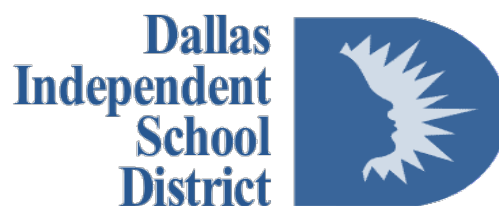


2016-17 Evaluation of the Intensive Support Network

Department of Evaluation and Assessment

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Superintendent of Schools*



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2016-17 Evaluation of the Intensive Support Network

Approved Report of the Department of Evaluation and Assessment

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August 2017

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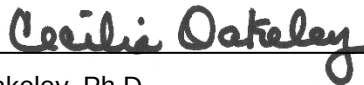
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2016-17 EVALUATION OF THE INTENSIVE SUPPORT NETWORK

Project Evaluators: Mitch Barton, Ph.D., Heather Turner, Ph.D., Rosemary Garcia-Rincón, B.S.

ABSTRACT

The Intensive Support Network (ISN) was an initiative of the Dallas Independent School District (Dallas ISD) designed to help schools achieve or maintain the *Met Standard* accountability rating from the Texas Education Agency. With a budget of \$397,912 for services plus funding for additional personnel at each campus, ISN implemented five components to improve student outcomes and the quality of teacher instruction. These included 1) Data Analysis, 2) Coaching, 3) Collaboration, 4) Monitoring Instruction, and 5) Student Management of Learning. The primary outcomes of this report are outlined below.

- From 2015-16 to 2016-17, passing rates on *Assessments of Course Performance (ACPs)* for kindergarten to grade two, elementary school, and middle school students at ISN campuses increased up to 10 percentage points.
- From 2016 to 2017, the rate of ISN students meeting or exceeding the Meets Grade Level standard trended upward by nine percentage points on *State of Texas Assessments of Academic Readiness (STAAR)* mathematics (15% to 24%), and trended upward by three percentage points on *STAAR* reading (19% to 22%).
- From 2015-16 to 2016-17, attendance rates at all ISN campuses remained constant, and students at ISN campuses received 2,005 (51%) fewer discipline referrals.
- From fall 2015 to spring 2017, the percentage of positive responses on each subscale of the Climate Survey increased between one and four percentage points.
- Between 88 percent and 94 percent of assistant principals reported that each of the components of ISN were effectively implemented on their campuses. In addition, between 56 percent and 69 percent of assistant principals and between 57 percent and 74 percent of campus instructional coaches agreed that the critical success factors for each of the components of ISN were achieved.
- Sixty-three percent of assistant principals and 87 percent of campus instructional coaches rated the level of support from ISN program staff members as good, very good, or excellent.
- From 2015-16 to 2016-17, students who were assigned to an urban specialist during the 2016-17 school year maintained their attendance rates and received 82 (16%) fewer discipline referrals.
- Thirteen of the 18 ISN campuses received a *Met Standard* rating in 2016-17; five received an *Improvement Required* rating. Four of the nine ISN campuses that received an *Improvement Required* rating in 2015-16 received a *Met Standard* rating in 2016-17. None of the campuses that received a *Met Standard* rating in 2015-16 received an *Improvement Required* rating in 2016-17.

PROGRAM DESCRIPTION

Background Information

The Intensive Support Network (ISN) was a Dallas Independent School District (Dallas ISD) initiative started in 2016-17 to equip students at poorly-performing schools with the necessary tools to succeed. ISN replaced the Imagine 2020 initiative following the 2015-16 school year and included 18 campuses. Nine of the campuses received an *Improvement Required* (IR) accountability rating from the Texas Education Agency (TEA) for 2015-16.¹ The goal of ISN was to help schools achieve or maintain a *Met Standard* accountability rating by reducing the student academic achievement gap with respect to ethnicity and socioeconomic status. The following campuses were part of ISN during the 2016-17 academic year. ISN campuses with IR status are indicated in parenthesis after the campus name.

- John Neely Bryan Elementary School
- Rufus C. Burleson Elementary School
- C.F. Carr Elementary School (IR)
- George W. Carver Learning Center (IR)
- Nancy J. Cochran Elementary School
- Paul L. Dunbar Learning Center (IR)
- Ronald E. McNair Elementary School
- Maria Moreno Elementary School
- J.W. Ray Learning Center (IR)
- Oran M. Roberts Elementary School
- Edward Titcher Elementary School (IR)
- Mark Twain Elementary School
- Daniel Webster Elementary School (IR)
- Wilmer-Hutchins Elementary School
- T.W. Browne Middle School (IR)
- E.H. Cary Middle School (IR)
- Oliver W. Holmes Middle School (IR)
- Boude Storey Middle School

To accomplish its goal, ISN used student achievement data to provide targeted support. ISN improved upon Imagine 2020 by 1) using student-level achievement data rather than feeder pattern-level data to identify participating campuses, 2) removing a layer of supervision within campuses, 3) clarifying the roles and responsibilities of additional staff, 4) defining overall expectations and methods for using resources, and 5) monitoring student progress every six weeks on several levels (i.e., student, teacher, class, grade, content, and campus).

ISN aimed to improve student outcomes and the quality of instruction by focusing on several components. These components included 1) Data Analysis - monitoring student progress, 2) Coaching - concentrating on professional development for teachers and administrative staff, 3) Collaboration - professional learning community planning by content and subject, 4) Monitoring Instruction - teacher observation, feedback, and follow-up, and 5) Student Management of Learning - students tracking their academic performance. Funding for ISN in the 2016-17 school year included \$142,281 of general operating funds and \$255,631 of Title I funds, for a total of \$397,912. Each campus also received funding for an additional assistant principal and an urban specialist.

¹ The Texas Education Agency assigned 2016-17 accountability ratings in summer 2016.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to assess the effectiveness of ISN in helping campuses achieve a *Met Standard* accountability rating. Specifically, this evaluation addressed the following questions:

1. What were the components of the ISN program?
2. What were the characteristics of ISN students?
3. What were ISN outcomes based on measurable district metrics?
4. What were assistant principal and campus instructional coach perceptions of the critical success factors for each ISN component?
5. What was the role of ISN campus staff members?
6. To what extent did the ISN program meet its program goal?
7. What were the evaluators' recommendations with respect to program improvement or continuance?

MAJOR EVALUATION QUESTIONS AND RESULTS

What were the components of the ISN program?

Methodology

Evaluators reviewed documentation provided by ISN program staff members (i.e., coordinators and assistant superintendent) to determine the components of the program. In addition, interviews were conducted with 17 of the 18 ISN school principals and ISN program staff members to learn how the components of ISN were implemented on each campus. To assess the effectiveness of ISN, program staff members identified a series of indicators (i.e., critical success factors) for each component of ISN. The critical success factors for each ISN component also are identified in each of the following sections.

Results

Data Analysis

The data analysis component of ISN primarily consisted of scores on six- and three-week common assessments. For the six-week common assessments, the questions were based on student expectations (SEs) from the state-mandated Texas Essential Knowledge and Skills (TEKS) curriculum. The results were aggregated across student groups [i.e., ethnicity, English language learners (ELLs), special education status (SPED)] for each ISN campus, the overall ISN program, and the overall district. Low SEs from each six-week assessment were reviewed again in three-week assessments to determine if students had mastered the required knowledge and skills. In addition, the percentage of students passing the *Assessments of Course Performance (ACPs)* were analyzed in fall 2016 and spring 2017, and student attendance rates and number of discipline referrals were analyzed every six weeks. Every campus was also required to have a data room that displayed student performance on the common assessments to help

teachers monitor the progress of all student groups. For the data analysis component of ISN, the critical success factors included 1) improving academic performance, 2) increasing teacher quality, 3) increasing the use of quality data to drive instruction, and 4) increasing leadership effectiveness.

Coaching

The coaching component of ISN included professional development for campus instructional coaches, assistant principals, principals, and teachers. ISN program staff members provided a range of professional development sessions for campus instructional coaches (e.g., small group instruction), assistant principals (e.g., attendance and discipline information for kindergarten to grade two classes), and principals (e.g., gifted student programs). In order to meet the needs of teachers across all ISN campuses during the school year, ISN coordinators focused on training the campus instructional coaches on high needs areas (e.g., writing, science, and mathematics) by targeting specific SEs. Campus instructional coaches used this training to provide professional development for teachers in content areas and pedagogy. They 1) planned lessons with teachers, 2) demonstrated lessons in the classroom, 3) provided feedback after classroom observations, 4) communicated with principals to ensure teachers were implementing strategies in the classroom, and 5) taught teachers how to use ALL-In-Learning² and Istation.³

Furthermore, ISN program staff members organized professional development from Region 10 that could be purchased by the campuses, and they provided several Job-Alike⁴ sessions throughout the school year. The purpose of the Job-Alike sessions was to build the capacity of teachers and campus instructional coaches by providing them with resources and information regarding best practices in the classroom. These sessions were led by teachers, campus instructional coaches, assistant principals, and principals. Lastly, representatives from different departments in the Dallas ISD (e.g., Gifted and Talented Department) made presentations to the ISN campuses about the resources that they could provide. The critical success factors for the coaching component included 1) improving academic performance, 2) improving school climate, and 3) increasing teacher quality.

Collaboration

For the collaboration component of ISN, teachers participated in professional learning communities (PLCs) at each campus.⁵ The primary goal of the PLCs was to promote campus-wide improvement of student learning. Teachers engaged in professional dialogue to share expertise among themselves, explore new ideas, discuss current practices, and examine evidence of student learning. Teachers then implemented improvements to their own instructional practices. As a result, PLCs provided teachers with the opportunity to collaborate, learn best practices, and identify changes for lesson plans.

² More information can be found at <http://www.allinlearning.com/>.

³ More information can be found at <http://www.istation.com/>.

⁴ More information can be found at <http://job-alike.org/>.

⁵ Generally, PLCs include a school's professional staff members who intentionally, collaboratively, and continuously seek to find answers through inquiry and then act on that knowledge to improve student learning (Hord, Roussin, & Sommers, 2010).

The PLCs at ISN campuses focused on six big elements, including lesson planning, data analysis, common assessments, professional development, analysis of student work, and response to intervention. Most teachers met once or twice per week with their PLCs. PLCs engaged in both vertical (i.e., same subject across different grade levels) and horizontal (i.e., different subjects across same grade level) team planning. In addition, teachers received support from their principal, assistant principals, campus instructional coaches, other high performing teachers on their campuses, and ISN program staff members. Teachers also were able to present lessons and receive feedback from peers, discuss grade-level issues, and look for resources. The critical success factors for the collaboration component included 1) improving academic performance, 2) improving school climate, 3) increasing teacher quality, 4) increasing the use of quality data to drive instruction, and 5) increasing leadership instruction.

Monitoring Instruction

The monitoring instruction component of ISN encouraged campuses to use best practices when helping students to meet their academic achievement goals. To accomplish this goal, ISN focused on three strategies. First, principals and ISN program staff members conducted classroom walkthroughs and provided feedback to teachers. The feedback was based on a list of classroom non-negotiables, or “look-fors,” that campuses were required to follow as part of ISN (Appendix A). Second, ISN campuses received an additional assistant principal. In general, the additional assistant principal at elementary schools monitored the campus kindergarten to grade two instructional program, and the additional assistant principal at secondary schools monitored Tier 3 students.⁶ However, these responsibilities sometimes varied across campuses depending on the experience of the administrative staff.⁷

Lastly, all ISN campuses were assigned an urban specialist to mentor students with attendance and behavior issues. Each urban specialist served two campuses, and their caseloads included approximately 30 high-needs students at each campus. The primary purpose of urban specialists was to improve attendance rates for chronically absent students. They regularly made phone calls and home visits to help students and parents understand the importance of attending school. Urban specialists fostered engagement within the campus by providing resources to students and using incentives to encourage students to attend school. In addition, urban specialists taught students with behavior issues social skills and self-management techniques, provided them with an opportunity to calm down when necessary, and worked with campus counselors to refer students to other services when needed. Each urban specialist's caseload remained relatively consistent throughout the school year. If a student improved to the point that he or she did not need assistance from an urban specialist, the student was sometimes replaced with another student experiencing more serious attendance or behavior issues. The critical success factors for the monitoring instruction component included 1) improving academic performance, 2) improving school climate,

⁶ Tier 3 students meet one or more of the following criteria: at least three course failures, four discipline referrals, or six absences.

⁷ Some of the additional assistant principals played a larger role with discipline issues and special education, or they were responsible for other grade levels because of their prior experience in those content areas.

3) increasing family and community engagement, 4) increasing the use of quality data to drive instruction, and 5) increasing leadership effectiveness.

Student Management of Learning

For the student management of learning component of ISN, students completed a student profile sheet (Appendix B) after each of the six- and three-week assessments. These profile sheets provided students with the opportunity to recognize their strengths and weaknesses based on the SEs that were taught from the TEKS. Once students were able to identify their areas of growth, teachers incorporated those SEs back into their lesson plans to reteach the information before the next common assessment. Teachers also had individual meetings with students to discuss their performance and to help students set goals based on their results. Then, students used the student profile sheets to track their progress over time. This information also was used for other components of ISN. For example, student profile sheets helped teachers in data meetings to identify what SEs needed to be retaught, and PLCs discussed how SEs could be incorporated into lesson plans. The critical success factors for the student management of learning component included 1) improving academic performance, 2) improving school climate, 3) increasing learning time, 4) increasing the use of quality data to drive instruction, and 5) increasing leadership effectiveness.

What were the characteristics of ISN students?

Methodology

To determine the characteristics of ISN students, the evaluators used demographic data for students who were enrolled on October 31, 2016, the Public Education Information Management System (PEIMS) reporting date. The evaluator conducted frequency analyses to summarize student demographic information by campus, for the ISN program overall, and by student group.

Results

Table 1 shows a summary of student characteristics for each ISN campus and for the overall program. The data were aggregated by gender, ethnicity, ELL status, and SPED status. The 10,129 ISN students were approximately 52 percent male, 46 percent African American, and 52 percent Hispanic. Thirty-seven percent of students were ELLs, and eight percent were enrolled in SPED.

Table 1: 2016-17 ISN Student Demographics (N = 10,129)

Campus	Gender				Ethnicity											
	Male		Female		African American		Hispanic		White		Other		ELL		SPED	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Middle Schools																
Browne	307	54	263	46	274	48	285	50	8	1	3	1	209	37	53	9
Cary	326	52	304	48	47	8	572	91	7	1	4	1	451	72	53	8
Holmes	382	54	329	46	424	60	278	39	4	1	5	1	209	29	76	11
Storey	289	52	272	49	280	50	271	48	6	1	4	1	188	34	65	12
Elementary Schools																
Bryan	226	50	224	50	270	60	166	37	7	2	7	2	123	27	45	10
Burleson	380	52	354	48	281	38	432	59	14	2	7	1	317	43	46	6
Carr	167	51	162	49	184	56	139	42	3	1	3	1	114	35	33	10
Carver	179	49	185	51	312	86	46	13	-	-	6	2	28	8	29	8
Cochran	269	52	250	48	158	30	347	67	10	2	4	1	239	46	49	9
Dunbar	306	51	299	49	500	83	92	15	8	1	5	1	78	13	49	8
McNair	357	54	303	46	532	81	117	18	8	1	3	1	69	11	59	9
Moreno	239	55	197	45	4	1	424	97	8	2	-	-	274	63	38	9
Ray	118	49	125	51	205	84	30	12	3	1	5	2	8	3	18	7
Roberts	322	53	289	47	94	15	504	83	10	2	3	1	324	53	29	5
Titche	426	54	364	46	333	42	430	54	18	2	9	1	334	42	51	7
Twain	152	53	135	47	168	59	115	40	3	1	1	0	95	33	18	6
Webster	333	52	311	48	299	46	333	52	8	1	4	1	226	35	52	8
W-H	514	52	471	48	275	28	668	68	27	3	15	2	457	46	43	4
ISN	5,292	52	4,837	48	4,640	46	5,249	52	152	2	88	1	3,743	37	806	8

Source: District demographic files from PEIMS snapshot date, October 31, 2016.

Note: A dash indicates that no data were available; percentages may not sum to 100 percent because of rounding; W-H = Wilmer-Hutchins; ISN = Intensive Support Network; ELL = English language learner; SPED = special education.

What were ISN outcomes based on measurable district metrics?

Methodology

Assessment of Course Performance (ACP)

The first outcome used to assess ISN student achievement was ACP passing rates for the Dallas ISD students enrolled at ISN campuses during 2015-16 and 2016-17. ACPs⁸ are standardized final semester exams developed by the Local Assessment department in collaboration with the Teaching and Learning department. ACPs are aligned with the state's curriculum standards (i.e., TEKS). Scores for ACPs administered on ISN campuses during the 2015-16 school year were retrieved from district data files dated January 25, 2016 (fall 2015), and June 24, 2016 (spring 2016), and merged with PEIMS demographic data dated October 31, 2015. Scores for ACP tests during the 2016-17 school year were retrieved from district files dated January 31, 2016 (fall 2016), and June 20, 2017 (spring 2017), and merged with PEIMS demographic data from October 31, 2016. Scores of 70 or higher were considered passing. ACP passing rates were aggregated by test (i.e., mathematics, reading, language arts, science, and social studies) and

⁸ For more information on ACPs, see Williams-Palmer (2017).

grade level [i.e., kindergarten to grade two, grade three to grade five (elementary school), and grade six to grade eight (middle school)] for all ISN campuses and compared to the overall district. In previous years, *ACPs* were administered in most subjects in kindergarten to grade 12, but the number of *ACPs* decreased in 2016-17.⁹ Because *ACPs* are scaled using each year's results, readers should use caution when comparing year-to-year *ACP* results. Longitudinal passing rate comparisons are provided for informational use only.

State of Texas Assessments of Academic Readiness (STAAR)

The second outcome used to assess student performance was passing rates on 2016 and 2017 mathematics and reading *STAAR* subtests. *STAAR*, the state-mandated standardized test, assesses student knowledge by subject and grade level in the primary and secondary grades. ISN students were tested in grades three to eight in mathematics and reading in 2017.

Academic performance standards represent the degree to which students have mastered required content as measured by test scores.¹⁰ *STAAR* scores are categorized into four levels to describe student performance:¹¹ 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 or Final Recommended), and 4) Masters Grade Level (formerly Level III: Advanced Academic Performance). Cut scores divide student scores into these four categories. Scores are considered passing if they meet or exceed the cut score for Approaches Grade Level. standards for 2017 did not change from 2016, except in nomenclature.

Readers should use caution when interpreting changes in *STAAR* results from year to year. Several exam structure and format changes were implemented in 2017.¹² Therefore, comparing 2016 and 2017 rates of students meeting or exceeding the Meets Grade Level standard is not straightforward. 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 sum, the rates of students meeting or exceeding the Meets Grade Level standard provided in this report should be interpreted with caution because they were based on data from differing annual circumstances.

The evaluator used first and second administration district *STAAR* data files dated July 11, 2016 (2016) and June 15, 2017 (2017) and merged these data with demographic data from the PEIMS snapshot dates for each year (2016: October 30, 2015, 2016: October 31, 2016). The evaluator analyzed *STAAR*

⁹ In fall 2016, elementary school *ACPs* included only reading and mathematics in kindergarten to grade five; grade four language arts; and grade five science exams. The district eliminated all spring 2017 elementary school *ACPs*. Secondary school spring 2017 *ACPs* were eliminated if corresponding *STAAR* subtests existed. For middle school students (the highest grade level applicable to ISN in 2016-17) this reduction resulted in *ACPs* limited to science (except for grade eight) and social studies.

¹⁰ Additional information regarding *STAAR* performance standards can be found here: <http://tea.texas.gov/student-assessment/staar/performance-standards/>.

¹¹ Naming standards for performance categories changed for the 2016-17 academic year. Naming conventions for years prior to 2016-17 are noted 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.

¹² For example, in 2017, *STAAR* writing exams (grades four and seven) were shortened from a two-day to a one-day assessment, and all remaining exams for grades three to eight were shortened from previous years.

data in several ways for this evaluation. First, the evaluator used crosstab and frequency analyses to calculate rates of students at the Approaches Grade Level (passing) standard and the Meets Grade Level standard for 2016 and 2017. Calculating outcomes using both standards provides a way to compare growth of official passing rates 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 grouped by campus and for ISN and the district overall. One-year change in passing rates for both standards were calculated for all groups.

Attendance

To calculate attendance rates for the 2015-16 school year, evaluators merged district attendance data files from January 13, 2016 (fall 2015), and June 6, 2016 (spring 2016), with PEIMS demographic data from October 30, 2015. Attendance rates for the 2016-17 school year were calculated by merging district attendance data files from January 23, 2016 (fall 2016), and June 20, 2017 (spring 2017), with PEIMS demographic data from October 31, 2016. Attendance rates for each campus were calculated by summing the total number of days in attendance and the total number of days enrolled at each campus. The sum of days in attendances was then divided by the sum of days enrolled. Attendance data were also aggregated for all ISN campuses and the overall district.

Discipline Referrals

For the 2015-16 school year, the evaluators merged the district discipline data file from July 13, 2016 with PEIMS demographic data from October 30, 2015. For the 2016-17 school year, the evaluators merged the district discipline data file from July 10, 2017, with the PEIMS demographic data from October 31, 2016. The number of discipline referrals (i.e., Level I, II, III, and IV) was summed across all ISN campuses, and the percentages of students with at least one referral at ISN campuses and for the district were calculated.

School Climate

The annual climate survey was administered to all Dallas ISD campus professional and support staff and included the following four subscales: 1) Beliefs and Priorities, 2) Positive Culture and Environment, 3) Culture of Feedback and Support, and 4) College-Going Culture. The survey used a 5-point response scale from 1 (strongly disagree) to 5 (strongly agree). The evaluators retrieved 2015-16 Climate Survey¹³ data for each ISN campus from district files dated January 7, 2016 (fall 2015), and June 6, 2016 (spring 2016). The evaluators also retrieved 2016-17 Climate Survey data for each ISN campus from district files dated January 5, 2017 (fall 2016), and June 7, 2017 (spring 2017). Average percentages of positive responses (i.e., agree or strongly agree) for each subscale were aggregated for all ISN campuses and for the district.

¹³ For more information on the Climate Survey, see Weir, 2017.

Creditable Years of Service

Evaluators compared teacher creditable years of service among ISN campuses, Accelerating Campus Excellence¹⁴ (ACE) campuses, and the district. Creditable years of service was determined using a data file from Human Capital Management that included all actively employed teachers as of October 31, 2016, with their employee ID, campus, position, and creditable years of service. Data were aggregated by type of campus (i.e., ACE, ISN, and district) and years of service (i.e., first-year, one to five years, six to 10 years, 11 to 20 years, and at least 20 years of service).

Results

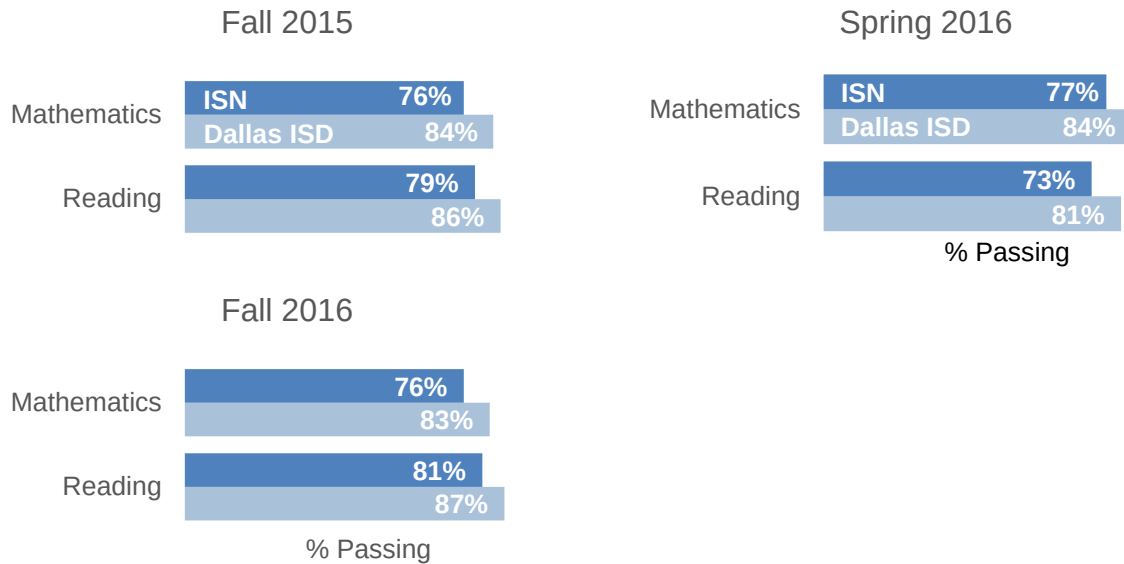
Assessment of Course Performance (ACP)

Detailed comparisons of all *ACP* passing rates for all grade levels can be found in Appendix C. *ACP* data in the appendices were grouped by exam, grade level, campus, and special student groups (i.e., ethnicity, ELLs, and SPED status). Overall, *ACP* passing rates for kindergarten to grade two students at ISN campuses were lower compared to the district (Figure 1). The passing rate on the mathematics *ACP* for kindergarten to grade two students at ISN campuses was 76 percent for both fall 2015 and fall 2016, whereas the passing rate for the reading *ACP* was slightly higher in fall 2016 (81%) than fall 2015 (79%).¹⁵ Kindergarten to grade two school students did not take *ACPs* in Spring 2017.

¹⁴ ACE campuses offered competitive stipends to incentivize top teachers and principals to work at some of the district's most challenged campuses. No schools were both ACE and ISN campuses.

¹⁵ Because *ACPs* are scaled using each year's results, readers should use caution when comparing year-to-year *ACP* results. Longitudinal passing rate comparisons are provided for informational use only.

Figure 1: 2015-16 and 2016-17 ISN ACP Passing Rates (Score ≥ 70) for Kindergarten to Grade Two Students by Year and Subject



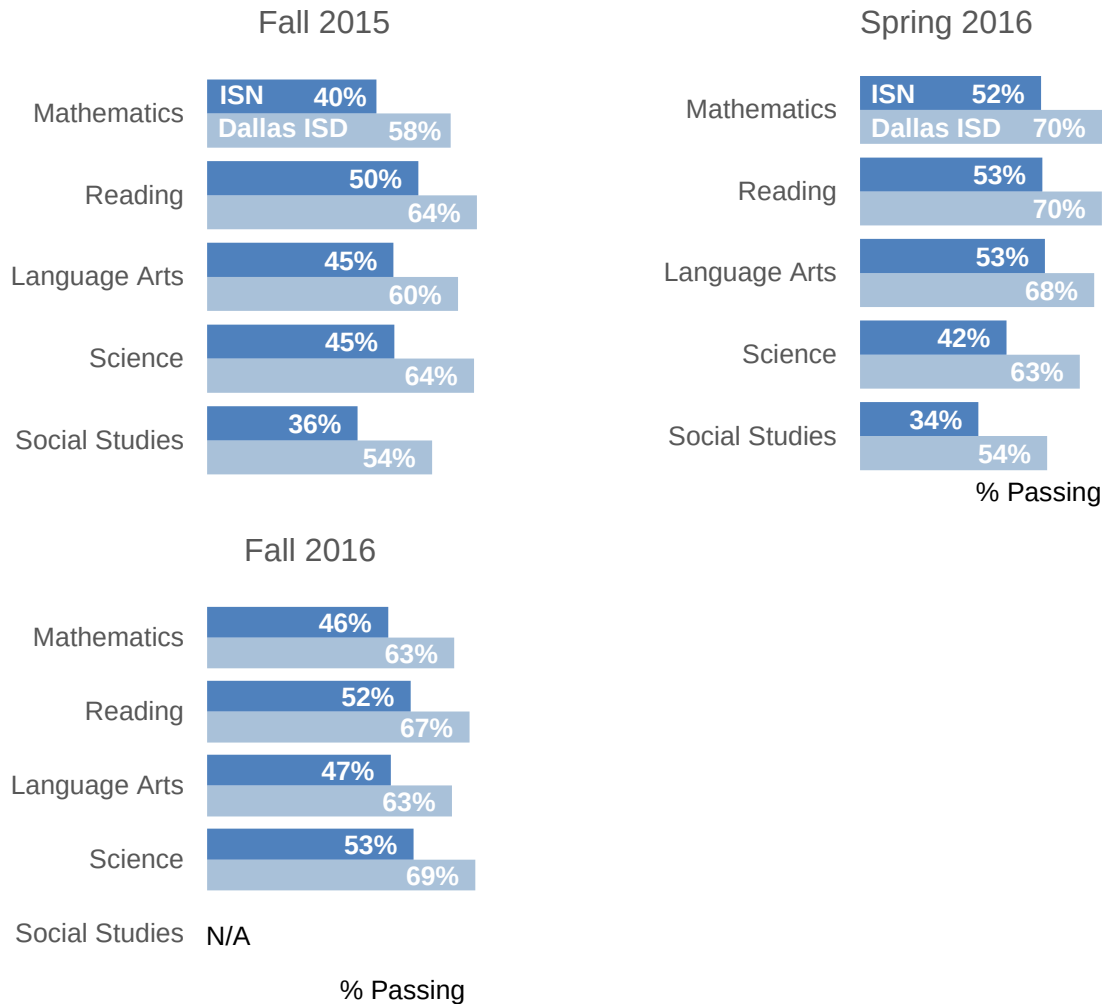
Source: District ACP data files from January 25, 2016 (fall 2015), June 24, 2016 (spring 2016), and January 31, 2017 (fall 2016); District demographic data files from PEIMS snapshot dates, October 30, 2015, and October 31, 2016.

Note: Kindergarten to grade two students did not take ACPs in spring 2017; ISN = Intensive Support Network; Because ACPs are scaled using each year's results, readers should use caution when comparing year-to-year ACP results.

Overall, ACP passing rates for elementary school students (grade three to grade five) at ISN campuses were lower compared to the district (Figure 2). However, passing rates for elementary school students at ISN campuses on all ACPs were higher in fall 2016 than in fall 2015.¹⁶ Elementary school students did not take the social studies ACP in fall 2016 or any ACPs in spring 2017.

¹⁶ Because ACPs are scaled using each year's results, readers should use caution when comparing year-to-year ACP results. Longitudinal passing rate comparisons are provided for informational use only.

