

2017-18 Evaluation of Literacy Leads

Department of Evaluation and Assessment

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Superintendent of Schools*



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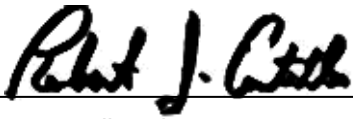
2017-18 Evaluation of Literacy Leads

Approved Report of the Department of Evaluation and Assessment

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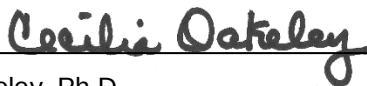
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2017-18

Evaluation of Literacy Leads

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

ABSTRACT

The Dallas ISD K-8 Literacy Leads initiative focused on elementary and middle school teachers integrating three interdependent practices into every literacy classroom: creating the optimal learning environment; capturing and responding to student data; and implementing targeted literacy instruction. This targeted instruction centered on one of three topics: text analysis, writing, and small group instruction.

A total of 48,126 students in grades K to 8 (30.7% of Dallas ISD) were involved in this initiative. Notably more English Language Learners (49.3% vs. 44.2%) and economically disadvantaged (87.6% vs. 83.8%) students participated in the Literacy Leads initiative when compared to the district.

The K-8 Dallas ISD Literacy Leads initiative included 86 Dallas ISD elementary and middle schools within 12 feeder patterns. Participants included a teacher from each campus for each grade level, plus an instructional coach if that campus had one. The total funding amount available for 2017-18 was \$400,000 from Title I funds.

Of the Literacy Leads survey respondents (N=152), 89 percent reported that they would like to continue to work in the Literacy Leads initiative next year. Participants were also asked to rate the extent that their teaching practices changed on a scale from one (not at all) to five (a great deal) because of participating in the Literacy Leads initiative. Most (47.7%, n=72) rated the changes in their teaching practices a four, followed by 30.5 percent (n=46) who rated their changes a five.

Overall, for eight of the 11 end-of-year standardized assessment comparisons (K, 1, and 2 *TerraNova/SUPERA*; grades 3, 4, 7, and 8 *STAAR* reading; grade 7 *STAAR* writing), year-to-year growth occurred for students in Literacy Leads, students not in Literacy Leads, and for all district students. Year-to-year results were mixed for grade 4 writing, grade 5 reading, and grade 6 reading. Due to the initiative not beginning until fall of 2017 and because the Literacy Leads professional development was provided during the school year, 2017-18 data should be viewed as preliminary. Also, it typically takes more than one year to demonstrate meaningful academic growth. Even so, early year-to-year trends are positive for the most part.

The evaluator recommended that Reading Language Arts and Early Learning staff continue to offer targeted professional development for English Language Arts teachers.

PROGRAM DESCRIPTION

Dallas Independent School District (ISD) is committed to ensuring every student can listen, speak, read, and write on grade level or above. This commitment is reflected in the student outcome goals:

- Student achievement on state assessments in all subjects will increase from 66 percent to 75 percent by 2022;
- Grade three passing rates for the state reading assessment will increase from 63 percent to 75 percent by 2022; and
- 40 percent of students will exhibit post-secondary readiness on state assessments in two or more subjects by 2022.

To support the above goals, the Dallas ISD K-12 Literacy Plan included a pathway to achieving the student outcome goals for literacy through shared best practices, guidance on implementing those best practices in instruction, and observational tools for teachers and campus leaders to improve literacy instruction. This plan was a component of the 2017-18 District Improvement Plan.¹

A component of the Literacy Plan, the K-8 Literacy Leads initiative, focused on elementary and middle school teachers integrating three interdependent practices into every literacy classroom: creating the optimal learning environment; capturing and responding to student data; and implementing purposeful and targeted literacy instruction. This targeted instruction centered on one of three topics: text analysis, writing, and small group instruction.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to describe the context, processes, and outcomes of Dallas ISD's K-8 Literacy Leads initiative. Specifically, this evaluation focused on the following:

1. Funding allocations for 2017-18
2. Characteristics of the Literacy Leads initiative
3. Campus instructional coach and lead teacher perceptions of Literacy Leads
4. Academic Outcomes of Literacy Leads students

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the Literacy Leads initiative?

Methodology

Information was collected from the Reading Language Arts (RLA) staff members and the Title I workscope.

¹ The full District Improvement Plan can be found here: <https://www.dallasisd.org/Page/6952>.

Results

The total funding amount available for 2017-18 was \$400,000 from Title I funds.

What were the characteristics of the Literacy Leads initiative?

Methodology

The Dallas ISD K-12 Literacy Plan and additional RLA documents were reviewed. Additional data were gathered from interviews with RLA staff members.

Results

Dallas ISD Literacy Plan

The Dallas ISD K-12 Literacy Plan centered on purposeful, targeted, and responsive curriculum for students in kindergarten through grade 12. Figure 1 details the components of this curriculum.

Figure 1: Components of Purposeful, Targeted, and Responsive Instructional Practices

Purposeful Instruction	Targeted Instruction	Responsive Instruction
• Aligned to Texas Essential Knowledge and Skills (TEKS) • Designed to move students toward skill mastery	• Centered on individual student need • Based on student data	• Adjusted based on student understanding • Designed to use a variety of instructional practices

Source: Dallas ISD K-12 Literacy Plan

Within the Literacy Plan, all Dallas ISD language arts teachers received support through ongoing professional development (PD) offerings, instructional resources, and campus-level systems. PD was provided throughout the year, with some sessions available virtually. Teachers were provided with resources (i.e., model lessons) to plan effective instruction. Campus leaders implemented campus plans, monitored use of student data, and provided feedback to teachers.

Literacy instruction for Dallas ISD students focused on four fundamentals: word study, text analysis, small group instruction, and writing. Word study centered on explicit instruction in phonics and morphology, building fluency skills, and selecting and teaching academic vocabulary. Text analysis was an interactive reading and writing experience in which students and teachers read and analyzed rigorous texts through text-dependent questions, discussion, and annotations to deepen reading comprehension. Small group instruction allowed teachers to group students by reading/skill level and rotate them through independent, collaborative, and teacher-led work stations to reinforce grade-level or below grade-level skills. Finally, to build writing skills, teachers led students through the writing process to produce pieces of writings in all genres and instructed students on oral and written conventions.

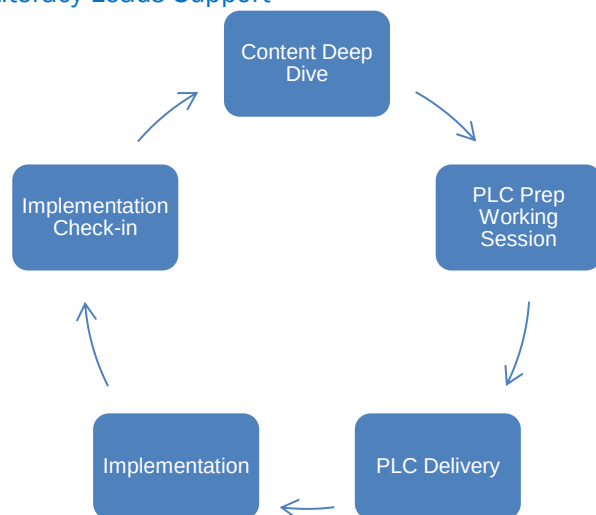
RLA and Early Learning (EL) department staff developed in-depth descriptions of the specific instructional practices for each fundamental (i.e., word study, text analysis, small group instruction, and writing).² These descriptions divided each practice into explicit strategies for the literacy teacher. In addition to these descriptions, RLA and EL staff members also constructed a list of “look-fors” for each fundamental. These lists outlined what should be seen by teachers and students in the literacy classroom. Finally, RLA and EL staff members created an observation checklist for each fundamental. The checklist included what should be observed in the classroom environment as well as specific observations of the teacher and students. Each element of the checklist was aligned to the appropriate Teacher Effectiveness Index (TEI) domain.

Literacy Leads Initiative

The Reading Language Arts (RLA), Early Learning (EL), and School Leadership departments planned five cycles of professional development (each lasting four to six weeks) during the 2017-18 school year for Dallas ISD elementary and middle school teachers (Figure 2). Beginning with the Content Deep Dive, Teaching and Learning (T&L) staff and feeder pattern Academic Facilitators (AF) focused on the topic for the cycle. They planned the focus for the professional learning community (PLC) and delivered professional development to the Lead Teachers and Campus Instructional Coaches (CIC). The fourth step of the cycle was for teachers to implement their learning with their students. Finally, AF’s conducted literacy walks to observe areas of focus for the next cycle.

The School Leadership team selected the campuses for the initiative. Campus faculty worked with the RLA and EL departments during the school year. Each PLC met five times throughout the 2017-18 school year.

Figure 2: Cycle of Literacy Leads Support



Note: PLC=Professional Learning Community
Source: Reading Language Arts department.

² See <https://drive.google.com/file/d/0BzKHKcLaZ3ttMGtCUGxoVWVFcTg/view?usp=sharing> for additional information.

What were the characteristics of the Literacy Leads students?

Methodology

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

Results

The K-12 Dallas ISD Literacy Leads initiative included 86 Dallas ISD elementary and middle schools within 12 feeder patterns. Of those schools, 10 were in the Improvement Required (IR) process through the Texas Education Association (TEA), nine were part of Dallas ISD's African American Success Initiative (AASI), and 23 were dual language campuses. Participants included a teacher from each campus for each grade level, plus an instructional coach if that campus had one.

RLA and EL staff members worked with feeder pattern Executive Directors to select one reading fundamental (i.e., text analysis, small group instruction, or writing) for the content deep dive for the 2017-18 school year. RLA and EL staff expected that all reading instruction addressed the fourth fundamental (word study) in all areas. Thirty schools within three feeder patterns focused on text analysis, 43 schools within four feeder patterns focused on small group instruction, and 26 schools within four feeder patterns focused on writing.

Individual campus staff selected Achieve3000 (n=50), IStation (n=18), or both (n=18) as their reading screener for their students. Achieve3000 and IStation provided computer based differentiated literacy practice to their users. Teachers accessed their students' results to tailor their instruction to specific needs. See Appendix B for a list of feeder patterns, schools, and reading screener used.

