorders varies, and this should be taken into account when interpreting these findings. Those with a diagnosis of Depressive Disorder or Anxiety Disorder also averaged a higher number of visits each (10.81 visits each and 10.07 visits each, respectively) compared to those with an ADHD primary diagnosis. After ADHD, diagnoses associated with the highest total number of visits were Adjustment Disorders (N=9,515 visits) and Depressive Disorders (N=4,964 visits).

Parent Satisfaction with Services

The Parent Satisfaction Survey is administered by the YFC program's central office twice per year at all 11 YFC clinic sites – first over the course of one month in the fall semester, and again over the course of one month in the spring semester. In 2016-17, the second round of the Parent Satisfaction Survey was administered during the summer of 2017; therefore, only fall 2016 survey outcomes could be examined for this evaluation.

Parents who had received services from a YFC clinic were administered a 10-item questionnaire soliciting feedback about their experiences with clinical services. Analysis of this feedback indicated an overall "Satisfaction" score of 92.3 percent from the fall 2016 administration of the survey.

Survey item 1 received the highest marks from parent clients of YFCs: "The staff is friendly and helpful at the Youth and Family Centers," with 96 percent of respondents selecting "Strongly Agree" or "Agree" on this item. Item 10, "You are likely to recommend Youth and Family Center service to a friend or family member," received the second-highest marks with 95 percent selecting "Strongly Agree" or "Agree."

The Parent Satisfaction Survey item that received the lowest marks was item 9: "Do you feel you met your goals during your counseling sessions at the Youth and Family Centers?" Eighty-three (83) percent of respondents selected "Strongly Agree" or "Agree"; 14 percent selected "Neutral." The item receiving the second-lowest marks was item 8: "You or your family made changes as a result of the counseling you received at the Center," with 89 percent strongly agreeing or agreeing; nine percent were neutral on this item.

Recommendations

Recommendations for the program included the following:

- **Work with the district and/or outside funding agencies to hire and retain more full-time psychotherapists, especially full-time bilingual psychotherapists.** Psychotherapists comprised more than half (52.8%) of all YFC staff (clinical and administrative, combined), but only 39 percent of these psychotherapists were employed by the district full time. The evaluator's 2016-17 interviews with the program director revealed that recruitment and retention of psychotherapists, especially bilingual psychotherapists have proven challenging in part because most part-time psychotherapists do not receive employment benefits, including health insurance and eventually pursue opportunities where they can realize such benefits. Moreover, given the high percentage of Spanish-speaking families in the district, the demand for bilingual psychotherapists in particular has continued to outpace the effective supply of these professionals. This has been a trending problem for several years (see the Dallas ISD Youth and Family Centers program evaluation reports of 2013-14 and 2014-15 by Ledezma and Lucas, respectively).
- **Consider moving the Parent Satisfaction Survey administration window to later in the semester, such as November or December (for fall) and April or May (for spring).** This would allow semester-representative clients taking the survey to have had more experience (with YFC services) on which they can reflect and then provide more thoughtful responses, particularly on survey items that received fewer positive responses in 2016-17, such as item 8 which inquired about

positive changes made since receiving services, and item 9: "Do you feel you met your goals during your counseling sessions at the Youth and Family Centers?." Lower scores on these items could be related to not having had enough experience with YFC services on which to reflect, or it could indicate actual lower satisfaction, but a later survey administration window may prove helpful in clarifying this confounding issue. Alternatively, the survey could be administered at each client's last session.

- **Work with the program evaluator to fine-tune the content of the Parent Satisfaction Survey.** Some of the survey's items are presented as "double barreled" statements or questions ("you and your family..."), which can make for more nebulous interpretation, first for the survey respondent and then also for the analyst. Separating questions about self from those about the student or family is recommended; improved survey design in this area will allow for more straightforward feedback.

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Ledezma, L. (2014). Evaluation of the Youth and Family Centers Program: 2013-14 (EA14-143-2). Dallas, TX: Dallas Independent School District, Department of Evaluation and Accountability.

Lucas, M. (2015). Evaluation of the Youth and Family Centers Program: 2014-15 (EA15-143-2). Dallas, TX: Dallas Independent School District, Department of Evaluation and Accountability.

The full 2016-17 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2016-17 Evaluation of the Office of Family and Community Engagement Program

Laila Y. Sanguras, Ph.D., Akiva Lorenz, Ph.D.

EA17-151-4

At-a-Glance

The mission of the Office of Family and Community Engagement (OFCE) was to develop and implement programs to engage parents and the community in collaborative parent-school-community partnerships. The OFCE included a Campus Support Team and Program Support Team. The total Title I funding amount available for OFCE was \$1,062,425.

Purpose and Methods of the Evaluation

The purpose of this evaluation was to evaluate the extent to which OFCE staff implemented their programs with fidelity, met expected outcomes as outlined in program documents, and to analyze the impact of this program on school climate. Data were collected and provided by OFCE staff and included records of workshops, activities and events conducted, and parent survey results.

OFCE Support

Parent Portal

The Parent Portal provided parents/guardians with secure online access to their children's grades, assignments, and attendance. The Parent Portal also sent emails or texts to alert parents of changes to grades and/or absences. Communication was available in English and Spanish.

OFCE staff reported that 78.3 percent of students in 2016-17 had at least one parent registered in the Parent Portal. This was an increase from 68 percent in 2015-16.

Uniform Assistance Program

Through the Uniform Assistance Program, the OFCE provided free uniforms to students in prekindergarten through eighth grade who met the district's economically disadvantaged guidelines. Once approved, students received one free uniform each school year.

OFCE staff reported that the budget for the Uniform Assistance Program was \$300,000 for 2016-17. As of February 2017, 99.96 percent of this budget was used to provide students with uniform assistance.

Parent Resource and Empowerment Program (PREP) University Workshop Series

PREP University workshops focused on strategies for parents to support their children academically, emotionally, and socially. Sixty-eight workshops, available in English with Spanish available, occurred between September and May. Another five special events were organized for parents from March through May 2017.

The OFCE also offered nine PREP U Super Saturdays throughout the year. Community organizations set up information tables and offered free health screenings. Refreshments, student entertainment, and giveaways were also provided.

OFCE staff reported that 13,375 parents attended the PREP U workshops in 2016-17. This was an increase from 9,755 in 2015-16.

Training Academy

OFCE staff members offered training to staff, parents, and community members throughout the school year. Topics for parents included Parent Portal, Navigating the District's Concern Resolution Process, and SchoolMessenger. Professional development for school personnel included Planning a Successful Back to School Family Event, Effective School Newsletters, and Planning a Successful Health Fair.

OFCE staff reported that 196 schools were represented by either staff or parents at a minimum of one workshop in the 2016-17 Training Academy.

Latino Family Literacy Project

The Latino Family Literacy Project launched in spring of 2017. The elementary program consisted of a family reading program that taught parents the importance of literacy. The secondary program consisted of a story to illustrate the college-going process and a language-accessible college planner.

OFCE staff reported that 1,411 parents and 170 students were served through the Latino Family Literacy Project at 14 campuses by May 2017.

Parents Matter Too!

OFCE staff organized a family workshop series for parents and community members as part of the African American Success Initiative (AASI). Six workshops were located within two feeder patterns. A total of 210 attendees participated in the Parents Matter Too series.

Parent Survey

OFCE staff coordinated Dallas ISD's annual parent survey in March and April. Results indicated that 80.4 percent of parents surveyed agreed or strongly agreed that they were satisfied with the direction of the district in 2016-17. This was an increase from 74.7 percent in 2015-16.

Summary

OFCE identified several goals for 2016-17. The goals and results are described in Table 1.

Table 1: 2016-17 OFCE Goals and Results

Goals	Results
Host a minimum of five PREP University workshops.	OFCE staff offered between eight and nine workshops each month.
Increase PREP U attendance by five percent.	PREP U attendance increased by over 130 percent.
Parent survey will indicate 80 percent satisfaction with resources available.	Parent survey results indicated that 80.4 percent of parents were satisfied.
Workshops will be offered to parents within five feeder patterns.	OFCE offered workshops at 24 different feeder patterns.
Increase Parent Portal registrations by five percent.	Parent Portal registrations increased by over 10 percent.
Offer a minimum of 2 professional development sessions for staff at 22 feeder patterns	OFCE offered a range of 11 to 47 trainings to staff at 22 feeder patterns. The 222 trainings were online or in person.
Host a minimum of 2 Parent Portal feeder pattern registration events.	OFCE offered 4 Parent Portal registration events. Each occurred in a different feeder pattern

Source: Data provided by OFCE staff.

OFCE staff exceeded all seven goals for the program in 2016-17. As a result of their efforts, Dallas ISD students, parents, and staff members received ongoing training and support.

Recommendations

Continue supporting school personnel, parents, and community through a variety of programs.

OFCE staff expanded their program offerings, both in the type of program (i.e., Latino Family Literacy Project) and number of people involved in the programs. They should continue this pattern of growth.

Continue collecting attendance, school, and feeder pattern data.

OFCE staff collected data to measure specific goals and shared it with evaluators. They should continue this process to inform future evaluations and establish goals for the upcoming year.

For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2016-17 Evaluation of the African American Success Initiative

Akiva Lorenz, Ph.D.

EA17-152-4

At-a-Glance

The African American Success Initiative (AASI) is the Dallas Independent School District's (Dallas ISD) strategic initiative aimed at closing the achievement gap and increasing access to academic opportunities for African American students. AASI concentrated on four specific areas for the 2016-17 school year: 1) professional development; 2) academic achievement for K-3 students; 3) student advocacy; and 4) parent, family, and community engagement. AASI received \$750,000 in Title I funding to support 13 schools in the Carter and Wilmer Hutchins feeder patterns while increasing the reach of professional development programs to feeder patterns with more than 40 percent African American student population.

Purpose and Methods of the Evaluation

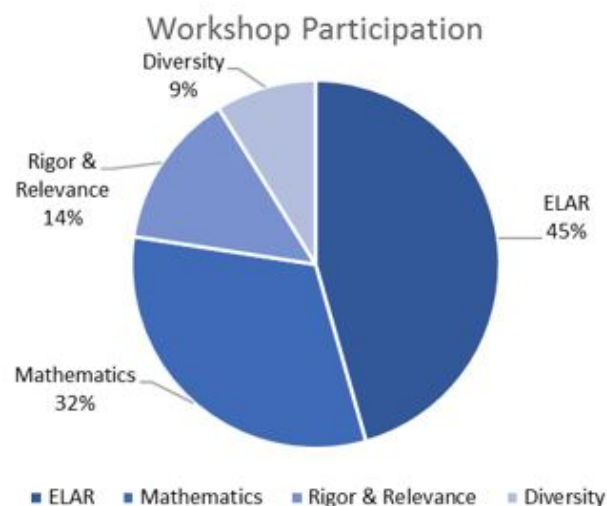
The purpose of this evaluation was to evaluate the extent to which AASI was implemented with fidelity, met expected outcomes as outlined in program documents, and impacted achievement of African American students. Data were collected and provided by AASI and included records of workshops, mentoring activities, and events conducted.

What were the Professional Development opportunities provided by AASI?

The African American Success Initiative (AASI) placed an emphasis on expanding professional development offerings to educators in AASI schools and feeder patterns with a high concentration of African American students to increase academic achievement and provide cultural diversity training. AASI engaged the services of Neuhaus Education, Trice Education, Dianna Masters, and Sharroky Hollie to provide professional development opportunities

Approximately 735 teachers and campus staff attended AASI professional development opportunities across 57 workshops. Enrollment was open to the teachers and staff of the targeted feeder patterns. AASI incentivized participation by offering professional development credits, or a stipend if a teacher already had fulfilled their PD hours. Professional development workshops on English Language Arts / Reading (ELAR) topics showed the most participation (45%), followed by Mathematics (32%) (Figure1).

Figure 1: 2016-17 AASI Workshop Participation



Was the implementation of the Neuhaus supplemental curriculum successful?

To improve the reading readiness of K-3 students, AASI, in cooperation with the Neuhaus Education Center, introduced a mandatory supplemental reading curriculum. Teachers in the 14 participating elementary (9 AASI elementary schools and 5 elementary schools with a high percentage of African American students) schools were required to implement 30 minutes of structured lessons at least three times a week in addition to the regular reading curriculum.

During the 2016-17 school year, 1,747 students in grades K to three used the Neuhaus supplemental reading program during their reading or language arts classes. This included 1,407 African American students which was 9.8 percent of all African American students (K-3) in the district.

Training on the Neuhaus curriculum occurred via a two-day professional development workshop during the summer PD sessions offered by AASI. Of the 76 teachers that implemented the Neuhaus curriculum in AASI, 62 teachers (82%) participated in both training days, while seven teachers (9%) participated in one of two training days. Seven teachers (9%) who implemented Neuhaus did not participate in the training.

Teachers responding to the evaluator's survey noted they implemented the Neuhaus program an average of four days a week and for an average of 31 minutes per session.

What were the achievement outcomes of Neuhaus students?

Academic achievement results for K-3 Neuhaus students was analyzed using *ISIP*, *TerraNova* and *STAAR* reading. Results are limited because no dosage information was available regarding the implementation of Neuhaus and other supplemental reading programs. In general, student achievement on *TerraNova* and *STAAR* decreased as grade level increased. Less than half (49%) of Neuhaus third graders met the grade level standard on *STAAR*, and the percentage of students on grade level for *TerraNova* decreased from KN (79%) to first grade (59%) to second grade (55%).

The percentage of students that met the grade level passing standards by grade for Neuhaus African American students was compared to all district African American students and the district as a whole. In general, most students met the grade-level standard in kindergarten; however, the passing rate for all district African American students (75.6%) was lower than for Neuhaus African American students (79.4%) and all district students (78.4%). The percentage of students that met the passing standard was slightly higher for Neuhaus students than for all district African American students in kindergarten, grade two, and grade three; however, for grade two, the African American district percentage was slightly higher than the Neuhaus African American percentage.

Even though slightly more Neuhaus African American students (79.4%) scored at grade level than all district students (78.4%) in kindergarten, the results were opposite for the remaining grade levels and showed a widening gap between district students and African American students (both African American Neuhaus and district African American students) as grade level increased. The gap between the African American Neuhaus students and all district students increased from 7.2 percentage points in grade one to 14 percentage points in grade three. At grade three, less than half of Neuhaus African American students (49%) or district African American students (47.9%) met the *STAAR* passing standard; the district average was 62.3 percent. These results show the need for strengthening the AASI academic component.

Results were similar for *ISIP* as less than half of K-2 Neuhaus students (44%) met the Tier 1 grade-level standard at the end of the year. The average passing rate for all African American district students was 42 percent, while the average for all district students was 57 percent.

What were the perceptions of the Neuhaus Program?

Teachers, Campus Instructional Coaches (CICs), and principals were asked to rate the quality and relevance

of the Neuhaus Curriculum. The majority of the respondents indicated (agreed and strongly agreed) that the Neuhaus program provided a logical framework to follow and that the scripts were easy to implement. However, most respondents indicated that they believed teachers did not have enough manipulatives to implement all student activities. Fifty-eight percent of the teachers felt that the Neuhaus curriculum fit well within the Dallas ISD's Reading / ELAR lesson structure, which showed that a sizable percentage (42%) did not agree. Most (73%) of the CICs indicated that the teachers found Neuhaus worthwhile to implement, while eighty-two percent of principals were interested in continuing with the implementation of the Neuhaus program for the 2017-18 school year. District results for African American students also showed that a sizable percentage of K-3 students were not performing at grade level.

What direct student components did AASI implement?

During the 2016-17 school year, AASI maintained two direct student (mentoring) components in the form of TutorMate and Tier III Student Advocacy Program.

TutorMate

TutorMate provided 112 first grade elementary students across five elementary schools the opportunity to remotely connect with a volunteer from one of TutorMate's corporate partner organizations. Tutoring sessions lasted an average of 30 minutes and were conducted via screen share. Reading materials were individualized by TutorMate based on the reported reading level.

Analysis of the provided information indicated that students received an average of 4.7 hours of tutoring time over a seven-month time span and averaged an increase of 2.6 reading stages. The *TerraNova* passing rate for TutorMate participants was 64 percent while that of the remaining school population was 61 percent. Despite the higher passing rate of TutorMate participants, an independent-samples t-test indicated that the difference was not statistically significant. Therefore, it could be concluded that TutorMate participants did not show a significant increase in achievement over the general student population.

Tier III Student Advocacy Program

AASI's Tier III Student Advocacy Program was designed to mentor a total of 60 Tier III students for the 2016-17 school year. The aim was to connect students who had a high number of course failures, disciplinary referrals, and absences with appropriate resources to improve their attendance, academic performance, and social interaction rates. The four Dallas ISD schools selected for the Tier III Program were Atwell MS,

Kennedy-Curry MS, Carter HS, and Wilmer-Hutchins HS. The initiative was led by two Student Advocate Coordinators. Principals, in cooperation with AASI staff, selected students fitting the noted criteria. Analysis of the submitted student records indicated that student selection was inconsistent across schools and selection criteria changed during the school year. Results indicated that the Tier III student advocacy program did not meet the goal of actively mentoring 60 Tier III students due to students joining and leaving the program throughout the school year. There were no statistically significant differences between the EOY Tier III students and the matched comparison group for any of the indicators assessed. Due to the small number of students in the two groups, results should be viewed with caution.

Student Activities

AASI scheduled and conducted 18 educational activities during the 2016-17 school year to support the AASI key components of 1) Academic Achievement and College Readiness, 2) Cultural Diversity and Community Engagement, 3) Social and Emotional Learning, and 4) Student Advocacy. Activities were intended to promote comradery among the participants and to offer insight into cultural and educational opportunities. Participation in AASI events ranged from three students to over 1,000 students. The evaluator could not ascertain how many unique students AASI reached, due to the lack of student identification information.

What community engagement opportunities were provided as part of AASI?

The Dallas ISD Office of Family and Community Engagement organized and spearheaded a family workshop series under the name "Parents Matter Too!" for AASI parents, and community members in the Wilmer-Hutchins and the David W. Carter Feeder Patterns. A total of 210 attendees participated in the six workshops.

Summary and Recommendations

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. Implementation varied across schools and all schools participated in a variety of other programs and activities that may have affected student outcomes. Outcomes addressed in this evaluation cannot be directly attributable to AASI activities but reflect general results at participating schools.

- **Design a more cohesive African American Success Initiative.** During the 2016-17 school year, AASI was not a cohesive program but a

collection of activities and professional development opportunities offered to participating schools. Although this catalog approach may be preferable to individual stakeholders, it makes it impossible to implement a program in which all of its parts work together in unity.

- **Strengthen the academic component of AASI, especially in early grades.** Results of K-2 EOY *ISIP* analysis revealed that less than half (44%) of Neuhaus students were reading on grade level at the end of the 2016-17 school year. Similarly, student achievement on *TerraNova* and *STAAR* decreased as grade level increased. Less than half (49%) of third graders met the grade level standard on *STAAR*, and the percentage of students on grade level for *TerraNova* decreased from KN (79%) to first grade (59%) to second grade (55%).
- **Ensure consistent data collection across all AASI components.** Due to unavailable data and/or data entered inconsistently across campuses and vendors, some AASI components could not be evaluated.
- **Direct student intervention should be broadened beyond Tier III students.** Although Tier III students definitely need and deserve help from Dallas ISD, it is the mission of AASI to close the wide academic achievement gap between African American and other district students. To show a broad improvement it would be wise to work with a student population that is less mobile and more amenable to accepting academic help. Tier III students of all ethnicities should receive district resources; however, targeted Tier II students could benefit as well.
- **Expand community and parent outreach programs to further increase the participation of parents in their children's education, and to raise community awareness.** Consider expanding AASI's partnership with the Office of Family and Community Engagement to provide specific workshops to parents based on the 2016-17 feedback.

The full 2016-17 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2016-17 Dallas ISD On-Track Indicator

Dorothea Weir, Ph. D.

EA17-153-4

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.

Purpose and Methods of the Evaluation

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 Independent School District 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, mathematics, science, or social studies).

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 percent African American, 58 percent Hispanic, and 16 percent Limited English Proficient.

Analyses were conducted in June, 2008, to construct a baseline measure districtwide. 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 2011-12, On-Track documentation was improved, as 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 2016-17 school years. The overall On-Track rate for 2017 (76.8%) was higher than in the previous eight years for which rates were calculated. The 2017 On-Track rates for both magnet and non-magnet schools were also higher than in previous years, improving over the 2015 and 2016 rates.

Figure 1: On-Track Percentages of First-Time Ninth-Grade Students, 2009- 2017

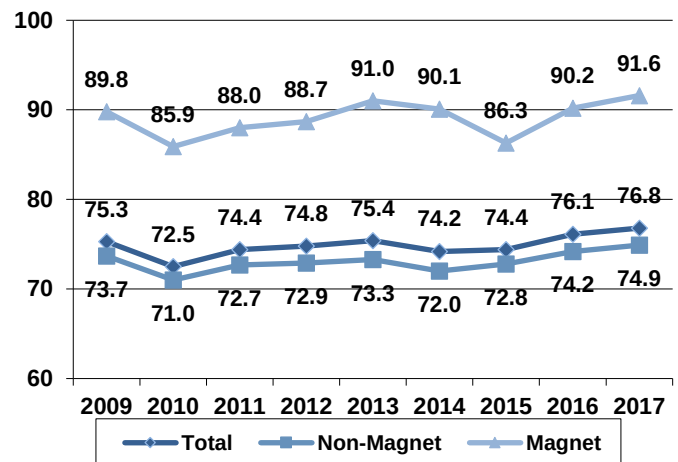


Figure 2 shows On-Track percentages by student ethnicity for the 2008-09 through 2016-17 school years. In 2017, the districtwide On-Track rate of African American students was 71.7 percent; Hispanic students, 76.8 percent; and White students, 91.5 percent.

Historically, the On-Track rate of White students fell in 2010, but increased gradually in subsequent years. African American and Hispanic students’ rates fell within a similar range of 73 to 75 percent from 2011 through 2015. However, the On-Track rate of Hispanic students increased in 2016 and 2017, while that of African American students decreased over the same two-year period. Increases and decreases for African

American and Hispanic students were not present across the entire district, but resulted from changes in the rates for those student groups at specific high schools.

Figure 2: On-Track Percentages of First Time Ninth-Grade Students by Ethnicity, 2009-2017

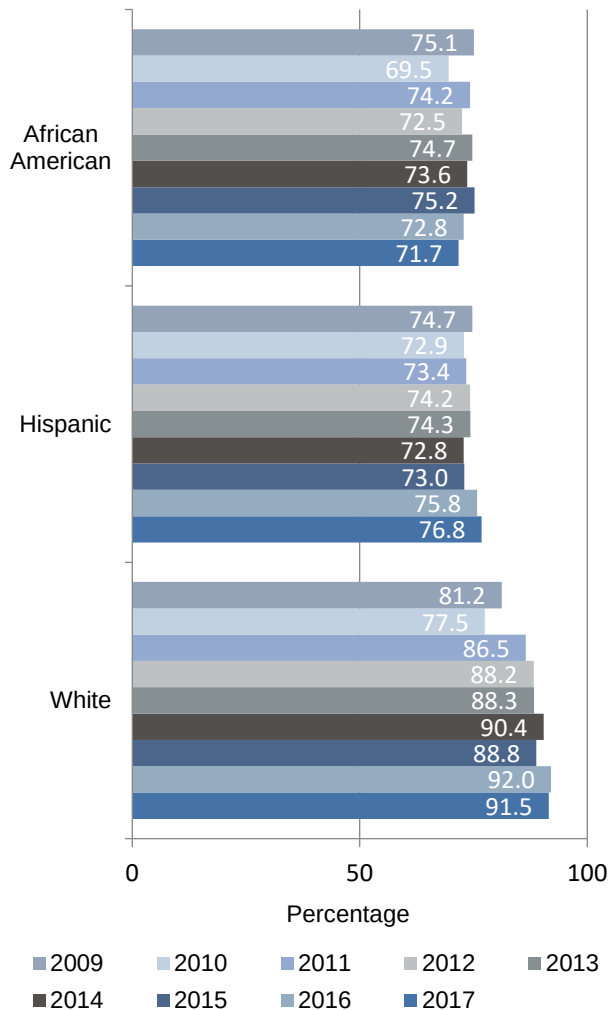


Table 1 shows On-Track percentages by school and school group for the 2014-15 through 2016-17 school years, and the percentage point change over the three-year period.

As a group, non-magnet (comprehensive and Early College) high schools had an On-Track rate in 2017 of 74.9 percent, a slight increase over the two preceding years. Five schools (Bryan Adams, Conrad, IDEA, Madison, and Pinkston) had rates exceeding 80 percent. Only one school, Wilmer-Hutchins, fell below 60 percent On-Track, but four others fell below 70 percent (Carter, Roosevelt, South Oak Cliff, and Spruce). Conversely, all Early College High Schools (ECHS) had On-Track rates of 95 percent or more.

Over the period from 2015 through 2017, three comprehensive high schools had On-Track increases of

10 percentage points or more; these were Bryan Adams, Conrad, and North Dallas. Gilliam Collegiate Academy, an ECHS, had an increase of more than 25 points. Two comprehensive high schools, Lincoln and Wilmer-Hutchins, had decreases of more than 10 points.

Magnet high school On-Track rates increased slightly, from 86.3 percent in 2015 to 91.6 percent in 2017. The largest increase in On-Track rate was seen at the Townview Business Magnet (15.7 percentage points), followed by the Townview Law Magnet (7.2 points) and the Townview Science and Engineering Magnet (6.7 points). No magnet high school had a decrease greater than 1.5 points.

Table 1: Freshman On-Track Rates by School, 2015-2017

School	Percent On-Track			
	2015	2016	2017	Change
Comprehensive High Schools				
B. Adams	65.2	76.5	82.2	17.0
Adamson	70.0	74.9	73.2	3.2
Carter	66.5	73.6	67.8	1.3
Conrad	67.9	72.4	81.2	13.3
Hillcrest	77.3	67.0	72.3	-5.0
IDEA	NA	83.8	81.6	NA
Jefferson	67.4	70.6	74.6	7.2
Kimball	75.2	75.2	78.0	2.8
Lincoln	82.5	72.3	72.2	-10.3
Madison	84.3	82.5	81.8	-2.5
Molina	67.2	77.2	73.3	6.1
North Dallas	57.6	57.1	74.4	16.8
Pinkston	82.2	67.9	80.8	-1.4
Roosevelt	61.2	60.0	64.9	3.7
Samuell	86.1	81.4	76.7	-9.4
Seagoville	80.1	69.4	78.8	-1.3
Skyline	75.3	73.3	74.0	-1.3
S. Oak Cliff	69.9	63.7	60.0	-9.9
Spruce	65.6	76.9	67.1	1.5
Sunset	80.8	72.8	74.7	-6.1
White	64.1	77.7	73.7	9.6
Wilmer-Hutchins	76.6	69.3	56.9	-19.7
Wilson	77.2	79.7	76.6	-0.6

Early College High Schools				
Garza Early College	100.0	95.5	99.1	-0.9
Gilliam Collegiate Academy	69.8	95.6	95.3	25.5
Lassiter Early College	98.3	100.0	98.3	0.0
Comprehensive/ECHS Total	72.8	74.2	74.9	2.1

Magnet High Schools				
Arts Magnet	89.0	86.1	93.2	4.2
Obama HS	76.3	79.2	80.4	4.1
Rangel HS	100.0	98.7	98.5	-1.5
Smith New Tech	84.4	80.2	84.3	-0.1
Townview Business	71.5	85.2	87.2	15.7
Townview ESSM	81.3	93.0	83.8	2.5
Townview Health	92.4	97.2	95.2	2.8
Townview Law	81.1	88.2	88.3	7.2
Townview SEM	93.3	99.1	100.0	6.7
Townview TAG	98.5	98.5	98.4	-0.1
Magnet Total	86.3	90.2	91.6	5.3

Note: Schools with 2016-17 On-Track rates below 70 percent are highlighted.

Recommendations

- **Progress of recent freshman cohorts should be analyzed to revalidate the On-Track Indicator.** New analyses would help to determine whether recently introduced criteria for diploma endorsements and changes in End-Of-Course testing requirements have affected the On-Track measure. As well, investigations should examine underlying reasons for large annual fluctuations at individual high school campuses.

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2016-17 Evaluation of Title I: Comparative Measures of Student Achievement

Robert J. Costello, Ph.D., Rosemary Garcia-Rincón, B.A. & Laila Y. Sanguras, Ph.D.

EA17-163-4

At-a-Glance

The purpose of this report was to examine the academic achievement and progress of Title I students. The full report (EA17-163-2) contains comparisons of Title I students by grade and feeder pattern, with district and State results. Comparisons were also made by major student groups. These student groups 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 possible 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 *TerraNova*) 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 is “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 2016-17 school year was \$76,187,116.00. There was a decrease of \$11,659,322.00 from the 2015-16 school year (\$87,846,438.00). 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 157,853 students were enrolled in 228 Dallas Independent School District (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=12,186) was larger than the grade 8 population (N=10,189). 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 seven 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 44 percent of the students were classified as ELLs and approximately eight percent were classified as special education students.

There were 10,445 full-time teachers for the 2016-17 school year. This included 6,102 elementary school teachers, 1,776 middle school teachers, and 2,352 high school teachers. There were more female teachers (7,416; 71%) than male teachers (3,029; 29%). Thirty-six percent (36%) of the teachers were African American, 29 percent were Hispanic, and 36 percent were white. Ten percent (10%) of the teachers had Alternative Certifications (AC). The median number of years of 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 26 percent had Master degrees. Twenty-one percent (21%) of the Title I teachers were new to the district.

TerraNova Mathematics and Reading

TerraNova mathematics and reading tests were administered to kindergarten through second grade students. On the mathematics examination, students performed at a similar level with last years' students for kindergarten, first, and second grades (at or above the 40th percentile rank). The largest difference from last year to this year was for grade 1 (52.2% vs. 54.4%). On the reading examination, students showed a decrease in performance for kindergarten, first, and second grades. The largest reading difference was also at grade 1 (66.5% vs. 63.3%).

SUPERA Reading

SUPERA was the reading test administered to Spanish speaking students to test reading skills in grades kindergarten, one and two. Slight decreases were shown from last year to this year for students in kindergarten and grade 1. Grade 2 students showed an increase (43.9% vs. 46.9%).

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 *Limited*, *Expected* or *Accelerated* in 2016-17. A higher percentage of students met the Expected standard in mathematics than in reading. Fewer students received the Expected standard on reading progress measures in 2016-17 (40.5%) than in 2015-16 (42.9%).

Figure 1: STAAR Reading Progress Measures Grades 4-8

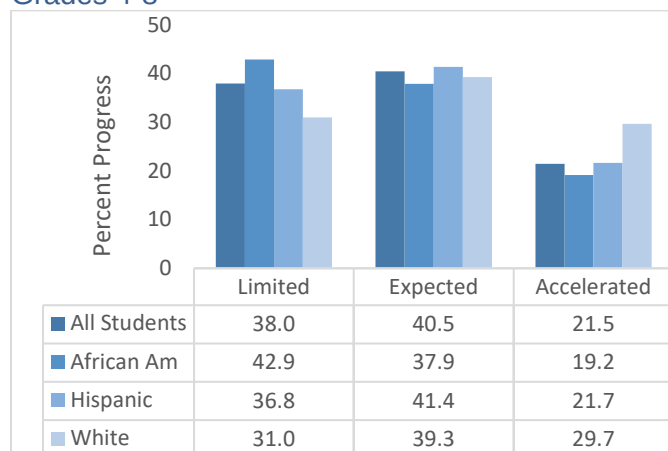
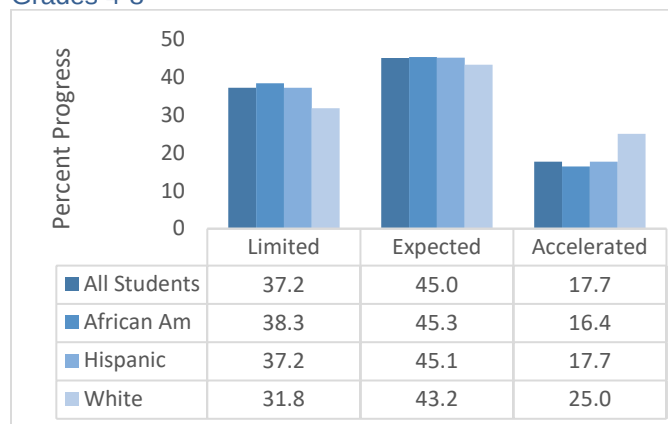


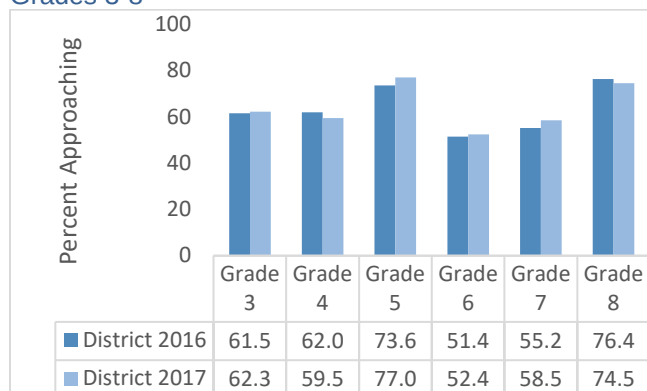
Figure 2: STAAR Mathematics Progress Measures Grades 4-8



STAAR 3-8 and STAAR EOC Tests

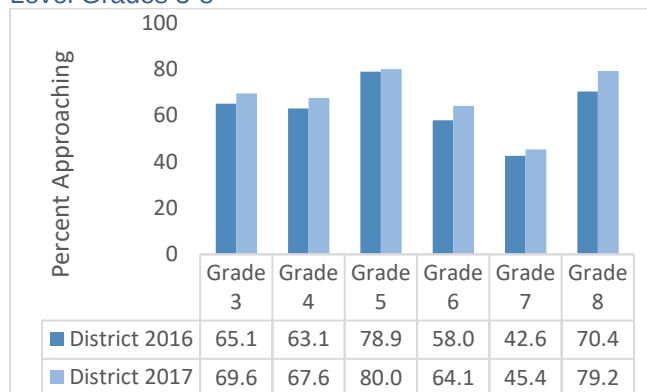
STAAR Reading. Of the six grades that were required to take the *STAAR* reading examination (grades 3-8), four had higher percentages of students with Approaching Grade Level performance when compared to 2015-16. District students showed slight increases from one year to the next for grades 3, 5, 6 and 7. Combined grades 3 through 8 showed no differences from last year (63.5 vs. 64.0). The district did not meet state averages with the exception of grade 5 on the *STAAR* reading exams.

Figure 3: STAAR Reading Approaching Grade Level Grades 3-8



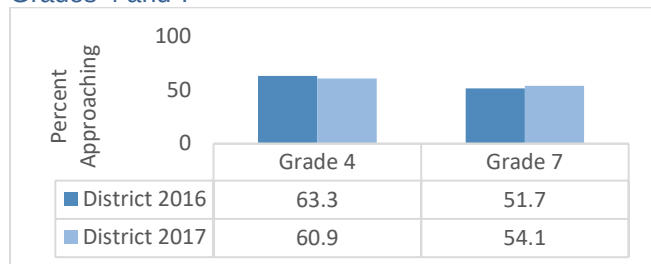
STAAR Mathematics. Of the six grades that were required to take the *STAAR* mathematics examination (grades 3-8), all six showed higher percentages of students at Approaching Grade Level when compared to 2015-16.

Figure 4: STAAR Mathematics Approaching Grade Level Grades 3-8



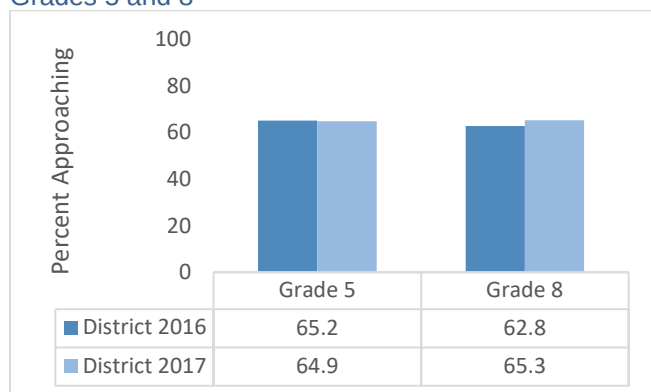
STAAR Writing. Performance on the *STAAR* writing examination showed a decrease from one year to the next for grade 4 and grade 7. The district did not meet the state averages for grades 4 or 7 on the *STAAR* writing examination.

Figure 5: STAAR Writing Approaching Grade Level Grades 4 and 7



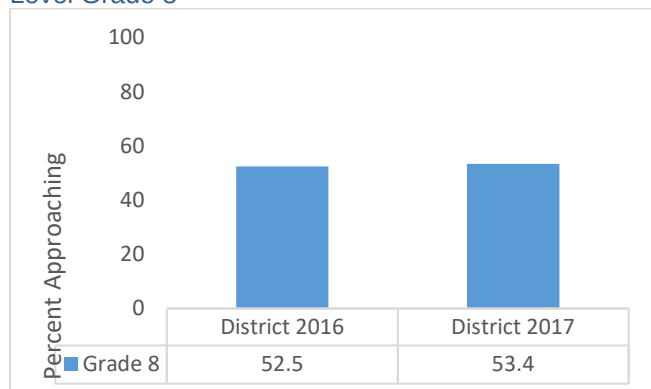
STAAR Science. STAAR science summary data for grades 5 and 8 showed an increase for grade 8 from 2016 to 2017, while grade 5 remained the same. The district did not meet the state averages for grades 5 and 8 on the STAAR science examination.

Figure 6: STAAR Science Approaching Grade Level Grades 5 and 8



STAAR Social Studies. Figure 7 presents STAAR Social Studies summary data for grade 8. Grade 8 district students showed a slight increase in students who attained Approaching Grade Level from 2015-16 (52.5%) to 2016-17 (53.4%). The district did not meet the state average for grade 8 on the STAAR social studies examination.

Figure 7: STAAR Social Studies Approaching Grade Level 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. Of the seven student groups compared

(All Students, African American, Hispanic, white, ELL, Economic Disadvantaged, and Special Education) All Students, Hispanic, ELL and Economically Disadvantaged improved on English I EOC. All student groups except white improved on English II, Algebra I and U.S. History EOCs. All Students, Hispanic, ELL, Economically Disadvantaged and Special Education improved on Biology EOC. Of the 35 State and district comparisons (five EOC and seven student groups) the district exceeded the State by more than one percentage point on all but five comparisons (Special Education on English I, Biology and U.S. History and All Students on English I and English II).

Attendance and Graduation Rates

The overall attendance rate for 2016-17 (All Students) was 95 percent. In the 2016-17 school year, the attendance rates were close for African American (93%), Hispanic (95%) and white (95%) students. Attendance rates below 90 percent were recorded for early childhood; however, this did not lower the district attendance rate below the state's 90 percent requirement. In 2015-16, the graduation rate was 87.1 percent, an overall decrease of 0.8 percent from 2014-15. There was a 0.1 percent increase in the student dropout rate from 2014-15 to 2015-16.

Additional Measures of Title I Success

The Title I evaluation includes the overall report as well as separate reports for Academic Leadership and Coaching, African American Success Initiative, College and Career Readiness, Cottrell House, Early Learning, HIPPY, McKinney Vento Homeless Education, Leadership Development, Office of Family and Community Engagement, Promise House, Reasoning Mind, Translation Services, Transition Services, and Youth and Family Centers. Other measures of Title I student success including academic preparation for college, as measured by participation and performance 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 2016-17 evaluation reports EA17-520-4.2, EA17-520-4.3, and EA17-520-4.5. Measures of ELL, Special Education, and Early Learning Title I students can be found in evaluation reports EA17-126-2, EA17-519-2, EA17-170-2. All reports are available at <https://www.dallasisd.org/Page/42559>.

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2016-17 Evaluation and Assessment Internal Service Fund

Joan Bush, Ph.D.

EA17-166-4

At-a-Glance

The Evaluation and Assessment (E & A) Internal Service Fund (ISF) was established to fund positions in the E & A Department using grant or other district funding set-asides. With periodic billings against the set-asides, the department provides products and services to fulfill evaluation and data requirements for specific grants and district initiatives. Funded portions of grants and district initiatives that are allocated to evaluation and data services are placed in the ISF. Billed amounts from the ISF set-asides cover a substantial portion of ISF personnel salaries, equipment, and supplies. Demands on ISF personnel that are not funded through set-asides are subsidized by the General Operating Fund.

ISF Practices and Characteristics

During the 2016-17 school year, services provided through the E & A ISF were billed at \$600 per day. Services have been billed at \$600 per diem since the 2014-15 school year. The established per diem rate was set based on estimated actual cost to the district, including per diem cost for the evaluators providing services, per diem cost for professional ancillary services (programming, managerial, and supervisory), and per diem cost for overhead (administrative services, supplies, equipment, computers, facilities). Often, multiple evaluators and/or programmers provide services under the same set-aside simultaneously.

Most projects are billed in one, two, or three payments and at the discretion of the project manager. Due to differences between evaluation beginning and ending cycles and the district's closure of accounting books at the close of the fiscal year, larger projects typically bill the entire work's effort from October through May each year. Evaluation work continues from June through the end of the evaluation cycle as outlined in the evaluation plan; however, 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

For each billing period, the assigned evaluator submits a time and effort form to the program manager for signature and returns it to ISF management. The ISF time and effort billing form attests to the total number of person days billed during each billing period and/or the total cost of the evaluation/data services. 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. The ISF manager also makes sure funds were expensed correctly and follows up with assigned accountants, as needed, until all billing has been expensed from the appropriate accounts.

2016-17 ISF-Funded Evaluations

In 2016-17, the ISF manager oversaw 59 active accounts (see Table 1). In addition, the Bilingual/ESL Department provided a full-time equivalent (FTE) position through Title III funding. Two accounts were associated with Home Instruction for Preschool Youngsters (HIPPY), and two accounts were associated with Summer Learning. Additionally, there were 42 separate Focus/Priority grant accounts.

Table 1: 2016-17 ISF Accounts and Amounts

Funding Source
After School
College and Career Readiness
College Readiness Indicator System – Gates Foundation
CTE/Perkins
Early Learning
Focus/Priority Schools (42 schools)
HIPPY - Title I
HIPPY - United Way
McKinney Vento Homeless
Refugee Education Program
Social Emotional Learning - Wallace Foundation
Special Education
Summer Learning – Extended Year Educational Svcs.
Summer Learning – Wallace Foundation
Teacher Excellence Initiative
Title I, Part A
Title II, Part A
Volunteer & Community Partnerships

The total expensed amount was \$908,941.72. This included \$793,418.72 for ISF services conducted in 2016-17 as well as \$115,523 for 2015-16 services that were not billed until September 2016 due to work that extended through the end of August and early September. The September 2016 billings included 42 Focus and Priority school grant accounts as well as a Wallace Foundation grant for Summer Learning. Like last year, there will be 2016-17 evaluation work billed in

September 2017 for Focus/Priority school grants and Summer Learning (Wallace grant).

In 2016-17, the largest set-aside was for Title I (\$350,000). The Title I evaluation included an overall report as well as separate reports for Academic Leadership and Coaching, African American Success Initiative, College and Career Readiness, Cottrell House, Early Learning, HIPPY, McKinney Vento Homeless Education, Leadership Development, Office of Family and Community Engagement, Promise House, Reasoning Mind, Translation Services, Transition Services, and Youth and Family Centers. A one-time amount of \$97,018.72 was for work conducted in 2014 and 2015 through a Bill & Melinda Gates Foundation grant as part of the College Readiness Indicator System (CRIS).

Unfunded Services

Like the past few years, grant and general operating budget set-asides for evaluation services decreased, while demands from funded and unfunded projects increased. As a result, the evaluation services provided in 2016-17 exceeded what was in the ISF. This was mainly due to district administrators or Board members requesting that evaluation staff members conduct evaluations and/or provide data for district initiatives that did not have not enough, if any, set-aside funding for the work. General operating funds continued to be used to pay staff salaries for unfunded work.¹

In 2016-17, unfunded services included the evaluation of Accelerating Campus Excellence, Intensive Support Network, Public School Choice, Collegiate Academies, State Compensatory Education, and Student Success Initiative/Accelerated Instruction. Additional services included providing Research Review Board services (evaluators served on the review committee and/or pulled data), completing Public Information/Open Records Requests, producing the Class Size Waiver report, and coordinating the Districtwide Campus Climate Survey (fall and spring). In addition, ISF personnel coordinated analyses and reports for state accountability, Performance-Based Monitoring Analysis System (PBMAS), Data Validation Monitoring, and the Community and Student Engagement Survey (CaSE).

Evaluation staff members conducted numerous ad hoc data pulls and wrote short reports that were beyond the scope of the evaluation plans because of unexpected needs of program managers. Due to an outside audit of the district's special education program, evaluation staff conducted numerous extra analyses before, during, and after the audit, as requested. In addition, services were provided for the Early Learning and Teacher

Excellence Initiative program staff that went well beyond the scope of the planned evaluations.

Challenges in 2016-17

There were two main challenges in 2016-17 related to the billing process for the ISF. First, deadlines for billing grant-funded work were not readily available and in one case, funding for the evaluation was lost due to being billed after the grant closing date. Second, there was some confusion on what signatures were needed on the grant-funded time and effort forms, which delayed the payment process.

Recommendations

- **Improve internal processes for time and effort billing and tracking.** Due to funds showing up throughout the year and varying end dates for billing, new processes should be put in place to make the billing and tracking processes more efficient. This should include ensuring that all time and effort forms have needed signatures before submission.
- **Work with the grants department as well as district accountants to develop a more efficient system for tracking fund availability and deadlines for billing.** To ensure all work is billed within grant deadlines, E & A staff should work with the grants department to get a list of grant closing dates for all grant-funded work.

For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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¹ Funding reductions have been due to constraints facing grantors at the state and federal levels, elimination of some grants, and district budget cuts for some programs.

2016-17 Evaluation of Dallas ISD Early Learning

Sarah Hinkley, Ph.D. & Myoungsook Kim, Ph.D.

EA17-170-4

At-a-Glance

The goals of the Early Learning department were to improve kindergarten (K) readiness and to ensure that all students were reading on grade level by the end of grade two. The budget for the department in 2016-17 was \$9,911,521. The purpose of this report was to summarize the 2016-17 context, process, and outcomes of the Dallas Independent School District's (Dallas ISD) Early Learning department initiatives.

Context of the Early Learning Initiatives

Assistant Superintendent Interview

The Early Learning department's first goal was increasing K readiness through the provision of education services to children from birth to age five through the expansion of the prekindergarten (PK) program. The second was to ensure that all students were reading on grade level by the end of grade two. To reach these goals, Early Learning staff endeavored to increase demand for and access to PK, extend the continuum of care through community resources to support children from birth, increase classroom quality, and support reading and language acquisition in K and beyond.

To increase access and demand, the district continued to foster growth. An early childhood expansion was approved in November 2016, and another early childhood center was scheduled to open in January 2018. Additionally, the district added three new partnerships with childcare centers (for a total of 21).¹ Early Learning staff fostered community partnerships with Commit!² and community childcare centers. To expand the continuum of care, students from birth to five could also receive services through the Home Instruction for Parents of Preschool Youngsters (HIPPY)³ program and AVANCE.⁴ To improve classroom quality, the Early Learning department continued using PK specialists and added K-2 specialists into some K through grade two classrooms. Specialists provided individual support for teachers. Another attempt to increase quality was a focus on assessing student-teacher interactions. The *Classroom Assessment Scoring System (CLASS)*,⁵ an observation instrument, was administered by Southern Methodist University (SMU) to measure the quality of teachers'

interactions with students. Finally, to ensure that students were reading on grade level, there was an increased focus on reading and language acquisition. The district used professional development (PD) and specialist coaching to ensure that teachers were equipped to teach reading.

Professional Development Lead Coordinator Interview

There were 34 PK specialists, 26 K-2 specialists, and 10 lead specialists⁶ who provided individualized tiered support to about 20 teachers each. First, specialists participated in PD programs including Children's Learning Institute (CLI) Engage training, CLASS observer training, Jim Knight's coaching training, and content related training. Then, specialists provided teachers with training about CLASS (including Making the Most of Classroom Interactions training, PK only), the *Circle* assessment (PK only), content training, and Just in Time training. Department staff also provided a Summer Institute and a two-day training about student activity centers for PK teachers. K-2 teachers attended the district's summer Personalized Professional Learning and Development (P2LD) program. Lastly, the Early Learning department provided training for teachers in third-party childcare settings and for teaching assistants.

Specialist Interviews and Observations

Four specialists were interviewed and observed. During interviews, the specialists defined their role as building relationships with teachers to facilitate more effective teacher coaching and support. Noted successes included gaining teachers' trust and seeing teachers implement suggestions, grow, and take ownership of their progress. Specialists' greatest challenges were convincing teachers to implement suggestions consistently and interacting with the few teachers and/or administrators who resisted help. During site visits, the evaluator saw specialists observing, communicating, demonstrating, and providing hands-on assistance to teachers.

¹ Students in partnerships were taught by Dallas ISD teachers.

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

³ For more information, see Turner (2017).

⁴ For more information, see <https://avance-dallas.org/> or Turner (2017).

⁵ For more information, see <http://teachstone.com/classroom-assessment-scoring-system/>.

⁶ As of February 2017.

Characteristics of Early Learning Students

In 2016-17, there were 48,311 students enrolled in early childhood (EC) education through grade two. Over half of the students were male (51%), Hispanic (69%), and/or economically disadvantaged (83%). English Language Learners made up 49 percent of students.

Retention and Special Education Enrollment Rates

Lower percentages of students who attended Dallas ISD PK (*DISD PK*) were retained than students who did not attend Dallas ISD PK (*No DISD PK*).⁷ Across years, 1.6 to 4.9 percent of the *No DISD PK* group was retained compared to 0.4 to 2.4 percent of the *DISD PK* group. In addition, lower rates of *DISD PK* students (3.8% to 6.1%) were enrolled in special education than *No DISD PK* students (4.8% to 10.4%).

PK Through Grade Two Staff Perceptions

PK and K-2 teachers were surveyed about their perceptions. PK teacher survey respondents (601 teachers; 51% of PK teachers) were mostly positive (“agree” or “strongly agree”) toward the PK program (84% to 95%); the support and resources they received (67% to 87%); the PD provided by the Early Learning department (79% to 86%); and the PK specialists (84% to 94%). Additionally, most teachers rated the Early Learning training as “somewhat helpful” or “very helpful” (83% to 96%). Fewer respondents (57%) thought the PK curriculum ensured K readiness.

