

2017-18

Evaluation of African American Success Initiative

Department of Evaluation and Assessment

*Michael Hinojosa, Ed.D.
Superintendent of Schools*



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Department of Evaluation and Assessment

H. B. Bell School Support Service Center

2909 N. Buckner Blvd.

Box 10

Dallas, TX 75228

2017-18 Evaluation of African American Success Initiative

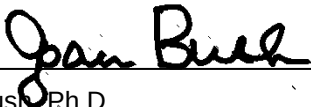
Approved Report of the Department of Evaluation and Assessment

EA18-152-2

August 2018

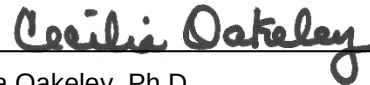
Jin Zhang, Ph.D.

Robert Costello, Ph.D.



Joan Bush, Ph.D.

Executive Director – Program Evaluation



Cecilia Oakeley, Ph.D.

Assistant Superintendent – Evaluation and
Assessment

*Michael Hinojosa, Ed.D.
Superintendent of Schools*



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2017-18 Evaluation of African American Success Initiative

Project Evaluators: Jin H Zhang, Ph.D. and Robert Costello, Ph.D.

ABSTRACT

For the 2017-18 school year, African American Success Initiative (AASI) expanded its services to 26 schools within five feeder patterns. AASI included six key program components: 1) academic achievement, 2) social and emotional learning, 3) cultural diversity, 4) community partnerships, 5) parent and family engagement, and 6) student advocacy. Title I funding for AASI was \$1,200,000 in 2017-18.

There were 2,740 students in grades kindergarten to three participated in the Neuhaus supplemental reading program from 17 AASI elementary schools. Both the AASI Neuhaus students and the district increased the percentage of students reading at grade level on *ISIP* Beginning of Year (BOY) to End of Year (EOY). *TerraNova* results showed that the percentage of students performing at grade level decreased as grade level increased for both AASI students and the district. The *State of Texas Assessments of Academic Readiness (STAAR)* data showed Approaches Grade Level or Above (Approaches +) for Neuhaus students in reading for grade three was 60 percent, while the district was 72 percent. Neuhaus teacher survey results were positive.

There were 2,633 students in grades three to eight that participated in Whitlow supplemental mathematics program at 17 AASI elementary schools and two AASI middle schools. The achievement gap between elementary Whitlow students and the district on *STAAR* mathematics decreased as grade level increased. The percentage of Whitlow middle school students at Approaches + increased as grade level increased. Whitlow teacher survey responses were favorable toward the program.

Dr. Sharroky Hollie's culturally and linguistically responsive (CLR) teaching and learning strategy workshops were held in November and December 2017. Most teachers believed that the workshops 1) helped them gain new knowledge and skills, 2) stimulated their learning about CLR strategies, and 3) assisted them in making better-informed decisions related to CLR teaching and learning.

A total of 50 mentors worked with 800 students from 23 campuses. Mentors met with students at least once a week for a 20-60 minutes mentoring, and 80 students were mentored by the two AASI student advocacy coordinators. EduGuide was selected as the primary social and emotional learning (SEL) program for Tier II & III students. A total of 190 students from eight elementary schools used TutorMate to help them gain proficiency in reading.

Data were reviewed for *TerraNova*, *STAAR* 3-8 and *STAAR End of Course (STAAR EOC)*. In all comparisons, African American students had lower assessment scores than other ethnic groups and the district, which shows the need to continue the focus on improving mathematics achievement of African American students.

PROGRAM DESCRIPTION

The African American Success Initiative (AASI) was the Dallas Independent School District's (Dallas ISD) strategic initiative aimed at closing the achievement gap and increasing access to academic opportunities for African American students. The initiative focused on academic support, student advocacy, and parental engagement, all of which were designed to improve student academic achievement and prepare students for college and career readiness.

Established in 2006 as the African American Task Force which served African American males, the initiative underwent several adjustments to include African American females, as well as targeting different geographic locations. Over the past years, the AASI program was implemented at Lincoln, Madison, Pinkston, and South Oak Cliff feeder patterns (2012-13). The next year, Carter, Samuell, North Dallas, and Wilmer-Hutchins feeder patterns were added (2013-14), and finally districtwide (2014-15). During 2015-16 school year, AASI was implemented at 13 schools within Carter and Wilmer-Hutchins feeder patterns. For 2016-17 school year, AASI was implemented at 13 schools with additional professional development opportunities to five feeder patterns (Accelerating Campus Excellence (ACE), Lincoln, Madison, Roosevelt, and South Oak Cliff) with more than 40 percent African American student population. During 2017-18 school year, AASI expanded its services to 26 schools within five feeder patterns: Carter, Wilmer-Hutchins, Roosevelt, Madison, and Lincoln.

AASI included six key program components. These included academic achievement, social and emotional learning, cultural diversity, community partnerships, parent and family engagement, and student advocacy. Starting in 2018-19, the district will establish a Racial Equity Office.

PURPOSE AND SCOPE OF THE EVALUATION

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

1. Describe characteristics of the AASI program components.
2. Evaluate the implementation and the outcomes of the Neuhaus reading program, the Whitlow math program, the culturally and linguistically responsiveness (CLR) teaching and learning strategy workshops, and the student advocacy program.
3. Identify academic achievement differences between students who participated in the AASI programs as measured by *TerraNova*, *Istation's Indicators of Progress (ISIP)*, *STAAR*, and *STAAR EOC*.
4. Describe stakeholders' perception of the AASI program.
5. Examine the academic achievements of African American students and other students in the district.

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the funding for the African American Success Initiative?

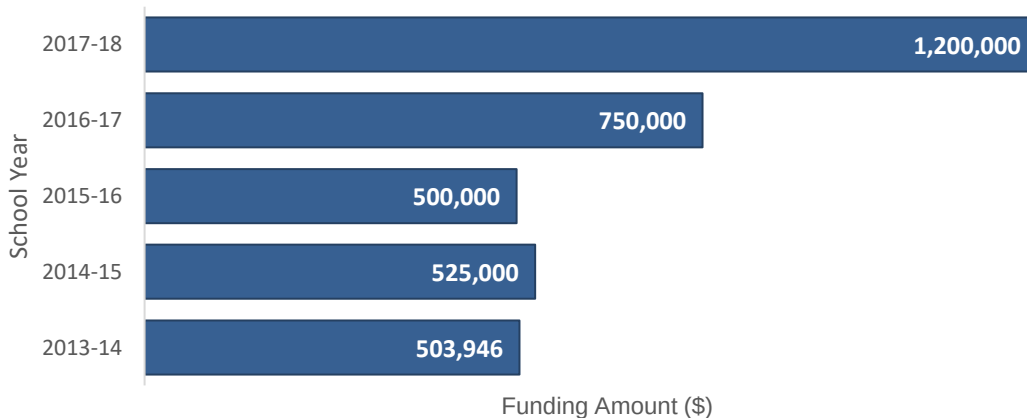
Methodology

The evaluators reviewed the Title I workscope for AASI to determine the amount funded for AASI in 2017-18.

Results

Review of the Title I workscope indicated that Title I funding for AASI was \$1,200,000 in 2017-18. The funding information was obtained from the updated information from workscope and the grants department. Figure 1 shows the amount of Title I monies allocated to AASI over the past five years with a total of \$3,478,946.

Figure 1: Title I Funds for AASI from 2013-14 through 2017-18 by School Year



Source: District evaluation reports from 2013-14 through 2016-17 and Title I workscope for 2017-18.

What were the evaluation results for the AASI Neuhaus reading program component?

Methodology

The evaluators reviewed program documentation, sign in sheets, and the scope of professional development provided by the AASI staff. District student's data file (PEIMS data 10/30/2017) and district personnel file (11/12/2017) were used for demographic analysis. The *TerraNova* file (6/11/2018), *Istation's Indicators of Progress (ISIP)* files beginning of year, BOY (11/1/2017), middle of year, MOY (2/5/2018) and end of year, EOY (6/3/2018), and *STAAR* file (6/20/2018) were used for student achievement analyses.

Results

Context

The AASI provided Neuhaus as a mandatory supplemental reading curriculum to improve the reading readiness of K-3 students. Neuhaus focused on promoting reading success using structured literacy programs. Teachers were required to implement 30 minutes of structured lessons at least three times a week in addition to the regular reading curriculum.

Professional Development

Neuhaus provided professional development and manipulatives for K-3 reading teachers at 17 Dallas ISD AASI elementary schools. Participants were eligible to receive up to seven credit hours. Teachers were required to participate in two-day professional development sessions held on August 17 and August 21, 2017. A total of 140 teachers received two days of training prior to the start of the 2017-18 school year (Table 1).

Table 1: 2017-18 AASI Neuhaus Professional Development Workshops

Workshop Title	Field	Provider	Session(s)	Participants
Word Smart	ELAR	Trice Education	1	3
Inquiry based learning	ELAR	Trice Education	1	22
Literacy Strategies	ELAR	Trice Education	1	21
Effective First Instruction Cohort I	ELAR	Trice Education	1	62
Effective First Instruction Cohort II	ELAR	Trice Education	1	80
Rigor & Relevance Grades K-12	ELAR	Trice Education	1	10
Guided Reading Strategies	ELAR	Trice Education	2	14
Writers Rock-How to Get Started	ELAR	Trice Education	1	17
How to Improve Rigor in the Classroom	ELAR	Trice Education	1	26
Thinking Maps	ELAR	Trice Education	1	28
Total			11	283

Source: Data were extracted from the AASI professional development sign-in sheets fall 2017.

Note: ELAR=English language arts and reading. Teacher attended multiple sessions.

Teacher Characteristics

During 2017-18 school year, 140 teachers implemented the Neuhaus supplemental reading curriculum in 17 AASI schools and six non-AASI schools in Dallas ISD. A total of 30 teachers from Blanton, Carr, Pease, Ray, Titche and Hernandez received Neuhaus training and supplemental reading curriculum but were not part of AASI.

Neuhaus teachers were predominately African American (75%) and female (97%). Sixty-three percent (63%) of the teachers had a bachelor's degree with an average of 9.6 years of Dallas ISD teaching experience. Forty-four percent of the AASI teachers had more than 11 years of experience teaching in Dallas ISD, while non-AASI teachers had only 27 percent with more than 11 years' experience. Table 2 provides teacher demographic characteristics. Neuhaus teachers are grouped by teaching in an AASI school or a non-AASI school.

Table 2: 2017-18 Neuhaus Teacher Demographic Characteristics

	Neuhaus AASI Teachers (N=110)		Neuhaus Non-AASI Teachers (N=30)		Neuhaus All Teachers (N=140)	
	N	%	N	%	N	%
Gender						
Female	106	96.4	30	100.0	136	97.1
Male	4	3.6	0	0.0	4	2.9
Ethnicity						
African American	88	80.0	17	56.7	105	75.0
Hispanic	4	3.6	2	6.7	6	4.3
White	16	14.5	10	33.3	26	18.6
Asian	2	1.8	1	3.3	3	2.1
Education Level						
Bachelor	71	64.6	17	56.7	88	62.9
Master	32	29.1	11	36.6	43	30.7
Other	7	6.3	2	6.7	9	6.4
Years of Experience in Dallas ISD						
<1	4	3.6	4	13.3	8	5.7
1 - 10	58	52.7	18	60.0	76	54.3
11 - 20	30	27.3	5	16.7	35	25.0
21 - 37	18	16.4	3	10.0	21	15.0

Source: AASI staff provided teacher ID information. Demographic data were extracted from the Personnel file dated 11/12/2017.

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

Student Demographic Characteristics

During 2017-18 school year, 2,740 students in grades KN to three participated in the Neuhaus supplemental reading program from 17 AASI elementary schools. Most of the participants were African American (82%) and from economically disadvantaged families (85%). There were 260 students (9.5%) who were characterized as being at risk, and 215 students (7.9%) were reported as talented and gifted (TAG) students. Table 3 displays Neuhaus student demographic characteristics for AASI, non-AASI students and district overall.

