

2018-19 Evaluation of Accelerating Campus Excellence (ACE)

Department of Evaluation and Assessment

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2018-19 Evaluation of Accelerating Campus Excellence (ACE)

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Table of Contents

ABSTRACT	1
PROGRAM DESCRIPTION	2
People	2
Learning	3
Expectations	3
PURPOSE AND SCOPE OF THE EVALUATION	3
MAJOR EVALUATION QUESTIONS AND RESULTS	4
What was the source and amount of funding for the ACE program?.....	4
Methodology	4
Results	4
How were ACE staff members selected and compensated?	5
Methodology	5
Results	5
What were the student, teacher, and principal characteristics of ACE 2.0 and ACE Leadership 3.0 campuses?	5
Methodology	5
Results	6
What were teacher and campus administrator perceptions of ACE 2.0 and ACE Leadership 3.0?	8
Methodology	8
Results	8
What were the outcomes related to the people component of ACE 2.0 and ACE Leadership 3.0?	15
Methodology	15
Results	15
What were the outcomes related to the learning component of ACE 2.0 and ACE Leadership 3.0?	17
Methodology	17
Results	20
What were the outcomes related to the expectations component of ACE 2.0 and ACE Leadership 3.0?	33
Methodology	34

Results	35
What were the outcomes related to the district Climate Survey, <i>ISIP</i> , <i>STAAR</i> , attendance, and discipline for ACE 1.0 campuses?	39
Methodology	39
Results	40
What were the 2019 ACE state accountability ratings?	50
SUMMARY AND RECOMMENDATIONS.....	51
Summary	51
Recommendations.....	58
REFERENCES.....	60
APPENDICES	61

List of Tables

Table	Page
1 2018-19 ACE Stipends and Payout Schedule	5
2 2018-19 ACE Student Characteristics	6
3 2018-19 ACE Teacher Characteristics	7
4 2018-19 ACE Teacher Survey Response Rates	9
5 2018-19 ACE Teacher Retention Rates	16
6 2016-17 to 2018-19 ACE 2.0 and ACE Leadership 3.0 Campus Climate Survey Quintile Scores (Culture of Feedback and Support)	16
7 2018-19 ACE ACP Exam Passing Rate Comparisons to Previous Year and District by Subject	25
8 2019 ACE STAAR Approaches+ and Meets+ Attainment Rate Comparisons to Previous Year and District by Subject.....	32
9 2016-17 to 2018-19 ACE 2.0 and ACE Leadership 3.0 Level I, II, and III Disciplinary Offenses	36
10 2016-17 to 2018-19 ACE 2.0 and ACE Leadership 3.0 Attendance Rates	36
11 2019 ACE Student Experience Survey Percent Favorable Ratings by Category.....	37
12 2014-15, 2017-18, and 2018-19 ACE 1.0 Campus Climate Survey Quintile Scores (Culture of Feedback and Support).....	41
13 2019 ACE 1.0 STAAR Approaches+ and Meets+ Attainment Rate Comparisons to Previous Year and District by Subject.....	48
14 2014-15, 2017-18, and 2018-19 ACE 1.0 Level I, II, and III Disciplinary Offenses	50
15 2014-15, 2017-18, and 2018-19 ACE 1.0 Attendance Rates	50
16 2018 and 2019 TEA Accountability Results.....	51

List of Figures

Figure		Page
1	2018-19 ACE Teacher Survey, Implementation Effectiveness.....	10
2	2018-19 ACE Campus Administrator Survey, Implementation Effectiveness	12
3	2018-19 Summary of ACE Parent Engagement Activities.....	14
4	2018-19 Summary of ACE Community Partnerships	14
5	2018-19 ACE 2.0 Six-Week Tier 1 Percentages on <i>ISIP</i> (Combined English and Spanish).....	21
6	2018-19 ACE Leadership 3.0 Six-Week Tier 1 Percentages on <i>ISIP</i> (Combined English and Spanish)	22
7	2016-17 to 2018-19 Two-Year Trends of EOY <i>ISIP</i> Percentages at Tier 1 for ACE 2.0, ACE 2.0 Comparison, and District.....	23
8	2017-18 to 2018-19 One-Year Trends of EOY <i>ISIP</i> Percentages at Tier 1 for ACE Leadership 3.0, ACE 3.0 Comparison, and District	24
9	2019 Percentage of Students Attaining <i>STAAR</i> Approaches+, Meets+, or Masters Performance Standards by Subject for ACE 2.0, ACE 2.0 Comparison, and District	26
10	2019 Percentage of Students Attaining <i>STAAR</i> Approaches+, Meets+, or Masters Performance Standards by Subject for ACE Leadership 3.0, ACE 3.0 Comparison, and District	27
11	2016-17 to 2018-19 One- and Two-Year <i>STAAR</i> Trends for Mathematics, Reading, and Writing for ACE 2.0, ACE 2.0 Comparison, and the District	28
12	2016-17 to 2018-19 One- and Two-Year <i>STAAR</i> Trends for Science and Social Studies for ACE 2.0	29
13	2017-18 to 2018-19 One-Year <i>STAAR</i> Trends for Mathematics, Reading, and Writing for ACE Leadership 3.0, ACE 3.0 Comparison, and the District.....	30
14	2016-17 to 2018-19 Two-Year <i>STAAR</i> Trends for Science for ACE Leadership 3.0	31
15	2019 Percentage of ACE 2.0 and ACE Leadership 3.0 Students Attaining <i>STAAR</i> Mathematics and Reading Progress Measures by Subject.....	33
16	2017 to 2019 ACE Student Experience Survey Overall Percent Favorable Ratings	38
17	2019 ACE Campus Parent/Guardian Survey Overall Positive Response Rates.....	39
18	2018-19 ACE 1.0 Six-Week Tier 1 Percentages on <i>ISIP</i> (Combined English and Spanish).....	42
19	2014-15, 2017-18, and 2018-19 Four- and One-Year Trends of <i>ISIP</i> Percentages at Tier 1 for ACE 1.0, ACE 1.0 Comparison, and District	43
20	2019 Percentage of Students Attaining <i>STAAR</i> Approaches+, Meets+ or Masters Performance Standards by Subject for ACE 1.0, ACE 1.0 Comparison, and District	45
21	2014-15 to 2018-19 One- and Four-Year <i>STAAR</i> Trends for Mathematics, Reading, and Writing for ACE 1.0, ACE 1.0 Comparison, and the District	46
22	2014-15 to 2018-19 One- and Four-Year <i>STAAR</i> Trends for Science and Social Studies for ACE 1.0, ACE 1.0 Comparison, and District	47

23	2019 Percentage of ACE 1.0 Students Attaining STAAR Progress Measures by Subject	49
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List of Appendices

Appendix		Page
A	2018-19 ACE Cohort Campuses and Comparison Campuses.....	62
B	2018-19 ACE Student Characteristics	63
C	2018-19 ACE Teacher Characteristics	66
D	2018-19 Percentage of Teachers at Each TEI Effectiveness Level	71
E	2018-19 Teacher Survey Response Rates.....	72
F	2018-19 ACE Teacher Survey	73
G	2018-19 ACE Principal/Assistant Principal Survey	78
H	2018-19 ACE Teacher Retention Rates	83
I	2014-15 to 2018-19 Istation's Indicators of Progress (ISIP) Assessment Periods	84
J	2018-19 ACE ISIP Tier 1 Attainment by Six-Week Period	85
K	2014-15, 2017-18, and 2018-19 ACE 1.0 Tier 1 ISIP Rates by Campus	99
L	Fall 2017 and Fall 2018 Core Subjects ACP Passing Rates	109
M	2015 to 2019 ACE STAAR Rates at Approaches Grade Level or Above Standard by Grade Level, Campus, and Subject	123
N	2018 to 2019 ACE 1.0, ACE 1.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade, Student Group, and Subject	149
O	2017 to 2019 ACE 2.0, ACE 2.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade, Student Group, and Subject	166
P	2015 to 2019 ACE 1.0, ACE 1.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade, Student Group, and Subject	173
Q	2019 Percentage of ACE Students Attaining STAAR Progress Measures by Grade, Campus, and Subject	180
R	2015 to 2019 ACE Level I, II, and III Disciplinary Offenses	184
S	2015 to 2019 ACE Attendance Rates	185
T	2019 ACE Student Experience Survey Percent Favorable Ratings	186
U	2017 to 2019 Campus Positive Response Rates on Parent/Guardian Survey	188
V	Parent/Guardian Survey Items.....	189

2018-19 Evaluation of Accelerating Campus Excellence (ACE)

Project Evaluators: Mitch Barton, Ph.D. and Sydney P. Rowles, Ph.D.

ABSTRACT

Formed in 2015-16, Accelerating Campus Excellence (ACE) aimed to transform schools by assigning strong leadership and effective teachers to struggling campuses. Supported by \$8,642,709 in general operating funds (a decrease from \$9,885,862 in 2017-18), the 2018-19 ACE program included campuses from the second (ACE 2.0) and third (ACE Leadership 3.0) cohort. Some outcomes also were examined for former ACE 1.0 campuses.

Highlights of findings include: **People.** While the teacher retention rate for ACE 2.0 and ACE Leadership 3.0 cohorts was lower than the district rate (70%), over half of these teachers (62%) held a Teacher Excellence Initiative effectiveness level of Proficient I or above. Six campuses from ACE 2.0 and ACE Leadership 3.0 met the Spring 2019 Climate Survey objective of scores in the fourth or fifth quintile (most positive), but former ACE 1.0 campuses generally struggled with campus climate ratings. **Learning.** ACE 2.0 and ACE Leadership 3.0 also met the program objectives relating to *Istation's Indicators of Progress (ISIP)*, *Assessments of Course Performance (ACP)*, *State of Texas Assessments of Academic Readiness (STAAR)*, and *STAAR* progress measures. At former ACE 1.0 campuses, rates of students at Tier 1 for *ISIP* and at all *STAAR* performance standards declined since 2017-18, but rates remained higher than pre-ACE rates in all subjects. Rates of ACE 1.0 students with limited progress on *STAAR* mathematics and reading were higher than the district, indicating a need for caution to avoid further erosion of strong past gains. **Expectations.** While most ACE 2.0 and ACE Leadership 3.0 campuses did not meet program objectives for discipline, both current cohorts successfully reduced offenses over time. ACE 2.0 and ACE Leadership 3.0 cohorts also met program objectives for attendance, and student and parent perceptions were generally positive. **Overall.** In 2018-19, all 11 ACE 2.0 and ACE Leadership 3.0 campuses received a passing accountability rating between A and D.

Recommendations include the following: 1) compare the progress of ACE 2.0 and ACE Leadership 3.0 cohorts; 2) monitor transitioning campuses; 3) evaluate long-term outcomes; 4) renew and adjust professional development for campus leaders and teachers; 5) continue the focus on literacy; 6) maintain and expand training and support for classroom behavioral management; 7) strengthen social-emotional learning; 8) strengthen parent involvement efforts; and 9) continue efforts to improve campus climate.

PROGRAM DESCRIPTION

The Accelerating Campus Excellence (ACE) initiative was formed in 2015-16 on the principle that transforming schools requires strong leadership and effective teachers enveloped in an environment of high expectations for students and staff members. To accomplish this goal, the Dallas Independent School District (Dallas ISD) provided competitive stipends to incentivize top teachers and principals to relocate to some of the district's most challenged campuses.

In 2018-19, five of the seven campuses from the first cohort of ACE campuses (ACE 1.0; Annie Webb Blanton, Billy Earl Dade, Umphrey Lee, Roger Q. Mills, and Sarah Zumwalt) rejoined their pre-ACE feeder patterns after completing their third and final year in the program.¹ During this transition, these campuses continued to receive an additional assistant principal for instructional support, funding for extra tutoring, stipends for approximately 20 percent of teachers, access to training and meetings, and access to data analysis support every six weeks during the 2018-19 school year.² In addition, four of the six campuses from the second cohort (ACE 2.0; C.F. Carr, J.N. Ervin, Thomas J. Rusk, and Edward Titcher) participated in their second year of the program in 2018-19.³ These campuses continued to receive competitive stipends to incentivize top teachers and principals to serve some of the district's most challenged campuses. Lastly, seven campuses joined the third cohort in 2018-19 (ACE Leadership 3.0; Cesar Chavez, Paul L. Dunbar, L.L. Hotchkiss, Maple Lawn, Martin Luther King, Jr., Elisha M. Pease, and Joseph J. Rhoads). Leadership teams of 12 to 14 teachers at these campuses were offered stipends for eight hours of weekly leadership work in professional development, curriculum alignment, data analysis, positive culture building, and the development of strong parent and community partnerships.

The ACE program aimed to improve student achievement by striving to accelerate learning through a focus on three general components: *People*, *Learning*, and *Expectations*. To support acceleration in the three areas, ACE campuses prioritized balanced literacy, social and emotional development, and professional learning communities (PLCs) with strong data practices.

People

To accelerate factors related to people, ACE campuses were staffed with strong administrators and effective teachers. Staff members also embraced three core values: 1) growth mindset, 2) high expectations, and 3) inspiring relationships. The following objectives measured progress in this area.

Recruit, retain, and develop strong teachers as measured by:

- A minimum of 60 percent of teachers on ACE campuses with Proficient I or above Teacher Excellence Initiative (TEI) effectiveness levels

¹ In 2018-19, former ACE 1.0 campus Elisha M. Pease elementary school joined ACE Leadership 3.0, and grades seven and eight of the Thomas A. Edison middle school were consolidated with Pinkston high school because of facility needs. Grade six at Thomas A. Edison was consolidated with C. F. Carr Elementary.

² Because most ACE 1.0 campuses rejoined their pre-ACE feeder patterns in 2018-19, one-year post-program data for ACE 1.0 and a cohort of comparison campuses for ACE 1.0 are included in this report.

³ Because of enrollment decline and school choice expansion, students at Onesimo Hernandez elementary school were consolidated with Maple Lawn elementary school, and students at L.W. Ray elementary school were consolidated with Cesar Chavez learning center. Onesimo Hernandez elementary school became a Montessori academy in 2018-19.

- Annual teacher retention rates at or above district retention rates
- Fourth or fifth quintile scores on the Culture of Feedback and Support section of the district Climate Survey.

Learning

To accelerate factors related to learning, ACE staff members participated in supplemental professional development opportunities and committed to excellence in both academic and social-emotional learning. Staff members also focused on consistent use of data-driven instruction. Finally, for ACE 2.0 campuses, the school day was extended one hour and extended after school opportunities were offered until 6 p.m. three days per week. The following objectives measured progress in this area:

- Improve rates of kindergarten to grade two students reading on grade level as measured by *Istation's Indicators of Progress (ISIP)*; i.e., rates of Tier 1 students at or above district rates)
- Close achievement gap in assessment scores [i.e., within 10 percentage points of district rates in fall for *Assessment of Course Performance (ACP)* and in spring for *ACP* and *State of Texas Assessments of Academic Readiness (STAAR)*]
- Close achievement gap for reading and mathematics growth (i.e., within at least 10 percentage points of district rates of students with Expected and Accelerated ratings on *STAAR* reading and mathematics progress measures)

Expectations

To accelerate factors related to expectations, ACE campuses emphasized relationships among campus community members. In addition, core content was double blocked and taught in alignment with best practices. The ACE program also provided uniforms to students, upgraded campus facilities, and strengthened parent and community partnerships. The following objectives measured progress in this area:

Increase positive student expectations and parent engagement as measured by:

- Disciplinary offenses at or below the district average
- Attendance rates at or above 96%
- Student Experience Survey positive response rates at or above district averages
- Parent perception positive response rates at or above district averages

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation⁴ was to provide data for campus, program, and district leadership to evaluate progress toward year four objectives established by ACE program staff members, and to provide analysis of some additional applicable outcomes. When applicable, data were provided for ACE cohorts,⁵

⁴ Portions of this report were replicated or adapted from Palladino and Barton, 2018.

⁵ Because most ACE 1.0 campuses rejoined their pre-ACE feeder patterns in 2018-19, data for the ACE 1.0 cohort and the cohort of comparison campuses for ACE 1.0 are included in a separate section at the end of this report.

each cohort of comparison campuses,⁶ and the Dallas ISD. Campus-level data are presented in the appendices. For comparison purposes, the evaluators also used data from previous years to track longitudinal changes for each ACE cohort, when applicable.⁷ Unless otherwise specified, outcomes were analyzed using data for students who were enrolled on the Public Education Information Management System (PEIMS) reporting date for the specified year.

This evaluation addressed the following questions for 2018-19:

1. What was the source and amount of funding for the ACE program?
2. How were ACE staff members selected and compensated?
3. What were the student, teacher, and principal characteristics of ACE 2.0 and ACE Leadership 3.0 campuses?
4. What were teacher and campus leadership perceptions of ACE 2.0 and ACE Leadership 3.0?
5. What were the outcomes related to the people component of ACE 2.0 and ACE Leadership 3.0?
6. What were the outcomes related to the learning component of ACE 2.0 and ACE Leadership 3.0?
7. What were the outcomes related to the expectations component of ACE 2.0 and ACE Leadership 3.0?
8. What were the outcomes related to the district Climate Survey, *ISIP*, *STAAR*, attendance, and discipline for ACE 1.0 campuses?
9. What were the 2019 ACE state accountability ratings?

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the ACE program?

Methodology

ACE program staff members provided budget and funding source information.

Results

The total budget for the 2018-19 ACE program was \$8,642,709, which was a decrease from \$9,885,862 in 2017-18. This budget was supported by general operating funds from the Dallas ISD. The budget included \$7,125,588 for additional personnel and teacher stipends, \$154,000 for transportation costs, \$199,593 for uniforms, and \$1,163,528 for professional development and extra duty pay.

⁶ A list of the comparison campuses for each ACE campus and the methodology for selecting each comparison campus can be found in Appendix A.

⁷ Previous data for all ACE cohorts were reported for the year before entering the ACE program and for 2017-18. For example, 2014-15 was the year before the ACE 1.0 cohort entered the ACE program, 2016-17 was the year before the ACE 2.0 cohort entered the ACE program, and 2017-18 was the year before the ACE Leadership 3.0 cohort entered the ACE program.

How were ACE staff members selected and compensated?

Methodology

Information about the 2018-19 ACE staff member selection and compensation processes originated from interviews with ACE program leadership and from inspection of program documentation.

Results

The cornerstone of the ACE program was recruiting highly effective teachers and leadership teams to work at ACE campuses. Between 89 percent to 96 percent of staff members at ACE 2.0 campuses and between 46 percent and 89 percent of staff members at ACE Leadership 3.0 campuses were replaced prior to year one of implementation. This reconstitution started with the selection of strong, proven leadership, followed by recruitment of proven highly effective teachers and support staff members from throughout the district. Stipend amounts depended upon cohort, position, and, in the case of teachers, on TEI effectiveness ratings. In 2018-19, all ACE 2.0 teachers received stipends and only ACE Leadership 3.0 teachers who were part of the campus leadership team received stipends. Table 1 shows stipends and distribution times by role. Regular district staffing formulas were used to determine class sizes.

Table 1: 2018-19 ACE Stipends and Payout Schedule

Role	ACE Stipend (Total)	Payout #1 Signing Bonus (September)	Payout #2 (December)	Payout #3 (May)
Principal	\$15,000	\$2,000	\$6,500	\$6,500
Assistant Principal	\$13,500	\$2,000	\$5,750	\$5,750
Counselor	\$10,000	\$2,000	\$4,000	\$4,000
Instructional Coach	\$10,000	\$2,000	\$4,000	\$4,000
Media Specialist (2.0 only)	\$8,000	\$2,000	\$3,000	\$3,000
Teacher (Distinguished)	\$12,000	\$2,000	\$5,000	\$5,000
Teacher (Proficient)	\$10,000	\$2,000	\$4,000	\$4,000
Progressing/No Level Teacher	\$8,000	\$2,000	\$3,000	\$3,000

Source: ACE program office.

Note: ACE = Accelerating Campus Excellence. In 2018-19, all ACE 2.0 teachers received stipends and only ACE Leadership 3.0 teacher leaders who were part of the campus leadership team received stipends.

What were the student, teacher, and principal characteristics of ACE 2.0 and ACE Leadership 3.0 campuses?

This section reports the student, teacher, and principal characteristics of ACE 2.0 and ACE Leadership 3.0.

Methodology

To determine ACE student characteristics, the evaluators used district demographic data files for students enrolled on the PEIMS reporting date of October 26, 2018. The evaluators conducted frequency and crosstab analyses to summarize student characteristic information (i.e., sex, race/ethnicity, special student group, and grade level) by ACE campus and overall for ACE 2.0 and ACE Leadership 3.0.

To determine ACE teacher and principal characteristics, the evaluators used the district personnel file dated December 20, 2018 to summarize characteristics for active teachers and principals by sex, race/ethnicity, and highest earned degree. Teacher characteristics were summarized by ACE campus and overall for ACE 2.0 and ACE Leadership 3.0. In addition, the Dallas ISD Data Analytics and Control department provided a data file dated March 3, 2019 indicating the rates of teachers at each TEI effectiveness level in 2018-19.⁸ The evaluators grouped TEI effectiveness levels into three categories: 1) Exemplary I or higher; 2) Proficient I, II, or III; and 3) Below Proficient I, No Level, or not applicable (N/A).

Results

Students

Table 2 summarizes student characteristics for ACE 2.0, for ACE Leadership 3.0, and for ACE overall by sex, race/ethnicity, and special student groups. Student characteristics by grade level, campus, and cohort are provided in Appendix B. Over half of ACE students were male (52%), 93 percent were either African American (50%) or Hispanic (43%), and most were economically disadvantaged (99%). Over a third of students were English Learners (ELs; 36%), and 10 percent were enrolled in special education (SPED). Student characteristics were mostly comparable for ACE 2.0 and ACE Leadership 3.0, although a slightly higher proportion of African American students were enrolled at ACE Leadership 3.0 campuses (53%) than at ACE 2.0 campuses (46%). In addition, a slightly higher proportion of Hispanic students were enrolled at ACE 2.0 campuses (49%) than at ACE Leadership 3.0 campuses (40%).

Table 2: 2018-19 ACE Student Characteristics

	ACE 2.0 (N = 2,221)		ACE Leadership 3.0 (N = 4,173)		ACE 2.0 and 3.0 (N = 6,394)	
	n	%	n	%	n	%
Sex						
Male	1,148	51.7	2,160	51.8	3,308	51.7
Female	1,073	48.3	2,013	48.2	3,086	48.3
Race/Ethnicity						
Af Amer	1,012	45.6	2,190	52.5	3,202	50.1
Hispanic	1,095	49.3	1,653	39.6	2,748	43.0
White	41	1.8	65	1.6	106	1.7
Other/Missing	73	3.3	265	6.4	338	5.3
Special Student Groups						
Eco Dis	2,198	99.0	4,107	98.4	6,296	98.5
EL	863	38.9	1,455	34.9	2,318	36.3
SPED	223	10.0	406	9.7	629	9.8

Source: District PEIMS demographic data dated October 26, 2018.

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. Af Amer = African American. Eco Dis = economically disadvantaged. EL = English Learners. SPED = special education. Percentages may not sum to 100 because of rounding.

⁸ TEI ratings for the 2017-18 academic year were in effect for the 2018-19 academic year.

Teachers

Table 3 summarizes teacher characteristics for ACE 2.0, for ACE Leadership 3.0, and for ACE overall by sex, race/ethnicity, highest degree earned, and TEI effectiveness level. Teacher characteristics by campus and cohort are provided in Appendix C, and the percentage of teachers at each TEI effectiveness level by campus and cohort are provided in Appendix D. The 401 teachers on ACE campuses were 79 percent female, about 83 percent African American (52%) or Hispanic (30%), and 29 percent held at least a master's degree. Over half of teachers (62%) had received a TEI effectiveness level of Proficient I or above, which was slightly higher than the program objective (60%). A higher rate of ACE 2.0 teachers had TEI effectiveness ratings of Proficient I or higher (70%) than ACE Leadership 3.0 teachers (57%), likely because of the new focus on recruiting highly effective leadership on these campuses.

Table 3: 2018-19 ACE Teacher Characteristics

	ACE 2.0 (N = 145)		ACE Leadership 3.0 (N = 256)		All ACE (N = 401)	
	n	%	n	%	n	%
Sex						
Male	32	22.1	53	20.7	85	21.2
Female	113	77.9	203	79.3	316	78.8
Race/Ethnicity						
Af Amer	73	50.3	136	53.1	209	52.1
Hispanic	42	29.0	80	31.3	122	30.4
White	27	18.6	32	12.5	59	14.7
Other	3	2.1	8	3.1	11	2.7
Highest Degree Earned						
Associate's	1	0.7	1	0.4	2	0.5
Bachelor's	79	54.5	178	69.5	257	64.1
Master's	51	35.2	63	24.6	114	28.4
Doctoral	1	0.7	1	0.4	2	0.5
Other/Missing	13	9.0	13	5.1	26	6.5
TEI Effectiveness Level						
Below Proficient I, No Level, or N/A	45	30.0	114	42.9	159	38.2
Proficient I, II, or III	95	63.3	139	52.3	234	56.3
Exemplary I or higher	10	6.7	13	4.9	23	5.5

Source: District personnel file dated December 18, 2018 and teacher effectiveness level data file from the Dallas ISD Data Analytics and Control department dated March 3, 2019.

Note: ACE = Accelerating Campus Excellence. Af Amer = African American. N/A = not applicable. TEI = Teacher Excellence Initiative. Percentages may not sum to 100 because of rounding. Total number of teachers for each ACE cohort may differ slightly from the total in the TEI effectiveness level section because the files were created on different days.

Principals

The 11 ACE principals were 64 percent female, 64 percent African American, and 27 percent Hispanic. Most principals held at least a master's degree (91%). Assigned principals on ACE campuses remained consistent throughout the academic year.

What were teacher and campus administrator perceptions of ACE 2.0 and ACE Leadership 3.0?

The evaluators collected and summarized feedback from ACE teachers and campus administrators regarding several topics, including 1) successes and challenges, 2) parent and community partnerships, and 3) compensation and future directions.

Methodology

Incorporating input from ACE program leadership, the evaluators administered an online survey to ACE teachers ($N = 408$) and another survey to ACE campus administrators (principals and assistant principals; $N = 39$) to collect perceptions of ACE 2.0 and ACE Leadership 3.0. Both the teacher (23 items) and administrator (20 items) surveys were administered from March 18 through March 29, 2019. Periodic reminders were sent to those who had not responded. The evaluators used descriptive statistics to calculate the percentage of survey respondents selecting each response option,⁹ and content analyzed open-ended question responses, grouping feedback into general themes. Because 2018-19 was the first year of ACE Leadership 3.0 programmatic changes, survey responses in this section were reported for all ACE campuses in 2017-18¹⁰ and 2018-19¹¹ and also separately for ACE 2.0 and ACE Leadership 3.0 campuses in 2018-19.

Results

Teachers

Response rates and participant characteristics. Teacher response rates by campus are provided in Appendix E, and teacher response rates for all survey items are provided in Appendix F. Overall, 275 (67%) of the 408 teachers who received a survey invitation in 2018-19 at least partially completed the survey.¹² As shown in Table 4, the response rate was 69% for ACE 2.0 and 66% for ACE Leadership 3.0. In addition, the percentage of respondents at each grade level ranged from six percent (grade seven) to 32 percent (grade three). Reading/language arts/writing teachers were most strongly represented (50%). In the previous year, 62 percent of teacher respondents taught at their current or another ACE campus, and 86 percent taught at a campus in the Dallas ISD in the previous year. A small proportion of respondents were first-year teachers (7%), and over half of respondents reported 10 or more years of teaching experience.

⁹ Percentages do not include respondents who indicated that a question was not applicable or that they did not know or were not sure how to answer a question.

¹⁰ All ACE campuses in 2017-18 included ACE 1.0 and ACE 2.0.

¹¹ All ACE campuses in 2018-19 included ACE 2.0 and ACE Leadership 3.0.

¹² A total of 269 (98%) teacher respondents fully completed the survey, and six (2%) partially completed the survey.

Table 4: 2018-19 ACE Teacher Survey Response Rates

	Total Sent	Completed Survey ^a		Total Responses
	<i>N</i>	<i>n</i>	%	%
ACE 2.0	146	101	69.2	36.7
ACE 3.0	262	174	66.4	63.3
Total	408	275	67.4	100.0

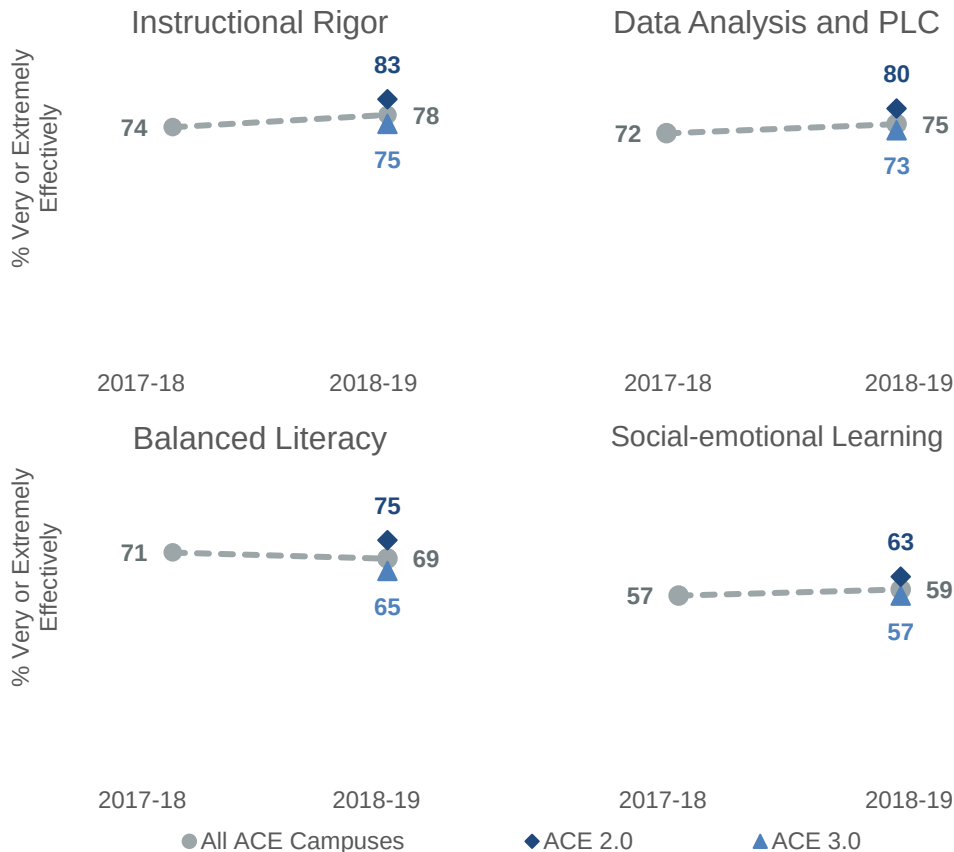
Source: 2018-19 ACE Teacher Survey.

Note: ACE = Accelerating Campus Excellence. ^a = Includes respondents who at least partially completed the survey.

Successes and challenges. As shown in Figure 1, the majority of teacher respondents at all ACE campuses in 2017-18 and 2018-19 reported that each key factor (i.e., instructional rigor, data analysis and PLC, balanced literacy, social-emotional learning) was implemented effectively (very or extremely effectively). Except for balanced literacy, the percentage of ACE teachers who reported that each factor was implemented effectively increased between two and four percentage points from 2017-18 to 2018-19. In addition, a greater percentage of ACE 2.0 teachers reported that each key factor was implemented effectively than ACE Leadership 3.0 teachers in 2018-19. However, the percentage of ACE Leadership 3.0 responses for instructional rigor, data analysis and PLC, and social-emotional learning was similar to rates for all ACE campuses in 2017-18.

Figure 1: 2018-19 ACE Teacher Survey, Implementation Effectiveness

How effectively were the following factors implemented at your ACE campus this year?



Source: 2017-18 and 2018-19 ACE Teacher Surveys.

Note: $n = 317$ teachers in 2017-18 and $n = 275$ teachers (101 ACE 2.0 and 174 ACE Leadership 3.0) in 2018-19. ACE = Accelerating Campus Excellence. 2017-18 included all ACE 1.0 and ACE 2.0 campuses and 2018-19 included all ACE 2.0 and 3.0 campuses. Percentages do not include respondents who indicated that a question was not applicable or that they did not know or were not sure how to answer a question. See Appendix F for detailed response frequencies for all survey questions.

Overall, a greater percentage of teacher respondents in 2017-18 and 2018-19 reported that school culture (46%) needed more development at campuses than balanced literacy (19%) or effective data analysis and PLC (14%). This percentage slightly increased from 44 percent in 2017-18 to 46 percent in 2018-19 (41% for ACE 2.0 and 49% for ACE Leadership 3.0). The percentage of teachers who reported that none of the core areas needed enhancement also increased from 24 percent in 2017-18 to 38 percent in 2018-19 (35% for ACE 2.0 and 39% for ACE Leadership 3.0). In addition, 27 percent of ACE teachers in 2018-19 selected improved behavioral management support (24% for ACE 2.0 and 28% for ACE Leadership 3.0) as the most important potential change that could improve future success, and 21 percent selected more parental involvement (22% for ACE 2.0 and 21% for ACE Leadership 3.0) as the second most important potential change. Regarding professional development, teachers most frequently selected

small groups and differentiation (23%) as an area in which they wish they had been offered more training during the 2018-19 school year (21% for ACE 2.0 and 24% for ACE Leadership 3.0). However, 29% of ACE teachers (28% for ACE 2.0 and 29% for ACE Leadership 3.0) reported that they had received sufficient training in the areas they needed.

Parent and Community Partnerships. Teachers were divided on the issue of parent engagement. While the percentage of teacher respondents who agreed or strongly agreed that parents of students at their campuses were engaged with their child's progress increased from 48 percent in 2017-18 to 54 percent in 2018-19 (65% for ACE 2.0 and 46% for ACE Leadership 3.0), almost half of teacher respondents did not agree with this statement. However, 67 percent of teachers in 2017-18 and 2018-19 (75% for ACE 2.0 and 63% for ACE Leadership 3.0) agreed or strongly agreed that campus leadership offered more opportunities for parent engagement on ACE campuses than would be typically available at nonACE campuses.

Compensation and program future. While ACE teachers were generally satisfied with their compensation, the percentage of teacher respondents who agreed or strongly agreed that the stipend they received for being a teacher at an ACE campus was fair considering the extra effort required decreased from 67% in 2017-18 to 62% in 2018-19 (65% for ACE 2.0 and 58% for ACE Leadership 3.0). To quantify the extent of the additional workload, the highest percentage of ACE teachers who had worked at nonACE campuses in the past (48%) reported that they worked about 11 to 20 extra hours per week than at their nonACE campuses in both 2017-18 and 2018-19 (46% for ACE 2.0 and 49% for ACE Leadership 3.0).

Almost half (46%) of teacher respondents indicated that they would recommend that a colleague accept a position at an ACE campus. The percentage of teachers who agreed they would be extremely or very likely to recommend that a colleague accept a teaching position at an ACE campus increased from 40 percent in 2017-18 to 46 percent in 2018-19 (53% for ACE 2.0 and 42% for ACE Leadership 3.0).

Campus Administrators

Response rates and participant characteristics. Administrator response rates for all survey items are provided in Appendix G. Overall, of the 39 campus administrators who received survey invitations in 2018-19, 31 (79%) at least partially completed the survey.¹³ Because of the small number of principals and assistant principals per campus, survey responses were reviewed in aggregate rather than grouped by campus or role to support respondent confidentiality. Respondents were 36 percent principals and 65 percent assistant principals. Almost a third (32%) of respondents continued employment at the same ACE campus as the previous year, and most (74%) worked as a principal or assistant principal in the previous year.¹⁴ Over half (55%) of principal respondents had completed at least four years of campus administrator experience, and all respondents had served at least one year as a teacher in the past.

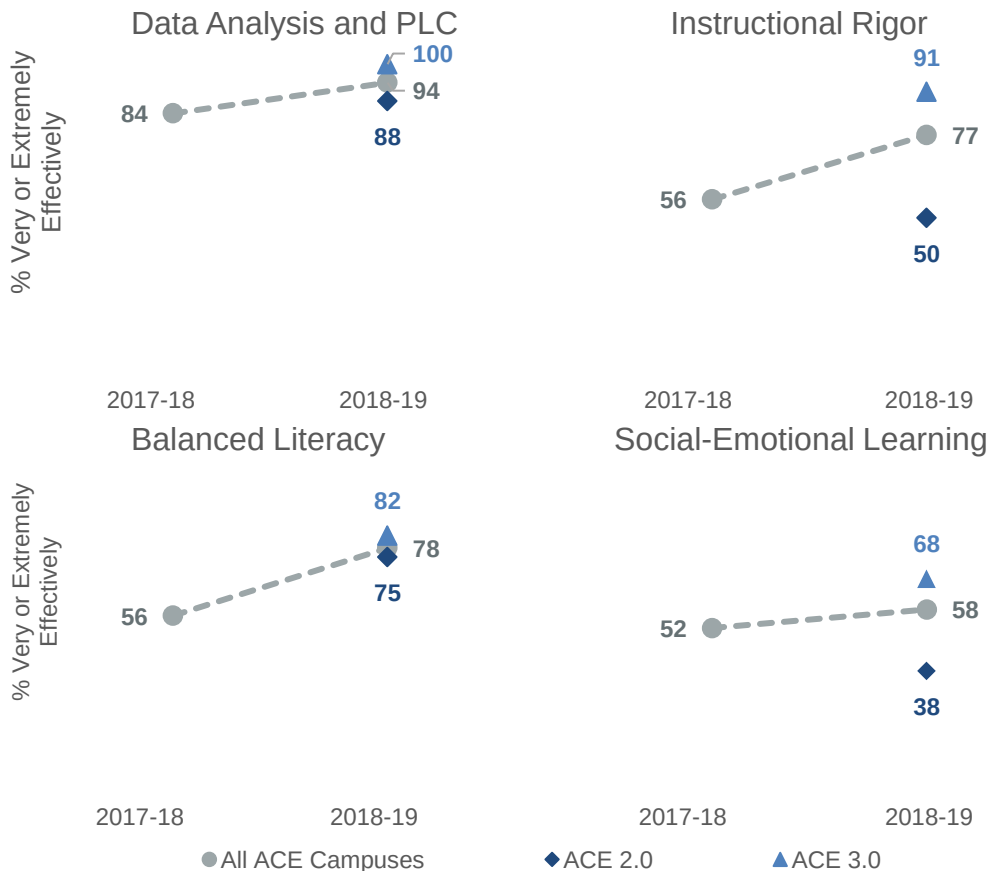
¹³ A total of 30 (97%) administrator respondents fully completed the survey, and one (3%) partially completed the survey. Eight of the respondents were from ACE 2.0 campuses and 23 respondents were from ACE Leadership 3.0 campuses. Tables in Appendix G include the number of respondents by question.

¹⁴ All but one of the respondents who reported working in campus leadership in the previous year were employed as a principal or assistant principal in the Dallas ISD in the previous year.

Successes and challenges. As shown in Figure 2, most ACE administrators combined reported that they believed that each key factor (i.e., instructional rigor, data analysis and PLC, balanced literacy, social-emotional learning) was implemented effectively (very or extremely effectively). Specifically, at least 52 percent of administrator respondents at all ACE campuses in 2017-18 and 2018-19 reported that each key factor was implemented effectively. The percentage of administrators who reported that each factor was implemented effectively also increased from 2017-18 to 2018-19. However, in 2018-19, a greater percentage of ACE Leadership 3.0 administrators than ACE 2.0 administrators reported that each key factor was implemented effectively. The largest differences were found for instructional rigor (50% for ACE 2.0 and 91% for ACE Leadership 3.0) and social-emotional learning (38% for ACE 2.0 and 68% for ACE Leadership 3.0).

Figure 2: 2018-19 ACE Campus Administrator Survey, Implementation Effectiveness

How effectively were the following factors implemented at your ACE campus this year?



Source: 2017-18 and 2018-19 ACE Principal/Assistant Principal Survey.

Note: $n = 25$ administrators in 2017-18 and $n = 30$ administrators (eight ACE 2.0 and 22 ACE Leadership 3.0) in 2018-19. ACE = Accelerating Campus Excellence. 2017-18 included all ACE 1.0 and ACE 2.0 campuses and 2018-19 included all ACE 2.0 and 3.0 campuses. Percentages do not include respondents who indicated that a question was not applicable or that they did not know or were not sure how to answer a question. See Appendix G for detailed response frequencies for all survey questions.

Campus administrators generally were positive with respect to support from the ACE core team. The percentage of respondents that indicated support from the ACE core team was excellent or very good increased from 88 percent in 2017-18 to 93 percent in 2018-19 (75% for ACE 2.0 and 100% for ACE Leadership 3.0). When asked which of the three ACE core focus areas (i.e., school culture, balanced literacy, effective data analysis and PLC) needed more development at campuses, administrators were most likely to indicate balanced literacy in both 2017-18 and 2018-19, but the percentage trended slightly downward from 47 percent in 2017-18 to 45 percent in 2018-19 (50% for ACE 2.0 and 39% for ACE Leadership 3.0). In addition, the percentage of administrators who felt that none of the core areas needed enhancement decreased from 24 percent in 2017-18 to 21 percent in 2018-19 (0% for ACE 2.0 and 26% for ACE Leadership 3.0). Regarding professional development, 37 percent of administrators most frequently selected engagement strategies and habits of discussion as areas they wished had more training during the 2018-19 school year (75% for ACE 2.0 and 23% for ACE Leadership 3.0). Seventeen percent of administrators reported that they or their staff members had received sufficient training in the areas they needed (0% for ACE 2.0 and 22% for ACE Leadership 3.0).

When asked to list what they considered to be their greatest accomplishments in 2018-19, administrators most frequently mentioned factors related to data analysis and PLC, which increased from 49% in 2017-18 to 57% in 2018-19 (25% for ACE 2.0 and 65% for ACE Leadership 3.0). In addition, 27 percent of administrators in 2018-19 selected improved behavioral management support (50% for ACE 2.0 and 18% for ACE Leadership 3.0) as the most important potential change that could improve future success for teachers, and 30 percent selected more planning time (38% for ACE 2.0 and 27% for ACE Leadership 3.0) as the second most important potential change.

Parent and community partnerships. Overall, a larger percentage of ACE administrators reported that parents of students at their campuses were engaged with their children's progress and more opportunities for parent engagement were offered on their campuses. The percentage of administrators who agreed that parents were engaged with their children's progress increased from 60 percent in 2017-18 to 73 percent in 2018-19 (100% for ACE 2.0 and 64% for ACE Leadership 3.0). In addition, the percentage of administrators who indicated that more opportunities for parent engagement were offered on their campuses increased from 76 percent in 2017-18 to 80 percent in 2018-19 (63% for ACE 2.0 and 83% for ACE Leadership 3.0). Principals mentioned several efforts to encourage parent involvement that were implemented on their campuses in 2018-19, as shown in Figure 3.

Figure 3: 2018-19 Summary of ACE Parent Engagement Activities

- Academic family nights
- Bilingual parent programs
- College nights
- Festivals/carnivals
- Home visits
- Newsletters
- Parent center
- Parent ESL classes
- Parent workshops
- Parent/child dances
- Parent/child food events
- Parent-teacher organizations
- Parent academy
- Seasonal activities
- STAAR parent meetings

Source: 2018-19 ACE Principal/Assistant Principal Survey.

Note: $n = 30$ administrators (eight ACE 2.0 and 22 ACE Leadership 3.0) in 2018-19. ESL = English as a Second Language. STAAR = State of Texas Assessments of Academic Readiness.

Campus leadership also encouraged partnerships with community organizations. These entities provided a wide variety of provisions and support to campuses. Figure 4 shows a summary of the types of organizations that partnered with ACE campuses and examples of the provisions and support provided by the organizations in 2018-19.

Figure 4: 2018-19 Summary of ACE Community Partnerships

<u>Types of Organizations:</u>	<u>Types of Provisions/Support:</u>
• Churches and religious organizations • Businesses and law firms • Local colleges and fraternities • Large and small non-profit organizations • Individuals	• Donations (e.g., money, clothing/uniforms, academic resources) • Volunteer support (e.g., tutoring, mentoring, reading buddies) • After school programs • Teacher appreciation incentives and events • Student events (e.g., carnivals) • Student recognition • Transportation

Source: 2018-19 ACE Principal/Assistant Principal Survey.

Note: $n = 30$ administrators (eight ACE 2.0 and 22 ACE Leadership 3.0) in 2018-19.

Program future. Overall, the majority of administrator respondents indicated that they would recommend that a colleague accept a position at an ACE campus. The percentage of respondents who reported that they would be extremely or very likely to recommend that a colleague accept an administrative position decreased from 92 percent in 2017-18 to 87 percent in 2018-19 (75% for ACE 2.0 and 95% for ACE Leadership 3.0), and the percentage that would recommend accepting a teaching position decreased from 100 percent in 2017-18 to 87 percent in 2018-19 (75% for ACE 2.0 and 95% for ACE Leadership 3.0).

What were the outcomes related to the people component of ACE 2.0 and ACE Leadership 3.0?

This section addresses two outcome objectives for evaluating the people component of ACE, including 1) teacher retention rates and 2) positive quintile¹⁵ scores on the Culture of Feedback and Support section of the semi-annual district Climate Survey.

Methodology

Teacher Retention

One ACE objective was to attain campus teacher retention rates at or above district rates. The Dallas ISD Data Analytics and Control department¹⁶ provided data indicating the number of teachers on ACE 2.0 and ACE Leadership 3.0 campuses on October 30, 2017 who remained on that campus (stayers), moved to another ACE or nonACE campus in the district (movers), or resigned from a teaching role (leavers)¹⁷ one year later on October 26, 2018. The evaluators used frequency analyses to calculate rates for each of these scenarios by campus, ACE 2.0, ACE Leadership 3.0, each cohort of comparison campuses, and the district.

Climate Survey

The ACE objective for the semi-annual district Climate Survey was to attain fourth or fifth quintile scores on the Culture of Feedback and Support section. The evaluators obtained Climate Survey¹⁸ data for each campus from district files dated January 7, 2019 (fall 2018) and May 28, 2019 (spring 2019) and extracted the district quintile scores on the Culture of Feedback and Support section by ACE campus and overall for ACE 2.0, ACE Leadership 3.0, each cohort of comparison campuses, and the district. To examine longitudinal changes, the evaluators also extracted the quintiles reported for the fall and spring semesters of 2016-17 and 2017-18 for ACE 2.0 and 2017-18 for ACE Leadership 3.0.

Results

Teacher Retention

As indicated by the stayers column in Table 5, the teacher retention rate for ACE 2.0 was 64 percent, which did not meet the objective of exceeding the district rate (70%). While the retention rate for ACE Leadership 3.0 was 30 percent, this was expected to be lower than ACE 2.0 and the district because 2018-19 was the first year of participation in the ACE program. Teacher retention data by campus are available in Appendix H.

¹⁵ A quintile is any of five equal groups into which a population can be divided according to the distribution of values of a particular variable. A positive quintile score indicates scores in the fourth or fifth quintile.

¹⁶ Data Analytics and Control is a department in Human Capital Management.

¹⁷ Leavers included those who left the district and those who moved to non-instructional roles in the district.

¹⁸ For more information on the Climate Survey, see Weir (2018).

Table 5: 2018-19 ACE Teacher Retention Rates

Cohort	Total 2017-18 N	Leavers %	Movers %	Stayers %
ACE 2.0	174	17.2	18.4	64.4
Comp 2.0	183	18.0	15.3	66.7
ACE 3.0	249	27.3	43.0	29.7
Comp 3.0	286	19.9	11.2	68.9
District	10,304	17.6	12.0	70.4

Source: Dallas ISD Data Analytics and Control dated March 27, 2019.

Note: Comp = comparison campuses. Leavers = teachers no longer holding an instructional role in the district. Movers = teachers moved to another campus within the Dallas ISD. Stayers = teachers retained on same campus. Status in the last week of October 2018 was determined for teachers on campus as of the last week of October 2017.

Climate Survey

The quintile scores for each ACE campus on the Culture of Feedback and Support section of the fall and spring Climate Surveys can be found in Table 6. In fall 2018, two ACE 2.0 campuses (Carr/Carver and Titcher) and five ACE Leadership 3.0 campuses (Chavez, Dunbar, Hotchkiss, King, and Maple Lawn) met the objective of achieving scores in the fourth or fifth quintile (most positive) on this section of the climate survey. Except for Maple Lawn, these campuses also achieved the fourth or fifth quintile in spring 2019. In addition, quintile scores increased for all ACE 2.0 campuses from fall 2016 to spring 2019¹⁹ and for all but two ACE Leadership 3.0 campuses (Maple Lawn and Rhoads) from fall 2017 to spring 2019.²⁰

Table 6: 2016-17 to 2018-19 ACE 2.0 and ACE Leadership 3.0 Campus Climate Survey Quintile Scores (Culture of Feedback and Support)

Campus	2016-17		2017-18 ^c		2018-19 ^d	
	Fall 16	Spring 17	Fall 17	Spring 18	Fall 18	Spring 19
ACE 2.0						
Carr/Carver ^a	3/2	3/2	5	4	5	5
Ervin	1	2	1	2	2	3
Titcher	1	1	4	5	5	5
Rusk	1	3	1	1	2	2
ACE Leadership 3.0						
Chavez			1	1	4	4
Dunbar			1	1	5	5
Hotchkiss			2	1	4	4
King			1	2	5	5
Maple Lawn			5	5	4	3
Pease ^b	1	1	1	3	2	3
Rhoads			1	1	1	1

Source: District Climate Survey files dated January 6, 2017 (fall 2016), June 5, 2017 (spring 2017), January 22, 2018 (fall 2017), June 4, 2018 (spring 2018), January 7, 2019 (fall 2018), and May 28, 2019 (spring 2019).

Note: ACE = Accelerating Campus Excellence. ^a = Because Carr and Carver merged in 2017-18, 2016-17 scores include both Carr and Carver, and 2017-18 and 2018-19 scores include Carr only. ^b = In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0. ^c = 2017-18 was the first year for ACE 2.0 campuses in the ACE program. ^d = 2018-19 was the first year for ACE Leadership 3.0 campuses in the ACE program. Scores in the fourth or fifth quintile (most positive) are highlighted in **blue bold**.

¹⁹ 2017-18 was the first year for ACE 2.0 campuses in the ACE program.

²⁰ 2018-19 was the first year for ACE Leadership 3.0 campuses in the ACE program.

What were the outcomes related to the learning component of ACE 2.0 and ACE Leadership 3.0?

ACE program leadership designated *Istation's Indicators of Progress (ISIP)* Tier 1 rates (each six-week period and end of year), *Assessment of Course Performance (ACP)* passing rates (fall and spring), *State of Texas Assessments of Academic Readiness (STAAR)* performance standard attainment rates, and *STAAR* progress measure attainment rates as metrics to evaluate the 2018-19 learning component of ACE.

Methodology

Istation's Indicators of Progress (ISIP)

The first outcome used to evaluate the learning component of ACE was rates of Tier 1 attainment on *ISIP*. The ACE objective was to attain rates of students reading at Tier 1 at or above district rates. *ISIP* is a computer-adaptive assessment that provides continual monitoring of progress in reading skills. *ISIP* scores are assigned to tiers based on student score percentiles. An assignment of Tier 1 indicates the student score fell into the 40th percentile or above and is considered at or above grade level.

District *ISIP* data files for 2017-18 and 2018-19 were pulled at the end of each six-week period. Files for 2016-17, 2017-18, and 2018-19 also were pulled for assessment windows at the beginning, middle, and end of each academic year.²¹ English and Spanish administrations were pulled separately and combined into one file to examine overall student performance.²² If a student completed an assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.²³ If a student took the test more than once in a period, the latest score was used. The evaluators merged these district files with the PEIMS demographic files for each respective year.²⁴

The evaluators used frequency and crosstab analyses to determine the percentage of kindergarten to grade two students performing at Tier 1 (grade level) by ACE campus and overall for ACE 2.0, ACE Leadership 3.0, each cohort of comparison campuses, and the district. These analyses were conducted for 1) each six-week period in 2017-18 and 2018-19 and 2) for the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY) for 2016-17, 2017-18, and 2018-19, when applicable.²⁵ To determine change over time, the evaluators also calculated one- and two-year trends in rates of students reading on grade level for ACE 2.0 and one-year trends for ACE Leadership 3.0 (BOY, MOY, EOY).

²¹ *ISIP* testing period windows for 2014-15 to 2018-19 for each data file are provided in Appendix I.

²² Comparisons between the English and Spanish versions of *ISIP* are not recommended because the two versions are normed differently. Therefore, the percentage of students at or above the 40th percentile (which indicates performing at grade level) was used.

²³ Staff members from Evaluation and Assessment, Early Learning, and Bilingual/ESL worked together to develop *ISIP* data analysis guidelines. The purpose was to ensure consistent *ISIP* reporting across departments and over time.

²⁴ District PEIMS snapshot dates were October 28, 2016 (2016-17; file date October 31, 2016), October 27, 2017 (2017-18; file date October 30, 2017), and October 26, 2018 (2018-19; file date February 6, 2019).

²⁵ Previous data for ACE 2.0 and ACE Leadership 3.0 cohorts were reported for the year before they entered the ACE program and for 2017-18. For example, 2016-17 was the year before the ACE 2.0 cohort entered the ACE program, and 2017-18 was the year before the ACE Leadership 3.0 cohort entered the ACE program.

Assessment of Course Performance (ACP)

The second outcome used to evaluate the learning component of ACE was *ACP* scores. The ACE objective was to achieve *ACP* passing rates for each exam within 10 percentage points or exceeding district rates for fall 2018 and spring 2019. *ACP* exams are standardized final semester exams developed by the Local Assessment Department in conjunction with the Department of Teaching and Learning; they are aligned with Texas Essential Knowledge and Skills.^{26,27} Scores for *ACP* tests administered on ACE campuses were obtained from district files dated February 9, 2018/February 23, 2018/March 6, 2018 (fall 2017), and June 20, 2018 (spring 2018), March 20, 2019 (fall 2018), and June 21, 2019 (spring 2019) and merged with PEIMS demographic data for the associated academic year. Scores of 70 or higher were considered passing, and the percentages of students passing were aggregated for fall and spring of each year by test, test language, campus, grade level (elementary, middle), ACE 2.0, ACE Leadership 3.0, each cohort of comparison campuses, and for the district. For comparison purposes,²⁸ the evaluators calculated percentage point differences in passing rates from the previous year and from district passing rates.

The evaluators further examined ACE *ACP* achievement for fall 2018 and spring 2019 by summarizing the number and percentage of exams with overall passing rates exceeding the previous year and within 10 percentage points or exceeding the district. These results were calculated by subject area and by grade level (elementary or middle) for ACE 2.0 and ACE Leadership 3.0.

State of Texas Assessments of Academic Readiness (STAAR)

The third outcome used to evaluate the learning component of ACE was attainment of performance standards on spring 2019 *STAAR* subtests. The ACE objective was to achieve *STAAR* performance standard attainment rates within ten percentage points or exceeding the district.

STAAR exams are state-mandated standardized tests that assess student knowledge by subject and grade level in the elementary and secondary grades. ACE students were tested in grades three to eight in mathematics and reading. Students also were tested in writing in grades four and seven, science in grades five and eight, and social studies in grade eight. Students at the high school level took *STAAR End-of-Course (EOC)* assessments in various subjects. Because the highest grade in which ACE students were enrolled was grade eight, only the outcomes for grade eight students taking the Algebra I *EOC* were included in this evaluation.

²⁶ For more information on *ACP* exams, see Jimenez (2018).

²⁷ Since 2016-17, fall elementary school *ACP* exams included only reading and mathematics in kindergarten through grade five, plus grade four language arts and grade five science exams. The district eliminated all spring 2017 and spring 2018 elementary school *ACP* exams. Secondary school spring 2017 and spring 2018 *ACPs* were eliminated if corresponding *STAAR* exams existed. For middle school students (the highest grade level applicable to ACE) this reduction resulted in *ACPs* limited to science (except for grade eight) and social studies.

²⁸ Because *ACP* exams are scaled each year based upon the current year's results, readers should exercise caution when comparing year-to-year results. One-year passing rate comparisons are provided for informational purposes only.

Academic performance standards represent the degree to which students have mastered required content as measured by test scores.²⁹ STAAR assessment scores are categorized into four levels to describe student performance: 1) Does Not Meet Grade Level (Does Not Meet), 2) Approaches Grade Level or Above (Approaches+), 3) Meets Grade Level or Above (Meets+), and 4) Masters Grade Level (Masters). Cut scores divide student scores into these four categories.

The evaluators merged first and second administration district STAAR data files for 2017, 2018, and 2019³⁰ with the PEIMS demographic files for each respective year.³¹ The evaluators then ran crosstab and frequency analyses to calculate performance standard attainment rates on all versions of STAAR and the *Algebra I EOC*. The evaluators analyzed STAAR data in several ways for this evaluation. First, the evaluators calculated rates of students at the Approaches+, Meets+, and Masters performance standards for 2019 and previous years, when applicable.³² Rates of students attaining each of the performance standards were calculated for the current and previous years by ACE campus and overall for ACE 2.0, ACE Leadership 3.0, each cohort of comparison campuses, and the district.

Rates of students attaining the Approaches+ STAAR performance standard also were summarized for 2017, 2018, and 2019 across student groups including sex, race/ethnicity, English Learner (EL) status, economically disadvantaged status (EcoDis), and special education status (SPED) by ACE campus and overall for ACE 2.0, ACE Leadership 3.0, each cohort of comparison campuses, and the district. The evaluators then calculated one- and two-year trends in Approaches+ attainment by grade level and student groups for ACE 2.0 and ACE Leadership 3.0, when applicable.

The evaluators further examined ACE STAAR achievement for 2019 by summarizing the number and percentage of exams with overall Approaches+ and Meets+ attainment rates exceeding the previous year and within 10 percentage points or exceeding the district. These results were calculated by subject area and grade level (elementary or middle) for ACE 2.0 and ACE Leadership 3.0.

Lastly, evaluators examined 2018-19 attainment rates for the Limited, Expected, or Accelerated STAAR progress measure³³ for mathematics and reading.

²⁹ More information on STAAR performance standards can be found at: <http://tea.texas.gov/student.assessment/staar/performance-standards/>.

³⁰ 2017 files were dated June 15, 2017 (grades three to eight) and June 22, 2017 (*Algebra I EOC*). 2018 files were dated June 20, 2018 (*STAAR* and *Algebra I EOC*). 2019 files were dated June 13, 2019 (grades three to eight) and June 4, 2019 (*Algebra I EOC*).

³¹ District PEIMS snapshot dates were October 28, 2016 (2016-17; file date October 31, 2016), October 27, 2017 (2017-18; file date October 30, 2017), and October 26, 2018 (2018-19; file date February 6, 2019).

³² Previous data for ACE 2.0 and ACE Leadership 3.0 cohorts were reported for the year before they entered the ACE program and for 2017-18.

³³ Progress measures provide information about the improvement or progress that students have achieved between the previous year and the current year within the same content area. Because performance standards are not the same across grades and content areas, progress target values will differ from grade to grade and across content areas. Expected progress target is defined as the distance between the performance standards from the previous year grade and the current year grade in the same content area. Accelerated progress target is a designation reserved for those students who have demonstrated significant progress over the course of the year, beyond that of the Expected progress range. If the student has a gain score less than the Expected progress target, the student is classified as having Limited progress. More information regarding STAAR progress measures can be found at [https://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_\(STAAR\)/Progress_Measures/](https://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_(STAAR)/Progress_Measures/).

These results were summarized by ACE campus and overall for ACE 2.0, ACE Leadership 3.0, each cohort of comparison campuses, and the district.

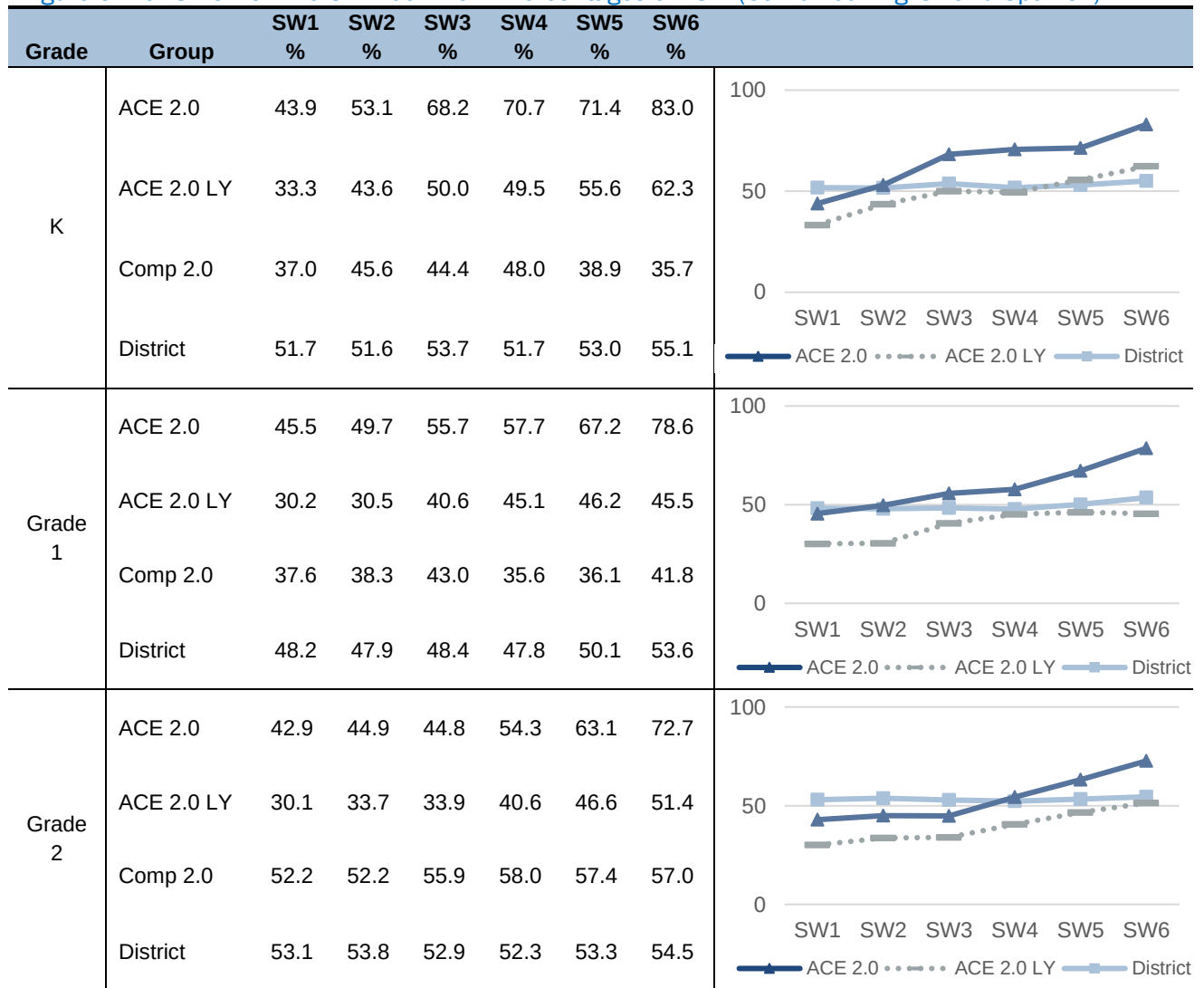
Results

Islation's Indicators of Progress (ISIP)

Overall, ACE 2.0 and ACE Leadership 3.0 met the objective of achieving rates of Tier 1 students at or above district rates. The rate of ACE 2.0 (Figure 5) and ACE Leadership 3.0 (Figure 6) students who read on grade level trended upward for most six-week periods from beginning to the end of the school year for all grade levels. The rate of students reading on grade level at ACE 2.0 (range: 63% to 97%) and ACE Leadership 3.0 (range: 56% to 78%) exceeded district rates (range: 47% to 62%) by the end of the 2018-19 school year, and ACE 2.0 exceeded district rates at a higher rate than ACE Leadership 3.0. *ISIP* data for each six-week period in 2018-19 by campus, cohort, and grade level are provided in Appendix J.