The most-cited successes were implementation of the new Frogstreet curriculum (*n*=64); support from campus administrators, Early Learning department staff, or specialists (*n*=53); teamwork with other teachers and teaching assistants (*n*=36); and increased student achievement or engagement (*n*=36). The most commonly referenced challenges were the new curriculum (*n*=92), student behavior problems (*n*=25), and lack of resources (*n*=21). The main suggestion was increasing training (*n*=37).

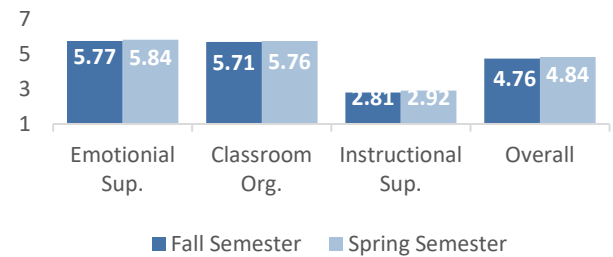
The response rate for K-2 teachers was 27 percent (610 K-2 teachers). Results were similar to those of PK teachers, but because of the extremely low response rate, results of the K-2 teacher survey should be reviewed with caution.

PK Through Grade Two Classroom Quality

Results of *CLASS* indicated that the district was above the quality threshold for both semesters in the emotional support (threshold=5.00) and classroom organization

(threshold=5.00; Figure 1). The district was below the quality threshold for both semesters in the instructional support domain (threshold=3.25). Overall results were similar to 2015-16. All three domains showed statistically significant, but not practically significant,⁸ increases from fall to spring [emotional support: *t*(1,210)=2.99, *p*=.003, *d*=.10, classroom organization: *t*(1,210)=2.18, *p*=.03, *d*=.08, and instructional support: *t*(1,210)=3.47, *p*=.001, *d*=.13]. The district's teachers were strongest in emotional support and weakest in instructional support. While more than 85 percent of teachers met the quality thresholds for emotional support and classroom organization, less than 37 percent of teachers met the quality threshold for instructional support. Only 32 and 36 percent of teachers met or exceeded the quality threshold in all three domains in fall and spring, respectively.

Figure 1: Fall 2016 and Spring 2017 *CLASS* Raw Domain Score Averages



Source: Data provided by SMU, received 4/27/17 and 5/23/17.
Note: Sup.=Support; Org=Organization. Possible scores ranged from one to seven; actual scores spanned the entire range. Across domains, and overall, increases between semesters were statistically, but not practically, significant.

Student Outcomes on ISIP

More students that tested in Spanish than English on *Istation's Indicators of Progress (ISIP)* performed at or above grade level in reading. For the English and Spanish administrations combined, the overall percentage of students at or above grade level in 2016-17 ranged from 52 percent to 58 percent (54% to 57% for PK, 55% to 57% for K, 52% to 58% for grade one, and 56% to 57% for grade two).

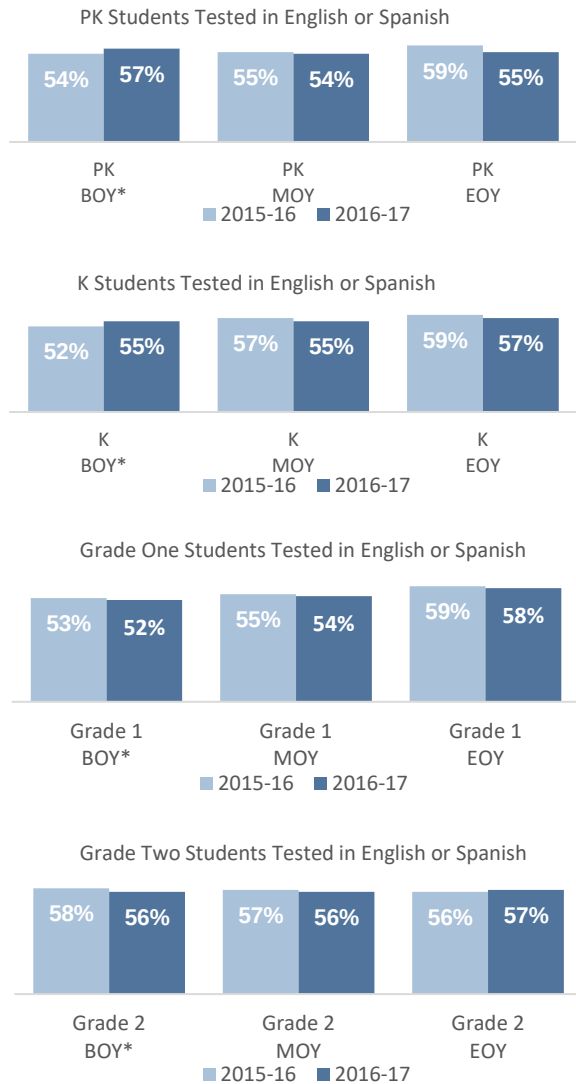
In 2016-17, results showed small positive changes from the beginning to the middle to the end of the year (BOY, MOY, and EOY, respectively) for grade one but not for other grades (PK, K, or grade two). The percentage of PK students at or above grade level dropped from BOY to MOY and then slightly increased from MOY to EOY. The percentages of K and grade two students at or above grade level remained the same from BOY to MOY but then slightly increased from MOY to EOY.

⁷ To allow for accurate comparison between *DISD PK* and *No DISD PK* groups, only those K students who met the PK eligibility requirements were included in this sample.

⁸ Cohen's *d* is a measure of effect size and is indicative of practical significance; small=.20, medium=.50, and large=.80 (Cohen, 1988).

When compared to 2015-16, the percentages of students at or above grade level were slightly lower in 2016-17, across *ISIP* administrations (BOY, MOY, and EOY) with three exceptions (BOY for PK and K, and EOY for grade two - see Figure 2).

Figure 2: Percentage of Students in Grades PK through Two Performing At or Above Grade Level on *ISIP* by Year



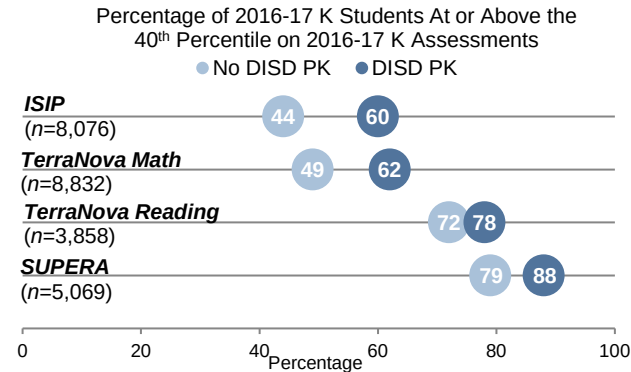
Source: PEIMS district database: 10/30/15 and 10/31/16. *ISIP*: 1/31/17 (2015-16 BOY), 06/17/16 (2015-16 MOY and EOY), 10/18/16 (2016-17 BOY), 02/16/17 (2016-17 MOY), and 05/30/17 (2016-17 EOY).
 Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. *Istation provided recalibrated data for 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.

⁹ *SUPERA* file dated 8/10/2017 for 2016-17; first- and second-grade data were missing for two schools.
¹⁰ For *ISIP*, *TerraNova*, and *SUPERA*, scores were considered at or above grade level if they were at or above

Differences in Achievement by PK Enrollment Status

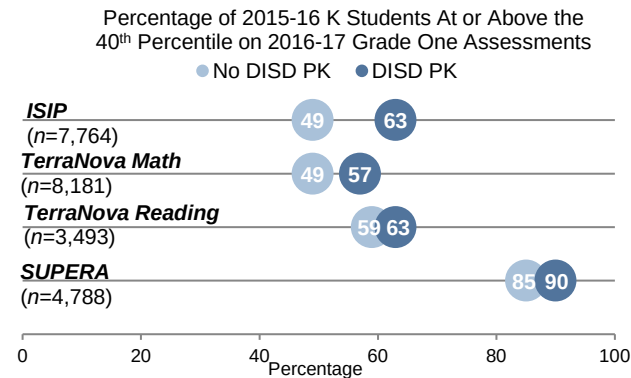
For all comparisons between the *DISD PK* and *No DISD PK* cohort groups on *ISIP*, *TerraNova*, *SUPERA*, and *State of Texas Assessments of Academic Readiness (STAAR)*, more students who attended district PK were at or above grade level in reading and mathematics than students who did not attend district PK (Figures 3 to 6).¹⁰

Figure 3: 2016-17 Percentage of K Students At or Above Grade Level on Assessments for the 2016-17 K Cohort by *DISD PK* Enrollment



Source: PEIMS district database: 10/31/16; *ISIP*: 5/30/17; *TerraNova*: 7/19/17; *SUPERA*: 8/10/17.
 Note: In this figure, *ISIP* includes the English and Spanish combined End-of-Year data to allow for examination of overall student performance.

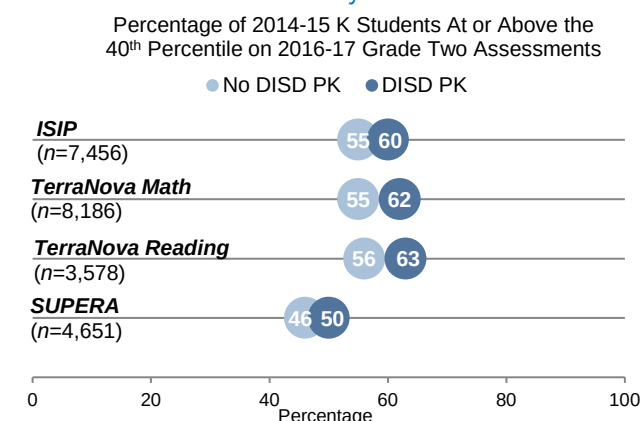
Figure 4: 2016-17 Percentage of Grade One Students At or Above Grade Level on Assessments for the 2015-16 K Cohort by *DISD PK* Enrollment



Source: PEIMS district database: 10/31/16; *ISIP*: 5/30/17; *TerraNova*: 7/19/17; *SUPERA*: 8/10/17 (2016-17 *SUPERA* data were missing for two schools).
 Note: In this figure, *ISIP* includes the English and Spanish combined End-of-Year data to allow for examination of overall student performance.

the 40th percentile. On *STAAR* scores were considered at or above grade level if the scores met or exceeded the Approaches standard.

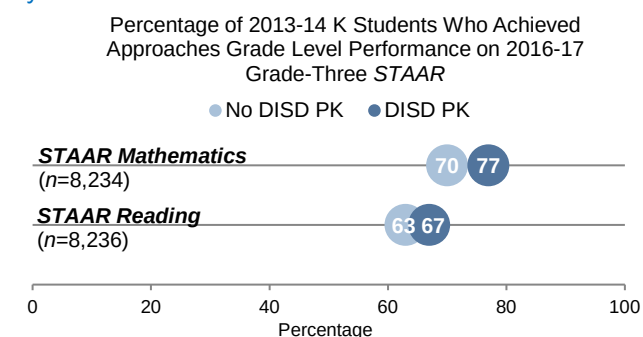
Figure 5: 2016-17 Percentage of Grade Two Students At or Above Grade Level on Assessments for the 2014-15 K Cohort by DISD PK Enrollment



Source: PEIMS district database: 10/31/16; ISIP: 5/30/17; TerraNova: 7/19/17; SUPERA: 8/10/17 (2016-17 SUPERA data were missing for two schools).

Note: In this figure, ISIP includes the English and Spanish combined End-of-Year data to allow for examination of overall student performance.

Figure 6: 2016-17 Percentage of Grade Three Students Who Achieved Approaches Grade Level Performance on STAAR for the 2013-14 K Cohort by DISD PK Enrollment



Source: PEIMS district database: 10/31/16; STAAR: 6/15/17.

Kindergarten Readiness

Overall Kindergarten Readiness

There were 10,212 Dallas ISD K students who took BOY ISIP in 2016. About 55 percent of these students were K ready (scored at or above grade level). More students tested in Spanish (62%) were K ready than those tested in English (48%).

Kindergarten Readiness Based on PK Attendance

There were 8,460 K students who took BOY ISIP in 2016 that were previously eligible to attend Dallas ISD PK. About 53 percent of these students were K 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%) were K ready than students who were eligible but did not attend Dallas ISD PK (No DISD PK; 34%).

Table 1: 2016-17 Percentage of PK Eligible K Students Performing At or Above Grade Level on ISIP by Version and Enrollment Status¹¹

Version	DISD PK	No DISD PK	Total
	n tested (%)	n tested (%)	n tested (%)
English	2,175 (50)	1,503 (28)	3,678 (41)
Spanish	3,955 (66)	827 (44)	4,782 (62)
Combined	6,130 (60)	2,330 (34)	8,460 (53)

Source: PEIMS district database: 10/31/16; ISIP: 10/18/16.

Note: Time period – BOY. 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. 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 in all datasets.

Student Outcomes on TerraNova, SUPERA¹², and STAAR¹³

On the 2016-17 TerraNova mathematics exam, 61 percent of the K students performed at or above grade level, as did 55 percent in grade one, and 59 percent in grade two. On 2016-17 STAAR mathematics, 71 percent of grade three students met the Approaches grade level standard.

On the 2016-17 TerraNova reading exam, 78 percent of the K students performed at or above grade level, as did 64 percent in grade one, and 61 percent in grade two. On 2016-17 SUPERA, 86 percent of the K students performed at or above grade level, as did 88 percent in grade one, and 47 percent in grade two. On 2016-17 STAAR reading, 63 percent of grade three students met the Approaches grade level standard. A notable portion of students at all grade levels did not achieve grade level or above scores in 2016-17.

Recommendations

Recommendations were to (1) continue implementing the district plan, using specialists, and providing group PD for teachers; (2) train teachers to provide more

¹¹ To allow for accurate comparison between DISD PK and No DISD PK groups, only those K students who met the PK eligibility requirements were included in this sample.

¹² SUPERA file dated 8/10/2017 for 2016-17; first- and second-grade data were missing for two schools.

¹³ For ISIP, TerraNova, and SUPERA, scores were considered at or above grade level if they were at or above the 40th percentile. On STAAR scores were considered at or above grade level if the scores met or exceeded the Approaches standard.

effective instructional support for students; (3) continue the district focus on increasing access to PK and improving PK quality; (4) create a standardized testing protocol to ensure the accuracy of PK student achievement data; and (5) continue to focus on early language and literacy development and to align birth to five and K through two efforts.

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

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The full 2016-17 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2016-17 Evaluation of the Student Success Initiative and Accelerated Instruction

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EA17-173-4

At-a-Glance

The Student Success Initiative (SSI) was created by the 76th Texas Legislature in 1999 to ensure that all students in grades five and eight 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 policy includes the third administration, even if the student advances to the next grade through a unanimous Grade Placement Committee (GPC) decision.

AI requirements were expanded to include high school students 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 (SCE) 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 2016-17 SSI and AI evaluation was 1) to evaluate the effectiveness of the AI provided to students who failed grade-five or grade-eight *STAAR* mathematics or reading subtests and high school students who failed *STAAR EOC* exams and 2) to describe the GPC promotion rates of SSI students. The evaluation was based on a review of legislation pertaining to SSI and AI, district funding documents, course files, campus-based information forms, attendance information provided by the Summer School/Extended Year department, *STAAR 3-8/STAAR EOC* data,¹ and promotion data.

AI information was collected for the following administrations: May/July 2016 (all levels), December 2016 (high school), and March 2017 (grades five and eight) using course files and information forms. Course files were used to gather information about AI that students were provided through Applications and Study Skills Courses (ASSCs).² Information forms, sent to principals of students who failed one or more grade-five, grade-eight, or high school subtest, were used to collect information about AI provided outside of ASSCs. 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 evaluator sent weekly reminders to principals of campuses that had not yet completed the forms. Campus staff members indicated the hours of AI provided outside of ASSCs during a typical week, when AI was provided, and the campus role of the most common AI provider. Staff members completed multiple entries for students who failed more than one subtest.

Frequency analyses were conducted on ASSC enrollment data, campus information form data, and summer attendance data. A series of paired samples *t* tests and Cohen’s *d* analyses were used to examine differences in scale scores between the March and May and May and June administrations of the grade-five and grade-eight *STAAR* reading and mathematics subtests. These analyses also were conducted for the December to May and May to June *STAAR EOC* subtests. Additionally, frequency analyses of promotion data were conducted to examine the promotion rates of grade-five and grade-eight SSI students who had not passed one or more *STAAR* subtest following the third administration.

What was the source and amount of SSI and accelerated instruction funding?

A total of \$1,704,918.16 in SCE funding was used to pay SSI staff to provide AI during the 2016-17 school year (Table 1). An additional \$20,792.74 was spent on Algebra I curricular resources (other subjects used resources that were already available). During the summer, \$3,537,438.42 was spent on SSI summer school and *EOC* Test Prep. This total included \$2,590,782.98 for SSI for grades five and eight and

¹ Beginning in March 2017, the short answer questions were removed from the English I and II *EOCs* and were replaced with multiple choice questions.

² ASSCs are for local credit only and designed for students who failed *STAAR* subtests or are “at risk” of failing.

STAAR retesting and \$946,655.44 for EOC Test Prep and EOC retesting.

Table 1: State Compensatory Education Funding Allocated for Accelerated Instruction

Level	Extra-Duty Pay
Elementary	\$903,146.31
Middle	\$351,366.90
High	\$450,404.95
Total	\$1,704,918.16

Source: District budget department, pulled 08/29/17.

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

What were the STAAR passing rates?

In 2017, the first STAAR administration for grades five and eight occurred in March. Additional administrations for students who did not pass occurred in May 2017 and June 2017. 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)	June n Tested (% Passed)
English			
5 th Read	7,968 (61.0)	3,030 (29.9)	1,653 (18.1)
5 th Math	11,810 (75.7)	2,825 (23.2)	1,710 (25.8)
8 th Read	9,532 (62.4)	3,514 (35.6)	1,639 (18.1)
8 th Math	7,673 (62.9)	2,738 (36.6)	1,258 (27.2)
Spanish			
5 th Read	4,058 (82.7)	728 (31.0)	406 (19.0)
5 th Math	224 (44.2)	132 (14.4)	98 (25.5)

Source: STAAR files pulled on 5/18/17 (March-revised, received in May), 6/7/17 (May), and 7/10/16 (June).

Note: Math=Mathematics and Read=Reading. Only students who tested on grade level were included in this table and analyses.

For high school students, STAAR EOCs were administered in December 2016, May 2017, and June 2017. The May 2017 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)	June n Tested (% Passed)
Algebra I	2,526 (31.2)	11,538 (78.2)	911 (31.5)
Biology	1,187 (32.4)	10,257 (82.6)	536 (39.9)
English I	4,624 (24.1)	14,129 (49.4)	2,369 (17.4)
English II	3,929 (31.7)	12,091 (51.8)	1,668 (21.7)
U.S. Hist.	440 (38.4)	8,328 (91.8)	197 (42.6)

Source: STAAR EOC files pulled on 1/17/17 (December), 6/8/16 (May), and 8/1/16 (June).

Note: U.S. Hist.= United States History.

What services were provided to SSI students who failed grade-five or grade-eight STAAR?

In grade five, AI was provided through individual or small group instruction. In grade eight, AI was provided through individual instruction, small group instruction, or ASSCs.

Grade-Five and Grade-Eight May 2016 STAAR Failures

A total of 6,168 students failed a May 2016 STAAR subtest and remained in the district for 2016-17. Of these, 4,345 students failed grade-five ($n=2,058$) or grade-eight ($n=2,287$) STAAR mathematics. Additionally, 4,628 students in grade five ($n=2,595$) or grade eight ($n=2,033$) failed STAAR reading. These totals include 2,805 students who failed both STAAR mathematics and reading.³ Even though most students with failing STAAR scores were promoted to the next grade in 2016-17, AI was required to be provided at the campuses at which the students were currently enrolled.

In fall 2016, students who failed STAAR in May 2016 were enrolled in ASSCs at 41 Dallas ISD middle schools. Students attended these classes for approximately 3.75 hours per week.⁴ Only the results of ASSC enrollment relevant to STAAR reading or mathematics failures are reported here. Results are reported by failed subtest because several courses qualify as providing AI for each subtest (Table 4). Across courses, students who failed STAAR reading and/or mathematics in May 2016 comprised about 14 percent of the students enrolled in these middle school ASSCs in fall 2016.

³ Data were pulled from the STAAR file (8/12/16) and the Chancery file (9/21/17).

⁴ Calculations were based on bell schedules posted on school websites.

Table 4: Fall 2016 Middle School Student Enrollment in ASSCs by Failed Test and Grade

Failed Test and Grade	<i>n</i> Enrolled	<i>n</i> Failed/ Enrolled
Mathematics Grade 5	2,304	330
Reading Grade 5	10,105	1,889
Mathematics Grade 8	4,132	503
Reading Grade 8	8,281	694

Source: Secondary semester one course file, pulled 11/15/16.

Note: Some students were enrolled in more than one course. Only courses relevant to STAAR reading and mathematics failures are reported in this table.

To determine what AI students were provided outside of ASSCs between the beginning of the 2016-17 school year and the next STAAR administration, campus principals were sent information forms. Because some students failed multiple subtests, there were 8,973 failure occurrences (grade five=4,653; grade eight=4,320).⁵ Some principals reported occurrences in which only ASSCs were used to provide AI (8% of failure occurrences). However, 48 percent of these students were actually enrolled in ASSCs relevant to the subtests they failed.

For those occurrences in which AI was provided outside of ASSCs after failure in May 2016, campus staff members most often reported providing 1-1.99 hours of AI per week (27% of occurrences). This was followed by 3-3.99 hours (20%), 2-2.99 hours (13%), and 4-4.99 hours (12%). AI most often was provided during school (61% of occurrences) or after school (18%). A teacher with content expertise most often provided AI (87% of occurrences). Campus staff members marked “unknown” for six percent of occurrences, and they indicated that the students were no longer enrolled at their schools for two percent of failure occurrences. Campus staff members reported that no AI was provided for five percent of failure occurrences.

There were 643 failure occurrences (grade-five mathematics=113, grade-five reading=38, grade-eight mathematics=155, and grade-eight reading=337) in which the student was not enrolled in an ASSC or provided AI outside of an ASSC. These occurrences comprised seven percent of grade-five and grade-eight May 2016 reading or mathematics failures.

⁵ No information was available from campus staff for 15 failure occurrences where the student was enrolled in an alternative program or for students at the two campuses with students who failed in May 2016 because staff did not complete information forms (*n*=299 occurrences).

⁶ Data were pulled from the STAAR file (4/19/17) and the Chancery file (4/17/17).

Grade-Five and Grade-Eight March 2017 STAAR Failures

A total of 5,775 students who failed grade-five (*n*=2,975) or grade-eight (*n*=2,800) STAAR mathematics, and 7,365 grade-five (*n*=3,815) or grade-eight (*n*=3,550) students who failed STAAR reading in March remained in the district in April 2017. These totals include 4,112 students who failed both STAAR mathematics and reading.⁶

In spring 2017, students who failed were enrolled in ASSCs at 28 Dallas ISD middle schools. Students attended these classes for approximately 3.75 hours per week.⁷ Only the results of ASSC enrollment relevant to STAAR reading or mathematics failures are reported here. Results are reported by failed subtest because several courses qualify as providing AI for each subtest (Table 5). Across courses, students who failed STAAR reading and/or mathematics in March 2017 comprised about 40 percent of the students enrolled in these middle school ASSCs in spring 2017.

Table 5: Spring 2017 Middle School Student Enrollment in ASSCs by Failed Test and Grade

Failed Test and Grade	<i>n</i> Enrolled	<i>n</i> Failed/ Enrolled
Mathematics Grade 8	2,078	813
Reading Grade 8	5,779	2,361

Source: Secondary semester two course file, pulled 4/28/17.

Note: Some students were enrolled in more than one course. Only courses relevant to STAAR reading and mathematics failures are reported in this table.

To determine what AI students were provided outside of ASSCs between the March and May 2017 STAAR administrations, campus principals were sent information forms. Because some students failed multiple subtests, there were 13,140 failure occurrences (grade five=6,790; grade eight=6,350).⁸ Some principals reported occurrences in which only ASSCs were used to provide AI (1.2% of failure occurrences). However, none of these students were actually enrolled in ASSCs relevant to the subtests they failed.

For those occurrences in which AI was provided outside of ASSCs after failure in March 2017, campus staff members most often reported providing 7-7.99 hours of AI per week (17% of occurrences). This was followed

⁷ Calculations were based on bell schedules posted on school websites.

⁸ No information was available for two campuses with students who failed in March because staff did not complete information forms (*n*=72 occurrences).

by 11 or more hours (15%), 3-3.99 hours (12%), 5-5.99 hours (12%), and 4-4.99 hours (11%). AI most often was provided during school (93% of occurrences). A teacher with content expertise most often provided AI (91% of occurrences). Campus staff members marked “unknown” for less than one percent of occurrences, and they indicated that the students were no longer enrolled at their schools for one percent of failure occurrences. Campus staff members reported that no AI was provided for less than one percent of failure occurrences.

There were 85 failure occurrences (grade-five mathematics=17, grade-five reading=21, grade-eight mathematics=29, and grade-eight reading=18) in which the student was not enrolled in an ASSC or provided AI outside of an ASSC. These occurrences comprised less than one percent of grade-five and grade-eight March 2017 reading or mathematics failures.

Grade-Five and Grade-Eight May 2017 STAAR Failures

A total of 3,982 students failed grade-five ($n=2,267$) or grade-eight ($n=1,715$) STAAR mathematics and 4,846 grade-five ($n=2,600$) or grade-eight ($n=2,246$) students failed STAAR reading in May 2017 and remained enrolled in June 2017. These totals include 2,568 students who failed both STAAR mathematics and reading.⁹ Seventy-one percent ($n=1,608$) of students who failed grade-five STAAR mathematics and sixty-six percent ($n=1,136$) of students who failed grade-eight STAAR mathematics in May attended SSI summer school in June 2017.¹⁰ Seventy-one percent ($n=1,836$) of students who failed grade-five STAAR reading and sixty-three percent ($n=1,415$) of students who failed grade-eight STAAR reading in May attended SSI summer school in June 2017. SSI summer school was conducted for nine days (Monday through Thursday, June 5, through June 19, 2017) for four hours per day.¹¹

What services were provided to students who failed STAAR EOC?

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

July 2016 STAAR EOC Failures

A total of 8,902 students were enrolled in the district for 2016-17 who failed (had yet to pass) at least one

STAAR EOC after the July 2016 administration; some students had yet to pass more than one exam.¹²

ASSCs were offered at 31 Dallas ISD high schools with students who failed STAAR EOCs. Students attended these classes for an average of 3.75 hours per week.¹³ Only the results of ASSC enrollment relevant to the STAAR EOCs students failed are reported here. Results are reported by failed subtest because several courses qualify as providing AI for each subtest (Table 6). Across courses, students who failed STAAR EOCs in July 2016 comprised 12 percent of the students enrolled in these high school ASSCs in fall 2016.

Table 6: Fall 2016 High School Student Enrollment in ASSCs by Failed Test and Grade

Failed Test and Grade	n Enrolled	n Failed/ Enrolled
Algebra I	2,298	66
Biology	114	5
English I	3,758	690
English II	3,025	348
U.S. History	45	0

Source: Secondary semester one course file, pulled 11/15/16.

Note: Some students were enrolled in more than one course. Only courses relevant to STAAR EOC failures are reported in this table.

To determine what AI students were provided outside of ASSCs between the beginning of the 2016-17 school year and the December 2016 administration, 35 high school campus principals completed information forms. Because some students failed multiple exams, there were 15,908 failure occurrences.¹⁴ Eight campuses reported occurrences in which only ASSCs were used to provide AI (6% of failure occurrences). However, eight percent of these students were actually enrolled in ASSCs relevant to the subtests they failed.

For those occurrences in which AI was provided outside of ASSCs after failure in July 2016, campus staff members most often reported providing 1-1.99 hours of AI per week (36% of occurrences). This was followed by 4-4.99 hours (16%), 3-3.99 hours (15%), and 2-2.99 hours (15%). AI most often was provided during school (51% of occurrences), on Saturday (21%), or after school (17%). A teacher with content expertise most often provided the AI (88% of occurrences). Campus staff members reported that no AI was provided in five

⁹ Data were pulled from the STAAR file (6/7/17) and the Chancery file (6/5/17).

¹⁰ Data were pulled from files provided on 8/17/17 by the Summer School/Extended Year department.

¹¹ <http://dallasisd.org/cms/lib/TX01001475/Centricity/domain/148/december%2015%202016/Staffing%20for%202017%20Summer%20SSI%20Summer%20Readiness%20Programs%20and%20EOC%20Test%20Prep.pdf>

¹² Data were pulled from the STAAR file on 8/16/16 and included students from all administrations that had yet to pass an EOC exam. Students must continue to test until they pass or graduate.

¹³ Calculations were based on bell schedules posted on school websites.

¹⁴ No information was available for 54 failure occurrences where the student was enrolled in an alternative program.

percent of failure occurrences. Campus staff members marked “unknown” for less than one percent of failure occurrences, and they indicated that the students were no longer enrolled at their schools for two percent of failure occurrences.

There were 1,146 failure occurrences where the student was not enrolled in an ASSC or provided AI outside of an ASSC. These occurrences comprised seven percent of the *STAAR EOC* failures.

December 2016 *STAAR EOC* Failures

A total of 6,692 students enrolled in the district in February 2017 had yet to pass at least one *STAAR EOC* after the December 2016 administration; some students had yet to pass more than one exam.¹⁵

ASSCs were offered at 29 Dallas ISD high schools with students who failed. Students attended these classes for an average of 3.75 hours per week.¹⁶ Only the results of ASSC enrollment relevant to *STAAR EOCs* students failed are reported here. Results are reported by failed subtest because several courses qualify as providing AI for each subtest (Table 7). Across courses, students who failed *STAAR EOCs* in December 2016 comprised ten percent of the students enrolled in these high school ASSCs in spring 2017.

Table 7: Spring 2017 High School Student Enrollment in ASSCs by Failed Test and Grade

Failed Test and Grade	<i>n</i> Enrolled	<i>n</i> Failed/ Enrolled
Algebra I	2,223	27
Biology	103	0
English I	3,014	525
English II	2,648	234
U.S. History	42	0

Source: Secondary semester two course file, pulled 3/10/17.

Note: Some students were enrolled in more than one course. Only courses relevant to *STAAR EOC* failures are reported in this table.

To determine what AI students were provided outside of ASSCs between failing December *EOCs* and the May 2017 administration, 33 high school campus principals were sent information forms. Because some students failed multiple exams, there were 11,447 failure occurrences.¹⁷ Two campuses reported occurrences in which only ASSCs were used to provide

AI (0.1% of failure occurrences). Of these, 62 percent of students were actually enrolled in ASSCs relevant to the subtests they failed.

For those occurrences in which AI was provided outside of ASSCs after failure in December 2016, campus staff members most often reported providing 1-1.99 hours of AI per week (36% of occurrences). This was followed by 3-3.99 hours (33%), and 2-2.99 hours (17%). AI most often was provided during school (49% of occurrences), after school (27%), or on Saturday (10%). A teacher with content expertise most often provided the AI (90% of occurrences). Campus staff members reported that no AI was provided in five percent of failure occurrences. Campus staff members marked “unknown” for one percent of failure occurrences, and they indicated that the students were no longer enrolled at their schools for less than one percent of failure occurrences.

There were 497 failure occurrences where the student was not enrolled in an ASSC or provided AI outside of an ASSC. These occurrences comprised five percent of the *STAAR EOC* failures.

May 2017 *STAAR EOC* Failures

Table 8 contains the *EOC* Test Prep attendance rates of students who had yet to pass a *STAAR EOC* after testing in May 2017 and remained enrolled in the district in June. At most, 20 percent of students who failed an exam attended the relevant *EOC* Test Prep course. This program was offered Monday through Thursday, June 5, through June 15, 2017 for four hours per day.¹⁸

Table 8: *STAAR EOC* Test Prep Student Enrollment by Failed Test

Exam	<i>n</i> Yet to Pass	Attended <i>EOC</i> Test Prep	
		<i>n</i>	%
Algebra I	3,171	626	20
Biology	2,170	411	19
English I	7,559	1,435	19
English II	5,629	767	14
U.S. History	704	105	15

Source: *STAAR* Yet to Pass file, pulled 7/12/17, Chancery file pulled 6/5/17, and *EOC* Test Prep attendance data pulled 8/17/17.

Note: Some students were enrolled in more than one course.

¹⁵ Data were pulled from the *STAAR* and Chancery files on 2/7/17 and included students from all administrations that had yet to pass an *EOC* exam. Students must continue to test until they pass or graduate.

¹⁶ Calculations were based on bell schedules posted on school websites.

¹⁷ No information was available for 58 failure occurrences where the student was enrolled in an alternative program or

for the students at the two campuses because staff did not complete information forms (*n*=1,074 occurrences).

¹⁸ <http://dallasisd.org/cms/lib/TX01001475/Centricity/domain/148/december%202016/Staffing%20for%202017%20Summer%20SSI%20Summer%20Readiness%20Programs%20and%20EOC%20Test%20Prep.pdf>

What were the effects of services on the grade-five and grade-eight STAAR scores of SSI students?

March 2017 STAAR Reading and Mathematics

In March of 2017,¹⁹ 7,968 grade-five students took the STAAR reading in English and 4,058 completed it in Spanish; of these students, 3,105 (39%) and 704 (17%) failed, respectively. Additionally, 11,810 grade-five students took the mathematics portion in English and 224 completed it in Spanish; of these students, 2,868 (24%) and 125 (56%) failed, respectively.

In grade eight, STAAR is only offered in English. For reading, 9,532 took the exam and 3,587 (38%) failed. For mathematics, 7,673 grade-eight students took the exam and 2,844 (37%) failed.

May 2017 STAAR Reading and Mathematics

Of the students who failed a STAAR reading exam in March and retested in May, 32 percent passed the exam. For mathematics, 29 percent of students who failed in March and retested in May passed the exam.

Table 9 shows differences between March and May scores as well as tests for statistically and practically significant change for students who received AI between administrations.²⁰ Results of *t* test and Cohen's *d* analyses revealed statistically and practically significant mean scale score gains²¹ on all exams when students received AI.

Table 9: March to May 2017 Grade-Five and Grade-Eight STAAR Results for Students who Received Accelerated Instruction

STAAR	Mean Scale Score Change	<i>t</i> (SD)	<i>d</i>	<i>n</i> tested (% passed)
5 th R	41.5	27.1 (82.7)	0.49	2,920 (29.3)
5 th S R	22.6	6.9 (87.1)	0.29	710 (30.6)
5 th M	22.7	17.9 (66.2)	0.35	2,711 (22.5)
5 th S M	17.7	2.7 (72.5)	0.27	122 (15.6)
8 th R	34.8	20.2 (100.8)	0.36	3,439 (35.0)
8 th M	42.3	33.8 (64.0)	0.67	2,608 (37.2)

Source: March (revised in May) and May STAAR files pulled on 5/18/17 and 6/7/16, respectively.

Note: R=Reading; M=Mathematics; S=Spanish version; **Bold**=*p*<.01; *italics*=*d*>.20.

June 2017 STAAR Reading and Mathematics

Of the students who failed STAAR reading in May and retested in June, 18 percent passed the exam. For mathematics, 27 percent of students who failed in May and retested in June passed the exam. Students who failed in May and attended SSI summer school passed at a higher rate than students who did not attend SSI summer school (see Table 10).

Table 10 also shows differences between mean scale scores on the May and June administrations. Because of unequal sample sizes, comparisons between groups (Attended Summer SSI and Did Not Attended Summer SSI) 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 most exams.

Results were not statistically significant for students who did not attend Summer SSI and tested in Spanish on the grade-five reading and mathematics exams. There were not practically or statistically significant changes in results for students who took the grade-five reading exam in English (regardless of Summer SSI enrollment) or for students who did not attend Summer SSI and took the grade-eight reading exam.

Table 10: May to June 2017 Grade-Five and Grade-Eight STAAR Results by Summer SSI Attendance Status

STAAR	Mean Scale Score Change	<i>t</i> (SD)	<i>d</i>	<i>n</i> tested (% passed)
Attended Summer SSI				
5 th R	4.2	2.1 (72.7)	0.06	1,391 (19.5)
5 th S R	38.0	8.9 (80.5)	0.55	360 (19.7)
5 th M	27.4	15.6 (66.9)	0.42	1,457 (27.2)
5 th S M	45.7	4.6 (89.0)	0.54	82 (29.3)
8 th R	14.5	7.7 (67.2)	0.22	1,291 (19.6)
8 th M	33.6	17.5 (61.4)	0.59	1,026 (28.8)
Did Not Attend Summer SSI				
5 th R	-6.2	-1.3 (76.1)	-0.09	251 (10.4)
5 th S R	19.4	2.2 (60.5)	0.32	45 (11.1)
5 th M	15.1	3.5 (66.9)	0.24	236 (18.2)
5 th S M	32.7	1.6 (83.0)	0.57	16 (6.3)
8 th R	6.2	1.7 (63.6)	0.10	301 (12.0)
8 th M	24.8	5.6 (60.0)	0.43	182 (20.3)

Source: May and June administration STAAR files pulled on 6/14/17 and 7/10/17, respectively, and Summer SSI attendance data pulled 8/17/17.

Note: R=Reading; M=Mathematics; S=Spanish version; **Bold**=*p*<.01; *italics*=*d*>.20.

¹⁹ Data were pulled from the STAAR file on 5/18/17 (March-revised, received in May).

²⁰ Less than two percent of students for a given test did not receive any AI; thus, comparisons between those who did and did not receive AI were not reported.

²¹ *p*<.01; Cohen's *d* is a measure of effect size and is indicative of practical significance; small=.20, medium=.50, and large=.80 (Cohen, 1988).

What were the effects of services on the student STAAR EOC scores?

December 2016 STAAR EOC

The December EOC administration was the first administration of the school year.²² However, it included mostly students who were retesting. In December 2016, 2,526 students took the Algebra I exam and 1,737 (69%) failed. For Biology, 1,187 students tested and 802 (68%) failed. For English I, 4,624 students tested and 3,509 (76%) failed. For English II, 3,929 students tested and 2,686 (68%) failed. For U.S. History, 440 students tested and 271 (62%) failed.

May 2017 STAAR EOC

Table 11 presents the May 2017 STAAR EOC passing rates for students who failed in December who received AI.²³ Table 11 also shows differences between mean scale scores on the December to May administrations. Results of *t* test and Cohen's *d* analyses revealed statistically and practically significant mean scale score gains on the Algebra I, Biology, English I, and U.S. History exams. There were statistically, but not practically, significant mean scale score gains on the English II exam.

Table 11: December 2016 to May 2017 STAAR EOC Results for Students who Received Accelerated Instruction

STAAR EOC	Mean Scale Score Change	<i>t</i> (SD)	<i>d</i>	<i>n</i> tested (% passed)
Algebra I	169.2	22.7 (250.4)	0.79	1,126 (38.7)
Biology	112.3	8.8 (295.5)	0.51	537 (33.7)
English I	109.4	23.1 (244.9)	0.41	2,675 (16.7)
English II	14.9	2.8 (249.4)	0.06	2,140 (16.3)
U.S. His.	194.8	7.0 (348.5)	0.69	156 (40.4)

Source: December and May administration STAAR files pulled on 1/17/17 and 6/8/17, respectively.

Note: U.S. His.= United States History; **Bold**= $p < .01$; *italics*= $d > .20$.

June 2017 STAAR EOC

Table 12 presents the June 2017 STAAR EOC passing rates for students who failed in May and retested.

Table 12: STAAR EOC Passing Rates by Failed Test

STAAR EOC	Failed in May and Retested	Retested and Passed in June	
		<i>n</i>	%
Algebra I	786	242	30.8
Biology	494	192	38.9
English I	2,260	389	17.2
English II	1,595	344	21.6
U.S. History	177	72	40.7

Source: May and June administration STAAR files pulled on 6/8/17 and 8/1/17, respectively.

Table 13 presents the June 2017 STAAR EOC 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 EOC Test Prep passed the exams than students who did not attend, with the exception of U. S. History.

Table 13 also shows differences between mean scale scores on the May to June administrations. Due to unequal sample sizes, comparisons between groups (Attended EOC Test Prep, Did Not Attend EOC Test Prep) 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 Biology, English II, and U.S. History exams regardless of EOC Test Prep attendance. There were statistically and practically significant mean scale score gains on Algebra I for students who attended EOC Test Prep.

Results also revealed statistically, but not practically, significant mean scale score gains on English I for students who attended EOC Test Prep. There were no significant changes in scores for students who did not attend EOC Test Prep and took the Algebra I or English I exams.

²² December administration STAAR EOC data were pulled 1/17/17.

²³ May administration STAAR EOC data were pulled on 6/8/17. Less than nine percent of students for a given test did

not receive AI; thus, comparisons between those who did and did not receive AI were not reported.

Table 13: May to June 2016 STAAR EOC Results by EOC Test Prep Attendance Status

STAAR EOC	Mean Scale Score Change	t (SD)	d	n tested (% passed)
Attended EOC Test Prep				
Alg. I	109.2	10.3 (239.0)	0.57	503 (38.0)
Bio.	117.5	8.8 (234.0)	0.64	310 (43.2)
Eng. I	42.7	6.5 (232.0)	0.17	1,256 (20.5)
Eng. II	96.2	9.8 (256.6)	0.35	679 (22.7)
U.S. His.	119.5	4.4 (257.9)	0.59	90 (37.8)
Did Not Attend EOC Test Prep				
Alg. I	8.3	0.7 (191.3)	0.05	283 (18.0)
Bio.	69.0	3.9 (238.4)	0.37	184 (31.5)
Eng. I	-7.1	-1.0 (218.5)	-0.03	1,004 (13.1)
Eng. II	77.5	9.0 (261.6)	0.28	916 (20.7)
U.S. His.	165.6	4.5 (344.8)	0.60	87 (43.7)

Source: STAAR files pulled on 6/8/17 (May) and 8/1/17 (June), respectively, and EOC Test Prep attendance data pulled 8/17/17.

Note: Alg.=Algebra; Bio.=Biology; Eng.=English; U.S. His.=United States History; **Bold**= $p < .01$; *italics*= $d > .20$.

What was the context of the Grade Placement Committee (GPC), and what were the promotion rates of 2016-17 grade-five and grade-eight students?

The final advancement decision of a student who failed to demonstrate proficiency on an assessment required for grade advancement lies with the Grade Placement Committee (GPC). The committee consists of three members: 1) the principal or principal's designee, 2) the student's parent or guardian, and 3) the student's teacher.

In the 2016-17 school year, 3,341 grade-five students and 5,110 grade-eight students failed to pass STAAR reading and/or mathematics.²⁴ The promotion rates of these students were determined using a 2017-18 Chancery data file.²⁵ Of the grade-five students who failed to pass STAAR and remained in the district for 2017-18 ($n=2,753$), 111 (4%) were retained and 2,642 (96%) were promoted to grade six for 2017-18. Of the grade-eight students who failed to pass STAAR and remained in the district for 2017-18 ($n=4,520$), 88 (2%) were retained and 4,432 (98%) were promoted to grade nine.²⁶

Summary and Recommendations

Most students who failed STAAR 3-8/STAAR EOC were provided some type of AI after each administration. Students who failed and retested after

receiving AI generally 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. Fourteen to 40 percent of middle school students enrolled and ten to 12 percent of high school students enrolled in ASSCs failed STAAR 3-8/STAAR EOC. 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 1,445 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.

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²⁴ The 5/18/17 Chancery file was used to determine grade level in 2016-17. This file was merged with STAAR files pulled on 5/18/17 (March administration), 6/14/17 (May administration), and 7/10/17 (June administration) to determine students who had yet to pass.

²⁵ Pulled 9/18/17.

²⁶ These calculations include the 790 students who had no test data. These students were classified as not having passed STAAR. When these students were excluded from analyses, the percentage rates of retained and promoted students remained unchanged.

2016-17 Evaluation of the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program

Heather Turner, Ph.D. & Sarah Hinkley, Ph.D.

EA17-178-4

At-a-Glance¹

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 Independent School District (ISD) had a total budget of \$2,572,106 for program year 2016-17, including \$1,000,000 from Dallas ISD general operating funds, \$1,158,446 from Title I funding, and \$413,660 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 1,226 children and 1,113 parents in 2016-17, with 1,087 children and 989 parents successfully completing the program year.

Purpose of the Evaluation

This purpose of this evaluation was to evaluate and report outcomes of the HIPPY program. Specifically, this evaluation reports demographic data for participants; pre- and post-test results from a school readiness assessment; kindergarten readiness levels; long-term reading and mathematics outcomes from former HIPPY participants; and results from a parental involvement survey for first year HIPPY parents.

Participants

Methodology

HIPPY Dallas ISD program implementation information primarily came from an interview with the HIPPY Dallas ISD program director and data files from the Texas HIPPY office. The evaluator conducted frequency analyses to summarize participant characteristics.

Results

Of the 1,226 children served by HIPPY Dallas ISD in 2016-17, 1,087 completed the program (989 parents). Enrollment was highest in HIPPY Year 1² (51%, $n = 526$). A majority of the children and parents who completed the program were Hispanic (both 86%). Most children participated with a biological parent (93%, $n = 1,010$). A majority of the parents were married (70%, $n = 698$), did not work outside the home (69%, $n = 680$), and completed the program using the Spanish curriculum (76%, $n = 766$). A majority of the children were female (52%, $n = 568$). Participation in HIPPY

Dallas ISD decreased this year to 1,226 children compared to 1,237 in 2015-16. There was an increase, however, in the number of completers ($n = 1,087$ in 2016-17 compared to $n = 985$ in 2015-16).

School Readiness

Methodology

The evaluator used paired-sample t tests (statistical significance) and Cohen's d effect sizes (practical significance)³ to compare pre- and post-test scores on the English and Spanish versions of the *Bracken School Readiness Assessment (BSRA-3)*.

Results

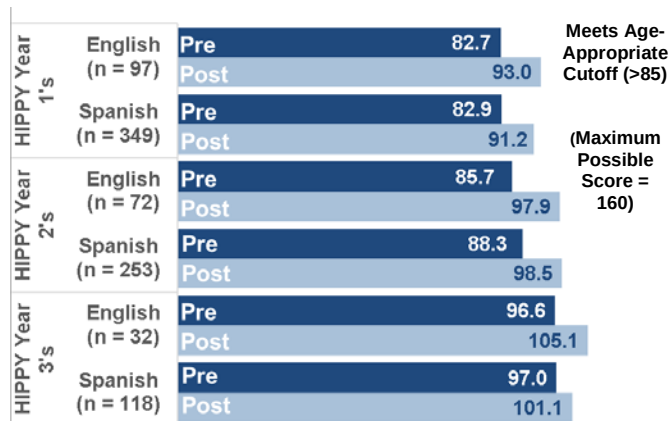
There were statistically significant pre/post improvements on composite test raw scores at all curriculum levels in both the English and Spanish versions ($p < .001$). All pre-test to post-test differences were practically significant with Cohen's d effect size values ranging from .27 (small effect size, HIPPY Year 3 Spanish) to .66 (medium effect size, HIPPY Year 2 English). Both English and Spanish average standard scores for all curriculum years improved from pre-test to post-test (see Figure 1). Average standard scores in both languages improved across all curriculum years and exceeded the school-ready threshold by the end of the program year. A majority of HIPPY Year 1's (71% English; 62% Spanish), Year 2's (72% English; 79% Spanish), and Year 3's (78% English; 86% Spanish) were classified as meeting age-appropriate standards by the end of the year.

¹ Portions of this evaluation were adapted from McEnturff (2014) and Palladino (2015, 2016).

² There are three years of HIPPY curriculum, Year 1 (first year) through Year 3 (last year).

³ Cohen's d values of 0.2, 0.5, and 0.8 are considered small, medium, and large effect sizes, respectively (Cohen, 1988). Practical significance was only examined when statistical significance (where $p < .05$) was observed.

Figure 1: 2016-17 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 11, 2017.

Note. Standard score categorizations were established by the

(71 to 85), Average (86 to 114), Advanced (115 to 129), and Very Advanced (130 to 160). There was no normative sample of Spanish version test-takers. Refer to Palladino (2015, 2016) regarding limitations of the analysis and normative sample.

Kindergarten Readiness

Methodology

The evaluator used the beginning-of-year *Istation's Indicators of Progress (ISIP)* exam data file dated October 18, 2016 to compare differences in the percentage of HIPPY and Non-HIPPY kindergarten students that met Tier 1 levels at the beginning of the year. *ISIP* is a computer-adaptive assessment that provides continuous monitoring of progress in reading skills.⁴ *ISIP* scores are assigned to tiers based on student score percentiles. An assignment of Tier 1 indicates the student's score fell into the 40th percentile or above. A score assigned to Tier 1 is considered to be at or above grade level. The evaluator merged *ISIP* data with demographic data dated October 31, 2016. For the analysis, the English and Spanish administrations were combined into one file to allow for examination of overall student performance.⁵ *ISIP* data were analyzed using a *Chi-square* analysis to compare the proportions of HIPPY and Non-HIPPY kindergarten students who performed at or above grade level.

Results

Out of 10,180 kindergarten students with beginning-of-year *ISIP* data in Dallas ISD in 2016-17, 270 were flagged as former HIPPY participants. Of

these former HIPPY participants, 51 percent ($n = 138$) were reading at or above grade level compared to 55 percent ($n = 5,443$) of Non-HIPPY kindergarten students. While the Non-HIPPY students slightly outperformed former HIPPY students the proportional difference between groups was not statistically significant, $\chi^2 (2, n = 10,180) = 1.64, p = .44$.

Long-Term Reading and Mathematics Outcomes

Methodology

The evaluator used *Terra Nova/SUPERA* (kindergarten through grade two) and *State of Texas Assessments of Academic Readiness (STAAR; grades three through five)* to compare passing rates and mean standardized scores between former HIPPY students and matched Non-HIPPY control groups.⁶ The matched control groups were created using propensity score matching to identify students who took the same exam but did not participate in the HIPPY program.⁷ 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. District passing rates were provided for reference only.

Results

Terra Nova/SUPERA

The evaluator examined *Terra Nova* reading and mathematics and *SUPERA* reading passing rates and average scale scores for kindergarten through grade two. HIPPY students outperformed Non-HIPPY students on eight of nine *Terra Nova/SUPERA* reading and mathematics exams (see Figure 2). The grade one *Terra Nova* reading passing rate difference between HIPPY and Non-HIPPY students was statistically significant, $\chi^2 (1, n = 100) = 5.19, p = .02$. Although the HIPPY students were not statistically compared to the district, the HIPPY students also outperformed the district on all exams except for *Terra Nova* reading for kindergarten students.

