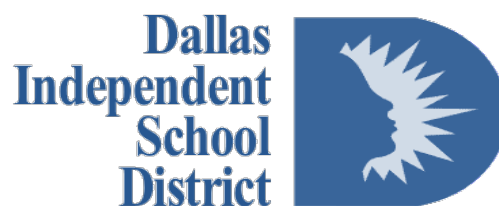


2016-17 Evaluation of the African American Success Initiative

Department of Evaluation and Assessment

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Superintendent of Schools*



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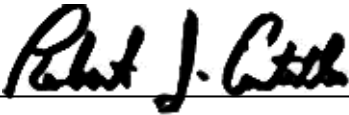
2016-17 Evaluation of the African American Success Initiative

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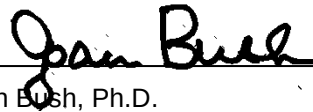
August 2017

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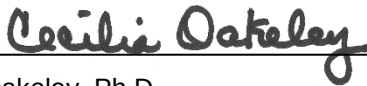
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2016-17 EVALUATION OF THE AFRICAN AMERICAN SUCCESS INITIATIVE

Project Evaluator: Akiva Lorenz, Ph.D.

ABSTRACT

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. For the 2016-17 school year, funding for AASI was \$750,000. AASI focused on raising teacher proficiencies and capabilities by providing professional training and resources. Some minor direct intervention capabilities (i.e., student advocacy coordinators and parent engagement programs) were also implemented during the 2016-17 school year.

- Approximately 735 teachers attended AASI professional development opportunities. A total of 57 workshop sessions were held under the 21 workshop titles covering English Language Arts / Reading (ELAR), Mathematics, Rigor and Relevance, and Diversity topics.
- Seventy-six teachers across 14 elementary schools implemented the Neuhaus supplemental reading curriculum. In general, 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%). 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. 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. These results show the need for strengthening the AASI academic component. Campus staff indicated that Neuhaus students received a variety of structural reading interventions besides Neuhaus. Therefore, any academic results cannot be directly attributable to the Neuhaus program.
- 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.

The results of the evaluation indicated that AASI was a collection of activities and professional development opportunities offered to participating schools rather than a cohesive program. Implementation varied across schools and all schools participated in a variety of other programs and activities that may have affected student outcomes. As a result, outcomes addressed in this evaluation cannot be directly attributable to AASI activities.

PROGRAM DESCRIPTION

Purpose and Goals

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. Managed by the Department of School Leadership, the initiative focused on academic support, student advocacy, and increasing parental engagement, all of which were designed to improve student academic success and preparation for college and the workforce.

Established in 2006 as the "African American Task Force" which only served African American males, the initiative underwent several adjustments to broaden the group to include African American female and male students, as well as targeting geographic locations. Over the past five years, the AASI program was implemented across multiple schools, starting with the Lincoln, Madison, Pinkston, and South Oak Cliff feeder patterns (2012-13), followed by the Carter, Samuell, North Dallas, and Wilmer Hutchins feeder patterns (2013-14), and finally district wide (2014-15). During the 2015-16 school year, AASI concentrated on 13 schools within the Carter (including Umphrey Lee) and Wilmer Hutchins feeder patterns. For the 2016-17 school year, AASI continued to support the previous 13 schools while increasing the reach of the professional development programs to five additional feeder patterns (ACE, Lincoln, Madison, Roosevelt, and South Oak Cliff) with more than 40 percent African American student population. Title I funding for AASI was increased from \$500,000 to \$750,000 for the 2016-17 school year.

The AASI funding proposal for the 2016-17 school year identified six areas of needed improvement including: 1) Academic Achievement, 2) Cultural Diversity, 3) Social Emotional Learning, 4) Student Advocacy, 5) Community Partnerships, and 6) Parent Engagement, and designed an intervention plan by providing support within the following four components:

- Professional Development,
- Academic Achievement for K-3 students,
- Student Advocacy Program, and
- Parent, Family, and Community Engagement.

Program Components

Professional Development

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 Trice Education, Dianna Masters, and Sharroky Hollie to provide professional development opportunities

AASI, in cooperation with the Neuhaus Education Center, introduced a mandatory supplemental reading curriculum to improve the reading readiness of K-3 students. Teachers in the 14 participating

elementary schools were required to implement 30 minutes of structured lessons at least three times a week in addition to the regular reading curriculum.

AASI placed an emphasis on improving the social and emotional wellbeing of students at AASI schools by purchasing and implementing classroom-based Social and Emotional Learning (SEL) curricula. Training and implementation for this component started during the second semester of the 2016-17 school year following the Board of Trustee's approval.

Advocacy Program

African American Success Initiative (AASI) staff abolished the broad direct mentorship model employed in previous years in favor of a virtual, volunteer based model facilitated by TutorMate. One hundred and fifteen tutor volunteers were paired with 112 first grade students across five campuses. The program called for students to receive 30 minutes of tutoring time once per week via the internet.

In addition, AASI included two fulltime student advocate coordinators to mentor 15 Tier III students at selected middle and high schools for a total of 60 students. Tier III was defined by AASI as students who had six or more absences, three or more core course failures, and four or more disciplinary referrals. AASI staff, in cooperation with the principals, selected mentees from a preapproved list in order to provide advocacy services.

Parent, Family, and Community Engagement

The Dallas ISD Office of Family and Community Engagement organized a series of workshops entitled "Parents Matter Too" to increase family engagement. Its Community Partnership component called for the development of partnerships with multiple local organizations to support AASI. Organizations were asked to host meetings and to provide support and assistance to participants. Additionally, AASI staff facilitated 17 activities supporting academic achievement and college readiness, cultural diversity, social and emotional learning, and student advocacy endeavors.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of the evaluation of the 2016-17 AASI was to assess implementation of AASI and to evaluate the effectiveness of the services provided. Both formative and summative evaluation activities were conducted including reviews of relevant program documents, surveys of various stakeholders, and collection of quantitative program information. The evaluation goals were:

1. Describe characteristics of AASI program components.
2. Evaluate implementation and outcomes of the professional development and student advocacy programs.
3. Identify achievement outcome differences between students involved in the AASI components and a comparison group as measured by the *TerraNova* and the *State of Texas Assessments of Academic Readiness* (STAAR).
4. Describe stakeholders' perception of the AASI program.

MAJOR EVALUATION QUESTIONS AND RESULTS

What professional development opportunities were provided as part of AASI?

Methodology

A review of program documentation including workshop agendas and sign-in sheets was undertaken in order to determine the purpose and scope of the Professional Development opportunities provided by the African American Success Initiative (AASI).

Results

AASI provided a variety of professional development opportunities with the aim to positively impact the educational outcomes of African American students. Although attendance at the workshops was voluntary, AASI hoped to incentivize teacher participation by offering professional development credits. To conduct the workshops, AASI staff engaged the services of Neuhaus Education Center, Trice Education, Ms. Dianna Masters, and Dr. Sharroky Holie. Professional development opportunities were scheduled prior to the beginning of the 2016-17 school year, while providers continued to offer support during the first semester for individual AASI campuses in the form of training sessions, coaching, and hands-on demonstrations.

Workshop Providers

Dr. Sharroky Holie is the executive director of the Center for Culturally Responsive Teaching and Learning, a non-profit organization dedicated to providing professional development for educators desiring to implement culturally responsive classroom management. Dr. Holie has published several books on this topic including *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success*.

Ms. Dianna Masters is a former principal and mathematics director in Los Angeles Unified Schools. Ms. Master currently serves as a Texas Education Agency Region 10 consultant and provides professional development opportunities on *How to Teach High Stakes TEKS using Manipulatives and Literature*.

Neuhaus Education Center is a non-profit educational foundation dedicated to promoting reading success through the use of Structured Literacy programs. Neuhaus provided professional development and manipulatives for K-3 reading teachers at 14 Dallas ISD elementary schools.

Trice Education Resources, Inc. is an educational consultant firm specializing in providing school districts with professional development solutions to enhance student academic achievement in programs from Pre-K through adult education.

Workshops

AASI primary professional development efforts during the 2016-17 school year included workshops covering English Language Arts / Reading (ELAR) and Mathematics subjects (Table 1). The majority of the workshops were held prior to the beginning of the school year at Wilmer-Hutchins Elementary School. Additional small group workshop sessions were held on individual campuses during the first semester. A

total of 57 workshops were held with 21 workshop titles. Approximately 735 teachers participated in those workshop offerings (some participation information provided by AASI did not include signatures). The total number of attendees listed may not reflect the true total number of individual teachers served, since teachers may have attended more than one session (Figure 1). Workshops with the highest participation count were 1) How to Teach High Stakes TEKS by Masters, 2) Rigor & Relevance: What It Is and How It Works by Trice Education, and 3) Effective First Instruction by Neuhaus.

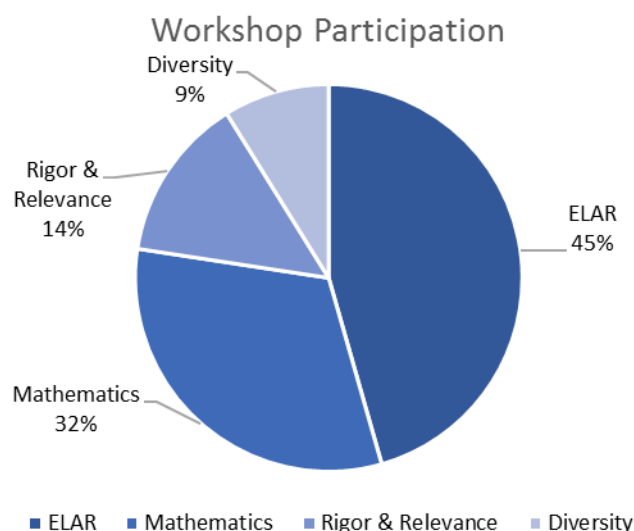
Table 1: AASI Professional Development Workshop Series

Workshop Title	Field	Provider	Sessions	N
Cultural Diversity: Professional Classroom Management*	Diversity	Hollie	2	65
How to Teach High Stakes TEKS	Math	Masters	6	39
How to Teach High Stakes TEKS*	Math	Masters	9	74
Effective First Instruction	ELAR	Neuhaus	2	95
Building Academic Vocabulary	ELAR	Trice Education	2	9
Building Academic Vocabulary	Math	Trice Education	3	11
Digging Deeper with Reading	ELAR	Trice Education	1	42
Fundamental Instruction Strategies in Math	Math	Trice Education	2	9
Making Math Meaningful	Math	Trice Education	2	42
Managing the Differentiated Classroom	ELAR	Trice Education	2	7
Managing the Differentiated Classroom	Math	Trice Education	1	11
Math Make, Take, and Share with Digital Tools	Math	Trice Education	2	13
Math Mania: Algebra I	Math	Trice Education	1	8
Math Mania: Geometry	Math	Trice Education	1	4
Meet Students' Needs with Differentiated Instructions	ELAR	Trice Education	4	34
Meet Students' Needs with Differentiated Instructions	Math	Trice Education	2	20
Motivate Students to Write Convincing STAAR Essays	ELAR	Trice Education	2	38
Rigor & Relevance: What It Is and How It Works	All	Trice Education	4	101
Using Question Strategies in Math	Math	Trice Education	1	3
We're Headed in the WRITE Direction	ELAR	Trice Education	4	76
Writing Plan Proposal and Development	ELAR	Trice Education	4	34

Source: Data were extracted from the AASI Professional Development Sign In Sheets.