Table 1 displays the demographic characteristics of the students involved in the Literacy Leads initiative. A total of 48,126 students in grades K to 8 (30.7% of Dallas ISD) were involved in this initiative. Notably more English Language Learners (49.3% vs. 44.2%) and economically disadvantaged (87.6% vs. 83.8%) students participated in the Literacy Leads initiative when compared to the district.

Table 1: Demographic Characteristics of 2017-18 Literacy Leads Students in Grades K-8

Demographic Characteristics	LL Campuses		Non-LL Campuses		Dallas ISD	
	N	%	N	%	N	%
Hispanic	32,735	68.0	77,075	70.9	109,810	70.0
African American	12,850	26.7	22,359	20.6	35,209	22.5
White	1,152	2.4	6,646	6.1	7,798	5.0
Other ¹	1,363	2.8	2,579	2.4	3,942	2.5
Male	25,569	53.1	54,430	50.1	79,999	51.0
Female	22,557	46.9	54,248	49.9	76,805	49.0
Economically Disadvantaged	42,172	87.6	89,172	82.1	131,344	83.8
Gifted and Talented	5,778	12.0	16,014	14.7	21,792	13.9
Special Education	3,928	8.2	8,943	8.2	12,871	8.2
English Language Learner	23,723	49.3	45,550	41.9	69,273	44.2

Note: LL = Literacy Leads. ISD = Independent School District. LL Campuses were chosen because participants attended at least three professional development sessions. ¹Other included Asian, American Indian, Native Hawaiian, Other Pacific Islander, and two or more races. Ethnic information was missing for 296 (.6%) of LL students, 19 (.02%) of non-LL students, and 45 (.03%) Dallas ISD students.

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

What were the perceptions of the Literacy Leads teachers?

Methodology

A survey was developed to measure participant perceptions of the Literacy Leads initiative (Appendix A). The overall purpose of the survey was to determine the helpfulness of the professional development offered by RLA, EL, and School Leadership staff. Most of the items were fixed on a five-point scale (strongly disagree to strongly agree). The survey also included several open-ended questions. Staff members leading the professional development administered the survey to participants at the first and final sessions. Frequencies of close-ended item responses were calculated using SPSS. Responses to the open-ended questions were coded for emergent themes related to relationships with students and teachers; curriculum and lesson planning; teaching techniques; and use of data. "Other" was used as a code for responses that did not fit in these themes.

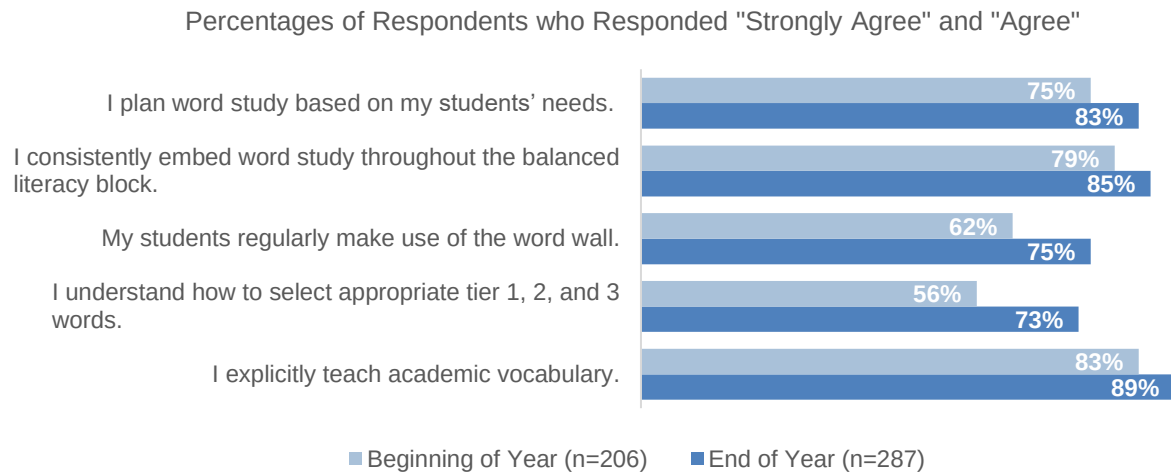
A second survey was administered to participants in April of 2018 by the professional development leaders (Appendix B). The purpose of the survey was to gather additional perceptions of Literacy Leads participants. Frequencies of close-ended item responses were calculated using SPSS. Responses to the open-ended questions were coded for emergent themes related to modeling effective practices, creating hands-on activities, and the timing of the professional development sessions.

Results

Survey One

Figure 3 displays the percentages of positive responses related to word study practices. The percentages of positive responses on all items related to word study increased from October to March. Survey respondents indicated the greatest increase (17%) in their understanding of selected appropriate tier 1, 2, and 3 words for their students, followed by students' use of the classroom word wall (13% increase).

Figure 3: Word Study Responses for All PLC Participants

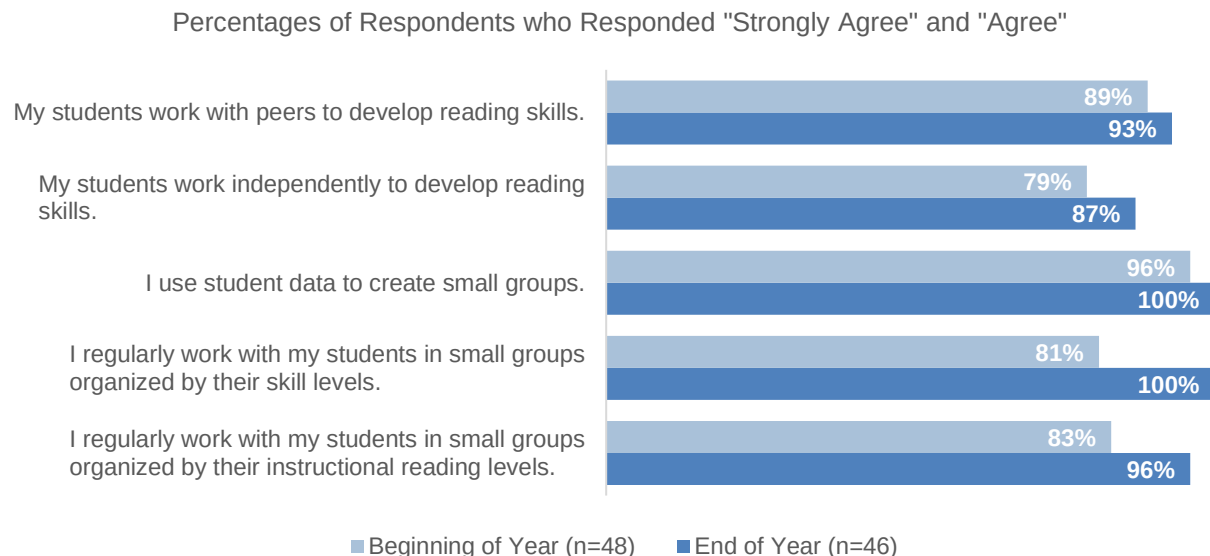


Note. PLC = Professional Learning Community.

Source. October and March survey results collected by the Reading Language Arts department.

Figure 4 displays the percentages of positive responses for participants in the small group instruction PLC. The percentages of positive responses on all items related to small group instruction increased from October to March. Survey respondents indicated the greatest increase (19%) in their organization of students into small groups by skill levels, followed by their organization of students by reading levels (13% increase).

Figure 4: Responses for Small Group Instruction PLC Participants

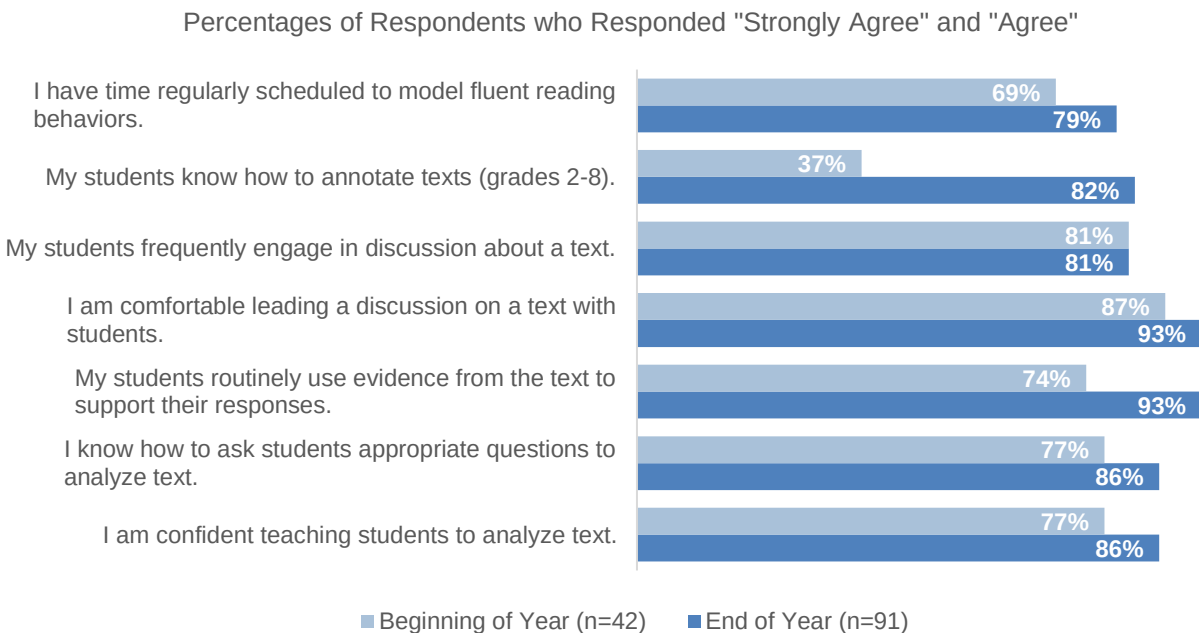


Note. PLC = Professional Learning Community.

Source. October and March survey results collected by the Reading Language Arts department.

Figure 5 displays the percentages of positive responses for participants in the text analysis PLC. The percentages of positive responses on all items related to text analysis increased from October to March. Survey respondents indicated the greatest increase (45%) in their students' understanding of annotating texts, followed by students' use of evidence to support their responses to the texts (19% increase).

