

Department of Evaluation and Assessment

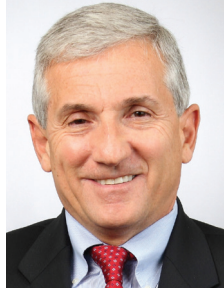
At-a-Glance 2017-2018



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ASSESSMENT

2017-18 State and National Assessments

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EA18-210-4

At-a-Glance

State and National Assessments (SNA) coordinates the training, administration, distribution, and processing of all state-, national-, and district-mandated criterion- and norm-referenced testing in the Dallas ISD. These tests include *State of Texas Assessments of Academic Readiness (STAAR)*, *STAAR Spanish*, *STAAR Alt 2*, *STAAR End-of-Course (EOC)*, *Texas English Language Proficiency Assessment System (TELPAS)*, *TerraNova/Supera*, *IDEA Language Proficiency Tests (IPT)*, and *Stanford 10*. In addition, SNA supports magnet school testing, *National Assessment of Educational Progress (NAEP)*, *Texas Student Initiative Assessment (TSIA)*, and the administration of *Credit by Examination (CBE)* and *Credit by Examination for Acceleration (CEFA)*.

SNA is also responsible for assisting with Test Security by training Campus Testing Coordinators (CTCs), monitoring test administrations, and reporting testing irregularities to the proper authorities (Texas Education Agency [TEA], Human Capital Management, and Professional Standards Office).

State-Mandated Assessments

TEA requires students to be assessed in grades 3-12 to determine academic skill levels and progress made during a given school year. Grades 3-8 were administered the *STAAR*, while students in grades 9-12 were administered the *STAAR EOC*. Students enrolled in high school prior to the 2012-2013 school year were required to pass four core subtests on the *Texas Assessment of Knowledge and Skills (TAKS)*. TEA replaced the *TAKS* test with *STAAR EOC*. The 'out of school' students that need to pass the previous *TAKS* tests to finalize criteria to earn a diploma are administered the *STAAR EOC* in four equitable core subtests (i.e., English II, Algebra I, Biology, and U.S. History) while coding the answer sheet so the results are scaled for scoring for previous students criteria.

At grades 5 and 8, students had three opportunities to test; March, May, and June. During each administration, students were assessed in reading and math in either English and Spanish.

At grades 9-12, students had three opportunities to test (December 2017, spring 2018, and July 2018). Students were assessed in English I, English II, Algebra I, Biology, and U.S. History.

The *STAAR* test has a paper version and an online version. In addition, there are options to allow online accommodations (embedded supports). The majority of students take the paper test with or without accommodations. The *STAAR Alt 2* version of the test is online only.

The Every Student Succeeds Act (ESSA), previously referred to as No Child Left Behind (NCLB), mandates an annual English-language proficiency assessment of English language learners (ELLs) in grades K-12 in four language domains (reading, writing, speaking, and listening). TEA developed the *TELPAS* to assess ELLs in these domains. This year two domains (i.e., Listening and Speaking) were added to the online component to allow for more standardized ratings by the state instead of holistically rating by teachers. Headsets were provided to campuses by SNA to ensure comparable headsets that met state criteria were utilized throughout the district.

The following presents an overview of the number of state mandated tests administered in the Dallas ISD:

- Across grades 3-8, more than 77,000 students took *STAAR* Reading; more than 71,000 took *STAAR* Math; and at grades 4 & 7, more than 22,000 took *STAAR* Writing in English and Spanish.
- At grades 5 and 8, more than 22,000 students took the *STAAR* Science test, and more than 9,000 students at grade 8 took *STAAR* Social Studies.
- At grades 5 and 8, a total of 18,013 students took *STAAR* Reading in English and 4,083 students took *STAAR* Reading in Spanish during the first administration; 5,628 students tested in English and 677 tested in Spanish during the second administration; and 3,074 students were assessed in English and 372 were assessed in Spanish during the third administration.
- At grades 5 and 8, a total of 19,644 students took *STAAR* Math in English and 180 students took *STAAR* Math in Spanish during the first administration; 4,376 students tested in English and 93 tested in Spanish during the second administration; and 2,036 students were assessed in English and 61 were assessed in Spanish during the third administration. These totals include students who tested above grade-level on the Grade 8 Math *STAAR* (2,430).

- A total of 76,116 STAAR EOC tests were administered, with more than 10,000 total tested in each of the following subjects: Algebra I (13,816), Biology (12,543), English I (20,899), English II (18,588), and U.S. History (10,270).
- A total of 1,351 grade 3-8 STAAR Alt 2 assessments in Math and 1,349 grade 3-8 STAAR Alt 2 assessment in Reading were administered, while a total of 853 STAAR Alt 2 EOC assessments were given across the five subjects.
- A total of 62,086 students were rated on the TELPAS with a majority rated beginning at grades 1-3, while those rated intermediate, advanced, and advanced high were in grades 2-12.

TerraNova Third Edition Norm-Referenced Assessments at Grades K-2

The *TerraNova* is an English-language standardized norm-referenced achievement test. The *Supera* is the Spanish version of the test.

Across grades K-2, a total of 49,216 tests (17,688 in reading and 33,394 in math) were administered with the *TerraNova* compared to the previous year with 54,675 (19,145 in reading and 35,530 in math), while 15,902 administered with the *Supera* (15,822 in reading and 80 in math) compared to the previous year with 16,717 (16,563 in reading and 154 in math). The lower numbers reflect an enrollment decline in 2017-2018.

IDEA Language Proficiency Tests and Stanford 10 and TerraNova Assessments of ELL Students

School districts are required to identify ELL students in grades PreK-12 using a home language survey. Students identified as having a language other than English were assessed with the IDEA Language Proficiency Tests (*IPT*). Students in grades PreK-12 who were new to the district and spoke a language other than English were assessed with the *IPT* and placed in an appropriate instructional program within four weeks of enrollment. Students in grades 2-12 who scored equal or greater than four on the *IPT* were assessed with *Stanford 10* in August and September, the district began using the *TerraNova* after September.

A total of 40,969 *IPT* tests (30,338 English; 10,631 Spanish) were administered. In 2016-2017, 44,701 (30,392 English; 14,309 Spanish) were administered. In addition, 1,074 *TerraNova* were administered compared to the previous year with 747 *TerraNova* and 339 *Stanford 10* were administered.

Magnet School Application Process and Assessments

State and National Assessments administered the *ITBS/Logramos*, *Stanford 10*, and *TerraNova/Supera* to students who did not have norm- or criterion-referenced achievement test scores from the previous school year as part of the process of applying to the Dallas ISD magnet program. Specifically, these services were provided to students who were applying for admission to the district's vanguards, academies, and magnet high schools who met the following criteria: (a) currently enrolled in private, parochial, or other schools (grades K-11), and (b) currently enrolled Dallas ISD students (grades 1-2 and 9-11). Out-of-district students were charged \$100, while in-district students tested free. A total of 191 students (8 *Supera* and 183 with *Stanford 10*) were tested for admission into the magnet program in the 2017-2018 school year compared to the previous year with 198 (2 with *Logramos*, 76 with *Stanford 10*, and 120 with *TerraNova/Supera* online). The *TerraNova/Supera* online system was taken off-line by the company at the beginning of the year, limiting its use.

The *Naglieri Nonverbal Ability Test (NNAT)* is an instrument used by selected district vanguards, academies, and magnet high schools for additional screening of applicants. It is a nonverbal test of general ability commonly used to identify gifted children. SNA provided *NNAT* test booklets, answer documents, and score results for campus officials. A total of 1,119 students at eight magnet schools were tested compared to the previous year of 628 students at five magnet schools. The highest number of students tested (226) compared to the previous year of (217) were at grade 3.

The *Math Pre-Assessment* was developed by the Region IV Education Service Center. It is used, along with other assessments, to determine whether students fulfill the requirements needed for entry into five of the vanguards and academies. SNA printed the test booklets, answer documents, and scored the results. A total of 1,269 students were tested compared to the previous year with 1,284. The highest number tested was 1,047 at grade 5 compared to the previous year with 1,072.

The *Texas Success Initiative Assessment (TSIA)* is a computer administered assessment used to provide evidence of college readiness or identify deficiencies in reading, writing, and/or mathematics. It was administered at two magnet high school campuses via *Accuplacer*. SNA's responsibility was to purchase assessment credits such that assessment capabilities would be readily available at campuses.

Early Collegiate Academy TSIA Testing

Eight high schools (Cohort 1) were a part of the launch of the Early Collegiate Academies that began with the setup of accounts by our department to utilize the TSIA online administration site for 2016-2017. Fifteen additional high schools were added for Cohort 2 in 2017-2018. From a total of 23 total campuses, 14 campuses tested a total of 1354 tests online.

Credit by Examination for Acceleration and Credit by Examination with ACP

Tests used for *Credit by Examination for Acceleration (CEFA)* were developed by Texas Tech University to assess mastery of the TEKS for students in grades 1-12 (EHDB LOCAL & EHDC LOCAL). *CEFA* is a means by which high-achieving elementary students may advance one grade level by passing all four tests in the core areas (language arts, mathematics, science, and social studies), while middle and high school students may be awarded course credit. The *Iowa Tests of Basic Skills (ITBS)* was used to determine acceleration for students in kindergarten.

Students had to meet the following passing standards to accelerate or gain course credit:

- Kindergarten students had to score at or above the 70th percentile on the *ITBS* Reading and Math test to advance to the next grade.
- Elementary school students had to achieve a mastery score of 80 percent in all four core areas (language arts, mathematics, science, and social studies) to advance to the next grade.
- Middle and high school students had to achieve a mastery score of 80 percent in each subject area tested to receive course credit.
- Middle and high school students with prior instruction in the course taken had to achieve a mastery score of 70 percent in each subject area tested to receive course credit.

The following results were observed:

- Eight students were tested for acceleration at the kindergarten level with 62.5 percent scoring at or above the 70th percentile.
- At the elementary level, 23 students were tested for acceleration with 2 students scoring 80% mastery in all core areas (reading, math, science, and social studies).
- At the middle and high school levels, more than 1,148 tests were taken for course credit with passing rates of 65.7% and 36.1%, respectively.

Campus Testing Coordinator Trainings

State and National Assessments provided 29 trainings to 241 Campus Test Coordinators (CTC), compared to 33 trainings to 221 CTCs the previous year, on test administration and security procedures. At the end of each training, the Campus Test Coordinators were asked to complete an online survey about the training using a QR code or a link to a Google form.

A total of 104 CTCs responded to the surveys resulting in a 47 percent response rate compared to 128 CTCs that responded with a 53 percent response rate the previous year. The majority of responses were positive in that the relevant information was covered and the allotted time was adequate.

Role of Districtwide Testing Coordinators

Five Districtwide Testing Coordinators were assigned various feeder patterns to train, assist, and support CTCs with testing activities in association with the district's testing calendar. These activities included:

- assisting with training CTCs before each test administration on test procedures, test security, online testing setup, online test administration and completion, and quality control of paper and online test materials;
- providing functional planning expertise to campus and district personnel required to meet state testing timelines and district administered local testing timelines outlined on the district's testing calendar;
- working collaboratively with various departments including, but not limited to, special education, counseling, ESL/bilingual, RTI, 504 and technology to ensure coherence and alignment of local, state, and national assessments;
- presenting best practices at the Texas Assessment Conference;
- assisting with summarizing testing activities and operations in interim reports, technical reports, and final reports; and
- online managing databases (delivery ticket, CTC lists, OOS TEAMS/TAAS/TAKS, online order forms, meetings), score code corrections, starting pilot of scanning booklets to ensure the return of all secure test booklets, uploading users to state online databases, fix rejects from uploads to state precodes, out of school testing database, work with computer analyst for list of data needed for uploads to state sites; and
- making recommendations for improvement of operations for each future school year.

Testing Irregularities and Test Monitoring

Testing irregularities fell into two distinct categories, procedural and serious. A total of 392 testing irregularities were reported to the Office of Test Security for the 2017 - 2018 school year, with 384 being procedural and 8 serious cases. During the previous school year, 2016 - 2017, a total of 491 irregularities were reported, with 488 being procedural and 3 serious. Prior to that year, during the school year, 2015 - 2016, a total of 522 irregularities were reported, with 517 being procedural and 5 serious. A total of 284 test monitors were trained to monitor test administration procedures at 219 schools. During 2017-2018 a total of 286 test monitors were trained to monitor test administration procedures at 216 schools, while a total of 284 test monitors were trained to monitor test administration procedures at 219 schools during 2016-2017. Only 200 campuses were monitored on the first day of spring 2018 testing (93% schools were monitored for the first day of testing); all but three campuses were monitored at least once (99% campuses were monitored at least once), and 70% of monitoring assignments were selected. The previous years all campuses were visited at least once during the Spring STAAR administrations.

Assessment of Course Performance (ACP) Test Booklet Return Rate

A random sample of 15 elementary, 5 middle, and 5 high schools from across the district's feeder patterns were selected for the fall and spring ACP booklet return rates. From the fall 2017 testing session, a total of 79,935 books were sent out to the schools and 79,923 books were returned, while a total of 28,746 books were sent out to the schools and 28,743 books were returned from the spring 2018 testing session; compared to the previous year with a total of 67,150 books were sent out to the schools in the fall and 67,142 books were returned, while a total of 21,520 books were sent out to the schools and 21,482 books were returned from the spring testing session. Two large print booklets were located and returned this year compared to no additional books found by campuses the previous year.

Service Center Shipping and Scanning

The Service Center acts as the main distribution hub for all district testing. This year, a total of 36,959 boxes and 7505 envelopes were shipped from the Service Center to the schools. In addition, all grade 3-12 ACPs answer sheets are scanned at the Service Center as a part of the processing of scores. A total of 606,080 were scanned and processed.

Recommendations

All campuses should strive to maintain the same test coordinator for the entire year and succeeding years.

This will ensure that the test coordinators have a building knowledge base on successful techniques that they have learned at the beginning of the year trainings, as well as trainings throughout the year.

The full 2017-18 report can be found at www.dallasisd.org/Page/888. For more information, please contact State & National Assessments at stateassessments@dallasisd.org.

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2017-18 Evaluation of Assessment of Course Performance

Kathy Jimenez, MSAE

EA18-220-4

At-a-Glance

For the 2017-18 school year, Assessment, in conjunction with the Department of Teaching and Learning (T&L), developed the *Assessments of Course Performance (ACPs)* as standardized final semester tests in grades kindergarten through 12 for Mathematics, Reading/Language Arts, Science, Social Studies, English as a Second Language (ESL), World Languages, Instructional Technology, Health, Physical Education and Visual & Performing Arts courses. Overall, 135 tests were developed and seven were trans-adapted in Spanish. With nine single-semester tests and four high school tests also used for middle school students, a total of 155 ACPs were administered during the 2017–18 school year.

ACP Development

Prior to the test development phase, T&L provided outlines, called blueprints, detailing the Student Expectations (SEs) that required assessment items. In addition, T&L provided item blueprints, which directed item writers to measure specific aspects of SEs with special content to ensure item validity.

The processes of item writing, editing, item analyses, and test approvals were managed through the Office of Test Development. Tests comprised approximately three-quarters of the well-performing items from the previous year and one-quarter new or revised items. Item writing during the summer generally focused on expanding and revising test item banks. All test blueprints and formula charts were published on MyData Portal and Assessment websites at the beginning of the school year. All tests were aligned to the Texas Essential Knowledge and Skills (TEKS) using the Curriculum Map developed by each content area. After administration began, alignment pages were also published on the Assessment website, which showed the specific aspect of the SE that each item measured.

Example Item Sets for ACPs

Assessment developed a representative set of items for each ACP, or Example Items, for teachers to gain an understanding of the format and rigor of the ACPs. At the beginning of each semester, Example Items were available for download and teachers could use these items, along with the test blueprint, as guides for preparing students for the ACP. They were intended to provide an understanding of some, not all, possible approaches to assessing the given SE. Each Example Item had the correct answer as well as the content SE listed in the key.

Valid and Reliable Tests

The development of valid and reliable assessments is crucial for the evaluation of student knowledge and mastery of instructional material. Therefore, it is essential that the data provided by tests be valid and reliable. Content validity was demonstrated through the use of item and test blueprints, developed by T&L, and alignment pages, ensuring each item was aligned with the curriculum. Cronbach's alpha, a coefficient used to provide a general indicator of consistency across items within a test, ranges from 0 to 1, with 0 indicating no test reliability. Coefficients approaching 1 indicate high test reliability. Of the 155 ACPs administered, 144 ACPs had a reliability of .70 or higher, of which 95 were equal to or above .80. Eight ACPs had a reliability between .65 and .69.

Curriculum Alignment

The ACPs were designed as measures of the taught curriculum. Although every SE in the curriculum was not measured, significant SEs were identified and included in the test design process. Teachers were surveyed and asked to indicate the extent to which the ACPs successfully matched what was taught in the course. The results are presented in Table 1. Between 80% and 90% of the teachers reported courses and ACPs had a 75% to 100% match. Given that there were more SEs taught than can be appropriately measured on a 90-minute test, this level of matching was acceptable.

Table 1: ACPs Aligned with Taught Curriculum

Question	Response Category	Sem 1 (%)	Sem 2 (%)
To what extent does the ACP successfully assess (match) what is taught in this course?	100% match	35.6	25.4
	About 75% match	55.2	60.1
	About 50% match	7.5	12.0
	About 25% match	1.6	2.3
	No match at all	0.2	0.0

Scaled Scores

All 2017–18 ACP tests used scaled scores rather than raw scores. Tests aim to have at least 55% correct set to equal a scale score of 70, or passing. However, some tests have lower or higher passing percentages based on test difficulty. The 55% criterion was lowered on 51 and raised on 32 of 108 first semester tests, and lowered on 30 and raised on 14 of 47 second semester tests. Maintaining the 55% standard would have led to unreasonably high or low passing rates.

Semester One Results

Table 2 reports semester one results for the 108 ACPs administered, including the mean ACP scale score and standard deviation, and the percentage of students passing the ACP. The mean scale score ranged from a low of 67.8 (IPC) to a high of 87.7 (Spanish Kindergarten Reading), while the median scale score was 73.9. The percent of students passing the ACPs ranged from 41.0% (RLA 8 ESL Beginner) to 93.4% (Kindergarten Spanish Reading).

Table 2: Semester One ACP Results

ACP	Mean Scale Score	Scale Score SD	Percent Passing
K Math	84.2	13.8	86.5
K Spanish Math	81.5	19.1	80.0
Grade 1 Math	81.3	16.7	79.3
Grade 1 Spanish Math	79.0	15.6	73.3
Grade 2 Math	82.6	13.7	81.3
Grade 2 Spanish Math	74.4	11.3	58.3
Grade 3 Math	74.9	14.9	67.3
Grade 3 Spanish Math	69.2	13.1	53.3
Grade 4 Math	75.3	15.6	64.2
Grade 4 Spanish Math	72.8	12.0	55.2
Grade 5 Math	77.3	14.9	73.2
Grade 5 Spanish Math	69.4	14.2	50.8
Math 6	72.7	8.6	62.8
Math 6 Pre-AP	76.1	10.6	75.5
Math 7	70.8	8.6	53.4
Math 7 Pre-AP	77.6	13.0	75.8
Math 8	73.7	12.1	63.8
Algebra I Pre-AP	75.3	10.9	69.9
Algebra I	71.0	11.9	55.8
Geometry	71.3	9.0	52.6
Geometry Pre-AP	75.7	10.2	70.3
Algebra II	70.3	12.5	52.2
Algebra II Pre-AP	76.3	11.5	70.6
Pre-Calculus	69.6	11.7	52.1
Pre-Calculus Pre-AP	74.8	10.7	66.8
Math Models	69.4	10.5	49.8
K Reading	87.7	11.2	92.5
K Spanish Reading	87.7	11.5	93.4
Grade 1 Reading	81.9	12.4	87.3
Grade 1 Spanish Reading	86.1	13.3	90.4
Grade 2 Reading	79.7	14.8	75.3
Grade 2 Spanish Reading	78.2	15.4	76.1
Grade 3 Reading	69.9	13.3	53.6
Grade 3 Spanish Reading	71.6	13.5	58.7

Table continues

Table 2 con't

ACP	Mean Scale Score	Scale Score SD	Percent Passing
Grade 4 Reading	74.6	12.6	66.3
Grade 4 LA	78.6	14.2	76.0
Grade 4 Spanish Reading	71.0	12.8	58.7
Grade 4 Spanish LA	73.5	17.0	66.7
Grade 5 Reading	75.8	12.0	76.3
Grade 5 Span Reading	76.2	13.7	71.1
Reading LA 6	72.3	11.3	60.9
Reading LA 6 Pre-AP	78.0	12.6	81.3
Reading LA 7	73.9	11.0	68.4
Reading LA 7 Pre-AP	80.0	8.8	88.8
Reading LA 8	72.5	9.2	62.7
Reading LA 8 Pre-AP	77.3	9.8	79.3
English I	70.3	13.0	57.6
English I Pre-AP	75.4	12.6	74.2
English II	72.5	10.6	65.2
English II Pre-AP	76.3	9.9	76.8
English III	73.0	11.0	66.7
English IV	75.6	11.1	73.5
Grade 5 Science	73.9	16.4	67.1
Grade 5 Spanish Science	75.0	14.2	69.1
Science 6	70.7	11.4	54.4
Science 6 Pre-AP	77.0	10.6	76.3
Science 7	70.5	12.4	54.5
Science 7 Pre-AP	78.5	9.9	83.2
Science 8	72.3	10.1	59.6
Physics 8	71.1	9.6	56.6
Astronomy 8	73.2	12.3	61.2
IPC	72.1	6.9	61.8
Biology	74.9	9.3	70.9
Biology Pre-AP	69.7	8.3	48.3
Chemistry	75.6	11.5	67.9
Chemistry Pre-AP	70.5	7.0	53.9
Physics	73.1	8.1	66.5
Physics Pre-AP	67.8	8.3	42.6
Env Sys	73.8	9.7	70.4
Astronomy	69.8	8.0	51.2
Social Studies 6	69.6	10.6	48.5
Social Studies 6 Pre-AP	78.5	10.0	81.8
Texas Studies 7	70.6	10.8	51.9
Texas Studies 7 Pre-AP	79.5	12.4	78.3
US Studies 8	71.0	9.6	51.7
US Studies 8 Pre-AP	76.3	11.0	74.5
World Geography	71.4	10.2	58.8
World Geography Pre-AP	76.4	11.0	76.2
World History	70.1	11.1	53.0
World History Pre-AP	75.7	10.1	73.8

Table continues

Table 2 con't

ACP	Mean Scale Score	Scale Score SD	Percent Passing
US History	73.8	11.9	66.3
Government	72.0	9.9	58.7
Economics	75.6	10.1	74.4
Reading LA 6 ESL YR 1	72.6	10.6	54.3
Reading LA 6 ESL YR 2	71.4	10.2	52.4
Reading LA 7 ESL YR 1	72.3	11.6	48.4
Reading LA 7 ESL YR 2	75.4	12.1	62.8
Reading LA 8 ESL YR 1	70.7	10.1	41.0
Reading LA 8 ESL YR 2	69.0	12.2	46.7
English I ESOL Beg	69.8	9.7	46.3
English I ESOL Inter	70.0	10.2	42.6
English II ESOL Inter	70.4	9.1	49.0
Tech Apps	72.1	10.0	57.2
Web Design	73.4	12.6	63.8
MS Health Education 6	80.1	12.1	80.3
MS Health Education 7	77.0	12.4	75.7
MS Health Education 8	76.7	10.2	75.4
HS Health Education	76.8	10.3	75.9
Studio Art I	80.1	11.3	82.0
MS Art 1 Foundations	75.3	9.7	69.7
PE 6	76.8	10.4	73.0
PE 7 & 8	73.1	9.1	63.7
MS Varsity Band	74.5	9.0	65.6
HS Varsity Band	73.0	11.5	65.3
Spanish I	80.5	14.2	78.6
Spanish II	78.7	13.9	78.5
French I	73.0	11.5	65.3
French II	71.2	12.4	62.2
Spanish Heritage Spkr Fund	73.8	11.9	66.3

Semester Two Results

Table 3 reports semester two results for the 47 ACPs administered, including the mean ACP scale score and standard deviation, and the percentage of students passing the ACP. Fewer ACPs were administered in the second semester because many courses for grades kindergarten through eleventh required students to take a state or national test. The mean scale score ranged from a low of 68.0 (Astronomy) to a high of 83.7 (Spanish II), while the median scale score was 75.1. The percent of students passing the ACPs ranged from 47.6% (IPC) to 89.3% (Spanish II).

Table 3: Semester Two ACP Results

ACP	Mean Scale Score	Scale Score SD	Percent Passing
Geometry	72.5	9.3	57.7
Geometry Pre-AP	75.4	12.0	67.4
Algebra II	76.5	11.2	72.5
Algebra II Pre-AP	78.1	9.7	80.7
Pre-Calculus	72.4	11.0	61.9
Pre-Calculus Pre-AP	77.1	12.0	71.5
Math Models	72.3	6.9	65.0
English III	69.9	10.6	54.8
English IV	69.9	9.5	50.0
Science 6	71.2	12.2	54.7
Science 6 Pre-AP	81.4	10.9	85.3
Science 7	77.3	10.7	75.4
Physics 8	75.1	8.7	72.4
Astronomy 8	74.5	11.8	70.9
IPC	71.6	9.5	56.0
Chemistry	74.5	12.7	66.3
Chemistry Pre-AP	72.1	6.9	62.5
Physics	74.6	7.8	73.8
Physics Pre-AP	69.7	6.8	47.6
Env Sys	69.1	13.9	51.4
Astronomy	68.0	12.5	48.8
Social Studies 6	71.3	10.5	55.2
Social Studies 6 Pre-AP	77.6	11.0	80.6
Texas Studies 7	72.8	10.5	61.6
Texas Studies 7 Pre-AP	78.2	10.2	81.0
World Geography	72.0	10.4	59.6
World Geography Pre-AP	76.4	9.4	77.1
World History	70.3	12.1	54.9
World History Pre-AP	75.1	11.3	72.4
Government	70.7	12.8	54.7
Economics	72.2	12.2	58.3
Tech Apps	72.3	10.0	60.0
Web Design	75.3	12.5	68.4
MS Health Education 6	80.2	11.8	82.1
MS Health Education 7	79.1	11.9	78.5
MS Health Education 8	78.7	10.4	78.4
HS Health Education	75.5	9.3	76.2
Studio Art I	82.4	10.5	87.1
MS Art 1 Foundations	76.7	10.4	71.7
PE 6	75.7	10.7	70.8
PE 7 & 8	74.0	8.3	66.3
MS Varsity Band	78.0	9.9	79.7
HS Varsity Band	83.1	11.5	87.4
Spanish I	83.7	11.1	89.3
Spanish II	75.4	10.7	75.8
French I	75.0	10.8	72.0
French II	77.9	10.3	81.0
Spanish Heritage Spkr Fund	72.5	9.3	57.7

Course Grades

Scale score results were used in the calculation of the final semester grade for grades three through 12. For kindergarten through grade two, *ACP* scores were not factored into final semester grades. For grades three through five, *ACP* scale score results accounted for 5% of the final semester grade. Middle school results accounted for 10% of the final semester grade, while high school *ACP* scale score results accounted for 15% of the final semester grade.

Summer School ACPs

Summer school classes were provided for all students who did not pass courses during the school year. High school students who were instructed in Mathematics, Reading Language Arts (English), Science, Social Studies and Health were required to take the respective *ACP*. High school students enrolled in up to two courses and were assessed with the respective *ACPs* for each course.

The full 2017-18 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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INSTITUTIONAL RESEARCH

2017-18 TEI Roster Verification

Namrita Chawla, M.P.P.

EA18-104-4

At-a-Glance

The Dallas ISD Teacher Excellence Initiative is a teacher evaluation system based on three components: performance, student experience, and student achievement. To receive points for student achievement, a teacher must have enough students who are properly scheduled and in attendance with him or her in a course in which standardized, secure assessments are administered to gauge students' learning. These courses are referred to as evaluation courses.

Teachers are given the opportunity to verify scheduling information that was entered into the district's student information system during the school year using a process called TEI Roster Verification, or TRV.

Background and Process

In 2018, TRV began on May 10 and teachers had until May 25 to submit their rosters. Principals could approve rosters through June 8. Rosters were published on MyData Portal, an online resource from Evaluation & Assessment for campus personnel to access student-level data and accompanying analyses and reports.

As part of the submission process, teachers reviewed rosters for all evaluation courses they taught. While reviewing their rosters, teachers could link students who would not otherwise be included in their metrics. They were required to provide a reason for each student linked. Teachers could also request other types of corrections using the *Ask a Question* form.

If a teacher did not submit his or her rosters by the deadline, the rosters reverted to their original states. If a teacher submitted his or her rosters but the principal did not respond, any changes made by the teacher were automatically accepted.

Training

In addition to providing written instructions and video tutorials on MyData Portal, the Office of Institutional Research in E&A offered telephone support sessions to provide individualized assistance to users. OIR also shared general information about TRV in the Weekly Administrative Information Packet (WAIP), EI News emails, and TEI Expert meetings.

Results

At the start of roster verification, 7,118 teachers had rosters to review. At the end, 6,646 teachers had rosters, with the difference attributable to teachers leaving the district during the TRV window or having rosters removed¹. Of 6,646 teachers with rosters to review, 80 percent submitted rosters, with 1 percent of submitted rosters requiring further investigations; 87 percent of submitted rosters were approved. There was a small increase in roster submission rates in 2017-18 and a decrease in the percentage of rosters approved. The investigation rate was the same. See **Error! Reference source not found.**

Figure 1: Roster Verification Completion Statistics

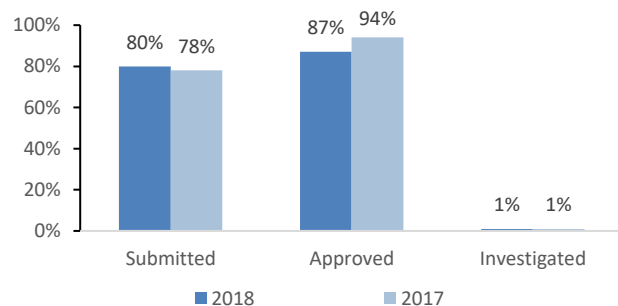
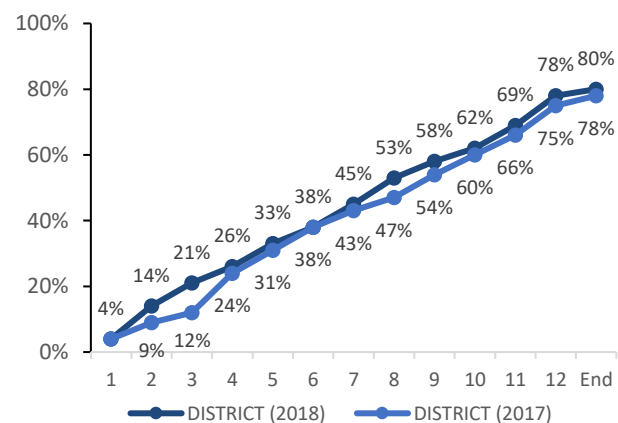


Figure 2: Roster Submission Rates by Day



Teachers had twelve business days to submit their rosters in 2017 and in 2018. In both years, there was a steady increase in submissions as roster verification

¹ Rosters would be removed at the request of the teacher or principal if it was affirmed that the original scheduling was incorrect.

progressed, with a similar percentage of teachers participating each year. See Figure 2.

Roster Submission by School Type and Date

In 2018, elementary schools had higher submission rates than middle and high schools, with 87 percent of elementary school teachers submitting rosters compared to 72 percent of middle school and 78 percent of high school teachers.² Compared to last year, a larger percentage of teachers at all levels submitted rosters, with an 8 percent increase in the percentage of high school teachers who submitted rosters.

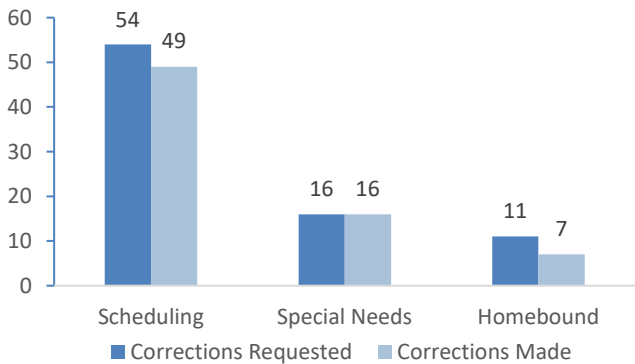
Roster Errors and Investigations

A total of 635 teachers and administrators contacted OIR to report roster errors or ask questions about roster verification.³ OIR determined that 81 cases required further investigation. Teachers required investigations to either unlink or add a student or course to their roster. The majority (94 percent) of investigations were related to unlinking students from rosters, and most investigations (63 percent) were at elementary schools.

To determine whether changes were required, OIR contacted principals to collect additional information and verify the teacher’s report. If principals approved the changes, they were made. Principals at 56 schools were contacted, and OIR changed rosters for 75 teachers, or 93 percent of teachers who required investigations. Ultimately, 94 percent of roster investigations were resolved.⁴

Roster changes were required for one of three reasons, as summarized in **Error! Reference source not found..**

Figure 3: Number of Roster Corrections by Type



² Includes the 6,138 teachers with rosters who were with the district as of July 19, 2018.
³ This number is an estimate and is based on the number of staff that completed the Ask a Question form during the verification window for teachers.

General scheduling: Teachers wanted to add students or courses who were missing from their rosters or unlink students who were incorrectly linked to their rosters.

Homebound student scheduling: Teachers wanted to unlink homebound students from rosters.

Students with special needs or circumstances: Teachers wanted to unlink students with special needs or circumstances. These included students who were in Functional Living Skills (FLS) sections or behavior units.

Recommendations

TRV should continue to provide a user-friendly platform for teachers to verify and correct their rosters. Recommendations to increase overall efficiency include:

- **Ensure roster accuracy before rosters are published.** Continue to work with district leadership to ensure scheduling data is entered in the student information system correctly throughout the school year.
- **Continue to allow teachers to request roster corrections.** Continue to use the Ask a Question form to facilitate the report of roster errors during TRV.
- **Improve teachers’ understanding of roster construction.** Continue to communicate in various formats about the verification process and module, with emphasis on the criteria used to construct rosters.

For more information, please contact the Office of Institutional Research at oir@dallasisd.org.

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⁴ In five cases, principals were non-responsive. OIR made decisions about changing these rosters based on the request and previous experience with the issue.

2017-18 Dallas ISD Research Review Board

Larry W. Featherston, Ph. D.

EA18-116-4

At-a-Glance

The Dallas Independent School District (Dallas ISD) supports high quality research that addresses well-formed research questions of educational importance. At the same time, the district has moral and legal obligations that require oversight of research activities that make use of district resources such as data, facilities, employee time, or access to students.

In order to conduct research in the Dallas ISD, a proposal must be submitted and reviewed by the district's Research Review Board (RRB). The RRB is housed within the Department of Evaluation & Assessment, and draws on the expertise of district researchers and program evaluators, as well as the professional knowledge of staff from the departments of Teaching and Learning, Student Services, School Leadership, and Legal Services, among others.

External research proposals must demonstrate clear and direct educational value to the district, be minimally disruptive to the educational process, manifest a sound research methodology, and comply with current privacy laws. The potential direct benefit to Dallas ISD must outweigh demands on district resources, particularly staff and student time.

Review Board Responsibilities

The Research Review Board was reorganized in December, 2010. In addition to continuing to review the methodology of submitted proposals, the RRB took on a larger role in protecting the privacy of students and staff and ensuring compliance with state and federal law, coordinating external research with internal research and evaluation, avoiding unnecessary or redundant data collection, and monitoring the progress of approved research projects.

The Department of Legal Services assisted with development of guidelines to ensure compliance with state and federal student privacy laws, and with the design of templates, e.g., parent consent forms for student participation in research activities, that have improved the quality of submitted proposals and consistency of compliance with district policy.

Current RRB responsibilities are handled by a six-member team, comprised of a coordinator and five evaluation researchers (including the chair) who review proposals submitted to the district.

During the 2017-18 school year, board members made several changes to refine the RRB website, application forms, and proposal submission and review procedures which further improved the quality of submitted proposals and the speed with which researchers are informed about the board's decision. Board members also implemented two new research ethics training requirements. Regardless of the type of research study, all researchers and their research staff are now required to complete an online, free FERPA¹ Awareness training course (FERPA 101: For Local Education Agencies) developed and offered through the United States Department of Education. Additionally, research studies involving the sharing of individual-level district data, researchers and their research staff are now required to complete an online, free FERPA Data Sharing training course (FERPA 201: Data Sharing under FERPA) also developed and offered through the United States Department of Education. In addition, board members were able to collaborate with the Dallas ISD Legal department, Procurement department, and Volunteer and Partnership Services department to update language in the vendor and research data sharing agreements to better align with federal, state and district regulations. Furthermore, board members have cooperated with multiple internal Dallas ISD departments as well as Westat, Inc. and Southern Methodist University (SMU) to assist in the successful completion of the Verizon Innovative Learning Systems (VILS) grant and the Texas Instrument Science, Technology, Engineering, and Mathematics (STEM) grant.

Proposal Submission

Application materials must be submitted electronically. Research guidelines and application materials are available on the district's website at <http://www.dallasisd.org/Page/868>. Applications or questions about the application process are submitted to research@dallasisd.org.

Researchers must submit an application:

- if the research project involves collecting individual-level data from or about Dallas ISD students, staff, or parents (e.g., surveys, tests, interviews, observations, focus groups, or other direct primary data-gathering methodologies), or
- if the research project involves requesting an extract of individual-level data maintained by Dallas ISD on district databases, including demographic,

¹ FERPA = Family Educational Rights and Privacy Act

achievement, attendance, personnel, or other district records.

Proposal Review

For studies taking place during the 2017-18 school year, 46 proposals were submitted between May 2017 and April 2018 (Table 1).

Out of the 46 proposals submitted, the RRB approved (includes proposals approved with condition) 35 or 76.0 percent of proposed studies while rejecting 6.5 percent or 3 proposals. Researchers for the remaining 8 (17.4%) proposals withdrew their submission for various reasons. Out of the 35 approved proposals, 16 or 45.7 percent submitted Data Sharing Agreements requesting secondary data.

Table 1: 2017-18 Proposals Submissions

Status	N
Approved	35
Closed*	8
Rejected	3
Total	46

Source: District Research Review Board database (April 2018).

Note: *Researchers withdrew their proposals

There are several reasons why proposals were rejected. Reasons listed below are some of the most common reasons.

- No clear and direct educational value to the district
- Did not comply with state and federal laws (e.g., FERPA and PPRA²)
- Conflict between the study timeline and district testing window
- Too disruptive to campuses or central office
- Too costly in terms of campus resources (e.g., time, personnel, supplies)
- Poor research design or lack of sufficient information about the study (program, population, research methods, etc.)
- No district sponsor (applicable to some proposals)

Approved proposals can be grouped under three broad categories. The *first* category consists of district-sponsored research projects which have the support of a department in the district because the department believes the findings from these studies will inform the work of the department. The *second* category includes external studies that are not sponsored by a district department and include major state and national research projects and studies conducted by university researchers. The *third* category includes graduate research projects, including those of current district employees.

A list of current research studies taking place within Dallas ISD can be found on the RRB website (<https://www.dallasisd.org/Page/37481>).

Data Request

Research studies that require secondary data must have a completed Data Sharing Agreement (DSA) *after* the research proposal is approved by the Dallas ISD RRB. School or district staff cannot provide data to external researchers. Researchers need to request a DSA template after the RRB has approved their research proposal.

During 2017-18, 16 new data sharing agreements were submitted by researchers with approved research studies and approved by Dallas ISD Legal Department. In addition, 21 data sharing agreements were submitted for renewal by researchers with approved, ongoing research studies and approved by Dallas ISD Legal Department. Data fulfillment associated with these data sharing agreements totaled 205 hours of staff time.

RRB Expectations for 2018-19

The Dallas ISD RRB will continue to refine its processes and procedures during the 2018-19 school year. The RRB will also be investigating the use of automated, online research application submissions to improve the overall submission process. The RRB also plans to collaborate with the Volunteer and Partnership Services department and Dallas ISD Legal department to streamline the review of third party Memorandums of Understanding (MOU) and partnership agreements that request access to student-level data.

An electronic version of this report can be found at www.dallasisd.org/Page/888. For more information, please contact Research Review Board at research@dallasisd.org.

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² PPRA = Protection of Pupil Rights Amendment

2017-18 Student Experience Survey

Namrita Chawla, M.P.P.

EA18-542-4

At-a-Glance

As a component of the Teacher Excellence Initiative, the Dallas Independent School District administered a student experience survey in grades 3-12. The survey asked questions about students' experiences in the classroom with specific teachers. The district conducted this survey to 1) better understand the experiences and instructional needs of its students and 2) evaluate and improve teacher effectiveness in the district.

Background and Goals

The student perception survey was developed by Panorama Education under the leadership of Dr. Hunter Gehlbach, Harvard Graduate School of Education. Dallas ISD has administered the survey since 2014-15. The survey includes questions related to five topics: Expectations and Rigor, Student Engagement, Classroom Environment, Supportive Relationships, Pedagogical Effectiveness.

To assist teachers in improving their survey results, teachers had access to a peer-to-peer learning platform called Playbook. Playbook was designed by Panorama and works in conjunction with the survey.

Sampling

The sampling process randomly assigned surveys to students to maximize the number of surveys each teacher received until all eligible students on each campus were assigned two surveys. Surveys were first maximized for teachers with low enrollments, and then for remaining teachers. If a student had only one eligible teacher, the student received one survey. On average, 28 elementary students and 32 secondary students survey were assigned to take surveys per teacher.

Survey Administration

The survey for secondary students (grades 6-12) had 26 questions, and the elementary survey (grades 3-5) had 21 questions. Both were available to all students in English and Spanish. Students in schools with a large Burmese population were also provided Burmese surveys.

All campuses were required to administer the survey on paper between April 23 and April 27. Survey results were available on School Net the week of May 29.

Training for Test Coordinators

District test coordinators were responsible for managing survey administration at their campuses and received training on protocols in April.

After the training, test coordinators were asked to complete a survey about the quality of the training and the effectiveness of the trainers. Only 42 coordinators completed the survey this year compared to 145 coordinators last year. As was the case in the previous year, most coordinators were satisfied with the training. Over 95 percent responded positively to all questions on the survey, except for the question about attending the training next year. About 10 percent of test coordinators said they would not attend the training again next year, if given the choice, likely because many of them received a similar training in previous years.

Eligibility Criteria for Participants

Most teachers with rostered classrooms in grades 3-12 who were listed as the "teacher of record" in the district's student information system were eligible to participate. Students had to meet criteria based on attendance, special education status, and language proficiency. They must have attended class with the teacher for a sufficient period of time and have been able to understand and take the survey in English or Spanish (or Burmese, for select campuses).

For more information on survey administration, see the TEI Rulebook available in the System Resources section at <https://tei.dallasisd.org/home/resources>.

Irregularities

For the 2018 survey, policies and best practices related to maintaining the integrity of survey results were created and disseminated through the Weekly Administrative Information Packet and test coordinator trainings. All individuals involved in survey administration were additionally required to sign an oath.

There were two elementary campuses and one high school campus that reported irregularities related to the administration of the student survey. At the elementary schools, there was a group of students who did not receive instruction in Spanish, their primary language, and a report related to a teacher influencing student responses. At the high school, a student posted a photo

on social media implying she would respond to the survey negatively.

Per the recommendation of principals and test coordinators at the campuses, survey results for teachers involved were not suppressed.

Scoring

Survey forms with fewer than 30 percent of items answered were classified as incomplete and excluded. For every question on the survey, the percentage of “favorable” responses were calculated. For questions with five possible responses, the top two answers were considered favorable. For questions with seven possible responses, the top three answers were considered favorable. Non-responses (“blanks”) were not counted.

For every survey topic (e.g., *Classroom Environment*), a *topic score* and *overall score* was calculated. The *topic score* was the average of favorable-response percentages across all topic items. The *overall score* was the average of the favorable-response percentages across all survey items.

Point Assignment

Teachers were only eligible to receive student survey results if at least ten students took surveys about their classroom. For eligible teachers, points were assigned based on their overall scores ranked by group. There were four groups of teachers: elementary with core courses, elementary with non-core courses, middle, and high.

Table 1: Target Distribution Points

Point value	0	3	6	9	12	15
Percentage of teachers	3%	12%	25%	40%	12%	8%

Teachers’ percentile ranks within their group determined the number of points earned. Points for the student survey score were assigned based on the target distribution as defined in Table 1. For teachers with data from more than one group, an average of points from each group, weighted by the number of students in the group, was used to calculate the total number of points assigned.

Outcomes

As shown in Table 2, 180,318 surveys were administered, and 6,247 teachers in grades 3-12 received survey scores as a component of their evaluation.

Table 2: Frequencies by Survey Type

Survey Category	Surveys Administered	Eligible Teachers
Elementary	64,039	2,333
Secondary	115,709	3,945
Total	179,748	6,278*

*31 teachers taught courses in both elementary and secondary.

Results by Topic

For the last two years, results for all categories were similar or the same at both the elementary and secondary levels. The categories *Pedagogical Effectiveness* and *Expectations and Rigor* received the most positive feedback in elementary schools (see Figure 1), while *Classroom Environment* and *Expectations and Rigor* received the most positive feedback in secondary schools (see Figure 2). In elementary school, *Supportive Relationships* received the lowest score, while *Student Engagement* received the lowest score in secondary schools. This is consistent with previous year’s results.

Figure 1: Elementary Results by Topic

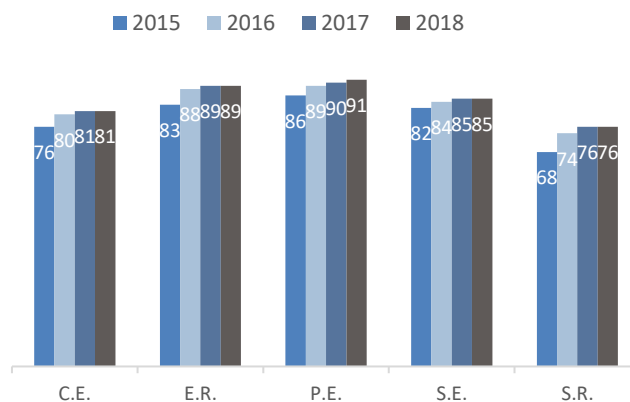
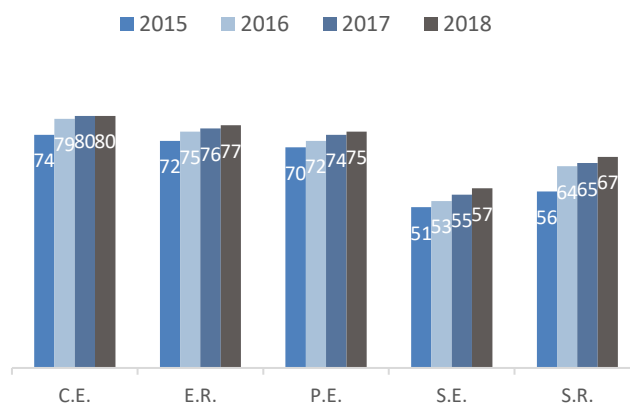


Figure 2: Secondary Results by Topic



As was the case in previous years, elementary school teachers had more favorable student feedback for all topics compared to secondary teachers. In 2018, *Student Engagement* showed the widest gap between

the two groups (28 percent), followed by *Pedagogical Effectiveness* (16 percent). The category with the smallest gap between groups was *Classroom Effectiveness* (1 percent)

Point Assignment

Teachers' overall survey scores were ranked by group to assign the points earned for the TEI Student Experience Component. As has been discussed, percentile rank was calculated for each teacher (see Table 1), which determined the number of points earned. Table 3 displays the average survey score by group, as well as the range of survey scores and points earned by group.

Elementary school teachers of core subjects had the highest average survey scores, 86 percent, while high school teachers had the lowest scores at 68 percent. This is reflected in the range of scores that correspond to points for each group. For example, an elementary core teacher with a score of 83 percent favorable would earn 6 points, while an elementary non-core or high teacher would earn 9 points and a middle teacher would earn 12 points.

Table 3: Average Score and Points Assigned by Group

	Elem (Core)	Elem (Non-Core)	Middle	High
Average	86	79	71	68
Points				
0	0-64	0-56	0-38	0-38
3	65-76	57-68	40-55	39-56
6	77-84	69-76	56-68	57-70
9	85-94	77-87	69-82	71-85
12	95-98	88-92	83-87	86-90
15	99-100	93-100	88-100	91-100

Professional Development

Playbook is an online learning platform that has been available to teachers since the district began administering surveys in 2014-15. It is utilized by over 400 school districts across the country.

According to Panorama Education, Playbook was built by teachers for teachers, and every strategy on Playbook came from a successful classroom teacher. With this as its foundation, Playbook has also evolved to become a broader content repository and professional learning community for teachers and school leaders through Panorama's partnership with leading curricular and pedagogical organizations such as Second Step, Teaching Tolerance, Open Circle, Character Lab, and Transforming Education.

Table 4: Playbook Participation for Teachers

	14-15	15-16	16-17	17-18
Users	584	1,029	1,598	945
Active users*	71	171	915	581
Total	655	1,200	2,513	1,526

* The number of users with multiple sessions.

As shown in Table 4, teacher participation in Playbook decreased in 2017-18 compared to 2016-17. In 2017, the district offered an online module through the Summer Personalized Professional Learning & Development, and 137 teachers took the course. The module may have slightly increased the number of 2017 users. It was not provided in 2018.

Summary and Recommendations

Overall, scores for elementary and secondary teachers were similar or the same this year across all topics. Like last year, elementary teachers scored highest in Pedagogical Effectiveness and lowest in Supportive Relationships. Secondary teachers scored highest in Classroom Effectiveness and lowest in Student Engagement.

The following recommendations are based on the district's experience administering the survey:

- **Update the survey instrument.** Panorama has an updated instrument that utilizes similar categories and questions. Implementing the new instrument will allow Dallas ISD users to compare their results with national comparison data.
- **Continue to provide professional development opportunities.** Provide information about reports and Playbook to administrators and teachers through additional training opportunities. This is particularly important if the survey instrument is updated.

For more information, please contact the Office of Institutional Research at studentsurvey@dallasisd.org.

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PROGRAM EVALUATION AND DATA ANALYSIS

2017-18 Evaluation of the Bilingual/ESL Program

Leonardo R. Ledezma, Ph.D.

EA18-126-4

At-a-Glance

The Bilingual/ESL Program, in accordance with federal, state and local policies and mandates, provided Bilingual Education and English-as-a-Second Language (ESL) programs in grades prekindergarten through 12 to meet the affective, linguistic and academic needs of English Language Learners (ELLs). The Bilingual program has three components, Dual Language, ESL and Sheltered. Dual Language (DL) has one-way and two-way components. The one-way component was implemented in 135 elementary schools, while the two-way component was implemented in 54 elementary, four middle, and one high school. DL goals are bilingualism, biliteracy and biculturalism. The two-way DL model is a program in which both English and Spanish speaking learners are placed in the same classroom to learn from each other while acquiring the non-native language. ESL focuses on second language acquisition only, and Sheltered consists of a set of strategies to bridge second language acquisition in a full immersion environment. The evaluation highlights the context of program components, ELL student demographics, credential status of teachers, and student outcomes.

In 2017-18, 69,211 students, 44.3 percent of the total student population (156,224), in grades PK-12, were identified as ELLs. The total budget for the Bilingual/ESL Department was \$8,577,238 for the Title III Bilingual/ESL.

Most of the elementary students in the Bilingual/ESL program were registered in One-Way Dual Language (34,898). Ninety-nine percent (99.2%) of these students were Hispanic, eighty-six percent (86.1%) spoke Spanish, ninety percent (90.4%) were born in the United States, eleven percent (11.3%) were TAG and only 3.8 percent were in Special Education. The second largest group in the Bilingual/ESL program at the Elementary level were in Two-Way Dual Language (2,857). Over half of these students were female (50.4%), were Hispanic (98.4%), spoke Spanish (79.5%), were born in the United States (92.9%), were not TAG or TAG Eligible (91.1%) and were not in Special Education (94.9%).

Secondary ELL students in sheltered courses was the largest group (N=21,495). Over half of sheltered students were male (52.8%), Hispanic (97.2%), spoke Spanish at home (84.6%), were born in the United States (85.4%), were not TAG (89.5%) or TAG eligible (89.4%), and were not in Special Education (93.8%). There were 5,042 ESL students who were late entry students, many coming from other countries. ESL

students were mostly male (53.6%), Hispanic (63.9%), spoke Spanish at home (59.2%), were born outside of the United States (68.0%), were not TAG or TAG eligible (97.0%), and were not in Special Education (97.3%). There were 1,122 ELLs in Pre-AP and AP (AP stands for Advanced Placement) classes. Last school year, there were only 994 ELLs in Advanced Placement classes, which indicates that there was an increase of 128 students in one year.

Linguistic Assessment Results

Texas English Language Proficiency Assessment System (TELPAS) data were not available at the time this report was completed and will be reported in a separate report.

Academic Assessment Results

TerraNova and SUPERA Results

Academic assessments indicated that more than 50 percent of the ELL students who took TerraNova scored at or above the 40th percentile for the 2017-18 school year. Seventy percent (70.5%) of kindergarten ELL students were at grade level on reading in 2017-18. This percentage was 56.5 percent for grade one and 53.7 percent for grade two. In mathematics, second grade students showed the highest percentage at grade level (59.4%). District students scored higher than ELL students in both reading and mathematics, except for second grade mathematics. ELLs in all grades improved in reading from 2015-16 to 2016-17, but scores decreased slightly in 2017-18.

Table 1: Number and Percentage of Students Scoring at or above 40th Percentile on TerraNova by Grade, Content Area, and Year

	2015-16	2016-17	2017-18
Reading Kindergarten			
ELL	348 (64.4)	288 (71.2)	377 (70.5)
District	6,272 (81.4)	5,732 (77.8)	5,203 (80.6)
Reading Grade 1			
ELL	282 (49.7)	273 (64.3)	370 (56.5)
District	7,054 (66.6)	6,392 (63.3)	5,463 (64.7)
Reading Grade 2			
ELL	291 (45.8)	335 (58.5)	373 (53.7)
District	7,267 (61.2)	6,956 (60.0)	5,817 (61.1)
Mathematics Kindergarten			
ELL	5,211 (55.9)	6,319 (56.3)	4,055 (58.3)
District	11,751 (59.5)	10,982 (59.7)	10,737 (61.3)
Mathematics Grade 1			
ELL	5,511 (49.1)	5,907 (52.3)	5,776 (54.7)
District	12,928 (56.2)	11,792 (54.4)	11,187 (57.2)
Mathematics Grade 2			
ELL	6,004 (55.2)	6,992 (56.5)	5,818 (59.4)
District	13,079 (56.0)	12,508 (57.9)	11,462 (58.8)

Source: TerraNova database 2016-18

Most students in kindergarten and first grade scored at grade level in 2015-16, 2016-17, and 2017-18 on *SUPERA*. However, more than half of the second-grade students scored below the 40th percentile on *SUPERA* for the last three years (Table 2).

Table 2: Number and Percentage of Students Scoring at or above 40th Percentile on *SUPERA* by Grade, and Year

	2015-16	2016-17	2017-18
Reading Kindergarten			
ELLs	5,626 (87.2)	5,632 (85.3)	5,159 (85.1)
Reading Grade 1			
ELLs	5,907 (87.0)	4,862 (87.8)	5,132 (85.9)
Reading Grade 2			
ELLs	5,897 (43.7)	5,637 (46.5)	5,305 (45.7)

Source: *SUPERA* database 2015-16, 2016-17, and 2017-18

STAAR 3-8 Results

On *STAAR* reading and mathematics, grades three through five, ELLs had a higher percentage at Approaches + than non-ELLs (Table 3). Differences in percentages points (pps) between ELLs and the district on reading ranged from 0.8 (grade 4) to 3.9 (grade 5) and ranged from 1.7 (grade 4) and 2.2 (grade 3) on mathematics; ELL students outperformed the district.

Non-ELLs in grades six to eight outperformed ELLs on *STAAR* reading. For mathematics, ELLs performed similarly to non-ELLs in grades six and eight but performed slightly lower (3.6 pps) in grade 7 (Table 4). The differences between ELLs and the district on reading ranged from 5.9 (grade 7) to 12.0 (grade 6); district students outperformed ELLs in all comparisons. For mathematics, ELLs and district students performed similarly in grades 6 and 8, whereas the district students slightly outperformed ELL students in grade 7 (3.0 pps).

Table 3: Number and Percentage of Students at Approaches+ on *STAAR* Reading and Mathematics Grades 3-5

	2015-16	2016-17	2017-18
Reading Grade 3			
ELL	6,354 (63.8)	6,368 (64.2)	6,032 (74.6)
Non-ELL	6,251 (60.1)	6,335 (62.3)	6,014 (69.9)
District	12,605 (62.0)	12,703 (63.3)	12,046 (72.3)
Reading Grade 4			
ELL	6,099 (60.9)	6,285 (62.5)	6,125 (66.2)
Non-ELL	5,846 (64.0)	6,201 (58.6)	6,093 (64.6)
District	11,945 (62.4)	12,486 (60.6)	12,218 (65.4)
Reading Grade 5			
ELLs	6,059 (76.3)	6,126 (82.5)	6,124 (84.6)
Non-ELL	5,576 (72.0)	5,826 (72.7)	6,058 (76.8)
District	11,635 (74.2)	11,952 (77.7)	12,182 (80.7)
Mathematics Grade 3			
ELL	6,354 (68.7)	6,369 (72.5)	6,031 (77.6)
Non-ELL	6,251 (62.8)	6,335 (69.1)	6,005 (73.2)
District	12,605 (65.8)	12,704 (70.8)	12,036 (75.4)
Mathematics Grade 4			
ELL	6,960 (67.9)	6,284 (72.4)	6,126 (77.5)
Non-ELL	5,845 (60.0)	6,210 (65.7)	6,094 (74.1)
District	11,941 (64.0)	12,494 (69.1)	12,220 (75.8)
Mathematics Grade 5			
ELL	6,057 (81.8)	6,125 (84.2)	6,124 (89.4)
Non-ELL	5,575 (77.7)	5,825 (78.0)	6,061 (85.2)
District	11,633 (79.8)	11,950 (81.2)	12,185 (87.3)

Source: *STAAR* database.

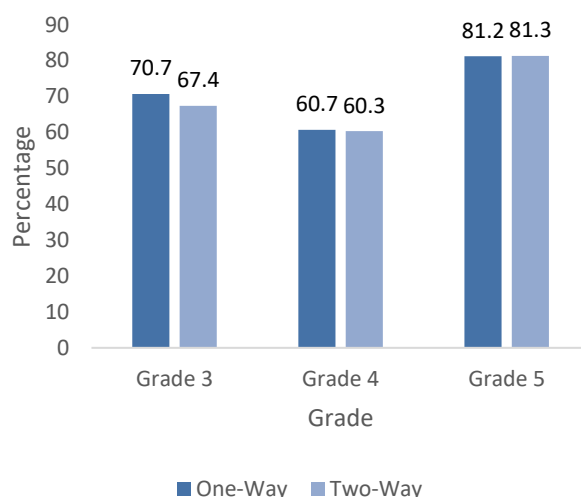
Table 4: Number and Percentage of Students at Approaches+ on *STAAR* Reading and Mathematics Grades 6-8

	2015-16	2016-17	2017-18
Reading Grade 6			
Exited ELL	124 (82.3)	181 (89.5)	191 (94.8)
ELL	5,212 (47.4)	5,317 (46.4)	5,253 (51.4)
Non-ELL	4,625 (56.3)	4,941 (60.1)	4,990 (59.4)
District	9,961 (52.0)	10,439 (53.6)	10,434 (63.4)
Reading Grade 7			
Exited ELL	654 (89.1)	335 (93.7)	426 (95.1)
ELL	4,689 (46.6)	4,949 (53.9)	4,979 (57.5)
Non-ELL	4,517 (59.9)	4,574 (63.6)	4,827 (66.7)
District	9,860 (55.5)	9,858 (59.7)	10,232 (63.4)
Reading Grade 8			
Exited ELL	1,069 (97.9)	722 (98.9)	645 (97.8)
ELLs	4,093 (70.4)	4,478 (69.5)	4,565 (68.5)
Non-ELL	4,708 (79.2)	4,235 (78.7)	4,377 (79.0)
District	9,870 (77.6)	9,435 (75.9)	9,587 (75.3)
Mathematics Grade 6			
Exited ELL	124 (85.5)	181 (91.2)	191 (94.8)
ELL	5,212 (59.7)	5,303 (63.8)	5,243 (67.6)
Non-ELL	4,613 (56.8)	4,925 (66.1)	4,988 (66.9)
District	9,949 (58.7)	10,409 (65.3)	10,422 (67.8)
Mathematics Grade 7			
Exited ELL	626 (84.8)	335 (89.9)	423 (94.6)
ELL	4,668 (49.9)	4,949 (56.5)	4,978 (62.2)
Non-ELL	4,503 (54.4)	4,573 (58.6)	4,823 (65.8)
District	9,797 (54.2)	9,857 (58.6)	10,224 (65.2)
Mathematics Grade 8			
Exited ELL	552 (87.5)	359 (95.8)	215 (93.5)
ELL	3,533 (64.7)	3,839 (75.4)	3,888 (80.8)
Non-ELL	3,403 (64.5)	3,365 (75.8)	3,266 (79.5)
District	7,488 (66.3)	7,563 (76.6)	7,369 (80.6)

Source: *STAAR* database.

Dual Language ELLs in the one-way model tested in English scored at Approaches + at a higher percentage in Grade 3 than two-way however, both groups were comparable for grades four and five (Figure 1).

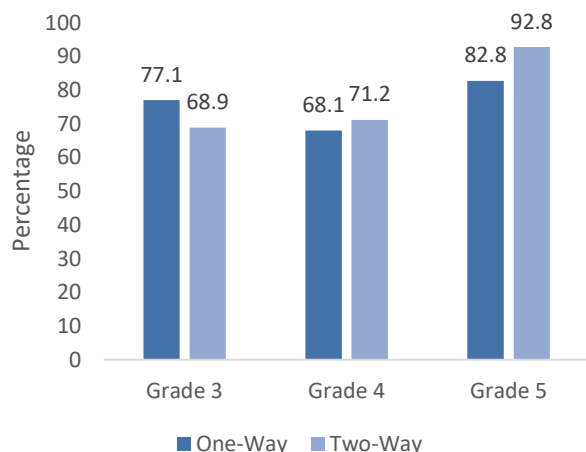
Figure 1: Percentage of Dual Language ELLs at *STAAR* Approaches + in Reading English Version



Source: *STAAR* Database.

Dual Language ELLs in the one-way model tested in Spanish scored at Approaches + at a higher percentage in Grade 3 but two-way ELLs scored at Approaches + at higher percentages in Grades 4 and 5 (Figure 2).

Figure 2: Percentage of Dual Language ELLs at STAAR Approaches + in Reading Spanish Version



Source: STAAR database.

STAAR EOC Results

Results for Algebra I, Biology, English I, English II, and U.S. History STAAR EOCs are shown in Table 5. Most ELL students met the Approaches+ standard for Algebra I (73.6%), Biology (76.8%), and U.S. History (82.2%), whereas less than half of ELL students met Approaches+ on English I (38.6%) and English II (35.9%). Differences in percentage points (pps) between ELL and district students were highest for English II (21.9 pps) and lowest for Algebra I (2.1 pps). Percentage points differences for English I, U.S. History, and Biology were 12.7, 9.9 and 6.8, respectively. Exited ELLs had the highest percentage that attained the Approaches+ standard in all subjects for the three years examined.

It is important to highlight that there were differences among the two groups of students (ELLs in ESL and ELLs in sheltered courses) who took STAAR EOCs. In general, current ELL students have been in the Bilingual program for several years and they have not met the requirements to exit the program and integrate into general education. Students served in sheltered courses most likely were in the Dual Language program but were not able to exit because they did not meet the requirements when they were in fifth grade or later. Students served in ESL were mostly students with one to three years in U.S. schools. It is important to weigh these differences when interpreting the data.

Table 5: Number and Percentage of Students at Approaches+ on STAAR EOC by Content, ELL Status, and Year

	2015-16	2016-17	2017-18
Algebra I			
Exited ELL	1,756 (84.5)	1,387 (91.2)	1,346 (89.7)
ELL	4,988 (62.5)	5,410 (74.8)	5,385 (73.6)
Non-ELL	6,092 (70.7)	5,753 (76.2)	5,879 (74.5)
District	12,836 (69.4)	12,550 (77.2)	12,610 (75.7)
English I			
Exited ELL	2,178 (79.3)	1,777 (83.2)	1,536 (87.2)
ELL	5,923 (34.7)	6,555 (37.2)	6,844 (38.6)
Non-ELL	7,027 (59.3)	7,302 (57.0)	6,748 (56.0)
District	15,128 (52.6)	15,634 (51.7)	15,128 (51.3)
English II			
Exited ELL	2,783 (70.0)	2,546 (80.8)	2,469 (86.0)
ELLs	3,891 (25.3)	4,664 (31.6)	5,152 (35.9)
Non-ELL	6,455 (60.6)	6,436 (61.7)	6,517 (64.5)
District	13,129 (52.1)	13,646 (55.0)	14,138 (57.8)
Biology			
Exited ELL	1,620 (96.9)	1,387 (96.8)	1,525 (97.9)
ELL	3,657 (69.0)	4,025 (77.0)	4,444 (76.8)
Non-ELL	5,154 (83.6)	5,222 (82.9)	5,280 (85.1)
District	10,431 (80.6)	10,634 (82.4)	11,249 (83.6)
U.S. History			
Exited ELL	2,789 (96.8)	2,033 (97.8)	2,436 (99.0)
ELL	1,863 (74.4)	1,968 (80.5)	2,405 (82.2)
Non-ELL	4,998 (90.1)	4,534 (92.4)	4,990 (93.6)
District	9,650 (89.0)	8,535 (91.0)	9,831 (92.1)

Source: STAAR database.

Recommendations

- **Focus on decreasing the gap in student achievement between ELL and district students on STAAR EOCs, especially English I and II.** Less than half of ELL students met the Approaches+ standard on English I (38.6%) or English II (35.9%), and gaps between ELL and district students for those two EOCs were 12.7 and 21.9 percentage points, respectively.
- **Review data collection and data entry processes across district databases to ensure consistency.** Beginning in 2018-19, federal law (Every Student Succeeds Act) requires that ELL students be monitored for four years after exit rather than for two years. As a result, it will be important that processes are in place to collect and enter data consistently at the start of the 2018-19 school year. It will also be important that processes are in place to make sure ELL status changes from Current ELL to Exited ELL are completed and match across district databases.

The full 2017-18 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2017-18 Evaluation of Title II Programs

C. Elizabeth Watson, M.P.A.

EA18-142-4

At-a-Glance

Dallas Independent School District (Dallas ISD) received federal funds for training and recruiting through Title II, Part A. The two-fold purpose of Title II, Part A is to increase student achievement through improved teacher and principal quality and to hold local educational agencies and schools accountable for student academic improvement.