Note: * Book and binder distribution meetings for Dr. Hollie were not included. Some of Ms. Master's participation information was from digital sign-in sheets without signatures.

Figure 1: AASI Professional Development Participation by Field of Study



AASI provided several smaller workshops during the school year for staff members to familiarize themselves with some of the programs they should be implementing. For example, AASI student advocate coordinators received training on EduGuide (social and emotional learning program) and Scholastic ID (reading and writing intervention).

What was the context of the Neuhaus Program?

Methodology

The evaluator reviewed program documentation including workshop agendas and sign in sheets in order to determine the purpose and scope of the Professional Development opportunities provided through the African American Success Initiative (AASI).

Results

AASI, in cooperation with the Neuhaus Education Center, introduced a mandatory supplemental reading curriculum in 14 elementary schools of which nine were AASI schools. The purpose was to improve the reading readiness of K-3 students. In total, 95 teachers received two days of training in the Neuhaus method prior to the start of the 2016-17 school year. Training included up to 14 professional development (PD) hours, or a stipend if a teacher already had fulfilled their PD hours. Teachers were required to implement 30 minutes of structured lessons at least three times a week in addition to the regular reading curriculum.

What were the characteristics of teachers involved in the Neuhaus Program?

Methodology

The Evaluation and Assessment (E&A) department evaluator received a list of teachers who were to implement the Neuhaus curriculum from AASI staff. The list was then cross checked against workshop

sign in sheets and the Dallas ISD Personnel file (dated: January 5, 2017). Demographic information data were analyzed using Microsoft Excel and IBM SPSS statistics.

Results

During the 2016-17 school year, 76 teachers implemented the Neuhaus supplemental reading curriculum in 14 elementary schools in the Dallas ISD. Teachers were predominately African-American (83%) and female (99%). Sixty-two percent of the teachers had a bachelor's degree with an average 9.5 years of local Dallas ISD teaching experience. Table 2 provides demographic information by school type.

Table 2: Demographic Characteristics for Neuhaus Teachers

	Neuhaus AASI Schools (n=51)		Neuhaus Reg. Schools (n=25)		Neuhaus All Teachers (n=76)	
	n	%	n	%	n	%
Gender						
Female	50	98.0	25	100.0	75	98.7
Male	1	2.0	0	0.0	1	1.3
Ethnicity						
African American	42	82.4	21	84.0	63	82.9
Hispanic	4	7.8	0	0.0	4	5.3
White	5	9.8	4	16.0	9	11.8
Education Level						
Not Available	5	9.8	4	16.0	9	11.8
Bachelor	32	62.7	15	60.0	47	61.8
Master	14	27.5	6	24.0	20	26.3
Years of Experience in Dallas ISD						
<1	5	9.8	5	20.0	10	13.2
1 - 11	26	51.0	12	48.0	38	50.0
12 - 22	14	27.5	6	24.0	20	26.3
23 - 36	6	11.8	2	8.0	8	10.5

Source: AASI provided teacher information. Demographic data were extracted from the Personnel file dated 01/05/2017.

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

AASI documentation indicated teachers were required to participate in a two-day professional development (PD) session conducted on August 10 and August 11, 2016. PD sessions familiarized the teachers with the Neuhaus methodologies and implementation techniques. Participants were eligible to receive up to 14 PD hours or a stipend if PD hours had been met.

Sign-in sheets indicated that of the 76 teachers who were implementing the Neuhaus supplemental reading program, 62 teachers (82%) participated both days. Seven teachers (9%) participated in one of the two training days, while no participation records could be found for seven teachers (9%). Program documentation indicated that the Neuhaus program start date for the teachers who did not participate in the August PD sessions were between October 2016 and January 2017. AASI program staff did not provide

any information that would indicate that teachers that were not trained received any make-up sessions. Records also indicated that 42 of the 76 teachers (55%) received the stipend offered by Dallas ISD for participating in the Neuhaus PD sessions. Of the teachers that received the stipend, four teachers (10%) participated in only one of the two training days. No information was provided if stipends for one day participants were different from those that participated in both days. Table 3 displays teacher PD participation rates by school type.

Table 3: Professional Development Course Participation for Neuhaus Teachers

	Neuhaus AASI Schools (n=51)		Neuhaus Reg. Schools (n=25)		Neuhaus All Teachers (n=76)	
	n	%	n	%	n	%
Number of Days						
None	4	7.8	3	12.0	7	9.2
One	6	11.8	1	4.0	7	9.2
Two	41	80.4	21	84.0	62	81.6
Stipends Paid / Days						
One	4	7.8	0	0.0	4	5.3
Two	26	51.0	12	48.0	38	50.0

Source: AASI provided teacher participation information for Neuhaus PD.

What were the demographic characteristics of the students that participated in the Neuhaus Program?

Methodology

The evaluator used the provided Neuhaus teacher training information to collect the student ID numbers for the students enrolled in Reading and / or Language Arts classes grades KN to three. Student ID numbers were then used to compile demographic (Chancery, 5/8/2017) and achievement data (*TerraNova*, 7/19/2017) for each of the students. Students who withdrew, or switched schools, were excluded. Actual student participation could have varied as students enrolling in a school after the data pull were not captured. Data were analyzed using Microsoft Excel and IBM SPSS statistics.

Results

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. The majority of the participants were African American (81%) and came from an economically disadvantaged background (89%). However only 216 students (12%) were characterized in the Dallas ISD files as being at risk, and 161 students (9%) were reported as Talented and Gifted (TAG) students. Table 4 displays student demographic information by school type for Neuhaus and all district students. Neuhaus was provided for 1,407 (9.8%) of the 14,362 Dallas ISD African American students in grades K to three.

Table 4: Demographic Characteristics for Neuhaus and District Students for Grades K-3

	Neuhaus AASI Schools (n=1,167)		Neuhaus Reg. Schools (n=580)		All Neuhaus Students (n=1,747)		District Students (K-3) (n=59,026)	
	n	%	n	%	n	%	n	%
Gender								
Female	542	46.4	277	47.8	819	46.9	28,702	48.6
Male	625	53.6	303	52.2	928	53.1	30,324	51.4
Ethnicity								
African American	967	82.9	440	75.9	1,407	80.5	14,362	24.3
Hispanic	165	14.1	128	22.1	293	16.8	39,564	67.0
Other	13	1.3	5	0.8	17	1.0	1,577	2.7
White	22	1.9	7	1.2	29	1.7	3,523	6.0
Grade Level								
KN	345	29.6	85	14.7	430	24.6	13,903	23.6
First	276	23.7	136	23.4	412	23.6	14,585	24.7
Second	226	19.4	176	30.3	402	23.0	15,237	25.8
Third	320	27.4	183	31.6	503	28.8	15,301	25.9
LEP								
Yes	35	3.0	46	7.9	81	4.6	27,906	47.3
TAG								
Yes	107	9.2	54	9.3	161	9.2	6,694	11.3
Special Education								
Yes	70	6.0	64	9.3	133	7.7	4,236	7.2
At Risk								
Yes	129	11.1	87	15.0	216	12.4	29,844	50.6
Economically Disadvantaged								
Yes	1,039	89.0	507	87.4	1,546	88.5	46,522	78.8
Disciplinary Referrals								
No. of Students	113	9.7	33	5.7	146	8.4	1,356	2.3

Source: AASI provided teacher information. Demographic data were extracted from Dallas ISD ChanceryDemo file (May 8, 2017). Disciplinary referral information were extracted from Dallas ISD Referrals Full Year file (July, 10, 2017)
 Note: KN=Kindergarten; No.= Number. Percentages may not add to 100% due to rounding.

What were the achievement outcomes of the students that participated in the Neuhaus Program?

Methodology

The student demographic file was used to compile academic achievement information for students who received the Neuhaus supplemental reading program. Dallas ISD *TerraNova* file (dated July 19, 2017) provided academic achievement information for students in grades kindergarten through two, and the *STAAR* file (dated June 22, 2017) provided academic information for students in grade three. *Istation's*

Indicators of Progress (ISIP) scores were extracted from the End of Year (EOY) file dated May 30, 2017. Students with invalid scores were excluded from the analysis. Please note that actual student participation could vary as students enrolling in a school after the data pull were not captured. Furthermore, two teachers in the Ervin ES had an overlap of students. It could not be verified if those students received twice the amount of Neuhaus instruction. The percentage of students that scored at grade level was calculated for *TerraNova* using 40th percentile or higher, *STAAR* percentage Approaching Grade Level, and *ISIP* percentage at Tier I. No dosage information was available regarding the implementation of Neuhaus and other supplemental reading programs. Data were analyzed using Microsoft Excel and IBM SPSS Statistics.

Results

The evaluator collected academic achievement scores via *TerraNova* and *STAAR* Reading scores as well as *ISIP* tier information. Table 5 displays test participation of Neuhaus students by grade level.

Table 5: Test Participation of Neuhaus Students by Grade Level

Grade	N	TerraNova Reading		STAAR Reading		ISIP EOY Tier Scores	
		%	N	%	N	%	N
KN	430	97.9	421	-	-	84.1	362
One	412	96.6	398	-	-	85.4	352
Two	402	96.0	386	-	-	96.7	389
Three	503	-	-	99.4	500	-	-
Total	1,747	96.9	1,205	99.4	500	88.7	1,103

Source: Information based on Dallas ISD *TerraNova*, *STAAR*_thru_May_1617, and *ISIP* 1617 EOY file.

