

2017-18 Evaluation of the Intensive Support Network

Department of Evaluation and Assessment

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2017-18 Evaluation of the Intensive Support Network

Approved Report of the Department of Evaluation and Assessment

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2017-18 Evaluation of the Intensive Support Network

Project Evaluator: Mitch Barton, Ph.D.

ABSTRACT

The Intensive Support Network (ISN) was an initiative of the Dallas Independent School District (Dallas ISD) designed to help schools achieve or maintain the *Met Standard* accountability rating from the Texas Education Agency. With a budget of \$85,229 for services plus funding for additional personnel at each campus, ISN implemented five components to improve student outcomes and the quality of teacher instruction. These included 1) Data Analysis, 2) Coaching, 3) Collaboration, 4) Monitoring Instruction, and 5) Student Management of Learning. The primary outcomes of this report are outlined below.

- Approaches+ attainment trended upward over one year for 14 of 22 *State of Texas Assessments of Academic Readiness (STAAR)* subtests (range: +1 to +13 percentage points) and trended downward for six of 22 subtests (range: -1 to -5 percentage points). Meets+ attainment trended upward over one year for 18 of 22 *STAAR* subtests (range: +1 to +20 percentage points) and trended downward for three of 22 subtests (range: -1 to -4 percentage points).
- Attendance rates for all ISN campuses were consistent from 2016-17 (94%) to 2017-18 (94%).
- Students at ISN campuses received 137 (6%) fewer discipline referrals than in 2016-17.
- The district Climate Survey results were mixed during 2017-18.
- At least 90 percent of assistant principals reported that each of the components of ISN were effectively implemented on their campuses. At least 46 percent of assistant principals and campus instructional coaches agreed that the critical success factors for each of the components were achieved.
- Ninety percent of assistant principals and 75 percent of campus instructional coaches rated the level of support from ISN program staff members as good, very good, or excellent.
- From 2017 to 2018, the attendance rates for students who were assigned to an urban specialist in 2017-18 were relatively consistent, and students received 17 (4%) fewer discipline referrals.
- Thirteen of 15 ISN campuses received a *Met Standard* accountability rating for 2017-18.
- To help future school improvement programs assist at-risk campuses, programs like ISN should 1) identify additional program goals, 2) recruit more teachers with a Proficient I or higher effectiveness level, 3) continue to provide professional development sessions, 4) improve the relationship between program components and critical success factors, and 5) carefully consider transition plans when campuses achieve the *Met Standard* accountability rating.

PROGRAM DESCRIPTION

The Intensive Support Network (ISN) was a Dallas Independent School District (Dallas ISD) initiative started in 2016-17 to help schools achieve or maintain a *Met Standard* accountability rating by reducing the student academic achievement gap with respect to ethnicity and socioeconomic status. To achieve this goal, ISN focused on several components. These components included 1) Data Analysis - monitoring student progress, 2) Coaching - providing professional development for teachers and administrative staff, 3) Collaboration - professional learning community planning by content and subject, 4) Monitoring Instruction - teacher observation, feedback, and follow-up, and 5) Student Management of Learning - students tracking their academic performance. Funding for ISN in the 2017-18 school year included \$85,229 from general operating funds. Each campus also received funding for an additional assistant principal and an urban specialist.¹

The following 15 campuses were part of ISN during the 2017-18 academic year, the final year of the program. ISN campuses with IR status are indicated in parenthesis after the campus name.

- John Neely Bryan Elementary School
- Rufus C. Burleson Elementary School
- Paul L. Dunbar Learning Center (IR)
- Martin Luther King, Jr. Learning Center (IR)
- Joseph J. Rhoads Learning Center (IR)
- Charles Rice Learning Center
- Oran M. Roberts Elementary School
- George W. Truett Elementary School (IR)
- Daniel Webster Elementary School
- T.W. Browne Middle School
- Oliver W. Holmes Middle School
- Boude Storey Middle School
- Lincoln High School (IR)
- James Madison High School (IR)
- South Oak Cliff High School

PURPOSE AND SCOPE OF THE EVALUATION

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

1. What were the components of the ISN program?
2. What were the characteristics of ISN students and teachers?
3. What were ISN outcomes based on measurable district metrics?
4. What were campus leadership perceptions of the critical success factors for each ISN component?
5. What was the role of ISN campus staff members?
6. To what extent did the ISN program meet its program goal?
7. What were the evaluator's recommendations with respect to similar future programs?

¹ Program staff members were unable to provide specific dollar values for these expenses.

MAJOR EVALUATION QUESTIONS AND RESULTS

What were the components of the ISN program?

Methodology

The evaluator reviewed documentation provided by ISN program staff members (i.e., coordinators and assistant superintendent) to determine the five components of the program.

Results

The five components of ISN were data analysis, coaching, collaboration, monitoring instruction, and student management of learning. To assess the effectiveness of ISN, program staff members identified a series of indicators (i.e., critical success factors) for each component of ISN. The critical success factors for each ISN component also are identified in each of the following sections.

Data Analysis

The data analysis component of ISN primarily consisted of scores on six- and three-week common assessments. For the six-week common assessments, the questions were based on student expectations (SEs) from the state-mandated Texas Essential Knowledge and Skills (TEKS) curriculum. The results were aggregated across student groups [i.e., ethnicity, English language learners (ELLs), special education status (SPED)] for each ISN campus, the overall ISN program, and the overall district. Low SEs from each six-week assessment were reviewed again in three-week assessments to determine if students had mastered the required knowledge and skills. Beginning in spring 2018, ISN program staff members also implemented informal mini-assessments prior to the three-week common assessments to track student performance on low SEs. In addition, ISN program staff members reviewed the percentage of students passing the *Assessments of Course Performance (ACPs)* in fall 2017 and spring 2018. Staff members also reviewed student attendance rates and number of discipline referrals every six weeks. Lastly, every campus was required to have a data room that displayed student performance on the common assessments to help teachers monitor the progress of all student groups. For the data analysis component of ISN, the critical success factors included 1) improving academic performance, 2) increasing teacher quality, 3) increasing the use of quality data to drive instruction, and 4) increasing leadership effectiveness.

Coaching

The coaching component of ISN included professional development for teachers, campus instructional coaches, assistant principals, and principals. ISN program staff members provided a range of professional development sessions for campus instructional coaches (e.g., small group instruction), assistant principals (e.g., attendance and discipline information for kindergarten to grade two classes), and principals (e.g., gifted student programs). To meet the needs of teachers across all ISN campuses during the school year, ISN coordinators focused on training the campus instructional coaches on high needs areas (e.g., writing, science, and mathematics) by targeting specific SEs. Campus instructional coaches used this training to provide professional development for teachers in content areas and pedagogy. They

1) planned lessons with teachers, 2) demonstrated lessons in the classroom, 3) provided feedback after classroom observations, 4) communicated with principals to ensure teachers were implementing strategies in the classroom, and 5) taught teachers how to use ALL-In-Learning² and Istation.³

Furthermore, ISN program staff members organized professional development from Region 10 for administrators, and they organized a Job-Alike⁴ session in fall 2017. The purpose of the Job-Alike session was to build the capacity of teachers and campus instructional coaches by providing them with resources and information regarding best practices in the classroom. The presentations at the session were led by teachers, campus instructional coaches, assistant principals, and principals. Lastly, representatives from different departments in the Dallas ISD (e.g., Teaching and Learning department and Psychological and Social Services department) provided resources to ISN campuses. These resources included developing lesson plans for core subject teachers, building support on ISN campuses for homeless students, training teachers on the student code of conduct, developing bilingual and dual language programs, and training teachers on socioemotional learning. The critical success factors for the coaching component included 1) improving academic performance, 2) improving school climate, and 3) increasing teacher quality.

Collaboration

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

The PLCs at ISN campuses focused on 1) data analysis, 2) lesson planning, 3) common assessments, 4) professional development, 5) analysis of student work, and 6) response to intervention. Most teachers met once or twice per week with their PLCs. PLCs engaged in both vertical (i.e., same subject across different grade levels) and horizontal (i.e., different subjects across same grade level) team planning. Teachers also could present lessons and receive feedback from peers, discuss grade-level issues, and look for resources. The critical success factors for the collaboration component included 1) improving academic performance, 2) improving school climate, 3) increasing teacher quality, 4) increasing the use of quality data to drive instruction, and 5) increasing leadership instruction.

Monitoring Instruction

The monitoring instruction component of ISN encouraged campuses to use best practices when helping students to meet academic achievement goals. To accomplish this goal, ISN focused on

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

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

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

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

three strategies. First, principals and ISN program staff members conducted classroom walkthroughs and provided feedback to teachers. The feedback was based on a list of classroom non-negotiables, or “look-fors,” that campuses were required to follow as part of ISN (Appendix A). Second, ISN campuses received an additional assistant principal. In general, the responsibilities of the additional assistant principal varied across campuses depending on the experience of the administrative staff.⁶ Lastly, all ISN campuses were assigned an urban specialist to mentor students with attendance and behavior issues.

Each urban specialist served two campuses, and their caseloads included approximately 30 high-needs students at each campus. The primary purpose of urban specialists was to improve attendance rates for chronically absent students, monitor the socioemotional well-being of students, address discipline issues, and build positive relationships between families and the campus staff members. For example, they regularly made phone calls and home visits to help students and parents understand the importance of attending school. Urban specialists fostered engagement within campuses by providing resources to students and using incentives to encourage students to attend school. In addition, urban specialists taught students with behavior issues social skills and self-management techniques, provided them with an opportunity to calm down when necessary, and worked with campus counselors to refer students to other services when needed. Each urban specialist caseload remained relatively consistent throughout the school year. If a student improved and no longer needed assistance from an urban specialist, the student was sometimes replaced with another student experiencing more serious attendance or behavior issues. The critical success factors for the monitoring instruction component included 1) improving academic performance, 2) improving school climate, 3) increasing family and community engagement, 4) increasing the use of quality data to drive instruction, and 5) increasing leadership effectiveness.

Student Management of Learning

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

⁶ Some of the additional assistant principals played a larger role with discipline issues and special education, or they were responsible for other grade levels because of their prior experience in those content areas.

What were the characteristics of ISN students and teachers?

Methodology

This section includes information regarding ISN student demographics and teacher creditable years of service and effectiveness levels.

Student Demographics

To determine the characteristics of ISN students, the evaluator used the Public Education Information Management System (PEIMS) data file dated October 30, 2017.⁷ The evaluator conducted frequency analyses to summarize student demographic information by campus, for the ISN program overall, and by student group (i.e., gender, ethnicity, ELL status, and SPED status).

Teacher Creditable Years of Service and Effectiveness Levels

Creditable years of service were compared for ISN campuses, Accelerating Campus Excellence (ACE)⁸ campuses, and the district. The evaluator used a data file from Human Capital Management that included all actively employed teachers as of October 24, 2017. Data were aggregated by type of campus (i.e., ACE, ISN, and district) and years of service (i.e., first-year, one to five years, six to 10 years, 11 to 20 years, and more than 20 years of service). In addition, the evaluator used the scorecard data file from Human Capital Management dated October 24, 2017 and the district personnel file dated November 12, 2017 to calculate the percentage of ISN, ACE, and district teachers who had achieved each of the Teacher Excellence Initiative (TEI) effectiveness levels.⁹

Results

Student Demographics

Table 1 shows a summary of student characteristics for each ISN campus and for the overall program. The 9,919 ISN students were approximately 52 percent male, 57 percent African American, and 41 percent Hispanic. Thirty percent of students were ELLs, and 10 percent were enrolled in SPED.

⁷ The PEIMS reporting date for 2017-18 was October 27, 2017.

⁸ ACE campuses offered competitive stipends to incentivize top teachers and principals to work at some of the district's most challenged campuses. No schools were both ACE and ISN campuses. For more information on the ACE program, see Palladino, 2018.

⁹ TEI effectiveness levels for the 2017-18 school year were based on scores earned during the 2016-17 school year. For more information regarding TEI, see Barton & Palladino (2018).

Table 1: 2017-18 ISN Student Demographics

Campus	Gender				Ethnicity											
	Male		Female		African American		Hispanic		White		Other		ELL		SPED	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
High Schools																
Lincoln	311	49	320	51	480	76	147	23	-	-	4	1	89	3	105	11
Madison	231	49	240	51	277	59	186	39	3	1	5	1	128	4	58	6
SOC	625	52	583	48	823	68	366	30	5	<1	10	1	200	7	168	17
Middle Schools																
Browne	291	54	251	46	245	45	284	52	8	1	5	1	211	7	60	6
Holmes	416	52	391	49	482	60	311	39	9	1	5	1	240	8	95	10
Storey	316	54	274	46	291	49	291	49	3	1	5	1	219	7	93	10
Elementary Schools																
Bryan	216	52	199	48	251	60	158	38	-	-	6	1	124	4	41	4
Burleson	340	50	344	50	269	39	406	59	6	1	3	0	307	10	46	5
Dunbar	293	51	281	49	461	80	97	17	8	1	7	1	74	3	59	6
King	240	54	201	46	314	71	106	24	10	2	11	2	93	3	24	2
Rhoads	386	53	348	47	462	63	261	36	4	1	7	1	227	8	37	4
Rice	271	53	240	47	457	89	48	9	2	<1	4	1	33	1	33	3
Roberts	315	54	272	46	84	14	488	83	8	1	7	1	326	11	32	3
Truett	637	53	556	47	486	41	638	53	42	4	27	2	562	19	66	7
Webster	283	53	248	47	263	50	256	48	5	1	7	1	190	6	60	6
ISN	5,171	52	4,748	48	5,645	57	4,043	41	113	1	113	1	3,023	30	977	10

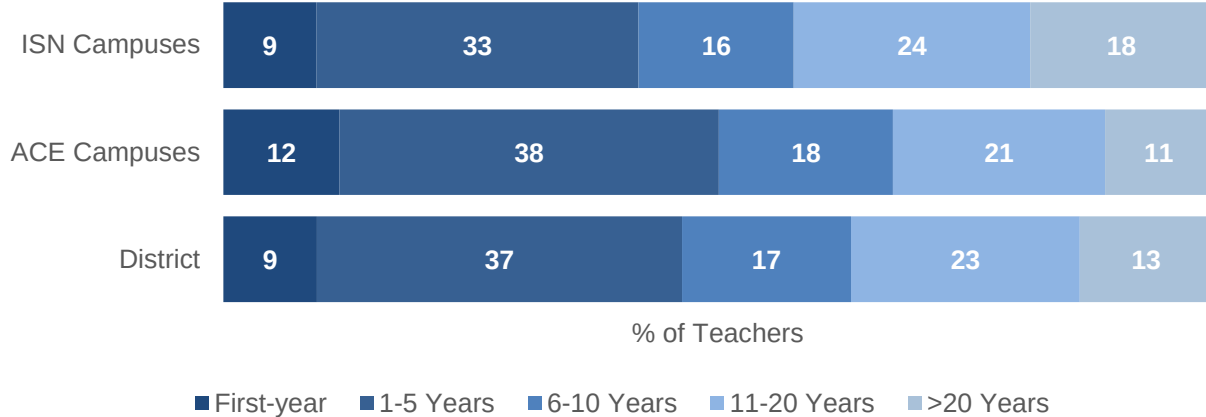
Source: District demographic files from PEIMS snapshot date, October 30, 2017.

Note: N = 9,919 ISN students. A dash indicates that no data were available. Percentages may not sum to 100 percent because of rounding. SOC = South Oak Cliff. ISN = Intensive Support Network. ELL = English language learner. SPED = special education.

Teacher Creditable Years of Service and Effectiveness Levels

Figure 1 shows a comparison of teacher creditable years of service for ISN campuses, ACE campuses, and the district. Compared to ACE campuses and the district, teachers on ISN campuses were less likely to have 10 or fewer creditable years of service and more likely to have 11 or more creditable years of service.

Figure 1: 2017-18 Teacher Creditable Years of Service



Source: District creditable years of service file dated October 24, 2017 from Human Capital Management.

Note: $n = 648$ ISN teachers. $n = 454$ ACE teachers. $n = 10,148$ Dallas ISD teachers. ISN = Intensive Support Network. ACE = Accelerating Campus Excellence.

Table 2 includes the percentage of ISN, ACE, and Dallas ISD teachers who earned each of the TEI effectiveness levels. Teachers at ISN campuses were less likely than ACE campuses and the district to be Proficient I or higher and more likely than ACE campuses and the district to be Progressing II or lower.

Table 2: 2017-18 Percentage of Teachers at Each TEI Effectiveness Level

Effectiveness Level	ISN Teachers %	ACE Teachers %	Dallas ISD Teachers %
Exemplary II	0	1	1
Exemplary I	<1	4	1
Proficient III	1	9	5
Proficient II	4	17	10
Proficient I	30	32	34
Progressing II	27	11	19
Progressing I	15	7	11
Unsatisfactory	<1	0	<1
No Level	2	1	1
N/A	21	18	18

Source: Aggregated figures obtained from Dallas ISD Data Analytics and Control as of February 8, 2018.

Note: $n = 656$ ISN teachers. $n = 478$ ACE teachers. $n = 10,355$ Dallas ISD teachers. TEI = Teacher Excellence Initiative. ISN = Intensive Support Network. ACE = Accelerating Campus Excellence. TEI effectiveness levels for the 2017-18 school year were based on scores earned during the 2016-17 school year.

What were ISN outcomes based on measurable district metrics?

This section includes information for ISN students regarding *State of Texas Assessments of Academic Readiness (STAAR)*, attendance rates, discipline referrals, and district Climate Survey results for the 2016-17 and 2017-18 school years.

Methodology

State of Texas Assessments of Academic Readiness (STAAR)

To assess student performance, the rate of 2017-18 ISN students meeting or exceeding the Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) STAAR

performance standards by grade and subject were analyzed. *STAAR*, the state-mandated standardized test, assesses student knowledge by subject and grade level in the primary and secondary grades. In 2018, ISN elementary and middle school students were tested in grades three to eight in mathematics and reading, grades four and seven in writing, grades five and eight in science, and grade eight in social studies. Students at the high school level took *STAAR End-of-Course (EOC)* assessments in Algebra I, English I, English II, Biology, and U.S. History. Academic performance standards represent the degree to which students have mastered required content as measured by test scores.¹⁰ *STAAR* scores are categorized into four levels to describe student performance: 1) Does Not Meet Grade Level (Does Not Meet), 2) Approaches+, 3) Meets+, and 4) Masters Grade Level (Masters).¹¹ Cut scores divide student scores into these four categories.