Figure 2: 2015-16 and 2016-17 ISN ACP Passing Rates (Score ≥ 70) for Elementary School Students (Grade Three to Grade Five) by Year and Subject

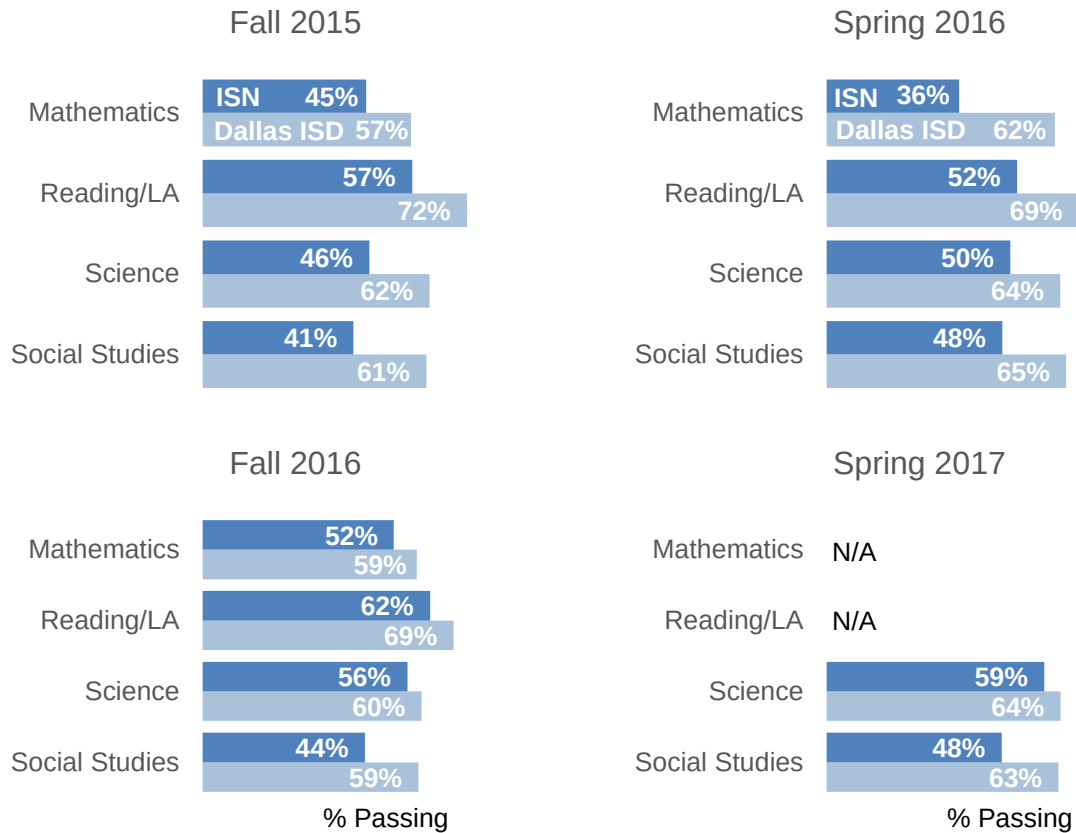


Source: District ACP data files dated January 25, 2016 (fall 2015), June 24, 2016 (spring 2016), and January 31, 2017 (fall 2016); District demographic files from PEIMS snapshot dates, October 30, 2015, and October 31, 2016.

Note: Elementary students did not complete the social studies ACP in fall 2016 or any ACPs in spring 2017; ISN = Intensive Support Network; Because ACPs are scaled using each year's results, readers should use caution when comparing year-to-year ACP results.

Overall, ACP passing rates for middle school students (grade six to grade eight) at ISN campuses were lower compared to the district (Figure 3). However, the passing rate for middle school students at ISN campuses on the mathematics ACP was higher in fall 2016 (52%) than in fall 2015 (45%). Likewise, the passing rate on the reading ACP was higher in fall 2016 (62%) than in fall 2015 (57%). The passing rate on the science ACP was higher in fall 2016 (56%) than in fall 2015 (46%) and was higher in spring 2017 (59%) than in spring 2016 (50%). The passing rate on the social studies ACP was higher in fall 2016 (44%) than in fall 2015 (41%) and remained constant at 48 percent for spring 2016 and spring 2017. Middle school students did not take mathematics and reading/language arts ACPs in spring 2017.

Figure 3: 2015-16 and 2016-17 ISN ACP Passing Rates (Score ≥ 70) for Middle School Students (Grade Six to Grade Eight) by Year and Subject



Source: District ACP data files dated January 25, 2016 (fall 2015), June 24, 2016 (spring 2016), January 31, 2017 (fall 2016), and June 20, 2017 (spring 2017); District demographic files from PEIMS snapshot dates, October 30, 2015, and October 31, 2016.

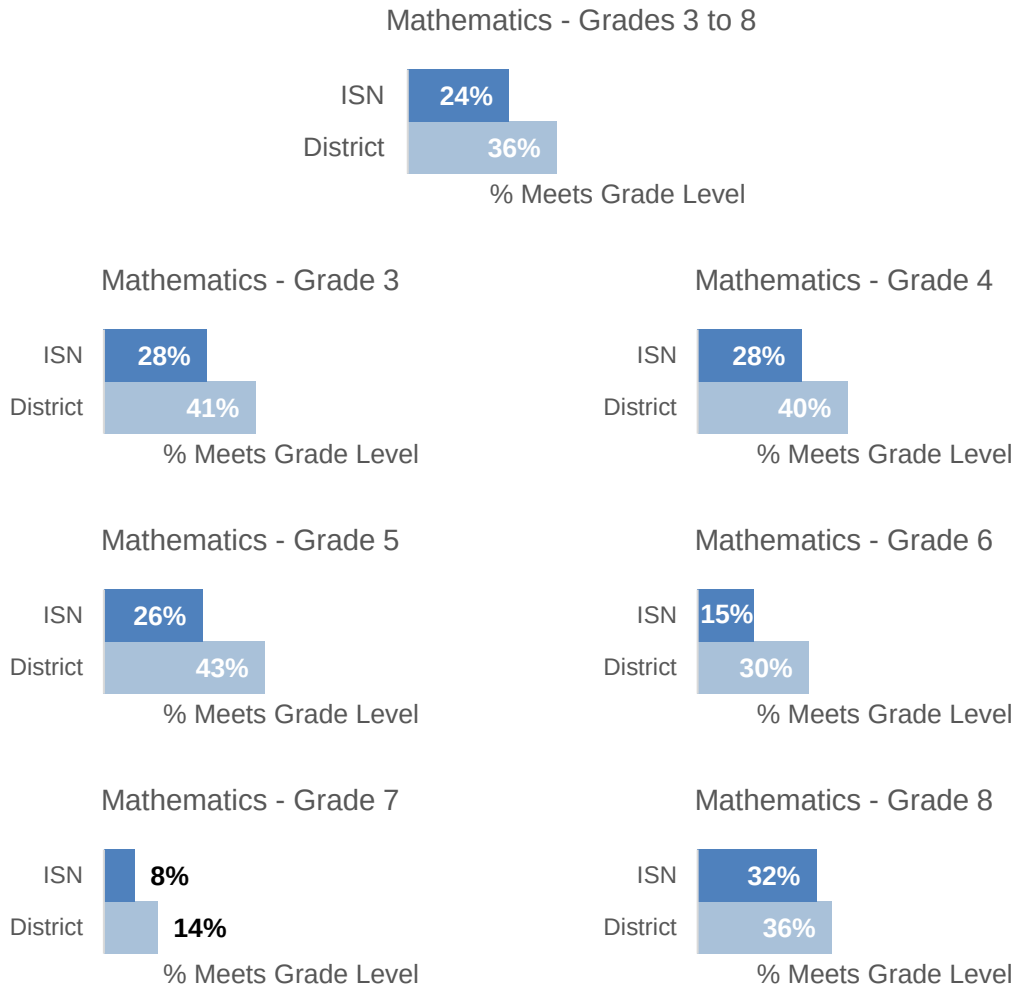
Note: Middle school students did not complete the mathematics ACP or the reading and language arts ACP in spring 2017; ISN = Intensive Support Network; LA = language arts; Because ACPs are scaled using each year's results, readers should use caution when comparing year-to-year ACP results.

STAAR

For brevity, STAAR results for mathematics and reading are presented in graphical form in this document to illustrate rates of students meeting or exceeding the Meets Grade Level standard. Rates of students meeting or exceeding the Approaches Grade Level standard (i.e., passing) and the Meets Grade Level standard by campus for mathematics and reading are provided in Appendix D and Appendix E.

In 2016-17, the rate of ISN students meeting or exceeding the Meets Grade Level standard on STAAR mathematics was 24 percent compared to 36 percent for the district (Figure 4). The rate of ISN students meeting or exceeding the Meets Grade Level standard on STAAR mathematics was lower than the district for every grade level from grade three to grade eight. The rate of ISN students meeting or exceeding the Meets Grade Level standard was most behind the district for grade five (17 percentage points difference) and closest to the district for grade eight (four percentage point difference).

Figure 4: 2017 Percentage of ISN and District Students at Meets Grade Level Standard – STAAR Mathematics

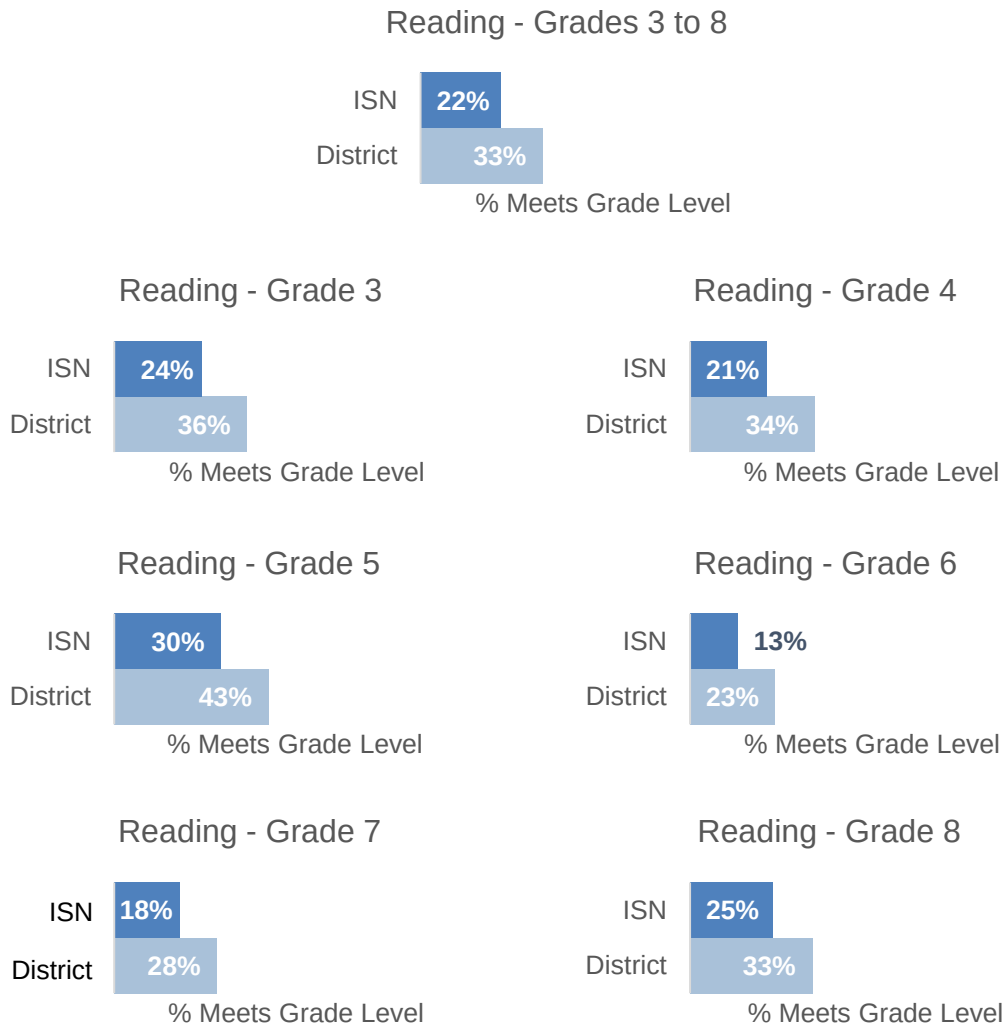


Source: District STAAR files dated June 15, 2017; District demographic data file from PEIMS snapshot date, October 31, 2016.

Note: Percentage of ISN and district students meeting or exceeding the Meets Grade Level standard included all versions and administrations of STAAR. Prior to 2017, the Meets Grade Level standard was called the Final Recommended standard.

In 2016-17, the rate of ISN students meeting or exceeding the Meets Grade Level standard on STAAR reading was 22 percent compared to 33 percent for the district (Figure 5). The rate of ISN students meeting or exceeding the Meets Grade Level standard on STAAR reading was lower than the district for every grade level from grade three to grade eight. The rate of ISN students meeting or exceeding the Meets Grade Level standard was most behind the district for grade four and grade five (both 13 percentage point difference) and closest to the district for grade eight (eight percentage point difference).

Figure 5: 2017 Percentage of ISN and District Students at Meets Grade Level Standard - STAAR Reading

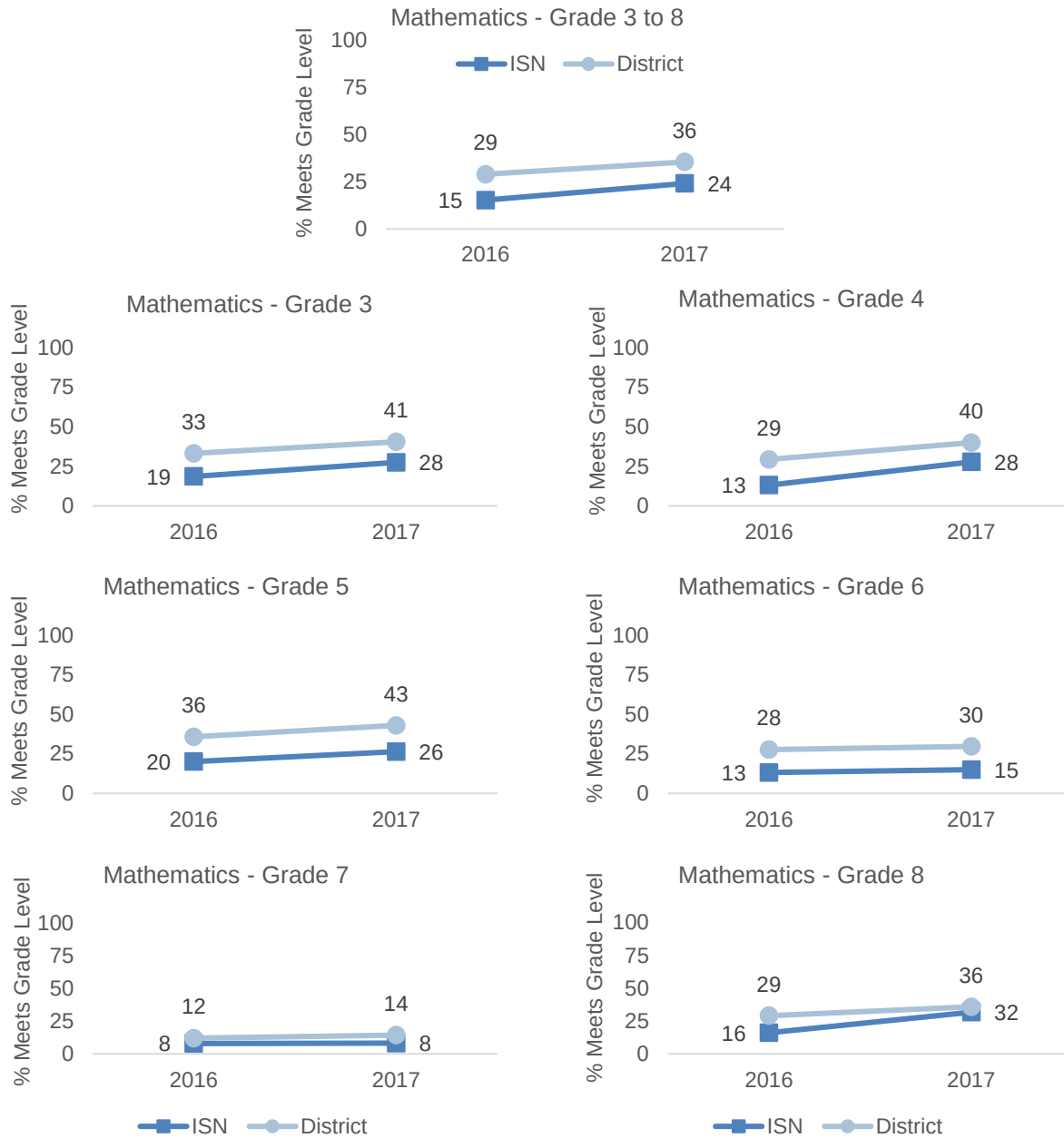


Source: District STAAR files dated June 15, 2017; District demographic data file from PEIMS snapshot date, October 31, 2016.

Note: Percentage of ISN and district students meeting or exceeding the Meets Grade Level standard included all versions and administrations of STAAR. Prior to 2017, the Meets Grade Level standard was called the Final Recommended standard.

From 2016 to 2017, the rate of ISN students meeting or exceeding the Meets Grade Level standard on STAAR mathematics trended upward by nine percentage points from 15 percent to 24 percent (Figure 6). The largest increase was found in grade eight, which increased by 16 percentage points from 16 percent in 2016 to 32 percent in 2017.

Figure 6: 2016 to 2017 Change in Percentage of ISN and District Students at Meets Grade Level Standard - STAAR Mathematics

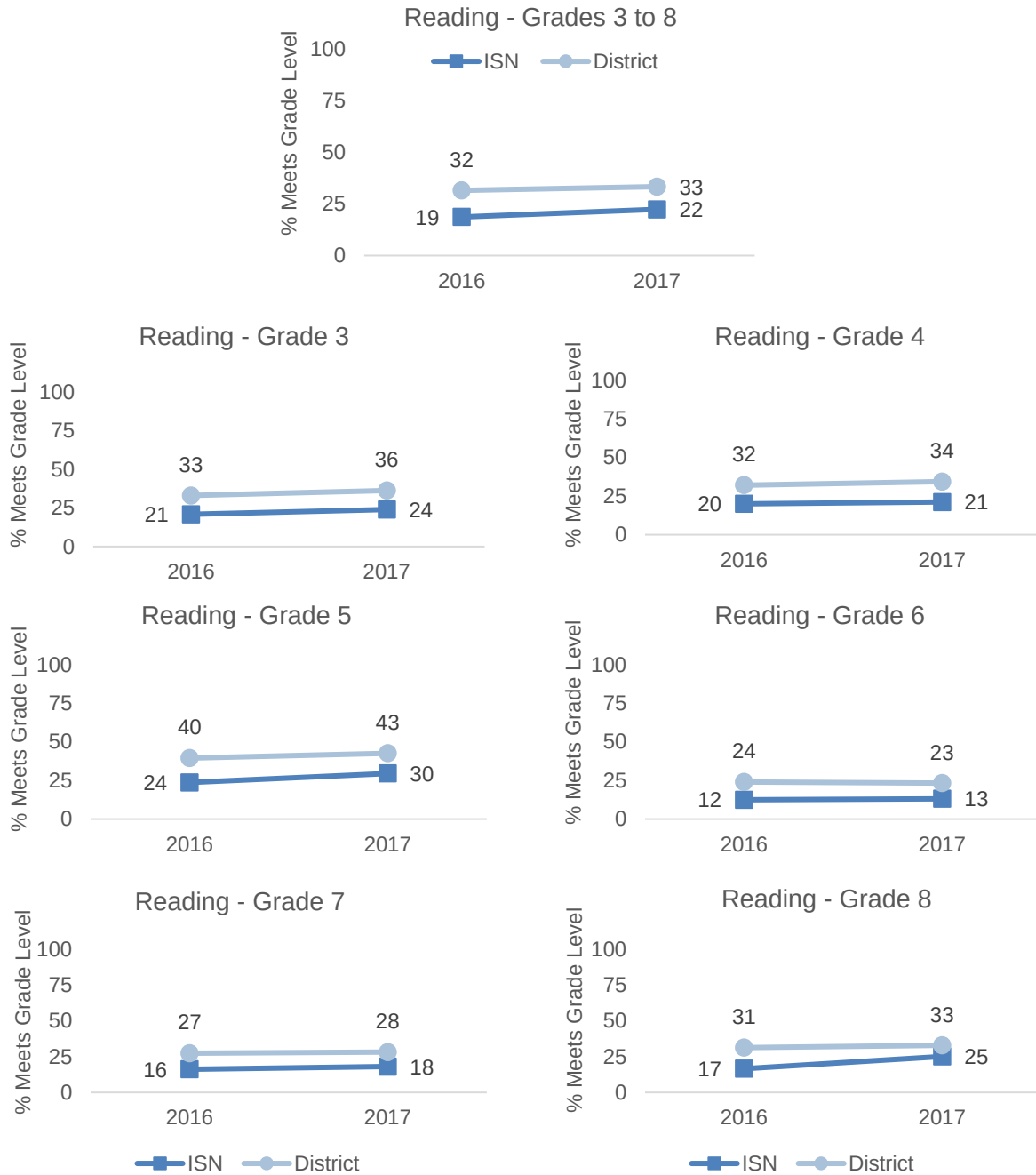


Source: District STAAR files dated July 11, 2016 (2016) and June 15, 2017 (2017); District demographic files from PEIMS snapshot dates, October 30, 2015, and October 31, 2016.

Note: Percentage of ISN and district students meeting or exceeding the Meets Grade Level standard included all versions and administrations of STAAR. Prior to 2017, the Meets Grade Level standard was called the Final Recommended standard.

From 2016 to 2017, the rate of ISN students meeting or exceeding the Meets Grade Level standard on STAAR reading trended upward by three percentage points from 19 percent to 22 percent (Figure 7). The largest increase was found in grade eight, which increased by eight percentage points from 17 percent in 2016 to 25 percent in 2017.

Figure 7: 2016 to 2017 Change in Percentage of ISN and District Students at Meets Grade Level Standard - STAAR Reading



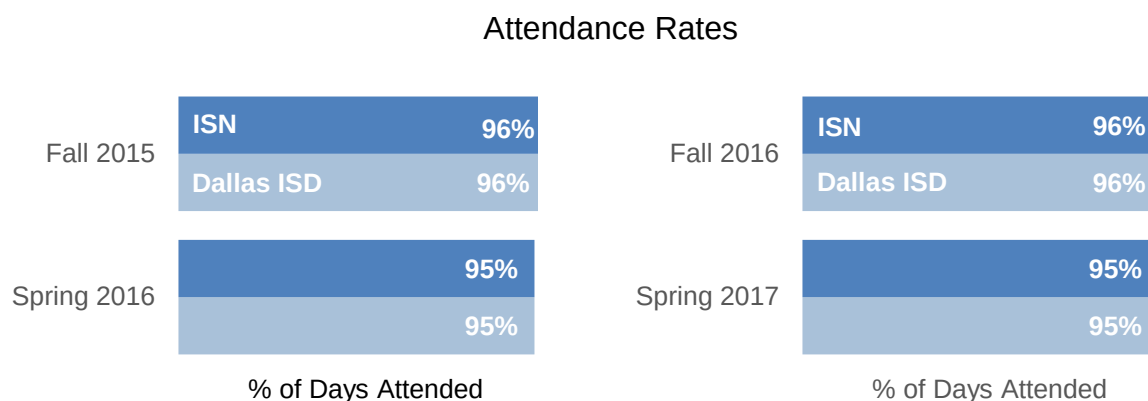
Source: District STAAR files dated July 11, 2016 (2016) and June 15, 2017 (2017); District demographic files from PEIMS snapshot dates, October 30, 2015, and October 31, 2016.

Note: Percentage of ISN and district students meeting or exceeding the Meets Grade Level standard included all versions and administrations of STAAR. Prior to 2017, the Meets Grade Level standard was called the Final Recommended standard.

Attendance

Overall, attendance rates for all ISN campuses were identical for both the fall (96%) and spring (95%) semesters of the 2015-16 and 2016-17 school years (Figure 8). These rates were also identical to the district. Detailed comparisons of attendance rates by campus, grade level, and special student groups for the 2015-16 and 2016-17 school years are provided in Appendix F.

Figure 8: 2015-16 and 2016-17 Attendance Rates for Students at ISN Campuses and the District by Year



Source: District attendance data files from January 13, 2016 (fall 2015), June 6, 2016 (spring 2016), January 23, 2016 (fall 2016), and June 20, 2017 (spring 2017); District demographic files from PEIMS snapshot dates, October 30, 2015, and October 31, 2016.

Note: Attendance rate for each student was calculated by dividing days in attendance by days enrolled; ISN = Intensive Support Network.

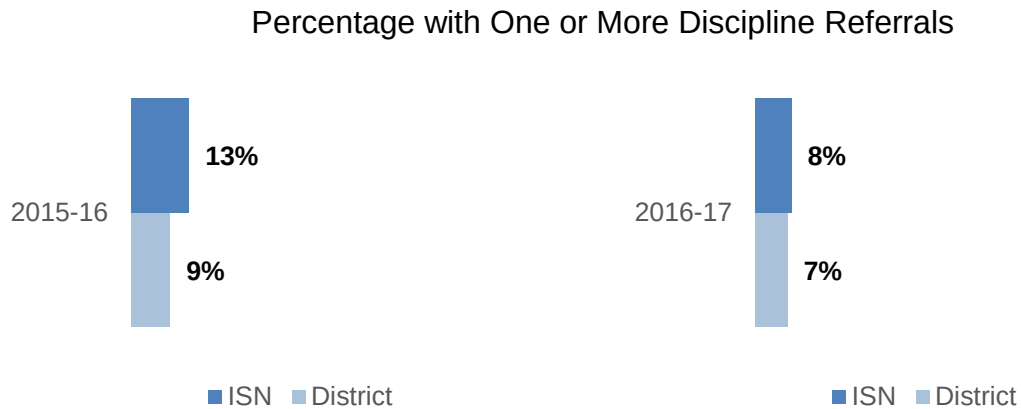
Discipline referrals

The number of discipline referrals at ISN campuses decreased from 3,908 in 2015-16 to 1,903 in 2016-17, for a total reduction of 2,005 referrals (51%). Appendix G includes detailed comparisons of the number of discipline referrals by campus, special student groups, and semester for the 2015-16 and 2016-17 school years.

The percentage of students with one or more discipline referrals at ISN campuses and for the district is shown in Figure 9. Overall, the percentage of students with one or more discipline referrals was higher at ISN campuses than the district during the 2015-16 and 2016-17 school years. However, the percentage of students with one or more discipline referrals decreased by five percentage points from 13 percent in 2015-16 to eight percent in 2016-17.¹⁷

¹⁷ Because students could have received a discipline referral in either or both of the fall and spring semesters of 2015-16 and 2016-17, these percentages aggregated for the years do not equal the combination of fall and spring data provided in Appendix G.

Figure 9: 2015-16 and 2016-17 Percentage of Students with One or More Discipline Referrals by Year



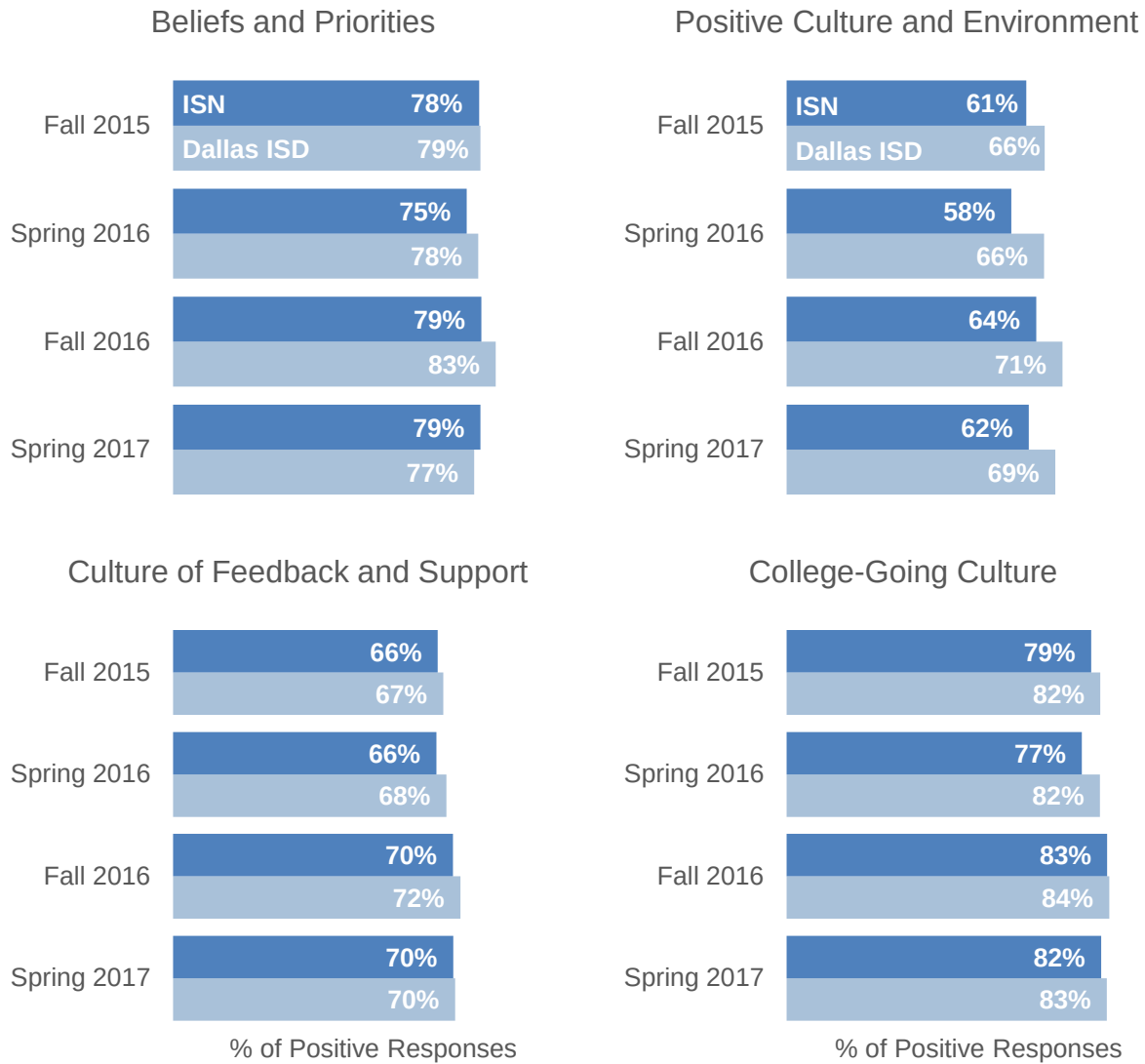
Source: District discipline data files from July 13, 2016 (2015-16) and July 10, 2017 (2016-17). District demographic files from PEIMS snapshot dates, October 30, 2015, and October 31, 2016.

Note: $n = 1,438$ students at ISN campuses and 14,104 students in the district with at least one referral in 2015-16; $n = 844$ students at ISN campuses and 9,285 students in the district with at least one referral in 2016-17; ISN = Intensive Support Network.

School Climate Survey

The percentages of positive responses on the 2015-16 and 2016-17 Climate Survey subscales are shown in Figure 10. While the percentage of positive responses for almost every subscale was lower at ISN campuses than the district, the percentage of positive responses for every subscale at ISN campuses increased between one and four percentage points from fall 2015 to spring 2017. Detailed comparisons of the percentage of positive responses on the 2015-16 and 2016-17 Climate Surveys by campus and grade level are provided in Appendix H.

Figure 10: 2015-16 and 2016-17 Percentage of Positive Responses on School Climate Survey



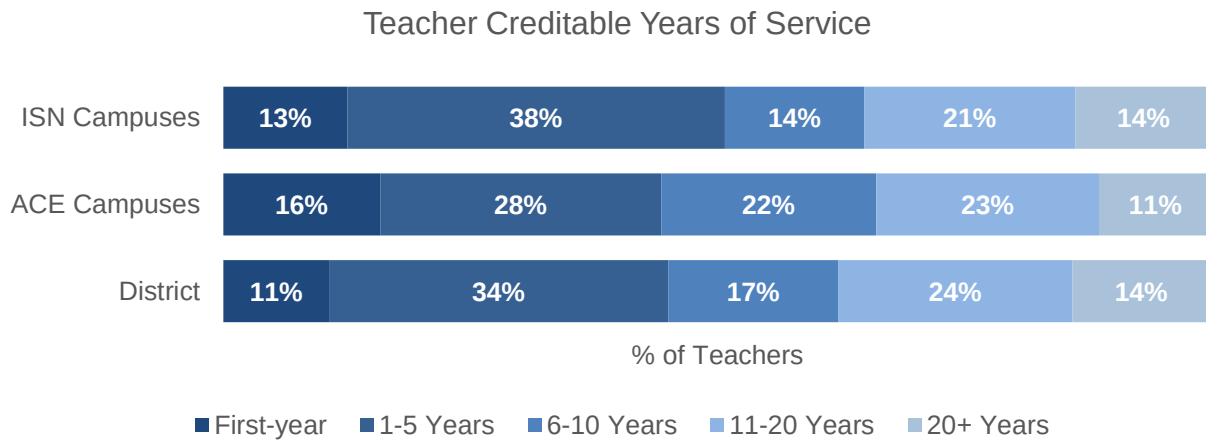
Source: District climate survey data files from January 7, 2016 (fall 2015), July 6, 2016 (spring 2016), January 5, 2017 (fall 2016), and June 7, 2017 (spring 2017).

