

2018-19 Evaluation of Public School Choice

Department of Evaluation and Assessment

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Superintendent of Schools*



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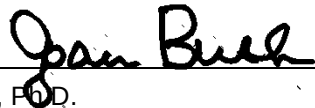
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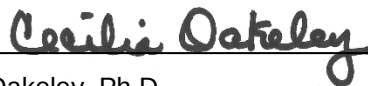
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2018-19 Evaluation of Public School Choice

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

ABSTRACT

A total of 13,505 students attended 25 Choice Schools in 2018-19, an increase from 10,176 students in 2017-18. Most (N=10,648) attended an Innovation School and 2,857 students attended a Transformation School. The total funding amount available for 2018-19 was \$4,775,402, an increase from \$2,742,509 in 2017-18.

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

OTI continued its rigorous three-step application process for teams wanting to initiate a Choice School. Fourteen proposals were submitted in spring 2019, ten of which were selected to launch in 2019-20.

Results on the Public School Choice survey were positive overall. However, responses were more positive for Transformation School teachers than Innovation School teachers toward the Choice model and campus leadership. The most cited successes were improvements in students' social-emotional skills, academic achievement, and students' ownership in the learning process. The main challenges were demands on teachers' time and lack of resources.

Across two years of administration (spring 2018 and spring 2019), Climate Survey results were higher for Transformation Schools than Innovation Schools in most cases. For spring 2019, Transformation School results were higher than the district on all six scales, whereas Innovation School results were higher than the district on two (Teacher-Teacher Trust and Positive Culture and Environment) out of six scales.

On the Student Experience Survey, elementary Innovation School student responses were more positive than Transformation School and district student responses. In contrast, secondary Transformation School student responses were more positive than Innovation School responses. Secondary Choice results were more positive than the district with one exception.

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

Recommendations were to continue to provide necessary resources for Choice model implementation, find ways to provide more teachers to plan lessons under the Choice model, and work to align Choice models to district and state expectations.

PROGRAM DESCRIPTION

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

Transformation Schools are new start-up schools in repurposed buildings. Transformation Schools adopt a new, school-wide instructional model while Transformation Replication Schools reproduce an existing, successful school-wide instructional model. Transformation Schools do not have traditional attendance zones; students can apply to attend one of these schools regardless of where they live. For the 2018-19 school year, Dallas ISD operated nine Transformation Schools: five elementary, two middle, and two high schools. Four elementary schools, one middle school and two high schools were part of the district’s socioeconomic diversity pilot.

An Innovation School is an existing school adopting a new, school-wide instructional model. Choice Pilot Schools are schools working toward Innovation School status. Attendance is limited to students within the school’s attendance zone. For the 2018-19 school year, Dallas ISD operated 16 Innovation Schools: 11 elementary, two pilot elementary, two middle, and one high school.

Public School Choice included 25 schools that operated seven schoolwide anchor models: International Baccalaureate (IB); leadership; Montessori; personalized learning; Science, Technology, Engineering, the Arts, and Mathematics (STEAM); Science, Technology, Engineering, and Mathematics (STEM); and urban planning, architecture, and community development. Dallas ISD staff members used available resources (i.e., websites, books, and curriculum developers) to develop the Choice School models.

A total of 13,505 students attended a Choice School in 2018-19, which was an increase from 10,176 students in 2017-18. Most (n=10,648) attended an Innovation School and the remaining 2,857 students attended a Transformation School. Table 1 reports the characteristics of 2018-19 Dallas ISD PSC schools. Appendix A reports the enrollment characteristics of each phase of the Dallas ISD Choice School initiative.

Table 1: 2018-19 Dallas ISD Choice Schools

Choice School	Grades Served	Students N	Anchor Model
Transformation Schools			
Montessori Academy ES	PK to 2	176	Montessori
Mata ES	PK to 5	613	Montessori
P.L. Prep ES	PK to 2	203	Personalized Learning
Solar Preparatory School for Boys	PK to 2	220	STEAM
Solar Preparatory School for Girls	K to 3	460	STEAM
Hulcy STEAM MS	6 to 8	533	STEAM
Ignite MS	6	189	Personalized Learning
CityLab HS	9 to 10	147	Urban Planning
IDEA HS	9 to 12	316	Personalized Learning
Total Transformation School Students		2,857	
Innovation Schools			
De Zavala ES	PK to 5	443	Montessori
Donald ES	PK to 5	432	Leadership
Douglass ES	PK to 5	540	STEM
Rogers ES	PK to 5	507	Personalized Learning
Botello ES	PK to 5	542	Personalized Learning
Chapel Hill Preparatory	PK to 5	472	Personalized Learning
Geneva Heights ES	PK to 5	402	IB
Lipscomb ES	PK to 5	451	IB*
Kramer ES	PK to 5	628	IB*
Preston Hollow ES	PK to 5	453	IB*
Reagan ES	PK to 5	345	STEAM
Richardson ES	PK to 5	691	Personalized Learning
Weiss ES	PK to 5	511	Leadership
Marsh PA	6 to 8	963	Personalized Learning
Franklin International	6 to 8	1,105	IB*
B. Adams HS	9 to 12	2,163	Leadership
Total Innovation School Students		10,648	

Source: Public Education Information Management System (PEIMS) district demographic data file (10/26/18).

Note: STEAM=Science, Technology, Engineering, the Arts, and Mathematics. STEM=Science, Technology, Engineering, and Mathematics. ES=Elementary School. PA=Preparatory Academy. MS=Middle School. HS=High School. IB=International Baccalaureate. ISD=Independent School District. P.L.=Personalized Learning. *These schools were funded by the Office of Transformation and Innovation (OTI) as conditional Innovation Schools and will be official Innovation Schools when they earn IB authorization.

What were the characteristics of students enrolled in Dallas ISD Transformation and Innovation Schools?

Methodology

Demographic characteristics of students were gathered from the October 26, 2018 Public Education Information Management Systems (PEIMS) data files. Frequency and crosstabs analyses were tabulated.

Results

A total of 13,505 students attended a Choice School in 2018-19, a 33 percent increase (N=3,329) from the 2017-18 school year. Most (N = 10,648) attended one of 16 Innovation Schools and the remaining 2,857 students attended one of the nine Transformation Schools. Table 2 displays the demographic

characteristics of Transformation and Innovation Schools compared to Dallas ISD students. Campus level characteristics are presented in Appendix B.

Notably more female students (53.0%) attended Transformation than Innovation Schools (47.5%) and the district (49%). Fewer Hispanic students (58.3% vs. 76.9% and 69.8%) and more African American (22.6% vs. 14.2% and 21.7%) and White (13.4% vs. 5.9% and 5.1%) students attended a Transformation School when compared to Innovation Schools and the district. Transformation Schools served fewer economically disadvantaged students (63.6%) than Innovation Schools (87.8%) and the district (86.3%). Fewer EL students (31.4%) attended a Transformation School when compared to Innovation Schools (50.7%) and the district (44.7%).

Table 2: 2018-19 PSC Student Demographics

	Transformation Schools (N = 2,857)		Innovation Schools (N = 10,648)		All Choice Schools (N = 13,505)		Dallas ISD (N = 155,237)	
	n	%	n	%	n	%	n	%
Sex								
Male	1,341	47.0	5,592	52.5	6,933	51.3	79,209	51.0
Female	1,516	53.0	5,056	47.5	6,572	48.7	76,028	49.0
Ethnicity								
Af Amer	647	22.6	1,516	14.2	2,163	16.1	33,663	21.7
Hispanic	1,666	58.3	8,185	76.9	9,851	73.2	108,385	69.8
White	383	13.4	627	5.9	1,010	7.5	7,969	5.1
Other ¹	150	5.3	276	2.6	426	3.2	4,582	2.9
Special Student Groups								
Eco Dis	1,818	63.6	9,344	87.8	11,162	82.7	133,950	86.3
EL	896	31.4	5,396	50.7	6,292	46.6	69,456	44.7
SPED	288	10.1	1,095	10.3	1,383	10.2	13,877	8.9

Source: Public Education Information Management System (PEIMS) district demographic data file (10/26/18).

Note: ¹Other included Asian, American Indian, Native Hawaiian, Other Pacific Islander, and two or more races. Total numbers for ethnicity do not add to the total number due to missing information. Percentages may not add to 100 due to rounding. PSC=Public School Choice. Af Amer=African American. Eco Dis=economically disadvantaged. EL=English learner. SPED=special education.

PURPOSE AND SCOPE OF THE EVALUATION

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

1. Funding allocations for 2018-19
2. Characteristics of Transformation and Innovation Schools
3. Administrator and teacher perceptions of PSC
4. Outcomes of Choice School students

MAJOR EVALUATION QUESTIONS AND RESULTS

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

Methodology

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

Results

The total amount available for 2018-19 was \$4,775,402. The funding amount included \$4,248,677 from district funds and \$526,725 from Title II funds. This was an increase from \$2,742,509 available for 2017-18.

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

What were the school and student selection processes?

Methodology

Data were gathered from interviews with OTI staff members. Dallas ISD Transformation and Innovation School documents were reviewed, and additional information was collected by email.

Results

School Selection Process

OTI staff members established a competitive application process for teams wanting to open a Transformation or Innovation School. Transformation School teams could be made up of existing Dallas ISD employees, a mix of in-district and out-of-district employees, or all out-of-district educators or partners. Innovation School teams were led by the existing campus; the rest of the team was made up of current and future teachers at that campus. OTI supported the teams throughout the process by providing resources and workshops. Between September and December 2018, OTI staff members offered eight proposal support sessions.

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

The school selection process was rigorous for all years of implementation (see Table 3). During the 2018-19 application process, 14 applications were submitted, and 10 schools were selected to launch

in 2019-20. One additional Choice School was absorbed into the PSC initiative. A list of campuses accepted and absorbed by OTI for each phase of the Choice initiative is presented in Appendix C.

Table 3: School Selection Process, 2015 to 2019

PSC Phase	Apps Submitted	Apps Accepted		Schools Absorbed
	N	N	%	N
Transformation Schools				
PSC 1.0	12	1	8.3	3
PSC 2.0	3	1	33.3	0
PSC 3.0	6	1	16.7	0
PSC 4.0	5	1	20.0	2
PSC 5.0	5	2	40.0	1
Innovation Schools				
PSC 1.0	11	6	54.5	3
PSC 2.0	5	1	20.0	0
PSC 3.0	5	2	40.0	0
PSC 4.0	9	4	44.4	0
PSC 5.0	9	8	88.9	0
All Choice Schools				
PSC 1.0	23	7	30.4	6
PSC 2.0	8	2	25.0	0
PSC 3.0	11	3	27.3	0
PSC 4.0	14	5	35.7	2
PSC 5.0	14	10	71.4	1

Source: Office of Transformation and Innovation (OTI) records (spring 2015, 2016, 2017, 2018, and 2019)

Note: Schools absorbed include campuses that did not go through the formal Public School Choice (PSC) application process. PSC 1.0 began in 2015 followed by PSC 2.0 in 2015-16, PSC 3.0 in 2016-17, PSC 4.0 in 2017-18 and PSC 5.0 in 2018-19.

As seen in Table 3, of the five Transformation School applications received, two schools were selected: an Exploratory Fine Arts K-8 school (will open in fall 2020) and a Digital, Visual, and Creative Arts high school (will open in fall 2021). New Tech High School at B.F. Darrell did not go through the formal selection process but was also named a Transformation School (effective in fall 2020).

Nine Innovation School applications were submitted and eight were selected as 2019-20 Choice Schools. Five campuses were selected as personalized learning schools: Ignacio Zaragoza Elementary School, Arturo Salazar Elementary School, Leila P. Cowart Elementary School, H.B. Gonzalez Elementary School, and Jack Lowe Elementary School. Ronald E. McNair Elementary School was selected as a STEAM campus. Two more schools, Birdie Alexander Elementary School (personalized learning) and Kleberg Elementary School (STEAM) were named as Innovation Pilot Schools for 2019-20.

Additionally, OTI staff members collaborated with Southern Methodist University (SMU) faculty members, Dallas ISD staff members, Dallas community partners, and Toyota Motor North America to design a model STEM school. Collaboration began in fall 2018 with the goal of fully opening the new school in fall 2021.

Student Selection Process

FDB (Regulation) outlines four pathways for student admission to Transformation and Innovation Schools: Priority Attendance, General Lottery, Priority Lottery, and 50/50 Socioeconomic Diversity Lottery.

Priority Attendance is used for Innovation Schools; these schools are open to all students living within the school's attendance boundaries.¹ Lotteries are conducted to select students for Transformation Schools. After OTI receives confirmed Transformation School acceptances from families (based on the lottery selection process), OTI runs an equity audit to ensure that socioeconomic thresholds are met.² If the thresholds are not met, seats may be added and offered to waitlisted students from specific socioeconomic blocks.

The type of lottery used for Transformation Schools depends on the school's location, type of choice model, and school size. In spring 2019, OTI established a priority/general lottery for students applying to attend Mata and Hulcy STEAM. The priority lottery consisted of students within a certain radius around a school site, while the general lottery was reserved for students not living within the priority radius. Students applying to attend all other Transformation Schools (i.e., Solar Girls, Solar Boys, P.L. Prep at Houston, Montessori at Hernandez, Ignite, CityLab, and IDEA) were selected through a 50/50 socioeconomic lottery. Half of the seats were designated to economically disadvantaged students and the other half were reserved for students who were not economically disadvantaged. Hulcy STEAM, CityLab, Ignite, Solar Boys, Solar Girls, Montessori at Hernandez, P.L. Prep at Houston, and IDEA also accepted applications from students who lived outside Dallas ISD boundaries.

Across all four years of the initiative, there were markedly more applications submitted than seats available (see Table 4). Overall student acceptance rates were 43 percent in the spring of 2015, 38 percent in the spring of 2016, 37 percent in the spring of 2017, 59 percent in the spring of 2018, and 39 percent in the spring of 2019.

Table 4: Student Selection Process, 2015 to 2019

PSC Phase	Apps Submitted	Apps Accepted	
	N	N	%
PSC 1.0	689	297	43.1
PSC 2.0	1,589	597	37.5
PSC 3.0	1,687	615	36.5
PSC 4.0	3,130	1,837	58.7
PSC 5.0	2,875	1,132	39.4

Source: Office of Transformation and Innovation (OTI) records (spring 2015, 2016, 2017, 2018, and 2019).

Note: Applications accepted included those from students who may have lived within Dallas ISD boundaries, but were not enrolled in a Dallas ISD school at the time of application and students entering pre-kindergarten. PSC 1.0 began in 2015 followed by PSC 2.0 in 2015-16, PSC 3.0 in 2016-17, PSC 4.0 in 2017-18 and PSC 5.0 in 2018-19. Apps=applications. PSC=Public School Choice. ISD=Independent School District.

¹ Students who did not want to attend their neighborhood Innovation School could apply for a transfer with the district. If a school is under capacity, principals may open up enrollment through the district transfer process or conduct a lottery.

² OTI staff delineate ranges of poverty from block 1 (least disadvantaged) to block 4 (most disadvantaged) using four socioeconomic factors taken from census data (median household income, homeownership, family structure, and parents' education level). District Policy FDB Regulation states a minimum of 12 percent of all students attending a Transformation School must reside within socioeconomic block 3 and a minimum of 12 percent must reside within socioeconomic block 4.

To remain competitive with other schools in the Dallas area, the district aims to bring many new students into the district each year through its many choice options. For example, the district hopes to enroll as many prekindergarten students into its schools as well as “recapture” students that live within district boundaries but are attending non-Dallas ISD schools (e.g., private schools, charter schools, etc.). Table 5 displays prekindergarten and recapture students who were selected during the spring 2019 selection process. It was positive to note that a total of 465 students (41% of seats confirmed) were prekindergarten (n=246) or recapture (n=219) students. Of the 219 recapture students, most were accepted to P.L. Prep (n=43; 19.6%) followed by Solar Boys (n=37; n=16.9%), Mata (n=36; 16.4%), and Solar Girls (n=30; 13.7%). Since the recapture numbers reflect many students that are attending school for the first time (i.e., kindergarten students), it is reasonable that the elementary Transformation Schools had the highest number of students accepted from this category.

Table 5: Total, Recapture, and Prekindergarten Seats Confirmed for 2019-20

	Total Seats Confirmed	Recapture Seats Confirmed		PK Seats Confirmed		Other Seats Confirmed	
	N	N	%	N	%	N	%
CityLab HS	116	13	5.9	n/a	n/a	103	15.4
Eduardo Mata ES	85	36	16.4	45	18.3	4	0.6
D.A. Hulcy STEAM MS	217	19	8.7	n/a	n/a	198	29.7
IDEA at J.W. Fannin HS	114	18	8.2	n/a	n/a	96	14.4
Ignite MS at J.W. Ray Learning Center	188	17	7.8	n/a	n/a	171	25.6
Montessori Academy	95	6	2.7	81	32.9	8	1.2
Personalized Learning Prep at Sam Houston	119	43	19.6	40	16.3	36	5.4
Solar Preparatory School for Girls	88	30	13.7	40	16.3	18	2.7
Solar Preparatory School for Boys	110	37	16.9	40	16.3	33	4.9
Total	1,132	219	19.3	246	21.7	667	58.9

Source: Office of Transformation and Innovation (OTI) records, April 22, 2019.

Note: This table is limited to confirmed acceptances by families. Some students were selected but opted not to attend. Recapture applications were those received by students who may have lived within Dallas ISD boundaries, but were not enrolled in a Dallas ISD school at the time of application. Percentages may not add to 100 due to rounding. ES=Elementary School. MS=Middle School. HS=High School. ISD=Independent School District. PK=pre-kindergarten.

A student with a sibling attending a Transformation School prior to the 2017-18 school year was automatically given admission preference (i.e., grandfathered). Seats available to siblings attending a Transformation School after the 2017-18 school year were capped at 25 percent of all entry-level seats. If the total number of siblings exceeded the total number of available seats for the entry-level grade, a sibling lottery was held prior to the normal school lottery. Siblings not accepted through the sibling lottery were entered into the general school lottery. A total of 154 siblings were automatically admitted for the 2019-20 school year, which is approximately 47 percent more than the 81 siblings admitted for the 2018-19 school year. Most siblings were accepted to Mata (n=22 grandfathered, n=12 new siblings; 22.1% of acceptances), followed by Solar Boys (n=31; 20.1% of acceptances), Hulcy STEAM (n=26; 16.9% of acceptances), Solar Girls (n=5 grandfathered, n=14 new siblings; 12.3% of acceptances), Montessori Academy (n=14; 9.1% of acceptances), and Ignite (n=13; 8.4% of acceptances). IDEA (n=8; 5.2% of acceptances), CityLab (n=5;

3.2% of acceptances), and P.L. Prep (n=4; 2.6% of acceptances) admitted fewer than 10 siblings. Reported percentages above reflect sibling acceptances at the time of the lottery (March 2019) and may have changed as seats were confirmed.

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

Methodology

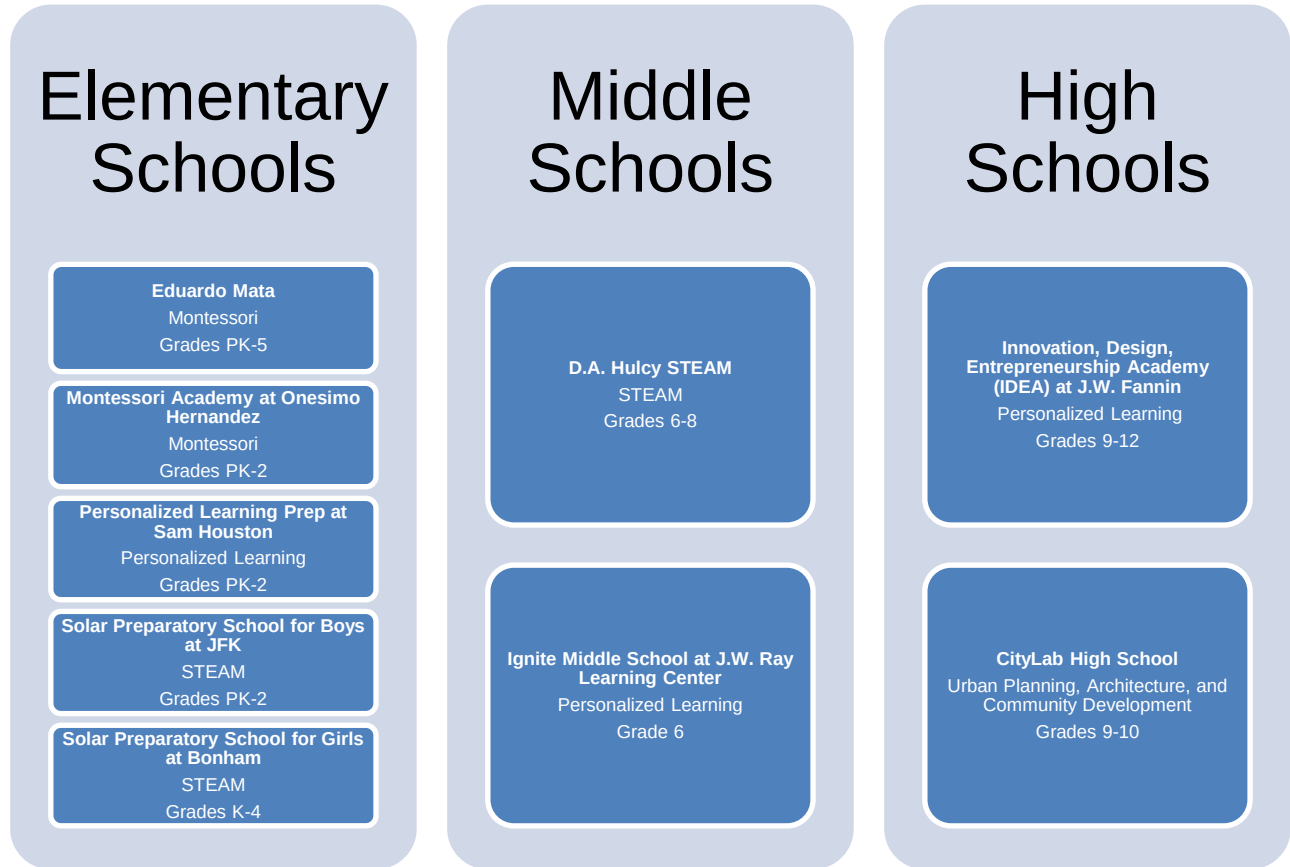
Data were gathered from OTI staff members and Choice campus administrators in fall and spring. In April, PSC principals were asked to answer four questions related to the PSC initiative. Principals were given the option to answer by phone or email. Dallas ISD Transformation and Innovation School documents and campus websites were reviewed, and additional information was collected by email.

Results

Transformation School Characteristics

The Transformation Schools in 2018-19 were Eduardo Mata Elementary, Montessori Academy, Personalized Learning Prep at Sam Houston, Solar Preparatory School for Boys, Solar Preparatory School for Girls, D.A. Hulcy STEAM Middle School, Ignite Middle School at J.W. Ray Learning Center, IDEA at J.W. Fannin High School and CityLab High School (see Figure 1). Transformation Schools are start-up schools that are selected through an application process established by OTI. These are open enrollment Choice Schools without academic or parental admission requirements. Transportation was provided to all Dallas ISD students.

Figure 1: Dallas ISD Transformation Schools for the 2018-19 School Year



Source: Office of Transformation and Innovation (OTI) website.