Note: - = test not given in that grade. KN= Kindergarten.

Grade Level Results

In general, 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* (Table 6), and the percentage of students on grade level for *TerraNova* decreased from KN (79%) to first grade (59%) to second grade (55%).

Between-group comparisons for passing rate differences provided the following details. Passing rate differences between African American students and non-African American students were not practically significant (based on Cohen's effect size (d) = 0.12). Even so, mean differences were statistically significantly higher in favor of non-African American students as indicated in an independent-samples t-test ($t = 2.05$, $df = 498.8$, $p = 0.04$). Passing rate comparisons between students attending an AASI school and those of the regular schools that implemented Neuhaus were not statistically significant ($t = -1.77$, $df = 1,122.09$, $p = 0.08$), indicating that both school groups performed equally (Figure 2).

Table 6: Grade Level Passing Rates for Neuhaus Students by Ethnicity

Grade	African American		Non-African American		All Students	
	%	N Tested	%	N Tested	%	N Tested
KN	79.4	335	76.7	86	78.9	421
One	57.0	323	65.3	75	58.5	398
Two	52.6	308	65.4	78	55.2	386
Three	48.3	414	52.3	86	49.0	500
Total	58.8	1,380	64.9	325	60.0	1,705

Source: Information based on Dallas ISD TerraNova and STAAR_thru_May_1617 files. District STAAR information are based on My Data Portal.

Note: KN=Kindergarten.

Table 7 displays the percentage of students that met the grade level passing standards by grade for Neuhaus African American students, all district African American students, and all district students. 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.

Table 7: Grade Level Passing Rates for Neuhaus Students by School Level

Grade	AA Neuhaus Students		District AA Students		All District Students	
	%	N Tested	%	N Tested	%	N Tested
KN	79.4	335	75.6	2,169	78.4	5,352
One	57.0	323	59.1	2,382	64.2	5,927
Two	52.6	308	52.3	2,531	60.6	6,499
Three	48.3	414	47.9	2,906	62.3	12,995
Total	58.8	1,380	57.7	9,988	65.1	30,773

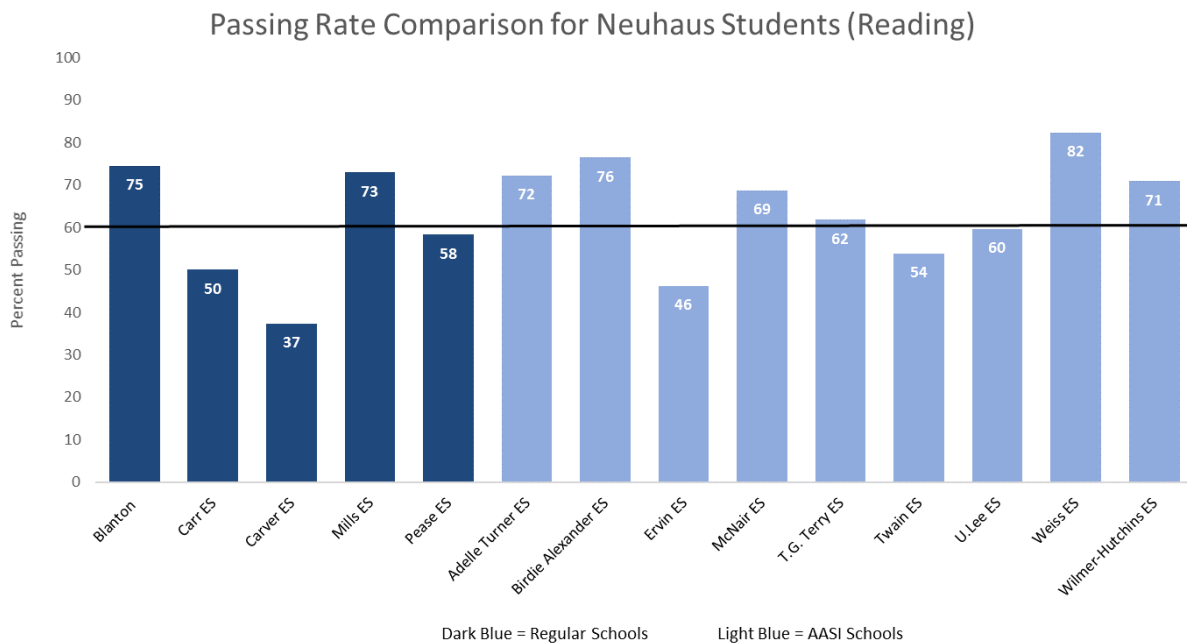
Source: Information based on Dallas ISD TerraNova and STAAR_thru_May_1617 files.

Note: KN=Kindergarten; AA= African American.

School Level Results

The average passing rate for students in grades KN to three that participated in the Neuhaus supplemental reading program was 60 percent. The passing rate for students in the regular school level was 57 percent, while the passing rate for students in the AASI schools was 62 percent. Only two out of the five regular schools (40%) surpassed the average passing rate of the Neuhaus students (60%), while six of the nine AASI schools (67%) surpassed this average (line in Figure 2). Weiss ES achieved the highest passing rate (82%), while Carver ES had the lowest passing rate (37%). Passing rate comparisons for Neuhaus students by school and ethnicity are displayed in Table 8 and Figure 3.

Figure 2: Passing Rate Comparison for Neuhaus Students by School Level (Reading)



Source: Information based on Dallas ISD *TerraNova* and *STAAR_thru_May_1617* files.

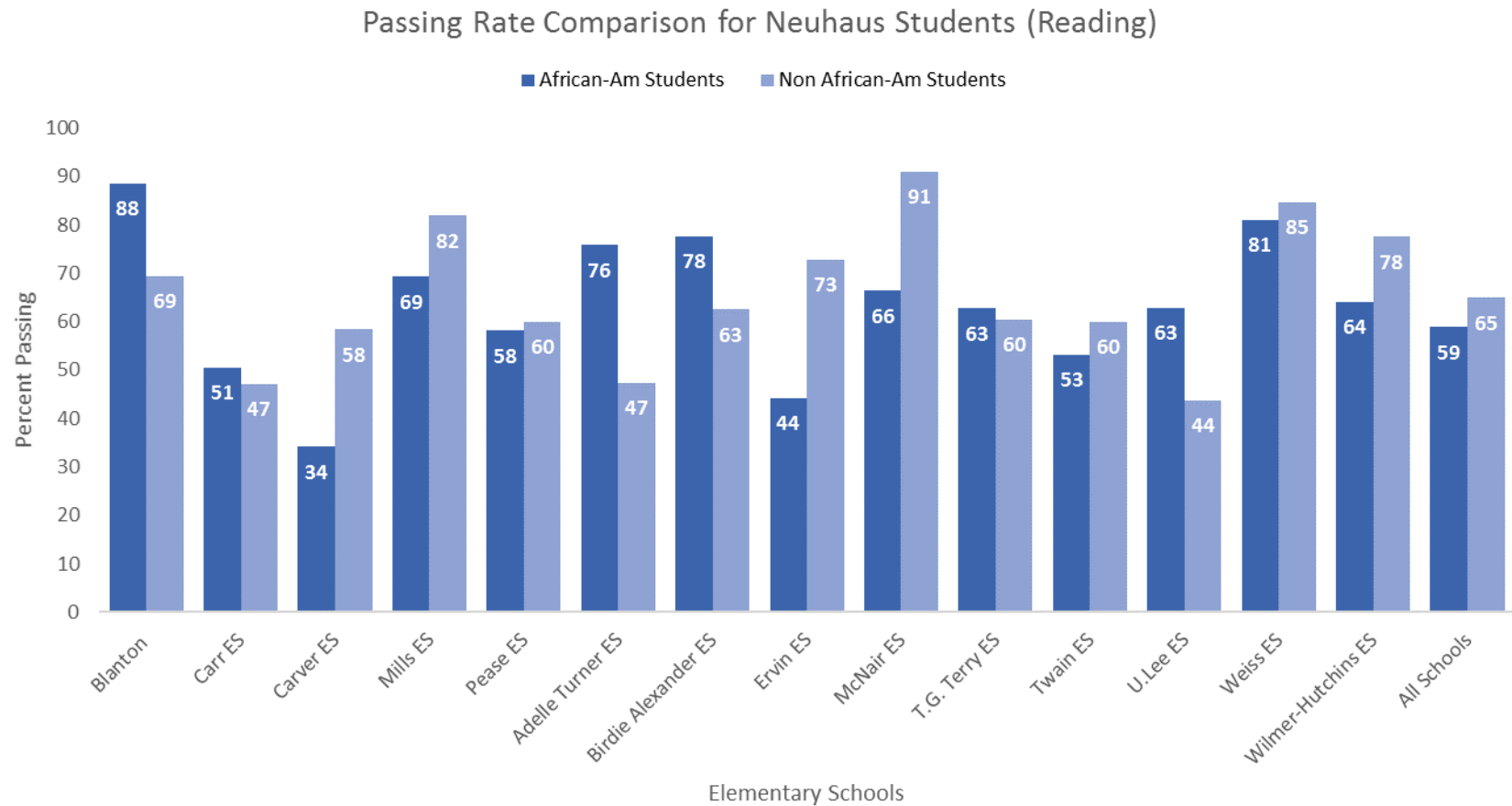
Note: Line indicates the average Neuhaus student passing rate of 60%.

Table 8: 2016-17 Passing Rates for Neuhaus Students by School (Reading, Grades KN-3)

	African Am Students		Non-African Am Students		All Students	
	%	N Tested	%	N Tested	%	N Tested
Regular Schools						
Blanton	88.5	26	69.4	72	74.5	98
Carr ES	50.5	99	47.1	17	50.0	116
Carver ES	34.2	79	58.3	12	37.4	91
Mills ES	69.2	26	81.8	11	73.0	37
Pease ES	58.1	210	60.0	20	58.3	230
AASI Schools						
Adelle Turner ES	75.8	132	47.4	19	72.2	151
Birdie Alexander ES	77.7	94	62.5	8	76.5	102
Ervin ES	44.2	283	72.7	22	46.2	305
McNair ES	66.3	101	90.9	11	68.8	112
T.G. Terry ES	62.7	59	60.5	43	61.8	102
Twain ES	53.2	47	60.0	5	53.8	52
U.Lee ES	62.8	164	43.8	32	59.7	196
Weiss ES	81.0	21	84.6	13	82.4	34
Wilmer-Hutchins ES	64.1	39	77.5	40	70.9	79
Total	58.8	1,380	64.9	325	60.0	1,705

Source: Information based on Dallas ISD TerraNova and STAAR_thru_May_1617 files.