Program Description

Dallas ISD used grant funds to assist in many areas of professional development (PD), such as alternative certification training, instructional support services, advanced academic teacher training, specialized campus-based training, and content-area training. Funds were also used for recruitment, which included certified teacher recruitment and alternative certification intern recruitment efforts.

Methodology

The worksopes for Title II were reviewed to note the amount of funding allotted for each area, program goals and plans for implementation. In addition, formal and informal in-person interviews were conducted with program managers for implementation data related to 2017-18. Supplemental information including survey data were collected via phone and email.

Funding

The district received \$9,064,554 in Title II, Part A funds. The largest amount was budgeted for the Teacher Recruitment Program (\$1,693,990) followed by Early Learning PD (\$1,543,805), Positive Climate and Culture (\$1,280,070), Science, Technology, Engineering, and Math (STEM) PD & PD Instructional Coaches (\$842,000), Alternative Certification Program (\$794,774), and Teaching & Learning PD (\$619,884). Other large amounts included the Instructional Support Services Training Program (\$385,950) International Baccalaureate and Montessori PD (\$351,600), and Advanced Academic Services (\$270,000).

Program Activities and Implementation

Teacher Recruitment and Retention Program

Human Capital Management (HCM) staff members were responsible for recruiting and screening highly qualified teachers to meet state and federal legislative requirements. Recruitment activities included attending recruitment events, advertising, conducting information sessions, screening applicants, processing H-1B visa

applications, and monitoring and documenting recruitment activities. HCM staff members conducted 49 recruitment events and visits between October 2017 and May 2018. A total of 490 elementary school teachers, 353 middle school teachers, and 370 high school teachers were hired as of March 2018.

Alternative Certification Program

Alternative Certification staff members used Title II funds to recruit, train, and certify new teachers that had not completed traditional teacher certification. Between summer 2017 and spring 2018, 156 interns enrolled in the program. Of those who completed the program in 2016-17, 113 (84.3%) continued to teach in Dallas ISD during the 2017-18 school year. On the intern feedback survey, most respondents “agreed” or “strongly agreed” (n=29; 74%) that their Alternative Certification teacher effectiveness coordinator had helped them improve their teaching practice.

Instructional Support Services Program

Instructional Support Services (ISS) staff members used Title II funds to provide supplemental PD and resources, including training on the Response to Intervention (RtI) framework. As of March 2018, ISS staff members conducted 94 PD sessions. Participants who chose to respond to the optional feedback survey generally responded positively toward the PD; almost all rated their session’s quality as either “Excellent” (n=266; 82.4%) or “Good” (n=54; 16.7%).

Advanced Academic Teacher Training

Advanced Academic Services staff members used Title II funds to increase the number of highly qualified advanced academics teachers by sending Advanced Placement (AP) and Pre-AP teachers to PD provided by the National Math and Science Initiative. A total of 89 teachers attended these sessions, while an additional 162 AP teachers attended the AP Summer Institutes hosted by local universities.

Content-Based Professional Development

Title II funds supported content-specific professional development to educators in science, technology, engineering, and math (STEM), computer science, social studies, world languages, improved arts-based curriculum, and reading language arts.

STEM staff members provided online and face-to-face science and mathematics pedagogy and content training to educators. In addition to face-to-face

professional development, STEM employees created virtual Professional Learning Communities (vPLCs)¹ to provide online PD. Teachers earned 252 mathematics and 432 science vPLC certificates throughout the year. Participants responded to the optional training feedback survey generally responded positively toward the PD for both mathematics and science.

Computer Science staff members coordinated PD for Dallas ISD's robotics and computer science teachers. Staff members also provided specialized training to teachers who coached students in robotics competitions. PD specialists conducted 63 PD sessions between June 2017 and March 2018. Almost all participants who responded to the optional training feedback survey rated their training session as either "Excellent" (n=211; 80.5%) or "Good" (n=49; 19%).

Social Studies staff members used Title II funds to provide PD to improve social studies instructional quality and student achievement. A total of 15 summer trainings were organized in 2017 and 19 face-to-face training sessions were organized between September 2017 and February 2018. Staff members also hosted a conference called Advocating Civic Literacy that was open to all social studies educators. Social Studies employees provided online PD through six vPLCs, granting 192 certificates to educators throughout the year. Participants responded positively toward the PD via the optional feedback survey, with all agreeing or strongly agreeing that the presenter demonstrated knowledge of the topic and that the session deepened their understanding of the topic.

World Languages staff members used Title II funds to create and conduct 89 face-to-face training sessions, and one online vPLC course. World Languages employees also sent educators to the annual Region 10 Foreign Languages Summit and provided support to educators who presented. Of participants who responded to the optional training feedback survey, almost all rated the training session as either "Excellent" (n=131; 80.4%) or "Good" (n=29; 17.8%).

The Visual and Performing Arts Department completed a 2017-18 Title II proposal, requesting funds to hire a PD coordinator to provide support and training to visual and performing arts teachers, instructional coaches, and academic facilitators, but was unable to fill the position. Despite the PD coordinator vacancy, the department offered 106 non-Title II funded arts-based PD sessions for visual and performing arts teachers throughout the year. Participants who responded to the optional training feedback survey generally responded positively toward the PD.

Reading Language Arts staff members used Title II funds to create and conduct 30 training sessions, serving 645 total participants. Almost all who responded to the optional training feedback survey rated their session as either "Excellent" (n=84; 82%) or "Good" (n=16; 15.7%).

Campus-Based Professional Development

Title II funds supported campus instructional coach positions at Solar Preparatory School for Girls at James B. Bonham Elementary School, Innovation, Design, Entrepreneurship Academy (IDEA) High School at James W. Fannin Elementary School, and City Lab High School. Between August 2017 and April 2018, these campus instructional coaches facilitated a total of 113 training sessions (47 at Solar, 60 at IDEA, and six at City Lab) serving all teachers on the campuses. Topics included project based learning, curriculum writing, action plans, and guidance on the use of assessment data to drive instruction.

Recommendation

Improve the collection of participant feedback. Programs that hire outside vendors and experts to provide training should strive to gather feedback from participants about the quality of the PD. A large portion of Title II funds was spent on PD provided by vendors or outside experts. Although attendance information was collected for these PD sessions, in some cases feedback was not gathered to determine the quality and usefulness of the training. In others, the feedback was not collected from a large enough sample to draw meaningful conclusions. The data can then be used for future planning including the selection of highly qualified vendors and experts.

An electronic version of this report as well as the full 2017-18 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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¹ The vPLC modules provided 90 to 120 minutes of content and pedagogical instruction. The modules included opportunities for participant engagement.

2017-18 Evaluation of the Youth and Family Centers Program

Monique C. Mejan, M.A.

EA18-143-4

At-a-Glance

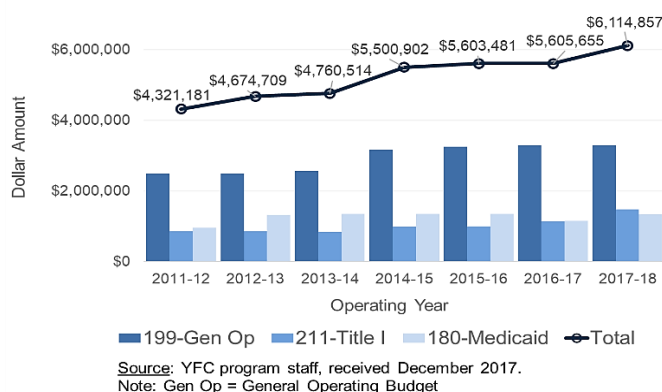
Recognizing the relationship between childhood psychiatric disorders and other social-emotional struggles and academic difficulty (see Fazel, Hoagwood, Stephan, & Ford, 2014), the Youth and Family Centers (YFC) program began in 1993 to offer mental, behavioral, and physical health services to students in the Dallas Independent School District (Dallas ISD). The main objectives of the program were: 1) to provide school-based physical and mental health support services to Dallas ISD students and families; 2) to reduce the barriers to academic success so students can learn and teachers can teach; and 3) to promote the wholeness of the family by engaging families in their children's health care and education.

The purpose of the 2017-18 YFC program evaluation was to describe the program's characteristics, including its budget, staff, clients, and services, as well as to communicate findings from analysis of data from the program's Child and Adolescent Needs and Strengths (CANS) assessment tool. CANS analysis focuses on trends in mental health diagnoses for students served by the YFC program in the 2017-18 school year. The evaluation also examines feedback from the program's Parent Satisfaction Survey and offers recommendations for improving future programming.

Program Budget

The total budget for the YFC program in 2017-18 equaled \$6,114,857. Of this, \$1,478,885 came from Title 1 monies. The program's two additional funding sources were General Operating funds (\$3,290,339 in 2017-18) and Medicaid revenue (\$1,345,633 in 2017-18). The overall budget for the program has increased each year over the past seven years (see Figure 1).

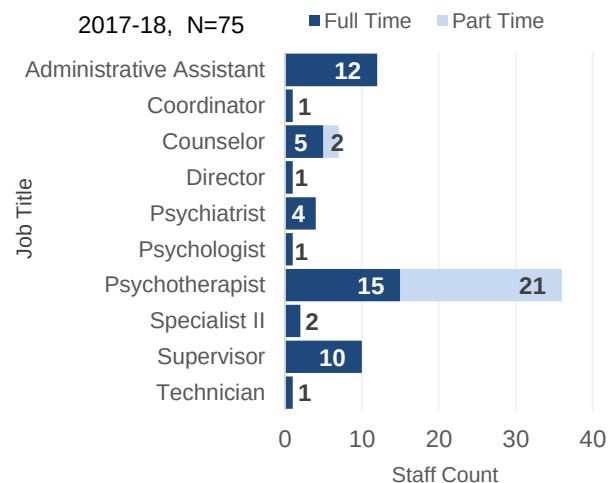
Figure 1: YFC Budget with 7-Year Trend Detail



Program Staff Characteristics

A total of 75 administrators, clinicians, and support staff operated out of 11 YFC service delivery sites and one central administration office in 2017-18. Psychotherapists (N=36) comprised the largest subgroup of YFC staff at almost half (48%); however, only 42 percent (N=15) of YFC psychotherapists were employed by the program full time (see Figure 2). The program director indicated that part-time psychotherapists have proven challenging to retain; bilingual psychotherapists have proven difficult to both recruit and retain owing to their unique skill set – despite a high demand by prospective Dallas ISD YFC clients for these professionals' services. A review of previous years' evaluation reports indicates that this has been a persistent challenge for the program for several years.

Figure 2: 2017-18 Youth and Family Centers Staff Counts by Full- and Part-Time



Source: Dallas ISD personnel database, November 17, 2017

Notes: Total YFC Staff Count N=75. In addition to staff counts shown here, the YFC program contracted with an additional 5 psychiatrists, all but one of whom worked for YFCs part time. Four interns were also contracted for service at YFCs in 2017-18.

Approximately 83 percent of all YFC staff members (both administrative and clinical) were female; 48 percent were Hispanic, 28 percent were white, and 24 percent were Black or African American. Ninety-four percent of all clinical staff held a master's-level degree or higher. Roughly 40 percent of clinical staff possessed between one and five years of professional experience within the district and 23 percent possessed between six and ten years of such experience.

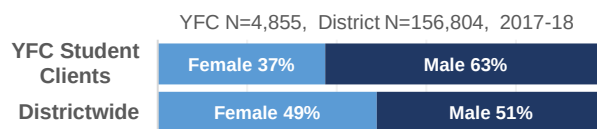
Professional Development for YFC Staff

A total of 14 formal professional development opportunities were provided to YFC staff during the 2017-18 school year. These teaching and training sessions focused on a variety of topics, including work-life balance and self-care, school safety and crisis situations, and other clinically-relevant themes.

Student Client Characteristics

A total of 4,855 students received clinical mental or behavioral health services through the YFC program in 2017-18 (5,154 in 2016-17). Overall, males constituted approximately two-thirds of student clients (63%) in 2017-18; districtwide, the ratio of male to female students is approximately 1:1 (Figure 3).

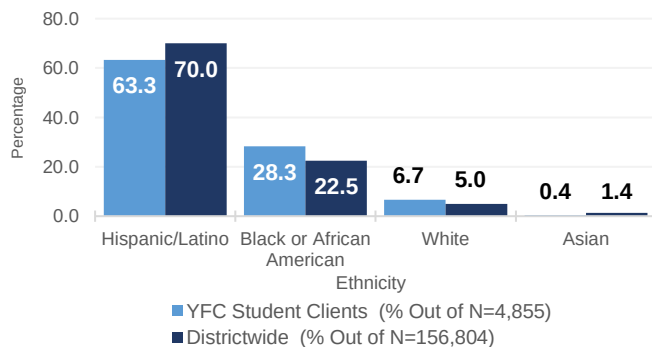
Figure 3: Gender of Student Clients



Source: Dallas ISD YFC records and Chancery file, June 2018.

Compared to districtwide figures, Hispanic/Latino students were slightly underrepresented among YFC student clients (63.3 percent of all YFC student clients were Hispanic/Latino) while Black or African American were somewhat overrepresented compared to the districtwide percentage (Figure 4). White students comprised 6.7 percent of all students served.

Figure 4: YFC Student Client Ethnicity

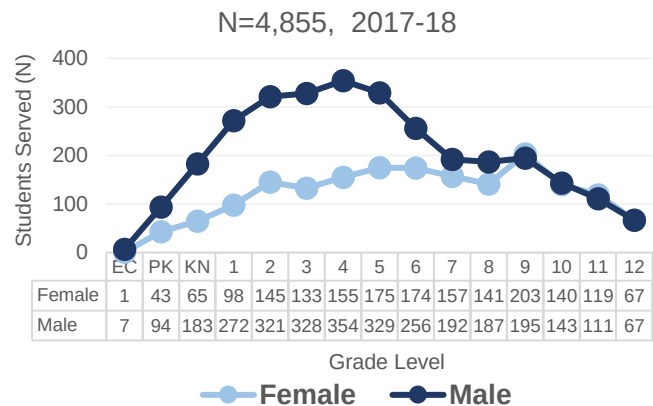


Source: Dallas ISD YFC records and Chancery file, June 2018.

Student clients of YFCs identified as Limited English Proficient (LEP) constituted 38.8 percent of all students served in 2017-18 (districtwide, the percentage of students identified as LEP in 2017-18 was 43.0%). Special Education students were overrepresented among YFC student clients in 2017-18: approximately one quarter (26.8%) of YFC student clients participated in the district's Special Education program; districtwide the percentage of students participating in the Special Education program in 2017-18 was 8.2 percent.

By grade level and gender, YFC clinics saw fourth grade boys (N=354) more than any other gender/grade level subgroup in 2017-18 (Figure 4). Boys consistently outnumbered girls as YFC student clients across all elementary school grades; however, by seventh grade and into high school, male and female student clients were more evenly matched in terms of number of students served by gender.

Figure 4: Student Client Gender N Across Grades



Source: Dallas ISD YFC records and Chancery file, June 2018.

Notes: EC=Early Childhood, PK=Prekindergarten, KN=Kindergarten

Services Provided

The YFC program provided 13 types of clinical service to district students and families in 2017-18. The total number of clinical services rendered by YFC staff between August 2017 and June 2018 was 38,247 (39,027 in 2016-17). On average, each student client made 7.9 visits to a YFC clinic in 2017-18 (7.6 in 2016-17). Individual therapy lasting 45 minutes or more constituted approximately one quarter of all clinical services rendered (by volume). Individual therapy lasting either 30 minutes, 45 minutes, or 60 minutes constituted more than half (54%) of all YFC clinical services in 2017-18. Psychiatric follow-up appointments (often entailing medication management) comprised the second-most common type of clinical service provided, and constituted 20 percent of all YFC visits. Other clinical services provided by YFCs included family therapy with the student present, psychosocial evaluations, psychiatric evaluations, and group therapy.

By clinic site, Woodrow YFC, West Dallas YFC, and Amelia Flores YFC received the most visits at 4,823, 4,479, and 4,359 visits each, respectively. At the site level, the average number of visits per client in 2017-18 ranged from 4.8 (Red Bird YFC) to 11.5 (Seagoville YFC).

Attendance and Discipline Referrals

The average school attendance rate for YFC student clients was 92.7 percent in 2017-18 (93.1% in 2016-17).

The average attendance rate districtwide was 95.0 percent in 2017-18.

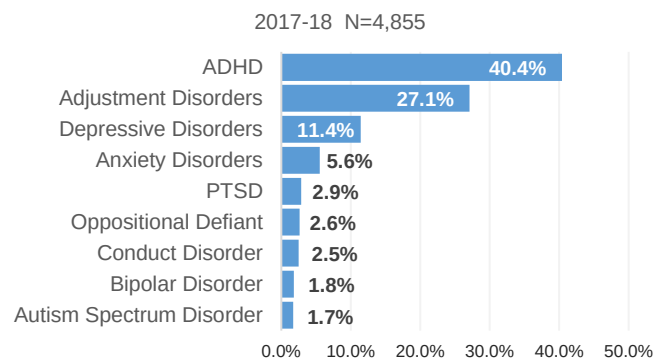
Of the 4,855 student clients of YFCs in 2017-18, there were 2,489 discipline referrals recorded among 965 (19.9% of YFC student clients in 2017-18; in 2016-17, records showed 3,526 discipline referrals among 1,265 students, which constituted 24.5% of YFC student clients). Many of the 965 students were referred for more than one offense during the school year; the average number of discipline referrals for students in this subgroup was 2.6 (range: 1 to 21) (2.8 average in 2016-17, range: 1 to 22).

Classroom disruption, fighting, and profanity or use of an obscene gesture towards school personnel were the three most common causes for a discipline referral among this group. There were 54 recorded bullying incidents among this group that led to a discipline referral in 2017-18. Classroom disruption as cause for a discipline referral was also the top cause in 2016-17, but accounted for a larger share (26%, N=915) of discipline referrals among YFC student clients that year.

Trends in Student Mental Health Diagnoses

Data from the Child and Adolescent Needs and Strengths assessment tool was incorporated into the YFC program evaluation for the first time in 2016-17, following the YFC program's adoption of this diagnostic tool. To determine diagnostic trends for YFC student clients, primary diagnoses were examined. Analysis of the 4,855 cases available showed that the most common diagnoses made for student clients were Attention Deficit Hyperactivity Disorders (ADHD) (40.4% of all primary student diagnoses), Adjustment Disorders (27.1%), and Depressive Disorders (11.4%) (Figure 5). These were also the three most common diagnoses made in 2016-17, with ADHD leading at 44 percent of all diagnoses that year.

Figure 5: Top 9 Most Common Diagnoses



Source: Youth and Family Centers Electronic Medical Records database and Chancery student demographics file dated June 4, 2018.

Although ADHD far-surpassed in number all other primary diagnoses made for students, those with a primary diagnosis of ADHD averaged 8.1 total visits to a YFC clinic in 2017-18. Student clients with a primary diagnosis of Obsessive Compulsive Disorder averaged more than three times as many visits as ADHD clients: 26.6 visits per client whose primary diagnosis was Obsessive Compulsive Disorder (OCD); these OCD clients accounted for less than 1 percent of all student clients of YFCs in 2017-18. Other primary diagnoses associated with more frequent YFC clinic visits per client included Bipolar Disorder (14.9 visits), Intermittent Explosive Disorder (13.6 visits) and Anxiety Disorders (12.5 visits).

Parent Satisfaction with Services

The YFC-designed Parent Satisfaction Survey, which solicits feedback from parent clients about their experience with YFC services, is typically administered by the program's central office twice per year at all 11 YFC sites – first over the course of one month in the fall semester, and again over the course of one month in the spring semester. In 2017-18, due to staff turnover, only seven of the 11 YFC clinics administered this survey, and it was not administered during the spring semester at any YFC sites.

Each Parent Satisfaction Survey form included both English-language and Spanish-language versions of all 10 items so that clients could respond in the language with which they were most comfortable.

Analysis of feedback from the seven clinics that returned completed survey forms (N=218) indicated an overall "Satisfaction" score of 95.9 percent from the fall 2017 administration (YFC clinics received a 92.3% satisfaction score in 2016-17, though this score represented client feedback from all 11 sites rather than the seven in 2017-18). Survey item 1, which asked about the helpfulness and friendliness of YFC staff, received the highest marks from parent clients: 91 percent of respondents indicated that they "Strongly Agreed" that YFC program staff were friendly and helpful; 9 percent indicated that they "Agreed" that this was so. Item 10, which stated, "You are likely to recommend Youth and Family Center service to a friend or family member," received the second-highest marks with 85 percent selecting "Strongly Agree" and 15 percent selecting "Agree."

Survey items that received lower marks (comparatively) were item 2, which inquired about the ease with which the client found they could obtain an appointment with a counselor, and item 9, which asked whether the client felt they had met their goals for the counseling experience. Item 2's relatively lower positive response rate corresponds with other comments that the YFC program director made in interviews with the program evaluator. The director noted that clinics in 2017-18

again found themselves in the predicament of needing to create (informal) waitlists for those wanting to be seen but who could not quickly be seen due to demand for counseling services outpacing counselor supply. Relatively lower ratings on item 9 may be due to genuinely lower satisfaction with this aspect of YFC services, or it may be explained by the fact that the Parent Satisfaction Survey is not necessarily administered at the final counseling session, which would prevent these clients from having a complete counseling experience on which to reflect. Complete findings from the 2017-18 administration of the YFC Parent Satisfaction Survey, including a breakdown by clinic site can be found in the 2017-18 full report on the Youth and Family Centers program.

Recommendations

Recommendations for the program included the following:

- Create waitlists of clients who cannot be seen in a timely fashion at each YFC clinic, and include the language (Spanish, English, etc.) in which they would need to be treated, to systematically document the magnitude of the need for expanded YFC clinical services in the Dallas ISD community.** The evaluator's interviews with the YFC program director indicated that demand for psychotherapy services has outpaced supply across several of the past years (see the Dallas ISD Youth and Family Centers program evaluation reports of 2013-14, 2014-15 and 2016-17 by Ledezma, L., Lucas, M., and Meján, M. respectively), and demand has been particularly strong for bilingual (Spanish-speaking) therapists. Documenting the need that cannot be adequately met with current resources will likely prove helpful when requesting additional funding for these additional (and likely, to promote improved staff retention,) full-time clinical positions. This recommendation is also based in part on the lower scores observed on item number 2 of the Parent Satisfaction Survey, which asked about the ease with which these clients could make an appointment with a YFC counselor.
- Administer the Parent Satisfaction Survey to each parent client at their last counseling session.** This would provide these clients with more experience (with YFC services) on which they can reflect and then provide more thoughtful responses. This may particularly affect survey items that received fewer positive responses in 2017-18, such as item 8 which inquired about positive changes made since receiving services, and item 9: "Do you feel you met your goals during your counseling sessions at the Youth and Family Centers?"
- Work with the program evaluator to fine-tune the content of the Parent Satisfaction Survey.** Some survey items are "double barreled" statements or questions ("you *and* your family..."), which can make for more nebulous interpretation, first for the survey respondent as well as for anyone assessing responses to this item. Separating questions about self from those about the student or family is recommended; improved survey design in this area would allow for more straightforward feedback.

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An electronic version of this report as well as the full 2017-18 report can be found at www.dallasisd.org/Page/888.

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2017-18 Evaluation of the Leadership Development Program

Robert Costello, Ph. D., and Rosemary Garcia-Rincón, B.S.

EA18-146-4

At-a-Glance

The Leadership Development (LD) Program provided professional development for campus administrators and executive directors (EDs). Training included understanding and implementing the leadership skills outlined in the Dallas ISD school leadership excellence initiatives with a prioritization on leadership development, decision-making, coaching and feedback, leading to higher student achievement. The professional development opportunities included: Principal Professional Development, Executive Director Professional Development, Principal Supervisor Support, Assistant Principal Leadership Development, Assistant Principal Professional Development, Future Campus Leaders, and Virtual Leadership Development.

The Leadership Development program received \$1,414,657 in Title I funding that was used for personnel and the purchase of supplies and materials. The program experienced a reduction in staff by two members in the 2017-18 school year.

Purpose and Methods of the Evaluation

The purpose of this evaluation was to examine the extent to which the Leadership Development program was implemented with fidelity during the 2017-18 school year. The evaluation included summarizations of program attendance data, and the perceptions and experiences of participants in the program. Leadership Development program staff collected and provided the data to the evaluator. Three end-of-year surveys were administered by the evaluator.

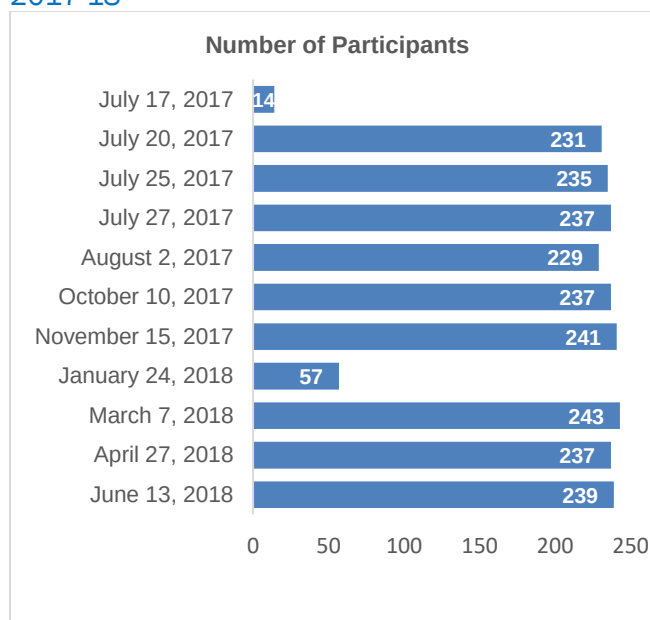
Leadership Development Programs

Principal Professional Development

Principal Professional Development provided monthly training sessions to principals, designed to meet student achievement goals. Principals received direct support from the Teaching and Learning department and from presenters with research-based practices that supported the district initiatives.

Principals attended mandatory professional development sessions during the 2017-18 school year as presented in Figure 1. The training session scheduled on July 17, 2017 was for new principals (N=14) and on January 24, 2018 for secondary school-level principals (N=57) and explains why the attendance numbers were lower than the other sessions.

Figure 1: Number of Principal Professional Development Participants, by Session Date, 2017-18



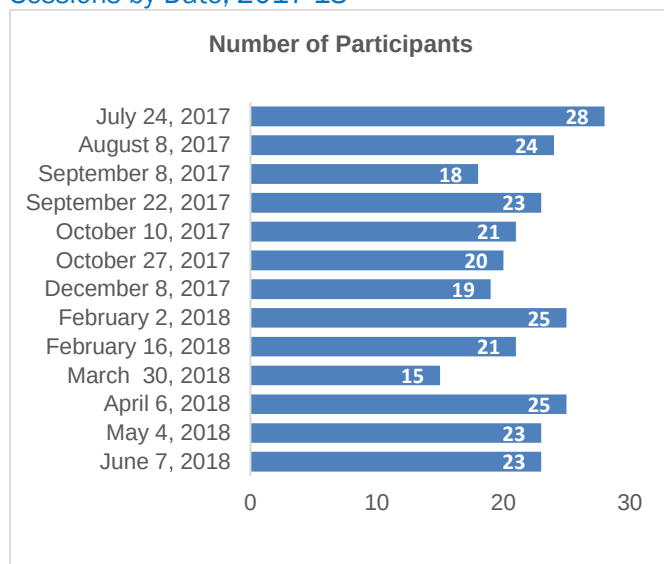
Source: The data were provided by Leadership Development staff.

Note: July 17, 2017 training was for new principals only and January 24, 2018 for secondary school level principals only.

Executive Director Professional Development

Executive directors participated in a six-week cycle of professional development meetings related to instructional and operational support. The training aligned all instructional professional development with the district initiatives and tailored operational support to meet the campus needs for ensuring a safe environment for students, staff, and stakeholders. An operation component was used to train on effective systems that support the whole child, while increasing student achievement. A total of 285 participants attended the professional development sessions between July 24, 2017 and June 7, 2018 (Figure 2).

Figure 2: Number of Participants Who Attended Executive Director Professional Development Sessions by Date, 2017-18



Source: The data were provided by Leadership Development staff.

Principal Supervisor Support

The Principal Supervisor Support program trained EDs to be effective mentors to principals by providing them with research and literature based on the national principal supervisor support standards. No data were available for this program for the 2017-18 school year according to Leadership Development staff.

Assistant Principal Leadership Development

The Assistant Principal Leadership Development program consisted of three levels of professional training and support that included: Next Steps, Sharpening the Saw and Emerging Leaders.

Next Steps

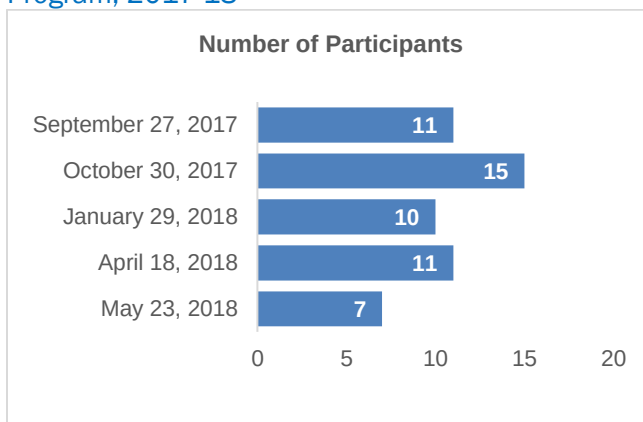
The Next Steps program was a year-long program for a cohort of assistant principals that focused on strengthening key leadership competencies that are qualities of successful principals.

The selection process for the cohort group for the 2017-18 school year started with each Executive Director (N=18) identifying and nominating two assistant principals for their potential and skills to participate in the program. Each session was limited to 40 participants. However, data provided by Leadership Development staff indicated that a total of 17 assistant principals participated in the program during the 2017-18 school year, rather than the 36 as intended.

Figure 3 shows the number of assistant principals who attended professional development sessions during the 2017-18 school year. Two sessions were cancelled due

to ACP testing (December 18, 2017) and a campus professional development day (February 19, 2018).

Figure 3: Number of Participants Who Attended Professional Development by Date: Next Steps Program, 2017-18



Source: The data were provided by Leadership Development staff.

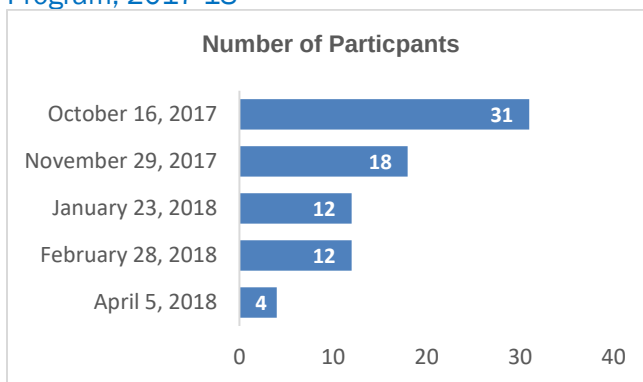
Note: December 18, 2017 and February 19, 2018 training sessions were cancelled.

Sharpening the Saw

Enrollment in the program was open to any 2017-18 assistant principal that signed up through the Cornerstone training website. The program was limited to 40 participants per session. Participants were also allowed to participate in the Next Steps or Emerging Leaders programs.

A total of five professional development sessions were provided for the 2017-18 school year (Figure 4). The data showed decreases in attendance from October 16, 2017 through April 5, 2018.

Figure 4: Number of Participants Who Attended Professional Development: Sharpening the Saw Program, 2017-18



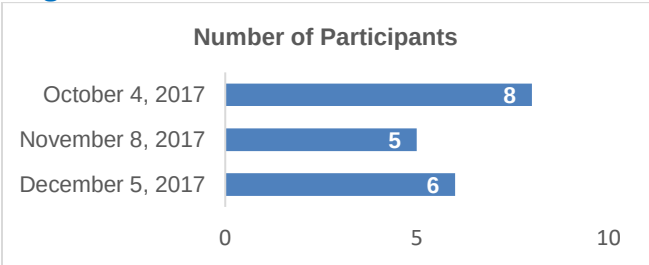
Source: The data were provided by Leadership Development staff.

Emerging Leaders

The Emerging Leaders program focused on providing support, coaching, and comradery for new and struggling assistant principals. Enrollment in the program was open to any 2017-18 assistant principal that signed up through the Cornerstone training website. The program was limited to 40 participants per session.

The data in Figure 5 indicated poor attendance for the three professional development sessions offered during the first semester of the 2017-18 school year. The three sessions planned during the second semester were merged with the two Sharpening the Saw sessions (February 28, 2018 and April 5, 2018) because of previous low attendance. Even with the merge, attendance for the two sessions was very low (N=12 and N=4) [refer to Figure 4].

Figure 5: Number of Participants Who Attended Professional Development: Emerging Leaders Program, 2017-18



Source: The data were provided by Leadership Development staff.

Note: Three spring training sessions were merged with the last two Sharpening the Saw sessions (February 28, 2018 and April 5, 2018) due to low attendance. See Figure 4.

Future Campus Leaders

The Future Campus Leaders program consisted of campus faculty with the potential of becoming school administrators. The Leadership Development department selected the cohort through an application process. Participants received targeted, timely, and personalized professional learning experiences focused on the skills needed for a successful campus administrator in the Dallas ISD. No data were available for this program for the 2017-18 school year according to Leadership Development staff.

Virtual Leadership Development

The Virtual Leadership Development training sessions provided a variety of virtual online media sources to Dallas ISD teachers, principals and central staff. No data were available for this program for the 2017-18 school year according to Leadership Development staff.

Leadership Development Surveys

In collaboration with the program manager, two online surveys, using SurveyMonkey, were developed for the Assistant Principal Leadership Development-Next Steps Cohort, and the Future Campus Leaders program participants. The purpose of the surveys was to collect feedback regarding the overall leadership development experience from program participants. The surveys were administered from April 20, 2018 through May 4, 2018. Frequencies were used to report the data.

An issue occurred concerning the accuracy of the list of participants of the Future Campus Leaders program. The surveys were administered to 57 program participants according to the list provided. Of these, 16 responded, 12 sent email messages to the evaluator stating that they were not in the program, not familiar with the program, were not aware that they were a participant of the program, and/or participated in the program the previous year. The remaining survey recipients did not open the survey.

Survey Results

Twelve survey recipients responded to the Assistant Principal Leadership Development-Next Steps Cohort survey and 16 responded to the Future Campus Leaders survey. Survey items were similar on the two surveys.

Respondents were instructed to indicate their level of agreement (Strongly Disagree, Disagree, Neither Disagree/Agree, Agree, or Strongly Agree) with statements regarding the training received during the 2017-18 school year (Figure 6). The data presented are for combined "Agree" and "Strongly Agree" responses. In general, the data indicated that the responses provided by both groups indicated high levels of agreement and were similar in most instances.

Participants for both programs gave similar responses in rating the quality of the training provided during the 2017-18 school year as "Very Good"/"Excellent" (66.7% Next Steps Cohort and 68.7% Future Campus Leaders) [Figure 7].

Most respondents for each program stated that they recommended the Learning Development experience to their colleagues (Figure 8).

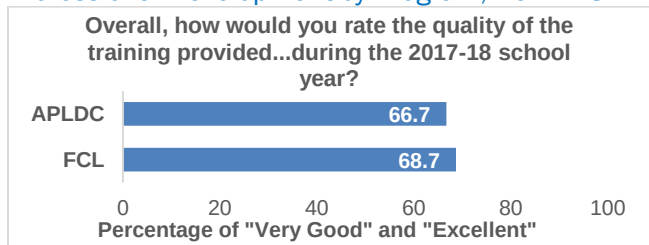
Figure 6: Level of Agreement Regarding All Training Provided by the Next Steps Cohort and Future Campus Leaders Programs, 2017-18.



Source: Data were collected from the 2017-18 Leadership Development-Next Steps Cohort and Future Campus Leaders surveys.

Note: APLDC= Assistant Principal Leadership Development Cohort (N=12) and FCL = Future Campus Leaders (N=16).

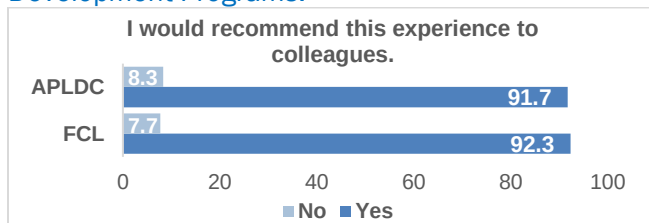
Figure 7: Perceptions Regarding the Quality of Professional Development by Program, 2017-18.



Source: Data were collected from the 2017-18 Leadership Development-Next Steps Cohort, and Future Campus Leaders surveys.

Note: APLDC= Assistant Principal Leadership Development Cohort (N=12) and FCL = Future Campus Leaders (N=16).

Figure 8: Perceptions Regarding the Learning Development Programs.



Source: Data were collected from the 2017-18 Leadership Development survey.

Note: APLDC= Assistant Principal Leadership Development Cohort (N=12) and FCL = Future Campus Leaders (N=16).

Summary

In 2017-18, the Leadership Development Department received \$1,414,657 in Title I funding used for personnel and the purchase of supplies and materials. The leadership develop programs supported current and future campus administrators and executive directors in developing leadership skills.

The Leadership Development program has not provided adequate accountability of program implementation necessary to conduct an adequate program evaluation and to justify expenditure of Title I funds. First, data were not provided for some programs. Secondly, the participant selection process for the Next Steps program was not adhered to and a low number of assistant principals were selected to participate. Thirdly, the data showed low attendance for various training programs, resulting in the cancellation of some sessions. Fourth, survey discrepancies showed that some survey recipients were not participants of the Future Campus Leaders program.

Recommendations

- **Reassess training needs for each program.** The data showed low attendance levels and training session cancellations.
- **Ensure that data is collected for all programs for proper documentation of all training provided in the 2018-19 school year.** No data were available for the Principal Supervisor Support, Future Campus Leaders and Virtual Leadership Development programs for the 2017-18 school year. Some survey recipients were not participants of the Future Campus Leaders program.
- **Adhere to the selection process for program participants.** Each executive director (N=18) was to identify and nominate two assistant principals for their potential and skills to participate in the Next Steps program. A total of 17 assistant principals were selected to participate in the program during the 2017-18 school year.

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2017-18 Evaluation of Parent and Family Engagement Program

Rosemary Garcia-Rincón, B.S.

EA18-151-4

At-a-Glance

The mission of the Office of Family and Community Engagement (OFCE) was to develop and implement programs and strategies to engage parents and the community in collaborative parent-school-community partnerships. The OFCE received \$1,062,425 in Title I and \$343,133 in Title III, Part A funding for 2017-18. Title III, Part A funded the Latino Family Literacy Project and PREP U Adult Ed Track programs.

Purpose and Methods of the Evaluation

The purpose of this evaluation was to evaluate the extent to which the OFCE implemented programs with fidelity, met expected outcomes as outlined in program documents, and impacted school climate. The data for 2017-18 included documents collected from OFCE program staff, interviews, districtwide parent survey data and classroom observations.

Attempts to meet with the program manager during the fall semester were unsuccessful. The OFCE experienced a change in program management at the start of January 2018. An interim program manager took on the responsibilities of directing the programs, as well as her own job duties, that proved to be an overwhelming feat.

OFCE Support

Parent Portal

The Parent Portal, available in English and Spanish, provided parents/guardians a means to become more involved with their children's education. It offered secure on-line access to their children's grades, assignments and attendance; email or text alerts of absences and grade average changes; and a two-way communication tool for parents and teachers. During the 2017-18 school year, 78.5 percent of students with at least one parent, registered for the Parent Portal. This facilitated the transition to the new Parent Portal system and the online enrollment process for the 2018-19 school year.

Parent Resource and Empowerment Program (PREP) University Workshop Series

PREP University workshops series provided free workshops to all parents to empower them with strategies and resources to support their children's academic, physical, social, emotional, and behavioral needs. The weekday family workshops were available to parents from September 2017 through May 2018.

In addition, the OFCE, in collaboration with schools in the high school feeder patterns, provided PREP U Super Saturdays. These informational fairs offered families:

- resource access to community organizations,
- free health screenings and educational information,
- free food and refreshments, and
- games and giveaways.

A total of 9,662 participants attended four PREP U Saturdays and one health fair held during the 2017-18 school year, a decrease from 13,375 participants and nine PPREP U Saturdays in the 2016-17 school year. Also, 708 free immunizations were provided to students at the PREP U Saturdays.

Training Academy

The OFCE provided professional development and training to administrators (principals/assistant principals), community/parent liaisons, other campus staff (i.e., office managers), and parents. Some of the training opportunities offered in 2017-18 included:

- parent volunteer management,
- creating a safe and welcoming environment,
- Parent Portal and utilizing all its features to communicate with parents and improve student achievement,
- maintaining the school web site,
- parent centers,
- launching a PREP University Workshop Series at the campus level, and
- site-based decision-making (SBDM).

Over 30 professional development sessions were offered to campus staff, provided by the Campus Support Team (CST). In all, 216 staff members were served during the 2017-18 school year.

Communication Resources

The OFCE communicated and distributed information to parents regarding curriculum, school choice options/transfers, college and career readiness, collegiate academies, transitioning information, Parent Portal, and pre-kindergarten initiatives. Resources were also developed and provided to schools to use for parent and guardian engagement.

Campus Support Team (CST)

The Campus Support Team was comprised of six OFCE staff members who were assigned to schools to support the parent engagement activities at the campus level. They worked directly with the community liaisons, parent instructors, and other school personnel in charge of parent programs to provide information and resources. CST members also:

- ensured that campuses had what they needed to meet the district's parent engagement goals for each school;
- provided support to site-based decision-making committees, parent organizations, PREP University workshops, and any districtwide events for parents and the community;
- assisted schools in setting up parent centers;
- provided professional development opportunities for staff that enhanced parent engagement in the schools; and
- promoted districtwide initiatives like the Uniform Assistance program and Parent Portal.

During the 2017-18 school year, three CST members made 1,152 visits to all Dallas Independent School District (Dallas ISD) campuses to provide assistance, information, resources, and other support. In addition, through direct support of the CST members, 119 campuses went up at least one level in parent engagement standards as outlined in the Parent Engagement Road Map to Success.¹

Latino Family Literacy Project

In its second year, the Latino Family Literacy project continued to support parents of students with limited English proficiency at 15 Dallas ISD campuses (12 elementary, 2 middle, and 1 high school). The objective was to promote reading and the building of stronger relationships between the parent and the student at home and to increase parental involvement in connection with the school, staff, and teachers to actively support the academics and college awareness.

The Latino Family Literacy project included a 10-week family reading program at the elementary school level and a reading and college awareness program at the secondary school level. Elementary teachers provided a list of students needing help with reading and parents were contacted to participate in the program. At the secondary level, teachers, community liaisons, and principals were involved in selecting students who could benefit from the program. Classes were limited to 25 parents at the elementary school level and 25 each, parents and students, at the secondary level.

Elementary Level

Through the OFCE, community liaisons were certified to teach the parent participants at their campuses and to provide each campus with materials, kits and a lending library. Parents and students used the library books to practice reading at home. The program also offered participants the opportunity to:

- learn English-as-a Second language;
- improve Spanish vocabulary;
- improve literacy skills;
- learn guiding questions to ask their child during reading time at home;
- create a family album;
- build a pictionary; and
- create a cultural project (parents only).

Secondary School Level

At the secondary school level, the Latino Family Literacy project provided an interactive parent-child program designed to build early college awareness through the story-telling of a family's journey from middle school to college. The purpose of the program was to learn about resources and tools necessary for successful graduation from high school and for college awareness. Families read from the book, Graciela's Dream and listened to weekly speakers, learned about the different academic opportunities offered by the district (Magnet/Choice/Collegiate), and toured a college campus.

Overall, a total of 1,616 Dallas ISD parents and students attended a series of literacy classes at 15 elementary and secondary campuses during the 2017-18 school year. This was a slight increase from the 2016-17 school year of 1,581 participants and 14 campuses. Participants received a certificate of program completion in a recognition ceremony.

PREP U Adult Ed Track

The PREP U Adult Ed Track program offered non-traditional English-as-a Second Language classes to parents of students with limited language proficiency at 24 campuses located within all trustee districts. The program provided participants with basic literacy skills and interactive, life skills, in a non-threatening environment. The curriculum took students from a basic literacy level to a high beginning level. The curriculum and nine teachers were provided through a contracted vendor, Excel institute. All teachers received training, instructional materials and followed the curriculum.

¹ Rubric used to measure parent involvement and engagement at the school level. It measures each school's performance in six areas of family and community engagement.

The program provided 12 weeks of instruction. Participants met for two hours, bi-weekly (Monday and Wednesday or Tuesday and Thursday) during school hours (mornings or afternoons). The campus community liaisons were instrumental in coordinating the program on their campuses by recruiting parents, providing a meeting room, and ensuring that parents attended regularly. Many campuses will no longer have a community liaison during the 2018-19 school year which could affect this program. Campus principals will determine who will replace them in 2018-19. In May 2017-18, 413 participants received a certificate of completion.

Classroom Observations

Five classroom observations were conducted at five campuses with four teachers (one teacher observed at two schools) by the evaluator during the months of April 2018 and May 2018. Class attendance on the observation days ranged from two to seventeen participants.

The following observations regarding instruction were made:

- instruction included reading (individual and choral), writing, listening, and repetition activities using book and workbook;
- teachers gave explanations, examples and demonstrations;
- activities included whole group, individual seatwork and working in pairs,
- participants were at different English language proficiency levels (from none to intermediate);
- many opportunities for collaboration among the students allowed the more English proficient students to assist the non-English speakers with class assignments and interpreting instructional material; and
- all participants were engaged in all classroom activities.

Differences in the presentation of class instruction were noted. All teachers (N=4) used the book and workbook in the classroom. Two teachers also used a cassette player and three used a dry-erase board as a visual aid. One teacher was very fluent in the Spanish language and incorporated Spanish in the vocabulary lesson (called out an English or Spanish word and students gave the translated word and then wrote it on a large sheet of paper at the front of the class). The participants from this class appeared to be the most enthusiastic about learning among all other classrooms observed. They continuously asked the teacher questions about the lesson and other things they were curious about.

Other observations worth noting, concerned the classroom environment. Not all were conducive for

instruction (i.e., class of kindergarten students met in the auditorium using the stage to practice folkloric dance routines for a Cinco de Mayo activity while the literacy group was in session); the use of cell phones in the classroom; and bringing infants and toddlers to a two-hour class (distracting at times).

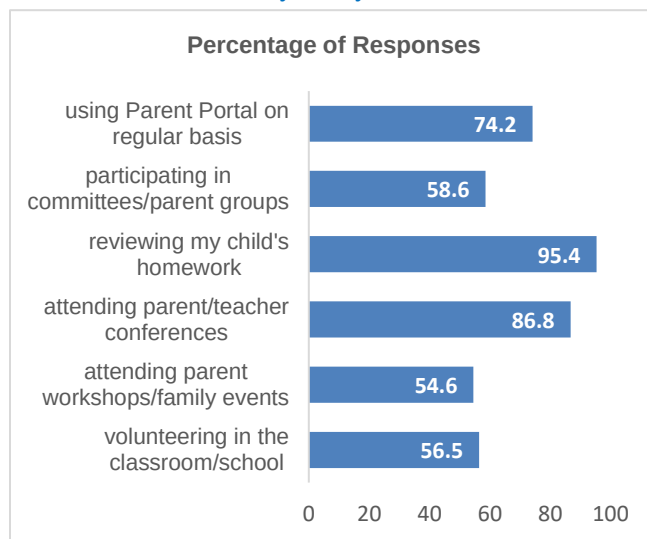
District Parent Surveys

The OFCE coordinated the development of the districtwide Spring 2017-18 Parent Survey. The survey was administered to parents districtwide by an outside group during the month of April 2018. The survey data were used to evaluate all initiatives and programs.

A total of 17,185 parents responded to the parent survey. Results showed that 84 percent of parents surveyed “Agreed” or “Strongly Agreed” that they were satisfied with the direction of the district in 2017-18. This was an increase from 80.4 percent in 2016-17. The data also indicated that 92.5 percent of parents “Agreed” or “Strongly Agreed” that their child’s school welcomed parent involvement and engagement.

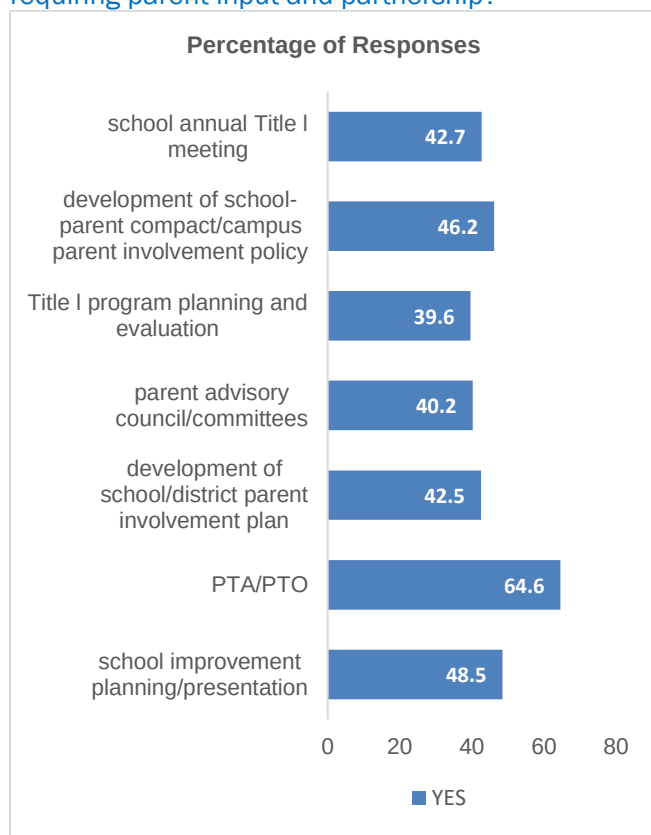
Figure 1 indicated that most parents were involved in reviewing their child’s homework (95.4%) and that they participated in decision-making opportunities through the PTA/PTO (64.6%) [Figure 2].

Figure 1: Responses to: “I have been involved in my child’s education this year by...”:



Source: Spring 2017-18 Parent Survey data.

Figure 2: Responses to: “Did you participate in any of the following decision-making opportunities requiring parent input and partnership?”



Source: Spring 2017-18 Parent Survey data.

When parents were asked how they would like to see parental involvement funds used, the majority of parents responded:

- to fund technology resources at the school to support parental involvement (89.2%);
- to provide resources for parents to support learning at home (88.2%);
- to fund a parent involvement coordinator, community liaison, or parent instructor to plan and execute parental involvement (87%); and
- to fund a district Parent Resource Center (82%).

Summary

The OFCE experienced a change of program management at the beginning of the second semester (January 2018). Continuing programs were implemented; however, new programs were not executed as planned. There were problems collecting the outcome data required to determine if all program goals were met. Data were used to show program implementation and outcomes.

Recommendations

- **Continue supporting school personnel, parents, and community through a variety of programs.** All district programs offered by the OFPE are important regarding parent involvement and engagement (92.5% of parents agreed that “their child’s school welcomed parent involvement and engagement.”).
- **Assist campuses with the selection of a campus contact to coordinate the PREP U Adult Ed Track program and a teacher for the Latino Family Literacy program.** It is crucial to find a staff member to replace the campus liaisons who played a significant role in the success of these programs at their campuses.
- **Communicate with campus staff to emphasize the provision of an adequate room for PREP U Adult Ed Track program sessions.** Data showed that not all classes met in an appropriate setting conducive to teaching.

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2017-18 Evaluation of African American Success Initiative

Jin H Zhang, Ph.D. & Robert Costello, Ph.D.

EA18-152-4

At-a-Glance

The African American Success Initiative (AASI) is the Dallas Independent School District's (Dallas ISD) strategic initiative aimed at closing the achievement gap and increasing access to academic opportunities for African American students. The initiative focused on academic support, student advocacy, and increasing parental engagement, all of which were designed to improve student academic achievement and prepare students for college and career readiness. During the 2017-18 school year, the AASI expanded its services to 26 schools within five feeder patterns: Carter, Roosevelt, Wilmer-Hutchins, Madison, and Lincoln. Title I funding for AASI was \$1,200,000 for 2017-18. Starting in 2018-19, the district will establish a Racial Equity Office.

Purpose of Evaluation

The purpose of the evaluation was to assess the implementation of the AASI program and to evaluate the effectiveness of the services that AASI provided. The evaluation goals included: 1) describe characteristics of AASI program components; 2) evaluate implementation and outcome of professional development and student mentoring and tutoring program; 3) identify achievement differences between students involved in the AASI program and those not in the program measured by *TerraNova*, *Istation's Indicators of Progress (ISIP)*, the *State of Texas Assessments of Academic Readiness (STAAR)* and *STAAR End of Course (EOC)*; 4) describe stakeholder perceptions of the AASI program; and 5) examine the academic achievements of African American students and other students in the district.

Evaluation Results

Neuhaus Reading Program

The AASI provided Neuhaus as a mandatory supplemental reading curriculum to improve the reading readiness of K-3 students. Teachers were required to implement 30 minutes of structured lessons at least three times a week in addition to the regular reading curriculum. In total, 110 teachers received two days of training prior to the start of the 2017-18 school year. Training included up to seven professional development (PD) hours.

During the 2017-18 school year, 2,740 students in grades K to three participated in the Neuhaus supplemental reading program. Most of the participants were African American (82%) and economically disadvantaged (85%).

Academic Outcomes of Neuhaus Students

Student academic achievements were measured by *TerraNova* for grades kindergarten through two, the *STAAR* Approaches Grade Level or Above (Approaches +) for grade three, and the *ISIP* for beginning of year (BOY), middle of year (MOY) and end of year (EOY) for grades K-2.

Table 1 displays the percentage of *ISIP* BOY, MOY, and EOY Tier I students for grades K-2. The analysis included AASI schools only.

Both the AASI students and the district increased the percentage of students at grade level from BOY to EOY. AASI students increased by eight percentage points (pps), while the district increased by five pps. (pps=percentage points). Although AASI students showed a slightly larger increase from BOY to EOY than district students, AASI students lagged the district students by 16 pps at EOY.

Table 1: 2017-18 Percentage of Neuhaus *ISIP* BOY, MOY, and EOY Tier I Students for Grades K-2

	Neuhaus Students		District	
	<i>n</i>	%	<i>n</i>	%
Beginning of Year (BOY)				
K	686	33	10,091	51
1	544	28	10,897	47
2	674	34	11,135	54
All	1,904	32	32,123	51
Middle of Year (MOY)				
K	613	35	9,900	53
1	516	36	10,625	50
2	599	41	10,667	55
All	1,728	37	31,192	53
End of Year (EOY)				
K	576	37	9,612	55
1	503	42	10,416	56
2	614	41	10,402	56
All	1,693	40	30,430	56

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

Note: *ISIP*= *Istation's Indicators of Progress Assessment*. K=kindergarten. The data includes students in the district as of PEIMS snapshot date.

TerraNova reading results showed that the percentage of students performing at grade level decreased as grade level increased, with 78 percent in kindergarten, 57 percent in grade one, and 50 percent in grade two for Neuhaus students.

STAAR results for Neuhaus grade three students showed that almost 60 percent met the Approaches +

standard whereas the district percentage was 72.4 percent. When reviewed by campus, the percentages at Approaches + varied widely (24.3% to 87.0%).

Teacher Perceptions of Neuhaus Program

Sixty-nine Neuhaus teachers completed the online survey from March through May 2018. Overall, teachers responded favorably regarding the Neuhaus program. Most teachers believed that 1) the training sessions were well-organized (81%), 2) the trainings were relevant and up-to-date (80%), 3) the trainings provided knowledge and skills (74%), and 4) the Neuhaus program fit well within the Dallas ISD's literacy lesson structure (62%).

Math the Whitlow Way

During the 2017-18 school year, 2,633 students in grades three to eight participated in the Whitlow program. Most of the participants were African American (69%) and economically disadvantaged (90%). Teachers used the lessons and manipulatives three days a week.

Academic Outcomes of Whitlow Students

The district STAAR results (dated 6/20/2018) showed that the Whitlow students' percentage at Approaches + increased as grade level increased from grade three (64.9%) to grade five (84.4%). The achievement gap between Whitlow students and the district decreased as grade level increased (Table 2).

Table 2: 2017-18 Whitlow STAAR Mathematics Approaches + for Grades 3-5 by Campus

Campus	Grade 3	Grade 4	Grade 5
	%	%	%
Alexander	65.1	86.8	-
Budd	-	60.0	82.1
Dunbar	43.8	48.4	100.0
Ervin	61.4	61.7	-
Johnston	63.2	72.5	80.3
Lee, U	80.7	71.4	90.9
King	53.2	32.7	-
McNair	81.4	59.2	83.8
Miller	-	72.2	88.5
Rhoads	50.0	59.3	46.3
Rice	75.0	94.4	100.0
Mills	77.6	80.0	91.3
Starks	62.2	93.0	-
Terry	73.5	-	-
Turner	58.3	64.4	90.0
Twain	63.3	-	-
Weiss	80.7	60.0	-
All	64.9	67.0	84.4
District	75.6	76.0	87.6

Source: Student demographic file 10/30/2017 and STAAR data file 6/20/2018.
Note: Whitlow students' STAAR mathematics included 773 students in grade three, 775 in grade four, and 462 in grade five. The data includes students in the district as of PEIMS snapshot date.

Table 3 displays STAAR mathematics Approaches + for grades seven and eight by campus. Students in grade

eight performed better than grade seven in STAAR mathematics for Whitlow students and the district.

Table 3: 2017-18 STAAR Mathematics Approaches + for Grades 7-8 by Campus

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

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

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

Teacher Perceptions of Whitlow Program

A total of 71 Whitlow teachers completed the online survey from March through May 2018. Teachers responded favorably regarding the training and the implementation of the Whitlow program. Most teachers believed 1) the training sessions were well-organized (96%), 2) the Whitlow program fit well within Dallas ISD's mathematics lesson structure (96%), and 3) the training provided knowledge and skills (94%).

Culturally and Linguistically Responsive (CLR) Teaching and Learning Workshop

Dr. Sharoky Hollie's CLR teaching and learning strategy trainings were held in November and December 2017, respectively. One hundred and fifteen staff members attended the workshops. A total of 83 staff members responded to the November survey and 96 responded to the December survey.

Most teachers responded favorably regarding the impact of CLR training. Most teachers believed that the two workshops 1) helped them gain new knowledge and skills (98%, 98%), 2) stimulated their learning about CLR strategies (96%, 97%), 3) assisted them in making better-informed decisions related to CLR teaching and learning (94%, 97%), and 4) enhanced their understanding of how to infuse CLR strategies into classroom (93%, 99%).

Tutoring and Mentoring

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

EduGuide was selected as the primary social and emotional learning (SEL) program for Tier II & III students. EduGuide was a web based online tool using

blended online activities to deliver the mentoring. Students in the mentoring program used EduGuide.

There were 190 grade one students from eight elementary schools that used TutorMate. TutorMate was an online tutoring program to help struggling students gain proficiency in reading.

Academic Outcomes of African American Students and Other Students in the District

The purpose of AASI was to primarily close the achievement gap between African American students and other students. A comparison of academic outcomes is included in this section. Table 4 displays African American students and the district in *TerraNova* reading and mathematics for 2015-16 through 2017-18 for grades K through two.

TerraNova reading results indicated that the percentage of students performing at grade level decreased as grade level increased for African American students and the district. 2017-18 data showed African Americans (78.8%) achieved at the district (80.0%) level in kindergarten. However, grade two African American (51.2%) students performed below the district (60.0%). Combined K-2 reading results showed the gap increased from 2015-16 (4.6 pps) to 2016-17 (5.9 pps) and decreased in 2017-18 (4.5 pps).

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

Table 4: Dallas ISD 2015-16 to 2017-18 Percentage of *TerraNova* Reading and Mathematics At or Above Grade Level for Grades K-2 by Grade and Year

	2015-16	2016-17	2017-18
Reading Kindergarten			
All Students	79.4	77.8	80.0
A.A.	77.7	74.8	78.8
Difference	1.7	3.0	1.2
Reading Grade 1			
All Students	66.5	63.3	63.2
A.A.	63.2	58.0	59.2
Difference	3.3	5.3	4.0
Reading Grade 2			
All Students	61.0	60.0	60.0
A.A.	52.3	51.6	51.2
Difference	8.7	8.4	8.8
Reading Grades K-2			
All Students	68.5	66.7	67.4
A.A.	63.9	60.8	62.9
Difference	4.6	5.9	4.5

Table continues

Table (continued)

	2015-16	2016-17	2017-18
Mathematics Kindergarten			
All Students	59.5	59.7	61.3
A.A.	53.2	52.8	55.4
Difference	6.3	6.9	5.9
Mathematics Grade 1			
All Students	52.2	54.4	55.5
A.A.	44.7	45.2	44.7
Difference	7.5	9.2	10.8
Mathematics Grade 2			
All Students	56.9	57.9	58.8
A.A.	47.3	47.9	47.2
Difference	9.6	10.0	11.6
Mathematics Grades K-2			
All Students	56.1	57.2	58.5
A.A.	48.2	48.4	49.1
Difference	7.9	8.8	9.4

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

Note: A.A.=African American.

Table 5 displays *STAAR* reading results for grades three through eight. At elementary level, the achievement gap between African American students and the district was 12.8 pps at grade three, 13.9 pps at grade four and 14.2 pps at grade five during 2017-18.

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

Table 5: Dallas ISD 2015-16 to 2017-18 Percentage of *STAAR* Reading Approaches + for Grades 3-8 by Grade and Year

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

Table continues

Table (continued)

	2015-16	2016-17	2017-18
Grades 3-8			
All Students	63.5	64.0	67.9
A.A.	53.5	53.4	56.8
Difference	10.0	10.6	11.1

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

Note: A.A.=African American.

Table 6 shows STAAR mathematics results. At the elementary level, the achievement gap between African American students and the district decreased from grade three (13.3 pps) to grade five (10.6 pps). At the middle school level, percentages of African Americans at the Approaches + level decreased from grades six to seven. The gap between African American students and the district decreased from grade six to grade eight (12.9, 11.2 and 7.9 pps) in 2017-18. The combined STAAR 3-8 mathematics results showed the achievement gap decreased from 2015-16 (13.7 pps) to 2016-17 (12.1 pps) and 2017-18 (11.7 pps).

Table 6: Dallas ISD 2015-16 to 2017-18 Percentage of STAAR Mathematics Approaches + for Grades 3-8 by Grade and Year

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

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

Note: A.A.=African American.

STAAR EOC results showed percentages at Approaches + for English I increased slightly from 2015-16 to 2017-18 for the district. The achievement gap between African American students and the district went from 5.4 pps in 2015-16 to 10.3 pps in 2016-17 and to 6.0 pps in 2017-18. Percentages at Approaches + for STAAR EOC English II showed slight increased for African American students and the district from 2015-16 to 2017-18. The achievement gap for English

II increased from 2015-16 (5.5 pps) to 2016-17 (6.7 pps) and 2017-18 (8.3 pps). Percentages at Approaches + for STAAR EOC Algebra I increased from 2015-16 to 2017-18 for African Americans and the district. The achievement gap increased from 2015-16 (7.2 pps) to 2016-17 (8.4 pps) and then decreased in 2017-18 (5.8 pps). See Table 7.

Table 7: Dallas ISD 2015-16 through 2017-18 Percentage of STAAR EOC English I, English II, and Algebra I Approaches + by Subject and Year

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

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

Note: A.A.=African American.

Recommendation

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

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2017-18 Dallas ISD On-Track Indicator

Dorothea Weir, Ph. D.

EA18-153-4

At-a-Glance

A high school diploma is rapidly becoming the minimum qualification for most occupations in the American economy. Consequently, addressing graduation and dropout rates has taken on greater urgency in school districts across the country. The first year of high school is increasingly recognized as a transition period that may be “make-or-break” for many students in terms of eventual high school success and graduation.

Purpose and Methods of the Evaluation

The Consortium on Chicago School Research (CCSR) developed an On-Track indicator in 1999 to gauge whether students in their first year of high school were making enough progress to have a reasonable expectation of graduating in four years. Unlike other indicators, it provides information about progress and performance from a relatively early point in a student’s high school career.

Dallas Independent School District developed its own On-Track indicator in 2007-08. From 2009-10 through 2011-12, the Dallas On-Track Indicator was incorporated into the Principal Appraisal System.

Like the Chicago indicator, the Dallas indicator combines two factors: the number of credits earned during freshman year and the number of semester Fs in core subjects. A student is considered to be On-Track at the end of ninth grade if he or she has met both of the following criteria:

- The student has accumulated five full course credits, and
- The student has no more than one semester F (that is, one-half of a full credit) in a core subject (English, mathematics, science, or social studies).

The model was developed using data for students entering high school for the first time in 2003-04. The cohort consisted of 8,008 first-time, regular education ninth graders who were enrolled for the full school year. The cohort was 35 percent African American, 58 percent Hispanic, and 16 percent Limited English Proficient.

Analyses were conducted in June, 2008, to construct a baseline measure districtwide. Only non-special education grade nine students who were enrolled in the same school for both fall and spring semesters were included. Results were calculated only for schools receiving an accountability rating; alternative schools were excluded from the analyses.

In 2011-12, On-Track documentation was improved, as new state testing requirements necessitated identification of all first-time ninth grade students, and this information was made available through the Chancery student data system.

Results

Figure 1 shows freshman On-Track percentages for all district high schools, for all schools other than magnets (i.e., comprehensive and Early College high schools), and for magnets only, for the 2008-09 through 2017-18 school years. The overall On-Track rate for 2018 (79.7%) was higher than in any previous year for which the rate was calculated. The On-Track rate for magnet schools was similar to the 2017 rate, while non-magnet schools improved over the prior-year rate.

Figure 1: On-Track Percentages of First-Time Ninth-Grade Students, 2009- 2018

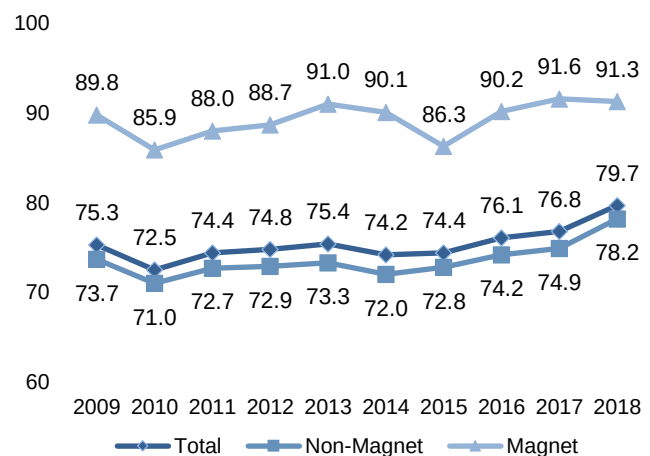


Figure 2 shows On-Track percentages by student ethnicity for the 2008-09 through 2017-18 school years. In 2018, the districtwide On-Track rate of African American students was 76.1 percent; Hispanic students, 79.6 percent; and White students, 91.8 percent.