The evaluator merged first and second administration district *STAAR* data files dated June 23, 2017 (2017) and June 20, 2018 (2018) with PEIMS demographic data files dated October 31, 2016 (2017) and October 30, 2017 (2018) ¹². The evaluator analyzed *STAAR* data in several ways for this evaluation. First, the evaluator used crosstab and frequency analyses to calculate rates of students at the Approaches+ and Meets+ standards for 2017 and 2018. Calculating outcomes using both standards provides a way to examine growth toward meeting the final Texas Education Agency (TEA) standard planned for implementation in 2021-22. Rates of students meeting each of these standards were grouped by campus and for ISN and the district overall. One-year changes in passing rates for both standards were calculated for all groups.

Attendance

To calculate attendance rates for the 2016-17 school year, the evaluator merged the district attendance data file from June 20, 2017 with the PEIMS demographic data file dated October 31, 2016. Attendance rates for the 2017-18 school year were calculated by merging the district attendance data file from June 11, 2018 with the PEIMS demographic data file dated October 30, 2017. Attendance rates for each campus were calculated by summing the total number of days in attendance and the total number of days enrolled at each campus. The sum of days in attendance was then divided by the sum of days enrolled. Attendance data were aggregated for all ISN campuses and for the district.

Discipline Referrals

For the 2016-17 school year, the evaluator merged the district discipline data file from July 10, 2017 with the PEIMS demographic data file dated October 31, 2016. For the 2017-18 school year, the evaluator merged the district discipline data file from July 19, 2018 with the PEIMS demographic data file dated October 30, 2017. The evaluator calculated the number of discipline referrals

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

¹¹ Approaches+ includes all students in the Meets+ or Masters categories, and Meets+ includes all students in the Masters category. As a result, summing the percentage of students who achieve the Approaches+, Meets+, and Masters categories will be greater than 100 percent.

¹² The PEIMS reporting date for 2016-17 was October 28, 2016 and for 2017-18 was October 27, 2017.

(i.e., Level I, II, III, and IV) across all ISN campuses and the percentages of students with at least one referral at ISN campuses and for the district.

District Climate Survey

The annual Climate Survey¹³ was administered to all Dallas ISD campus professional and support staff members and included the following four subscales: 1) Beliefs and Priorities, 2) Positive Culture and Environment, 3) Culture of Feedback and Support, and 4) College-Going Culture. The evaluator retrieved 2016-17 Climate Survey data for each ISN campus from district files dated January 5, 2017 (fall 2016), and June 7, 2017 (spring 2017). The evaluator also retrieved 2017-18 Climate Survey data for each ISN campus from district files dated January 17, 2018 (fall 2017), and June 1, 2018 (spring 2018). Quintile scores were extracted for all four subscales of the Climate Survey for each ISN campus.

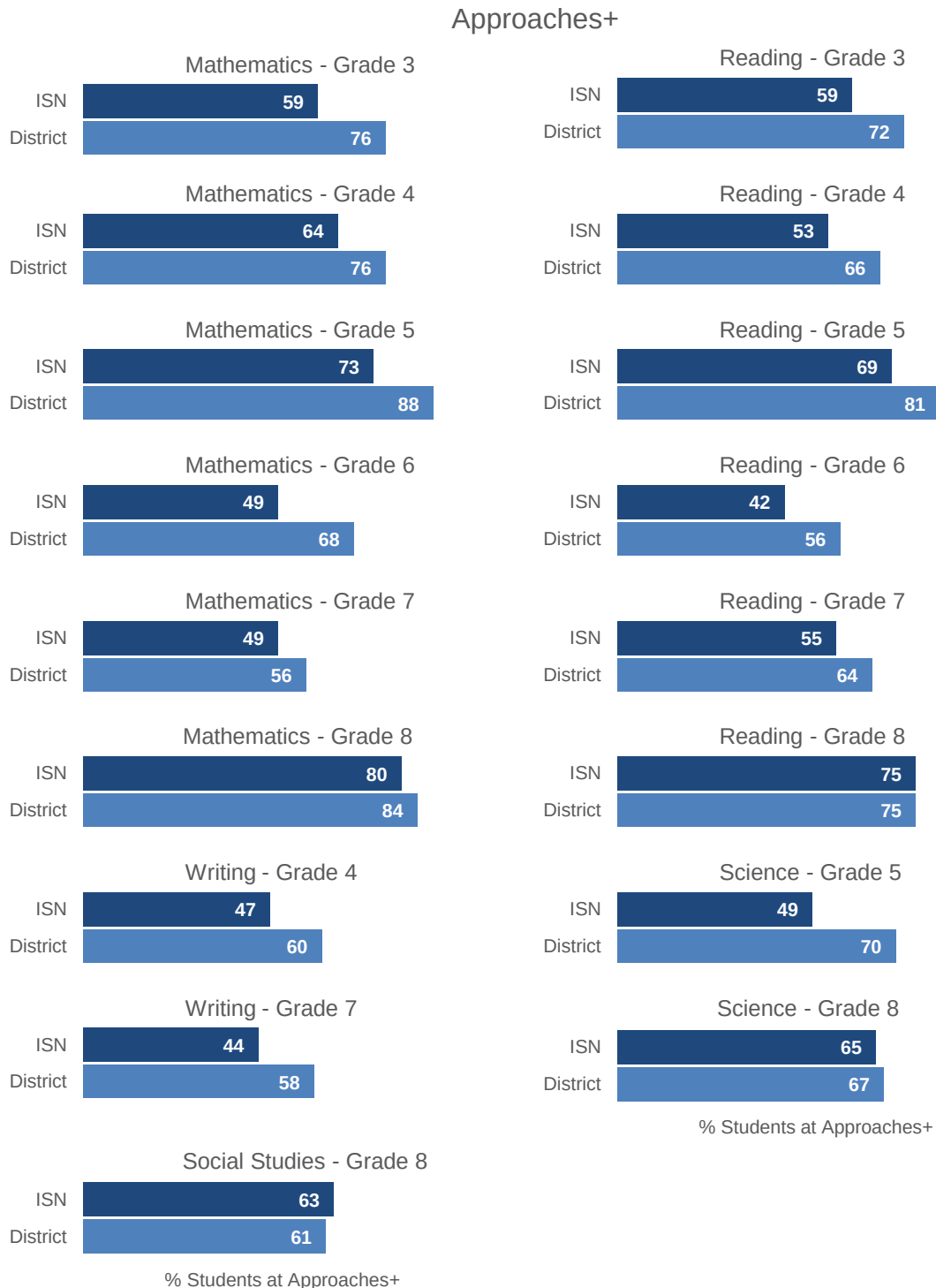
Results

STAAR

The rates of 2017-18 ISN students meeting or exceeding the Approaches+ and Meets+ STAAR performance standards by grade and subject can be found in Figures 2 and 3. Except for two STAAR subtests (i.e., grade 8 reading and social studies), the rates of ISN students attaining the Approaches+ standard for grades three to eight were lower than the district or the same at all grade levels (Figure 2). The rates of ISN students ranged between 42 percent and 80 percent compared to a range of 56 percent and 88 percent for the district. Furthermore, as shown in Figure 3, the rates of ISN students attaining the Meets+ standard were lower than the district at all grades levels. The rates of ISN students ranged between 14 percent and 39 percent compared to a range of 18 percent and 55 percent for the district. The percentage of students meeting or exceeding the Approaches+ and Meets+ standards by campus are provided in Appendix C.

¹³ For more information on the Climate Survey, see Weir, 2018.

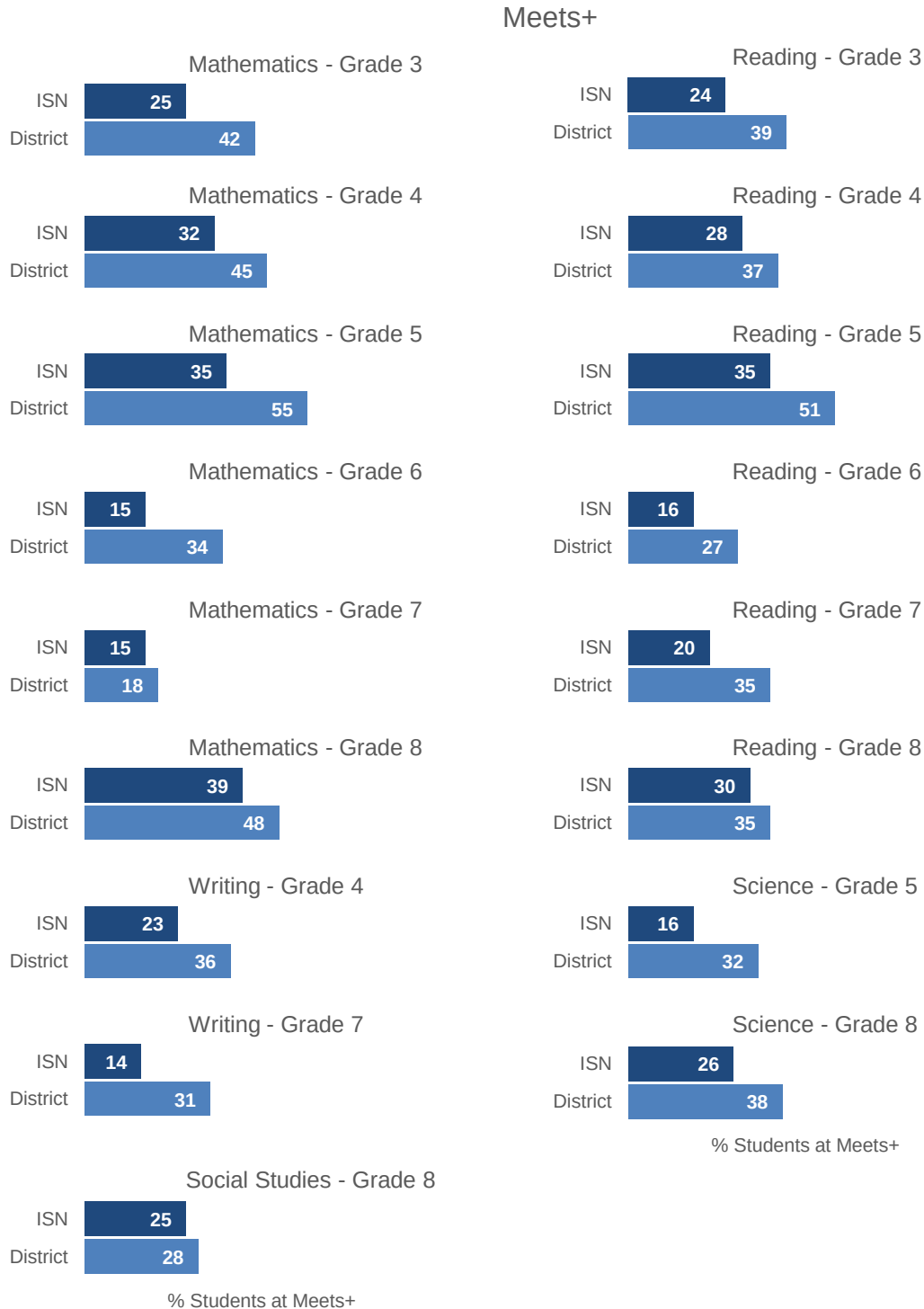
Figure 2: 2018 Percentage of ISN and District Students at Approaches+ Standard - STAAR Mathematics, Reading, Writing, Science, and Social Studies



Source: District STAAR files dated June 20, 2018. PEIMS demographic data file dated October 30, 2017.

Note: ISN = Intensive Support Network. STAAR = *State of Texas Assessments of Academic Readiness*. Percentage of ISN and district students meeting or exceeding Approaches Grade Level (Approaches+) included all versions and administrations of STAAR, but some test scores may have been adversely affected by online testing issues. Approaches+ includes all students in the Meets Grade Level and Masters Grade Level categories. Sample sizes are provided in Appendix C.

Figure 3: 2018 Percentage of ISN and District Students at Meets+ Standard - STAAR Mathematics, Reading, Writing, Science, and Social Studies

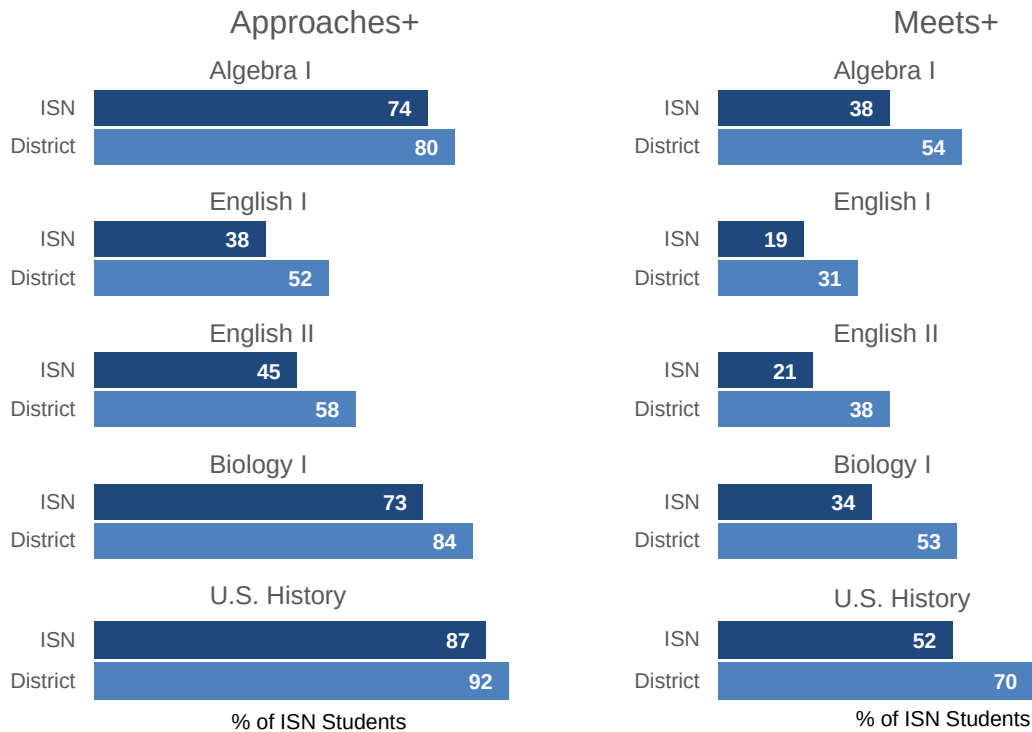


Source: District STAAR files dated June 20, 2018. PEIMS demographic data file dated October 30, 2017.

Note: ISN = Intensive Support Network. STAAR = State of Texas Assessments of Academic Readiness. Percentage of ISN and district students meeting or exceeding the Meets Grade Level (Meets+) standard included all versions and administrations of STAAR, but some test scores may have been adversely affected by online testing issues. Meets+ includes all students in the Masters Grade Level category. *Alternative-2* tests takers were not evaluated at the Meets+ standard. Sample sizes are provided in Appendix C.

As shown in Figure 4, the rate of 2017-18 ISN students meeting or exceeding the Approaches+ and Meets+ performance standards for STAAR EOC subtests was lower than the district for all EOCs. Specifically, the rate of ISN students attaining the Approaches+ standard ranged between 38 percent and 87 percent compared to a range of 52 percent and 92 percent for the district. The rate of ISN students attaining the Meets+ standard ranged between 19 percent and 52 percent compared to a range of 31 percent and 70 percent for the district. The percentage of students meeting or exceeding the Approaches+ and Meets+ EOC standards by campus are provided in Appendix C.

Figure 4: 2018 Percentage of ISN and District Students at Approaches+ and Meets+ Standard - STAAR EOC

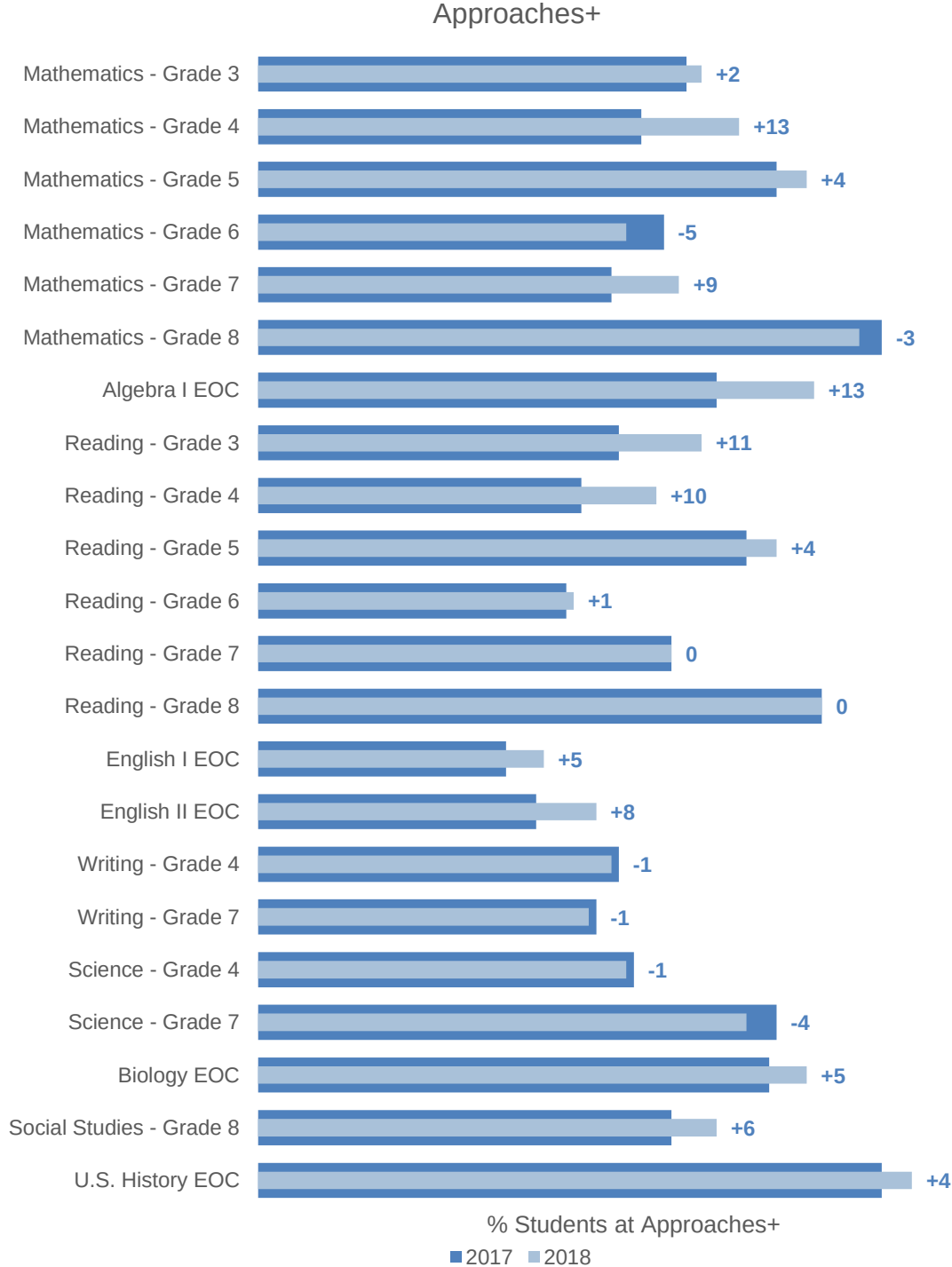


Source: District STAAR files dated June 20, 2018. PEIMS demographic data file dated October 30, 2017.

