

2016-17 Evaluation of Accelerating Campus Excellence (ACE)

Department of Evaluation and Assessment

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Superintendent of Schools*



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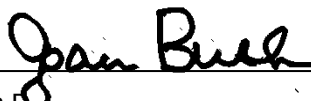
2016-17 Evaluation of Accelerating Campus Excellence (ACE)

Approved Report of the Department of Evaluation and Assessment

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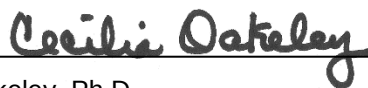
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2016-17 EVALUATION OF ACCELERATING CAMPUS EXCELLENCE (ACE)

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

ABSTRACT

The Accelerating Campus Excellence (ACE) initiative formed in 2015-16 on the principle that transforming schools requires strong leadership and effective teachers enveloped in an environment of high expectations for students and staff. Supported by \$4,575,462 of general operating funds, the ACE program aimed to improve student achievement at seven struggling campuses by accelerating learning through five components (ACE 5). This evaluation report reviews 2016-17 progress toward outcomes selected to address the ACE 5. Highlights of findings include:

- **Effective Principals and Teachers:** ACE teacher retention from fall 2015 was 68.8 percent (range by campus: 53.1% to 85.4%). At least half of ACE teachers at five ACE campuses were rated Proficient I or higher. The rate of ACE teachers with proficient average spot observation ratings varied by campus. Three ACE campuses achieved fourth or fifth quintile scores on the Culture of Feedback and Support section of the district Climate Survey.
- **Instructional Excellence:** Overall rates of kindergarten to grade two ACE students reading on grade level improved steadily in 2016-17 as assessed by *Istation Indicators of Progress (ISIP)*, and end-of-year rates of students reading on grade level exceeded non-ACE Improvement Required (non-ACE IR) campuses and the district. *Assessment of Course Performance (ACP)* passing rates were within 10 percent of district passing rates on 65.2 percent of exams in the fall and on 25.0 percent of exams in the spring. *State of Texas Assessment of Academic Readiness (STAAR)* passing rates were within 10 percent of district passing rates for 66.7 percent of exams in 2017. Notably, ACE passing rates on most STAAR exams trended positively over the past one and two years.
- **Extended Learning:** The rates of ACE students with at least one course failure at both the elementary and middle school levels were lower than for non-ACE IR campuses and the district.
- **Social-Emotional Support:** ACE campuses reduced overall total offenses by 677 referrals (53%) from 2015-16, and achieved a two-year reduction of 3,302 referrals (85%) since program inception.
- **Parent and Community Partnership:** Overall, ACE attendance rates (94.8%) were comparable to those for non-ACE IR campuses (94.8%) and did not meet attendance rates for the district (95.6%).
- Overall: Six of seven ACE campuses earned a Met Standard rating in 2016-17.

Primary recommendations were offered with respect to 1) support and development of teachers, 2) emphasis on behavioral management and parent involvement, 3) transition plans and mentorship of ACE 2.0 campus staff members, and 4) plans for short- and long-term evaluation of program outcomes.

PROGRAM DESCRIPTION

The Dallas Independent School District (Dallas ISD) formed the Accelerating Campus Excellence (ACE) initiative in 2015-16 on the principle that transforming schools requires strong leadership and effective teachers enveloped in an environment of high expectations for students and staff. ACE offered competitive stipends to incentivize top teachers and principals to relocate to some of the district's most challenged schools. These schools included four elementary schools (Annie Webb Blanton, Umphrey Lee, Roger Q. Mills, and Elisha M. Pease) and three middle schools (Billy Earl Dade, Thomas A. Edison, and Sarah Zumwalt). Six of the seven ACE campuses were removed from the state's Improvement Required (IR) status in the first year of the program. The original seven campuses remained in the program for a second year in 2016-17.

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

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

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

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to provide data for program, campus, and district leadership to evaluate attainment of objectives established by ACE leadership, along with analysis of some additional applicable outcomes. When possible, data were provided on the campus level, for ACE campuses overall, for IR campuses external to ACE (non-ACE IR) overall, and for the district overall. In some cases, by request of program leadership, data were also provided for district magnet students. Unless otherwise specified, all outcomes were analyzed using data for students who were enrolled on October 28, 2015, the Public Education Information Management System (PEIMS) reporting date.

MAJOR EVALUATION QUESTIONS AND RESULTS

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

Methodology

ACE program leadership and the Dallas ISD Budget Services department provided information about the program's budget and funding sources.

Results

The ACE program had a total budget of \$4,575,462 for the 2016-17 academic year and entirely was supported by general operating funds from the Dallas ISD. The budget included \$4,005,500 for teacher stipends, \$146,000 for transportation costs, \$125,000 for uniforms, and \$298,962 for professional development and tools.

What were the characteristics of ACE program implementation?

Methodology

Information about the ACE program for the 2016-17 academic year originated from interviews and discussions with ACE program leadership and from inspection of program documentation.

Results

The evaluator grouped information collected regarding ACE program implementation into several themes, including 1) stipends, 2) common program implementation elements, 3) year two implementation changes, 4) extended school day/after school programs, 5) professional development, 6) uniforms, and 7) celebration and communication.

Stipends

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

Table 1: 2016-17 ACE Stipends and Payout Schedule

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

Source: ACE program office.

Common Implementation

As outlined previously, all ACE campuses were guided by the ACE 5 principles. Although campus administrators were granted a certain level of autonomy within these guidelines, a number of aspects of ACE implementation were required and consistent among all campuses. All campuses were required to use ALL In Learning for regular assessment and tracking¹ and were required to follow a data-driven instruction (DDI) calendar with six-week assessment periods. The program also provided professional development for all teachers throughout the year. Finally, all campuses participated in regular campus visits from program leadership.²

Year Two Implementation Changes

Two aspects of ACE implementation changed from 2015-16 to 2016-17. First, the number of required after-school days was reduced from every day to two days for elementary schools and three days for middle schools. Also, in year one of the program, students were afforded the option to opt out of the ACE program and provided transportation to the nearest non-ACE campus. In year two, students who did not wish to enroll on an ACE campus were required to apply for a transfer through the district's standard transfer process.³

Extended School Day/After School Programs

ACE campuses had one extra hour embedded into the master schedule, and, as mentioned previously, they also were required to remain open after school for two (elementary schools) or three

¹ ALL in Learning is a daily tool for monitoring student and class progress by assessment (<http://www.allinlearning.com>).

² These sessions included team walks and individual coaching.

³ According to the program office, this decision affected an extremely small number of students.

(middle schools) days as an opportunity for students to get extra help with homework and to participate in extracurricular activities and tutoring. Campus and program leadership determined how after-school time would be used and staffed most effectively. Five common elements guided implementation of the ACE after-school program: 1) campuses were required to remain open until 6pm, 2) transportation was provided for participating students, 3) activities were required to provide a combination of tutoring and enrichment, 4) dinner was to be served, and 5) teachers would give three hours of their time per week. Beyond these requirements, principals decided how to implement the after-school programs on their campuses, and the use of the time changed throughout the year as needs changed. Although the goal was to encourage as many students as possible to stay for the extra time, participation in the after-school program varied by campus, with some experiencing full buses of students for transportation home and others with virtually empty buses.⁴ Teachers and Teaching Assistants coordinated after-school activities on ACE campuses in 2016-17.

Professional Development

ACE teachers and administrators participated in a wealth of professional development opportunities in 2016-17, including the following:

- 1) Big Rock Educational Services (BRES)⁵ provided a three-day training program for campus leadership that included campus observations and provision of rubric-based data to campuses that highlighted areas for potential improvement (e.g., campus climate, classroom rigor).
- 2) Momentum Institute⁶ provided behavioral support training at the beginning of the year.
- 3) Carnegie Math⁷ provided mathematics content-specific training to teachers in grades three to eight.
- 4) The Early Learning department conducted professional development sessions to kindergarten to second grade teachers.
- 5) A half-time academic facilitator provided support to teachers.

Uniforms

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

Celebration and Communication

ACE program leadership was dedicated to communication with stakeholders on and off campuses regarding ongoing events and celebrations of successes. The program office distributed comprehensive newsletters via email, including messages from the executive director, timely and relevant ACE-related assessment data, campus news, teaching tips, links to resources, and acknowledgement of successes throughout the program. The program also held a mixer for all ACE personnel on April 13, 2017. This event gathered members of the ACE community to celebrate both individual and program-wide successes.

⁴ A consistent method for collection of after-school attendance and use data was not available on campuses, thus, comments about after-school dosage by campus were not feasible.

⁵ <http://bigrockeducation.com/>

⁶ <http://momentousinstitute.org/>

⁷ <https://www.carnegielearning.com/>

What were the characteristics of ACE campuses?

This section reports demographic characteristics of ACE students, teachers, and principals.

Methodology

To determine ACE student characteristics, the evaluator used demographic data from district files for students enrolled on the PEIMS reporting date of October 28, 2016. The evaluator conducted frequency and crosstab analyses to summarize student demographic information by campus, for the ACE program overall, and by student group.

For ACE teacher and principal characteristics, the evaluator used the district personnel file dated November 28, 2016 to summarize demographics for active teachers by gender, ethnicity, highest earned degree, and years in the district. The evaluator conducted frequency and crosstab analyses to summarize teacher demographic information by campus and for the ACE program overall.

Results

Students

Tables 2 and 3 summarize student characteristics by campus and for ACE overall with regard to gender, ethnicity, special student groups, and grade level. Over half of ACE students were male (52.1%), African American (55.1%), and most were economically disadvantaged (93.0%). About a third were English language learners (ELL's; 31.7%), and 9.6 percent were enrolled in special education (SpecEd).

Table 2: 2016-17 ACE Student Demographics – Elementary

	Blanton (N = 652)		U. Lee (N = 596)		Mills (N = 340)		Pease (N = 504)	
	N	%	N	%	N	%	N	%
Gender								
Male	338	51.8	309	51.8	163	47.9	254	50.4
Female	314	48.2	287	48.2	177	52.1	250	49.6
Ethnicity								
Afr. Amer.	76	11.7	372	62.4	138	40.6	472	93.7
Hispanic	558	85.6	198	33.2	195	57.4	30	6.0
White	15	2.3	20	3.4	5	1.5	2	0.4
Other	3	0.5	6	1.0	2	0.6	0	0.0
Special Student Groups								
Econ Disadv	598	91.7	524	87.9	311	91.5	466	92.5
ELL	409	62.7	184	30.9	153	45.0	17	3.4
SpecEd	48	7.4	37	6.2	20	5.9	30	6.0
Grade Level								
EC	6	0.9	6	1.0	0	0.0	0	0.0
PK	71	10.9	52	8.7	32	9.4	81	16.1
K	81	12.4	79	13.3	30	8.8	70	13.9
1	99	15.2	74	12.4	49	14.4	76	15.1
2	99	15.2	99	16.6	57	16.8	66	13.1
3	93	14.3	93	15.6	55	16.2	75	14.9
4	99	15.2	104	17.4	62	18.2	66	13.1
5	104	16.0	89	14.9	55	16.2	70	13.9

Source: District demographic files from PEIMS snapshot date, October 28, 2016.

Note: Numbers may not sum to 100 percent because of rounding. Afr. Amer. = African American. Econ Disadv = Economically Disadvantaged. ELL = English Language Learner. Spec Ed = Special Education. EC = Early Childhood. PK = Pre-Kindergarten. K = Kindergarten.

Table 3: 2016-17 ACE Student Demographics – Middle School and ACE Overall

	Dade (N = 895)		Edison (N = 510)		Zumwalt (N = 451)		ACE* (N = 3,948)	
	N	%	N	%	N	%	N	%
Gender								
Male	460	51.4	294	57.6	238	52.8	2,056	52.1
Female	435	48.6	216	42.4	213	47.2	1,892	47.9
Ethnicity								
Afr. Amer.	573	64.0	202	39.6	343	76.1	2,176	55.1
Hispanic	308	34.4	295	57.8	95	21.1	1,679	42.5
White	7	0.8	4	0.8	3	0.7	56	1.4
Other	7	0.8	9	1.8	10	2.2	37	0.9
Special Student Groups								
Econ Disadv	890	99.4	458	89.8	426	94.5	3,673	93.0
ELL	246	27.5	176	34.5	67	14.9	1,252	31.7
Spec Ed	124	13.9	72	14.1	48	10.6	379	9.6
Grade Level								
EC	-	-	-	-	-	-	12	0.3
PK	-	-	-	-	-	-	236	6.0
K	-	-	-	-	-	-	260	6.6
1	-	-	-	-	-	-	298	7.5
2	-	-	-	-	-	-	321	8.1
3	-	-	-	-	-	-	316	8.0
4	-	-	-	-	-	-	331	8.4
5	-	-	-	-	-	-	318	8.1
6	320	35.8	175	34.3	157	34.8	652	16.5
7	287	32.1	165	32.4	155	34.4	607	15.4
8	288	32.2	170	33.3	139	30.8	597	15.1

Source: District demographic files from PEIMS snapshot date, October 28, 2016.

Note: Numbers may not sum to 100 percent because of rounding. Afr. Amer. = African American. Econ Disadv = Economically Disadvantaged. ELL = English Language Learner. Spec Ed = Special Education. EC = Early Childhood. PK = Pre-Kindergarten. K = Kindergarten. *Totals Include all ACE campuses shown in Table 2 and Table 3.

Teacher Characteristics

Teacher characteristics by campus and by ACE overall with regard to gender, ethnicity, highest degree earned, and years in district are shown in Appendix B. The 264 teachers on ACE campuses were 71.2 percent female, 65.2 percent African American, 16.7 percent Hispanic, and 15.2 percent white. About a third (31.1%) of ACE teachers held at least a master's degree. ACE teachers had been employed 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.

Principal Characteristics

The seven ACE principals were 71.4 percent female, 85.7 percent African American, and 14.3 percent Hispanic. All principals held master's degrees. ACE principals had been employed in the Dallas ISD for an average of 12.1 years, with 42.9 percent employed by the district for 16 to 20 years, and all but one (85.7%) employed by the district for six or more years. The principals who started on ACE campuses remained on those campuses for the entire 2016-17 academic year.

What were stakeholder perceptions of ACE?

This section reports perceptions of principals, teachers, students, and parents with respect to the ACE program.

Methodology

Principals

The evaluator administered an online survey to collect ACE principal perceptions. The seven ACE principals received email invitations to complete the survey on March 3, 2017, and the survey remained open until March 31, 2017, with periodic reminders to those who had not yet responded. Survey questions centered around several different topics, including 1) demographics, 2) successes and challenges, 3) behavioral support, 4) parent and community partnerships, 5) communication, and 6) program future. The evaluator conducted frequency analyses on responses to survey items that were answered on a ratings scale, and content analyzed group responses to open-ended questions into general themes.

Teachers

ACE program leadership administered a brief open-ended survey to ACE teachers in fall 2016. The evaluator content analyzed responses to this survey and used the results to partially inform questions and answer options included on a more comprehensive online survey of teacher perceptions. The evaluator sent email invitations to 264 teachers of record on ACE campuses as of November 28, 2016. The survey was open from March 3, 2017 to March 31, 2017, with periodic reminders sent to teachers who had not yet responded. Survey questions centered around several topics, including 1) demographics, 2) teaching effectiveness, 3) instructional resources, 4) behavioral support, 5) parent and community partnerships, 6) communication, and 7) teacher compensation and program future. The evaluator conducted frequency analyses on responses to survey items.

Students

Student perceptions were reviewed by comparing ACE campus rates of overall favorable responses on the annual districtwide Student Experience Survey⁸ for the current year to favorable rates from the two previous years and to 2016-17 district favorable rates. The Student Experience Survey was administered districtwide as a component of the TEI in order to 1) understand the needs and perceptions of students and 2) evaluate and improve teacher effectiveness. Rates of favorable responses from the Student Experience Survey for ACE campuses were extracted from campus-level reports pulled on June 13, 2017 by program management, and district data were pulled from district data files dated May 24, 2017.⁹ The evaluator extracted favorable rates from the previous two years by campus, ACE overall, and the district overall from the 2015-16 ACE evaluation report (Palladino, 2016).

Parents

Parent perceptions were evaluated by comparing rates of favorable responses to two previous years on the annual districtwide Parent/Guardian Survey, which was conducted as part of the Principal Excellence Initiative (PEI).¹⁰ The Parent/Guardian Survey was designed to measure parent and guardian

⁸ For more information on the Student Experience Survey, see (Singapuri, 2017). In 2014-15, the Student Experience Survey was called the Student Perception Survey.

⁹ Aggregated results were reported separately for elementary and secondary school levels.

¹⁰ For more information about the Principal Excellence Initiative (PEI), see <https://www.dallasisd.org/Page/41972>.

engagement with and support for the direction of their children's campuses. Rates of favorable responses from the Parent/Guardian Survey were extracted from district data files dated June 6, 2017. For comparison purposes, the evaluator also extracted favorable rates from the previous two years by campus and for the district overall from district data files dated June 4, 2016.

Results

Principals

Detailed principal survey responses are included in Appendix C. Highlights are included in this section in the interest of brevity. All seven (100%) ACE principals completed the survey.

Participant characteristics. Five ACE principals (71%) were principals at their current campus in the previous year,¹¹ and all but one (86%) were principals in the Dallas ISD for at least four to six years.

Successes and challenges. Most principals (86%) indicated that support from ACE program leadership was very good or excellent, and that the elements of ACE were implemented very or extremely effectively on their campuses (71% to 100%).

Principals frequently defined successes on their campuses through outcomes resulting from innovation. Some examples of innovations included improving efficiency of student movement and behavior monitoring through reconfigurations of instructional settings, improving responses to parent concerns by implementing an in-house parent concern form with a 24-hour or less response time and increased focus on soft skills and healthy competition through the implementation of a house system. Principals also often mentioned support from ACE program leadership as a facilitator of success on their campuses. Zumwalt leadership was particularly vocal in appreciation of support from school leadership during the mid-year transition to residence at New Tech HS resulting from facilities issues.

Challenges most frequently reported by ACE principals were student-related issues, such as low attendance, concern about minimizing disciplinary offenses, achievement gap reduction at all grade levels, behavioral disruptions, and high student mobility rates. Principals also mentioned the following teacher-related challenges: 1) supporting lower performing teachers, 2) inspiring teachers to believe that student growth is possible in spite of past performance, and 3) motivating teachers to continue providing rigorous lessons, to accept feedback, and to consult data.

Behavioral support. All principals (100%) agreed or strongly agreed that teachers on their campuses received adequate classroom management training this academic year, and almost unanimously agreed that systems, plans, and procedures for behavioral support on their campuses were available, clearly communicated, enforced, and effective (86% to 100%).

Parent and community partnerships. All principals (100%) agreed that parents of students on their campuses were engaged with their children's progress. Principals mentioned several efforts to encourage parent involvement on their campuses. These efforts included coffee/tea gatherings with principals and

¹¹ In addition, one principal was promoted from assistant principal to principal at a different ACE campus. Therefore, six out of the seven ACE principals worked their second year at an ACE campus in 2016-17.

teachers, open houses, STAAR mock data review meetings, parent volunteer groups, site based decision-making committees, and other parent meetings and workshops. Some principals were particularly proud of taking extra steps to entice parents to attend gatherings or to be involved, such as asking parents to make commitments with their children and including performances by children at meetings.

Principals also encouraged partnerships with community organizations. These entities provided a wide variety of provisions and support to campuses. Figure 1 provides a summary of the types of organizations that partnered with ACE campuses and examples of the provisions and support provided by the organizations in 2016-17.

Figure 1. 2016-17 Summary of ACE Community Partnerships

<u>Types of Organizations:</u>	<u>Types of Provisions/Support:</u>
• Churches and religious organizations • Local businesses • Local colleges and universities • Large and small non-profit organizations	• Donations (e.g., clothing/uniforms, academic supplies) • Volunteer support • Teacher appreciation incentives and events • Projects (e.g., campus beautification, outdoor basketball court, outdoor learning area, gardens) • Student events (e.g., roller rink event for reading success, drug/alcohol abuse workshops, college planning, leadership programs, field trips) • Student mentoring and recognition

Communication. When asked about the level of collaboration and competitiveness among ACE campuses, the highest percentage of principals indicated that relationships among ACE campuses in 2016-17 were about equally collaborative and competitive (43%). Principals were split equally between believing that there should be more collaboration among ACE campuses (43%) and that the level of collaboration and competitiveness should remain about the same as it was in 2016-17 (43%).

Program future. Almost all principals agreed that they would be very or extremely likely to recommend that a colleague accept a principal position (86%) or teaching position (100%) at an ACE campus. When asked to indicate the most important potential change that could enhance future teacher success in the classroom, principals selected more coaching and mentoring (43%) and more available instructional technology (29%) as the top factors, and improved behavioral management support (57%) as the second most important factor.

ACE principals unanimously considered six factors very or extremely important for retaining current ACE teachers. These factors were 1) ensuring strong campus leadership is assigned and maintained, 2) ensuring teachers understand the rationale and purpose behind the ACE program, 3) communicating clear expectations of the ACE program from day one, 4) increasing support for behavioral management, 5) maintaining stipends and incentives, and 6) ensuring classroom resources are available. Factors that all ACE principals considered very or extremely important for recruiting new teaching talent to ACE campuses were 1) ensuring supplies and resources are in place, 2) communicating clear expectations, 3) emphasizing

the great student need for the program, 4) emphasizing the satisfaction/fulfillment of seeing positive results, and 5) maintaining the stipend.

Regarding advice for the upcoming third year of the ACE program for the seven original ACE campuses (ACE 1.0), principals generally expressed confidence in the plans set by ACE program leadership. Some principals recommended carefully documenting and archiving successful ACE practices in order to assist future ACE campuses. One principal suggested that assigning individuals to lead positions within ACE, such as lead principal, lead counselor, and lead community liaison, may enhance cohesion and accountability throughout the ACE program.

Finally, current ACE principals offered cohesive advice for the leaders and teachers of newly initiated ACE campuses (ACE 2.0) for 2017-18. The most prevalent theme offered by principals emphasized the importance of planning and communicating from the beginning and continually throughout the course of the program. Principals suggested participating in planning sessions with other principals, communicating rationale and expectations clearly and often, building relationships with staff, students, and parents, building and maintaining a strong positive culture, and celebrating even the small wins frequently. As poignantly stated by one ACE principal, “Everyone needs to know how fortunate they [sic] are to be part of something so special.”

Teachers

Detailed teacher survey responses are provided in Appendix D. Highlights are included in this section in the interest of brevity.¹²

Response rates. Overall, of the 256 teachers who received survey invitations,¹³ 159 (62%) at least partially completed the survey.¹⁴ As shown in Table 4, campus response rates ranged from 42 percent (Dade) to 79 percent (Blanton, U. Lee). Mills teachers comprised the lowest percentage of total respondents (10%), and Blanton and U. Lee teachers were most strongly represented (19%). The rate of teacher respondents from each grade level ranged from eight percent (prekindergarten) to 28 percent (sixth grade).

Participant characteristics. The majority of teacher respondents reported that they taught at their current campus in the previous year (79%). First-year teachers comprised five percent of respondents,

Table 4. 2016-17 Teacher Survey Response Rates

	Total Sent	Completed Survey	Total Responses
	N	n	%
Blanton	38	30	79
U. Lee	39	30	79
Mills	26	16	62
Pease	30	19	63
Dade	60	25	42
Edison	33	19	58
Zumwalt	30	20	67
Total	256	159	62

Note: *Total does not add to 100 percent because of rounding.

¹² In the case where participants responded that a question was not applicable or that they did not know or were not sure how to respond, percentages of responses included in the body of this report were recalculated using only those who provided a response on the provided scale. Therefore, percentages in the text may not match exactly those included in the appendix. Appendix D reports raw response data.

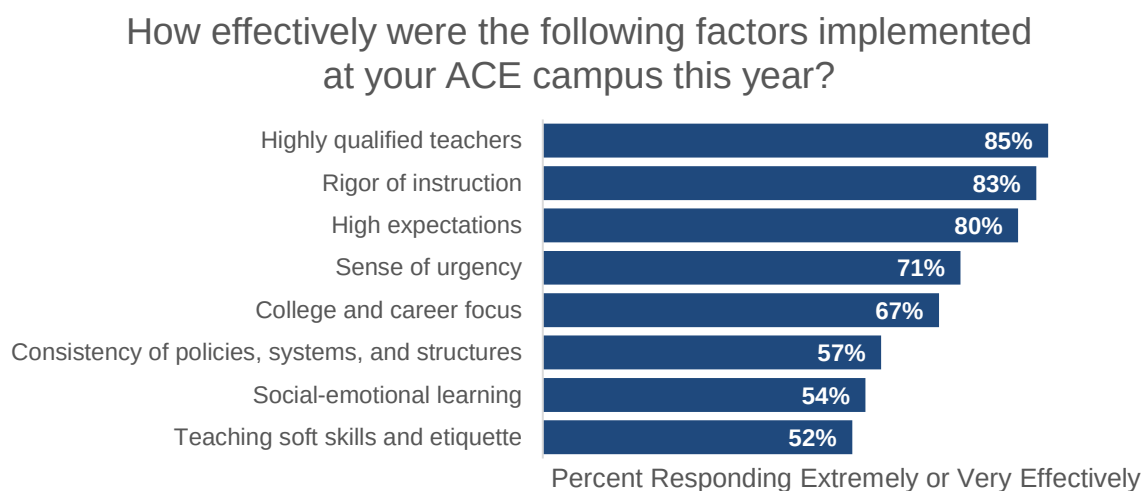
¹³ Although the 264 teachers employed in fall 2016 were invited to complete the teacher survey, eight invitations did not reach the recipients because the email addresses were no longer active or the teacher had previously opted out of district surveys.

¹⁴ 142 (56%) of teachers invited fully completed the survey and 17 (7%) partially completed the survey. Tables in Appendix D include the number of respondents by question.

whereas 52 percent were seasoned teachers with 10 or more years of experience. Of those who reported their TEI ratings,¹⁵ 76 percent had obtained ratings of Proficient I or higher, with 6.1 percent of respondents reporting an Exemplary I or Exemplary II rating.

Teaching effectiveness. As shown in Figure 2, at least 80 percent of teachers reported that highly qualified teachers (85%), rigor of instruction (83%), and high expectations (80%) were factors implemented very or extremely effectively on their campuses. The lowest rates of teachers indicated that consistency of policies, systems, and structures (57%), social-emotional learning (54%), and teaching soft skills and etiquette (52%) were factors implemented very or extremely effectively.

Figure 2: 2016-17 ACE Teacher Survey, Factor Implementation



Note: Percentages do not include respondents who indicated that a question was not applicable or that they did not know or were not sure how to answer a question. See Appendix D for detailed responses to all survey questions and percentages calculated using all response categories.

Program future. When asked to select the most important potential change that could improve future success in the ACE classroom, teachers most frequently indicated smaller class sizes (37%). Teachers most frequently indicated the second most important potential change was improved behavioral management support (27%).

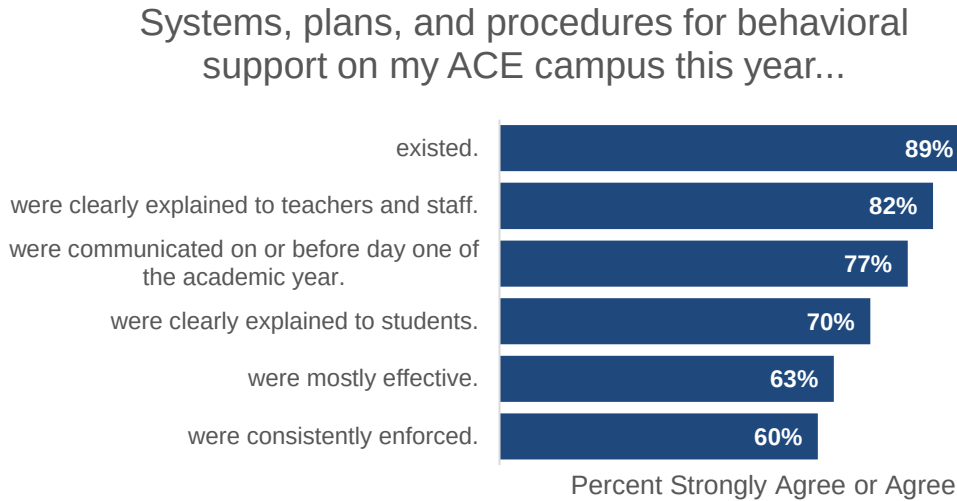
Instructional resources. Teachers were generally satisfied with the availability of instructional resources. High rates of teachers strongly agreed or agreed that their campuses provided needed technology (74%) and other resources (75%).

Behavioral support. The majority of teachers indicated that they received adequate classroom management training in 2016-17 (78%), but responses varied when asked about implementation of behavioral support on their campuses. As illustrated in Figure 3, although 89 percent of teachers agreed that systems, plans, and procedures for behavioral support existed on their campuses, fewer teachers

¹⁵ (n = 131) Note: 19 respondents (13%) reported that they either were not evaluated under TEI, did not know their current TEI rating, or did not report their TEI rating for other reasons.

agreed that these systems, plans, and procedures were mostly effective (63%) or were consistently enforced (60%).

Figure 3: 2016-17 ACE Teacher Survey, Behavioral Support Implementation



Note: Percentages do not include respondents who indicated that a question was not applicable or that they did not know or were not sure how to answer a question. See Appendix D for detailed responses to all survey questions and percentages calculated using all response categories.

Parent and community partnerships. Teachers were divided on the issue of parent engagement. Fifty percent of teacher respondents strongly agreed or agreed that parents of their students were engaged with their children's progress in 2016-17.

Communication. When asked about the level of collaboration and competitiveness among ACE campuses, the highest percentage of teachers reported that relationships among ACE campuses in 2016-17 were about equally collaborative and competitive (25%). The highest percentage of teachers indicated that more inter-campus collaboration would help ACE campuses excel (39%).

Teacher compensation and program future. Teachers generally were satisfied with their compensation. The majority of teachers (77%) strongly agreed or agreed that the stipend they received for being an ACE teacher was fair considering the extra effort required. As an indication of the extent of the expanded workload, the highest percentage of teachers (38%) indicated that they worked about 11 to 20 extra hours per week than they typically worked in the past at a non-ACE campus. The majority of teachers (62%) responded that they would be extremely or very likely recommend that a colleague accept a teaching position at an ACE campus.

Teachers indicated the importance several factors for retaining ACE teachers and for recruiting new teachers to work on ACE campuses. For retention, teachers highly rated all factors presented as extremely or very important. The strongest responses (over 95% rating a factor as extremely or very important) were received for 1) maintaining stipends and incentives (99%), 2) ensuring strong campus leadership is assigned and maintained (98%), 3) increasing support for behavioral management (97%), and 4) ensuring classroom resources are available (96%). With respect to recruiting new teaching talent to ACE

campuses, the strongest responses (over 95% rating a factor as extremely or very important) were received for 1) maintaining the stipend (98%), 2) openness about the challenges teachers face at ACE campuses (97%), 3) communicating clear expectations (96%), and 4) ensuring supplies and resources are in place (96%).

Students

Overall percentages of favorable ratings for each section and overall on the 2016-17 Student Experience Survey are shown in Table 5. In 2016-17, three ACE elementary schools (Blanton: 96%, U. Lee: 86%, Mills: 89%) and ACE elementary schools overall (88%) exceeded the district favorable rate of 84 percent for elementary schools. Two ACE middle schools (Dade: 73%; Zumwalt, 82%) and ACE middle schools overall (74%) exceeded the favorable rate for district secondary schools (70%). Favorable response rates for all 2016-17 Student Experience Survey questions are provided in Appendix E by campus, including changes in favorable response rates for each question from 2015-16. One-year and two-year differences in overall positive student ratings are shown in Table 6. One elementary school (Blanton) and all middle schools met or exceeded their overall favorable student ratings from the previous year. All ACE campuses and ACE elementary and middle schools overall maintained two-year improvements in overall favorable student responses. These results are an indicator of the continuing improvement of rapport between students and teachers this year on ACE campuses.

Table 5: 2017 ACE Student Experience Survey Percent Favorable Ratings by Category

	Classroom Environment	Expectations and Rigor	Pedagogical Effectiveness	Student Engagement	Supportive Relationships	Overall
	%	%	%	%	%	%
Blanton	94	98	98	95	94	96
U. Lee	78	91	92	88	80	86
Mills	82	94	95	90	86	89
Pease	67	83	83	82	67	76
ACE Elem	82	92	93	89	83	88
Dist Elem	81	89	90	85	76	84
Dade	77	79	76	62	71	73
Edison	72	76	72	54	65	68
Zumwalt	83	86	85	76	81	82
ACE Sec	77	80	77	63	71	74
Dist Sec	80	76	74	55	65	70

Source: Campus-level Student Experience Survey reports from program office on June 13, 2017 and district data dated May 24, 2017.

Note: Favorable percentages that met or exceeded the district for grade level are in **blue bold**. ACE Elem = ACE elementary schools. Dist Elem = District elementary schools. ACE Sec = ACE secondary schools. Dist Sec = District secondary schools. Elementary averages include students in grades three to five. Secondary averages include students in grades six to 12.

Table 6: 2015 to 2017 ACE Student Experience Survey
Overall Favorable Ratings

	2015	2016	2017	1 Yr Δ	2 Yr Δ
	%	%	%	% Pts	% Pts
Blanton	78	89	96	7	18
U. Lee	74	88	86	-2	12
Mills	83	90	89	-1	6
Pease	74	78	76	-2	2
ACE Elementary	77	86	88	2	11
District Elementary	79	83	84	1	5
Dade	62	72	73	1	11
Edison	66	68	68	0	2
Zumwalt	69	77	82	5	13
ACE Secondary	66	72	74	2	8
District Secondary	65	69	70	1	5

Source: Campus-level Student Experience Survey reports from program office on May 27, 2016 (2015 and 2016) and June 13, 2017 (2017) and district data dated June 7, 2016 (2015 and 2016) and May 24, 2017 (2017).

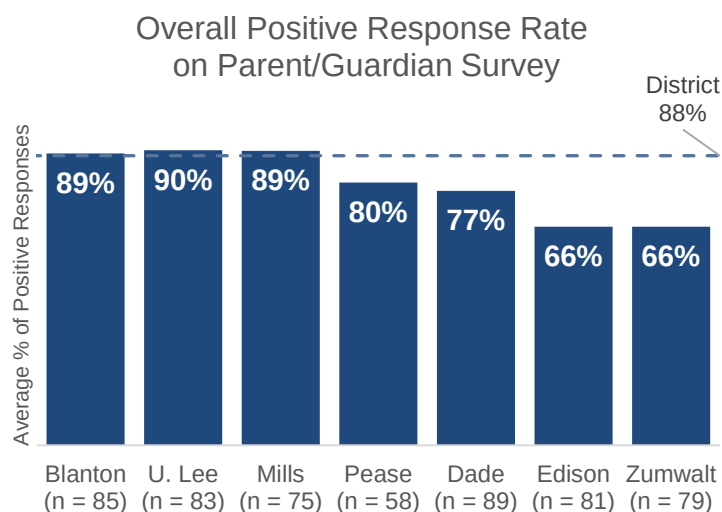
Note: Favorable percentages that met or exceeded the district for grade level (elementary or secondary) are in **blue bold**. Elementary averages include students in grades three to five. Secondary averages include students in grades six to 12. 1 Yr Δ = Difference from 2016 to 2017. 2 Yr Δ = Difference from 2015 to 2017

Parents

As shown in Figure 4, average overall positive parent response rates on ACE campuses ranged from 66 percent (Edison, Zumwalt) to 90 percent (U. Lee). Generally, ACE elementary school campuses experienced higher positive response rates than ACE middle school campuses, with three ACE elementary school campuses exceeding the district positive response rate of 88 percent (Blanton, U. Lee, Mills).

Appendix F shows one-year and two-year average positive response rate change on the Parent/Guardian Survey. Four of seven ACE campuses showed gains from 2016 (U. Lee, Mills, Pease, Edison), while six of the seven ACE campuses showed two-year increases (Blanton, U. Lee, Mills, Pease, Dade, Zumwalt). Notably, U. Lee (+14.3 percentage points) and Dade (+11.9 percentage points) experienced the strongest gains in positive parent/guardian perceptions since 2015.

Figure 4: 2017 ACE Campus Parent/Guardian Survey Results



Source: District PEI Parent Survey files dated June 6, 2017.

What were outcomes of the effective principals and teachers component?

To evaluate the effective principals and teachers component of the ACE 5, program leadership designated four outcome objectives for evaluation including 1) a 90 percent annual teacher retention rate, 2) a rate of at least 50 percent of teachers with at least a Proficient I TEI rating, 3) 60 percent (fall) and 75 percent (spring) of teachers with average spot observation scores at or above the proficient threshold score of 2.0, and 4) fourth or fifth quintile scores on the Culture of Feedback and Support section of the semi-annual district Climate Survey.

Methodology

Teacher Retention

The Dallas ISD Data Analytics and Control department¹⁶ provided data indicating the number of teachers on ACE campuses on October 28, 2015 who remained on that campus (stayers), moved to another ACE or non-ACE campus in the district (movers), or resigned from a teaching role in the district (leavers)¹⁷ by one year later on October 30, 2016. The evaluator used frequency analyses to calculate rates for each of these scenarios by ACE campus and overall for ACE, non-ACE IR campuses, and the district.

Proficient or Higher TEI Ratings

The Dallas ISD Data Analytics and Control department provided campus-level data indicating the rates of teachers on each campus earning each available TEI rating for 2015-16.¹⁸ The evaluator grouped ratings into three categories: 1) Exemplary I and II; 2) Proficient I, II, or III; and 3) Below Proficient, No

¹⁶ Data Analytics and Control is a department in Human Capital Management.

¹⁷ Leavers included those who left the district and those who moved to non-instructional roles in the district.

¹⁸ TEI ratings for the 2015-16 academic year are in effect for the 2016-17 academic year.

Level, or not applicable (N/A) and used frequency analyses to calculate the rates of teachers in each group by ACE campus, ACE campuses overall, non-ACE IR campuses, and the district.

Spot Observations

The Dallas ISD Data Analytics and Control department provided 2016-17 spot observation scores by teacher for TEI sections 2.3 (*Are all students able to understand the content in a clear and cohesive manner?*; clear instruction) and 2.4 (*Are all students engaged in appropriately challenging/demanding content?*; instructional rigor). Average spot observation scores were aggregated by teacher,¹⁹ and further aggregated by campus and for the ACE program overall to obtain the average number of spot observations, and mean, minimum, maximum, and median spot observation scores. From these analyses, the evaluator used frequency analyses to determine the number and percentage of teachers with average spot observation scores at or above the proficient threshold score of 2.0. Direct comparisons of the current academic year to the previous year of proficient average spot observation rates were not possible because of changes in the TEI spot observation rubric.

Climate Survey

The evaluator obtained Climate Survey²⁰ data for each campus from district files dated January 6, 2017 (fall) and June 5, 2017 (spring) and extracted the district quintile score on the Culture of Feedback and Support section for each ACE campus. For comparison purposes, the evaluator extracted the quintiles reported for fall 2015 and spring 2016 from the 2015-16 ACE evaluation report (Palladino, 2016).

Results

Teacher Retention

As shown in the 'stayers' column of Table 7, ACE campus teacher retention rates ranged from 53.1 percent (Edison) to 85.4 percent (Blanton), with an overall ACE teacher retention rate of 68.8 percent. Although no ACE campuses attained 90 percent teacher retention from fall 2015 to fall 2016, Blanton approached this objective with an 85.4 percent retention rate. The 15.3 percent of ACE teachers who moved to another campus between fall 2015 and fall 2016 included 2.7 percent who moved to campuses within the ACE program and 12.5 percent who transferred to other campuses that were not part of the ACE program.²¹

¹⁹ Spot observations with a 'completed' status were included in calculations; average spot observation scores of 2.0 or higher were considered 'proficient.'

²⁰ For more information on the Climate Survey, see Weir, 2017.

²¹ Percentages do not sum to 15.3 percent (total percent of ACE movers) because of rounding.