From 2016-17 to 2018-19, ACE 2.0 two-year trends exceeded ACE 2.0 comparison campuses and district growth across the board. The percentage of ACE 2.0 students reading on grade level for K-2 trended upward by at least 33 percentage points for combined English and Spanish, 27 percentage points for English only, and 38 percentage points for Spanish only (Figure 7). From 2017-18 to 2018-19, ACE Leadership 3.0 one-year trends matched or exceeded ACE Leadership 3.0 comparison campuses and district growth across the board. The percentage of ACE Leadership 3.0 students reading on grade level for K-2 trended upward by at least 19 percentage points for combined English and Spanish, 15 percentage points for English only, and 17 percentage points for Spanish only (Figure 8). Longitudinal data for BOY, MOY, and EOY by campus, cohort, and grade level are provided in Appendix K.

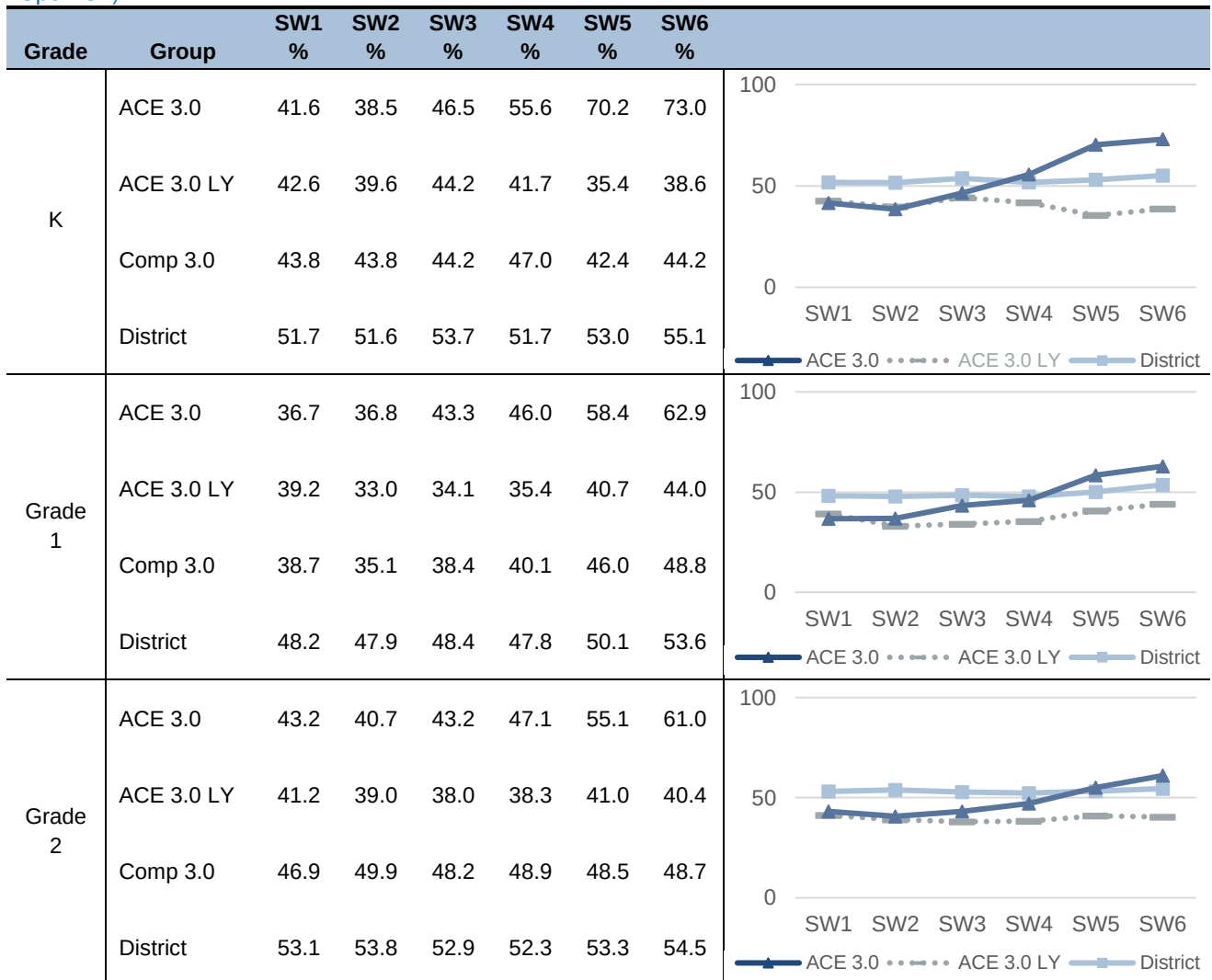
Figure 5: 2018-19 ACE 2.0 Six-Week Tier 1 Percentages on *ISIP* (Combined English and Spanish)



Source: District *ISIP* files dated October 10, 2017 (2017-18, SW1), November 8, 2017 (2017-18, SW2), January 9, 2018 (2017-18, SW3), March 1, 2018 (2017-18, SW4), April 16, 2018 (2017-18, SW5), June 3, 2018 (2017-18, SW6), October 16, 2018 (2018-19, SW1), November 5, 2018 (2018-19, SW2), January 14, 2019 (2018-19, SW3), February 28, 2019 (2018-19, SW4), April 19, 2019 (2018-19, SW5), and June 5, 2019 (2018-19, SW6), for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. *ISIP* = *Istation's Indicators of Progress*. PEIMS = Public Education Information Management System. SW# = six-week period #. LY = Last year. Comp = comparison campuses. Latest score was used if assessment taken more than one time in assessment period. Sample sizes for each data point are provided in Appendix J.

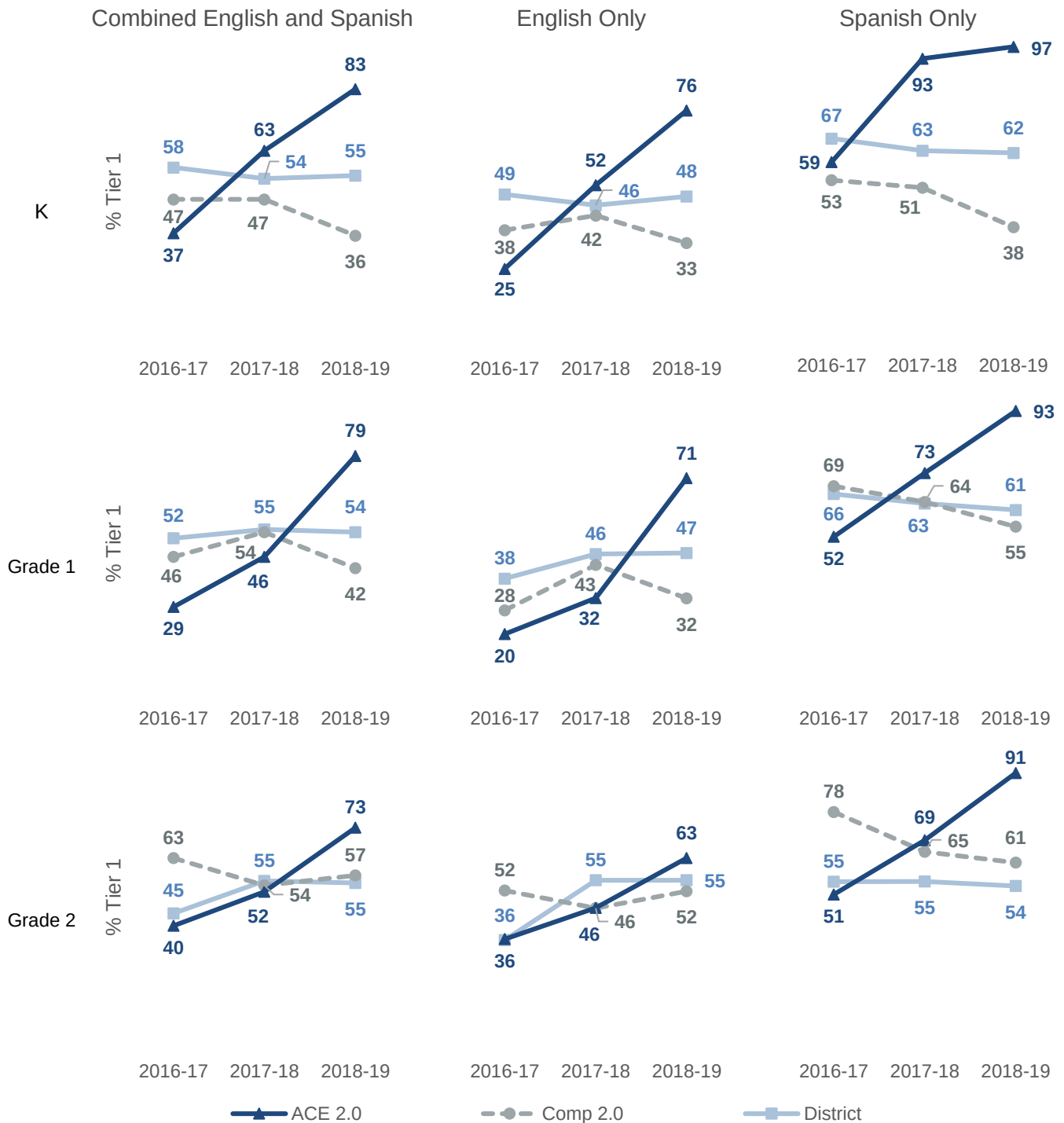
Figure 6: 2018-19 ACE Leadership 3.0 Six-Week Tier 1 Percentages on *ISIP* (Combined English and Spanish)



Source: District *ISIP* files dated October 10, 2017 (2017-18, SW1), November 8, 2017 (2017-18, SW2), January 9, 2018 (2017-18, SW3), March 1, 2018 (2017-18, SW4), April 16, 2018 (2017-18, SW5), June 3, 2018 (2017-18, SW6), October 16, 2018 (2018-19, SW1), November 5, 2018 (2018-19, SW2), January 14, 2019 (2018-19, SW3), February 28, 2019 (2018-19, SW4), April 19, 2019 (2018-19, SW5), and June 5, 2019 (2018-19, SW6), for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. *ISIP* = *Istation's Indicators of Progress*. PEIMS = Public Education Information Management System. SW# = six-week period #. LY = Last year. Comp = comparison campuses. Latest score was used if assessment taken more than one time in assessment period. Sample sizes for each data point are provided in Appendix J.

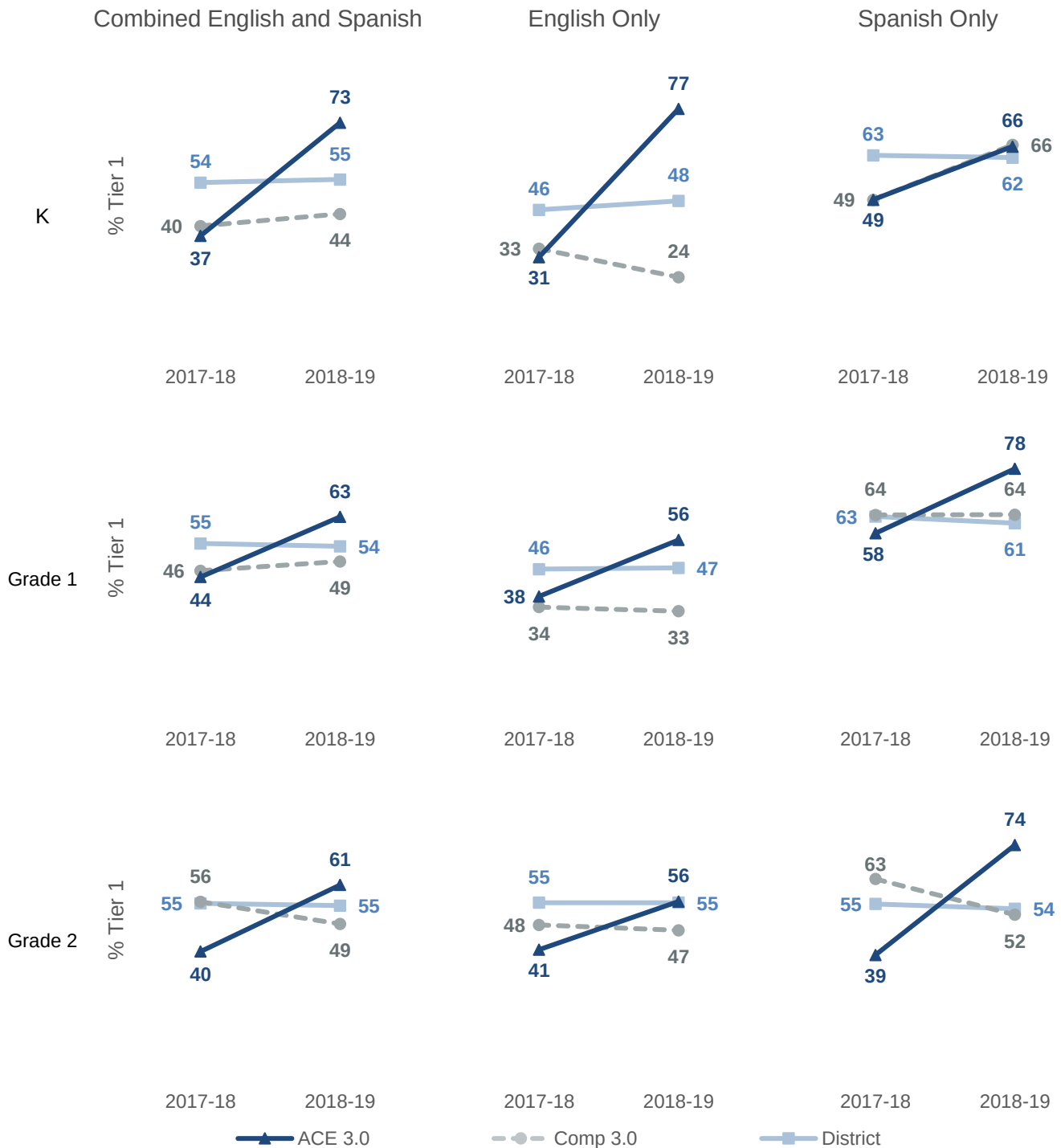
Figure 7: 2016-17 to 2018-19 Two-Year Trends of EOY *ISIP* Percentages at Tier 1 for ACE 2.0, ACE 2.0 Comparison, and District



Source: District *ISIP* files dated June 1, 2017 (2016-17), June 3, 2018 (2017-18), and June 5, 2019 (2018-19) for students enrolled on the PEIMS snapshot dates of October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. EOY = End of Year. *ISIP* = Istation's Indicators of Progress. PEIMS = Public Education Information Management System. Sample sizes and Tier 1 rates by category/year are provided in Appendix K.

Figure 8: 2017-18 to 2018-19 One-Year Trends of EOY *ISIP* Percentages at Tier 1 for ACE Leadership 3.0, ACE 3.0 Comparison, and District



Source: District *ISIP* files dated June 3, 2018 (2017-18) and June 5, 2019 (2018-19) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. EOY = End of Year. *ISIP* = *Istation's Indicators of Progress*. PEIMS = Public Education Information Management System. Sample sizes and Tier 1 rates by category/year are provided in Appendix K.

Assessment of Course Performance (ACP)

As shown in Table 7, 2018-19 ACP passing rates for ACE 2.0 exceeded the previous year on 30 (65%) of the 46 fall exams and on all seven (100%) spring exams. Passing rates for ACE Leadership 3.0 exceeded the previous year on 15 (68%) of the 24 fall exams. In addition, ACE 2.0 students met the objective of passing rates within 10 percentage points or exceeding district rates on 40 (87%) of 46 fall exams and on five (71%) of seven spring exams, and ACE Leadership 3.0 students met the objective on 19 (86%) of 24 fall exams. ACP passing rates and percentage point differences in passing rates for each exam by campus, cohort, and district for 2017-18 and 2018-19 are provided in Appendix L.

Table 7: 2018-19 ACE ACP Exam Passing Rate Comparisons to Previous Year and District by Subject

	Fall 2018					Spring 2019				
	Tests	Exams Exceed Previous Year		Exams Within 10 Percentage Points or Exceeding District		Tests	Exams Exceed Previous Year		Exams Within 10 Percentage Points or Exceeding District	
		<i>N</i>	<i>n</i>	%	<i>n</i>		%	<i>N</i>	<i>n</i>	%
ACE 2.0										
All Tests	46	30	65.2	40	87.0	7	7	100.0	5	71.4
All Mathematics Tests	12	7	58.3	12	100.0	-	-	-	-	-
All Reading/LA Tests	18	13	72.2	14	77.8	-	-	-	-	-
All Science Tests	8	4	50.0	7	87.5	3	3	100.0	2	66.6
All Social Studies Tests	6	5	83.3	5	83.3	4	4	100.0	3	75.0
All Elementary Tests	22	14	63.6	18	81.8	-	-	-	-	-
All Middle Tests	24	14	58.3	21	87.5	7	7	100.0	5	71.4
ACE Leadership 3.0										
All Tests	24	15	68.2	19	86.4	-	-	-	-	-
All Mathematics Tests	8	4	66.7	6	75.0	-	-	-	-	-
All Reading/LA Tests	14	10	71.4	13	92.9	-	-	-	-	-
All Science Tests	2	1	50.0	1	50.0	-	-	-	-	-

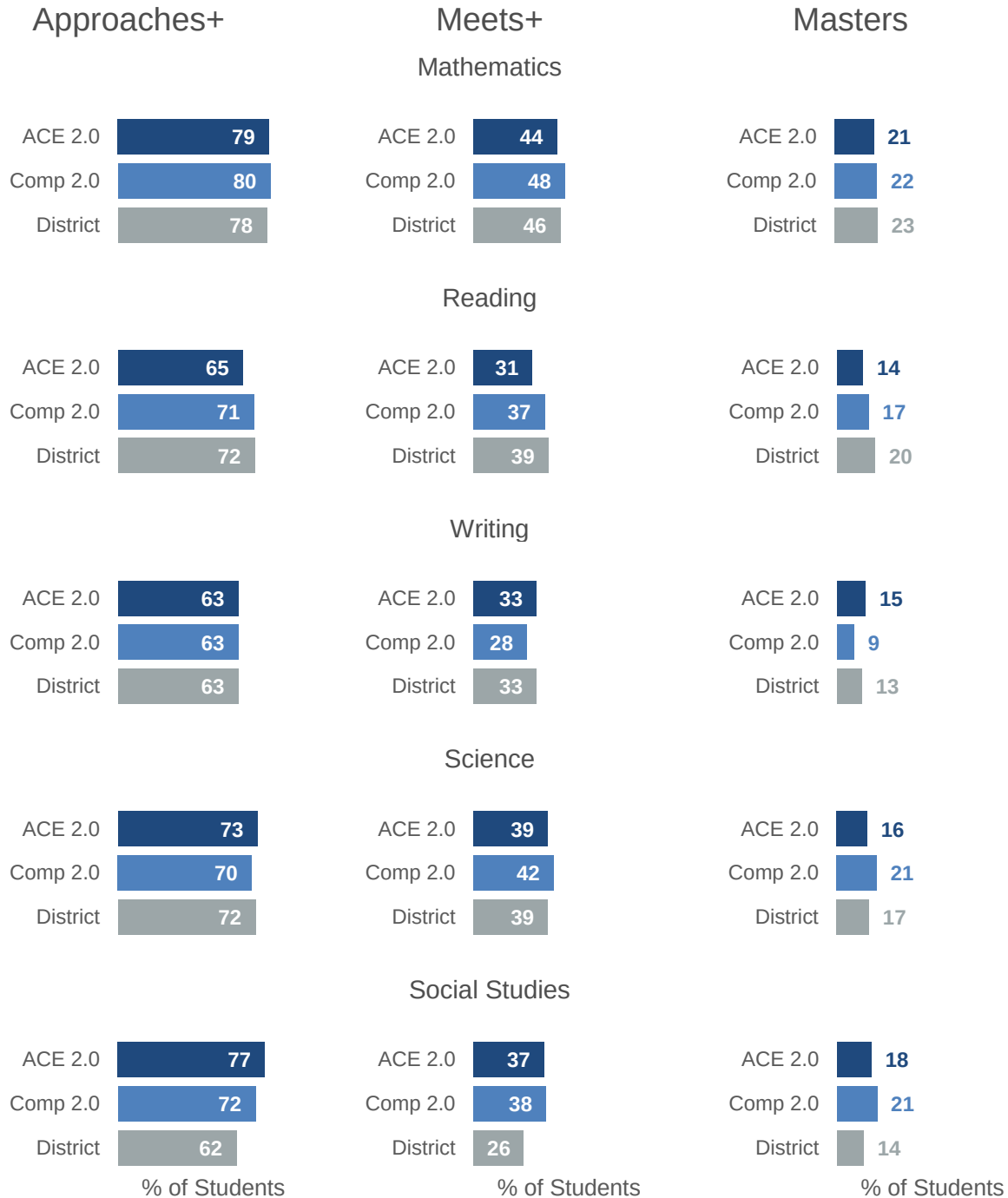
Source: District ACP files dated January 31, 2017 (fall 2017), June 20, 2018 (spring 2018), February 1, 2018 (fall 2018), and June 24, 2019 (spring 2019) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. ACP = Assessment of Course Performance. - = no exams were administered. LA = language arts. PEIMS = Public Education Information Management System. Exam passing rates are shown in Appendix L. Exams are included in the total count if five or more students were assessed. Because two mathematics exams for ACE Leadership 3.0 were not taken in the previous year, these exams were included in the total test count but not in the total of exams that exceeded last year, allowing for 2018-19 passing rate comparisons to district rates, regardless of whether the tests were administered last year.

State of Texas Assessments of Academic Readiness (STAAR)

The 2018-19 ACE objective for STAAR was to achieve rates of students at each performance standard within at least 10 percentage points of district rates. ACE 2.0 and ACE Leadership 3.0 students met the goal of achieving rates of students within at least 10 percentage points of the district for all subjects at the Approaches+, Meets+, and Masters performance standard (Figure 9 and Figure 10). Notably, ACE 2.0 students exceeded the district rates for social studies at all three performance standards. The rates of students at the Approaches+, Meets+, and Masters performance standards for 2019 and previous years by campus are provided in Appendix M. One-, two-, and three-year changes in the rate of students attaining the Approaches+ STAAR performance standard by student group, grade level, and cohort are provided in Appendix N, Appendix O, and Appendix P, respectively.

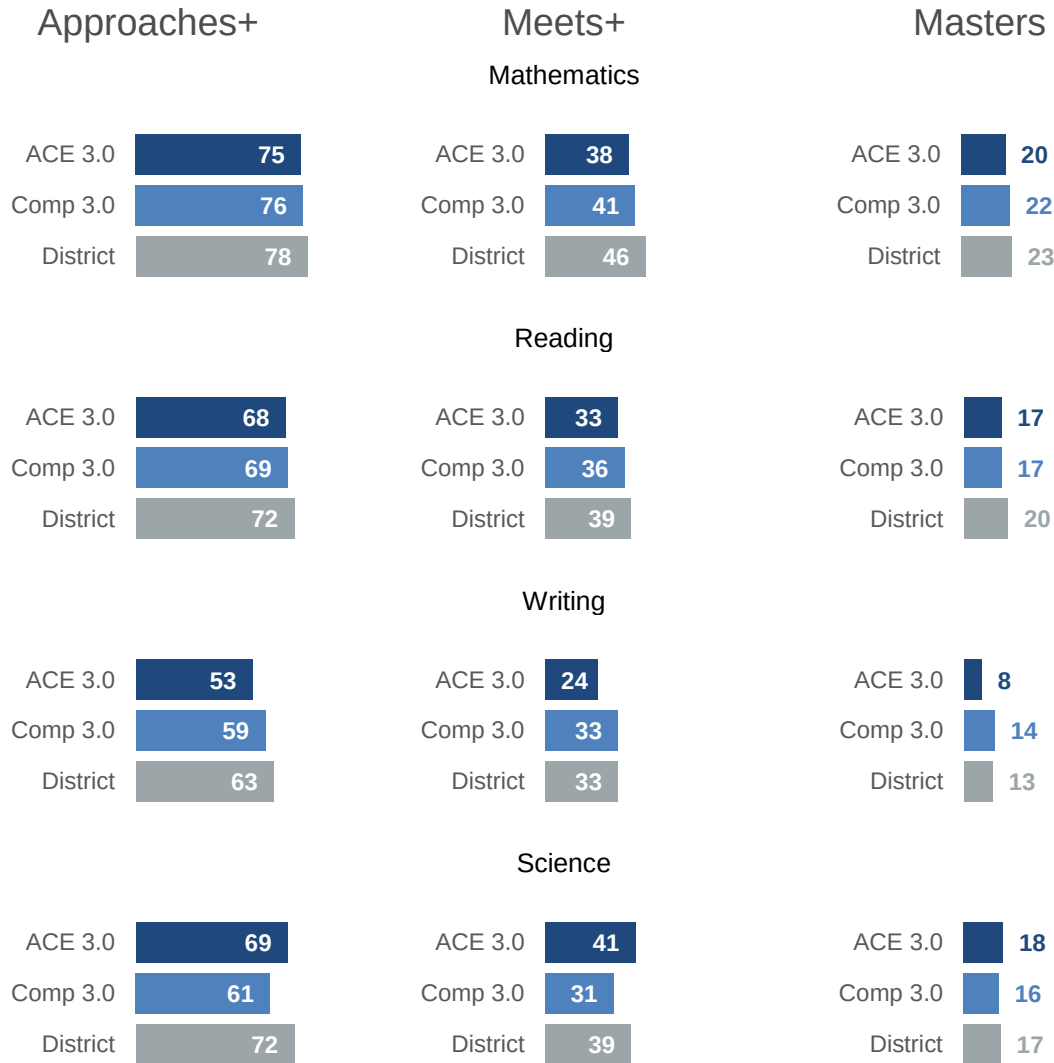
Figure 9: 2019 Percentage of Students Attaining STAAR Approaches+, Meets+, or Masters Performance Standards by Subject for ACE 2.0, ACE 2.0 Comparison, and District



Source: District STAAR files dated June 13, 2019 (grades three to eight) and June 4, 2019 (Algebra I EOC) for students enrolled on the PEIMS snapshot date of October 26, 2018.

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. EOC = End-of-Course. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Approaches+ = achieved the Approaches Grade Level or Above performance standard. Meets+ = achieved the Meets Grade Level or Above performance standard. Masters = achieved the Masters Grade Level performance standard. Rates reflect the first and second administrations of all versions of STAAR and grade eight Algebra I EOC. Sample sizes are provided in Appendix M.

Figure 10: 2019 Percentage of Students Attaining STAAR Approaches+, Meets+, or Masters Performance Standards by Subject for ACE Leadership 3.0, ACE 3.0 Comparison, and District



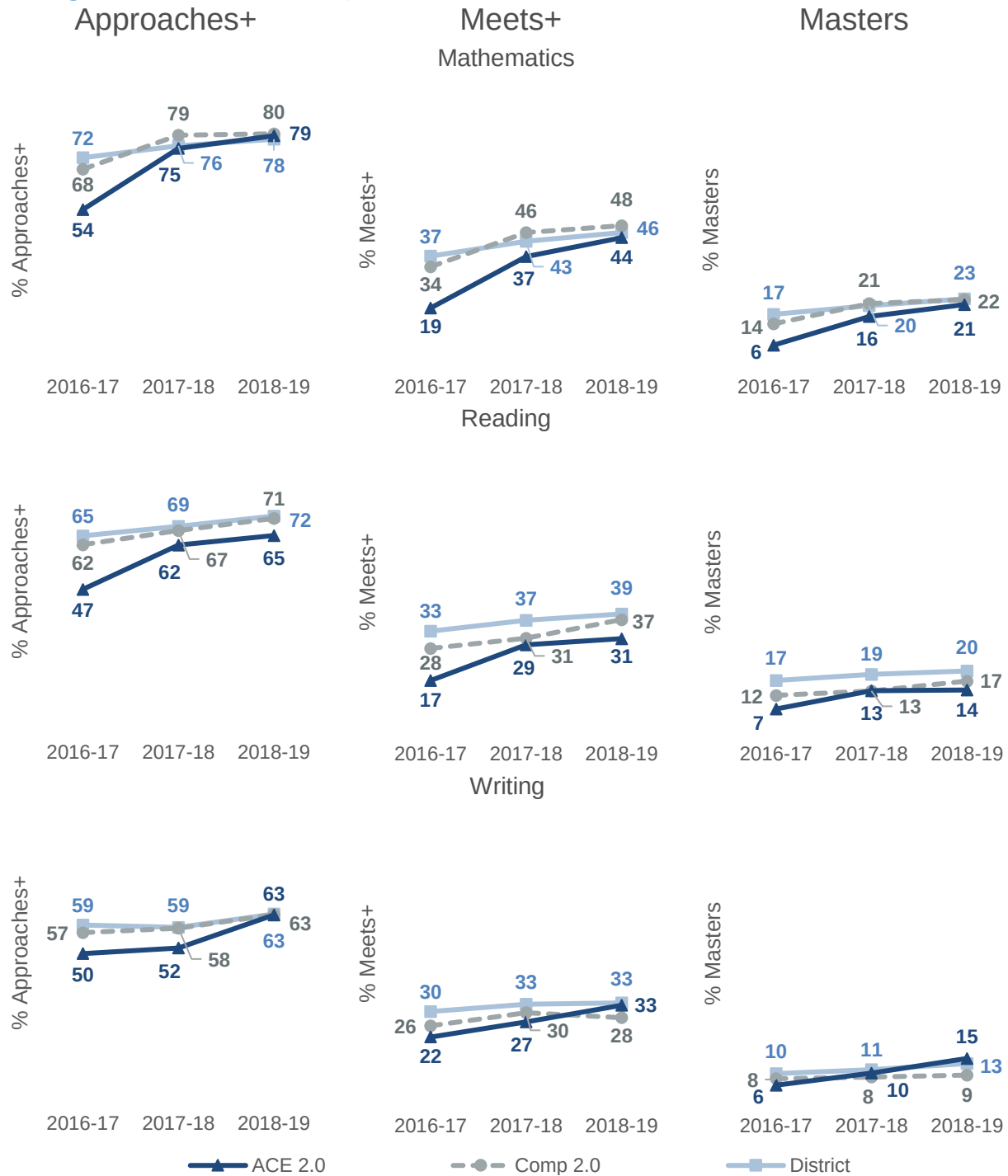
Source: District STAAR files dated June 13, 2019 (grades three to eight) and June 4, 2019 (Algebra I EOC) for students enrolled on the PEIMS snapshot date of October 26, 2018.

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. EOC = End-of-Course. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Approaches+ = achieved the Approaches Grade Level or Above performance standard. Meets+ = achieved the Meets Grade Level or Above performance standard. Masters = achieved the Masters Grade Level performance standard. Rates reflect the first and second administrations of all versions of STAAR and grade eight Algebra I EOC. Sample sizes are provided in Appendix M.

Overall, rates of ACE students at each STAAR performance standard trended upward over time for all subjects. As shown in Figure 11 and Figure 12, ACE 2.0 experienced the strongest two-year growth for mathematics (+25), science (+26), and social studies (+41) at the Approaches+ level; mathematics (+25), science (+21), and social studies (+32) at the Meets+ level; and mathematics (+15), science (+10), and social studies (+16) at the Masters level. As shown in Figures 13 and 14, ACE Leadership 3.0 experienced the strongest one-year growth for mathematics (+12), reading (+11), and science (+20) at the

Approaches+ level; mathematics (+11) and science (+22) at the Meets+ level; and science (+12) at the Masters level.

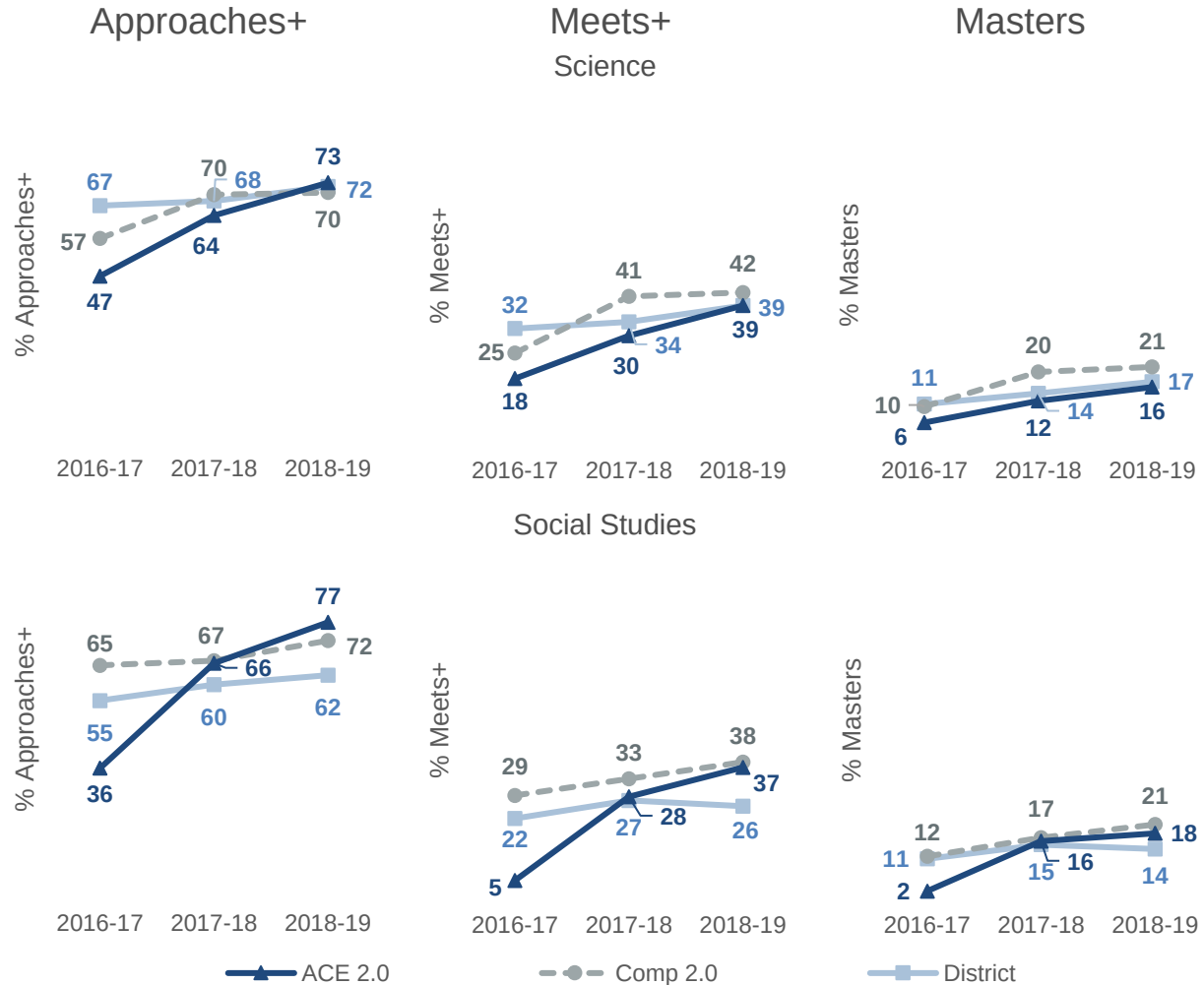
Figure 11: 2016-17 to 2018-19 One- and Two-Year STAAR Trends for Mathematics, Reading, and Writing for ACE 2.0, ACE 2.0 Comparison, and the District



Source: District STAAR files dated June 15, 2017 (grades three to eight), June 22, 2017 (Algebra I EOC), June 20, 2018 (grades three to eight), June 20, 2018 (Algebra I EOC), June 13, 2019 (grades three to eight), and June 4, 2019 (Algebra I EOC) for students enrolled on the PEIMS snapshot dates of October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. EOC = end-of-course. PEIMS = Public Education Information Management System. STAAR = *State of Texas Assessments of Academic Readiness*. Approaches+ = achieved the Approaches Grade Level or Above performance standard. Meets+ = achieved the Meets Grade Level or Above performance standard. Masters = achieved the Masters Grade Level performance standard. Rates reflect the first and second administrations of all versions of STAAR and grade eight Algebra I EOC. Sample sizes are provided in Appendix M.

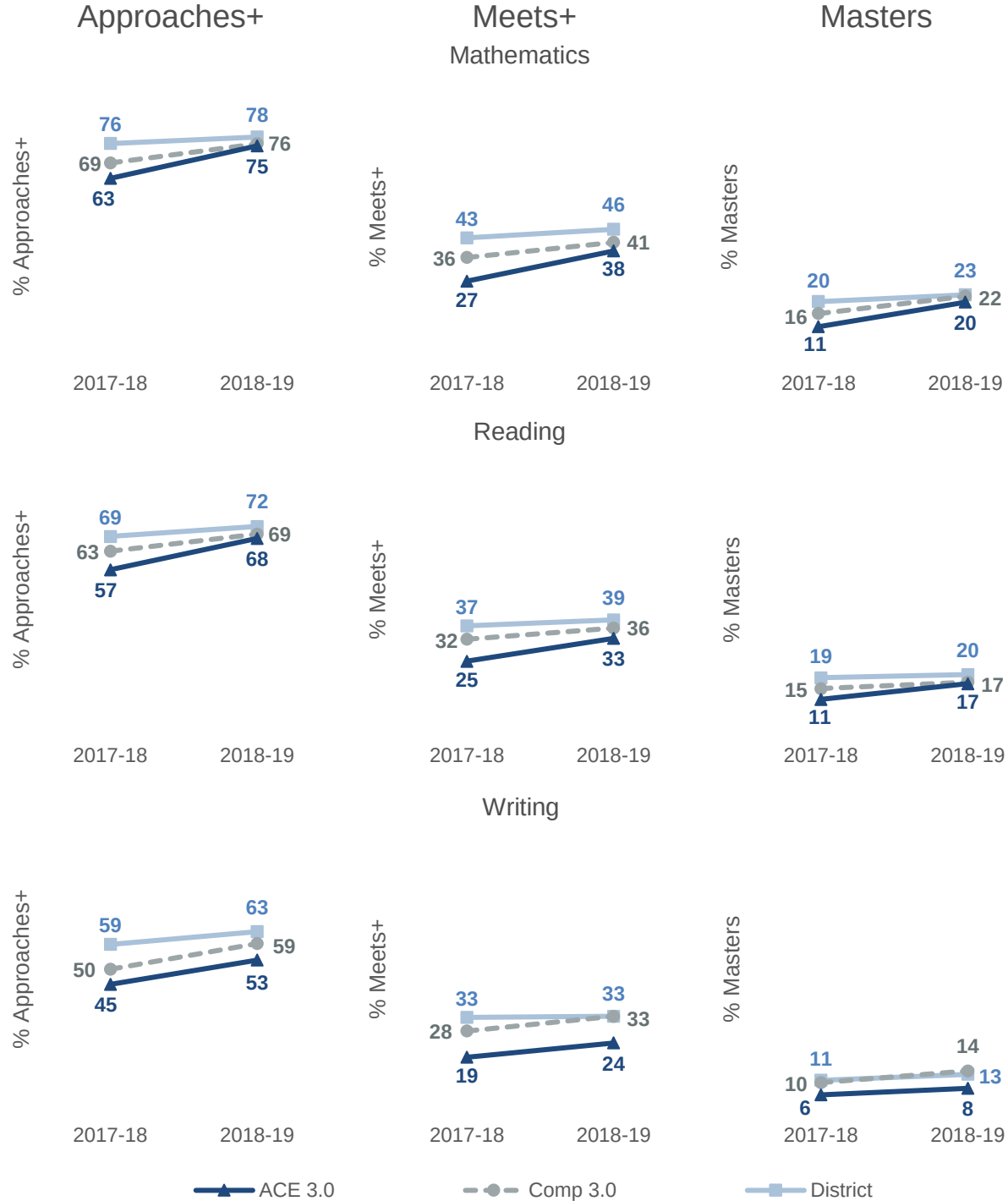
Figure 12: 2016-17 to 2018-19 One- and Two-Year STAAR Trends for Science and Social Studies for ACE 2.0



Source: District STAAR files dated June 15, 2017 (grades three to eight), June 22, 2017 (Algebra I EOC), June 20, 2018 (grades three to eight), June 20, 2018 (Algebra I EOC), June 13, 2019 (grades three to eight), and June 4, 2019 (Algebra I EOC) for students enrolled on the PEIMS snapshot dates of October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. EOC = *End-of-Course*. PEIMS = Public Education Information Management System. STAAR = *State of Texas Assessments of Academic Readiness*. Approaches+ = achieved the Approaches Grade Level or Above performance standard. Meets+ = achieved the Meets Grade Level or Above performance standard. Masters = achieved the Masters Grade Level performance standard. Rates reflect the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18. Sample sizes are provided in Appendix M.

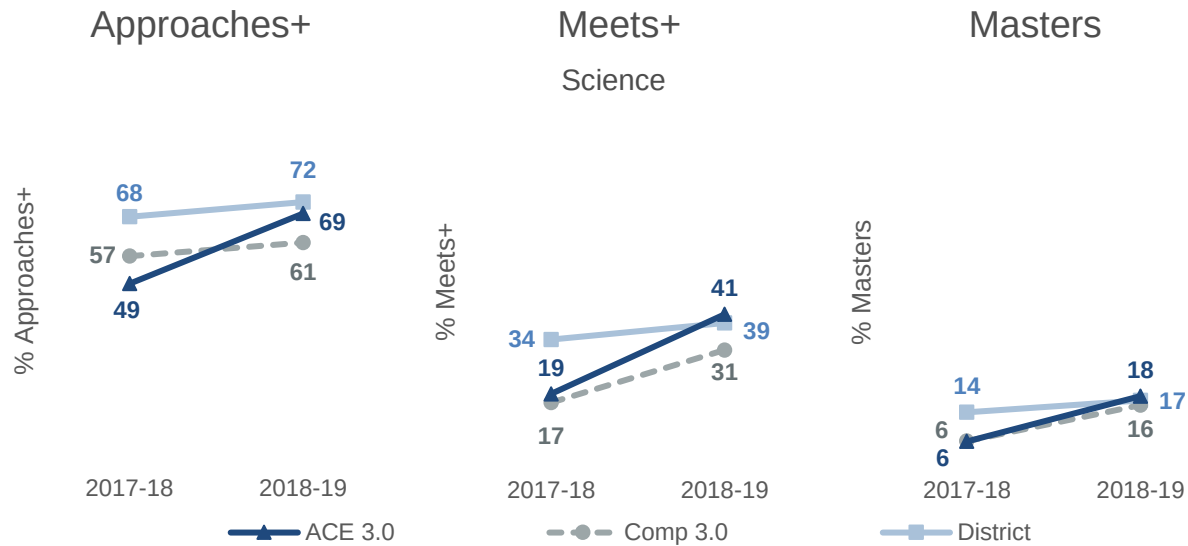
Figure 13: 2017-18 to 2018-19 One-Year STAAR Trends for Mathematics, Reading, and Writing for ACE Leadership 3.0, ACE 3.0 Comparison, and the District



Source: District STAAR files dated June 20, 2018 (grades three to eight), June 20, 2018 (Algebra I EOC), June 13, 2019 (grades three to eight), and June 4, 2019 (Algebra I EOC) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. EOC = End-of-Course. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Approaches+ = achieved the Approaches Grade Level or Above performance standard. Meets+ = achieved the Meets Grade Level or Above performance standard. Masters = achieved the Masters Grade Level performance standard. Rates reflect the first and second administrations of all versions of STAAR and grade eight Algebra I EOC. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18. Sample sizes are provided in Appendix M.

Figure 14: 2016-17 to 2018-19 Two-Year STAAR Trends for Science for ACE Leadership 3.0



Source: District STAAR files dated June 20, 2018 (grades three to eight), June 20, 2018 (Algebra I EOC), June 13, 2019 (grades three to eight), and June 4, 2019 (Algebra I EOC) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. EOC = End-of-Course. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Approaches+ = achieved the Approaches Grade Level or Above performance standard. Meets+ = achieved the Meets Grade Level or Above performance standard. Masters = achieved the Masters Grade Level performance standard. Rates reflect the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18. Sample sizes are provided in Appendix M.

For ACE 2.0 in 2018-19, rates of students at each performance standard for STAAR exceeded 2017-18 at the Approaches+ level on 13 (72%) of 18 exams and at the Meets+ level on 12 (67%) of 18 exams (Table 8). For ACE Leadership 3.0 in 2018-19, rates of students at each performance standard for STAAR exceeded 2017-18 on all eight exams (100%) at the Approaches+ and Meets+ levels. In addition, ACE 2.0 students met the 2018-19 objective of STAAR performance standard attainment rates within at least 10 percentage points of or exceeding district rates on 16 (89%) of 18 exams at the Approaches+ level and on 17 (94%) of 18 exams at the Meets+ level. ACE Leadership 3.0 students met the 2018-19 objective on all STAAR exams (100%) at the Approaches+ and Meets+ level.

Table 8: 2019 ACE STAAR Approaches+ and Meets+ Attainment Rate Comparisons to Previous Year and District by Subject

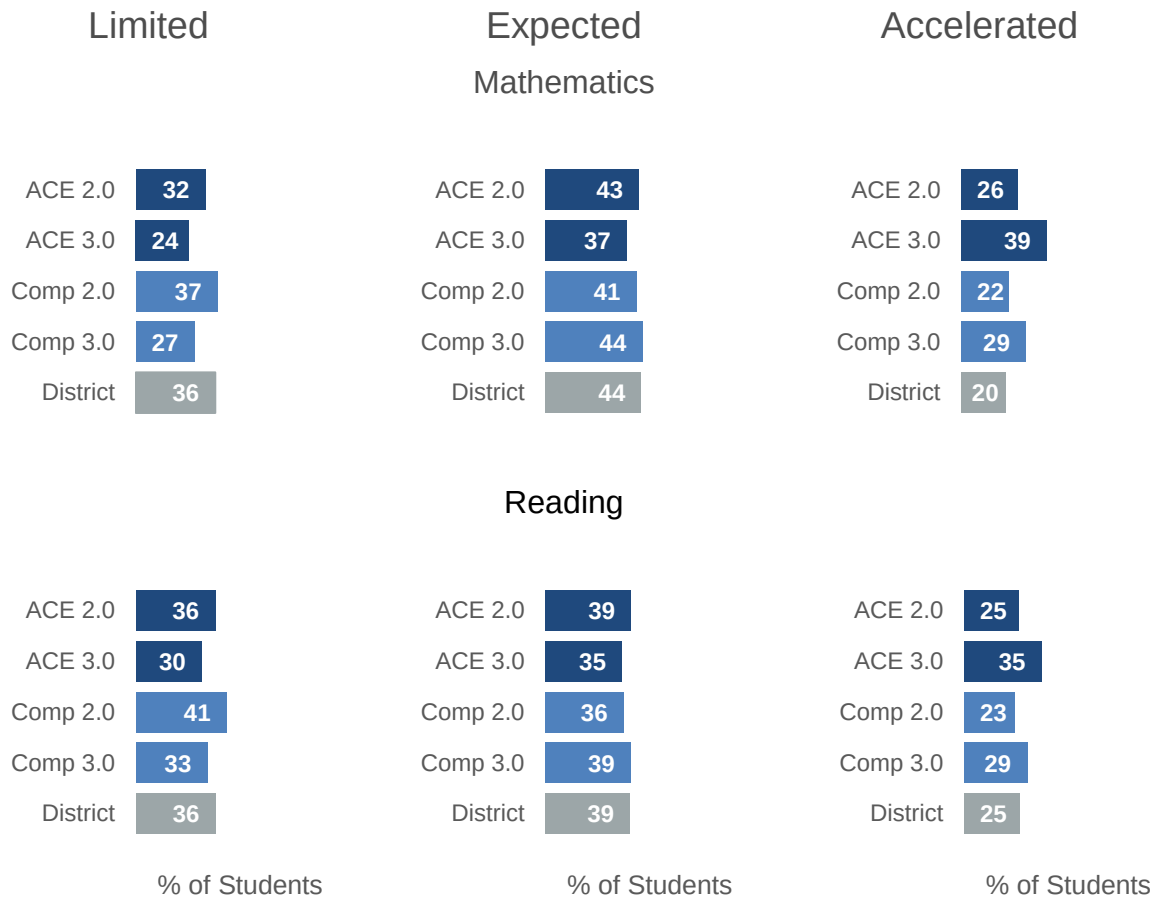
	Approaches+					Meets+			
	Tests	Exceed		Within 10		Exceed		Within 10	
		Previous Year		Percentage Points or Exceeding District	Percentage Points or Exceeding District	Previous Year		Percentage Points or Exceeding District	Percentage Points or Exceeding District
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
ACE 2.0									
All Tests	18	13	72.2	16	88.9	12	66.7	17	94.4
All Mathematics Tests	7	5	71.4	7	100.0	4	57.1	7	100.0
All Reading Tests	6	4	66.6	5	83.3	4	57.1	6	100.0
All Writing Tests	2	2	100.0	2	100.0	2	100.0	2	100.0
All Science Tests	2	2	100.0	2	100.0	2	100.0	2	100.0
All Social Studies Tests	1	1	100.0	1	100.0	1	100.0	1	100.0
All Elementary Tests	8	6	75.0	8	100.0	6	75.0	8	100.0
All Middle Tests	10	8	80.0	9	90.0	7	70.0	10	100.0
ACE Leadership 3.0									
All Tests	8	8	100.0	8	100.0	8	100.0	8	100.0
All Mathematics Tests	3	3	100.0	3	100.0	3	100.0	3	100.0
All Reading Tests	3	3	100.0	3	100.0	3	100.0	3	100.0
All Writing Tests	1	1	100.0	1	100.0	1	100.0	1	100.0
All Science Tests	1	1	100.0	1	100.0	1	100.0	1	100.0
All Social Studies Tests	-	-	-	-	-	-	-	-	-
All Elementary Tests	8	8	100.0	8	100.0	8	100.0	8	100.0

Source: District STAAR files dated June 20, 2018 (grades three to eight), June 20, 2018 (Algebra I EOC), June 13, 2019 (grades three to eight), and June 4, 2019 (Algebra I EOC) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. EOC = End-of-Course. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. - = no exams were administered. All rates include scores for first and second administrations of all versions of STAAR and grade eight Algebra I EOC, as applicable. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18. Scores included for students enrolled as of the PEIMS snapshot dates for each year. STAAR outcome details are provided in Appendix M.

Lastly, ACE 2.0 and ACE Leadership 3.0 campuses met the goal of being within at least 10 percentage points of district rates of students with Expected and Accelerated ratings on STAAR reading and mathematics progress measures. For the mathematics STAAR progress measure, the percentage of ACE 2.0 students in 2019 at the Accelerated level (26%) exceeded the district rate (20%), and for the reading STAAR progress measure, the percentage at the Expected (39%) and Accelerated (25%) levels matched the district rates. In addition, ACE Leadership 3.0 had the highest percentage of all groups at the Accelerated level for mathematics (39%) and reading (35%). The rate of students attaining the STAAR progress measures by ACE campus and overall for ACE 2.0, ACE Leadership 3.0, each cohort of comparison campuses, and the district are provided in Appendix Q.

Figure 15: 2019 Percentage of ACE 2.0 and ACE Leadership 3.0 Students Attaining STAAR Mathematics and Reading Progress Measures by Subject



Source: STAAR files dated June 13, 2019 (STAAR grades four through eight) and June 4, 2019 (grade eight Algebra 1) for students enrolled on the PEIMS snapshot day of October 26, 2018.

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Progress measures provide information about the improvement or progress that students have achieved between the previous year and the current year within the same content area. Because performance standards are not the same across grades and content areas, progress target values will differ from grade to grade and across content areas. Expected progress target is defined as the distance between the performance standards from the previous year grade and the current year grade in the same content area. Accelerated progress target is a designation reserved for those students who have demonstrated significant progress over the course of the year, beyond that of the Expected progress range. If the student has a gain score less than the Expected progress target, the student is classified as having Limited progress. Sample sizes are provided in Appendix Q.

What were the outcomes related to the expectations component of ACE 2.0 and ACE Leadership 3.0?

ACE program leadership designated disciplinary offenses, attendance rates, Student Experience Survey results, and Parent/Guardian survey results as metrics to evaluate the 2018-19 expectations component of ACE.

Methodology

Disciplinary Offenses

The first outcome used to evaluate the expectations component of ACE was disciplinary offenses. The ACE objective was to achieve 2018-19 disciplinary offense rates at or below the district average. The evaluators obtained disciplinary data from district files dated July 18, 2019. Level I, II, and III disciplinary offenses were aggregated to calculate the total number of discipline offenses for each ACE campus, ACE cohort, and the district. The average number of discipline offenses was also calculated by school level (elementary, middle) for ACE 2.0, ACE Leadership 3.0, each cohort of comparison campuses, and the district. Previous data for ACE 2.0 for 2016-17 (pre-ACE) and 2017-18 were pulled from the 2017-18 evaluation (Palladino & Barton, 2018) and district discipline files dated July 10, 2017 (2016-17) and July 19, 2018 (2017-18) to calculate one- and two-year changes in total referrals. Previous data for ACE Leadership 3.0 in 2017-18 (pre-ACE) were pulled from district discipline files dated July 19, 2018.

Attendance Rates

The second outcome used to evaluate the expectations component of ACE was attendance rates. The ACE objective was to achieve 2018-19 attendance rates at or above 96 percent. The evaluators joined district attendance files for 2018-19 dated June 4, 2019 with demographic files from October 26, 2018 (PEIMS snapshot date). Attendance rates were calculated by aggregating days in attendance and days enrolled for each group (ACE campuses and overall for ACE 2.0, ACE Leadership 3.0, each cohort of comparison campuses, and the district) and then dividing aggregated days in attendance by aggregated days enrolled. To calculate one- and two-year changes in attendance rates, previous data for ACE 2.0 for 2016-17 (pre-ACE) and 2017-18 were pulled from the 2017-18 evaluation (Palladino & Barton, 2018) and district attendance files dated June 20, 2017 (2016-17) and June 11, 2018 (2017-18). Previous data for ACE Leadership 3.0 in 2017-18 (pre-ACE) were pulled from district discipline files dated June 11, 2018.

Student Experience Survey

The third outcome used to evaluate the expectations component of ACE was results of the district Student Experience Survey.³⁴ The ACE objective was to achieve 2018-19 positive response rates at or above the district average. Student perceptions also were reviewed by comparing ACE campus rates of overall favorable responses on the survey for the current year to favorable rates from the one (ACE 2.0 and ACE Leadership 3.0) and two (ACE 2.0) previous years. The Student Experience Survey was administered districtwide as a component of the TEI to 1) understand the needs and perceptions of students and 2) evaluate and improve teacher effectiveness. Rates of favorable responses from the Student Experience Survey for ACE campuses and the district were extracted from campus-level reports and files dated June 19, 2019.³⁵ Previous data for ACE 2.0 for 2016-17 (pre-ACE) and 2017-18 were pulled from the

³⁴ For more information on the Student Experience Survey, see Chawla (2018). In 2014-15, the Student Experience Survey was called the Student Perception Survey.

³⁵ Aggregated results were reported separately for elementary and secondary grade levels.

2017-18 evaluation (Palladino & Barton, 2018) and district files dated May 24, 2017 (2016-17) and June 5, 2018 (2017-18) to calculate one- and two-year changes in favorability ratings. Previous data for ACE Leadership 3.0 in 2017-18 (pre-ACE) were pulled from district files dated June 5, 2018.

Parent/Guardian Survey

The fourth outcome used to evaluate the expectations component of ACE was results of the annual districtwide Parent/Guardian survey. The ACE objective was to achieve 2018-19 positive response rates at or above the district average. The Parent/Guardian Survey, conducted as part of the Principal Excellence Initiative (PEI),³⁶ was designed to measure parent and guardian engagement and support for the direction of their children's campuses. Rates of favorable responses from the Parent/Guardian Survey in 2019 were extracted from the district data file dated June 19, 2019. To examine trends, previous data for ACE 2.0 for 2016-17 (pre-ACE) and 2017-18 were pulled from the 2017-18 evaluation (Palladino & Barton, 2018) and district data files dated June 6, 2017 (2017) and July 16, 2018 (2018) to calculate one- and two-year changes. Previous data for ACE Leadership 3.0 in 2017-18 (pre-ACE) were pulled from district data file dated July 16, 2018.

Results

Disciplinary Offenses

While ACE 2.0 total offenses slightly increased by 26 (9%) from 2017-18, these campuses successfully reduced their disciplinary offenses by 1,182 (79%) over two years of program participation (Table 9). In addition, ACE Leadership 3.0 total offenses decreased by 330 (63%) in the first year of the program. While the average rate of discipline offenses at ACE 2.0 and ACE Leadership 3.0 elementary campuses exceeded district rates, ACE 2.0 middle school campuses met the objective of having discipline offenses at or below the district average. The rate of disciplinary offenses by campus and grade level are provided in Appendix R.

³⁶ For more information about the Principal Excellence Initiative (PEI), see <https://www.dallasisd.org/Page/41972>.

Table 9: 2016-17 to 2018-19 ACE 2.0 and ACE Leadership 3.0 Level I, II, and III Disciplinary Offenses

	2016-17 <i>n</i>	2017-18 <i>n</i>	2018-19 <i>n</i>	1 Yr Δ <i>n</i>	2 Yr Δ <i>n</i>
ACE 2.0					
ACE 2.0 ES Avg	242	57	53	-4	-189
Comp 2.0 ES Avg	36	16	10	-6	-26
ACE 2.0 MS Avg	762	110	148	38	-614
Comp 2.0 MS Avg	522	597	273	-324	-249
ACE 2.0 Total	1,489	281	307	26	-1,182
Comp 2.0 Total	631	646	292	-354	-339
ACE Leadership 3.0					
ACE 3.0 ES Avg		74	32	-42	
Comp 3.0 ES Avg		30	34	4	
ACE 3.0 Total		520	190	-330	
Comp 3.0 Total		211	153	-58	
District ES Avg	46	22	19	-3	-27
District MS Avg	337	253	247	-6	-90
District Total	24,938	18,690	17,737	-953	-7,201

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

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. ES = elementary school. MS = middle school. Avg = average. Yr = year. Δ = difference. Disciplinary offense rates by campus are provided in Appendix R.

Attendance Rates

Table 10 includes the attendance rates by ACE cohort, comparison cohort, and the district. In 2018-19, ACE 2.0 (96.4%) met the ACE objective of achieving an attendance rate at or above 96 percent, whereas ACE Leadership 3.0 (95.8%) barely missed the objective. In addition, while the attendance rate for the district was relatively consistent from 2016-17 to 2018-19, the attendance rate for ACE 2.0 and ACE Leadership 3.0 trended slightly upward over time. Attendance rates by campus are provided in Appendix S.

Table 10: 2016-17 to 2018-19 ACE 2.0 and ACE Leadership 3.0 Attendance Rates

	2016-17	2017-18	2018-19
ACE 2.0	95.4	95.8	96.4
Comp 2.0	96.1	95.9	96.1
ACE 3.0		95.5	95.8
Comp 3.0		95.8	96.1
District	95.4	95.2	95.3

Source: District attendance files dated June 20, 2017 (2016-17), June 11, 2018 (2017-18), and June 4, 2019 (2018-19) for students enrolled on the PEIMS snapshot dates of October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. Results by campus are provided in Appendix S.

Student Experience Survey

ACE students generally responded favorably on the districtwide student survey. Percentages of favorable ratings for each scale and overall on the 2018-19 Student Experience Survey are shown in Table 11. In 2019, ACE 2.0 elementary schools (87%) and middle schools (74%) met the objective of exceeding

the overall favorable rate for the district at the elementary school (86%) and middle school (71%) level, and ACE Leadership 3.0 elementary school favorable response rates (85%) were slightly lower than the district rate. Favorable response rates by campus for 2018-19 Student Experience Survey are provided in Appendix T.

Table 11: 2019 ACE Student Experience Survey Percent Favorable Ratings by Category

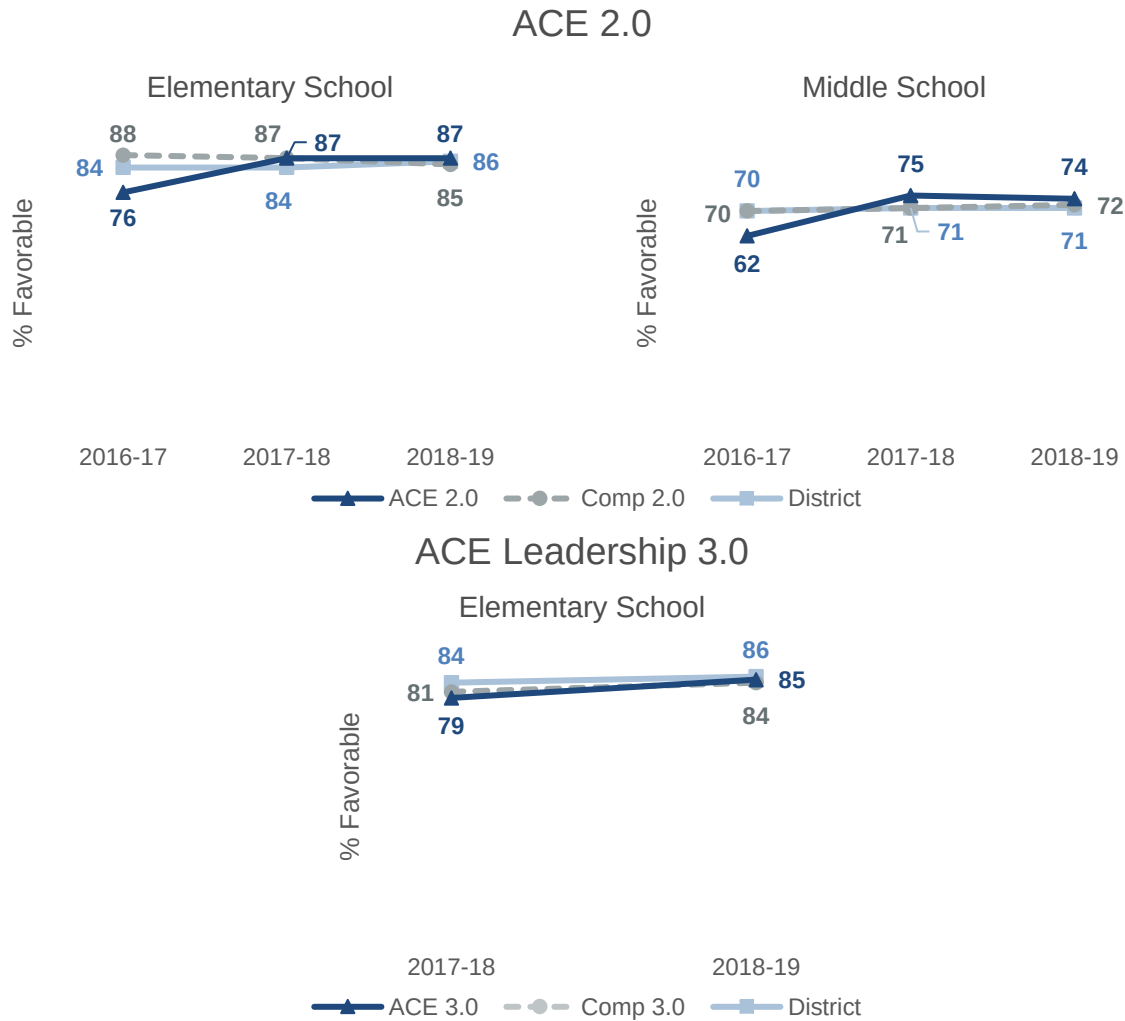
	Classroom Environment %	Expectations and Rigor %	Pedagogical Effectiveness %	Student Engagement %	Supportive Relationships %	Overall %
ACE 2.0						
ACE 2.0 ES	83	92	92	88	84	87
Comp 2.0 ES	82	90	90	85	77	85
ACE 2.0 MS	79	83	80	58	71	74
Comp 2.0 MS	83	81	78	54	65	72
ACE Leadership 3.0						
ACE 3.0 ES	80	90	91	85	79	85
Comp 3.0 ES	80	89	90	85	76	84
District 3-5	84	91	91	86	79	86
District 6-12	81	77	74	57	67	71

Source: Data provided by the Office of Institutional Research dated June 19, 2019.