Figure 3: Passing Rate Comparison for Neuhaus Students by Ethnicity (Reading)

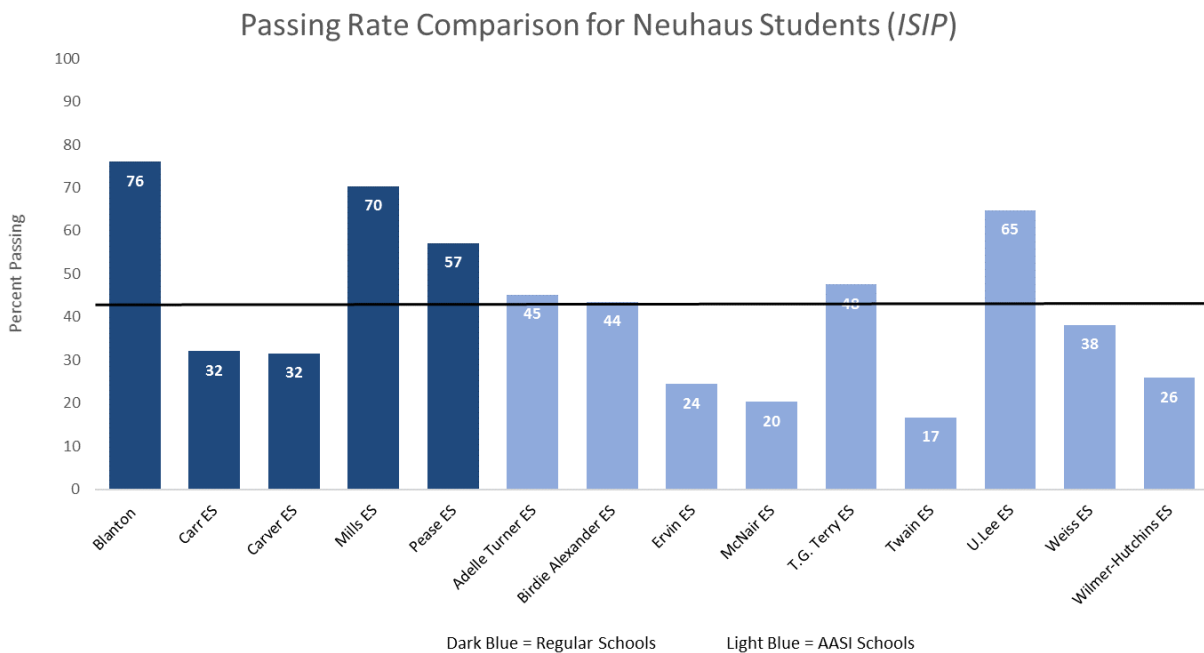


Source: Information based on Dallas ISD *TerraNova* and *STAAR_thru_May_1617* files.

***ISIP* Results (Kindergarten - Second Grade)**

Eighty-nine percent of the students (Table 5) who received the Neuhaus supplemental program had valid End of Year (EOY) assessment scores on *Istation's Indicators of Progress (ISIP)* assessment. Students with a score at or above the 40th percentile (Tier I) are considered to be on grade level (Mathes, Torgesen, Herron, 2016). Less than half (44%) of students who participated in the Neuhaus supplemental reading curriculum were considered to be on grade level by the end of the 2016-17 school year. Figure 4 shows the school passing rates for Neuhaus students ranged from 17 percent (Twain ES) to 76 percent (Blanton ES).

Figure 4: Tier I EOY Rate Comparison for Neuhaus Students by School Level (*ISIP*)



Source: Information based on Dallas ISD *ISIP* 1617 EOY – Combined file (May 30, 2017).

Note: Line indicates the average passing rate of 44% for Neuhaus students. The average passing rate for African American students at Dallas ISD is 42 percent, while the average passing rate for the District is 57 percent.

Student achievement on *ISIP* increased as grade level increased. The percentage of students on grade level increased from KN (34%) to first grade (43%) to second grade (54%). The increase in grade level passing rates on *ISIP* was also evident at the district level for African American students (KN = 38%, Grade 1 = 38%, and Grade 2 = 48%). However, the fact remains that less than half of the K-2 African American students (42%) at the district level were on grade level based on the *ISIP* EOY assessment.

What were campus staff perceptions of the Neuhaus Program?

Methodology

Surveys were created to collect information about experiences with the Neuhaus program from stakeholders including participating teachers, campus instructional coaches (CICs), and principals. Survey responses were collected via SurveyMonkey.com and surveys were open for approximately five weeks in the spring. Data were analyzed using Microsoft Excel and IBM SPSS statistics.

Results

Teacher Feedback

Teacher surveys solicited feedback on: 1) quality, relevance, and usefulness of the training; 2) level of understanding of the basic Neuhaus framework; 3) the degree to which they applied the knowledge and skill-set gained from the trainings; and 4) additional resources needed. Sixty of the 76 teachers (78.9%) responded to the surveys. No teachers from Mills Elementary school (ES) responded to the survey request. Eighty-two percent of the teachers indicated that they understood the rationale and purpose behind the Neuhaus program prior to the start of the 2016-17 academic year. Fifty-four teachers (90%) indicated that they participated in two days of Neuhaus training in early August 2016, while three teachers (5%) indicated they participated in one of two training days. The remaining three teachers (5%) indicated that they did not participate in any training due to a lack of openings or scheduling issues. Fifty-four percent of the teachers that participated in the training sessions indicated (agreed and strongly agreed) that they were satisfied with the Neuhaus training program (Table 9). Few respondents (26%) were satisfied with the amount of materials or resources provided. Below (in italics) are selected comments provided by survey respondents which illustrated the need for additional training and resources.

- *“To improve the implementation of the Neuhaus program, I would like to have a class set of all the materials on the first day of school.”*
- *“The training overall was good, however we did not purchase all of the materials in the training. So, some parts were difficult to implement. I would like refresher training during the year.”*
- *“Training involving all materials needed to teach. This is a great program overall for small group instructions, but the lack of needed materials hindered my students' learning.”*
- *“It would be helpful to have a Neuhaus representative come to the campus for additional trainings. Those two days were extremely content-heavy and it is easy to get overwhelmed. Refreshers throughout the year would be helpful.”*
- *“For Neuhaus teachers in their second year, training on what instruction looks like past the first 30 days. Most of the training available is only for the implementation of the first 30 days of instruction.”*
- *“We had to implement the program without enough materials for every student. That was not good!”*
- *“This is a great program for those students needing additional, intensive support. Please provide all materials necessary to teach. I had to purchase several items.”*

- *“The Neuhaus Program did not provide adequate materials for First Grade to carry out and implement the program successfully. Having to make materials necessary to perform the program was very challenging.”*

Table 9: Teachers’ Favorable Perceptions of the Neuhaus Training Program

Survey Question	%	N Responded
The training sessions were well organized.	77.2	57
The training was relevant and up-to-date regarding my work.	73.7	57
The training sessions provided everything I needed to know in order to fulfill my duties.	50.9	57
The trainers adequately answered questions raised during the sessions.	80.7	57
An adequate amount of materials/resources were provided.	26.3	57
Overall, I am satisfied with the Neuhaus training program	54.4	57

Source: Data based on Neuhaus Teacher Survey.

Note: Favorable indicates that the respondents selected agree and strongly agree.

The majority of respondents indicated (agreed and strongly agreed) that AASI and Neuhaus staff answered questions in a timely and supportive manner. Moreover, most respondents indicated that classroom observations did not impact class routine. However, over half of the respondents were disappointed by the video reviewers, in terms of feedback response time and the quality of the feedback (Table 10).

Table 10: Teachers’ Favorable Perceptions of Neuhaus and AASI Program Staff

Survey Question	%	N Responded
Staff kept appointments.	77.6	58
Staff interacted in a professional manner.	87.9	58
Staff presented suggestions in a positive and supportive manner.	78.9	57
Staff responded to emails and voicemails in a timely manner.	65.8	38
Staff tailored his/her support based on my needs.	70.0	50
Observations did not impact class routine.	70.2	57
Video reviewers provided feedback in a timely manner.	45.1	51
Video reviewers provided detailed feedback on how to improve my teaching sessions.	43.1	51

Source: Data based on Neuhaus Teacher Survey.

Note: Favorable indicates that the respondents selected agree and strongly agree.

N differed by question as respondents who answered Not Applicable were excluded.

Respondents indicated that they implemented the Neuhaus program on average four days a week. Although 70 percent of the respondents indicated that they implemented the program at least four days, seven percent indicated that they implemented the program two days or less. Respondents indicated that a Neuhaus session lasted between 15 and 60 minutes with an average of 31 minutes.

Teachers 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, the lack of materials impacted the implementation of some activities. Fifty-eight percent of the respondents 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.

Table 11: Teachers' Favorable Perceptions of Neuhaus Curriculum

Survey Question	%	N Responded
Neuhaus program provided a logical framework to follow.	76.3	59
Neuhaus scripts were easy to implement.	81.7	60
Neuhaus content scripts were interesting to the students.	63.3	60
Enough student manipulatives were provided to implement all activities.	37.3	59
Neuhaus program fit well within the Dallas ISD's Reading / ELAR lesson structure.	58.3	60
Students also benefited from the knowledge and resources I acquired from the Neuhaus program during the regular reading lessons.	71.7	60

Source: Data based on Neuhaus Teacher Survey.

Note: Favorable indicates that the respondents selected agree and strongly agree.

N differed by question as respondents who answered Not Applicable were excluded.

Forty-two of the 60 teachers (70%) indicated that students received additional structured reading interventions besides the Neuhaus program. Some of the programs noted were I-station, Reading Partners, TutorMate, Achieve 300, and Readers to Leaders. This provided further evidence that any academic results cannot be directly attributable to Neuhaus program activities.

Campus Instructional Coaches Feedback

Campus Instructional Coaches (CICs) were asked to rate the quality and relevancy of the Neuhaus training sessions and curriculum, classroom observations, and communication with Neuhaus and AASI staff. Eleven of the 14 CICs (79%) responded to the survey request. CICs from McNair, Turner, and Twain ES did not respond. Eighty-two percent of the CICs indicated that they understood the rationale and purpose behind the Neuhaus program prior to the start of the 2016-17 academic year, and 91 percent of the CICs participated in the Neuhaus professional development sessions.