Table 3: 2017-18 Neuhaus Students and the District Grades K-3 Demographic Characteristics

	Neuhaus AASI Students (N=2,740)		Neuhaus Non-AASI Students (N=798)		All Neuhaus Students (N=3,538)		District Students (K-3) (N=47,119)	
	N	%	N	%	N	%	N	%
Gender								
Female	1,303	47.6	413	51.8	1,716	48.6	23,006	48.8
Male	1,434	52.4	385	48.2	1,819	51.4	24,113	51.2
Ethnicity								
African American	2,245	81.9	586	73.4	2,831	80.0	10,472	22.2
Hispanic	415	15.2	169	21.2	584	16.5	32,374	68.7
White	45	1.7	24	3.0	69	2.0	2,941	6.2
Other	32	1.2	19	2.4	51	1.5	1,332	2.9
Grade Level								
KN	733	26.8	137	17.2	870	24.6	11,070	23.5
First	582	21.2	176	22.1	758	21.5	11,590	24.6
Second	743	27.1	242	30.3	985	27.8	11,894	25.2
Third	682	24.9	243	30.5	925	26.1	12,565	26.7
Limited English Proficiency								
Yes	85	3.1	48	6.0	133	3.8	23,555	50.0
Talented and Gifted								
Yes	215	7.9	64	8.0	279	7.9	5,038	10.7
Special Education								
Yes	148	5.4	59	7.4	207	5.9	3,494	7.4
At Risk								
Yes	260	9.5	124	15.5	384	10.9	24,808	52.6
Economically Disadvantaged								
Yes	2,335	85.3	671	84.1	3,006	85.0	37,747	80.1

Source: AASI staff provided teacher information. Demographic data were extracted from district PEIMS snapshot data file dated 10/30/2017.

Note: KN=Kindergarten. Gender and ethnicity information were missing for three AASI students.

Teacher Perceptions

A survey was created to collect teachers' perceptions and experiences with the Neuhaus program. The Neuhaus teacher survey was posted online from March 28 through May 15, 2018. Survey responses were collected via SurveyMonkey. Data were analyzed using frequencies. Only AASI teachers were surveyed. Sixty-seven percent (69 out of 103) of the AASI Neuhaus teachers completed the survey.

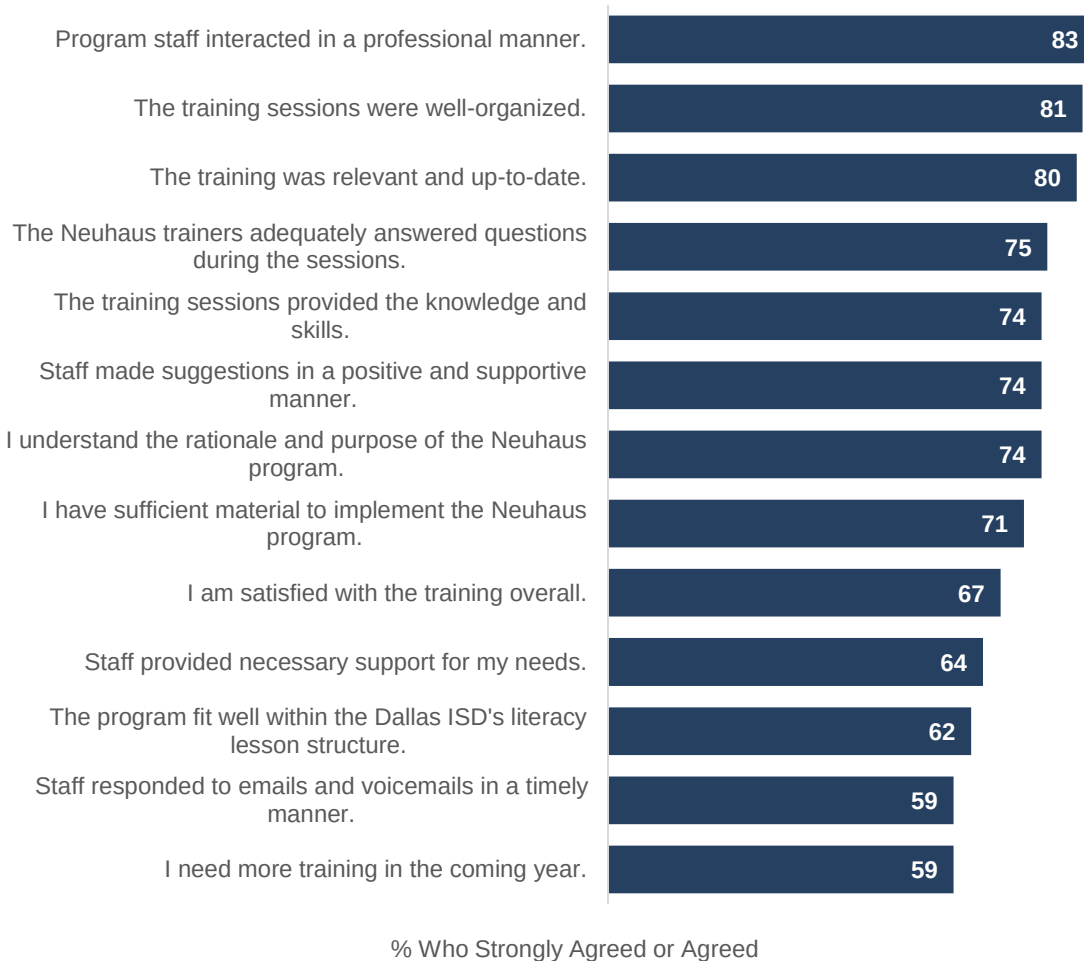
Table 4: 2017-18 Neuhaus Teacher Survey Participants by Grade

Grade	N	%
Kindergarten	24	35
1	23	33
2	17	25
3	5	7
Total	69	100

Source: Data were extracted from teacher survey 5/16/2018.

As seen in Table 4, a total of 69 Neuhaus teachers completed the online survey. Overall, teachers responded favorably regarding the training and the implementation of Neuhaus program. Most teachers believed that: 1) program staff interacted in a professional manner (83%), 2) the training sessions were well-organized (81%), 3) the trainings were relevant and up-to-date (80%), 4) the trainings provided knowledge and skills (74%), and 5) the Neuhaus program fit well within the Dallas ISD's literacy lesson structure (62%). However, 59 percent felt they need more training in the coming year (Figure 2).

Figure 2: 2017-18 Neuhaus Teacher Survey Results (N = 69)



Source: Data were extracted from Neuhaus teacher survey 5/16/2018.

The Neuhaus teacher survey included two open-ended questions. The first open-ended question asked teachers to describe any challenges and issues encountered when implementing the program. In response to the question, teachers indicated that getting materials in a timely manner such as textbooks (N=8) and components (N=6) was a challenge for them. The second open-ended question asked teachers

what improvements they would like to see in the coming year. In response to the question, teachers indicated that they would like to see more training (N=11) and more materials (N=5) in the coming year.

Student Academic Outcomes

The district demographic data and academic achievement data were used to analyze the outcome of those who participated in the Neuhaus program. *ISIP* scores were extracted from the beginning of year (BOY), the middle of year (MOY), and the end of year (EOY) files. *TerraNova* files provided academic achievement for students in grades KN through two, and the *STAAR* data provided academic information for students in grade three. The percentage of students that scored at grade level was calculated for *TerraNova* using the 40th percentile or above, and for *STAAR* using the percentage at Approaches +.

ISIP Results

Students who participated in the Neuhaus supplemental program took the *Istation's Indicators of Progress (ISIP)* assessments. Students at or above the 40th percentile were considered at or above grade level (Tier I). Thirty-two percent of the students who participated in the Neuhaus supplemental reading curriculum met grade level at the beginning of the school year (BOY), and 37 percent met grade level at the middle of the 2017-18 school year (MOY), while 40 percent met grade level at the end of the 2017-18 school year (EOY). The difference between BOY AASI and district students was 18.3 pps (pps=percentage points), MOY was 15.5 pps and EOY was 15.7 pps.

Table 5: 2017-18 Percentage of AASI Neuhaus Students at Tier I on ISIP BOY, MOY, and EOY for Grades K-2 by Campus

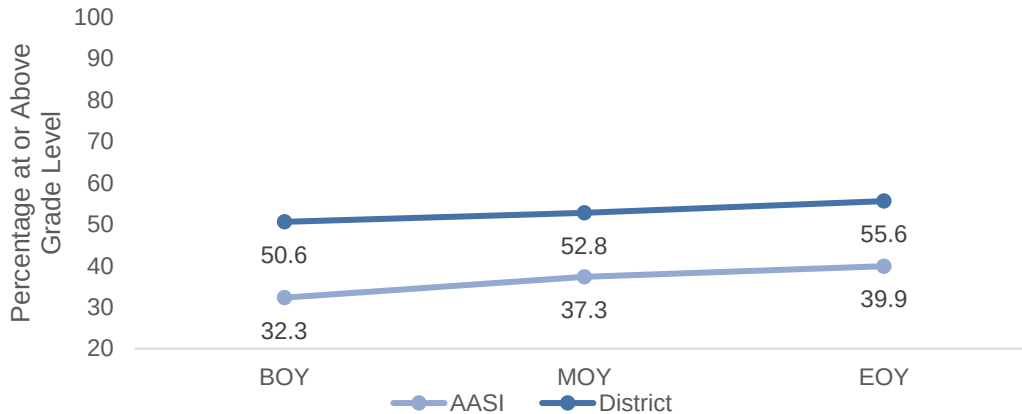
Campus	2017-18 BOY		2017-18 MOY		2017-18 EOY	
	N	%	N	%	N	%
Alexander	118	38.1	93	44.1	96	54.2
Budd	84	42.9	84	38.1	78	29.5
Dunbar	175	28.0	152	26.3	158	23.4
Ervin	162	23.5	145	33.1	144	41.0
Johnston	84	19.0	75	26.7	76	27.6
Lee, U	118	49.2	106	68.9	100	70.0
King	125	25.6	100	43.0	108	32.1
McNair	129	21.7	111	23.4	104	40.4
Mills	40	40.0	37	48.6	33	60.6
Rhoads	201	26.9	172	30.2	180	36.1
Rice	211	37.9	201	37.8	197	39.6
Starks	82	23.2	78	30.8	73	37.0
Terry	77	29.9	52	48.1	72	41.7
Turner	95	45.3	100	49.0	87	41.4
Twain	20	50.0	19	42.1	18	16.7
Weiss	27	25.9	30	33.3	26	69.2
WMH	156	39.1	173	34.7	143	42.0
All	1,904	32.3	1,728	37.3	1,693	39.9
District	32,123	50.6	31,192	52.8	30,430	55.6

Source: Student demographic file 10/30/2017. *ISIP* data files 11/1/2017, 2/5/2018 and 6/3/2018.

Note: WMH=Wilmer-Hutchins. *ISIP*= *Istation's Indicators of Progress*. BOY=beginning of year. MOY=middle of year. EOY=end of year. Tier I=at or above grade level.

Figure 3 shows that both the AASI students and the district increased the percentage of students at grade level from BOY to EOY. AASI students increased by 7.6 pps, while the district increased by 5.0 pps. Although AASI students showed a slightly larger increase from BOY to EOY than district students, AASI students lagged the district students by 15.7 pps at EOY.

Figure 3: 2017-18 Percentage of *ISIP* BOY, MOY, and EOY at Tier I for AASI Neuhaus and District



Source: Student demographic file 10/30/2017. *ISIP* data files 11/1/2017, 2/5/2018 and 6/3/2018.

Note: *ISIP*= *I*station's *I*ndicators of *P*rogress. BOY=beginning of year. MOY=middle of year. EOY=end of year. Tier I= at or above grade level.

Table 6 displays percentage of AASI Neuhaus students *ISIP* BOY, MOY, and EOY scores from grades KN through two. The largest increase in percentage of AASI Neuhaus students who reached grade level or above occurred at grade 1 (28.3% BOY, 41.9% EOY).