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. ES = elementary schools. MS = middle schools. Elementary averages include students in grades three to five. Secondary averages include students in grades six to 12. Favorable percentages that met or exceeded the district for grade level are in **blue bold**. Sample sizes and results by campus are provided in Appendix T.

As indicated by Figure 16, one- and two-year changes in ACE student perceptions also were generally positive. For ACE 2.0, the overall percent favorable ratings from 2016-17 to 2018-19 increased for elementary schools from 76 percent to 87 percent and for middle schools from 62 percent to 74 percent. For ACE Leadership 3.0, the overall percent favorable ratings from 2017-18 to 2018-19 increased from 79 percent to 85 percent.

Figure 16: 2017 to 2019 ACE Student Experience Survey Overall Percent Favorable Ratings



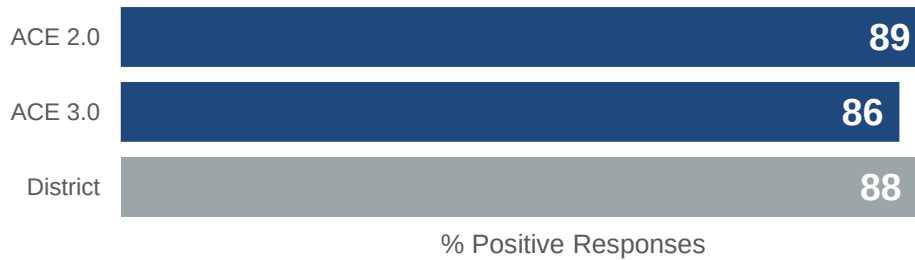
Source: Campus-level Student Experience Survey reports from program office on June 13, 2017 (2016-17), June 5, 2018 (2017-18), and June 19, 2019 (2018-19) and district data dated May 24, 2017 (2016-17), June 5, 2018 (2017-18), and June 19, 2019 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. Elementary averages include students in grades three to five. Secondary averages include students in grades six to 12. Results by campus are provided in Appendix T.

Parent/Guardian Survey

Parent perceptions of ACE cohorts were generally positive, and the average overall positive parent response rates for ACE cohorts are shown in Figure 17. The ACE 2.0 overall positive response rate (89%) met the objective of slightly exceeding the district positive response rate (88%), and the ACE Leadership 3.0 rate (86%) was slightly lower than the district response rate. One- and two-year trend data for ACE 2.0 and one-year trend data for ACE Leadership 3.0 are provided in Appendix U.

Figure 17: 2019 ACE Campus Parent/Guardian Survey Overall Positive Response Rates



Source: District PEI Parent/Guardian Survey files dated June 19, 2019.

Note: ACE = Accelerating Campus Excellence. Percentages are based on the 10 questions included each year since 2015. Sample sizes and results by campus are provided in Appendix U.

What were the outcomes related to the district Climate Survey, *ISIP*, *STAAR*, attendance, and discipline for ACE 1.0 campuses?

To assess how well ACE 1.0 campuses performed after rejoining their feeder patterns, the evaluators reviewed 2018-19 data for the climate survey, *ISIP*, *STAAR*, discipline offenses, and attendance rates.

Methodology

Climate Survey

The methodology for ACE 1.0 for the Climate Survey was identical to the previous section for ACE 2.0 and ACE Leadership 3.0. The evaluators obtained Climate Survey³⁷ data for each campus from district files dated January 7, 2019 (fall 2018) and May 28, 2019 (spring 2019). To examine longitudinal changes, previous data for ACE 1.0 in 2014-15 (pre-ACE) and 2017-18 were pulled from the 2017-18 evaluation (Palladino & Barton, 2018) to calculate one- and four-year changes.

ISIP

The methodology for ACE 1.0 for *ISIP* was identical to the previous section for ACE 2.0 and ACE Leadership 3.0. The evaluators merged *ISIP* district files³⁸ with the PEIMS demographic file for 2018-19.³⁹ To examine longitudinal trends, previous data for ACE 1.0 in 2014-15 (pre-ACE) and 2017-18 were pulled from the 2017-18 evaluation (Palladino & Barton, 2018) and district data files dated June 17, 2016 (2014-15) and June 3, 2018 (2017-18). Analyses were conducted for 1) each six-week period in 2017-18 and 2018-19 and 2) for the beginning of the year (BOY), middle of the year (MOY) and end of the year (EOY) for 2014-15, 2017-18, and 2018-19 to calculate one- and four-year trends.

³⁷ For more information on the Climate Survey, see Weir (2018).

³⁸ 2018-19 files were dated October 16, 2018 (2018-19, SW1), November 5, 2018 (2018-19, SW2), January 14, 2019 (2018-19, SW3), February 28, 2019 (2018-19, SW4), April 19, 2019 (2018-19, SW5), and June 5, 2019 (2018-19, SW6), November 5, 2019 (2018-19 BOY), February 4, 2019 (2018-19 MOY), and June 5, 2019 (2018-19 EOY).

³⁹ PEIMS date: October 26, 2018 (2018-19).

STAAR

The methodology for ACE 1.0 for STAAR was identical to the previous section for ACE 2.0 and ACE Leadership 3.0. For 2019, the evaluators merged first and second administration district STAAR and STAAR EOC data files⁴⁰ with the PEIMS demographic file.⁴¹ To examine longitudinal changes, previous data for ACE 1.0 in 2014-15 (pre-ACE) and 2017-18 were pulled from the 2017-18 evaluation (Palladino & Barton, 2018) and district STAAR and STAAR EOC data files September 1, 2015 (2014-15 grades three to eight), August 11, 2015 (2014-15 Algebra I EOC), June 20, 2018 (2017-18 grades three to eight), June 20, 2018 (2017-18 Algebra I EOC) to calculate one- and four-year changes by ACE campus and overall for ACE 1.0, each cohort of comparison campuses, and the district.⁴²

Discipline Offenses

The methodology for ACE 1.0 for discipline offenses was identical to the previous section for ACE 2.0 and ACE Leadership 3.0. The evaluators obtained disciplinary data from district data files dated July 18, 2019. Previous data for ACE 1.0 in 2014-15 (pre-ACE) and 2017-18 were pulled from the 2017-18 evaluation (Palladino & Barton, 2018) and district discipline files dated August 5, 2015 (2014-15) and July 19, 2018 (2017-18) to calculate one- and four-year changes.

Attendance Rate

The methodology for ACE 1.0 for attendance rate was identical to the previous section for ACE 2.0 and ACE Leadership 3.0. The evaluators joined district attendance files for 2018-19 dated June 4, 2019 with demographic files for the PEIMS snapshot date of October 26, 2018. Previous attendance data in 2014-15 (pre-ACE) and 2017-18 were pulled from the 2017-18 evaluation (Palladino & Barton, 2018) and district attendance files dated June 29, 2015 (2014-15) and June 11, 2018 (2017-8) to calculate one- and four-year changes.

Results

Climate Survey

The quintile scores for each ACE 1.0 campus on the Culture of Feedback and Support section of the fall and spring Climate Surveys are shown in Table 12. Overall, ACE 1.0 campuses struggled during and after the program with improving campus climate. By the end of spring 2019, one ACE 1.0 campus (U. Lee) met the objective of achieving scores in the fourth or fifth quintile (most positive) on this section of the climate survey, and four of the six campus scores were in the first or second quintile (least positive).

⁴⁰ 2019 files were dated June 13, 2019 (grades three to eight) and June 4, 2019 (Algebra I EOC).

⁴¹ PEIMS snapshot date: October 26, 2018 (2018-19).

⁴² Although cutoff points did not change, naming conventions for performance standards changed in 2017. Naming conventions for years prior to 2017 are as follows: Did Not Meet Grade Level (formerly Level I: Unsatisfactory Academic Performance); Approaches Grade Level (formerly Level II: Satisfactory Academic Performance); Meets Grade Level (formerly Final Level II); and Masters Grade Level (formerly Level III: Advanced Academic Performance). For simplicity, in this document each cutoff point will be referenced using the most recent naming standard.

Table 12: 2014-15, 2017-18, and 2018-19 ACE 1.0 Campus Climate Survey Quintile Scores (Culture of Feedback and Support)

Campus	2014-15		2017-18		2018-19	
	Fall 14	Spring 15	Fall 17	Spring 18	Fall 18	Spring 19
ACE 1.0						
Blanton	4	1	3	3	3	2
U. Lee	2	1	5	5	5	5
Mills	4	5	1	1	1	1
Dade	1	1	2	3	1	1
Edison/Pinkston ^a	1	1	1	1	3	3
Zumwalt	2	4	2	1	1	2

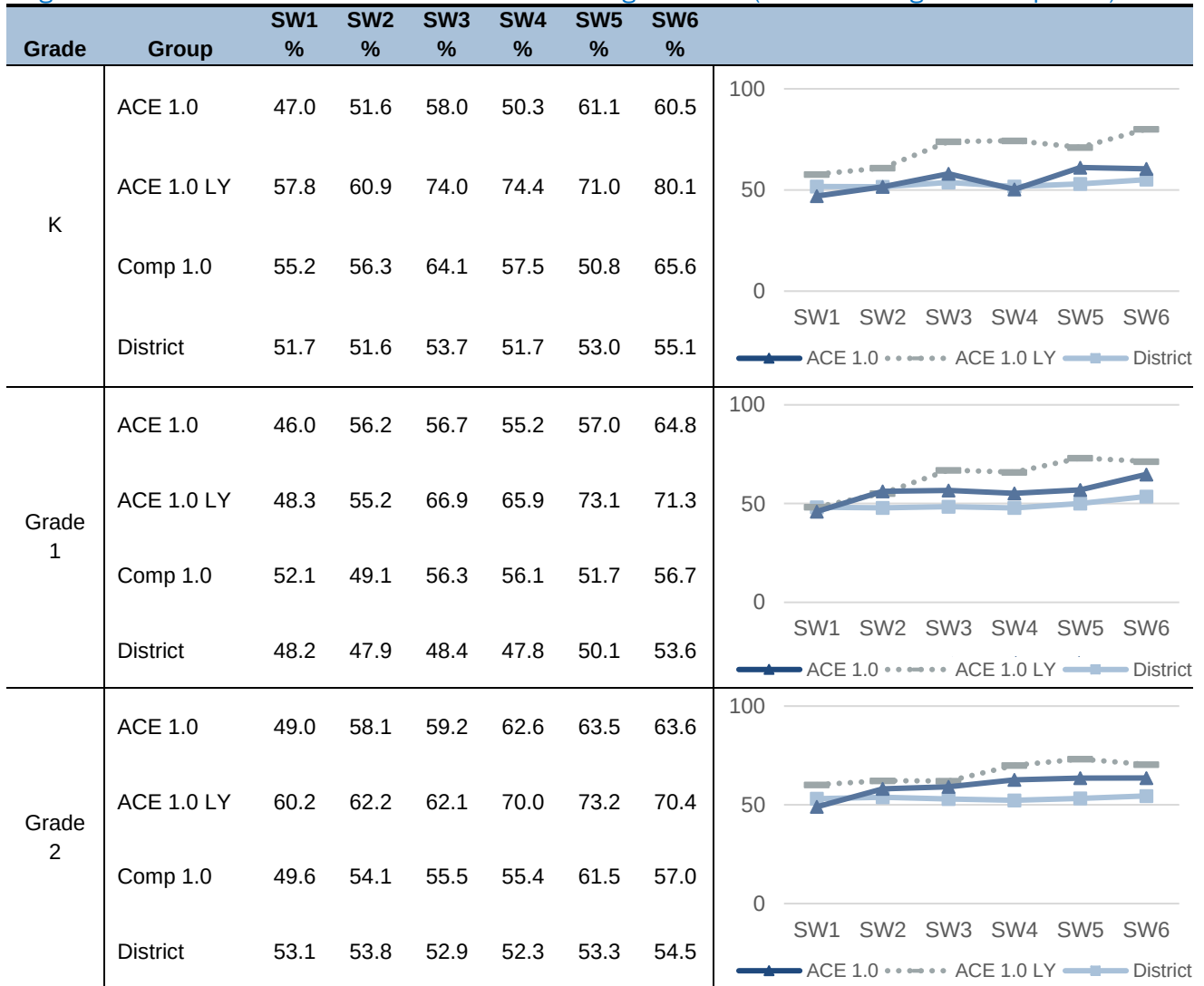
Source: District Climate Survey files dated January 22, 2015 (fall 2014), June 2, 2015 (spring 2015), January 22, 2018 (fall 2017), June 4, 2018 (spring 2018), January 7, 2019 (fall 2018), and May 28, 2019 (spring 2019).

Note: ACE = Accelerating Campus Excellence. ^a = Because Edison was consolidated with Pinkston in 2018-19, rates for 2017-18 and previous years were for Edison only and rates for 2018-19 included all students at Pinkston. Scores in the fourth or fifth quintile (most positive) are highlighted in **blue bold**.

ISIP

Overall, the rate of ACE 1.0 students who read on grade level trended upward for most six-week periods from beginning to the end of the school year for all grade levels (Figure 18). While the rate of ACE 1.0 students reading at or above grade level met the objective of exceeding the district by the end of the 2018-19 school year, rates of ACE 1.0 students reading at or above grade level generally were lower in 2018-19 than the previous year. *ISIP* data for each six-week period in 2018-19 by campus, cohort, and grade level are provided in Appendix J.

Figure 18: 2018-19 ACE 1.0 Six-Week Tier 1 Percentages on *ISIP* (Combined English and Spanish)

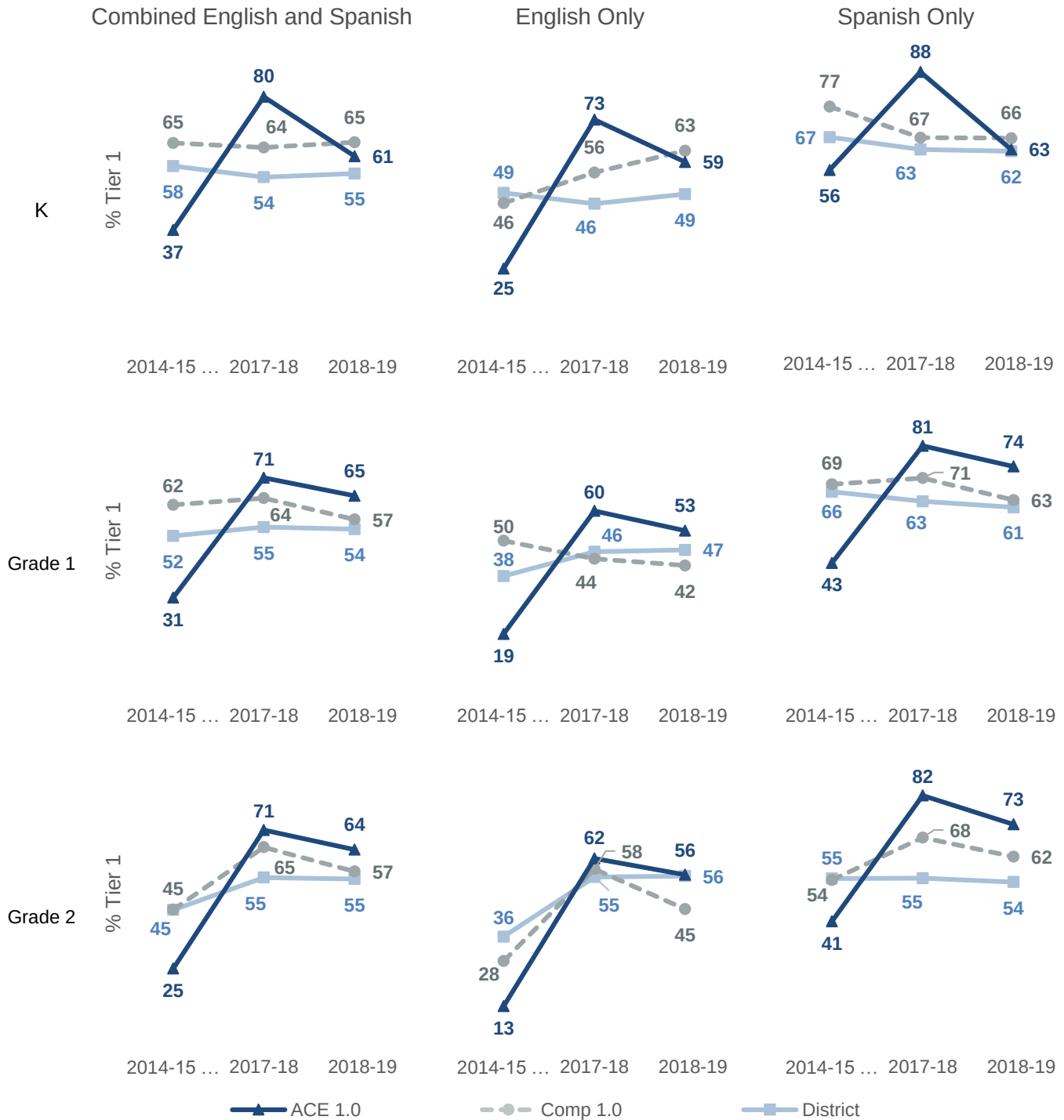


Source: District *ISIP* files dated October 10, 2017 (2017-18, SW1), November 8, 2017 (2017-18, SW2), January 9, 2018 (2017-18, SW3), March 1, 2018 (2017-18, SW4), April 16, 2018 (2017-18, SW5), June 3, 2018 (2017-18, SW6), October 16, 2018 (2018-19, SW1), November 5, 2018 (2018-19, SW2), January 14, 2019 (2018-19, SW3), February 28, 2019 (2018-19, SW4), April 19, 2019 (2018-19, SW5), and June 5, 2019 (2018-19, SW6), for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. *ISIP* = *Istation's Indicators of Progress*. PEIMS = Public Education Information Management System. SW# = six-week period #. LY = Last year. Comp = comparison campuses. Latest score was used if assessment taken more than one time in assessment period. Sample sizes and results by campus are provided in Appendix J.

From 2014-15 to 2018-19, the percentage of ACE 1.0 students reading on grade level for K-2 trended upward by at least 24 percentage points for combined English and Spanish, 34 percentage points for English only, and seven percentage points for Spanish only (Figure 19). While scores for all tests trended downward from 2017-18 to 2018-19, ACE 1.0 students continued to meet or exceed district scores in 2018-19. Longitudinal data for BOY, MOY, and EOY by campus, cohort, and grade level are provided in Appendix K.

Figure 19: 2014-15, 2017-18, and 2018-19 Four- and One-Year Trends of *ISIP* Percentages at Tier 1 for ACE 1.0, ACE 1.0 Comparison, and District



Source: District *ISIP* files dated June 17, 2016 (2014-15), June 3, 2018 (2017-18), and June 5, 2019 (2018-19) for students enrolled on the PEIMS snapshot dates of October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

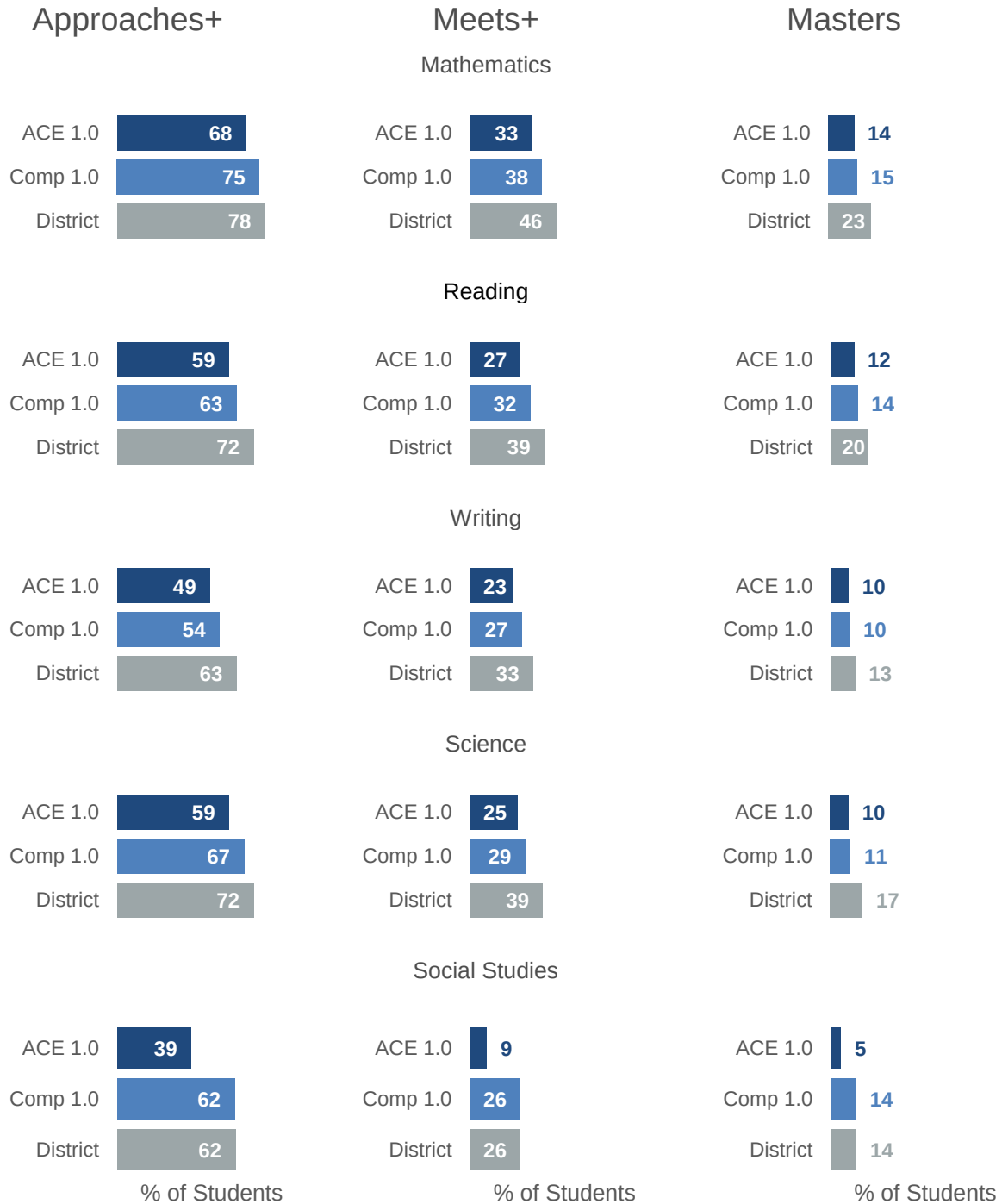
Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *Istation's Indicators of Progress*. PEIMS = Public Education Information Management System. ... = 2015-16 and 2016-17 *ISIP* data are not depicted in the figures. Sample sizes and Tier 1 rates by category/year and campus are provided in Appendix K.

STAAR

The 2018-19 ACE objective for STAAR was to achieve rates of students at each performance standard within at least 10 percentage points of district rates. As indicated by Figure 20, ACE 1.0 students met the objective of achieving within at least 10 percentage points of the district for mathematics (Approaches+ and Masters), reading (Masters), writing (Meets+ and Masters), science (Masters), and social studies (Masters). None of the ACE 1.0 rates met or exceeded the district rates in any subject at any performance standard. The rates of students at the Approaches+, Meets+, and Masters performance standards for 2019 and previous years by campus are provided in Appendix M. One- two-, and three-year changes in the rate of students attaining the Approaches+ STAAR performance standard by student group, grade level, and cohort are provided in Appendix N, Appendix O, and Appendix P, respectively.

While the rate of ACE 1.0 students achieving the Approaches+, Meets+, and Masters performance standards trended downward in most comparisons from 2017-18 to 2018-19, the rates in 2018-19 remained higher than pre-ACE levels (Figures 21 and 22). ACE 1.0 experienced the strongest four-year growth from 2014-15 to 2018-19 in mathematics (+28) and science (+27) at the Approaches+ level; mathematics (+24), writing (+17), and science (+16) at the Meets+ level; and mathematics (+11) and writing (+9) at the Masters level. However, ACE 1.0 experienced the strongest one-year decline from 2017-18 to 2018-19 in social studies at the Approaches+ level (-21) and Meets+ level (-11). These rates were closer to pre-ACE levels than all other subjects.

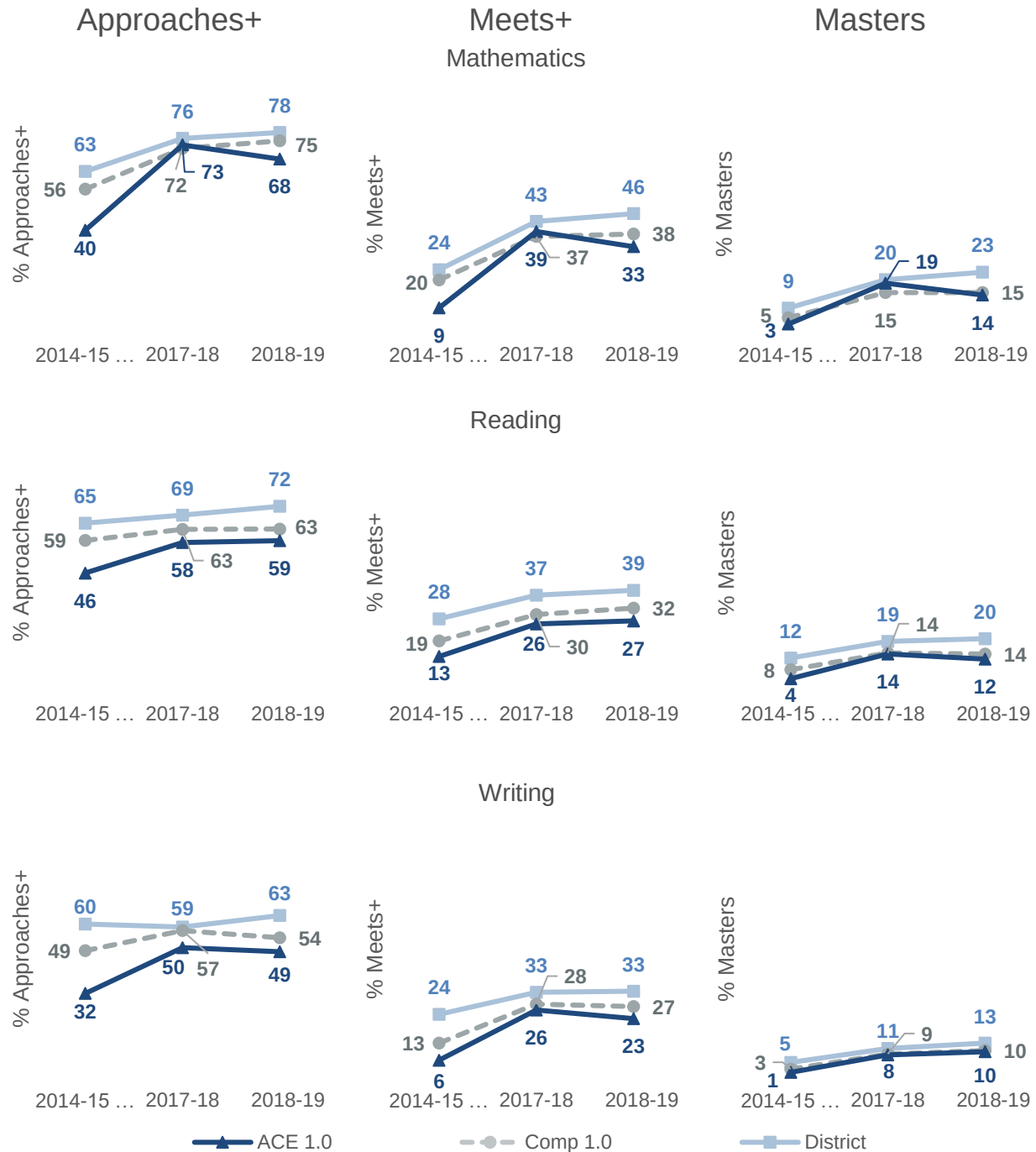
Figure 20: 2019 Percentage of Students Attaining STAAR Approaches+, Meets+ or Masters Performance Standards by Subject for ACE 1.0, ACE 1.0 Comparison, and District



Source: District STAAR files dated June 13, 2019 (grades three to eight), and June 4, 2019 (Algebra I EOC) for students enrolled on the PEIMS snapshot date of October 26, 2018.

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. EOC = End-of-Course. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Approaches+ = achieved the Approaches Grade Level or Above performance standard. Meets+ = achieved the Meets Grade Level or Above performance standard. Masters = achieved the Masters Grade Level performance standard. Rates reflect the first and second administrations of all versions of STAAR and grade eight Algebra I EOC. Sample sizes and results by campus are provided in Appendix M.

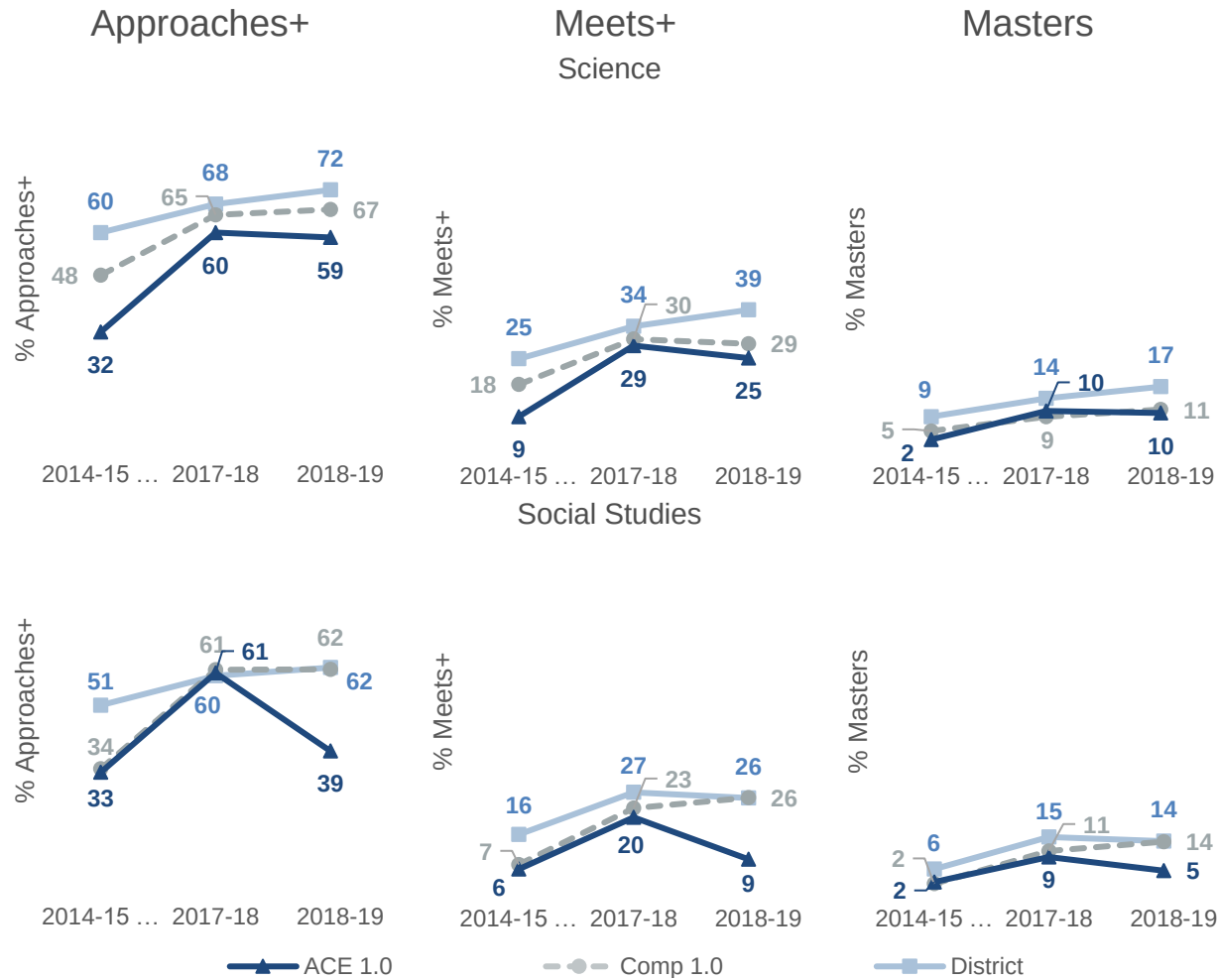
Figure 21: 2014-15 to 2018-19 One- and Four-Year STAAR Trends for Mathematics, Reading, and Writing for ACE 1.0, ACE 1.0 Comparison, and the District



Source: District STAAR files dated September 1, 2015 (grades three to eight), August 11, 2015 (Algebra I EOC), June 20, 2018 (grades three to eight), June 20, 2018 (Algebra I EOC), June 13, 2019 (grades three to eight), and June 4, 2019 (Algebra I EOC) for students enrolled on the PEIMS snapshot dates of October 31, 2015 (2014-15), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. EOC = End-of-Course. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Approaches+ = achieved the Approaches Grade Level or Above performance standard. Meets+ = achieved the Meets Grade Level or Above performance standard. Masters = achieved the Masters Grade Level performance standard. Rates reflect the first and second administrations of all versions of STAAR and grade eight Algebra I EOC. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18. Sample sizes and results by campus are provided in Appendix M.

Figure 22: 2014-15 to 2018-19 One- and Four-Year STAAR Trends for Science and Social Studies for ACE 1.0, ACE 1.0 Comparison, and District



Source: District STAAR files dated September 1, 2015 (grades three to eight), August 11, 2015 (Algebra I EOC), June 20, 2018 (grades three to eight), June 20, 2018 (Algebra I EOC), June 13, 2019 (grades three to eight), and June 4, 2019 (Algebra I EOC) for students enrolled on the PEIMS snapshot dates of October 31, 2015 (2014-15), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. EOC = End-of-Course. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Approaches+ = achieved the Approaches Grade Level or Above performance standard. Meets+ = achieved the Meets Grade Level or Above performance standard. Masters = achieved the Masters Grade Level performance standard. Rates reflect the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18. Sample sizes and results by campus are provided in Appendix M.

Overall, as shown in Table 13, 2018-19 STAAR attainment of the performance standards for ACE 1.0 exceeded 2017-18 at the Approaches+ level and Meets+ level on 6 (33%) of 18 exams. However, ACE 1.0 students met the 2018-19 objective of STAAR performance standard attainment rates within at least 10 percentage points of or exceeding district rates on 15 (83%) of 18 exams at the Approaches+ level and on 14 (78%) of 18 exams at the Meets+ level.

Table 13: 2019 ACE 1.0 STAAR Approaches+ and Meets+ Attainment Rate Comparisons to Previous Year and District by Subject

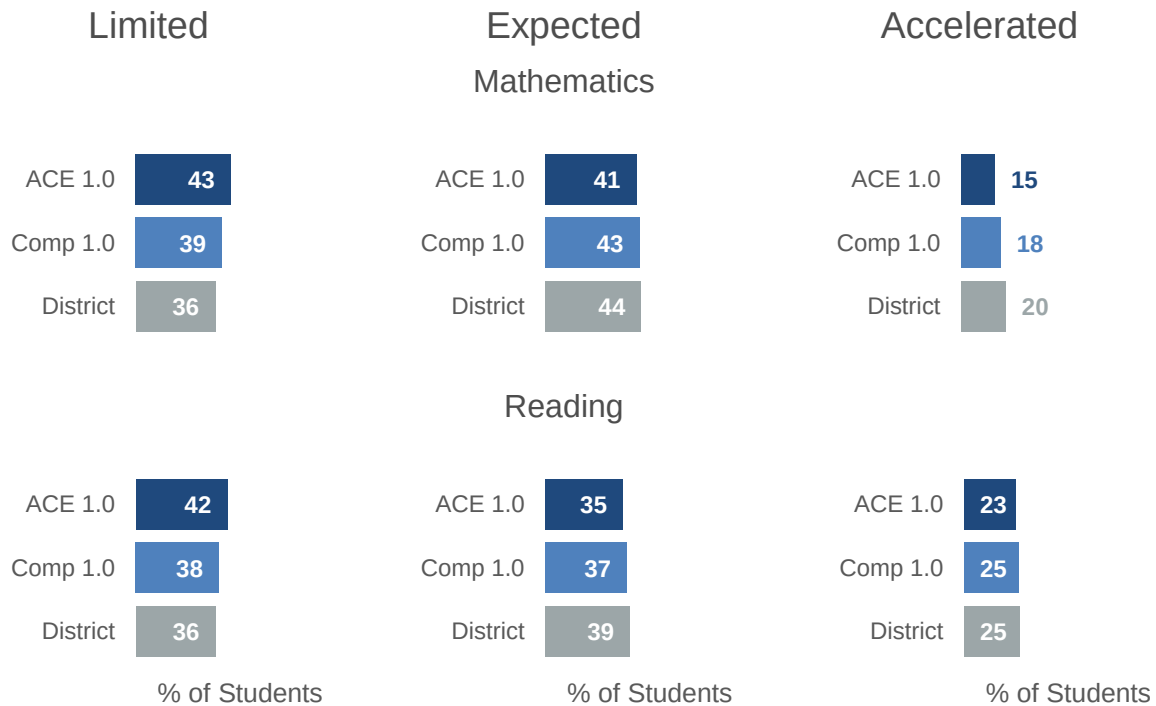
	Approaches+					Meets+			
	Tests	Exceed			Within 10 Percentage Points or Exceeding District	Exceed		Within 10 Percentage Points or Exceeding District	
		Previous Year		Previous Year					
		<i>N</i>	<i>n</i>	%		<i>n</i>	%		
ACE 1.0									
All Tests	18	6	33.3	15	83.3	6	33.3	14	77.8
All Mathematics Tests	7	1	14.3	6	85.7	1	14.3	4	57.1
All Reading Tests	6	3	50.0	6	100.0	4	66.7	6	100.0
All Writing Tests	2	1	50.0	2	100.0	0	0.0	2	100.0
All Science Tests	2	1	50.0	1	50.0	1	50.0	2	100.0
All Social Studies Tests	1	0	0.0	0	0.0	0	0.0	0	0.0
All Elementary Tests	8	4	50.0	6	75.0	2	25.0	6	75.0
All Middle Tests	10	2	20.0	9	90.0	4	40.0	8	80.0

Source: District STAAR files dated June 20, 2018 (grades three to eight), June 20, 2018 (Algebra I EOC), June 13, 2019 (grades three to eight), and June 4, 2019 (Algebra I EOC).

Note: ACE = Accelerating Campus Excellence. EOC = End-of-Course. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. All rates include scores for first and second administrations of all versions of STAAR and grade eight Algebra I EOC, as applicable. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18. Scores included for students enrolled as of the PEIMS snapshot dates for each year. STAAR outcome details are provided in Appendix M.

Lastly, for the mathematics and reading progress measures, the percentage of ACE 1.0 students with Limited ratings exceeded the district in 2019 and the percentage of students with Expected or Accelerated ratings for mathematics and reading was slightly below the district (Figure 23), providing evidence that gains at ACE 1.0 campuses may be eroding one year after exit from the ACE program even with transitional supports post-ACE. The rate of students attaining the STAAR progress measures by ACE campus, ACE 1.0, each cohort of comparison campus, and the district are provided in Appendix Q.

Figure 23: 2019 Percentage of ACE 1.0 Students Attaining STAAR Progress Measures by Subject



Source: STAAR files dated June 13, 2019 (STAAR grades four through eight) and June 4, 2019 (grade eight Algebra 1) for students enrolled on the PEIMS snapshot day of October 26, 2018.

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. PEIMS = Public Education Information Management System. STAAR = *State of Texas Assessments of Academic Readiness*. Progress measures provide information about the improvement or progress that students have achieved between the previous year and the current year within the same content area. Because performance standards are not the same across grades and content areas, progress target values will differ from grade to grade and across content areas. Expected progress target is defined as the distance between the performance standards from the previous year grade and the current year grade in the same content area. Accelerated progress target is a designation reserved for those students who have demonstrated significant progress over the course of the year, beyond that of the Expected progress range. If the student has a gain score less than the Expected progress target, the student is classified as having Limited progress. Sample sizes and results by campus are provided in Appendix Q.

Discipline Offenses

ACE 1.0 elementary and middle schools met the objective of having discipline offenses at or below the district average for elementary and middle schools. In addition, although ACE 1.0 total offenses increased by 52 (11%) from 2017-18 to 2018-19, campuses successfully reduced disciplinary offenses by 2,772 (84%) from 2014-15 to 2018-19 (Table 14). The rate of disciplinary offenses by campus and grade level are provided in Appendix R.

Table 14: 2014-15, 2017-18, and 2018-19 ACE 1.0 Level I, II, and III Disciplinary Offenses

	2014-15	2017-18	2018-19	1 Yr Δ	4 Yr Δ
	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
ACE 1.0 ES Avg	81	15	8	-7	-73
Comp 1.0 ES Avg	22	15	10	-5	-12
ACE 1.0 MS Avg	1,024	148	173	25	-851
Comp 1.0 MS Avg	703	210	206	-4	-497
ACE 1.0 Total	3,314	490	542	52	-2,772
Comp 1.0 Total	2,176	674	648	-26	-1,528
District ES Avg	45	22	19	-3	-26
District MS Avg	545	253	247	-6	-298
District Total	36,171	18,690	17,737	-953	-18,434

Source: District student discipline files dated August 5, 2015 (2014-15), July 19, 2018 (2017-18), and July 18, 2019 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. ES = elementary school. MS = middle school. Avg = average. Yr = year. Δ = difference. Results by campus are provided in Appendix R.

Attendance Rate

Table 15 includes the attendance rates for ACE 1.0, the comparison cohort, and the district. In 2018-19, ACE 1.0 did not meet the ACE objective of achieving an attendance rate at or above 96 percent. However, while the attendance rate for the district was relatively consistent from 2014-15 to 2018-19, the attendance rate for ACE 1.0 trended slightly upward from 2014-15 (94.0%) to 2018-19 (94.9%). Attendance rates by campus are provided in Appendix S.

Table 15: 2014-15, 2017-18, and 2018-19 ACE 1.0 Attendance Rates

	2014-15	2017-18	2018-19
ACE 1.0	94.0	94.5	94.9
Comp 1.0	96.0	95.7	95.8
District	95.6	95.2	95.3

Source: District attendance files dated June 29, 2015 (2014-15), June 11, 2018 (2017-18), and June 4, 2019 (2018-19) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. Results by campus are provided in Appendix S.

What were the 2019 ACE state accountability ratings?

The ultimate goal of the ACE program was for all ACE campuses to earn or maintain a passing accountability rating letter grade.^{43,44} In 2018-19, all 11 of the ACE 2.0 and ACE Leadership 3.0 campuses received a passing accountability rating between A and D. The one campus that was formerly an

⁴³ Prior to 2018-19, campuses received either a *Met Standard* or *Improvement Required* designation. In 2018-19, campuses received an accountability rating of A, B, C, D, or F. Letter grades between A and D were considered passing.

⁴⁴ Details regarding the establishment and calculation of TEA accountability targets and indices are complex and beyond the scope of this document. For more information about TEA accountability ratings, see <http://tea.texas.gov/2019accountabilitymanual.aspx>.

Improvement Required campus in 2017-18 received a passing accountability rating in 2018-19 (Pease). For ACE 1.0, five of six campuses received a passing accountability rating between B and D. One formerly *Met Standard* campus earned a failing accountability rating in 2018-19 (Mills). Overall, one campus received a state grade of A, eight campuses received a B, five campuses received a C, two campuses received a D, and one campus received a F. These findings are a strong indicator of academic support resulting from the ACE program because almost every campus earned or maintained a passing accountability rating letter grade in 2018-19.

Table 16: 2018 and 2019 TEA Accountability Results

	2018 ^a	2019
	Met Standard	Letter Grade
ACE 1.0		
Blanton	Yes	B
U. Lee	Yes	B
Mills	Yes	F
Dade	Yes	D
Edison/Pinkston	Yes	C
Zumwalt	Yes	C
ACE 2.0		
Carr	Yes	B
Ervin	Yes	B
Titche	Yes	A
Rusk	Yes	B
ACE Leadership 3.0		
Chavez	Yes	B
Dunbar	Yes	C
Hotchkiss	Yes	B
King	Yes	B
Maple Lawn	Yes	C
Pease	No	D
Rhoads	Yes	C
District	B	B

Source: 2017-18 and 2018-19 TEA accountability ratings data.

Note: TEA = Texas Education Agency. ^a = Because only district grades were publicly available in 2018, letter grades were not publicly available at the campus-level. Prior to 2018-19, campuses received either a *Met Standard* or *Improvement Required* designation. In 2018-19, campuses received an accountability rating of A, B, C, D, or F. Letter grades between A and D were considered passing.

SUMMARY AND RECOMMENDATIONS

Summary

Established in 2015-16, ACE was formed on the principle that transforming schools requires strong leadership and effective teachers enveloped in an environment of high expectations for students and staff members. In 2018-19, five of the seven campuses from the first cohort of ACE campuses (ACE 1.0; Annie Webb Blanton, Billy Earl Dade, Umphrey Lee, Roger Q. Mills, and Sarah Zumwalt) rejoined their pre-ACE feeder patterns after completing their third and final year in the program. In addition, four of the six

campuses from the second cohort (ACE 2.0; C.F. Carr, J.N. Ervin, Thomas J. Rusk, and Edward Titcher) participated in their second year of the program in 2018-19. These campuses continued to receive competitive stipends to incentivize top teachers and principals to serve some of the district's most challenged campuses. Lastly, seven campuses joined the third cohort in 2018-19 (ACE Leadership 3.0; Cesar Chavez, Paul L. Dunbar, L.L. Hotchkiss, Maple Lawn, Martin Luther King, Jr., Elisha M. Pease, and Joseph J. Rhoads). Leadership teams of 12 to 14 teachers at these campuses were offered stipends for eight hours of weekly leadership work in professional development, curriculum alignment, data analysis, positive culture building, and the development of strong parent and community partnerships. The ACE program aimed to improve student achievement by striving to accelerate learning through a focus on three general components: *People*, *Learning*, and *Expectations*. To support acceleration in the three areas, ACE campuses prioritized balanced literacy, social and emotional development, and professional learning communities (PLCs) with strong data practices. Thus, the purpose of this evaluation was to provide data for campus, program, and district leadership to evaluate progress toward year-four objectives established by ACE program staff members and to provide analysis of some additional applicable outcomes.

ACE Implementation

The ACE program was supported by \$8,642,709 of the Dallas ISD general operating funds in 2018-19, which was a decrease from \$9,885,862 in 2017-18. The cornerstone of the ACE program was recruiting highly effective teachers and leadership teams to work at ACE campuses. Between 89 percent to 96 percent of staff members at ACE 2.0 campuses and between 46 percent and 89 percent of staff members at ACE Leadership 3.0 campuses were replaced prior to year one of implementation. This reconstitution started with the selection of strong, proven leadership, followed by recruitment of proven highly effective teachers and support staff members from throughout the district. In 2018-19, all ACE 2.0 teachers received stipends and only ACE Leadership 3.0 teachers who were part of the campus leadership team received stipends. In addition, leadership teams (e.g., principals, assistant principals, and instructional coaches) for both ACE 2.0 and ACE Leadership 3.0 received stipends in 2018-19.

ACE Student, Teacher, and Principal Characteristics

Over half of ACE students were male (52%), 93 percent were either African American (50%) or Hispanic (43%), and most were economically disadvantaged (99%). Over a third of students were English Learners (ELs; 36%), and 10 percent were enrolled in special education (SPED). In addition, the 401 teachers on ACE campuses were 79 percent female, about 83 percent African American (52%) or Hispanic (30%), and 29 percent held at least a master's degree. Over half of teachers (62%) had received a TEI effectiveness level of Proficient I or above, which was slightly higher than the program objective (60%). Lastly, the 11 ACE principals were 64 percent female, 64 percent African American, and 27 percent Hispanic. Most principals held at least a master's degree (91%).

ACE Teacher and Campus Leadership Perceptions

The evaluators administered online surveys to collect feedback from ACE teachers (67% response rate) and campus administrators (principals and assistant principals; 79% response rate).

Teachers

Teacher perceptions of the ACE program were generally positive. In 2018-19, at least 59 percent of ACE teachers reported that they believed that each key factor (i.e., instructional rigor, data analysis and PLC, balanced literacy, social-emotional learning) was implemented effectively. A greater percentage of teacher respondents reported that school culture needed more development at campuses than balanced literacy or effective data analysis and PLC (46%), but 38% of teachers also reported that none of the core areas needed enhancement. Twenty-seven percent of ACE teachers in 2018-19 selected improved behavioral management support as the most important potential change that could improve future success. Regarding parent engagement, 54 percent of teacher respondents agreed or strongly agreed that parents of students at their campuses were engaged with their child's progress, and 67 percent agreed or strongly agreed that campus leadership offered more opportunities for parent engagement on ACE campuses than would be typically available at nonACE campuses. Most teacher respondents also reported that the stipend they received for being a teacher at an ACE campus was fair considering the extra effort required (62%) and almost half of teacher respondents (46%) reported that they would recommend that a colleague accept a position at an ACE campus.

Campus Leadership

ACE administrator perceptions also were generally positive. In 2018-19, at least 58 percent of ACE administrators combined reported that they believed that each key factor (i.e., instructional rigor, data analysis and PLC, balanced literacy, social-emotional learning) was implemented effectively, and they generally rated support from the ACE core program team as excellent or very good (93%). Respondents considered the greatest accomplishment in 2018-19 to be related to data analysis and PLC (57%) and the greatest change that could improve future success to be improved behavioral management support (27%). Overall, the majority of ACE administrators reported that parents of students at their campuses were engaged with their children's progress (73%) and more opportunities for parent engagement were offered on their campuses compared to nonACE campuses (80%). Lastly, most administrator respondents indicated that they would recommend that a colleague accept an administrative position (87%) or a teaching position (87%) at an ACE campus.

People Component Outcomes

To examine outcomes related to the people component of ACE, the evaluators examined teacher retention and district Climate Survey results.

Teacher Retention

The teacher retention rate for ACE 2.0 (64%) did not meet the objective of exceeding the district retention rate (70%). While the retention rate for ACE Leadership 3.0 was 30 percent, this result was

expected to be lower than ACE 2.0 and the district because 2018-19 was the first year of participation in the ACE program.

Climate Survey

In fall 2018, two ACE 2.0 campuses (Carr/Carver and Titcher) and five ACE Leadership 3.0 campuses (Chavez, Dunbar, Hotchkiss, King, and Maple Lawn) met the objective of achieving scores in the fourth or fifth quintile (most positive) on the Culture of Feedback and Support section of the climate survey. Except for Maple Lawn, these campuses also achieved the fourth or fifth quintile in spring 2019. In addition, quintile scores increased for all ACE 2.0 campuses from fall 2016 to spring 2019 and for all but two ACE Leadership 3.0 campuses (Maple Lawn and Rhoads) from fall 2017 to spring 2019.

Learning Component Outcomes

To examine outcomes related to the learning component of ACE, the evaluators examined *Istation's Indicators of Progress (ISIP)* Tier 1 (grade level reading) rates (each six-week period and end of year), *Assessment of Course Performance (ACP)* passing rates (fall and spring), and *State of Texas Assessments of Academic Readiness (STAAR)* performance standard attainment rates (spring).

ISIP

Overall, ACE 2.0 and ACE Leadership 3.0 met the objective of achieving rates of Tier 1 students at or above district rates. The rate of ACE 2.0 and ACE Leadership 3.0 students who read on grade level trended upward for most six-week periods from beginning to the end of the school year for all grade levels. The rates of students reading on grade level at ACE 2.0 (range: 63% to 97%) and ACE Leadership 3.0 (range: 56% to 78%) exceeded district rates (range: 47% to 62%) by the end of the 2018-19 school year, and ACE 2.0 exceeded district rates at a higher rate than ACE Leadership 3.0 campuses.

From 2016-17 to 2018-19, the percentage of ACE 2.0 students reading on grade level for K-2 trended upward by at least 33 percentage points for combined English and Spanish, 27 percentage points for English only, and 38 percentage points for Spanish only. ACE 2.0 two-year trends exceeded ACE 2.0 comparison campuses and district growth across the board. From 2017-18 to 2018-19, the percentage of ACE Leadership 3.0 students reading on grade level for K-2 trended upward by at least 19 percentage points for combined English and Spanish, 15 percentage points for English only, and 17 percentage points for Spanish only. ACE Leadership 3.0 one-year trends matched or exceeded ACE Leadership 3.0 comparison campuses and district growth across the board.

ACP

ACP passing rates in 2018-19 for ACE 2.0 exceeded the previous year on 30 (65%) of the 46 fall exams and on all seven (100%) spring exams. Passing rates for ACE Leadership 3.0 exceeded the previous year on 15 (68%) of the 24 fall exams. In addition, ACE 2.0 students met the objective of passing rates within 10 percentage points or exceeding district rates on 40 (87%) of 46 fall exams and on five (71%) of seven spring exams, and ACE Leadership 3.0 students met the objective on 19 (86%) of 24 fall exams.

STAAR

ACE 2.0 and ACE Leadership 3.0 students met the goal of achieving within at least 10 percentage points of the district for all subjects at the Approaches+, Meets+, and Masters performance standard. Notably, ACE 2.0 students exceeded district rates for social studies at all three performance standards.

Overall, rates of ACE students at each STAAR performance standard trended upward over time for all subjects. ACE 2.0 experienced the strongest two-year growth for mathematics (+25), science (+26), and social studies (+41) at the Approaches+ level; mathematics (+25), science (+21), and social studies (+32) at the Meets+ level; and mathematics (+15), science (+10), and social studies (+16) at the Masters level. In addition, ACE Leadership 3.0 experienced the strongest one-year growth for mathematics (+12), reading (+11), and science (+20) at the Approaches+ level; mathematics (+11) and science (+11) at the Meets+ level; and science (+12) at the Masters level (Figure 13 and Figure 14).

For ACE 2.0 in 2018-19, rates of students at each performance standard for STAAR exceeded 2017-18 at the Approaches+ level on 13 (72%) of 18 exams and at the Meets+ level on 12 (67%) of 18 exams. For ACE Leadership 3.0 in 2018-19, rates of students at each performance standard for STAAR exceeded 2017-18 on all eight exams (100%) at the Approaches+ and Meets+ levels. In addition, ACE 2.0 students met the 2018-19 objective of STAAR performance standard attainment rates within at least 10 percentage points of or exceeding district rates on 16 (89%) of 18 exams at the Approaches+ level and on 17 (94%) of 18 exams at the Meets+ level. ACE Leadership 3.0 students met the 2018-19 objective on all STAAR exams (100%) at the Approaches+ and Meets+ level.

Lastly, ACE 2.0 and ACE Leadership 3.0 campuses met the goal of being within at least 10 percentage points of district rates of students with Expected and Accelerated ratings on STAAR reading and mathematics progress measures. For the mathematics STAAR progress measure, the percentage of ACE 2.0 students in 2019 at the Accelerated level (26%) exceeded the district rate (20%), and for the reading STAAR progress measure, the percentage at the Expected (39%) and Accelerated (25%) levels matched the district rates. In addition, ACE Leadership 3.0 had the highest percentage of all groups at the Accelerated level for mathematics (39%) and reading (35%).

Expectations Component Outcomes

To examine outcomes related to the expectations component of ACE, the evaluators examined disciplinary offenses, attendance rates, Student Experience Survey results, and Parent/Guardian Survey results.

Disciplinary Offenses

While the average rate of discipline offenses at ACE 2.0 and ACE Leadership 3.0 elementary campuses exceeded district rates, ACE 2.0 middle school campuses met the objective of having discipline offenses at or below the district average. ACE 2.0 total offenses slightly increased by 26 (9%) from 2017-18; these campuses successfully reduced disciplinary offenses by 1,182 (79%) over two years of program participation. In addition, ACE Leadership 3.0 total offenses decreased by 330 (63%) in the first year of the program.

Attendance Rates

In 2018-19, ACE 2.0 (96.4%) met the ACE objective of achieving an attendance rate at or above 96 percent, whereas ACE Leadership 3.0 (95.8%) barely missed the objective. In addition, while the attendance rate for the district was relatively consistent from 2016-17 to 2018-19, the attendance rate for ACE 2.0 and ACE Leadership 3.0 trended slightly upward over time.

Student Experience Survey

ACE students generally responded favorably on the districtwide student survey. In 2019, ACE 2.0 elementary schools (87%) and middle schools (74%) met the objective of exceeding the overall favorable rate for the district at the elementary school (86%) and middle school (71%) level, and ACE Leadership 3.0 elementary school favorable response rates (85%) were slightly lower than the district rate.

One- and two-year changes in ACE student perceptions also were generally positive. For ACE 2.0, the overall percent favorable ratings from 2016-17 to 2018-19 increased for elementary schools from 76 percent to 87 percent and for middle schools from 62 percent to 74 percent. For ACE Leadership 3.0, the overall percent favorable ratings from 2017-18 to 2018-19 increased from 79 percent to 85 percent.

Parent/Guardian Survey

Parent perceptions of ACE cohorts were generally positive. The ACE 2.0 overall positive response rate (89%) met the objective of slightly exceeding the district positive response rate (88%), and the ACE Leadership 3.0 rate (86%) was slightly lower than the district response rate.

ACE 1.0 Campuses

To assess how well ACE 1.0 campuses performed after rejoining their feeder patterns, the evaluators reviewed 2018-19 data for the climate survey, *ISIP*, *STAAR*, discipline offenses, and attendance rates.

Climate Survey

Overall, ACE 1.0 campuses struggled during and after the program with improving campus climate. By the end of spring 2019, one ACE 1.0 campus (U. Lee) met the objective of achieving scores in the fourth or fifth quintile (most positive) on this section of the climate survey, and four of the six campus scores were in the first or second quintile (least positive).

ISIP

Overall, the rate of ACE 1.0 students who read on grade level trended upward for most six-week periods from beginning to the end of the school year for all grade levels. While the rate of ACE 1.0 students reading at or above grade level met the objective of exceeding the district by the end of the 2018-19 school year, rates of ACE 1.0 students reading at or above grade level generally were lower in 2018-19 than the previous year.

From 2014-15 to 2018-19, the percentage of ACE 1.0 students reading on grade level for K-2 trended upward by at least 24 percentage points for combined English and Spanish, 34 percentage points for English only, and seven percentage points for Spanish only (Figure 19). While scores for all tests trended

downward from 2017-18 to 2018-19, ACE 1.0 students continued to meet or exceed district scores in 2018-19.

STAAR

ACE 1.0 students met the objective of achieving rates of students within at least 10 percentage points of the district for mathematics (Approaches+ and Masters), reading (Masters), writing (Meets+ and Masters), science (Masters), and social studies (Masters). None of the ACE 1.0 rates met or exceeded the district rates in any subject at any performance standard. While the rate of ACE 1.0 students achieving the Approaches+, Meets+, and Masters performance standards trended downward in most comparisons from 2017-18 to 2018-19, the rates in 2018-19 remained higher than pre-ACE levels. ACE 1.0 experienced the strongest four-year growth from 2014-15 to 2018-19 in mathematics (+28) and science (+27) at the Approaches+ level; mathematics (+24), writing (+17), and science (+16) at the Meets+ level; and mathematics (+11) and writing (+9) at the Masters level. However, ACE 1.0 experienced the strongest one-year decline from 2017-18 to 2018-19 in social studies at the Approaches+ level (-21) and Meets+ level (-11). These rates were closer to pre-ACE levels than all other subjects.

On the exam level, 2018-19 STAAR attainment of the performance standards for ACE 1.0 exceeded 2017-18 at the Approaches+ level and Meets+ level on 6 (33%) of 18 exams. However, ACE 1.0 students met the 2018-19 objective of STAAR performance standard attainment rates within at least 10 percentage points or exceeding district rates on 15 (83%) of 18 exams at the Approaches+ level and on 14 (78%) of 18 exams at the Meets+ level. Lastly, for the mathematics and reading progress measures, the percentage of ACE 1.0 students with Limited ratings exceeded the district in 2019 and the percentage of students with Expected or Accelerated ratings for mathematics and reading was slightly below the district, providing evidence that gains at ACE 1.0 campuses may be eroding one year after exit from the ACE program even with transitional supports post-ACE.

Discipline Offenses

ACE 1.0 elementary and middle schools met the objective of having discipline offenses at or below the district average for elementary and middle schools. While reported offenses for ACE 1.0 increased slightly by 52 (11%) from 2017-18 to 2018-19, campuses successfully reduced disciplinary offenses by 2,772 (84%) from 2014-15 to 2018-19.

Attendance Rates

In 2018-19, ACE 1.0 did not meet the ACE objective of achieving an attendance rate at or above 96 percent. However, while the attendance rate for the district was relatively consistent from 2014-15 to 2018-19, the attendance rate for ACE 1.0 trended slightly upward from 2014-15 (94.0%) to 2018-19 (94.9%).

2019 ACE State Accountability Ratings

In 2018-19, all 11 of the ACE 2.0 and ACE Leadership 3.0 campuses received a passing accountability rating between A and D. The one campus that was formerly an *Improvement Required*

campus in 2017-18 received a passing accountability rating in 2018-19 (Pease). For ACE 1.0, five of six campuses received a passing accountability rating between *A* and *D*. One formerly *Met Standard* campus earned a failing accountability rating in 2018-19 (Mills). Overall, one campus received a state grade of *A*, eight campuses received a *B*, five campuses received a *C*, two campuses received a *D*, and one campus received a *F*.

Recommendations

In 2019-20, six of seven ACE 1.0 campuses will fully transition out of the program, six ACE 2.0 campuses will continue for a third year of the program, and seven ACE Leadership 3.0 campuses will continue in the second year of the modified program emphasizing teacher leadership development. The following recommendations are offered in the context of these program changes.