CICs who participated in the training sessions were slightly more satisfied than the teachers (60% vs 54%) with the overall training. Interestingly more CICs (60%) than teachers (26%) agreed that adequate resources were provided during the training (Tables 9 and 12). Below (in italics) are selected comments provided by survey respondents (CICs) which seemed to illustrate the sentiment for additional training.

- *"I would appreciate follow up training to the initial training for CICs and teachers to build upon experiences in the classroom."*

- *“A more in depth professional development. Longer than 2 days with modeling to show the teachers how to implement the program.”*
- *“It was rushed for many teachers and they did not receive materials until well after the school year started. This made the learning inequitable across campuses.”*
- *“...training throughout the year for teachers that were not trained during the summer.”*

Table 12: CICs' Favorable Perceptions of the Neuhaus Training Program

Survey Question	%	N Responded
The training sessions were well organized.	80.0	10
The training was relevant and up-to-date regarding my work.	100.0	10
The training sessions provided everything I needed to know in order to fulfill my duties.	50.0	10
The trainers adequately answered questions raised during the sessions.	80.0	10
An adequate amount of materials/resources were provided.	60.0	10
Overall, I am satisfied with the Neuhaus training program	60.0	10

Source: Data based on Neuhaus Campus Instructional Coaches' Survey.

Note: Favorable indicates that the respondents selected agree and strongly agree.

CICs indicated (agreed and strongly agreed) that they were very happy with the communication received from Neuhaus and AASI staff (Table 13).

Table 13: CICs' Favorable Perceptions of Neuhaus and AASI Program Staff

Survey Question	%	N Responded
Staff kept appointments.	100.0	10
Staff interacted in a professional manner.	100.0	10
Staff presented suggestions in a positive and supportive manner.	100.0	10
Staff responded to emails and voicemails in a timely manner.	100.0	10
Staff tailored his/her support based on my needs.	90.0	10
Observations did not impact class routine	90.0	10

Source: Data based on Neuhaus Campus Instructional Coaches' Survey.

Note: Favorable indicates that the respondents selected agree and strongly agree.

While the majority (64%) of CICs noted that the Neuhaus program provided an easy and logical lesson framework to implement, less than half (46%) believed adequate manipulatives were provided to implement effective activities. Most (73%) of the CICs indicated (agreed and strongly agreed) that the teachers found Neuhaus worthwhile to implement.

Table 14: CICs' Favorable Perceptions of Neuhaus Curriculum

Survey Question	%	N Responded
Neuhaus program provided a logical framework to follow.	63.6	11
Neuhaus scripts were easy to implement.	72.7	11
Neuhaus content scripts were interesting to the students.	72.7	11
Enough student manipulatives were provided to implement all activities.	45.5	11
Neuhaus program fit well within the Dallas ISD's Reading / ELAR lesson structure.	81.8	11
Students also benefited from the knowledge and resources I acquired from the Neuhaus program during the regular reading lessons.	100.0	11
Teachers found Neuhaus worthwhile to implement.	72.7	11

Source: Data based on Neuhaus Campus Instructional Coaches' Survey.

Note: Favorable indicates that the respondents selected agree and strongly agree.

Eight of the 11 CICs (73%) indicated that students received additional structured reading interventions besides the Neuhaus program, including Reading Partners, TutorMate, and Readers to Leaders. This provided further evidence that academic results cannot be directly attributable to Neuhaus program activities.

Principal Feedback

Principals were asked to rate the quality and relevance of the Neuhaus training sessions and curriculum, classroom observations, and communication with Neuhaus and AASI staff. Eleven of the 14 principals (79%) responded to the survey request. Principals from Carver, McNair, and Mills ES did not respond. Ninety-one percent of the principals indicated that they understood the rationale and purpose behind the Neuhaus program prior to the start of the 2016-17 academic year, and 72.7 percent of the principals participated in the Neuhaus professional development sessions.

Fifty-six percent of the principals were satisfied with the Neuhaus training program (Table 15). Principals highlighted the conflict between Dallas ISD literacy and the Neuhaus framework, the lack of lesson plans for the entire school year, the lack of materials, as well as the fact that not all teachers were trained. Comments included:

- *"Neuhaus was difficult to align to the 3rd grade curriculum."*
- *"We didn't have access to lesson plans for the entire school year."*
- *"Some teachers never received the actual training and had to 'figure out' how to use it."*
- *"Conflict between DISD literacy framework and Neuhaus: Time constraints, assessments, resources."*

Table 15: Principals' Favorable Perceptions of the Neuhaus Training Program

Survey Question	%	N Responded
The training sessions were well organized.	87.5	8
The training was relevant and up-to-date regarding my work.	85.7	7
The training sessions provided everything I needed to know in order to fulfill my duties.	50.0	8
The trainers adequately answered questions raised during the sessions.	62.5	8
An adequate amount of materials/resources were provided.	55.5	8
Overall, I am satisfied with the Neuhaus training program	55.5	8

Source: Data based on Neuhaus Principal Survey.

Note: Favorable indicates that the respondents selected agree and strongly agree. N differed by question as respondents who answered Not Applicable were excluded.

All principals indicated that communication by Neuhaus and the AASI team was given in a timely and professional manner. Most (70%) of the principals viewed site observations as non-intrusive (Table 16).

Table 16: Principals' Favorable Perceptions of Neuhaus and AASI Program Staff

Survey Question	%	N Responded
Staff kept appointments.	100.0	11
Staff interacted in a professional manner.	100.0	11
Staff presented suggestions in a positive and supportive manner.	100.0	11
Staff responded to emails and voicemails in a timely manner.	100.0	10
Staff tailored his/her support based on my needs.	90.9	11
Observations did not impact class routine	70.0	10

Source: Data based on Neuhaus Principal Survey.

Note: Favorable indicates that the respondents selected agree and strongly agree. N differed by question as respondents who answered Not Applicable were excluded.

Like CICs, a sizeable percentage of principals (45%) indicated that they believed teachers did not have enough manipulatives to implement all student activities. The majority of responses were positive to the other items. Most principals (82%) were interested in continuing with the implementation of the Neuhaus program for the 2017-18 school year.

Table 17: Principals' Favorable Perceptions of Neuhaus Curriculum

Survey Question	%	N Responded
Neuhaus program provided a logical framework to follow.	100.0	11
Neuhaus scripts were easy to implement.	90.0	10
Neuhaus content scripts were interesting to the students.	70.0	10
Enough student manipulatives were provided to implement all activities.	54.5	11
Neuhaus program fit well within the Dallas ISD's Reading / ELAR lesson structure.	81.8	11
Students also benefited from the knowledge and resources teachers acquired from the Neuhaus program during the regular reading lessons.	81.8	11
Teachers found Neuhaus worthwhile to implement.	63.6	11
My school would be interested in implementing Neuhaus during the 2017-18 school year.	81.8	11

Source: Data based on Neuhaus Principal Survey.

Note: Favorable indicates that the respondents selected agree and strongly agree.
N differed by question as respondents who answered Not Applicable were excluded.

Ten of the 11 principals (91%) indicated that students received additional structured reading interventions besides the Neuhaus program, including Reading Partners, TutorMate, and Reading Buddies. This provided further evidence that academic results cannot be directly attributable to Neuhaus program activities.

What social and emotional learning (SEL) components were implemented as part of AASI?

Methodology

The evaluator interviewed AASI program staff and reviewed website information for the AASI SEL components. In addition, the evaluator reviewed documentation on EduGuide, one of the three AASI SEL components.

Results

AASI started with the implementation of the social and emotional learning (SEL) components during the second semester of the 2016-17 school year. According to AASI staff, this delay was primarily caused by the need for Board approval of SEL funds. Ten Dallas ISD schools could select from three SEL programs. Principals made the SEL program selection. Due to the shortened implementation phase, AASI viewed the implementation as a trial. Quantitative implementation information was provided to the evaluator for one of the three SEL programs.

Tacky Box

Tacky Box is a social and emotional learning (SEL) program designed for elementary students. The program serves as an individual intervention to guide students to develop the ability to self-police acceptable and non-acceptable words and behavior. Tacky Box tries to accomplish this by developing five core competencies which include 1) self-awareness, 2) self-management, 3) responsible decision making, 4) relationship skills, and 5) social awareness. The goals were to lower the number of disciplinary referrals and increase instructional time. Tackybox.com describes the implementation as follows:

“Students write down when they recognize tacky words and actions in themselves and in their peers. By writing down this behavior and locking it up in the Tacky Box®, children make a conscious choice to remove it from their heart and their mind.”

Per those interviewed, during the 2016-17 school year, three AASI elementary schools implemented Tacky Box: McNair ES, Twain ES, and Wilmer-Hutchins ES. No quantitative or qualitative implementation information was provided to the evaluation team.

Cloud9World

Cloud9World is a social and emotional learning (SEL) program designed for elementary and middle school students. For the 2016-17 school year, three elementary schools (Turner ES, Terry ES, Alexander ES) selected Cloud9World as their SEL program. Cloud9World integrates literacy as the vehicle for teaching character strengths. Schools can select from a total of 38 books that feature different positive traits. Each trait is represented by an animal; for instance, a giraffe stands for integrity. Although students review the books at school with their teacher, they were also able to take the selected books home and share them with their family to further increase parent engagement. AASI staff reported inconsistent application of the Cloud9World program. No quantitative or qualitative implementation information was provided to the evaluation team.

EduGuide

EduGuide was selected as the primary SEL program for AASI's Tier III Student Advocacy Program implemented at Atwell MS, Kennedy-Curry MS, Carter HS, and Wilmer Hutchins HS. EduGuide made use of blended online activities to deliver its messaging. The system was designed for students to complete activities independently online, such as watching a video. Students and mentors were then encouraged to engage on the subject matter via online messaging, thus increasing students' self-motivation to finish more work and become self-driven learners. However, student advocacy coordinators reported that implementation of an SEL system that was heavily dependent on the availability of computers and or smart phones with Tier III students reduced the effectiveness of the program tremendously. The program documentation showed 30 of the 49 students in the Tier III Student Group (61.2%) were enrolled in the EduGuide and completed an average of 1.4 activities.

What direct student components were implemented as part of AASI?