For scale scores, grade one and grade two *Terra Nova* reading exam average scale score differences were statistically significant (grade one: $p = .04$, grade two: $p = .045$) and average scale scores were higher for HIPPY students compared to Non-HIPPY students. Scale score differences in kindergarten *SUPERA*

⁴ *ISIP* Tier 1 level outcomes have been analyzed in several early childhood program evaluations (Kim, 2017; Palladino, 2017).

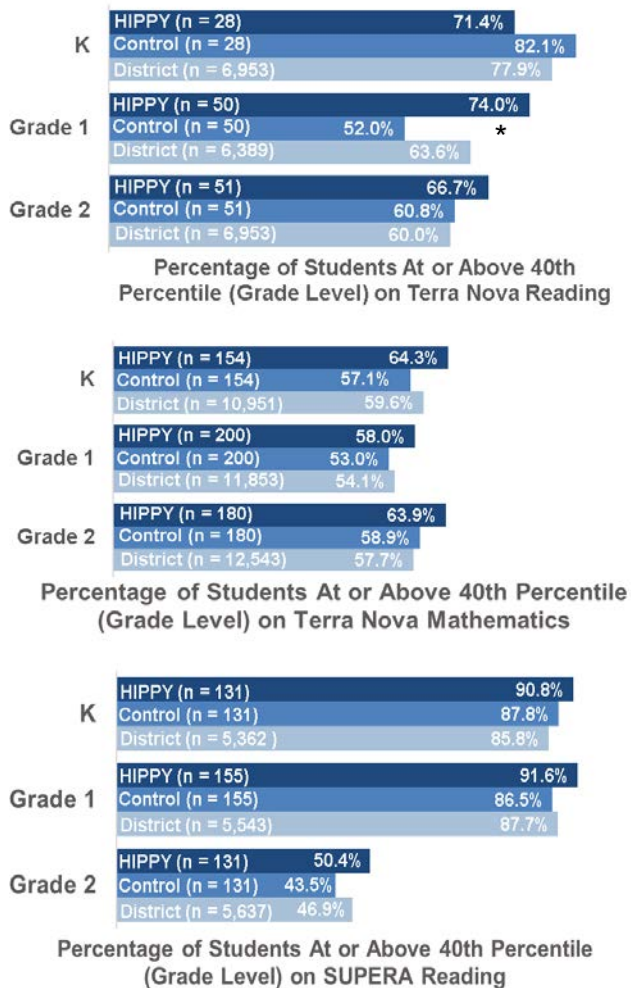
⁵ Comparisons between the English and Spanish versions of *ISIP* are not recommended because the two versions are normed differently. Therefore, the percentage of students at or above Tier 1 (which indicates performing at grade level) was used.

⁶ *SUPERA* file dated 8/10/17; grade one and grade two data were missing for two schools.

⁷ Non-HIPPY matched controls included students who took these exams at each grade who did not participate in HIPPY but had the same probability of HIPPY enrollment. This methodology allows for group comparisons with reduced concern about systematic differences that may confound the effects of the treatment. For a detailed methodology on propensity score matching, readers are referred McEnturff (2014) and Palladino (2015, 2016).

reading were statistically and practically significant ($p = .02$, Cohen's $d = .28$).

Figure 2: 2016-17 Terra Nova/SUPERA Reading and Mathematics Passing Rates for Former HIPPY Participants, Matched Controls, and the District



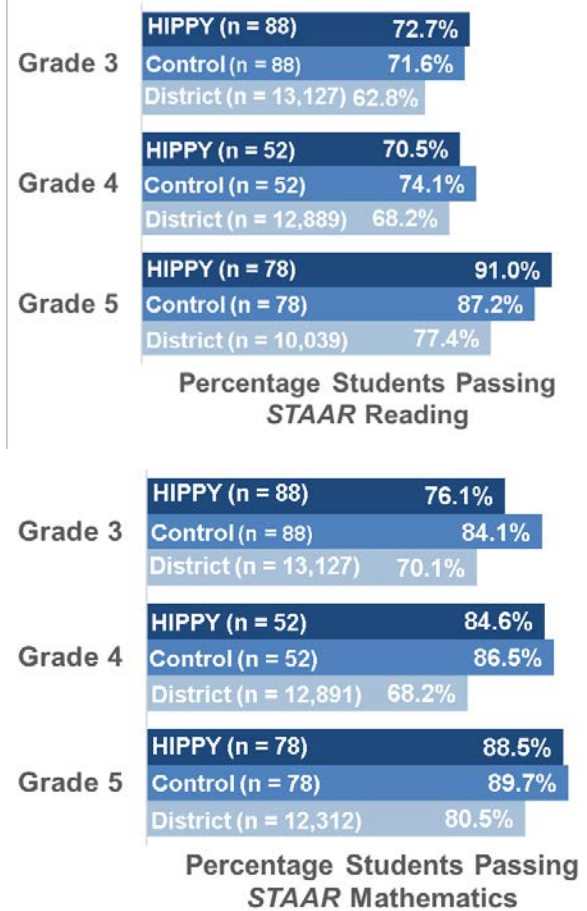
Source: Terra Nova data reported as of July 19, 2017 for students enrolled on March 27, 2017. SUPERA file dated August 10, 2017; grade one and grade two data were missing for two schools.
Note: Students scoring at or above the 40th percentile were considered passing. * indicates statistically significant differences were found between HIPPY and Non-HIPPY groups on the Terra Nova exam passing rates.

STAAR

The evaluator compared STAAR reading and mathematics passing rates for grades three through five. Despite HIPPY students having a lower percentage of passing rates on four of six STAAR exams compared to Non-HIPPY students (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 because of differing sample sizes and possible confounding factors, HIPPY passing rates exceeded the district for all STAAR reading and mathematics exams in grades three through five.

Figure 3: 2016-17 STAAR Reading and Mathematics Passing Rates for Former HIPPY Participants, Matched Controls, and the District



Source: District STAAR files dated June 22, 2017.

Note: Passing rates reflect approaching grade level or higher scores using the year-specific standard for all versions of STAAR excluding Alternate 2. Scores included for students enrolled as of March 27, 2016. No comparisons between HIPPY and control groups on the percentage of students passing or on average scale scores were statistically significant. For more information on the methodology on propensity score matching, readers are referred to Thoemmes, F. (2012), Bush and Kim (2016), McEnturff (2014), and Palladino (2015, 2016).

Parent Involvement

Methodology

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 on completed cases.

Results

New HIPPY Dallas ISD participants achieved marked gains in parental involvement, as reported on the Parental Involvement Interview. First, parents reported spending an average of over 3 extra minutes per day reading to their children at post-test (16.9 minutes) compared to pre-test (13.1 minutes). In addition, 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 (stopped reading and asked the child what is in the picture and talked about the story when the book is done).

Recommendations

- **Continue to seek areas for improvements in effectiveness.** 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.
- **Include HIPPY in the 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.

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2016-17 Evaluation of the Homeless Education Program

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EA17-191-4

At-a-Glance

The Homeless Education Program (HEP) is a federally funded program designed to provide support services to homeless children and their families. It advocates on behalf of homeless families by educating school staff and the community about their responsibilities to the homeless and about the rights and issues of the homeless. The purpose of the HEP is to facilitate the enrollment, attendance, and success in school of homeless children. The program also attempts “to improve the means of identification of homeless families, children and youths by offering training and constantly increasing the range of services available to campuses to assist with their homeless students.”¹ The HEP helped to remove attendance barriers for homeless students by working with the Dallas ISD Transportation department, to ensure homeless students received school of origin transportation. The HEP provided homeless students with backpacks, school supplies, school appropriate clothing, hygiene items, mentoring and college preparation programs. The program sent a newsletter to the school registrars informing them of the HEP services offered.

Within the HEP, the McKinney-Vento Homeless Assistance Act (Subtitle B, Education for Homeless Children and Youths) guarantees educational rights and protections for children and youths experiencing severe 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, and emergency or transitional shelters. It also includes students abandoned in hospitals or waiting for foster care placement. This population of homeless children and youth live under more severe conditions and their housing arrangements are more precarious than homeless students who might live with relatives. These students are more transient than other homeless children are and many are regularly evicted from shelters, hotels and other transitional housing after a certain period.

Purpose and Scope of the Evaluation

The purpose of the evaluation was to determine the impact that program services had on homeless students’ attendance, discipline referrals and

achievement. Within the HEP, students served by McKinney-Vento were compared to the rest of the students. The budget for the 2016-17 school year was \$175,000, which came from Title I, Part A.

Data were obtained from the October 31, 2016 Chancery student database and the corresponding Attendance and Discipline Referral databases. Because of students’ transient nature, HEP students using HEP services were identified every six weeks through the attendance records maintained by program personnel.

Of the 4,336 HEP students, 2,354 (54.3%) were in elementary school, 903 (20.8%) in middle school and 1,079 (24.9%) in high school (Table 1). The total 4,336 homeless students represented 2.8 percent of the total district enrollment.

Table 1: Enrollment of Homeless Students and Total District Enrollment 2016-17

Grade	Homeless Students		All District Students	
	N	%	N	%
Elementary				
PK	298	6.9	10,929	0.2
KN	366	8.4	10,867	0.2
1	372	8.6	11,847	0.2
2	357	8.2	12,502	0.2
3	335	7.7	12,783	0.2
4	313	7.2	12,607	0.2
5	313	7.2	12,024	0.2
Total	2,354	54.3	83,559	1.5
Middle				
6	326	7.5	10,850	0.2
7	282	6.5	10,347	0.2
8	295	6.8	10,101	0.2
Total	903	20.8	31,298	0.6
High				
9	419	9.7	12,122	0.3
10	296	6.8	10,618	0.2
11	208	4.8	9,020	0.1
12	156	3.6	7,590	0.1
Total	1,079	24.9	39,350	0.7
All				
Total	4,336	100.0	154,207	2.8

Source: Chancery SMS database 10/31/2017.

Note: Some percentages do not add to 100 due to rounding.

The majority of homeless students were either Hispanic (47.9%) or African-American (43.3%). Ninety-two percent of homeless students were born in the United States.

Services Provided by the Homeless Education Program during 2016-17

The HEP, in partnership with Focus on Teens, provided services to ten high schools through Drop-In centers.

¹ The Homeless Education Program Action Plan, 2016-17

The ten Drop-In centers were located at North Dallas, Molina, Lincoln, Madison, Maya Angelou, Roosevelt, Wilson, Patton, Jefferson, and Samuell High schools. Drop-In centers were stocked with essential items such as food staples, backpacks, school supplies and hygiene items to help students be able to attend school on a regular basis.

In support of the district goal to increase the graduation rate, the HEP brought in agencies to present information about colleges and college admissions, career opportunities for individuals with only a high school diploma and information about new industries and career opportunities for students graduating from high school.

Attendance

Table 2 shows attendance rates for students served by the HEP and those covered under McKinney-Vento. McKinney-Vento is a subset of homeless students that received supplies from the HEP. There were 4,336 homeless students in the district as of the end of the first six weeks of the school year. Table 2 shows a comparison of average attendance for McKinney-Vento, other homeless and general education students for first semester, second semester and the entire year 2016-17. In general, homeless and McKinney-Vento students had lower attendance rates than general education students.

Table 2: Average Attendance of McKinney-Vento and Other Homeless Compared to General Education Students, 2016-17

	First Semester	Second Semester	Year End
General Education	95.56	95.04	95.25
McKinney-Vento	91.02	90.46	90.78
Homeless	92.61	92.21	92.49

Source: Attendance Data File 2016-17

Average attendance rates for homeless students served by the Drop-In centers ranged from mid-80s to upper 90s. Their attendance rates were comparable to other homeless and general education students.

Most homeless students were served at the North Dallas High School Drop-In Center. Average attendance for these students ranged from 91.86 percent to 96.52 percent (Table 3)

Table 3: Average Attendance of Homeless Students Served by North Dallas Drop-In Center by Six-Week Period

	1 st Six Weeks	2 nd Six Weeks	1 st Sem.	4 th Six Weeks	5 th Six Weeks	Year End
N. Dallas	96.52	92.77	92.48	92.14	91.91	91.86

Source: Attendance Data File 2016-17.

Note: This Drop-In center is where most of homeless students go.

Discipline Referrals

Discipline referrals were similar for general education students and homeless students. Fighting was an offense for which general education students represented 30.3 percent of all referrals, while for homeless students it was 29.8 percent of all referrals. Classroom disruption was the second largest percentage of all referrals; general education students had a 22.7 percent referral rate while homeless students were at 16.9 percent. Given the conditions under which homeless students live, it is positive that homeless students had fewer discipline referrals than general education students did.

Graduation Rates

Forty (26%) of the 156 HEP seniors graduated in 2016-17. This included seven served in a Drop-In center.

Academic Performance

HEP and McKinney-Vento students' performance on *State of Texas Assessments of Academic Readiness (STAAR)* and *STAAR End-of-the-Course (STAAR EOC)* is shown in Tables 4 to 6. Homeless students outperformed McKinney-Vento students in reading for grades 3, 5, 7 and 8. They also outperformed McKinney-Vento students in mathematics in grades 3 to 7.

Table 4: Homeless and McKinney-Vento Students Who Scored Approaching Grade Level on STAAR

	Reading		Mathematics	
	N	%	N	%
Grade 3				
Homeless	126	52.5	133	55.4
McKinney-Vento	37	44.0	38	45.2
Gen. Ed.	7,441	59.5	12,827	70.0
Grade 4				
Homeless	114	48.5	126	53.6
McKinney-Vento	32	50.0	31	48.4
Gen. Ed.	7,628	56.4	12,571	68.1
Grade 5				
Homeless	155	64.3	155	64.3
McKinney-Vento	47	59.5	49	62.0
Gen. Ed.	8,015	71.7	11,880	80.6
Grade 6				
Homeless	111	45.3	135	55.3
McKinney-Vento	29	46.0	34	54.0
Gen. Ed.	10,655	52.4	10,627	64.1
Grade 7				
Homeless	94	49.7	80	42.3
McKinney-Vento	18	40.9	10	22.7
Gen. Ed.	10,031	58.5	7,535	45.4
Grade 8				
Homeless	127	61.1	113	54.3
McKinney-Vento	35	57.4	27	64.8
Gen. Ed.	9,658	74.5	10,279	79.2

Source: STAAR data file 2016-17 and MyData Portal District Data Packet.

As seen in Table 5, General Education students outperformed Homeless students in all STAAR EOC content areas.

Table 5: 2016-17 Number and Percentage of Homeless and General Education Students Who Scored Approaching Grade Level on STAAR EOC by Content Area

Content	Homeless		General Education	
	N	%	N	%
Algebra I	95	60.1	9,580	73.8
Biology	78	70.9	8,643	78.3
English I	53	31.9	8,003	50.1
English II	68	47.6	7,411	53.1
US History	53	77.9	7,676	88.2

Source: STAAR EOC and Chancery SMS databases.

Homeless students slightly outperformed McKinney-Vento students on STAAR EOC in Algebra I but not in other content areas.

Table 6: 2016-17 Number and Percentage of McKinney-Vento and Homeless Students Who Scored Approaching Grade Level on STAAR EOC by Content Area

Content	McKinney-Vento		Homeless	
	N	%	N	%
Algebra I	32	59.3	95	60.1
Biology	25	71.4	78	70.9
English I	23	39.7	53	31.9
English II	18	50.0	68	47.6
US History	15	78.9	53	77.9

Source: STAAR EOC and Chancery SMS databases.

Recommendations

- **Continue to support the district high school Drop-In centers.** The Drop-In centers have helped stabilize and encourage homeless students to stay in school, to attend regularly and to connect with other students and faculty. The Drop-In centers provided homeless students with supplies and hygiene items needed to mitigate some of their most pressing needs.
- **Maintain the partnership with Focus on Teens.** This partnership will allow the program to provide tutoring and counseling support to homeless students.

This 2016-17 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2016-17 Evaluation of Career and Technical Education

Heather Turner, Ph.D., Laila Sanguras, Ph.D., & J. Mitch Barton, Ph.D.

EA17-195-4

At-a-Glance

The Carl D. Perkins Career and Technical Education Act of 2006 helped support the Department of Career and Technical Education (CTE) of the Dallas Independent School District (ISD). The goals of the CTE program 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. The CTE program was funded \$2,702,107 through a Texas Education Agency (TEA) grant.

Dallas ISD campuses offered courses and course sequences aligned with 16 career clusters or broad groupings of occupations and industries based on related disciplines.¹ The district offered 246 pathways within the 16 career clusters in 2016-17, an expansion from 196 in the previous year (25.5% increase). In 2016-17, Dallas ISD opened seven new collegiate academies and one new Pathways to Technology (P-TECH) Early College High School, the first P-TECH in Texas,² helping to increase dual credit enrollments. Dallas ISD also housed 42 National Academy Foundation (NAF) academies, small career-themed learning communities within larger schools or as stand-alone public high schools at 20 campuses.

The purpose of this evaluation was to report: (1) student characteristics in the Dallas ISD CTE program, (2) senior course completion rates, (3) academic effectiveness as measured by *State of Texas Assessments of Academic Readiness (STAAR) STAAR* and *STAAR End-of-Course (EOCs)*, (4) *Advanced Placement (AP)*, *International Baccalaureate (IB)*, and dual credit participation, (5) freshman diploma endorsements, and (6) post-secondary outcomes for the Class of 2010.

District Characteristics

CTE students were classified into two levels: (1) elective and (2) coherent sequence students. Elective students were those who were enrolled in at least one CTE course during the current school year. Coherent sequence students were high school students who took two or more CTE courses for three or more credits within a specified pathway. Overall enrollment in grades six through 12 for CTE elective ($n=19,277$, 27.1%) and coherent sequence ($n=19,507$, 27.5%) was similar.

Compared to 2015-16, the number of middle school CTE elective students increased by 29.1% ($n=2,015$). At the high school level, overall CTE enrollment increased by 0.6% ($n=170$), reflecting a 26.5% ($n=2,738$) decrease in elective students and a 17.5% ($n=2,908$) increase in coherent sequence students. Middle and high school students were about half male and female, and the majority of students were Hispanic.

CTE students most often enrolled in the business, management, and administration courses ($n=6,007$) and the least in manufacturing ($n=51$; See Table 1).

Table 1: 2016-17 Number of High School Enrollments by Career Cluster and CTE Status

Career Cluster	Total CTE Enrollment	Enrollment by Cluster
	<i>n</i>	%
Business, Mgmt, Admin.	6,007	17.3
Information Technology	4,679	13.5
Arts, A/V Tech., Comm.	2,815	8.1
Career Exploration	2,783	8.0
Hospitality and Tourism	2,740	7.9
Finance	2,476	7.1
Health Science	2,469	7.1
Human Services	2,402	6.9
Law, Public Safety, Corrections, Security	1,991	5.7
Mktg., Sales, and Serv.	1,385	4.0
Arch. and Construction	1,202	3.5
Trans., Dist., Logistics	995	2.9
STEM	761	2.2
Ag, Food, Natural Res.	753	2.2
Education and Training	669	1.9
Govt. and Admin.	468	1.4
Manufacturing	51	0.1
Total	34,646	100.0

Source: District demographic PEIMS file dated October 31, 2016. District CTE status PEIMS file dated July 25, 2017. District secondary course file dated February 6, 2017.

Note: CTE = Career and technical education. Includes CTE elective and coherent sequence students. A student could be enrolled in multiple courses within each career cluster. Mgmt = Management. Admin=Administration. A/V Tech = Audio/Video Technology. Comm = Communication. Mktg = Marketing. Serv = Service. Arch = Architecture. Trans = Transportation. Dist = Distribution. STEM = Science, Technology, Engineering, and Mathematics. Ag = Agriculture. Res = Resources. Govt = Government. Percentages may not add up to 100 due to rounding.

¹Accessed on September 21, 2017, <https://www2.ed.gov/about/offices/list/ovae/pi/cte/factsh/career-clstrs-prgrms-study-fs080528qa-kc.pdf>

² For more information on the 2016-17 Collegiate Academies, see Palladino, Zhang, & Douglas (2017).

Senior Course Completion Rates

CTE elective and coherent sequence seniors completed CTE coursework at 98.9 percent ($n=919$) and 96.9 percent ($n=5,579$), respectively.

Academic Effectiveness

Grades six and eight *State of Texas Assessments of Academic Readiness (STAAR)* performance showed that CTE students outperformed non-CTE students on all STAAR subjects; however, grade seven CTE students underperformed on all exams. For STAAR EOC, National Academy Foundation (NAF) students outperformed all student groups on Algebra I, Biology, and U.S. History. Non-CTE students in special population student groups, including individuals with disabilities and economically disadvantaged students, outperformed the combined CTE student group that included CTE elective and coherent sequence students on every EOC except U.S. History. ELL NAF students outperformed the combined CTE and non-CTE student groups on every STAAR EOC subject.

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

A total of 11,129 Dallas ISD students enrolled in *Advanced Placement (AP)* and *International Baccalaureate (IB)* courses, a 13.8 percent increase from 2015-16 ($n=9,771$; Turner, 2016). For overall AP exam performance, non-CTE students and the district outperformed CTE students on every AP exam except on the *AP Spanish Language*, *AP Chemistry*, and *AP Physics C: Mechanics* exams.

Overall, 2016-17 dual credit enrollments increased by 29 percent ($n=2,417$) compared to 2015-16 ($n=1,871$; Turner, 2016) largely due to the expansion of collegiate academies offering more dual credit opportunities.

Freshman Endorsement Selection

Revision of Texas high school graduation requirements mandated by House Bill 5 placed new emphasis on coherent sequences of CTE courses, which contribute to diploma endorsements in five areas: STEM; business and industry; public services; arts and humanities; and a multidisciplinary option. Freshman students could select up to five endorsements. Of the freshman students who selected a diploma endorsement, business was the most frequently selected ($n=2,730$, 22.3%).

Post-Secondary Outcomes

A study of college outcomes for the Dallas ISD class of 2010 compared college enrollment and employment status for CTE and non-CTE students. Information on students from the class of 2010 was obtained from the *Texas Public College Enrollment and Employment Outcomes for District High School Graduates by Career and Technical Education Participation* report.³ A greater percentage of CTE participants were enrolled in college (23.4%), employed (18.8%), and simultaneously employed and enrolled in college (15.5%) than non-CTE participants (22.8%, 16.4%, 11.5%, respectively) who graduated in 2009-2010. Forty-six percent ($n=3,285$) of 2010 graduates could not be identified as either college enrolled or employed.

Recommendations

Reassess evaluation outcomes. The annual evaluation could be improved by including more components from both the district- and state-level objectives. The program staff should consider including goals on CTE indicators used by the state (e.g. STAAR EOC passing rates for ELLs). By specifying goals, the analyses would be more pointed, useful, and actionable for program directors.

Continue efforts to improve performance on AP exams. Overall, CTE students underperformed compared to district and non-CTE students on AP exams. There is an opportunity to provide additional resources to assist CTE students to improve AP score outcomes.

Create three new Chancery variables to improve data analysis efficiency. First, because the district continued to offer innovative ways for students to participate in CTE courses (e.g. National Academy Foundations (NAF), collegiate academies, and pathways with CTE electives), stakeholders should consider a new variable to identify the CTE program in which the student has participated. The second recommended variable would identify the appropriate career cluster codes for individual courses. This code would need to be updated annually. The third recommended variable would indicate whether a course is considered nontraditional for a specific gender, per the Texas Education Agency (TEA). Nontraditional courses do not change frequently. The state monitors nontraditional students and this variable would allow for more efficient analyses, when necessary. The combination of these three suggested Chancery variables would provide a more systematic identification process, allowing more effective and

³Accessed on October 11, 2016, <http://www.texaseducationinfo.org/ViewReport.aspx>

efficient comparisons by CTE program, career cluster, and special course designations.

Create a course listing index in the CTE Handbook.

It was difficult to reconcile and locate new or uncategorized CTE courses. An index would improve the efficiency of course cross-validation across career clusters.

References

Palladino, D.K., Zhang, J., & Douglas, N.E. (August, 2017). 2016-17 Evaluation of the Collegiate Academies: Final Report. Dallas, TX: Dallas Independent School District.

Turner, H. (September, 2016). Career and Technical Education 2015-16: Final Report. Dallas, TX: Dallas Independent School District.

The full 2016-17 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2016-17 Evaluation of Refugee Support Services

Monique C. Mejan, M.A.

EA17-199-4

At-a-Glance

The Dallas Independent School District's (Dallas ISD) Refugee Services Program provides educational and social support to refugee students and their families intended to help facilitate transition to the United States and particularly to Dallas ISD. The Refugee Services Program was first implemented in Dallas ISD in 1999.

The Dallas ISD Refugee Services Program's offerings include the following:

- Translation and interpretation services for school-related purposes,
- Tutoring programs – individual and small group instructional support,
- A summer enrichment program,
- Transition services and assistance with educational placement,
- Students and parents are assisted with requisite forms and related school-entry information,
- School orientation meetings for parents on school related topics,
- Staff development training to inform and educate school professionals about the needs unique to the refugee population.¹

Refugee students and families who have been in the United States for less than one year receive the highest priority from this program, but the program may serve refugees who have resided in the United States up to three years; data in this report represent those served by the program who fall into these categories.

How was the Refugee Services Program Funded?

From the program's 1999 inception through 2015-16, funding was supplied entirely by the federal Office of Refugee Resettlement in the form of the Refugee School Impact Grant (RSIG)². The RSIG was entrusted by the federal Office of Refugee Resettlement Services (ORR) to the Texas Health and Human Services Commission (THHSC) for distribution within the state. THHSC then dispersed funds on an annual basis to school districts and other entities upon approval of these organizations' application for these funds.

In 2016, with increased concerns about terrorism in relation to the federal government's vetting process of refugees, Texas Governor Greg Abbott opted to

withdraw the state of Texas from participation in the federal Refugee Resettlement Services program until a more stringent refugee vetting process could be demonstrated. Federal funds from the ORR would still be made available to relevant charitable and other nonprofit organizations within the state, but the THHSC would no longer participate in the management of those funds.

Needing to ensure uninterrupted programming for the Dallas ISD Refugee Services Program for the 2016-17 school year, the Refugee Services Program manager was able to secure funding through partner programs within the district.

Budget detail for the Refugee Services Program was obtained from the Youth and Family Centers (YFC) 2016-17 Title 1 Workscope, the Refugee Services Program manager, and the Bilingual Services Program English Language Learners (ELL) compliance manager. The total funding amount for Refugee Services Program in 2016-17 was \$159,199.41. The primary funding source was the 2016-17 Title 1 budget of the Dallas ISD Youth and Family Centers Program. Monies from this source totaled \$76,395, and helped fund program staff. A secondary source of funding for the 2016-17 Refugee Services Program was the Bilingual Services Program's Title III budget. Bilingual Services Program monies for Refugee Services, totaling \$63,804.41 helped fund tutoring and interpretation services, purchases for program supplies, and supplemental pay for the Refugee Services Summer Program staff (operating at Tasby Middle School).

What were the demographic characteristics of those who participated in the Refugee Services Program?

Methodology

Data were procured from the Refugee Services program manager, merged with the Dallas ISD June 5, 2017 Chancery (demographics) database file, and analyzed using frequencies and cross tabulations.

Results

During the 2016-17 school year, 456 refugee students received instructional support and/or transitional support services through the Dallas ISD Refugee Services Program (up from 355 refugee students in

¹ Source: <http://www.dallasisd.org/Page/19732>

² More info at <https://www.acf.hhs.gov/orr/refugees>

2014-15, based on that year's evaluation report³). In addition, 431 refugee parents or guardians received services from the program, primarily in the form of school orientation sessions, interpretation and translation services, registration assistance, parent-teacher conference assistance, attendance and student discipline support, and food and health services support. Demographic results follow.

Served Refugee Students by School

Table 1 shows the distribution of served refugee students by school in 2016-17. The table shows only the top 10 schools; a total of 26 schools served students participating in the 2016-17 Refugee Services Program.

Conrad High School, McShan Elementary, and Tasby Middle School enrolled the highest number of refugee students served by the program in 2016-17, followed by Lowe Elementary School, Hotchkiss Elementary School, and Gill Elementary School. Refugee student enrollment numbers by school followed a pattern to that of the 2014-15 school year.⁴ The number of refugee students served by the program in 2016-17 who withdrew from the district during the same year totaled 47 (Table 1).

Table 1: Refugee Students Served by School (Top 10 + Withdrawal N)

School	N
Conrad, Emmett J.	94
McShan, Lee A. Jr.	85
Tasby, Sam	74
Lowe, Jack Sr.	47
Hotchkiss, L.L.	26
Gill, Charles A.	23
Carter, David W.	10
Alexander, Birdie	7
Atwell, William H.	7
Hexter, Victor H.	7
<i>Withdrawals This Year</i>	<i>47</i>
Total	427

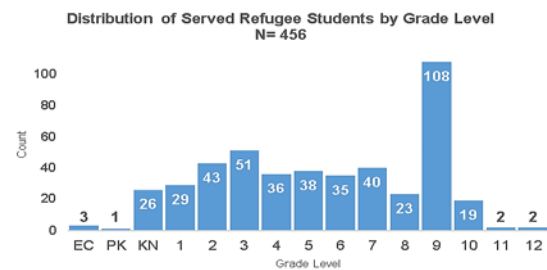
Note: The remaining 29 served refugee students were based across 16 different schools.

By Grade Level

Figure 1 shows the distribution of students served by the Refugee Services Program in 2016-17 by grade level. Refugee students in ninth grade (N=108) constituted the largest group of students served, followed by those in third grade (N=51) and seventh grade (N=40). The high concentration of these students in ninth grade may be best explained by the district's practice of placing all students based on earned course credits as shown in school transcripts. Many refugee students arrive without transcripts. If of high school age, they are placed by default into the ninth grade in order

to accommodate an often-significant need for English language learning and of other critical skills which, if not provided, may increase the risk for dropout.⁵

Figure 1: Refugee Students Served, by Grade Level



By Gender and Special Groups

The number of male and female refugee students served by the program was split evenly at 50 percent (Table 2). Nearly all refugee students served by the program were flagged as At Risk for dropout (99.1%) as well as Limited English Proficient (LEP) (98.9%). More than 91 percent were classified as Economically Disadvantaged.

Table 2: Refugee Students Served by Gender, Special Groups (N = 456)

	N	%
Gender		
Male	228	50.0%
Female	228	50.0%
Special Groups		
At Risk for Dropout	452	99.1%
Economically Disadvantaged	417	91.4%
Limited English Proficient	451	98.9%
Special Education	18	3.9%

By Country of Origin

Students born in Burma constituted the largest student group served by the Refugee Services Program, totaling one-third (33.3%; Burma N=152) of all participants. The next most-highly represented countries of birth among served refugee students were Congo (12.1%), Syria (8.3%), Bhutan (7.0%) and Iraq (6.8%). A total of 25 countries were represented in the program.

What activities or services were provided through the Refugee Services Program in 2016-17?

Methodology

Data on program activities were obtained from the Refugee Services program manager. In addition to procuring quantitative data-tracking files, the program

³ Source: Lucas, M. Evaluation Report EA15-199-4

⁴ Source: Lucas, M. Evaluation Report EA15-199-4

⁵ Source: Email communication with Bilingual Services Program Director, June 2017.

evaluator interviewed the program manager to obtain a better understanding of program activities and issues from the 2016-17 school year.

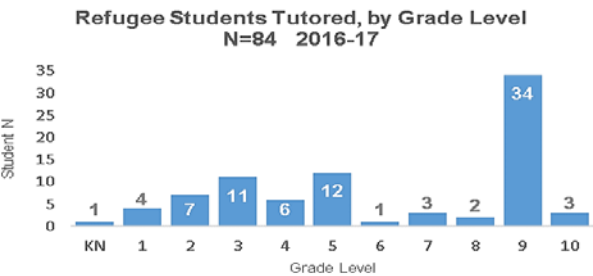
Results

Direct Supplemental Instruction: Tutoring and Summer Enrichment Program

The Refugee Services Program provided direct supplemental instruction to refugee students in the form of tutoring during the spring semester. A total of 84 students received these tutoring services. Tutored students were based at four schools: Conrad High (N=37), Lowe Elementary (N=16), McShan Elementary (N=25), and Tasby Middle School (N=6).

More than 40 percent of students tutored in this program were in the ninth grade (N=34, Figure 2). The number of hours each student was tutored ranged from 0.75 to 26 hours, with an average of 5.6 hours.

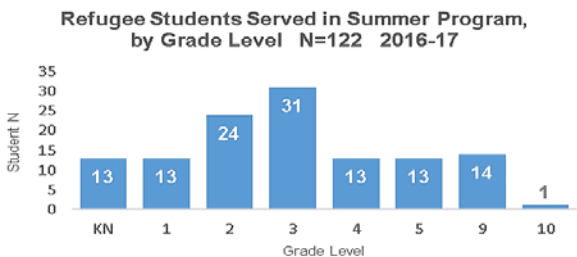
Figure 2: Tutored Students, by Grade Level



Direct supplemental instruction for refugee students also included a four-week summer enrichment program to teach literacy, language, and mathematics skills based on state standards. The summer program staff provided enrichment opportunities through thematic learning, cultural lessons, and field trips. A total of 122 students were enrolled in the summer program as of June 14, 2017, and came from six different schools including McShan Elementary (N=30), Lowe Elementary (N=29), and Hotchkiss Elementary (N=22).

Most summer enrichment program participants were in elementary school, with third-graders comprising the largest group of participants (Figure 3).

Figure 3: Summer Enrichment Program, by Grade



Parent Orientation Sessions

The Refugee Services Program offered 11 school orientation sessions for parents or guardians of refugee students in 2016-17. School orientations provided an introduction to the American education system and to Dallas ISD in particular. Parents received a handbook, a school calendar, an example of a written absence excuse, and an application for a free school uniform.

Attendance at each orientation session ranged from two to 31 individuals; a total of 95 refugee parents or guardians were recorded as having attended an orientation session between October 2016 and May 2017.

Dallas ISD Staff Professional Development

The Refugee Services Program offered several professional development opportunities throughout the 2016-17 school year to Dallas ISD staff on topics pertinent to the refugee student population. Themes included cultural awareness, the refugee resettlement process, refugee student support services, and instructional objectives.

Professional development sessions were offered on a total of 24 dates, at locations that included schools with higher concentrations of refugee students such as Carter High, Adams High, Conrad High, McShan Elementary, and Tasby Middle School, as well as at Dallas ISD's Psychological Services Department.

Interdepartmental / Interagency Collaboration

The Refugee Services Program collaborated throughout the year both with departments within Dallas ISD and with external agencies.

Internal (district) departments included the Bilingual Services Department, the Adams Feeder Pattern, the Office of Family and Community Engagement, and the World Languages Department, as well as with various departments housed within individual schools across the district. Program records showed that Refugee Services collaborated with a total of 23 unique departments or entities within the district in 2016-17, engaging in 46 interdepartmental collaborative efforts. Many interdepartmental collaborative efforts included the provision of interpretation services at meetings as well interpretation services for parent or community communication tools such as flyers and other media.

External agencies with which the Refugee Services Program collaborated in 2016-17 included the International Rescue Committee, the Dallas Area Refugee Program (DARF), Refugee Services of Texas, Region 10, the Vickery Coalition Action Team, Dallas City Hall, and Catholic Charities of Dallas. Program

records showed that Refugee Services engaged with a total of 24 different external agencies during the 2016-17 school year and participated in a total of 43 meetings or other such professional activities during that time. External organizations provided the program with additional translation services, teacher training assistance, advocacy assistance, school supplies, and refugee student opportunities.

Multicultural Student Club and Other Supportive Services

The Refugee Services Program also offered organizational and leadership assistance for multicultural clubs on various Dallas ISD campuses. Because attendance for these gatherings was not consistently recorded, detailed meeting data were not provided to the evaluator and thus are not reported here.

Other supportive services provided by the Refugee Services Program in 2016-17 included provision of referrals for and/or language (interpretation) support for physical health and immunizations, mental health issues, absence and attendance issues, and parent teacher conferences. Other support was material, in the form of uniforms and other basic school supplies. Given the significant role of language-related services provided for this population, Table 3 is included to show the seven most common languages refugee students enter the district speaking as their primary language.

Table 3: Top Seven Primary Languages Spoken by Served Refugee Students

Language	N
Burmese	122
Arabic	76
Swahili	58
Nepali	56
Tibetan	42
Afro-asiatic	35
Niger Congo	23

How did students served by the Refugee Services Program perform academically in 2016-17?

Methodology

The evaluator cleaned and merged program files procured from the Refugee Services Program manager containing student identification (ID) numbers with the June 21, 2017 Semester 2 student demographic file to analyze attendance data. To examine STAAR outcomes, the evaluator cleaned and merged Refugee Services Program files with the 2016-17 STAAR Grades 3-8 and STAAR EOC "all [test] administrations"

files from June 2017, then ran frequencies and cross-tabulations to determine final numbers.

Results

Attendance Rate

Of the 456 refugee students served by the program, attendance data were available for 409 students. The average attendance rate for all served refugee students (grades Early Childhood through 12th grade) for the 2016-17 school year was 95.7 percent.

STAAR Passing Rates

Tables 4, 5, and 6 present *State of Texas Assessments of Academic Readiness (STAAR)* and *STAAR End of Course (EOC)* data for student participants.

For served refugee students in grades three through eight (N=128 with valid scores), passing rates on the STAAR reading exam ranged between 9.1 percent and 26.7 percent by grade level (Table 4). The passing rate on the writing exam for grade four was 23.5 percent; for seventh grade, the passing rate was 12.5 percent.

Table 4: STAAR Reading and Writing, Grades 3-8, 2016-17, Served Refugee Students

Grade Level	N Tested	N Passed	% Passed
STAAR Reading			
3	30	8	26.7%
4	17	3	17.6%
5	19	2	10.5%
6	22	2	9.1%
7	27	5	18.5%
8	13	2	15.4%
Total	128	22	17.2%
STAAR Writing			
4	17	4	23.5%
7	24	3	12.5%

Passing rates on the STAAR mathematics exam across grades three through eight for served refugee students averaged 31.0 percent (Table 5). Those in grades three and eight showed the highest average passing rates at 40.0 percent each; those in grade five showed the lowest average passing rate, at 21.1 percent.

Table 5: STAAR Mathematics, Grades 3-8, 2016-17, Served Refugee Students

Grade Level	N Tested	N Passed	% Passed
STAAR Mathematics			
3	30	12	40.0%
4	17	5	29.4%
5	19	4	21.1%
6	22	7	31.8%
7	28	7	25.0%
8	10	4	40.0%
Total	126	39	31.0%

STAAR End of Course (EOC) exams are given to high school students. Table 6 shows passing rates by subject for served refugee students across grades nine through 12. The average served refugee student passing rate for Algebra 1 across all high school grades was 67.1 percent. The average served refugee student passing rate for English 1 was 8.2 percent across all high school grades, and for English 2, 30.8 percent. It should be noted, however, that the group of served refugee students who took the English 2 STAAR EOC exam was notably smaller (n=13) than that of the other two STAAR EOC tested groups and as such should be interpreted with greater caution.

Table 6: STAAR EOCs: Algebra 1, English 1, and English 2 (Grades 9-12) 2016-17 Served Refugee Students

Grade Level	N Tested	N Passed	% Passed
STAAR EOC: Algebra I			
9-12 Combined	76	51	67.1%
STAAR EOC: English I			
9-12 Combined	61	5	8.2%
STAAR EOC: English 2			
9-12 Combined	13	4	30.8%

The evaluator also analyzed grade point averages (GPA) for high school student participants. Table 7 presents the GPAs for served refugee students with valid data by grade level. The average GPA for all high school students served by the program was 80.89 (range: 56.62 to 94.93). The mean GPA for this population's ninth graders was 80.62 (range: 58.19 to 94.94); the mean GPA for 10th grade served refugee students was 83.06. The numbers of students in 11th and 12th grades with valid GPA data were too small to analyze.

Table 7: Average Served Refugee Student GPA by Grade Level (High School)

Served Refugee High School GPA, 2016-17				
Grade Level	Student N	Mean	Minimum	Maximum
9	91	80.62	58.19	94.94
10	14	83.06	56.63	94.63

Recommendations

The following recommendations are offered based on the evaluator's end-of-year interview with the Refugee Services Program manager. In addition to informing program practices, they are included to inform the design of future program evaluations.

- **Promote Career and Technical Education (CTE) and vocational training as valuable options for middle- and high-school-age refugee students.**

Many of these students are at risk for failing to thrive socially, academically, and vocationally due to the extraordinary demands placed on them frequently inherent to living as a refugee in a completely foreign culture. Often, high school is the last mandated, organizing social structure in which these students can be seen and guided in a way that will promote academic and vocational success. Promoting CTE endorsements for middle- and high school age refugee students is one valuable way to encourage vocational thinking and engagement.

In addition, Richland College, which is geographically close to where many of these refugee students live, offers vocational training and ESL classes to 17- and 18-year-old under-schooled students. Such opportunities have proven valuable to those students and families who know about and have taken advantage of them, but a more concerted communication effort backed by the district to increase such awareness is likely to prove valuable to many more of these students and families, and may thereby help reduce the poverty risk attendant to this population.

- **Continue to partner with and expand efforts to collaborate with internal and external agencies that focus on social and emotional adjustment, and reach out to these students and families to encourage use of these resources.** Many of these students and families have incurred great trauma as refugees; some have come from war-torn countries and all have for one reason or another been forced to flee a familiar culture and often an entire social, emotional, and economic support system and settle in a new and unfamiliar culture and begin again. The stress of this experience can impair the adjustment process and with it, academic performance - in addition to the challenge the language barrier already presents.

References

Lucas, M. (September 2015). Evaluation of Refugee School Impact Grant: 2014-15 Final Report. Dallas, TX: Dallas Independent School District.

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2015-16 Evaluation of the State Compensatory Education Program

Dorothea Weir, Ph.D.

EA17-301-4

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.

State criteria for identifying At-Risk students are defined by Texas Education Code (TEC) §29.081. 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 limited English proficiency, failure of a state assessment, and retention in grade. 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 2015-16. It outlines 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. The report also describes the characteristics of At-Risk students in Dallas ISD, and examines how their assessment performance, graduation rate, and dropout rate compared to their Not-At-Risk peers.

Student Demographics

In school year 2015-16, the district's Texas Academic Performance Report (TAPR) reported a total of 103,370 students identified as At-Risk, representing 65.2 percent of the district's grades EC-12 enrollment (N=158,495). As shown in Figure 1, the percentage of At-Risk students has ranged from approximately 60 to 68 percent in recent years. Similar fluctuations were noted in other large districts and for the state as a

whole, and were at least partially attributable to changes in the state's assessment system.

Figure 1: District Student Population by At-Risk Status

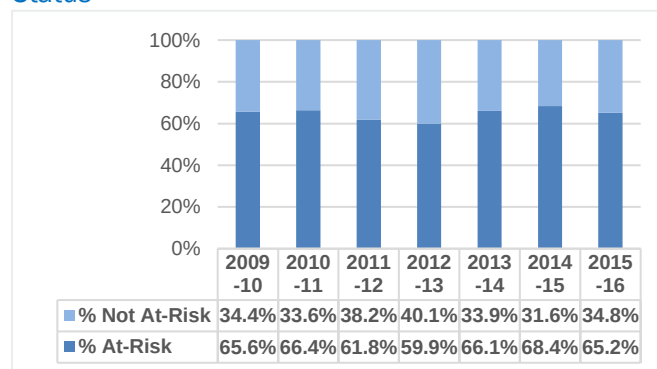


Table 1 presents the demographic composition of the At-Risk student population in 2015-16.¹ Compared to the district's overall student population, larger percentages of At-Risk students were male, Hispanic, and of limited English proficiency (LEP).

Table 1: Student Demographic Characteristics

Subgroup	District		At-Risk	
	N	Percent	N	Percent
Gender				
Male	81,059	51.1%	54,090	52.3%
Female	77,545	48.9%	49,333	47.7%
Ethnicity				
Hisp./Lat.	111,437	70.3%	82,761	80.0%
Afr. Am.	35,884	22.6%	16,944	16.4%
White	7,617	4.8%	1,810	1.8%
Other ²	3,666	2.3%	1,908	1.8%
English Proficiency				
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%

SCE Programs and Services

The primary records supporting SCE program expenditures are the district and campus improvement plans, which are required by state law. The funded program/services must be described in the District Improvement Plan (DIP) if the program is implemented

¹ Data were obtained from the district's fall PEIMS snapshot submission, so do not correspond exactly with those reported in the TAPR.

² 'Other' includes Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races, and Not Available.

districtwide, or in Campus Improvement Plans (CIPs) if implemented at the campus level.

District Improvement Plan

The DIP 2015-16 was reviewed for SCE components. All SCE required components were present in the DIP. 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 20 CIPs (five comprehensive high schools, five middle schools, and ten elementary schools) showed that all schools reviewed conducted a needs assessment as required, and set achievement targets aligned with the campus needs assessments. The percentage of At-Risk students at the sampled schools ranged from 58 to 86 percent. Therefore, strategies aimed at improving achievement schoolwide were by necessity aimed primarily at At-Risk students. One promising trend seen across schools was a decreased reliance on tutoring and remediation as a primary means of providing assistance to struggling students. While tutoring was still widely offered, greater emphasis was placed on good first instruction and strategies such as small-group, tiered instruction, and blended learning, along with increased use of data for progress monitoring and identification of individual students' strengths and weaknesses.

SCE Budget and Expenditures

The district received an SCE program allotment of \$170,961,500 from the state. The minimum direct cost requirement was 52 percent for the 2015-16 school year, or \$88,899,980 (Table 2). The district budgeted \$100,922,295 to support programs/services for At-Risk students, and actual expenditures totaled \$93,834,680.

Table 2: 2015-16 SCE Funding and Budget

Description	Amount
SCE 2015-16 Allocation received	\$ 170,961,500
Required Min. Direct Cost (52%)	\$ 88,899,980
PIC 24 (Accelerated Education)	\$ 13,318,172
PIC 26 (AEP Basic Services)	\$ 3,378,345
PIC 28 (DAEP Basic Services)	\$ 3,749,575
PIC 29 (DAEP SCE Costs)	\$ 14,230
PIC 30 (Title I, Part A)	\$ 50,169,236
PIC 34 (Prekindergarten)	\$ 30,292,737
Total SCE Direct Cost Budget	\$ 100,922,295

Figures 2 through 4 show expenditures by SCE Major Function, Object, and Program Intent Codes. The major expenditures were Instruction & Instruction Related Services (84%), Payroll Costs (98%), and Title I, Part A Schoolwide Activities (52%).

Figure 2: SCE 2015-16 Expenditures by Function

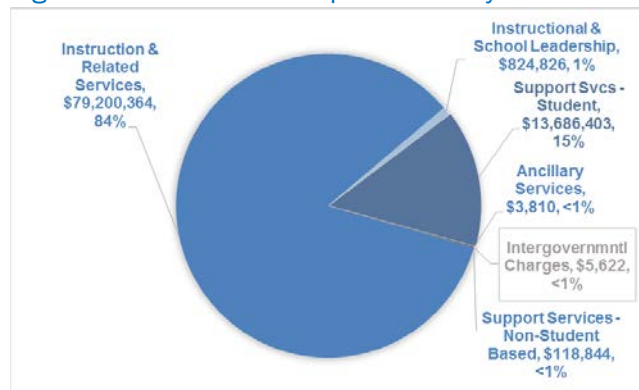


Figure 3: SCE 2015-16 Expenditures by Object

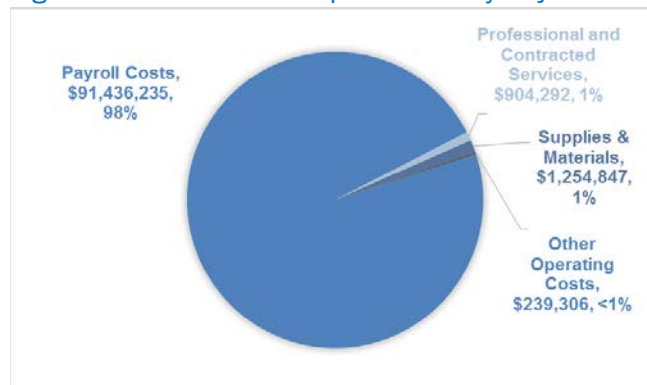
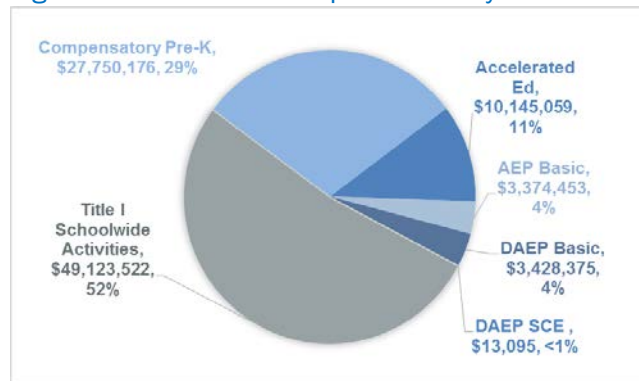


Figure 4: SCE 2015-16 Expenditures by PIC



In 2015-16, the district funded 1618.5 Full-Time Equivalent (FTEs) positions with SCE funds and filled 1,455.35 (Table 3). Most FTEs under PIC 30 were core content teachers at elementary and secondary campuses (Table 4). All PIC 34 (Compensatory Prekindergarten) positions were teachers or teacher assistants.

Table 3: 2015-16 SCE Full-Time Equivalents

Organization Type	Funded	Filled
Campus K-12	833.50	713.27
Campus Pre-K	673.50	626.00
Campus Total	1,507.00	1,339.27
Central Organizations	111.50	116.08
Total	1,618.50	1,455.35

Table 4: 2015-16 SCE Filled Positions by PIC

Program Intent Code (PIC)	Campus	Central
24 Accelerated Education	9.00	62.50
26 Non-Disciplinary Alt. Ed. Pgm	42.30	0
28 Disciplinary Alt. Ed. Pgm.-DAEP	50.00	0
30 Title I, Part A Schoolwide Activities	611.97	18.58
32 Prekindergarten	626.00	35.00
Total	1,339.27	116.08

STAAR 3-8 and EOC Passing Rates

Passing rates of At-Risk students on the *State of Texas Assessments of Academic Readiness 3-8 (STAAR 3-8)* and *STAAR End-of-Course (STAAR EOC)* tests were lower than those of Not-At-Risk students across all subjects (Table 14). From 2015 to 2016, the performance gap between At-Risk and Not-At-Risk students decreased on the majority of STAAR 3-8 tests. For EOC tested courses, the gap in English I, English II, and Biology performance increased, while the gap in Algebra 1 and U.S. History performance decreased.