Table 7: 2016-17 ACE Teacher Retention Rates

	Total 2015-16 N	Leavers %	Movers %	Stayers %
Blanton	41	7.3	7.3	85.4
U. Lee	40	10.0	17.5	72.5
Mills	32	15.6	12.5	71.9
Pease	32	21.9	6.3	71.9
Dade	63	17.5	20.6	61.9
Edison	49	28.6	18.4	53.1
Zumwalt	38	7.9	18.4	73.7
ACE	295	15.9	15.3	68.8
Non-ACE IR	1,018	24.3	8.3	67.5
District	10,323	18.3	8.0	73.7

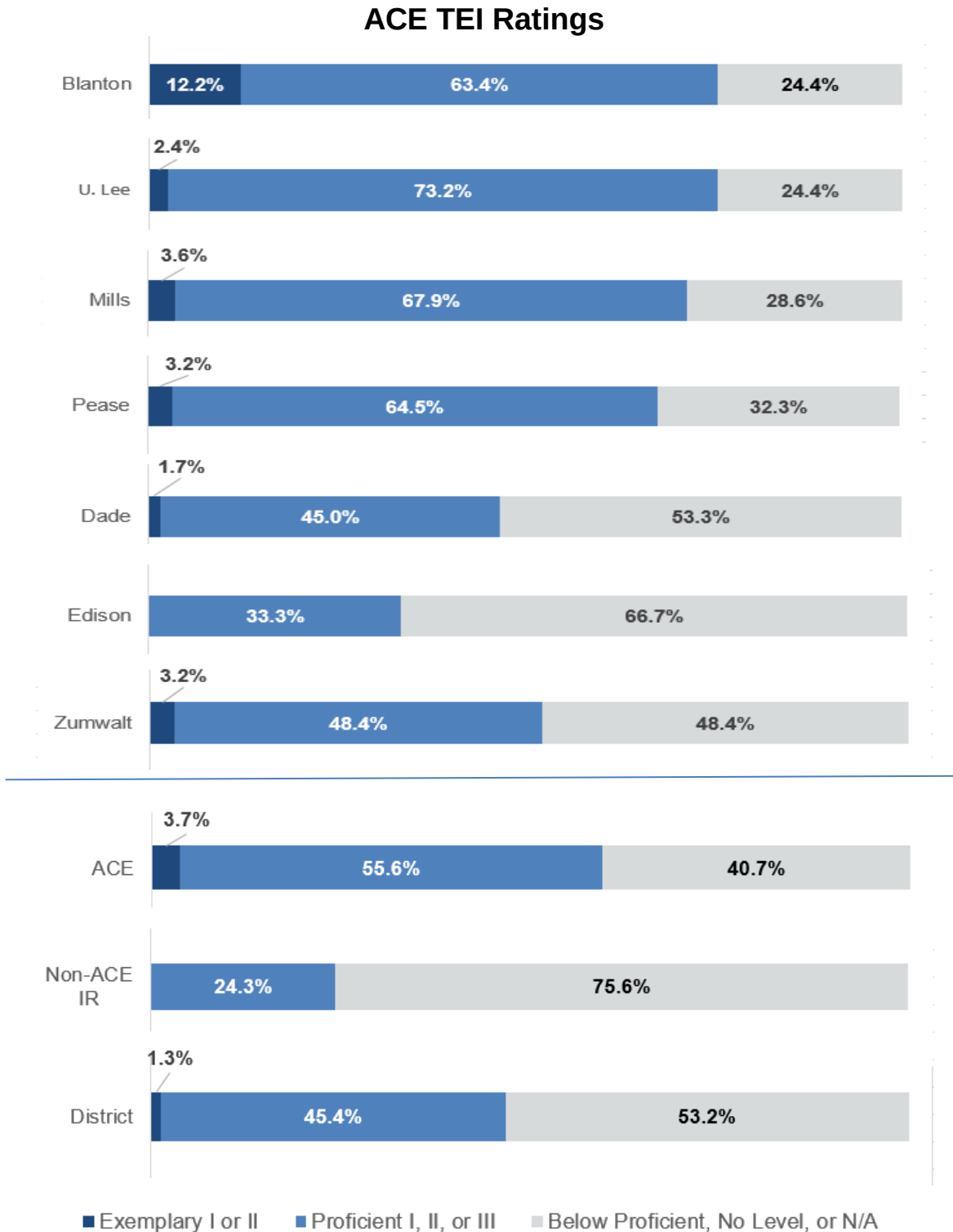
Source: Dallas ISD Data Analytics and Control on December 7, 2016.

Note: Status in the last week of October, 2016 determined for teachers on campus as of the last week of October, 2015. Leavers = Teachers no longer holding an instructional role in the district. Movers = Teachers moved to another campus within Dallas ISD. Stayers = Teachers retained on same campus. Rates may not sum to 100 percent because of rounding.

Proficient or Higher TEI Ratings

Percentages of teachers at each TEI rating level for fall 2016 are provided in Appendix G. As illustrated in Figure 5, all ACE elementary school campuses, Zumwalt middle school, 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 met or exceeded rates of non-ACE IR teachers with Proficient I or higher ratings, and all but one ACE campus (Edison) and ACE overall met or exceeded rates of teachers with Proficient I or higher ratings districtwide. Blanton employed the highest percentage of teachers with Exemplary I or II TEI ratings (12.2%). This rate was more than three times the rate of the next highest campus (Mills; 3.6%) and ACE overall (3.7%).

Figure 5: Fall 2016 ACE TEI Ratings Percentages by Campus and ACE, Non-ACE IR, and District



Source: Dallas ISD Data Analytics and Control as of November 29, 2016. Note: TEI ratings shown were earned in the 2015-16 academic year. For rates by all TEI levels, see Appendix G. Total rates per group may not sum to 100 percent because of rounding. N/A = not applicable.

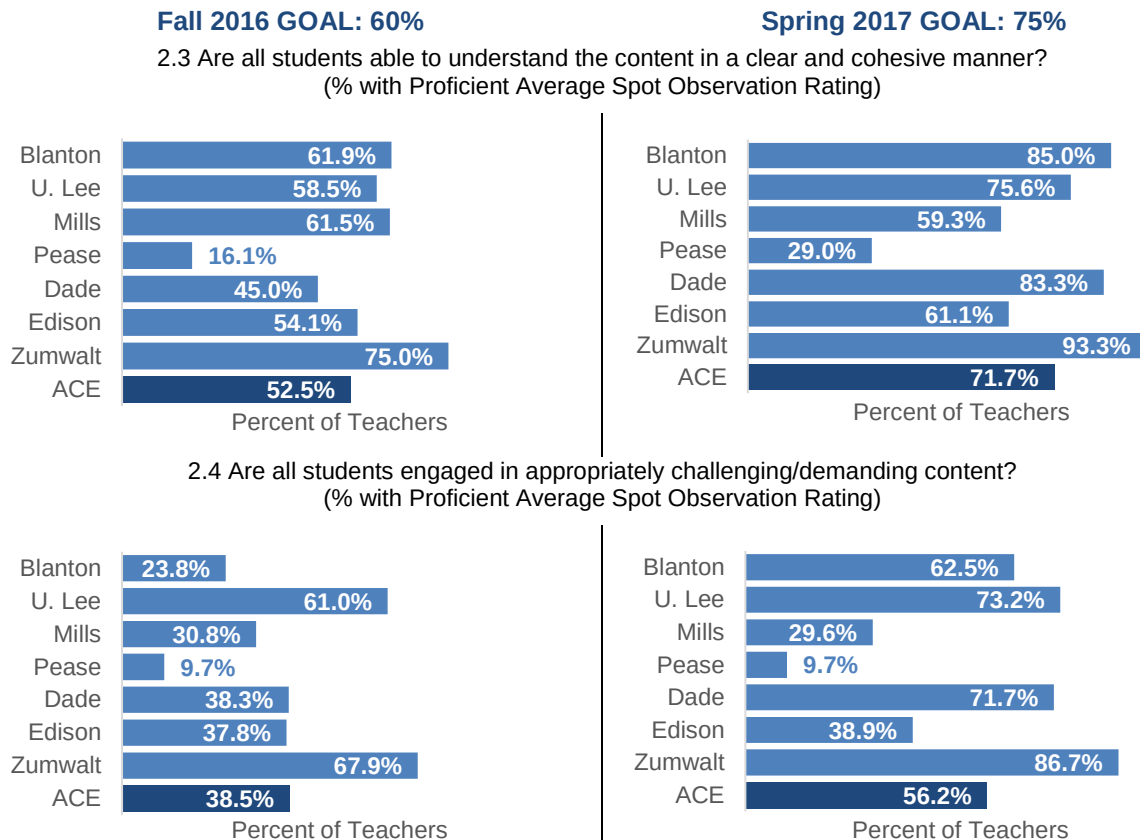
Spot Observations

Detailed metrics for 2016-17 spot observation scores for sections 2.3 (clear instruction) and 2.4 (instructional rigor) for all ACE campuses and for ACE overall are included in Appendix H. ACE campuses strove for a rate of 60 percent (fall) or 75 percent (spring) of teachers with average spot observation scores in the proficient range (at least 2.0) for these two sections. Figure 6 illustrates rates of proficient average scores for each ACE campus and for ACE overall.

In fall 2016, two elementary school campuses (Blanton: 61.9%, Mills: 61.5%) and one middle school campus (Zumwalt: 75.0%) met or exceeded the 60 percent fall threshold for clear instruction, and one elementary (Lee: 61.0%) and one middle (Zumwalt: 67.9%) school met or exceeded this threshold for instructional rigor. ACE overall did not meet the fall 2016 objective for proficient spot observations.

In spring 2017, two elementary school campuses (Blanton: 85.0%, U. Lee: 75.6%) and two middle school campuses (Dade: 83.3%, Zumwalt: 93.3%) met or exceeded the 75 percent spring threshold for clear instruction, and one middle school campus (Zumwalt: 86.7%) met or exceeded this threshold for instructional rigor. ACE overall did not meet the spring 2017 objective for proficient spot observations.

Figure 6: 2016-17 ACE Proficient Average Teacher Spot Observation Scores (Sections 2.3 and 2.4)



Source: Data Analytics and Control files dated January 12, 2017 (fall) and June 21, 2017 (spring).

Note: Average spot observation scores of 2.0 or higher were considered 'proficient.' Spot observations with a 'complete' status were included in calculations.

Climate Survey

Table 8 shows the quintile score for each ACE campus on the Culture of Feedback and Support section of the 2016-17 Climate Surveys (fall and spring), as well as quintile scores for the fall and spring semesters of the previous (2015-16) academic year. In both fall 2016 and spring 2017, three of the seven ACE campuses (Blanton, Lee, and Dade) achieved scores in the fourth or fifth quintiles on this section of the climate survey.

Table 8: 2016-17 ACE Campus Climate Survey Quintile Scores (Culture of Feedback and Support)

Campus	2015-16		2016-17	
	Fall 15	Spring 16	Fall 16	Spring 17
	N	N	N	N
Blanton	3	4	4	4
U. Lee	4	4	5	5
Mills	1	1	1	1
Pease	4	2	1	1
Dade	5	5	5	4
Edison	1	1	1	1
Zumwalt	4	4	3	3

Source: District Climate Survey files dated January 7, 2016 (fall 2015), June 2, 2016 (spring 2016), January 6, 2017 (fall 2016) and June 5, 2017 (spring 2017). Note: 2016-17 scores in the fourth or fifth quintile are highlighted in blue bold.

What were the outcomes of the instructional excellence component?

ACE program leadership designated *Istation Indicators of Progress (ISIP)* Tier 1 rates (fall and spring), *Assessment of Course Performance (ACP)* passing rates (fall and spring), and *State of Texas Assessment of Academic Readiness (STAAR)* passing rates (spring) as metrics to evaluate the 2016-17 instructional excellence component of the ACE 5. ACE objectives for 2016-17 included 1) Tier 1 *ISIP* rates at or above district rates, and 2) *ACP* and *STAAR* passing rates within ten percentage points of the district.

Methodology

Istation Indicators of Progress (ISIP)

The first outcome used to evaluate the instructional excellence component of ACE was rates of Tier 1 attainment on *ISIP*. *ISIP* is a computer-adaptive assessment that provides continual monitoring of progress in reading skills. *ISIP* scores are assigned to tiers based on students' score percentiles. An assignment of Tier 3 indicates the student's score fell in the 1st to 19th percentile. An assignment of Tier 2 indicates the student's score fell into the 20th to 39th percentile. An assignment of Tier 1 indicates the student's score fell into the 40th percentile or above. A score assigned to Tier 1 is considered to be at or above grade level.

District *ISIP* data files for 2015-16 and 2016-17 were pulled at the end of each six-week period and for assessment windows at the beginning, middle, and end of the academic year²² for both the English and Spanish administrations. Data for both language versions also were combined into one file to allow for examination of overall student performance.²³ If a student completed an assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.²⁴ If a student took the test more than once during a time period, the latest score was used. The evaluator merged these district files²⁵ with PEIMS demographic files dated October 30, 2015 (2015-16) or October 28, 2016 (2016-17).

The evaluator used frequency and crosstab analyses to determine the percentage of kindergarten to grade two students performing at Tier 1 (grade level) by ACE campus and overall for ACE campuses, non-ACE IR campuses, magnet students, and the district. These analyses were conducted for 1) each six-week period in 2015-16 and 2016-17 and 2) for the beginning of the year (BOY), middle of the year (MOY) and end of the year (EOY) in 2015-16 and 2016-17. The evaluator then calculated one-year (six-week comparisons and BOY, MOY, EOY comparisons) and two-year (BOY, MOY, EOY) differences in rates of students reading on grade level. The ACE objective was to meet or exceed district rates of students reading at grade level. The evaluator planned the noted additional comparisons to provide additional insight into ACE *ISIP* achievement.

Assessment of Course Performance (ACP)

The second outcome used to evaluate the instructional excellence component of ACE was *ACP* scores. *ACP* exams are standardized final semester exams developed by the Local Assessment Department in conjunction with the Department of Teaching and Learning; they are aligned with Texas Essential Knowledge and Skills.²⁶ In previous years, *ACP* exams were administered in most subjects in kindergarten to grade 12, but the number of *ACPs* decreased in 2016-17.²⁷ Scores for *ACP* tests administered on ACE campuses were obtained from district files from January 27, 2016 (fall 2015), July 11, 2016 (spring 2016), February 2, 2017 (fall 2016), and June 27, 2017 (spring 2017) and merged with PEIMS demographic data for the associated academic year. Scores of 70 or higher were considered passing, and the percentage of students passing were aggregated by test, test language, campus, grade level

²² Data windows for 2016-17 included August 24 to September 30, 2016 (SW1), October 3 to November 4, 2016 (SW2), November 7 to December 22, 2016 (SW3), January 10 to February 24, 2017 (SW4), February 27 to April 13, 2017 (SW5), September 19 to October 14, 2016 (BOY), January 17 to February 10, 2017 (MOY), and May 1 to May 26, 2017 (EOY).

²³ Comparisons between the English and Spanish versions of *ISIP* are not recommended because the two versions are normed differently. Therefore, the percentage of students at or above the 40th percentile (which indicates performing at grade level) was used.

²⁴ Staff members from Evaluation and Assessment, Early Childhood and Community Partnerships, and Bilingual/ESL worked together to develop *ISIP* data analysis guidelines. The purpose of the guidelines was to ensure consistent reporting of *ISIP* data across departments and over time.

²⁵ 2015-16 files were dated June 21, 2016 (SW3 to SW6, MOY, and EOY), January 31, 2017 (BOY), and February 6, 2017 (SW1 and SW2). For 2016-17, files were dated October 5, 2016 (SW1), November 8, 2016 (SW2), January 10, 2017 (SW3), February 28, 2017 (SW4), April 17, 2017 (SW5), May 30, 2017 (SW6), October 18, 2016 (BOY), February 16, 2017 (MOY), and May 30, 2017 (EOY).

²⁶ For more information on *ACP* exams, see Williams-Palmer (2017).

²⁷ In fall 2016, elementary school *ACP* exams included only reading and mathematics in kindergarten through grade five, plus grade four language arts and grade five science exams. The district eliminated all spring 2017 elementary school exams. Secondary school spring 2017 *ACPs* were eliminated if corresponding *STAAR* exams existed. For middle school students (the highest grade level applicable to ACE) this reduction resulted in *ACPs* limited to science (except for grade eight) and social studies.

(elementary, middle), and for ACE overall. For comparison purposes,²⁸ the evaluator calculated passing rates for the previous years (2015-16) by ACE campus and ACE overall, and for the current year for the district, non-ACE IR campuses (see Appendix A), and magnet students. Percentage point differences between the current year's passing rates and each of these comparison groups were calculated.

The evaluator further summarized ACE ACP achievement for fall 2016 and spring 2017 by summarizing the percentage of exams with passing rates exceeding the previous year, exceeding non-ACE IR campuses, within 10 percentage points of the district, exceeding the district, and exceeding magnet students. These results were calculated by subject area, by campus, by grade level (elementary or middle), and for ACE overall. The ACE objective was to achieve ACP passing rates for each exam within 10 percentage points of district rates for fall 2016 and spring 2017. The evaluator planned the noted additional comparisons to provide additional insight into ACE ACP achievement.

State of Texas Assessment of Academic Readiness (STAAR)

The third outcome used to evaluate the instructional excellence component of ACE was passing rates on spring 2017 STAAR exams. STAAR exams are state-mandated standardized tests that assess student knowledge by subject and grade level in the primary and secondary grades. ACE students were tested in grades three to eight in mathematics and reading. Students also were tested in writing in grades four and seven, science in grades five and eight, and social studies in grade eight. Students at the high school level took STAAR *End-of-Course (EOC)* assessments in various subjects. Because the highest grade in which ACE students were enrolled was grade eight, only the outcomes for the Algebra I EOC were included in this evaluation.

Academic performance standards represent the degree to which students have mastered required content as measured by test scores.²⁹ STAAR assessment scores are categorized into four levels to describe student performance:³⁰ 1) Did Not Meet Grade Level (formerly Level I: Unsatisfactory Academic Performance), 2) Approaches Grade Level (formerly Level II: Satisfactory Academic Performance), 3) Meets Grade Level (formerly Final Level II), and 4) Masters Grade Level (formerly Level III: Advanced Academic Performance). Cut scores divide student scores into these four categories. Scores are considered passing scores if they meet or exceed the cut score for Approaches Grade Level.

In order to provide context for the recent STAAR changes and to understand their implications for interpretation, it is important to review a brief history. Originally implemented in the first year of STAAR (spring 2012), the Texas Education Agency (TEA) established a plan for four years of standard stability, followed by a phase-in to the final recommended standard. This phased plan incorporated large jumps to more rigorous performance standards every few years. In the 2015-16 academic year, the TEA revised this

²⁸ Because ACP exams are scaled each year based upon the current year's results, readers should exercise caution when comparing year-to-year results. Longitudinal passing rate comparisons are provided for informational purposes only.

²⁹ For more information on STAAR performance standards, see <http://tea.texas.gov/student-assessment/staar/performance-standards/>

³⁰ Naming standards for performance categories changed for the 2016-17 academic year. Naming conventions for years prior to 2016-17 are noted in parentheses after the new name in parentheses the first time they are mentioned in this document, but for the remainder of the document each cutoff point will be referenced using the new 2016-17 naming standard.

plan to an approach of smaller, predictable increases every year until reaching the final recommended standard in 2021-22. The first planned small increase occurred in 2016, but in 2017 the TEA abandoned the phase-in approach altogether, opting for a single increase to the meets grade level (formally called final recommended) standard in 2021-22. The standards for 2017 did not change from 2016, except in nomenclature.

Changes in *STAAR* standards had several consequences for interpreting changes in *STAAR* results from year to year. Because 2016 was the first year since *STAAR* inception that the state raised the passing standards on the *STAAR*, students generally were required to correctly answer a few more questions in 2016 than they were in 2015 to pass the *STAAR* exam for the same subject. Further complicating the matter, several exam structure and format changes were implemented in 2017.³¹ Therefore, comparing 2015, 2016, and 2017 passing rates is not straightforward. In essence, the higher standard for 2016 and 2017 means that one-year and two-year *STAAR* passing rate improvements from 2015 may appear smaller than they would have been if calculating current passing rates using the 2015 standard cutoffs. However, using the standard cutoffs specific to each year is closest to what actually happened because the current year standards were used for annual accountability ratings, regardless of the outlined changes. In addition, because 2014-15 was the year before inception of the current ACE program, and therefore serves as a baseline year, comparing current passing rates to 2014-15 passing rates was the best way to measure *STAAR* progress attributed to the ACE program. In spite of these reasons, however, *STAAR* passing rate annual comparisons provided in this report should be interpreted with extreme caution because they were based on data from differing annual circumstances.

The evaluator used first and second administration district *STAAR* data files dated June 15, 2017 (grades three to eight) and June 22, 2017 (Algebra I *EOC*) and merged with demographic data from the PEIMS snapshot date, October 28, 2016. The evaluator then ran crosstab and frequency analyses to calculate passing rates on all versions of *STAAR* and all versions but Alternate 2 of the *Algebra I STAAR EOC* by campus, campus group, and student group. Passing rates for previous years were pulled from last year's evaluation report (Palladino, 2016).

The evaluator analyzed *STAAR* data in several ways for this evaluation. First, the evaluator calculated rates of students at the approaches grade level standard (passing, formerly Level II: Satisfactory Academic Performance) and the meets grade level standard (formerly Final Level II or Final Recommended Standard) for 2016-17 and for the previous two years. Calculating outcomes using both standards provides a way to compare growth of the official passing rates used for state accountability as well as to compare the growth toward meeting the final TEA standard planned for implementation in 2021-22. Rates of students meeting each of these standards were calculated for the current and previous two years by ACE campus, and for ACE overall, non-ACE IR campuses, and the district overall. One- and two-year changes in passing rates for both standards were calculated for all groups.

³¹ For example, in 2017 *STAAR* writing exams (grades four and seven) shortened from a two-day to a one-day assessment, and exams for grades three to eight were shortened from previous years.

STAAR passing rates at the approaches grade level standard also were compared to 2015-16 by student group including race/ethnicity, English language learner (ELL) status, economically disadvantaged status (EcoDis), and special education status (SpecEd) for ACE, non-ACE IR, and for the district. The evaluator then calculated the percentage of STAAR tests for which ACE passing rates exceeded those for the previous year, for non-ACE IR campuses, and for the district. Finally, the percentage of tests with passing rates within 10 percentage points of district passing rates was calculated to evaluate attainment of the ACE objective. The evaluator planned the noted additional comparisons to provide additional insight into ACE STAAR achievement.

Results

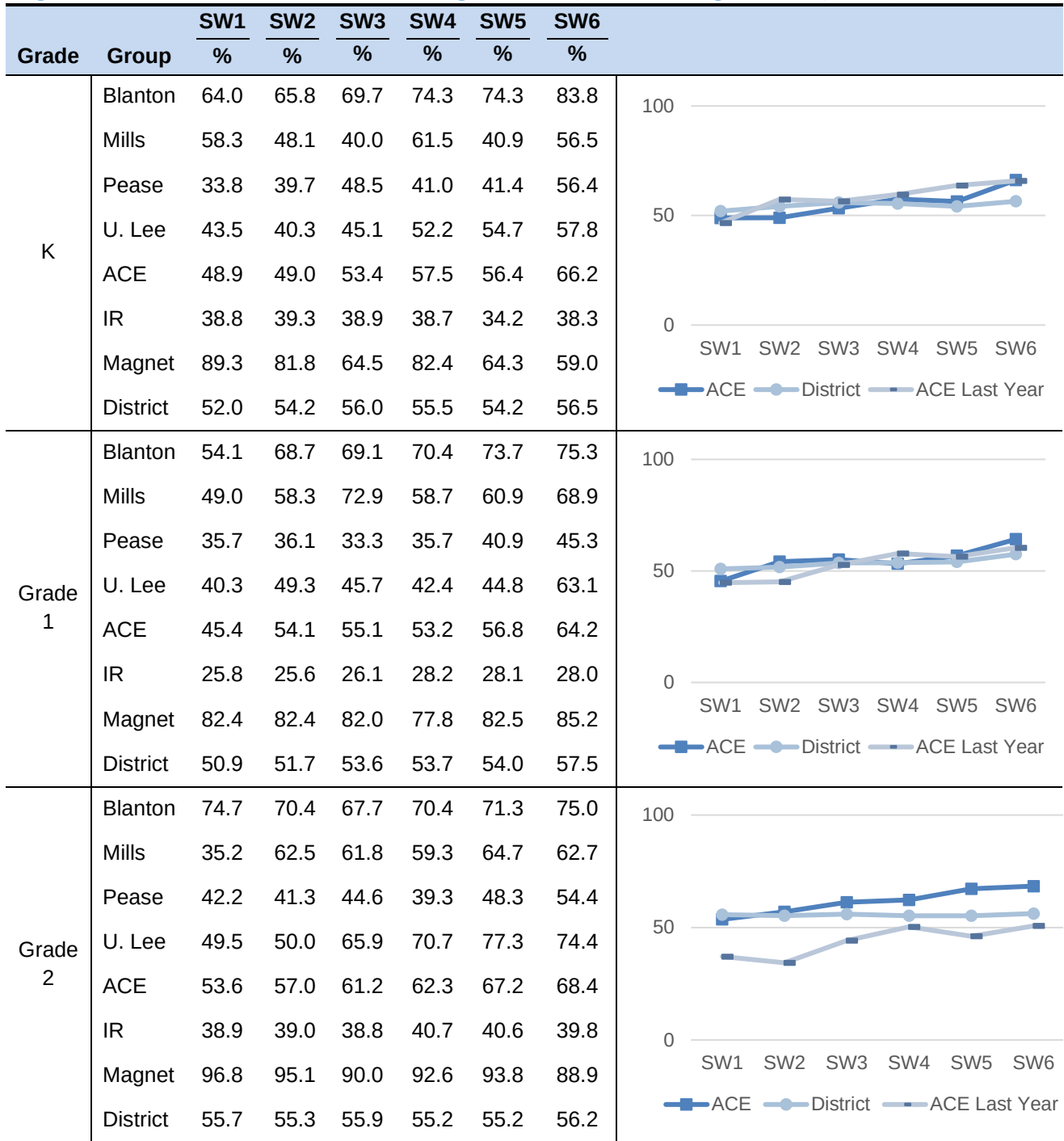
ISIP

Overall, at EOY, ACE campuses met the objective of meeting or exceeding the district rates of students reading at grade level (Tier 1) for kindergarten to grade two in English, Spanish, and English and Spanish combined.

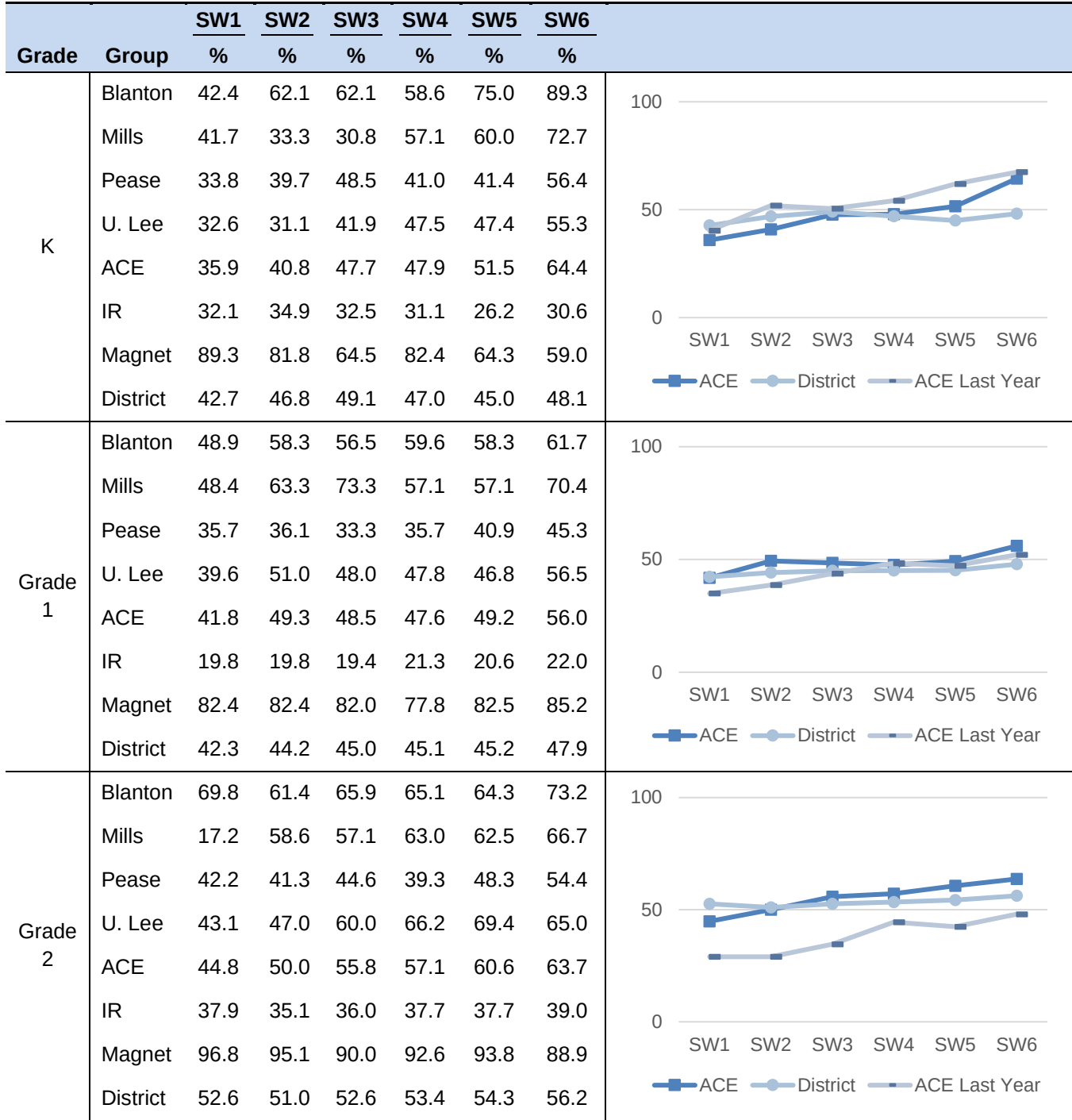
Figures 7, 8, and 9 illustrate change in the percentage of Tier 1 *ISIP* scores for each six-week period by campus and overall for ACE and the district. Appendix I provides comparisons of *ISIP* Tier 1 rates to the previous year by campus for each six-week period. As illustrated in Figure 7, for combined English and Spanish, ACE overall rates of students reading on grade level steadily increased most six-week periods from the start to the end of the year for all grade levels, and these rates for all grades exceeded the district and non-ACE IR campuses at year end. As shown in Figures 8 and 9, English and Spanish versions analyzed separately mostly showed similar patterns to those found for combined English and Spanish.³²

Figures 10 and 11 show one-year and two-year change in EOY Tier 1 attainment at ACE campuses, non-ACE IR campuses, and the district by grade and test language. Appendix J shows detailed *ISIP* Tier 1 rates at BOY, MOY, and EOY for 2016-17 and the previous two years (2014-15, 2015-16), as well as one-year and two-year changes in Tier 1 attainment rates for ACE campuses, and overall for ACE, non-ACE IR campuses, and the district. For 2016-17, changes in ACE Tier 1 attainment rates on the combined English and Spanish, English, and Spanish versions over one year were stronger than for non-ACE IR campuses and for the district, especially for grade two. The relatively small gains experienced by ACE over one year add to the extensive growth in Tier 1 attainment over two years. As shown in Figure 11, percentage point gains from 2014-15 EOY to 2016-17 EOY consistently exceeded those for non-ACE IR campuses and the district and even exceeded 45 percentage point gains for grade two combined English and Spanish (+45.3 percentage points) and grade 2 English (+49.6 percentage points). With the exception of kindergarten Spanish-only test takers, who experienced respectable gains of 13 percentage points over two years, all two-year gains exceeded 30 percentage points. These outcomes reflect sustained accelerated achievement in reading on grade level for kindergarten through grade two overall in spite of lesser gains (and a couple of small losses) in the second year of the program.

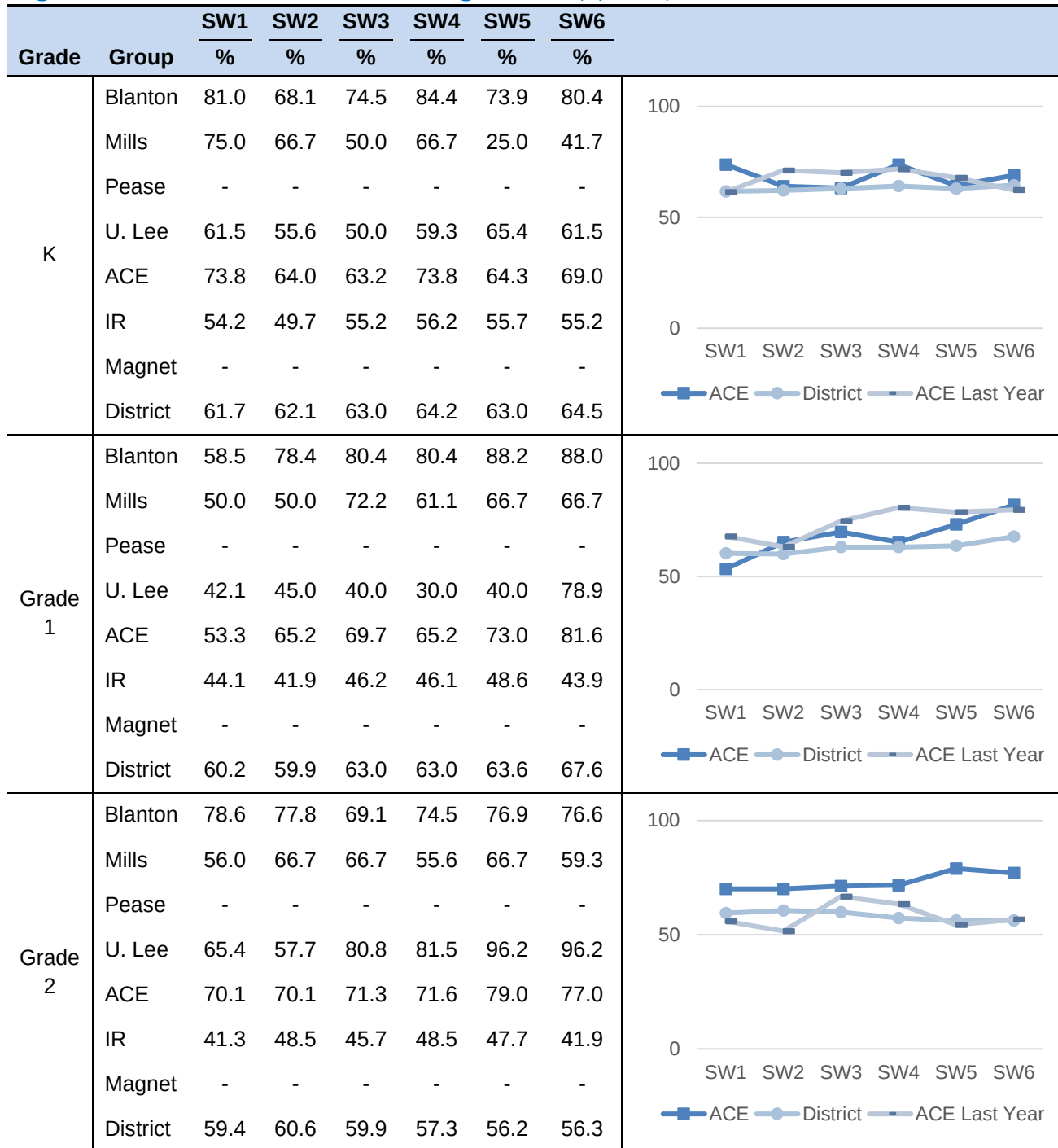
³² Kindergarten Spanish *ISIP* trends fluctuated more variably than other grades and versions throughout the year.

Figure 7: 2016-17 Six-Week Tier 1 Percentages on *ISIP* (Combined English and Spanish)

Source: District *ISIP* files dated June 20, 2016 (2015-16), October 5, 2016 (2016-17, SW1), November 8, 2016 (2016-17, SW2), January 10, 2017 (2016-17, SW3), February 28, 2017 (2016-17, SW4), April 17, 2017 (2016-17, SW5), and May 30, 2017 (2016-17, SW6) for students enrolled on the PEIMS snapshot dates of October 30, 2015 (2015-16) and October 28, 2016 (2016-17). Note: SW# = six-week period #. IR = Improvement Required campuses not included in ACE. Spanish version of *ISIP* was not administered at Pease. Latest score was used if assessment taken more than once in time period.

Figure 8: 2016-17 Six-Week Tier 1 Percentages on *IS/P* (English)

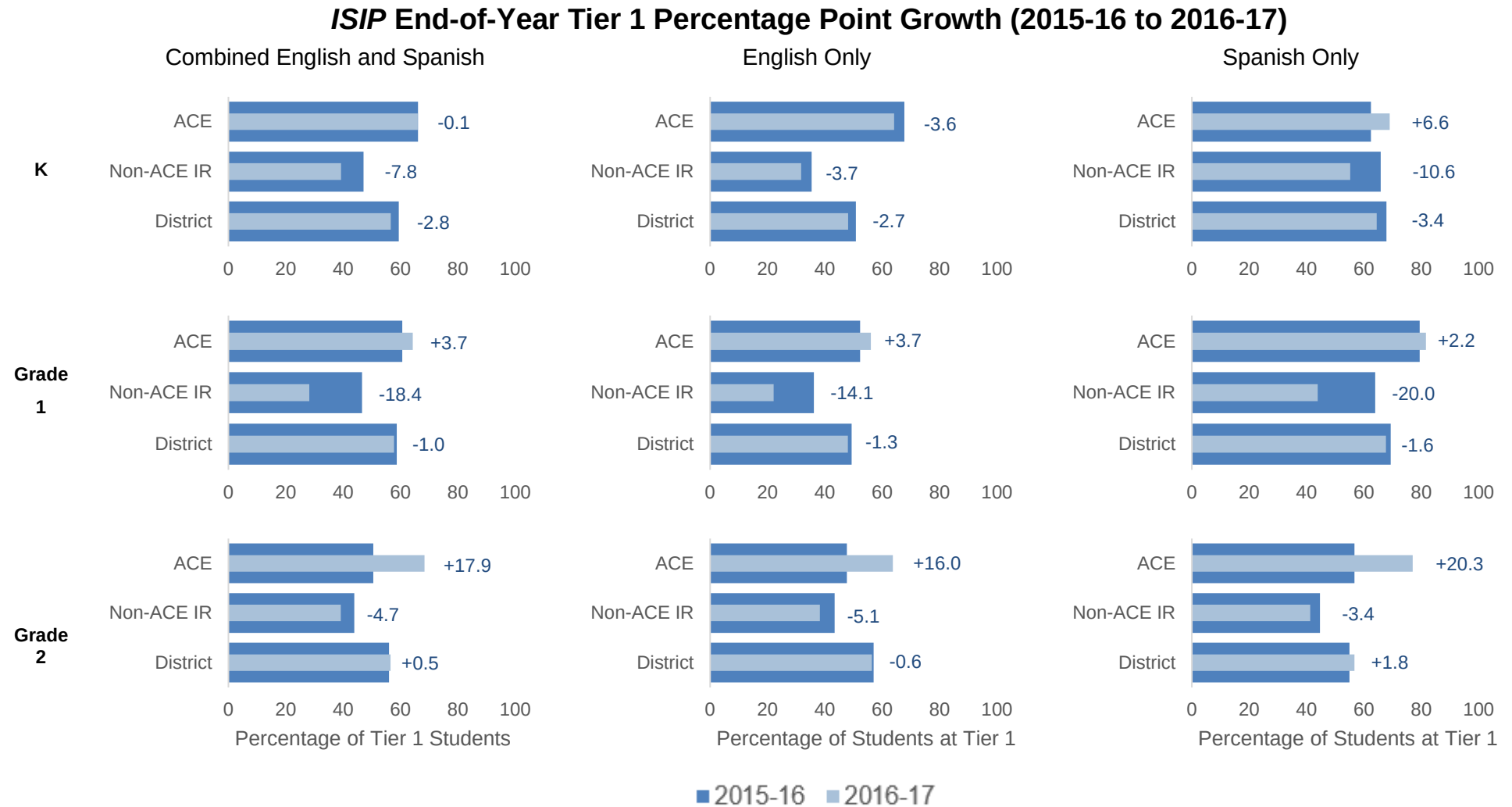
Source: District *IS/P* files dated June 20, 2016 (2015-16), October 5, 2016 (2016-17, SW1), November 8, 2016 (2016-17, SW2), January 10, 2017 (2016-17, SW3), February 28, 2017 (2016-17, SW4), April 17, 2017 (2016-17, SW5), and May 30, 2017 (2016-17, SW6) for students enrolled on the PEIMS snapshot dates of October 30, 2015 (2015-16) and October 28, 2016 (2016-17). Note: SW# = six-week period #. IR = Improvement Required campuses not included in ACE. Latest score was used if assessment taken more than once in time period.

Figure 9: 2016-17 Six-Week Tier 1 Percentages on *ISIP* (Spanish)

Source: District *ISIP* files dated June 20, 2016 (2015-16), October 5, 2016 (2016-17, SW1), November 8, 2016 (2016-17, SW2), January 10, 2017 (2016-17, SW3), February 28, 2017 (2016-17, SW4), April 17, 2017 (2016-17, SW5), and May 30, 2017 (2016-17, SW6) for students enrolled on the PEIMS snapshot dates of October 30, 2015 (2015-16) and October 28, 2016 (2016-17).

