

# 2017-18 Evaluation of Public School Choice

## 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 Public School Choice

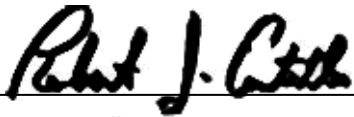
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## Approved Report of the Department of Evaluation and Assessment

EA18-540-2

August 2018

Laila Y. Sanguras, Ph.D.



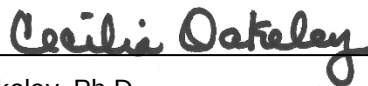
Robert Costello, Ph.D.

Manager – Program Evaluation



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

### Public School Choice

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**Project Evaluator: Laila Y. Sanguras, Ph.D.**

#### ABSTRACT

A total of 10,176 students attended 17 Choice Schools in 2017-18, which was an increase from 8,688 students in 2016-17. Most (N=8,464) attended an Innovation School and 1,712 students attended a Transformation School. The total funded amount available for 2017-18 was \$2,742,509.

Students who lived in Innovation School attendance zones were automatically selected to attend; whereas, the Office of Transformation and Innovation (OTI) utilized a lottery process to select students for Transformation Schools. Due to high demand, there were markedly more applications submitted than seats available (36% to 59% acceptance rate) across all four years of the initiative.

OTI continued its rigorous three-step application process for teams wanting to initiate a Choice School. Twelve proposals were submitted in spring 2018, six of which were selected to launch in 2018-19. Two campuses were selected to pilot Choice programs.

Of the Choice School Survey respondents (N=417), 84 percent would recommend a position working at their school. Most indicated that students benefited academically (81%) and socially and emotionally (85%) from the model. The main challenges were faculty feeling overwhelmed by the extra duties required of them (N=77) and alignment of the Choice model to district and state requirements (N=70).

Overall Climate Survey results were positive for the most part and varied by campus. The percentages of positive responses were higher than the district for two out of six Transformation Schools on all six scales. The faculty at seven out of 12 Innovation Schools rated their schools higher than the district on all six scales.

On the Student Experience Survey, elementary Choice School student responses were more positive than secondary Choice School student responses on all five scales. Student survey results varied widely when reviewed by school.

*TerraNova*, *SUPERA*, and *STAAR* results varied by campus and grade level, but were generally positive. Additionally, student attendance and discipline rates were positive for Choice students.

Recommendations were to continue offering professional development opportunities targeted at Choice model implementation, support district and campus administrators in the hiring of Choice faculty, and work to align Choice models to district and state expectations.

## PROGRAM DESCRIPTION

### Background Information

Public School Choice (PSC) is an initiative born out of the Office of Transformation and Innovation (OTI) to help all Dallas Independent School District (ISD) students find their “best-fit school.” Transformation Schools, Transformation Replication Schools, Innovation Schools, and Choice Pilot Schools are the focus of this evaluation.

Transformation Schools are new start-up schools in repurposed buildings. Transformation Schools adopt a new, school-wide instructional model while Transformation Replication Schools reproduce an existing, successful school-wide instructional model. Transformation Schools do not have traditional attendance zones; students can apply to attend one of these schools regardless of where they live. For the 2017-18 school year, Dallas ISD operated five Transformation Schools: two elementary, one middle, and two high schools. One elementary school and one high school were part of the district’s socioeconomic diversity pilot.

An Innovation School is an existing school adopting a new, school-wide instructional model. Choice Pilot Schools are schools working toward Innovation School status. Attendance is limited to students within the school’s attendance zone. For the 2017-18 school year, Dallas ISD operated nine Innovation Schools: six elementary, one pilot elementary, one middle, and one high school. An additional three schools were conditionally categorized as Innovation Schools as their administrative teams worked toward authorization as International Baccalaureate (IB) campuses.

A total of 10,176 students attended a Choice School in 2017-18, which was an increase from 8,688 students in 2016-17. Most (n=8,464) attended an Innovation School and the remaining 1,712 students attended a Transformation School. Table 1 reports the enrollment characteristics of Dallas ISD Choice Schools.

Table 1: 2017-18 Dallas ISD Choice School Enrollment

| Choice School and Anchor Model                  | Grades Served | 2015-16 Enrollment | 2016-17 Enrollment | 2017-18 Enrollment |
|-------------------------------------------------|---------------|--------------------|--------------------|--------------------|
| <b>Transformation Schools</b>                   |               |                    |                    |                    |
| CityLab HS (Urban Planning)                     | 9             | n/a                | n/a                | 81                 |
| Hulcy STEAM MS (STEAM)                          | 6 to 8        | 185                | 376                | 532                |
| IDEA HS (Personalized Learning)                 | 9 to 11       | 111                | 214                | 263                |
| Mata ES (Montessori)                            | PK to 5       | 405                | 497                | 542                |
| Solar Preparatory School for Girls (STEAM)      | K to 3        | n/a                | 194                | 294                |
| <i>Total Transformation</i>                     |               | 701                | 1,281              | 1,712              |
| <b>Innovation Schools</b>                       |               |                    |                    |                    |
| B. Adams HS (Leadership)                        | 9 to 12       | 1,965**            | 2,040**            | 2,032**            |
| Botello ES (Personalized Learning)              | PK to 5       | n/a***             | n/a***             | 558                |
| Cabell ES (Personalized Learning)               | PK to 5       | 568                | 558                | 511                |
| De Zavala ES (Montessori)                       | PK to 5       | n/a***             | n/a***             | 409                |
| Franklin MS (International Baccalaureate) *     | 6 to 8        | 995                | 966                | 1,036              |
| R. Lee ES (International Baccalaureate) *       | PK to 5       | 358                | 318                | 347                |
| Kramer ES (International Baccalaureate)         | PK to 5       | 497                | 567                | 615                |
| Lipscomb ES (International Baccalaureate) *     | PK to 5       | 521                | 509                | 512                |
| Marsh PA (Personalized Learning)                | 6 to 8        | n/a***             | 911                | 917                |
| Preston Hollow ES (International Baccalaureate) | PK to 5       | 453                | 476                | 500                |
| Rogers ES (Personalized Learning)               | PK to 5       | 502                | 514                | 506                |
| Weiss ES (Leadership)                           | PK to 5       | n/a***             | 548                | 521                |
| <i>Total Innovation</i>                         |               | 5,859              | 7,407              | 8,464              |
| <b>Total Transformation and Innovation</b>      |               | <b>6,560</b>       | <b>8,688</b>       | <b>10,176</b>      |

Note: \*These schools were funded by OTI as conditional Innovation Schools and will be official Innovation Schools when they earn IB authorization. \*\*B. Adams faculty rolled out the Choice model in waves, so not all students were impacted by the implementation. \*\*\*These were not Choice Schools during this time. STEAM=Science, Technology, Engineering, the Arts, and Mathematics. ES=Elementary School. PA=Preparatory Academy. MS=Middle School. HS=High School. ISD=Independent School District. n/a=not applicable.

Source: PEIMS district database (10/31/15, 10/31/16, 10/31/17).

## PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to describe the context, processes, and outcomes of Dallas ISD's Transformation and Innovation Schools. Specifically, this evaluation focused on the following:

1. Funding allocations for 2017-18
2. Characteristics of Transformation and Innovation Schools
3. Executive director, campus administrator, and teacher perceptions of PSC
4. Characteristics and outcomes of Dallas ISD's socioeconomic diversity pilot program
5. Outcomes of Choice School students

## MAJOR EVALUATION QUESTIONS AND RESULTS

### What was the source and amount of funding for the PSC initiative?

#### Methodology

Information was collected from OTI staff members. OTI provided information on the funding amounts for each school. Additional funding amounts were obtained from Title II workscopes.

#### Results

The total amount available for 2017-18 was \$2,742,509. The funding amount included \$2,344,509 from district funds, \$215,000 from the New School Venture Fund (NSVF), and \$183,000 from Title II funds.

Table 2 displays the district funded Choice School allotments. Despite the number of Choice Schools funded by Dallas ISD from 2015-18, funding amounts decreased each year. Dallas ISD supported 12 Choice Schools in 2015-16, 14 Choice Schools in 2016-17, and 17 Choice Schools in 2017-18.

A component of the PSC initiative included budget autonomy, allowing school administrators to submit individual workscopes to be approved by OTI. This autonomy enabled campus administrators to choose how they allocated their funds to further the purposes of their schools, while also allowing them to roll over their funds from one year to the next, for up to three years. Table 2 shows the amount funded by year:

- Column A: These funding amounts were available to each Choice School in 2015-16.
- Column B: These funding amounts were available to each Choice School in 2016-17
- Column C: These funding amounts were available to each Choice School in 2017-18.

Table 2: Dallas ISD Public School Choice Budget Allotments

| School                  | Column A                   | Column B                   | Column C                   |
|-------------------------|----------------------------|----------------------------|----------------------------|
|                         | 2015-16<br>Available Funds | 2016-17<br>Available Funds | 2017-18<br>Available Funds |
| Botello ES              | n/a*                       | n/a*                       | \$ 350,000                 |
| B. Adams HS             | \$ 350,000                 | \$ 283,304                 | \$ 101,604                 |
| Cabell ES               | \$ 350,000                 | \$ 340,168                 | \$ 154,358                 |
| CityLab HS              | n/a*                       | n/a*                       | \$ 350,000                 |
| Franklin MS             | \$ 165,000                 | \$ 127,543                 | \$ 20,918                  |
| D.A. Hulcy STEAM MS     | \$ 350,000                 | \$ 175,000                 | \$ 251,510**               |
| De Zavala ES            | n/a*                       | n/a*                       | \$ 150,000                 |
| IDEA at J. W. Fannin HS | \$ 350,000                 | \$ 284,959                 | \$ 176,269**               |
| Kramer ES               | \$ 165,000                 | \$ 103,086                 | \$ 46,486                  |
| R. Lee ES               | \$ 165,000                 | \$ 91,395                  | \$ 47,097                  |
| Lipscomb ES             | \$ 165,000                 | \$ 123,750                 | \$ 42,950                  |
| Marsh PA                | \$ 350,000                 | \$ 202,041                 | \$ 135,496                 |
| Mata ES                 | \$ 40,000                  | \$ 175,000                 | \$ 0                       |
| Preston Hollow ES       | \$ 165,000                 | \$ 131,623                 | \$ 49,323                  |
| Rogers ES               | \$ 350,000                 | \$ 136,834                 | \$ 18,334                  |
| Weiss ES                | n/a*                       | \$ 350,000                 | \$ 160,164                 |
| Solar Preparatory       | n/a*                       | \$ 350,000                 | \$ 290,000                 |
| Total                   | \$ 2,965,000               | \$ 2,874,703               | \$ 2,344,509               |

Note: Choice funds could be rolled over up to 3 years. \*Schools were not operating as a Choice School at this time. \*\*These schools were allocated an additional \$175,000 in sustainability funds in 2017-18. ES=Elementary School. MS=Middle School. HS=High School. PA=Preparatory Academy. ISD=Independent School District. n/a=not applicable.

Source: OTI records provided on June 7, 2016, February 15, 2017, and February 12, 2018.

## What were the characteristics of Dallas ISD Transformation and Innovation Schools?

### Methodology

Demographic characteristics of students were gathered from the October 31, 2017 Public Education Information Management Systems (PEIMS) data files. Frequency and crosstabs analyses were tabulated. Additional data were gathered from interviews with OTI staff members. Dallas ISD Transformation and Innovation School documents were reviewed and additional information was collected by email.

### Results

Public School Choice included 17 schools that operated six schoolwide anchor models: International Baccalaureate (IB); leadership; Montessori; personalized learning; Science, Technology, Engineering, the Arts, and Mathematics (STEAM); and urban planning, architecture, and community development. Dallas ISD staff members used available resources (i.e., websites, books, and curriculum developers) to develop the Choice School models.

## School Selection Process

OTI staff members established a competitive application process for teams wanting to open a Transformation or Innovation School. Transformation School teams could be made up of existing Dallas ISD employees, a mix of in-district and out-of-district employees, or all out-of-district educators or partners. Innovation School teams were led by the existing campus principal; the rest of the team was made up of current and future teachers at that campus. OTI supported the teams throughout the process by providing resources and workshops. Between September and December 2017, OTI staff members offered nine proposal support sessions.

Once applications were submitted, the applicant teams completed a formal three-step application process. First, the School Choice Committee (SCC) reviewed applications and selected the teams to move forward. Second, the SCC interviewed the applicant teams and submitted recommendations to OTI. Finally, the Superintendent's panel evaluated the recommended applications and made the final decision for the school(s) selected to participate in the PSC initiative.

The school selection process was rigorous for all three years of implementation (Table 3). In fall of 2017, OTI received seven Transformation School letters of intent and ultimately three proposals. OTI also received two Transformation Replication School letters of intent and two proposals. Two Transformation Schools, a Montessori school and personalized learning school, were approved to open in fall of 2018. Another Transformation School, a K to 8<sup>th</sup> grade Montessori school, was approved to open in fall of 2019. Solar Prep for Boys, a single-gender STEAM school, was identified as a replication Transformation School.

OTI also received 17 Innovation School letters of intent and ultimately nine proposals. Two Innovation Schools, L.O. Donald Leadership Academy and John H. Reagan S.T.E.A.M, were named as 2018-19 Choice Schools. Additionally, Lorenzo de Zavala Elementary School (Montessori model) was moved from a pilot program in 2017-18 to a full Innovation School for the 2018-19 school year. Two more schools, Fredrick Douglass STEM Academy and Thelma Richardson Elementary School (personalized learning) were named as Innovation Pilot Schools for 2018-19.

**Table 3: School Applications Submitted and Selected in Formal Application Process, 2014-15 through 2017-18**

| School Type                           | Year 1<br>2014-15 |          |   | Year 2<br>2015-16 |          |   | Year 3<br>2016-17 |          |   | Year 4<br>2017-18 |          |      |
|---------------------------------------|-------------------|----------|---|-------------------|----------|---|-------------------|----------|---|-------------------|----------|------|
|                                       | Apps.             |          | N | Apps.             |          | N | Apps.             |          | N | Apps.             |          | N    |
|                                       | Submitted         | Accepted |   | Submitted         | Accepted |   | Submitted         | Accepted |   | Submitted         | Accepted |      |
| Transformation Schools                | 12                | 1 8.3    |   | 3                 | 1 33.3   |   | 6                 | 1 16.7   |   | 3                 | 2*       | 66.7 |
| Transformation Replication Schools*** | n/a               | n/a      |   | n/a               | n/a      |   | n/a               | n/a      |   | 2                 | 1        | 50.0 |
| Innovation Schools                    | 11                | 1 9.1    |   | 5                 | 1 20.0   |   | 5                 | 1 20.0   |   | 9                 | 4**      | 44.4 |
| Total                                 | 23                | 2 8.7    |   | 8                 | 2 25.0   |   | 11                | 2 18.2   |   | 14                | 7        | 50.0 |

**Note:** \*This does not include Montessori at Hernandez, Personalized Prep at Sam Houston, or Thelma Richardson Elementary School.

\*\*This includes Innovation Pilot Schools. \*\*\*Transformation Replication Schools were not available until 2017-18. n/a=not applicable.

**Source:** 2016-17 Evaluation and OTI records.

Table 4 shows the Transformation and Innovation Schools for the 2017-18 school year. Ignite Middle School, selected as a Transformation School, was in the planning process in 2017-18 and will open in the fall of 2018.

Table 4: Transformation and Innovation Schools in 2017-18

| Choice Schools                                                                     | School Descriptions                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Transformation Elementary Schools</b>                                           |                                                                                                                                                                                                                                                                                                                                         |
| Eduardo Mata Elementary School                                                     | Mata operated as a Montessori school for students in grades prekindergarten (PK) to five.                                                                                                                                                                                                                                               |
| Solar Preparatory School for Girls                                                 | Solar operated a schoolwide Science, Technology, Engineering, the Arts, and Mathematics (STEAM) model. It served students in grades kindergarten through third grade during the 2017-18 school year and will add an additional grade each year for the next five years. Solar was part of the district's socioeconomic diversity pilot. |
| <b>Transformation Middle School</b>                                                |                                                                                                                                                                                                                                                                                                                                         |
| D.A. Hulcy STEAM Middle School                                                     | Hulcy STEAM focused on Science, Technology, Engineering, the Arts, and Mathematics (STEAM). It served grades six through eight in the 2017-18 school year.                                                                                                                                                                              |
| <b>Transformation High School</b>                                                  |                                                                                                                                                                                                                                                                                                                                         |
| CityLab High School                                                                | CityLab focused on urban planning, architecture, and community development. It served ninth grade students during the 2017-18 school year. An additional grade will be added in each of the next three years. CityLab was part of the district's socioeconomic diversity pilot.                                                         |
| Innovation, Design, Entrepreneurship Academy (IDEA) High School at James W. Fannin | IDEA focused on personalized learning. It served students in grades nine through 11 during the 2016-17 school year. An additional grade will be added next year.                                                                                                                                                                        |
| <b>Innovation Elementary Schools</b>                                               |                                                                                                                                                                                                                                                                                                                                         |
| Felix G. Botello Elementary School                                                 | Botello focused on personalized learning for students in PK to fifth grade.                                                                                                                                                                                                                                                             |
| Dan D. Rogers Elementary School                                                    | Rogers focused on personalized learning for students in PK to fifth grade.                                                                                                                                                                                                                                                              |
| Cabell Elementary School                                                           | Cabell focused on personalized learning for students in PK to fifth grade.                                                                                                                                                                                                                                                              |
| Martin Weiss Elementary School                                                     | Weiss focused on leadership for students in PK to fifth grade.                                                                                                                                                                                                                                                                          |
| William Lipscomb Elementary School                                                 | Lipscomb was in its fourth year of International Baccalaureate (IB) candidacy and served students in grades PK to five. It will likely be categorized as an Innovation School once it is authorized as an IB school.                                                                                                                    |
| R. Lee Elementary School                                                           | R. Lee was in its third year of IB candidacy and served students in grades PK to five. It will likely be categorized as an Innovation School once it is authorized as an IB school.                                                                                                                                                     |
| Arthur Kramer Elementary School                                                    | Kramer was an IB school for students in PK to fifth grade.                                                                                                                                                                                                                                                                              |
| Preston Hollow Elementary School                                                   | Preston Hollow was in its fifth year of IB candidacy. It served students in grades PK to five and will likely be categorized as an Innovation School once it is authorized as an IB school.                                                                                                                                             |

table continues

Table (continued)

| Choice Schools                      | School Descriptions                                                                                                                                                                                                                                                                                                               |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Innovation Middle Schools</b>    |                                                                                                                                                                                                                                                                                                                                   |
| Thomas C. Marsh Preparatory Academy | Marsh focused on personalized learning and served students in grades six to eight.                                                                                                                                                                                                                                                |
| Benjamin Franklin Middle School     | Franklin was an IB school and served students in grades six to eight. It will likely be categorized as an Innovation School once it is authorized as an IB school.                                                                                                                                                                |
| <b>Innovation High School</b>       |                                                                                                                                                                                                                                                                                                                                   |
| Bryan Adams High School             | Bryan Adams focused on leadership with students in grades nine through 11. Students in grade 12 were served under the traditional model; some elements of the leadership model were implemented schoolwide. The faculty will expand the focus on leadership to another grade each year until the model is implemented schoolwide. |
| <b>Pilot Innovation School</b>      |                                                                                                                                                                                                                                                                                                                                   |
| Lorenzo de Zavala Elementary School | De Zavala operated as a Montessori school for grades PK through five.                                                                                                                                                                                                                                                             |

Note: Ignite Middle School, selected as a Transformation School, was in the planning process in 2017-18 and will open in the fall of 2018.

Source: OTI website.

### Student Selection Process

Since Innovation Schools were neighborhood schools, students who attended were those living in the designated attendance zones. Students who did not want to attend their neighborhood Innovation School could apply for a transfer with the district.

Transformation School students were selected through a lottery. OTI established a priority/general lottery for students applying to attend Mata, Hulcy STEAM, and IDEA. The priority lottery consisted of students within a certain radius around a school site, while the general lottery was reserved for students not living within the priority radius. Students applying to attend Solar and CityLab were selected through a 50/50 socioeconomic lottery. Half of the seats were designated to economically disadvantaged students and the other half were reserved for students who were not economically disadvantaged. Hulcy STEAM, CityLab, and Ignite also accepted applications from students who lived outside Dallas ISD boundaries.

Across all four years of the initiative, there were markedly more applications submitted than seats available (Table 5). Overall student acceptance rates were 43 percent in the spring of 2015, 38 percent in the spring of 2016, 36 percent in the spring of 2017, and 59 percent in the spring of 2018.

Table 5: Transformation School Student Application Results for 2015-18

| Grade                                     | Spring 2015       |                  |      | Spring 2016       |                  |      | Spring 2017       |                  |      | Spring 2018       |                  |       |
|-------------------------------------------|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------|-------|
|                                           | Submitted Apps. N | Accepted Apps. N | %    | Submitted Apps. N | Accepted Apps. N | %    | Submitted Apps. N | Accepted Apps. N | %    | Submitted Apps. N | Accepted Apps. N | %     |
| <b>Eduardo Mata Elementary School</b>     |                   |                  |      |                   |                  |      |                   |                  |      |                   |                  |       |
| PK (3 yr.)                                | n/a               | n/a              |      | 131               | 16               | 12.2 | 167               | 7                | 4.2  | 125               | 28               | 22.4  |
| PK (4 yr.)                                | n/a               | n/a              |      | 116               | 5                | 4.3  | 150               | 6                | 4.0  | 93                | 18               | 19.4  |
| K                                         | n/a               | n/a              |      | 177               | 24               | 13.5 | 239               | 6                | 2.5  | 165               | 30               | 18.1  |
| <b>Solar Preparatory School for Girls</b> |                   |                  |      |                   |                  |      |                   |                  |      |                   |                  |       |
| PK (4 yr.)                                | n/a               | n/a              |      | n/a               | n/a              |      | n/a               | n/a              |      | 42                | 42               | 100.0 |
| K                                         | n/a               | n/a              |      | 158               | 66               | 41.7 | 203               | 91               | 44.8 | 264               | 88               | 33.3  |
| <b>Solar Preparatory School for Boys</b>  |                   |                  |      |                   |                  |      |                   |                  |      |                   |                  |       |
| PK (4 yr.)                                | n/a               | n/a              |      | n/a               | n/a              |      | n/a               | n/a              |      | 49                | 48               | 97.9  |
| K                                         | n/a               | n/a              |      | n/a               | n/a              |      | n/a               | n/a              |      | 66                | 88               | 133.3 |
| 1                                         | n/a               | n/a              |      | n/a               | n/a              |      | n/a               | n/a              |      | 42                | 74               | 176.2 |
| 2                                         | n/a               | n/a              |      | n/a               | n/a              |      | n/a               | n/a              |      | 39                | 75               | 192.3 |
| <b>D.A. Hulcy STEAM Middle School</b>     |                   |                  |      |                   |                  |      |                   |                  |      |                   |                  |       |
| 6                                         | 280               | 185              | 66.0 | 440               | 228              | 51.8 | 495               | 252              | 50.9 | 371               | 254              | 68.5  |
| <b>IDEA at J.W. Fannin High School</b>    |                   |                  |      |                   |                  |      |                   |                  |      |                   |                  |       |
| 9                                         | 409               | 112              | 27.0 | 364               | 126              | 34.6 | 208               | 131              | 62.9 | 285               | 208              | 72.9  |
| 10                                        | n/a               | n/a              |      | n/a               | n/a              |      | n/a               | n/a              |      | 26                | 26               | 100.0 |
| <b>CityLab High School</b>                |                   |                  |      |                   |                  |      |                   |                  |      |                   |                  |       |
| 9                                         | n/a               | n/a              |      | n/a               | n/a              |      | 225               | 122              | 54.2 | 277               | 139              | 50.2  |
| 10                                        | n/a               | n/a              |      | n/a               | n/a              |      | n/a               | n/a              |      | 22                | 22               | 100.0 |
| <b>Ignite Middle School at J.W. Ray</b>   |                   |                  |      |                   |                  |      |                   |                  |      |                   |                  |       |
| 6                                         | n/a               | n/a              |      | n/a               | n/a              |      | n/a               | n/a              |      | 675               | 230              | 34.1  |
| <b>Montessori at Hernandez</b>            |                   |                  |      |                   |                  |      |                   |                  |      |                   |                  |       |
| PK (3 yr.)                                | n/a               | n/a              |      | n/a               | n/a              |      | n/a               | n/a              |      | 54                | 46               | 85.2  |
| PK (4 yr.)                                | n/a               | n/a              |      | n/a               | n/a              |      | n/a               | n/a              |      | 85                | 45               | 52.9  |
| K                                         | n/a               | n/a              |      | n/a               | n/a              |      | n/a               | n/a              |      | 100               | 63               | 63.0  |
| 1                                         | n/a               | n/a              |      | n/a               | n/a              |      | n/a               | n/a              |      | 36                | 43               | 119.4 |
| 2                                         | n/a               | n/a              |      | n/a               | n/a              |      | n/a               | n/a              |      | 60                | 55               | 91.7  |
| <b>Personalized Prep at Sam Houston</b>   |                   |                  |      |                   |                  |      |                   |                  |      |                   |                  |       |
| PK (3 yr.)                                | n/a               | n/a              |      | n/a               | n/a              |      | n/a               | n/a              |      | 35                | 0                | 0.0   |
| PK (4 yr.)                                | n/a               | n/a              |      | n/a               | n/a              |      | n/a               | n/a              |      | 45                | 19               | 42.2  |
| K                                         | n/a               | n/a              |      | n/a               | n/a              |      | n/a               | n/a              |      | 73                | 64               | 87.7  |
| 1                                         | n/a               | n/a              |      | n/a               | n/a              |      | n/a               | n/a              |      | 49                | 66               | 134.7 |
| 2                                         | n/a               | n/a              |      | n/a               | n/a              |      | n/a               | n/a              |      | 52                | 66               | 126.9 |

Note: Mata's enrollment was not regulated by OTI in 2014-15. Solar opened to students in fall 2016. Hulcy STEAM and IDEA added a grade level in fall 2018. CityLab opened to students in fall 2017. Ignite was in the planning stage during 2017-18 and will open to students in the fall of 2018. Personalized Prep at Sam Houston did not enroll students in PK3. The number of total applications accepted exceeded the projected seats available for Solar Prep for Boys, Montessori at Hernandez, and Personalized Prep at Sam Houston because students were drawn from OTI's waitlist and did not submit a physical application. Accepted Applications refers to the total number of parents who accepted and confirmed their child's seat. Apps. = applications. n/a = not applicable.

Source: OTI records.

Additionally, OTI analyzed census block data on families of students attending Transformation Schools. These analyses allowed staff to delineate ranges of poverty from block 1 (least disadvantaged) to block 4 (most disadvantaged). OTI considered four factors of economic status: median household income,

homeownership, family structure, and parents' education level. Beginning in spring 2017, OTI conducted an equity audit to note the percentage of students in each socioeconomic block. District Policy FDB Regulation states a minimum of 12 percent of all students attending a Transformation School in 2017-18 must reside within socioeconomic block 2 and a minimum of 12 percent must reside within socioeconomic block 4. If the thresholds were not met, OTI staff members offered seats to students from specific socioeconomic blocks and added seats if necessary.

OTI staff members reported the number of accepted applications from students who lived within Dallas ISD and did not attend a Dallas ISD school in 2016-17, as well as students who lived outside of the Dallas ISD boundaries and did not attend a Dallas ISD school in 2016-17 (Table 6). Over 80 percent of the students accepted to CityLab, Hulcy STEAM, Ignite, and Personalized Prep at Sam Houston attended a Dallas ISD school in 2016-17.

**Table 6: Number and Percentage of 2017-18 Dallas ISD and Recapture Students Accepted to a Transformation School by Location**

| School                             | Projected Seats Available in Spring 2018 |                      | Total Applications Accepted |  | Applications Accepted (Dallas ISD) |                         | Applications Accepted (Recapture) |                         |
|------------------------------------|------------------------------------------|----------------------|-----------------------------|--|------------------------------------|-------------------------|-----------------------------------|-------------------------|
|                                    | N                                        | % of total available | N                           |  | N                                  | % of total applications | N                                 | % of total applications |
| CityLab HS                         | 139                                      | 7.8                  | 139                         |  | 115                                | 82.7                    | 24                                | 17.3                    |
| Eduardo Mata ES                    | 80                                       | 4.5                  | 76                          |  | 5                                  | 6.6                     | 71                                | 93.4                    |
| D.A. Hulcy STEAM MS                | 250                                      | 13.9                 | 254                         |  | 216                                | 85.1                    | 38                                | 14.9                    |
| IDEA at J.W. Fannin HS             | 135                                      | 7.6                  | 208                         |  | 166                                | 79.8                    | 42                                | 20.2                    |
| Ignite MS at J.W. Ray              | 225                                      | 12.6                 | 230                         |  | 196                                | 85.2                    | 34                                | 14.8                    |
| Montessori at Hernandez            | 300                                      | 16.8                 | 252                         |  | 126                                | 50.0                    | 126                               | 50.0                    |
| Personalized Prep at Sam Houston   | 220                                      | 12.3                 | 215                         |  | 173                                | 80.5                    | 42                                | 19.5                    |
| Solar Preparatory School for Girls | 130                                      | 7.3                  | 130                         |  | 40                                 | 30.8                    | 90                                | 69.2                    |
| Solar Preparatory School for Boys  | 308                                      | 17.2                 | 292                         |  | 177                                | 60.6                    | 115                               | 39.4                    |
| <b>Total</b>                       | <b>1,787</b>                             |                      | <b>1,796</b>                |  | <b>1,214</b>                       | <b>67.6</b>             | <b>582</b>                        | <b>32.4</b>             |

**Note:** Dallas ISD applications were those received by students who attended a Dallas ISD school in 2017-18. Accepted Applications refers to the total number of parents who accepted and confirmed their child's seat. The number of total applications accepted exceeded the projected seats available for Hulcy STEAM, IDEA, and Ignite because students were drawn from OTI's waitlist and did not submit a physical application. Recapture applications were those received by students who may have lived within Dallas ISD boundaries, but were not enrolled in a Dallas ISD school at the time of application. ES=Elementary School. MS=Middle School. HS=High School. ISD=Independent School District.