Eduardo Mata Elementary School (Montessori)

Mata Elementary School served 613 students in grades prekindergarten through five, 13 percent more (N=71) than in the 2017-18 school year. The school will expand to include an additional grade each year until it reaches capacity at grade eight. In an email, the principal described the unique attributes of Mata students. She characterized Mata's students as being socioeconomically, academically, and ethnically diverse, and attributed this diversity to the school not having application criteria. She indicated that the students are thriving as the school continues to grow.

Montessori Academy at Onesimo Hernandez (Montessori)

Montessori Academy served 176 students in grades prekindergarten through two and was part of the district's socioeconomic diversity pilot. The school will expand to include an additional grade each year until it reaches capacity at grade eight. In an email, the principal described a partnership with UT Southwestern focused on fostering relationships among families, the community, and campus staff members. She described the diversity of the school and fidelity to Montessori principles as contributing to the school's success.

Personalized Learning Prep at Sam Houston (Personalized Learning)

P.L. Prep served 203 students in grades prekindergarten through second grade and was part of the district's socioeconomic diversity pilot. The school will expand to include an additional grade each year

until it reaches capacity at grade five. In an email, the principal indicated that P.L. Prep provided teachers a great opportunity to be innovative. She also described an increase in student achievement as a result of implementing the personalized learning model.

Solar Preparatory School for Boys at JFK (STEAM)

Solar Boys served 220 boys in grades prekindergarten through second grade and was part of the district's socioeconomic diversity pilot. The school will expand to include an additional grade each year until it reaches capacity at grade eight. Campus administrators did not respond to interview requests.

Solar Preparatory School for Girls at Bonham (STEAM)

Solar Girls served 460 girls in grades kindergarten through third grade, 56 percent more (N=166) than in the 2017-18 school year and was part of the district's socioeconomic diversity pilot. The school will expand to include an additional grade each year until it reaches capacity at grade eight. Classes were available in dual-language and English and included STEAM-related blended learning experiences. In an email, the principal indicated that students experienced high academic outcomes, as well as an increased sense of empathy and self-awareness. Furthermore, she described that students were aware of STEAM-related career fields, specifically the impact women made in these fields.

D.A. Hulcy STEAM (STEAM)

D.A. Hulcy STEAM served 533 students in grades six through eight, one student more than in 2017-18. In an email, the campus principal described an increase in student achievement and opportunities for students to participate in extracurricular activities.

Ignite Middle School at J.W. Ray Learning Center (Personalized Learning)

Ignite served 189 students in grade six and was part of the district's socioeconomic diversity pilot. The school will expand to include an additional grade each year until it reaches capacity at grade eight. In an email, the principal indicated that staff members successfully remained true to their innovative model while honoring their commitment to providing data driven instruction. They successfully implemented career themed learning units that combined graphic design, marketing, architecture, journalism, and media. Additionally, they implemented various elements of their student culture systems: morning huddle, advisory, social emotional learning introduction, professional uniforms, high school field trips, and clubs. They were also able to provide personalized learning in coteaching and blended learning formats.

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

IDEA served 263 students in grades 9 through 12, 20 percent more (N=53) than in 2017-18 and was part of the district's socioeconomic diversity pilot. Campus administrators did not respond to interview requests.

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

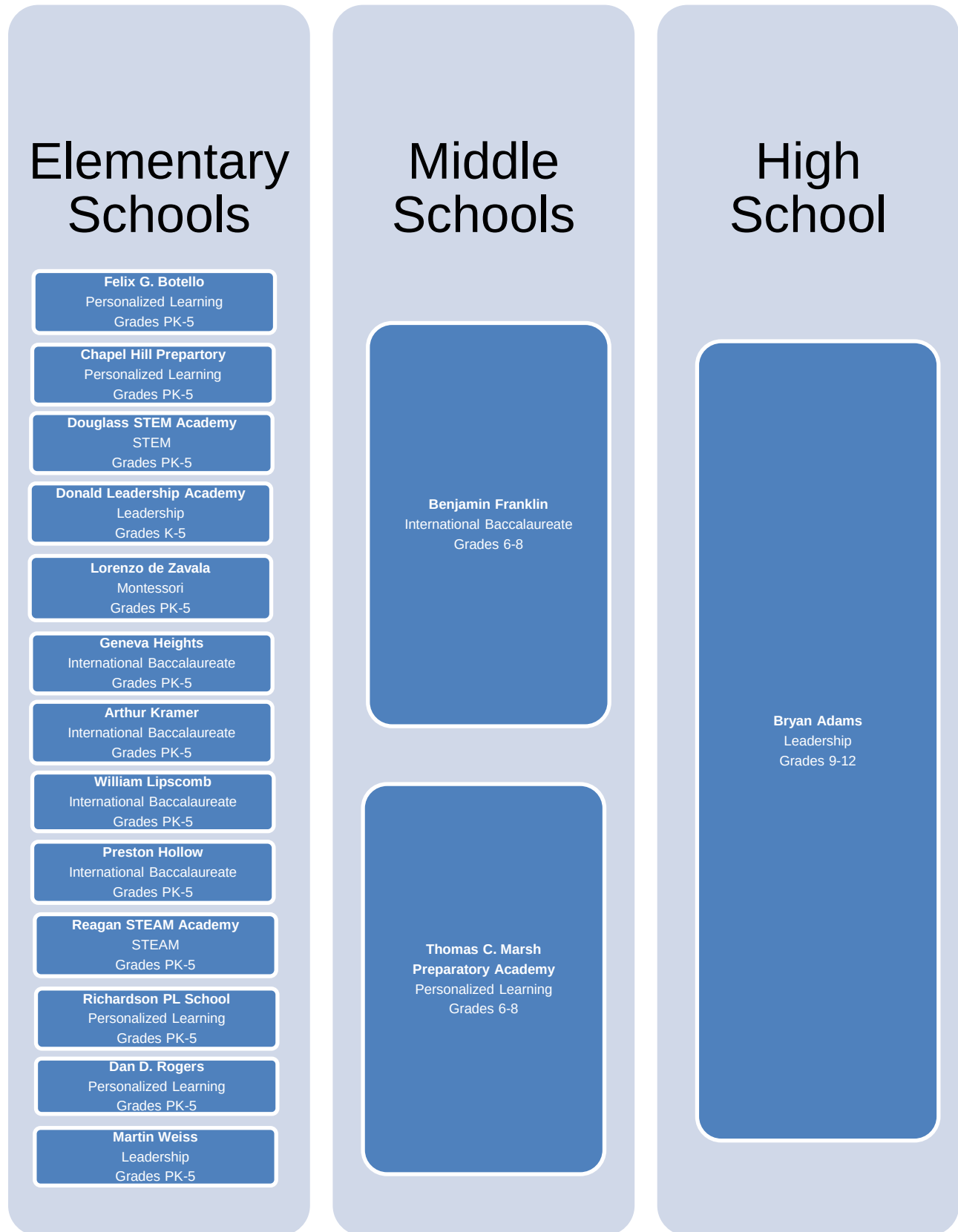
CityLab served 147 students in grades 9 through 10, 81 percent more (N=66) than in 2017-18 and was part of the district's socioeconomic diversity pilot. The school will expand to include an additional grade each year until it reaches capacity at grade 12. In an email, the principal described how the students experienced project based learning in a variety of authentic ways. For example, the architecture students engaged in a contest to design a safe and accessible bus stop and drafted a mural for the CityLab building. The students in the environmental systems course partnered with a local church to maintain a community

garden. Additionally, students in a human geography course studied human migration through a zombie simulation, while biology students studied photosynthesis through escape room methodology.

Innovation School Characteristics

Dallas ISD operated 16 Innovation Schools during the 2018-19 school year (see Figure 2). Most (n=13) were elementary schools followed by two middle schools and one high school. Innovation Schools were existing neighborhood schools that focused on one school wide model. These were Choice Schools without academic admission requirements that served students within the current attendance boundaries.

Figure 2: Dallas ISD Innovation Schools for the 2018-19 School Year



Source: Office of Transformation and Innovation (OTI) website.

Felix G. Botello Elementary School (Personalized Learning)

Botello served 542 students in grades prekindergarten through five, a two percent increase (N=16) from 2017-18. In an email, the principal indicated that teachers focused on understanding each child's strengths and needs which allowed them to differentiate instruction.

Chapel Hill Preparatory (Personalized Learning)

Chapel Hill Preparatory (formerly Cabell Elementary) served 472 students in grades prekindergarten through five, seven percent less (N=39) than in 2017-18. In an email, the principal indicated that students were provided with choice and voice in how they learned every day. Teachers accomplished this by acting as facilitators who used the station rotation model to provide interventions or present new material in a small group setting. He also described the commitment of Chapel Hill staff to support the social and emotional wellbeing of all students.

Frederick Douglass STEM Academy (STEM)

Douglass served 540 students in grades prekindergarten through five, 13 percent more (N=64) than before it was an Innovation School in 2017-18. In an email, the principal described improved collaboration among staff and improved student-staff relationships. She also indicated that teachers integrated higher order thinking and technology related activities across all disciplines.

Donald Leadership Academy (Leadership)

Donald served 432 students in grades prekindergarten through five, five percent more (N=21) than before it was an Innovation School in 2017-18. In an email, the principal described a news story on deeper learning broadcasted nationally by Univision Despierta America, as well as a story featured on Telemundo 33 focused on first grade students' recycling of 51,000 plastic containers. Donald was also one of five schools selected for the Disney Musicals in Schools program which led to a student-led production of *The Jungle Book*.

Lorenzo de Zavala Elementary School (Montessori)

De Zavala served 443 students in grades prekindergarten through five, an eight percent decrease (N=34) from 2017-18. The school was in its second year of piloting the Montessori curriculum. In an email, the principal indicated that instruction in targeted classrooms was more differentiated and student focused than classrooms not implementing the Choice model.

Arthur Kramer Elementary School (International Baccalaureate)

Kramer Elementary School served 628 students in grades prekindergarten through five, two percent more (N=13) than in 2016-17. In an email, the principal described that students were more engaged, and teachers were more open-minded as a result of the Choice model. She indicated that students were empowered to advocate for themselves and others and that student achievement had increased over the past two years.

Geneva Heights Elementary School (International Baccalaureate)

Geneva Heights Elementary School (formerly R. Lee Elementary School) served 402 students in grades prekindergarten through five, 16 percent more (N=55) than in 2017-18. Campus administrators did not respond to interview requests.

William Lipscomb Elementary School (International Baccalaureate)

Lipscomb Elementary School served 451 students in grades prekindergarten through five, 12 percent (N=61) more than in 2017-18. In an email, the Lipscomb principal indicated that the IB framework created a sense of pride in the community and that teachers were implementing the IB attributes into their lessons.

Preston Hollow Elementary School (International Baccalaureate)

Preston Hollow Elementary School served 453 students in grades prekindergarten through five, nine percent less (N=47) than in 2017-18. In an email, the Preston Hollow principal indicated that the IB program has led to increased student achievement and that the social-emotional components of the curriculum improved students' lives. Additionally, he described the benefits of the staff, community, and students embedding the IB programming language into daily conversations and instruction.

Reagan STEAM Academy (STEAM)

Reagan served 345 students in grades prekindergarten through five, four percent less (N=14) than before it was an Innovation School in 2017-18. In an email, the principal described the training staff members completed on project based learning and Thinking Maps.³ Additionally, she indicated that theatre was infused into the elementary curriculum, allowing all students to participate in a school musical.

Richardson Personalized Learning School (Personalized Learning)

Richardson served 691 students in grades prekindergarten through five, one percent less (N=10) than before it was an Innovation School in 2017-18. In an email, the principal indicated that students experienced individual success based on their needs, resulting in an increase in academic confidence.

Dan D. Rogers Elementary School (Personalized Learning)

Rogers Elementary School served 507 students in grades prekindergarten through five, one student more than in 2017-18. In a phone interview, campus administrators indicated that all students participated in at least one extracurricular activity. They also increased the number of students identified for gifted and talented (GT) and special education services, indicating that more students' needs were met as a result. They engaged a variety of volunteer organizations to work with students and staff and gave campus tours to over 200 educators during the 2018-19 school year. They also described the school's accomplished rating from the district and an A accountability rating from the Texas Education Agency, as well as an increase in retained teachers from year to year.

Martin Weiss Elementary School (Leadership)

Weiss Elementary School served 511 students in grades prekindergarten through five, two percent less (N=10) than in 2017-18. In an email, the principal indicated that students experienced an increase in student achievement, leadership capacity in students, and fewer discipline issues due to the Choice model and implementation of social-emotional practices.

Benjamin Franklin International Exploratory Academy (International Baccalaureate)

Franklin served 1,105 students in grades six through eight, six percent more (N=69) than in 2017-18. Campus administrators did not respond to interview requests.

³ See <https://www.thinkingmaps.com/> for additional information.

Thomas C. Marsh Preparatory Academy (Personalized Learning)

Marsh Preparatory Academy served 963 students in grades six through eight, five percent more (N=46) than in 2017-18. Campus administrators did not respond to interview requests.

Bryan Adams High School (Leadership)

Bryan Adams High School served 2,163 students in grades 9 through 12, six percent more (N=131) than in 2017-18. In an email, the principal highlighted the portfolio defense, the culminating project for the leadership academy, as a positive experience for all students. Additionally, in a phone interview, the executive director for Adams characterized students as being excited to collaborate with peers in the leadership academy. He also indicated that students benefited from completing the formal revision process that accompanied the portfolio defense.

What were campus administrator and teacher perceptions of the Public School Choice initiative?

Methodology

In an email sent in April, principals were asked to answer four questions related to the PSC initiative. Principals were given the option of answering the questions by phone rather than email. Follow up emails were sent, and results were summarized by campus. Frequencies of close-ended item responses were calculated using SPSS. Responses to the open-ended questions were coded for emergent themes related to successes, challenges, and campus leadership. Some open-ended responses included information that fit into more than one theme.

A survey was developed to measure Transformation and Innovation teacher and perceptions (see Appendix D). The overall purpose of the survey was to solicit perceptions on campus leadership, successes, and challenges related to the implementation of the Choice model. Most of the items were either fixed on a five-point scale (strongly disagree to strongly agree). The survey also included several open-ended questions. The evaluator emailed a survey link to Choice principals and asked them to forward the link to all teachers at their campuses. The evaluator sent reminder emails to administrators to increase the response rate. The survey was available from April 16 to May 5 and was completed by 473 participants. Because of the low response rate at some schools, the results described in this section should be interpreted with caution.

Results

Four hundred and seventy three (473) campus staff members completed the survey. Thirty percent of respondents reported having teaching experience between two to five years. Another 10 percent taught over 20 years and 10 percent were first year teachers. The remaining respondents taught between six and fifteen years.

A total of 473 staff members responded for a response rate of 51.4 percent (see Table 6). The highest response rates occurred for Reagan Elementary School (100%), Solar Prep for Girls (96.9%), and Chapel Hills Preparatory (93.9%). The lowest response rates were for Lipscomb Elementary School (3.1%) and IDEA High School (3.8%). Faculty members at Marsh Preparatory Academy, Preston Hollow

Elementary School, and Solar Prep for Boys did not respond to the survey. The largest percentage of the respondents worked at Bryan Adams High School (13.1%) followed by Franklin International Exploratory Academy (9.5%).

Table 6: PSC Survey Respondents by Campus

	Total	Respondents	Response Rate
	N	N	%
B. Adams HS	131	62	47.3
Botello ES	34	11	32.4
Chapel Hill Preparatory	33	31	93.9
CityLab HS	14	12	85.7
De Zavala ES	32	22	68.8
Donald ES	31	22	70.9
Douglass ES	35	5	14.3
Franklin International	69	45	65.2
Geneva Heights ES	31	27	87.1
Montessori Academy ES	11	6	54.5
P.L. Prep ES	20	17	85.0
Hulcy STEAM MS	34	5	14.7
IDEA HS	26	1	3.8
Ignite MS	15	4	26.7
Kramer ES	44	29	65.9
Lipscomb ES	32	1	3.1
Marsh PA	58	0	0.0
Mata ES	42	21	50.0
Preston Hollow ES	35	0	0.0
Reagan ES	24	24	100.0
Richardson ES	44	36	81.8
Rogers ES	39	32	82.1
Solar Boys ES	19	0	0.0
Solar Girls ES	32	31	96.9
Weiss ES	35	29	82.9
Total	920	473	51.4

Source: District personnel file dated April 11, 2019 and Public School Choice survey results.

Note: Campus administrators were asked to send the survey to campus teachers. Total N included teachers (n=882), campus based coaches (n=28), and campus coordinators (n=10). ES=Elementary School. MS = Middle School. HS=High School. PA=Preparatory Academy. P.L.=Personalized Learning. PSC=Public School Choice.

Campus Staff Members' Perceptions of Choice Model Implementation

The Public School Choice Survey included questions for all Choice teachers as well as questions that applied only to teachers who taught at the schools involved in Dallas ISD's socioeconomic diversity pilot. Findings are summarized below.

All Choice School Results

Respondents at all Choice schools were asked to describe their overall perceptions of their school's Choice model. Overall, responses were positive for Transformation and Innovation Schools; however, Transformation School teachers reported more positive perceptions of the implementation of their school's Choice model than Innovation School teachers (see Table 7). The largest difference between the two groups were for being able to confidently explain the school's Choice model (93% vs. 78%) and for seeing student academic (84% vs. 70%) and social (87% vs. 70%) success as a result of the Choice model.

Table 7: Teacher Perceptions of PSC Implementation

Survey Statement	Strongly Agree or Agree			
	Transformation School Teachers		Innovation School Teachers	
	%	N	%	N
I can confidently explain my school's Choice model to a colleague.	92.7	76	78.2	259
I have received adequate training/professional development specific to my school's Choice model.	79.3	65	74.9	248
I have adequate resources to successfully implement my school's Choice model.	80.5	66	70.4	233
Students are benefiting academically as a result of my school's Choice model.	84.1	69	69.5	230
Students are benefiting socially/emotionally as a result of my school's Choice model.	86.6	71	69.5	230

Source: 2018-19 Public School Choice Survey.

Note: PSC = Public School Choice. Respondents included teachers who taught at Transformation Schools (n=82) and Innovation Schools (n=331).

Respondents were also asked to assess the leadership of their principals. Again, findings were positive overall and more positive for Transformation School teachers than Innovation School teachers (see Table 8). Notably more teachers at Transformation Schools (93%) than Innovation Schools (77%) agreed or strongly agreed that their principals engaged in distributed leadership practices by allowing staff to serve as leaders.

Table 8: Teacher Perceptions of Campus Leadership

Survey Statement	Strongly Agree or Agree			
	Transformation School Teachers		Innovation School Teachers	
	%	N	%	N
My principal engages in distributed leadership practices by allowing opportunities for staff to serve as leaders.	92.6	75	76.9	247
My principal encourages me to use research-based teaching strategies.	80.2	65	80.4	258
My principal uses data to foster school improvement.	90.1	73	87.2	280
My principal encourages teacher collaboration.	91.4	74	86.0	276
My principal provides me with instructional guidance.	77.8	63	75.4	242
My principal cares about me.	82.7	67	76.0	244
I trust my principal.	80.2	65	73.2	235

Source: 2018-19 Public School Choice Survey.

Note: Respondents included teachers who taught at Transformation Schools (n=81) and Innovation Schools (n=321).

Socioeconomic Diversity School Results

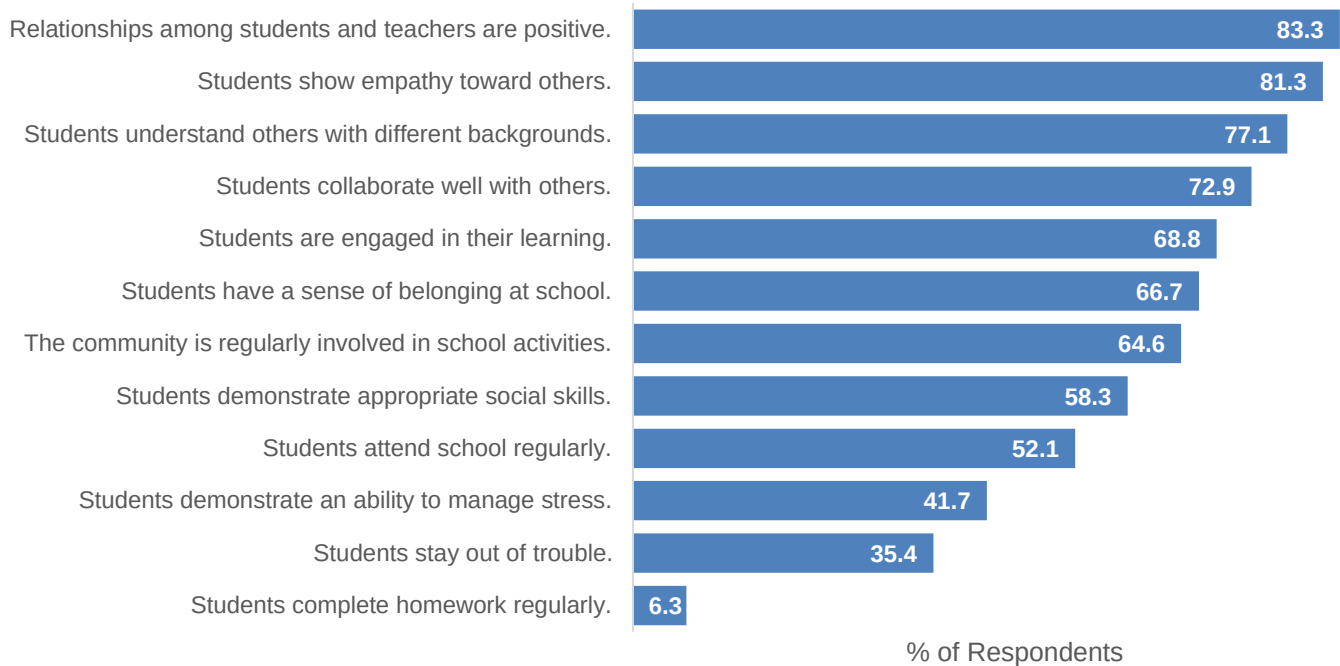
Forty-eight teachers who taught at one of the five socioeconomic diversity pilot schools (Ignite Middle School, P.L. Prep, Montessori Academy, Solar Prep for Boys, and Solar Prep for Girls) responded to the question that asked why they applied to teach at their school.⁴ Respondents could select more than one response and could also write in a response. Most (n=29; 60.4%) indicated an interest in teaching under the school's Choice model. Eighteen (37.5%) wanted to be a part of Dallas ISD's socioeconomic pilot and 10 (20.8%) wanted to teach at a Choice school. Of the nine responses that were written in, three respondents indicated that they applied to teach at their school because of the campus leadership.

Additionally, teachers at Solar Prep for Boys and Solar Prep for Girls were asked if a reason they applied at their school was because they wanted to teach at a single gender school. Of the 24 respondents from Solar Prep for Girls who answered this question, 13 (54.2%) indicated that they selected their school because of the single gender characteristic. Faculty at Solar Prep for Boys did not respond to the survey.

Respondents were also asked about nonacademic outcomes they noticed among students that they attributed to the school being a part of Dallas ISD's socioeconomic diversity pilot (see Figure 3). Respondents could select more than one response and could also write in a response. Most (n=40; 83.3%) noted that the relationships among students and teachers were positive, students showed empathy toward others (n=39; 81.3%), and students demonstrated an ability to understand others with different backgrounds (n=37; 77.1%).

⁴ Faculty at Solar Prep for Boys did not respond to the survey.

Figure 3: Nonacademic Outcomes Reported by Socioeconomic Diversity Pilot School Teachers (N=48)



Source: 2018-19 Public School Choice Survey.