Table 6: 2017-18 Percentage of AASI Neuhaus Students at Tier I on *ISIP* BOY, MOY, and EOY for Grades K-2 by Grade

	Neuhaus Students		District	
	N	%	N	%
Beginning of Year (BOY)				
Grade KN	686	33.4	10,091	50.5
Grade 1	544	28.3	10,897	47.1
Grade 2	674	34.4	11,135	54.3
All	1,904	32.3	32,123	50.6
Middle of Year (MOY)				
Grade KN	613	34.9	9,900	53.2
Grade 1	516	36.0	10,625	49.9
Grade 2	599	40.9	10,667	55.3
All	1,728	37.3	31,192	52.8
End of Year (EOY)				
Grade KN	576	36.8	9,612	55.2
Grade 1	503	41.9	10,416	55.5
Grade 2	614	41.2	10,402	56.0
All	1,693	39.9	30,430	55.6

Source: Student demographic file 10/30/2017. *ISIP* data files 11/1/2017, 2/5/2018 and 6/3/2018.

Note: *ISIP*= *I*station's *I*ndicators of *P*rogress. Tier I= at or above grade level.

TerraNova Results (K-2)

The *TerraNova* file provided academic achievement in reading for grades K through two. The analysis included AASI schools only (Table 7). General results showed that the percentage of students performing at grade level decreased as grade level increased. This is true for both AASI students and district students. At grade two, 49.5 percent of the AASI students were performing at grade level.

Table 7: 2017-18 TerraNova Reading At or Above Grade Level for Neuhaus Students in Grades K-2 by Campus and Grade

Campus	Grade Kindergarten		Grade 1		Grade 2	
	N	%	N	%	N	%
Alexander	30	86.7	31	77.4	41	53.7
Budd	31	61.3	31	51.6	36	52.8
Dunbar	64	84.4	64	26.6	68	29.4
Ervin	65	69.2	35	50.0	59	44.1
Johnston	31	77.4	34	44.1	39	30.8
Lee, U	50	84.0	46	71.7	51	51.0
King	40	70.0	43	67.4	46	50.0
McNair	77	51.9	74	47.3	87	47.1
Mills	19	78.9	9	77.8	26	61.5
Rhoads	77	79.2	64	50.0	68	27.9
Rice	84	92.9	60	70.0	73	69.9
Starks	32	87.5	38	76.3	56	46.4
Terry	26	84.6	25	68.0	30	60.0
Turner	35	82.9	25	84.0	52	46.2
Twain	21	71.4	33	51.5	28	60.7
Weiss	27	74.1	34	44.1	41	63.4
Wilmer-Hutchins	74	89.2	63	61.9	75	64.0
All	783	78.2	744	56.9	876	49.5
District	5,616	80.0	5,864	63.2	6,216	60.0

Source: Student demographic file 10/30/2017 and MyData Portal database for 2017-18 (7/30/2018).

STAAR Results

The *STAAR* data file (dated 6/20/2018) provided academic achievement for Neuhaus students in grade three. Table 8 displays the percentage at Approaches + for Neuhaus students in reading for grade three by campus. The analysis included AASI schools only. *STAAR* results showed almost 60 percent (59.7%) met the Approaches + standard whereas the district percentage was 72.4 percent. When reviewed by campus, the percentages at Approaches + varied widely (24.3% to 87.0%).

Table 8: 2017-18 STAAR Reading Approaches + for Neuhaus Grade Three by Campus

Campus	N	%
Budd	46	63.0
Dunbar	71	39.4
Ervin	58	53.4
Johnston	37	24.3
Lee, U	54	79.6
King	47	59.6
McNair	64	73.4
Rhoads	75	57.3
Rice	62	71.0
Turner	45	57.8
Weiss	23	87.0
Wilmer-Hutchins	34	58.8
All	616	59.7
District	11,919	72.4

Source: Student demographic file 10/30/2017 and STAAR file 6/20/2018.

Note: The data includes students in the district as of PEIMS snapshot date.

What were the evaluation results for the AASI Whitlow mathematics component?

Methodology

The evaluator used the Whitlow teacher training information to collect the student ID numbers for those enrolled in Math the Whitlow Way classes for grades three through eight. Student demographic data file (PEIMS data on 10/30/2017) and district personnel file (11/12/2017) were used for demographic analyses. The STAAR data file (6/20/2018) was used for student achievement analysis.

Results

Program Context

Math the Whitlow Way used hands-on math lessons and numerous learning ideas to help students be engaged in learning; it used a resource handbook with manipulatives for activities and learning strategies; and it addressed strands in the state standards for mathematics and provided practical and doable strategies. Teachers used the lessons and manipulatives three days a week, and each lesson was approximately 30 minutes.

Professional Development

The AASI provided workshops for mathematics teachers. Most of the workshops were held prior to the beginning of the school year. Teachers were required to participate in a three-day professional development (PD) sessions on August 7, 9, and 10, 2017 prior to the start of the school year. See Table 9 for participation information.

Table 9: 2017-18 AASI Whitlow Professional Development Workshops

Workshop Title	Field	Provider	Sessions	Participants
Math the Whitlow Way	Mathematics	Faye Whitlow	12	303
Math the Whitlow Way (follow-up)	Mathematics	Faye Whitlow	8	68
Total			20	371

Source: Data were extracted from the AASI professional development sign-in sheets 1/22/2018.

Teacher Characteristics

During the 2017-18 school year, 88 teachers implemented the Whitlow curriculum in elementary and middle schools of the Dallas ISD. Whitlow teachers were predominately African-American (63%) and female (66%). Sixty-five percent of the teachers had a bachelor's degree with average of 8 years of Dallas ISD teaching experience. Table 10 displays Whitlow teacher demographic characteristics by school type.

Table 10: 2017-18 Whitlow Teacher Demographic Characteristics

	Whitlow AASI Teachers (N=60)		Whitlow Non-AASI Teachers (N=28)		Whitlow All Teachers (N=88)	
	N	%	N	%	N	%
Gender						
Female	38	63.3	20	71.4	58	65.9
Male	22	36.7	8	28.6	30	34.1
Ethnicity						
African American	41	68.3	14	50.0	55	62.5
Hispanic	13	21.7	7	25.0	20	22.7
White	5	8.3	6	21.4	11	12.5
Asian	1	1.7	1	3.6	2	2.3
Education Level						
Bachelor	37	61.7	20	71.4	57	64.8
Master	20	33.3	8	28.6	28	31.8
Other	3	5.0	-	-	3	3.4
Years of Experience in Dallas ISD						
<1	1	1.7	1	3.6	2	2.3
1 - 10	39	65.0	19	67.9	58	65.9
11 - 20	15	25.0	8	28.6	23	26.1
21+	5	8.3	-	-	5	5.7

Source: AASI staff provided teacher information. Demographic data were extracted from district personnel file 11/12/2017.

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

Student Demographic Characteristics

During 2017-18 school year, 2,633 students in grades three to eight participated in the Whitlow program at 17 AASI elementary schools and two AASI middle schools in Dallas ISD. Most of the participants were African American (69%) and economically disadvantaged (90%). However, 476 students (18%) were categorized as Limited English Proficient (LEP) students, and 1,460 students (55.5%) were reported as at-risk students. Table 11 displays student demographic characteristics by student type.

Table 11: 2017-18 Whitlow Students and the District Grades 3-8 Demographic Characteristics

	Whitlow AASI Students (N=2,633)		Whitlow Non-AASI Students (N=1,188)		All Whitlow Students (N=3,821)		District Students (3-8) (N=69,538)	
	N	%	N	%	N	%	N	%
Gender								
Female	1,270	48.2	578	48.7	1,848	48.4	33,669	48.4
Male	1,363	51.8	610	51.3	1,973	51.6	35,869	51.6
Ethnicity								
African American	1,826	69.4	688	57.9	2,514	65.8	15,244	21.9
Hispanic	760	28.8	465	39.1	1,225	32.1	49,455	71.1
White	20	0.8	19	1.6	39	1.0	3,231	4.6
Other	27	1.0	16	1.4	43	1.1	1,608	2.4
Grade Level								
3	835	31.7	292	24.6	1,127	29.5	12,565	18.1
4	823	31.4	215	18.1	1,038	27.2	12,700	18.3
5	488	18.5	138	11.6	626	16.4	12,508	18.0
6	0	0.0	104	8.8	104	2.7	10,936	15.7
7	152	5.7	64	5.4	216	5.6	10,741	15.4
8	335	12.7	375	31.5	710	18.6	10,088	14.5
Limited English Proficiency								
Yes	476	18.1	318	26.8	794	20.8	33,840	48.7
Talented and Gifted								
Yes	356	13.5	131	11.0	487	12.7	12,560	18.1
Special Education								
Yes	194	7.4	96	8.1	290	7.6	6,426	9.2
At Risk								
Yes	1,460	55.5	759	63.9	2,219	58.1	48,710	70.0
Economically Disadvantaged								
Yes	2,370	90.0	968	81.5	3,338	87.4	60,379	86.8

Source: AASI staff provided teacher information. Demographic data were extracted from district PEIMS Snapshot data 10/30/2017.

Teacher Perceptions

A survey was created to collect teacher perceptions and experiences with the Whitlow program. The Whitlow teacher survey was open to teachers from March 28 through May 15, 2018. Survey responses were collected via SurveyMonkey. Data were analyzed using frequencies.

In total, 71 Whitlow teachers completed the online survey. As seen in Figure 4, teachers responded favorably regarding the training and the implementation of Whitlow program. Most teachers believed that 1) program staff interacted in a professional manner (96%), 2) the training sessions were well-organized (96%), 3) the Whitlow program fit well within the Dallas ISD's mathematics lesson structure (96%), and

4) the training provided knowledge and skills (94%). Sixty-three percent of the teachers responded that “I need more training in the coming year.”

Figure 4: 2017-18 Whitlow Teacher Survey Results (N = 71)



Source: Data were extracted from Whitlow teacher survey 5/16/2018.

The Whitlow teacher survey included two open-ended questions. The first open-ended question asked teachers to describe any challenges and issues when implementing the program. In response to the first open-ended question, some teachers indicated one challenge: getting materials /manipulatives in a timely manner (N=15).

The second open-ended question asked teachers what improvements they would like to see in the coming year. In response to the question, some teachers would like to see improvements in the coming year: more manipulatives (N=8) and more training (N=5).

Student Academic Outcomes

STAAR Results (Grades 3-5)

The STAAR data file was used to compute students' academic achievement in mathematics. The analyses included AASI schools only. STAAR results showed that the Whitlow students' percentage at Approaches + increased as grade level increased from grade three (64.9%) to grade five (84.4%). The

achievement gap between Whitlow students and the district decreased as grade level increased. Table 12 displays STAAR mathematics results for grades 3-5 by campus.

Table 12: 2017-18 STAAR Mathematics Approaches + for Grades 3-5 Whitlow Students by Grade and Campus

Campus	Grade 3		Grade 4		Grade 5	
	N	%	N	%	N	%
Alexander	43	65.1	38	86.8	-	-
Budd	-	-	40	60.0	28	82.1
Dunbar	73	43.8	31	48.4	1	100.0
Ervin	70	61.4	81	61.7	-	-
Johnston	19	63.2	51	72.5	66	80.3
Lee, U	57	80.7	91	71.4	55	90.9
King	62	53.2	52	32.7	-	-
McNair	43	81.4	71	59.2	74	83.8
Miller	-	-	54	72.2	52	88.5
Rhoads	76	50.0	27	59.3	41	46.3
Rice	60	75.0	36	94.4	49	100.0
Mills	49	77.6	45	80.0	46	91.3
Starks	37	62.2	43	93.0	-	-
Terry	49	73.5	-	-	-	-
Turner	48	58.3	45	64.4	50	90.0
Twain	30	63.3	-	-	-	-
Weiss	57	80.7	70	60.0	-	-
All	773	64.9	775	67.0	462	84.4
District	11,908	75.6	12,087	76.0	12,038	87.6

Source: Student demographic file 10/30/2017 and STAAR file 6/20/2018.

Note: Whitlow program was implemented at certain grades on a campus. The data includes students in the district as of PEIMS snapshot date.

STAAR Mathematics (Grades 7-8)

Table 13 displays Whitlow students grades seven and eight mathematics Approaches + by campus. Students performed better in grade eight than grade seven in mathematics for Whitlow students and the district overall. No sixth grade students participated.