**Source:** OTI records.

Recapture applications were those received by students who may have lived within Dallas ISD boundaries, but were not enrolled in a Dallas ISD school at the time of application. Most of the recaptured students were accepted to Mata (N=71, 93.4%) followed by Solar Prep for Girls (N=90, 69.2%) and Montessori at Hernandez (N=126, 50.0%; Table 6). Since these numbers reflect students attending school for the first time (i.e., prekindergarten and students), it is reasonable that the elementary Transformation Schools had the highest number of students accepted from this category.

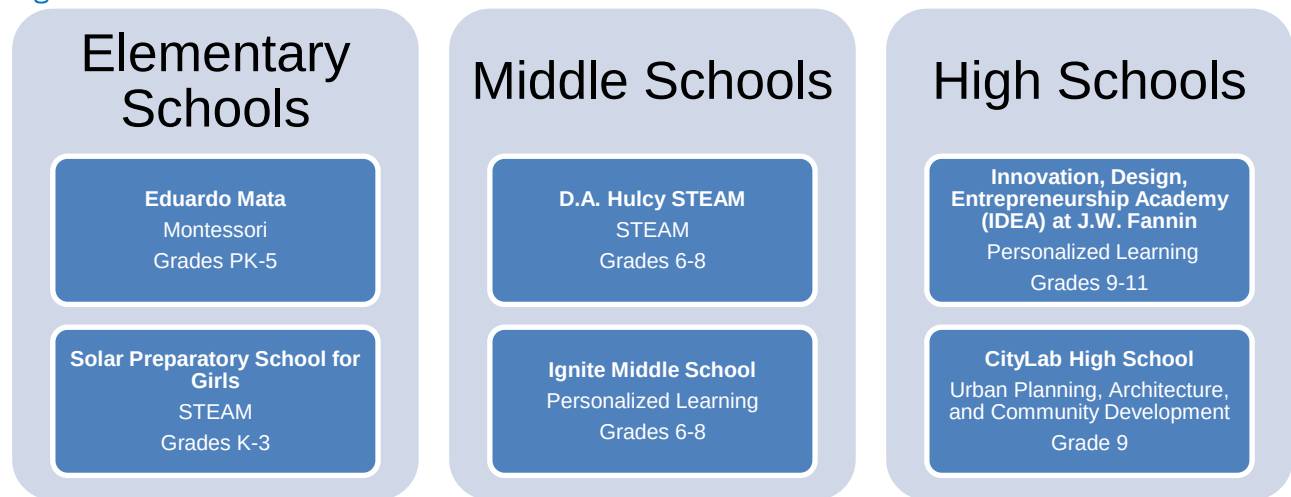
A student with a sibling attending a Transformation School was automatically given admission preference and did not have to be selected through the lottery. A total of 81 siblings were automatically accepted for the 2018-19 school year, which is more than the 66 siblings offered seats in spring 2017. Most siblings were accepted to Mata (N=42; 55.3% of acceptances) followed by Solar Prep for Girls (N=20; 15.4% of acceptances), Hulcy STEAM (N=17; 20.9% of acceptances), and IDEA (N=2; 1.0% of acceptances). There were no sibling preferences at CityLab or Ignite.

### Program Characteristics

The Transformation Schools in 2017-18 were Eduardo Mata Elementary, Solar Preparatory School for Girls, D.A. Hulcy STEAM Middle School, IDEA at J.W. Fannin High School, and CityLab High School (Figure 1). Ignite Middle School, a Transformation School scheduled to open in the fall of 2018, was in its planning stage during the 2017-18 school year. Transformation Schools are start-up schools that are selected through an application process established by OTI. These are open enrollment Choice Schools without academic or parental admission requirements. Transportation was provided to all Dallas ISD students.

### Transformation School Characteristics

Figure 1: Dallas ISD Transformation Schools for the 2017-18 School Year



Source: OTI website.

#### Eduardo Mata Elementary School (Montessori)

Mata Elementary School staff served 542 students in grades prekindergarten through five, eight percent more (N=45) than in the 2016-17 school year. In an interview, the principal described the evidence of learning she noticed in her students. She reported an improved learning environment, increased parent involvement, and fewer discipline issues among students. Part of the Montessori curriculum included peace education, which she attributed to the increased empathy she saw in Mata's students. The school will expand to include an additional grade each year until it reaches capacity at grade eight.

Solar Preparatory School for Girls (STEAM)

The staff of Solar Preparatory School for Girls (STEAM: Science, Technology, Engineering, the Arts, and Mathematics) served 294 girls in grades kindergarten through third grade, 66 percent more (N=100) than in the 2016-17 school year. Classes were available in dual-language and English and included STEAM-related blended learning experiences. Interviews with campus staff members revealed that the students were divided into four “houses,” each named after the traits that were the focus of the school’s social-emotional curriculum. The students created cheers and crests for their houses and competed to earn points toward a pajama party.

D.A. Hulcy STEAM (STEAM)

D.A. Hulcy STEAM staff members served 532 students in grades six through eight, 29 percent (N=376) more than in 2016-17. The Hulcy STEAM website indicates that a mission of the teachers is to transform learners into leaders, a motto that heads the top of each parent newsletter. Mrs. Lockwood, the Hulcy STEAM principal, scheduled several Chat & Chew meetings to inform and engage parents in the school’s activities. Hulcy STEAM teachers offered 15 after school clubs to their students, including Destination Imagination and STEAM TV.

Innovation, Design, Entrepreneurship Academy (IDEA) at J.W. Fannin (Personalized Learning)

IDEA staff members served 263 students in grades 9 through 11, 19 percent more (N=49) than in 2016-17. The IDEA website detailed the three priorities of the school: personalized education; mentors and internships; and next generation skills.<sup>1</sup>

CityLab High School (Urban Planning, Architecture, and Community Development)

CityLab staff members served 81 students in grade nine. Campus administrators described a focus on project based learning and design thinking in the ninth-grade courses, particularly in the Studio class where students learned the principles of architecture. Faculty members established a tone of collaboration and community by beginning the year with Freshmen Camp, continued with a daily Advisory course centered on Sean Covey’s *7 Habits of Highly Effective Teens*, and culminated with the CityLab Summit, a showcase of student work. Staff and students lived up to the mission of the school by using the city as a classroom and conducting a minimum of two field trips per semester. This, in addition to the 3D printer and design tools, provided ways for students to apply their learning to their community.

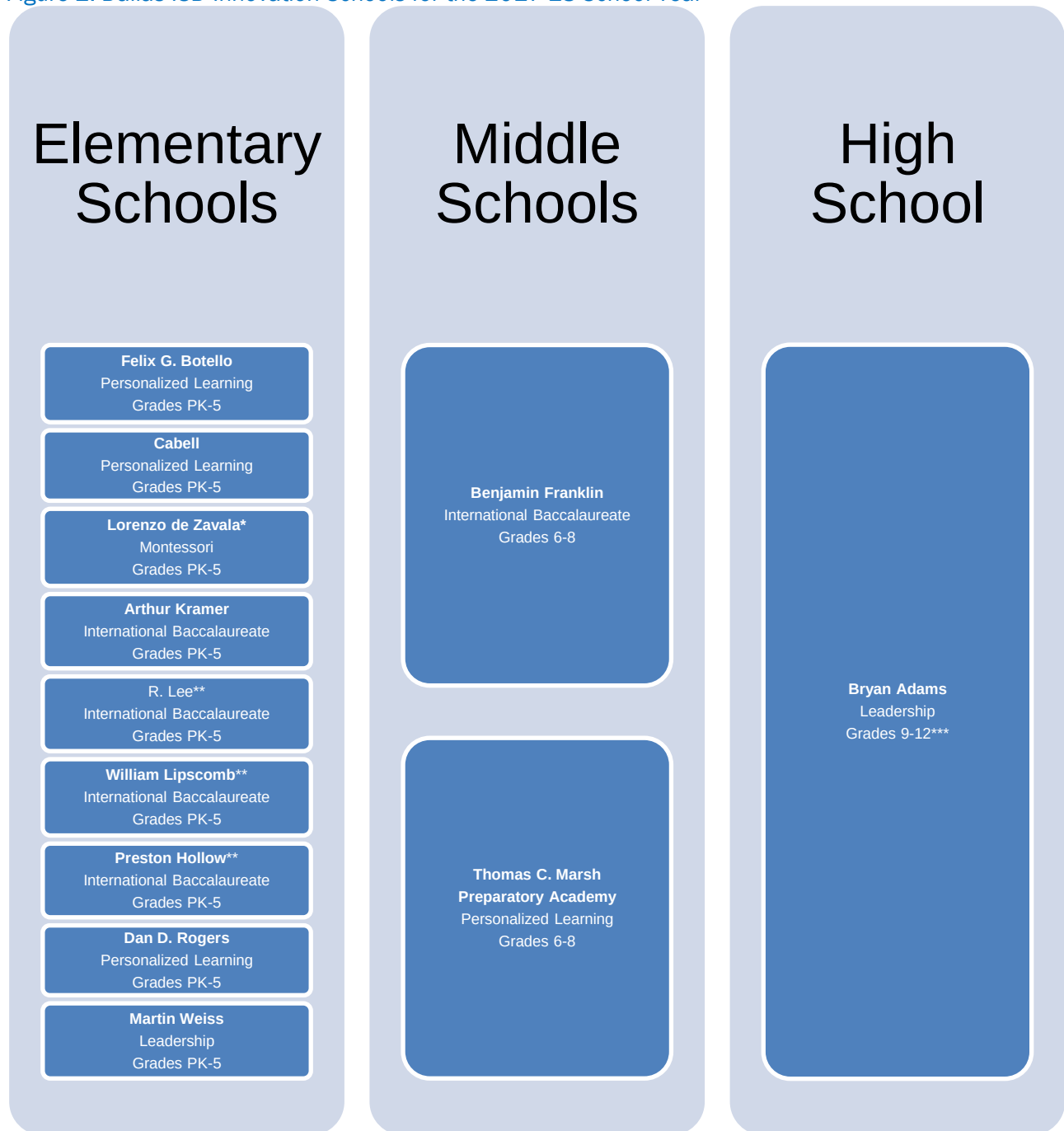
Dallas ISD operated 12 Innovation Schools: seven official, four conditional, and one pilot during the 2017-18 school year (Figure 2). Innovation Schools were existing neighborhood schools that focused on one school wide model. These were Choice Schools without academic admission requirements that served students within the current attendance boundaries. Conditional Innovation Schools will become official Innovation Schools when their IB status is approved by the IBO. A pilot Innovation School is working toward full Innovation School status.

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<sup>1</sup> Campus administrators did not respond to interview requests.

## Innovation School Characteristics

Figure 2: Dallas ISD Innovation Schools for the 2017-18 School Year



**Note:** \*This school was a pilot Innovation School. \*\*These schools were conditionally adopted as Innovation Schools while their IB status was under review by the IBO. Once authorized by the IBO, they may become Choice Schools.

\*\*\* Adams serves students in grades nine to twelve, but the full leadership model was implemented in grades 9 through 11 for the 2017-18 school year. Some elements were implemented schoolwide. The administrators plan to add a new grade under the model each year.

**Source:** OTI website.

Felix G. Botello Elementary School (Personalized Learning)

Botello staff members served 558 students in grades prekindergarten through five, a five percent increase (N=26) from 2016-17. Campus administrators described how the teachers used data to inform their instruction. Staff members received training through Education Elements<sup>2</sup> and were provided an additional 45-minute planning period every other week. The principal also described the importance of having reading and mathematics model classrooms in the primary and intermediate grades; these teachers worked with other staff members on implementing personalized learning components in their classrooms.

William L. Cabell Elementary School (Personalized Learning)

Cabell served 511 students in grades prekindergarten through five, eight percent less (N=47) than in 2016-17. The personalized learning coordinator reported that Cabell staff worked to develop a data driven culture that included weekly data meeting and progress monitoring to personalize instruction for students. Teachers also worked with students to create individual learner profiles to identify goals, interests, strengths, weaknesses, and how to improve performance. Staff members continued to implement their social-emotional program, which focused on school values, group activities, and developing social skills.

Lorenzo de Zavala Elementary School (Montessori)

De Zavala staff members served 409 students in grades prekindergarten through five, a three percent decrease (N=14) from 2016-17. The school was selected by OTI to pilot Montessori education in two primary classrooms with three, four, and five-year-old students. One classroom was bilingual while the other was general education. Six de Zavala staff members attended professional development led by Montessori Institute of North Texas (MINT), a three-year program. Campus administrators reported that students gained independence and enjoyed the freedom to choose their assignments.

Arthur Kramer Elementary School (International Baccalaureate)

Kramer Elementary School served 615 students in grades prekindergarten through five, eight percent more (N=48) than in 2016-17. Kramer earned authorization as an IB World School and campus administrators attributed the increase in student enrollment and students' science and mathematics achievement to this authorization. They also reported that everyone at Kramer used the same vocabulary (i.e., IB Learner Profile, Action Cycle, Essential Agreements, etc.) and were excited about their learning opportunities. The students who attended Kramer had the opportunity to continue their IB education in middle school (Franklin Middle School, an Innovation School) and high school (Hillcrest High School).

R. Lee Elementary School (International Baccalaureate)

R. Lee Elementary School served 347 students in grades prekindergarten through five, eight percent more (N=29) than in 2016-17. In an interview, the IB coordinator described a shift in Lee's culture and an increase in student enrollment because of the campus being authorized as an IB World School. The teachers evolved in their lesson plans, implementing an inquiry cycle for students in all grade levels. Staff members also organized monthly science nights to engage families in the IB learning process.

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<sup>2</sup> Education Elements is a personalized learning consulting firm. See <https://www.edelements.com/> for more information.

William Lipscomb Elementary School (Personalized Learning)

Lipscomb Elementary School served 512 students in grades prekindergarten through five, less than one percent more (N=3) than in 2016-17. In an email interview, Lipscomb administrators reported academic successes that they attributed to incorporating the IB instructional framework and philosophy into the curriculum. They also described the positive impact on culture and climate that resulted from using the learner profile attributes with students. They continued to work toward IB authorization.

Preston Hollow Elementary School (International Baccalaureate)

Preston Hollow Elementary School served 500 students in grades prekindergarten through five, five percent more (N=24) than in 2016-17. Campus administrators described an inquiry-based learning environment, evidenced by the student-led conferences for students in grades kindergarten through five. They continued to build community partnerships and offered monthly tours to those curious about IB and dual-language. Teachers communicated the IB attitudes and attributes to parents by sending home an IB report card twice per year. Representatives from the IBO visited the campus in the spring to determine the school's authorization status.

Dan D. Rogers Elementary School (Personalized Learning)

Rogers Elementary School served 506 students in grades prekindergarten through five, one percent less (N=8) than in 2016-17. In an email interview, the Rogers principal indicated that their school received six distinctions in 2016-17 from the Texas Education Agency (TEA).

Martin Weiss Elementary School (Leadership)

Weiss Elementary School served 521 students in grades prekindergarten through five, five percent less (N=27) than in 2016-17. In an email interview, campus administrators described an improvement in student discipline, confidence, and communication skills. The principal attributed this progress to the students' daily practice of leadership roles and understanding of the Leader in Me<sup>3</sup> curriculum. In addition to meeting the needs of the whole child, staff reported that the commitment to the Leader in Me program fostered academic achievement.

Benjamin Franklin Middle School (International Baccalaureate)

Franklin Middle School served 1,036 students in grades six through eight, seven percent more (N=70) than in 2016-17. In an email interview, campus administrators reported that faculty members understood campus goals because of receiving official IB authorization with eight commendations. Subject specific professional learning communities met to discuss data, share best practices, and calibrate assessments centered on the IB principles. Additionally, grade level interdisciplinary teams allowed for cross-curricular planning and meetings to discuss struggling students.

Thomas C. Marsh Preparatory Academy (Personalized Learning)

Marsh Preparatory Academy staff served 917 students in grades six through eight, less than one percent fewer (N=6) than in 2016-17. In an interview, the campus principal and personalized learning coordinator described an improvement in the school's climate and culture and lower teacher turnover from previous years. Additionally, the focus on social emotional learning resulted in a healthy learning

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<sup>3</sup> See <http://www.theleaderinme.org/> for additional information.

environment for all students. The sixth-grade teachers used data and a blended station rotation model of instruction to work with small groups of students. The personalized learning techniques will be rolled up to the seventh and eighth grade students in the next two years.

#### Bryan Adams High School (Leadership)

Bryan Adams High School served 2,032 students in grades 9 through 12, less than one percent fewer (N=8) than in 2016-17. In an email interview, campus administrators described the Leadership Academy as successful in cultivating social-emotional and twenty-first century leadership skills. The faculty also reported having solidified the outcome goals of the student portfolio and reported having a common focus on the importance of providing real world applications of academic content. They were preparing for both the sophomore and senior classes to complete the defenses of their leadership portfolios during the next school year.

### **Student Demographics**

A total of 10,176 students attended a Choice School in 2017-18, a five percent increase (N=9,647) from the 2016-17 school year. Most (N = 8,464) attended one of 12 Innovation Schools and the remaining 1,712 students attended one of the five Transformation Schools. Tables 7-9 display the demographic characteristics of Transformation and Innovation Schools compared to Dallas ISD students. Notably more female students (58.2% vs. 47.1% and 49.0%) attended Transformation than Innovation Schools and the district. This is likely due to Solar being a single gender school for females (Table 8). More male students (52.9% vs. 41.8% and 51.0%) attended Innovation Schools than Transformation Schools and the district.

**Table 7: Gender Classification of 2017-18 Transformation and Innovation Students**

| <b>Schools</b>                | <b>Male Students</b> |          | <b>Female Students</b> |          |
|-------------------------------|----------------------|----------|------------------------|----------|
|                               | <b>N</b>             | <b>%</b> | <b>N</b>               | <b>%</b> |
| <b>Transformation Schools</b> |                      |          |                        |          |
| CityLab HS                    | 52                   | 64.2     | 29                     | 35.8     |
| IDEA HS                       | 120                  | 45.6     | 143                    | 54.4     |
| Mata ES                       | 263                  | 48.5     | 279                    | 51.5     |
| Solar Prep (K-8)              | 0                    | 0.0      | 294                    | 100.0    |
| Hulcy STEAM MS                | 280                  | 52.6     | 252                    | 47.4     |
| All Transformation Schools    | 715                  | 41.8     | 997                    | 58.2     |
| <b>Innovation Schools</b>     |                      |          |                        |          |
| B. Adams HS                   | 1,102                | 54.2     | 930                    | 45.8     |
| Botello ES                    | 283                  | 50.7     | 275                    | 49.3     |
| Cabell ES                     | 272                  | 53.2     | 239                    | 46.8     |
| De Zavala ES                  | 209                  | 51.1     | 200                    | 48.9     |
| Franklin MS                   | 543                  | 52.4     | 493                    | 47.6     |
| Kramer ES                     | 304                  | 49.4     | 311                    | 50.6     |
| R. Lee ES                     | 182                  | 52.4     | 165                    | 47.6     |
| Lipscomb ES                   | 276                  | 53.9     | 236                    | 46.1     |
| Marsh PA                      | 490                  | 53.4     | 427                    | 46.6     |
| Preston Hollow ES             | 267                  | 53.4     | 233                    | 46.6     |
| Rogers ES                     | 264                  | 52.2     | 242                    | 47.8     |
| Weiss ES                      | 275                  | 52.8     | 246                    | 47.2     |
| All Innovation Schools        | 4,474                | 52.9     | 3,990                  | 47.1     |
| Dallas ISD                    | 79,999               | 51.0     | 76,805                 | 49.0     |

Source: PEIMS district database (10/31/17).

Table 8 displays the ethnic classifications of the students who attended a Transformation or Innovation School in 2017-18. Fewer Hispanic Students (59.5% vs. 78.4%) and more African American (23.2% vs. 11.6%) and White (14.3% vs. 7.1%) students attended a Transformation School when compared to Innovation Schools. Noticeably fewer African American students attended Mata when compared to other Transformation Schools (4.8% vs. 17.0%, 22.2%, 30.4%, and 42.1%). Additionally, more White students attended Mata and Solar when compared to Hulcy STEAM, IDEA, and CityLab (25.3% and 25.9% vs. 1.3%, 6.1%, and 9.9%).

The Innovation Schools served more Hispanic students when compared to the district (78.4%) except for Kramer (56.1%), R. Lee (58.2%), Rogers (58.3%), Preston Hollow (72.8%), Weiss (75.2%), and Franklin (77.3%). All Innovation Schools except Weiss (22.8%) served fewer African American students than the district (22.5%). Kramer (17.7%), Rogers (18.0%), and R. Lee (26.2) served the greatest percentage of White students when compared to the district (5.0%) and the other Innovation Schools.

**Table 8: Ethnic Classifications for 2017-18 Transformation and Innovation Students**

| Schools                       | Hispanic |      | African American |      | White |      | Other <sup>1</sup> |     |
|-------------------------------|----------|------|------------------|------|-------|------|--------------------|-----|
|                               | N        | %    | N                | %    | N     | %    | N                  | %   |
| <b>Transformation Schools</b> |          |      |                  |      |       |      |                    |     |
| CityLabHS                     | 53       | 65.4 | 18               | 22.2 | 8     | 9.9  | 2                  | 2.5 |
| IDEA HS                       | 164      | 62.4 | 80               | 30.4 | 16    | 6.1  | 3                  | 1.1 |
| Mata ES                       | 357      | 65.9 | 26               | 4.8  | 137   | 25.3 | 22                 | 4.1 |
| Solar Prep (K-8)              | 145      | 49.3 | 50               | 17.0 | 76    | 25.9 | 23                 | 7.8 |
| Hulcy STEAM MS                | 299      | 56.2 | 224              | 42.1 | 7     | 1.3  | 2                  | 0.4 |
| All Transformation Schools    | 1,018    | 59.5 | 398              | 23.2 | 244   | 14.3 | 52                 | 3.0 |
| <b>Innovation Schools</b>     |          |      |                  |      |       |      |                    |     |
| B. Adams HS                   | 1,610    | 79.2 | 245              | 12.1 | 105   | 5.2  | 72                 | 3.5 |
| Botello ES                    | 526      | 94.3 | 26               | 4.7  | 3     | 0.5  | 3                  | 0.5 |
| Cabell ES                     | 469      | 91.8 | 16               | 3.1  | 13    | 2.5  | 13                 | 2.5 |
| De Zavala ES                  | 386      | 94.4 | 22               | 5.4  | 1     | 0.2  | n/a                |     |
| Franklin MS                   | 801      | 77.3 | 159              | 15.3 | 52    | 5.0  | 24                 | 2.3 |
| Kramer ES                     | 345      | 56.1 | 123              | 20.0 | 109   | 17.7 | 37                 | 6.0 |
| R. Lee ES                     | 202      | 58.2 | 32               | 9.2  | 91    | 26.2 | 22                 | 6.3 |
| Lipscomb ES                   | 402      | 78.5 | 49               | 9.6  | 48    | 9.4  | 13                 | 2.5 |
| Marsh PA                      | 840      | 91.6 | 36               | 3.9  | 33    | 3.6  | 8                  | 1.1 |
| Preston Hollow ES             | 364      | 72.8 | 76               | 15.2 | 46    | 9.2  | 14                 | 2.8 |
| Rogers ES                     | 295      | 58.3 | 75               | 14.8 | 91    | 18.0 | 45                 | 8.9 |
| Weiss ES                      | 392      | 75.2 | 119              | 22.8 | 9     | 1.7  | 1                  | 0.2 |
| All Innovation Schools        | 6,632    | 78.4 | 978              | 11.6 | 601   | 7.1  | 252                | 2.9 |
| Dallas ISD                    | 109,810  | 70.0 | 35,209           | 22.5 | 7,798 | 5.0  | 3,942              | 2.5 |

Note: <sup>1</sup> Other included Asian, American Indian, Native Hawaiian, Other Pacific Islander, and two or more races.

Numbers may not add to 100 due to rounding.

Source: PEIMS district database (10/31/17).

Table 9 provides additional demographic characteristics for students who attended a Transformation or Innovation School. Transformation Schools served fewer economically disadvantaged students (66.0%) than Innovation Schools (82.8%) and the district (83.8%). More gifted students (19.4%) and fewer ELL students (30.2%) attended a Transformation School when compared to the district (13.9% and 44.2%). Additionally, more special education students attended Mata (13.8%) than any other Choice School.

Table 9: Demographic Characteristics of 2017-18 Transformation and Innovation Students

| Schools                       | Econ. Dis. |      | Gifted and Talented |      | Special Education |      | ELL    |      |
|-------------------------------|------------|------|---------------------|------|-------------------|------|--------|------|
|                               | N          | %    | N                   | %    | N                 | %    | N      | %    |
| <b>Transformation Schools</b> |            |      |                     |      |                   |      |        |      |
| CityLab HS                    | 49         | 60.5 | 8                   | 9.9  | 9                 | 11.1 | 16     | 19.8 |
| IDEA HS                       | 233        | 88.6 | 35                  | 13.3 | 29                | 11.0 | 68     | 25.9 |
| Mata ES                       | 296        | 54.6 | 105                 | 19.4 | 75                | 13.8 | 174    | 32.1 |
| Solar Prep (K-8)              | 127        | 43.2 | 85                  | 28.9 | 13                | 4.4  | 56     | 19.0 |
| Hulcy STEAM MS                | 425        | 79.9 | 99                  | 18.6 | 39                | 7.3  | 203    | 38.2 |
| All Transformation Schools    | 1,130      | 66.0 | 332                 | 19.4 | 165               | 9.6  | 517    | 30.2 |
| <b>Innovation Schools</b>     |            |      |                     |      |                   |      |        |      |
| B. Adams HS                   | 1,785      | 87.8 | 209                 | 10.3 | 196               | 9.6  | 662    | 32.6 |
| Botello ES                    | 513        | 91.9 | 59                  | 10.6 | 42                | 7.5  | 386    | 69.2 |
| Cabell ES                     | 466        | 91.2 | 68                  | 13.3 | 36                | 7.0  | 360    | 70.5 |
| De Zavala ES                  | 394        | 96.3 | 58                  | 14.2 | 30                | 7.3  | 267    | 65.3 |
| Franklin MS                   | 789        | 76.2 | 158                 | 15.3 | 87                | 8.4  | 581    | 56.1 |
| Kramer ES                     | 369        | 60.0 | 86                  | 14.0 | 64                | 10.4 | 240    | 39.0 |
| R. Lee ES                     | 195        | 56.2 | 71                  | 20.5 | 45                | 13.0 | 87     | 25.1 |
| Lipscomb ES                   | 436        | 85.2 | 58                  | 11.3 | 32                | 6.3  | 238    | 46.5 |
| Marsh PA                      | 821        | 89.5 | 128                 | 14.0 | 58                | 6.3  | 656    | 71.5 |
| Preston Hollow ES             | 386        | 77.2 | 65                  | 13.0 | 37                | 7.4  | 305    | 61.0 |
| Rogers ES                     | 357        | 70.6 | 75                  | 14.8 | 50                | 9.9  | 297    | 58.7 |
| Weiss ES                      | 494        | 94.8 | 31                  | 6.0  | 49                | 9.4  | 262    | 50.3 |
| All Innovation Schools        | 7,005      | 82.8 | 1,067               | 12.6 | 726               | 8.6  | 4,341  | 51.3 |
| Dallas ISD                    | 131,344    | 83.8 | 21,792              | 13.9 | 12,871            | 8.2  | 69,273 | 44.2 |

Note: Econ. Dis. = Economically disadvantaged. ELL = English Language Learners

Source: PEIMS district database (10/31/17).