Historically, the On-Track rate of White students fell in 2010, but increased gradually in subsequent years. African American and Hispanic students’ rates remained relatively stable from 2011 through 2015. However, the On-Track rate of Hispanic students increased in 2016 and 2017, while that of African American students decreased over the same two-year period. In 2018, On-Track rates of both African American and Hispanic freshmen were higher than in

previous years, providing the improvement needed for the overall district increase.

Figure 2: On-Track Percentages of First Time Ninth-Grade Students by Ethnicity, 2009-2018

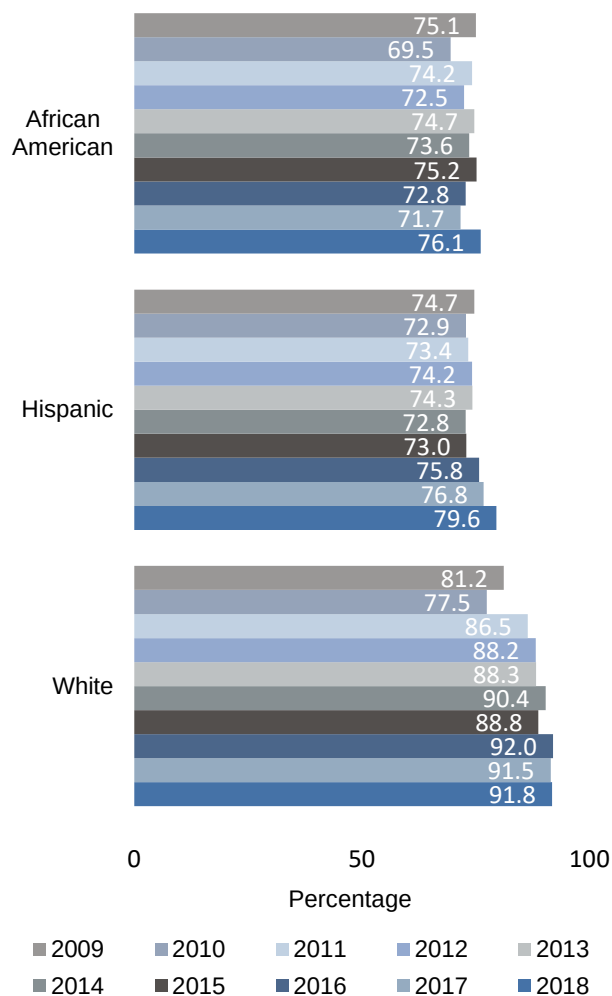


Table 1 shows On-Track percentages by school and school group for the 2015-16 through 2017-18 school years, and the percentage point change over the three-year period.

As a group, non-magnet (comprehensive and Early College) high schools had an On-Track rate in 2018 of 78.2 percent, an increase over the two preceding years. Ten comprehensive high schools had rates exceeding 80 percent. Only one school, Roosevelt, fell below 60 percent On-Track, and one other, North Dallas, fell below 70 percent. All Early College High Schools (ECHS) had On-Track rates of 95 percent or more.

Over the period from 2016 through 2018, four comprehensive high schools had On-Track increases of 10 percentage points or more; these were Hillcrest, Jefferson, Pinkston, and South Oak Cliff. The only school with a decrease greater than five points was Spruce. Of the two schools with the lowest On-Track

rates, Roosevelt has persistently had On-Track rates below 70 percent, while North Dallas increased from 57.1 percent in 2016 to 74.4 percent in 2017, but fell to 62.8 percent in 2018.

Magnet high school On-Track rates increased very slightly, from 90.2 percent in 2016 to 91.3 percent in 2018. The largest increase in On-Track rate was seen at New Tech High School (13 percentage points), followed by Obama Male Leadership Academy (11.3 points). The Townview Education and Social Services magnet had a decrease of 8.4 points, and the Townview Talented and Gifted magnet fell by 5.3 points.

Table 1: Freshman On-Track Rates by School, 2016-2018

School	Percent On-Track			
	2016	2017	2018	Change
Comprehensive High Schools				
B. Adams	76.5	82.2	81.9	5.4
Adamson	74.9	73.2	81.5	6.6
Carter	73.6	67.8	70.4	-3.2
CityLab	-	-	89.7	NA
Conrad	72.4	81.2	78.4	6.0
Hillcrest	67.0	72.3	78.7	11.7
IDEA	83.8	81.6	93.1	9.3
Jefferson	70.6	74.6	82.5	11.9
Kimball	75.2	78.0	79.6	4.4
Lincoln	72.3	72.2	75.8	3.5
Madison	82.5	81.8	83.3	0.8
Molina	77.2	73.3	84.9	7.7
North Dallas	57.1	74.4	62.8	5.7
Pinkston	67.9	80.8	87.5	19.6
Roosevelt	60.0	64.9	59.1	-0.9
Samuell	81.4	76.7	81.2	-0.2
Seagoville	69.4	78.8	79.3	9.9
Skyline	73.3	74.0	72.4	-0.9
S. Oak Cliff	63.7	60.0	75.5	11.8
Spruce	76.9	67.1	70.3	-6.6
Sunset	72.8	74.7	74.0	1.2
White	77.7	73.7	76.1	-1.6
Wilmer-Hutchins	69.3	56.9	76.2	6.9
Wilson	79.7	76.6	84.3	4.6
Early College High Schools (ECHS)				
Garza Early College	95.5	99.1	97.2	1.7
Gilliam Collegiate Academy	95.6	95.3	97.9	2.3
Lassiter Early College	100.0	98.3	94.7	-5.3
Comprehensive/ECHS Total	74.2	74.9	78.2	4.0
Magnet High Schools				
New Tech HS	80.2	84.3	93.2	13.0
Obama HS	79.2	80.4	90.5	11.3
Rangel HS	98.7	98.5	100.0	1.3
Townview Business	85.2	87.2	86.4	1.2
Townview ESSM	93.0	83.8	84.6	-8.4
Townview Health	97.2	95.2	93.3	-3.9
Townview Law	88.2	88.3	86.5	-1.7
Townview SEM	99.1	100.0	97.3	-1.8
Townview TAG	98.5	98.4	93.2	-5.3
Washington Arts	86.1	93.2	91.1	5.0
Magnet Total	90.2	91.6	91.3	1.1

Note: Schools with 2017-18 On-Track rates below 70 percent are highlighted in gray.

Recommendations

- **Progress of recent freshman cohorts should be analyzed to revalidate the On-Track Indicator.** New analyses would help to determine whether recently introduced criteria for diploma endorsements and changes in End-Of-Course testing requirements have affected the On-Track measure. As well, investigations should examine underlying reasons for large annual fluctuations at individual high school campuses. These investigations should include failure rates for specific courses and individual teachers, as well as failure rates of students from different middle schools.

An electronic version of this report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2017-18 Evaluation of Title I: Comparative Measures of Student Achievement

Myoungsook Kim, Ph.D.

EA18-163-4

At-a-Glance

The purpose of the Title I, Part A program is to improve educational quality and to help ensure that all students, particularly those students at risk of not meeting challenging state academic assessment standards, meet the state's student performance standards. For the 2017-18 school year, the district received \$84,232,122 in Title I Part A funds. There was an increase of \$8,045,006 from the 2016-17 school year. The purpose of this evaluation report was to assess demographic and outcome trends. Student performance was assessed based on the state's student performance standards on the *State of Texas Assessments of Academic Readiness (STAAR)* for grades three through eight and *STAAR End-of-Course (EOC)* for grades eight (Algebra I only) through twelve. For grades kindergarten (K) through two, student performance was assessed based on *Istation's Indicators of Progress (ISIP)*, *TerraNova*, and *SUPERA*. Attendance and graduation rates were also reported.

Demographic Characteristics of Title I Teachers and Students

In 2017-18, there were 10,259 full-time teachers in the district. There were more female teachers (71%) than male teachers (29%). Thirty-six percent (36%) of the teachers were African American, 30 percent were white, and 30 percent were Hispanic. From 2014-15 to 2017-18, the proportion of Hispanic teachers increased by about one or two percentage point(s) every year, while the proportion of white teachers decreased by one percentage point every year. In 2017-18, 12 percent of the teachers were new to the district, and 10 percent of the teachers had Alternative Certifications (AC). The median number of years for teaching experience in the Dallas Independent School District (ISD) was four years during the last three years from 2015-16 to 2017-18. The majority of teachers had Bachelor degrees (62 to 66%), and another 25 to 32 percent of teachers had Master degrees.

In 2017-18, Title I programs in the Dallas ISD served a total of 156,804 students in early childhood (EC) through grade twelve, which was a decrease of 1,049 students from 2016-17 ($n=157,853$). A noticeable change was enrollment in PK, which showed an increase by 1,002 students from 2016-17 (from $n=11,151$ to $n=12,153$). This reflects the district's endeavors to expand Early Learning enrollment and facilities. From 2013-14 to 2017-18, the percentages of

males (51%) and females (49%) were similar and stable over the years. By ethnicity, Hispanic (70%) and African American (23%) students made up the majority of the student population. Approximately 44 percent of Dallas ISD students were identified as English learners (ELs) in 2017-18. The proportion of ELs increased by one percentage point every year from 2013-14 (41%) to 2016-17 (44%) and then remained the same in 2017-18 (44%). Between 84 and 88 percent of the district students were identified as economically disadvantaged. Special education students made up about eight percent of the district students each year except for 2014-15 (7%).

Student Outcomes on ISIP

More students that tested in Spanish than English on *ISIP* performed at or above grade level in reading. For the English and Spanish administrations combined, the overall percentage of students at or above grade level ranged from 47 percent to 57 percent in 2017-18 (50% to 57% for PK, 51% to 55% for K, 47% to 56% for grade one, and 54% to 56% for grade two). When compared to 2015-16 and 2016-17, in general, the percentages of students at or above grade level were slightly lower in 2017-18 across *ISIP* administrations [beginning (BOY), middle (MOY), and end (EOY) of year] with one exception (EOY for PK).

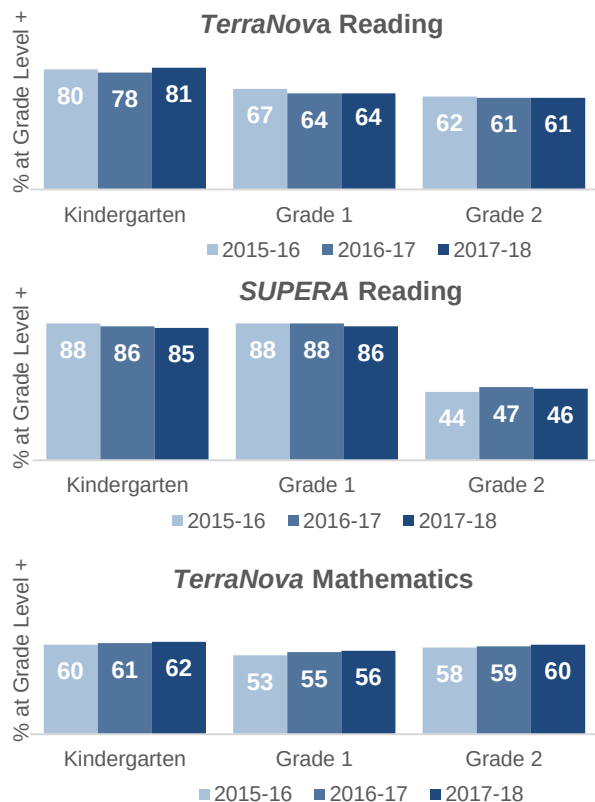
In 2017-18, results showed small positive changes from BOY to MOY to EOY for K, grade one, and grade two. The percentage of PK students at or above grade level slightly dropped from BOY to MOY and then increased from MOY to EOY.

Student Outcomes on TerraNova and SUPERA

On the 2017-18 *TerraNova* reading exam, 81 percent of the K students performed at or above grade level, as did 64 percent in grade one, and 61 percent in grade two. On the 2017-18 *SUPERA* reading exam, 85 percent of the K students performed at or above grade level, as did 86 percent in grade one, and 46 percent in grade two. Thus, a sizable percentage of students in grades one and two (36% to 39%) on *TerraNova* reading and grade two (54%) on *SUPERA* reading performed below grade level. For the last three years, less than half of second-grade students (44% to 47%) performed at or above grade level on *SUPERA* reading (see Figure 1).

On the 2017-18 *TerraNova* mathematics exam, 62 percent of the K students performed at or above grade level, as did 56 percent in grade one, and 60 percent in grade two. Thus, a notable proportion of students in grades K through two (38% to 44%) did not achieve grade level or above scores in mathematics. In comparison to 2015-16 and 2016-17, a slightly higher percentage of students performed at or above grade level in grades K through two in 2017-18.

Figure 1: Percentage of Students Performing At or Above Grade Level by Assessment and School Year



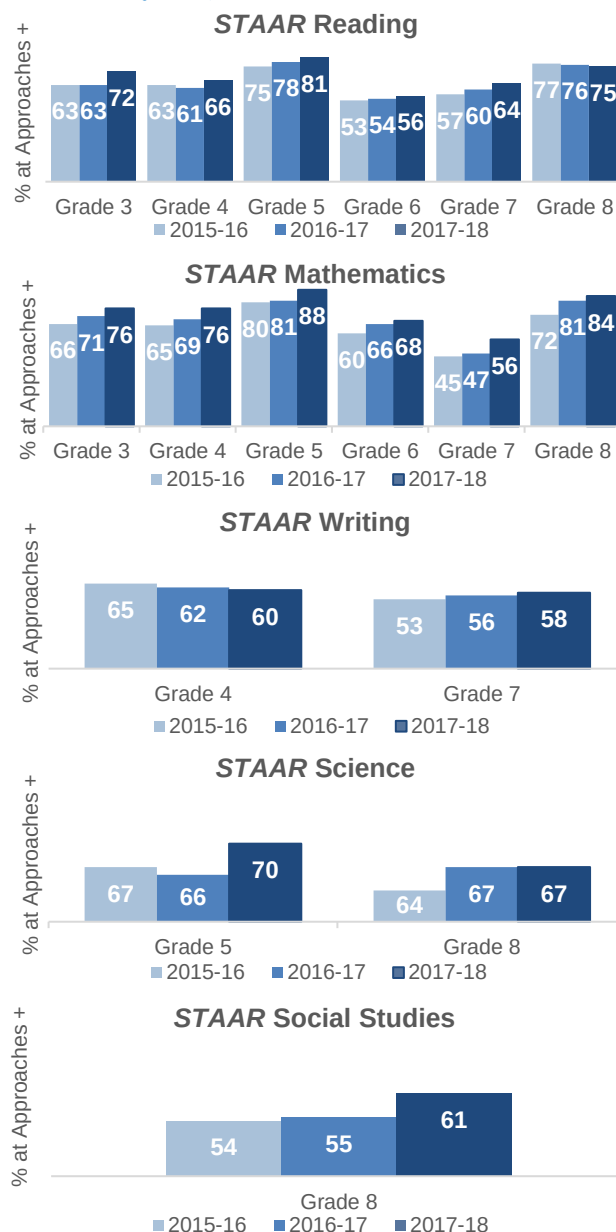
Source: PEIMS district database: 10/30/15, 10/31/16, and 10/30/17. *TerraNova*: 6/9/16, 7/19/17, and 6/11/18. *SUPERA*: 6/9/16, 8/10/17, and 6/11/18. For 2016-17 *SUPERA*, first- and second-grade data were missing for two schools.

Note: % at Grade Level + = percentage of students at or above grade level. For *TerraNova* and *SUPERA*, scores were considered at or above grade level if they were at or above the 40th percentile.

Student Outcomes on STAAR 3-8

In 2017-18, the overall percentage of students in grades three to eight at Approaches Grade Level or Above (Approaches +) ranged from 56 percent to 88 percent on STAAR 3-8 subtests (56% to 81% for reading, 56% to 88% for mathematics, 58% to 60% for writing, 67% to 70% for science, and 61% for social studies – see Figure 2). For all students combined, the percentages at Approaches + increased from 2016-17 to 2017-18 in 14 of 17 grade-level comparisons.

Figure 2: Percentage of Students Who Achieved Approaches Grade Level or Above (Approaches +) on STAAR 3-8 by Subject, Grade, and School Year

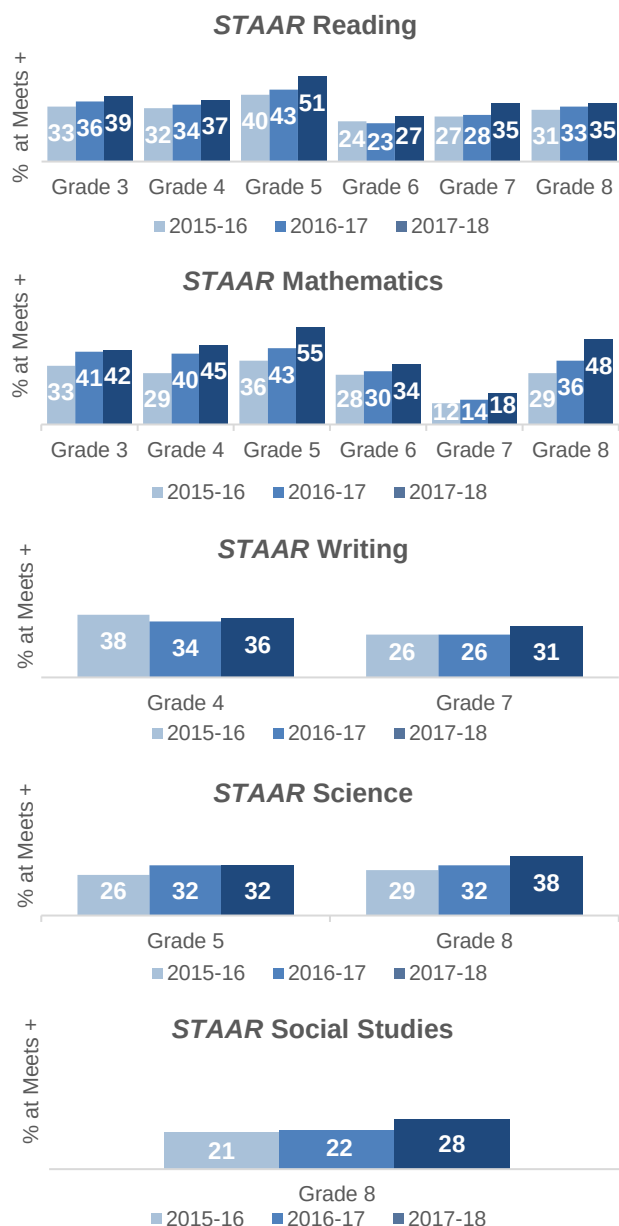


Source: PEIMS district database: 10/30/15, 10/31/16, and 10/30/17. *STAAR*: 7/11/16, 6/15/17, and 6/20/18.

Note: *STAAR*=State of Texas Assessments of Academic Readiness. Results included all administrations through May of each year and included *STAAR Alternate 2*. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues.

In 2017-18, the overall percentage of students at Meets Grade Level or Above (Meets +) ranged from 18 percent to 55 percent on STAAR 3-8 subtests (27% to 51% for reading, 18% to 55% for mathematics, 31% to 36% for writing, 32% to 38% for science, and 28% for social studies – see Figure 3). For all students combined, the percentages at Meets + increased from 2016-17 to 2017-18 in 16 of 17 grade-level comparisons.

Figure 3: Percentage of Students Who Achieved Meets Grade Level or Above (Meets +) on STAAR 3-8 by Subject, Grade, and School Year



Source: PEIMS district database: 10/30/15, 10/31/16, and 10/30/17. STAAR: 7/11/16, 6/15/17, and 6/20/18.

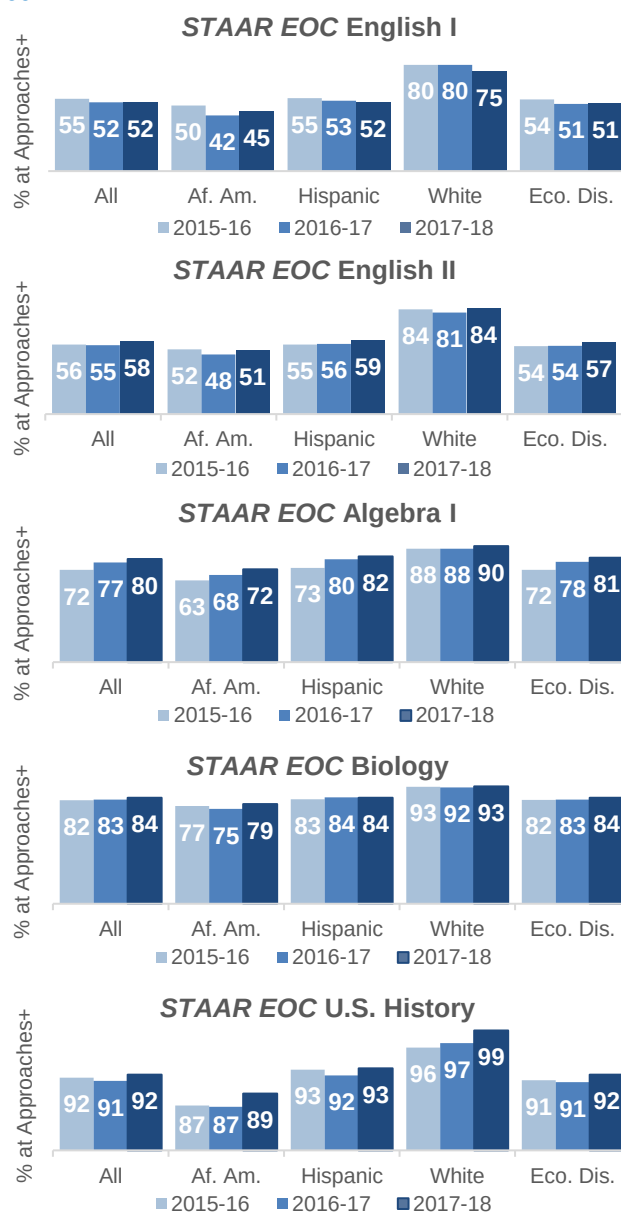
Note: STAAR=State of Texas Assessments of Academic Readiness. Results included all administrations through May of each year. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues.

Student Outcomes on STAAR EOC

In 2017-18, the overall percentage of students at Approaches + ranged from 52 percent (English I) to 92 percent (U.S. History) on STAAR EOC subtests. For all students combined, the percentages at Approaches + increased from 2016-17 to 2017-18 in four of five subject areas (all but English I). It was notable that the

percentages at Approaches + were much higher for Algebra I (80%), Biology (84%), and U.S. History (92%) than for English I (52%) and English II (58%). Results showed small positive changes from 2015-16 to 2016-17 for Algebra I and Biology (see Figure 4).

Figure 4: Percentage of Students Who Achieved Approaches Grade Level or Above (Approaches +) on STAAR EOC by Subject, Student Group, and School Year

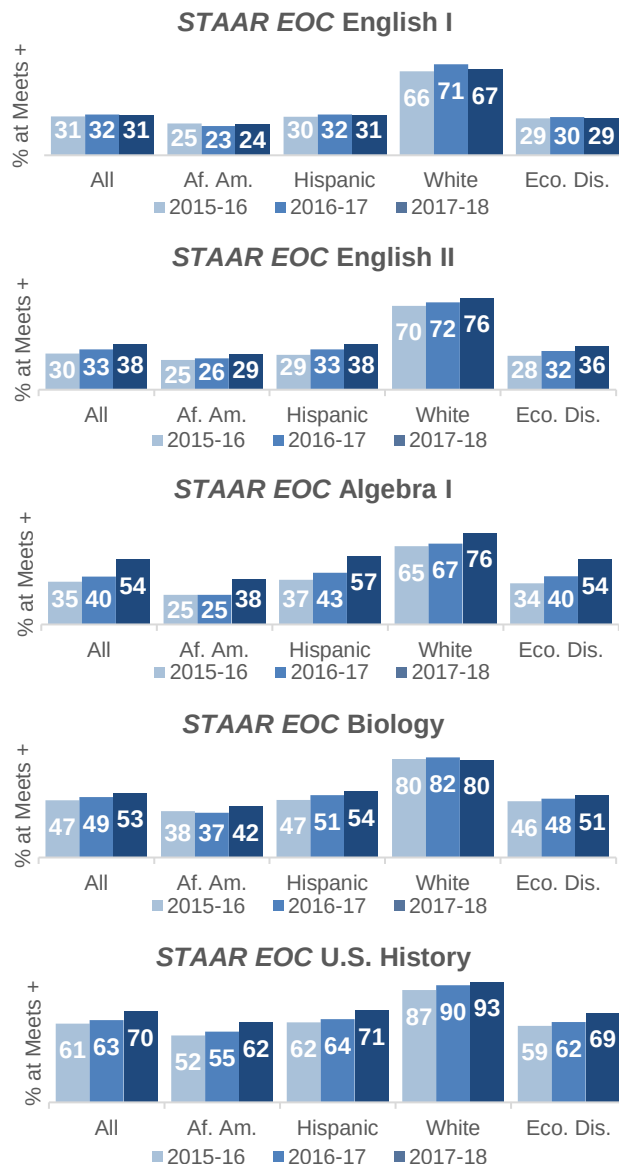


Source: PEIMS district database: 10/30/15, 10/31/16, and 10/30/17. STAAR EOC: 7/11/16, 6/15/17, and 6/20/18.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Af. Am.=African American. Eco. Dis.=Economically Disadvantaged. Results included December and May administrations for each year and STAAR Alternate 2. For English I, although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues. For Algebra I, some eighth-grade students took the assessment (18%-20%).

In 2017-18, the overall percentage of students at Meets + ranged from 31 percent (English I) to 70 percent (U.S. History) on STAAR EOC subtests. Like Approaches +, it was notable that the percentages at Meets + were much lower for English I (31%) and English II (38%) than for Algebra I (54%), Biology (53%), and U.S. History (70%). Results showed positive changes from 2015-16 to 2016-17 to 2017-18 for all subjects except for English I (see Figure 5).

Figure 5: Percentage of Students Who Achieved Meets Grade Level or Above (Meets +) on STAAR EOC by Subject, Student Group, and School Year



Source: PEIMS database: 10/30/15, 10/31/16, and 10/30/17. STAAR EOC: 7/11/16, 6/15/17, and 6/20/18.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Af. Am.=African American. Eco. Dis.=Economically Disadvantaged. Results included December and May administrations for each year. For English I, although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues. For Algebra I, some eighth-grade students took the assessment (18%-20%).

Attendance and Graduation Rates

For students in grades K through 12 between 2013-14 and 2017-18, the overall attendance rates, as well as the attendance rates for each student group, met or exceeded the state's 90 percent standard for course credit (or a final grade) with three exceptions (ninth-grade African American students in 2016-17 and ninth-grade special education students in 2016-17 and 2017-18). The overall attendance rates for each year (All Students) ranged between 95 percent and 96 percent. For EC students, the attendance rates were below 90 percent for African American students in 2013-14 and 2016-17 and for white students in 2015-16 and 2017-18.

The four-year longitudinal graduation rate for the 2016-17 school year (class of 2017) was 88 percent for all students combined. The overall graduation rates slightly increased every year from 2012-13 (85%) to 2016-17 (88%).

Additional Title I Reports

The Title I evaluation includes the achievement report as well as separate reports for centrally administered Title I programs. These reports are available at <https://www.dallasisd.org/Page/42559>.

An electronic version of this report as well as the full 2017-18 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2017-18 Evaluation of Dallas ISD Early Learning

Sarah Hinkley, Ph.D.

EA18-170-4

At-a-Glance

The goals of the Early Learning department were to improve kindergarten (K) readiness and to ensure that all students were reading on grade level by the end of grade two. The budget for the department in 2017-18 was \$10,824,300. The purpose of this report was to summarize the 2017-18 context, process, and outcomes of the Dallas Independent School District (Dallas ISD) Early Learning department initiatives.¹ Contextual information about the services provided to children from birth through grade two was gathered through review of internal documents and interviews with Early Learning department central staff members. Process information was examined through analyses of *Classroom Assessment Scoring System* (CLASS) data. The evaluation also included analyses of K readiness and student academic achievement data through grade three.

Context of the Early Learning Initiatives

The first goal of the Early Learning department was increasing K readiness through the provision of education services to children from birth to age five through the expansion of the prekindergarten (PK) program. The second was to ensure that all students were reading on grade level by the end of grade two. To reach these goals, Early Learning staff members endeavored to increase demand for and access to PK, extend the continuum of care through community resources to support children from birth, increase classroom quality, and support reading and language acquisition in K and beyond.

To increase access and demand, the district continued to add facilities and partner sites. An early childhood center opened at Arlington Park Elementary in January 2018 (to begin serving students during the 2018-19 school year) and the number of PK partnerships increased (from 21 in 2016-17 to 27 in 2017-18).² In addition, an application to add more sites for 2018-19 was released in January 2018. Early Learning staff members fostered community partnerships with Commit!³ and PK partnership sites. To expand the continuum of care, students from birth to five could also receive services through the Home Instruction for Parents of Preschool Youngsters (HIPPY)⁴ program and AVANCE.⁵

To improve classroom quality, the Early Learning department continued using PK specialists and continued adding K-2 specialists into some K through grade-two classrooms. Specialists provided individual support for teachers. The district employed 42 PK specialists and 46 K-2 specialists; of these, 13 were lead specialists⁶ who provided individualized tiered support to 16-22 teachers each. First, specialists participated in professional development (PD) programs including Children's Learning Institute (CLI) Engage training, CLASS observer training, Jim Knight's coaching training, MyTeachstone training, and content related training. Then, specialists provided teachers with training including Making the Most of Classroom Interactions training (K-2 only), and Just in Time training (PK only). Department staff also provided summer PD for PK-2 teachers through the district summer Personalized Professional Learning and Development (P2LD) program. Lastly, the Early Learning department provided training for teachers in third-party childcare settings and for teaching assistants.

Another attempt to increase quality was a focus on assessing student-teacher interactions. The CLASS,⁷ an observation instrument, was administered by Southern Methodist University (SMU) to measure the quality of teacher-student interactions with students.

Finally, to ensure that students were reading on grade level, there was an increased focus on reading and language acquisition. The district used PD and specialist coaching to ensure that teachers were equipped to teach reading. The district also began working on a K-12 literacy curriculum to further support students in reading.

Characteristics of Early Learning Students

In 2017-18, 47,122 students enrolled in early childhood (EC) education through grade two. Over half of the students were male (51%), Hispanic (68%), and/or economically disadvantaged (82%). English Language Learners made up 50 percent of students. Sixty-seven percent of students who attended Dallas ISD PK in 2016-17 returned to Dallas ISD for K in 2017-18, which means that about a third of 2016-17 PK students did not remain in the district in 2017-18. Fifty percent of

¹ Detailed methodologies are available in the full report.

² As of December 2017. Students in partnerships were taught by Dallas ISD teachers.

³ For more information, see <http://commit2dallas.org/>.

⁴ For more information, see Hinkley (2018).

⁵ For more information, see <https://avance-dallas.org/> or Hinkley (2018).

⁶ As of June 2018.

⁷ For more information, see <http://teachstone.com/classroom-assessment-scoring-system/>.

2017-18 grade-three students were continuously enrolled since 2013-14 (their K year).

Grade-Level Retention and Special Education Enrollment Rates

Students who attended Dallas ISD PK (*DISD PK*) were retained at lower rates than those who did not attend Dallas ISD PK (*No DISD PK*).⁸ Between the 2015-16 and 2017-18 school years, 1.8 to 4.5 percent of the *No DISD PK* group was retained compared to 0.7 to 2.2 percent of the *DISD PK* group. In addition, *DISD PK* students were enrolled in special education at lower rates (5.0% to 7.5%) than *No DISD PK* students (7.1% to 12.4%) with the exception of the K year (4.1% vs 3.6%).

Early Learning Teacher Retention Rates

A sizeable proportion of 2015-16 and 2016-17 Early Learning teachers were reassigned to non-Early Learning positions or left the district. Of the 2015-16 Early Learning teachers, 73 percent continued to teach in an Early Learning grade in 2016-17; however, almost half (47%) were no longer teaching an Early Learning grade after two years (in 2017-18). The Early Learning teacher retention rate was even lower for 2016-17 Early Learning teachers with 66 percent still teaching an Early Learning grade in 2017-18. This means the district has provided professional development and extended support to many Early Learning teachers who have been moved to non-Early Learning positions in the district or who have left Dallas ISD.

PK Through Grade-Two Classroom Quality

As in the last two years, results of *CLASS* indicated that district teachers were strongest in emotional support and weakest in instructional support. While more than 85 percent of teachers met the quality thresholds for emotional support and classroom organization, at most 56 percent of teachers met the quality threshold for instructional support. Fifty-four (fall) and 50 (spring) percent of teachers met or exceeded the quality threshold in all three domains. The district average was above the quality threshold for both semesters in the emotional support, classroom organization, and instructional support domains. All three domains and overall scores slightly decreased from fall to spring. However, none of these changes were statistically significant.

Compared to spring 2017, an increased percentage of teachers met or exceeded the quality threshold overall and for the instructional support domain in spring 2018.

⁸ To allow for accurate comparison between *DISD PK* and *No DISD PK* groups, only those K students who met the PK eligibility requirements were included in this sample.

However, the percentage of teachers who met or exceeded quality thresholds in spring 2017 was slightly higher than in spring 2018 for the emotional support and classroom organization domains.

Student Outcomes on *ISIP*

More students that tested in Spanish than in English on *Istation's Indicators of Progress (ISIP)* performed at or above grade level (the 40th percentile) in reading with the exception of grade-two EOY. For the English and Spanish administrations combined, the overall percentage of students at or above grade level in 2017-18 ranged from 47 percent to 57 percent (50% to 57% for PK, 51% to 55% for K, 47% to 56% for grade one, and 54% to 56% for grade two). Percentages were slightly lower in 2017-18 than in 2016-17.

In 2017-18, the percentage of students performing at or above grade level on *ISIP* increased slightly from the beginning to the middle to the end of the year (BOY, MOY, and EOY, respectively) in K, grade one, and grade two. The percentage of PK students at or above grade level dropped from BOY to MOY and then increased from MOY to EOY. When compared to 2016-17, the percentages of students at or above grade level were slightly lower in 2017-18 across *ISIP* administrations (BOY, MOY, and EOY) with one exception (EOY for PK; Table 1).

Table 1: 2017-18 Percentage of Students in Grades PK through Two Performing At or Above Grade Level on *ISIP* by Year

	BOY		MOY		EOY	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Grade	%	%	%	%	%	%
PK	57	51	54	50	55	57
K	55	51	55	53	57	55
Grade 1	52	47	54	50	58	56
Grade 2	56	54	56	55	57	56

Source: PEIMS district database: 10/31/16 and 10/30/17. *ISIP*: 10/18/16 (2016-17 BOY), 02/16/17 (2016-17 MOY), 05/30/17 (2016-17 EOY), 11/01/17 (2017-18 BOY), 02/05/18 (2017-18 MOY), and 06/03/18 (2017-18 EOY).

Note: PK=Prekindergarten. Grade Level=40th percentile. *ISIP*=*Istation's Indicators of Progress*. K=Kindergarten. BOY=beginning of year. MOY=middle of year. EOY=end of year. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Differences in Achievement by PK Enrollment Status

Comparisons between *DISD PK* and *No DISD PK* groups on *ISIP*, *TerraNova*, and *SUPERA* showed that students who attended district PK were more likely to be performing at or above grade level (the 40th percentile) in reading and mathematics than those who did not attend district PK. On *State of Texas Assessments of Academic Readiness (STAAR)* reading and mathematics, students who attended district PK were more likely to attain Approaches Grade Level or Above (Approaches+) or Meets Grade Level or Above (Meets+) than those who did not attend district PK (Table 2).

Table 2: 2017-18 Percentage of Students At or Above Grade Level, Approaches+, or Meets+ on Assessments by Cohort and PK Enrollment Status

Assessment (n)	DISD PK %	No DISD PK %
K data for 2017-18 K Cohort		
<i>ISIP</i> (n=8,125)	57	44
<i>TerraNova Math</i> (n=8,661)	62	51
<i>TerraNova Reading</i> (n=3,823)	81	73
<i>SUPERA</i> (n=4,872)	87	78
Grade One Data for 2016-17 K Cohort		
<i>ISIP</i> (n=7,613)	59	48
<i>TerraNova Math</i> (n=7,793)	58	48
<i>TerraNova Reading</i> (n=3,201)	63	58
<i>SUPERA</i> (n=4,592)	88	82
Grade Two Data for 2015-16 K Cohort		
<i>ISIP</i> (n=7,022)	57	54
<i>TerraNova Math</i> (n=7,350)	63	56
<i>TerraNova Reading</i> (n=3,049)	60	56
<i>SUPERA</i> (n=4,316)	48	45
Grade Three Data for 2014-15 K Cohort		
<i>STAAR Math App.+</i> (n=7,628)	80	73
<i>STAAR Math Meets+</i> (n=7,482)	47	38
<i>STAAR Reading App.+</i> (n=7,635)	76	70
<i>STAAR Reading Meets+</i> (n=7,489)	43	35

Source: PEIMS district database: 10/30/17; EOY *ISIP*: 06/03/18; *TerraNova*: 6/11/18; *SUPERA*: 6/11/18; *STAAR*: 6/20/17.

Note: PK=Prekindergarten. K=Kindergarten. *Istation's Indicators of Progress (ISIP)* includes the English and Spanish combined End-of-Year data. PK=Prekindergarten. K=Kindergarten. *STAAR*=State of Texas Assessments of Academic Readiness. For *ISIP*, *TerraNova*, and *SUPERA*, scores were considered at or above grade level if they were at or above the 40th percentile. For *STAAR*, scores were included if the scores were the first administration and Approaches Grade Level or Above (App.+) or Meets Grade Level or Above (Meets+). Approaches+ results included Alternate 2. Alternate 2 tests scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

Kindergarten Readiness

Of the 10,091 K students who took BOY *ISIP* in 2017-18, 51 percent were K ready (scored at or above the 40th percentile), which was a decrease from 2016-17 (55%). A higher percentage of *DISD PK* students (55%) were K ready than *No DISD PK* students (31%). Even so, most students who were not K ready in fall 2017 attended Dallas ISD PK (67%).

Student Outcomes on TerraNova, SUPERA, and STAAR⁹

On the 2017-18 *TerraNova* mathematics exam, 62 percent of the K students performed at or above grade level, as did 56 percent in grade one, and 60 percent in grade two. In comparison to 2016-17, a slightly higher percentage of students performed at or above grade level in grades K through two in 2017-18.

On 2017-18 *STAAR* mathematics, 76 percent of grade-three students scored Approaches Grade Level or Above (Approaches+) and 42 percent scored Meets Grade Level or Above (Meets+). In comparison to 2016-17, a higher percentage of grade-three students performed at Approaches+ and Meets+ in 2017-18.

On the 2017-18 *TerraNova* reading exam, 81 percent of the K students performed at or above grade level, as did 64 percent in grade one, and 61 percent in grade two. On 2017-18 *SUPERA*, 85 percent of the K students performed at or above grade level, as did 86 percent in grade one, and 46 percent in grade two. In 2016-17 and 2017-18, less than half of grade-two students performed at or above grade level on *SUPERA*. In comparison to 2016-17, a lower percentage of students performed at or above grade level on reading across grades in 2017-18 with the exception of K and grade two *TerraNova* reading.

On 2017-18 *STAAR* reading, 72 percent of grade-three students scored Approaches+ and 39 percent scored Meets+. In comparison to 2016-17, a higher percentage of grade-three students performed at Approaches+ and Meets+ in 2017-18.

Student Outcomes by Cohort and Comparison Campuses

In 2017-18, comparison campus scores were significantly higher than cohort campus scores,¹⁰ both statistically and practically¹¹ for all assessments, overall and across grades, with exceptions.

⁹ The *TerraNova*, *SUPERA*, and *STAAR* files were dated 6/11/18, 6/11/18, and 6/20/18, respectively. *STAAR* results included the first administration; Approaches+ included Alternate 2. Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

¹⁰ A list of cohort and comparison campuses is available in Appendix M of the full report.

¹¹ Cohen's *d* is a measure of effect size and is indicative of practical significance. A small effect size is .20, medium is .50, and large is .80 (Cohen, 1988).

Recommendations

- **Continue efforts to retain Dallas ISD PK students in the district.** About a third of 2016-17 PK students did not remain in the district in 2017-18 for K. The district should continue having monthly interactions with PK families, walk-throughs of future classrooms, and other events to encourage families to remain in Dallas ISD.
- **Improve the retention of Early Learning teachers in Early Learning grades.** Many Early Learning teachers did not remain in Early Learning grades. Early Learning invests a great deal of training and specialist support in Early Learning teachers. The district should protect its investment by keeping trained Early Learning teachers in grades PK through two.
- **Continue to implement the Early Learning initiatives with a focus on language and literacy development.** The Early Learning department should continue its work increasing K readiness and ensuring students are reading on grade level by the end of grade two by following the district plan created in conjunction with Boston Consulting Group. In particular, the district should continue increasing K readiness by increasing access to and the quality of PK. A higher percentage of students who attended Dallas ISD PK were K ready than those who did not attend (55% versus 31%). Students who attended Dallas ISD PK also scored at or above grade level at a higher percentage on various reading and mathematics assessments over time than those who did not attend. Even so, a sizable percentage of students performed below grade level on various reading assessments [e.g., grade-two *TerraNova* (39%) and *SUPERA* (54%)]. To ensure students are reading on grade level by the end of grade two, it will be important to keep emphasizing early language and literacy development through the alignment of birth to five and K through grade-two efforts.
- **Continue to train teachers to provide more effective instructional support for students.** Overall, the district performed well on *CLASS*; however, more than 44 percent of teachers did not meet the quality threshold for instructional support. Thus, the department should continue efforts to improve these scores. This training could be accomplished using group PD sessions or individual coaching with specialists focusing on supporting students' cognitive and language development.

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An electronic version of this report as well as the full 2017-18 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2017-18 Evaluation of the Student Success Initiative and Accelerated Instruction

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EA18-173-4

At-a-Glance

The Student Success Initiative (SSI) was created by the 76th Texas Legislature in 1999 to ensure that all students in grades five and eight receive the instruction and support they need to be academically successful in reading and mathematics. According to the initiative, accelerated instruction (AI) must be provided at no cost after each *State of Texas Assessments of Academic Readiness (STAAR)* administration for “at-risk” students and for those who failed to meet the passing standard, Approaches Grade Level or Above (Approaches+). This policy includes the third administration, even if the student advances to the next grade through a unanimous Grade Placement Committee (GPC) decision.

AI requirements were expanded to include high school students during the 83rd Texas Legislative session with the passage of House Bill 5 (TEC §28.0217). This bill requires school districts to provide AI in the applicable subject area each time a student fails to meet Approaches Grade Level or Above (Approaches+) on a *STAAR End of Course (EOC)* exam. EOC exam subjects include Algebra I, Biology, English I, English II, and U.S. History.

House Bill 5 requires that State Compensatory Education (SCE) funds be used to provide AI for students who failed *STAAR 3-8/STAAR EOC* before the funds can be used for other purposes. In addition, House Bill 5 amended TEC §29.081 to require each school district to evaluate the effectiveness of the district’s AI programs for high school students and to hold an annual public hearing to consider the results of the evaluation.

Purpose and Methods of the Evaluation

The purpose of the 2017-18 SSI and AI evaluation was 1) to evaluate the effectiveness of the AI provided to students who failed grade-five or grade-eight *STAAR* mathematics or reading subtests and high school students who failed *STAAR EOC* exams and 2) to describe the GPC promotion rates of SSI students. The evaluation was based on a review of legislation pertaining to SSI and AI, district funding documents, course files, campus-based information forms,

attendance information provided by the Extended Learning Opportunities department, *STAAR 3-8* data, *STAAR EOC* data, and promotion data.

AI information was collected for the following administrations: June 2017 (all levels), December 2017 (high school), and April 2018 (grades five and eight) using course files and information forms. Course files were used to gather information about AI that students were provided through Applications and Study Skills Courses (ASSCs).¹ Information forms, sent to principals of students who failed one or more grade-five, grade-eight, or high school subtests, were used to collect information about AI provided outside of ASSCs. Forms were sent to campus principals and office managers by email after testing data were released. Campus staff had two to four weeks to complete each form. The evaluator sent weekly reminders to principals of campuses that had not yet completed the forms. Campus staff members indicated the hours of AI provided outside of ASSCs during a typical week, when AI was provided, and the campus role of the most common AI provider. Staff members completed multiple entries for students who failed more than one subtest.

Frequency analyses were conducted on ASSC enrollment data, campus information form data, and summer attendance data. A series of paired samples *t* tests and Cohen’s *d* analyses were used to examine differences in scale scores between the April and May and May and June administrations of the grade-five and grade-eight *STAAR* reading and mathematics subtests. These analyses also were conducted for the December to May and May to June *STAAR EOC* subtests.² Additionally, frequency analyses of promotion data were conducted to examine the promotion rates of grade-five and grade-eight SSI students who had not met Approaches+ on one or more *STAAR* subtests following the third administration.

What was the source and amount of SSI and accelerated instruction funding?

A total of \$1,710,309.01 in SCE funding was used to pay SSI staff to provide AI during the 2017-18 school year (Table 1). An additional \$98,651.00 was spent on curricular resources (\$31,210.00 on grade-five math,

¹ ASSCs are for local credit only and designed for students who Did Not Meet Approaches+ on *STAAR* subtests or are “at risk” of failing.

² Although all scores are included, some students’ test scores in grade five and eight (April and May administrations) and English I (May administration) may have been adversely affected by online testing issues.

\$28,058.00 on grade-eight math, \$24,000.00 on Algebra I, and \$15,383.00 on Biology).³ During the summer, \$3,431,625.10 was spent on SSI summer school and EOC Test Prep. This total included \$2,497,253.13 for SSI for grades five and eight and STAAR retesting and \$934,371.97 for EOC Test Prep and STAAR EOC retesting.

Table 1: 2017-18 State Compensatory Education Funding Allocated for Accelerated Instruction

Level	Extra-Duty Pay
Elementary	\$863,225.67
Middle	\$317,973.06
High	\$529,110.28
Total	\$1,710,309.01

Source: District budget department, pulled 08/20/18.

Note: Extra duty pay reflects only SCE funding and includes in-school and out-of-school tutoring.

What were the STAAR Approaches+ rates?

In 2018, the first STAAR administration for grades five and eight occurred in April. Additional administrations for students who did not pass occurred in May 2018 and June 2018. Table 2 displays the Approaches+ rates for students by exam and administration.

Table 2: 2017-18 STAAR Reading and Mathematics Results by Version, Grade, and Administration

Exam	April Tested <i>n</i> (% App+)	May Tested <i>n</i> (% App+)	June Tested <i>n</i> (% App+)
English			
5 th Read	8,131 (70.8)	2,249 (19.5)	1,339 (20.8)
5 th Math	12,029 (81.0)	2,180 (34.3)	1,056 (18.2)
8 th Read	9,870 (64.8)	3,376 (27.4)	1,730 (19.1)
8 th Math	7,630 (69.8)	2,195 (33.2)	979 (23.9)
Spanish			
5 th Read	4,064 (83.5)	677 (33.1)	373 (37.3)
5 th Math	180 (53.9)	93 (25.8)	61 (9.8)

Source: STAAR files pulled on 05/04/18 (April), 06/04/18 (May), and 07/17/18 (June).

Note: STAAR=State of Texas Assessments of Academic Readiness. App+=Approaches Grade Level or Above. Math=Mathematics and Read=Reading. Only students who tested on grade level were included in this table and analyses. Although all scores are included, some students' April and May test scores may have been adversely affected by online testing issues.

For high school students, STAAR EOCs were administered in December 2017, May 2018, and June 2018. The May 2018 administration included the most first-time test takers. Students were required to take STAAR EOCs at each administration until they attained the Approaches+ standard or graduated. Table 3

displays the Approaches+ rates for students by exam and administration.

Table 3: 2017-18 STAAR EOC Results by Exam and Administration

Exam	December Tested <i>n</i> (% App+)	May Tested <i>n</i> (% App+)	June Tested <i>n</i> (% App+)
Algebra I	1,797 (19.6)	11,270 (82.0)	753 (40.0)
Biology	1,197 (30.7)	10,754 (84.5)	593 (33.9)
English I	4,819 (20.6)	13,574 (49.9)	2,506 (25.3)
English II	4,036 (21.0)	12,910 (56.7)	1,643 (18.7)
U.S. Hist.	450 (40.2)	9,578 (92.7)	243 (38.7)

Source: STAAR EOC files pulled on 01/16/18 (December), 06/14/18 (May), and 07/27/18 (June).

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. App+=Approaches Grade Level or Above. U.S. Hist.=United States History. Although all scores are included, some students' May English I test scores may have been adversely affected by online testing issues.

What services were provided to SSI students who failed grade-five or grade-eight STAAR?

In grade five, AI was provided through individual or small-group instruction. In grade eight, AI was provided through individual instruction, small-group instruction, or ASSCs.

Grade-Five and Grade-Eight 2016-17 STAAR Failures

A total of 4,628 students did not pass a 2016-17 STAAR subtest and remained in the district for 2017-18. Of these, 2,876 students failed grade-five ($n=1,582$) or grade-eight ($n=1,294$) STAAR mathematics. Additionally, 3,721 students in grade five ($n=1,938$) or grade eight ($n=1,783$) failed STAAR reading. These totals include 1,969 students who failed either STAAR mathematics or reading.⁴ Even though most students with failing STAAR scores were promoted to the next grade in 2017-18, AI was required to be provided at the campuses at which the students were currently enrolled.

In fall 2017, students who did not pass at least one STAAR subtest in 2016-17 were enrolled in ASSCs at 37 Dallas ISD middle schools. Students attended these classes for approximately 3.75 hours per week.⁵ Only the results of ASSC enrollment relevant to STAAR reading or mathematics are reported here. Results are reported by subtest because several courses qualify as providing AI for each subtest (Table 4). Across courses, students who did not pass STAAR reading and/or mathematics in 2016-17 comprised about 10 percent of

³ The other subjects did not spend any money on resources in 2017-18.

⁴ Data were pulled from the STAAR file (07/10/17) and the Chancery file (10/16/17).

⁵ Calculations were based on bell schedules posted on school websites (Hinkley, 2017 & Hinkley & Sanguras, 2016).

the students enrolled in these middle school ASSCs in fall 2017.

Table 4: Fall 2017 Middle School Student Enrollment in ASSCs by Grade and Exam

Grade and Exam	Enrolled <i>n</i>	Did Not Meet App+/Enrolled <i>n</i>
Grade 5 Mathematics	4,107	747
Grade 5 Reading	10,024	1,620
Grade 8 Mathematics	3,997	34
Grade 8 Reading	6,381	51

Source: Secondary semester one course file, pulled 11/14/17.

Note: ASSCs=Applications and Study Skills courses. Some students were enrolled in more than one course. Only courses relevant to STAAR reading and mathematics subtests are reported in this table. Did Not Meet App+=Did Not Meet Approaches Grade Level or Above.

To determine what AI students were provided outside of ASSCs between the beginning of the 2017-18 school year and the next STAAR administration, campus principals were sent information forms. Because some students failed multiple subtests, there were 6,597 failure occurrences (grade five=3,520; grade eight=3,077).⁶ Some principals reported occurrences in which only ASSCs were used to provide AI (3% of failure occurrences). However, 38 percent of these students were actually enrolled in ASSCs relevant to the subtests they failed.

For those failure occurrences in which AI was provided outside of ASSCs after 2016-17, campus staff members most often reported providing 1-1.99 hours of AI per week (28% of occurrences). This was followed by 2-2.99 hours (18%), and 3-3.99 hours (14%). AI most often was provided during school (50% of occurrences) or after school (28%). A teacher with content expertise most often provided AI (83% of occurrences). Campus staff members marked "unknown" for two percent of occurrences, and they indicated that the students were no longer enrolled at their schools for three percent of failure occurrences. Campus staff members reported that no AI was provided for six percent of failure occurrences.

There were 492 failure occurrences (grade-five mathematics=15, grade-five reading=32, grade-eight mathematics=180, and grade-eight reading=265) in which the student was not enrolled in an ASSC or provided AI outside of an ASSC. These comprised seven percent of grade-five and grade-eight 2016-17 reading or mathematics failure occurrences.

⁶ No information was available from campus staff for 24 failure occurrences where the student was enrolled in an alternative program or for students at the four campuses with students who did not pass in 2016-17 because staff did not complete information forms (*n*=307 occurrences).

⁷ Data were pulled from the STAAR file (05/04/18) and the Chancery file (04/30/18).

Grade-Five and Grade-Eight April 2018 STAAR Failures

A total of 4,646 students who failed grade-five (*n*=2,353) or grade-eight (*n*=2,293) STAAR mathematics, and 6,491 grade-five (*n*=3,031) or grade-eight (*n*=3,460) students who failed STAAR reading in April remained in the district in May 2018. These totals include 3,291 students who failed either STAAR mathematics or reading.⁷

In spring 2018, students who failed at least one STAAR subtest were enrolled in ASSCs at 33 Dallas ISD middle schools. Students attended these classes for approximately 3.75 hours per week.⁸ Only the results of ASSC enrollment relevant to STAAR reading or mathematics are reported here. Results are reported by subtest because several courses qualify as providing AI for each subtest (Table 5). Across courses, students who failed STAAR reading and/or mathematics in April 2018 comprised about 33 percent of the students enrolled in these middle school ASSCs in spring 2018.

Table 5: Spring 2018 Middle School Student Enrollment in ASSCs by Grade and Exam

Grade and Exam	Enrolled <i>n</i>	Did Not Meet App+/Enrolled <i>n</i>
Grade 8 Mathematics	4,078	1,021
Grade 8 Reading	6,342	2,394

Source: Secondary semester two course file, pulled 05/01/18.

Note: ASSCs=Applications and Study Skills Courses. Some students were enrolled in more than one course. Only courses relevant to STAAR reading and mathematics subtests are reported in this table. Did Not Meet App+=Did Not Meet Approaches Grade Level or Above.

To determine what AI students were provided outside of ASSCs between the April and May 2018 STAAR administrations, campus principals were sent information forms. Because some students failed multiple subtests, there were 11,137 failure occurrences (grade five=5,384; grade eight=5,753).⁹ Some principals reported occurrences in which only ASSCs were used to provide AI (3% of failure occurrences). Seventy-one percent of these students were actually enrolled in ASSCs relevant to the subtests they failed.

For those failure occurrences in which AI was provided outside of ASSCs after testing in April 2018, campus staff members most often reported providing 5-5.99 hours of AI per week (15% of occurrences). This was followed by 4-4.99 hours (13%), 2-2.99 hours (11%), and 11 or more hours (10%). AI most often was

⁸ Calculations were based on bell schedules posted on school websites (Hinkley, 2017 & Hinkley & Sanguras, 2016).

⁹ No information was available for 59 failure occurrences where the student was enrolled in an alternative program or for students at the two campuses with students who failed in April 2018 because staff did not complete information forms (*n*=246 occurrences).

provided during school (88% of occurrences). A teacher with content expertise most often provided AI (89% of occurrences). Campus staff members marked “unknown” or indicated that the students were no longer enrolled at their schools for very few students (0.2% combined). Campus staff members reported that no AI was provided for 0.2 percent of failure occurrences.

There were 18 failure occurrences (grade-five mathematics=5, grade-five reading=4, grade-eight mathematics=5, and grade-eight reading=4) in which the student was not enrolled in an ASSC or provided AI outside of an ASSC. These comprised 0.2 percent of grade-five and grade-eight April 2018 reading or mathematics failure occurrences.

Grade-Five and Grade-Eight May 2018 STAAR Failures

A total of 2,944 students failed grade-five ($n=1,491$) or grade-eight ($n=1,453$) STAAR mathematics and 4,695 grade-five ($n=2,254$) or grade-eight ($n=2,441$) students failed STAAR reading in May 2018 and remained enrolled in June 2018. These totals include 1,978 students who failed both STAAR mathematics and reading.¹⁰ Sixty-one percent ($n=910$) of students who failed grade-five STAAR mathematics and 70 percent ($n=1,014$) of students who failed grade-eight STAAR mathematics in May attended SSI summer school in June 2018. Sixty-six percent ($n=1,498$) of students who failed grade-five STAAR reading and 71 percent ($n=1,733$) of students who failed grade-eight STAAR reading in May attended SSI summer school in June 2018.¹¹ SSI summer school was conducted for nine days (Monday through Thursday, June 11, through June 25, 2018) for four hours per day.¹²

What services were provided to students who failed STAAR EOC?

High school AI was provided through individual instruction, small-group instruction, or ASSCs.

June 2017 STAAR EOC Failures

A total of 9,193 students enrolled in 2017-18 did not achieve Approaches+ (had yet to pass) at least one STAAR EOC as of the June 2017 administration; some students had yet to pass more than one exam.¹³

ASSCs were offered at 24 Dallas ISD high schools with students who failed STAAR EOCs. Students attended these classes for an average of 3.75 hours per week.¹⁴ Only the results of ASSC enrollment relevant to the STAAR EOCs are reported here. Results are reported by subtest because several courses qualify as providing AI for each subtest (Table 6). Across courses, students who failed STAAR EOCs in June 2017 comprised 16 percent of the students enrolled in these high school ASSCs in fall 2017.

Table 6: Fall 2017 High School Student Enrollment in ASSCs by Exam

Exam	Enrolled n	Did Not Meet App+/ Enrolled n
Algebra I	1,082	29
Biology	147	4
English I	3,120	667
English II	3,120	482
U.S. History	7	5

Source: Secondary semester one course file, pulled 11/14/17.

Note: ASSCs=Applications and Study Skills Courses. Some students were enrolled in more than one course. Only courses relevant to STAAR EOC failures are reported in this table. Did Not Meet App+=Did Not Meet Approaches Grade Level or Above.

To determine what AI students were provided outside of ASSCs between the beginning of the 2017-18 school year and the December 2017 administration, high school campus principals completed information forms. Because some students failed multiple exams, there were 15,639 failure occurrences.¹⁵ Two campuses reported occurrences in which only ASSCs were used to provide AI (3% of failure occurrences). However, 19 percent of these students were actually enrolled in ASSCs relevant to the subtests they failed.

For those failure occurrences in which AI was provided outside of ASSCs after testing in June 2017, campus staff members most often reported providing 1-1.99 hours of AI per week (42% of occurrences). This was followed by 3-3.99 hours (19%), and 2-2.99 hours (17%). AI most often was provided during school (46% of occurrences), or after school (34%). A teacher with content expertise most often provided the AI (86% of occurrences). Campus staff members reported that no AI was provided in four percent of failure occurrences. Campus staff members marked “unknown” for one percent of failure occurrences, and they indicated that the students were no longer enrolled at their schools for one percent of failure occurrences.

¹⁰ Data were pulled from the STAAR file (06/04/18) and the Chancery file (06/04/18).

¹¹ Data were pulled from files provided on 07/30/18 by the Extended Learning Opportunities department.

¹² <https://tinyurl.com/2018SummerWAIP>

¹³ Data were pulled from the STAAR file on 10/17/17 and included students from all administrations that had yet to pass an EOC exam. Students must continue to test until they pass or graduate. Chancery data was pulled 10/16/17.

¹⁴ Calculations were based on bell schedules posted on school websites (Hinkley, 2017 & Hinkley & Sanguras, 2016).

¹⁵ No information was available for 68 failure occurrences where the student was enrolled in an alternative program or for students at the two campuses with students who did not pass in 2016-17 because staff did not complete information forms ($n=664$ occurrences).

There were 983 failure occurrences where the student was not enrolled in an ASSC or provided AI outside of an ASSC. These comprised six percent of the STAAR EOC failure occurrences.

December 2017 STAAR EOC Failures

A total of 6,885 students enrolled in the district in February 2018 had yet to pass at least one STAAR EOC as of the December 2017 administration; some students had yet to pass more than one exam.¹⁶

ASSCs were offered at 23 Dallas ISD high schools with students who failed. Students attended these classes for an average of 3.75 hours per week.¹⁷ Only the results of ASSC enrollment relevant to STAAR EOCs are reported here. Results are reported by subtest because several courses qualify as providing AI for each subtest (Table 7). Across courses, students who failed STAAR EOCs in December 2017 comprised 12 percent of the students enrolled in these high school ASSCs in spring 2018.

Table 7: Spring 2018 High School Student Enrollment in ASSCs Exam

Exam	Enrolled <i>n</i>	Did Not Meet App+/Enrolled <i>n</i>
Algebra I	1,039	16
Biology	118	0
English I	2,543	419
English II	2,543	309
U.S. History	10	9

Source: Secondary semester two course file, pulled 03/05/18.

Note: ASSCs=Applications and Study Skills Courses. Some students were enrolled in more than one course. Only courses relevant to STAAR EOC failures are reported in this table. Did Not Meet App+=Did Not Meet Approaches Grade Level or Above.

To determine what AI students were provided outside of ASSCs between December EOCs and the May 2018 administration, 31 high school campus principals were sent information forms. Because some students failed multiple exams, there were 11,738 failure occurrences.¹⁸ Four campuses reported occurrences in which only ASSCs were used to provide AI (0.1% of failure occurrences). Of these, no students were enrolled in ASSCs relevant to the subtests they failed.

For those failure occurrences in which AI was provided outside of ASSCs after testing in December 2017, campus staff members most often reported providing 3-3.99 hours of AI per week (30% of occurrences). This was followed by 2-2.99 hours (26%), and 1-1.99 hours

(17%). AI most often was provided during school (33% of occurrences), after school (32%), or on Saturday (22%). A teacher with content expertise most often provided the AI (90% of occurrences). Campus staff members reported that no AI was provided in five percent of failure occurrences. Campus staff members marked “unknown” for one percent of failure occurrences, and they indicated that the students were no longer enrolled at their schools for one percent of failure occurrences.

There were 581 failure occurrences where the student was not enrolled in an ASSC or provided AI outside of an ASSC. These comprised five percent of the STAAR EOC failure occurrences.

May 2018 STAAR EOC Failures

Table 8 contains the EOC Test Prep enrollment rates of students who had yet to pass a STAAR EOC as of May 2018 and remained enrolled in the district in June. Between 61 and 73 percent of students who failed an exam were enrolled in the relevant EOC Test Prep course.¹⁹ This program was offered Monday through Thursday, June 11, through June 21, 2018 for four hours per day.²⁰

Table 8: Summer 2018 STAAR EOC Test Prep Student Enrollment by Exam

Exam	Yet to Pass <i>n</i>	Enrolled in EOC Test Prep	
		<i>n</i>	%
Algebra I	2,665	1,623	61
Biology	2,153	1,394	65
English I	6,702	4,871	73
English II	5,403	3,937	73
U.S. History	761	521	68

Source: STAAR Yet to Pass file, pulled 06/18/18, Chancery file pulled 06/04/18, and EOC Test Prep attendance data pulled 07/30/18.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Some students were enrolled in more than one course.

What were the effects of services on the grade-five and grade-eight STAAR scores of SSI students?

April 2018 STAAR Reading and Mathematics

In April of 2018,²¹ 8,131 grade-five students took the STAAR reading in English and 4,064 completed it in Spanish; of these students, 2,372 (29%) and 672 (17%) failed, respectively. Additionally, 12,029 grade-five

¹⁶ Data were pulled from the STAAR and Chancery files on 01/17/18 and 01/16/18, respectively and included students from all administrations that had yet to pass an EOC exam. Students must continue to test until they pass or graduate.

¹⁷ Calculations were based on bell schedules posted on school websites (Hinkley, 2017 & Hinkley & Sanguras, 2016).

¹⁸ No information was available for 36 failure occurrences where the student was enrolled in an alternative program.

¹⁹ There were minimal attendance data for EOC Test Prep. Students were included in the analyses if they were enrolled in a course and did not have absences that totaled the length of the course or more.

²⁰ <https://tinyurl.com/2018SummerWAIP>

²¹ Data were pulled from the April STAAR file received on 05/09/18.

students took the mathematics portion in English and 180 completed it in Spanish; of these students, 2,280 (19%) and 83 (46%) failed, respectively.

In grade eight, STAAR is only offered in English. For reading, 9,870 took the exam and 3,479 (35%) failed. For mathematics, 7,630 grade-eight students took the exam and 2,307 (30%) failed.

May 2018 STAAR Reading and Mathematics

Of the students who failed a STAAR reading exam in April and retested in May, 25 percent attained Approaches+ on the exam. For mathematics, 34 percent of students who failed in April and retested in May attained Approaches+ the exam.

Table 9 shows differences between April and May scores as well as tests for statistically and practically significant change for students who received AI between administrations.²² Results of *t* test and Cohen's *d* analyses revealed statistically and practically significant mean scale score gains²³ on all exams when students received AI with the exception of grade five English reading. However, the decrease in grade five English reading scores was not statistically significant.

Table 9: April to May 2018 Grade-Five and Grade-Eight STAAR Results for Students who Received Accelerated Instruction

STAAR	MSSC	t (SD)	d	Tested n (% App+)
5 th R	-4.1	-2.5 (77.4)	0.05	2,169 (19.2)
5 th S R	34.5	11.2 (78.6)	0.50	653 (31.9)
5 th M	40.5	26.7 (69.5)	0.62	2,104 (33.9)
5 th S M	46.2	6.8 (63.2)	0.67	87 (27.6)
8 th R	31.5	26.2 (67.2)	0.47	3,134 (26.7)
8 th M	24.5	17.1 (63.9)	0.40	1,975 (33.6)

Source: April and May STAAR files pulled on 05/09/18 and 06/04/18, respectively.

Note: STAAR=State of Texas Assessments of Academic Readiness; MSSC=Mean Scale Score Change; R=Reading; M=Mathematics; S=Spanish version; **Bold**=*p*<.01; *italics*=*d*>.20. App+=scores were Approaches Grade Level or Above. Although all scores are included, some students' April and May test scores may have been adversely affected by online testing issues.

June 2018 STAAR Reading and Mathematics

Of the students who failed STAAR reading in May and retested in June, 22 percent attained Approaches+ on the exam. For mathematics, 21 percent of students who failed in May and retested in June attained Approaches+ on the exam. Students who failed in May and attended SSI summer school attained

Approaches+ at a higher rate than students who did not attend (Table 10).

Table 10 also shows differences between mean scale scores on the May and June administrations. Because of unequal sample sizes, comparisons between groups (Attended Summer SSI and Did Not Attend Summer SSI) should be viewed with caution. However, results of *t* test and Cohen's *d* analyses revealed statistically and practically significant mean scale score gains on some exams.

There were statistically and practically significant increases in results for students who took the grade-five reading exams regardless of language or Summer SSI attendance and for students who attended Summer SSI and took the grade-eight mathematics exam. Results were statistically, but not practically, significant for students who attended Summer SSI and took the grade-five English mathematics and grade-eight reading. No other results were statistically significant.