Figure 5: Responses for Text Analysis PLC Participants

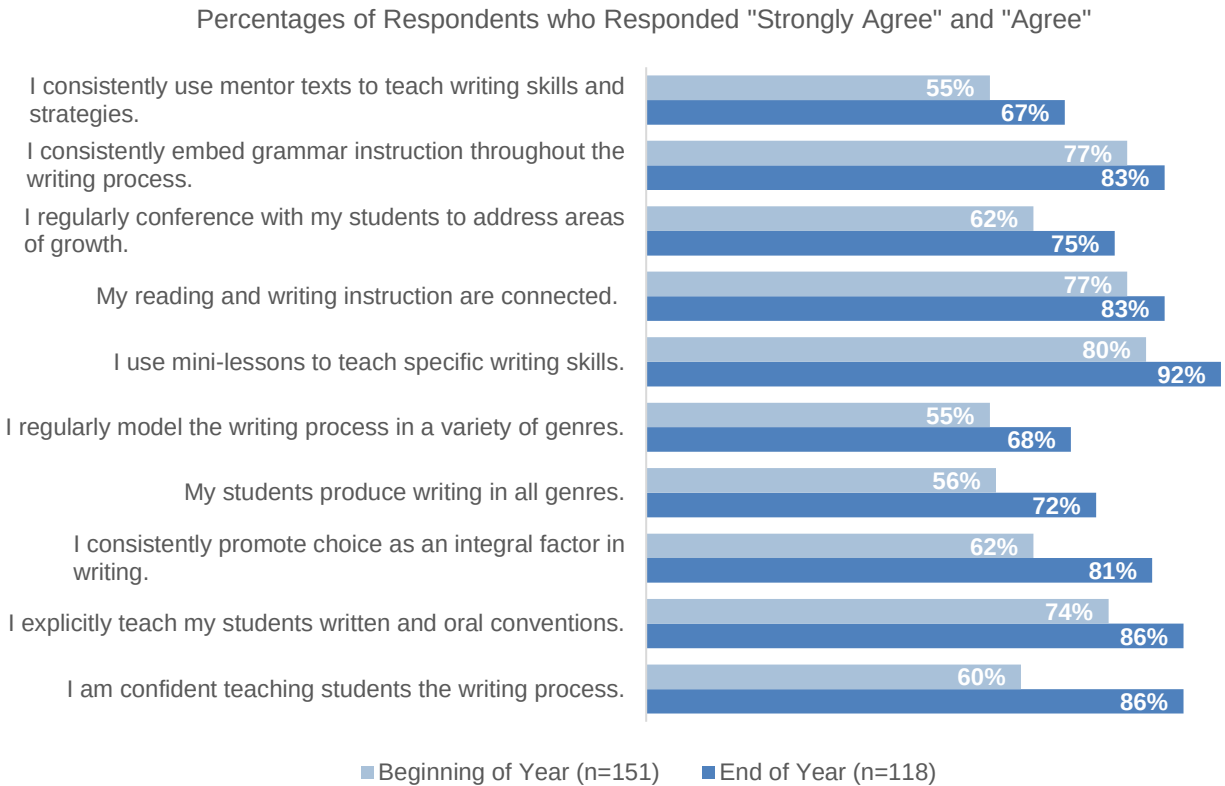


Note. PLC = Professional Learning Community.

Source. October and March survey results collected by the Reading Language Arts department.

Figure 6 displays the percentages of positive responses for participants in the writing PLC. The percentages of positive responses on all items related to text analysis increased from October to March. Survey respondents indicated the greatest increase (26%) in their confidence in teaching students the writing process, followed by their promotion of choice in teaching students the writing process (19% increase).

Figure 6: Responses for Writing PLC Participants

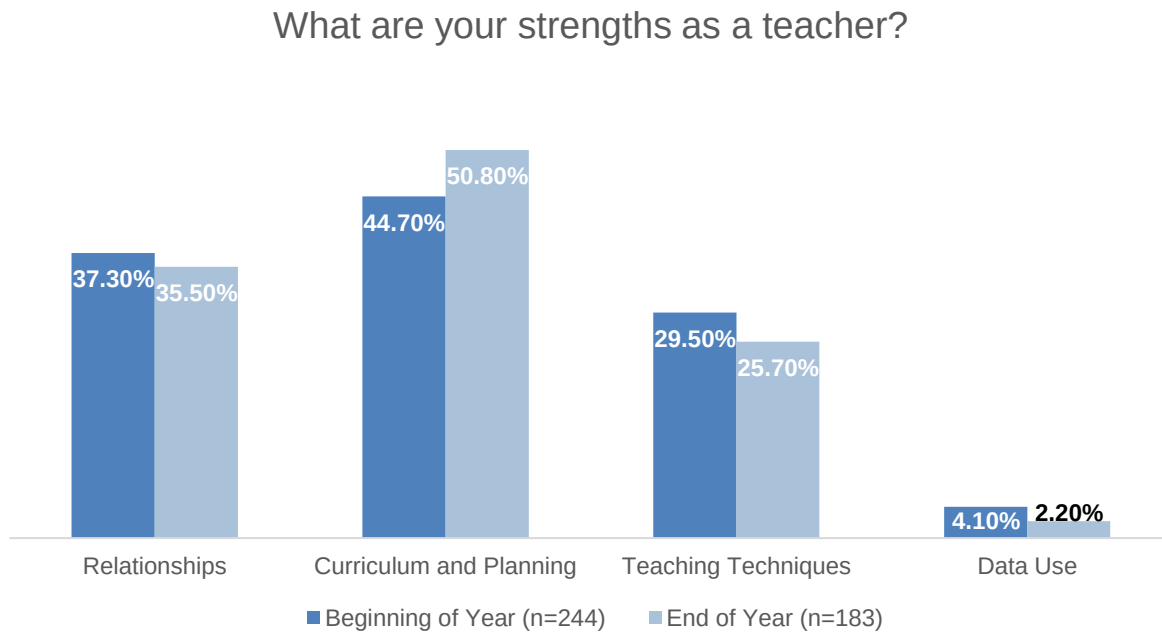


Note. PLC = Professional Learning Community.

Source. October and March survey results collected by the Reading Language Arts department.

Figure 7 displays the self-reported strengths of teachers involved in the Literacy Leads initiatives at the beginning and end of the year. Over six percent of participants reported an increased perception of their understanding of the curriculum and ability to plan effective lessons from October to March of 2018. Of those who cited curriculum as their strength, three participants in the Small Group Instruction group, three participants in the Text Analysis group, and 12 participants in the Writing group noted that their strengths were in areas other than language arts and reading (i.e., science, mathematics, etc.). There were negligible differences in the remaining themes of relationships, teaching techniques, and data use.

Figure 7: Percentages of Coded Themes for Literacy Leads Participants



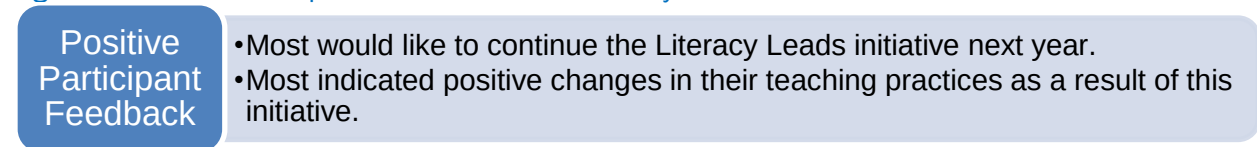
Note. Percentages do not add to 100 due to responses coded “other.” PLC = Professional Learning Community.
Source. October and March survey results collected by the Reading Language Arts department.

Survey Two

A total of 152 participants completed the second survey administered by RLA, EL, and School Leadership staff members. Overall, feedback of the Literacy Leads initiative was positive (Figure 8). Of the respondents, 84.8 percent (n=128) indicated that the setup of the professional development sessions was appropriate and 88.7 percent (n=134) reported that they would like to continue their work in the Literacy Leads initiative next year.

Participants were asked to rate the extent that their teaching practices changed on a scale from one (not at all) to five (a great deal) because of participating in the Literacy Leads initiative. Most (77.6%, n=118) rated the positive changes in their teaching practices a four or five.

Figure 8: Positive Participant Feedback of the Literacy Leads Initiative



Source: Literacy Leads Survey

When asked to provide suggestions for improving the professional development sessions, most (n=18) requested that the instructors model the teaching practices for participants. Another 12 participants suggested that the sessions include more hands-on activities. Some participants (n=17) indicated that the timing of the sessions (i.e., during the school day, during “testing season,” etc.) made attendance difficult.

What were the outcomes of the Literacy Leads initiative?

Methodology

Dallas ISD *Assessments of Course Performance (ACP)* were administered at the end of the first semester to students in grades three through eight. Results of the reading (grades 3, 4, 5, 6, 7, and 8) and writing (grades 4 and 7) *ACPs* were analyzed by grade-level passing rates.

To examine student achievement outcomes on *TerraNova* (K-2), *SUPERA* (K-2), and *STAAR* (grades 3 to 8), 2017-18 test files were extracted from the district database. Frequency and crosstabs analyses were computed to review student performance in terms of the percentages at or above grade level by student group. For *TerraNova* and *SUPERA*, scores were considered at or above grade level if they were at or above the 40th percentile. *State of Texas Assessments of Academic Readiness (STAAR)* scores were considered at or above grade level if the scores met or exceeded the Approaches standard. Analyses were conducted by subgroups for each grade level.

Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. Student results were reported by PLC and compared to students who attended a non-Literacy Leads school and Dallas ISD.

Outcome results are limited for several reasons and should be viewed as preliminary. First, schools chosen for Literacy Leads were not comparable to non-Literacy Leads schools due to how schools were selected. Specifically, the Literacy Leads initiative primarily chose schools in need of improvement such as 10 schools designated by the state as Improvement Required (IR). Second, because implementation of Literacy Leads professional development occurred during the school year, results related to year-to-year growth should be viewed with caution because teachers had little time to implement the newly learned strategies in the classroom. This was especially true for fall *ACP* analyses.

Results

Overall, for eight of the 11 end-of-year standardized assessment comparisons (K, 1, and 2 *TerraNova/SUPERA*; grades 3, 4, 7, and 8 *STAAR* reading; grade 7 *STAAR* writing), year-to-year growth occurred for students in Literacy Leads, students not in Literacy Leads, and for all district students (Tables 2 to 10 and Figures 9 to 19). Year-to-year results were mixed for grade 4 writing, grade 5 reading, and grade 6 reading. As cautioned above, due to the initiative not beginning until fall of 2017 and because much of the Literacy Leads professional development was provided during the school year, 2017-18 data should be viewed as preliminary. Also, as mentioned above, it typically takes more than one year to demonstrate meaningful academic growth. Even so, early year-to-year trends are positive for the most part.