## What were campus administrator, executive director, and teacher perceptions of the Public School Choice initiative?

### Methodology

Interviews were conducted between January 10 and March 7, 2018 with campus administrators to gather their perceptions of the PSC initiative. Supporting staff members (i.e., coordinators, assistant principals, etc.) were present during some interviews. Executive director perceptions were gathered through an email message sent March 20, 2018. A follow-up email was sent April 3, 2018 and results were summarized.

A survey was developed as a follow up to campus staff interviews and to measure Transformation and Innovation teacher and administrator perceptions (Appendix A). The overall purpose of the survey was to determine the types and helpfulness of professional development opportunities, in addition to respondents' perceptions of teacher and student experiences related to each Choice model. Most of the items were either fixed on a three-point scale (not helpful to very helpful) or a five-point scale (strongly disagree to strongly agree). The survey also included several open-ended questions. The evaluator emailed a survey link to Choice principals and asked them to forward the link to all teachers at their campuses. OTI staff and the evaluator sent reminder emails to administrators to increase the response rate. The survey

was available from March 20 to April 6 and was completed by 417 participants. Because of the low response rate at some schools, the results described in this section should be interpreted with caution.

Interview results were summarized by campus. Frequencies of close-ended item responses were calculated using SPSS. Responses to the open-ended questions were coded for emergent themes related to successes, challenges, and future professional development preferences. Some open-ended responses included information that fit into more than one theme.

## Results

Four hundred and seventeen (417) campus staff members began the survey, but did not respond to all questions. Thirty-eight percent of respondents reported having teaching experience between two to five years. Approximately 12 percent taught over 20 years and 9 percent were first year teachers. The remaining respondents taught between six and fifteen years.

Of the 417 responses, the largest percentage of the respondents worked at Franklin Middle School (16.2%) and the smallest percentage worked at Marsh Preparatory Academy (0%). The number of faculty at each school varied per campus, which should be considered when evaluating Table 10. The highest response rates occurred for CityLab High School (100%) and Kramer Elementary School (96.4%). The lowest response rates were for Marsh Preparatory Academy (0%) and IDEA High School (3.8%).

**Table 10: PSC Survey Respondents by Campus**

| School            | Respondents |              | Campus Faculty |                 |
|-------------------|-------------|--------------|----------------|-----------------|
|                   | N           | %            | N              | Response Rate % |
| B. Adams HS       | 46          | 11.0         | 155            | 29.7            |
| Botello ES        | 24          | 5.8          | 52             | 46.2            |
| Cabell ES         | 31          | 7.4          | 48             | 64.6            |
| CityLab HS        | 12          | 3.1          | 12             | 100.0           |
| De Zavala ES      | 6           | 1.4          | 39             | 15.4            |
| Franklin MS       | 67          | 16.2         | 79             | 84.8            |
| Hulcy STEAM MS    | 8           | 1.9          | 46             | 17.4            |
| IDEA HS           | 1           | 0.2          | 26             | 3.8             |
| Kramer ES         | 54          | 12.9         | 56             | 96.4            |
| R. Lee ES         | 24          | 5.8          | 38             | 63.2            |
| Lipscomb ES       | 25          | 5.9          | 49             | 51.0            |
| Marsh PA          | 0           | 0.0          | 66             | 0.0             |
| Mata ES           | 27          | 6.5          | 57             | 47.4            |
| Preston Hollow ES | 28          | 6.7          | 45             | 62.2            |
| Rogers ES         | 17          | 4.1          | 52             | 32.7            |
| Solar ES          | 9           | 2.2          | 25             | 36.0            |
| Weiss ES          | 37          | 8.9          | 51             | 72.5            |
| <b>Total</b>      | <b>417</b>  | <b>100.0</b> | <b>896</b>     |                 |

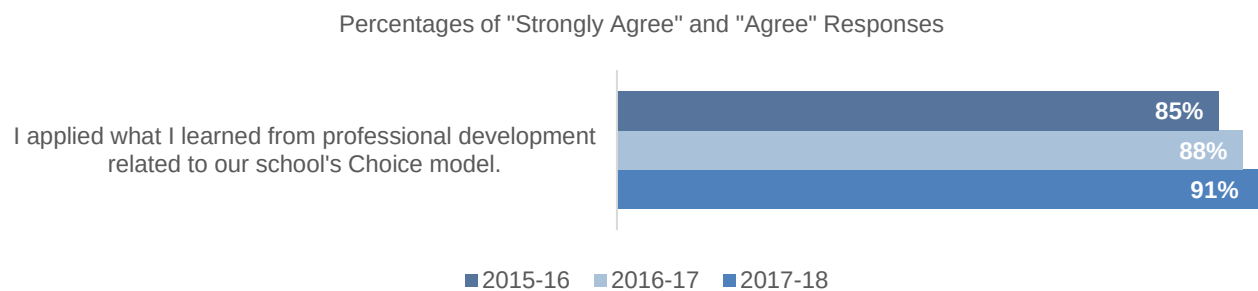
Note: Campus administrators were asked to send the survey to faculty members involved in their school's Choice model. Analysis included campus based coaches (N=23), coordinators (N=14), principals (N=17), principal assistants (N=23), specialists (N=14), teachers (N=675), and teacher assistants (N=130).

Source: 2018 personnel file.

### Perceptions of Professional Development Opportunities

Ninety-four percent (N=370) of respondents reported that they received professional development specific to their school's Choice model. Of the respondents who did not receive professional development (N=24), 33 percent (N=8) said they did not attend professional development because the opportunity was not offered to them. Of the 348 respondents who described the usefulness of the provided professional development, Figure 3 indicates that 91 percent (N=317) of the participants indicated that they applied what they learned from professional development to their practice. Eighty-nine percent (N=309) of the respondents felt that the professional development they received was helpful in implementing their model. Results were similar across the last three years.

**Figure 3: Campus Faculty Perceptions of PSC Professional Development**

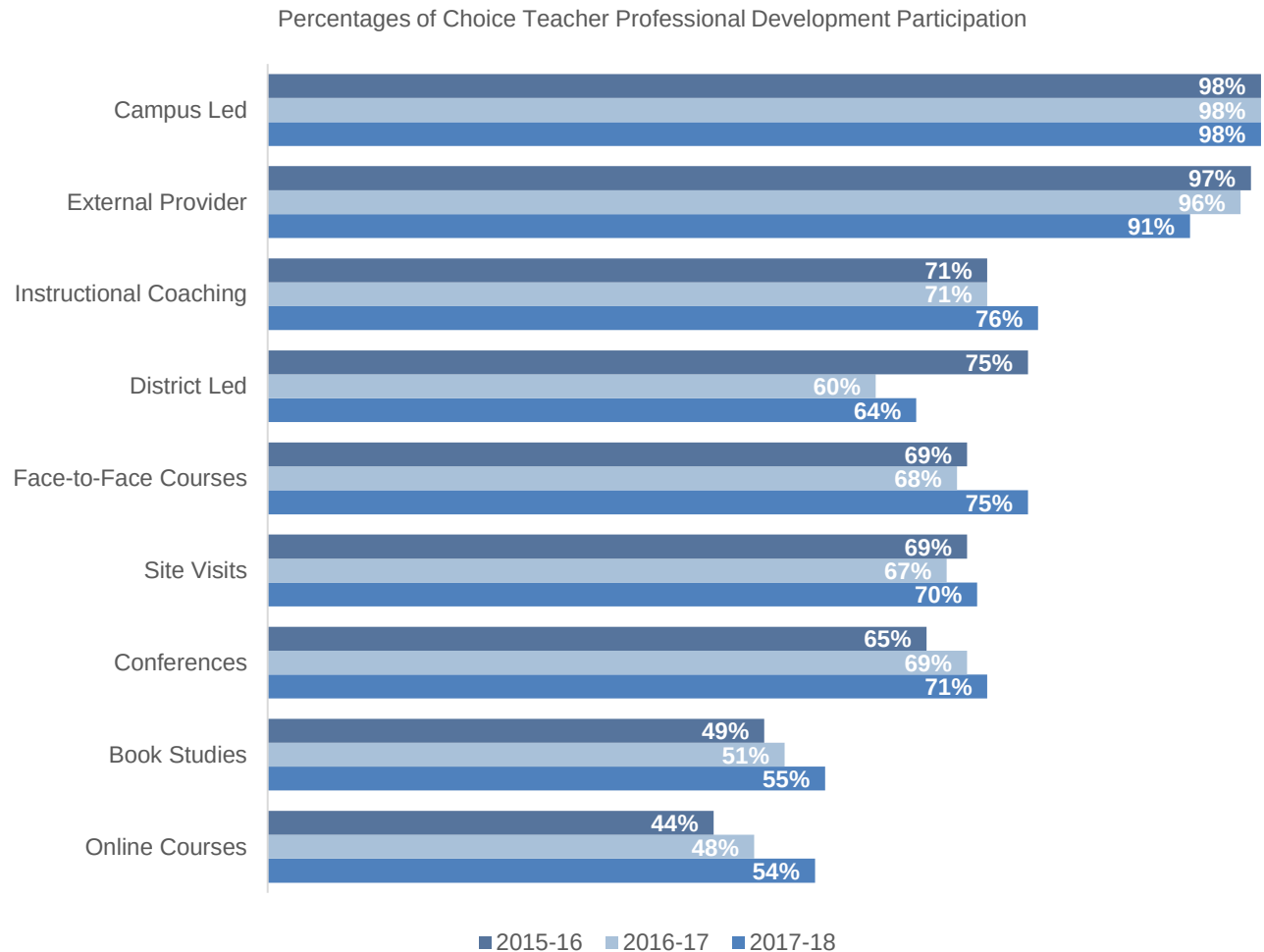


Note. Percentages included respondents who responded "Strongly Agree" or "Agree."

Source: Public School Choice survey.

Figure 4 details faculty members' participation in professional development and their perceptions of the opportunities. Most respondents attended professional development led by campus personnel (98%) and external providers (91%) in 2017-18; however, attendance at most types of professional development was similar across all three school years. From 2016-17 to 2017-18, participation increased in instructional coaching (71% vs. 76%), face-to-face courses (68% vs. 75%), site visits (67% vs. 70%), conferences (69% vs. 71%), book studies (51% vs. 55%), and online courses (48% vs. 54%).

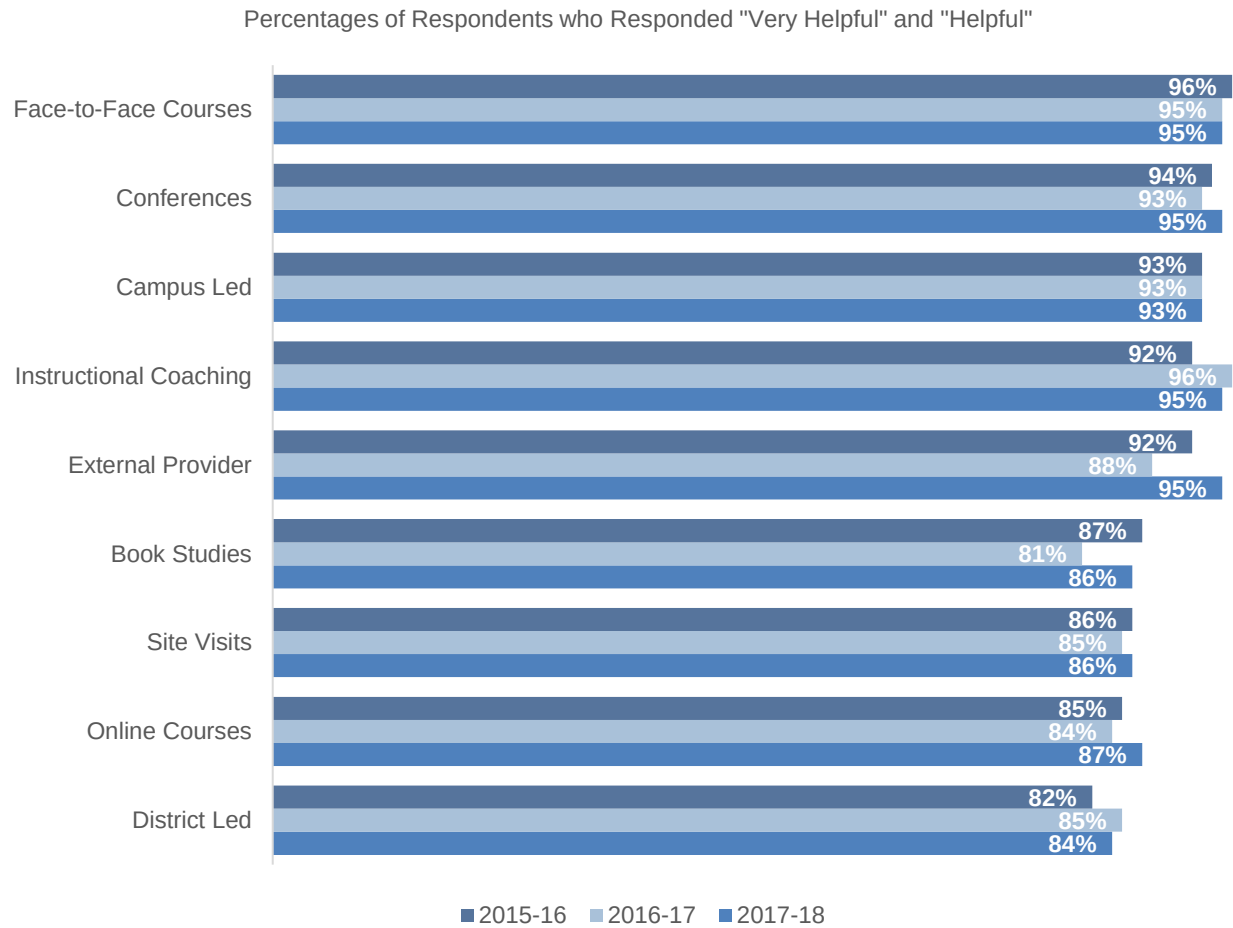
Figure 4: Percentage of Participants' Involvement in Professional Development Sessions



Source: Public School Choice survey.

Figure 5 details faculty members' perceptions of the professional development they attended from 2015-16 to 2017-18. Over 90 percent of participants rated face-to-face courses, conferences, campus led professional development, and instructional coaching as helpful. Overall, all types of professional development were described as helpful.

Figure 5: Helpfulness of Professional Development



Note. The respondents who selected "Did Not Attend" were not included.

Source: Public School Choice survey.

In an open-ended survey item, 218 respondents suggested focus areas for future professional development.<sup>4</sup> When asked for suggestions, 112 requests were related to planning and implementing the school Choice models. Twenty respondents expressed a need for support implementing their Choice model with special populations (i.e., ELL students, at-risk students, etc.). Finally, 17 respondents specifically asked for professional development to address ideas for how implement the Choice model within traditional district and state expectations (i.e., standardized testing and objectives).

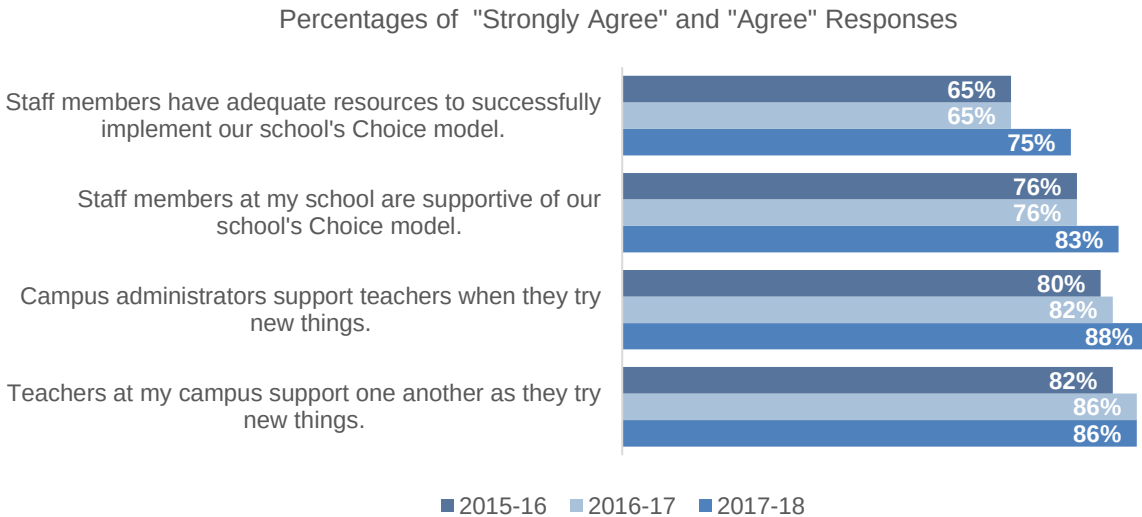
Twenty-two respondents suggested that future professional development sessions focus on teaching skills (i.e., classroom management, grading practices, etc.) One hundred and twenty-two participants indicated that they did not need any professional development.

<sup>4</sup> Some respondents requested more than one type of professional development.

### Campus Staff Members' Perceptions of Choice Model Implementation

Figure 6 shows that most respondents felt they had the necessary support to implement their Choice models. Most respondents "agreed" or "strongly agreed" that they were supported by fellow teachers (86%) and campus administrators (88%). Although most indicated having adequate resources (75%) to successfully implement the school's Choice model, a sizeable percentage (25%) did not feel satisfied with the resources available. Results were similar across all three years.

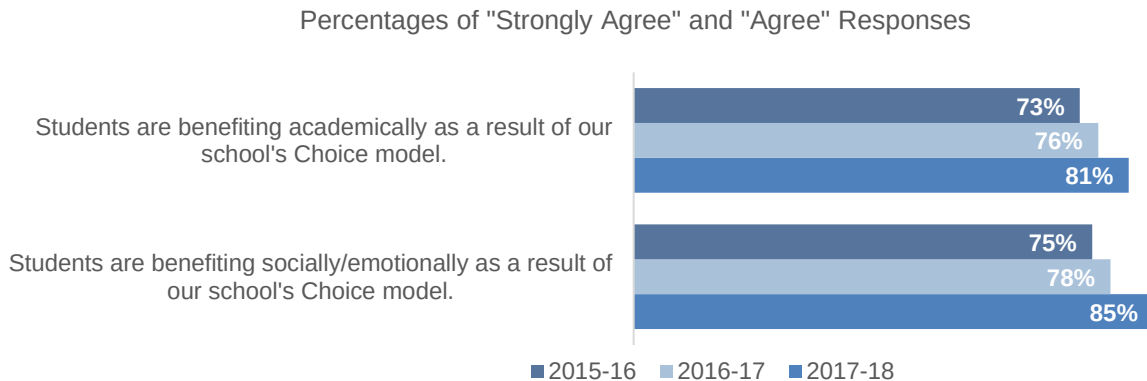
Figure 6: PSC Faculty Perceptions of Support



Source: Public School Choice survey.

Overall, respondents felt positively about the impact of the Choice model on their students. Figure 7 indicates that in 2017-18, 81 percent of the respondents "agreed" or "strongly agreed" that students benefited academically from their model, while 85 percent believed that students also benefited in social and emotional ways. Results were more positive in 2017-18 than in the previous two school years.

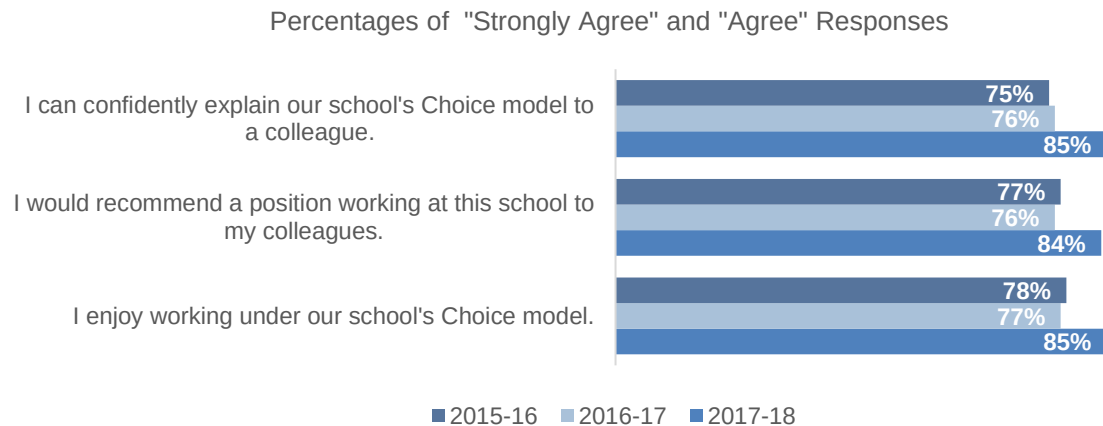
Figure 7: PSC Faculty Perceptions of Benefits to Students



Source: Public School Choice survey.

Faculty members' perceptions of their Choice School were positive (Figure 8). Respondents "agreed" or "strongly agreed" that they could explain their Choice model to a colleague (85%), would recommend a position at their school to a colleague (84%), and enjoyed working under the model (85%). Results were positive each year, but responses were more positive in 2017-18 than in the two previous years.

**Figure 8: Faculty Perceptions of Personal Experiences in Their Choice Schools**



Source: Public School Choice survey.

## Successes Related to the Choice Model

### PSC Survey Results

Respondents were asked to describe successes related to their school's Choice model. These successes were summarized in Figure 9. Ninety-four cited an improvement in students' interpersonal skills. Participants described an increase in social-emotional skills (N=54), engagement (N=25), and motivation (N=15) in their students.

Further successes cited by participants were related to the teachers' experiences. Thirty-five respondents explained that they were energized in their teaching positions and benefited from the support from fellow teachers, campus administrators, and support staff. Fifty respondents detailed successes related to student achievement and increased test scores. Thirty-one participants described the positive effects of connecting content to students' lives. Finally, 25 respondents cited their IB coordinators or IB authorization as a successful element of their experiences at a Choice School.

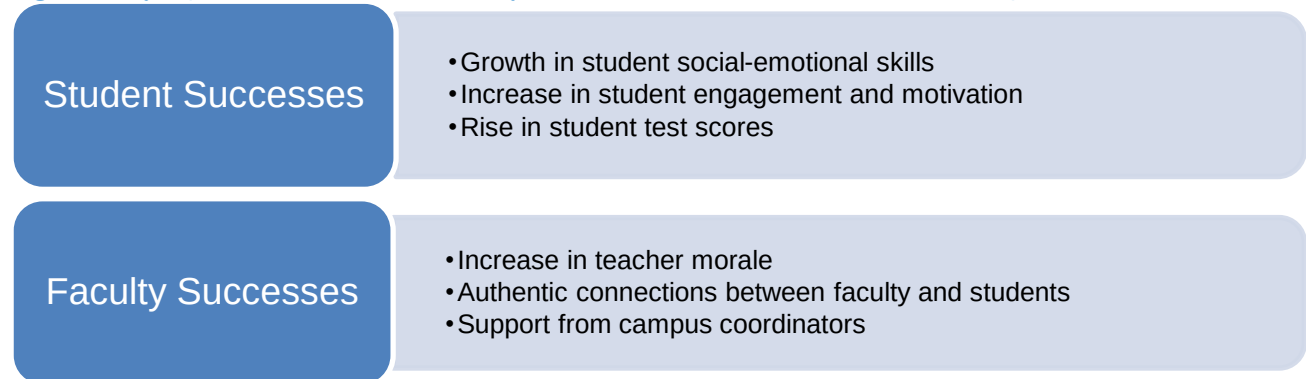
### Campus and District Administrator Interview Findings

Campus and district administrators described successes related to the social and emotional development of the students attending Choice Schools. Most indicated that students were more engaged in their lessons and exhibited independence as learners; they explained that these successes resulted in an improvement of school culture.

Many administrators also indicated that teachers and instructional coaches worked together to design lessons aligned to the Choice model and cited success related to building capacity of the model.

Additionally, administrators described the support from OTI staff members as being instrumental to the success of Choice model implementation.

**Figure 9: Synopsis of Student and Faculty Successes Related to Choice Model Implementation**



Source: Public School Choice survey.

## **Challenges Related to the Choice Model**

### PSC Survey Results

Respondents were asked to describe challenges they experienced during the 2017-18 school year. The challenges were summarized in Figure 10. Of the 340 challenges<sup>5</sup> described, 77 participants reported that they were overwhelmed by the extra duties and time required of them. Another 70 participants cited issues implementing the Choice model with fidelity while being held accountable to state and district expectations (i.e., curriculum requirements, Assessments of Course Performance (ACPs), etc.).

An additional 92 respondents indicated that they experienced challenges associated with their teaching responsibilities. Most of these respondents (N=46) described struggling to fully implement the Choice model. Another 33 cited a lack of resources (i.e., classroom materials, professional development, technology, staff, etc.) and support by district and school administrators (N=13) to be successful implementing the Choice model.

Respondent concerns (N=32) also addressed student-related issues. Twenty participants indicated that they struggled to implement the Choice model with certain student populations (i.e., dual-language students, special education students, etc.) Another eight participants indicated problems associated with student discipline. And four cited issues communicating expectations of the Choice model to families and new students.

### Campus and District Administrator Interview Findings

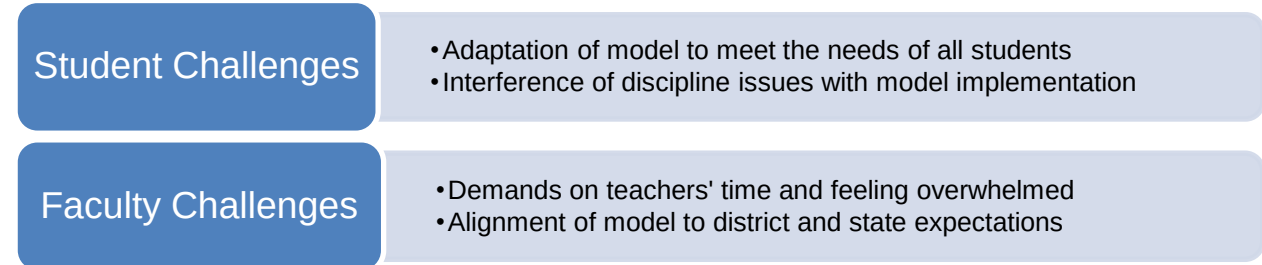
Many campus principals expressed a concern related to staffing. Specifically, the teachers who work on Montessori, IB, and dual language campuses must be certified by the appropriate organizations in addition to earning their Texas educator license. It can be difficult to find a pool of teachers that meet the

<sup>5</sup> Some respondents described more than one challenge.

necessary criteria. Additionally, administrators want to ensure that the highly effective teachers, campus coordinators, and instructional coaches are retained.

Most campus and district administrators also indicated that they experienced challenges associated with aligning the Choice model to district and state requirements. Most explained the difficulty of implementing the model with fidelity, but then having to revert to a more traditional model to prepare for state and local tests.

Figure 10: Synopsis of Student and Faculty Challenges Related to Choice Model Implementation



Source: Public School Choice survey.

## What were the characteristics and outcomes of Dallas ISD's socioeconomic diversity pilot?

### Methodology

Demographic characteristics of students were gathered from the October 31, 2017 PEIMS data files and OTI. Additional data were gathered from interviews with OTI and a survey for school staff members. OTI staff members were interviewed and Dallas ISD documents and websites were reviewed. Additional information was collected by email. Frequency and crosstab analyses on numerical data were conducted.

### Results

#### Program Context

The effect of socioeconomic status on student achievement has been studied by researchers since the 1960s. Most researchers agree that the two greatest predictors of student success are the socioeconomic status (SES) of the student's family and the socioeconomic makeup of the student's school.<sup>6</sup> While a school district cannot influence a family's SES, it can address issues related to a school's socioeconomic makeup.

Dallas neighborhoods are typically segregated based on income. Since most Dallas ISD students attend schools that are assigned to them by attendance zone, the schools tend to be economically segregated as well.<sup>7</sup>

<sup>6</sup> Coleman, et al. (1966). See <http://files.eric.ed.gov/fulltext/ED012275.pdf>.

<sup>7</sup> Fry & Taylor (2012). <http://www.pewsocialtrends.org/2012/08/01/the-rise-of-residential-segregation-by-income/>.

To create more economically diverse schools that attracted middle-class families to Dallas ISD schools, OTI faculty developed a socioeconomic diversity pilot program. The goals of the pilot were to provide educational choice to economically disadvantaged families and raise academic achievement for all students.<sup>8</sup> The application process for the pilot schools included a lottery with preferential weights based on a student's socioeconomic status to ensure a 50/50 mix of students who were and were not economically disadvantaged. Table 11 displays the enrollment for Dallas ISD's socioeconomic diversity pilot.

**Table 11: Diversity Pilot Enrollment for 2016-17 and 2017-18**

| School                             | 2016-17 Enrollment | 2017-18 Enrollment |
|------------------------------------|--------------------|--------------------|
| Solar Preparatory School for Girls | 194                | 294                |
| CityLab High School                | n/a                | 81                 |
| Total                              | 194                | 375                |

Note: CityLab opened for enrollment in fall 2017. n/a=not applicable

Source: PEIMS district database (10/31/17).