Table 10: May to June 2018 Grade-Five and Grade-Eight STAAR Results by Summer SSI Attendance Status

STAAR	MSSC	t (SD)	d	Tested n (% App+)
Attended Summer SSI				
5 th R	45.9	20.2 (73.6)	0.67	1,055 (21.7)
5 th S R	56.8	11.2 (83.9)	0.78	276 (39.1)
5 th M	11.0	4.5 (68.2)	0.18	775 (19.4)
5 th S M	9.5	0.9 (64.7)	0.18	37 (8.1)
8 th R	10.7	6.4 (63.9)	0.17	1,435 (19.3)
8 th M	26.4	10.9 (69.8)	0.44	824 (25.4)
Did Not Attend Summer SSI				
5 th R	45.7	10.5 (71.0)	0.63	267 (17.2)
5 th S R	49.7	5.1 (93.2)	0.66	91 (30.8)
5 th M	2.4	0.6 (67.1)	0.04	272 (14.7)
5 th S M	-19.4	-1.3 (62.8)	0.30	17 (0.0)
8 th R	9.1	2.0 (72.5)	0.13	249 (18.1)
8 th M	13.4	2.1 (63.8)	0.25	104 (16.3)

Source: May and June administration STAAR files pulled on 06/04/18 and 07/17/18, respectively, and Summer SSI attendance data pulled 07/30/18.

Note: STAAR=State of Texas Assessments of Academic Readiness; MSSC=Mean Scale Score Change; R=Reading; M=Mathematics; S=Spanish version; **Bold**=*p*<.01; *italics*=*d*>.20. App+=scores were Approaches Grade Level or Above. Although all scores are included, some students' May test scores may have been adversely affected by online testing issues.

What were the effects of services on the student STAAR EOC scores?

December 2017 STAAR EOC

The December EOC administration was the first administration of the school year.²⁴ However, it included mostly students who were retesting. In December 2017,

²² Less than seven percent of students for a given test did not receive any AI; thus, comparisons between those who did and did not receive AI were not reported.

²³ *p*<.01; Cohen's *d* is a measure of effect size and is indicative of practical significance; small=.20, medium=.50, and large=.80 (Cohen, 1988).

²⁴ December administration STAAR EOC data were pulled 01/16/18.

1,797 students took the Algebra I exam and 1,445 (80%) failed. For Biology, 1,197 students tested and 829 (69%) failed. For English I, 4,819 students tested and 3,826 (79%) failed. For English II, 4,036 students tested and 3,187 (79%) failed. For U.S. History, 450 students tested and 269 (60%) failed.

May 2018 STAAR EOC

Table 11 shows differences between December 2017 and May 2018 Approaches+ rates as well as tests for statistically and practically significant change for students who received AI between administrations.²⁵ Results of *t* test and Cohen's *d* analyses revealed statistically and practically significant mean scale score gains on all exams for students who received AI.

Table 11: December 2017 to May 2018 STAAR EOC Results for Students who Received Accelerated Instruction

STAAR EOC	MSSC	<i>t</i> (SD)	<i>d</i>	Tested <i>n</i> (% App+)
Algebra I	138.0	12.5 (314.2)	0.58	814 (31.4)
Biology	134.5	8.1 (354.1)	0.50	450 (30.2)
English I	60.9	9.8 (313.8)	0.21	2,533 (17.0)
English II	106.9	17.1 (301.9)	0.37	2,341 (22.4)
U.S. His.	277.4	8.8 (385.4)	0.91	148 (50.0)

Source: December and May administration STAAR files pulled on 01/16/18 and 06/14/18, respectively.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course; MSSC=Mean Scale Score Change; U.S. His.=United States History; **Bold**=*p*<.01; *italics*=*d*>.20. App+=scores were Approaches Grade Level or Above. Although all scores are included, some students' May English I test scores may have been adversely affected by online testing issues.

June 2018 STAAR EOC

Table 12 presents the June 2018 STAAR EOC passing rates for students who failed in May and retested.

Table 12: May to June 2018 STAAR EOC Approaches Grade Level or Above Rates by Exam

STAAR EOC	Did Not Meet App+ in May and Retested	Retested and Attained App+ in June	
		<i>n</i>	%
Algebra I	652	245	37.6
Biology	504	153	30.4
English I	2,394	602	25.1
English II	1,552	285	18.4
U.S. History	207	70	33.8

Source: May and June administration STAAR files pulled on 06/14/18 and 07/27/18, respectively and Summer SSI attendance data pulled 07/30/18.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Did Not Meet App+=Did Not Meet Approaches Grade Level or Above (App+).

Table 13 presents the June 2018 STAAR EOC Approaches+ rates for students who failed in May and

did or did not attend summer EOC Test Prep. A greater percentage of students who were enrolled in EOC Test Prep passed the exams than students who were not enrolled.

Table 13 also shows differences between mean scale scores on the May to June administrations. Because of unequal sample sizes, comparisons between groups (Attended EOC Test Prep, Did Not Attend EOC Test Prep) should be viewed with caution. However, results of *t* test and Cohen's *d* analyses revealed statistically and practically significant mean scale score gains on the English I exam regardless of EOC Test Prep attendance. With the exception of English II, the scores of all students who were enrolled in EOC Test Prep had statistically and practically significant mean scale score gains. No significant changes in scores were evident for students who did not attend EOC Test Prep and took any exam except English I.

Table 13: May to June 2018 STAAR EOC Results by EOC Test Prep Attendance Status

STAAR EOC	MSSC	<i>t</i> (SD)	<i>d</i>	Tested <i>n</i> (% App+)
Attended EOC Test Prep				
Alg. I	144.2	13.8 (250.0)	0.69	570 (38.4)
Bio.	94.9	8.6 (235.3)	0.51	459 (30.5)
Eng. I	131.1	25.3 (242.6)	0.49	2,183 (25.7)
Eng. II	8.8	1.2 (260.0)	0.03	1,335 (18.8)
U.S. His.	94.5	4.7 (259.3)	0.43	167 (35.9)
Did Not Attend EOC Test Prep				
Alg. I	68.1	1.9 (327.9)	0.25	82 (31.7)
Bio.	81.0	2.3 (235.0)	0.46	45 (28.9)
Eng. I	107.6	6.9 (226.5)	0.40	211 (19.4)
Eng. II	-4.0	-0.2 (326.6)	0.01	217 (15.7)
U.S. His.	88.9	1.7 (330.8)	0.31	40 (25.0)

Source: STAAR files pulled on 06/14/18 (May) and 07/27/18 (June), respectively, and EOC Test Prep attendance data pulled 07/30/18.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course; MSSC=Mean Scale Score Change; Alg.=Algebra; Bio.=Biology; Eng.=English; U.S. His.=United States History; **Bold**=*p*<.01; *italics*=*d*>.20. App+=scores were Approaches Grade Level or Above. Although all scores are included, some students' May English I test scores may have been adversely affected by online testing issues.

What was the context of the Grade Placement Committee (GPC), and what were the promotion rates of 2017-18 grade-five and grade-eight students?

The final advancement decision of a student who did not demonstrate proficiency on an assessment required for grade advancement lies with the Grade Placement Committee (GPC). The committee consists of three members: 1) the principal or principal's designee, 2) the student's parent or guardian, and 3) the student's teacher.

²⁵ May administration STAAR EOC data were pulled on 06/14/18. Less than sixteen percent of students for a given

test did not receive AI; thus, comparisons between those who did and did not receive AI were not reported.

In the 2017-18 school year, 2,783 grade-five students and 5,249 grade-eight students did not meet Approaches+ on STAAR reading and/or mathematics.²⁶ The promotion rates of these students were determined using a 2018-19 PowerSchool data file.²⁷ Of the grade-five students who failed to pass STAAR and remained in the district for 2018-19 ($n=2,281$), 118 (5%) were retained and 2,163 (95%) were promoted to grade six for 2018-19. Of the grade-eight students who failed to pass STAAR and remained in the district for 2018-19 ($n=4,702$), 60 (1%) were retained and 4,642 (99%) were promoted to grade nine.²⁸

Summary and Recommendations

Most students who failed STAAR 3-8/STAAR EOC were provided some type of AI after each administration. Students who failed and retested after receiving AI attained Approaches+ at a higher rate than those who were not provided AI.

- **Encourage secondary campuses to offer ASSCs and to enroll more students who failed STAAR 3-8/STAAR EOC.** Students who were provided AI or were enrolled in ASSCs after an exam attained Approaches+ at higher rates than those who were not. Ten to 33 percent of middle school students and 12 to 17 percent of high school students enrolled in ASSCs failed STAAR 3-8/STAAR EOC. Utilizing ASSCs may ensure students receive more subject-specific instruction for a greater amount of time.
- **Ensure accurate documentation of services provided to students.** During the school year, no data were available for the 1,217 students at campuses for which information forms were not returned. The summer attendance data included many discrepancies that precluded accurate analyses. Administrators should document the services students receive to increase compliance and to ensure the district has accurate data for analyses.

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²⁶ The 05/07/18 Chancery file was used to determine grade level in 2017-18. This file was merged with STAAR files pulled on 05/09/18 (April administration), 06/04/18 (May administration), and 07/17/18 (June administration) to determine students who had yet to pass.

²⁷ Pulled 09/17/18.

²⁸ These calculations include the 425 students without test data. These students were classified as not having passed STAAR. When these students were excluded from analyses, the percentage of retained and promoted grade-eight students remained unchanged. For grade-five students, six percent were retained and 94 percent were promoted.

2017-18 Evaluation of the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program

Sarah Hinkley, Ph.D.

EA18-178-4

At-a-Glance¹

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home visiting program for parents of three-, four-, and five-year-olds that involves training parents to be their children's first teachers. The program targets school readiness and parent involvement and is the largest of the 11 HIPPY programs in the state of Texas. HIPPY Dallas Independent School District (ISD) had a total budget of \$2,441,326 for program year 2017-18, including \$900,000 from Dallas ISD general operating funds, \$1,100,000 from Title I funding, and \$441,326 from external sources.²

Purpose of the Evaluation

The purpose of this evaluation was to evaluate and report outcomes of the HIPPY program. Specifically, this evaluation reports (1) demographic data for participants, (2) pre- and post-test results from a school readiness assessment, (3) kindergarten readiness levels, and (4) long-term reading and mathematics outcomes for former HIPPY participants.

Participants

Methodology

HIPPY Dallas ISD program implementation information primarily came from an interview with the HIPPY Dallas ISD program director and data files from the Texas HIPPY office. The evaluator conducted frequency analyses to summarize participant characteristics.

Results

In 2017-18, HIPPY Dallas ISD served 1,231 children and 1,097 parents. Enrollment was highest in HIPPY Year 1 (44%).³ A majority of the children (84%) and parents (85%) in the program were Hispanic. About half of the children were female (52%). Most children participated with a biological parent (90%). A majority of the parents were married (67%); had a high school

education, GED, or less (74%); and/or completed the program using the Spanish curriculum (76%).

A few more children participated in HIPPY Dallas ISD this year ($n = 1,231$) compared to 2016-17 ($n = 1,226$). The number of completers also increased slightly ($n = 1,106$ in 2017-18 compared to $n = 1,087$ in 2016-17).

Participant Retention

Methodology

The evaluator used frequency analyses to determine the number of HIPPY children who remained enrolled in the program from 2016-17 to 2017-18.

Results

Of the 620 2016-17 HIPPY Year 1 children, 271 (44%) remained enrolled in 2017-18 as HIPPY Year 2 children.⁴ Of the 395 2016-17 HIPPY Year 2 children, 257 (65%) remained enrolled in 2017-18 as HIPPY Year 3 children.⁵

School Readiness

Methodology

The evaluator used paired-sample t tests (statistical significance) and Cohen's d effect sizes (practical significance)⁶ to compare pre- and post-test scores on the English and Spanish versions of the *Bracken School Readiness Assessment (BSRA-3)*.⁷

Results

Composite test raw scores at all curriculum levels in both the English and Spanish versions statistically significantly improved from pre-test to post-test ($p < .001$). All improvements were practically significant with Cohen's d effect size values ranging from 0.78 (HIPPY Year 3 English) to 1.59 (HIPPY Year 2 English). Both English and Spanish average standard scores for

¹ Portions of this evaluation were adapted from Turner and Hinkley (2017).

² As reported by the HIPPY director. In addition, much of a Title 1 workscope (totaling \$2,156,450) funded expenditures related to HIPPY.

³ The HIPPY curriculum consists of three years: Year 1 (first year) through Year 3 (last year). Four children could not be classified by year and are not included in the percentage.

⁴ Fifty-four percent did not return, two percent repeated Year 1, and 0.5 percent completed Year 3.

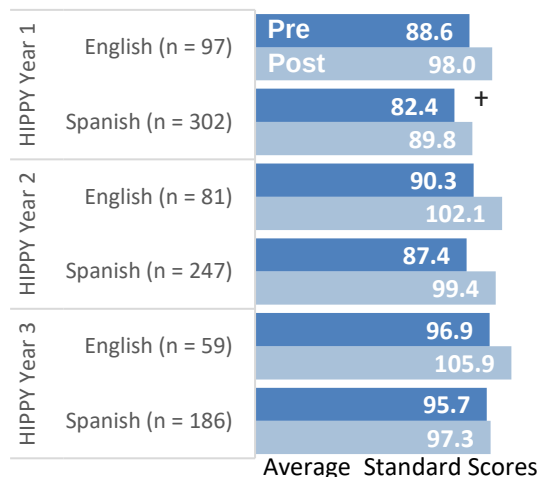
⁵ Thirty-three percent did not return and two percent repeated Year 2.

⁶ Cohen's d values of 0.2, 0.5, and 0.8 are considered small, medium, and large effect sizes, respectively (Cohen, 1988).

⁷ Children with birthdates outside of the testable age range, or with missing pre- or post-tests, birthdates, or curriculum years were excluded from analyses.

all curriculum years improved from pre-test to post-test (Figure 1). Average standard scores in both languages improved across all curriculum years and exceeded the school-ready threshold (standard scores > 85) by the end of the program year. Many HIPPY Year 1 (78% English; 58% Spanish), Year 2 (90% English; 83% Spanish), and Year 3 (83% English; 82% Spanish) children were classified as meeting age-appropriate standards by the end of the year.

Figure 1: 2017-18 HIPPY Dallas ISD Average BSRA-3 Standard Scores at Pre-Test and Post-Test



Source: Texas HIPPY program data files: July 9, 2018.

Note: BSRA-3 = Bracken School Readiness Assessment.

† = This standard score did not meet the age-appropriate cutoff (>85); Maximum possible score = 160 (Bracken, 2002). There was no normative sample of Spanish version test-takers. Refer to Palladino (2016) regarding limitations of the analysis and normative sample.

Kindergarten Readiness

Methodology

Istation's Indicators of Progress (ISIP) is a computer-adaptive assessment that provides continuous monitoring of progress in reading skills. The evaluator used beginning-of-year (BOY) *ISIP* data to compare overall scores and passing rates between former HIPPY students and a matched Non-HIPPY control group.⁸ The matched control group was created using propensity score matching to identify students who took the same exam but did not participate in the HIPPY program.⁹ The evaluator used *chi-square*

⁸ For the analysis, the English and Spanish administrations were combined into one file to allow for examination of overall student performance. Comparisons between the English and Spanish versions of *ISIP* are not recommended because the two versions are normed differently. Therefore, the percentage of students at or above Tier 1 (which indicates performing at grade level and being kindergarten ready) was used. BOY *ISIP* was dated November 1, 2017.

⁹ Non-HIPPY matched controls included students who took BOY *ISIP* in kindergarten who did not participate in HIPPY but

analyses to test for group differences in passing rates, and *t* tests (statistical significance) and Cohen's *d* effect sizes (practical significance) to compare overall scores.

Results

A slightly greater percentage of former HIPPY participants (62%; *n* = 292) were kindergarten ready when compared to matched Non-HIPPY participants (61%; *n* = 292). However, neither the differences in passing rates nor overall scores were statistically significant. Although the HIPPY students were not statistically compared to the district (51%; *n* = 10,091), the HIPPY students outperformed the district BOY *ISIP*.

Long-Term Reading and Mathematics Outcomes

Methodology

The evaluator used *TerraNova/SUPERA* (kindergarten through grade two) and *State of Texas Assessments of Academic Readiness (STAAR)* (grade three) to compare normal curve equivalent (NCE; *TerraNova/SUPERA*) and mean scale scores (*STAAR*) between former HIPPY students and matched Non-HIPPY control groups.¹⁰ The rates of students who were at or above the 40th percentile on *TerraNova/SUPERA* or Approaches Grade Level or Above (Approaches+) or Meets Grade Level or Above (Meets+) on *STAAR* were also compared. The matched control groups were created using propensity score matching to identify students who took the same exam but did not participate in the HIPPY program. The evaluator used *chi-square* analyses to test for group differences in passing rates, and *t* tests (statistical significance) and Cohen's *d* effect sizes (practical significance) to compare average scale scores. District passing rates were provided for reference only.

Results

TerraNova/SUPERA

The evaluator examined *TerraNova* reading and mathematics and *SUPERA* reading passing rates and NCE scores for kindergarten through grade two. HIPPY students outperformed Non-HIPPY students on five of nine *TerraNova/SUPERA* reading and mathematics exams (Figures 2 and 3). On *SUPERA*, the second grade passing rate difference between HIPPY and

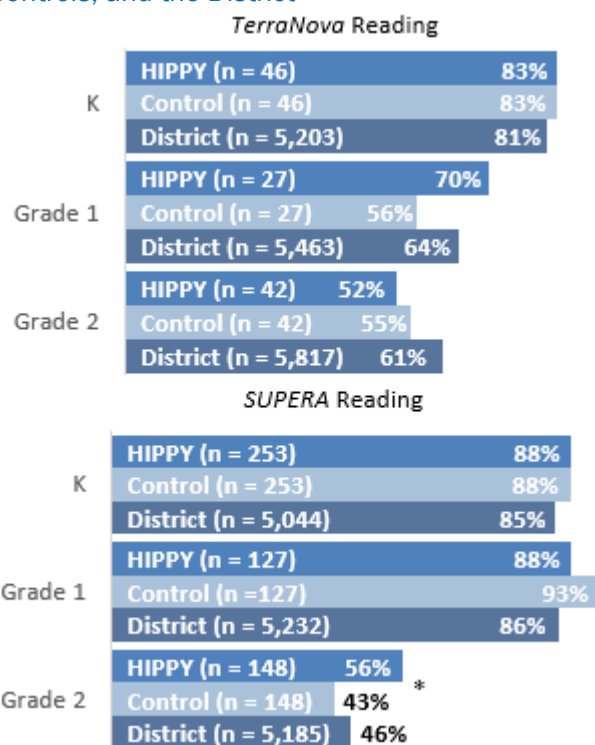
had the same probability of HIPPY enrollment. This methodology allows for group comparisons with reduced concern about systematic differences that may confound the effects of the treatment. For a detailed methodology on propensity score matching see Palladino (2016).

¹⁰ *TerraNova* was pulled on June 11, 2018, *SUPERA* was pulled on June 11, 2018, and *STAAR* was pulled on June 27, 2018.

Non-HIPPY students was statistically and practically significant, $\chi^2(1, n = 296) = 4.88, p = .03, d = .30$. On TerraNova Mathematics, the kindergarten passing rate difference between HIPPY and Non-HIPPY students was statistically and practically significant, $\chi^2(1, n = 598) = 8.52, p = .004, d = .24$. No other passing rate differences were statistically significant. Although the HIPPY students were not statistically compared to the district, the HIPPY students also outperformed the district on all exams except for grade two TerraNova reading.

Kindergarten TerraNova mathematics NCE scores were higher for HIPPY students compared to non-HIPPY students. These differences were statistically and practically significant, $t(1,596) = 2.62, p = .009, d = .21$. No other differences in NCE scores were statistically significant.

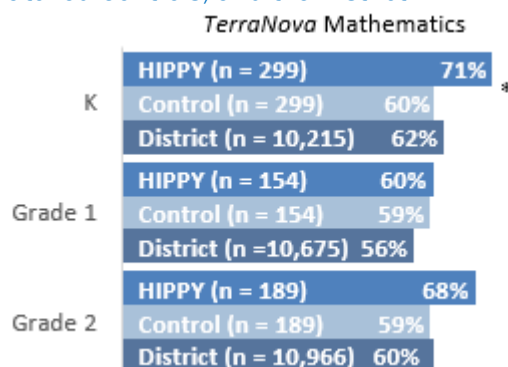
Figure 2: 2017-18 Percentage of Students At or Above the 40th Percentile on TerraNova/SUPERA Reading for Former HIPPY Participants, Matched Controls, and the District



Source: PEIMS district database: October 30, 2018; TerraNova: June 11, 2018; SUPERA: June 11, 2018.

Note: Students scoring at or above the 40th percentile were considered at grade level. * = statistically significant differences were found between HIPPY and Non-HIPPY groups on the exam passing rates.

Figure 3: 2017-18 Percentage of Students At or Above the 40th Percentile on TerraNova Mathematics for Former HIPPY Participants, Matched Controls, and the District



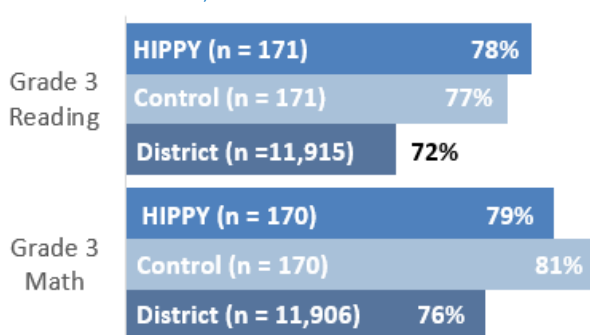
Source: PEIMS district database: October 30, 2018; TerraNova: June 11, 2018.

Note: Students scoring at or above the 40th percentile were considered at grade level. * = statistically significant differences were found between HIPPY and Non-HIPPY groups on the exam passing rates.

STAAR

The evaluator compared the percentages of STAAR reading and mathematics scores that were Approaches+ and Meets+ for grade three students. Despite HIPPY students having a lower percentage of STAAR scores at Approaches+ on mathematics and a higher percentage on reading compared to Non-HIPPY students (Figure 4), none of these differences were statistically significant.

Figure 4: 2017-18 STAAR Reading and Mathematics Percentage of Students At Approaches+ for Former HIPPY Participants, Matched Controls, and the District



Source: PEIMS district database: October 30, 2018; STAAR: June 27, 2018.

Note: STAAR = State of Texas Assessments of Academic Readiness. Passing rates reflect Approaches Grade Level or Above (Approaches+) for the first administration including Alternate 2. No differences between HIPPY and control groups were statistically significant.

Despite HIPPY students having a higher percentage of students scoring Meets+ on STAAR mathematics (54%, $n = 169$) than Non-HIPPY students (46%; $n = 168$) and a slightly lower percentage on reading (47.6%; $n = 170$) compared to Non-HIPPY students (48.2% $n = 170$), none of these differences were statistically significant.

No differences between HIPPY and Non-HIPPY groups on STAAR average scale scores were statistically significant. Although it was not appropriate to statistically compare HIPPY students to the district as a whole because of differing sample sizes and possible confounding factors, the percentage of HIPPY scores at Approaches+ exceeded the district for both STAAR exams.

Recommendations

- **Continue to seek areas for improvements in effectiveness.** The program has enjoyed pre/post gains in developmental skills every year it has been evaluated. HIPPY leadership should continue to nurture its staff and review processes to maintain these strong results.
- **Include HIPPY in the evaluation of other major Dallas ISD early childhood programs.** Many children in the Dallas ISD attend more than one pre-kindergarten program. Thus, it has become more difficult to evaluate the efficacy of any one early childhood program exclusively, particularly for long-term outcomes. Evaluation and program managers should consider program participation and dosage as a variable in future evaluations of early childhood education. Data structures and systems must be carefully reviewed and enhanced to support this goal.

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2017-18 Evaluation of the Homeless Education Program

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EA18-191-4

At-a-Glance

The Homeless Education Program (HEP) is a federally funded program designed to provide support services to homeless children and their families. It advocates on behalf of homeless families by educating school staff and the community about their responsibilities to the homeless and about the rights and issues of the homeless. The purpose of the HEP is to facilitate the enrollment, attendance, and success in school of homeless children. The program also attempts “to improve the means of identification of homeless families, children and youths by offering training and constantly increasing the range of services available to campuses to assist with their homeless students.”¹ The HEP helped to remove attendance barriers for homeless students by working with the Dallas ISD Transportation department, to ensure homeless students received school of origin transportation. The HEP provided homeless students with backpacks, school supplies, school appropriate clothing, hygiene items, mentoring and college preparation programs. The program sent a newsletter to the school registrars informing them of the HEP services offered.

Within the HEP, the McKinney-Vento Homeless Assistance Act (Subtitle B, Education for Homeless Children and Youths) guarantees educational rights and protections for children and youths experiencing severe homelessness. Section 725 (2) of the McKinney-Vento Act defines “homeless children and youths as individuals who lack a fixed, regular, and adequate nighttime residence due to loss of housing or economic hardship”. This includes children and youths living in shared housing with other persons, cars, hotels, motels, bus or train stations, trailer parks, abandoned buildings, camping grounds, and emergency or transitional shelters. It also includes students abandoned in hospitals or waiting for foster care placement. This population of homeless children and youth live under more severe conditions and their housing arrangements are more precarious than homeless students who might live with relatives. These students are more transient than other homeless children and many are regularly evicted from shelters, hotels and other transitional housing after a certain period.

Purpose and Scope of the Evaluation

The purpose of the evaluation was to determine the impact that program services had on homeless students’ attendance, discipline referrals and

achievement. Within the HEP, students served by McKinney-Vento were compared to the rest of the students. The budget for the 2017-18 school year was \$174,068, which came from Title I, Part A.

Data were obtained from the October 30, 2017 Chancery student database and the corresponding Attendance and Discipline Referral databases. Because of students’ transient nature, HEP students using HEP services were identified every six weeks through the attendance records maintained by program personnel.

Of the 2,786 HEP students, 1,826 (65.5%) were in elementary school, 420 (15.1%) in middle school and 540 (19.4%) in high school (Table 1). The total 2,786 homeless students represented 1.8 percent of the total district enrollment. Seven students were identified as McKinney-Vento.

Table 1: Enrollment of Homeless Students and Total District Enrollment 2017-18

Grade	Homeless Students		McKinney Vento		District Students	
	N	%	N	%	N	%
Elementary						
PK	613	22.0	0	0.0	11,374	7.5
KN	225	8.1	3	50.0	10,900	7.1
1	211	7.6	2	33.3	11,315	7.4
2	185	6.6	0	0.0	11,649	7.6
3	209	7.5	0	0.0	12,327	8.1
4	195	7.0	1	16.7	12,484	8.2
5	188	6.7	0	0.0	12,328	8.1
Total	1,826	65.5	6	100.0	82,377	54.0
Middle						
6	172	6.2	0	0.0	10,670	7.0
7	126	4.5	0	0.0	10,541	6.9
8	122	4.4	0	0.0	10,007	6.6
Total	420	15.1	0	0.0	31,218	20.5
High						
9	186	6.7	1	100.0	11,480	7.5
10	146	5.2	0	0.0	10,097	6.6
11	112	4.0	0	0.0	8,953	5.9
12	96	3.4	0	0.0	8,350	5.5
Total	540	19.4	1	100.0	38,880	25.5
All						
Total	2,786	100.0	7	100.0	152,475	100.0

Source: Chancery file database 10/30/2017.

Note: Some percentages do not add to 100 due to rounding. McKinney-Vento students are shown separate but are part of Homeless.

Most homeless students were either Hispanic (50.0%) or African-American (42.8%). Ninety-one percent of homeless students were born in the United States. Most students were identified as economically disadvantaged (93.1%); 5.7 percent were special education, and 29.9 percent were English Language Learners (ELLs).

¹ The Homeless Education Program Action Plan, 2017-18

Services Provided by the Homeless Education Program during 2017-18

The HEP, in partnership with Focus on Teens, provided mentoring and emergency food and supplies to 18 high schools through Drop-In centers. The 18 Drop-In centers were located at North Dallas, Molina, Conrad, Lincoln, Madison, Maya Angelou, Roosevelt, Patton, Bryan Adams, Jefferson, Pinkston, South Oak Cliff, Seagoville, Hillcrest, Skyline, Sunset, Spruce and Samuell High schools. Drop-In centers were stocked with essential items such as food staples, backpacks, school supplies and hygiene items to help students to attend school on a regular basis.

In support of the district goal to increase the graduation rate, the HEP brought in agencies to present information about colleges and college admissions, career opportunities for individuals with only a high school diploma and information about new industries and career opportunities for students graduating from high school. Such agencies included the Academic Success Program, Education is Freedom, Junior Players, Rainbow Days, Education Opens Doors, and Focus on Teens.

Attendance

Table 2 shows attendance rates for students served by the HEP and those covered under McKinney-Vento. McKinney-Vento is a subset of homeless students that received supplies from the HEP. There were 2,786 homeless students in the district as of the end of the first six weeks of the school year. Table 2 shows a comparison of average attendance for McKinney-Vento, other homeless and general education students for first semester, second semester and the entire year 2017-18. In general, homeless and McKinney-Vento students had lower attendance rates than general education students.

Table 2: Average Attendance of McKinney-Vento and Other Homeless Compared to General Education Students, 2017-18

	First Semester	Second Semester	Year End
General Education	95.44	94.19	94.61
McKinney-Vento	93.42	79.43	87.79
Homeless	92.89	91.59	92.06

Source: Attendance Data File 2017-18

Average attendance rates for homeless students served by the Drop-In centers ranged from mid-40s to upper 90s. Their attendance rates were comparable to other homeless and lower than general education students.

Discipline Referrals

Discipline referrals data indicated that while only 4.9% of homeless students were involved in discipline

referrals, 8.8% of general education students incurred discipline referrals. The offense for which homeless students were cited the most was fighting (2.1%) while 3.1 percent of general education students were cited for the same offense. In general, percentages of other offenses seem to be similar for both groups. No McKinney-Vento students were recorded as having been referred due to a discipline incident.

Graduation Rates

Ten HEP seniors graduated in 2017-18, while forty (26%) of the 156 HEP seniors graduated in 2016-17.

Academic Performance

HEP students' performance on *State of Texas Assessments of Academic Readiness (STAAR)* and *STAAR End-of-the-Course (STAAR EOC)* are shown in Tables 3 and 4. Homeless students slightly outperformed General Education students in mathematics for grade 5.

Table 3: Homeless Students Who Scored Approaches + on STAAR

	Reading		Mathematics	
	N	%	N	%
Grade 3				
Homeless	106	64.6	110	67.1
Gen. Ed.	8,599	72.1	8,971	75.3
Grade 4				
Homeless	101	64.7	107	68.6
Gen. Ed.	7,889	65.3	9,158	75.8
Grade 5				
Homeless	123	76.4	141	88.1
Gen. Ed.	9,708	80.6	10,497	87.2
Grade 6				
Homeless	55	44.7	67	54.9
Gen. Ed.	5,791	55.7	6,999	67.3
Grade 7				
Homeless	64	58.7	67	61.5
Gen. Ed.	6,422	62.8	6,603	64.6
Grade 8				
Homeless	49	57.6	49	57.6
Gen. Ed.	7,167	74.2	5,891	61.0

Source: STAAR data file 2017-18 and MyData Portal District Data Packet.

As seen in Table 4, General Education students outperformed Homeless students in all STAAR EOC content areas. Homeless students obtained their higher scores on STAAR EOC Biology and U.S. History than on English I, II and Algebra I. No McKinney-Vento students scored Approaches + on STAAR EOC.

Table 4: 2017-18 Number and Percentage of Homeless and General Education Students Who Scored Approaches + on STAAR EOC by Content Area

Content	Homeless		General Education	
	N	%	N	%
Algebra I	144	60.5	9,652	75.2
Biology	149	72.7	9,489	78.3
English I	105	34.9	7,855	48.2
English II	108	42.5	8,212	55.1
US History	121	76.6	9,064	89.0

Source: STAAR EOC and Chancery SMS databases.

Recommendations

- **Continue to support the district high school Drop-In centers.** The Drop-In centers provided homeless students with supplies and hygiene items needed to mitigate some of their most pressing needs. The Drop-In centers have supported homeless students by providing mentoring, orientation about further education opportunities, staying in school, attending regularly and connecting with other students and faculty.
- **Extend the academic support to HEP students to increase their performance.** Tutoring and mentoring HEP students might increase their probability to stay in school.
- **Improve the identification process of McKinney-Vento students.** As of the end of October, only seven students were flagged as McKinney-Vento in the Chancery files. This number is much lower than in previous years. It will be important to establish clear criteria for identifying and flagging students for McKinney-Vento services. By doing this, schools can identify homeless students from the beginning of the year. Assessing the extreme conditions and hardships will enable the program staff to identify students' needs and target services to students in a timely manner.

This 2017-18 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2017-18 Evaluation of Refugee Support Services

Jin H Zhang, Ph.D.

EA18-199-4

At-a-Glance

The Dallas Independent School District's (Dallas ISD) Refugee Services Program provides educational and social support to refugee students and their families to help ease their entry into the United States and particularly to Dallas ISD. The Refugee Services Program was first implemented in Dallas ISD in 1999.

The Dallas ISD Refugee Services Program offerings include the following:

- translation and interpretation services for school-related purposes,
- tutoring programs – individual and small group instructional support,
- a summer enrichment program,
- transition services and assistance with educational placement,
- student and parent assistance with requisite forms and related school-entry information,
- school orientation meetings for parents on school related topics, and
- staff development training to inform and educate school professionals about the needs unique to the refugee population.

Refugee students and families who have been in the United States for less than one year received the highest program priority. However, the program may serve refugees who have resided in the United States for up to three years. Data in this report represented those served by the program who fall into these categories.

How was the Refugee Services Program funded?

To ensure uninterrupted programming for the Dallas ISD Refugee Services Program for the 2017-18 school year, the Refugee Services Program manager was able to secure funding through partner programs within the district. Budget detail for the Refugee Services Program was obtained from the Youth and Family Centers (YFC) 2017-18 Title 1 Workscape and the Refugee Services Program manager.

The total funding amount for Refugee Services Program in 2017-18 was \$112,957. A portion of the Youth and Family Center Title I budget was allotted to refugee services.

What were the characteristics of those who participated in the Refugee Services Program?

Methodology

Data were obtained from the Refugee Services program manager, merged with the district demographic data file (5/21/2018), and analyzed using frequencies and cross tabulations.

Results

During the 2017-18 school year, 375 refugee students received instructional support and/or transitional support services through the Dallas ISD Refugee Services Program by May 2018. In addition, 266 refugee parents or guardians received services from the program, primarily in school orientation sessions, interpretation and translation services, registration assistance, parent-teacher conference assistance, attendance and student discipline support, and food and health services support.

Served Refugee Students by School

Table 1 shows the number of served refugee students by school in 2017-18.

Table 1: 2017-18 Refugee Students Served by Campus (Top 10)

Campus	n
Tasby MS	103
Conrad HS	72
McShan ES	46
Lowe ES	27
Adams, B HS	18
Gill ES	16
Hill MS	10
Truett ES	9
Skyline HS	6
Lang MS	4
Total	311

Source: Data were obtained from refugee service staff 6/4/2018.

Note: There were 38 students who withdrew from the refugee support service, and seven students' information was missing. The table included top 10 schools only, omitting 19 other students. HS=high school. MS=middle school. ES=elementary school.

By Grade Level

Table 2 displays the distribution of students served by the Refugee Services Program in 2017-18 by grade level. Refugee students in seventh grade ($n=47$) constituted the largest group of students served, followed by those in ninth grade ($n=44$) and sixth grade ($n=42$).

Table 2: 2017-18 Refugee Students Served by Grade

Grade	<i>n</i>
Early Childhood	1
Kindergarten	18
1	21
2	14
3	24
4	17
5	18
6	42
7	47
8	31
9	44
10	35
11	7
12	11
Total	330

Source: Data were obtained from refugee service staff 6/4/2018.

Note: There were 38 students who withdrew from the refugee support service and seven students' information was missing.

Student Demographics

Table 3 shows demographics of the served refugee students in 2017-18.

Table 3: 2017-18 Demographic Characteristics of Served Refugee Students

	<i>n</i>	%
Gender		
Male	160	48.5
Female	170	51.5
Special Groups		
At Risk	326	98.8
Economically Disadvantaged	272	82.4
Limited English Proficiency	325	98.5
Special Education	10	3.0

Source: Data were obtained from refugee service staff 6/4/2018.

Note: An overlap occurs in the special groups. There were 38 students who withdrew from the refugee support service and seven students' information was missing.

What activities or services were provided through the Refugee Services Program in 2017-18?

Methodology

Data on program activities were obtained from the Refugee Services program staff. In addition to procuring quantitative data-tracking files, the program evaluator met with the program manager to have a better understanding of program activities for 2017-18 school year.

Results

Direct Supplemental Instruction: Tutoring and Summer Enrichment Program

The Refugee Services Program provided direct supplemental instruction to refugee students in tutoring. A total of 105 students received tutoring services at four schools: Conrad ($n=49$), Tasby ($n=29$), Lowe ($n=15$), and McShan ($n=12$).

2018 summer enrichment program consisted of two components: elementary school program (grades K-5) and high school program (grades 9-12). The elementary summer program was held at Tasby from June 8 through June 29, 2018, and it focused on literacy, language, mathematics skills, science, and social studies based on state standards. The high school summer program was held at Conrad from June 11 through June 29, 2018, and it focused on preparing for the *State of Texas Assessments of Academic Readiness End of Course (STAAR EOC)* test. The summer enrichment program provided thematic learning, cultural lessons, and field trips as well.

A total of 139 students enrolled in the summer program from four different schools including McShan ($n=76$), Lowe ($n=42$), Hotchkiss ($n=7$), and Conrad ($n=14$). Most program participants were from elementary school, with third-graders comprising the largest group of participants (Table 4).

Table 4: 2017-18 Summer Enrichment Program Participants by Grade

Grade	<i>n</i>
KN	18
1	14
2	19
3	32
4	20
5	22
9	11
10	3
Total	139

Source: Data were obtained from refugee service staff 7/10/2018.

Parent Orientation Sessions

The Refugee Services Program offered eight school orientation sessions for parents or guardians of refugee students in 2017-18. School orientations provided an introduction to the American education system and to Dallas ISD. Parents received a handbook, a school calendar, an example of a written absence excuse, and an application for a free school uniform. A total of 66 refugee parents or guardians attended an orientation session between October 2017 and May 2018.

Staff Professional Development

The Refugee Services Program offered professional development opportunities throughout 2017-18 school year to Dallas ISD staff. Topics and themes included cultural awareness, the refugee resettlement process, refugee student support services, and instructional objectives. Professional development sessions were offered on eight dates from October 2017 through May 2018 at Conrad, Lowe, Frank, as well as at Dallas ISD's Bilingual Department and Psychological Services Department.

Interdepartmental / Interagency Collaboration

The Refugee Services Program collaborated throughout the year both with departments within Dallas ISD and with external agencies.

Internal (district) departments included the Bilingual Services Department, the Office of Family and Community Engagement, and the World Languages Department, as well as with various other departments across the district. Refugee Services engaged with a total of 21 different external agencies during the 2017-18 school year and participated in a total of 43 meetings or professional activities.

Multicultural Student Club and Other Supportive Services

The Refugee Services Program also offered organizational and leadership assistance for multicultural clubs on various Dallas ISD campuses.

Other supportive services provided by the Refugee Services Program in 2017-18 included provision of referrals for and/or language (interpretation) support for physical health and immunizations, mental health issues, absence and attendance issues, and parent teacher conferences. Other support was material, in the form of uniforms, dictionaries, and other basic school supplies. Table 5 displays the five most common languages refugee students speak as their primary languages.

Table 5: Top Five Primary Languages Spoken by Served Refugee Students

Language	n
Burmese	78
Swahili	71
Nepali	35
Arabic	34
Tibetan	26

Source: Data were obtained from refugee service staff 6/4/2018.

How did the served students perform academically in 2017-18?

Methodology

The evaluator merged program files procured from the Refugee Services Program staff containing student identification (ID) numbers with the attendance file dated 6/11/2018 to analyze attendance data. *The State of Texas Assessments of Academic Readiness (STAAR)* and *STAAR End of Course (EOC)* data files (6/20/2018) were merged with Refugee Services Program files for 2017-18.

Results

Attendance Rate

Of the 375 served refugee students, attendance data were available for 333 students. The average attendance rate for served refugee students (grades Early Childhood through 12) for the 2017-18 school year was 96 percent, while the district had an attendance rate of 95 percent.

STAAR and STAAR EOC Results

The evaluator merged the *STAAR* and *STAAR EOC* data (6/20/2018) and the district demographic data, and calculated the percentage of students at Approaches Grade Level or Above from grades three through 12. For served refugee students in grades three through eight, 21 percent approached grade level or above on the *STAAR* reading and 37 percent approached grade level or above for *STAAR* mathematics. Sixty-five percent of the students approached grade level or above for *STAAR EOC* Algebra I.

Tables 6 and 7 display *STAAR* and *STAAR EOC* results by subject and grade.

Table 6: 2017-18 STAAR Reading and Mathematics Approaches Grade Level or Above for Served Refugee Students by Grade

Grade	Reading		Mathematics	
	<i>n</i>	%	<i>n</i>	%
3	20	25.0	19	21.1
4	16	6.3	16	0.0
5	15	6.7	15	26.7
6	40	15.0	38	42.1
7	44	29.5	37	37.8
8	28	28.6	35	60.0
All	163	20.9	160	36.9

Source: 2017-18 STAAR data file 6/20/2018.

Note: These students are excluded in district's accountability since this is their first year in the U.S.

Table 7: 2017-18 STAAR EOC English I, English II, and Algebra I Approaches Grade Level or Above for Served Refugee Students

Grade Level	<i>n</i>	%
English I		
9-12 Combined	51	3.9
English II		
9-12 Combined	44	2.3
Algebra I		
9-12 Combined	54	64.8

Source: STAAR EOC data file 6/20/2018.

Note: Those students are excluded in district's accountability since this is their first year in the U.S.

Recommendation

Continue to partner with internal and external agencies to provide services and support needed for the refugee students and their families, and encourage those students and families to take advantage of the resources available. Many of those refugee students and families incurred great trauma, when they were forced to flee their home country and settled in a different cultural, social, and economic system.

References

Lucas, M. (September 2015). Evaluation of Refugee School Impact Grant: 2014-15 Final Report. Dallas, TX: Dallas Independent School District.

Mejan, M. (October 2017). 2016-17 Evaluation of Refugee Support Services. Dallas, TX: Dallas Independent School District.

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2016-17 Evaluation of the State Compensatory Education Program

Dorothea Weir, Ph.D.

EA18-301-4

At-a-Glance

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program with compensatory, intensive, and/or accelerated instruction for students identified as at risk of dropping out of school (At-Risk). The purpose of the State Compensatory Education (SCE) program is to increase academic achievement and reduce the dropout rate of At-Risk students. The goal is to reduce disparities between At-Risk and all other students in (a) performance on state-mandated assessments and (b) rates of high school completion.

State criteria for identifying At-Risk students are defined by Texas Education Code (TEC) §29.081. Students who meet any of the criteria are to be reported through the Public Education Information Management System (PEIMS) in the fall of each school year. Among the 13 criteria are students of limited English proficiency, students who failed a state assessment, or students who were retained. The district is required to submit the district improvement plan, two campus improvement plans, and the local evaluation of state compensatory education strategies, activities and programs to the Texas Education Agency (TEA) annually.

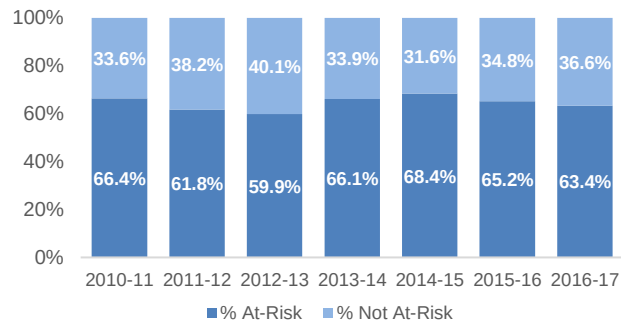
The scope of the evaluation includes the program context, implementation, and results of the SCE Program 2016-17. It outlines how SCE direct cost funds were used for supplemental services and programs, as described in district and campus improvement plans and in budget allocations and expenditures. The report also describes the characteristics of At-Risk students in Dallas ISD, and examines how their assessment performance, graduation rate, and dropout rate compared to their Not-At-Risk peers.

Student Demographics

In school year 2016-17, the district's Texas Academic Performance Report (TAPR) reported a total of 100,111 students identified as At-Risk, representing 63.4 percent of the district's grades EC-12 enrollment (N=157,787). As shown in Figure 1, the percentage of At-Risk students has ranged from approximately 60 to 68 percent in recent years. Similar fluctuations were noted in other large districts and for the state as a

whole, and were at least partially attributable to changes in the state's assessment system.

Figure 1: District Student Population by At-Risk Status



Source: TEA annual Academic Excellence Indicator System and Texas Academic Performance Reports

Table 1 presents the demographic composition of the At-Risk student population in 2016-17.¹ Compared to the district's overall student population, larger percentages of At-Risk students were male, Hispanic, and of limited English proficiency (LEP).

Table 1: Student Demographic Characteristics

Subgroup	District		At-Risk	
	N	Percent	N	Percent
Gender				
Male	80,663	51.1%	52,463	52.3%
Female	77,223	48.9%	47,660	47.7%
Ethnicity				
Hisp./Lat.	110,847	70.2%	81,349	81.2%
Afr. Am.	35,583	22.5%	15,040	15.0%
White	7,742	4.9%	1,730	1.7%
Other ²	3,714	2.4%	2,004	2.0%
English Proficiency				
Non-LEP	88,566	56.1%	30,803	30.8%
LEP	69,320	43.9%	69,320	69.2%
Total	157,886	100.0%	100,123	100.0%

Source: Dallas ISD Fall 2016 Public Education Information Management System (PEIMS) snapshot submission.

Note: Hisp./Lat.=Hispanic/Latino. Afr. Am.=African American. LEP=Limited English Proficient.

¹ Data were obtained from the district's fall PEIMS snapshot submission, so do not correspond exactly with those reported in the TAPR.

² 'Other' includes Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Two or More Races, and Not Available.

SCE Programs and Services

The primary records supporting SCE program expenditures are the district and campus improvement plans, which are required by state law. The funded program/services must be described in the District Improvement Plan (DIP) if the program is implemented districtwide, or in Campus Improvement Plans (CIPs) if implemented at the campus level.

District Improvement Plan

The DIP 2016-17 was reviewed for SCE components. The DIP contained relatively broad statements regarding strategies and activities targeting At-Risk students, with detailed plans to be developed at the campus level.

Campus Improvement Plans

A review of 20 CIPs (five comprehensive high schools, five middle schools, and ten elementary schools) showed that all schools reviewed conducted a needs assessment as required, and set achievement targets aligned with the campus needs assessments. The percentage of At-Risk students at the sampled schools ranged from 55 to 87 percent. Therefore, strategies aimed at improving achievement schoolwide were by necessity aimed primarily at At-Risk students. One promising trend seen across schools was a decreased reliance on tutoring and remediation as a primary means of providing assistance to struggling students. While tutoring was still widely offered, greater emphasis was placed on good first instruction and strategies such as small-group, tiered instruction, and blended learning, along with increased use of data for progress monitoring and identification of individual students' strengths and weaknesses.

SCE Budget and Expenditures

The district received an SCE program allotment of \$166,081,791 from the state. The minimum direct cost requirement was 52 percent for the 2016-17 school year, or \$86,362,531.

Table 2: 2016-17 SCE Funding and Budget

Description	Amount
SCE 2016-17 Allocation received	\$ 166,081,791
Required Min. Direct Cost (52%)	\$ 86,362,531
PIC 24 (Accelerated Education)	\$ 11,260,700
PIC 26 (AEP Basic Services)	\$ 3,352,465
PIC 28 (DAEP Basic Services)	\$ 3,887,044
PIC 29 (DAEP SCE Costs)	\$ 14,230
PIC 30 (Title I, Part A)	\$ 42,365,053
PIC 34 (Prekindergarten)	\$ 29,985,040
Total SCE Direct Cost Budget	\$ 90,864,532

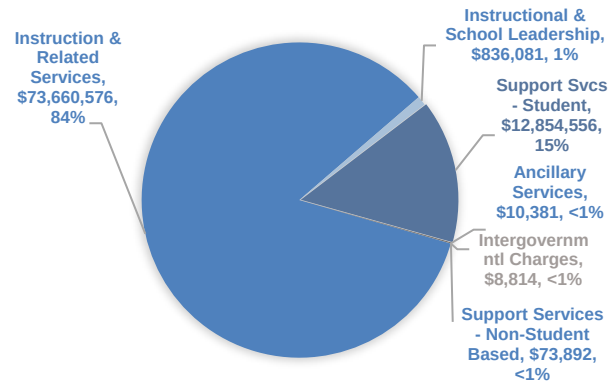
Source: Dallas ISD Budget Services Department, April 2018

Note: Min.=Minimum. PIC=Program Intent Code. AEP=Alternative Education Program. DAEP=Disciplinary Alternative Education Program.

The district budgeted \$90,864,532 in direct cost to support programs/services for At-Risk students, and actual expenditures totaled \$87,444,301.

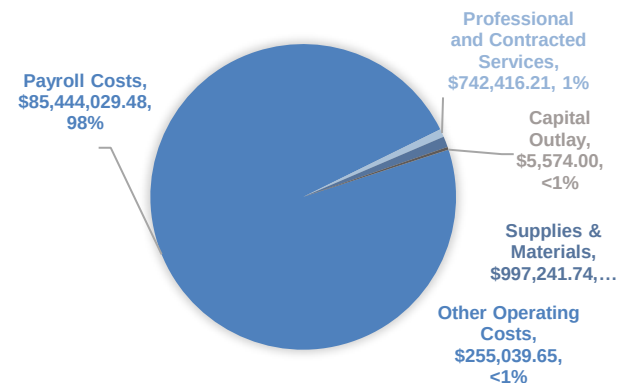
Figures 2 through 4 show expenditures by SCE Major Function, Object, and Program Intent Codes. The major expenditures were Instruction & Instruction Related Services (84%), Payroll Costs (98%), and Title I, Part A Schoolwide Activities (47%).

Figure 2: SCE 2016-17 Expenditures by Function



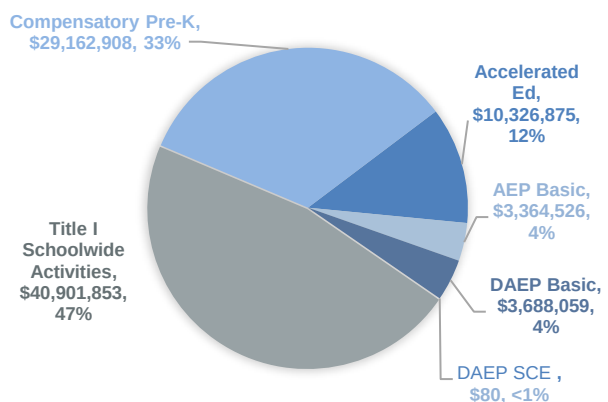
Source: Dallas ISD Budget Services Department, April 2018

Figure 3: SCE 2016-17 Expenditures by Object



Source: Dallas ISD Budget Services Department, April 2018

Figure 4: SCE 2016-17 Expenditures by PIC



Source: Dallas ISD Budget Services Department, April 2018

The district funded 1520.5 Full-Time Equivalent (FTE) positions with SCE funds and filled 1,389.59. Most FTEs under PIC 30 were counselors or core content teachers at elementary and secondary campuses. All PIC 34 (Compensatory Prekindergarten) positions were teachers or teacher assistants.

STAAR 3-8 and STAAR EOC Performance

The percentage of At-Risk students at Approaches Grade Level or Above (Approaches +) on the *State of Texas Assessments of Academic Readiness 3-8 (STAAR 3-8)* and *STAAR End-of-Course (STAAR EOC)* tests was lower than the percentage of Not-At-Risk students across all subjects (Table 3). From 2016 to 2017, the performance gap between At-Risk and Not-At-Risk students decreased on the majority of STAAR 3-8 tests. For EOC tested courses, the gap in English I and English II performance increased, while the gap in Algebra I, Biology, and U.S. History performance decreased.

Table 3: STAAR Approaches+ Rates and Performance Gaps

Subject	Grade	Percent Approaches+		Gap	Point Change
		At-Risk	Not-At-Risk		
Reading	3	62	66	-4	-14
	4	51	85	-34	-1
	5	73	93	-20	-7
	6	43	88	-45	-1
	7	51	92	-41	-3
	8	71	96	-25	-2
English I		42	90	-48	2
English II		43	92	-49	1
Mathematics	3	72	73	-1	-15
	4	62	88	-26	-3
	5	78	95	-17	-4
	6	58	89	-31	-7
	7	43	79	-36	-3
	8	77	94	-17	-10
Algebra I		73	94	-21	-9
Science	5	59	89	-30	-3
	8	59	92	-33	-4
Biology		77	97	-20	-2
Soc. Studies	8	44	88	-44	-2
U.S. History		86	98	-12	-1
Writing	4	55	82	-27	0
	7	46	90	-44	-4

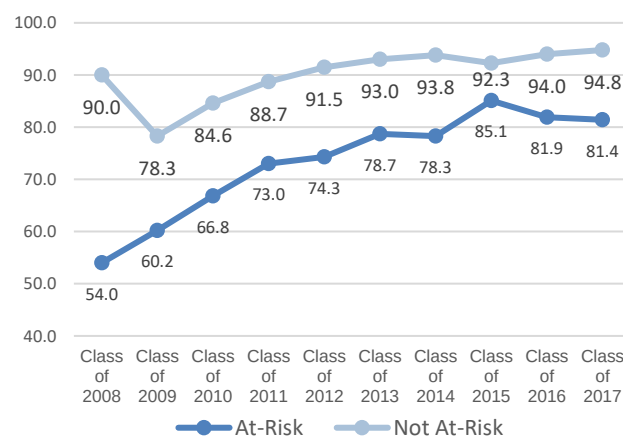
Source: Texas Education Agency 2016 and 2017 Texas Academic Performance Reports

Note: Data include all students in the Accountability Subset for each year reported.

Graduation and Dropout Rates

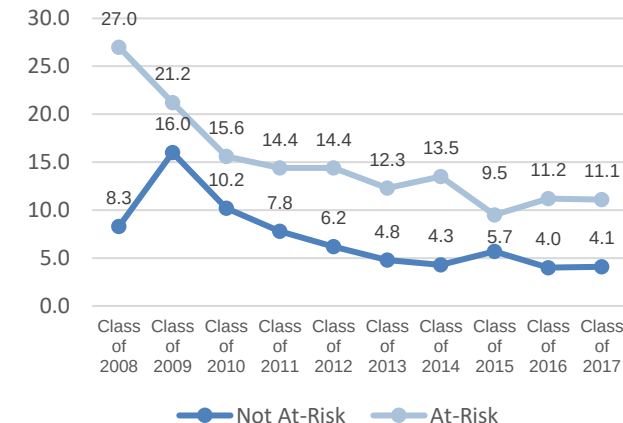
The 2017 longitudinal graduation rate for At-Risk students was lower than for Not-At-Risk students, and showed a slight decrease from the 2015 and 2016 rates (Figure 5). The dropout rate for At-Risk students was greater than the 2015 cohort rate, and approximately the same as the 2016 cohort rate (Figure 6). Nevertheless, long-term trends remained encouraging. The dropout rate of At-Risk students in the Class of 2017 was less than half of that reported for the Class of 2008. Similarly, the cohort graduation rate improved from slightly over half of At-Risk students for the Class of 2008 to more than 80 percent for three most recent cohorts. However, because no tracking system exists to link student performance to program services, no specific SCE programs or services could be associated with the changes. A further challenge continues in disentangling the effects of changes in state testing requirements from the effects of programs and services at the district level.

Figure 5: Graduation Rates by Cohort and At-Risk Status



Source: TEA annual Academic Excellence Indicator System and Texas Academic Performance Reports

Figure 6: Dropout Rates by Cohort and At-Risk Status



Source: TEA annual Academic Excellence Indicator System and Texas Academic Performance Reports

Recommendations

Recommendations have not changed from those recommended in the 2015-16 report, as no major changes in program direction took place between the 2015-16 and 2016-17 school years.

- **Available SCE funds should be focused on providing more direct services to At-Risk students.**³ Beginning in 2014-15, new legislation passed in House Bill 5 mandated that districts are required to separately budget and prioritize SCE funding to support accelerated instruction (AI) each time a student fails to pass an EOC assessment.⁴ The bill also prohibits use of the funds for any other purpose until the district adopts a budget to support AI. Consequently, AI has become a primary service in grades 9-12. For 2016-17, SCE funds supported use of the Reconnection Centers program for AI, replacing its prior function as a general credit recovery program. At the other end of the grade sequence, district and state emphasis on Early Childhood education, particularly Prekindergarten programs, has increased. Thus, it is recommended that the district pay closer attention to the effective use of potentially more limited SCE funds for grades 1-8.
- **Campus Improvement Plans should be more specific concerning strategies and activities delivering direct services to At-Risk students.** Most SCE funds were budgeted and spent at the campus level. Specific strategies listed in the CIPs should be aligned to the profile of At-Risk students at each campus and the reasons for their At-Risk classification (e.g., achievement, English Proficiency status, grade retention, etc.).
- **The Workscope submission requirement should be reinstated to provide improved documentation of the use of SCE funds by central organizations.** In 2011-12 and 2012-13, central organizations that received SCE funds were required to submit Project Workscopes to the district's Budget Services department. That requirement was discontinued in 2014-15. Reinstatement would facilitate evaluation of services and activities supported by central SCE expenditures.
- **The district should designate a full-time SCE program administrator.** At its current level of funding, with an overall budget of approximately \$166 million, oversight would help to ensure that

funds are used efficiently and effectively. With more than \$79 million available in 2016-17 in indirect cost allocations intended primarily to defray program administrative costs, the SCE program should well be able to meet the expense of a designated program manager assigned the responsibility of overseeing program implementation and data collection. Responsibilities of the manager should include, but not be limited to:

- Familiarity with SCE program requirements and the TEA *Financial Accountability System Resource Guide (FASRG)*.⁵
- Access to information from the annual Association of Compensatory Educators of Texas (ACET) conference, where current information and requirement updates for SCE are usually presented. The information should be reviewed and provided to district department heads impacted by SCE.
- Oversight of the intent, purposes, and requirements of the SCE program, including compliance with budget allocation and expenditure requirements.
- Knowledge of effective interventions sufficient to provide assistance to campuses and central office program managers in selecting appropriate services and programs to meet At-Risk student needs.
- Responsibility and authority to coordinate all aspects of the SCE program and act as a liaison with other district functions to collect, maintain, and provide data for records and reports.
- Maintenance and provision of required documentation at the central level.
- Monitoring of implementation and student performance, and recommending funding changes for programs and services not effectively meeting student needs.
- Reporting of program results to appropriate administrative levels.

The full 2016-17 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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³ "The purpose of the SCE program is to improve student performance through direct instructional services to students at risk of dropping out of school. The more removed services are from the student, the more the resources are diluted and the more difficult it becomes for the school district to defend

the use of the SCE funds and justify the effectiveness of the program in improving student performance." (ACET, 2012)

⁴House Bill 5, 83rd Legislative Session, added new TEC §28.0217 and amended TEC §29.081.

2017-18 Evaluation of Reasoning Mind

Myoungsook Kim, Ph.D. & Joan Bush, Ph.D.

EA18-512-4

At-a-Glance

In 2017-18, 11,311 Dallas Independent School District (ISD) students in grades two to five used the Reasoning Mind (RM) mathematics curriculum,¹ which was a large decrease from 2016-17 ($N=29,714$). The number of RM schools funded centrally decreased from 147 in 2016-17 to 57 schools in 2017-18 due to the budget cuts for the year. There were five schools that purchased RM with their own budget;² however, this evaluation is limited to 57 schools that were funded centrally. RM was supplemental to the district curriculum in grades two to four, which means teacher time was split between using district and RM curricula. RM served as the full curriculum for grade five. The 2017-18 budget was \$847,763, which was about half of the 2016-17 budget (\$1,763,660). The purpose of this report was to summarize 2017-18 RM implementation findings, campus staff survey findings, and mathematics assessment outcomes.

Methodology

The *Dallas ISD Reasoning Mind Evaluation Framework* developed by Bush and Kim (2015) was used to guide the evaluation. Context and process information were gathered from internal documents, the RM website, and interviews with RM and Dallas ISD program staff. The lead evaluator conducted interviews with the RM project director and the district mathematics director. Student data were extracted from the October 2017 Public Education Information Management System (PEIMS) file and RM files. Frequency and descriptive analyses were used to examine student demographic characteristics, student use of RM, and teacher training completion rates. Frequency and crosstab analyses were conducted for campus staff surveys, which were administered in January and February 2018.

Outcome analyses were carried out to determine how RM students performed on Spring 2018 mathematics assessments. These included *TerraNova* and *State of Texas Assessments of Academic Readiness (STAAR)*. There were four main limitations of the analyses. First, achievement results could not be attributed solely to RM due to the district's use of RM as supplemental to regular instruction in grades two to four. Second, implementation fidelity continued to be a confounding

factor as a sizeable proportion of students in all grades did not meet RM expectations for implementation. Third, there was possible selection bias between treatment and comparison groups for each grade. That is, the number of RM schools funded centrally decreased in 2017-18 because of budget cuts, and criteria to select schools were based on 2016-17 campus level RM implementation. It should be noted also that only one school was selected for fifth grade which may limit the generalizability of the findings. Fourth, per the spring 2018 RM teacher survey, between 10 and 29 percent of teacher respondents used additional mathematics programs such as Think Through Math (TTM) and Houghton Mifflin Harcourt (HMH) Personal Math Trainer.

Correlation coefficients were computed to note strength of relationships between test scores and RM indicators. Crosstab analyses were carried out to study the link between RM implementation and achievement. Multiple regression analyses were conducted for each grade level to determine which RM indicators best predicted students' achievement scores.

Propensity score matching (PSM) was used to create matched comparison groups of non-RM students.³ After that, multiple regression analyses were carried out for each grade to determine if there were statistically and practically significant differences in mathematics achievement scores between RM and non-RM comparison group students. For further analyses, frequencies and crosstab analyses were computed to examine differences between the two groups in percentages of students at or above grade level on *TerraNova* and that achieved Approaches Grade Level or Above (Approaches +), Meets Grade Level or Above (Meets +), and Masters Grade Level on *STAAR*. *STAAR* progress measures were also analyzed to examine how much fourth- and fifth-grade students improved this year.⁴

What were the demographic characteristics of RM students?

A total of 11,311 students participated in RM during 2017-18. This included 4,346 (37%) of the district's

¹ Imagine Learning acquired RM on July 30, 2018.

² Those schools included Carpenter, King, Peeler, Polk (grade five only), and Williams.

³ The matched comparison group for each grade was comprised of non-RM students in the district that had the same probability of being in RM as RM students.

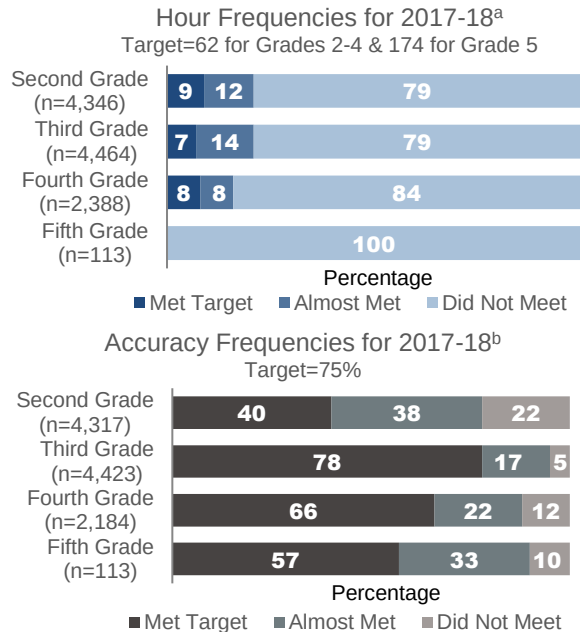
⁴ The progress measure is based on a comparison of a student's test score last year with his or her score this year. This measure informs how much the student has improved in a subject area.

second grade students, 4,464 (36%) of the district's third-grade students, 2,388 (19%) of the district's fourth-grade students, and 113 (1%) of the district's fifth-grade students. The percentage of district students enrolled in RM decreased from 2015-16 to 2016-17 to 2017-18 for all grades. The majority of RM students were economically disadvantaged (85%) and Hispanic (75%). Fifty-six percent were English learners (ELs).

Was the RM program used by students as planned?

Implementation fidelity continued to be a concern as the majority of campuses were classified as low implementing for second (87%), third (94%), fourth (88%), and fifth (100%) grades. The continued low level of implementation was surprising since most 2017-18 RM campuses had a medium or high level of implementation in 2016-17. Consistent with past years, Dallas ISD fell short of meeting implementation expectations (see Figure 1). Most RM students (91% to 100%) did not reach the district's 2017-18 target for hours online (target=62 hours for grades two to four and 174 hours for grade five), and a sizeable proportion (79% to 100%) logged less than 80 percent of expected hours. Whereas many third- (78%), fourth- (66%), and fifth-grade (57%) students met the district accuracy target, many second-grade students (60%) did not meet the accuracy target.

Figure 1: 2017-18 RM Student Hour and Accuracy Results



Source: PEIMS data (10/30/17); RM data (1/04/18 and 6/05/18).
 Note: The number of students with hour and accuracy data differ for each grade because some students did not have accuracy data.
^a Met=Logged 100% of expected hours. Almost Met=Logged 80 to 99% of expected hours. Did Not Meet=Logged less than 80% of expected hours. ^b Met=Attained Guided Study Level A accuracy rate of 75% or higher. Almost Met=Accuracy rate between 60 and 74%. Did Not Meet=Accuracy rate of less than 60%.

Did staff members participate in RM training as planned?

Until 2016-17, first-year RM teachers were required to take the RM Qualification Course (QC) prior to using RM with students. However, due to delayed processing of the purchase orders for RM in Fall 2017, first-year RM teachers in 2017-18 were not required but were strongly encouraged to take the QC before using RM with students. For this reason, only 36 percent of first-year RM teachers completed the QC by the end of the first six weeks, which was a notable decrease from last year (71% in Fall 2016). Half (50%) of first-year RM teachers did not complete the QC by the end of the fall semester.

RM offered additional training courses for all RM teachers. About eight percent (n=28) of the district's 344 RM teachers participated in optional RM PD during the fall semester. All 28 teachers used supplemental RM (grades two to four). There were two campus-based mathematics instructional coaches who attended RM's Best Practice Workshop courses.

What were teacher and administrator perceptions of RM?

Per interviews with RM and district staff, the RM project director and the district mathematics director viewed more communication and support by RM implementation coordinators (ICs) as a main success. In 2017-18, RM ICs held two group sessions based on individual campus need and held two individual meetings with each teacher. The RM project director also mentioned the single objective curriculum (SOC) as a success. SOC allows teachers to customize the RM curriculum to the district curriculum. Barriers to implementation included technology problems; delayed processing of purchase orders; the district's change in its data management tool to CLEVER; the reduced budget; and fewer ICs.