Note: Percentage of positive responses includes the percentage of agree and strongly agree responses; ISN = Intensive Support Network.

Creditable Years of Service

Figure 11 shows a comparison of teachers' creditable years of service for ISN campuses, ACE campuses, and the district. Thirteen percent of teachers at ISN campuses were first-year teachers compared to 16 percent at ACE campuses and 11 percent for the district, respectively. ISN campuses had a larger percentage of teachers with one to five (38%) creditable years of service than ACE campuses (28%) and for the district (34%). However, ISN campuses had a smaller percentage of teachers with six to 10 (14%) and 11 to 20 (21%) creditable years of service than ACE campuses (22% and 23%, respectively) and for the district (17% and 24%, respectively). ISN campuses had 14 percent of teachers with at least 20 creditable years of service, which was three percentage points higher than ACE campuses (11%) and the same percentage as the district (14%).

Figure 11: 2016-17 Teacher Creditable Years of Service



Source: District creditable years of service file dated October 31, 2016 from Human Capital Management.

Note: $n = 694$ teachers at ISN campuses; $n = 271$ teachers at ACE campuses; $n = 10,564$ teachers in the district; ISN = Intensive Support Network; ACE = Accelerating Campus Excellence.

What were assistant principal and campus instructional coach perceptions of the critical success factors for each ISN component?

Methodology

To collect information about the roles and responsibilities of assistant principals and campus instructional coaches at ISN campuses during the 2016-17 school year, evaluators administered 18-item and 21-item online surveys,¹⁸ respectively. Evaluators sent an email with a link to the survey to all assistant principals and campus instructional coaches on ISN campuses in May 2017. Assistant principals reported how effectively each of the ISN components was implemented on their campuses, and both assistant principals and campus instructional coaches reported whether or not they agreed that each component achieved each of its critical success factors. The survey was open for two weeks, and periodic reminders were sent to those who had not yet responded. To evaluate the effectiveness of each ISN component, the

¹⁸ Surveys were administered using SurveyMonkey (www.surveymonkey.com).

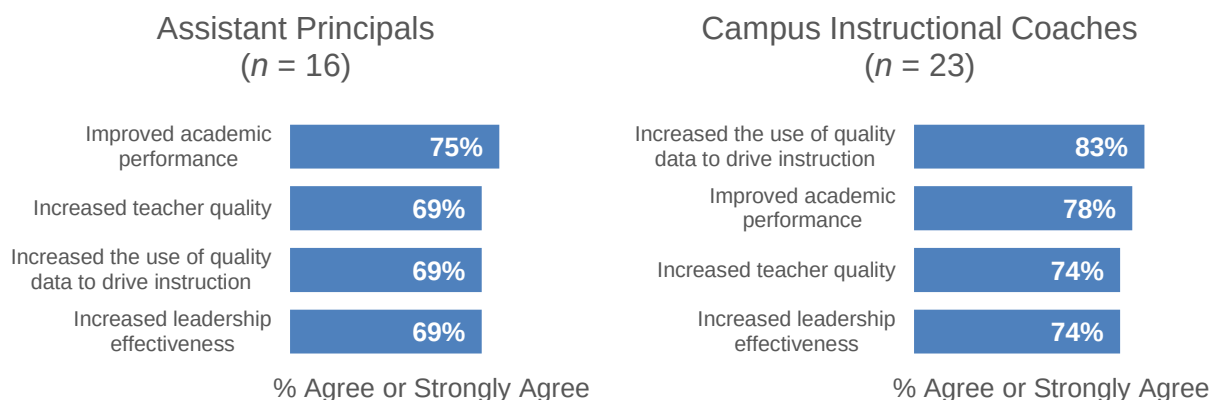
evaluator calculated the frequency that assistant principals rated the component as moderately, very, or extremely effective. To determine whether staff believed that each success factor had been achieved, the evaluator calculated the frequency that assistant principals and campus instructional coaches indicated that they agreed or strongly agreed. Forty-six percent of assistant principals ($n = 16$) and 64 percent of campus instructional coaches ($n = 23$) responded to the survey.¹⁹ All survey items and responses for the assistant principal and campus instructional coach surveys are provided in Appendix I and Appendix J, respectively.

Results

Data Analysis

For the data analysis component, ISN program staff members identified a series of critical success factors, including 1) improving academic performance, 2) increasing leadership effectiveness, 3) increasing teacher quality, and 4) increasing use of quality data to drive instruction. Ninety-four percent of assistant principals reported that the data analysis component was at least moderately effective. As indicated in Figure 12, at least 69 percent of assistant principals and 74 percent of campus instructional coaches agreed that each of the critical success factors for the data analysis component had been achieved.

Figure 12: 2016-17 Critical Success Factors for the Data Analysis Component of ISN



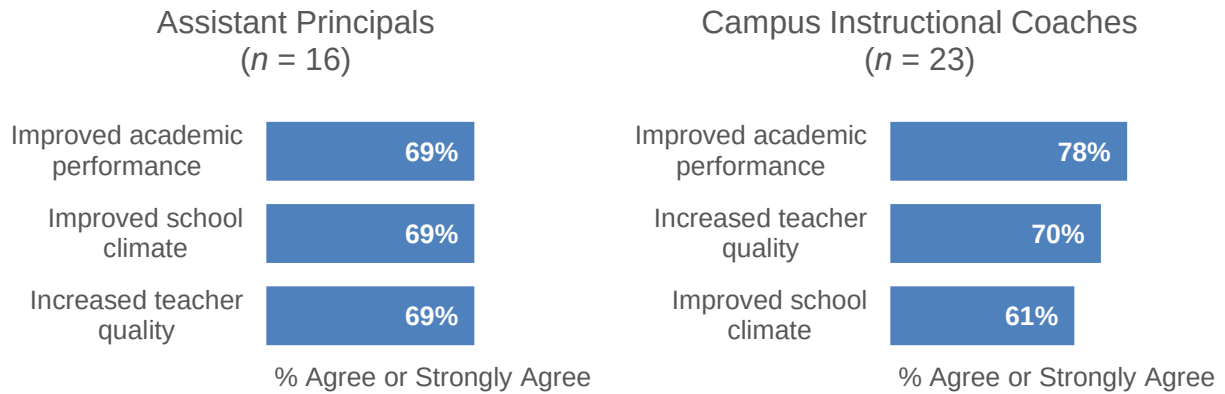
Source: Results from the 2016-17 ISN assistant principal and campus instructional coach surveys dated May 2017.

Coaching

For the coaching component, ISN program staff members identified a series of critical success factors, including 1) improving academic performance, 2) improving school climate, and 3) increasing teacher quality. Eighty-eight percent of assistant principals reported that the coaching component was at least moderately effective. As indicated in Figure 13, 69 percent of assistant principals and at least 61 percent of campus instructional coaches agreed that each of the critical success factors for the coaching component had been achieved.

¹⁹ Surveys were administered to 35 assistant principals and 36 campus instructional coaches.

Figure 13: 2016-17 Critical Success Factors for the Coaching Component of ISN

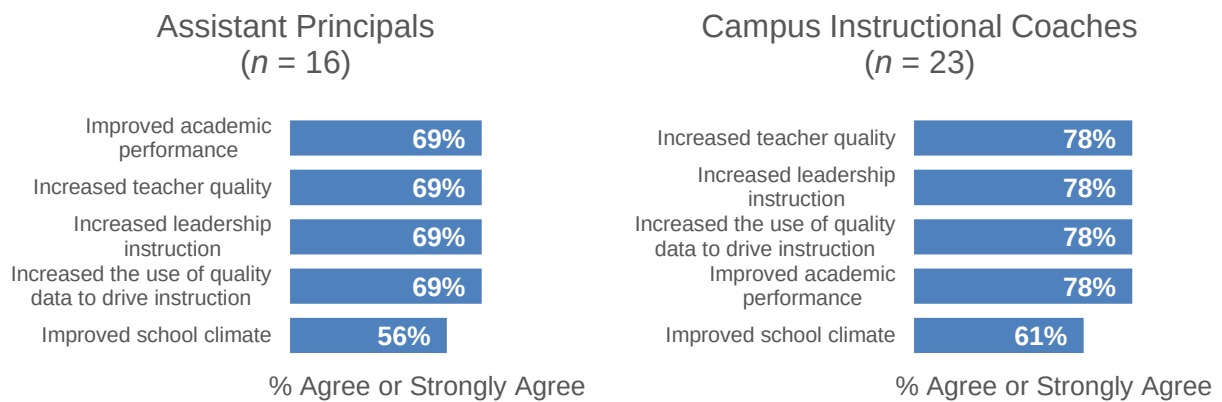


Source: Results from the 2016-17 ISN assistant principal and campus instructional coach surveys dated May 2017.

Collaboration

For the collaboration component, ISN program staff members identified a series of critical success factors, including 1) improving academic performance, 2) improving school climate, 3) increasing teacher quality, 4) increasing the use of quality data to drive instruction, and 5) increasing leadership instruction. Ninety-four percent of assistant principals reported that the collaboration component was at least moderately effective. As indicated in Figure 14, at least 56 percent of assistant principals and 61 percent of campus instructional coaches agreed that each of the critical success factors for the collaboration component had been achieved.

Figure 14: Critical Success Factors for the Collaboration Component of ISN



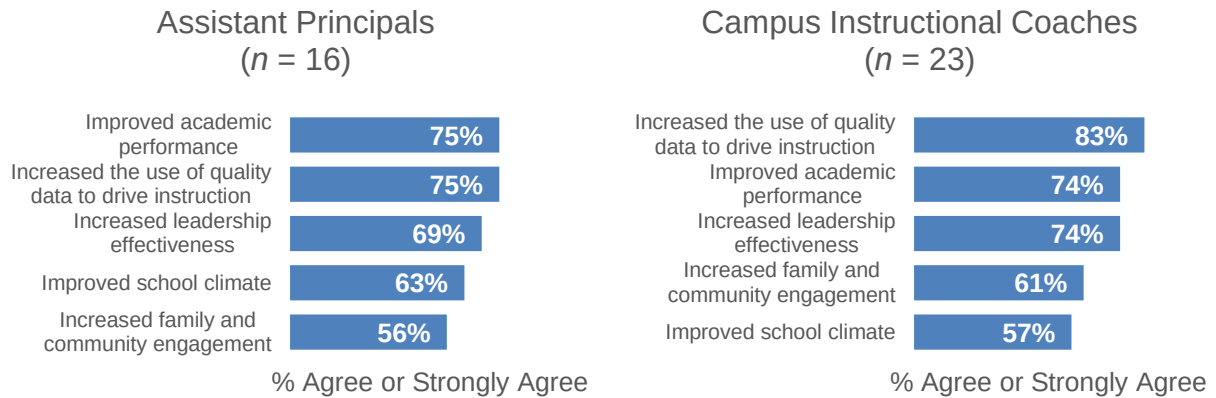
Source: Results from the 2016-17 ISN assistant principal and campus instructional coach surveys dated May 2017.

Monitoring Instruction

For the monitoring instruction component, ISN program staff members identified a series of critical success factors, including 1) improving academic performance, 2) improving school climate, 3) increasing family and community engagement, 4) increasing the use of quality data to drive instruction, and 5)

increasing leadership effectiveness. Ninety-four percent of assistant principals reported that the monitoring instruction component was at least moderately effective. As indicated in Figure 15, at least 56 percent of assistant principals and 57 percent of campus instructional coaches agreed that each of the critical success factors for the monitoring instruction component had been achieved.

Figure 15: 2016-17 Critical Success Factors for the Monitoring Instruction Component of ISN

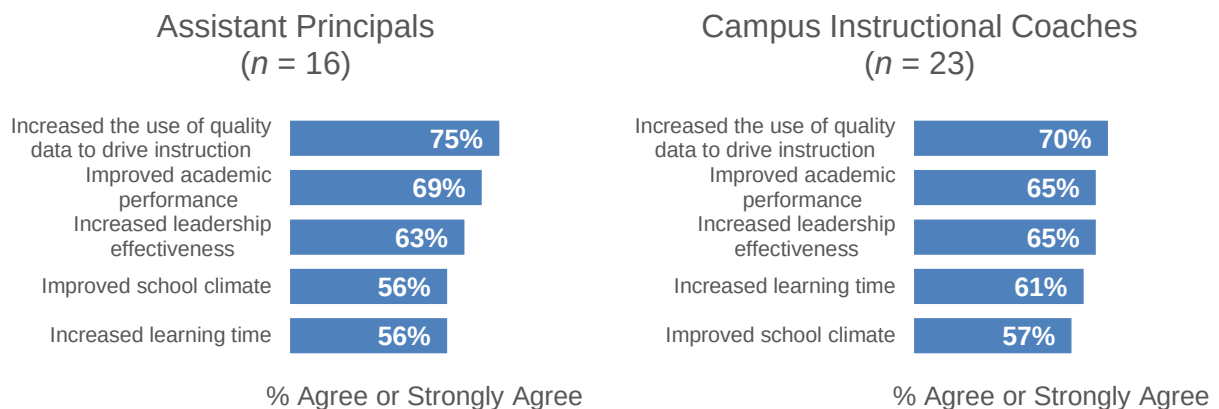


Source: Results from the 2016-17 ISN assistant principal and campus instructional coach surveys dated May 2017.

Student Management of Learning

For the student management of learning component, ISN program staff members identified a series of critical success factors, including 1) improving academic performance, 2) improving school climate, 3) increasing learning time, 4) increasing the use of quality data to drive instruction, and 5) increasing leadership effectiveness. Eighty-eight percent of assistant principals reported that the student management of learning component was at least moderately effective. As indicated in Figure 16, at least 56 percent of assistant principals and 57 percent of campus instructional coaches agreed that each of the critical success factors for the student management of learning component had been achieved.

Figure 16: 2016-17 Critical Success Factors for the Student Management of Learning Component of ISN



Source: Results from the 2016-17 ISN assistant principal and campus instructional coach surveys dated May 2017.

What was the role of ISN campus staff members?

Methodology

Program Staff Surveys

To collect information about the years of experience and responsibilities of assistant principals, campus instructional coaches, and urban specialists, evaluators administered 21-item, 18-item, and 21-item online surveys,²⁰ respectively. Evaluators sent an email with a link to the applicable survey to all assistant principals, campus instructional coaches, and urban specialists on ISN campuses in May 2017. All surveys were open for two weeks, and periodic reminders were sent to those who had not yet responded. Forty-six percent of assistant principals ($n = 16$), 64 percent of campus instructional coaches ($n = 23$), and 56 percent of urban specialists ($n = 5$) responded to the survey.²¹

Attendance and Disciplinary Outcomes for Students Assigned to Urban Specialists

Evaluators retrieved attendance and discipline data from 2015-16 and 2016-17 for 439 students who were assigned to an urban specialist during the 2016-17 school year. For attendance rates, the list of students assigned to urban specialists was provided by ISN program staff members on June 26, 2017. The list was merged with district attendance files dated January 13, 2016 (fall 2015), June 6, 2016 (spring 2016), January 23, 2016 (fall 2016), and June 20, 2017 (spring 2017). Attendance rates for all urban specialist students were calculated by summing the total number of days in attendance and the total number of days enrolled. The sum of days in attendance was then divided by the sum of days enrolled. For disciplinary offense rates, the list of students assigned to an urban specialist was merged with district discipline files dated July 13, 2016 (fall 2015 and spring 2016) and July 10, 2017 (fall 2016 and spring 2017). The number of discipline referrals was summed for each student, and the percentage of students with at least one discipline referral at each campus was calculated.

Results

Program Staff Surveys – Assistant Principals

All survey items and responses for the assistant principal survey regarding their years of experience and responsibilities can be found in Appendix I. All assistant principals who completed the online survey reported that they had at least four years of education experience, and 88 percent of assistant principals reported that they had at least one year of administrative experience.

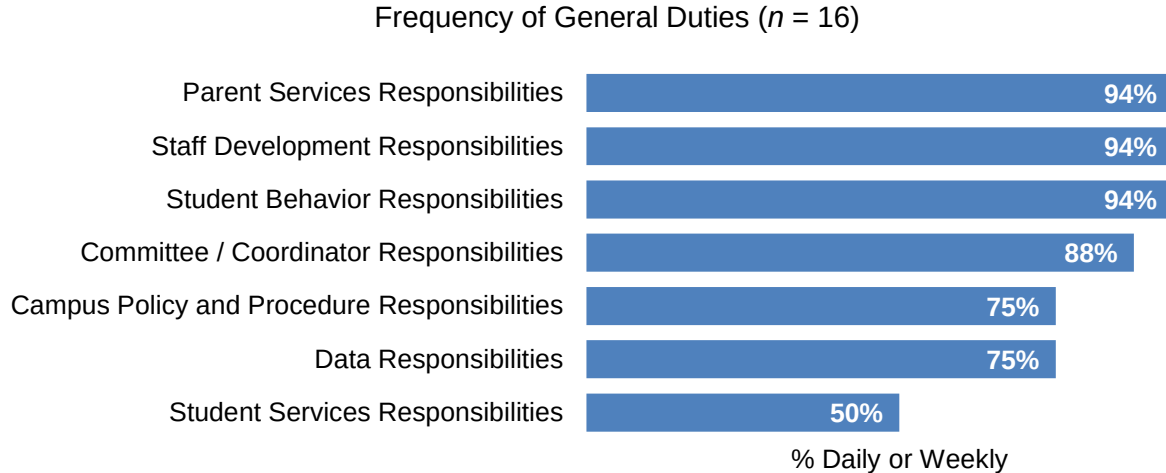
In regard to the level support received from ISN program staff members, 63 percent of assistant principals who responded to the survey rated their level of support as good, very good, or excellent. Forty-four percent of assistant principals reported that they had daily or weekly contact with ISN coordinators. Thirty-one percent of assistant principals reported that they had daily or weekly contact with the ISN assistant superintendent in 2016-17.

²⁰ Surveys were administered using SurveyMonkey (www.surveymonkey.com).

²¹ The surveys were sent to 35 assistant principals, 36 campus instructional coaches, and nine urban specialists.

Assistant principals completed a wide range of responsibilities at each campus (Figure 17). Between 50 percent and 94 percent of assistant principals who responded to the survey reported that they completed these responsibilities on a daily or weekly basis.

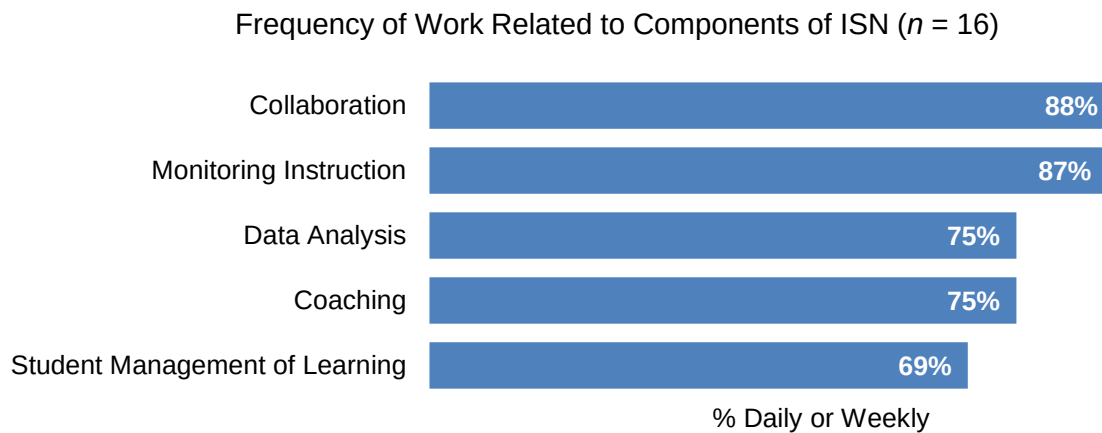
Figure 17: 2016-17 Frequency of General Duties - Assistant Principals



Source: Results from the 2016-17 ISN assistant principal survey dated May 2017.

Assistant principals also were responsible for work related to the components of ISN during the 2016-17 school year. Between 69 percent and 88 percent of assistant principals who completed the survey reported that they completed work related to each of the components of ISN on a daily or weekly basis (Figure 18).

Figure 18: 2016-17 Frequency of Work Related to the Components of ISN - Assistant Principals



Source: Results from the 2016-17 ISN assistant principal survey dated May 2017.

Program Staff Surveys - Campus Instructional Coaches

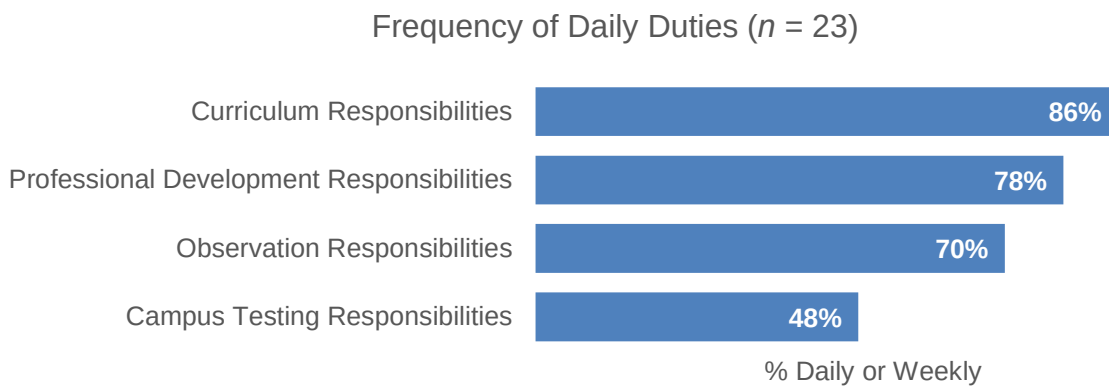
All survey items and responses for the campus instructional coach survey regarding experience and responsibilities can be found in Appendix J. All campus instructional coaches who completed the online

survey reported that they had at least four years of education experience, and 96 percent of campus instructional coaches reported that they had at least one year of coaching experience.

In regard to the level of support received from ISN program staff members, 87 percent of campus instructional coaches who responded to the survey rated their level of support as good, very good, or excellent. Thirty-nine percent of campus instructional coaches reported that they had daily or weekly contact with ISN coordinators in 2016-17. Nine percent of campus instructional coaches reported that they had daily or weekly contact with the assistant superintendent.

Campus instructional coaches completed a range of responsibilities at each campus. As shown in Figure 19, between 48 percent and 86 percent of campus instructional coaches who responded to the survey reported that they completed these responsibilities on a daily or weekly basis.

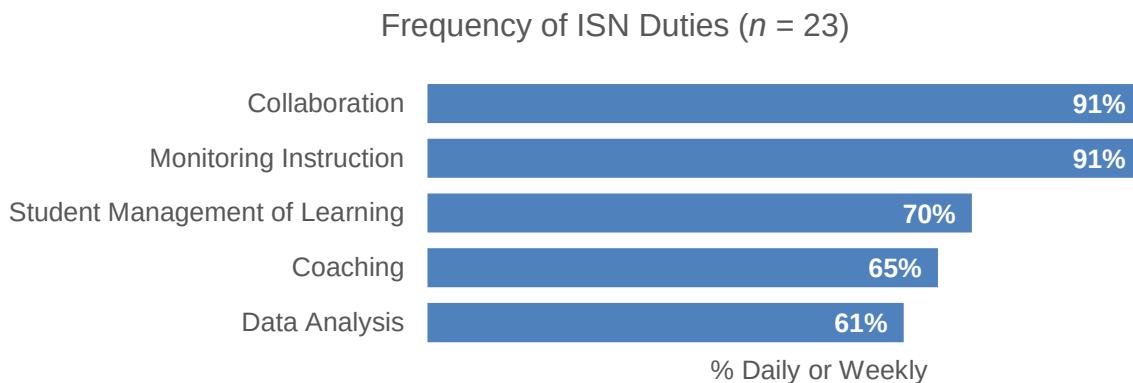
Figure 19: 2016-17 Frequency of General Duties - Campus Instructional Coaches



Source: Results from the 2016-17 ISN campus instructional coach survey dated May 2017.

Campus instructional coaches also were responsible for work related to the components of ISN during the 2016-17 school year. Between 61 percent and 91 percent of campus instructional coaches who completed the survey reported that they completed work related to the components of ISN on a daily or weekly basis (Figure 20).

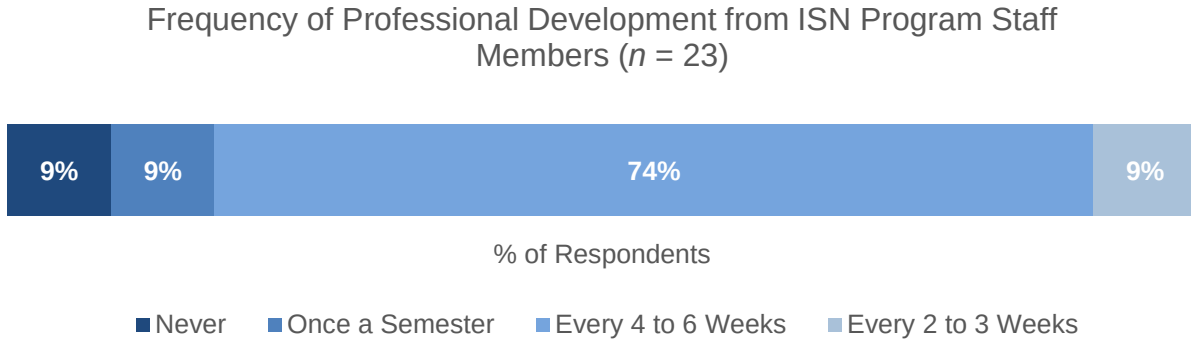
Figure 20: 2016-17 Frequency of Work for the Components of ISN - Campus Instructional Coaches



Source: Results from the 2016-17 ISN campus instructional coach survey dated May 2017.

Campus instructional coaches most often reported receiving professional development from ISN program staff members every four to six week (74%; Figure 21).

Figure 21: 2016-17 Frequency of Professional Development from ISN Program Staff Members - Campus Instructional Coaches



Source: Results from the 2016-17 ISN campus instructional coach survey dated May 2017.

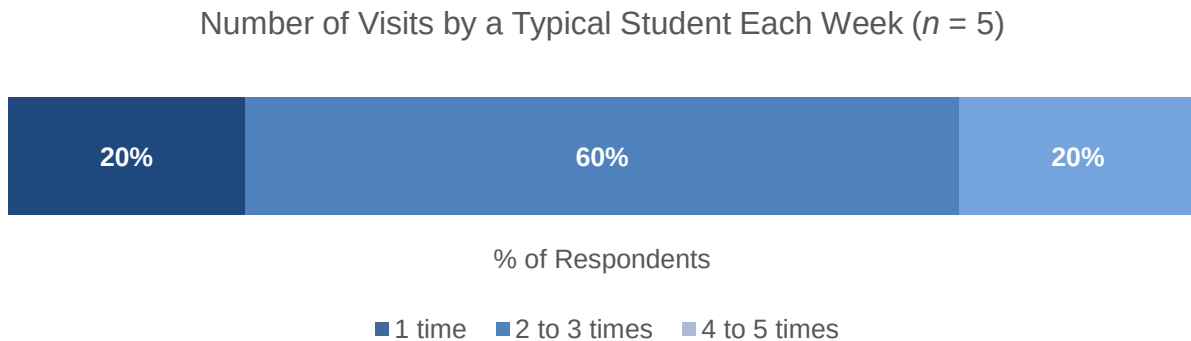
Note: No respondents reported daily or weekly professional development from ISN program staff members.

When asked to rate the helpfulness of the professional development sessions from ISN program staff members, the majority of respondents reported that the professional development was at least somewhat helpful for coaching teachers (83%) and administrators (78%).

Program Staff Surveys – Urban Specialists

All survey items and responses for the urban specialist survey regarding experience and responsibilities can be found in Appendix K. All urban specialists who completed the online survey reported that they served at least four years as an urban specialist and 40 percent had served for 10 or more years. Urban specialists also reported the number of visits that they had with a typical student each week (Figure 22). Most urban specialists (80%) reported that they had at least two visits each week with a typical student.

Figure 22: 2016-17 Number of Visits by a Typical Student Each Week to Urban Specialists

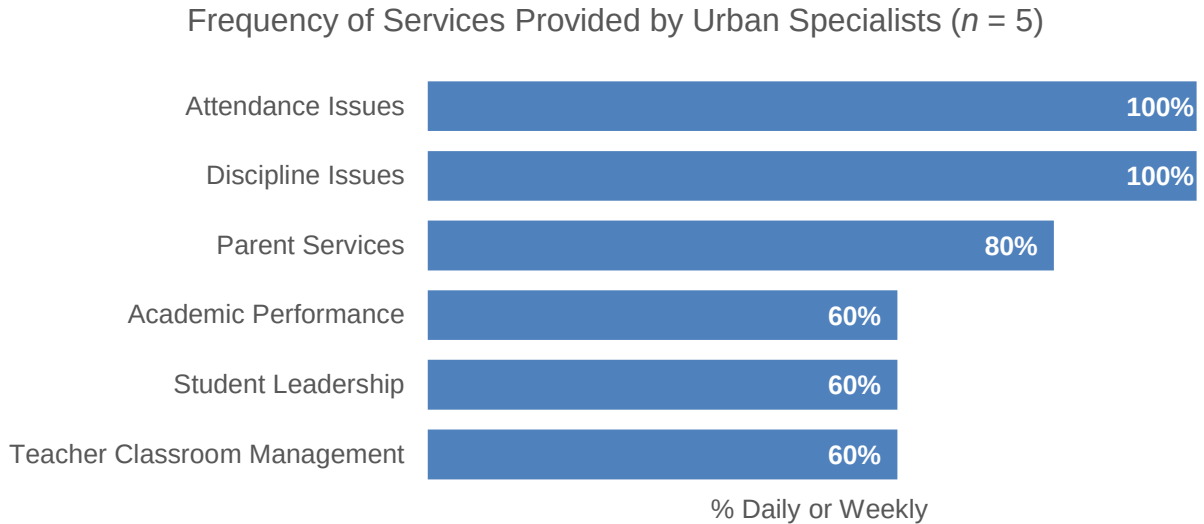


Source: Results from the 2016-17 ISN urban specialist survey dated May 2017.

Note: No respondents reported six or more times.

Urban specialists also provided information regarding the frequency that they provided general services to the campuses they served (Figure 23). Between 60 percent and 100 percent of urban specialists who completed the survey reported providing these services on a daily or weekly basis.

Figure 23: 2016-17 Frequency of Services Provided by Urban Specialists



Source: Results from the 2016-17 ISN urban specialist survey dated May 2017.