Note: Respondents could select more than one nonacademic outcome they noticed among students that they attributed to the school being a part of the district's socioeconomic diversity pilot. Respondents taught at Solar Preparatory School for Girls at Bonham (n=24), Montessori Academy at Onesimo Hernandez (n=6), Personalized Learning Prep at Sam Houston (n=14), and Ignite Middle School at J.W. Ray Learning Center (n=4). Faculty at Solar Preparatory School for Boys at JFK did not respond to the survey.

Successes Related to the Choice Model

PSC Survey Results

Respondents were asked to describe successes related to their school's Choice model. Of the 278 participants who submitted responses, 356 successes were recorded.⁵ Sixty-nine cited an improvement in students' interpersonal skills, which included social-emotional skills (n=41) and ownership in the learning process (n=28) in their students.

Further successes cited by participants were related to the implementation of the Choice model. Seventy respondents indicated that the success experienced by their school's students and staff were specifically related to the Choice model. Another 31 respondents described their ability to differentiate instruction better because of the Choice model. Thirty-seven respondents detailed successes related to student achievement and increased test scores. Another 26 respondents indicated an increased quality of instruction due to their commitment to the Choice model.

Campus Principal Findings

Twenty campus principals responded to the four informational questions. Seven respondents described an increase in academic achievement and six indicated that students experienced growth in

⁵ Some respondents described more than one success.

social-emotional skills as a result of model implementation. Five principals also described how teaching and learning has been transformed because of the Choice model.

Challenges Related to the Choice Model

PSC Survey Results

Respondents were asked to describe challenges they experienced during the 2018-19 school year. Of the 227 respondents who submitted responses, 264 challenges were recorded.⁶ Several (n=57) indicated that implementing the Choice model and planning lessons within the model required more time than they had. Another 49 cited a lack of resources (i.e., technology, professional development, staff, Spanish materials, etc.) to be successful implementing the Choice model. Twenty-nine respondents described a lack of clarity in the vision of the Choice model and how to implement it with fidelity and another 25 indicated the challenge associated with blending the Choice model with district initiatives and state requirements.

Campus Principal Findings

Of the 20 respondents, ten described challenges related to creating an innovative learning framework in a traditional environment. They reported difficulties in balancing the Choice model with district non-negotiables, aligning the Choice model to state standards, and needing support (i.e., professional development, funding for resources, etc.) from district leaders.

What were the outcomes of the Transformation and Innovation Schools?

Methodology

To examine student achievement outcomes on *TerraNova* (K-2), *SUPERA* (K-2), *State of Texas Assessments of Academic Readiness* (STAAR; grades 3 through 8), and *STAAR End of Course* (EOC) exams, 2016-17, 2017-18, and 2018-19 test files were extracted from the district data files for students in grades K through 12. Frequency and crosstabs analyses were computed to review student performance in terms of the percentages at or above grade level by student group.

For *TerraNova* and *SUPERA*, scores were considered at or above grade level if they were at or above the 40th percentile. In June 2019, Dallas ISD received updated norms for grades 1 and 2 *SUPERA*. As a result, the grades 1 and 2 *SUPERA* data provided in previous year evaluation reports will differ from the grades 1 and 2 data presented in this report.

For *STAAR* and *STAAR EOC*, the percentage of students at the Approaches Grade Level or Above (Approaches+), Meets Grade Level or Above (Meets+), and Masters Grade Level (Masters) standards were used. Although all *STAAR* scores were included, some students' 2017-18 test scores may have been adversely affected by online testing issues.

Attendance data were extracted from the district's student data files for all Dallas ISD schools. Crosstab analyses were run for attendance rates and chronic absenteeism by year (2016-17, 2017-18, 2018-19), school type, and student cohort. The Texas Education Agency (TEA) collects daily attendance

⁶ Some respondents described more than one challenge.

data to determine the amount of funding to allocate to Texas public schools. Chronic absenteeism is defined by the U.S. Department of Education as students who miss at least 15 days of school in a year.

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

The district Climate Survey is administered each fall and spring. It includes six Likert scales: 1) Beliefs and Priorities, 2) Positive Culture and Environment, 3) Culture of Feedback and Support, 4) Teacher-Teacher Trust, 5) Principal-Teacher Trust, and 6) College-Going Culture. The first two scales were administered to all campus professional support staff. The next three scales were administered to teachers only and the last scale was administered to teachers and campus administrators. The percentages of positive responses in spring by scale for the district and for Transformation and Innovation Schools were reported for 2018 and 2019.

The district Student Experience Survey is administered to students in grades three to 12 each spring. The survey was developed by Panorama Education and addresses five areas: 1) classroom environment, 2) expectations and rigor, 3) pedagogical effectiveness, 4) student engagement, and 5) supportive relationships. It is available in English and Spanish. Students in grades three to five answer 21 questions. Students in grades six to 12 answer 26 questions. Students were asked to complete surveys for two of their teachers. The percentages of positive responses for each scale overall and by Choice School were reported for 2018 and 2019.

Results

TerraNova/SUPERA Results⁷

Tables 9 and 10 display the 2016-17 to 2018-19 kindergarten through grade two *TerraNova* and *SUPERA* Reading and Mathematics results. Campus level results are presented in Appendix E.

On the 2018-19 *TerraNova* reading assessment, more students at Transformation and Innovation Schools (79.5% and 69.8% vs. 68.3%) met the passing standard when compared to the district. Across three years of analyses, the percentages of Transformation School students who met the passing standard decreased each year. The percentage of Innovation School students who met the passing standard increased from 2016-17 to 2017-18 and then slightly decreased in 2018-19. Across the district, students made slight gains from year to year across three years of analyses.

On the *SUPERA* reading assessment, students at Transformation and Innovation Schools did not outperform the district for 2018-19. Across three years of analyses, the percentage of Transformation and Innovation School students and the district who met the passing standard decreased each year across three years of analyses.

⁷ Results may be different from the 2017-18 Public School Choice report, as different source files were used.

Table 9: Grades K-2 TerraNova and SUPERA Reading Percent Passing Results

	TerraNova						SUPERA					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%
Transformation Schools	407	84.8	403	84.4	672	79.5	110	89.1	110	90.0	173	80.3
Innovation Schools	1,307	67.8	1,272	69.9	1,259	69.8	1,324	82.9	1,270	81.2	1,190	80.8
All Choice Schools	1,714	71.8	1,675	73.4	1,931	73.2	1,434	83.4	1,380	81.9	1,363	80.7
Dallas ISD	17,778	67.2	16,483	68.1	16,104	68.3	16,319	85.3	15,462	84.1	14,558	81.8

Source: TerraNova data files dated July 19, 2017 (2016-17), June 11, 2018 (2017-18), and July 2, 2019 (2018-19). SUPERA data files dated August 10, 2017 (2016-17), June 14, 2019 (2017-18), and July 2, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: **Bold** numbers indicate numbers higher than the district. In June 2019, Dallas ISD received updated norms for grades 1 and 2 SUPERA. As a result, the grades 1 and 2 SUPERA data provided in previous year evaluation reports will differ from the grades 1 and 2 data presented in this report. n = students tested. K = kindergarten. ISD = Independent School District.

On the 2018-19 TerraNova mathematics assessment, more students at Transformation and Innovation Schools (71.5% and 62.6% vs. 60.2%) met the passing standard when compared to the district. Across three years of analyses, the percentages of Transformation School students and the district who met the passing standard increased each year. The percentage of Innovation School students who met the passing standard decreased slightly from 2016-17 to 2017-18 and then increased in 2018-19.

Table 10: Grades K-2 TerraNova Mathematics Percent Passing Results

Campus	TerraNova					
	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
Transformation Schools	517	66.2	508	71.1	838	71.5
Innovation Schools	2,588	59.3	2,535	58.7	2,447	62.6
All Choice Schools	3,105	60.4	3,043	60.8	3,285	64.9
Dallas ISD	33,615	58.1	31,856	59.2	30,473	60.2

Source: TerraNova data files dated July 19, 2017 (2016-17), June 11, 2018 (2017-18), and July 2, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: **Bold** numbers indicate numbers higher than the district. In June 2019, Dallas ISD received updated norms for grades 1 and 2 SUPERA. As a result, the grades 1 and 2 SUPERA data provided in previous year evaluation reports will differ from the grades 1 and 2 data presented in this report. n = students tested. K = kindergarten. ISD=Independent School District.

STAAR Results⁸

STAAR Grades 3 through Grade 8 Results⁹

Five STAAR exams were given primarily at the elementary and middle school level. The subjects tested included reading, mathematics, writing, science, and social studies. Tables 11 to 14 display the 2016-17, 2017-18, and 2018-19 grades three through eight STAAR results. Campus level results are presented in Appendix E.

On the grades three through eight STAAR reading assessment, more students at Transformation Schools met the approaches (79.2% vs. 71.6%), meets (47.4% vs. 40.1%), and masters (27.0% vs. 20.6%)

⁸ Results may be different from the 2017-18 Public School Choice report, as different source files were used.

⁹ Reported results are from all administrations through May for each year and included STAAR Alternate 2 for Approaches+ and Masters.

grade level standards when compared to the district. Across three years of analyses, the percentages of Transformation School students who attained the approaches and masters grade level standards increased each year. While Innovation School students did not outperform the district for 2018-19, the percentage of Innovation School students who met the approaches, meets, and masters grade level standards increased each year for three years.

On the grades three through eight *STAAR* mathematics assessment, more students at Transformation Schools met the approaches (86.9% vs. 78.4%), meets (56.7% vs. 44.8%), and masters (26.9% vs. 21.1%) grade level standards when compared to the district. Additionally, more Innovation School students attained the approaches (79.0% vs. 78.4%) grade level standard when compared to the district. And across three years of analyses, the percentages of Transformation and Innovation School students who met the approaches, meets, and masters grade level standards increased each year.

On the grades four and seven *STAAR* writing assessment, more students at Transformation Schools met the approaches (77.7% vs. 62.7%), meets (41.5% vs. 34.0%), and masters (15.1% vs. 13.3%) grade level standards when compared to the district. Additionally, more Innovation School students attained the approaches (65.3% vs. 62.7%) grade level standard when compared to the district. Across three years of analyses, the percentages of Transformation and Innovation School students who met the meets and masters grade level standards increased each year. The percentages of Transformation and Innovation School students who attained the approaches grade level standard decreased from 2016-17 to 2017-18, but then increased from 2017-18 to 2018-19.

On the grades five and eight *STAAR* science assessment, more students at Transformation Schools met the approaches (78.6% vs. 72.0%) and meets (40.6% vs. 39.5%) grade level standards when compared to the district. More Innovation School students also attained the approaches (75.1% vs. 72.0%) grade level standard when compared to the district. Additionally, the percentages of Innovation School students who met the approaches and meets grade level standards increased each year for three years. In contrast, the percentage of Transformation School students who achieved the masters grade level standard decreased each year across three years.

On the grade eight *STAAR* social studies assessment, more students at Transformation Schools met the approaches (71.5% vs. 62.4%) grade level standard, while more students at Innovation Schools met the approaches (64.5% vs 62.4%) and meets (29.7% vs. 26.5%) grade level standards when compared to the district. The percentages of Innovation School students who attained the approaches, meets, and masters grade level standards increased from 2016-17 to 2017-18 and then decreased from 2017-18 to 2018-19. While there were no eighth grade Transformation School students in 2016-17, the percentage of students who met the approaches grade level standard increased from 2017-18 to 2018-19.

Table 11: Grades 3-8 STAAR Reading and Mathematics Results

Campus	Approaches+						Meets+						Masters					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Reading																		
All Transformation Schools	616	75.5	924	78.5	1,241	79.2	595	40.3	907	49.7	1,231	47.4	616	20.5	924	26.5	1,241	27.0
All Innovation Schools	4,497	64.9	4,555	70.5	4,662	71.5	4,423	31.5	4,463	35.7	4,551	36.8	4,497	15.4	4,555	16.8	4,662	17.2
All Choice Schools	5,113	66.2	5,479	71.8	5,903	73.1	5,018	32.5	5,370	38.0	5,782	39.1	5,113	16.0	5,479	18.5	5,903	19.2
Dallas ISD	66,180	65.3	66,008	69.2	64,874	71.6	64,972	33.4	64,703	37.8	63,497	40.1	66,180	16.7	66,008	19.3	64,874	20.6
Mathematics																		
All Transformation Schools	616	79.5	882	84.7	1,195	86.9	595	48.4	865	52.3	1,185	56.7	616	19.0	882	23.1	1,195	26.9
All Innovation Schools	4,400	70.0	4,435	76.1	4,498	79.0	4,326	32.6	4,343	39.9	4,387	43.1	4,400	14.4	4,435	17.3	4,498	19.1
All Choice Schools	5,016	71.2	5,317	77.5	5,693	80.6	4,921	34.5	5,208	42.0	5,572	46.0	5,016	15.0	5,317	18.3	5,693	20.7
Dallas ISD	64,291	70.5	63,771	75.7	62,630	78.4	63,085	35.5	62,464	41.7	61,252	44.8	64,291	15.7	63,771	18.8	62,630	21.1

Source: STAAR data files dated June 15, 2017 (2016-17), June 20, 2018 (2017-18), and June 13, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: **Bold** numbers indicate numbers higher than the district. Results included students enrolled on the PEIMS snapshot dates and included all administrations through May for each year; Approaches+ and Masters included *Alternate 2*. *Alternate 2* test 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 2018 scores are included, some students' test scores may have been adversely affected by online testing issues. STAAR = State of Texas Assessments of Academic Readiness. ISD = Independent School District. n = Number of students tested. Approaches+ = Approaches grade level or above. Meets+ = Meets grade level or above. Masters = Masters grade level.

Table 12: Grades 4 and 7 STAAR Writing Results

Campus	Approaches+						Meets+						Masters					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
All Transformation Schools	305	69.8	277	66.4	358	77.7	293	32.4	275	35.3	352	41.5	305	6.6	277	7.2	358	15.1
All Innovation Schools	1,466	58.0	1,576	57.1	1,497	65.3	1,439	26.8	1,548	30.9	1,461	33.3	1,466	7.4	1,576	7.9	1,497	11.0
All Choice Schools	1,771	60.1	1,853	58.5	1,855	67.7	1,732	27.7	1,823	31.6	1,813	34.9	1,771	7.2	1,853	7.8	1,855	11.8
Dallas ISD	22,169	59.3	22,140	59.3	21,648	62.7	21,784	30.4	21,714	33.6	21,159	34.0	22,169	9.5	22,140	11.1	21,648	13.3

Source: STAAR data files dated June 15, 2017 (2016-17), June 20, 2018 (2017-18), and June 13, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: **Bold** numbers indicate numbers higher than the district. Results included students enrolled on the PEIMS snapshot dates and included all administrations through May for each year; Approaches+ and Masters included *Alternate 2*. *Alternate 2* test 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 2018 scores are included, some students' test scores may have been adversely affected by online testing issues. STAAR = State of Texas Assessments of Academic Readiness. ISD = Independent School District. n = Number of students tested. Approaches+ = Approaches grade level or above. Meets+ = Meets grade level or above. Masters = Masters grade level.

Table 13: Grades 5 and 8 STAAR Science Results

	Approaches+						Meets+						Masters					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
All Transformation Schools	30	86.7	320	71.9	285	78.6	23	43.5	309	44.7	283	40.6	30	23.3	320	20.6	285	8.4
All Innovation Schools	1,436	66.6	1,479	72.4	1,570	75.1	1,409	30.7	1,453	36.4	1,534	38.5	1,436	10.5	1,479	14.1	1,570	13.1
All Choice Schools	1,466	67.0	1,799	72.3	1,855	75.6	1,432	30.9	1,762	37.9	1,817	38.8	1,466	10.8	1,799	15.3	1,855	12.3
Dallas ISD	21,588	66.6	21,889	68.7	22,019	72.0	21,162	32.1	21,484	34.7	21,584	39.5	21,588	10.8	21,889	14.1	22,019	17.6

Source: STAAR data files dated June 15, 2017 (2016-17), June 20, 2018 (2017-18), and June 13, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: **Bold** numbers indicate numbers higher than the district. Results included students enrolled on the PEIMS snapshot dates and included all administrations through May for each year; Approaches+ and Masters included *Alternate 2*. *Alternate 2* test 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 2018 scores are included, some students' test scores may have been adversely affected by online testing issues. STAAR = State of Texas Assessments of Academic Readiness. ISD=Independent School District. n = Number of students tested. Approaches+ = Approaches grade level or above. Meets+ = Meets grade level or above. Masters = Masters grade level.

Table 14: Grade 8 STAAR Social Studies Results

Campus	Approaches+						Meets+						Masters					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
All Transformation Schools	--	--	155	70.3	165	71.5	--	--	155	36.1	165	20.0	--	--	155	21.9	165	6.1
All Innovation Schools	556	54.5	561	65.6	650	64.5	554	24.4	559	38.5	647	29.7	556	11.2	561	21.0	650	13.2
All Choice Schools	556	54.5	716	66.6	815	65.9	554	24.4	714	38.0	812	27.7	556	11.2	716	21.2	815	11.8
Dallas ISD	9,576	55.2	9,657	60.6	9,862	62.4	9,396	22.2	9,503	28.0	9,670	26.5	9,576	10.8	9,657	15.3	9,862	14.0

Source: STAAR data files dated June 15, 2017 (2016-17), June 20, 2018 (2017-18), and June 13, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: **Bold** numbers indicate numbers higher than the district. Results included students enrolled on the PEIMS snapshot dates and included all administrations through May for each year; Approaches+ and Masters included *Alternate 2*. *Alternate 2* test 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 2018 scores are included, some students' test scores may have been adversely affected by online testing issues. -- indicates that students did not take this assessment. STAAR = State of Texas Assessments of Academic Readiness. ISD=Independent School District. n = Number of students tested. Approaches+ = Approaches grade level or above. Meets+ = Meets grade level or above. Masters=Masters grade level.

STAAR EOC Results

Five STAAR EOC exams were given primarily at the high school level. They are Algebra I, U.S. History, English I, English II, and Biology. Tables 15 to 19 display the 2016-17, 2017-18, and 2018-19 STAAR EOC assessment results. Campus level results are presented in Appendix E.

On the English I EOC, more students at Transformation and Innovation Schools met the approaches (59.3% and 61.4% vs. 55.1%) and meets (42.8% and 42.6% vs. 37.8%) grade level standards when compared to the district. Across three years of analyses, the percentages of Transformation School students who attained the meets and masters grade level standards on the English I EOC increased each year. The percentages of Innovation School students who met the approaches, meets, and masters grade level standards decreased from 2016-17 to 2017-18 and then increased from 2017-18 to 2018-19.

On the English II EOC, more students at Transformation Schools met the approaches (67.6% vs. 58.5%) and meets (47.7% vs. 38.9%) grade level standards when compared to the district. While Innovation School students did not outperform the district for 2018-19, the percentage of Innovation School students who attained the meets grade level standard increased each year for three years.

On the Algebra I EOC, more students at Transformation and Innovation Schools achieved the approaches (88.4% and 89.4% vs. 83.7%), meets (66.9% and 72.6% vs. 62.2%), and masters (41.3% and 45.3% vs. 40.7%) grade level standards when compared to the district. Across three years of analyses, the percentages of Transformation School students who attained the meets and masters grade level standards increased each year. Additionally, the percentages of Innovation School students who met the approaches, meets, and masters grade level standards increased each year over the last three years.

On the Biology EOC, more students at Transformation Schools met the approaches (84.1% vs. 83.1%) grade level standard when compared to the district. More students at Innovation Schools also attained the approaches (85.7% vs. 83.1%) and meets (57.8% vs. 53.6%) grade level standards when compared to the district. Across three years of analyses, the percentage of Innovation School students who met the masters grade level standard increased each year. In contrast, the percentages of Transformation School students who attained the meets and masters grade level standards decreased each year across three years.

On the U.S. History EOC, more students at Transformation and Innovation Schools met the approaches (92.6% and 95.8% vs. 92.0%) and meets (75.3% and 77.7% vs. 71.4%) grade level standards when compared to the district. Additionally, more Transformation School students attained the masters grade level standard when compared to the district (50.6% vs. 40.2%). While Innovation School students did not outperform the district, the percentages of Innovation School students who achieved the meets and masters grade level standards increased each year for three years.

Table 15: English I STAAR EOC Results

Campus	Approaches+						Meets+						Masters					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
All Transformation Schools	132	56.8	193	60.1	194	59.3	132	28.0	193	39.4	194	42.8	132	2.3	193	3.6	194	6.7
All Innovation Schools	764	56.2	782	55.6	803	61.4	756	34.5	763	33.8	796	42.6	764	2.5	782	1.2	803	7.1
All Choice Schools	896	56.3	975	56.5	997	61.0	888	33.6	956	34.9	990	42.6	896	2.5	975	1.6	997	7.0
Dallas ISD	15,485	51.9	14,992	51.5	15,256	55.1	15,343	31.9	14,807	30.9	15,096	37.8	15,485	4.8	14,992	3.7	15,256	7.3

Source: STAAR EOC data files dated June 14, 2017 (2016-17), June 20, 2018 (2017-18), and June 4, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: **Bold** numbers indicate numbers higher than the district. Results included students enrolled on the PEIMS snapshot dates and included all administrations through May for each year; Approaches+ and Masters included *Alternate 2*. *Alternate 2* test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. STAAR EOC = State of Texas Assessments of Academic Readiness End of Course. ISD = Independent School District. n = number of students tested. Approaches+=Approaches grade level or above. Meets+ = Meets grade level or above. Masters = Masters grade level.

Table 16: English II STAAR EOC Results

Campus	Approaches+						Meets+						Masters					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
All Transformation Schools	106	55.7	116	54.3	176	67.6	106	39.6	116	32.8	176	47.7	106	0.9	116	0.9	176	2.3
All Innovation Schools	655	55.1	714	58.1	717	57.0	648	31.2	707	36.2	700	36.9	655	1.2	714	2.8	717	2.2
All Choice Schools	761	55.2	830	57.6	893	59.1	754	32.4	823	35.7	876	39.0	761	1.2	830	2.5	893	2.2
Dallas ISD	13,555	55.1	14,029	58.0	13,343	58.5	13,439	33.4	13,887	37.8	13,168	38.9	13,555	3.8	14,029	5.3	13,343	4.8

Source: STAAR EOC data files dated June 14, 2017 (2016-17), June 20, 2018 (2017-18), and June 4, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: **Bold** numbers indicate numbers higher than the district. Results included students enrolled on the PEIMS snapshot dates and included all administrations through May for each year; Approaches+ and Masters included *Alternate 2*. *Alternate 2* test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. STAAR EOC = State of Texas Assessments of Academic Readiness End of Course. ISD = Independent School District. n = Number of students tested. Approaches+ = Approaches grade level or above. Meets+ = Meets grade level or above. Masters = Masters grade level.

Table 17: Algebra I STAAR EOC Results

Campus	Approaches+						Meets+						Masters					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
All Transformation Schools	91	85.7	179	89.4	172	88.4	91	45.1	179	58.7	172	66.9	91	15.4	179	32.4	172	41.3
All Innovation Schools	722	76.2	700	82.9	726	89.4	714	34.3	681	54.0	719	72.6	722	11.2	700	30.0	726	45.3
All Choice Schools	813	77.2	879	84.2	898	89.2	805	35.5	860	55.0	891	71.5	813	11.7	879	30.5	898	44.5
Dallas ISD	12,433	77.4	11,790	80.2	11,362	83.7	12,280	39.7	11,604	53.9	11,206	62.2	12,433	19.3	11,790	31.3	11,362	40.7

Source: STAAR EOC data files dated June 14, 2017 (2016-17), June 20, 2018 (2017-18), and June 4, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: **Bold** numbers indicate numbers higher than the district. Results included students enrolled on the PEIMS snapshot dates and included all administrations through May for each year; Approaches+ and Masters included *Alternate 2*. *Alternate 2* test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. STAAR EOC = State of Texas Assessments of Academic Readiness End of Course. ISD = Independent School District. n = Number of students tested. Approaches+ = Approaches grade level or above. Meets+ = Meets grade level or above. Masters = Masters grade level.