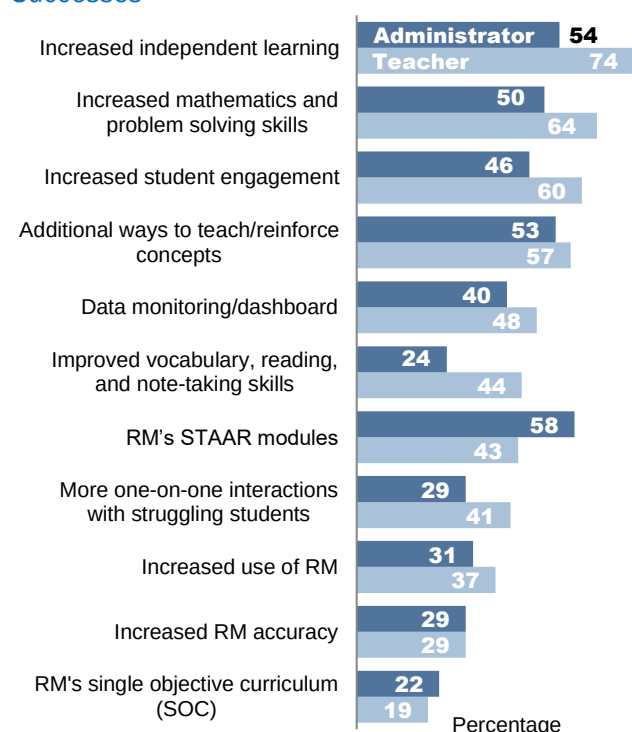
As in previous years, campus staff survey results revealed that teachers were more positive than campus administrators on the overall survey items with one exception (the benefit of RM on students: 91% for campus administrators and 88% for teachers). Whereas 69 percent to 91 percent of administrators gave positive responses to overall items, 77 percent to 88 percent of teachers did so. Most teachers (80% to 89%) believed students improved on key indicators (e.g., enjoyment of mathematics, confidence in mathematics ability, etc.). The majority of campus administrators and teachers were "satisfied" or "extremely satisfied" with support from the RM implementation coordinator (85% for both groups) or support from district staff members (77% to 88%).

Some campus administrators and teachers reported technology issues, especially with laptops/computers

on wheels (COW) carts (38% for campus administrators and 34% for teachers), network (22% for both), and wireless connectivity (21% and 28%, respectively). Between six percent and 30 percent of campus staff members reported other technology issues (6% to 30% for campus administrators and 8% to 18% for teachers). Of the teacher respondents, between 10 percent and 29 percent indicated that they used other mathematics intervention programs (e.g., Think Through Math, Houghton Mifflin Harcourt Personal Math Trainer, etc.) in addition to RM.

In terms of RM successes, teachers (19% to 74%) were more positive than campus administrators (22% to 58%) with two exceptions (see Figure 2). Campus administrators were more positive than teachers on RM's STAAR modules (58% and 43%, respectively) and RM's SOC (22% and 19%, respectively). Twenty-nine percent of campus administrators and teachers indicated the increased RM accuracy as a success.

Figure 2: Campus Staff Survey Responses for RM Successes

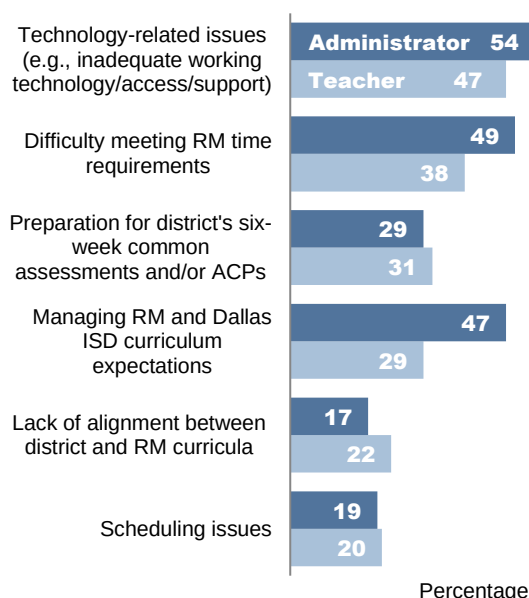


Source: RM campus staff (administrator and teacher) surveys administered in Spring 2018.

Note: Respondents could mark more than one category. This figure was limited to categories with 15 percent or more of respondents for each group ($n=194$ for teachers and $n=72$ for campus administrators).

The most cited challenges were technology-related issues (54% for campus administrators and 47% for teachers) and difficulty meeting RM time requirements (49% and 38%, respectively - see Figure 3).

Figure 3: Campus Staff Survey Responses for RM Challenges



Source: RM campus staff (administrator and teacher) surveys administered in Spring 2018.

Note: Respondents could mark more than one category. This figure was limited to categories with 15 percent or more of respondents for each group ($n=198$ for teachers and $n=79$ for campus administrators).

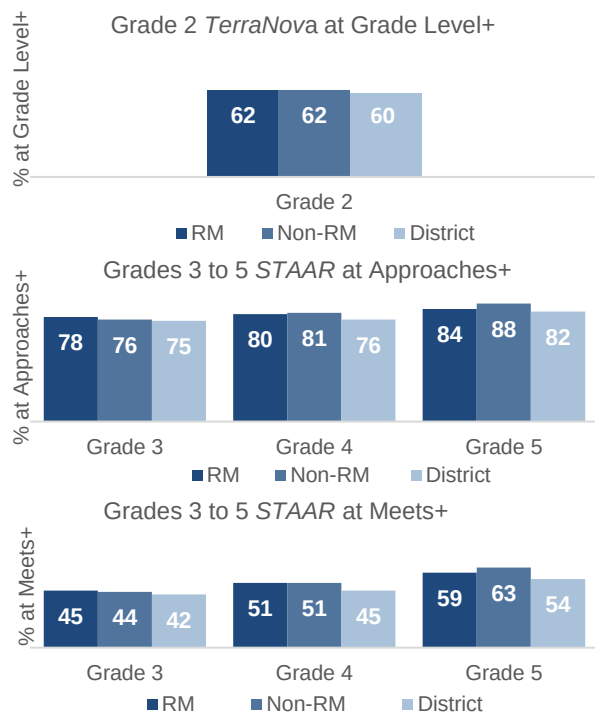
What were student mathematics achievement outcomes?

Outcome results were consistent with previous findings (Kim & Bush, 2017). RM students that met the accuracy target outperformed those who did not. Students that met the hour target showed similar patterns; however, the differences were not as pronounced as those for accuracy. Likewise, students' mathematics scores were more highly correlated with prior achievement ($r=0.71$ to 0.84) and accuracy ($r=0.56$ to 0.73) than with objectives completed ($r=0.13$ to 0.42) or hours online ($r=-0.03$ to 0.17). Multiple regression analyses showed that with the exception of fifth grade, prior achievement, RM accuracy, and RM objectives completed were major predictors of Spring 2018 assessment scores.

When student performance on *TerraNova* 2018 and STAAR 2018 was compared between RM and non-RM comparison students, results showed no clear pattern of differences in percentage of students that met the performance standards (see Figure 4).

When prior achievement and economically disadvantaged status were accounted for, differences in STAAR 2018 scale scores between the two groups were statistically significant (favoring RM students) for third and fourth grades but showed no practical significance. As for second and fifth grades, there were no statistically or practically significant differences between the two groups.

Figure 4: RM and Non-RM Student Comparisons on TerraNova 2018 and STAAR 2018



Source: PEIMS data (10/30/17). RM data (1/04/18 and 6/05/18). TerraNova (6/11/18). STAAR (6/20/18).

Note: STAAR=State of Texas Assessments of Academic Readiness. STAAR results included first administration data. STAAR Alternate 2 scores were excluded. Although all STAAR scores were included, some students' test scores might have been adversely affected by the online testing issues that occurred in 2018. Grade Level+ = At or Above Grade Level. Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. $n=3,671$ for both RM and non-RM of second grade; 3,835 for third grade; 2,105 for fourth grade; and 104 for fifth grade. District information was provided as a reference ($n=10,974$ for second grade, 11,663 for third grade, 11,854 for fourth grade, and 11,785 for fifth grade).

In regard to RM and non-RM student comparisons on STAAR progress measures, 65 percent of RM students in grade four made 'Expected' or 'Accelerated' progress in 2017-18, which was two percentage points higher than non-RM comparison students. For fifth grade, 61 percent of RM students made 'Expected' or 'Accelerated' progress in 2017-18, which was 11 percentage points lower than non-RM comparison students.

Recommendations

- **Require higher levels of implementation for 2018-19 RM campuses.** Across grade levels, there were more campuses in the "low" implementing category than in the "medium" and "high" implementing categories. Strong implementation of RM is important to effectively impact student achievement and to ensure the district receives an adequate return on its investment of \$847,763.

- **Make sure teachers receive adequate guidance on how to meld two different curricula (district and RM) using SOC.** It is important to make certain that every teacher recognizes the availability of SOC and has sufficient guidance on how to customize the RM curriculum to the district curriculum as needed.
- **Make certain all campuses have adequate working technology and are reporting issues to Information Technology as problems occur.** Technology issues continued to be a challenge based on the surveys and interviews. It is important to continue to add and upgrade campus technology while ensuring ample campus support and timely submission of tickets to Information Technology.
- **Strategically plan for next year's RM QC training to make sure more teachers complete the QC prior to or at the onset of the 2018-19 school year.** Most teachers (64%) did not complete the QC by the end of the first six weeks. It was partly due to delayed processing of orders for RM in Fall 2017. As recommended in the past, the district needs to make sure more teachers complete the QC prior to or at the very beginning of the school year.

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Bush, J. & Kim, M. (2015). Evaluation of Reasoning Mind: Final Report 2014-15. Dallas, TX: Dallas Independent School District.

Bush, J. & Kim, M. (2016). Evaluation of Reasoning Mind: Final Report 2015-16. Dallas, TX: Dallas Independent School District.

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An electronic version of this report as well as the full 2017-18 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2017-18 Evaluation of Special Education Program

Nick Grimberg, M.A.

EA18-519-4

At-a-Glance

Special education provides services and supports designed to meet the unique needs of children with disabilities. When parents or instructional staff suspect a student might have a disability, the student is referred for evaluation. An Admission, Review, and Dismissal (ARD) committee is formed to review data and determine eligibility for special education services. Once a student is determined eligible for special education services, the ARD committee develops an Individualized Education Plan (IEP) articulating learning goals, services and supports, accommodations and modifications, and progress measurements.

Purpose and Methods of the Evaluation

The purpose of this evaluation was to examine the student characteristics and academic performances of Dallas Independent School District (ISD) special education students during the 2017-18 school year. In addition, input from special education teachers, special education teacher assistants, principals, assistant principals, and evaluators was collected and summarized to identify potential challenges and areas for improvement. Student characteristics, *State of Texas Assessment of Academic Readiness (STAAR)* 3-8 performance data, and *STAAR End of Course (EOC)* performance data were extracted from district databases.

Two online surveys were administered with SurveyMonkey, an online survey development software, to understand the experiences and perceptions of special education educators, principals, assistant principals, and special education evaluators. The first survey was sent to all special education evaluation diagnosticians and licensed specialists in school psychology (LSSP) to understand their activities and thoughts regarding evaluating students for disabilities. This survey was sent out on March 26, 2018 and remained open until April 6, 2018. The response rate for the survey was 82.2 percent (N = 88). The second survey was designed to understand the methods, nature, and quality of communication between special education teachers, special education teacher assistants, principals, and assistant principals in the district. The survey was made available between April 2, 2018 and April 27, 2018. The response rate for the survey was 64.8 percent (N = 1,519).

What were the characteristics of students served in special education?

As of October 27, 2017, the special education population for the district was 12,871 and represented 8.2 percent of the district population. This was an increase in enrollment from last year (12,154, 7.7%). The percentage of students served in special education has increased by almost one percentage point since the 2014-15 school year (7.3%). A higher percentage of African Americans received special education services (30.4%) relative to their percentage in general education enrollment (22.5%). In addition, although males and females were equally represented in the general education population, two-thirds of special education students were male (67.5%). Over one-third (35.5%) of special education students were English Learners (EL) which was less than the general education percentage of EL students (45.0%).

Table 1: Characteristics of Special Education Students: 2017-18

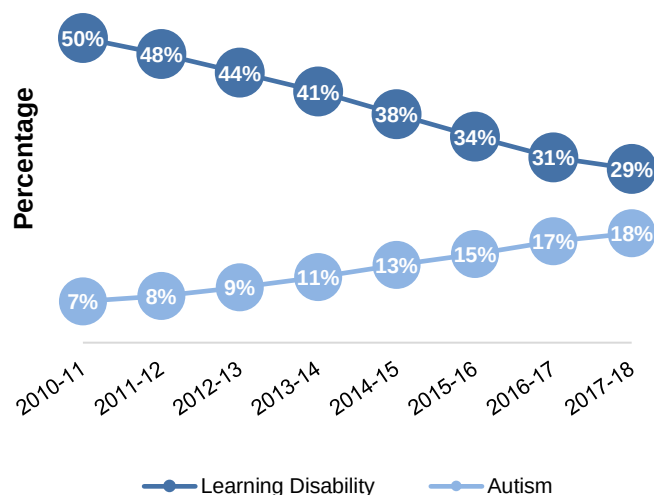
Group	Special Education		General Education	
	N	%	N	%
English Learner	4,570	35.5	64,703	45.0
Ethnicity				
Hispanic	8,035	62.4	109,810	70.0
African American	3,918	30.4	35,209	22.5
White	658	5.1	7,798	5.0
Asian	102	0.8	2,139	1.4
Gender				
Female	4,188	32.5	76,805	49.0
Male	8,683	67.5	79,999	51.0

Source: Data extracted from district student database reflecting the October 27, 2017 student snapshot.

Note: Native American, Pacific Islander, and Two or More Races not included in this table.

The most commonly reported primary disabilities of students enrolled in special education during the 2016-17 school year were learning disability (28.6%), autism (18.0%), other health impairment (16.3%), speech impairment (14.3%), and intellectual disability (13.5%). The top two primary disabilities of students enrolled in special education were compared between the 2010-11 school year and the 2017-18 school year to identify trends (Figure 1). The percentage of students identified to have autism nearly tripled from 6.8 percent in the 2009-10 school year to 18.0 percent in the 2017-18 school year. During this period, the percentage of students identified as having a learning disability has declined from half (50.1%) of all special education students to twenty-nine percent (28.6%).

Figure 1: Percentage of Special Education Students by Primary Disability and School Year: 2010-11 to 2017-18



What were teacher and principal perceptions of special education program communication and support?

Feedback from special education teachers, special education teacher assistants, principals, and assistant principals about communication and support with the Special Education Department was generally positive. Over 85 percent of applicable survey respondents strongly agreed or agreed to the statements: 'I understand the district's expectations in providing special education services', 'I understand the district's special education policies and procedures', and, 'I know how to get help with special education related matters'. Approximately two-thirds of applicable respondents indicated that there was an improvement in the delivery of special education services this year (2017-18) compared to last year (2016-17), and, the process of evaluating students for special education services improved this year (2017-18) compared to last year (2016-17). Almost eighty percent (79.8%) of survey respondents agreed to the statement: 'the special education department responded to me in a timely manner.' Over three quarters (76.9%) of applicable respondents were satisfied with the customer service they received from the Special Education Department.

What were the activities and perceptions of special education evaluators?

In contrast to the positive feedback from special education teachers and principals, feedback from evaluators regarding their transition to campus-based work spaces was generally negative. Approximately sixty percent of evaluators disagreed that the transition to campus based locations had been a positive change or benefited students and their families. Over seventy percent of survey respondents (71.6%) believed that

the transition to campus based locations had not improved the response time in conducting evaluations. Sixty-one percent (61.4%) of respondents indicated that they did not have adequate access to the professional resources (e.g. software, assessments, forms, etc.) needed to complete their work duties. About half of evaluators did not believe that their physical work space was appropriate for fulfilling their work duties.

One quarter (25.4%) of non-bilingual evaluators 'frequently' or 'always' had trouble finding an interpreter to communicate with non-English speaking students. Only 3.4 percent of evaluators indicated that more than half of initial referral folders included adequate RTI interventions. Almost ninety percent (89.7%) of evaluators indicated that less than a quarter of initial referral folders included adequate RTI interventions.

How did the special education program perform on the 2017 PBMAS Report?

The Texas Education Agency (TEA) Performance-Based Monitoring staff developed the Performance-Based Monitoring Analysis System (PBMAS), an automated data system that reports annually on the performance of school districts and charter schools. Program area performance indicators are analyzed and assigned numeric performance levels ranging from zero to three with higher numbers signifying areas of concern. The special education program of each school district is staged for interventions based on the average of all PBMAS special education performance levels. The 2017 Dallas ISD PBMAS report average of all special education performance level indicators (zero to three) was 1.8 which resulted in a rating of stage three, requiring interventions. The average of all performance level indicators on the state-level 2017 PBMAS State Report was 1.5.

Over the past three years, the district has improved on 15 of 20 special education performance indicators. The indicators that showed decline were: the 'special education STAAR EOC passing rate' in science (51.2% to 48.8%), and English Language Arts (26.2% to 22.4%), the STAAR Alt 2 participation rate (16.6% to 20.7%), the 'special education regular class less than 40 percent rate' (7.7% to 16.7%), and the special education annual dropout rate (2.1% to 2.2%).

What were the academic performances of students served in special education?

TerraNova is a norm-referenced achievement test designed to provide achievement data for students in kindergarten through grade two. Special education students were assessed in reading and mathematics on TerraNova. Compared to all students in the district, there was a lower percentage of special education students who were at or above grade level on

TerraNova reading (41.8% versus 68.1%) and mathematics (34.9% versus 59.2%). Since 2015-16, the percentage of special education students who were at or above grade level increased 3.7 percentage points in reading and 5.6 percentage points in mathematics.

STAAR 3-8 and STAAR EOC assessments were available to special education students in two versions: STAAR and STAAR Alternative 2 (Alt 2). Special education students who were tested with the STAAR Alt 2 version outperformed students who tested with the STAAR version. As shown in Table 2, the percentage of special education students at Approaches Grade Level or Above has increased in every STAAR 3-8 subject and STAAR EOC exam.

Table 2: Percentage of Special Education Students at Approaches Grade Level or Above: 2015-16 through 2017-18

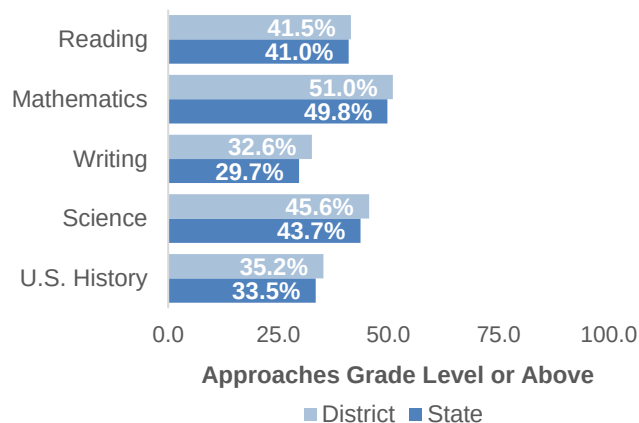
Subject	2015-16*	2016-17	2017-18
STAAR 3-8			
Reading	32.7	36.2	41.5
Mathematics	36.7	44.4	51.0
Writing	29.3	29.8	32.6
Science	38.0	42.1	45.6
Social Studies	25.8	31.8	35.2
STAAR EOC			
Algebra I	36.1	42.7	47.6
English I	20.8	18.2	21.4
English II	22.7	20.9	21.5
Biology	43.7	47.9	51.8
U.S. History	56.4	58.1	63.2

Source: District STAAR 3-8 database: 8/12/16; 6/22/17; 6/20/18. Data reflects STAAR and STAAR Alt 2 versions of the Spring (first administration) STAAR 3-8 results combined. District STAAR EOC database: 6/20/2018; 4/30/2018; 2/15/2018. Data reflects the results of all versions of STAAR EOC exams (including retests) combined.

Note: *The STAAR A version of the STAAR 3-8 exam was administered for the last time in December 2016. Caution should be taken when comparing STAAR results prior to 2016-17. Although all scores are included, some students' test scores in 2017-18 may have been adversely affected by online testing issues.

The performances of Dallas ISD special education students on STAAR 3-8 exams were compared to special education students at the state level in Figure 2. A slightly higher percentage of Dallas ISD special education students were at Approaches Grade Level or Above on all STAAR 3-8 subjects than special education students in the state.

Figure 2: Percentage of Dallas ISD and State Special Education Students at Approaches Grade Level or Above on STAAR 3-8 Exams: 2017-18



Source: District STAAR 3-8 database: 6/20/18. Data reflects STAAR and STAAR Alt 2 versions of the Spring 2018 (first administration) STAAR 3-8 results combined.

Note: Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

As shown in Table 3, Dallas ISD special education students performed at a higher level of achievement than Houston ISD and San Antonio ISD special education students on every subject of the STAAR 3-8 exam. A slightly higher percentage of El Paso ISD special education students were at Approaches Grade Level or Above on all STAAR 3-8 exams except social studies compared to Dallas ISD students. Similarly, Austin ISD special education students performed at a higher level of achievement than Dallas ISD special education students on all STAAR EOC exams. However, a higher percentage of Dallas ISD special education students were at Approaches Grade Level or Above than special education students in San Antonio ISD, El Paso ISD, and Houston ISD on almost all STAAR EOC exams.

Table 3: Percentage of Special Education Students at Approaches Grade Level or Above by School District: 2017-18

Exam	Austin	San Antonio	El Paso	Houston	Dallas
STAAR 3-8					
Reading	42.8	31.8	43.1	36.3	40.9
Mathematics	49.1	38.6	50.8	43.9	49.9
Writing	29.7	24.5	32.2	26.6	32.1
Science	44.7	32.7	48.9	39.3	45.2
Social Studies	31.4	25.2	30.3	30.3	34.7
STAAR EOC					
Algebra I	54.2	31.8	42.7	30.8	39.6
English I	23.1	10.7	13.2	15.2	16.2
English II	27.4	11.2	13.4	18.5	17.0
Biology	61.9	35.4	39.9	38.3	45.0
U.S. History	67.4	54.1	53.0	53.7	60.7

Source: Texas Assessment Management System (TAMS) website: texasassessment.com: 7/12/18.

Note: Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

What were the dropout, graduation, and attendance rates of special education students?

The four-year longitudinal dropout rate, the percentage of students who began ninth grade in the 2013-14 school year and dropped out within four years, for Dallas ISD special education students was 11.7 percent. Dallas ISD special education students had a higher dropout rate than the dropout rate of all students in the district (7.9%). This rate is identical to last school year (11.7%), although, the four-year longitudinal dropout rate is almost half of the 2009-10 rate (22.7%). Special education students, on average, attended school three fewer days than general education students. On average, the percentage of enrolled days that special education students attended (93.8%) was lower than general education students (95.2%).

Recommendations

- **Communicate the necessity of following RTI procedures to teachers and campus-based staff.** Evaluators indicated that only a small percentage of initial referral folders included adequate RTI interventions. RTI intervention documentation can identify if special education evaluation is necessary or whether other services are appropriate. In addition, teacher initiated referrals, which include RTI interventions, reduce the workload of evaluators allowing for more timely and appropriate placements of eligible students into special education services.
- **Recruit more bilingual special education diagnosticians and LSSPs.** A relatively low percentage of special education evaluators conduct bilingual evaluations (23.9%). Survey results showed that a quarter (25.4%) of non-bilingual evaluators 'frequently' or 'always' had trouble finding an interpreter to communicate with non-English speaking students. More bilingual diagnosticians and LSSPs should be hired to reduce linguistic barriers in conducting special education evaluations and increase efficiency.
- **Promote opportunities for evaluators to collaborate and receive professional support.** Special education evaluators transitioned to campus-based work areas during the 2017-18 school year. In informal meetings, some evaluators mentioned difficulty in collaborating and receiving support from other evaluators after the transition. When evaluators were asked on a survey how the district can improve evaluation, one of the most common open-ended responses was: establish a central location for resources, collaboration, and support.
- **Ensure special education evaluators have adequate campus support and resources to carry out their duties.** Approximately sixty percent of evaluators indicated on a survey that they did not have adequate access to the professional resources or office supplies needed to complete their work duties. When evaluators were asked how the district can improve evaluation, a common open-ended response was: increase access to professional resources (e.g. test scoring software, testing materials, protocols, etc.).
- **Investigate the increasing STAAR Alt 2 participation rate.** The percentage of special education students who were tested with a STAAR Alt 2 version of a STAAR 3-8 or STAAR EOC exam has increased from 16.6 on the 2015 PBMAS report to 20.7 on the 2017 PBMAS report resulting in a performance level of three for this performance indicator. Causes for this expansion should be investigated.

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2017-18 College and Career Readiness: School-Day ACT Testing

Akiva Lorenz, Ph.D.

EA18-520-4.2

At-a-Glance

The ACT is administered by ACT Inc. and consists of four sections: English, reading, mathematics, and science. Scoring for each section can range from 1 to 36. A composite score is calculated by taking the average of the scores for the four sections. A college-ready score is defined by ACT Inc. as a composite score of at least a 21. ACT college readiness benchmarks for individual subjects are: English, 18; reading, 22; mathematics, 22; and science, 23.

One goal of Dallas ISD leadership was to increase the proportion of high school seniors who achieve college ready scores on the ACT. To increase the proportion of seniors testing, Dallas ISD provided funding for seniors to take the ACT during the school-day the last three school years. This year, the school-day ACT testing occurred on October 3, 2017.

To help students receive college-ready scores, Dallas ISD used Title I money (total program funds \$300,367) to offer ACT preparation sessions at nine high schools in July 2017. Dallas ISD contracted with The Princeton Review to provide student and teacher training. Sessions were scheduled to run for two hours and included a total of four meetings. To assist the district in evaluating progress toward college readiness goals, this evaluation documented the number and proportion of Dallas ISD seniors who took the school-day ACT in 2015-16, 2016-17, and 2017-18.

Methodology

2017-18 school-day ACT testing data (dated January 19, 2018) and student demographic data from October 30, 2017 (PEIMS snapshot date) were merged to determine the number of seniors who took the ACT during school-day testing by campus. The number and percentage of seniors who participated in prep sessions and met the ACT college readiness benchmark (21) was calculated. The evaluator also analyzed the percentages of all Dallas ISD seniors who met the ACT college readiness benchmark (21), the Texas Success Initiative (TSI) benchmark (23), and the Texas Academic Performance Report (TAPR) benchmark (24)¹. ACT school-day testing information for prior years were taken from Zhang (2017) "2016-17 College and Career Readiness: In-School ACT Testing."

Results

Of the 215 students who registered for the prep sessions, 129 or 60 percent attended one or more

meetings. The overall attendance rate for all students who attended the prep sessions was 70 percent. Of the 129 students who participated in the ACT prep sessions, 68 students (53%) took the school-day ACT test, and of those 25 (37%) met the ACT college readiness benchmark (21). No rigorous comparisons between prep session participants and the district could be made due to the small sample size of prep session participants.

Tables 1 - 4 show 2017-18 school-day ACT participation numbers, participation rates, average composite scores, and rates of all Dallas ISD seniors meeting TSI college readiness benchmarks, respectively, by campus.

Table 1: 2015-16, 2016-17, and 2017-18 Number of Seniors and ACT School-Day Participants by Campus

Campus	2015-16		2016-17		2017-18	
	Seniors	Tested	Seniors	Tested	Seniors	Tested
	n	n	n	n	n	n
Adams, B	382	260	401	375	390	332
Adamson	332	285	295	228	319	245
Carter	217	180	191	171	224	193
Conrad	225	198	223	188	248	185
Garza	104	98	97	97	97	96
Gilliam	85	82	99	97	77	75
Hillcrest	235	191	216	189	226	195
Jefferson	317	251	281	228	346	301
Kimball	269	222	271	245	268	241
Lassiter	56	55	58	58	55	55
Lincoln	114	94	96	80	113	96
Madison	81	73	86	82	78	76
Molina	419	332	424	384	518	439
North Dallas	274	220	185	145	209	171
Obama HS	10	10	35	33	50	50
Patton	16	10	20	14	36	22
Pinkston	175	141	171	137	158	139
Rangel HS	63	57	70	70	64	64
Roosevelt	99	65	95	51	113	81
Samuell	361	302	330	245	397	325
Seagoville HS	272	209	253	218	275	228
Skyline	1,115	933	1,005	911	954	852
Smith New Tech	100	92	111	111	98	98
South Oak Cliff	237	193	245	189	264	200
Spruce	272	229	258	199	316	273
Sunset	410	333	440	383	460	407
Townview Business	112	110	117	113	137	134
Townview Education	71	70	70	68	85	84
Townview Health	130	129	135	132	133	131
Townview Public Svc	100	97	86	85	93	92
Townview Sci & Eng	89	83	106	100	103	94
Townview TAG	60	42	61	46	68	58
Washington	224	199	214	202	225	205
White	417	374	450	397	424	364
Wilmer-Hutchins HS	185	157	152	136	174	157
Wilson	353	309	339	291	405	353
District Total	7,981	6,685	7,686	6,698	8,200	7,111

Source: District ACT data file from 01/19/2018, district demographic data file from 10/30/2017, and Zhang (2017).

¹ A composite score that meets or exceeds the TSI benchmark of 23 is sufficient to exempt a student from developmental courses in college.

A total of 7,111 students participated in school-day ACT testing during the 2017-18 school year. Although the number of students tested increased from the 2016-17 school year, the participation rate (87%) and mean composite scores (17) remained at the 2016-17 level. The percentage of students who met the college readiness benchmark slightly decreased from 18 percent in 2016-17 to 17 percent in 2017-18.

Table 2: 2015-16, 2016-17, and 2017-18 Seniors' Participation Rates for School-Day ACT by Campus

Campus	2015-16	2016-17	2017-18
	%	%	%
Lassiter	98	100	100
Obama HS	100	94	100
Rangel HS	91	100	100
Smith New Tech	92	100	100
Garza	94	100	99
Townview Public Svc	97	99	99
Townview Education	99	97	99
Townview Health	99	98	98
Townview Business	98	97	98
Madison	90	95	97
Gilliam	97	98	97
Townview Sci & Eng	93	94	91
Washington	89	94	91
Wilmer-Hutchins HS	85	90	90
Kimball	83	90	90
Skyline	84	91	89
Sunset	81	87	88
Pinkston	81	80	88
Wilson	88	86	87
Jefferson	79	81	87
Dallas ISD	84	87	87
Spruce	84	77	86
Hillcrest	81	88	86
Carter	83	90	86
White	90	88	86
Townview TAG	70	75	85
Adams, B	68	94	85
Lincoln	83	83	85
Molina	79	91	85
Seagoville HS	77	86	83
Samuell	84	74	82
North Dallas	80	78	82
Adamson	86	77	77
South Oak Cliff	81	77	76
Conrad	88	84	75
Roosevelt	66	54	72
Patton	63	70	61

Source: District ACT data file from 01/19/2018, district demographic data file from 10/30/2017, and Zhang (2017).

Note: Data were sorted by 2017-18 school year percentages.

Table 3: 2015-16, 2016-17, and 2017-18 Seniors' Mean School-Day ACT Composite Scores by Campus

Campus	2015-16	2016-17	2017-18
Townview TAG	29	31	31
Townview Sci & Eng	29	29	30
Rangel HS	23	23	25
Washington	24	24	23
Lassiter	21	20	23
Obama HS	21	21	22
Townview Health	21	21	21
Townview Public Svc	21	21	20
Townview Business	19	20	20
Garza	20	20	20
Townview Education	20	19	19
Wilson	18	19	18
Smith New Tech	17	16	17
Gilliam	18	19	17
White	17	18	17
Hillcrest	17	17	17
Dallas ISD	16	17	17
Skyline	15	16	16
Adams, B	14	16	16
Molina	15	15	16
Adamson	15	16	15
North Dallas	15	14	15
Sunset	15	16	15
Roosevelt	15	17	15
Kimball	15	15	15
Samuell	14	14	15
Conrad	14	14	15
Jefferson	14	15	15
Lincoln	14	14	15
Seagoville HS	14	15	15
Pinkston	15	15	15
Spruce	15	15	15
Wilmer-Hutchins HS	15	14	14
Carter	15	15	14
Madison	13	14	14
South Oak Cliff	13	14	14
Patton	13	13	12

Source: District ACT data file from 01/19/2018, district demographic data file from 10/30/2017, and Zhang (2017).

Note: Data were sorted by 2017-18 school year scores.

Table 4: 2015-16, 2016-17, and 2017-18 Percentage of Seniors Meeting the ACT College Readiness Benchmark (21) by Campus

Campus	2015-16 %	2016-17 %	2017-18 %
Townview Sci & Eng	100	100	100
Townview TAG	93	100	100
Rangel HS	81	77	83
Washington	77	78	70
Lassiter	44	45	69
Obama HS	60	55	56
Townview Health	54	57	50
Townview Business	32	40	41
Townview Public Svc	50	49	40
Townview Education	39	28	39
Garza	46	45	39
Wilson	29	34	28
Hillcrest	17	22	17
Dallas ISD	17	18	17
Smith New Tech	21	9	15
White	22	23	15
Skyline	11	10	12
Adams, B	9	10	10
Gilliam	17	31	9
Adamson	8	9	8
Molina	6	5	7
Sunset	8	10	7
Conrad	5	3	6
Seagoville HS	5	7	6
Samuell	2	4	6
North Dallas	9	4	6
Jefferson	6	8	4
Spruce	5	4	4
Kimball	5	6	4
Roosevelt	11	8	4
Pinkston	3	2	3
Madison	1	4	3
South Oak Cliff	3	2	3
Lincoln	2	1	2
Wilmer-Hutchins HS	1	3	1
Carter	4	5	1
Patton	10	7	0

Source: District ACT data file from 01/19/2018, district demographic data file from 10/30/2017, and Zhang (2017).

Note: Data were sorted by 2017-18 school year percentages.

Tables 5 and 6 show the percentage of students who met TSI and TAPR college readiness benchmarks by

campus. The percentage of students who met the TSI ACT benchmark slightly decreased from 12 to 11 percent, while the percentage of students who met the TAPR ACT benchmark remained the same (9%).

Table 5: 2015-16, 2016-17, and 2017-18 Percentage of Seniors Meeting the TSI ACT College Readiness Benchmark (23) by Campus

Campus	2015-16 %	2016-17 %	2017-18 %
Townview TAG	88	98	100
Townview Sci & Eng	99	100	97
Rangel HS	58	63	72
Washington	58	60	55
Lassiter	31	19	44
Obama HS	40	39	34
Townview Health	33	30	33
Townview Public Svc	27	28	23
Townview Business	14	24	21
Garza	25	26	21
Townview Education	13	13	19
Wilson	20	27	18
Dallas ISD	10	12	11
Smith New Tech	11	5	9
White	13	13	9
Hillcrest	12	14	9
Adams, B	5	5	6
Skyline	5	5	6
Gilliam	4	14	5
Adamson	4	3	5
Roosevelt	5	2	4
Samuell	1	2	3
Molina	3	2	3
Seagoville HS	3	3	3
Conrad	3	1	3
North Dallas	5	3	2
Spruce	2	2	2
Kimball	2	3	2
Sunset	4	5	2
Jefferson	3	2	1
Pinkston	1	2	1
Carter	2	2	1
Lincoln	0	1	0
Madison	0	1	0
Patton	10	0	0
South Oak Cliff	1	2	0
Wilmer-Hutchins HS	1	2	0

Source: District ACT data file from 01/19/2018, district demographic data file from 10/30/2017, and Zhang (2017).

Note: TSI stands for Texas Success Initiative; Data were sorted by 2017-18 school year percentages.

Table 6: 2015-16, 2016-17, and 2017-18
Percentage of Seniors Meeting the TAPR ACT College
Readiness Benchmark (24) by Campus

Campus	2015-16 %	2016-17 %	2017-18 %
Townview TAG	89	96	100
Townview Sci & Eng	95	96	94
Rangel HS	40	47	58
Washington	49	52	44
Lassiter	22	10	38
Obama HS	10	24	30
Townview Health	24	23	27
Townview Public Svc	21	27	16
Townview Business	7	18	15
Wilson	16	23	15
Garza	15	19	14
Townview Education	10	10	13
Dallas ISD	8	9	9
Smith New Tech	7	3	7
Hillcrest	11	12	7
White	9	11	6
Adams, B	2	3	5
Skyline	3	4	4
Gilliam	1	8	4
Roosevelt	3	2	4
Adamson	3	2	4
Seagoville HS	2	2	3
Samuell	0	1	2
Molina	2	1	2
Kimball	2	2	2
North Dallas	4	1	2
Sunset	3	3	1
Jefferson	2	1	1
Conrad	1	1	1
Spruce	1	2	0
Carter	2	1	0
Lincoln	0	1	0
Madison	0	1	0
Patton	0	0	0
Pinkston	0	0	0
South Oak Cliff	1	1	0
Wilmer-Hutchins HS	1	1	0

Source: District ACT data file from 01/19/2018, district demographic data file from 10/30/2017, and Zhang (2017).

Note: TAPR stands for Texas Academic Performance Report; Data were sorted by 2017-18 school year percentages.

Summary

To increase student participation rates, Dallas ISD provided funding for seniors to take the ACT during the school-day the past three school years. Most seniors (87%) participated in the school-day ACT testing on October 3, 2017. Like the last three years, less than a fifth of those who tested met the ACT college readiness benchmark (17%), TSI benchmark (11%), or TAPR benchmark (9%).

References

Zhang, J (2017). 2016-17 College and Career Readiness: In-School ACT Testing. Dallas, TX: Dallas Independent School District.

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2017-18 College and Career Readiness: PSAT Testing

Akiva Lorenz, Ph.D.

EA18-520-4.3

At-a-Glance

The Preliminary SAT 8/9 (PSAT, for grades 8 and 9) and the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT, for grades 10 and 11) were developed by College Board to determine if students were on track for college readiness.

Students are tested in evidence-based reading and writing (ERW) and mathematics. A student's scale score for ERW is calculated by adding the reading test score to the writing and language test score and multiplying by 10. A student's scale score for mathematics is calculated by multiplying the mathematics test score by 20. Scale scores in both sections of the PSAT 8/9 range from 120 to 720, while scale scores on the PSAT/NMSQT range from 160 to 760 (College Board, 2017).

The PSAT 8/9 was administered to district students in grade eight in October 2017. The test measures a student's knowledge and skills that are essential for college and career readiness and success. The PSAT/NMSQT was administered to students in grade ten and to AVID¹ students and DISD Scholars² in grades nine and 11. The test not only measures whether students are on track toward college readiness, but also identifies students who may benefit from enrollment in more rigorous courses, such as Advanced Placement, and helps to determine student eligibility for dual credit classes.

During the 2017-18 school year, 21,846 students participated in either PSAT 8/9 or PSAT/NMSQT testing.

Methodology

2017-18 PSAT testing data (December 7, 2017, December 19, 2017, and January 18, 2018) and student demographic data from October 30, 2017 (PEIMS snapshot date) were merged to determine the percent of students who met the college readiness benchmarks (Table 1) on the PSAT 8/9 and PSAT/NMSQT by grade, campus and ethnicity.

PSAT testing information for the 2016-17 school year was taken from Zhang (2017) "2016-17 College and Career Readiness: PSAT Testing." Comparing PSAT/NMSQT results over three years was not possible because benchmarks were raised between the 2015-16 and 2016-17 school year.

Table 1: 2017-18 PSAT College and Career Readiness Benchmarks for Grades Eight to Eleven

Grade	Exam	College and Career Readiness Benchmark	
		ERW	Mathematics
8	PSAT 8/9	390	430
9	PSAT/NMSQT	N/A	N/A
10	PSAT/NMSQT	430	480
11	PSAT/NMSQT	460	510

Source: College Board, 2017

Note: Dallas ISD grade nine students did not take the PSAT 8/9 exam. PSAT = Preliminary SAT. NMSQT = National Merit Scholarship Qualifying Test, ERW = evidence-based reading and writing, NA=not available. College Board does not calculate college readiness benchmarks for grade nine students taking the PSAT/NMSQT.

Results

A total of 9,141 students in grade eight took the PSAT 8/9 in 2017-18 (Tables 2 and 3). Districtwide, the percentage of grade eight students who met the PSAT 8/9 ERW benchmark slightly decreased from 35 percent in 2016-17 to 33 percent in 2017-18, while the percentage of students who met the mathematics benchmark increased from 25 percent to 28 percent.

A total of 1,763 students in grade nine took the PSAT/NMSQT test in 2017-18 (Tables 4 and 5). Districtwide, the average ERW score slightly increased from 467 in 2016-17 to 468 in 2017-18; average scores for mathematics fell from 471 to 469.

A total of 8,868 students in grade 10 took the PSAT/NMSQT test in 2017-18 (Tables 6 and 7). Districtwide, the percentage of grade 10 students who met the PSAT/NMSQT ERW benchmark slightly decreased from 40 percent in 2016-17 to 39 percent in 2017-18. The percentage of students who met the mathematics benchmark decreased from 27 percent to 22 percent.

A total of 2,074 students in grade 11 took the PSAT/NMSQT (Tables 8 and 9). Districtwide, the percentage of grade 11 students who met the PSAT/NMSQT ERW benchmark slightly decreased from 69 percent in 2016-17 to 68 percent in 2017-18; the percentage of students who met the mathematics benchmark decreased from 50 percent to 45 percent.

¹ AVID's (Advancement via Individual Determination) mission is to close the gap by preparing all students for college readiness and success in a global society.

² Dallas ISD Scholars Program recognizes students who have demonstrated academic excellence and college readiness potential. The program includes a recognition ceremony, PSAT prep sessions, parent information sessions, competitions, and other events.

Table 2: 2016-17 and 2017-18 Percentage of Grade Eight Students Meeting PSAT 8/9 ERW Benchmark by Campus

Campus	2016-17 N=9,323 %	2017-18 N=9,141 %
Travis	98	100
Rangel	99	98
DESA	86	95
Dealey	88	92
Stone, H	92	88
Longfellow	72	87
Obama	75	85
Rosemont	62	60
Spence	49	57
Sanger	NA	56
Long	50	46
Greiner	60	44
Walker	39	39
Hill	29	36
STEAM	NA	35
Dallas ISD	35	33
Gaston	33	32
Richards	27	31
Holmes, Z	34	28
Franklin	33	27
Balch Springs	43	27
Rusk	28	27
Quintanilla	37	26
Marsh	25	26
Seagoville MS	36	25
Browne	22	24
Dade	22	23
Atwell	17	23
Edison	16	23
Garcia	28	22
Kennedy-Curry	26	22
Piedmont	27	22
Cary	14	21
Stockard	34	21
Zumwalt	21	19
Florence	23	19
Holmes, O	13	19
Medrano, F	25	18
Storey	27	18
Comstock	18	17
Tasby	12	15
Lang	21	13
Manns	21	NA
Lacey	18	NA

Source: District PSAT data files 12/07/2017 to 01/18/2018, district demographic data file 10/30/2017, and Zhang (2017).

Note: PSAT = Preliminary SAT, ERW=evidence-based reading and writing, NA=not available. Data were sorted by 2017-18 school year percentages.

Table 3: 2016-17 and 2017-18 Percentage of Grade Eight Students Meeting PSAT 8/9 Mathematics Benchmark by Campus.

Campus	2016-17 N=9,323 %	2017-18 N=9,141 %
Travis	96	100
Rangel	93	95
DESA	84	89
Stone, H	73	81
Dealey	78	78
Obama	81	70
Longfellow	60	62
Rosemont	25	47
Spence	42	44
Greiner	40	39
Long	39	37
STEAM	NA	36
Hill	24	31
Balch Springs	24	29
Dallas ISD	25	28
Richards	19	26
Rusk	14	26
Gaston	17	25
Quintanilla	21	24
Piedmont	17	23
Marsh	16	23
Seagoville MS	21	23
Cary	10	21
Stockard	25	21
Walker	22	21
Holmes, Z	18	20
Medrano, F	14	20
Edison	18	19
Dade	12	19
Garcia	14	19
Sanger	NA	19
Zumwalt	16	19
Franklin	20	18
Lang	17	17
Storey	12	17
Tasby	11	16
Florence	23	15
Browne	8	13
Kennedy-Curry	10	12
Comstock	18	12
Atwell	13	11
Holmes, O	6	11
Lacey	9	NA
Manns	5	NA

Source: District PSAT data files 12/07/2017 to 01/18/2018, district demographic data file 10/30/2017, and Zhang (2017).

Note: PSAT = Preliminary SAT, NA=not available. Data were sorted by 2017-18 school year percentages.

Table 4: 2016-17 and 2017-18 Grade Nine PSAT/NMSQT Mean Scale Scores for ERW by Campus

Campus	2016-17 N=1,391 Mean Scores	2017-18 N=1,763 Mean Scores
Townview TAG	620	609
Wilson	551	554
Washington	575	550
Obama HS	NA	549
Townview Sci & Eng	556	547
Rangel HS	547	538
Garza	512	521
Conrad	475	506
Hillcrest	418	500
Townview Health	496	497
Townview Public Svc	472	493
Townview Education	459	470
Dallas ISD	467	468
Townview Business	479	467
Skyline	508	466
Lassiter	NA	466
Gilliam	NA	463
Adamson	NA	462
Adams, B	423	444
Madison	NA	441
Sunset	431	429
Carter	341	425
Jefferson	403	424
Spruce	389	422
Seagoville HS	393	421
White	500	418
CityLab	NA	408
Wilmer-Hutchins HS	NA	403
Molina	407	403
Smith New Tech	409	395
Samuell	388	390
Kimball	436	387
Roosevelt	NA	380
North Dallas	380	380
Patton	362	364
Pinkston	385	359

Source: District PSAT data files 12/07/2017 to 01/18/2018, district demographic data file 10/30/2017, and Zhang (2017).

Note: PSAT = Preliminary SAT, NMSQT = National Merit Scholarship Qualifying Test, ERW=evidence-based reading and writing, NA=not available. Schools with fewer than six test takers not included. Data were sorted by 2017-18 school year mean scores.

Table 5: 2016-17 and 2017-18 Grade Nine PSAT/NMSQT Mean Scale Scores for Mathematics by Campus

Campus	2016-17 N=1,391 Mean Scores	2017-18 N=1,763 Mean Scores
Townview Sci & Eng	576	577
Townview TAG	566	577
Obama HS	NA	528
Wilson	512	523
Rangel HS	511	518
Conrad	464	514
Garza	523	513
Washington	478	499
Hillcrest	417	492
Townview Health	492	486
Townview Business	480	470
Lassiter	NA	469
Townview Public Svc	471	469
Dallas ISD	471	469
Skyline	518	466
Spruce	435	458
Townview Education	470	458
Adamson	NA	458
Wilmer-Hutchins HS	NA	453
Gilliam	NA	451
Adams, B	428	450
Jefferson	409	447
Seagoville HS	411	444
Sunset	442	443
White	489	429
Samuell	425	426
Carter	352	419
Madison	NA	419
Molina	441	418
CityLab	NA	410
Kimball	430	408
Roosevelt	NA	406
North Dallas	423	404
Smith New Tech	417	403
Pinkston	414	399
Patton	348	384

Source: District PSAT data files 12/07/2017 to 01/18/2018, district demographic data file 10/30/2017, and Zhang (2017).

Note: PSAT = Preliminary SAT, NMSQT = National Merit Scholarship Qualifying Test, NA=not available. Schools with fewer than six test takers not included. Data were sorted by 2017-18 school year mean scores.

Table 6: 2016-17 and 2017-18 Percentage of Grade 10 Students Meeting PSAT/NMSQT ERW Benchmark by Campus

Campus	2016-17 N=9,084 %	2017-18 N=8,868 %
Townview TAG	99	100
Rangel HS	97	100
Townview Sci & Eng	99	99
Obama HS	90	97
Townview Health	86	96
Townview Business	89	92
Garza	82	92
Washington	92	90
Lassiter	83	89
Townview Public Svc	94	88
Townview Education	90	88
Gilliam	74	65
Wilson	56	61
Skyline	45	40
Dallas ISD	40	39
Adams, B	33	38
Smith New Tech	35	36
White	39	35
Seagoville HS	29	33
IDEA	40	33
Adamson	33	33
Roosevelt	18	31
Hillcrest	38	31
Sunset	28	30
Pinkston	21	29
Molina	36	29
Conrad	24	29
Jefferson	23	28
Kimball	33	27
Samuell	24	23
North Dallas	23	23
Spruce	22	21
Carter	26	20
South Oak Cliff	15	17
Wilmer-Hutchins HS	27	17
Madison	16	14
Patton	8	11
Lincoln	21	9

Source: District PSAT data files 12/07/2017 to 01/18/2018, district demographic data file 10/30/2017, and Zhang (2017).
Note: PSAT = Preliminary SAT, NMSQT = National Merit Scholarship Qualifying Test, ERW=evidence-based reading and writing. Data were sorted by 2017-18 school year percentages.

Table 7: 2016-17 and 2017-18 Percentage of Grade 10 Students Meeting PSAT/NMSQT Mathematics Benchmark by Campus

Campus	2016-17 N=9,084 %	2017-18 N=8,868 %
Townview Sci & Eng	100	100
Townview TAG	99	98
Rangel HS	88	84
Lassiter	68	75
Obama HS	78	72
Townview Health	64	67
Townview Business	71	64
Garza	66	63
Washington	64	57
Townview Public Svc	71	50
Townview Education	53	45
Gilliam	44	41
Wilson	42	38
Dallas ISD	27	22
Skyline	29	21
Adamson	18	20
Smith New Tech	17	19
Pinkston	14	19
Conrad	12	17
Seagoville HS	16	16
IDEA	27	16
Hillcrest	24	15
Jefferson	17	15
White	18	15
Adams, B	16	15
Molina	23	14
Sunset	21	14
Samuell	19	13
Spruce	14	12
Roosevelt	12	9
South Oak Cliff	7	9
Kimball	15	9
North Dallas	11	9
Madison	7	7
Carter	11	6
Wilmer-Hutchins HS	15	4
Patton	4	3
Lincoln	7	0

Source: District PSAT data files 12/07/2017 to 01/18/2018, district demographic data file 10/30/2017, and Zhang (2017).
Note: PSAT = Preliminary SAT, NMSQT = National Merit Scholarship Qualifying Test. Data were sorted by 2017-18 school year percentages.

Table 8: 2016-17 and 2017-18 Percentage of Grade 11 Students Meeting PSAT/NMSQT ERW Benchmark by Campus

Campus	2016-17 N=1,986 %	2017-18 N=2,074 %
Garza	100	100
Lassiter	100	100
Townview TAG	100	100
Townview Sci & Eng	99	100
Washington	90	99
Rangel HS	97	97
Wilson	86	96
Townview Health	85	94
Townview Business	84	93
Townview Public Svc	84	93
Skyline	90	91
Obama HS	82	86
Townview Education	82	84
Adamson	NA	78
North Dallas	55	70
Dallas ISD	69	68
Kimball	55	57
Adams, B	40	56
Jefferson	34	55
Hillcrest	62	54
Pinkston	68	52
Sunset	52	51
White	68	47
Spruce	33	45
Roosevelt	44	40
Smith New Tech	60	37
Samuell	29	32
Molina	50	25
Seagoville HS	74	24
Madison	25	12
Carter	38	NA
Patton	4	NA

Source: District PSAT data files 12/07/2017 to 01/18/2018, district demographic data file 10/30/2017, and Zhang (2017).
Note: PSAT = Preliminary SAT, NMSQT National Merit Scholarship Qualifying Test, ERW=evidence-based reading and writing, NA=not available. Schools with fewer than six test takers not included. Data were sorted by 2017-18 school year percentages.

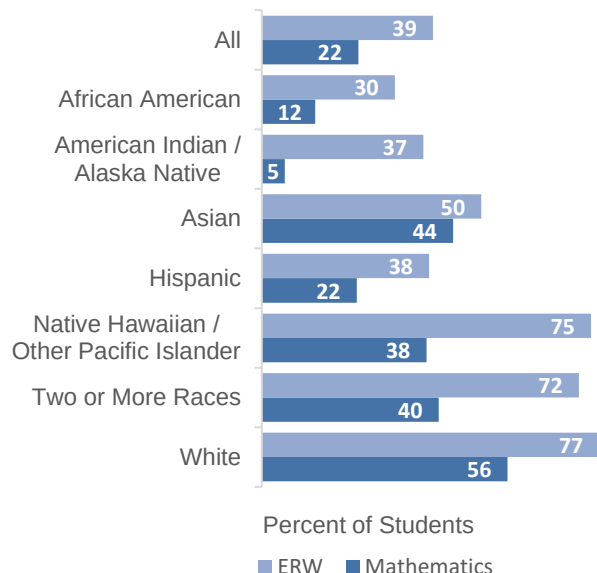
Table 9: 2016-17 and 2017-18 Percentage of Grade 11 Students Meeting PSAT/NMSQT Mathematics Benchmark by Campus

Campus	2016-17 N=1,986 %	2017-18 N=2,074 %
Townview Sci & Eng	100	100
Townview TAG	100	100
Garza	88	100
Wilson	71	85
Washington	66	85
Rangel HS	79	82
Townview Business	55	75
Skyline	80	74
Lassiter	93	73
Townview Health	66	67
Obama HS	62	66
Townview Public Svc	54	57
Adamson	NA	52
Dallas ISD	50	45
Townview Education	55	37
Spruce	17	36
North Dallas	27	30
Kimball	29	25
Adams, B	34	24
Sunset	31	24
Pinkston	37	22
Samuell	26	22
White	50	21
Jefferson	17	18
Hillcrest	31	17
Smith New Tech	26	15
Seagoville HS	30	14
Roosevelt	22	13
Molina	38	13
Madison	3	1
Carter	0	NA
Patton	0	NA

Source: District PSAT data files 12/07/2017 to 01/18/2018, district demographic data file 10/30/2017, and Zhang (2017).
Note: PSAT = Preliminary SAT, NMSQT = National Merit Scholarship Qualifying Test, NA=not available. Schools with fewer than six test takers not included. Data were sorted by 2017-18 school year percentages.

Figures 1 and 2 display the percentages of students in grades 10 and 11 who met or exceeded the PSAT/NMSQT benchmark by ethnicity.

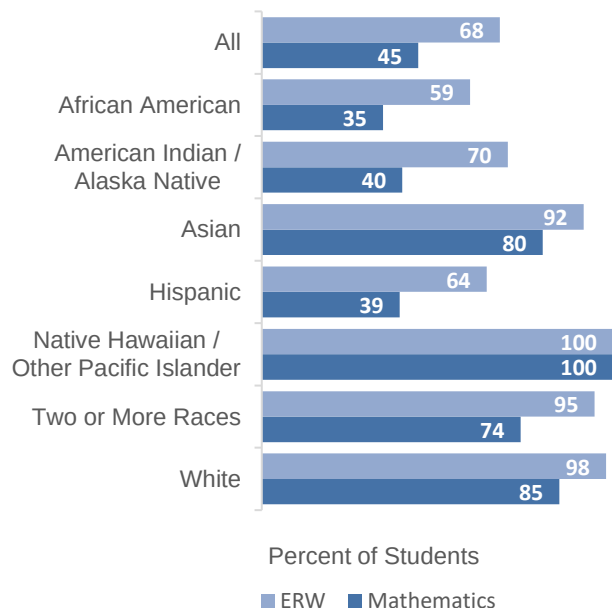
Figure 1: 2017-18 Percentage of Grade 10 Students Meeting PSAT/NMSQT Benchmarks for ERW and Mathematics by Ethnicity (N=9,084)



Source: District PSAT data files 12/07/2017 to 01/18/2018, district demographic data file 10/30/2017.

Note: PSAT = Preliminary SAT, NMSQT = National Merit Scholarship Qualifying Test, ERW=evidence-based reading and writing.

Figure 2: 2017-18 Percentage of Grade 11 Students Meeting PSAT/NMSQT Benchmarks for ERW and Mathematics by Ethnicity (N=2,074)



Source: District PSAT data files 12/07/2017 to 01/18/2018, district demographic data file 10/30/2017.

Note: PSAT = Preliminary SAT, NMSQT = National Merit Scholarship Qualifying Test, ERW=evidence-based reading and writing.

Summary

A total of 21,846 students participated in either PSAT 8/9 or PSAT/NMSQT testing during the 2017-18 school year. Students were tested in evidence-based reading and writing (ERW) and mathematics. Compared to the 2016-17 school year, the percentage of students meeting their grade level benchmarks decreased for all grades in ERW and for grades 10 and 11 in mathematics. Only the percentage of grade eight students who met the PSAT 8/9 mathematics benchmark increased by three percentage points from 2016-17 to 2017-18. Overall, like the past year, less than half of students in grades 8 to 10 who tested met their given benchmarks. Of the students who tested in grade 11, less than 50 percent passed mathematics while 68 percent passed ERW.

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2017-18 College and Career Readiness: School-Day SAT Testing

Akiva Lorenz, Ph.D.

EA18-520-4.4

At-a-Glance

One of the goals of Dallas ISD leadership is to increase college enrollment among students who graduate from high school. This goal is based on a belief that exposure to college admissions exams will increase the number of students who consider attending college. To increase the proportion of seniors testing, Dallas ISD provided funding for juniors to take SAT during the school-day the last four school years. This year, the school-day SAT testing occurred on March 7, 2018.

To help students achieve college-ready scores, Dallas ISD used Title I money (total Title I College and Career Readiness funds \$300,367) to offer SAT preparation sessions. Dallas ISD contracted with The Princeton Review to provide student and teacher training. Summer (July) 2017 sessions were scheduled at nine high schools and included a total of four meetings lasting two hours each. A March Saturday Boot Camp was offered lasting five hours. Additional preparatory SAT sessions were held at the end of the school year for students interested in taking the national Saturday SAT administration. End-of-school-year sessions were held at three high schools and included a total of four meetings lasting between 3.5 and 4 hours each.

The College Board redesigned the SAT test in 2016, and the new test includes sections for evidence-based reading and writing (ERW) and mathematics. Scale scores in each section range from 200 to 800, and composite scores range from 400 to 1600.

Methodology

2017-18 school-day SAT testing data and district demographic data files from October 30, 2017 (PEIMS snapshot date) were merged to determine the participation rate of juniors who took the SAT test by campus. The number and percentage of juniors who participated in preparation sessions and met the SAT college readiness and Texas Success Initiative (TSI) benchmarks for ERW (480), and mathematics (530), was calculated. The evaluator also analyzed the percentages of all Dallas ISD juniors who met the SAT benchmarks. If a student met the college readiness benchmarks in ERW and mathematics, the student was exempt from the reading and writing section and the mathematics section of the TSI Assessment (TSIA). SAT school-day testing information for prior years were taken from Zhang (2016) "College and Career Readiness: School-Day SAT Testing, 2015-16" and Zhang (2017) "2016-17 College and Career Readiness: School-Day SAT Testing."

Results

A total of 365 students registered for the Summer 2017 preparatory sessions and/or the March Boot Camp. Two students registered for both sessions but only participated in the March Boot Camp. Of the 365 students, 229 students (63%) attended one or more sessions, and 151 (41%) took the school-day SAT. Of those, 109 students (72%) met the SAT ERW benchmark and 75 (50%) met the SAT Mathematics benchmark.

School-day SAT participation rate for Dallas ISD juniors was 82 percent in 2017-18. Table 1 shows school-day SAT participation rates for 2015 to 2017 by campus.

Table 1: 2015-16, 2016-17, and 2017-18 Juniors' Participation Rates for School-Day SAT by Campus

Campus	2015-16 N=8,915	2016-17 N=9,014	2017-18 N=9,426
	%	%	%
Adams, B	85	83	84
Adamson	82	77	72
Carter	81	83	81
Conrad	82	75	68
Garza	99	97	94
Gilliam	97	95	95
Hillcrest	74	74	78
Jefferson	72	74	83
Kimball	83	83	83
Lassiter	100	98	98
Lincoln	67	80	74
Madison	75	93	82
Molina	88	86	85
North Dallas	70	72	81
Obama HS	100	98	100
Patton	52	58	10
Pinkston	71	78	79
Rangel HS	97	95	97
Roosevelt	62	63	74
Samuell	78	83	83
Seagoville HS	75	80	78
Skyline	86	88	86
Smith New Tech	97	97	100
South Oak Cliff	67	73	69
Spruce	78	81	80
Sunset	81	80	78
Townview Business	100	99	98
Townview Education	100	98	98
Townview Health	99	99	97
Townview Public Svc	100	98	98
Townview Sci & Eng	90	99	100
Townview TAG	95	96	94
Washington	88	93	95
White	79	82	82
Wilmer-Hutchins HS	84	74	83
Wilson	84	86	77
Dallas ISD	82	83	82

Source: District SAT data files 06/06/2018, district demographic data file 10/30/2017, Zhang (2016), and Zhang (2017).

Note: *N indicates District Juniors.

Tables 2 and 3 show the percentage of juniors who met or exceeded school-day SAT ERW and mathematics college readiness benchmarks, by campus over the past three school years.

Table 2: 2015-16, 2016-17, and 2017-18 Percentage of Juniors Meeting or Exceeding School-Day SAT College Readiness Benchmark for ERW (480) by Campus

Campus	2015-16 N=7,275 %	2016-17 N=7,483 %	2017-18 N=7,755 %
Adams, B	39	31	31
Adamson	31	27	27
Carter	12	12	17
Conrad	17	18	22
Garza	78	70	89
Gilliam	59	44	70
Hillcrest	40	42	44
Jefferson	24	21	23
Kimball	26	24	32
Lassiter	82	84	89
Lincoln	13	24	21
Madison	33	14	9
Molina	26	27	25
North Dallas	18	24	24
Obama HS	83	92	89
Patton	3	5	0
Pinkston	19	19	22
Rangel HS	99	98	98
Roosevelt	20	22	15
Samuell	15	23	21
Seagoville HS	28	23	23
Skyline	36	37	34
Smith New Tech	47	40	42
South Oak Cliff	8	13	20
Spruce	17	15	20
Sunset	32	27	29
Townview Business	74	79	91
Townview Education	66	86	84
Townview Health	87	83	91
Townview Public Svc	82	82	92
Townview Sci & Eng	100	99	100
Townview TAG	100	100	98
Washington	93	89	90
White	50	44	40
Wilmer-Hutchins HS	11	13	14
Wilson	55	51	56
Dallas ISD	38	37	38

Source: District SAT data files 06/06/2018, district demographic data file 10/30/2017, Zhang (2016), and Zhang (2017).

Note: *N indicates District Juniors who took the SAT test.
ERW=evidence-based reading and writing.

Table 3: 2015-16, 2016-17, and 2017-18 Percentage of Juniors Meeting or Exceeding School-Day SAT College Readiness Benchmark for Mathematics (530) by Campus

Campus	2015-16 N=7,275 %	2016-17 N=7,483 %	2017-18 N=7,755 %
Adams, B	10	14	11
Adamson	10	6	7
Carter	4	3	2
Conrad	10	6	7
Garza	63	50	50
Gilliam	33	23	29
Hillcrest	24	18	11
Jefferson	9	6	6
Kimball	8	5	6
Lassiter	43	66	53
Lincoln	6	5	8
Madison	15	2	0
Molina	9	10	8
North Dallas	5	13	8
Obama HS	47	50	53
Patton	1	0	0
Pinkston	5	8	7
Rangel HS	69	77	84
Roosevelt	9	7	3
Samuell	4	11	10
Seagoville HS	13	5	5
Skyline	12	16	16
Smith New Tech	9	14	9
South Oak Cliff	3	7	5
Spruce	5	4	7
Sunset	8	9	9
Townview Business	45	47	65
Townview Education	33	45	41
Townview Health	52	51	58
Townview Public Svc	48	45	49
Townview Sci & Eng	100	100	100
Townview TAG	98	100	98
Washington	65	56	52
White	22	20	13
Wilmer-Hutchins HS	7	9	3
Wilson	33	31	34
Dallas ISD	19	19	18

Source: District SAT data files 06/06/2018, district demographic data file 10/30/2017, Zhang (2016), and Zhang (2017).

Note: *N indicates District Juniors who took the SAT test.

Dallas ISD participation rates and percentages of juniors who met the school-day SAT college readiness benchmarks have remained stable over the past three years. Few campuses, however, had changes in benchmark passing rates of 10 percentage points or greater between the 2015-16 and 2017-18 school years. For ERW, six of the 36 campuses (17%)

increased by 10 percentage points or more, while two campuses (6%) showed a decrease by at least 10 percentage points. For mathematics, three Dallas ISD campuses (8%) increased by 10 percentage points or more, while four campuses (11%) saw a decrease of at least 10 percentage points. The number of campuses with less than 10% passing rate in the mathematics school-day SAT test increased from 16 campuses (44%) in the 2015-16 school year to 19 campuses (53%) in the 2017-18 school year.

Table 4 displays the percentage of students meeting or exceeding the SAT college readiness benchmarks by ethnicity, gender, and socioeconomic status. More White and Asian students met SAT benchmarks in ERW and Mathematics than students of other ethnicities. Native Hawaiian and Pacific Islander were not reported as less than six students took the exam. A higher percentage of female students met ERW benchmark, while the percentage of male students who met the mathematics benchmark was higher. More non-economically disadvantaged students met the benchmarks compared with economically disadvantaged students. Zhang (2017) reported similar results for the 2016-17 school year.

Table 4: 2017-18 Percentage of Juniors Meeting or Exceeding School-Day SAT College Readiness Benchmarks by Student Groups (N=7,755)

		Met Benchmarks	
	Tested n	ERW %	Math %
Ethnicity			
African American	1,604	31	11
Hispanic	5,583	37	16
White	385	80	58
Asian	120	55	43
AM Ind/Alaska Ntv	15	47	33
Ntv Hwi/Pcfc Islander	*	*	*
Two or More Races	45	73	40
Gender			
Male	3,668	36	19
Female	4,087	40	17
Socioeconomic Status			
Econ. Disadv.	6,371	35	15
Not Econ. Disadv.	1,384	52	31

Source: District SAT data files 06/06/2018, district demographic data file 10/30/2017.

Note: ERW=evidence-based reading and writing. Math= Mathematics. AM Ind=American Indian. Ntv Hwi=Native Hawaiian. Pcfc Islander=Pacific Islander. Econ.Disadv.=economically disadvantaged. *=redacted as less than 6 students were tested.

Table 5 displays 2015-16, 2016-17, and 2017-18 Dallas ISD juniors' school-day SAT mean score by subject.

Table 5: 2015-16, 2016-17, and 2017-18 Juniors' School-Day SAT Mean Score for ERW and Mathematics

School Year	Tested N	ERW	Mathematics
2015-16	7,275	454	457
2016-17	7,483	459	456
2017-18	7,755	459	458

Source: District SAT data file 06/06/2018, district demographic data files 10/30/2017, Zhang (2016), and Zhang (2017).

Note: ERW=evidence-based reading and writing.

Comparisons of mean scores revealed that average student achievement in ERW and mathematics remained stable.

Summary

To increase student participation rates, Dallas ISD provided funding for juniors to take the SAT during the school-day the past four school years. Participation rates and percentages of juniors who met the school-day SAT college readiness benchmarks have remained stable over the past three years. Most juniors (82%) participated in the school-day SAT testing on March 7, 2018. Overall, less than half (38%) of those who tested met the SAT college readiness benchmark for ERW (480), while 18 percent met the SAT college readiness benchmark for mathematics (530). However, some campuses showed changes in benchmark passing rates of 10 percentage points or greater between the 2015-16 and 2017-18 school years.

Of the 97 students that participated in the preparatory sessions and took the school-day SAT, 80 percent met the SAT ERW benchmark and 60 percent met the SAT mathematics benchmark. However, participation numbers were too low for a meaningful statistical comparison.

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2017-18 Evaluation of the College Access Program

Akiva Lorenz, Ph.D.