Methodology

Program documentation was reviewed regarding the tutoring and mentoring activities conducted by TutorMate volunteers, and the Dallas ISD Student Advocacy Coordinators. Data provided by the Student Advocacy Coordinators included rosters, attendance, check-in, and intervention files. Student information was checked against Dallas ISD Student Chancery file and students who could not be verified were excluded. Dallas ISD Chancery provided student demographic data, while student achievement data were accessed using the Dallas ISD *STAAR 3-8* file (dated June 22, 2017) and the *STAAR EOC* file (dated June 14, 2017). AASI staff provided program documentation and attendance counts for AASI activities conducted during the 2016-17 school year. Data were analyzed using Microsoft Excel and IBM SPSS statistics.

Results

Tier III Student Advocacy Program

The AASI workscope for the 2016-17 school year defined the role of the student advocacy coordinators as connecting Tier III students with appropriate resources to improve their attendance, academic performance, and social interaction rates. Tier III, as defined by AASI, included students who had six or more absences, three or more core course failures, and four or more disciplinary referrals. Principals, in cooperation with AASI staff selected students fitting the noted criteria. Throughout the school year the two AASI Student Advocate Coordinators were scheduled to mentor 15 Tier III students each for the selected middle and high schools for a total of 60 students. In an interview, the student advocacy coordinators noted the fluidity of the target population that resulted in students joining and leaving the program on a constant basis during the school year. Moreover, students had to be dropped due to non-compliance such as failing to provide written consent forms.

Analyses of the provided program attendance, student check-in, and intervention lists was limited due to inconsistent use of terminology and missing information. The evaluator relied on the “Total Contacts” variable which provided the number of times a coordinator was in contact with a student or their family during the school year.

Given the large drop-out rate, the evaluator defined the base group as the 49 Tier III students with two or more interactions (Tier III Student Group). At the end of the school year 31 students remained in the program (End of Year Tier III Students). Results indicated that the Tier III student advocacy program did not meet the set out goal of actively mentoring 60 Tier III students.

Program documentation indicated that implementation of the Tier III Student Advocacy program started mid-November (2016) for middle school participants at Atwell and Kennedy-Curry. Implementation at the high-school level started at the end of January (2017) for Carter, followed by Wilmer-Hutchins in February (2017). Coordinators had a total of 395 contacts with students and/or their family members. Contacts are defined as small group or individual sessions, short check-ins, and interventions. Small group and individual sessions were intended to provide participants with an overview of the program and to

provide academic and social-emotional guidance. Check-ins were intended to catch up with a student or to see if a student was attending classes. Interventions were categorized as conduct emergency intervention to pacify a student, provide referral to student services, conduct parent phone calls or home visits, and conduct school conferences.

Service activity logs indicated that students at Atwell Middle School received the highest number of total contacts (N=183), followed by Kennedy-Curry Middle School (N=95). Students at Carter High School received 65 total contacts, while those at Wilmer-Hutchins High School received only 41 total contacts. Students in the Carter Feeder Pattern received on average more support from their coordinator (mean = 9.2 contacts) versus students in the Wilmer-Hutchins Feeder Pattern (mean = 6.2 contacts). Table 18 shows the average number of total contacts a student received by school. Contacts are further broken down by specific activities such as small group sessions, student check-ins, or interventions. Students at William H Atwell received the most contacts with an average of 10.8 contacts per student, while students at Wilmer-Hutchins HS received an average of 4.1 contacts.

Table 18: Services Provided for AASI Tier III Student Group

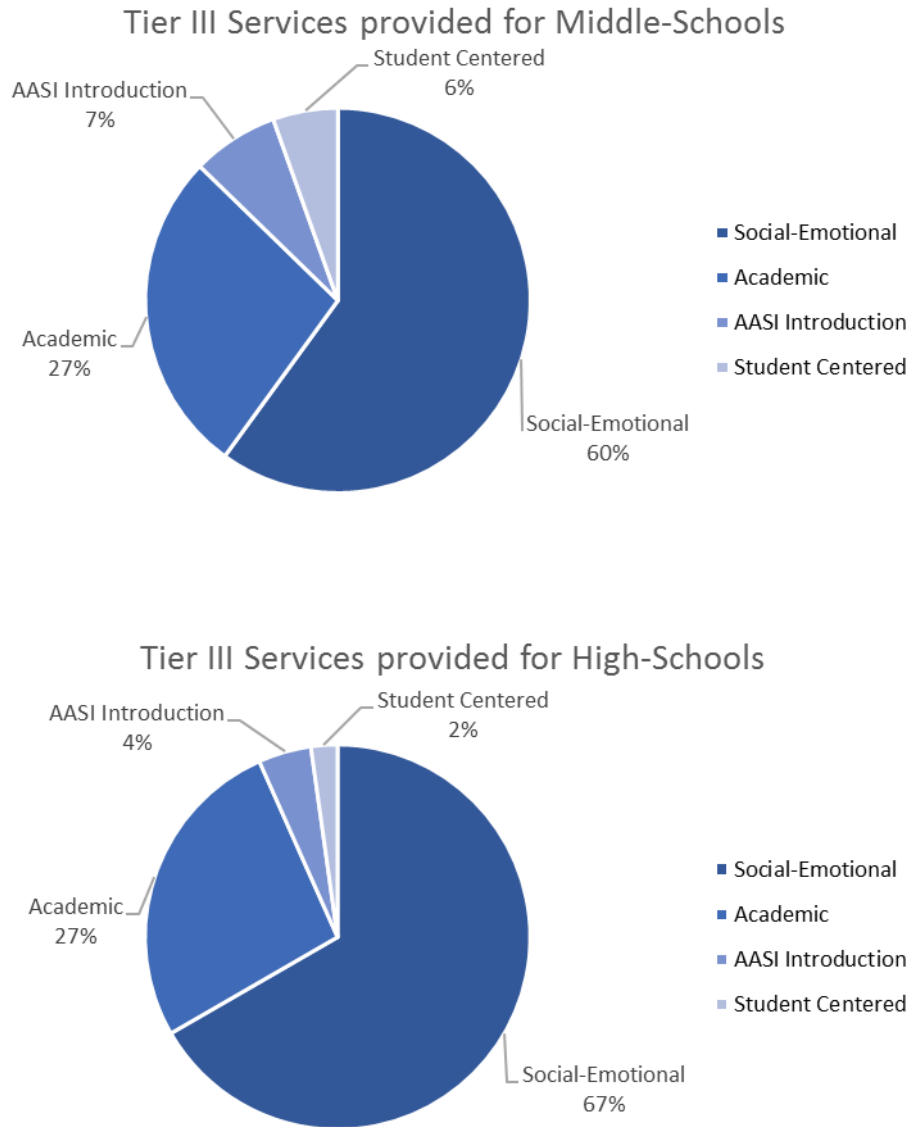
Subgroup	Students	Sessions	Check-ins	INT*	Total Number of Contacts		
	N	Mean N	Mean N	Mean N	Mean N	Min N	Max N
David W. Carter FP*							
William H. Atwell	17	2.1	4.9	3.7	10.8	2	33
David W. Carter	10	5.3	1.1	0.3	6.7	2	15
Wilmer-Hutchins FP*							
Kennedy-Curry	12	3.5	3.7	0.7	7.9	2	13
Wilmer-Hutchins HS	10	2.3	0.7	0.9	4.1	2	13
<i>Total</i>	49	3.1	3.0	1.7	7.9	2	33

Source: Information provided by the Student Advocate Coordinators. Data accessed June 7, 2017.

Note: INT stands for interventions. FP stands for feeder pattern.

Session consisted of AASI introduction, providing academic and social-emotional support, and providing student centered solutions (e.g. referrals). Sixty-three percent of all sessions were of social emotional nature, followed by academic (27%), AASI introductions (6%), and student centered solutions (4%). Figure 5 displays the session topics rendered by school level.

Figure 5: Session Topics provided by School Level



Source: Information based on AASI Tier III Student Group implementation information.

Social-emotional learning was primarily provided through the use of the EduGuide's blended online activities. According to the coordinators, EduGuide sessions were originally planned as small group sessions; however, meetings soon became individual sessions due to student availability and behaviors. It was first implemented during the second semester of the 2016-17 school year (March 1, 2017). The program documentation showed 30 of the 49 Tier III Student Group (61.2%) were enrolled in EduGuide and completed an average of 1.4 activities. The majority of students (63.3%) completed zero or one activity and spent no more than 20 minutes on the activity.

The student advocacy coordinators noted that being required to use EduGuide with their economically disadvantaged student population limited them in the number of interactions they could facilitate, as students often did not have access to the necessary equipment (e.g., computer and internet) at home. Thus, EduGuide was primarily used during small groups or individual sessions in school, and students often only received responses from the student advocacy coordinators week(s) later due to the lack of necessary equipment. According to the coordinators, this reduced the effectiveness of the program tremendously. When asked about the total number of student contacts coordinators had during the school year, the student advocacy coordinators remarked that up to 70 percent of their time was spent on administrative tasks for the AASI director, and that they therefore did not have the time or resources needed to increase contacts with students.

Of the 49 base Tier III Student Group participants, 18 students (37%) withdrew leading to an End of Year (EOY) Tier III student group of 31 students. Middle-school participants were especially impacted, with 12 of the 29 base group students dropping out of the program.

The number of days EOY Tier III students attended school ranged from 73 days to 173 days, with a mean of was 140.8 days (Table 19).

Table 19: Mean Attendance Rate by School in Days

Subgroup	EOY Tier III Students (N=31)	
	Days	Rate %
David W. Carter FP*		
William H. Atwell	139.3	82.4
David W. Carter	152.3	89.0
Wilmer-Hutchins FP*		
Kennedy-Curry	142.1	83.4
Wilmer- Hutchins HS	136.5	80.4
Total	140.8	82.9

Source: Attendance records are taken from Dallas ISD Attendance records file dated June 20, 2017.

Note: *FP stands for feeder pattern. HS stands for high school. May not add to total Ns due to missing data.

EOY Tier III student disciplinary data for the 2016-17 school year is presented in Table 20. The column “percent students” represents the percentage of students per school who committed one or more disciplinary offenses. For instance, Dallas ISD’s William Atwell Middle School had nine Tier III students during the 2016-17 school year of whom eight committed a disciplinary offense. Hence, 88.9 percent of the Tier III AASI population of William Atwell Middle School committed a disciplinary offense. During the 2016-17 school year, 17 EOY Tier III students (54.8%) had 58 disciplinary offenses. The number of offenses per mentee ranged from one to fifteen, with a mean of 3.41 (standard deviation = 3.9). Seventy-one percent of the offending students had between one and three offenses.