Table 18: Biology STAAR EOC Results

Campus	Approaches+						Meets+						Masters					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
All Transformation Schools	103	85.4	168	88.7	151	84.1	103	59.2	168	56.5	151	49.7	103	21.4	168	18.5	151	10.6
All Innovation Schools	604	87.1	594	84.3	651	85.7	596	52.0	575	59.1	644	57.8	604	14.2	594	17.7	651	18.0
All Choice Schools	707	86.8	762	85.3	802	85.4	699	53.1	743	58.5	795	56.2	707	15.3	762	17.8	802	16.6
Dallas ISD	10,542	82.6	11,162	83.7	10,594	83.1	10,412	49.4	10,981	52.5	10,431	53.6	10,542	13.9	11,162	17.2	10,594	20.4

Source: STAAR EOC data files dated June 14, 2017 (2016-17), June 20, 2018 (2017-18), and June 4, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: **Bold** numbers indicate numbers higher than the district. Results included students enrolled on the PEIMS snapshot dates and included all administrations through May for each year; Approaches+ and Masters included *Alternate 2*. *Alternate 2* test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. STAAR EOC = State of Texas Assessments of Academic Readiness End of Course. ISD = Independent School District. n = Number of students tested. Approaches+=Approaches grade level or above. Meets+ = Meets grade level or above. Masters = Masters grade level.

Table 19: U.S. History STAAR EOC Results

Campus	Approaches+						Meets+						Masters					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
All Transformation Schools	--	--	90	93.3	81	92.6	--	--	90	76.7	81	75.3	--	--	90	55.6	81	50.6
All Innovation Schools	417	93.5	436	96.3	481	95.8	406	64.0	428	73.1	476	77.7	417	29.3	436	35.1	481	37.4
All Choice Schools	417	93.5	526	95.8	562	95.4	406	64.0	518	73.7	557	77.4	417	29.3	526	38.6	562	39.3
Dallas ISD	8,490	91.0	9,777	92.1	9,737	92.0	8,368	63.4	9,644	70.3	9,611	71.4	8,490	29.9	9,777	37.3	9,737	40.2

Source: STAAR EOC data files dated June 14, 2017 (2016-17), June 20, 2018 (2017-18), and June 4, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: **Bold** numbers indicate numbers higher than the district. Results included students enrolled on the PEIMS snapshot dates and included all administrations through May for each year; Approaches+ and Masters included *Alternate 2*. *Alternate 2* test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. -- indicates that students did not take this assessment. STAAR EOC = *State of Texas Assessments of Academic Readiness End of Course*. ISD = Independent School District. n = Number of students tested. Approaches+ = Approaches grade level or above. Meets+ = Meets grade level or above. Masters = Masters grade level.

Attendance

Table 20 displays the attendance rates for Transformation and Innovation School students. Across all phases of PSC implementation and all years of analyses, most Transformation and Innovation Schools averaged higher attendance rates than the district. For PSC 1.0 and 2.0 schools, attendance rates slightly decreased for Transformation School students (96.8% to 96.7% to 96.6%) from the 2016-17 school year to the 2018-19 school year. Attendance rates slightly decreased for PSC 1.0 and 2.0 Innovation School students from 2016-17 to 2017-18 (96.4% to 96.3%) and remained stagnant for 2018-19 (96.3%). For PSC 3.0 schools, attendance rates slightly decreased for Transformation School students (96.8% to 95.7%) and slightly increased for Innovation School students (95.8% to 96.4%). Campus level results are presented in Appendix F.

Table 20: Dallas ISD Attendance Rates for PSC Students

Choice Schools	Average Attendance Rate					
	2016-17		2017-18		2018-19	
	N	Mean %	N	Mean %	N	Mean %
PSC 1.0 and 2.0						
Transformation Schools	1,281	96.8	1,631	96.7	1,922	96.6
Innovation Schools	7,407	96.4	7,497	96.3	7,655	96.3
PSC 3.0						
Transformation Schools	n/a	n/a	81	96.8	147	95.7
Innovation Schools	n/a	n/a	967	95.8	985	96.4
PSC 4.0						
Transformation Schools	n/a	n/a	n/a	n/a	788	96.7
Innovation Schools	n/a	n/a	n/a	n/a	2,008	96.1
Dallas ISD						
	157,853	94.8	156,804	95.4	155,237	95.3

Source: District attendance files dated June 20, 2017 (2016-17), June 11, 2018 (2017-18), and June 4, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: **Bold** numbers indicate percentages higher (attendance rate) than the district. N = total enrollment. ISD=Independent School District. PSC = Public School Choice. n/a=not applicable

Students with 15 absences or more were identified as having chronic absenteeism. Table 21 displays the chronic absenteeism of Transformation and Innovation School students. Across all phases of PSC implementation and all years of analysis, fewer students at Choice schools were identified as having chronic absenteeism compared to the district. Campus level results are presented in Appendix F.

Table 21: Dallas ISD Chronic Absenteeism for PSC Students

Choice Schools	Students Flagged for Chronic Absenteeism					
	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
PSC 1.0 and 2.0						
Transformation Schools	69	5.4	95	5.8	119	6.2
Innovation Schools	493	6.7	617	8.2	681	8.9
PSC 3.0						
Transformation Schools	n/a	n/a	5	6.2	14	9.5
Innovation Schools	n/a	n/a	114	11.8	90	7.9
PSC 4.0						
Transformation Schools	n/a	n/a	n/a	n/a	51	6.5
Innovation Schools	n/a	n/a	n/a	n/a	196	9.8
Dallas ISD						
	19,848	11.6	19,484	12.4	19,902	12.8

Source: District attendance files dated June 20, 2017 (2016-17), June 11, 2018 (2017-18), and June 4, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: **Bold** numbers indicate percentages lower than the district. ISD=Independent School District. PSC = Public School Choice. n/a=not applicable.

Discipline

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

From 2016-17 to 2018-19, an upward trend was noticeable in the number of Level II referrals reported for Transformation School students, while the reported number of Level I, Level III, and Level IV referrals varied from year to year. It should be noted, however, that the number of students who attended Transformation Schools also increased. Fewer Level I and Level IV discipline referrals were reported for Innovation School students across three years of analyses. The number of reported Level II and Level III referrals for Innovation School students decreased from 2016-17 to 2017-18 but increased in 2018-19. Like Transformation Schools, however, the number of students attending Innovation Schools increased each year as more campuses were named Choice schools. Comparatively, the number of reported Level I and Level II discipline referrals dropped from year to year across the district, while reported Level III and Level IV referrals increased from 2017-18 to 2018-19. Most referrals were Level II and the least were Level IV. Reported offenses varied by campus. Table 22 displays the number of offenses at each level for Transformation and Innovation Schools.

Table 22: Discipline Offenses by School Type in 2016-17, 2017-18, and 2018-19

	Level I			Level II			Level III			Level IV		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Transformation Schools	5	17	15	58	92	141	9	1	10	0	0	1
Innovation Schools	103	96	42	532	453	520	54	48	55	5	2	0
Dallas ISD	6,924	4,321	3,459	16,667	13,042	12,682	1,347	1,327	1,596	85	86	110

Source: District discipline files dated July 10, 2017 (2016-17), July 19, 2018 (2017-18), and July 18, 2019 (2018-19).

Note: Offenses may have been committed by the same student(s). The number of Transformation Schools increased from four in 2016-17 to five in 2017-18 to nine in 2018-19. The number of Innovation Schools increased from 10 in 2016-17 to 12 in 2017-18 to 16 in 2018-19.

From 2017-18 to 2018-19, fewer Transformation and Innovation School students were reported for committing Level I offenses. While the number of students increased for the number of reported Level II and Level III offenses, the number of students attending those schools also increased as new Choice schools opened. Table 23 displays the number of students who committed each level of offense for both Transformation and Innovation Schools and the district.

Table 23: Number of Students Who Committed Discipline Offenses by School Type in 2016-17, 2017-18, and 2018-19

	Level I			Level II			Level III			Level IV		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Transformation Schools	5	13	7	46	71	107	8	1	10	0	0	1
Innovation Schools	61	57	22	355	327	348	51	46	51	5	2	0
Dallas ISD	3,580	2,334	1,117	9,970	8,257	7,368	1,234	1,227	1,336	85	85	84

Source: District discipline files dated July 10, 2017 (2016-17), July 19, 2018 (2017-18), and July 18, 2019 (2018-19).

Note: The number of Transformation Schools increased from four in 2016-17 to five in 2017-18 to nine in 2018-19. The number of Innovation Schools increased from 10 in 2016-17 to 12 in 2017-18 to 16 in 2018-19.

Climate Survey

Table 24: Climate Survey Results, Spring 2018 and 2019, Percent Positive by Scale

	Respondents		Beliefs and Priorities			Positive Culture and Environment		
	N		2018	2019	Diff.	2018	2019	Diff.
Transformation Schools	195	272	85.6	85.4	-0.2	76.6	77.9	1.3
Innovation Schools	951	967	85.1	79.1	-6.0	75.2	70.4	-4.8
All Choice Schools	1,146	1,239	84.8	79.0	-5.8	74.8	70.4	-4.4
Dallas ISD	13,619	13,298	80.1	79.2	-0.9	68.2	68.1	-0.1

Source: District Climate Survey files dated January 30, 2019 and June 3, 2019.

Note: **Bold** numbers indicate percentages higher than the district. Respondents included campus professional and support staff. Diff.=Difference.

Across two years of administration (spring 2018 and spring 2019), results were higher for Transformation Schools than Innovation Schools in most cases (see Tables 24 to 26). For spring 2019, Transformation School results were higher than the district on all six scales, whereas Innovation School results were higher than the district on two (Positive Culture and Environment; and Teacher-Teacher Trust)

out of six scales. From year to year, the greatest increase in scores was on Transformation School teachers' ratings on the Teacher-Teacher Trust scale (+6.6 percent). The greatest decrease in scores was on Innovation School teachers' ratings on the Principal-Teacher Trust scale (-11.1 percent). Comparatively, ratings on all scales across the district changed minimally (-1.3 to 2.1) from 2018 to 2019. Campus level results are presented in Appendix G.

Table 25: Climate Survey Results Continued, Spring 2018 and 2019, Percent Positive by Scale

	Respondents N		Culture of Feedback and Support			Teacher-Teacher Trust			Principal-Teacher Trust		
	2018	2019	2018	2019	Diff.	2018	2019	Diff.	2018	2019	Diff.
Transformation Schools	108	153	75.8	76.5	0.7	79.3	85.9	6.6	82.5	79.1	-3.4
Innovation Schools	605	606	77.3	67.8	-9.5	81.5	79.4	-2.1	79.1	68.0	-11.1
All Choice Schools	713	759	77.0	69.6	-7.4	81.2	80.7	-0.5	79.6	70.3	-9.3
<i>Dallas ISD</i>	<i>8,406</i>	<i>8,230</i>	<i>71.1</i>	<i>70.1</i>	<i>-1.0</i>	<i>75.4</i>	<i>77.5</i>	<i>2.1</i>	<i>73.5</i>	<i>72.2</i>	<i>-1.3</i>

Source: District Climate Survey files dated January 30, 2019 and June 3, 2019.

Note: **Bold** numbers indicate percentages higher than the district. Respondents included teachers only. Diff.=Difference.

Table 26: Climate Survey Results Continued, Spring 2018 and 2019, Percent Positive by Scale

	Respondents N		College-Going Culture		
	2018	2019	2018	2019	Diff.
Transformation Schools	137	200	90.2	92.3	2.1
Innovation Schools	714	710	87.8	83.3	-4.5
All Choice Schools	851	910	88.2	85.5	-2.7
<i>Dallas ISD</i>	<i>9,944</i>	<i>9,767</i>	<i>83.6</i>	<i>83.6</i>	<i>0.0</i>

Source: District Climate Survey files dated January 30, 2019 and June 3, 2019.

Note: **Bold** numbers indicate percentages higher than the district. Respondents included teachers and campus administrators only. Diff.=Difference.

Student Experience Survey

Across two years of administration (spring 2018 and spring 2019), results for the grades three to five Student Experience Survey were higher for Innovation Schools than Transformation Schools and the district on all scales. While Transformation School results were not greater than the district in spring 2019, scores did increase from 2018 to 2019 on four of the five scales. The greatest increase in scores was on Transformation School students' ratings on the Supportive Relationships scale (+7.7 percent). Comparatively, ratings on all scales across the district changed minimally (0.0 to 3.0) from 2018 to 2019.

In contrast, results for the grades six to 12 Student Experience Survey were higher for Transformation Schools on all scales across two years of administration (spring 2018 to spring 2019). For spring 2019, Transformation and Innovation School results were higher than the district on all five scales with one exception. However, Innovation School students' ratings decreased for three out of five scales from 2018 to 2019, and Transformation School students' ratings decreased on two out of five scales from

year to year. The greatest increase was on Transformation School students' ratings on the Student Engagement scale (+3.0 percent) and the greatest decrease was on Innovation School students' ratings on the Pedagogical Effectiveness scale (-0.6 percent). Ratings on all scales across the district changed minimally (-1.0 to 1.0) from 2018 to 2019). Campus level results are presented in Appendix H.

Table 27: District Student Experience Survey Results, Spring 2018 and 2019, Percent Positive by Scale

School Type	Classroom Environment					Expectations and Rigor					Pedagogical Effectiveness				
	Responses					Responses					Responses				
	N		Percent Positive			N		Percent Positive			N		Percent Positive		
	2018	2019	2018	2019	Diff	2018	2019	2018	2019	Diff	2018	2019	2018	2019	Diff
Grades 3 to 5															
Transformation Schools	562	835	78.8	81.7	2.9	562	838	83.8	86.4	2.6	564	836	86.5	85.8	-0.7
Innovation Schools	4,768	4,739	83.9	85.8	1.9	4,764	4,744	90.6	91.6	1.0	4,774	4,746	91.6	92.3	0.7
Dallas ISD	63,368	60,868	81.0	84.0	3.0	63,454	60,907	89.0	91.0	2.0	63,636	61,099	91.0	91.0	0.0
Grades 6 to 12															
Transformation Schools	1,554	2,133	82.6	83.4	0.8	1,552	2,132	84.8	83.7	-1.1	1,558	2,136	79.9	79.6	-0.3
Innovation Schools	6,514	6,929	81.1	81.6	0.5	6,467	6,898	78.6	78.8	0.2	6,551	6,935	76.6	76.0	-0.6
Dallas ISD	114,239	113,781	80.0	81.0	1.0	113,418	113,034	77.0	77.0	0.0	114,811	114,049	75.0	75.0	0.0

Source: District School Experience Survey results dated July 16, 2018 and June 19, 2019.

Note: **Bold** numbers indicate percentages higher than the district. The number of Choice student responses varied by scale; students were asked to complete surveys for two of their teachers. Diff.=Difference. ISD=Independent School District.

Table 27: District Student Experience Survey Results, Spring 2018 and 2019, Percent Positive by Scale

School Type	Supportive Relationships					Student Engagement				
	Responses					Responses				
	N		Percent Positive			N		Percent Positive		
	2018	2019	2018	2019	Diff	2018	2019	2018	2019	Diff
Grades 3 to 5										
Transformation Schools	559	830	61.5	69.2	7.7	558	833	73.5	83.7	0.2
Innovation Schools	4,730	4,725	77.5	80.3	2.8	4,728	4,730	86.1	87.6	1.5
Dallas ISD	62,894	60,410	76.0	79.0	3.0	62,879	60,410	85.0	86.0	1.0
Grades 6 to 12										
Transformation Schools	1,547	2,125	73.9	74.9	1.0	1,548	2,127	60.2	63.2	3.0
Innovation Schools	6,408	6,874	67.6	67.4	-0.2	6,431	6,887	57.2	56.7	-0.5
Dallas ISD	112,845	112,692	67.0	67.0	0.0	112,677	112,606	57.0	56.0	-1.0

Source: District School Experience Survey results dated July 16, 2018 and June 19, 2019.

Note: **Bold** numbers indicate percentages higher than the district. The number of Choice student responses varied by scale; students were asked to complete surveys for two of their teachers. Diff.=Difference. ISD=Independent School District.

SUMMARY AND RECOMMENDATIONS

Summary

Public School Choice

In 2018-19, Dallas Independent School District (ISD) operated 25 Transformation and Innovation Choice Schools: nine Transformation Schools and 16 Innovation Schools. Another Transformation School was in the planning process. Transformation Schools were new start-up schools without traditional attendance zones whereas Innovation Schools were existing schools and limited to the students within the school's attendance zone.

The total funding amount available was \$4,775,402. The funding amount included \$4,248,677 from district funds and \$526,725 from Title II funds. A component of the Public School Choice (PSC) initiative included budget autonomy, allowing school administrators to submit individual worksopes to be approved by OTI. This enabled campus administrators to choose how they allocated their funds to further the purposes of their schools, while also allowing them to roll over their funds from one year to the next, for up to three years.

An important characteristic of the PSC initiative was the implementation of a schoolwide anchor model. Dallas ISD staff members used available resources (i.e., websites, books, and curriculum developers) to develop the model. OTI supported seven different anchor models among 25 schools: 1) Montessori (2 Transformation Schools and 1 Innovation School); 2) science, technology, engineering, the arts, and mathematics (STEAM; 3 Transformation Schools and 1 Innovation School); 3) science, technology, engineering, and mathematics (STEM; 1 Innovation School); 4) leadership (3 Innovation Schools); 5) International Baccalaureate (5 Innovation Schools); 6) personalized learning (3 Transformation Schools and 5 Innovation Schools); and 7) urban planning, architecture, and community development (1 Transformation School).

In 2018-19, 13,505 students attended a Choice School, which was an increase from 10,176 students in 2017-18. Most ($n = 10,648$) attended an Innovation School and the remaining 2,857 students attended a Transformation School. Most students were Hispanic (73.2%) and economically disadvantaged (82.7%); 46.6 percent were ELs.

School and Student Application Processes

OTI staff members established a rigorous three-step application process for teams wanting to initiate a Choice School. First, applicant teams wrote proposals to be reviewed by the School Choice Committee (SCC); as the teams wrote their proposals, OTI staff offered workshops targeted toward innovative school design. Once approved, applicant teams moved forward to an interview round with the SCC and then a final review by the Superintendent's panel. The school selection process was rigorous for all years of implementation. Of the five Transformation School applications received, two schools were

selected: an Exploratory Fine Arts K-8 school and a Digital, Visual, and Creative Arts high school. New Tech High School at B.F. Darrell did not go through the formal selection process but was also named a Transformation School. Nine Innovation School applications were submitted and eight were selected as 2019-20 Choice Schools. Five campuses were selected as personalized learning schools: Ignacio Zaragoza Elementary School, Arturo Salazar Elementary School, Leila P. Cowart Elementary School, H.B. Gonzalez Elementary School, and Jack Lowe Elementary School. Ronald E. McNair Elementary School was selected as a STEAM campus. Two more schools, Birdie Alexander Elementary School (personalized learning) and Kleberg Elementary School (STEAM) were named as Innovation Pilot Schools for 2019-20.

Once students submitted Transformation School applications, they were placed into a lottery designated by OTI; selected students were sent acceptance letters and were required to confirm their intent to attend. Then, OTI conducted an equity audit (per District Policy FDB Regulation) to ensure students at a range of socioeconomic levels were committed to attend. If needed, OTI pulled from the waiting list to meet equity requirements. Due to the high demand, student acceptance rates were 43 percent in the spring of 2015, 38 percent in the spring of 2016, 37 percent in the spring of 2017, 59 percent in the spring of 2018, and 39 percent in the spring of 2019. Of the 1,132 students accepted to a Transformation School in the spring of 2019, approximately 22 percent enrolled in prekindergarten at a Transformation School and approximately 19 percent were not enrolled in a Dallas ISD school at the time of application (i.e., recaptured).

Public School Choice Survey Results

Choice School staff members were asked to complete a PSC survey in April 2019. Results were positive overall. However, responses were more positive for Transformation School teachers than Innovation School teachers toward the Choice model and campus leadership. Two differences were especially notable. Ninety-three percent of Transformation School teachers and 79 percent of Innovation School teachers indicated that they could confidently explain their school's Choice model to a colleague. Ninety-three percent of Transformation School respondents and 77 percent of Innovation School respondents agreed that their principal engaged in distributed leadership practices.

The most cited successes were improvements in students' social-emotional skills (n=41), increased student achievement (n=37), and students' ownership in the learning process (n=28). The main challenges were demands on teachers' time (n=57) and lack of resources (n=49). As for principals, seven described an increase in student achievement and six indicated that students' social-emotional skills improved as a result of Choice model implementation. Ten principals described challenges related to creating an innovative learning framework in a traditional environment.

Student Outcome Results

TerraNova, *SUPERA*, *STAAR*, and *STAAR EOC* results varied by Choice campus, grade level, and subject area, but were generally positive.

Students at Transformation and Innovation Schools outperformed the district on the 2018-19 *TerraNova* reading and mathematics assessments but performed lower than the district on *SUPERA*. Across three years of analyses, Transformation School students achieved at a positive trend on the *TerraNova* mathematics assessment and a negative trend on the *TerraNova* reading assessment. Additionally, Transformation School students' scores on the *SUPERA* reading assessment increased from 2016-17 to 2017-18 but decreased in 2018-19. Across three years of analyses, Innovation School students' scores decreased on the *SUPERA* reading assessment. From 2016-17 to 2017-18, Innovation School students' scores increased on the *TerraNova* reading assessment and then slightly decreased in 2018-19, whereas their scores decreased on the *TerraNova* mathematics assessment from 2016-17 to 2017-18, but then increased in 2018-19.

Students at Transformation Schools outperformed the district on the *STAAR* social studies (approaches standard), science (approaches and meets standards), reading, mathematics, and writing (approaches, meets, and masters standards) assessments. Additionally, across three years of analyses, Transformation School students achieved at a positive trend on the *STAAR* reading (approaches and masters standards), writing (meets and masters standards), and mathematics (approaches, meets, and masters standards) assessments. A negative trend was noted on the *STAAR* science assessment (masters standard). Students at Innovation Schools outperformed the district on the *STAAR* mathematics, writing, science (approaches standard) and social studies (approaches and masters standards) assessments. Innovation School students achieved at a positive trend on the *STAAR* reading, mathematics (approaches, meets, and masters standards), writing (meets and masters standards), and science (approaches and meets standards) assessments.

Students at Transformation Schools outperformed the district on the Biology *EOC* (approaches standard), English I and English II *EOCs* (approaches and meets standards), and Algebra I and U.S. History *EOCs* (approaches, meets, and masters standards). Additionally, across three years of analyses, Transformation School students achieved at a positive trend on the English I *EOC* and Algebra I *EOC* (meets and masters standards). A negative trend was noted on the Biology *EOC* (meets and masters standards). Students at Innovation Schools outperformed the district on the English I, Biology, and U.S. History *EOCs* (approaches and meets standards) and on the Algebra I *EOC* (approaches, meets, and masters standards). Innovation School students also performed at a positive trend across three years on the English II *EOC* (meets standard), Biology *EOC* (masters standard), U.S. History *EOC* (meets and masters standards), and on the Algebra I *EOC* (approaches, meets, and masters standards).