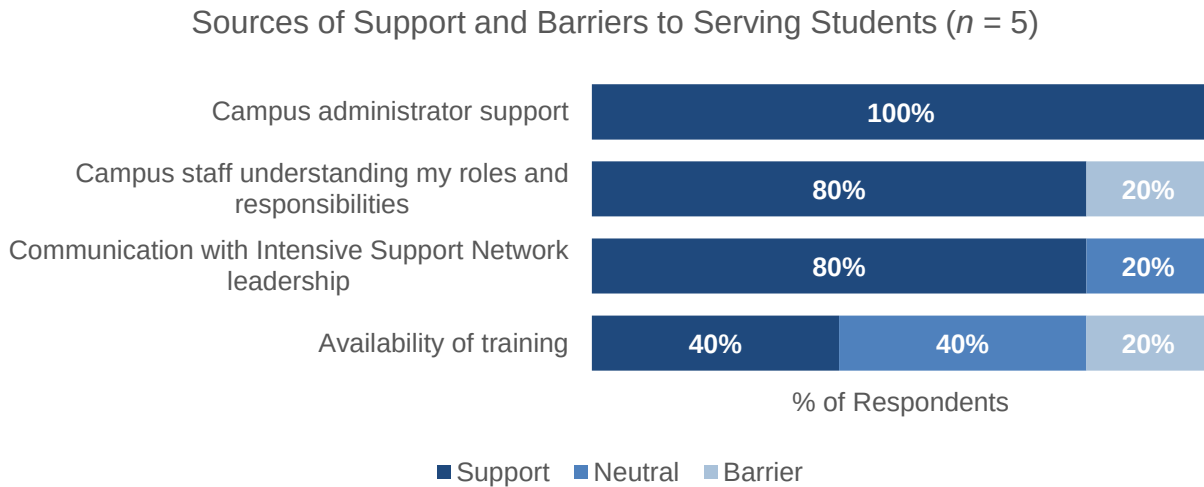
In regard to the quality of their relationship with campus staff, 100 percent of urban specialists who completed the survey reported positive relationships with the teachers, assistant principals, and principals at their campuses. Eighty percent of urban specialists reported a positive relationship with the counselors at their campuses.

Overall, urban specialists reported being confident or very confident in their abilities. One-hundred percent of urban specialists who completed the survey reported that they were confident or very confident in their ability to 1) analyze and interpret student data to identify at-risk students, 2) collaborate with teachers and student services staff members to promote student academic success, 3) develop student intervention plans, and 4) work with families to promote student success. Eighty percent reported that they were confident or very confident in their ability to 1) build trusting relationships with students, 2) collaborate with community organizations to promote student academic success, 3) conduct professional development on classroom management, 4) evaluate the impact of student interventions, and 5) provide case management services to at-risk students.

Urban specialists also responded to four general items regarding to the level of support that they received during the 2016-17 school year. One-hundred percent of urban specialists who responded to the survey reported that principals at their campuses were supportive of their role as urban specialists, and 80 percent of urban specialists reported that they were used properly at their campuses. In addition, 20 percent of respondents reported that they were asked to perform duties that were not part of their job responsibilities, and 20 percent reported that they received professional development that helped them fulfill their roles and responsibilities.

Urban specialists were given the opportunity to identify what they believed were sources of support or barriers to effectively serving students (Figure 24). One-hundred percent of urban specialists who responded to the survey reported that campus administrators were a source of support for effectively serving students, and 80 percent reported that communication with ISN leadership also was a source of support. Twenty percent reported that campus staff understanding of their roles and responsibilities and availability of training were barriers for effectively serving students.

Figure 24: 2016-17 Survey Items Regarding Sources of Support and Barriers - Urban Specialists



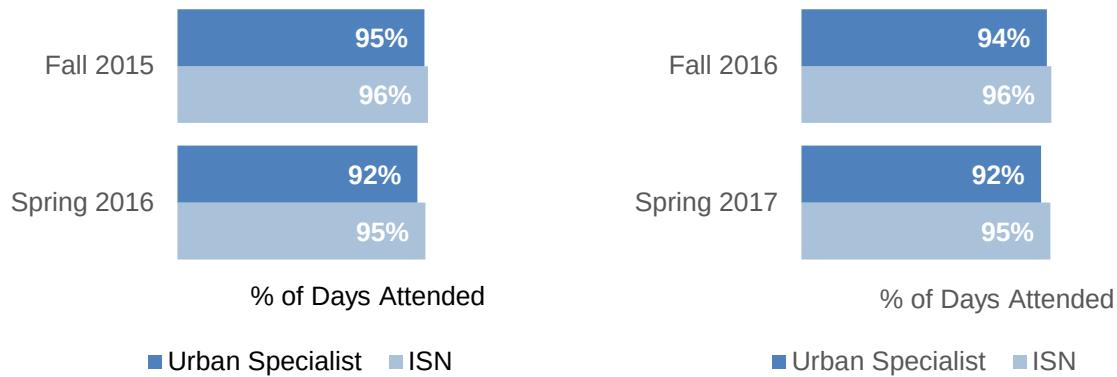
Source: Results from the 2016-17 ISN urban specialist survey dated May 2017.

Attendance and Disciplinary Outcomes for Students Assigned to Urban Specialists

Attendance Rates

As indicated in Figure 25, spring 2017 attendance rates for students assigned to an urban specialist (92%) lagged three percentage points behind those for ISN overall (95%). In addition, attendance rates for students who were assigned to an urban specialist during the 2016-17 school year were nearly identical from fall 2015 (95%) and spring 2016 (92%) to fall 2016 (94%) and spring 2017 (92%), respectively.

Figure 25: 2015-16 and 2016-17 Attendance Rates for Students Assigned to an Urban Specialist
Attendance Rates for Students Assigned to an Urban Specialist ($n = 439$)



Source: List of students assigned to an urban specialist during the 2016-17 school year was provided by ISN program staff members on June 26, 2017. District attendance data files dated January 13, 2016 (fall 2015), June 6, 2016 (spring 2016), January 23, 2016 (fall 2016), and June 20, 2017 (spring 2017).

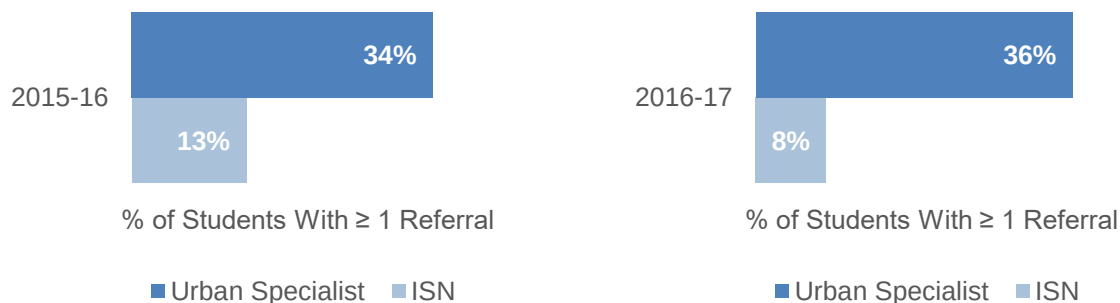
Note: ISN = Intensive Support Network.

Discipline Referrals

The number of discipline referrals for students who were assigned to an urban specialist during the 2016-17 school decreased from 514 in 2015-16 to 432 in 2016-17, for a total reduction of 82 referrals (16%). As indicated in Figure 26, a greater percentage of students who were assigned to an urban specialist had at least one discipline referral compared to all ISN students in 2015-16 and 2016-17 (Figure 26). In addition, the percentage of students assigned to an urban specialist with one or more discipline referrals slightly increased by two percentage points from 34 percent in 2015-16 to 36 percent in 2016-17.

Figure 26: Percentage of Students Assigned to an Urban Specialist with One or More Discipline Referrals by Year

Percentage of Students Assigned to an Urban Specialist with One or More Discipline Referrals ($n = 439$)



Source: List of students assigned to an urban specialist during the 2016-17 school year was provided by ISN program staff members on June 26, 2017. District discipline data files from July 13, 2016 (2015-16), and July 10, 2017 (2016-17).

Note: $n = 150$ students who were assigned to an urban specialist and 1,438 students at ISN campuses with at least one referral in 2015-16; $n = 158$ students who were assigned to an urban specialist and 844 students at ISN campuses with at least one referral in 2016-17; ISN = Intensive Support Network. ISN totals include all students enrolled at ISN campuses. Students were assigned to an urban specialist during the 2016-17 school year.

To what extent did the ISN program meet its program goal?

Methodology

The evaluators reviewed the 2016-17 TEA accountability ratings data from August 7, 2017.²² These data were used to determine if ISN campuses received an *Improvement Required* or *Met Standard* accountability rating from the Texas Education Agency for the 2016-17 school year.²³ In order to achieve a *Met Standard* accountability rating, campuses had to meet or exceed the target for Index 1 OR Index 2, AND Index 3 AND Index 4,²⁴ provided data were available for evaluation.²⁵

Results

Table 2 includes the TEA accountability scores earned in 2016-17 for each of the four indices for ISN campuses, including whether or not each campus met the target for each index. Overall, 13 of the 18 ISN campuses received a *Met Standard* rating in 2016-17; five received an *Improvement Required* rating. All campuses met Index 2 and Index 4. Results were mixed for Index 1 and Index 3. The five campuses that missed Index 3 (closing performance gaps) were rated *Improvement Required*. These campuses did not meet Index 1 either, but missing Index 1 was less important than missing Index 3 because campuses could meet Index 1 or Index 2 to achieve a *Met Standard* rating.

²² For more information about TEA accountability ratings, see <http://tea.texas.gov/2017accountabilitymanual.aspx>.

²³ The Texas Education Agency assigns accountability ratings each August.

²⁴ Index 1 refers to student achievement, index 2 refers to student progress, index 3 refers to closing performance gaps, and index 4 refers to postsecondary readiness.

²⁵ Because the ISN program was comprised of only elementary and middle schools, index 4 took into consideration only STAAR-related postsecondary readiness.

Table 2: 2016-17 ISN TEA Accountability Results

Campus	Index 1			Index 2			Index 3			Index 4 (STAAR)			Rating
	Index	Target	Met?	Index	Target	Met?	Index	Target	Met?	Index	Target	Met?	
Middle Schools													
Browne	67	60	Y	46	30	Y	37	26	Y	23	13	Y	Met
Cary	55	60	N	35	30	Y	28	26	Y	17	13	Y	Met
Holmes	57	60	N	40	30	Y	30	26	Y	15	13	Y	Met
Storey	55	60	N	32	30	Y	32	26	Y	19	13	Y	Met
Elementary Schools													
Bryan	55	60	N	41	32	Y	31	28	Y	22	12	Y	Met
Burleson	56	60	N	39	32	Y	29	28	Y	21	12	Y	Met
Carr	50	60	N	42	32	Y	26	28	N	15	12	Y	IR
Carver	48	60	N	62	32	Y	25	28	N	15	12	Y	IR
Dunbar	44	60	N	36	32	Y	24	28	N	18	12	Y	IR
Ray	40	60	N	36	32	Y	22	28	N	16	12	Y	IR
Roberts	67	60	Y	48	32	Y	36	28	Y	27	12	Y	Met
Titche	47	60	N	43	32	Y	22	28	N	17	12	Y	IR
Twain	61	60	Y	56	32	Y	32	28	Y	27	12	Y	Met
Webster	55	60	N	48	32	Y	28	28	Y	21	12	Y	Met
Cochran	64	60	Y	47	32	Y	35	28	Y	22	12	Y	Met
McNair	66	60	Y	56	32	Y	33	28	Y	34	12	Y	Met
Moreno	75	60	Y	50	32	Y	45	28	Y	42	12	Y	Met
W-H	52	60	N	37	32	Y	29	28	Y	18	12	Y	Met

Source: 2016-17 TEA accountability ratings data from August 7, 2017.

Note: ISN = Intensive Support Network; W-H = Wilmer-Hutchins; TEA = Texas Education Agency; **Blue** indicates a campus received a *Met Standard* accountability rating for the 2016-17 school year; Index 1 = student achievement; Index 2 = student progress; Index 3 = closing performance gaps; Index 4 = postsecondary readiness; In order to achieve a *Met Standard* accountability rating, campuses had to meet or exceed the target for index 1 OR 2, AND index 3 AND index 4.

Four of the nine ISN campuses that received an *Improvement Required* accountability rating for 2015-16 received a *Met Standard* accountability rating for 2016-17 (Table 3). None of the ISN campuses that received a *Met Standard* accountability rating in 2015-16 received an *Improvement Required* accountability rating for 2016-17.

Table 3: 2015-16 and 2016-17 TEA Accountability Ratings for ISN Campuses

2015-16		2016-17	
Improvement Required	Met Standard	Improvement Required	Met Standard
Middle Schools			
Browne MS			Browne MS
Cary MS			Cary MS
Holmes MS			Holmes MS
	Storey MS		Storey MS
Elementary Schools			
	Bryan ES		Bryan ES
	Burleson ES		Burleson ES
Carr ES		Carr ES	
Carver Learning Center		Carver Learning Center	
Dunbar Learning Center		Dunbar Learning Center	
Ray Learning Center		Ray Learning Center	
	Roberts ES		Roberts ES
Titche ES		Titche ES	
	Twain ES		Twain ES
Webster ES			Webster ES
	Cochran ES		Cochran ES
	McNair ES		McNair ES
	Moreno ES		Moreno ES
	Wilmer-Hutchins ES		Wilmer-Hutchins ES

Source: Texas Education Agency accountability data file, dated August 7, 2017. **Blue** indicates a campus that improved from an accountability rating of *Improvement Required* in 2015-16 to an accountability rating of *Met Standard* in 2016-17.

Note: ES = elementary school; MS = middle school; TEA = Texas Education Agency.

SUMMARY AND RECOMMENDATIONS

Summary

The Intensive Support Network (ISN) was an initiative of the Dallas Independent School District (Dallas ISD) designed to equip students with the necessary tools to succeed. The primary goal of ISN was to help schools achieve or maintain a *Met Standard* accountability rating from TEA by reducing the student academic achievement gap with respect to ethnicity and socioeconomic status. ISN included several components aimed at improving student outcomes and the quality of teacher instruction. These components included 1) Data Analysis - monitoring student progress, 2) Coaching - providing professional development for teachers and administrative staff, 3) Collaboration - professional learning community planning by content and subject, 4) Monitoring Instruction - teacher observation, feedback, and follow-up, and 5) Student Management of Learning - students tracking their academic performance.

ISN Outcomes Based on Measurable District Metrics

Assessment of Course Performance (ACP)

While the ACP passing rates for kindergarten to grade two, elementary, and middle school students at ISN campuses were lower than the district in 2016-17, passing rates were slightly higher on almost all

ACPs at ISN campuses in 2016-17 than in 2015-16. For kindergarten to grade two students at ISN campuses, the passing rate on the mathematics ACP was 76 percent for both fall 2015 and fall 2016, whereas the passing rate for the reading ACP was slightly higher in fall 2016 (81%) than in fall 2015 (79%). For elementary students at ISN campuses, passing rates on the mathematics, reading, language arts, and science ACPs were higher in fall 2016 than in fall 2015. For middle school students at ISN campuses, the passing rate on the mathematics ACP was higher in fall 2016 (52%) than in fall 2015 (45%). Likewise, the passing rate on the reading ACP was higher in fall 2016 (62%) than in fall 2015 (57%). The passing rate on the science ACP was higher in fall 2016 (56%) than in fall 2015 (46%) and was higher in spring 2017 (59%) than in spring 2016 (50%). The passing rate on the social studies ACP was higher in fall 2016 (44%) than fall 2015 (41%) and remained constant at 48 percent for spring 2016 and spring 2017.

State of Texas Assessments of Academic Readiness (STAAR)

In 2016-17, the rate of ISN students meeting or exceeding the Meets Grade Level standard on STAAR mathematics was 24 percent compared to 36 percent for the district. The rate of ISN students meeting or exceeding the Meets Grade Level standard on mathematics STAAR was lower than the district at all grade levels. In 2016-17, the rate of ISN students meeting or exceeding the Meets Grade Level standard on STAAR reading was 22 percent compared to 33 percent for the district. The rate of ISN students meeting or exceeding the Meets Grade Level standard on reading STAAR was lower than the district at all grade levels.

From 2016 to 2017, the rate of ISN students meeting or exceeding the Meets Grade Level standard on STAAR mathematics trended upward by nine percentage points from 15 percent to 24 percent. The largest increase was found in grade eight, which increased by 16 percentage points from 16 percent in 2016 to 32 percent in 2017. From 2016 to 2017, the rate of ISN students meeting or exceeding the Meets Grade Level standard on STAAR reading trended upward by three percentage points from 19 percent to 22 percent. The largest increase was found in grade eight, which increased by eight percentage points from 17 percent in 2016 to 25 percent in 2017.

Attendance

Overall, attendance rates for all ISN campuses were identical for both of the fall (96%) and spring (95%) semesters of the 2015-16 and 2016-17 school years. These rates were also identical to the district.

Discipline Referrals

The number of discipline referrals at ISN campuses decreased from 3,908 in 2015-16 to 1,903 in 2016-17, for a total reduction of 2,005 referrals (51%). Overall, the percentage of students with one or more discipline referrals was higher at ISN campuses than the district during the 2015-16 and 2016-17 school years. However, the percentage decreased by five percentage points from 13 percent in 2015-16 to eight percent in 2016-17.

School Climate

While the percentage of positive responses for almost every subscale was lower at ISN campuses than the district in 2015-16 and 2016-17, the percentage of positive responses for every subscale at ISN campuses increased between one and four percentage points from fall 2015 to spring 2017.

Creditable Years of Service

Thirteen percent of teachers at ISN campuses were first-year teachers compared to 16 percent at ACE campuses and 11 percent for the district, respectively. ISN campuses had a larger percentage of teachers with one to five (38%) creditable years of service than ACE campuses (28%) and for the district (34%). However, ISN campuses had a smaller percentage of teachers with six to 10 (14%) and 11 to 20 (21%) creditable years of service than ACE campuses (22% and 23%, respectively) and for the district (17% and 24%, respectively). ISN campuses had 14 percent of teachers with at least 20 creditable years of service, which was three percentage points higher than ACE campuses (11%) and the same percentage as the district (14%).

Perceptions of the Critical Success Factors

Data Analysis

For the data analysis component, ISN program staff members identified a series of critical success factors, including 1) improving academic performance, 2) increasing leadership effectiveness, 3) increasing teacher quality, and 4) increasing use of quality data to drive instruction. Ninety-four percent of assistant principals reported that the data analysis component was at least moderately effective, and at least 69 percent of assistant principals and 74 percent of campus instructional coaches agreed that each of the critical success factors for the data analysis component had been achieved.

Coaching

For the coaching component, ISN program staff members identified a series of critical success factors, including 1) improving academic performance, 2) improving school climate, and 3) increasing teacher quality. Eighty-eight percent of assistant principals reported that the coaching component was at least moderately effective, and 69 percent of assistant principals and at least 61 percent of campus instructional coaches agreed that each of the critical success factors for the coaching component had been achieved.

Collaboration

For the collaboration component, ISN program staff members identified a series of critical success factors, including 1) improving academic performance, 2) improving school climate, 3) increasing teacher quality, 4) increasing the use of quality data to drive instruction, and 5) increasing leadership instruction. Ninety-four percent of assistant principals reported that the collaboration component was at least moderately effective, and at least 56 percent of assistant principals and 61 percent of campus instructional coaches agreed that each of the critical success factors for the collaboration component had been achieved.

Monitoring Instruction

For the monitoring component, ISN program staff members identified a series of critical success factors, including 1) improving academic performance, 2) improving school climate, 3) increasing family and community engagement, 4) increasing the use of quality data to drive instruction, and 5) increasing leadership effectiveness. Ninety-four percent of assistant principals reported that the monitoring component was at least moderately effective, and at least 56 percent of assistant principals and 57 percent of campus instructional coaches agreed that each of the critical success factors for the monitoring instruction component had been achieved.

Student Management of Learning

For the student management of learning component, ISN program staff members identified a series of critical success factors, including 1) improving academic performance, 2) improving school climate, 3) increasing learning time, 4) increasing the use of quality data to drive instruction, and 5) increasing leadership effectiveness. Eighty-eight percent of assistant principals reported that the student management of learning component was at least moderately effective, and at least 56 percent of assistant principals and 57 percent of campus instructional coaches agreed that each of the critical success factors for the student management of learning component had been achieved.

Role of ISN Campus Staff

Program Staff Surveys – Assistant Principals

All assistant principals who completed the online survey reported that they had at least four years of education experience, and 88 percent of assistant principals reported that they had at least one year of administrative experience. Sixty-three percent of assistant principals who responded to the survey rated their level of support from ISN staff members as good, very good, or excellent. Forty-four percent reported that they had daily or weekly contact with ISN coordinators, and 31 percent reported daily or weekly contact with the ISN assistant superintendent. In addition, between 69 percent and 88 percent of assistant principals reported that they completed work related to each of the ISN components on a daily or weekly basis.

Program Staff Surveys - Campus Instructional Coaches

All campus instructional coaches who completed the online survey reported that they had at least four years of education experience, and 96 percent of campus instructional coaches reported that they had at least one year of coaching experience. Eighty-seven percent of campus instructional coaches who responded to the survey rated their level of support from ISN staff members as good, very good, or excellent. Thirty-nine percent reported that they had daily or weekly contact with ISN coordinators, and nine percent reported daily or weekly contact with the ISN assistant superintendent. In addition, between 61 percent and 91 percent of campus instructional coaches reported that they completed work related to each of the components of ISN on a weekly or daily basis. Lastly, 74 percent of campus instructional coaches reported that they received professional development every four to six weeks, and the majority of

respondents reported that the professional development was at least somewhat helpful for coaching teachers (83%) and administrators (78%).

Program Staff Surveys – Urban Specialists

All urban specialists who completed the online survey reported that they served at least four years as an urban specialist, and 80 percent of urban specialists reported that they had at least two visits each week with a typical student. Between 60 percent and 100 percent of respondents also reported providing general services (e.g., attendance, academic, and discipline issues) to the campuses that they served on a daily or weekly basis. In addition, between 80 percent and 100 percent of respondents reported having a positive or very positive relationship with counselors, teachers, assistant principals, and principals. One-hundred percent of urban specialists also reported being confident or very confident in their abilities to 1) analyze and interpret student data to identify at-risk students, 2) collaborate with teachers and student services staff members to promote student academic success, 3) develop student intervention plans, and 4) work with families to promote student success. One-hundred percent of urban specialists reported that their principals at their campuses were supportive of their role as an urban specialist, and 80 percent reported that they were utilized properly at their campus. While only 20 percent of urban specialists reported that they received professional development that helped them fulfill their role and responsibilities, between 40 percent and 100 percent of respondents reported that the following were sources of support for them to effectively serve students: campus administrators; campus staff's understanding of their roles and responsibilities; their communication with ISN leadership; and the availability of training.

Outcomes for Students Assigned to Urban Specialists

Attendance Rates

Attendance rates for students who were assigned to an urban specialist during the 2016-17 school year lagged behind those for ISN overall by three percentage points and were nearly identical from fall 2015 (95%) and spring 2016 (92%) to fall 2016 (94%) and spring 2017 (92%), respectively.

Discipline Referrals

The number of discipline referrals for students who were assigned to an urban specialist during the 2016-17 school decreased from 514 in 2015-16 to 432 in 2016-17, for a total reduction of 82 referrals (16%). A greater percentage of students who were assigned to an urban specialist had at least one discipline referral compared to all ISN students in 2015-16 and 2016-17. In addition, the percentage of students assigned to an urban specialist with one or more discipline referrals slightly increased by two percentage points from 34 percent in 2015-16 to 36 percent in 2016-17.

Program Goal

Thirteen of the 18 ISN campuses received a *Met Standard* rating in 2016-17; five received an *Improvement Required* rating. In addition, four of the nine ISN campuses that received an *Improvement Required* accountability rating in 2015-16 received a *Met Standard* accountability rating for 2016-17. None

of the ISN campuses that received a *Met Standard* accountability rating in 2015-16 received an *Improvement Required* accountability rating for 2016-17.

Recommendations

- **Identify additional program goals to measure student progress at each campus.** The only explicit goal of the ISN program was for campuses to achieve the *Met Standard* accountability rating from the TEA; however, this goal did not allow student progress to be measured at campuses that experienced improvement but did not achieve a *Met Standard* accountability rating. Creating additional program goals with specific and measurable outcomes would improve the ability of ISN program staff members to identify whether campuses are improving and which aspects of the program are most effective.
- **Recruit fewer first-year teachers at ISN campuses.** Compared to the district, ISN campuses had a larger percentage of first-year teachers. The 2015-16 evaluation of the Teacher Excellence Initiative (Douglas & Barton, 2017) indicated that first-year teachers in Dallas ISD were more likely to receive lower summative performance evaluation scores, lower total student achievement scores, and fewer items with a positive response on the student survey on average than teachers with more creditable years of service. Thus, recruiting fewer first-year teachers might improve student performance at ISN campuses.
- **Continue using urban specialists to mentor students with attendance and behavior issues.** On average, students who were assigned to an urban specialist during the 2016-17 school year maintained their attendance rates and had fewer discipline referrals from 2015-16 to 2016-17. However, because each urban specialist served approximately 30 students at both of their assigned campuses, urban specialists were not able to dedicate all of their time at a single campus. It might be beneficial to explore ways to more strongly leverage the services of urban specialists so that schools with a larger number of high-needs students can receive more support.
- **Continue to provide professional development sessions to campus instructional coaches.** Because ISN campuses had a large percentage of first-year teachers or teachers with one to five creditable years of service, ISN program staff members focused on training the campus instructional coaches in high needs areas (e.g., writing, science, and math) by targeting specific SEs. Almost all campus instructional coaches reported that the professional development sessions that they received from ISN program staff members were helpful for coaching teachers and administrators. ISN program staff should continue to provide these professional development sessions for campus instructional coaches in order to provide teachers with resources and information regarding best practices in the classroom.
- **Improve the relation between each component of ISN and its critical success factors.** While most assistant principals believed that the components of ISN were effectively implemented at their campus, not all assistant principals and campus instructional coaches agreed that the critical success factors for each component of ISN had been achieved. ISN program staff members should review the critical

success factors for each component of ISN to determine which indicators are appropriate and to identify specific and measurable outcomes for each success factor. Then, ISN program staff members should communicate to assistant principals and campus instructional coaches how each critical success factor will be measured to ensure the components of ISN are effectively implemented at their campus. This will help assistant principals and campus instructional coaches to understand more clearly how the critical success factors are related to the components of ISN and to identify when the components are being effectively implemented.

- **Carefully consider ISN program staffing needs to meet the demands of the program.** The number of ISN program staff members did not appear adequate to meet the demands of the program during the 2016-17 school year. The evaluators experienced several delays when receiving data or information from the ISN program staff members during the school year. These delays appeared to be due to the large number of responsibilities placed on each program staff member.
- **Consider transition plans for campuses who achieve the *Met Standard* accountability rating.** One concern for ISN campuses is whether they will lose the extra campus personnel that they received from ISN (e.g., urban specialist and the additional assistant principal) once they receive the *Met Standard* accountability rating. Stability among campus personnel might be important to avoid losing gains afforded by participation in the ISN program. From 2015-16 to 2016-17, ISN campuses performed slightly better on almost all ACPs, had a slightly higher rate of students meeting or exceeding the Meets Grade Level standard for STAAR mathematics and reading, maintained their attendance rates, had fewer discipline referrals, and had a slightly greater percentage of positive responses on each subscale of the Climate Survey. However, it is unknown how long the additional ISN personnel are needed in order to have a lasting impact on each campus. ISN program staff members should consider transition plans for successful campuses in order to bolster the lasting benefits of the program.

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APPENDICES

Appendix A

Appendix A: List of ISN Non-Negotiables

School: _____ Date _____ Coordinator _____

Rating: A= Advancing P= Proficient N= Needs Improvement

ISN Non-Negotiables Rubric

ISN Non-Negotiables	Advancing	Proficient	Needs Improvement
ISN QUAD	• Legible • Complete • Aligned	Missing anyone of the components	Missing more than one of the components or not present
Interactive Word Wall	• Legible • Has words and pictures	Missing anyone of the components	Missing more than one of the components or not present
Writing Journals (ELA)	• Legible • Has words and pictures	Missing anyone of the components	Missing more than one of the components or not present
Interactive Notebooks (Math)	• Table of Contents • Legible • Has words and pictures	Missing anyone of the components	Missing more than one of the components or not present
Anchor Charts	• Position • Legible • Has words and pictures	Missing anyone of the components	Missing more than one of the components or not present
Multiple Response Strategies	Used 3 or more	Missing anyone of the components	Missing more than one of the components or not present
Student Work	• SE • Graded • Exemplar • Most Improved	Missing anyone of the components	Missing more than one of the components or not present
Student Engagement	• Are all students involved • Are all students able to master the learning objective • Are all students able to understand the content	Missing anyone of the components	Missing more than one of the components or not present or not present
Lesson Plans	• Present • Aligned	Missing anyone of the components	Missing more than one of the components or not present
Instructional Calendars or Maps	• Complete • Aligned	Missing anyone of the components	Missing more than one of the components or not present

Intensive Support Network Classroom Look Fors

School: _____ Date _____ Coordinator _____

Rating: A= Advancing P= Proficient N= Needs Improvement

Rating	Classroom Look Fors	Teacher _____
	ISN QUAD	
	Interactive Word Wall	
	Writing Journals (ELA)	
	Interactive Notebooks (Math)	
	Anchor Charts	
	Multiple Response Strategies	
	Student Work	
	Student Engagement	
	Lesson Plans	
	Instructional Calendars or Maps	
Rating	Classroom Look Fors	Teacher _____
	ISN QUAD	
	Interactive Word Wall	
	Writing Journals (ELA)	
	Interactive Notebooks (Math)	
	Anchor Charts	
	Multiple Response Strategies	
	Student Work	
	Student Engagement	
	Lesson Plans	
	Instructional Calendars or Maps	
Rating	Classroom Look Fors	Teacher _____
	ISN QUAD	
	Interactive Word Wall	
	Writing Journals (ELA)	
	Interactive Notebooks (Math)	
	Anchor Charts	
	Multiple Response Strategies	
	Student Work	
	Student Engagement	
	Lesson Plans	
	Instructional Calendars or Maps	

Based on TEI Domain 2 & 3

Source: List of ISN non-negotiables sheet provided by ISN program staff members.

Note: ISN = Intensive Support Network.