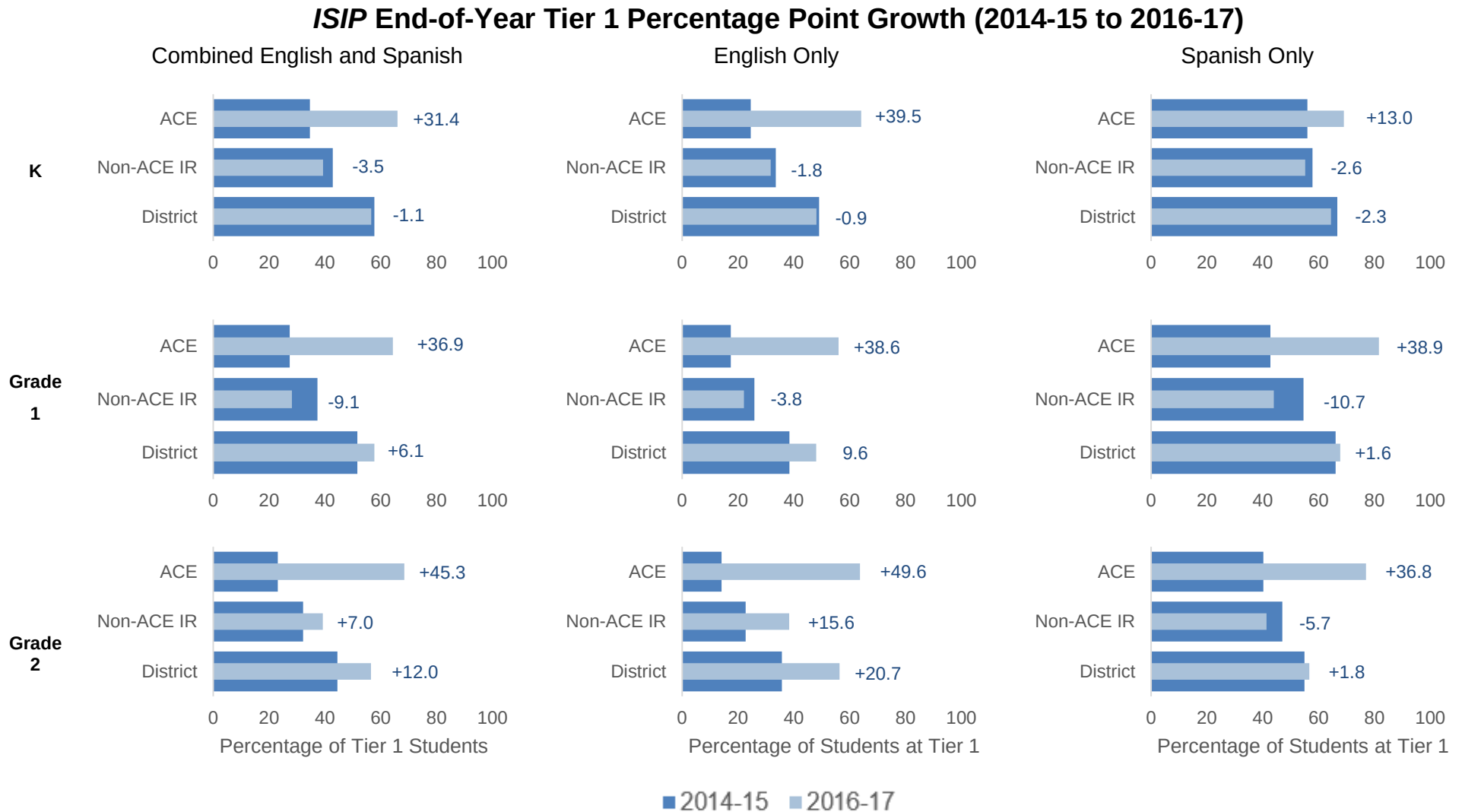
Note: SW# = six-week period #. IR = Improvement Required campuses not included in ACE. Spanish version of *ISIP* was not administered at Pease. Latest score was used if assessment taken more than once in time period.

Figure 10: 2015-16 to 2016-17 One-Year Growth of *ISIP* Percentage at 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; Percentage Tier 1 for each category/year can be found in Appendix J; Non-ACE IR = Non-ACE Improvement Required campuses.

Figure 11: 2014-15 to 2016-17 Two-Year Growth of *ISIP* Percentage at Tier 1 for ACE, Non-ACE IR, and District

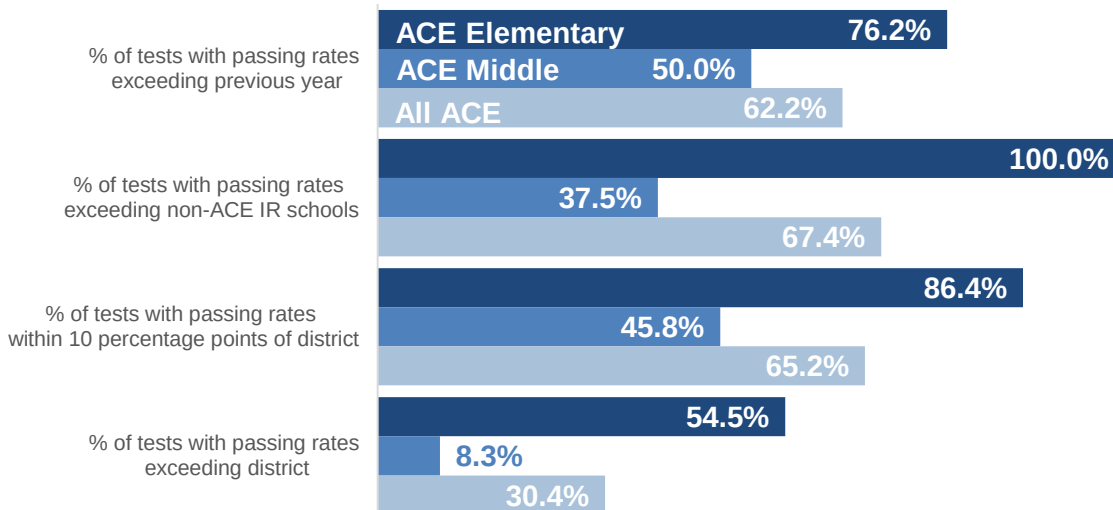


Source: District *ISIP* files dated June 17, 2016 (2014-15) and June 1, 2017 (2016-17) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15) and October 28, 2016 (2016-17).
Note: Growth is expressed in **percentage point** differences; Percentage Tier 1 for each category/year can be found in Appendix J; Non-ACE IR = Non-ACE Improvement Required campuses.

ACP₃₃

ACE ACP passing rates were grouped by subject area and compared to the previous year for each campus, ACE overall, the district, non-ACE IR campuses, and magnet students. These summaries are provided in Appendix K, and detailed ACP passing rates by test are included in Appendix L. Overall, as shown in Figure 12, 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 rates of 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. ACE overall passing rates did not exceed those for magnet students for any fall 2016 ACP subject area or exam.

Figure 12: Fall 2016 ACE Campus ACP Passing Rate Comparisons



Source: District ACP files dated January 31, 2017. District demographic files from PEIMS snapshot date of October 28, 2016.

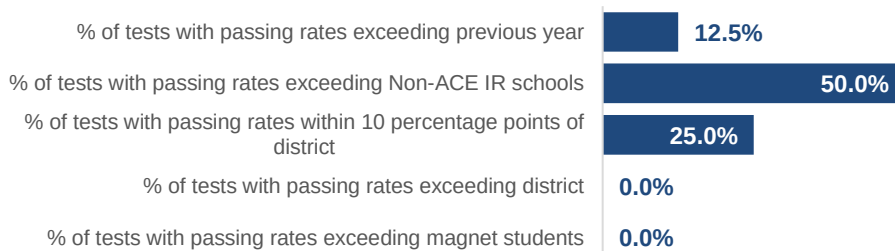
Note: ACP scores of 70 or higher were considered passing; ACE passing rates did not exceed rates for magnet students for any tests administered on ACE campuses. The number of ACP exams in 2016-17 decreased from previous school years. In fall 2016, elementary school ACP exams included only reading and mathematics exams in K to grade five, plus grade four language arts and grade five science exams. Rates provided are for students enrolled on the PEIMS snapshot date.

As shown in Figure 13, for spring 2017 ACP exams, 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 rates of 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

³³ The number of ACPs in 2016-17 decreased from previous school years. In fall 2016, elementary school ACP exams included only reading and mathematics exams in K to grade five, plus grade four language arts and grade five science exams. The district eliminated all spring 2017 elementary school ACP exams. Secondary school spring 2017 ACPs were eliminated if corresponding STAAR exams existed. For middle school students (the highest level of ACE students), this resulted in ACPs limited to science (except for grade eight) and social studies.

percent of *ACP* tests. ACE overall passing rates did not exceed those for the district or magnet students for any spring 2017 *ACP* subject area or exam. It is important to emphasize that these figures reflect passing rates comparisons for the small number of *ACP* exams administered to students in grades six to eight this spring. Therefore, these results should be considered with extreme caution, especially when comparing to last year's overall *ACP* results.

Figure 13: Spring 2017 ACE Campus ACP Passing Rate Comparisons



Source: District *ACP* data files dated June 27, 2017. District demographic files from PEIMS snapshot date of October 28, 2016.

Note: The number of *ACP* exams decreased in 2016-17 compared to previous years. No *ACP* exams were administered in spring 2017 to students in kindergarten to grade five. Middle school *ACP* exams were eliminated if corresponding *STAAR* exams were administered. For a list of *ACP* exams administered in fall 2016 and spring 2017, see Appendix L. Rates provided for students enrolled on PEIMS snapshot date.

STAAR

Overall, as shown in Table 9, 2017 passing (approaches grade level) rates exceeded 2016 for 16 of the 18 *STAAR* exams (88.9%) administered on ACE campuses. Passing rates for 9 of the 18 tests (50.0%) exceeded rates on non-ACE IR campuses, 12 out of 18 (66.7%) were within 10 percentage points of rates for the district, and 3 out of 18 (16.7%) exceeded the district. Favorable comparisons were slightly higher for elementary school-level exams than they were for middle school-level exams.

Table 9: 2017 ACE STAAR Test Passing Rate Comparisons

	Passing Rates								
	Tests	Exceed		Exceed		Within 10		Exceed	
		Previous Year		Non-ACE IR		Percentage		District	
		N	n	%	n	%	n	%	n
All Tests	18	16	88.9	9	50.0	12	66.7	3	16.7
All Mathematics Tests	7	7	100.0	4	57.1	6	85.7	2	28.6
All Reading Tests	6	5	83.3	3	50.0	3	50.0	0	0.0
All Writing Tests	2	2	100.0	1	50.0	1	50.0	0	0.0
All Science Tests	2	1	50.0	1	50.0	1	50.0	1	50.0
All Social Studies Tests	1	1	100.0	0	0.0	1	100.0	0	0.0
All Elementary Tests	8	8	100.0	8	100.0	8	100.0	2	25.0
All Middle Tests	10	8	80.0	1	10.0	4	40.0	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 (see Appendix A).

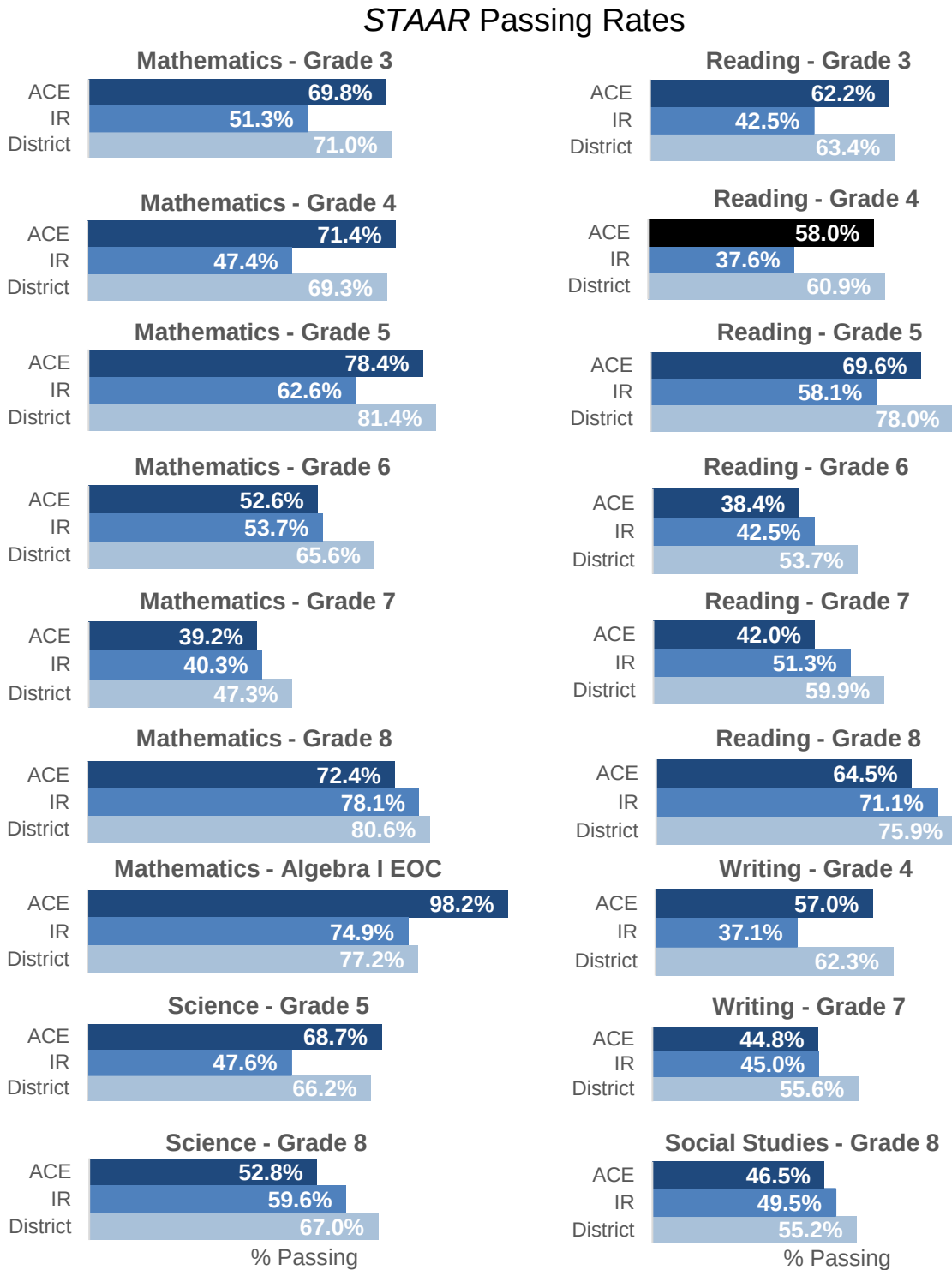
Figure 14 illustrates 2017 *STAAR* passing rates for ACE compared to non-ACE IR and district passing rates. Appendix M provides detailed one- and two-year passing rate differences by campus, and for ACE, non-ACE IR, and the district, using both the approaches grade level and meets grade level standard. Appendix N provides detailed one-year comparisons of 2016 to 2017 passing rate by student group (i.e., ethnicity, ELL, EcoDis, and SpecEd) for ACE, non-ACE IR campuses, and the district. Two-year passing rate comparisons (2015 to 2017) by these student groups are provided in Appendix O.

Figures 15 and 16 illustrate one-year and two-year comparisons of ACE *STAAR* passing rates by subject and grade. As shown in Figure 15, one-year positive trends ranged from 0.2 percentage points (Algebra I *EOC*) to 17.0 percentage points (grade eight mathematics), with four one-year passing rate positive trends from 2016 to 2017 exceeding 10 percentage points, including grade four mathematics (+14.3 percentage points), grade six mathematics (+16.4 percentage points), grade eight mathematics (+17.0 percentage points), and grade five reading (+12.0 percentage points). Small downward trends were found in grade eight science (-6.2 percentage points) and grade seven reading (-0.4 percentage points).

As shown in Figure 16, positive trends over the past two years were stronger than over one year, with all exams but grade six reading (-3.9 percentage points) trending upward. Two-year passing rate positive trends ranged from 5.0 percentage points (grade eight reading) to 40.3 percentage points (grade five mathematics). Passing rates for three exams trended upward more than 35 percentage points over two years (grade five mathematics: +40.3 percentage points, grade four mathematics: +35.6 percentage points, and grade five science: +35.2 percentage points). Given that the year-specific passing standard was raised in 2016 compared to 2015, the positive trends shown may be conservative quantifications of two-year improvements.

In sum, ACE campuses overall achieved the 2016-17 *STAAR* objective of passing rates within 10 percent of district passing rates on 66.7 percent of exams, and experienced positive passing rate trends for most exams over the previous two years. These results are evidence of improved instructional excellence on ACE campuses. Comparisons to previous years must be interpreted with caution, however, because of the variant nature of *STAAR* exams and cutoff standards over the past two years.

Figure 14: 2017 STAAR Passing Rates for ACE, Non-ACE IR, and District Overall

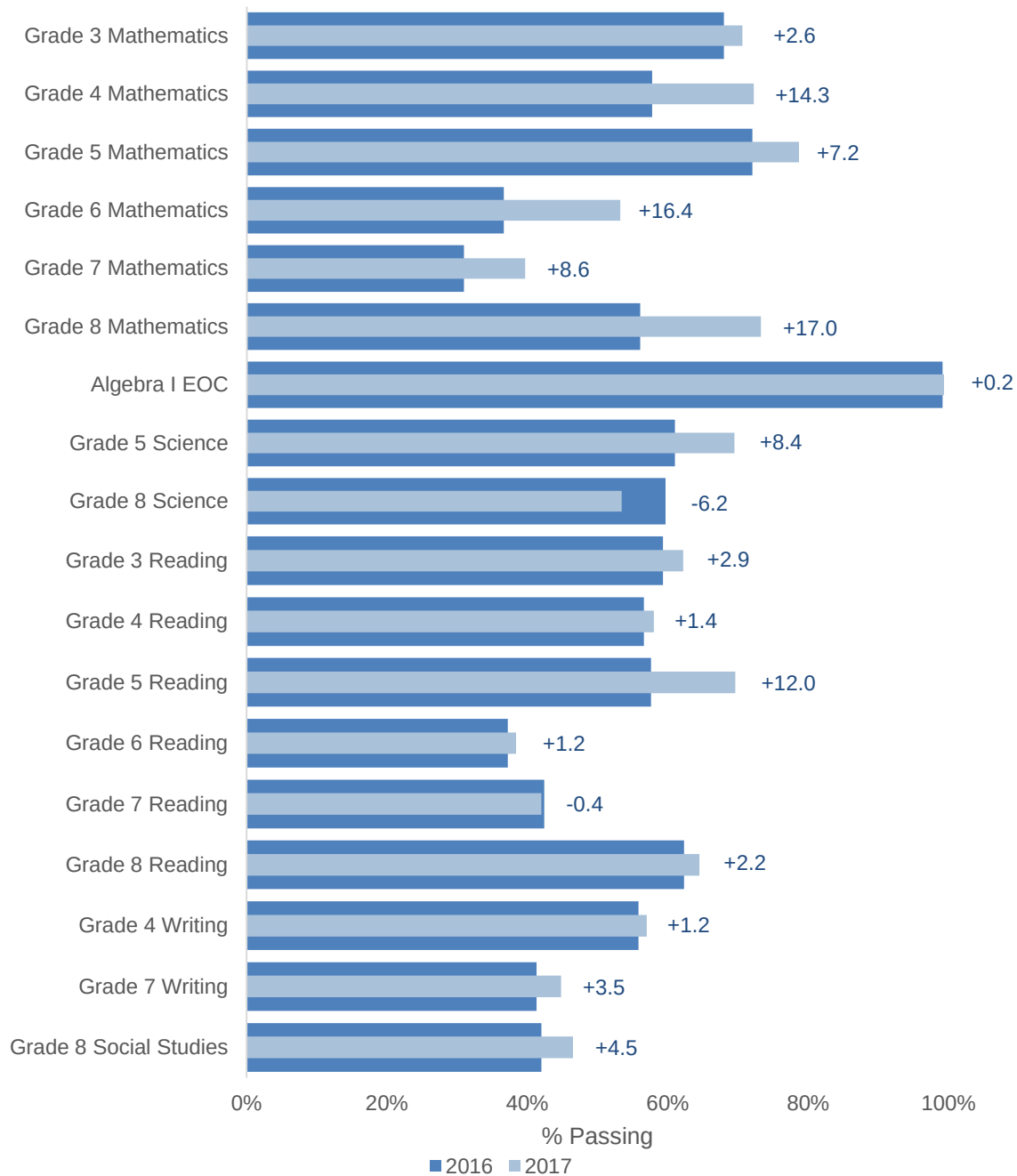


Source: District STAAR files dated June 15, 2017 (grades three to eight), and June 22, 2017 (Algebra I EOC).

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 date, October 28, 2016. IR = Improvement Required campuses not included in the ACE program (see Appendix A).

Figure 15: 2016 to 2017 ACE STAAR Passing Rate One-Year Percentage Point Change by Subject and Grade

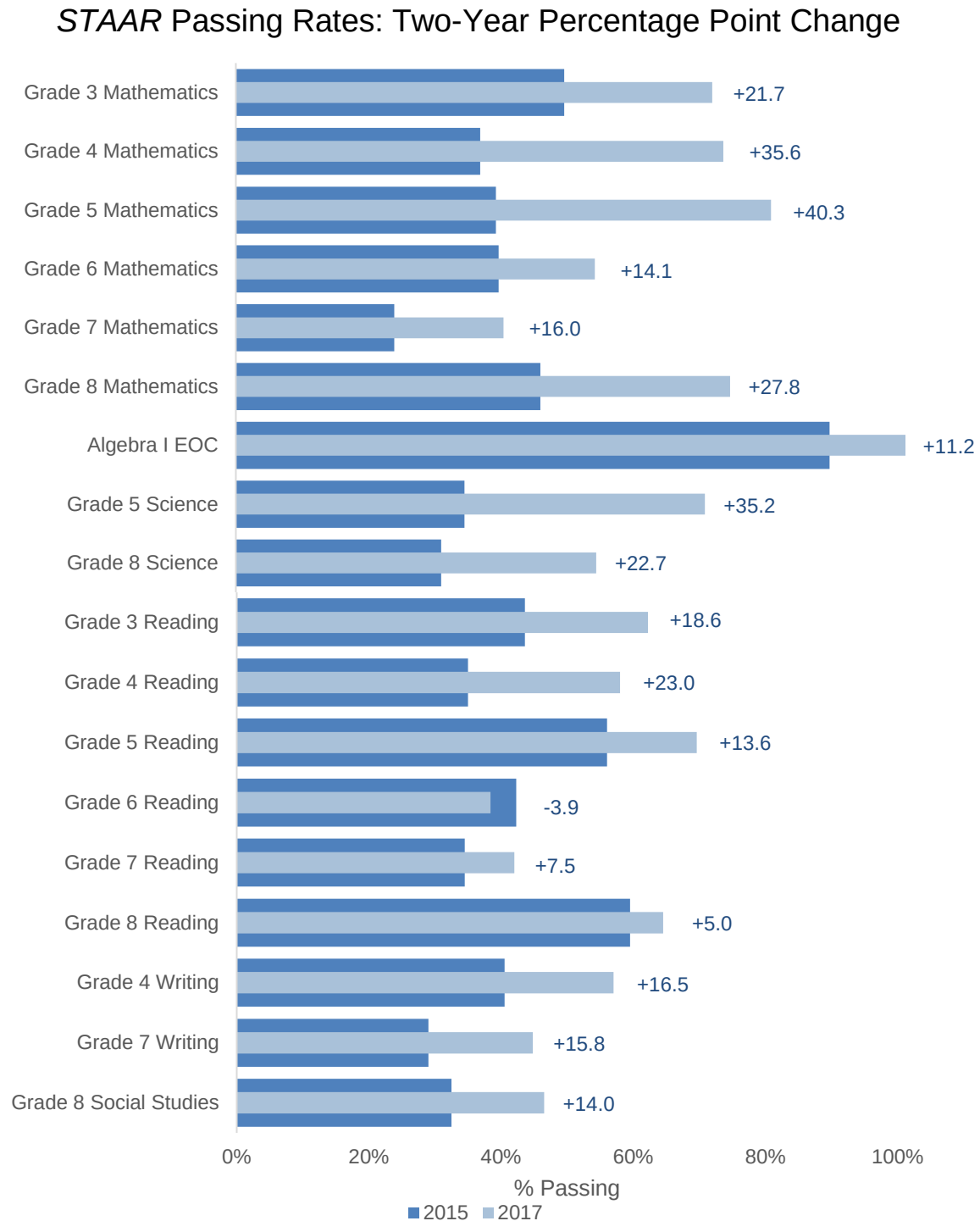
STAAR Passing Rates: One-Year Percentage Point Change



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. Changes expressed in percentage point differences. Because of the variant nature of STAAR exams and cutoff standards over the past two-years, readers should use caution when interpreting year-to-year changes. IR = Improvement Required campuses not included in the ACE program (see Appendix A).

Figure 16: 2015 to 2017 ACE STAAR Passing Rate Two-Year Percentage Point Change by Subject and Grade



Source: District STAAR files dated September 1, 2015 (2015 grades three to eight), August 11, 2015 (2015 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. Changes expressed in percentage point differences. Because of the variant nature of STAAR exams and cutoff standards over the past two-years, readers should use caution when interpreting year-to-year changes. IR = Improvement Required campuses not included in the ACE program (see Appendix A).

What were the outcomes of the extended learning component?

ACE program leadership designated course grades (percentage of students with at least one failing grade) as the metric to evaluate the extended learning component of the ACE 5. The ACE objective for course grades was fewer than 10 percent (elementary schools) or 15 percent (middle schools) of students with one or more failing grades.

Methodology

To determine rates of final course failures, the evaluator joined district course files dated June 20, 2017 with district demographic data from October 28, 2016 (PEIMS snapshot date) and flagged grades that were below the failing threshold (< 70 for grades two to eight).³⁴ The evaluator grouped grade levels into two categories for analyses: 1) grades two to five and 2) grades six to eight. The number of failing grades per student was calculated, and students with one or more failing course grades were flagged. Then, the evaluator used descriptive and crosstab analyses to determine the number and percentage of failing final grades by course and grade level and the number and percentage of students with one or more failing grades for each ACE campus by grade level, along with summaries for ACE, non-ACE IR, and the district.

Results

Grades

The rates of students with one or more failing course grades for 2016-17 by grade level and ACE campus are shown in Tables 10 (grades two to five) and 11 (grades six to eight). Detailed breakdowns of failure rates by course and grade level are provided in Appendix P. The campus-level rates of students with one or more failing grades ranged from 4.2 percent (Blanton) to 15.6 percent (Pease) for grades two to five, and from 16.2 percent (Dade) to 49.6 percent (Zumwalt) for grades six to eight. All grade levels at Blanton and various other grades (grade two at U. Lee, Mills, and Pease; grade three at Mills; and grade four at Pease) achieved course failure rates under 10 percent, thus meeting the elementary school final course failure objective for 2016-17. In addition, Dade grade six met the ACE objective of fewer than 15 percent of students with one or more failing final course grades. Overall, ACE elementary and middle school campuses did not meet the extended learning objective for 2016-17.

³⁴ Final grades were not assigned for EC to grade one. Results were presented for grades two to eight only.

Table 10: 2016-17 ACE Students with Final Course Failures: Elementary School (Grades Two to Five) by Campus and Grade

Grade Level	Students	Students with Grades <70	
	n	n	%
Blanton			
Grade 2	94	4	4.3
Grade 3	89	5	5.6
Grade 4	95	4	4.2
Grade 5	102	3	2.9
All Grades 2-5	380	16	4.2
Umphrey Lee			
Grade 2	93	6	6.5
Grade 3	83	17	20.5
Grade 4	96	13	13.5
Grade 5	86	15	17.4
All Grades 2-5	358	51	14.2
Mills			
Grade 2	51	3	5.9
Grade 3	48	4	8.3
Grade 4	61	18	29.5
Grade 5	50	6	12.0
All Grades 2-5	210	31	14.8
Pease			
Grade 2	57	3	5.3
Grade 3	65	17	26.2
Grade 4	60	3	5.0
Grade 5	61	15	24.6
All Grades 2-5	243	38	15.6
Summary			
ACE Grades 2-5	1,191	136	11.4
Non-ACE IR Grades 2-5	2,828	624	22.1
District Grades 2-5*	48,722	5,685	11.7
All District Grades 2-8	78,414	14,362	18.3

Source: District course files as of June 20, 2017 for those enrolled as of October 28, 2016 (PEIMS snapshot date).

Note: Counts are from those with available final grades as of data file creation date. * = Includes data from 60 sixth graders enrolled in district elementary schools. Inclusion resulted in negligible summary rate differences for these categories. Students with at least one failing final course grade were included in 'has failing grade' counts. Non-ACE IR = Improvement Required Schools that are not ACE (See Appendix A). Students in grades prior to grade one do not receive final course grades. Fewer than 10 percent failing are **in blue bold**.

Table 11: 2016-17 ACE Students with Final Course Failures: Middle School (Grades Six to Eight) by Campus and Grade

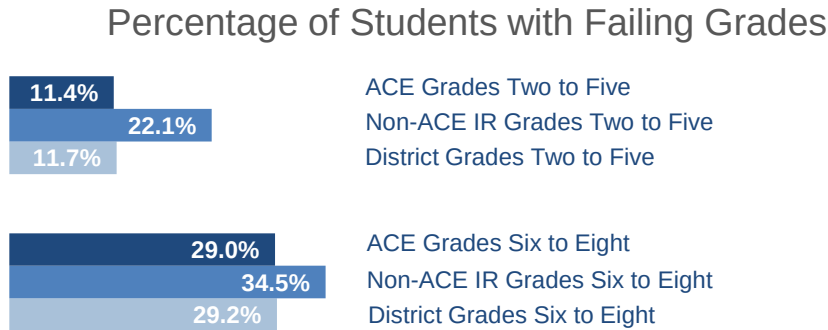
Grade Level	Students	Students with Grades < 70	
	n	n	%
Dade			
Grade 6	300	26	8.7
Grade 7	260	44	16.9
Grade 8	271	65	24.0
All Grades 6-8	831	135	16.2
Edison			
Grade 6	163	71	43.6
Grade 7	151	36	23.8
Grade 8	157	54	34.4
All Grades 6-8	471	161	34.2
Zumwalt			
Grade 6	137	82	59.9
Grade 7	136	74	54.4
Grade 8	124	41	33.1
All Grades 6-8	397	197	49.6
Summary			
ACE Grades 6-8	1,699	493	29.0
Non-ACE IR Grades 6-8	6,487	2,238	34.5
District Grades 6-8*	29,692	8,677	29.2
All Secondary*	65,992	20,055	30.4
All District 2-8	78,414	14,362	18.3

Source: District course files as of June 20, 2017 for those enrolled as of October 28, 2016 (PEIMS snapshot date).

Note: Counts are from those with available final grades as of data file creation date. * = Does not include data from 60 sixth graders enrolled in district elementary schools. Lack of inclusion resulted in negligible summary rate differences for these categories. Students with at least one failing final course grade were included in 'has failing grade' counts. Non-ACE IR = Improvement Required Schools that are not ACE (See Appendix A). Students in grades prior to grade one do not receive final course grades. Fewer than 15 percent failing are in **blue bold**.

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. As shown in Figure 17, ACE students in grades two to five earned one or more failing final course grades at lower rates (11.4%) than both the district (11.7%) and non-ACE IR campuses (22.1%). The percentage of ACE students in grades six to eight with one or more failing grades (29.0%) was lower than the rate for non-ACE IR campuses (34.5%) and the district (29.2%).

Figure 17: 2016-17 Percentage of Students with Final Failing Grades by Grade Level for ACE, Non-ACE IR, and District



Source: District course files as of June 20, 2017 for students with available grades enrolled on the PEIMS snapshot date of October 28, 2016.

Note: Grades for all courses are included. Sixth grade students in elementary school are included in elementary school district figures. Students with one or more failing course grades were included in the 'has failing grade' counts. Non-ACE IR = Improvement Required campuses that were not ACE (see Appendix A).

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

ACE program leadership designated the number of level I, II, and III disciplinary referrals as the metric to evaluate the social-emotional support component of the ACE 5. The ACE objective was to maintain the number of offenses at or below the district average number of offenses by campus. For more in-depth review, the evaluator also compared total referrals to each previous six-week period and calculated one-year and two-year changes in total referrals.

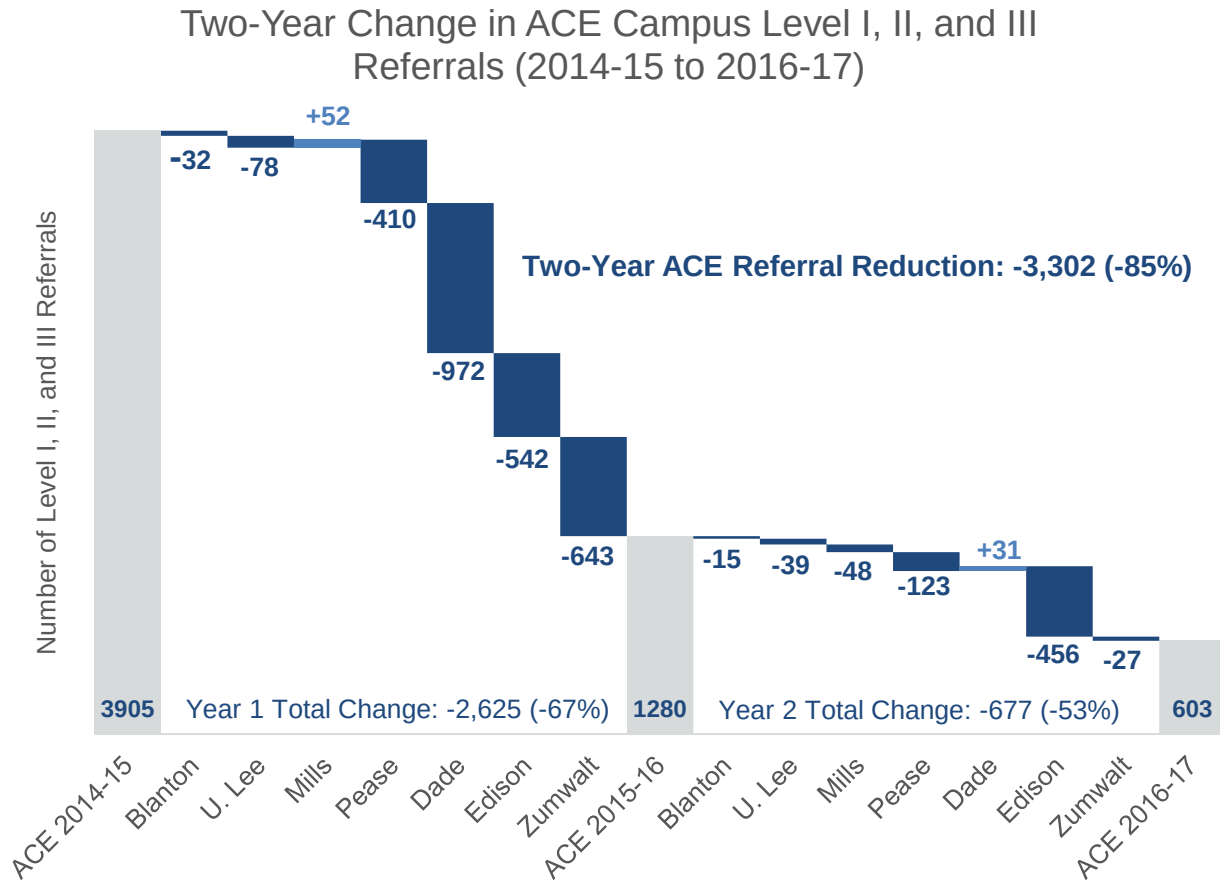
Methodology

The evaluator obtained disciplinary data from district data files dated July 10, 2017 and aggregated level I, II, and III disciplinary offenses by campus, by ACE overall, and for the district elementary and middle schools. The evaluator pulled the same numbers from the 2015-16 evaluation (Palladino, 2016) for 2014-15 and 2015-16 to calculate changes in number of referrals over the past two years.

Results

The number of level I, II, and III offenses for each six-week period, semester, and for the year by campus and for ACE overall are shown in Appendix Q. Comparisons to the same six-week period in the previous school year (2015-16) and to each previous six-week period in the current year (2016-17) are also provided. For the 2016-17 academic year, all elementary schools and two middle schools (Edison and Zumwalt) reported fewer disciplinary referrals than in the previous year. Three elementary schools (Blanton, U. Lee, Mills) 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 by 677 referrals (53%) from 2015-16. As illustrated in Figure 18, ACE campuses reduced level I, II, and III disciplinary offenses by 3,302 referrals (85%) over the past two years.

Figure 18: 2014-15 to 2016-17 ACE Changes in Level I, II, and III Discipline Referrals



Source: Office of Student Discipline files dated August 5, 2015 (2014-15), July 13, 2016 (2015-16), and July 10, 2017 (2016-17).

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

ACE program leadership designated attendance rate as the metric to evaluate the parent and community partnership component of the ACE 5. The goal for ACE campuses was to maintain an attendance rate of at least 96 percent for each six-week period.

Methodology

The evaluator joined district attendance files for 2016-17 dated June 20, 2017 with demographic files from October 28, 2016 (PEIMS snapshot date). Attendance rates were calculated by aggregating days in attendance and days enrolled for the desired group (campus, ACE overall, non-ACE IR campuses, magnet students, districtwide) and then dividing aggregated days in attendance by aggregated days enrolled.

Results

Attendance

Table 12 shows attendance rates for each six-week period by ACE campus, and for ACE overall, non-ACE IR campuses, magnet students, and the district. Two elementary schools (Blanton, U. Lee) attained attendance rates of at least 96 percent for the 2016-17 academic year, thus meeting the ACE objective for attendance. No middle school campuses met the ACE attendance objective. 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 or magnet students.

Table 12: 2016-17 ACE Attendance Rates by Campus

Campus	2016-17 Attendance Rate (%)											
	SW1		SW2		SW3		SW4		SW5		SW6	
	%	LY Δ	%	LY Δ	%	LY Δ	%	LY Δ	%	LY Δ	%	LY Δ
Blanton	97.6	0.4	97.3	0.7	97.0	0.5	96.5	0.2	96.7	0.5	96.7	0.5
U. Lee	96.6	-0.6	96.0	-0.7	95.6	-0.6	95.5	1.3	95.6	-0.3	96.7	0.9
Mills	96.4	-0.8	96.1	-0.5	95.8	-0.7	95.4	-0.7	95.3	-0.6	95.1	-0.7
Pease	94.9	-1.7	94.4	-1.0	93.9	-0.7	93.9	-2.4	93.9	-0.1	93.5	-0.5
Dade	95.4	0.6	95.9	1.1	96.3	0.3	95.9	0.3	95.7	-0.2	95.6	0.1
Edison	94.4	-0.9	94.3	-0.5	94.5	0.2	94.1	0.1	94.0	0.3	93.7	0.2
Zumwalt	94.8	1.1	93.3	0.9	92.3	0.6	91.7	0.7	91.1	0.3	90.9	0.3
ACE	95.8	-0.1	95.5	0.1	95.3	0.1	94.9	0.0	94.8	0.0	94.8	0.1
Non-ACE IR	96.1	-0.2	95.6	-0.3	95.4	-0.2	95.0	-0.5	94.9	-0.4	94.8	-0.4
Magnet	97.9	-0.3	97.7	-0.3	97.6	-0.3	97.3	-0.5	97.1	-0.5	97.1	-0.5
District	96.8	0.1	96.3	0.1	96.1	0.1	95.7	0.0	95.6	0.1	95.6	0.3

Source: District attendance files dated June 29, 2016 (2015-16) and June 20, 2017 (2016-2017) for students enrolled on the PEIMS snapshot date of October 30, 2015 (2015-16) and October 28, 2016 (2016-17).

Note: Attendance rates meeting or exceeding goal of 96 percent are in **blue bold**. Non-ACE IR attendance was calculated on the campus level (see Appendix A). Magnet attendance was calculated on the student level and does not necessarily include all students enrolled on a campus. SW# = Six-week period #. LY Δ = Change in percentage points from 2015-16 school year.

What were the 2017 accountability ratings for ACE schools?

Seven campuses were selected to comprise the ACE program in 2015-16 because of their Improvement Required state accountability ratings, and continued for a second year in 2016-17. The ACE program's ultimate goal was to improve the status of all ACE campuses to Met Standard. Details regarding the establishment and calculation of TEA accountability targets and indices are complex and beyond the scope of this document.³⁵ Below is a brief description of the TEA performance targets for each of four indices:

Index 1: Student Achievement
Index 2: Student Progress

Index 3: Closing Performance Gaps
Index 4: Postsecondary Readiness

³⁵ For more information about TEA accountability ratings, see <http://tea.texas.gov/2016accountabilitymanual.aspx>

In order to obtain a Met Standard rating, campuses must meet or exceed the target for index 1 OR 2, AND index 3 AND index 4, provided data are available for evaluation.³⁶ Table 13 shows 2017 accountability scores on each of the four indices for ACE campuses, including whether or not each campus met each target. In the previous year (2015-16), six of the seven ACE campuses achieved a Met Standard rating for after a year of participation in the ACE program. In 2017, six of the seven campuses once again earned a Met Standard rating. One campus (Edison) remained an Improvement Required campus after two years of ACE participation. These findings are the strongest indicator of sustained academic improvement resulting from the ACE program.

Table 13: 2017 ACE Accountability Results

	Index 1			Index 2			Met Index 1 or 2?	Index 3			Index 4 (STAAR)			2017 Rating
	Index	Target	Met?	Index	Target	Met?		Index	Target	Met?	Index	Target	Met?	
Blanton	81	60	Y	59	32	Y	Y	53	28	Y	45	12	Y	Met
U. Lee	65	60	Y	56	32	Y	Y	34	28	Y	31	12	Y	Met
Mills	63	60	Y	58	32	Y	Y	38	28	Y	31	12	Y	Met
Pease	58	60	N	46	32	Y	Y	32	28	Y	22	12	Y	Met
Dade	53	60	N	32	30	Y	Y	30	26	Y	18	13	Y	Met
Edison	51	60	N	39	30	Y	Y	23	26	N	15	13	Y	IR
Zumwalt	55	60	N	34	30	Y	Y	29	26	Y	17	13	Y	Met

Source: District files dated August 7, 2017. Y = Yes. N = No.

³⁶ For example, the ACE program is comprised of only elementary and middle schools. Therefore, index 4 takes into consideration only STAAR-related postsecondary readiness, but not graduation rates, diploma plans, and other postsecondary measures that are also considered for index 4 calculations on the high school level.

SUMMARY AND RECOMMENDATIONS

Summary

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, Roger Q. Mills, Elisha M. Pease, Umphrey Lee, Billy Earl Dade, Thomas A. Edison, Sarah Zumwalt). The ACE program aimed to improve student achievement on these campuses through five primary components (ACE 5), including 1) effective principals and teachers, 2) instructional excellence, 3) extended learning, 4) social-emotional support, and 5) parent and community partnership. This evaluation covered progress toward outcomes related to these components in 2016-17, the second year of the program.