Attendance rates for most Choice Schools were higher than the district in 2016-17, 2017-18, and 2018-19. Across all phases of PSC implementation and all years of analyses, fewer students at most Choice schools were identified as having chronic absenteeism compared to the district.

While more discipline referrals were reported for 2018-19 Choice students compared to 2017-18, more students attended those schools in 2018-19. Fewer discipline referrals were reported for 2018-19

than in 2017-18 for the district. Most referrals were Level II and the least were Level IV. Reported offenses varied by campus.

District Climate Survey Results

The district Climate Survey is administered each fall and spring. It includes six Likert scales: 1) Beliefs and Priorities, 2) Positive Culture and Environment, 3) Culture of Feedback and Support, 4) Teacher-Teacher Trust, 5) Principal-Teacher Trust, and 6) College-Going Culture. The first two scales were administered to all campus professional support staff. The next three scales were administered to teachers only and the last scale was administered to teachers and campus administrators. On average, Transformation Schools had over 70 percent positive ratings on all six scales. Innovation Schools had over 70 percent positive ratings on the Beliefs and Priorities, Positive Culture and Environment, Teacher-Teacher Trust, and College-Going Culture scales.

Across two years of administration (spring 2018 and spring 2019), results were higher for Transformation Schools than Innovation Schools in most cases. For spring 2019, Transformation School results were higher than the district on all six scales, whereas Innovation School results were higher than the district on two (Positive Culture and Environment; and Teacher-Teacher Trust) out of six scales. From year to year, the greatest increase in scores was on Transformation School teachers' ratings on the Teacher-Teacher Trust scale (+6.6 percent). The greatest decrease in scores was on Innovation School teachers' ratings on the Principal-Teacher Trust scale (-11.1 percent). Comparatively, ratings on all scales across the district changed minimally (-1.3 to 2.1) from 2018 to 2019.

District Student Experience Survey Results

The district Student Experience Survey was administered to students in grades three to 12 each spring. The survey addresses five areas: 1) classroom environment, 2) expectations and rigor, 3) pedagogical effectiveness, 4) student engagement, and 5) supportive relationships. Students are 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. Elementary Innovation School student responses were higher than Transformation School and district student responses. Additionally, elementary Transformation School results increased on four of the five scales from 2018 to 2019. In contrast, Transformation School student responses were more positive than Innovation School responses on the secondary Student Experience Survey. For spring 2019, secondary Transformation and Innovation School results were higher than the district on all five scales with one exception. Student survey results varied widely when reviewed by school.

Recommendations

- **Continue to provide necessary resources for Choice model implementation.** Per PSC survey results, Choice teachers and administrators indicated that they needed additional technology, professional development, staff, and Spanish materials to successfully implement the model.

- **Find ways to provide teachers more time to plan lessons under the Choice model.** PSC survey results indicated planning lessons within the model required more time of teachers than they felt they had.
- **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.
- Sanguras, L.Y. (2018). 2017-18 Evaluation of Public School Choice. Dallas, TX: Dallas Independent School District.

APPENDICES

Appendix A

Appendix A Table 1: Dallas ISD PSC 1.0 2018-19 Enrollment

Choice School and Anchor Model	Grades Served	2015-16 Enrollment	2016-17 Enrollment	2017-18 Enrollment	2018-19 Enrollment
Transformation Schools					
Hulcy STEAM MS (STEAM)*	6 to 8	185	376	532	533
IDEA HS (PL)**	9 to 11	111	214	263	316
Mata ES (Montessori)***	PK to 6	405	497	542	613
<i>Total PSC 1.0 Transformation</i>		<i>701</i>	<i>1,087</i>	<i>1,337</i>	<i>1,462</i>
Innovation Schools					
B. Adams HS (Leadership)	9 to 12	1,965	2,040	2,032	2,163
Chapel Hill Preparatory (PL)****	PK to 5	568	558	511	472
Franklin International (IB)	6 to 8	995	966	1,036	1,105
Geneva Heights ES (IB)*****	PK to 5	358	318	347	402
Kramer ES (IB)	PK to 5	497	567	615	628
Lipscomb ES (IB)	PK to 5	521	509	512	451
Marsh PA (PL)	6 to 8	1,006	911	917	963
Preston Hollow ES (IB)	PK to 5	453	476	500	453
Rogers ES (PL)	PK to 5	502	514	506	507
<i>Total PSC 1.0 Innovation</i>		<i>6,865</i>	<i>6,859</i>	<i>6,976</i>	<i>7,144</i>
Total PSC 1.0 Transformation & Innovation		7,566	7,946	8,313	8,606

Source: Public Education Information Management System (PEIMS) district data files (10/30/15, 10/31/16, 10/30/17, 10/26/18).

Note: PSC 1.0 began in the 2015-16 school year. *Hulcy STEAM served students in grade six in 2015-16; additional grades were added each year. **IDEA served students in grade nine in 2015-16; additional grades were added each year. ***Mata served students under the Montessori model in grades PK to three in 2015-16; additional grades were added each year. ****Chapel Hill Preparatory was formerly Cabell Elementary School. *****Geneva Heights was formerly Lee Elementary School. PSC=Public School Choice. STEAM=Science, Technology, Engineering, the Arts, and Mathematics. PL=Personalized Learning. IB=International Baccalaureate. ES=Elementary School. PA=Preparatory Academy. MS=Middle School. HS=High School. ISD=Independent School District. PK=Prekindergarten.

Appendix A Table 2: Dallas ISD PSC 2.0 2018-19 Enrollment

Choice School and Anchor Model	Grades Served	2016-17 Enrollment	2017-18 Enrollment	2018-19 Enrollment
Transformation School				
Solar Preparatory School for Girls at Bonham (STEAM)	K to 8	194	294	460
Innovation School				
Weiss ES (Leadership)	PK to 5	548	521	511
Total PSC 2.0 Transformation & Innovation		742	815	971

Source: Public Education Information Management System (PEIMS) district data files (10/31/16, 10/30/17, 10/26/18).

Note: PSC 2.0 began in the 2016-17 school year. Solar Girls served students in grades kindergarten to three in 2016-17; additional grades were added each year. PSC=Public School Choice. STEAM=Science, Technology, Engineering, the Arts, and Mathematics. ES=Elementary School. ISD=Independent School District.

Appendix A Table 3: Dallas ISD PSC 3.0 2018-19 Enrollment

Choice School and Anchor Model	Grades Served	2017-18 Enrollment	2018-19 Enrollment
Transformation School			
CityLab HS (Urban Planning)	9 to 12	81	147
Innovation Schools			
Botello ES (Personalized Learning)	PK to 5	558	542
De Zavala ES (Montessori)	PK to 5	409	443
<i>Total PSC 3.0 Innovation</i>		967	985
Total PSC 3.0 Transformation & Innovation		1,048	1,132

Source: Public Education Information Management System (PEIMS) district data files (10/30/17, 10/26/18).

Note: PSC 3.0 began in the 2017-18 school year. CityLab served students in grade nine in 2017-18; additional grades were added each year. PSC=Public School Choice. ES=Elementary School. ISD=Independent School District.

Appendix A Table 4: Dallas ISD PSC 4.0 2018-19 Enrollment

Choice School and Anchor Model	Grades Served	2018-19 Enrollment
Transformation Schools		
Montessori Academy (Montessori)	PK to 5	176
Personalized Learning Prep at Sam Houston (Personalized Learning)	PK to 5	203
Ignite MS at J.W. Ray Learning Center (Personalized Learning)	6 to 8	189
Solar Preparatory School for Boys at JFK (STEAM)	PK to 5	220
<i>Total PSC 4.0 Transformation</i>		788
Innovation Schools		
Donald ES (Leadership)	PK to 5	432
Douglass ES (STEM)	PK to 5	540
Reagan ES (STEAM)	PK to 5	345
Richardson ES (Personalized Learning)	PK to 5	691
<i>Total PSC 4.0 Innovation</i>		2,008
Total PSC 4.0 Transformation and Innovation		2,796

Source: Public Education Information Management System (PEIMS) district data file (10/26/18).

Note: PSC 4.0 began in the 2018-19 school year. Montessori Academy served students in grades PK to 2 in 2018-19. Personalized Learning Prep at Sam Houston served students in grades PK to 2 in 2018-19. Ignite served students in grade six in 2018-19. Solar Boys served students in grades PK to 2 in 2018-19. ES=Elementary School. MS=Middle School. Prep=Preparatory. PSC=Public School Choice. STEM=Science, Technology, Engineering, and Mathematics. STEAM=Science, Technology, Engineering, the Arts, and Mathematics. ISD=Independent School District.

Appendix B

Appendix B: 2018-19 Public School Choice Student Demographics

Campus	Gender				Ethnicity								Special Student Groups					
	Male		Female		Hispanic		African American		White		Other ¹		ELs		SPED		Econ. Dis.	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Transformation Schools																		
CityLab HS	85	57.8	62	42.2	83	56.5	31	21.1	20	13.6	13	8.8	30	20.4	18	12.2	88	59.9
P.L. Prep ES	99	48.8	104	51.2	134	66.0	46	22.7	13	6.4	10	4.9	96	47.3	33	16.3	164	80.8
IDEA HS	151	47.8	165	52.2	194	61.4	107	33.9	11	3.5	4	1.3	90	28.5	39	12.3	268	84.8
Ignite MS	113	59.8	76	40.2	117	61.9	45	23.8	21	11.1	6	3.2	63	33.3	23	12.2	134	70.9
Mata ES	303	49.4	310	50.6	408	66.6	32	5.2	135	22.0	38	6.2	199	32.5	87	14.2	348	56.8
Montessori Academy	80	45.5	96	54.5	116	65.9	30	17.0	16	9.1	14	7.9	86	48.9	11	6.3	133	75.6
Solar Boys (K-8)	220	100.0	0	0.0	97	44.1	42	19.1	57	25.9	24	10.9	55	25.0	14	6.4	110	50.0
Solar Girls (K-8)	0	0.0	460	100.0	211	47.0	99	22.0	105	23.4	34	7.6	78	17.0	24	5.2	230	50.0
Hulcy STEAM MS	290	54.4	243	45.6	306	57.4	215	40.3	5	0.9	7	1.3	199	37.3	39	7.3	343	64.4
<i>All Transformation Schools</i>	<i>1,341</i>	<i>47.0</i>	<i>1,516</i>	<i>53.0</i>	<i>1,666</i>	<i>58.3</i>	<i>647</i>	<i>22.6</i>	<i>383</i>	<i>13.4</i>	<i>150</i>	<i>5.3</i>	<i>896</i>	<i>31.4</i>	<i>288</i>	<i>10.1</i>	<i>1,818</i>	<i>63.6</i>
Innovation Schools																		
B. Adams HS	1,122	51.9	1,041	48.1	1,728	79.9	261	12.1	110	5.1	64	2.9	782	36.2	212	9.8	1,901	87.9
Botello ES	287	53.0	255	47.0	510	94.1	24	4.4	7	1.3	1	0.2	387	71.4	39	7.2	515	95.0
Chapel Hill Preparatory	251	53.2	221	46.8	433	91.7	15	3.2	17	3.6	7	1.5	341	72.2	56	11.9	447	94.7
De Zavala ES	238	53.7	205	46.3	418	94.4	15	3.4	4	0.9	5	1.1	270	60.9	61	13.8	440	99.3
Donald ES	247	57.2	185	42.8	416	96.3	12	2.8	3	0.7	1	0.2	268	62.0	45	10.4	398	92.1
Douglass ES	278	51.5	262	48.5	190	35.2	339	62.8	6	1.1	5	0.9	151	28.0	60	11.1	522	96.7
Franklin International	572	51.8	533	48.2	807	73.0	205	18.6	61	5.5	32	2.9	562	50.9	98	8.9	929	84.1
Geneva Heights ES	215	53.5	187	46.5	214	53.2	52	12.9	113	28.1	23	5.7	95	23.6	66	16.4	264	65.7
Kramer ES	328	52.2	300	47.8	348	55.4	142	22.6	97	15.4	41	6.5	230	36.6	106	16.9	425	67.7
Lipscomb ES	226	50.1	225	49.9	364	80.7	40	8.9	42	9.3	5	1.1	205	45.5	28	6.2	375	83.1
Marsh PA	521	54.1	442	45.9	878	91.2	49	5.1	25	2.6	11	1.1	651	67.6	78	8.1	862	89.5
Preston Hollow ES	243	53.6	210	46.4	322	71.1	79	17.4	45	9.9	7	1.5	277	61.1	44	9.7	380	83.9
Reagan ES	166	48.1	179	51.9	328	95.1	12	3.5	1	0.3	4	1.2	227	65.8	39	11.3	328	95.1
Richardson ES	369	53.4	322	46.6	591	85.5	84	12.2	9	1.3	7	1.0	413	59.8	53	7.7	659	95.4
Rogers ES	261	51.5	246	48.5	292	57.6	80	15.8	77	15.2	58	11.4	280	55.2	66	13.0	395	77.9
Weiss ES	268	52.4	243	47.6	346	73.9	107	22.9	10	2.1	5	1.1	257	50.3	44	8.6	504	98.6
<i>All Innovation Schools</i>	<i>5,592</i>	<i>52.5</i>	<i>5,056</i>	<i>47.5</i>	<i>8,185</i>	<i>76.9</i>	<i>1,516</i>	<i>14.2</i>	<i>627</i>	<i>5.9</i>	<i>276</i>	<i>2.6</i>	<i>5,396</i>	<i>50.7</i>	<i>1,095</i>	<i>10.3</i>	<i>9,344</i>	<i>87.8</i>
District																		
<i>All Choice Schools</i>	<i>6,933</i>	<i>51.3</i>	<i>6,572</i>	<i>48.7</i>	<i>9,851</i>	<i>73.2</i>	<i>2,163</i>	<i>16.1</i>	<i>1,010</i>	<i>7.5</i>	<i>426</i>	<i>3.2</i>	<i>6,292</i>	<i>46.6</i>	<i>1,383</i>	<i>10.2</i>	<i>11,162</i>	<i>82.7</i>
Dallas ISD	79,209	51.0	76,028	49.0	108,385	69.8	33,663	21.7	7,969	5.1	4,582	2.9	69,456	44.7	13,877	8.9	133,950	86.3

Source: Public Education Information Management System (PEIMS) district data file (10/26/18).

Note: ¹Other included Asian, American Indian, Native Hawaiian, Other Pacific Islander, and two or more races. Total numbers for ethnicity do not add to the total number due to missing information. Percentages may not add to 100 due to rounding. PSC=Public School Choice. EL=English Learner. SPED=Special Education. Econ. Dis.=Economically Disadvantaged. ES=Elementary School. MS=Middle School. HS=High School. PA=Preparatory Academy. K=Kindergarten. ISD=Independent School District. STEAM=Science, Technology, Engineering, the Arts, and Mathematics. P.L.=Personalized Learning.

Appendix C

Appendix C: School Selection Process, 2015 to 2019

PSC Phase	N Applications Submitted	Schools Selected in Formal Application Process	Schools Absorbed by OTI
Transformation Schools			
PSC 1.0	12	Solar Preparatory School for Girls	Mata ES Hulcy STEAM MS IDEA HS
PSC 2.0	3	CityLab HS	
PSC 3.0	6	Ignite MS	
PSC 4.0	5	Solar Preparatory School for Boys	Montessori at Hernandez ES P.L. Prep at Houston ES
PSC 5.0	5	Creative Arts HS Exploratory Fine Arts K-8	New Tech HS
Innovation Schools			
PSC 1.0	11	Adams HS Franklin International (conditional) Geneva Heights ES (conditional) Kramer ES (conditional) Lipscomb ES (conditional) Preston Hollow ES (conditional)	Chapel Hill ES Marsh PA Rogers ES
PSC 2.0	5	Weiss ES	
PSC 3.0	5	Botello ES De Zavala ES (pilot)	
PSC 4.0	9	Donald ES Douglass ES (pilot) Reagan ES Richardson ES (pilot) Alexander ES (pilot) Coward ES Gonzalez ES	
PSC 5.0	9	Kleberg ES (pilot) Lowe ES McNair ES Salazar ES Zaragoza ES	

Source: Office of Transformation and Innovation (OTI) records, spring 2019.

Note: Schools absorbed by OTI did not formally apply to be Choice Schools. Conditional Innovation Schools were in the process of obtaining International Baccalaureate certification when they were named Choice Schools. Pilot schools implemented a modified anchor model with the goal to expand to a full Choice School after two years. PSC 1.0 began in 2015 followed by PSC 2.0 in 2015-16, PSC 3.0 in 2016-17, PSC 4.0 in 2017-18 and PSC 5.0 in 2018-19. PSC=Public School Choice. ES=Elementary School. PA=Preparatory Academy. MS=Middle School. HS=High School. P.L.=Personalized Learning.

Appendix D

Public School Choice Teacher Survey

Hello Choice School teachers!

Thank you in advance for your participation in the Public School Choice Survey. The purpose of this survey is to collect feedback related to your experiences during the 2018-19 school year. The survey will solicit information about professional development, successes, and challenges related to the implementation of your school's Choice model.

Here are some things you should know about this survey:

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

The survey will take approximately 15 minutes to complete. Please complete the survey by Friday, April 29th. Please do not forward the survey link to other Dallas ISD staff.

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

1. At which school do you teach?
 - Botello
 - Bryan Adams
 - CityLab
 - Chapel Hill
 - De Zavala
 - Donald
 - Douglass
 - Franklin
 - Geneva Heights
 - Hulcy STEAM
 - IDEA
 - Ignite
 - Kramer
 - Lipscomb
 - Marsh
 - Mata
 - Montessori Academy at Onesimo Hernandez
 - Personalized Learning Prep at Sam Houston
 - Preston Hollow
 - Reagan
 - Richardson
 - Rogers
 - Solar Boys
 - Solar Girls
 - Weiss

The following questions were intended for those who taught at CityLab.

2. Why did you apply to teach at CityLab? (Select all that apply.)
 - ☐ I was interested in teaching at a school with this model (i.e., community development, city planning, etc.).
 - ☐ I wanted to be a part of Dallas ISD's socioeconomic diversity pilot.
 - ☐ Other (please specify)
3. What nonacademic outcomes, if any, have you noticed among students that you attribute to your school being a part of Dallas ISD's socioeconomic diversity pilot?
 - ☐ None
 - ☐ Please describe.

The following questions were intended for those who taught at Solar Girls.

4. Why did you apply to teach at Solar Girls? (Select all that apply.)
 - ☐ I wanted to teach at a single gender school.
 - ☐ I was interested in teaching at a school focused on STEM.
 - ☐ I wanted to be a part of Dallas ISD's socioeconomic diversity pilot.
 - ☐ Other (please specify)
5. What nonacademic outcomes, if any, have you noticed among students that you attribute to your school being a part of Dallas ISD's socioeconomic diversity pilot?
 - ☐ None
 - ☐ Please describe.

The following questions were intended for those who taught at Solar Boys.

6. Why did you apply to teach at Solar Boys? (Select all that apply.)
 - ☐ I wanted to teach at a single gender school.
 - ☐ I was interested in teaching at a school focused on STEM.
 - ☐ I wanted to be a part of Dallas ISD's socioeconomic diversity pilot.
 - ☐ Other (please specify)
7. What nonacademic outcomes, if any, have you noticed among students that you attribute to your school being a part of Dallas ISD's socioeconomic diversity pilot?
 - ☐ None
 - ☐ Please describe.

The following questions were intended for those who taught at IDEA.

8. Why did you apply to teach at IDEA? (Select all that apply.)
 - ☐ I was interested in teaching at a school focused on personalized learning.
 - ☐ I wanted to be a part of Dallas ISD's socioeconomic diversity pilot.
 - ☐ Other (please specify)
9. What nonacademic outcomes, if any, have you noticed among students that you attribute to your school being a part of Dallas ISD's socioeconomic diversity pilot?
 - ☐ None
 - ☐ Please describe.

The following questions were intended for those who taught at the Montessori Academy.

10. Why did you apply to teach at the Montessori Academy? (Select all that apply.)
 - ☐ I was interested in teaching at a school focused on Montessori principles.
 - ☐ I wanted to be a part of Dallas ISD's socioeconomic diversity pilot.
 - ☐ Other (please specify)
11. What nonacademic outcomes, if any, have you noticed among students that you attribute to your school being a part of Dallas ISD's socioeconomic diversity pilot?
 - ☐ None
 - ☐ Please describe.

The following questions were intended for those who taught at P.L. Prep.

12. Why did you apply to teach at P.L. Prep? (Select all that apply.)
 - ☐ I was interested in teaching at a school focused on personalized learning.
 - ☐ I wanted to be a part of Dallas ISD's socioeconomic diversity pilot.
 - ☐ Other (please specify)
13. What nonacademic outcomes, if any, have you noticed among students that you attribute to your school being a part of Dallas ISD's socioeconomic diversity pilot?
 - ☐ None
 - ☐ Please describe.

The following questions were intended for those who taught at Ignite.

14. Why did you apply to teach at Ignite? (Select all that apply.)
- ☐ I was interested in teaching at a school focused on personalized learning.
 - ☐ I wanted to be a part of Dallas ISD's socioeconomic diversity pilot.
 - ☐ Other (please specify)
15. What nonacademic outcomes, if any, have you noticed among students that you attribute to your school being a part of Dallas ISD's socioeconomic diversity pilot?
- ☐ None
 - ☐ Please describe.

The following questions were intended for all Choice school teachers.