Appendix C

Appendix C Table 1: Fall 2015 ISN Mathematics ACP Passing Rates (Score ≥ 70) for Kindergarten to Grade Two

Campus	Total ACP Passing Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Bryan ES	149	75.3	95	72.5	49	81.7	5	71.4	-	-	30	73.2	*	*
Burleson ES	260	77.8	83	69.7	171	83.4	*	*	5	83.3	118	86.1	8	72.7
Carr ES	120	81.1	64	80.0	54	83.1	*	*	*	*	43	81.1	*	*
Carver Learning Center	121	63.4	94	59.5	26	83.9	-	-	*	*	15	83.3	*	*
Dunbar Learning Center	211	74.0	167	72.3	37	80.4	*	*	*	*	28	82.4	15	65.2
Ray Learning Center	92	72.4	80	72.7	12	80.0	*	*	-	-	*	*	*	*
Roberts ES	202	72.4	31	75.6	170	72.0	*	*	-	-	100	66.2	5	41.7
Titche ES	273	78.4	103	73.0	156	82.5	9	75.0	5	83.3	127	85.2	*	*
Twain ES	102	79.7	52	74.3	45	84.9	5	100.0	-	-	37	84.1	*	*
Webster ES	237	77.7	88	72.1	148	81.3	*	*	-	-	87	78.4	17	73.9
Cochran ES	154	70.6	50	70.4	100	71.9	*	*	*	*	65	73.0	*	*
McNair ES	222	78.7	173	76.5	45	88.2	*	*	*	*	26	89.7	-	-
Moreno ES	156	81.7	*	*	150	81.1	*	*	*	*	90	78.3	*	*
Wilmer-Hutchins ES	357	80.8	99	79.8	241	82.0	11	73.3	6	66.7	158	79.0	6	42.9
Intensive Support Network	2,656	76.4	1,182	72.6	1,404	80.2	43	67.2	27	79.4	928	79.0	71	57.7
District	31,448	83.6	6,391	77.3	22,359	84.9	1,963	92.0	735	84.7	15,647	84.0	910	64.3

Source: District ACP data files dated January 25, 2016, and district demographic files from PEIMS snapshot date, October 30, 2015.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; ELL = English language learner; SPED = special education; ^aSample sizes include all students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 2: Spring 2016 ISN Mathematics ACP Passing Rates (Score ≥ 70) for Kindergarten to Grade Two

Campus	Total ACP Passing Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Bryan ES	156	79.2	101	76.5	50	87.7	5	62.5	-	-	36	85.7	*	*
Burleson ES	251	75.1	85	68.0	158	78.6	*	*	6	100.0	110	80.9	6	50.0
Carr ES	113	77.4	62	79.5	50	75.8	*	*	*	*	45	78.9	5	83.3
Carver Learning Center	136	65.1	107	61.5	27	81.8	-	-	*	*	17	85.0	7	38.9
Dunbar Learning Center	220	76.9	178	81.2	36	80.6	*	*	*	*	26	81.2	16	57.1
Ray Learning Center	89	67.4	74	76.7	13	76.6	*	*	-	-	*	*	*	*
Roberts ES	204	74.2	36	74.6	166	89.3	*	*	-	-	104	71.2	5	38.5
Titche ES	272	85.0	98	66.7	158	88.5	9	100.0	7	87.5	123	93.2	5	62.5
Twain ES	85	63.4	44	64.9	37	86.7	*	*	-	-	33	76.7	*	*
Webster ES	220	76.1	76	78.3	139	73.1	5	100.0	-	-	91	79.8	14	48.3
Cochran ES	177	80.5	56	79.0	116	88.8	*	*	*	*	76	80.0	5	71.4
McNair ES	227	77.2	176	56.4	50	71.2	*	*	*	*	27	87.1	5	33.3
Moreno ES	174	88.3	*	*	170	79.4	*	*	-	-	103	85.8	*	*
Wilmer-Hutchins ES	363	80.5	105	78.4	242	82.0	10	90.9	6	54.5	160	78.4	*	*
Intensive Support Network	2,687	77.1	1,200	72.6	1,412	81.2	48	81.4	27	81.8	955	81.2	80	46.8
District	31,566	83.8	6,430	77.2	22,414	85.0	1,958	93.5	764	87.7	15,719	84.3	986	60.6

Source: District ACP data files dated June 24, 2016, and district demographic files from PEIMS snapshot date, October 30, 2015.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; ELL = English language learner; SPED = special education; ^aSample sizes include all students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 3: Fall 2016 ISN Mathematics ACP Passing Rates (Score ≥ 70) for Kindergarten to Grade Two

Campus	Total ACP Passing Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Bryan ES	108	62.8	60	61.9	44	64.7	*	*	*	*	31	62.0	6	66.7
Burleson ES	239	77.6	96	72.7	136	80.5	*	*	*	*	104	81.9	5	41.7
Carr ES	103	75.7	62	78.5	40	72.7	*	*	*	*	34	73.9	*	*
Carver Learning Center	96	60.0	80	58.0	14	73.7	-	-	*	*	12	80.0	*	*
Dunbar Learning Center	192	73.6	160	73.4	25	71.4	6	85.7	*	*	23	82.1	9	52.9
Ray Learning Center	68	70.8	61	73.5	7	63.6	*	*	*	*	*	*	*	*
Roberts ES	208	80.6	26	78.8	178	80.9	*	*	*	*	113	76.9	5	62.5
Titche ES	249	75.2	96	73.8	143	75.7	7	87.5	*	*	121	78.6	*	*
Twain ES	83	78.3	50	74.6	32	84.2	*	*	-	-	25	83.3	*	*
Webster ES	188	70.9	73	62.9	111	77.6	*	*	*	*	76	76.0	16	59.3
Cochran ES	147	75.4	45	65.2	98	82.4	*	*	*	*	70	80.5	*	*
McNair ES	209	79.8	162	77.9	44	89.8	*	*	*	*	26	92.9	*	*
Moreno ES	141	80.1	*	*	138	79.8	*	*	-	-	92	80.7	*	*
Wilmer-Hutchins ES	339	84.1	86	81.9	242	84.6	8	88.9	3	100.0	168	82.4	*	*
Intensive Support Network	2,370	75.7	1,059	71.7	1,252	79.5	39	78.0	20	71.4	896	79.2	64	48.9
District	29,203	83.1	5,754	75.8	20,724	84.5	1,960	91.7	765	87.4	14,955	84.1	956	63.5

Source: District ACP data files dated January 31, 2017, and district demographic files from PEIMS snapshot date, October 31, 2016.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; ELL = English language learner; SPED = special education; ^aSample sizes include all students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 4: Fall 2015 ISN Reading ACP Passing Rates (Score ≥ 70) for Kindergarten to Grade Two

Campus	Total ACP Passing Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Bryan ES	158	77.8	106	77.9	47	78.3	5	71.4	-	-	30	75.0	*	*
Burleson ES	261	77.9	87	72.5	167	81.5	*	*	5	83.3	119	86.9	9	81.8
Carr ES	116	79.5	56	71.8	58	89.2	*	*	*	*	47	88.7	*	*
Carver Learning Center	129	68.3	104	66.7	23	74.2	-	-	*	*	13	72.2	*	*
Dunbar Learning Center	218	77.6	171	75.3	40	87.0	*	*	*	*	30	88.2	14	60.9
Ray Learning Center	97	76.4	85	77.3	12	80.0	*	*	-	-	*	*	*	*
Roberts ES	214	76.7	31	75.6	183	77.5	*	*	-	-	113	74.8	5	41.7
Titche ES	286	82.2	107	75.9	164	86.8	9	75.0	6	100.0	136	91.3	6	85.7
Twain ES	98	76.0	51	72.9	42	77.8	5	100.0	-	-	36	81.8	*	*
Webster ES	245	80.6	95	79.2	148	81.3	*	*	-	-	91	80.5	20	87.0
Cochran ES	177	81.2	59	83.1	113	81.3	*	*	*	*	71	79.8	*	*
McNair ES	222	79.3	172	76.8	46	90.2	*	*	*	*	26	89.7	-	-
Moreno ES	160	83.8	*	*	155	83.8	*	*	*	*	95	82.6	*	*
Wilmer-Hutchins ES	371	83.7	104	83.9	248	84.1	13	86.7	6	66.7	169	84.1	8	57.1
Intensive Support Network	2,752	79.2	1,230	75.9	1,446	82.5	46	70.8	30	88.2	980	83.3	78	63.4
District	32,372	86.0	6,609	79.8	23,048	87.5	1,965	91.8	750	86.6	16,392	87.9	954	67.3

Source: District ACP data files dated January 25, 2016, and district demographic files from PEIMS snapshot date, October 30, 2015.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; ELL = English language learner; SPED = special education; ^aSample sizes include all students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 5: Spring 2016 ISN Reading ACP Passing Rates (Score ≥ 70) for Kindergarten to Grade Two

Campus	Ethnicity ^b													
	Total ACP Passing Rate ^a										ELL ^b		SPED ^b	
	n	%	African American		Hispanic		White		Other		n	%	n	%
Bryan ES	156	78.0	108	80.0	43	75.4	5	62.5	-	-	30	71.4	*	*
Burleson ES	225	68.6	71	58.7	149	74.9	*	*	*	*	112	83.6	*	*
Carr ES	113	77.4	58	74.4	53	80.3	*	*	*	*	46	80.7	5	83.3
Carver Learning Center	119	56.9	98	56.3	19	57.6	-	-	*	*	12	60.0	5	27.8
Dunbar Learning Center	185	64.7	142	60.9	36	80.0	*	*	*	*	25	83.3	11	40.7
Ray Learning Center	89	67.4	75	65.8	12	80.0	*	*	-	-	*	*	*	*
Roberts ES	208	75.9	34	73.9	173	76.5	*	*	-	-	112	76.7	7	53.8
Titche ES	265	77.7	91	72.8	157	80.1	10	90.9	7	77.8	132	86.8	*	*
Twain ES	89	65.9	46	58.2	39	75.0	*	*	-	-	35	81.4	*	*
Webster ES	202	68.9	73	60.8	125	74.4	*	*	-	-	84	77.1	13	46.4
Cochran ES	174	79.1	61	85.9	109	76.8	*	*	*	*	68	71.6	*	*
McNair ES	216	73.7	168	71.2	47	85.5	*	*	*	*	28	90.3	5	33.3
Moreno ES	166	84.3	*	*	162	84.4	*	*	-	-	99	82.5	*	*
Wilmer-Hutchins ES	342	75.8	96	71.6	230	78.0	9	81.8	7	63.6	161	78.9	7	50.0
Intensive Support Network	2,549	72.7	1,123	67.3	1,354	77.8	46	76.7	26	74.3	948	79.9	69	41.6
District	30,600	81.4	6,027	72.7	21,973	83.4	1,898	90.6	702	80.3	15,694	84.3	915	56.6

Source: District ACP data files dated June 24, 2016, and district demographic files from PEIMS snapshot date, October 30, 2015.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; ELL = English language learner; SPED = special education; ^aSample sizes include all students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 6: Fall 2016 ISN Reading ACP Passing Rates (Score ≥ 70) for Kindergarten to Grade Two

Campus	Total ACP Passing Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Bryan ES	127	74.3	70	72.9	53	77.9	*	*	*	*	38	76.0	7	77.8
Burleson ES	246	79.4	98	73.1	143	84.6	*	*	*	*	111	87.4	8	66.7
Carr ES	105	77.8	62	79.5	42	76.4	*	*	*	*	34	73.9	*	*
Carver Learning Center	117	73.1	100	72.5	14	73.7	-	-	*	*	13	86.7	5	50.0
Dunbar Learning Center	208	80.6	170	78.7	31	91.2	6	85.7	*	*	25	92.6	10	66.7
Ray Learning Center	76	80.0	66	80.5	10	90.9	*	*	*	*	*	*	*	*
Roberts ES	229	88.8	29	87.9	195	88.6	*	*	*	*	127	86.4	*	*
Titche ES	277	84.5	102	78.5	166	88.8	7	87.5	*	*	137	90.1	*	*
Twain ES	88	84.6	56	86.2	31	81.6	*	*	-	-	24	80.0	*	*
Webster ES	206	78.9	90	78.9	111	78.7	*	*	*	*	79	78.2	19	73.1
Cochran ES	153	78.9	55	80.9	94	79.0	*	*	*	*	68	78.2	*	*
McNair ES	223	86.1	172	83.9	48	98.0	*	*	*	*	27	96.4	*	*
Moreno ES	143	80.8	*	*	140	80.5	*	*	-	-	93	81.6	5	55.6
Wilmer-Hutchins ES	339	83.3	89	84.8	238	82.4	9	90.0	*	*	167	80.7	5	55.6
Intensive Support Network	2,537	81.4	1,161	79.2	1,316	83.7	40	78.4	20	74.1	944	83.4	75	60.5
District	30,740	87.4	6,315	83.2	21,642	88.1	2,012	94.1	771	88.4	15,639	87.9	1,041	69.5

Source: District ACP data files dated January 31, 2017, and district demographic files from PEIMS snapshot date, October 31, 2016.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; ELL = English language learner; SPED = special education; ^aSample sizes include all students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 7: Fall 2015 ISN Mathematics ACP Passing Rates (Score ≥ 70) for Elementary School

Campus	Total ACP Passing Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Bryan ES	81	35.1	54	35.8	26	33.3	*	*	-	-	13	22.8	*	*
Burleson ES	132	45.1	50	46.3	77	44.0	*	*	*	*	55	43.3	*	*
Carr ES	40	32.3	15	27.3	23	35.9	*	*	*	*	20	37.7	*	*
Carver Learning Center	36	20.3	29	19.0	5	27.8	*	*	*	*	2	22.2	*	*
Dunbar Learning Center	94	39.5	71	36.6	22	51.2	-	-	*	*	17	54.8	*	*
Ray Learning Center	47	29.9	30	25.2	12	42.9	*	*	*	*	*	*	*	*
Roberts ES	153	50.2	12	32.4	137	52.5	*	*	*	*	89	54.9	*	*
Titche ES	101	31.9	24	17.8	72	41.9	*	*	*	*	61	44.5	*	*
Twain ES	58	33.5	32	30.5	25	40.3	*	*	*	*	21	39.6	*	*
Webster ES	123	37.0	46	29.9	74	42.8	*	*	*	*	51	43.2	*	*
Cochran ES	105	46.9	13	22.8	90	56.6	*	*	*	*	67	67.0	*	*
McNair ES	127	44.1	101	42.8	25	51.0	*	*	*	*	16	55.2	*	*
Moreno ES	102	56.7	-	-	102	57.0	*	*	-	-	75	61.0	*	*
Wilmer-Hutchins ES	224	46.8	66	41.2	148	49.8	8	50.0	*	*	85	45.5	*	*
Intensive Support Network	1,423	40.4	543	32.6	838	47.7	24	42.9	18	45.0	576	48.1	28	17.4
District	21,258	58.1	3,493	42.8	15,935	61.5	1,338	75.4	492	69.5	11,416	61.6	589	31.8

Source: District ACP data files dated January 25, 2016, and district demographic files from PEIMS snapshot date, October 30, 2015.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; ELL = English language learner; SPED = special education; ^aSample sizes include all grade three to grade five students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 8: Spring 2016 ISN Mathematics ACP Passing Rates (Score ≥ 70) for Elementary School

Campus	Total ACP Passing Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Bryan ES	43	61.4	32	68.1	10	45.5	*	*	-	-	7	41.2	*	*
Burleson ES	45	51.7	10	27.8	33	68.8	*	*	-	-	23	69.7	*	*
Carr ES	27	57.4	11	55.0	16	59.3	-	-	-	-	14	66.7	*	*
Carver Learning Center	11	22.4	8	18.6	*	*	*	*	-	-	*	*	*	*
Dunbar Learning Center	47	61.8	41	67.2	6	40.0	-	-	-	-	6	50.0	*	*
Ray Learning Center	24	42.1	15	34.9	6	66.7	*	*	*	*	*	*	*	*
Roberts ES	68	59.1	5	29.4	61	63.5	*	*	*	*	39	63.9	*	*
Titche ES	35	28.7	7	13.0	25	39.1	*	*	*	*	17	37.0	*	*
Twain ES	39	66.1	20	57.1	16	76.2	*	*	*	*	14	77.8	*	*
Webster ES	65	65.0	22	44.0	43	87.8	-	-	*	*	33	94.3	*	*
Cochran ES	48	64.9	13	68.4	33	63.5	-	-	*	*	23	63.9	*	*
McNair ES	44	51.8	35	48.6	9	75.0	-	-	*	*	6	75.0	-	-
Moreno ES	29	50.9	-	-	29	50.9	-	-	-	-	20	52.6	*	*
Wilmer-Hutchins ES	80	50.0	21	37.5	58	59.2	*	*	*	*	35	59.3	*	*
Intensive Support Network	605	52.2	240	43.4	348	60.5	8	57.1	9	56.3	240	61.7	17	21.5
District	8,117	69.8	1,397	55.0	6,091	73.1	458	85.1	171	78.4	4,391	72.5	220	34.4

Source: District ACP data files dated June 24, 2016, and district demographic files from PEIMS snapshot date, October 30, 2015.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; ELL = English language learner; SPED = special education; ^aSample sizes include all grade three to grade five students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 9: Fall 2016 ISN Mathematics ACP Passing Rates (Score ≥ 70) for Elementary School

Campus	Total ACP Passing Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Bryan ES	70	37.8	37	33.9	31	41.9	*	*	*	*	23	41.8	*	*
Burleson ES	179	55.1	59	48.8	116	58.9	*	*	*	*	78	55.3	6	35.3
Carr ES	55	47.8	24	42.9	31	55.4	*	*	*	*	26	54.2	*	*
Carver Learning Center	57	34.3	47	33.1	6	30.0	*	*	*	*	*	*	*	*
Dunbar Learning Center	92	35.2	59	28.2	30	63.8	*	*	*	*	22	59.5	*	*
Ray Learning Center	38	34.9	30	32.3	6	46.2	*	*	*	*	*	*	*	*
Roberts ES	161	56.3	15	32.6	139	59.7	6	100.0	*	*	87	62.1	5	26.3
Titche ES	128	37.3	41	26.3	82	46.1	*	*	*	*	69	50.0	*	*
Twain ES	83	53.5	43	45.3	39	68.4	*	*	*	*	38	71.7	*	*
Webster ES	149	50.5	64	46.4	81	52.9	*	*	*	*	51	52.6	*	*
Cochran ES	115	55.8	23	41.1	87	60.8	*	*	*	*	66	63.5	*	*
McNair ES	134	45.3	100	41.3	31	62.0	*	*	*	*	20	69.0	6	25.0
Moreno ES	120	64.5	-	-	117	64.3	*	*	-	-	80	64.0	*	*
Wilmer-Hutchins ES	200	41.2	43	29.9	148	46.0	*	*	5	45.5	89	43.0	*	*
Intensive Support Network	1,581	46.3	585	36.4	944	54.7	34	72.3	18	51.4	655	55.2	39	19.5
District	23,113	63.2	3,787	47.2	17,381	66.9	1,371	78.4	574	71.0	12,380	67.1	641	64.1

Source: District ACP data files dated January 31, 2017, and district demographic files from PEIMS snapshot date, October 31, 2016.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; ELL = English language learner; SPED = special education; ^aSample sizes include all grade three to grade five students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 10: Fall 2015 ISN Reading ACP Passing Rates (Score >= 70) for Elementary School

Campus	Ethnicity ^b													
	Total ACP Passing Rate ^a										ELL ^b		SPED ^b	
	n	%	African American		Hispanic		White		Other		n	%	n	%
Bryan ES	116	50.2	76	50.3	39	50.0	*	*	-	-	24	42.1	*	*
Burleson ES	155	53.1	47	44.3	105	59.7	*	*	*	*	77	60.2	*	*
Carr ES	58	46.8	26	47.3	31	48.4	*	*	*	*	24	45.3	*	*
Carver Learning Center	58	32.8	52	33.8	6	35.3	*	*	*	*	*	*	*	*
Dunbar Learning Center	95	39.7	73	37.4	21	48.8	-	-	*	*	14	45.2	*	*
Ray Learning Center	73	46.5	55	46.2	12	42.9	*	*	*	*	6	50.0	*	*
Roberts ES	167	54.6	13	34.2	152	58.2	*	*	*	*	103	63.6	6	27.3
Titche ES	136	42.6	43	31.4	90	52.3	*	*	*	*	73	53.3	*	*
Twain ES	100	57.8	58	55.2	41	66.1	*	*	*	*	37	69.8	*	*
Webster ES	160	48.2	78	50.6	78	45.1	*	*	*	*	52	44.1	*	*
Cochran ES	123	54.9	26	45.6	93	58.5	*	*	*	*	65	65.0	*	*
McNair ES	167	58.0	136	57.6	30	61.2	*	*	*	*	18	62.1	*	*
Moreno ES	108	59.7	-	-	108	60.0	*	*	-	-	78	62.9	*	*
Wilmer-Hutchins ES	255	54.3	76	48.7	167	56.6	7	50.0	5	100.0	98	52.4	*	*
Intensive Support Network	1,771	50.4	759	45.6	973	55.4	20	37.0	19	48.7	671	55.9	28	17.5
District	23,485	64.4	4,387	53.8	17,183	66.4	1,444	82.0	471	68.2	12,088	65.3	579	31.2

Source: District ACP data files dated January 25, 2016, and district demographic files from PEIMS snapshot date, October 30, 2015.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; ELL = English language learner; SPED = special education; ^aSample sizes include all grade three to grade five students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 11: Spring 2016 ISN Reading ACP Passing Rates (Score ≥ 70) for Elementary School

Campus	Total ACP Passing Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Bryan ES	40	56.3	26	54.2	13	59.1	*	*	-	-	10	58.8	*	*
Burleson ES	57	66.3	15	41.7	39	83.0	*	*	-	-	29	87.9	*	*
Carr ES	24	51.1	9	45.0	15	55.6	-	-	-	-	12	57.1	*	*
Carver Learning Center	19	38.8	15	34.9	*	*	*	*	-	-	*	*	*	*
Dunbar Learning Center	32	42.1	23	37.7	9	60.0	-	-	-	-	6	50.0	*	*
Ray Learning Center	26	45.6	19	44.2	*	*	*	*	*	*	*	*	*	*
Roberts ES	61	53.5	*	*	56	58.3	*	*	*	*	34	55.7	*	*
Titche ES	52	43.7	16	31.4	33	51.6	*	*	*	*	26	56.5	*	*
Twain ES	39	66.1	22	62.9	15	71.4	*	*	*	*	13	72.2	*	*
Webster ES	47	45.2	16	31.4	31	59.6	-	-	*	*	22	59.5	*	*
Cochran ES	43	58.9	6	31.6	35	68.6	-	-	*	*	25	71.4	*	*
McNair ES	48	56.5	42	58.3	6	50.0	-	-	*	*	*	*	-	-
Moreno ES	32	56.1	-	-	32	56.1	-	-	-	-	22	57.9	*	*
Wilmer-Hutchins ES	88	54.7	28	49.1	59	60.2	*	*	*	*	38	64.4	*	*
Intensive Support Network	608	52.5	241	43.7	351	60.9	8	57.1	8	50.0	245	62.8	15	18.3
District	8,122	69.7	1,418	55.8	6,093	72.9	460	85.5	151	69.9	4,391	72.3	204	31.8

Source: District ACP data files dated June 24, 2016, and district demographic files from PEIMS snapshot date, October 30, 2015.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; ELL = English language learner; SPED = special education; ^aSample sizes include all grade three to grade five students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 12: Fall 2016 ISN Reading ACP Passing Rates (Score >= 70) for Elementary School

Campus	Total ACP Passing Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Bryan ES	97	53.0	62	57.4	35	47.9	*	*	*	*	23	42.6	*	*
Burleson ES	194	59.7	62	51.2	127	64.5	*	*	*	*	94	66.7	*	*
Carr ES	59	50.9	25	43.9	34	60.7	*	*	*	*	29	60.4	5	71.4
Carver Learning Center	55	33.1	50	35.2	*	*	*	*	*	*	*	*	*	*
Dunbar Learning Center	111	41.9	78	36.6	30	63.8	*	*	*	*	23	62.2	*	*
Ray Learning Center	54	49.5	46	49.5	6	46.2	*	*	*	*	*	*	*	*
Roberts ES	157	54.9	19	41.3	134	57.5	*	*	*	*	79	56.4	5	26.3
Titche ES	164	48.0	62	40.3	97	54.2	*	*	*	*	83	59.7	*	*
Twain ES	86	54.8	46	47.4	39	68.4	*	*	*	*	37	69.8	*	*
Webster ES	154	51.9	62	44.6	88	57.1	*	*	*	*	56	57.1	*	*
Cochran ES	117	57.1	28	50.9	86	60.1	*	*	*	*	60	57.7	*	*
McNair ES	169	56.0	133	54.3	33	62.3	*	*	*	*	20	66.7	6	24.0
Moreno ES	120	64.5	-	-	116	63.7	*	*	-	-	81	64.8	*	*
Wilmer-Hutchins ES	250	51.1	65	44.2	173	53.7	7	77.8	5	45.5	102	49.3	*	*
Intensive Support Network	1,787	52.1	738	45.6	1,002	58.0	30	63.8	17	48.6	688	57.9	37	18.5
District	24,514	67.1	4,453	55.5	18,022	69.3	1,466	84.8	573	71.5	12,622	68.3	647	33.6

Source: District ACP data files dated January 31, 2017, and district demographic files from PEIMS snapshot date, October 31, 2016.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; ELL = English language learner; SPED = special education; ^aSample sizes include all grade three to grade five students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 13: Fall 2015 ISN Language Arts ACP Passing Rates (Score ≥ 70) for Elementary School

Campus	Total ACP Passing Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Bryan ES	91	39.6	63	41.7	27	35.1	*	*	-	-	13	22.8	*	*
Burleson ES	159	54.5	50	46.7	104	59.4	5	71.4	*	*	74	58.3	*	*
Carr ES	36	29.0	13	23.6	22	34.4	*	*	*	*	16	30.2	*	*
Carver Learning Center	39	22.0	33	21.4	6	35.3	*	*	*	*	*	*	*	*
Dunbar Learning Center	123	51.7	98	50.5	24	55.8	-	-	*	*	17	54.8	*	*
Ray Learning Center	90	57.3	69	58.0	16	57.1	*	*	*	*	7	58.3	*	*
Roberts ES	134	43.8	7	18.4	124	47.5	*	*	*	*	80	49.4	*	*
Titche ES	93	29.4	34	25.0	57	33.5	*	*	*	*	45	33.3	*	*
Twain ES	81	46.8	49	46.7	31	50.0	*	*	*	*	27	50.9	*	*
Webster ES	143	43.3	66	43.4	74	42.8	*	*	*	*	48	40.7	*	*
Cochran ES	110	49.1	22	38.6	86	54.1	*	*	*	*	63	63.0	*	*
McNair ES	145	50.7	119	50.6	24	50.0	*	*	*	*	11	39.3	*	*
Moreno ES	107	59.1	-	-	107	59.4	*	*	-	-	79	63.7	*	*
Wilmer-Hutchins ES	211	44.1	65	40.4	139	46.8	5	31.2	*	*	79	42.2	*	*
Intensive Support Network	1,562	44.5	688	41.3	841	47.9	19	33.9	14	35.9	562	47.0	22	13.8
District	21,899	59.9	4,169	51.1	15,868	61.2	1,386	78.0	476	67.4	11,087	59.8	480	25.9

Source: District ACP data files dated January 25, 2016, and district demographic files from PEIMS snapshot date, October 30, 2015.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; ELL = English language learner; SPED = special education; ^aSample sizes include all grade three to grade five students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 14: Spring 2016 ISN Language Arts ACP Passing Rates (Score ≥ 70) for Elementary School

Campus	Ethnicity ^b													
	Total ACP Passing Rate ^a										ELL ^b		SPED ^b	
	n	%	African American		Hispanic		White		Other		n	%	n	%
Bryan ES	125	55.6	91	60.3	33	46.5	*	*	-	-	20	36.4	*	*
Burleson ES	200	68.3	68	62.4	125	72.3	7	100.0	*	*	85	68.0	*	*
Carr ES	66	54.1	27	49.1	37	58.7	*	*	*	*	30	57.7	*	*
Carver Learning Center	65	36.3	59	38.3	5	26.3	*	*	*	*	*	*	*	*
Dunbar Learning Center	119	50.0	93	47.9	26	60.5	-	-	*	*	20	58.8	*	*
Ray Learning Center	83	54.6	62	53.4	15	55.6	*	*	*	*	7	58.3	*	*
Roberts ES	156	51.0	11	26.8	141	54.4	*	*	*	*	85	52.1	*	*
Titche ES	149	44.7	57	38.5	87	50.0	*	*	*	*	67	47.9	*	*
Twain ES	92	50.8	52	48.1	38	57.6	*	*	*	*	32	59.3	*	*
Webster ES	163	50.6	76	50.3	85	50.6	*	*	*	*	59	49.2	*	*
Cochran ES	123	56.7	32	56.1	88	56.8	*	*	*	*	62	59.6	*	*
McNair ES	173	59.7	146	60.3	27	58.7	*	*	*	*	16	55.2	*	*
Moreno ES	111	58.7	-	-	111	59.0	*	*	-	-	76	58.9	*	*
Wilmer-Hutchins ES	247	52.9	78	52.0	160	53.3	6	54.5	*	*	87	46.5	*	*
Intensive Support Network	1,872	53.3	852	50.8	978	55.8	26	54.2	16	42.1	647	53.4	28	14.7
District	24,639	67.5	4,889	60.1	17,839	68.6	1,411	83.0	500	73.1	12,460	67.0	566	29.5

Source: District ACP data files dated June 24, 2016, and district demographic files from PEIMS snapshot date, October 30, 2015.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; ELL = English language learner; SPED = special education; ^aSample sizes include all grade three to grade five students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 15: Fall 2016 ISN Language Arts ACP Passing Rates (Score ≥ 70) for Elementary School

Campus	Ethnicity ^b													
	Total ACP Passing Rate ^a										ELL ^b		SPED ^b	
	n	%	African American		Hispanic		White		Other		n	%	n	%
Bryan ES	32	42.1	20	47.6	12	35.3	-	-	-	-	7	29.2	*	*
Burleson ES	73	66.4	23	57.5	46	69.7	*	*	*	*	33	68.8	*	*
Carr ES	12	46.2	*	*	8	61.5	*	*	-	-	6	54.5	*	*
Carver Learning Center	20	32.8	18	34.0	*	*	-	-	*	*	*	*	*	*
Dunbar Learning Center	25	31.6	18	29.5	7	38.9	-	-	-	-	5	41.7	*	*
Ray Learning Center	20	47.6	15	44.1	*	*	*	*	*	*	*	*	*	*
Roberts ES	47	47.5	*	*	43	54.4	*	*	*	*	24	51.1	*	*
Titche ES	36	30.0	10	19.6	26	39.4	*	*	-	-	25	44.6	*	*
Twain ES	21	45.7	11	37.9	10	62.5	*	*	-	-	8	61.5	*	*
Webster ES	57	58.2	27	60.0	29	55.8	*	*	-	-	20	58.8	*	*
Cochran ES	25	37.9	*	*	22	44.0	*	*	-	-	17	45.9	*	*
McNair ES	59	59.0	48	60.0	9	50.0	*	*	-	-	7	70.0	*	*
Moreno ES	45	65.2	-	-	44	65.7	*	*	-	-	30	66.7	*	*
Wilmer-Hutchins ES	62	42.8	20	42.6	41	43.2	*	*	*	*	23	37.7	*	*
Intensive Support Network	534	47.0	219	41.7	300	51.3	9	45.0	6	85.7	207	51.4	4	6.3
District	7,733	62.6	1,364	51.9	5,713	64.6	471	78.4	185	68.0	3,982	64.1	149	23.3

Source: District ACP data files dated January 31, 2017, and district demographic files from PEIMS snapshot date, October 31, 2016.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; ELL = English language learner; SPED = special education; ^aSample sizes include all grade three to grade five students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 16: Fall 2015 ISN Science ACP Passing Rates (Score ≥ 70) for Elementary School

Campus	Total ACP Passing Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Bryan ES	70	30.4	50	50.3	19	50.0	*	*	-	-	11	19.6	*	*
Burleson ES	145	49.5	44	44.3	95	59.7	5	42.9	*	*	71	55.5	*	*
Carr ES	36	29.0	19	47.3	17	48.4	*	*	*	*	15	28.3	*	*
Carver Learning Center	44	24.9	36	33.8	5	35.3	*	*	*	*	*	*	*	*
Dunbar Learning Center	107	44.4	83	37.4	23	48.8	-	-	*	*	15	48.4	*	*
Ray Learning Center	94	59.9	68	46.2	19	42.9	*	*	*	*	8	66.7	*	*
Roberts ES	132	43.1	12	34.2	117	58.2	*	*	*	*	79	48.8	5	22.7
Titche ES	59	18.7	17	31.4	40	52.3	*	*	*	*	31	23.0	*	*
Twain ES	76	43.9	45	55.2	29	66.1	*	*	*	*	26	49.1	*	*
Webster ES	132	39.8	52	50.6	76	45.1	*	*	*	*	57	47.5	*	*
Cochran ES	89	39.7	15	45.6	69	58.5	*	*	*	*	44	44.0	*	*
McNair ES	142	49.1	117	57.6	24	61.2	*	*	*	*	14	48.3	*	*
Moreno ES	136	75.1	-	-	136	60.0	*	*	-	-	96	77.4	*	*
Wilmer-Hutchins ES	312	65.0	89	48.7	210	56.6	10	50.0	*	*	136	72.7	5	19.2
Intensive Support Network	1,574	44.7	647	38.8	879	50.0	28	50.0	20	50.0	607	50.6	26	16.0
District	23,310	63.7	4,168	51.0	17,133	66.1	1,494	84.1	515	72.8	11,945	64.5	598	32.1