EA18-521-4

At-a-Glance

The College Access Program (CAP) was created in 2010 by the Dallas Independent School District (ISD) to increase student college and scholarship applications, participation and performance on college entrance exams, and parental involvement in the college admissions and financial aid process.

For the 2017-18 school year, Academic Success Program (ASP), Education is Freedom (EIF), and Southern Methodist University (SMU) were selected as CAP vendors to provide college access services to high schools receiving Title I funds in the Dallas ISD. The program was supported by \$2,325,000 of Title I funds, and guidelines associated with Title I funding required that CAP vendors supplement, but not replace, counselor job responsibilities to assist in reaching program goals. Each CAP vendor assigned a CAP advisor to provide individual and small group assistance to students and parents that supplemented the work of the counseling staff. CAP vendors served a total of 12,876 students at 36 high school campuses. This assistance included advisement on the following:

- Using Naviance (an online college and career readiness tool)
- Completing college applications
- Completing financial aid applications
- Registering and preparing for the SAT, ACT, or Texas Success Initiative Assessment (TSIA)
- Completing college and scholarship application essays
- Attending college fairs

Purpose and Methodology

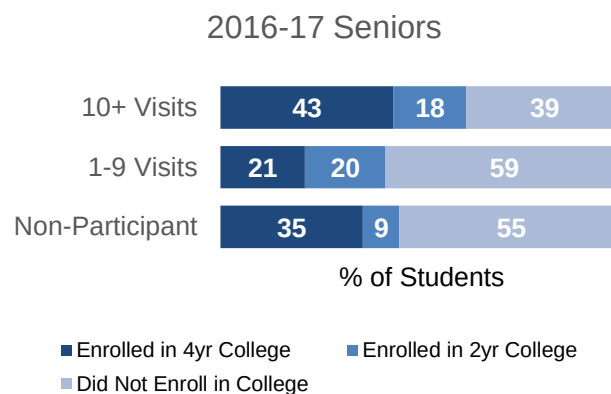
The purpose of this evaluation was to examine the effectiveness of the program based on outlined program goals and objectives. CAP vendors provided data files to the evaluator between July 17, 2018 and July 23, 2018. Files included the number of times each student visited a CAP vendor, the reasons for each visit, and the type of workshops that vendors led during the school year. Files were merged with district demographic data from June 4, 2018. In addition, the evaluator downloaded Naviance (June 22, 2018) and FAFSA¹ (June 27, 2018) data for each campus, and retrieved district SAT and ACT data files on

June 6, 2018 and July 2, 2018, respectively. Lastly, CAP program staff members provided data regarding the Summer Melt Texting² program on July 20, 2018.

CAP Participation and College Enrollment

Analysis of National Student Clearinghouse data for 2016-17 graduates showed that slightly more CAP participants (46.2%) than non-participants (44.6%) enrolled in colleges within one year of high school graduation³. CAP participants were more likely to enroll in two-year colleges than non-participants, and 2016-17 seniors who did not participate in CAP were more likely to enroll in four-year colleges than CAP participants (Figure 1). These results were similar for 2015-16 seniors (Barton, 2017). CAP participants who visited a CAP vendor at least 10 times had a slightly higher average GPA (85.9) than those who visited between one and nine times or those who never participated (83.5 and 85.2, respectively). Seniors who never visited a CAP vendor also had a slightly higher average GPA⁴ than those who visited a CAP vendor nine times or less.

Figure 1: 2016-17 Two- and Four-Year College Enrollment Based on the Number of Student Visits to CAP Vendors



Source: CAP participation data file from July 18, 2017, and district demographic data file from June 1, 2017. National Student Clearinghouse data files from February 7, 2018

Note: $n = 1,854$ CAP participants in 2016-17 with 10+ visits; $n = 5,019$ CAP participants in 2016-17 with 1-9 visits; $n = 734$ non-participants in 2016-17. Percentages may not sum to 100 due to rounding.

¹ FAFSA stands for Free Application for Federal Student Aid.

² Summer Melt Texting program provides Dallas ISD graduates resources and tips on steps to take to enroll in college.

³ 2016-17 CAP and non-participants differed in by at least 10 percentage points across categories of ethnicity and socio-economic status. As a result, comparisons between the CAP and non-CAP participants should be viewed with caution.

⁴ GPA stands for grade point average.

The 2018 National Student Clearinghouse data file included college enrollment data for 49 percent (n = 3,505) of 2015-16 Dallas ISD seniors. For these students, 96 percent of 2015-16 CAP participants and 97 percent of non-participants remained enrolled in college during the 2017-18 school year. These results were similar for 2014-15 seniors (Barton, 2017).

CAP Participation Data

During the 2017-18 school year 33 percent of Dallas ISD students in grades 9-12 and 91 percent of seniors were served by a CAP vendor.

ASP served 4,382 students at 15 Dallas ISD campuses, EIF served 7,649 students at 20 campuses, and SMU served 847 students at one campus. On average, students were served 5.5 times by CAP vendors over the course of the 2017-18 school year. While the percentage of students served dropped from 37 percent in 2016-17 to 33 percent in 2017-18, the average number of visits with a CAP vendor increased. CAP vendors continued to focus on providing services related to college applications and financial aid. During the 2017-18 school year, ASP and EIF most often provided information about applying to college, and SMU most often helped students with FAFSA or TASFA⁵ applications. Furthermore, CAP vendors generally focused on providing student and parent workshops regarding college fairs and visits, college and financial aid information and applications.

Meeting Program Goals

CAP vendors worked collaboratively with Dallas ISD counselors to meet the following goals:

- 95 percent of seniors utilizing Naviance College and Career Exploration tools
- 95 percent of seniors completing at least one college application
- 70 percent of seniors completing at least one financial aid application
- 50 percent of seniors opting to participate in the Summer Melt texting program
- 95 percent of seniors registering for and taking the SAT or ACT
- 70 percent of seniors completing the Impact Survey⁶
- 50 percent of seniors attending at least one college fair
- CAP vendors were to meet with counselors at a minimum twice per 6 weeks period

CAP vendors successfully helped counselors meet or almost meet CAP goals regarding college applications,

financial assistance, the SAT and ACT exams, and the Summer Melt texting program.

Ninety-four percent of 2017-18 seniors completed at least one college application, 68 percent of seniors completed a FAFSA or TASFA application, 92 percent of seniors took the SAT or ACT, and 73 percent participated in the Summer Melt texting program. On the other hand, CAP vendors and counselors fell short of meeting the goals related to the Naviance College and Career Exploration tools and Impact Survey. Forty-three percent of 2017-18 seniors completed the Naviance Career Interest Profiler and College Search or SuperMatch, while only 34 percent of the seniors completed the Impact Survey. However, seniors that responded to the Impact Survey had an overall positive outlook of CAP; 74 percent agreed that services CAP provided were very useful and 90 percent noted that providers were knowledgeable and adequately answered their questions. Overall, 86 percent of respondents agreed or strongly agreed that Dallas ISD and their school prepared them to enter the workforce or continue with their education. Data for two goals was not available (college fair participation) or could not be independently verified (meeting with counselors).

Recommendations

- **College Access and Counseling Services program staff members should identify how the percentage of seniors utilizing Naviance College and Career Exploration tools can be increased.** Only two of 35 campuses (6%) achieved the CAP goal for Naviance College and Career Exploration in 2017-18. CAP vendors and counselors should investigate why the Naviance college and career exploration tools were not being used and whether any procedures for administering the tools can be improved. The low response rate on the Impact Survey could be due to the low utilization rate of the Naviance system as the survey was administered through Naviance.
- **CAP staff members should reevaluate program goals in 2018-19 to ensure that necessary data are available for each goal.** In 2017-18, data were not available from all CAP vendors to determine whether 50 percent of seniors attended at least one college fair. As a result, the evaluator was not able to determine whether this goal was met during the 2017-18 school year. Furthermore, campuses could choose among several providers to administer the Summer Melt Texting program. Due to the lack of unified tracking mechanisms, CAP vendors self-reported the number of seniors that enrolled in the Summer Melt Texting program.

⁵ TASFA stands for Texas Application for State Financial Aid.

⁶ Impact Survey collected program feedback to help CAP management with future program development and program evaluation.

However, vendors often did not sufficiently differentiate if the enrollee was a senior or a parent.

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2017-18 Evaluation of the Academic Facilitators Program

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EA18-526-4

At-a-Glance

The main purpose of the Academic Facilitators program was to develop and maintain a system that supported the academic facilitators (AFs) in increasing student achievement by improving teacher effectiveness across core content areas. The model supported teacher growth in the areas of content knowledge, leadership capacity, and instructional pedagogy. The model components included coaching, data-driven instruction, systems of support, professional development, and Professional Learning Communities. The Academic Facilitators program received \$5,978,757 in Title I funding for the 2017-18 school year. The funds provided for personnel (\$5,662,751.20), supplies and materials (\$116,217.80), and employee travel (\$199,788.00) expenses.

Academic facilitators (N=38) reported to and worked closely with their executive director (ED) [N=21]. The AFs provided instructional and ongoing professional development support, in their specialized content area, to campus instructional coaches (CICs) and campus administrators on their assigned campuses. Support was aligned with instructional priorities arising from the goals of the Dallas ISD Board of Trustees and the Teacher Excellence Initiative (TEI). Academic facilitators collaborated with Teaching and Learning to determine professional development needs for CICs (met once every 6 weeks).

Similarly, the CICs (N=366) supported teachers to help strengthen their knowledge of the subject matter and delivery of instruction, all with the purpose of improving student academic achievement. All campuses had at least one CIC (most had two; one reading and one mathematics). CICs reported to the campus principal and utilized a variety of methods to improve teaching, such as coaching, monitoring data, focused dialogue, collaborative planning, action plan implementation and providing professional development.

Purpose and Methods of the Evaluation

The purpose of this evaluation was to evaluate the extent to which the Academic Facilitators program was implemented with fidelity and met expected outcomes as outlined in program documents. Data were collected through program staff interviews and surveys.

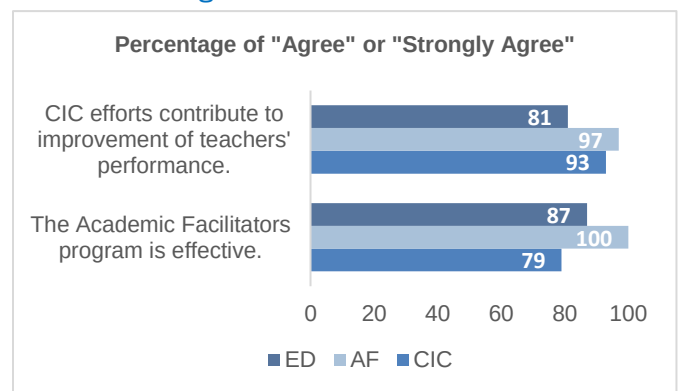
Academic Facilitators Program Survey

In close collaboration with the program manager, surveys were developed for the executive directors, the academic facilitators and campus instructional coaches. The purpose of the surveys was to collect information about services provided by the academic facilitators during the 2017-18 school year. They also provided an opportunity to provide feedback for improving the program in the future. Administration of the surveys occurred in February 2018. Frequency analysis was used to report the data.

Survey Results

A total of 17 EDs, 34 AFs, and 324 CICs responded to the surveys. The data in Figure 1 showed that academic facilitators had the highest level of agreement ("Agree"/"Strongly Agree") than CICs and EDs that "CIC efforts contributed to the improvement of teachers' performance" and that "the Academic Facilitator's program was effective."

Figure 1: Perceptions of EDs, AFs, and CICs Regarding the Implementation of the Academic Facilitators Program

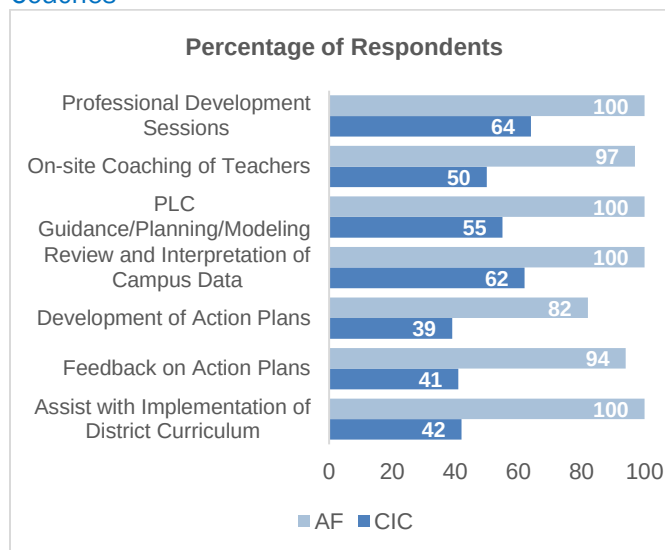


Source: Data were collected from 2017-18 Academic Facilitators Program Survey.

Note: EDs = Executive Directors, AFs = Academic Facilitators, and CICs = Campus Instructional Coaches.

The data indicated that most academic facilitators (82% to 100%) provided the services listed in Figure 2, while CICs specified that they provided the same services to a much lesser degree (39% to 64%).

Figure 2: Identified AF Program Services Provided by Academic Facilitators and Campus Instructional Coaches



Source: Data were collected from 2017-18 Academic Facilitators Program Survey.

Note: AF= Academic Facilitator and CIC = Campus Instructional Coach, and PLC = Professional Learning Communities.

Executive Directors

EDs (N=17) reported a variety of duties/responsibilities they assigned to academic facilitators. Five of the most common duties/responsibilities assigned for the 2017-18 school year included:

- providing professional development to CICs/campuses across feeder pattern (N=10);
- providing data analysis, review, desegregation, etc. (N=11);
- providing ongoing coaching support to CICs (N=9);
- providing instructional/academic support to CICs (N=5); and
- working with the PLCs (i.e., modeling, planning with teachers and CICs, etc.) [N=5].

Most EDs (76.5%) expressed, “they believed the model of having academic facilitators provide professional development to campus instructional coaches” was “Moderately” to “Extremely Helpful.” They indicated that the professional development academic facilitators received with Teaching and Learning (T&L) was beneficial to their feeder pattern (64.7%). The data also showed that the majority of EDs (87.5%), “believed that the Academic Facilitators program had strengthened the skills and practices of the campus instructional coaches.”

More EDs expressed that professional development, academic facilitator roles, and collaboration were three supports that would benefit them and better strengthen the academic facilitator function (Table 1).

Table 1: Three Supports that Would be Beneficial to EDs that Might Better Strengthen the Academic Facilitator function

1. Professional Development (N=8)	
•	more training in curriculum and instruction,
•	design targeted campus professional development,
•	T&L training with specific aligned district writing plan,
•	whole group training with EDs working with AFs, and
•	attend specific professional development together
2. Academic Facilitator Roles (N=8)	
•	define AF roles in relationship with T&L,
•	protocols for aligning the work of the ED and AF in their roles of supporting campuses,
•	share best practices on the role of the AF across feeders, and
•	find different ways AFs can support campuses
3. Collaboration (N=6)	
•	ED PD & Collaboration session around AF Functions,
•	collaboration with other EDs about AFs' work,
•	collaboration around AF PD sessions, and
•	collaboration on the purchase of instructional resources

Source: Data were collected from 2017-18 Academic Facilitators Program Survey.

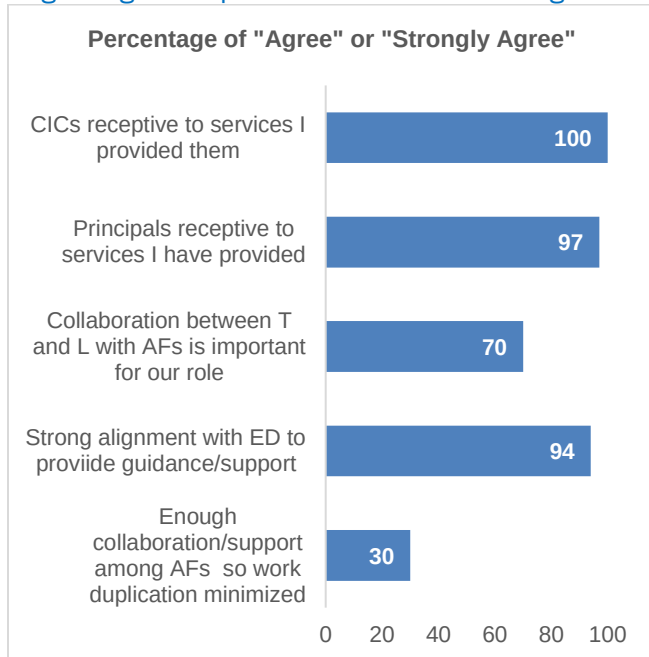
Note: EDs = Executive Directors, AFs = Academic Facilitators, CICs = Campus Instructional Coaches, PD = Professional Development, and T&L = Teaching and Learning.

Academic Facilitators

All academic facilitators (N=34) served all grade levels. Half (50%) specialized in mathematics, 41 percent in English/Language Arts, and nine percent in other content areas. The AFs indicated high levels of agreement (“Agree”/“Strongly Agree”) with most statements listed in Figure 3, except for “enough collaboration/support among the AFs so duplication of work is minimized.”

Seventy-six percent of academic facilitators rated the value of the professional development training they received from the T & L Department as “Moderately” to “Extremely” valuable, combined.

Figure 3: Academic Facilitators' Perceptions Regarding the Implementation of the AF Program



Source: Data were collected from 2017-18 Academic Facilitators Program Survey.

Note: AF = Academic Facilitator, CICs = Campus Instructional Coaches, ED = Executive Director, and T & L = Teaching and Learning.

Academic facilitators (N=33) reported numerous challenges that they encountered during the 2017-18 school year. The top four challenges included:

- **Time (N=9):** to fulfill the EDs' expectations; for AFs to collaborate; for planning; to spend with other AFs; to develop professional development;
- **Collaboration (N=4):** lack of opportunities to meet with other AFs; and a place to collaborate;
- **New teachers (N=3):** assisting CICs with new teachers; dealing with the teachers lack of content and pedagogical knowledge; and getting them better faster; and
- **Leadership (N=3)** unequal job expectations depending on the ED; unequal resources; and gaps in communication; principals make ultimate decisions (may or may not agree with recommendations).

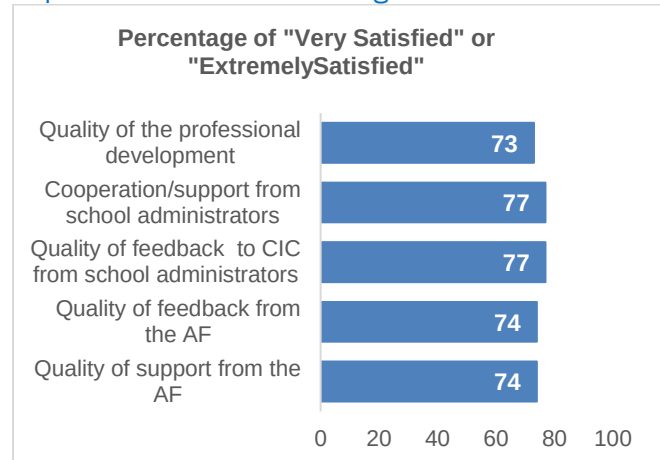
Campus Instructional Coaches

Data showed that 67 percent of CICs (N=324) specified that they provided services at the elementary school level and 93 percent indicated that an academic facilitator had provided services to them and their campus. Half (56.8%) of the respondents also reported

that the AF provided services to their campus "regularly (scheduled)."

A majority of CICs expressed high satisfaction levels ("Very Satisfied"/"Extremely Satisfied") concerning their "perceptions regarding the implementation of the AF program". The responses were almost similar in all areas, as presented in Figure 4.

Figure 4: CICs' Perceptions Regarding the Implementation of the AF Program

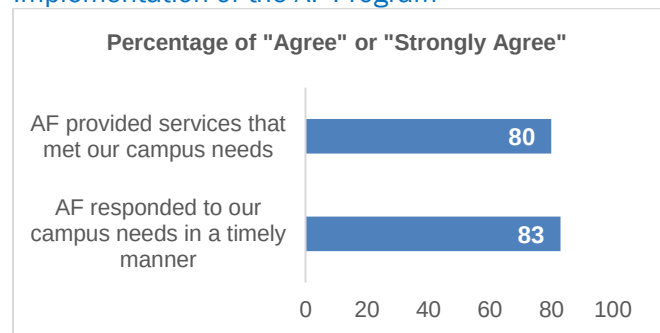


Source: Data were collected from 2017-18 Academic Facilitators Program Survey.

Note: AF = Academic Facilitator and CICs = Campus Instructional Coaches.

High levels of agreement ("Agree"/"Strongly Agree") were reported by CICs, "that the AF provided services that met their campus needs" and "responded to campus needs in a timely manner."

Figure 5: CICs' Perceptions Regarding the Implementation of the AF Program



Source: Data were extracted from the 2017-18 Academic Facilitators Program Survey.

Note: AF = Academic Facilitator, CICs = Campus Instructional Coaches.

Of the total number of survey respondents, 262 expressed specific ways in which they benefitted from the Academic Facilitators program during the 2017-18 school year. The top five benefits reported included:

- **AF support (N=63):** responding to all needs requested; always willing to help; gave prompt

responses; supported the teachers; kept them abreast on new and changes in information; provided specific support per content; support with planning; and provided administrative support.

- **Coaching (N=54):** built coaching capacity; improved coaching skills; AF provided insight and coaching strategies; and guidance on the coaching cycle.
- **Feedback (N=39):** on improving coaching skills.; on campus challenges; modeling feedback conversations; practicing effective feedback; improving classroom instruction; coaching methodology; on teacher support; and on action plans.
- **Resources (N=34):** help with finding resources; provided resources to meet CIC's needs; AFs most phenomenal resource this year; provided valuable information for implementation in the classroom and campus; many resources through Literacy Leads; learned about resources through district for mathematics; and provided in a timely manner, and
- **Data (N=32):** explored; reviewed; analyzed; tracked; data-driven decision-making; created action plan with achievement data; and used data to guide and support teachers.

A total of 152 campus instructional coaches made numerous suggestions for improving the Academic Facilitators program. Some of the more common suggestions included the following:

- **Academic Facilitator Availability (N=11):** hire more AFs and include for Science and Social Studies content areas; allow them to become specialized (elementary/secondary); and one for each level (elementary, middle and high school) per content for each feeder pattern;
- **Continue/provide more professional development/training (N=19):** monthly; effective and relevant; on coaching role; how to help teachers; improving coaching feedback; offer PD at the beginning of the school year (overload second semester with campus schedules); more content PD only for CICs in that content area; and offer half-day for training and the other half for planning implementation;
- **Provide more support (N=20):** to new CICs; to develop coaches' capacity; to model content/lessons to unify teaching strategies; with specific initiatives in the areas of

assessment and curriculum development; with campus feedback; and with resources; and

- **More time (N=15):** in the classroom, at campus planning; implementing professional development; and to support secondary schools.

Additional comments expressed by 130 CICs primarily included accolades and positive experiences about the Academic Facilitators program and its staff.

Summary

During the 2017-18 school year, 38 academic facilitators provided instructional and ongoing professional development support, in their specialized content area, to 366 campus instructional coaches and campus administrators. The model supported teacher growth in the areas of content knowledge, leadership capacity, and instructional pedagogy. As a note, the Academic Facilitators program is undergoing a transition for the 2018-19 school year.

Recommendations

- **Consider ways to build collaboration and support among academic facilitators to minimize duplication of work.** Survey results showed that less than one third of AFs believed there was enough collaboration and support, resulting in the duplication of work.
- **Continue to build on the strengths of the AF program and to improve the program based on 2017-18 Academic Facilitator Survey results.** Survey results showed that the majority of EDs, AFs, and CICs believed that the Academic Facilitator's program was effective. Numerous respondents gave suggestions to strengthen the program through professional development, better clarification of the AF role, and increased collaboration between EDs, AFs, and CICs to improve campus support (AFs with EDs; AFs with AFs; and AFs with CICs).

An electronic version of this report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2017-18 Evaluation of After-School Programs

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EA18-528-4

At-a-Glance

The Dallas Independent School District (Dallas ISD) Extended Learning Opportunities (ELO) Department provided free after-school programming at elementary school campuses across the district in partnership with four organizations: Big Thought, St. Simon's After-School (SSAS), City of Dallas Park and Recreation (CODPR), and Boys & Girls Clubs (B&GC).¹

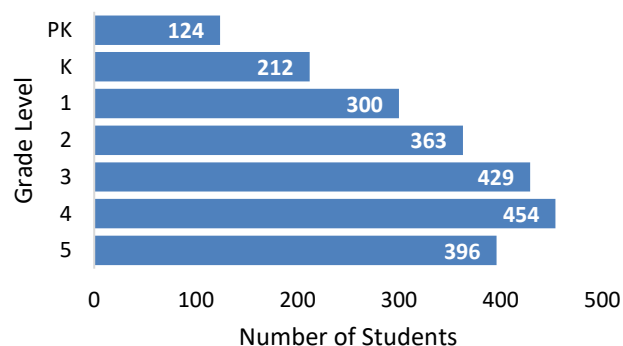
Big Thought provided the Dallas After-School Achievers (DASA) program to 568 students at ten elementary schools.² The SSAS program served 772 students at 14 elementary school campuses. The CODPR program provided 761 students after-school programming at 21 elementary school campuses. B&GC provided after-school programs for 323 students at three elementary schools.³ The programs served students four to five days per week. The goals for the programs were to provide children a safe place after school, provide a snack, assist with homework, promote academic achievement, promote social-emotional learning, and offer a variety of enrichment activities.

Demographic Characteristics and Attendance

Site managers recorded daily participation, and the ELO Department provided the evaluator with a spreadsheet of student identification numbers and records of daily participation for after-school students. The evaluator analyzed participation in two ways. First, the frequency of overall participation was compared by grade level. Second, the number of participants in each six-week period was compared by program type. Third, the evaluator compared the demographic characteristics of after-school students with the characteristics of other students at the same campuses.

Grade-level participation in after-school programs is shown in Figure 1. Most participating students were in grade four, and the fewest were in prekindergarten.

Figure 1: 2017-18 Number of After-School Program Students by Grade Level

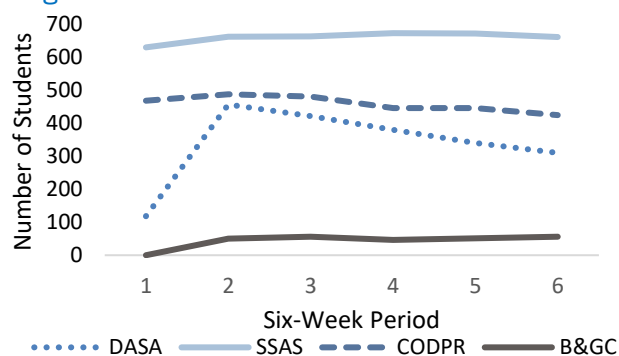


Source: District demographic file dated June 4, 2018.

Note: Demographic data was unavailable for 146 students because an invalid identification number was recorded on attendance documents.

As shown in Figure 2, participation in the DASA and B&GC programs began, for most students, during the second six-week period. The largest provider, SSAS, had over 600 students attend during each six-week period.

Figure 2: 2017-18 After-School Attendance by Program Provider



Source: ELO after-school attendance file received June 19, 2018.

Note: DASA = Dallas After-School Achievers. SSAS = St. Simon's After-School. CODPR = City of Dallas Park and Recreation. B&GC = Boys & Girls Club. 146 students attended after-school programming but were excluded because attendance documents included invalid identification numbers.

¹ Other Dallas ISD campuses offered after-school programming as part of district initiatives. Three elementary school campuses were part of the Intensive Support Network (ISN). Nine elementary school and four middle school campuses were part of the Accelerating Campus Excellence (ACE) program. These programs were not included in this evaluation because they were in development and/or did not provide daily attendance.

² Big Thought offered fee-based programs at six elementary school campuses. These sites were not supported by ELO and were not included in this evaluation.

³ B&GC provided after-school programming at three middle schools but did not identify participants or record attendance. B&GC also supported students in applying to colleges and resume building at two high school campuses. These programs were not included in this evaluation.

The demographic characteristics of after-school students and non-program Dallas ISD students are shown in Table 1. After-school participants were more likely than other Dallas ISD students to be African American. Participants were less likely than non-participants to be classified as an English language learner or require special education services.

Table 1. 2017-18 Demographic Characteristics of Students Participating and not Participating in After-School Programs.

Category	After-school Students (N = 2,278)		Non-Participants* (N = 23,139)	
	n	%	n	%
Race				
Asian	12	0.5	307	1.3
African American	686	30.1	4,696	20.3
Hispanic	1,488	65.3	17,574	75.9
Native American	5	0.2	54	0.2
Hawaiian/PI	1	0.0	4	0.0
Two or More Races	23	1.0	91	0.4
White	63	2.8	413	1.8
Sex				
Female	1,141	50.1	11,203	48.4
Male	1,137	49.9	11,936	51.6
Special Student Groups				
ELL	805	35.3	13,379	57.8
SPED	200	8.8	2,326	10.1
Eco Dis	2,044	89.7	21,370	92.4

Source: District demographic file dated June 4, 2018.

Note: *Non-participants were students at the same schools as program students that did not attend the after-school program. ELL = English language learners. SPED = special education. Eco Dis = economically disadvantaged. PI = Pacific Islander. 146 students attended afterschool programming but were excluded because attendance documents included invalid identification numbers. Totals may not sum to 100 percent because of rounding.

Academic Achievement

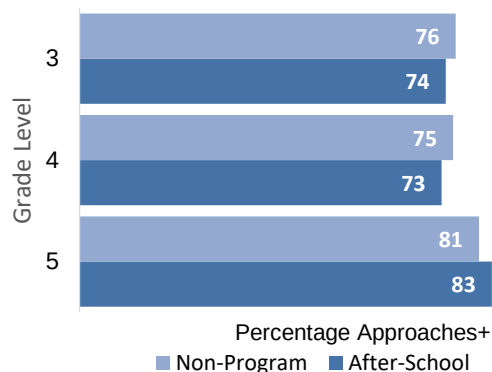
The evaluator used propensity score matching (PSM) to create matched, grade-level comparison groups of students who did not attend the after-school programs.⁴ Students' 2016-17 attendance, 2017-18 attendance, current grade, number of years identified as limited-English proficient, special education status, economically disadvantaged status, and talented and gifted participation were included as covariates during the PSM process. The evaluator used chi-square analyses (statistical significance) and calculated Cramer's V (practical significance) to compare the percentages of after-school participants and non-program students at Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) on the *State of Texas Assessments of Academic Readiness* (STAAR) mathematics and reading subtests at each grade level.

To examine the impact of after-school program dosage on academic outcomes, the evaluator conducted a

linear regression analysis using the number of after-school program days attended to predict scale scores on the STAAR mathematics and reading subtests.

As shown in Figure 3, the percentage of after-school students meeting Approaches+ on the STAAR mathematics subtest ranged from 73 percent of grade four students to 83 percent of grade five students. The percentages of after-school students and non-program students meeting the standard were not significantly different at any grade level.

Figure 3: 2017-18 Percentage of Students at Approaches+ on STAAR Mathematics by After-School Program Status



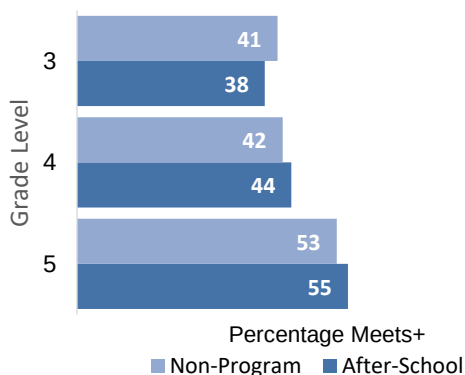
Source: District first-administration STAAR file, all versions, dated June 27, 2018.

Note: Although all scores are included, some test scores may have been adversely affected by online testing issues.

The percentage of after-school students at the Meets+ standard on the STAAR mathematics subtest ranged from 38 percent of grade three students to 55 percent of grade five students (see Figure 4). The percentages of after-school and non-program students at the Meeting+ standard were not significantly different at any grade level.

⁴ Comparison students may have attended an after-school program offered outside of the Dallas ISD. These data were not available for consideration in analyses.

Figure 4: 2017-18 Percentage of Students at Meets+ on STAAR Mathematics by After-School Program Status

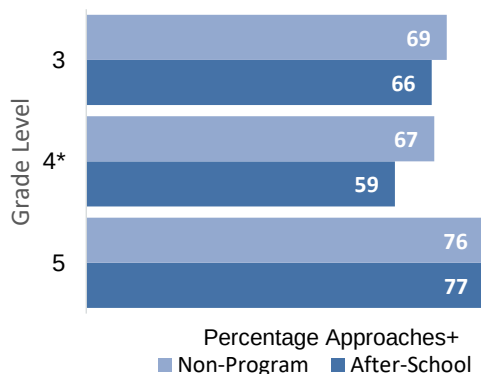


Source: District first-administration STAAR file, all versions, dated June 27, 2018.

Note: Although all scores are included, some test scores may have been adversely affected by online testing issues.

As shown in Figure 5, a higher percentage of grade four non-program students (67%) than after-school students (59%) met Approaches+ on the STAAR reading subtest. At grade four, not attending an after-school program was significantly related to meeting Approaches+ on STAAR reading, Pearson χ^2 (1, $N = 888$) = 5.45, $p = 0.02$. The practical effect of after-school program status on reading achievement was small (*Cramer's V* = 0.08). Differences were not statistically significant at other grade levels.

Figure 5: 2017-18 Percentage of Students at Approaches+ on STAAR Reading by After-School Program Status



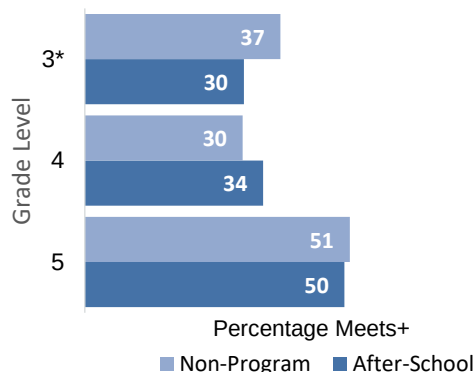
Source: District first-administration STAAR file, all versions, dated June 27, 2018

Note: Although all scores are included, some test scores may have been adversely affected by online testing issues.

A higher percentage of grade three non-program students (37%) than after-school students (30%) achieved Meets+ on the STAAR reading subtest (see Figure 6). For grade three students, not attending an after-school program was significantly related to

achieving Meets+ on STAAR reading, Pearson χ^2 (1, $N = 826$) = 4.49, $p = 0.02$. The practical effect of after-school program status on reading achievement was small (*Cramer's V* = 0.07). Other grade-level differences were not significant.

Figure 6: 2017-18 Percentage of Students at Meets+ on STAAR Reading by After-School Program Status



Source: District first-administration STAAR file, all versions, dated June 27, 2018

Note: Although all scores are included, some test scores may have been adversely affected by online testing issues.

As shown in Table 2, linear regression analyses revealed no relationship between the total number of after-school days attended and mathematics achievement on the STAAR mathematics subtest at any grade level.

Table 2: 2017-18 STAAR Mathematics Scale Scores and After-School Attendance by Grade Level

Grade	N	M Days Attended	M STAAR	r
3	294	118.1	1462.2	0.11
4	302	116.1	1554.1	0.08
5	281	110.5	1632.4	0.08

Source: ELO after-school attendance file received June 19, 2018. District STAAR file dated June 27, 2018.

As shown in Table 3, linear regression analyses revealed no relationship between the total number of after-school days attended and reading achievement on the STAAR reading subtest at any grade level.

Table 3: 2017-18 STAAR Reading Scale Scores and After-School Attendance by Grade Level

Grade	N	M Days Attended	M STAAR	r
3	293	117.9	1414.2	0.03
4	300	116.5	1473.9	0.02
5	281	110.5	1572.6	0.02

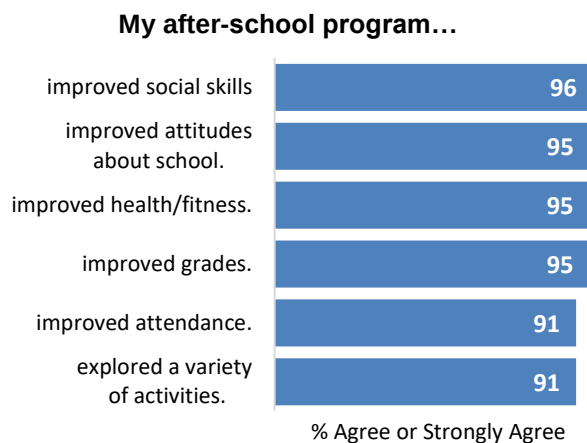
Source: ELO after-school attendance file received June 19, 2018. District STAAR file dated June 27, 2018.

Staff Perceptions

In February 2018, the evaluator emailed an invitation to staff members of each after-school program to complete a 16-item survey to assess perceptions of student experiences and program support. The evaluator calculated the frequency of positive responses (agree or strongly agree) for each item.

As shown in Figure 7, after-school staff members responded positively to each student experience item, with a minimum of 91 percent of respondents reporting that the program explored a variety of activities. Over 96 percent of respondents agreed that their after-school program helped improve student social skills.

Figure 7: 2017-18 After-School Staff Perceptions of Student Experiences

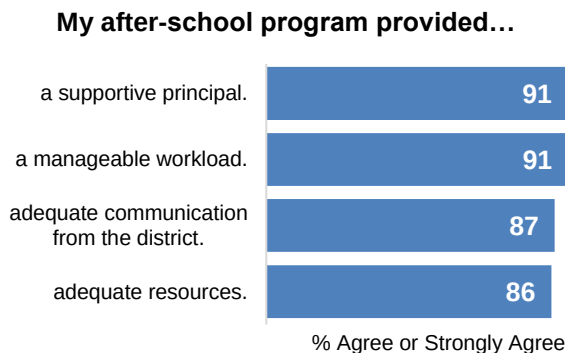


Source: After-school staff survey administered February 13 to March 26, 2018.

Note: N = 129. Does not include "I Don't Know or Not Applicable" responses.

As shown in Figure 8, staff responses to items about program support were generally positive. At least 86 percent of survey respondents agreed or strongly agreed with each item.

Figure 8: 2017-18 After-School Staff Perceptions of Program Support



Source: After-school staff survey administered February 13 to March 26, 2018.

Note: N = 129. Does not include "I Don't Know or Not Applicable" responses.

Recommendations

- **Expand attendance tracking to all after-school programs operating in the Dallas ISD.** After-school programs operated at middle schools and high schools in addition to other elementary campuses as part of the Dallas ISD's ISN and ACE initiatives. No student records were kept at the special-initiative campuses. To accurately assess the impact of after-school programming across the district, the Dallas ISD should maintain records of participation for students who attend any district-sponsored after-school program.
- **Emphasize accurate attendance records and monitor tracking procedures at each site.** Tracking student attendance of after-school programs was much improved during the 2017-18 school year from past years (see Mickelson & Rapini, 2017). However, some sites did not properly record student identification numbers or daily attendance. The ELO Department should continue to emphasize the importance of accurate attendance records and take steps to monitor the tracking procedures at each site.
- **Ensure quality academic instruction across all after-school programs and sites.** Despite after-school programs providing opportunities for homework completion, tutoring, and academic enrichment, higher after-school attendance was not associated with higher academic achievement. The ELO Department should monitor academic activities administered by each program to ensure students receive quality instruction.

Reference

Mickelson, N. & Rapini, S. (2017). Evaluation of After-School Programs. Dallas Independent School District.

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2016-17 Evaluation of Teacher Excellence Initiative (TEI)

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EA18-539-4

At-a-Glance

The Teacher Excellence Initiative (TEI) was a Dallas Independent School District (Dallas ISD) initiative started in 2014-15 to improve student learning by improving teacher effectiveness. TEI replaced the previous tenure-based compensation system with an integrated system that defines, supports, and rewards teacher excellence. Teachers are evaluated each year based on teacher performance, student achievement, and student experience surveys. Effective teachers are provided the opportunity to significantly increase their salaries in a shorter period of time compared to a traditional tenure-based compensation system. In 2016-17, the TEI administrative budget was \$531,150, and the budget for 2017-18 teacher salaries, teacher benefits, and expert stipends based on 2016-17 TEI results totaled \$617,543,335. A total of 10,148 teachers received TEI scorecards for the 2016-17 school year.

Purpose and Methodology

The purpose of this evaluation was to assess the effectiveness of TEI to define, support, and reward teacher excellence. To examine spot observation scores and teacher summative performance evaluation scores from 2016-17, the evaluators used the Schoolnet data file from Human Capital Management dated October 9, 2017. In addition, Human Capital Management provided the scorecard data file from October 9, 2017, which included data for total student achievement, teacher-level student achievement, student learning objective points, distinguished teacher review (DTR) points, and compensation. To determine teacher retention rates, the scorecard data file was merged with the Dallas ISD personnel file dated April 30, 2017. Furthermore, the evaluators received the student survey data file from Office of Institutional Research dated November 2, 2017.

To collect feedback regarding teacher and administrator experiences with TEI during the 2016-17 school year, evaluators administered online surveys¹ from November 6 through November 27, 2017. Both teacher and administrator surveys included questions relevant to the three components of TEI: defining excellence, supporting excellence, and rewarding excellence. All teachers who received TEI scorecards for 2016-17 were emailed invitations to complete the survey. All principals and assistant principals who conducted TEI evaluations during the 2016-17

academic year were invited to complete the administrator survey. Based on these criteria, the evaluators invited 10,148 teachers (59.5% response rate) and 587 administrators (79.4% response rate) to complete perception surveys.

Results from the 2016-17 school year also were compared to 2014-15 TEI results (Douglas & Ure, 2015) to examine two-year trends.

TEI Outcomes

What were the results of the teacher performance component of defining excellence?

Spot Observations

The average overall spot observation score across all teachers was 2.00 out of three possible points. Spot observation scores statistically and practically improved from the beginning (1.66-2.00) to the end of the 2016-17 school year (2.05-2.31).

Summative Performance Evaluation

The mean (75.7) and median (76.8) summative performance evaluation scores for the 2016-17 school year indicated that teachers were performing slightly better on average than proficient. The overall summative performance evaluation score for middle school teachers (73.2) was significantly lower than for high school teachers (76.0) and elementary school teachers (76.2), but these differences were of weak practical significance. First-year teachers received the lowest average summative performance evaluation scores (59.1). Average summative evaluation scores gradually increased with service years and plateaued after three to five creditable years of service.

Relation Between Spot and Summative Scores

Average scores for each spot observation indicator and summative performance evaluation scores were highly correlated ($r = .73$ to $.82$). The strength of these correlations indicated that summative scores were generally aligned with classroom observations.

¹ Surveys were administered using SurveyMonkey (www.surveymonkey.com).

What were the results of the total student achievement component of defining excellence?

Total Student Achievement

Average total student achievement scores were 20.5, 21.4, 14.0, and 13.9 for Category A, Category B, Category C, and Category D teachers, respectively (out of possible 35 points for Category A/B teachers and 20 points for Category C/D teachers). First-year teachers earned the lowest average total student achievement scores, and scores for teachers with one or more creditable years of service remained consistent as years of service increased. These findings indicated that more years of service did not necessarily result in higher total student achievement scores.

Teacher-Level Student Achievement

The average teacher-level student achievement scores for Category A and B teachers were 13.6 and 14.2, respectively, out of a possible 25 points.

Student Learning Objective (SLO) Points

Seventy-five percent of teachers received the maximum number of points (five).

What were the results of the student experience component of defining excellence?

The average percentage of positive student survey responses for elementary school core teachers (86%) was significantly higher than for elementary school non-core (79%), middle school (68%), and high school (71%) teachers. First-year teachers received the lowest average percentage of positive responses (72%). The average percentage of positive student survey responses peaked at three to five years of service.

What were the correlations among the defining excellence components?

Teachers with higher summative performance evaluation scores tended to have higher total student achievement scores (Category A/B: $r = .46$; Category C/D: $r = .29$). Teachers with a higher percentage of positive responses on the student survey tended to have slightly higher total student achievement scores (Category A: $r = .26$; Category C: $r = .23$). Lastly, teachers with higher summative performance evaluation scores tended to have a higher percentage of positive responses on the student survey ($r = .34$).

What were the results of the Distinguished Teacher Review process?

A total of 1,857 teachers received DTR points. Most (91%) of these teachers successfully achieved a distinguished effectiveness level. These teachers represented 19 percent of all district teachers.

What were the results of the rewarding excellence (compensation) component of TEI?

Evaluation Scores

Average evaluation scores gradually increased as years of service increased and plateaued after three to five creditable years of service.

Salary Increases

Most (93%) of the 6,582 full-time teachers with a TEI scorecard received a pay increase from 2016-17 to 2017-18. Teachers with all effectiveness levels except Unsatisfactory received pay increases,² and, generally, teachers with higher effectiveness levels received higher salary increases.

What were retention rates for teachers?

Fourteen percent of 10,148 TEI teachers left the district during the 2016-17 school year. Fifty percent of teachers with an unsatisfactory effectiveness level were not retained, and the percentage of non-retained teachers within each effectiveness level decreased as the effectiveness level increased. Thus, Dallas ISD retained effective teachers at higher rates than less effective teachers.

What were the results of TEI by high school feeder pattern?

The district average summative performance evaluation score was 75.7 (feeder pattern range: 68.3-83.6). The average total student achievement score for Category A/B teachers was 20.7 (feeder pattern range: 15.0-25.9), and for Category C/D teachers was 13.9 (feeder pattern range: 10.1-16.8). For Category A/C teachers, the district average student experience score was 8.0 (feeder pattern range: 6.6-9.4). The district percentage of teachers achieving DTR was 19 percent (feeder pattern range: 5%-45%).

What were the results of TEI by teacher demographic groups?

Generally, the highest performing groups were teachers at majority white schools, teachers at magnet schools, and teachers who stayed in the district but moved out of TEI-coded positions. Teachers who left the district

² Dallas ISD teachers were awarded a retention salary increase in 2017-18.

earned lower average scores than their counterparts who stayed in the district. First-year and Compass teachers earned the lowest scores. In addition, teachers at Improvement Required, Intensive Support Network, and majority African American campuses performed below the district average.

What were teacher and administrator experiences with TEI?

TEI Knowledge

Most teachers (73%) and almost all administrators (96%) reported at least intermediate TEI knowledge.

Overall Satisfaction

Administrators were more likely than teachers to express satisfaction with TEI, and teacher satisfaction tended to increase with effectiveness level.

Perception of Fairness

Administrators and teachers with Proficient II or higher effectiveness levels were more likely than other teachers to perceive TEI as at least somewhat fair. Administrators and teachers most frequently offered two common reasons for perceived TEI unfairness: 1) challenges facing lower performing schools compared to higher performing schools and 2) concerns regarding lack of consistency in evaluations across teachers.

Defining Excellence

Spot Observations, Extended Observations, and Summative Performance Evaluations

Some administrator respondents (18%) who conducted summative evaluations believed they were required to conduct performance evaluations for staff members with whom they had worked for an insufficient amount of time, and some (21%) indicated that they sometimes felt pressure to inflate teacher observation scores during 2016-17. Administrators were more likely than teachers overall to rate spot observations, extended observations, and summative evaluations as helpful, and more likely than teachers to rate highly the alignment of summative evaluation feedback and spot observation feedback. Teacher helpfulness and alignment ratings tended to increase as effectiveness level increased.

Student Experience Survey

A little over half (56%) of teacher respondents who received student experience survey data for 2016-17 highly rated the helpfulness of student experience survey feedback; ratings did not differ greatly by effectiveness level. Thirty-three percent of teachers

who received student experience survey feedback highly rated its accuracy; teacher accuracy ratings increased with effectiveness level. To modify student engagement, teachers most frequently turned to professional development (48%) and colleagues (41%), and least frequently used Panorama Playbook (9%).

Supporting Excellence

Teachers were asked to rate their experiences with district P2LD training, campus professional development, and district virtual P2LD training. Overall, teachers rated campus professional development sessions and district P2LD training as more helpful than district virtual P2LD training. Teachers and administrators agreed that additional professional development opportunities were most needed in classroom management and social-emotional learning.

Rewarding Excellence

Administrators were more likely than teachers to agree that the TEI compensation system 1) supports the recruitment and retention of teachers, 2) differentiates salaries to reward teachers who perform well, 3) will positively affect the future of Dallas ISD teachers, and 4) will result in teachers making more money over time than the old system. For all statements, teachers with higher effectiveness levels were more likely to respond favorably than those with lower effectiveness levels. Finally, over half of teacher respondents (59%) and most administrators (72%) indicated that adding a retention increase in 2017-18 at least somewhat improved TEI fairness. This sentiment was strongest for teachers with the highest effectiveness levels (i.e., Proficient II and higher).

Two-Year TEI Trends (2014-15 to 2016-17)

Key trends from 2014-15 to 2016-17 included 1) trending upward: average spot observation scores, average summative performance evaluation scores, average teacher evaluation scores, average teacher salaries in every effectiveness level except Unsatisfactory, teacher and administrator satisfaction with TEI, and teacher perceptions of TEI compensation system; 2) remained consistent: low performing teachers leaving the district at a higher rate than higher performing teachers; and 3) trended slightly downward: percentage of teachers who left the Dallas ISD.

Recommendations

- **School leadership and TEI staff members should review the following quantitative findings from the 2016-17 TEI evaluation to determine whether additional professional development or rubric calibration is needed for TEI:** 1) Middle school teachers had significantly lower summative evaluation ratings and a smaller

percentage of positive responses on the student survey compared to high school and elementary teachers, 2) 75 percent of teachers received all five SLO points in 2016-17, and 3) weak to moderate correlations were found among the defining excellence components of TEI (i.e., summative performance evaluation, total student achievement, and student experience).

- **Determine whether the increase in average spot observation and summative evaluation performance scores from 2014-15 to 2016-17 was primarily due to improvements in teacher performance or to administrator pressure to increase scores.** While the average spot observation and summative evaluation performance scores trended upward from 2014-15 to 2016-17, 21 percent of respondents to the administrator survey in 2016-17 indicated that they at least sometimes felt pressure to inflate observation scores. Determining to what extent this pressure impacted spot observation and summative evaluation scores might improve the ability of TEI to identify effective teachers.
- **Continue efforts to compensate teachers based on their effectiveness in the classroom rather than a traditional tenure-based compensation system.** From 2014-15 to 2016-17, the overall percentage of teachers who left the Dallas ISD has trended downward. Furthermore, the percentage of teachers who received an Unsatisfactory, Progressing I, or Progressing II effectiveness level and left the district has been higher than for teachers who received Proficient I and above effectiveness levels. This finding indicated that a larger percentage of low performing teachers left the district compared to higher performing teachers from 2014-15 to 2016-17. In addition, summative performance evaluation scores, total student achievement scores, evaluation scores, and the percentage of items with positive responses on the student survey improved as years of service increased and plateaued between three and five creditable years of service. Thus, more creditable years of service was not associated with higher scores on these measures after three to five years.
- **Continue efforts to improve the rate of teachers reporting an intermediate or advanced knowledge of TEI.** Twenty-seven percent of teacher respondents reported a basic or lower knowledge of TEI in 2016-17 compared to four percent of administrators. By improving the knowledge of teachers regarding TEI, teachers might have a more accurate perception of the TEI system, which also could mitigate the discrepancies between teacher and administrator perceptions of

TEI (e.g., overall satisfaction, fairness, and perceptions of compensation).

- **Continue efforts to address teacher and administrator concerns regarding TEI fairness.** For teachers and administrators who perceived low TEI fairness, two of the top five reasons for both groups were 1) challenges facing lower performing schools compared to higher performing schools, and 2) concerns regarding lack of consistency in evaluations across teachers. Improving teacher and administrator perceptions that TEI considers the challenges facing low performing schools and uses consistent evaluators might improve teacher and administrator perceptions of TEI.
- **Continue efforts to improve teacher perceptions that salaries based on effectiveness levels 1) adequately recognize their efforts to increase student achievement and 2) encourage them to stay in campus-based positions.** While over double the percentage of teachers with an effectiveness level of Proficient II and above agreed with both statements compared to teachers with lower effectiveness levels, approximately half of Proficient II and above teachers did not agree with these statements. Thus, improving the level of agreement with these items could also improve teacher perceptions of TEI.
- **Consider expanding professional development opportunities for teachers.** Both teachers and administrators agreed that classroom management and social-emotional learning were in the top three most needed topics of additional teacher professional development options. Teachers at different effectiveness levels prioritized needed professional development topics at different rates. Thus, addressing the professional development needs of teachers based on effectiveness levels might provide more specialized opportunities for professional growth.

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2017-18 Evaluation of Public School Choice

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EA18-540-4

At-a-Glance

The purpose of Public School Choice (PSC) was to provide “best-fit schools” for all students. In 2017-18, Dallas Independent School District (ISD) operated 17 Transformation and Innovation Choice Schools: five Transformation Schools, eight Innovation Schools, and four conditional Innovation Schools. Transformation Schools were new schools without traditional attendance zones whereas Innovation Schools were existing schools and limited to the students within the school’s attendance zone.

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

A component of the PSC initiative included budget autonomy, which allowed school administrators to decide how they allocated funds and allowed them to roll over funds for up to three years.

The purpose of this evaluation was to describe the 1) characteristics of Transformation and Innovation Schools; 2) executive director, campus administrator, and teacher perceptions of PSC; 3) characteristics and outcomes of Dallas ISD’s socioeconomic diversity pilot; and 4) outcomes of Choice School students.

Methodology

Contextual information was gathered from internal documents, interviews, and informal classroom observations. Student data were extracted from the October 2017 Public Education Information Management System (PEIMS) file for analyses. The results of *TerraNova*, *SUPERA*, and the *State of Texas Assessments of Academic Readiness* (STAAR) exams were extracted from Dallas ISD’s MyData Portal site and district files. PSC Survey, District Climate Survey and Student Experience Survey results were also analyzed. Frequency and crosstabs analyses were tabulated. The collected qualitative data were synthesized.

Student and School Selection Processes

Students who lived in Innovation School attendance zones were automatically selected to attend, whereas, the Office of Transformation and Innovation (OTI) utilized a lottery process to select from the pool

of student applicants for Transformation Schools. After the lottery process, OTI conducted an equity audit to ensure a wide range of socioeconomic diversity in the schools. Waitlisted students could be granted enrollment to meet equity goals.

Due to high demand, there were markedly more applications submitted than seats available across all four years of the initiative. Student acceptance rates were 43 percent in the spring of 2015, 38 percent in the spring of 2016, 36 percent in the spring of 2017, and 59 percent in the spring of 2018. Of the 1,796 students accepted to a Transformation School in the spring of 2018, approximately 32 percent were students not enrolled in a Dallas ISD school at the time of application.

OTI established a rigorous three-step application process for teams wanting to initiate a Choice School. The process required each team to submit a proposal to be reviewed by the School Choice Committee (SCC) followed by two rounds of interviews. Twenty-three proposals were submitted in spring 2015, two of which were selected to launch in 2015-16. Eight proposals were submitted in spring 2016, two of which were selected to launch in 2016-17. Eleven proposals were submitted in spring 2017, two of which were selected to launch in 2017-18. Fourteen proposals were submitted in spring 2018, seven of which were selected to launch in 2018-19. Three additional Choice Schools, scheduled to launch in fall of 2018 were added to the PSC initiative.

Implementation of Choice Schools

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

Table 1: 2017-18 Dallas ISD Choice Schools

Choice School and Anchor Model	Grades Served	Students (N)
Transformation Schools		
Mata ES (Montessori)	PK to 5	497
Solar Preparatory School for Girls (STEAM)	K to 2	194
Hulcy STEAM MS (STEAM)	6 to 7	376
CityLab HS (Urban Planning)	9	81
IDEA HS (Personalized Learning)	9 to 10	214
Innovation Schools		
De Zavala ES (Montessori)	PK to 5	409
Rogers ES (Personalized Learning)	PK to 5	514
Botello ES (Personalized Learning)	PK to 5	558
Cabell ES (Personalized Learning)	PK to 5	558
Lipscomb ES (IB)*	PK to 5	509
R. Lee ES (IB)*	PK to 5	318
Kramer ES (IB)*	PK to 5	567
Preston Hollow ES (IB)*	PK to 5	476
Weiss ES (Leadership)	PK to 5	548
Marsh PA (Personalized Learning)	6 to 8	911
Franklin MS (IB)*	6 to 8	966
Adams HS (Leadership)	9 to 12	2,040

Note: STEAM=Science, Technology, Engineering, the Arts, and Mathematics. ES=Elementary School. PA=Preparatory Academy. MS=Middle School. HS=High School. IB=International Baccalaureate. *These schools were funded by OTI as conditional Innovation Schools and will be official Innovation Schools when they earn IB authorization. Source: PEIMS district database (10/31/17).

Public School Choice Survey Results

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

District Climate Survey Results

The 2017-18 Climate Survey was administered to all Dallas ISD campus professional and support staff in the fall and spring. It included six scales: 1) Beliefs and Priorities, 2) Positive Culture and Environment, 3) Culture of Feedback and Support, 4) College-Going Culture, 5) Teacher-Teacher Trust, and 6) Principal-Teacher Trust. District Climate Survey results for spring varied for each Transformation School, but were positive for the most part.

All five Transformation Schools and the district had over 70 percent positive ratings on the Beliefs and Priorities, College-Going Culture, Teacher-Teacher Trust, and Principal-Teacher Trust scales whereas the percentages varied more for the Positive Culture and Environment and Culture of Feedback and

Support scales. Innovation School results for spring were positive overall and varied by campus. The spring ratings for Cabell, De Zavala, Franklin, Lipscomb, Preston Hollow, Rogers, and Weiss were higher than the district for all six scales.

District Student Experience Survey Results

The 2017-18 Student Experience Survey was administered to students in grades three to 12 during the week of April 23 to 27, 2018. The survey addressed five areas: 1) classroom environment, 2) expectations and rigor, 3) pedagogical effectiveness, 4) student engagement, and 5) supportive relationships. Students were asked to complete surveys for two of their teachers.

The district's Student Experience Survey results showed elementary Choice School student responses were more positive than secondary Choice School student responses. Results of the grades three to five survey varied by campus, but were positive overall. Across elementary Choice Schools, the percentages of positive responses for all five scales were highest for Rogers and lowest for Mata, Weiss, and R. Lee. The secondary Choice Schools' percentages of positive ratings were highest for IDEA, Hulcy STEAM, and Adams on all five scales and lowest for Marsh and Franklin.

Choice Student Outcome Results

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

Recommendations

- **Continue offering professional development opportunities targeted at Choice model implementation.** Per PSC survey results, Choice teachers requested guidance as they worked to maintain fidelity to the Choice model while also meeting district and state requirements.
- **Support district and campus administrators in the hiring of Choice faculty.** Interviews with

administrators indicated a desire to personalize the application process for Choice teachers to hire the best applicants and to monitor the turnover of Choice faculty.

- **Work to align Choice models to district and state expectations.** PSC survey results and interviews with campus and district administrators revealed concerns over pressure to maintain fidelity to the Choice model while also meeting state and district expectations.

References

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

Sanguras, L.Y. (2017). 2016-17 Evaluation of Public School Choice. Dallas, TX: Dallas Independent School District.

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2017-18 Dallas ISD Climate Survey

Dorothea Weir, Ph.D.

EA18-600-4

At-a-Glance

The Dallas Independent School District (ISD) Districtwide Climate Survey was administered to all campus-based professional and support staff during December 2017 and May 2018. The Climate Survey had three purposes:

- To contribute to consistent organizational improvement;
- To gain integral feedback from school based employees;
- To align systems to student outcomes.

While overall results provide a broad picture of district change, the Climate Survey is primarily intended to provide individual campuses with feedback that can identify areas of success as well as opportunities for improvement. After each administration, campus-level results have been distributed to building principals, feeder pattern Executive Directors, and School Leadership management, and used to initiate and guide discussion and planning for improvement among central and campus administrators and staff.

The Climate Survey contributed to the campus principals' Mid-Year Review by providing staff feedback that related directly to principal effectiveness, as well as more complex information that helped to identify underlying issues that may contribute to or hinder success at the campus level.

The 2017-18 school year was the sixth consecutive year in which the Climate Survey was administered. In 2012-13, the survey was conducted internally, by the Department of Evaluation and Assessment (E&A). To provide additional assurance of confidentiality, the survey has been administered by an external organization since 2013-14. Since 2016-17, the survey has been administered by Hanover Research, an independent education research firm located in Washington, D.C.

Dallas ISD provided Hanover Research with a list of email addresses of all campus-based staff. No employee ID number or staff names were provided. Hanover then sent an email to all staff members, asking each of them to use an individualized link to the survey. Once the survey closed, Hanover provided a file of survey results with employee email addresses removed to Dallas ISD. Survey responses from past administrations also remain confidential, and no individual employee information regarding survey participation or responses has been released.

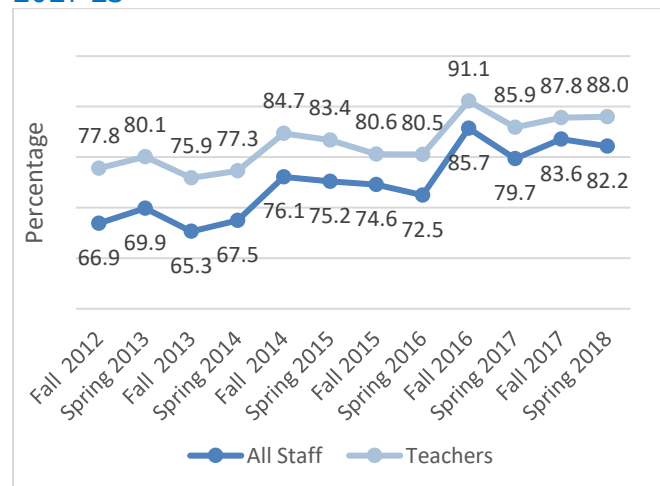
In 2016-17, Hanover also assumed responsibility for providing analyses of survey results. Previously, E&A staff had conducted all analyses. Quality control was

assured by having both E&A and Hanover analyze the Fall 2016 data separately, using comparable methods. As results from both sets of analyses were essentially identical, Hanover has taken over production of all reports since Spring 2017.

Participation Rate

Participation rates by administration for teachers and for all campus-based staff are shown in Figure 1. Participation was greater in both fall and spring of 2017-18 than in any administration other than Fall 2016. Campus participation rates varied from 44 to 100 percent, with 92 of 228 campuses attaining participation rates of 90 percent or more. By feeder pattern, participation varied from 73 to 93 percent of all staff.

Figure 1: Survey Participation Rates, 2012-13 to 2017-18



Scales

The initial version of the survey, given in the fall of 2012, contained items grouped into three scales, each describing conditions deemed necessary for an effective school: School's Beliefs and Priorities, Positive Culture and Environment, and Culture of Feedback and Support. An additional scale, College-Going Culture, was added in 2012-13. Survey scale groupings were initially determined through principal components analysis (PCA) of staff responses to individual items. Each year, items have been added to and removed from the survey. PCA analysis has been repeated annually, and has consistently indicated the same overall structure. New items are added to scale score calculations after their initial use and validation.

Four new sets of teacher-only items were introduced in 2016-17: Collective Responsibility, Reflective Dialogue,

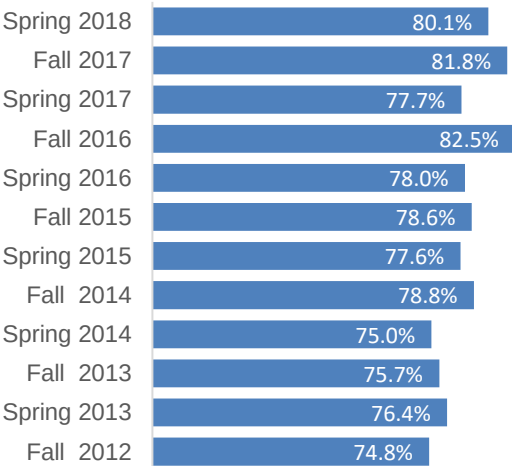
Teacher-Principal Trust, and Teacher-Teacher Trust. The selected item sets were previously validated by the Consortium on Chicago School Research at the University of Chicago. Two of the sets, Teacher-Principal Trust, and Teacher-Teacher Trust, were scaled and included on campus reports for 2017-18.

Item responses ranged from 1 (“Strongly disagree”) to 5 (“Strongly agree”). Scale scores were computed at the individual level and aggregated to the school level. Scale scores at the individual level consisted of the mean of the item scores on each scale. Percentages of positive (“Agree”/“Strongly agree”) responses were calculated for each item and scale at campus, feeder pattern, and District levels.

School’s Beliefs and Priorities

Positive responses to items on this scale indicate that the school bases its actions on the District’s Student Achievement Goals, and follows a set of campus Key Actions that are student-focused and understood by school staff. Priorities of school leadership and staff are aligned, staff believe they have support from school leadership, and staff feel that their school is headed in the right direction. The percentage of positive responses across all administrations is shown in Figure 2.

Figure 2: Percentage of Positive Responses, Beliefs and Priorities Scale, 2012-13 to 2017-18



Key results include the following:

- The percentage of positive responses on this scale was similar in Fall 2017 to the rate in Fall 2016, and higher than that in fall of previous years. The Spring 2018 rate was higher than in previous years.
- In Fall 2017 and Spring 2018, approximately 86 to 88 percent of staff agreed or strongly agreed that the Dallas ISD Student Achievement Goals guided actions on their campus. About 90 to 91 percent

agreed that they understood their roles in implementing key actions.

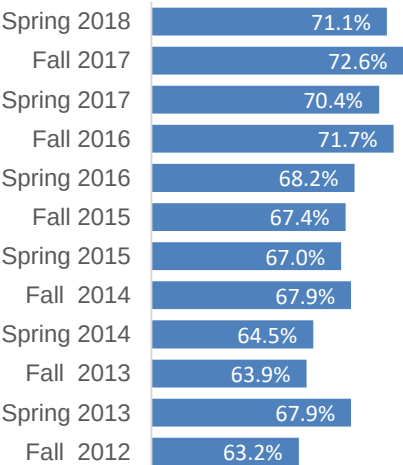
- About 86 percent in Fall 2017 and 84 percent in Spring 2018 responded that the key actions at their school were focused on what is best for students.
- Nearly 77 percent in Fall 2017 and 74 percent in Spring 2018 responded that they had the support from campus leadership to do their job well.
- Approximately 75 percent in Fall 2017 and 73 percent in Spring 2018 responded that their school’s priorities were similar to what they thought they should be. Between 75 and 77 percent agreed that their campus was headed in the right direction.

The item “Overall, the district is headed in the right direction” was included in this section of the survey. This item was not included in the calculation of scale scores, because the scales are designed to reflect perceptions of climate at the campus level. Responses were 71 percent positive in Fall 2017 and 70 percent positive in Spring 2018, a slight decrease from the previous year (73 percent Fall 2016, 71 percent Spring 2017). Responses since 2015-16 have been substantially more positive than those in previous years, which ranged from 44% (Spring 2014) to 52% (Spring 2015).