## Program Description

### Solar Preparatory Academy (K-8)

Solar was a single gender school with a mission to empower girls to lead the way in STEAM-related fields.<sup>9</sup> The campus operated an extended day schedule from 8:00 am to 4:00 pm, an hour longer than most Dallas ISD elementary schools. Each school day began with the Sisterhood Circle for the students, a schoolwide meeting to excite the girls for the day's learning and celebrate successes, and the Teacher Huddle for educators, a time to focus on celebrations and priorities for the day.

According to campus administrators, all girls practiced coding and learned STEAM-related skills in the school's Makerspace. Each classroom was equipped with a set of Chromebooks to allow for blended learning experiences. Additionally, staff members prioritized equal access of all students, regardless of socioeconomic level, in all activities (i.e., Robotics club, Girl Scouts, and field trips such as a fall sleepover at the Perot Museum).

Eighteen Solar Prep teachers completed the Public School Choice Survey. When asked why they applied to work at Solar, eight staff members wanted to be a part of the socioeconomic diversity pilot, seven were interested in teaching at a school focused on STEAM, and four wanted to teach at a single gender school. The remaining seven did not report a reason they applied to teach at Solar.

### CityLab High School (9-12)

CityLab was an inner-city high school where students used the city as a lab to engage with and explore the social fabric and neighborhoods of Dallas. The curriculum focused on architecture, urban planning, environmental science, and public policy and community development. The mission of the school was for students to develop their critical thinking and creative problem-solving skills through real-world and hands-on projects within the community. An Advisory Board of city planners, architects, and other

<sup>8</sup> See <http://www.dallasisd.org/cms/lib/TX01001475/Centricity/Domain/12299/soc%20econ%20diversity%20memo.pdf> for more information.

<sup>9</sup> See <http://solarprep.org/> for more information.

professionals assisted faculty in establishing partnerships and industry connections for activities throughout the year.

CityLab operated an extended day schedule from 8:00 am to 4:00 pm, an hour longer than most Dallas ISD high schools. This additional time allowed campus administrators to build in four additional professional development days for their staff members. Each school day began with CityLab Connect and ended with Advisory, times for all students to gather for guest speakers, personalize their club and tutoring schedules for the week, and cultivate social-emotional skills. Each day also included a Power Lunch for students, a time to eat and attend a club or tutoring with their teachers.

Eleven City Lab teachers completed the Public School Choice Survey. Of those, six applied to teach at CityLab because they were interested in teaching at a school with the urban planning model. Four wanted to be a part of the socioeconomic diversity pilot and another teacher wanted to teach at a school that celebrated innovation in the classroom.

### **Student Demographics**

Solar school staff members served students in grades kindergarten through third grade in 2017-18; a new grade will be added each year until reaching capacity at grade eight. Table 13 displays the demographic information for Solar students compared to all Transformation Schools and Dallas ISD. With almost half of the students identified as economically disadvantaged, Solar was successfully established as a socioeconomic diverse school. Solar served fewer Hispanic students (49.3%) than Transformation Schools (59.5%) and the district (70.0%), fewer economically disadvantaged students (43.2% vs. 66.0% and 83.8%), and fewer English Language Learners (ELLs; 19.0% vs. 30.2% and 44.2%). Furthermore, more white students (25.9% vs. 14.3% and 5.0%) and more gifted students (28.9% vs. 19.4% and 13.9%) attended Solar in 2017-18 than other Transformation Schools and Dallas ISD.

CityLab school staff members served students in grade nine in 2017-18; a new grade will be added each year until reaching capacity at grade nine. Table 12 displays the demographic information for CityLab students compared to all Transformation Schools and Dallas ISD. With over half of the students identified as economically disadvantaged, CityLab was successfully established as a socioeconomic diverse school. CityLab served more male students (64.2%) than Transformation Schools (41.8%) and the district (51.0). Fewer economically disadvantaged students (60.5% vs. 66.0% and 83.8%), gifted students (9.9% vs. 19.4% and 13.9%), and ELLs (19.8% vs. 30.2% and 44.2%) attended CityLab in 2017-18 than other Transformation Schools and Dallas ISD.

Table 12: Demographic Characteristics of 2017-18 Socioeconomic Diversity Pilot Schools

| Demographic Characteristics | Solar Students |       | CityLab Students |      | Transformation School Students |      | All Dallas ISD Students |      |
|-----------------------------|----------------|-------|------------------|------|--------------------------------|------|-------------------------|------|
|                             | N              | %     | N                | %    | N                              | %    | N                       | %    |
| <b>Gender</b>               |                |       |                  |      |                                |      |                         |      |
| Male                        | 0              | 0.0   | 52               | 64.2 | 715                            | 41.8 | 79,999                  | 51.0 |
| Female                      | 294            | 100.0 | 29               | 35.8 | 997                            | 58.2 | 76,805                  | 49.0 |
| <b>Race</b>                 |                |       |                  |      |                                |      |                         |      |
| Hispanic                    | 145            | 49.3  | 53               | 65.4 | 1,018                          | 59.5 | 109,810                 | 70.0 |
| African American            | 50             | 17.0  | 18               | 22.2 | 398                            | 23.2 | 35,209                  | 22.5 |
| White                       | 76             | 25.9  | 8                | 9.9  | 244                            | 14.3 | 7,798                   | 5.0  |
| Other                       | 23             | 7.8   | 2                | 2.5  | 52                             | 3.0  | 3,942                   | 2.5  |
| <b>Special Populations</b>  |                |       |                  |      |                                |      |                         |      |
| Economically Disadvantaged  | 127            | 43.2  | 49               | 60.5 | 1,130                          | 66.0 | 131,344                 | 83.8 |
| Gifted                      | 85             | 28.9  | 8                | 9.9  | 332                            | 19.4 | 21,792                  | 13.9 |
| Special Education           | 13             | 4.4   | 9                | 11.1 | 165                            | 9.6  | 12,871                  | 8.2  |
| English Language Learner    | 56             | 19.0  | 16               | 19.8 | 517                            | 30.2 | 69,273                  | 44.2 |

Note: <sup>1</sup>Other included Asian, American Indian, Native Hawaiian or Other Pacific Islander, and two or more races.

Source: PEIMS district database (10/31/17).

## What were the outcomes of the Transformation and Innovation Schools?

### Methodology

To examine student achievement outcomes on *TerraNova* (K-2), *SUPERA* (K-2), and *STAAR* (grade 3), 2015-16, 2016-17, and 2017-18 test files were extracted from the district database for students in grades K through three. Frequency and crosstabs analyses were computed to review student performance in terms of the percentages at or above grade level by student group. For *TerraNova* and *SUPERA*, scores were considered at or above grade level if they were at or above the 40<sup>th</sup> percentile. For *State of Texas Assessments of Academic Readiness* (*STAAR*), the percentage of students at the Approaches Grade Level or Above (Approaches+) standard was used. Although all *STAAR* scores were included, some students' test scores may have been adversely affected by online testing issues. Analyses were conducted by subgroups for each grade level.

The Texas Education Agency (TEA) collects daily attendance data to determine the amount of funding to allocate to Texas public schools. Attendance data were extracted from the district's student database for all Dallas ISD schools. Chronic absenteeism is defined by the U.S. Department of Education as students who miss at least 15 days of school in a year.

The Texas Education Code (TEC), Chapter 37 establishes the statutes related to student discipline in public schools. Individual school districts write and enforce student disciplinary policies that comply with the statutes. Discipline data is reported to TEA annually. Descriptive analyses were conducted by demographic subgroups for each grade level.

The 2017-18 Climate Survey was administered to all Dallas ISD campus professional and support staff in the fall and spring. It included six Likert scales: 1) Beliefs and Priorities, 2) Positive Culture and Environment, 3) Culture of Feedback and Support, 4) College-Going Culture, 5) Teacher-Teacher Trust,

and 6) Principal-Teacher Trust. The percentages of positive responses in fall and spring by scale for the district and for Transformation and Innovation Schools were reported.

The 2017-18 Student Experience Survey was administered to students in grades three to 12 during the week of April 23 to 27. The survey was developed by Panorama Education and addressed five areas: 1) classroom environment, 2) expectations and rigor, 3) pedagogical effectiveness, 4) student engagement, and 5) supportive relationships. It was available in English and Spanish. Students in grades three to five answered 21 questions. Students in grades six to 12 answered 26 questions. Students were asked to complete surveys for two of their teachers. The percentages of positive responses for each scale overall and by Choice School were reported.

## Results

### ***TerraNova/SUPERA Results***

*TerraNova* and *SUPERA* results varied by Choice campus and grade level. Specific findings follow.

Tables 13 and 14 display the 2015-16 to 2017-18 kindergarten *TerraNova* and *SUPERA* Reading and Mathematics results. From 2016-17 to 2017-18, students at five Choice Schools (Cabell, Lipscomb, Preston Hollow, Rogers, and Weiss) demonstrated growth on the *TerraNova* Reading assessment, students at four Choice Schools (Mata, R. Lee, Lipscomb, and Weiss) demonstrated growth on the *SUPERA* assessment, and students at six Choice Schools (Solar, Kramer, R. Lee, Lipscomb, Rogers, and Weiss) demonstrated growth on the *TerraNova* Mathematics assessment; 100 percent of students at Rogers scored at grade-level or above on *SUPERA* in 2016-17 and 2017-18. The students at five Choice Schools (Mata, Solar, Lipscomb, Preston Hollow, and Rogers) outperformed the district on the *TerraNova* Reading assessment in 2017-18. The students at seven Choice Schools (Mata, Solar, De Zavala, R. Lee, Lipscomb, Preston Hollow, and Rogers) outperformed the district on the *SUPERA* Reading assessment. On the *TerraNova* Mathematics assessment, students at seven Choice Schools (Mata, Solar, Kramer, R. Lee, Lipscomb, Preston Hollow, and Rogers) outperformed the district in 2017-18.

Table 13: Kindergarten *TerraNova* and *SUPERA* Reading Percent Passing Results

| Choice Schools                | 2015-16               |                      | 2016-17               |                      | 2017-18               |                      |
|-------------------------------|-----------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|
|                               | <i>TerraNova</i><br>% | <i>SUPERA</i><br>(N) | <i>TerraNova</i><br>% | <i>SUPERA</i><br>(N) | <i>TerraNova</i><br>% | <i>SUPERA</i><br>(N) |
| <b>Transformation Schools</b> |                       |                      |                       |                      |                       |                      |
| Mata                          | <b>88.6</b>           | <b>(70)</b>          | 81.8                  | (11)                 | <b>91.9</b>           | <b>(62)</b>          |
| Solar**                       | n/a                   | n/a                  | <b>94.3</b>           | <b>(53)</b>          | <b>100.0</b>          | <b>(11)</b>          |
| <b>Innovation Schools</b>     |                       |                      |                       |                      |                       |                      |
| Botello*                      | <b>86.4</b>           | <b>(22)</b>          | 84.9                  | (53)                 | 70.8                  | (24)                 |
| Cabell                        | <b>86.7</b>           | <b>(30)</b>          | 70.5                  | (44)                 | <b>91.5</b>           | <b>(47)</b>          |
| De Zavala*                    | <b>84.2</b>           | <b>(19)</b>          | 73.3                  | (45)                 | 73.7                  | (19)                 |
| Kramer                        | 74.6                  | (59)                 | <b>79.2</b>           | <b>(24)</b>          | 61.5                  | (39)                 |
| R. Lee                        | <b>84.7</b>           | <b>(38)</b>          | <b>88.9</b>           | <b>(36)</b>          | <b>87.5</b>           | <b>(32)</b>          |
| Lipscomb                      | 78.9                  | (19)                 | <b>95.8</b>           | <b>(24)</b>          | 74.5                  | (55)                 |
| Preston Hollow                | <b>81.3</b>           | <b>(32)</b>          | 67.6                  | (37)                 | <b>85.7</b>           | <b>(14)</b>          |
| Rogers                        | <b>77.8</b>           | <b>(9)</b>           | <b>86.7</b>           | <b>(30)</b>          | <b>89.5</b>           | <b>(38)</b>          |
| Weiss**                       | 59.4                  | (32)                 | 80.0                  | (15)                 | <b>87.1</b>           | <b>(31)</b>          |
| Dallas ISD                    | <b>92.6</b>           | <b>(27)</b>          | <b>93.5</b>           | <b>(31)</b>          | <b>93.0</b>           | <b>(43)</b>          |
|                               | <b>94.4</b>           | <b>(36)</b>          | <b>93.5</b>           | <b>(46)</b>          | <b>100.0</b>          | <b>(41)</b>          |
|                               | <b>100.0</b>          | <b>(26)</b>          | <b>86.8</b>           | <b>(53)</b>          | <b>100.0</b>          | <b>(30)</b>          |
|                               | 75.6                  | (45)                 | <b>90.3</b>           | <b>(31)</b>          | <b>80.3</b>           | <b>(71)</b>          |
|                               | <b>79.5</b>           | <b>(39)</b>          | 82.5                  | (40)                 | <b>100.0</b>          | <b>(26)</b>          |
|                               | 68.4                  | (38)                 | 75.8                  | (33)                 | <b>86.8</b>           | <b>(53)</b>          |
|                               | 75.0                  | (28)                 | 77.8                  | (36)                 | <b>100.0</b>          | <b>(30)</b>          |
|                               | 79.4                  | (6,272)              | 87.5                  | (5,626)              | 77.8                  | (5,804)              |
|                               |                       |                      | 85.8                  | (5,382)              | 80.0                  | (5,616)              |
|                               |                       |                      |                       |                      | 84.6                  | (5,159)              |

Note: \*These schools did not become Choice Schools until fall of 2017. \*\*These schools did not become Choice Schools until fall of 2016. **Bold** numbers indicate percentages higher than the district. n/a=not applicable.

Source: Spring 2016, 2017, and 2018 *TerraNova* and *SUPERA* files.

Table 14: Kindergarten *TerraNova* Mathematics Percent Passing Results

| Choice Schools                | 2015-16     |             | 2016-17     |             | 2017-18     |             |
|-------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                               | %           | (N)         | %           | (N)         | %           | (N)         |
| <b>Transformation Schools</b> |             |             |             |             |             |             |
| Mata                          | <b>70.4</b> | <b>(81)</b> | <b>75.0</b> | <b>(76)</b> | <b>65.6</b> | <b>(61)</b> |
| Solar**                       | n/a         | n/a         | <b>79.4</b> | <b>(63)</b> | <b>90.0</b> | <b>(80)</b> |
| <b>Innovation Schools</b>     |             |             |             |             |             |             |
| Botello*                      | 53.3        | (75)        | <b>69.0</b> | <b>(71)</b> | 40.3        | (67)        |
| Cabell                        | 48.6        | (74)        | <b>69.5</b> | <b>(59)</b> | 37.9        | (58)        |
| De Zavala*                    | <b>63.2</b> | <b>(57)</b> | <b>69.5</b> | <b>(59)</b> | 55.8        | (52)        |
| Kramer                        | 58.6        | (87)        | <b>75.3</b> | <b>(93)</b> | <b>76.1</b> | <b>(92)</b> |
| R. Lee                        | <b>70.0</b> | <b>(40)</b> | <b>67.5</b> | <b>(40)</b> | <b>75.0</b> | <b>(56)</b> |
| Lipscomb                      | 51.1        | (47)        | <b>64.7</b> | <b>(68)</b> | <b>72.5</b> | <b>(69)</b> |
| Preston Hollow                | <b>79.3</b> | <b>(58)</b> | <b>84.0</b> | <b>(81)</b> | <b>83.1</b> | <b>(83)</b> |
| Rogers                        | <b>81.6</b> | <b>(76)</b> | <b>80.6</b> | <b>(98)</b> | <b>81.9</b> | <b>(83)</b> |
| Weiss**                       | 50.6        | (79)        | 33.8        | (71)        | 42.2        | (64)        |
| Dallas ISD                    | 59.1        | (11,815)    | 59.7        | (11,118)    | 61.3        | (10,737)    |

Note: \*These schools did not become Choice Schools until fall of 2017. \*\*These schools did not become Choice Schools until fall of 2016. **Bold** numbers indicate percentages higher than the district. n/a=not applicable.

Source: Spring 2016, 2017, and 2018 *TerraNova* files.

Tables 15 and 16 display the 2015-16 to 2017-18 first grade *TerraNova* and *SUPERA* Reading and Mathematics results. From 2016-17 to 2017-18, students at seven Choice Schools (Solar, Botello, De Zavala, Kramer, R. Lee, Lipscomb, and Rogers) demonstrated growth on the *TerraNova* Reading assessment, students at five Choice Schools (Mata, Solar, Botello, Cabell, and Kramer) demonstrated growth on the *SUPERA* assessment, and students at seven Choice Schools (Mata, Solar, Cabell, De Zavala, R. Lee, Lipscomb, and Rogers) demonstrated growth on the *TerraNova* Mathematics assessment. The students at seven Choice Schools (Mata, Solar, De Zavala, Kramer, R. Lee, Preston Hollow, and

Rogers) outperformed the district on the *TerraNova* Reading assessment in 2017-18. The students at six Choice Schools (Mata, Solar, Botello, Kramer, Preston Hollow, and Rogers) outperformed the district on the *SUPERA* Reading assessment. On the *TerraNova* Mathematics assessment, students at eight Choice Schools (Mata, Solar, De Zavala, Kramer, R. Lee, Lipscomb, Preston Hollow, and Rogers) outperformed the district in 2017-18.

Table 15: Grade 1 *TerraNova* and *SUPERA* Reading Percent Passing Results

| Choice Schools                | 2015-16               |             |                    |             | 2016-17               |             |                    |             | 2017-18               |             |                    |             |
|-------------------------------|-----------------------|-------------|--------------------|-------------|-----------------------|-------------|--------------------|-------------|-----------------------|-------------|--------------------|-------------|
|                               | <i>TerraNova</i><br>% | (N)         | <i>SUPERA</i><br>% | (N)         | <i>TerraNova</i><br>% | (N)         | <i>SUPERA</i><br>% | (N)         | <i>TerraNova</i><br>% | (N)         | <i>SUPERA</i><br>% | (N)         |
| <b>Transformation Schools</b> |                       |             |                    |             |                       |             |                    |             |                       |             |                    |             |
| Mata                          | <b>72.0</b>           | <b>(75)</b> | 63.6               | (11)        | <b>82.6</b>           | <b>(69)</b> | 78.6               | (14)        | <b>74.6</b>           | <b>(67)</b> | <b>92.3</b>        | <b>(13)</b> |
| Solar**                       | n/a                   |             | n/a                |             | <b>82.7</b>           | <b>(52)</b> | 69.2               | (13)        | <b>83.7</b>           | <b>(49)</b> | <b>92.9</b>        | <b>(14)</b> |
| <b>Innovation Schools</b>     |                       |             |                    |             |                       |             |                    |             |                       |             |                    |             |
| Botello*                      | 33.3                  | (24)        | <b>93.5</b>        | <b>(46)</b> | 32.0                  | (25)        | <b>91.5</b>        | <b>(47)</b> | 43.3                  | (30)        | <b>95.6</b>        | <b>(45)</b> |
| Cabell                        | <b>70.8</b>           | <b>(24)</b> | 72.9               | (70)        | 60.0                  | (20)        | 76.7               | (43)        | 55.6                  | (18)        | 80.9               | (47)        |
| De Zavala*                    | <b>75.0</b>           | <b>(28)</b> | 83.9               | (31)        | <b>65.2</b>           | <b>(23)</b> | 78.9               | (38)        | <b>68.2</b>           | <b>(22)</b> | 77.5               | (40)        |
| Kramer                        | <b>81.6</b>           | <b>(49)</b> | 66.7               | (21)        | <b>73.2</b>           | <b>(56)</b> | <b>95.2</b>        | <b>(21)</b> | <b>80.0</b>           | <b>(65)</b> | <b>100.0</b>       | <b>(20)</b> |
| R. Lee                        | <b>81.6</b>           | <b>(49)</b> | 75.0               | (8)         | <b>75.0</b>           | <b>(28)</b> | 80.0               | (5)         | <b>78.1</b>           | <b>(32)</b> | 78.6               | (14)        |
| Lipscomb                      | 65.0                  | (40)        | 81.3               | (32)        | 53.3                  | (30)        | 83.3               | (30)        | 61.5                  | (26)        | 83.3               | (30)        |
| Preston Hollow                | <b>75.0</b>           | <b>(32)</b> | 82.9               | (35)        | <b>92.0</b>           | <b>(25)</b> | <b>100.0</b>       | <b>(31)</b> | <b>80.6</b>           | <b>(36)</b> | <b>89.6</b>        | <b>(48)</b> |
| Rogers                        | <b>87.2</b>           | <b>(47)</b> | <b>96.8</b>        | <b>(31)</b> | 61.1                  | (36)        | <b>100.0</b>       | <b>(22)</b> | <b>74.5</b>           | <b>(55)</b> | <b>96.2</b>        | <b>(26)</b> |
| Weiss**                       | <b>67.6</b>           | <b>(34)</b> | 84.4               | (32)        | <b>76.3</b>           | <b>(38)</b> | 76.2               | (42)        | 41.7                  | (36)        | 71.4               | (35)        |
| Dallas ISD                    | 66.5                  | (7,054)     | 87.2               | (5,907)     | 63.5                  | (6,393)     | 87.8               | (5,632)     | 63.2                  | (5,861)     | 85.7               | (5,357)     |

Note: \*These schools did not become Choice Schools until fall of 2017. \*\*These schools did not become Choice Schools until fall of 2016. **Bold** numbers indicate percentages higher than the district. n/a=not applicable.

Source: Spring 2016, 2017, and 2018 *TerraNova* and *SUPERA* files.

Table 16: Grade 1 *TerraNova* Mathematics Percent Passing Results

| Choice Schools                | 2015-16     |             | 2016-17     |             | 2017-18     |             |
|-------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                               | %           | (N)         | %           | (N)         | %           | (N)         |
| <b>Transformation Schools</b> |             |             |             |             |             |             |
| Mata                          | <b>58.8</b> | <b>(85)</b> | 50.6        | (83)        | <b>56.3</b> | <b>(80)</b> |
| Solar**                       | n/a         |             | <b>75.4</b> | <b>(65)</b> | <b>77.4</b> | <b>(62)</b> |
| <b>Innovation Schools</b>     |             |             |             |             |             |             |
| Botello*                      | <b>52.9</b> | <b>(70)</b> | 54.2        | (72)        | 40.0        | (75)        |
| Cabell                        | 45.6        | (90)        | 41.3        | (63)        | 43.1        | (65)        |
| De Zavala*                    | <b>57.6</b> | <b>(59)</b> | 52.5        | (61)        | <b>74.2</b> | <b>(62)</b> |
| Kramer                        | <b>72.9</b> | <b>(70)</b> | <b>74.0</b> | <b>(77)</b> | <b>69.4</b> | <b>(85)</b> |
| R. Lee                        | <b>73.7</b> | <b>(57)</b> | <b>69.7</b> | <b>(33)</b> | <b>71.1</b> | <b>(45)</b> |
| Lipscomb                      | 50.0        | (70)        | <b>58.3</b> | <b>(60)</b> | <b>60.7</b> | <b>(56)</b> |
| Preston Hollow                | <b>52.9</b> | <b>(68)</b> | <b>82.1</b> | <b>(56)</b> | <b>66.7</b> | <b>(84)</b> |
| Rogers                        | <b>69.2</b> | <b>(78)</b> | <b>67.8</b> | <b>(59)</b> | <b>68.4</b> | <b>(79)</b> |
| Weiss**                       | 46.2        | (65)        | 48.8        | (80)        | 28.2        | (71)        |
| Dallas ISD                    | 52.1        | (12,949)    | 54.3        | (11,842)    | 55.5        | (11,187)    |

Note: \*These schools did not become Choice Schools until fall of 2017. \*\*These schools did not become Choice Schools until fall of 2016. **Bold** numbers indicate percentages higher than the district. n/a=not applicable.

Source: Spring 2016, 2017, and 2018 *TerraNova* files.

Tables 17 and 18 display the 2015-16 to 2017-18 second grade *TerraNova* and *SUPERA* Reading and Mathematics results. From 2016-17 to 2017-18, students at six Choice Schools (Mata, Botello, R. Lee, Preston Hollow, Rogers, and Weiss) demonstrated growth on the *TerraNova* Reading assessment, students at six Choice Schools (Cabell, De Zavala, R. Lee, Lipscomb, Preston Hollow, and Weiss) demonstrated growth on the *SUPERA* assessment, and students at seven Choice Schools (Mata, Solar, Botello, Cabell, De Zavala, Lipscomb, and Preston Hollow) demonstrated growth on the *TerraNova* Mathematics assessment. The students at nine Choice Schools (Mata, Solar, Botello, De Zavala, Kramer, R. Lee, Preston Hollow, Rogers, and Weiss) outperformed the district on the *TerraNova* Reading assessment in 2017-18. The students at four Choice Schools (Solar, Cabell, De Zavala, and Preston Hollow) outperformed the district on the *SUPERA* Reading assessment. On the *TerraNova* Mathematics assessment, students at eight Choice Schools (Mata, Solar, De Zavala, Kramer, R. Lee, Lipscomb, Preston Hollow, and Rogers) outperformed the district in 2017-18.

**Table 17: Grade 2 *TerraNova* and *SUPERA* Reading Percent Passing Results**

| Choice Schools                | 2015-16          |             |               |             | 2016-17          |             |               |             | 2017-18          |             |               |             |
|-------------------------------|------------------|-------------|---------------|-------------|------------------|-------------|---------------|-------------|------------------|-------------|---------------|-------------|
|                               | <i>TerraNova</i> |             | <i>SUPERA</i> |             | <i>TerraNova</i> |             | <i>SUPERA</i> |             | <i>TerraNova</i> |             | <i>SUPERA</i> |             |
|                               | %                | (N)         | %             | (N)         | %                | (N)         | %             | (N)         | %                | (N)         | %             | (N)         |
| <b>Transformation Schools</b> |                  |             |               |             |                  |             |               |             |                  |             |               |             |
| Mata                          | <b>78.1</b>      | <b>(64)</b> | 21.4          | (14)        | <b>71.2</b>      | <b>(73)</b> | <b>54.5</b>   | <b>(11)</b> | <b>87.1</b>      | <b>(70)</b> | 25.0          | (12)        |
| Solar**                       | n/a              |             | n/a           |             | <b>94.6</b>      | <b>(56)</b> | <b>66.7</b>   | <b>(9)</b>  | <b>88.3</b>      | <b>(60)</b> | <b>66.7</b>   | <b>(6)</b>  |
| <b>Innovation Schools</b>     |                  |             |               |             |                  |             |               |             |                  |             |               |             |
| Botello*                      | 41.7             | (36)        | 34.1          | (44)        | 51.2             | (43)        | 29.6          | (27)        | <b>61.1</b>      | <b>(72)</b> | -             | -           |
| Cabell                        | 53.1             | (32)        | <b>49.0</b>   | <b>(49)</b> | 60.0             | (30)        | 45.8          | (59)        | 52.4             | (21)        | <b>47.2</b>   | <b>(36)</b> |
| De Zavala*                    | <b>67.6</b>      | <b>(34)</b> | 15.6          | (32)        | <b>74.2</b>      | <b>(31)</b> | 35.7          | (28)        | <b>65.5</b>      | <b>(29)</b> | <b>52.8</b>   | <b>(36)</b> |
| Kramer                        | <b>64.6</b>      | <b>(48)</b> | 40.0          | (30)        | <b>80.0</b>      | <b>(55)</b> | 33.3          | (24)        | <b>73.1</b>      | <b>(67)</b> | 25.0          | (20)        |
| R. Lee                        | <b>81.8</b>      | <b>(44)</b> | 40.0          | (10)        | <b>66.7</b>      | <b>(45)</b> | 20.0          | (5)         | <b>76.7</b>      | <b>(30)</b> | 33.3          | (6)         |
| Lipscomb                      | 60.9             | (46)        | 18.5          | (27)        | <b>62.2</b>      | <b>(37)</b> | 35.5          | (31)        | 55.6             | (27)        | 42.3          | (26)        |
| Preston Hollow                | <b>84.6</b>      | <b>(26)</b> | 40.0          | (45)        | <b>76.9</b>      | <b>(26)</b> | 45.7          | (35)        | <b>78.6</b>      | <b>(28)</b> | <b>53.6</b>   | <b>(28)</b> |
| Rogers                        | <b>85.4</b>      | <b>(41)</b> | 41.2          | (34)        | <b>70.0</b>      | <b>(50)</b> | <b>53.6</b>   | <b>(28)</b> | <b>77.8</b>      | <b>(36)</b> | 45.8          | (24)        |
| Weiss**                       | <b>67.6</b>      | <b>(37)</b> | 40.5          | (37)        | 51.3             | (39)        | 38.5          | (39)        | <b>61.9</b>      | <b>(42)</b> | 42.6          | (47)        |
| Dallas ISD                    | 61.0             | (7,267)     | 44.0          | (5,897)     | 60.4             | (6,927)     | 46.9          | (5,717)     | 60.0             | (6,211)     | 46.2          | (5,305)     |

**Note:** \*These schools did not become Choice Schools until fall of 2017. \*\*These schools did not become Choice Schools until fall of 2016. **Bold** numbers indicate percentages higher than the district. n/a=not applicable.