For all assessments (*ACP*, *TerraNova/SUPERA*, *STAAR*) and grade levels, results for non-Literacy Leads students were slightly better than for the Literacy Leads students and the full district (Tables 2 to 10 and Figures 9 to 19). This is not surprising because the Literacy Leads initiative targeted schools in need of improvement.

Kindergarten Achievement Results

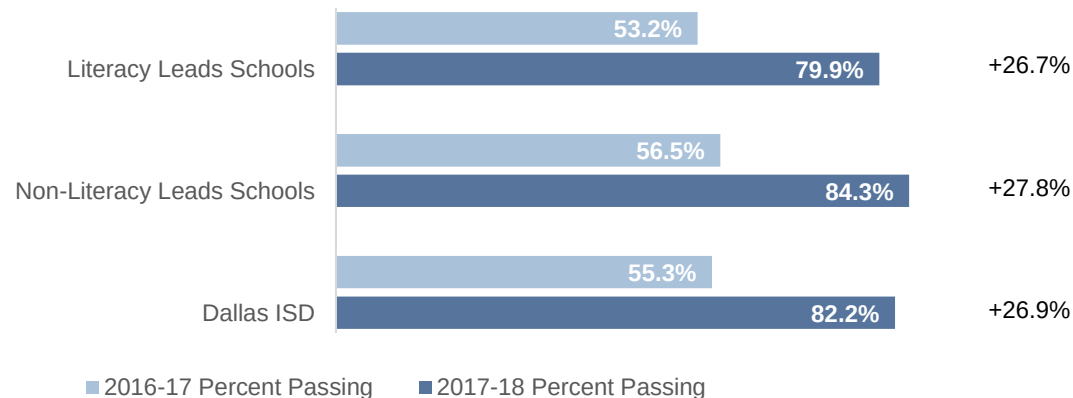
Table 2: Kindergarten Outcome Data by PLC

Assessments	Literacy Leads Schools						Non-LL Schools		Dallas ISD	
	Small Group Instruction		Text Analysis		Writing		%	N	%	N
	%	N	%	N	%	N				
Dallas ISD Assessments of Course Performance (ACP) Percent Passing (Reading)										
ACP Semester 1	87.7	1,964	85.4	1,709	87.4	1,227	88.7	5,631	87.8	10,531
TerraNova/SUPERA Percent Passing										
Reading (English)	77.8	1,115	77.1	1,094	78.3	549	82.3	2,858	80.0	5,616
Reading (Spanish)	81.1	911	82.9	667	83.9	732	86.2	2,849	84.6	5,159

Note. **Bold** numbers indicate percentages higher than the district. Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. PLC = Professional Learning Community. LL = Literacy Leads. ISD = Independent School District.

Source. 2017-18 ACP and TerraNova/SUPERA files.

Figure 9: 2016-17 and 2017-18 Kindergarten TerraNova/SUPERA Reading Results



Note: The Literacy Leads initiative began in fall 2017. Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. In 2016-17, 4,484 Literacy Leads students, 6,065 non-Literacy Leads students, and 10,549 Dallas ISD students took the kindergarten TerraNova/SUPERA Reading assessment. In 2017-18, 5,068 Literacy Leads students, 5,707 non-Literacy Leads students, and 10,775 Dallas ISD students took the kindergarten TerraNova/SUPERA Reading assessment. Differences between 2016-17 and 2017-18 percent passing are also presented.

Source: 2016-17 and 2017-18 TerraNova/SUPERA files.

First Grade Achievement Results

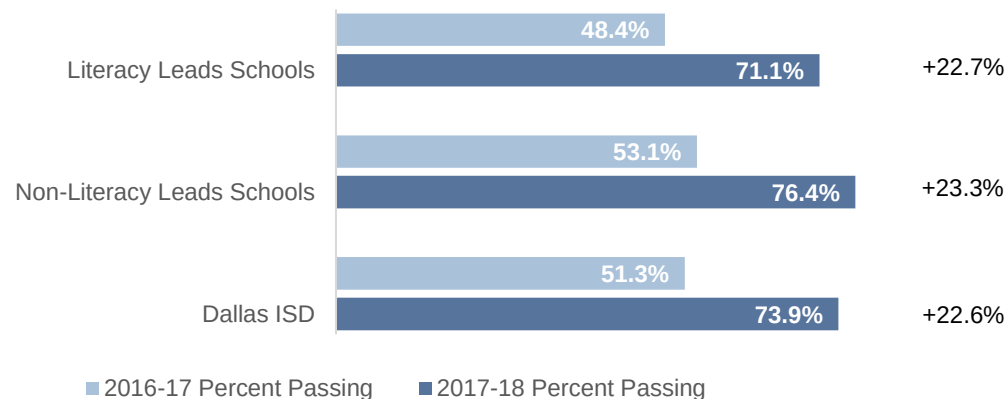
Table 3: Grade 1 Outcome Data by PLC

Assessments	Literacy Leads Schools						Non-LL Schools		Dallas ISD	
	Small Group Instruction		Text Analysis		Writing		%	N	%	N
	%	N	%	N	%	N				
Dallas ISD Assessments of Course Performance (ACP) Percent Passing (Reading)										
ACP Semester 1	83.4	2,038	81.7	1,751	83.1	1,314	85.1	5,823	84.1	10,926
TerraNova/SUPERA Percent Passing										
Reading (English)	62.1	1,128	57.5	1,090	56.3	519	66.6	3,124	63.2	5,861
Reading (Spanish)	85.4	1,016	83.9	703	82.2	819	87.3	2,460	85.7	5,357

Note. **Bold** numbers indicate percentages higher than the district. Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. PLC = Professional Learning Community. LL = Literacy Leads. ISD = Independent School District.

Source. 2017-18 ACP and TerraNova/SUPERA files.

Figure 10: 2016-17 and 2017-18 Grade 1 TerraNova/SUPERA Reading Results



Note: The Literacy Leads initiative began in fall 2017. Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. In 2016-17, 4,907 Literacy Leads students, 6,461 non-Literacy Leads students, and 11,368 Dallas ISD students took the grade 1 TerraNova/SUPERA Reading assessment. In 2017-18, 5,275 Literacy Leads students, 5,584 non-Literacy Leads students, and 11,218 Dallas ISD students took the grade 1 TerraNova/SUPERA Reading assessment. Differences between 2016-17 and 2017-18 percent passing are also presented

Source: 2016-17 and 2017-18 TerraNova/SUPERA files.

Second Grade Achievement Results

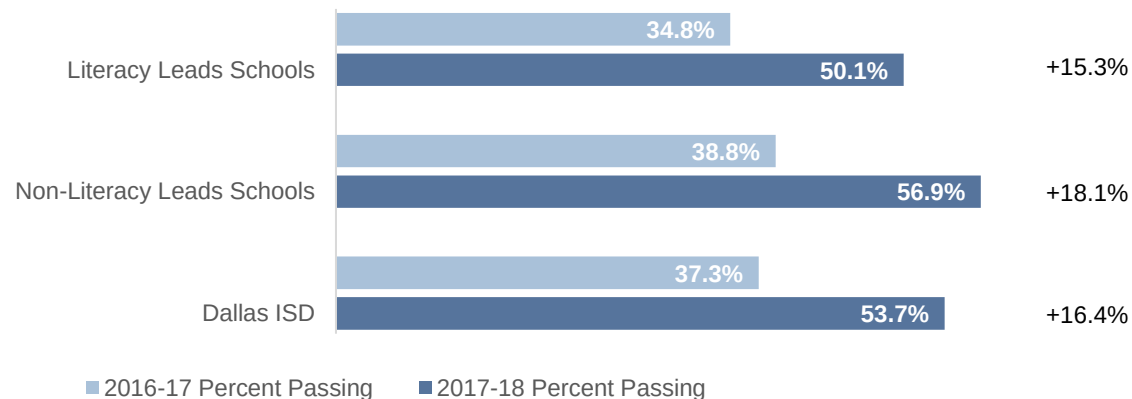
Table 4: Grade 2 Outcome Data by PLC

Assessments	Literacy Leads Schools						Non-LL Schools		Dallas ISD	
	Small Group Instruction		Text Analysis		Writing		%	N	%	N
	%	N	%	N	%	N				
Dallas ISD Assessments of Course Performance (ACP) Percent Passing (Reading)										
ACP Semester 1	78.5	2,110	76.6	1,835	76.9	1,387	80.5	5,831	79.1	11,163
TerraNova/SUPERA Percent Passing										
Reading (English)	57.0	1,266	51.3	1,141	55.6	657	65.3	3,147	60.0	6,211
Reading (Spanish)	49.8	923	41.6	705	40.4	782	47.7	1,382	46.2	5,305

Note. **Bold** numbers indicate percentages higher than the district. Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. PLC = Professional Learning Community. LL = Literacy Leads. ISD = Independent School District.

Source. 2017-18 ACP and TerraNova/SUPERA files.

Figure 11: 2016-17 and 2017-18 Grade 2 TerraNova/SUPERA Reading Results



Note: The Literacy Leads initiative began in fall 2017. Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. In 2016-17, 5,241 Literacy Leads students, 6,784 non-Literacy Leads students, and 12,025 Dallas ISD students took the grade 2 TerraNova/SUPERA Reading assessment. In 2017-18, 5,474 Literacy Leads students, 4,529 non-Literacy Leads students, and 11,516 Dallas ISD students took the grade 2 TerraNova/SUPERA Reading assessment. Differences between 2016-17 and 2017-18 percent passing are also presented

Source: 2016-17 and 2017-18 TerraNova/SUPERA files.