ACE Implementation

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 ranging from \$8,000 to \$15,000, depending on role, and, in the case of the teachers, TEI effectiveness rating.

Although the ACE program was primarily about placing the most effective leaders and teachers on campuses, several additional elements were common for all, such as common assessment and tracking tools, common professional development, and regular team walks and coaching sessions with program leadership. All ACE campuses also had an extra hour embedded into the master schedule, and remained open a few days a week for extra student help and extracurricular activities. ACE program leadership strove to maintain strong program communication among campuses through newsletters, meetings, and celebrations. The ACE program generally maintained consistent implementation from year one.

ACE Student, Teacher, and Principal Characteristics

About half of the 3,948 ACE students were 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.

ACE Stakeholder Perceptions

Principals

ACE principals generally expressed satisfaction with respect to year two of the ACE program. Principals attributed their successes this year to innovations that improved student movement and behavior, campus-parent communication, soft skills, and healthy intra-campus competition. Challenges principals faced included attendance issues, concern for minimizing disciplinary offenses, achievement gap reduction at all grade levels, behavioral disruptions, and high student mobility rates. Principals expressed satisfaction with the teacher training and implementation of behavioral support efforts in 2016-17, and were proud of efforts to increase parent and community involvement. They also felt more coaching/mentoring and higher availability of instructional technology could improve success in ACE classrooms. Finally, principals offered advice for retaining and recruiting ACE teachers, as well as for the new batch of ACE campuses starting in 2017-18. Principals were confident in the direction and support from program leadership.

Teachers

ACE teacher perceptions were mostly positive. High percentages of teachers reported that highly qualified teachers, rigor of instruction, and high expectations were implemented effectively on their campuses, but were less enthusiastic about the consistency of policies, systems, and structures; social-emotional learning; and teaching soft skills and etiquette. Teachers indicated that smaller class sizes and improved behavioral management support were the most important changes that could improve success in ACE classrooms. They were highly satisfied with the technology and resources available to them. Although the majority of teachers were satisfied with the behavioral management professional development that they received, perceptions were mixed 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. Finally, teachers offered advice for retaining and recruiting ACE teachers, as well as for leaders and teachers at the new batch of ACE campuses starting in 2017 18.

Students

ACE student perceptions generally improved over the past two years. On the district Student Experience survey, three ACE elementary schools and ACE elementary schools overall exceeded the district favorable rate of 84 percent for elementary schools. Two ACE middle schools and ACE middle schools overall exceeded the favorable rate for district secondary schools. One elementary school and all middle schools met or exceeded their overall favorable student ratings for 2015-16, and all ACE campuses achieved two-year improvements in overall favorable student responses from 2014-15.

Parents

ACE Parent perceptions, as measured by the PEI Parent/Guardian Survey generally improved. ACE elementary school campuses experienced higher positive parent response rates than ACE middle

school campuses, with three ACE elementary school campuses exceeding the district positive response rate. Four of the seven ACE campuses showed one year improvements in positive parent responses, and six campuses attained two-year improvements from 2015-16.

Effective Principals and Teachers

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. Although no ACE campuses attained 90 percent teacher retention from fall 2015 to fall 2016, one campus came close to meeting this objective with an 85.4 percent retention rate.

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.

In fall 2016, two elementary school campuses and one middle school campus 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). One elementary and one middle school met or exceeded this objective for section 2.4 (instructional rigor). In spring 2017, two elementary school campuses and two middle school campuses met or exceeded the spring objective of 75 percent of teachers with at least a proficient spot observation average for clear instruction, and one middle school campus met or exceeded this objective for instructional rigor. Overall, ACE did not meet the fall or spring objectives for proficient spot observations.

In both fall 2016 and spring 2017, three of the seven ACE campuses (Blanton, Lee, and Dade) achieved scores in the fourth or fifth quintiles on the Culture of Feedback and Support section of the climate survey.

Instructional Excellence

ISIP

ACE campuses achieved sustained accelerated achievement in reading on grade level (Tier 1) for kindergarten to grade two overall, in spite of lesser one-year gains (and a couple of small losses). For combined English and Spanish, overall 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, and these rates for all grades exceeded the district and non ACE IR campuses at year end.

Changes in ACE *ISIP* Tier 1 attainment rates on the combined English and Spanish, English, and Spanish versions over one year were stronger than for non-ACE IR campuses and for the district, especially for grade two. The relatively small gains experienced by ACE from 2015-16 add to the extensive growth in Tier 1 attainment over the first year of the program. Percentage point growth in Tier 1 attainment from 2014-15 EOY to 2016-17 EOY 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 in spite of lesser gains (and a couple of small losses) in 2016-17, the second year of the program.

ACP

Overall, passing rates for 62.2 percent of *ACP* 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 on 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. ACE overall passing rates did not exceed those for magnet students for any fall 2016 *ACP* subject area or exam.

For spring 2017 *ACP* exams, 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 or magnet students for any spring 2017 *ACP* subject area or exam. These figures reflect passing rate comparisons for the reduced number of *ACP* exams administered to students in grades six to eight this spring, and results should be considered with extreme caution, especially when comparing to last year's overall *ACP* results.

STAAR

Overall, passing rates trended upward for 16 of the 18 (88.9%) 2017 *STAAR* exams administered on ACE campuses when compared to 2016. Passing rates for 9 of the 18 tests (50.0%) exceeded passing rates on non-ACE IR campuses, 12 out of 18 (66.7%) were within 10 percentage points of rates for the district (meeting the 2017 ACE objective), and 3 out of 18 (16.7%) exceeded the district. Favorable comparisons were slightly higher for elementary school level exams than they were for middle school level exams.

One-year positive 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 from 2016. Positive trends over the past two years were stronger than for over one year, 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* exams and cutoff standards over the past two years, readers should use caution when interpreting the reported year-to-year comparisons.

Extended Learning

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 was lower than the rate for non-ACE IR campuses and the district.

Social-Emotional Support

For the second year, ACE campuses reduced total offenses. Three of the four ACE 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.

Parent and Community Partnership

Meeting attendance rate objectives was a struggle for ACE campuses in 2016-17. Two elementary schools maintained attendance rates of at least 96 percent, but no middle school campuses met this goal. Overall, ACE attendance rates for the current year were comparable to those at non-ACE IR campuses, and did not meet or exceed rates of magnet students or for the district.

Overall

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. ACE campuses with higher rates of teachers with Proficient I or higher TEI ratings generally experienced more overall improvement in achievement. Expanding the pool of available effective teachers and retaining those who are already highly rated will be critical as the program evolves.
- **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. Stability has been an important factor for supporting order and for improving community trust. It is unknown how long such intensive instruction is necessary to change long-term campus culture. 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. This practice also will assist program leadership to ensure proper attention is available for each ACE campus as program size expands.

- **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. In addition, favorable response rates on the Student Experience Survey improved and were stronger than the district for most ACE campuses, indicating improved student perceptions of the academic environment. The extent to which positive improvements in behavioral management translated to academic achievement should be considered seriously in future program decisions regarding campus systems and structures.
- **Continue efforts to strengthen parent involvement.** Although principals indicated that parent engagement was strong on their campuses in year two of the ACE program, half of surveyed teachers did not agree. Low attendance rates also 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. Efforts should continue to increase interest, pride, and involvement from parents of ACE campuses.
- **Prepare to evaluate long-term outcomes.** It will be important to evaluate long-term success as students move from ACE elementary school and middle school campuses into higher grades at other campuses. Dosage of years enrolled on ACE campuses and comparisons to similar students who were not enrolled on ACE campuses should be examined for long-term achievement outcomes like assessments, graduation rates, college and career readiness, college enrollment, and other factors to determine the lasting benefit of ACE participation. 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. Throughout the course of the past two years, certain data provided more actionable insight than others. The evaluator and ACE leadership should carefully review and modify objectives for evaluating the program in the upcoming year to ensure data provided are the most useful for the evolving needs of the program.

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APPENDICES

Appendix A

2016-17 Non-ACE Improvement Required (non-ACE IR) Campuses

The following campuses were included in comparison groups for some analyses:

Thomas Jefferson High School
James Madison High School
T. W. Browne Middle School
Edward H. Cary Middle School
Oliver Wendell Holmes Middle School
Thomas C. Marsh Middle School
Thomas J. Rusk Middle School
L. V. Stockard Middle School
Boude Storey Middle School
Harold Wendell Lang Sr. Middle School
C. F. Carr Elementary School
George W. Carver Learning Center
Paul L. Dunbar Learning Center
J. N. Ervin Elementary School
J. W. Ray Learning Center
Edward Titche Elementary School
George W. Truett Elementary School
Daniel Webster Elementary School
Onesimo Hernandez Elementary School
Kennedy-Curry Middle School
Barbara M. Manns Education Center

Note: Thomas A. Edison Middle Learning Center was not included in this comparison group because it was an ACE campus. Unless otherwise specified, all listed campuses were used for comparison groups. When appropriate, subsets of these campuses were used. For example, Non-ACE IR comparison groups may be restricted to only the elementary or middle school campuses listed when results were grouped by grade level.

Appendix B

Appendix B Table 1: 2016-17 ACE Teacher Demographics – Elementary School

	District				ACE											
	All (N = 10,181)		Elementary (N = 5,529)		All (N = 264)		Elementary (N = 138)		Blanton (N = 40)		U. Lee (N = 40)		Mills (N = 28)		Pease (N = 30)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender																
Female	7,184	70.6	4,413	79.8	188	71.2	105	76.1	30	75.0	32	80.0	16	57.1	27	90.0
Male	2,997	29.4	1,116	20.2	76	28.8	33	23.9	10	25.0	8	20.0	12	42.9	3	10.0
Ethnicity																
African American	3,603	35.4	1,531	27.7	172	65.2	73	52.9	8	20.0	26	65.0	13	46.4	26	86.7
Hispanic	3,013	29.6	2,313	41.8	44	16.7	40	29.0	19	47.5	8	20.0	11	39.3	2	6.7
White	3,147	30.9	1,507	27.3	40	15.2	21	15.2	11	27.5	5	12.5	3	10.7	2	6.7
Asian	324	3.2	125	2.3	6	2.3	2	1.4	0	0.0	1	2.5	1	3.6	0	0.0
Other	94	0.9	53	1.0	2	0.8	2	1.4	2	5.0	0	0.0	0	0.0	0	0.0
Highest Degree Earned																
Associate's	47	0.5	21	0.4	0	0.0	0	0.0	0	0.0	0	0	0	0.0	0	0.0
Bachelor's	6,763	66.4	3,789	68.5	158	59.8	74	53.6	25	62.5	25	62.5	12	42.9	12	40.0
Master's	2,564	25.2	1,293	23.4	81	30.7	48	34.8	10	25.0	10	25	15	53.6	13	43.3
Doctorate	107	1.1	45	0.8	1	0.4	0	0.0	0	0.0	0	0	0	0.0	0	0.0
Other/Missing Data	700	6.9	381	6.9	24	9.1	16	11.6	5	12.5	5	12.5	1	3.6	5	16.7
Years in District																
<1	1,672	16.4	812	14.7	45	17	16	11.6	4	10.0	5	12.5	3	10.7	4	13.3
1-5	4,200	41.3	2,311	41.8	98	37.1	45	32.6	20	50.0	11	27.5	8	28.6	6	20.0
6-10	1,553	15.3	865	15.6	50	18.9	31	22.5	9	22.5	8	20.0	5	17.9	9	30.0
11-15	1,255	12.3	714	12.9	33	12.5	26	18.8	6	15.0	8	20.0	7	25.0	5	16.7
16-20	756	7.4	424	7.7	23	8.7	12	8.7	1	2.5	5	12.5	3	10.7	3	10.0
21+	745	7.3	403	7.3	15	5.7	8	5.8	0	0.0	3	7.5	2	7.1	3	10.0
Average Years	7.1	-	7.3	-	7.1	-	8.3	-	5.6	-	9.1	-	10	-	9.2	-

Source: District personnel file dated November 28, 2016.

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

Appendix B Table 2: 2016-17 ACE Teacher Demographics – Middle School

	District				ACE									
	All (N = 10,181)		Middle (N = 1,992)		All (N = 264)		Middle (N = 126)		Dade (N = 60)		Edison (N = 35)		Zumwalt (N = 31)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	7,184	70.6	1,290	64.8	188	71.2	83	65.9	33	55.0	26	74.3	24	77.4
Male	2,997	29.4	702	35.2	76	28.8	43	34.1	27	45.0	9	25.7	7	22.6
Ethnicity														
African American	3,603	35.4	1,015	51.0	172	65.2	99	78.6	51	85.0	18	51.4	30	96.8
Hispanic	3,013	29.6	274	13.8	44	16.7	4	3.2	1	1.7	3	8.6	0	0.0
White	3,147	30.9	617	31.0	40	15.2	19	15.1	7	11.7	11	31.4	1	3.2
Asian	324	3.2	72	3.6	6	2.3	4	3.2	1	1.7	3	8.6	0	0.0
Other	94	0.9	14	0.7	2	0.8	0	0	0	0.0	0	0.0	0	0.0
Highest Degree Earned														
Associate's	47	0.5	10	0.5	0	0.0	0	0.0	0	0.0	0	0	0	0.0
Bachelor's	6,763	66.4	1,332	66.9	158	59.8	84	66.7	44	73.3	22	62.9	18	58.1
Master's	2,564	25.2	510	25.6	81	30.7	33	26.2	10	16.7	11	31.4	12	38.7
Doctorate	107	1.1	13	0.7	1	0.4	1	0.8	0	0.0	1	2.9	0	0.0
Other/Missing Data	700	6.9	127	6.4	24	9.1	8	6.3	6	10.0	1	2.9	1	3.2
Years in District														
<1	1,672	16.4	404	20.3	45	17	29	23.0	16	26.7	10	28.6	3	9.7
1-5	4,200	41.3	837	42	98	37.1	53	42.1	25	41.7	17	48.6	11	35.5
6-10	1,553	15.3	286	14.4	50	18.9	19	15.1	9	15.0	3	8.6	7	22.6
11-15	1,255	12.3	231	11.6	33	12.5	7	5.6	3	5.0	1	2.9	3	9.7
16-20	756	7.4	125	6.3	23	8.7	11	8.7	4	6.7	3	8.6	4	12.9
21+	745	7.3	109	5.5	15	5.7	7	5.6	3	5.0	1	2.9	3	9.7
Average Years	7.1	-	6.2	-	7.1	-	5.7	-	5.3	-	4.2	-	8.3	-

Source: District personnel file dated November 28, 2016.

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

Appendix C

Appendix C Table 1: ACE Principal Survey Details - Demographics

	n	%
Which of the following statements best describes your employment situation last year?		
I was the principal at my current ACE campus last year.	5	71.4
I was the principal at a different ACE campus last year.	0	0.0
I was the principal at a non-ACE campus last year.	1	14.3
I was a principal outside of Dallas ISD last year.	0	0.0
I was in a role other than principal at an ACE campus last year.	1	14.3
I was in a role other than principal at a non-ACE campus last year.	0	0.0
I was in a role other than principal outside of Dallas ISD last year.	0	0.0
How many years have you been a principal?		
This is my first year as a principal.	1	14.3
1 to 3 years	0	0.0
4 to 6 years	4	57.1
7 to 9 years	1	14.3
10 years or more	1	14.3
How many years have you been a principal in Dallas ISD?		
This is my first year as a principal in Dallas ISD.	1	14.3
1 to 3 years	0	0.0
4 to 6 years	4	57.1
7 to 9 years	1	14.3
10 or more years	1	14.3
How many years were you a teacher?		
I was never a teacher.	0	0.0
1 to 3 years	1	14.3
4 to 6 years	5	71.4
7 to 9 years	0	0.0
10 or more years	1	14.3
How many years were you in a leadership role in education before becoming a principal?		
I was never in a leadership role in education before becoming a principal.	0	0.0
1 to 3 years	3	42.9
4 to 6 years	1	14.3
7 to 9 years	3	42.9
10 or more years	0	0.0

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

Appendix C Table 2: ACE Principal Survey Details – Successes and Challenges

	n	%
How would you rate support from ACE program leadership this year?		
Excellent	5	71.4
Very good	1	14.3
Good	0	0.0
Fair	1	14.3
Poor	0	0.0

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

Appendix C Table 3: ACE Principal Survey Details – Successes and Challenges

	N	Extremely effectively		Very effectively		Moderately effectively		Not very effectively		Not at all effectively		Do not have enough information to determine	
		n	%	n	%	n	%	n	%	n	%	n	%
How effectively were the following factors implemented at your ACE campus this year?													
Consistency of policies/systems/structures	7	2	28.6	5	71.4	0	0.0	0	0.0	0	0.0	0	0.0
Highly qualified teachers	7	1	14.3	4	57.1	1	14.3	1	14.3	0	0.0	0	0.0
Discipline/behavioral management	7	1	14.3	4	57.1	2	28.6	0	0.0	0	0.0	0	0.0
Social-emotional learning	7	1	14.3	4	57.1	2	28.6	0	0.0	0	0.0	0	0.0
Rigor of instruction	7	1	14.3	4	57.1	1	14.3	1	14.3	0	0.0	0	0.0
Sense of urgency	7	2	28.6	3	42.9	2	28.6	0	0.0	0	0.0	0	0.0
High expectations	7	2	28.6	3	42.9	2	28.6	0	0.0	0	0.0	0	0.0
Teaching “soft skills”/etiquette	7	1	14.3	4	57.1	1	14.3	1	14.3	0	0.0	0	0.0
College/career focus	7	2	28.6	3	42.9	2	28.6	0	0.0	0	0.0	0	0.0

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

Appendix C Table 4: ACE Principal Survey Details – Behavioral Support

	N	Strongly agree		Agree		Disagree		Strongly disagree		I am not sure.	
		n	%	n	%	n	%	n	%	n	%
Please rate your agreement with the following statements:											
Systems/plans/procedures for behavioral support on my ACE campus this year:											
existed.	7	5	71.4	2	28.6	0	0.0	0	0.0	0	0.0
were clearly explained to teachers and staff.	7	3	42.9	4	57.1	0	0.0	0	0.0	0	0.0
were clearly explained to students.	7	3	42.9	4	57.1	0	0.0	0	0.0	0	0.0
were consistently enforced.	7	2	28.6	4	57.1	1	14.3	0	0.0	0	0.0
were communicated on or before day one of the academic year.	7	4	57.1	3	42.9	0	0.0	0	0.0	0	0.0
were mostly effective.	7	2	28.6	5	71.4	0	0.0	0	0.0	0	0.0

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

Appendix C Table 5: ACE Principal Survey Details – Behavioral Support

	n	%
Teachers at my campus received adequate classroom management training this year.		
Strongly agree	2	28.6
Agree	5	71.4
Disagree	0	0.0
Strongly disagree	0	0.0

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

Appendix C Table 6: ACE Principal Survey Details – Parent and Community Partnerships

	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable/ Do not know		
	N	n	%	n	%	n	%	n	%	n	%
Please rate your agreement with the following statements:											
In general, parents of students on my campus were engaged with their children's progress this year.	7	0	0.0	7	100.0	0	0.0	0	0.0	0	0.0
My ACE campus offered additional/more opportunities for parent engagement than would be available at a non-ACE campus.	7	0.	0.0	5	71.4	2	28.6	0	0.0	0	0.0
My ACE school building was well maintained during the current academic year.	7	2	28.6	4	57.1	0	0.0	1	14.3	0	0.0
My ACE school grounds (outside the building) were maintained during the current academic year.	7	2	28.6	4	57.1	1	14.3	0	0.0	0	0.0

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

Appendix C Table 7: ACE Principal Survey Details - Communication

	n	%
Thinking about how well ACE campuses worked as a unit this year, did you feel that the relationships among ACE campuses were collaborative or competitive, in general?		
Almost all collaborative	2	28.6
More collaborative than competitive	1	14.3
About equally collaborative and competitive	3	42.9
More competitive than collaborative	0	0.0
Almost all competitive	0	0.0
The ACE campuses did not really interact with each other.	1	14.3
I am not sure.	0	0.0
Do you think that more or less collaboration/competitiveness among ACE campuses would help ACE campuses excel?		
ACE campuses should be more collaborative than they were this year.	3	42.9
ACE campuses should interact with about the same level of collaboration/competitiveness as they did this year.	3	42.9
ACE campuses should be more competitive than they were this year.	0	0.0
I do not know/I am not sure.	1	14.3

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

Appendix C Table 8: ACE Principal Survey Details – Program Future

	n	%
If you had to choose <u>only one</u>, which of the following would you consider the MOST IMPORTANT potential change that could enhance future success in the classroom for ACE teachers? (You will have an opportunity to pick your second choice in the next question.)		
Smaller class sizes	1	14.3
More parent involvement	0	0.0
Less testing	0	0.0
Stronger leadership	0	0.0
Improved behavioral management support	1	14.3
More available instructional technology	2	28.6
More available classroom supplies	0	0.0
More coaching/mentoring	3	42.9
More paid tutoring	0	0.0
More planning time	0	0.0
More professional development	0	0.0

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

Appendix C Table 9: ACE Principal Survey Details – Program Future

	n	%
Which one of the following factors would you consider the SECOND MOST IMPORTANT potential change that could enhance future success in the classroom for ACE teachers? (Please do not select the same item you selected in the previous question.)		
Smaller class sizes	1	14.3
More parent involvement	1	14.3
Less testing	0	0.0
Stronger leadership	0	0.0
Improved behavioral management support	4	57.1
More available instructional technology	0	0.0
More available classroom supplies	0	0.0
More coaching/mentoring	1	14.3
More paid tutoring	0	0.0
More planning time	0	0.0
More professional development	0	0.0

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

Appendix C Table 10: ACE Principal Survey Details – Program Future

	N	Extremely important		Very important		Moderately important		A little important		Not at all important		Not Sure	
		n	%	n	%	n	%	n	%	n	%	n	%
How important are each of the following factors for RETAINING CURRENT ACE teachers?													
Requesting teacher input more frequently	7	2	28.6	4	57.1	1	14.3	0	0.0	0	0.0	0	0.0
Increasing teacher flexibility in the classroom	7	2	28.6	2	28.6	3	42.9	0	0.0	0	0.0	0	0.0
Reducing class size	7	3	42.9	2	28.6	1	14.3	1	14.3	0	0.0	0	0.0
Ensuring classroom resources are available	7	1	14.3	6	85.7	0	0.0	0	0.0	0	0.0	0	0.0
Maintaining stipends/incentives	7	5	71.4	2	28.6	0	0.0	0	0.0	0	0.0	0	0.0
Increasing teacher celebrations/ acknowledgement in all content areas and grade levels	7	3	42.9	1	14.3	3	42.9	0	0.0	0	0.0	0	0.0
Increasing support for behavioral management	7	3	42.9	4	57.1	0	0.0	0	0.0	0	0.0	0	0.0
Communicating clear expectations of the ACE program from day one	7	5	71.4	2	28.6	0	0.0	0	0.0	0	0.0	0	0.0
Ensuring teachers understand the rationale and purpose behind the ACE program	7	5	71.4	2	28.6	0	0.0	0	0.0	0	0.0	0	0.0
Offering more opportunities for growth/promotion	7	1	14.3	2	28.6	3	42.9	1	14.3	0	0.0	0	0.0
Increasing community outreach	7	2	28.6	1	14.3	2	28.6	2	28.6	0	0.0	0	0.0
Ensuring strong campus leadership is assigned and maintained	7	4	57.1	3	42.9	0	0.0	0	0.0	0	0.0	0	0.0
Reducing meetings/ increasing respect for teachers' time	7	1	14.3	3	42.9	3	42.9	0	0.0	0	0.0	0	0.0

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

Appendix C Table 11: ACE Principal Survey Details – Program Future

	N	Extremely important		Very important		Moderately important		A little important		Not at all important		Not Sure	
		n	%	n	%	n	%	n	%	n	%	n	%
How important are each of the following factors for RECRUITING NEW (TEACHING) TALENT to ACE campuses in future years?													
Maintaining the stipend	7	5	71.4	2	28.6	0	0.0	0	0.0	0	0.0	0	0.0
Interviewing/Meeting with CURRENT ACE teachers	7	1	14.3	4	57.1	0	0.0	2	28.6	0	0.0	0	0.0
Campus visits for candidates	7	1	14.3	4	57.1	1	14.3	1	14.3	0	0.0	0	0.0
Observing current teachers in classroom	7	3	42.9	1	14.3	1	14.3	2	28.6	0	0.0	0	0.0
Sharing successes/ results with candidates	7	2	28.6	2	28.6	3	42.9	0	0.0	0	0.0	0	0.0
Openness about challenges teachers would face at ACE campuses	7	5	71.4	1	14.3	1	14.3	0	0.0	0	0.0	0	0.0
Asking students to share their experiences attending ACE campuses	7	3	42.9	1	14.3	1	14.3	2	28.6	0	0.0	0	0.0
Emphasizing the satisfaction/fulfillment of seeing positive results	7	4	57.1	3	42.9	0	0.0	0	0.0	0	0.0	0	0.0
Emphasizing the great student need for the program	7	5	71.4	2	28.6	0	0.0	0	0.0	0	0.0	0	0.0
Communicating clear expectations	7	5	71.4	2	28.6	0	0.0	0	0.0	0	0.0	0	0.0
Framing selection as an ACE teacher as a prestigious and exclusive honor	7	4	57.1	2	28.6	0	0.0	1	14.3	0	0.0	0	0.0
Conducting invitation-only job fairs	7	4	57.1	0	0.0	3	42.9	0	0.0	0	0.0	0	0.0
Offering ways to promote career growth	7	3	42.9	1	14.3	1	14.3	2	28.6	0	0.0	0	0.0
Ensuring supplies/ resources are in place	7	3	42.9	4	57.1	0	0.0	0	0.0	0	0.0	0	0.0
Shortening the school day	7	1	14.3	2	28.6	3	42.9	1	14.3	0	0.0	0	0.0
Recruiting teachers earlier in the year	7	3	42.9	2	28.6	2	28.6	0	0.0	0	0.0	0	0.0

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

Appendix C Table 12: ACE Principal Survey Details – Program Future

	n	%
How likely would you be to recommend that a colleague accept a principal position at an ACE campus?		
Extremely likely	5	71.4
Very likely	1	14.3
Moderately likely	0	0.0
A little likely	1	14.3
Not at all likely	0	0.0
How likely would you be to recommend that a colleague accept a teaching position at an ACE campus?		
Extremely likely	5	71.4
Very likely	2	28.6
Somewhat likely	0	0.0
Not very likely	0	0.0
Not at all likely	0	0.0

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

Appendix D

Appendix D Table 1: ACE Teacher Survey Details - Demographics

	n	%
At which ACE campus do you teach?*		
Blanton	30	18.9
U. Lee	30	18.9
Mills	16	10.1
Pease	19	12.0
Dade	25	15.7
Edison	19	12.0
Zumwalt	20	12.6
What grade(s) do you teach?*		
Pre-Kindergarten	13	8.2
Kindergarten	20	12.6
First Grade	24	15.1
Second Grade	26	16.4
Third Grade	31	19.5
Fourth Grade	28	17.6
Fifth Grade	24	15.1
Sixth Grade	45	28.3
Seventh Grade	28	17.6
Eighth Grade	40	25.2
What subject(s) do you teach?*		
Mathematics	68	42.8
Science	49	30.8
Reading/Language Arts	68	42.8
Social Studies	43	27.0
Physical Education	5	3.1
Art	7	4.4
Music	8	5.0
Other	37	23.3
Which of the following statements best describes your employment situation last year?		
I was teaching at my current ACE campus last year.	125	78.6
I was teaching at a different ACE campus last year.	5	3.1
I was teaching in Dallas ISD, but at a non-ACE campus.	14	8.8
I was teaching outside of Dallas ISD.	7	4.4
I was in a non-instructional position in Dallas ISD.	1	0.6
I was not working in Dallas ISD and was not teaching.	7	4.4
How many total years have you been teaching?		
This is my first year teaching	8	5.0
1 to 3 years	25	15.7
4 to 6 years	28	17.6
7 to 9 years	16	10.1
10 years or more	82	51.6
How many years have you been teaching at Dallas ISD?		
This is my first year teaching in Dallas ISD	14	8.8
1 to 3 years	43	27.0
4 to 6 years	27	17.0
7 to 9 years	13	8.2
10 years or more	62	39.0

Note: Percentages may not sum to 100 percent because of rounding. * = Teachers could select more than one response option.

Appendix D Table 2: ACE Teacher Survey Details - Effective Principals and Teachers

	n	%
What is your current TEI Evaluation Rating?		
Unsatisfactory	0	0.0
Progressing I	13	8.7
Progressing II	10	6.7
Proficient I	38	25.3
Proficient II	36	24.0
Proficient III	26	17.3
Exemplary I	6	4.0
Exemplary II	2	1.3
I was not evaluated for TEI last year	5	3.3
I don't know my current TEI rating	11	7.3
Other	3	2.0

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

Appendix D Table 3: ACE Teacher Survey Details – Teaching Effectiveness

				Extremely useful		Very useful		Moderately useful		A little useful		Not at all useful		Not applicable. I did not participate in this PD.	
		N		n	%	n	%	n	%	n	%	n	%	n	%
Please rate the usefulness of the following professional development opportunities that were offered to teachers at ACE campuses this year.															
Momentum Social Emotional Support		150		18	12.0	35	23.3	29	19.3	23	15.3	12	8.0	33	22.0
Summer ACE PD		150		21	14.0	44	29.3	37	24.7	24	16.0	10	6.7	14	9.3
Neuhaus Phonics (elementary school only)		150		8	5.3	9	6.0	10	6.7	8	5.3	8	5.3	107	71.3
Carnegie Math (middle school only)		150		12	8.0	7	4.7	8	5.3	1	0.7	2	1.3	120	80.0
Cognitive Engagement		150		12	8.0	36	24.0	24	16.0	13	8.7	5	3.3	60	40.0

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

Appendix D Table 4: ACE Teacher Survey Details – Teaching Effectiveness

	N	Extremely helpful		Very helpful		Moderately helpful		A little helpful		Not at all helpful		Not applicable	
		n	%	n	%	n	%	n	%	n	%	n	%
To what extent were the following resources helpful with regard to your teaching effectiveness this year?													
PLC's	150	27	18.0	47	31.3	37	24.7	19	12.7	14	9.3	6	4.0
Additional Assistant Principals	150	47	31.3	43	28.7	26	17.3	14	9.3	13	8.7	7	4.7
Additional CICs	150	37	24.7	31	20.7	26	17.3	20	13.3	16	10.7	20	13.3
Extra hour in the master schedule	150	26	17.3	34	22.7	21	14.0	19	12.7	40	26.7	10	6.7
Extended day after school hours and programming (tutoring, homework support, enrichment)	150	21	14.0	41	27.3	25	16.7	25	16.7	34	22.7	4	2.7
Professional development days prior to the beginning of the school year	150	21	14.0	49	32.7	36	24.0	23	15.3	17	11.3	4	2.7
TORSH	150	4	2.7	14	9.3	20	13.3	13	8.7	27	18.0	72	48.0
Interim assessments	150	22	14.7	60	40.0	24	16.0	18	12.0	5	3.3	21	14.0
Focus on data	150	53	35.3	55	36.7	21	14.0	5	3.3	3	2.0	13	8.7
All-in-Learning/Data management system	150	56	37.3	42	28.0	20	13.3	5	3.3	2	1.3	25	16.7
ACE online/web-based newsletters	150	25	16.7	43	28.7	42	28.0	21	14.0	15	10.0	4	2.7

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

Appendix D Table 5: ACE Teacher Survey Details – Teaching Effectiveness

	n	%
I had access to the type of student data I needed to make effective instructional decisions.		
Strongly Agree	77	51.3
Agree	65	43.3
Disagree	4	2.7
Strongly Disagree	2	1.3
I am not sure	2	1.3
The amount of time available for me to review student data to make effective instructional decisions was:		
Too little	46	30.7
Just right	101	67.3
Too much	3	2.0

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

Appendix D Table 6: ACE Teacher Survey Details – Teaching Effectiveness

												Do not have enough information to determine	
	N	Extremely effectively		Very effectively		Moderately effectively		Not very effectively		Not at all effectively		n	%
		n	%	n	%	n	%	n	%	n	%		
How effectively were the following factors implemented at your ACE campus this year?													
Consistency of policies/systems/ structures	150	32	21.3	52	34.7	31	20.7	11	7.3	21	14.0	3	2.0
Highly qualified teachers	150	60	40.0	62	41.3	16	10.7	5	3.3	0	0.0	7	4.7
Social-emotional learning	150	28	18.7	51	34.0	34	22.7	15	10.0	17	11.3	5	3.3
Rigor of instruction	150	57	38.0	63	42.0	18	12.0	3	2.0	3	2.0	6	4.0
Sense of urgency	150	52	34.7	51	34.0	21	14.0	11	7.3	11	7.3	4	2.7
High expectations	150	73	48.7	45	30.0	20	13.3	4	2.7	5	3.3	3	2.0
Teaching “soft skills”/etiquette	150	29	19.3	41	27.3	41	27.3	10	6.7	13	8.7	16	10.7
College/career focus	150	55	36.7	42	28.0	37	24.7	7	4.7	4	2.7	5	3.3

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

Appendix D Table 7: ACE Teacher Survey Details – Teaching Effectiveness

	n	%
If you had to choose <u>only one</u>, which of the following would you consider the MOST IMPORTANT potential change that could enhance future success in the classroom for ACE teachers? (You will have an opportunity to pick your second choice in the next question.)		
Smaller class sizes	56	37.3
More parent involvement	20	13.3
Less testing	9	6.0
Stronger leadership	12	8.0
Improved behavioral management support	26	17.3
More available instructional technology	5	3.3
More available classroom supplies	6	4.0
More coaching/mentoring	2	1.3
More paid tutoring	3	2.0
More planning time	11	7.3
More professional development	0	0.0

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

Appendix D Table 8: ACE Teacher Survey Details – Teaching Effectiveness

	n	%
Which one of the following factors would you consider the SECOND MOST IMPORTANT potential change that could enhance future success in the classroom for ACE teachers? (Please do not select the same item you selected in the previous question.)		
Smaller class sizes	18	12.0
More parent involvement	22	14.7
Less testing	8	5.3
Stronger leadership	11	7.3
Improved behavioral management support	40	26.7
More available instructional technology	17	11.3
More available classroom supplies	13	8.7
More coaching/mentoring	3	2.0
More paid tutoring	5	3.3
More planning time	13	8.7
More professional development	0	0.0

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

Appendix D Table 9: ACE Teacher Survey Details – Instructional Resources

	Please rate your agreement with the following statements:										
	N	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable	
		n	%	n	%	n	%	n	%	n	%
This year, my campus provided the <u>technology</u> I needed to meet MY instructional goals.	146	33	22.6	73	50.0	27	18.5	11	7.5	2	1.4
This year, my campus provided the <u>resources other than technology (e.g. lab supplies, equipment, etc.)</u> that I needed to meet MY instructional goals.	146	32	21.9	78	53.4	18	12.3	14	9.6	4	2.7

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

Appendix D Table 10: ACE Teacher Survey Details – Behavioral Support

	N	Strongly agree		Agree		Disagree		Strongly disagree		I am not sure.	
		n	%	n	%	n	%	n	%	n	%
Please rate your agreement with the following statements:											
Systems/plans/procedures for behavioral support on my ACE campus this year:											
existed.	146	48	32.9	80	54.8	8	5.5	8	5.5	2	1.4
were clearly explained to teachers and staff.	146	46	31.5	73	50.0	17	11.6	9	6.2	1	0.7
were clearly explained to students.	146	41	28.1	58	39.7	24	16.4	18	12.3	5	3.4
were consistently enforced.	146	30	20.6	55	37.7	26	17.8	30	20.6	5	3.4
were communicated on or before day one of the academic year.	146	38	26.0	71	48.6	17	11.6	15	10.3	5	3.4
were mostly effective.	146	30	20.6	58	39.7	26	17.8	25	17.1	7	4.8

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

Appendix D Table 11: ACE Teacher Survey Details – Behavioral Support

	n	%
I received adequate classroom management training this year.		
Strongly agree	34	23.3
Agree	66	45.2
Disagree	22	15.1
Strongly disagree	7	4.8
Not applicable	17	11.6
<u>Note:</u> Percentages may not sum to 100 percent because of rounding.		