Table 20: School Disciplinary Rate by School

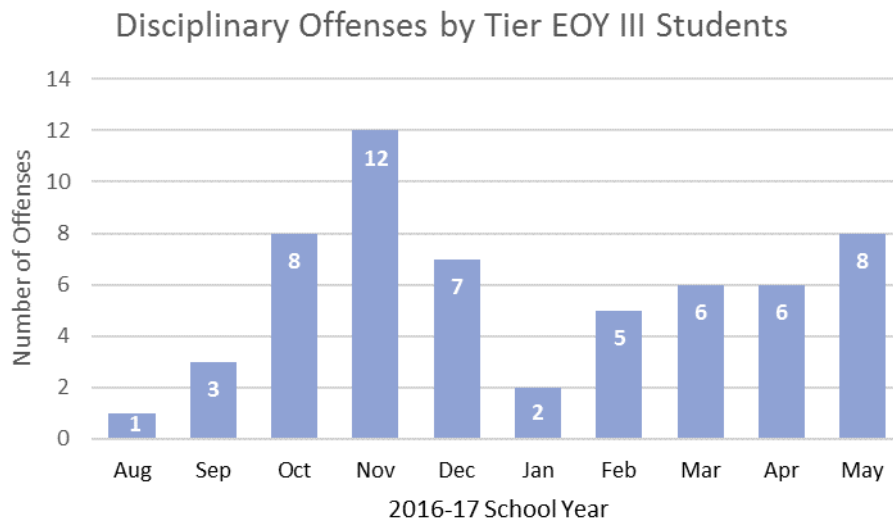
Subgroup	EOY Tier III Students (N=31)		
	% Students	N Students	N Offenses
David W. Carter FP*			
William H. Atwell	88.9	8	18
David W. Carter	0.0	0	0
Wilmer-Hutchins FP*			
Kennedy-Curry	75.0	6	37
Wilmer- Hutchins HS	30.0	3	3
<i>Total</i>	54.8	17	58

Source: Information based on Dallas ISD Referrals_Full_Year_1617 file. Data accessed July 10, 2017.

Note: FP stands for feeder pattern. HS stands for high school. N Students indicates the number of students who committed disciplinary offenses.

Figure 6 shows the number of disciplinary offenses varied widely when reviewed by month.

Figure 6: Disciplinary Offenses by EOY Tier III Students



Source: Information based on Dallas ISD Referrals_Full_Year_1617 file. Data accessed July 10, 2017.

Propensity score matching was used to create a control group in order to assess the reported attendance rates, disciplinary referral rates of EOY Tier III students, and their academic achievement. Matching was conducted on Tier III program criteria, attendance rate, ethnicity, grade, special needs, economically disadvantaged, course failures, referrals, and unexcused absences. Twenty-two (22) students were matched. Overall, there were no statistically significant differences between the EOY Tier III students and the 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. Results by indicator follow.

The control group had an average attendance rate of 87.6 percent and the treatment group (EOY Tier III students) of 86.5 percent. An independent-samples t-test indicated that the difference in attendance rate for EOY Tier III students versus EOY Control Group was not statistically significant ($t = 0.32$, $df = 42$, $p = 0.75$). Similarly, 12 of the matched students of the EOY Tier III intervention group committed 41 disciplinary actions (mean = 3.4), while only four students of the EOY Control Group committed 11 disciplinary actions (mean = 2.75). An independent-samples t-test indicated that the difference in disciplinary actions for EOY Tier III students versus EOY Control Group was not statistically significant ($t = 0.3$, $df = 14$, $p = 0.77$).

The STAAR results file for middle school students indicated that 17 students from the EOY Tier III students had valid reading scores, and sixteen had valid mathematics scores. The passing rate for reading using all STAAR test versions based on the 2016-17 Approaching Grade Level performance standard was 52.9 percent ($N_{\text{passing}}=9$), and the passing rate for mathematics was 25 percent ($N_{\text{passing}} = 4$). An independent-samples t-test indicated that the difference in STAAR passing rates for reading was not statistically significant for EOY Tier III students versus the matched EOY Control Group ($t = 1.3$, $df = 15.8$, $p = 0.20$). Similarly, an independent-samples t-test indicated that the difference in STAAR passing rates for mathematics was not statistically significant for EOY Tier III students versus the matched EOY Control Group ($t = -0.1$, $df = 16$, $p = 0.96$).

Analysis of the passing rates on STAAR EOC for the EOY Tier III high school students in the AASI Advocacy Program indicated that two out of seven students (28.6%) passed English I, while four out of eight students (50%) passed Algebra I. An independent-samples t-test indicated that the difference in STAAR EOC passing rates for EOY Tier III students versus the matched EOY Control Group was not statistically significant for English I ($t = 0.08$, $df = 14$, $p = 0.94$) or Algebra I ($t = -0.75$, $df = 11$, $p = 0.47$).

TutorMate

Dallas ISD cooperated with Innovations for Learning to support the African American Success Initiative (AASI) by providing TutorMate, an online tutoring solution, to select campuses. It pairs corporate volunteers with children in classrooms. A volunteer tutor works an average of 30 minutes a week with a student to build fluency, comprehension, phonics, and spelling skills in order to increase a student's reading level. TutorMate was developed for first grade students, and tutoring is conducted remotely through computers and telephones allowing each pair to see the same page on the respective screens. Student selection is normally conducted by the teacher, who typically selects students in the middle third of the class based on reading ability. Currently, TutorMate works with nearly 10,000 students from 16 major urban districts, and is supported by volunteers from more than 200 companies.

TutorMate was implemented at five Dallas ISD AASI campuses during the 2016-17 school year. TutorMate volunteers from eleven companies served 112 students in 13 classrooms. Based on program parameters, the majority of mentees were African American (69.6%) and came from an economically disadvantaged background (83.0%). However, only 24 students (21.4%) were characterized in the Dallas

ISD Chancery file as at risk, while 11 students (9.8%) were considered Talented and Gifted (TAG). Prior to implementation, TutorMate provided computer equipment and training to the participating teachers.

Students received on average 4.8 hours of tutoring during a seven-month time span between November 2016 to May 2017. Students' total tutoring time ranged between 0.3 hours to 10.7 hours due to student mobility, absences, and scheduling for both classes and tutors. More than half (52%) of the students received fewer than five hours of tutoring time. TutorMate assessed the potential growth of students by asking teachers to report the reading stages of students throughout the school year. TutorMate provided teachers a rubric to convert *Istation* scores and their professional impression of a student's reading level to Fountas and Pinnell reading scores (Fountas and Pinnell Benchmark Assessment System). Tutoring content provided for each student-volunteer pair was based on the reading scores provided by the teacher. Students could not proceed to the next level without mastering the current reading tasks. TutorMate goal for each student was to increase by one reading stage per tutoring year. Based on data provided by TutorMate, students averaged an increase of 2.6 reading stages in the 2016-17 school year (Table 21). Given the limited intervention time and lack of growth description, the presented growth information should be viewed with caution.

Table 21 : Summary Tutoring Data per Campus (TutorMate)

School	Students	Hours	Hours	Hours	Growth
	N	N Min	N Max	N Mean	Mean
Alexander ES	20	0.5	10.7	4.5	2.2
Ervin ES	26	0.9	10.4	4.7	2.6
Terry ES	11	3.2	9.7	6.1	2.7
Lee ES	36	0.3	10.7	4.6	2.5
Weiss ES	19	0.4	10.0	4.7	3.2
<i>Total or Average</i>	112	0.3	10.7	4.8	2.6

Source: Data were extracted from the TutorMate Data file data May 30, 2017.

Note: Data validation procedures required the exclusion of two students.

Corporate volunteers and their average number of hours of tutoring are provided in Table 22. These corporations provided a total of 533.7 hours of tutoring, or an average of 4.7 hours per student. Nine of the eleven companies were local to the Dallas Metroplex.

Table 22 : Tutoring Services Provided by Corporation

School	Students	Hours	Hours	Hours	Growth
	N	N Min	N Max	N Average	Mean
AT&T	29	0.3	10.7	4.7	2.6
BCBS TX	8	0.9	5.8	3.7	2.8
Blueprint Consulting	10	2.1	7.5	4.6	3.4
Expedia	8	0.5	10.7	4.5	2.0
Innovations for Learning	1	6.5	6.5	6.5	4.0
InvenTrust	11	0.9	10.4	4.1	2.5
Microsoft	8	0.4	10.0	5.2	2.5
Nielsen	12	1.8	9.5	4.6	2.3
Pizza Hut	14	1.0	10.4	5.0	2.6
TIAA	11	3.2	9.7	6.1	2.7
TutorMate	1	2.2	2.2	2.2	1.0
<i>Total or Average</i>	113	0.3	10.7	4.7	2.6

Source: Data were extracted from the TutorMate Data file data May 30, 2017.

Note: Data validation procedures required the exclusion of two students. Student N does not add up to the N shown as unique students because one student switched teacher and volunteer provider mid-year.

Eighty-one percent of the students (N=91) had a valid *TerraNova* reading score for the 2016-17 school year and were enrolled in the same school all year. From the remaining 21 students, six students (28.6%) withdrew, and five students (23.8%) switched schools prior to the end of the semester. The passing rate for TutorMate students was 63.7 percent. The passing rate for the remaining school population of first grade students was 61.4 percent. Although program-wide passing rates indicate that TutorMate participants performed better on the *TerraNova* test, an independent-samples t-tests indicated that the difference was not statistically significant ($t=-0.361$, $df=255$, $p=0.718$).

Table 23 : *TerraNova* Reading Passing Rates for 1st Grade Students

School	TutorMate Participants		School Population	
	%	N Tested	%	N Tested
Alexander ES	57.9	19	61.1	36
Ervin ES	56.5	23	41.8	55
Terry ES	40.0	10	90.9	22
Lee ES	86.4	22	59.4	32
Weiss ES	64.7	17	85.7	21
<i>Total</i>	63.7	91	61.4	166

Source: Data were extracted from the TutorMate Data file data May 30, 2017 and *TerraNova17* file, dated July 19, 2017.

Note: School Population does not include students who participated in Tutor Mate.

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 (Table 24). Activities were intended to promote comradery among the participants and to offer insight into cultural and educational opportunities.