Third Grade Achievement Results

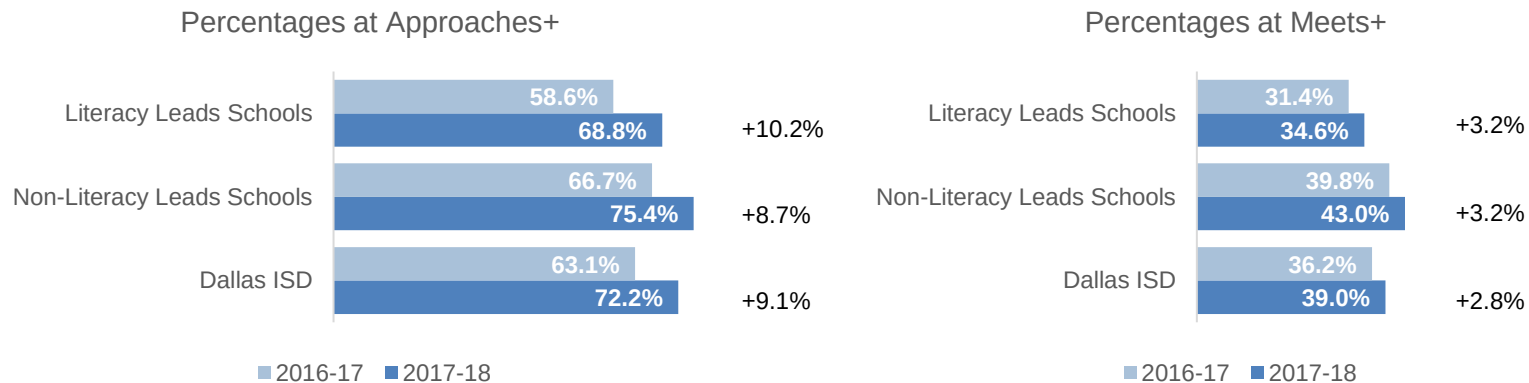
Table 5: Grade 3 Outcome Data by PLC

Assessments	Literacy Leads Schools						Non-LL Schools		Dallas ISD	
	Small Group Instruction		Text Analysis		Writing		%	N	%	N
	%	N	%	N	%	N				
Dallas ISD Assessments of Course Performance (ACP) Percent Passing (Reading)										
ACP Semester 1	71.1	2,266	68.7	1,874	68.2	1,485	71.8	6,160	70.7	11,785
STAAR Results										
Reading (Approaches+)	72.1	2,254	64.3	1,869	69.4	1,523	75.4	6,129	72.2	11,775
Reading (Meets+)	39.6	2,254	29.8	1,869	32.8	1,523	43.0	6,129	39.0	11,775

Note. **Bold** numbers indicate percentages higher than the district. Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. PLC = Professional Learning Community. LL = Literacy Leads. ISD = Independent School District. Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above.

Source. 2017-18 ACP district databases and STAAR files.

Figure 12: 2016-17 and 2017-18 Grade 3 STAAR Reading Results



Note: The Literacy Leads initiative began in fall 2017. Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. In 2016-17, 5,476 Literacy Leads students, 7,142 non-Literacy Leads students, and 12,618 Dallas ISD students took the grade 3 STAAR Reading assessment. In 2017-18, 5,646 Literacy Leads students, 6,129 non-Literacy Leads students, and 11,775 Dallas ISD students took the grade 3 STAAR Reading assessment. The Approaches+ group included students who approached, met, and mastered the grade level standard. The Meets+ group included students who met and mastered the grade level standard. Differences between 2016-17 and 2017-18 percent passing are also presented

Source: 2016-17 and 2017-18 STAAR files.

Fourth Grade Achievement Results

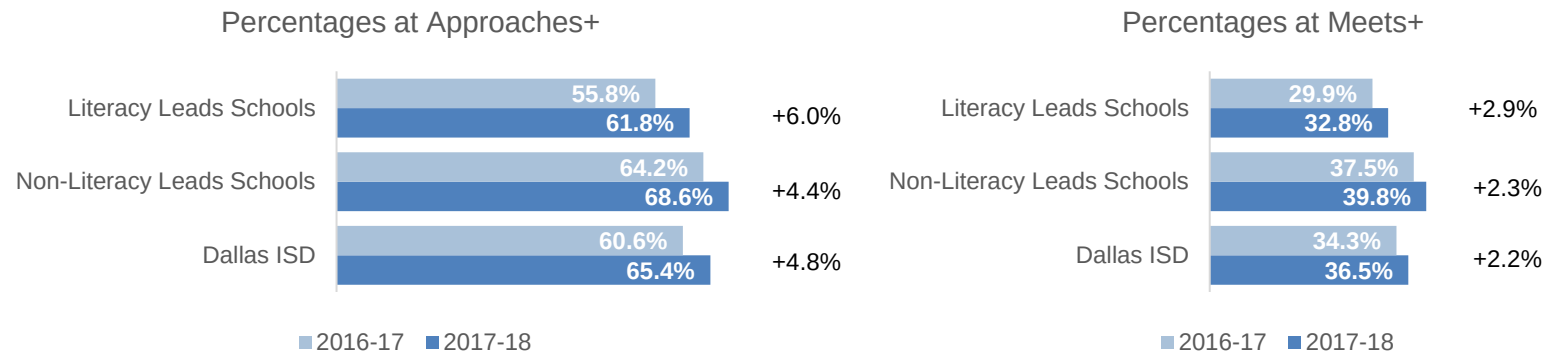
Table 6: Grade 4 Outcome Data by PLC

Assessments	Literacy Leads Schools						Non-LL Schools		Dallas ISD	
	Small Group Instruction		Text Analysis		Writing		%	N	%	N
	%	N	%	N	%	N				
Dallas ISD Assessments of Course Performance (ACP) Percent Passing (Language Arts)										
ACP Semester 1	72.4	2,237	69.8	1,912	69.6	1,531	73.1	6,294	71.9	11,974
Dallas ISD Assessments of Course Performance Percent Passing (Reading)										
ACP Semester 1	76.7	2,240	73.6	1,909	74.3	1,535	77.5	6,291	76.3	11,975
STAAR Results										
Reading (Approaches+)	64.8	2,396	57.7	1,903	62.5	1,563	68.6	6,225	65.4	12,087
Reading (Meets+)	36.8	2,396	28.2	1,903	32.5	1,563	39.8	6,225	36.5	12,087
Writing (Approaches+)	60.1	2,392	51.9	1,903	55.1	1,566	64.2	6,204	60.3	12,065
Writing (Meets+)	35.5	2,392	27.3	1,903	30.8	1,566	40.1	6,204	36.0	12,065

Note. **Bold** numbers indicate percentages higher than the district. Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. PLC = Professional Learning Community. LL = Literacy Leads. ISD = Independent School District. Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above.

Source. 2017-18 ACP district databases and STAAR files.

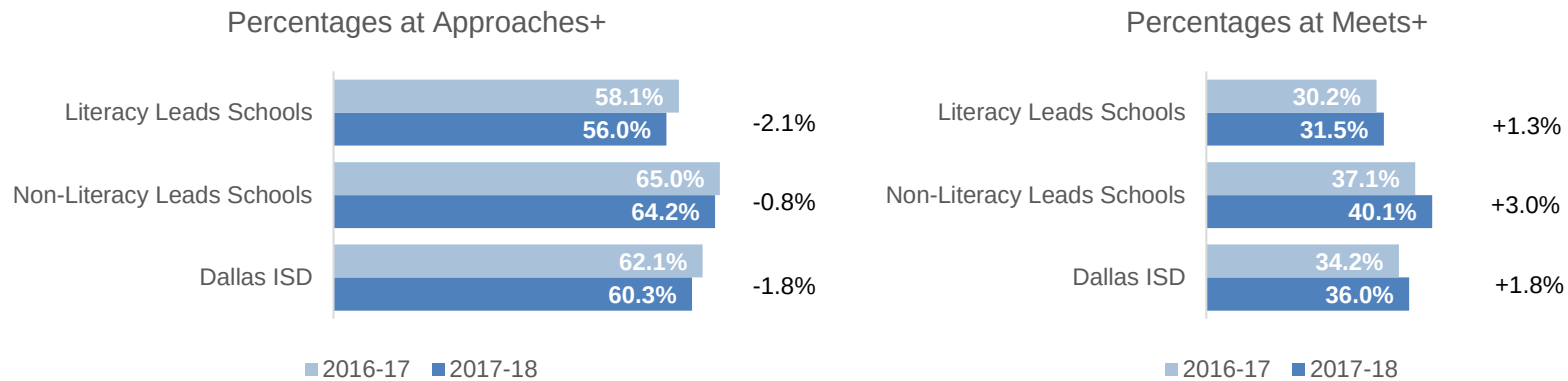
Figure 13: 2016-17 and 2017-18 Grade 4 STAAR Reading Results



Note: The Literacy Leads initiative began in fall 2017. Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. In 2016-17, 5,298 Literacy Leads students, 7,146 non-Literacy Leads students, and 12,444 Dallas ISD students took the grade 4 STAAR Reading assessment. In 2017-18, 5,862 Literacy Leads students, 6,225 non-Literacy Leads students, and 12,087 Dallas ISD students took the grade 4 STAAR Reading assessment. The Approaches+ group included students who approached, met, and mastered the grade level standard. The Meets+ group included students who met and mastered the grade level standard. Differences between 2016-17 and 2017-18 percent passing are also presented

Source: 2016-17 and 2017-18 STAAR files.

Figure 14: 2016-17 and 2017-18 Grade 4 STAAR Writing Results



Note: The Literacy Leads initiative began in fall 2017. Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. In 2016-17, 5,298 Literacy Leads students, 7,146 non-Literacy Leads students, and 12,444 Dallas ISD students took the grade 4 STAAR Writing assessment. In 2017-18, 5,861 Literacy Leads students, 6,204 non-Literacy Leads students, and 12,065 Dallas ISD students took the grade 4 STAAR Writing assessment. The Approaches+ group included students who approached, met, and mastered the grade level standard. The Meets+ group included students who met and mastered the grade level standard. Differences between 2016-17 and 2017-18 percent passing are also presented

Source: 2016-17 and 2017-18 STAAR files.