Table 13: 2017-18 STAAR Mathematics Approaches + for Whitlow Students in Grades 7 and 8 by Campus

Campus	Grade 7		Grade 8	
	N	%	N	%
Atwell	126	27.8	75	62.7
Kennedy-Curry	-	-	217	71.9
All	126	27.8	292	69.5
District	7,653	55.7	9,886	84.0

Source: Student demographic file 10/30/2017 and STAAR file 6/20/2018.

Note: No sixth grade students at AASI middle school participated in the Whitlow program. The data includes students in the district as of PEIMS snapshot date.

What were the evaluation results for the AASI culturally and linguistically responsive teaching and learning component?

Methodology

Dr. Sharroky Hollie's culturally and linguistically responsive (CLR) teaching and learning strategy trainings were held on November 15, 2017 and December 13, 2017. Two separate online surveys were developed and sent to training participants. Both surveys consisted of 17 questions including open-ended questions. Survey responses were collected via SurveyMonkey.com. Frequency analyses were conducted.

Results

Survey Results for Training on November 15, 2017

One hundred and fifteen district teachers and staff attended AASI's CLR teaching and learning strategies workshop. Of the 115 participants attending Dr. Hollie's CLR training on November 15, 2017, 83 staff members (72%) completed the survey from November 30 through December 11, 2017. The survey respondents included 15 (18%) teachers from high schools, nine (11%) from middle schools, 56 (68%) from elementary schools, and three (4%) administrators (Table 14).

Table 14: Survey Respondents of Dr. Hollie's November 2017 CLR Workshop by School Level

School level	N	%
Elementary School	56	67.5
Middle School	9	10.8
High School	15	18.1
Other	3	3.6
Total	83	100.0

Source: Data were extracted from teacher survey 12/12/2017.

Survey results indicated that 90 percent of the teachers attended Dr. Hollie's CLR training for the first time, and 64 percent of the participants indicated that the workshop was offered at the appropriate time of the school year. As seen in Figure 5, teachers responded favorably regarding the impact of CLR training. Most teachers believed that the workshop 1) stimulated their learning about CLR strategies (96%), 2) assisted them in making better-informed decisions related to CLR teaching and learning (94%), 3) enhanced their understanding of how to infuse CLR strategies into classroom (93%), and 4) enhanced their understanding of how to determine inequities in the classroom and at school (92%). Many teachers also believed the workshop provided them sufficient support and resources to implement cultural responsiveness in classroom (87%), and that it would greatly impact classroom management (86%).

Figure 5: Dr. Hollie's November 2017 CLR Training Teacher Survey Results (N = 83)



Source: Data were extracted from teacher survey 12/12/2017.

The teacher survey included three open-ended questions. The first open-ended question asked what teachers liked most about the training. In response to the first open-ended question, teachers indicated a variety of factors they liked the most about the training: teaching strategies (N=11), interactive activities (N=8), and presentation style (N=3).

In response to the second open-ended question, teachers indicated a variety of factors they liked the least about the workshop: the timing of training (N=11), not enough time to practice (N=3), and parking (N=3). The third open-ended question asked about improvements for the training. Some teachers hoped to make the training mandatory (N=8), to have the training offered at the beginning of the year or summer time (N=5), and to require principals to attend (N=3). A few teachers would like to see field experience and small group classroom visits (N=3).

Survey Results for Training on December 13, 2017

One hundred and fifteen district teachers attended AASI's CLR teaching and learning workshop on December 13, 2017. Out of 115 teacher participants, 96 (83%) teachers completed the online survey from January 24 through March 2, 2018. Table 15 displays school level of teacher respondents.

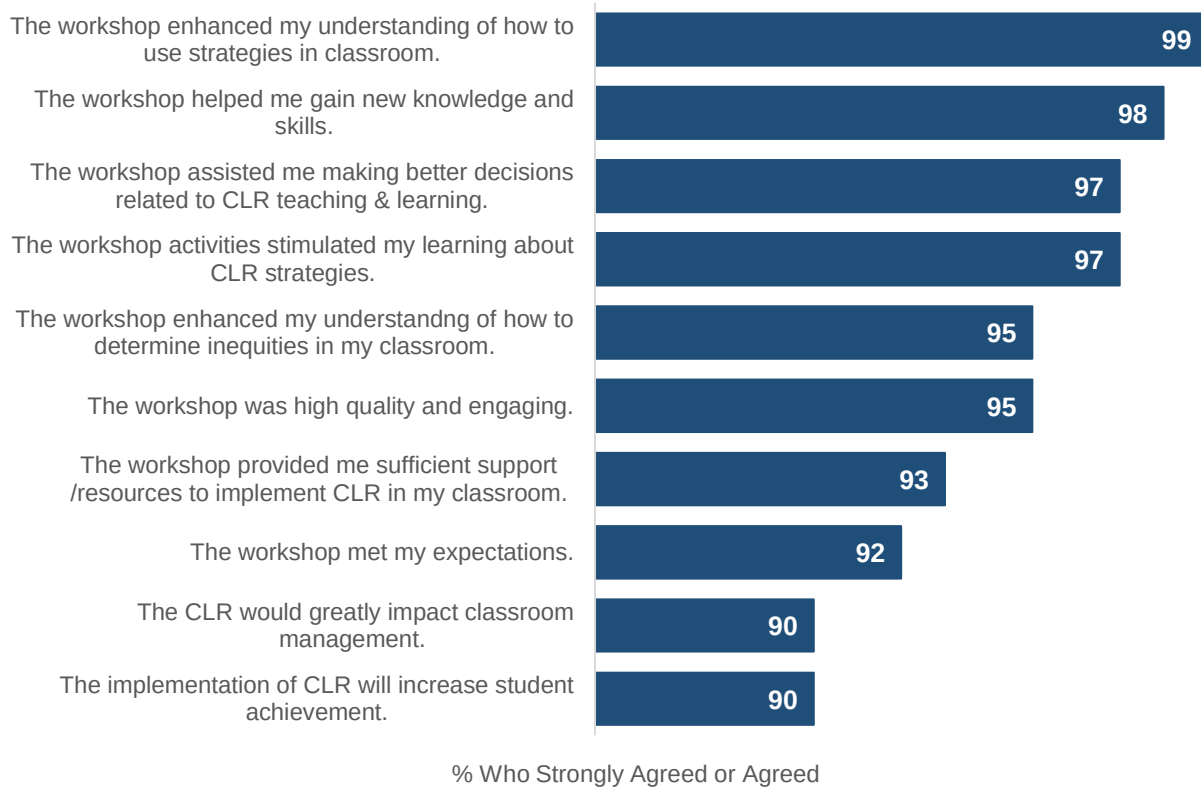
Table 15: Survey Respondents of Dr. Hollie's December 2017 CLR Workshop by School Level

School Level	N	%
Elementary School	73	76.0
Middle School	11	11.5
High School	11	11.5
Other	1	1.0
Total	96	100

Source: Data were extracted from teacher survey 3/5/2018.

Survey results indicated that 55 percent of the teachers attended Dr. Hollie's CLR training for the first time as compared with 90 percent for the workshop on November 15, 2017. Again, teachers responded favorably regarding the impact of CLR training. Figure 6 displays survey details.

Figure 6: Dr. Hollie's December 2017 CLR Training Teacher Survey Results (N = 96)



Source: Data were extracted from teacher survey 3/5/2018.

The teacher survey included three open-ended questions. The first open-ended question asked what teachers liked most about the training. In response to the first open-ended question, teachers indicated a variety of factors they liked the most: presentation style (N=5), engagement (N=5), interactive activities (N=5), strategies (N=4), and creative ideas (N=3).

In response to the second open-ended question, teachers indicated a variety of factors they liked the least about the workshop: tight time frame (N=7) and information overload (N=3). The third

open-ended question asked what improvements could be made to the training. Some teachers hoped to have the training at the beginning of the year or summer time (N=4) and more time to digest concepts learned (N=4).

Campus Instructional Cycle

On April 3, 2018, Dr. Sharroky Hollie and his staff conducted follow-up campus instructional cycle observations at Kennedy-Curry, Starks, Turner, and Johnston. The observation focused on student engagement, classroom management, and preliminary use of the CLR strategies learned during the November and December professional development. Each observation lasted for 15 minutes.

Prior to each CLR observation, Dr. Hollie and his staff received a map of the school, a bell schedule, and a list of the classroom numbers of selected teachers. Dr. Hollie met briefly with the administrator in charge before and after the observations.

Dr. Hollie and staff used a classroom walk-through tool for a post-observation discussion with the selected teachers. Each teacher observed received confidential written feedback. The observations were conducted without campus principal and staff. At the end of the observation, Dr. Hollie and his staff received a list of the selected teachers' contact information for a follow up correspondence and next steps.

What were the results of the AASI tutoring and mentoring program component?

Methodology

Program documentation regarding the tutoring and mentoring activities were collected from TutorMate volunteers and student advocacy coordinators. Those data included rosters, attendance, check-in, and intervention files.

Results

EduGuide

EduGuide was selected as the primary social and emotional learning (SEL) program for AASI's Tier II & III student advocacy program. EduGuide was a web based online tool using blended online activities to deliver the mentoring. The system was designed for students to complete activities independently online including watching a video. Students and mentors were encouraged to engage on the subject matter via online messaging, to increase students' self-motivation and finish online work and become self-driven learners. The implementation of the SEL system was heavily dependent on the availability of computers or smart phones which may have impacted the effectiveness of the program.

Tier II and III Student Advocacy Program

The AASI workscope for the 2017-18 school year defined the role of the student advocacy coordinators as connecting Tier II and III students with appropriate resources to improve their attendance, academic performance, and social interaction. Throughout the school year, the two AASI student advocate coordinators were scheduled to mentor 20 Tier II and III students each for a total of 80 students from four

high schools: Carter, Roosevelt, Lincoln, and Wilmer-Hutchins. Each coordinator worked one on one with students for 20 to 30 minutes once every two weeks.

In addition, a total of 50 mentors worked with 800 students from 23 campuses. Mentors met with students at least once a week for 20 to 60 minutes. Most of the students were mentored in the computer lab or library as a group. The selection of the volunteer mentors was based on the recommendation of each school's principal, and mentors were supported and assessed by the student advocacy coordinators. During the 2017-18 school year, mentors received two trainings in the fall and one in the spring, and they had two online or campus support visits during the school year. In addition, mentors had a series of activities which included: 1) Book Report Fall, 2) Book Report Spring, 3) Paul Quinn College Tour, 4) African American Read In, and 5) Community Service Project. Table 16 shows the number of mentored students by campus.

Table 16: 2017-18 AASI School Number of Mentored Students by Campus

Campus	N
Elementary School	
Adelle Turner	29
Albert S. Johnston	30
Birdie Alexander	23
Charles Rice	29
Dunbar	24
Harrell Budd	31
J. J. Rhoads	30
J. N. Ervin	30
J. P. Starks	31
Mark Twain	37
Martin Weiss	32
M.L.King	33
R. McNair	31
T. G. Terry	24
U. Lee	38
William Brown Miller	53
Wilmer-Hutchins	41
All	546
Middle School	
William Atwell	26
Kennedy-Curry	30
All	56
High school	
Wilmer-Hutchins	50
Carter	45
Lincoln	52
Roosevelt	51
All	198
Total	800

Source: Data were obtained from AASI staff 12/21/2017.

TutorMate

TutorMate was an online tutoring program, matching students with volunteer tutors from major corporations and organizations nationwide. The purpose of the program was to help the emerging readers gain proficiency in reading. Each tutor worked with one student for the entire school year for 30 minutes

per week. In Dallas ISD, each school enrolled up to 10 students per class based on initial reading assessments: guided reading levels of B-E, *iStation* levels of 187-203, and/or skills, knowing letters, letter sounds and working on consonant-vowel-consonant (CVC) words. Participating students received 30 minutes of online tutoring each week. Table 17 displays number of classes and participants by campus.

Table 17: 2017-18 AASI School Number of Students for Grade One in TutorMate by Campus

Campus	# of Classes	# of Students
Birdie Alexander	4	30
T.G. Terry	2	18
U. Lee	3	25
Adelle Turner	2	16
Weiss	2	19
Wilmer-Hutchins	3	27
Ronald McNair	3	15
J.N. Ervin	4	40
Total	23	190

Source: Data were obtained from AASI staff 1/30/2018.