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

19. Please rate your level of agreement with the following statements about your school's Choice model.	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I can confidently explain our school's Choice model to a colleague.	☐	☐	☐	☐	☐
Staff members have adequate resources to successfully implement our school's Choice model.	☐	☐	☐	☐	☐
Students are benefitting academically as a result of our school's Choice model.	☐	☐	☐	☐	☐
Students are benefitting socially/emotionally as a result of our school's Choice model.	☐	☐	☐	☐	☐

20. Please rate your level of agreement with the following statements about your campus leadership (i.e., principal, assistant principal, etc.).	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My campus administrators cultivate leadership across members of our staff.	☐	☐	☐	☐	☐
My campus administrators encourage me to use research-based teaching strategies.	☐	☐	☐	☐	☐
My campus administrators use data to foster school improvement.	☐	☐	☐	☐	☐
My campus administrators encourage teacher collaboration.	☐	☐	☐	☐	☐
My campus administrators provide me with instructional guidance.	☐	☐	☐	☐	☐
My campus administrators care about me.	☐	☐	☐	☐	☐
I trust my campus administrators.	☐	☐	☐	☐	☐

21. What have been the successes related to your school's Choice model this year?

22. What have been the challenges related to your school's Choice model this year?

23. What, if any, additional information would you like to share about the implementation of your school's Choice model

Appendix E

Appendix E Table 1: Grades K-2 TerraNova and SUPERA Reading Percent Passing Results

Campus	TerraNova						SUPERA					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%
Transformation Schools												
Montessori Academy ES ⁴	--	--	--	--	63	81.0	--	--	--	--	33	75.8
Mata ES ¹	204	81.4	185	81.1	200	69.0	39	82.1	38	86.8	33	81.8
P.L. Prep ES ⁴	42	78.6	41	80.5	57	84.2	38	97.4	41	90.2	36	83.3
Solar Boys ES ⁴	--	--	--	--	142	76.8	--	--	--	--	39	66.7
Solar Girls ES ²	161	90.7	177	88.7	210	89.5	33	87.9	31	93.5	32	96.9
All Transformation Schools	407	84.8	403	84.4	672	79.5	110	89.1	110	90.0	173	80.3
Innovation Schools												
Botello ES ³	82	51.2	116	60.3	88	62.5	120	89.2	92	85.9	100	75.0
Chapel Hill Preparatory ES ¹	91	44.0	56	58.9	53	58.5	147	76.9	118	76.3	107	79.4
De Zavala ES ³	70	72.9	64	70.3	81	61.7	102	78.4	108	83.3	88	77.3
Donald ES ⁴	72	70.8	64	62.5	69	63.8	106	75.5	108	77.8	94	70.2
Douglass ES ⁴	151	54.3	152	61.8	145	64.1	81	91.4	56	87.5	63	90.5
Geneva Heights ES ¹	100	75.0	102	77.5	116	84.5	20	55.0	34	79.4	40	85.0
Kramer ES ¹	171	80.7	160	76.3	167	77.2	70	88.6	98	78.6	80	62.5
Lipscomb ES ¹	92	65.2	84	72.6	83	68.7	96	82.3	87	82.8	86	87.2
Preston Hollow ES ¹	83	88.0	100	89.0	92	84.8	115	91.3	118	89.8	108	93.5
Reagan ES ⁴	33	78.8	35	71.4	41	53.7	96	86.5	88	77.3	88	73.9
Richardson ES ⁴	125	67.5	104	63.5	97	61.9	191	79.6	176	77.3	160	85.0
Rogers ES ¹	133	72.4	135	78.5	138	76.1	79	97.5	77	97.4	73	93.2
Weiss ES ²	104	64.4	100	59.0	89	64.0	101	74.3	110	70.9	103	78.6
All Innovation Schools	1,307	67.8	1,272	69.9	1,259	69.8	1,324	82.9	1,270	81.2	1,190	80.8
District												
All Choice Schools	1,714	71.8	1,675	73.4	1,931	73.2	1,434	83.4	1,380	81.9	1,363	80.7
Dallas ISD	17,778	67.2	16,483	68.1	16,104	68.3	16,319	85.3	15,462	84.1	14,558	81.8

Source: TerraNova data files dated July 19, 2017 (2016-17), June 11, 2018 (2017-18), and July 2, 2019 (2018-19). SUPERA data files dated July 12, 2019 (2016-17), June 14, 2019 (2017-18), and July 2, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ¹These schools opened as Choice Schools in fall 2015. ²These schools opened as Choice Schools in fall 2016. ³These schools opened as Choice Schools in fall 2017. ⁴These schools opened as Choice Schools in fall 2018. **Bold** numbers indicate numbers higher than the district. In June 2019, Dallas ISD received updated norms for grades 1 and 2 SUPERA. As a result, the grades 1 and 2 SUPERA data provided in previous year evaluation reports will differ from the grades 1 and 2 data presented in this report. -- indicates that students did not take this assessment. n=students tested. P.L.=Personalized Learning. K=kindergarten. ISD=Independent School District.

Appendix E Table 2: Grades K-2 TerraNova Mathematics Percent Passing Results

Campus	TerraNova					
	2016-17		2017-18		2018-19	
	n	%	n	%	n	%
Transformation Schools						
Montessori Academy ES ⁴	--	--	--	--	94	59.6
Mata ES ¹	243	57.6	222	61.7	232	60.3
P.L. Prep ES ⁴	82	56.1	79	58.2	89	69.7
Solar Boys ES ⁴	--	--	--	--	181	77.3
Solar Girls ES ²	192	81.3	207	86.0	242	83.1
<i>All Transformation Schools</i>	517	66.2	508	71.1	838	71.5
Innovation Schools						
Botello ES ³	198	55.1	205	45.9	187	54.0
Chapel Hill Preparatory ES ¹	214	44.9	176	44.9	160	56.3
De Zavala ES ³	168	56.5	172	65.7	168	53.0
Donald ES ⁴	175	54.3	170	47.6	163	56.4
Douglass ES ⁴	228	57.5	212	45.8	209	52.2
Geneva Heights ES ¹	120	73.3	134	70.9	156	80.8
Kramer ES ¹	239	73.8	254	69.3	246	71.1
Lipscomb ES ¹	188	59.0	171	68.4	170	62.4
Preston Hollow ES ¹	190	76.3	217	76.5	200	83.0
Reagan ES ⁴	127	66.9	125	68.8	128	59.4
Richardson ES ⁴	320	48.6	280	52.1	261	55.2
Rogers ES ¹	210	75.2	211	74.4	208	78.8
Weiss ES ²	211	42.2	208	39.4	191	49.2
<i>All Innovation Schools</i>	2,588	59.3	2,535	58.7	2,447	62.6
District						
<i>All Transformation and Innovation Schools</i>	3,105	60.4	3,043	60.8	3,285	64.9
Dallas ISD	33,615	58.1	31,856	59.2	30,473	60.2

Source: TerraNova data files dated July 19, 2017 (2016-17), June 11, 2018 (2017-18), and July 2, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ¹These schools opened as Choice Schools in fall 2015. ²These schools opened as Choice Schools in fall 2016. ³These schools opened as Choice Schools in fall 2017. ⁴These schools opened as Choice Schools in fall 2018. **Bold** numbers indicate numbers higher than the district. -- indicates that students did not take this assessment. P.L.=Personalized Learning. n = students tested. K = kindergarten. ES = Elementary School. ISD = Independent School District.

Appendix E Table 3: Grades 3-8 STAAR Reading Results

Campus	Approaches+						Meets+						Masters					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Transformation Schools																		
Hulcy STEAM MS ¹	354	75.7	517	77.8	524	78.4	354	33.6	517	46.2	524	45.4	354	15.3	517	21.5	524	23.1
Ignite MS ⁴	--	--	--	--	175	70.3	--	--	--	--	175	32.6	--	--	--	--	175	12.6
Mata ES ¹	174	71.3	237	71.3	294	74.8	159	49.1	226	45.6	294	45.9	174	27.6	237	28.3	294	29.6
P.L. Prep ES ⁴	88	83.0	88	83.0	76	81.6	82	52.4	82	53.7	66	40.9	88	27.3	88	25.0	76	25.0
Solar Girls ES ²	--	--	82	98.8	172	97.1	--	--	82	79.3	172	73.8	--	--	82	54.9	172	50.0
<i>All Transformation Schools</i>	616	75.5	924	78.5	1,241	79.2	595	40.3	907	49.7	1,231	47.4	616	20.5	924	26.5	1,241	27.0
Innovation Schools																		
Botello ES ³	256	66.4	243	67.5	237	75.9	250	39.2	235	34.9	223	36.3	256	25.0	243	15.2	237	20.7
Chapel Hill Preparatory ES ¹	241	64.3	238	71.0	199	74.4	232	31.9	222	40.5	188	39.9	241	19.1	238	19.3	199	19.1
De Zavala ES ³	156	61.5	145	69.7	203	63.5	156	30.8	145	33.1	203	36.5	156	12.8	145	17.2	203	15.3
Donald ES ⁴	173	77.5	187	80.7	210	81.0	159	42.1	171	42.7	190	44.2	173	23.1	187	23.5	210	23.8
Douglass ES ⁴	212	56.1	198	63.1	224	49.1	212	27.4	198	33.3	224	14.7	212	15.1	198	14.1	224	4.0
Franklin International ¹	910	65.7	977	68.9	1,044	71.9	901	25.9	967	30.1	1,030	32.8	910	9.7	977	12.6	1,044	13.9
Geneva Heights ES ¹	147	71.4	143	76.2	137	77.4	147	38.8	143	44.8	137	47.4	147	23.8	143	21.0	137	28.5
Kramer ES ¹	198	77.3	209	82.8	229	84.7	198	50.0	209	48.3	223	52.5	198	23.2	209	23.9	229	25.3
Lipscomb ES ¹	213	63.4	224	71.4	190	76.8	213	37.6	224	41.5	190	46.8	213	21.6	224	21.9	190	21.6
Marsh MS ¹	880	56.4	898	58.2	937	58.8	880	23.0	898	24.4	933	25.3	880	8.4	898	12.0	937	8.5
Preston Hollow ES ¹	205	76.1	197	84.8	169	88.8	198	41.4	189	52.4	160	54.4	205	25.4	197	28.9	169	32.5
Reagan ES ⁴	171	68.4	162	78.4	149	81.2	164	34.8	154	46.8	141	45.4	171	15.8	162	17.3	149	21.5
Richardson ES ⁴	295	59.7	320	70.9	323	71.2	295	24.7	320	33.8	323	42.1	295	11.9	320	15.0	323	18.6
Rogers ES ¹	185	81.1	184	87.5	186	87.1	182	50.0	182	54.4	181	56.9	185	25.4	184	27.2	186	26.9
Weiss ES ²	255	62.7	230	77.8	225	82.7	236	31.4	206	42.2	205	45.4	255	15.3	230	19.1	225	28.4
<i>All Innovation Schools</i>	4,497	64.9	4,555	70.5	4,662	71.5	4,423	31.5	4,463	35.7	4,551	36.8	4,497	15.4	4,555	16.8	4,662	17.2
District																		
<i>All Choice Schools</i>	5,113	66.2	5,479	71.8	5,903	73.1	5,018	32.5	5,370	38.0	5,782	39.1	5,113	16.0	5,479	18.5	5,903	19.2
Dallas ISD	66,180	65.3	66,008	69.2	64,874	71.6	64,972	33.4	64,703	37.8	63,497	40.1	66,180	16.7	66,008	19.3	64,874	20.6

Source: STAAR data files dated June 15, 2017 (2016-17), June 20, 2018 (2017-18), and June 13, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ¹These schools opened as Choice Schools in fall 2015. ²These schools opened as Choice Schools in fall 2016. ³These schools opened as Choice Schools in fall 2017. ⁴These schools opened as Choice Schools in fall 2018. **Bold** numbers indicate numbers higher than the district. Results included students enrolled on the PEIMS snapshot dates and included all administrations through May for each year; Approaches+ and Masters included *Alternate 2*. *Alternate 2* test 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 2018 scores are included, some students' test scores may have been adversely affected by online testing issues. -- indicates that students did not take this assessment. STAAR = State of Texas Assessments of Academic Readiness. ES = Elementary School. MS = Middle School. ISD = Independent School District. STEAM = Science, Technology, Engineering, the Arts, and Mathematics. Prep = Preparatory. P.L. = Personalized Learning. n = Number of students tested. Approaches+ = Approaches grade level or above. Meets+ = Meets grade level or above. Masters = Masters grade level.

Appendix E Table 4: Grades 3-8 STAAR Mathematics Results

Campus	Approaches+						Meets+						Masters					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Transformation Schools																		
Hulcy STEAM MS ¹	354	83.1	475	87.4	478	92.3	354	48.3	475	52.4	478	63.8	354	15.3	475	18.7	478	25.1
Ignite MS ⁴	--	--	--	--	175	81.1	--	--	--	--	175	41.1	--	--	--	--	175	14.3
Mata ES ¹	174	67.2	237	72.6	294	77.9	159	39.0	226	38.5	294	44.2	174	16.7	237	18.1	294	22.8
P.L. Prep ES ⁴	88	89.8	88	90.9	76	84.2	82	67.1	82	70.7	66	50.0	88	38.6	88	43.2	76	30.3
Solar Girls ES ²	--	--	82	97.6	172	94.2	--	--	82	70.7	172	76.7	--	--	82	41.5	172	50.6
<i>All Transformation Schools</i>	616	79.5	882	84.7	1,195	86.9	595	48.4	865	52.3	1,185	56.7	616	19.0	882	23.1	1,195	26.9
Innovation Schools																		
Botello ES ³	256	75.8	242	86.8	237	86.5	250	47.2	234	60.7	223	54.3	256	30.5	242	34.7	237	32.1
Chapel Hill Preparatory ES ¹	241	70.1	238	81.5	198	86.9	232	35.8	222	50.9	187	57.2	241	20.7	238	25.2	198	34.3
De Zavala ES ³	155	69.0	145	76.6	203	79.3	155	33.5	145	44.8	203	43.8	155	13.5	145	22.1	203	25.1
Donald ES ⁴	173	86.7	187	88.8	210	88.1	159	56.6	171	58.5	190	58.4	173	30.6	187	36.4	210	37.1
Douglass ES ⁴	212	64.6	196	66.8	224	59.8	212	30.7	196	34.7	224	21.0	212	13.7	196	16.8	224	8.9
Franklin International ¹	866	61.7	931	72.6	974	80.0	857	17.7	921	28.2	960	41.1	866	3.7	931	4.6	974	8.9
Geneva Heights ES ¹	147	75.5	143	83.2	137	80.3	147	38.1	143	49.7	137	45.3	147	20.4	143	21.0	137	26.3
Kramer ES ¹	198	79.3	209	86.1	229	88.6	198	43.4	209	54.5	223	57.8	198	24.2	209	28.2	229	29.7
Lipscomb ES ¹	213	76.5	223	79.8	190	77.4	213	41.8	223	45.7	190	45.3	213	20.2	223	20.2	190	25.3
Marsh MS ¹	825	61.9	829	62.4	844	69.3	825	20.7	829	22.8	840	31.4	825	2.7	829	4.9	844	6.6
Preston Hollow ES ¹	206	84.0	196	87.8	170	89.4	199	55.3	188	62.2	161	55.3	206	32.5	196	37.2	170	38.2
Reagan ES ⁴	171	78.9	162	87.7	149	83.9	164	40.2	154	55.8	141	45.4	171	18.1	162	29.6	149	27.5
Richardson ES ⁴	298	71.8	320	75.6	322	78.0	298	37.2	320	40.9	322	45.7	298	14.8	320	16.9	322	23.9
Rogers ES ¹	185	88.6	184	89.1	186	88.2	182	56.6	182	62.1	181	54.7	185	31.4	184	35.3	186	20.4
Weiss ES ²	254	64.2	230	74.8	225	80.0	235	25.5	206	31.1	205	38.5	254	11.4	230	14.3	225	21.8
<i>All Innovation Schools</i>	4,400	70.0	4,435	76.1	4,498	79.0	4,326	32.6	4,343	39.9	4,387	43.1	4,400	14.4	4,435	17.3	4,498	19.1
District																		
<i>All Choice Schools</i>	5,016	71.2	5,317	77.5	5,693	80.6	4,921	34.5	5,208	42.0	5,572	46.0	5,016	15.0	5,317	18.3	5,693	20.7
Dallas ISD	64,291	70.5	63,771	75.7	62,630	78.4	63,085	35.5	62,464	41.7	61,252	44.8	64,291	15.7	63,771	18.8	62,630	21.1

Source: STAAR data files dated June 15, 2017 (2016-17), June 20, 2018 (2017-18), and June 13, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ¹These schools opened as Choice Schools in fall 2015. ²These schools opened as Choice Schools in fall 2016. ³These schools opened as Choice Schools in fall 2017. ⁴These schools opened as Choice Schools in fall 2018. **Bold** numbers indicate numbers higher than the district. Results included students enrolled on the PEIMS snapshot dates and included all administrations through May for each year; Approaches+ and Masters included *Alternate 2*. *Alternate 2* test 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 2018 scores are included, some students' test scores may have been adversely affected by online testing issues. This table does not include STAAR *Alternate 2* results because it does not have the Meets Grade Level or Above performance standard. -- indicates that students did not take this assessment. STAAR = State of Texas Assessments of Academic Readiness. ES = Elementary School. MS = Middle School. ISD = Independent School District. STEAM = Science, Technology, Engineering, the Arts, and Mathematics. Prep=Preparatory. P.L. = Personalized Learning. n = Number of students tested. Approaches+ = Approaches grade level or above. Meets+ = Meets grade level or above. Masters = Masters grade level.

Appendix E Table 5: Grades 4 and 7 STAAR Writing Results

Campus	Approaches+						Meets+						Masters					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Transformation Schools																		
Hulcy STEAM MS ¹	175	73.1	184	74.5	163	79.1	175	32.0	184	38.0	163	38.7	175	3.4	184	7.6	163	10.4
Mata ES ¹	90	60.0	75	46.7	77	59.7	80	27.5	73	26.0	77	32.5	90	10.0	75	6.7	77	14.3
P.L. Prep ES ⁴	40	77.5	18	66.7	33	69.7	38	44.7	18	44.4	27	14.8	40	12.5	18	5.6	33	12.1
Solar Girls ES ²	--	--	--	--	85	94.1	--	--	--	--	85	63.5	--	--	--	--	85	25.9
<i>All Transformation Schools</i>	305	69.8	277	66.4	358	77.7	293	32.4	275	35.3	352	41.5	305	6.6	277	7.2	358	15.1
Innovation Schools																		
Botello ES ³	87	70.1	90	52.2	73	57.5	86	41.9	87	28.7	68	26.5	87	11.5	90	6.7	73	6.8
Chapel Hill Preparatory ES ¹	90	52.2	75	58.7	70	75.7	89	30.3	69	34.8	67	49.3	90	13.3	75	8.0	70	18.6
De Zavala ES ³	47	46.8	54	59.3	55	61.8	47	23.4	54	40.7	55	45.5	47	8.5	54	7.4	55	9.1
Donald ES ⁴	51	74.5	66	66.7	71	69.0	45	26.7	62	37.1	65	29.2	51	11.8	66	15.2	71	12.7
Douglass ES ⁴	61	59.0	72	26.4	66	65.2	61	32.8	72	16.7	66	25.8	61	8.2	72	1.4	66	6.1
Franklin International ¹	298	55.4	345	57.4	360	62.5	294	19.4	341	27.0	354	25.4	298	3.0	345	5.2	360	6.4
Geneva Heights ES ¹	46	71.7	45	53.3	50	58.0	46	39.1	45	31.1	50	28.0	46	6.5	45	4.4	50	10.0
Kramer ES ¹	57	73.7	79	72.2	69	73.9	57	45.6	79	48.1	66	51.5	57	15.8	79	20.3	69	17.4
Lipscomb ES ¹	78	67.9	75	69.3	64	75.0	78	41.0	75	42.7	64	53.1	78	9.0	75	12.0	64	15.6
Marsh MS ¹	283	45.2	303	45.2	294	54.4	283	17.0	303	20.5	292	19.9	283	2.5	303	4.3	294	4.1
Preston Hollow ES ¹	65	76.9	76	71.1	48	81.3	61	44.3	75	42.7	45	75.6	65	21.5	76	10.5	48	41.7
Reagan ES ⁴	53	62.3	55	69.1	45	55.6	51	25.5	51	43.1	42	33.3	53	5.7	55	14.5	45	13.3
Richardson ES ⁴	108	50.0	104	57.7	109	75.2	108	14.8	104	27.9	109	39.4	108	1.9	104	8.7	109	15.6
Rogers ES ¹	62	74.2	62	74.2	62	80.6	61	42.6	62	48.4	62	46.8	62	21.0	62	16.1	62	8.1
Weiss ES ²	80	53.8	75	64.0	61	78.7	72	22.2	69	31.9	56	42.9	80	5.0	75	5.3	61	31.1
<i>All Innovation Schools</i>	1,466	58.0	1,576	57.1	1,497	65.3	1,439	26.8	1,548	30.9	1,461	33.3	1,466	7.4	1,576	7.9	1,497	11.0
District																		
<i>All Choice Schools</i>	1,771	60.1	1,853	58.5	1,855	67.7	1,732	27.7	1,823	31.6	1,813	34.9	1,771	7.2	1,853	7.8	1,855	11.8
Dallas ISD	22,169	59.3	22,140	59.3	21,648	62.7	21,784	30.4	21,714	33.6	21,159	34.0	22,169	9.5	22,140	11.1	21,648	13.3

Source: STAAR data files dated June 15, 2017 (2016-17), June 20, 2018 (2017-18), and June 13, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ¹These schools opened as Choice Schools in fall 2015. ²These schools opened as Choice Schools in fall 2016. ³These schools opened as Choice Schools in fall 2017. ⁴These schools opened as Choice Schools in fall 2018. **Bold** numbers indicate numbers higher than the district. Results included students enrolled on the PEIMS snapshot dates and included all administrations through May for each year; Approaches+ and Masters included *Alternate 2*. *Alternate 2* test 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 2018 scores are included, some students' test scores may have been adversely affected by online testing issues. -- indicates that students did not take this assessment. Totals include all students. STAAR = State of Texas Assessments of Academic Readiness. ES = Elementary School. MS = Middle School. ISD = Independent School District. STEAM=Science, Technology, Engineering, the Arts, and Mathematics. Prep = Preparatory. P.L. = Personalized Learning. n = Number of students tested. Approaches+ = Approaches grade level or above. Meets+ = Meets grade level or above. Masters = Masters grade level.

Appendix E Table 6: Grades 5 and 8 STAAR Science Results

Campus	Approaches+						Meets+						Masters					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Transformation Schools																		
Hulcy STEAM MS ¹	--	--	201	75.1	193	86.0	--	--	201	49.8	193	44.0	--	--	201	18.9	193	8.3
Mata ES ¹	*	*	84	54.8	73	60.3	*	*	75	24.0	73	31.5	*	*	84	19.0	73	8.2
P.L. Prep ES ⁴	27	85.2	35	94.3	19	73.7	23	43.5	33	60.6	17	41.2	27	18.5	35	34.3	19	10.5
<i>All Transformation Schools</i>	30	86.7	320	71.9	285	78.6	23	43.5	309	44.7	283	40.6	30	23.3	320	20.6	285	8.4
Innovation Schools																		
Botello ES ³	81	69.1	82	69.5	83	83.1	78	41.0	81	35.8	79	44.3	81	17.3	82	12.2	83	21.7
Chapel Hill Preparatory ES ¹	81	43.2	80	53.8	69	65.2	77	16.9	78	17.9	65	41.5	81	8.6	80	5.0	69	10.1
De Zavala ES ³	47	72.3	42	54.8	53	75.5	47	25.5	42	21.4	53	43.4	47	12.8	42	7.1	53	15.1
Donald ES ⁴	56	89.3	51	90.2	70	92.9	53	56.6	45	66.7	65	50.8	56	21.4	51	27.5	70	17.1
Douglass ES ⁴	66	72.7	47	95.7	66	33.3	66	40.9	47	61.7	66	9.1	66	13.6	47	34.0	66	0.0
Franklin International ¹	229	78.6	318	78.9	359	83.8	227	29.5	316	48.4	356	39.9	229	4.8	318	21.7	359	9.2
Geneva Heights ES ¹	59	47.5	45	66.7	47	68.1	59	28.8	45	33.3	47	40.4	59	16.9	45	11.1	47	12.8
Kramer ES ¹	63	76.2	54	79.6	70	78.6	63	38.1	54	31.5	69	49.3	63	15.9	54	7.4	70	20.0
Lipscomb ES ¹	63	74.6	82	58.5	76	50.0	63	33.3	82	17.1	76	21.1	63	9.5	82	3.7	76	10.5
Marsh MS ¹	327	51.4	298	73.2	308	75.3	327	19.6	298	34.2	308	33.8	327	2.1	298	12.1	308	11.7
Preston Hollow ES ¹	68	70.6	68	61.8	74	67.6	66	39.4	64	26.6	68	41.2	68	25.0	68	10.3	74	23.0
Reagan ES ⁴	60	68.3	57	70.2	58	84.5	57	22.8	56	33.9	54	33.3	60	8.3	57	10.5	58	17.2
Richardson ES ⁴	89	66.3	111	64.0	103	70.9	89	39.3	111	22.5	103	46.6	89	11.2	111	3.6	103	10.7
Rogers ES ¹	55	83.6	59	78.0	61	77.0	53	49.1	58	46.6	59	40.7	55	27.3	59	22.0	61	13.1
Weiss ES ²	92	73.9	85	80.0	73	83.6	84	29.8	76	38.2	66	50.0	92	13.0	85	17.6	73	23.3
<i>All Innovation Schools</i>	1,436	66.6	1,479	72.4	1,570	75.1	1,409	30.7	1,453	36.4	1,534	38.5	1,436	10.5	1,479	14.1	1,570	13.1
District																		
<i>All Choice Schools</i>	1,466	67.0	1,799	72.3	1,855	75.6	1,432	30.9	1,762	37.9	1,817	38.8	1,466	10.8	1,799	15.3	1,855	12.3
Dallas ISD	21,588	66.6	21,889	68.7	22,019	72.0	21,162	32.1	21,484	34.7	21,584	39.5	21,588	10.8	21,889	14.1	22,019	17.6

Source: STAAR data files dated June 15, 2017 (2016-17), June 20, 2018 (2017-18), and June 13, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ¹These schools opened as Choice Schools in fall 2015. ²These schools opened as Choice Schools in fall 2016. ³These schools opened as Choice Schools in fall 2017. ⁴These schools opened as Choice Schools in fall 2018. **Bold** numbers indicate numbers higher than the district. Results included students enrolled on the PEIMS snapshot dates and included all administrations through May for each year; Approaches+ and Masters included *Alternate 2*. *Alternate 2* test 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 2018 scores are included, some students' test scores may have been adversely affected by online testing issues. -- indicates that students did not take this assessment. * indicates that fewer than five students tested. Totals include all students. STAAR = State of Texas Assessments of Academic Readiness. ES=Elementary School. MS = Middle School. ISD = Independent School District. STEAM = Science, Technology, Engineering, the Arts, and Mathematics. Prep=Preparatory. P.L. = Personalized Learning. n = Number of students tested. Approaches+ = Approaches grade level or above. Meets+=Meets grade level or above. Masters = Masters grade level.