Table 5: STAAR Passing Rates and Performance Gaps

Subject	Grade	Percent Passing		Point Gap	Point Change
		At-Risk	Not-At-Risk		
Reading	3	58	76	-18	-10
	4	54	89	-35	4
	5	69	96	-27	6
	6	43	89	-46	5
	7	46	90	-44	-1
English I	8	71	98	-27	-2
		46	92	-46	7
English II		43	91	-48	5
Mathematics	3	62	78	-16	-8
	4	57	86	-29	-1
	5	76	97	-21	-8
	6	52	90	-38	5
	7	39	78	-39	1
Algebra I	8	66	93	-27	-10
		65	95	-30	-1
Science	5	60	93	-33	-5
	8	55	92	-37	-10
Biology		76	98	-22	6
Soc. Studies	8	42	88	-46	-5
U.S. History		86	99	-13	-1
Writing	4	58	85	-27	-1
	7	41	89	-48	2

Graduation and Dropout Rates

The 2016 longitudinal graduation rate for At-Risk students was lower than for Not-At-Risk students, and showed a slight decrease from the 2015 rate (Figure 5). The dropout rate for At-Risk students increased from the 2015 cohort rate (Figure 6). Nevertheless, long-term trends remained encouraging. The dropout rate of At-Risk students in the Class of 2016 was less than half of that reported for the Class of 2009, and the graduation rate improved from 54 percent of At-Risk students to more than 80 percent across the same time period. However, because no tracking system exists to link student performance to program services, no particular SCE programs or services could be associated with the changes. A further challenge continues in disentangling the effects of changes in state testing requirements from the effects of programs and services at the district level.

Figure 5: Graduation Rates by Cohort and At-Risk Status

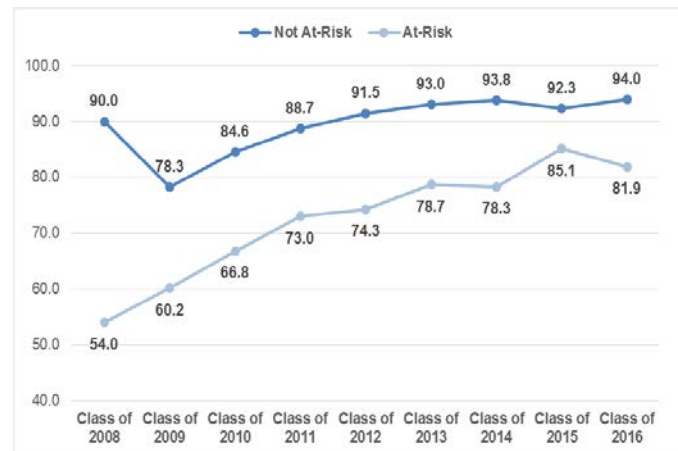
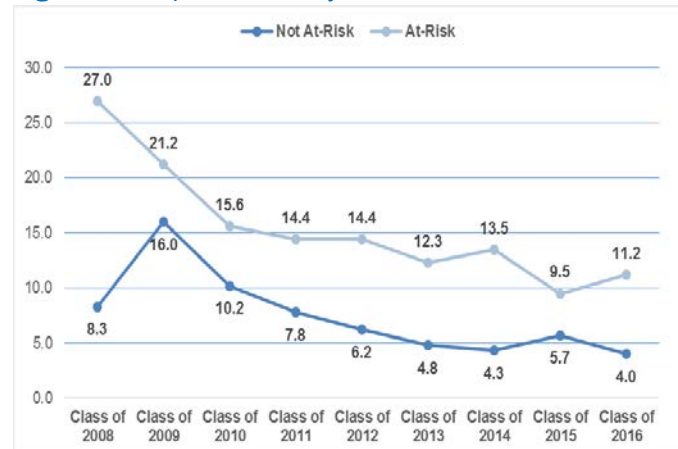


Figure 6. Dropout Rates by Cohort and At-Risk Status



Recommendations

- **Available SCE funds should be focused on providing more direct services to At-Risk students.**³ Beginning in 2014-15, new legislation passed in House Bill 5 mandated that districts are required to separately budget and prioritize SCE funding to support accelerated instruction (AI) each time a student fails to pass an EOC assessment.⁴ The bill also prohibits use of the funds for any other purpose until the district adopts a budget to support AI. Consequently, AI has become a primary service in grades 9-12. For 2015-16, SCE funds were 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, district and state emphasis on Early Childhood education, particularly Prekindergarten programs, has increased. Thus, it is recommended that the district pay closer attention to the effective use of potentially more limited SCE funds for grades 1-8.
- **Campus Improvement Plans should be more specific concerning strategies and activities delivering direct services to At-Risk students.** The majority of SCE funds were budgeted and spent at the campus level. Specific strategies listed in the CIPs 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, grade retention, etc.).
- **The Workscope submission requirement should be reinstated to provide improved documentation of the use of SCE funds by central organizations.** In 2011-12 and 2012-13, central organizations that received SCE funds were required to submit Project Workscopes to the district's Budget Services department. That requirement was discontinued in 2014-15. Reinstatement would facilitate evaluation of services and activities supported by central SCE expenditures.
- **The district should designate a full-time SCE program administrator.** At its current level of funding, with an overall budget of approximately \$171 million, oversight would help to ensure that funds are used efficiently and effectively. With more than \$82 million available in 2015-16 in indirect cost allocations intended primarily to defray program administrative costs, the SCE program should well be able to meet the expense of a designated

program manager assigned the responsibility of overseeing program implementation and data collection. Responsibilities of the manager should include, but not be limited to:

- o Familiarity with SCE program requirements and the TEA *Financial Accountability System Resource Guide (FASRG)*.
- o Access to information from the annual Association of Compensatory Educators of Texas (ACET) conference, where current information and requirement updates for SCE are usually presented. The information should be reviewed and provided to district department heads impacted by SCE.
- o Oversight of the intent, purposes, and requirements of the SCE program, including compliance with budget allocation and expenditure requirements.
- o Knowledge of effective interventions sufficient to provide assistance to campuses and central office program managers in selecting appropriate services and programs to meet At-Risk student needs.
- o Responsibility and authority to coordinate all aspects of the SCE program and act as a liaison with other district functions to collect, maintain, and provide data for records and reports.
- o Maintenance and provision of required documentation at the central level.
- o Monitoring of implementation and student performance, and recommending funding changes for programs and services not effectively meeting student needs.
- o Reporting of program results to appropriate administrative levels.

The full 2015-16 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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³ "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)

⁴ House Bill 5, 83rd Legislative Session, added new TEC §28.0217 and amended TEC §29.081.

2016-17 Evaluation of Reasoning Mind

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

EA17-512-4

At-a-Glance

In 2016-17, 29,714 Dallas Independent School District (ISD) students at 147 campuses used the Reasoning Mind (RM) mathematics curriculum. All district second- and third-grade teachers (except at Dealey, Mata, H. Stone, and Solar Preparatory) were required to use RM in 2016-17, 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 2016-17 budget was \$1,763,660. The purpose of this report was to summarize 2016-17 RM implementation findings, campus staff survey findings, and mathematics assessment outcomes.

Methodology

The *Dallas ISD Reasoning Mind Evaluation Framework* developed by Bush and Kim (2015) was used to guide the evaluation. Context and process information were gathered from internal documents, the RM web site, and interviews with RM and Dallas ISD program staff. The lead evaluator held interviews with RM staff members in December and an interview with the district mathematics director in March. Student data were extracted from the October 2016 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, and teacher training completion rates. Quantitative and qualitative analyses were conducted for campus staff surveys, which were administered in January and February 2017.

Outcome analyses were carried out to determine how RM students performed on Spring 2017 mathematics assessments. These included *TerraNova*¹ and *State of Texas Assessments of Academic Readiness* ² (STAAR). There were four 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 fourth and fifth grades.³ Fourth, per the spring 2017 RM teacher survey, a sizable percentage of teachers (23% to 55%) used additional mathematics programs such as Think Through Math.

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 29,714 students were enrolled in RM during 2016-17. This included 12,076 (93%) of the district's second-grade students, 12,368 (94%) of the district's third-grade students, 4,702 (36%) of the district's fourth-grade students, and 568 (5%) of the district's fifth-grade students. The percentage of students enrolled in RM decreased from Fall 2015 to Fall 2016 for all grades. It was especially notable that the number enrolled in fourth grade steadily decreased from 9,218 (119 schools) in Fall 2014 to 6,152 (81 schools) in Fall 2015 to 4,702 (73 schools) in Fall 2016. Most 2016-17 RM students were economically disadvantaged (89%) and Hispanic (71%). Half (51%) were English language learners (ELLs).

Did staff members participate in Reasoning Mind training as planned?

Seventy-one percent of first-year teachers completed the RM Qualification Course (QC) by the end of the first six weeks, which means 29 percent did not. Thus, many students could not begin using RM until later in the

¹ Data reported as of 7/19/17. Updates received after 7/19/17 are not reflected in this report.

² Data reported as of 6/15/17. Updates received 6/15/17 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 Propensity score matching (PSM) was used to create matched comparison groups of non-RM fourth- and fifth-grade students.

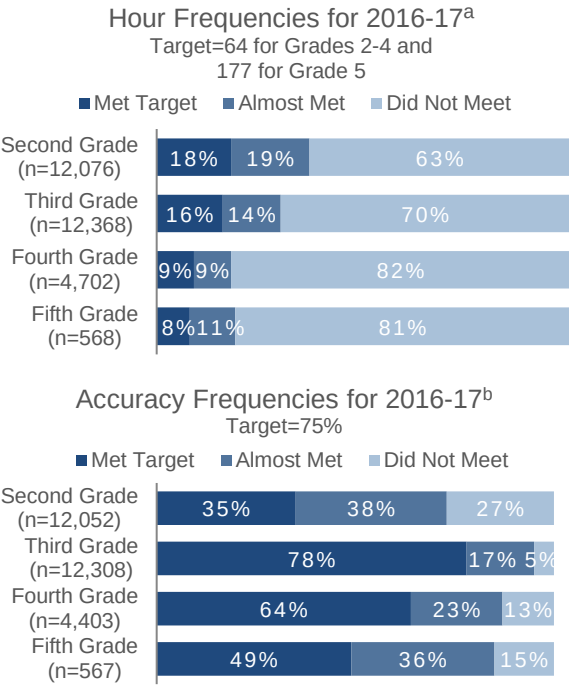
school year. About 15 percent ($n=135$) of the district's almost 900 RM teachers opted to participate in additional RM professional development (PD) during the fall semester. Also, approximately 94 district staff members (teachers, campus administrators, central administrators) participated in RM's 2016 Dallas Math PD Conference, which was held in October 2016.

Was the Reasoning Mind program used by students as planned?

Implementation fidelity continued to be a concern as the majority of campuses were classified as low implementing for second (66%), third (68%), fourth (85%), and fifth (89%) grades; this was of concern especially for fifth grade since RM served as the full curriculum.

Consistent with past years, a sizeable percentage of students in all grades did *not* reach the grade-level hour target for 2016-17 (see Figure 1). There were noticeably more fourth- and fifth-grade students (82% and 81%, respectively) in the “did not meet” category than second- and third-grade students (63% and 70%, respectively). For the accuracy target, many third- (78%) and fourth-grade (64%) students met the target, while less than 50 percent of second- (35%) and fifth-grade (49%) students met the target.

Figure 1: 2016-17 RM Student Hour and Accuracy Results



Source: PEIMS data (10/31/16); RM data (1/12/17 and 6/19/17).
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% of expected hours. Almost Met=Logged 80 to 99% of expected hours. Did Not Meet=Logged less than 80% of expected hours. ^b Met=Attained Guided Study Level A accuracy rate

of 75% or higher. Almost Met=Accuracy rate between 60 and 74%. Did Not Meet=Accuracy rate of less than 60%.

What were teacher and administrator perceptions of Reasoning Mind?

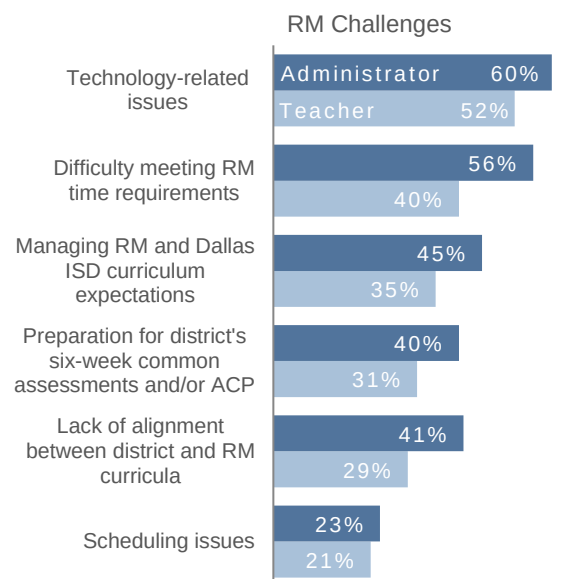
Per interviews with RM and district staff, the RM project director, RM implementation coordinators (ICs), and the district mathematics director viewed RM's single objective curriculum (SOC) and SOC PD as successes related to 2016-17 program implementation. Other successes included improved communication between RM and School Leadership due to the involvement of academic facilitators, more customized RM support based on individual campus needs, RM's 2016 Dallas Math PD Conference, principal focus group, and RM's online live tutoring. Barriers to implementation included technology problems; limited communication between RM, Teaching and Learning, and School Leadership staff; less available staff for campus support; high IC turnover; reduced budget; and teachers' preparation for the district's six-week common assessments.

As in previous years, campus staff survey results revealed that teachers were more positive than campus administrators on the overall survey items. Most teachers (72% to 83%) believed students improved on key indicators (e.g., enjoyment of mathematics, confidence in mathematics ability, etc.). Some campus administrators and teachers reported technology issues, especially with laptops/computers on wheels (COW) carts (40% to 43%) and computers not charged/not holding their charge (29% to 34%). Between 23 percent and 55 percent of teacher respondents used other mathematics intervention programs (e.g., Think Through Math, Houghton Mifflin Harcourt Personal Math Trainer, etc.) in addition to RM.

In terms of RM successes, teachers (34% to 70%) were more positive than campus administrators (23% to 48%) with one exception. Over half of teachers indicated 4 of 10 areas as successes of using RM in 2016-17, whereas less than half of campus administrators indicated each area as a success. Campus administrators were more positive than teachers on RM's STAAR modules (46% and 34%, respectively).

The most cited challenges were technology issues and meeting RM time requirements (see Figure 2). Primary suggestions included aligning RM to district/state curriculum requirements and increasing access to working technology (see Figure 3).

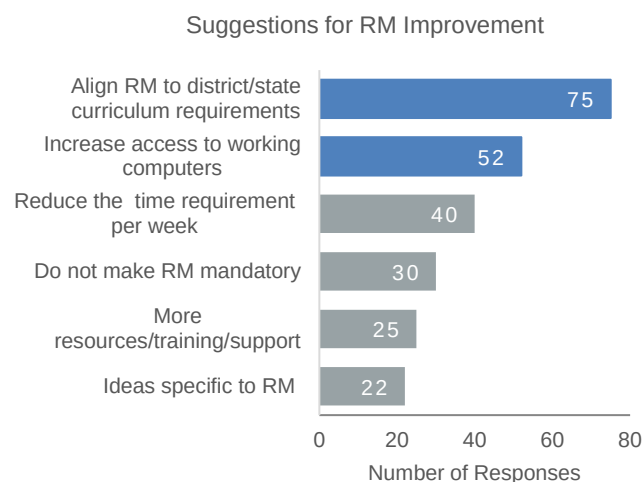
Figure 2: Campus Staff Survey Responses for RM Challenges



Source: RM campus staff (administrator and teacher) surveys administered in Spring 2017.

Note: Respondents could mark one or more category. This figure was limited to categories with 20 percent or more of respondents ($n=545$ for teachers and $n=229$ for campus administrators).

Figure 3: Campus Staff Survey Responses for Suggestions to Improve RM Implementation



Source: RM campus staff (administrator and teacher) surveys administered in Spring 2017.

Note: The figure shows the results of the open-ended item: "What suggestions do you have to improve the implementation of RM at your school?" Some respondents gave comments that fit into more than one category. Comments given by fewer than 20 respondents were excluded.

⁵ For the correlation coefficient (r), absolute values of .1, .3, and .5 are considered to be small, medium, and large, respectively (Cohen, 1988).

What were student mathematics achievement outcomes?

Outcome results were consistent with previous findings (Bush & Kim, 2016). 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 more highly correlated with accuracy ($r_s=0.52$ to 0.72) than with objectives completed ($r=0.26$ to 0.41) or hours online ($r=-0.10$ to 0.17). Multiple regression analyses showed that with the exception of fifth grade, RM accuracy, prior achievement, and RM objectives completed were major predictors of Spring 2017 assessment scores (see Table 1).

For the assessment comparisons for fourth-grade RM and non-RM comparison students, when prior achievement and economically disadvantaged status were accounted for, differences in STAAR 2017 scale scores between the two groups were statistically significant (favoring RM students) but showed no practical significance ($f=0.03$).⁶ As for fifth grade, there were no statistically or practically significant differences in STAAR 2017 scale scores between RM and non-RM comparison students.

Table 1: Multiple Regression Major RM Predictors of Spring 2017 Mathematics Scores

Grade	Major Predictors	β	p	Variance Explained
2 ($n=10,012$)	Accuracy	.40	<.001	64%
	Prior Achievement	.40	<.001	
	Objectives Completed	.17	<.001	
3 ($n=9,719$)	Accuracy	.33	<.001	63%
	Prior Achievement	.48	<.001	
	Objectives Completed	.12	<.001	
4 ($n=2,481$)	Accuracy	.26	<.001	65%
	Prior Achievement	.57	<.001	
	Objectives Completed	.07	<.001	
5 ($n=521$)	Accuracy	.25	<.001	71%
	Prior Achievement	.63	<.001	

Source: PEIMS district data (10/31/16); RM data (1/12/17 for fall and 6/19/17 for spring); TerraNova (7/19/17); STAAR (6/15/17).

Note: TerraNova NCE scores were used for second grade. STAAR scale scores were used for grades three to five.

Recommendations

- **Ensure higher levels of implementation for 2017-18 RM campuses.** Across grade levels, there

⁶ Cohen's f values of .10, .25, and .40 are considered small, medium, and large, respectively (Cohen, 1988).

were more campuses in the “low” implementing category than in the “medium” and “high” implementing categories. Strong implementation of RM is important to effectively impact student achievement and to ensure the district receives an adequate return on its investment of \$1,763,660. As a result, the district should ensure higher levels of RM implementation for all RM campuses in 2017-18.

- **Make sure teachers receive adequate guidance on how to meld two different curricula (district and RM) using SOC.** In an effort to alleviate the lack of alignment concern between district and RM curricula, RM introduced SOC in 2016-17 and provided SOC webinars for teachers between December 2016 and February 2017. SOC allows teachers to customize the RM curriculum to district curriculum. It is important to make certain that every teacher recognizes the availability of SOC and has sufficient guidance on how to customize the RM curriculum to district curriculum as needed.
- **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 2017-18 school year.** A notable percentage of teachers (29%) did not complete QC training by the end of the first six weeks of Fall 2016. Although completion rates increased by eight percentage points from Fall 2015, the results meant that 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.
- **Increase communication between RM, School Leadership, Teaching and Learning, and Information Technology staff members.** Per interviews with RM and district staff, limited communication between RM, School Leadership, Teaching and Learning, and Information Technology staff continued to be problematic. 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 surveys and interviews. 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 2016-17 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2016-17 Evaluation of Special Education Program

Nicholas Grimberg, M.A.

EA17-519-4

At-a-Glance

Special education provides services and supports designed to meet the unique needs of children with disabilities. The Texas Education Agency (TEA) 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 performances, and outcomes of students who received special education services during the 2016-17 school year (SY).

What were the characteristics of students served in special education?

The special education population for the district was 12,154 as of October 31, 2016 and represented 7.7 percent of the district population. This was a slight increase in enrollment from last year (11,824). Over the last eight years, enrollment in special education has remained relatively consistent between years. African Americans have historically been overrepresented in district special education enrollment as indicated by positive difference rates (Table 1). This rate has been steadily decreasing over the past eight years. Conversely, Hispanic students have historically been underrepresented in special education enrollment although this rate has been decreasing. English Language Learners (ELLs) have also been underrepresented in special education enrollment but the rates of underrepresentation have been increasing.

Table 1: Disproportionality Difference Rates in Special Education: SY 2009-10 to SY 2016-17

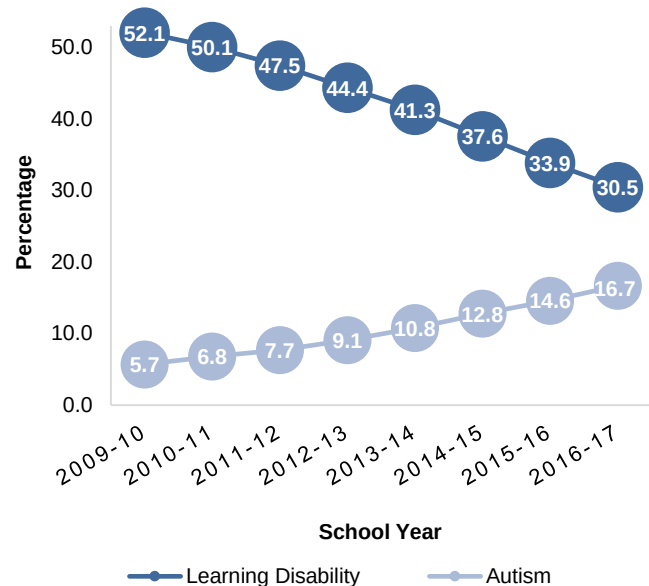
SY	African American	Hispanic	ELL
2009-10	12.5	-13.9	-4.2
2010-11	12.3	-13.0	-5.5
2011-12	12.1	-12.3	-6.2
2012-13	11.2	-11.3	-5.4
2013-14	10.7	-11.0	-6.1
2014-15	10.7	-10.7	-7.7
2015-16	10.3	-9.7	-8.6
2016-17*	9.2	-8.6	-9.0

Source: Difference rates extracted from PBMAS reports 2010-2016. *This is an estimated projection as the 2017 PBMAS Report was not available at the time of this report.

The most commonly reported primary disabilities of students enrolled in special education during the 2016-17 school year were learning disability (30.5%), autism (16.7%), other health impairment (15.0%), speech impairment (14.2%), and intellectual disability

(14.0%). The top two primary disabilities of students enrolled in special education were compared between the 2009-10 school year and the 2016-17 school year to identify any trends. The percentage of students identified to have autism nearly tripled from 5.7 percent in the 2009-10 school year to 16.7 percent in the 2016-17 school year. At the same time, the percentage of students identified as having a learning disability has declined from half (52.1%) of all special education students in the 2009-10 school year to less than one-third (30.5%) of all special education students in the 2016-17 school year (Figure 1).

Figure 1: Percentage of Special Education Students by Primary Disability and School Year: SY 2009-10 to SY 2016-17



What were the academic performances of students served in special education?

There were two versions of the *State of Texas Assessment of Academic Readiness (STAAR)* 3-8 exam available to special education students (*STAAR* and *STAAR Alt 2*) and three versions of *STAAR EOC* exams (*STAAR*, *STAAR A*, and *STAAR Alt 2*). *STAAR* was the most commonly tested version of the assessment for special education students. The least commonly tested version was *STAAR Alt 2*. 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. Special education ELL students

performed at a lower level of achievement on STAAR exams than non-ELL special education students.

As shown in Table 2, the percentage of special education students who reached the satisfactory level increased modestly on every subject of STAAR 3-8 exams. Progress on STAAR EOC exams were mixed. Students improved the most on the STAAR 3-8 mathematics, social studies and Algebra EOC exams (7.0, 5.5, and 5.6 percentage points). Student performance decreased on the STAAR English I, English II, and U.S. History EOCs (-3.8, -3.9, and -0.1 percentage points).

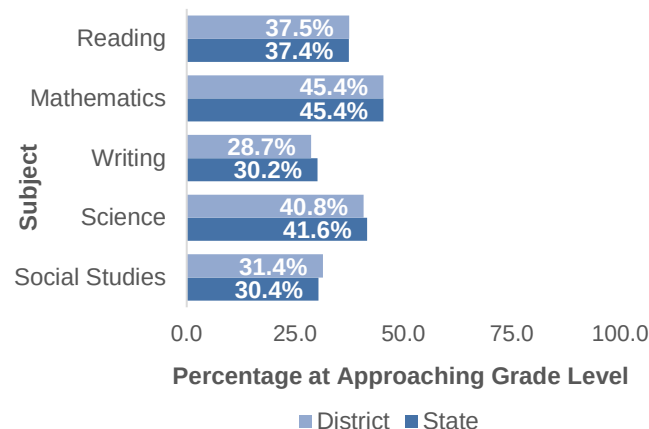
Table 2: Percentage of Special Education Students at the Approaching Grade Level Standard: SY 2015-16 and SY 2016-17

Subject	2015-16	2016-17	Change
STAAR 3-8			
Reading	33.9	37.4	3.5
Mathematics	38.4	45.4	7.0
Writing	27.7	28.6	0.9
Science	36.3	40.8	4.5
Social Studies	25.9	31.4	5.5
STAAR EOC			
Algebra	37.8	43.4	5.6
English I	22.0	18.2	-3.8
English II	24.9	21.0	-3.9
Biology	46.8	47.3	0.5
U.S. History	57.8	57.7	-0.1

Note: Data reflect all versions of STAAR combined including first-time tested through second administration.

The performances of Dallas ISD special education students on STAAR 3-8 exams were compared to special education students at the State level in Figure 2. District and State special education performances were very similar.

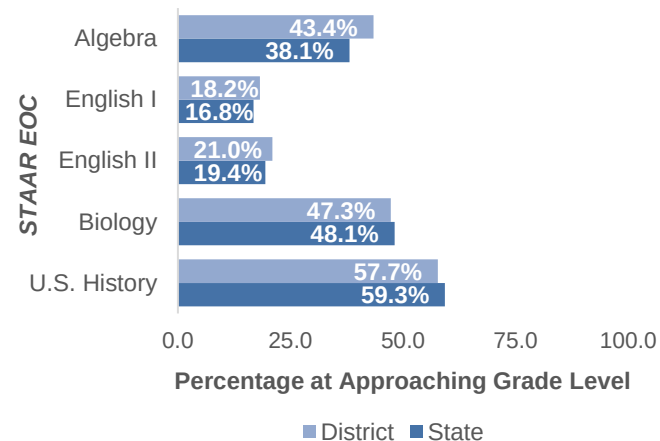
Figure 2: Percentage of Special Education Students at the Satisfactory Level on STAAR 3-8 exams: SY 2016-17



Note: Data reflects all versions of STAAR 3-8 exams combined through the second administration.

The performances of Dallas ISD special education students on STAAR EOC exams were also compared to State special education students in Figure 3. Special education students in the district outperformed State students on Algebra, English I, and English II EOC exams. A higher percentage of State special education students reached the satisfactory level on Biology and U.S. History EOCs. The performances of district and State special education students were similar.

Figure 3: Percentage of Special Education Students at the Satisfactory Level on STAAR EOC exams: SY 2016-17



Note: Data reflects all versions of STAAR 3-8 exams combined through the second administration.

Recommendations

- Review pre-referral and initial assessment processes regarding the placement of ELL students into special education services.
- Ensure schools are properly resourced for students with autism.
- Consider the development and deployment of a new communication and response system to provide timely, responsive information and feedback to and from schools.

The full 2016-17 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2016-17 College and Career Readiness: Course Enrollment

Jin H. Zhang, Ph.D.

EA17-520-4.1

At-a-Glance

To help students achieve their higher education goals, the College and Career Readiness (CCR) departments of the Dallas Independent School District (Dallas ISD) worked closely with community and business partners and local colleges and universities. Major Dallas ISD initiatives, notably the accelerated growth of collegiate academies, Pathways in Technology (P-TECH) schools, and early college high schools, include thousands of students each year. Open enrollment policies allow secondary students to choose advanced academic programs such as Advanced Placement from over 200 Career and Technical Education (CTE) pathways offered in the district. Over the past several years, in coordination with postsecondary education and workforce organizations, the district expanded college and career options to meet the projected needs of the Texas workforce. In addition to these efforts, the College and Career Readiness departments funded in-school ACT and SAT college entrance exam testing for all 11th and 12th grade students and PSAT (Preliminary SAT) testing for all 8th and 10th grade students. Additional CCR course offerings included: Advanced Placement (AP), Pre-Advanced Placement (Pre-AP), International Baccalaureate (IB) and International Scholars (IS), Career and Technical Education (CTE), Career Portals/Exploring College and Careers, and Advancement Via Individual Determination (AVID).

Academic Programs

Advanced Placement

Advanced Placement is a program created by the College Board that 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 these examinations. The AP curricula for each of the various subjects are created for the College Board by a panel of experts and college-level educators in that field of study. AP courses are open to all students who wish to enroll in them.

Pre-Advanced Placement

Pre-AP is based on 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. Pre-AP courses are open to all students who wish to enroll in them.

International Baccalaureate

The IB program emphasizes the intellectual, personal, emotional, and social development of students.

IB Diploma Program (grades 11 and 12)

In 2016-17, Dallas ISD's Woodrow Wilson High School was the only campus offering the IB Diploma Program in grades 11 and 12; Hillcrest will offer this program in 2017-18.

International Scholars (grades 9 and 10)

In 2016-17, Dallas ISD-developed International Scholars courses were available at Woodrow Wilson High School in grades 9 and 10 for students intending to pursue the IB Diploma Program.

Career and Technical Education

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 2016-17, Dallas ISD high schools offered more than 200 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, research labor market information, and learn job-seeking skills. These courses assist students in selecting their high school endorsement(s).

Advancement Via Individual Determination

AVID, an elective course, is designed to prepare all students for college. The course targets students in the academic middle (with grades of B, C, and D) who are capable of completing rigorous curriculum.

Methodology

The College and Career Readiness directors provided a list of 2016-17 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 10, 2016 was used for fall enrollment, and demographic data retrieved from January 23, 2017 was used for spring enrollment.

Results

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. The majority of the courses were one-year courses.

Table 1: Fall 2016-17 College and Career Readiness Course Enrollment by Course Type

Courses	All	Ethnicity				Special Group	
		Hispanic	AA	Wht	Oth	ELL	SpEd
HS AP	22,759	15,084	3,948	2,583	1,140	1,606	170
HS Pre-AP	32,367	22,872	6,050	2,490	932	5,577	408
MS/HS Pre-AP	1,774	1,347	221	147	58	387	66
MS Pre-AP	20,354	14,122	3,338	2,178	716	7,363	152
HS IB	550	164	56	312	18	9	0
HS IS	680	204	53	392	31	11	7
CTE	45,026	32,223	10,374	1,432	984	13,140	3,278
AVID	3,352	2,627	575	101	49	1,164	62
Career Portal	2,139	1,502	568	47	20	1,051	146
Total	129,001	90,145	25,183	9,682	3,948	30,308	4,289

Source: District course data files 02/15/2017.

Note: Hisp=Hispanic. AA=African American. Wht=White. Oth=Other. ELL=English Language Learner. SpEd=Special Education. HS AP=High school Advanced Placement. HS Pre-AP=High school Pre-Advanced Placement. MS/HS=Middle school/high school. Pre-AP=Pre-Advanced Placement. HS=High school. IB=International Baccalaureate. IS=High school International Scholars. CTE=Career and Technical Education. AVID=Advancement Via Individual Determination.

Table 2: Spring 2016-17 College and Career Readiness Course Enrollment by Course Type

Courses	All	Ethnicity				Special Group	
		Hispanic	AA	Wht	Oth	ELL	SpEd
HS AP	21,779	14,395	3,732	2,561	1,077	1,504	153
HS Pre-AP	31,215	22,212	5,778	2,354	831	5,358	385
MS/HS Pre-AP	1,735	1,326	204	144	57	384	66
MS Pre-AP	20,377	14,171	3,341	2,136	691	7,236	156
HS IB	328	97	36	183	12	2	0
HS IS	665	198	53	383	28	10	3
CTE	45,564	32,382	10,574	1,409	1,011	12,998	3,319
AVID	3,308	2,588	569	99	48	1,157	57
Career Portal	2,043	1,527	444	38	25	1,071	179
Total	127,014	88,896	24,731	9,307	3,780	29,720	4,318

Source: District course data files 02/15/2017.

Note: Hisp=Hispanic. AA=African American. Wht=White. Oth=Other. ELL=English Language Learner. SpEd=Special Education. HS AP=High school Advanced Placement. HS Pre-AP=High school Pre-Advanced Placement. MS/HS=Middle school/high school. Pre-AP=Pre-Advanced Placement. HS=High school. IB=International Baccalaureate. IS=High school International Scholars. CTE=Career and Technical Education. AVID=Advancement Via Individual Determination.

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 majority of the courses were one-year courses.

Table 3: Fall 2016-17 College and Career Readiness Course Enrollment, Unduplicated Student Counts by Course Type

Courses	All	Ethnicity				Special Group	
		Hispanic	AA	Wht	Oth	ELL	SpEd
HS AP	11,150	7,546	2,052	1,129	421	1,150	114
HS Pre-AP	14,625	10,489	2,741	1,011	378	2,791	225
MS/HS Pre-AP	1,710	1,324	213	120	52	385	66
MS Pre-AP	9,768	6,996	1,569	880	323	3,868	80
HS IB	120	35	13	68	4	2	0
HS IS	201	59	20	114	8	4	2
CTE	32,457	23,226	7,454	1,085	681	10,191	2,455
AVID	3,352	2,627	575	101	49	1,164	62
Career Portal	2,121	1,495	557	47	20	1,046	144
Total	75,504	53,797	15,194	4,555	1,936	20,601	3,148

Source: District course data files 02/15/2017.

Note: Hisp=Hispanic. AA=African American. Wht=White. Oth=Other. ELL=English Language Learner. SpEd=Special Education. HS AP=High school Advanced Placement. HS Pre-AP=High school Pre-Advanced Placement. MS/HS=Middle school/high school. Pre-AP=Pre-Advanced Placement. HS=High school. IB=International Baccalaureate. IS=High school International Scholars. CTE=Career and Technical Education. AVID=Advancement Via Individual Determination.

Table 4: Spring 2016-17 College and Career Readiness Course Enrollment, Unduplicated Student Counts by Course Type

Courses	All	Ethnicity				Special Group	
		Hispanic	AA	Wht	Oth	ELL	SpEd
HS AP	10,750	7,288	1,963	1,078	410	1,092	101
HS Pre-AP	14,403	10,353	2,682	978	364	2,718	214
MS/HS Pre-AP	1,672	1,304	196	117	51	383	66
MS Pre-AP	9,835	7,063	1,576	865	314	3,832	85
HS IB	117	34	13	66	4	1	0
HS IS	204	59	20	116	8	4	1
CTE	32,345	23,057	7,398	1,061	687	10,007	2,471
AVID	3,307	2,588	569	98	48	1,157	57
Career Portal	2,016	1,507	438	38	24	1,057	176
Total	74,649	53,253	14,855	4,417	1,910	20,251	3,171

Source: District course data files 02/15/2017.

Note: Hisp=Hispanic. AA=African American. Wht=White. Oth=Other. ELL=English Language Learner. SpEd=Special Education. HS AP=High school Advanced Placement. HS Pre-AP=High school Pre-Advanced Placement. MS/HS=Middle school/high school. Pre-AP=Pre-Advanced Placement. HS=High school. IB=International Baccalaureate. IS=High school International Scholars. CTE=Career and Technical Education. AVID=Advancement Via Individual Determination.

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2016-17 College and Career Readiness: In-School ACT Testing

Jin H Zhang, Ph.D.

EA17-520-4.2

At-a-Glance

A goal of Dallas ISD leadership was to increase the proportion of high school seniors who achieved college-ready scores on the ACT. To help achieve this goal of college readiness, Dallas ISD seniors took the ACT during the school day on September 27, 2016. To assist the district in evaluating progress toward college readiness goals, this evaluation documented the number and proportion of Dallas ISD seniors who took the in-school ACT and reported results for 2014-15, 2015-16, and 2016-17.

The ACT is administered by ACT, Inc. and consists of four sections: English, reading, mathematics, and science. Each section's score ranges from 1 to 36. A composite score is calculated by taking the average of the scores for the four sections. A college-ready score is defined by ACT, Inc. as a composite score of at least a 21. ACT college readiness benchmarks for individual subjects are: English, 18; reading, 22; mathematics, 22; and science, 23.

Methodology

The evaluator merged ACT data from 2014-15 (August 18, 2015), 2015-16 (January 27, 2016), and 2016-17 (March 23, 2017) with district demographic data files from October 31, 2014, October 30, 2015, and October 31, 2016 (PEIMS snapshot dates), respectively, to determine how many seniors took the ACT during in-school testing. The evaluator calculated the number and percentage of seniors who met the ACT college readiness benchmark (21), the Texas Success Initiative (TSI) benchmark (23), and the Texas Academic Performance Report (TAPR) benchmark (24).¹

Results

In comparison to previous years, the percentage of senior participants and mean composite scores slightly increased. While the total number of seniors decreased in 2016-17, the number of students tested increased. Eighty-seven percent of Dallas ISD seniors took the ACT on September 27, 2016, compared to 86 percent in 2014-15 and 84 percent in 2015-16. The mean composite score increased from 16 in 2014-15 and 2015-16 to 17 in 2016-17. In addition, 18 percent of seniors met the college readiness benchmark compared to 15 percent in 2014-15 and 17 percent in 2015-16. Tables 1 to 4 show 2016-17 ACT participation numbers, participation rates, average composite scores, and rates

of seniors meeting TSI college readiness benchmarks, respectively, by campus.

Table 1: 2014-15, 2015-16, and 2016-17 Number of Seniors and ACT Participants by Campus

Campus	2014-15		2015-16		2016-17	
	Seniors Tested	Seniors Tested	Seniors Tested	Seniors Tested	Seniors Tested	Seniors Tested
	n	n	n	n	n	n
Adams, B	370	305	382	260	401	375
Adamson	299	265	332	285	295	228
Smith New Tech	100	99	100	92	111	111
Molina	461	412	419	332	424	384
Hillcrest	279	194	235	191	216	189
Jefferson	295	242	317	251	281	228
Kimball	291	254	269	222	271	245
Lincoln	123	115	114	94	96	80
Pinkston	196	157	175	141	171	137
Roosevelt	99	82	99	65	95	51
Samuell	332	275	361	302	330	245
Seagoville HS	271	250	272	209	253	218
S. Oak Cliff	255	193	237	193	245	189
Spruce	234	175	272	229	258	199
Sunset	439	382	410	333	440	383
White	454	404	417	374	450	397
Wilson	322	270	353	309	339	291
Carter	205	173	217	180	191	171
North Dallas	250	218	274	220	185	145
Skyline	1,063	963	1,115	933	1,005	911
Townview Sci & Eng	81	80	89	83	106	100
Conrad	188	114	225	198	223	188
Madison	112	106	81	73	86	82
Townview Business	106	105	112	110	117	113
Washington	218	186	224	199	214	202
Rangel HS	59	57	63	57	70	70
Townview Health	122	122	130	129	135	132
Townview Education	69	69	71	70	70	68
Townview Public Svc	102	98	100	97	86	85
Townview TAG	62	39	60	42	61	46
Gilliam	75	75	85	82	99	97
Garza	101	94	104	98	97	97
Lassiter	50	48	56	55	58	58
Wilmer-Hutchins HS	212	177	185	157	152	136
Obama HS	12	12	10	10	35	33
Patton	25	14	16	10	20	14
District Total	7,932	6,824	7,981	6,685	7,686	6,698

Source: District ACT data files 08/18/2015, 01/27/2016, and 03/23/2017. District demographic data files 10/31/2014, 10/30/2015, and 10/31/2016.

¹ A composite score that meets or exceeds the TSI benchmark of 23 is sufficient to exempt a student from developmental courses in college.

Table 2: 2014-15, 2015-16, and 2016-17 Seniors' Participation Rates for In-School ACT by Campus

Campus	2014-15 %	2015-16 %	2016-17 %
Smith New Tech	99	92	100
Rangel HS	97	91	100
Garza	93	94	100
Lassiter	96	98	100
Townview Public Svc	96	97	99
Gilliam	100	97	98
Townview Health	100	99	98
Townview Education	100	99	97
Townview Business	99	98	97
Madison	95	90	95
Washington	85	89	94
Townview Sci & Eng	99	93	94
Obama HS	100	100	94
Adams, B	82	68	94
Molina	89	79	91
Skyline	91	84	91
Kimball	87	83	90
Carter	84	83	90
Wilmer-Hutchins HS	84	85	90
White	89	90	88
Hillcrest	70	81	88
Dallas ISD	86	84	87
Sunset	87	81	87
Seagoville HS	92	77	86
Wilson	84	88	86
Conrad	61	88	84
Lincoln	94	83	83
Jefferson	82	79	81
Pinkston	80	81	80
North Dallas	87	80	78
Adamson	89	86	77
South Oak Cliff	76	81	77
Spruce	75	84	77
Townview TAG	63	70	75
Samuell	83	84	74
Patton	56	63	70
Roosevelt	83	66	54

Source: District ACT data files 08/18/2015, 01/27/2016, and 03/23/2017. District demographic data files 10/31/2014, 10/30/2015, and 10/31/2016.

Note: Data were sorted by 2016-17 school year.

Table 3: 2014-15, 2015-16, and 2016-17 Seniors' Mean In-School ACT Composite Scores by Campus

Campus	2014-15	2015-16	2016-17
Townview TAG	29	29	31
Townview Sci & Eng	28	29	29
Washington	23	24	24
Rangel HS	23	23	23
Townview Health	21	21	21
Obama HS	22	21	21
Townview Public Svc	20	21	21
Garza	20	20	20
Lassiter	21	21	20
Townview Business	20	19	20
Townview Education	20	20	19
Wilson	18	18	19
Gilliam	17	18	19
White	17	17	18
Hillcrest	17	17	17
Dallas ISD	16	16	17
Roosevelt	14	15	17
Adams, B	14	14	16
Skyline	16	15	16
Sunset	15	15	16
Smith New Tech	17	17	16
Adamson	15	15	16
Jefferson	15	14	15
Pinkston	13	15	15
Kimball	15	15	15
Molina	15	15	15
Seagoville HS	15	14	15
Spruce	14	15	15
Carter	15	15	15
North Dallas	15	15	14
Conrad	14	14	14
Wilmer-Hutchins HS	15	15	14
Madison	15	13	14
Lincoln	13	14	14
Samuell	13	14	14
South Oak Cliff	14	13	14
Patton	12	13	13

Source: District ACT data files 08/18/2015, 01/27/2016, and 03/23/2017. District demographic data files 10/31/2014, 10/30/2015, and 10/31/2016.

Note: Data were sorted by 2016-17 school year.

Table 4: 2014-15, 2015-16, and 2016-17 Percentage of Seniors Meeting the ACT College Readiness Benchmark (21) by Campus

Campus	2014-15 %	2015-16 %	2016-17 %
Townview Sci & Eng	99	100	100
Townview TAG	97	93	100
Washington	68	77	78
Rangel HS	74	81	77
Townview Health	53	54	57
Obama HS	58	60	55
Townview Public Svc	41	50	49
Garza	40	46	45
Lassiter	54	44	45
Townview Business	44	32	40
Wilson	31	29	34
Gilliam	12	17	31
Townview Education	39	39	28
White	22	22	23
Hillcrest	21	17	22
Dallas ISD	15	17	18
Adams, B	6	9	10
Sunset	5	8	10
Skyline	10	11	10
Adamson	5	8	9
Smith New Tech	11	21	9
Jefferson	5	6	8
Roosevelt	3	11	8
Patton	0	10	7
Seagoville HS	7	5	7
Kimball	5	5	6
Molina	5	6	5
Carter	6	4	5
Samuell	2	2	4
North Dallas	5	9	4
Spruce	4	5	4
Madison	3	1	4
Conrad	6	5	3
Wilmer-Hutchins HS	3	1	3
South Oak Cliff	1	3	2
Pinkston	1	3	2
Lincoln	4	2	1

Source: District ACT data files 08/18/2015, 01/27/2016, and 03/23/2017. District demographic data files 10/31/2014, 10/30/2015, and 10/31/2016.

Note: Data were sorted by 2016-17 school year.

Tables 5 and 6 show the percentage of students meeting TSI and TAPR college readiness benchmarks by campus. Overall, the rate of students in Dallas ISD meeting both benchmarks increased from 2014-15 to 2016-17.

Table 5: 2014-15, 2015-16, and 2016-17 Percentage of Seniors Meeting the TSI ACT College Readiness Benchmark (23) by Campus

Campus	2014-15 %	2015-16 %	2016-17 %
Townview Sci & Eng	94	99	100
Townview TAG	95	88	98
Rangel HS	54	58	63
Washington	50	58	60
Obama HS	33	40	39
Townview Health	26	33	30
Townview Public Svc	19	27	28
Wilson	21	20	27
Garza	21	25	26
Townview Business	21	14	24
Lassiter	35	31	19
Gilliam	4	4	14
Hillcrest	15	12	14
Townview Education	23	13	13
White	13	13	13
Dallas ISD	9	10	12
Sunset	2	4	5
Adams, B	2	5	5
Skyline	4	5	5
Smith New Tech	4	11	5
Kimball	2	2	3
Seagoville HS	4	3	3
Adamson	2	4	3
North Dallas	1	5	3
Carter	1	2	2
Roosevelt	0	5	2
Samuell	1	1	2
Spruce	3	2	2
Jefferson	2	3	2
Molina	2	3	2
South Oak Cliff	0	1	2
Pinkston	1	1	2
Wilmer-Hutchins HS	2	1	2
Lincoln	2	0	1
Madison	0	0	1
Conrad	4	3	1
Patton	0	10	0

Source: District ACT data files 08/18/2015, 01/27/2016, and 03/23/2017. District demographic data files 10/31/2014, 10/30/2015, and 10/31/2016.

Note: Data were sorted by 2016-17 school year.

Table 6: 2014-15, 2015-16, and 2016-17 Percentage of Seniors Meeting the TAPR ACT College Readiness Benchmark (24) by Campus

Campus	2014-15 %	2015-16 %	2016-17 %
Townview Sci & Eng	88	95	96
Townview TAG	92	89	96
Washington	41	49	52
Rangel HS	42	40	47
Townview Public Svc	14	21	27
Obama HS	25	10	24
Townview Health	12	24	23
Wilson	17	16	23
Garza	13	15	19
Townview Business	13	7	18
Hillcrest	10	11	12
White	10	9	11
Lassiter	25	22	10
Townview Education	13	10	10
Dallas ISD	7	8	9
Gilliam	4	1	8
Skyline	3	3	4
Sunset	2	3	3
Adams, B	1	2	3
Smith New Tech	2	7	3
Kimball	2	2	2
Adamson	1	3	2
Roosevelt	0	3	2
Seagoville HS	3	2	2
Spruce	2	1	2
North Dallas	1	4	1
Jefferson	1	2	1
Lincoln	1	0	1
Carter	0	2	1
Samuell	0	0	1
Madison	0	0	1
Molina	1	2	1
Wilmer-Hutchins HS	1	1	1
South Oak Cliff	0	1	1
Conrad	1	1	1
Pinkston	1	0	0
Patton	0	0	0

Source: District ACT data files 08/18/2015, 01/27/2016, and 03/23/2017. District demographic data files 10/31/2014, 10/30/2015, and 10/31/2016.

Note: Data were sorted by 2016-17 school year.

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2016-17 College and Career Readiness: PSAT Testing

Jin H Zhang, Ph.D.

EA17-520-4.3

At-a-Glance

The Preliminary SAT/National Merit Scholarship Qualifying Test (*PSAT/NMSQT*), developed by College Board, typically is administered to Dallas Independent School District grade 10 students in October to determine if they are on track for college readiness.¹ The *PSAT/NMSQT* tests students in reading, writing, and mathematics (like the *SAT*), and its sections include: 1) evidence-based reading and writing (ERW) and 2) mathematics. A student's score for ERW is calculated by adding the reading test score to the writing and language test score and multiplying by 10. A student's scale score for mathematics is calculated by multiplying the mathematics test score by 20 (College Board, 2017).

The scale scores for each subject on the *PSAT/NMSQT* range from 160 to 760, comparable to the *SAT* scale of 200 to 800. The test not only measures whether students are on track toward college readiness, but also identifies students who may benefit from enrollment in more rigorous courses, such as Advanced Placement. *PSAT/NMSQT* results also help the district determine student eligibility for dual credit classes.²

The Dallas ISD began administering the *PSAT 8/9* to all grade eight students in fall 2016. A total of 9,323 grade eight students took the test. The test measures a student's knowledge and skills that are essential for college and career readiness and success. The test includes ERW and mathematics sections. A student's scores on the reading test and the writing and language test are combined into a section score for ERW. A student's mathematics test score is reported as a mathematics section score. The scale scores in both sections of the *PSAT 8/9* range from 120 to 720. The section score for the ERW section is calculated by adding the reading test score to the writing and language test score and multiplying by 10. The section score for mathematics is calculated by multiplying the mathematics test score by 20 (College Board, 2017).

Methodology

The evaluator used the district *PSAT 8/9* data files from December 8, 2016 and December 22, 2016 and *PSAT/NMSQT* data files from December 8, 2016 and January 9, 2017 and merged with district demographic data files dated October 31, 2016 (PEIMS snapshot date).

College readiness benchmarks are the scores set by College Board that students should meet or exceed to

be considered on track for college readiness. Benchmarks for grade eight are based on the *PSAT 8/9* exam. Dallas ISD grade nine students did not take the *PSAT 8/9* exam. Benchmarks for grades 10 and 11 are based on the *PSAT/NMSQT* exam. College Board does not calculate college readiness benchmarks for grade nine students taking the *PSAT/NMSQT*. Table 1 shows the 2016-17 college readiness benchmarks for grades eight through 11.

Table 1: 2016-17 PSAT College and Career Readiness Benchmarks for Grades Eight to Eleven

Grade	Exam	College and Career Readiness Benchmark	
		ERW	Mathematics
8	<i>PSAT 8/9</i>	390	430
9	<i>PSAT/NMSQT</i>	N/A	N/A
10	<i>PSAT/NMSQT</i>	430	480
11	<i>PSAT/NMSQT</i>	460	510

Source: College Board, March 2017

Note: Dallas ISD grade nine students did not take the *PSAT 8/9* exam. ERW = evidence-based reading and writing. College Board does not calculate college readiness benchmarks for grade nine students taking the *PSAT/NMSQT*.