Fifth Grade Achievement Results

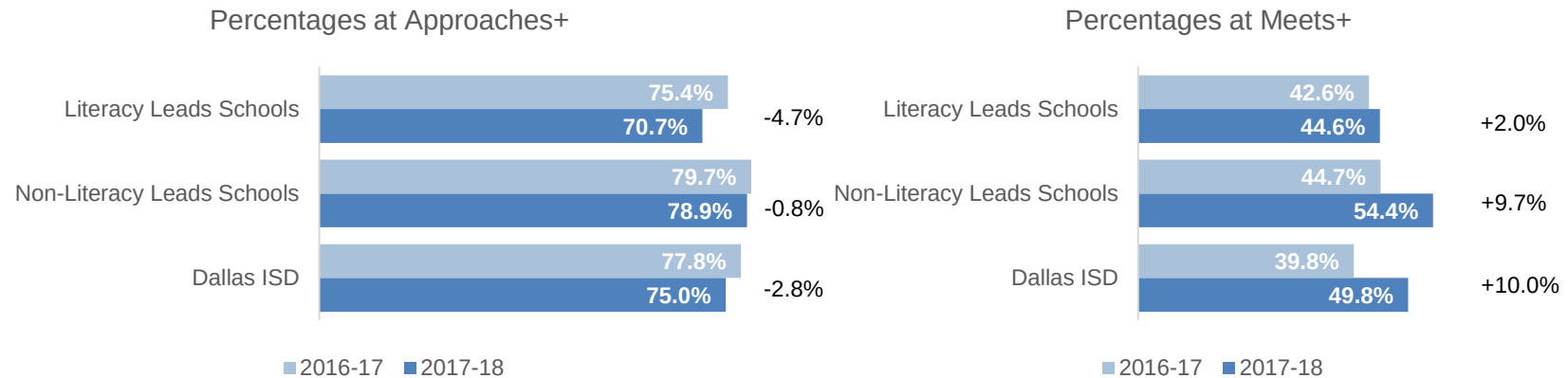
Table 7: Grade 5 Outcome Data by PLC

Assessments	Literacy Leads Schools						Non-LL Schools		Dallas ISD	
	Small Group Instruction		Text Analysis		Writing		%	N	%	N
	%	N	%	N	%	N				
Dallas ISD Assessments of Course Performance (ACP) Percent Passing (Reading)										
ACP Semester 1	75.8	2,292	73.5	1,755	74.4	1,462	77.3	6,279	76.1	11,788
STAAR Results										
Reading (Approaches+)	72.8	2,413	67.7	1,818	70.8	1,515	78.9	6,449	75.0	12,195
Reading (Meets+)	47.7	2,413	40.4	1,818	44.6	1,515	54.4	6,449	49.8	12,195

Note. **Bold** numbers indicate percentages higher than the district. Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. PLC = Professional Learning Community. LL = Literacy Leads. ISD = Independent School District. Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above.

Source. 2017-18 ACP district databases and STAAR files.

Figure 15: 2016-17 and 2017-18 Grade 5 STAAR Reading Results



Note: The Literacy Leads initiative began in fall 2017. Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. In 2016-17, 5,180 Literacy Leads students, 6,678 non-Literacy Leads students, and 11,858 Dallas ISD students took the grade 5 STAAR Reading assessment. In 2017-18, 5,746 Literacy Leads students, 6,449 non-Literacy Leads students, and 12,195 Dallas ISD students took the grade 5 STAAR Reading assessment. The Approaches+ group included students who approached, met, and mastered the grade level standard. The Meets+ group included students who met and mastered the grade level standard. Differences between 2016-17 and 2017-18 percent passing are also presented

Source: 2016-17 and 2017-18 STAAR files.

Sixth Grade Achievement Results

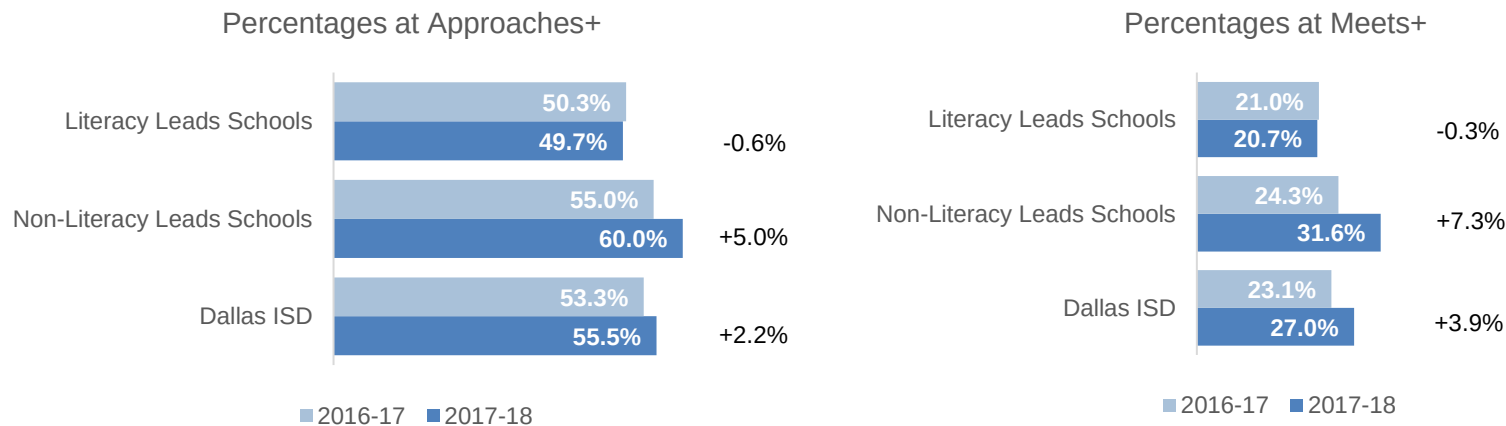
Table 8: Grade 6 Outcome Data by PLC

Assessments	Literacy Leads Schools						Non-LL Schools		Dallas ISD	
	Small Group Instruction		Text Analysis		Writing		%	N	%	N
	%	N	%	N	%	N				
Dallas ISD Assessments of Course Performance (ACP) Percent Passing (Reading)										
ACP Semester 1	72.1	1,783	73.5	1,523	70.9	892	74.8	5,745	73.7	9,943
STAAR Results										
Reading (Approaches+)	50.2	1,922	53.7	1,548	42.2	974	60.0	5,953	55.5	10,397
Reading (Meets+)	20.0	1,922	24.5	1,548	15.9	974	31.6	5,953	27.0	10,397

Note. **Bold** numbers indicate percentages higher than the district. Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. LL = Literacy Leads. ISD = Independent School District. Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above.

Source. 2017-18 ACP district databases and STAAR files.

Figure 16: 2016-17 and 2017-18 Grade 6 STAAR Reading Results



Note: The Literacy Leads initiative began in fall 2017. Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. In 2016-17, 3,645 Literacy Leads students, 6,762 non-Literacy Leads students, and 10,407 Dallas ISD students took the grade 6 STAAR Reading assessment. In 2017-18, 4,444 Literacy Leads students, 5,953 non-Literacy Leads students, and 10,397 Dallas ISD students took the grade 6 STAAR Reading assessment. The Approaches+ group included students who approached, met, and mastered the grade level standard. The Meets+ group included students who met and mastered the grade level standard. Differences between 2016-17 and 2017-18 percent passing are also presented

Source: 2016-17 and 2017-18 STAAR files.

Seventh Grade Achievement Results

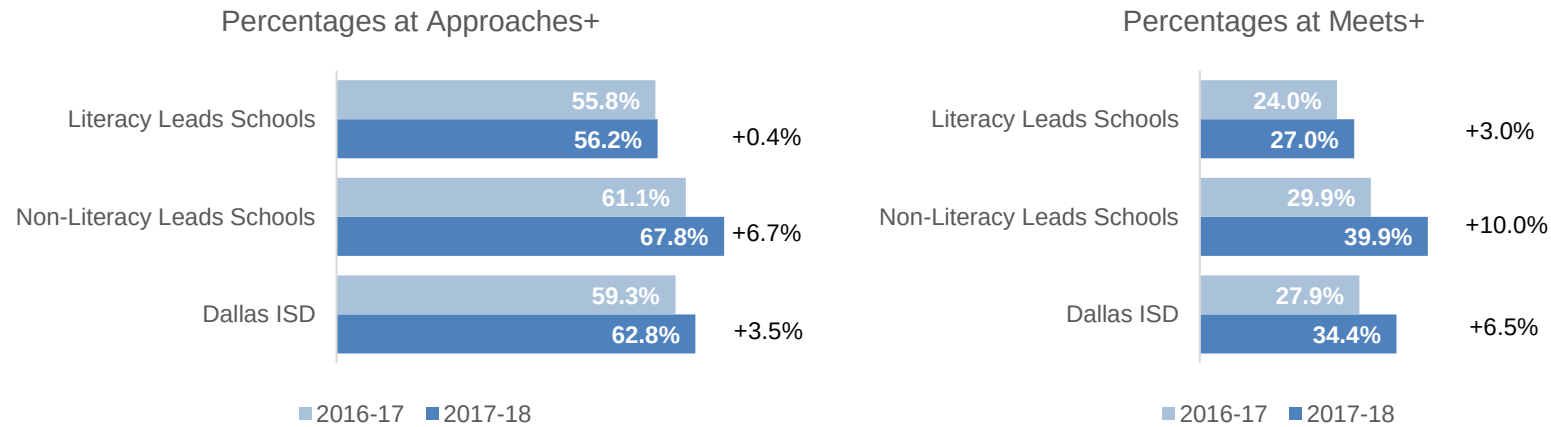
Table 9: Grade 7 Outcome Data by PLC

Assessments	Literacy Leads Schools						Non-LL Schools		Dallas ISD	
	Small Group Instruction		Text Analysis		Writing		%	N	%	N
	%	N	%	N	%	N				
Dallas ISD Assessments of Course Performance (ACP) Percent Passing (Language Arts)										
ACP Semester 1	74.1	1,737	74.9	1,500	71.6	817	76.5	5,683	75.4	9,737
STAAR Results										
Reading (Approaches+)	55.6	1,871	58.6	1,592	53.0	866	67.8	5,803	62.8	10,132
Reading (Meets+)	26.8	1,871	31.0	1,592	19.9	866	39.9	5,803	34.4	10,132
Writing (Approaches+)	52.3	1,811	53.1	1,572	45.1	876	63.3	5,670	58.0	9,929
Writing (Meets+)	24.2	1,811	26.0	1,572	16.4	876	36.4	5,670	30.8	9,929

Note. **Bold** numbers indicate percentages higher than the district. Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. LL = Literacy Leads. ISD = Independent School District. Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above.

Source. 2017-18 ACP district databases and STAAR files.