Culture of Feedback and Support (teachers only)

Positive responses to the items on this scale indicate that effective campus leadership provides support and feedback to teachers that improves job performance; helps teachers to understand recent changes; improves the quality of instruction; and encourages teachers to develop leadership potential. Teachers perceive that professional development and teamwork with colleagues help improve instruction. The percentage of positive responses across all administrations is shown in Figure 3.

Figure 3: Percentage of Positive Responses, Feedback and Support Scale, 2012-13 to 2017-18



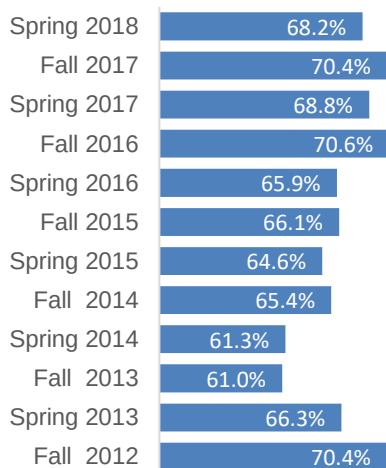
Key results include the following:

- Overall responses in 2017-18 were more than 70 percent positive, following an upward trend from 2016-17.
- More than 70 percent of teachers agreed or strongly agreed that campus leadership helped them improve the quality of instruction, and that they had opportunities and encouragement to develop leadership potential.
- About 72 percent of teachers in Fall 2017 and 70 percent in Spring 2018 responded that their campus had an effective leadership team.
- More than 77 percent of teachers credited their team experiences in 2017-18 with helping them improve instruction.
- Two-thirds or more of teachers in both fall and spring agreed that professional development sessions helped them improve instruction.

Positive Culture and Environment

Positive responses to the items on this scale indicate that the school environment is clean and safe, with consistent and effective student discipline. Staff work in an environment of respect, and are satisfied with recognition for doing their jobs well. Staff look forward to their work each day, would recommend the school as a workplace to others, and would stay with Dallas ISD even if offered a comparable job elsewhere. Morale at the school has improved during the year. The percentage of positive responses across all administrations is shown in Figure 4.

Figure 4. Percentage of Positive Responses, Culture and Environment Scale, 2012-13 to 2017-18



Key results include the following:

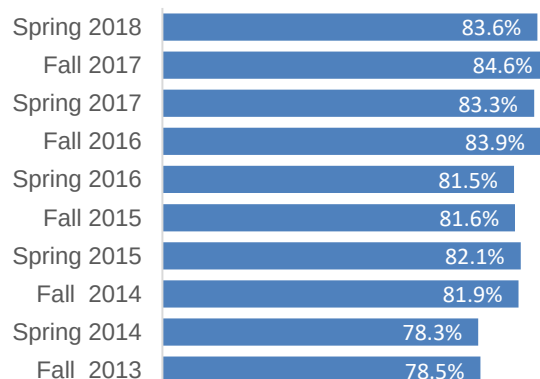
- Scores in 2017-18 were similar to those in 2016-17, and higher than in any other administration since Fall 2012. It should be noted that scale scores for 2012-13 are not directly comparable with subsequent administrations, as three new items were added to the scale score calculations in Fall 2013.

- Close to 80 percent of staff agreed that they looked forward to working each day at their school, and that their campus was clean and safe.
- About 72 percent of staff would recommend the school to others as a workplace, and 73 to 76 percent agreed that they worked in an environment of support and respect.
- Two items addressing student discipline received responses exceeding 60 percent positive in both fall and spring, similar to rates for 2016-17 and higher than those in prior years.
- The item "Morale at my school has improved this year" was above 60 percent positive, compared to a low of 40% in Spring 2013, when the item was first used.
- In all administrations before 2015-16, 55 percent or fewer agreed that, if offered a comparable position with similar pay and benefits at another district, they would stay with Dallas ISD. The percentage responding positively increased to 60 percent in Spring 2016 and continued to increase in 2016-17 and 2017-18 (63% Fall, 64% Spring).
- About seventy (70) percent of staff agreed that they would recommend their school to parents seeking a place for their child, similar to 2016-17 rates and an increase over 2015-16 percentages.

College-Going Culture

Positive responses to the items on this scale indicate that teachers focus instruction on preparing their students for college success, and expect most of their students to attend college. They provide feedback and support to prevent students from giving up when challenged, and in turn, expect students to give their full effort. The percentage of positive responses across all administrations is shown in Figure 5.

Figure 5: Percentage of Positive Responses, College-Going Culture Scale, 2013-14 to 2017-18



Key results include the following:

- Positive response percentages have historically been higher on this scale than on other scales, exceeding 80 percent for all administrations since

2013-14. 2017-18 responses were slightly more positive than those in prior years.

- Responses by item ranged from 81 to 89 percent positive. Items receiving the most positive responses were “Teachers at this school give students feedback to help them understand how to improve,” and “Teachers at this school feel that it is a part of their job to prepare students to succeed in college.”
- As in previous years, responses of secondary school staff were slightly more positive than those of elementary staff.

Teacher-Teacher Trust

Positive responses to these items indicate that teachers in the school trust one another, and can discuss feelings, worries and frustrations among themselves. Teachers respect other teachers who take the lead in efforts to improve the school, and those who are experts at their craft. The percentage of positive responses across all administrations is shown in Figure 6.

Figure 6: Percentage of Positive Responses, Teacher-Teacher Trust Scale, 2016-17 to 2017-18



Key results include the following:

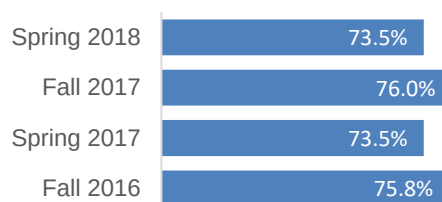
- The overall percentage of positive responses was similar in 2016-17 and 2017-18. The percentage of positive responses to all items on the scale ranged from 69 to 85 percent.
- Across administrations, 69 to 73 percent of teachers agreed that teachers in their school trust one another.
- Seventy-nine (79) to 81 percent of teachers agreed that teachers in their school respect colleagues who take the lead in school improvement, and 82 to 85 percent agreed that teachers respect colleagues who are experts in their craft.

Teacher-Principal Trust

Positive responses to these items indicate that teachers in the school trust the principal's word, and can discuss feelings, worries, and frustrations with the principal. The principal has confidence in teachers' expertise, takes a personal interest in their professional development, and looks out for the personal welfare of the faculty. The principal is an effective manager who makes the school run smoothly, and places the needs of children ahead of personal or political interests. The percentage of

positive responses across all administrations is shown in Figure 7.

Figure 7: Percentage of Positive Responses, Teacher-Principal Trust Scale, 2016-17 to 2017-18



Key results include the following:

- The overall percentage of positive responses was similar in 2016-17 and 2017-18.
- In all administrations since Fall 2016, 77 to 79 percent of teachers agreed that the principal at their school places the interests of children ahead of personal and political interests.
- Between 77 and 78 percent of teachers agreed that the principal has confidence in their expertise.
- More than 70 percent of teachers felt that their principal is an effective manager, and looks out for the personal welfare of faculty members.

Recommendations

- **The Districtwide Climate Survey should continue to be administered for the foreseeable future.** The survey has provided useful and actionable information to School Leadership since its introduction, and should continue to be administered twice a year. Results should be presented as an opportunity to identify areas in need of improvement as well as areas of excellence. Ongoing efforts should focus on obtaining honest responses from staff without penalties for the school or fear of reprisal.
- **School Leadership should continue annual review of survey items.** School Leadership should review the survey annually to ensure that all items are up-to-date with current district initiatives and practices, and are providing actionable information to campuses and feeder patterns.

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2017-18 Evaluation of Accelerating Campus Excellence (ACE)

Dianne K. Palladino, Ph.D. & Mitch Barton, Ph.D.

EA18-601-4

At-a-Glance

The Accelerating Campus Excellence (ACE) initiative was formed on the principle that transforming schools requires strong leadership and effective teachers enveloped in an environment of high expectations. Starting in 2015-16, ACE offered competitive stipends to incentivize top teachers and principals to relocate to some of the district's most challenged campuses. The first group of seven campuses (ACE 1.0) continued for year three of the program in 2017-18 (Annie Web Blanton, Umphrey Lee, Roger Q. Mills, Elisha M. Pease, Billy Earl Dade, Thomas A. Edison, and Sarah Zumwalt). A new cohort of six campuses (ACE 2.0) was added in 2017-18 (C.F. Carr, J.N. Ervin, Onesimo Hernandez, L.W. Ray, Edward Titcher, Thomas J. Rusk). The 2017-18 ACE program was supported by \$9,885,862 in Dallas ISD general operating funds.

The ACE program aimed to improve student achievement by striving to accelerate growth in three general areas: people, learning, and expectations.

People. To accelerate factors related to people, ACE campuses employed strong principals and effective teachers. Staff members embraced three core values: growth mindset, high expectations, and inspiring relationships. Progress was measured by examining 1) teacher retention rates, 2) Teacher Effectiveness Initiative (TEI) effectiveness levels, 3) teacher spot observation scores, and 4) quintile scores¹ on the Culture of Feedback and Support section of the Climate Survey.

Learning. To accelerate factors related to learning, ACE staff members participated in supplemental professional development opportunities and committed to excellence in both academic and social-emotional learning. Staff members also focused on consistent use of data-driven instruction. Finally, the school day was extended one hour, and after-school opportunities were offered until 6 p.m. two to three days a week. Progress was measured by examining 1) *Istation Indicators of Progress (ISIP)* Tier 1 rates, 2) *Assessment of Course Performance (ACP)* passing rates, and 3) *State of Texas Assessments of Academic Readiness (STAAR)* performance standard attainment rates.

Expectations. To accelerate factors related to expectations, ACE campuses emphasized relationships among campus community members. In

addition, core content was double blocked and taught in alignment with best practices. The program also provided uniforms to students, upgraded facilities, and strengthened parent and community partnerships. Progress was measured by 1) disciplinary offense rates, 2) attendance rates, 3) Student Experience Survey favorable response rates, and 4) Parent/Guardian Survey favorable response rates.

Priorities. To support acceleration in these three areas, ACE campuses prioritized balanced literacy, social and emotional development, and professional learning communities (PLCs) with strong data practices.

The purpose of this evaluation was to provide data for campus, program, and district leadership to evaluate progress toward these objectives, as well as to highlight other applicable outcomes.²

What were the characteristics of ACE students, teachers, and principals?

Over half of the 6,966 ACE students were male (51%) and/or African American (54%). Most were economically disadvantaged (86%). About a third were English language learners (ELLs; 32%), and 10 percent were enrolled in special education (SPED). The 462 ACE teachers were 76 percent female, 58 percent African American, and 23 percent Hispanic. Almost a third (29%) of teachers held at least a master's degree. ACE teachers had been employed in the Dallas ISD for 7.5 years on average; 46 percent had taught in the district for six or more years. ACE principals ($N = 13$) were about half female (54%), mostly African American (69%), and 23 percent Hispanic. ACE principals worked for the District for 11.8 years, on average, and most principals held at least a master's degree (85%).

What were teacher and campus leadership perceptions of ACE?

Principals/Assistant Principals. In responses to an online survey, campus administrators generally expressed satisfaction with respect to year three of the ACE program. Most rated support from ACE program leadership favorably (88%). Of five core ACE elements implemented on campuses, administrators most highly rated the effectiveness of data analysis and PLC (84%) and consistency of policies/systems/structures (80%), and were most likely to indicate balanced literacy efforts

¹ 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.

² See full report for methodological details for all analyses.

(47%) required further development. Administrators most frequently indicated improved behavioral management support (20%) and more parent involvement (20%) were the most important potential changes that could improve future ACE success.

Teachers. In responses to an online survey, ACE teacher perceptions were generally positive. Of five core ACE elements implemented on campuses, teachers most highly rated the effectiveness of instructional rigor (74%), data analysis and PLC (72%), and balanced literacy (71%), and were most likely to indicate that school culture (44%) required further development. Teachers most frequently indicated improved behavioral management support (32%) as the most important potential change that could improve the program. Despite general teacher agreement that campus leadership offered additional parent involvement opportunities than non-ACE campuses (67%), less than half of teachers (48%) agreed that parents were engaged in the student progress. Most teachers (67%) believed that the stipend compensated them for the extra effort required of an ACE teacher.

What were the outcomes related to the people component of ACE?

Teacher retention.³ ACE teacher retention rates (fall 2016 to fall 2017) ranged from 44 percent to 83 percent, with an overall ACE teacher retention rate of 70 percent. Three campuses met the objective of meeting or exceeding the average district retention rate (73%).

Effectiveness ratings. Four of seven ACE 1.0 campuses, five of six ACE 2.0 campuses, and ACE 1.0, ACE 2.0, and ACE overall attained the objective at least 60% of teachers at campuses with at least a Proficient I TEI effectiveness level. This objective appeared to be more difficult to attain at the middle school level.

Spot Observations. In general, ACE teachers earned higher ratings for clear instruction than for instructional rigor both in the fall and in the spring. In fall 2017, four elementary schools and one middle school campus met or exceeded the 60 percent fall objective for clear instruction, and two elementary school campuses and one middle school campus met or exceeded this objective for instructional rigor. Both ACE cohorts and ACE overall missed the fall 2017 objective for average proficient spot observations in both areas.

In spring 2018, eight elementary school campuses and three middle school campuses met or exceeded the 75 percent spring objective for clear instruction. Five elementary school campuses and two middle school

campuses met or exceeded this objective for instructional rigor. Both ACE cohorts and ACE overall met the spring 2018 objective for clear instruction, but the ACE 1.0, ACE 2.0, and ACE campuses overall missed the 75 percent objective for instructional rigor.

Climate Survey. In fall 2017, one ACE 1.0 campus and four ACE 2.0 campuses met the 2017-18 objective of attaining scores in the fourth or fifth (most positive) quintiles on the Culture of Feedback and Support section of the Climate Survey. Four campuses achieved fourth or fifth quintile scores in spring 2018.

What were the outcomes related to the learning component of ACE?

ISIP. ACE overall rates of students reading on grade level trended upward most six-week periods from the start (BOY) to the end of the year (EOY) for all grade levels. In most cases, ACE 1.0 campuses increased the extent to which rates of students reading on grade level (Tier 1) exceeded the district. ACE 2.0 rates of Tier 1 students did not consistently exceed the district, especially in English, but those that fell short of district rates clearly narrowed the gaps with district rates by the end of the year.

At the end of the year (EOY), ACE campuses overall met the objective of meeting or exceeding district rates of students reading at grade level for kindergarten to grade two in Spanish and in combined English and Spanish. For English alone, ACE campuses overall met this objective in kindergarten, but not for grade one or grade two. ACE 1.0 campuses met or exceeded the district in all versions in all grades, but ACE 2.0 campuses fell short of this goal for grade one and grade two, primarily because of performance on the English version of the assessment.

For 2017-18, one-year changes in overall ACE Tier 1 attainment rates on all versions of *ISIP* were stronger than for the district. As expected, this pattern was particularly true for ACE 2.0 campuses in their first year of ACE implementation. For the ACE 1.0 cohort, longitudinal results reflect sustained accelerated achievement in reading on grade level for kindergarten to grade two overall, despite smaller year-over-year gains in years two and three of the ACE program. ACE 1.0 growth in 2017-18 adds to the extensive growth in Tier 1 attainment over the first two years of the program. ACE 1.0 two-year trends also exceeded district growth across the board. As the strongest evidence of literacy growth for ACE students, not only did three-year growth in Tier 1 attainment for ACE 1.0 students in all grades far exceed the district in English, Spanish, and

³ Because 2017-18 was the first year after reconstitution for ACE 2.0 campuses, resulting in almost complete teacher turnover, this objective was evaluated only for ACE 1.0 campuses.

combined English and Spanish, but this three-year growth ranged from +32.0 percentage points (kindergarten Spanish) to +45.1 percentage points (grade two English).

ACP. ACP passing rates for ACE overall exceeded the previous year on 39 (80%) of the 49 exams administered on ACE campuses in the fall, and on six (75%) of the eight exams administered in the spring. As expected, these rates were particularly strong for ACE 2.0 campuses after their first year of the program. In addition, ACE students overall met the objective of ACP passing rates at least within 10 percentage points of district rates on 38 (78%) of 49 ACPs in the fall and on three (38%) of the eight spring exams. This success rate was virtually the same for ACE 1.0 and ACE 2.0 in the fall, but was particularly strong for ACE 2.0 campuses compared to ACE 1.0 campuses in the spring.

STAAR. ACE students overall met the 2017-18 ACE objective of achieving STAAR performance standard attainment rates at least within 10 percentage points of the district for all subjects at the Approaches+, Meets+, and Masters level. This finding was true for ACE 1.0 and 2.0, except for ACE 1.0 reading, which came a few points short of meeting this objective. Notably, ACE 2.0 social studies slightly exceeded district passing rates for all three performance standards.

With few exceptions, ACE STAAR passing rates increased over one year across the board in all subjects for all performance standards. Generally, this one-year growth was strongest for mathematics and social studies, especially for ACE 2.0, an expected outcome in the first year of the program. Two- and three- year changes in STAAR performance standard attainment for ACE 1.0 campuses were mostly positive. The strongest overall three-year percentage point gains for ACE 1.0 campuses emerged in mathematics (+34) and social studies (+28) at the Approaches+ level, in mathematics (+30), writing (+19), and science (+19) at the Meets+ level, and mathematics (+15) at the Masters level. These three-year results are a testament to the ongoing impact of ACE implementation on these original ACE campuses.

On the exam level, in 2017-18 STAAR passing rates exceeded 2016-17 on all STAAR exams (100%) in all subjects administered on ACE campuses at both the Approaches+ and Meets+ performance standards. Considered separately, both ACE cohorts performed exceptionally well, with ACE 1.0 campuses exceeding last year on 83 percent of exams at the Approaches+ level and 78 percent of exams at the Meets+ level, and ACE 2.0 campuses exceeding last year on 94 percent of exams at the Approaches+ level and 100 percent of exams at the Meets+ level. ACE students overall met the objective of performance standard attainment within 10 percentage points of district rates on 15 (83%) of 18

STAAR exams at the Approaches+ performance standard and on 12 (67%) of the 18 STAAR exams at the Meets+ level. This success rate was slightly higher for ACE 2.0 than for ACE 1.0, as expected, but both cohorts achieved the STAAR objective for 2017-18 on most tests administered (range: 61% to 83%).

What were the outcomes related to the expectations component of ACE?

Disciplinary offenses. Six of thirteen campuses met the ACE objective of disciplinary referrals at or below average district rates. ACE 1.0 campuses reduced disciplinary referrals by 3,391 (87%) over three years, and ACE 2.0 campuses reduced referrals by 1,218 (77%) in 2017-18.

Attendance rates. Four ACE elementary school campuses (Blanton, U. Lee, Ervin, Titcher) and one middle school campus (Rusk) met the 2017-18 ACE objective of attendance rates of at least 96 percent for 2017-18. Overall, ACE attendance rates (95%) for the current year were comparable to district rates (95%). On the cohort level, although ACE 1.0 overall attendance did not meet the 2017-18 attendance objective, ACE 2.0 finished the year meeting the 96 percent attendance objective.

Student Experience Survey. ACE students generally responded favorably on the districtwide student survey. Five ACE elementary school campuses and ACE elementary schools overall (87%) met the 2017-18 objective and exceeded the district elementary school favorable rate of 84 percent. Three ACE middle school campuses and ACE middle schools overall (74%) also exceeded the favorable rate for district secondary schools (71%).

Changes in student perceptions over time also were generally positive. Overall, 2017-18 ACE elementary school and middle school campuses remained within one point of favorable response rates from the previous year. For ACE 1.0, three elementary school campuses and all middle school campuses exceeded, met, or came within one percentage point of favorable response rates from the previous year. All ACE 2.0 campuses exceeded favorable rates from the previous year (range: +3 to + 13 percentage points). Since program inception, all but one ACE 1.0 elementary school campus, all ACE 1.0 middle schools, and ACE elementary schools and middle schools overall maintained three-year improvements in overall favorable student responses, indicating continued improvement of campus culture over time on most ACE campuses.

Parent/Guardian Survey. Parent perceptions of ACE campuses were generally positive (range: 73% to 93%). Four ACE campuses met the 2017-18 ACE objective by

exceeding the district positive response rate of 90 percent.

What were 2018 ACE state accountability ratings?

All but one ACE campus (Pease) earned a Met Standard rating in 2017-18, providing clear evidence of positive program outcomes.

Recommendations

In 2018-19, six of seven ACE 1.0 campuses will transition from the program with some campus support, the remaining ACE 2.0 campuses will continue in the second year of the program, and one ACE 1.0 campus will join a third cohort (ACE 3.0) participating in a modified program that will focus more heavily on development of campus leadership and teacher development. The following recommendations are offered in the context of these program changes.

- **Carefully monitor transitioning campuses.** As most ACE 1.0 campuses transition out of the ACE program and campuses join the new ACE 3.0 hybrid program, monitoring ongoing progress on these campuses will be important for evaluating maintenance of gains on former campuses and ensuring success of new campuses in the first year of the revised hybrid program. Information collected from such monitoring will be invaluable for shaping future elements of programs that target school improvement.
- **Continue professional development to support campus leaders and teachers.** Effective administrators and teachers were the cornerstone of ACE successes. Therefore, they should continue to have the resources and professional development opportunities they need to lead and teach effectively. The one ACE campus that missed earning a Met Standard accountability rating this year (Pease) did not have an official principal for much of the year and was the elementary school campus with the lowest rate of proficient teachers, as measured by TEI effectiveness levels. Expanding the pool of available effective campus leaders and teachers and retaining those who are already highly effective will be critical as the program transitions to the next phase.
- **Heighten focus on literacy.** Although not unique to ACE students, achievement and growth in reading and writing were generally weaker than for other subjects, especially mathematics. ACE campuses should continue to focus on improving literacy at all grade levels to reduce this discrepancy.
- **Continue to maintain and expand training and support for behavioral management in the classroom.** Although there was both quantitative

(decreased discipline referrals) and anecdotal (stakeholder perceptions) evidence that behavioral management improved on ACE campuses since program inception, teachers indicated that some improvement remained necessary. In addition, favorable response rates on the Student Experience Survey improved and were stronger than the district for most ACE campuses, indicating improved student perceptions of the academic environment. The extent to which positive improvements in behavioral management translated to academic achievement should be considered in future program decisions regarding campus systems and structures.

- **Continue efforts to strengthen parent involvement.** Despite extensive evidence of expanded encouragement of parent involvement, barely half of teachers and sixty percent of campus leaders agreed that ACE parents were engaged with student progress in 2017-18. Attendance rate challenges on some campuses also support the notion that engaging parents may remain a challenge at ACE campuses. Stronger partnership with parents of ACE students will assist with improving and maintaining gains in important outcomes, such as discipline enforcement, attendance rates, and dedication to learning. Leadership should continue its strong efforts to increase interest, pride, and involvement from parents of ACE campuses.
- **Prepare to evaluate long-term outcomes.** It will be important to evaluate long-term success as students move from ACE elementary school and middle school campuses into higher grades at other campuses. Dosage of years enrolled on ACE campuses and comparisons to similar students who were not enrolled on ACE campuses should be examined for long-term achievement outcomes like assessments, graduation rates, college and career readiness, college enrollment, and other factors to determine the lasting benefit of ACE participation. Planning how long-term outcomes will be studied early in the program will increase the likelihood that the appropriate data and circumstances are in place for future evaluation.

An electronic version of this report (as well as the full 2017-18 report) can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2017-18 State and Federal Accountability Projects

C. Elizabeth Watson, M.P.A.

EA18-602-4

At-a-Glance

The Evaluation and Assessment Department provides guidance, data, and resources to help school administrators, teachers, parents, and the public understand and benefit from local, state, and federal accountability information. Through the management of school improvement grants and performance monitoring, along with strategic intervention systems, the department assists campuses as they work to achieve their short- and long-term goals.

Areas of assistance include Title I priority and focus schools grants¹, the Performance-Based Monitoring Analysis System and data validation monitoring, federal accountability, and the Texas Academic Performance Reports.

Performance-Based Monitoring Analysis System (PBMAS) and Data Validation Monitoring (DVM)

Texas Education Agency (TEA) Performance-Based Monitoring (PBM) staff develops the Performance-Based Monitoring Analysis System (PBMAS), an automated data system that reports annually on the performance of school districts and charter schools in selected program areas. These include bilingual education/English as a second language (BE/ESL), career and technical education, special education, and certain Title programs under the Every Student Succeeds Act (ESSA).

The goal of the PBM system is to improve student performance and program effectiveness. The PBM system is data-driven, and reliant on data submitted by districts. Confirming the accuracy of data is a critical part of the process necessary to validate and safeguard the integrity of the ratings. Therefore, the PBM system includes annual data validation analyses that examine districts' leaver and dropout records, discipline data, and student assessment data. Additional data analyses, including random audits, are conducted as necessary to ensure data submitted to the Texas Education Agency are accurate and reliable.

Program Monitoring and Interventions (PMI) staff reviews PBM data and works with districts identified for potential data inaccuracies, data anomalies, or data irregularities. On-site reviews may be conducted to validate implementation of the PBM system and the

accuracy of data used in analysis. If concerns with noncompliance, student performance, or program effectiveness are identified, school districts are required to take actions to address these concerns.

PBM interventions are based on PBMAS performance levels (PL) as well as the results of data validation analyses. A PL is the result that occurs when a standard cut score is compared to a district's performance on a PBMAS indicator. Districts with one or more indicators with a performance level 3 out of 4 (the categories of largest discrepancy between a performance target and the district's performance) or higher are staged for interventions.

Levels of staging for intervention are assigned to districts with respect to the relative performance of other districts across the state. This is implemented based on a 90/10 distribution, with 90 percent of districts staged at either stage 1 or 2 and 10 percent of districts staged at either stage 3 or 4. This distribution applies to all PBMAS program areas separately.

In 2017-18, Dallas ISD was stage 1 in Bilingual Education/English as a Second Language, stage 2 in Career and Technical Education, and stage 3 in Special Education. The district's needs were identified and targeted improvement activities were implemented to address those needs. The district completed all required intervention activities for the 2017-18 school year.

TEA reevaluated data reporting and analysis procedures to determine how to best align indicators evaluated in PBMAS with the A–F academic accountability system, which will go into effect in August of 2018. Consequently, the 2016-17 student assessment data validation district and student-level reports were not produced this year. As a result, the district did not receive a staging assignment for assessment and did not complete any intervention activities for 2017-18. Data validation reports were produced for leaver and dropout records and for discipline, but the district was not staged in these areas for 2017-18.

Federal Accountability

In addition to the accountability ratings the state of Texas issues as a result of the special waiver granted

¹ Texas Priority and Focus Schools Program information is available in a separate evaluation report, which can be found at www.dallasisd.org/Page/888.

by the United States Department of Education, Texas is required to publish an annual report card which includes specific district- and campus-level data for federal accountability. Federal Report Cards were issued annually from 2009-12. Since 2013, these are issued by TEA, and include six sections.

Part I includes the *State of Texas Assessment of Academic Readiness (STAAR)* participation and performance results for each subject area and grade level tested. Participation reports also include reports of the participation of students with Individualized Education Plans (IEPs) by assessment type.

Part II provides annual measurable objective (AMO) outcomes and data tables of STAAR performance results for each subject area tested in the accountability subset. This section also includes participation rates on STAAR for reading/English and mathematics, use of alternative assessments, plus four-year and five-year graduation rates.

Part III provides information on priority and focus schools.

Part IV provides information on teacher quality in three parts: Part A – *Percent of Teachers by Highest Degree Held*: professional qualifications of all public elementary and secondary teachers in the state of Texas. Parts B and C - *Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers, and High Poverty/Low Poverty Summary Reports, respectively*: percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers disaggregated by high-poverty compared to low-poverty schools.

Part V provides the percentage of students who enrolled and began instruction at an institution of higher education in Texas during the school year (fall or spring semester) following high school graduation.

Part VI provides most recent National Assessment of Educational Progress (NAEP) results for Texas, showing reading and mathematics performance results and participation rates by student group.

Every district that receives Title I, Part A funding is responsible for distributing the state-, district- and campus-level report cards to each of its campuses, the parents of all enrolled students, and the general public.

Texas Academic Performance Reports (TAPR)

Texas Education Code §39.053 requires each district's board of trustees to publish an annual report that includes the TAPR report; campus performance objectives; a report of violent or criminal incidents; and,

information received under Texas Education Code §51.403(e) from the Texas Higher Education Coordinating Board. The board of trustees holds a hearing for public discussion of the annual report. Though the report is shared with the public in January, much of the data lags behind one school year.

TAPR reports contain district and individual school performance in the areas of STAAR passing rates in Reading, Mathematics, Writing, Science and Social Studies by all students, by grade and ethnic groups; STAAR participation rates by test version and student groups; Completion rates; College readiness rates; and student, staff, tax, expenditure, and community services information. Additionally, TAPR lists the special education integrated intervention stage/determination status for each district. For 2016-17, Dallas ISD was rated: Needs Intervention.

Texas Education Code §11.253 requires that each campus improvement plan set objectives based on the TAPR report and periodically measure progress toward the performance objectives. The objectives must be approved by the local board of trustees and be made available to the public. Dallas ISD has selected state accountability system safeguards for this purpose. The disaggregated performance results of the state accountability system serve as the basis of safeguards for the accountability rating system to ensure that poor performance in one area or one student group is not masked in the performance index. Safeguards are calculated for performance rates, participation rates, and graduation rates of 11 student groups. These include All Students, seven Racial/Ethnic groups (African American, American Indian, Asian, Hispanic, Pacific Islander, white, and Two or More Races), Economically Disadvantaged, Students with Disabilities, and English language learners (ELLs). In 2016-17, the performance rate target was 60 percent; for participation rates, the target was 95 percent; for graduation rates, the targets were 88.5 percent and 91 percent for four-year and five-year rates, respectively. These targets are aligned to federal requirements. System safeguard results are reported for any cell that meets the accountability minimum size criteria of 25.

Of the 230 campuses evaluated, 21 (9.1%) schools met less than 50 percent of the safeguards; 37 (16.1%) schools met over 90 percent of the safeguards, but still missed at least one. A total of 61 (26.5%) schools met 100 percent of the system safeguards, as shown in Table 1.

Table 1: Number of Campuses by Percentage of System Safeguards Met, 2016-17

Overall Percentage of System Safeguards Met		
	N	%
49% or Less	21	9.1
50%-59%	20	8.7
60%-69%	27	11.7
70%-79%	30	13.0
80%-89%	34	14.8
90%-99%	37	16.1
100%	61	26.5
Total	230	99.9

Source: Texas Education Agency state accountability reports, August 2017. Note: Total does not add to 100 due to rounding.

The Criminal Incident Data by Campus report is found as an attachment to the summary report. This report summarizes the number, rate, and type of violent or criminal incidents that occurred on each district campus in the 2016-17 school year. A total of 1,422 criminal/violent incidents occurred in 2016-17. Overall, 1,344 incidents fell within the discretionary category, 26 were mandatory removals, and 52 were expellable offenses.

Finally, Texas statute requires every district to include information provided to districts from the Texas Higher Education Coordinating Board (THECB) with its performance report. These reports include student enrollment and performance in postsecondary institutions during the first year enrolled after graduation from high school, postsecondary institution enrollment and performance data for individual high schools with more than 25 students. This information was included in the TAPR summary report.

State Accountability

Texas provides annual academic accountability ratings to its public school districts, charters and schools. The state accountability system assigns one of three academic ratings to each district and campus: Met Standard, Met Alternative Standard, or Improvement Required. The overall design of the accountability system evaluates performance according to three domains, in alignment with ESSA. Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments; College, Career, and Military Readiness (CCMR) indicators; and graduation rates. School Progress measures district and campus outcomes in two areas: the number of students that showed at least one year of academic growth as measured by STAAR results and the achievement of all students relative to a comparison group of socioeconomically similar districts or campuses. Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors.

In 2018, a total of 227 schools, as well as the District, were rated Met Standard. A total of four schools were rated Improvement Required.

Additionally, beginning with 2018 ratings, districts receive a grade of A-F, assigned for overall performance and for performance in each domain relative to published targets. The District received a B overall, with grades of C for Student Achievement, B for Academic Growth, B for Relative Performance, and C for Closing the Gaps.

Campuses that receive an accountability rating of Met Standard are eligible to earn distinction designations. Distinction designations are awarded for achievement in several different areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics.

Distinction designations are awarded in: academic achievements in English language arts/reading, mathematics, science, and social studies; top 25 percent in the state at student progress; top 25 percent in the state at closing performance gaps; and postsecondary readiness.

In 2018, 175 (75.8%) of rated Dallas ISD campuses earned at least one distinction, and 36 (15.6%) campuses earned the maximum possible distinctions. Table 2 summarizes the distinctions earned by school level.

Table 2: 2018 Districtwide Distinctions Earned, by Level

Level	Number of Distinctions Earned							
	0	1	2	3	4	5	6	7
Elementary	37	25	19	24	19	10	18	-
Middle	13	6	6	3	2	5	1	5
High	6	5	5	2	3	2	6	9

Source: Texas Education Agency state accountability reports, August 2018. Note: A total of six distinctions are awarded to elementary schools (no Achievement in Social Studies). Additionally, four high schools were eligible for a maximum of six. The alternative education accountability (AEA) system does not include distinctions.

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2017-18 Texas Priority and Focus Schools Program

C. Elizabeth Watson, M.P.A.

EA18-605-4

At-a-Glance

The Elementary and Secondary Education Act (ESEA) was passed by Congress in 1965. The reauthorization amending ESEA via the No Child Left Behind Act of 2001 (NCLB) aimed to close the achievement gap between groups of students by requiring greater accountability and offering increased flexibility and choice. The Every Student Succeeds Act (ESSA) became law on December 10, 2015, replacing the No Child Left Behind Act on July 1, 2017. Under the provisions of Texas Education Code (TEC), Chapter 39, the state is required to provide interventions to improve low-performing schools. The ESSA statute increases the flexibility and decision-making authority afforded to states, encourages states and schools to be innovative, and holds states accountable for results. Section 1003(a) of the ESEA authorizes state education agencies to issue funds to local education agencies to address the needs of schools identified for improvement, and thereby improve student performance. The Division of School Improvement and Support at the Texas Education Agency (TEA) administers school improvement programs under ESSA, including the Texas Title I 1003(a) priority and focus school grants.

Scope of Evaluation Department Services

Evaluation staff assists campuses with grant applications, especially with regard to writing evaluation components and annual goals, as well as in the completion of required annual compliance reports.

Program Description

Campuses were first identified as priority or focus in 2013-14, and remained on the list for four years. Due to transition requirements from the United States Department of Education (USDE) related to ESSA, Texas maintained this list of priority and focus campuses through 2016-17. As the state prepared to implement the requirements under ESSA for school year 2018-19, TEA utilized school year 2017-18 as a transition year. During the transition year, the agency identified new priority and focus campuses, continued to develop an aligned system of state and federal identification and interventions, and provided technical assistance and resources.

Using data obtained from the 2016 Accountability Reports released in August 2016, the agency generated a list of priority and focus schools based on statewide reading and mathematics assessments and graduation rates.

Priority schools include a combination of former Texas Title I Priority Schools (TTIPS), Title I schools with graduation rates less than 60 percent, and the lowest achieving Title I campuses. This Title I selection is based on a state accountability identification of Improvement Required and low reading/math safeguard performance.

Priority schools were required to engage in the Texas Accountability Intervention System (TAIS) continuous improvement process in alignment with the ESEA turnaround principles and Critical Success Factors (CSFs), to prepare and implement a targeted improvement plan to address and correct areas of low performance. Most campuses were assigned a Professional Service Provider (PSP). Districts also designated a leadership team, including a district coordinator of school improvement (DCSI). The PSPs and the DCSI worked together to support the campus through the improvement process and to identify interventions. Finally, the DCSI and priority campus principals were required to attend the annual Advancing Improvement in Education (AIE) conference.

Focus schools include ten percent of the lowest performing Title I schools (not already identified as priority schools) based on a state accountability identification of Improvement Required and low reading/math safeguard performance.

Focus schools implemented interventions based on seven critical success factors, which referenced the United States Department of Education turnaround principles: improving academic performance, increasing the use of quality data to drive instruction, increasing leadership effectiveness, increasing learning time, increasing parent and community involvement, improving school climate, and increasing teacher quality. Schools were required to designate a district and campus contact for focus support and interventions and to work with the local Educational Service Center (ESC) to assess progress and complete and submit activity documentation.

For 2017-18, Dallas ISD had 20 campuses identified as priority schools and 38 identified as focus schools. Funding allocations per district were calculated based on the number of eligible priority and focus schools within the district and included the number of students who were enrolled on the campus during the 2016-17 school year. The district received a total of \$2,710,000 across all 58 campuses.

2017-18 Expenditures

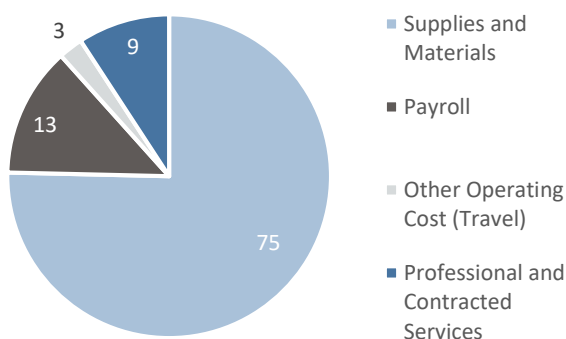
As of June 30, 2018, \$2,207,337 of the grant funds had been spent. Most of priority and focus campuses' grant funds were spent on supplies and materials, which included technology, software, supplemental instructional materials and supplies, literacy library construction, professional development book studies, assessment preparation workbooks, and other supplemental supplies for professional development. Expenditures from this category totaled \$1,663,590, or 75 percent of total spending.

The second largest category of expenditure from the priority and focus school grant was payroll, comprising 13 percent of the total spending, at \$286,670. These positions were largely teachers, campus instructional coaches, and teacher assistants who specialized in campuses' lowest performing areas (mathematics or reading). Positions were added in some cases to assist with after-school tutoring or summer programming. Four campuses hired social workers or community liaisons to address improving campus climate and increasing parent and community involvement goals.

Professional and contracted services (services purchased from other district departments such as the graphics department, transportation for after-school tutoring and enrichment programs, and contracts for consultants providing training) comprised nine percent of expenditures, at \$203,312.

Three percent of the grant funds, \$53,765, were spent on other operating costs. This category included travel for professional development. Representatives from priority campuses attended the AIE conference as a required intervention activity. The remainder of funds in this category were used for travel and/or supplemental pay for content-driven and school climate professional development sessions.

Figure 1: 2017-18 Overall Priority and Focus Grant Expenditures



Source: Data extracted from district grants files dated June 30, 2018.

Schools have until October 1, 2018 to spend any remaining funds before the grant closes. At the time of

this report, schools were in the process of spending these funds to compensate teachers for any outstanding professional development hours and to process any remaining travel reimbursements.

The Future of Priority and Focus Grants

The Priority and Focus grant program ended with school year 2017-18. Under ESSA, TEA will administer a new system of comprehensive and targeted support and improvement to eligible schools. These new interventions begin in school year 2018-19 with comprehensive support and improvement.

The Closing the Gaps domain scaled score of the state accountability system is used to identify schools for comprehensive support and improvement. TEA ranks the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is automatically identified for comprehensive support and improvement.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Districts with identified schools must work with a professional service provider (PSP) to develop plans with stakeholders, based on all indicators. Plans must include evidence-based strategies and a resource equity component; must be approved by the district and the state; and must be monitored and reviewed by the state.

TEA will release funding amounts for these interventions in September of 2018. The District has only one campus (John Leslie Patton, Jr. Academic Center) which qualifies for these new interventions.

Recommendation

Ensure campuses have a long-term sustainability plan in place. This is especially critical regarding personnel as the grant funds end.

An electronic version of this report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2017-18 Evaluation of AVANCE

Sarah Hinkley, Ph.D.

EA18-609-4

At-a-Glance¹

AVANCE – Dallas is a non-profit organization providing education, coaching, and tools to at-risk families. The primary goal of the program is to train parents to become the first teachers for their infant to three-year-old children. The program, currently housed in 51 classrooms in 16 elementary schools in the Dallas Independent School District (Dallas ISD), strives to engage parents, inspire children, and build communities in at-risk neighborhoods. The AVANCE curriculum consists of 32 weeks of four-hour classroom sessions during which parents attend instruction while children engage in educational and culturally- and age-appropriate activities focused on their social, emotional, cognitive, and physical development. Families also participate in six monthly home visits per year during which an instructor engages in educational play with families. In addition to parent/child education and home visitation, AVANCE offers weekly book clubs for families who are not enrolled in AVANCE as well as enrichment programs for parent graduates, including workplace English courses and a leadership academy.

The budget for the AVANCE Parent and Child Program in Dallas ISD was \$1,463,135 for program year 2017-18. Of this, \$551,304 was from the United Way; \$400,000 was from government, state, and local grants; and \$511,831 was from other external grant funding, contributions, and general donations.²

Purpose of the Evaluation

This evaluation describes the AVANCE program as it was implemented in the Dallas ISD. This information was collected through interviews with AVANCE leadership staff members. This evaluation also reports data regarding participant characteristics, the percentage of children who met or exceeded age-appropriate benchmarks at the beginning and end of the 2017-18 academic year, key findings from a survey of parent involvement, and progress results from home

visit checklists. All participant and assessment data were provided by the AVANCE program office.

What were the characteristics of the AVANCE program and participants?

Eligibility and Recruitment

No cultural or financial requirements governed eligibility of families who participated in AVANCE. Most recruiting took place door-to-door in neighborhoods around campuses with high poverty rates. The lessons were taught in the language of the classroom.³ The core AVANCE parenting program lasted one year, and parents were allowed to re-enroll in the program after three years in the event of a new child.⁴

Classroom Sessions

Parents and children generally were separated during four-hour classroom sessions. Each of these hours typically had a different purpose. The first hour was dedicated to learning toy-making.⁵ The second was dedicated to learning a parenting skill supporting social, cognitive, physical, or emotional child development. In the third hour, either visitors were invited to inform parents about available community resources or AVANCE instructors presented useful topics (e.g., nutrition, finances). In alternating weeks, the fourth hour was used either for volunteer leadership projects in schools or for parent/child literacy-related activities (e.g., storytelling, active listening).⁶

Children in classroom sessions were grouped into three age groups (birth to one-year-olds, two-year-olds to younger three-year-olds, and older three-year-olds to four-year-olds). Classrooms were separated into several learning centers, where children participated in self-directed activities per individualized, assessment-based plans.

¹ Portions of this evaluation were adapted from Palladino (2016) and Turner (2017).

² Provided by AVANCE on December 8, 2017.

³ AVANCE is primarily a Spanish-language program. The English program will be expanded once funds are secured.

⁴ A reason some parents would do this is to provide the experience for their children.

⁵ Participants made 17 toys during the course of the program with household materials or kits provided by AVANCE. The goal was to teach parents that they did not need to spend a lot of money to make toys that helped engage and educate their children. These toys also helped

tie the parents' child development curriculum to their children in the real world. For example, parents, with their children, made small storybooks out of used file folders and then read and shared these stories on topics related to the curriculum (e.g., feelings, shapes, colors). They also made culturally-correct dolls and pillows that were used for the same purpose.

⁶ Children were allowed to keep the books that they used in these joint sessions, and parents learned that they could use storytelling if they were uncomfortable reading. Sometimes these sessions involved performing skits or crafts to connect the book to real life experiences.

Home Visits

Parents and children participated together in six home visits per year. In these sessions, the home visitor engaged parents and children in educational play to encourage bonding. Sessions were recorded and videos were played for parents as the year progressed to show them how much interactions with their children had changed.

Personnel

As of December 2017, AVANCE employed 54 staff members (44 full-time, 4 part-time, and 6 contract). These staff members included six administrators, one coordinator who led the Workplace English program, and one coordinator/director who led the core AVANCE program and presided over five teams. Each team served five schools and included a parent educator, a toy-making home visitor, a lead early childhood teacher, and at least three additional teachers.

Other AVANCE Programs

After completing the one-year core program, parents could participate in additional programs. One was a 29-class leadership academy that primarily instructed parents about volunteering in schools through development of personal skills (e.g., self-esteem) and leadership skills (e.g., teamwork, money management, people skills). AVANCE also offered 90-minute weekly book clubs⁷ and workplace English language classes. In addition, the Promotoras program offered an opportunity to participate in a year of training to become home visitors who coach families on infant mental health. Last, AVANCE continued a summer 2017 pilot of the Full STEAM Ahead curriculum into the summer of 2018. The program occurred in four-hour blocks and was open to four-year old AVANCE graduates. The curriculum included conscious discussion, nutrition, and parent engagement. The parent engagement portion included meetings and activity cards. The activity cards were designed to function as an extension of the curriculum and contained vocabulary words, activities, and explanations of concepts covered in class (e.g., breathing techniques used for self-regulation).

Parents

Frequency analyses indicated that of the 744 parents enrolled in AVANCE in 2017-18, 466 (63%) resided within Dallas ISD. Of those, 396 (85%) graduated from the program. Parents were an average of 32 years old (range: 19 to 68). See Table 1 for a summary of

demographics based on the parents who attended at least three courses and were counted as “committed.”

Table 1: 2017-18 Dallas AVANCE Parent Characteristics

Characteristic	n	%
Female	455	97.6
Hispanic/ Latino	457	98.1
Married/Living with Spouse	324	69.5
Living in Apartment	136	29.2
Own Home	177	38.0
Primary Home Language: Spanish	345	74.0
Homemaker	366	78.5
Primary Income Source: Job Wages	453	97.2
Family Annual Income Under \$24,000	136	29.2
Family Annual Income \$24,000-\$48,000	278	59.7
Number of People Living in Home*		
Three	55	11.8
Four	131	28.1
Five	134	28.8
Six	65	13.9
Seven	34	7.3
Eight	24	5.2
Nine or more	21	4.5

Source: AVANCE program office data files received on January 11, 2018.

Note: N = 466; the sample includes parents who reside in Dallas ISD and who were committed to the program in 2017-18. *= percentages do not add to 100 due to missing data.

Children

Frequency analyses indicated that AVANCE parents in Dallas ISD participated with one (n = 384, 82%) or two (n = 75, 16%) children,⁸ for a total of 534 child participants. These children were an average of 2.2 years old (range: 0 to 6), were 50 percent female (n = 269), and 97 percent Hispanic (n = 518). Most (n = 513, 96%) were born in the United States.

What changes in age-appropriate development occurred?

AVANCE staff members administered two assessments at both the beginning (pre-test) and the end (post-test) of the academic year to measure age-appropriate development. The *Ages and Stages Questionnaires (ASQ-3)*⁹ were used for children ages zero to two, and the *School Readiness Survey (SRS)* was administered for children ages three and above.

Ages & Stages Questionnaires (ASQ-3)

Methodology. The ASQ-3 is a developmental and social-emotional screening instrument for children from birth to age six in five areas (Figure 1). AVANCE used

⁷ Book clubs also welcomed parents who had not graduated from the AVANCE core program.

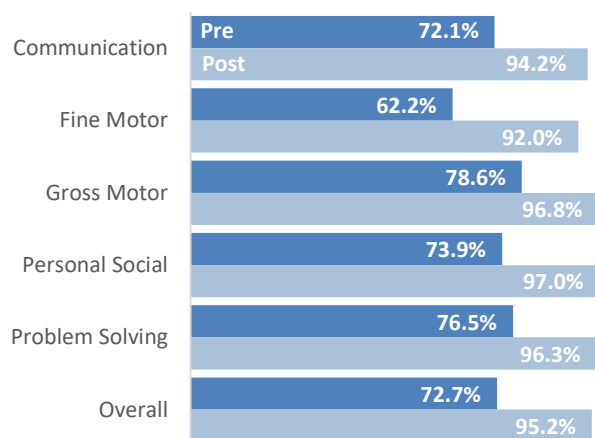
⁸ No child demographic data were available for seven families, and they were excluded from analyses. Some demographic data were unavailable for individual children.

⁹ For more information, see <http://www.agesandstages.com/>.

this 30-item instrument to screen children from birth to two years. The number of positive (“Sometimes” or “Yes”) responses were counted as a percentage of the total number of responses for each of the developmental areas and overall.¹⁰

Results. As shown in Figure 1, a higher percentage of AVANCE children performed at or above age-level on the ASQ-3 post-test than on the pre-test across all development areas and overall. Overall, almost all AVANCE children (95%) were at or above age-level by the time of the post-test. The largest gains were observed in fine motor development (30%) and personal social development (23%).

Figure 1: 2017-18 Pre- and Post-Test Percentage of Children Ages Zero to Two at or Above Age-Appropriate Development Level on ASQ-3



Source: AVANCE program office data files dated June 18, 2018.

Note: N = 218; the sample includes children of the parents who resided in Dallas ISD with complete matched pre- and post-test scores. ASQ-3=Agnes and Stages Ages Questionnaires.

School Readiness Survey (SRS)

Methodology. The SRS is an informal tool developed by AVANCE that incorporates best practices from several validated developmental assessment instruments. It was administered to AVANCE children who were at least three years old. The skills were grouped into the following categories: listening, oral language development, early literacy, written expression, and cognitive development. To complete this assessment, AVANCE staff members rated children on 40 skills as *mastered*, *making progress*, or *needs help*. AVANCE considered children at or above age level if they were rated as “mastered” or “making

progress” on at least 75 percent of instrument items. This threshold was used for this evaluation.

The AVANCE office provided SRS data for 208 children with complete pre- and post-test results. Using these data, the evaluator calculated the percentage of children at or above age-level for both pre- and post-test data.¹¹

Results. A higher percentage of AVANCE children scored at or above age-level on the SRS at post-test (98%) compared to pre-test (14%). Overall, almost all AVANCE children (98%) were at or above age-level by the time of the post-test.

What were changes in parent involvement from the beginning to the end of the year?

Methodology

The AVANCE Parent Inventory (API) is an inventory of questions that measures parenting knowledge and behavior.¹² This instrument was administered both at the beginning and the end of the academic year to all AVANCE parents. This evaluation focused on the survey’s behavioral questions. These questions asked the number of days per week or number of times per month the parent or child engaged in healthy behaviors and parent/child engagement activities.

Results

Weekly activities. Compared to the pre-test, at post-test the average days per week parents engaged in activities with their children increased across the board, except for the average days per week the child consumed sugary drinks or sweets, which decreased, and the average days per week the child consumed fast food, which remained the same. The largest increases included the average number of days a parent read or showed pictures (2.7 days per week average increase) and counted using numbers with their children (2.3 days per week average increase).

Monthly activities. The average number of times parents engaged their children in a variety of activities per month increased across the board. The largest gains occurred in the average number of times a parent volunteered with an individual (4.2 times per month average increase) and the average number of times parents took their children to the library (3.0 times per month average increase).

¹⁰ A child could also receive a “No” or have no response for an item. These items, or items with multiple response items, were excluded from percentage computations.

¹¹ Data were provided by the AVANCE program office on June 18, 2018.

¹² Data were provided by the AVANCE program office on June 18, 2018.

Are home visit ratings improving throughout the program year?

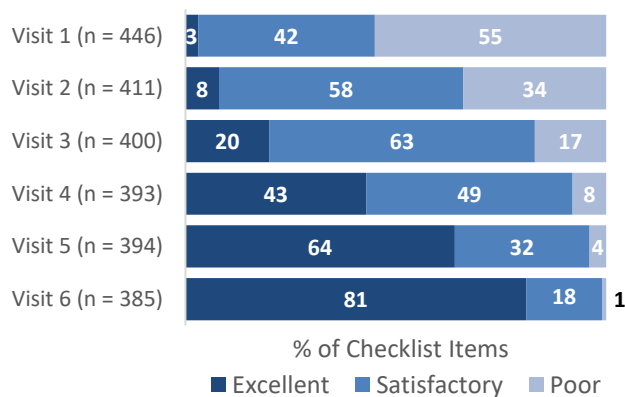
Methodology

AVANCE staff members tracked home visits to observe mothers' interactions with their infant aged one to nine months old and/or toddler aged 10 months to four years old. Data were coded by an AVANCE staff member on a rating scale of *excellent*, *satisfactory*, or *poor*. The 40 items were grouped into categories including a mother's positive attention, language stimulation, senses, demonstration, and mother's action and attitude. For each visit, item rating (excellent, satisfactory, and poor) frequencies were computed as a percentage of total ratings by visit. The infant and toddler checklists were consolidated for analysis.

Results

Staff members completed six home visits to each household for a total of 2,429 home visits.¹³ As shown in Figure 2, the frequencies for the checklist items that were rated "excellent" increased from $n = 584$ (3%) responses to $n = 12,464$ (81%) from visit one to six. The largest increase in "excellent" ratings was observed between visits three and four.

Figure 2: 2017-18 Home Visit Checklist Progress



Source: AVANCE program data file dated June 18, 2018.

Note: The number shown is the percentage of each rating for all items by each visit.

Recommendations

- **Include AVANCE participation in evaluation of other major Dallas ISD early childhood programs.** Parents in the Dallas ISD have a wide variety of early childhood options available to their children (e.g., HIPPIY, Dallas ISD prekindergarten), and many children attend more than one program before enrolling in kindergarten. Thus, it is

becoming more difficult to evaluate the efficacy of any one early childhood program exclusively, particularly with regard to long-term outcomes. Evaluators and program managers should consider dosage of participation and review data structures and systems to support this goal.

- **Continue improvements in data integrity.** Data management should seek more efficient methods. Using individual child and/or parent identifiers as opposed to family identifiers will allow the evaluator to filter and explore data more effectively, as required. In addition, working with Dallas ISD to create an AVANCE flag in the district's database will allow the district to perform long-term outcome analyses on former participants.

References

Palladino, D. K. (2016). Evaluation of AVANCE 2015-16. Dallas, TX. Dallas Independent School District.

Turner, H. (2017). Evaluation of AVANCE 2016-17. Dallas, TX. Dallas Independent School District.

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¹³ One family had seven visits; the last visit was excluded from analysis.

2017-18 Evaluation of Early College High Schools

Anduamlak Meharie, Ph.D.

EA18-612-4

At-a-Glance

An Early College High School (ECHS) is a school designated by the Texas Education Agency (TEA) that enables students who might not otherwise go to college the opportunity to earn dual credit and earn an associate's degree or up to 60 hours of tuition-free college credit by the time of high school graduation. Since 2016, Dallas Independent School District (ISD) has expanded these opportunities for its students with a partnership with the Dallas County Community College District (DCCCD). In addition to the five traditional ECHS that already existed, 18 new ECHS have opened since 2016 bringing the total to 23. All 23 high schools obtained the designation from TEA as Early College High Schools in 2017-18. The district plans to open two more ECHSs at Skyline and North Lake and 2018-19 is slotted to be a planning year for these openings.

Table 1: 2017-18 Dallas ISD Early College High Schools and Education Partners

Early College High Schools	Higher Education Partner
Trinidad Garza	Mountain View College
Kathlyn Joy Gilliam	Cedar Valley College
Dr. Wright L. Lassiter Jr.	El Centro College
W.W. Samuell	Eastfield College
H. Grady Spruce	Eastfield College
David W. Carter	Cedar Valley College
Emmett J. Conrad	Richland College
Thomas Jefferson	Brookhaven College
Seagoville	Eastfield College
South Oak Cliff	Mountain View College
James Madison	El Centro College
L.G. Pinkston	El Centro College
Franklin D. Roosevelt	El Centro College
Bryan Adams	Eastfield College
W.H. Adamson	El Centro College
Hillcrest	Richland College
Justin F. Kimball	Mountain View College
Lincoln	El Centro College & University of N. Texas-Dallas
Moisés Molina	Mountain View College
North Dallas	Brookhaven College
Sunset	Mountain View College & University of N. Texas-Dallas
Wilmer-Hutchins	North Lake College
W.T. White	Brookhaven College

Source: ECHS program documents

Four campuses (Seagoville, Pinkston, South Oak Cliff, and Wilmer-Hutchins) have obtained the Pathways to Technology Early College High School (ECHS P-TECH) designation while the remaining 14 new ECHSs are expected to receive their P-TECH designation by the 2018-19 school year. At P-TECHs, in addition to the potential to earn an associate's degree, students choose a career pathway and take courses that provide the technical and workplace skills and earn industry certificates in their selected career

pathways. Additionally, partnership with industry partners provides P-TECH students with essential mentoring, internship opportunities, and other support to prepare them to enter the workforce career-ready with the possibility of job placement after graduation. The 2017-18 ECHS program was supported by \$16,904,989 in bond and general operating funds.

Purpose and Methods of the Evaluation

The purpose of this evaluation was to examine the implementation of the 2017-18 ECHS program based on outlined program goals and objectives. The evaluation examined the source and amount of funding for the program, outlined the context and components of the program, examined ECHS student demographic characteristics and analyzed short-term academic outcomes. The evaluation team reviewed program documents and conducted informal interviews with program staff to provide data for the context and components of the ECHS program. The evaluator conducted frequency and crosstab analyses to examine the various short-term academic outcomes.

Program Components

School Design

Three of the 23 ECHSs are designed as "stand alone", and solely educate ECHS students (Garza, Gilliam, and Lassiter). The remaining 20 schools are designed as a "school within a school" facility and are housed on comprehensive high school campuses. ECHS students spend ninth and tenth grade taking core courses in a dedicated wing while attending classes for fine arts, health, physical education, and foreign languages at the comprehensive high school. The district provided transportation to and from college partner campuses, as needed. ECHS students from these 20 campuses are expected to spend 11th and 12th grade on their DCCCD partner campus.

Student Applications

Dallas ISD has a recruitment/enrollment goal of approximately 100 to 125 students per campus per year. The district begins accepting online applications starting at the beginning of December till the end of January of each school year from grade eight students who expect to be promoted to the ninth grade the following school year. Students from across the district can select their top three choices among the district's ECHSs. All students who apply participate in an interview. Acceptance letters are sent to applicants in March.

Campus Staffing

Dedicated ECHS staff include one assistant principal to serve as campus administrator, one workplace learning coordinator, one dedicated counselor, and one dedicated clerk¹.

Pathways and Industry Partners

ECHS P-TECH students select pathways to guide their progress from grade nine toward a specialized field. To supplement education related to selected pathways, industry partners provided students with related hands-on learning experiences. Partnership with industry partners provides students with essential mentoring, internship opportunities, and other support to prepare them to enter the workforce career-ready. The career pathways available to students range from health sciences, information technology and cyber security to culinary arts, animal sciences, law enforcement, and others.

Texas Success Initiative Assessment (TSIA)

To be eligible for dual credit coursework, ECHS students were required to demonstrate college readiness by achieving the minimum passing standard on The Texas Success Initiative Assessment (TSIA).² Results of the TSIA indicate whether students were ready for college-level course work in the areas of reading, writing, and mathematics. In spring 2017, Dallas ISD successfully negotiated a license for the district to administer TSIA tests, and ECHSs became designated TSIA test centers. The goal for ECHS students was to meet the minimum standard on the TSIA by the end of grade ten.

Summer Bridge Program

Dallas ISD ECHS partnered with DCCCD to offer a summer bridge program. The goal of this two-week long program was to prepare incoming grade nine students to meet TSIA requirements. The summer bridge program focused on four dimensions: 1) contextual skills and awareness; 2) academic behaviors; 3) key content knowledge; and 4) key cognitive strategies. The summer bridge program in 2017-18 consisted of four sessions.

Student Demographics

The 2017-18 ninth grade ECHS cohort consisted of 2,466 students enrolled at 23 campuses, bringing the total number of ECHS students in the district to 4,410³. As shown in Table 2, slightly over two-thirds (71%) of the 2017-18 ECHS cohort were Hispanic, which was

identical to the proportion of Hispanic students at the district level. There were slightly more ECHS female students (55%) than male (45%). Most students were economically disadvantaged (88%) and at risk (59%). Although ECHS student demographics were generally similar to the Dallas ISD high school students, overall, the 2017-18 ECHS students were more likely than district high school students to be African American (26% ECHS; 22% district), more likely to be female (55% ECHS; 49% district), more likely to be socioeconomically disadvantaged (88% ECHS; 82% district), less likely to be enrolled in special education (3% ECHS; 9% district), less likely to be at-risk (59% ECHS; 70% district), and less likely to be ELL (34% ECHS; 40% district).

Table 2: 2017-18 Ninth Grade ECHS School and District Student Demographic Characteristics

	ECHS		Dallas ISD High Schools	
	n	%	n	%
Ethnicity				
African American	634	26	2,640	22
Hispanic	1,748	71	8,444	71
White	38	2	506	4
Asian	26	1	172	1
Other	20	1	131	1
Gender				
Female	1,346	55	5,772	49
Male	1,120	45	6,121	52
Socioeconomic Status				
Eco Dis	2,159	88	9,695	82
English Language Learner				
ELL	834	34	4,773	40
Special Education				
SPED	83	3	1,075	9
At Risk				
At Risk	1,463	59	8,272	70

Source: District demographic files dated 10/30/2017

Note: ECHS = Early College High School, Eco dis = economically disadvantaged, ELL = English language learner, SPED = special education. Percentages may not sum to 100 due to rounding.

Early College High School Short-Term Outcomes

Dual Credit Courses

In fall 2017, 1,122 students attempted dual credit courses with a 95 percent success rate. Out of the 1,122 students, 80 percent were enrolled in a single dual credit course while the remaining 20 percent attempted two dual credit courses. In spring 2018, 1,289 students attempted dual credit courses for a 99 percent success rate. Out of the 1,289 students, 73

¹ While the eight ECHSs that opened in 2016-17 had dedicated program teachers, the program no longer employs teachers assigned to teach ECHS students solely.

² In addition, students were required to have completed any prerequisite coursework.

³ There were 1,217 ECHS students in the 10th grade, 416 in the 11th grade, and 311 in the 12th grade in 2017-18.

percent were enrolled in a single dual credit course, 24 percent were enrolled in two dual credit courses, while the remaining three percent attempted three dual credit courses during the 2018 spring semester.

Attendance

Overall attendance rates for ECHS students in 2017-18 exceeded attendance rates for non-ECHS students at all individual campuses and overall (96% ECHS versus 92% non-ECHS). Attendance rates for ECHS campuses ranged between 94 percent (Roosevelt and South Oak Cliff) and 99 percent (Garza). Although ECHS students in Roosevelt and South Oak Cliff had the lowest attendance rate compared to ECHS students on other campuses, they also showed a greater attendance rate difference compared to their non-ECHS student counterparts on the same campuses (8 percentage point difference).

Student Retention

Rates of retention were calculated for the 13 ECHS campuses that were in operation during or before the 2016-17 school year. Retention rates ranged from 77 percent (Madison) to 96 percent (Garza). Overall, 1,158 of 1,315 or 88 percent of the 2016-17 ninth grade cohort remained at an ECHS in 2017-18. Retention rate for ECHS students was greater compared to their non-ECHS counterparts in the same campuses during the same timeframe (88% versus 77%, respectively). Compared to non-ECHS students, ECHS students at Pinkston had the largest retention rate difference (22 percentage point) followed by Jefferson (16 percentage point) and Samuell (15 percentage point).

State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)

Overall, compared to the district rate, a higher percentage of ECHS students met or exceeded the Approaches+ and Meets+ performance standards on all STAAR EOC subjects (Tables 3 & 4). The percentage of ECHS students meeting or exceeding the Approaches+ performance standard on STAAR EOC was greater than those of the district for Algebra I (93% versus 76%), Biology I (94% versus 83%), English I (74% versus 53%), English II (83% versus 65%), and US History (95% versus 86%). At all but one of the 23 campuses, rates for Approaches+ performance standard for ECHS students met or exceeded the district rate for Algebra I, Biology, and English I. Additionally, ECHS students at all campuses with more than 10 students tested exceeded the district rate for English II and US History.

Table 3: 2017-18 Percentage of ECHS and District Students at Approaches+ Standard on All STAAR EOC Exams

	Algebra I	Biology	English I	English II	US History
Adams	94	95	87	--	--
Adamson	97	98	93	--	--
Carter	92	95	75	84	99
Conrad	96	97	91	87	100
Garza	100	100	99	100	--
Gilliam	98	100	97	98	*
Hillcrest	95	97	75	*	--
Jefferson	100	99	83	82	95
Kimball	97	98	89	*	--
Lassiter	100	100	100	100	*
Lincoln	91	92	67	--	--
Madison	94	90	61	76	89
Molina	100	97	79	*	--
N. Dallas	75	93	75	*	--
Pinkston	100	100	93	93	100
Roosevelt	76	79	50	72	90
Samuell	94	97	78	89	--
Seagoville	85	95	65	90	96
SOC	88	90	60	77	93
Spruce	94	94	57	67	95
Sunset	95	94	75	*	--
White	92	96	80	*	--
W-Hutchins	94	84	53	--	--
All ECHS	93	94	74	83	95
District	76	83	53	65	86

Source: STAAR EOC data file dated 07/10/2018 and demographic file dated 10/30/2017.

Note: ECHS= Early College High School. SOC = South Oak Cliff. N. Dallas = North Dallas. W-Hutchins = Wilmer Hutchins. -- = no students took exam in this category. * = Less than 10 students took test in this category; their data was therefore masked for confidentiality purposes. Rates only include first time testers for the first and second administrations, excluding *Alternate 2* of STAAR EOC exams. District rates include ECHS students.

The percentage of ECHS students at the Meets+ performance standard on STAAR EOC was also greater than those of the district for Algebra I (67% versus 46%), Biology I (70% versus 54%), English I (53% versus 34%), English II (65% versus 48%), and US History (70% versus 62%). Rates of Meets+ performance standard for ECHS students met or exceeded the district rate at all but three of the 23 campuses for Algebra I and Biology. Additionally, ECHS students at all but two campuses with more than 10 students tested exceeded the district rate for English I and US History. ECHS students at all campuses with more than 10 students tested exceeded the district rate for English II.

Table 4: 2017-18 Percentage of ECHS and District Students at Meets+ Standard on All STAAR EOC Exams

	Algebra I	Biology	English I	English II	US History
Adams	82	86	72	--	--
Adamson	83	93	77	--	--
Carter	56	58	44	51	64
Conrad	73	89	78	80	93
Garza	95	93	92	100	--
Gilliam	74	85	89	89	*
Hillcrest	72	83	56	*	--
Jefferson	86	95	63	66	74
Kimball	80	75	71	*	--
Lassiter	90	88	98	98	*
Lincoln	57	67	51	--	--
Madison	55	45	40	49	49
Molina	94	77	64	*	--
N. Dallas	29	73	44	*	--
Pinkston	93	82	63	85	90
Roosevelt	38	34	24	49	63
Samuell	60	77	55	69	--
Seagoville	27	65	43	75	69
SOC	60	53	38	50	54
Spruce	92	54	34	48	73
Sunset	79	61	46	*	--
White	63	66	63	*	--
W-Hutchins	65	48	27	--	--
All ECHS	67	70	53	65	70
District	46	54	34	48	62

Source: STAAR EOC data file dated 07/10/2018 and demographic file dated 10/30/2017.

Note: ECHS= Early College High School. SOC = South Oak Cliff. N. Dallas = North Dallas. W-Hutchins = Wilmer Hutchins. -- = no students took exam in this category. * = Less than 10 students took test in this category; their data was therefore masked for confidentiality purposes. Rates only include first time testers for the first and second administrations, excluding *Alternate 2* of STAAR EOC exams. District rates include ECHS students.