Note: McNair had five students in each class due to its rotating schedules.

What were the achievement results for African American students in Dallas ISD?

Methodology

Overall district achievement data was included in the final section of the report to note whether the achievement gap between African American students and other ethnic groups in the district has decreased from the 2015-16 school year to the 2017-18 school year. The first section includes detailed assessment results for the 2017-18 school year, whereas the second section includes results from 2015-16 to 2017-18.

The evaluators used student demographic (PEIMS data on 10/30/2017), *TerraNova* (6/11/2018), *ISIP* (11/1/2017, 2/5/2018 and 6/3/2018), *STAAR* (6/20/2018), *STAAR EOC* (6/20/2018), and MyData Portal (6/6/2017, 6/14/2017, 5/25/2018, 6/13/2018, and 7/30/2018) files to analyze African American students' and other students' academic achievement. Data were analyzed using frequencies and crosstabs.

Results

2017-18 Assessment Results

A comparison of academic achievements between African American students and other students in the district was included in this section. The following tables display results for African American students and other students in the district for *ISIP*, *TerraNova*, *STAAR*, and *STAAR EOC* results.

Table 18 displays percentage of *ISIP* BOY, MOY, and EOY African American students and the district overall at Tier I (at grade level) from grades kindergarten through two. General results showed that the percentage of students performing at grade level increased from beginning of year (BOY) through end of year (EOY). This is true for both African American students and the district. However, African American students lagged the district students by 13.3 pps at end of year (EOY).

Table 18: 2017-18 Percentage of *ISIP* BOY, MOY, and EOY Students at Tier I for Grades K-2 for African American Students and District by Grade

Grade	African American Students		District	
	N	%	N	%
Beginning of Year (BOY)				
Grade K	2,253	36.4	10,091	50.5
Grade 1	2,354	31.1	10,897	47.1
Grade 2	2,480	39.9	11,135	54.3
All	7,087	35.9	32,123	50.6
Middle of Year (MOY)				
Grade K	2,145	37.9	9,900	53.2
Grade 1	2,234	35.0	10,625	49.9
Grade 2	2,308	44.7	10,667	55.3
All	6,687	39.3	31,192	52.8
End of Year (EOY)				
Grade K	1,983	40.1	9,612	55.2
Grade 1	2,114	39.2	10,416	55.5
Grade 2	2,241	47.1	10,402	56.0
All	6,338	42.3	30,430	55.6

Source: Student demographic file 10/30/2017. *ISIP* data files 11/1/2017, 2/5/2018 and 6/3/2018.

Note: *ISIP*= Istation's Indicators of Progress. K=kindergarten. Tier I=at or above grade level.

TerraNova Results (K-2)

The *TerraNova* file (dated 6/11/2018) provided academic achievement in reading and mathematics for students in grades kindergarten through two. *TerraNova* reading results showed that the percentage of students performing at grade level decreased as grade level increased for both African American students and the district. Students in grade two performed better than grade one on *TerraNova* mathematics. Tables 19 and 20 display the percentages of students at or above grade level in reading and mathematics for grades K-2 by grade and ethnicity.

Table 19: 2017-18 *TerraNova* Reading At or Above Grade Level for Grades K-2 by Grade and Ethnicity

Ethnicity	Grade Kindergarten		Grade 1		Grade 2	
	N	%	N	%	N	%
African American	2,401	78.8	2,392	59.2	2,523	51.2
Hispanic	2,237	78.1	2,507	61.4	2,751	61.8
White	673	91.1	681	79.6	662	80.8
District	5,616	80.0	5,864	63.2	6,216	60.0

Source: MyData Portal District Package for 2015-16 and 2016-17. MyData Portal database for 2017-18 (7/30/2018).

Table 20: 2017-18 *TerraNova* Mathematics At or Above Grade Level for Grades K-2 by Grade and Ethnicity

Ethnicity	Grade Kindergarten		Grade 1		Grade 2	
	N	%	N	%	N	%
African American	2,425	55.4	2,403	44.7	2,522	47.2
Hispanic	7,184	60.3	7,747	56.2	7,944	60.3
White	790	85.7	738	79.0	698	79.4
District	10,737	61.3	11,188	55.5	11,460	58.8

Source: MyData Portal District Package for 2015-16 and 2016-17. MyData Portal database for 2017-18 (7/30/2018).

STAAR Results

The STAAR data file (dated 6/13/2018) provided academic achievement for students in grades three to five. Students in grade five performed better than students in grades three and four in reading. The achievement gap between African American and district students increased slightly from grade three (12.8 pps) to grade five (14.2 pps). The percentage of students at Approaches + increased in mathematics as grade level increased for both African American students and the district. The achievement gap between African American and district students decreased slightly from grade three (13.3 pps) to grade five (10.6 pps). Tables 21 and 22 display Approaches + percentages for reading and mathematics for grades three to five by grade and ethnicity.

Table 21: 2017-18 STAAR Reading Approaches + for Grades 3-5 by Grade and Ethnicity

Ethnicity	Grade 3		Grade 4		Grade 5	
	N	%	N	%	N	%
African American	2,668	58.4	2,687	50.5	2,628	65.9
Hispanic	8,657	74.1	8,773	67.4	8,805	83.4
White	607	84.5	615	83.7	566	92.4
District	12,229	71.2	12,355	64.4	12,267	80.1

Source: MyData Portal file 6/13/2018.

Table 22: 2017-18 STAAR Mathematics Approaches + for Grades 3-5 by Grade and Ethnicity

Ethnicity	Grade 3		Grade 4		Grade 5	
	N	%	N	%	N	%
African American	2,665	60.9	2,687	61.9	2,632	75.9
Hispanic	8,652	77.5	8,775	77.8	8,805	89.2
White	608	84.5	615	85.5	566	93.5
District	12,221	74.2	12,357	74.7	12,271	86.5

Source: MyData Portal file 6/13/2018.

Tables 23 and 24 display Approaches + percentages for reading and mathematics for grades six to eight by grade and ethnicity. Students in grade eight performed better than students in grades six and seven in reading. The achievement gap between African American and district students decreased from grade six (10.5 pps) to grade eight (5.3 pps). The percentages at the Approaches + level increased in mathematics from grade six to grade eight with a decrease at grade seven for both African American students and the district. The achievement gap between African American and district students decreased slightly from grade six (12.9 pps) to grade eight (7.9 pps). The percentage of students at the Approaches + level increased as grade level increased for reading and mathematics with exception of grade seven in mathematics.

Table 23: 2017-18 STAAR Reading Approaches + for Grades 6-8 by Grade and Ethnicity

Ethnicity	Grade 6		Grade 7		Grade 8	
	N	%	N	%	N	%
African American	2,305	44.0	2,197	53.8	2,134	68.1
Hispanic	7,427	56.1	7,427	63.1	7,263	74.1
White	451	80.5	447	81.9	371	87.9
District	10,416	54.5	10,308	62.2	9,986	73.4

Source: MyData Portal file 6/13/2018.

Table 24: 2017-18 STAAR Mathematics Approaches + for Grades 6-8 by Grade and Ethnicity

Ethnicity	Grade 6		Grade 7		Grade 8	
	N	%	N	%	N	%
African American	2,297	53.9	1,847	42.4	2,172	74.8
Hispanic	7,419	69.6	5,714	57.0	7,314	84.5
White	451	82.5	192	57.3	422	91.9
District	10,400	66.8	7,896	53.6	10,137	82.7

Source: MyData Portal file 6/13/2018.

Table 25 displays Approaches + level for STAAR EOC English I, English II, and Algebra I for grades nine through twelve by ethnicity.

Table 25: 2017-18 STAAR EOC Approaches + by Subject and Ethnicity

Ethnicity	English I		English II		Algebra I	
	N	%	N	%	N	%
African American	2,227	54.0	2,132	57.4	2,133	81.0
Hispanic	7,405	60.3	7,321	66.4	7,403	88.0
White	445	80.7	559	88.9	474	93.2
District	10,354	60.0	10,296	65.7	10,264	86.8

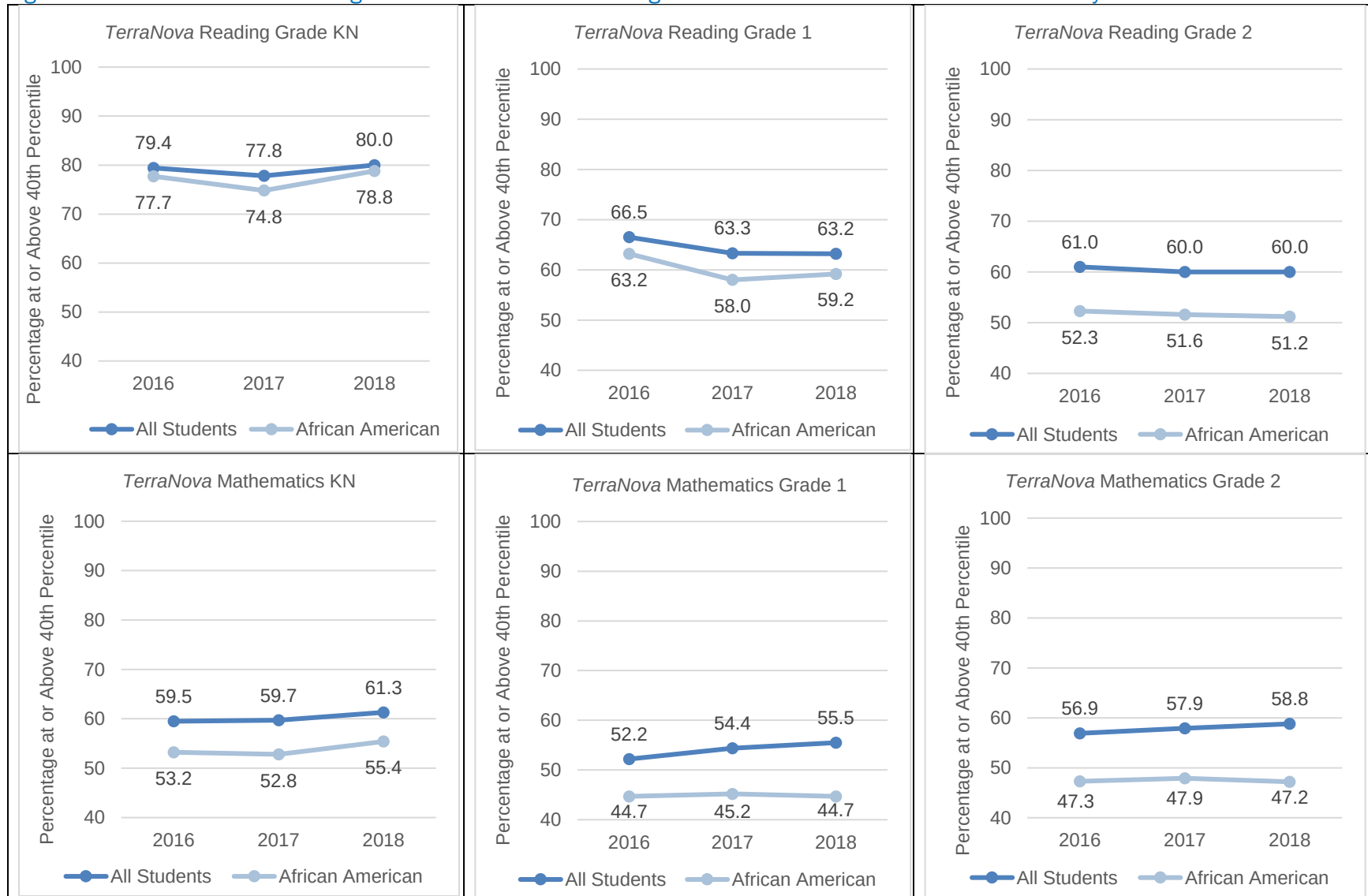
Source: MyData Portal file 5/25/2018.