Source: District ACP data files dated January 25, 2016, and district demographic files from PEIMS snapshot date, October 30, 2015.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; ELL = English language learner; SPED = special education; ^aSample sizes include all grade three to grade five students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 17: Spring 2016 ISN Science ACP Passing Rates (Score ≥ 70) for Elementary School

Campus	Ethnicity ^b													
	Total ACP Passing Rate ^a										ELL ^b		SPED ^b	
	n	%	African American		Hispanic		White		Other		n	%	n	%
Bryan ES	43	29.1	30	30.3	13	27.7	*	*	-	-	8	22.2	*	*
Burleson ES	100	48.8	26	36.1	71	56.8	*	*	*	*	54	58.7	*	*
Carr ES	29	38.7	12	34.3	16	44.4	*	*	*	*	13	41.9	*	*
Carver Learning Center	42	31.8	36	32.1	*	*	*	*	*	*	*	*	*	*
Dunbar Learning Center	69	42.3	56	41.8	13	46.4	-	-	*	*	9	40.9	*	*
Ray Learning Center	51	53.7	35	47.9	12	66.7	*	*	*	*	5	62.5	*	*
Roberts ES	82	43.6	7	31.8	73	45.1	*	*	*	*	37	36.3	*	*
Titche ES	37	17.5	17	17.9	20	18.3	*	*	*	*	14	15.1	*	*
Twain ES	43	35.5	27	37.5	16	35.6	*	*	*	*	11	30.6	*	*
Webster ES	67	30.3	27	26.5	38	32.5	*	*	-	-	26	31.3	*	*
Cochran ES	48	33.3	11	28.9	36	34.6	*	*	*	*	29	42.0	*	*
McNair ES	105	51.0	86	50.6	19	54.3	*	*	-	-	10	47.6	*	*
Moreno ES	85	64.4	-	-	85	64.9	*	*	-	-	59	64.8	*	*
Wilmer-Hutchins ES	190	62.3	49	52.7	132	65.7	6	75.0	*	*	79	61.7	5	41.7
Intensive Support Network	991	42.2	419	37.5	548	46.7	16	47.1	8	36.4	355	43.3	18	16.5
District	15,758	63.3	2,904	51.8	11,480	65.1	1,009	85.4	365	75.9	7,790	62.3	447	35.2

Source: District ACP data files dated June 24, 2016, and district demographic files from PEIMS snapshot date, October 30, 2015.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; ELL = English language learner; SPED = special education; ^aSample sizes include all grade three to grade five students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 18: Fall 2016 ISN Science ACP Passing Rates (Score ≥ 70) for Elementary School

Campus	Ethnicity ^b													
	Total ACP Passing Rate ^a										ELL ^b		SPED ^b	
	n	%	African American		Hispanic		White		Other		n	%	n	%
Bryan ES	24	48.0	18	56.2	5	29.4	-	-	*	*	*	*	*	*
Burleson ES	56	61.5	30	81.1	25	49.0	*	*	*	*	14	35.9	*	*
Carr ES	22	55.0	13	56.5	9	56.2	-	-	*	*	8	57.1	*	*
Carver Learning Center	28	59.6	25	61.0	*	*	-	-	-	-	*	*	*	*
Dunbar Learning Center	36	45.0	32	47.8	*	*	-	-	*	*	*	*	*	*
Ray Learning Center	8	28.6	6	26.1	*	*	-	-	*	*	-	-	*	*
Roberts ES	59	64.1	6	50.0	52	66.7	*	*	-	-	37	74.0	*	*
Titche ES	42	34.4	20	31.2	22	38.6	*	*	-	-	16	37.2	*	*
Twain ES	38	63.3	18	50.0	19	82.6	-	-	*	*	19	86.4	*	*
Webster ES	54	56.2	17	41.5	36	66.7	*	*	-	-	24	72.7	*	*
Cochran ES	25	46.3	8	57.1	15	39.5	*	*	-	-	8	30.8	*	*
McNair ES	42	45.2	36	46.2	6	40.0	-	-	-	-	*	*	*	*
Moreno ES	35	58.3	-	-	34	57.6	*	*	-	-	23	53.5	*	*
Wilmer-Hutchins ES	103	60.2	31	60.8	66	58.4	*	*	*	*	37	50.0	*	*
Intensive Support Network	572	52.8	260	50.1	298	54.9	10	76.9	*	*	196	51.7	15	21.7
District	8,021	68.6	1,638	62.4	5,739	69.3	469	86.7	175	70.3	4,065	67.9	225	33.4

Source: District ACP data files dated January 31, 2017, and district demographic files from PEIMS snapshot date, October 31, 2016.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; ELL = English language learner; SPED = special education; ^aSample sizes include all grade three to grade five students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 19: Fall 2015 ISN Social Studies ACP Passing Rates (Score >= 70) for Elementary School

Campus	Ethnicity ^b													
	Total ACP Passing Rate ^a										ELL ^b		SPED ^b	
	n	%	African American		Hispanic		White		Other		n	%	n	%
Bryan ES	68	29.4	45	29.8	22	28.2	*	*	-	-	13	22.8	*	*
Burleson ES	93	31.7	30	28.0	60	34.1	*	*	*	*	43	33.6	*	*
Carr ES	35	28.2	10	18.2	24	37.5	*	*	*	*	20	37.7	*	*
Carver Learning Center	35	19.7	29	18.7	*	*	*	*	*	*	*	*	*	*
Dunbar Learning Center	87	36.9	73	38.0	14	32.6	-	-	*	*	10	32.3	*	*
Ray Learning Center	81	51.6	60	50.4	15	53.6	*	*	*	*	6	50.0	*	*
Roberts ES	108	35.2	9	23.7	97	37.0	*	*	*	*	63	38.7	*	*
Titche ES	58	18.4	21	15.6	36	21.2	*	*	*	*	29	21.5	*	*
Twain ES	58	33.5	34	32.4	22	35.5	*	*	*	*	19	35.8	*	*
Webster ES	120	36.0	55	35.9	62	35.4	*	*	*	*	47	39.2	*	*
Cochran ES	92	41.3	16	28.6	74	46.5	*	*	*	*	51	51.0	*	*
McNair ES	116	40.1	87	36.7	27	55.1	*	*	*	*	20	69.0	*	*
Moreno ES	102	56.4	-	-	102	56.7	*	*	-	-	68	54.8	*	*
Wilmer-Hutchins ES	209	43.6	52	32.3	148	49.8	6	37.5	*	*	102	54.5	*	*
Intensive Support Network	1,262	35.9	521	31.3	706	40.1	21	37.5	14	35.9	493	41.0	20	12.3
District	19,660	53.7	3,396	41.6	14,446	55.7	1,382	77.7	436	61.8	9,938	53.6	535	28.8

Source: District ACP data files dated January 25, 2016, and district demographic files from PEIMS snapshot date, October 30, 2015.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; ELL = English language learner; SPED = special education; ^aSample sizes include all grade three to grade five students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 20: Spring 2016 ISN Social Studies ACP Passing Rates (Score ≥ 70) for Elementary School

Campus	Total ACP Passing Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Bryan ES	65	29.3	46	30.9	18	25.7	*	*	-	-	12	22.2	*	*
Burleson ES	103	35.4	29	27.1	70	40.5	*	*	*	*	45	58.7	*	*
Carr ES	45	37.2	21	38.9	22	34.9	*	*	*	*	17	41.9	*	*
Carver Learning Center	36	19.9	30	19.4	*	*	*	*	*	*	*	*	*	*
Dunbar Learning Center	50	20.9	43	22.1	7	16.3	-	-	*	*	6	40.9	*	*
Ray Learning Center	47	30.9	32	27.6	11	40.7	*	*	*	*	5	62.5	*	*
Roberts ES	89	29.1	9	22.0	78	30.1	*	*	*	*	43	36.3	*	*
Titche ES	56	16.9	21	14.3	32	18.4	*	*	*	*	26	15.1	*	*
Twain ES	58	32.2	43	40.2	14	21.2	*	*	*	*	8	30.6	*	*
Webster ES	95	29.4	36	23.7	57	33.9	*	*	*	*	42	31.3	*	*
Cochran ES	69	31.8	15	26.3	51	32.9	*	*	*	*	39	42.0	*	*
McNair ES	99	33.8	80	32.7	18	39.1	*	*	*	*	12	47.6	*	*
Moreno ES	113	59.8	-	-	113	60.1	*	*	-	-	75	64.8	*	*
Wilmer-Hutchins ES	178	38.2	49	32.7	126	42.1	*	*	*	*	80	61.7	*	*
Intensive Support Network	1,103	34.1	454	27.1	621	35.5	16	33.3	12	31.6	411	34.0	13	6.7
District	19,684	53.9	3,405	41.9	14,471	55.7	1,358	79.0	450	64.7	9,877	53.2	506	26.6

Source: District ACP data files dated June 24, 2016, and district demographic files from PEIMS snapshot date, October 30, 2015.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; ELL = English language learner; SPED = special education; ^aSample sizes include all grade three to grade five students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 21: Fall 2015 ISN Mathematics, Reading/LA, Science, and Social Studies ACP Passing Rates (Score ≥ 70) for Middle School

Campus	Total ACP Passing Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Mathematics														
Browne MS	392	49.6	193	41.2	187	61.5	6	54.5	6	75.0	119	56.9	9	34.6
Cary MS	240	44.0	16	43.2	223	44.2	*	*	*	*	160	41.1	6	14.6
Holmes MS	223	36.0	109	30.2	112	44.1	*	*	*	*	84	45.2	*	*
Storey MS	262	48.4	101	41.1	158	55.1	*	*	*	*	86	48.6	*	*
Intensive Support Network	1,117	44.7	419	37.7	680	50.4	10	47.6	8	53.3	449	46.7	22	22.9
District	34,514	56.9	6,172	46.7	25,647	58.8	1,888	73.9	807	62.3	11,503	52.5	722	33.4
Reading/LA (non-ESL)														
Browne MS	473	60.6	280	59.3	179	61.7	7	70.0	7	87.5	114	58.8	12	48.0
Cary MS	290	54.5	21	56.8	266	54.2	*	*	*	*	188	50.1	5	12.2
Holmes MS	325	52.5	179	49.9	143	56.1	*	*	*	*	100	53.8	*	*
Storey MS	326	60.1	149	59.8	171	60.0	*	*	*	*	86	49.4	7	33.3
Intensive Support Network	1,414	57.2	629	56.3	759	57.5	15	75.0	11	73.3	488	52.5	27	28.1
District	38,654	72.2	7,905	63.2	28,001	67.7	1,960	85.3	788	69.8	11,587	56.3	732	33.3
Science														
Browne MS	419	52.8	232	49.4	176	57.7	6	54.5	5	62.5	110	52.4	9	33.3
Cary MS	258	47.3	22	59.5	232	46.0	*	*	*	*	157	40.4	10	24.4
Holmes MS	202	32.5	111	30.7	89	35.0	*	*	*	*	62	33.3	*	*
Storey MS	262	47.8	111	44.4	147	50.7	*	*	*	*	70	39.1	8	34.8
Intensive Support Network	1,141	45.5	476	42.5	644	47.6	13	61.9	8	53.3	399	41.4	28	27.7
District	37,493	62.0	7,480	57.6	26,960	61.8	2,171	82.2	882	69.2	11,884	54.2	847	36.8
Social Studies														
Browne MS	312	39.4	165	35.1	138	45.7	5	45.5	*	*	85	41.1	8	29.6
Cary MS	216	39.6	16	43.2	196	38.9	*	*	*	*	128	33.0	6	14.6
Holmes MS	177	28.8	96	26.7	79	31.5	*	*	*	*	52	28.1	*	*
Storey MS	322	59.4	153	62.4	164	56.7	*	*	*	*	77	43.3	8	42.1
Intensive Support Network	1,027	41.2	430	38.7	577	42.9	11	55.0	9	60.0	342	35.7	25	25.8
District	33,674	61.1	6,655	55.1	24,785	61.9	1,570	80.8	664	61.4	10,883	51.2	723	32.2

Source: District ACP data files dated January 25, 2016, and district demographic files from PEIMS snapshot date, October 30, 2015.

Note: An asterisk represents samples sizes with fewer than five students; MS = middle school; ELL = English language learner; SPED = special education; LA = Language Arts;

^aSample sizes include all grade six to grade eight students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 22: Spring 2016 ISN Mathematics, Reading/LA, Science, and Social Studies ACP Passing Rates (Score ≥ 70) for Middle School

Campus	Total ACP Passing Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Mathematics														
Browne MS	135	48.2	71	42.8	60	56.6	*	*	*	*	42	56.8	6	22.2
Cary MS	26	16.7	*	*	24	16.1	*	*	*	*	15	13.4	*	*
Holmes MS	34	18.3	20	17.5	14	19.7	*	*	-	-	11	22.9	*	*
Storey MS	91	53.8	29	46.8	61	57.5	*	*	-	-	31	47.0	*	*
Intensive Support Network	286	36.2	122	35.3	159	36.8	*	*	*	*	99	33.0	7	15.2
District	17,507	62.3	2,875	49.0	13,081	64.7	1,103	80.2	448	69.5	4,377	54.8	302	37.2
Reading/LA (non-ESL)														
Browne MS	139	51.5	76	46.6	59	59.6	*	*	*	*	35	53.8	*	*
Cary MS	91	61.5	*	*	87	61.7	*	*	*	*	61	57.5	*	*
Holmes MS	84	41.8	48	39.7	34	44.2	*	*	*	*	22	43.1	*	*
Storey MS	97	56.7	32	47.8	64	62.1	*	*	-	-	30	50.0	*	*
Intensive Support Network	411	52.0	158	44.5	244	58.1	6	50.0	*	*	148	52.5	7	15.2
District	21,888	68.9	4,334	62.4	15,957	69.8	1,154	85.5	443	72.0	5,440	57.0	423	37.1
Science														
Browne MS	305	56.0	174	53.7	122	60.1	6	42.9	*	*	78	57.4	8	14.8
Cary MS	202	50.9	18	54.5	179	49.9	5	100.0	-	-	120	42.9	*	*
Holmes MS	162	41.5	95	43.4	64	38.6	*	*	*	*	41	32.8	*	*
Storey MS	174	50.0	75	46.3	95	52.5	*	*	*	*	48	41.4	*	*
Intensive Support Network	843	50.2	362	49.1	460	50.6	15	66.7	6	62.5	287	43.7	12	13.6
District	22,815	63.8	4,251	57.3	16,722	64.6	1,275	79.2	567	70.0	7,950	60.2	541	42.7
Social Studies														
Browne MS	262	48.2	150	46.4	103	50.7	6	42.9	*	*	68	50.4	7	13.5
Cary MS	192	48.4	18	54.5	171	47.6	*	*	-	-	117	41.8	*	*
Holmes MS	123	30.1	69	29.7	53	30.8	*	*	*	*	38	28.4	*	*
Storey MS	239	68.3	116	70.7	119	66.1	*	*	*	*	70	59.3	5	100.0
Intensive Support Network	816	48.0	353	46.9	446	48.8	13	50.0	*	*	293	43.9	14	16.7
District	21,823	65.4	4,210	59.0	16,188	66.3	974	83.0	451	71.4	8,427	58.9	490	38.9

Source: District ACP data files dated June 24, 2016, and district demographic files from PEIMS snapshot date, October 30, 2015.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; MS = middle school; ELL = English language learner; SPED = special education; ^aSample sizes include all grade six to grade eight students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 23: Fall 2016 ISN Mathematics, Reading/LA, Science, and Social Studies ACP Passing Rates (Score ≥ 70) for Middle School

Campus	Total ACP Passing Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Mathematics														
Browne MS	352	65.8	151	57.2	196	74.5	*	*	*	*	140	73.3	25	67.6
Cary MS	281	48.2	18	42.9	258	48.5	*	*	*	*	195	46.7	8	23.5
Holmes MS	289	46.2	154	40.8	130	53.7	*	*	*	*	100	54.6	*	*
Storey MS	248	50.0	113	48.3	130	51.4	*	*	*	*	86	49.4	*	*
Intensive Support Network	1,170	52.2	436	47.5	714	55.3	14	66.7	6	50.0	521	53.9	37	43.5
District	31,435	58.5	6,030	47.0	22,614	60.6	1,954	75.5	837	65.3	13,080	55.5	693	33.1
Reading/LA (non-ESL)														
Browne MS	368	69.2	172	65.4	192	73.3	*	*	*	*	139	72.8	9	24.3
Cary MS	356	63.5	25	59.5	324	63.5	*	*	*	*	240	60.8	7	20.0
Holmes MS	351	57.0	212	56.4	134	57.5	*	*	*	*	96	54.9	*	*
Storey MS	289	59.2	148	63.0	135	55.3	*	*	*	*	80	48.5	*	*
Intensive Support Network	1,364	62.1	557	60.8	785	62.9	16	76.2	6	54.5	555	59.9	20	23.3
District	38,985	68.5	7,711	63.4	28,460	69.0	2,006	85.1	808	70.4	13,028	58.8	730	33.5
Science														
Browne MS	285	53.5	130	49.1	149	57.3	5	100.0	*	*	104	55.3	9	24.3
Cary MS	358	61.6	21	50.0	331	62.5	*	*	*	*	239	57.5	*	*
Holmes MS	303	48.1	178	47.0	121	49.6	*	*	*	*	87	47.5	*	*
Storey MS	306	61.6	141	60.0	158	62.5	*	*	*	*	103	59.2	*	*
Intensive Support Network	1,252	55.9	470	51.0	759	59.0	16	76.2	7	58.3	533	55.5	20	22.7
District	35,722	59.8	6,546	52.2	26,358	60.7	1,973	79.1	845	68.4	12,530	53.3	724	33.0
Social Studies														
Browne MS	310	57.9	147	55.5	158	60.3	*	*	*	*	111	58.4	9	23.1
Cary MS	258	44.5	18	43.9	235	44.3	*	*	*	*	167	40.2	5	14.7
Holmes MS	200	31.7	115	30.4	81	32.9	*	*	*	*	58	31.5	*	*
Storey MS	224	45.3	106	45.3	112	44.6	5	83.3	*	*	62	36.0	*	*
Intensive Support Network	992	44.3	386	42.0	586	45.5	13	61.9	7	58.3	398	41.4	19	21.1
District	32,541	58.9	6,048	52.0	24,210	59.9	1,622	80.1	661	60.8	11,524	50.3	705	32.7

Source: District ACP data files dated January 31, 2017, and district demographic files from PEIMS snapshot date, October 31, 2016.

Note: An asterisk represents samples sizes with fewer than five students; MS = middle school; ELL = English language learner; SPED = special education; ^aSample sizes include all grade six to grade eight students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix C Table 24: Spring 2017 ISN Mathematics, Reading/LA, Science, and Social Studies ACP Passing Rates (Score >= 70) for Middle School

Campus	Total ACP Passing Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Mathematics														
Browne MS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cary MS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Holmes MS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Storey MS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Intensive Support Network	-	-	-	-	-	-	-	-	-	-	-	-	-	-
District	12,418	65.6	2,034	53.1	9,220	67.6	843	82.2	321	72.8	2,578	56.6	225	44.5
Reading/LA (non-ESL)														
Browne MS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cary MS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Holmes MS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Storey MS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Intensive Support Network	-	-	-	-	-	-	-	-	-	-	-	-	-	-
District	2,853	57.9	589	57.8	2,121	57.5	87	78.4	56	50.9	530	37.2	70	36.6
Science														
Browne MS	160	53.5	72	51.4	84	55.3	*	*	*	*	63	52.5	5	22.7
Cary MS	233	70.0	16	57.1	214	70.9	*	*	*	*	173	69.5	12	54.5
Holmes MS	206	52.6	112	49.8	91	55.8	*	*	*	*	66	52.8	*	*
Storey MS	199	62.2	90	62.9	105	61.0	*	*	*	*	70	56.5	*	*
Intensive Support Network	979	59.4	290	54.1	494	62.6	9	64.3	5	100.0	372	60.2	20	39.2
District	22,422	63.9	4,014	57.0	16,747	64.7	1,180	79.7	501	70.5	8,287	59.4	513	41.9
Social Studies														
Browne MS	179	55.8	77	51.3	98	59.8	*	*	*	*	74	57.8	*	*
Cary MS	172	45.9	6	18.8	162	47.9	*	*	*	*	123	44.1	5	23.8
Holmes MS	179	44.2	96	40.2	80	49.4	*	*	*	*	56	46.3	*	*
Storey MS	149	46.6	68	47.6	78	45.1	*	*	*	*	48	38.4	*	*
Intensive Support Network	830	47.8	247	43.8	418	49.9	8	57.1	6	100.0	301	46.1	11	20.8
District	21,496	63.3	3,721	54.4	16,240	64.5	1,052	81.9	483	71.1	8,727	57.0	489	38.3

Source: District ACP data files dated June 20, 2017, and district demographic files from PEIMS snapshot date, October 31, 2016.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; MS = middle school; ELL = English language learner; SPED = special education; ^aSample sizes include all grade six to grade eight students at each campus; ^bSample sizes include the number of students who passed the ACP for each demographic group.

Appendix D

Appendix D: 2016 to 2017 ISN STAAR Changes by Grade and Campus – Mathematics

	Approaches Grade Level					Meets Grade Level				
	2016		2017		1 Yr Δ	2016		2017		1 Yr Δ
	Tested <i>n</i>	Met %	Tested <i>n</i>	Met %		Tested <i>n</i>	Met %	Tested <i>n</i>	Met %	
Grade 3										
Bryan	82	46.3	58	53.4	7.1	82	15.9	54	22.2	6.3
Burleson	107	47.7	121	62.8	15.1	107	16.8	119	38.7	21.9
Carr	40	50.0	52	48.1	-1.9	40	12.5	52	25.0	12.5
Carver	68	27.9	54	40.7	12.8	68	2.9	54	13.0	10.1
Cochran	83	63.9	83	55.4	-8.5	83	32.5	80	26.3	-6.2
Dunbar	77	28.6	99	39.4	10.8	77	10.4	97	20.6	10.2
McNair	110	49.1	97	78.4	29.3	110	19.1	93	38.7	19.6
Moreno	64	82.8	59	79.7	-3.1	64	48.4	57	28.1	-20.3
Ray	53	35.8	41	48.8	13.0	53	17.0	41	24.4	7.4
Roberts	92	64.1	91	67.0	2.9	92	27.2	91	37.4	10.2
Titche	114	36.0	104	51.0	15.0	114	8.8	102	25.5	16.7
Twain	39	48.7	50	56.0	7.3	39	23.1	50	22.0	-1.1
Webster	114	43.9	98	58.2	14.3	114	15.8	98	27.6	11.8
Wilmer-Hutchins	122	48.4	171	49.1	0.7	122	17.2	170	22.9	5.7
ISN	1,165	47.8	1,178	56.5	8.7	1,165	18.6	1,158	27.5	8.9
District	12,488	66.0	12,570	71.0	5.0	12,488	33.2	12,369	40.5	7.3
Grade 4										
Bryan	71	32.4	81	56.8	24.4	71	5.6	72	19.4	13.8
Burleson	102	49.0	109	38.5	-10.5	102	16.7	109	14.7	-2.0
Carr	36	44.4	28	64.3	19.9	36	11.1	28	35.7	24.6
Carver	60	26.7	60	45.0	18.3	60	5.0	60	23.3	18.3
Cochran	51	78.4	69	68.1	-10.3	51	31.4	68	41.2	9.8
Dunbar	73	46.6	72	43.1	-3.5	73	9.6	72	12.5	2.9
McNair	101	46.5	92	74.2	27.7	101	16.8	89	47.2	30.4
Moreno	62	45.2	67	85.1	39.9	62	6.5	66	62.1	55.6
Ray	46	34.8	40	25.0	-9.8	46	4.3	40	10.0	5.7
Roberts	94	66.0	96	62.5	-3.5	94	25.5	96	33.3	7.8
Titche	81	35.8	116	42.2	6.4	81	9.9	113	19.5	9.6
Twain	68	38.2	44	63.6	25.4	68	7.4	44	34.1	26.7
Webster	118	41.5	92	56.5	15.0	118	13.6	92	28.3	14.7
Wilmer-Hutchins	165	50.3	140	53.6	3.3	165	12.7	139	20.9	8.2
ISN	1,128	46.0	1,107	55.2	9.2	1,128	13.1	1,088	27.8	14.7
District	11,829	64.3	12,370	69.3	5.0	11,829	29.4	12,140	40.0	10.6
Grade 5										
Bryan	68	61.8	54	61.1	-0.7	68	16.2	48	16.7	0.5
Burleson	89	86.5	55	37.5	-49.0	89	27.0	88	19.3	-7.7
Carr	53	62.3	40	62.5	0.2	53	13.2	40	15.0	1.8
Carver	49	38.8	45	64.4	25.6	49	8.2	45	24.4	16.2
Cochran	71	83.1	62	79.0	-4.1	71	23.9	56	42.9	19.0
Dunbar	73	79.5	73	65.8	-13.7	73	19.2	73	23.3	4.1
McNair	84	64.3	99	75.9	11.6	84	21.4	91	35.2	13.8
Moreno	56	67.9	61	86.9	19.0	56	21.4	60	33.3	11.9
Ray	54	50.0	32	46.9	-3.1	54	13.0	32	9.4	-3.6
Roberts	111	83.8	92	92.4	8.6	111	35.1	91	51.6	16.5
Titche	111	47.7	111	59.5	11.8	111	10.8	110	15.5	4.7
Twain	51	72.5	60	75.0	2.5	51	27.5	59	28.8	1.3
Webster	98	66.3	94	74.5	8.2	98	19.4	94	23.4	4.0
Wilmer-Hutchins	163	62.0	169	67.5	5.5	163	17.8	169	22.5	4.7
ISN	1,131	66.8	1,080	70.6	3.8	1,131	20.1	1,056	26.4	6.3
District	11,518	80.1	11,828	81.4	1.3	11,518	35.8	11,582	43.0	7.2
Grade 6										
Browne	251	32.7	177	56.5	23.8	251	7.2	172	11.0	3.8
Cary	191	62.3	207	56.0	-6.3	191	21.5	203	19.7	-1.8
Holmes	217	40.6	217	50.7	10.1	217	13.8	213	11.7	-2.1
Storey	201	44.8	173	55.5	10.7	201	12.4	161	17.4	5.0
ISN	861	44.0	774	54.5	10.5	861	13.2	749	15.0	1.8
District	9,834	58.9	10,292	65.6	6.7	9,834	27.7	10,099	29.7	2.0

table continues

Table (continued)

	Approaches Grade Level					Meets Grade Level				
	2016		2017		1 Yr Δ	2016		2017		1 Yr Δ
	Tested <i>n</i>	Met %	Tested <i>n</i>	Met %		Tested <i>n</i>	Met %	Tested <i>n</i>	Met %	
Grade 7										
Browne	271	38.4	156	49.4	11.0	271	14.0	155	21.3	7.3
Cary	171	29.2	156	28.8	-0.4	171	7.0	154	0.6	-6.4
Holmes	174	22.4	188	43.6	21.2	174	2.3	181	8.8	6.5
Storey	166	31.9	150	24.0	-7.9	166	4.8	145	1.4	-3.4
ISN	782	31.5	650	36.9	5.4	782	7.9	635	8.2	0.3
District	7,265	43.5	7,256	47.3	3.8	7,265	12.0	7,099	14.3	2.3
Grade 8										
Browne	270	72.6	199	87.9	15.3	270	18.1	199	41.2	23.1
Cary	144	41.7	221	73.8	32.1	144	7.6	215	29.3	21.7
Holmes	193	42.5	232	81.0	38.5	193	7.3	225	23.1	15.8
Storey	178	70.8	193	81.9	11.1	178	29.2	188	35.1	5.9
ISN	785	59.1	845	80.9	21.8	785	16.1	827	31.8	15.7
District	9,830	71.6	9,975	80.6	9.0	9830	29.1	9,796	35.9	6.8
Grades 3 to 8										
ISN	5,852	49.9	5,634	60.1	10.2	5,852	15.3	5,513	24.1	8.8
District	62,764	65.4	64,291	70.5	5.1	62,764	29.0	63,085	35.5	6.5

Source: District STAAR files dated July 11, 2016 (2016 grades three to eight) and June 15, 2017 (2017 grades three to eight), for students enrolled on the year's PEIMS snapshot date.

Note: Results reflect percentage of students meeting or exceeding the Approaches Grade Level (formerly Level II Satisfactory) or Meets Grade Level (formerly Final Recommended) standard for all versions and administrations of STAAR. Change expressed in percentage point differences. Δ=change.