Appendix E Table 7: Grade 8 STAAR Social Studies Results

Campus	Approaches+						Meets+						Masters					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Transformation Schools																		
Hulcy STEAM MS ¹	--	--	155	70.3	165	71.5	--	--	155	36.1	165	20.0	--	--	155	21.9	165	6.1
All Transformation Schools	--	--	155	70.3	165	71.5	--	--	155	36.1	165	20.0	--	--	155	21.9	165	6.1
Innovation Schools																		
Franklin International ¹	266	69.5	282	77.3	350	75.1	264	35.2	280	51.1	347	36.3	266	17.3	282	32.6	350	17.1
Marsh MS ¹	290	40.7	279	53.8	300	52.0	290	14.5	279	25.8	300	22.0	290	5.5	279	9.3	300	8.7
All Innovation Schools	556	54.5	561	65.6	650	64.5	554	24.4	559	38.5	647	29.7	556	11.2	561	21.0	650	13.2
District																		
All Choice Schools	556	54.5	716	66.6	815	65.9	554	24.4	714	38.0	812	27.7	556	11.2	716	21.2	815	11.8
Dallas ISD	9,576	55.2	9,657	60.6	9,862	62.4	9,396	22.2	9,503	28.0	9,670	26.5	9,576	10.8	9,657	15.3	9,862	14.0

Source: STAAR data files dated June 15, 2017 (2016-17), June 20, 2018 (2017-18), and June 13, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ¹These schools opened as Choice Schools in fall 2015. ²This school opened as a Choice School in fall 2018. **Bold** numbers indicate numbers higher than the district. Results included students enrolled on the PEIMS snapshot dates and included all administrations through May for each year; Approaches+ and Masters included *Alternate 2*. *Alternate 2* test 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 2018 scores are included, some students' test scores may have been adversely affected by online testing issues. -- indicates that students did not take this assessment. STAAR = State of Texas Assessments of Academic Readiness. MS = Middle School. ISD = Independent School District. STEAM = Science, Technology, Engineering, the Arts, and Mathematics. n = Number of students tested. Approaches+ = Approaches grade level or above. Meets+ = Meets grade level or above. Masters = Masters grade level.

Appendix E Table 8: English I STAAR EOC Results

Campus	Approaches+						Meets+						Masters					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Transformation Schools																		
CityLab HS ²	--	--	81	71.6	79	65.8	--	--	81	58.0	79	49.4	--	--	81	6.2	79	11.4
Idea HS ¹	132	56.8	112	51.8	115	54.8	132	28.0	112	25.9	115	38.3	132	2.3	112	1.8	115	3.5
<i>All Transformation Schools</i>	132	56.8	193	60.1	194	59.3	132	28.0	193	39.4	194	42.8	132	2.3	193	3.6	194	6.7
Innovation Schools																		
B. Adams HS ¹	764	56.2	782	55.6	803	61.4	756	34.5	763	33.8	796	42.6	764	2.5	782	1.2	803	7.1
<i>All Innovation Schools</i>	764	56.2	782	55.6	803	61.4	756	34.5	763	33.8	796	42.6	764	2.5	782	1.2	803	7.1
District																		
<i>All Choice Schools</i>	896	56.3	975	56.5	997	61.0	888	33.6	956	34.9	990	42.6	896	2.5	975	1.6	997	7.0
Dallas ISD	15,485	51.9	14,992	51.5	15,256	55.1	15,343	31.9	14,807	30.9	15,096	37.8	15,485	4.8	14,992	3.7	15,256	7.3

Source: STAAR EOC data files dated June 14, 2017 (2016-17), June 20, 2018 (2017-18), and June 4, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ¹These schools opened as Choice Schools in fall 2015. ²This school opened as a Choice School in fall 2017. **Bold** numbers indicate numbers higher than the district. Results included students enrolled on the PEIMS snapshot dates and included all administrations through May for each year; Approaches+ and Masters included *Alternate 2*. *Alternate 2* test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. -- indicates that students did not take this assessment. * indicates that fewer than five students met the qualifications for this passing category. STAAR EOC = State of Texas Assessments of Academic Readiness End of Course. HS = High School. ISD = Independent School District. n = number of students tested. Approaches+ = Approaches grade level or above. Meets+ = Meets grade level or above. Masters = Masters grade level.

Appendix E Table 9: English II STAAR EOC Results

Campus	Approaches+						Meets+						Masters					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Transformation Schools																		
CityLab HS ²	--	--	--	--	72	81.9	--	--	--	--	72	69.4	--	--	--	--	72	4.2
Idea HS ¹	106	55.7	116	54.3	104	57.7	106	39.6	116	32.8	104	32.7	106	0.9	116	0.9	104	1.0
<i>All Transformation Schools</i>	106	55.7	116	54.3	176	67.6	106	39.6	116	32.8	176	47.7	106	0.9	116	0.9	176	2.3
Innovation Schools																		
B. Adams HS ¹	655	55.1	714	58.1	717	57.0	648	31.2	707	36.2	700	36.9	655	1.2	714	2.8	717	2.2
<i>All Innovation Schools</i>	655	55.1	714	58.1	717	57.0	648	31.2	707	36.2	700	36.9	655	1.2	714	2.8	717	2.2
District																		
<i>All Choice Schools</i>	761	55.2	830	57.6	893	59.1	754	32.4	823	35.7	876	39.0	761	1.2	830	2.5	893	2.2
Dallas ISD	13,555	55.1	14,029	58.0	13,343	58.5	13,439	33.4	13,887	37.8	13,168	38.9	13,555	3.8	14,029	5.3	13,343	4.8

Source: STAAR EOC data files dated June 14, 2017 (2016-17), June 20, 2018 (2017-18), and June 4, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ¹These schools opened as Choice Schools in fall 2015. ²This school opened as a Choice School in fall 2017. **Bold** numbers indicate numbers higher than the district. Results included students enrolled on the PEIMS snapshot dates and included all administrations through May for each year; Approaches+ and Masters included *Alternate 2*. *Alternate 2* test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. -- indicates that students did not take this assessment. * indicates that fewer than five students met the qualifications for this passing category. STAAR EOC = State of Texas Assessments of Academic Readiness End of Course. HS = High School. ISD = Independent School District. n = Number of students tested. Approaches+ = Approaches grade level or above. Meets+ = Meets grade level or above. Masters = Masters grade level.

Appendix E Table 10: Algebra I STAAR EOC Results

Campus	Approaches+						Meets+						Masters					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Transformation Schools																		
CityLab HS ²	--	--	60	96.7	48	93.8	--	--	60	56.7	48	58.3	--	--	60	33.3	48	22.9
Hulcy STEAM MS ¹	--	--	40	100.0	45	100.0	--	--	40	97.5	45	97.8	--	--	40	62.5	45	84.4
Idea HS ¹	91	85.7	79	78.5	79	78.5	91	45.1	79	40.5	79	54.4	91	15.4	79	16.5	79	27.8
<i>All Transformation Schools</i>	91	85.7	179	89.4	172	88.4	91	45.1	179	58.7	172	66.9	91	15.4	179	32.4	172	41.3
Innovation Schools																		
B. Adams HS ¹	620	72.4	589	79.6	562	86.5	612	27.6	570	47.9	555	66.5	620	7.9	589	24.8	562	41.1
Franklin International ¹	45	100.0	45	100.0	70	100.0	45	80.0	45	95.6	70	95.7	45	42.2	45	64.4	70	60.0
Marsh MS ¹	57	98.2	66	100.0	94	98.9	57	70.2	66	78.8	94	91.5	57	22.8	66	53.0	94	59.6
<i>All Innovation Schools</i>	722	76.2	700	82.9	726	89.4	714	34.3	681	54.0	719	72.6	722	11.2	700	30.0	726	45.3
District																		
<i>All Choice Schools</i>	813	77.2	879	84.2	898	89.2	805	35.5	860	55.0	891	71.5	813	11.7	879	30.5	898	44.5
Dallas ISD	12,433	77.4	11,790	80.2	11,362	83.7	12,280	39.7	11,604	53.9	11,206	62.2	12,433	19.3	11,790	31.3	11,362	40.7

Source: STAAR EOC data files dated June 14, 2017 (2016-17), June 20, 2018 (2017-18), and June 4, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ¹These schools opened as Choice Schools in fall 2015. ²This school opened as a Choice School in fall 2017. ³This school opened as a Choice School in fall 2018. **Bold** numbers indicate numbers higher than the district. Results included students enrolled on the PEIMS snapshot dates and included all administrations through May for each year; Approaches+ and Masters included *Alternate 2*. *Alternate 2* test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. -- indicates that students did not take this assessment. STAAR EOC = *State of Texas Assessments of Academic Readiness End of Course*. MS = Middle School. HS = High School. ISD = Independent School District. STEAM = Science, Technology, Engineering, the Arts, and Mathematics. n = Number of students tested. Approaches+=Approaches grade level or above. Meets+ = Meets grade level or above. Masters = Masters grade level.

Appendix E Table 11: Biology STAAR EOC Results

Campus	Approaches+						Meets+						Masters					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Transformation Schools																		
CityLab HS ²	--	--	79	94.9	72	83.3	--	--	79	63.3	72	54.2	--	--	79	20.3	72	13.9
Idea HS ¹	103	85.4	89	83.1	79	84.8	103	59.2	89	50.6	79	45.6	103	21.4	89	16.9	79	7.6
<i>All Transformation Schools</i>	103	85.4	168	88.7	151	84.1	103	59.2	168	56.5	151	49.7	103	21.4	168	18.5	151	10.6
Innovation Schools																		
B. Adams HS ¹	604	87.1	594	84.3	651	85.7	596	52.0	575	59.1	644	57.8	604	14.2	594	17.7	651	18.0
<i>All Innovation Schools</i>	604	87.1	594	84.3	651	85.7	596	52.0	575	59.1	644	57.8	604	14.2	594	17.7	651	18.0
District																		
<i>All Choice Schools</i>	707	86.8	762	85.3	802	85.4	699	53.1	743	58.5	795	56.2	707	15.3	762	17.8	802	16.6
Dallas ISD	10,542	82.6	11,162	83.7	10,594	83.1	10,412	49.4	10,981	52.5	10,431	53.6	10,542	13.9	11,162	17.2	10,594	20.4

Source: STAAR EOC data files dated June 14, 2017 (2016-17), June 20, 2018 (2017-18), and June 4, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ¹These schools opened as Choice Schools in fall 2015. ²This school opened as a Choice School in fall 2017. **Bold** numbers indicate numbers higher than the district. Results included students enrolled on the PEIMS snapshot dates and included all administrations through May for each year; Approaches+ and Masters included *Alternate 2*. *Alternate 2* test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. -- indicates that students did not take this assessment. STAAR EOC = State of Texas Assessments of Academic Readiness End of Course. HS = High School. ISD = Independent School District. n = Number of students tested. Approaches+ = Approaches grade level or above. Meets+ = Meets grade level or above. Masters = Masters grade level.

Appendix E Table 12: U.S. History STAAR EOC Results

Campus	Approaches+						Meets+						Masters					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Transformation Schools																		
Idea HS ¹	--	--	90	93.3	81	92.6	--	--	90	76.7	81	75.3	--	--	90	55.6	81	50.6
<i>All Transformation Schools</i>	--	--	90	93.3	81	92.6	--	--	90	76.7	81	75.3	--	--	90	55.6	81	50.6
Innovation Schools																		
B. Adams HS ¹	417	93.5	436	96.3	481	95.8	406	64.0	428	73.1	476	77.7	417	29.3	436	35.1	481	37.4
<i>All Innovation Schools</i>	417	93.5	436	96.3	481	95.8	406	64.0	428	73.1	476	77.7	417	29.3	436	35.1	481	37.4
District																		
<i>All Choice Schools</i>	417	93.5	526	95.8	562	95.4	406	64.0	518	73.7	557	77.4	417	29.3	526	38.6	562	39.3
Dallas ISD	8,490	91.0	9,777	92.1	9,737	92.0	8,368	63.4	9,644	70.3	9,611	71.4	8,490	29.9	9,777	37.3	9,737	40.2

Source: STAAR EOC data files dated June 14, 2017 (2016-17), June 20, 2018 (2017-18), and June 4, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ¹These schools opened as Choice Schools in fall 2015. ²This school opened as a Choice School in fall 2017. **Bold** numbers indicate numbers higher than the district. Results included students enrolled on the PEIMS snapshot dates and included all administrations through May for each year; Approaches+ and Masters included *Alternate 2*. *Alternate 2* test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. -- indicates that students did not take this assessment. STAAR EOC = State of Texas Assessments of Academic Readiness End of Course. HS = High School. ISD = Independent School District. n = Number of students tested. Approaches+=Approaches grade level or above. Meets+ = Meets grade level or above. Masters = Masters grade level.

Appendix F

Appendix F Table 1: Dallas ISD PSC 1.0 and 2.0 Attendance Rates for Choice Students

Choice Schools	Average Attendance Rate					
	2016-17		2017-18		2018-19	
	N	Mean %	N	Mean %	N	Mean %
Transformation Schools						
Hulcy STEAM MS	376	97.7	532	97.4	533	97.3
IDEA HS	214	95.6	263	95.1	316	94.9
Mata ES	497	96.7	542	96.5	613	96.7
Solar Girls	194	97.2	294	96.9	460	96.9
<i>All Transformation Schools</i>	<i>1,281</i>	<i>96.8</i>	<i>1,631</i>	<i>96.7</i>	<i>1,922</i>	<i>96.6</i>
Innovation Schools						
B. Adams HS	2,040	95.8	2,032	95.6	2,163	95.2
Chapel Hill Preparatory	558	96.7	511	96.8	472	96.9
Franklin International	966	96.8	1,036	96.3	1,105	96.6
Geneva Heights ES	318	96.4	347	96.3	402	96.1
Kramer ES	567	97.1	615	96.9	628	96.5
Lipscomb ES	509	96.7	512	96.2	451	97.3
Marsh PA	911	96.4	917	96.7	963	96.8
Preston Hollow ES	476	97.9	500	98.1	453	97.3
Rogers ES	514	96.6	506	96.3	507	96.1
Weiss ES	548	96.7	521	95.8	511	96.8
<i>All Innovation Schools</i>	<i>7,407</i>	<i>96.4</i>	<i>7,497</i>	<i>96.3</i>	<i>7,655</i>	<i>96.3</i>
District						
<i>All Choice Schools</i>	<i>8,688</i>	<i>96.5</i>	<i>9,128</i>	<i>96.4</i>	<i>9,577</i>	<i>96.4</i>
Dallas ISD	157,853	94.8	156,804	95.4	155,237	95.3

Source: District attendance files dated June 20, 2017 (2016-17), June 11, 2018 (2017-18), and June 4, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: **Bold** numbers indicate percentages higher than the district. N = total enrollment. ES = Elementary School. MS= Middle School. HS = High School. PA = Preparatory Academy. STEAM = Science, Technology, Engineering, the Arts, and Mathematics. ISD = Independent School District. PSC = Public School Choice.

Appendix F Table 2: Dallas ISD PSC 1.0 and 2.0 Chronic Absenteeism for Choice Students

Choice Schools	Students Flagged for Chronic Absenteeism					
	2016-17		2017-18		2018-19	
	N	%	N	%	N	%
Transformation Schools						
Hulcy STEAM MS	9	2.5	21	3.9	19	3.6
IDEA HS	24	11.7	33	12.5	49	15.5
Mata ES	31	6.4	31	5.7	37	6.0
Solar Girls	5	2.6	10	3.4	14	3.0
<i>All Transformation Schools</i>	69	5.4	95	5.8	119	6.2
Innovation Schools						
B. Adams HS	197	10.2	240	11.8	315	14.6
Chapel Hill Preparatory	36	6.4	25	4.9	22	4.7
Franklin International	52	5.4	79	7.6	91	8.2
Geneva Heights ES	19	6.0	27	7.8	33	8.2
Kramer ES	14	2.4	32	5.2	34	5.4
Lipscomb ES	31	6.1	31	6.1	26	5.8
Marsh PA	69	7.4	67	7.3	68	7.1
Preston Hollow ES	7	1.5	10	2.0	14	3.1
Rogers ES	35	6.9	46	9.1	48	9.5
Weiss ES	33	5.8	60	11.5	30	5.9
<i>All Innovation Schools</i>	493	6.7	617	8.2	681	8.9
District						
<i>All Choice Schools</i>	562	6.5	712	7.8	800	7.1
Dallas ISD	19,848	11.6	19,484	12.4	19,902	12.8

Source: District attendance files dated June 20, 2017 (2016-17), June 11, 2018 (2017-18), and June 4, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: **Bold** numbers indicate percentages lower than the district. ES = Elementary School. MS = Middle School. HS = High School. PA = Preparatory Academy. STEAM = Science, Technology, Engineering, the Arts, and Mathematics. ISD = Independent School District. PSC=Public School Choice.

Appendix F Table 3: Dallas ISD PSC 3.0 Attendance Rates for Choice Students

Choice Schools	Average Attendance Rate			
	2017-18		2018-19	
	N	Mean %	N	Mean %
Transformation School				
CityLab HS	81	96.8	147	95.7
Innovation Schools				
Botello ES	558	95.6	542	96.3
De Zavala ES	409	96.1	443	96.4
<i>All Innovation Schools</i>	967	95.8	985	96.4
District				
<i>All Choice Schools</i>	1,048	95.9	1,132	96.3
Dallas ISD	156,804	95.4	155,237	95.3

Source: District attendance files dated June 11, 2018 (2017-18) and June 4, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: **Bold** numbers indicate percentages higher than the district. ES=Elementary School. HS = High School. ISD=Independent School District. PSC = Public School Choice.

Appendix F Table 4: Dallas ISD PSC 3.0 Chronic Absenteeism for Choice Students

Choice Schools	Students Flagged for Chronic Absenteeism			
	2017-18		2018-19	
	N	%	N	%
Transformation School				
CityLab HS	5	6.2	14	9.5
Innovation Schools				
Botello ES	75	13.4	52	9.6
De Zavala ES	39	9.5	38	8.6
<i>All Innovation Schools</i>	114	11.8	90	7.9
District				
<i>All Choice Schools</i>	119	11.4	104	9.2
Dallas ISD	19,484	12.4	19,902	12.8

Source: District attendance files dated June 11, 2018 (2017-18) and June 4, 2019 (2018-19). District Public Education Information Management System (PEIMS) demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: **Bold** numbers indicate percentages lower than the district. ES=Elementary School. HS=High School. ISD = Independent School District. PSC = Public School Choice.

Appendix F Table 5: Dallas ISD PSC 4.0 Attendance Rates and Chronic Absenteeism for Choice Students

Choice Schools	Average Attendance Rate		Students Flagged for Chronic Absenteeism	
	2018-19		2018-19	
	N	Mean %	N	%
Transformation Schools				
Montessori Academy ES	176	95.3	19	10.8
P.L. Prep ES	203	96.3	13	6.4
Ignite MS	189	98.8	3	1.6
Solar Boys	220	96.3	16	7.3
<i>All Transformation Schools</i>	788	96.7	51	6.5
Innovation Schools				
Donald ES	432	96.6	27	6.3
Douglass ES	540	95.2	84	15.6
Reagan ES	345	96.7	26	7.5
Richardson ES	691	96.3	59	8.5
<i>All Innovation Schools</i>	2,008	96.1	196	9.8
District				
<i>All Choice Schools</i>	2,796	96.3	247	8.8
Dallas ISD	155,237	95.3	19,902	12.8

Source: District attendance file dated June 4, 2019. District Public Education Information Management System (PEIMS) demographic data file dated October 26, 2018.

Note: **Bold** numbers indicate percentages higher (attendance rate) or lower (chronic absenteeism) than the district. ES=Elementary School. MS=Middle School. Prep=Preparatory. ISD=Independent School District. P.L.=Personalized Learning. PSC = Public School Choice.

Appendix G

Appendix G Table 1: Climate Survey Results, Spring 2018 and 2019, Percent Positive by Scale

	Respondents		Beliefs and Priorities			Positive Culture and Environment		
	N		2018	2019	Diff.	2018	2019	Diff.
Transformation Schools								
CityLab HS	17	24	88.0	76.3	-11.7	86.5	61.7	-24.8
Montessori Academy ES ¹	n/a	26	n/a	91.7	n/a	n/a	87.7	n/a
P.L. Prep ES ¹	n/a	26	n/a	79.9	n/a	n/a	73.2	n/a
Hulcy STEAM MS	58	28	87.9	89.7	1.8	77.1	78.8	1.7
IDEA HS	31	33	83.3	95.8	12.5	74.8	88.4	13.6
Ignite MS ¹	n/a	19	n/a	66.9	n/a	n/a	58.4	n/a
Mata ES	62	53	79.4	80.0	0.6	67.2	75.2	8.0
Solar Boys ES ¹	n/a	29	n/a	83.5	n/a	n/a	76.6	n/a
Solar Girls ES	27	34	95.8	98.1	2.3	92.6	90.9	-1.7
<i>All Transformation Schools</i>	<i>195</i>	<i>272</i>	<i>85.6</i>	<i>85.4</i>	<i>-0.2</i>	<i>76.6</i>	<i>77.9</i>	<i>1.3</i>
Innovation Schools								
B. Adams HS	164	149	71.2	61.8	-9.4	58.6	53.7	-4.9
Botello ES	57	59	91.6	97.0	5.4	84.2	93.4	9.2
Chapel Hill Preparatory	57	52	91.4	87.7	-3.7	76.9	74.6	-2.3
De Zavala ES	49	50	93.5	82.9	-10.6	88.6	71.2	-17.4
Donald ES ¹	39	47	89.7	90.6	0.9	78.4	73.6	-4.8
Douglass ES ¹	38	55	84.2	83.8	-0.4	67.8	71.9	4.1
Franklin International	68	67	90.1	46.8	-43.3	85.1	36.2	-48.9
Geneva Heights ES	43	37	72.9	87.7	14.8	58.7	74.6	15.9
Kramer ES	52	52	91.1	86.6	-4.5	70.9	76.6	-5.7
Lipscomb ES	48	47	94.7	79.4	-15.3	87.3	65.6	-21.7
Marsh PA	78	78	65.2	49.7	-15.5	51.9	40.6	-11.3
Preston Hollow ES	43	46	93.6	74.7	-18.9	89.0	65.9	-23.1
Reagan ES ¹	41	49	96.6	89.0	-7.6	98.3	83.2	-15.1
Richardson ES ¹	56	65	82.5	78.7	-3.8	74.0	76.3	2.3
Rogers ES	61	60	91.9	96.4	4.5	86.8	93.8	7.0
Weiss ES	57	54	92.5	92.8	0.3	79.7	84.8	5.1
<i>All Innovation Schools</i>	<i>951</i>	<i>967</i>	<i>85.1</i>	<i>79.1</i>	<i>-6.0</i>	<i>75.2</i>	<i>70.4</i>	<i>-4.8</i>
District								
<i>All Choice Schools</i>	<i>1,146</i>	<i>1,239</i>	<i>84.8</i>	<i>79.0</i>	<i>-5.8</i>	<i>74.8</i>	<i>70.4</i>	<i>-4.4</i>
Dallas ISD	13,619	13,298	80.1	79.2	-0.9	68.2	68.1	-0.1

Source: District Climate Survey files dated January 30, 2019 and June 3, 2019.