**Source:** Spring 2016, 2017, and 2018 *TerraNova* and *SUPERA* files.

Table 18: Grade 2 TerraNova Mathematics Percent Passing Results

| Choice Schools                | 2015-16     |             | 2016-17     |             | 2017-18     |             |
|-------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                               | %           | (N)         | %           | (N)         | %           | (N)         |
| <b>Transformation Schools</b> |             |             |             |             |             |             |
| Mata                          | <b>65.4</b> | <b>(78)</b> | 48.8        | (84)        | <b>64.2</b> | <b>(81)</b> |
| Solar**                       | n/a         |             | <b>89.1</b> | <b>(64)</b> | <b>89.4</b> | <b>(66)</b> |
| <b>Innovation Schools</b>     |             |             |             |             |             |             |
| Botello*                      | 46.9        | (81)        | 39.1        | (69)        | 55.4        | (74)        |
| Cabell                        | <b>60.0</b> | <b>(70)</b> | 52.9        | (87)        | 56.1        | (57)        |
| De Zavala*                    | <b>75.4</b> | <b>(65)</b> | 46.6        | (58)        | <b>61.5</b> | <b>(65)</b> |
| Kramer                        | <b>61.5</b> | <b>(78)</b> | <b>68.4</b> | <b>(79)</b> | <b>60.9</b> | <b>(87)</b> |
| R. Lee                        | <b>61.1</b> | <b>(54)</b> | <b>80.0</b> | <b>(50)</b> | <b>62.9</b> | <b>(35)</b> |
| Lipscomb                      | 54.8        | (73)        | 52.2        | (67)        | <b>66.0</b> | <b>(53)</b> |
| Preston Hollow                | <b>73.2</b> | <b>(71)</b> | <b>62.1</b> | <b>(58)</b> | <b>82.1</b> | <b>(56)</b> |
| Rogers                        | <b>72.0</b> | <b>(75)</b> | <b>73.1</b> | <b>(78)</b> | <b>67.8</b> | <b>(59)</b> |
| Weiss**                       | 32.4        | (74)        | 44.9        | (78)        | 44.2        | (86)        |
| Dallas ISD                    | 56.8        | (13,111)    | 57.7        | (12,577)    | 58.8        | (11,459)    |

Note: \*These schools did not become Choice Schools until fall of 2017. \*\*These schools did not become Choice Schools until fall of 2016. **Bold** numbers indicate percentages higher than the district. n/a=not applicable.

Source: Spring 2016, 2017, and 2018 TerraNova files.

## STAAR Results

### STAAR Grades 3 through Grade 5 Results<sup>10</sup>

STAAR results varied by Choice campus, grade level, and subject area. Specific findings follow.

Table 19 displays the 2015-16 to 2017-18 grade three STAAR Reading and Mathematics results. On the Reading assessment, students at nine of the 11 Choice Schools (Mata, Botello, Cabell, De Zavala, Kramer, Lipscomb, Preston Hollow, Rogers, and Weiss) demonstrated growth from 2016-17 to 2017-18. The students at six Choice Schools (Solar, Cabell, Kramer, Preston Hollow, Rogers, and Weiss) outperformed the district in 2017-18. On the Mathematics assessment, students at all Choice Schools except De Zavala, R. Lee, and Rogers improved from 2016-17 to 2017-18. Students at seven Choice Schools (Solar, Botello, Cabell, Kramer, Preston Hollow, Rogers, and Weiss) outperformed the district in 2017-18.

<sup>10</sup> Reported results are from the first administration for all testing cycles.

Table 19: Grade 3 STAAR Reading (Combined English and Spanish) and Mathematics Percentage Approaches Grade Level or Above (formerly Level 2 Satisfactory)

| Choice Schools               | Reading     |             |             | Mathematics |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                              | 2015-16     | 2016-17     | 2017-18     | 2015-16     | 2016-17     | 2017-18     |
| <b>Transformation School</b> |             |             |             |             |             |             |
| Mata                         | <b>77.8</b> | <b>68.3</b> | 70.5        | <b>65.3</b> | 59.8        | 69.2        |
| Solar**                      | n/a         | n/a         | <b>97.6</b> | n/a         | n/a         | <b>96.4</b> |
| <b>Innovation Schools</b>    |             |             |             |             |             |             |
| Botello*                     | 51.1        | 50.0        | 59.2        | 57.1        | 59.1        | <b>81.7</b> |
| Cabell                       | 54.9        | 58.6        | <b>81.2</b> | 59.3        | <b>74.3</b> | <b>81.2</b> |
| De Zavala*                   | 53.8        | 62.5        | 71.2        | 46.8        | <b>80.0</b> | 73.1        |
| Kramer                       | <b>70.3</b> | <b>77.0</b> | <b>86.7</b> | 56.3        | 68.9        | <b>84.0</b> |
| R. Lee                       | <b>70.2</b> | <b>73.2</b> | <b>69.4</b> | <b>71.9</b> | <b>78.0</b> | 69.4        |
| Lipscomb                     | 50.7        | 45.7        | 69.2        | 62.7        | 64.3        | 67.7        |
| Preston Hollow               | 60.6        | <b>75.0</b> | <b>92.5</b> | <b>71.2</b> | <b>90.3</b> | <b>90.6</b> |
| Rogers                       | <b>68.1</b> | <b>83.6</b> | <b>85.9</b> | <b>77.8</b> | <b>85.1</b> | <b>84.4</b> |
| Weiss**                      | 48.6        | 47.6        | <b>81.3</b> | 50.0        | 53.7        | <b>84.4</b> |
| Dallas ISD                   | 61.3        | 63.2        | 72.4        | 64.9        | 70.8        | 75.4        |

Note: \*These schools did not become Choice Schools until fall of 2017. \*\*These schools did not become Choice Schools until fall of 2016. **Bold** numbers indicate percentages higher than the district. Although all scores are included, some students' test scores may have been adversely affected by online testing issues. In 2015-16, 561 Choice students and 12,707 Dallas ISD students took the grade 3 STAAR Reading assessment, and 560 Choice students and 12,706 Dallas ISD students took the grade 3 STAAR Mathematics assessment. In 2016-17, 557 Choice students and 12,569 Dallas ISD students took the grade 3 STAAR Reading assessment, and 557 Choice students and 12,570 Dallas ISD students took the grade 3 STAAR Mathematics assessment. In 2017-18, 739 Choice students and 11,917 Dallas ISD students took the grade 3 STAAR Reading assessment, and 739 Choice students and 11,951 Dallas ISD students took the grade 3 STAAR Mathematics assessment. n/a=not applicable. Source: April 2016 STAAR files, June 2017 STAAR files, and June 2018 STAAR files.

Table 20 displays the 2015-16 to 2017-18 grade four STAAR Reading, Mathematics, and Writing results. On the Reading assessment, students at five of the 11 Choice Schools (De Zavala, Kramer, Preston Hollow, Rogers, and Weiss) demonstrated growth from 2016-17 to 2017-18. On the Mathematics assessment, the students at all Choice Schools except Mata and Lipscomb improved from 2016-17 to 2017-18. On the Writing assessment, students at five of the 11 Choice Schools (Cabell, De Zavala, Lipscomb, Rogers, and Weiss) demonstrated growth from 2016-17 to 2017-18.

The fourth-grade students at five Choice Schools outperformed the district on the 2016-17 Reading (De Zavala, Kramer, R. Lee, Preston Hollow, and Rogers) and Writing (Kramer, Lipscomb, Preston Hollow, Rogers, and Weiss) assessments. Students at seven Choice Schools (Botello, De Zavala, Kramer, R. Lee, Lipscomb, Preston Hollow, and Rogers) outperformed the district on the Mathematics assessment.

Table 20: Grade 4 STAAR Reading (Combined English and Spanish), Mathematics, and Writing Percentage Approaches Grade Level or Above (formerly Level 2 Satisfactory)

| Choice Schools               | Reading     |             |             | Mathematics |             |             | Writing     |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                              | 2015-16     | 2016-17     | 2017-18     | 2015-16     | 2016-17     | 2017-18     | 2015-16     | 2016-17     | 2017-18     |
| <b>Transformation School</b> |             |             |             |             |             |             |             |             |             |
| Mata                         | n/a         | <b>71.4</b> | 60.0        | n/a         | <b>71.4</b> | 64.0        | n/a         | 57.6        | 46.7        |
| <b>Innovation Schools</b>    |             |             |             |             |             |             |             |             |             |
| Botello*                     | <b>71.4</b> | <b>67.9</b> | 60.9        | <b>71.4</b> | <b>73.3</b> | <b>79.3</b> | <b>64.9</b> | <b>67.9</b> | 53.4        |
| Cabell                       | 45.3        | 57.8        | 49.3        | <b>64.0</b> | 57.8        | 71.2        | 62.7        | 52.2        | 59.5        |
| De Zavala*                   | <b>67.6</b> | 29.2        | <b>71.7</b> | <b>64.8</b> | 57.4        | <b>79.2</b> | 51.5        | 45.8        | 56.6        |
| Kramer                       | <b>70.8</b> | <b>69.6</b> | <b>77.5</b> | <b>69.2</b> | <b>76.8</b> | <b>81.3</b> | <b>73.8</b> | <b>75.0</b> | <b>72.5</b> |
| R. Lee                       | <b>66.2</b> | <b>71.1</b> | <b>68.9</b> | 58.5        | <b>75.6</b> | <b>82.2</b> | <b>64.6</b> | <b>71.1</b> | 53.3        |
| Lipscomb                     | <b>65.6</b> | <b>64.1</b> | 34.1        | <b>72.1</b> | <b>76.9</b> | <b>76.9</b> | <b>70.5</b> | <b>67.1</b> | <b>67.9</b> |
| Preston Hollow               | <b>69.1</b> | 61.5        | <b>74.0</b> | <b>77.9</b> | <b>72.3</b> | <b>83.1</b> | <b>78.3</b> | <b>76.9</b> | <b>71.4</b> |
| Rogers                       | <b>66.1</b> | <b>69.8</b> | <b>82.0</b> | <b>82.1</b> | <b>82.5</b> | <b>90.2</b> | <b>80.4</b> | <b>74.6</b> | <b>75.8</b> |
| Weiss**                      | <b>75.9</b> | 54.3        | 63.2        | 62.0        | 58.0        | 61.8        | <b>69.6</b> | 53.1        | <b>63.5</b> |
| Dallas ISD                   | 61.8        | 63.3        | 65.5        | 62.9        | 69.1        | 75.7        | 62.9        | 62.1        | 60.4        |

Note: \*These schools did not become Choice Schools until fall of 2017. \*\*This school did not become a Choice School until fall of 2016. **Bold** numbers indicate percentages higher than the district. Although all scores are included, some students' test scores may have been adversely affected by online testing issues. In 2015-16, 463 Choice students and 12,068 Dallas ISD students took the grade 4 STAAR Reading assessment, 462 Choice students and 12,063 Dallas ISD students took the grade 4 STAAR Mathematics assessment, and 463 Choice students and 12,070 Dallas ISD students took the grade 4 STAAR Writing assessment. In 2016-17, 569 Choice students and 12,364 Dallas ISD students took the grade 4 STAAR Reading assessment, 569 Choice students and 12,371 Dallas ISD students took the grade 4 STAAR Mathematics assessment, and 571 Choice students and 12,384 Dallas ISD students took the grade 4 STAAR Writing assessment. In 2017-18, 705 Choice students and 12,087 Dallas ISD students took the grade 4 STAAR Reading assessment, 705 Choice students and 12,109 Dallas ISD students took the grade 4 STAAR Mathematics assessment, and 706 Choice students and 12,065 Dallas ISD students took the grade 4 STAAR Writing assessment. n/a=not applicable.

Source: April 2016 STAAR files, June 2017 STAAR files, and June 2018 STAAR files.

Table 21 displays the 2015-16 to 2017-18 grade five STAAR Reading, Mathematics, and Science assessment results. Students at Lipscomb and Preston Hollow demonstrated growth on the Reading assessment across all three testing cycles. Students at four Choice Schools (Cabell, Kramer, R. Lee, and Weiss) increased their scores on the Science assessment from 2016-17 to 2017-18. Students at Cabell improved on the Mathematics assessment across all three testing cycles.

The fifth-grade students at six of the ten Choice Schools (Botello, Kramer, R. Lee, Lipscomb, Preston Hollow, and Rogers) outperformed the district on the 2017-18 Reading assessment. Students at three Choice Schools (Kramer, Preston Hollow, and Rogers) outperformed the district on the Science assessment. Students at seven Choice Schools (Botello, Cabell, Kramer, R. Lee, Lipscomb, Preston Hollow, and Rogers) outperformed the district on the Mathematics assessment.

Table 21: Grade 5 STAAR Reading (Combined English and Spanish), Mathematics, and Science Percentage Approaches Grade Level or Above (formerly Level 2 Satisfactory)

| Choice Schools               | Reading     |             |             | Mathematics |             |             | Science     |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                              | 2015-16     | 2016-17     | 2017-18     | 2015-16     | 2016-17     | 2017-18     | 2015-16     | 2016-17     | 2017-18     |
| <b>Transformation School</b> |             |             |             |             |             |             |             |             |             |
| Mata                         | n/a         | n/a         | 73.7        | n/a         | n/a         | 73.7        | n/a         | n/a         | 54.8        |
| <b>Innovation Schools</b>    |             |             |             |             |             |             |             |             |             |
| Botello*                     | <b>86.3</b> | <b>85.1</b> | <b>78.3</b> | <b>96.3</b> | <b>94.8</b> | <b>96.3</b> | <b>83.3</b> | <b>69.2</b> | 67.9        |
| Cabell                       | 61.6        | <b>72.8</b> | 67.9        | <b>71.2</b> | 71.6        | <b>85.9</b> | 51.4        | 43.8        | 53.1        |
| De Zavala*                   | 55.6        | <b>78.8</b> | 45.5        | <b>75.9</b> | 68.8        | 50.0        | 55.6        | <b>72.3</b> | 53.5        |
| Kramer                       | <b>88.5</b> | <b>81.0</b> | <b>84.1</b> | <b>76.9</b> | 76.2        | <b>88.9</b> | <b>88.5</b> | <b>76.2</b> | <b>79.6</b> |
| R. Lee                       | <b>73.2</b> | 66.1        | <b>86.4</b> | <b>70.7</b> | 69.5        | <b>84.4</b> | 56.1        | 47.5        | 68.2        |
| Lipscomb                     | <b>69.4</b> | <b>74.6</b> | <b>75.9</b> | <b>75.3</b> | <b>88.1</b> | <b>81.9</b> | <b>68.2</b> | <b>75.8</b> | 60.5        |
| Preston Hollow               | <b>67.9</b> | <b>85.9</b> | <b>87.9</b> | <b>83.0</b> | <b>88.7</b> | <b>83.3</b> | 56.6        | <b>69.6</b> | 61.8        |
| Rogers                       | <b>78.1</b> | <b>75.0</b> | <b>84.6</b> | <b>85.9</b> | <b>89.3</b> | <b>89.2</b> | <b>71.9</b> | <b>82.1</b> | <b>76.7</b> |
| Weiss**                      | <b>67.2</b> | <b>76.6</b> | 74.4        | <b>70.1</b> | 70.2        | 62.8        | <b>77.3</b> | <b>74.2</b> | <b>80.0</b> |
| Dallas ISD                   | 64.8        | 69.2        | 75.0        | 68.7        | 76.2        | 80.6        | 65.0        | 66.1        | 70.0        |

**Note:** \*These schools did not become Choice Schools until fall of 2017. \*\*This school did not become a Choice School until fall of 2016. **Bold** numbers indicate percentages higher than the district. n/a = Fewer than five students took this test. Although all scores are included, some students' test scores may have been adversely affected by online testing issues. In 2015-16, 435 Choice students and 11, Dallas ISD students took the grade 5 STAAR Reading assessment, 434 Choice students and 11,657 Dallas ISD students took the grade 5 STAAR Mathematics assessment, and 435 Choice students and 11,613 Dallas ISD students took the grade 5 STAAR Science assessment. In 2016-17, 492 Choice students and 11,785 Dallas ISD students took the grade 5 STAAR Reading assessment, 493 Choice students and 11,794 Dallas ISD students took the grade 5 STAAR Mathematics assessment, and 488 Choice students and 11,716 Dallas ISD students took the grade 5 STAAR Science assessment. In 2017-18, 738 Choice students and 12,195 Dallas ISD students took the grade 5 STAAR Reading assessment, 756 Choice students and 12,209 Dallas ISD students took the grade 5 STAAR Mathematics assessment, and 684 Choice students and 11,965 Dallas ISD students took the grade 5 STAAR Science assessment. n/a=not applicable.

**Source:** April 2016 STAAR files, June 2017 STAAR files, and June 2018 STAAR files.

#### STAAR Grades 6 through Grade 8 Results<sup>11</sup>

Table 22 displays the 2015-16, 2016-17, and 2017-18 grade six STAAR Reading and Mathematics results. On the Reading assessment, students at two of the three Choice Schools (Franklin and Marsh) demonstrated growth across all three testing cycles, and students at two Choice Schools (Hulcy STEAM and Franklin) outperformed the district in 2017-18. On the Mathematics assessment, students at Franklin improved from year to year, while students at Hulcy STEAM and Franklin outperformed the district on the 2017-18 Mathematics assessment.

<sup>11</sup> Reported results are from the first administration for all testing cycles.

**Table 22: Grade 6 STAAR Reading and Mathematics Percentage Approaches Grade Level or Above (formerly Level 2 Satisfactory)**

| Choice Schools               | Reading     |             |             | Mathematics |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                              | 2015-16     | 2016-17     | 2017-18     | 2015-16     | 2016-17     | 2017-18     |
| <b>Transformation School</b> |             |             |             |             |             |             |
| Hulcy STEAM MS               | <b>73.1</b> | <b>71.2</b> | <b>65.6</b> | <b>72.6</b> | <b>87.0</b> | <b>83.5</b> |
| <b>Innovation Schools</b>    |             |             |             |             |             |             |
| Franklin MS                  | <b>51.7</b> | <b>56.5</b> | <b>63.7</b> | 57.0        | 62.8        | <b>70.4</b> |
| Marsh PA                     | 42.3        | 43.9        | 52.7        | 49.0        | 60.5        | 58.7        |
| Dallas ISD                   | 51.1        | 53.6        | 56.0        | 57.6        | 65.4        | 67.2        |

Note: **Bold** numbers indicate percentages higher than the district. Although all scores are included, some students' test scores may have been adversely affected by online testing issues. In 2015-16, 790 Choice students and 10,018 Dallas ISD students took the grade 6 STAAR Reading assessment, and 789 Choice students and 10,009 Dallas ISD students took the grade 6 STAAR Mathematics assessment. In 2016-17, 827 Choice students and 10,326 Dallas ISD students took the grade 6 STAAR Reading assessment, and 829 Choice students and 10,297 Dallas ISD students took the grade 6 STAAR Mathematics assessment. In 2017-18, 851 Choice students and 10,352 Dallas ISD students took the grade 6 STAAR Reading assessment, and 849 Choice students and 10,440 Dallas ISD students took the grade 6 STAAR Mathematics assessment. n/a=not applicable.

Source: April 2016 STAAR files, June 2017 STAAR files, and June 2018 STAAR files.

Table 23 displays the 2015-16, 2016-17, and 2017-18 grade seven STAAR Reading, Mathematics, and Writing assessment results. Students at Franklin demonstrated growth on the Reading and Mathematics assessments across all three testing cycles. Marsh students improved on the Mathematics assessment from year to year. Hulcy STEAM students improved on the Mathematics and Writing assessments from 2016-17 to 2017-18.

The seventh-grade students at Hulcy STEAM outperformed the district on the 2017-18 Reading, Mathematics, and Writing assessments. The students at Franklin outperformed the district on the Reading and Mathematics assessments.

**Table 23: Grade 7 STAAR Reading, Mathematics, and Writing Percentage Approaches Grade Level or Above (formerly Level 2 Satisfactory)**

| Choice Schools               | Reading     |             |             | Mathematics |             |             | Writing     |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                              | 2015-16     | 2016-17     | 2017-18     | 2015-16     | 2016-17     | 2017-18     | 2015-16     | 2016-17     | 2017-18     |
| <b>Transformation School</b> |             |             |             |             |             |             |             |             |             |
| Hulcy STEAM MS               | n/a         | <b>80.9</b> | <b>78.3</b> | n/a         | <b>78.7</b> | <b>85.8</b> | n/a         | <b>73.6</b> | <b>74.1</b> |
| <b>Innovation Schools</b>    |             |             |             |             |             |             |             |             |             |
| Franklin MS                  | <b>56.1</b> | <b>64.5</b> | <b>65.4</b> | <b>41.9</b> | 51.7        | <b>73.5</b> | <b>58.0</b> | <b>55.9</b> | 57.6        |
| Marsh PA                     | 42.2        | 53.8        | 50.2        | 21.9        | 52.5        | 54.8        | 43.0        | 45.2        | 45.2        |
| Dallas ISD                   | 54.7        | 59.7        | 63.4        | 32.1        | 58.5        | 64.5        | 51.3        | 55.5        | 58.5        |

Note: **Bold** numbers indicate percentages higher than the district. Although all scores are included, some students' test scores may have been adversely affected by online testing issues. In 2015-16, 596 Choice students and 9,938 Dallas ISD students took the grade 7 STAAR Reading assessment, 538 Choice students and 9,874 Dallas ISD students took the grade 7 STAAR Mathematics assessment, and 599 Choice students and 9,886 Dallas ISD students took the grade 7 STAAR Writing assessment. In 2016-17, 753 Choice students and 9,763 Dallas ISD students took the grade 7 STAAR Reading assessment, 756 Choice students and 9,765 Dallas ISD students took the grade 7 STAAR Mathematics assessment, and 756 Choice students and 9,763 Dallas ISD students took the grade 7 STAAR Writing assessment. In 2017-18, 829 Choice students and 10,132 Dallas ISD students took the grade 7 STAAR Reading assessment, 827 Choice students and 10,230 Dallas ISD students took the grade 7 STAAR Mathematics assessment, and 826 Choice students and 9,929 Dallas ISD students took the grade 7 STAAR Writing assessment. n/a=not applicable.

Source: April 2016 STAAR files, June 2017 STAAR files, and June 2018 STAAR files.

Table 24 displays the 2015-16, 2016-17, and 2017-18 grade eight *STAAR* Reading, Mathematics, Social Studies, and Science assessment results. Students at Franklin and Marsh demonstrated growth on the Reading, Mathematics, and Social Studies assessments across all three testing cycles.

The eighth-grade students at Franklin and Hulcy STEAM outperformed the district on the 2017-18 Reading assessment. The students at Hulcy STEAM and Franklin outperformed the district on the Social Studies and Science assessments. Hulcy STEAM students outperformed the district on the Mathematics assessment.

**Table 24: Grade 8 *STAAR* Reading, Mathematics, Social Studies, and Science Percentage Approaches Grade Level or Above (formerly Level 2 Satisfactory)**

| Choice Schools               | Reading     |             |             | Mathematics |       |             | Social Studies |             |             | Science     |             |             |
|------------------------------|-------------|-------------|-------------|-------------|-------|-------------|----------------|-------------|-------------|-------------|-------------|-------------|
|                              | 15-16       | 16-17       | 17-18       | 15-16       | 16-17 | 17-18       | 15-16          | 16-17       | 17-18       | 15-16       | 16-17       | 17-18       |
| <b>Transformation School</b> |             |             |             |             |       |             |                |             |             |             |             |             |
| Hulcy STEAM MS*              | n/a         | n/a         | <b>82.7</b> | n/a         | n/a   | <b>93.2</b> | n/a            | n/a         | <b>69.9</b> | n/a         | n/a         | <b>67.9</b> |
| <b>Innovation Schools</b>    |             |             |             |             |       |             |                |             |             |             |             |             |
| Franklin MS                  | <b>63.2</b> | <b>64.8</b> | <b>65.6</b> | <b>51.1</b> | 53.1  | 68.4        | <b>62.4</b>    | <b>68.9</b> | <b>75.9</b> | <b>61.3</b> | <b>74.4</b> | <b>73.5</b> |
| Marsh PA                     | 50.4        | <b>61.1</b> | 62.2        | 38.6        | 60.9  | 69.7        | 30.4           | 40.9        | 54.3        | <b>57.8</b> | 46.6        | <b>66.1</b> |
| Dallas ISD                   | 53.6        | 63.7        | 64.7        | 46.6        | 64.3  | 76.1        | 42.3           | 55.2        | 61.5        | 52.7        | 59.4        | 59.4        |

**Note:** \*Hulcy STEAM did not have an eighth-grade class until fall of 2017. **Bold** numbers indicate percentages higher than the district. Although all scores are included, some students' test scores may have been adversely affected by online testing issues. In 2015-16, 644 Choice students and 9,839 Dallas ISD students took the grade 8 *STAAR* Reading assessment, 530 Choice students and 7,462 Dallas ISD students took the grade 8 *STAAR* Mathematics assessment, 639 Choice students and 9,720 Dallas ISD students took the grade 8 *STAAR* Social Studies assessment, and 552 Choice students and 7,912 Dallas ISD students took the grade 8 *STAAR* Science assessment. In 2016-17, 561 Choice students and 9,267 Dallas ISD students took the grade 8 *STAAR* Reading assessment, 458 Choice students and 7,418 Dallas ISD students took the grade 8 *STAAR* Mathematics assessment, 556 Choice students and 9,530 Dallas ISD students took the grade 8 *STAAR* Social Studies assessment, and 437 Choice students and 7,486 Dallas ISD students took the grade 8 *STAAR* Science assessment. In 2017-18, 738 Choice students and 9,899 Dallas ISD students took the grade 8 *STAAR* Reading assessment, 756 Choice students and 10,062 Dallas ISD students took the grade 8 *STAAR* Mathematics assessment, 712 Choice students and 9,427 Dallas ISD students took the grade 8 *STAAR* Social Studies assessment, and 626 Choice students and 7,327 Dallas ISD students took the grade 8 *STAAR* Science assessment. n/a=not applicable.

**Source:** March 2016, March 2017, and May 2018 *STAAR* files.

## STAAR EOC Results

Five *STAAR* EOC exams were given primarily at the high school level. They are Algebra I, U.S. History, English I, English II, and Biology. Table 25 displays the 2015-16, 2016-17, and 2017-18 *STAAR* EOC assessment results.

Students at the two Choice middle schools, Franklin and Marsh, took the 2017-18 Algebra I exam only. All 114 students scored Approaches+ on the Algebra I exam, outperforming the district.

In 2017-18, CityLab students took three EOC exams: English I, Algebra I, and Biology. They outperformed the district on all exams.

The students at IDEA and Bryan Adams took all five exams in 2017-18. Of those, IDEA students outperformed the district on the Biology and U.S. History EOCs. The students at Bryan Adams outperformed the district on the Algebra I, U.S. History, English I, and Biology exams.

Table 25: Percentage of Students with Approaches Grade Level or Above English I, English II, Algebra I, Biology, and U.S. History STAAR EOC Scores

| Choice Schools                | English I   |             |             | English II  |             |       | Algebra I    |              |              | Biology     |             |             | U.S. History |             |             |
|-------------------------------|-------------|-------------|-------------|-------------|-------------|-------|--------------|--------------|--------------|-------------|-------------|-------------|--------------|-------------|-------------|
|                               | 15-16       | 16-17       | 17-18       | 15-16       | 16-17       | 17-18 | 15-16        | 16-17        | 17-18        | 15-16       | 16-17       | 17-18       | 15-16        | 16-17       | 17-18       |
| <b>Transformation Schools</b> |             |             |             |             |             |       |              |              |              |             |             |             |              |             |             |
| CityLab                       | n/a         | n/a         | <b>71.4</b> | n/a         | n/a         | n/a   | n/a          | n/a          | <b>96.8</b>  | n/a         | n/a         | <b>95.0</b> | n/a          | n/a         | n/a         |
| IDEA                          | <b>68.3</b> | <b>52.9</b> | 49.5        | n/a         | <b>55.7</b> | 50.5  | <b>85.7</b>  | <b>85.6</b>  | 78.9         | n/a         | <b>85.3</b> | <b>83.1</b> | n/a          | n/a         | <b>93.3</b> |
| <b>Innovation Schools</b>     |             |             |             |             |             |       |              |              |              |             |             |             |              |             |             |
| B. Adams                      | 58.9        | <b>51.1</b> | <b>54.9</b> | <b>51.8</b> | 49.2        | 55.4  | 78.7         | 71.6         | <b>82.3</b>  | <b>92.5</b> | <b>87.0</b> | <b>85.0</b> | <b>96.8</b>  | <b>92.8</b> | <b>95.6</b> |
| Franklin                      | n/a         | n/a         | n/a         | n/a         | n/a         | n/a   | <b>100.0</b> | <b>100.0</b> | <b>100.0</b> | n/a         | n/a         | n/a         | n/a          | n/a         | n/a         |
| Marsh                         | n/a         | n/a         | n/a         | n/a         | n/a         | n/a   | <b>98.4</b>  | <b>98.2</b>  | <b>100.0</b> | n/a         | n/a         | n/a         | n/a          | n/a         | n/a         |
| Dallas ISD                    | 60.1        | 46.9        | 49.9        | 49.2        | 49.4        | 56.7  | 82.2         | 73.1         | 82.0         | 89.8        | 78.0        | 81.7        | 94.7         | 88.9        | 92.7        |

**Note:** **Bold** numbers indicate percentages higher than the district. Although all scores are included, some students' test scores may have been adversely affected by online testing issues. In 2015-16, 841 Choice students and 15,562 Dallas ISD students took the English I exam, 643 Choice students and 13,432 Dallas ISD students took the English II exam, 761 Choice students and 13,254 Dallas ISD students took the Algebra exam, 548 Choice students and 10,803 Dallas ISD students took the Biology exam, and 429 Choice students and 9,854 Dallas ISD students took the U.S. History exam. In 2016-17, 898 Choice students and 16,102 Dallas ISD students took the English I exam, 766 Choice students and 13,914 Dallas ISD students took the English II exam, 818 Choice students and 12,999 Dallas ISD students took the Algebra exam, 710 Choice students and 10,987 Dallas ISD students took the Biology exam, and 419 Choice students and 8,720 Dallas ISD students took the U.S. History exam. In 2017-18, 877 Choice students and 13,573 Dallas ISD students took the English I exam, 755 Choice students and 12,910 Dallas ISD students took the English II exam, 793 Choice students and 11,271 Dallas ISD students took the Algebra exam, 744 Choice students and 7,040 Dallas ISD students took the Biology exam, and 522 Choice students and 9,578 Dallas ISD students took the U.S. History exam. n/a=not applicable.