2015-16 to 2017-18 Assessment Results

2015-16 to 2017-18 data were reviewed for TerraNova, STAAR 3-8 and STAAR EOC. In all comparisons, African American students had lower assessment scores than the district. As a result, the summary of findings below is limited to similarities and differences between African American and district students.

Figure 7 and Appendix A show the TerraNova reading and mathematics data for 2015-16 through 2017-18 by grade and year. 2017-18 data shows African Americans (78.8%) achieving at the district (80.0%) level in kindergarten. However, by grade two African American (51.2%) students showed an 8.8 pps difference from the district overall (60.0%). The combined K-2 reading results showed the achievement gap increased from 2015-16 (4.6 pps) to 2016-17 (5.9 pps) and decreased in 2017-18 (4.5 pps). The results of the TerraNova mathematics data showed the achievement gap between African Americans and the district increased from a 5.9 pps difference at kindergarten to a 11.6 pps difference at grade two. The combined K-2 mathematics results showed the achievement gap increased from 2015-16 (7.9 pps) to 2017-18 (9.4 pps).

Figure 7: Dallas ISD 2015-16 through 2017-18 TerraNova Reading and Mathematics At or Above Grade Level by Grade and Year



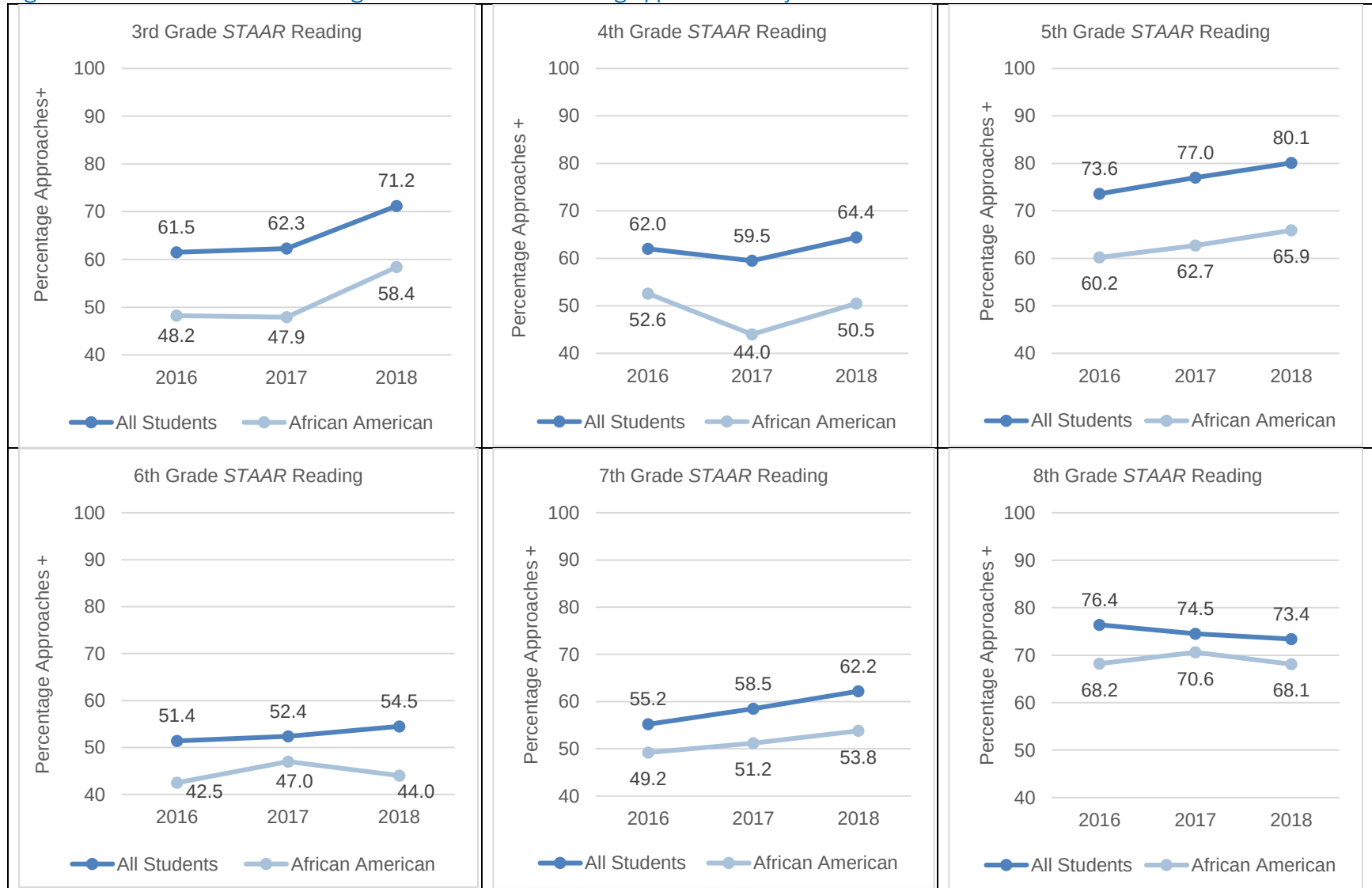
Source: MyData Portal District Data Packet 2016-17. MyData Portal database for 2017-18 (7/30/2018). See Appendix A.

Figure 8 and Appendix B display *STAAR* reading Approaches + Level by grade level, ethnicity, and year for grades three through eight. At elementary level, the achievement gap between African American students and the district showed a slight increase with 12.8 pps at grade three, 13.9 pps at grade four and 14.2 pps at grade five in 2017-18. African American students showed the highest percentage of students at Approaches + at the grade five (65.9%). At the middle school level, the percentages of African American students at the Approaches + level increased from grade six to grade eight (44.0%, 53.8% and 68.1%) with grade eight having the highest percentage of Approaches +. The achievement gap between African American students and the district decreased from grade six through eight (10.5, 8.4 and 5.3 pps). The combined *STAAR* 3-8 reading results showed the achievement gap between African American students and the district slightly increased from 2015-16 (10.0 pps) to 2017-18 (11.1 pps).

Figure 9 and Appendix C show *STAAR* mathematics results by grade, ethnicity, and year. At the elementary level, the achievement gap between African American students decreased from grade three (13.3 pps) to grade five (10.6 pps). African American students showed the highest percentage of students at Approaches + at grade five (75.9%). At the middle school level, the percentages of African American students at the Approaches + level decreased from grade six to grade seven (53.9%, 42.4%) and increased at grade eight (74.8%). The achievement gap between African American students and the district decreased from grades 6 through 8 (12.9, 11.2 and 7.9 pps). The combined *STAAR* 3-8 mathematics results showed the achievement gap between African American students and the district decreased from 2015-16 (13.7 pps) to 2016-17 (12.1 pps) and 2017-18 (11.7 pps).

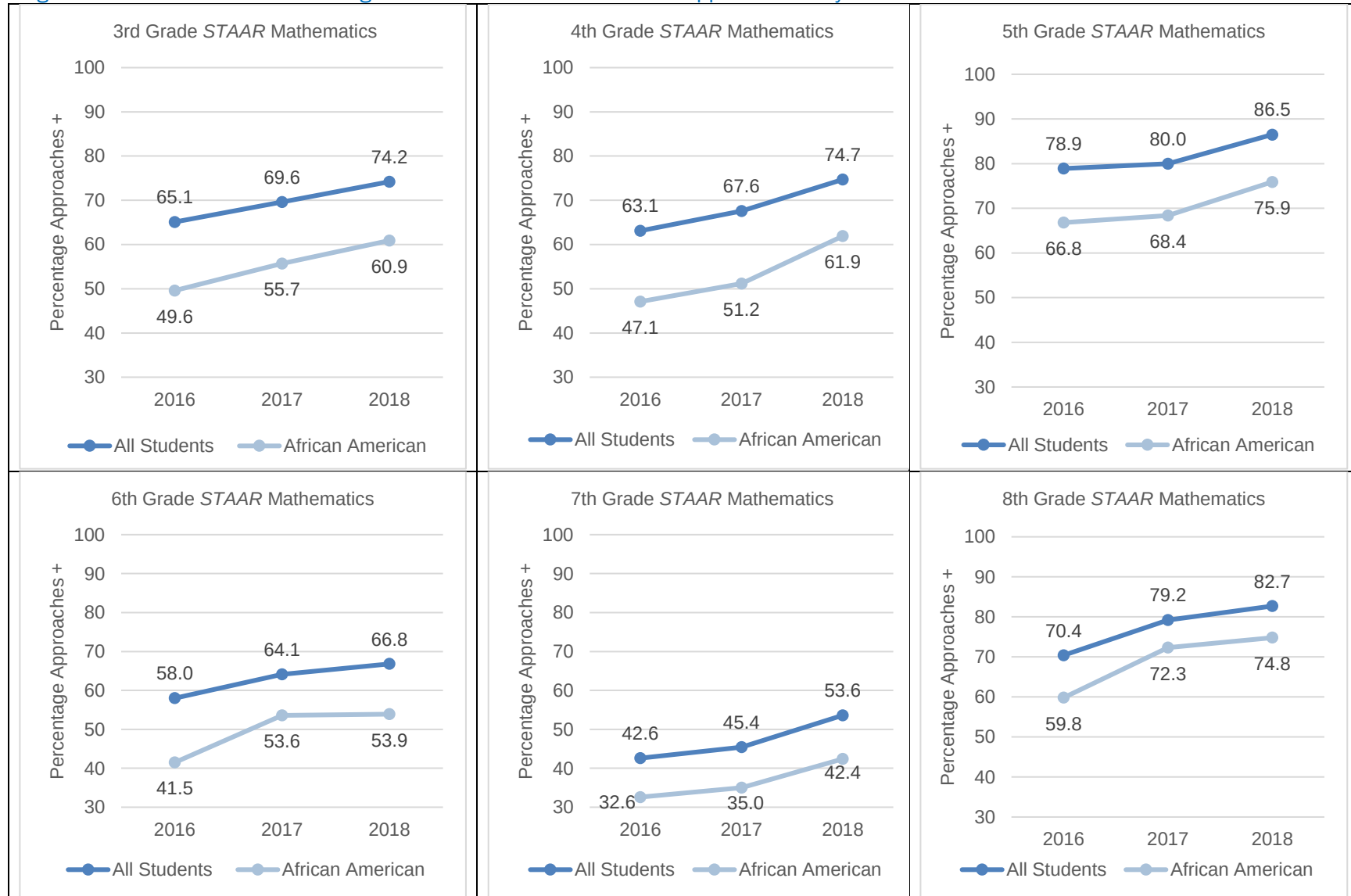
Figure 10 and Appendix D show *STAAR EOC* results by subject, ethnicity, and year. The percentages at Approaches + for English I increased slightly from 2015-16 to 2017-18 for the district. The achievement gap between African American students and the district over the past three years went from 5.4 pps in 2015-16 to 10.3 pps in 2016-17 and to 6.0 pps in 2017-18. Percentages at Approaches + for *STAAR EOC* English II showed slight increases for all groups from 2015-16 through 2017-18. The achievement gap between African Americans and the district for English II increased from 2015-16 (5.5 pps) to 2016-17 (6.7 pps) and 2017-18 (8.3 pps). Percentages at Approaches + for *STAAR EOC* Algebra I increased from 2015-16 through 2017-18 for African Americans and the district. The achievement gap between African American students and the district increased from 2015-16 (7.2 pps) to 2016-17 (8.4 pps) and then decreased in 2017-18 (5.8 pps).

Figure 8: Dallas ISD 2015-16 through 2017-18 STAAR Reading Approaches + by Grade and Year



Source: MyData Portal files 6/14/2017 and 6/13/2018. See Appendix B.