- **Compare the progress of ACE 2.0 and ACE Leadership 3.0 cohorts over time.** In 2018-19, student outcomes improved for both ACE 2.0 and ACE Leadership 3.0 campuses. Overall, both cohorts met the program objectives relating to *ISIP*, *ACPs*, *STAAR*, *STAAR* progress measures, and attendance. Because ACE 2.0 campuses were enrolled in the original program and ACE Leadership 3.0 campuses were enrolled in the hybrid program, monitoring the progress of both cohorts will be invaluable for shaping future programs that target school improvement.
- **Monitor transitioning campuses.** Because most ACE 1.0 campuses fully transitioned out of the ACE program at the end of 2018-19, the district should evaluate how well these campuses perform now that they are no longer involved with the ACE program. For example, most ACE 1.0 campuses experienced downward trends in *ISIP* and *STAAR* from 2017-18 to 2018-19. While passing rates for *ISIP* and *STAAR* in 2018-19 remained higher than pre-ACE levels, the district should continue to monitor the ongoing progress of these campuses to avoid continued decline.
- **Evaluate long-term outcomes.** As ACE students move into higher grades at other campuses, long-term outcomes should be evaluated to determine the lasting benefit of ACE participation. This could include examining dosage of years enrolled on ACE campuses and comparing ACE students with similar students who were not enrolled on ACE campuses on long-term achievement outcomes (e.g., assessments, college and career readiness, graduation rates, and college enrollment).
- **Review and adjust professional development to support campus leaders and teachers.** Because a small rate of teacher respondents (29%) and administrator respondents (17%) to the survey reported that teachers had received sufficient training in all of the areas they needed, ACE program staff members should evaluate the needs of the ACE teachers and administrators to determine the additional resources and professional development they need to lead and teach effectively.
- **Continue focusing on literacy.** Although not unique to ACE students, the percentage of ACE 2.0 and ACE Leadership 3.0 students achieving the Approaches+ performance standard in reading and writing in 2018-19 was generally weaker than for other subjects, especially mathematics. ACE campuses should continue to focus on improving literacy at all grade levels to reduce this discrepancy.

- **Maintain and expand training and support for behavioral management in the classroom.** While the total number of disciplinary offenses has decreased over time, both ACE teachers and administrators in 2018-19 selected behavioral management support as the most important potential change that could improve future success for teachers. This finding indicated that additional support might be needed in this area.
- **Strengthen social-emotional learning implementation on ACE campuses.** In 2018-19, 38 percent of ACE 2.0 teacher respondents reported that social-emotional learning was implemented effectively compared to 68 percent of ACE 2.0 administrator respondents. This disparity indicated that additional strategies might be needed to help teachers implement social-emotional learning strategies on ACE campuses.
- **Strengthen parent involvement.** Despite evidence of expanded encouragement of parent involvement and parent/guardian survey favorable response rates near district rates, only half of teacher respondents (54%) agreed that ACE parents were engaged in their children's progress during the school year compared to 73 percent of administrator respondents. Thus, leadership should continue its strong efforts to increase interest, pride, and involvement from parents at ACE campuses.
- **Continue efforts to improve campus climate.** While quintile scores for ACE 2.0 and ACE Leadership 3.0 on the Culture of Feedback and Support section of the Climate Survey generally improved over time, quintile scores for ACE 1.0 indicated that five of the six campuses continued to struggle post-program. ACE program staff members should continue efforts to help campuses struggling with improving campus climate.

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APPENDICES

Appendix A

Appendix A Table 1: 2018-19 ACE Cohort Campuses and Comparison Campuses

ACE Campus	Comparison Campus
ACE 1.0	
Annie Webb Blanton Elementary School	Julius Dorsey Elementary School
Roger Q. Mills Elementary School	Herbert Marcus Elementary School
Umpfrey Lee Elementary School	John J. Pershing Elementary School
Billy Earl Dade Middle School	Harold W. Lang, Sr. Middle School
L.G. Pinkston High School	T.W. Browne Middle School
Sarah Zumwalt Middle School	Francisco F. "Pancho" Medrano Middle School
ACE 2.0	
C.F. Carr Elementary School	Adelle Turner Elementary School
J.N. Ervin Elementary School	Stephen C. Foster Elementary School
Edward Titche Elementary School	Lee A. Mcshan, Jr. Elementary School
T.J. Rusk Middle School	Raul Quintanilla, Sr. Middle School ^a
ACE 3.0	
Cesar Chavez Elementary School	C.A. Tatum, Jr. Elementary School
Paul L. Dunbar Learning Center	Barbara Jordan Elementary School
L.L. Hotchkiss Elementary School	Daniel Webster Elementary School
Martin Luther King, Jr. Learning Center	Robert L. Thornton Elementary School
Maple Lawn Elementary School	Gilbert Cuellar, Sr. Elementary School
Elisha M. Pease Elementary School	Mark Twain Elementary School
Joseph J. Rhoads Learning Center	Bayles Elementary School

Note: ACE = Accelerating Campus Excellence. A nonACE comparison campus for each ACE campus was selected using variables from the district's School Performance Framework. To identify a comparison campus, the following steps were followed for each ACE campus: (a) identify all campuses at the same school level; (b) identify the remaining campuses that received the same Managed Autonomy Level; (c) identify the remaining campuses that received the same state accountability grade; (d) identify the remaining campuses that received the same School Effectiveness Index quintile; (e) and lastly, the campus with the smallest difference on the poverty index compared to the ACE campus was chosen as the comparison campus. More information regarding the School Performance Framework can be found here: <https://www.dallasisd.org/Page/45918>. ^a = Because Raul Quintanilla Middle School did not include grade six in 2018-19, grade six students at J. L. Long Middle School were selected as the comparison group for grade six students at T.J. Rusk Middle School for ACE 2.0, as needed.

Appendix B

Appendix B Table 1: 2018-19 ACE Student Characteristics – Sex, Race/Ethnicity, and Special Student Groups

		Sex				Race/Ethnicity								Special Student Groups					
		Male		Female		Af Amer		Hispanic		White		Other/Missing		Eco Dis		EL		SPED	
		N	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
ACE 1.0																			
Blanton	665	358	53.8	307	46.2	95	14.3	548	82.4	15	2.3	7	1.1	644	96.8	410	61.7	50	7.5
U. Lee	484	248	51.2	236	48.8	267	55.2	200	41.3	6	1.2	11	2.3	471	97.3	166	34.3	49	10.1
Mills	281	140	49.8	141	50.2	104	37.0	172	61.2	1	0.4	4	1.4	278	98.9	131	46.6	9	3.2
Dade	888	487	54.8	401	45.2	587	66.1	283	31.9	5	0.6	13	1.5	885	99.7	229	25.8	137	15.4
Pinkston	370	196	53.0	174	47.0	145	39.2	216	58.4	4	1.1	5	1.4	352	95.1	121	32.7	47	12.7
Zumwalt	396	198	50.0	198	50.0	287	72.5	94	23.7	4	1.0	11	2.8	393	99.2	67	16.9	47	11.9
ACE 1.0	3,084	1,627	52.8	1,457	47.2	1,485	48.2	1,513	49.1	35	1.1	51	1.7	3,023	98.0	1,124	36.4	339	11.0
ACE 2.0																			
Carr	340	171	50.3	169	49.7	189	55.6	134	39.4	7	2.1	10	2.9	334	98.2	116	34.1	30	8.8
Ervin	572	290	50.7	282	49.3	423	74.0	113	19.8	19	3.3	17	3.0	567	99.1	88	15.4	58	10.1
Titche	660	341	51.7	319	48.3	260	39.5	375	56.8	8	1.2	17	2.6	658	99.7	296	44.8	50	7.6
Rusk	649	346	53.3	303	46.7	140	21.6	473	72.9	7	1.1	29	4.5	639	98.5	363	55.9	85	13.1
ACE 2.0	2,221	1,148	51.7	1,073	48.3	1,012	45.6	1,095	49.3	41	1.8	73	3.3	2,198	99.0	863	38.9	223	10.0
ACE Leadership 3.0																			
Chavez	695	354	50.9	341	49.1	302	43.5	348	50.1	17	2.4	28	4.0	675	97.1	272	39.1	98	14.1
Dunbar	490	254	51.8	236	48.2	372	75.9	100	20.4	6	1.2	12	2.4	487	99.4	83	16.9	62	12.7
Hotchkiss	720	368	51.1	352	48.9	249	34.6	388	53.9	17	2.4	66	9.2	711	98.8	428	59.4	43	6.0
King	420	230	54.8	190	45.2	300	71.4	105	25.0	3	0.7	12	2.9	416	99.0	84	20.0	28	6.7
Maple Lawn	684	369	53.9	315	46.1	178	26.0	437	63.9	11	1.6	58	8.5	666	97.4	345	50.4	81	11.8
Pease	518	265	51.2	253	48.8	453	87.5	42	8.1	5	1.0	18	3.5	516	99.6	17	3.3	55	10.6
Rhoads	646	320	49.5	326	50.5	336	52.0	233	36.1	6	0.9	71	11.0	636	98.5	226	35.0	39	6.0
ACE 3.0	4,173	2,160	51.8	2,013	48.2	2,190	52.5	1,653	39.6	65	1.6	265	6.4	4,107	98.4	1,455	34.9	406	9.7
All ACE	9,478	4,935	52.1	4,543	47.9	4,687	49.5	4,261	45.0	141	1.5	389	4.1	9,328	98.4	3,442	36.3	968	10.2

Source: District demographic file dated October 26, 2018.

Note: ACE = Accelerating Campus Excellence. Af Amer = African American. Eco Dis = economically disadvantaged. EL = English learner. SPED = special education. Pinkston included only grade 7 and 8 students. Race/Ethnicity data were not available for all students at ACE 2.0 and ACE Leadership 3.0 campuses. Percentages may not sum to 100 because of rounding.

Appendix B Table 2: 2018-19 ACE Student Characteristics – Elementary School Grade Level

		Grade Level															
		EC		PK		K		1		2		3		4		5	
		N	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
ACE 1.0																	
Blanton	665	5	0.8	105	15.8	91	13.7	95	14.3	74	11.1	106	15.9	103	15.5	86	12.9
U. Lee	484	0	0.0	48	9.9	60	12.4	60	12.4	76	15.7	67	13.8	74	15.3	99	20.5
Mills	281	0	0.0	56	19.9	39	13.9	33	11.7	28	10.0	46	16.4	39	13.9	40	14.2
Dade	888	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pinkston	370	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Zumwalt	396	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ACE 1.0	3,084	5	0.2	209	6.8	190	6.2	188	6.1	178	5.8	219	7.1	216	7.0	225	7.3
ACE 2.0																	
Carr	340	0	0.0	29	8.5	24	7.1	47	13.8	50	14.7	49	14.4	53	15.6	50	14.7
Ervin	572	1	0.2	95	16.6	84	14.7	68	11.9	81	14.2	66	11.5	85	14.9	92	16.1
Titche	660	0	0.0	93	14.1	90	13.6	93	14.1	101	15.3	74	11.2	112	17.0	97	14.7
Rusk	649	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ACE 2.0	2,221	1	0.0	217	9.8	198	8.9	208	9.4	232	10.4	189	8.5	250	11.3	239	10.8
ACE Leadership 3.0																	
Chavez	695	0	0.0	54	7.8	94	13.5	90	12.9	92	13.2	115	16.5	128	18.4	122	17.6
Dunbar	490	2	0.4	53	10.8	55	11.2	72	14.7	57	11.6	79	16.1	85	17.3	87	17.8
Hotchkiss	720	0	0.0	84	11.7	101	14.0	109	15.1	104	14.4	106	14.7	108	15.0	108	15.0
King	420	0	0.0	38	9.0	55	13.1	61	14.5	57	13.6	59	14.0	70	16.7	80	19.0
Maple Lawn	684	0	0.0	61	8.9	86	12.6	90	13.2	85	12.4	122	17.8	118	17.3	122	17.8
Pease	518	0	0.0	76	14.7	78	15.1	66	12.7	68	13.1	89	17.2	73	14.1	68	13.1
Rhoads	646	0	0.0	66	10.2	89	13.8	100	15.5	97	15.0	106	16.4	106	16.4	82	12.7
ACE 3.0	4,173	2	0.0	432	10.4	558	13.4	588	14.1	560	13.4	676	16.2	688	16.5	669	16.0
All ACE	9,478	8	0.1	858	9.1	946	10.0	984	10.4	970	10.2	1,084	11.4	1,154	12.2	1,133	12.0

Source: District demographic file dated October 26, 2018.

Note: ACE = Accelerating Campus Excellence. EC = early childhood. PK = prekindergarten. K = kindergarten. - = no students enrolled at this grade level. Pinkston included only grade 7 and 8 students. Sample sizes for grades may not sum to total because all grade levels for each campus are not included in this table. Percentages may not sum to 100 because of rounding.

Appendix B Table 3: 2018-19 ACE Student Characteristics – Middle School Grade Level

	N	Grade Level					
		6		7		8	
		n	%	n	%	n	%
ACE 1.0							
Blanton	665	-	-	-	-	-	-
U. Lee	484	-	-	-	-	-	-
Mills	281	-	-	-	-	-	-
Dade	888	309	34.8	297	33.4	282	31.8
Pinkston	370	-	-	200	54.1	170	45.9
Zumwalt	396	122	30.8	133	33.6	141	35.6
ACE 1.0	3,084	431	14.0	630	20.4	593	19.2
ACE 2.0							
Carr	340	38	11.2	-	-	-	-
Ervin	572	-	-	-	-	-	-
Titche	660	-	-	-	-	-	-
Rusk	649	207	31.9	217	33.4	225	34.7
ACE 2.0	2,221	245	11.0	217	9.8	225	10.1
ACE Leadership 3.0							
Chavez	695	-	-	-	-	-	-
Dunbar	490	-	-	-	-	-	-
Hotchkiss	720	-	-	-	-	-	-
King	420	-	-	-	-	-	-
Maple Lawn	684	-	-	-	-	-	-
Pease	518	-	-	-	-	-	-
Rhoads	646	-	-	-	-	-	-
ACE 3.0	4,173	-	-	-	-	-	-
All ACE	9,478	676	7.1	847	8.9	818	8.6

Source: District demographic file dated October 26, 2018.

Note: ACE = Accelerating Campus Excellence. - = no students enrolled at this grade level. Pinkston included only grade 7 and 8 students. Sample sizes for grades may not sum to total because all grade levels for each campus are not included in this table. Percentages may not sum to 100 because of rounding.

Appendix C

Appendix C Table 1: 2018-19 ACE Teacher Characteristics – District Overall and ACE Overall

	District Overall						ACE Overall					
	All (N = 9,700) ^a		Elementary (N = 5,082)		Middle (N = 1,819)		All (N = 597)		Elementary (N = 454)		Middle (N = 143)	
	n	%	n	%	n	%	n	%	n	%	n	%
Sex												
Male	2,860	29.5	988	19.4	654	36.0	130	21.8	91	20.0	39	27.3
Female	6,840	70.5	4,094	80.6	1,165	64.0	467	78.2	363	80.0	104	72.7
Race/Ethnicity												
Af Amer	3,387	34.9	1,423	28.0	906	49.8	337	56.4	235	51.8	102	71.3
Hispanic	3,036	31.3	2,255	44.4	278	15.3	154	25.8	140	30.8	14	9.8
White	2,860	29.5	1,244	24.5	544	29.9	90	15.1	67	14.8	23	16.1
Other	417	4.3	160	3.1	91	5.0	16	2.7	12	2.6	4	2.8
Highest Degree Earned												
Associate's	60	0.6	36	0.7	7	0.4	2	0.3	2	0.4	0	0.0
Bachelor's	6,632	68.4	3,594	70.7	1,264	69.5	380	63.7	285	62.8	95	66.4
Master's	2,183	22.5	1,040	20.5	408	22.4	168	28.1	128	28.2	40	28.0
Doctorate	93	1.0	32	0.6	10	0.5	3	0.5	2	0.4	1	0.7
Other/Missing	732	7.5	380	7.5	130	7.1	44	7.4	37	8.1	7	4.9

Source: District personnel file dated December 20, 2018.

Note: ACE = Accelerating Campus Excellence. Af Amer = African American. ^a = Includes elementary, middle, and high schools. District Elementary and Middle totals do not include combined elementary/middle and middle/high campus teachers. ACE Overall includes teachers from Pinkston high school teaching grade seven and grade eight. Percentages may not sum to 100 because of rounding.

Appendix C Table 2: 2018-19 ACE Teacher Characteristics – ACE 1.0, ACE 2.0, and ACE Leadership 3.0

	ACE 1.0						ACE 2.0						ACE Leadership 3.0					
	All (N = 196)		Elementary (N = 93)		Middle (N = 103)		All (N = 145)		Elementary (N = 105)		Middle (N = 40)		All (N = 256)		Elementary (N = 256)		Middle (N = 0)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Sex																		
Male	45	23.0	18	19.4	27	26.2	32	22.1	20	19.0	12	30.0	53	20.7	53	20.7	-	-
Female	151	77.0	75	80.6	76	73.8	113	77.9	85	81.0	28	70.0	203	79.3	203	79.3	-	-
Race/Ethnicity																		
Af Amer	128	65.3	41	44.1	87	84.5	73	50.3	58	55.2	15	37.5	136	53.1	136	53.1	-	-
Hispanic	32	16.3	30	32.3	2	1.9	42	29.0	30	28.6	12	30.0	80	31.3	80	31.3	-	-
White	31	15.8	19	20.4	12	11.7	27	18.6	16	15.2	11	27.5	32	12.5	32	12.5	-	-
Other	5	2.6	3	3.2	2	1.9	3	2.1	1	1.0	2	5.0	8	3.1	8	3.1	-	-
Highest Degree Earned																		
Associate's	0	0.0	0	0.0	0	0.0	1	0.7	1	1.0	0	0.0	1	0.4	1	0.4	-	-
Bachelor's	123	62.8	52	55.9	71	68.9	79	54.5	55	52.4	24	60.0	178	69.5	178	69.5	-	-
Master's	54	27.6	29	31.2	25	24.3	51	35.2	36	34.3	15	37.5	63	24.6	63	24.6	-	-
Doctorate	1	0.5	0	0.0	1	1.0	1	0.7	1	1.0	0	0.0	1	0.4	1	0.4	-	-
Other/Missing	18	9.2	12	12.9	6	5.8	13	9.0	12	11.4	1	2.5	13	5.1	13	5.1	-	-

Source: District personnel file dated December 20, 2018.

Note: ACE = Accelerating Campus Excellence. Af Amer = African American. Pinkston High School in ACE 1.0 included only grade 7 and 8 students. Percentages may not sum to 100 because of rounding.

Appendix C Table 3: 2018-19 ACE Teacher Characteristics – ACE 1.0 Campuses

	ES						MS					
	Blanton (N = 42)		U. Lee (N = 33)		Mills (N = 18)		Dade (N = 57)		Pinkston (N = 21)		Zumwalt (N = 25)	
	n	%	n	%	n	%	n	%	n	%	n	%
Sex												
Male	7	16.7	6	18.2	5	27.8	13	22.8	8	38.1	6	24.0
Female	35	83.3	27	81.8	13	72.2	44	77.2	13	61.9	19	76.0
Race/Ethnicity												
Af Amer	10	23.8	22	66.7	9	50.0	49	86.0	13	61.9	25	100.0
Hispanic	15	35.7	8	24.2	7	38.9	1	1.8	1	4.8	0	0.0
White	14	33.3	3	9.1	2	11.1	6	10.5	6	28.6	0	0.0
Other	3	7.1	0	0.0	0	0.0	1	1.8	1	4.8	0	0.0
Highest Degree Earned												
Associate's	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Bachelor's	24	57.1	20	60.6	8	44.4	39	68.4	15	71.4	17	68.0
Master's	12	28.6	7	21.2	10	55.6	16	28.1	3	14.3	6	24.0
Doctorate	0	0.0	0	0.0	0	0.0	1	1.8	0	0.0	0	0.0
Other/Missing	6	14.3	6	18.2	0	0.0	1	1.8	3	14.3	2	8.0

Source: District personnel file dated December 20, 2018.

Note: ACE = Accelerating Campus Excellence. ES = Elementary school. MS = Middle school. Af Amer = African American. Pinkston included only grade 7 and 8 students. Percentages may not sum to 100 because of rounding.

Appendix C Table 4: 2018-19 ACE Teacher Characteristics – ACE 2.0 Campuses

	ES						MS	
	Carr (N = 27)		Ervin (N = 38)		Titcher (N = 40)		Rusk (N = 40)	
	n	%	n	%	n	%	n	%
Sex								
Male	4	14.8	8	21.1	8	20.0	12	30.0
Female	23	85.2	30	78.9	32	80.0	28	70.0
Race/Ethnicity								
Af Amer	10	37.0	25	65.8	23	57.5	15	37.5
Hispanic	10	37.0	6	15.8	14	35.0	12	30.0
White	7	25.9	6	15.8	3	7.5	11	27.5
Other	0	0.0	1	2.6	0	0.0	2	5.0
Highest Degree Earned								
Associate's	0	0.0	1	2.6	0	0.0	0	0.0
Bachelor's	18	66.7	14	36.8	23	57.5	24	60.0
Master's	4	14.8	18	47.4	14	35.0	15	37.5
Doctorate	0	0.0	1	2.6	0	0.0	0	0.0
Other/Missing	5	18.5	4	10.5	3	7.5	1	2.5

Source: District personnel file dated December 20, 2018.

Note: ACE = Accelerating Campus Excellence. ES = Elementary school. MS = Middle school.
Af Amer = African American. Percentages may not sum to 100 because of rounding.

Appendix C Table 5: 2018-19 ACE Teacher Characteristics – ACE Leadership 3.0 Campuses

	ES													
	Chavez (N = 46)		Dunbar (N = 31)		Hotchkiss (N = 42)		King (N = 28)		Maple Lawn (N = 39)		Pease (N = 32)		Rhoads (N = 38)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Sex														
Male	13	28.3	8	25.8	4	9.5	7	25.0	9	23.1	5	15.6	7	18.4
Female	33	71.7	23	74.2	38	90.5	21	75.0	30	76.9	27	84.4	31	81.6
Race/Ethnicity														
Af Amer	19	41.3	23	74.2	8	19.0	23	82.1	7	17.9	28	87.5	28	73.7
Hispanic	15	32.6	6	19.4	18	42.9	5	17.9	25	64.1	3	9.4	8	21.1
White	10	21.7	1	3.2	13	31.0	0	0.0	5	12.8	1	3.1	2	5.3
Other	2	4.3	1	3.2	3	7.1	0	0.0	2	5.1	0	0.0	0	0.0
Highest Degree Earned														
Associate's	0	0.0	0	0.0	0	0.0	1	3.6	0	0.0	0	0.0	0	0.0
Bachelor's	30	65.2	23	74.2	33	78.6	19	67.9	28	71.8	21	65.6	24	63.2
Master's	16	34.8	5	16.1	7	16.7	7	25.0	8	20.5	9	28.1	11	28.9
Doctorate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	2.6
Other/Missing	0	0.0	3	9.7	2	4.8	1	3.6	3	7.7	2	6.3	2	5.3

Source: District personnel file dated December 20, 2018.

Note: ACE = Accelerating Campus Excellence. ES = Elementary school. Af Amer = African American. Percentages may not sum to 100 because of rounding.

Appendix D

Appendix D Table 1: Fall 2018 Percentage of Teachers at Each TEI Effectiveness Level – ACE, Comparison Campuses, and District

	Teachers N	N/A %	No Level %	Unsat %	Prog I %	Prog II %	Prof I %	Prof II %	Prof III %	Exem I %	Exem II %	Master %
ACE 1.0												
Blanton	44	31.8	2.3	0.0	0.0	11.4	22.7	11.4	11.4	2.3	6.8	0.0
U. Lee	33	18.2	0.0	0.0	6.1	3.0	18.2	27.3	12.1	12.1	3.0	0.0
Mills	19	36.8	0.0	5.3	0.0	15.8	21.1	10.5	10.5	0.0	0.0	0.0
Dade	63	36.5	1.6	0.0	15.9	12.7	30.2	3.2	0.0	0.0	0.0	0.0
Pinkston	81	32.1	0.0	2.5	9.9	14.8	27.2	7.4	4.9	1.2	0.0	0.0
Zumwalt	25	16.0	0.0	0.0	4.0	8.0	44.0	4.0	20.0	0.0	4.0	0.0
ACE 1.0	265	30.2	0.8	1.1	7.9	11.7	27.2	9.4	7.5	2.3	1.9	0.0
Comp 1.0	201	15.4	2.0	1.0	9.0	11.9	43.3	7.5	8.0	1.5	0.5	0.0
ACE 2.0												
Carr	27	14.8	0.0	0.0	7.4	11.1	40.7	18.5	7.4	0.0	0.0	0.0
Ervin	39	15.4	2.6	0.0	7.7	0.0	33.3	28.2	10.3	0.0	2.6	0.0
Titche	41	17.1	0.0	0.0	2.4	4.9	24.4	22.0	17.1	4.9	7.3	0.0
Rusk	43	18.6	0.0	0.0	9.3	9.3	27.9	11.6	14.0	9.3	0.0	0.0
ACE 2.0	150	16.7	0.7	0.0	6.7	6.0	30.7	20.0	12.7	4.0	2.7	0.0
Comp 2.0	149	9.4	0.0	0.0	11.4	8.1	40.9	15.4	13.4	0.7	0.7	0.0
ACE Leadership 3.0												
Chavez	47	10.6	0.0	0.0	4.3	8.5	34.0	14.9	12.8	8.5	6.4	0.0
Dunbar	33	18.2	0.0	0.0	6.1	27.3	33.3	12.1	3.0	0.0	0.0	0.0
Hotchkiss	48	31.3	0.0	0.0	6.3	6.3	35.4	10.4	6.3	4.2	0.0	0.0
King	27	11.1	0.0	0.0	3.7	3.7	55.6	11.1	14.8	0.0	0.0	0.0
Maple Lawn	40	37.5	0.0	0.0	2.5	12.5	20.0	10.0	12.5	0.0	5.0	0.0
Pease	34	35.3	0.0	0.0	8.8	17.6	17.6	11.8	5.9	2.9	0.0	0.0
Rhoads	37	21.6	0.0	0.0	10.8	16.2	40.5	2.7	5.4	2.7	0.0	0.0
ACE 3.0	266	24.1	0.0	0.0	6.0	12.8	33.1	10.5	8.6	3.0	1.9	0.0
Comp 3.0	152	18.7	0.5	0.9	12.1	21.5	36.0	8.9	1.4	0.0	0.0	0.0
District	10,125	19.0	0.6	0.4	10.4	15.6	34.9	10.4	6.4	1.3	1.0	<0.1

Source: Aggregated figures obtained from Dallas ISD Data Analytics and Control as of February 8, 2019.

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. Exem = Exemplary. Prof = Proficient. Prog = Progressing. Unsat = Unsatisfactory. N/A = not applicable. TEI = Teacher Excellence Initiative. Total number of teachers per campus and for each ACE cohort may differ slightly from what is reported in the teacher demographic section of this document because the files were created on different days. TEI ratings reflect those earned in the 2017-18 academic year. Pinkston includes all teachers. Percentages may not sum to 100 percent because of rounding.

Appendix E

Appendix E Table 1. 2018-19 Teacher Survey Response Rates

	Total Sent	Completed Survey ^a		Total Responses
	<i>N</i>	<i>n</i>	%	%
ACE 2.0				
Carr	27	20	74.1	7.3
Ervin	39	23	59.0	8.4
Titche	40	30	75.0	10.9
Rusk	40	28	70.0	10.2
ACE 2.0	146	101	69.2	36.7*
ACE Leadership 3.0				
Chavez	46	35	76.1	12.7
Dunbar	32	18	56.3	6.5
Hotchkiss	45	32	71.1	11.6
King	28	19	67.9	6.9
Maple Lawn	40	25	62.5	9.1
Pease	33	21	63.6	7.6
Rhoads	38	24	63.2	8.7
ACE 3.0	262	174	66.4	63.3*
Total	408	275	67.4	100.0

Source: 2018-19 ACE Teacher Survey.

Note: ACE = Accelerating Campus Excellence. ^a = Includes respondents who at least partially completed the survey. *Total of campus-level results does not sum to overall percent because of rounding.

Appendix F

Appendix F Table 1: ACE Teacher Survey - Characteristics

	<i>n</i>	%
At which ACE campus do you teach?		
Carr	18	6.7
Ervin	22	8.2
Titche	29	10.8
Rusk	28	10.4
Chavez	35	13.0
Dunbar	18	6.7
Hotchkiss	31	11.5
King	19	7.1
Maple Lawn	25	9.3
Pease	21	7.8
Rhoads	23	8.6
What grade(s) do you teach?*		
Pre-Kindergarten	34	12.6
Kindergarten	61	22.7
Grade One	68	25.3
Grade Two	72	26.8
Grade Three	85	31.6
Grade Four	74	27.5
Grade Five	78	29.0
Grade Six	18	6.7
Grade Seven	17	6.3
Grade Eight	20	7.4
What subject(s) do you teach?*		
Mathematics (including Algebra)	126	46.8
Science	109	40.5
Reading/Language Arts/Writing	135	50.2
Social Studies	91	33.8
Physical Education	17	6.3
Art/Music/Band/Theater	28	10.4
Technology Applications	8	3.0
Special Education	25	9.3
Career and Technical Education	0	0.0
ROTC	0	0.0
ESL/Bilingual	46	17.1
Health	4	1.5
Other	16	6.0

Source: 2018-19 ACE Teacher Survey.

Note: ACE = Accelerating Campus Excellence. ESL = English as a second language. ROTC = Reserve Officers' Training Corps. * = Teachers could select more than one response option. Percentages may not sum to 100 percent because of rounding.

Appendix F Table 2: ACE Teacher Survey - Characteristics

	<i>n</i>	%
Which of the following statements best describes your employment situation last year?		
I was teaching at my current ACE campus last year.	121	45.0
I was teaching at a different ACE campus last year.	45	16.7
I was teaching in the Dallas ISD, but at a nonACE campus.	66	24.5
I was teaching outside of the Dallas ISD.	20	7.4
I was in a non-instructional position in the Dallas ISD.	2	0.7
I was not working in the Dallas ISD and was not teaching.	15	5.6
How many total years have you been teaching?		
This is my first-year teaching	18	6.7
1 to 3 years	24	8.9
4 to 6 years	49	18.2
7 to 9 years	35	13.0
10 years or more	143	53.2
How many years have you been teaching in the Dallas ISD?		
This is my first-year teaching in Dallas ISD	32	11.9
1 to 3 years	45	16.7
4 to 6 years	64	23.8
7 to 9 years	20	7.4
10 years or more	108	40.2

Source: 2018-19 ACE Teacher Survey.

Note: ACE = Accelerating Campus Excellence. Percentages may not sum to 100 percent because of rounding.

Appendix F Table 3: ACE Teacher Survey – Successes and Challenges

	<i>N</i>	Extremely effectively		Very effectively		Moderately effectively		Not very effectively		Not at all effectively		Do not have enough information to determine	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
		How effectively were the following factors implemented at your ACE campus this year?											
Social-emotional learning	260	71	27.3	83	31.9	74	28.5	13	5.0	11	4.2	8	3.1
Instructional rigor	260	99	38.1	103	39.6	39	15.0	5	1.9	5	1.9	9	3.5
Balanced literacy	260	88	33.8	91	35.0	49	18.8	7	2.7	3	1.2	22	8.5
Effective data analysis and PLC	260	108	41.5	88	33.9	42	16.2	4	1.5	6	2.3	12	4.6

Source: 2018-19 ACE Teacher Survey.

Note: ACE = Accelerating Campus Excellence. PLC = Professional learning community. Percentages may not sum to 100 percent because of rounding.

Appendix F Table 4: ACE Teacher Survey – Successes and Challenges

	<i>n</i>	%
Which (if any) of the three ACE core focus areas do you feel need more development at your campus?*		
School culture	119	45.8
Balanced literacy	50	19.2
Effective data analysis and PLC	36	13.9
None of these core areas need more development.	98	37.7

Source: 2018-19 ACE Teacher Survey.

Note: ACE = Accelerating Campus Excellence. PLC = Professional learning community.

* = Participants could choose more than one answer.

Appendix F Table 5: ACE Teacher Survey – Successes and Challenges

	<i>n</i>	%
ACE campuses focused on three areas: school culture, balanced literacy, and data analysis/PLC. In relation to these focus areas, which of the following was your greatest accomplishments at your ACE campus this year?		
School Culture (e.g., creating a positive, engaging school culture)	102	39.2
Balanced Literacy (e.g., using a balanced literacy model to increase students' reading levels)	63	24.2
Data Analysis/PLC (e.g., using backwards planning and/or data to drive instructional practices)	95	36.5

Source: 2018-19 ACE Teacher Survey.

Note: ACE = Accelerating Campus Excellence. PLC = Professional learning community. Percentages may not sum to 100 percent because of rounding.

Appendix F Table 6: ACE Teacher Survey – Successes and Challenges

	<i>n</i>	%
If you had to choose <u>only one</u>, which of the following would you consider the MOST IMPORTANT potential change that could enhance future success in the classroom for ACE teachers? (You will have an opportunity to pick your second choice in the next question.)		
More parent involvement	46	17.7
Less testing	34	13.1
Stronger leadership	16	6.2
Improved behavioral management support	69	26.5
More available instructional technology	5	1.9
More available classroom and lab supplies/literacy resources	24	9.2
More coaching/mentoring	8	3.1
More paid tutoring	5	1.9
More planning time	51	19.6
More professional development	2	0.8

Source: 2018-19 ACE Teacher Survey.

Note: ACE = Accelerating Campus Excellence. Percentages may not sum to 100 percent because of rounding.

Appendix F Table 7: ACE Teacher Survey – Successes and Challenges

	<i>n</i>	%
Which one of the following factors would you consider the SECOND MOST IMPORTANT potential change that could enhance future success in the classroom for ACE teachers? (Please do not select the same item you selected in the previous question.)		
More parent involvement	55	21.2
Less testing	37	14.2
Stronger leadership	13	5.0
Improved behavioral management support	33	12.7
More available instructional technology	8	3.1
More available classroom and lab supplies/literacy resources	36	13.8
More coaching/mentoring	16	6.2
More paid tutoring	20	7.7
More planning time	35	13.5
More professional development	7	2.7

Source: 2018-19 ACE Teacher Survey.

Note: ACE = Accelerating Campus Excellence. Percentages may not sum to 100 percent because of rounding.

Appendix F Table 8: ACE Teacher Survey – Successes and Challenges

	<i>n</i>	%
Which of the following areas (if any) do you wish had more trainings to support you or your staff this year? Please select 1-3 choices.		
None - I received sufficient training in the areas that I needed	75	28.9
Data Analysis	20	7.7
Lesson Cycle: I Do, We Do, You Do	24	9.2
Engagement Strategies/Habits of Discussion	47	18.1
Aggressive Monitoring/Show Call	21	8.1
Small Groups & Differentiation	59	22.7
Balanced Literacy Block Components (i.e., guided reading, independent reading, Daily 5, Wilson, Phonics, etc.)	26	10.0
Writing Across Contents/Journaling and Note-taking	39	15.0
Social Emotional Learning and Culture Practices (i.e., routines and procedures, mindfulness, restorative practices, redirection hierarchy, de-escalation, fostering joy in learning, etc.)	53	20.4

Source: 2018-19 ACE Teacher Survey.

Note: ACE = Accelerating Campus Excellence. Participants could choose more than one answer.

Appendix F Table 9: ACE Teacher Survey – Parent and Community Partnerships

	<i>N</i>	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable/ Do not know	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Please rate your agreement with the following statements:											
In general, parents of students at my campus were engaged with their children's progress this year.	259	24	9.3	115	44.4	73	28.2	42	16.2	5	1.9
My ACE campus offered additional/more opportunities for parent engagement than would be available at a nonACE campus.	259	71	27.4	103	39.8	46	17.8	16	6.2	23	8.9

Source: 2018-19 ACE Teacher Survey.

Note: ACE = Accelerating Campus Excellence. Percentages may not sum to 100 percent because of rounding.

Appendix F Table 10: ACE Teacher Survey – Compensation and Future

	<i>N</i>	Strongly agree		Agree		Disagree		Strongly disagree		I am not sure.	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Please rate your agreement with the following statements:											
The stipend I receive for being a teacher at an ACE campus is fair, considering the extra effort required of me.	185	43	23.2	72	38.9	36	19.5	27	14.6	7	3.8

Source: 2018-19 ACE Teacher Survey.

Note: ACE = Accelerating Campus Excellence. Percentages may not sum to 100 percent because of rounding.

Appendix F Table 11: ACE Teacher Survey – Teacher Compensation

	<i>n</i>	%
On average, how many extra hours do you estimate you worked per week at your ACE campus ABOVE AND BEYOND what YOU typically worked in the past at a nonACE campus? If this is your first-year teaching, or if you have never taught at a nonACE campus, please select 'not applicable.'		
Not applicable. I have never taught at a nonACE campus in the past.	11	6.0
I worked about the same number of hours at this ACE campus as I typically worked at a nonACE campus.	5	2.7
I worked about 1 to 10 extra hours per week than I typically worked at a nonACE campus.	39	21.1
I worked about 11 to 20 extra hours per week than I typically worked at a nonACE campus.	88	47.6
I worked about 21 to 30 extra hours per week than I typically worked at a nonACE campus.	32	17.3
I worked about 31 to 40 extra hours per week than I typically worked at a nonACE campus.	5	2.7
I worked more than 40 extra hours per week than I typically worked at a nonACE campus.	5	2.7

Source: 2018-19 ACE Teacher Survey.

Note: ACE = Accelerating Campus Excellence. Percentages may not sum to 100 percent because of rounding.

Appendix F Table 12: ACE Teacher Survey – Program Future

	<i>n</i>	%
Do you plan to return to your ACE campus next year?		
Yes	183	70.7
No	32	12.4
Unsure	44	17.0
Do you plan to transfer to another ACE campus next year?		
Yes	5	1.9
No	219	84.6
Unsure	35	13.5
Do you plan to return to Dallas ISD next year?		
Yes	222	85.7
No	5	1.9
Unsure	32	12.4
How likely would you be to recommend that a colleague accept a teaching position at an ACE campus?		
Extremely likely	51	19.7
Very likely	69	26.6
Somewhat likely	79	30.5
Not very likely	33	12.7
Not at all likely	27	10.4

Source: 2018-19 ACE Teacher Survey.

Note: ACE = Accelerating Campus Excellence. Percentages may not sum to 100 percent because of rounding.

Appendix G

Appendix G Table 1: ACE Principal/Assistant Principal Survey - Characteristics

	<i>n</i>	%
What is your primary role at your campus?		
Principal	11	35.5
Assistant Principal	20	64.5
Other	0	0.0
Which of the following statements best describes your employment situation last year?		
I was the principal/assistant principal at my current ACE campus last year.	10	32.3
I was the principal/assistant principal at a different ACE campus last year.	3	9.7
I was the principal/assistant principal at a nonACE campus last year.	9	29.0
I was a principal/assistant principal outside of Dallas ISD last year.	1	3.2
I was in a role other than principal/assistant principal at an ACE campus last year.	5	16.1
I was in a role other than principal/assistant principal at a nonACE campus last year.	3	9.7
I was in a role other than principal/assistant principal outside of Dallas ISD last year.	0	0.0
How many years have you been a principal/assistant principal?		
This is my first year as a principal.	6	19.4
1 to 3 years	8	25.8
4 to 6 years	9	29.0
7 to 9 years	1	3.2
10 years or more	7	22.6
How many years have you been a principal/assistant principal in the Dallas ISD?		
This is my first year as a principal in Dallas ISD.	5	16.1
1 to 3 years	10	32.3
4 to 6 years	9	29.0
7 to 9 years	1	3.2
10 or more years	6	19.4
How many years were you a teacher?		
I was never a teacher.	0	0.0
1 to 3 years	3	9.7
4 to 6 years	9	29.0
7 to 9 years	8	25.8
10 or more years	11	35.5
How many years were you in a leadership role in education before becoming a principal/assistant principal?		
I was never in a leadership role in education before becoming a principal/assistant principal.	3	9.7
1 to 3 years	13	41.9
4 to 6 years	11	35.5
7 to 9 years	2	6.5
10 or more years	2	6.5

Source: 2018-19 ACE Principal/Assistant Principal Survey.

Note: ACE = Accelerating Campus Excellence. Percentages may not sum to 100 percent because of rounding.

Appendix G Table 2: ACE Principal/Assistant Principal Survey – Successes and Challenges

	<i>n</i>	%
How would you rate support from the ACE core team this year, including professional development, coaching, and tools provided on the ACE website?		
Excellent	15	50.0
Very good	13	43.3
Good	1	3.3
Fair	1	3.3
Poor	0	0.0
ACE campuses focused on three areas: school culture, balanced literacy, and data analysis/PLC. In relation to these focus areas, which of the following was your greatest accomplishment at your ACE campus this year?		
School Culture (e.g., creating a positive, engaging school culture)	7	23.3
Balanced Literacy (e.g., using a balanced literacy model to increase students' reading levels)	6	20.0
Data Analysis/PLC (e.g., using backwards planning and/or data to drive instructional practices)	17	56.7
Which (if any) of the three ACE core focus areas do you feel need more development at your campus?*		
School culture	10	34.5
Balanced literacy	13	44.8
Effective data analysis and PLC	4	13.8
None of these core areas need more development.	6	20.7

Source: 2018-19 ACE Principal/Assistant Principal Survey.

Note: ACE = Accelerating Campus Excellence. PLC = Professional learning community. * = Participants could choose more than one answer. Percentages may not sum to 100 percent because of rounding.

Appendix G Table 3: ACE Principal/Assistant Principal Survey – Successes and Challenges

	N	Extremely effectively		Very effectively		Moderately effectively		Not very effectively		Not at all effectively		Do not have enough information to determine	
		n	%	n	%	n	%	n	%	n	%	n	%
How effectively were the following factors implemented at your ACE campus this year?													
Social-emotional learning	30	6	20.0	12	40.0	12	40.0	0	0.0	0	0.0	0	0.0
Instructional rigor	30	9	30.0	15	50.0	6	20.0	0	0.0	0	0.0	0	0.0
Balanced literacy	30	6	20.0	18	60.0	6	20.0	0	0.0	0	0.0	0	0.0
Effective data analysis and PLC	30	13	43.3	16	53.3	1	3.3	0	0.0	0	0.0	0	0.0

Source: 2018-19 ACE Principal/Assistant Principal Survey.

Note: ACE = Accelerating Campus Excellence. PLC = Professional learning community.

Appendix G Table 4: ACE Principal/Assistant Principal Survey – Successes and Challenges

	n	%
If you had to choose <u>only one</u>, which of the following would you consider the MOST IMPORTANT potential change that could enhance future success in the classroom for ACE teachers? (You will have an opportunity to pick your second choice in the next question.)		
More parent involvement	3	10.0
Less testing	3	10.0
Stronger leadership	0	0.0
Improved behavioral management support	8	26.7
More available instructional technology	0	0.0
More available classroom and lab supplies/literacy resources	4	13.3
More coaching/mentoring	4	13.3
More paid tutoring	0	0.0
More planning time	7	23.3
More professional development	1	3.3

Source: 2018-19 ACE Principal/Assistant Principal Survey.

Note: ACE = Accelerating Campus Excellence. Percentages may not sum to 100 percent because of rounding.

Appendix G Table 5: ACE Principal/Assistant Principal Survey – Successes and Challenges

	n	%
Which one of the following factors would you consider the SECOND MOST IMPORTANT potential change that could enhance future success in the classroom for ACE teachers? (Please do not select the same item you selected in the previous question.)		
More parent involvement	2	6.7
Less testing	2	6.7
Stronger leadership	1	3.3
Improved behavioral management support	6	20.0
More available instructional technology	1	3.3
More available classroom and lab supplies/literacy resources	1	3.3
More coaching/mentoring	3	10.0
More paid tutoring	2	6.7
More planning time	9	30.0
More professional development	3	10.0

Source: 2018-19 ACE Principal/Assistant Principal Survey.

Note: ACE = Accelerating Campus Excellence. Percentages may not sum to 100 percent because of rounding.

Appendix G Table 6: ACE Principal/Assistant Principal Survey – Successes and Challenges

	<i>n</i>	%
Which of the following areas (if any) do you wish had more trainings to support you or your staff this year? Please select 1-3 choices.		
None - I or my staff received sufficient training in the areas that we needed	5	16.7
Data Analysis	2	6.7
Backwards Planning	0	0.0
Lesson Cycle: I Do, We Do, You Do	2	6.7
Engagement Strategies/Habits of Discussion	11	36.7
Aggressive Monitoring/Show Call	2	6.7
Small Groups & Differentiation	8	26.7
Balanced Literacy Block Components (i.e., guided reading, independent reading, Daily 5, Wilson, Phonics, etc.)	5	16.7
Writing Across Contents/Journaling and Note-taking	6	20.0
Social Emotional Learning and Culture Practices (i.e., routines and procedures, mindfulness, restorative practices, redirection hierarchy, de-escalation, fostering joy in learning, etc.)	9	30.0
Content Instructional Practices (i.e., math problem-solving, writing routines, literacy thinking jobs, science labs, PEGs, etc.)	5	16.7
Effectively giving feedback using See it, Name it, Do it	4	13.3
Providing high quality professional development using See it, Name it, Do it	1	3.3
Coaching in the moment	4	13.3

Source: 2018-19 ACE Principal/Assistant Principal Survey.

Note: ACE = Accelerating Campus Excellence. Participants could choose more than one answer.

Appendix G Table 7: ACE Principal/Assistant Principal Survey – Parent and Community Partnerships

	<i>N</i>	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable/ Do not know	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Please rate your agreement with the following statements:											
In general, parents of students on my campus were engaged with their children's progress this year.	30	1	3.3	21	70.0	7	23.3	1	3.3	0	0.0
My ACE campus offered additional/more opportunities for parent engagement than would be available at a nonACE campus.	30	9	30.0	15	50.0	3	10.0	0	0.0	3	10.0

Source: 2018-19 ACE Principal/Assistant Principal Survey.

Note: ACE = Accelerating Campus Excellence. Percentages may not sum to 100 percent because of rounding.

Appendix G Table 8: ACE Principal/Assistant Principal Survey – Program Future

	<i>n</i>	%
How likely would you be to recommend that a colleague accept a <u>principal/assistant principal</u> position at an ACE campus?		
Extremely likely	17	56.7
Very likely	9	30.0
Moderately likely	2	6.7
A little likely	2	6.7
Not at all likely	0	0.0
How likely would you be to recommend that a colleague accept a <u>teaching</u> position at an ACE campus?		
Extremely likely	16	53.3
Very likely	10	33.3
Moderately likely	3	10.0
A little likely	1	3.3
Not at all likely	0	0.0

Source: 2018-19 ACE Principal/Assistant Principal Survey.

Note: ACE = Accelerating Campus Excellence. Percentages may not sum to 100 percent because of rounding.

Appendix H

Appendix H Table 1: 2018-19 ACE Teacher Retention Rates

	Total 2017-18 N	Leavers %	Movers %	Stayers %
ACE 1.0				
Blanton	46	4.3	43.5	52.2
U. Lee	37	8.1	21.6	70.3
Mills	24	4.2	62.5	33.3
Dade	66	27.3	31.8	40.9
Pinkston	70	20.0	17.1	62.9
Zumwalt	28	10.7	17.9	71.4
ACE 1.0	271	15.1	29.9	55.0
Comp 1.0	237	23.6	12.7	63.7
ACE 2.0				
Carr	38	13.2	31.6	55.3
Ervin	42	19.0	14.3	66.7
Titche	48	16.7	18.8	64.6
Rusk	46	19.6	10.9	69.6
ACE 2.0	174	17.2	18.4	64.4
Comp 2.0	183	18.0	15.3	66.7
ACE Leadership 3.0				
Chavez	33	18.2	60.6	21.2
Dunbar	40	35.0	30.0	35.0
Hotchkiss	50	30.0	54.0	16.0
King	28	21.4	42.9	35.7
Maple Lawn	28	25.0	64.3	10.7
Pease	28	28.6	17.9	53.6
Rhoads	42	28.6	31.0	40.5
ACE 3.0	249	27.3	43.0	29.7
Comp 3.0	286	19.9	11.2	68.9
District	10,304	17.6	12.0	70.4

Source: Dallas ISD Data Analytics and Control dated March 27, 2019.

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. Leavers = teachers no longer holding an instructional role in the district. Movers = teachers moved to another campus within Dallas ISD. Stayers = teachers retained on same campus. Status in the last week of October 2017 was determined for teachers on campus as of the last week of October 2018. Because 2018-19 was the first year for ACE Leadership 3.0, the retention rates for these campuses expectedly will be lower than ACE 2.0 cohort campuses. Percentages may not sum to 100 percent because of rounding.

Appendix I

Appendix I Table 1: 2014-15 to 2018-19 *Istation's Indicators of Progress (ISIP)* Assessment Periods

	Begin Date	End Date	Begin Date	End Date
	2014-15*		2016-17	
SW1			August 24, 2016	September 30, 2016
SW2			October 3, 2016	November 4, 2016
SW3			November 7, 2016	December 22, 2016
SW4			January 10, 2017	February 24, 2017
SW5			February 27, 2017	April 13, 2017
SW6			April 18, 2017	June 1, 2017
BOY	September 1, 2014	September 30, 2014	September 19, 2016	October 14, 2016
MOY	January 1, 2014	January 31, 2014	January 17, 2017	February 10, 2017
EOY	May 1, 2015	May 31, 2015	May 1, 2017	May 26, 2017
	2015-16		2017-18	
SW1	August 24, 2015	October 2, 2015	August 28, 2017	September 29, 2017
SW2	October 5, 2015	November 5, 2015	October 2, 2017	November 13, 2017
SW3	November 10, 2015	December 18, 2015	November 6, 2017	December 21, 2017
SW4	January 6, 2016	February 19, 2016	January 9, 2018	February 23, 2018
SW5	February 22, 2016	April 15, 2016	February 26, 2018	April 13, 2018
SW6	April 18, 2016	June 2, 2016	April 16, 2018	June 1, 2018
BOY	September 1, 2015	September 30, 2015	October 1, 2017	October 31, 2017
MOY	January 1, 2016	January 31, 2016	January 9, 2018	January 31, 2018
EOY	May 1, 2016	May 31, 2016	May 1, 2018	May 31, 2018
	2018-19			
SW1	August 20, 2018	September 28, 2018		
SW2	October 1, 2018	November 2, 2018		
SW3	November 5, 2018	December 19, 2018		
SW4	January 8, 2019	February 22, 2019		
SW5	February 25, 2019	April 12, 2019		
SW6	April 15, 2019	May 29, 2019		
BOY	September 1, 2018	September 30, 2018		
MOY	January 1, 2019	January 31, 2019		
EOY	May 1, 2019	May 31, 2019		

Source: Dallas Independent School District Calendar

Note: SW# = six-week period. BOY = beginning of year. MOY = middle of year. EOY = end of year. * = ISIP results were not reported in six-week periods in 2014-15.

Appendix J

Appendix J Table 1: 2018-19 ACE IS/P Tier 1 Attainment by Six-Week Period – Combined English and Spanish

	SW1		SW2		SW3		SW4		SW5		SW6	
	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %
Kindergarten												
Blanton	78	47.4	82	53.7	80	53.8	41	52.6	75	65.3	76	65.8
U. Lee	2	0.0	57	54.4	55	76.4	35	66.0	51	78.4	50	84.0
Mills	3	66.7	14	28.6	15	13.3	8	22.2	31	22.6	36	16.7
ACE 1.0	83	47.0	153	51.6	150	58.0	84	50.3	157	61.1	162	60.5
Comp 1.0	134	55.2	197	56.3	192	64.1	111	57.5	189	50.8	186	65.6
Carr	20	55.0	22	54.5	22	72.7	20	90.9	23	82.6	22	90.9
Ervin	22	63.6	80	60.0	74	70.3	45	58.4	74	59.5	74	77.0
Titche	81	35.8	90	46.7	83	65.1	63	76.8	78	79.5	80	86.3
ACE 2.0	123	43.9	192	53.1	179	68.2	128	70.7	175	71.4	176	83.0
Comp 2.0	119	37.0	158	45.6	153	44.4	72	48.0	144	38.9	154	35.7
Chavez	15	80.0	85	47.1	83	50.6	60	72.3	82	85.4	82	80.5
Dunbar	11	54.5	48	37.5	47	46.8	15	34.1	41	36.6	42	40.5
Hotchkiss	71	49.3	82	31.7	78	35.9	27	33.8	78	67.9	77	76.6
King	45	46.7	54	40.7	52	38.5	29	59.2	48	87.5	47	93.6
Maple Lawn	53	34.0	80	32.5	79	24.1	28	35.4	75	41.3	73	41.1
Pease	71	16.9	73	38.4	64	59.4	44	71.0	59	83.1	57	89.5
Rhoads	66	51.5	74	41.9	85	68.2	64	77.1	84	81.0	81	84.0
ACE 3.0	332	41.6	496	38.5	488	46.5	267	55.6	467	70.2	459	73.0
Comp 3.0	242	43.8	368	43.8	326	44.2	175	47.0	330	42.4	294	44.2
District	5,283	51.7	9,643	51.6	8,948	53.7	5,189	51.7	9,343	53.0	9,634	55.1
Grade One												
Blanton	90	47.8	91	56.0	91	52.7	43	46.7	91	46.2	92	55.4
U. Lee	1	0.0	57	64.9	55	69.1	36	70.6	49	79.6	49	81.6
Mills	33	42.4	30	40.0	32	46.9	17	54.8	32	53.1	24	66.7
ACE 1.0	124	46.0	178	56.2	178	56.7	96	55.2	172	57.0	165	64.8
Comp 1.0	190	52.1	218	49.1	208	56.3	120	56.1	209	51.7	210	56.7
Carr	45	48.9	45	48.9	47	59.6	27	57.4	44	79.5	45	75.6
Ervin	64	31.3	68	42.6	64	48.4	36	55.4	63	55.6	61	77.0
Titche	82	54.9	86	55.8	83	59.0	50	59.5	79	69.6	76	81.6
ACE 2.0	191	45.5	199	49.7	194	55.7	113	57.7	186	67.2	182	78.6
Comp 2.0	165	37.6	209	38.3	165	43.0	74	35.6	194	36.1	196	41.8
Chavez	81	42.0	86	37.2	83	43.4	46	56.1	78	61.5	78	51.3
Dunbar	59	30.5	67	23.9	62	43.5	24	39.3	60	45.0	58	46.6
Hotchkiss	96	42.7	104	45.2	105	47.6	50	46.7	102	57.8	98	64.3
King	54	24.1	59	44.1	60	41.7	26	46.4	54	66.7	55	72.7
Maple Lawn	74	47.3	87	35.6	80	36.3	35	40.2	86	51.2	85	65.9
Pease	60	26.7	58	34.5	55	38.2	27	46.6	57	57.9	55	67.3
Rhoads	55	34.5	85	34.1	91	48.4	41	45.6	90	67.8	89	70.8
ACE 3.0	479	36.7	546	36.8	536	43.3	249	46.0	527	58.4	518	62.9
Comp 3.0	344	38.7	368	35.1	372	38.4	154	40.1	348	46.0	336	48.8
District	7,132	48.2	10,247	47.9	9,875	48.4	5,145	47.8	10,140	50.1	10,412	53.6
Grade Two												
Blanton	70	60.0	72	66.7	69	65.2	51	71.8	70	77.1	70	78.6
U. Lee	1	0.0	55	60.0	72	63.9	46	63.9	72	58.3	71	56.3
Mills	25	20.0	28	32.1	28	32.1	10	35.7	28	42.9	24	41.7
ACE 1.0	96	49.0	155	58.1	169	59.2	107	62.6	170	63.5	165	63.6
Comp 1.0	230	49.6	229	54.1	211	55.5	124	55.4	231	61.5	237	57.0
Carr	47	23.4	49	30.6	50	32.0	18	36.0	48	47.9	45	62.2
Ervin	74	40.5	79	39.2	77	41.6	34	44.7	75	57.3	70	75.7
Titche	91	54.9	97	56.7	96	54.2	68	71.6	94	75.5	94	75.5
ACE 2.0	212	42.9	225	44.9	223	44.8	120	54.3	217	63.1	209	72.7
Comp 2.0	201	52.2	228	52.2	170	55.9	127	58.0	176	57.4	186	57.0

table continues

Table (continued)

	SW1		SW2		SW3		SW4		SW5		SW6	
	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %
Grade 2												
Chavez	87	35.6	88	38.6	85	40.0	36	42.9	82	46.3	80	53.8
Dunbar	53	28.3	56	19.6	55	36.4	21	42.0	51	52.9	51	58.8
Hotchkiss	94	62.8	95	63.2	93	60.2	60	63.8	92	70.7	91	76.9
King	52	53.8	56	41.1	57	54.4	38	69.1	52	80.8	56	78.6
Maple Lawn	79	39.2	81	44.4	68	32.4	33	42.9	73	47.9	73	54.8
Pease	56	41.1	57	29.8	55	43.6	21	38.2	54	48.1	57	45.6
Rhoads	84	36.9	49	30.6	94	34.0	27	31.4	86	43.0	74	55.4
ACE 3.0	505	43.2	482	40.7	507	43.2	236	47.1	490	55.1	482	61.0
Comp 3.0	369	46.9	419	49.9	390	48.2	196	48.9	390	48.5	384	48.7
District	7,507	53.1	10,318	53.8	9,611	52.9	5,626	52.3	10,026	53.3	10,401	54.5

Source: District *ISIP* files dated October 16, 2018 (2018-19, SW1), November 5, 2018 (2018-19, SW2), January 14, 2019 (2018-19, SW3), February 28, 2019 (2018-19, SW4), April 19, 2019 (2018-19, SW5), and June 5, 2019 (2018-19, SW6) for students enrolled on the PEIMS snapshot date of October 26, 2018.

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *I*station's *I*ndicators of *P*rogress. PEIMS = Public Education Information Management System. SW# = six-week period #. Latest score was used if assessment taken more than one time in assessment period.

Appendix J Table 2: 2018-19 ACE ISIP Tier 1 Attainment by Six-Week Period – English

	SW1		SW2		SW3		SW4		SW5		SW6	
	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %
Kindergarten												
Blanton	25	24.0	28	35.7	27	44.4	9	34.6	22	36.4	23	52.2
U. Lee	0	0.0	44	50.0	42	78.6	25	62.5	38	73.7	37	83.8
Mills	3	66.7	14	28.6	15	13.3	3	15.8	14	14.3	19	15.8
ACE 1.0	28	28.6	86	41.9	84	56.0	37	43.5	74	51.4	79	58.2
Comp 1.0	32	34.4	58	39.7	56	50.0	28	50.0	55	49.1	51	62.7
Carr	12	33.3	12	50.0	12	58.3	10	83.3	13	69.2	12	83.3
Ervin	5	0.0	61	52.5	57	63.2	30	50.8	56	51.8	56	71.4
Titche	51	11.8	55	27.3	49	44.9	31	63.3	48	68.8	49	79.6
ACE 2.0	68	14.7	128	41.4	118	55.1	71	59.2	117	60.7	117	76.1
Comp 2.0	41	24.4	72	40.3	71	40.8	32	47.1	66	40.9	72	33.3
Chavez	1	100.0	51	37.3	49	51.0	35	71.4	48	89.6	48	85.4
Dunbar	0	0.0	37	27.0	36	36.1	6	18.8	30	23.3	30	36.7
Hotchkiss	30	33.3	39	25.6	35	28.6	12	32.4	35	80.0	34	91.2
King	36	38.9	44	31.8	43	32.6	20	51.3	38	84.2	37	91.9
Maple Lawn	19	26.3	41	26.8	34	11.8	11	32.4	37	40.5	27	37.0
Pease	71	16.9	73	38.4	64	59.4	44	71.0	59	83.1	57	89.5
Rhoads	52	44.2	56	33.9	59	62.7	42	73.7	58	79.3	55	81.8
ACE 3.0	209	31.1	341	32.6	320	44.1	170	54.8	305	72.1	288	77.4
Comp 3.0	128	31.3	184	34.2	159	29.6	63	34.1	158	27.8	153	24.2
District	2,575	43.5	4,972	45.4	4,555	45.2	2,293	43.9	4,836	46.9	4,873	48.3
Grade One												
Blanton	33	24.2	35	31.4	36	38.9	13	35.1	37	32.4	36	36.1
U. Lee	1	0.0	36	52.8	34	55.9	18	56.3	29	69.0	29	72.4
Mills	19	47.4	18	50.0	18	44.4	9	52.9	18	55.6	10	60.0
ACE 1.0	53	32.1	89	43.8	88	46.6	40	46.5	84	50.0	75	53.3
Comp 1.0	47	31.9	70	34.3	66	34.8	24	35.8	63	38.1	64	42.2
Carr	28	25.0	28	32.1	30	40.0	14	46.7	27	66.7	28	60.7
Ervin	60	26.7	63	41.3	59	47.5	32	53.3	58	55.2	56	78.6
Titche	44	38.6	47	40.4	44	43.2	20	43.5	41	53.7	38	68.4
ACE 2.0	132	30.3	138	39.1	133	44.4	66	48.5	126	57.1	122	71.3
Comp 2.0	82	26.8	123	33.3	104	36.5	31	24.8	119	28.6	113	31.9
Chavez	51	31.4	56	28.6	53	34.0	23	44.2	48	50.0	48	41.7
Dunbar	50	22.0	58	17.2	53	35.8	18	34.6	52	38.5	50	42.0
Hotchkiss	51	35.3	56	33.9	58	32.8	21	34.4	56	44.6	52	50.0
King	42	21.4	46	39.1	47	40.4	21	48.8	41	70.7	42	81.0
Maple Lawn	30	23.3	41	12.2	34	11.8	5	12.5	40	25.0	40	40.0
Pease	60	26.7	58	34.5	55	38.2	27	46.6	57	57.9	55	67.3
Rhoads	40	30.0	68	30.9	64	45.3	24	38.1	63	65.1	62	64.5
ACE 3.0	324	27.5	383	28.5	364	35.4	139	37.7	357	51.0	349	55.6
Comp 3.0	169	32.5	183	32.2	191	27.2	58	30.2	173	32.4	163	33.1
District	3,500	41.1	5,348	40.6	5,138	42.4	2,364	41.7	5,307	43.8	5,372	46.8
Grade Two												
Blanton	32	53.1	32	59.4	32	50.0	17	51.5	32	56.3	31	58.1
U. Lee	1	0.0	47	61.7	43	65.1	27	62.8	43	60.5	43	60.5
Mills	9	0.0	12	8.3	12	16.7	2	16.7	12	25.0	8	25.0
ACE 1.0	42	40.5	91	53.8	87	52.9	46	52.3	87	54.0	82	56.1
Comp 1.0	67	32.8	56	39.9	42	33.3	21	36.8	63	44.4	68	44.1
Carr	35	17.1	39	28.2	40	27.5	14	35.0	38	50.0	35	60.0
Ervin	61	31.1	65	29.2	63	31.7	21	33.9	61	50.8	56	71.4
Titche	45	31.1	46	26.1	47	21.3	22	50.0	44	63.6	43	53.5
ACE 2.0	141	27.7	150	28.0	150	27.3	57	39.0	143	54.5	134	62.7
Comp 2.0	102	49.0	124	50.8	85	50.6	52	45.2	89	53.9	83	51.8

table continues

Table (continued)

	SW1		SW2		SW3		SW4		SW5		SW6	
	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %
Grade 2												
Chavez	68	30.9	69	33.3	66	34.8	24	36.9	63	39.7	61	47.5
Dunbar	47	25.5	48	16.7	47	34.0	18	41.9	44	54.5	44	61.4
Hotchkiss	48	58.3	48	52.1	49	51.0	25	50.0	48	60.4	46	71.7
King	43	51.2	46	43.5	46	54.3	30	68.2	41	82.9	45	77.8
Maple Lawn	44	38.6	46	45.7	33	33.3	19	44.2	38	47.4	37	51.4
Pease	56	41.1	57	29.8	55	43.6	21	38.2	54	48.1	57	45.6
Rhoads	48	29.2	39	30.8	59	33.9	19	38.0	52	42.3	52	42.3
ACE 3.0	354	38.7	353	35.7	355	40.6	156	44.6	340	52.4	342	55.8
Comp 3.0	204	39.7	252	45.2	239	41.0	110	46.2	229	45.9	225	46.7
District	4,052	2,014	5,489	49.0	5,008	49.0	2,898	50.9	5,118	53.6	5,428	55.4

Source: District *ISIP* files dated October 16, 2018 (2018-19, SW1), November 5, 2018 (2018-19, SW2), January 14, 2019 (2018-19, SW3), February 28, 2019 (2018-19, SW4), April 19, 2019 (2018-19, SW5), and June 5, 2019 (2018-19SW6) for students enrolled on the PEIMS snapshot date of October 26, 2018.