**Source:** May 2016, 2017, and 2018 STAAR EOC files.

## Attendance

Table 26 displays the attendance rate for each school and the district as a whole. The attendance rates for all Transformation and Innovation Schools were higher than the district in 2015-16 (97.6% and 96.7% vs. 94.9%), 2016-17 (96.9% and 96.6% vs. 94.8%), and 2017-18 (96.7 and 96.3 vs. 95.4). In 2017-18, Preston Hollow, Hulcy STEAM, Solar, and Kramer had the highest attendance rates of all Choice Schools (98.1%, 97.4%, 96.9% and 96.9% respectively).

Students with 15 absences or more were identified for chronic absenteeism. In 2017-18, the lowest percentages of students who fell in this category were at Preston Hollow (2.0%), Solar Prep (3.4%), and Hulcy STEAM (3.9%). Botello, one of the new Choice Schools, had the highest percentage of students identified for chronic absenteeism (13.4%). This was followed by IDEA (12.5%), Bryan Adams (11.8%), and Weiss (11.5%).

Table 26: Attendance Rates and Chronic Absenteeism for Choice Students

| Choice Schools                | Average Attendance Rate |                 |                 | Students Flagged for Chronic Absenteeism |            |            |             |            |             |
|-------------------------------|-------------------------|-----------------|-----------------|------------------------------------------|------------|------------|-------------|------------|-------------|
|                               | 15-16<br>Mean %         | 16-17<br>Mean % | 17-18<br>Mean % | 15-16<br>N                               | 15-16<br>% | 16-17<br>N | 16-17<br>%  | 17-18<br>N | 17-18<br>%  |
| <b>Transformation Schools</b> |                         |                 |                 |                                          |            |            |             |            |             |
| CityLab HS                    | n/a                     | n/a             | <b>96.8</b>     | n/a                                      | n/a        | n/a        | n/a         | 5          | <b>6.2</b>  |
| IDEA HS                       | <b>96.9</b>             | <b>95.6</b>     | 95.1            | 6                                        | <b>5.8</b> | 24         | 11.7        | 33         | 12.5        |
| Mata ES                       | <b>96.7</b>             | <b>96.7</b>     | <b>96.5</b>     | 19                                       | <b>4.8</b> | 31         | <b>6.4</b>  | 31         | <b>5.7</b>  |
| Solar Prep (K-8)**            | n/a                     | <b>97.2</b>     | <b>96.9</b>     | n/a                                      | n/a        | 5          | <b>2.6</b>  | 10         | <b>3.4</b>  |
| Hulcy STEAM MS                | <b>99.9</b>             | <b>97.7</b>     | <b>97.4</b>     | 0                                        | <b>0.0</b> | 9          | <b>2.5</b>  | 21         | <b>3.9</b>  |
| All Transformation Schools    | <b>97.6</b>             | <b>96.9</b>     | <b>96.7</b>     | 25                                       | <b>3.7</b> | 69         | <b>5.6</b>  | 100        | <b>5.8</b>  |
| <b>Innovation Schools</b>     |                         |                 |                 |                                          |            |            |             |            |             |
| B. Adams HS                   | <b>96.2</b>             | <b>95.8</b>     | <b>95.6</b>     | 178                                      | <b>9.6</b> | 197        | <b>10.2</b> | 240        | <b>11.8</b> |
| Botello ES*                   | <b>96.7</b>             | <b>96.5</b>     | <b>95.6</b>     | 46                                       | <b>8.3</b> | 35         | <b>6.5</b>  | 75         | 13.4        |
| Cabell ES                     | <b>96.9</b>             | <b>96.7</b>     | <b>96.8</b>     | 27                                       | <b>4.6</b> | 36         | <b>6.4</b>  | 25         | <b>4.9</b>  |
| De Zavala ES*                 | <b>96.7</b>             | <b>96.1</b>     | <b>96.1</b>     | 36                                       | <b>9.4</b> | 44         | <b>10.4</b> | 39         | <b>9.5</b>  |
| Franklin MS                   | <b>96.7</b>             | <b>96.8</b>     | <b>96.3</b>     | 68                                       | <b>7.0</b> | 52         | <b>5.4</b>  | 79         | <b>7.6</b>  |
| Kramer ES                     | <b>96.9</b>             | <b>97.1</b>     | <b>96.9</b>     | 28                                       | <b>5.6</b> | 14         | <b>2.4</b>  | 32         | <b>5.2</b>  |
| R. Lee ES                     | <b>96.6</b>             | <b>96.4</b>     | <b>96.3</b>     | 25                                       | <b>6.5</b> | 19         | <b>6.0</b>  | 27         | <b>7.8</b>  |
| Lipscomb ES                   | <b>96.1</b>             | <b>96.7</b>     | <b>96.2</b>     | 42                                       | <b>7.9</b> | 31         | <b>6.1</b>  | 31         | <b>6.1</b>  |
| Marsh PA                      | <b>97.1</b>             | <b>96.4</b>     | <b>96.7</b>     | 61                                       | <b>6.0</b> | 69         | <b>7.4</b>  | 67         | <b>7.3</b>  |
| Preston Hollow ES             | <b>97.9</b>             | <b>97.9</b>     | <b>98.1</b>     | 8                                        | <b>1.8</b> | 7          | <b>1.5</b>  | 10         | <b>2.0</b>  |
| Rogers ES                     | <b>96.9</b>             | <b>96.6</b>     | <b>96.3</b>     | 23                                       | <b>4.5</b> | 35         | <b>6.9</b>  | 46         | <b>9.1</b>  |
| Weiss ES**                    | <b>96.1</b>             | <b>96.7</b>     | <b>95.8</b>     | 50                                       | <b>9.6</b> | 33         | <b>5.8</b>  | 60         | <b>11.5</b> |
| All Innovation Schools        | <b>96.7</b>             | <b>96.6</b>     | <b>96.3</b>     | 510                                      | <b>7.1</b> | 493        | <b>6.7</b>  | 731        | <b>8.6</b>  |
| Dallas ISD                    | 94.9                    | 94.8            | 95.4            | 19,539                                   | 11.4       | 19,848     | 11.6        | 19,484     | 12.4        |

Note: \*These schools were not Innovation Schools in 2015-16. \*\*These schools were not Choice Schools until fall of 2017. **Bold** numbers indicate percentages higher (attendance rate) or lower (chronic absenteeism) than the district. n/a=not applicable.

Source: 2016, 2017, and 2018 Attendance files.

## Discipline

Offenses range in severity from least severe (Level I) to most severe (Level IV). Examples of Level I offenses include classroom disruption or offensive language. Examples of Level II offenses include bullying or using profane language or obscene gestures towards personnel. An example of a Level III offense would be assault on a student. Level IV offenses are either violations of state law or behaviors that seriously disrupt the educational process, such as assaulting school personnel or bringing a prohibited weapon to campus. Disciplinary consequences vary with the severity of the offense and include in-school suspension (ISS), out-of-school suspension (OSS), discretionary expulsion or removal, mandatory expulsion or removal, off-campus Disciplinary Alternative Education Program placement (DAEP), and off-campus Juvenile Justice Alternative Education Program placement (JJAEP).

Fewer discipline referrals were reported for 2017-18 than in 2016-17 for both the district and Choice Schools. Most referrals were Level II and the least were Level IV. Reported offenses varied by campus. Table 27 displays the number of offenses at each level for Transformation and Innovation Schools.

Table 27: Number of Discipline Offenses by School Type in 2015-16, 2016-17, and 2017-18

|                        | Level I |       |       | Level II |        |        | Level III |       |       | Level IV |       |       |
|------------------------|---------|-------|-------|----------|--------|--------|-----------|-------|-------|----------|-------|-------|
|                        | 15-16   | 16-17 | 17-18 | 15-16    | 16-17  | 17-18  | 15-16     | 16-17 | 17-18 | 15-16    | 16-17 | 17-18 |
| Transformation Schools | 16      | 5     | 17    | 31       | 58     | 92     | 0         | 9     | 1     | 0        | 0     | 0     |
| Innovation Schools     | 174     | 103   | 96    | 794      | 532    | 453    | 68        | 54    | 48    | 1        | 5     | 2     |
| Dallas ISD             | 9,709   | 6,924 | 4,321 | 20,378   | 16,667 | 13,042 | 1,632     | 1,347 | 1,327 | 89       | 85    | 86    |

Note: Offenses may have been committed by the same student(s).

Source: 2015-16, 2016-17, and 2017-18 District discipline files.

In 2017-18, 709 discipline offenses were committed by 517 different Choice students, down from the 766 offenses committed by 534 different Choice students in 2016-17. Table 28 displays the number of students who committed each level of offense for both Transformation and Innovation Schools.

Table 28: Number of Students Who Committed Discipline Offenses by School Type in 2015-16, 2016-17, and 2017-18

|                        | Level I |       |       | Level II |       |       | Level III |       |       | Level IV |       |       |
|------------------------|---------|-------|-------|----------|-------|-------|-----------|-------|-------|----------|-------|-------|
|                        | 15-16   | 16-17 | 17-18 | 15-16    | 16-17 | 17-18 | 15-16     | 16-17 | 17-18 | 15-16    | 16-17 | 17-18 |
| Transformation Schools | 10      | 5     | 13    | 26       | 46    | 71    | 0         | 8     | 1     | 0        | 0     | 0     |
| Innovation Schools     | 119     | 61    | 57    | 484      | 355   | 327   | 65        | 51    | 46    | 1        | 5     | 2     |
| Dallas ISD             | 4,807   | 3,580 | 2,334 | 11,776   | 9,970 | 8,257 | 1,474     | 1,234 | 1,227 | 89       | 85    | 85    |

Note: Different levels of offenses may have been committed by the same student(s).

Source: 2015-16, 2016-17, and 2017-18 District discipline files.

## Climate Survey

The Climate Survey consisted of six scales. The first scale, Beliefs and Priorities, included items related to the district's core beliefs, campus administrator support, and the direction of the school. The items in the Positive Culture and Environment scale addressed the morale and job satisfaction of respondents. Culture of Feedback and Support consisted of items pertaining to professional development and instructional feedback. The College-Going Culture scale focused on the expectations of students and the role of teachers in encouraging them to attend college. The items in the Teacher-Teacher Trust scale addressed the relationships among teachers, while the Principal-Teacher Trust scale addressed the relationships between principal and teacher. The percentages of positive responses for each scale were reported.

Results for spring varied for each Transformation School, but were positive for the most part. All five Transformation Schools and the district had over 70 percent positive ratings on the Beliefs and Priorities, College-Going Culture, Teacher-Teacher Trust, and Principal-Teacher Trust scales whereas the percentages varied more for the Positive Culture and Environment and Culture of Feedback and Support scales. Innovation School results for spring were positive overall and varied by campus. The spring ratings for Cabell, De Zavala, Franklin, Lipscomb, Preston Hollow, Rogers, and Weiss were higher than the district for all six scales.

### Transformation School Results

Tables 29 and 30 displays the percentages of positive responses for the spring 2017 and spring 2018 Climate Survey results for Transformation Schools. The percentages of positive responses were higher for

CityLab and Solar on all six scales, for Hulcy STEAM and IDEA on five scales, and for Mata on four scales when compared to the district. The greatest increases in scores from spring 2017 to spring 2018 were on the Positive Culture and Environment (+16.8) and the Teacher to Teacher Trust (+22.2) scales for IDEA. The largest decrease in scores was on the Culture of Feedback and Support scale for IDEA (-19.5).

#### Innovation School Results

Other than Bryan Adams, Botello, Kramer, Marsh, and R. Lee, the faculty at the Innovation Schools rated their schools higher than the district on all six scales (Tables 31 and 32). The greatest increases in positive responses from spring 2017 to spring 2018 were on the Principal to Teacher Support scale for Lipscomb (+17.1) and on the Culture of Feedback and Support scale for Botello (+15.0). The largest decreases were for Kramer (-17.3) on the Positive Culture and Environment scale, R. Lee (-12.5) on the Principal to Teacher Trust scale, and for Marsh (-12.3) on the Beliefs and Priorities scale.

Table 29: Transformation School Climate Survey Results, Spring 2017 and 2018, Percent Positive by Scale

|             | Respondents<br>N (%) |             | Beliefs and Priorities |             |       | Culture of Feedback and Support |             |       | Positive Culture and Environment |             |       | College-Going Culture |             |       |
|-------------|----------------------|-------------|------------------------|-------------|-------|---------------------------------|-------------|-------|----------------------------------|-------------|-------|-----------------------|-------------|-------|
|             | 2017                 | 2018        | 2017                   | 2018        | Diff. | 2017                            | 2018        | Diff. | 2017                             | 2018        | Diff. | 2017                  | 2018        | Diff. |
| CityLab HS* | n/a                  | 12 (86)     | n/a                    | <b>88.0</b> | n/a   | n/a                             | <b>85.7</b> | n/a   | n/a                              | <b>86.5</b> | n/a   | n/a                   | <b>89.4</b> | n/a   |
| Hulcy       |                      |             |                        |             |       |                                 |             |       |                                  |             |       |                       |             |       |
| STEAM MS    | 33 (75)              | 46 (82)     | <b>82.2</b>            | <b>87.9</b> | 5.7   | <b>71.9</b>                     | <b>74.5</b> | 2.6   | <b>80.6</b>                      | <b>77.1</b> | -3.5  | <b>95.1</b>           | <b>89.5</b> | -5.6  |
| IDEA HS     | 20 (71)              | 24 (83)     | 73.0                   | <b>83.3</b> | 10.3  | <b>76.4</b>                     | 56.9        | -19.5 | 58.0                             | <b>74.8</b> | 16.8  | 78.1                  | <b>86.5</b> | 8.4   |
| Mata ES     | 48 (77)              | 48 (86)     | <b>81.2</b>            | 79.4        | -1.8  | <b>70.4</b>                     | <b>77.0</b> | 6.6   | <b>71.5</b>                      | 67.2        | -4.3  | <b>93.6</b>           | <b>89.0</b> | -4.6  |
| Solar ES    | 24 (83)              | 22 (85)     | <b>94.2</b>            | <b>95.8</b> | 1.6   | <b>92.9</b>                     | <b>91.7</b> | -1.2  | <b>92.9</b>                      | <b>92.6</b> | -0.3  | <b>100.0</b>          | <b>99.2</b> | -0.8  |
| Dallas ISD  | 13,684 (80)          | 11,412 (97) | 77.7                   | 80.1        | 2.4   | 70.4                            | 71.1        | 0.7   | 68.8                             | 68.2        | -0.6  | 83.3                  | 83.6        | 0.3   |

Note: \*CityLab HS opened in fall 2016. **Bold** numbers indicate percentages higher than the district. Diff. = Difference. n/a=not applicable.

Source: District Climate Survey results.

Table 30: Transformation School Climate Survey Results Continued, Spring 2017 and 2018, Percent Positive by Scale

|                | Respondents<br>N (%) |             | Teacher-Teacher Trust |             |       | Principal-Teacher Trust |             |       |
|----------------|----------------------|-------------|-----------------------|-------------|-------|-------------------------|-------------|-------|
|                | 2017                 | 2018        | 2017                  | 2018        | Diff. | 2017                    | 2018        | Diff. |
| CityLab HS*    | n/a                  | 12 (86)     | n/a                   | <b>85.7</b> | n/a   | n/a                     | <b>79.6</b> | n/a   |
| Hulcy STEAM MS | 33 (75)              | 46 (82)     | 72.4                  | 70.6        | -1.8  | <b>73.7</b>             | <b>75.6</b> | 1.9   |
| IDEA HS        | 20 (71)              | 24 (83)     | 64.6                  | <b>86.8</b> | 22.2  | 69.0                    | <b>80.7</b> | 11.7  |
| Mata ES        | 48 (77)              | 48 (86)     | <b>78.7</b>           | <b>77.0</b> | -1.7  | <b>74.1</b>             | <b>84.5</b> | 10.4  |
| Solar ES       | 24 (83)              | 22 (85)     | <b>89.3</b>           | <b>92.2</b> | 2.9   | <b>100.0</b>            | <b>96.4</b> | -3.6  |
| Dallas ISD     | 13,684 (80)          | 11,412 (97) | 75.0                  | 75.4        | -0.4  | 73.5                    | 73.5        | 0.0   |

Note: \*CityLab HS opened in fall 2016. **Bold** numbers indicate percentages higher than the district. Diff. = Difference. n/a=not applicable.

Source: District Climate Survey results.

Table 31: Innovation School Climate Survey Results, Spring 2017 and 2018, Percent Positive by Scale

|                      | Respondents<br>N (%) |             | Beliefs and Priorities |             |       | Culture of Feedback<br>and Support |             |       | Positive Culture and<br>Environment |             |       | College-Going Culture |              |       |
|----------------------|----------------------|-------------|------------------------|-------------|-------|------------------------------------|-------------|-------|-------------------------------------|-------------|-------|-----------------------|--------------|-------|
|                      | 2017                 | 2018        | 2017                   | 2018        | Diff. | 2017                               | 2018        | Diff. | 2017                                | 2018        | Diff. | 2017                  | 2018         | Diff. |
| B. Adams HS*         | 188 (71)             | 140 (80)    | 62.3                   | 71.2        | 8.9   | 50.5                               | 65.2        | 14.7  | 50.2                                | 58.6        | 8.4   | 65.1                  | 72.4         | 7.3   |
| Botello ES***        | 45 (87)              | 45 (83)     | <b>80.1</b>            | <b>91.6</b> | 11.5  | 62.9                               | <b>77.9</b> | 15.0  | <b>70.9</b>                         | <b>84.2</b> | 13.3  | <b>96.6</b>           | <b>92.9</b>  | -3.7  |
| Cabell ES            | 68 (93)              | 44 (88)     | <b>82.8</b>            | <b>91.4</b> | 8.6   | <b>74.0</b>                        | <b>74.5</b> | 0.5   | <b>71.5</b>                         | <b>76.9</b> | 5.4   | <b>89.4</b>           | <b>94.6</b>  | 5.2   |
| De Zavala<br>ES***   | 41 (96)              | 37 (86)     | <b>91.1</b>            | <b>93.5</b> | 2.4   | <b>95.5</b>                        | <b>94.2</b> | -1.3  | <b>90.0</b>                         | <b>88.6</b> | -1.4  | <b>95.7</b>           | <b>100.0</b> | 4.3   |
| Franklin MS          | 97 (64)              | 60 (70)     | <b>88.6</b>            | <b>90.1</b> | 1.5   | <b>80.2</b>                        | <b>85.6</b> | 5.4   | <b>82.9</b>                         | <b>85.1</b> | 2.2   | <b>84.8</b>           | <b>83.9</b>  | -0.9  |
| Kramer ES            | 64 (89)              | 44 (77)     | <b>96.3</b>            | <b>91.1</b> | -5.2  | <b>87.5</b>                        | <b>77.8</b> | -9.7  | <b>88.2</b>                         | <b>70.9</b> | -17.3 | <b>98.4</b>           | <b>94.4</b>  | -4.0  |
| R. Lee ES            | 45 (80)              | 33 (79)     | <b>77.8</b>            | 72.9        | -4.9  | 52.2                               | 63.9        | 11.7  | 65.4                                | 58.7        | -6.7  | 80.5                  | <b>89.6</b>  | 9.1   |
| Lipscomb ES          | 57 (95)              | 37 (74)     | <b>90.0</b>            | <b>94.7</b> | 4.7   | <b>85.4</b>                        | <b>96.3</b> | 10.9  | <b>85.3</b>                         | <b>87.3</b> | 2.0   | <b>97.4</b>           | <b>97.5</b>  | 0.1   |
| Marsh PA             | 87 (89)              | 65 (86)     | 77.5                   | 65.2        | -12.3 | 57.5                               | 62.5        | 5.0   | 59.3                                | 51.9        | -7.4  | 73.4                  | 71.2         | -2.2  |
| Preston Hollow<br>ES | 57 (96)              | 36 (75)     | <b>96.6</b>            | <b>93.6</b> | -3.0  | <b>90.3</b>                        | <b>87.7</b> | -2.6  | <b>92.0</b>                         | <b>89.0</b> | -3.0  | <b>96.8</b>           | <b>93.1</b>  | -3.7  |
| Rogers ES            | 66 (100)             | 47 (87)     | <b>91.3</b>            | <b>91.9</b> | 0.6   | <b>84.6</b>                        | <b>91.9</b> | 7.3   | <b>85.5</b>                         | <b>86.8</b> | 1.3   | <b>97.5</b>           | <b>100.0</b> | 2.5   |
| Weiss ES**           | 63 (78)              | 45 (85)     | <b>90.3</b>            | <b>92.5</b> | 2.2   | <b>82.4</b>                        | <b>78.7</b> | -3.7  | <b>72.6</b>                         | <b>79.7</b> | 7.1   | <b>95.4</b>           | <b>92.5</b>  | -2.9  |
| Dallas ISD           | 13,684 (80)          | 11,412 (97) | 77.7                   | 80.1        | 2.4   | 70.4                               | 71.1        | 0.7   | 68.8                                | 68.2        | -0.6  | 83.3                  | 83.6         | 0.3   |

Note: \*While components of the leadership model were schoolwide, the full model was implemented in grades 9, 10, and 11 for the 2017-18 school year. \*\*Weiss ES opened in fall 2016 as an Innovation School. \*\*\*Botello ES and De Zavala ES opened in fall 2017 as an Innovation School. **Bold** numbers indicate percentages higher than the district. Diff. = Difference.

Source: District Climate Survey results.

Table 32: Innovation School Climate Survey Results Continued, Spring 2017 and 2018, Percent Positive by Scale

|                   | Respondents<br>N (%) |             | Teacher-Teacher Trust |             |       | Principal-Teacher Trust |             |       |
|-------------------|----------------------|-------------|-----------------------|-------------|-------|-------------------------|-------------|-------|
|                   | 2017                 | 2018        | 2017                  | 2018        | Diff. | 2017                    | 2018        | Diff. |
| B. Adams HS*      | 188 (71)             | 140 (80)    | 57.9                  | 71.1        | 13.2  | 57.0                    | 64.5        | 7.5   |
| Botello ES***     | 45 (87)              | 45 (83)     | 70.2                  | 72.8        | 2.6   | 68.5                    | <b>81.4</b> | 12.9  |
| Cabell ES         | 68 (93)              | 44 (88)     | <b>77.9</b>           | <b>85.9</b> | 8.0   | <b>74.5</b>             | <b>79.5</b> | 5.0   |
| De Zavala ES***   | 41 (96)              | 37 (86)     | <b>97.1</b>           | <b>92.3</b> | -4.8  | <b>98.9</b>             | <b>97.3</b> | -1.6  |
| Franklin MS       | 97 (64)              | 60 (70)     | <b>77.8</b>           | <b>84.3</b> | 6.5   | <b>85.7</b>             | <b>88.5</b> | 2.8   |
| Kramer ES         | 64 (89)              | 44 (77)     | <b>84.7</b>           | 72.8        | -11.9 | <b>92.5</b>             | <b>86.1</b> | -6.4  |
| R. Lee ES         | 45 (80)              | 33 (79)     | <b>79.3</b>           | 71.9        | -7.4  | <b>82.6</b>             | 70.1        | -12.5 |
| Lipscomb ES       | 57 (95)              | 37 (74)     | <b>92.4</b>           | <b>96.3</b> | 3.9   | <b>77.1</b>             | <b>94.2</b> | 17.1  |
| Marsh PA          | 87 (89)              | 65 (86)     | 70.1                  | 73.1        | 3.0   | 67.5                    | 64.6        | -2.9  |
| Preston Hollow ES | 57 (96)              | 36 (75)     | <b>92.7</b>           | <b>85.8</b> | -6.9  | <b>93.1</b>             | <b>86.7</b> | -6.4  |
| Rogers ES         | 66 (100)             | 47 (87)     | <b>96.1</b>           | <b>96.4</b> | 0.3   | <b>81.0</b>             | <b>88.8</b> | 7.8   |
| Weiss ES**        | 63 (78)              | 45 (85)     | <b>82.0</b>           | <b>86.0</b> | 4.0   | <b>75.8</b>             | <b>82.5</b> | 6.7   |
| Dallas ISD        | 13,684 (80)          | 11,412 (97) | 75.0                  | 75.4        | -0.4  | 73.5                    | 73.5        | 0.0   |

Note: \*CityLab HS opened in fall 2016. **Bold** numbers indicate percentages higher than the district. Teacher-Teacher Trust and Principal-Teacher Trust items were added to the survey in 2018. Diff. = Difference.

Source: District Climate Survey results.

### Student Experience Survey

Tables 33 and 34 display a summary of the Student Experience Survey results. Elementary Choice School student responses were more positive than secondary Choice School student responses on all five scales, similar to the district (Figures 11 to 20). Over 70 percent of elementary and secondary Choice student responses were positive for Classroom Environment and Expectations and Rigor. Results varied for elementary and secondary Choice students for Supportive Relationships (58% to 99% vs. 60% to 78%) and Pedagogical Effectiveness (83% to 98% vs. 69% to 83%). Results were mixed for Student Engagement with noticeably lower percentages of positive responses for secondary (48% to 64%) than elementary (76% to 96%) Choice students.