Note: ISN = Intensive Support Network. STAAR = State of Texas Assessments of Academic Readiness. EOC = End of Course. Percentage of ISN and district students meeting or exceeding the Approaches Grade Level (Approaches+) and Meets Grade Level (Meets+) standard. The analysis included all versions and administrations of STAAR. Approaches+ includes all students in the Meets Grade Level and above category. Meets+ includes all students in the Masters Grade Level category. *Alternative-2* tests takers were not evaluated at the Meets+ standard. Sample sizes are provided in Appendix C.

Figures 5 and 6 illustrate one-year comparisons of the percentage of ISN and district students that met or exceeded the Approaches+ and Meets+ STAAR performance standards by subject and grade. As shown in Figure 5, Approaches+ attainment for ISN students trended upward over one year for 14 of 22 STAAR subtests (range: +1 percentage point to +13 percentage points) and trended downward for six of 22 subtests (range: -1 percentage point to -5 percentage points). As shown in Figure 6, Meets+ attainment trended upward over one year for 18 of 22 STAAR subtests (range: +1 percentage point to +20 percentage points) and trended downward for three of 22 subtests (range: -1 percentage point to -4 percentage points).

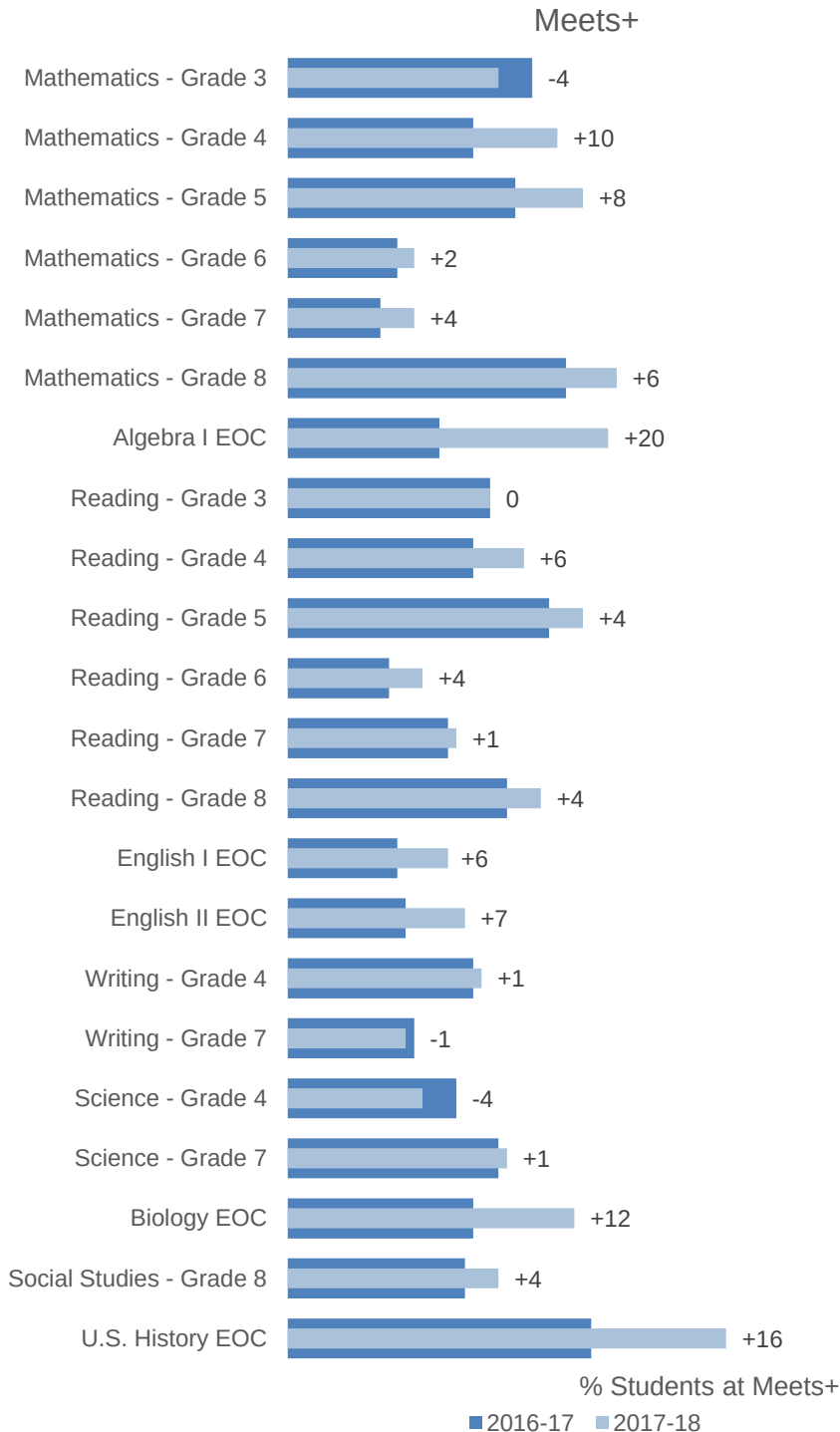
Figure 5: 2017 to 2018 Change in the Percentage of ISN Students at Approaches+ Standard - STAAR Mathematics, Reading, Writing, Science, and Social Studies



Source: District STAAR files dated June 23, 2017 (2017) and June 20, 2018 (2018). PEIMS demographic data file dated October 30, 2017.

Note: ISN = Intensive Support Network. STAAR = State of Texas Assessments of Academic Readiness. Percentage of ISN and district students meeting or exceeding Approaches Grade Level (Approaches+) included all versions and administrations of STAAR, but some test scores may have been adversely affected by online testing issues. Approaches+ includes all students in the Meets Grade Level and Masters Grade Level categories. Sample sizes are provided in Appendix C. One-year trends shown in percentage points.

Figure 6: 2017 to 2018 Change in the Percentage of ISN Students at Meets+ Standard - STAAR Mathematics, Reading, Writing, Science, and Social Studies



Source: District STAAR files dated June 23, 2017 (2017) and June 20, 2018 (2018). PEIMS demographic data file dated October 30, 2017.

Note: ISN = Intensive Support Network. STAAR = State of Texas Assessments of Academic Readiness. Percentage of ISN and district students meeting or exceeding Meets Grade Level (Meets+) included all versions and administrations of STAAR, but some test scores may have been adversely affected by online testing issues. Meets+ includes all students in the Masters Grade Level categories. *Alternative-2* tests takers were not evaluated at the Meets+ standard. Sample sizes are provided in Appendix C. One-year trends shown in percentage points.

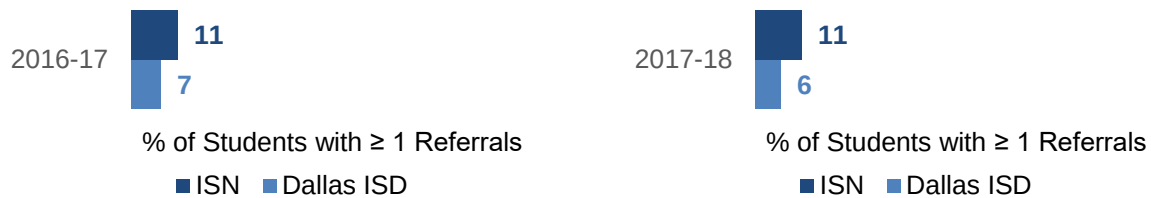
Attendance

Attendance rates for all ISN campuses and the district were consistent from 2016-17 (94% and 95%, respectively) to 2017-18 (94% and 95%, respectively). Attendance rates by campus, school level, and special student groups for the 2016-17 and 2017-18 school years are provided in Appendix D.

Discipline Referrals

The number of discipline referrals at ISN campuses decreased from 2,349 in 2016-17 to 2,212 in 2017-18, for a total reduction of 137 referrals (6%). The percentage of students with one or more discipline referrals at ISN campuses and for the district is shown in Figure 7. For both 2016-17 and 2017-18, 11 percent of ISN students had one or more discipline referrals compared to seven percent and six percent, respectively, for the district. Appendix E includes the number of discipline referrals by campus, school level, and special student groups for the 2016-17 and 2017-18 school years.

Figure 7: 2016-17 and 2017-18 Percentage of Students with One or More Discipline Referrals



Source: District discipline data files from July 10, 2017 (2016-17) and July 19, 2018 (2017-18). District demographic files from PEIMS snapshot dates, October 31, 2016, and October 30, 2017.

Note: $n = 1,152$ students at ISN campuses and 11,604 students in the district with at least one referral in 2016-17. $n = 1,131$ students at ISN campuses and 9,418 students in the district with at least one referral in 2017-18. ISN = Intensive Support Network.

District Climate Survey

Table 3 shows the fall and spring quintile¹⁴ score for each ISN campus on the four sections of the 2017-18 Climate Survey. The Climate Survey results were mixed during 2017-18. In Fall 2017, the sections with the highest number of ISN campuses in the 4th or 5th quintile (most positive) were *Beliefs and Priorities* and *Positive Culture and Environment* (four campuses each), and the section with the lowest number of ISN campuses in the 4th and 5th quintile was *College-Going Culture* (two campuses). In Spring 2018, the section with the highest number of ISN campuses in the 4th or 5th quintile was *Culture of Feedback and Support* (six campuses), and the sections with the lowest number of ISN campuses in the 4th and 5th quintile were *Positive Culture and Environment* and *College-Going Culture* (two campuses each). Changes in the quintile scores for each ISN campus on the 2016-17 and 2017-18 Climate Surveys are provided in Appendix F.

¹⁴ A quintile is any of five equal groups into which a population can be divided according to the distribution of values of a particular variable.

Table 3: 2017-18 ISN Campus Climate Survey Quintile Scores

Campus	Beliefs and Priorities		Positive Culture and Environment		Culture of Feedback and Support		College-Going Culture	
	Fall 17	Spring 18	Fall 17	Spring 18	Fall 17	Spring 18	Fall 17	Spring 18
High Schools								
Lincoln	3	2	2	2	3	4	1	2
Madison	3	4	4	5	5	4	3	3
SOC	3	3	2	3	3	4	2	2
Middle Schools								
Browne	4	4	4	3	4	4	4	4
Holmes	4	4	4	3	3	4	2	2
Storey	3	2	3	3	2	2	1	2
Elementary Schools								
Bryan	1	1	1	1	1	1	3	3
Burleson	2	2	2	2	2	2	2	2
Dunbar	1	1	1	1	1	1	1	1
King	1	1	1	1	1	2	2	1
Rhoads	1	1	1	1	1	1	1	1
Rice	5	5	5	5	5	5	5	5
Roberts	1	1	1	1	1	1	3	2
Truett	3	3	3	3	3	3	1	1
Webster	4	4	3	3	3	3	3	3

Source: District climate survey data files from January 17, 2018 (fall 2017), and June 1, 2018 (spring 2018).

Note: ISN = Intensive Support Network. SOC = South Oak Cliff. The most positive results (fourth or fifth quintile) are highlighted in **blue bold**.

What were campus leadership perceptions of the critical success factors for each ISN component?

Methodology

The evaluator administered surveys to assistant principals (13-items) and campus instructional coaches (13-items) to collect information about their roles and responsibilities.¹⁵ The evaluator sent an email with a link to the survey to all ISN assistant principals and campus instructional coaches in May 2018. Assistant principals reported how effectively each of the ISN components was implemented on the campus level, and both assistant principals and campus instructional coaches reported the extent to which they agreed that each component achieved each of its critical success factors. The survey was open for three weeks, and periodic reminders were sent to those who had not yet responded. To evaluate the effectiveness of each ISN component, the evaluator calculated the frequency that assistant principals rated the component as moderately, very, or extremely effective. To determine whether staff members believed that each success factor had been achieved, the evaluator calculated the frequency in which assistant principals and campus instructional coaches indicated that they agreed or strongly agreed. Fifty-eight percent of assistant principals ($n = 36$) and 71 percent of campus instructional coaches ($n = 34$) responded to the survey.¹⁶

¹⁵ Surveys were administered using SurveyMonkey (www.surveymonkey.com). Data from the assistant principal and campus instructional coach surveys were used for multiple sections of the 2017-18 ISN evaluation.

¹⁶ A survey was also sent to urban specialists at ISN campuses, but because only 33 percent of urban specialists ($n = 8$) responded to the survey, the data were not included in this report.

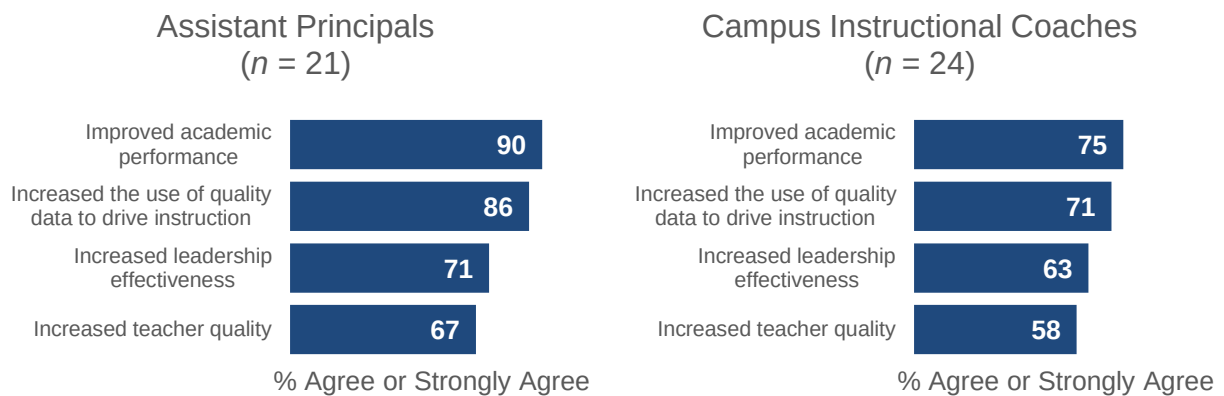
Results

All survey items and responses for the assistant principal and campus instructional coach surveys are provided in Appendix G and Appendix H, respectively, for each ISN component.

Data Analysis

For the data analysis component, ISN program staff members identified a series of critical success factors, including 1) improving academic performance, 2) increasing teacher quality, 3) increasing the use of quality data to drive instruction, and 4) increasing leadership effectiveness. Ninety-five percent of assistant principals reported that the implementation of the data analysis component was at least moderately effective. As indicated in Figure 8, at least 67 percent of assistant principals and 58 percent of campus instructional coaches agreed that each of the critical success factors for the data analysis component had been achieved.

Figure 8: 2017-18 Critical Success Factors for the Data Analysis Component of ISN



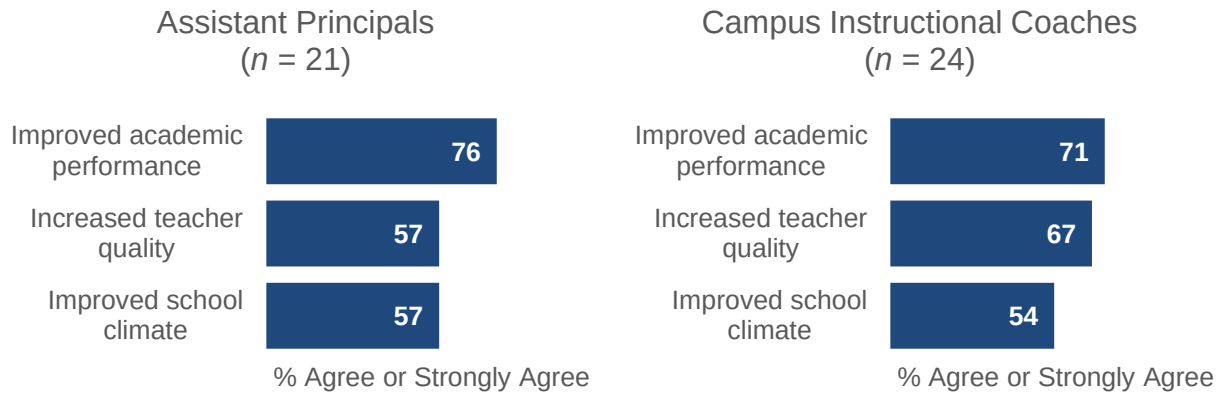
Source: Results from the 2017-18 ISN assistant principal and campus instructional coach surveys dated May 2018.

Note: ISN = Intensive Support Network.

Coaching

For the coaching component, ISN program staff members identified a series of critical success factors, including 1) improving academic performance, 2) improving school climate, and 3) increasing teacher quality. Ninety-five percent of assistant principals reported that the implementation of the coaching component was at least moderately effective. As indicated in Figure 9, at least 57 percent of assistant principals and at least 54 percent of campus instructional coaches agreed that each of the critical success factors for the coaching component had been achieved.