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *Isation's Indicators of Progress*. PEIMS = Public Education Information Management System. SW# = six-week period #. Latest score was used if assessment taken more than one time in assessment period.

Appendix J Table 3: 2018-19 ACE ISIP Tier 1 Attainment by Six-Week Period – Spanish

	SW1		SW2		SW3		SW4		SW5		SW6	
	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %
Kindergarten												
Blanton	53	58.5	54	63.0	53	58.5	32	61.5	53	77.4	53	71.7
U. Lee	2	0.0	13	69.2	13	69.2	10	76.9	13	92.3	13	84.6
Mills	0	0.0	0	0.0	0	0.0	5	29.4	17	29.4	17	17.6
ACE 1.0	55	56.4	67	64.2	66	60.6	47	57.3	83	69.9	83	62.7
Comp 1.0	102	61.8	139	63.3	136	69.9	83	60.6	134	51.5	135	66.7
Carr	8	87.5	10	60.0	10	90.0	10	100.0	10	100.0	10	100.0
Ervin	17	82.4	19	84.2	17	94.1	15	83.3	18	83.3	18	94.4
Titche	30	76.7	35	77.1	34	94.1	32	97.0	30	96.7	31	96.8
ACE 2.0	55	80.0	64	76.6	61	93.4	57	93.4	58	93.1	59	96.6
Comp 2.0	78	43.6	86	50.0	82	47.6	40	48.8	78	37.2	82	37.8
Chavez	14	78.6	34	61.8	34	50.0	25	73.5	34	79.4	34	73.5
Dunbar	11	54.5	11	72.7	11	81.8	9	75.0	11	72.7	12	50.0
Hotchkiss	41	61.0	43	37.2	43	41.9	15	34.9	43	58.1	43	65.1
King	9	77.8	10	80.0	9	66.7	9	90.0	10	100.0	10	100.0
Maple Lawn	34	38.2	39	38.5	45	33.3	17	37.8	38	42.1	46	43.5
Pease	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Rhoads	14	78.6	18	66.7	26	80.8	22	84.6	26	84.6	26	88.5
ACE 3.0	123	59.3	155	51.6	168	51.2	97	57.1	162	66.7	171	65.5
Comp 3.0	114	57.9	184	53.3	167	58.1	112	59.9	172	55.8	141	66.0
District	2,708	59.5	4,671	58.3	4,393	62.6	2,896	60.2	4,507	59.6	4,761	62.0
Grade One												
Blanton	57	61.4	56	71.4	55	61.8	30	54.5	54	55.6	56	67.9
U. Lee	0	0.0	21	85.7	21	90.5	18	94.7	20	95.0	20	95.0
Mills	14	35.7	12	25.0	14	50.0	8	57.1	14	50.0	14	71.4
ACE 1.0	71	56.3	89	68.5	90	66.7	56	63.6	88	63.6	90	74.4
Comp 1.0	143	58.7	148	56.1	142	66.2	96	65.3	146	57.5	146	63.0
Carr	17	88.2	17	76.5	17	94.1	13	76.5	17	100.0	17	100.0
Ervin	4	100.0	5	60.0	5	60.0	4	80.0	5	60.0	5	60.0
Titche	38	73.7	39	74.4	39	76.9	30	78.9	38	86.8	38	94.7
ACE 2.0	59	79.7	61	73.8	61	80.3	47	78.3	60	88.3	60	93.3
Comp 2.0	83	48.2	86	45.3	61	54.1	43	51.8	75	48.0	83	55.4
Chavez	30	60.0	30	53.3	30	60.0	23	76.7	30	80.0	30	66.7
Dunbar	9	77.8	9	66.7	9	88.9	6	66.7	8	87.5	8	75.0
Hotchkiss	45	51.1	48	58.3	47	66.0	29	63.0	46	73.9	46	80.4
King	12	33.3	13	61.5	13	46.2	5	38.5	13	53.8	13	46.2
Maple Lawn	44	63.6	46	56.5	46	54.3	30	63.8	46	73.9	45	88.9
Pease	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Rhoads	15	46.7	17	47.1	27	55.6	17	63.0	27	74.1	27	85.2
ACE 3.0	155	56.1	163	56.4	172	59.9	110	64.0	170	74.1	169	78.1
Comp 3.0	175	44.6	185	37.8	181	50.3	96	50.0	175	59.4	173	63.6
District	3,632	55.0	4,899	55.8	4,737	55.0	2,781	54.6	4,833	57.1	5,040	60.9
Grade Two												
Blanton	38	65.8	40	72.5	37	78.4	34	89.5	38	94.7	39	94.9
U. Lee	0	0.0	8	50.0	29	62.1	19	65.5	29	55.2	28	50.0
Mills	16	31.3	16	50.0	16	43.8	8	50.0	16	56.3	16	50.0
ACE 1.0	54	55.6	64	64.1	82	65.9	61	73.5	83	73.5	83	71.1
Comp 1.0	163	56.4	173	59.0	169	60.9	103	61.7	168	67.9	169	62.1
Carr	12	41.7	10	40.0	10	50.0	4	40.0	10	40.0	10	70.0
Ervin	13	84.6	14	85.7	14	85.7	13	92.9	14	85.7	14	92.9
Titche	46	78.3	51	84.3	49	85.7	46	90.2	50	86.0	51	94.1
ACE 2.0	71	73.2	75	78.7	73	80.8	63	84.0	74	79.7	75	90.7
Comp 2.0	99	55.6	104	53.8	85	61.2	75	72.1	87	60.9	103	61.2

table continues

Table (continued)

	SW1		SW2		SW3		SW4		SW5		SW6	
	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %	Test N	Tier 1 %
Grade 2												
Chavez	19	52.6	19	57.9	19	57.9	12	63.2	19	68.4	19	73.7
Dunbar	6	50.0	8	37.5	8	50.0	3	42.9	7	42.9	7	42.9
Hotchkiss	46	67.4	47	74.5	44	70.5	35	79.5	44	81.8	45	82.2
King	9	66.7	10	30.0	11	54.5	8	72.7	11	72.7	11	81.8
Maple Lawn	35	40.0	35	42.9	35	31.4	14	41.2	35	48.6	36	58.3
Pease	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Rhoads	36	47.2	10	30.0	35	34.3	8	22.2	34	44.1	22	86.4
ACE 3.0	151	53.6	129	54.3	152	49.3	80	53.0	150	61.3	140	73.6
Comp 3.0	165	55.8	167	56.9	151	59.6	86	52.8	161	52.2	159	51.6
District	3,455	57.1	4,829	59.1	4,603	57.1	2,728	54.0	4,908	53.0	4,973	53.5

Source: District *ISIP* files dated October 16, 2018 (2018-19, SW1), November 5, 2018 (2018-19, SW2), January 14, 2019 (2018-19, SW3), February 28, 2019 (2018-19, SW4), April 19, 2019 (2018-19, SW5), and June 5, 2019 (2018-19, SW6) for students enrolled on the PEIMS snapshot date of October 26, 2018.

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *Istation's Indicators of Progress*. PEIMS = Public Education Information Management System. SW# = six-week period #. Latest score was used if assessment taken more than one time in assessment period.

Appendix K

Appendix K Table 1: 2014-15, 2017-18, and 2018-19 ACE 1.0 Tier 1 *ISIP* Rates by Campus - Combined English and Spanish

Campus	2014-15						2017-18						2018-19					
	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %
Kindergarten																		
Blanton	82	68.3	96	53.1	96	42.7	82	64.6	82	70.7	79	78.5	82	51.2	67	55.2	76	65.8
U. Lee	73	38.4	74	32.4	62	27.4	70	61.4	66	77.3	64	82.8	57	56.1	55	72.7	49	85.7
Mills	69	58.0	75	46.7	72	37.5	32	56.3	31	58.1	28	78.6	14	28.6	31	19.4	36	16.7
ACE 1.0	224	124	245	44.9	230	37.0	184	62.0	179	70.9	171	80.1	153	51.0	153	54.2	161	60.9
Comp 1.0	278	17.4	295	58.6	253	65.2	222	60.4	213	65.7	212	63.7	197	55.8	193	52.8	185	65.4
District	11,492	51.1	11,699	53.7	10,824	57.7	10,108	50.5	10,212	52.4	10,124	54.1	9,526	51.2	9,976	51.1	9,505	55.3
Grade One																		
Blanton	80	45.0	79	40.5	78	37.2	82	58.5	78	64.1	73	63.0	91	56.0	92	48.9	92	55.4
U. Lee	83	28.9	92	26.1	32	21.9	76	68.4	74	78.4	71	85.9	57	66.7	54	63.0	49	81.6
Mills	56	41.1	55	40.0	37	27.0	24	8.3	24	54.2	23	47.8	30	43.3	30	50.0	24	66.7
ACE 1.0	219	83	226	34.5	147	31.3	182	56.0	176	68.8	167	70.7	178	57.3	176	53.4	165	64.8
Comp 1.0	308	18.6	300	53.3	246	61.8	243	49.8	225	56.0	239	64.0	218	48.6	215	55.3	207	57.0
District	12,796	45.9	12,691	47.9	11,744	51.6	10,914	47.0	10,911	49.3	10,936	54.5	10,214	48.6	10,613	47.7	10,322	53.8
Grade Two																		
Blanton	51	27.5	89	27.0	86	24.4	110	70.9	105	77.1	104	78.8	72	66.7	70	71.4	69	79.7
U. Lee	97	18.6	101	25.7	44	20.5	79	39.2	78	55.1	70	52.9	55	60.0	73	65.8	71	56.3
Mills	74	28.4	69	21.7	53	30.2	48	64.6	44	70.5	39	82.1	28	32.1	27	33.3	23	43.5
ACE 1.0	222	53	259	25.1	183	25.1	237	59.1	227	68.3	213	70.9	155	58.1	170	62.9	163	64.4
Comp 1.0	289	130	319	46.1	285	44.6	240	60.0	218	63.8	227	65.2	228	53.1	223	56.5	236	57.2
District	12,465	42.9	12,393	44.1	11,554	44.5	11,147	54.2	10,955	54.9	10,911	55.2	10,229	53.9	10,607	52.4	10,225	54.7

Source: District *ISIP* files dated October 18, 2016 (2014-15 BOY), June 17, 2016 (2014-15 MOY and EOY), November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), June 3, 2018 (2017-18 EOY), November 5, 2019 (2018-19 BOY), February 4, 2019 (2018-19 MOY), and June 5, 2019 (2018-19 EOY) for students enrolled on the PEIMS snapshot dates of October 31, 2015 (2014-15), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *Istition's Indicators of Progress*. PEIMS = Public Education Information Management System. BOY = beginning of year. MOY = middle of year. EOY = end of year. Testing windows are provided in Appendix I.

Appendix K Table 2: One- And Four- Year ACE 1.0 Tier 1 *ISIP* Trends by Campus - Combined English and Spanish

Campus	1 Yr Tier 1 Δ (2017-18 to 2018-19)			4 Yr Tier 1 Δ (2014-15 to 2018-19)		
	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten						
Blanton	-13.4	-15.5	-12.7	-17.1	2.1	23.1
U. Lee	-5.3	-4.6	2.9	17.7	40.3	58.3
Mills	-27.7	-38.7	-61.9	-29.4	-27.3	-20.8
ACE 1.0	-11.0	-16.7	-19.2	-73.0	9.3	23.9
Comp 1.0	-4.6	-12.9	1.7	38.4	-5.8	0.2
District	0.7	-1.3	1.2	0.1	-2.6	-2.4
Grade One						
Blanton	-2.5	-15.2	-7.6	11.0	8.4	18.2
U. Lee	-1.7	-15.4	-4.3	37.8	36.9	59.7
Mills	35.0	-4.2	18.9	2.2	10.0	39.7
ACE 1.0	1.3	-15.4	-5.9	-25.7	18.9	33.5
Comp 1.0	-1.2	-0.7	-7.0	30.0	2.0	-4.8
District	1.6	-1.6	-0.7	2.7	-0.2	2.2
Grade Two						
Blanton	-4.2	-5.7	0.9	39.2	44.4	55.3
U. Lee	20.8	10.7	3.4	41.4	40.1	35.8
Mills	-32.5	-37.2	-38.6	3.7	11.6	13.3
ACE 1.0	-1.0	-5.4	-6.5	5.1	37.8	39.3
Comp 1.0	-6.9	-7.3	-8.0	-76.9	10.4	12.6
District	-0.3	-2.5	-0.5	11.0	8.3	10.2

Source: District *ISIP* files dated October 18, 2016 (2014-15 BOY), June 17, 2016 (2014-15 MOY and EOY), November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), June 3, 2018 (2017-18 EOY), November 5, 2019 (2018-19 BOY), February 4, 2019 (2018-19 MOY), and June 5, 2019 (2018-19 EOY) for students enrolled on the PEIMS snapshot dates of October 31, 2015 (2014-15), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *I*station's *I*ndicators of *P*rogress. PEIMS = Public Education Information Management System. BOY = beginning of year. MOY = middle of year. EOY = end of year. Yr = year. Δ = difference. Dates for windows are provided in Appendix I. Sample sizes are provided in Appendix K.

Appendix K Table 3: 2014-15, 2017-18, and 2018-19 ACE 1.0 Tier 1 *ISIP* Rates by Campus - English

Campus	2014-15						2017-18						2018-19					
	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %
Kindergarten																		
Blanton	32	65.6	48	35.4	48	18.8	27	48.1	27	74.1	26	69.2	28	28.6	14	50.0	23	52.2
U. Lee	55	25.5	49	26.5	49	22.4	52	50.0	48	68.8	46	78.3	44	50.0	42	73.8	36	86.1
Mills	39	48.7	43	37.2	42	33.3	20	55.0	19	47.4	16	62.5	14	28.6	15	13.3	19	15.8
ACE 1.0	126	54	140	32.9	139	24.5	99	50.5	94	66.0	88	72.7	86	39.5	71	56.3	78	59.0
Comp 1.0	87	41	99	45.5	94	45.7	58	44.8	54	48.1	54	55.6	58	39.7	56	39.3	51	62.7
District	5,945	39.6	6,107	43.7	5,516	49.0	5,148	43.2	5,148	43.5	5,051	45.5	4,898	45.5	5,158	42.9	4,801	48.6
Grade One																		
Blanton	36	25.0	37	10.8	36	16.7	29	44.8	28	42.9	30	36.7	35	34.3	36	33.3	36	36.1
U. Lee	64	18.8	66	15.2	12	16.7	45	66.7	44	77.3	42	78.6	36	52.8	34	47.1	29	72.4
Mills	29	34.5	28	17.9	24	25.0	10	0.0	10	30.0	10	50.0	18	50.0	17	52.9	10	60.0
ACE 1.0	129	31	131	14.5	72	19.4	84	51.2	82	59.8	82	59.8	89	44.9	87	42.5	75	53.3
Comp 1.0	99	45	94	40.4	90	50.0	68	27.9	63	36.5	59	44.1	70	35.7	68	38.2	62	41.9
District	6,919	34.9	6,782	34.0	6,160	38.4	5,583	38.3	5,598	42.2	5,610	46.4	5,326	40.4	5,603	42.2	5,294	47.0
Grade Two																		
Blanton	36	8.3	40	2.5	41	7.3	52	57.7	50	68.0	49	67.3	32	34.3	36	33.3	36	36.1
U. Lee	72	11.1	65	16.9	22	9.1	55	40.0	54	53.7	46	50.0	47	61.7	44	65.9	43	60.5
Mills	45	8.9	40	10.0	39	20.5	31	64.5	27	66.7	22	72.7	12	16.7	12	25.0	8	25.0
ACE 1.0	153	15	145	11.0	102	12.7	138	52.2	131	61.8	117	61.5	91	54.9	89	56.2	82	56.1
Comp 1.0	112	38	113	25.7	105	27.6	73	46.6	68	51.5	69	58.0	56	35.7	54	37.0	67	44.8
District	6,885	30.0	6,717	33.1	6,280	35.7	5,913	49.1	5,845	52.7	5,778	55.4	5,457	48.8	5,614	51.5	5,313	55.7

Source: District *ISIP* files dated October 18, 2016 (2014-15 BOY), June 17, 2016 (2014-15 MOY and EOY), November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), June 3, 2018 (2017-18 EOY), November 5, 2019 (2018-19 BOY), February 4, 2019 (2018-19 MOY), and June 5, 2019 (2018-19 EOY) for students enrolled on the PEIMS snapshot dates of October 31, 2015 (2014-15), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *I*station's *I*ndicators of *P*rogress. PEIMS = Public Education Information Management System. BOY = beginning of year. MOY = middle of year. EOY = end of year. Testing windows are provided in Appendix I.

Appendix K Table 4: One- And Four- Year ACE 1.0 Tier 1 *ISIP* Trends by Campus - English

Campus	1 Yr Tier 1 Δ (2017-18 to 2018-19)			4 Yr Tier 1 Δ (2014-15 to 2018-19)		
	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten						
Blanton	-19.5	-24.1	-17.0	-37.0	14.6	33.4
U. Lee	0.0	5.0	7.8	24.5	47.3	63.7
Mills	-26.4	-34.1	-46.7	-20.1	-23.9	-17.5
ACE 1.0	-11.0	-9.7	-13.7	-14.5	23.4	34.5
Comp 1.0	-5.1	-8.8	7.1	-1.3	-6.2	17.0
District	2.3	-0.6	3.1	5.9	-0.8	-0.4
Grade One						
Blanton	-10.5	-9.6	-0.6	9.3	22.5	19.4
U. Lee	-13.9	-30.2	-6.2	34.0	31.9	55.7
Mills	50.0	22.9	10.0	15.5	35.0	35.0
ACE 1.0	-6.3	-17.3	-6.5	13.9	28.0	33.9
Comp 1.0	7.8	1.7	-2.2	-9.3	-2.2	-8.1
District	2.1	0.0	0.6	5.5	8.2	8.6
Grade Two						
Blanton	-23.4	-34.7	-31.2	26.0	30.8	28.8
U. Lee	21.7	12.2	10.5	50.6	49.0	51.4
Mills	-47.8	-41.7	-47.7	7.8	15.0	4.5
ACE 1.0	2.7	-5.6	-5.4	39.9	45.2	43.4
Comp 1.0	-10.9	-14.5	-13.2	-2.3	11.3	17.2
District	-0.3	-1.2	0.3	18.8	18.4	20.0

Source: District *ISIP* files dated October 18, 2016 (2014-15 BOY), June 17, 2016 (2014-15 MOY and EOY), November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), June 3, 2018 (2017-18 EOY), November 5, 2019 (2018-19 BOY), February 4, 2019 (2018-19 MOY), and June 5, 2019 (2018-19 EOY) for students enrolled on the PEIMS snapshot dates of October 31, 2015 (2014-15), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *Isation's Indicators of Progress*. PEIMS = Public Education Information Management System. BOY = beginning of year. MOY = middle of year. EOY = end of year. Yr = year. Δ = difference. Dates for windows are provided in Appendix I. Sample sizes are provided in Appendix K.

Appendix K Table 5: 2014-15, 2017-18, and 2018-19 ACE 1.0 Tier 1 *ISIP* Rates by Campus - Spanish

Campus	2014-15						2017-18						2018-19					
	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %
Kindergarten																		
Blanton	50	70.0	48	70.8	48	66.7	55	72.7	55	69.1	53	83.0	54	63.0	44	65.9	44	86.4
U. Lee	18	77.8	25	44.0	13	46.2	18	94.4	18	100.0	18	94.4	13	76.9	18	66.7	43	65.1
Mills	30	70.0	32	59.4	30	43.3	12	58.3	12	75.0	12	100.0	-	-	-	-	-	-
ACE 1.0	98	70	105	61.0	91	56.0	85	75.3	85	76.5	83	88.0	67	65.7	82	52.4	83	62.7
Comp 1.0	191	13.3	196	65.3	159	76.7	164	65.9	159	71.7	158	66.5	139	62.6	137	58.4	134	66.4
District	5,547	63.4	5,592	64.7	5,308	66.7	4,960	58.1	5,064	61.6	5,073	62.7	4,628	57.2	4,818	60.0	4,704	62.1
Grade One																		
Blanton	44	61.4	42	66.7	42	54.8	53	66.0	50	76.0	43	81.4	56	69.6	56	58.9	56	67.9
U. Lee	19	63.2	26	53.8	20	25.0	31	71.0	30	80.0	29	96.6	21	90.5	20	90.0	20	95.0
Mills	27	48.1	27	63.0	13	30.8	14	14.3	14	71.4	13	46.2	12	33.3	13	46.2	14	71.4
ACE 1.0	90	52	95	62.1	75	42.7	98	60.2	94	76.6	85	81.2	89	69.7	89	64.0	90	74.4
Comp 1.0	209	14.1	206	59.2	156	68.6	175	58.3	162	63.6	180	70.6	148	54.7	147	63.3	145	63.4
District	5,877	58.9	5,909	63.8	5,584	66.1	5,331	56.1	5,313	56.8	5,326	63.0	4,888	57.5	5,010	53.9	5,028	61.0
Grade Two																		
Blanton	15	73.3	49	46.9	45	40.0	58	82.8	55	85.5	55	89.1	40	72.5	37	86.5	38	97.4
U. Lee	25	40.0	36	41.7	22	31.8	24	37.5	24	58.3	24	58.3	8	50.0	29	65.5	28	50.0
Mills	29	58.6	29	37.9	14	57.1	17	64.7	17	76.5	17	94.1	16	43.8	15	40.0	15	53.3
ACE 1.0	69	38	114	43.0	81	40.7	99	68.7	96	77.1	96	82.3	64	62.5	81	70.4	81	72.8
Comp 1.0	177	92	206	57.3	180	54.4	167	65.9	150	69.3	158	68.4	172	58.7	169	62.7	169	62.1
District	5,580	58.8	5,676	57.0	5,274	54.9	5,234	60.0	5,110	57.4	5,133	55.0	4,772	59.7	4,993	53.3	4,912	53.7

Source: District *ISIP* files dated October 18, 2016 (2014-15 BOY), June 17, 2016 (2014-15 MOY and EOY), November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), June 3, 2018 (2017-18 EOY), November 5, 2019 (2018-19 BOY), February 4, 2019 (2018-19 MOY), and June 5, 2019 (2018-19 EOY) for students enrolled on the PEIMS snapshot dates of October 31, 2015 (2014-15), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *I*station's *I*ndicators of *P*rogress. PEIMS = Public Education Information Management System. BOY = beginning of year. MOY = middle of year. EOY = end of year. Testing windows are provided in Appendix I.

Appendix K Table 6: One- And Four- Year ACE 1.0 Tier 1 *ISIP* Trends by Campus - Spanish

Campus	1 Yr Tier 1 Δ (2017-18 to 2018-19)			4 Yr Tier 1 Δ (2014-15 to 2018-19)		
	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten						
Blanton	-9.7	-3.2	3.4	-7.0	-4.9	19.7
U. Lee	-17.5	-33.3	-29.3	-0.9	22.7	18.9
Mills	-	-	-	-	-	-
ACE 1.0	-9.6	-24.1	-25.3	-4.3	-8.6	6.7
Comp 1.0	-3.3	-13.3	-0.1	49.3	-6.9	-10.3
District	-0.9	-1.6	-0.6	-6.2	-4.7	-4.6
Grade One						
Blanton	3.6	-17.1	-13.5	8.2	-7.8	13.1
U. Lee	19.5	10.0	-1.6	27.3	36.2	70.0
Mills	19.0	-25.2	25.2	-14.8	-16.8	40.6
ACE 1.0	9.5	-12.6	-6.8	17.7	1.9	31.7
Comp 1.0	-3.6	-0.3	-7.2	40.6	4.1	-5.2
District	1.4	-2.9	-2.0	-1.4	-9.9	-5.1
Grade Two						
Blanton	-10.3	1.0	8.3	-0.8	39.6	57.4
U. Lee	12.5	7.2	-8.3	10.0	23.8	18.2
Mills	-21.0	-36.5	-40.8	-14.9	2.1	-3.8
ACE 1.0	-6.2	-6.7	-9.5	24.5	27.4	32.1
Comp 1.0	-7.2	-6.6	-6.3	-33.3	5.4	7.7
District	-0.3	-4.1	-1.3	0.9	-3.7	-1.2

Source: District *ISIP* files dated October 18, 2016 (2014-15 BOY), June 17, 2016 (2014-15 MOY and EOY), November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), June 3, 2018 (2017-18 EOY), November 5, 2019 (2018-19 BOY), February 4, 2019 (2018-19 MOY), and June 5, 2019 (2018-19 EOY) for students enrolled on the PEIMS snapshot dates of October 31, 2015 (2014-15), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *Islation's Indicators of Progress*. PEIMS = Public Education Information Management System. BOY = beginning of year. MOY = middle of year. EOY = end of year. Yr = year. Δ = difference. Dates for windows are provided in Appendix I. Sample sizes are provided in Appendix K.

Appendix K Table 7: 2016-17, 2017-18, and 2018-19 ACE 2.0 Tier 1 *ISIP* Rates by Campus - Combined English and Spanish

Campus	2016-17						2017-18						2018-19					
	BOY	BOY	MOY	MOY	EOY	EOY	BOY	BOY	MOY	MOY	EOY	EOY	BOY	BOY	MOY	MOY	EOY	EOY
	Test	Tier 1	Test	Tier 1	Test	Tier 1	Test	Tier 1	Test	Tier 1	Test	Tier 1	Test	Tier 1	Test	Tier 1	Test	Tier 1
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Kindergarten																		
Carr	76	42.1	73	39.7	71	35.2	84	33.3	82	39.0	78	66.7	22	68.2	22	77.3	22	90.9
Ervin	73	35.6	64	34.4	61	29.5	57	28.1	61	34.4	54	37.0	80	52.5	77	66.2	74	77.0
Titche	110	45.5	100	43.0	98	41.8	75	56.0	74	73.0	71	78.9	89	41.6	82	57.3	80	86.3
ACE 2.0	259	41.7	237	39.7	230	36.5	216	39.8	217	49.3	203	63.1	191	49.2	181	63.5	176	83.0
Comp 2.0	164	48.8	152	49.3	152	47.4	133	44.4	127	52.0	114	47.4	155	41.3	148	51.4	154	35.7
District	11,492	51.1	11,699	53.7	10,824	57.7	10,108	50.5	10,212	52.4	10,124	54.1	9,526	51.2	9,976	51.1	9,505	55.3
Grade One																		
Carr	99	23.2	101	25.7	73	28.8	74	29.7	72	20.8	66	19.7	45	48.9	47	48.9	45	75.6
Ervin	94	27.7	89	21.3	89	25.8	77	13.0	75	29.3	70	44.3	68	27.9	65	49.2	61	77.0
Titche	100	30.0	90	28.9	92	32.6	98	38.8	90	61.1	88	65.9	86	51.2	83	0.0	76	81.6
ACE 2.0	293	27.0	280	25.4	254	29.1	249	28.1	237	38.8	224	45.5	199	42.7	195	55.4	182	78.6
Comp 2.0	243	40.3	216	38.0	231	45.5	222	36.9	229	42.8	220	53.6	208	40.4	188	36.2	196	41.8
District	12,796	45.9	12,691	47.9	11,744	51.6	10,914	47.0	10,911	49.3	10,936	54.5	10,214	48.6	10,613	47.7	10,322	53.8
Grade Two																		
Carr	60	35.0	97	41.2	65	36.9	86	23.3	89	25.8	75	40.0	49	26.5	50	28.0	44	63.6
Ervin	63	39.7	66	42.4	71	28.2	79	32.9	72	36.1	71	45.1	78	38.5	78	50.0	68	77.9
Titche	124	42.7	111	52.3	114	50.0	78	35.9	70	55.7	69	71.0	94	55.3	95	67.4	94	75.5
ACE 2.0	247	40.1	274	46.0	250	40.4	243	30.5	231	38.1	215	51.6	221	43.0	223	52.5	206	73.8
Comp 2.0	216	60.2	219	65.8	209	62.7	227	46.3	215	53.0	218	53.7	223	48.4	189	61.9	186	57.0
District	12,465	42.9	12,393	44.1	11,554	44.5	11,147	54.2	10,955	54.9	10,911	55.2	10,229	53.9	10,607	52.4	10,225	54.7

Source: District *ISIP* files dated October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), June 3, 2018 (2017-18 EOY), November 5, 2019 (2018-19 BOY), February 4, 2019 (2018-19 MOY), and June 5, 2019 (2018-19 EOY) for students enrolled on the PEIMS snapshot dates of October 28, 2015 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *Istition's Indicators of Progress*. PEIMS = Public Education Information Management System. BOY = beginning of year. MOY = middle of year. EOY = end of year. ^a = Because Carr and Carver merged in 2017-18, 2016-17 scores include both Carr and Carver, and 2017-18 and 2018-19 scores include Carr only. Testing windows are provided in Appendix I.

Appendix K Table 8: One- And Two- Year ACE 2.0 Tier 1 *ISIP* Trends by Campus - Combined English and Spanish

Campus	1 Yr Tier 1 Δ (2017-18 to 2018-19)			2 Yr Tier 1 Δ (2016-17 to 2018-19)		
	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten						
Carr	34.9	38.3	24.2	26.1	37.6	55.7
Ervin	24.4	31.8	40.0	16.9	31.8	47.5
Titche	-14.4	-15.7	7.3	-3.9	14.3	44.5
ACE 2.0	9.4	14.2	19.9	7.5	23.8	46.5
Comp 2.0	-3.1	-0.6	-11.7	-7.5	2.1	-11.7
District	0.7	-1.3	1.2	0.1	-2.6	-2.4
Grade One						
Carr	19.2	28.1	55.9	25.7	23.2	46.8
Ervin	14.9	19.9	32.7	0.2	27.9	51.2
Titche	12.4	-61.1	15.7	21.2	-28.9	49.0
ACE 2.0	14.6	16.6	33.1	15.7	30.0	49.5
Comp 2.0	3.5	-6.6	-11.8	0.1	-1.8	-3.7
District	1.6	-1.6	-0.7	2.7	-0.2	2.2
Grade Two						
Carr	3.2	2.2	23.6	-8.5	-13.2	26.7
Ervin	5.6	13.9	32.8	-1.2	7.6	49.7
Titche	19.4	11.7	4.5	12.6	15.1	25.5
ACE 2.0	12.5	14.4	22.2	2.9	6.5	33.4
Comp 2.0	2.1	8.9	3.3	-11.8	-3.9	-5.7
District	-0.3	-2.5	-0.5	11.0	8.3	10.2

Source: District *ISIP* files dated October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), June 3, 2018 (2017-18 EOY), November 5, 2019 (2018-19 BOY), February 4, 2019 (2018-19 MOY), and June 5, 2019 (2018-19 EOY) for students enrolled on the PEIMS snapshot dates of October 28, 2015 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *Islation's Indicators of Progress*. PEIMS = Public Education Information Management System. BOY = beginning of year. MOY = middle of year. EOY = end of year. Yr = year. Δ = difference. ^a = Because Carr and Carver merged in 2017-18, 2016-17 scores include both Carr and Carver, and 2017-18 and 2018-19 scores include Carr only. Testing windows are provided in Appendix I. Sample sizes are provided in Appendix K.

Appendix K Table 9: 2016-17, 2017-18, and 2018-19 ACE 2.0 Tier 1 *ISIP* Rates by Campus - English

Campus	2016-17						2017-18						2018-19					
	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %
Kindergarten																		
Carr	66	40.9	63	41.3	59	33.9	66	22.7	64	28.1	60	61.7	12	50.0	12	58.3	12	83.3
Ervin	64	31.3	54	22.2	52	19.2	53	24.5	57	31.5	50	34.0	61	44.3	59	66.1	56	71.4
Titche	57	24.6	41	19.5	41	19.5	43	41.9	42	57.1	38	60.5	54	25.9	49	42.9	49	79.6
ACE 2.0	187	32.6	158	29.1	152	25.0	162	28.4	163	36.8	148	52.0	127	37.0	120	55.8	117	76.1
Comp 2.0	66	45.5	54	35.2	56	37.5	63	41.3	58	44.8	45	42.2	71	39.4	66	47.0	72	33.3
District	5,945	39.6	6,107	43.7	5,516	49.0	5,148	43.2	5,148	43.5	5,051	45.5	4,898	45.5	5,158	42.9	4,801	48.6
Grade One																		
Carr	87	20.7	83	19.3	54	16.7	58	20.7	56	14.3	50	22.0	28	32.1	30	30.0	28	60.7
Ervin	85	25.9	79	17.7	78	23.1	66	9.1	64	25.0	59	37.3	63	25.4	60	48.3	56	78.6
Titche	59	16.9	51	15.7	51	19.6	50	16.0	41	26.8	41	36.6	47	34.0	45	46.7	38	68.4
ACE 2.0	231	21.6	213	17.8	183	20.2	174	14.9	161	21.7	150	32.0	138	29.7	135	43.7	122	71.3
Comp 2.0	135	28.9	135	30.4	132	28.0	105	25.7	114	32.5	105	42.9	122	35.2	124	29.0	113	31.9
District	6,919	34.9	6,782	34.0	6,160	38.4	5,583	38.3	5,598	42.2	5,610	46.4	5,326	40.4	5,603	42.2	5,294	47.0
Grade Two																		
Carr	43	34.9	76	39.5	53	35.8	70	24.3	72	25.0	64	42.2	39	23.1	40	27.5	34	61.8
Ervin	56	33.9	58	39.7	63	23.8	71	32.4	64	31.3	63	41.3	64	28.1	64	40.6	54	74.1
Titche	72	30.6	60	40.0	59	49.2	45	24.4	36	47.2	37	62.2	45	28.9	44	40.9	43	53.5
ACE 2.0	171	32.7	194	39.7	175	36.0	186	27.4	172	32.0	164	46.3	148	27.0	148	37.2	131	64.1
Comp 2.0	122	49.2	123	52.8	123	52.0	136	41.9	128	44.5	130	46.2	124	46.8	85	49.4	83	51.8
District	6,885	30.0	6,717	33.1	6,280	35.7	5,913	49.1	5,845	52.7	5,778	55.4	5,457	48.8	5,614	51.5	5,313	55.7

Source: District *ISIP* files dated October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), June 3, 2018 (2017-18 EOY), November 5, 2019 (2018-19 BOY), February 4, 2019 (2018-19 MOY), and June 5, 2019 (2018-19 EOY) for students enrolled on the PEIMS snapshot dates of October 28, 2015 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *I*station's *I*ndicators of *P*rogress. PEIMS = Public Education Information Management System. BOY = beginning of year. MOY = middle of year. EOY = end of year. ^a= Because Carr and Carver merged in 2017-18, 2016-17 scores include both Carr and Carver, and 2017-18 and 2018-19 scores include Carr only. Testing windows are provided in Appendix I.

Appendix K Table 10: One- And Two- Year ACE 2.0 Tier 1 *ISIP* Trends by Campus - English

Campus	1 Yr Tier 1 Δ (2017-18 to 2018-19)			2 Yr Tier 1 Δ (2016-17 to 2018-19)		
	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten						
Carr	27.3	30.2	21.6	9.1	17.0	49.4
Ervin	19.7	34.5	37.4	13.0	43.9	52.2
Titche	-16.0	-14.2	19.1	1.3	23.4	60.1
ACE 2.0	8.6	19.0	24.1	4.4	26.7	51.1
Comp 2.0	-1.9	2.2	-8.9	-6.1	11.8	-4.2
District	2.3	-0.6	3.1	5.9	-0.8	-0.4
Grade One						
Carr	11.4	15.7	38.7	11.4	10.7	44.0
Ervin	16.3	23.3	41.3	-0.5	30.6	55.5
Titche	18.0	19.9	31.8	17.1	31.0	48.8
ACE 2.0	14.8	22.0	39.3	8.1	25.9	51.1
Comp 2.0	9.5	-3.5	-11.0	6.3	-1.4	3.9
District	2.1	0.0	0.6	5.5	8.2	8.6
Grade Two						
Carr	-1.2	2.5	19.6	-11.8	-12.0	26.0
Ervin	-4.3	9.375	32.8	-5.8	0.9	50.3
Titche	4.5	-6.3	-8.7	-1.7	0.9	4.3
ACE 2.0	-0.4	5.2	17.8	-5.7	-2.5	28.1
Comp 2.0	4.9	4.9	5.6	-2.4	-3.4	-0.2
District	-0.3	-1.2	0.3	18.8	18.4	20.0

Source: District *ISIP* files dated October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), June 3, 2018 (2017-18 EOY), November 5, 2019 (2018-19 BOY), February 4, 2019 (2018-19 MOY), and June 5, 2019 (2018-19 EOY) for students enrolled on the PEIMS snapshot dates of October 28, 2015 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *Isation's Indicators of Progress*. PEIMS = Public Education Information Management System. BOY = beginning of year. MOY = middle of year. EOY = end of year. Yr = year. Δ = difference. ^a= Because Carr and Carver merged in 2017-18, 2016-17 scores include both Carr and Carver, and 2017-18 and 2018-19 scores include Carr only. Dates for windows are provided in Appendix I. Sample sizes are provided in Appendix K.

Appendix K Table 11: 2016-17, 2017-18, and 2018-19 ACE 2.0 Tier 1 ISIP Rates by Campus - Spanish

Campus	2016-17						2017-18						2018-19					
	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %
Kindergarten																		
Carr	10	50.0	10	30.0	12	41.7	18	72.2	18	77.8	18	83.3	10	90.0	13	53.8	53	71.7
Ervin	9	66.7	10	100.0	9	88.9	4	75.0	4	75.0	4	75.0	19	78.9	10	100.0	12	50.0
Titche	53	67.9	59	59.3	57	57.9	32	75.0	32	93.8	33	100.0	35	65.7	48	25.0	17	17.6
ACE 2.0	72	65.3	79	60.8	78	59.0	54	74.1	54	87.0	55	92.7	64	73.4	61	78.7	59	96.6
Comp 2.0	98	51.0	98	57.1	96	53.1	70	47.1	69	58.0	69	50.7	84	42.9	82	54.9	82	37.8
District	5,547	63.4	5,592	64.7	5,308	66.7	4,960	58.1	5,064	61.6	5,073	62.7	4,628	57.2	4,818	60.0	4,704	62.1
Grade One																		
Carr	12	41.7	18	55.6	19	63.2	16	62.5	16	43.8	16	12.5	17	76.5	17	82.4	17	100.0
Ervin	9	44.4	10	50.0	11	45.5	11	36.4	11	54.5	11	81.8	5	60.0	5	60.0	5	60.0
Titche	41	48.8	39	46.2	41	48.8	48	62.5	49	89.8	47	91.5	39	71.8	38	84.2	38	94.7
ACE 2.0	62	46.8	67	49.3	71	52.1	75	58.7	76	75.0	74	73.0	61	72.1	60	81.7	60	93.3
Comp 2.0	108	54.6	81	50.6	99	68.7	117	47.0	115	53.0	115	63.5	86	47.7	64	50.0	83	55.4
District	5,877	58.9	5,909	63.8	5,584	66.1	5,331	56.1	5,313	56.8	5,326	63.0	4,888	57.5	5,010	53.9	5,028	61.0
Grade Two																		
Carr	17	35.3	21	47.6	12	41.7	16	18.8	17	29.4	11	27.3	10	40.0	10	30.0	10	70.0
Ervin	7	85.7	8	62.5	8	62.5	8	37.5	8	75.0	8	75.0	14	85.7	14	92.9	14	92.9
Titche	52	59.6	51	66.7	55	50.9	33	51.5	34	64.7	32	81.3	49	79.6	51	90.2	51	94.1
ACE 2.0	76	56.6	80	61.3	75	50.7	57	40.4	59	55.9	51	68.6	73	75.3	75	82.7	75	90.7
Comp 2.0	94	74.5	96	82.3	86	77.9	91	52.7	87	65.5	88	64.8	99	50.5	104	72.1	103	61.2
District	5,580	58.8	5,676	57.0	5,274	54.9	5,234	60.0	5,110	57.4	5,133	55.0	4,772	59.7	4,993	53.3	4,912	53.7

Source: District ISIP files dated October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), June 3, 2018 (2017-18 EOY), November 5, 2019 (2018-19 BOY), February 4, 2019 (2018-19 MOY), and June 5, 2019 (2018-19 EOY) for students enrolled on the PEIMS snapshot dates of October 28, 2015 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. ISIP = *Istacion's Indicators of Progress*. PEIMS = Public Education Information Management System. BOY = beginning of year. MOY = middle of year. EOY = end of year. ^a= Because Carr and Carver merged in 2017-18, 2016-17 scores include both Carr and Carver, and 2017-18 and 2018-19 scores include Carr only. Testing windows are provided in Appendix I.

Appendix K Table 12: One- And Two- Year ACE 2.0 Tier 1 *ISIP* Trends by Campus - Spanish

Campus	1 Yr Tier 1 Δ (2017-18 to 2018-19)			2 Yr Tier 1 Δ (2016-17 to 2018-19)		
	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten						
Carr	17.8	-24.0	-11.6	40.0	23.8	30.0
Ervin	3.9	25.0	-25.0	12.2	0.0	-38.9
Titche	-9.3	-68.8	-82.4	-2.2	-34.3	-40.3
ACE 2.0	-0.7	-8.3	3.9	8.1	17.9	37.6
Comp 2.0	-4.2	-3.1	-12.9	-8.1	-2.2	-15.3
District	-0.9	-1.6	-0.6	-6.2	-4.7	-4.6
Grade One						
Carr	14.0	38.6	87.5	34.8	26.8	36.8
Ervin	23.6	5.5	-21.8	15.6	10.0	14.5
Titche	9.3	-5.6	3.2	23.0	38.0	45.9
ACE 2.0	13.4	6.7	20.3	25.3	32.4	41.2
Comp 2.0	0.7	-3.0	-8.1	-6.9	-0.6	-13.3
District	1.4	-2.9	-2.0	-1.4	-9.9	-5.1
Grade Two						
Carr	21.3	0.6	42.7	4.7	-17.6	28.3
Ervin	48.2	17.9	17.9	0.0	30.4	30.4
Titche	28.1	25.5	12.8	20.0	23.5	43.2
ACE 2.0	34.9	26.8	22.1	18.7	21.4	40.0
Comp 2.0	-2.2	6.6	-3.6	-24.0	-10.2	-16.7
District	-0.3	-4.1	-1.3	0.9	-3.7	-1.2

Source: District *ISIP* files dated October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), June 3, 2018 (2017-18 EOY), November 5, 2019 (2018-19 BOY), February 4, 2019 (2018-19 MOY), and June 5, 2019 (2018-19 EOY) for students enrolled on the PEIMS snapshot dates of October 28, 2015 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *I*station's *I*ndicators of *P*rogress. PEIMS = Public Education Information Management System. BOY = beginning of year. MOY = middle of year. EOY = end of year. Yr = year. Δ = difference. ^a= Because Carr and Carver merged in 2017-18, 2016-17 scores include both Carr and Carver, and 2017-18 and 2018-19 scores include Carr only. Dates for windows are provided in Appendix I. Sample sizes are provided in Appendix K.

Appendix K Table 13: 2017-18 and 2018-19 ACE Leadership 3.0 Tier 1 *ISIP* Rates by Campus - Combined English and Spanish

Campus	2017-18						2018-19					
	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %
Kindergarten												
Chavez	40	37.5	43	39.5	23	56.5	83	42.2	83	53.0	82	80.5
Dunbar	84	32.1	80	27.5	73	26.0	48	37.5	44	43.2	42	40.5
Hotchkiss	77	49.4	74	41.9	80	28.8	79	53.2	81	29.6	77	76.6
King	53	22.6	53	30.2	51	15.7	54	40.7	49	42.9	47	93.6
Maple Lawn	62	50.0	61	52.5	59	45.8	80	28.8	80	25.0	73	42.5
Pease	57	45.6	52	73.1	47	57.4	73	27.4	65	58.5	57	89.5
Rhoads	95	28.4	96	42.7	88	45.5	72	40.3	84	77.4	81	84.0
ACE 3.0	468	37.6	459	42.9	421	37.3	489	38.7	486	47.5	459	73.2
Comp 3.0	427	46.8	426	41.3	411	40.4	350	45.4	378	43.7	265	42.6
District	10,108	50.5	10,212	52.4	10,124	54.1	9,526	51.2	9,976	51.1	9,505	55.3
Grade One												
Chavez	55	30.9	53	41.5	45	35.6	85	37.6	83	47.0	78	51.3
Dunbar	75	24.0	74	20.3	71	19.7	67	23.9	61	42.6	58	46.6
Hotchkiss	87	33.3	102	40.2	98	46.9	103	44.7	107	43.9	98	64.3
King	65	29.2	60	38.3	56	39.3	59	35.6	56	41.1	54	74.1
Maple Lawn	48	45.8	47	55.3	47	55.3	86	34.9	87	46.0	85	65.9
Pease	66	28.8	55	45.5	52	63.5	58	34.5	58	50.0	55	67.3
Rhoads	100	39.0	97	32.0	96	49.0	85	35.3	90	47.8	87	72.4
ACE 3.0	496	32.9	488	37.5	465	43.9	543	35.9	542	45.6	515	63.3
Comp 3.0	452	41.2	440	43.6	429	45.9	367	36.2	371	42.3	330	48.8
District	10,914	47.0	10,911	49.3	10,936	54.5	10,214	48.6	10,613	47.7	10,322	53.8
Grade Two												
Chavez	74	54.1	63	47.6	64	53.1	88	37.5	84	44.0	80	53.8
Dunbar	83	30.1	68	35.3	77	31.2	56	19.6	50	44.0	51	58.8
Hotchkiss	111	48.6	107	37.4	103	36.9	95	62.1	94	55.3	91	76.9
King	59	39.0	47	53.2	49	36.7	56	41.1	56	58.9	56	78.6
Maple Lawn	66	50.0	67	55.2	66	47.0	79	43.0	78	39.7	73	54.8
Pease	81	30.9	80	32.5	74	55.4	56	28.6	57	42.1	55	47.3
Rhoads	112	26.8	87	27.6	104	27.9	49	32.7	87	33.3	73	54.8
ACE 3.0	586	39.2	519	39.7	537	40.0	479	40.1	506	45.1	479	61.2
Comp 3.0	493	51.1	481	52.2	445	55.7	419	49.9	400	46.5	382	49.0
District	11,147	54.2	10,955	54.9	10,911	55.2	10,229	53.9	10,607	52.4	10,225	54.7

Source: District *ISIP* files dated November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), June 3, 2018 (2017-18 EOY), November 5, 2019 (2018-19 BOY), February 4, 2019 (2018-19 MOY), and June 5, 2019 (2018-19 EOY) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *I*station's *I*ndicators of *P*rogress. PEIMS = Public Education Information Management System. BOY = beginning of year. MOY = middle of year. EOY = end of year. Testing windows are provided in Appendix I.

Appendix K Table 14: 2017-18 and 2018-19 ACE Leadership 3.0 Tier 1 *ISIP* Rates by Campus - Combined English and Spanish

Campus	1 Yr Tier 1 Δ (2017-18 to 2018-19)		
	BOY	MOY	EOY
Kindergarten			
Chavez	4.7	13.5	24.0
Dunbar	5.4	15.7	14.5
Hotchkiss	3.8	-12.3	47.9
King	18.1	12.7	77.9
Maple Lawn	-21.3	-27.5	-3.3
Pease	-18.2	-14.6	32.1
Rhoads	11.9	34.7	38.5
ACE 3.0	1.1	4.6	35.9
Comp 3.0	-1.4	2.4	2.2
District	0.7	-1.3	1.2
Grade One			
Chavez	6.7	5.5	15.7
Dunbar	-0.1	22.3	26.9
Hotchkiss	11.4	3.7	17.4
King	6.4	2.8	34.8
Maple Lawn	-10.9	-9.3	10.6
Pease	5.7	4.5	3.8
Rhoads	-3.7	15.8	23.4
ACE 3.0	3.0	8.1	19.4
Comp 3.0	-5.0	-1.3	2.9
District	1.6	-1.6	-0.7
Grade Two			
Chavez	-16.6	-3.6	0.6
Dunbar	-10.5	8.7	27.6
Hotchkiss	13.5	17.9	40.0
King	2.1	5.7	41.9
Maple Lawn	-7.0	-15.5	7.8
Pease	-2.3	9.6	-8.1
Rhoads	5.9	5.7	26.9
ACE 3.0	0.9	5.4	21.2
Comp 3.0	-1.2	-5.7	-6.7
District	-0.3	-2.5	-0.5

Source: District *ISIP* files dated November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), June 3, 2018 (2017-18 EOY), November 5, 2019 (2018-19 BOY), February 4, 2019 (2018-19 MOY), and June 5, 2019 (2018-19 EOY) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *I*station's *I*ndicators of *P*rogress. PEIMS = Public Education Information Management System. BOY = beginning of year. MOY = middle of year. EOY = end of year. Yr = year. Δ = difference. Dates for windows are provided in Appendix I. Sample sizes are provided in Appendix K.

Appendix K Table 15: 2017-18 and 2018-19 ACE Leadership 3.0 Tier 1 *ISIP* Rates by Campus – English

Campus	2017-18						2018-19					
	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %
Kindergarten												
Chavez	22	27.3	22	9.1	2	0.0	49	34.7	49	49.0	48	85.4
Dunbar	75	28.0	71	25.4	64	21.9	37	27.0	33	36.4	30	36.7
Hotchkiss	29	24.1	28	25.0	34	14.7	35	42.9	37	18.9	34	91.2
King	41	9.8	41	22.0	39	12.8	44	31.8	39	28.2	37	91.9
Maple Lawn	16	37.5	15	33.3	14	21.4	41	22.0	32	25.0	24	41.7
Pease	57	45.6	52	73.1	47	57.4	73	27.4	65	58.5	57	89.5
Rhoads	73	28.8	73	39.7	65	41.5	54	31.5	58	74.1	55	81.8
ACE 3.0	313	29.1	302	35.8	265	30.6	333	30.6	313	45.7	285	78.2
Comp 3.0	233	41.6	232	30.6	220	33.2	178	36.0	188	28.7	145	23.4
District	5,148	43.2	5,148	43.5	5,051	45.5	4,898	45.5	5,158	42.9	4,801	48.6
Grade One												
Chavez	42	21.4	40	30.0	34	29.4	55	34.5	53	37.7	48	41.7
Dunbar	68	20.6	67	14.9	64	15.6	58	17.2	52	32.7	50	42.0
Hotchkiss	47	21.3	58	32.8	54	33.3	55	32.7	61	36.1	52	50.0
King	57	26.3	52	34.6	48	37.5	46	28.3	43	41.9	41	82.9
Maple Lawn	15	46.7	15	60.0	15	40.0	40	10.0	40	12.5	40	40.0
Pease	66	28.8	55	45.5	52	63.5	58	34.5	58	50.0	55	67.3
Rhoads	61	36.1	59	28.8	56	48.2	68	32.4	63	47.6	60	66.7
ACE 3.0	356	27.0	346	31.8	323	37.8	380	27.9	370	38.1	346	56.1
Comp 3.0	287	31.7	266	35.3	259	34.4	183	31.7	194	31.4	161	33.5
District	5,583	38.3	5,598	42.2	5,610	46.4	5,326	40.4	5,603	42.2	5,294	47.0
Grade Two												
Chavez	37	40.5	24	29.2	26	53.8	69	34.8	65	36.9	61	47.5
Dunbar	73	28.8	58	27.6	67	23.9	48	16.7	43	41.9	44	61.4
Hotchkiss	59	42.4	58	41.4	54	51.9	48	52.1	50	52.0	46	71.7
King	50	34.0	39	51.3	41	39.0	46	43.5	45	55.6	45	77.8
Maple Lawn	25	52.0	25	60.0	24	54.2	44	43.2	43	44.2	37	51.4
Pease	81	30.9	80	32.5	74	55.4	56	28.6	57	42.1	55	47.3
Rhoads	75	18.7	56	19.6	71	23.9	39	30.8	51	43.1	52	42.3
ACE 3.0	400	32.5	340	35.0	357	40.6	350	35.4	354	44.6	340	56.2
Comp 3.0	265	45.7	254	47.6	221	48.4	252	44.4	237	42.6	223	49.0
District	5,913	49.1	5,845	52.7	5,778	55.4	5,457	48.8	5,614	51.5	5,313	55.7

Source: District *ISIP* files dated November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), June 3, 2018 (2017-18 EOY), November 5, 2019 (2018-19 BOY), February 4, 2019 (2018-19 MOY), and June 5, 2019 (2018-19 EOY) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *I*st*a*tion's *I*ndicators of *P*rogress. PEIMS = Public Education Information Management System. BOY = beginning of year. MOY = middle of year. EOY = end of year. Testing windows are provided in Appendix I.

Appendix K Table 16: 2017-18 and 2018-19 ACE Leadership 3.0 Tier 1 *ISIP* Rates by Campus - English

Campus	1 Yr Tier 1 Δ (2017-18 to 2018-19)		
	BOY	MOY	EOY
Kindergarten			
Chavez	7.4	39.9	85.4
Dunbar	-1.0	11.0	14.8
Hotchkiss	18.8	-6.1	76.5
King	22.0	6.2	79.1
Maple Lawn	-15.5	-8.3	20.3
Pease	-18.2	-14.6	32.1
Rhoads	2.7	34.4	40.3
ACE 3.0	1.5	9.9	47.6
Comp 3.0	-5.6	-1.9	-9.8
District	2.3	-0.6	3.1
Grade One			
Chavez	13.1	7.7	12.3
Dunbar	-3.4	17.8	26.4
Hotchkiss	11.4	3.3	16.7
King	2.0	7.3	45.4
Maple Lawn	-36.7	-47.5	0.0
Pease	5.7	4.5	3.8
Rhoads	-3.7	18.8	18.5
ACE 3.0	0.9	6.3	18.3
Comp 3.0	0.0	-3.9	-0.9
District	2.1	0.0	0.6
Grade Two			
Chavez	-5.7	7.7	-6.3
Dunbar	-12.1	14.3	37.5
Hotchkiss	9.7	10.6	19.8
King	9.5	4.3	38.8
Maple Lawn	-8.8	-15.8	-2.8
Pease	-2.3	9.6	-8.1
Rhoads	12.1	23.5	18.4
ACE 3.0	2.9	9.6	15.6
Comp 3.0	-1.3	-5.0	0.6
District	-0.3	-1.2	0.3

Source: District *ISIP* files dated November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), June 3, 2018 (2017-18 EOY), November 5, 2019 (2018-19 BOY), February 4, 2019 (2018-19 MOY), and June 5, 2019 (2018-19 EOY) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *Istation's Indicators of Progress*. PEIMS = Public Education Information Management System. BOY = beginning of year. MOY = middle of year. EOY = end of year. Yr = year. Δ = difference. Dates for windows are provided in Appendix I. Sample sizes are provided in Appendix K.

Appendix K Table 17: 2017-18 and 2018-19 ACE Leadership 3.0 Tier 1 *ISIP* Rates by Campus - Spanish

Campus	2017-18						2018-19					
	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %	BOY Test N	BOY Tier 1 %	MOY Test N	MOY Tier 1 %	EOY Test N	EOY Tier 1 %
Kindergarten												
Chavez	18	50.0	21	71.4	21	61.9	34	52.9	34	58.8	34	73.5
Dunbar	9	66.7	9	44.4	9	55.6	11	72.7	11	63.6	12	50.0
Hotchkiss	48	64.6	46	52.2	46	39.1	44	61.4	44	38.6	43	65.1
King	12	66.7	12	58.3	12	25.0	10	80.0	10	100.0	10	100.0
Maple Lawn	46	54.3	46	58.7	45	53.3	39	35.9	48	25.0	49	42.9
Pease	-	-	-	-	-	-	-	-	-	-	-	-
Rhoads	22	27.3	23	52.2	23	56.5	18	66.7	26	84.6	26	88.5
ACE 3.0	155	54.8	157	56.7	156	48.7	156	55.8	173	50.9	174	64.9
Comp 3.0	194	53.1	194	54.1	191	48.7	172	55.2	190	58.4	120	65.8
District	4,960	58.1	5,064	61.6	5,073	62.7	4,628	57.2	4,818	60.0	4,704	62.1
Grade One												
Chavez	13	61.5	13	76.9	11	54.5	30	43.3	30	63.3	30	66.7
Dunbar	7	57.1	7	71.4	7	57.1	9	66.7	9	100.0	8	75.0
Hotchkiss	40	47.5	44	50.0	44	63.6	48	58.3	46	54.3	46	80.4
King	8	50.0	8	62.5	8	50.0	13	61.5	13	38.5	13	46.2
Maple Lawn	33	45.5	32	53.1	32	62.5	46	56.5	47	74.5	45	88.9
Pease	-	-	-	-	-	-	-	-	-	-	-	-
Rhoads	39	43.6	38	36.8	40	50.0	17	47.1	27	48.1	27	85.2
ACE 3.0	140	47.9	142	51.4	142	57.7	163	54.6	172	61.6	169	78.1
Comp 3.0	165	57.6	174	56.3	170	63.5	184	40.8	177	54.2	169	63.3
District	5,331	56.1	5,313	56.8	5,326	63.0	4,888	57.5	5,010	53.9	5,028	61.0
Grade Two												
Chavez	37	67.6	39	59.0	38	52.6	19	47.4	19	68.4	19	73.7
Dunbar	10	40.0	10	80.0	10	80.0	8	37.5	7	57.1	7	42.9
Hotchkiss	52	55.8	49	32.7	49	20.4	47	72.3	44	59.1	45	82.2
King	9	66.7	8	62.5	8	25.0	10	30.0	11	72.7	11	81.8
Maple Lawn	41	48.8	42	52.4	42	42.9	35	42.9	35	34.3	36	58.3
Pease	-	-	-	-	-	-	-	-	-	-	-	-
Rhoads	37	43.2	31	41.9	33	36.4	10	40.0	36	19.4	21	85.7
ACE 3.0	186	53.8	179	48.6	180	38.9	129	52.7	152	46.1	139	73.4
Comp 3.0	228	57.5	227	57.3	224	62.9	167	58.1	163	52.1	159	51.6
District	5,234	60.0	5,110	57.4	5,133	55.0	4,772	59.7	4,993	53.3	4,912	53.7

Source: District *ISIP* files dated November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), June 3, 2018 (2017-18 EOY), November 5, 2019 (2018-19 BOY), February 4, 2019 (2018-19 MOY), and June 5, 2019 (2018-19 EOY) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *Isation's Indicators of Progress*. PEIMS = Public Education Information Management System. BOY = beginning of year. MOY = middle of year. EOY = end of year. Testing windows are provided in Appendix I.

Appendix K Table 18: 2017-18 and 2018-19 ACE Leadership 3.0
Tier 1 *ISIP* Rates by Campus - Spanish

Campus	1 Yr Tier 1 Δ (2017-18 to 2018-19)		
	BOY	MOY	EOY
Kindergarten			
Chavez	2.9	-12.6	11.6
Dunbar	6.0	19.2	-5.6
Hotchkiss	-3.2	-13.6	26.0
King	13.3	41.7	75.0
Maple Lawn	-18.4	-33.7	-10.4
Pease	-	-	-
Rhoads	39.4	32.4	32.0
ACE 3.0	1.0	-5.8	16.2
Comp 3.0	2.1	4.3	17.1
District	-0.9	-1.6	-0.6
Grade One			
Chavez	-18.2	-13.6	12.2
Dunbar	9.6	28.6	17.9
Hotchkiss	10.8	4.3	16.8
King	11.5	-24.0	-3.8
Maple Lawn	11.0	21.4	26.4
Pease	-	-	-
Rhoads	3.5	11.3	35.2
ACE 3.0	6.7	10.2	20.4
Comp 3.0	-16.8	-2.1	-0.2
District	1.4	-2.9	-2.0
Grade Two			
Chavez	-20.2	9.4	21.1
Dunbar	-2.5	-22.9	-37.1
Hotchkiss	16.5	26.4	61.8
King	-36.7	10.2	56.8
Maple Lawn	-5.9	-18.1	15.4
Pease	-	-	-
Rhoads	-3.2	-22.5	49.3
ACE 3.0	-1.1	-2.5	34.5
Comp 3.0	0.6	-5.2	-11.3
District	-0.3	-4.1	-1.3

Source: District *ISIP* files dated November 1, 2017 (2017-18 BOY), February 5, 2019 (2017-18 MOY), June 3, 2018 (2017-18 EOY), November 5, 2019 (2018-19 BOY), February 4, 2019 (2018-19 MOY), and June 5, 2019 (2018-19 EOY) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. *ISIP* = *Station's Indicators of Progress*. PEIMS = Public Education Information Management System. BOY = beginning of year. MOY = middle of year. EOY = end of year. Yr = year. Δ = difference. Dates for windows are provided in Appendix I. Sample sizes are provided in Appendix K.