Appendix D Table 12: ACE Teacher Survey Details – Parent and Community Partnerships

	N	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable/ Do not know		
		n	%	n	%	n	%	n	%	n	%	
Please rate your agreement with the following statements:												
In general, parents of students in my classes were engaged with their children's progress this year.	146	15	10.3	58	39.7	45	30.8	27	18.5	1	0.7	
My ACE campus offered additional/more opportunities for parent engagement than would be available at a non-ACE campus.	146	38	26.0	58	39.7	25	17.1	15	10.3	10	6.9	
My ACE school building was well maintained during the current academic year.	146	49	33.6	56	38.4	20	13.7	21	14.4	0	0.0	
My ACE school grounds (outside the building) were maintained during the current academic year.	146	45	30.8	78	53.4	12	8.2	10	6.9	1	0.7	

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

Appendix D Table 13: ACE Teacher Survey Details - Communication

	n	%
I understood the rationale and purpose behind the ACE program before starting this academic year.		
Strongly Agree	102	70.3
Agree	41	28.3
Disagree	2	1.4
Strongly Disagree	0	0.0
I am not sure	0	0.0
How closely did implementation of the ACE program at your campus match the way it was explained to you?		
Extremely closely	46	31.7
Very closely	54	37.2
Moderately closely	23	15.9
A little closely	8	5.5
Not at all closely	13	9.0
I am not sure.	1	0.7
I believe that school leadership trusts me to do my job to the best of my ability.		
Strongly agree	75	51.7
Agree	44	30.3
Disagree	5	3.5
Strongly disagree	19	13.1
I am not sure	2	1.4
Thinking about how well ACE campuses worked as a unit this year, did you feel that the relationships among ACE campuses were collaborative or competitive, in general?		
Almost all collaborative	17	11.7
More collaborative than competitive	26	17.9
About equally collaborative and competitive	33	22.8
More competitive than collaborative	20	13.8
Almost all competitive	3	2.1
The ACE campuses did not really interact with each other.	31	21.4
I am not sure.	15	10.3
Do you think that more or less collaboration/competitiveness among ACE campuses would help ACE campuses excel?		
ACE campuses should be more collaborative than they were this year.	57	39.3
ACE campuses should interact with about the same level of collaboration/competitiveness as they did this year.	48	33.1
ACE campuses should be more competitive than they were this year.	10	6.9
ACE campuses should be more competitive than they were this year.	30	20.7

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

Appendix D Table 14: ACE Teacher Survey Details – Teacher Compensation

	N	Strongly agree		Agree		Disagree		Strongly disagree		I am not sure.	
		n	%	n	%	n	%	n	%	n	%
Please rate your agreement with the following statements.											
The stipend I receive for being a teacher at an ACE campus is fair, considering the extra effort required of me.	142	43	30.3	64	45.1	16	11.3	16	11.3	3	2.1
In general, I believe that I was effective at accelerating students' academic achievement this year.	142	83	58.5	55	38.8	3	2.1	0	0.0	1	0.7

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

Appendix D Table 15: ACE Teacher Survey Details – Teacher Compensation

	n	%
On average, how many extra hours do you estimate you worked per week at your ACE campus ABOVE AND BEYOND what YOU typically worked in the past at a non-ACE campus? If this is your first year teaching, or have never taught at a non-ACE campus, please select 'not applicable.'		
Not applicable. I have never taught at a non-ACE campus in the past.	15	10.6
I worked about the same number of hours at this ACE campus as I typically worked at a non-ACE campus.	2	1.4
I worked about 1 to 10 extra hours per week than I typically worked at a non-ACE campus.	37	26.1
I worked about 11 to 20 extra hours per week than I typically worked at a non-ACE campus.	54	38.0
I worked about 21 to 30 extra hours per week than I typically worked at a non-ACE campus.	19	13.4
I worked about 31 to 40 extra hours per week than I typically worked at a non-ACE campus.	9	6.3
I worked more than 40 extra hours per week than I typically worked at a non-ACE campus.	6	4.2

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

Appendix D Table 16: ACE Teacher Survey Details – Program Future

	N	Extremely important		Very important		Moderately important		A little important		Not at all important		Not Sure	
		n	%	n	%	n	%	n	%	n	%	n	%
How important are each of the following factors for RETAINING CURRENT ACE teachers?													
Requesting teacher input more frequently	142	80	56.3	42	29.6	16	11.3	3	2.1	0	0.0	1	0.7
Increasing teacher flexibility in the classroom	142	82	57.8	46	32.4	10	7.0	2	1.4	0	0.0	2	1.4
Reducing class size	142	88	62.0	37	26.1	14	9.9	1	0.7	1	0.7	1	0.7
Ensuring classroom resources are available	142	105	73.9	31	21.8	4	2.8	1	0.7	1	0.7	0	0.0
Maintaining stipends/incentives	142	118	83.1	22	15.5	1	0.7	1	0.7	0	0.0	0	0.0
Increasing teacher celebrations/ acknowledgement in all content areas and grade levels	142	78	54.9	38	26.8	19	13.4	4	2.8	3	2.1	0	0.0
Increasing support for behavioral management	142	115	81.0	23	16.2	4	2.8	0	0.0	0	0.0	0	0.0
Communicating clear expectations of the ACE program from day one	142	84	59.2	42	29.6	15	10.6	0	0.0	0	0.0	1	0.7
Ensuring teachers understand the rationale and purpose behind the ACE program	142	87	61.3	37	26.1	15	10.6	2	1.4	0	0.0	1	0.7
Offering more opportunities for growth/promotion	142	87	61.3	40	28.2	12	8.5	1	0.7	0	0.0	2	1.4
Increasing community outreach	142	82	57.8	42	29.6	14	9.9	4	2.8	0	0.0	0	0.0
Ensuring strong campus leadership is assigned and maintained	142	111	78.2	28	19.7	3	2.1	0	0.0	0	0.0	0	0.0
Reducing meetings/ increasing respect for teachers' time	142	101	71.1	28	19.7	11	7.8	2	1.4	0	0.0	0	0.0

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

Appendix D Table 17: ACE Teacher Survey Details – Program Future

	N	Extremely important		Very important		Moderately important		A little important		Not at all important		Not Sure	
		n	%	n	%	n	%	n	%	n	%	n	%
How important are each of the following factors for RECRUITING NEW (TEACHING) TALENT to ACE campuses in future years?													
Maintaining the stipend	142	120	84.5	19	13.4	2	1.4	1	0.7	0	0.0	0	0.0
Interviewing/Meeting with CURRENT ACE teachers	142	86	60.6	39	27.5	11	7.8	4	2.8	2	1.4	0	0.0
Campus visits for candidates	142	76	53.5	46	32.4	14	9.9	2	1.4	4	2.8	0	0.0
Observing current teachers in classroom	142	70	49.3	35	24.7	23	16.2	8	5.6	6	4.2	0	0.0
Sharing successes/ results with candidates	142	71	50.0	48	33.8	19	13.4	3	2.1	1	0.7	0	0.0
Openness about challenges teachers would face at ACE campuses	142	105	73.9	33	23.2	4	2.8	0	0.0	0	0.0	0	0.0
Asking students to share their experiences attending ACE campuses	142	58	40.9	41	28.9	24	16.9	12	8.5	6	4.2	1	0.7
Emphasizing the satisfaction/fulfillment of seeing positive results	142	73	51.4	47	33.1	18	12.7	2	1.4	0	0.0	2	1.4
Emphasizing the great student need for the program	142	88	62.0	38	26.8	13	9.2	2	1.4	0	0.0	1	0.7
Communicating clear expectations	142	107	75.4	30	21.1	5	3.5	0	0.0	0	0.0	0	0.0
Framing selection as an ACE teacher as a prestigious and exclusive honor	142	79	55.6	38	26.8	17	12.0	3	2.1	3	2.1	2	1.4
Conducting invitation-only job fairs	142	53	37.3	33	23.2	29	20.4	13	9.2	9	6.3	5	3.5
Offering ways to promote career growth	142	70	49.3	49	34.5	17	12.0	3	2.1	0	0.0	3	2.1
Ensuring supplies/ resources are in place	142	100	70.4	35	24.7	6	4.2	0	0.0	0	0.0	1	0.7
Shortening the school day	142	71	50.0	33	23.2	23	16.2	8	5.6	5	3.5	2	1.4
Recruiting teachers earlier in the year	142	70	49.3	44	31.0	19	13.4	5	3.5	0	0.0	4	2.8

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

Appendix D Table 18: ACE Teacher Survey
Details – Program Future

	n	%
Do you plan to return to your ACE campus next year?		
Yes	98	69.0
No	23	16.2
Unsure	21	14.8
Do you plan to transfer to another ACE 1.0 campus next year?		
Yes	2	1.4
No	118	83.1
Unsure	22	15.5
Do you plan to transfer to a new ACE 2.0 campus next year?		
Yes	11	7.8
No	104	73.2
Unsure	27	19.0
Do you plan to return to Dallas ISD next year?		
Yes	121	85.2
No	7	4.9
Unsure	14	9.9
How likely would you be to recommend that a colleague accept a teaching position at an ACE campus?		
Extremely likely	39	27.5
Very likely	49	34.5
Somewhat likely	38	26.8
Not very likely	9	6.3
Not at all likely	7	4.9

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

Appendix E

Appendix E Table 1: 2017 Student Experience Survey Detailed Results – Blanton (n = 523)

Section	Question	2017 %	Δ 2016 (LY) % Pts	Δ 2017 Dist % Pts
Blanton				
Overall		96	7	12
Classroom Environment	Overall	94	8	13
	On most days, how pleasant is your teacher's mood?	98	5	
	How fair or unfair are the rules in this class?	98	3	
	How often do students behave well in this class?	86	17	
Expectations and Rigor	Overall	98	4	9
	How much does this teacher encourage you to do your best?	98	2	
	When you feel like giving up, how likely is it that this teacher will make you keep trying?	98	5	
	Overall, how high are this teacher's expectations of you?	99	7	
	How often does this teacher take time to make sure you understand material?	97	2	
Pedagogical Effectiveness	Overall	98	3	8
	How much have you learned from this teacher?	98	1	
	When you need extra help, how good is this teacher at giving you that help?	98	6	
	How good is this teacher at teaching in the way that you learn best?	98	2	
	How clearly does this teacher present the information that you need to learn?	98	3	
	How interesting does this teacher make what you are learning in class?	96	3	
	How good is this teacher at helping you learn?	98	2	
Student Engagement	Overall	95	7	10
	How much do you participate in class?	92	7	
	How focused are you on the activities in class?	96	5	
	How excited are you about going to this class?	96	8	
	How interested are you in this class?	95	4	
Supportive Relationships	Overall	94	12	18
	When your teacher asks, "how are you?," how often do you feel that your teacher really wants to know your answer?	95	9	
	How much does this teacher want to learn about what you do when you are not in school?	93	21	
	How interested is this teacher in what you want to be when you grow up?	92	13	
	If you had something on your mind, how carefully would this teacher listen to you?	96	6	

Source: Campus-level Student Experience Survey reports pulled on June 13, 2017.

Note: Percentage of favorable responses are shown for 2017; Δ 2016 (LY) % Pts = Change in percentage points from previous year (2015-16); Δ 2017 District % Pts = Percentage point difference from 2017 district favorable response rate.

Appendix E Table 2: 2016 Student Experience Survey Detailed Results – U. Lee (n = 482)

Section	Question	2017 %	Δ 2016 (LY) % Pts	Δ 2017 Dist % Pts
U. Lee				
Overall		86	-2	2
Classroom Environment	Overall	78	-4	-3
	On most days, how pleasant is your teacher's mood?	90	-2	
	How fair or unfair are the rules in this class?	92	-2	
	How often do students behave well in this class?	51	-8	
Expectations and Rigor	Overall	91	-1	2
	How much does this teacher encourage you to do your best?	92	-1	
	When you feel like giving up, how likely is it that this teacher will make you keep trying?	90	-1	
	Overall, how high are this teacher's expectations of you?	92	-1	
	How often does this teacher take time to make sure you understand material?	90	-2	
Pedagogical Effectiveness	Overall	92	-1	2
	How much have you learned from this teacher?	95	-1	
	When you need extra help, how good is this teacher at giving you that help?	89	-2	
	How good is this teacher at teaching in the way that you learn best?	92	-1	
	How clearly does this teacher present the information that you need to learn?	93	-1	
	How interesting does this teacher make what you are learning in class?	87	-4	
	How good is this teacher at helping you learn?	94	-1	
Student Engagement	Overall	88	-3	3
	How much do you participate in class?	92	-1	
	How focused are you on the activities in class?	91	-3	
	How excited are you about going to this class?	82	-7	
	How interested are you in this class?	85	-4	
Supportive Relationships	Overall	80	-1	4
	When your teacher asks, "how are you?," how often do you feel that your teacher really wants to know your answer?	81	-2	
	How much does this teacher want to learn about what you do when you are not in school?	74	-3	
	How interested is this teacher in what you want to be when you grow up?	80	-2	
	If you had something on your mind, how carefully would this teacher listen to you?	85	-3	

Source: Campus-level Student Experience Survey reports pulled on June 13, 2017.

Note: Percentage of favorable responses are shown for 2017; Δ 2016 (LY) % Pts = Change in percentage points from previous year (2015-16); Δ 2017 District % Pts = Percentage point difference from 2017 district favorable response rate.

Appendix E Table 3: 2016 Student Experience Survey Detailed Results - Mills (n = 250)

Section	Question	2017 %	Δ 2016 (LY) % Pts	Δ 2017 Dist % Pts
Mills				
Overall		89	-1	5
Classroom Environment	Overall	82	-5	1
	On most days, how pleasant is your teacher's mood?	88	-8	
	How fair or unfair are the rules in this class?	84	-2	
	How often do students behave well in this class?	65	-6	
Expectations and Rigor	Overall	94	0	5
	How much does this teacher encourage you to do your best?	97	1	
	When you feel like giving up, how likely is it that this teacher will make you keep trying?	92	-1	
	Overall, how high are this teacher's expectations of you?	94	-1	
	How often does this teacher take time to make sure you understand material?	94	1	
Pedagogical Effectiveness	Overall	95	-1	5
	How much have you learned from this teacher?	96	-1	
	When you need extra help, how good is this teacher at giving you that help?	92	-2	
	How good is this teacher at teaching in the way that you learn best?	95	-1	
	How clearly does this teacher present the information that you need to learn?	96	-1	
	How interesting does this teacher make what you are learning in class?	93	-1	
	How good is this teacher at helping you learn?	97	-1	
Student Engagement	Overall	90	0	5
	How much do you participate in class?	88	0	
	How focused are you on the activities in class?	94	3	
	How excited are you about going to this class?	88	0	
	How interested are you in this class?	90	-3	
Supportive Relationships	Overall	86	2	10
	When your teacher asks, "how are you?," how often do you feel that your teacher really wants to know your answer?	84	0	
	How much does this teacher want to learn about what you do when you are not in school?	81	3	
	How interested is this teacher in what you want to be when you grow up?	85	2	
	If you had something on your mind, how carefully would this teacher listen to you?	92	1	

Source: Campus-level Student Experience Survey reports pulled on June 13, 2017.

Note: Percentage of favorable responses are shown for 2017; Δ 2016 (LY) % Pts = Change in percentage points from previous year (2015-16); Δ 2017 District % Pts = Percentage point difference from 2017 district favorable response rate.

Appendix E Table 4: 2016 Student Experience Survey Detailed Results – Pease (n = 330)

Section	Question	2017 %	Δ 2016 (LY) % Pts	Δ 2017 Dist % Pts
Pease				
Overall		67	-2	-8
Classroom Environment	Overall	67	-3	-14
	On most days, how pleasant is your teacher's mood?	83	0	
	How fair or unfair are the rules in this class?	79	-5	
	How often do students behave well in this class?	39	-5	
Expectations and Rigor	Overall	83	-1	-6
	How much does this teacher encourage you to do your best?	87	3	
	When you feel like giving up, how likely is it that this teacher will make you keep trying?	82	-1	
	Overall, how high are this teacher's expectations of you?	82	-1	
	How often does this teacher take time to make sure you understand material?	79	-5	
Pedagogical Effectiveness	Overall	83	0	-7
	How much have you learned from this teacher?	88	2	
	When you need extra help, how good is this teacher at giving you that help?	80	-2	
	How good is this teacher at teaching in the way that you learn best?	84	0	
	How clearly does this teacher present the information that you need to learn?	82	-1	
	How interesting does this teacher make what you are learning in class?	81	2	
	How good is this teacher at helping you learn?	84	-1	
Student Engagement	Overall	82	0	-3
	How much do you participate in class?	86	-2	
	How focused are you on the activities in class?	88	2	
	How excited are you about going to this class?	75	-2	
	How interested are you in this class?	79	1	
Supportive Relationships	Overall	67	-2	-9
	When your teacher asks, "how are you?," how often do you feel that your teacher really wants to know your answer?	72	0	
	How much does this teacher want to learn about what you do when you are not in school?	56	-4	
	How interested is this teacher in what you want to be when you grow up?	62	-6	
	If you had something on your mind, how carefully would this teacher listen to you?	77	1	

Source: Campus-level Student Experience Survey reports pulled on June 13, 2017.

Note: Percentage of favorable responses are shown for 2017; Δ 2016 (LY) % Pts = Change in percentage points from previous year (2015-16); Δ 2017 District % Pts = Percentage point difference from 2017 district favorable response rate.

Appendix E Table 5: 2016 Student Experience Survey Detailed Results – Dade (n = 1,315)

Section	Question	2017 %	Δ 2016 (LY) % Pts	Δ 2017 Dist % Pts
Dade				
Overall		73	1	3
Classroom Environment	Overall	77	4	-3
	On most days, how pleasant or unpleasant is the physical space in this classroom?	82	2	
	How fair or unfair are the rules for the students in this class?	84	5	
	On most days, how pleasant or unpleasant is your teacher's mood?	84	5	
	How often do students behave well in this class?	59	2	
Expectations and Rigor	Overall	79	1	3
	How much does this teacher encourage you to do your best?	80	0	
	When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?	78	2	
	Overall, how high are this teacher's expectations of you?	80	0	
	How often does this teacher take time to make sure you understand the material?	78	0	
Pedagogical Effectiveness	Overall	76	0	2
	How much have you learned from this teacher about this subject?	84	1	
	During class, how motivating are the activities that this teacher has you do?	71	0	
	For this class, how clearly does this teacher present the information that you need to learn?	82	1	
	How interesting does this teacher make what you are learning in class?	71	1	
	How often does this teacher give you feedback that helps you learn?	75	-1	
	When you need extra help, how good is this teacher at giving you that help?	79	2	
	How comfortable are you asking this teacher questions about what you are learning in his or her class?	73	0	
	How often has this teacher taught you things that you didn't know before taking this class?	76	-1	
Student Engagement	Overall	62	1	7
	In this class, how much do you participate?	74	0	
	When you are not in class, how often do you talk about ideas from class?	44	1	
	How often do you get so focused on class activities that you lose track of time?	60	0	
	How excited are you about going to this class?	63	3	
	Overall, how interested are you in this class?	70	3	
Supportive Relationships	Overall	71	1	6
	When your teacher asks, "how are you?," how often do you feel that your teacher is really interested in your answer?	72	1	
	How interested is this teacher in your career after you finish school?	68	0	
	If you walked into class upset, how concerned would your teacher be?	70	6	
	If you came back to visit class three years from now, how excited would this teacher be to see you?	71	-1	
	If you had something on your mind, how carefully would this teacher listen to you?	73	0	

Source: Campus-level Student Experience Survey reports pulled on June 13, 2017.

Note: Percentage of favorable responses are shown for 2017; Δ 2016 (LY) % Pts = Change in percentage points from previous year (2015-16); Δ 2017 District % Pts = Percentage point difference from 2017 district favorable response rate.

Appendix E Table 6: 2016 Student Experience Survey Detailed Results – Edison (n = 802)

Section	Question	2017 %	Δ 2016 (LY) % Pts	Δ 2017 Dist % Pts
Edison				
Overall		68	0	-2
Classroom Environment	Overall	72	0	8
	On most days, how pleasant or unpleasant is the physical space in this classroom?	75	0	
	How fair or unfair are the rules for the students in this class?	81	6	
	On most days, how pleasant or unpleasant is your teacher's mood?	80	1	
	How often do students behave well in this class?	50	-7	
Expectations and Rigor	Overall	76	1	0
	How much does this teacher encourage you to do your best?	78	3	
	When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?	73	2	
	Overall, how high are this teacher's expectations of you?	77	-1	
	How often does this teacher take time to make sure you understand the material?	75	-1	
Pedagogical Effectiveness	Overall	72	-1	2
	How much have you learned from this teacher about this subject?	79	-5	
	During class, how motivating are the activities that this teacher has you do?	65	0	
	For this class, how clearly does this teacher present the information that you need to learn?	77	-3	
	How interesting does this teacher make what you are learning in class?	66	1	
	How often does this teacher give you feedback that helps you learn?	71	2	
	When you need extra help, how good is this teacher at giving you that help?	75	-1	
	How comfortable are you asking this teacher questions about what you are learning in his or her class?	67	-2	
	How often has this teacher taught you things that you didn't know before taking this class?	72	0	
Student Engagement	Overall	54	-2	-1
	In this class, how much do you participate?	68	-5	
	When you are not in class, how often do you talk about ideas from class?	34	-4	
	How often do you get so focused on class activities that you lose track of time?	52	-3	
	How excited are you about going to this class?	53	1	
	Overall, how interested are you in this class?	62	0	
Supportive Relationships	Overall	65	4	0
	When your teacher asks, "how are you?," how often do you feel that your teacher is really interested in your answer?	66	5	
	How interested is this teacher in your career after you finish school?	63	1	
	If you walked into class upset, how concerned would your teacher be?	61	3	
	If you came back to visit class three years from now, how excited would this teacher be to see you?	69	5	
	If you had something on your mind, how carefully would this teacher listen to you?	68	5	

Source: Campus-level Student Experience Survey reports pulled on June 13, 2017.

Note: Percentage of favorable responses are shown for 2017; Δ 2016 (LY) % Pts = Change in percentage points from previous year (2015-16); Δ 2017 District % Pts = Percentage point difference from 2017 district favorable response rate.

Appendix E Table 7: 2016 Student Experience Survey Detailed Results – Zumwalt (n = 609)

Section	Question	2017 %	Δ 2016 (LY) % Pts	Δ 2017 Dist % Pts
Zumwalt				
Overall		82	2	12
Classroom Environment	Overall	83	3	3
	On most days, how pleasant or unpleasant is the physical space in this classroom?	89	4	
	How fair or unfair are the rules for the students in this class?	88	2	
	On most days, how pleasant or unpleasant is your teacher's mood?	86	0	
	How often do students behave well in this class?	70	7	
Expectations and Rigor	Overall	86	4	10
	How much does this teacher encourage you to do your best?	86	4	
	When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?	84	5	
	Overall, how high are this teacher's expectations of you?	87	4	
	How often does this teacher take time to make sure you understand the material?	86	4	
Pedagogical Effectiveness	Overall	85	6	11
	How much have you learned from this teacher about this subject?	90	3	
	During class, how motivating are the activities that this teacher has you do?	82	4	
	For this class, how clearly does this teacher present the information that you need to learn?	89	6	
	How interesting does this teacher make what you are learning in class?	82	9	
	How often does this teacher give you feedback that helps you learn?	84	3	
	When you need extra help, how good is this teacher at giving you that help?	85	7	
	How comfortable are you asking this teacher questions about what you are learning in his or her class?	82	6	
	How often has this teacher taught you things that you didn't know before taking this class?	87	7	
Student Engagement	Overall	76	8	22
	In this class, how much do you participate?	84	0	
	When you are not in class, how often do you talk about ideas from class?	66	13	
	How often do you get so focused on class activities that you lose track of time?	73	6	
	How excited are you about going to this class?	76	10	
	Overall, how interested are you in this class?	82	11	
Supportive Relationships	Overall	81	6	16
	When your teacher asks, "how are you?," how often do you feel that your teacher is really interested in your answer?	81	8	
	How interested is this teacher in your career after you finish school?	82	6	
	If you walked into class upset, how concerned would your teacher be?	78	7	
	If you came back to visit class three years from now, how excited would this teacher be to see you?	82	6	
	If you had something on your mind, how carefully would this teacher listen to you?	81	5	

Source: Campus-level Student Experience Survey reports pulled on June 13, 2017.

Note: Percentage of favorable responses are shown for 2017; Δ 2016 (LY) % Pts = Change in percentage points from previous year (2015-16); Δ 2017 District % Pts = Percentage point difference from 2017 district favorable response rate.

Appendix F

Parent/Guardian Survey Questions

- I believe what my child learned this year is what he or she needed to learn to be ready for the next grade.
- My child's school has a respectful learning environment.
- My child's school has a safe learning environment.
- I am satisfied with the school's maintenance and cleanliness.
- My child's school informs me about my child's grades and learning progress throughout the year.
- My child's school welcomes parent involvement and engagement.
- My child's school responds to my concerns in a timely manner.
- I feel comfortable interacting with school personnel (teachers and administrators).
- My child's school stresses the importance of preparing for/attending college after high school.
- I am satisfied with the direction and the success of my child's school.

Appendix F: 2015 to 2017 ACE Campus Positive Response Rate and Growth on Parent/Guardian Survey

	2015		2016		2017		1 Yr	2 Yr
	n	%	n	%	n	%	Δ	Δ
Blanton	84	87.1	44	91.1	85	88.7	-2.4	1.6
U. Lee	84	75.4	45	84.4	83	89.6	5.2	14.2
Mills	79	88.6	25	81.6	75	89.5	7.9	0.9
Pease	82	72.0	72	76.8	58	79.8	3.0	7.8
Dade	87	65.4	80	78.6	89	77.3	-1.3	11.9
Edison	81	70.1	58	63.1	81	66.4	3.3	-3.7
Zumwalt	79	57.2	44	71.1	79	66.5	-4.7	9.3
District	18,419	88.2	12,912	84.7	18,441	88.0	3.3	-0.2

Source: District PEI Parent/Guardian Survey data files dated June 6, 2017.

Note: Growth numbers may not be exactly the difference between percentages shown because of rounding. Δ = Change.

Appendix G

Appendix G: Fall 2016 Percentage of Teachers at Each TEI Evaluation Level – ACE Campuses, ACE Overall, Non-ACE IR, and District

	Teachers N	Exem. II %	Exem. I %	Prof. III %	Prof. II %	Prof. I %	Prog. II %	Prog. I %	Unsat. %	No Level %	N/A %
Blanton	41	5	7	29	7	27	15	2	0	2	5
U. Lee	41	0	2	10	32	32	2	2	0	5	15
Mills	28	0	4	11	36	21	18	0	0	0	11
Pease	31	0	3	6	29	29	16	6	0	6	3
Dade	60	0	2	2	3	40	18	17	0	2	17
Edison	36	0	0	3	6	25	17	25	0	0	25
Zumwalt	31	3	0	19	10	19	23	23	0	0	3
ACE	268	1	3	11	16	29	15	11	0	2	12
Non-ACE IR	806	0	0	0	3	21	27	22	3	2	21
District	10,214	1	1	4	9	32	20	14	0	2	17

Source: Aggregated figures obtained from Dallas ISD Data Analytics and Control as of November 29, 2016.

Note: Non-ACE IR = Improvement Required campuses not included in ACE program. Exem. = Exemplary. Prof. = Proficient. Prog. = Progressing. Unsat. = Unsatisfactory. N/A = Not Applicable. Total number of teachers per campus and for ACE overall may differ slightly from what is reported in the teacher demographic section of this document because the files were created on different days. *TEI ratings reflect those earned in the 2015-2016 academic year. Percentages may not sum to 100 percent because of rounding.

Appendix H

Appendix H: 2016-17 ACE Spot Observations Sections 2.3 and 2.4

School	Mean Number Spots	Mean Average Score	Min Spot Score	Max Spot Score	Median Spot Score	Number of Teachers w/Spots	Percent Proficient on Average	Number Proficient on Average
2.3: Are all students able to understand the content in a clear and cohesive manner?								
Fall 2016								
Blanton	2.8	1.9	0.3	2.5	2.0	42	61.9	26
U. Lee	3.6	2.0	1.0	2.8	2.0	41	58.5	24
Mills	2.4	1.9	1.0	2.5	2.0	26	61.5	16
Pease	3.0	1.5	0.5	2.3	1.5	31	16.1	5
Dade	3.2	1.8	0.0	2.8	1.9	60	45.0	27
Edison	2.6	1.8	0.8	2.8	2.0	37	54.1	20
Zumwalt	3.1	2.0	1.5	3.0	2.0	29	75.0	21
ACE	3.0	1.8	0.0	3.0	2.0	266	52.5	139
Spring 2017								
Blanton	4.9	2.4	1.6	3.0	2.4	40	85.0	34
U. Lee	4.1	2.3	0.5	3.0	2.3	41	75.6	31
Mills	5.0	2.0	1.4	2.5	2.0	27	59.3	16
Pease	5.2	1.7	0.8	2.4	1.8	31	29.0	9
Dade	5.0	2.3	1.1	3.0	2.3	60	83.3	50
Edison	6.9	2.0	0.8	2.6	2.1	36	61.1	22
Zumwalt	4.3	2.4	1.4	3.0	2.3	30	93.3	28
ACE	5.1	2.2	0.5	3.0	2.2	265	71.7	190
2.4 Are all students engaged in appropriately challenging/demanding content?								
Fall 2016								
Blanton	2.8	1.7	0.5	2.1	1.8	42	23.8	10
U. Lee	3.6	2.0	1.0	2.8	2.0	41	61.0	25
Mills	2.4	1.7	1.0	2.5	1.8	26	30.8	8
Pease	3.0	1.4	0.5	2.0	1.5	31	9.7	3
Dade	3.2	1.7	0.0	3.0	1.8	60	38.3	23
Edison	2.6	1.7	0.5	2.3	1.7	37	37.8	14
Zumwalt	3.1	2.0	1.5	3.0	2.0	29	67.9	19
ACE	3.0	1.7	0.0	3.0	1.8	266	38.5	102
Spring 2017								
Blanton	4.9	2.0	1.0	2.8	2.0	40	62.5	25
U. Lee	4.1	2.3	0.5	3.0	2.3	41	73.2	30
Mills	5.0	1.8	1.2	2.3	1.8	27	29.6	8
Pease	5.2	1.5	0.6	2.5	1.5	31	9.7	3
Dade	5.0	2.2	1.2	2.9	2.2	60	71.7	43
Edison	6.9	1.9	0.9	2.6	1.9	36	38.9	14
Zumwalt	4.3	2.3	1.4	3.0	2.3	30	86.7	26
ACE	5.1	2.0	0.5	3.0	2.0	265	56.2	149

Source: Dallas ISD Data Analytics and Control file dated January 12, 2017 (fall) and June 21 2017 (spring).

Note: Average spot observation scores of 2.0 or higher were considered 'proficient.'

Appendix I

Appendix I Table 1: 2016-17 Tier 1 *ISIP* Rates by Campus – Change from Previous Year (2015-16) (Combined English and Spanish)

Campus	2015-16						2016-17												
	SW1 %	SW2 %	SW3 %	SW4 %	SW5 %	SW6 %	SW1 %	Δ 15-16	SW2 %	Δ 15-16	SW3 %	Δ 15-16	SW4 %	Δ 15-16	SW5 %	Δ 15-16	SW6 %	Δ 15-16	
								SW1 % Pts		SW2 % Pts		SW3 % Pts		SW4 % Pts		SW5 % Pts		SW6 % Pts	
Kindergarten																			
Blanton	48.2	57.8	61.4	74.4	75.9	77.0	64.0	15.8	65.8	8.0	69.7	8.3	74.3	-0.1	74.3	-1.6	83.8	6.8	
Mills	60.8	74.0	67.9	66.7	68.0	72.0	58.3	-2.5	48.1	-25.9	40.0	-27.9	61.5	-5.2	40.9	-27.1	56.5	-15.5	
Pease	29.9	44.6	48.6	45.1	61.4	66.7	33.8	3.9	39.7	-4.9	48.5	-0.1	41.0	-4.1	41.4	-20.0	56.4	-10.3	
U. Lee	53.0	58.8	50.0	50.7	47.0	45.5	43.5	-9.5	40.3	-18.5	45.1	-4.9	52.2	1.5	54.7	7.7	57.8	12.3	
ACE	46.6	57.4	56.5	59.6	63.7	65.8	48.9	2.3	49.0	-8.4	53.4	-3.1	57.5	-2.1	56.4	-7.3	66.2	0.4	
District	53.7	57.0	57.9	57.9	57.4	59.2	52.0	-1.7	54.2	-2.8	56.0	-1.9	55.5	-2.4	54.2	-3.2	56.5	-2.7	
Grade 1																			
Blanton	62.6	62.8	69.8	78.3	79.1	82.0	54.1	-8.5	68.7	5.9	69.1	-0.7	70.4	-7.9	73.7	-5.4	75.3	-6.7	
Mills	40.6	40.3	49.2	50.0	56.9	55.4	49.0	8.4	58.3	18.0	72.9	23.7	58.7	8.7	60.9	4.0	68.9	13.5	
Pease	28.0	35.4	44.6	39.8	36.6	45.5	35.7	7.7	36.1	0.7	33.3	-11.3	35.7	-4.1	40.9	4.3	45.3	-0.2	
U. Lee	44.7	38.3	44.8	58.5	51.6	55.3	40.3	-4.4	49.3	11.0	45.7	0.9	42.4	-16.1	44.8	-6.8	63.1	7.8	
ACE	44.7	45.1	52.7	57.8	56.4	60.4	45.4	0.7	54.1	9.0	55.1	2.4	53.2	-4.6	56.8	0.4	64.2	3.8	
District	52.2	53.4	53.6	55.1	56.3	58.6	50.9	-1.3	51.7	-1.7	53.6	0.0	53.7	-1.4	54.0	-2.3	57.5	-1.1	
Grade 2																			
Blanton	50.6	39.6	61.8	69.3	58.7	61.6	74.7	24.1	70.4	30.8	67.7	5.9	70.4	1.1	71.3	12.6	75.0	13.4	
Mills	50.0	49.1	50.0	47.1	45.1	47.1	35.2	-14.8	62.5	13.4	61.8	11.8	59.3	12.2	64.7	19.6	62.7	15.6	
Pease	18.4	27.3	28.1	39.3	38.1	46.4	42.2	23.8	41.3	14.0	44.6	16.5	39.3	0.0	48.3	10.2	54.4	8.0	
U. Lee	36.0	29.4	41.9	46.7	43.5	47.6	49.5	13.5	50.0	20.6	65.9	24.0	70.7	24.0	77.3	33.8	74.4	26.8	
ACE	37.1	34.3	44.2	50.3	46.1	50.7	53.6	16.5	57.0	22.7	61.2	17.0	62.3	12.0	67.2	21.1	68.4	17.7	
District	56.9	56.0	56.6	56.4	55.2	56.0	55.7	-1.2	55.3	-0.7	55.9	-0.7	55.2	-1.2	55.2	0.0	56.2	0.2	

Source: District *ISIP* files dated June 20, 2016 (2015-16), October 5, 2016 (2016-17, SW1), November 8, 2016 (2016-17, SW2), January 10, 2017 (2016-17, SW3), February 28, 2017 (2016-17, SW4), April 17, 2017 (2016-17, SW5), and May 30, 2017 (2016-17, SW6) for students enrolled on the PEIMS snapshot dates of October 30, 2015 (2015-16) and October 28, 2016 (2016-17).

Note: SW# = six-week period #. Δ = change. % Pts = percentage points. Spanish version of *ISIP* was not administered at Pease. Latest score was used if assessment taken more than once in time period.

Appendix I Table 2: 2016-17 Tier 1 ISIP Rates by Campus – Change from Previous Year (2015-16) (English)

Campus	2015-16						2016-17											
	SW1	SW2	SW3	SW4	SW5	SW6	SW1	Δ 15-16 SW1 % Pts	SW2	Δ 15-16 SW2 % Pts	SW3	Δ 15-16 SW3 % Pts	SW4	Δ 15-16 SW4 % Pts	SW5	Δ 15-16 SW5 % Pts	SW6	Δ 15-16 SW6 % Pts
	%	%	%	%	%	%	%		%		%		%		%		%	
Kindergarten																		
Blanton	44.4	50.0	50.0	71.7	80.9	83.0	42.4	-2.0	62.1	12.1	62.1	12.1	58.6	-13.1	75.0	-5.9	89.3	6.3
Mills	54.5	64.5	58.8	66.7	63.6	72.7	41.7	-12.8	33.3	-31.2	30.8	-28.0	57.1	-9.6	60.0	-3.6	72.7	0.0
Pease	29.9	44.6	48.6	45.1	61.4	66.7	33.8	3.9	39.7	-4.9	48.5	-0.1	41.0	-4.1	41.4	-20.0	56.4	-10.3
U. Lee	43.9	58.8	47.6	40.5	38.5	72.7	32.6	-11.3	31.1	-27.7	41.9	-5.7	47.5	7.0	47.4	8.9	55.3	-17.4
ACE	40.3	51.9	50.5	54.2	61.9	67.4	35.9	-4.4	40.8	-11.1	47.7	-2.8	47.9	-6.3	51.5	-10.4	64.4	-3.0
District	46.3	50.3	51.1	50.2	49.2	50.5	42.7	-3.6	46.8	-3.5	49.1	-2.0	47.0	-3.2	45.0	-4.2	48.1	-2.4
Grade 1																		
Blanton	50.0	49.0	54.9	63.8	65.2	68.2	48.9	-1.1	58.3	9.3	56.5	1.6	59.6	-4.2	58.3	-6.9	61.7	-6.5
Mills	32.4	38.9	40.0	40.0	42.4	38.7	48.4	16.0	63.3	24.4	73.3	33.3	57.1	17.1	57.1	14.7	70.4	31.7
Pease	28.0	35.4	44.6	39.8	36.6	45.5	35.7	7.7	36.1	0.7	33.3	-11.3	35.7	-4.1	40.9	4.3	45.3	-0.2
U. Lee	34.3	35.3	36.2	52.2	50.0	55.2	39.6	5.3	51.0	15.7	48.0	11.8	47.8	-4.4	46.8	-3.2	56.5	1.3
ACE	34.9	38.7	43.7	48.3	47.2	52.1	41.8	6.9	49.3	10.6	48.5	4.8	47.6	-0.7	49.2	2.0	56.0	3.9
District	43.4	45.1	43.8	45.6	47.1	49.3	42.3	-1.1	44.2	-0.9	45.0	1.2	45.1	-0.5	45.2	-1.9	47.9	-1.4
Grade 2																		
Blanton	38.2	29.4	33.3	53.1	46.9	48.4	69.8	31.6	61.4	32.0	65.9	32.6	65.1	12.0	64.3	17.4	73.2	24.8
Mills	50.0	49.4	57.7	64.0	60.0	61.5	17.2	-32.8	58.6	9.2	57.1	-0.6	63.0	-1.0	62.5	2.5	66.7	5.2
Pease	18.4	27.3	28.1	39.3	38.1	46.4	42.2	23.8	41.3	14.0	44.6	16.5	39.3	0.0	48.3	10.2	54.4	8.0
U. Lee	29.2	24.6	34.8	39.4	38.7	44.1	43.1	13.9	47.0	22.4	60.0	25.2	66.2	26.8	69.4	30.7	65.0	20.9
ACE	29.0	29.0	34.6	44.4	42.4	48.0	44.8	15.8	50.0	21.0	55.8	21.2	57.1	12.7	60.6	18.2	63.7	15.7
District	52.8	49.7	52.7	54.5	56.1	57.0	52.6	-0.2	51.0	1.3	52.6	-0.1	53.4	-1.1	54.3	-1.8	56.2	-0.8

Source: District ISIP files dated June 20, 2016 (2015-16), October 5, 2016 (2016-17, SW1), November 8, 2016 (2016-17, SW2), January 10, 2017 (2016-17, SW3), February 28, 2017 (2016-17, SW4), April 17, 2017 (2016-17, SW5), and May 30, 2017 (2016-17, SW6) for students enrolled on the PEIMS snapshot dates of October 30, 2015 (2015-16) and October 28, 2016 (2016-17).

Note: SW# = six-week period #. Δ = change. % Pts = percentage points. Latest score was used if assessment taken more than once in time period.

Appendix I Table 3: 2016-17 Tier 1 *ISIP* Rates by Campus – Change from Previous Year (2015-16) (Spanish)

Campus	2015-16						2016-17											
	SW1	SW2	SW3	SW4	SW5	SW6	SW1	Δ 15-16 SW1	SW2	Δ 15-16 SW2	SW3	Δ 15-16 SW3	SW4	Δ 15-16 SW4	SW5	Δ 15-16 SW5	SW6	Δ 15-16 SW6
	%	%	%	%	%	%	%	% Pts	%	% Pts	%	% Pts	%	% Pts	%	% Pts	%	% Pts
Kindergarten																		
Blanton	52.5	67.6	75.0	77.5	70.0	70.0	81.0	28.5	68.1	0.5	74.5	-0.5	84.4	6.9	73.9	3.9	80.4	10.4
Mills	72.2	89.5	84.2	66.7	76.5	70.6	75.0	2.8	66.7	-22.8	50.0	-34.2	66.7	0.0	25.0	-51.5	41.7	-28.9
Pease	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
U. Lee	68.0	58.8	53.6	66.7	59.3	46.4	61.5	-6.5	55.6	-3.2	50.0	-3.6	59.3	-7.4	65.4	6.1	61.5	15.1
ACE	61.4	71.2	70.1	71.8	67.9	62.4	73.8	12.4	64.0	-7.2	63.2	-6.9	73.8	2.0	64.3	-3.6	69.0	6.6
District	61.6	64.0	65.3	66.0	65.8	67.8	61.7	0.1	62.1	-1.9	63.0	-2.3	64.2	-1.8	63.0	-2.8	64.5	-3.3
Grade 1																		
Blanton	75.6	77.8	86.7	93.3	93.3	95.6	58.5	-17.1	78.4	0.6	80.4	-6.3	80.4	-12.9	88.2	-5.1	88.0	-7.6
Mills	51.9	42.3	61.5	64.0	76.0	76.0	50.0	-1.9	50.0	7.7	72.2	10.7	61.1	-2.9	66.7	-9.3	66.7	-9.3
Pease	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
U. Lee	70.4	53.8	66.7	74.1	55.6	55.6	42.1	-28.3	45.0	-8.8	40.0	-26.7	30.0	-44.1	40.0	-15.6	78.9	23.3
ACE	67.7	63.1	74.5	80.4	78.4	79.4	53.3	-14.4	65.2	2.1	69.7	-4.8	65.2	-15.2	73.0	-5.4	81.6	2.2
District	62.6	63.2	65.0	66.1	66.6	69.1	60.2	-2.4	59.9	-3.3	63.0	-2.0	63.0	-3.1	63.6	-3.0	67.6	-1.5
Grade 2																		
Blanton	60.5	64.3	83.7	81.4	67.4	71.4	78.6	18.1	77.8	13.5	69.1	-14.6	74.5	-6.9	76.9	9.5	76.6	5.2
Mills	50.0	53.8	42.3	30.8	30.8	32.0	56.0	6.0	66.7	12.9	66.7	24.4	55.6	24.8	66.7	35.9	59.3	27.3
Pease	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
U. Lee	54.2	41.7	62.5	66.7	56.5	56.5	65.4	11.2	57.7	16.0	80.8	18.3	81.5	14.8	96.2	39.7	96.2	39.7
ACE	55.9	51.6	66.7	63.4	54.3	56.7	70.1	14.2	70.1	18.5	71.3	4.6	71.6	8.2	79.0	24.7	77.0	20.3
District	62.3	63.7	61.3	58.7	54.2	54.9	59.4	-2.9	60.6	-3.1	59.9	-1.4	57.3	-1.4	56.2	2.0	56.3	1.4

Source: District *ISIP* files dated June 20, 2016 (2015-16), October 5, 2016 (2016-17, SW1), November 8, 2016 (2016-17, SW2), January 10, 2017 (2016-17, SW3), February 28, 2017 (2016-17, SW4), April 17, 2017 (2016-17, SW5), and May 30, 2017 (2016-17, SW6) for students enrolled on the PEIMS snapshot dates of October 30, 2015 (2015-16) and October 28, 2016 (2016-17).

Note: SW# = six-week period #. Δ = change. % Pts = percentage points. Spanish version of *ISIP* was not administered at Pease. Latest score was used if assessment taken more than once in time period.

Appendix J

Appendix J Table 1: 2014-15 to 2016-17 ACE Tier 1 /SIP Rates Growth by Campus - Combined English and Spanish

Campus	2014-15			2015-16			2016-17			1 Yr Δ			2 Yr Δ		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten															
Blanton	68.3	53.1	42.7	56.0	69.8	77.0	67.1	75.3	83.8	11.1	5.5	6.8	-1.2	22.2	41.1
U.Lee	38.4	32.4	27.4	60.6	44.8	45.5	45.7	53.0	57.8	-14.9	8.2	12.3	7.3	20.6	30.4
Mills	58.0	46.7	37.5	68.6	62.7	73.5	45.8	60.0	56.5	-22.8	-2.7	-17.0	-12.2	13.3	19.0
Pease	16.3	24.4	25.0	46.8	43.7	66.7	44.4	39.7	55.6	-2.4	-4.0	-11.1	28.1	15.3	30.6
ACE	45.1	39.9	34.6	56.8	55.6	66.1	52.4	57.7	66.0	-4.4	2.1	-0.1	7.3	17.8	31.4
IR	40.8	42.4	42.8	57.2	45.3	47.1	42.8	39.2	39.3	-14.4	-6.1	-7.8	2.0	-3.2	-3.5
District	51.1	53.7	57.7	62.0	56.8	59.4	55.0	55.2	56.6	-7.0	-1.6	-2.8	3.9	1.5	-1.1
Grade 1															
Blanton	45.0	40.5	37.2	67.0	72.8	82.0	65.7	70.4	75.3	-1.3	-2.4	-6.7	20.7	29.9	38.1
U.Lee	28.9	26.1	21.9	44.7	52.2	55.3	50.0	45.8	62.5	5.3	-6.4	7.2	21.1	19.7	40.6
Mills	41.1	40.0	27.0	43.8	46.7	55.4	42.9	58.7	70.5	-0.9	12.0	15.1	1.8	18.7	43.5
Pease	9.8	7.7	14.0	30.0	44.6	46.1	37.3	36.2	45.3	7.3	-8.4	-0.8	27.5	28.5	31.3
ACE	30.2	27.6	27.4	47.1	55.0	60.6	51.2	54.4	64.3	4.1	-0.6	3.7	21.0	26.8	36.9
IR	37.1	34.0	37.3	41.4	44.0	46.6	26.3	26.6	28.2	-15.1	-17.4	-18.4	-10.8	-7.4	-9.1
District	45.9	47.9	51.6	52.8	55.2	58.7	51.6	53.8	57.7	-1.2	-1.4	-1.0	5.7	5.9	6.1
Grade 2															
Blanton	27.5	27.0	24.4	59.7	62.2	61.6	70.3	71.1	75.0	10.6	8.9	13.4	42.8	44.1	50.6
U.Lee	18.6	25.7	20.5	38.2	44.9	46.9	49.5	69.7	74.4	11.3	24.8	27.5	30.9	44.0	53.9
Mills	28.4	21.7	30.2	50.0	45.1	47.1	49.0	56.9	62.7	-1.0	11.8	15.6	20.6	35.2	32.5
Pease	16.7	13.7	16.4	19.8	32.5	46.4	40.8	41.0	54.4	21.0	8.5	8.0	24.1	27.3	38.0
ACE	22.0	22.6	23.1	40.5	45.8	50.5	54.6	62.1	68.4	14.1	16.3	17.9	32.6	39.5	45.3
IR	31.0	30.8	32.2	45.6	43.0	43.9	38.2	40.7	39.2	-7.4	-2.3	-4.7	7.2	9.9	7.0
District	42.9	44.1	44.5	58.3	56.5	56.0	55.8	55.5	56.5	-2.5	-1.0	0.5	12.9	11.4	12.0

Source: District /SIP files dated June 17th and 21st, 2016 for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15) and October 30, 2015 (2015-16).
 Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Note: BOY = September; MOY = January; EOY = May; Δ 14-15 = change (in percentage points) from 2014-15; IR = Non-ACE Improvement Required campuses.