Figure 9: 2017-18 Critical Success Factors for the Coaching Component of ISN



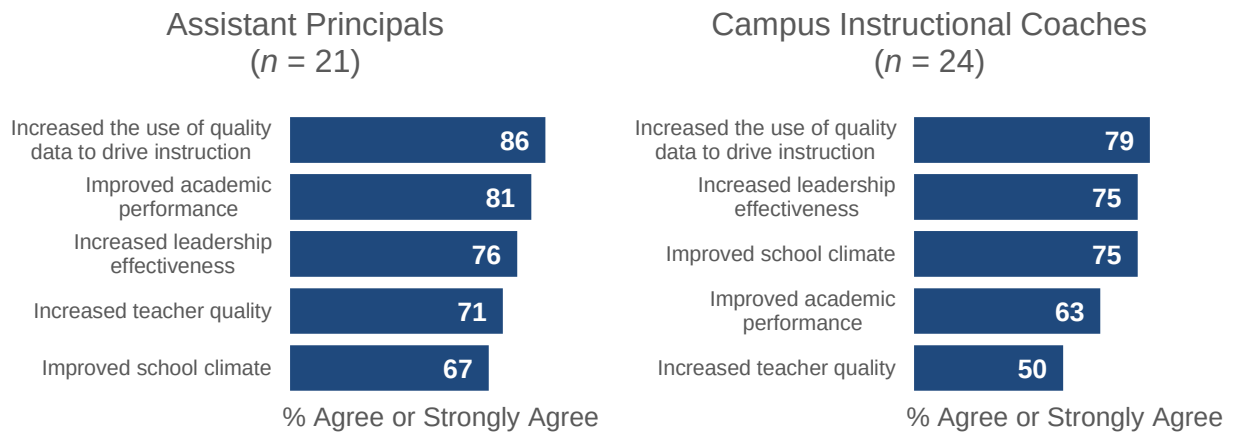
Source: Results from the 2017-18 ISN assistant principal and campus instructional coach surveys dated May 2018.

Note: ISN = Intensive Support Network.

Collaboration

For the collaboration component, ISN program staff members identified a series of critical success factors, including 1) improving academic performance, 2) improving school climate, 3) increasing teacher quality, 4) increasing the use of quality data to drive instruction, and 5) increasing leadership effectiveness. Ninety-five percent of assistant principals reported that the implementation of the collaboration component was at least moderately effective. As indicated in Figure 10, at least 67 percent of assistant principals and 50 percent of campus instructional coaches agreed that each of the critical success factors for the collaboration component had been achieved.

Figure 10: 2017-18 Critical Success Factors for the Collaboration Component of ISN



Source: Results from the 2017-18 ISN assistant principal and campus instructional coach surveys dated May 2018.

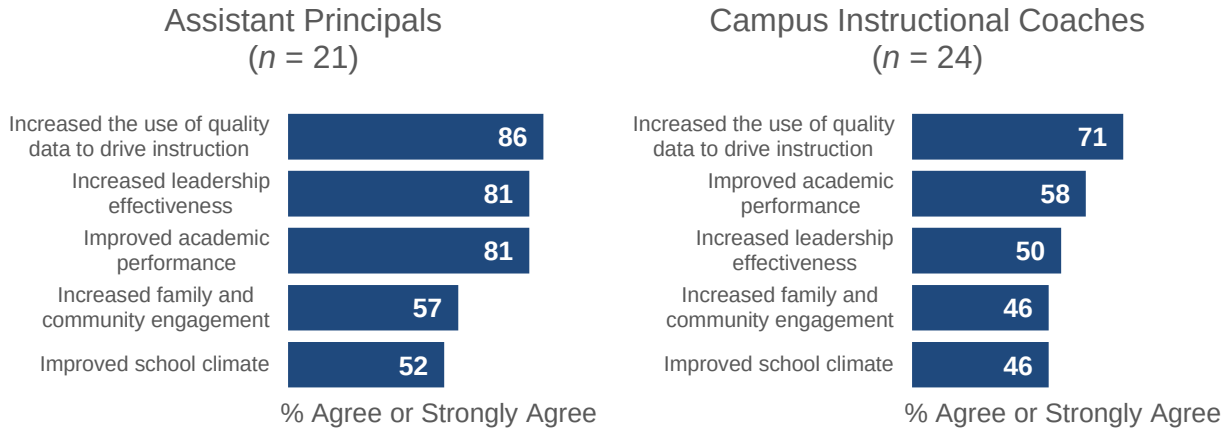
Note: ISN = Intensive Support Network.

Monitoring Instruction

For the monitoring instruction component, ISN program staff members identified a series of critical success factors, including 1) improving academic performance, 2) improving school climate,

3) increasing family and community engagement, 4) increasing the use of quality data to drive instruction, and 5) increasing leadership effectiveness. Ninety-five percent of assistant principals reported that the implementation of the monitoring instruction component was at least moderately effective. As indicated in Figure 11, at least 52 percent of assistant principals and 46 percent of campus instructional coaches agreed that each of the critical success factors for the monitoring instruction component had been achieved.

Figure 11: 2017-18 Critical Success Factors for the Monitoring Instruction Component of ISN



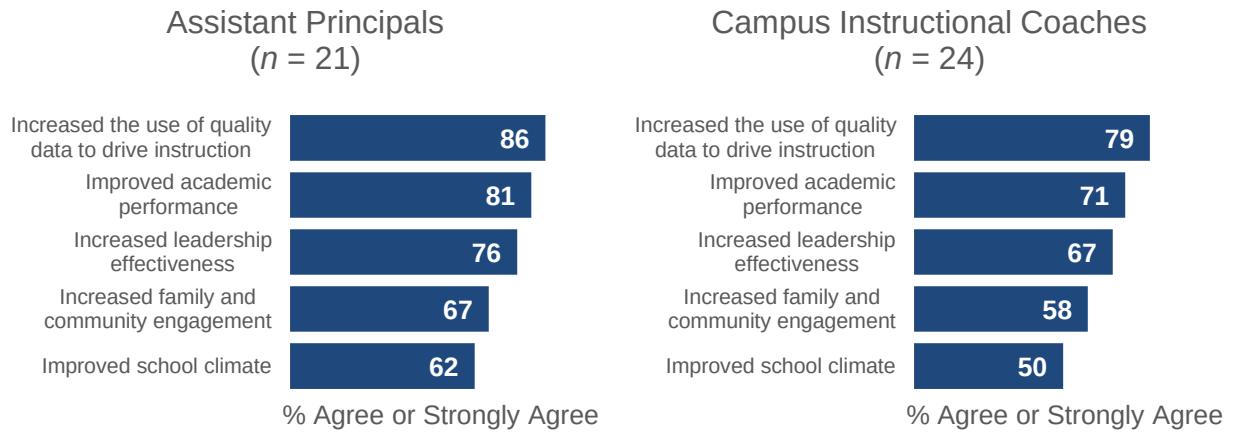
Source: Results from the 2017-18 ISN assistant principal and campus instructional coach surveys dated May 2018.

Note: ISN = Intensive Support Network.

Student Management of Learning

For the student management of learning component, ISN program staff members identified a series of critical success factors, including 1) improving academic performance, 2) improving school climate, 3) increasing family and community engagement, 4) increasing the use of quality data to drive instruction, and 5) increasing leadership effectiveness. Ninety percent of assistant principals reported that the implementation of the student management of learning component was at least moderately effective. As indicated in Figure 12, at least 62 percent of assistant principals and 50 percent of campus instructional coaches agreed that each of the critical success factors for the student management of learning component had been achieved.

Figure 12: 2017-18 Critical Success Factors for the Student Management of Learning Component of ISN



Source: Results from the 2017-18 ISN assistant principal and campus instructional coach surveys dated May 2018.

Note: ISN = Intensive Support Network.

What was the role of ISN campus staff members?

Methodology

Program Staff Surveys

The evaluator administered surveys to assistant principals (13-items) and campus instructional coaches (13-items) to collect information about years of experience and responsibilities. The evaluator sent an email with a link to the applicable survey to all assistant principals and campus instructional coaches, on ISN campuses in May 2018. All surveys were open for two weeks, and periodic reminders were sent to those who had not yet responded. Fifty-eight percent of assistant principals ($n = 36$) and 71 percent of campus instructional coaches ($n = 34$) responded to the survey. The evaluator conducted frequency analyses for response scale items.

Attendance and Disciplinary Outcomes for Students Assigned to Urban Specialists

The evaluator retrieved attendance and discipline data from 2016-17 and 2017-18 for 399 students who were assigned to an ISN urban specialist during the 2017-18 school year. For attendance rates, the list of students assigned to urban specialists was provided by ISN program staff members on April 23, 2018. The list was merged with district attendance files dated June 20, 2017 (2016-17) and June 11, 2018 (2017-18). Attendance rates for all urban specialist students were calculated by summing the total number of days in attendance and dividing by the sum of days enrolled. For disciplinary offense rates, the list of students assigned to an urban specialist was merged with district discipline files dated July 10, 2017 (2016-17) and July 19, 2018 (2017-18). The number of discipline referrals was summed for each student, and the percentage of students with at least one discipline referral at each campus was calculated.

Results

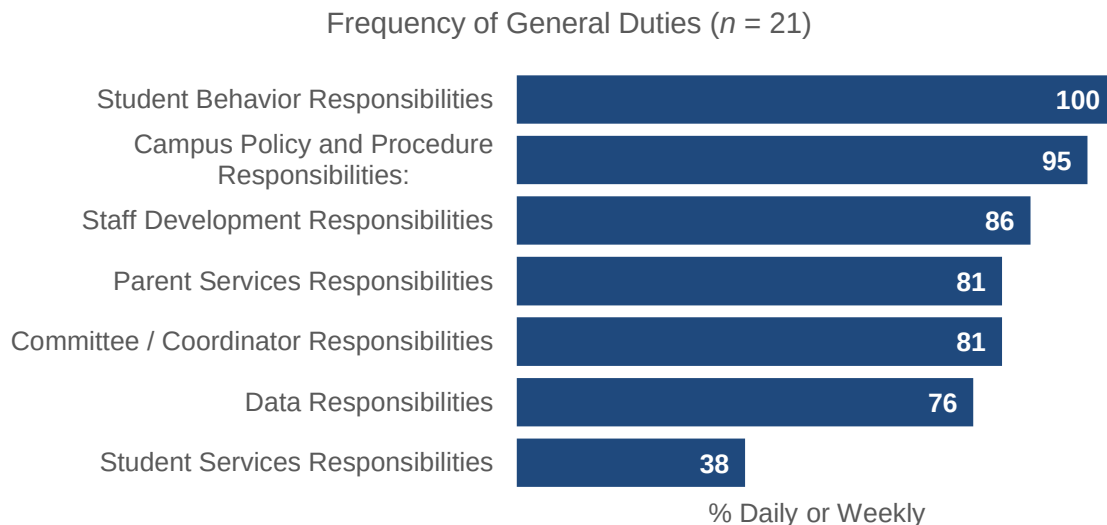
Program Staff Surveys – Assistant Principals

All survey items and response rates for the assistant principal survey can be found in Appendix G. All assistant principals who completed the online survey reported that they had at least four to six years of education experience, and 71 percent of assistant principals reported that they had at least four to six years of administrative experience.

Ninety percent of assistant principals who responded to the survey rated their level of support from ISN program staff members as good, very good, or excellent. Sixty-two percent of assistant principals reported that they had daily or weekly contact with ISN coordinators. Nineteen percent of assistant principals reported that they had daily or weekly contact with the ISN assistant superintendent in 2017-18.

Assistant principals completed a wide range of responsibilities at each campus (Figure 13).¹⁷ Between 38 percent and 100 percent of assistant principals who responded to the survey reported that they completed these responsibilities on a daily or weekly basis. Assistant principals most frequently reported performing student behavior responsibilities (100%) and campus policy and procedure responsibilities (95%) and least frequently reported performing student service responsibilities (38%).

Figure 13: 2017-18 Frequency of General Duties - Assistant Principals

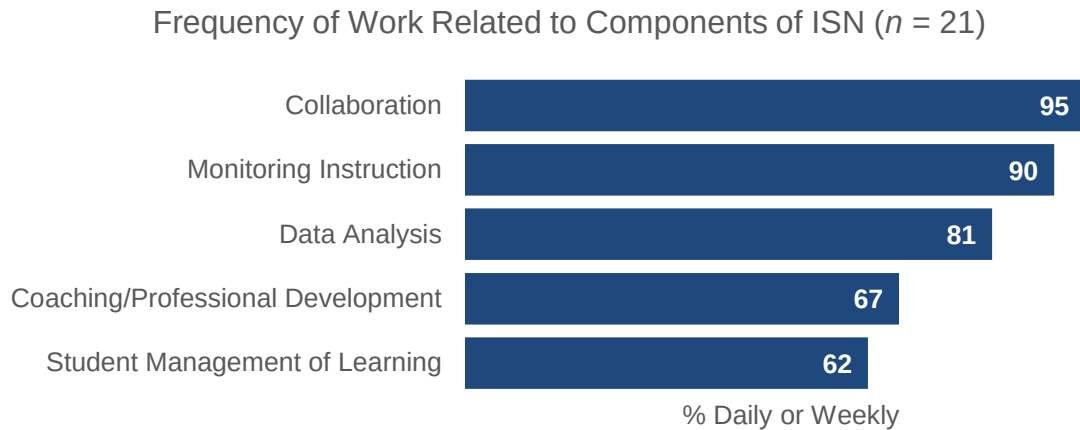


Source: Results from the 2017-18 ISN assistant principal survey dated May 2018.

¹⁷ Respondents self-reported how frequently they performed the following general duties: committee and coordinator responsibilities (e.g., test coordinator, attendance review committee, Texas Behavior Support Initiative, and assessment administrator, Targeted Response to Intervention, SST); campus policy and procedure responsibilities (e.g., bell schedules, campus discipline plan, core beliefs/mission/vision, and safety plan); data responsibilities (e.g., analyzing student data and creating reports); parent services responsibilities (e.g., parent conferences, parent workshops, and parent portal); staff development responsibilities (e.g., TEI, spot observations, and feedback conferences); student services responsibilities (e.g., Saturday school, in-school tutoring, college and career readiness, and home visits); and student behavior responsibilities (e.g., attendance issues and discipline issues).

Assistant principals also were responsible for work related to the components of ISN during the 2017-18 school year.¹⁸ Between 62 percent and 95 percent of assistant principals who completed the survey reported that they completed work related to each of the components of ISN on a daily or weekly basis (Figure 14). Assistant principals most frequently reported performing work for the collaboration (95%) and monitoring (90%) components of ISN. The least frequent component of ISN performed by assistant principals was the student management of learning (62%).

Figure 14: 2017-18 Frequency of Work Related to the Components of ISN - Assistant Principals



Source: Results from the 2017-18 ISN assistant principal survey dated May 2018.

Program Staff Surveys - Campus Instructional Coaches

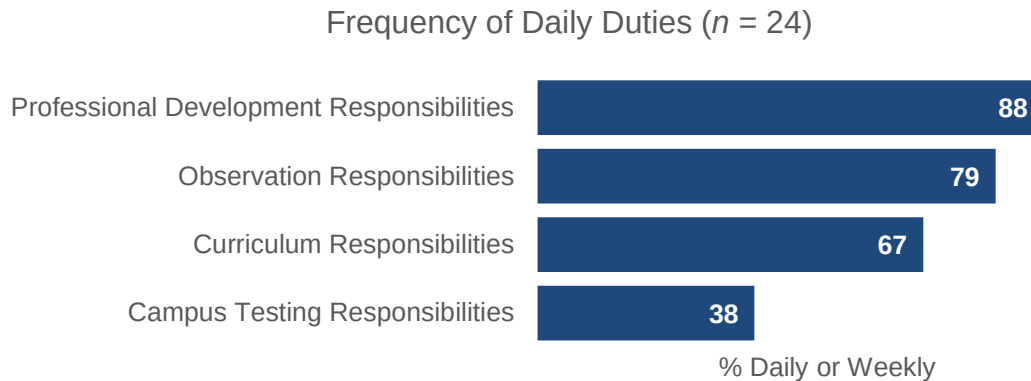
All survey items and responses for the campus instructional coach survey regarding experience and responsibilities can be found in Appendix H. All campus instructional coaches who completed the online survey reported that they had at least 10 years of education experience, and 54 percent of campus instructional coaches reported that they had at least four to six years of coaching experience.

Regarding the level of support received from ISN program staff members, 75 percent of campus instructional coaches who responded to the survey rated their level of support as good, very good, or excellent. Thirty-eight percent of campus instructional coaches reported that they had daily or weekly contact with ISN coordinators in 2017-18. Thirteen percent of campus instructional coaches reported that they had daily or weekly contact with the assistant superintendent.

¹⁸ Respondents self-reported how frequently they performed the work related to the following components of ISN: Data Analysis (e.g., six-week common assessments; three-week mini-marker assessments; analyzing discipline, attendance, and ACP data; data rooms that focus on progress monitoring); Coaching/Professional Development (e.g., core content curriculum professional development; district curriculum analysis and alignment; middle/elementary school STAAR SE's; district book study; performance planning; Job-Alike professional development); Collaboration [e.g., supporting Professional Learning Communities (PLCs); Vertical/horizontal team planning]; Monitoring Instruction (e.g., classroom monitoring and feedback conferences; using ISN "look-fors" checklist for classroom observations; monitor K-2 program; monitor urban specialist and Tier 3 students); Student Management of Learning [e.g., profiling class performance on common and formative assessments by student groups, performance feedback conferences with teachers; Targeted Response to Intervention (RTI) for students].

Campus instructional coaches completed a range of responsibilities at each campus.¹⁹ As shown in Figure 15, between 38 percent and 88 percent of campus instructional coaches who responded to the survey reported that they completed these responsibilities on a daily or weekly basis. The most frequent daily duties were professional development responsibilities (88%), and the least frequent were campus testing responsibilities (38%).

Figure 15: 2017-18 Frequency of General Duties - Campus Instructional Coaches



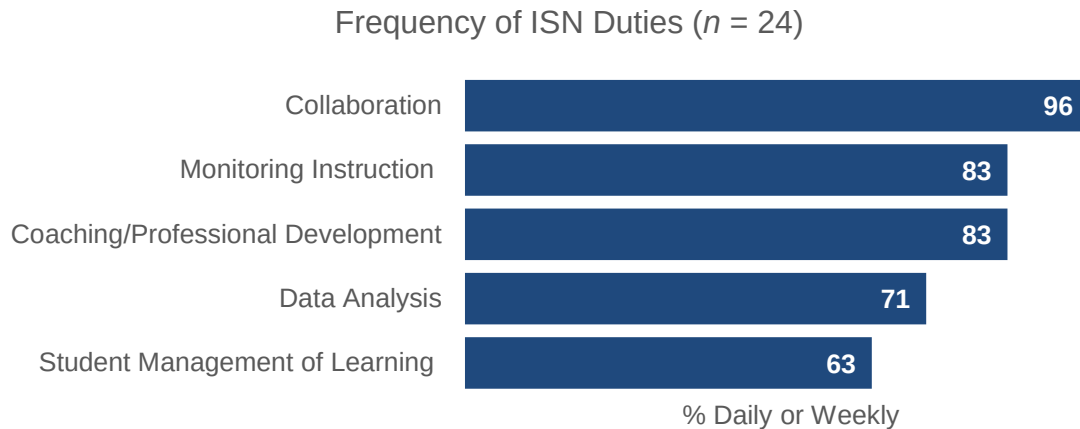
Source: Results from the 2017-18 ISN campus instructional coach survey dated May 2018.