Appendix L

Appendix L Table 1: Fall 2017 and Fall 2018 Core Subjects ACP Passing Rates – ACE 1.0 Elementary Schools – Blanton U. Lee, Mills

Test	Blanton						U. Lee						Mills					
	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts
K Mathematics	79	96.2	84	88.1	-8.1	0.6	67	91.0	54	88.9	-2.1	1.4	32	75.0	38	57.9	-17.1	-29.6
K Mathematics SP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 1 Mathematics	81	85.2	86	81.4	-3.8	3.2	73	90.4	54	81.5	-8.9	3.3	23	39.1	32	56.3	17.2	-21.9
Grade 1 Mathematics SP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 2 Mathematics	104	96.2	68	85.3	-10.9	6.7	78	71.8	68	72.1	0.3	-6.5	47	80.9	28	57.1	-23.8	-21.5
Grade 2 Mathematics SP	-	-	*	*	-	*	-	-	-	-	-	-	-	-	-	-	-	-
Grade 3 Mathematics	101	80.2	103	63.1	-17.1	-3.0	76	80.3	56	75.0	-5.3	8.9	49	65.3	45	35.6	-29.7	-30.5
Grade 3 Mathematics SP	-	-	-	-	-	-	*	*	-	-	*	-	-	-	*	*	*	*
Grade 4 Mathematics	84	89.3	93	88.2	-1.1	21.3	88	60.2	65	69.2	9.0	2.3	47	53.2	39	48.7	-4.5	-18.2
Grade 4 Mathematics SP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	109	87.2	81	86.4	-0.8	9.5	91	76.9	85	75.3	-1.6	-1.6	48	75.0	40	72.5	-2.5	-4.4
Grade 5 Mathematics SP	*	*	-	-	*	-	-	-	-	-	-	-	-	-	*	*	*	*
Kindergarten Reading	27	100.0	29	93.1	-6.9	1.0	49	100.0	41	95.1	-4.9	3.0	19	73.7	20	95.0	21.3	2.9
Kindergarten Reading SP	53	98.1	54	96.3	-1.8	4.2	18	100.0	13	100.0	0.0	7.9	12	91.7	18	94.4	2.7	2.3
Grade 1 Reading	29	89.7	38	97.4	7.7	10.8	44	95.5	33	81.8	-13.7	-4.8	9	66.7	18	83.3	16.6	-3.3
Grade 1 Reading SP	51	92.2	54	92.6	0.4	5.2	29	100.0	21	95.2	-4.8	7.8	14	78.6	14	71.4	-7.2	-16.0
Grade 2 Reading	47	87.2	30	83.3	-3.9	6.2	55	60.0	42	76.2	16.2	-0.9	30	80.0	12	58.3	-21.7	-18.8
Grade 2 Reading SP	54	94.4	40	87.5	-6.9	13.5	23	60.9	27	81.5	20.6	7.5	17	82.4	16	50.0	-32.4	-24.0
Grade 3 Reading	54	50.0	50	36.0	-14.0	-18.7	55	54.5	32	43.8	-10.7	-10.9	25	60.0	29	51.7	-8.3	-3.0
Grade 3 Reading SP	48	93.8	53	73.6	-20.2	18.9	22	86.4	24	75.0	-11.4	20.3	24	50.0	17	41.2	-8.8	-13.5
Grade 4 Language Arts	32	62.5	49	65.3	2.8	-1.0	63	57.1	46	76.1	19.0	9.8	29	51.7	20	45.0	-6.7	-21.3
Grade 4 Language Arts SP	52	88.5	45	82.2	-6.3	11.8	25	64.0	19	73.7	9.7	3.3	18	55.6	19	52.6	-3.0	-17.8
Grade 4 Reading	33	81.8	50	70.0	-11.8	1.0	63	81.0	45	88.9	7.9	19.9	30	50.0	20	50.0	0.0	-19.0
Grade 4 Reading SP	51	94.1	43	88.4	-5.7	12.3	25	88.0	19	89.5	1.5	13.4	18	72.2	19	84.2	12.0	8.1
Grade 5 Reading	47	66.0	40	65.0	-1.0	-13.6	62	72.6	54	83.3	10.7	4.7	24	83.3	27	59.3	-24.0	-19.3
Grade 5 Reading SP	66	77.3	41	80.5	3.2	3.7	27	92.6	32	84.4	-8.2	7.6	24	79.2	13	84.6	5.4	7.8
Grade 5 Science	47	74.5	78	88.5	14.0	12.6	88	75.0	87	81.6	6.6	5.7	48	68.8	40	45.0	-23.8	-30.9
Grade 5 Science SP	64	90.6	*	*	*	*	*	*	-	-	*	*	-	-	-	-	-	-

Source: District ACP files dated January 31, 2017 (fall 2017) and February 1 (fall 2018) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. ACP = Assessment of Course Performance. PEIMS = Public Education Information Management System. F17 = fall 2017. F18 = fall 2018. %pts = percentage points. Δ = difference. Dist = district. K = Kindergarten. SP = Spanish Language (English unless designation is shown). * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in blue bold.

Appendix L Table 2: Fall 2017 and Fall 2018 Core Subjects ACP Passing Rates – ACE 1.0 Elementary School Level – ACE 1.0, Comparison Cohort, and District

Test	ACE 1.0						Comparison Cohort						District				
	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts
K Mathematics	178	90.4	176	81.8	-8.6	-5.7	225	88.4	200	85.0	-3.4	-2.5	10,516	86.8	10,316	87.5	0.7
K Mathematics SP	-	-	-	-	-	-	-	-	-	-	-	-	19	78.9	19	57.9	-21.0
Grade 1 Mathematics	177	81.4	172	76.7	-4.7	-1.5	248	81.0	218	74.3	-6.7	-3.9	10,926	79.6	10,534	78.2	-1.4
Grade 1 Mathematics SP	-	-	-	-	-	-	-	-	*	*	-	*	14	71.4	39	76.9	5.5
Grade 2 Mathematics	229	84.7	164	75.0	-9.7	-3.6	236	84.7	234	75.6	-9.1	-3.0	11,158	81.5	10,588	78.6	-2.9
Grade 2 Mathematics SP	-	-	*	*	-	*	-	-	*	*	*	*	24	58.3	32	50.0	-8.3
Grade 3 Mathematics	226	77.0	204	60.3	-16.7	-5.8	274	77.0	215	77.2	0.2	11.1	11,699	67.6	10,716	66.1	-1.5
Grade 3 Mathematics SP	-	-	*	*	*	*	-	-	-	-	*	-	87	54.0	62	51.6	-2.4
Grade 4 Mathematics	219	69.9	197	74.1	4.2	7.2	259	66.8	262	67.6	0.8	0.7	11,875	64.6	11,278	66.9	2.3
Grade 4 Mathematics SP	-	-	-	-	-	-	6	66.7	*	*	*	*	92	55.4	93	52.7	-2.7
Grade 5 Mathematics	248	81.0	206	79.1	-1.9	2.2	278	76.6	251	84.9	8.3	8.0	11,672	73.5	11,414	76.9	3.4
Grade 5 Mathematics SP	-	-	*	*	*	*	-	-	*	*	*	*	122	50.8	102	56.9	6.1
Kindergarten Reading	95	94.7	90	94.4	-0.3	2.3	67	98.5	61	88.5	-10.0	-3.6	5,438	92.7	5,379	92.1	-0.6
Kindergarten Reading SP	83	97.6	85	96.5	-1.1	4.4	158	97.5	139	95.0	-2.5	2.9	5,095	93.5	4,964	92.1	-1.4
Grade 1 Reading	82	90.2	89	88.8	-1.4	2.2	70	84.3	77	81.8	-2.5	-4.8	5,590	87.5	5,584	86.6	-0.9
Grade 1 Reading SP	94	92.6	89	89.9	-2.7	2.5	178	89.3	142	93.0	3.7	5.6	5,339	90.4	4,996	87.4	-3.0
Grade 2 Reading	132	74.2	84	76.2	2.0	-0.9	75	73.3	70	67.1	-6.2	-10.0	5,910	75.4	5,678	77.1	1.7
Grade 2 Reading SP	94	84.0	83	78.3	-5.7	4.3	162	84.6	166	74.1	-10.5	0.1	5,250	76.2	4,944	74.0	-2.2
Grade 3 Reading	134	53.7	111	42.3	-11.4	-12.4	101	55.4	76	50.0	-5.4	-4.7	6,617	53.8	6,033	54.7	0.9
Grade 3 Reading SP	94	80.9	94	68.1	-12.8	13.4	178	76.4	139	71.9	-4.5	17.2	5,173	58.8	4,737	54.7	-4.1
Grade 4 Language Arts	124	57.3	115	66.1	8.8	-0.2	92	54.3	92	62.0	7.7	-4.3	7,056	59.1	6,809	66.3	7.2
Grade 4 Language Arts SP	95	75.8	83	73.5	-2.3	3.1	173	74.6	174	77.6	3.0	7.2	4,918	66.8	4,558	70.4	3.6
Grade 4 Reading	126	73.8	115	73.9	0.1	4.9	92	51.1	92	60.9	9.8	-8.1	7,085	66.8	6,835	69.0	2.2
Grade 4 Reading SP	94	88.3	81	87.7	-0.6	11.6	173	87.3	174	83.9	-3.4	7.8	4,884	76.2	4,522	76.1	-0.1
Grade 5 Reading	133	72.2	121	71.9	-0.3	-6.7	151	76.8	124	81.5	4.7	2.9	7,744	76.6	7,481	78.6	2.0
Grade 5 Reading SP	117	81.2	86	82.6	1.4	5.8	131	66.4	128	83.6	17.2	6.8	4,046	71.2	4,027	76.8	5.6
Grade 5 Science	183	73.2	205	77.1	3.9	1.2	236	62.3	218	75.7	13.4	-0.2	9,872	67.5	9,988	75.9	8.4
Grade 5 Science SP	66	89.4	*	*	*	*	46	91.3	35	88.6	-2.7	15.5	1,919	69.3	1,534	73.1	3.8

Source: District ACP files dated January 31, 2017 (fall 2017) and February 1 (fall 2018) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. ACP = Assessment of Course Performance. PEIMS = Public Education Information Management System. F17 = fall 2017. F18 = fall 2018. %pts = percentage points. Δ = difference. Dist = district. K = Kindergarten. SP = Spanish Language (English unless designation is shown). * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in blue bold.

Appendix L Table 3: Fall 2017 and Fall 2018 Core Subjects ACP Passing Rates – ACE 1.0 Middle Schools – Dade, Edison/Pinkston, Zumwalt

Test	Dade						Edison/Pinkston ^a						Zumwalt					
	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts
Mathematics 6	183	67.8	226	42.9	-24.9	-26.0	-	-	-	-	-	-	112	50.0	93	64.5	14.5	-4.4
Mathematics 6 Pre-AP	47	48.9	40	62.5	13.6	-9.4	-	-	-	-	-	-	11	72.7	13	69.2	-3.5	-2.7
Mathematics 7	174	46.6	214	41.6	-5.0	-9.1	117	45.3	160	39.4	-5.9	-11.3	107	47.7	100	47.0	-0.7	-3.7
Mathematics 7 Pre-AP	52	84.6	34	55.9	-28.7	-22.2	31	77.4	22	36.4	-41.0	-41.7	13	84.6	13	61.5	-23.1	-16.6
Mathematics 8	180	70.0	185	56.8	-13.2	-9.4	111	60.4	123	42.3	-18.1	-23.9	101	76.2	112	61.6	-14.6	-4.6
Algebra I Pre-AP	53	67.9	47	53.2	-14.7	-20.5	33	75.8	25	64.0	-11.8	-9.7	19	94.7	22	59.1	-35.6	-14.6
Read/Lang Arts 6	182	72.0	200	31.0	-41.0	-26.8	-	-	-	-	-	-	115	54.8	89	44.9	-9.9	-12.9
Read/Lang Arts 6 Pre-AP	47	51.1	59	35.6	-15.5	-45.9	-	-	-	-	-	-	9	77.8	16	93.8	16.0	12.3
Read/Lang Arts 7	170	56.5	198	51.5	-5.0	-17.6	107	59.8	22	36.4	-23.4	-32.7	106	71.7	105	71.4	-0.3	2.3
Read/Lang Arts 7 Pre-AP	53	64.2	44	43.2	-21.0	-43.5	28	71.4	34	79.4	8.0	-7.3	12	75.0	9	88.9	13.9	2.2
Read/Lang Arts 8	158	62.7	172	40.1	-22.6	-24.9	104	54.8	118	54.2	-0.6	-10.8	96	57.3	104	68.3	11.0	3.3
Read/Lang Arts 8 Pre-AP	58	65.5	51	60.8	-4.7	-23.6	37	64.9	25	60.0	-4.9	-24.4	17	82.4	23	73.9	-8.5	-10.5
Science 6	211	49.3	215	9.8	-39.5	-38.8	-	-	-	-	-	-	110	46.4	105	53.3	6.9	4.7
Science 6 Pre-AP	33	33.3	47	14.9	-18.4	-61.3	-	-	-	-	-	-	12	66.7	-	-	-	-
Science 7	167	50.9	206	25.2	-25.7	-32.6	140	35.0	161	42.2	7.2	-15.6	108	60.2	113	68.1	7.9	10.3
Science 7 Pre-AP	63	58.7	39	28.2	-30.5	-56.8	12	91.7	20	80.0	-11.7	-5.0	9	77.8	-	-	-	-
Science 8	187	71.7	179	63.7	-8.0	0.0	132	57.4	137	36.5	-20.9	-27.2	114	64.9	124	63.7	-1.2	0.0
Astronomy 8	55	10.9	-	-	-	-	14	92.9	10	70.0	-22.9	5.1	-	-	-	-	-	-
Physics 8	-	-	49	12.2	-	-49.8	-	-	-	-	-	-	-	-	-	-	-	-
Social Studies 6	206	38.3	203	19.7	-18.6	-32.2	-	-	-	-	-	-	102	20.6	88	12.5	-8.1	-39.4
Social Studies 6 Pre-AP	39	61.5	55	52.7	-8.8	-26.1	-	-	-	-	-	-	11	9.1	16	50.0	40.9	-28.8
Texas Studies 7	173	45.1	213	38.5	-6.6	-12.4	137	29.2	155	23.2	-6.0	-27.7	106	34.0	91	24.2	-9.8	-26.7
Texas Studies 7 Pre-AP	51	39.2	36	30.6	-8.6	-48.3	19	78.9	20	25.0	-53.9	-53.9	11	36.4	23	4.3	-32.1	-74.6
US Studies 8	174	75.9	178	65.2	-10.7	10.7	112	62.5	126	23.0	-39.5	-31.5	113	54.0	126	24.6	-29.4	-29.9
US Studies 8 Pre-AP	60	85.0	54	64.8	-20.2	-14.1	34	55.9	20	50.0	-5.9	-28.9	1	100.0	-	-	-	-

Source: District ACP files dated January 31, 2017 (fall 2017) and February 1 (fall 2018) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. ACP = Assessment of Course Performance. PEIMS = Public Education Information Management System. F17 = fall 2017. F18 = fall 2018. %pts = percentage points. Δ = difference. Dist = district. ^a = Because Edison was consolidated with Pinkston in 2018-19, rates for 2017-18 and previous years were for Edison only and rates for 2018-19 were for students in grade seven and grade eight at Pinkston. * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in **blue bold**.

Appendix L Table 4: Fall 2017 and Fall 2018 Core Subjects ACP Passing Rates – ACE 1.0 Middle School Level – ACE 1.0, Comparison 1.0, and District

Test	ACE 1.0 ^a						Comparison 1.0						District				
	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts
Mathematics 6	448	62.7	319	49.2	-13.5	-19.7	661	62.2	461	64.9	2.7	-4.0	7,137	62.8	6,844	68.9	6.1
Mathematics 6 Pre-AP	87	56.3	53	64.2	7.9	-7.7	84	71.4	117	67.5	-3.9	-4.4	2,672	75.5	3,470	71.9	-3.6
Mathematics 7	398	46.5	474	42.0	-4.5	-8.7	581	46.6	621	47.8	1.2	-2.9	7,249	53.6	6,704	50.7	-2.9
Mathematics 7 Pre-AP	96	82.3	69	50.7	-31.6	-27.4	102	72.5	90	80.0	7.5	1.9	2,422	75.8	2,823	78.1	2.3
Mathematics 8	392	68.9	420	53.8	-15.1	-12.4	590	69.0	563	57.5	-11.5	-8.7	6,941	64.1	7,263	66.2	2.1
Algebra I Pre-AP	106	74.5	69	55.1	-19.4	-18.6	90	66.7	102	74.5	7.8	0.8	3,436	69.9	3,861	73.7	3.8
Read/Lang Arts 6	446	57.0	289	35.3	-21.7	-22.5	657	52.5	447	45.4	-7.1	-12.4	7,071	60.8	7,213	57.8	-3.0
Read/Lang Arts 6 Pre-AP	82	61.0	75	48.0	-13.0	-33.5	74	75.7	105	70.5	-5.2	-11.0	2,507	81.3	2,863	81.5	0.2
Read/Lang Arts 7	383	61.6	436	57.1	-4.5	-12.0	587	64.4	588	66.3	1.9	-2.8	6,918	68.5	6,648	69.1	0.6
Read/Lang Arts 7 Pre-AP	93	67.7	87	62.1	-5.6	-24.6	98	81.6	64	81.3	-0.3	-5.4	2,533	88.8	2,705	86.7	-2.1
Read/Lang Arts 8	359	59.1	394	51.8	-7.3	-13.2	575	61.0	534	59.6	-1.4	-5.4	6,491	62.7	6,623	65.0	2.3
Read/Lang Arts 8 Pre-AP	112	67.9	99	63.6	-4.3	-20.8	29	75.9	114	76.3	0.4	-8.1	1,701	79.4	2,219	84.4	5.0
Science 6	487	49.7	320	24.1	-25.6	-24.5	668	50.3	494	42.7	-7.6	-5.9	7,152	54.5	7,255	48.6	-5.9
Science 6 Pre-AP	66	50.0	47	14.9	-35.1	-61.3	75	62.7	86	61.6	-1.1	-14.6	2,648	76.2	3,028	76.2	0.0
Science 7	415	48.0	480	41.0	-7.0	-16.8	590	68.3	621	51.9	-16.4	-5.9	7,158	54.9	6,913	57.8	2.9
Science 7 Pre-AP	84	65.5	59	45.8	-19.7	-39.2	76	69.7	75	62.7	-7.0	-22.3	2,390	83.3	2,618	85.0	1.7
Science 8	434	68.7	440	55.2	-13.5	-8.5	605	65.3	583	54.7	-10.6	-9.0	7,064	60.0	7,308	63.7	3.7
Astronomy 8	69	27.5	10	70.0	-	5.1	52	76.9	70	71.4	-5.5	6.5	1,306	61.3	1,293	64.9	3.6
Physics 8	*	*	49	12.2	*	-49.8	-	-	-	-	-	-	925	56.6	983	62.0	5.4
Social Studies 6	477	28.7	291	17.5	-11.2	-34.4	728	44.1	550	45.6	1.5	-6.3	7,845	48.5	7,711	51.9	3.4
Social Studies 6 Pre-AP	74	47.3	71	52.1	4.8	-26.7	23	91.3	29	96.6	5.3	17.8	1,942	82.0	2,526	78.8	-3.2
Texas Studies 7	416	37.0	459	30.5	-6.5	-20.4	546	59.0	611	64.5	5.5	13.6	7,218	52.1	6,903	50.9	-1.2
Texas Studies 7 Pre-AP	81	48.1	79	21.5	-26.6	-57.4	121	80.2	94	89.4	9.2	10.5	2,344	78.4	2,652	78.9	0.5
US Studies 8	400	66.0	430	40.9	-25.1	-13.6	535	59.4	552	64.9	5.5	10.4	6,605	51.9	6,928	54.5	2.6
US Studies 8 Pre-AP	95	74.7	74	60.8	-13.9	-18.1	122	77.9	118	89.0	11.1	10.1	2,587	74.7	2,646	78.9	4.2

Source: District ACP files dated January 31, 2017 (fall 2017) and February 1 (fall 2018) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. ACP = Assessment of Course Performance. PEIMS = Public Education Information Management System. F17 = fall 2017. F18 = fall 2018. %pts = percentage points. Δ = difference. Dist = district. ^a = Because Edison was consolidated with Carr in 2018-19, rates for fall 2017 included Edison only and rates for fall 2018 included students in grade six at Carr. * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in **blue bold**.

Appendix L Table 5: Fall 2017 and Fall 2018 Core Subjects ACP Passing Rates – ACE 2.0 Elementary Schools – Carr, Ervin, and Titcher

Test	Carr						Ervin						Titcher					
	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts
K Mathematics	82	76.8	23	95.7	18.9	8.2	59	78.0	79	75.9	-2.1	-11.6	75	85.3	86	89.5	4.2	2.0
K Mathematics SP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 1 Mathematics	69	66.7	44	70.5	3.8	-7.7	70	57.1	64	57.8	0.7	-20.4	93	87.1	85	88.2	1.1	10.0
Grade 1 Mathematics SP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 2 Mathematics	80	76.3	48	75.0	-1.3	-3.6	74	66.2	74	54.1	-12.1	-24.5	74	74.3	92	81.5	7.2	2.9
Grade 2 Mathematics SP	5	80.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 3 Mathematics	81	63.0	48	81.3	18.3	15.2	70	41.4	63	42.9	1.5	-23.2	108	73.1	70	61.4	-11.7	-4.7
Grade 3 Mathematics SP	-	-	-	-	-	-	-	-	-	-	-	-	1	100.0	-	-	*	-
Grade 4 Mathematics	77	59.7	46	82.6	22.9	15.7	91	39.6	74	54.1	14.5	-12.8	111	71.2	102	68.6	-2.6	1.7
Grade 4 Mathematics SP	-	-	-	-	-	-	-	-	-	-	-	-	1	100.0	-	-	*	-
Grade 5 Mathematics	78	55.1	44	84.1	29.0	7.2	93	47.3	86	59.3	12.0	-17.6	88	67.0	89	79.8	12.8	2.9
Grade 5 Mathematics SP	-	-	-	-	-	-	-	-	-	-	-	-	2	100.0	*	*	*	*
Kindergarten Reading	67	88.1	13	100.0	11.9	7.9	53	92.5	57	91.2	-1.3	-0.9	41	82.9	53	94.3	11.4	2.2
Kindergarten Reading SP	15	100.0	10	100.0	0.0	7.9	5	100.0	21	100.0	0.0	7.9	34	100.0	32	100.0	0.0	7.9
Grade 1 Reading	53	77.4	28	78.6	1.2	-8.0	61	77.0	59	81.4	4.4	-5.2	45	88.9	47	93.6	4.7	7.0
Grade 1 Reading SP	17	94.1	16	100.0	5.9	12.6	11	72.7	5	80.0	7.3	-7.4	49	98.0	38	100.0	2.0	12.6
Grade 2 Reading	69	50.7	36	50.0	-0.7	-27.1	62	43.5	61	59.0	15.5	-18.1	40	80.0	41	78.0	-2.0	0.9
Grade 2 Reading SP	16	56.3	12	75.0	18.7	1.0	8	62.5	13	69.2	6.7	-4.8	34	85.3	49	100.0	14.7	26.0
Grade 3 Reading	63	30.2	34	41.2	11.0	-13.5	62	41.9	54	31.5	-10.4	-23.2	56	46.4	41	56.1	9.7	1.4
Grade 3 Reading SP	17	41.2	14	78.6	37.4	23.9	7	71.4	9	66.7	-4.7	12.0	52	76.9	29	48.3	-28.6	-6.4
Grade 4 Language Arts	60	38.3	30	63.3	25.0	-3.0	82	56.1	62	48.4	-7.7	-17.9	68	51.5	53	58.5	7.0	-7.8
Grade 4 Language Arts SP	17	58.8	16	81.3	22.5	10.9	9	33.3	12	58.3	25.0	-12.1	42	88.1	48	91.7	3.6	21.3
Grade 4 Reading	60	46.7	30	73.3	26.6	4.3	82	63.4	62	66.1	2.7	-2.9	75	65.3	54	72.2	6.9	3.2
Grade 4 Reading SP	17	64.7	16	93.8	29.1	17.7	9	55.6	12	83.3	27.7	7.2	37	78.4	48	89.6	11.2	13.5
Grade 5 Reading	67	61.2	33	75.8	14.6	-2.8	82	59.8	77	67.5	7.7	-11.1	48	58.3	58	70.7	12.4	-7.9
Grade 5 Reading SP	11	81.8	11	100.0	18.2	23.2	11	72.7	9	66.7	-6.0	-10.1	42	66.7	34	70.6	3.9	-6.2
Grade 5 Science	64	51.6	43	74.4	22.8	-1.5	81	76.5	76	53.9	-22.6	-22.0	89	79.8	90	81.1	1.3	5.2
Grade 5 Science SP	13	84.6	*	*	*	*	11	72.7	9	44.4	-28.3	-28.7	1	100.0	*	*	*	*

Source: District ACP files dated January 31, 2017 (fall 2017) and February 1 (fall 2018) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. ACP = Assessment of Course Performance. PEIMS = Public Education Information Management System. F17 = fall 2017. F18 = fall 2018. %pts = percentage points. Δ = difference. Dist = district. K = Kindergarten. SP = Spanish Language (English unless designation is shown). * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in blue bold.

Appendix L Table 6: Fall 2017 and Fall 2018 Core Subjects ACP Passing Rates – ACE 2.0 Elementary School Level – ACE 1.0, Comparison 1.0, and District

Test	ACE 2.0						Comparison 2.0						District				
	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts
K Mathematics	216	80.1	188	84.6	4.5	-2.9	195	83.6	212	79.7	-3.9	-7.8	10,516	86.8	10,316	87.5	0.7
K Mathematics SP	-	-	-	-	-	-	-	-	*	*	*	*	19	78.9	19	57.9	-21.0
Grade 1 Mathematics	232	72.0	193	74.1	2.1	-4.1	234	80.8	209	78.0	-2.8	-0.2	10,926	79.6	10,534	78.2	-1.4
Grade 1 Mathematics SP	-	-	-	-	-	-	-	-	*	*	*	*	14	71.4	39	76.9	5.5
Grade 2 Mathematics	228	72.4	214	70.6	-1.8	-8.0	217	86.2	220	78.6	-7.6	0.0	11,158	81.5	10,588	78.6	-2.9
Grade 2 Mathematics SP	5	80.0	-	-	-	-	-	-	*	*	*	*	24	58.3	32	50.0	-8.3
Grade 3 Mathematics	259	61.4	181	60.2	-1.2	-5.9	218	75.2	204	68.6	-6.6	2.5	11,699	67.6	10,716	66.1	-1.5
Grade 3 Mathematics SP	-	-	-	-	-	-	-	-	-	-	*	-	87	54.0	62	51.6	-2.4
Grade 4 Mathematics	279	57.7	222	66.7	9.0	-0.2	252	56.7	217	66.4	9.7	-0.5	11,875	64.6	11,278	66.9	2.3
Grade 4 Mathematics SP	-	-	-	-	-	-	-	-	*	*	*	*	92	55.4	93	52.7	-2.7
Grade 5 Mathematics	259	56.4	219	72.6	16.2	-4.3	220	70.5	240	78.8	8.3	1.9	11,672	73.5	11,414	76.9	3.4
Grade 5 Mathematics SP	-	-	*	*	*	*	-	-	12	58.3	-	1.4	122	50.8	102	56.9	6.1
Kindergarten Reading	162	87.7	123	93.5	5.8	1.4	124	90.3	128	86.7	-3.6	-5.4	5,438	92.7	5,379	92.1	-0.6
Kindergarten Reading SP	54	100.0	63	100.0	0.0	7.9	70	94.3	87	86.2	-8.1	-5.9	5,095	93.5	4,964	92.1	-1.4
Grade 1 Reading	159	80.5	134	85.1	4.6	-1.5	115	90.4	128	87.5	-2.9	0.9	5,590	87.5	5,584	86.6	-0.9
Grade 1 Reading SP	77	93.5	59	98.3	4.8	10.9	118	86.4	83	84.3	-2.1	-3.1	5,339	90.4	4,996	87.4	-3.0
Grade 2 Reading	171	55.0	138	62.3	7.3	-14.8	131	75.6	119	73.1	-2.5	-4.0	5,910	75.4	5,678	77.1	1.7
Grade 2 Reading SP	58	74.1	74	90.5	16.4	16.5	90	82.2	102	82.4	0.2	8.4	5,250	76.2	4,944	74.0	-2.2
Grade 3 Reading	181	39.2	129	41.9	2.7	-12.8	124	58.9	127	40.2	-18.7	-14.5	6,617	53.8	6,033	54.7	0.9
Grade 3 Reading SP	76	68.4	52	59.6	-8.8	4.9	94	60.6	78	60.3	-0.3	5.6	5,173	58.8	4,737	54.7	-4.1
Grade 4 Language Arts	210	49.5	145	55.2	5.7	-11.1	135	51.9	126	65.1	13.2	-1.2	7,056	59.1	6,809	66.3	7.2
Grade 4 Language Arts SP	68	73.5	76	84.2	10.7	13.8	119	70.6	93	73.1	2.5	2.7	4,918	66.8	4,558	70.4	3.6
Grade 4 Reading	217	59.4	146	69.9	10.5	0.9	135	65.2	127	65.4	0.2	-3.6	7,085	66.8	6,835	69.0	2.2
Grade 4 Reading SP	63	71.4	76	89.5	18.1	13.4	119	82.4	92	79.3	-3.1	3.2	4,884	76.2	4,522	76.1	-0.1
Grade 5 Reading	197	59.9	168	70.2	10.3	-8.4	128	77.3	156	76.9	-0.4	-1.7	7,744	76.6	7,481	78.6	2.0
Grade 5 Reading SP	64	70.3	54	75.9	5.6	-0.9	94	73.4	99	72.7	-0.7	-4.1	4,046	71.2	4,027	76.8	5.6
Grade 5 Science	234	70.9	209	69.9	-1.0	-6.0	137	60.6	169	60.9	0.3	-15.0	9,872	67.5	9,988	75.9	8.4
Grade 5 Science SP	25	76.0	12	33.3	-42.7	-39.8	86	41.9	80	72.5	30.6	-0.6	1,919	69.3	1,534	73.1	3.8

Source: District ACP files dated January 31, 2017 (fall 2017) and February 1 (fall 2018) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. ACP = Assessment of Course Performance. PEIMS = Public Education Information Management System. F17 = fall 2017. F18 = fall 2018. %pts = percentage points. Δ = difference. Dist = district. K = Kindergarten. SP = Spanish Language (English unless designation is shown). * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in **blue bold**.

Appendix L Table 7: Fall 2017 and Fall 2018 Core Subjects ACP Passing Rates – ACE 2.0 Middle Schools – Rusk, Carr

Test	Edison/Carr ^a						Rusk					
	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts
Mathematics 6	153	66.0	24	87.5	21.5	18.6	143	72.7	146	67.8	-4.9	-1.1
Mathematics 6 Pre-AP	29	62.1	11	90.9	28.8	19.0	40	85.0	39	71.8	-13.2	-0.1
Mathematics 7	-	-	-	-	-	-	170	51.2	139	51.1	-0.1	0.4
Mathematics 7 Pre-AP	-	-	-	-	-	-	28	75.0	39	94.9	19.9	16.8
Mathematics 8	-	-	-	-	-	-	137	64.2	172	82.0	17.8	15.8
Algebra I Pre-AP	-	-	-	-	-	-	19	84.2	32	100.0	15.8	26.3
Read/Lang Arts 6	149	40.3	33	75.8	35.5	18.0	174	67.8	157	53.5	-14.3	-4.3
Read/Lang Arts 6 Pre-AP	26	73.1	11	100.0	26.9	18.5	11	72.7	25	56.0	-16.7	-25.5
Read/Lang Arts 7	-	-	-	-	-	-	153	70.6	136	64.0	-6.6	-5.1
Read/Lang Arts 7 Pre-AP	-	-	-	-	-	-	37	70.3	39	84.6	14.3	-2.1
Read/Lang Arts 8	-	-	-	-	-	-	125	73.6	155	82.6	9.0	17.6
Read/Lang Arts 8 Pre-AP	-	-	-	-	-	-	21	90.5	43	76.7	-13.8	-7.7
Science 6	166	52.4	28	67.9	15.5	19.3	175	60.6	143	51.0	-9.6	2.4
Science 6 Pre-AP	21	66.7	7	71.4	4.7	-4.8	10	50.0	43	83.7	33.7	7.5
Science 7	-	-	-	-	-	-	173	48.6	155	80.6	32.0	22.8
Science 7 Pre-AP	-	-	-	-	-	-	22	59.1	26	96.2	37.1	11.2
Science 8	-	-	-	-	-	-	144	45.1	183	64.5	19.4	0.8
Astronomy 8	-	-	-	-	-	-	-	-	-	-	-	-
Physics 8	-	-	-	-	-	-	-	-	22	72.7	-	10.7
Social Studies 6	169	21.9	28	67.9	46.0	16.0	156	57.1	175	53.1	-4.0	1.2
Social Studies 6 Pre-AP	24	41.7	7	71.4	29.7	-7.4	27	37.0	11	63.6	26.6	-15.2
Texas Studies 7	-	-	-	-	-	-	176	75.6	138	78.3	2.7	27.4
Texas Studies 7 Pre-AP	-	-	-	-	-	-	18	77.8	44	100.0	22.2	21.1
US Studies 8	-	-	-	-	-	-	130	63.8	169	84.0	20.2	29.5
US Studies 8 Pre-AP	-	-	-	-	-	-	24	66.7	38	86.8	20.1	7.9

Source: District ACP files dated January 31, 2017 (fall 2017) and February 1 (fall 2018) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. ACP = Assessment of Course Performance. PEIMS = Public Education Information Management System. F17 = fall 2017. F18 = fall 2018. %pts = percentage points. Δ = difference. Dist = district. ^a = Because Edison was consolidated with Carr in 2018-19, rates for 2017-18 included Edison only and rates for 2018-19 included students in grade six at Carr. * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in **blue bold**.

Appendix L Table 8: Fall 2017 and Fall 2018 Core Subjects ACP Passing Rates – ACE 2.0 Middle School Level – ACE 2.0, Comparison Cohort, and District

Test	ACE 2.0 ^a						Comparison Cohort						District				
	F17	F17	F18	F18	Δ	Δ Dist	F17	F17	F18	F18	Δ	Δ Dist	F17	F17	F18	F18	Δ F17
	Test	Pass	Test	Pass	F17	F18	Test	Pass	Test	Pass	F17	F18	Test	Pass	Test	Pass	%pts
	N	%	N	%	%pts	%pts	N	%	N	%	%pts	%pts	N	%	N	%	%pts
Mathematics 6	143	72.7	170	70.6	-2.1	1.7	222	63.5	-	-	-	-	7,137	62.8	6,844	68.9	6.1
Mathematics 6 Pre-AP	40	85.0	50	76.0	-9.0	4.1	76	67.1	-	-	-	-	2,672	75.5	3,470	71.9	-3.6
Mathematics 7	170	51.2	139	51.1	-0.1	0.4	245	67.3	200	59.5	-7.8	8.8	7,249	53.6	6,704	50.7	-2.9
Mathematics 7 Pre-AP	28	75.0	39	94.9	19.9	16.8	67	89.6	85	71.8	-17.8	-6.3	2,422	75.8	2,823	78.1	2.3
Mathematics 8	137	64.2	172	82.0	17.8	15.8	277	75.8	230	80.9	5.1	14.7	6,941	64.1	7,263	66.2	2.1
Algebra I Pre-AP	19	84.2	32	100.0	15.8	26.3	53	83.0	67	98.5	15.5	24.8	3,436	69.9	3,861	73.7	3.8
Read/Lang Arts 6	174	67.8	180	52.8	-15.0	-5.0	204	55.9	-	-	-	-	7,071	60.8	7,213	57.8	-3.0
Read/Lang Arts 6 Pre-AP	11	72.7	37	59.5	-13.2	-22.0	90	64.4	-	-	-	-	2,507	81.3	2,863	81.5	0.2
Read/Lang Arts 7	153	70.6	136	64.0	-6.6	-5.1	230	77.0	180	69.4	-7.6	0.3	6,918	68.5	6,648	69.1	0.6
Read/Lang Arts 7 Pre-AP	37	70.3	39	84.6	14.3	-2.1	74	86.5	99	76.8	-9.7	-9.9	2,533	88.8	2,705	86.7	-2.1
Read/Lang Arts 8	125	73.6	155	82.6	9.0	17.6	246	55.3	173	67.6	12.3	2.6	6,491	62.7	6,623	65.0	2.3
Read/Lang Arts 8 Pre-AP	21	90.5	43	76.7	-13.8	-7.7	-	-	115	76.5	-	-7.9	1,701	79.4	2,219	84.4	5.0
Science 6	175	60.6	171	53.8	-6.8	5.2	212	59.4	-	-	-	-	7,152	54.5	7,255	48.6	-5.9
Science 6 Pre-AP	10	50.0	50	82.0	32.0	5.8	83	88.0	-	-	-	-	2,648	76.2	3,028	76.2	0.0
Science 7	173	48.6	155	80.6	32.0	22.8	234	67.5	198	78.3	10.8	20.5	7,158	54.9	6,913	57.8	2.9
Science 7 Pre-AP	22	59.1	26	96.2	37.1	11.2	76	100.0	85	97.6	-2.4	12.6	2,390	83.3	2,618	85.0	1.7
Science 8	144	45.1	183	64.5	19.4	0.8	271	78.2	223	88.8	10.6	25.1	7,064	60.0	7,308	63.7	3.7
Astronomy 8	-	-	-	-	-	-	-	-	-	-	-	-	1,306	61.3	1,293	64.9	3.6
Physics 8	9	77.8	22	72.7	-5.1	10.7	61	82.0	75	85.3	-	-	925	56.6	983	62.0	5.4
Social Studies 6	156	57.1	198	53.5	-3.6	1.6	223	53.4	-	-	-	-	7,845	48.5	7,711	51.9	3.4
Social Studies 6 Pre-AP	27	37.0	23	60.9	23.9	-17.9	73	79.5	-	-	-	-	1,942	82.0	2,526	78.8	-3.2
Texas Studies 7	176	75.6	138	78.3	2.7	27.4	240	67.9	156	56.4	-11.5	5.5	7,218	52.1	6,903	50.9	-1.2
Texas Studies 7 Pre-AP	18	77.8	44	100.0	22.2	21.1	70	84.3	128	75.8	-8.5	-3.1	2,344	78.4	2,652	78.9	0.5
US Studies 8	130	63.8	169	84.0	20.2	29.5	245	54.3	179	72.1	17.8	17.6	6,605	51.9	6,928	54.5	2.6
US Studies 8 Pre-AP	24	66.7	38	86.8	20.1	7.9	86	75.6	117	86.3	10.7	7.4	2,587	74.7	2,646	78.9	4.2

Source: District ACP files dated January 31, 2017 (fall 2017) and February 1 (fall 2018) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. ACP = Assessment of Course Performance. PEIMS = Public Education Information Management System. F17 = fall 2017. F18 = fall 2018. %pts = percentage points. Δ = difference. Dist = district. ^a = Because grade six students at Edison were consolidated with Carr in 2018-19, students at Carr in 2018-19 were only included for grade six tests in this table. * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in **blue bold**.

Appendix L Table 9: Fall 2017 and Fall 2018 Core Subjects ACP Passing Rates – ACE Leadership 3.0 Elementary Schools – Chavez, Dunbar, and Hotchkiss

Test	Chavez						Dunbar						Hotchkiss					
	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts
K Mathematics	41	90.2	88	97.7	7.5	10.2	82	81.7	47	72.3	-9.4	-15.2	103	78.6	98	80.6	2.0	-6.9
K Mathematics SP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 1 Mathematics	49	83.7	78	76.9	-6.8	-1.3	77	75.3	63	73.0	-2.3	-5.2	105	68.6	105	70.5	1.9	-7.7
Grade 1 Mathematics SP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 2 Mathematics	71	66.2	80	73.8	7.6	-4.8	83	65.1	52	75.0	9.9	-3.6	108	66.7	90	93.3	26.6	14.7
Grade 2 Mathematics SP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 3 Mathematics	67	47.8	98	62.2	14.4	-3.9	88	43.2	71	40.8	-2.4	-25.3	107	48.6	94	42.6	-6.0	-23.5
Grade 3 Mathematics SP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	73	56.2	98	65.3	9.1	-1.6	85	32.9	77	49.4	16.5	-17.5	114	45.6	94	62.8	17.2	-4.1
Grade 4 Mathematics SP	-	-	*	*	*	*	-	-	*	*	-	*	-	-	-	-	-	-
Grade 5 Mathematics	73	65.8	98	85.7	19.9	8.8	79	36.7	79	72.2	35.5	-4.7	73	57.5	98	83.7	26.2	6.8
Grade 5 Mathematics SP	-	-	*	*	-	*	-	-	*	*	-	*	-	-	-	-	-	-
Kindergarten Reading	26	76.9	52	96.2	19.3	4.1	73	83.6	34	94.1	10.5	2.0	58	86.2	53	81.1	-5.1	-11.0
Kindergarten Reading SP	21	100.0	36	100.0	0.0	7.9	9	100.0	11	90.9	-9.1	-1.2	48	89.6	44	90.9	1.3	-1.2
Grade 1 Reading	39	89.7	52	80.8	-8.9	-5.8	69	76.8	52	90.4	13.6	3.8	61	86.9	58	84.5	-2.4	-2.1
Grade 1 Reading SP	14	100.0	28	92.9	-7.1	5.5	7	85.7	9	100.0	14.3	12.6	42	81.0	47	89.4	8.4	2.0
Grade 2 Reading	35	77.1	61	70.5	-6.6	-6.6	72	55.6	47	74.5	18.9	-2.6	54	66.7	45	82.2	15.5	5.1
Grade 2 Reading SP	37	86.5	19	78.9	-7.6	4.9	10	50.0	7	42.9	-7.1	-31.1	51	58.8	44	88.6	29.8	14.6
Grade 3 Reading	43	41.9	55	32.7	-9.2	-22.0	78	24.4	59	32.2	7.8	-22.5	53	37.7	43	46.5	8.8	-8.2
Grade 3 Reading SP	24	45.8	43	41.9	-3.9	-12.8	10	60.0	12	50.0	-10.0	-4.7	55	52.7	51	33.3	-19.4	-21.4
Grade 4 Language Arts	38	57.9	60	56.7	-1.2	-9.6	73	32.9	66	47.0	14.1	-19.3	56	46.4	43	69.8	23.4	3.5
Grade 4 Language Arts SP	38	76.3	40	55.0	-21.3	-15.4	13	46.2	12	83.3	37.1	12.9	59	62.7	51	54.9	-7.8	-15.5
Grade 4 Reading	38	68.4	61	60.7	-7.7	-8.3	73	27.4	66	51.5	24.1	-17.5	56	39.3	42	76.2	36.9	7.2
Grade 4 Reading SP	38	73.7	40	80.0	6.3	3.9	13	38.5	12	83.3	44.8	7.2	57	64.9	51	64.7	-0.2	-11.4
Grade 5 Reading	47	76.6	56	80.4	3.8	1.8	66	51.5	67	70.1	18.6	-8.5	42	57.1	46	73.9	16.8	-4.7
Grade 5 Reading SP	27	55.6	44	84.1	28.5	7.3	12	41.7	13	38.5	-3.2	-38.3	32	50.0	52	69.2	19.2	-7.6
Grade 5 Science	48	56.3	98	78.6	22.3	2.7	65	46.2	70	78.6	32.4	2.7	66	48.5	94	79.8	31.3	3.9
Grade 5 Science SP	26	61.5	*	*	*	*	14	35.7	12	33.3	-2.4	-39.8	8	25.0	*	*	*	*

Source: District ACP files dated January 31, 2017 (fall 2017) and February 1 (fall 2018) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).
Note: ACE = Accelerating Campus Excellence. ACP = Assessment of Course Performance. PEIMS = Public Education Information Management System. F17 = fall 2017. F18 = fall 2018. %pts = percentage points. Δ = difference. Dist = district. K = Kindergarten. SP = Spanish Language (English unless designation is shown). * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in **blue bold**.

Appendix L Table 10: Fall 2017 and Fall 2018 Core Subjects ACP Passing Rates – ACE Leadership 3.0 Elementary Schools – King, Maple Lawn, Pease

Test	King						Maple Lawn						Pease					
	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts
K Mathematics	51	76.5	49	85.7	9.2	-1.8	61	83.6	78	75.6	-8.0	-11.9	48	85.4	68	91.2	5.8	3.7
K Mathematics SP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 1 Mathematics	61	68.9	61	80.3	11.4	2.1	47	85.1	85	67.1	-18.0	-11.1	61	68.9	58	86.2	17.3	8.0
Grade 1 Mathematics SP	-	-	-	-	-	-	-	-	*	*	-	*	-	-	-	-	-	-
Grade 2 Mathematics	55	63.6	53	75.5	11.9	-3.1	67	85.1	73	71.2	-13.9	-7.4	74	67.6	59	66.1	-1.5	-12.5
Grade 2 Mathematics SP	-	-	-	-	-	-	-	-	*	*	-	*	-	-	-	-	-	-
Grade 3 Mathematics	68	42.6	51	66.7	24.1	0.6	63	60.3	114	64.0	3.7	-2.1	63	46.0	78	47.4	1.4	-18.7
Grade 3 Mathematics SP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics	70	38.6	60	73.3	34.7	6.4	66	69.7	111	76.6	6.9	9.7	60	26.7	68	42.6	15.9	-24.3
Grade 4 Mathematics SP	-	-	-	-	-	-	-	-	*	*	-	*	-	-	-	-	-	-
Grade 5 Mathematics	65	40.0	72	73.6	33.6	-3.3	70	87.1	106	82.1	-5.0	5.2	68	47.1	63	50.8	3.7	-26.1
Grade 5 Mathematics SP	-	-	-	-	-	-	-	-	*	*	-	*	-	-	-	-	-	-
Kindergarten Reading	35	85.7	42	100.0	14.3	7.9	15	86.7	40	72.5	-14.2	-19.6	51	96.1	68	94.1	-2.0	2.0
Kindergarten Reading SP	11	81.8	10	100.0	18.2	7.9	46	100.0	39	64.1	-35.9	-28.0	-	-	-	-	-	-
Grade 1 Reading	45	91.1	44	90.9	-0.2	4.3	13	84.6	40	65.0	-19.6	-21.6	54	87.0	59	91.5	4.5	4.9
Grade 1 Reading SP	8	87.5	15	66.7	-20.8	-20.7	34	82.4	46	91.3	8.9	3.9	-	-	-	-	-	-
Grade 2 Reading	42	59.5	45	88.9	29.4	11.8	25	72.0	40	75.0	3.0	-2.1	76	56.6	59	67.8	11.2	-9.3
Grade 2 Reading SP	10	90.0	9	77.8	-12.2	3.8	42	66.7	36	58.3	-8.4	-15.7	-	-	-	-	-	-
Grade 3 Reading	54	35.2	41	51.2	16.0	-3.5	17	52.9	63	49.2	-3.7	-5.5	62	25.8	78	30.8	5.0	-23.9
Grade 3 Reading SP	14	71.4	9	55.6	-15.8	0.9	53	37.7	50	74.0	36.3	19.3	-	-	-	-	-	-
Grade 4 Language Arts	48	58.3	49	81.6	23.3	15.3	25	72.0	52	53.8	-18.2	-12.5	60	43.3	69	44.9	1.6	-21.4
Grade 4 Language Arts SP	22	36.4	10	80.0	43.6	9.6	41	43.9	59	54.2	10.3	-16.2	-	-	-	-	-	-
Grade 4 Reading	48	41.7	49	63.3	21.6	-5.7	25	76.0	52	51.9	-24.1	-17.1	60	60.0	69	58.0	-2.0	-11.0
Grade 4 Reading SP	22	77.3	10	80.0	2.7	3.9	41	58.5	59	64.4	5.9	-11.7	-	-	-	-	-	-
Grade 5 Reading	50	76.0	53	83.0	7.0	4.4	27	77.8	54	70.4	-7.4	-8.2	70	65.7	62	56.5	-9.2	-22.1
Grade 5 Reading SP	16	56.3	19	57.9	1.6	-18.9	43	83.7	51	78.4	-5.3	1.6	-	-	-	-	-	-
Grade 5 Science	65	61.5	72	97.2	35.7	21.3	70	84.3	108	81.5	-2.8	5.6	70	45.7	63	63.5	17.8	-12.4
Grade 5 Science SP	*	*	-	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-

Source: District ACP files dated January 31, 2017 (fall 2017) and February 1 (fall 2018) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).
Note: ACE = Accelerating Campus Excellence. ACP = Assessment of Course Performance. PEIMS = Public Education Information Management System. F17 = fall 2017. F18 = fall 2018. %pts = percentage points. Δ = difference. Dist = district. K = Kindergarten. SP = Spanish Language (English unless designation is shown). * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in **blue bold**.

Appendix L Table 11: Fall 2017 and Fall 2018 ACE Core Subjects ACP
Passing Rates – ACE Leadership 3.0 Elementary Schools – Rhoads

Test	Rhoads					
	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts
K Mathematics	98	87.8	85	89.4	1.6	1.9
K Mathematics SP	-	-	-	-	-	-
Grade 1 Mathematics	96	78.1	97	66.0	-12.1	-12.2
Grade 1 Mathematics SP	-	-	-	-	-	-
Grade 2 Mathematics	106	54.7	94	66.0	11.3	-12.6
Grade 2 Mathematics SP	-	-	-	-	-	-
Grade 3 Mathematics	113	60.2	99	37.4	-22.8	-28.7
Grade 3 Mathematics SP	-	-	-	-	-	-
Grade 4 Mathematics	80	28.8	101	47.5	18.7	-19.4
Grade 4 Mathematics SP	-	-	-	-	-	-
Grade 5 Mathematics	121	48.8	80	43.8	-5.0	-33.1
Grade 5 Mathematics SP	-	-	-	-	-	-
Kindergarten Reading	75	96.0	58	94.8	-1.2	2.7
Kindergarten Reading SP	23	91.3	27	96.3	5.0	4.2
Grade 1 Reading	58	89.7	69	84.1	-5.6	-2.5
Grade 1 Reading SP	38	86.8	28	89.3	2.5	1.9
Grade 2 Reading	71	57.7	57	64.9	7.2	-12.2
Grade 2 Reading SP	35	54.3	37	70.3	16.0	-3.7
Grade 3 Reading	84	50.0	61	26.2	-23.8	-28.5
Grade 3 Reading SP	30	46.7	38	36.8	-9.9	-17.9
Grade 4 Language Arts	57	33.3	67	58.2	24.9	-8.1
Grade 4 Language Arts SP	23	73.9	34	73.5	-0.4	3.1
Grade 4 Reading	56	44.6	66	56.1	11.5	-12.9
Grade 4 Reading SP	23	65.2	34	70.6	5.4	-5.5
Grade 5 Reading	87	52.9	56	51.8	-1.1	-26.8
Grade 5 Reading SP	34	58.8	24	54.2	-4.6	-22.6
Grade 5 Science	86	29.1	81	64.2	35.1	-11.7
Grade 5 Science SP	34	76.5	-	-	-	-

Source: District ACP files dated January 31, 2017 (fall 2017) and February 1 (fall 2018) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. ACP = Assessment of Course Performance. PEIMS = Public Education Information Management System. F17 = fall 2017. F18 = fall 2018. %pts = percentage points. Δ = difference. Dist = district. K = Kindergarten. SP = Spanish Language (English unless designation is shown). * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in **blue bold**.

Appendix L Table 12: Fall 2017 and Fall 2018 Core Subjects ACP Passing Rates – ACE Leadership 3.0 Elementary School Level – ACE Leadership 3.0, Comparison Cohort, and District

Test	ACE Leadership 3.0						ACE 3.0 Comparison Cohort						District				
	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts	Δ Dist F18 %pts	F17 Test N	F17 Pass %	F18 Test N	F18 Pass %	Δ F17 %pts
K Mathematics	543	83.6	513	85.4	1.8	-2.1	438	84.5	405	78.8	-5.7	-8.7	10,516	86.8	10,316	87.5	0.7
K Mathematics SP	-	-	-	-	-	-	-	-	-	-	-	-	19	78.9	19	57.9	-21.0
Grade 1 Mathematics	570	74.7	547	73.1	-1.6	-5.1	456	74.6	420	74.3	-0.3	-3.9	10,926	79.6	10,534	78.2	-1.4
Grade 1 Mathematics SP	-	-	*	*	-	*	-	-	-	-	-	-	14	71.4	39	76.9	5.5
Grade 2 Mathematics	642	67.6	501	74.9	7.3	-3.7	493	79.1	403	71.7	-7.4	-6.9	11,158	81.5	10,588	78.6	-2.9
Grade 2 Mathematics SP	-	-	*	*	*	*	-	-	*	*	*	*	24	58.3	32	50.0	-8.3
Grade 3 Mathematics	640	51.7	605	51.4	-0.3	-14.7	508	58.7	457	63.2	4.5	-2.9	11,699	67.6	10,716	66.1	-1.5
Grade 3 Mathematics SP	7	57.1	-	-	-	-	-	-	*	*	*	*	87	54.0	62	51.6	-2.4
Grade 4 Mathematics	633	43.1	609	60.3	17.2	-6.6	538	51.9	485	63.3	11.4	-3.6	11,875	64.6	11,278	66.9	2.3
Grade 4 Mathematics SP	-	-	5	40.0	*	-12.7	-	-	*	*	*	*	92	55.4	93	52.7	-2.7
Grade 5 Mathematics	631	54.4	596	72.1	17.7	-4.8	530	63.2	505	64.4	1.2	-12.5	11,672	73.5	11,414	76.9	3.4
Grade 5 Mathematics SP	-	-	6	66.7	*	9.8	-	-	*	*	*	*	122	50.8	102	56.9	6.1
Kindergarten Reading	378	89.9	347	90.8	0.9	-1.3	243	85.6	204	89.2	3.6	-2.9	5,438	92.7	5,379	92.1	-0.6
Kindergarten Reading SP	171	93.6	167	88.0	-5.6	-4.1	194	87.6	199	89.9	2.3	-2.2	5,095	93.5	4,964	92.1	-1.4
Grade 1 Reading	404	84.9	374	84.5	-0.4	-2.1	284	83.8	220	78.6	-5.2	-8.0	5,590	87.5	5,584	86.6	-0.9
Grade 1 Reading SP	153	85.6	173	89.0	3.4	1.6	174	89.1	198	82.8	-6.3	-4.6	5,339	90.4	4,996	87.4	-3.0
Grade 2 Reading	441	61.9	354	74.0	12.1	-3.1	268	71.3	242	69.8	-1.5	-7.3	5,910	75.4	5,678	77.1	1.7
Grade 2 Reading SP	198	68.7	152	73.0	4.3	-1.0	228	69.3	163	68.7	-0.6	-5.3	5,250	76.2	4,944	74.0	-2.2
Grade 3 Reading	451	38.4	400	37.3	-1.1	-17.4	300	47.7	235	47.7	0.0	-7.0	6,617	53.8	6,033	54.7	0.9
Grade 3 Reading SP	200	51.0	203	47.8	-3.2	-6.9	210	51.9	222	43.7	-8.2	-11.0	5,173	58.8	4,737	54.7	-4.1
Grade 4 Language Arts	424	45.3	406	57.4	12.1	-8.9	324	46.6	279	56.3	9.7	-10.0	7,056	59.1	6,809	66.3	7.2
Grade 4 Language Arts SP	215	59.1	206	60.7	1.6	-9.7	218	63.8	205	70.2	6.4	-0.2	4,918	66.8	4,558	70.4	3.6
Grade 4 Reading	422	48.8	405	58.8	10.0	-10.2	325	51.1	279	57.7	6.6	-11.3	7,085	66.8	6,835	69.0	2.2
Grade 4 Reading SP	212	65.1	206	70.4	5.3	-5.7	219	78.1	205	77.1	-1.0	1.0	4,884	76.2	4,522	76.1	-0.1
Grade 5 Reading	457	63.7	394	69.0	5.3	-9.6	331	70.1	314	70.4	0.3	-8.2	7,744	76.6	7,481	78.6	2.0
Grade 5 Reading SP	181	59.7	203	70.0	10.3	-6.8	209	62.2	193	71.5	9.3	-5.3	4,046	71.2	4,027	76.8	5.6
Grade 5 Science	551	52.3	586	78.0	25.7	2.1	443	50.1	441	64.2	14.1	-11.7	9,872	67.5	9,988	75.9	8.4
Grade 5 Science SP	85	58.8	18	50.0	-8.8	-23.1	95	55.8	67	73.1	17.3	0.0	1,919	69.3	1,534	73.1	3.8

Source: District ACP files dated January 31, 2017 (fall 2017) and February 1 (fall 2018) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. ACP = Assessment of Course Performance. PEIMS = Public Education Information Management System. F17 = fall 2017. F18 = fall 2018. %pts = percentage points. Δ = difference. Dist = district. K = Kindergarten. SP = Spanish Language (English unless designation is shown). * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. A list of the comparison campuses can be found in Appendix A. Positive comparisons are highlighted in **blue bold**.

Appendix L Table 13: Spring 2018 and Spring 2019 ACE Core Subjects ACP Passing Rates – ACE 1.0 Middle School – Dade, Edison/Pinkston, Zumwalt

Test	Dade						Edison/Pinkston						Zumwalt					
	S18 Test N	S18 Pass %	S19 Test N	S19 Pass %	Δ S18 %pts	Δ Dist S19 %pts	S18 Test N	S18 Pass %	S19 Test N	S19 Pass %	Δ S18 %pts	Δ Dist S19 %pts	S18 Test N	S18 Pass %	S19 Test N	S19 Pass %	Δ S18 %pts	Δ Dist S19 %pts
Science 6	177	36.7	180	11.1	-25.6	-41.0	145	46.9	-	-	-	-	98	51.0	90	64.4	13.4	12.3
Science 6 Pre-AP	32	21.9	43	23.3	1.4	-63.3	20	85.0	-	-	-	-	11	90.9	-	-	-	-
Science 7	136	72.1	177	50.3	-21.8	-25.8	127	64.6	141	65.2	0.6	-10.9	111	74.8	101	76.2	1.4	0.1
Astronomy 8	43	16.3	-	-	-	-	14	42.9	10	50.0	7.1	-21.9	-	-	-	-	-	-
Social Studies 6	170	39.4	165	24.8	-14.6	-29.0	141	36.9	-	-	-	-	96	19.8	76	26.3	6.5	-27.5
Social Studies 6 Pre-AP	32	59.4	49	53.1	-6.3	-26.8	23	26.1	-	-	-	-	14	14.3	15	20.0	5.7	-59.9
Texas Studies 7	144	52.1	180	52.8	0.7	-6.7	126	38.1	137	31.4	-6.7	-28.1	109	58.7	77	27.3	-31.4	-32.2
Texas Studies 7 Pre-AP	42	50.0	29	37.9	-12.1	-40.6	20	70.0	20	30.0	-40.0	-48.5	11	63.6	23	17.4	-46.2	-61.1

Source: District ACP files dated June 20, 2018 (spring 2018) and June 27, 2019 (spring 2019) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. ACP = Assessment of Course Performance. PEIMS = Public Education Information Management System. S18 = spring 2018. S19 = spring 2019. %pts = percentage points. Δ = difference. Dist = district. * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in blue bold.

Appendix L Table 14: Spring 2018 and Spring 2019 ACE Core Subjects ACP Passing Rates – ACE 1.0 Middle School – ACE 1.0, ACE 1.0 Comparison, District

Test	ACE 1.0						ACE 1.0 Comparison						District				
	S18 Test N	S18 Pass %	S19 Test N	S19 Pass %	Δ S18 %pts	Δ Dist S19 %pts	S18 Test N	S18 Pass %	S19 Test N	S19 Pass %	Δ S18 %pts	Δ Dist S19 %pts	S18 Test N	S18 Pass %	S19 Test N	S19 Pass %	Δ S18 %pts
Science 6	487	49.7	265	42.3	-7.4	-9.8	668	50.3	474	58	7.7	5.9	6,763	55.2	6,762	52.1	-3.1
Science 6 Pre-AP	66	50	42	40.5	-9.5	-46.1	75	62.7	57	86	23.3	-0.6	2,622	85.5	2,974	86.6	1.1
Science 7	415	48	373	71.3	23.3	-4.8	590	68.3	560	76.8	8.5	0.7	6,894	76.2	6,466	76.1	-0.1
Astronomy 8	69	27.5	56	23.2	-4.3	-48.7	52	76.9	50	72	-4.9	0.1	1,281	71	1,251	71.9	0.9
Social Studies 6	477	28.7	259	33.6	4.9	-20.2	728	44.1	518	52.9	8.8	-0.9	7,438	55.9	7,273	53.8	-2.1
Social Studies 6 Pre-AP	74	47.3	46	50	2.7	-29.9	23	91.3	23	82.6	-8.7	2.7	1,938	80.7	2,505	79.9	-0.8
Texas Studies 7	416	37	377	49.6	12.6	-9.9	546	59	531	75.7	16.7	16.2	6,965	62.4	6,466	59.5	-2.9
Texas Studies 7 Pre-AP	81	48.1	74	58.1	10.0	-20.4	121	80.2	117	84.6	4.4	6.1	2,291	81.2	2,578	78.5	-2.7

Source: District ACP files dated June 20, 2018 (spring 2018) and June 27, 2019 (spring 2019) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. ACP = Assessment of Course Performance. PEIMS = Public Education Information Management System. S18 = spring 2018. S19 = spring 2019. %pts = percentage points. Δ = difference. Dist = district. * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in blue bold.

Appendix L Table 15: Spring 2018 and Spring 2019 ACE Core Subjects ACP Passing Rates – ACE 2.0 Middle School – Edison/Carr and Rusk

Test	Edison/Carr						Rusk					
	S18 Test N	S18 Pass %	S19 Test N	S19 Pass %	Δ S18 %pts	Δ Dist S19 %pts	S18 Test N	S18 Pass %	S19 Test N	S19 Pass %	Δ S18 %pts	Δ Dist S19 %pts
Science 6	145	46.9	26	65.4	18.5	13.3	168	73.2	136	64	-9.2	11.9
Science 6 Pre-AP	20	85	5	100	15.0	13.4	9	88.9	41	80.5	-8.4	-6.1
Science 7	-	-	-	-	-	-	166	87.3	148	81.1	-6.2	5.0
Astronomy 8	-	-	-	-	-	-	-	-	-	-	-	-
Social Studies 6	141	36.9	19	21.1	-15.8	-32.7	150	60.7	162	54.3	-6.4	0.5
Social Studies 6 Pre-AP	23	26.1	12	66.7	40.6	-13.2	27	48.1	13	53.8	5.7	-26.1
Texas Studies 7	-	-	-	-	-	-	174	83.9	129	80.6	-3.3	21.1
Texas Studies 7 Pre-AP	-	-	-	-	-	-	12	100	48	97.9	-2.1	19.4

Source: District ACP files dated June 20, 2018 (spring 2018) and June 27, 2019 (spring 2019) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. ACP = Assessment of Course Performance. PEIMS = Public Education Information Management System. S18 = spring 2018. S19 = spring 2019. %pts = percentage points. Δ = difference. Dist = district. * = fewer than five students took test. - = zero students took test. All differences shown in percentage points. Positive comparisons are highlighted in **blue bold**.

Appendix L Table 16: Spring 2018 and Spring 2019 ACE Core Subjects ACP Passing Rates – ACE 2.0 Middle School – ACE 2.0, ACE 21.0 Comparison, District

Test	ACE 2.0						ACE 2.0 Comparison ^a						District				
	S18 Test N	S18 Pass %	S19 Test N	S19 Pass %	Δ S18 %pts	Δ Dist S19 %pts	S18 Test N	S18 Pass %	S19 Test N	S19 Pass %	Δ S18 %pts	Δ Dist S19 %pts	S18 Test N	S18 Pass %	S19 Test N	S19 Pass %	Δ S18 %pts
Science 6	175	60.6	168	73.2	12.6	21.1	268	53.4	205	57.1	3.7	5.0	6,763	55.2	6,762	52.1	-3.1
Science 6 Pre-AP	10	50	10	80.0	30.0	-6.6	214	93.9	81	98.8	4.9	12.2	2,622	85.5	2,974	86.6	1.1
Science 7	173	48.6	173	86.7	38.1	10.6	266	61.3	231	88.3	27.0	12.2	6,894	76.2	6,466	76.1	-0.1
Astronomy 8	-	-	-	-	-	-	145	71.7	-	-	-	-	1,281	71	1,251	71.9	0.9
Social Studies 6	156	57.1	151	60.3	3.2	6.5	282	45.4	214	65.9	20.5	12.1	7,438	55.9	7,273	53.8	-2.1
Social Studies 6 Pre-AP	27	37	27	48.1	11.1	-31.8	197	83.2	68	80.9	-2.3	1.0	1,938	80.7	2,505	79.9	-0.8
Texas Studies 7	176	75.6	181	83.4	7.8	23.9	234	52.1	241	76.3	24.2	16.8	6,965	62.4	6,466	59.5	-2.9
Texas Studies 7 Pre-AP	18	77.8	12	100.0	22.2	21.5	206	79.1	64	89.1	10.0	10.6	2,291	81.2	2,578	78.5	-2.7

Source: District ACP files dated June 20, 2018 (spring 2018) and June 27, 2019 (spring 2019) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. ACP = Assessment of Course Performance. PEIMS = Public Education Information Management System. S18 = spring 2018. S19 = spring 2019. %pts = percentage points. Δ = difference. Dist = district. * = fewer than five students took test. - = zero students took test. ^a = Because Raul Quintanilla Middle School did not include grade six in 2018-19, grade six students at J. L. Long Middle School were selected as the comparison group for grade six students at T.J. Rusk Middle School for ACE 2.0, as needed. All differences shown in percentage points. Positive comparisons are highlighted in **blue bold**.