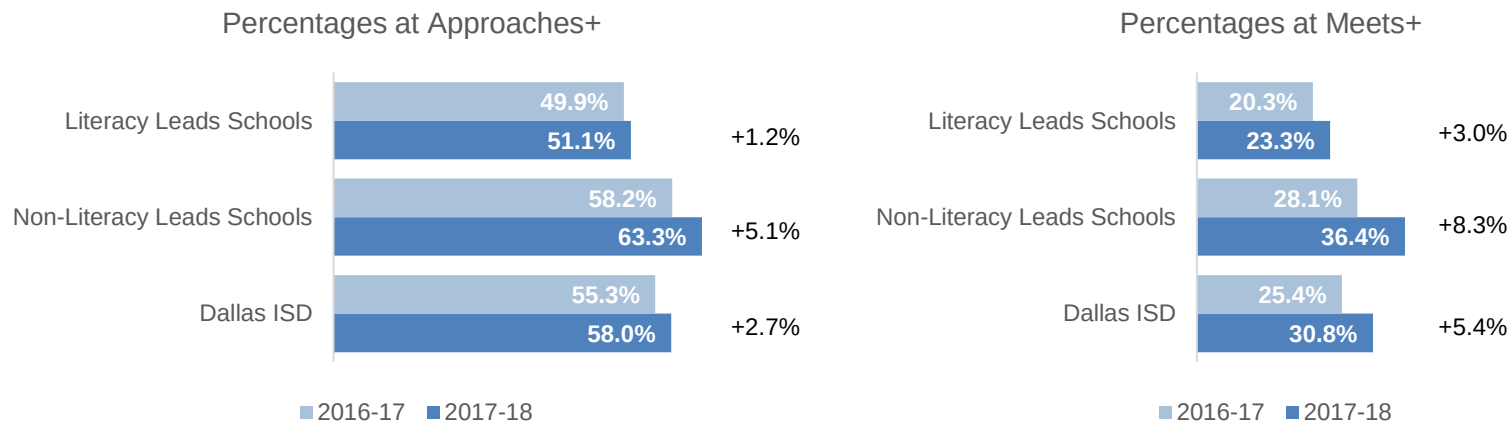
Figure 17: 2016-17 and 2017-18 Grade 7 STAAR Reading Results



Note: The Literacy Leads initiative began in fall 2017. Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. In 2016-17, 3,483 Literacy Leads students, 6,438 non-Literacy Leads students, and 9,921 Dallas ISD students took the grade 7 STAAR Reading assessment. In 2017-18, 4,329 Literacy Leads students, 5,803 non-Literacy Leads students, and 10,132 Dallas ISD students took the grade 7 STAAR Reading assessment. The Approaches+ group included students who approached, met, and mastered the grade level standard. The Meets+ group included students who met and mastered the grade level standard. Differences between 2016-17 and 2017-18 percent passing are also presented

Source: 2016-17 and 2017-18 STAAR files.

Figure 18: 2016-17 and 2017-18 Grade 7 STAAR Writing Results



Note: The Literacy Leads initiative began in fall 2017. Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. In 2016-17, 3,483 Literacy Leads students, 6,438 non-Literacy Leads students, and 9,921 Dallas ISD students took the grade 7 STAAR Writing assessment. In 2017-18, 4,392 Literacy Leads students, 5,839 non-Literacy Leads students, and 10,231 Dallas ISD students took the grade 7 STAAR Writing assessment. The Approaches+ group included students who approached, met, and mastered the grade level standard. The Meets+ group included students who met and mastered the grade level standard. Differences between 2016-17 and 2017-18 percent passing are also presented

Source: 2016-17 and 2017-18 STAAR files.

Eighth Grade Achievement Results

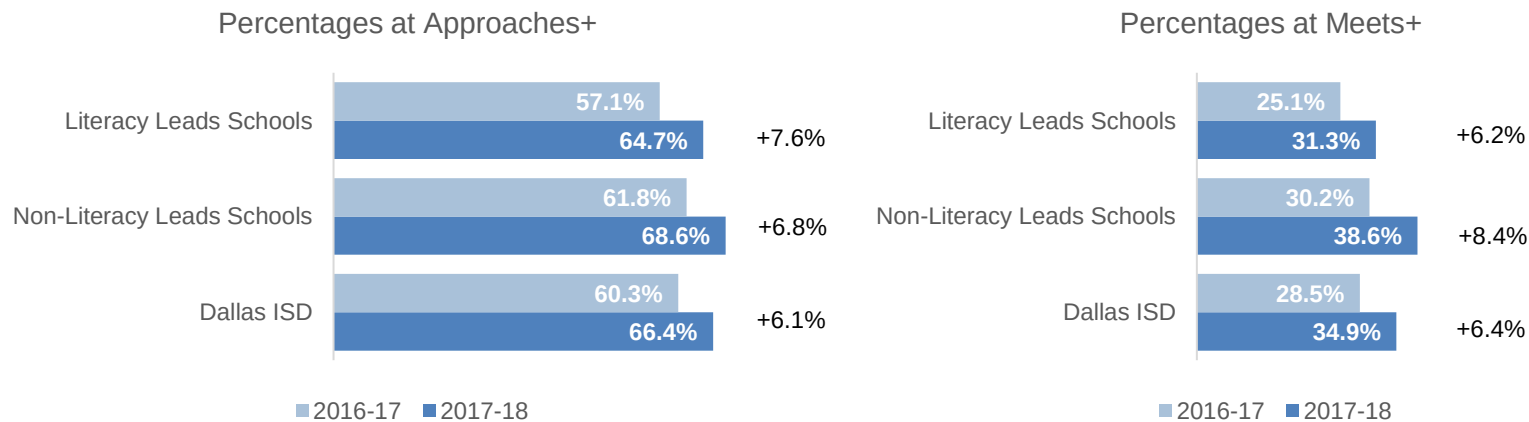
Table 10: Grade 8 Outcome Data by PLC

Assessments	Literacy Leads Schools						Non-LL Schools		Dallas ISD	
	Small Group Instruction		Text Analysis		Writing		%	N	%	N
	%	N	%	N	%	N				
	Dallas ISD Assessments of Course Performance (ACP) Percent Passing (Reading)									
ACP Semester 1	72.8	1,614	72.7	1,331	71.5	703	74.6	4,823	73.7	8,471
	STAAR Results									
Reading (Approaches+)	61.5	1,861	61.7	1,596	52.4	871	68.6	5,571	66.4	9,899
Reading (Meets+)	27.4	1,861	30.6	1,596	23.7	871	38.6	5,571	34.9	9,899

Note. **Bold** numbers indicate percentages higher than the district. Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. LL = Literacy Leads. ISD = Independent School District. Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above.

Source. 2017-18 ACP district databases and STAAR files.

Figure 19: 2016-17 and 2017-18 Grade 8 STAAR Reading Results



Note: The Literacy Leads initiative began in fall 2017. Literacy Leads schools were chosen because participating teachers attended at least three out of five professional development sessions. In 2016-17, 3,608 Literacy Leads students, 6,179 non-Literacy Leads students, and 9,787 Dallas ISD students took the grade 8 STAAR Reading assessment. In 2017-18, 4,328 Literacy Leads students, 5,571 non-Literacy Leads students, and 9,899 Dallas ISD students took the grade 8 STAAR Reading assessment. The Approaches+ group included students who approached, met, and mastered the grade level standard. The Meets+ group included students who met and mastered the grade level standard. Differences between 2016-17 and 2017-18 percent passing are also presented

Source: 2016-17 and 2017-18 STAAR files.

SUMMARY AND RECOMMENDATIONS

To support student reading achievement, Dallas Independent School District (ISD) Reading and Language Arts (RLA) and Early Learning (EL) staff members developed a K-12 Literacy Plan. The Plan included a pathway to achieving student achievement goals for literacy through shared best practices, guidance on implementing those best practices in instruction, and observational tools for teachers and campus leaders to improve literacy instruction.

A component of the Literacy Plan, the K-8 Literacy Leads initiative, focused on elementary and middle school teachers integrating three interdependent practices into every literacy classroom: creating the optimal learning environment; capturing and responding to student data; and implementing purposeful and targeted literacy instruction. This targeted instruction centered on one of three topics: text analysis, writing, and small group instruction.

The Reading Language Arts (RLA), Early Learning (EL) and School Leadership departments planned five cycles of professional development (each lasting four to six weeks) during the 2017-18 school year for Dallas ISD elementary and middle school teachers (Figure 1). Beginning with the Content Deep Dive, Teaching and Learning (T&L) staff and feeder pattern Academic Facilitators (AF) focused on the topic for the cycle. They planned the focus for the professional learning community (PLC) and delivered to the Lead Teachers and Campus Instructional Coaches (CIC). The fourth step of the cycle was for teachers to implement their learning with their students. Finally, AF's conducted literacy walks to observe areas of focus for the next cycle.

A total of 48,126 students in grades K to 8 (30.7% of Dallas ISD) were involved in this initiative. Notably more English Language Learners (49.3% vs. 44.2%) and economically disadvantaged (87.6% vs. 83.8%) students participated in the Literacy Leads initiative when compared to the district.

The K-12 Dallas ISD Literacy Leads initiative included 86 Dallas ISD elementary and middle schools within 12 feeder patterns. Participants included a teacher from each campus for each grade level, plus an instructional coach if that campus had one. The total funding amount available for 2017-18 was \$400,000 from Title I funds.

Summary

A survey was developed to measure participant perceptions of the Literacy Leads initiative. The overall purpose of the survey was to determine the helpfulness of the professional development offered by RLA, EL, and School Leadership staff. Most of the items were fixed on a five-point scale (strongly disagree to strongly agree). Professional development leaders administered the survey to participants at the first and final sessions.

Items on the survey were grouped into four areas: word study (WS), small group instruction (SGI), text analysis (TA), and writing (W). All items in all areas showed an increase from the beginning to the end of the year. The following highlights the items that measured the greatest growth in each area from the beginning to the end of the year.

- WS: I understand how to select appropriate tier 1, 2, and 3 words (17% increase).
- SGI: I regularly work with students in small groups organized by their skill levels (19% increase).
- TA: My students know how to annotate texts (45% increase).
- W: I am confident teaching my students the writing process (26% increase).

A second survey was administered to participants in April of 2018 by professional development leaders to gather additional perceptions of Literacy Leads participants. Of the respondents (n=152), 88.7 percent (n=134) reported that they would like to continue their work in the Literacy Leads initiative next year.