Campus instructional coaches also were responsible for work related to the components of ISN during the 2017-18 school year.²⁰ Between 63 percent and 96 percent of campus instructional coaches who completed the survey reported that they completed work related to the components of ISN on a daily or weekly basis (Figure 16). The most frequent work was related to the collaboration component of ISN (96%), and the least frequent was the student management of learning component (63%).

¹⁹ Respondents self-reported how frequently they performed the following general duties: professional development (e.g., develop, implement, and present professional development to teachers and administrators; coach teachers about effective classroom instructional strategies; provide instructional feedback), campus testing (e.g., develop and score campus assessments; coordinate campus-wide testing; assist teachers with testing information), observation (e.g., conduct spot observations and provide feedback to improve instruction), curriculum (e.g., develop, write, coordinate, and assist with curriculum; identify and evaluate programs for assigned curriculum; provide assistance to campus to ensure that curriculum meets applicable policies and regulations).

²⁰ Respondents self-reported how frequently they performed the work related to the following components of ISN: Data Analysis (e.g., six-week common assessments; three-week mini-marker assessments; analyzing discipline, attendance, and ACP data; data rooms that focus on progress monitoring); Coaching/Professional Development (e.g., core content curriculum professional development; district curriculum analysis and alignment; middle/elementary school STAAR SE's; district book study; performance planning; Job-Alike professional development); Collaboration [e.g., supporting Professional Learning Communities (PLC); Vertical/horizontal team planning]; Monitoring Instruction (e.g., classroom monitoring and feedback conferences; using ISN "look-fors" checklist for classroom observations; monitor K-2 program; monitor urban specialist and Tier 3 students); Student Management of Learning [e.g., profiling class performance on common and formative assessments by student groups, performance feedback conferences with teachers; Targeted Response to Intervention (RTI) for students].

Figure 16: 2017-18 Frequency of Work for the Components of ISN - Campus Instructional Coaches



Source: Results from the 2017-18 ISN campus instructional coach survey dated May 2018.

Campus instructional coaches most often reported receiving professional development from ISN program staff members every four to six weeks (67%) followed by once a semester (25%) and daily or weekly (8%). In addition, most respondents reported that the professional development from ISN program staff members was at least somewhat helpful (83%).

Attendance and Disciplinary Outcomes for Students Assigned to Urban Specialists

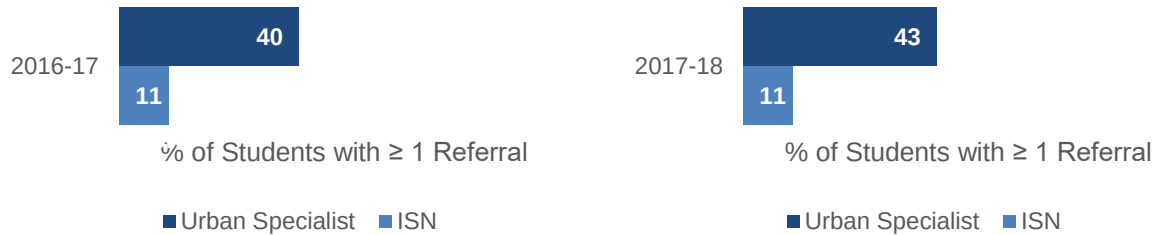
Attendance Rates

Attendance rates for students assigned to an urban specialist were relatively consistent from 2016-17 (90%) to 2017-18 (89%). Similarly to 2016-17, 2017-18 attendance rates for students assigned to an urban specialist (89%) were slightly lower than ISN overall (94%).

Discipline Referrals

The number of discipline referrals for students who were assigned to an urban specialist during the 2017-18 school year decreased from 480 in 2016-17 to 463 in 2017-18, for a total reduction of 17 referrals (4%). In 2016-17 and 2017-18, a higher percentage of students who were assigned to an urban specialist (40% and 43%, respectively) had at least one discipline referral compared to all ISN students (11%; Figure 17).

Figure 17: 2016-17 and 2017-18 Percentage of Students Assigned to an Urban Specialist in 2017-18 with One or More Discipline Referrals



Source: List of students assigned to an urban specialist during the 2017-18 school year was provided by ISN program staff members on April 23, 2018. District discipline data files dated July 10, 2017 (2016-17) and July 19, 2018 (2017-18).

Note: $n = 383$ students who were assigned to an urban specialist and 1,152 students at ISN campuses with at least one referral in 2016-17; $n = 399$ students who were assigned to an urban specialist and 1,131 students at ISN campuses with at least one referral in 2017-18; ISN = Intensive Support Network. ISN totals include all students enrolled at ISN campuses. Data in 2016-17 and 2017-18 were based on students who were assigned to an urban specialist during the 2017-18 school year.

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

Methodology

The evaluator reviewed the 2017-18 TEA accountability ratings data from August 15, 2018.²¹ These data were used to determine if ISN campuses received an *Improvement Required* or *Met Standard* accountability rating from the Texas Education Agency for the 2017-18 school year.²²

Results

Thirteen of 15 ISN campuses received a *Met Standard* accountability rating for 2017-18 (Table 4). Five campuses that received an *Improvement Required* accountability rating for 2016-17 received a *Met Standard* accountability rating for 2017-18 (Lincoln High School, James Madison High School, Paul L. Dunbar Learning Center, Joseph J. Rhoads Learning Center, and George W. Truett Elementary School). One campus that received a *Met Standard* accountability rating for 2016-17 received an *Improved Required* accountability rating for 2017-18 (Oliver W. Holmes Middle School).

²¹ For more information about TEA accountability ratings, see <https://tea.texas.gov/2018accountabilitymanual.aspx>.

²² The Texas Education Agency assigns accountability ratings each August.

Table 4: 2016-17 and 2017-18 TEA Accountability Ratings for ISN Campuses

Campus	2016-17		2017-18	
	Improvement Required	Met Standard	Improvement Required	Met Standard
High Schools				
Lincoln	X			X
Madison	X			X
SOC		X		X
Middle Schools				
Browne		X		X
Holmes		X	X	
Storey		X		X
Elementary Schools				
Bryan		X		X
Burleson		X		X
Dunbar	X			X
King	X		X	
Rhoads	X			X
Rice		X		X
Roberts		X		X
Truett	X			X
Webster		X		X

Source: Texas Education Agency accountability data file, dated August 15, 2018. **Blue** indicates a campus that improved from an accountability rating of *Improvement Required* in 2016-17 to an accountability rating of *Met Standard* in 2017-18.

Note: ISN = Intensive Support Network. TEA = Texas Education Agency. SOC = South Oak Cliff.

SUMMARY AND RECOMMENDATIONS

Summary

The Intensive Support Network (ISN) was a Dallas Independent School District (Dallas ISD) initiative started in 2016-17 to help schools achieve or maintain a *Met Standard* accountability rating by reducing the student academic achievement gap with respect to ethnicity and socioeconomic status. To achieve this goal, ISN focused on several components. These components included 1) Data Analysis - monitoring student progress, 2) Coaching - providing professional development for teachers and administrative staff, 3) Collaboration - professional learning community planning by content and subject, 4) Monitoring Instruction - teacher observation, feedback, and follow-up, and 5) Student Management of Learning - students tracking their academic performance. Funding for ISN in the 2017-18 school year included \$85,229 from general operating funds. Each campus also received funding for an additional assistant principal and an urban specialist. The purpose of this evaluation was to assess the effectiveness of ISN in helping campuses achieve or maintain a *Met Standard* accountability rating.

What were the characteristics of ISN students and teachers?

This section includes student demographic characteristics and information regarding teacher creditable years of service and effectiveness levels.

Student Demographics

The 9,919 ISN students were approximately 52 percent male, 57 percent African American, and 41 percent Hispanic. Thirty percent of students were ELLs, and 10 percent were enrolled in SPED.

Teacher Creditable Years of Service and Effectiveness Levels

Compared to ACE campuses and the district, teachers on ISN campuses were less likely to have 10 or fewer creditable years of service and more likely to have 11 or more creditable years of service. In addition, teachers at ISN campuses were less likely than ACE campuses and the district to hold a Proficient I or higher Teacher Effectiveness Initiative (TEI) effectiveness level and more likely than ACE campuses and the district to be Progressing II or lower.

ISN Outcomes Based on Measurable District Metrics

This section includes information for ISN students regarding *State of Texas Assessments of Academic Readiness (STAAR)*, attendance rates, discipline referrals, and district Climate Survey results for the 2016-17 and 2017-18 school years.

STAAR

Except for two STAAR subtests (i.e., grade 8 reading and social studies), the rate of 2017-18 ISN students attaining the Approaches+ standard was lower than the district or the same at all grade levels. The rate of ISN students at the Approaches+ standard ranged between 42 percent and 80 percent compared to 56 percent and 88 percent for the district. In addition, the rate of ISN students attaining the Meets+ standard was lower than the district at all grade levels. The rate of ISN students at the Meets+ standard ranged between 14 percent and 39 percent compared to 18 percent and 55 percent for the district.

Furthermore, the rate of 2017-18 ISN students meeting or exceeding the Approaches+ and Meets+ performance standards for STAAR EOC was lower than the district for all subtests. Specifically, the rate of ISN students attaining the Approaches+ standard ranged between 38 percent and 87 percent compared to 52 percent and 92 percent for the district. The rate of ISN students attaining the Meets+ standard ranged between 19 percent and 52 percent compared to 31 percent and 70 percent for the district.

Lastly, Approaches+ attainment for ISN students trended upward over one year for 14 of 22 STAAR subtests (range: +1 percentage point to +13 percentage points) and trended downward for six of 22 subtests (range: -1 percentage point to -5 percentage points). Meets+ attainment trended upward over one year for 18 of 22 STAAR subtests (range: +1 percentage point to +20 percentage points) and trended downward for three of 22 subtests (range: -1 percentage point to -4 percentage points).

Attendance

Attendance rates for all ISN campuses and the district were relatively consistent from 2016-17 (94% and 95%, respectively) to 2017-18 (94% and 95%, respectively).

Discipline Referrals

The number of discipline referrals at ISN campuses decreased from 2,349 in 2016-17 to 2,212 in 2017-18, for a total reduction of 137 referrals (5.8%). For both 2016-17 and 2017-18, 11 percent of ISN students had one or more discipline referrals compared to seven percent and six percent, respectively, for the district.

District Climate Survey

The district Climate Survey results were mixed during 2017-18. In Fall 2017, the sections with the highest number of ISN campuses in the 4th or 5th quintile (most positive) were *Beliefs and Priorities* and *Positive Culture and Environment* (four campuses each), and the section with the lowest number of ISN campuses in the 4th and 5th quintile was *College-Going Culture* (two campuses). In Spring 2018, the section with the highest number of ISN campuses in the 4th or 5th quintile was *Culture of Feedback and Support* (six campuses), and the sections with the lowest number of ISN campuses in the 4th and 5th quintile were *Positive Culture and Environment* and *College-Going Culture* (two campuses each).

Perceptions of the Critical Success Factors

The following section includes the frequency in which assistant principals and campus instructional coaches reported that the implementation of the ISN components was at least moderately effective and whether they agreed that each of the critical success factors had been achieved.

Data Analysis

Ninety-five percent of assistant principals reported that the implementation of the data analysis component was at least moderately effective. At least 67 percent of assistant principals and 58 percent of campus instructional coaches agreed that each of the critical success factors for the data analysis component had been achieved.

Coaching

Ninety-five percent of assistant principals reported that the implementation of the coaching component was at least moderately effective. At least 57 percent of assistant principals and at least 54 percent of campus instructional coaches agreed that each of the critical success factors for the coaching component had been achieved.

Collaboration

Ninety-five percent of assistant principals reported that the implementation of the collaboration component was at least moderately effective. At least 67 percent of assistant principals and 50 percent of campus instructional coaches agreed that each of the critical success factors for the collaboration component had been achieved.

Monitoring Instruction

Ninety-five percent of assistant principals reported that the implementation of the monitoring instruction component was at least moderately effective. At least 52 percent of assistant principals and

46 percent of campus instructional coaches agreed that each of the critical success factors for the monitoring instruction component had been achieved.

Student Management of Learning

Ninety percent of assistant principals reported that the implementation of the student management of learning component was at least moderately effective. At least 62 percent of assistant principals and 50 percent of campus instructional coaches agreed that each of the critical success factors for the student management of learning component had been achieved.

Role of ISN Campus Staff

This section includes survey results for assistant principals and campus instructional coaches regarding their years of experience and their daily responsibilities.

Program Staff Surveys – Assistant Principals

All assistant principals who completed the online survey reported that they had at least four years of education experience, and 71 percent of assistant principals reported that they had at least four years of administrative experience. Ninety percent of assistant principals who responded to the survey rated their level of support as good, very good, or excellent. Assistant principals reported that they had daily or weekly contact with ISN coordinators (62%) and the ISN assistant superintendent (19%). In addition, between 62 percent and 95 percent of assistant principals reported that they completed work related to each of the components of ISN on a daily or weekly basis.

Program Staff Surveys - Campus Instructional Coaches

All campus instructional coaches who completed the online survey reported that they had at least 10 years of education experience, and 54 percent of campus instructional coaches reported that they had at least four to six years of coaching experience. Seventy-five percent of campus instructional coaches rated their level of support as good, very good, or excellent. Campus instructional coaches reported that they had daily or weekly contact with ISN coordinators (38%) and the ISN assistant superintendent (13%). Between 63 percent and 96 percent of campus instructional coaches who completed the survey reported that they completed work related to the components of ISN on a daily or weekly basis. Lastly, 67 percent of campus instructional coaches reported receiving professional development from ISN program staff members every four to six weeks, and most respondents reported that the professional development was at least somewhat helpful (83%).

Outcomes for Students Assigned to Urban Specialists

Attendance Rates

Attendance rates for students assigned to an urban specialist were relatively consistent from 2016-17 (90%) to 2017-18 (89%). Similarly to 2016-17, 2017-18 attendance rates for students assigned to an urban specialist (89%) were slightly lower than ISN overall (94%).

Discipline Referrals

The number of discipline referrals for students who were assigned to an urban specialist during the 2017-18 school year decreased from 480 in 2016-17 to 463 in 2017-18, for a total reduction of 17 referrals (4%). A higher percentage of students who were assigned to an urban specialist had at least one discipline referral compared to all ISN students in 2016-17 and 2017-18. In addition, the percentage of students assigned to an urban specialist with one or more discipline referrals slightly increased by three percentage points from 40 percent in 2016-17 to 43 percent in 2017-18.

Program Goal

Thirteen of 15 ISN campuses received a *Met Standard* accountability rating for 2017-18 (Table 4). Five campuses that received an *Improvement Required* accountability rating for 2016-17 received a *Met Standard* accountability rating for 2017-18 (Lincoln High School, James Madison High School, Paul L. Dunbar Learning Center, Joseph J. Rhoads Learning Center, and George W. Truett Elementary School). One campus that received a *Met Standard* accountability rating for 2016-17 received an *Improved Required* accountability rating for 2017-18 (Oliver W. Holmes Middle School).

Recommendations

Because the 2017-18 academic year was the final year of ISN, the following recommendations based on the ISN program may help future school improvement programs assist at-risk campuses.

- **Identify additional program goals to measure student progress at each campus.** The only explicit goal of the ISN program was for campuses to achieve the *Met Standard* accountability rating from the TEA; however, this goal did not allow student progress to be measured at campuses that experienced improvement but did not achieve a *Met Standard* accountability rating. Creating additional program goals with specific and measurable outcomes would improve the ability of programs like ISN to identify whether campuses are improving and which aspects of the program are most effective.
- **Recruit more teachers with a Proficient I or higher effectiveness level.** Compared to ACE campuses and the district, teachers on ISN campuses were less likely to have an effectiveness level of Proficient I or higher and more likely to employ teachers with an effectiveness level of Progressing II or lower. Thus, recruiting more teachers with a Proficient I or higher effectiveness level might improve student performance.
- **Continue using urban specialists to mentor students with attendance and behavior issues.** On average, the attendance rates for students who were assigned to an urban specialist during the 2017-18 school year remained relatively consistent, and discipline referrals decreased from 2016-17 to 2017-18. However, because each urban specialist served approximately 30 students at both of their assigned campuses, urban specialists were not able to dedicate all their time at a single campus. It might be beneficial to explore ways to more strongly leverage the services of urban specialists so that schools with a larger number of high-needs students can receive more support.

- **Continue to provide professional development sessions to campus instructional coaches.** Because ISN campuses were more likely than ACE campuses and the district to employ teachers with an effectiveness level of Progressing II or lower, ISN program staff members focused on training the campus instructional coaches in high needs areas (e.g., writing, science, and math) by targeting specific student expectations (SEs). Almost all campus instructional coaches reported that the professional development sessions received from ISN program staff members were helpful. Staff members for future programs like ISN should continue to provide professional development sessions for campus instructional coaches that provide teachers with resources and information regarding best practices in the classroom.
- **Improve the relationship between each component of future school improvement programs and their critical success factors.** While most assistant principals believed that the components of ISN were effectively implemented at their campuses, not all assistant principals and campus instructional coaches agreed that the critical success factors for each component of ISN had been achieved. Staff members for programs like ISN should review program outcomes to determine which indicators are appropriate and to identify specific and measurable outcomes. This will help assistant principals and campus instructional coaches to understand more clearly how program outcomes are related to the components of the program.
- **Carefully consider transition plans for programs like ISN when campuses achieve the *Met Standard* accountability rating.** Stability among campus personnel might be important to maintaining the progress afforded by participation in the ISN program. From 2016-17 to 2017-18, ISN STAAR scores increased for the majority of STAAR subtests at the Approaches+ and Meets+ standards. In addition, ISN students maintained their attendance rate and had slightly fewer discipline referrals. However, it is unknown how long the additional ISN personnel are needed to have a lasting impact on each campus. Thus, staff members for programs like ISN should carefully consider transition plans for successful campuses to bolster the possible benefits of the program.