Appendix M

Appendix M Table 1: 2015 to 2019 ACE STAAR Rates at Approaches Grade Level or Above Standard by Grade Level and Campus – Mathematics

Campus	Approaches Grade Level or Above										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Δ %pts	Δ %pts	Δ %pts
Grade Three											
Blanton	117	59.0	90	85.6	105	84.8	101	74.3	-10.5	-11.3	15.3
U. Lee	87	42.5	83	67.5	80	81.3	62	67.7	-13.6	0.2	25.2
Mills	56	50.0	49	59.2	50	78.0	44	70.5	-7.5	11.3	20.5
ACE 1.0	260	51.5	222	73.0	235	82.1	207	71.5	-10.6	-1.5	20.0
Comp 1.0	321	75.7	286	76.9	284	82.7	221	80.5	-2.2	3.6	4.8
Carr ^b			106	44.3	88	72.7	49	69.4	-3.3	25.1	
Ervin			89	51.7	74	63.5	61	60.7	-2.8	9.0	
Titche			104	51.0	104	85.6	69	84.1	-1.5	33.1	
ACE 2.0			299	48.8	266	75.2	179	72.1	-3.1	23.3	
Comp 2.0			271	66.4	227	75.8	212	76.9	1.1	10.5	
Chavez					65	49.2	110	70.0	20.8		
Dunbar					83	50.6	71	62.0	11.4		
Hotchkiss					103	70.9	95	73.7	2.8		
King					64	54.7	53	73.6	18.9		
Maple Lawn					69	66.7	113	83.2	16.5		
Pease ^c	79	36.7	66	59.1	61	59.0	78	66.7	7.7	7.6	30.0
Rhoads					108	54.6	99	50.5	-4.1		
ACE 3.0					553	58.4	619	68.8	10.4		
Comp 3.0					525	66.5	469	73.8	7.3		
District	12,627	64.9	12,570	71.0	12,481	74.6	11,561	75.3	0.7	4.3	10.4
Grade Four											
Blanton	82	47.6	95	83.2	87	89.7	96	94.8	5.1	11.6	47.2
U. Lee	78	17.9	94	67.0	92	71.7	70	78.6	6.9	11.6	60.7
Mills	57	64.9	61	70.5	48	81.3	39	61.5	-19.8	-9.0	-3.4
ACE 1.0	217	41.5	250	74.0	227	80.6	205	82.9	2.3	8.9	41.4
Comp 1.0	268	60.1	284	70.8	267	77.2	265	76.6	-0.6	5.8	16.5
Carr ^b			88	51.1	84	63.1	49	87.8	24.7	36.7	
Ervin			106	41.5	93	64.5	77	74.0	9.5	32.5	
Titche			116	42.2	110	79.1	105	81.9	2.8	39.7	
ACE 2.0			310	44.5	287	69.7	231	80.5	10.8	36.0	
Comp 2.0			243	60.5	260	70.4	226	75.2	4.8	14.7	
Chavez					73	64.4	119	76.5	12.1		
Dunbar					84	53.6	77	61.0	7.4		
Hotchkiss					113	61.9	99	74.7	12.8		
King					75	41.3	66	69.7	28.4		
Maple Lawn					69	84.1	113	74.3	-9.8		
Pease ^c	68	17.6	61	60.7	55	60.0	70	57.1	-2.9	-3.6	39.5
Rhoads					77	51.9	97	67.0	15.1		
ACE 3.0					546	59.3	641	69.7	10.4		
Comp 3.0					555	61.1	499	69.7	8.6		
District	12,163	61.2	12,370	69.3	12,599	75.1	12,184	74.6	-0.5	5.3	13.4
Grade Five											
Blanton	89	36.0	103	93.2	110	96.4	79	94.9	-1.5	1.7	58.9
U. Lee	92	39.1	86	70.9	94	85.1	93	83.9	-1.2	13.0	44.8
Mills	64	43.8	48	70.8	48	91.7	40	77.5	-14.2	6.7	33.7
ACE 1.0	245	39.2	237	80.6	252	91.3	212	86.8	-4.5	6.2	47.6
Comp 1.0	270	71.9	287	86.4	284	90.8	251	94.4	3.6	8.0	22.5
Carr ^b			85	63.5	82	87.8	49	91.8	4.0	28.3	
Ervin			100	53.0	95	72.6	88	81.8	9.2	28.8	
Titche			111	59.5	94	88.3	95	91.6	3.3	32.1	
ACE 2.0			296	58.4	271	82.7	232	87.9	5.2	29.5	
Comp 2.0			246	85.4	236	85.6	262	84.7	-0.9	-0.7	
Chavez					72	93.1	120	93.3	0.2		
Dunbar					78	56.4	84	91.7	35.3		
Hotchkiss					71	69.0	103	92.2	23.2		
King					73	61.6	75	84.0	22.4		
Maple Lawn					74	90.5	110	87.3	-3.2		

table continues

Table (continued)

Campus	Approaches Grade Level or Above														
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr				
	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Δ %pts	Δ %pts	Δ %pts				
Grade Five															
Pease ^c	70	34.3	64	70.3	66	78.8	62	72.6	-6.2	2.3	38.3				
Rhoads					117	64.1	78	69.2	5.1						
ACE 3.0					551	72.4	632	85.8	13.4						
Comp 3.0					557	78.8	522	82.6	3.8						
District	11,607	67.2	11,828	81.4	12,531	86.7	12,328	87.4	0.7	6.0	20.2				
Grade Six															
Dade	289	45.0	302	51.7	266	67.7	265	54.3	-13.4	2.6	9.3				
Edison/Carr ^d	161	33.5	160	59.4	187	64.7									
Zumwalt	145	31.0	137	46.7	126	50.8	109	63.3	12.5	16.6	32.3				
ACE 1.0	595	38.5	599	52.6	580 ^h	62.9	374	57.0	-5.9	4.4	18.5				
Comp 1.0	882	49.1	744	60.3	785	57.3	761	65.7	8.4	5.4	16.6				
Edison/Carr ^d							36	88.9	24.2	29.5	55.4				
Rusk							219	54.3	206	67.5	199	68.8	1.3	14.5	
ACE 2.0							219	54.3	206	67.5	235	71.9	4.4	17.6	
Comp 2.0 ^e							449	80.2	501	74.1	486	74.3	-0.7	-5.9	
District	10,309	60.6	10,292	65.6	10,632	67.4	11,040	73.9	6.5	8.3	13.3				
Grade Seven															
Dade	246	26.8	197	34.0	209	54.1	239	49.4	-4.7	15.4	22.6				
Edison/Pinkston ^f	146	19.2	139	41.0	144	50.0	159	39.0	-11.0	-2.0	19.8				
Zumwalt	112	20.5	121	45.5	112	40.2	105	56.2	16.0	10.7	35.7				
ACE 1.0	504	23.2	457	39.2	465	49.5	503	47.5	-2.0	8.3	24.3				
Comp 1.0	875	44.9	625	46.2	616	54.2	664	58.6	4.4	12.4	13.7				
Rusk			151	41.7	186	64.0	167	58.7	-5.3	17.0					
ACE 2.0			151	41.7	186	64.0	167	58.7	-5.3	17.0					
Comp 2.0			303	45.5	258	69.4	235	68.1	-1.3	22.6					
District	7,641	43.9	7,256	47.3	8,093	54.6	7,607	58.8	4.2	11.5	14.9				
Grade Eight															
Dade	269	40.5	267	68.2	283	81.6	243	75.3	-6.3	7.1	34.8				
Edison/Pinkston ^f	163	51.5	150	74.7	153	83.0	154	65.6	-17.4	-9.1	14.1				
Zumwalt	119	44.5	126	78.6	126	84.9	125	81.6	-3.3	3.0	37.1				
ACE 1.0	551	44.6	543	72.4	562	82.7	522	73.9	-8.8	1.5	29.3				
Comp 1.0	804	55.1	797	79.8	730	84.8	690	86.1	1.3	6.3	31.0				
Rusk			160	68.1	201	85.6	223	93.7	8.1	25.6					
ACE 2.0			160	68.1	201	85.6	223	93.7	8.1	25.6					
Comp 2.0			329	81.5	371	91.4	350	92.3	0.9	10.8					
District	10,429	63.9	9,975	80.6	10,296	82.9	10,913	86.4	3.5	5.8	22.5				
Grade Eight Algebra I															
Dade	18	88.9	63	96.8	55	100.0	45	93.3	-6.7	-3.5	4.4				
Edison/Pinkston ^f	21	81.0	25	100.0	34	100.0	23	95.7	-4.3	-4.3	14.7				
Zumwalt	15	86.7	22	100.0	17	100.0	21	100.0	0.0	0.0	13.3				
ACE 1.0	54	85.2	110	98.2	106	100.0	89	95.5	-4.5	-2.7	10.3				
Comp 1.0	88	96.6	64	96.9	89	100.0	100	100.0	0.0	3.1	3.4				
Rusk			41	100.0	20	95.0	32	100.0	5.0	0.0					
ACE 2.0			41	100.0	20	95.0	32	100.0	5.0	0.0					
Comp 2.0			55	100.0	52	100.0	68	100.0	0.0	0.0					
District	2,338	97.2	2,240	99.3	2,361	99.8	2,355	99.3	-0.5	0.0	2.1				
All Mathematics ^g															
Blanton	288	48.6	288	87.5	302	90.4	276	87.3	-3.1	-0.2	38.7				
U. Lee	257	33.9	263	68.4	266	79.3	225	77.8	-1.5	9.4	43.9				
Mills	177	52.5	158	67.1	146	83.6	123	69.9	-13.7	2.8	17.4				
Dade	822	39.1	829	56.2	813	71.2	792	61.5	-9.7	5.3	22.4				
Edison/Pinkston ^f	491	37.3	474	61.0	518	68.3	336	75.6	7.3	14.6	38.3				
Zumwalt	391	34.3	406	59.1	381	61.2	360	59.4	-1.8	0.3	25.1				
ACE 1.0	2,426	39.5	2,418	63.4	2,427 ^h	73.0	2,112	67.5	-5.5	4.1	28.0				
Comp 1.0	3,508	55.6	3,087	68.2	3,055	71.7	2,952	74.6	2.9	6.4	19.0				
Carr ^b			279	52.3	254	74.4	183	84.2	9.8	31.9					
Ervin			295	48.5	262	67.2	226	73.5	6.3	25.0					
Titche			331	50.8	308	84.1	269	85.9	1.8	35.1					
Rusk			571	58.1	613	73.2	621	76.7	3.5	18.6					
ACE 2.0			1,476	53.5	1,437	74.7	1,299	79.1	4.4	25.6					
Comp 2.0			1,798	67.5	1,724	79.3	1,839	79.8	0.5	12.3					

table continues

Table (continued)

Campus	Approaches Grade Level or Above									
	2015 ^a		2017		2018		2019		1 Yr	2 Yr
	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Δ %pts	Δ %pts
All Mathematics^g										
Chavez					210	69.5	349	80.2	10.7	
Dunbar					245	53.5	232	72.4	18.9	
Hotchkiss					287	66.9	297	80.5	13.6	
King					212	52.4	194	76.3	23.9	
Maple Lawn					212	80.7	336	81.5	0.8	
Pease ^c	217	30.0	191	63.4	182	66.5	210	65.2	-1.3	1.8
Rhoads					302	57.6	274	61.7	4.1	
ACE 3.0					1,650	63.4	1,892	74.8	11.4	
Comp 3.0					1,637	68.8	1,490	75.5	6.7	
District	67,113	62.6	66,531	71.5	68,993	75.6	64,956	77.9	2.3	6.4

Source: STAAR files dated September 1, 2015 (2015 grades three to eight), August 11, 2015 (2015 Algebra I EOC), June 15, 2017 (2017 grades three to eight), June 22, 2017 (2017 Algebra I EOC), June 20, 2018 (2018 STAAR and Algebra I EOC), June 13, 2019 (2019 STAAR), and June 4, 2019 (2019 Algebra I EOC) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15), October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. EOC = End-of-Course. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Δ = difference. Yr = year. %pts = percentage points. Appr+ = attained Approaches Grade Level or Above performance standard. MS = middle school. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. ^b = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ^c = In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0. ^d = Because sixth graders at Edison were consolidated with Carr in 2018-19, rates for 2017-18 and previous years were for Edison and rates for 2018-19 were for Carr. ^e = Because Raul Quintanilla MS did not include grade six in 2018-19, grade six students at J. L. Long MS were selected as the comparison group for grade six students at T.J. Rusk Middle School. ^f = Because seventh and eighth graders at Edison were consolidated with Pinkston in 2018-19, rates for 2017-18 and previous years were for Edison and rates for 2018-19 were for Pinkston. ^g = Sum of individual campuses may not equal the total for each ACE cohort because some students tested outside of their school level. ^h = Campus totals do not sum to cohort total because of an elementary student who completed a Grade 6 STAAR exam. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18.

Appendix M Table 2: 2016 to 2019 ACE STAAR Rates at Meets Grade Level or Above Standard by Grade Level and Campus – Mathematics

Campus	Meets Grade Level or Above										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Δ %pts	Δ %pts	Δ %pts
Grade Three											
Blanton	113	19.5	90	64.4	103	51.5	101	46.5	-5.0	-17.9	27.0
U. Lee	86	8.1	83	43.4	80	47.5	62	24.2	-23.3	-19.2	16.1
Mills	56	25.0	48	29.2	49	38.8	44	27.3	-11.5	-1.9	2.3
ACE 1.0	255	16.9	221	48.9	232	47.4	207	35.7	-11.7	-13.2	18.8
Comp 1.0	321	46.1	286	48.6	284	47.2	221	48.0	0.8	-0.6	1.9
Carr ^b			106	18.9	87	43.7	49	51.0	7.3	32.1	
Ervin			88	23.9	70	27.1	60	25.0	-2.1	1.1	
Titche			102	25.5	101	51.5	65	46.2	-5.3	20.7	
ACE 2.0			296	22.6	258	42.2	174	40.2	-2.0	17.6	
Comp 2.0			268	34.0	220	41.8	202	41.1	-0.7	7.1	
Chavez					65	16.9	104	36.5	19.6		
Dunbar					83	18.1	69	26.1	8.0		
Hotchkiss					101	34.7	92	33.7	-1.0		
King					63	19.0	48	41.7	22.7		
Maple Lawn					69	27.5	113	42.5	15.0		
Pease ^c	79	6.3	65	23.1	61	24.6	74	16.2	-8.4	-6.9	9.9
Rhoads					108	22.2	98	19.4	-2.8		
ACE 3.0					550	23.8	598	31.1	7.3		
Comp 3.0					508	36.8	449	43.2	6.4		
District	12,425	28.8	12,369	40.5	12,220	41.5	11,327	42.3	0.8	1.8	13.5
Grade Four											
Blanton	81	12.3	95	65.3	87	73.6	96	69.8	-3.8	4.5	57.5
U. Lee	78	2.6	94	46.8	91	41.8	70	38.6	-3.2	-8.2	36.0
Mills	57	28.1	60	46.7	45	37.8	39	33.3	-4.5	-13.4	5.2
ACE 1.0	216	13.0	249	53.8	223	53.4	205	52.2	-1.2	-1.6	39.2
Comp 1.0	268	20.1	284	34.9	266	42.1	265	46.8	4.7	11.9	26.7
Carr ^b			88	27.3	84	35.7	49	49.0	13.3	21.7	
Ervin			103	17.5	91	25.3	73	42.5	17.2	25.0	
Titche			113	19.5	108	45.4	102	48.0	2.6	28.5	
ACE 2.0			304	21.1	283	36.0	224	46.4	10.4	25.3	
Comp 2.0			234	27.8	257	34.2	220	37.7	3.5	9.9	
Chavez					73	32.9	111	39.6	6.7		
Dunbar					80	22.5	76	31.6	9.1		
Hotchkiss					107	32.7	97	36.1	3.4		
King					73	13.7	62	38.7	25.0		
Maple Lawn					68	41.2	113	27.4	-13.8		
Pease ^c	68	4.4	61	34.4	55	18.2	67	17.9	-0.3	-16.5	13.5
Rhoads					77	14.3	97	30.9	16.6		
ACE 3.0					533	25.5	623	32.1	6.6		
Comp 3.0					540	28.9	482	38.6	9.7		
District	12,010	22.7	12,140	40.0	12,357	43.8	11,915	44.3	0.5	4.3	21.6
Grade Five											
Blanton	87	14.9	98	77.6	110	80.9	79	74.7	-6.2	-2.9	59.8
U. Lee	92	9.8	86	26.7	94	58.5	93	37.6	-20.9	10.9	27.8
Mills	64	10.9	48	50.0	46	54.3	40	30.0	-24.3	-20.0	19.1
ACE 1.0	243	11.9	232	53.0	250	67.6	212	50.0	-17.6	-3.0	38.1
Comp 1.0	269	39.0	286	51.0	284	63.4	251	67.3	3.9	16.3	28.3
Carr ^b			85	20.0	82	36.6	49	65.3	28.7	45.3	
Ervin			98	13.3	90	28.9	84	35.7	6.8	22.4	
Titche			110	15.5	90	44.4	93	47.3	2.9	31.8	
ACE 2.0			293	16.0	262	36.6	226	46.9	10.3	30.9	
Comp 2.0			243	51.4	228	44.7	261	50.2	5.5	-1.2	
Chavez					70	48.6	113	54.9	6.3		
Dunbar					76	21.1	79	65.8	44.7		
Hotchkiss					68	27.9	99	69.7	41.8		
King					70	18.6	73	35.6	17.0		
Maple Lawn					71	66.2	109	57.8	-8.4		

table continues

Table (continued)

Campus	Meets Grade Level or Above										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Δ %pts	Δ %pts	Δ %pts
Grade Five											
Pease ^c	70	4.3	63	20.6	66	25.8	60	30.0	4.2	9.4	25.7
Rhoads					117	25.6	78	24.4	-1.2		
ACE 3.0					538	32.7	611	50.6	17.9		
Comp 3.0					536	41.2	505	41.0	-0.2		
District	11,445	30.9	11,582	43.0	12,271	53.3	12,081	54.8	1.5	11.8	23.9
Grade Six											
Dade	268	7.1	290	12.4	246	22.8	257	19.1	-3.7	6.7	12.0
Edison/Carr ^d	157	8.3	155	18.1	183	27.9					
Zumwalt	145	6.2	135	13.3	126	19.8	109	32.1	12.3	18.8	25.9
ACE 1.0	570	7.2	580	14.1	556 ^h	23.7	366	23.0	-0.7	8.9	15.8
Comp 1.0	865	14.8	725	19.9	760	23.2	745	23.0	-0.2	3.1	8.2
Edison/Carr ^d							36	58.3	30.4	40.2	50.0
Rusk			217	19.8	199	31.2	195	23.6	-7.6	3.8	
ACE 2.0			217	19.8	199	31.2	231	29.0	-2.2	9.2	
Comp 2.0 ^e			446	46.0	495	42.2	472	38.8	-3.4	-7.2	
District	10,135	23.1	10,099	29.7	10,400	33.0	10,809	37.6	4.6	7.9	14.5
Grade Seven											
Dade	237	1.3	189	9.0	197	16.2	221	14.9	-1.3	5.9	13.6
Edison/Pinkston ^f	143	0.7	137	12.4	139	12.9	159	8.8	-4.1	-3.6	8.1
Zumwalt	112	3.6	121	9.1	112	9.8	105	21.0	11.2	11.9	17.4
ACE 1.0	492	1.6	447	10.1	448	13.6	485	14.2	0.6	4.1	12.6
Comp 1.0	863	9.8	612	14.2	593	15.7	643	22.6	6.9	8.4	12.8
Rusk			150	12.0	183	20.8	162	18.5	-2.3	6.5	
ACE 2.0			150	12.0	183	20.8	162	18.5	-2.3	6.5	
Comp 2.0			297	14.8	255	32.2	223	30.9	-1.3	16.1	
District	7,517	8.8	7,099	14.3	7,896	17.4	7,369	20.5	3.1	6.2	11.7
Grade Eight											
Dade	260	6.5	249	23.7	272	41.5	230	37.0	-4.5	13.3	30.5
Edison/Pinkston ^f	159	9.4	146	19.2	151	49.7	151	20.5	-29.2	1.3	11.1
Zumwalt	119	10.1	126	34.1	126	51.6	125	45.6	-6.0	11.5	35.5
ACE 1.0	538	8.2	521	25.0	549	46.1	506	34.2	-11.9	9.2	26.0
Comp 1.0	795	16.0	778	36.6	714	46.8	666	45.2	-1.6	8.6	29.2
Rusk			159	14.5	198	47.5	219	66.2	18.7	51.7	
ACE 2.0			159	14.5	198	47.5	219	66.2	18.7	51.7	
Comp 2.0			321	38.3	363	65.6	347	69.5	3.9	31.2	
District	10,305	24.5	9,796	35.9	10,137	46.6	10,717	54.1	7.5	18.2	29.6
Grade Eight Algebra I											
Dade	18	33.3	63	58.7	55	70.9	45	64.4	-6.5	5.7	31.1
Edison/Pinkston ^f	21	19.0	25	84.0	34	88.2	23	69.6	-18.6	-14.4	50.6
Zumwalt	15	26.7	22	72.7	17	94.1	21	85.7	-8.4	13.0	59.0
ACE 1.0	54	25.9	110	67.3	106	80.2	89	70.8	-9.4	3.5	44.9
Comp 1.0	88	65.9	64	68.8	89	89.9	100	86.0	-3.9	17.2	20.1
Rusk			41	48.8	20	95.0	32	100.0	5.0	51.2	
ACE 2.0			41	48.8	20	95.0	32	100.0	5.0	51.2	
Comp 2.0			55	92.7	52	100.0	68	100.0	0.0	7.3	
District	2,338	74.6	2,240	86.7	2,361	92.2	2,355	94.0	1.8	7.3	19.4
All Mathematics^g											
Blanton	281	16.0	283	69.3	300	68.7	276	62.7	-6.0	-6.6	46.7
U. Lee	256	7.0	263	39.2	265	49.4	225	34.2	-15.2	-5.0	27.2
Mills	177	20.9	156	42.3	140	43.6	123	30.1	-13.5	-12.2	9.2
Dade	783	5.1	791	18.8	770	31.2	753	26.0	-5.2	7.2	20.9
Edison/Pinkston ^f	480	6.9	463	20.3	507	34.3	333	28.8	-5.5	8.5	21.9
Zumwalt	391	7.4	404	21.7	381	30.7	360	32.8	2.1	11.1	25.4
ACE 1.0	2,368	8.7	2,360	29.5	2,363	39.3	2,070	32.7	-6.6	3.2	24.0
Comp 1.0	3,469	20.3	3,035	31.1	2,990	37.1	2,891	38.1	1.0	7.0	17.8
Carr ^b			279	21.9	253	38.7	183	55.7	17.0	33.8	
Ervin			289	18.0	251	27.1	217	35.0	7.9	17.0	
Titche			325	20.0	299	47.2	260	47.3	0.1	27.3	
Rusk			567	18.4	600	48.0	608	41.6	-6.4	23.2	
ACE 2.0			1,460	19.3	1,403	37.1	1,268	43.7	6.6	24.4	
Comp 2.0			1,766	33.6	1,682	45.5	1,793	47.9	2.4	14.3	

table continues

Table (continued)

Campus	Meets Grade Level or Above										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Δ %pts	Δ %pts	Δ %pts
All Mathematics^g											
Chavez					208	33.2	328	43.9	10.7		
Dunbar					239	20.5	224	42.0	21.5		
Hotchkiss					276	32.2	288	46.9	14.7		
King					206	17.0	183	38.3	21.3		
Maple Lawn					208	45.2	335	42.4	-2.8		
Pease ^c	217	5.1	189	25.9	182	23.1	201	20.9	-2.2	-5.0	15.8
Rhoads					302	21.5	273	24.9	3.4		
ACE 3.0					1,621	27.3	1,832	37.9	10.6		
Comp 3.0					1,584	35.6	1,436	40.9	5.3		
District	63,837	24.1	65,325	37.3	67,642	42.5	66,573	45.5	3.0	8.2	21.4

Source: STAAR files dated September 1, 2015 (2015 grades three to eight), August 11, 2015 (2015 Algebra I EOC), June 15, 2017 (2017 grades three to eight), June 22, 2017 (2017 Algebra I EOC), June 20, 2018 (2018 STAAR and Algebra I EOC), June 13, 2019 (2019 STAAR), and June 4, 2019 (2019 Algebra I EOC) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15), October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. EOC = End-of-Course. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Δ = difference. Yr = year. %pts = percentage points. Meets+ = attained Meets Grade Level or Above performance standard. ^a = Prior to 2017, Meets+ was called Level II: Postsecondary Academic Performance. ^b = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ^c = In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0. ^d = Because sixth graders at Edison were consolidated with Carr in 2018-19, rates for 2017-18 and previous years were for Edison and rates for 2018-19 were for Carr. ^e = Because Raul Quintanilla MS did not include grade six in 2018-19, grade six students at J. L. Long MS were selected as the comparison group for grade six students at T.J. Rusk Middle School. ^f = Because seventh and eighth graders at Edison were consolidated with Pinkston in 2018-19, rates for 2017-18 and previous years were for Edison and rates for 2018-19 were for Pinkston. ^g = Sum of individual campuses may not equal the total for each ACE cohort because some students tested outside of their school level. ^h = Campus totals do not sum to cohort total because of an elementary student who completed a Grade 6 STAAR exam. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18.

Appendix M Table 3: 2016 to 2019 ACE STAAR Rates of Students at Masters Grade Level Standard by Grade Level and Campus – Mathematics

Campus	Masters Grade Level										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Δ %pts	Δ %pts	Δ %pts
Grade Three											
Blanton	117	5.1	90	35.6	105	28.6	101	35.6	7.0	0.0	30.5
U. Lee	87	1.1	83	26.5	80	22.5	62	9.7	-12.8	-16.8	8.6
Mills	56	10.7	49	14.3	50	14.0	44	4.5	-9.5	-9.8	-6.2
ACE 1.0	260	5.0	222	27.5	235	23.4	207	21.3	-2.1	-6.2	16.3
Comp 1.0	321	14.6	286	25.5	284	26.1	221	24.4	-1.7	-1.1	9.8
Carr ^b			106	5.7	88	15.9	49	22.4	6.5	16.7	
Ervin			89	12.4	74	14.9	61	13.1	-1.8	0.7	
Titche			104	13.5	104	29.8	69	24.6	-5.2	11.1	
ACE 2.0			299	10.4	266	21.1	179	20.1	-1.0	9.7	
Comp 2.0			271	16.2	227	17.6	212	23.1	5.5	6.9	
Chavez					65	4.6	110	20.0	15.4		
Dunbar					83	8.4	71	9.9	1.5		
Hotchkiss					103	13.6	95	18.9	5.3		
King					64	6.3	53	28.3	22.0		
Maple Lawn					69	10.1	113	21.2	11.1		
Pease ^c	79	1.3	66	7.6	61	8.2	78	5.1	-3.1	-2.5	3.8
Rhoads					108	7.4	99	5.1	-2.3		
ACE 3.0					553	8.7	619	15.3	6.6		
Comp 3.0					525	16.4	469	18.3	1.9		
District	12,627	9.5	12,570	20.5	12,481	19.8	11,561	20.5	0.7	0.0	11.0
Grade Four											
Blanton	82	7.3	95	48.4	87	54.0	96	43.8	-10.3	-4.6	36.5
U. Lee	78	1.3	94	34.0	92	23.9	70	17.1	-6.8	-16.9	15.8
Mills	57	7.0	61	26.2	48	22.9	39	15.4	-7.5	-10.8	8.4
ACE 1.0	217	5.1	250	37.6	227	35.2	205	29.3	-5.9	-8.3	24.2
Comp 1.0	268	6.3	284	16.9	267	21.3	265	25.3	4.0	8.4	19.0
Carr ^b			88	11.4	84	14.3	49	26.5	12.2	15.1	
Ervin			106	7.5	93	11.8	77	19.5	7.7	12.0	
Titche			116	9.5	110	29.1	105	25.7	-3.4	16.2	
ACE 2.0			310	9.4	287	19.2	231	23.8	4.6	14.4	
Comp 2.0			243	16.0	260	16.5	226	20.8	4.3	4.8	
Chavez					73	16.4	119	16.8	0.4		
Dunbar					84	13.1	77	22.1	9.0		
Hotchkiss					113	14.2	99	14.1	-0.1		
King					75	6.7	66	12.1	5.4		
Maple Lawn					69	17.4	113	12.4	-5.0		
Pease ^c	68	0.0	61	19.7	55	5.5	70	4.3	-1.2	-15.4	4.3
Rhoads					77	6.5	97	12.4	5.9		
ACE 3.0					546	11.7	641	13.7	2.0		
Comp 3.0					555	12.8	499	22.6	9.8		
District	12,163	10.3	12,370	22.7	12,599	23.9	12,184	25.1	1.2	2.4	14.8
Grade Five											
Blanton	89	3.4	103	49.5	110	60.9	79	45.6	-15.3	-3.9	42.2
U. Lee	92	1.1	86	2.3	94	36.2	93	23.7	-12.5	21.4	22.6
Mills	64	1.6	48	29.2	48	33.3	40	10.0	-23.3	-19.2	8.4
ACE 1.0	245	2.0	237	28.3	252	46.4	212	29.2	-17.2	0.9	27.2
Comp 1.0	270	15.2	287	25.8	284	39.4	251	41.8	2.4	16.0	26.6
Carr ^b			85	5.9	82	23.2	49	34.7	11.5	28.8	
Ervin			100	4.0	96	14.7	88	13.6	-1.1	9.6	
Titche			111	2.7	94	25.5	95	38.9	13.4	36.2	
ACE 2.0			296	4.1	271	21.0	232	28.4	7.4	24.3	
Comp 2.0			246	21.1	236	23.7	262	24.4	0.7	3.3	
Chavez					72	27.8	120	39.2	11.4		
Dunbar					78	7.7	84	45.2	37.5		
Hotchkiss					71	14.1	103	43.7	29.6		
King					73	2.7	75	13.3	10.6		
Maple Lawn					74	29.7	110	32.7	3.0		

table continues

Table (continued)

Campus	Masters Grade Level											
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr	
	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Δ %pts	Δ %pts	Δ %pts	
Grade Five												
Pease ^c	70	1.4	64	1.6	66	4.5	62	17.7	13.2	16.1	16.3	
Rhoads					117	10.3	78	9.0	-1.3			
ACE 3.0					551	13.6	632	30.7	17.1			
Comp 3.0					557	18.7	522	24.7	6.0			
District	11,607	12.1	11,828	19.9	12,531	27.7	12,328	33.7	6.0	13.8	21.6	
Grade Six												
Dade	289	4.5	302	4.0	266	9.8	265	7.2	-2.6	3.2	2.7	
Edison/Carr ^d	161	1.9	160	5.0	187	12.3	109	8.3	5.1	6.1	6.9	
Zumwalt	145	1.4	137	2.2	126	3.2						
ACE 1.0	595	3.0	599	3.8	580 ^h	9.1						374
Comp 1.0	882	2.4	744	5.1	785	8.3	761	6.8	-1.5	1.7	4.4	
Edison/Carr ^d			219	5.0	206	8.3	36	16.7	4.4	11.7	14.8	
Rusk							199	7.0	-1.3	2.0		
ACE 2.0							235	8.5	0.2	3.5		
Comp 2.0 ^e							449	18.7	501	18.4		486
District	10,309	6.4	10,292	11.5	10,632	12.4	11,040	16.2	3.8	4.7	9.8	
Grade Seven												
Dade	246	2.0	197	3.0	209	7.7	239	7.5	-0.2	4.5	5.5	
Edison/Pinkston ^f	146	0.0	139	3.6	144	2.8	159	0.6	-2.2	-3.0	0.6	
Zumwalt	112	0.0	121	0.8	112	0.9	105	2.9	2.0	2.1	2.9	
ACE 1.0	504	1.0	457	2.6	465	4.5	503	4.4	-0.1	1.8	3.4	
Comp 1.0	875	1.4	625	4.0	616	5.0	664	7.2	2.2	3.2	5.8	
Rusk			151	2.0	186	4.8	167	3.0	-1.8	1.0		
ACE 2.0			151	2.0	186	4.8	167	3.0	-1.8	1.0		
Comp 2.0			303	4.0	258	10.1	235	6.8	-3.3	2.8		
District	7,641	1.1	7,256	3.5	8,093	5.0	7,607	5.5	0.5	2.0	4.4	
Grade Eight												
Dade	269	1.1	267	4.1	283	14.1	243	10.7	-3.4	6.6	9.6	
Edison/Pinkston ^f	163	1.2	150	2.7	153	9.8	154	2.6	-7.2	-0.1	1.4	
Zumwalt	119	1.7	126	4.0	126	15.1	125	6.4	-8.7	2.4	4.7	
ACE 1.0	551	1.3	543	3.7	562	13.2	522	7.3	-5.9	3.6	6.0	
Comp 1.0	804	2.2	797	8.2	730	8.8	690	10.0	1.2	1.8	7.8	
Rusk			160	2.5	201	12.9	223	23.3	10.4	20.8		
ACE 2.0			160	2.5	201	12.9	223	23.3	10.4	20.8		
Comp 2.0			329	7.6	371	29.9	350	21.7	-8.2	14.1		
District	10,429	3.8	9,975	8.9	10,296	14.6	10,913	15.2	0.6	6.3	11.4	
Grade Eight Algebra I												
Dade	18	11.1	63	25.4	55	40.0	45	46.7	6.7	21.3	35.6	
Edison/Pinkston ^f	21	4.8	25	32.0	34	58.8	23	21.7	-37.1	-10.3	16.9	
Zumwalt	15	6.7	22	36.4	17	76.5	21	38.1	-38.4	1.7	31.4	
ACE 1.0	54	7.4	110	29.1	106	51.9	89	38.2	-13.7	9.1	30.8	
Comp 1.0	88	26.1	64	32.8	89	61.8	100	56.0	-5.8	23.2	29.9	
Rusk			41	12.2	20	70.0	32	100.0	30.0	87.8		
ACE 2.0			41	12.2	20	70.0	32	100.0	30.0	87.8		
Comp 2.0			55	81.8	52	78.8	68	97.1	18.3	15.3		
District	2,338	43.3	2,240	57.0	2,361	70.9	2,355	77.9	7.0	20.9	34.6	
All Mathematics ^g												
Blanton	288	5.2	288	44.8	302	47.7	276	41.3	-6.4	-3.5	36.1	
U. Lee	257	1.2	263	21.3	266	27.8	225	17.8	-10.0	-3.5	16.6	
Mills	177	6.2	158	23.4	146	23.3	123	9.8	-13.5	-13.6	3.6	
Dade	822	2.8	829	5.4	813	12.8	792	10.6	-2.2	5.2	7.8	
Edison/Pinkston ^f	491	1.3	474	5.3	518	12.0	336	5.7	-6.3	0.4	4.4	
Zumwalt	391	1.3	406	4.1	381	9.7	360	6.9	-2.8	2.8	5.6	
ACE 1.0	2,426	2.6	2,418	12.8	2,427 ^h	18.7	2,112	13.6	-5.1	0.8	11.0	
Comp 1.0	3,508	5.1	3,087	11.1	3,055	15.0	2,952	15.3	0.3	4.2	10.2	
Carr ^b			279	7.5	254	17.7	183	25.7	8.0	18.2		
Ervin			295	7.8	262	13.7	226	15.5	1.8	7.7		
Titche			331	8.5	308	28.2	269	30.1	1.9	21.6		
Rusk			571	4.0	613	10.8	621	16.6	5.8	12.6		
ACE 2.0			1,476	6.4	1,437	16.3	1,299	20.5	4.2	14.1		
Comp 2.0			1,798	13.8	1,724	20.8	1,839	22.2	1.4	8.4		

table continues

Table (continued)

Campus	Masters Grade Level									
	2015 ^a		2017		2018		2019		1 Yr	2 Yr
	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Δ %pts	Δ %pts
All Mathematics^g										
Chavez					210	16.7	349	25.5	8.8	
Dunbar					245	9.8	232	26.7	16.9	
Hotchkiss					287	13.9	297	25.9	12.0	
King					212	5.2	194	17.0	11.8	
Maple Lawn					212	19.3	336	22.0	2.7	
Pease ^c	217	0.9	191	9.4	182	6.0	210	8.6	2.6	-0.8
Rhoads					302	8.3	274	8.8	0.5	7.7
ACE 3.0					1,650	11.3	1,892	19.9	8.6	
Comp 3.0					1,637	15.9	1,490	22.0	6.1	
District	67,113	8.9	66,531	17.1	68,993	20.1	67,988	22.5	2.4	5.4

Source: STAAR files dated September 1, 2015 (2015 grades three to eight), August 11, 2015 (2015 Algebra I EOC), June 15, 2017 (2017 grades three to eight), June 22, 2017 (2017 Algebra I EOC), June 20, 2018 (2018 STAAR and Algebra I EOC), June 13, 2019 (2019 STAAR), and June 4, 2019 (2019 Algebra I EOC) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15), October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. EOC = End-of-Course. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Δ = difference. Yr = year. %pts = percentage points. Masters = attained Masters Grade Level performance standard. ^a = Prior to 2017, Masters was called Level III: Advanced Academic Performance.

^b = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only.

^c = In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0. ^d = Because sixth graders at Edison were consolidated with Carr in 2018-19, rates for 2017-18 and previous years were for Edison and rates for 2018-19 were for Carr. ^e = Because Raul Quintanilla MS did not include grade six in 2018-19, grade six students at J. L. Long MS were selected as the comparison group for grade six students at T.J. Rusk Middle School. ^f = Because seventh and eighth graders at Edison were consolidated with Pinkston in 2018-19, rates for 2017-18 and previous years were for Edison and rates for 2018-19 were for Pinkston. ^g = Sum of individual campuses may not equal the total for each ACE cohort because some students tested outside of their school level. ^h = Campus totals do not sum to cohort total because of an elementary student who completed a Grade 6 STAAR exam. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18.

Appendix M Table 4: 2016 to 2019 ACE STAAR Rates at Approaches Grade Level or Above Standard by Grade Level and Campus – Reading

Campus	Approaches Grade Level or Above										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Δ %pts	Δ %pts	Δ %pts
Grade Three											
Blanton	118	51.7	90	74.4	105	74.3	101	76.2	1.9	1.8	24.5
U. Lee	88	43.2	83	55.4	80	82.5	62	66.1	-16.4	10.7	22.9
Mills	56	44.6	49	55.1	50	72.0	44	72.7	0.7	17.6	28.1
ACE 1.0	262	47.3	222	63.1	235	76.6	207	72.5	-4.1	9.4	25.2
Comp 1.0	321	68.8	287	72.5	285	81.1	221	79.2	-1.9	6.7	10.4
Carr ^b			106	39.6	89	56.2	49	65.3	9.1	25.7	
Ervin			90	42.2	74	55.4	61	54.1	-1.3	11.9	
Titche			104	45.2	104	76.9	69	52.2	-24.7	7.0	
ACE 2.0			300	42.3	267	64.0	179	56.4	-7.6	14.1	
Comp 2.0			271	61.3	227	74.0	212	75.0	1.0	13.7	
Chavez					65	56.9	109	70.6	13.7		
Dunbar					83	47.0	71	53.5	6.5		
Hotchkiss					104	57.7	95	65.3	7.6		
King					64	64.1	54	66.7	2.6		
Maple Lawn					69	62.3	113	76.1	13.8		
Pease ^c	80	31.3	66	59.1	61	47.5	78	53.8	6.3	-5.3	22.5
Rhoads					108	63.0	99	50.5	-12.5		
ACE 3.0					554	57.2	619	63.2	6.0		
Comp 3.0					525	61.7	469	68.9	7.2		
District	12,623	63.0	12,569	63.4	12,491	71.7	11,566	70.8	-0.9	7.4	7.8
Grade Four											
Blanton	82	40.2	95	68.4	86	74.4	97	72.2	-2.2	3.8	32.0
U. Lee	78	24.4	95	58.9	92	64.1	70	81.4	17.3	22.5	57.0
Mills	57	47.4	61	52.5	48	66.7	39	51.3	-15.4	-1.2	3.9
ACE 1.0	217	36.4	251	61.0	226	68.6	206	71.4	2.8	10.4	35.0
Comp 1.0	268	63.4	284	71.1	267	70.4	265	72.1	1.7	1.0	8.7
Carr ^b			88	47.7	84	36.9	49	65.3	28.4	17.6	
Ervin			106	40.9	93	50.5	77	58.4	7.9	17.5	
Titche			116	31.9	110	60.9	106	71.7	10.8	39.8	
ACE 2.0			310	39.4	287	50.5	232	65.9	15.4	26.5	
Comp 2.0			243	63.4	260	62.3	225	68.0	5.7	4.6	
Chavez					73	56.2	119	66.4	10.2		
Dunbar					84	28.6	77	59.7	31.1		
Hotchkiss					113	47.8	99	73.7	25.9		
King					75	40.0	66	66.7	26.7		
Maple Lawn					69	65.2	113	51.3	-13.9		
Pease ^c	66	30.3	61	45.9	55	43.6	70	48.6	5.0	2.7	18.3
Rhoads					76	40.8	97	59.8	19.0		
ACE 3.0					545	45.7	641	61.2	15.5		
Comp 3.0					553	53.5	499	59.5	6.0		
District	12,149	60.3	12,363	60.9	12,597	65.0	12,184	67.7	2.7	6.8	7.4
Grade Five											
Blanton	90	52.2	103	85.4	110	80.9	79	86.1	5.2	0.7	33.9
U. Lee	92	58.7	86	64.0	94	74.5	93	86.0	11.5	22.0	27.3
Mills	64	59.4	50	74.0	48	81.3	40	75.0	-6.3	1.0	15.6
ACE 1.0	246	56.5	239	75.3	252	78.6	212	84.0	5.4	8.7	27.5
Comp 1.0	270	78.9	287	82.9	284	82.4	251	89.2	6.8	6.3	10.3
Carr ^b			85	52.9	82	63.4	49	75.5	12.1	22.6	
Ervin			100	56.0	95	62.1	88	67.0	4.9	11.0	
Titche			111	64.9	94	74.5	95	83.2	8.7	18.3	
ACE 2.0			296	58.4	271	66.8	232	75.4	8.6	17.0	
Comp 2.0			246	78.0	236	80.9	262	76.7	-4.2	-1.3	
Chavez					72	76.4	120	77.5	1.1		
Dunbar					78	48.7	84	79.8	31.1		
Hotchkiss					71	77.5	103	88.3	10.8		
King					73	69.9	75	92.0	22.1		
Maple Lawn					74	86.5	110	80.0	-6.5		

table continues

Table (continued)

Campus	Approaches Grade Level or Above															
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr					
	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Δ %pts	Δ %pts	Δ %pts					
Grade Five																
Pease ^c	70	54.3	64	48.4	65	56.9	62	64.5	7.6	16.1	10.2					
Rhoads					117	59.8	77	67.5	7.7							
ACE 3.0					550	67.3	631	79.2	11.9							
Comp 3.0					557	74.5	522	78.9	4.4							
District	11,649	78.2	11,831	78.0	12,527	80.4	12,330	84.1	3.7	6.1	5.9					
Grade Six																
Dade	283	46.3	301	34.9	267	42.3	269	32.7	-9.6	-2.2	-13.6					
Edison/Carr ^d	161	35.4	163	43.6	188	43.6										
Zumwalt	142	42.3	135	40.0	125	37.6						108	46.3	8.7	6.3	4.0
ACE 1.0	586	42.3	599	38.4	581 ^h	41.7						377	36.6	-5.1	-1.8	-5.7
Comp 1.0	882	48.8	744	42.7	787	42.2	758	44.1	1.9	1.4	-4.7					
Edison/Carr ^d							36	47.2	3.6	3.6	11.8					
Rusk							219	37.4	206	54.4	200	40.0	-14.4	2.6		
ACE 2.0							219	37.4	206	54.4	236	41.1	-13.3	3.7		
Comp 2.0 ^e							449	61.9	500	61.4	486	64.6	3.2	2.7		
District	10,294	58.1	10,321	53.7	10,645	55.4	11,046	57.3	1.9	3.6	-0.8					
Grade Seven																
Dade	269	36.1	258	41.5	263	47.1	268	48.9	1.8	7.4	12.8					
Edison/Pinkston ^f	169	34.3	154	43.5	169	45.6	182	49.5	3.9	6.0	15.2					
Zumwalt	130	31.5	136	41.2	123	55.3	120	55.8	0.5	14.6	24.3					
ACE 1.0	568	34.5	548	42.0	555	48.5	570	50.5	2.0	8.5	16.0					
Comp 1.0	927	46.3	718	52.1	717	58.4	754	54.8	-3.6	2.7	8.5					
Rusk			173	46.8	213	65.7	204	66.2	0.5	19.4						
ACE 2.0			173	46.8	213	65.7	204	66.2	0.5	19.4						
Comp 2.0			364	54.4	328	64.0	315	67.0	3.0	12.6						
District	10,080	56.4	9,729	59.9	10,503	62.8	10,427	65.1	2.3	5.2	8.7					
Grade Eight																
Dade	268	61.2	275	64.0	282	59.6	257	59.1	-0.5	-4.9	-2.1					
Edison/Pinkston ^f	166	58.4	160	59.4	164	66.5	158	60.8	-5.7	1.4	2.4					
Zumwalt	122	57.4	126	72.2	125	61.6	126	69.0	7.4	-3.2	11.6					
ACE 1.0	556	59.5	561	64.5	571	62.0	541	61.9	-0.1	-2.6	2.4					
Comp 1.0	847	70.4	770	69.4	718	72.7	699	75.0	2.3	5.6	4.6					
Rusk			179	62.6	194	75.3	218	87.2	11.9	24.6						
ACE 2.0			179	62.6	194	75.3	218	87.2	11.9	24.6						
Comp 2.0			324	75.9	354	74.9	335	80.0	5.1	4.1						
District	10,414	75.8	9,367	75.9	10,145	73.8	10,366	77.7	3.9	1.8	1.9					
All Reading ^g																
Blanton	290	48.6	288	76.4	301	76.7	277	77.6	0.9	1.2	29.0					
U. Lee	258	43.0	264	59.5	266	73.3	225	79.1	5.8	19.6	36.1					
Mills	177	50.8	160	60.0	146	73.3	123	66.7	-6.6	6.7	15.9					
Dade	820	47.8	834	46.5	812	49.9	794	46.7	-3.2	0.2	-1.1					
Edison/Pinkston ^f	496	42.7	477	48.8	521	51.4	340	69.4	18.0	20.6	26.7					
Zumwalt	394	43.4	397	50.6	373	51.5	354	48.3	-3.2	-2.3	4.9					
ACE 1.0	2,435	45.8	2,420	53.5	2,420 ^h	57.8	2,113	58.5	0.7	5.0	12.7					
Comp 1.0	3,515	58.6	3,090	60.6	3,059	63.0	2,948	63.1	0.1	2.5	4.5					
Carr ^b			279	46.2	255	52.2	183	64.5	12.3	18.3						
Ervin			296	46.3	262	56.1	226	60.6	4.5	14.3						
Titche			331	47.1	308	70.5	270	70.7	0.2	23.6						
Rusk			571	48.2	613	64.9	622	65.1	0.2	16.9						
ACE 2.0			1,477	47.2	1,438	62.2	1,301	65.4	3.2	18.2						
Comp 2.0			1,799	62.3	1,724	67.1	1,835	71.2	4.1	8.9						

table continues

Table (continued)

Campus	Approaches Grade Level or Above										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Δ %pts	Δ %pts	Δ %pts
All Reading ^g											
Chavez					210	63.3	348	71.6	8.3		
Dunbar					245	41.2	232	65.1	23.9		
Hotchkiss					288	58.7	297	76.1	17.4		
King					212	57.5	195	76.4	18.9		
Maple Lawn					212	71.7	336	69.0	-2.7		
Pease ^c	216	38.4	191	51.3	181	49.7	210	55.2	5.5	3.9	16.8
Rhoads					301	56.1	273	58.6	2.5		
ACE 3.0					1,649	56.8	1,891	67.8	11.0		
Comp 3.0					1,635	63.3	1,490	69.3	6.0		
District	67,209	65.4	66,180	65.3	68,908	68.5	64,874	71.6	3.1	6.3	6.2

Source: STAAR files dated September 1, 2015 (2015 grades three to eight), June 15, 2017 (2017 grades three to eight), June 20, 2018 (2018 grades three to eight) and June 13, 2019 (2019 grades three to eight) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15), October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Δ = difference. Yr = year. %pts = percentage points. Appr+ = attained Approaches Grade Level or Above performance standard. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. ^b = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ^c = In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0. ^d = Because sixth graders at Edison were consolidated with Carr in 2018-19, rates for 2017-18 and previous years were for Edison and rates for 2018-19 were for Carr. ^e = Because seventh and eighth graders at Edison were consolidated with Pinkston in 2018-19, rates for 2017-18 and previous years were for Edison and rates for 2018-19 were for Pinkston. ^f = Because Raul Quintanilla MS did not include grade six in 2018-19, grade six students at J. L. Long MS were selected as the comparison group for grade six students at T.J. Rusk Middle School. ^g = Because seventh and eighth graders at Edison were consolidated with Pinkston in 2018-19, rates for 2017-18 and previous years were for Edison and rates for 2018-19 were for Pinkston. ^h = Sum of individual campuses may not equal the total for each ACE cohort because some students tested outside of their school level. ⁱ = Campus totals do not sum to cohort total because of an elementary student who completed a Grade 6 STAAR exam. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18.

Appendix M Table 5: 2016 to 2019 ACE STAAR Rates at Meets Grade Level or Above Standard by Grade Level and Campus – Reading

Campus	Meets Grade Level or Above										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Δ %pts	Δ %pts	Δ %pts
Grade Three											
Blanton	114	25.4	90	40.0	103	49.5	101	46.5	-3.0	6.5	21.1
U. Lee	87	11.5	83	31.3	80	38.8	62	25.8	-13.0	-5.5	14.3
Mills	56	16.1	48	20.8	49	36.7	44	31.8	-4.9	11.0	15.7
ACE 1.0	257	18.7	221	32.6	232	43.1	207	37.2	-5.9	4.6	18.5
Comp 1.0	321	37.7	287	46.0	285	57.5	221	52.5	-5.0	6.5	14.8
Carr ^b			106	17.9	88	26.1	49	30.6	4.5	12.7	
Ervin			89	18.0	70	21.4	60	18.3	-3.1	0.3	
Titche			102	19.6	101	45.5	65	23.1	-22.4	3.5	
ACE 2.0			297	18.5	259	32.4	174	23.6	-8.8	5.1	
Comp 2.0			268	31.3	220	33.2	202	39.1	5.9	7.8	
Chavez					65	18.5	103	31.1	12.6		
Dunbar					83	12.0	69	24.6	12.6		
Hotchkiss					102	20.6	92	26.1	5.5		
King					63	14.3	49	44.9	30.6		
Maple Lawn					69	21.7	113	34.5	12.8		
Pease ^c	80	7.5	65	30.8	61	19.7	74	10.8	-8.9	-20.0	3.3
Rhoads					108	24.1	98	22.4	-1.7		
ACE 3.0					551	19.1	598	27.4	8.3		
Comp 3.0					508	29.9	449	33.6	3.7		
District	12,420	28.5	12,368	36.3	12,230	38.5	11,332	40.1	1.6	3.8	11.6
Grade Four											
Blanton	81	13.6	95	40.0	86	51.2	97	44.3	-6.9	4.3	30.7
U. Lee	78	3.8	95	32.6	91	38.5	70	44.3	5.8	11.7	40.5
Mills	57	15.8	60	30.0	45	24.4	39	28.2	3.8	-1.8	12.4
ACE 1.0	216	10.6	250	34.8	222	40.5	206	41.3	0.8	6.5	30.7
Comp 1.0	268	25.7	284	40.1	266	37.2	265	39.6	2.4	-0.5	13.9
Carr ^b			88	12.5	84	15.5	49	26.5	11.0	14.0	
Ervin			103	18.4	91	19.8	73	26.0	6.2	7.6	
Titche			113	14.2	108	32.4	103	37.9	5.5	23.7	
ACE 2.0			304	15.1	283	23.3	225	31.6	8.3	16.5	
Comp 2.0			234	35.0	257	30.4	219	33.3	2.9	-1.7	
Chavez					73	23.3	111	23.4	0.1		
Dunbar					80	13.8	76	35.5	21.7		
Hotchkiss					107	20.6	97	30.9	10.3		
King					73	13.7	62	29.0	15.3		
Maple Lawn					68	35.3	113	16.8	-18.5		
Pease ^c	66	4.5	61	27.9	55	14.5	67	20.9	6.4	-7.0	16.4
Rhoads					76	18.4	97	25.8	7.4		
ACE 3.0					532	19.9	623	25.5	5.6		
Comp 3.0					538	27.0	482	29.9	2.9		
District	11,995	28.8	12,133	34.4	12,354	36.1	11,915	37.5	1.4	3.1	8.7
Grade Five											
Blanton	88	20.5	98	49.0	110	56.4	79	53.2	-3.2	4.2	32.7
U. Lee	92	19.6	86	29.1	94	41.5	93	54.8	13.3	25.7	35.2
Mills	64	20.3	50	42.0	46	56.5	40	27.5	-29.0	-14.5	7.2
ACE 1.0	244	20.1	234	40.2	250	50.8	212	49.1	-1.7	8.9	29.0
Comp 1.0	269	33.5	286	49.0	284	56.0	251	64.1	8.1	15.1	30.6
Carr ^b			85	17.6	82	39.0	49	49.0	10.0	31.4	
Ervin			98	16.3	90	25.6	84	25.0	-0.6	8.7	
Titche			110	33.6	90	40.0	93	48.4	8.4	14.8	
ACE 2.0			293	23.2	262	34.7	226	39.8	5.1	16.6	
Comp 2.0			243	39.1	228	48.7	261	42.9	-5.8	3.8	
Chavez					70	44.3	113	46.0	1.7		
Dunbar					76	13.2	79	45.6	32.4		
Hotchkiss					68	39.7	99	59.6	19.9		
King					70	28.6	73	46.6	18.0		
Maple Lawn					71	64.8	109	54.1	-10.7		

table continues

Table (continued)

Campus	Meets Grade Level or Above										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Δ %pts	Δ %pts	Δ %pts
Grade Five											
Pease ^c	70	10.0	63	19.0	65	23.1	60	20.0	-3.1	1.0	10.0
Rhoads					117	34.2	77	29.9	-4.3		
ACE 3.0					537	35.2	610	45.1	9.9		
Comp 3.0					536	40.3	505	44.8	4.5		
District	11,486	33.3	11,586	42.6	12,267	50.3	12,083	52.0	1.7	9.4	18.7
Grade Six											
Dade	262	12.2	289	6.9	247	11.3	261	10.3	-1.0	3.4	-1.9
Edison/Carr ^d	157	12.7	157	12.1	184	15.8					
Zumwalt	142	10.6	133	8.3	125	9.6	108	18.5	8.9	10.2	7.9
ACE 1.0	561	11.9	579	8.6	557 ^g	12.4	369	12.7	0.3	4.1	0.8
Comp 1.0	865	14.7	725	12.8	762	14.7	742	16.6	1.9	3.8	1.9
Edison/Carr ^d							36	19.4	3.6	7.3	6.7
Rusk			217	9.2	199	22.1	196	14.3	-7.8	5.1	
ACE 2.0			217	9.2	199	22.1	232	15.1	-7.0	5.9	
Comp 2.0 ^e			446	35.2	494	38.5	472	32.4	-6.1	-2.8	
District	10,119	24.1	10,126	23.3	10,416	26.7	10,815	26.3	-0.4	3.0	2.2
Grade Seven											
Dade	260	8.5	250	11.2	251	18.3	250	20.0	1.7	8.8	11.5
Edison/Pinkston ^f	166	7.2	152	15.1	164	23.2	182	23.6	0.4	8.5	16.4
Zumwalt	130	8.5	136	15.4	123	18.7	120	26.7	8.0	11.3	18.2
ACE 1.0	556	8.1	538	13.4	538	19.9	552	22.6	2.7	9.2	14.5
Comp 1.0	915	9.9	705	17.7	694	22.5	733	26.7	4.2	9.0	16.8
Rusk			172	12.8	210	30.0	199	34.2	4.2	21.4	
ACE 2.0			172	12.8	210	30.0	199	34.2	4.2	21.4	
Comp 2.0			358	19.3	325	34.2	303	34.7	0.5	15.4	
District	9,954	21.9	9,571	28.2	10,306	34.3	10,189	37.3	3.0	9.1	15.4
Grade Eight											
Dade	259	14.3	257	24.5	271	19.6	244	22.5	2.9	-2.0	8.2
Edison/Pinkston ^f	162	11.7	156	17.3	162	21.6	155	20.6	-1.0	3.3	8.9
Zumwalt	122	18	126	25.4	125	21.6	126	24.6	3.0	-0.8	6.6
ACE 1.0	543	14.4	539	22.6	558	20.6	525	22.5	1.9	-0.1	8.1
Comp 1.0	838	19.8	751	26.8	703	27.5	675	32.6	5.1	5.8	12.8
Rusk			178	19.7	191	29.3	214	40.7	11.4	21.0	
ACE 2.0			178	19.7	191	29.3	214	40.7	11.4	21.0	
Comp 2.0			316	32.0	346	26.9	332	43.7	16.8	11.7	
District	10,289	29.3	9,188	32.9	9,986	34.2	10,171	40.6	6.4	7.7	11.3
All Reading^g											
Blanton	283	20.5	283	43.1	299	52.5	277	47.7	-4.8	4.6	27.2
U. Lee	257	12.1	264	31.1	265	39.6	225	43.6	4.0	12.5	31.5
Mills	177	17.5	158	31.0	140	39.3	123	29.3	-10.0	-1.7	11.8
Dade	781	11.7	796	13.9	769	16.5	755	17.5	1.0	3.6	5.8
Edison/Pinkston ^f	485	10.5	465	14.8	510	20.0	337	28.2	8.2	13.4	17.7
Zumwalt	394	12.2	395	16.2	373	16.6	354	19.8	3.2	3.6	7.6
ACE 1.0	2,377	13.0	2,361	21.1	2,357 ^g	25.8	2,071	26.8	1.0	5.7	13.8
Comp 1.0	3,476	19.1	3,038	26.5	2,994	29.5	2,887	31.9	2.4	5.4	12.8
Carr ^b			279	16.1	254	26.8	183	32.2	5.4	16.1	
Ervin			290	17.6	251	22.3	217	23.5	1.2	5.9	
Titche			325	22.5	299	39.1	261	37.9	-1.2	15.4	
Rusk			567	13.6	600	27.2	609	30.0	2.8	16.4	
ACE 2.0			1,461	16.8	1,404	28.8	1,270	30.9	2.1	14.1	
Comp 2.0			1,767	27.6	1,682	31.0	1,789	37.3	6.3	9.7	

table continues

Table (continued)

Campus	Meets Grade Level or Above										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Δ %pts	Δ %pts	Δ %pts
All Reading ^g											
Chavez					208	28.8	327	33.6	4.8		
Dunbar					239	13.0	224	35.7	22.7		
Hotchkiss					277	25.3	288	39.2	13.9		
King					206	18.9	184	40.2	21.3		
Maple Lawn					208	40.9	335	34.9	-6.0		
Pease ^c	216	7.4	189	25.9	181	19.3	201	16.9	-2.4	-9.0	9.5
Rhoads					301	26.6	272	25.7	-0.9		
ACE 3.0					1,621 ^g	24.7	1,831	32.7	8.0		
Comp 3.0					1,582	32.4	1,436	36.3	3.9		
District	66,263	27.8	64,972	33.4	67,559	37.1	66,505	39.2	2.1	5.8	11.4

Source: STAAR files dated September 1, 2015 (2015 grades three to eight), June 15, 2017 (2017 grades three to eight), June 20, 2018 (2018 grades three to eight) and June 13, 2019 (2019 grades three to eight) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15), October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Δ = difference. Yr = year. %pts = percentage points. Meets+ = attained Meets Grade Level or Above performance standard. ^a = Prior to 2017, Meets+ was called Level II: Postsecondary Academic Performance. ^b = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ^c = In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0. ^d = Because sixth graders at Edison were consolidated with Carr in 2018-19, rates for 2017-18 and previous years were for Edison and rates for 2018-19 were for Carr. ^e = Because seventh and eighth graders at Edison were consolidated with Pinkston in 2018-19, rates for 2017-18 and previous years were for Edison and rates for 2018-19 were for Pinkston. ^f = Sum of individual campuses may not equal the total for each ACE cohort because some students tested outside of their school level. ^g = Campus totals do not sum to cohort total because of an elementary student who completed a Grade 6 STAAR exam. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18.