Participants were also asked to rate the extent that their teaching practices changed on a scale from one (not at all) to five (a great deal) because of participating in the Literacy Leads initiative. Most (47.7%, n=72) rated the changes in their teaching practices a four, followed by 30.5 percent (n=46) who rated their changes a five.

Overall, for eight of the 11 end-of-year standardized assessment comparisons (K, 1, and 2 *TerraNova/SUPERA*; grades 3, 4, 7, and 8 *STAAR* reading; grade 7 *STAAR* writing), year-to-year growth occurred for students in Literacy Leads, students not in Literacy Leads, and for all district students (Tables 2 to 10 and Figures 9 to 19). Year-to-year results were mixed for grade 4 writing, grade 5 reading, and grade 6 reading. Due to the initiative not beginning until fall of 2017 and because much of the Literacy Leads professional development was provided during the school year, 2017-18 data should be viewed as preliminary. Also, it typically takes more than one year to demonstrate meaningful academic growth. Even so, early year-to-year trends are positive for the most part.

For all assessments (*ACP*, *TerraNova/SUPERA*, *STAAR*) and grade levels, results for non-Literacy Leads students were slightly better than for the Literacy Leads students and the full district (Tables 2 to 10 and Figures 9 to 19). This is not surprising because the Literacy Leads initiative targeted schools in need of improvement.

Recommendation

Continue offering targeted professional development for English Language Arts teachers.

Per survey results, Literacy Leads teachers indicated a desire to continue learning text analysis, writing, and small group instruction strategies.

APPENDICES

Appendix A

Literacy Leads Participant Survey 1

1. What is your campus?
2. What grade level do you teach?
3. What content do you primarily teach?
4. How many years of teaching experience do you have?
5. What are your strengths as a teacher?

Please rate your level of agreement with the following statements.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6. I explicitly teach academic vocabulary.	☐	☐	☐	☐	☐
7. I understand how to select appropriate tier 1, 2, and 3 words.	☐	☐	☐	☐	☐
8. My students regularly make use of the word wall.	☐	☐	☐	☐	☐
9. I consistently embed word study throughout the balanced literacy block.	☐	☐	☐	☐	☐
10. I plan word study based on my students' needs.	☐	☐	☐	☐	☐

The following questions were intended for participants focused on small group instruction.

Please rate your level of agreement with the following statements.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11. I regularly work with my students in small groups organized by their instructional reading levels.	☐	☐	☐	☐	☐
12. I regularly work with my students in small groups organized by their skill levels.	☐	☐	☐	☐	☐
13. I use student data to create small groups.	☐	☐	☐	☐	☐
14. My students work independently to develop reading skills.	☐	☐	☐	☐	☐
15. My students work with peers to develop reading skills.	☐	☐	☐	☐	☐

The following questions were intended for participants focused on text analysis.

Please rate your level of agreement with the following statements.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11. I am confident teaching students to analyze text.	☐	☐	☐	☐	☐
12. I know how to ask students appropriate questions to analyze text.	☐	☐	☐	☐	☐
13. My students routinely use evidence from the text to support their responses.	☐	☐	☐	☐	☐
14. I am comfortable leading a discussion on a text with students.	☐	☐	☐	☐	☐
15. My students frequently engage in discussion about a text.	☐	☐	☐	☐	☐
16. My students know how to annotate texts (grades 2-8).	☐	☐	☐	☐	☐
17. I have time regularly scheduled to model fluent reading behaviors.	☐	☐	☐	☐	☐

The following questions were intended for participants focused on writing.

Please rate your level of agreement with the following statements.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11. I am confident teaching students the writing process.	☐	☐	☐	☐	☐
12. I explicitly teach my students written and oral conventions.	☐	☐	☐	☐	☐
13. I consistently promote choice as an integral factor in writing.	☐	☐	☐	☐	☐
14. My students produce writing in all genres.	☐	☐	☐	☐	☐
15. I regularly model the writing process in a variety of genres.	☐	☐	☐	☐	☐
16. I use mini-lessons to teach specific writing skills.	☐	☐	☐	☐	☐
17. My reading and writing instruction are connected.	☐	☐	☐	☐	☐
18. I regularly conference with my students to address areas of growth.	☐	☐	☐	☐	☐
19. I consistently embed grammar instruction throughout the writing process.	☐	☐	☐	☐	☐
20. I consistently use mentor texts to teach writing skills and strategies.	☐	☐	☐	☐	☐

Appendix B

Literacy Leads Participant Survey 2

1. What is your feeder pattern name?
2. What is your campus name?
3. What is your grade level?
4. How did the five-cycle setup of Literacy Leads work for you?
5. Did any of your teaching practices change as a result of what you learned in Literacy Leads?
(Rate from 1-5.)
6. Would you like to continue the work of Literacy Leads next year?
7. What is one concept/practice from the other content PLCs you are interested in learning more about?
8. What would you like to see done differently in the next round of Literacy Leads?

Appendix C

2017-18 Dallas ISD Literacy Leads Feeder Patterns, Schools, and Reading Screeners

Feeder Patterns and Schools by Literacy Leads Group	Reading Screener
Small Group Instruction	
Accelerating Campus Excellence Feeder Pattern	
Lee, Umphrey ES	Achieve3000 & IStation
Mills, Roger Q. ES	Achieve3000 & IStation
Titche, Edward ES	Achieve3000 & IStation
Zumwalt, Sarah MS	Achieve3000 & IStation
David W. Carter High School Feeder Pattern	
Alexander, Birdie ES	IStation
Atwell, William Hawley Law Academy	Achieve3000
DAEP (Elementary) at Village Fair	IStation
LACEY at Village Fair	IStation
McNair, Ronald E. ES	IStation
Terry, T.G. ES	Achieve3000
Turner, Adelle ES	IStation
Weiss, Martin ES	Achieve3000
Justin F. Kimball High School Feeder Pattern	
Brashear, Jimmie Tyler ES	Achieve3000
Carpenter, John W. ES	Achieve3000
Donald, L.O. ES	Achieve3000
Hall, Lenore Kirk ES	Achieve3000
Henderson, Margaret B. ES	Achieve3000
Holmes, Zan Wesley Jr. MS	Achieve3000 & IStation
Moreno, Maria ES	Achieve3000
Stemmons, Leslie A. ES	Achieve3000
Tolbert, Thomas ES	Achieve3000
Transformation and Innovation Schools and Roosevelt High School Feeder Pattern	
STEAM MS at D.A. Hulcy	Achieve3000 & IStation
W.T. White High School Feeder Pattern	
Adams, Nathan ES	Achieve3000
Bush, George H.W. ES	Achieve3000
Caillet, F.P. ES	Achieve3000
Chapel Hill Preparatory ES	Achieve3000
DeGolyer, Everette L. ES	Achieve3000
Gooch, Tom C. ES	Achieve3000
Junkins, Jerry ES	Achieve3000
Marcus, Herbert ES	Achieve3000
Marsh, Thomas C. PA	Achieve3000
Walker, E.D. MS	Achieve3000
Withers, Harry C. ES	Achieve3000
Woodrow Wilson High School/Townview Magnet Feeder Pattern	
Mount Auburn ES	Achieve3000
Text Analysis	
Emmett J. Conrad High School and Hillcrest High School Feeder Pattern	
Highland Meadows ES	Achieve3000
Hotchkiss, L.L. ES	IStation
Lowe, Jack Sr. ES	Achieve3000
McShan, Lee A. Jr. ES	IStation
Stone, J. at Vickery Meadow ES	Achieve3000
Tasby, Sam MS	Achieve3000
Intensive Support Network Feeder Pattern	
Browne, T.W. MS	Achieve3000 & IStation

table continues

Table (continued)

Feeder Patterns and Schools by Literacy Leads Group	Reading Screener
Bryan, John Neely ES	Achieve3000 & IStation
Burleson, Rufus C. ES	Achieve3000 & IStation
Dunbar, Paul ES	Achieve3000 & IStation
Holmes, Oliver W. Humanities/Communications Academy	Achieve3000 & IStation
King, Martin Luther Jr. ES	Achieve3000 & IStation
Rhoads, J.J. ES	Achieve3000 & IStation
Rice, Charles Learning Center	Achieve3000 & IStation
Roberts, O.M. ES	Achieve3000 & IStation
Storey, Boude MS	Achieve3000 & IStation
Truett, George W. ES	Achieve3000 & IStation
Webster, Daniel ES	Achieve3000 & IStation
South Oak Cliff High School Feeder Pattern	
Bushman, W.W. ES	IStation
Holland, H.I. ES	Achieve3000
Jordan, Barbara ES	Achieve3000
Marsalis, Thomas L. ES	IStation
Oliver, Clara ES	Achieve3000
Russell, Clinton P. ES	IStation
Stone, Harry S. Montessori Academy	IStation
Thornton, Robert L. ES	IStation
Young, Whitney M. ES	Achieve3000
Writing	
W.H. Adamson High School and Wilmer-Hutchins High School Feeder Pattern	
Botello, Felix ES	Achieve 3000
Bowie, James ES	Achieve 3000
Garcia, Hector MS	Achieve 3000
Hogg, James ES	IStation
Kennedy-Curry MS	Achieve 3000
Peeler, John F. ES	IStation
Reagan, John H. ES	IStation
Wilmer-Hutchins ES	IStation
L.G. Pinkston High School Feeder Pattern	
Allen, Gabe P. CS	Achieve3000
Arcadia Park ES	IStation
Dallas Environmental Science Academy (DESA)	Achieve3000
De Zavala, Lorenzo ES	Achieve3000
Lanier, Sidney Expressive Arts Vanguard	Achieve3000
Martinez, Eladio R. ES	Achieve3000
Quintanilla, Raul MS	Achieve3000
Stevens Park ES	IStation
W.W. Samuell High School Feeder Pattern	
Adams, John Quincy ES	Achieve3000
Hawthorne, Nathaniel ES	Achieve3000
Ireland, John ES	Achieve3000
Piedmont Global Academy MS	Achieve3000
Pleasant Grove ES	Achieve3000
Richardson, Thelma ES	Achieve3000
Runyon, John H. ES	Achieve3000
San Jacinto ES	Achieve3000
Young Men's Leadership Academy at Fred F. Florence MS	Achieve3000

Note: ISD = Independent School District. ES = Elementary School. MS = Middle School

Source: Dallas ISD Reading Language Arts Department