REFERENCES

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APPENDICES

Appendix A

Appendix A: 2017-18 ISN Classroom Look-Fors

Intensive Support Network Classroom Look Fors	
Teacher: _____	Date: _____
ISN Look Fors	Notes / Feedback
ISN Quad	
Data Wall	
Interactive Word Wall	
Writing Journals (RLA) Silent Sustained Reading (RLA) Interactive Notebooks (Math, Science, SS)	
Anchor Charts	
Multiple Response Strategies	
Student Work Wall	
Student Engagement	
Lesson Plans posted (Posted and on Google)	
Instructional Planning Calendars (Posted and on Google)	

Source: List of ISN non-negotiables sheet provided by ISN program staff members on February 21, 2018.

Note: ISN = Intensive Support Network.

Appendix B

Appendix B: 2017-18 ISN Student Profile Sheets

STUDENT PROFILES

p e r c e n t % C o r r e c t	100							
	90							
	80							
	70							
	60							
	50							
	40							
	30							
	20							
	10							
	0							
			SE:	SE:	SE:	SE:	SE:	SE:

SE GOALS for next assessments

Use green to color in the bars that reach 70% or more; use yellow for bars that reach up to 69% or less; use red for bars that reach up to 50% or less.

MASTERY

STUDENT
 NAME: _____
 CONTENT: _____
 CLASS: _____
 PERIOD: _____

 Reflection Opportunity:

Source: ISN Student Profile sheet provided by ISN program staff members on February 21, 2018.

Note: ISN = Intensive Support Network.

Appendix C

Appendix C Table 1: 2017 to 2018 ISN STAAR Changes by Grade and Campus – Mathematics

	Approaches Grade Level or Above					Meets Grade Level or Above				
	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Meets+ %	Tested <i>n</i>	Meets+ %	
Grade Three										
Bryan	58	53.4	70	64.3	10.9	54	22.2	62	21.0	-1.2
Burleson	121	62.8	100	58.0	-4.8	119	38.7	100	23.0	-15.7
Dunbar	99	39.4	83	50.6	11.2	97	20.6	83	18.1	-2.5
King	76	55.3	64	54.7	-0.6	75	25.3	63	19.0	-6.3
Rhoads	101	45.5	108	54.6	9.1	101	23.8	108	22.2	-1.6
Rice	89	71.9	63	76.2	4.3	86	31.4	60	36.7	5.3
Roberts	91	67.0	90	76.7	9.7	91	37.4	90	30.0	-7.4
Truett	154	56.5	178	50.0	-6.5	153	28.1	178	22.5	-5.6
Webster	98	58.2	75	64.0	5.8	98	27.6	75	36.0	8.4
ISN	887	56.7	831	59.3	2.6	874	28.8	819	24.8	-4.0
District	12,570	71.0	11,908	75.6	4.6	12,369	40.5	11,662	42.4	1.9
Grade Four										
Bryan	81	56.8	61	68.9	12.1	72	19.4	56	42.9	23.5
Burleson	109	38.5	123	65.9	27.4	109	14.7	123	30.1	15.4
Dunbar	72	43.1	84	53.6	10.5	72	12.5	80	22.5	10.0
King	80	26.3	75	41.3	15.0	78	1.3	73	13.7	12.4
Rhoads	114	50.0	77	51.9	1.9	114	12.3	77	14.3	2.0
Rice	61	73.8	70	95.7	21.9	57	49.1	67	62.7	13.6
Roberts	96	62.5	88	81.8	19.3	96	33.3	88	44.3	11.0
Truett	171	55.6	154	66.2	10.6	171	29.8	154	33.1	3.3
Webster	92	56.5	81	53.1	-3.4	92	28.3	81	30.9	2.6
ISN	876	51.3	813	64.3	13.0	861	22.2	799	32.2	10.0
District	12,370	69.3	12,087	76.0	6.7	12,140	40.0	11,852	44.7	4.7
Grade Five										
Bryan	54	61.1	63	84.1	23.0	48	16.7	55	32.7	16.0
Burleson	88	62.5	98	72.4	9.9	88	19.3	98	34.7	15.4
Dunbar	73	65.8	78	56.4	-9.4	73	23.3	76	21.1	-2.2
King	79	50.6	73	61.6	11.0	77	11.7	70	18.6	6.9
Rhoads	99	65.7	117	64.1	-1.6	96	26.0	117	25.6	-0.4
Rice	85	85.9	54	100.0	14.1	76	42.1	49	67.3	25.2
Roberts	92	92.4	86	93.0	0.6	91	51.6	86	53.5	1.9
Truett	145	62.1	164	67.1	5.0	145	25.5	164	36.6	11.1
Webster	94	74.5	84	77.4	2.9	94	23.4	84	35.7	12.3
ISN	809	69.1	817	73.1	4.0	788	27.2	799	35.0	7.8
District	11,828	81.4	12,038	87.6	6.2	11,582	43.0	11,787	54.5	11.5
Grade Six										
Browne	177	56.5	173	48.0	-8.5	172	11.0	170	13.5	2.5
Holmes	217	50.7	259	49.0	-1.7	213	11.7	250	14.8	3.1
Storey	173	55.5	176	48.9	-6.6	161	17.4	164	17.7	0.3
ISN	567	54.0	608	48.7	-5.3	546	13.2	584	15.2	2.0
District	10,292	65.6	10,199	68.3	2.7	10,099	29.7	9,974	33.9	4.2
Grade Seven										
Browne	156	49.4	171	54.4	5.0	155	21.3	162	19.1	-2.2
Holmes	188	43.6	200	47.0	3.4	181	8.8	197	19.3	10.5
Storey	150	24.0	165	44.2	20.2	145	1.4	146	4.8	3.4
ISN	494	39.5	536	48.5	9.0	481	10.6	505	15.0	4.4
District	7,256	47.3	7,653	55.7	8.4	7,099	14.3	7,458	17.9	3.6
Grade Eight										
Browne	199	87.9	157	94.3	6.4	199	41.2	151	54.3	13.1
Holmes	232	81.0	242	76.0	-5.0	225	23.1	236	29.7	6.6
Storey	193	81.9	174	73.0	-8.9	188	35.1	167	38.9	3.8
ISN	624	83.5	573	80.1	-3.4	612	32.7	554	39.2	6.5
District	9,975	80.6	9,886	84.0	3.4	9,796	35.9	9,731	47.7	11.8

Source: District STAAR files dated June 23, 2017 (2017 grades three to eight) and June 20, 2018 (2018 grades three to eight), for students enrolled on the year's PEIMS snapshot date (files dated October 31, 2016 and October 30, 2017, respectively).

Note: ISN = Intensive Support Network. STAAR = State of Texas Assessments of Academic Readiness. Δ=change in percentage points. Results reflect percentage of students meeting or exceeding the Approaches Grade Level (Appr+) or Meets Grade Level (Meets+) standards for all versions and administrations of STAAR, but some test scores may have been adversely affected by online testing issues. Appr+ includes all students in the Meets and Masters Grade Level category. Meets+ includes all students in the Masters Grade Level category. Alternative-2 tests takers were not evaluated at the Meets+ standard.

Appendix C Table 2: 2017 to 2018 ISN STAAR Changes by Grade and Campus – Reading

	Approaches Grade Level or Above					Meets Grade Level or Above				
	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Meets+ %	Tested <i>n</i>	Meets+ %	
Grade Three										
Bryan	58	43.1	70	64.3	21.2	54	24.1	62	30.6	6.5
Burleson	121	59.5	100	45.0	-14.5	119	25.2	100	24.0	-1.2
Dunbar	99	36.4	83	47.0	10.6	97	20.6	83	12.0	-8.6
King	76	39.5	64	64.1	24.6	75	10.7	63	14.3	3.6
Rhoads	101	43.6	108	63.0	19.4	101	18.8	108	24.1	5.3
Rice	89	60.7	63	73.0	12.3	86	33.7	60	31.7	-2.0
Roberts	91	57.1	90	71.1	14.0	91	34.1	90	27.8	-6.3
Truett	154	43.5	178	53.9	10.4	153	22.9	178	24.7	1.8
Webster	98	48.0	75	61.3	13.3	98	22.4	75	26.7	4.3
ISN	887	48.1	831	59.0	10.9	874	23.7	819	23.9	0.2
District	12,569	63.4	11,919	72.4	9.0	12,368	36.3	11,673	39.1	2.8
Grade Four										
Bryan	80	51.3	62	58.1	6.8	71	16.9	57	28.1	11.2
Burleson	109	46.8	123	65.9	19.1	109	27.5	123	36.6	9.1
Dunbar	72	30.6	84	28.6	-2.0	72	11.1	80	13.8	2.7
King	80	30.0	75	40.0	10.0	78	10.3	73	13.7	3.4
Rhoads	114	33.3	76	40.8	7.5	114	15.8	76	18.4	2.6
Rice	61	68.9	70	88.6	19.7	57	49.1	67	73.1	24.0
Roberts	96	56.3	88	53.4	-2.9	96	26.0	88	26.1	0.1
Truett	171	39.2	153	56.2	17.0	171	24.6	153	23.5	-1.1
Webster	92	40.2	81	45.7	5.5	92	18.5	81	19.8	1.3
ISN	875	43.0	812	53.4	10.4	860	21.9	798	27.6	5.7
District	12,363	60.9	12,082	65.5	4.6	12,133	34.4	11,847	36.5	2.1
Grade Five										
Bryan	54	64.8	63	71.4	6.6	48	27.1	55	30.9	3.8
Burleson	88	73.9	98	73.5	-0.4	88	35.2	98	39.8	4.6
Dunbar	73	54.8	78	48.7	-6.1	73	26.0	76	13.2	-12.8
King	79	51.9	73	69.9	18.0	77	22.1	70	28.6	6.5
Rhoads	98	60.2	117	59.8	-0.4	96	12.5	117	34.2	21.7
Rice	85	89.4	54	96.3	6.9	76	71.1	49	61.2	-9.9
Roberts	92	71.7	86	79.1	7.4	91	35.2	86	41.9	6.7
Truett	145	57.2	164	65.2	8.0	145	28.3	164	37.2	8.9
Webster	94	62.8	84	69.0	6.2	94	25.5	84	35.7	10.2
ISN	808	64.9	817	68.7	3.8	788	30.8	799	35.4	4.6
District	11,831	78.0	12,037	81.0	3.0	11,586	42.6	11,786	51.0	8.4
Grade Six										
Browne	177	44.6	173	39.9	-4.7	172	19.2	170	14.7	-4.5
Holmes	217	43.3	259	48.3	5.0	213	9.9	250	20.8	10.9
Storey	173	35.3	175	36.0	0.7	161	8.7	163	11.0	2.3
ISN	567	41.3	607	42.3	1.0	546	12.5	583	16.3	3.8
District	10,321	53.7	10,211	56.3	2.6	10,126	23.3	9,988	27.4	4.1
Grade Seven										
Browne	157	65.6	170	61.8	-3.8	156	23.7	161	27.3	3.6
Holmes	230	60.0	228	50.9	-9.1	223	22.0	225	16.0	-6.0
Storey	186	39.2	183	53.0	13.8	181	11.6	164	18.3	6.7
ISN	573	54.8	581	54.7	-0.1	560	19.1	550	20.0	0.9
District	9,729	59.9	10,037	63.8	3.9	9,571	28.2	9,842	35.1	6.9
Grade Eight										
Browne	199	75.4	157	83.4	8.0	199	32.2	151	36.4	4.2
Holmes	216	75.9	248	75.8	-0.1	209	24.9	242	28.9	4.0
Storey	167	72.5	186	65.1	-7.4	162	21.0	179	26.3	5.3
ISN	582	74.7	591	74.5	-0.2	570	26.3	572	30.1	3.8
District	9,367	75.9	9,722	74.6	-1.3	9,188	32.9	9,567	34.9	2.0

Source: District STAAR files dated June 23, 2017 (2017 grades three to eight) and June 20, 2018 (2018 grades three to eight), for students enrolled on the year's PEIMS snapshot date (files dated October 31, 2016 and October 30, 2017, respectively).

Note: ISN = Intensive Support Network. STAAR = State of Texas Assessments of Academic Readiness. Δ=change in percentage points. Results reflect percentage of students meeting or exceeding the Approaches Grade Level (Appr+) or Meets Grade Level (Meets+) standards for all versions and administrations of STAAR, but some test scores may have been adversely affected by online testing issues. Appr+ includes all students in the Meets and Masters Grade Level category. Meets+ includes all students in the Masters Grade Level category. Alternative-2 tests takers were not evaluated at the Meets+ standard.

Appendix C Table 3: 2017 to 2018 ISN STAAR Changes by Grade and Campus – Writing

	Approaches Grade Level or Above					Meets Grade Level or Above				
	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Meets+ %	Tested <i>n</i>	Meets+ %	
Grade Four										
Bryan	81	53.1	61	49.2	-3.9	72	18.1	56	25.0	6.9
Burleson	108	48.1	123	56.9	8.8	108	26.9	123	31.7	4.8
Dunbar	73	28.8	83	30.1	1.3	73	11.0	79	5.1	-5.9
King	80	40.0	75	37.3	-2.7	78	15.4	73	17.8	2.4
Rhoads	115	47.8	77	44.2	-3.6	115	20.9	77	16.9	-4.0
Rice	61	75.4	71	85.9	10.5	57	52.6	68	63.2	10.6
Roberts	97	52.6	88	50.0	-2.6	97	23.7	88	20.5	-3.2
Truett	171	46.8	153	37.3	-9.5	171	19.3	153	13.1	-6.2
Webster	92	43.5	79	35.4	-8.1	92	19.6	79	21.5	1.9
ISN	878	47.8	810	46.5	-1.3	863	22.0	796	23.0	1.0
District	12,389	62.3	12,068	60.4	-1.9	12,162	34.2	11,836	36.0	1.8
Grade Seven										
Browne	161	57.1	172	53.5	-3.6	160	19.4	163	16.6	-2.8
Holmes	230	41.3	233	37.3	-4.0	223	15.7	230	15.2	-0.5
Storey	187	39.0	185	44.9	5.9	182	11.0	166	9.6	-1.4
ISN	578	45.0	590	44.4	-0.6	565	15.2	559	14.0	-1.2
District	9,780	55.6	10,072	58.0	2.4	9,622	25.5	9,878	30.7	5.2

Source: District STAAR files dated June 23, 2017 (2017 grades three to eight) and June 20, 2018 (2018 grades three to eight), for students enrolled on the year's PEIMS snapshot date (files dated October 31, 2016 and October 30, 2017, respectively).

Note: ISN = Intensive Support Network. STAAR = State of Texas Assessments of Academic Readiness. Δ=change in percentage points. Results reflect percentage of students meeting or exceeding the Approaches Grade Level (Appr+) or Meets Grade Level (Meets+) standards for all versions and administrations of STAAR, but some test scores may have been adversely affected by online testing issues. Appr+ includes all students in the Meets and Masters Grade Level category. Meets+ includes all students in the Masters Grade Level category. *Alternative-2* tests takers were not evaluated at the Meets+ standard.

Appendix C Table 4: 2017 to 2018 ISN STAAR Changes by Grade and Campus – Science

	Approaches Grade Level or Above					Meets Grade Level or Above				
	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Meets+ %	Tested <i>n</i>	Meets+ %	
Grade Four										
Bryan	53	60.4	62	41.9	-18.5	47	17.0	54	5.6	-11.4
Burleson	84	45.2	97	44.3	-0.9	84	10.7	97	18.6	7.9
Dunbar	71	53.5	78	25.6	-27.9	71	23.9	76	7.9	-16.0
King	77	37.7	70	57.1	19.4	75	17.3	67	13.4	-3.9
Rhoads	98	28.6	116	42.2	13.6	96	7.3	116	13.8	6.5
Rice	82	75.6	54	90.7	15.1	73	31.5	49	51.0	19.5
Roberts	92	72.8	86	57.0	-15.8	91	42.9	86	24.4	-18.5
Truett	145	39.3	162	44.4	5.1	145	16.6	162	11.7	-4.9
Webster	92	47.8	83	55.4	7.6	92	16.3	83	14.5	-1.8
ISN	794	49.7	808	48.8	-0.9	774	20.0	790	16.3	-3.7
District	11,721	66.2	11,972	70.0	3.8	11,475	32.1	11,721	32.0	-0.1
Grade Seven										
Browne	206	74.3	164	75.0	0.7	206	33.0	158	31.6	-1.4
Holmes	229	62.9	245	58.8	-4.1	222	18.0	239	21.8	3.8
Storey	174	71.3	174	62.6	-8.7	169	24.9	167	26.3	1.4
ISN	609	69.1	583	64.5	-4.6	597	25.1	564	25.9	0.8
District	9,867	67.0	9,917	67.1	0.1	9,687	32.1	9,763	37.8	5.7

Source: District STAAR files dated June 23, 2017 (2017 grades three to eight) and June 20, 2018 (2018 grades three to eight), for students enrolled on the year's PEIMS snapshot date (files dated October 31, 2016 and October 30, 2017, respectively).

Note: ISN = Intensive Support Network. STAAR = State of Texas Assessments of Academic Readiness. Δ=change in percentage points. Results reflect percentage of students meeting or exceeding the Approaches Grade Level (Appr+) or Meets Grade Level (Meets+) standards for all versions and administrations of STAAR. Appr+ includes all students in the Meets and Masters Grade Level category. Meets+ includes all students in the Masters Grade Level category. *Alternative-2* tests takers were not evaluated at the Meets+ standard.

Appendix C Table 5: 2017 to 2018 ISN STAAR Changes by Grade and Campus – Social Studies

	Approaches Grade Level or Above					Meets Grade Level or Above				
	2017		2018		1 Yr Δ	2017		2018		1 Yr Δ
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Meets+ %	Tested <i>n</i>	Meets+ %	
Grade Eight										
Browne	192	69.8	153	79.7	9.9	192	31.3	147	40.1	8.8
Holmes	212	42.5	240	51.3	8.8	205	7.8	234	10.3	2.5
Storey	166	66.9	178	64.6	-2.3	161	26.7	171	31.0	4.3
ISN	570	58.8	571	63.0	4.2	558	21.3	552	24.6	3.3
District	9,576	55.2	9,657	60.6	5.4	9,396	22.2	9,503	28.0	5.8

Source: District STAAR files dated June 23, 2017 (2017 grades three to eight) and June 20, 2018 (2018 grades three to eight), for students enrolled on the year's PEIMS snapshot date (files dated October 31, 2016 and October 30, 2017, respectively).

Note: ISN = Intensive Support Network. STAAR = State of Texas Assessments of Academic Readiness. Δ=change in percentage points. Results reflect percentage of students meeting or exceeding the Approaches Grade Level (Appr+) or Meets Grade Level (Meets+) standards for all versions and administrations of STAAR. Appr+ includes all students in the Meets and Masters Grade Level category. Meets+ includes all students in the Masters Grade Level category. *Alternative-2* tests takers were not evaluated at the Meets+ standard.