Results

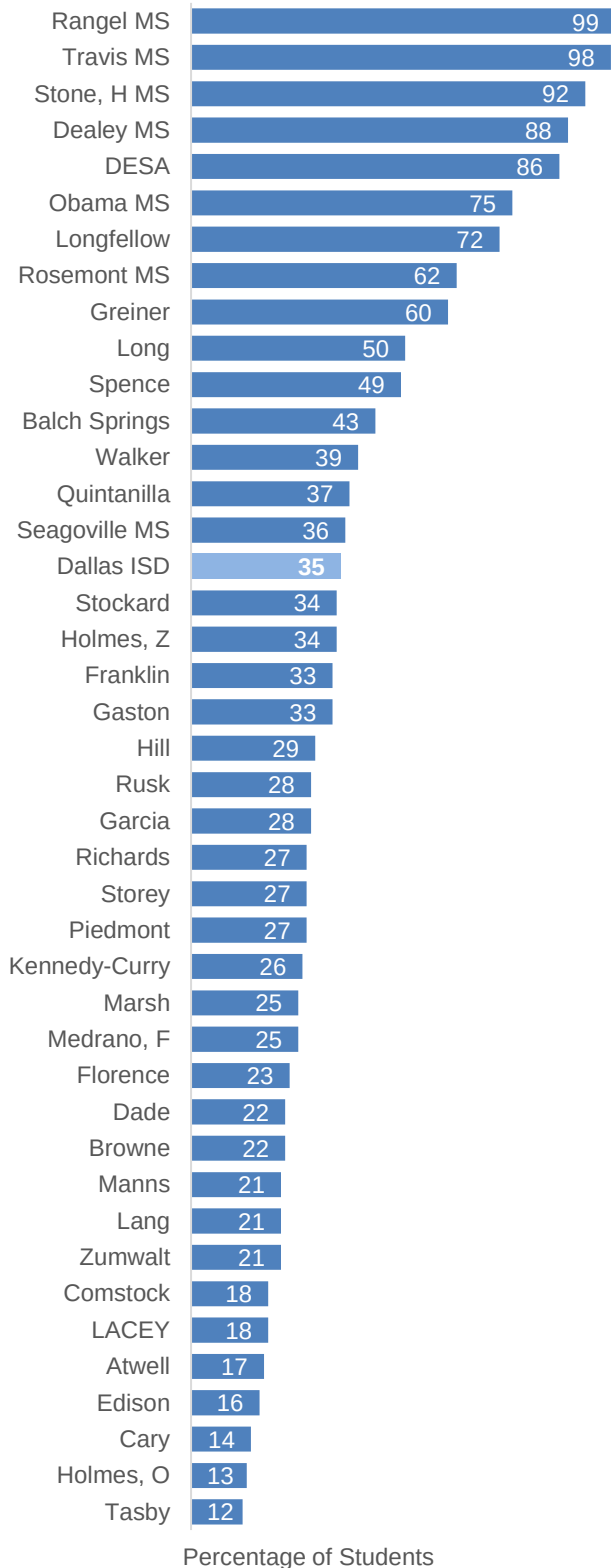
A total of 9,323 grade eight students took the *PSAT 8/9* in 2016-17. Figures 1 and 2 display the percentage of these students who met *PSAT 8/9* benchmarks for ERW and mathematics by campus.

Because College Board does not calculate grade nine college readiness benchmarks, Figures 3 and 4 show average ERW and mathematics scores (rather than percentage of students meeting the benchmarks) for the grade nine students (N=1,391) who took the *PSAT/NMSQT*.

¹ The *PSAT/NMSQT* test also is administered to a small number of students in grades nine and 11.

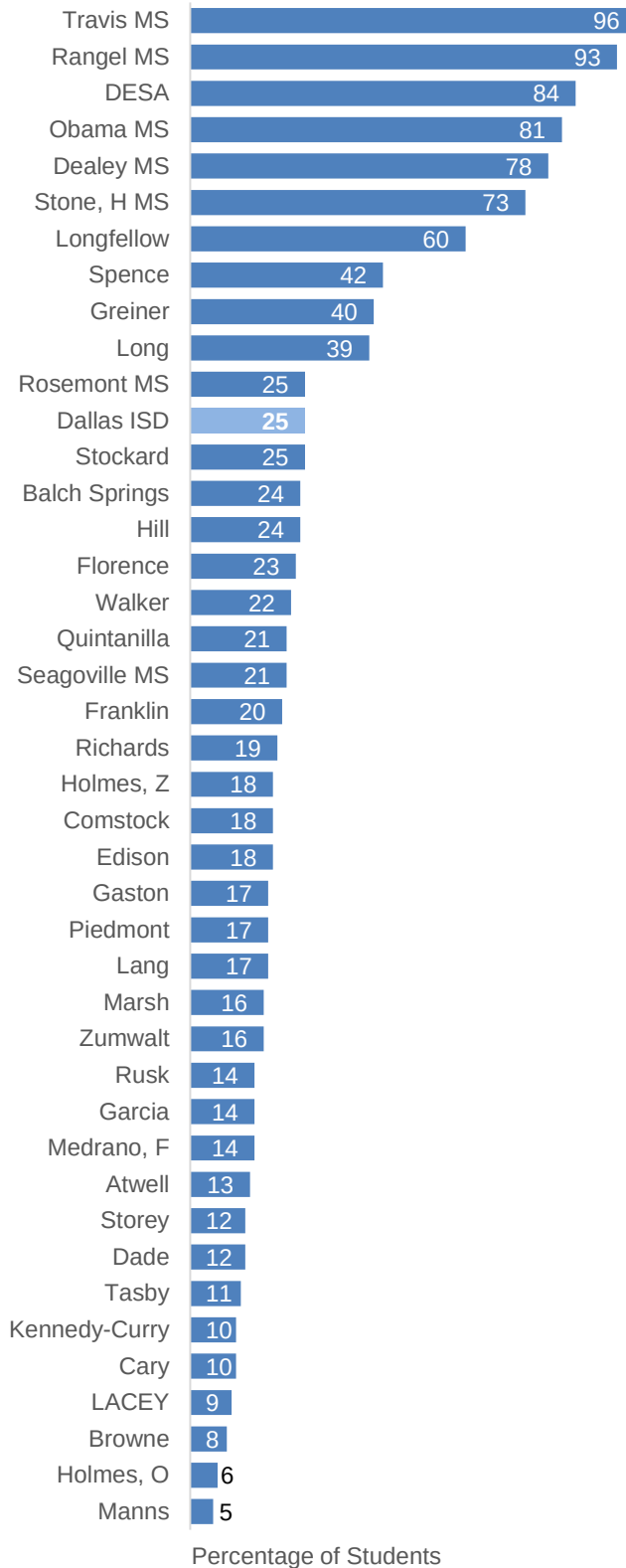
² Dual credit classes offer students an opportunity to earn both high school and college credit.

Figure 1: 2016-17 Percentage of Grade Eight Students Meeting PSAT 8/9 ERW Benchmark by Campus (N=9,323)



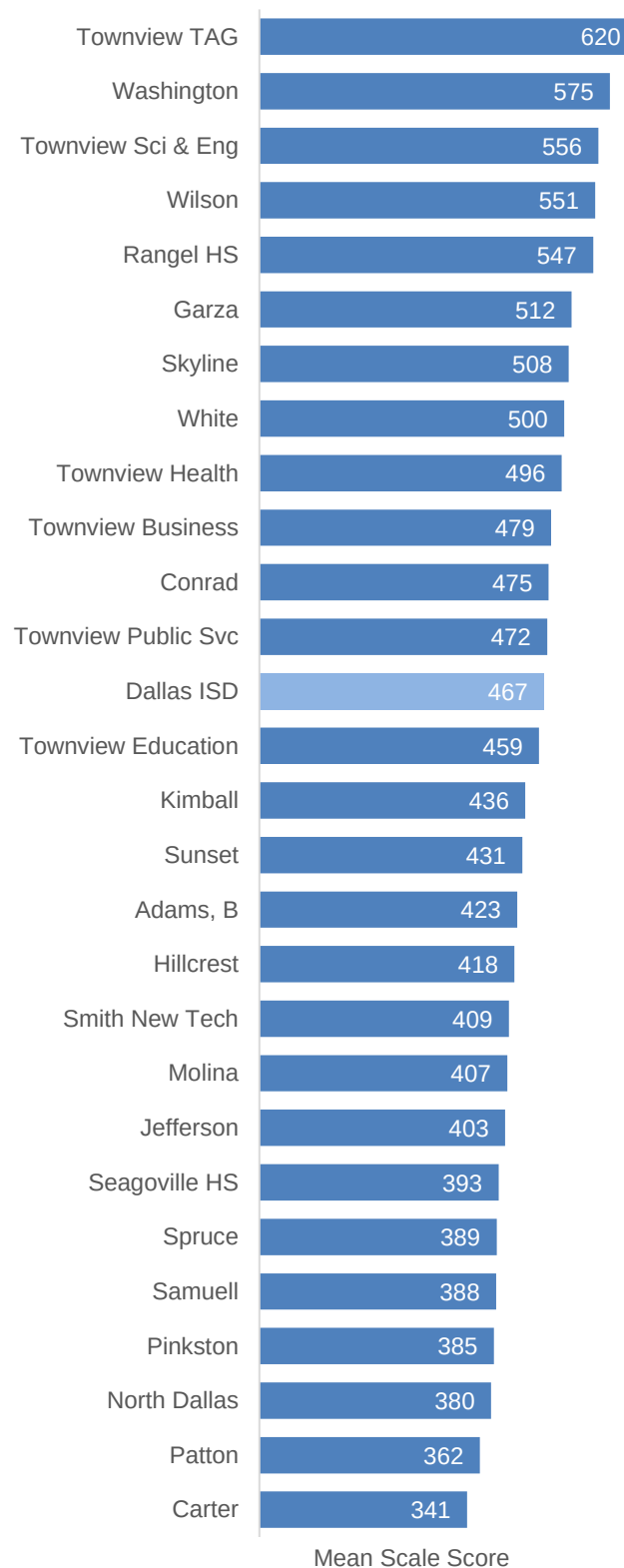
Source: District PSAT data files 12/08/2016 and 12/22/2016.
District demographic data files 10/31/2016.
Note: ERW=evidence-based reading and writing.

Figure 2: 2016-17 Percentage of Grade Eight Students Meeting PSAT 8/9 Mathematics Benchmark by Campus (N=9,323)



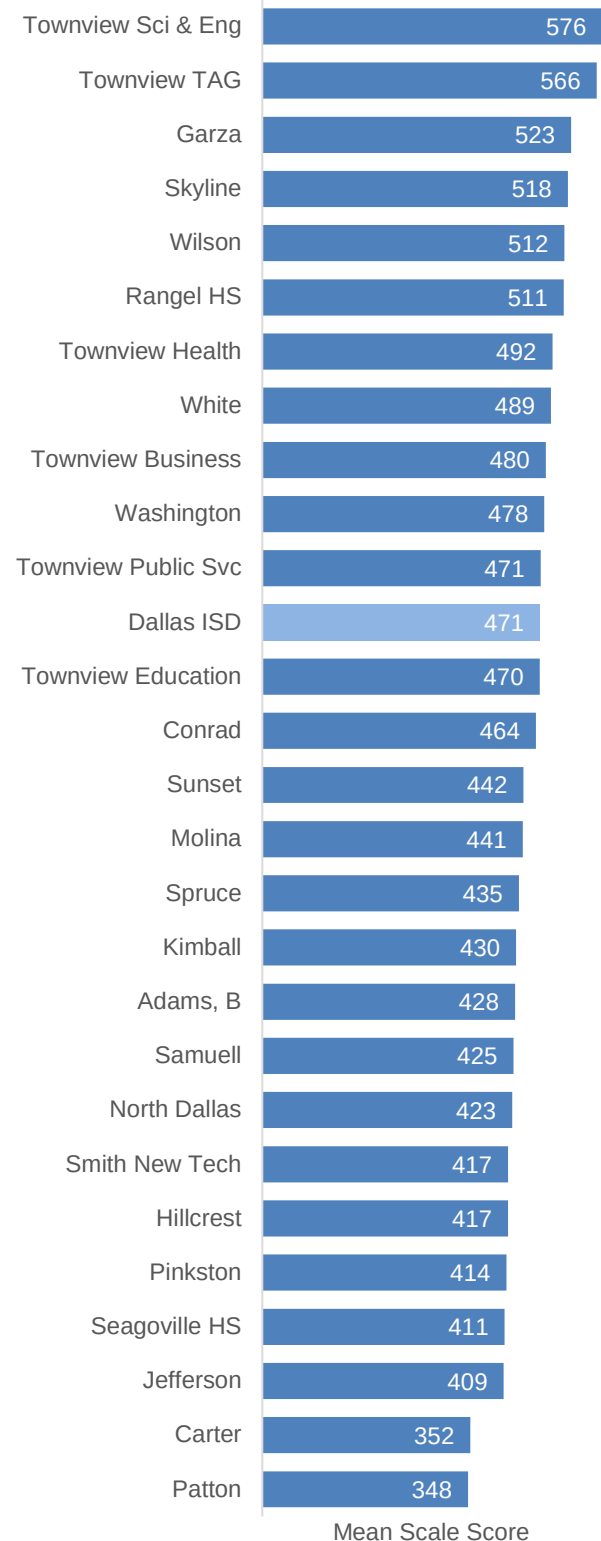
Source: District PSAT data files 12/08/2016 and 12/22/2016.
District demographic data files 10/31/2016.

Figure 3: 2016-17 Grade Nine PSAT/NMSQT Mean Scale Scores for ERW by Campus (N=1,391)



Source: District PSAT data files 12/08/2016 and 01/09/2017. District demographic data files 10/31/2016.
 Note: Schools with fewer than six test takers not included.
 ERW=evidence-based reading and writing.

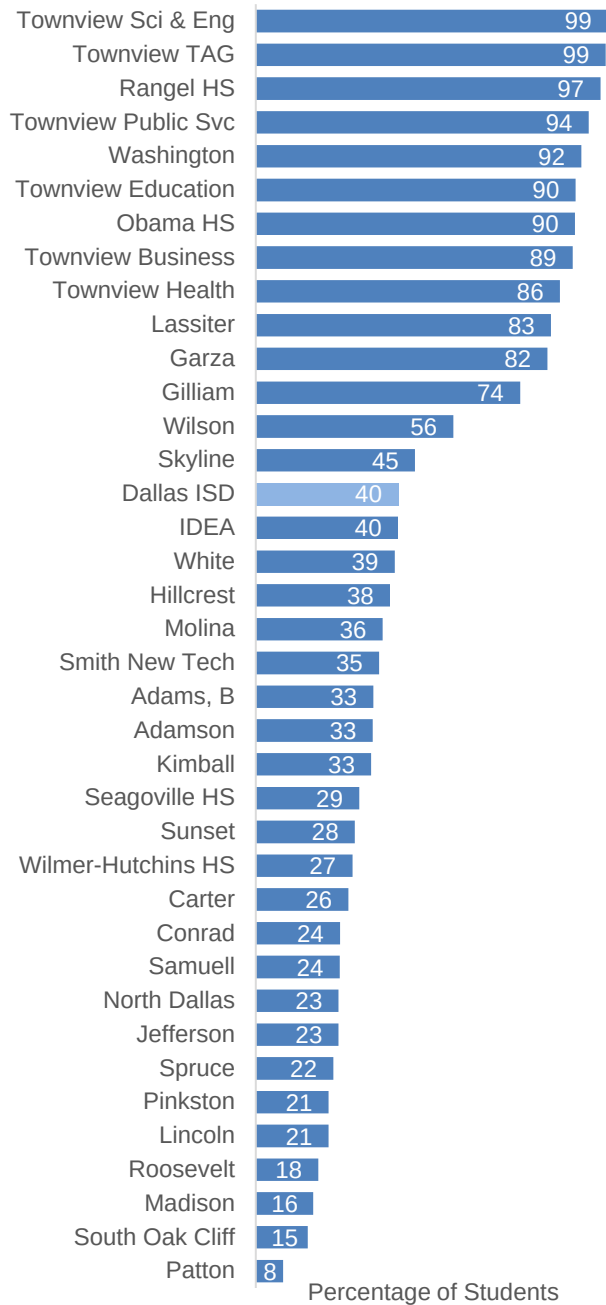
Figure 4: 2016-17 Grade Nine PSAT/NMSQT Mean Scale Scores for Mathematics by Campus (N=1,391)



Source: District PSAT data files 12/08/2016 and 01/09/2017. District demographic data files 10/31/2016.
 Note: Schools with fewer than six test takers not included.

A total of 9,084 students in grade 10 took the *PSAT/NMSQT* test in 2016-17. Districtwide, 40 percent of students met the *PSAT/NMSQT* benchmarks for ERW (430; See Figure 5), and 27 percent of students met the *PSAT/NMSQT* benchmarks for mathematics (480; see Figure 6).

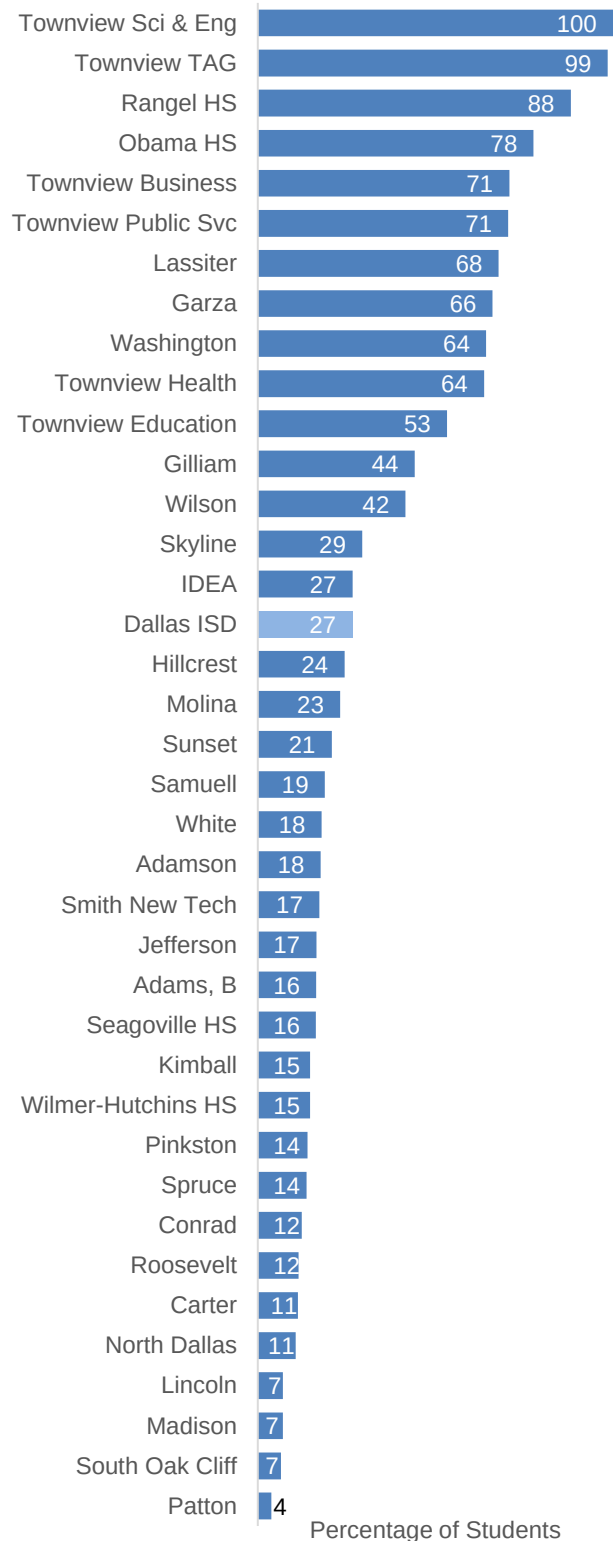
Figure 5: 2016-17 Percentage of Grade 10 Students Meeting *PSAT/NMSQT* ERW Benchmark by Campus (N=9,084)



Source: District *PSAT* data files 12/08/2016 and 01/09/2017. District demographic data files 10/31/2016.

Note: ERW=evidence-based reading and writing.

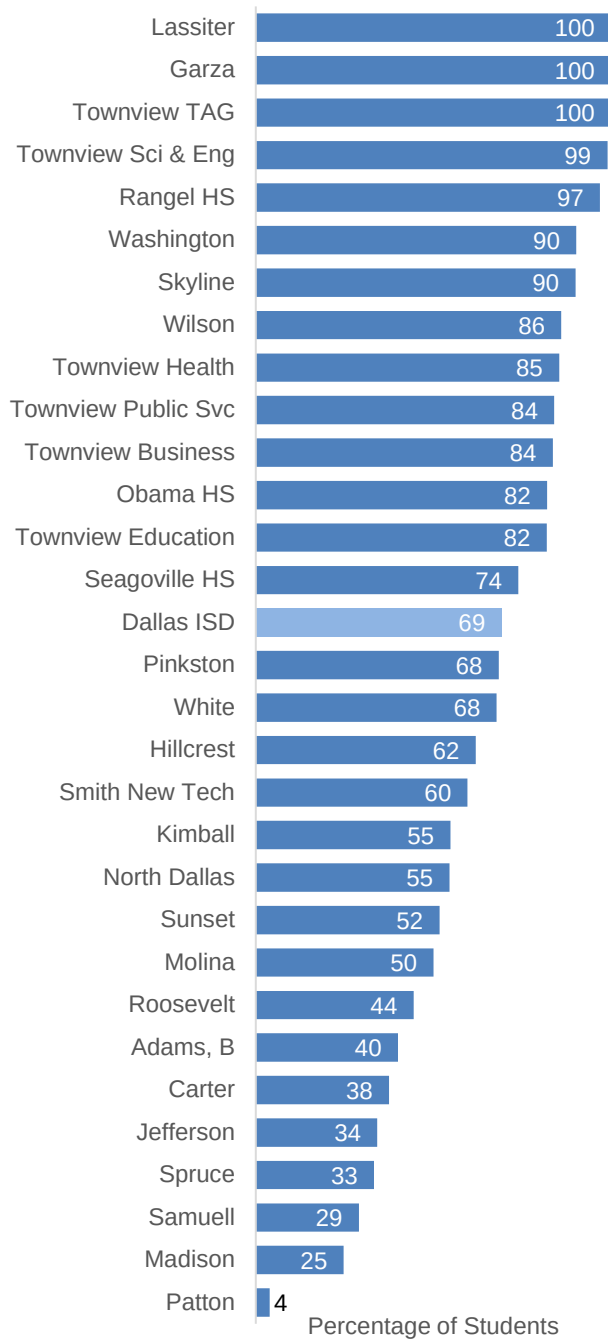
Figure 6: 2016-17 Percentage of Grade 10 Students Meeting *PSAT/NMSQT* Mathematics Benchmark by Campus (N=9,084)



Source: District *PSAT* data files 12/08/2016 and 01/09/2017. District demographic data files 10/31/2016.

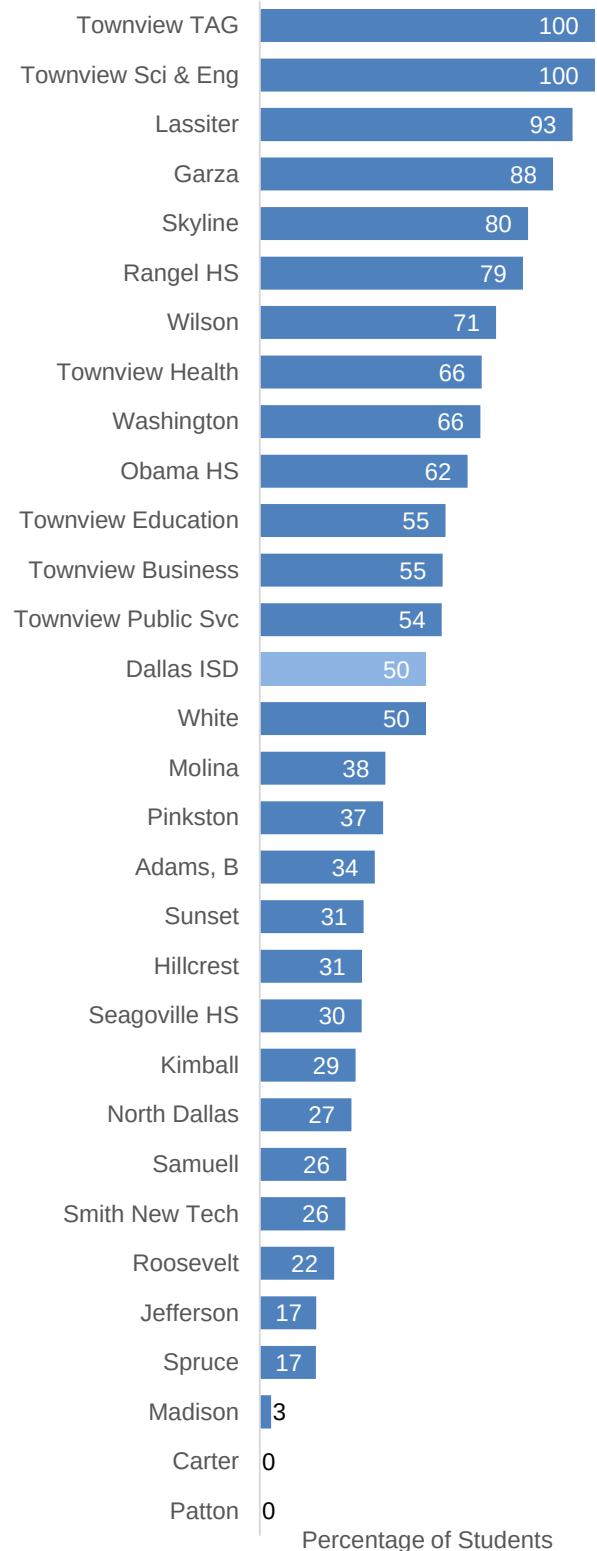
A total of 1,986 students in grade 11 took the *PSAT/NMSQT*. Districtwide, 69 percent of students met the *PSAT/NMSQT* benchmark for ERW (460; see Figure 7), and 50 percent of students met the *PSAT/NMSQT* benchmark for mathematics (510; see Figure 8).

Figure 7: 2016-17 Percentage of Grade 11 Students Meeting *PSAT/NMSQT* ERW Benchmark by Campus (N=1,986)



Source: District *PSAT* data files 12/08/2016 and 01/09/2017. District demographic data files 10/31/2016.
Note: Schools with fewer than six test takers not included. ERW=evidence-based reading and writing.

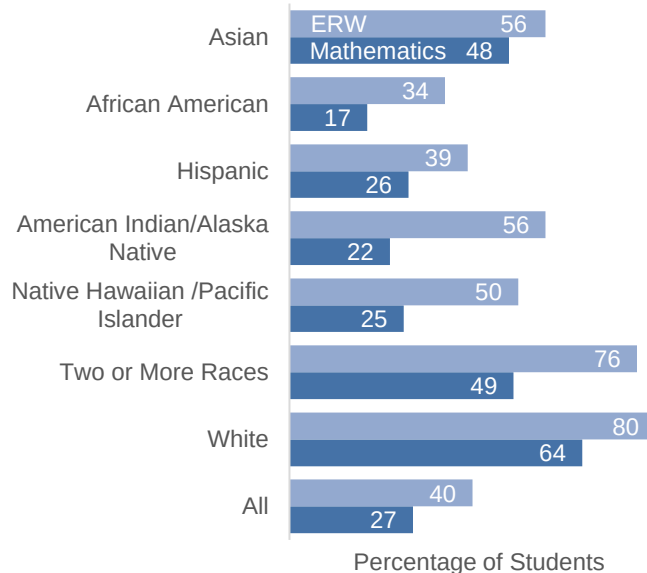
Figure 8: 2016-17 Percentage of Grade 11 Students Meeting *PSAT/NMSQT* Mathematics Benchmark by Campus (N=1,986)



Source: District *PSAT* data files 12/08/2016 and 01/09/2017. District demographic data files 10/31/2016.
Note: Schools with fewer than six test takers not included.

Figures 9 and 10 display the percentage of grades 10 and 11 students who met or exceeded the PSAT/NMSQT benchmark by ethnicity.

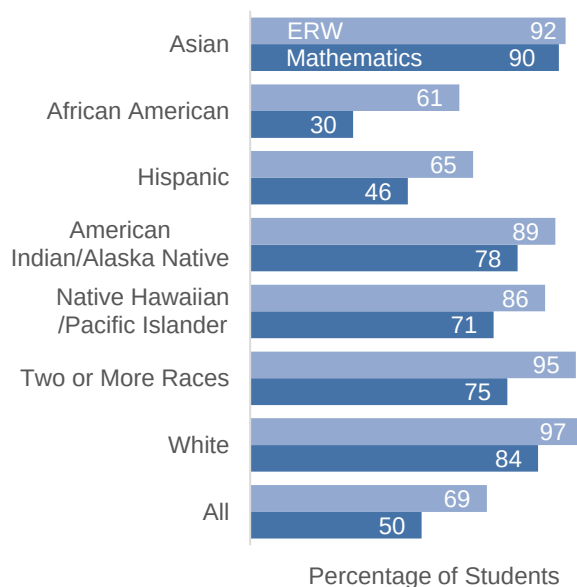
Figure 9: 2016-17 Percentage of Grade 10 Students Meeting PSAT/NMSQT Benchmarks for ERW and Mathematics by Ethnicity (N=9,084)



Source: District PSAT data files 12/08/2016 and 01/09/2017. District demographic data files 10/31/2016.

Note: ERW=evidence-based reading and writing.

Figure 10: 2016-17 Percentage of Grade 11 Students Meeting PSAT/NMSQT Benchmarks for ERW and Mathematics by Ethnicity (N=1,986)



Source: District PSAT data files 12/08/2016 and 01/09/2017. District demographic data files 10/31/2016.

Note: ERW=evidence-based reading and writing.

References

The College Board. (2017, January). *PSAT 8/9 Understanding Scores*. Retrieved March 9, 2017 from <https://collegereadiness.collegeboard.org/pdf/psat-8-9-understanding-scores-fall-2016.pdf>

The College Board. (2017, March). *PSAT/NMSQT: Understanding Scores 2016*. Retrieved March 10, 2017 from <https://collegereadiness.collegeboard.org/pdf/psat-nmsqt-understanding-scores-2016.pdf>

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2016-17 College and Career Readiness: School-Day SAT Testing

Jin H Zhang, Ph.D.

EA17-520-4.4

At-a-Glance

The 2016-17 school year was the fourth year that the Dallas Independent School District (Dallas ISD) funded SAT school-day testing for all grade 11 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 considered attending college.

Dallas ISD administered the SAT to 11th grade students on March 1, 2017. The College Board redesigned the SAT test in 2016, and the new test includes sections for evidence-based reading and writing (ERW) and mathematics. Scale scores in each section range from 200 to 800, and composite scores range from 400 to 1600.¹

Methodology

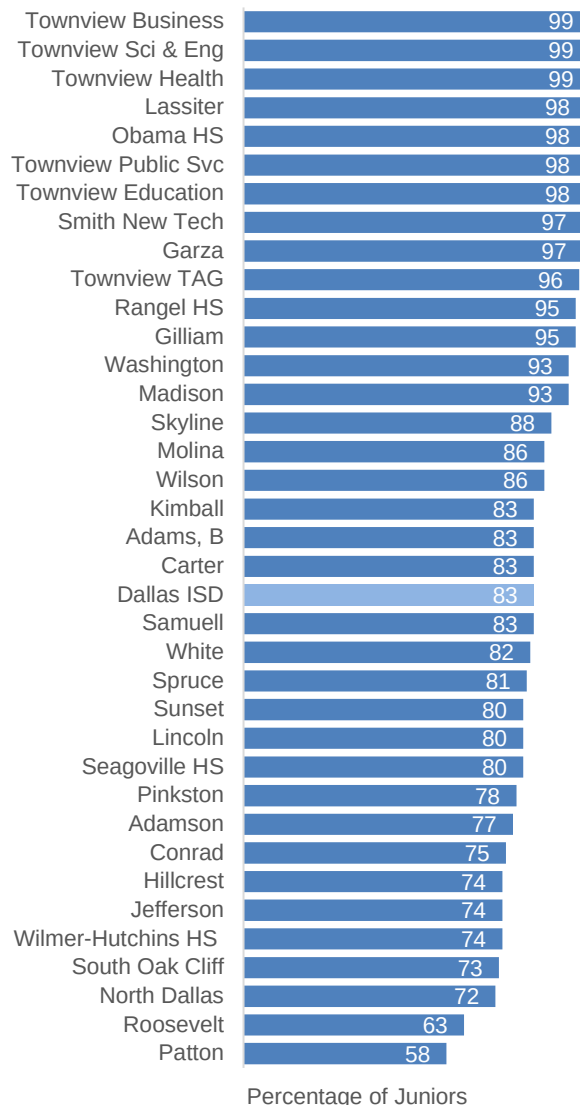
The College Board provided SAT score data to the district throughout the year. The evaluator merged SAT score data files on May 8, 2017 with district demographic data files dated October 31, 2016, and calculated the number and percentage of 2016-17 juniors who took the SAT during school-day testing on March 1, 2017. The evaluator then calculated the percentage of juniors who took the school-day SAT and met the college readiness and Texas Success Initiative (TSI) benchmarks for ERW (480), and mathematics (530).² Once a student met the college readiness benchmarks in ERW and mathematics, the student was exempt from the reading and writing section and the mathematics section of the TSI Assessment (TSIA).³

Results

Of district juniors, 7,483 (83%) took the school-day SAT in 2016-17. Figure 1 shows the percentage of juniors who participated in school-day SAT testing by campus and for the district overall. These juniors achieved a mean composite score of 915. Furthermore, 37 percent of test takers met or exceeded the college readiness benchmark for ERW, and 19 percent met or exceeded the mathematics college readiness benchmark. Figures 2 and 3 show the percentage of juniors who met or exceeded the school-day SAT ERW and mathematics

college readiness benchmarks, respectively, by campus and for the district overall.

Figure 1: 2016-17 Percentage of Juniors Who Participated in School-Day SAT Testing by Campus (N=9,014)



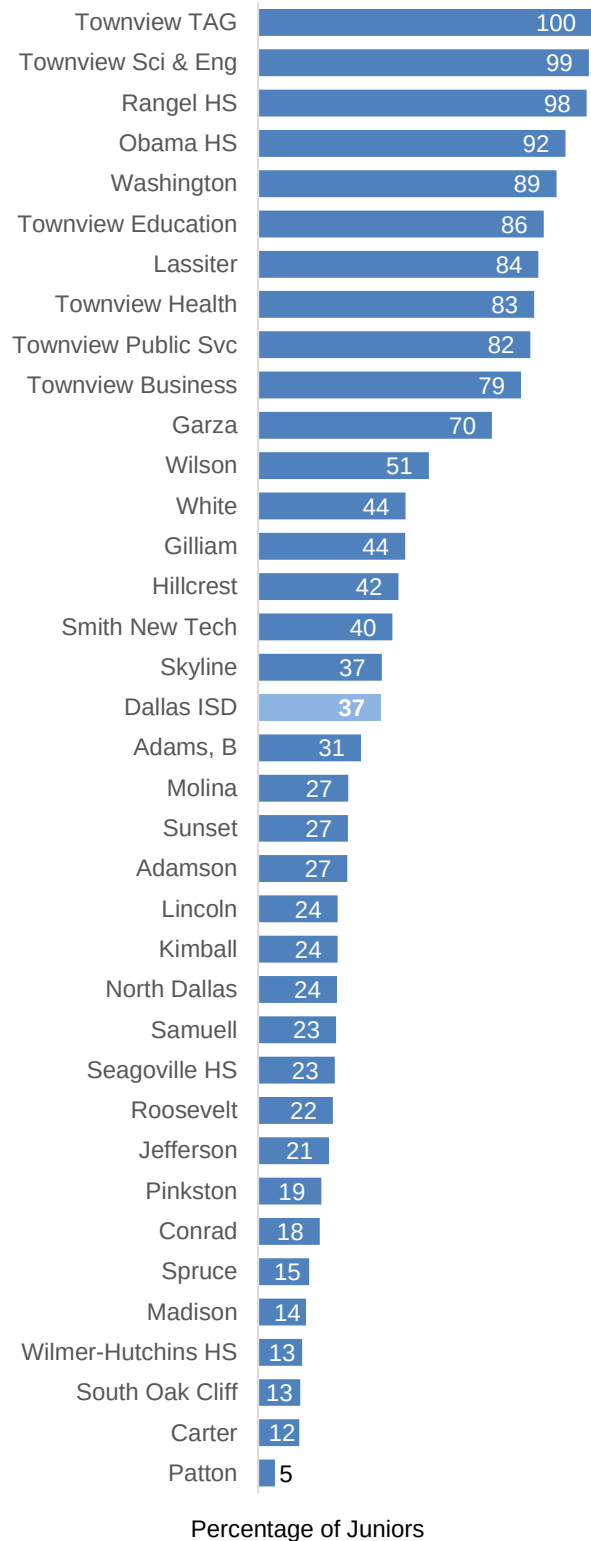
Source: District SAT data files 05/08/2017. District demographic data files 10/31/2016.

¹ Prior to March 2016, the SAT test included critical reading, writing, and mathematics sections with scale scores 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, 2015).

² The College Board's college readiness benchmarks and the TSI benchmarks were the same in 2016-17 for both ERW and mathematics.

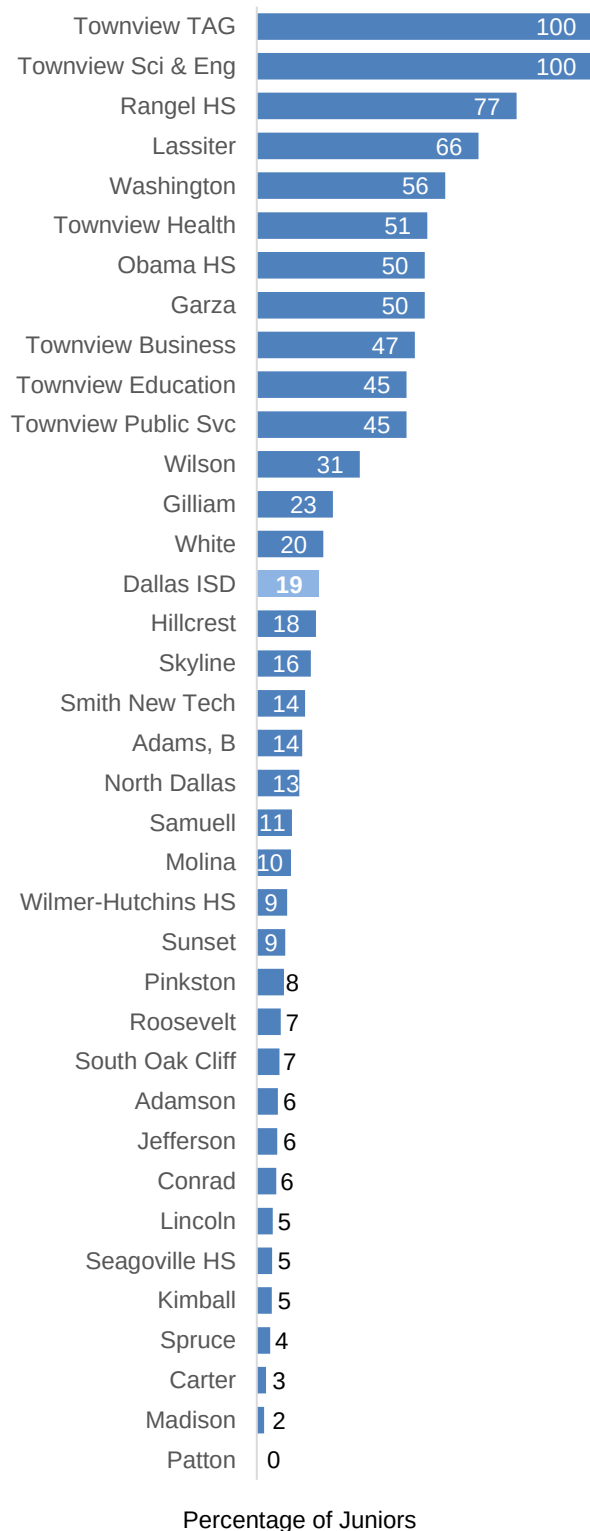
³ The TSIA is an assessment measuring student readiness for college-level courses in reading, writing, and mathematics. Colleges use the TSIA results to determine whether students need to take developmental courses in college. Students passing the TSIA are exempt from developmental courses.

Figure 2: 2016-17 Percentage of Juniors Meeting or Exceeding School-Day SAT College Readiness Benchmark for ERW (480) by Campus (N=7,483)



Source: District SAT data files 05/08/2017. District demographic data files 10/31/2016.
 Note: ERW=evidence-based reading and writing.

Figure 3: 2016-17 Percentage of Juniors Meeting or Exceeding School-Day SAT College Readiness Benchmark for Mathematics (530) by Campus (N=7,483)



Source: District SAT data files 05/08/2017. District demographic data files 10/31/2016.

Table 1 displays the percentage of students meeting or exceeding the SAT college readiness benchmarks by ethnicity, gender, and socioeconomic status. More white and Asian students met SAT and TSI benchmarks than students of other ethnicities. A similar percentage of male and female students met the benchmarks. More non-economically disadvantaged students than economically disadvantaged students met the benchmarks.

Table 1: 2016-17 Percentage of Juniors Meeting or Exceeding School-Day SAT College Readiness Benchmarks by Student Groups (N=7,483)

	Met Benchmarks		
	Tested n	ERW %	Math %
Ethnicity			
African American	1,536	30	11
Hispanic	5,338	35	17
White	394	81	57
Asian	139	50	42
AM Ind/Alaska Ntv	26	35	35
Ntv Hwi/Pcfc Islander	12	67	58
Two or More Races	38	74	37
Gender			
Male	3,576	35	21
Female	3,907	39	17
Socioeconomic Status			
Econ. Disadv.	6,175	33	16
Not Econ. Disadv.	1,308	54	32

Source: District SAT data files 05/08/2017. District demographic data files 10/31/2016.

Note: ERW=evidence-based reading and writing. Math= Mathematics. AM Ind=American Indian. Ntv Hwi=Native Hawaiian. Pcfc Islander=Pacific Islander. Econ.Disadv.=economically disadvantaged.

Table 2 displays 2015-16 and 2016-17 Dallas ISD juniors' school-day SAT mean score by subject.

Table 2: 2015-16 and 2016-17 Juniors' School-Day SAT Mean Score for ERW and Mathematics

School Year	Tested N	ERW	Mathematics
2015-16	7,275	454	457
2016-17	7,483	459	456

Source: District SAT data files 08/17/2016 and 05/08/2017. District demographic data files 10/30/2015 and 10/31/2016.

Note: ERW=evidence-based reading and writing.

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The College Board (2015). Counselor Resource Guide to the Redesigned Assessments. Retrieved May 20 2016 from <https://collegereadiness.collegeboard.org/sites/default/files/counselor-resource-guide-to-the-redesigned-assessments.pdf>

The College Board (2017). 2016-17 The SAT and SAT Subject Tests Educator Guide. Retrieved April 28 2017 from <https://collegereadiness.collegeboard.org/pdf/sat-educator-guide.pdf>

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2016-17 Evaluation of After-School Programs

Nolan Rett Mickelson, B.A. & Sarina Rapini, M.P.A.

EA17-528-4

At-a-Glance

The goals for the after-school programs were to provide children with a safe place after school, provide a snack, assist with homework, and promote academic achievement. After-school programs were administered by three separate organizations.¹ This report includes an evaluation of two of these programs: Dallas After-School Achievers (DASA) and St. Simon's After-School (SSAS)

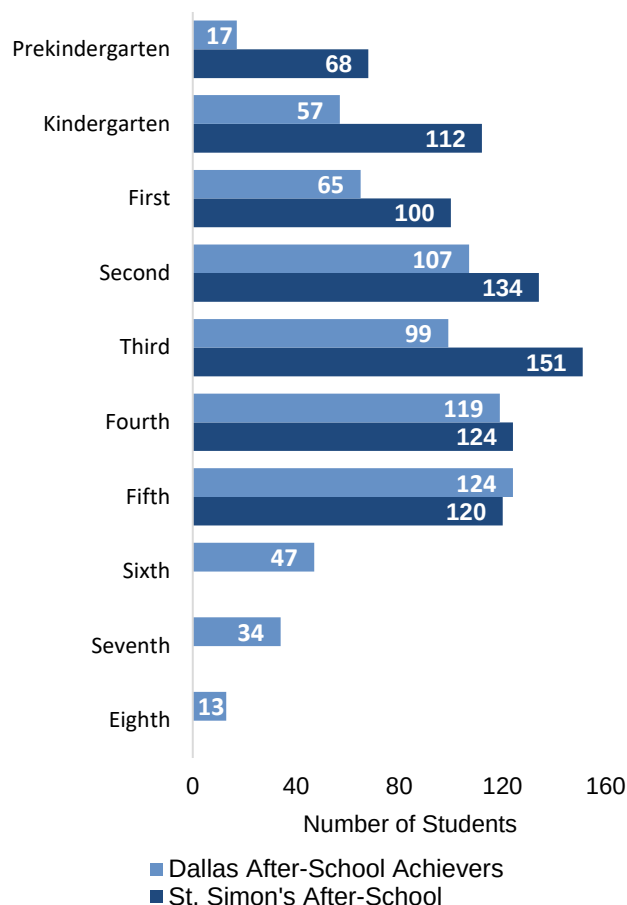
The Department of Summer Learning and Extended-Day Services at the Dallas Independent School District (Dallas ISD) provided the DASA program five days per week to approximately 682 students at nine elementary schools and one middle school across the district. SSAS operated at 14 elementary school campuses and served approximately 809 students throughout west Dallas. A majority of the SSAS programs ran five days per week until 6pm.

After-school programs were free for all participating students. Teachers or other staff members served students as site managers and assistants at all campuses.

Demographic Characteristics

The Department of Summer Learning and Extended-Day Services provided the evaluators with a spreadsheet of student identification numbers and daily attendance records for students who participated in the after-school programs. A total of 1,491 students were involved in the after-school program, including 682 in DASA and 809 in SSAS. Figure 1 shows the participation in the programs by grade level. In the DASA program, grade four and grade five had the largest proportion of participating students (17% and 18% of total participation, respectively). In the SSAS program, grade two and grade three had the largest proportion of participating students (17% and 19% of total participation, respectively).

Figure 1: 2016-17 Number of After-School Students by Program and Grade



Note: Data received from the Department of Extended-Day Services on July 27, 2017.

After matching the after-school records with district demographic information from October 31, 2016, the evaluators used frequency and crosstab analyses to compare the demographic characteristics of students who participated in after-school programs to those of students at the same campuses who did not participate.

As shown in Table 1, after-school students were more likely to be African American (39%) than non-program students (30%). In addition, after-school students were less likely to be Hispanic (57%) than non-program students (66%). Finally, after-school students were less likely to be classified as English Language Learners

¹ The City of Dallas Park and Recreation Department provided after-school programming but was not included in the

evaluation because necessary data were unavailable to identify participating students for analyses.

(30%) than non-program students at the same campuses (49%).

Table 1: 2016-17 Demographics of After-School and Non-Program Students

Group	After-School (n = 1,464)*		Non-Program (n = 11,362)	
	n	%	n	%
Race				
Asian	15	1.0	103	0.9
African American	574	39.2	3,398	29.9
Hispanic	826	56.5	7,544	66.4
American Indian	3	0.2	34	0.3
Two or More Races	6	0.4	45	0.4
White	40	2.7	238	2.1
Sex				
Female	762	52.0	5,480	48.2
Male	702	48.0	5,882	51.8
English Language Learner				
Yes	445	30.4	5,511	48.5
No	1,019	69.6	5,851	51.5
Receives Special Education Services				
Yes	97	6.6	919	8.1
No	1,367	93.4	10,443	91.9
Economically Disadvantaged				
Yes	1,248	85.2	10,209	89.9
No	216	14.8	1,153	10.1

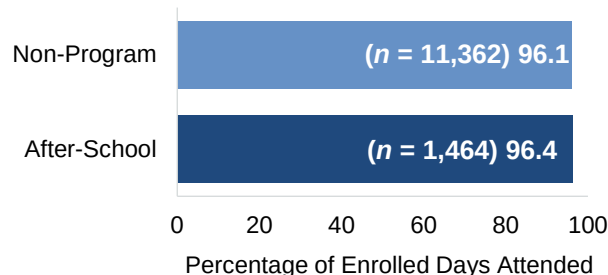
Source: Data from the Department of Summer Learning and Extended-Day Services on July 27, 2017 merged with October 31, 2016 district demographic files.

Note: *This total is lower than the total number of students who participated according to program records because twenty-seven students were not participating in the after-school program on October 31, 2016 but did participate during the 2016-17 school year. Non-program students were students at the same campuses as program students who did not attend an after-school program.

Attendance

The evaluators used frequency analyses on district attendance data for after-school participants and non-program students to determine whether participating in the program was related to daily school attendance. Participation in an after-school program was not associated with a higher overall rate of school attendance. As shown in Figure 2, after-school students attended, on average, 96 percent of days they were enrolled. Non-program students also attended an average of 96 percent of days they were enrolled.

Figure 2: 2016-17 Attendance Rates for After-School Program and Non-Program Students



Source: Data retrieved from district data files dated June 20, 2017.
Note: The analysis only includes students who were attending campuses with after-school programs on October 31, 2016.

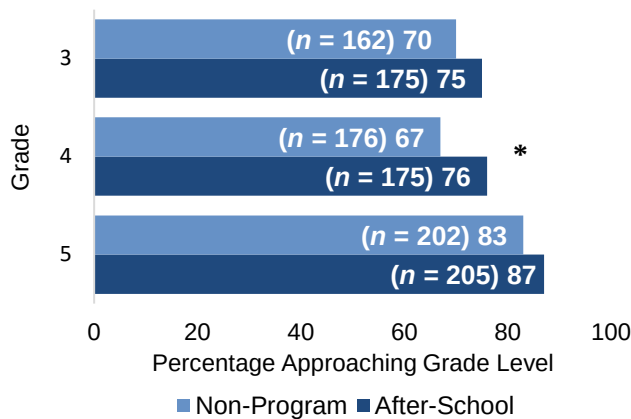
Academic Achievement

The evaluators used propensity score matching (PSM) to create matched, grade-level comparison groups of students who did not attend the DASA and SSAS after-school programs.² Students' 2015-16 attendance, 2016-17 attendance, current grade, number of years identified as limited-English proficient, special education status, and talented and gifted status were included as covariates for the PSM process. The evaluator used chi-square analyses (statistical significance) and calculated Cramer's V (practical significance) to compare passing rates for after-school participants to non-program students on the *State of Texas Assessments of Academic Readiness (STAAR)* reading and mathematics subtests. Passing rates reflect the percentage meeting or exceeding the approaches grade level standard. These rates were compared separately at each grade level.