Note: ¹These schools did not become Choice Schools until fall 2018. **Bold** numbers indicate percentages higher than the district. Respondents included campus professional and support staff. Diff.=Difference. n/a=not applicable. P.L.=Personalized Learning. ES=Elementary School. MS=Middle School. HS=High School. PA=Preparatory Academy.

Appendix G Table 2: Climate Survey Results, Spring 2018 and 2019, Percent Positive by Scale

	Respondents N		Culture of Feedback and Support			Teacher-Teacher Trust			Principal-Teacher Trust		
	2018	2019	2018	2019	Diff.	2018	2019	Diff.	2018	2019	Diff.
Transformation Schools											
CityLab HS	7	11	85.7	63.6	-22.1	85.7	97.7	12.0	79.6	59.7	-19.9
Montessori Academy ES ¹	n/a	11	n/a	90.8	n/a	n/a	97.7	n/a	n/a	89.6	n/a
P.L. Prep ES ¹	n/a	14	n/a	52.4	n/a	n/a	83.9	n/a	n/a	61.2	n/a
Hulcy STEAM MS	34	20	74.5	77.5	3.0	70.6	63.2	-7.4	75.6	85.7	10.1
IDEA HS	17	19	56.9	94.7	37.8	86.8	100.0	13.2	80.7	97.7	17.0
Ignite MS ¹	n/a	11	n/a	74.2	n/a	n/a	79.5	n/a	n/a	70.1	n/a
Mata ES	34	28	77.0	66.7	-10.3	77.0	81.3	4.3	84.5	68.7	-15.8
Solar Boys ES ¹	n/a	15	n/a	62.2	n/a	n/a	76.7	n/a	n/a	66.7	n/a
Solar Girls ES	16	24	91.7	95.8	4.1	92.2	97.9	5.7	96.4	97.6	1.2
<i>All Transformation Schools</i>	108	153	75.8	76.5	0.7	79.3	85.9	6.6	82.5	79.1	-3.4
Innovation Schools											
B. Adams HS	117	112	65.2	54.4	-10.8	71.1	65.8	-5.3	64.5	58.3	-6.2
Botello ES	34	32	77.9	92.7	14.8	72.8	92.2	19.4	81.4	97.3	15.9
Chapel Hill Preparatory	32	30	74.5	75.0	0.5	85.9	73.3	-12.6	79.5	71.9	-7.6
De Zavala ES	26	29	94.2	74.1	-20.1	92.3	68.7	-23.6	97.3	72.4	-24.9
Donald ES ¹	27	28	70.8	85.6	14.8	79.6	92.8	13.2	71.4	69.7	-1.7
Douglass ES ¹	23	33	81.1	72.7	-8.4	90.1	83.3	-6.8	77.6	69.7	-7.9
Franklin International	51	52	85.6	37.8	-47.8	84.3	71.2	-13.1	88.5	45.3	-43.2
Geneva Heights ES	24	19	63.9	75.0	11.1	71.9	73.3	1.4	70.1	71.9	1.8
Kramer ES	37	32	77.8	84.4	6.6	72.8	85.0	12.2	86.1	89.2	3.1
Lipscomb ES	27	28	96.3	63.7	-32.6	96.3	77.7	-18.6	94.2	67.2	-27.0
Marsh PA	52	49	62.5	31.2	-31.3	73.1	62.2	-10.9	64.6	29.3	-35.3
Preston Hollow ES	30	30	87.7	68.9	-18.8	85.8	82.4	-3.4	86.7	65.7	-21.0
Reagan ES ¹	22	24	100.0	83.1	-16.9	100.0	94.8	-5.2	100.0	78.4	-21.6
Richardson ES ¹	35	40	73.7	75.4	1.7	87.1	93.8	6.7	80.8	74.6	-6.2
Rogers ES	35	37	91.9	97.3	5.4	96.4	100.0	3.6	88.8	98.1	9.3
Weiss ES	33	31	78.7	89.2	10.5	86.0	96.8	10.8	82.5	87.6	5.1
<i>All Innovation Schools</i>	605	606	77.3	67.8	-9.5	81.5	79.4	-2.1	79.1	68.0	-11.1
District											
<i>All Choice Schools</i>	713	759	77.0	69.6	-7.4	81.2	80.7	-0.5	79.6	70.3	-9.3
Dallas ISD	8,406	8,230	71.1	70.1	-1.0	75.4	77.5	2.1	73.5	72.2	-1.3

Source: District Climate Survey files dated January 30, 2019 and June 3, 2019.

Note: ¹These schools did not become Choice Schools until fall 2018. **Bold** numbers indicate percentages higher than the district. Respondents included teachers only. Diff.=Difference. n/a=not applicable. P.L.=Personalized Learning. ES=Elementary School. MS=Middle School. HS=High School. PA=Preparatory Academy.

Appendix G Table 3: Climate Survey Results Continued, Spring 2018 and 2019, Percent Positive by Scale

	Respondents N		College-Going Culture		
	2018	2019	2018	2019	Diff.
Transformation Schools					
CityLab HS*	11	17	89.4	91.1	1.7
Montessori Academy ES ¹	n/a	15	n/a	98.9	n/a
P.L. Prep ES ¹	n/a	20	n/a	88.3	n/a
Hulcy STEAM MS	43	22	89.5	97.0	7.5
IDEA HS	21	25	86.5	98.7	12.2
Ignite MS ¹	n/a	14	n/a	86.9	n/a
Mata ES	41	37	89.0	86.4	-2.6
Solar Boys ES ¹	n/a	21	n/a	89.6	n/a
Solar Girls ES	21	29	99.2	100.0	0.8
<i>All Transformation Schools</i>	<i>137</i>	<i>200</i>	<i>90.2</i>	<i>92.3</i>	<i>2.1</i>
Innovation Schools					
B. Adams HS	134	130	72.4	65.4	-7.0
Botello ES	40	39	92.9	96.6	3.7
Chapel Hill Preparatory	40	37	94.6	91.9	-2.7
De Zavala ES	31	35	100.0	82.4	-17.6
Donald ES ¹	32	34	91.7	96.6	4.9
Douglass ES ¹	27	37	93.2	88.7	-4.5
Franklin International	60	47	83.9	71.8	-12.1
Geneva Heights ES	29	26	89.6	91.9	2.3
Kramer ES	42	37	94.4	91.0	-3.4
Lipscomb ES	34	35	97.5	91.9	-5.6
Marsh PA	62	56	71.2	55.3	-15.9
Preston Hollow ES	34	38	93.1	87.3	-5.8
Reagan ES ¹	26	31	94.3	94.6	0.3
Richardson ES ¹	41	48	100.0	94.4	-5.6
Rogers ES	42	42	100.0	100.0	0.0
Weiss ES	40	38	92.5	95.6	3.1
<i>All Innovation Schools</i>	<i>714</i>	<i>710</i>	<i>87.8</i>	<i>83.3</i>	<i>-4.5</i>
District					
<i>All Choice Schools</i>	<i>851</i>	<i>910</i>	<i>88.2</i>	<i>85.5</i>	<i>-2.7</i>
Dallas ISD	9,944	9,767	83.6	83.6	0.0

Source: District Climate Survey files dated January 30, 2019 and June 3, 2019.

Note: ¹These schools did not become Choice Schools until fall 2018. **Bold** numbers indicate percentages higher than the district. Respondents included teachers and campus administrators only. Diff.=Difference. P.L.=Personalized Learning. n/a=not applicable. ES=Elementary School. MS=Middle School. HS=High School. PA=Preparatory Academy.

Appendix H

Appendix H Table 1: District Student Experience Survey Results, Spring 2018 and 2019, Classroom Environment Percent Positive

School	Responses N		Classroom Environment		
	2018	2019	2018	2019	Diff
Transformation Schools					
CityLab HS	146	263	91.0	78.0	-13.0
Hulcy STEAM MS	1,009	1,008	82.0	84.0	2.0
IDEA HS	399	537	81.0	92.0	11.0
Ignite MS ¹	n/a	325	n/a	72.0	n/a
P.L. Prep ES ¹	156	118	82.0	77.0	-5.0
Mata ES	412	412	76.0	74.0	-2.0
Solar Girls ES	150	305	96.0	94.0	-2.0
<i>All Transformation Schools (grades 3 to 5)</i>	562	835	78.8	81.7	2.9
<i>All Transformation Schools (grades 6 to 12)</i>	1,554	2,133	82.6	83.4	0.8
Innovation Schools					
B. Adams HS	3,163	3,271	89.0	89.0	0.0
Botello ES	431	422	80.0	81.0	1.0
Chapel Hill Preparatory	419	356	83.0	86.0	3.0
De Zavala ES	272	298	80.0	81.0	1.0
Donald ES ¹	328	345	84.0	88.0	4.0
Douglass ES ¹	361	393	82.0	88.0	6.0
Franklin International	1,780	1,884	76.0	77.0	1.0
Geneva Heights ES	259	256	78.0	81.0	3.0
Kramer ES	386	422	90.0	82.0	-8.0
Lipscomb ES	382	361	88.0	91.0	3.0
Marsh PA	1,571	1,774	71.0	73.0	2.0
Preston Hollow ES	367	305	87.0	84.0	-3.0
Reagan ES ¹	271	268	84.0	77.0	-7.0
Richardson ES ¹	592	587	82.0	84.0	2.0
Rogers ES	330	329	96.0	98.0	2.0
Weiss ES	370	397	77.0	92.0	15.0
<i>All Innovation Schools (grades 3 to 5)</i>	4,768	4,739	83.9	85.8	1.9
<i>All Innovation Schools (grades 6 to 12)</i>	6,514	6,929	81.1	81.6	0.5
District					
<i>All Choice Schools (grades 3 to 5)</i>	5,180	5,574	83.3	85.2	1.9
<i>All Choice Schools (grades 6 to 12)</i>	8,068	9,062	81.4	82.1	0.7
Dallas ISD (grades 3 to 5)	63,368	60,868	81.0	84.0	3.0
Dallas ISD (grades 6 to 12)	114,239	113,781	80.0	81.0	1.0

Source: District School Experience Survey results dated July 16, 2018 and June 19, 2019.

Note: ¹These schools did not become Choice Schools until fall 2018. **Bold** numbers indicate percentages higher than the district. The number of Choice student responses varied by scale; students were asked to complete surveys for two of their teachers. Diff.=Difference. P.L.=Personalized Learning. ES=Elementary School. MS=Middle School. HS=High School. PA=Preparatory Academy. n/a=not applicable.

Appendix H Table 2: District Student Experience Survey Results, Spring 2018 and 2019, Expectations and Rigor Percent Positive

School	Responses N		Expectations and Rigor		
	2018	2019	2018	2019	Diff
Transformation Schools					
CityLab HS	142	263	90.0	74.0	-16.0
Hulcy STEAM MS	1,011	1,007	86.0	85.0	-1.0
IDEA HS	399	535	80.0	90.0	10.0
Ignite MS ¹	n/a	327	n/a	77.0	n/a
P.L. Prep ES ¹	156	118	85.0	86.0	1.0
Mata ES	412	416	79.0	81.0	2.0
Solar Girls ES	150	304	97.0	94.0	-3.0
<i>All Transformation Schools (grades 3 to 5)</i>	562	838	83.8	86.4	2.6
<i>All Transformation Schools (grades 6 to 12)</i>	1,552	2,132	84.8	83.7	-1.1
Innovation Schools					
B. Adams HS	3,139	3,261	84.0	83.0	-1.0
Botello ES	429	420	91.0	89.0	-2.0
Chapel Hill Preparatory	419	355	89.0	90.0	1.0
De Zavala ES	272	293	90.0	90.0	0.0
Donald ES ¹	328	353	92.0	93.0	1.0
Douglass ES ¹	361	393	93.0	93.0	0.0
Franklin International	1,756	1,872	75.0	76.0	1.0
Geneva Heights ES	259	257	87.0	92.0	5.0
Kramer ES	386	422	93.0	89.0	-4.0
Lipscomb ES	380	362	95.0	94.0	-1.0
Marsh PA	1,572	1,765	72.0	74.0	2.0
Preston Hollow ES	367	305	91.0	88.0	-3.0
Reagan ES ¹	269	269	89.0	88.0	-1.0
Richardson ES ¹	594	587	87.0	91.0	4.0
Rogers ES	329	330	98.0	99.0	1.0
Weiss ES	371	398	84.0	95.0	11.0
<i>All Innovation Schools (grades 3 to 5)</i>	4,764	4,744	90.6	91.6	1.0
<i>All Innovation Schools (grades 6 to 12)</i>	6,467	6,898	78.6	78.8	0.2
District					
<i>All Choice Schools (grades 3 to 5)</i>	5,176	5,582	89.7	90.9	1.2
<i>All Choice Schools (grades 6 to 12)</i>	8,019	9,030	79.8	79.9	0.1
Dallas ISD (grades 3 to 5)	63,454	60,907	89.0	91.0	2.0
Dallas ISD (grades 6 to 12)	113,418	113,034	77.0	77.0	0.0

Source: District School Experience Survey results dated July 16, 2018 and June 19, 2019.

Note: ¹These schools did not become Choice Schools until fall 2018. **Bold** numbers indicate percentages higher than the district. The number of Choice student responses varied by scale; students were asked to complete surveys for two of their teachers. Diff.=Difference. P.L.=Personalized Learning. ES=Elementary School. MS=Middle School. HS=High School. PA=Preparatory Academy. n/a=not applicable.

Appendix H Table 3: District Student Experience Survey Results, Spring 2018 and 2019, Pedagogical Effectiveness Percent Positive

School	Responses N		Pedagogical Effectiveness		
	2018	2019	2018	2019	Diff
Transformation Schools					
CityLab HS	146	263	83.0	68.0	-15.0
Hulcy STEAM MS	1,012	1,009	81.0	80.0	-1.0
IDEA HS	400	538	76.0	89.0	13.0
Ignite MS ¹	n/a	326	n/a	72.0	n/a
P.L. Prep ES ¹	156	118	88.0	84.0	-4.0
Mata ES	414	413	83.0	81.0	-2.0
Solar Girls ES	150	305	96.0	93.0	-3.0
<i>All Transformation Schools (grades 3 to 5)</i>	564	836	86.5	85.8	-0.7
<i>All Transformation Schools (grades 6 to 12)</i>	1,558	2,136	79.9	79.6	-0.3
Innovation Schools					
B. Adams HS	3,168	3,269	82.0	81.0	-1.0
Botello ES	431	422	91.0	91.0	0.0
Chapel Hill Preparatory	420	356	90.0	92.0	2.0
De Zavala ES	272	298	91.0	91.0	0.0
Donald ES ¹	328	348	92.0	93.0	1.0
Douglass ES ¹	361	394	93.0	91.0	-2.0
Franklin International	1,786	1,888	74.0	73.0	-1.0
Geneva Heights ES	260	257	88.0	90.0	2.0
Kramer ES	386	422	94.0	89.0	-5.0
Lipscomb ES	382	361	94.0	93.0	-1.0
Marsh PA	1,597	1,778	69.0	70.0	1.0
Preston Hollow ES	367	305	91.0	89.0	-2.0
Reagan ES ¹	271	269	90.0	90.0	0.0
Richardson ES ¹	594	587	90.0	94.0	4.0
Rogers ES	331	329	98.0	99.0	1.0
Weiss ES	371	398	89.0	96.0	7.0
<i>All Innovation Schools (grades 3 to 5)</i>	4,774	4,746	91.6	92.3	0.7
<i>All Innovation Schools (grades 6 to 12)</i>	6,551	6,935	76.6	76.0	-0.6
District					
<i>All Choice Schools (grades 3 to 5)</i>	5,188	5,582	90.9	91.3	0.4
<i>All Choice Schools (grades 6 to 12)</i>	8,109	9,071	77.3	76.8	-0.5
Dallas ISD (grades 3 to 5)	63,636	61,099	91.0	91.0	0.0
Dallas ISD (grades 6 to 12)	114,811	114,049	75.0	75.0	0.0

Source: District School Experience Survey results dated July 16, 2018 and June 19, 2019.

Note: ¹These schools did not become Choice Schools until fall 2018. **Bold** numbers indicate percentages higher than the district. The number of Choice student responses varied by scale; students were asked to complete surveys for two of their teachers. Diff.=Difference. P.L.=Personalized Learning. ES=Elementary School. MS=Middle School. HS=High School. PA=Preparatory Academy. n/a=not applicable.

Appendix H Table 4: District Student Experience Survey Results Continued, Spring 2018 and 2019, Supportive Relationships Percent Positive

School	Responses N		Supportive Relationships		
	2018	2019	2018	2019	Diff
Transformation Schools					
CityLab HS	142	263	78.0	64.0	-14.0
Hulcy STEAM MS	1,007	1,004	75.0	76.0	1.0
IDEA HS	398	533	70.0	86.0	16.0
Ignite MS ¹	n/a	325	n/a	62.0	n/a
P.L. Prep ES ¹	151	115	68.0	63.0	- 5.0
Mata ES	410	412	58.0	60.0	2.0
Solar Girls ES	149	303	84.0	84.0	0.0
<i>All Transformation Schools (grades 3 to 5)</i>	559	830	61.5	69.2	7.7
<i>All Transformation Schools (grades 6 to 12)</i>	1,547	2,125	73.9	74.9	1.0
Innovation Schools					
B. Adams HS	3,132	3,252	75.0	74.0	-1.0
Botello ES	423	418	75.0	72.0	-3.0
Chapel Hill Preparatory	417	351	78.0	82.0	4.0
De Zavala ES	271	296	77.0	74.0	-3.0
Donald ES ¹	323	352	80.0	84.0	4.0
Douglass ES ¹	355	393	82.0	88.0	6.0
Franklin International	1,751	1,857	60.0	62.0	2.0
Geneva Heights ES	257	254	66.0	67.0	1.0
Kramer ES	384	417	84.0	74.0	-10.0
Lipscomb ES	380	363	85.0	85.0	0.0
Marsh PA	1,525	1,765	61.0	61.0	0.0
Preston Hollow ES	367	304	80.0	82.0	2.0
Reagan ES ¹	269	269	70.0	65.0	-5.0
Richardson ES ¹	589	584	74.0	79.0	5.0
Rogers ES	327	330	93.0	97.0	4.0
Weiss ES	368	394	62.0	89.0	27.0
<i>All Innovation Schools (grades 3 to 5)</i>	4,730	4,725	77.5	80.3	2.8
<i>All Innovation Schools (grades 6 to 12)</i>	6,408	6,874	67.6	67.4	-0.2
District					
<i>All Choice Schools (grades 3 to 5)</i>	5,140	5,555	75.9	78.6	2.7
<i>All Choice Schools (grades 6 to 12)</i>	7,955	8,999	68.8	69.2	0.4
<i>Dallas ISD (grades 3 to 5)</i>	62,894	60,410	76.0	79.0	3.0
<i>Dallas ISD (grades 6 to 12)</i>	112,845	112,692	67.0	67.0	0.0

Source: District School Experience Survey results dated July 16, 2018 and June 19, 2019.

Note: ¹These schools did not become Choice Schools until fall 2018. **Bold** numbers indicate percentages higher than the district. The number of Choice student responses varied by scale; students were asked to complete surveys for two of their teachers. Diff.=Difference. P.L.=Personalized Learning. ES=Elementary School. MS=Middle School. HS=High School. PA=Preparatory Academy. n/a=not applicable.

Appendix H Table 5: District Student Experience Survey Results Continued, Spring 2018 and 2019, Student Engagement Percent Positive

School	Respondents N		Student Engagement		
	2018	2019	2018	2019	Diff
Transformation Schools					
CityLab HS	142	261	57.0	48.0	-9.0
Hulcy STEAM MS	1,009	1,005	60.0	62.0	2.0
IDEA HS	397	534	62.0	79.0	17.0
Ignite MS ¹	n/a	327	n/a	53.0	n/a
P.L. Prep ES ¹	151	115	83.0	79.0	-4.0
Mata ES	409	414	79.0	79.0	0.0
Solar Girls ES	149	304	96.0	92.0	-4.0
<i>All Transformation Schools (grades 3 to 5)</i>	558	833	83.5	83.7	0.2
<i>All Transformation Schools (grades 6 to 12)</i>	1,548	2,127	60.2	63.2	3.0
Innovation Schools					
B. Adams HS	3,137	3,261	64.0	63.0	-1.0
Botello ES	426	418	84.0	86.0	2.0
Chapel Hill Preparatory	417	350	85.0	85.0	0.0
De Zavala ES	270	297	82.0	86.0	4.0
Donald ES ¹	322	354	86.0	88.0	2.0
Douglass ES ¹	356	393	91.0	90.0	-1.0
Franklin International	1,749	1,868	53.0	53.0	0.0
Geneva Heights ES	256	254	83.0	86.0	3.0
Kramer ES	385	419	92.0	84.0	-8.0
Lipscomb ES	380	363	92.0	92.0	0.0
Marsh PA	1,545	1,758	48.0	49.0	1.0
Preston Hollow ES	366	303	85.0	85.0	0.0
Reagan ES ¹	268	270	82.0	83.0	1.0
Richardson ES ¹	588	584	84.0	86.0	2.0
Rogers ES	328	330	96.0	98.0	2.0
Weiss ES	366	395	76.0	90.0	14.0
<i>All Innovation Schools (grades 3 to 5)</i>	4,728	4,730	86.1	87.6	1.5
<i>All Innovation Schools (grades 6 to 12)</i>	6,431	6,887	57.2	56.7	-0.5
District					
<i>All Choice Schools (grades 3 to 5)</i>	5,137	5,563	85.5	87.0	1.5
<i>All Choice Schools (grades 6 to 12)</i>	7,979	9,014	57.8	58.2	0.4
Dallas ISD (grades 3 to 5)	62,879	60,410	85.0	86.0	1.0
Dallas ISD (grades 6 to 12)	112,677	112,606	57.0	56.0	-1.0

Source: District School Experience Survey results dated July 16, 2018 and June 19, 2019.

Note: ¹These schools did not become Choice Schools until fall 2018. **Bold** numbers indicate percentages higher than the district. The number of Choice student responses varied by scale; students were asked to complete surveys for two of their teachers. Diff.=Difference. P.L.=Personalized Learning. ES=Elementary School. MS=Middle School. HS=High School. PA=Preparatory Academy. n/a=not applicable.