Assessment of Course Performance (ACP)

Fall 2017 ACP passing rates for ECHS students slightly exceeded district rates for the social studies exam (65% ECHS versus 60% district), but lagged behind the district for English/language arts (61% ECHS versus 66% district), mathematics (58% ECHS versus 60% district), and science (56% ECHS versus 61% district).

Spring 2018 ACP passing rates for ECHS students lagged behind the district on mathematics (63% ECHS versus 68% district) and science (52% ECHS versus 65% district) but was identical to the district (63%) on social studies. ECHS students did not take English Language Arts ACP exam in spring 2018.

Recommendations

- **Investigate ways to increase the participation of more at-risk and ELL students in the program.** While ECHS student demographics were generally similar to overall Dallas ISD high school students, the program had smaller proportions of at-risk (59%

ECHS; 70% district) and ELL (34% ECHS; 40% district) students compared to overall high school students in the district.

- **Investigate ways to retain more students in the program.** The retention rate for the 2016-17 ninth grade ECHS cohort was 88%, which was higher than the non-ECHS counterparts and data showed that half of those who were not retained withdrew from the district. However, 40 percent of those 'not retained' were enrolled in participating campuses but no longer remained in the program. Follow up visits with these students may reveal opportunities to increase the retention rate of the program even higher.

References

Zhang, J. (August 2017). 2016-17 Evaluation of the Collegiate Academies. Dallas, TX: Dallas Independent School District.

An electronic version of this report as well as the full 2017-18 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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2017-18 Evaluation of Transition Services

Rosemary Garcia-Rincon, B.S.

EA18-613-4

At-a-Glance

The Psychological and Social Services (PSS) Department serves students who experience significant social, emotional, or academic difficulties. During the 2017-18 school year, the Transition Services part of the PSS program provided licensed specialists in psychology and social work, assigned to the Dallas Independent School District campuses, to assist students with the successful transition of returning to their home campus from the Disciplinary Alternative Education Program (DAEP), the Juvenile Justice Alternative Education Program (JJAEP), psychiatric hospital stays, and mental health related homebound placements. Transition Services received \$186,441 in Title I funds for the 2017-18 school year, used for personnel expenses.

Purpose and Methods of the Evaluation

The purpose of the evaluation was to study the extent the Transition Services program was implemented with fidelity, met expected outcomes as outlined in program documents, and impacted school climate. Data were collected and provided by the program staff from the PSS Department. Data were also collected from an evaluator generated survey and interviews with PSS staff. PSS had no way of flagging students returning from psychiatric hospitals and other treatment facilities; therefore, this data were not reported.

Campus Re-Entry Process

When students were released from off-campus facilities (DAEP, the JJAEP, psychiatric hospitals, and mental health related homebound placements) and re-enrolled at their home campus, PSS staff assigned to those campuses were notified by campus staff and a case review of the referral information was initiated to determine if there was an "immediate" need for Tier III interventions/strategies. These included individual or family counseling, referral to in-District or out-of-District resources, assistance with negotiating social support services, informal evaluation, and needs assessment specific to the student's needs. Tier III interventions/strategies were only provided with a signed PSS parental consent form. If no determination of "immediate" need was necessary, then Tier II interventions/strategies were implemented. Tier II interventions/strategies included monitoring attendance, academic progress, and discipline.

The services provided to transition students were documented and monitored by a campus-based multi-disciplinary screening committee. Clinicians, psychologists, and social workers assisted with

coordinating service delivery of mental health and social services needs to students in a timely manner.

The purpose of the transition supports in 2017-18 were to improve school achievement and attendance by assisting students to:

- remain on campus and avoid placement in a more restrictive school or community placement;
- improve behavior and school functioning; and
- reduce Juvenile Justice involvement.

Discipline Referrals

Table 1 shows the top student offenses that resulted in referrals to the DAEP in 2017-18. Drug offenses were most common (56.6%), and were slightly less than in 2016-17 (58.6%). Percents in **bold** indicate decreases for offenses committed in 2017-18, compared to similar offenses in 2016-17. Totals include duplicate cases due to multiple offenses committed by some.

Table 1: Offenses Leading to DAEP Placement in 2017-18

Offense	2016-17		2017-18	
	N	%	N	%
Drugs (non-felony)	1,170	58.6	1,096	56.6
Assault (Class C)	163	8.2	161	8.3
Repetitive Level I Offenses	163	8.2	171	8.8
Major Disruptive Behavior	97	4.9	93	4.8
Assault (Class A)	68	3.4	61	3.1
Alcohol (non-felony)	60	3.0	75	3.9
Profanity/obscene gesture	56	2.8	53	2.7
Fighting	47	2.4	56	2.9
Other	173	8.7	171	8.8
Total	1,997		1,937	

Source: 2016-17 and 2017-18 district student disciplinary records

Note: Percents in **bold** indicate a decrease from the previous school year. Totals include duplicate cases (Total N=192) due to multiple offenses committed by some students.

Student Demographics

A total of 1,745 students committed offenses that led to placement in the DAEP. Some of these students committed offenses multiple times (Total N=192) in 2017-18. Students attended the DAEP until completing the time (days) associated with the severity of the offense committed (range of 10 days to 1 year). The data indicated that slightly over half (54.7%) of the offenders were Hispanic (decrease from 63.9% in 2016-

17); 66.0 percent were male (decrease from 70.4% in 2016-17); and 29.3 percent were English Language Learners (decrease from 36.6% in 2016-17). Offenses committed by Special Education students (13.0%) increased in the 2017-18 school year, compared to offenses committed in 2016-17 (11.2%).

Table 2: 2017-18 Demographic Characteristics of Offenders

Variable	N	%
Ethnicity		
Hispanic	955	54.7
African American	713	40.9
White	52	3.0
Other	23	1.3
Missing	2	0.1
Total	1,745	100.0
Gender		
Male	1,152	66.0
Female	591	33.9
Missing	2	0.1
Total	1,745	100.0
Special Groups		
English Lang. Learner	512	29.3
Special Education	227	13.0

Source: 2017-18 Chancery student data file

Program Challenges

Interview results showed that in its third year, the program continued to experience problems in tracking students after their release from the DAEP, re-enrolling them at their home campus, and PSS reaching out to them to provide services. Other challenges included:

- getting parents to sign the PSS consent form;
- students taking their time (days/weeks) to re-enroll at their home campus;
- students not returning to their home campus (parents not wanting their child returning to the same environment);
- at districtwide level, campus staff not notifying PSS staff members that a student had re-enrolled on their campus;
- PSS staff spending time locating transition students after release from the DAEP; and
- locating/identifying re-enrolled students released from a psychiatric hospital to provide the supports they need (i.e., 504 or Special Education placement, Youth and Family Services, etc.).

PSS Response to Challenges

A list of students released from the DAEP was provided periodically by the PSS clinician at the DAEP. This list of students was sent through an email alert to PSS staff at the home campuses where those students would be re-enrolling.

The PSS worked with the Truancy Department and the Red Bird Family Youth Center in 2017-18 to help with tracking and reaching transition students to address drug and alcohol related issues, among other services. The department also worked with each campus regarding attendance and setting up a system for notifying staff on the departure and arrival of students.

The PSS staff identified a child's inappropriate behavior that parents and family members should not ignore or overlook and the services that were readily available to help with these behaviors but only with written consent. The PSS also worked to build relationships with parents/guardians to educate and encourage them to participate in the services for their child.

The PSS made efforts to meet and form relationships with mental health hospitals in the area; however, each had its own system of releasing students. There were also issues because of compliance with the Health Insurance Portability and Accountability Act (HIPPA) and Family Educational Rights and Privacy Act (FERPA) that protected the privacy of students' medical and education records. PSS built relationships with the campus nurses, who because of their role on campuses, would be the first to know about these students and could alert the PSS staff.

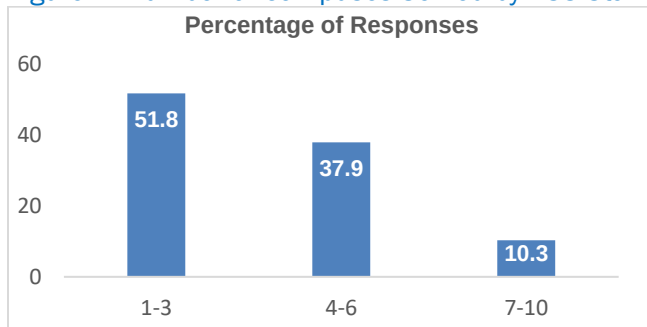
Staff Surveys

A survey was developed by the evaluator with the collaboration of the program manager and administered in the spring to a total of 42 PSS staff that included clinicians, psychologists, social workers and interns. The data were used to obtain feedback about the implementation and improvement of the Transition Services program.

A total of 29 staff members responded to the survey (69%). Overall, less than half of the respondents (48%) indicated that they agreed ("Agree"/"Strongly Agree") that the Transition Services was effective during the 2017-18 school year.

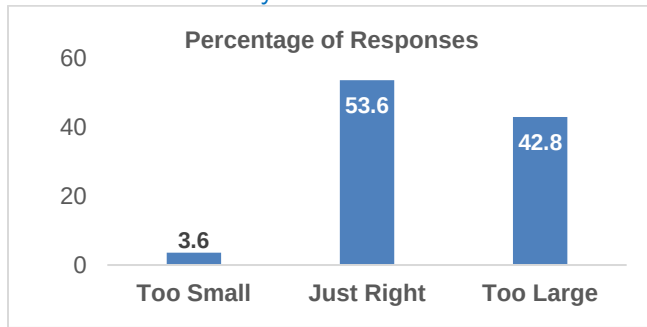
Survey results showed that 42 percent of the respondents were social workers, 52 percent were psychologists, and three percent, each, were clinicians and interns. Figure 1 shows that slightly over half (52%) of respondents served between 1-3 campuses. Other data showed that 64 percent of respondents served between 1-25 transition students. Figure 2 shows that approximately 54 percent of respondents indicated that their caseload was just the right size for them to handle. Half (50%) of the respondents specified that they met with the transition students in their caseload two to three times per month. (Figure 3).

Figure 1: Number of Campuses Served by PSS Staff



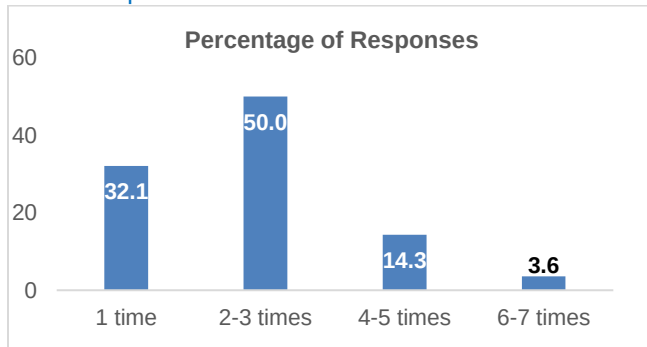
Source: 2017-18 Transition Services Survey

Figure 2: Responses to “The size of my caseload for the 2017-18 school year is...”



Source: 2017-18 Transition Services Survey

Figure 3: Responses to “On average, how many times did you meet with transition students in your caseload per month?”

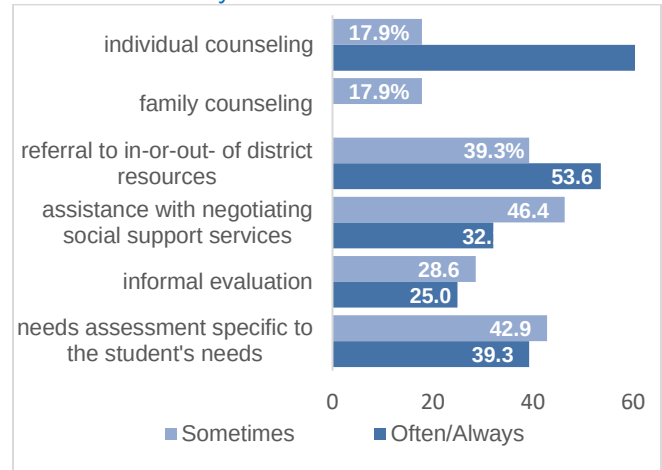


Source: 2017-18 Transition Services Survey

Most respondents (64.3%) indicated that they “Often”/ “Always”, provided individual counseling to transition students and 53 percent of respondents provided referrals to in- or out- of district resources (Figure 4). Notably, 82.1 percent of respondents specified that they “Rarely”/“Never” provided family counseling services.

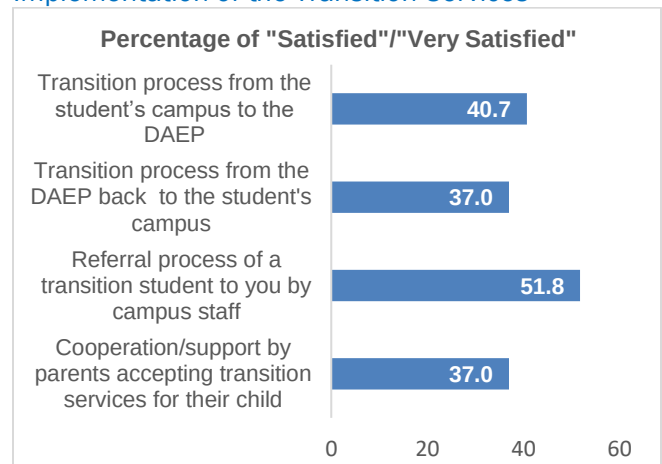
About half of respondents (51.8%) indicated that they were “Satisfied”/“Very Satisfied” with the referral process of transition students to them by campus staff. Less than half (37%) were satisfied (“Satisfied”/“Very Satisfied”) about the transition process from the DAEP back to the student’s campus and the cooperation/support from parents accepting transition services for their child (Figure 5).

Figure 4: Percentage of Responses to “How frequently did you provide the following services to the transition students in your caseload during the 2017-18 school year?”



Source: 2017-18 Transition Services Survey

Figure 5: Level of Satisfaction Regarding the Implementation of the Transition Services



Source: 2017-18 Transition Services Survey

Note: DAEP= Disciplinary Alternative Education Program.

Survey respondents (N=27) expressed numerous barriers they encountered concerning the implementation of the Transition Services program during the 2017-18 school year. Some of the more common barriers included the following:

- **Caseload:** too many cases; large assignments; prioritizing transition students with other referrals creates difficulty in maintaining adequate services to students (N=8);
- **Parent/family support/involvement:** resistance; getting consent for services; little communication with school (N=7);
- **Attendance/truancy:** re-enrolled students were often truant and made it difficult to provide services (N=5);

- **Lack of notification/communication:** regarding DAEP/JJAEP referrals and the reasons why students were referred; regarding students' re-enrollment on campus (N=7); and
- **Program awareness:** lack of understanding about the program; parents not informed/had no understanding of the Transition Services program before DAEP placement; lack of understanding of the PSS role in the transition process on campuses (N=4).

Respondents (N=24) also gave varied suggestions for improving the implementation of the Transition Services program that included:

- **Training:** Provide Transition Services program training to campus staff (administrators, counselors, and teachers), DAEP and PSS staff to effectively implement the program especially during the required initial meetings at the beginning of the school year (N=6).
- **Communication:** More/improve communication between school personnel and PSS. Have campuses provide a list of students referred to the DAEP/JJAEP and why (N=6).
- **Program awareness:** Provide informational fliers/emails to campus staff, and fliers to parents (N=2).
- **Process/procedures:** Review the Transition Services program process and procedures to determine and/or assess systemic successes and failures (i.e. what components are working well and what components are dysfunctional). Have campuses designate a staff member to take the lead on the transition process (difficult for PSS to do it when on campus one or two times a week) [N=2].

Summary

During the 2017-18 school year, the Transition Services program served transition students who had re-enrolled at their home school after returning from the Disciplinary Alternative Education Program (DAEP). The Transition Services program continued to experience problems in tracking students after exiting the DAEP. This and other challenges prevented transition students from receiving services. Few survey respondents (37%) were satisfied about the transition process from the DAEP back to the student's campus and 51.8 percent of respondents indicated that they were satisfied with the referral process of transition students to them by campus staff.

Data were not collected for students who had been released from the DAEP and re-enrolled to their home school and provided services through the Transition Services program. PSS had no way to access this information from their data collection system. A department data person will address the issue in 2018-19.

Recommendations

- **Consider the suggestions made by PSS staff for improving the implementation of the Transition Services program.** In its third year of implementation, the program continued to face the same challenges as before. Survey respondents expressed numerous barriers they encountered concerning the implementation of the Transition Services program during the 2017-18 school year. Overall, less than half of the respondents (48%) indicated that they agreed ("Agree"/"Strongly Agree") that the Transition Services was effective during the 2017-18 school year.
- **Create a data collection process for tracking transition students for the 2018-19 school year with assistance from the Program Evaluation Department to improve accountability of services provided.** The only impact PSS had on tracking students after their release from the DAEP was a list of the exited students sent as an email alert to PSS staff by the PSS clinician at the DAEP. No accounting for re-enrolled students served by Transition Services staff was in place.
- **Consider providing each student released from the DAEP an informational sheet/flyer listing the name and phone number of the PSS counselor at the student's home school and information about resources for student and family use.** The parent can be instructed to contact the counselor to inform him/her of the specific plan for their child returning to school or to inform the counselor what campus their child will enroll in if not returning to the home school.
- **Consider having a DAEP designee to contact the parent to follow-up on the status of child's re-enrollment to their home campus.** Transition services staff reported that some students did not re-enroll at the home campus in a timely manner. Staff also reported that some students did not ever return to the home campus because parents did not want them returning to the same environment.

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2017-18 Evaluation of Translation Services

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EA18-614-4

At-a-Glance

The Translation Services program of the Dallas Independent School District (ISD), provided free translation and interpretation services to schools and departments for English language learners (ELLs) and to parents to assist in communicating academic information and to promote participation in all school related activities during the 2017-18 school year. In addition, Translation Services provided academic tutoring to ELLs new to this country. The Translation Services program received \$124,216 in Title I and \$176,732 in Title III funds.

A total of 69,211 ELLs were enrolled in the Dallas ISD during the 2017-18 school year. Fifty-one percent of district students spoke a language other than English. To meet the communication needs of these students and their families, the Translation Services program set goals for the 2017-18 school year that included the following:

- to increase parental engagement by supporting programs that assist parents in understanding the state's academic content standards, student academic achievement standards, discipline expectations, and academic assessments;
- to make available materials and trainings in the parent's native language to help parents work with their children to improve their academic achievement;
- to ensure that information related to schools and parent programs, meetings, and other activities is disseminated to parents in a format and language that parents can understand in a timely manner;
- to assist schools in providing information, materials, training, and resources in the parent's or family's language at school meetings and activities to promote the informed participation of families with ELLs in decisions that impact their academic achievement; and
- to assist schools in making it possible for parents of ELLs the opportunity to communicate with schools and support their children's learning, and participate, as appropriate, in decisions about the education of their children and in extracurricular activities.

Purpose and Methods of the Evaluation

The purpose of this evaluation was to evaluate the extent to which the translation services program was implemented with fidelity and met expected outcomes

as outlined in program documents. The Translation Services department collected and provided most data. Data sources included logs, records, translation request forms, interpretation request forms, an online survey administered to staff and a paper survey administered to parents. Data regarding tutoring implementation were obtained from classroom observations and interviews conducted by the evaluator.

Translation Services Provided

The Translation Services program provided oral interpretation and document translation services to district staff and students in Arabic, Burmese, Chin, French, Italian, Portuguese, Spanish, and Vietnamese. Additional languages were added during the 2017-18 school year that included: American sign, Kirundi, Kinyarwanda, and Swahili. This allowed for parents to have face-to-face opportunities to speak with staff to understand the curriculum and assignments. Interpreter request forms were required for service. Interpreter availability was determined by language requested and how far in advance a request was made.

Document translations included: school letters, flyers, newsletters, calendars, forms, surveys, brochures, manuals, handbooks, and Admission, Review, and Dismissal (ARD) documents. Document translations were provided in the languages mentioned above plus English. Submission of a translator request form with the attached document for translation was required for service. Documents were processed in the order they were received.

Translation Services also included a telephone-based interpreter hotline, used to bridge the language gap between district staff and limited English proficient parents. Campus staff (i.e., nurses, teachers, counselors, etc.) called the hotline number when an interpreter was not available on campus. Services were available in Spanish, Monday through Friday from 8 a.m. to 5 p.m. Requests for other language interpreters required a telephone call to check for availability.

Translation Services also provided academic tutoring services to students new to the country, whose native language was Arabic, Burmese, Chin, or Vietnamese. The purpose of the program was to help ELLs attain English proficiency and develop high levels of academic achievement. Department staff contacted school principals and teachers concerning the service. Teachers submitted a request form for specific student

tutoring needs (short/long term) as needed throughout the school year. In addition to tutoring services, tutors also provided oral interpretations at parent meetings and were involved in the translation of documents.

Oral Interpretations

In 2017-18, oral interpretation services were provided for 3,740 districtwide meetings, compared to 2,337 in the 2016-17 school year (Table 1). They included the following: ARD meetings, student evaluations, board meetings, Board Services Community meetings, school parent meetings, department parent meetings, family/community parent meetings, Special Education department meetings and Parent Teacher Association (PTA) meetings. For large meetings, Translation Services accommodated 1,135 parents in need of oral interpretation with translation equipment (headsets and receivers) with an interpreter translating per language request.

The data in Table 1 showed an increase in all monthly requests for oral interpretations during the 2017-18 school year, compared to requests made in 2016-17. Of these requests, ARD meetings accounted for the greatest need for this service (66%) among all requests made.

There was an increase in the total number of “Denials” during the 2017-18 school year (N=742), compared to 2016-17 (N=568). The largest number of denials in 2017-18 occurred during the months of January, February and March (N=105, N=127, and N=111, respectively) and were primarily ARD requests (N=93, N=108, and N=99, respectively). The primary reason for the denials was due to the unavailability of interpreters.

Table 1: Total Number of Oral Interpretation Requests and Denials by Month: 2016-17 and 2017-18

Month	N Requests		N Denials
	2016-17	2017-18	2017-18
August	39	92	7
September	250	340	50
October	273	466	98
November	221	401	84
December	199	278	60
January	203	352	105
February	281	444	127
March	230	394	111
April	289	461	80
May	346	489	20
June	6	23	-
Total	2,337	3,740	742

Source: Data were provided by Parent and Family Engagement program staff.

Note: Data for “Denials” per month were not available for 2016-17, however the total number of “Denials” was 568.

During the 2017-18 school year, Translation Services acquired the responsibility of providing sign language interpreters for deaf and hard of hearing Dallas ISD students and parents in their communication with teachers, administrators, and other students. Translation Services provided this service since the Special Education Department could no longer provide the service due to funding. Translation Services hired a sign language interpreter (English to Spanish), who started work in February 2018. A total of seven requests were made for sign language interpretation services and were provided between February 2018 and June 2018.

Document Translation Services

A total of 977 documents were translated in different languages (majority in Spanish) between August 2017 and June 2018, as shown in Table 2. Most of the translations occurred during the months of August 2017 through November 2017.

Table 2: Number of Written Document Translations by Language and Month, 2017-18 School Year

Month	Spanish	Vietnamese	French	Italian	Total
August	110	2	1	-	113
September	178	-	-	-	178
October	217	-	-	-	217
November	130	2	1	1	134
December	52	-	-	-	52
January	56	-	1	-	57
February	51	-	-	-	51
March	43	-	1	-	44
April	58	-	1	-	59
May	55	-	4	-	59
June	13	-	-	-	13
Total	963	4	9	1	977

Source: Data were provided by Parent and Family Engagement program staff.

Tutoring Services

Three tutors provided tutoring services to a total of 62 students, at six campuses, for a total of 1,314 tutorial hours during the 2017-18 school year. Information obtained from interviews with the tutors and classroom observations, indicated that they met with students for one hour, either one or two times per week, Monday through Thursday. Sessions occurred primarily during school hours.

Tutors expressed that the major challenges they encountered in providing tutoring services included: finding a room to meet with the students on a regular basis, meeting in an environment not conducive for tutoring purposes, and Newcomer students who were unfamiliar with the classroom environment and procedures (loud and disruptive behavior). Classroom observations conducted by the evaluator, confirmed that two of three tutoring sessions observed were held

in environments not conducive to tutoring. These included a teacher's lounge (teachers coming and going, restroom use, heating food, and talking on cell phone) and a library where the librarian instructed a group of students regarding a library activity (students walked around the library talking).

A total of nine teachers responded to a survey administered by Translations Services staff to obtain feedback regarding tutoring services. All teachers (100%) responded that they saw improvement in the student's academic performance and in the student's self-esteem and participation, and would request the service during the 2018-19 school year. They indicated that they would like tutoring offered in other languages including; Arabic, Karenni, Rohingya, Nepali, Malay, Chinese, and Japanese.

Parent and Staff Surveys

Satisfaction surveys were developed by program staff and distributed to 534 parents and 943 Dallas ISD staff to collect feedback about the services provided by Translation Services and for program improvement. Parents completed a paper survey after oral interpretation meetings throughout the 2017-18 school year. Program staff administered an online survey (Translation Services Effectiveness Survey 2018) to district staff using SurveyMonkey between May 15, 2018 and May 25, 2018.

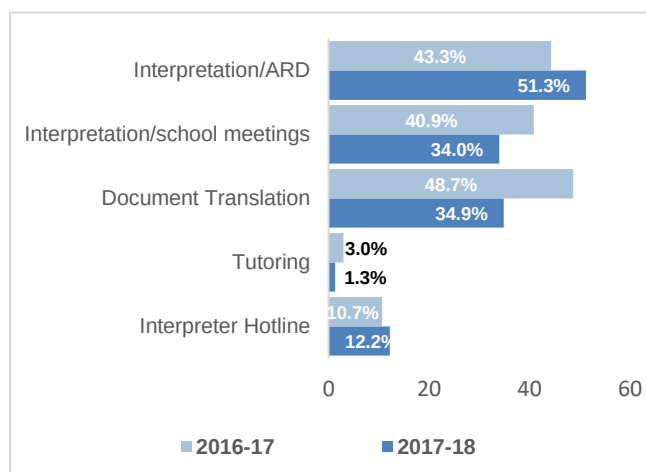
Parent Survey

A total of 464 parents completed a parent survey after receiving interpreter services through Translation Services. Almost all (98%) responded that the information they received helped them in their child's education. Half of the respondents (52.8%) indicated that when an interpreter was not available, a teacher or office staff member would interpret for them. Respondents indicated that they would like interpretation services also provided for parent meetings (65.9%) and principal/counselor meetings (48.5%).

Staff Survey

A total of 370 district staff responded to the online survey. A comparison of data in Figure 1 showed more requests were made for interpretation/ARD services during the 2017-18 school year than all other services, with an eight percent increase in requests made from the 2016-17 school year (43.3% and 51.3%, respectively). Tutoring and interpreter hotline services were the least requested services for both 2016-17 and 2017-18 school years.

Figure 1: Comparison of Translation Services Provided in 2016-17 and 2017-18



Source: SurveyMonkey results provided by Translation Services staff.
Note: Total N Respondents for 2017-18=370; unknown for 2016-17.

Most respondents indicated that having interpreters at meetings/workshops (75%) and having documents available in their native language (83%) helped parents of ELLs become more involved in their child's education. Seventy-five percent responded that overall, they were satisfied with the availability of language interpreters for their meetings.

Sixty percent of respondents indicated that they felt that the interpreter hotline was a useful resource in helping staff talk with limited English-speaking parents regarding their child when no campus staff was available to interpret.

A total of 181 respondents expressed their concerns/suggestions regarding the implementation of the Translation Services program. In general, most comments or suggestions about translation services made by respondents (N=108) indicated they were satisfied with the services provided by Translation Services and the outstanding professionalism of the staff who assisted with their needs and highly recommended that services continue for the 2018-19 school year.

Other concerns and suggestions expressed by respondents included the following:

1. Oral interpretations (N=43)
 - untimely notification of when an interpreter would be available for a scheduled meeting even with requests made with much notice (notifications received one or two days before a scheduled meeting of unavailability of interpreter resulting in cancellations and re-scheduling); sometimes multiple requests made because of uncertainty that an interpreter would show up, resulting in multiple interpreters showing up or interpreter

showing up after the meeting was cancelled, etc.;

- the unavailability of an interpreter each time requests were made by some respondents;
- an issue with the email link on the interpretation request form (not working; resulting in request not completed);
- auto response system was not always accurate (result: interpreters a no show);
- need more interpreters, especially for ARD meetings; and
- availability of interpreters for off-site events (i.e., Baccalaureate, graduation ceremonies).

2. Document translations (N=9)

- translation of documents takes too long (sometimes months); and
- need more staff to translate documents.

3. Telephone interpreter hotline (N=12)

- more staff to handle calls (call waiting period is sometimes long when caller's time is limited);
- longer service hours to address the needs of district staff with telephone calls to limited English-speaking parents regarding their child because staff workday ends at 4:45 p.m. and the hotline service ends at 5:00 p.m.; and
- staff not familiar with this service.

4. Tutoring (N=9)

- not familiar with this service and wanting information.

Recommendations

- **Increase the number of staff members to meet all requests for oral interpretations during the 2018-19 school year.** There was an increase in requests for oral interpretation services during the 2017-18 school year (N=3,740), compared to the previous school year (2016-17; N=2,337). Also, primarily due to unavailability of interpreters, there was an increase in denials from 2016 (568) to 2017 (N=742). Survey respondents also expressed the need for more oral interpreters.

- **Reflect on the feedback from the Translation Services Effectiveness Survey 2017-18 and consider the following recommendations for improving Translation Services in 2018-19:**

- Improve the process for requesting and providing oral interpreters with better communication and in a timely manner as to the availability of interpreters;
- Increase the number of staff members to meet all requests for document translations and complete the translations in a timely manner during the 2018-19 school year;
- Communicate with campus staff requesting tutoring services, that it is crucial to provide an adequate room conducive to tutoring;
- Improve the promotion of tutoring services to all campus staff;
- Increase staff to operate the telephone hotline to meet the needs of district staff in communicating with parents and avoiding long call waiting periods;
- Consider revising the hours of operation for the telephone hotline service to better serve all campus/district staff, taking into account their work schedules; and
- Put more emphasis on promoting the telephone hotline service to districtwide staff.

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2017-18 Evaluation of Intensive Support Network

Mitch Barton, Ph.D.

EA18-616-4

At-a-Glance

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.¹ To achieve this goal, ISN focused on the following components: 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 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

The purpose of this evaluation was to assess the effectiveness of ISN in helping campuses achieve or maintain a *Met Standard* accountability rating.²

ISN Student and Teacher Characteristics

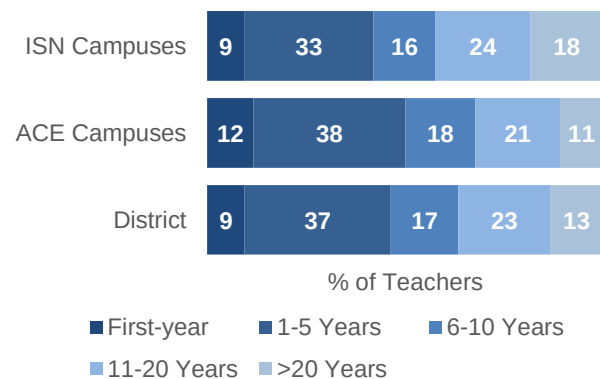
Student Demographics

The 9,919 ISN students were approximately 52 percent male, 57 percent African American, and 41 percent Hispanic. Thirty percent of students were English language learners (ELLs), and 10 percent were enrolled in special education (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 (Figure 1).

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.

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 (Table 1).

¹ The ISN program ended after the 2017-18 school year.

² See full report for detailed methodology of all analyses.

Table 1: 2017-18 Percentage of Teachers at Each TEI Effectiveness Level

Effectiveness Level	ISN %	ACE %	Dallas ISD %
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.

ISN Outcomes

State of Texas Assessments of Academic Readiness (STAAR)

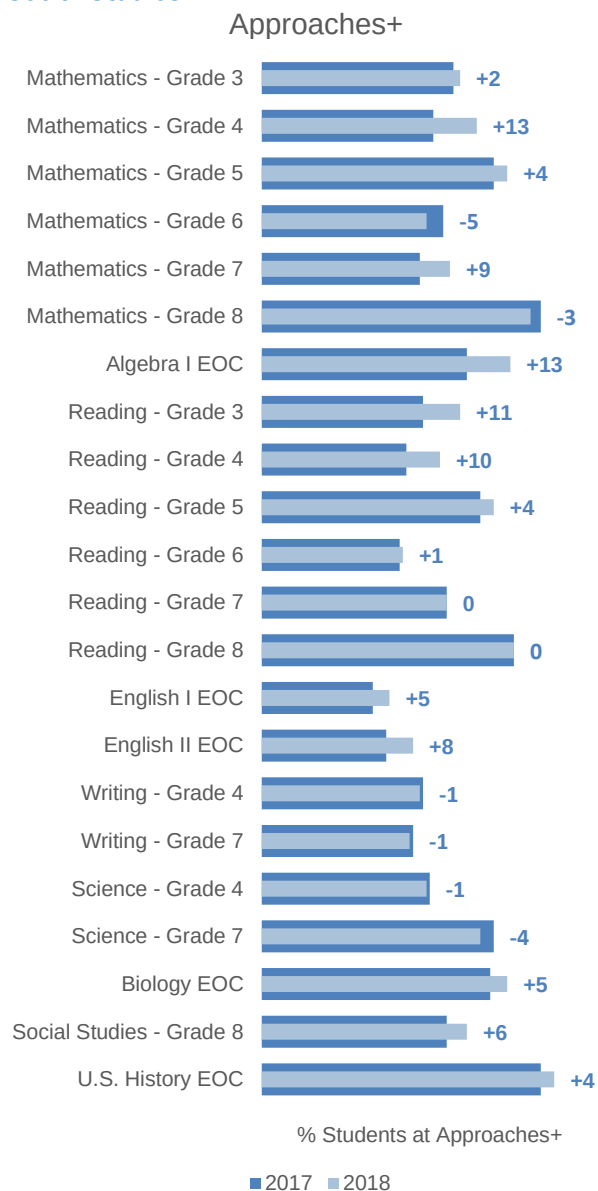
Except for two STAAR subtests (i.e., grade 8 reading and social studies), the rate of 2017-18 ISN students attaining the Approaches Grade Level or Above (Approaches+)³ standard was lower than the district at all grade levels. The rate of ISN students at the Approaches+ standard ranged between 42 percent and 80 percent compared to 56 percent and 88 percent for the district. In addition, the rate of ISN students attaining the Meets Grade Level or Above (Meets+)⁴ 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, as indicated by Figure 2, Approaches+ attainment trended upward over one year for 14 of 22 STAAR subtests (range: +1 to +13 percentage points)

and trended downward for six of 22 subtests (range: -1 to -5 percentage points).

Figure 2: 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 the 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. One-year trends shown in percentage points.

³ Approaches+ includes all students in the Meets+ or Masters categories.

⁴ Meets+ includes all students in the Masters category.

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

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 Critical Success Factors

Between 62 percent and 76 percent of assistant principals who completed the online survey reported that the implementation of the ISN components was moderately effective. In addition, between 57 percent and 90 percent of assistant principals and between 46 percent and 79 percent of campus instructional coaches who completed the online survey agreed that the critical success factors for each of the components of ISN were achieved.

Role of ISN Campus Staff

Program Staff Surveys

Assistant Principals

All assistant principals who completed the online survey ($n = 21$) 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 from ISN program staff members 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.

Campus Instructional Coaches

All campus instructional coaches who completed the online survey ($n = 24$) reported that they had at least 10 years of education experience, and 54 percent 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 from ISN program staff members as good, very good, or excellent. In addition, between 63 percent and 96 percent of campus instructional coaches reported that they completed work related to each of the components of ISN on a weekly or daily basis. Lastly, 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 (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%).

Program Goal

Thirteen of 15 ISN campuses received a *Met Standard* accountability rating for 2017-18. 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 *Improvement 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, the ISN STAAR scores increased for the majority of STAAR subtests at the Approaches+ and Meets+ standards. In addition, ISN students maintained their attendance rates 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.

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2017-18 Evaluation of the Social and Emotional Learning Initiative

Dorothea Weir, Ph.D.

EA18-617-4

At-a-Glance

Social and emotional learning (SEL) is a strategic approach to build skills, knowledge, and attitudes that students need to be successful in school, work, and life. The Dallas Independent School District (ISD) Board of Trustees has adopted a policy to implement SEL on all campuses by 2025. The SEL initiative, also known as SEL Dallas, has adopted the basic framework for social-emotional learning promulgated by the Collaborative for Academic, Social, and Emotional Learning (CASEL). This framework features five core competencies: Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. Dallas ISD's partner in coordinating SEL Dallas in Out-of-School-Time (OST) programs is Big Thought, a non-profit organization.

The SEL initiative was funded by \$1,198,460 in Title IV Student Support and Academic Enrichment Grants funds and \$1,280,070 in Title II funds. Additional funding was received from a Wallace Foundation grant, with \$1,188,338 allocated to Dallas ISD campuses and \$1,070,876 to Big Thought for OST programs.

Partnerships for Social and Emotional Learning Initiative

The Partnerships for Social and Emotional Learning Initiative (PSELI) is a national effort to bring together urban school districts and out-of-school time organizations to help children gain greater opportunities for social and emotional learning. The Wallace Foundation, a national philanthropy based in New York City, is funding PSELI in six grantee cities: Boston, Dallas, Denver, Palm Beach County, Tacoma, and Tulsa.

RAND Corporation, in partnership with the Wallace Foundation, selected seven elementary schools as PSELI Lead schools, to receive intensive training and study over four years. Seven more schools, selected as matched comparison sites, will not introduce new SEL activities during the same period, while still pursuing ongoing school improvement efforts and other district priorities. During this Initial Implementation Phase, each comparison site will receive \$5,000 each year in recognition of its assistance in data collection.

In the Expanded Implementation Phase, from 2021-2023, each comparison school and its afterschool partner(s) will receive \$100,000 over two years from the Wallace Foundation to introduce and align new, intensive SEL activities, benefitting from the lessons

and experiences of the pilot sites. During the Initial Phase, comparison schools will receive \$5,000 each year in recognition of their assistance in data collection and their OST partner(s) will receive \$1,000.

Table 1 shows the Dallas PSELI lead schools and comparison sites. All schools have a primary OST partner.

Table 1: PSELI Lead and Comparison Schools

Lead Schools		Comparison Schools	
School	OST Partner	School	OST Partner
Bayles	Parks & Rec	Lipscomb	BGCD
Cowart	Parks & Rec	Medrano	St. Simon's
De Zavala	Thriving Minds	Budd	Parks & Rec
Kiest	Parks & Rec	Russell	Parks & Rec
Silberstein	Parks & Rec	J. Adams	Parks & Rec
Webster	DAS	Johnston	DAS
Weiss	Parks & Rec	Macon	Parks & Rec

Note. BGCD = Boys' and Girls' Club of Dallas; DAS = Dallas Afterschool; Parks & Rec = Dallas Parks & Recreation; OST=Out of School.

Training and Development

Initially, SEL training was to be offered to 39 schools in the first year of a phase-in plan. Later, SEL was consolidated with Restorative Practices (RP) and Positive Behavioral Interventions and Supports (PBIS) under the designation of Student Engagement. A professional development sequence incorporating aspects of all three programs was offered to 113 district schools, called SEL Partners. Nine coordinators were assigned supervision of the program at groups of the participating schools, including PSELI campuses. Each participating school named a Campus Champion to coordinate on-site SEL training and other activities at that campus.

Due to the receipt of the grant award in midsummer, training of Campus Champions could not be completed early in the school year, and was scheduled to be rolled out over several months. Training at the schools, led by the Champions, was scheduled at the discretion of campus principals. While some campuses participated in all training modules offered, others were unable to complete the sequence during their first year of participation, due to conflicts with other school training priorities. The plan for 2018-19 was redesigned to schedule all training sessions earlier in the year.

Schools that had not completed the sessions from the first phase, which focused on adult acquisition of knowledge and practices, were scheduled to complete these sessions before beginning the second phase of the program and rolling out SEL instruction to students, alongside ongoing adult training. Program management determined that following a yearly schedule was less important than reaching a level of understanding of SEL, and comfort with using SEL practices in the classroom, before proceeding to the next phase.

Student Outcomes

Student Attendance

No consistent change in student attendance from 2016-17 to 2017-18 was found in PSEL, SEL Partner, or other groups of schools.

Student Discipline

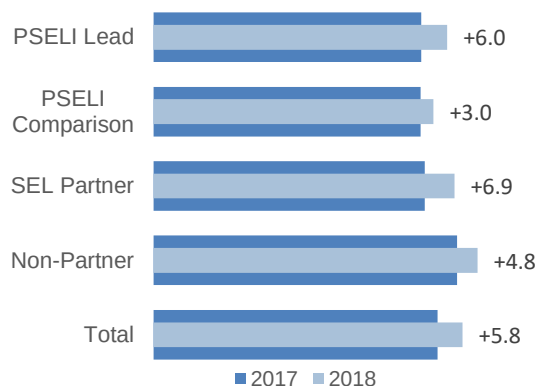
Discipline referrals were greatly reduced in both SEL Partner and non-Partner schools at all grade levels from 2016-17 to 2017-18. Total referrals decreased by 41.9 percent in elementary schools, 19.4 percent in middle schools, and 24.5 percent in high schools. The largest decreases were in Level I and Level II offenses, for which disciplinary action is at the discretion of local school officials. Level I offenses are violations of the Student Code of Conduct, most commonly classroom disruption (85% in 2017-18) and dress and grooming code violations (13%). Level II (Discretionary) offenses most commonly include fighting (46%), profanity or obscene gestures towards personnel (19%), and Class C assault, student on student (11%). For these offenses, prevention and intervention strategies may be used in conjunction with or instead of disciplinary actions. Level III and Level IV referrals also decreased, but only in middle schools.

The widespread reductions in discipline referrals may be the result of increased awareness of SEL, RP, and PBIS practices throughout the district, even at those campuses where staff have not yet received staff training.

Student Achievement

Elementary students at PSEL Lead schools had greater *State of Texas Assessments of Academic Readiness (STAAR)* reading gains from Spring 2017 to Spring 2018 than those at the Comparison schools (Figure 1). While reading STAAR Approaches + (Approaches Grade Level and above) rates were almost identical at the matched schools in Spring 2017, in Spring 2018 the Lead schools' overall Approaches + rate exceeded that at the Comparison schools by more than three percentage points. Similarly, the gains in Approaches + rates at SEL Partner schools were greater than those in non-participating schools.

Figure 1: STAAR Reading Approaches + Results by Program Implemented, Spring 2017 and 2018, Grades 3-5

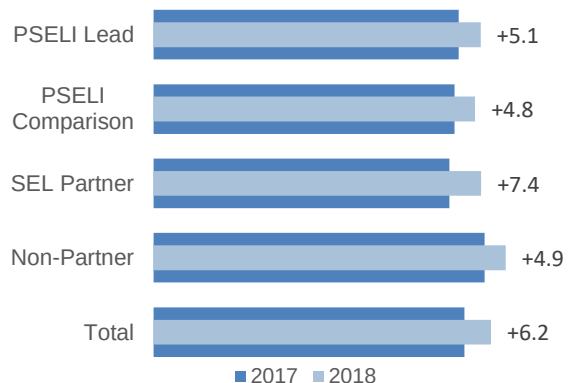


Source: District STAAR files

Note: STAAR = *State of Texas Assessments of Academic Readiness*. PSEL=Partnerships for Social and Emotional Learning Initiative. Approaches+ includes all students in the Meets Grade Level and Masters Grade Level categories. One-year trends shown in percentage points.

Gains in Mathematics in grades 3-5 followed a similar pattern (Figure 2), although the difference in increase between the Lead and Comparison schools was smaller.

Figure 2: STAAR Mathematics Approaches + Results by Program Implemented, Spring 2017 and 2018, Grades 3-5



Source: District STAAR files

Note: STAAR = *State of Texas Assessments of Academic Readiness*. PSEL=Partnerships for Social and Emotional Learning Initiative. Approaches+ includes all students in the Meets Grade Level and Masters Grade Level categories. One-year trends shown in percentage points.

In grade 4 writing, all groups of schools experienced a decrease in Approaches + rates. Decreases at both Lead PSEL and other Partner schools were smaller than those at Comparison and other non-Partner schools.

In grades 6-8, Partner schools had smaller increases than non-Partner schools in reading, mathematics, and writing. STAAR EOC changes in Approaches + rates for

the English I, English II, and Algebra I tests were inconsistent across school groups.

Staff Outcomes

Teacher Attendance

Teacher absences increased slightly across all school groups from 2015-16 to 2017-18, although no consistent pattern was found differentiating between SEL Partner and non-Partner schools.

School Climate

Changes in elementary staff responses to Districtwide Climate Survey items and scales from Fall 2016 to Spring 2018 were more positive at PSEL and SEL Partner schools than at comparison sites and non-Partner schools. Most notably, the changes in Lead school staff responses were more positive than those of all other school groups (Comparison, SEL Partner, and non-Partner schools) on seven of the eight scales and items analyzed. Changes in secondary staff responses at SEL Partner schools were less positive than those at non-Partner schools.

Recommendations

- **Develop a database system, through collaboration with program management and evaluators, to document training sessions offered and staff attendance at all participating campuses.** Because of changes in departmental organization and staffing, training content and sequence, and the increased number of schools implementing SEL, assessing the level of implementation at individual campuses was extremely difficult. A consistently maintained database accessible by campus Champions and other trainers, as well as program evaluators, would provide valuable and timely information.
- **Include evaluator-developed questionnaires or surveys in the 2018-19 evaluation, as needed, to identify issues affecting SEL implementation and outcomes.** Particularly in middle and high schools, unrelated campus-level difficulties may create obstacles to full SEL implementation. It is important to recognize such issues early in the implementation process so that assistance can be provided from the best sources.

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2017-18 Evaluation of Special Education/English Learner Instructional Specialists Program

Nick Grimberg, M.A.

EA18-620-4

At-a-Glance

The Special Education/English Learner Instructional Specialists program is designed to support and assist the educators of students who are dually identified as both English learners (EL) and receiving special education services. Instructional specialists facilitate collaboration between campus based educators and appropriate bilingual/special education specialists and assist campuses in planning and implementing services designed to meet the needs of dually identified students at all grade levels. Instructional specialists also create and conduct professional development opportunities for teachers, administrators and other campus based staff throughout the district. Five instructional specialists specialize in reading/language arts (RLA) curriculum development and support throughout the district while two specialize in social studies. The 2017-18 Title I work scope allocation for this program was \$1,629,000 including 18 instructional specialists and one manager.

The Special Education/English Learner Instructional Specialists program is a new program developed by Amanda Clymer, Director of Bilingual/English as a Second Language (ESL), for the 2017-18 school year. Instructional specialist positions were posted to Applitrack on November 14, 2018. Final interviews for the first 13 instructional specialists concluded on February 8, 2018. The first group of instructional specialists began initial training on March 19, 2018. Most instructional specialists began working in April and May of the 2017-18 school year.

Purpose and Methods of the Evaluation

The purpose of this evaluation was to monitor program implementation to provide feedback to program staff which can be used to identify potential challenges and improve program effectiveness. Due to the start date of instructional specialists, this evaluation focused on context data. This evaluation analyzed the characteristics of dually identified students, monitored training and implementation of the program, and reported activities.

What were the characteristics of dually identified students?

As of October 27, 2017, there were 156,804 students enrolled in the district: 69,273 (44.2%) English learner students and 12,871 (8.2%) special education students. There were 4,570 students (2.9% of enrollment) who were dually identified as both English learners and

receiving special education services. Dually identified students made up 35.5 percent of the special education population. Almost all dually identified students (97.7%) were Hispanic (Table 1). In addition, although males and females were similarly represented in the English learner population, two-thirds (68.9%) of dually identified students were male.

Table 1: Characteristics of English Learner, Special Education, and Dually Identified Students: 2017-18

Group	English Learner		Special Education		Dually Identified	
	N	%	N	%	N	%
Eco Dis	61,932	89.4	10,904	84.7	4,161	91.1
At-Risk	68,688	99.2	9,114	70.8	4,533	99.2
Ethnicity						
Hispanic	66,395	95.8	8,035	62.4	4,466	97.7
AA	751	1.1	3,918	30.4	26	0.6
White	623	0.9	658	5.1	26	0.6
Asian	1,309	1.9	102	0.8	44	1.0
Gender						
Female	33,263	48.0	4,188	32.5	1,420	31.1
Male	36,010	52.0	8,683	67.5	3,150	68.9

Source: Dallas ISD Chancery student database: 10/27/17.

Note: Native American, Pacific Islander, and Two or More Races not included in this table (N = 195; 0.3%). Eco Dis = Economically Disadvantaged, AA = African American.

The primary disabilities of special education and dually identified students are shown in Table 2. A higher percentage of dually identified students had a learning disability (35.9%) than special education students (28.6%). Overall, the primary disabilities of special education students and dually identified students were similar.

Table 2: Primary Disabilities of Special Education and Dually Identified Students: 2017-18

Disability	Special Education		Dually Identified	
	N	%	N	%
Learning Disability	3,664	28.6	1,636	35.9
Autism	2,301	18.0	771	16.9
Other Health Impairment	2,089	16.3	569	12.5
Speech Impairment	1,829	14.3	823	18.1
Intellectual Disability	1,726	13.5	444	9.8
Emotional Disturbance	487	3.8	70	1.5
Auditory Impairment	400	3.1	135	3.0
Orthopedic Impairment	184	1.4	67	1.5
Visual Impairment	98	0.8	29	0.6

Source: Dallas ISD Chancery student database: 10/27/17.

Note: Percentages do not equal 100 when added together due to students categorized as: No Disability, Noncategorical Early Childhood, Developmental Delay, Traumatic Brain Injury, Deaf-Blind, and missing data (N = 26; 0.6%).

The grade-level distribution of dually identified students was similar to special education students (Table 3). In comparison, there were fewer English learners in higher grade levels.

Table 3: Grade Levels of English Learner, Special Education, and Dually Identified Students: 2017-18

Grade	English Learner		Special Education		Dually Identified	
	N	%	N	%	N	%
Elementary School						
EC	40	0.1	394	3.1	37	0.8
PK	6,120	8.8	261	2.0	103	2.3
KN	5,489	7.9	562	4.4	233	5.1
Grade 1	5,928	8.6	774	6.0	296	6.5
Grade 2	5,985	8.6	1,059	8.2	386	8.4
Grade 3	6,153	8.9	1,099	8.5	390	8.5
Grade 4	6,257	9.0	1,149	8.9	419	9.2
Grade 5	6,212	9.0	1,192	9.3	442	9.7
Middle School						
Grade 6	5,388	7.8	1,096	8.5	403	8.8
Grade 7	5,139	7.4	936	7.3	338	7.4
Grade 8	4,691	6.8	954	7.4	379	8.3
High School						
Grade 9	4,779	6.9	1,079	8.4	415	9.1
Grade 10	3,270	4.7	854	6.6	293	6.4
Grade 11	2,189	3.2	729	5.7	229	5.0
Grade 12	1,633	2.4	733	5.7	207	4.5

Source: Dallas ISD Chancery student database: 10/27/17.

Note: EC = Early Childhood, PK = Pre-kindergarten, KN = Kindergarten

Refer to the *2017-18 Evaluation of Special Education Program* (Grimberg, 2018) report for special education and dually identified student STAAR performance data.

What training and professional development did instructional specialists receive?

There were two separate sessions of teambuilding and onboarding training that coincided with the start dates of 13 instructional specialists on March 19, 2018 and April 16, 2018. Each session lasted three days. Seven instructional specialists attended initial onboarding training on March 19, 2018, while six instructional specialists attended initial onboarding training on April 16, 2018. Three instructional specialists began training in May and June. Topics included policies and procedures related to serving special education, ESL, and dual language students as well as social studies and reading/language arts curriculum development.

What services did instructional specialists provide?

The program was not fully implemented during the 2017-18 school year. More than half of instructional specialists (58.8%) did not deliver professional development or perform a site visit at a Dallas ISD campus prior to June 1, 2018. Thus, the instructional specialist activities reported below are limited in scope.

Between March 19, 2018 and July 6, 2018, instructional specialists participated in 574 sessions (54.6%) of curriculum support for dually identified students. Instructional specialists received 149 sessions (14.2%) of professional development, planned the delivery of professional development over 79 sessions (7.5%), and delivered 72 professional development sessions (6.9%). There was an average of 4 staff/departmental meetings during the 2017-18 school year (N = 67; 6.4%). Overall, instructional specialists conducted 61 campus visits (5.8%). Instructional specialists visited educators and provided services at 49 Dallas ISD campuses.

Recommendations

- **Build on efforts to fully implement the Special Education/English Learner Instructional Specialists program with fidelity throughout the 2018-19 school year.** The first two groups of instructional specialists were not hired and trained until March and April of 2018. Most of the 2017-18 school year was devoted to planning and training. The program should be fully implemented in the 2018-19 school year to allow for a comprehensive and meaningful study of processes and outcomes of the program.

References

- Grimberg, N. Z. (2017). 2016-17 Evaluation of Special Education Program (Dallas Independent School District, Evaluation Services, Evaluation and Assessment).
- Grimberg, N. Z. (2018). 2017-18 Evaluation of Special Education Program (Dallas Independent School District, Evaluation Services, Evaluation and Assessment).

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2017-18 Evaluation of Rigorous Interactive Teaching & Learning in Science

Jin H Zhang, Ph.D.

EA18-621-4

At-a-Glance

The Dallas Independent School District (Dallas ISD) Science, Technology, Engineering, and Mathematics (STEM) Environmental Education Center (EEC) is a 500-acre academic facility located in Seagoville, TX. The center offers district teachers and students the opportunity to connect with nature while learning science content and skills. The center's programs are fully aligned to the Texas Essential Knowledge and Skills (TEKS) for Science. Students planned and implemented both laboratory and field investigations during science instruction.

The purpose of the STEM Environmental Education Center is to help district students develop an awareness, appreciation, and concern for the environment; to use acquired knowledge to make informed, responsible decisions; and to solve environmental problems.

How was the EEC program funded?

The total funding for the EEC in 2017-18 was \$149,118 from Title I, Part A. Funds covered personnel, contracted services, and supplies and materials. The funding information was obtained from the workscope and updated information from Special Revenue Funds Management.

What programs and services did the EEC provide in 2017-18?

Methodology

Program documents and participation data were obtained from the EEC program manager. The evaluator also reviewed the EEC website.

Results

The EEC provided a variety of programs and services to district students from kindergarten through high school. Some of these services included:

- experienced teachers, naturalists, and volunteers work with visiting teachers and students;
- over 500 acres of Texas landscape to explore through guided field investigations;
- three nature trails: The Post Oak Preserve Trails, The Old Field Trail, and The Big Ponds Trail;
- 26,000 square foot facility featuring world ecosystems, plant and animal facts, prairie, forest, creek and pond habitats, and a fossil study area;

- four science laboratories with equipment for environmental field studies;
- 70-seat ecology theater;
- working barn with a variety of livestock for students to observe, learn about, and feed;
- live amphibians, reptiles, mammals, and birds for observation and study;
- fossil collection for observation and study;
- vegetable, flower, and herb gardens;
- astronomical observatory with telescopes, binoculars, and other astronomy equipment; and
- a FullDome Reality Planetarium.

Source: Data from district website, November 7, 2017.

Table 1 displays programs by grade level.

Table 1: 2017-18 EEC Programs by Grade Level

Grade	Programs
Kindergarten	All About Animals; Discover Water, Weather, and Wildlife; Trees from Tiny to Gigantic; Secrets of the Woods and Meadows.
First	Mammals and More; Signs of the Seasons; Forest Food Chain; and Sensational Seeds.
Second	Amazing Arthropods; How's the Weather?; Our Green World; and Web of Life Discovery Walk.
Third	Water, Weather, and Wildlife; Discover the Woods and Meadows Ecosystems; Feathered Friends; Exploring Our Solar System, and Earth Systems.
Fourth	Forest Ecosystem Investigation; Green World; Animal Adaptations - Reptiles and Amphibians; Water, Water, Everywhere; Down and Dirty!; and Sensing the Future (Weather Forecasting).
Fifth	Animal Adaptations - Birds and Niches; Walking With Wonder – The Forest Revealed; Leaf Litter Detectives; Meet the Critters - Predators and Niches; Pond Ecology; Our Changing World, Fossils; A Clue to the Past; Weather and Our Atmosphere; and Exploring the Sun, Earth and Moon System.
Sixth	Taxonomic Groups; Limnology-Ecology of a Freshwater Pond; All Things are Connected-Interdependence in the Woods; Grassland Ecology; Here Comes the Sun; Meet the Critters - Reptiles and Amphibians; and Rocks and Minerals.
Seventh	Animal Adaptations – Birds; Limnology -Ecology of a Freshwater Pond; Forest Ecology -Post Oak Preserve Trail Walk; Grassland Ecology; Meet the Critters-Reptiles and Amphibians; Texas Land and Water - Blackland Prairie; and Compost Happens.
Eighth	Animal Adaptations – Birds; Ecosystem of a Freshwater Pond; Ecosystem of the Forest; Reptiles and Amphibians – A Unique Group; Understanding Climate, Weather and Seasons; and Your Planet – Your Decisions.
High School	Birds -Adaptations and Ecology; Forest Ecology; Grassland Ecology; Unique Group -Reptiles and Amphibians; Limnology of the Freshwater Pond; and Freshwater Pond Ecology.

Source: Data from EEC staff 11/07/2017.

What were the results of the program manager interview?

The evaluator conducted an on-site observation and an interview with the program manager on November 7, 2017.

The interview revealed that the facility and electronic devices in the EEC were outdated and funding was needed to make upgrades. It was also noted that teachers and students could not make their field trips as expected due to budget cuts for bus transportation.

The EEC invited teachers and students to visit the center each year. Table 2 displays 2015-16 through 2017-18 number of students visiting.

Table 2: 2015-16, 2016-17, and 2017-18 Number of Students Visiting EEC

	15-16	16-17	17-18
August	-	-	25
September	965	1,940	1,127
October	2,760	3,451	2,761
November	2,743	2,209	1,898
December	1,268	1,378	1,083
January	874	873	1,662
February	1,254	1,924	2,297
March	2,040	2,349	1,643
April	2,534	3,599	2,402
May	1,791	3,657	2,980
June	125	125	100
Astronomy Field Trips	157	214	209
Outreach/Tutoring	127	2,009	8,561
Camping	-	113	-
Total	16,638	23,841	26,748

Source: Data from EEC staff 12/21/2017 and 6/29/2018.

Note: Outreach/tutoring included students, parents, and teachers.

The EEC invited students and teachers to participate in events such as: NASA, The Sun and the Stars, Our Place in Space, Solar Eclipse Party, STEM Night, EEC Open House, Science Night, and Getting Over Your Gears. Students and teachers had the opportunity to take advantage of the astronomical observatory and to use telescopes, binoculars, and other astronomy equipment. Table 3 displays number of students and teachers who visited the planetarium.

Table 3: 2017-18 Number of Students and Teachers Visiting the Planetarium by Semester

Semester	Students	Teachers	Science Teachers
Fall 2017	72	15	729
Spring 2018	137	18	1,371
Total	209	33	2,100

Source: Data from EEC staff 2/12/2017 and 6/29/2018.

Note: Science teachers included teachers accompanying students visiting EEC.

The Living Materials Request (LMR) is another service available to district science teachers from pre-K through grade 12. Teachers submitted their requests two weeks in advance of the date material was needed. The EEC supplied live specimens and materials including: terrestrial plants (moss, fern, etc.), aquatic plants (duckweed, elodea, etc.), seeds, microorganisms (bacteria, algae, etc.), invertebrates (vinegar eels, land snails, earthworms, cricket, etc.) and other materials (potting soil, peat pots, etc.). Table 4 displays LMR services provided to schools by school level.

Table 4: 2016-17 and 2017-18 Living Material Request Service by School Level

Schools Level	# of Schools	# of Classes
2016-17		
Elementary School	101	1,235
Middle School	7	78
High School	15	260
Total	123	1,573
2017-18		
Elementary School	115	1,229
Middle School	12	418
High School	23	358
Total	150	2,005

Source: Data from EEC staff 12/21/2017 and 5/31/2018.

Were teachers satisfied with the living material request service?

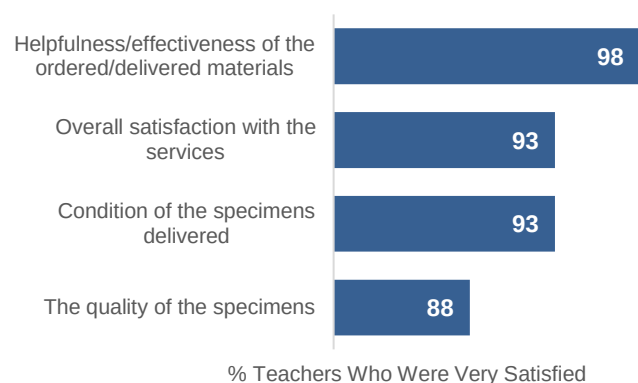
Methodology

To better serve the district, the EEC sent out a survey to schools from August 29 through November 3, 2017. Forty-two teachers from different school levels completed the survey. Data were obtained from EEC management and frequency analyses were conducted.

Results

The teacher survey included several questions and asked teachers to rate the services EEC provided for living material request using a scale from 1 through 5, with 1 indicating least satisfied and 5 for very satisfied. As seen in Figure 1, teachers' responses were positive.

Figure 1: 2017-18 Living Material Request Teacher Survey Results



Source: Data from EEC staff 11/7/2017.

Were teachers satisfied with field trips to the EEC?

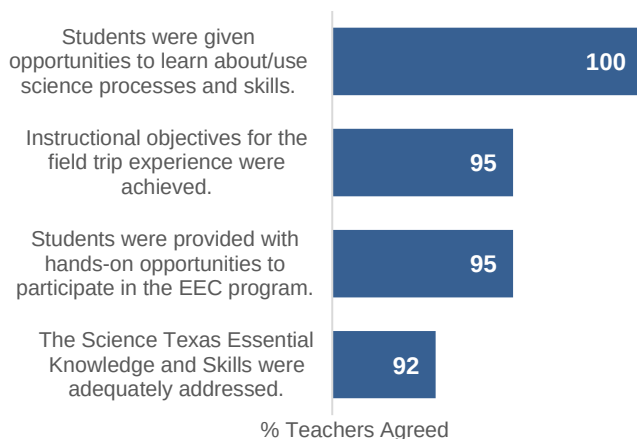
Methodology

To collect the feedback from teachers about field trips, the EEC sent out a survey to district schools from September 11 through November 7, 2017. Thirty-nine teachers completed the survey. Data were obtained from EEC management and frequency analyses were conducted.

Results

The EEC provided field trip service and programs to students from K through high school such as “All About Animals”, “Feathered Friends”, “Forest Ecology” and more. As seen in Figure 2, most teachers responded positively.

Figure 2: 2017-18 Field Trip Teacher Survey Results



Source: Data were extracted from teacher survey 11/10/2017.

How was the 2017 summer science enrichment program implemented?

Methodology

Documents of activities and student attendance were obtained from the program staff.

Results

The three-week summer science enrichment program was held from June 5 through June 23, 2017 at the EEC. A total of 125 fourth-grade students from 44 Dallas ISD elementary schools participated in the program.

Of the 125 summer program participants, 84 (67.2%) were Hispanic, 19 (15.2%) were African American, 13 (10.4%) were white, and nine (7.2%) were classified as other. Classes were held five days a week, Monday through Friday, from 9:00 a.m. to 3:00 p.m. Breakfast, lunch and transportation were provided to the participants. Students were divided into five different groups (Table 5).

Table 5: 2017 Summer Science Enrichment Program Participants by Group

Student Group	Participants
Armadillos	27
Bald Eagle	24
Dimetrodons	24
Elements of Water	24
The Luna Moths	26
Total	125

Source: Data from EEC staff 1/23/2018.

Classes were held both outside and inside of the classrooms. Classes and activities included collecting insects and plants, identifying rocks and minerals under a microscope, and discussing events and activities with peers.

Recommendation

Consider additional funding to update the EEC facilities, update electronic devices, and support student field trips to the center. Based on the interview with the program manager, additional funding could benefit students.

Reference

Dallas ISD Website. (2018). Retrieved January 10, 2018 from <https://www.dallasisd.org/Page/43896>.

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2017-18 Evaluation of Literacy Leads

Laila Y. Sanguras, Ph.D.

EA18-622-4

At-a-Glance

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 purpose of this evaluation was to describe the 1) characteristics of the Literacy Leads initiative; 2) campus instructional coach and lead teacher perceptions of Literacy Leads; and 3) academic outcomes of Literacy Leads students.

The total funding amount available for 2017-18 was \$400,000 from Title I funds. A total of 48,126 students in grades K to 8 (30.7% of Dallas ISD) were involved in this initiative.

Methodology

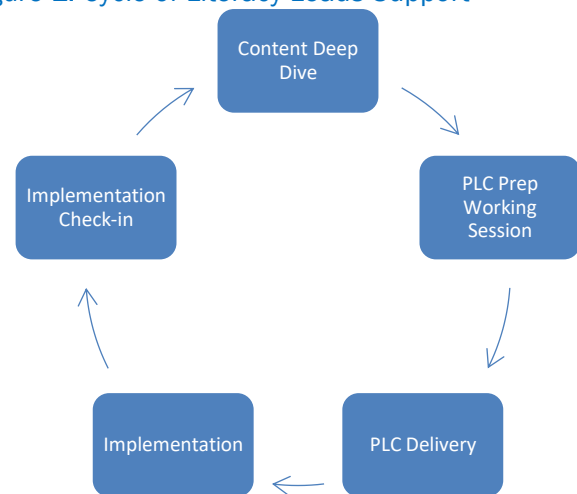
Contextual information was gathered from internal documents and interviews. Student data were extracted from the October 2017 Public Education Information Management System (PEIMS) file for analyses. The results of *TerraNova*, *SUPERA*, and the *State of Texas Assessments of Academic Readiness (STAAR)* exams were extracted from the Dallas ISD's MyData Portal site and district files. Scores were analyzed by grade level. Dallas ISD results of the *Assessments of Course Performance (ACP)* were also analyzed by grade level. Literacy Leads survey results were also analyzed. Frequency and crosstabs analyses were tabulated. The collected qualitative data were synthesized.

Literacy Leads Initiative

The Reading Language Arts (RLA) and Early Learning (EL) 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 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.

Figure 1: Cycle of Literacy Leads Support



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

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.

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.

Individual campus staff selected Achieve3000 (N=50), iStation (N=18), or both (N=18) to provide literacy support to their students. Teachers accessed their students' results from the computer based programs to tailor their instruction to specific needs.

Perceptions of Literacy Leads Teachers

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 T&L staff. Most of the items were fixed on a five-point scale (strongly disagree to strongly agree). The survey was administered to participants at the first and final professional development 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 RLA, EL, and T&L staff members 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.

Literacy Leads Student Outcome Results

First semester *Assessment of Course Performance (ACP)*, *TerraNova/SUPERA* (K-2), and *STAAR* Reading (3-8) scores were analyzed. *STAAR* Writing scores were analyzed for grades four and seven.

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 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.

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.

An electronic version of this report as well as the full 2017-18 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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