As shown in Figure 3, grade four after-school students were significantly more likely to pass the STAAR mathematics exam (76%) than non-program students (67%), $\chi^2(1, n = 492) = 5.40, p = .02$. This result was practically significant with a small effect size (Cramer's $V = .11$). While grade three and grade five after-school students passed the exam at higher rates than non-program students, the results were not statistically significant.

² Comparison students may have attended an after-school program offered outside of the Dallas ISD. In these cases, data were not available for consideration in analyses.

Figure 3: 2016-17 STAAR Mathematics Passing Rates by After-School Program Status

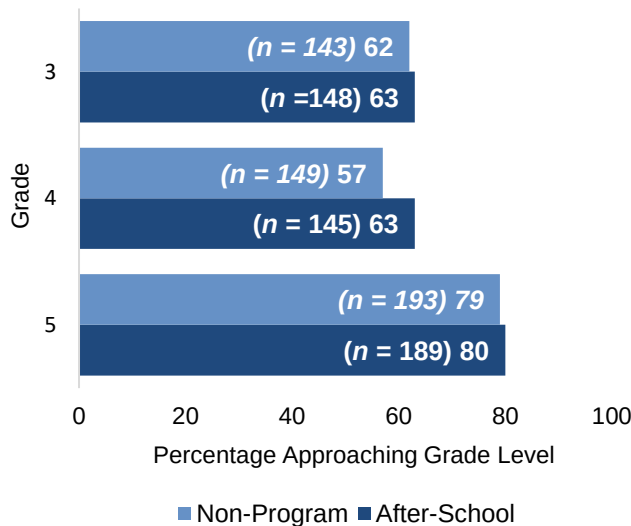


Source: Demographics data retrieved from district data files dated October 31, 2016. STAAR results retrieved from district data files dated May 2017 and included first two administrations excluding STAAR Alternate 2.

Note: * = statistically significant

Grade three through grade five students who participated in an after-school program passed the STAAR reading subtest at higher rates than comparison group students (see Figure 4). None of the differences were statistically significant.

Figure 4: 2016-17 STAAR Reading Passing Rates by After-School Program Status

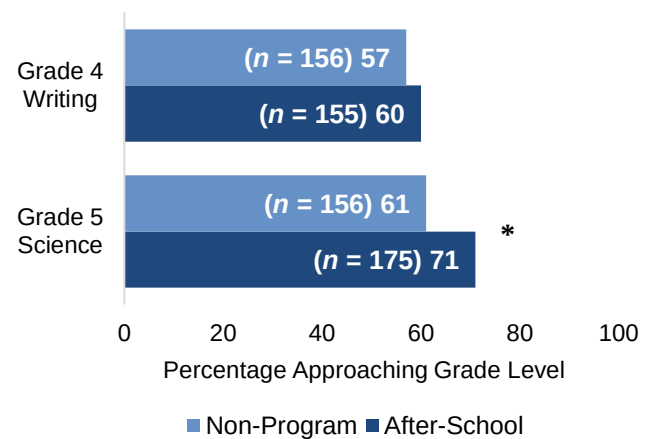


Source: Demographics data retrieved from district data files dated October 31, 2016. STAAR results retrieved from district data files dated May 2017 and included first two administrations excluding STAAR Alternate 2.

Sixty percent of grade four students who participated in an after-school program passed the STAAR writing subtest (see Figure 5), but the rate was not significantly higher than the rate of non-program students (57%). Grade five after-school participants passed the STAAR science subtest at a significantly higher rate (71%) than

non-participants (61%), $\chi^2(1, n = 504) = 5.76, p = .02$, although this was a small effect (Cramer's $V = .11$).

Figure 5: 2016-17 Writing and Science STAAR Passing Rates by After-School Program Status



Source: Demographics data retrieved from district data files dated October 31, 2016. STAAR results retrieved from district data files dated May 2017 and included first two administrations excluding STAAR Alternate 2.

Note: * = statistically significant

Recommendations

- **Prioritize correcting and maintaining an accurate attendance tracking system.** The application program that Summer Learning and Extended-Day Services staff members used to track attendance during the 2016-17 school year malfunctioned and contributed to inaccurate and incomplete data. Information Technology staff members were unavailable to modify or fix the program.
- **Continue providing after-school services.** Although most differences between student achievement outcomes for after-school students compared to non-program students were not statistically significant, program students slightly outperformed non-program students in every grade.

For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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Evaluation of the 2015-16 Teacher Excellence Initiative: Final Report

Nora E. Douglas, Ph.D. and Mitch Barton, Ph.D.

EA17-539-4.1

At-a-Glance

The Teacher Excellence Initiative (TEI) began its first year of implementation within the Dallas Independent School District (ISD) during the 2014-15 school year and continued during the 2015-16 school year. The primary objective of TEI is to improve student learning by improving teacher effectiveness. The initiative is an integrated system that defines, supports, and rewards excellence. Defining excellence involves conducting an annual evaluation of teachers using the following indicators: teacher performance (i.e., rubric-based observations of practice), student achievement (i.e. student assessment results), and student experience (i.e., student survey results). Supporting excellence involves developing teachers through self-facilitated learning opportunities, one on one coaching supports, whole-group training opportunities, district content workshops, differentiated professional development academies, and a new teacher mentor program. Rewarding excellence involves providing teachers with the opportunity to significantly increase their salaries based on performance rather than tenure with the district. TEI is a continuous improvement model that is designed to be fair, accurate, and rigorous.

The following are the major findings of the TEI evaluation:

- On average, spot observation scores increased from 2014-15 to 2015-16, indicating TEI evaluator feedback could be leading to improved performance over time.
- The correlation between spot observations scores and summative performance evaluation scores increased from 2014-15 to 2015-16, indicating that TEI evaluators' summative scores became more strongly aligned with what they observed in the classroom over time.
- Within student achievement, relationships among teacher-level student achievement, school *State of Texas Assessments of Academic Readiness (STAAR)*, and Student Learning Objective (SLO) measures remained relatively weak and stable from 2014-15 to 2015-16.
- The percentage of items with a positive response on the student survey varied by school level. Elementary core teachers received a significantly higher percentage of positive responses than elementary non-core, middle school, and high school teachers. It is important to note that the TEI system takes into account school level differences

by applying cut points and the target distribution which builds equity into the system.

- The strength of the relationship among TEI components (teacher performance, student achievement, and student experience) remained mixed but still increased from 2014-15 to 2015-16.
- The average evaluation score for Category A, B, C, and D teachers increased from 2014-15 to 2015-16, which indicated that teachers were performing better over time.
- At least some teachers in each effectiveness level (except those in the unsatisfactory level) who stayed in a TEI position received a pay increase for 2014-15 and 2015-16. While teachers' salaries increased more in 2014-15 than 2015-16, this was partially due to the number of teachers in 2014-15 whose salary was automatically increased to meet the minimum salary requirements for each effectiveness level.
- The percentage of teachers who left the Dallas ISD decreased from 2014-15 to 2015-16, and the largest percentage of teachers who left the district was in the Unsatisfactory or Progressing I classifications for both 2014-15 and 2015-16. This indicated that a greater percentage of low performing teachers left the district compared to high performing teachers over time.
- To date, the district has not outlined expectations regarding the strength of correlations, or relationships, between or among components and measures of TEI. Further professional development and calibration of the TEI tools may lead to stronger relationships over time. Because TEI is a continuous improvement model, future evaluations should continue to monitor the TEI elements and how they relate to one another in order to determine what relationships should exist and to what degree.

Teacher Performance

The average spot observation score increased from 1.75 in 2014-15 to 1.88 in 2015-16. For both 2014-15 and 2015-16 school years, the average spot observation score significantly increased from the first to last observation, and the size of this difference also increased from 2014-15 to 2015-16.

Teacher performance scores were based on a teacher's summative performance evaluation given by the primary TEI evaluator. When assigning summative performance evaluation scores, the evaluators considered all evidence (i.e., spot, extended, and

informal observations). The mean and median were almost identical with a mean of 71.3 and a median, or 50th percentile, of 72.0. Because a score of 67 can be achieved by receiving a two (Proficient) on all items, this indicated that teachers were performing slightly better than proficient on average across the summative performance evaluation rubric. Compared to 2014-15, more summative performance evaluation scores in 2015-16 were on the higher end of the distribution. However, it is not possible to know whether scores increased because teacher performance improved, because scores were being inflated by the TEI evaluators, or because scores were improving because lower performing teachers left the district. In addition, middle school teachers received significantly lower summative scores than elementary or high school teachers. School leadership should explore the potential causes of this difference. In addition, teachers with zero creditable years of service (i.e., first year teachers) had the lowest average summative performance evaluation scores (59.3), but the average scores gradually increased as years of service increased and plateaued between three and five creditable years of service.

Evaluation and Assessment (E&A) department evaluators compared summative scores with other formal observation scores to see if a relationship existed. The scores for the indicators in both the spot observations and summative evaluation were highly correlated, which indicated that TEI evaluators' summative scores were aligned with what they observed in the classroom. Table 1 contains the correlations between teachers' average spot observation score for each indicator and their indicator score on the summative evaluation. The correlation between spot observation scores and summative performance evaluation scores increased from 2014-15 to 2015-16, indicating that TEI evaluators' summative scores became more strongly aligned with what they observed in the classroom over time.

Table 1: Correlations between Average Spot Observation Scores and Summative Performance Evaluation Scores

Indicator	<i>r</i> [*]
2.1 Establishes clear, aligned standards-based lesson objective(s)	0.71
2.2 Measures student mastery through a demonstration of learning (DOL)	0.68
2.3 Clearly presents instructional content	0.78
2.5 Engages students at all learning levels in rigorous work	0.77
3.1 Maximizes instructional time	0.76
Overall Observation Score	0.80

* .10 = small effect size, .30 = medium effect size, .50 = large effect size

Student Achievement

Scores for total student achievement, teacher-level student achievement, and school STAAR were similar

for both 2014-15 and 2015-16. First, no statistically significance difference was found between Categories A and B teachers on total student achievement scores, and while the difference between the average scores for Categories C and D was statistically significant, it was not practically significant. Second, teachers with zero creditable years of service had the lowest average score for total student achievement across all teacher categories. Third, each school received an overall school STAAR score that contributed to teachers' total student achievement scores. The average school STAAR base points that teachers received for both 2014-15 and 2015-16 was 2.63 out of 6.00 points. Fourth, the percentage of teachers who received the maximum number of SLO points increased from 2014-15 (53.1%) to 2015-16 (66.4%). Lastly, the strength of the relationship between teacher-level student achievement and school STAAR and between teacher level student achievement and SLO remained consistent from 2014-15 ($r = .195-.420$; $\rho = .192 .211$) to 2015-16 ($r = .268-.423$; $\rho = .202-.225$).

Student Experience

The percentage of items with a positive response on the student survey was found to vary by school level (elementary core, elementary non-core, middle, and high school). The percentage of items with a positive response on the student survey for elementary core teachers ($M = 84.82$; $SD = 9.79$) was significantly higher than elementary non-core ($M = 77.02$; $SD = 9.93$; Cohen's $d = 0.79$), middle school ($M = 66.77$; $SD = 14.30$; Cohen's $d = 1.49$), and high school teachers ($M = 70.44$; $SD = 15.15$; Cohen's $d = 1.12$). Cohen's d effect sizes indicated that the practical differences between these groups were relatively large. Elementary non-core teachers had a significantly higher average percentage than middle school (Cohen's $d = 0.76$) and high school teachers (Cohen's $d = 0.56$), which was a medium effect size. Middle school teachers had a significantly lower percentage than high school (Cohen's $d = 0.25$), but the practical difference between these groups was relatively small. It is important to note that the TEI system takes into account school level differences by applying cut points and the target distribution which builds equity into the system.

Teachers with zero creditable years of service had the lowest average percentage of items with a positive response (71.0%). The average percentage increased until between three and five creditable years of service and gradually decreased as years of service increased.

Correlations Among TEI Components

Overall, the strength of the relationships among TEI components increased from 2014-15 to 2015-16. During the 2015-16 school year, teacher performance was moderately correlated with total student achievement scores for Categories A and B teachers

($r = .436$), but a weak correlation was found for Categories C and D teachers ($r = .261$). In addition, the percentage of positive responses on the student survey was weakly correlated with both summative performance evaluation scores ($r = .332$) and total student achievement scores ($r = .174-.254$). Further professional development for teachers and principals may increase the strength of correlations in the future. It is also possible that adjustments to the measures and improvements in rater calibration would further increase the strength of the correlations.

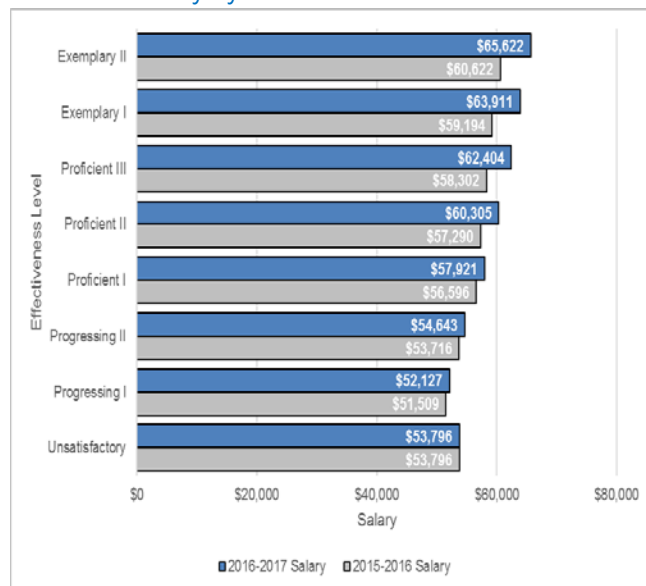
Evaluation Scores and Evaluation Ratings

Teachers' average evaluation scores increased from 2014-15 to 2015-16, which indicated that teachers were performing better over time. For Category A, B, C, and D teachers, all of their average evaluation scores increased from 2014-15 (63.8-67.5) to 2015-16 (66.0-72.5).

Compensation

Nearly 58 percent ($n = 4,557$) of teachers received a salary increase during the 2015-16 school year. Figure 1 compares teachers' average 2015-16 salary to their average 2016-17 salary by effectiveness level.

Figure 1: Average 2015-16 Salary versus Average 2016-17 Salary by Effectiveness Level



In 2016-17, the median salary change among full-time teachers in TEI-coded teaching positions was \$1,000. On average, teachers in each effectiveness level received a pay increase with the exception of teachers in the unsatisfactory level. Teachers in higher effectiveness levels received larger salary increases than those in lower levels. If a teacher's effectiveness level warranted a salary increase greater than \$5,000, the increase was capped at \$5,000. Nine percent ($n = 708$) of teachers fell into this category. However,

33 percent ($n = 2,618$) of teachers had an effectiveness level which warranted less pay than they made during the 2015-16 school year. Teachers' salaries generally increased more in 2014-15 than in 2015-16. While the percentage of teachers who received a pay increase fell from 72 percent in 2014-15 to 58 percent in 2015-16, this was partially due to the number of teachers in 2014-15 whose salary was automatically increased to meet the minimum salary requirements for each effectiveness level.

Distinguished Teacher Review Process

During the 2015-16 school year, 1,759 teachers were eligible for Distinguished Teacher Review (DTR). Of those, 1,592 (90.5%) successfully met all of the requirements and achieved a distinguished effectiveness level. While the average number of DTR points awarded by the district decreased from 12.4 in 2014-15 to 11.34 in 2015-16, the percentage of teachers who achieved DTR status increased from 11.6 percent in 2014-15 to 18.9 percent in 2015-16. This change was likely due to more teachers in 2015-16 receiving points that were concentrated around the average number of DTR points awarded.

Retention Rates

Information about why teachers left the district was gathered from S54 forms that teachers completed when they separated from the district. The data were self-reported. Overall, the percentage of teachers who left the Dallas ISD decreased from approximately 16 percent in 2014-15 to approximately 15 percent in 2015-16. During the 2015-16 school year, teachers left the district for a variety of reasons including retiring, being laid off/discharged, or quitting. The majority of non-retained teachers quit (57.7%) while almost 28 percent retired. Layoffs and discharges accounted for over 11 percent of the non-retained teachers. Lastly, the retention rates for each effectiveness level increased from 2014-15 (44%-91%) to 2015-16 (59%-100%). However, the smallest retention rates were teachers in the Unsatisfactory or Progressing I classification for both 2014-15 (44%-77%) and 2015-16 (58%-79%). This indicated that a smaller percentage of low performing teachers than high performing teachers remained in the district for both school years.

High School Feeder Pattern

When comparing scores for TEI measures across high school feeder patterns, there was much variation. In 2015-16, ACE campuses were among the top performing feeder patterns across the district. These results indicated that incentivizing higher performing teachers to relocate to ACE campuses for the 2015-16 school year resulted in improved student outcomes, including both student achievement and student experience (i.e., campus culture) outcomes. The review

of summative performance evaluation scores, total student achievement, school STAAR, student experience, and distinguished teacher status data showed that the ACE initiative was successful in achieving the expected results.

When comparing results over time, there were some small increases in scores across TEI measures. The district average for summative performance evaluation increased from 66.4 in 2014-15 to 71.3 in 2015-16, and the average score for each feeder pattern increased from 2014-15 (57.9-76.6) to 2015-16 (65.7-81.3). Total student achievement points were relatively consistent from 2014-15 to 2015-16 across feeder patterns. For Category A and B teachers, the average total student achievement score slightly decreased from 20.6 in 2014-15 to 20.4 in 2015-16. For Category C and D teachers, the average total student achievement score was 13.0 for both 2014-15 and 2015-16. The district average for school STAAR scores increased from 2.7 in 2014-15 to 3.4 in 2015-16, and the scores for all feeder patterns except one increased from 2014-15 (1.7-3.3) to 2015-16 (2.1-4.7). While student experience scores increased for some feeder patterns (e.g., Wilson and Lincoln), other feeder patterns reported lower student experience scores over time (e.g., Seagoville and Wilmer-Hutchins). As a result, the district average for student experience scores was 8.1 for both 2014-15 and 2015-16. The percentage of DTR teachers for all feeder patterns except two increased from 2014-15 (3.8%-21.5%) to 2015-16 (7.0%-32.6%).

Teacher Demographic Groups

TEI evaluation scores varied by teacher demographic groups, but many teachers belonged to more than one of these groups. This overlap between groups is important to be aware of because it explains in many instances why TEI scores among the teacher demographic groups may be similar or different from one another. For the 2015-16 school year, the highest performing groups were teachers at majority white schools, teachers at magnet schools, and teachers who stayed in the district but moved out of TEI-coded positions. Teachers who left the district received lower average scores than their counterparts who stayed in the district. The group that received the lowest scores was first-year teachers with the exception of Teach for America (TFA) teachers. The average evaluation scores were lower for teachers in their first or second year of teaching, and improvement appeared to level out by the third and fourth year in the classroom. Teachers at Imagine 2020 (I2020), Improvement Required (IR), or Accelerating Campus Excellence (ACE) schools performed better on average than first-year teachers, but I2020 and IR schools performed below the district average in most areas. The average scores for the majority Hispanic schools was nearly identical to the district scores. This finding is not

surprising considering the fact that 80.7 percent of teachers teach at majority Hispanic schools. Teachers at majority African American schools scored below the district in all areas. Their scores were comparable to teachers at IR schools.

Overall, summative performance evaluation scores increased across all teacher demographic groups from 2014-15 to 2015-16. The largest increases were found for teachers at ACE schools, teachers with post baccalaureate degrees, teachers at majority white schools, and teachers who participated in Teach for America, which increased by 12.76, 9.43, 6.92, and 5.36 points from 2014-15 to 2015-16, respectively. In addition, total student achievement scores generally increased across teacher demographic groups from 2014-15 to 2015-16. For Category A and B teachers, their total student achievement scores for most teacher demographic groups changed by 1.5 points or less from 2014-15 to 2015-16. The largest increase was reported for ACE schools, which increased by 7.3 points. For Category C and D teachers, their total student achievement scores increased across all teacher demographic groups from 2014-15 (7.8-18.1) to 2015-16 (15.5-20.4). The largest increase was also reported for ACE schools, which increased by 12.6 points. Lastly, while the average student experience score was 8.1 for both 2014-15 and 2015-16, scores slightly fluctuated across teacher demographic groups.

Recommendations

The following are recommendations based on the results of the 2015-16 TEI program evaluation:

1. School leadership and TEI staff members should explore and address the following quantitative findings, including determining whether additional professional development or rubric calibration is needed: lower summative evaluation ratings among middle school teachers; poor distribution of scores on the SLO measure; low correlations among achievement component measures (student achievement, school STAAR, and SLO points); and the varying strength of the correlations among the three TEI components (summative performance evaluation, student achievement, and student experience).
2. Future evaluations should continue to monitor the correlation strength among the three TEI components and consider the methods by which TEI component data are analyzed. Because some data are analyzed after the target distribution has been applied, it may be more appropriate to analyze raw scores. Evaluators should determine to what extent this is possible.

The full 2015-16 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

Evaluation of the 2015-16 Teacher Excellence Initiative (TEI): Survey Results Report

Nora E. Douglas, Ph.D. and Mitch Barton, Ph.D.

EA17-539-4.2

At-a-Glance

The Teacher Excellence Initiative (TEI) began its first year of implementation of the evaluation and associated support systems during the 2014-15 school year. In the summer of 2014, administrators and other central office staff members within TEI began certifying evaluators on the TEI system. Beginning in 2015-16, teacher evaluation results from the 2014-15 school year were used to determine compensation levels. The TEI system continued during the 2015-16 school year. Teacher evaluation results from 2015-16 were used to determine compensation in 2016-17.

The initiative was established with one primary objective, to improve student learning by improving teacher effectiveness. The TEI system defines, supports, and rewards excellence. Defining Excellence involves conducting annual evaluations of teachers that contain a combination of teacher performance indicators, student achievement indicators, and student survey results. Supporting Excellence involves developing teachers through self-facilitated learning opportunities, one on one coaching supports, whole group training opportunities, district content workshops, differentiated professional development academies, and a new teacher mentor program. Rewarding Excellence involves providing teachers opportunities to significantly increase their salaries based on performance rather than tenure with the district. TEI is a continuous improvement model and is designed to account for the differing teaching environments of Dallas Independent School District (ISD) teachers. The model is designed to be fair, accurate, and rigorous.

Dallas ISD teachers and administrators who participated in the second year of TEI received a 40-item survey soliciting information about participants' experiences with TEI during the 2015-16 school year with some additional items about professional development during the 2016-17 school year. The survey covered the defining excellence, supporting excellence, and rewarding excellence components of TEI. The responses were intended to provide information regarding how the TEI system functioned during its second year and to identify any potential adjustments that could be made. The survey was sent to 8,551 teachers and 547 administrators. Of those, 4,575 teachers and 350 administrators completed the survey, resulting in a 53.5 percent and 64.0 percent response rate, respectively. Principals made up 37 percent of respondents to the administrator survey. The majority of respondents were assistant principals

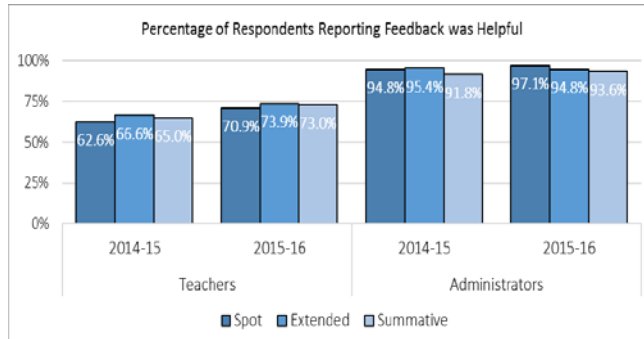
(62%). The percentage of elementary, middle, and high school teachers who responded across school level was representative of the total teacher population in the Dallas ISD who were in TEI-eligible positions (Douglas & Barton, February 2017). Furthermore, while the average creditable years of service for all teachers in TEI positions was 9.6 (Douglas & Barton, February 2017), the average creditable years of service for survey respondents was 12.7, which indicated that teachers with more experience responded to the survey at higher rates than less experienced teachers.

The teacher survey results in general showed low levels of satisfaction with the TEI system; however, there were some individual elements of the system that were rated positively as well as some areas identified where improvements could be made to increase satisfaction with the system in the future. While administrator results were mixed, administrators tended to have more positive perceptions of TEI than did teachers. There was positive growth over time, from 2014-15 to 2015-16, for both teachers and administrators. The components rated most favorably included TEI evaluator feedback, professional development, the Distinguished Teacher Review process, and resources to assist in understanding TEI. Areas with less favorable responses included feedback from the student experience survey, the compensation system, communication about TEI, and TEI in general. A gap in perceptions of and experiences related to TEI existed between teachers and administrators, with administrators holding more positive views of the system than teachers. The results of the survey indicated that there was a disconnect between teachers and administrators regarding their experiences, knowledge, and perceptions of the TEI system.

Observation and Feedback

A majority of respondents from both groups indicated that administrators were able to evaluate teachers effectively. In general, administrators were able to identify areas for improvement, set high standards for teachers, and knew classroom goals for students. Both teachers and administrators indicated that observation feedback was helpful, but administrators rated the helpfulness of their feedback more positively than did teachers (Figure 1).

Figure 1: Helpfulness of Observation Feedback in General



Note: 2015-16 Survey Respondent Counts - Teachers, N=4,575; Administrators, N=341. 2014-15 Survey Respondent Counts - Teachers, N=4,185; Administrators, N=287.

A larger percentage of teachers in 2015-16 than in 2014-15 indicated that the number of spot observations they received were “just right” (42.9% and 57.6%, respectively). This finding is aligned with a TEI policy change in 2015-16 reducing the number of required spot observations. Teachers and administrators indicated that spot observations were aligned with summative performance evaluations. Some improvement was needed with regard to teachers’ perceptions of the accuracy of the summative performance evaluation in measuring their effectiveness (50.1% of teachers in 2014-15 and 44.4% in 2015-16 indicating summative performance evaluations were “not accurate”).

Student Experience Survey

The percentage of teachers and administrators indicating that student experience survey feedback was helpful increased from 2014-15 to 2015-16; however, the percentage of administrators and teachers indicating student experience survey results accurately reflected teachers’ strengths and weaknesses remained relatively low. The majority of teachers continued to indicate that they were not using the Panorama Playbook (87.0% in 2014-15 and 73.5% in 2015-16).

Distinguished Teacher Review

The TEI office conducted a survey of Distinguished Teacher Review (DTR) teachers in May of 2016. The results of that survey indicated that many teachers who submitted a Distinguished Teacher Review application and received an observation were satisfied with the DTR process. More than 70 percent of administrators who completed the E&A TEI survey conducted observations as part of the DTR process. Of those, over half (57.5%) reported that the number of observations was “just right.” About half of administrators also reported that the process was fair (50.6%). Almost 60 percent of administrators reported that the DTR process was too cumbersome for teachers. The survey results

regarding the DTR process seem to support the change in TEI DTR policy for the 2016-17 school year. The requirement that external evaluators observe DTR-eligible teachers was removed from the DTR review process. Going forward, the DTR process will only include the DTR Application on which teachers demonstrate examples of their leadership, lifelong learning, and contributions to the profession. For teachers who underwent DTR in the 2015-16 school year and chose not to reapply during the 2016-17 school year, their 2015-16 DTR observation points will not roll over onto the Scorecard released September 2017.

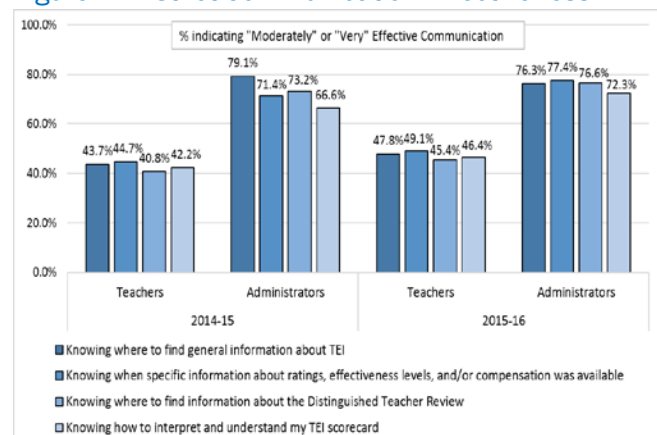
Compensation

When it came to ratings of the new compensation system, results were less favorable. Administrators’ perceptions of the new system were more positive than those of teachers. A majority of teachers disagreed with statements such as, “The new TEI system should be continued in its current form” and “The TEI system will entice more effective teachers to work at lower performing schools.” Administrators also disagreed with these items at a higher rate, though it was not a majority. Administrators were more likely to give neutral ratings about compensation than were teachers.

TEI Knowledge, Resources, and Communication

Administrators rated district communication about TEI more favorably than did teachers; however, percentage of favorable responses increased slightly from 2014-15 to 2015-16 (Figure 2).

Figure 2: District Communication Effectiveness



Note: 2015-16 Survey Respondent Counts - Teachers, N=4,575; Administrators, N=350. 2014-15 Survey Respondent Counts - Teachers, N=4,119; Administrators, N=287.

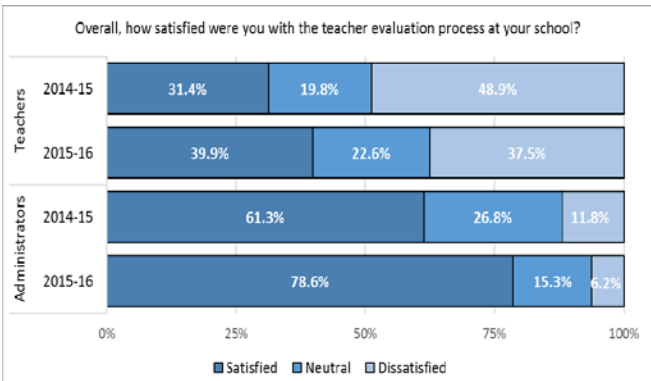
Teachers and administrators indicated that they were most knowledgeable about TEI in general, how observations were used to determine summative performance scores, and the observation rubric used to rate teacher performance. Administrators rated

themselves as more knowledgeable than did teachers. Ratings of TEI knowledge increased for both teachers and administrators from 2014-15 to 2015-16. Teachers were most likely to use on-campus professional development or one-on-one conversations with their administrator to learn about TEI. Administrators were more likely to use the resources provided on the TEI website and the TEI guidebook. Administrators were also much more likely to contact the TEI office for assistance; 70.2 percent of teachers in 2015-16 reported that they did not contact the TEI office, while only 7.4 percent of administrators indicated this.

Satisfaction with TEI

With regard to TEI in general, administrators and teachers were most likely to indicate that they had a basic understanding of the TEI system and least likely to indicate that the TEI system was fair or accurate. Level of satisfaction with TEI increased from 2014-15 to 2015-16 for both teachers (31.4% to 39.9%, respectively) and administrators (61.3% to 78.6%, respectively; Figure 3).

Figure 3: Level of Satisfaction with Teacher Evaluation Process



Note: "Satisfied" percentages include "Very Satisfied" and "Satisfied." "Dissatisfied" includes "Very Dissatisfied" and "Dissatisfied." 2015-16 Survey Respondent Counts - Teachers, N=4,575; Administrators, N=341. 2014-15 Survey Respondent Counts - Teachers, N=4,189; Administrators, N=287. Percentages may not equal to 100 percent due to rounding.

2016-17 Professional Development

Teachers reported that professional development sessions offered on their campuses were well planned and organized and included active learning opportunities. Teachers and administrators indicated that professional development on their campuses was aligned with campus climate survey results and student achievement data. Both groups were less likely to indicate professional development was aligned with student experience survey results.

Recommendations

The following are recommendations based on the results of the 2015-16 TEI program evaluation:

1. Address discrepancies between teachers' reports of experiences and administrators' perceptions of teachers' experiences (e.g., helpfulness of feedback, district communication, TEI overall).
2. Examine the length of typical spot observations and determine whether the current requirement is sufficient to determine teacher effectiveness.
3. Survey results showed some improvement in teachers' perceptions of the alignment of spot observations and summative performance evaluations; however, more growth in this area would be beneficial. Creating a more transparent procedure for including spot observation ratings into the summative performance evaluation might ease teachers' anxiety about alignment of these two systems.
4. Provide additional opportunities for teachers to learn about the calculation of overall evaluation ratings, effectiveness levels, and compensation levels. Also provide more information about the DTR process and how teachers can move from one effectiveness level to another.
5. Because teachers seemed to be less likely to use TEI resources offered off campus, TEI staff should consider increasing the amount of TEI-related professional development and resources offered on campus. Though teachers seemed to prefer on-campus TEI training, they also rated items related to professional development across the district favorably. This should be remembered when determining the best method of delivering resources and training on the TEI system.
6. Administer the teacher and administrator perception surveys again at a later date. Apply methods that could potentially increase the response rate above 60 percent in order to gain a more representative picture of the attitudes and experiences of Dallas ISD teachers and administrators.

The full 2015-16 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

2016-17 Evaluation of Public School Choice

Laila Y. Sanguras, Ph.D.

EA17-540-4

At-a-Glance

The purpose of Public School Choice (PSC) was to provide “best-fit schools” for all students. In 2016-17, Dallas Independent School District (ISD) operated 14 Transformation and Innovation Choice Schools: four Transformation Schools, five Innovation Schools, and five conditional Innovation Schools. Transformation Schools were new schools without traditional attendance zones whereas Innovation Schools were existing schools and limited to the students within the school’s attendance zone.

The total amount available for 2016-17 was \$3,009,830. The funding amount included \$1,890,358 from district funds, \$818,472 from the Bill and Melinda Gates Foundation, \$175,000 from the New School Venture Fund (NSVF), and \$126,000 from Title II funds. A component of the PSC initiative included budget autonomy, which allowed school administrators to decide how they allocated funds and allowed them to roll over funds for up to three years.

The purpose of this evaluation was to describe the 1) characteristics of Transformation and Innovation Schools; 2) executive director, campus administrator, and teacher perceptions of PSC; 3) characteristics and outcomes of Dallas ISD’s socioeconomic diversity pilot; and 4) outcomes of Choice School students.

Methodology

Contextual information was gathered from internal documents, interviews, and informal classroom observations. Student data were extracted from the October 2016 Public Education Information Management System (PEIMS) file for analyses. The results of the *State of Texas Assessments of Academic Readiness (STAAR)* exams were extracted from the Dallas ISD’s MyData Portal site. PSC Survey, District Climate Survey and Student Experience Survey results were also analyzed. Frequency and crosstabs analyses were tabulated. The collected qualitative data were synthesized.

Student and School Selection Processes

Students who lived in Innovation School attendance zones were automatically selected to attend; whereas, the Office of Transformation and Innovation (OTI) utilized a lottery process to select from the pool of student applicants for Transformation Schools. After the lottery process, OTI conducted an equity audit to ensure a wide range of socioeconomic diversity in the schools. Waitlisted students could be granted enrollment in order to meet equity goals.

Student acceptance rates at Transformation Schools were 43 percent in the spring of 2015, 38 percent in the spring of 2016, and 36 percent in the spring of 2017. Across all three years, there were markedly more applications submitted than seats available. Of the 689 students accepted to a Transformation School in the spring of 2017, approximately 35 percent were students not enrolled in a Dallas ISD school at the time of application.

OTI established a rigorous three-step application process for teams wanting to initiate a Choice School. The process required each team to submit a proposal to be reviewed by the School Choice Committee (SCC) followed by two rounds of interviews. Twenty-three proposals were submitted in spring 2015, two of which were selected to launch in 2015-16. Eight proposals were submitted in spring 2016, two of which were selected to launch in 2016-17. Eleven proposals were submitted in spring 2017, two of which were selected to launch in 2017-18. One campus was selected to pilot a Choice program and may become a Choice School in the fall of 2018.

Implementation of Choice Schools

A total of 8,688 students attended a Choice School in 2016-17, which was an increase from 5,531 students in 2015-16. Most (n=7,407) attended an Innovation School and the remaining 1,281 students attended a Transformation School. Table 1 reports the characteristics of Dallas ISD Choice Schools.

Table 1: 2016-17 Dallas ISD Choice Schools

Choice School and Anchor Model	Grades Served	Students (N)
Transformation Schools		
Mata ES (Montessori)	PK to 5	497
Solar Preparatory School for Girls (STEAM)	K to 2	194
Hulcy STEAM MS (STEAM)	6 to 7	376
IDEA HS (Personalized Learning)	9 to 10	214
Innovation Schools		
Rogers ES (Personalized Learning)	PK to 5	514
Cabell ES (Personalized Learning)	PK to 5	558
Lipscomb ES (IB)*	PK to 5	509
R. Lee ES (IB)*	PK to 5	318
Kramer ES (IB)*	PK to 5	567
Preston Hollow ES (IB)*	PK to 5	476
Weiss ES (Leadership)	PK to 5	548
Marsh PA (Personalized Learning)	6 to 8	911
Franklin MS (IB)*	6 to 8	966
Adams HS (Leadership)	9 to 12	2,040

Note: STEAM=Science, Technology, Engineering, the Arts, and Mathematics. ES=Elementary School. PA=Preparatory Academy. MS=Middle School. HS=High School. IB=International Baccalaureate. *These schools were funded by OTI as conditional Innovation Schools and will be official Innovation Schools when they earn IB authorization. **Source:** PEIMS district database (10/31/16).

2016-17 Choice Campus Survey Results

Of the Choice School Survey respondents (N=354), 84 percent described the professional development they received as helpful. Most indicated that students benefited academically, socially, and emotionally from their model. The main challenges were alignment of the Choice model to district and state requirements (n=64), and inadequate resources (N=35).

The 2016-17 Climate Survey was administered to all Dallas ISD campus professional and support staff in the fall and spring. All four Transformation Schools and the district had over 70 percent positive ratings on three out of four scales. Innovation School results were positive for the most part and varied by campus.

The Student Experience Survey was administered to students in grades three to 12. Like the district's Student Experience Survey results, elementary Choice School student responses were more positive than secondary Choice 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 Effectiveness. Results varied for Choice students for Supportive Relationships. Likewise, results were mixed for Student Engagement with noticeably lower percentages of positive responses for secondary than elementary Choice students. Student survey results varied widely when reviewed by school.

Choice Student Outcome Results

In general, student attendance and discipline were positive in 2015-16 and 2016-17 for Choice students. The attendance rates for all Transformation and Innovation Schools were higher than the district in 2015-16 (97.6% and 96.7% vs. 94.9%) and again in 2016-17 (96.9% and 96.6% vs. 94.8%). Fewer discipline referrals were reported for 2016-17 than in 2015-16 for both the district and Choice Schools. Most referrals were Level II and the least were Level IV. Reported offenses varied by campus. STAAR results varied by campus and grade level.

Recommendations

Continue offering professional development opportunities targeted at Choice model implementation. Per PSC survey results, Choice teachers requested guidance as they worked 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 121 respondents experienced challenges associated with teaching responsibilities. This included a lack of resources and a shortage of time to meet the demands of their positions.

Maintain fidelity to the process of Choice School selection and implementation. PSC survey results revealed concern over pressure to scale the Choice models too quickly in order to boost enrollment. Additionally, survey respondents voiced a desire to continue marketing to Dallas ISD families and to support students travelling to attend a Transformation School in order to increase and sustain enrollment in Dallas ISD schools.

The full 2016-17 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2016-17 Dallas ISD Climate Survey

Dorothea Weir, Ph.D.

EA17-600-4

At-a-Glance

The Dallas ISD Districtwide Climate Survey was administered to all campus-based professional and support staff during December 2016 and May 2017. 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 is primarily intended to provide individual campuses with feedback that can identify areas of success as well as opportunities for improvement. After each administration, campus-level results have been distributed to building principals, feeder pattern Executive Directors, and School Leadership management, and used to initiate and guide discussion and planning for improvement 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 helped to identify underlying issues that may contribute to or hinder success at the campus level.

The 2016-17 school year was the fifth consecutive year in which the Climate Survey was administered. In 2012-13, the survey was conducted internally, by the Department of Evaluation and Assessment (E&A). To provide additional assurance of confidentiality, the survey has been administered by an external organization since 2013-14. In 2016-17, the survey was administered by Hanover Research, an independent education research firm located in Washington, D.C.

Dallas ISD provided Hanover Research with a list of email addresses of all campus-based staff. No employee ID number or staff names were provided. Hanover then sent an email to all staff members, asking each of them to use an individualized link to the survey. Once the survey closed, Hanover 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.

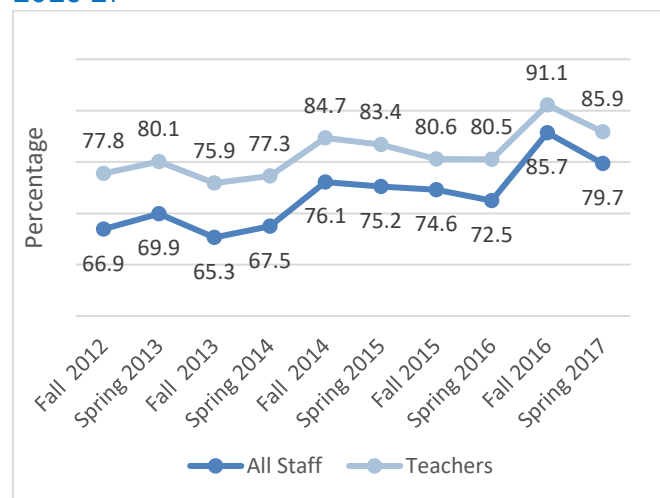
In 2016-17, Hanover also assumed responsibility for providing analyses of survey results. Previously, E&A staff had conducted all analyses, using the raw data file provided by the external survey administrator. Quality control was assured by having both E&A and Hanover

analyze the Fall 2016 data separately, using comparable methods. Results from both sets of analyses were essentially identical, so Hanover took over production of all reports for Spring 2017.

Participation Rate

Participation rates by administration for teachers and for all campus-based staff are shown in Figure 1. Participation was greater in 2016-17 than in the four prior years. By campus, participation rates varied from 39 to 100 percent, with 65 of 230 campuses attaining participation rates of 90 percent or more. By feeder pattern, participation varied from 55 to 92 percent of all staff.

Figure 1: Survey Participation Rates, 2012-13 to 2016-17



Scales

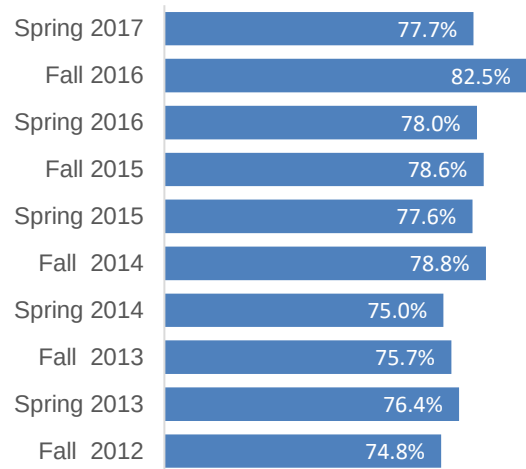
The initial version of the survey, given in the fall of 2012, contained items grouped into three scales, each describing conditions deemed necessary or desirable for an effective school: School's Beliefs and Priorities, Positive Culture and Environment, and Culture of Feedback and Support. An additional scale, College-Going Culture, was added in 2012-13. Survey scale groupings were initially determined through principal components analysis (PCA) of staff responses to individual items. Each year, items have been added to and removed from the survey; the PCA analysis has been repeated following the subsequent administrations, and has consistently indicated the same overall structure. New items are added to scale score calculations after their initial use and validation.

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 item scores on each scale. Percentages of positive (“Agree”/“Strongly agree”) responses were calculated for each item and scale at the campus, feeder pattern, 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 Student Achievement Goals, 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, 2012-13 to 2016-17



Key results include the following:

- The percentage of positive responses on this scale was greater in Fall 2016 than in prior administrations, but returned to a rate similar to that of earlier years in Spring 2017.
- In Fall 2016 and Spring 2017, approximately 87 to 88 percent of staff agreed or strongly agreed that the Dallas ISD Student Achievement Goals guided actions on their campus. About 91 percent agreed that they understood their roles in implementing key actions.
- About 83 percent in Fall 2016 and 78 percent in Spring 2017 responded that the key actions at their school were focused on what is best for students.
- More than 75 percent responded that they had the support from campus leadership to do their job well.

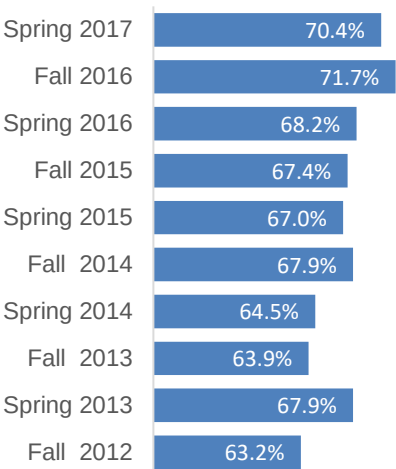
- Approximately 76 percent in Fall 2016 and 74 percent in Spring 2017 responded that their school’s priorities were similar to what they thought they should be, and more than 76 percent in both administrations agreed that their campus was headed in the right direction.

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 73 percent positive in Fall 2016 and 71 percent positive in Spring 2017, an increase from the percentage of positive responses from the previous year (63 percent Fall 2015, 66 percent Spring 2016). Both 2015-16 and 2016-17 responses were substantially more positive than those in any previous 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, 2012-13 to 2016-17



Key results include the following:

- Overall responses in 2016-17 were more than 70 percent positive, a larger percentage than in any prior year.
- More than 70 percent of teachers agreed or strongly agreed that campus leadership helped them

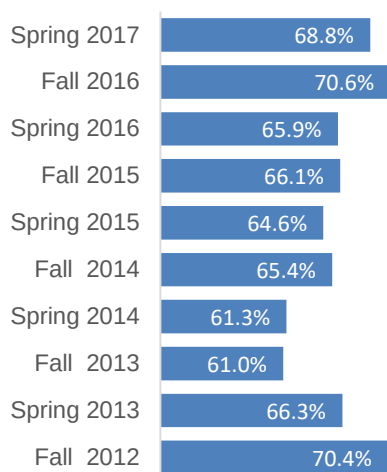
improve the quality of instruction, and that they had opportunities and encouragement to develop leadership potential.

- About 72 percent of teachers in Fall 2016 and 69 percent in Spring 2017 responded that their campus had an effective leadership team.
- More than 75 percent of teachers credited their team experiences in 2016-17 with helping them improve instruction.
- Sixty-four (64) percent of teachers in both Fall 2016 and Spring 2017 agreed that professional development 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, 2012-13 to 2016-17



Key results include the following:

- Scores in 2016-17 were higher than in any prior administration since Fall 2012. (It should be noted that scale scores for 2012-13 are not directly comparable with subsequent administrations, as three new items were added to the scale score calculations in Fall 2013.)
- Nearly 80 percent of staff agreed in 2016-17 that they looked forward to working each day at their school, and that their campus was clean and safe.
- Nearly three-quarters of staff would recommend the school to others as a workplace, and a similar

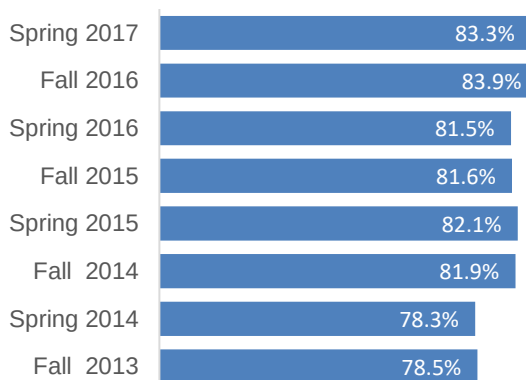
percentage felt that they worked in an environment of support and respect.

- Two items addressing student discipline received responses exceeding 60 percent positive in both fall and spring, compared to percentages below 60 percent in 2015-16 and 2014-15.
- The item "Morale at my school has improved this year" was above 60 percent positive, compared to a low of 40% in Spring 2013, when the item was first used.
- In all administrations before 2015-16, 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. The percentage responding positively increased to 60 percent in Spring 2016 and exceeded that level in 2016-17 (62% Fall, 64% Spring).
- Seventy (70) percent of staff or more agreed that they would recommend their school to parents seeking a place for their child, an increase over the 2015-16 percentages.

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 5: Percentage of Positive Responses, College Readiness Scale, 2013-14 to 2016-17



Key results include the following:

- Positive response percentages have historically been higher on this scale than on other scales, exceeding 80 percent for all administrations since 2013-14. As with the other scales, 2016-17 responses were more positive than those in prior years.
- Response rates by item ranged from 80 to 88 percent positive. Items receiving the most positive responses were "Teachers at this school give

students feedback to help them understand how to improve,” and “Teachers at this school feel that it is a part of their job to prepare students to succeed in college.”

- As in previous years, responses of elementary school staff were slightly less positive than those of secondary staff.

Survey Revisions

Four new sets of teacher-only items were introduced in 2016-17: Collective Responsibility, Reflective Dialogue, Teacher-Principal Trust, and Teacher-Teacher Trust. The selected item sets were previously validated by the Consortium on Chicago School Research at the University of Chicago.

The new items were added as part of a review process conducted in collaboration with School Leadership to ensure that Climate Survey data remain relevant, informative, and actionable. Other items were updated, reworded, or removed if they were no longer relevant to district goals, or if results were not providing new and useful information. Input from feeder pattern Executive Directors, campus principals, and teachers was sought before making the final determination as to which items would be added or removed.

PCA analyses of these item sets will be used to validate their scale structures. New scale score calculations and comparisons with 2016-17 results will be added to campus-level reports for the 2017-18 school year.

Collective Responsibility

Responses indicate what proportion of teachers take responsibility for improving the school, and work together to reach school goals. They indicate how many help maintain discipline throughout the school, not just in their classrooms, and feel responsible for helping students develop self-control. They also indicate how many teachers help each other do their best, feel responsible when students fail, and feel responsible for making sure that all students learn. The percentage of teachers who answered “Most” or “Nearly all” to these items ranged from 67 to 81 percent. Other possible responses were “About half,” “Some,” or “None.”

Reflective Dialogue

Responses indicate how often during the current school year teachers have had discussions with their colleagues about what helps students learn the best; development of curriculum and instruction; school goals; managing classroom behavior; and partnering with parents to promote students’ learning. The percentage of teachers who said they discussed each topic “Almost daily” or “One or two times a week” ranged from 55 percent (partnering with families) to 86 percent (what helps students learn).

Teacher-Teacher Trust

Positive responses to these items indicate that teachers in the school trust one another, and can discuss feelings, worries and frustrations among themselves. Teachers respect other teachers who take the lead in efforts to improve the school, and those who are experts at their craft. The percentage of positive responses to these items ranged from 69 to 84 percent.