Table 24: 2016-17 AASI Activities List

Academic Achievement and College Readiness	
Activities were intended to expose students to various types of careers and educational fields. Students explored both traditional state institutions of higher learning and Historical Black Colleges and Universities (HBCU) to encourage participants to consider higher education. Educational events were often mixed with social outings such as visiting a SMU basketball game or watching a documentary at NorthPark Center. Interested students were invited to utilize the HBCU Common Application and were provided opportunities to maximize scholarship opportunities. Additional outings highlighted different historically significant events to African American students. The following activities supported Academic Achievement and College Readiness:	
Activity:	Participants:
Southern Methodist University College Tour	60 students, grades 11 th & 12 th
Texas Higher Education Initiative Workshop	72 students, grade 12 th
Eastfield Male Empowerment Documentary	120 students, grades 11 th & 12 th
Dallas ISD AASI STEM: Physics of Basketball	1,000 students from 21 ES & MS
Dallas ISD HBCU College Experience	850 students, grades 9 th – 12 th
Dallas ISD AASI HBCU Common Application	190 students, grade 12 th
Buffalo Soldiers	Not available
"Hidden Figures" Educational Outing	800 students, grades 3 rd -12 th
African American Male Academic Bowl	3 students, grade 3 rd
College Tours to Paul Quinn and UNT Dallas	Not available
Texas Black Legislative Caucus (Scholarship Opportunity)	250 students, grade 12 th

table continues

Table continued

Cultural Diversity and Community Engagement	
Activities targeted both educators and students through a variety of events and workshops. Through community partnerships, teachers and school leadership participated in educational forums to engage racial justice issues. Students showed their solidarity with the Dallas Police Department and gained a better understanding of African American artistic and cultural achievements.	
Activity:	Participants:
National Prison Summit on Mass Incarceration	48 Dallas ISD staff
Border Crossers Professional Development Opportunity	School Leadership Directors
Year of Unity: Dallas ISD, Dallas Police Dept	16 students, grades 9 th – 12 th
Male and Female Empowerment Luncheon	100 students, grades 11 th -12 th
Social and Emotional Learning	
Activities provided opportunities for students to acquire skills to manage emotions, improve attention, and establish and maintain positive relationships. Participants of the Mindfulness Yoga exercise also received the book Chicken Soup for the Soul.	
Activity:	Participants:
Mindfulness Yoga	1,438 students, grades 3 rd – 5 th
Student Advocacy	
Activities provided students with extracurricular opportunities and allowed students to meet with local success stories to instill positive educational and career goals.	
Activity:	Participants:
Dallas ISD AASI Inspirational Empowerment Series	30 students, grade 9 th
House of Blues Uforward Program	4 students, grades 9 th – 12 th

Note: ES stands for Elementary School. MS stands for Middle School.

Participation in AASI events ranged from three students to over 1,000 students. As AASI did not report student identification information, the evaluation team could not ascertain how many unique AASI students participated or if students participated in more than one event.

What community engagement opportunities were provided as part of AASI?

Methodology

The Evaluation and Assessment (E&A) department evaluator reviewed program documentation provided by the Dallas ISD Office of Family and Community Engagement in order to review the scope of the community engagement opportunities provided by the African American Success Initiative (AASI). Analysis excluded school and program staff. Evaluators were not able to identify unique participants; therefore, the numbers presented may include possible repeat attendees.

Results

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. All workshops were led by Billie J. Arbuckle, a retired educator with over 37 years of professional experience. Sessions were scheduled for early evening hours between 6:00 PM and 7:00 PM. While all sessions for the Carter Feeder Pattern were held on Tuesdays at the Friendship-West Baptist Church, sessions for the Wilmer-Hutchins Feeder Pattern were split between Wilmer-Hutchins Elementary School on Wednesdays and Wilmer Early Childhood Center on Thursdays. In total there were three sessions per workshop. The six workshops in this series were:

- **Nip it in the Bud**

These sessions focused on helping parents in the handling of issues related to communicating with teachers, ensuring children complete their homework, and working with school personnel to ensure academic success. Fifty-three community members attended one of these sessions.

- **Looking at Discipline in a Different Way**

The presenter led parents through an informal discussion on alternatives to physical punishments. Thirty-four community members attended one of these sessions.

- **It's the Little Things**

These sessions introduced parents to small but significant ways to demonstrate love for their children. Workshops were attended by 38 community members.

- **Real Talk: The Language between a Parent and Child**

These sessions focused on strategies to communicate with children and teens as they navigate through “big talks” and heart-to-heart conversations. There were 33 community members who attended one of these sessions.

- **Building Positive Self-Esteem in Children**

These sessions provided parents with practical tips to help their children identify strengths and talents, develop their talents, and learn positive affirmations for encouragement and motivation. Twenty-two community members participated in one of these sessions.

- **The Birth Order Effect**

These sessions focused on the unique and profound role that birth order can play on a child. Thirty people attended one of these sessions.

Participants were asked to identify their school affiliation during the sign-in process. Analysis of the provided attendance data showed that 79 percent of the participants were affiliated with an elementary school, 11 percent with a middle school, and 10 percent with a high school. Further analysis indicated that participants of Carter Feeder Pattern events were affiliated with ten different schools. The majority of participants were affiliated with Umphree Lee ES (33%) followed by Adelle Turner (15%).

Participants in the Wilmer-Hutchins Feeder Pattern were affiliated with four schools. Participants affiliated mostly with Wilmer-Hutchins ES (63%) followed by the Wilmer Early Childhood Center (17%).

Overall, Wilmer-Hutchins ES attracted 54 percent, while Wilmer Early Childhood Center attracted 46 percent of the Wilmer-Hutchins Feeder Pattern participants. Interestingly, no family or community participation from Gilliam EC HS (Carter) and J.N. Ervin ES (Wilmer-Hutchins) attended. The number of attendees per workshop is displayed in Table 25.

Table 25: Number of Attendees at "Parents Matter Too!" Workshop Sessions

Workshop	N (Carter)	N (W-H)	Total N
Nip it in the Bud	36	17	53
Looking at Discipline in a Different Way	19	15	34
It's the Little Thing	22	16	38
Real Talk	18	15	33
Building Positive Self-Esteem	12	10	22
The Birth Order Effect	16	14	30

Note: School and program staff were not included in the number of attendees. N may include possible repeat attendees. W-H stands for Wilmer-Hutchins Feeder Pattern.

SUMMARY AND RECOMMENDATIONS

Summary

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. Funding for AASI was increased from \$500,000 to \$750,000 (Title I) for the 2016-17 school year. AASI shifted from a direct student mentorship program to a program primarily geared towards raising teacher proficiencies and capabilities by providing professional training and resources. Some minor direct intervention capabilities in the form of student advocacy coordinators and parent engagement programs were maintained. With this re-structuring of the program, AASI intended to improve the academic achievement of African American students.

Professional development primarily occurred prior to the beginning of the 2016-17 school year with four professional development vendors - Neuhaus Education Center, Trice Education, Ms. Dianna Masters, and Dr. Sharroky Hollie. In addition to the summer workshops, providers continued to provide support to individual campuses during the first semester. Workshops covered topics on ELAR, Mathematics, Rigor and Relevance, and Diversity. A total of 57 workshop sessions were held with 21 workshop titles. Approximately 735 teachers participated in those professional development (PD) opportunities. Professional development workshops on ELAR topics showed the most participation (45%), followed by Mathematics (32%). AASI incentivized teacher participation by offering professional development credits or a stipend.

In cooperation with the Neuhaus Education Center, AASI introduced a mandatory supplemental reading curriculum in 14 participating elementary schools. The curriculum required teachers to implement

30 minutes of structured lessons at least three times a week. Training on the Neuhaus methodologies and implementation techniques occurred at a two-day professional development workshop during the summer PD sessions. Of the 76 teachers who implemented the Neuhaus curriculum in AASI, only 62 teachers (82%) participated in both training days. Seven teachers (9%) participated in one of the two training days, while no participation records could be found for seven teachers (9%).

Most teachers responding to the evaluator's survey indicated that they implemented the Neuhaus program on average four days a week. Although 70 percent of the respondents indicated that they implemented the program at least four days, seven percent indicated that they implemented the program two days or less. Respondents indicated that a Neuhaus session lasted between 15 and 60 minutes with an average of 31 minutes.

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.

Academic achievement results for Neuhaus students were analyzed using *TerraNova* and *STAAR* results as well as *Istation's Indicator of Progress (ISIP)*. In general, 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%). 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. *ISIP* achievement results indicated that the percentage of students on grade level increased from KN (34%) to first grade (43%), and to second grade (54%). However, less than half (44%) of K-2 students who participated in the Neuhaus supplemental reading curriculum were considered to be on grade level by the end of the 2016-17 school year. Similarly, on the district level, African American students showed an increase in grade level passing rates on *ISIP* from KN (38%) to second grade (48%); however, the Dallas ISD district percentage of African American students who were on grade level (*ISIP*) was 42 percent, and the Dallas ISD district percentage for all students was 57 percent. Campus staff indicated that Neuhaus students received a variety of structural reading interventions besides Neuhaus. Therefore, any academic results cannot be directly attributable to the Neuhaus program.

AASI further tried to positively improve the academic achievement by impacting the social and emotional environment of students through the introduction of social and emotional learning (SEL) curricula. Implementation of SEL components however only started during the second semester due to a delay in

funding. Ten schools could select between one of three SEL curricula – Tacky Box, Cloud9World and EduGuide. No implementation information was shared with the evaluator for TackyBox and Cloud9World, while limited information about EduGuide became available during the review process of the Tier III Student Advocacy Program.

During the 2016-17 school year, AASI maintained two direct student (mentoring) components in the form of TutorMate and the Tier III Student Advocacy Program. 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 student’s reported reading level. Teachers were asked to periodically update a student’s reading level. TutorMate’s expressed goal was to increase a student’s reading level by one stage per tutoring year. Analysis of the provided information indicated that students received on average 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 *TerraNova* 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 academic achievement over the general student population.

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.

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 designed 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 were reached, and if students participated in more than one event due to the lack of student identification information.

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.

In summary, evidence from the evaluation suggests that AASI was not a cohesive program but instead was a collection of activities and professional development opportunities offered to participating schools. As such, it was difficult for the program to set and establish specific goals and outcomes that could be attributable to AASI. Implementation varied across schools and all schools participated in a variety of other programs and activities that may have affected student outcomes. Student selection and reporting for the direct student mentoring program was inconsistent across schools and selection criteria changed during the course of the school year. For the most part, outcomes addressed in this evaluation cannot be directly attributable to AASI activities but reflect general results at participating schools.

Recommendations

- **Design 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.

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