Appendix J Table 2: 2014-15 to 2016-17 ACE Tier 1 *ISIP* Rates Growth by Campus - English

Campus	2014-15			2015-16			2016-17			1 Yr Δ			2 Yr Δ		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten															
Blanton	65.6	35.4	18.8	52.3	60.9	83.0	57.1	63.0	89.3	4.8	2.1	6.3	-8.5	27.6	70.5
U.Lee	25.5	26.5	22.4	63.4	36.6	44.7	31.1	47.5	55.3	-32.3	10.9	10.6	5.6	21.0	32.9
Mills	48.7	37.2	33.3	69.7	51.5	75.0	41.7	53.8	72.7	-28.0	2.3	-2.3	-7.0	16.6	39.4
Pease	16.3	24.7	25.0	46.8	43.7	66.7	44.4	39.7	55.6	-2.4	-4.0	-11.1	28.1	15.0	30.6
ACE	32.5	30.0	24.6	55.3	47.6	67.7	42.6	47.8	64.1	-12.7	0.2	-3.6	10.1	17.8	39.5
IR	30.8	32.2	33.5	55.6	36.0	35.4	35.3	31.4	31.7	-20.3	-4.6	-3.7	4.5	-0.8	-1.8
District	39.6	43.7	49.0	62.9	47.9	50.8	48.0	46.6	48.1	-14.9	-1.3	-2.7	8.4	2.9	-0.9
Grade 1															
Blanton	25.0	10.8	16.7	50.0	63.8	68.2	60.4	59.6	61.7	10.4	-4.2	-6.5	35.4	48.8	45.0
U.Lee	18.8	15.2	16.7	32.8	47.7	55.2	48.9	51.2	55.6	16.1	3.5	0.4	30.1	36.0	38.9
Mills	34.5	17.9	25.0	37.8	38.2	38.7	38.7	57.1	73.1	0.9	18.9	34.4	4.2	39.2	48.1
Pease	9.8	7.7	14.0	30.0	44.6	46.1	37.3	36.2	45.3	7.3	-8.4	-0.8	27.5	28.5	31.3
ACE	18.5	12.0	17.4	36.1	48.5	52.3	46.1	48.6	56.0	10.0	0.1	3.7	27.6	36.6	38.6
IR	27.2	22.5	25.9	31.2	35.3	36.2	19.2	19.9	22.1	-12.0	-15.4	-14.1	-8.0	-2.6	-3.8
District	34.9	34.0	38.4	43.1	47.0	49.3	44.1	45.0	48.0	1.0	-2.0	-1.3	9.2	11.0	9.6
Grade 2															
Blanton	8.3	2.5	7.3	41.2	46.9	48.4	64.3	65.1	73.2	23.1	18.2	24.8	56.0	62.6	65.9
U.Lee	11.1	16.9	9.1	32.3	41.5	43.1	47.7	66.7	65.0	15.4	25.2	21.9	36.6	49.8	55.9
Mills	8.9	10.0	20.5	50.0	56.0	61.5	47.8	58.3	66.7	-2.2	2.3	5.2	38.9	48.3	46.2
Pease	16.7	13.7	16.7	19.8	32.5	46.4	40.8	41.0	54.4	21.0	8.5	8.0	24.1	27.3	37.7
ACE	12.1	11.9	14.1	31.0	40.5	47.7	49.7	57.1	63.7	18.7	16.6	16.0	37.6	45.2	49.6
IR	20.1	20.5	22.7	42.1	42.7	43.4	34.8	37.5	38.3	-7.3	-5.2	-5.1	14.7	17.0	15.6
District	30.0	33.1	35.7	54.9	55.1	57.0	51.3	53.7	56.4	-3.6	-1.4	-0.6	21.3	20.6	20.7

Source: District *ISIP* files dated June 17th and 21st, 2016 for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15) and October 30, 2015 (2015-16).
 Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Note: BOY = September; MOY = January; EOY = May; Δ 14-15 = change (in percentage points) from 2014-15; IR = Non-ACE Improvement Required campuses.

Appendix J Table 3: 2014-15 to 2016-17 ACE Tier 1 /S/P Rates Growth by Campus - Spanish

Campus	2014-15			2015-16			2016-17			1 Yr Δ			2 Yr Δ		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten															
Blanton	70.0	70.8	66.7	60.0	80.0	70.0	72.9	82.6	80.4	12.9	2.6	10.4	2.9	11.8	13.7
U.Lee	77.8	44.0	46.2	56.0	57.7	46.4	72.0	61.5	61.5	16.0	3.8	15.1	-5.8	17.5	15.3
Mills	70.0	59.4	43.3	66.7	83.3	70.6	50.0	66.7	41.7	-16.7	-16.6	-28.9	-20.0	7.3	-1.6
Pease	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ACE	71.4	60.4	56.0	60.2	73.8	62.4	69.4	73.8	69.0	9.2	0.0	6.6	-2.0	13.4	13.0
IR	56.1	58.9	57.8	59.7	60.3	65.8	61.5	56.9	55.2	1.8	-3.4	-10.6	5.4	-2.0	-2.6
District	63.4	64.7	66.7	61.1	66.0	67.8	62.4	63.8	64.4	1.3	-2.2	-3.4	-1.0	-0.9	-2.3
Grade 1															
Blanton	61.4	66.7	54.8	84.4	82.2	95.6	70.6	80.4	88.0	-13.8	-1.8	-7.6	9.2	13.7	33.2
U.Lee	63.2	53.8	25.0	74.1	63.0	55.6	52.6	33.3	78.9	-21.5	-29.7	23.3	-10.6	-20.5	53.9
Mills	48.1	63.0	30.8	51.9	57.7	76.0	50.0	61.1	66.7	-1.9	3.4	-9.3	1.9	-1.9	35.9
Pease	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ACE	57.8	62.1	42.7	72.7	70.4	79.4	62.5	66.7	81.6	-10.2	-3.7	2.2	4.7	4.6	38.9
IR	53.6	53.8	54.6	59.4	58.6	63.9	49.2	44.8	43.9	-10.2	-13.8	-20.0	-4.4	-9.0	-10.7
District	58.9	63.8	66.1	64.3	64.7	69.3	60.0	63.2	67.7	-4.3	-1.5	-1.6	1.1	-0.6	1.6
Grade 2															
Blanton	73.3	46.9	40.0	74.4	73.8	71.4	75.5	75.9	76.6	1.1	2.1	5.2	2.2	29.0	36.6
U.Lee	40.0	41.7	31.8	54.2	54.2	56.5	53.8	76.9	96.2	-0.4	22.7	39.7	13.8	35.2	64.4
Mills	58.6	37.9	57.1	50.0	34.6	32.0	50.0	55.6	59.3	0.0	21.0	27.3	-8.6	17.7	2.2
Pease	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ACE	55.1	43.0	40.2	62.4	57.6	56.7	63.4	71.0	77.0	1.0	13.4	20.3	8.3	28.0	36.8
IR	51.1	48.6	47.0	51.8	43.5	44.7	45.9	49.7	41.3	-5.9	6.2	-3.4	-5.2	1.1	-5.7
District	58.8	57.0	54.9	62.6	58.1	54.9	61.1	57.8	56.7	-1.5	-0.3	1.8	2.3	0.8	1.8

Source: District /S/P files dated June 17th and 21st, 2016 for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15) and October 30, 2015 (2015-16).
 Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Note: BOY = September; MOY = January; EOY = May; Δ 14-15 = change (in percentage points) from 2014-15; IR = Non-ACE Improvement Required campuses.

Appendix K

Appendix K Table 1: Fall 2016 ACE ACP Passing Rate Comparisons By Campus and Subject

Subject	% Tests with Passing Rates Over Last Year	% Tests with Passing Rates over Non-ACE IR Schools	% Tests with Passing Rates within 10 pct pts of District	% Tests with Passing Rates Over District	% Tests with Passing Rates Over Magnet Students
Blanton					
Mathematics	100.0	100.0	100.0	100.0	16.7
Language Arts/Reading	64.3	100.0	71.4	71.4	0.0
Science	100.0	100.0	100.0	100.0	0.0
All	77.3	100.0	81.8	81.8	6.3
U. Lee					
Mathematics	33.3	83.3	83.3	16.7	0.0
Language Arts/Reading	57.1	92.9	85.7	50.0	0.0
Science	50.0	100.0	100.0	100.0	0.0
All	50.0	90.9	86.4	45.5	0.0
Mills					
Mathematics	66.7	83.3	33.3	0.0	0.0
Language Arts/Reading	57.1	71.4	64.3	21.4	0.0
Science	0.0	100.0	100.0	0.0	0.0
All	57.1	76.2	57.1	14.3	0.0
Pease					
Mathematics	50.0	83.3	33.3	0.0	0.0
Language Arts/Reading	57.1	85.7	57.1	0.0	0.0
Science	100.0	100.0	100.0	100.0	0.0
All	57.1	85.7	50.0	7.1	0.0
Dade					
Mathematics	50.0	0.0	0.0	0.0	0.0
Language Arts/Reading	83.3	16.7	50.0	0.0	0.0
Science	0.0	66.7	66.7	50.0	0.0
Social Studies	16.7	66.7	50.0	50.0	0.0
All	37.5	37.5	41.7	25.0	0.0
Edison					
Mathematics	83.3	0.0	50.0	50.0	0.0
Language Arts/Reading	16.7	16.7	50.0	0.0	0.0
Science	16.7	66.7	50.0	33.3	0.0
Social Studies	20.0	80.0	40.0	20.0	0.0
All	34.8	39.1	47.8	26.1	0.0
Zumwalt					
Mathematics	83.3	66.7	83.3	16.7	0.0
Language Arts/Reading	83.3	0.0	50.0	0.0	0.0
Science	50.0	50.0	50.0	0.0	0.0
Social Studies	50.0	33.3	0.0	0.0	0.0
All	66.7	37.5	45.8	4.2	0.0
ACE Elementary					
Mathematics	50.0	100.0	100.0	33.3	0.0
Language Arts/Reading	84.6	100.0	78.6	57.1	0.0
Science	100.0	100.0	100.0	100.0	0.0
All	76.2	100.0	86.4	54.5	0.0
ACE Middle					
Mathematics	66.7	16.7	50.0	0.0	0.0
Language Arts/Reading	83.3	16.7	33.3	0.0	0.0
Science	33.3	66.7	50.0	33.3	0.0
Social Studies	16.7	50.0	50.0	0.0	0.0
All	50.0	37.5	45.8	8.3	0.0
All ACE					
Mathematics	58.3	58.3	75.0	16.7	0.0
Language Arts/Reading	84.2	75.0	65.0	40.0	0.0
Science	50.0	75.0	62.5	50.0	0.0
Social Studies	16.7	50.0	50.0	0.0	0.0
All	62.2	67.4	65.2	30.4	0.0

Source: District ACP files dated February 2, 2016 (fall 2016) and January 31, 2017 (fall 2017) for students enrolled on the year's PEIMS snapshot date.

Note: N/A = Not Applicable. No fall 2016 elementary school social studies ACPs were administered. See Appendix L for passing rates by exam.

Appendix K Table 2: Spring 2017 ACE ACP Passing Rate Comparisons By Campus and Subject

Subject	% Tests with Passing Rates Over Last Year	% Tests with Passing Rates over Non-ACE IR Schools	% Tests with Passing Rates within 10 pct pts of District	% Tests with Passing Rates Over District	% Tests with Passing Rates Over Magnet Students
Dade					
Science	0.0	50.0	25.0	25.0	0.0
Social Studies	25.0	25.0	50.0	0.0	0.0
All	12.5	37.5	37.5	12.5	0.0
Edison					
Science	50.0	50.0	25.0	0.0	0.0
Social Studies	50.0	25.0	25.0	0.0	0.0
All	50.0	37.5	25.0	0.0	0.0
Zumwalt					
Science	0.0	50.0	50.0	0.0	0.0
Social Studies	0.0	50.0	25.0	25.0	25.0
All	0.0	50.0	37.5	12.5	12.5
ACE Middle (All ACE)					
Science	0.0	50.0	25.0	0.0	0.0
Social Studies	25.0	50.0	25.0	0.0	0.0
All	12.5	50.0	25.0	0.0	0.0

Source: District ACP files dated July 11, 2016 (spring 2016) and June 27, 2017 (spring 2017) for students enrolled on the year's PEIMS snapshot date.

Note: N/A = Not Applicable. Elementary school students did not take ACPs in spring 2017. No mathematics or reading ACPs were administered in spring 2017. See Appendix L for passing rates by exam.

Appendix L

Appendix L Table 1: Fall 2015 and Fall 2016 ACE Core Subjects ACP Passing Rates – Elementary School - Blanton, Umphrey Lee, and Mills

Test	Blanton						U. Lee						Mills					
	F15 %	F16 %	Δ from F15 %pts	Δ Dist F16 %pts	Δ Non-ACE IR F16 %pts	Δ Magnet F16 %pts	F15 %	F16 %	Δ from F15 %pts	Δ Dist F16 %pts	Δ Non-ACE IR F16 %pts	Δ Magnet F16 %pts	F15 %	F16 %	Δ from F15 %pts	Δ Dist F16 %pts	Δ Non-ACE IR F16 %pts	Δ Magnet F16 %pts
K Mathematics	92.0	97.5	5.5	11.7	19.2	5.1	92.5	78.3	-14.2	-7.5	0.0	-14.1	81.5	73.1	-8.4	-12.7	-5.2	-19.3
K Mathematics SP	-	-	N/A	N/A	N/A	N/A	-	-	N/A	N/A	N/A	N/A	-	-	N/A	N/A	N/A	N/A
Grade 1 Mathematics	88.4	89.8	1.4	6.8	22.9	-2.9	80.2	69.9	-10.3	-13.1	3.0	-22.8	72.1	72.9	0.8	-10.1	6.0	-19.8
Grade 1 Mathematics SP	-	-	N/A	N/A	N/A	N/A	-	-	N/A	N/A	N/A	N/A	-	-	N/A	N/A	N/A	N/A
Grade 2 Mathematics	86.8	87.6	0.8	6.5	17.1	-5.8	84.6	73.3	-11.3	-7.8	2.8	-20.1	70.6	79.6	9.0	-1.5	9.1	-13.8
Grade 2 Mathematics SP	-	-	N/A	N/A	N/A	N/A	-	-	N/A	N/A	N/A	N/A	-	-	N/A	N/A	N/A	N/A
Grade 3 Mathematics	59.0	74.4	15.4	13.2	32.4	-6.6	75.0	59.3	-15.7	-1.9	17.3	-21.7	30.6	50	19.4	-11.2	8.0	-31.0
Grade 3 Mathematics SP	-	-	N/A	N/A	N/A	N/A	-	-	N/A	N/A	N/A	N/A	-	-	N/A	N/A	N/A	N/A
Grade 4 Mathematics	73.8	84.5	10.7	19.3	41.1	-8.9	61.5	74.2	12.7	9.0	30.8	-19.2	44.6	54.2	9.6	-11.0	10.8	-39.2
Grade 4 Mathematics SP	-	-	N/A	N/A	N/A	N/A	-	-	N/A	N/A	N/A	N/A	-	-	N/A	N/A	N/A	N/A
Grade 5 Mathematics	66.3	88.8	22.5	24.9	45.6	-3.2	41.1	59.5	18.4	-4.4	16.3	-32.5	72.3	54.7	-17.6	-9.2	11.5	-37.3
Grade 5 Mathematics SP	-	-	N/A	N/A	N/A	N/A	-	-	N/A	N/A	N/A	N/A	-	-	N/A	N/A	N/A	N/A
Kindergarten Reading	91.7	96.6	4.9	3.6	6.3	-0.9	100.0	93	-7.0	0.0	2.7	-4.5	97.1	92.3	-4.8	-0.7	2.0	-5.2
Kindergarten Reading SP	100.0	98.0	-2.0	3.4	7.5	N/A	92.9	100.0	7.1	5.4	9.5	N/A	100.0	84.5	-15.5	-10.1	-6.0	N/A
Grade 1 Reading	91.7	93.5	1.8	3.0	15.7	-3.7	88.2	85.2	-3.0	-5.3	7.4	-12.0	82.9	96.7	13.8	6.2	18.9	-0.5
Grade 1 Reading SP	100.0	98.0	-2.0	6.4	10.8	N/A	92.9	89.5	-3.4	-2.1	2.3	N/A	69.2	83.3	14.1	-8.3	-3.9	N/A
Grade 2 Reading	64.7	82.5	17.8	5.2	17.5	-14.2	64.2	76.6	12.4	-0.7	11.6	-20.1	57.7	88.9	31.2	11.6	23.9	-7.8
Grade 2 Reading SP	90.7	89.5	-1.2	9.3	15.2	N/A	79.2	88.5	9.3	8.3	14.2	N/A	54.2	63.0	8.8	-17.2	-11.3	N/A
Grade 3 Reading	46.7	42.9	-3.8	-13.9	8.7	-40.7	50.0	42.9	-7.1	-13.9	8.7	-40.7	29.4	46.9	17.5	-9.9	12.7	-36.7
Grade 3 Reading SP	73.6	88.5	14.9	28.3	34.0	N/A	91.2	82.6	-8.6	22.4	28.1	N/A	40.0	59.1	19.1	-1.1	4.6	N/A
Grade 4 Language Arts	37.5	51.4	13.9	-7.4	13.4	-42.0	62.3	55.5	-6.8	-3.3	17.5	-37.9	25.6	45.2	19.6	-13.6	7.2	-48.2
Grade 4 Language Arts SP	60.3	87.1	26.8	19.0	36.9	N/A	82.4	92	9.6	23.9	41.8	N/A	61.5	60.7	-0.8	-7.4	10.5	N/A
Grade 4 Reading	46.0	45.7	-0.3	-22.9	1.1	-53.0	68.3	71.9	3.6	3.3	27.3	-26.8	43.6	41.9	-1.7	-26.7	-2.7	-56.8
Grade 4 Reading SP	67.9	85.5	17.6	10.6	26.6	N/A	82.4	100	17.6	25.1	41.1	N/A	53.8	67.9	14.1	-7.0	9.0	N/A
Grade 5 Reading	48.7	58.0	9.3	-13.1	6.7	-38.7	48.3	63.2	14.9	-7.9	11.9	-33.5	74.1	60	-14.1	-11.1	8.7	-36.7
Grade 5 Reading SP	71.4	83.3	11.9	7.5	10.8	-16.7	64.3	64.7	0.4	-11.1	-7.8	-35.3	90.0	78.3	-11.7	2.5	5.8	-21.7
Grade 5 Science	43.2	90.0	46.8	21.7	40.1	-1.8	48.3	71.9	23.6	3.6	22.0	-19.9	69.6	66	-3.6	-2.3	16.1	-25.8
Grade 5 Science SP	88.4	97.9	9.5	27.7	46.5	-2.1	78.5	76.5	-2.0	6.3	25.1	-23.5	*	-	N/A	N/A	N/A	N/A

Source: District ACP files dated February 2, 2016 (fall 2016) and January 31, 2017 (fall 2017) for students enrolled on the year's PEIMS snapshot date.

Note: All differences shown in percentage points; * = fewer than five students took test; - = zero students took test, K = Kindergarten. N/A = Not Applicable; Δ from F15 = Difference from fall 2015; Δ Dist F16 = Difference from district fall 2016; Δ Non-ACE IR F16 = Difference from Non-ACE Improvement Required schools; SP = Spanish Language (English unless have this designation). Positive comparisons are highlighted in blue bold.

Appendix L Table 2: Fall 2015 and Fall 2016 ACE Core Subjects ACP Passing Rates – Elementary School - Pease and Overall

Test	Pease						ACE			District		Non-ACE IR		Magnet	
	F15 %	F16 %	Δ from F15 %pts	Δ Dist F16 %pts	Δ Non-ACE IR F16 %pts	Δ Magnet F16 %pts	F16 %	F15 %	Δ ACE F15 %pts	Dist F16 %	Δ Dist F16 %pts	F16 %	Δ Non-ACE IR F16 %pts	F16 %	Δ Magnet F16 %pts
K Mathematics	84.4	78.8	-5.6	-7.0	0.5	-13.6	84.2	88.1	-3.9	85.8	-1.6	78.3	5.9	92.4	-8.2
K Mathematics SP	-	-	N/A	N/A	N/A	N/A	-	-	N/A	81.8	N/A	*	N/A	-	N/A
Grade 1 Mathematics	73.4	68.6	-4.8	-14.4	1.7	-24.1	76.8	79.5	-2.7	83.0	-6.2	66.9	9.9	92.7	-15.9
Grade 1 Mathematics SP	-	-	N/A	N/A	N/A	N/A	-	-	N/A	91.2	N/A	100.0	N/A	-	N/A
Grade 2 Mathematics	73.6	74.6	1.0	-6.5	4.1	-18.8	79.3	80.0	-0.7	81.1	-1.8	70.5	8.8	93.4	-14.1
Grade 2 Mathematics SP	-	-	N/A	N/A	N/A	N/A	-	-	N/A	64.5	N/A	*	N/A	-	N/A
Grade 3 Mathematics	48.4	41.7	-6.7	-19.5	-0.3	-39.3	57.7	54.9	2.8	61.2	-3.5	42.0	15.7	81.0	-23.3
Grade 3 Mathematics SP	-	-	N/A	N/A	N/A	N/A	-	-	N/A	47.6	N/A	*	N/A	-	N/A
Grade 4 Mathematics	39.5	44.4	4.9	-20.8	1.0	-49.0	67.5	56.3	11.2	65.2	2.3	43.4	24.1	93.4	-25.9
Grade 4 Mathematics SP	-	-	N/A	N/A	N/A	N/A	-	-	N/A	53.5	N/A	*	N/A	-	N/A
Grade 5 Mathematics	45.6	47.7	2.1	-16.2	4.5	-44.3	65.9	54.5	11.4	63.9	2.0	43.2	22.7	92.0	-26.1
Grade 5 Mathematics SP	-	-	N/A	N/A	N/A	N/A	-	-	N/A	53.7	N/A	*	N/A	-	N/A
Kindergarten Reading	94.7	89.4	-5.3	-3.6	-0.9	-8.1	92.1	95.4	-3.3	93.0	-0.9	90.3	1.8	97.5	-5.4
Kindergarten Reading SP	-	-	N/A	N/A	N/A	N/A	96.6	97.7	-1.1	94.6	2.0	90.5	6.1	-	N/A
Grade 1 Reading	79.2	85.5	6.3	-5.0	7.7	-11.7	88.9	85.1	3.8	90.5	-1.6	77.8	11.1	97.2	-8.3
Grade 1 Reading SP	-	-	N/A	N/A	N/A	N/A	93.2	90.1	3.1	91.6	1.6	87.2	6.0	-	N/A
Grade 2 Reading	53.8	74.6	20.8	-2.7	9.6	-22.1	78.9	59.5	19.4	77.3	1.6	65.0	13.9	96.7	-17.8
Grade 2 Reading SP	-	-	N/A	N/A	N/A	N/A	82.7	78.0	4.7	80.2	2.5	74.3	8.4	-	N/A
Grade 3 Reading	52.1	51.4	-0.7	-5.4	17.2	-32.2	46.6	47.2	-0.6	56.8	-10.2	34.2	12.4	83.6	-37.0
Grade 3 Reading SP	-	-	N/A	N/A	N/A	N/A	80.4	70.1	10.3	60.2	20.2	54.5	25.9	-	N/A
Grade 4 Language Arts	48.2	45.2	-3.0	-13.6	7.2	-48.2	49.7	46.2	3.5	58.8	-9.1	38.0	11.7	93.4	-43.7
Grade 4 Language Arts SP	-	-	N/A	N/A	N/A	N/A	81.7	64.2	17.5	68.1	13.6	50.2	31.5	-	N/A
Grade 4 Reading	45.3	55.6	10.3	-13.0	11.0	-43.1	57.0	51.1	5.9	68.6	-11.6	44.6	12.4	98.7	-41.7
Grade 4 Reading SP	-	-	N/A	N/A	N/A	N/A	84.3	66.7	17.6	74.9	9.4	58.9	25.4	-	N/A
Grade 5 Reading	48.9	53.8	4.9	-17.3	2.5	-42.9	58.4	51.9	6.5	71.1	-12.7	51.3	7.1	96.7	-38.3
Grade 5 Reading SP	-	-	N/A	N/A	N/A	N/A	78.4	75.0	3.4	75.8	2.6	72.5	5.9	100.0	-21.6
Grade 5 Science	46.1	63.1	17.0	-5.2	13.2	-28.7	72.0	50.9	21.1	68.3	3.7	49.9	22.1	91.8	-19.8
Grade 5 Science SP	-	-	N/A	N/A	N/A	N/A	92.3	84.5	7.8	70.2	22.1	51.4	40.9	100.0	-7.7

Source: District ACP files dated February 2, 2016 (fall 2016) and January 31, 2017 (fall 2017) for students enrolled on the year's PEIMS snapshot date.

Note: All differences shown in percentage points; * = fewer than five students took test; - = zero students took test, K = Kindergarten. N/A = Not Applicable; Δ from F15 = Difference from fall 2015; Δ Dist F16 = Difference from district fall 2016; Δ Non-ACE IR F16 = Difference from Non-ACE Improvement Required schools; SP = Spanish Language (Tests are in English unless they have this designation). Positive comparisons are highlighted in blue bold.

Appendix L Table 3: Fall 2015 and Fall 2016 ACE Core Subjects ACP Passing Rates – Middle School – Dade, Edison, and Zumwalt

Test	Dade						Edison						Zumwalt					
	F15 %	F16 %	Δ from F15 %pts	Δ Dist F16 %pts	Δ Non-ACE IR F16 %pts	Δ Magnet F16 %pts	F15 %	F16 %	Δ from F15 %pts	Δ Dist F16 %pts	Δ Non-ACE IR F16 %pts	Δ Magnet F16 %pts	F15 %	F16 %	Δ from F15 %pts	Δ Dist F16 %pts	Δ Non-ACE IR F16 %pts	Δ Magnet F16 %pts
Mathematics 6	51.3	49.3	-2.0	-10.1	-5.1	-44.1	39.6	43.9	4.3	-15.5	-10.5	-49.5	36.1	52.7	16.6	-6.7	-1.7	-40.7
Mathematics 6 Pre-AP	27.8	48.3	20.5	-25.8	-3.0	-36.7	40.0	53.8	13.8	-20.3	2.5	-31.2	63.6	35.0	-28.6	-39.1	-16.3	-50.0
Mathematics 7	38.9	44.0	5.1	-11.5	-4.3	-40.9	49.6	65.5	15.9	10.0	17.2	-19.4	34.4	51.5	17.1	-4.0	3.2	-33.4
Mathematics 7 Pre-AP	54.3	22.1	-32.2	-51.7	-43.9	-57.6	55.0	52.9	-2.1	-20.9	-13.1	-26.8	48.5	66.7	18.2	-7.1	0.7	-13.0
Mathematics 8	54.8	37.0	-17.8	-19.7	-15.8	-50.5	45.9	66.3	20.4	9.6	13.5	-21.2	49.6	53.0	3.4	-3.7	0.2	-34.5
Algebra I Pre-AP	31.9	32.8	0.9	-19.4	-18.5	-53.8	62.5	68.2	5.7	16.0	16.9	-18.4	18.5	79.2	60.7	27.0	27.9	-7.4
Read/Lang Arts 6	50.3	51	0.7	-11.4	-8.6	-45.1	54.2	43.8	-10.4	-18.6	-15.8	-52.3	49.2	56.5	7.3	-5.9	-3.1	-39.6
Read/Lang Arts 6 Pre-AP	43.1	69.3	26.2	-12.2	-1.3	-22.7	95.0	70	-25.0	-11.5	-0.6	-22.0	50.0	50	0.0	-31.5	-20.6	-42.0
Read/Lang Arts 7	56.7	57.6	0.9	-8.2	-3.7	-36.6	57.4	62.4	5.0	-3.4	1.1	-31.8	43.8	57.4	13.6	-8.4	-3.9	-36.8
Read/Lang Arts 7 Pre-AP	68.6	61.2	-7.4	-24.7	-13.9	-34.0	70.6	66.7	-3.9	-19.2	-8.4	-28.5	37.8	70	32.2	-15.9	-5.1	-25.2
Read/Lang Arts 8	55.5	57.6	2.1	-9.0	-6.2	-38.2	66.7	64	-2.7	-2.6	0.2	-31.8	57.3	62	4.7	-4.6	-1.8	-33.8
Read/Lang Arts 8 Pre-AP	57.8	71	13.2	-9.1	2.4	-19.3	85.7	79.2	-6.5	-0.9	10.6	-11.1	41.7	60	18.3	-20.1	-8.6	-30.3
Science 6	78.8	64.0	-14.8	5.4	10.1	-27.4	60.5	52.5	-8.0	-6.1	-1.4	-38.9	46.6	42.4	-4.2	-16.2	-11.5	-49.0
Science 6 Pre-AP	78.1	72.4	-5.7	-9.6	9.7	-21.3	53.8	52.9	-0.9	-29.1	-9.8	-40.8	50.0	80.0	30.0	-2.0	17.3	-13.7
Science 7	81.6	29.6	-52.0	-19.4	-12.9	-44.2	47.9	35.3	-12.6	-13.7	-7.2	-38.5	32.7	40.5	7.8	-8.5	-2.0	-33.3
Science 7 Pre-AP	88.4	42.0	-46.4	-38.8	-20.8	-48.6	80.0	41.7	-38.3	-39.1	-21.1	-48.9	75.0	76.5	1.5	-4.3	13.7	-14.1
Science 8	94.5	72.7	-21.8	9.6	12.1	-16.4	62.8	71.6	8.8	8.5	11.0	-17.5	44.6	44.4	-0.2	-18.7	-16.2	-44.7
Astronomy 8	80.0	61.0	-19.0	5.0	24.7	-21.8	71.4	66.7	-4.7	10.7	30.4	-16.1	47.4	45.8	-1.6	-10.2	9.5	-37.0
Physics 8	-	-	N/A	N/A	N/A	N/A	-	-	N/A	N/A	N/A	N/A	-	-	N/A	N/A	N/A	N/A
Social Studies 6	57.2	34.3	-22.9	-17.4	-15.9	-54.8	51.9	39.3	-12.6	-12.4	-10.9	-49.8	28.5	34.8	6.3	-16.9	-15.4	-54.3
Social Studies 6 Pre-AP	71.2	53.3	-17.9	-27.5	-10.8	-38.4	-	-	N/A	N/A	N/A	N/A	72.7	66.7	-6.0	-14.1	2.6	-25.0
Texas Studies 7	64.8	48.8	-16.0	1.7	9.2	-45.6	47.6	28.4	-19.2	-18.7	-11.2	-66.0	38.5	30.0	-8.5	-17.1	-9.6	-64.4
Texas Studies 7 Pre-AP	82.4	63.5	-18.9	-12.8	12.9	-26.9	31.3	35.3	4.0	-41.0	-15.3	-55.1	54.5	64.7	10.2	-11.6	14.1	-25.7
US Studies 8	55.2	57.1	1.9	5.9	8.5	-28.6	69.2	50.6	-18.6	-0.6	2.0	-35.1	41.9	41.0	-0.9	-10.2	-7.6	-44.7
US Studies 8 Pre-AP	81.5	72.1	-9.4	1.8	12.6	-9.9	75.0	73.1	-1.9	2.8	13.6	-8.9	41.9	50.0	8.1	-20.3	-9.5	-32.0

Source: District ACP files dated February 2, 2016 (fall 2016) and January 31, 2017 (fall 2017) for students enrolled on the year's PEIMS snapshot date.

Note: All differences shown in percentage points; * = fewer than five students took test; - = zero students took test, N/A = Not Applicable; Δ from F15 = Difference from fall 2015; Δ Dist F16 = Difference from district fall 2016; Δ Non-ACE IR F16 = Difference from Non-ACE Improvement Required schools; SP = Spanish Language (Tests are in English unless they have this designation). Positive comparisons are highlighted in **blue bold**.

Appendix L Table 4: Fall 2015 and Fall 2016 ACE Core Subjects ACP Passing Rates – Middle School – Overall

Test	ACE			District		Non-ACE IR		Magnet	
	F16 %	F15 %	Δ ACE F15 %pts	Dist F16 %	Dist F16 %pts	F16 %	Δ Non-ACE IR F16 %pts	F16 %	Δ Magnet F16 %pts
Mathematics 6	48.8	43.1	5.7	59.4	-10.6	54.4	-5.6	93.4	-44.6
Mathematics 6 Pre-AP	46.2	37.0	9.2	74.1	-27.9	51.3	-5.1	85.0	-38.8
Mathematics 7	52.3	41.1	11.2	55.5	-3.2	48.3	4.0	84.9	-32.6
Mathematics 7 Pre-AP	34.0	52.8	-18.8	73.8	-39.8	66.0	-32.0	79.7	-45.7
Mathematics 8	49.3	51.1	-1.8	56.7	-7.4	52.8	-3.5	87.5	-38.2
Algebra I Pre-AP	50.0	33.0	17.0	52.2	-2.2	51.3	-1.3	86.6	-36.6
Read/Lang Arts 6	50.7	51.2	-0.5	62.4	-11.7	59.6	-8.9	96.1	-45.4
Read/Lang Arts 6 Pre-AP	59.6	53.6	6.0	81.5	-21.9	70.6	-11.0	92.0	-32.4
Read/Lang Arts 7	59.0	53.6	5.4	65.8	-6.8	61.3	-2.3	94.2	-35.2
Read/Lang Arts 7 Pre-AP	63.7	59.7	4.0	85.9	-22.2	75.1	-11.4	95.2	-31.5
Read/Lang Arts 8	60.6	59.1	1.5	66.6	-6.0	63.8	-3.2	95.8	-35.2
Read/Lang Arts 8 Pre-AP	69.9	54.8	15.1	80.1	-10.2	68.6	1.3	90.3	-20.4
Science 6	54.5	53.4	1.1	58.6	-4.1	53.9	0.6	91.4	-36.9
Science 6 Pre-AP	70.0	68.4	1.6	82.0	-12.0	62.7	7.3	93.7	-23.7
Science 7	34.5	57.9	-23.4	49.0	-14.5	42.5	-8.0	73.8	-39.3
Science 7 Pre-AP	48.0	83.8	-35.8	80.8	-32.8	62.8	-14.8	90.6	-42.6
Science 8	63.7	72.1	-8.4	63.1	0.6	60.6	3.1	89.1	-25.4
Astronomy 8	58.4	68.9	-10.5	56.0	2.4	36.3	22.1	82.8	-24.4
Physics 8	-	-	N/A	55.2	N/A	14.1	N/A	58.6	N/A
Social Studies 6	35.8	46.8	-11.0	51.7	-15.9	50.2	-14.4	89.1	-53.3
Social Studies 6 Pre-AP	55.6	71.6	-16.0	80.8	-25.2	64.1	-8.5	91.7	-36.1
Texas Studies 7	37.6	52.6	-15.0	47.1	-9.5	39.6	-2.0	94.4	-56.8
Texas Studies 7 Pre-AP	59.2	67.5	-8.3	76.3	-17.1	50.6	8.6	90.4	-31.2
US Studies 8	50.1	54.8	-4.7	51.2	-1.1	48.6	1.5	85.7	-35.6
US Studies 8 Pre-AP	68.8	68.2	0.6	70.3	-1.5	59.5	9.3	82.0	-13.2

Source: District ACP files dated February 2, 2016 (fall 2016) and January 31, 2017 (fall 2017) for students enrolled on the year's PEIMS snapshot date.

Note: All differences shown in percentage points. - = zero students took test, N/A=Not Applicable; Δ from F15 = Difference from fall 2015; Δ Dist F16 = Difference from district fall 2016; Δ Non-ACE IR F16 = Difference from Non-ACE Improvement Required schools; SP = Spanish Language (Tests are in English unless they have this designation). Positive comparisons are highlighted in **blue bold**.

Appendix L Table 5: Spring 2016 and Spring 2017 ACE Core Subjects ACP Passing Rates – Middle School – Dade, Edison, and Zumwalt

Test	Dade							Edison							Zumwalt						
			Δ	Δ	Δ Non-	Δ				Δ	Δ	Δ Non-	Δ				Δ	Δ	Δ Non-	Δ	
	S16	S17	from	Dist	ACE	Magnet		S16	S17	from	Dist	ACE	Magnet		S16	S17	from	Dist	ACE	Magnet	
	%	%	S16	S17	IR S17	S17		%	%	S16	S17	IR S17	S17		%	%	S16	S17	IR S17	S17	
	%pts	%pts	%pts	%pts	%pts	%pts		%pts	%pts	%pts	%pts	%pts	%pts		%pts	%pts	%pts	%pts	%pts	%pts	%pts
Science 6	74.8	57.1	-17.7	2.6	6.1	-33.8		39.4	38.6	-0.8	-15.9	-12.4	-52.3		67.0	63.9	-3.1	9.4	12.9		-27.0
Science 6 Pre-AP	95.7	73.8	-21.9	-13.7	1.6	-21.0		78.6	84.6	6.0	-2.9	12.4	-10.2		81.8	80.0	-1.8	-7.5	7.8		-14.8
Science 7	86.7	59.3	-27.4	-14.2	-16.0	-31.1		57.4	56.2	-1.2	-17.3	-19.1	-34.2		73.0	51.5	-21.5	-22.0	-23.8		-38.9
Astronomy 8	18.8	3.6	-15.2	-46.6	-28.8	-79.0		10.5	33.3	22.8	-16.9	0.9	-49.3		33.3	18.8	-14.5	-31.4	-13.6		-63.8
Social Studies 6	61.8	49.6	-12.2	-6.3	-1.3	-41.2		26.8	39.5	12.7	-16.4	-11.4	-51.3		65.6	45.7	-19.9	-10.2	-5.2		-45.1
Social Studies 6 Pre-AP	70.1	62.3	-7.8	-19.8	2.5	-30.3		60.9	72.7	11.8	-9.4	12.9	-19.9		-	64.3	N/A	-17.8	4.5		-28.3
Texas Studies 7	40.7	52.8	12.1	-7.7	-4.6	-42.6		38.2	23.1	-15.1	-37.4	-34.3	-72.3		72.5	55.6	-16.9	-4.9	-1.8		-39.8
Texas Studies 7 Pre-AP	53.2	52.7	-0.5	-28.6	-7.6	-37.9		48.4	46.9	-1.5	-34.4	-13.4	-43.7		71.4	92.3	20.9	11.0	32.0		1.7

Source: District ACP files dated July 11, 2016 (spring 2016) and June 27, 2017 (spring 2017) for students enrolled on the year's PEIMS snapshot date.

Note: All differences shown in percentage points; * = fewer than five students took test; - = zero students took test, N/A = Not Applicable; Δ from S16 = Difference from spring 2016; Δ Dist S17 = Difference from district spring 2017. Δ Non-ACE IR S17 = Difference from Non-ACE Improvement Required schools; Rates shown for students enrolled as of the PEIMS snapshot date. Positive comparisons are highlighted in blue bold.

Appendix L Table 6: Spring 2016 and Spring 2017 ACE Core Subjects ACP Passing Rates – Middle School – Overall

Test	ACE			District		Non-ACE IR		Magnet	
			Δ						
	S16	S17	ACE	Dist	Dist	S17	Δ Non-	S17	Δ
	%	%	S16	S17	S17	%	ACE	%	Magnet
	%pts	%pts	%pts	%	%pts	%pts	IR S17	%pts	S17
Science 6	61.8	53.1	-8.7	54.5	-1.4	51.0	10.8	90.9	-29.1
Science 6 Pre-AP	89.8	76.4	-13.4	87.5	-11.1	72.2	17.6	94.8	-5.0
Science 7	74.7	56.4	-18.3	73.5	-17.1	75.3	-0.6	90.4	-15.7
Astronomy 8	17.5	13.7	-3.8	50.2	-36.5	32.4	-14.9	82.6	-65.1
Social Studies 6	52.6	45.9	-6.7	55.9	-10.0	50.9	1.7	90.8	-38.2
Social Studies 6 Pre-AP	67.8	64.0	-3.8	82.1	-18.1	59.8	8.0	92.6	-24.8
Texas Studies 7	49.6	45.4	-4.2	60.5	-15.1	57.4	-7.8	95.4	-45.8
Texas Studies 7 Pre-AP	54.2	56.0	1.8	81.3	-25.3	60.3	-6.1	90.6	-36.4

Source: District ACP files dated July 11, 2016 (spring 2016) and June 27, 2017 (spring 2017) for students enrolled on the year's PEIMS snapshot date.