Teacher-Principal Trust

Positive responses to these items indicate that teachers in the school trust the principal’s word, and can discuss feelings, worries, and frustrations with the principal. The principal has confidence in teachers’ expertise, takes a personal interest in their professional development, and looks out for the personal welfare of his or her faculty. The principal is an effective manager who makes the school run smoothly, and places the needs of children ahead of personal or political interests. The percentage of positive responses ranged from 69 to 80 percent.

Recommendations

- **The Districtwide Climate Survey should continue to be administered for the foreseeable future.** The survey has provided useful and actionable information to School Leadership since its introduction, and should continue to be administered twice a year. Results should be presented as an opportunity to identify areas in need of improvement as well as areas of excellence. Ongoing efforts should focus on obtaining honest responses from staff without penalties for the school or fear of reprisal.
- **School Leadership should continue annual review of survey items.** 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.

An electronic version of this report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2016-17 Evaluation of Accelerating Campus Excellence (ACE)

Dianne K. Palladino, Ph.D.

EA17-601-4

At-a-Glance

Established in 2015-16, the Accelerating Campus Excellence (ACE) initiative offered competitive stipends to incentivize top teachers and leadership to relocate to seven of the district's Improvement Required (IR) campuses (Annie Webb Blanton, Umphrey Lee, Roger Q. Mills, Elisha M. Pease, Billy Earl Dade, Thomas A. Edison, Sarah Zumwalt). The ACE program was supported by \$4,575,462 of the Dallas ISD general operating funds. Most of the budget was allocated to annual stipends for teachers and leadership. The ACE program aimed to accelerate learning and improve student achievement on these seven campuses through five components (ACE 5). These components and their related objectives include the following:

Effective Principals and Teachers

- Annual teacher retention rate of 90 percent, and maintenance of a minimum of 50 percent of teachers with a Proficient I or higher rating
- High percentages (60% in fall; 75% in spring) of proficient teachers as measured by average Teacher Excellence Initiative (TEI) spot observation scores on standard 2.3 (clear instruction) and standard 2.4 (instructional rigor)
- Fourth or fifth quintile scores on the Culture of Feedback and Support section of the campus Climate Survey

Instructional Excellence

- Growth toward district averages in kindergarten to grade two literacy as measured by *Istation Indicators of Progress (ISIP)*; rates of Tier 1 students at or above district rates)
- Growth toward district averages on test scores (within ten percentage points of district averages in fall for *Assessment of Course Performance (ACP)* exams and in spring for *ACPs* and *State of Texas Assessment of Academic Readiness (STAAR)* exams

Extended Learning

- Fewer than ten percent (elementary) or 15 percent (middle) of students with failing course grades

Social-Emotional Support

- Number of disciplinary offenses at or below district campus average

Parent and Community Partnership

- Attendance rates of at least 96 percent

- Rate of favorable parent ratings at or above district rates as measured by the Principal Excellence Initiative (PEI) Parent/Guardian Survey

This evaluation covered progress toward outcomes related to these components in 2016-17, the second year of the program.

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

The 3,948 ACE students were about half male (52.1%), African American (55.1%), and Hispanic (42.5%). Most were economically disadvantaged (93.0%), 31.7 percent were English language learners, and 9.5% were enrolled in special education. The 264 ACE teachers were 71.2 percent female, 65.2 percent African American, 16.7 percent Hispanic, and 15.2 percent white. Forty percent held at least a master's degree, and ACE teachers taught in the Dallas ISD for an average of 7.1 years, with 45.8 percent teaching in the Dallas ISD for six or more years. The seven ACE principals were 71.4 percent female, 85.7 percent African American, and 14.3 percent Hispanic. All held master's degrees. ACE principals worked for the Dallas ISD for an average of 12.1 years, with 42.9 percent employed by the district for 16 to 20 years. Five ACE principals (72%) completed their second year as an ACE principal in 2016-17, and all but one (86%) served in the role of principal in the Dallas ISD for at least four to six years.

What were stakeholder perceptions of ACE?

Principals. As expressed in responses to an online survey administered by the evaluator, ACE principals generally expressed satisfaction with respect to year two of the ACE program. Successes mentioned included improved student movement and behavior, campus-parent communication, soft skills, and healthy intra-campus competition. Challenges principals faced included attendance and behavior issues; concern for minimizing disciplinary offenses; achievement gap reduction; and high student mobility rates. All principals expressed satisfaction with campus behavioral management training and implementation, and with efforts to increase parent and community involvement. Principals most frequently indicated that more coaching/mentoring (43%) and higher availability of instructional technology (29%) were factors that could improve success in ACE classrooms.

Teachers. As expressed in responses to an online survey administered by the evaluator, ACE teacher perceptions were generally positive. High percentages of teachers reported that highly qualified teachers, rigor of instruction, and high expectations were implemented effectively on their campuses. Perceptions varied on the efficacy of behavioral management implementation. Generally, teachers were satisfied with compensation and worked about 11 to 20 extra hours than they had at non-ACE campuses. The majority of teachers would recommend that their colleagues accept teaching positions on ACE campuses.

Students. The evaluator used district Student Experience Survey results to compare favorable response rates for the past three years. ACE student perceptions generally improved since 2015. In 2017, ACE elementary and middle schools overall exceeded the district favorable rate for district elementary schools and middle schools, respectively.

Parents. The evaluator used positive ACE parent response rates for the past three years from the Principal Excellence Initiative (PEI) Parent/Guardian Survey. ACE parent perceptions generally improved over the last two years. ACE elementary school campuses experienced higher 2017 positive parent response rates than ACE middle school campuses.

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

Retention Rates. ACE campus teacher retention rates ranged from 53.1 percent to 85.4 percent, with an overall ACE teacher retention rate of 68.8 percent. No ACE campuses attained the ACE objective of 90 percent teacher retention from fall 2015 to fall 2016.

Proficiency Ratings. All ACE elementary school campuses, one middle school campus, and ACE overall met the ACE objective of employing a minimum of 50 percent of teachers with a TEI rating of Proficient I or higher. In addition, all ACE campuses and ACE overall met or exceeded rates of teachers with at least Proficient I ratings at non-ACE IR campuses, and all but one ACE campus and ACE overall met or exceeded rates of Proficient I or higher ratings districtwide.

Spot Observations. Although small numbers of ACE campuses met or exceeded the fall objective of 60 percent of teachers with at least a proficient (2.0) spot observation average for section 2.3 (clear instruction) or 2.4 (instructional rigor) in fall 2016 and spring 2017, ACE overall did not meet the fall or spring objectives for proficient spot observations.

Climate Survey. In both fall 2016 and spring 2017, three of the seven ACE campuses achieved scores in the fourth or fifth quintiles on the Culture of Feedback and Support section of the climate survey.

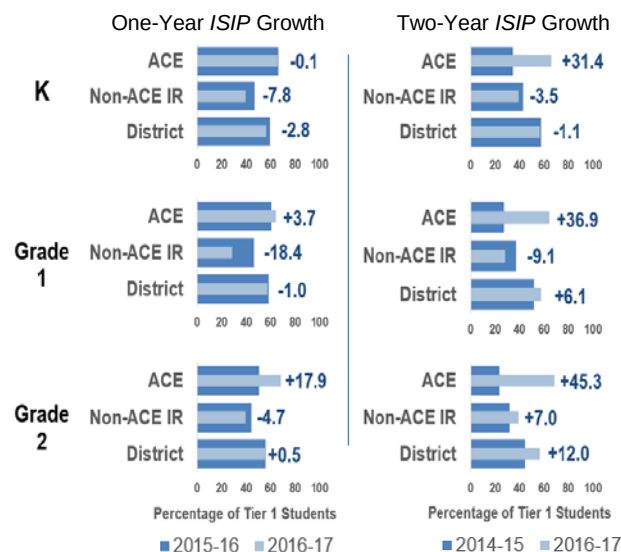
What were the outcomes of the instructional excellence component?

Istation Indicators of Progress (ISIP). The first outcome used to measure instructional excellence was the rate of kindergarten to grade two students enrolled on the PEIMS snapshot date who were reading at grade level (Tier 1) as measured by ISIP.

Overall combined English and Spanish rates of ACE students reading on grade level trended upward each six-week period from the start to the end of the year for all grade levels. End-of-year rates for all grades exceeded the district and non ACE IR campuses.

Figure 1 shows one- and two-year changes in ACE ISIP Tier 1 attainment rates for combined English and Spanish test takers. Positive trends from 2015-16 to 2016-17 were stronger than for non-ACE IR campuses and for the district, especially for grade two. These relatively small one-year ACE gains add to the extensive growth in Tier 1 attainment over the first year of the program. Tier 1 rate increases from 2014-15 to 2016-17 consistently exceeded improvements for non-ACE IR campuses and the district. These outcomes reflect sustained accelerated achievement in reading on grade level for kindergarten through grade two overall.

Figure 1: One- and Two-Year Growth in Combined English and Spanish ISIP Percentage Reading at Grade Level (Tier 1) for ACE, Non-ACE IR, and District



Source: District ISIP files dated October 30, 2016 (2015-16) and June 1, 2017 (2016-17) for students enrolled on the PEIMS snapshot dates of October 30, 2015 (2015-16) and October 28, 2016 (2016-17).

Note: Growth is expressed in **percentage point** differences. Non-ACE IR = Non-ACE Improvement Required campuses.

Assessment of Course Performance (ACP). The second outcome used to measure instructional excellence was passing rates for students enrolled on the PEIMS snapshot date on ACP exams administered in fall 2016 and spring 2017.

Overall, passing rates for 62.2 percent of tests administered on ACE campuses in fall 2016 exceeded passing rates for the previous fall semester, and passing rates for 67.4 percent of tests exceeded fall 2016 passing rates at non-ACE IR campuses. When compared to the district overall, ACE students' fall 2016 ACP passing rates exceeded the district on 30.4 percent of tests, and achieved the fall 2016 objective of passing rates within 10 percent of district passing rates on 65.2 percent of ACP tests. These achievements were generally stronger for elementary campuses than for middle school campuses.

For spring 2017 ACP exams,¹ passing rates for 12.5 percent of tests administered on ACE campuses exceeded passing rates for the previous spring semester, and passing rates for 50.0 percent of tests exceeded spring 2017 passing rates on non-ACE IR campuses. When compared to the district overall, ACE students' spring 2017 ACP passing rates exceeded the district on 30.4 percent of tests, and achieved the spring 2017 objective of passing rates within 10 percent of district passing rates on 25.0 percent of ACP tests. ACE overall passing rates did not exceed those for the district for any spring 2017 ACP subject area or exam.

State of Texas Assessment of Academic Readiness (STAAR). The third outcome used to measure instructional excellence was first and second administration STAAR passing rates² for exams administered in spring 2017 for students enrolled on the PEIMS snapshot date.

As shown in Table 1 overall, 2017 passing rates exceeded 2016 rates for 88.9 percent of 2017 STAAR exams administered on ACE campuses. Passing rates for 50.0 percent of exams exceeded passing rates at non-ACE IR campuses; 66.7 percent were within 10 percentage points of rates for the district (meeting the 2017 ACE objective). Favorable comparisons were slightly higher for elementary school level exams than they were for middle school level exams.

One-year positive passing rate trends ranged from 0.2 to 17.0 percentage points, with four one-year passing rate increases from 2016 to 2017 exceeding 10

percentage points. Passing rates trended downward for two exams compared to 2016. Positive trends from 2015 to 2016 were stronger than from 2016 to 2017, with all exams but one showing a two-year upward trend. Two-year positive trends in passing rates ranged from 5.0 to 40.3 percentage points. Because of the variant nature of STAAR exam formats and cutoff standards over the past three years, readers should use caution when interpreting the reported year-to-year comparisons.

Table 1: 2016-17 ACE STAAR Test Passing Rate Comparisons

	Tests N	Passing Rates							
		Exceed Previous Year		Exceed Non-ACE IR		Within 10 Percentage Points of District		Exceed District	
		n	%	n	%	n	%	n	%
All Tests	18	16	88.9	12	66.7	9	50.0	2	11.1
All Mathematics	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 (2016 grades three to eight), July 12, 2016 (2016 Algebra I EOC), June 15, 2017 (2017 grades three to eight), and June 22, 2017 (2017 Algebra I EOC).

Note: Passing rates reflect percentage of students meeting or exceeding the approaches grade level standard for first and second administrations of all versions of STAAR for grades three to eight and excluding STAAR Alternate-2 for Algebra I EOC. Scores included for students enrolled as of the PEIMS snapshot dates for each year. IR=Improvement Required campuses not included in the ACE program.

What were the outcomes of the extended learning component?

The evaluator used district course files to extract final course grades for grade two to grade eight students³ enrolled on the PEIMS snapshot date, and then calculated rates of students with at least one failing course grade. Although ACE campuses overall did not meet the failure rate objectives for 2016-17 for any grade category, the program fared well in some comparisons to non-ACE IR and district failure rates. ACE students in grades two to five earned one or more failing final course grades at lower rates than both the district and non-ACE IR campuses. The percentage of ACE students in grades six to eight with one or more failing grades also was lower than the rate for non-ACE IR campuses and the district.

¹ Elementary school students did not take ACP exams in spring 2017, and middle school students took ACPs only when a comparable STAAR exam was not administered. Results presented reflect passing rate comparisons for the reduced number of exams, and results should be considered with extreme caution, especially when comparing to previous years.

² Passing rates were for students meeting or exceeding the approaches grade level standard (Level II Satisfactory Standard prior to 2017). All versions of STAAR were included except for Alternate-2 for Algebra I EOC.

³ Final course grades were not calculated for students in grades lower than grade two.

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

The evaluator used district disciplinary files to calculate the number of level I, II, and III disciplinary offenses by campus. For the second year, ACE campuses reduced total offenses. Three elementary schools and all three middle schools met the ACE objective of maintaining total offenses at or below average campus rates for the district. Overall the average referral rate for ACE campuses (107) was 33 offenses lower than the district campus average (140) for 2016-17, and ACE campuses overall reduced total offenses in 2016-17 by 677 referrals (53%) from 2015-16. ACE campuses reduced disciplinary offenses by 3,302 referrals (85%) over the past two years.

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

The evaluator used district attendance files to calculate attendance rates for students enrolled on the PEIMS snapshot date. Meeting attendance rate objectives was a struggle for ACE campuses in 2016-17. Two elementary schools, but no middle schools, maintained attendance rates of at least 96 percent. Overall, ACE attendance rates for the current year were comparable to those at non-ACE IR campuses, and did not meet or exceed rates for the district.

What were the 2016 accountability ratings for ACE campuses?

The ultimate test of program success designed to boost achievement for Improvement Required campuses is earning a Met Standard rating as the result of implementation. Six of the seven ACE campuses earned a Met Standard rating in 2016-17.

Recommendations

- **Keep focus on effective principals and teachers.** Effective administrators and teachers were the cornerstone of ACE successes. Therefore, they should continue to have the resources and professional development opportunities they need to lead and teach effectively, and they should continue to be rewarded financially and otherwise for their efforts.
- **Consider long-term transition plans for ACE 1.0 campuses with caution.** Although most ACE campuses have experienced tremendous academic success over the past two years, it is unknown what would happen to students should effective teachers be relocated to other campuses. Leadership should continue to carefully consider transition plans for ACE 1.0 campuses to avoid losing gains afforded by ACE participation.

- **Leverage heavily the experience of ACE 1.0 administrators and teachers to mentor ACE 2.0 campuses.** As suggested by principals, ACE leadership should leverage the wealth of experience of ACE 1.0 administrators and teachers to mentor those entering the program in the upcoming 2017-18 academic year.
- **Continue to maintain and expand training and support for behavioral management in the classroom.** Although there was both quantitative (decreased discipline referrals) and anecdotal (stakeholder perceptions) evidence that behavioral management improved on ACE campuses since program inception, teachers indicated that some improvement remained necessary, especially with regard to effectiveness and consistency of policy enforcement.
- **Continue efforts to strengthen parent involvement.** Teacher comments on surveys and low attendance rates support the notion that engaging parents may remain a challenge on ACE campuses. Stronger partnership with parents of ACE students will assist with improving and maintaining gains in important outcomes, such as discipline enforcement, attendance rates, and dedication to learning.
- **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 into higher grades at other campuses. It is important to plan how this will be studied early in the program in order to increase the likelihood that the appropriate data and circumstances are in place for future evaluation.
- **Re-evaluate outcome objectives for 2017-18.** Evaluations for years one and two of the ACE program were designed around the early objectives of the ACE program. Certain data provided more insight than others. The evaluator and ACE leadership should carefully review and modify objectives, as appropriate.

The full 2016-17 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2016-2017 State and Federal Accountability Projects

C. Elizabeth Watson, M.P.A.

EA17-602-4

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 2013-14, and have remained on the list for four years. Due to transition requirements from the United States Department of Education (USDE) related to ESSA, Texas maintained this list of priority and focus campuses through 2016-17. A revised methodology is being put into place for the 2017-18 school year to identify Priority and Focus campuses, which takes portions of the prior methodology and modifies it to better fit the anticipated staging under ESSA.

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 identified 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 2016-17, Dallas Independent School District (Dallas ISD) had nine campuses identified as priority schools, and seven identified as priority-progress. These campuses were eligible to receive \$121,933 per year in order to implement the program. The grant period ran from October 1, 2016 to September 30, 2017.

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.

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 2016-17, Dallas ISD had 10 campuses identified as focus schools, and 16 campuses identified as focus-progress. These campuses were eligible to receive \$20,000 per year in order to implement the program.

For 2017-18, Dallas ISD will have 22 campuses identified as priority schools, and 38 identified as focus schools.

Funding allocations per district will be calculated based on the number of eligible priority and focus schools within the district and the number of students enrolled on the campus during the 2016-17 school year. The estimated amounts of grantee awards campuses will be eligible to receive range from \$65,000 to \$240,000 per priority school, and \$15,000 to \$30,000 per focus school. The grant period will run from October 1, 2017 to September 30, 2018.

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 ESSA.

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.

In 2016-17, Dallas ISD was stage 2 in both Career and Technical Education and Bilingual Education/English as a Second Language. Dallas ISD was stage 3 in Special Education. The district's needs were identified and targeted improvement planning activities were implemented to address those needs. The district completed all required intervention activities for the 2016-17 school year. 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 state of 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.

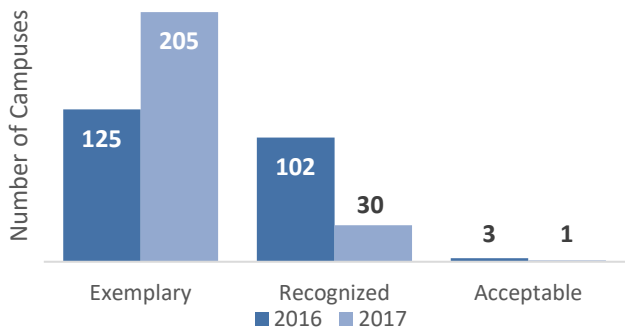
**Community and Student Engagement
(CaSE) Local Accountability**

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.

These eight domain scores are combined to arrive at one overall campus local accountability rating, 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. Districts must ultimately assign each campus and the district as a whole one of four ratings: exemplary, recognized, acceptable, or unacceptable.

In 2016, 125 campuses were rated exemplary overall, 102 were recognized, and three were rated acceptable overall. In 2017, 205 campuses were rated exemplary, 30 recognized, and one acceptable overall, as illustrated by Figure 1.

Figure 1: 2016-17 Overall CaSE Ratings



Note: 230 campuses were rated in 2016. In 2017, 236 were rated.

The district was rated exemplary in Fine Arts, exemplary in Wellness and Physical Education, exemplary in Community and Parental Involvement, recognized in 21st Century Workforce Development, recognized in Second Language Acquisition, exemplary in Digital Learning, exemplary in Dropout Prevention Strategies, and exemplary in Educational Programs for Gifted and Talented Students. The district was rated exemplary overall. All campuses and the district were rated “yes” in compliance.

House Bill 22 (85th Texas Legislature, 2017) repealed CaSE ratings, beginning with the 2017–18 school year.

**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 2016-17, 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 11 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 four-year and five-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 229 campuses evaluated, 33 (14.4%) schools met less than 50 percent of the safeguards; 34 (14.8%) schools met over 90 percent of the safeguards, but still missed at least one. A total of 69 (30.1%) schools met 100 percent of the system safeguards, as shown in Table 1.

Table 1: Number of Campuses by Percentage of System Safeguards Met, 2015-16

Overall Percentage of System Safeguards Met		
	N	%
49% or Less	33	14.4
50%-59%	14	6.1
60%-69%	24	10.5
70%-79%	24	10.5
80%-89%	31	13.5
90%-99%	34	14.8
100%	69	30.1
Total	229	99.9

Source: Texas Education Agency state accountability reports, August 2016. Note: Total does not add to 100 due to rounding.

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 2015-16 school year. A total of 1,710 criminal/violent incidents occurred in 2015-16. Overall, 95.1 percent of incidents fell within the discretionary category, 2.2 percent were mandatory removals, and 2.7 percent were expellable offenses.

Finally, Texas statute requires every district to include information provided to districts from the Texas Higher Education Coordinating Board (THECB) with its performance report. 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 2017, a total of 219 schools, as well as the District, were rated Met Standard. A total of 14 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 2017, 65 percent of Dallas ISD campuses earned at least one distinction, and 30 campuses earned the maximum possible distinctions, as illustrated in Table 2.

Table 2: 2017 Districtwide Distinctions Earned, by Level

Level	Number of Distinctions Earned							
	0	1	2	3	4	5	6	7
Elementary	54	25	18	12	14	15	14	-
Middle	17	6	5	0	1	1	3	8
High	9	2	2	4	4	0	7	8

Source: Texas Education Agency state accountability reports, August 2017. Note: The alternative education accountability (AEA) system does not include distinctions. The two AEA campuses, along with two campuses paired with others for accountability ratings bring the total campuses in the table to 229, rather than the 233 that received ratings.

For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2016-17 Texas Priority and Focus Schools Program

C.Elizabeth Watson, M.P.A.

EA17-605-4

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 2013-14, and remained on the list for four years. Due to transition requirements from the United States Department of Education (USDE) related to ESSA, Texas maintained this list of priority and focus campuses through 2016-17. A revised methodology is being put into place for the 2017-18 school year to identify Priority and Focus campuses, which takes portions of the prior methodology and modifies them to better fit the anticipated staging under ESSA.

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 2016-17, Dallas Independent School District (Dallas ISD) had nine campuses identified as priority schools, and seven identified as priority-progress. The campuses were eligible to receive \$121,933 and \$20,000, respectively, in order to implement the program. The grant period ran from October 1, 2016 to September 30, 2017.

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 2016-17, Dallas ISD had 10 campuses identified as focus schools, and 16 campuses identified as focus-progress. The campuses were eligible to receive \$121,933 and \$20,000, respectively, in order to implement the program. The grant period ran from October 1, 2016 to September 30, 2017.

2016-17 Expenditures

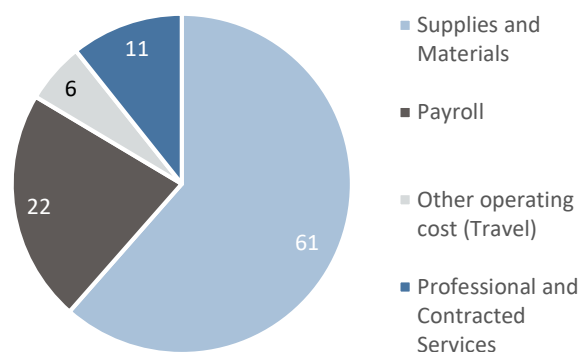
The majority of priority and focus campuses' grant funds were spent on supplies and materials, which included technology, software, supplemental instructional materials and supplies, literacy library construction, professional development book studies, assessment preparation workbooks, and other supplemental supplies for professional development. Expenditures from this category totaled \$2,648,400, or 61 percent of total spending.

The second largest category of expenditure from the priority and focus school grant was payroll, comprising 22 percent of the total spending, at \$951,367. These positions were largely teachers, campus instructional coaches, and teacher 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. Four campuses hired social workers or community liaisons to address improving campus climate and increasing parent and community involvement goals.

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 11 percent of expenditures, at \$460,714.

Six percent of the grant funds, \$247,470, 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.

Figure 1: 2016-17 Overall Priority and Focus Grant Expenditures



The Future of Priority and Focus Grants

Since ESSA replaced NCLB on July 1, 2017, the TEA chose to modify the methodology for the selection of priority and focus campuses. This revised methodology takes portions of the prior methodology and changes them to better fit the anticipated staging under ESSA. Using data obtained from the 2016 Accountability Reports, the TEA generated a list of priority and focus schools based on statewide reading and mathematics assessments and graduation rates.

Priority schools include a combination of Texas Title I Priority Schools (TTIPS) from cycles three, four and five, Title I schools with graduation rates less than 60 percent, and the lowest achieving Title I campuses based on state accountability ratings of Improvement Required and reading and mathematics safeguard performance in the seven federal student groups at the federal safeguard target of 87 percent. For 2017-18, Dallas ISD will have 22 campuses identified as priority schools.

Focus schools include ten percent of Title I schools not already identified as priority schools with the next lowest achieving campuses based on state accountability ratings of Improvement Required and reading and mathematics safeguard performance in the seven federal student groups at the federal safeguard target of 87 percent. For 2017-18, Dallas ISD will have 38 campuses identified as focus schools.

As in previous years, priority and focus schools will be required to designate a DCSI and to begin and/or continue engaging in the TAIS continuous improvement

framework. Schools will be unable to appeal labels of priority or focus, and will remain on the list regardless of their 2017 State Accountability ratings. However, priority schools that are rated as Met Standard in August of 2017 will see a reduction in required interventions.

Funding allocations per district will be calculated based on the number of eligible priority and focus schools within the district and the number of students enrolled on the campus during the 2016-17 school year. The estimated amounts of grantee awards campuses will be eligible to receive range from \$65,000 to \$240,000 per priority school, and \$15,000 to \$30,000 per focus school. The grant period will run from October 1, 2017 to September 30, 2018.

There will be no exit process for schools identified as priority or focus for 2017-18. The state will prepare to implement the requirements under ESSA for school year 2018–19 and utilize school year 2017–18 as a transition year. Therefore, a new list will be released for school year 2018-19.

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 funds, and how the district and campuses can moderate that impact.

For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2016-17 Evaluation of AVANCE¹

Heather J. Turner, Ph.D.

EA17-609-4

At-a-Glance

AVANCE – Dallas is a non-profit organization providing education, coaching, and tools to at-risk families. The primary goal of the program is to train parents to become the first teachers for their infant to three-year-old children. The program, currently housed in 42 classrooms in 18 elementary schools in Dallas Independent School District (Dallas ISD), strives to engage parents, inspire children, and build communities in at-risk neighborhoods. The AVANCE curriculum consists of 32 weeks of 4-hour classroom sessions during which parents attend instruction while children engage in educational and culturally- and age-appropriate activities focused on their social, emotional, cognitive, and physical development. Families also participated in approximately six monthly home visits per year during which an instructor engaged in educational play with families. In addition to parent/child education and home visitation, AVANCE offered weekly book clubs for families who were not enrolled in AVANCE as well as enrichment programs for parent graduates, including workplace English courses and a leadership academy.

The program budget for AVANCE was \$1,700,000 for program year 2016-17. Of this \$622,000 was from the United Way, \$400,000 was from Dallas ISD general operating funds, and \$678,000 was from other external funding sources such as foundations, corporations, and individuals.

Purpose of the Evaluation

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 2016-17 academic year, key findings from a survey of parent involvement, and progress results from home visit checklists. 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.² 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.³

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,⁴ 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).⁵

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 six 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 parents as the year progressed to show them how much interactions with their children had changed.

¹ Portions of this evaluation were adapted from Palladino (2016).

² AVANCE is primarily a Spanish-language program. The English program will be expanded once funds are secured.

³ A reason some parents would do this is to provide the experience for their children.

⁴ 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, with their children, 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). They also made culturally-correct dolls and pillows that were used for the same purpose.

⁵ 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.

Personnel. As of February 2017, AVANCE employed 57 staff members (54 full-time and 3 part-time). These staff members included seven administrators/office staff and two coordinators presiding over four 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.

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,⁶ 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.⁷

Parents. Frequency analyses indicated that of the 760 parents enrolled in AVANCE this year, 468 (62%) resided within Dallas ISD. Of those, 418 (89%) graduated from the program. Parents were an average of 32.5 years old (range: 18 to 74). See Table 1 for a summary of demographics based on the parents who attended at least three courses and were counted as “committed.”

Table 1: Dallas ISD AVANCE Parent Characteristics

	<i>n</i>	%
Female	452	96.5
Hispanic/Latino	468	100.0
Married/Living with Spouse	314	67.1
Living in Apartment	172	36.8
Own home	151	32.2
Primary Home Language: Spanish	370	79.1
Homemaker	340	72.6
Primary Income Source: Job Wages	455	97.2
Family Annual Income under \$24,250	218	46.6

Source: AVANCE program office data files received on July 25, 2017.

Note: *N* = 468; Sample includes parents who resided in the Dallas ISD and who were committed to program in 2016-17.

Children. Frequency analyses indicated that AVANCE parents in the Dallas ISD participated with one (*n* = 392, 83.8%), two (*n* = 75, 16.0%) or three (*n* = 1, 0.2%) children, for a total of 545 child participants. These children were an average of 2.8 years old (range: 0 to

5), were 48.6 percent female (*n* = 242), and 94.5 percent Hispanic (*n* = 464). Most (*n* = 511, 93.8%) were born in the United States.

What changes in age-appropriate development occurred?

AVANCE staff members administered two assessments at both the beginning (pre-test) and the end of the academic year (post-test) to measure age-appropriate development. The *Ages and Stages Questionnaires (ASQ-3)*⁸ 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 in five areas shown in Figure 1. AVANCE used this 30-item instrument to screen children from birth to two years. The ASQ-3 is dependent on a child's age in months.⁹ The AVANCE office provided individual-level raw ASQ-3 scores by item for each child. Items scored with a “Y” (Yes) or “S” (Sometimes) indicated the child was able to perform the task.¹⁰ The number of “Y” and “S” responses were counted as a percentage of the total number of responses for each of the development areas and overall.

Results. As shown in Figure 1, a higher percentage of AVANCE children performed at or above age-level on the ASQ-3 post-test than on the pre-test across all development areas and overall. The largest gain was observed in fine motor development (39%), followed by the personal social development (25%).

⁶ Book clubs also welcomed parents who had not graduated from AVANCE's core program.

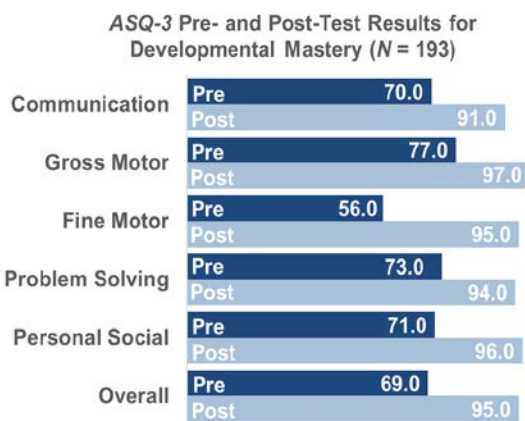
⁷ Availability of these programs each year is subject to funding.

⁸ For more information, see <http://www.agesandstages.com>.

⁹The program was 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.

¹⁰ A child could also receive a “N” (No) or have no response for an item. No response items were not counted as part of the percentage computations. Raw score responses were provided in English.

Figure 1. Rate of Children Ages Zero to Two at or Above Age-Appropriate Development Level on ASQ-3



Source: AVANCE program office data files dated July 25, 2017.

Note: N = 193. Sample includes children of the parents who resided in Dallas ISD with matched pre- and post-test scores.

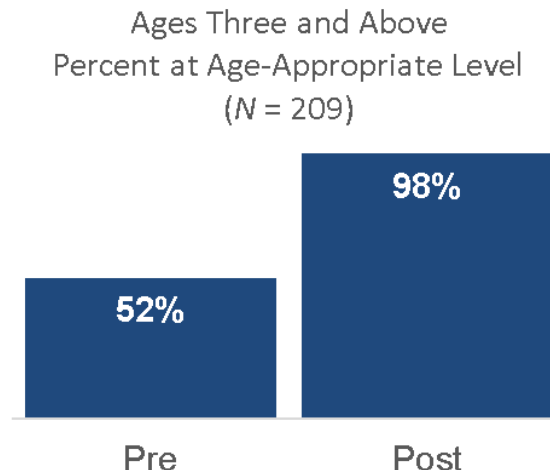
School Readiness Survey (SRS)

Methodology. The SRS is 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 40 skills as “mastered”, “making progress”, “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 as “mastered” or “making progress” on at least 75 percent of instrument items. This threshold was used for this evaluation for consistency.

The AVANCE office provided SRS data for 209 children of parents who were committed to the program. These children all had complete pre- and post-test results. 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%) compared to pre-test (52%).

Figure 2: Rate of Children at or Above Age-Appropriate Development Level on the School Readiness Survey



Source: AVANCE program office data files dated July 25, 2017.

Note: Sample includes children of the parents who resided in Dallas ISD with matched pre- and post-test scores.

What were changes in parent involvement from the beginning to end of the year?

AVANCE Parent Inventory (API)

Methodology. The API is 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 number of times per month the parent or child engaged in healthy behaviors and parent/child engagement activities.

Results. Compared to the pre-test, at post-test the average days per week parents engaged in activities with their children increased across the board, except for the average days per week the child consumed sugary drinks or sweets, which remained the same. The largest increases included the average number of days a parent read or showed pictures (3.3 days per week average increase) and counted using numbers with their children (2.8 days per week average increase).

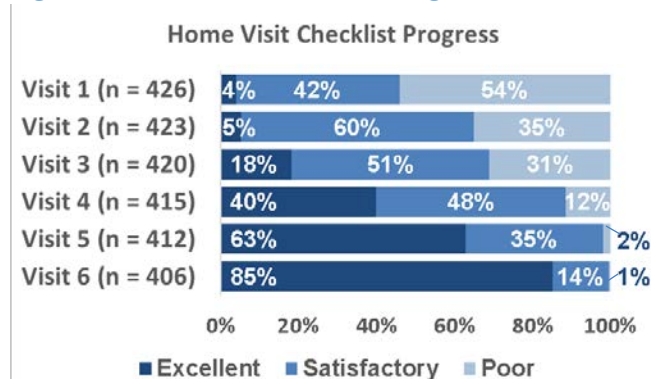
The average number of times parents engaged their children in a variety of activities per month increased across the board. The largest gains occurred in the average number of times a parent volunteered with an individual (4.9 times per month average increase) and the average number of times parents took their children to the library (3.9 times per month average increase).

Are home visits improving a mother's interactions throughout the program year?

Methodology. AVANCE staff members tracked home visits to observe a mother's interactions with her infant(s) aged one to nine months old and/or toddler(s) aged 10 months to four years old. Data were coded by an AVANCE staff member on a rating scale of "excellent", "satisfactory", or "poor".¹¹ The items were grouped into categories including a mother's positive attention, language stimulation, senses, demonstration, and mother's action and attitude. For each visit, item rating (excellent, satisfactory, and poor) frequencies were computed as a percentage of total ratings by visit. The infant and toddler checklists were consolidated for analysis.

Results. Staff members completed six home visits to each household for a total of 2,502 home visits between September 2016 to June 2017. As shown in Figure 3, the frequencies for the checklist items that were rated "excellent" increased from $n = 667$ (4%) responses to $n = 13,340$ (85%) from visit one to six. The largest increase in "excellent" ratings was observed between visit four and five.

Figure 3: Home Visit Checklist Progress



Source: AVANCE program data file dated July 25, 2017.

Note: The number shown is the percentage of each rating for all items by each visit.

Recommendations

- **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., HIPPIY, Dallas ISD prekindergarten), 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 and review data structures and systems to support this goal.

- **Continued improvements in data integrity.** AVANCE enrollment is strong. Data management should seek more efficient methods beyond Excel spreadsheets. Key identifiers linking parent and child participants, locations, and exam IDs will allow the evaluator to filter and explore data structure, as required. In addition, working with Dallas ISD to create an AVANCE flag in the district's database will allow the district to perform long-term outcome analyses on former participants.

References

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

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¹¹ There are 39 items on the infant checklist for children aged zero to nine months old and 40 items on the toddler checklist for children aged 10 months to four years old.

Leadership Development Program

Laila Y. Sanguras, Ph.D.

EA17-611-4

At-a-Glance

The Leadership Development (LD) department supported current and future campus administrators and executive directors as part of Dallas Independent School District's (ISD) Title I strategic focus on raising student achievement. The professional development opportunities included the Assistant Principal Leadership Development Cohort, Assistant Principal Professional Development, and the Future Campus Leaders program.

The total Title I funding amount available for Leadership Development was \$902,245. Most of the funds were used for consulting services to support the Teaching Trust, and to provide guest speakers as needed. The funds were also used for personnel to develop training content, provide functional operations, and support the Leadership Development department.

Leadership Development Programs

Assistant Principal Leadership Cohort (APLC)

The Assistant Principal Leadership Cohort met two full days and four half days during the 2016-17 school year with the purpose of creating a viable pool of leadership candidates ready to assume the principal role. The cohort included assistant principals identified for their potential and skills as campus leaders.

Forty APPLC participants represented 29 different schools within Dallas ISD. Of those, the largest number of participants were from Skyline High School (N=4), Gaston Middle School (N=3), Zumwalt Middle School (N=3), and Mount Auburn Elementary School (N=3). Forty-eight percent of the participants attended three to five of the offered sessions, whereas the remaining participants were fairly evenly split between attending less than three sessions (27%) or more than six sessions (25%).

Assistant Principal Professional Development (APPD)

The Leadership Development department staff members organized eight professional development opportunities for current Dallas ISD assistant principals. The sessions focused on the skills outlined in the Texas State Principal Standards, Principal and Assistant

Principal Excellence Initiatives, and general leadership competencies. Participants registered for sessions based on their needs and interests.

One hundred and thirteen APPD participants represented 74 different campuses in Dallas ISD. The largest number of participants were from Long Middle School (N=5) and Skyline High School (N=4). Most (93%) of the participants attended three or fewer sessions; a total of eight were offered.

Future Campus Leaders (FCL)

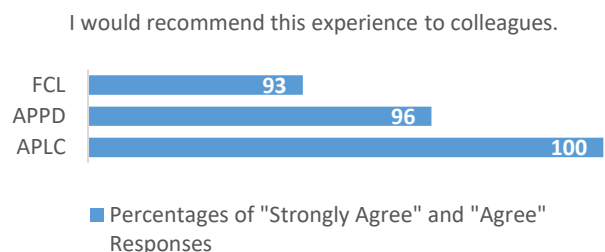
FCL participants met six times during the 2016-17 school year to problem solve potential challenges that regularly face campus administrators. The FCL program included Dallas ISD faculty members (i.e., teacher leaders, instructional coaches, central office staff, and academic facilitators) with a desire to pursue campus administration.

Sixty-nine FCL participants represented 34 Dallas ISD schools. The largest number of participants were from Zumwalt Middle School (N=7), Kimball High School (N=5), and Holmes Middle School (N=4). Forty-two percent of the participants attended three to five sessions, whereas 36 percent attended all six sessions and 22 percent attended less than three sessions.

Leadership Development Evaluation Results

The LD department conducted an evaluation after most sessions. The evaluation consisted of three close-ended questions and four open-ended questions. The findings of the third closed question are presented below. Perceptions of each program were positive.

Figure 1: Perceptions of LD programs



The open-ended questions asked participants to describe what they enjoyed about the PD session, what they intended to do differently after attending the PD session, how they will implement new learning, and what services they would like in the future. The responses to these questions were used internally by the LD department to inform future PD.

Summary

With a total budget of \$902,245, the LD Department trained 40 participants through the APLC, 113 through the APPD, and 69 through the FCL program. It will be important in future evaluations to note if participants in the Leadership Development Program remained in Dallas ISD and continued in or moved into leadership positions.

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2016-17 Evaluation of the Collegiate Academies

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EA17-612-4

At-a-Glance

In an effort to expand opportunities for traditionally underrepresented students determined to be first-generation college students, the Dallas Independent School District (Dallas ISD) opened eight new Collegiate Academies in 2016-17 in partnership with the Dallas County Community College District (DCCCD; see Table 1). The Collegiate Academy (CA) program was supported by \$14,425,812 in Dallas ISD general operating funds, and provided students with the opportunity to earn up to 60 hours of college credit or an associate's degree tuition-free before graduating from high school. Approximately 100 freshmen formed cohort I of students at each of the eight CAs. These students will move together through high school graduation.

Seven of the eight new CAs were formed with the intention of attaining TEA designation as Early College High Schools by the 2017-18 school year, and one had already received official designation prior to opening.¹ Therefore, all CAs were designed around the Early College High School model, earning dual credit for both high school and college courses simultaneously. The purpose of this evaluation was to provide a brief overview of CA program implementation and to examine short-term outcomes for the eight new cohort I campuses.

Table 1: 2016-17 Dallas ISD Cohort I Collegiate Academies

Collegiate Academy	Collegiate Partner
David J. Carter CA (Carter CA)	Cedar Valley
Dr. Emmett J. Conrad Global CA (Conrad CA)	Richland
James Madison CA (Madison CA)	El Centro
Pinkston Preparatory CA (Pinkston CA)	El Centro
Franklin D. Roosevelt CA (Roosevelt CA)	El Centro
Seagoville P-TECH at Eastfield (Seagoville PT)	Eastfield
South Oak Cliff CA (SOC CA)	Mountain View
Thomas Jefferson CA (Jefferson CA)	Brookhaven

Source: District website 11/16/2016.

Note: All collegiate partners are part of the Dallas County Community College District.

Program Components

School Design

Each CA was physically designed as a “school within a school” facility to provide a sense of cohesiveness for students. Most grade nine and grade ten courses were taken in this facility, with the exception of fine arts,

health, physical education, and foreign languages, which were attended at the comprehensive high school. The district provided transportation to and from college partner campuses for CA students.

Student Applications

Grade eight students from across the district applied to enroll in CAs through an online application that required selection of up to three desired CAs and an essay. Students also were required to participate in an admissions interview. For fall 2016 admission, applications opened in December 2015, and acceptance decisions were delivered in March 2016.

Program Timeline

CA students take increasing numbers of dual credit courses each year. Students take the majority of classes during grade nine and grade ten at the high school campuses, and then take the majority of classes at college partner campuses during grade eleven and grade twelve.

Campus Staffing

Dedicated CA staff included one assistant principal to serve as campus administrator, one workplace learning coordinator, one dedicated counselor, one dedicated clerk, and dedicated teachers.

Pathways and Industry Partners

CA students selected pathways to guide their progress from grade nine toward a specialized field. Two to four pathways were available at each of the 2016-17 cohort I CAs. To supplement education related to selected pathways, industry partners provided students with a variety of related hands-on learning experiences.

Texas Success Initiative Assessment (TSIA)

To be eligible for dual credit coursework, CA students were required to demonstrate college readiness by meeting the minimum passing standard on the TSIA, preferably by the end of grade ten. While students previously could take the TSIA twice per year per subject through the higher education partner, the district became a licensed TSIA testing center in spring 2017, thereby allowing students who exceeded the threshold of attempts with additional retest opportunities.

¹ Seagoville P-TECH at Eastfield was designated before fall 2016. For cohesiveness, Seagoville was referenced as one of the Collegiate Academies in this report.

Summer Bridge Program

CAs partnered with DCCCD to provide a summer bridge program to prepare incoming grade nine students to meet *TSIA* requirements. The summer bridge program for cohort I students consisted of four sessions in June 2016 that focused on four dimensions: 1) contextual skills and awareness, 2) academic behaviors, 3) key content knowledge, and 4) key cognitive strategies.

Student and Teacher Demographics

Cohort I CA students were comprised of 906 students who were 59 percent Hispanic, 36 percent African American, 58 percent female, 84 percent economically disadvantaged, and 64 percent at risk. Although cohort I student demographics were similar to 2016-17 district high school students overall, CA students were more likely than district high school students to be African American, more likely to be female, less likely to be Hispanic, and less likely to be enrolled in special education.

The eight cohort I CAs employed 37 teachers, with four to five teachers at each campus. Forty-one percent of teachers held a master's degree, and 21 percent had been employed by the Dallas ISD for six or more years.

Short-Term Outcomes

Dual Credit Courses

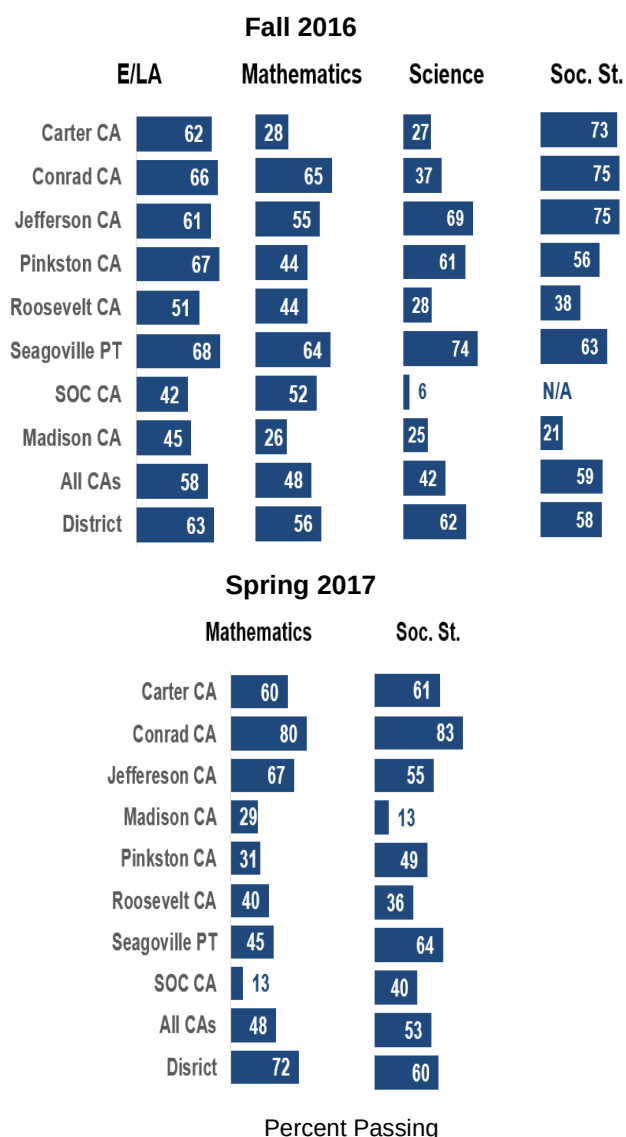
CA students earned 99 percent of credits attempted for dual credit courses in fall 2016 and 97 percent of credits attempted for dual credit courses in spring 2017.

Assessment of Course Performance (ACP)

Fall 2016 *ACP* passing rates for CA students slightly exceeded district rates for the social studies exam (59% CA versus 58% district), but lagged behind the district for English/language arts (58% CA versus 63% district), mathematics (48% CA versus 56% district), and science (42% CA versus 62% district). Four of the eight CA campuses (50%) beat district passing rates for social studies, three campuses beat district passing rates for English/language arts (38%), and two campuses (25%) beat district passing rates for mathematics and science.

Spring 2017 CA *ACP* passing rates lagged behind those for the district in mathematics (48% CA versus 72% district) and social studies (53% CA versus 60% district). One of the eight campuses (13%) exceeded district passing rates for mathematics, and three campuses (38%) exceeded district passing rates for social studies.

Figure 1: 2016-17 Collegiate Academy ACP Passing Rates



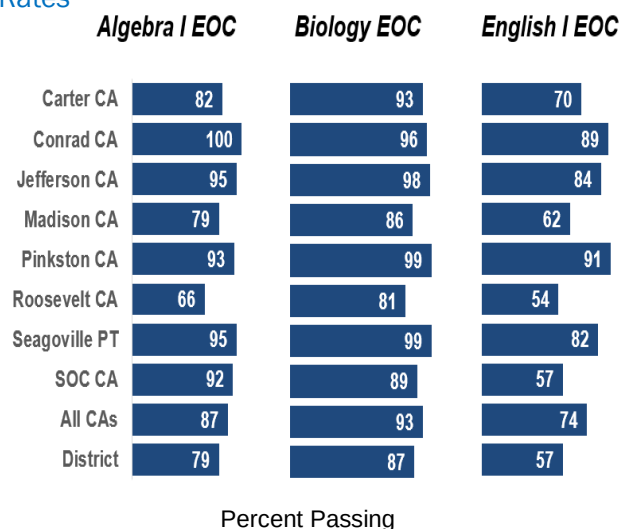
Source: Fall 2016: District *ACP* data file dated 5/8/17. District demographic data file dated 10/31/16. Spring 2017: District *ACP* file dated 6/20/17, demographic file dated 5/22/17.

Note: CA = Collegiate Academy. PT = P-TECH. SOC = South Oak Cliff. N/A = Not Applicable. E/LA = English/language arts, Soc. St. = Social Studies.

State of Texas Assessments of Academic Readiness (STAAR)

Passing rates of CA students overall exceeded those of the district for the *Algebra I* EOC (87% CA versus 79% district), *Biology* EOC (93% CA versus 87% district), and *English I* EOC (74% CA versus 57% district). Six of the eight CA campuses (75%) beat district passing rates for the *Algebra I*, *Biology*, and *English I* EOCs.

Figure 2: 2017 Collegiate Academy STAAR Passing Rates



Source: STAAR EOC data file 06/14/2017 and demographic file dated 10/31/2016.

Note: Rates are for students enrolled in the district at each campus as of 10/31/2016 for first and second administration of all versions but *Alternate 2* of STAAR EOC exams. Rates represent students who have met or exceeded the approaches grade level standard. CA = Collegiate Academy. PT = P-TECH. SOC = South Oak Cliff.

Attendance

Attendance rates for CA students exceeded attendance rates for non-CA students at all campuses and overall (96% CA versus 92% non-CA).

Student Retention

Rates of student retention ranged from 93 percent (Roosevelt CA) to 98 percent (Conrad CA and Pinkston CA). Overall, 96 percent of CA students enrolled at the beginning of the 2016-17 academic year remained enrolled at the same CA campus at the end of the year.

Campus Parent Activities

A brief survey of CA principals revealed a comprehensive list of parent activities held on CA campuses, including 1) cohort signing day, 2) parent orientation, 3) parent meetings/conferences, 4) parent volunteer open house, 5) parent/scholar night, 6) parent classes, 7) parent/teacher association (PTA) nights, and 8) college field trips.