Appendix C Table 6: 2017 to 2018 ISN STAAR Changes by Grade and Campus – End-of-Course (EOC)

	Approaches Grade Level or Above					Meets Grade Level or Above				
	2017		2018		1 Yr Δ %pts	2017		2018		1 Yr Δ %pts
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Meets+ %	Tested <i>n</i>	Meets+ %	
Algebra I										
Holmes	27	100.0	36	100.0	0.0	27	77.8	36	66.7	-11.1
Lincoln	159	54.7	205	67.3	12.6	156	12.2	195	32.3	20.1
Madison	195	48.2	168	76.8	28.6	195	21.5	168	36.9	15.4
SOC	429	65.0	374	72.7	7.7	416	14.2	366	35.2	21.0
Storey	9	100.0	30	100.0	0.0	9	66.7	30	90.0	23.3
ISN	819	60.6	813	74.4	13.8	803	18.3	795	38.4	20.1
District	12,433	77.4	11,790	80.2	2.8	12,280	39.7	11,604	53.9	14.2
English I										
Lincoln	236	30.1	288	37.5	7.4	233	12.4	278	22.7	10.3
Madison	253	37.9	238	45.0	7.1	253	16.6	238	24.8	8.2
SOC	593	31.5	544	35.1	3.6	580	12.4	537	15.3	2.9
ISN	1,083	33.7	1,071	37.9	4.2	1,067	13.4	1,054	19.4	6.0
District	15,485	51.9	14,992	51.5	-0.4	15,343	31.9	14,807	30.9	-1.0
English II										
Lincoln	210	39.0	204	39.2	0.2	204	17.2	201	19.9	2.7
Madison	175	36.0	201	53.7	17.7	175	14.3	201	27.4	13.1
SOC	474	35.9	481	44.1	8.2	467	13.1	470	19.4	6.3
ISN	859	36.7	886	45.1	8.4	846	14.3	872	21.3	7.0
District	13,555	55.1	14,029	58.0	2.9	13,439	33.4	13,887	37.8	4.4
Biology										
Lincoln	161	68.3	212	72.2	3.9	158	24.7	202	41.6	16.9
Madison	198	70.2	185	70.8	0.6	198	21.7	185	29.2	7.5
SOC	397	66.5	364	75.5	9.0	382	20.2	356	31.7	11.5
ISN	756	67.9	762	73.4	5.5	738	21.5	744	33.7	12.2
District	10,542	82.6	11,162	83.7	1.1	10,412	49.4	10,981	52.5	3.1
U.S. History										
Lincoln	125	88.0	136	85.3	-2.7	120	38.3	132	53.0	14.7
Madison	40	60.0	156	85.9	25.9	40	22.5	156	51.3	28.8
SOC	274	84.7	335	88.1	3.4	262	37.4	331	52.6	15.2
ISN	439	83.4	627	86.9	3.5	422	36.3	619	52.3	16.0
District	8,490	91.0	9,777	92.1	1.1	8,368	63.4	9,644	70.3	6.9

Source: District STAAR files dated June 23, 2017 (2017) and June 20, 2018 (2018), for students enrolled on the year's PEIMS snapshot date (files dated October 31, 2016 and October 30, 2017, respectively).

Note: ISN = Intensive Support Network. STAAR = State of Texas Assessments of Academic Readiness. Δ=change in percentage points. Results reflect percentage of students meeting or exceeding the Approaches Grade Level (Appr+) or Meets Grade Level (Meets+) standards for all versions and administrations of STAAR, but some test scores may have been adversely affected by online testing issues. Appr+ includes all students in the Meets and Masters Grade Level category. Meets+ includes all students in the Masters Grade Level category. Alternative-2 tests takers were not evaluated at the Meets+ standard.

Appendix D

Appendix D Table 1: 2016-17 ISN Attendance Rates

Campus	Total Attendance Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	N	%	n	%	n	%	n	%	n	%	n	%	n	%
High Schools														
Lincoln	548	92.0	428	91.6	117	93.5	*	*	*	*	82	93.3	96	91.3
Madison	482	92.0	319	91.3	157	93.3	*	*	*	*	79	93.3	80	89.5
SOC	1286	88.0	903	87.2	375	89.7	7	90.7	7	92.5	205	90.1	190	88.9
Middle Schools														
Browne	569	95.3	274	94.5	285	96.0	8	94.6	*	*	209	96.8	53	94.7
Holmes	711	94.2	424	93.7	278	95.0	*	*	5	89.7	209	95.3	76	92.5
Storey	561	94.7	280	93.8	271	95.6	6	97.6	*	*	188	95.5	65	92.8
Elementary Schools														
Bryan	450	95.4	270	94.9	166	96.3	7	97.4	7	93.6	123	97.2	45	96.2
Burleson	734	95.8	281	94.7	432	96.6	14	95.2	7	93.8	317	96.9	46	94.8
Dunbar	605	94.3	500	94.2	92	95.1	8	95.9	5	91.5	78	96.1	49	92.9
King	475	96.4	324	95.8	131	97.8	5	98.3	15	97.8	117	97.8	26	96.7
Rhoads	747	95.6	461	95.4	270	96.0	8	96.8	8	96.8	220	96.6	36	93.8
Rice	553	96.8	498	96.8	50	96.6	*	*	*	*	36	97.1	41	93.7
Roberts	611	96.0	94	94.5	504	96.3	10	96.9	*	*	324	96.9	29	94.1
Truett	1,157	95.8	472	95.0	635	96.3	27	95.2	24	96.8	548	96.7	52	94.7
Webster	643	95.4	299	94.4	333	96.3	8	95.1	*	*	226	96.8	52	94.1
Intensive Support Network	10,132	94.2	5,823	93.3	4,093	95.4	117	95.6	99	95.0	2,961	96.0	936	92.3
District	163,173	95.5	37,646	94.0	113,634	95.9	8,033	95.9	3,860	96.3	71,053	96.4	12,647	93.9

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

Note: ELL = English language learner. SPED = special education. ISN = Intensive Support Network. An asterisk represents samples sizes between zero and four students. ^aSample sizes include the number of students at each campus; ^bSample sizes include the number of each demographic group.

Appendix D Table 2: 2017-18 ISN Attendance Rates

Campus	Total Attendance Rate ^a		Ethnicity ^b								ELL ^b		SPED ^b	
			African American		Hispanic		White		Other					
	N	%	n	%	n	%	n	%	n	%	n	%	n	%
High Schools														
Lincoln	631	91.1	480	90.5	147	92.8	*	*	*	*	89	92.0	105	90.3
Madison	471	96.4	276	96.2	186	96.9	*	*	*	*	128	96.9	58	95.1
SOC	1,208	90.9	811	90.4	363	92.1	5	88.3	14	93.5	197	92.1	167	92.7
Middle Schools														
Browne	542	95.2	245	94.8	284	95.5	8	94.6	5	97.4	211	96.1	60	93.6
Holmes	807	93.4	482	92.7	311	94.3	9	94.6	5	89.8	240	94.9	95	91.5
Storey	590	93.4	291	91.6	291	95.0	*	*	5	94.8	219	95.2	93	91.2
Elementary Schools														
Bryan	415	94.9	251	94.5	158	95.6	*	*	6	93.9	124	96.0	41	95.1
Burleson	684	95.6	269	93.9	406	96.6	6	92.2	*	*	307	96.9	46	94.3
Dunbar	574	94.1	461	93.7	97	95.6	8	96.4	8	94.1	74	96.5	59	93.4
King	441	95.5	314	94.5	106	97.9	10	95.9	11	97.8	93	98.0	24	94.4
Rhoads	734	95.2	457	94.9	261	95.9	*	*	7	94.1	227	96.2	37	95.4
Rice	511	96.0	457	96.0	48	96.0	*	*	*	*	33	95.6	33	95.2
Roberts	587	95.2	84	94.0	488	95.5	8	93.4	7	93.7	326	96.3	32	94.6
Truett	1,193	95.4	486	94.6	638	96.0	42	95.6	27	95.4	562	96.5	66	94.8
Webster	531	95.7	263	94.8	256	96.7	5	94.5	7	95.0	190	97.2	60	95.0
Intensive Support Network	9,897	94.3	5,627	93.4	4,040	95.4	117	94.7	113	95.2	3,020	95.9	976	93.2
District	162,030	95.3	37,220	93.7	112,584	95.7	4,166	95.8	8,060	96.0	70,879	96.2	13,336	94.0

Source: District attendance data file dated June 11, 2018, and district demographic files from PEIMS snapshot date, October 30, 2017.

Note: ES = elementary school. MS = middle school. ELL = English language learner. SPED = special education. ISN = Intensive Support Network. An asterisk represents samples sizes between zero and four students. ^aSample sizes include the number of students at each campus; ^bSample sizes include the number of each demographic group.

Appendix E

Appendix E Table 1: 2016-17 ISN Discipline Referrals

Campus	Total Number of Referrals	Students With ≥ 1 Referrals		Ethnicity ^a								ELL ^a		SPED ^a	
				African American		Hispanic		White		Other					
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
High Schools															
Lincoln	269	158	28.8	135	31.5	22	18.8	*	*	*	*	18	22.0	33	34.4
Madison	43	28	5.8	25	7.8	3	1.9	*	*	*	*	*	*	10	12.5
SOC	1,046	390	30.2	338	37.4	50	13.3	*	*	*	*	30	14.6	51	26.7
Middle Schools															
Browne	167	88	15.4	60	21.9	26	9.1	*	*	*	*	18	8.6	9	17.0
Holmes	65	43	6.0	39	9.2	4	1.4	*	*	*	*	*	*	8	10.5
Storey	89	50	8.9	42	15.0	8	3.0	*	*	*	*	5	2.7	*	*
Elementary Schools															
Bryan	51	29	6.4	28	10.4	1	0.6	*	*	*	*	*	*	*	*
Burleson	86	55	7.5	47	16.7	6	1.4	*	*	*	*	6	1.9	6	13.0
Dunbar	102	53	8.8	49	9.8	3	3.3	*	*	*	*	*	*	*	*
King	91	50	10.5	43	13.3	6	4.6	*	*	*	*	5	4.3	7	26.9
Rhoads	100	72	9.6	61	13.2	10	3.7	*	*	*	*	7	3.2	8	22.2
Rice	7	5	0.9	4	0.8	1	2.0	*	*	*	*	*	*	*	*
Roberts	33	15	2.5	8	8.5	6	1.2	*	*	*	*	*	*	*	*
Truett	135	86	7.4	57	12.1	20	3.1	*	*	5	21.7	14	2.6	10	19.2
Webster	65	30	4.7	22	7.4	7	2.1	*	*	*	*	*	*	*	*
ISN	2,349	1,152	11.4	958	16.4	173	4.2	9	7.6	12	12.2	115	3.9	153	16.3
District	23,450	11,604	7.4	5,204	14.6	5,924	5.3	324	4.2	150	4.0	3516	5.1	1412	11.6

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

Note: ISN = Intensive Support Network. ES = elementary school. MS = middle school. ELL = English language learner. SPED = special education. ISN = Intensive Support Network. An asterisk represents samples sizes between zero and four students. ^aSample sizes include the number of each demographic group.

Appendix E Table 2: 2017-18 ISN Discipline Referrals

Campus	Total Number of Referrals <i>N</i>	Students With ≥ 1 Referrals <i>n</i> %		Ethnicity ^a								ELL ^a <i>n</i> %		SPED ^a <i>n</i> %	
				African American		Hispanic		White		Other					
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%				
High Schools															
Lincoln	265	142	22.5	134	27.9	8	5.4	*	*	*	*	5	5.6	28	26.7
Madison	52	42	8.9	38	13.7	*	*	*	*	*	*	*	*	8	13.8
SOC	729	339	28.1	286	34.8	50	13.7	*	*	*	*	27	13.5	41	24.4
Middle Schools															
Browne	174	106	19.6	70	28.6	34	12.0	*	*	*	*	22	10.4	12	20.0
Holmes	60	26	3.2	19	3.9	7	2.3	*	*	*	*	5	2.1	6	6.3
Storey	270	114	19.3	86	29.6	26	8.9	*	*	*	*	18	8.2	19	20.4
Elementary Schools															
Bryan	20	14	3.4	11	4.4	*	*	*	*	*	*	*	*	*	*
Burleson	77	50	7.3	42	15.6	6	1.5	*	*	*	*	5	1.6	6	13.0
Dunbar	113	54	9.4	48	10.4	6	6.2	*	*	*	*	*	*	9	15.3
King	106	54	12.2	46	14.6	6	5.7	*	*	*	*	5	5.4	*	*
Rhoads	206	94	12.8	86	18.6	8	3.1	*	*	*	*	5	2.2	11	29.7
Rice	5	*	*	*	*	*	*	*	*	*	*	*	*	33	100.0
Roberts	55	35	6.0	18	21.4	17	3.5	*	*	*	*	8	2.5	8	25.0
Truett	47	35	2.9	23	4.7	10	1.6	*	*	*	*	7	1.2	*	*
Webster	33	22	4.1	19	7.2	*	*	*	*	*	*	*	*	*	*
ISN	2,212	1,131	11.4	930	16.5	187	4.6	6	5.3	6	5.3	117	3.9	160	16.4
District	17,711	9,418	6.0	4,237	12.0	4,761	4.3	258	3.3	158	4.0	2,873	4.1	1,236	9.6

Source: District discipline data file dated July 19, 2018, and district demographic files from PEIMS snapshot date, October 30, 2017.

Note: ISN = Intensive Support Network. ES = elementary school. MS = middle school. ELL = English language learner. SPED = special education. ISN = Intensive Support Network. An asterisk represents samples sizes between zero and four students. ^aSample sizes include the number of each demographic group.

Appendix F

Appendix F Table 1: 2016-17 and 2017-18 ISN Campus Climate Survey Quintile Scores – Beliefs and Priorities

Campus	Beliefs and Priorities					
	Fall 16	Spring 17	Δ	Fall 17	Spring 18	Δ
High Schools						
Lincoln	2	2	0	3	2	-1
Madison	1	3	2	3	4	1
SOC	1	1	0	3	3	0
Middle Schools						
Browne	5	5	0	4	4	0
Holmes	4	4	0	4	4	0
Storey	4	5	1	3	2	-1
Elementary Schools						
Bryan	1	1	0	1	1	0
Burleson	2	2	0	2	2	0
Dunbar	1	2	1	1	1	0
King	1	1	0	1	1	0
Rhoads	3	2	-1	1	1	0
Rice	5	5	0	5	5	0
Roberts	1	1	0	1	1	0
Truett	3	3	0	3	3	0
Webster	2	2	0	4	4	0

Source: District climate survey data files from January 5, 2017 (fall 2016), June 7, 2017 (spring 2017), January 17, 2018 (fall 2017), and June 1, 2018 (spring 2018).

Note: ISN = Intensive Support Network. SOC = South Oak Cliff. Δ = change in quintile score.

Appendix F Table 2: 2017-18 ISN Campus Climate Survey Quintile Scores – Positive Culture and Environment

Campus	Positive Culture and Environment					
	Fall 16	Spring 17	Δ	Fall 17	Spring 18	Δ
High Schools						
Lincoln	2	2	0	2	2	0
Madison	1	3	2	4	5	1
SOC	1	1	0	2	3	1
Middle Schools						
Browne	4	5	1	4	3	-1
Holmes	4	3	-1	4	3	-1
Storey	4	5	1	3	3	0
Elementary Schools						
Bryan	1	1	0	1	1	0
Burleson	1	2	1	2	2	0
Dunbar	1	1	0	1	1	0
King	1	1	0	1	1	0
Rhoads	2	1	-1	1	1	0
Rice	5	5	0	5	5	0
Roberts	1	1	0	1	1	0
Truett	3	3	0	3	3	0
Webster	1	1	0	3	3	0

Source: District climate survey data files from January 5, 2017 (fall 2016), June 7, 2017 (spring 2017), January 17, 2018 (fall 2017), and June 1, 2018 (spring 2018).

Note: ISN = Intensive Support Network. SOC = South Oak Cliff. Δ = change in quintile score.

Appendix F Table 3: 2017-18 ISN Campus Climate Survey Quintile Scores – Culture of Feedback and Support

Campus	Culture of Feedback and Support					
	Fall 16	Spring 17	Δ	Fall 17	Spring 18	Δ
High Schools						
Lincoln	2	4	2	3	4	1
Madison	1	3	2	5	4	-1
SOC	1	1	0	3	4	1
Middle Schools						
Browne	5	5	0	4	4	0
Holmes	4	4	0	3	4	1
Storey	4	4	0	2	2	0
Elementary Schools						
Bryan	1	1	0	1	1	0
Burleson	2	1	-1	2	2	0
Dunbar	1	1	0	1	1	0
King	1	1	0	1	2	1
Rhoads	3	3	0	1	1	0
Rice	5	5	0	5	5	0
Roberts	1	2	1	1	1	0
Truett	3	4	1	3	3	0
Webster	1	2	1	3	3	0

Source: District climate survey data files from January 5, 2017 (fall 2016), June 7, 2017 (spring 2017), January 17, 2018 (fall 2017), and June 1, 2018 (spring 2018).

Note: ISN = Intensive Support Network. SOC = South Oak Cliff. Δ = change in quintile score.

Appendix F Table 4: 2017-18 ISN Campus Climate Survey Quintile Scores – College-Going Culture

College-Going Culture						
Campus	Fall 16	Spring 17	Δ	Fall 17	Spring 18	Δ
High Schools						
Lincoln	1	1	0	1	2	1
Madison	1	2	1	3	3	0
SOC	1	1	0	2	2	0
Middle Schools						
Browne	4	5	1	4	4	0
Holmes	3	2	-1	2	2	0
Storey	2	3	1	1	2	1
Elementary Schools						
Bryan	2	4	2	3	3	0
Burleson	2	2	0	2	2	0
Dunbar	1	2	1	1	1	0
King	1	1	0	2	1	-1
Rhoads	2	1	-1	1	1	0
Rice	5	5	0	5	5	0
Roberts	2	2	0	3	2	-1
Truett	1	2	1	1	1	0
Webster	2	1	-1	3	3	0

Source: District climate survey data files from January 5, 2017 (fall 2016), June 7, 2017 (spring 2017), January 17, 2018 (fall 2017), and June 1, 2018 (spring 2018).

Note: ISN = Intensive Support Network. SOC = South Oak Cliff. Δ = change in quintile score.