Table 33: Elementary Choice School Student Experience Survey Results, Spring 2017 and 2018, Percent Positive by Scale

| School                        | Classroom Environment |             |      | Expectations and Rigor |             |      | Pedagogical Effectiveness |             |      | Supportive Relationships |             |      | Student Engagement |             |      |
|-------------------------------|-----------------------|-------------|------|------------------------|-------------|------|---------------------------|-------------|------|--------------------------|-------------|------|--------------------|-------------|------|
|                               | 2017                  | 2018        | Diff | 2017                   | 2018        | Diff | 2017                      | 2018        | Diff | 2017                     | 2018        | Diff | 2017               | 2018        | Diff |
| <b>Transformation Schools</b> |                       |             |      |                        |             |      |                           |             |      |                          |             |      |                    |             |      |
| Mata ES                       | 78.0                  | 76.0        | -2.0 | 82.0                   | 79.0        | -3.0 | 82.0                      | 83.0        | 1.0  | 59.0                     | 58.0        | -1.0 | 83.0               | 79.0        | -4.0 |
| <b>Innovation Schools</b>     |                       |             |      |                        |             |      |                           |             |      |                          |             |      |                    |             |      |
| Botello ES**                  | 77.0                  | 80.0        | 3.0  | 85.0                   | <b>91.0</b> | 6.0  | 87.0                      | 91.0        | 4.0  | 64.0                     | 75.0        | 11.0 | 79.0               | 84.0        | 5.0  |
| Cabell ES                     | <b>84.0</b>           | <b>83.0</b> | -1.0 | <b>90.0</b>            | 89.0        | -1.0 | <b>92.0</b>               | 90.0        | -2.0 | <b>77.0</b>              | <b>78.0</b> | 1.0  | <b>86.0</b>        | 85.0        | -1.0 |
| De Zavala ES**                | 79.0                  | 80.0        | 1.0  | <b>90.0</b>            | <b>90.0</b> | 0.0  | <b>91.0</b>               | 91.0        | 0.0  | 72.0                     | <b>77.0</b> | 5.0  | 79.0               | 82.0        | 3.0  |
| Kramer ES                     | <b>86.0</b>           | <b>90.0</b> | 4.0  | <b>93.0</b>            | <b>93.0</b> | 0.0  | <b>92.0</b>               | <b>94.0</b> | 2.0  | <b>83.0</b>              | <b>84.0</b> | 1.0  | <b>87.0</b>        | <b>92.0</b> | 5.0  |
| R. Lee ES                     | 74.0                  | 78.0        | 4.0  | 85.0                   | 87.0        | 2.0  | 88.0                      | 88.0        | 0.0  | 62.0                     | 66.0        | 4.0  | 85.0               | 83.0        | -2.0 |
| Lipscomb ES                   | <b>88.0</b>           | <b>88.0</b> | 0.0  | <b>91.0</b>            | <b>95.0</b> | 4.0  | <b>92.0</b>               | <b>94.0</b> | 2.0  | <b>84.0</b>              | <b>85.0</b> | 1.0  | <b>92.0</b>        | <b>92.0</b> | 0.0  |
| Preston Hollow ES             | <b>89.0</b>           | <b>87.0</b> | -2.0 | <b>92.0</b>            | <b>91.0</b> | -1.0 | <b>92.0</b>               | <b>91.0</b> | -1.0 | <b>83.0</b>              | <b>80.0</b> | -3.0 | <b>87.0</b>        | <b>85.0</b> | -2.0 |
| Rogers ES                     | <b>95.0</b>           | <b>96.0</b> | 1.0  | <b>98.0</b>            | <b>98.0</b> | 0.0  | <b>98.0</b>               | <b>98.0</b> | 0.0  | <b>95.0</b>              | <b>93.0</b> | -2.0 | <b>96.0</b>        | <b>96.0</b> | 0.0  |
| Weiss ES*                     | 73.0                  | 77.0        | 4.0  | 86.0                   | 84.0        | -2.0 | 87.0                      | 89.0        | 2.0  | 69.0                     | 62.0        | -7.0 | 77.0               | 76.0        | -1.0 |
| Dallas ISD                    | 81.0                  | 81.0        | 0.0  | 89.0                   | 89.0        | 0.0  | 90.0                      | 91.0        | 1.0  | 76.0                     | 76.0        | 0.0  | 85.0               | 85.0        | 0.0  |

Note: \*Weiss ES opened in fall 2016 as an Innovation School. \*Botello ES and De Zavala ES opened in fall 2017 as Innovation Schools. **Bold** numbers indicate percentages higher than the district. Diff. = Difference. The number of Choice student responses varied by scale and ranged from 238 to 431 in 2018.

Source: District School Experience Survey results.

Table 34: Secondary Choice School Student Experience Survey Results, Spring 2017 and 2018, Percent Positive by Scale

| School                        | Classroom Environment |             |      | Expectations and Rigor |             |      | Pedagogical Effectiveness |             |      | Supportive Relationships |             |      | Student Engagement |             |      |
|-------------------------------|-----------------------|-------------|------|------------------------|-------------|------|---------------------------|-------------|------|--------------------------|-------------|------|--------------------|-------------|------|
|                               | 2017                  | 2018        | Diff | 2017                   | 2018        | Diff | 2017                      | 2018        | Diff | 2017                     | 2018        | Diff | 2017               | 2018        | Diff |
| <b>Transformation Schools</b> |                       |             |      |                        |             |      |                           |             |      |                          |             |      |                    |             |      |
| CityLab HS*                   | n/a                   | <b>91.0</b> | n/a  | n/a                    | <b>90.0</b> | n/a  | n/a                       | <b>83.0</b> | n/a  | n/a                      | <b>78.0</b> | n/a  | n/a                | 57.0        | n/a  |
| IDEA HS                       | 74.0                  | <b>81.0</b> | 7.0  | 72.0                   | <b>80.0</b> | 8.0  | 72.0                      | <b>76.0</b> | 4.0  | 64.0                     | <b>70.0</b> | 6.0  | 52.0               | <b>62.0</b> | 10.0 |
| Hulcy STEAM MS                | 76.0                  | <b>82.0</b> | 6.0  | <b>86.0</b>            | <b>86.0</b> | 0.0  | <b>80.0</b>               | <b>81.0</b> | 1.0  | <b>75.0</b>              | <b>75.0</b> | 0.0  | <b>61.0</b>        | <b>60.0</b> | -1.0 |
| <b>Innovation Schools</b>     |                       |             |      |                        |             |      |                           |             |      |                          |             |      |                    |             |      |
| B. Adams HS                   | <b>84.0</b>           | <b>89.0</b> | 5.0  | <b>78.0</b>            | <b>84.0</b> | 6.0  | <b>76.0</b>               | <b>82.0</b> | 6.0  | <b>66.0</b>              | <b>75.0</b> | 9.0  | 55.0               | <b>64.0</b> | 9.0  |
| Franklin MS                   | 76.0                  | 76.0        | 0.0  | 73.0                   | 75.0        | 2.0  | 71.0                      | 74.0        | 3.0  | 57.0                     | 60.0        | 3.0  | 50.0               | 53.0        | 3.0  |
| Marsh PA                      | 73.0                  | 71.0        | -2.0 | 73.0                   | 72.0        | -1.0 | 70.0                      | 69.0        | -1.0 | 63.0                     | 61.0        | -2.0 | 50.0               | 48.0        | -2.0 |
| Dallas ISD                    | 80.0                  | 80.0        | 0.0  | 76.0                   | 77.0        | 1.0  | 74.0                      | 75.0        | 1.0  | 65.0                     | 67.0        | 2.0  | 55.0               | 57.0        | 2.0  |

Note: \*CityLab did not open until fall of 2017. The table illustrates the results of all respondents in grades six to 12; however, B. Adams did not implement the full model schoolwide. **Bold** numbers indicate percentages higher than the district. The number of Choice student responses varied by scale and ranged from 138 to 3,168 in 2018. n/a=not applicable.

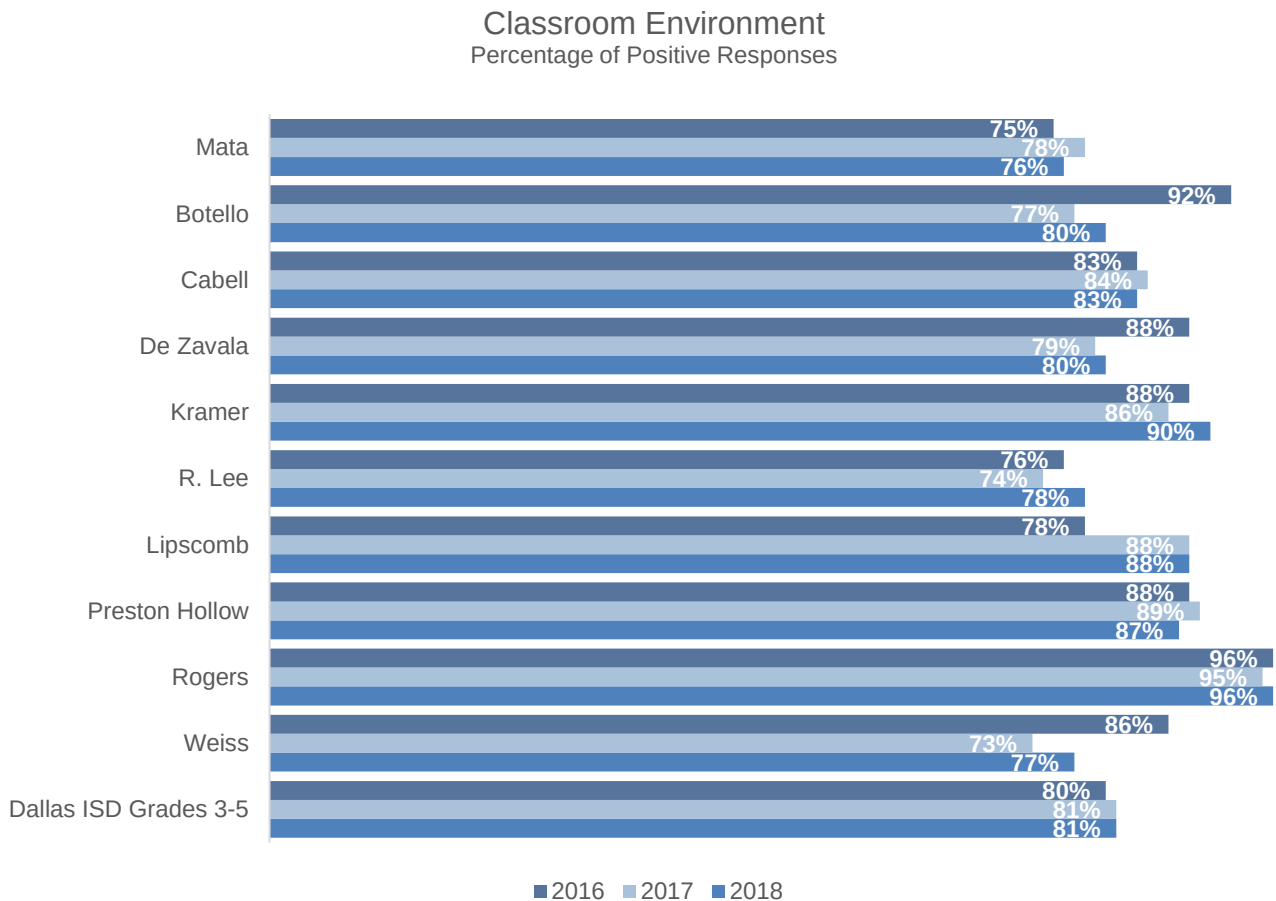
Source: District School Experience Survey results.

Student survey results varied when reviewed by school (Figures 11 to 20). Across elementary Choice Schools, the percentages of positive responses for all five scales were highest for Rogers and lowest for Mata, Weiss, and R. Lee. At secondary schools, the percentages of positive ratings were highest for IDEA, Hulcy STEAM, and Adams on all five scales and lowest for Marsh and Franklin. Choice models were not yet schoolwide at Adams; however, surveys were completed by both Choice and non-Choice students at that campus. As a result, the data should be reviewed with caution because campus-level results may not accurately reflect Choice School student perceptions at that campus. Detailed results for elementary and secondary Choice School students follow.

#### Grades 3-5 Results

Figure 11 displays the percentages of positive responses related to classroom environment. The percentages of positive responses at Kramer, Lee, and Weiss increased by greater than three percent from 2017 to 2018. In 2018, Cabell, Kramer, Lipscomb, Preston Hollow, and Rogers had higher percentages of positive responses than the district (83%, 90%, 88%, 87%, and 96% vs. 81% respectively).

**Figure 11: District Student Experience Survey Results on Classroom Environment Scale for Choice Elementary Schools (Percent Positive Responses)**

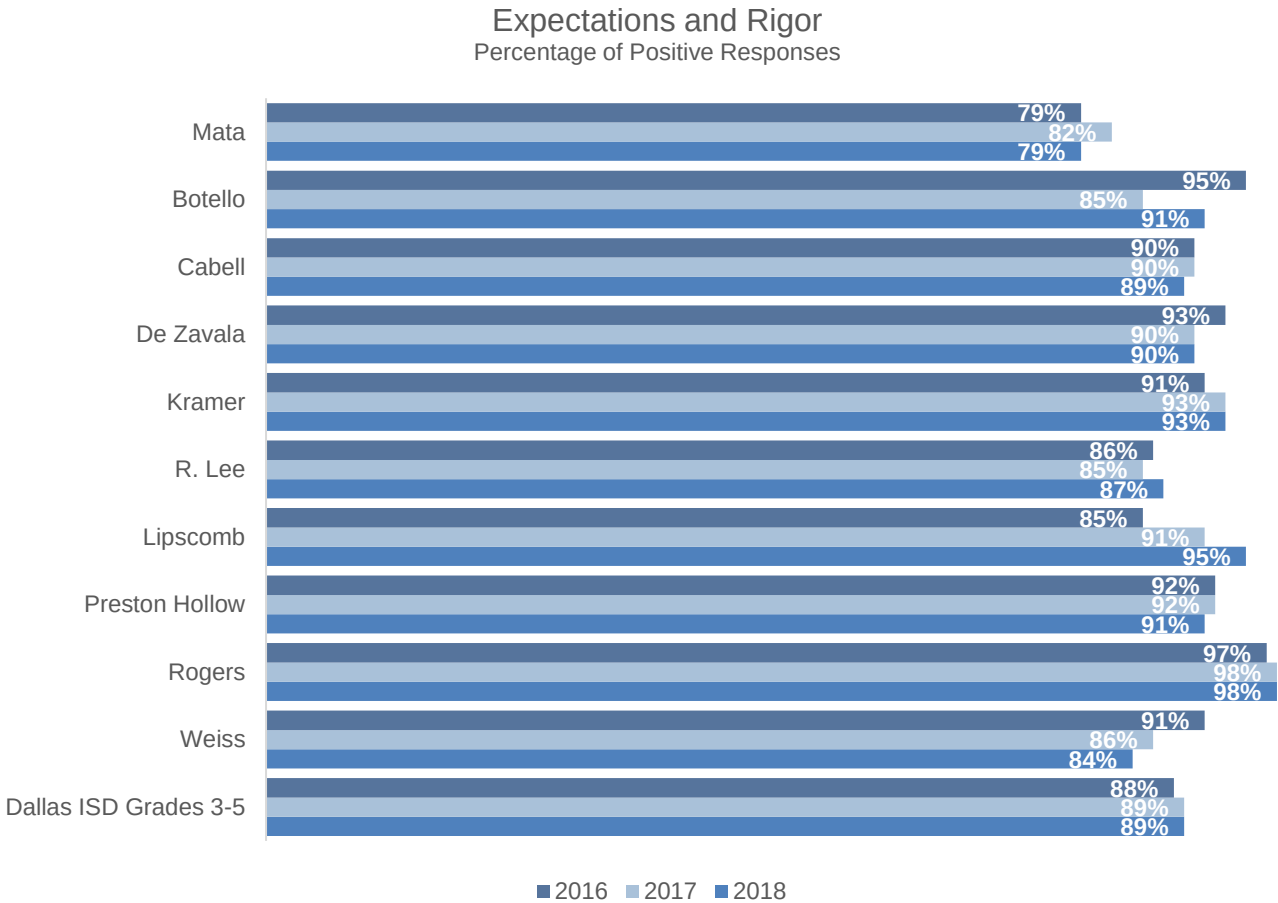


**Note:** Weiss became a Choice School in 2016-17. Botello and De Zavala became Choice Schools in 2017-18.

**Source:** District Student Experience Survey.

Figure 12 displays the percentages of positive elementary student responses related to expectations and rigor. The percentages of positive responses at Botello and Lipscomb increased by greater than three percent from 2017 to 2018. In 2018, Botello, De Zavala, Kramer, Lipscomb, Preston Hollow, and Rogers had higher percentages of positive responses than the district (91%, 90%, 93%, 95%, 91%, and 98% vs. 89% respectively).

**Figure 12: District Student Experience Survey Results on Expectations and Rigor Scale for Choice Elementary Schools (Percent Positive Responses)**

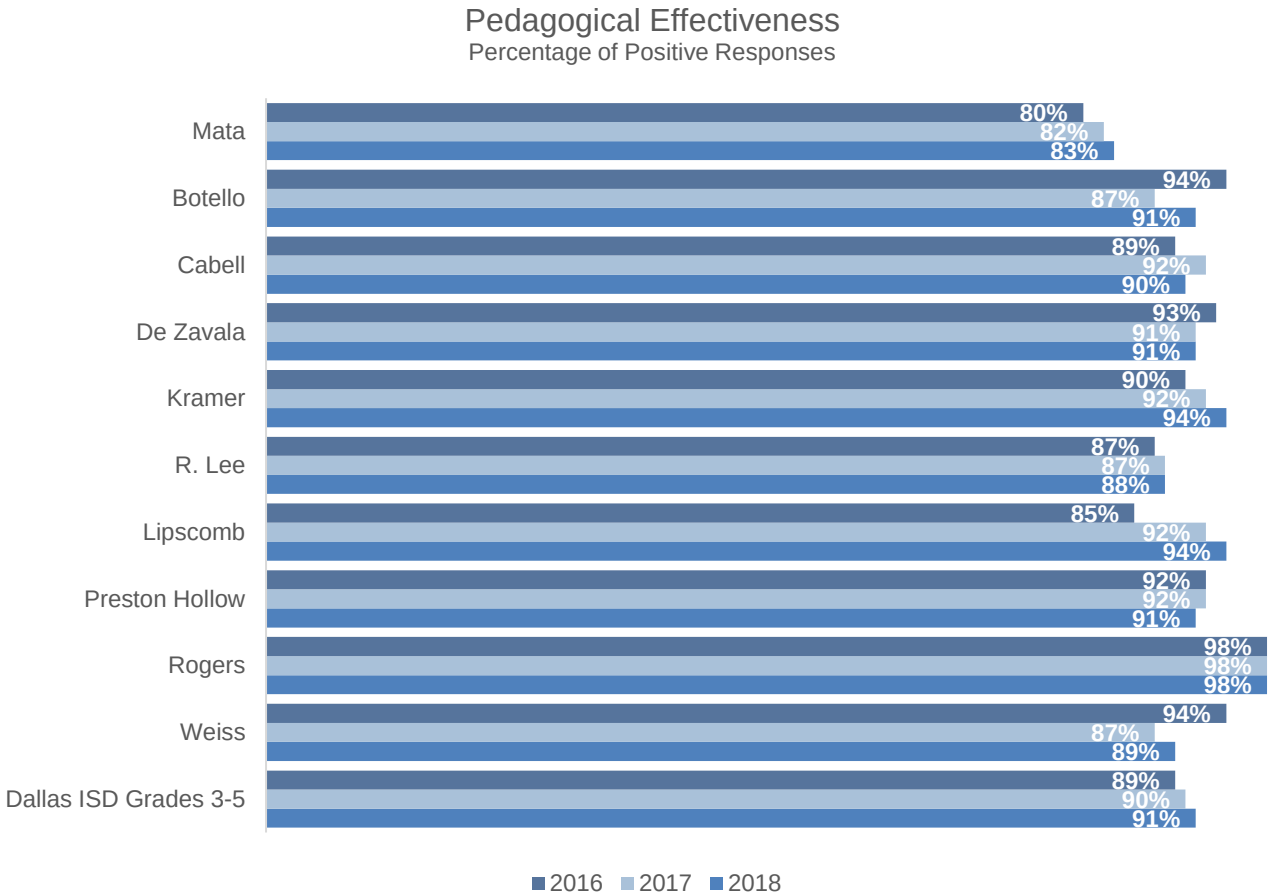


Note: Weiss became a Choice School in 2016-17. Botello and De Zavala became Choice Schools in 2017-18.

Source: District Student Experience Survey.

Figure 13 displays the percentages of positive elementary student responses related to pedagogical effectiveness. The percentages of positive responses at Botello increased by greater than three percent from 2017 to 2018. In 2018, Kramer, Lipscomb, Preston Hollow, and Rogers had higher percentages of positive responses than the district (94%, 94%, 91%, and 98% vs. 91% respectively).

Figure 13: District Student Experience Survey Results on Pedagogical Effectiveness Scale for Choice Elementary Schools (Percent Positive Responses)

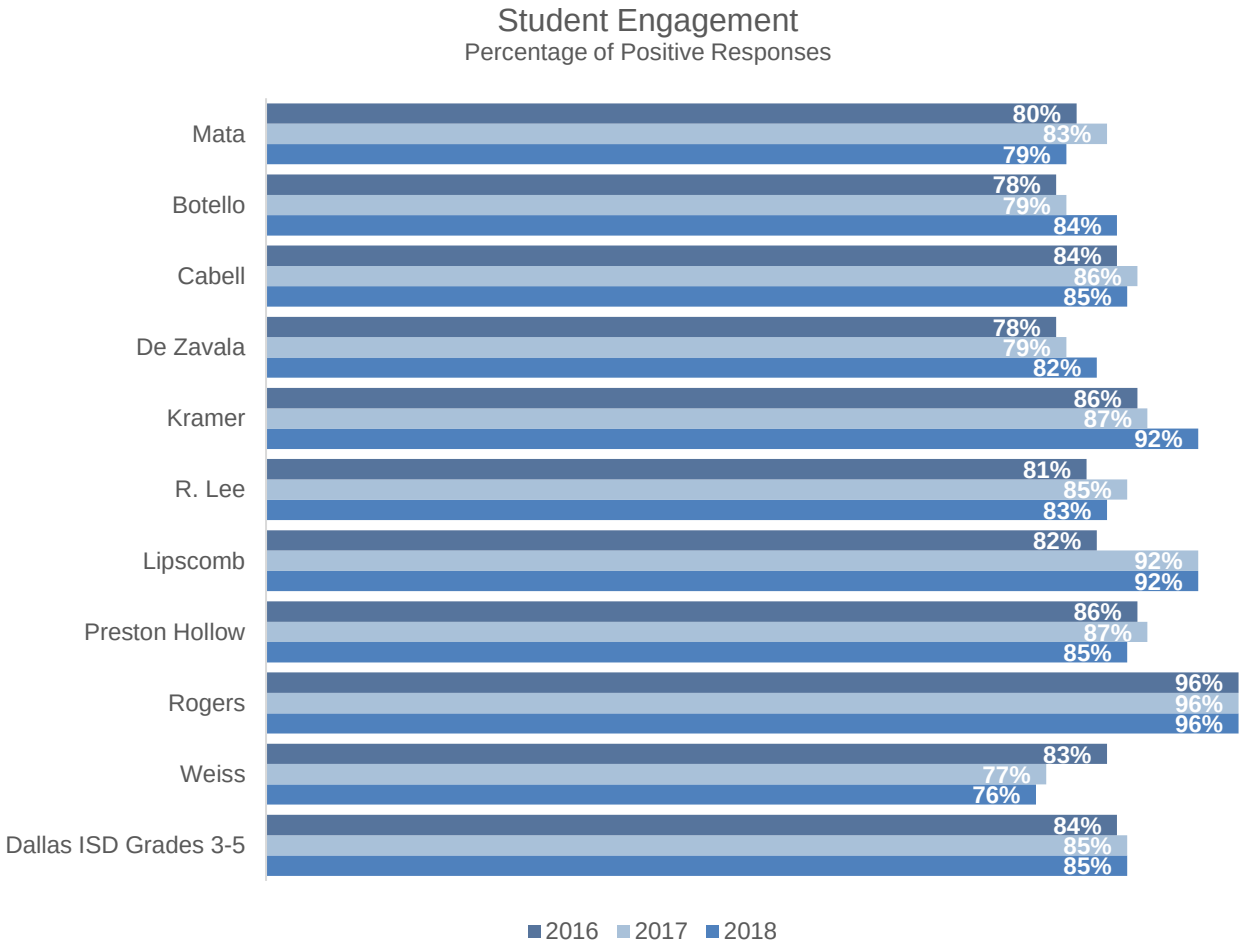


Note: Weiss became a Choice School in 2016-17. Botello and De Zavala became Choice Schools in 2017-18.

Source: District Student Experience Survey.

Figure 14 displays the percentages of positive elementary student responses related to student engagement. The percentages of positive responses at Botello and Kramer increased by greater than four percent from 2017 to 2018. In 2018, Kramer, Lipscomb, Preston Hollow, and Rogers had higher percentages of positive responses than the district (92%, 92%, 85%, and 96% vs. 85% respectively).

Figure 14: District Student Experience Survey Results on Student Engagement Scale for Choice Elementary Schools (Percent Positive Responses)

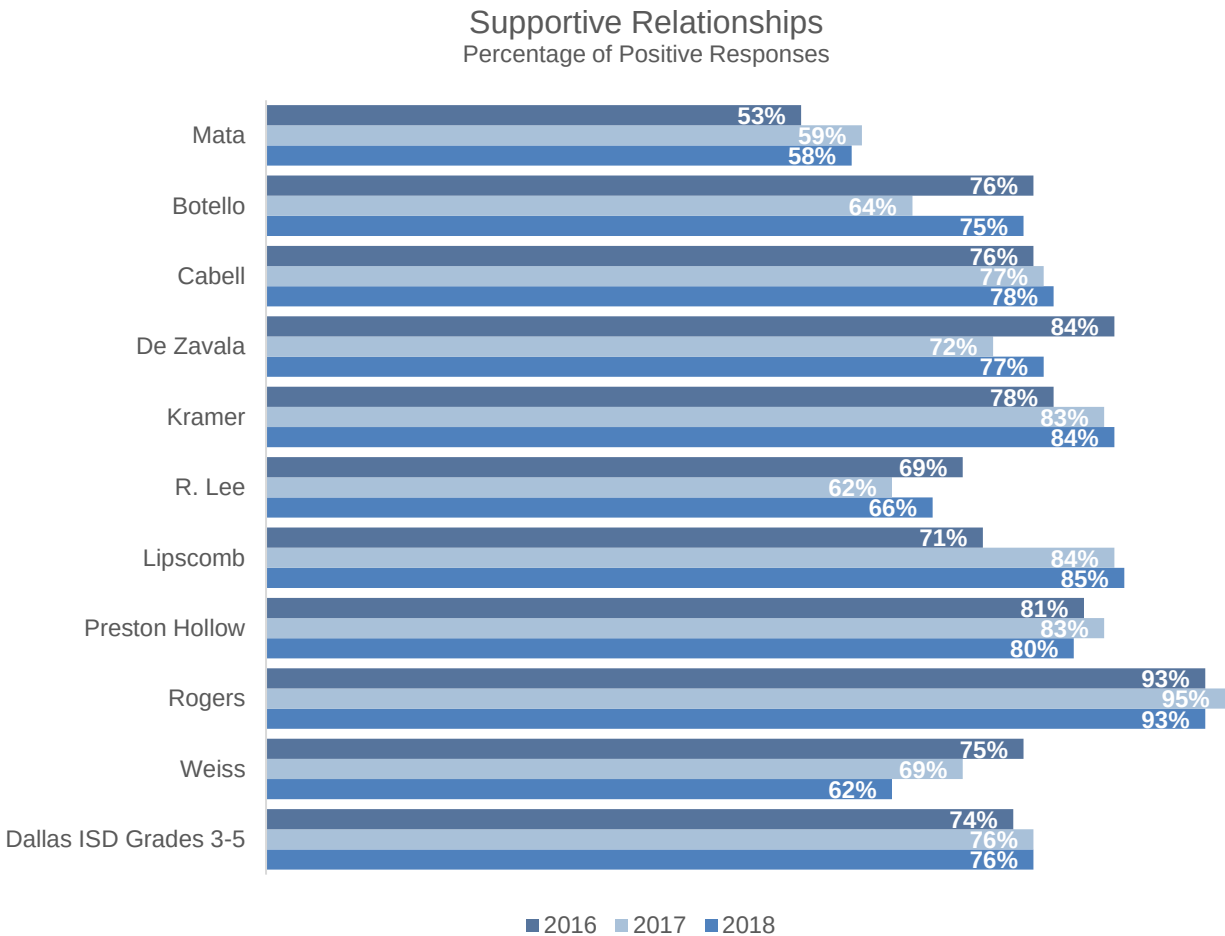


Note: Weiss became a Choice School in 2016-17. Botello and De Zavala became Choice Schools in 2017-18.

Source: District Student Experience Survey.

Figure 15 displays the percentages of positive elementary student responses related to supportive relationships. The percentages of positive responses at Botello increased by greater than ten percent from 2017 to 2018. In 2018, Cabell, De Zavala, Kramer, Lipscomb, Preston Hollow, and Rogers had higher percentages of positive responses than the district (78%, 77%, 84%, 85%, 80%, and 93% vs. 76% respectively).

Figure 15: District Student Experience Survey Results on Supportive Relationships Scale for Choice Elementary Schools (Percent Positive Responses)



Note: Weiss became a Choice School in 2016-17. Botello and De Zavala became Choice Schools in 2017-18.