Student Perceptions

Eighty percent of CA students ($n = 722$) responded to an online survey that requested information related to CA goals, participation in industry partner activities, and perceptions of the CAs. Students were generally positive about the impact of CA participation on their lives. At least 80 percent of respondents agreed or strongly agreed that they were 1) completing courses to help earn an associate's degree (90%), 2) gaining skills

to help transition to college successfully (86%), 3) earning at least one industry certificate (82%), and 4) learning to communicate professionally (80%). Students were least likely to agree that they had participated in at least three activities with industry partners (58%). When asked about the industry partner activities in which they had participated, students were most likely to indicate they had participated in technology training (45%) and activities related to selecting a career path/career exploration (44%); they were least likely to indicate they had participated in activities related to conflict/dispute resolution (8%) and peer mentoring of younger students (7%).

When asked to describe the CA environment in their own words, students were mostly positive, with the highest rate of students describing the environment as professional, focused, and challenging (17%) and generally positive (17%). A small percentage of students described the CAs as isolated, excluded, or separate (9%), while some described the environment as no different from a regular campus (6%).

Students were most likely to mention what they liked best about being a CA student as being on track to earn college credit or an associate's degree (27%) and on track to be prepared for college and the future (15%). Students most frequently mentioned that they least liked the uniforms (16%) and the amount of work (14%).

Recommendations

- **Find ways to reduce student perceptions of separation and isolation.** Although not a strong consensus, nine percent of student survey respondents described the CA environment as isolated, excluded, or separate. This sentiment may put some students at risk for not completing the program. While there are benefits to the "school within a school" environment for keeping students focused on the rigorous course load, administrators should be careful to identify those students who may be challenged by feeling isolated from their friends and the general campus population. It will be important to find ways to help students feel more socially connected.
- **Increase opportunities for students to interact with industry partners.** As of the time of the student survey, 53 percent of respondents indicated that they had participated in at least three activities with industry partners. Program leadership should ensure that all students are exposed to the wealth of experiences that industry partners can provide to bolster the impact of their depth of path-related knowledge during their time as CA students.

- **Determine the most appropriate and informative outcomes to measure Collegiate Academy success.** Because students who chose to attend CAs were likely to be academically motivated, a certain level of selection bias should be acknowledged when comparing CA student assessment outcomes to those of the general population at the same campus. More successful outcomes for CA students would not be surprising. Therefore, comparisons of these outcomes between these two groups, while convenient, may not provide the most useful actionable information for program evaluation and improvement. Program leadership should examine available outcomes with the 2017-18 evaluator and choose the most appropriate measures and desirable outcomes and goals to frame future evaluations.

The full 2016-17 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2016-17 Evaluation of the Transition Program

Nicholas Grimberg, M.A. and Akiva Lorenz, Ph.D.

EA17-613-4

At-a-Glance

Administered by Psychological & Social Services, the primary goal of the Transition Program is to provide transitional support for students returning to campuses from alternative placements. These include the Disciplinary Alternative Education Program (DAEP), Juvenile Justice Alternative Education Program (JJAEP), psychiatric hospital stays, and mental health related homebound placements. The Transition Program received \$186,441 in Title I funding, which primarily covered personnel expenses. The goals of the Transition Program for the 2016-17 school year were to improve school achievement and attendance by assisting students to:

- Remain on campus and avoid placement in more restrictive school or community placements,
- Improve behavior and school functioning, and
- Reduce Juvenile Justice Involvement.

The purpose of this evaluation was to evaluate the extent to which the Transition Program was implemented with fidelity, met expected outcomes as outlined in program documents, and impacted school climate. Data were collected and provided by the program staff from Psychological and Social Services.

What were DAEP referral reasons?

There were 1,997 offenses that led to student placement into DAEP. The most common reason students were referred to DAEP was the possession or sale of marijuana or other controlled substances (58.6%). Eight percent of Dallas ISD students were referred to DAEP for assault against district personnel or volunteers (Class C assault). The same number of students were referred to DAEP for repetitive Level I offenses. Five percent of students were referred to DAEP for major disruptive school behavior. Three percent of students were referred for student on student assault (Class A). An additional three percent of students were referred for alcohol.

Table 1: Offenses Leading to DAEP Placement

Offense	N	%
Drugs (non-felony)	1,170	58.6
Assault (Class C)	163	8.2
Repetitive Level I Offenses	163	8.2
Major Disruptive Behavior	97	4.9
Assault (Class A)	68	3.4
Alcohol (non-felony)	60	3.0
Profanity/obscene gesture	56	2.8
Fighting	47	2.4
Other	173	8.7

Source: Data were extracted from district disciplinary records.

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

What were the demographic characteristics of students referred to DAEP?

There were 1,757 Dallas ISD students who were placed into DAEP during the 2016-17 school year. Sixty-four percent of students were Hispanic while 32.2 percent were African American. Seventy percent of referred students were male and 29.6 percent were female. Thirty-seven percent of students were English Language learners which is less than the percentage of English Language learners in the district (44.4%). Eleven percent of students were enrolled in special education services.

Table 2: Demographic Characteristics of Program Participants

Variable	N	%
Ethnicity		
Hispanic	1,123	63.9
African American	565	32.2
White	47	2.7
Other	22	1.2
Gender		
Male	1,237	70.4
Female	519	29.6
English Language Learner	643	36.6
Special Education	196	11.2

Source: Data were extracted from Dallas ISD Chancery file.

Note: Gender information was missing for one participant.

Who provided the interventions?

During the 2016-17 school year the Transition Program was provided funding for three clinicians. However, due

to the number of DAEP referrals and schools impacted, the program used their existing staff of 43 social workers and psychologists as well as four interns to provide the services.

Transition program records show that there were 930 students (53%) who provided consent to work with a clinician during their DAEP stay. There were 402 consent forms to the Learning Alternative Center for Empowering Youth (LACEY) at Village Fair. There were 474 consent forms to the School Community Guidance Center (SCGC) during the 2016-17 school year.

During the 2016-17 school year, a clinician personally met with 57 students for two or more times during their stay at DAEP.

Counseling Services

There were nine clinicians who provided services to students after their release from DAEP. Program documents show that the clinicians were able to locate 93 students following their DAEP stay. Thirty-seven of the 93 students provided consent to receive further help from the clinicians. Of these 37 students, 25 entered the program. Twenty of the 25 students were seen less than five times. Students spent an average of 128 days in school and were absent an average of 14.8 days. Students spent an average of 26.7 days in DAEP and were absent from DAEP 6.7 times. The average total number of days in school was 146.8 and the average total number of days out of school was 126.5.

Recidivism Rate

Of all the students in the district, 221 were referred to DAEP more than once during the 2016-17 school year (12.6% of all referred students). Eighteen students were referred to DAEP three times while 203 students were referred two times. Of the 25 students who entered the transition program, four of them were referred to DAEP more than once during the school year indicating a recidivism rate of 16.0 percent. Ten of the 25 students received additional disciplinary referrals after entering DAEP (40.0 percent). Sixty percent of transition services students did not receive any disciplinary referrals after entering DAEP.

Attendance Rate

Students who were placed in DAEP demonstrated lower levels of attendance than other district students. DAEP students attended school on average 122 days compared to 152 days for all students in the district. Students referred to DAEP attended school on 81.2 percent of the days in which they were enrolled while district students attended school on 94.8 percent of their enrolled days on average. The average number of excused absences granted was 5.1 for DAEP students and 2.9 for district students. DAEP students had an average of 20.4 unexcused absences during the

2016-17 school year compared to 4.4 for all students in the district.

The 25 students who entered the transition program attended school an average of 142 days during the 2016-17 school year, 85.6 percent of enrolled days on average. Students had slightly fewer unexcused and excused absences than other DAEP students in the district.

Table 3: 2016-17 DAEP Attendance

	Transition Students	DAEP Students	District Students
Number of Days Attended	142	122	152
% of Days Attended	85.6	81.2	94.8
Excused Absences	4.0	5.1	2.9
Unexcused Absences	19.8	20.4	4.4

Source: Data were extracted from district attendance records. All statistics are mean calculations.

A review of internal program data suggests that the Transition Program could benefit from a system to track students as they return to their regular campuses. Transition Program staff members were challenged by the need to get a new student/parent permission slip each time a student changed schools. The result was the inability to provide services to the returning students. Due to incomplete internal tracking data, the outcomes addressed in this evaluation cannot be attributed solely to Transition Program services.

Recommendations

- **Establish Program Database.** The transition program could benefit from a dedicated database to track movement of DAEP students within the Dallas ISD and to keep appropriate records of services provided for each student.
- **Develop Transition Program awareness among Dallas ISD teachers.** Create a program flyer providing information about the program and services provided to solicit teacher referrals.

For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2016-17 Evaluation of Translation Services Program

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EA17-614-4

At-a-Glance

The translation services program of the Dallas Independent School District (ISD), provides translation and interpretation services to schools for English language learners (ELLs) and parents to assist in communicating academic information and to promote participation in all school related activities. During the 2016-17 school year, there were a total of 69,343 ELL students in the Dallas ISD, 43.9 percent of all enrolled students. Fifty-eight percent (57.5%) of district students spoke a language other than English at home. Translation services provides written translation services and oral interpretation services to district staff, students, and parents. Parents were provided face-to-face opportunities to speak with staff to understand the curriculum and assignments. In addition, translation services provided academic tutoring to a small number of district ELL students. The Title I 2016-17 program work scope allocation was \$124,016 which funded three staff members.

The goals of the translation services program in the 2016-17 school year were: 1) Increase parental engagement by supporting programs that assist parents in understanding the state's academic content standards, student academic achievement standards, discipline expectations, and academic assessments; 2) Make available materials and trainings in the parent's native language to help parents work with their children to improve their academic achievement; 3) Ensure that information related to school and parent programs, meetings, and other activities is disseminated to parents in a format and language that parents can understand in a timely manner; 4) Assist schools in providing information, materials, trainings, and resources in the parent's or family's language at school meetings and activities to promote the informed participation of families with ELLs in decisions that impact their academic achievement; 5) Assist schools in making it possible for parents of ELLs the opportunity to communicate with schools and support their children's learning, and participate as appropriate, in decisions about the education of their children in extracurricular activities.

Purpose and Methods of the Evaluation

The purpose of this evaluation was to evaluate the extent to which the translation services program was implemented with fidelity and met expected outcomes as outlined in program documents. Data were collected and provided by the translation services department of Dallas ISD. Data sources included logs, records, translation request forms, interpretation request forms,

an online survey administered to staff, and a paper survey administered to parents.

What services did translation services provide?

During the 2016-17 school year, translation services provided 725 written document translations totaling 3,268 pages, 540,164 words, and took 2,175 hours to complete (Table 1). Written document translations included: school letters, flyers, newsletters, calendars, forms, surveys, brochures, manuals, handbooks, ARD (Admission, Review, and Dismissal) documents etc. Documents were translated into requested languages such as Spanish (91.4%), Vietnamese (2.1%), Burmese (3.2%), Arabic (2.3%), and Chin (1.0%) among others.

Table 1: Number, Hours, and Words of Written Document Translations: 2016-17 School Year

Month	N	Hours	Words
August	56	278.5	57,673
September	100	510.5	116,135
October	98	268.5	58,958
November	65	165.5	50,393
December	43	72.5	16,700
January	53	108.5	27,426
February	57	175.5	44,620
March	67	206.5	51,978
April	62	135.0	37,256
May	119	242.5	77,137
June	5	11.5	1,888
Total	725	2,175.0	540,164

Note: Data includes all written document translations completed between August 22, 2016 and June 2, 2017.

Translation services also provided students with academic tutoring services during the 2016-17 school year. There were three tutors who tutored 22 students in Arabic, Burmese, and Vietnamese totaling 724 hours.

As shown in Table 2, translation services staff facilitated 2,337 oral interpretation sessions which totaled 3,079 hours. Oral interpretation services provided language supports for ARD meetings (57.4%), school/parent meetings (23.7%), PTA meetings (5.3%), department/parent meetings (4.6%), family/community meetings (3.5%), special education department meetings (2.8%), board meetings (1.4%), student evaluations (0.9%), and board services community meetings (0.4%). There were 568 oral interpretation requests that were denied out of the 2,905 total

requests during the 2016-17 school year (19.6%). Denials occurred because requests were submitted “too late” (6.7%) although the most common reason was that there was “not an interpreter available” (88.6%).

Table 2: Number of Sessions and Hours of Oral Interpretations: 2016-17 School Year

Month	N	Hours
August	39	72.4
September	250	313.2
October	273	378.6
November	221	288.6
December	199	259.6
January	203	259.8
February	281	328.4
March	230	288.0
April	289	391.8
May	346	489.1
June	6	9.0
Total	2,337	3,078.5

Note: Data includes all oral interpretations completed between August 22, 2016 and June 2, 2017.

What were parent and staff perceptions of translation services?

Two client satisfaction surveys were developed and distributed to both parents and Dallas ISD staff in an effort to collect feedback and determine areas of strength and weakness in the program. A paper survey was given to parents during oral interpretation meetings with program staff throughout the 2016-17 school year. This survey requested information about parent experience and perceptions about translation services (n=1,249). An online survey was sent to Dallas ISD staff who had requested written document translation during the 2016-17 school year. This survey was sent to 866 staff members between May 23, 2017 and June 1, 2017 through SurveyMonkey. There were 298 people who completed the survey (completion rate of 34.4%).

Staff Survey

The most commonly requested services from staff were document translation (48.7%), ARD interpretation (44.3%), interpretation at school meetings/PTA (40.9%), Spanish interpreter hotline (10.7%), tutoring (3.0%), and interpretation during testing (0.7%). Ninety-five percent (94.6%) of respondents believed that, “parent conferences are more successful by having an interpreter to assist in discussing/sharing the English learner student progress in the parent’s native language.” Fourteen percent (13.8%) of survey respondents selected “No” when asked, “if language interpreters from the district are not available, are you still able to communicate with parents of students who are English language learners?” Eighty-two percent (81.9%) of respondents selected “yes” or “sometimes.”

Seventy-eight percent (78.2%) of respondents selected “yes” when asked, “does having interpreters at meetings/workshops help parents of English learners become more involved in their child’s education?” Seventy-five percent (75.2%) of respondents selected “yes” when asked, “overall, are you satisfied with the availability of language interpreters for your meetings?” Nine percent (9.4%) selected “no,” when asked, “do you feel having school documents available to parents of English learners in their native language increases their involvement in school activities?” Eighty-three percent (83.2%) selected “yes” while 2.0 percent selected “no.”

Respondents were asked how often they used the Spanish Interpreter (SÍ) hotline. Fifty-six percent (56.4%) of respondents selected “0-5” times per week. Sixteen percent (16.1%) selected “five or more times per week” while 27.5 percent did not know about the service. When asked, “by having a tutor work with your EL student, have you noticed an increase in class performance, participation, or attendance?,” 89.9 percent of respondents selected “do not know/I have not requested tutoring.” Seven percent (7.1%) selected “yes” and 1.0 percent selected “no.” Eighty-four percent (83.6%) of respondents selected “do not know” to the question, “based on test results and other measures of academic progress, do you feel having a tutor who worked with your student in his/her native language contributed to the student’s progress?” Thirteen percent (12.8%) selected “yes” and 1.3 percent selected “no.”

Parent Survey

Ninety-eight percent (98.1%) of parent survey respondents selected “yes” to the statement, “the information I receive from Dallas ISD in my language helps me be part of my child’s education.” Eighty-one percent (80.7%) of parents selected “yes” to the statement, “I came today because I knew an interpreter would be present.” When asked, “how did you know there would be interpretation services?,” 33.4 percent of respondents who answered the question selected “I found out when I arrived,” 26.9 percent selected “informed by the teacher,” 23.3 percent selected “phone message,” and 16.5 percent selected “announced on a flyer.”

When presented the question, “when an interpreter is not available, who interprets for you?,” 35.5 percent of respondents selected “my son/daughter,” 34.8 percent selected “office staff,” 18.2 percent selected “teacher,” and 1.6 percent selected “a neighbor.” The remainder of respondents selected “other.” Virtually every parent selected “yes” when asked if their interpreter was timely (99.3%) or easy to understand (97.6%).

Recommendations

- **Increase the availability of staff members to fulfill oral interpretation requests.** There were 568 oral interpretation requests that were denied during the 2016-17 school year, 19.6 percent of all requests. Interpretation logs indicate that the most common reason was “interpreter not available” (88.6%). Program staff mentioned that there were shortages in the number of interpreters available to fulfill requests during the 2016-17 school year. Efforts should be made to increase the availability of interpreters to complete requests.

The 2016-17 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2016-17 Evaluation of Academic Leadership and Coaching

Dianne Palladino, Ph.D. & Sarah Hinkley, Ph.D.

EA17-615-4

At-a-Glance

The ultimate goal of Academic Leadership and Coaching was to promote student achievement, quality of instruction, and positive culture and climate in the Dallas Independent School District (Dallas ISD). In an effort to support equitable access to curricular rigor across all content areas, the funds allocated to this initiative supported the development and maintenance of a system to support academic coordinators and academic facilitators, who, in turn, supported the efforts of campus instructional coaches. The model included coaching, data-driven instruction, support systems, professional development, and professional learning communities (PLCs). The model also promoted teacher growth in content knowledge, leadership capacity, and instructional pedagogy. In addition, academic coordinators acted as liaisons between the School Leadership, Teaching and Learning, and Evaluation and Assessment departments to develop and implement training plans for academic facilitators and campus instructional coaches.

According to the workscope, the budget for 2016-17 Academic Leadership and Coaching was \$4,234,069 of Title I funds. Of these funds, \$3,978,857 was for payroll costs, \$91,413 was for supplies and materials, and \$163,799 was for other operating costs, such as employee travel.

This evaluation includes documentation of activities related to this program, including characteristics of funded individuals, professional development, and other services provided through program funds.

What were the characteristics and functions of funded individuals?

Program leadership provided lists of current academic coordinators and academic facilitators as of November 10, 2016. The evaluator linked these files to district demographic files dated November 14, 2016 and conducted frequency analyses to summarize demographic information for funded individuals. Program leadership also provided academic coordinator and academic facilitator job descriptions, and the evaluator summarized these documents.

Demographic Characteristics

Funding for this program supported six academic coordinators and 39 academic facilitators. Table 1 shows the demographic characteristics of these individuals.

Table 1: 2016-17 Demographic Characteristics of Academic Coordinators and Facilitators

	Academic Coordinators (N=6)		Academic Facilitators (N=39)	
	n	%	n	%
Sex				
Female	5	83.3	31	79.5
Male	1	16.7	8	20.5
Ethnicity				
Afr. American	4	66.7	21	53.8
Hispanic	1	16.7	6	15.4
White	1	16.7	9	23.1
Other	0	0.0	3	7.7
Highest Degree				
B.A./B.S.	0	0.0	12	30.8
M.A./M.S.	5	83.3	27	69.2
Ph.D.	1	16.7	0	0.0
Other	0	0.0	0	0.0
Years in Dallas ISD				
Less than 1	0	0.0	1	2.6
1-3 years	2	33.3	6	15.4
4-6 years	0	66.7	0	0.0
7-9 years	0	0.0	3	7.7
10 or more	4	0.0	29	74.4
Average Years	17		15	

Source: Academic facilitator and academic coordinator names provided by program leadership on 11/10/16. District demographic files dated 11/14/16.

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

Job Descriptions

Academic Coordinators

The role of academic coordinators was to collaborate with Teaching and Learning staff members with regard to professional development needs for both academic facilitators and campus instructional coaches.

Academic Facilitators

Academic facilitators provided professional development to campus instructional coaches on their assigned campuses, especially in their area of content expertise. This support aligned with instructional priorities arising from the goals of the Dallas ISD Board of Trustees and the Teacher Excellence Initiative (TEI). Academic facilitators helped to improve quality of instruction by providing direct coaching to campus instructional coaches, thus cultivating a culture of instructional feedback.

What professional development and support resulted from this funding?

Program leadership provided an agenda outlining the formal training provided to academic facilitators in 2016-17. Because training provided by academic coordinators and academic facilitators primarily was tailored to the needs of feeder patterns and campuses, the evaluator distributed online surveys in April 2017 to academic coordinators ($n = 6$; 50% response rate), academic facilitators ($n = 39$; 85% response rate), and campus instructional coaches ($n = 382$; 81% response rate). The purpose of these surveys was to compile lists of 1) professional development and other services provided to campus instructional coaches and to campuses, and 2) conferences and additional training attended by academic coordinators and facilitators. The evaluator content analyzed these open-ended responses and summarized data into general themes.

Support and Training for Academic Facilitators

Learn and Lead Academic Facilitator Academy

Academic facilitators attended the “Learn and Lead Academic Facilitator Academy,” comprised of seven sessions of in-house training throughout the academic year.¹ Table 2 lists the topics covered in 2016-17.

Table 2: 2016-17 Learn and Lead Academic Facilitator Academy Topics Covered

Academic Facilitator Academy Topics
• DDI Framework • Applying PEI and the Dallas ISD Instructional Framework to Campus Instructional Foci • How to Select Impactful Instructional Moves to Increase Students' Performance • How to Use the Feedback Loop and the Dallas ISD Instructional Framework to Create Effective Interventions and to Monitor Instructional Plans • Analyzing Student Data by Applying the Four Steps for Data Driven Analysis Protocol • Coaching and Feedback • Balanced Literacy Framework • Small Group Instruction • Math and Reading ACP Data Analyses • Marzano-Type Framework • Creating Solid Reteach Strategies/Outlines for STAAR • Facilitative Leadership

Source: Program leadership, March 2017.

Note: DDI=Data Driven Instruction. PEI=Principal Excellence Initiative. STAAR=State of Texas Assessments of Academic Readiness. ACP = Assessment of Course Performance.

Conferences and Additional Training

Funding for academic coordinators and academic facilitators included support for attending approved state, national, and other related conferences and training programs for extending content and coaching knowledge and effectiveness. Table 3 shows conferences and other training academic facilitators reported that they attended in 2016-17.

Table 3: 2016-17 Conferences and Additional Training Sessions Attended by Academic Coordinators and Academic Facilitators

Conference/Training Name
• ASCD Conference on Teaching and Learning • National Council of Teachers of Mathematics • Bambrick: Get Better Faster • Research in Mathematics Education • STAAR Writing Boot Camp • Advancing Improvement in Education • Jim Knight Better Conversations • Design Elements for Instruction: Building Students' Conceptual Understandings • Number Talks: Facilitating Math Discourse to Build Conceptual Understanding (K-6) • Using Multiple Representations to Build Understanding of Fractions (3-5) • Authentic Writer's Workshop: Secondary ELAR Literacy Stations (K-5) • Using Social Justice to Inspire Reading and Writing for Disengaged Learners • Marzano Research Lab Training on Standards-Based Grading • Understanding by Design • Jeff Anderson Everyday Editing • International Association for K-12 Online Learning • Momentous Mornings for Education • Jane Shaffer Writing Program • Texas Regional Collaborative for Excellence in Math and Science Teaching • Essays and Grammar with Gretchen Bernabel • Trainer of Trainers • Why We Need to Teach Reading and Writing (Timothy Shanahan) • Text Dependent Questions/Developing Rigorous Readers/Close Reading

Source: Survey of academic coordinators and academic facilitators, April 2017.

Note: ASCD = Association for Supervision and Curriculum Development. STAAR = State of Texas Assessments of Academic Readiness. K = Kindergarten. ELAR = English Language Arts and Reading.

¹ In 2016-17, these sessions lasted either one or two (consecutive) days and occurred in September (two sessions), October, November, January, February, and April.

Training and Services Provided to Campus Instructional Coaches

Table 4 summarizes the training and services provided by academic coordinators and academic facilitators to campus instructional coaches, feeder patterns, and campuses.

Table 4: 2016-17 Training and Support Provided by Academic Coordinators and Academic Facilitators

Training and Support Provided
• Strategy/Content Professional Development • Individual Support (1:1 Coaching, Observations, Modeling, Co-Teaching) • Coordinating/Facilitating Meetings and Training for Campuses and Feeder Patterns • Data Assistance and Monitoring • Campus-Level Support (Decision Making, Planning, Grants) • Coaching Professional Development • Data Professional Development • Testing Professional Development • Communications (Weekly Emails to Campus and District Leaders and to Teaching and Learning) • Resource Assistance • Lesson Planning and Support • Campus Walks • Curriculum Development and Support • District or Feeder Level Support • Executive Director Support • Assessment Development • General/Other Professional Development

Source: Survey of academic coordinators and academic facilitators, May 2016.

Recommendation

Continue to support program as funding allows. Funding for this program resulted in a wide variety of professional development and other services related to all core content areas on campuses throughout Dallas ISD. Maintaining well-trained and informed leadership on campuses is critical for teacher growth and student success.

The electronic version of this report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2016-17 Evaluation of the Intensive Support Network

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EA17-616-4

At-a-Glance

The Intensive Support Network (ISN) was a Dallas Independent School District (Dallas ISD) initiative started in 2016-17 to equip students at poorly-performing schools with the necessary tools to succeed. ISN replaced the Imagine 2020 initiative following the 2015-16 school year and included 18 campuses. Nine of the campuses held an *Improvement Required* accountability rating from the Texas Education Agency (TEA) for 2016-17. The goal of ISN was to help schools achieve or maintain a *Met Standard* accountability rating by reducing the student academic achievement gap with respect to ethnicity and socioeconomic status. Funding for ISN in the 2016-17 school year included \$142,281 of general operating funds and \$255,631 of Title I funds, for a total of \$397,912. Each campus also received funding for an additional assistant principal and an urban specialist.

ISN aimed to improve student outcomes and the quality of instruction by focusing on several components, including 1) Data Analysis - monitoring student progress, 2) Coaching - concentrating on professional development for teachers and administrative staff, 3) Collaboration - professional learning community planning by content and subject, 4) Monitoring Instruction - teacher observation, feedback, and follow-up, and 5) Student Management of Learning - students tracking their academic performance.

Purpose and Methodology

The purpose of this evaluation was to assess the effectiveness of ISN in helping campuses achieve a *Met Standard* accountability rating. The evaluators retrieved 2015-16 and 2016-17 district data files for *Assessments of Course Performance (ACPs)*, *State of Texas Assessments of Academic Readiness (STAAR)* mathematics and reading, attendance, and discipline referrals. The 2015-16 and 2016-17 district data files were merged with PEIMS demographic data from October 30, 2015 and October 31, 2016, respectively. In addition, the evaluators retrieved 2015-16 and 2016-17 Climate Survey data files for each ISN campus, and Human Capital Management provided a data file

with Dallas ISD teacher's creditable years of service as of October 31, 2016. To collect information about the roles and responsibilities of assistant principals, campus instructional coaches, and urban specialists at ISN campuses during the 2016-17 school year, evaluators administered 21-item, 18-item, and 21-item online surveys,¹ respectively. Furthermore, ISN program staff members provided a list of 439 students who were assigned to an urban specialist during the 2016-17 school year. This list was merged with 2015-16 and 2016-17 district data files for attendance and discipline referrals. Lastly, evaluators reviewed the TEA accountability ratings² to determine if ISN campuses received an *Improvement Required* or *Met Standard* accountability rating from the Texas Education Agency for the 2015-16 and 2016-17 school years.³

ISN Outcomes

Assessment of Course Performance (ACP)

While the *ACP* passing rates for kindergarten to grade two, elementary, and middle school students at ISN campuses were lower than the district in 2016-17, passing rates were slightly higher on almost all *ACPs* at ISN campuses in 2016-17 than in 2015-16.⁴ For kindergarten to grade two students at ISN campuses, the passing rate on the mathematics *ACP* was 76 percent for both fall 2015 and fall 2016, whereas the passing rate for the reading *ACP* was slightly higher in fall 2016 (81%) than fall 2015 (79%).⁵ For elementary students at ISN campuses, passing rates on the mathematics, reading, language arts, and science *ACPs* were higher in fall 2016 (46%, 52%, 47%, and 53%, respectively) than in fall 2015 (40%, 50%, 45%, and 45%, respectively).⁶ For middle school students at ISN campuses, the passing rate on the mathematics *ACP* was higher in fall 2016 (52%) than in fall 2015 (45%). Likewise, the passing rate on the reading *ACP* was higher in fall 2016 (62%) than in fall 2015 (57%). The passing rate on the science *ACP* was higher in fall 2016 (56%) than fall 2015 (46%) and was higher in spring 2017 (59%) than spring 2016 (50%). The passing rates on the social studies *ACP* was higher in fall 2016

¹ Surveys were administered using SurveyMonkey (www.surveymonkey.com).

² For more information about TEA accountability ratings, see <http://tea.texas.gov/2017accountabilitymanual.aspx>.

³ The Texas Education Agency assigned 2015-16 accountability ratings in August 2016 and assigned 2016-17 accountability ratings in August 2017.

⁴ Because *ACP* exams are scaled using each year's results, readers should use caution when comparing year-to-year *ACP* results. Longitudinal passing rate comparisons are provided for informational use only.

⁵ Kindergarten to grade two students did not take any *ACPs* in spring 2017.

⁶ Elementary students did not take the social studies *ACP* in fall 2016 or any *ACPs* in spring 2017.

(44%) than fall 2015 (41%) and was 48 percent for both spring 2016 and spring 2017.⁷

State of Texas Assessments of Academic Readiness (STAAR)⁸

From 2016 to 2017, the rates of ISN students meeting or exceeding the Meets Grade Level standard on the STAAR mathematics exam trended upward by nine percentage points from 15 percent to 24 percent. The largest increase was found in grade eight, which increased by 16 percentage points from 16 percent in 2016 to 32 percent in 2017. From 2016 to 2017, the rates of ISN students meeting or exceeding the Meets Grade Level standard on the STAAR reading exam trended upward by three percentage points from 19 percent to 22 percent. The largest increase was found in grade eight, which increased by eight percentage points from 17 percent in 2016 to 25 percent in 2017.

Attendance

Overall, attendance rates for all ISN campuses were identical for both the fall (96%) and spring (95%) semesters of the 2015-16 and 2016-17 school years. These rates were also identical to the district.

Discipline Referrals

The number of discipline referrals at ISN campuses decreased from 3,908 in 2015-16 to 1,903 in 2016-17, for a total reduction of 2,005 referrals (51%). Overall, the percentage of students with one or more discipline referrals was higher at ISN campuses than the district during the 2015-16 and 2016-17 school years. However, the percentage decreased by five percentage points from 13 percent in 2015-16 to eight percent in 2016-17.

School Climate

While the percentage of positive responses for almost every subscale was lower at ISN campuses than the district, the percentage of positive responses for every subscale at ISN campuses increased between one and four percentage points from fall 2015 to spring 2017.

Creditable Years of Service

Thirteen percent of teachers at ISN campuses were first-year teachers compared to 16 percent at ACE campuses and 11 percent for the district, respectively. ISN campuses had a larger percentage of teachers with

one to five (38%) creditable years of service than ACE campuses (28%) and for the district (34%). However, ISN campuses had a smaller percentage of teachers with six to 10 (14%) and 11 to 20 (21%) creditable years of service than ACE campuses (22% and 23%, respectively) and for the district (17% and 24%, respectively). ISN campuses had 14 percent of teachers with at least 20 creditable years of service, which was three percentage points higher than ACE campuses (11%) and the same percentage as the district (14%).

Perceptions of the Critical Success Factors

Between 88 percent and 94 percent of assistant principals who completed the online survey reported that each of the components of ISN were effectively implemented on their campuses. In addition, between 56 percent and 69 percent of assistant principals and between 57 percent and 74 percent of campus instructional coaches who completed the online survey agreed that the critical success factors for each of the components of ISN were achieved.

Role of ISN Campus Staff

Program Staff Surveys - Assistant Principals

All assistant principals who completed the online survey ($n = 16$) reported that they had at least four years of education experience, and 88 percent of assistant principals reported that they had at least one year of administrative experience. Sixty-three percent of assistant principals who responded to the survey rated their level of support as good, very good, or excellent. In addition, between 69 percent and 88 percent of assistant principals reported that they completed work related to each of the components of ISN on a daily or weekly basis.

Program Staff Surveys - Campus Instructional Coaches

All campus instructional coaches who completed the online survey ($n = 23$) reported that they had at least four years of education experience, and 96 percent of campus instructional coaches reported that they had at least one year of coaching experience. Eighty-seven percent of campus instructional coaches who responded to the survey rated their level of support as good, very good, or excellent. In addition, between 61 percent and 91 percent of campus instructional

⁷ Middle school students did not take mathematics and reading/language arts ACPs in spring 2017.

⁸ Readers should use caution when interpreting changes in STAAR results from year to year. Several exam structure and format changes were implemented in 2017. Therefore, the rates of students meeting or exceeding the Meets Grade Level standard provided in this report should be interpreted with caution because they were based on data from differing annual circumstances.

coaches reported that they completed work related to each of the components of ISN on a weekly or daily basis.

Program Staff Surveys - Urban Specialists

All urban specialists who completed the online survey ($n = 5$) reported that they served at least four years as an urban specialist, and 80 percent of urban specialists reported that they had at least two visits each week with a typical student. Between 60 percent and 100 percent of respondents also reported providing general services (e.g., attendance, academic, and discipline issues) to the campuses that they served on a daily or weekly basis. One-hundred percent of urban specialists also reported being confident or very confident in their abilities to 1) analyze and interpret student data to identify at-risk students, 2) collaborate with teachers and student services staff members to promote student academic success, 3) develop student intervention plans, and 4) work with families to promote student success. One-hundred percent of urban specialists reported that their principals at their campuses were supportive of their role as urban specialists, and 80 percent reported that they were utilized properly at their campus.

Outcomes for Students Assigned to Urban Specialists

Attendance Rates

Attendance rates for students who were assigned to an urban specialist during the 2016-17 school year were nearly identical from fall 2015 (95%) and spring 2016 (92%) to fall 2016 (94%) and spring 2017 (92%), respectively.

Discipline Referrals

The number of discipline referrals for students who were assigned to an urban specialist during the 2016-17 school decreased from 514 in 2015-16 to 432 in 2016-17, for a total reduction of 82 referrals (16%). However, a greater percentage of students who were assigned to an urban specialist had at least one discipline referral compared to all ISN students in 2015-16 and 2016-17. In addition, the percentage of students assigned to an urban specialist with one or more discipline referrals also slightly increased by two percentage points from 34 percent in 2015-16 to 36 percent in 2016-17.

Program Goal

As indicated in Table 1, 13 of the 18 ISN campuses received a *Met Standard* rating in 2016-17; five received an *Improvement Required* rating. In addition, four of the nine ISN campuses (44%) that received an *Improvement Required* accountability rating in 2015-16 received a *Met Standard* accountability rating for

2016-17. None of the ISN campuses that received a *Met Standard* accountability rating in 2015-16 received an *Improvement Required* accountability rating for 2016-17.

Table 1: 2016-17 TEA Accountability Ratings for ISN Campuses

Improvement Required	Met Standard
Middle Schools	
	Browne MS
	Cary MS
	Holmes MS
	Storey MS
Elementary Schools	
Carr ES	Bryan ES
Carver LC	Burleson ES
Dunbar LC	Cochran ES
Ray LC	McNair ES
Titche ES	Moreno ES
	Roberts ES
	Twain ES
	Webster ES
	W-H ES

Source: Texas Education Agency accountability data file from August 7, 2017. Blue indicates a campus that improved from an accountability rating of *Improvement Required* in 2015-16 to *Met Standard* in 2016-17.

Note: ES = elementary school; LS = learning Center; MS = middle school; W-H = Wilmer-Hutchins.

Recommendations

- **Identify additional program goals to measure student progress at each campus.** The only explicit goal of the ISN program was for campuses to achieve the *Met Standard* accountability rating from the TEA; however, this goal did not allow student progress to be measured at campuses that experienced improvement but did not achieve a *Met Standard* accountability rating. Creating additional program goals with specific and measurable outcomes would improve the ability of ISN program staff members to identify whether campuses are improving and which aspects of the program are most effective.
- **Recruit fewer first-year teachers at ISN campuses.** Compared to the district, ISN campuses had a larger percentage of first-year teachers. The 2015-16 evaluation of the Teacher Excellence Initiative (Douglas & Barton, 2017) indicated that first-year teachers in Dallas ISD were more likely to receive lower summative performance evaluation scores, lower total student achievement scores, and fewer items with a positive response on the student survey on average than teachers with more creditable years of service. Thus, recruiting fewer first-year teachers might improve student performance at ISN campuses.

- **Continue using urban specialists to mentor students with attendance and behavior issues.** On average, students who were assigned to an urban specialist during the 2016-17 school year maintained their attendance rates and had fewer discipline referrals from 2015-16 to 2016-17. However, because each urban specialist served approximately 30 students at both of their assigned campuses, urban specialists were not able to dedicate all of their time at a single campus. It might be beneficial to explore ways to more strongly leverage the services of urban specialists so that schools with a larger number of high-needs students can receive more support.
- **Continue to provide professional development sessions to campus instructional coaches.** Because ISN campuses had a large percentage of first-year teachers or teachers with one to five creditable years of service, ISN program staff members focused on training the campus instructional coaches in high needs areas (e.g., writing, science, and math) by targeting specific SEs. Almost all campus instructional coaches reported that the professional development sessions that they received from ISN program staff members were helpful for coaching teachers and administrators. ISN program staff should continue to provide these professional development sessions for campus instructional coaches in order to provide teachers with resources and information regarding best practices in the classroom.
- **Improve the relation between each component of ISN and its critical success factors.** While most assistant principals believed that the components of ISN were effectively implemented at their campus, not all assistant principals and campus instructional coaches agreed that the critical success factors for each component of ISN had been achieved. ISN program staff members should review the critical success factors for each component of ISN to determine which indicators are appropriate and to identify specific and measurable outcomes for each success factor. Then, ISN program staff members should communicate to assistant principals and campus instructional coaches how each critical success factor will be measured to ensure the components of ISN are effectively implemented at their campus. This will help assistant principals and campus instructional coaches to understand more clearly how the critical success factors are related to the components of ISN and to identify when the components are being effectively implemented.
- **Carefully consider ISN program staffing needs to meet the demands of the program.** The

number of ISN program staff members did not appear adequate to meet the demands of the program during the 2016-17 school year. The evaluators experienced several delays when receiving data or information from the ISN program staff members during the school year. These delays appeared to be due to the large number of responsibilities placed on each program staff member.

- **Consider transition plans for campuses who achieve the *Met Standard* accountability rating.** One concern for ISN campuses is whether they will lose the extra campus personnel that they received from ISN (e.g., urban specialist and the additional assistant principal) once they receive the *Met Standard* accountability rating. Stability among campus personnel might be important to avoid losing gains afforded by participation in the ISN program. From 2015-16 to 2016-17, ISN campuses performed slightly better on almost all ACPs, had a slightly higher rate of students meeting or exceeding the Meets Grade Level standard for STAAR mathematics and reading, maintained their attendance rates, had fewer discipline referrals, and had a slightly greater percentage of positive responses on each subscale of the Climate Survey. However, it is unknown how long the additional ISN personnel are needed in order to have a lasting impact on each campus. ISN program staff members should consider transition plans for successful campuses in order to bolster the lasting benefits of the program.

References

Douglas, N. and Barton, M. (2017). Teacher Excellence Initiative (TEI): 2015-16. Dallas, TX: Dallas Independent School District.

The full 2016-17 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2016-17 Evaluation of The Neglected and Delinquent Children Program (Promise House and Cottrell House)

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At-a-Glance

Title I, in addition to providing supplemental funding to state and local education agencies which serve a high population of students from low-income families, also establishes prevention and intervention programs for children and youth who are neglected, delinquent, or at risk. This is part of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA).¹

The immediate goal of the Neglected and Delinquent Children Program is to enable participants to meet the same student performance standards that all children in the state are expected to meet. The intention for the longer term is that improved academic performance will facilitate the transition of students from these intervention or correctional programs into further education or employment.

The Neglected and Delinquent Children Program in the Dallas Independent School District (Dallas ISD) is comprised of two external agencies: Promise House and Cottrell House. Data in this report are based on program-provided files delivered in June of 2017 as well as the workscope that each institution submitted for the approval of Title 1 funding for the 2016-17 school year.

Program Characteristics and Funding

Promise House

Promise House services to Dallas ISD students focus on the unique needs of the neglected and delinquent student population, which may include homeless, runaway, and other at-risk children and youth, ensuring that these students have a fair, equal and significant opportunity to obtain a high-quality education. Students in the program live as residents in Promise House facilities for some portion of the school year while they pursue a more permanent solution for living arrangements.

Title 1, Part A funding for Promise House services to Dallas ISD students is intended to provide educational intervention necessary for academic success, particularly for students identified as at-risk for reading, writing, and mathematics failure.

For the 2016-17 school year, Promise House requested Title 1 Part A funding in the amount of \$29,280 to help pay for program costs including contracted tutoring services, supplies and materials, employee travel, and capital purchases.

Cottrell House

Cottrell House services focus on the needs of youths transitioning from the Juvenile Justice System. The stated purpose of Title 1 funding for this program is to provide “research-based learning to enhance the education, employment skills, and further education of the youth in the facility.”²

In addition to providing these youths with academic support – including guiding them through an academic credit recovery program, program activities at Cottrell House include providing training to staff on classroom behavior management, vocational resources, and technology-based learning.

For the 2016-17 school year, Cottrell House requested Title 1 Part D funding in the amount of \$45,000 to help pay for program costs including personnel, undisclosed contracted services, supplies and materials, employee travel, and capital purchases. The amount awarded was \$32,400.

Demographic Characteristics of Participants.

Number of Students Served by Grade Level

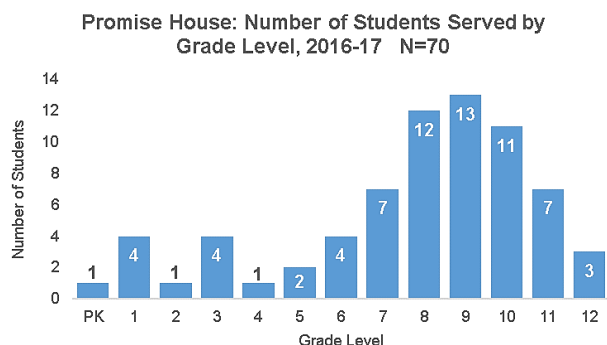
Promise House

Promise House served a total of 75 students during the 2016-17 school year. Of these, 70 student identification (ID) numbers matched the district’s demographic database data. Figure 1 shows the number of students served by the institution by grade level. More students at the middle and high school levels were served by the program compared to elementary level students, with ninth graders constituting the largest group at 13 students.

¹Source: <https://goo.gl/ZYW6Ri>

² Source: 2016-17 Title 1 Workscope for Promise House.

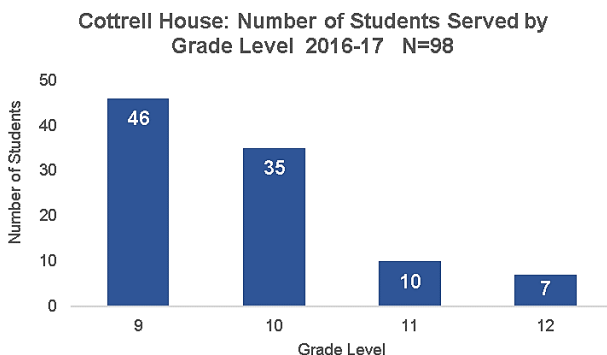
Figure 1: Promise House: Number of Students Served, by Grade Level



Cottrell House

Only approximately one quarter of program-provided data from Cottrell House could be validated within the district demographic database using student ID numbers. Raw program data was used in this report instead of district-validated data and as such should be read with caution. Cottrell House program records showed that a total of 98 students were served by the program during the 2016-17 school year (Figure 2). The majority of these students were in the ninth and tenth grades (N=46 and N=35, respectively).

Figure 2: Cottrell House: Number of Students Served, by Grade Level

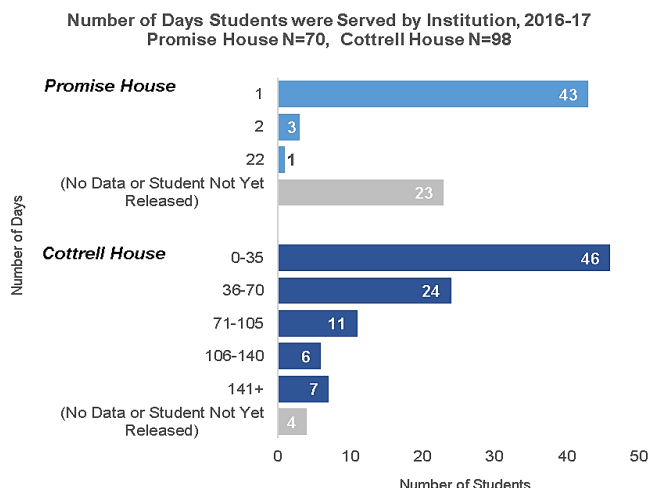


Length of Stay

The majority of students served by Promise House were served for one day (N=43 or 61.4% served for one day, Figure 3). One student at Promise House was served for a total of 22 days. Twenty-three students at Promise House had incomplete length-of-stay data; some of these instances may be attributed to the fact that students were still being served by the institution at the time of the June 2017 delivery of program data.

At Cottrell House, approximately half (47%, N=43) of students served stayed for zero to 35 days (Figure 3). Seven students (7%) at Cottrell were served for 141 or more days.

Figure 3: Days Served



Gender and Ethnicity

Promise House

By gender, the 70 students served by Promise House were divided evenly at 50 percent. By ethnicity, Hispanic students constituted the largest group served at 38.6 percent (Table 1); Black or African American and White students constituted 28.6 percent and 27.1 percent, respectively.

Table 1: Promise House: Gender and Ethnicity of Students Served

Promise House, 2016-17 N=70		
Subcategory	N	%
Gender		
Male	35	50.0%
Female	35	50.0%
Total	70	100.0%
Ethnicity		
African American	20	28.6%
Hispanic/Latino	27	38.6%
Other	4	5.7%
White	19	27.1%
Total	70	100.0%

Cottrell House

Cottrell House program records showed that by gender, males made up 100 percent of students served in 2016-17 (Table 2). By ethnicity, African American students made up more than half (52%) of those served and Hispanic students comprised 27.6 percent.

Table 2: Cottrell House: Gender and Ethnicity of Students Served

Cottrell House, 2016-17 N=98		
Subcategory	N	%
Gender		
Male	98	100%
Ethnicity		
African American	51	52.0%
Hispanic/Latino	27	27.6%
White	20	20.4%
Total	98	100.0%

Special Education, Limited English Proficient

At Promise House, Special Education students constituted approximately 13 percent of those served; students identified as Limited English Proficient (LEP) comprised approximately 3 percent of served students.

Program records from Cottrell House showed that Special Education students constituted 15 percent of those served by the program in 2016-17 while LEP students comprised 1 percent of served students.

Program Outcomes

Academic Achievement

Academic achievement scores for both Promise House and Cottrell House students were based on the institutions' respective in-house assessment tools. Data for both reading and mathematics entry grades at Promise House were provided for only one student and are therefore not disclosed. The average exit grade in reading at Promise House was 75.2 out of a possible 100 points (N=24); the average exit grade in mathematics at Promise House was 79.7 out of a possible 100 points (N=50). The name of the assessment used was not indicated.

Cottrell House provided both entry and exit grade data on all served students for both reading and mathematics. The assessment tool used was the Test for Adult Basic Education (TABE) which indicates grade-level equivalent performance (where a score of 9 in reading indicates reading skills at the ninth grade level; a score of 11 in math indicates math skills at the 11th grade level, etc.).

Cottrell House records showed that average student scores increased slightly in both subjects (N=98 for all scores). The average entry reading grade for Cottrell House students was 8.4; the average exit reading grade was 8.5 out of 12. For mathematics, entry grades averaged 7.4; mathematics exit grades averaged 7.5. It should be noted that 13 percent of these students were recorded as having escaped from the institution, which

may call into question the validity of the grade data provided, particularly exit grade data.

Year-End Student Promotion Status and Destination Upon Release from Institution

Promise House did not provide end-of-year student promotion status on any of the students they served. Cottrell House provided data on all 98 students served in 2016-17. According to program records, nine Cottrell House students were promoted by the end of the school year (or upon release); 37.8 percent received a General Education Diploma (GED), and two students (2%) received a (non-GED) high school (HS) diploma by the end of their stay (Table 3).

Table 3: Year-End Student Promotion Status

Cottrell House: Year-End Student Promotion Status 2016-17, N=98		
	N	%
No	50	51.0%
GED	37	37.8%
Promoted	9	9.2%
HS Diploma	2	2.0%
Total	98	100.0%

Both institutions provided data regarding served students' destination once released by the program. The majority (85.7%) of students at Promise House moved to foster care (Table 4).

Cottrell House program records showed that approximately one-fifth (19.4%) of served students went to Tarrant County after having been served by the program; others went to Dallas County or Harris County, and 13.3 percent of students escaped from the institution during the 2016-17 school year (Table 4).

Table 4: Destination Upon Release

Destination	N	%
Promise House		
Home	1	1.4%
Foster Care	60	85.7%
Other	7	10.0%
N/A or No Data	2	2.9%
Total	70	100.0%
Cottrell House		
Tarrant Co.	19	19.4%
Dallas Co.	13	13.3%
Escaped	13	13.3%
Harris Co.	12	12.2%
Smith Co.	5	5.1%
Grayson Co.	4	4.1%
Jail	3	3.1%
Other Counties	29	29.5%
Total	98	100.0%

*Note: The remaining N of 29 (30%) of students at Cottrell House were recorded by the program as having gone to other local counties.

Recommendations

Recommendations for the Neglected and Delinquent Children Program based on 2016-17 school year data focus on data quality, as high-quality data is needed in order to make recommendations of value. Promise House data appeared to be relatively complete, and 93 percent of student identification numbers matched with the district's database. Because of this, more data could be validated and expanded upon using district records rather than relying purely on program-provided information. Recommendations for Promise House record-keeping practices follow.

- **If a student is still being served at the time of data delivery, include a comment in the "Release Date" column stating that this is so (e.g., "Student still being served").** Alternatively, program record keepers could create an additional column on the data collection form indicating (Yes or No) whether by the time of program data delivery to Dallas ISD each student has been released from the program.

For Cottrell House record-keeping practices, the following recommendations are offered.

- **Ensure that Dallas ISD student identification numbers are obtained and submitted to the district, for all students served.** This allows program evaluators not only to validate these numbers but also to expand upon the data provided by the program using additional data found within district databases, which in turn allows program evaluators and program administrators to better understand the nature and needs of the students being served.
- **Include notes at the time of program data delivery (to Dallas ISD) explaining seeming discrepancies in data where they appear, such as with exit grade data.** As noted previously, 13 percent of students served by Cottrell House were recorded as having escaped from the institution during the 2016-17 school year. This calls into question the quality of the data provided, as all 98 students were recorded as also having academic exit grades.

For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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