Appendix E

Appendix E: 2016 to 2017 ISN STAAR Changes by Grade and Campus – Reading

	Approaches Grade Level					Meets Grade Level				
	2016		2017		1 Yr Δ	2016		2017		1 Yr Δ
	Tested <i>n</i>	Met %	Tested <i>n</i>	Met %		Tested <i>n</i>	Met %	Tested <i>n</i>	Met %	
Grade 3										
Bryan	82	43.9	58	43.1	-0.8	82	22.0	54	24.1	2.1
Burleson	107	55.1	121	59.5	4.4	107	31.8	119	25.2	-6.6
Carr	40	52.5	52	42.3	-10.2	40	15.0	52	19.2	4.2
Carver	68	32.4	54	37.0	4.6	68	11.8	54	16.7	4.9
Cochran	83	63.9	83	55.4	-8.5	83	24.1	80	22.5	-1.6
Dunbar	75	32.0	99	36.4	4.4	75	9.3	97	20.6	11.3
McNair	109	47.7	97	56.7	9.0	109	24.8	93	31.2	6.4
Moreno	64	68.8	59	74.6	5.8	64	54.7	57	42.1	-12.6
Ray	53	35.8	41	39.0	3.2	53	22.6	41	12.2	-10.4
Roberts	92	53.3	91	57.1	3.8	92	20.7	91	34.1	13.4
Titche	114	31.6	104	45.2	13.6	114	10.5	102	19.6	9.1
Twain	39	43.6	50	48.0	4.4	39	12.8	50	28.0	15.2
Webster	114	32.5	98	48.0	15.5	114	13.2	98	22.4	9.2
Wilmer-Hutchins	124	46.8	171	42.1	-4.7	124	20.2	170	19.4	-0.8
ISN	1,164	45.3	1,178	49.1	3.8	1,164	20.9	1,158	24.0	3.1
District	12,489	62.1	12,569	63.4	1.3	12,489	33.1	12,368	36.3	3.2
Grade 4										
Bryan	71	39.4	80	51.3	11.9	71	16.9	71	16.9	0.0
Burleson	102	55.9	109	46.8	-9.1	102	27.5	109	27.5	0.0
Carr	36	44.4	28	46.4	2.0	36	8.3	28	10.7	2.4
Carver	60	36.7	60	48.3	11.6	60	6.7	60	13.3	6.6
Cochran	51	58.8	69	44.9	-13.9	51	29.4	68	14.7	-14.7
Dunbar	73	50.7	72	30.6	-20.1	73	23.3	72	11.1	-12.2
McNair	101	37.6	93	52.7	15.1	101	12.9	89	21.3	8.4
Moreno	61	49.2	67	70.1	20.9	61	26.2	66	48.5	22.3
Ray	46	43.5	40	37.5	-6.0	46	15.2	40	27.5	12.3
Roberts	94	55.3	96	56.3	1.0	94	29.8	96	26.0	-3.8
Titche	81	42.0	116	31.9	-10.1	81	16.0	113	14.2	-1.8
Twain	68	35.3	44	50.0	14.7	68	17.6	44	29.5	11.9
Webster	118	42.4	92	40.2	-2.2	118	14.4	92	18.5	4.1
Wilmer-Hutchins	165	47.9	140	36.4	-4.5	165	24.2	139	18.7	-5.5
ISN	1,127	45.9	1,106	45.1	-0.8	1,127	20.0	1,087	21.2	1.2
District	11,833	62.6	12,363	60.9	-1.7	11,833	32.1	12,133	34.4	2.3
Grade 5										
Bryan	68	58.8	54	64.8	6.0	68	26.5	48	27.1	0.6
Burleson	89	67.4	88	73.9	6.5	89	30.3	88	35.2	4.9
Carr	53	41.5	40	52.5	11.0	53	22.6	40	15.0	-7.6
Carver	49	34.7	45	53.3	18.6	49	6.1	45	20.0	13.9
Cochran	71	66.2	62	79.0	12.8	71	25.4	56	33.9	8.5
Dunbar	73	57.5	73	54.8	-2.7	73	13.7	73	26.0	12.3
McNair	84	58.3	99	75.8	17.5	84	26.2	91	28.6	2.4
Moreno	56	58.9	61	77.0	18.1	56	19.5	60	36.7	17.2
Ray	54	53.7	32	43.8	-9.9	54	16.7	32	28.1	11.4
Roberts	111	63.1	92	71.7	8.6	111	35.1	91	35.2	0.1
Titche	111	46.8	111	64.9	18.1	111	21.6	110	33.6	12.0
Twain	51	68.6	60	73.3	4.7	51	35.3	59	37.3	2.0
Webster	98	54.1	94	62.8	8.7	98	23.5	94	25.5	2.0
Wilmer-Hutchins	163	55.8	169	25.4	-30.4	163	20.9	169	25.4	4.5
ISN	1,131	56.6	1,080	65.7	9.1	1,131	23.7	1,056	29.5	5.8
District	11,521	74.4	11,831	78.0	3.6	11,521	39.5	11,586	42.6	3.1
Grade 6										
Browne	250	30.4	177	44.6	14.2	250	10.8	172	19.2	8.4
Cary	193	44.0	206	47.1	3.1	193	19.7	202	14.9	-4.8
Holmes	219	41.1	217	43.3	2.2	219	11.4	213	9.9	-1.5
Storey	200	31.5	173	35.3	3.8	200	8.5	161	8.7	0.2
ISN	862	36.4	773	42.8	6.4	862	12.4	748	13.1	0.7
District	9,844	52.2	10,321	53.7	1.5	9,844	24.0	10,126	23.3	-0.7

table continues

Table (continued)

	Approaches Grade Level					Meets Grade Level				
	2016		2017		1 Yr Δ	2016		2017		1 Yr Δ
	Tested <i>n</i>	Met %	Tested <i>n</i>	Met %		Tested <i>n</i>	Met %	Tested <i>n</i>	Met %	
Grade 7										
Browne	273	47.3	157	65.6	18.3	273	19.4	156	23.7	4.3
Cary	195	42.6	195	50.8	8.2	195	11.8	193	15.0	3.2
Holmes	214	43.9	230	60.0	16.1	214	16.8	223	22.0	5.2
Storey	178	46.6	186	39.2	-7.4	178	15.2	181	11.6	-3.6
ISN	860	45.2	768	53.8	8.6	860	16.2	753	18.1	1.9
District	9,676	56.0	9,729	59.9	3.9	9,676	27.4	9,571	28.2	0.8
Grade 8										
Browne	271	72.0	199	75.4	3.2	271	15.9	199	32.2	16.3
Cary	155	67.7	205	65.4	-2.3	155	20.6	199	21.6	1.0
Holmes	208	58.2	216	75.9	17.7	208	13.0	209	24.9	11.9
Storey	184	73.9	167	72.5	-1.4	184	18.5	162	21.0	2.5
ISN	818	68.1	787	72.3	4.2	818	16.6	769	25.1	8.5
District	9,859	77.3	9,367	75.9	-1.4	9,859	31.3	9,188	32.9	1.6
Grades 3 to 8										
ISN	5,962	49.4	5,692	54.5	5.1	5,962	18.7	5,574	22.4	3.7
District	65,222	64.3	66,180	65.3	1.0	65,222	31.6	64,972	33.4	1.8

Source: District STAAR files dated July 11, 2016 (2016 grades three to eight) and June 15, 2017 (2017 grades three to eight), for students enrolled on the year's PEIMS snapshot date.

Note: Results reflect percentage of students meeting or exceeding the Approaches Grade Level (formerly Level II Satisfactory) or Meets Grade Level (formerly Final Recommended) standard for all versions and administrations of STAAR. Change expressed in percentage point differences. Δ=change.

Appendix F

Appendix F Table 1: Fall 2015 ISN Attendance Rates

Campus	Total Attendance Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	N	%	n	%	n	%	n	%	n	%	n	%	n	%
Middle Schools														
Browne MS	874	94.9	523	94.3	330	95.8	13	95.3	8	93.9	222	96.5	78	94.5
Cary MS	586	96.2	40	95.9	538	96.3	*	*	*	*	421	96.4	59	94.6
Holmes MS	711	95.0	421	94.5	283	95.7	*	*	*	*	204	96.2	94	93.3
Storey MS	603	95.7	282	94.8	313	96.5	6	93.7	*	*	192	96.7	73	92.8
Elementary Schools														
Bryan ES	508	96.2	332	96.0	163	96.7	12	96.2	*	*	115	97.6	50	96.3
Burleson ES	741	95.9	275	94.9	444	96.5	12	96.6	10	96.3	312	96.9	20	94.8
Carr ES	334	96.4	173	96.4	152	96.3	5	96.1	*	*	123	97.5	31	94.1
Carver Learning Center	414	95.2	348	95.4	57	93.9	*	*	8	97.8	34	96.5	28	94.5
Dunbar Learning Center	586	95.0	481	94.7	95	96.5	5	96.4	5	93.5	72	96.7	46	94.9
Ray Learning Center	310	95.1	250	94.9	47	96.4	5	89.3	8	96.1	17	98.4	17	97.0
Roberts ES	655	96.8	92	94.9	553	97.1	7	96.1	*	*	351	97.6	32	96.1
Titche ES	838	95.6	354	94.7	450	96.4	26	93.8	8	95.7	346	96.7	44	95.4
Twain ES	327	96.4	193	95.8	121	97.6	10	92.4	*	*	100	98.2	16	96.0
Webster ES	760	95.7	316	94.5	435	96.5	7	97.2	*	*	283	97.2	54	93.8
Cochran ES	530	95.3	154	93.7	359	95.9	8	95.1	9	97.4	234	96.8	39	93.9
McNair ES	691	94.5	556	94.2	122	96.2	9	96.0	*	*	69	97.3	63	95.0
Moreno ES	422	96.4	*	*	414	96.4	*	*	*	*	272	97.2	12	93.5
Wilmer-Hutchins ES	1,026	96.9	320	96.7	655	97.2	36	94.6	15	96.0	430	97.4	50	97.0
Intensive Support Network	10,916	95.7	5,114	94.9	5,531	96.5	172	95.0	99	95.9	3,797	97.0	806	94.6
District	164,121	96.0	37,886	94.7	114,465	96.3	7,935	96.0	3,835	96.6	69,664	96.8	12,324	94.3

Source: District attendance data file dated January 13, 2016, and district demographic files from PEIMS snapshot date, October 30, 2015.

Note: An asterisk represents samples sizes with fewer than five students; ES = elementary school; MS = middle school; ELL = English language learner; SPED = special education; ^aSample sizes include the number of students at each campus; ^bSample sizes include the number of each demographic group.

Appendix F Table 2: Spring 2016 ISN Attendance Rates

Campus	Total Attendance Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	N	%	n	%	n	%	n	%	n	%	n	%	n	%
Middle Schools														
Browne MS	874	94.5	523	93.7	330	95.8	13	96.3	8	90.6	222	96.8	78	92.9
Cary MS	586	95.6	40	94.2	538	95.7	*	*	*	*	421	95.6	59	93.8
Holmes MS	711	94.2	421	93.5	283	95.2	*	*	*	*	204	95.7	94	92.3
Storey MS	603	94.4	282	92.9	313	95.6	6	95.0	*	*	192	95.4	73	92.4
Elementary Schools														
Bryan ES	508	95.5	332	94.9	163	96.5	12	97.8	*	*	115	96.9	50	95.9
Burleson ES	741	95.6	275	95.0	444	96.0	12	95.4	10	96.9	312	96.4	20	95.4
Carr ES	334	95.8	173	95.7	152	95.8	5	96.3	*	*	123	96.8	31	94.5
Carver Learning Center	414	94.2	348	94.5	57	91.9	*	*	8	96.0	34	95.6	28	92.9
Dunbar Learning Center	586	93.6	481	93.4	95	94.8	5	95.3	5	89.7	72	95.5	46	95.0
Ray Learning Center	310	94.0	250	93.8	47	94.8	5	89.4	8	98.1	17	96.7	17	95.5
Roberts ES	655	96.4	92	95.1	553	96.6	7	95.4	*	*	351	97.0	32	95.9
Titche ES	838	95.4	354	94.2	450	96.2	26	95.5	8	95.6	346	96.6	44	95.2
Twain ES	327	95.7	193	94.8	121	97.5	10	90.6	*	*	100	97.7	16	94.5
Webster ES	760	95.3	316	94.0	435	96.3	7	95.6	*	*	283	96.8	54	95.0
Cochran ES	530	95.0	154	92.9	359	95.8	8	97.1	9	95.4	234	96.8	39	93.3
McNair ES	691	93.9	556	93.4	122	96.2	9	94.4	*	*	69	97.0	63	94.9
Moreno ES	422	95.7	*	*	414	95.7	*	*	-	-	272	96.5	12	95.2
Wilmer-Hutchins ES	1,026	96.5	320	95.6	655	97.0	36	95.1	15	96.7	430	97.5	50	95.2
Intensive Support Network	10,915	95.1	5,113	94.1	5,531	96.0	172	95.2	99	95.3	3,797	96.6	806	94.1
District	171,576	95.3	37,886	93.8	114,465	95.7	7,935	95.9	3,835	96.1	69,664	96.2	12,324	93.6

Source: District attendance data file dated June 6, 2016, and district demographic files from PEIMS snapshot date, October 30, 2015.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; MS = middle school; ELL = English language learner; SPED = special education; ^aSample sizes include the number of students at each campus; ^bSample sizes include the number of each demographic group.

Appendix F Table 3: Fall 2016 ISN Attendance Rates

Campus	Total Attendance Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	N	%	n	%	n	%	n	%	n	%	n	%	n	%
Middle Schools														
Browne MS	570	95.6	274	94.8	285	96.3	8	94.3	*	*	209	97.2	53	95.3
Cary MS	630	96.1	47	95.5	572	96.2	7	95.1	*	*	451	96.3	53	95.0
Holmes MS	711	95	424	94.4	278	95.9	*	*	5	93.6	209	96.1	76	93.2
Storey MS	561	95.7	280	95	271	96.3	6	98.6	*	*	188	96.5	65	94.2
Elementary Schools														
Bryan ES	450	95.6	270	95.4	166	96.1	7	97.0	7	93.2	123	97.1	45	96.9
Burleson ES	734	95.9	281	94.9	432	96.6	14	94.7	7	96.5	317	97.1	46	94.3
Carr ES	329	96.1	184	95.7	139	96.8	*	*	*	*	114	97.6	33	94.7
Carver Learning Center	364	95.7	312	95.8	46	95.0	-	-	6	97.2	28	96.8	29	95.5
Dunbar Learning Center	605	95.0	500	94.8	92	95.8	8	96.0	5	93.2	78	96.4	49	93.1
Ray Learning Center	243	95.1	205	95.1	30	94.4	*	*	5	96.5	8	95.5	18	96.3
Roberts ES	611	96.5	94	95.1	504	96.7	10	97.3	*	*	324	97.2	29	94.2
Titche ES	790	95.8	333	95.0	430	96.5	18	94.4	9	90.8	334	96.9	51	94.2
Twain ES	287	96.4	168	95.8	115	97.6	*	*	*	*	95	98.0	18	95.4
Webster ES	644	95.7	299	94.7	333	96.5	8	93.4	*	*	226	96.8	52	93.8
Cochran ES	519	95.3	158	94.4	347	95.7	10	95.9	*	*	239	96.6	49	93.4
McNair ES	660	95.2	532	95.0	117	95.9	8	95.7	*	*	69	96.8	59	95.3
Moreno ES	436	96.3	*	*	424	96.3	8	94.7	-	-	274	97.1	38	96.1
Wilmer-Hutchins ES	985	96.6	275	96.1	668	96.8	27	95.1	15	95.7	457	97.2	43	93.7
Intensive Support Network	10,129	95.8	4,640	95.1	5,249	96.4	152	95.2	88	95.1	3,743	96.9	806	94.5
District	162,914	95.9	37,479	94.5	113,555	96.4	3,854	96.2	8,026	96.5	71,024	96.8	12,619	94.3

Source: District attendance data file dated January 23, 2016, and district demographic files from PEIMS snapshot date, October 31, 2016.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; MS = middle school; ELL = English language learner; SPED = special education; ^aSample sizes include the number of students at each campus; ^bSample sizes include the number of each demographic group.

Appendix F Table 4: Spring 2017 ISN Attendance Rates

Campus	Total Attendance Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	N	%	n	%	n	%	n	%	n	%	n	%	n	%
Middle Schools														
Browne MS	569	95.3	273	94.5	285	96.0	8	94.6	*	*	209	96.8	53	94.7
Cary MS	630	95.4	47	94.2	572	95.5	7	93.3	*	*	451	95.5	53	94.5
Holmes MS	711	94.2	424	93.7	278	95.0	*	*	5	89.7	209	95.3	76	92.5
Storey MS	561	94.7	280	93.8	271	95.6	6	97.6	*	*	188	95.5	65	92.8
Elementary Schools														
Bryan ES	450	95.4	270	94.9	166	96.3	7	97.4	7	93.6	123	97.2	45	96.2
Burleson ES	734	95.8	432	94.7	281	96.6	14	95.2	7	93.8	317	96.9	46	94.8
Carr ES	329	95.7	184	95.6	139	95.9	*	*	*	*	114	96.8	33	93.6
Carver Learning Center	364	95.5	312	95.6	46	94.5	-	-	6	97.6	28	96.8	29	94.8
Dunbar Learning Center	605	94.3	92	94.2	500	95.1	8	95.9	5	91.5	78	96.1	49	92.9
Ray Learning Center	243	94.9	205	95.0	30	94.3	*	*	5	96.8	8	95.7	18	95.8
Roberts ES	611	96.0	94	94.5	504	96.3	10	96.9	*	*	324	96.9	29	94.1
Titche ES	790	95.7	333	94.9	430	96.4	18	94.8	9	93.5	334	96.8	51	94.4
Twain ES	287	95.8	168	95.1	115	97.0	*	*	1	94.2	95	97.5	18	93.7
Webster ES	643	95.4	298	94.4	33	96.3	8	95.1	*	*	226	96.8	52	94.1
Cochran ES	519	95.0	158	93.8	347	95.5	10	94.8	*	*	239	96.4	49	93.7
McNair ES	660	95.1	532	94.9	117	96.1	8	95.5	*	*	69	97.0	59	95.0
Moreno ES	436	96.3	*	*	424	96.3	8	95.0	-	-	274	97.1	38	96.5
Wilmer-Hutchins ES	985	96.4	275	95.9	668	96.7	27	94.7	15	94.8	457	97.1	43	93.2
Intensive Support Network	10,127	95.4	4,638	94.7	5,249	96.1	152	95.1	88	94.5	3,743	96.6	806	94.1
District	170,901	95.4	37,646	94.0	113,364	95.9	8,033	95.9	3,860	96.3	71,053	96.4	12,647	93.9

Source: District attendance data file dated June 20, 2017, and district demographic files from PEIMS snapshot date, October 31, 2016.

Note: A dash indicates that no data were available; An asterisk represents samples sizes with fewer than five students; ES = elementary school; MS = middle school; ELL = English language learner; SPED = special education; ^aSample sizes include the number of students at each campus; ^bSample sizes include the number of each demographic group.

Appendix G

Appendix G Table 1: Fall 2015 ISN Discipline Referrals

Campus	Total Number of Referrals	Students With ≥ 1 Referrals		Ethnicity								ELL		SPED	
				African American		Hispanic		White		Other					
	<i>n</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Middle Schools															
Browne MS	367	187	21.4	149	28.5	34	10.3	*	*	*	*	22	9.9	22	28.2
Cary MS	262	110	18.8	12	30.0	94	17.5	*	*	*	*	83	19.7	14	23.7
Holmes MS	113	73	10.3	57	13.5	16	5.7	*	*	*	*	12	5.9	18	19.1
Storey MS	41	30	5.0	22	7.8	8	2.6	*	*	*	*	6	3.1	*	*
Elementary Schools															
Bryan ES	23	18	3.5	17	5.1	*	*	*	*	*	*	*	*	*	*
Burleson ES	42	30	4.0	26	9.5	*	*	*	*	*	*	*	*	*	*
Carr ES	15	12	3.6	11	6.4	*	*	*	*	*	*	*	*	*	*
Carver Learning Center	40	28	6.8	25	7.2	*	*	*	*	*	*	*	*	*	*
Dunbar Learning Center	115	47	8.0	43	8.9	*	*	*	*	*	*	*	*	*	*
Ray Learning Center	20	13	4.2	12	4.8	*	*	*	*	*	*	*	*	*	*
Roberts ES	28	11	1.7	8	8.7	*	*	*	*	*	*	*	*	*	*
Titche ES	81	52	6.2	48	13.6	*	*	*	*	*	*	*	*	*	*
Twain ES	14	9	2.8	8	4.1	*	*	*	*	*	*	*	*	*	*
Webster ES	53	38	5.0	30	9.5	8	1.8	*	*	*	*	*	*	*	*
Cochran ES	7	5	0.9	*	*	*	*	*	*	*	*	*	*	*	*
McNair ES	37	28	4.1	27	4.9	*	*	*	*	*	*	*	*	*	*
Moreno ES	13	8	1.9	0	0.0	8	1.9	*	*	*	*	*	*	*	*
Wilmer-Hutchins ES	16	16	1.6	9	2.8	*	*	*	*	*	*	*	*	*	*
Intensive Support Network	1,287	715	6.6	507	9.9	191	3.5	10	5.8	7	7.1	134	3.5	85	10.5
District	11,573	7,455	4.5	3,362	9.4	3,781	3.4	219	2.9	93	2.5	2,160	3.2	1,004	8.5

Source: District discipline data file dated July 13, 2016, and district demographic files from PEIMS snapshot date, October 30, 2015.

Note: An asterisk represents samples sizes with fewer than five students; ES = elementary school; MS = middle school; ELL = English language learner; SPED = special education.

Appendix G Table 2: Spring 2016 ISN Discipline Referrals

Campus	Total Number of Referrals	Students With ≥ 1 Referrals		Ethnicity								ELL		SPED	
				African American		Hispanic		White		Other					
	<i>n</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Middle Schools															
Browne MS	704	265	30.3	207	39.6	51	15.5	*	*	*	*	31	14.0	33	42.3
Cary MS	564	144	24.6	12	30.0	130	24.2	*	*	*	*	109	25.9	12	20.3
Holmes MS	109	85	12	60	14.3	25	8.8	*	*	*	*	22	10.8	19	20.2
Storey MS	149	85	14.1	59	20.9	25	8.0	*	*	*	*	11	5.7	13	17.8
Elementary Schools															
Bryan ES	60	38	7.5	38	11.4	*	*	*	*	*	*	*	*	*	*
Burleson ES	77	48	6.5	40	14.5	7	1.6	*	*	*	*	*	*	*	*
Carr ES	33	21	6.3	21	12.1	*	*	*	*	*	*	*	*	*	*
Carver Learning Center	116	68	16.4	65	18.7	*	*	*	*	*	*	*	*	6	21.4
Dunbar Learning Center	208	111	18.9	103	21.4	6	6.3	*	*	*	*	*	*	*	*
Ray Learning Center	73	49	15.8	43	17.2	*	*	*	*	*	*	*	*	*	*
Roberts ES	56	30	4.6	13	14.1	15	2.7	*	*	*	*	5	1.4	8	25.0
Titche ES	122	71	8.5	57	16.1	11	2.4	*	*	*	*	5	1.4	5	11.4
Twain ES	62	34	10.4	32	16.6	*	*	*	*	*	*	*	*	*	*
Webster ES	150	61	8.0	52	16.5	8	1.8	*	*	*	*	*	*	*	*
Cochran ES	16	13	2.5	8	5.2	5	1.4	*	*	*	*	*	*	*	*
McNair ES	54	36	5.2	34	6.1	*	*	*	*	*	*	*	*	*	*
Moreno ES	16	13	3.1	*	*	13	3.1	*	*	*	*	5	1.8	*	*
Wilmer-Hutchins ES	52	41	4.0	29	9.1	10	1.5	*	*	*	*	*	*	*	*
Intensive Support Network	2,621	1,213	11.1	873	17.1	317	5.7	9	5.2	14	14.1	201	5.3	124	15.4
District	18,512	10,431	6.6	4,714	13.1	5,512	4.9	276	3.6	129	3.5	3,172	4.7	1,268	10.7

Source: District discipline data file dated July 13, 2016, and district demographic files from PEIMS snapshot date, October 30, 2015.

Note: An asterisk represents samples sizes with fewer than five students; ES = elementary school; MS = middle school; ELL = English language learner; SPED = special education.

Appendix G Table 3: Fall 2016 ISN Discipline Referrals

Campus	Total Number of Referrals	Students With ≥ 1 Referrals		Ethnicity								ELL		SPED	
				African American		Hispanic		White		Other					
	<i>n</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Middle Schools															
Browne MS	74	57	10.0	44	16.1	11	3.9	*	*	*	*	7	3.3	6	11.3
Cary MS	255	85	13.5	19	40.4	64	11.2	*	*	*	*	56	12.4	6	11.3
Holmes MS	46	36	5.1	33	7.8	*	*	*	*	*	*	*	*	7	9.2
Storey MS	48	33	5.9	26	9.3	7	2.6	*	*	*	*	*	*	*	*
Elementary Schools															
Bryan ES	15	13	2.9	12	4.4	*	*	*	*	*	*	*	*	*	*
Burleson ES	45	33	4.5	27	9.6	*	*	*	*	*	*	*	*	7	15.2
Carr ES	26	19	5.8	19	10.3	*	*	*	*	*	*	*	*	*	*
Carver Learning Center	27	16	4.4	15	4.8	*	*	*	*	*	*	*	*	*	*
Dunbar Learning Center	76	41	6.8	38	7.6	*	*	*	*	*	*	*	*	*	*
Ray Learning Center	14	13	5.3	13	6.3	*	*	*	*	*	*	*	*	*	*
Roberts ES	5	5	0.8	*	*	*	*	*	*	*	*	*	*	*	*
Titche ES	106	52	6.6	49	14.7	*	*	*	*	*	*	*	*	9	17.6
Twain ES	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Webster ES	31	18	2.8	15	5.0	*	*	*	*	*	*	*	*	*	*
Cochran ES	27	18	3.5	15	9.5	*	*	*	*	*	*	*	*	*	*
McNair ES	29	24	3.6	21	3.9	*	*	*	*	*	*	*	*	*	*
Moreno ES	9	8	1.8	*	*	7	1.7	*	*	*	*	*	*	*	*
Wilmer-Hutchins ES	13	12	1.2	8	2.9	*	*	*	*	*	*	*	*	*	*
Intensive Support Network	849	485	4.8	360	7.8	117	2.2	4	2.6	4	4.5	81	2.2	53	6.6
District	10,191	6,845	4.1	3,168	8.9	3,398	3.1	187	2.4	92	2.5	1,940	2.8	947	7.8

Source: District discipline data file dated July 10, 2017, and district demographic files from PEIMS snapshot date, October 31, 2016.

Note: An asterisk represents samples sizes with fewer than five students; ES = elementary school; MS = middle school; ELL = English language learner; SPED = special education.

Appendix G Table 4: Spring 2017 ISN Discipline Referrals

Campus	Total Number of Referrals	Students With ≥ 1 Referrals		Ethnicity								ELL		SPED	
				African American		Hispanic		White		Other					
	<i>n</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Middle Schools															
Browne MS	91	54	9.5	39	14.2	14	4.9	*	*	*	*	11	5.3	5	9.4
Cary MS	332	117	18.6	19	40.4	94	16.4	*	*	*	*	86	19.1	10	18.9
Holmes MS	11	9	1.3	7	1.7	*	*	*	*	*	*	*	*	*	*
Storey MS	48	34	6.1	28	10.0	6	2.2	*	*	*	*	*	*	*	*
Elementary Schools															
Bryan ES	39	26	5.8	26	9.6	*	*	*	*	*	*	*	*	*	*
Burleson ES	48	36	4.9	32	11.4	*	*	*	*	*	*	*	*	*	*
Carr ES	65	35	10.6	30	16.3	*	*	*	*	*	*	*	*	8	24.2
Carver Learning Center	38	28	7.7	24	7.7	*	*	*	*	*	*	*	*	6	20.7
Dunbar Learning Center	33	27	4.5	25	5.0	*	*	*	*	*	*	*	*	*	*
Ray Learning Center	35	31	12.8	29	14.1	*	*	*	*	*	*	*	*	*	*
Roberts ES	20	11	1.8	6	6.4	*	*	*	*	*	*	*	*	*	*
Titche ES	126	75	9.5	63	18.9	11	2.6	*	*	*	*	5	1.5	11	21.6
Twain ES	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Webster ES	37	20	3.1	13	4.3	6	1.8	*	*	*	*	*	*	*	*
Cochran ES	20	11	2.1	9	5.7	*	*	*	*	*	*	*	*	*	*
McNair ES	67	52	7.9	49	9.2	*	*	*	*	*	*	*	*	*	*
Moreno ES	7	5	1.1	*	*	5	1.2	*	*	*	*	*	*	*	*
Wilmer-Hutchins ES	33	21	2.1	14	5.1	7	1.0	*	*	*	*	*	*	*	*
Intensive Support Network	1,054	595	5.9	416	9.0	167	3.2	9	5.9	*	*	123	3.3	54	3.7
District	13,259	7,958	4.9	3,702	10.4	3,942	3.6	218	2.8	96	2.6	2,416	3.5	957	7.9

Source: District discipline data file dated July 10, 2017, and district demographic files from PEIMS snapshot date, October 31, 2016.

Note: An asterisk represents samples sizes with fewer than five students; ES = elementary school; MS = middle school; ELL = English language learner; SPED = special education.

Appendix H

Appendix H Table 1: Percentage of Positive Responses in ISN Fall 2015 and 2016 School Climate Survey

Campus	Beliefs and Priorities					Positive Culture and Environment					Culture of Feedback and Support					College-Going Culture				
	Fall 2015		Fall 2016		%Δ	Fall 2015		Fall 2016		%Δ	Fall 2015		Fall 2016		%Δ	Fall 2015		Fall 2016		%Δ
	n	%	n	%		n	%	n	%		n	%	n	%		n	%			
Middle Schools																				
Browne MS	89	85.7	64	96.4	10.7	89	62.4	64	86.3	23.9	52	75.0	35	88.6	13.6	56	78.9	43	95.7	16.8
Cary MS	65	88.2	66	73.3	-14.9	65	78.3	66	61.6	-16.7	40	75.4	34	58.1	-17.3	44	79.2	43	77.0	-2.2
Holmes MS	65	92.9	71	90.6	-2.3	65	83.9	71	78.5	-5.4	48	86.8	41	83.7	-3.1	50	86.0	51	86.3	0.3
Storey MS	70	89.3	65	86.8	-2.5	69	71.0	65	73.8	2.8	38	74.6	38	77.1	2.5	40	81.3	45	73.6	-7.7
Elementary Schools																				
Bryan ES	47	65.1	42	61.9	-3.2	47	44.6	42	45.7	1.1	28	53.7	26	49.4	-4.3	30	72.7	31	83.3	10.6
Burleson ES	53	69.5	66	77.6	8.1	53	46.3	65	60.9	14.6	36	56.0	38	72.7	16.7	39	76.1	46	87.7	11.6
Carr ES	49	70.2	43	74.7	4.5	49	57.5	43	55.0	-2.5	25	73.3	23	70.8	-2.5	27	79.6	29	86.2	6.6
Carver Learning Center	38	82.4	44	78.6	-3.8	38	62.9	43	62.1	-0.8	21	61.5	24	66.0	4.5	24	73.6	30	85.0	11.4
Dunbar Learning Center	44	57.6	38	54.2	-3.4	44	31.3	37	35.4	4.1	30	47.2	22	40.9	-6.3	32	75.0	26	67.7	-7.3
Ray Learning Center	34	57.4	22	78.7	21.3	34	39.5	22	57.3	17.8	20	50.0	14	71.4	21.4	22	89.4	19	89.5	0.1
Roberts ES	70	76.8	68	67.2	-9.6	70	57.9	68	53.0	-4.9	40	61.3	39	62.1	0.8	43	81.4	46	85.9	4.5
Titche ES	37	67.7	59	70.9	3.2	37	42.6	58	51.7	9.1	24	56.9	40	60.8	3.9	25	62.7	48	66.6	3.9
Twain ES	36	72.4	36	74.2	1.8	36	50.9	36	54.7	3.8	25	66.8	23	58.4	-8.4	25	86.0	27	76.5	-9.5
Webster ES	57	75.2	66	72.1	-3.1	57	57.8	66	52.8	-5.0	38	62.3	41	56.1	-6.2	40	78.8	46	82.6	3.8
Cochran ES	49	67.2	61	76.3	9.1	49	53.4	62	60.5	7.1	30	48.3	38	63.6	15.3	32	69.3	46	75.1	5.8
McNair ES	32	70.4	55	94.2	23.8	32	51.2	55	85.5	34.3	21	65.1	37	95.9	30.8	24	72.9	43	97.3	24.4
Moreno ES	60	80.6	61	79.9	-0.7	60	66.5	61	68.5	2.0	31	45.3	32	69.8	24.5	33	70.7	39	88.8	18.1
Wilmer-Hutchins ES	68	84.5	72	90.7	6.2	68	72.7	71	77.4	4.7	45	72.2	52	83.9	11.7	49	82.7	60	91.6	8.9
ISN	963	78.3	999	78.8	0.5	962	61.4	995	63.9	2.5	592	66.0	597	69.8	3.8	635	79.3	718	83.4	4.1
District	13,214	78.6	14,927	82.5	3.9	13,223	66.1	14,843	70.6	4.5	8,446	67.4	9,246	71.7	4.3	8,959	81.6	10,920	83.9	2.3

Source: District climate survey data files dated January 7, 2016 (fall 2015), and January 5, 2017 (fall 2016).

Note: ISN = Intensive Support Network; ES = elementary school; MS = middle school; Blue indicates positive change; Change expressed in percentage point differences. Δ=change.