Note: All differences shown in percentage points; * = fewer than five students took test; - = zero students took test, N/A = Not Applicable; Δ from S16 = Difference from spring 2016; Δ Dist S17 = Difference from district spring 2017. Δ Non-ACE IR S17 = Difference from Non-ACE Improvement Required schools; Rates shown for students enrolled as of the PEIMS snapshot date. Positive comparisons are highlighted in blue bold.

Appendix M

Appendix M Table 1: 2015 to 2017 ACE STAAR Passing Rates by Grade and Campus Group – Mathematics

	Approaches Grade Level								Meets Grade Level							
	2015		2016		2017		1	2	2015		2016		2017		1	2
	Tested n	Pass %	Tested n	Pass %	Tested n	Pass %	Yr Δ	Yr Δ	Tested n	Pass %	Tested n	Pass %	Tested n	Pass %	Yr Δ	Yr Δ
Grade 3																
Blanton	117	59.0	81	82.7	90	85.6	2.9	26.6	113	19.5	81	51.9	90	64.4	12.5	44.9
U. Lee	87	42.5	90	72.2	83	67.5	-4.7	25.0	86	8.1	90	41.1	83	43.4	2.3	35.3
Mills	56	50.0	62	45.2	49	59.2	14.0	9.2	56	25.0	62	14.5	48	29.2	14.7	4.2
Pease	79	36.7	84	63.1	66	59.1	-4.0	22.4	79	6.3	84	38.1	65	23.1	-15.0	16.8
ACE	339	48.1	317	67.2	288	69.8	2.6	21.7	334	14.4	317	37.9	286	43.0	5.1	28.6
IR	N/A	N/A	782	40.2	737	51.3	11.1	N/A	N/A	N/A	782	14.3	731	24.6	10.3	N/A
District	12,627	64.9	12,488	66.0	12,570	71.0	5.0	6.1	12,425	28.8	12,488	33.2	12,369	40.5	7.3	11.7
Grade 4																
Blanton	82	47.6	103	80.6	95	83.2	2.6	35.6	81	12.3	103	54.4	95	65.3	10.9	53.0
U. Lee	78	17.9	81	55.6	94	67.0	11.4	49.1	78	2.6	81	17.3	94	46.8	29.5	44.2
Mills	57	64.9	65	47.7	61	70.5	22.8	5.6	57	28.1	65	23.1	60	46.7	23.6	18.6
Pease	68	17.6	84	36.9	61	60.7	23.8	43.1	68	4.4	84	9.5	61	34.4	24.9	30.0
ACE	285	35.8	333	57.1	311	71.4	14.3	35.6	284	10.9	333	27.9	310	50.0	22.1	39.1
IR	N/A	N/A	709	41.5	737	47.4	5.9	N/A	N/A	N/A	709	12.3	731	22.3	10.0	N/A
District	12,163	61.2	11,829	64.3	12,370	69.3	5.0	8.1	12,010	22.7	11,829	29.4	12,140	40.0	10.6	17.3
Grade 5																
Blanton	89	36.0	79	91.1	103	93.2	2.1	57.2	87	14.9	79	48.1	98	77.6	29.5	62.7
U. Lee	92	39.1	79	62.0	86	70.9	8.9	31.8	92	9.8	79	12.7	86	26.7	14.0	16.9
Mills	64	43.8	46	84.8	48	70.8	-14.0	27.0	64	10.9	46	43.5	48	50.0	6.5	39.1
Pease	70	34.3	91	54.9	64	70.3	15.4	36.0	70	4.3	91	11.0	63	20.6	9.6	16.3
ACE	315	38.1	295	71.2	301	78.4	7.2	40.3	313	10.2	295	26.4	295	46.1	19.7	35.9
IR	N/A	N/A	717	59.4	685	62.6	3.2	N/A	N/A	N/A	717	16.6	682	20.5	3.9	N/A
District	11,607	67.2	11,518	80.1	11,828	81.4	1.3	14.2	11,445	30.9	11,518	35.8	11,582	43.0	7.2	12.1
Grade 6																
Dade	289	45.0	239	38.5	302	51.7	13.2	6.7	268	7.1	239	14.6	290	12.4	-2.2	5.3
Edison	161	33.5	154	32.5	160	59.4	26.9	25.9	157	8.3	154	9.7	155	18.1	8.4	9.8
Zumwalt	145	31.0	143	36.4	137	46.7	10.3	15.7	145	6.2	143	7.7	135	13.3	5.6	7.1
ACE	595	38.5	536	36.2	599	52.6	16.4	14.1	570	7.2	536	11.4	580	14.1	2.7	6.9
IR	N/A	N/A	2,293	45.7	2,156	53.7	8.0	N/A	N/A	N/A	2,293	16.1	5,117	15.9	-0.2	N/A
District	10,309	60.6	9,834	58.9	10,292	65.6	6.7	5.0	10,135	23.1	9,834	27.7	10,099	29.7	2.0	6.6
Grade 7																
Dade	246	26.8	172	26.2	197	34.0	7.8	7.2	237	1.3	172	4.7	189	9.0	4.3	7.7
Edison	146	19.2	117	29.9	139	41.0	11.1	21.8	143	0.7	117	3.4	137	12.4	9.0	11.7
Zumwalt	112	20.5	119	37.8	121	45.5	7.7	25.0	112	3.6	119	5.9	121	9.1	3.2	5.5
ACE	504	23.2	408	30.6	457	39.2	8.6	16.0	492	1.6	408	4.7	447	10.1	5.4	8.5
IR	N/A	N/A	1,869	32.2	1,781	40.3	8.1	N/A	N/A	N/A	1,869	6.0	1,750	9.2	3.2	N/A
District	7,641	43.9	7,265	43.5	7,256	47.3	3.8	3.4	7,517	8.8	7,265	12.0	7,099	14.3	2.3	5.5

table continues

Table (continued)

	Approaches Grade Level								Meets Grade Level							
	2015		2016		2017		1	2	2015		2016		2017		1	2
	Tested n	Pass %	Tested n	Pass %	Tested n	Pass %	Yr Δ	Yr Δ	Tested n	Pass %	Tested n	Pass %	Tested n	Pass %	Yr Δ	Yr Δ
Grade 8																
Dade	269	40.5	238	54.2	267	68.2	14.0	27.7	260	6.5	238	13.4	249	23.7	10.3	17.2
Edison	163	51.5	163	49.1	150	74.7	25.6	23.2	159	9.4	163	9.8	146	19.2	9.4	9.8
Zumwalt	119	44.5	99	68.7	126	78.6	9.9	34.1	119	10.1	99	20.2	126	34.1	13.9	24.0
ACE	551	44.6	500	55.4	543	72.4	17.0	27.8	538	8.2	500	13.6	521	25.0	11.4	16.8
IR	N/A	N/A	2,424	58.5	2,269	78.1	19.6	N/A	N/A	N/A	2,424	16.5	2,233	28.8	12.3	N/A
District	10,429	63.9	9,830	71.6	9,975	80.6	9.0	16.7	10,305	24.5	9,830	29.1	9,796	35.9	6.8	11.4
Algebra I																
Dade	18	94.4	69	97.1	63	96.8	-0.3	2.4	N/A	N/A	N/A	N/A	63	58.7	N/A	N/A
Edison	21	81.0	17	100.0	25	100.0	0.0	19.0	N/A	N/A	N/A	N/A	25	84.0	N/A	N/A
Zumwalt	15	86.7	15	100.0	22	100.0	0.0	13.3	N/A	N/A	N/A	N/A	22	72.7	N/A	N/A
ACE	54	87.0	101	98.0	110	98.2	0.2	11.2	N/A	N/A	N/A	N/A	110	67.3	N/A	N/A
IR	N/A	N/A	1,122	64.0	1,057	74.9	10.9	N/A	N/A	N/A	N/A	N/A	1,057	38.6	N/A	N/A
District	12,884	71.7	12,705	69.7	12,280	77.2	7.5	5.5	N/A	N/A	N/A	N/A	12,280	39.7	N/A	N/A

Source: District STAAR files dated September 1, 2015 (2015 grades three to eight), August 11, 2015 (2015 Algebra I EOC), 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) for students enrolled on the year's PEIMS snapshot date.

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. Change expressed in percentage point differences. IR = Improvement Required campuses not included in the ACE program (see Appendix A). Δ = change. Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix M Table 2: 2015 to 2017 ACE STAAR Passing Rates by Grade and Campus Group – Reading

	Approaches Grade Level								Meets Grade Level							
	2015		2016		2017		1	2	2015		2016		2017		1	2
	Tested n	Pass %	Tested n	Pass %	Tested n	Pass %	Yr Δ	Yr Δ	Tested n	Pass %	Tested n	Pass %	Tested n	Pass %	Yr Δ	Yr Δ
Grade 3																
Blanton	118	51.7	82	65.9	90	74.4	8.5	22.7	114	25.4	82	40.2	90	40.0	-0.2	14.6
U. Lee	88	43.2	90	65.6	83	55.4	-10.2	12.2	87	11.5	90	28.9	83	31.3	2.4	19.8
Mills	56	44.6	62	45.2	49	55.1	9.9	10.5	56	16.1	62	17.7	48	20.8	3.1	4.7
Pease	80	31.3	83	56.6	66	59.1	2.5	27.8	80	7.5	83	31.3	65	30.8	-0.5	23.3
ACE	342	43.6	317	59.3	288	62.2	2.9	18.6	337	16.0	317	30.3	286	32.2	1.9	16.2
IR	N/A	N/A	780	37.3	738	42.5	5.2	N/A	N/A	N/A	780	14.5	732	19.8	5.3	N/A
District	12,623	63.0	12,489	62.1	12,569	63.4	1.3	0.4	12,420	28.5	12,489	33.1	12,368	36.3	3.2	7.8
Grade 4																
Blanton	82	40.2	102	62.7	95	68.4	5.7	28.2	81	13.6	102	31.4	95	40.0	8.6	26.4
U. Lee	78	24.4	81	56.8	95	58.9	2.1	34.5	78	3.8	81	27.2	95	32.6	5.4	28.8
Mills	57	47.4	65	58.5	61	52.5	-6.0	5.1	57	15.8	65	23.1	60	30.0	6.9	14.2
Pease	66	30.3	84	47.6	61	45.9	-1.7	15.6	66	4.5	84	6.0	61	27.9	21.9	23.4
ACE	283	35.0	332	56.6	312	58.0	1.4	23.0	282	9.2	332	22.3	311	33.4	11.1	24.2
IR	N/A	N/A	709	42.2	736	37.6	-4.6	N/A	N/A	N/A	709	15.4	730	17.8	2.4	N/A
District	12,149	60.3	11,833	62.6	12,363	60.9	-1.7	0.6	11,995	28.8	11,833	32.1	12,133	34.4	2.3	5.6
Grade 5																
Blanton	90	52.2	79	65.8	103	85.4	19.6	33.2	88	20.5	79	40.5	98	49.0	8.5	28.5
U. Lee	92	58.7	79	51.9	86	64.0	12.1	5.3	92	19.6	79	13.9	86	29.1	15.2	9.5
Mills	64	59.4	46	78.3	50	74.0	-4.3	14.6	64	20.3	46	39.1	50	42.0	2.9	21.7
Pease	70	54.3	91	45.1	64	48.4	3.3	-5.9	70	10.0	91	12.1	63	19.0	6.9	9.0
ACE	316	56.0	295	57.6	303	69.6	12.0	13.6	314	17.8	295	24.4	297	35.7	11.3	17.9
IR	N/A	N/A	718	52.9	685	58.1	5.2	N/A	N/A	N/A	718	20.8	682	25.8	5.0	N/A
District	11,649	78.2	11,521	74.4	11,831	78.0	3.6	-0.2	11,486	33.3	11,521	39.5	11,586	42.6	3.1	9.3
Grade 6																
Dade	283	46.3	239	37.7	301	34.9	-2.8	-11.4	262	12.2	239	12.1	289	6.9	-5.2	-5.3
Edison	161	35.4	154	31.2	163	43.6	12.4	8.2	157	12.7	154	8.4	157	12.1	3.7	-0.6
Zumwalt	142	42.3	142	43.0	135	40.0	-3.0	-2.3	142	10.6	142	13.4	133	8.3	-5.1	-2.3
ACE	586	42.3	535	37.2	599	38.4	1.2	-3.9	561	11.9	535	11.4	579	8.5	-2.9	-3.4
IR	N/A	N/A	2,294	39.1	2,179	42.5	3.4	N/A	N/A	N/A	2,294	13.1	2,139	13.0	-0.1	N/A
District	10,294	58.1	9,844	52.2	10,321	53.7	1.5	-4.4	10,119	24.1	9,844	24.0	10,126	23.3	-0.7	-0.8
Grade 7																
Dade	269	36.1	240	48.8	258	41.5	-7.3	5.4	260	8.5	240	17.5	250	11.2	-6.3	2.7
Edison	169	34.3	140	28.6	154	43.5	14.9	9.2	166	7.2	140	10.7	152	15.1	4.4	7.9
Zumwalt	130	31.5	132	45.5	136	41.2	-4.3	9.7	130	8.5	132	19.7	136	15.4	-4.3	6.9
ACE	568	34.5	512	42.4	548	42.0	-0.4	7.5	556	8.1	512	16.2	538	13.4	-2.8	5.3
IR	N/A	N/A	2,256	45.5	2,113	51.3	5.8	N/A	N/A	N/A	2,256	16.7	2,082	17.7	1.0	N/A
District	10,080	56.4	9,676	56.0	9,729	59.9	3.9	3.5	9,954	21.9	9,676	27.4	9,571	28.2	0.8	6.3

table continues

Table (continued)

	Approaches Grade Level								Meets Grade Level							
	2015		2016		2017		1 Yr Δ	2 Yr Δ	2015		2016		2017		1 Yr Δ	2 Yr Δ
	Tested	Pass	Tested	Pass	Tested	Pass			Tested	Pass	Tested	Pass	Tested	Pass		
	n	%	n	%	n	%			n	%	n	%	n	%		
	Grade 8															
Dade	268	61.2	246	63.4	275	64.0	0.6	2.8	259	14.3	246	19.5	257	24.5	5.0	10.2
Edison	166	58.4	163	58.3	160	59.4	1.1	1.0	162	11.7	163	14.1	156	17.3	3.2	5.6
Zumwalt	122	57.4	100	66.0	126	72.2	6.2	14.8	122	18.0	100	13.0	126	25.4	12.4	7.4
ACE	556	59.5	509	62.3	561	64.5	2.2	5.0	543	14.4	509	16.5	539	22.6	6.1	8.2
IR	N/A	N/A	2,507	68.6	2,236	71.1	2.5	N/A	N/A	N/A	2,507	18.5	2,199	25.2	6.7	N/A
District	10,414	75.8	9,859	77.3	9,367	75.9	-1.4	0.1	10,289	29.3	9,859	31.3	9,188	32.9	1.6	3.6

Source: District STAAR files dated September 1, 2015 (2015 grades three to eight), August 11, 2015 (2015 Algebra I EOC), 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) for students enrolled on the year's PEIMS snapshot date.

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. Change expressed in percentage point differences. IR = Improvement Required campuses not included in the ACE program (see Appendix A). Δ = change. Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix M Table 3: 2015 to 2017 ACE STAAR Passing Rates by Grade and Campus Group – Writing

	Approaches Grade Level								Meets Grade Level							
	2015		2016		2017		1	2	2015		2016		2017		1	2
	Tested n	Pass %	Tested n	Pass %	Tested n	Pass %	Yr Δ	Yr Δ	Tested n	Pass %	Tested n	Pass %	Tested n	Pass %	Yr Δ	Yr Δ
Grade 4																
Blanton	83	45.8	104	62.5	96	68.8	6.3	23.0	82	11.0	104	36.5	96	45.8	9.3	34.8
U. Lee	77	27.3	82	61.0	95	55.8	-5.2	28.5	77	2.6	82	40.2	95	33.7	-6.5	31.1
Mills	57	17.5	64	51.6	61	50.8	-0.8	33.3	57	17.5	64	18.8	60	30.0	11.2	12.5
Pease	67	37.3	85	45.9	62	46.8	0.9	9.5	67	6.0	85	21.2	62	17.7	-3.5	11.7
ACE	284	40.5	335	55.8	314	57.0	1.2	16.5	283	8.8	335	30.1	313	33.5	3.4	24.7
IR	N/A	N/A	709	42.2	739	37.1	-5.1	N/A	N/A	N/A	709	17.2	734	14.9	-2.3	N/A
District	12,160	63.1	11,844	64.0	12,389	62.3	-1.7	-0.8	12,006	26.3	11,844	37.8	12,162	34.2	-3.6	7.9
Grade 7																
Dade	272	28.7	236	44.9	257	44.0	-0.9	15.3	263	6.1	236	18.6	249	15.7	-2.9	9.6
Edison	171	27.5	138	31.9	154	39.6	7.7	12.1	168	3.0	138	10.9	152	8.6	-2.3	5.6
Zumwalt	130	31.5	137	44.5	138	52.2	7.7	20.7	130	4.6	137	22.6	138	25.4	2.8	20.8
ACE	573	29.0	511	41.3	549	44.8	3.5	15.8	561	4.8	511	17.6	539	16.1	-1.5	11.3
IR	N/A	N/A	2,277	42.7	2,131	45.0	2.3	N/A	N/A	N/A	2,277	15.8	2,100	15.0	-0.8	N/A
District	10,088	55.7	9,721	52.3	9,780	55.6	3.3	-0.1	9,962	21.7	9,721	26.2	9,622	25.5	-0.7	3.8

Source: District STAAR files dated September 1, 2015 (2015 grades three to eight), August 11, 2015 (2015 Algebra I EOC), 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) for students enrolled on the year's PEIMS snapshot date.

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. Change expressed in percentage point differences. IR = Improvement Required campuses not included in the ACE program (see Appendix A). Δ = change. Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix M Table 4: 2015 to 2017 ACE STAAR Passing Rates by Grade and Campus Group – Science

	Approaches Grade Level								Meets Grade Level							
	2015		2016		2017		1	2	2015		2016		2017		1	2
	Tested n	Pass %	Tested n	Pass %	Tested n	Pass %	Yr Δ	Yr Δ	Tested n	Pass %	Tested n	Pass %	Tested n	Pass %	Yr Δ	Yr Δ
Grade 5																
Blanton	90	34.4	78	71.8	102	85.3	13.5	50.9	88	5.7	78	30.8	97	54.6	23.8	48.9
U. Lee	92	34.8	78	53.8	86	52.3	-1.5	17.5	92	6.5	78	19.2	86	14.0	-5.2	7.5
Mills	64	35.9	45	77.8	49	69.4	-8.4	33.5	64	4.7	45	35.6	49	40.8	5.2	36.1
Pease	70	28.6	91	47.3	63	63.5	16.2	34.9	70	5.7	91	11.0	62	16.1	5.1	10.4
ACE	316	33.5	292	60.3	300	68.7	8.4	35.2	314	5.7	292	22.3	294	32.3	10.0	26.6
IR	N/A	N/A	704	43.9	677	47.6	3.7	N/A	N/A	N/A	704	13.8	674	17.7	3.9	N/A
District	11,611	56.8	11,440	66.2	11,721	66.2	0.0	9.4	11,448	20.9	11,440	26.4	11,475	32.1	5.7	11.2
Grade 8																
Dade	304	28.0	273	64.5	265	58.1	-6.4	30.1	295	8.8	273	16.8	247	13.4	-3.4	4.6
Edison	179	29.6	173	50.3	150	40.7	-9.6	11.1	175	8.0	173	15.6	146	13.0	-2.6	5.0
Zumwalt	129	35.7	105	59.0	112	56.3	-2.7	20.6	129	14.7	105	21.9	112	17.9	-4.0	3.2
ACE	612	30.1	551	59.0	527	52.8	-6.2	22.7	599	9.8	551	17.4	505	14.3	-3.1	4.5
IR	N/A	N/A	2,487	50.5	2,314	59.6	9.1	N/A	N/A	N/A	2,487	16.2	2,277	21.6	5.4	N/A
District	12,387	62.0	10,014	64.0	9,867	67.0	3.0	5.0	12,262	28.7	10,014	28.5	9,687	32.1	3.6	3.4

Source: District STAAR files dated September 1, 2015 (2015 grades three to eight), August 11, 2015 (2015 Algebra I EOC), 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) for students enrolled on the year's PEIMS snapshot date.

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. Change expressed in percentage point differences. IR = Improvement Required campuses not included in the ACE program (see Appendix A). Δ = change. Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix M Table 5: 2015 to 2017 ACE STAAR Passing Rates by Grade and Campus Group – Social Studies

	Approaches Grade Level								Meets Grade Level							
	2015		2016		2017		1	2	2015		2016		2017		1	2
	Tested n	Pass %	Tested n	Pass %	Tested n	Pass %	Yr Δ	Yr Δ	Tested n	Pass %	Tested n	Pass %	Tested n	Pass %	Yr Δ	Yr Δ
Grade 8																
Dade	266	38.0	241	44.8	261	53.6	8.8	15.6	257	5.4	241	12.4	243	17.3	4.9	11.9
Edison	163	33.7	161	29.8	156	33.3	3.5	-0.4	159	7.5	161	6.8	152	9.9	3.1	2.4
Zumwalt	118	18.6	96	55.2	121	47.9	-7.3	29.3	118	4.2	96	14.6	121	14.9	0.3	10.7
ACE	547	32.5	498	42.0	538	46.5	4.5	14.0	534	5.8	498	11.0	516	14.5	3.5	8.7
IR	N/A	N/A	2,410	35.2	2,193	49.5	14.3	N/A	N/A	N/A	2,410	7.9	2,156	16.3	8.4	N/A
District	10,353	51.4	9,658	53.4	9,576	55.2	1.8	3.8	10,228	15.5	9,658	20.9	9,396	22.2	1.3	6.7

Source: District STAAR files dated September 1, 2015 (2015 grades three to eight), August 11, 2015 (2015 Algebra I EOC), 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) for students enrolled on the year's PEIMS snapshot date.

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. Change expressed in percentage point differences. IR = Improvement Required campuses not included in the ACE program (see Appendix A). Δ = change. Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix N

Appendix N Table 1: 2016 to 2017 ACE STAAR Passing Rates by Grade and Student Group – Mathematics

	ACE					Non-ACE IR					District				
	2016		2017		1 Yr Δ	2016		2017		1 Yr Δ	2016		2017		1 Yr Δ
	Tested n	Pass %	Tested n	Pass %		Tested n	Pass %	Tested n	Pass %		Tested n	Pass %	Tested n	Pass %	
Grade 3															
All	317	67.2	288	69.8	2.6	782	40.2	737	51.3	11.1	12,488	66.0	12,570	71.0	5.0
Hispanic	153	75.8	152	80.3	4.5	320	51.6	267	58.4	6.8	8,967	69.4	8,949	74.0	4.6
African American	158	58.2	131	57.3	-0.9	437	31.4	448	46.7	15.3	2,700	50.4	2,717	57.5	7.1
White	*	*	*	*	N/A	16	50.0	7	42.9	-7.1	590	82.0	616	85.9	3.9
ELL	123	74.8	118	83.1	8.3	245	53.5	204	54.4	0.9	6,329	68.7	6,337	72.5	3.8
Eco Disadv.	298	67.4	273	70.0	2.6	725	39.7	678	51.0	11.3	11,402	65.0	11,334	70.2	5.2
Special Ed	14	21.4	25	40.0	18.6	31	3.2	56	25.0	21.8	619	30.7	889	48.8	18.1
Grade 4															
All	333	57.1	311	71.4	14.3	709	41.5	737	47.4	5.9	11,829	64.3	12,370	69.3	5.0
Hispanic	153	75.8	156	84.0	8.2	255	52.9	302	57.2	4.3	8,378	67.9	8,896	72.8	4.9
African American	175	39.4	148	58.8	19.4	433	34.4	414	39.6	5.2	2,673	48.4	2,647	53.9	5.5
White	*	*	5	40.0	N/A	10	50.0	13	38.5	-11.5	549	81.8	576	81.3	-0.5
ELL	117	77.8	126	82.5	4.7	198	54.5	236	59.3	4.8	6,059	68.0	6,251	72.5	4.5
Eco Disadv.	306	56.5	296	72.6	16.1	647	41.3	681	48.8	7.5	10,825	63.3	11,231	68.7	5.4
Special Ed	21	4.8	21	23.8	19.0	48	8.3	48	12.5	4.2	723	26.6	973	43.5	16.9
Grade 5															
All	295	71.2	301	78.4	7.2	717	59.4	685	62.6	3.2	11,518	80.1	11,828	81.4	1.3
Hispanic	120	90.8	143	89.5	-1.3	285	68.8	263	73.8	5.0	8,257	82.9	8,407	84.5	1.6
African American	172	57.6	154	68.2	10.6	411	52.6	407	55.5	2.9	2,520	68.3	2,651	69.9	1.6
White	*	*	*	*	N/A	9	55.6	8	87.5	31.9	528	91.9	527	90.7	-1.2
ELL	88	93.2	116	85.3	-7.9	209	69.4	193	78.2	8.8	6,020	81.9	6,101	84.2	2.3
Eco Disadv.	265	73.2	282	78.0	4.8	661	59.8	627	62.8	3.0	10,541	79.7	10,740	81.1	1.4
Special Ed	19	21.1	29	65.5	44.4	67	20.9	69	31.9	11.0	752	43.2	1,045	58.9	15.7
Grade 6															
All	536	36.2	599	52.6	16.4	2,293	45.7	2,156	53.7	8.0	9,834	58.9	10,292	65.6	6.7
Hispanic	200	43.0	232	56.9	13.9	1,562	50.8	1,500	57.0	6.2	7,170	61.9	7,467	67.1	5.2
African American	324	31.5	362	49.2	17.7	673	34.0	604	45.5	11.5	2,030	42.4	2,160	55.6	13.2
White	*	*	*	*	N/A	31	41.9	28	42.9	1.0	431	82.4	453	84.5	2.1
ELL	142	44.4	162	53.7	9.3	1,174	49.7	1,140	54.8	5.1	5,180	59.8	5,282	63.8	4.0
Eco Disadv.	499	37.1	578	52.4	15.3	2,112	46.5	1,986	54.4	7.9	6,863	57.9	9,177	64.7	6.8
Special Ed	54	5.6	76	40.8	35.2	193	10.9	204	42.2	31.3	758	19.8	872	46.2	26.4
Grade 7															
All	408	30.6	457	39.2	8.6	1,869	32.2	1,781	40.3	8.1	7,265	43.5	7,256	47.3	3.8
Hispanic	154	37.7	186	47.8	10.1	1,197	34.5	1,212	42.3	7.8	5,344	46.1	5,338	50.4	4.3
African American	250	26.6	257	32.3	5.7	645	27.1	529	35.7	8.6	1,661	33.5	1,658	37.3	3.8
White	*	*	*	*	N/A	13	53.8	21	28.6	-25.2	146	58.9	134	48.5	-10.4
ELL	122	32.0	135	46.7	14.7	808	29.8	921	39.3	9.5	3,796	42.3	3,918	47.6	5.3
Eco Disadv.	381	30.2	435	39.1	8.9	1,668	32.6	1,614	40.4	7.8	6,627	43.5	6,513	47.3	3.8
Special Ed	50	10.0	63	14.3	4.3	180	7.8	207	27.5	19.7	689	16.0	861	32.8	16.8

table continues

Table (continued)

	ACE					Non-ACE IR					District				
	2016		2017		1 Yr Δ	2016		2017		1 Yr Δ	2016		2017		1 Yr Δ
	Tested n	Pass %	Tested n	Pass %		Tested n	Pass %	Tested n	Pass %		Tested n	Pass %			
Grade 8															
All	500	55.4	543	72.4	17.0	2,424	58.5	2,269	78.1	19.6	9,830	71.6	9,975	80.6	9.0
Hispanic	190	57.9	202	74.3	16.4	1,618	61.5	1,536	78.8	17.3	7,119	73.8	7,268	82.0	8.2
African American	306	54.6	331	70.7	16.1	755	51.4	684	76.8	25.4	2,138	61.2	2,043	74.2	13.0
White	*	*	*	*	N/A	31	61.3	28	75.0	13.7	387	87.6	451	86.0	-1.6
ELL	126	55.6	148	68.9	13.3	975	55.8	1,026	75.8	20.0	4,345	68.8	4,810	78.9	10.1
Eco Disadv.	453	56.5	522	72.0	15.5	2,182	58.7	2,078	78.9	20.2	8,649	71.3	8,725	80.7	9.4
Special Ed	65	9.2	87	49.4	40.2	227	23.3	218	52.3	29.0	802	27.7	867	49.9	22.2
Algebra I															
All	101	98.0	110	98.2	0.2	1,122	64.0	1,057	74.9	10.9	12,705	69.7	12,280	77.2	7.5
Hispanic	39	97.4	34	100.0	2.6	890	65.7	861	79.4	13.7	8,931	71.4	8,699	79.8	8.4
African American	61	98.4	75	97.3	-1.1	204	54.9	175	52.0	-2.9	2,971	61.2	2,814	66.9	5.7
White	-	-	-	-	N/A	16	75.0	12	75.0	0.0	501	86.8	499	87.8	1.0
ELL	19	94.7	15	100.0	5.3	532	53.0	578	74.7	21.7	4,952	62.6	5,342	74.8	12.2
Eco Disadv.	98	98.0	107	98.1	0.1	1,014	65.8	887	75.8	10.0	10,764	69.7	10,276	39.7	-30.0
Special Ed	*	*	-	-	N/A	105	18.1	115	26.1	8.0	1,210	28.4	1,266	6.2	-22.2

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) for students enrolled on the year's PEIMS snapshot date.

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. Change expressed in percentage point differences. IR = Improvement Required campuses not included in the ACE program (see Appendix A). Δ = change. Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix N Table 2: 2016 to 2017 ACE STAAR Passing Rates by Grade and Student Group – Reading

	ACE					Non-ACE IR					District				
	2016		2017		1 Yr Δ	2016		2017		1 Yr Δ	2016		2017		1 Yr Δ
	Tested n	Pass %	Tested n	Pass %		Tested n	Pass %	Tested n	Pass %		Tested n	Pass %	Tested n	Pass %	
Grade 3															
All	317	59.3	288	62.2	2.9	780	37.3	738	42.5	5.2	12,489	62.1	12,569	63.4	1.3
Hispanic	153	66.7	152	67.8	1.1	320	45.9	267	51.7	5.8	8,970	64.6	8,948	66.1	1.5
African American	158	51.9	131	57.3	5.4	435	30.3	449	36.5	6.2	2,697	48.5	2,716	49.3	0.8
White	*	*	*	*	N/A	16	50.0	7	14.3	-35.7	592	82.4	617	83.1	0.7
ELL	123	68.3	118	73.7	5.4	245	48.6	204	47.5	-1.1	6,329	63.7	6,336	64.2	0.5
Eco Disadv.	299	59.9	273	62.3	2.4	723	36.9	679	42.4	5.5	11,406	60.6	11,334	62.0	1.4
Special Ed	14	21.4	25	28.0	6.6	31	0.0	56	17.9	17.9	621	25.6	888	42.6	17.0
Grade 4															
All	332	56.6	312	58.0	1.4	709	42.2	736	37.6	-4.6	11,833	62.6	12,363	60.9	-1.7
Hispanic	152	65.1	156	67.3	2.2	255	46.3	302	45.4	-0.9	8,383	63.9	8,894	63.7	-0.2
African American	175	49.1	149	48.3	-0.8	433	40.0	413	31.5	-8.5	2,672	53.4	2,643	46.1	-7.3
White	*	*	5	40.0	N/A	10	50.0	13	38.5	-11.5	549	84.5	575	81.9	-2.6
ELL	116	65.5	126	66.7	1.2	198	47.0	236	47.9	0.9	6,062	61.0	6,252	62.6	1.6
Eco Disadv.	305	56.4	297	58.6	2.2	647	42.2	680	37.8	-4.4	10,829	61.2	11,224	59.5	-1.7
Special Ed	21	4.8	22	13.6	8.8	48	4.2	48	12.5	8.3	733	22.7	974	39.0	16.3
Grade 5															
All	295	57.6	303	69.6	12.0	718	52.9	685	58.1	5.2	11,521	74.4	11,831	78.0	3.6
Hispanic	120	78.3	145	84.8	6.5	285	60.4	263	71.1	10.7	8,259	77.5	8,409	81.7	4.2
African American	172	43.0	154	55.8	12.8	412	47.8	407	49.9	2.1	2,520	61.2	2,653	64.0	2.8
White	*	*	*	*	N/A	9	44.4	8	75.0	30.6	529	90.4	526	89.5	-0.9
ELL	88	81.8	117	83.8	2.0	209	62.7	193	76.2	13.5	6,022	76.4	6,102	82.6	6.2
Eco Disadv.	265	58.9	284	70.1	11.2	662	53.3	627	59.0	5.7	10,544	73.7	10,743	77.4	3.7
Special Ed	19	10.5	29	58.6	48.1	67	14.9	69	11.6	-3.3	752	34.2	1,046	48.9	14.7
Grade 6															
All	535	37.2	599	38.4	1.2	2,294	39.1	2,179	42.5	3.4	9,844	52.2	10,321	53.7	1.5
Hispanic	200	40.5	233	46.4	5.9	1,563	41.3	1,523	42.6	1.3	7,177	52.5	7,497	53.3	0.8
African American	323	35.0	361	33.2	-1.8	673	33.3	604	41.6	8.3	2,034	43.4	2,160	48.5	5.1
White	*	*	*	*	N/A	31	48.4	28	32.1	-16.3	430	82.1	453	81.2	-0.9
ELL	142	35.2	162	38.9	3.7	1,174	37.1	1,153	37.6	0.5	5,179	47.6	5,296	46.5	-1.1
Eco Disadv.	499	37.3	577	38.1	0.8	2,114	39.2	2,008	42.8	3.6	8,878	50.5	9,200	52.1	1.6
Special Ed	54	1.9	77	28.6	26.7	192	9.9	204	30.4	20.5	763	11.4	876	32.6	21.2
Grade 7															
All	512	42.4	548	42.0	-0.4	2,256	45.5	2,113	51.3	5.8	9,676	56.0	9,729	59.9	3.9
Hispanic	188	44.1	218	46.8	2.7	1,519	46.6	1,465	50.7	4.1	7,085	56.0	7,095	60.4	4.4
African American	319	41.4	313	37.7	-3.7	695	41.7	599	51.9	10.2	2,024	50.0	2,000	52.6	2.6
White	*	*	*	*	N/A	19	63.2	27	66.7	3.5	367	80.9	414	84.1	3.2
ELL	143	42.0	155	41.3	-0.7	952	36.1	1,075	46.1	10.0	4,630	46.9	4,905	53.8	6.9
Eco Disadv.	485	42.7	524	41.8	-0.9	2,034	45.7	1,930	51.4	5.7	8,647	54.5	8,536	58.8	4.3
Special Ed	49	4.1	63	15.9	11.8	185	8.6	210	24.8	16.2	712	12.8	877	28.3	15.5

table continues

Table (continued)

	ACE					Non-ACE IR					District				
	2016		2017		1 Yr Δ	2016		2017		1 Yr Δ	2016		2017		1 Yr Δ
	Tested	Pass	Tested	Pass		Tested	Pass	Tested	Pass		Tested	Pass	Tested	Pass	
	n	%	n	%		n	%	n	%		n	%	n	%	
Grade 8															
All	509	62.3	561	64.5	2.2	2,507	68.6	2,236	71.1	2.5	9,859	77.3	9,367	75.9	-1.4
Hispanic	201	62.7	206	60.7	-2.0	1,673	72.3	1,534	70.7	-1.6	7,092	79.1	6,885	76.7	-2.4
African American	304	61.8	346	67.3	5.5	776	60.3	649	71.2	10.9	2,175	68.6	2,004	72.0	3.4
White	*	*	*	*	N/A	39	74.4	29	79.3	4.9	404	92.1	288	83.3	-8.8
ELL	126	57.1	146	47.9	-9.2	949	62.3	956	62.3	0.0	4,091	70.3	4,460	69.5	-0.8
Eco Disadv.	460	62.2	539	64.2	2.0	2,255	68.8	2,038	71.6	2.8	8,648	76.8	8,308	75.8	-1.0
Special Ed	68	8.8	88	42.0	33.2	224	18.3	219	30.6	12.3	798	26.3	874	38.4	12.1

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) for students enrolled on the year's PEIMS snapshot date.

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. Change expressed in percentage point differences. IR = Improvement Required campuses not included in the ACE program (see Appendix A). Δ = change. Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix N Table 3: 2016 to 2017 ACE STAAR Passing Rates by Grade and Student Group – Writing

	ACE					Non-ACE IR					District				
	2016		2017		1 Yr Δ	2016		2017		1 Yr Δ	2016		2017		1 Yr Δ
	Tested n	Pass %	Tested n	Pass %		Tested n	Pass %	Tested n	Pass %		Tested n	Pass %			
Grade 4															
All	335	55.8	314	57.0	1.2	709	42.2	739	37.1	-5.1	11,844	64.0	12,389	62.3	-1.7
Hispanic	154	64.3	157	68.8	4.5	255	51.0	303	46.2	-4.8	8,388	66.6	8,901	65.6	-1.0
African American	175	48.0	150	45.3	-2.7	433	37.4	415	31.3	-6.1	2,671	52.7	2,655	47.9	-4.8
White	*	*	5	40.0	N/A	10	50.0	14	14.3	-35.7	553	79.9	580	76.7	-3.2
ELL	117	65.8	127	70.1	4.3	197	54.8	239	47.3	-7.5	6,072	67.9	6,263	66.6	-1.3
Eco Disadv.	307	55.4	299	57.9	2.5	647	42.5	683	37.9	-4.6	10,837	63.1	11,245	61.4	-1.7
Special Ed	21	0.0	22	22.7	22.7	46	0.0	48	14.6	14.6	719	17.8	973	35.4	17.6
Grade 7															
All	511	41.3	549	44.8	3.5	2,277	42.7	2,131	45.0	2.3	9,721	52.3	9,780	55.6	3.3
Hispanic	187	36.9	218	45.0	8.1	1,535	43.3	1,478	44.7	1.4	7,116	51.8	7,137	55.6	3.8
African American	319	43.9	314	44.3	0.4	700	40.0	604	45.0	5.0	2,032	48.0	2,010	49.7	1.7
White	*	*	*	*	N/A	19	68.4	27	55.6	-12.8	367	80.4	414	81.9	1.5
ELL	44	31.9	155	41.9	10.0	959	99.3	1,084	38.4	-60.9	4,656	41.0	4,929	48.4	7.4
Eco Disadv.	485	41.4	526	44.7	3.3	2,052	42.8	1,947	45.4	2.6	8,686	50.7	8,585	54.3	3.6
Special Ed	49	8.2	62	12.9	4.7	188	6.9	210	21.0	14.1	724	9.7	886	23.6	13.9

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) for students enrolled on the year's PEIMS snapshot date.

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. Change expressed in percentage point differences. IR = Improvement Required campuses not included in the ACE program (see Appendix A). Δ = change. Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix N Table 4: 2016 to 2017 ACE STAAR Passing Rates by Grade and Student Group – Science

	ACE					Non-ACE IR					District				
	2016		2017		1 Yr Δ	2016		2017		1 Yr Δ	2016		2017		1 Yr Δ
	Tested n	Pass %	Tested n	Pass %		Tested n	Pass %	Tested n	Pass %		Tested n	Pass %	Tested n	Pass %	
Grade 5															
All	292	60.3	300	68.7	8.4	704	43.9	677	47.6	3.7	11,440	66.2	11,721	66.2	0.0
Hispanic	119	77.3	143	80.4	3.1	279	48.0	262	50.4	2.4	8,228	68.1	8,358	67.5	-0.6
African American	170	48.2	153	58.2	10.0	404	40.8	401	45.4	4.6	2,478	54.6	2,606	57.6	3.0
White	*	*	*	*	N/A	9	33.3	7	71.4	38.1	522	88.3	517	87.6	-0.7
ELL	87	78.2	116	75.9	-2.3	206	47.6	192	52.8	5.2	6,006	65.1	6,065	65.2	0.1
Eco Disadv.	263	61.6	282	69.1	7.5	649	43.3	619	47.5	4.2	10,479	65.1	10,645	65.2	0.1
Special Ed	19	10.5	29	51.7	41.2	64	15.6	69	8.7	-6.9	742	32.9	1,036	46.2	13.3
Grade 8															
All	551	59.0	527	52.8	-6.2	2,487	50.5	2,314	59.6	9.1	10,014	64.0	9,867	67.0	3.0
Hispanic	212	61.8	203	56.7	-5.1	1,641	53.5	1,606	59.0	5.5	7,183	65.6	7,237	67.5	1.9
African American	335	57.3	316	50.0	-7.3	780	42.4	656	60.8	18.4	2,228	54.2	1,980	60.4	6.2
White	-	-	*	*	N/A	44	63.6	29	62.1	-1.5	399	84.5	437	87.0	2.5
ELL	85	38.4	149	49.0	10.6	950	42.7	1,048	51.6	8.9	4,353	57.6	4,740	60.5	2.9
Eco Disadv.	501	59.1	507	52.9	-6.2	2,240	50.8	2,117	60.2	9.4	8,818	63.4	8,645	66.2	2.8
Special Ed	67	13.4	86	36.0	22.6	218	12.8	214	29.9	17.1	787	20.2	852	37.7	17.5

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) for students enrolled on the year's PEIMS snapshot date.