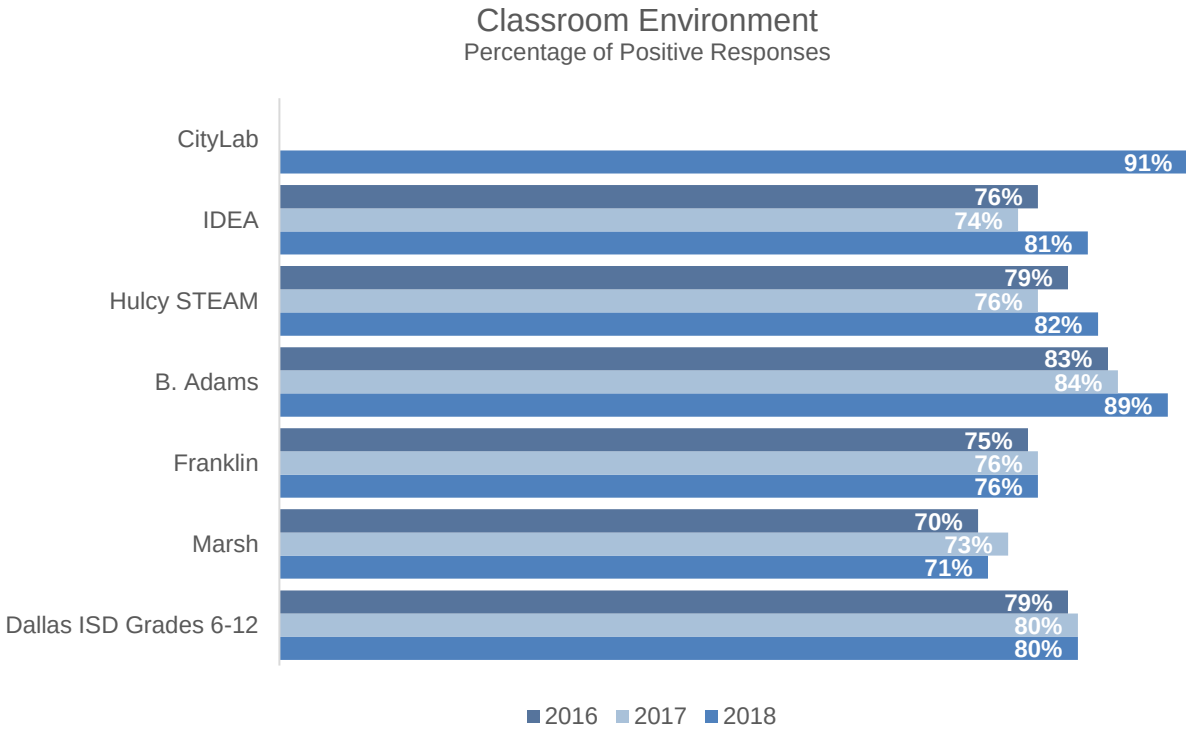
Source: District Student Experience Survey.

#### Grades 6-12 Results<sup>12</sup>

Figure 16 displays the percentages of all positive secondary student responses related to classroom environment. The percentages of positive responses at IDEA, Hulcy STEAM, and Adams increased by greater than four percent from 2017 to 2018. In 2018, students at CityLab, IDEA, Hulcy STEAM, and Bryan Adams had higher percentages of positive responses than the district (91%, 81%, 82%, and 89% vs. 80%).

<sup>12</sup> The figures illustrate the results of all respondents in grades six to 12; however, B. Adams did not implement the full model schoolwide.

Figure 16: District Student Experience Survey Results on Classroom Environment Scale for Choice Secondary Schools (Percent Positive Responses)

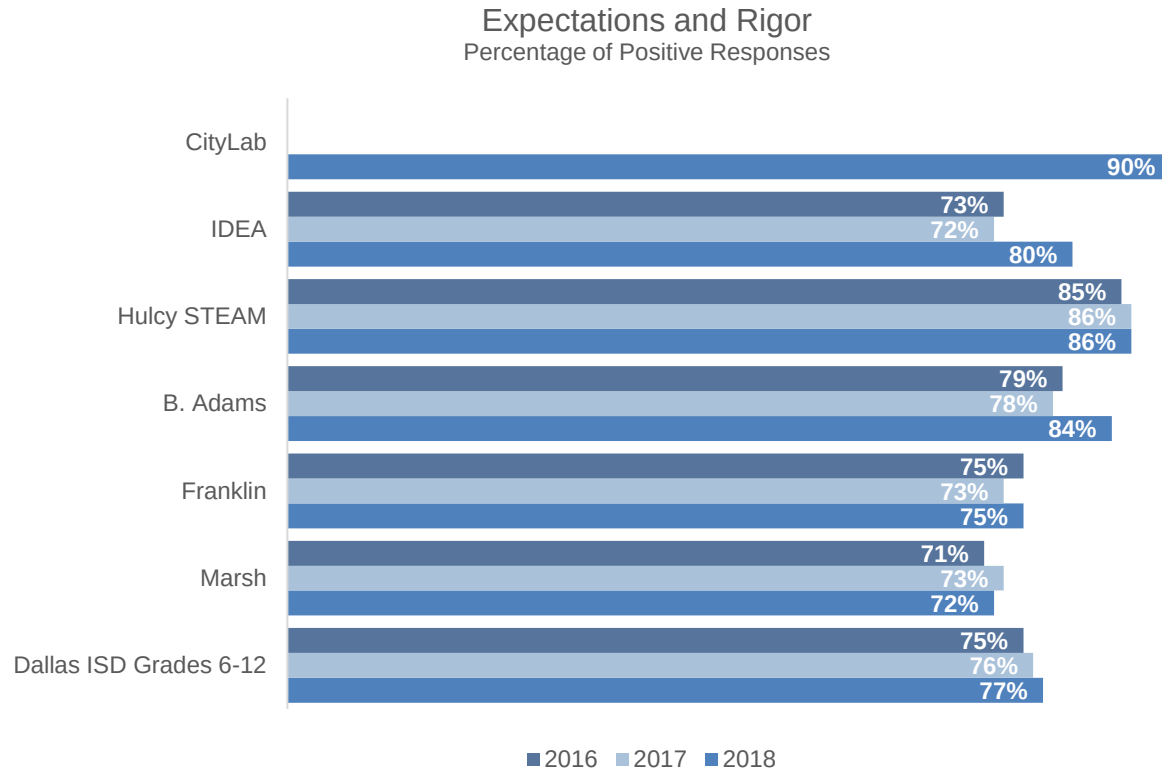


Note: CityLab became a Choice School in 2017-18.

Source: District Student Experience Survey.

Figure 17 displays the percentages of positive secondary student responses related to expectations and rigor (grades 6-12). The percentages of positive responses at IDEA and Adams increased by greater than five percent from 2017 to 2018. In 2018, students from CityLab, IDEA, Hulcy STEAM, and Adams had higher percentages of positive responses than the district (90%, 80%, 86%, and 84% vs. 77%).

Figure 17: District Student Experience Survey Results on Expectations and Rigor Scale for Choice Secondary Schools (Percent Positive Responses)

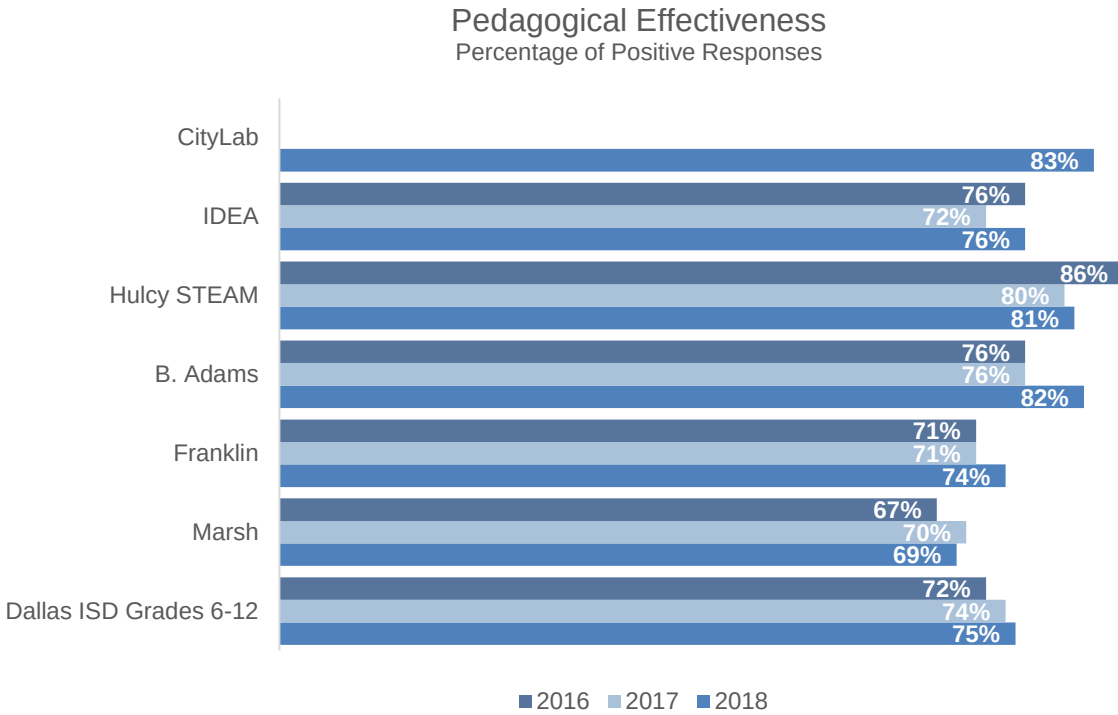


Note: CityLab became a Choice School in 2017-18.

Source: District Student Experience Survey.

Figure 18 displays the percentages of positive secondary student responses related to pedagogical effectiveness (grades 6-12). The percentages of positive responses at Adams increased by greater than five percent from 2017 to 2018. In 2018, students from CityLab, IDEA, Hulcy STEAM, and Adams gave higher ratings than the district (83%, 76%, 81%, and 82% vs. 75%).

Figure 18: District Student Experience Survey Results on Pedagogical Effectiveness Scale for Choice Secondary Schools (Percent Positive Responses)

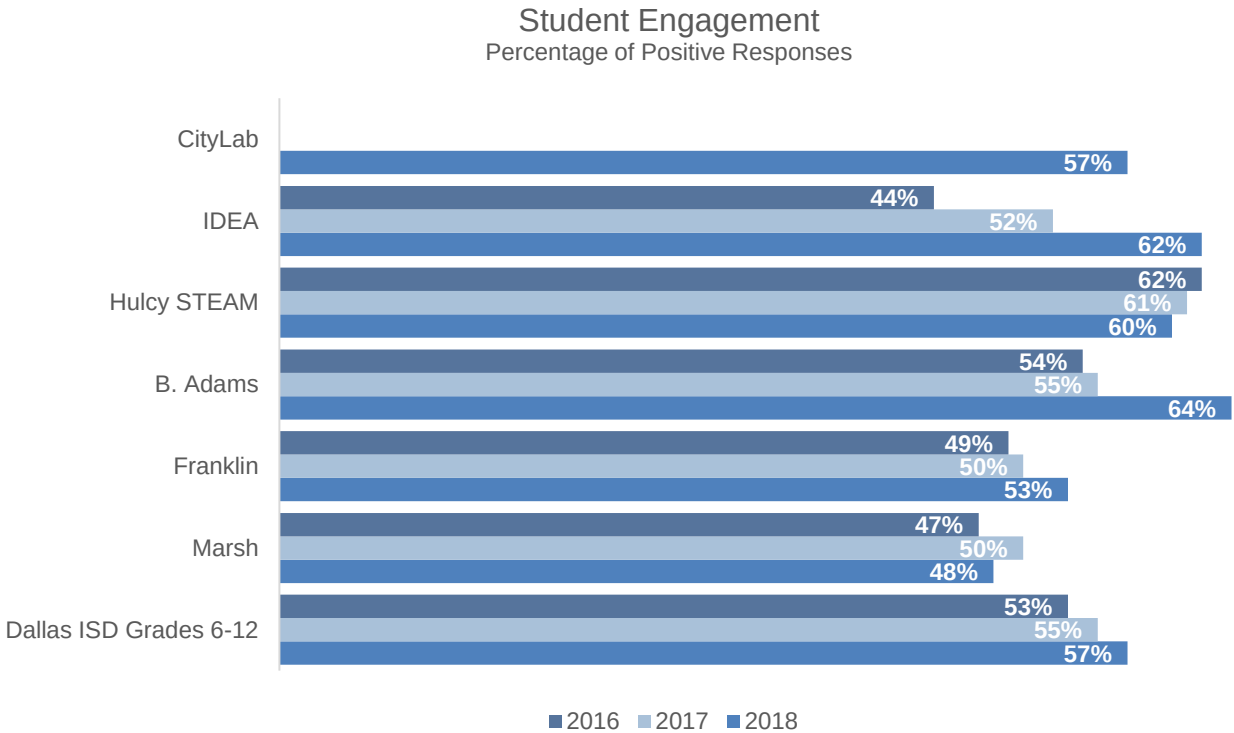


Note: CityLab became a Choice School in 2017-18.

Source: District Student Experience Survey.

Figure 19 displays the percentages of positive secondary student responses related to student engagement (grades 6-12). The percentages of positive responses at IDEA and Adams increased by greater than eight percent from 2017 to 2018. In 2018, students from IDEA, Hulcy STEAM, and Adams had higher percentages of positive responses than the district (62%, 60%, and 64% vs. 57%).

Figure 19: District Student Experience Survey Results on Student Engagement Scale for Choice Secondary Schools (Percent Positive Responses)

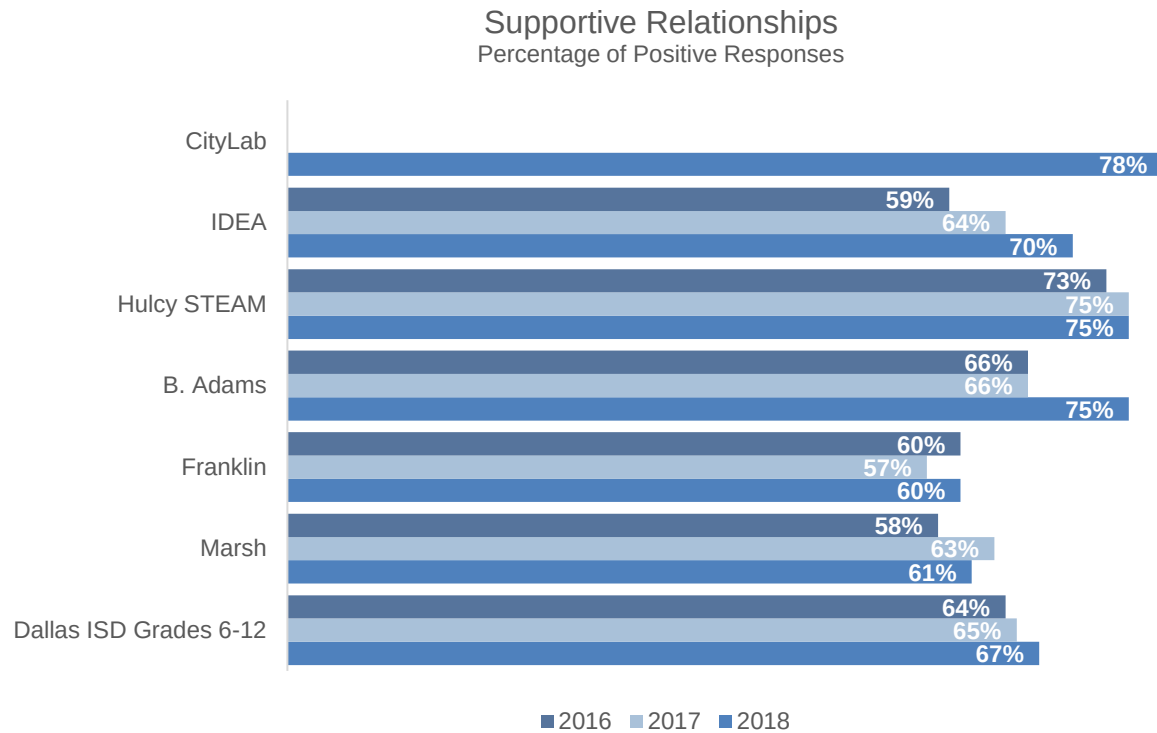


Note: CityLab became a Choice School in 2017-18.

Source: District Student Experience Survey.

Figure 20 displays the percentages of positive secondary student responses related to supportive relationships (grades 6-12). The percentages of positive responses at IDEA and Adams increased by greater than five percent from 2017 to 2018. In 2018, students from CityLab, IDEA, Hulcy STEAM, and Adams had higher percentages of positive responses than the district (78%, 70%, 75%, and 75% vs. 67%).

Figure 20: District Student Experience Survey Results on Supportive Relationships Scale for Choice Secondary Schools (Percent Positive Responses)



Note: CityLab became a Choice School in 2017-18.

Source: District Student Experience Survey.

## SUMMARY AND RECOMMENDATIONS

### Summary

#### Public School Choice

In 2016-17, Dallas Independent School District (ISD) operated 17 Transformation and Innovation Choice Schools: five Transformation Schools and 12 Innovation Schools. Another Transformation School was in the planning process. Transformation Schools were new start-up schools without traditional attendance zones whereas Innovation Schools were existing schools and limited to the students within the school's attendance zone.

In 2017-18, 10,176 students attended a Choice School, which was an increase from 8,688 students in 2016-17. Most ( $n = 8,464$ ) attended an Innovation School and the remaining 1,712 students attended a Transformation School. Most students were Hispanic (75%) and economically disadvantaged (80%); 48 percent were ELLs.

The total funding amount available was \$2,742,509. This included \$2,344,509 from district funds, \$215,000 from the New School Venture Fund (NSVF), and \$183,000 from Title II funds. A component of the Public School Choice (PSC) initiative included budget autonomy, allowing school administrators to submit individual workscopes to be approved by OTI. This enabled campus administrators to choose how they allocated their funds to further the purposes of their schools, while also allowing them to roll over their funds from one year to the next, for up to three years.

#### School Application Processes

OTI staff members established a rigorous three-step application process for teams wanting to initiate a Choice School. First, applicant teams wrote proposals to be reviewed by the School Choice Committee (SCC); as the teams wrote their proposals, OTI staff offered workshops targeted toward innovative school design. Once approved, applicant teams moved forward to an interview round with the SCC and then a final review by the Superintendent's panel.

Of the 23 Transformation and Innovation proposals submitted in spring 2015, one Transformation School (Solar Preparatory School for Girls) and one Innovation School (Bryan Adams High School) were selected to launch as Choice Schools in 2015-16. Of the eight proposals submitted in spring 2016, one Transformation School (CityLab High School) and one Innovation School (Martin Weiss Elementary School) were selected to launch as Choice Schools in 2016-17. Of the 11 proposals submitted in spring 2017, one Transformation School (Solar Prep for Girls) and one Innovation School (Felix Botello Elementary School) were selected as 2017-18 Choice Schools. Additionally, Lorenzo de Zavala Elementary School was selected as a pilot Choice program and may become an official Choice School in the fall of 2019. Of the 14 proposals submitted in spring 2018, three Transformation Schools (a Montessori school, a personalized learning school, and Solar Prep for Boys) and four Innovation Schools (L.O. Donald Leadership Academy, John H. Reagan S.T.E.A.M., Fredrick Douglas STEM Academy, Thelma Richardson Elementary School) were selected.

Once students submitted Transformation School applications, they were placed into a lottery designated by OTI; selected students were sent acceptance letters and were required to confirm their intent to attend. Then, OTI conducted an equity audit (per District Policy FDB Regulation) to ensure students at a range of socioeconomic levels were committed to attend. If needed, OTI pulled from the waiting list to meet equity requirements. Due to the high demand, student acceptance rates were 43 percent for spring 2015, 38 percent for spring 2016, 36 percent for spring 2017, and 59 percent for spring 2018. Across all four years, there were markedly more applications submitted than seats available. Of the 1,796 students accepted to a Transformation School in the spring of 2018, approximately 32 percent were students not enrolled in a Dallas ISD school at the time of application.

### **Public School Choice Models**

An important characteristic of the PSC initiative was the implementation of a schoolwide anchor model. Dallas ISD staff members used available resources (i.e., websites, books, and curriculum developers) to develop the model. OTI supported six different anchor models among 17 schools: 1) Montessori (1 Transformation School and 1 Innovation School); 2) science, technology, engineering, the arts, and mathematics (STEAM; 2 Transformation Schools); 3) leadership (2 Innovation Schools); 4) International Baccalaureate (5 Innovation Schools); and 5) personalized learning (1 Transformation School and 4 Innovation Schools); and 6) urban planning, architecture, and community development (1 Transformation School)

### **Public School Choice Survey Results**

Choice School staff members were asked to complete a PSC survey in April 2018. Ninety-four percent of respondents (N=392) described the professional development they received as helpful. The majority (84%) would recommend a position working at their school to others. Most indicated that students benefited academically (81%) as well as socially and emotionally (85%) from their model. The main challenges were demands on teachers' time (N=77) and alignment of the Choice model to district and state requirements (N=70).

### **District Climate Survey Results**

The 2017-18 Climate Survey was administered to all Dallas ISD campus professional and support staff in the fall and spring. It included six scales: 1) Beliefs and Priorities, 2) Positive Culture and Environment, 3) Culture of Feedback and Support, 4) College-Going Culture, 5) Teacher-Teacher Trust, and 6) Principal-Teacher Trust. District Climate Survey results for spring varied for each Transformation School, but were positive for the most part. All five Transformation Schools and the district had over 70 percent positive ratings on the Beliefs and Priorities, College-Going Culture, Teacher-Teacher Trust, and Principal-Teacher Trust scales whereas the percentages varied more for the Positive Culture and Environment and Culture of Feedback and Support scales. Innovation School results for spring were positive overall and varied by campus. The spring ratings for Cabell, De Zavala, Franklin, Lipscomb, Preston Hollow, Rogers, and Weiss were higher than the district for all six scales.

### District Student Experience Survey Results

The 2017-18 Student Experience Survey was administered to students in grades three to 12 during the week of April 23 to 27, 2018. The survey addressed five areas: 1) classroom environment, 2) expectations and rigor, 3) pedagogical effectiveness, 4) student engagement, and 5) supportive relationships. Students were asked to complete surveys for two of their teachers. The district's Student Experience Survey results showed elementary Choice School student responses were more positive than secondary Choice School student responses. Results of the grades three to five survey varied by campus, but were positive overall. Across elementary Choice Schools, the percentages of positive responses for all five scales were highest for Rogers and lowest for Mata, Weiss, and R. Lee. The secondary Choice Schools' percentages of positive ratings were highest for IDEA, Hulcy STEAM, and Adams on all five scales and lowest for Marsh and Franklin.

### Student Outcome Results

*TerraNova*, *SUPERA*, and *STAAR* results varied by Choice campus, grade level, and subject area, but were generally positive. Attendance rates for most Choice Schools were higher than the district in 2015-16, 2016-17, and 2017-18. Additionally, while more than 11 percent of Dallas ISD students were identified for chronic absenteeism in 2015-16, 2016-17, and 2017-18, 9.7 percent of Choice students were chronically absent in 2015-16, 6.5 percent in 2016-17, and 8.2 percent in 2017-18. Fewer discipline referrals were reported for 2017-18 than in 2016-17 for both the district and Choice Schools. Most referrals were Level II and the least were Level IV. Reported offenses varied by campus.

### Recommendations

- ***Continue offering professional development opportunities targeted at Choice model implementation.*** Per PSC survey results, Choice teachers requested guidance as they worked to maintain fidelity to the Choice model while also meeting district and state requirements.
- ***Support district and campus administrators in the hiring of Choice faculty.*** Interviews with administrators indicated a desire to personalize the application process for Choice teachers to hire the best applicants and to monitor the turnover of Choice faculty.
- ***Work to align Choice models to district and state expectations.*** PSC survey results and interviews with campus and district administrators revealed concerns over pressure to maintain fidelity to the Choice model while also meeting state and district expectations.

## REFERENCES

- Sanguras, L.Y. (2016). Evaluation of Public School Choice Transformation and Innovation Schools: Final report 2015-16. Dallas, TX: Dallas Independent School District.
- Sanguras, L.Y. (2017). 2016-17 Evaluation of Public School Choice. Dallas, TX: Dallas Independent School District.

# APPENDICES

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## Appendix A

### Public School Choice Teacher Survey

*Hello Choice School teachers!*

*Thank you in advance for your participation in the Public School Choice Survey. The purpose of this survey is to collect feedback related to your experiences during the 2016-17 school year. The survey will solicit information about professional development, successes, and challenges related to the implementation of your school's Choice model.*

*Here are some things you should know about this survey:*

- 1. This survey is VOLUNTARY and ANONYMOUS. Your email address will not be tracked and will not be included in the survey results.*
- 2. Only summary information will be provided to Dallas ISD leadership staff. The survey data will be analyzed at the campus and district level.*
- 3. No individual survey responses will be released.*
- 4. You will not be contacted regarding your responses.*

*The survey will take approximately 15 minutes to complete. Please complete the survey by Friday, February 3rd. Please do not forward the survey link to other Dallas ISD staff.*

*Your feedback is extremely important. Thank you for your time.*

- 1. At which school do you teach?*
  - Bryan Adams
  - Cabell
  - Franklin
  - Hulcy STEAM
  - IDEA
  - Kramer
  - R. Lee
  - Lipscomb
  - Marsh
  - Mata
  - Preston Hollow
  - Rogers
  - Solar Preparatory
  - Weiss

*The following questions were intended for those who taught at a personalized learning school.*

*The Personalized Learning Team would like to understand how you feel about strategic planning. Strategic planning refers to your school's process for defining its long-term vision and goals, and making decisions to allocate resources to achieve those goals. Please respond to the following statements.*

- 2. Rate the helpfulness of the support provided by the district's Personalized Learning Team.*
  - Very helpful
  - Helpful
  - Not helpful

- Not applicable

| Please rate your level of agreement with the following statements.                              | Strongly Disagree        | Disagree                 | Neither Agree nor Disagree | Agree                    | Strongly Agree           |
|-------------------------------------------------------------------------------------------------|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| 3. Effective strategic planning is important to the long-term success of my school.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Campus administrators engage in annual strategic planning for my school.                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Campus administrators have a long-term (3-5 year) vision for my school.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I understand how my school's Choice model fits into my campus's long-term (3-5 year) vision. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |

*The following question was intended for those who taught at Solar Prep.*

7. Why did you apply to teach at Solar Prep? (Select all that apply.)
- I wanted to teach at a single gender school.
  - I was interested in teaching at a school focused on STEM.
  - I wanted to be a part of Dallas ISD's socioeconomic diversity pilot.
  - Other (please specify)

*The following questions were intended for all respondents.*

8. What grade level(s) do you currently teach? Check all that apply.
- Prekindergarten
  - K-3
  - 4-5
  - 6-8
  - 9-12
9. How many years have you been a teacher in Dallas ISD or any other district (in total)?
- This is my first year.
  - 2-5 years
  - 6-10 years
  - 11-15 years
  - 16-20 years
  - Over 20 years
10. How many years have you taught at your current school?

- This is my first year.
- 2-5 years
- 6-10 years

- 11-15 years
- 16-20 years
- Over 20 years

11. For the 2016-17 school year, when did you start working at your current school?

- 1<sup>st</sup> Six Weeks
- 2<sup>nd</sup> Six Weeks
- 3<sup>rd</sup> Six Weeks
- 4<sup>th</sup> Six Weeks

*The following questions are related to professional development (PD) offered to you by Dallas ISD. PD includes, but is not limited to, training, site visits, conferences, one-on-one coaching, online courses, face-to-face courses, book studies, etc.*

12. Have you received professional development specific to your school's Choice model (e.g., personalized learning, IB, etc.)?

- Yes
- No

*The following questions were intended for respondents who selected "yes" for question 12.*

| 13. Please rate your level of agreement with the following statements.                                      | Strongly Disagree        | Disagree                 | Neither Agree nor Disagree | Agree                    | Strongly Agree           |
|-------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| The training I received related to our school's Choice model helped me implement our school's Choice model. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| I applied what I learned from professional development related to our school's Choice model.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |

| 14. Rate the helpfulness of the following PD you have received related to your school's Choice model. | Very Helpful             | Helpful                  | Not Helpful              | Did Not Attend           |
|-------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Training by external providers                                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Training by campus personnel                                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Training by district personnel                                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Site Visits                                                                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Conferences                                                                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|                      |                          |                          |                          |                          |
|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| One-on-One Coaching  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Online Courses       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Face-to-Face Courses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Book Studies         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

15. Approximately how many days of professional development did you receive related to your school's Choice model?

- ☐ ½ day
- ☐ 1 day
- ☐ 2 days
- ☐ 3 days
- ☐ 4 days
- ☐ 5 or more days

*The following question was intended for participants who answered "no" to question 12.*

16. Please select the reason you did not receive professional development.

- ☐ It was offered, but I was not able to attend.
- ☐ I was not offered the opportunity to attend.
- ☐ Other (please specify)

*The following questions were intended for all respondents.*

| 17. Please rate your level of agreement with the following statements.                                 | Strongly Disagree        | Disagree                 | Neither Agree nor Disagree | Agree                    | Strongly Agree           |
|--------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| I can confidently explain our school's Choice model to a colleague.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| Campus administrators support teachers when they try new things related to our school's Choice model.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| Teachers at my campus support one another as they try new things related to our school's Choice model. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff members have adequate resources to successfully implement our school's Choice model.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff members at my school are supportive of our school's Choice model.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |

|                                                                                         |                          |                          |                          |                          |                          |
|-----------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Students are benefitting academically as a result of our school's Choice model.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students are benefitting socially/emotionally as a result of our school's Choice model. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I enjoy working under our school's Choice model.                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would recommend a position working at this school to my colleagues.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

18. What kind of professional development, if any, would be helpful as your school moves forward with its Choice model? If you don't think additional PD is necessary, please write "none."
19. What have been the successes related to your school's Choice model this year?
20. What have been the challenges related to your school's Choice model this year?
21. What, if any, additional information would you like to share about the implementation of your school's Choice model?