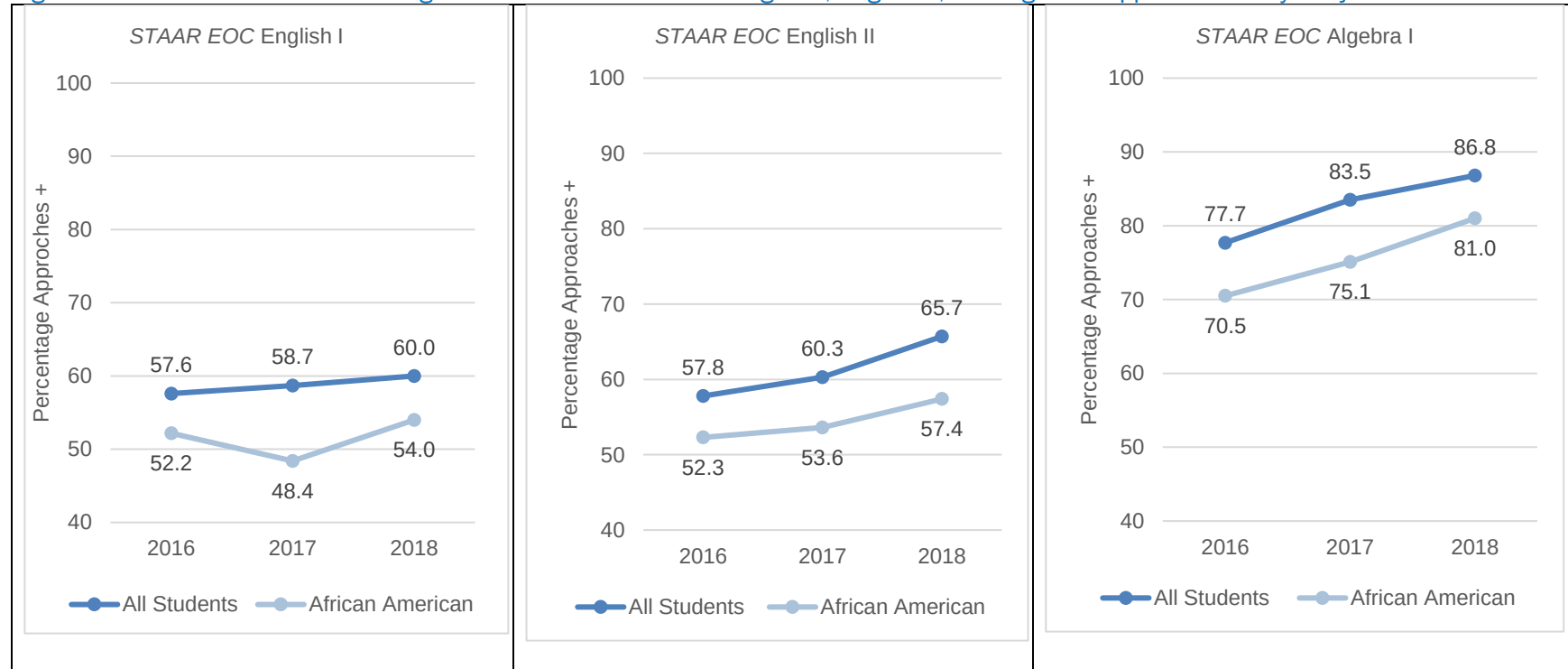
Figure 9: Dallas ISD 2015-16 through 2017-18 STAAR Mathematics Approaches + by Grade and Year



Source: MyData Portal files 6/14/2017 and 6/13/2018. See Appendix C.

Figure 10 shows high school students STAAR EOC results for English I, English II, and Algebra I from 2015-16 through 2017-18.

Figure 10: Dallas ISD 2015-16 through 2017-18 STAAR EOC for English I, English II, and Algebra I Approaches + by Subject and Year



Source: MyData Portal files 6/5/2017 and 5/25/2018. See Appendix D.

SUMMARY AND RECOMMENDATIONS

Summary

The African American Success Initiative (AASI) was the Dallas Independent School District's (Dallas ISD) strategic initiative focusing on closing the achievement gap and increasing access to academic opportunities for African American students. For the 2017-18 school year, the AASI expanded its services to 26 schools within five feeder patterns. Title I funding for AASI was \$1,200,000 in 2017-18. AASI included six key program components designed to impact: 1) academic achievement, 2) social and emotional learning, 3) cultural diversity, 4) community partnerships, 5) parent and family engagement, and 6) student advocacy. Starting in 2018-19, the district will establish a Racial Equity Office.

Neuhaus Reading Program

During the 2017-18 school year, 2,740 students in grades kindergarten to three participated in the Neuhaus supplemental reading program. There were 110 teachers implementing the Neuhaus reading program at 17 AASI elementary schools in the district. The AASI provided the Neuhaus program as a mandatory supplemental reading curriculum to improve the reading readiness of K-3 students. Teachers were required to implement 30 minutes of structured lessons at least three times a week in addition to the regular reading curriculum. Neuhaus teachers' responses to the spring survey were positive.

Students at or above the 40th percentile were considered at or above grade level on *ISIP* assessment. Thirty-two percent of the students who participated in the Neuhaus supplemental reading curriculum met grade level at the beginning of the school year, and 37 percent met grade level at the middle of the 2017-18 school year, while 40 percent met grade level at the end of the 2017-18 school year. District *ISIP* scores over time were BOY 50.6 percent, MOY 52.8 percent and EOY 55.6 percent. Both the AASI students and the district increased the percentage of students at grade level from BOY to EOY. AASI students increased by 7.6 pps, while the district increased by 5.0 pps. Although AASI students showed a slightly larger increase from BOY to EOY than district students, AASI students lagged the district students by 15.7 pps at EOY.

The *TerraNova* results showed that the percentage of students performing at grade level decreased as grade level increased for both AASI students and district students. At grade two, 49.5 percent of the AASI students were performing at grade level. However, 60.0 percent of the district students were performing at grade level. The *STAAR* data shows that Approaches + for Neuhaus students in reading for grade three was 59.7 percent, while the district was 72.4 percent.

Whitlow Mathematics Program

During the 2017-18 school year, 2,633 students in grades three to eight participated in the Whitlow program at 17 AASI elementary schools and two AASI middle schools in Dallas ISD. Teachers in Math the Whitlow program used the lessons and manipulatives three days a week, and each lesson was

approximately 30 minutes. Whitlow teachers responded favorably regarding the training and the implementation of Whitlow program.

The *STAAR* results showed that Whitlow mathematics students increased in the percent at *STAAR* Approaches + as grade level increased (grade 3, 64.9%; grade 4, 67.0%; grade 5, 84.4%). As hoped, the achievement gap between elementary Whitlow students and district students decreased as grade level increased (achievement gap for grade 3, 10.7; grade 4, 9.0; grade 5, 3.2 pps). *STAAR* data was also used for Whitlow students in grades 7-8 mathematics; no sixth grade students participated. Whitlow mathematics students increased in the percent at Approaches + as grade level increased (grade 7, 27.8% and grade 8, 69.5%). Also, the achievement gap between Whitlow students and district students decreased as grade level increased (achievement gap grade 7, 27.9; grade 8 and 14.5 pps). District students outperformed AASI student on *STAAR* Approaches + (grade 7, AASI 27.8%, district 55.7% and grade 8, AASI 69.5%, district 84.0%).

Culturally and Linguistically Responsive (CLR) Teaching and Learning Workshops

Dr. Sharroky Hollie's CLR teaching and learning strategy trainings were held in November and December 2017, respectively. One hundred and fifteen staff members attended the workshops. A total of 83 staff members responded to the November survey and 96 responded to the December survey. Teachers responded favorably regarding the impact of CLR training. Most teachers believed that the two workshops 1) helped them gain new knowledge and skills (98%, 98%), 2) stimulated their learning about CLR strategies (96%, 97%), 3) assisted them in making better-informed decisions related to CLR teaching and learning (94%, 97%), and 4) enhanced their understanding of how to infuse CLR strategies into classroom (93%, 99%).

Tutoring and Mentoring Program

Throughout 2017-18 school year, a total of 50 mentors worked with approximately 800 students from 23 campuses. Mentors met with students at least once a week for 20 to 60 minutes of mentoring. The two AASI student advocate coordinators mentored 20 Tier II and III students each, with a total of 80 students from four high schools. Each coordinator worked one on one with students for 20 to 30 minutes once every two weeks.

EduGuide was selected as the primary social and emotional learning (SEL) program for Tier II & III students. EduGuide was a web based online tool using blended online activities to deliver the mentoring. Students in the mentoring program used EduGuide. There were 190 grade one students from eight elementary schools that used TutorMate. TutorMate was an online tutoring program to help struggling students gain proficiency in reading.

District-Level Academic Achievement Results

TerraNova reading 2018 results indicated that the percentage of students performing at grade level decreased as grade level increased for African American students and the district. 2017-18 data showed African Americans (78.8%) achieved at the district (80.0%) level in kindergarten. However, grade two

African American (51.2%) students performed below the district (60.0%). The combined K-2 reading results showed the achievement gap between African American students and the district stayed the same from 2015-16 (4.6 pps) to 2017-18 (4.5 pps). *TerraNova* mathematics data showed a decrease in achievement from kindergarten to first grade followed by an increase in achievement to second grade from 2015-16 through 2017-18. The achievement gap between African American students and the district increased from a 5.9 pps difference at kindergarten to a 11.6 pps difference at grade two in 2017-18. The combined K-2 mathematics results showed the achievement gap between African American students and the district increased from 2015-16 (7.9 pps) to 2017-18 (9.4 pps).

STAAR reading results showed that at elementary level, the achievement gap between African American students and the district was 12.8 pps at grade three, 13.9 pps at grade four and 14.2 pps at grade five during 2017-18. At middle school level, the percentage of African American students at the Approaches + level increased from grade six through eight (44.0%, 53.8% and 68.1%) with grade eight having the highest percentage at Approaches +. The achievement gap between African American students and the district decreased as grade level increased for grades six through eight (10.5, 8.4 and 5.3 pps) in 2017-18. The combined *STAAR* 3-8 reading results showed the achievement gap between African American students and the district slightly increased from 2015-16 (10.0 pps) to 2017-18 (11.1 pps).

STAAR mathematics results showed at the elementary level, the achievement gap between African American students and the district decreased from grade three (13.3 pps) to grade five (10.6 pps). At the middle school level, percentages of African Americans at the Approaches + level decreased from grades six to seven. The achievement gap between African American students and the district decreased from grade six to grade eight (12.9, 11.2 and 7.9 pps) in 2017-18. The combined *STAAR* 3-8 mathematics results showed the achievement gap between African Americans and the district decreased from 2015-16 (13.7 pps) to 2016-17 (12.1 pps) and 2017-18 (11.7 pps).

STAAR EOC results showed percentages at Approaches + for English I increased slightly from 2015-16 to 2017-18 for the district. The achievement gap between African American students and the district over the past three years went from 5.4 pps in 2015-16 to 10.3 pps in 2016-17 and to 6.0 pps in 2017-18. Percentages at Approaches + for *STAAR EOC* English II showed slight increases for all groups from 2015-16 to 2017-18. The achievement gap between African American students and the district for English II increased from 2015-16 (5.5 pps) to 2016-17 (6.7 pps) and 2017-18 (8.3 pps). Percentages at Approaches + for *STAAR EOC* Algebra I increased from 2015-16 to 2017-18 for African Americans and the district. The achievement gap between African American students and the district increased from 2015-16 (7.2 pps) to 2016-17 (8.4 pps) and then decreased in 2017-18 (5.8 pps).

Recommendation

In future initiatives such as AASI, ensure that the program is cohesive and consistent over time. Also, it will be important that data collection procedures are in place for all components.

REFERENCES

- Lane, F. (August 2015). 2014-15 Evaluation of the African American Success Initiative. Dallas, TX: Dallas Independent School District.
- Lorenz, A. (August 2016). 2015-16 Evaluation of the African American Success Initiative. Dallas, TX: Dallas Independent School District.
- Lorenz, A. (August 2017). 2016-17 Evaluation of the African American Success Initiative. Dallas, TX: Dallas Independent School District.
- Meharie, A. (August 2014). 2013-14 Evaluation of the African American Success Initiative. Dallas, TX: Dallas Independent School District.