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 *Alternate-2* for Algebra I EOC. Scores included for students enrolled as of the PEIMS snapshot dates for each year. Change expressed in percentage point differences. IR = IR campuses not included in the ACE program. Δ = change. Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix N Table 5: 2016 to 2017 ACE STAAR Passing Rates by Grade and Student Group – Social Studies

	ACE					Non-ACE IR					District				
	2016		2017		1 Yr Δ	2016		2017		1 Yr Δ	2016		2017		1 Yr Δ
	Tested	Pass	Tested	Pass		Tested	Pass	Tested	Pass		Tested	Pass	Tested	Pass	
	n	%	n	%		n	%	n	%		n	%	n	%	
Grade 8															
All	498	42.0	538	46.5	4.5	2,410	35.2	2,193	49.5	14.3	9,658	53.4	9,576	55.2	1.8
Hispanic	196	41.3	202	43.1	1.8	1,615	37.4	1,510	49.6	12.2	6,961	54.1	7,000	54.7	0.6
African American	299	42.5	328	48.8	6.3	739	29.2	634	48.6	19.4	2,115	45.0	1,992	50.9	5.9
White	-	-	*	*	N/A	37	45.9	27	63.0	17.1	394	81.2	377	81.2	0.0
ELL	124	37.9	141	31.9	-6.0	914	27.0	943	39.8	12.8	4,009	42.0	4,433	44.8	2.8
Eco Disadv.	450	43.1	516	46.1	3.0	2,165	35.4	1,999	49.9	14.5	8,472	52.1	8,394	54.3	2.2
Special Ed	67	6.0	86	33.7	27.7	216	7.4	211	29.9	22.5	776	14.3	853	32.1	17.8

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) for students enrolled on the year's PEIMS snapshot date.

Note: Passing rates reflect percentage of students meeting or exceeding the "approaches grade level" standard for 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. Change expressed in percentage point differences. IR = Improvement Required campuses not included in the ACE program. Δ = change. Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix O

Appendix O Table 1: 2015 to 2017 ACE STAAR Passing Rates by Grade and Student Group – Mathematics

	ACE					Non-ACE IR					District				
	2015		2017		2 Yr Δ	2015		2017		2 Yr Δ	2015		2017		2 Yr Δ
	Tested n	Pass %	Tested n	Pass %		Tested n	Pass %	Tested n	Pass %		Tested n	Pass %			
Grade 3															
All	339	48.1	288	69.8	21.7	N/A	N/A	737	51.3	N/A	12,627	64.9	12,570	71.0	6.1
Hispanic	156	50.3	152	80.3	30.0	N/A	N/A	267	58.4	N/A	8,911	68.5	8,949	74.0	5.5
African American	177	36.7	131	57.3	20.6	N/A	N/A	448	46.7	N/A	2,872	49.3	2,717	57.5	8.2
White	*	*	*	*	N/A	N/A	N/A	7	42.9	N/A	604	83.8	616	85.9	2.1
ELL	120	61.7	118	83.1	21.4	N/A	N/A	204	54.4	N/A	6,397	67.8	6,337	72.5	4.7
Eco Disadv.	319	47.6	273	70.0	22.4	N/A	N/A	678	51.0	N/A	11,402	64.0	11,334	70.2	6.2
Special Ed	16	37.5	25	40.0	2.5	N/A	N/A	56	25.0	N/A	870	46.8	889	48.8	2.0
Grade 4															
All	285	35.8	311	71.4	35.6	N/A	N/A	737	47.4	N/A	12,163	61.2	12,370	69.3	8.1
Hispanic	120	58.3	156	84.0	25.7	N/A	N/A	302	57.2	N/A	8,676	65.4	8,896	72.8	7.4
African American	161	19.3	148	58.8	39.5	N/A	N/A	414	39.6	N/A	2,686	42.8	2,647	53.9	11.1
White	*	*	5	40.0	N/A	N/A	N/A	13	38.5	N/A	571	83.0	576	81.3	-1.7
ELL	93	63.4	126	82.5	19.1	N/A	N/A	236	59.3	N/A	6,320	64.0	6,251	72.5	8.5
Eco Disadv.	269	36.1	296	72.6	36.5	N/A	N/A	681	48.8	N/A	10,940	60.4	11,231	68.7	8.3
Special Ed	15	13.3	21	23.8	10.5	N/A	N/A	48	12.5	N/A	858	36.7	973	43.5	6.8
Grade 5															
All	315	38.1	301	78.4	40.3	N/A	N/A	685	62.6	N/A	11,607	67.2	11,828	81.4	14.2
Hispanic	147	44.2	143	89.5	45.3	N/A	N/A	263	73.8	N/A	8,370	71.0	8,407	84.5	13.5
African American	164	32.3	154	68.2	35.9	N/A	N/A	407	55.5	N/A	2,529	49.9	2,651	69.9	20.0
White	*	*	*	*	N/A	N/A	N/A	8	87.5	N/A	492	87.4	527	90.7	3.3
ELL	108	42.6	116	85.3	42.7	N/A	N/A	193	78.2	N/A	6,080	70.0	6,101	84.2	14.2
Eco Disadv.	299	38.1	282	78.0	39.9	N/A	N/A	627	62.8	N/A	10,451	66.6	10,740	81.1	14.5
Special Ed	25	8.0	29	65.5	57.5	N/A	N/A	69	31.9	N/A	1,026	36.5	1,045	58.9	22.4
Grade 6															
All	595	38.5	599	52.6	14.1	N/A	N/A	2,156	53.7	N/A	10,309	60.6	10,292	65.6	5.0
Hispanic	209	43.1	232	56.9	13.8	N/A	N/A	1,500	57.0	N/A	7,473	63.4	7,467	67.1	3.7
African American	376	35.6	362	49.2	13.6	N/A	N/A	604	45.5	N/A	2,247	47.2	2,160	55.6	8.4
White	*	*	*	*	N/A	N/A	N/A	28	42.9	N/A	368	81.5	453	84.5	3.0
ELL	142	37.3	162	53.7	16.4	N/A	N/A	1,140	54.8	N/A	5,332	60.5	5,282	63.8	3.3
Eco Disadv.	546	37.9	578	52.4	14.5	N/A	N/A	1,986	54.4	N/A	9,209	59.8	9,177	64.7	4.9
Special Ed	80	36.3	76	40.8	4.5	N/A	N/A	204	42.2	N/A	955	34.7	872	46.2	11.5
Grade 7															
All	504	23.2	457	39.2	16.0	N/A	N/A	1,781	40.3	N/A	7,641	43.9	7,256	47.3	3.4
Hispanic	173	27.2	186	47.8	20.6	N/A	N/A	1,212	42.3	N/A	5,480	47.1	5,338	50.4	3.3
African American	327	20.8	257	32.3	11.5	N/A	N/A	529	35.7	N/A	1,870	32.2	1,658	37.3	5.1
White	*	*	*	*	N/A	N/A	N/A	21	28.6	N/A	164	62.2	134	48.5	-13.7
ELL	111	21.6	135	46.7	25.1	N/A	N/A	921	39.3	N/A	3,777	41.5	3,918	47.6	6.1
Eco Disadv.	448	23.2	435	39.1	15.9	N/A	N/A	1,614	40.4	N/A	6,811	43.6	6,513	47.3	3.7
Special Ed	90	18.9	63	14.3	-4.6	N/A	N/A	207	27.5	N/A	920	22.9	861	32.8	9.9

table continues

Table (continued)

	ACE					Non-ACE IR					District				
	2015		2017		2 Yr Δ	2015		2017		2 Yr Δ	2015		2017		2 Yr Δ
	Tested n	Pass %	Tested n	Pass %		Tested n	Pass %	Tested n	Pass %		Tested n	Pass %	Tested n	Pass %	
Grade 8															
All	551	44.6	543	72.4	27.8	N/A	N/A	2,269	78.1	N/A	10,429	63.9	9,975	80.6	16.7
Hispanic	221	49.3	202	74.3	25.0	N/A	N/A	1,536	78.8	N/A	7,529	65.9	7,268	82.0	16.1
African American	327	41.0	331	70.7	29.7	N/A	N/A	684	76.8	N/A	2,300	52.0	2,043	74.2	22.2
White	*	*	*	*	N/A	N/A	N/A	28	75.0	N/A	421	85.0	451	86.0	1.0
ELL	136	42.6	148	68.9	26.3	N/A	N/A	1,026	75.8	N/A	4,244	56.8	4,810	78.9	22.1
Eco Disadv.	508	45.5	522	72.0	26.5	N/A	N/A	2,078	78.9	N/A	9,142	62.9	8,725	80.7	17.8
Special Ed	94	22.3	87	49.4	27.1	N/A	N/A	218	52.3	N/A	907	25.2	867	49.9	24.7
Algebra I															
All	54	87.0	110	98.2	11.2	N/A	N/A	1,057	74.9	N/A	12,884	71.7	12,280	77.2	5.5
Hispanic	28	89.3	34	100.0	10.7	N/A	N/A	861	79.4	N/A	9,106	73.6	8,699	79.8	6.2
African American	26	84.6	75	97.3	12.7	N/A	N/A	175	52.0	N/A	2,970	63.5	2,814	66.9	3.4
White	-	-	-	-	N/A	N/A	N/A	*	*	N/A	502	85.5	499	87.8	2.3
ELL	8	75.0	15	100.0	25.0	N/A	N/A	578	74.7	N/A	4,264	61.2	5,342	74.8	13.6
Eco Disadv.	51	86.3	107	98.1	11.8	N/A	N/A	887	75.8	N/A	10,568	71.4	10,276	39.7	-31.7
Special Ed	*	*	-	-	N/A	N/A	N/A	115	26.1	N/A	1,100	27.0	1,266	6.2	-20.8

Source: District STAAR files dated September 1, 2015 (2015 grades three to eight), August 11, 2015 (2015 Algebra I EOC), June 15, 2017 (2017 grades three to eight), and June 22, 2017 (2017 Algebra I EOC) for students enrolled on the year's PEIMS snapshot date.

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. Change expressed in percentage point differences. IR = Improvement Required campuses not included in the ACE program (see Appendix A). Δ = change. Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix O Table 2: 2015 to 2017 ACE STAAR Passing Rates by Grade and Student Group – Reading

	ACE					Non-ACE IR					District				
	2015		2017		2 Yr Δ	2015		2017		2 Yr Δ	2015		2017		2 Yr Δ
	Tested n	Pass %	Tested n	Pass %		Tested n	Pass %	Tested n	Pass %		Tested n	Pass %	Tested n	Pass %	
Grade 3															
All	342	43.6	288	62.2	18.6	N/A	N/A	738	42.5	N/A	12,623	63.0	12,569	63.4	0.4
Hispanic	158	55.7	152	67.8	12.1	N/A	N/A	267	51.7	N/A	8,908	65.5	8,948	66.1	0.6
African American	178	32.0	131	57.3	25.3	N/A	N/A	449	36.5	N/A	2,874	51.1	2,716	49.3	-1.8
White	*	*	*	*	N/A	N/A	N/A	7	14.3	N/A	602	84.4	617	83.1	-1.3
ELL	121	52.9	118	73.7	20.8	N/A	N/A	204	47.5	N/A	6,396	64.1	6,336	64.2	0.1
Eco Disadv.	322	43.2	273	62.3	19.1	N/A	N/A	679	42.4	N/A	11,397	62.0	11,334	62.0	0.0
Special Ed	17	29.4	25	28.0	-1.4	N/A	N/A	56	17.9	N/A	871	40.0	888	42.6	2.6
Grade 4															
All	283	35.0	312	58.0	23.0	N/A	N/A	736	37.6	N/A	12,149	60.3	12,363	60.9	0.6
Hispanic	120	49.2	156	67.3	18.1	N/A	N/A	302	45.4	N/A	8,674	63.2	8,894	63.7	0.5
African American	159	24.5	149	48.3	23.8	N/A	N/A	413	31.5	N/A	2,675	45.9	2,643	46.1	0.2
White	*	*	5	40.0	N/A	N/A	N/A	13	38.5	N/A	571	83.0	575	81.9	-1.1
ELL	93	48.4	126	66.7	18.3	N/A	N/A	236	47.9	N/A	6,314	61.9	6,252	62.6	0.7
Eco Disadv.	268	35.4	297	58.6	23.2	N/A	N/A	680	37.8	N/A	10,925	59.1	11,224	59.5	0.4
Special Ed	15	13.3	22	13.6	0.3	N/A	N/A	48	12.5	N/A	859	34.3	974	39.0	4.7
Grade 5															
All	316	56.0	303	69.6	13.6	N/A	N/A	685	58.1	N/A	11,649	78.2	11,831	78.0	-0.2
Hispanic	148	62.8	145	84.8	22.0	N/A	N/A	263	71.1	N/A	8,398	80.4	8,409	81.7	1.3
African American	164	49.4	154	55.8	6.4	N/A	N/A	407	49.9	N/A	2,540	68.3	2,653	64.0	-4.3
White	*	*	*	*	N/A	N/A	N/A	8	75.0	N/A	497	91.8	526	89.5	-2.3
ELL	108	62.0	117	83.8	21.8	N/A	N/A	193	76.2	N/A	6,088	80.1	6,102	82.6	2.5
Eco Disadv.	299	55.2	284	70.1	14.9	N/A	N/A	627	59.0	N/A	10,489	77.5	10,743	77.4	-0.1
Special Ed	25	20.0	29	58.6	38.6	N/A	N/A	69	11.6	N/A	1,033	41.7	1,046	48.9	7.2
Grade 6															
All	586	42.3	599	38.4	-3.9	N/A	N/A	2,179	42.5	N/A	10,294	58.1	10,321	53.7	-4.4
Hispanic	208	42.3	233	46.4	4.1	N/A	N/A	1,523	42.6	N/A	7,470	58.6	7,497	53.3	-5.3
African American	367	42.8	361	33.2	-9.6	N/A	N/A	604	41.6	N/A	2,237	52.1	2,160	48.5	-3.6
White	5	20.0	*	*	N/A	N/A	N/A	28	32.1	N/A	366	80.9	453	81.2	0.3
ELL	141	32.6	162	38.9	6.3	N/A	N/A	1,153	37.6	N/A	5,327	53.1	5,296	46.5	-6.6
Eco Disadv.	539	41.4	577	38.1	-3.3	N/A	N/A	2,008	42.8	N/A	9,195	56.7	9,200	52.1	-4.6
Special Ed	79	35.4	77	28.6	-6.8	N/A	N/A	204	30.4	N/A	950	26.1	876	32.6	6.5
Grade 7															
All	568	34.5	548	42.0	7.5	N/A	N/A	2,113	51.3	N/A	10,080	56.4	9,729	59.9	3.5
Hispanic	202	36.6	218	46.8	10.2	N/A	N/A	1,465	50.7	N/A	7,256	56.7	7,095	60.4	3.7
African American	362	33.1	313	37.7	4.6	N/A	N/A	599	51.9	N/A	2,219	50.3	2,000	52.6	2.3
White	*	*	*	*	N/A	N/A	N/A	27	66.7	N/A	403	82.4	414	84.1	1.7
ELL	127	26.8	155	41.3	14.5	N/A	N/A	1,075	46.1	N/A	4,602	46.1	4,905	53.8	7.7
Eco Disadv.	510	33.9	524	41.8	7.9	N/A	N/A	1,930	51.4	N/A	8,788	55.0	8,536	58.8	3.8
Special Ed	92	15.2	63	15.9	0.7	N/A	N/A	210	24.8	N/A	943	19.9	877	28.3	8.4

table continues

Table (continued)

	ACE					Non-ACE IR					District				
	2015		2017		2 Yr Δ	2015		2017		2 Yr Δ	2015		2017		2 Yr Δ
	Tested n	Pass %	Tested n	Pass %		Tested n	Pass %	Tested n	Pass %		Tested n	Pass %			
Grade 8															
All	556	59.5	561	64.5	5.0	N/A	N/A	2,236	71.1	N/A	10,414	75.8	9,367	75.9	0.1
Hispanic	226	61.5	206	60.7	-0.8	N/A	N/A	1,534	70.7	N/A	7,506	77.1	6,885	76.7	-0.4
African American	327	57.8	346	67.3	9.5	N/A	N/A	649	71.2	N/A	2,327	68.3	2,004	72.0	3.7
White	*	*	*	*	N/A	N/A	N/A	29	79.3	N/A	403	92.1	288	83.3	-8.8
ELL	132	49.2	146	47.9	-1.3	N/A	N/A	956	62.3	N/A	3,818	63.1	4,460	69.5	6.4
Eco Disadv.	511	59.9	539	64.2	4.3	N/A	N/A	2,038	71.6	N/A	9,163	75.2	8,308	75.8	0.6
Special Ed	97	33.0	88	42.0	9.0	N/A	N/A	219	30.6	N/A	909	33.4	874	38.4	5.0

Source: District STAAR files dated September 1, 2015 (2015 grades three to eight), August 11, 2015 (2015 Algebra I EOC), June 15, 2017 (2017 grades three to eight), and June 22, 2017 (2017 Algebra I EOC) for students enrolled on the year's PEIMS snapshot date.

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. Change expressed in percentage point differences. IR = Improvement Required campuses not included in the ACE program (see Appendix A). Δ = change. Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix O Table 3: 2015 to 2017 ACE STAAR Passing Rates by Grade and Student Group – Writing

	ACE					Non-ACE IR					District				
	2015		2017		2 Yr Δ	2015		2017		2 Yr Δ	2015		2017		2 Yr Δ
	Tested n	Pass %	Tested n	Pass %		Tested n	Pass %	Tested n	Pass %		Tested n	Pass %			
Grade 4															
All	284	40.5	314	57.0	16.5	N/A	N/A	739	37.1	N/A	12,160	63.1	12,389	62.3	-0.8
Hispanic	120	53.3	157	68.8	15.5	N/A	N/A	303	46.2	N/A	8,680	65.7	8,901	65.6	-0.1
African American	160	31.3	150	45.3	14.0	N/A	N/A	415	31.3	N/A	2,683	50.7	2,655	47.9	-2.8
White	*	*	5	40.0	N/A	N/A	N/A	14	14.3	N/A	570	80.0	580	76.7	-3.3
ELL	93	54.8	127	70.1	15.3	N/A	N/A	239	47.3	N/A	6,317	65.6	6,263	66.6	1.0
Eco Disadv.	267	40.8	299	57.9	17.1	N/A	N/A	683	37.9	N/A	10,932	62.2	11,245	61.4	-0.8
Special Ed	16	18.8	22	22.7	3.9	N/A	N/A	48	14.6	N/A	856	30.7	973	35.4	4.7
Grade 7															
All	573	29.0	549	44.8	15.8	N/A	N/A	2,131	45.0	N/A	10,088	55.7	9,780	55.6	-0.1
Hispanic	204	29.4	218	45.0	15.6	N/A	N/A	1,478	44.7	N/A	7,257	56.5	7,137	55.6	-0.9
African American	365	28.5	314	44.3	15.8	N/A	N/A	604	45.0	N/A	2,224	47.5	2,010	49.7	2.2
White	*	*	*	*	N/A	N/A	N/A	27	55.6	N/A	405	80.5	414	81.9	1.4
ELL	128	18.8	155	41.9	23.1	N/A	N/A	1,084	38.4	N/A	4,603	45.6	4,929	48.4	2.8
Eco Disadv.	515	28.2	526	44.7	16.5	N/A	N/A	1,947	45.4	N/A	8,795	54.1	8,585	54.3	0.2
Special Ed	92	13.0	62	12.9	-0.1	N/A	N/A	210	21.0	N/A	943	19.6	886	23.6	4.0

Source: District STAAR files dated September 1, 2015 (2015 grades three to eight), August 11, 2015 (2015 Algebra I EOC), June 15, 2017 (2017 grades three to eight), and June 22, 2017 (2017 Algebra I EOC) for students enrolled on the year's PEIMS snapshot date.

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. Change expressed in percentage point differences. IR = Improvement Required campuses not included in the ACE program (see Appendix A). Δ = change. Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix O Table 4: 2015 to 2017 ACE STAAR Passing Rates by Grade and Student Group – Science

	ACE					Non-ACE IR					District				
	2015		2017		2 Yr Δ	2015		2017		2 Yr Δ	2015		2017		2 Yr Δ
	Tested n	Pass %	Tested n	Pass %		Tested n	Pass %	Tested n	Pass %		Tested n	Pass %			
Grade 5															
All	316	33.5	300	68.7	35.2	N/A	N/A	677	47.6	N/A	11,611	56.8	11,721	66.2	9.4
Hispanic	148	38.5	143	80.4	41.9	N/A	N/A	262	50.4	N/A	8,375	58.1	8,358	67.5	9.4
African American	164	28.0	153	58.2	30.2	N/A	N/A	401	45.4	N/A	2,526	46.0	2,606	57.6	11.6
White	*	*	*	*	N/A	N/A	N/A	7	71.4	N/A	495	85.7	517	87.6	1.9
ELL	108	35.2	116	75.9	40.7	N/A	N/A	192	52.8	N/A	6,082	54.3	6,065	65.2	10.9
Eco Disadv.	299	33.1	282	69.1	36.0	N/A	N/A	619	47.5	N/A	10,456	55.4	10,645	65.2	9.8
Special Ed	25	4.0	29	51.7	47.7	N/A	N/A	69	8.7	N/A	1,027	31.6	1,036	46.2	14.6
Grade 8															
All	612	30.1	527	52.8	22.7	N/A	N/A	2,314	59.6	N/A	12,387	62.0	9,867	67.0	5.0
Hispanic	245	32.7	203	56.7	24.0	N/A	N/A	1,606	59.0	N/A	8,848	63.0	7,237	67.5	4.5
African American	364	28.3	316	50.0	21.7	N/A	N/A	656	60.8	N/A	2,651	50.1	1,980	60.4	10.3
White	*	*	*	*	N/A	N/A	N/A	29	62.1	N/A	646	89.8	437	87.0	-2.8
ELL	141	22.7	149	49.0	26.3	N/A	N/A	1,048	51.6	N/A	4,332	45.9	4,740	60.5	14.6
Eco Disadv.	566	31.1	507	52.9	21.8	N/A	N/A	2,117	60.2	N/A	10,692	60.3	8,645	66.2	5.9
Special Ed	94	21.3	86	36.0	14.7	N/A	N/A	214	29.9	N/A	910	24.3	852	37.7	13.4

Source: District STAAR files dated September 1, 2015 (2015 grades three to eight), August 11, 2015 (2015 Algebra I EOC), June 15, 2017 (2017 grades three to eight), and June 22, 2017 (2017 Algebra I EOC) for students enrolled on the year's PEIMS snapshot date.

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. Change expressed in percentage point differences. IR = Improvement Required campuses not included in the ACE program (see Appendix A). Δ = change. Passing rates within 10 percentage points of the district are in **blue bold**.

Appendix O Table 5: 2015 to 2017 ACE STAAR Passing Rates by Grade and Student Group – Social Studies

	ACE					Non-ACE IR					District				
	2015		2017		2 Yr Δ	2015		2017		2 Yr Δ	2015		2017		2 Yr Δ
	Tested n	Pass %	Tested n	Pass %		Tested n	Pass %	Tested n	Pass %		Tested n	Pass %	Tested n	Pass %	
Grade 8															
All	547	32.5	538	46.5	14.0	N/A	N/A	2,193	49.5	N/A	10,353	51.4	9,576	55.2	3.8
Hispanic	223	36.8	202	43.1	6.3	N/A	N/A	1,510	49.6	N/A	7,469	52.0	7,000	54.7	2.7
African American	321	29.6	328	48.8	19.2	N/A	N/A	634	48.6	N/A	2,310	42.3	1,992	50.9	8.6
White	*	*	*	*	N/A	N/A	N/A	27	63.0	N/A	399	84.0	377	81.2	-2.8
ELL	131	26.0	141	31.9	5.9	N/A	N/A	943	39.8	N/A	3,798	33.3	4,433	44.8	11.5
Eco Disadv.	502	33.1	516	46.1	13.0	N/A	N/A	1,999	49.9	N/A	9,116	49.9	8,394	54.3	4.4
Special Ed	96	22.9	86	33.7	10.8	N/A	N/A	211	29.9	N/A	901	22.2	853	32.1	9.9

Source: District STAAR files dated September 1, 2015 (2015 grades three to eight), August 11, 2015 (2015 Algebra I EOC), June 15, 2017 (2017 grades three to eight), and June 22, 2017 (2017 Algebra I EOC) for students enrolled on the year's PEIMS snapshot date.

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. Change expressed in percentage points. IR = IR campuses not included in the ACE program (see Appendix A). Δ = change. Passing rates within 10 percentage points of district are in **blue bold**.

Appendix P

Appendix P Table 1: 2016-17 ACE Failing Course Grades: Elementary Schools (Grades Two to Five) by Campus and Content Area

	Grade 2			Grade 3			Grade 4			Grade 5			Grades 2 to 5		
	Fail n	Total N	Fail %	Fail n	Total N	Fail %	Fail n	Total N	Fail %	Fail n	Total N	Fail %	Fail n	Total N	Fail %
Blanton															
Art	0	94	0.0	0	89	0.0	0	95	0.0	0	97	0.0	0	375	0.0
Lang Arts Span/Eng	-	-	-	-	-	-	4	61	6.6	-	-	-	4	61	6.6
Language Arts	0	40	0.0	0	32	0.0	0	34	0.0	2	46	4.3	2	152	1.3
Mathematics	4	94	4.3	3	89	3.4	1	95	1.1	2	97	2.1	10	375	2.7
Music	0	93	0.0	0	89	0.0	0	94	0.0	0	97	0.0	0	373	0.0
Physical Education	0	94	0.0	0	89	0.0	0	95	0.0	0	102	0.0	0	380	0.0
Read/Lang Arts Eng	3	54	5.6	2	57	3.5	-	-	-	0	56	0.0	5	167	3.0
Read/Lang Arts Span	3	54	5.6	4	57	7.0	-	-	-	0	56	0.0	7	167	4.2
Reading	0	40	0.0	1	32	3.1	0	34	0.0	3	41	7.3	4	147	2.7
Reading Span/Eng	-	-	-	-	-	-	4	61	6.6	-	-	-	4	61	6.6
Science/Health	0	94	0.0	0	89	0.0	0	95	0.0	2	97	2.1	2	375	0.5
Social Studies	0	94	0.0	0	89	0.0	3	95	3.2	0	102	0.0	3	380	0.8
All Courses	10	751	1.3	10	712	1.4	12	759	1.6	9	791	1.1	41	3,013	1.4
U. Lee															
Art	0	93	0.0	0	83	0.0	0	96	0.0	0	86	0.0	0	358	0.0
Language Arts	1	66	1.5	9	56	16.1	0	69	0.0	0	68	0.0	10	259	3.9
Mathematics	1	93	1.1	10	83	12.0	6	96	6.3	10	86	11.6	27	358	7.5
Music	0	93	0.0	0	83	0.0	0	96	0.0	0	86	0.0	0	358	0.0
Physical Education	0	93	0.0	0	83	0.0	0	96	0.0	0	86	0.0	0	358	0.0
Read/Lang Arts Eng	1	27	3.7	0	27	0.0	2	27	7.4	2	18	11.1	5	99	5.1
Read/Lang Arts Span	0	27	0.0	1	27	3.7	2	27	7.4	2	18	11.1	5	99	5.1
Reading	4	66	6.1	10	56	17.9	9	69	13.0	2	68	2.9	25	259	9.7
Science/Health	0	93	0.0	1	82	1.2	0	96	0.0	4	86	4.7	5	357	1.4
Social Studies	1	93	1.1	4	83	4.8	3	96	3.1	1	86	1.2	9	358	2.5
All Courses	8	744	1.1	35	663	5.3	22	768	2.9	21	688	3.1	86	2,863	3.0

table continues

Table (continued)

	Grade 2			Grade 3			Grade 4			Grade 5			Grades 2 to 5		
	Fail n	Total N	Fail %	Fail n	Total N	Fail %	Fail n	Total N	Fail %	Fail n	Total N	Fail %	Fail n	Total N	Fail %
Mills															
Art	0	50	0.0	0	47	0.0	0	59	0.0	0	50	0.0	0	206	0.0
Language Arts	0	25	0.0	1	27	3.7	11	32	34.4	1	28	3.6	13	112	11.6
Mathematics	3	51	5.9	3	48	6.3	3	60	5.0	3	50	6.0	12	209	5.7
Music	0	50	0.0	0	47	0.0	0	59	0.0	0	50	0.0	0	206	0.0
Physical Education	0	51	0.0	0	48	0.0	0	61	0.0	0	50	0.0	0	210	0.0
Read/Lang Arts Eng	2	26	7.7	0	21	0.0	0	28	0.0	0	22	0.0	2	97	2.1
Read/Lang Arts Span	2	26	7.7	1	21	4.8	0	28	0.0	0	22	0.0	3	97	3.1
Reading	0	24	0.0	1	26	3.8	11	30	36.7	4	28	14.3	16	108	14.8
Science/Health	0	51	0.0	0	48	0.0	0	61	0.0	2	50	4.0	2	210	1.0
Social Studies	0	51	0.0	0	48	0.0	9	61	14.8	0	50	0.0	9	210	4.3
All Courses	7	405	1.7	6	381	1.6	34	479	7.1	10	400	2.5	57	1,665	3.4
Pease															
Art	0	57	0.0	0	65	0.0	0	60	0.0	0	61	0.0	0	243	0.0
Language Arts	1	57	1.8	10	65	15.4	3	60	5.0	4	61	6.6	18	243	7.4
Mathematics	3	57	5.3	7	65	10.8	2	60	3.3	11	61	18.0	23	243	9.5
Music	0	56	0.0	0	65	0.0	0	60	0.0	0	61	0.0	0	242	0.0
Physical Education	0	57	0.0	0	65	0.0	0	60	0.0	0	61	0.0	0	243	0.0
Reading	2	57	3.5	17	65	26.2	3	60	5.0	10	61	16.4	32	243	13.2
Science/Health	0	57	0.0	0	65	0.0	0	60	0.0	3	61	4.9	3	243	1.2
Social Studies	0	57	0.0	5	65	7.7	0	60	0.0	1	61	1.6	6	243	2.5
All Courses	6	455	1.3	39	520	7.5	8	480	1.7	29	488	5.9	82	1,943	4.2

Source: District course files as of June 20, 2017 for those enrolled as of October 28, 2016 (PEIMS snapshot date). Counts are from those with available grades as of data file creation date.

Note: * = fewer than five students took subject. - = zero students took subject.

Appendix P Table 2: 2016-17 ACE Failing Course Grades: Middle Schools (Grades Six to Eight) by Campus and Content Area

	Grade 6			Grade 7			Grade 8			Grades 6 to 8		
	Fail n	Total N	Fail %	Fail n	Total N	Fail %	Fail n	Total N	Fail %	Fail n	Total N	Fail %
Dade												
Language Arts	16	598	2.7	24	295	8.1	17	537	3.2	57	1,430	4.0
Mathematics	0	299	0.0	18	259	6.9	12	272	4.4	30	830	3.6
Science	6	288	2.1	7	252	2.8	6	270	2.2	19	810	2.3
Social Studies	5	300	1.7	15	259	5.8	46	272	16.9	66	831	7.9
Health	0	15	0.0	0	8	0.0	1	123	0.8	1	146	0.7
PE/Equivalent	0	257	0.0	1	192	0.5	2	182	1.1	3	631	0.5
Language Other Than English	*	*	*	1	98	1.0	0	112	0.0	1	212	0.5
Fine Arts	0	472	0.0	3	328	0.9	0	234	0.0	3	1,034	0.3
Tech Applications	1	104	1.0	0	129	0.0	2	78	2.6	3	311	1.0
Career and Technology	0	78	0.0	1	90	1.1	2	115	1.7	3	283	1.1
Other Elective	0	214	0.0	0	184	0.0	0	229	0.0	0	627	0.0
Local Credit	1	317	0.3	19	452	4.2	24	248	9.7	44	1,017	4.3
All Courses	29	2,944	1.0	89	2,546	3.5	112	2,672	4.2	230	8,162	2.8
Edison												
Language Arts	34	314	10.8	16	285	5.6	37	299	12.4	87	898	9.7
Mathematics	23	162	14.2	12	144	8.3	9	153	5.9	44	459	9.6
Science	62	150	41.3	13	136	9.6	18	131	13.7	93	417	22.3
Social Studies	18	151	11.9	9	138	6.5	20	142	14.1	47	431	10.9
Health	*	*	*	0	42	0.0	0	40	0.0	0	84	0.0
PE/Equivalent	0	145	0.0	0	51	0.0	0	80	0.0	0	276	0.0
Language Other Than English	*	*	*	-	-	-	-	-	-	*	*	*
Fine Arts	32	317	10.1	14	222	6.3	21	200	10.5	67	739	9.1
Tech Applications	3	65	4.6	2	36	5.6	4	55	7.3	9	156	5.8
Career & Technology	*	*	*	*	*	*	0	5	0.0	0	8	0.0
Other Elective	0	32	0.0	1	110	0.9	3	111	2.7	4	253	1.6
Local Credit	17	153	11.1	10	191	5.2	8	208	3.8	35	552	6.3
All Courses	190	1,494	12.7	77	1,357	5.7	120	1,424	8.4	387	4,275	9.1

table continues

Table (continued)

	Grade 6			Grade 7			Grade 8			Grades 6 to 8		
	Fail n	Total N	Fail %	Fail n	Total N	Fail %	Fail n	Total N	Fail %	Fail n	Total N	Fail %
Zumwalt												
Language Arts	40	274	14.6	65	268	24.3	39	248	15.7	144	790	18.2
Mathematics	27	137	19.7	29	136	21.3	17	124	13.7	73	397	18.4
Science	61	135	45.2	29	136	21.3	17	124	13.7	107	395	27.1
Social Studies	13	125	10.4	37	136	27.2	5	125	4.0	55	386	14.2
Health	*	*	*	*	*	*	*	*	*	1	5	20.0
PE/Equivalent	1	128	0.8	3	92	3.3	5	123	4.1	9	343	2.6
Language Other Than English	-	-	-	1	5	20.0	-	-	-	1	5	20.0
Fine Arts	13	137	9.5	18	130	13.8	9	67	13.4	40	334	12.0
Tech Applications	*	*	*	*	*	*	1	64	1.6	2	69	2.9
Career & Technology	-	-	-	3	51	5.9	*	*	*	3	55	5.5
Other Elective	0	5	0.0	-	-	-	*	*	*	0	8	0.0
Local Credit	26	134	19.4	26	122	21.3	16	107	15.0	68	363	18.7
All Courses	181	1,078	16.8	213	1,081	19.7	109	991	11.0	503	3,150	16.0

Source: District course files as of June 20, 2017 for those enrolled as of October 28, 2016 (PEIMS snapshot date). Counts are from those with available grades as of data file creation date.

Note: * = fewer than five students took subject. - = zero students took subject.

Appendix Q

Appendix Q Table 1: 2016-17 Six-Week ACE Disciplinary Offense Rates by Campus (Elementary Schools)

2016-17														
Time Frame	SW1	SW2	ΔSW1	SW3	ΔSW2	Sem 1	SW4	ΔSW3	SW5	ΔSW4	SW6	ΔSW5	Sem 2	Year
Blanton														
Level I	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level II	0	0	0	1	1	1	0	-1	0	0	0	0	0	1
Level III	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	1	1	1	0	-1	0	0	0	0	0	1
2015-16 Total	1	4	3	2	-2	7	1	-1	3	2	5	2	9	16
Change from 2015-16	-1	-4	N/A	-1	N/A	-6	-1	N/A	-3	N/A	-5	N/A	-9	-15
Diff from District Elem Avg	-5	-7	N/A	-6	N/A	-18	-9	N/A	-9	N/A	-9	N/A	-27	-45
U. Lee														
Level I	0	1	1	3	2	4	2	-1	3	1	1	-2	6	10
Level II	15	4	-11	3	-1	22	5	2	5	0	3	-2	13	35
Level III	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	15	5	-10	6	1	26	7	1	8	1	4	-4	19	45
2015-16 Total	17	22	5	9	-13	48	12	3	15	3	9	-6	36	84
Change from 2015-16	-2	-17	N/A	-3	N/A	-22	-5	N/A	-7	N/A	-5	N/A	-17	-39
Diff from District Elem Avg	10	-2	N/A	-1	N/A	7	-2	N/A	-1	N/A	-5	N/A	-8	-1
Mills														
Level I	0	1	1	0	-1	1	0	0	0	0	3	3	3	4
Level II	0	3	3	0	-3	3	10	10	0	-10	19	19	29	32
Level III	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	4	4	0	-4	4	10	10	0	-10	22	22	32	36
2015-16 Total	0	8	8	13	5	21	15	2	29	14	19	-10	63	84
Change from 2015-16	0	-4	N/A	-13	N/A	-17	-5	N/A	-29	N/A	3	N/A	-31	-48
Diff from District Elem Avg	-5	-3	N/A	-7	N/A	-15	1	N/A	-9	N/A	13	N/A	5	-10
Pease														
Level I	0	1	1	1	0	2	1	0	1	0	2	1	4	6
Level II	12	12	0	15	3	39	7	-8	5	-2	1	-4	13	52
Level III	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	12	13	1	16	3	41	8	-8	6	-2	3	-3	17	58
2015-16 Total	29	38	9	28	-10	95	29	1	42	13	15	-27	86	181
Change from 2015-16	-17	-25	N/A	-12	N/A	-54	-21	N/A	-36	N/A	-12	N/A	-69	-123
Diff from District Elem Avg	7	6	N/A	9	N/A	22	-1	N/A	-3	N/A	-6	N/A	-10	12

Source: Office of Student Discipline files dated July 13, 2016 (2015-16) and July 10, 2017 (2016-17).

Note: SW# = Six-week period #. Sem # = Semester #. Improvements (declines in offenses) from the previous six-week period or from the same period in the previous academic year (2015-16), as well as total offenses lower than the district average are shown in **blue bold**. N/A = Not Applicable.

Appendix Q Table 2: 2016-17 Six-Week ACE Disciplinary Offense Rates by Campus – Middle Schools and ACE Overall

2016-17														
Time Frame	SW1	SW2	ΔSW1	SW3	ΔSW2	Sem 1	SW4	ΔSW3	SW5	ΔSW4	SW6	ΔSW5	Sem 2	Year
Dade														
Level I	2	1	-1	3	2	6	0	-3	0	0	1	1	1	7
Level II	12	14	2	50	36	76	19	-31	59	40	29	-30	107	183
Level III	0	1	1	2	1	3	4	2	1	-3	0	-1	5	8
Total	14	16	2	55	39	85	23	-32	60	37	30	-30	113	198
2015-16 Total	32	33	1	25	-8	90	39	14	18	-21	20	2	77	167
Change from 2015-16	-18	-17	N/A	30	N/A	-5	-16	N/A	42	N/A	10	N/A	36	31
Diff from District Middle Avg	-18	-30	N/A	-3	N/A	-51	-52	N/A	-3	N/A	-33	N/A	-88	-139
Edison														
Level I	0	0	0	3	3	3	0	-3	1	1	0	-1	1	4
Level II	20	27	7	25	-2	72	39	14	61	22	51	-10	151	223
Level III	0	1	1	5	4	6	1	-4	4	3	1	-3	6	12
Total	20	28	8	33	5	81	40	7	66	26	52	-14	158	239
2015-16 Total	26	96	70	92	-4	214	157	65	162	5	162	0	481	695
Change from 2015-16	-6	-68	N/A	-59	N/A	-133	-117	N/A	-96	N/A	-110	N/A	-323	-456
Diff from District Middle Avg	-12	-18	N/A	-25	N/A	-55	-35	N/A	3	N/A	-11	N/A	-43	-98
Zumwalt														
Level I	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level II	1	1	0	2	1	4	0	-2	1	1	1	0	2	6
Level III	0	0	0	8	8	8	12	4	0	-12	0	0	12	20
Total	1	1	0	10	9	12	12	2	1	-11	1	0	14	26
2015-16 Total	21	8	-13	6	-2	35	9	3	4	-5	5	1	18	53
Change from 2015-16	-20	-7	N/A	4	N/A	-23	3	N/A	-3	N/A	-4	N/A	-4	-27
Diff from District Middle Avg	-31	-45	N/A	-48	N/A	-124	-63	N/A	-62	N/A	-62	N/A	-187	-311
ACE														
ACE Level I	2	4	2	10	6	16	3	-7	5	2	7	2	15	31
ACE Level II	60	61	1	96	35	217	80	-16	131	51	104	-27	315	532
ACE Level III	0	2	2	15	13	17	17	2	5	-12	1	-4	23	40
ACE Total	62	67	5	121	54	250	100	-21	141	41	112	-29	353	603
ACE 2015-16 Total	126	209	83	175	-34	510	262	87	273	11	235	-38	770	1280
ACE Change from 2015-16	-64	-142	N/A	-54	N/A	-260	-162	N/A	-132	N/A	-123	N/A	-417	-677
ACE Avg /Campus	12	11	-1	20	9	43	17	-3	28	11	19	-9	64	107
ACE Diff from District Avg	-6	-10	N/A	-4	N/A	-20	-11	N/A	3	N/A	-5	N/A	-13	-33
District Average Level I, II, and III Offenses Per Campus														
Elementary Campuses	5	7	2	7	0	19	9	2	9	0	9	0	27	46
Middle School Campuses	32	46	14	58	12	136	75	17	63	-12	63	0	201	337
All District Campuses	18	21	3	24	3	63	28	4	25	-3	24	-1	77	140

Source: Office of Student Discipline files dated July 13, 2016 (2015-16) and July 10, 2017 (2016-17).

Note: SW# = Six-week period #. Sem # = Semester #. Improvements (declines in offenses) from the previous six-week period or from the same period in the previous academic year (2015-16), as well as total offenses lower than the district average are shown in **blue bold**. N/A = Not Applicable.