Appendix H Table 2: Percentage of Positive Responses in ISN Spring 2016 and 2017 School Climate Survey

Campus	Beliefs and Priorities					Positive Culture and Environment					Culture of Feedback and Support					College-Going Culture				
	Spring 2016		Spring 2017		%Δ	Spring 2016		Spring 2017		%Δ	Spring 2016		Spring 2017		%Δ	Spring 2016		Spring 2017		%Δ
	n	%	n	%		n	%	n	%		n	%	n	%		n	%	n	%	
Middle Schools																				
Browne MS	73	80.2	67	93.2	13.0	73	59.2	67	86.4	27.2	45	83.3	39	88.0	4.7	40	79.7	48	95.5	15.8
Cary MS	63	76.4	52	61.4	-15.0	63	60.5	50	43.6	-16.9	36	63.4	28	45.2	-18.2	50	62.5	35	60.1	-2.4
Holmes MS	71	90.1	52	88.8	-1.3	71	79.1	52	67.2	-11.9	48	86.8	35	84.5	-2.3	48	86.5	39	84.6	-1.9
Storey MS	57	83.3	49	90.2	6.9	57	68.8	49	81.8	13.0	30	64.4	24	74.1	9.7	33	73.6	29	85.6	12.0
Elementary Schools																				
Bryan ES	30	71.7	32	70.6	-1.1	30	54.1	31	58.7	4.6	23	68.1	19	61.4	-6.7	23	77.5	24	88.2	10.7
Burleson ES	50	77.7	56	82.0	4.3	50	49.9	56	57.4	7.5	30	54.1	36	56.5	2.4	33	74.1	43	86.4	12.3
Carr ES	45	69.2	40	76.3	7.1	45	44.2	40	53.4	9.2	23	67.4	22	70.5	3.1	25	88.7	28	91.7	3.0
Carver Learning Center	31	73.0	24	77.9	4.9	31	53.0	24	67.2	14.2	17	47.1	13	64.1	17.0	19	62.3	17	73.5	11.2
Dunbar Learning Center	44	67.5	38	72.9	5.4	44	48.2	38	43.2	-5.0	29	51.0	23	56.5	5.5	32	78.6	27	77.0	-1.6
Ray Learning Center	27	67.4	26	56.8	-10.6	27	44.9	26	38.5	-6.4	18	59.3	15	46.7	-12.6	19	83.3	21	69.0	-14.3
Roberts ES	69	54.5	62	57.7	3.2	69	39.7	61	44.4	4.7	43	49.2	33	59.4	10.2	46	76.4	41	75.2	-1.2
Titche ES	68	55.5	57	62.1	6.6	68	35.8	57	36.0	0.2	47	45.4	36	53.2	7.8	49	50.0	43	55.8	5.8
Twain ES	25	72.4	33	86.0	13.6	25	50.9	33	68.2	17.3	19	66.8	20	76.7	9.9	20	86.0	24	79.2	-6.8
Webster ES	36	70.8	65	78.1	7.3	36	44.3	65	55.4	11.1	24	64.8	42	62.3	-2.5	26	78.2	49	75.9	-2.3
Cochran ES	55	67.7	63	76.7	9.0	55	52.6	63	61.4	8.8	34	48.0	35	75.7	27.7	36	69.4	44	87.5	18.1
McNair ES	60	89.7	50	94.9	5.2	60	68.3	50	87.2	18.9	41	90.7	35	94.3	3.6	44	94.3	40	96.7	2.4
Moreno ES	51	73.3	59	88.2	14.9	51	54.9	59	78.0	23.1	29	63.4	30	78.9	15.5	31	82.8	37	93.2	10.4
Wilmer-Hutchins ES	67	85.8	46	89.4	3.6	67	66.0	45	73.2	7.2	46	71.2	33	86.5	15.3	49	80.6	38	88.0	7.4
ISN	922	75.1	871	78.6	3.5	922	57.5	866	62.0	4.5	582	65.7	518	69.9	4.2	623	76.8	627	81.8	5.0
District	12,727	78.0	13,608	77.0	-1.0	12,717	65.9	13,510	68.8	2.9	8,348	68.2	8,462	70.4	2.2	8,812	81.5	10,012	83.3	1.8

Source: District climate survey data files dated June 6, 2016 (spring 2016), and June 7, 2017 (spring 2017).

Note: ISN = Intensive Support Network. Blue indicates positive change; Change expressed in percentage point differences. Δ=change.

Appendix I

Appendix I: ISN Assistant Principal Survey Results

**Which of the following grade levels were
you assigned for the 2016-17 school year?
Select all that apply.**

Answered: 16 Skipped: 0

Answer Choices	Responses
▼ Pre-K	68.75% 11
▼ Kindergarten	68.75% 11
▼ 1st Grade	68.75% 11
▼ 2nd Grade	68.75% 11
▼ 3rd Grade	37.50% 6
▼ 4th Grade	43.75% 7
▼ 5th Grade	43.75% 7
▼ 6th Grade	6.25% 1
▼ 7th Grade	12.50% 2
▼ 8th Grade	6.25% 1
Total Respondents: 16	

How many years of experience do you have in education?

Answered: 16 Skipped: 0

Answer Choices	Responses
▼ Less than 1 year	0.00% 0
▼ 1 to 3 years	0.00% 0
▼ 4 to 6 years	25.00% 4
▼ 7 to 9 years	0.00% 0
▼ 10 or more years	75.00% 12
Total	16

How many years of administrative experience (i.e., assistant principal and/or principal) do you have?

Answered: 16 Skipped: 0

Answer Choices	Responses
▼ Less than 1 year	12.50% 2
▼ 1 to 3 years	62.50% 10
▼ 4 to 6 years	12.50% 2
▼ 7 to 9 years	6.25% 1
▼ 10 or more years	6.25% 1
Total	16

**Which of the following content areas were you assigned for the 2016-17 school year?
Select all that apply.**

Answered: 16 Skipped: 0

Answer Choices	Responses
▼ Reading	56.25% 9
▼ Writing	62.50% 10
▼ English/Language Arts	62.50% 10
▼ Math	50.00% 8
▼ Social Sciences	56.25% 9
▼ Science	50.00% 8
▼ Specials (PE, Art)	37.50% 6
▼ Special Education	37.50% 6
▼ Other (please specify) Responses	0.00% 0
Total Respondents: 16	

**Is your position funded through the
Intensive Support Network program?**

Answered: 16 Skipped: 0

Answer Choices	Responses
▼ Yes	25.00% 4
▼ No	50.00% 8
▼ I don't know	25.00% 4
Total	16

How would you rate the level of support that you received from ISN program leadership during the 2016-17 school year?

Answered: 16 Skipped: 0

Answer Choices	Responses
▼ Excellent	12.50% 2
▼ Very good	37.50% 6
▼ Good	12.50% 2
▼ Fair	25.00% 4
▼ Poor	12.50% 2
Total	16

On average, how often did you have contact with the following people during the 2016-17 school year?

Answered: 16 Skipped: 0

	▼ Never ▼	Daily or Weekly ▼	Every 2-3 Weeks ▼	Every 4-6 Weeks ▼	Once a Semester ▼	Total ▼
▼ ISN Coordinators	0.00% 0	43.75% 7	18.75% 3	6.25% 1	31.25% 5	16
▼ ISN Assistant Superintendent	12.50% 2	31.25% 5	12.50% 2	18.75% 3	25.00% 4	16

Please indicate how frequently you performed the following general duties as an assistant principal at your campus during the 2016-17 school year:

Answered: 16 Skipped: 0

	Never	Daily or Weekly	Every 2-3 Weeks	Every 4-6 Weeks	Once a Semester	Don't Know
Committee / Coordinator Responsibilities: (e.g., Test Coordinator, ARDs/504, Attendance Review Committee, Texas Behavior Support Initiative (TBSI), Assessment Administrator, Rtl, SST)	0.00% 0	87.50% 14	6.25% 1	6.25% 1	0.00% 0	0.00% 0
Campus Policy and Procedure Responsibilities: (e.g., Bell Schedules, Campus Discipline Plan, Core Beliefs/Mission/Vision, Safety Plan)	0.00% 0	75.00% 12	6.25% 1	12.50% 2	6.25% 1	0.00% 0
Data Responsibilities: (e.g., Analyzing Student Data and Creating Reports)	0.00% 0	75.00% 12	25.00% 4	0.00% 0	0.00% 0	0.00% 0
Parent Services Responsibilities: (e.g., Parent Conferences, Parent Workshops, Parent Portal)	0.00% 0	93.75% 15	0.00% 0	6.25% 1	0.00% 0	0.00% 0
Staff Development Responsibilities: (e.g., TEI, Spot Observations, Feedback Conferences)	0.00% 0	93.75% 15	6.25% 1	0.00% 0	0.00% 0	0.00% 0
Student Services Responsibilities: (e.g., Saturday School, In-School Tutoring, College and Career Readiness, Home Visits)	0.00% 0	50.00% 8	31.25% 5	18.75% 3	0.00% 0	0.00% 0
Student Behavior Responsibilities: (e.g., Attendance Issues, Discipline Issues)	0.00% 0	93.75% 15	0.00% 0	6.25% 1	0.00% 0	0.00% 0

Please rate your level of agreement with the following statements: "The data analysis component of ISN..."

Answered: 16 Skipped: 0

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
improved academic performance	12.50% 2	0.00% 0	12.50% 2	37.50% 6	37.50% 6	0.00% 0
increased teacher quality	12.50% 2	0.00% 0	18.75% 3	37.50% 6	31.25% 5	0.00% 0
increased the use of quality data to drive instruction	12.50% 2	0.00% 0	18.75% 3	31.25% 5	37.50% 6	0.00% 0
increased leadership effectiveness	12.50% 2	0.00% 0	18.75% 3	25.00% 4	43.75% 7	0.00% 0

Please rate your level of agreement with the following statements: "The coaching and professional development component of ISN..."

Answered: 16 Skipped: 0

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
improved academic performance	12.50% 2	6.25% 1	12.50% 2	31.25% 5	37.50% 6	0.00% 0
improved school climate	12.50% 2	12.50% 2	6.25% 1	43.75% 7	25.00% 4	0.00% 0
increased teacher quality	12.50% 2	12.50% 2	6.25% 1	31.25% 5	37.50% 6	0.00% 0

Please rate your level of agreement with the following statements: "The collaboration component of ISN..."

Answered: 16 Skipped: 0

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
improved academic performance	12.50% 2	0.00% 0	18.75% 3	31.25% 5	37.50% 6	0.00% 0
improved school climate	12.50% 2	0.00% 0	31.25% 5	25.00% 4	31.25% 5	0.00% 0
increased teacher quality	12.50% 2	0.00% 0	18.75% 3	31.25% 5	37.50% 6	0.00% 0
increased leadership effectiveness	12.50% 2	0.00% 0	18.75% 3	25.00% 4	43.75% 7	0.00% 0
increased the use of quality data to drive instruction	12.50% 2	0.00% 0	18.75% 3	18.75% 3	50.00% 8	0.00% 0

Please rate your level of agreement with the following statements: "The monitoring instruction component of ISN..."

Answered: 16 Skipped: 0

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
improved academic performance	12.50% 2	0.00% 0	12.50% 2	37.50% 6	37.50% 6	0.00% 0
improved school climate	12.50% 2	0.00% 0	25.00% 4	31.25% 5	31.25% 5	0.00% 0
increased family and community engagement	12.50% 2	0.00% 0	31.25% 5	25.00% 4	31.25% 5	0.00% 0
increased leadership effectiveness	12.50% 2	0.00% 0	18.75% 3	31.25% 5	37.50% 6	0.00% 0
increased the use of quality data to drive instruction	12.50% 2	0.00% 0	12.50% 2	37.50% 6	37.50% 6	0.00% 0

Please rate your level of agreement with the following statements: "The student management of learning component of ISN..."

Answered: 16 Skipped: 0

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
improved academic performance	12.50% 2	0.00% 0	12.50% 2	31.25% 5	37.50% 6	6.25% 1
improved school climate	12.50% 2	0.00% 0	25.00% 4	25.00% 4	31.25% 5	6.25% 1
increased learning time	12.50% 2	0.00% 0	31.25% 5	25.00% 4	31.25% 5	0.00% 0
increased leadership effectiveness	12.50% 2	6.25% 1	18.75% 3	25.00% 4	37.50% 6	0.00% 0
increased the use of quality data to drive instruction	12.50% 2	0.00% 0	12.50% 2	37.50% 6	37.50% 6	0.00% 0

**Please indicate how frequently you
performed work related to the following ISN
components at your campus during the
2016-17 school year:**

Answered: 16 Skipped: 0

	Never	Daily or Weekly	Every 2-3 Weeks	Every 4-6 Weeks	Once a Semester	Don't Know
▼ Data Analysis (e.g., six-week common assessments; three-week mini-marker assessments; analyzing discipline, attendance, and ACP data; data rooms that focus on progress monitoring)	0.00% 0	75.00% 12	12.50% 2	12.50% 2	0.00% 0	0.00% 0
▼ Coaching/Professional Development (e.g., Core content curriculum professional development; district curriculum analysis and alignment; middle/elementary school STAAR SE's; district book study; performance planning; Job-Alike professional development)	0.00% 0	75.00% 12	6.25% 1	6.25% 1	12.50% 2	0.00% 0
▼ Collaboration (e.g., supporting Professional Learning Communities [PLC]; Vertical/horizontal team planning)	0.00% 0	87.50% 14	12.50% 2	0.00% 0	0.00% 0	0.00% 0
▼ Monitoring Instruction (e.g., classroom monitoring and feedback conferences; using ISN "look-fors" checklist for classroom observations; monitor K-2 program; monitor urban specialist and Tier 3 students)	0.00% 0	86.67% 13	13.33% 2	0.00% 0	0.00% 0	0.00% 0
▼ Student Management of Learning (e.g., profiling class performance on common and formative assessments by student groups, performance feedback conferences with teachers; Targeted Response to Intervention [RTI] for students)	0.00% 0	68.75% 11	25.00% 4	6.25% 1	0.00% 0	0.00% 0

How effectively were the following components of ISN implemented at your campus this year?

Answered: 16 Skipped: 0

	Not at All Effective	Not Very Effective	Moderately Effective	Very Effective	Extremely Effective	I don't know	Not Applicable - This was not emphasized at my campus
▼ Data Analysis	0.00% 0	6.25% 1	25.00% 4	50.00% 8	18.75% 3	0.00% 0	0.00% 0
▼ Coaching/Professional Development	0.00% 0	12.50% 2	25.00% 4	50.00% 8	12.50% 2	0.00% 0	0.00% 0
▼ Collaboration	0.00% 0	6.25% 1	37.50% 6	31.25% 5	25.00% 4	0.00% 0	0.00% 0
▼ Monitoring Instruction	0.00% 0	6.25% 1	31.25% 5	43.75% 7	18.75% 3	0.00% 0	0.00% 0
▼ Student Management of Learning	0.00% 0	12.50% 2	37.50% 6	43.75% 7	6.25% 1	0.00% 0	0.00% 0

Appendix J

Appendix J: ISN Campus Instructional Coaches Survey Results

How many years of experience do you have as a campus instructional coach?

Answered: 23 Skipped: 0

Answer Choices	Responses
▼ Less than 1 year	4.35% 1
▼ 1 to 3 years	69.57% 16
▼ 4 to 6 years	17.39% 4
▼ 7 to 9 years	4.35% 1
▼ 10 or more years	4.35% 1
Total	23

How many years of experience do you have in education in general?

Answered: 23 Skipped: 0

Answer Choices	Responses
▼ Less than 1 year	0.00% 0
▼ 1 to 3 years	0.00% 0
▼ 4 to 6 years	8.70% 2
▼ 7 to 9 years	4.35% 1
▼ 10 or more years	86.96% 20
Total	23

How often did you receive professional development training from ISN staff (i.e., coordinators or assistant superintendent) during the 2015-16 school year?

Answered: 23 Skipped: 0

Answer Choices	Responses	
▼ Never	8.70%	2
▼ Daily or Weekly	0.00%	0
▼ Every 2 to 3 Weeks	8.70%	2
▼ Every 4 to 6 Weeks	73.91%	17
▼ Once a Semester	8.70%	2
Total	23	

**What content area do you specialize in?
Select all that apply.**

Answered: 23 Skipped: 0

Answer Choices	Responses	
▼ Mathematics	47.83%	11
▼ RLA	60.87%	14
▼ Science	17.39%	4
▼ Social Studies	8.70%	2
▼ Other (please specify) Responses	0.00%	0
Total Respondents: 23		

Which of the following professional development sessions provided by ISN staff did you attend this year? Select all that apply.

Answered: 23 Skipped: 0

Answer Choices	Responses
5/31/16 - Region 10 TEKS, All in Learning, curriculum alignment and turnaround, TEKS resource system	56.52% 13
6/1/16 - Common assessment/1st six weeks curriculum guide	39.13% 9
8/12/16 - Positive Behavioral Interventions and Supports (PBIS)	8.70% 2
8/18/16 - Unpacking the SEs, thinking through the lesson protocol, four quadrants (LO, EQ, AV, DOL)	65.22% 15
9/7/16 - Math CICs: ESTAR/MSTAR & disseminated math resources	43.48% 10
9/7/16 - ELA CICs: Writing benchmark training and disseminated ELA resources	47.83% 11
9/16/16 - Texas Education Agency rubric training	21.74% 5
9/24/16 - Job-Alike session	69.57% 16
10/11/16 - Reading/Language Arts CICs: Training on small group instruction, coaching feedback, PLC planning, and writing wall of fame	52.17% 12
11/5/16 - Job-Alike session	52.17% 12
11/9/16 - Reading/Language Arts CICs: Training on small group instruction, coaching feedback, PLC planning, and writing wall of fame	47.83% 11
11/10/16 - Math CICs: Training on ESTAR/MSTAR next steps, electronic binders, All-in-Learning, CIC binder (PLC, observations, feedback)	43.48% 10
12/6/16 - Reading/Language Arts CICs: I-Station, six weeks coaching/conference planning, PLC planning/resources, new teacher support, writing next steps and ACP blueprints/action plans	52.17% 12
12/6/16 - Math CICs: Support coaches on action plan components, content training, ISN non-negotiables	43.48% 10
12/13/16 - Training on All-in Learning system	60.87% 14
11/1/16-12/31/16 - Analyzing STAAR data and investigating multi-year/multi-grade level areas of need	34.78% 8
1/25/17 - Region 10 training	34.78% 8
2/8/17 - I-Station training overview	34.78% 8
2/20/17 - I-Station small group literacy instructional training	39.13% 9
3/21/17 - Math CICs: Training on math solutions & low SE's	26.09% 6
I did not attend any professional development sessions provided by ISN staff this year	4.35% 1
Other (please specify) Responses	8.70% 2

How would you rate the level of support that you received from ISN staff (i.e., coordinators and assistant superintendent) during the 2016-17 school year?

Answered: 23 Skipped: 0

Answer Choices	Responses	
▼ Excellent	39.13%	9
▼ Very good	26.09%	6
▼ Good	21.74%	5
▼ Fair	0.00%	0
▼ Poor	13.04%	3
Total		23

On average, how often did you have contact with the following people during the 2016-17 school year?

Answered: 23 Skipped: 0

	▼ Never	Daily or Weekly	▼ Every 2-3 Weeks	▼ Every 4-6 Weeks	▼ Once a Semester	Total
▼ ISN Coordinators	4.35% 1	39.13% 9	17.39% 4	39.13% 9	0.00% 0	23
▼ ISN Assistant Superintendent	8.70% 2	8.70% 2	17.39% 4	43.48% 10	21.74% 5	23

**Please indicate how frequently you
performed the following general duties as a
campus instructional coach during the
2016-17 school year:**

Answered: 23 Skipped: 0

	Never	Daily or Weekly	Every 2-3 Weeks	Every 4-6 Weeks	Once a Semester	Total
Professional Development Responsibilities: (e.g., Develop, implement, and present professional development to teachers and administrators; coach teachers about effective classroom instructional strategies; provide instructional feedback)	0.00% 0	78.26% 18	4.35% 1	8.70% 2	8.70% 2	23
Campus Testing Responsibilities: (e.g., Develop and score campus assessments; coordinate campus-wide testing; assist teachers with testing information)	4.35% 1	47.83% 11	39.13% 9	8.70% 2	0.00% 0	23
Observation Responsibilities: (e.g., Conduct spot observations and provide feedback to improve instruction)	13.04% 3	69.57% 16	17.39% 4	0.00% 0	0.00% 0	23
Curriculum Responsibilities: (e.g., Develop, write, coordinate, and assist with curriculum; identify and evaluate programs for assigned curriculum; provide assistance to campus to ensure that curriculum meets applicable policies and regulations)	0.00% 0	86.36% 19	9.09% 2	4.55% 1	0.00% 0	22

Please rate your level of agreement with the following statements: "The data analysis component of ISN..."

Answered: 23 Skipped: 0

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
improved academic performance	0.00% 0	13.04% 3	8.70% 2	39.13% 9	39.13% 9	0.00% 0
increased teacher quality	4.35% 1	8.70% 2	13.04% 3	47.83% 11	26.09% 6	0.00% 0
increased the use of quality data to drive instruction	0.00% 0	8.70% 2	8.70% 2	43.48% 10	39.13% 9	0.00% 0
increased leadership effectiveness	0.00% 0	13.04% 3	13.04% 3	30.43% 7	43.48% 10	0.00% 0

Please rate your level of agreement with the following statements: "The coaching and professional development component of ISN..."

Answered: 23 Skipped: 0

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
improved academic performance	4.35% 1	8.70% 2	4.35% 1	43.48% 10	34.78% 8	4.35% 1
improved school climate	4.35% 1	8.70% 2	17.39% 4	39.13% 9	21.74% 5	8.70% 2
increased teacher quality	4.35% 1	8.70% 2	13.04% 3	43.48% 10	26.09% 6	4.35% 1

Please rate your level of agreement with the following statements: "The collaboration component of ISN..."

Answered: 23 Skipped: 0

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
improved academic performance	0.00% 0	13.04% 3	4.35% 1	34.78% 8	43.48% 10	4.35% 1
improved school climate	0.00% 0	13.04% 3	21.74% 5	30.43% 7	30.43% 7	4.35% 1
increased teacher quality	0.00% 0	13.04% 3	4.35% 1	39.13% 9	39.13% 9	4.35% 1
increased leadership effectiveness	0.00% 0	13.04% 3	4.35% 1	39.13% 9	39.13% 9	4.35% 1
increased the use of quality data to drive instruction	0.00% 0	8.70% 2	8.70% 2	39.13% 9	39.13% 9	4.35% 1

Please rate your level of agreement with the following statements: "The monitoring instruction component of ISN..."

Answered: 23 Skipped: 0

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
improved academic performance	0.00% 0	13.04% 3	13.04% 3	43.48% 10	30.43% 7	0.00% 0
improved school climate	0.00% 0	17.39% 4	21.74% 5	30.43% 7	26.09% 6	4.35% 1
increased family and community engagement	0.00% 0	21.74% 5	17.39% 4	34.78% 8	26.09% 6	0.00% 0
increased leadership effectiveness	0.00% 0	21.74% 5	4.35% 1	43.48% 10	30.43% 7	0.00% 0
increased the use of quality data to drive instruction	0.00% 0	8.70% 2	8.70% 2	47.83% 11	34.78% 8	0.00% 0

Please rate your level of agreement with the following statements: "The student management of learning component of ISN..."

Answered: 23 Skipped: 0

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
improved academic performance	0.00% 0	4.35% 1	26.09% 6	39.13% 9	26.09% 6	4.35% 1
improved school climate	0.00% 0	13.04% 3	21.74% 5	30.43% 7	26.09% 6	8.70% 2
increased learning time	0.00% 0	8.70% 2	21.74% 5	26.09% 6	34.78% 8	8.70% 2
increased leadership effectiveness	0.00% 0	8.70% 2	21.74% 5	39.13% 9	26.09% 6	4.35% 1
increased the use of quality data to drive instruction	0.00% 0	8.70% 2	17.39% 4	34.78% 8	34.78% 8	4.35% 1

**Please indicate how frequently you
performed work related to the following ISN
components at your campus during the
2016-17 school year:**

Answered: 23 Skipped: 0

	Never	Daily or Weekly	Every 4-6 Weeks	Every 2-3 Weeks	Once a Semester
▼ Data Analysis (e.g., six-week common assessments; three-week mini-marker assessments; analyzing discipline, attendance, and ACP data; data rooms that focus on progress monitoring)	0.00% 0	60.87% 14	17.39% 4	21.74% 5	0.00% 0
▼ Coaching/Professional Development (e.g., core content curriculum professional development; district curriculum analysis and alignment; middle/elementary school STAAR SE's; district book study; performance planning; Job-Alike professional development)	0.00% 0	65.22% 15	21.74% 5	8.70% 2	4.35% 1
▼ Collaboration (e.g., supporting Professional Learning Communities [PLC]; Vertical/horizontal team planning)	0.00% 0	91.30% 21	4.35% 1	4.35% 1	0.00% 0
▼ Monitoring Instruction (e.g., classroom monitoring and feedback conferences; using ISN "look-fors" checklist for classroom observations; monitor K-2 program; monitor urban specialist and Tier 3 students)	0.00% 0	91.30% 21	4.35% 1	4.35% 1	0.00% 0
▼ Student Management of Learning (e.g., profiling class performance on common and formative assessments by student groups, performance feedback conferences with teachers; Targeted Response to Intervention [RTI] for students)	0.00% 0	69.57% 16	8.70% 2	21.74% 5	0.00% 0

How helpful were the professional development sessions provided by ISN staff for coaching teachers?

Answered: 23 Skipped: 0

Answer Choices	Responses
▼ Not at all Helpful	8.70% 2
▼ A Little Helpful	4.35% 1
▼ Somewhat Helpful	13.04% 3
▼ Very Helpful	47.83% 11
▼ Extremely Helpful	21.74% 5
▼ I did not attend any professional development sessions provided by ISN staff this year	4.35% 1
▼ None of the information from the ISN professional development sessions that I attended was relevant for coaching teachers	0.00% 0
Total	23

How helpful were the professional development sessions provided by ISN staff for coaching administrators?

Answered: 23 Skipped: 0

Answer Choices	Responses
▼ Not at all Helpful	8.70% 2
▼ A Little Helpful	4.35% 1
▼ Somewhat Helpful	17.39% 4
▼ Very Helpful	43.48% 10
▼ Extremely Helpful	17.39% 4
▼ I did not attend any professional development sessions provided by ISN staff this year	4.35% 1
▼ None of the information from the ISN professional development sessions that I attended was relevant for coaching administrators	4.35% 1
Total	23

Appendix K

Appendix K: ISN Urban Specialist Survey Results

What is your highest level of education?

Answered: 5 Skipped: 0

Answer Choices	Responses
▼ Associate's degree	0.00% 0
▼ Bachelor's degree	20.00% 1
▼ Master's degree	80.00% 4
▼ Doctorate degree	0.00% 0
Total	5

Are you a certified teacher?

Answered: 5 Skipped: 0

Answer Choices	Responses
▼ Yes	60.00% 3
▼ No	40.00% 2
Total	5

How many years of experience do you have as an urban specialist?

Answered: 5 Skipped: 0

Answer Choices	Responses
▼ Less than 1 year	0.00% 0
▼ 1 to 3 years	0.00% 0
▼ 4 to 6 years	60.00% 3
▼ 7 to 9 years	0.00% 0
▼ 10 or more years	40.00% 2
Total	5

Were you in the same position last year?

Answered: 5 Skipped: 0

Answer Choices	Responses	
▼ Yes	60.00%	3
▼ No	40.00%	2
Total		5

Were you at the same school(s) last year?

Answered: 5 Skipped: 0

Answer Choices	Responses	
▼ Yes	20.00%	1
▼ No	80.00%	4
Total		5

The size of my caseload is:

Answered: 5 Skipped: 0

Answer Choices	Responses	
▼ Too small	0.00%	0
▼ Just right	100.00%	5
▼ Too large	0.00%	0
Total		5

Has your caseload per campus remained consistent throughout the school year?

Answered: 5 Skipped: 0

Answer Choices	Responses	
▼ Yes	60.00%	3
▼ No	40.00%	2
Total		5

On average, how many times do you see a typical student each week?

Answered: 5 Skipped: 0

Answer Choices	Responses
▼ 1 time	20.00% 1
▼ 2 to 3 times	60.00% 3
▼ 4 to 5 times	20.00% 1
▼ 6 or more times	0.00% 0
Total	5

How often do you provide services in the following areas?

Answered: 5 Skipped: 0

	Daily Basis	Weekly Basis	Monthly Basis	Six Week Basis	Semester Basis	N/A
▼ Attendance Issues (including truancy)	80.00% 4	20.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0
▼ Discipline Issues	100.00% 5	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0
▼ Academic Performance	60.00% 3	0.00% 0	20.00% 1	0.00% 0	0.00% 0	20.00% 1
▼ Student Leadership	40.00% 2	20.00% 1	20.00% 1	0.00% 0	0.00% 0	20.00% 1
▼ Teacher Classroom Management	0.00% 0	60.00% 3	20.00% 1	20.00% 1	0.00% 0	0.00% 0
▼ Parent Services	20.00% 1	60.00% 3	20.00% 1	0.00% 0	0.00% 0	0.00% 0

Please rate the quality of your relationships with the following campus staff:

Answered: 5 Skipped: 0

	Very Negative	Negative	Neutral	Positive	Very Positive
Principal (s)	0.00% 0	0.00% 0	0.00% 0	20.00% 1	80.00% 4
Assistant Principal (s)	0.00% 0	0.00% 0	0.00% 0	20.00% 1	80.00% 4
Counselor (s)	0.00% 0	0.00% 0	20.00% 1	0.00% 0	80.00% 4
Teachers	0.00% 0	0.00% 0	0.00% 0	60.00% 3	40.00% 2

How confident are you in your ability to accomplish the following tasks?

Answered: 5 Skipped: 0

	Not at all confident	Slightly confident	Somewhat confident	Confident	Very confident	Not Applicable - Not part of my job.
analyze and interpret student data to identify at-risk students	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 5	0.00% 0
develop student intervention plans	0.00% 0	0.00% 0	0.00% 0	20.00% 1	80.00% 4	0.00% 0
evaluate the impact of student interventions	0.00% 0	0.00% 0	20.00% 1	0.00% 0	80.00% 4	0.00% 0
conduct professional development on classroom management	0.00% 0	0.00% 0	0.00% 0	20.00% 1	60.00% 3	20.00% 1
collaborate with teachers and student services staff members to promote student academic success	0.00% 0	0.00% 0	0.00% 0	20.00% 1	80.00% 4	0.00% 0
collaborate with community organizations to promote student academic success	0.00% 0	0.00% 0	20.00% 1	0.00% 0	80.00% 4	0.00% 0
work with families to promote student success	0.00% 0	0.00% 0	0.00% 0	40.00% 2	60.00% 3	0.00% 0
build trusting relationships with students	0.00% 0	0.00% 0	0.00% 0	0.00% 0	80.00% 4	20.00% 1
provide case management services to at-risk students	0.00% 0	0.00% 0	0.00% 0	0.00% 0	80.00% 4	20.00% 1

To what extent do you agree/disagree with the following statements.

Answered: 5 Skipped: 0

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am utilized properly.	0.00% 0	0.00% 0	20.00% 1	60.00% 3	20.00% 1
I am asked to perform duties that are not part of my job responsibilities.	20.00% 1	60.00% 3	0.00% 0	20.00% 1	0.00% 0
My principal(s) is/are supportive of my role as an Urban Specialist.	0.00% 0	0.00% 0	0.00% 0	20.00% 1	80.00% 4
Professional development has been provided that helps me fulfill my role and responsibilities.	0.00% 0	20.00% 1	60.00% 3	20.00% 1	0.00% 0

To what extent have the following been a barrier or source of support for you to effectively serve students?

Answered: 5 Skipped: 0

	Major Barrier	Minor Barrier	Neutral	Minor Support	Major Support
Communication with Intensive Support Network leadership	0.00% 0	0.00% 0	20.00% 1	20.00% 1	60.00% 3
Campus staff understanding my roles and responsibilities	0.00% 0	20.00% 1	0.00% 0	0.00% 0	80.00% 4
Campus administrator support	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 5
Availability of training	20.00% 1	0.00% 0	40.00% 2	0.00% 0	40.00% 2

Have your roles and/or responsibilities changed from the 2015-16 school year?

Answered: 5 Skipped: 0

Answer Choices	Responses
▼ Yes	60.00% 3
▼ No	40.00% 2
▼ Not Applicable - I was not in this position during the 2015-16 school year.	0.00% 0
Total	5