APPENDICES

Appendix A

Appendix A: Dallas ISD 2015-16 through 2017-18 Percentage of *TerraNova* Reading and Mathematics At or Above Grade Level by Grade and Year

	2015-16	2016-17	2017-18
Reading Kindergarten			
All Students	79.4	77.8	80.0
African American	77.7	74.8	78.8
Difference	1.7	3.0	1.2
Reading Grade 1			
All Students	66.5	63.3	63.2
African American	63.2	58.0	59.2
Difference	3.3	5.3	4.0
Reading Grade 2			
All Students	61.0	60.0	60.0
African American	52.3	51.6	51.2
Difference	8.7	8.4	8.8
Reading K-2			
All Students	68.5	66.7	67.4
African American	63.9	60.8	62.9
Difference	4.6	5.9	4.5
Mathematics Kindergarten			
All Students	59.5	59.7	61.3
African American	53.2	52.8	55.4
Difference	6.3	6.9	5.9
Mathematics Grade 1			
All Students	52.2	54.4	55.5
African American	44.7	45.2	44.7
Difference	7.5	9.2	10.8
Mathematics Grade 2			
All Students	56.9	57.9	58.8
African American	47.3	47.9	47.2
Difference	9.6	10.0	11.6
Mathematics K-2			
All Students	56.1	57.2	58.5
African American	48.2	48.4	49.1
Difference	7.9	8.8	9.4

Source: MyData Portal District Data Packet 2016-17. MyData Portal database for 2017-18 (7/30/2018).

Appendix B

Appendix B: Dallas ISD 2015-16 through 2017-18 Percentage of STAAR Reading Approaches + by Grade and Year

	2015-16	2016-17	2017-18
Grade 3			
All Students	61.5	62.3	71.2
African American	48.2	47.9	58.4
Difference	13.3	14.4	12.8
Grade 4			
All Students	62.0	59.5	64.4
African American	52.6	44.0	50.5
Difference	9.4	15.5	13.9
Grade 5			
All Students	73.6	77.0	80.1
African American	60.2	62.7	65.9
Difference	13.4	14.3	14.2
Grade 6			
All Students	51.4	52.4	54.5
African American	42.5	47.0	44.0
Difference	8.9	5.4	10.5
Grade 7			
All Students	55.2	58.5	62.2
African American	49.2	51.2	53.8
Difference	6.0	7.3	8.4
Grade 8			
All Students	76.4	74.5	73.4
African American	68.2	70.6	68.1
Difference	8.2	3.9	5.3
Grades 3-8			
All Students	63.5	64.0	67.9
African American	53.5	53.4	56.8
Difference	10.0	10.6	11.1

Source: MyData Portal files 6/14/2017 and 6/13/2018.

Appendix C

Appendix C: Dallas ISD 2015-16 through 2017-18 Percentage of STAAR Mathematics Approaches + by Grade and Year

	2015-16	2016-17	2017-18
Grade 3			
All Students	65.1	69.6	74.2
African American	49.6	55.7	60.9
Difference	15.5	13.9	13.3
Grade 4			
All Students	63.1	67.6	74.7
African American	47.1	51.2	61.9
Difference	16.0	16.4	12.8
Grade 5			
All Students	78.9	80.0	86.5
African American	66.8	68.4	75.9
Difference	12.1	11.6	10.6
Grade 6			
All Students	58.0	64.1	66.8
African American	41.5	53.6	53.9
Difference	16.5	10.5	12.9
Grade 7			
All Students	42.6	45.4	53.6
African American	32.6	35.0	42.4
Difference	10.0	10.4	11.2
Grade 8			
All Students	70.4	79.2	82.7
African American	59.8	72.3	74.8
Difference	10.6	6.9	7.9
Grades 3-8			
All Students	64.3	69.0	74.2
African American	50.6	56.9	62.5
Difference	13.7	12.1	11.7

Source: MyData Portal files 6/14/2017 and 6/13/2018.

Appendix D

Appendix D: Dallas ISD 2015-16 through 2017-18 Percentage of STAAR EOC English I, English II, and Algebra I Approaches + for Grades 9-12 by Subject and Year

	2015-16	2016-17	2017-18
English I			
All Students	57.6	58.7	60.0
African American	52.2	48.4	54.0
Difference	5.4	10.3	6.0
English II			
All Students	57.8	60.3	65.7
African American	52.3	53.6	57.4
Difference	5.5	6.7	8.3
Algebra I			
All Students	77.7	83.5	86.8
African American	70.5	75.1	81.0
Difference	7.2	8.4	5.8

Source: MyData Portal files 6/5/2017 and 5/25/2018.

Appendix E

Culturally and Linguistically Responsiveness (CLR) Teacher Training Survey

1. I am teaching/working at _____ (campus name).

2. I am teaching _____.

- ☐ Reading
- ☐ English Language Art
- ☐ Mathematics
- ☐ Science
- ☐ Social Studies
- ☒ Other (please specify)

3. This is my first time to have attended Dr. Hollie's training.

- ☐ Yes
- ☐ No

4. The workshop was offered at an appropriate time of the school year.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

5. The workshop was of high quality and engaging.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

6. The workshop activities stimulated my learning about culturally and linguistically responsive (CLR) strategies.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

7. The workshop enhanced my understanding of how to determine inequities (disproportionality) in my classroom and my school.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

8. The workshop enhanced my understanding of how to infuse culturally and linguistically responsive strategies into my classroom.

☐ Strongly Agree

☐ Agree

☐ Neither Agree Nor Disagree

☐ Disagree

☐ Strongly Disagree

9. The workshop assisted me in making better-informed decisions related to culturally and linguistically responsive teaching and learning.

☐ Strongly Agree

☐ Agree

☐ Neither Agree Nor Disagree

☐ Disagree

☐ Strongly Disagree

10. The implementation of cultural responsiveness will increase student achievement.

☐ Strongly Agree

☐ Agree

☐ Neither Agree Nor Disagree

☐ Disagree

☐ Strongly Disagree

11. The workshop provided me sufficient support and resources to implement cultural responsiveness in my classroom.

☐ Strongly Agree

- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

12. Cultural responsiveness would greatly impact classroom management.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

13. The workshop helped me gain new knowledge and skills.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree
- ☐ Disagree
- ☐ Strongly Disagree

14. The workshop met my expectations.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither Agree Nor Disagree

☐ Disagree

☐ Strongly Disagree

15. What do you like most about this training?

16. What do you like least about this training?

17. What improvements would you recommend for this training?

Appendix F

2017-18 Neuhaus Teacher Survey

1. Please list the campus at which you are teaching_____.

2. Which grade are you teaching in the Neuhaus program?

- ☐ K
- ☐ 1
- ☐ 2
- ☐ 3

3. Did you understand the rationale and purpose of the Neuhaus program before the start of the 2017-18 academic year?

- ☐ Yes
- ☐ No

4. If you participated in the Neuhaus professional development training in August 2017, please indicate the level of agreement with the following statements.

- | | Strongly Agree | Agree | Neither Agree Nor Disagree | Disagree | Strongly Disagree |
|---|----------------|-------|----------------------------|----------|-------------------|
| • The training sessions were well-organized. | | | | | |
| • The training was relevant and up-to-date. | | | | | |
| • The training sessions provided the knowledge and skills to fulfill my duty. | | | | | |
| • The trainers adequately answered questions during the sessions. | | | | | |
| • I have sufficient material to implement the program. | | | | | |
| • I need more training in the coming year. | | | | | |
| • Overall, I am satisfied with the Neuhaus training. | | | | | |

5. Please indicate the level of agreement with the following statements regarding the continuous support you received from the Neuhaus program and the AASI staff during the 2017-18 school year.

- | | Strongly Agree | Agree | Neither Agree Nor Disagree | Disagree | Strongly Disagree |
|--|----------------|-------|----------------------------|----------|-------------------|
| • Staff kept appointments. | | | | | |
| • Staff interacted in a professional manner. | | | | | |
| • Staff made suggestions in a positive and supportive manner. | | | | | |
| • Staff responded to emails and voicemails in a timely manner. | | | | | |
| • Staff provided necessary support for my needs. | | | | | |

6. On an average, how many days per week did you implement the Neuhaus program?

- ☐ None
☐ One day
☐ Two days
☐ Three days
☐ Four days
☐ Five days

7. On an average, how many minutes did a typical Neuhaus lesson last?

- ☐ 20
☐ 30
☐ 40
☐ 50

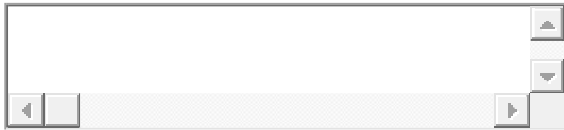
8. Please indicate the level of agreement with the following statements.

- | | Strongly Agree | Agree | Neither Agree Nor Disagree | Disagree | Strongly Disagree |
|---|----------------|-------|----------------------------|----------|-------------------|
| • The Neuhaus program provided a logic framework to follow. | | | | | |
| • The Neuhaus scripts were easy to implement. | | | | | |
| • Sufficient student manipulatives were provided to implement activities. | | | | | |
| • The Neuhaus program fit well within the Dallas ISD's literacy lesson structure. | | | | | |

9. Please describe any challenges or problems you encountered when implementing the Neuhaus program.

A rectangular text input field with a light gray border. It contains no text. On the right side, there are two small square buttons with upward and downward arrows. On the bottom left, there are two small square buttons with left and right arrows.

10. What improvements would you like to see in the coming year?

A rectangular text input field with a light gray border. It contains no text. On the right side, there are two small square buttons with upward and downward arrows. On the bottom left, there are two small square buttons with left and right arrows.

Appendix G

2017-18 Whitlow Teacher Survey

1. Please list the campus at which you are teaching_____.

2. Which grade are you teaching in the Whitlow program?

- ☒ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8

3. Did you understand the rationale and purpose of the Whitlow program before the start of the 2017-18 academic year?

- ☐ Yes
☐ No

4. If you participated in the Whitlow professional development training in August 2017, please indicate the level of agreement with the following statements.

- | | Strongly Agree | Agree | Neither Agree Nor Disagree | Disagree | Strongly Disagree |
|---|----------------|-------|----------------------------|----------|-------------------|
| • The training sessions were well-organized. | | | | | |
| • The training was relevant and up-to-date. | | | | | |
| • The training sessions provided the knowledge and skills to fulfill my duty. | | | | | |
| • The trainers adequately answered questions during the sessions. | | | | | |
| • I have sufficient material to implement the program. | | | | | |
| • I need more training in the coming year. | | | | | |
| • Overall, I am satisfied with the Whitlow training. | | | | | |

5. Please indicate the level of agreement with the following statements regarding the continuous support you received from the Whitlow program and the AASI staff during the 2017-18 school year.

- | | Strongly Agree | Agree | Neither Agree Nor Disagree | Disagree | Strongly Disagree |
|--|----------------|-------|----------------------------|----------|-------------------|
| • Staff kept appointments. | | | | | |
| • Staff interacted in a professional manner. | | | | | |
| • Staff made suggestions in a positive and supportive manner. | | | | | |
| • Staff responded to emails and voicemails in a timely manner. | | | | | |
| • Staff provided necessary support for my needs. | | | | | |

6. On an average, how many days per week did you implement the Whitlow program?

- ☐ None
☐ One day
☐ Two days
☐ Three days
☐ Four days
☐ Five days

7. On an average, how many minutes did a typical Whitlow lesson last?

- ☐ 20
☐ 30
☐ 40
☐ 50

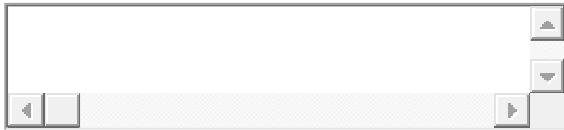
8. Please indicate the level of agreement with the following statements.

- | | Strongly Agree | Agree | Neither Agree Nor Disagree | Disagree | Strongly Disagree |
|--|----------------|-------|----------------------------|----------|-------------------|
| • The Whitlow program provided a logic framework to follow. | | | | | |
| • The Whitlow scripts were easy to implement. | | | | | |
| • Sufficient student manipulatives were provided to implement activities. | | | | | |
| • The Whitlow program fit well within the Dallas ISD's mathematics lesson structure. | | | | | |

9. Please describe any challenges or problems you encountered when implementing the Whitlow program.

A rectangular text input field with a light gray border. It contains no text. On the right side, there are two small square buttons with upward and downward arrows. On the bottom left, there are two small square buttons with left and right arrows.

10. What improvements would you like to see in the coming year?

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