Appendix G

Appendix G Table 1: 2017-18 ISN Assistant Principal Survey – Assistant Principal Education Experience

	<i>n</i>	%
At which level of campus are you employed?		
Elementary School	12	57.1
Middle School	9	42.9
How many years of experience do you have in education?		
Less than 1 year	0	0.0
1 to 3 years	0	0.0
4 to 6 years	1	4.8
7 to 9 years	1	4.8
10 or more years	19	90.5
How many years of administrative experience (i.e., assistant principal and/or principal) do you have?		
Less than 1 year	3	14.3
1 to 3 years	3	14.3
4 to 6 years	8	38.1
7 to 9 years	0	0.0
10 or more years	7	33.3

Source: ISN = Intensive Support Network. ISN assistant principal survey, May 2018. Not all percentages may sum to 100 percent because of rounding.

Appendix G Table 2: 2017-18 ISN Assistant Principal Survey – Level of Support from ISN Program Leadership

	<i>n</i>	%
How would you rate the level of support that you received from ISN program leadership during the 2017-18 school year?		
Excellent	7	33.3
Very good	6	28.6
Good	6	28.6
Fair	1	4.8
Poor	1	4.8

Source: ISN = Intensive Support Network. ISN assistant principal survey, May 2018. Not all percentages may sum to 100 percent because of rounding.

Appendix G Table 3: 2017-18 ISN Assistant Principal Survey – Frequency of Contact with ISN Program Leadership

	Never		Once a Semester		Every 4-6 Weeks		Every 2-3 Weeks		Daily or Weekly	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
On average, how often did you have contact with the following people during the 2017-18 school year?										
ISN Coordinators	0	0.0	0	0.0	5	23.8	3	14.3	13	61.9
ISN Assistant Superintendent	1	4.8	4	19.1	6	28.6	6	28.6	4	19.1

Source: ISN = Intensive Support Network. ISN assistant principal survey, May 2018. Not all percentages may sum to 100 percent because of rounding.

Appendix G Table 4: 2017-18 ISN Assistant Principal Survey – General Duties

	Never		Once a Semester		Every 4-6 Weeks		Every 2-3 Weeks		Daily or Weekly		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Please indicate how frequently you performed the following general duties as an assistant principal at your campus during the 2017-18 school year.												
Committee / Coordinator Responsibilities: <i>(e.g., Test Coordinator, ARDs/504, Attendance Review Committee, Texas Behavior Support Initiative (TBSI), Assessment Administrator, Rtl, SST)</i>	0	0.0	0	0.0	0	0.0	3	14.3	17	80.6	1	4.8
Campus Policy and Procedure Responsibilities: <i>(e.g., Bell Schedules, Campus Discipline Plan, Core Beliefs/Mission/Vision, Safety Plan)</i>	0	0.0	0	0.0	0	0.0	1	4.8	20	95.2	0	0.0
Data Responsibilities: <i>(e.g., Analyzing Student Data and Creating Reports)</i>	0	0.0	0	0.0	2	9.5	3	14.3	16	76.2	0	0.0
Parent Services Responsibilities: <i>(e.g., Parent Conferences, Parent Workshops, Parent Portal)</i>	0	0.0	1	4.8	1	4.8	2	9.5	17	81.0	0	0.0
Staff Development Responsibilities: <i>(e.g., TEI, Spot Observations, Feedback Conferences)</i>	0	0.0	0	0.0	0	0.0	3	14.3	18	85.7	0	0.0
Student Services Responsibilities: <i>(e.g., Saturday School, In-School Tutoring, College and Career Readiness, Home Visits)</i>	1	4.8	1	4.8	3	14.3	8	38.1	8	38.1	0	0.0
Student Behavior Responsibilities: <i>(e.g., Attendance Issues, Discipline Issues)</i>	0	0.0	0	0.0	0	0.0	0	0.0	21	100.0	0	0.0

Source: ISN assistant principal survey, May 2018. Not all percentages may sum to 100 percent because of rounding.

Appendix G Table 5: 2017-18 ISN Assistant Principal Survey – Components of ISN

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%	n	%
Please rate your level of agreement with the following statements: “The data analysis component of ISN...”												
improved academic performance	6	28.6	13	61.9	1	4.8	1	4.8	0	0.0	0	0.0
increased teacher quality	7	33.3	7	33.3	5	23.8	2	9.5	0	0.0	0	0.0
increased the use of quality data to drive instruction	9	42.9	9	42.9	1	4.8	2	9.5	0	0.0	0	0.0
increased leadership effectiveness	7	33.3	8	38.1	5	23.8	1	4.8	0	0.0	0	0.0
Please rate your level of agreement with the following statements: “The coaching and professional development component of ISN...”												
improved academic performance	6	28.6	10	47.6	2	9.5	3	14.3	0	0.0	0	0.0
improved school climate	5	23.8	7	33.3	5	23.8	4	19.1	0	0.0	0	0.0
increased teacher quality	6	28.6	6	28.6	6	28.6	3	14.3	0	0.0	0	0.0
Please rate your level of agreement with the following statements: “The collaboration component of ISN...”												
improved academic performance	5	23.8	12	57.1	3	14.3	1	4.8	0	0.0	0	0.0
improved school climate	4	19.1	10	47.6	4	19.1	3	14.3	0	0.0	0	0.0
increased teacher quality	6	28.6	9	42.9	3	14.3	3	14.3	0	0.0	0	0.0
increased leadership effectiveness	6	28.6	10	47.6	4	19.2	1	4.8	0	0.0	0	0.0
increased the use of quality data to drive instruction	6	28.6	12	57.1	2	9.5	1	4.8	0	0.0	0	0.0

table continues

Table (continued)

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Please rate your level of agreement with the following statements: “The monitoring component of ISN...”												
improved academic performance	7	33.3	10	47.6	3	14.3	1	4.8	0	0.0	0	0.0
improved school climate	4	19.1	7	33.3	7	33.3	3	14.3	0	0.0	0	0.0
increased family and community engagement	3	14.3	9	42.9	6	28.6	3	14.3	0	0.0	0	0.0
increased leadership effectiveness	6	28.6	11	52.4	3	14.3	1	4.8	0	0.0	0	0.0
increased the use of quality data to drive instruction	7	33.3	11	52.4	2	9.5	1	4.8	0	0.0	0	0.0
Please rate your level of agreement with the following statements: “The student management of learning component of ISN...”												
improved academic performance	5	23.8	12	57.1	2	9.5	2	9.5	0	0.0	0	0.0
improved school climate	5	23.8	8	38.1	5	23.8	3	14.3	0	0.0	0	0.0
increased learning time	6	28.6	8	38.1	5	23.8	2	9.5	0	0.0	0	0.0
increased leadership effectiveness	6	28.6	10	47.6	4	19.1	1	4.8	0	0.0	0	0.0
increased the use of quality data to drive instruction	7	33.3	11	52.4	2	9.5	1	4.8	0	0.0	0	0.0

Source: ISN assistant principal survey, May 2018. Not all percentages may sum to 100 percent because of rounding.

Note: ISN = Intensive Support Network.

Appendix G Table 6: 2017-18 ISN Assistant Principal Survey – Frequency of Duties Related to the ISN Components

	Never		Once a Semester		Every 4-6 Weeks		Every 2-3 Weeks		Daily or Weekly		Don't Know	
	n	%	n	%	n	%	n	%	n	%	n	%
Please indicate how frequently you performed work related to the following ISN components at your campus during the 2017-18 school year?												
Data Analysis (e.g., six-week common assessments; three-week mini-marker assessments; analyzing discipline, attendance, and ACP data; data rooms that focus on progress monitoring)	0	0.0	0	0.0	1	4.8	3	14.3	17	81.0	0	0.0
Coaching/Professional Development (e.g., core content curriculum professional development; district curriculum analysis and alignment; middle/elementary school STAAR SE's; district book study; performance planning; Job-Alike professional development)	0	0.0	2	9.5	1	4.8	4	19.1	14	66.7	0	0.0
Collaboration [e.g., supporting Professional Learning Communities (PLCs); Vertical/horizontal team planning]	0	0.0	0	0.0	0	0.0	1	4.8	20	95.2	0	0.0
Monitoring Instruction (e.g., classroom monitoring and feedback conferences; using ISN "look-fors" checklist for classroom observations; monitor K-2 program; monitor urban specialist and Tier 3 students)	0	0.0	0	0.0	0	0.0	2	9.5	19	90.5	0	0.0
Student Management of Learning [e.g., profiling class performance on common and formative assessments by student groups, performance feedback conferences with teachers; Targeted Response to Intervention (RTI) for students]	0	0.0	1	4.8	2	9.5	5	23.8	13	61.9	0	0.0

Source: ISN assistant principal survey, May 2018. Not all percentages may sum to 100 percent because of rounding.

Note: ISN = Intensive Support Network.

Appendix G Table 7: 2017-18 ISN Assistant Principal Survey – Effectiveness of ISN Components

	Not at All Effectively		Not Very Effectively		Moderately Effectively		Very Effectively		Extremely Effectively		I Don't Know		Not Applicable/ This was not emphasized at my campus	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How effectively were the following components of ISN implemented at your campus this year?														
Data Analysis	0	0.0	1	4.8	4	19.1	13	61.9	3	14.2	0	0.0	0	0.0
Coaching/Professional Development	0	0.0	1	4.8	6	28.6	10	47.6	4	19.1	0	0.0	0	0.0
Collaboration	0	0.0	1	4.8	6	28.6	7	33.3	7	33.3	0	0.0	0	0.0
Monitoring Instruction	0	0.0	1	4.8	4	19.1	10	47.6	6	28.6	0	0.0	0	0.0
Student Management of Learning	0	0.0	2	9.5	6	28.6	9	42.9	4	19.1	0	0.0	0	0.0

Source: ISN assistant principal survey, May 2018. Not all percentages may sum to 100 percent because of rounding.

Note: ISN = Intensive Support Network.

Appendix H

Appendix H Table 1: 2017-18 ISN Campus Instructional Coach Survey – Campus Instructional Coach Experience

	<i>n</i>	%
How many years have you worked in education?		
Less than 1 year	0	0.0
1 to 3 years	0	0.0
4 to 6 years	0	0.0
7 to 9 years	0	0.0
10 or more years	24	100.0
How many years have you worked as a campus instructional coach?		
Less than 1 year	2	8.3
1 to 3 years	9	37.5
4 to 6 years	10	41.7
7 to 9 years	2	8.3
10 or more years	1	4.2

Source: ISN Campus Instructional Coach Survey, May 2018.

Appendix H Table 2: 2017-18 ISN Campus Instructional Coach Survey – Frequency and Helpfulness of Professional Development Training by ISN Program Staff Members

	<i>n</i>	%
How often did you receive professional development training from ISN staff (i.e., coordinators or assistant superintendent) during the 2017-18 school year?		
Never	0	0.0
Once a semester	6	25.0
Every 4-6 Weeks	16	66.7
Every 2-3 Weeks	0	0.0
Daily or Weekly	2	8.3
How helpful were the professional development sessions provided by ISN staff?		
Not at all Helpful	3	12.5
A Little Helpful	1	4.2
Somewhat Helpful	6	25.0
Very Helpful	10	41.7
Extremely Helpful	4	16.7
I did not attend any professional development sessions provided by ISN staff this year.	0	0.0

Source: ISN Campus Instructional Coach Survey, May 2018. Not all percentages may sum to 100 percent because of rounding.

Note: ISN = Intensive Support Network.

Appendix H Table 3: 2017-18 ISN Campus Instructional Coach Survey – Level of Support from ISN Program Leadership

	<i>n</i>	%
How would you rate the level of support that you received from ISN staff (i.e., coordinators and assistant superintendent) during the 2017-18 school year?		
Excellent	6	25.0
Very good	7	29.2
Good	5	20.8
Fair	3	12.5
Poor	3	12.5

Source: ISN Campus Instructional Coach Survey, May 2018.

Note: ISN = Intensive Support Network.

Appendix H Table 4: 2017-18 ISN Campus Instructional Coach Survey – Frequency of Contact with ISN Program Leadership

	Never		Once a Semester		Every 4-6 Weeks		Every 2-3 Weeks		Daily or Weekly	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
On average, how often did you have contact with the following people during the 2017-18 school year?										
ISN Coordinators	1	4.2	1	4.2	6	25.0	7	29.2	9	37.5
ISN Assistant Superintendent	2	8.3	6	25.0	10	41.7	3	12.5	3	12.5

Source: ISN Campus Instructional Coach Survey, May 2018. Not all percentages may sum to 100 percent because of rounding.

Note: ISN = Intensive Support Network.

Appendix H Table 5: 2017-18 ISN Campus Instructional Coach Survey – General Duties

	Never		Once a Semester		Every 4-6 Weeks		Every 2-3 Weeks		Daily or Weekly	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Please indicate how frequently you performed the following general duties as a campus instructional coach during the 2017-18 school year.										
Professional Development Responsibilities: (e.g., develop, implement, and present professional development to teachers and administrators; coach teachers about effective classroom instructional strategies; provide instructional feedback)	0	0.0	0	0.0	1	4.2	2	8.3	21	87.5
Campus Testing Responsibilities: (e.g., develop and score campus assessments; coordinate campus-wide testing, assist teachers with testing information)	1	4.2	0	0.0	5	20.8	9	37.5	9	37.5
Observation Responsibilities: (e.g., conduct spot observations and provide feedback to improve instruction)	1	4.2	0	0.0	0	0.0	4	16.7	19	79.2
Curriculum Responsibilities: (e.g., develop, write, coordinate, and assist with curriculum; identify and evaluate programs for assigned curriculum; provide assistance to campus to ensure that curriculum meets applicable policies and regulations)	2	8.3	0	0.0	3	12.5	3	12.5	16	66.7

Source: ISN Campus Instructional Coach Survey, May 2018. Not all percentages may sum to 100 percent because of rounding.

Note: ISN = Intensive Support Network.

Appendix H Table 6: 2017-18 ISN Campus Instructional Coach Survey – Components of ISN

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%	n	%
Please rate your level of agreement with the following statements: “The data analysis component of ISN...”												
improved academic performance	7	29.2	11	45.8	3	12.5	1	4.2	2	8.3	0	0.0
increased teacher quality	6	25.0	8	33.3	5	20.8	3	12.5	2	8.3	0	0.0
increased the use of quality data to drive instruction	9	37.5	8	33.3	5	20.8	1	4.2	1	4.2	0	0.0
increased leadership effectiveness	8	33.3	7	29.2	4	16.7	3	12.5	2	8.3	0	0.0
Please rate your level of agreement with the following statements: “The coaching and professional development component of ISN...”												
improved academic performance	7	29.2	10	41.7	2	8.3	3	12.5	2	8.3	0	0.0
improved school climate	5	20.8	8	33.3	3	12.5	3	12.5	4	16.7	1	4.2
increased teacher quality	7	29.2	9	37.5	2	8.3	4	16.7	2	8.3	0	0.0
Please rate your level of agreement with the following statements: “The collaboration component of ISN...”												
improved academic performance	8	33.3	10	41.7	3	12.5	2	8.3	1	4.2	0	0.0
improved school climate	5	20.8	7	29.2	7	29.2	3	12.5	2	8.3	0	0.0
increased teacher quality	8	33.3	7	29.2	4	16.7	3	12.5	2	8.3	0	0.0
increased leadership effectiveness	9	37.5	9	37.5	2	8.3	1	4.2	3	12.5	0	0.0
increased the use of quality data to drive instruction	8	33.3	11	45.8	2	8.3	0	0.0	3	12.5	0	0.0

table continues

Table (continued)

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Don't Know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Please rate your level of agreement with the following statements: “The monitoring component of ISN...”												
improved academic performance	6	25.0	8	33.3	5	20.8	2	8.3	3	12.5	0	0.0
improved school climate	5	20.8	6	25.0	4	16.7	5	20.8	3	12.5	0	4.2
increased family and community engagement	4	16.7	7	29.2	6	25.0	3	12.5	4	16.7	1	0.0
increased leadership effectiveness	6	25.0	6	25.0	5	20.8	2	8.3	4	16.7	0	4.2
increased the use of quality data to drive instruction	7	29.2	10	41.7	4	16.7	1	4.2	2	8.3	1	0.0
Please rate your level of agreement with the following statements: “The student management of learning component of ISN...”												
improved academic performance	6	25.0	11	45.8	3	12.5	1	4.2	2	8.3	1	4.2
improved school climate	4	16.7	8	33.3	7	29.2	1	4.2	2	8.3	2	8.3
increased learning time	4	16.7	10	41.7	4	16.7	3	12.5	2	8.3	1	4.2
increased leadership effectiveness	5	20.8	11	45.8	3	12.5	1	4.2	3	12.5	1	4.2
increased the use of quality data to drive instruction	7	29.2	12	50.0	1	4.2	1	4.2	2	8.3	1	4.2

Source: ISN Campus Instructional Coach Survey, May 2018. Not all percentages may sum to 100 percent because of rounding.

Note: ISN = Intensive Support Network.

Appendix H Table 7: 2017-18 ISN Campus Instructional Coach Survey – Frequency of Duties Related to the ISN Components

	Never		Once a Semester		Every 4-6 Weeks		Every 2-3 Weeks		Daily or Weekly	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Please indicate how frequently you performed work related to the following ISN components at your campus during the 2017-18 school year?										
Data Analysis (e.g., six-week common assessments; three-week mini-marker assessments; analyzing discipline, attendance, and ACP data; data rooms that focus on progress monitoring)	0	0.0	0	0.0	1	4.2	6	25.0	17	70.8
Coaching/Professional Development (e.g., core content curriculum professional development; district curriculum analysis and alignment; middle/elementary school STAAR SE's; district book study; performance planning; Job-Alike professional development)	1	4.2	0	0.0	2	8.3	1	4.2	20	83.3
Collaboration [e.g., supporting Professional Learning Communities (PLC); Vertical/horizontal team planning]	0	0.0	0	0.0	1	4.2	0	0.0	23	95.8
Monitoring Instruction (e.g., classroom monitoring and feedback conferences; using ISN "look-fors" checklist for classroom observations; monitor K-2 program; monitor urban specialist and Tier 3 students)	0	0.0	0	0.0	3	12.5	1	4.2	20	83.3
Student Management of Learning [e.g., profiling class performance on common and formative assessments by student groups, performance feedback conferences with teachers; Targeted Response to Intervention (RTI) for students]	0	0.0	0	0.0	5	20.8	4	16.7	15	62.5

Source: ISN Campus Instructional Coach Survey, May 2018.

Note: ISN = Intensive Support Network.