Appendix M Table 6: 2016 to 2017 ACE STAAR Rates at Masters Grade Level Standard by Grade Level and Campus – Reading

Campus	Masters Grade Level										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested <i>N</i>	Masters %	Tested <i>N</i>	Masters %	Tested <i>N</i>	Masters %	Tested <i>N</i>	Masters %	Δ %pts	Δ %pts	Δ %pts
Grade Three											
Blanton	118	11.9	90	22.2	105	28.6	101	29.7	1.1	7.5	17.8
U. Lee	88	3.4	83	25.3	80	23.8	62	14.5	-9.3	-10.8	11.1
Mills	56	10.7	49	10.2	50	30.0	44	18.2	-11.8	8.0	7.5
ACE 1.0	262	8.8	222	20.7	235	27.2	207	22.7	-4.5	2.0	13.9
Comp 1.0	321	23.7	287	30.7	285	37.2	221	31.7	-5.5	1.0	8.0
Carr ^b			106	9.4	89	18.0	49	16.3	-1.7	6.9	
Ervin			90	11.1	74	8.1	61	11.5	3.4	0.4	
Titche			104	12.5	104	24.0	69	14.5	-9.5	2.0	
ACE 2.0			300	11.0	267	17.6	179	14.0	-3.6	3.0	
Comp 2.0			271	21.4	227	15.0	212	21.7	6.7	0.3	
Chavez					65	6.2	109	19.3	13.1		
Dunbar					83	6.0	71	11.3	5.3		
Hotchkiss					104	10.6	95	18.9	8.3		
King					64	6.3	54	35.2	28.9		
Maple Lawn					69	8.7	113	21.2	12.5		
Pease ^c	80	2.5	66	12.1	61	13.1	78	9.0	-4.1	-3.1	6.5
Rhoads					108	11.1	99	12.1	1.0		
ACE 3.0					554	9.0	619	17.6	8.6		
Comp 3.0					525	13.0	469	18.1	5.1		
District	12,623	14.7	12,569	22.8	12,491	21.2	11,566	24.1	2.9	1.3	9.4
Grade Four											
Blanton	82	8.5	95	25.3	86	23.3	97	19.6	-3.7	-5.7	11.1
U. Lee	78	2.6	95	13.7	92	16.3	70	15.7	-0.6	2.0	13.1
Mills	57	3.5	61	16.4	48	10.4	39	12.8	2.4	-3.6	9.3
ACE 1.0	217	5.1	251	18.7	226	17.7	206	17.0	-0.7	-1.7	11.9
Comp 1.0	268	8.6	284	18.7	267	17.2	265	18.9	1.7	0.2	10.3
Carr ^b			88	5.7	84	6.0	49	12.2	6.2	6.5	
Ervin			106	9.4	93	12.9	77	11.7	-1.2	2.3	
Titche			116	8.6	110	18.2	106	13.2	-5.0	4.6	
ACE 2.0			310	8.1	287	12.9	232	12.5	-0.4	4.4	
Comp 2.0			243	18.5	260	12.3	225	12.0	-0.3	-6.5	
Chavez					73	6.8	119	4.2	-2.6		
Dunbar					84	7.1	77	19.5	12.4		
Hotchkiss					113	13.3	99	13.1	-0.2		
King					75	4.0	66	12.1	8.1		
Maple Lawn					69	17.4	113	8.8	-8.6		
Pease ^c	66	1.5	61	9.8	55	5.5	70	10.0	4.5	0.2	8.5
Rhoads					76	6.6	97	9.3	2.7		
ACE 3.0					545	9.0	641	10.5	1.5		
Comp 3.0					553	13.2	499	15.6	2.4		
District	12,149	12.2	12,363	17.4	12,597	18.1	12,184	18.1	0.0	0.7	5.9
Grade Five											
Blanton	90	2.2	103	25.2	110	35.5	79	22.8	-12.7	-2.4	20.6
U. Lee	92	3.3	86	10.5	94	25.5	93	24.7	-0.8	14.2	21.4
Mills	64	7.8	50	28.0	48	35.4	40	10.0	-25.4	-18.0	2.2
ACE 1.0	246	4.1	239	20.5	252	31.7	212	21.2	-10.5	0.7	17.1
Comp 1.0	270	15.2	287	27.2	284	25.4	251	25.5	0.1	-1.7	10.3
Carr ^b			85	5.9	82	15.9	49	18.4	2.5	12.5	
Ervin			100	4.0	95	13.7	88	12.5	-1.2	8.5	
Titche			111	15.3	94	22.3	95	27.4	5.1	12.1	
ACE 2.0			296	8.8	271	17.3	232	19.8	2.5	11.0	
Comp 2.0			246	17.1	236	22.9	262	20.6	-2.3	3.5	
Chavez					72	23.6	120	23.3	-0.3		
Dunbar					78	5.1	84	28.6	23.5		
Hotchkiss					71	16.9	103	34.0	17.1		
King					73	11.0	75	18.7	7.7		
Maple Lawn					74	29.7	110	21.8	-7.9		

table continues

Table (continued)

Campus	Masters Grade Level										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Δ %pts	Δ %pts	Δ %pts
Grade Five											
Pease ^c	70	4.3	64	7.8	65	13.8	62	8.1	-5.7	0.3	3.8
Rhoads					117	12.8	77	15.6	2.8		
ACE 3.0					550	15.8	631	22.5	6.7		
Comp 3.0					557	19.0	522	18.2	-0.8		
District	11,649	14.3	11,831	21.1	12,527	23.8	12,330	26.2	2.4	5.1	11.9
Grade Six											
Dade	283	5.3	301	5.3	267	7.9	269	5.9	-2.0	0.6	0.6
Edison/Carr ^d	161	1.9	163	7.4	188	8.0					
Zumwalt	142	2.1	135	3.7	125	3.2	108	9.3	6.1	5.6	7.2
ACE 1.0	586	3.6	599	5.5	581 ^h	6.9	377	6.9	0.0	1.4	3.3
Comp 1.0	882	4.1	744	5.2	787	6.2	758	6.5	0.3	1.3	2.4
Edison/Carr ^d							36	5.6	-2.4	-1.8	3.7
Rusk			219	3.7	206	8.7	200	4.0	-4.7	0.3	
ACE 2.0			219	3.7	206	8.7	236	4.2	-4.5	0.5	
Comp 2.0 ^e			449	18.9	500	21.8	486	15.4	-6.4	-3.5	
District	10,294	9.7	10,321	10.1	10,645	11.8	11,046	11.7	-0.1	1.6	2.0
Grade Seven											
Dade	269	3.0	258	5.4	263	9.5	268	13.8	4.3	8.4	10.8
Edison/Pinkston ^f	169	1.8	154	5.8	169	13.0	182	12.6	-0.4	6.8	10.8
Zumwalt	130	0.0	136	5.9	123	5.7	120	8.3	2.6	2.4	8.3
ACE 1.0	568	1.9	548	5.7	555	9.7	570	12.3	2.6	6.6	10.4
Comp 1.0	927	3.3	718	8.5	717	10.6	754	13.8	3.2	5.3	10.5
Rusk			173	6.4	213	8.5	204	17.6	9.1	11.2	
ACE 2.0			173	6.4	213	8.5	204	17.6	9.1	11.2	
Comp 2.0			364	7.1	328	18.3	315	15.6	-2.7	8.5	
District	10,080	9.0	9,729	14.5	10,503	19.3	10,427	21.3	2.0	6.8	12.3
Grade Eight											
Dade	268	5.6	275	11.3	282	9.9	257	6.6	-3.3	-4.7	1.0
Edison/Pinkston ^f	166	3.6	160	5.0	164	11.6	158	6.3	-5.3	1.3	2.7
Zumwalt	122	6.6	126	8.7	125	10.4	126	7.1	-3.3	-1.6	0.5
ACE 1.0	556	5.2	561	8.9	571	10.5	541	6.7	-3.8	-2.2	1.5
Comp 1.0	847	7.9	770	10.5	719	12.7	699	12.2	-0.5	1.7	4.3
Rusk			179	1.7	194	13.4	218	14.2	0.8	12.5	
ACE 2.0			179	1.7	194	13.4	218	14.2	0.8	12.5	
Comp 2.0			324	8.6	354	9.3	335	16.1	6.8	7.5	
District	10,414	13.6	9,367	12.3	10,145	17.7	10,366	18.1	0.4	5.8	4.5
All Reading^g											
Blanton	290	7.9	288	24.3	301	29.6	277	24.2	-5.4	-0.1	16.3
U. Lee	258	3.1	264	16.3	266	21.7	225	19.1	-2.6	2.8	16.0
Mills	177	7.3	160	18.1	146	25.3	123	13.8	-11.5	-4.3	6.5
Dade	820	4.6	834	7.3	812	9.1	794	8.8	-0.3	1.5	4.2
Edison/Pinkston ^f	496	2.4	477	6.1	521	10.7	340	12.6	1.9	6.5	10.2
Zumwalt	394	2.8	397	6.0	373	6.4	354	5.9	-0.5	-0.1	3.1
ACE 1.0	2,435	4.3	2,420	10.6	2,420 ^h	14.0	2,113	12.3	-1.7	1.7	8.0
Comp 1.0	3,515	7.8	3,090	12.9	3,059	14.4	2,948	14.3	-0.1	1.4	6.5
Carr ^b			279	7.2	255	13.3	183	12.6	-0.7	5.4	
Ervin			296	8.1	262	11.8	226	11.9	0.1	3.8	
Titche			331	12.1	308	21.4	270	18.5	-2.9	6.4	
Rusk			571	3.9	613	10.1	622	12.1	2.0	8.2	
ACE 2.0			1,477	7.2	1,438	13.4	1,301	13.6	0.2	6.4	
Comp 2.0			1,799	11.8	1,724	13.3	1,835	16.6	3.3	4.8	

table continues

Table (continued)

Campus	Masters Grade Level										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested <i>N</i>	Masters %	Tested <i>N</i>	Masters %	Tested <i>N</i>	Masters %	Tested <i>N</i>	Masters %	Δ %pts	Δ %pts	Δ %pts
All Reading ^g											
Chavez					210	12.4	348	15.5	3.1		
Dunbar					245	6.1	232	20.3	14.2		
Hotchkiss					288	13.2	297	22.2	9.0		
King					212	7.1	195	21.0	13.9		
Maple Lawn					212	18.9	336	17.3	-1.6		
Pease ^c	216	2.8	191	9.9	181	11.0	210	9.0	-2.0	-0.9	6.2
Rhoads					301	10.6	273	12.1	1.5		
ACE 3.0					1,650 ^h	11.3	1,891	16.8	5.5		
Comp 3.0					1,635	15.1	1,490	17.3	2.2		
District	67,209	12.4	66,180	16.8	68,908	18.9	67,919	20.0	1.1	3.2	7.6

Source: STAAR files dated September 1, 2015 (2015 grades three to eight), June 15, 2017 (2017 grades three to eight), June 20, 2018 (2018 grades three to eight) and June 13, 2019 (2019 grades three to eight) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15), October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Δ = difference. Yr = year. %pts = percentage points. Masters = attained Masters Grade Level performance standard. ^a = Prior to 2017, Masters was called Level III: Advanced Academic Performance.

^b = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only.

^c = In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0. ^d = Because sixth graders at Edison were consolidated with Carr in 2018-19, rates for 2017-18 and previous years were for Edison and rates for 2018-19 were for Carr. ^e = Because Raul Quintanilla MS did not include grade six in 2018-19, grade six students at J. L. Long MS were selected as the comparison group for grade six students at T.J. Rusk Middle School. ^f = Because seventh and eighth graders at Edison were consolidated with Pinkston in 2018-19, rates for 2017-18 and previous years were for Edison and rates for 2018-19 were for Pinkston. ^g = Sum of individual campuses may not equal the total for each ACE cohort because some students tested outside of their school level. ^h = Campus totals do not sum to cohort total because of an elementary student who completed a Grade 6 STAAR exam. Rates include scores for the first and second administrations of all versions of STAAR. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18.

Appendix M Table 7: 2016 to 2019 ACE STAAR Rates at Approaches Grade Level or Above Standard by Grade Level and Campus – Writing

Campus	Approaches Grade Level or Above										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Δ %pts	Δ %pts	Δ %pts
Grade Four											
Blanton	83	45.8	96	68.8	87	71.3	98	76.5	5.2	7.7	30.7
U. Lee	77	27.3	95	55.8	92	63.0	69	65.2	2.2	9.4	37.9
Mills	57	17.5	61	50.8	48	60.4	39	46.2	-14.2	-4.6	28.7
ACE 1.0	217	41.5	252	59.5	227	65.6	206	67.0	1.4	7.5	25.5
Comp 1.0	268	66.4	284	71.1	267	73.8	263	71.1	-2.7	0.0	4.7
Carr ^b			89	30.3	83	33.7	51	72.5	38.8	42.2	
Ervin			106	35.8	93	47.3	77	50.6	3.3	14.8	
Titche			117	29.9	108	60.2	104	72.1	11.9	42.2	
ACE 2.0			312	32.1	284	48.2	232	65.1	16.9	33.0	
Comp 2.0			245	65.7	261	57.5	226	64.6	7.1	-1.1	
Chavez					74	52.7	118	62.7	10.0		
Dunbar					83	30.1	77	41.6	11.5		
Hotchkiss					114	53.5	98	60.2	6.7		
King					75	37.3	66	54.5	17.2		
Maple Lawn					69	58.0	113	56.6	-1.4		
Pease ^c	67	37.3	62	46.8	56	30.4	71	35.2	4.8	-11.6	-2.1
Rhoads					77	44.2	98	51.0	6.8		
ACE 3.0					548	44.5	641	53.0	8.5		
Comp 3.0					552	49.8	498	58.8	9.0		
District	12,160	63.1	12,389	62.3	12,557	59.7	12,150	64.8	5.1	2.5	1.7
Grade Seven											
Dade	272	28.7	257	44.0	264	41.7	263	40.3	-1.4	-3.7	11.6
Edison/Pinkston ^d	171	27.5	154	39.6	168	39.9	181	38.1	-1.8	-1.5	10.6
Zumwalt	130	31.5	138	52.2	127	55.1	120	52.5	-2.6	0.3	21.0
ACE 1.0	573	29.0	549	44.8	559	44.2	564	42.2	-2.0	-2.6	13.2
Comp 1.0	925	44.2	735	46.7	725	50.9	754	48.4	-2.5	1.7	4.2
Rusk			174	42.5	213	55.9	205	60.0	4.1	17.5	
ACE 2.0			174	42.5	213	55.9	205	60.0	4.1	17.5	
Comp 2.0			361	48.8	332	58.7	319	61.4	2.7	12.6	
District	10,088	55.7	9,780	55.6	10,529	57.0	10,428	58.3	1.3	2.7	2.6
All Writing											
ACE 1.0	790	32.4	801	49.4	786	50.4	770	48.8	-1.6	-0.6	16.4
Comp 1.0	1,193	49.2	1,019	53.5	992	57.1	1,017	54.3	-2.8	0.8	5.1
ACE 2.0			486	49.6	497	51.5	437	62.7	11.2	13.1	
Comp 2.0			606	55.6	593	58.2	545	62.8	4.6	6.1	
ACE 3.0					548	44.5	641	53.0	8.5		
Comp 3.0					552	49.8	498	58.8	9.0		
District	22,248	59.7	22,169	59.3	23,086	58.5	21,648	62.7	4.2	3.4	3.0

Source: STAAR files dated September 1, 2015 (2015 grades three to eight), June 15, 2017 (2017 grades three to eight), June 20, 2018 (2018 grades three to eight) and June 13, 2019 (2019 grades three to eight) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15), October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. ^b = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ^c = In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0. ^d = Because Edison was consolidated with Pinkston in 2018-19, rates for 2017-18 and previous years were for Edison only and rates for 2018-19 were for students in grade seven and grade eight at Pinkston. Comp = comparison campuses. Δ = difference. Yr = year. %pts = percentage points.

Appendix M Table 8: 2016 to 2019 ACE STAAR Rates at Meets Grade Level or Above Standard by Grade Level and Campus – Writing

Campus	Meets Grade Level or Above										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Δ %pts	Δ %pts	Δ %pts
Grade Four											
Blanton	82	11.0	96	45.8	87	57.5	98	50.0	-7.5	4.2	39.0
U. Lee	77	2.6	95	33.7	91	37.4	69	33.3	-4.1	-0.4	30.7
Mills	57	17.5	60	30.0	45	28.9	39	15.4	-13.5	-14.6	-2.1
ACE 1.0	216	9.7	251	37.5	223	43.5	206	37.9	-5.6	0.4	28.2
Comp 1.0	268	27.2	284	44.0	266	52.3	263	48.7	-3.6	4.7	21.5
Carr ^b			89	10.1	83	15.7	51	13.7	-2.0	3.6	
Ervin			105	9.5	91	23.1	73	19.2	-3.9	9.7	
Titche			114	14.9	106	41.5	101	48.5	7.0	33.6	
ACE 2.0			308	11.7	280	27.9	225	31.1	3.2	19.4	
Comp 2.0			240	36.3	258	29.8	220	35.5	5.7	-0.8	
Chavez					74	28.4	110	22.7	-5.7		
Dunbar					79	5.1	76	21.1	16.0		
Hotchkiss					108	25.9	96	33.3	7.4		
King					73	17.8	62	14.5	-3.3		
Maple Lawn					68	25.0	113	27.4	2.4		
Pease ^c	67	6.0	62	17.7	56	8.9	68	8.8	-0.1	-8.9	2.8
Rhoads					77	16.9	98	30.6	13.7		
ACE 3.0					535	18.9	623	23.9	5.0		
Comp 3.0					537	28.1	481	33.3	5.2		
District	12,006	26.3	12,162	34.2	12,318	35.4	11,881	36.2	0.8	2.0	9.9
Grade Seven											
Dade	263	6.1	249	15.7	252	15.9	245	14.7	-1.2	-1.0	8.6
Edison/Pinkston ^d	168	3.0	152	8.6	163	19.0	181	12.7	-6.3	4.1	9.7
Zumwalt	130	4.6	138	25.4	127	23.6	120	26.7	3.1	1.3	22.1
ACE 1.0	561	4.8	539	16.1	542	18.6	546	16.7	-1.9	0.6	11.9
Comp 1.0	913	8.7	722	14.7	702	19.1	733	19.6	0.5	4.9	10.9
Rusk			175	15.4	210	25.7	200	34.0	8.3	18.6	
ACE 2.0			175	15.4	210	25.7	200	34.0	8.3	18.6	
Comp 2.0			357	14.0	329	30.1	307	23.1	-7.0	9.1	
District	9,962	21.7	9,622	25.5	10,333	30.0	10,190	29.9	-0.1	4.4	8.2
All Writing											
ACE 1.0	777	6.2	790	22.9	765	25.9	752	22.5	-3.4	-0.4	16.3
Comp 1.0	1,181	12.9	1,006	23.0	968	28.2	996	27.3	-0.9	4.3	14.4
ACE 2.0			483	13.0	490	26.9	425	32.5	5.6	19.5	
Comp 2.0			597	22.9	587	30.0	527	28.3	-1.7	5.4	
ACE 3.0					535	18.9	623	23.9	5.0		
Comp 3.0					537	28.1	481	33.3	5.2		
District	21,968	24.2	21,784	30.4	22,651	32.9	22,071	33.3	0.4	2.9	9.1

Source: STAAR files dated September 1, 2015 (2015 grades three to eight), June 15, 2017 (2017 grades three to eight), June 20, 2018 (2018 grades three to eight) and June 13, 2019 (2019 grades three to eight) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15), October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Δ = difference. Yr = year. %pts = percentage points. Meets+ = attained Meets Grade Level or Above performance standard. ^a = Prior to 2017, Meets+ was called Level II: Postsecondary Academic Performance.

^b = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only.

^c = In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0. ^d = Because Edison was consolidated with Pinkston in 2018-19, rates for 2017-18 and previous years were for Edison only and rates for 2018-19 were for students in grade seven and grade eight at Pinkston. Rates include scores for the first and second administrations of all versions of STAAR. Alternate-2 test takers are not evaluated on the Meets+ standard. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18.

Appendix M Table 9: 2016 to 2019 ACE STAAR Rates at Masters Grade Level Standard by Grade Level and Campus – Writing

Campus	Masters Grade Level										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Δ %pts	Δ %pts	Δ %pts
Grade Four											
Blanton	83	2.4	96	24.0	87	28.7	98	24.5	-4.2	0.5	22.1
U. Lee	77	0.0	95	9.5	92	7.5	69	13.0	5.5	3.5	13.0
Mills	57	5.3	61	3.3	48	10.4	39	7.7	-2.7	4.4	2.4
ACE 1.0	217	2.3	252	13.5	227	16.3	206	17.5	1.2	4.0	15.2
Comp 1.0	268	7.1	284	10.9	267	21.3	263	20.2	-1.1	9.3	13.1
Carr ^b			89	0.0	83	2.4	51	2.0	-0.4	2.0	
Ervin			106	2.8	93	7.5	77	6.5	-1.0	3.7	
Titche			117	3.4	108	25.0	104	27.9	2.9	24.5	
ACE 2.0			312	2.2	284	12.7	232	15.1	2.4	12.9	
Comp 2.0			245	13.1	261	10.0	226	11.9	1.9	-1.2	
Chavez					74	6.8	118	6.8	0.0		
Dunbar					83	3.6	77	10.4	6.8		
Hotchkiss					114	10.5	98	11.2	0.7		
King					75	1.3	66	6.1	4.8		
Maple Lawn					69	4.3	113	8.0	3.7		
Pease ^c	67	1.5	62	4.8	56	3.6	71	2.8	-0.8	-2.0	1.3
Rhoads					77	6.5	98	9.2	2.7		
ACE 3.0					548	5.7	641	8.0	2.3		
Comp 3.0					552	10.0	498	14.1	4.1		
District	12,160	5.6	12,389	11.0	12,557	12.3	12,150	13.5	1.2	2.5	7.9
Grade Seven											
Dade	272	1.8	257	3.9	264	5.3	263	8.7	3.4	4.8	6.9
Edison/Pinkston ^d	171	0.6	154	1.3	168	6.5	181	2.8	-3.7	1.5	2.2
Zumwalt	130	0.0	138	10.9	127	2.4	120	7.5	5.1	-3.4	7.5
ACE 1.0	573	1.0	549	4.9	559	5.0	564	6.6	1.6	1.7	5.6
Comp 1.0	925	1.4	735	4.1	725	3.9	754	6.5	2.6	2.4	5.1
Rusk			174	1.1	213	5.6	205	14.1	8.5	13.0	
ACE 2.0			174	1.1	213	5.6	205	14.1	8.5	13.0	
Comp 2.0			361	2.2	332	6.9	319	6.9	0.0	4.7	
District	10,088	4.9	9,780	7.6	10,529	9.1	10,428	12.2	3.1	4.6	7.3
All Writing											
ACE 1.0	790	1.4	801	7.6	786	8.3	770	9.5	1.2	1.9	8.1
Comp 1.0	1,193	2.7	1,019	6.0	992	8.6	1,017	10.0	1.4	4.0	7.3
ACE 2.0			486	1.9	497	9.7	437	14.6	4.9	12.7	
Comp 2.0			606	6.6	593	8.3	545	9.0	0.7	2.4	
ACE 3.0					548	5.7	641	8.0	2.3		
Comp 3.0					552	10.0	498	14.1	4.1		
District	22,248	5.3	22,169	9.5	23,086	10.8	22,578	12.9	2.1	3.4	7.6

Source: STAAR files dated September 1, 2015 (2015 grades three to eight), June 15, 2017 (2017 grades three to eight), June 20, 2018 (2018 grades three to eight) and June 13, 2019 (2019 grades three to eight) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15), October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Δ = difference. Yr = year. %pts = percentage points. Masters = attained Masters Grade Level performance standard. ^a = Prior to 2017, Masters was called Level III: Advanced Academic Performance. ^b = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ^c = In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0. ^d = Because Edison was consolidated with Pinkston in 2018-19, rates for 2017-18 and previous years were for Edison only and rates for 2018-19 were for students in grade seven and grade eight at Pinkston. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18.

Appendix M Table 10: 2016 to 2019 ACE STAAR Rates at Approaches Grade Level or Above Standard by Grade Level and Campus – Science

Campus	Approaches Grade Level or Above										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Δ %pts	Δ %pts	Δ %pts
Grade Five											
Blanton	90	34.4	102	85.3	109	78.9	79	84.8	5.9	-0.5	50.4
U. Lee	92	34.8	86	52.3	93	63.4	93	55.9	-7.5	3.6	21.1
Mills	64	35.9	49	69.4	48	68.8	39	25.6	-43.2	-43.8	-10.3
ACE 1.0	246	35.0	237	70.0	250	71.2	211	61.1	-10.1	-8.9	26.1
Comp 1.0	270	59.6	284	70.4	280	70.7	249	70.3	-0.4	-0.1	10.7
Carr ^b			85	49.4	82	56.1	49	75.5	19.4	26.1	
Ervin			99	67.7	93	59.1	86	47.7	-11.4	-20.0	
Titche			109	41.3	93	74.2	94	72.3	-1.9	31.0	
ACE 2.0			293	52.6	268	63.4	229	63.8	0.4	11.2	
Comp 2.0			245	60.8	234	59.8	260	53.1	-6.7	-7.7	
Chavez					72	54.2	119	73.1	18.9		
Dunbar					78	25.6	84	76.2	50.6		
Hotchkiss					71	46.5	102	80.4	33.9		
King					70	57.1	74	81.1	24.0		
Maple Lawn					73	83.6	110	70.9	-12.7		
Pease ^c	70	28.6	63	63.5	63	39.7	61	49.2	9.5	-14.3	20.6
Rhoads					116	42.2	78	39.7	-2.5		
ACE 3.0					543	49.2	628	68.8	19.6		
Comp 3.0					554	56.9	519	60.7	3.8		
District	11,611	56.8	11,721	66.2	12,458	69.3	12,264	68.7	-0.6	2.5	11.9
Grade Eight											
Dade	304	28.0	265	58.1	275	54.2	234	61.1	6.9	3.0	33.1
Edison/Pinkston ^d	179	29.6	150	40.7	158	55.1	163	54.0	-1.1	13.3	24.4
Zumwalt	129	35.7	112	56.3	123	57.7	114	55.3	-2.4	-1.0	19.6
ACE 1.0	612	30.1	527	52.8	556	55.2	511	57.5	2.3	4.7	27.4
Comp 1.0	868	44.5	764	64.0	728	62.1	696	65.1	3.0	1.1	20.6
Rusk			167	43.1	202	64.4	221	82.8	18.4	39.7	
ACE 2.0			167	43.1	202	64.4	221	82.8	18.4	39.7	
Comp 2.0			328	73.8	370	75.9	335	83.6	7.7	9.8	
District	12,387	62.0	9,867	67.0	10,336	66.3	10,737	73.3	7.0	6.3	11.3
All Science											
ACE 1.0	858	31.5	764	58.1	806	60.2	722	58.6	-1.6	0.5	27.1
Comp 1.0	1,138	48.1	1,048	65.7	1,008	64.5	945	66.5	2.0	0.8	18.4
ACE 2.0			460	49.1	470	63.8	450	73.1	9.3	24.0	
Comp 2.0			573	68.2	604	69.7	595	70.3	0.6	2.1	
ACE 3.0					543	49.2	628	68.8	19.6		
Comp 3.0					554	56.9	519	60.7	3.8		
District	23,998	59.5	21,588	66.6	22,794	67.9	22,019	72.0	4.1	5.4	12.5

Source: STAAR files dated September 1, 2015 (2015 grades three to eight), June 15, 2017 (2017 grades three to eight), June 20, 2018 (2018 grades three to eight) and June 13, 2019 (2019 grades three to eight) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15), October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Δ = difference. Yr = year. %pts = percentage points. Appr+ = attained Approaches Grade Level or Above performance standard. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. ^b = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ^c = In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0. ^d = Because Edison was consolidated with Pinkston in 2018-19, rates for 2017-18 and previous years were for Edison only and rates for 2018-19 were for students in grade seven and grade eight at Pinkston. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18.

Appendix M Table 11: 2016 to 2019 ACE STAAR Rates at Meets Grade Level or Above Standard by Grade Level and Campus – Science

Campus	Meets Grade Level or Above										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Δ %pts	Δ %pts	Δ %pts
Grade Five											
Blanton	88	5.7	97	54.6	109	45.0	79	62.0	17.0	7.4	56.3
U. Lee	92	6.5	86	14.0	93	30.1	93	26.9	-3.2	12.9	20.4
Mills	64	4.7	49	40.8	46	23.9	39	10.3	-13.6	-30.5	5.6
ACE 1.0	244	5.7	232	36.6	248	35.5	211	37.0	1.5	0.4	31.3
Comp 1.0	269	23.0	283	38.9	280	36.4	249	43.8	7.4	4.9	20.8
Carr ^b			85	20.0	82	22.0	49	40.8	18.8	20.8	
Ervin			97	22.7	88	20.5	82	13.4	-7.1	-9.3	
Titche			108	12.8	89	46.1	92	40.2	-5.9	27.4	
ACE 2.0			290	18.3	259	29.7	223	30.5	0.8	12.2	
Comp 2.0			242	27.3	226	24.8	259	22.4	-2.4	-4.9	
Chavez					70	20.0	112	47.3	27.3		
Dunbar					76	7.9	79	46.8	38.9		
Hotchkiss					68	11.8	98	51.0	39.2		
King					67	13.4	72	45.8	32.4		
Maple Lawn					70	55.7	109	46.8	-8.9		
Pease ^c	70	5.7	62	16.1	63	12.7	59	22.0	9.3	5.9	16.3
Rhoads					116	13.8	78	15.4	1.6		
ACE 3.0					530	18.9	607	41.0	22.1		
Comp 3.0					533	16.5	502	31.1	14.6		
District	11,448	20.9	11,475	32.1	12,198	31.5	12,017	40.5	9.0	8.4	19.6
Grade Eight											
Dade	295	8.8	247	13.4	264	20.8	221	20.8	0.0	7.4	12.0
Edison/Pinkston ^d	175	8.0	146	13.0	156	29.5	160	15.6	-13.9	2.6	7.6
Zumwalt	129	14.7	112	17.9	123	30.1	114	24.6	-5.5	6.7	9.9
ACE 1.0	599	9.8	505	14.3	543	25.4	495	20.0	-5.4	5.7	10.2
Comp 1.0	859	16.1	745	26.8	713	28.1	672	23.7	-4.4	-3.1	7.6
Rusk			166	12.0	199	30.7	217	47.0	16.3	35.0	
ACE 2.0			166	12.0	199	30.7	217	47.0	16.3	35.0	
Comp 2.0			320	33.8	362	51.4	332	57.8	6.4	24.0	
District	12,262	28.7	9,687	32.1	10,178	37.0	10,542	36.4	-0.6	4.3	7.7
All Science											
ACE 1.0	843	8.7	737	21.3	791	28.6	706	25.1	-3.5	3.8	16.4
Comp 1.0	1,128	17.7	1,028	30.2	993	30.4	921	29.1	-1.3	-1.1	11.4
ACE 2.0			456	15.9	458	30.1	440	38.6	8.5	22.7	
Comp 2.0			562	30.4	588	41.2	591	42.3	1.1	11.9	
ACE 3.0					530	18.9	607	41.0	22.1		
Comp 3.0					533	16.5	502	31.1	14.6		
District	23,710	24.9	21,162	32.1	22,376	34.0	22,559	38.6	4.6	6.5	13.7

Source: STAAR files dated September 1, 2015 (2015 grades three to eight), June 15, 2017 (2017 grades three to eight), June 20, 2018 (2018 grades three to eight) and June 13, 2019 (2019 grades three to eight) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15), October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Δ = difference. Yr = year. %pts = percentage points. Meets+ = attained Meets Grade Level or Above performance standard. ^a = Prior to 2017, Meets+ was called Level II: Postsecondary Academic Performance. ^b = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ^c = In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0. ^d = Because Edison was consolidated with Pinkston in 2018-19, rates for 2017-18 and previous years were for Edison only and rates for 2018-19 were for students in grade seven and grade eight at Pinkston. Rates include scores for the first and second administrations of all versions of STAAR. Alternate-2 test takers are not evaluated on the Meets+ standard. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18.

Appendix M Table 12: 2016 to 2019 ACE STAAR Rates at Masters Grade Level Standard by Grade Level and Campus – Science

Campus	Masters Grade Level										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Δ %pts	Δ %pts	Δ %pts
Grade Five											
Blanton	90	1.1	102	26.5	109	19.3	79	31.6	12.3	5.1	30.5
U. Lee	92	0.0	86	3.5	93	11.8	93	8.6	-3.2	5.1	8.6
Mills	64	0.0	49	22.4	48	16.7	39	2.6	-14.1	-19.8	2.6
ACE 1.0	246	0.4	237	17.3	250	16.0	211	16.1	0.1	-1.2	15.7
Comp 1.0	270	5.2	284	14.8	280	9.3	249	20.5	11.2	5.7	15.3
Carr ^b			85	4.7	82	6.1	49	10.2	4.1	5.5	
Ervin			99	9.1	93	9.7	86	4.7	-5.0	-4.4	
Titche			109	3.7	93	18.3	94	23.4	5.1	19.7	
ACE 2.0			293	5.8	268	11.6	229	13.5	1.9	7.7	
Comp 2.0			245	7.3	234	9.4	260	8.8	-0.6	1.5	
Chavez					72	6.9	119	21.0	14.1		
Dunbar					78	1.3	84	28.6	27.3		
Hotchkiss					71	2.8	102	27.5	24.7		
King					70	1.4	74	12.2	10.8		
Maple Lawn					73	19.2	110	17.3	-1.9		
Pease ^c	70	0.0	63	4.8	63	4.8	61	4.9	0.1	0.1	4.9
Rhoads					116	4.3	78	9.0	4.7		
ACE 3.0					543	5.7	628	18.3	12.6		
Comp 3.0					554	5.8	519	15.8	10.0		
District	11,611	6.0	11,721	12.5	12,458	11.9	12,264	19.3	7.4	6.8	13.3
Grade Eight											
Dade	304	3.6	265	0.8	275	6.5	234	7.7	1.2	6.9	4.1
Edison/Pinkston ^d	179	1.1	150	2.0	158	8.9	163	5.5	-3.4	3.5	4.4
Zumwalt	129	4.7	112	2.7	123	8.9	114	7.9	-1.0	5.2	3.2
ACE 1.0	612	3.1	527	1.5	556	7.7	511	7.0	-0.7	5.5	3.9
Comp 1.0	868	4.6	764	6.3	729	8.6	696	7.2	-1.4	0.9	2.6
Rusk			167	1.2	202	11.9	221	17.6	5.7	16.4	
ACE 2.0			167	1.2	202	11.9	221	17.6	5.7	16.4	
Comp 2.0			328	7.0	370	26.5	335	31.0	4.5	24.0	
District	12,387	11.2	9,867	8.7	10,336	16.0	10,737	14.5	-1.5	5.8	3.3
All Science											
ACE 1.0	858	2.3	764	6.4	806	10.3	722	9.7	-0.6	3.3	7.4
Comp 1.0	1,138	4.7	1,048	8.6	1,009	8.8	945	10.7	1.9	2.1	6.0
ACE 2.0			460	4.1	470	11.7	450	15.6	3.9	11.5	
Comp 2.0			573	7.2	604	19.9	595	21.3	1.4	14.1	
ACE 3.0					543	5.7	628	18.3	12.6		
Comp 3.0					554	5.8	519	15.8	10.0		
District	23,998	8.7	21,588	10.8	22,794	13.8	23,001	17.1	3.3	6.3	8.4

Source: STAAR files dated September 1, 2015 (2015 grades three to eight), June 15, 2017 (2017 grades three to eight), June 20, 2018 (2018 grades three to eight) and June 13, 2019 (2019 grades three to eight) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15), October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Δ = difference. Yr = year. %pts = percentage points. Masters = attained Masters Grade Level performance standard. ^a = Prior to 2017, Masters was called Level III: Advanced Academic Performance. ^b = Because Carr and Carver merged in 2017-18, 2016-17 rates for Carr include both Carr and Carver; rates for 2017-18 are for Carr only. ^c = In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0. ^d = Because Edison was consolidated with Pinkston in 2018-19, rates for 2017-18 and previous years were for Edison only and rates for 2018-19 were for students in grade seven and grade eight at Pinkston. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18.

Appendix M Table 13: 2016 to 2019 ACE STAAR Rates at Approaches Grade Level or Above Standard by Grade Level and Campus – Social Studies

Campus	Approaches Grade Level or Above										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Δ %pts	Δ %pts	Δ %pts
Grade Eight											
Dade	266	38.0	261	53.6	275	66.9	244	48.4	-18.5	-5.2	10.4
Edison/Pinkston ^b	163	33.7	156	33.3	160	58.8	152	32.9	-25.9	-0.4	-0.8
Zumwalt	118	18.6	121	47.9	120	48.3	121	25.6	-22.7	-22.3	7.0
ACE 1.0	547	32.5	538	46.5	555	60.5	517	38.5	-22.0	-8.0	6.0
Comp 1.0	844	33.5	752	54.1	704	61.4	683	61.5	0.1	7.4	28.0
Rusk			172	36.0	190	65.8	217	77.4	11.6	41.4	
ACE 2.0			172	36.0	190	65.8	217	77.4	11.6	41.4	
Comp 2.0			322	65.2	352	66.5	331	72.2	5.7	7.0	
District	10,353	51.4	9,576	55.2	10,071	59.7	9,862	62.4	2.7	7.2	11.0

Source: STAAR files dated September 1, 2015 (2015 grades three to eight), June 15, 2017 (2017 grades three to eight), June 20, 2018 (2018 grades three to eight) and June 13, 2019 (2019 grades three to eight) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15), October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Δ = difference. Yr = year. %pts = percentage points. Appr+ = attained Approaches Grade Level or Above performance standard. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. ^b = Because Edison was consolidated with Pinkston in 2018-19, rates for 2017-18 and previous years were for Edison only and rates for 2018-19 were for students in grade seven and grade eight at Pinkston. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix M Table 14: 2016 to 2019 ACE STAAR Rates at Meets Grade Level or Above Standard by Grade Level and Campus – Social Studies

Campus	Meets Grade Level or Above										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Δ %pts	Δ %pts	Δ %pts
Grade Eight											
Dade	257	5.4	243	17.3	264	19.3	231	11.7	-7.6	-5.6	6.3
Edison/Pinkston ^b	159	7.5	152	9.9	158	24.7	149	9.4	-15.3	-0.5	1.9
Zumwalt	118	4.2	121	14.9	120	16.7	121	1.7	-15.0	-13.2	-2.5
ACE 1.0	534	5.8	516	14.5	542	20.3	501	8.6	-11.7	-5.9	2.8
Comp 1.0	835	7.1	733	19.2	689	22.9	659	25.8	2.9	6.6	18.7
Rusk			171	4.7	187	28.3	213	36.6	8.3	31.9	
ACE 2.0			171	4.7	187	28.3	213	36.6	8.3	31.9	
Comp 2.0			314	28.7	344	33.4	328	38.1	4.7	9.4	
District	10,228	15.5	9,396	22.2	9,913	27.3	10,110	25.7	-1.6	3.5	10.2

Source: STAAR files dated September 1, 2015 (2015 grades three to eight), June 15, 2017 (2017 grades three to eight), June 20, 2018 (2018 grades three to eight) and June 13, 2019 (2019 grades three to eight) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15), October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Δ = difference. Yr = year. %pts = percentage points. Meets+ = attained Meets Grade Level or Above performance standard. ^a = Prior to 2017, Meets+ was called Level II: Postsecondary Academic Performance. ^b = Because Edison was consolidated with Pinkston in 2018-19, rates for 2017-18 and previous years were for Edison only and rates for 2018-19 were for students in grade seven and grade eight at Pinkston. Rates include scores for the first and second administrations of all versions of STAAR. Alternate-2 test takers are not evaluated on the Meets+ standard.

Appendix M Table 15: 2016 to 2019 ACE STAAR Rates at Masters Grade Level Standard by Grade Level and Campus – Social Studies

Campus	Masters Grade Level										
	2015 ^a		2017		2018		2019		1 Yr	2 Yr	4 Yr
	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	Δ %pts	Δ %pts	Δ %pts
Grade Eight											
Dade	266	2.6	261	8.8	275	8.4	244	8.2	-0.2	-0.6	5.6
Edison/Pinkston ^b	163	3.1	156	1.9	160	13.8	152	5.3	-8.5	3.4	2.2
Zumwalt	118	0.0	121	5.0	120	5.0	121	0.0	-5.0	-5.0	0.0
ACE 1.0	547	2.2	538	5.9	555	9.2	517	5.4	-3.8	-0.5	3.2
Comp 1.0	844	1.7	752	7.4	705	11.1	683	13.5	2.4	6.1	11.8
Rusk			172	1.7	190	15.8	217	18.0	2.2	16.3	
ACE 2.0			172	1.7	190	15.8	217	18.0	2.2	16.3	
Comp 2.0			322	11.5	352	16.8	331	20.5	3.7	9.0	
District	10,353	5.8	9,576	10.8	10,071	14.8	10,306	13.6	-1.2	2.8	7.8

Source: STAAR files dated September 1, 2015 (2015 grades three to eight), June 15, 2017 (2017 grades three to eight), June 20, 2018 (2018 grades three to eight) and June 13, 2019 (2019 grades three to eight) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15), October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Δ = difference. Yr = year. %pts = percentage points. Masters = attained Masters Grade Level performance standard. ^a = Prior to 2017, Masters was called Level III: Advanced Academic Performance. ^b = Because Edison was consolidated with Pinkston in 2018-19, rates for 2017-18 and previous years were for Edison only and rates for 2018-19 were for students in grade seven and grade eight at Pinkston. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix N

Appendix N Table 1: 2018 to 2019 ACE 1.0, ACE 1.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Mathematics

	ACE 1.0					ACE 1.0 Comparison					District				
	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts
	Tested	Appr+	Tested	Appr+		Tested	Appr+	Tested	Appr+		Tested	Appr+			
	n	%	n	%		n	%	n	%		n	%			
Grade Three															
All	235	82.1	207	71.5	-10.6	284	82.7	221	80.5	-2.2	12,481	74.6	10,969	76.5	1.9
Hispanic	152	85.5	136	77.9	-7.6	252	85.7	191	81.2	-4.5	8,598	78.4	7,734	78.8	0.4
Af Amer	77	75.3	67	61.2	-14.1	27	59.3	20	75.0	15.7	2,553	62.7	2,284	64.9	2.2
White	*	*	*	*	*	*	*	*	*	*	593	85.7	626	89.0	3.3
EL	106	86.8	106	78.3	-8.5	192	89.6	158	84.8	-4.8	6,030	77.6	5,709	78.7	1.1
Eco Dis	206	81.1	201	70.6	-10.5	271	83.0	209	80.9	-2.1	10,367	74.5	9,653	74.8	0.3
SPED	19	42.1	16	25.0	-17.1	27	25.9	19	47.4	21.5	1,044	53.6	1,166	53.7	0.1
Grade Four															
All	227	80.6	205	82.9	2.3	267	77.2	265	76.6	-0.6	12,599	75.1	11,666	76.0	0.9
Hispanic	142	87.3	135	88.1	0.8	238	77.3	234	79.9	2.6	8,723	78.6	8,346	78.8	0.2
Af Amer	84	70.2	63	71.4	1.2	20	65.0	24	50.0	-15.0	2,636	63.6	2,400	63.0	-0.6
White	-	-	*	*	*	6	100.0	*	*	*	593	87.2	604	86.3	-0.9
EL	104	89.4	94	84.0	-5.4	184	80.4	183	78.7	-1.7	6,124	77.5	5,888	78.6	1.1
Eco Dis	209	80.4	198	82.3	1.9	256	76.6	253	76.7	0.1	10,942	75.1	10,278	74.3	-0.8
SPED	21	47.6	23	60.9	13.3	32	50.0	34	26.5	-23.5	1,084	51.3	1,259	50.2	-1.1
Grade Five															
All	252	91.3	212	86.8	-4.5	284	90.8	251	94.4	3.6	12,531	86.7	11,805	88.6	1.9
Hispanic	161	96.3	127	92.1	-4.2	247	92.3	219	95.0	2.7	8,759	90.0	8,503	90.3	0.3
Af Amer	91	82.4	80	78.8	-3.7	30	76.7	25	88.0	11.3	2,586	77.1	2,455	81.6	4.5
White	-	-	*	*	*	*	*	*	*	*	556	94.6	552	93.3	-1.3
EL	126	96.0	99	90.9	-5.1	202	90.6	175	97.7	7.1	6,121	89.4	5,985	89.8	0.4
Eco Dis	237	91.6	203	86.7	-4.9	270	91.1	232	94.8	3.7	10,957	87.2	10,475	87.8	0.6
SPED	25	84.0	22	45.5	-38.5	30	80.0	30	70.0	-10.0	1,148	68.5	1,288	69.8	1.3
Grade Six															
All	580	62.9	374	57.0	-5.9	785	57.3	761	65.7	8.4	10,632	67.4	10,568	75.0	7.6
Hispanic	221	70.6	108	55.6	-15.0	555	61.8	528	66.7	4.9	7,392	70.7	7,740	76.5	5.8
Af Amer	351	57.5	252	56.0	-1.5	206	46.1	195	64.1	18.0	2,240	55.7	2,056	65.8	10.1
White	*	*	*	*	*	13	38.5	8	75.0	36.5	447	83.7	485	87.0	3.3
EL	149	69.8	89	55.1	-14.7	447	61.1	421	65.3	4.2	5,172	67.9	5,224	73.7	5.8
Eco Dis	463	63.3	373	57.1	-6.2	731	57.3	718	65.9	8.6	8,787	67.7	9,255	73.5	5.8
SPED	81	51.9	56	25.0	-26.9	91	51.6	88	47.7	-3.9	1,003	46.5	1,132	49.1	2.6

table continues

Table (continued)

	ACE 1.0					ACE 1.0 Comparison					District				
	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %			
Grade Seven															
All	465	49.5	503	47.5	-2.0	616	54.2	664	58.6	4.4	8,093	54.6	7,168	59.6	5.0
Hispanic	177	61.6	180	50.0	-11.6	436	56.2	453	59.6	3.4	5,659	58.5	5,107	62.5	4.0
Af Amer	277	42.2	314	45.5	3.3	168	50.6	171	53.2	2.6	1,785	45.6	1,719	50.1	4.5
White	*	*	*	*	*	6	16.7	8	62.5	45.8	172	58.1	182	71.4	13.3
EL	125	60.8	130	50.0	-10.8	370	55.9	367	56.4	0.5	4,090	55.3	3,683	59.8	4.5
Eco Dis	360	49.7	500	47.8	-1.9	551	54.6	621	57.8	3.2	6,630	56.1	6,608	58.9	2.8
SPED	66	47.0	78	44.9	-2.1	66	62.1	86	54.7	-7.4	836	45.0	967	45.8	0.8
Grade Eight															
All	562	82.7	522	73.9	-8.8	730	84.8	690	86.1	1.3	10,296	82.9	10,454	88.0	5.1
Hispanic	225	88.4	201	74.6	-13.8	510	85.5	498	86.3	0.8	7,263	85.2	7,708	89.1	3.9
Af Amer	327	78.9	307	73.3	-5.6	202	83.2	165	86.1	2.9	2,102	77.1	2,054	82.5	5.4
White	*	*	7	71.4	*	9	88.9	6	66.7	-22.2	402	92.3	436	94.0	1.7
EL	159	86.2	139	71.9	-14.3	406	83.0	401	84.5	1.5	4,853	82.6	5,071	86.9	4.3
Eco Dis	416	83.7	512	74.0	-9.7	635	85.8	651	86.2	0.4	8,286	84.1	9,123	87.2	3.1
SPED	72	40.3	70	58.6	18.3	66	59.1	74	73.0	13.9	914	53.9	884	62.4	8.5
Grade Eight Algebra I															
All	106	100	89	95.5	-4.5	89	100.0	100	100.0	0.0	2,361	99.8	2,326	99.4	-0.4
Hispanic	49	100	44	95.5	-4.5	80	100.0	90	100.0	0.0	1,679	99.9	1,687	99.5	-0.4
Af Amer	49	100	44	95.5	-4.5	8	100.0	8	100.0	0.0	311	99.7	313	98.7	-1.0
White	*	*	-	-	-	1	100.0	*	*	*	256	99.6	236	100.0	0.4
EL	32	100	23	100.0	0.0	45	100.0	46	100.0	0.0	694	99.7	679	99.7	0.0
Eco Dis	94	100	89	95.5	-4.5	84	100.0	99	100.0	0.0	1,864	99.8	1,771	99.3	-0.5
SPED	-	-	*	*	*	-	-	*	*	*	16	100.0	21	100.0	0.0
All Mathematics															
All	2,427	73.0	2,112	67.5	-5.5	3,055	71.7	2,952	74.6	2.9	68,993	75.6	64,956	77.9	2.3
Hispanic	1,127	81.8	931	73.5	-8.3	2,318	74.7	2,213	76.5	1.8	48,073	78.9	45,138	81.2	2.3
Af Amer	1,256	65.1	1,127	62.1	-3.0	661	61.7	608	68.3	6.6	14,213	65.2	12,968	69.4	4.2
White	10	90.0	25	72.0	-18.0	38	60.5	31	74.2	13.7	3,019	87.8	2,885	89.4	1.6
EL	801	81.8	680	71.9	-9.9	1,846	73.9	1,751	75.2	1.3	33,084	76.7	31,560	79.5	2.8
Eco Dis	1,985	73.9	2,076	67.3	-6.6	2,798	72.1	2,783	74.6	2.5	57,833	76.1	55,392	77.8	1.7
SPED	284	49.6	266	44.7	-4.9	312	55.8	332	55.1	-0.7	6,045	53.8	6,696	55.5	1.7

Source: STAAR files dated June 20, 2018 (2018 and Algebra I EOC), June 13, 2019 (2019), and June 4, 2019 (2019 Algebra I EOC) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. EOC = End-of-Course. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. * = fewer than five students took test. - = zero students took test. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix N Table 2: 2018 to 2019 ACE 2.0, ACE 2.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Mathematics

	ACE 2.0					ACE 2.0 Comparison					District				
	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts
	Tested	Appr+	Tested	Appr+		Tested	Appr+	Tested	Appr+		Tested	Appr+			
	n	%	n	%		n	%	n	%		n	%			
Grade Three															
All	266	75.2	179	72.1	-3.1	227	75.8	212	76.9	1.1	12,481	74.6	10,969	76.5	1.9
Hispanic	101	88.1	66	87.9	-0.2	128	81.3	111	82.0	0.7	8,598	78.4	7,734	78.8	0.4
Af Amer	158	66.5	103	62.1	-4.4	61	63.9	59	67.8	3.9	2,553	62.7	2,284	64.9	2.2
White	*	*	*	*	*	*	*	*	*	*	593	85.7	626	89.0	3.3
EL	77	92.2	56	92.9	0.7	151	81.5	141	77.3	-4.2	6,030	77.6	5,709	78.7	1.1
Eco Dis	237	76.4	177	71.8	-4.6	205	77.1	190	76.3	-0.8	10,367	74.5	9,653	74.8	0.3
SPED	25	68.0	19	52.6	-15.4	23	60.9	25	68.0	7.1	1,044	53.6	1,166	53.7	0.1
Grade Four															
All	287	69.7	231	80.5	10.8	260	70.4	226	75.2	4.8	12,599	75.1	11,666	76.0	0.9
Hispanic	98	81.6	100	86.0	4.4	153	81.0	129	76.0	-5.0	8,723	78.6	8,346	78.8	0.2
Af Amer	182	63.2	122	75.4	12.2	60	55.0	60	73.3	18.3	2,636	63.6	2,400	63.0	-0.6
White	*	*	*	*	*	*	*	*	*	*	593	87.2	604	86.3	-0.9
EL	69	81.2	82	86.6	5.4	176	69.9	154	77.9	8.0	6,124	77.5	5,888	78.6	1.1
Eco Dis	271	68.6	231	80.5	11.9	242	70.7	210	73.8	3.1	10,942	75.1	10,278	74.3	-0.8
SPED	31	48.4	29	69.0	20.6	26	42.3	22	68.2	25.9	1,084	51.3	1,259	50.2	-1.1
Grade Five															
All	271	82.7	232	87.9	5.2	236	85.6	262	84.7	-0.9	12,531	86.7	11,805	88.6	1.9
Hispanic	93	94.6	82	96.3	1.7	152	87.5	158	86.7	-0.8	8,759	90.0	8,503	90.3	0.3
Af Amer	169	75.7	144	82.6	6.9	58	86.2	61	83.6	-2.6	2,586	77.1	2,455	81.6	4.5
White	6	83.3	*	*	*	-	-	*	*	*	556	94.6	552	93.3	-1.3
EL	79	96.2	62	98.4	2.2	156	84.0	181	80.7	-3.3	6,121	89.4	5,985	89.8	0.4
Eco Dis	256	81.6	229	87.8	6.2	216	87.0	241	84.6	-2.4	10,957	87.2	10,475	87.8	0.6
SPED	28	71.4	28	85.7	14.3	22	63.6	28	60.7	-2.9	1,148	68.5	1,288	69.8	1.3
Grade Six															
All	206	67.5	235	71.9	4.4	320	75.0	14	100.0	25.0	10,632	67.4	10,568	75.0	7.6
Hispanic	156	71.8	154	78.6	6.8	304	75.3	13	100.0	24.7	7,392	70.7	7,740	76.5	5.8
Af Amer	43	48.8	66	56.1	7.3	12	75.0	*	*	*	2,240	55.7	2,056	65.8	10.1
White	*	*	*	*	*	*	*	-	-	-	447	83.7	485	87.0	3.3
EL	121	71.9	126	77.0	5.1	199	72.4	9	100.0	27.6	5,172	67.9	5,224	73.7	5.8
Eco Dis	194	68.0	229	72.1	4.1	308	74.7	14	100.0	25.3	8,787	67.7	9,255	73.5	5.8
SPED	31	51.6	34	58.8	7.2	37	64.9	14	100.0	35.1	1,003	46.5	1,132	49.1	2.6
Grade Seven															
All	186	64.0	167	58.7	-5.3	258	69.4	235	68.1	-1.3	8,093	54.6	7,168	59.6	5.0
Hispanic	153	62.7	121	65.3	2.6	250	68.8	221	66.1	-2.7	5,659	58.5	5,107	62.5	4.0
Af Amer	30	66.7	40	42.5	-24.2	5	100.0	10	100.0	0.0	1,785	45.6	1,719	50.1	4.5
White	-	-	-	-	-	*	*	*	*	*	172	58.1	182	71.4	13.3
EL	120	60.8	90	60.0	-0.8	157	68.2	156	65.4	-2.8	4,090	55.3	3,683	59.8	4.5
Eco Dis	175	65.1	165	58.8	-6.3	246	70.7	224	67.4	-3.3	6,630	56.1	6,608	58.9	2.8
SPED	23	34.8	30	46.7	11.9	26	61.5	32	75.0	13.5	836	45.0	967	45.8	0.8

table continues

Table (continued)

	ACE 2.0					ACE 2.0 Comparison					District				
	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %			
Grade Eight															
All	201	85.6	223	93.7	8.1	371	91.4	350	92.3	0.9	10,296	82.9	10,454	88.0	5.1
Hispanic	149	88.6	174	95.4	6.8	355	91.5	335	92.2	0.7	7,263	85.2	7,708	89.1	3.9
Af Amer	43	74.4	38	86.8	12.4	11	90.9	8	100.0	9.1	2,102	77.1	2,054	82.5	5.4
White	*	*	*	*	*	*	*	*	*	*	402	92.3	436	94.0	1.7
EL	120	90.0	133	94.7	4.7	228	92.1	185	91.9	-0.2	4,853	82.6	5,071	86.9	4.3
Eco Dis	174	87.9	215	94.0	6.1	355	91.0	325	91.7	0.7	8,286	84.1	9,123	87.2	3.1
SPED	26	53.8	23	69.6	15.8	36	66.7	30	66.7	0.0	914	53.9	884	62.4	8.5
Grade Eight Algebra I															
All	20	95.0	32	100.0	5.0	52	100.0	68	100.0	0.0	2,361	99.8	2,326	99.4	-0.4
Hispanic	15	93.8	25	100.0	6.2	50	100.0	68	100.0	0.0	1,679	99.9	1,687	99.5	-0.4
Af Amer	3	100.0	6	100.0	0.0	-	-	-	-	-	311	99.7	313	98.7	-1.0
White	-	-	-	-	-	-	-	-	-	-	256	99.6	236	100.0	0.4
EL	8	87.5	16	100.0	12.5	24	100.0	32	100.0	0.0	694	99.7	679	99.7	0.0
Eco Dis	19	94.7	31	100.0	5.3	49	100.0	64	100.0	0.0	1,864	99.8	1,771	99.3	-0.5
SPED	-	-	-	-	-	1	100.0	-	-	-	16	100.0	21	100.0	0.0
All Mathematics															
All	1,437	74.7	1,299	79.1	4.4	1,724	79.3	1,367	81.9	2.6	68,993	75.6	64,956	77.9	2.3
Hispanic	766	79.9	722	85.0	5.1	1,392	81.7	1,035	83.3	1.6	48,073	78.9	45,138	81.2	2.3
Af Amer	628	67.5	519	70.9	3.4	207	70.5	199	77.4	6.9	14,213	65.2	12,968	69.4	4.2
White	18	88.9	16	75.0	-13.9	14	57.1	13	61.5	4.4	3,019	87.8	2,885	89.4	1.6
EL	594	80.5	565	84.4	3.9	1,091	79.0	858	80.2	1.2	33,084	76.7	31,560	79.5	2.8
Eco Dis	1,326	74.9	1,277	79.0	4.1	1,621	79.8	1,268	81.3	1.5	57,833	76.1	55,392	77.8	1.7
SPED	164	54.9	163	63.8	8.9	171	60.8	151	70.9	10.1	6,045	53.8	6,696	55.5	1.7

Source: STAAR files dated June 20, 2018 (2018 and Algebra I EOC), June 13, 2019 (2019), and June 4, 2019 (2019 Algebra I EOC) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. EOC = End-of-Course. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. * = fewer than five students took test. - = zero students took test. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix N Table 3: 2018 to 2019 ACE Leadership 3.0, Comparison Cohort, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Mathematics

	ACE Leadership 3.0					Comparison Cohort					District				
	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts
	Tested	Appr+	Tested	Appr+		Tested	Appr+	Tested	Appr+		Tested	Appr+			
	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%		<i>n</i>	%			
Grade Three															
All	553	58.4	619	68.8	10.4	525	66.5	469	73.8	7.3	12,481	74.6	10,969	76.5	1.9
Hispanic	231	64.5	261	77.0	12.5	315	73.0	309	75.4	2.4	8,598	78.4	7,734	78.8	0.4
Af Amer	294	53.1	327	61.8	8.7	198	57.6	149	69.8	12.2	2,553	62.7	2,284	64.9	2.2
White	7	85.7	12	75.0	-10.7	7	28.6	9	77.8	49.2	593	85.7	626	89.0	3.3
EL	204	68.6	231	77.5	8.9	230	73.0	243	73.7	0.7	6,030	77.6	5,709	78.7	1.1
Eco Dis	516	58.3	607	68.5	10.2	473	66.6	454	74.0	7.4	10,367	74.5	9,653	74.8	0.3
SPED	47	34.0	73	58.9	24.9	56	42.9	64	59.4	16.5	1,044	53.6	1,166	53.7	0.1
Grade Four															
All	546	59.3	641	69.7	10.4	555	61.1	499	69.7	8.6	12,599	75.1	11,666	76.0	0.9
Hispanic	256	67.6	276	82.2	14.6	311	65.6	306	77.8	12.2	8,723	78.6	8,346	78.8	0.2
Af Amer	269	51.3	333	59.5	8.2	227	55.5	176	56.8	1.3	2,636	63.6	2,400	63.0	-0.6
White	7	71.4	7	57.1	-14.3	9	33.3	11	54.5	21.2	593	87.2	604	86.3	-0.9
EL	222	68.0	235	84.3	16.3	241	64.3	220	80.0	15.7	6,124	77.5	5,888	78.6	1.1
Eco Dis	532	59.6	629	69.6	10.0	533	60.6	477	69.2	8.6	10,942	75.1	10,278	74.3	-0.8
SPED	60	46.7	92	45.7	-1.0	57	43.9	61	41.0	-2.9	1,084	51.3	1,259	50.2	-1.1
Grade Five															
All	551	72.4	632	85.8	13.4	557	78.8	522	82.6	3.8	12,531	86.7	11,805	88.6	1.9
Hispanic	241	82.6	280	90.0	7.4	330	83.6	313	84.3	0.7	8,759	90.0	8,503	90.3	0.3
Af Amer	293	63.5	323	81.1	17.6	215	71.6	194	79.9	8.3	2,586	77.1	2,455	81.6	4.5
White	*	*	7	100.0	*	7	71.4	6	50.0	-21.4	556	94.6	552	93.3	-1.3
EL	194	81.4	234	91.9	10.5	242	82.6	235	84.7	2.1	6,121	89.4	5,985	89.8	0.4
Eco Dis	526	72.4	619	85.8	13.4	530	78.9	502	81.9	3.0	10,957	87.2	10,475	87.8	0.6
SPED	59	39.0	86	67.4	28.4	59	64.4	57	61.4	-3.0	1,148	68.5	1,288	69.8	1.3
All Mathematics															
All	1,651	63.4	1,892	74.8	11.4	1,637	68.8	1,490	75.5	6.7	68,993	75.6	64,956	77.9	2.3
Hispanic	729	71.5	817	83.2	11.7	956	74.3	928	79.2	4.9	48,073	78.9	45,138	81.2	2.3
Af Amer	856	56.1	983	67.3	11.2	640	61.6	519	69.2	7.6	14,213	65.2	12,968	69.4	4.2
White	15	73.3	26	76.9	3.6	23	43.5	26	61.5	18.0	3,019	87.8	2,885	89.4	1.6
EL	621	72.3	700	84.6	12.3	713	73.4	698	79.4	6.0	33,084	76.7	31,560	79.5	2.8
Eco Dis	1,575	63.4	1,855	74.7	11.3	1,536	68.8	1,433	75.2	6.4	57,833	76.1	55,392	77.8	1.7
SPED	166	40.4	251	57.0	16.6	172	50.6	182	53.8	3.2	6,045	53.8	6,696	55.5	1.7

Source: STAAR files dated June 20, 2018 (2018) and June 13, 2019 (2019) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. * = fewer than five students took test. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix N Table 4: 2018 to 2019 ACE 1.0, ACE 1.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Reading

	ACE 1.0					ACE 1.0 Comparison					District				
	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts
	Tested	Appr+	Tested	Appr+		Tested	Appr+	Tested	Appr+		Tested	Appr+			
	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%		<i>n</i>	%			
Grade Three															
All	235	76.6	207	72.5	-4.1	285	81.1	221	79.2	-1.9	12,491	71.7	10,974	71.8	0.1
Hispanic	152	77.6	136	73.5	-4.1	253	84.6	191	80.1	-4.5	8,605	74.9	7,734	74.0	-0.9
Af Amer	77	72.7	67	74.6	1.9	27	51.9	20	70.0	18.1	2,556	60.1	2,289	60.4	0.3
White	*	*	*	*	*	*	*	*	*	*	592	85.3	626	86.1	0.8
EL	106	81.1	106	72.6	-8.5	193	90.2	158	83.5	-6.7	6,032	74.6	5,708	73.7	-0.9
Eco Dis	206	75.7	201	71.6	-4.1	272	81.3	209	78.5	-2.8	10,377	70.9	9,658	69.7	-1.2
SPED	19	52.6	16	12.5	-40.1	27	40.7	19	47.4	6.7	1,045	50.7	1,169	48.1	-2.6
Grade Four															
All	226	68.6	206	71.4	2.8	267	70.4	265	72.1	1.7	12,597	65.0	11,667	68.6	3.6
Hispanic	141	76.6	136	69.1	-7.5	238	72.3	234	75.2	2.9	8,720	68.1	8,346	70.0	1.9
Af Amer	84	56.0	63	74.6	18.6	20	50.0	24	41.7	-8.3	2,636	52.1	2,400	58.9	6.8
White	-	-	*	*	*	6	66.7	*	*	*	593	85.0	604	84.1	-0.9
EL	103	80.6	94	67.0	-13.6	184	78.8	183	77.0	-1.8	6,122	66.2	5,888	67.9	1.7
Eco Dis	208	68.8	199	70.4	1.6	256	71.5	253	71.9	0.4	10,938	64.1	10,279	66.1	2.0
SPED	21	23.8	23	39.1	15.3	32	25.0	34	20.6	-4.4	1,083	43.2	1,259	42.3	-0.9
Grade Five															
All	252	78.6	212	84.0	5.4	284	82.4	251	89.2	6.8	12,527	80.4	11,805	84.8	4.4
Hispanic	161	84.5	127	89.0	4.5	247	83.8	219	90.0	6.2	8,759	83.9	8,503	87.4	3.5
Af Amer	91	68.1	80	76.3	8.2	30	66.7	25	80.0	13.3	2,584	67.5	2,454	73.9	6.4
White	-	-	*	*	*	*	*	*	*	*	555	93.5	553	94.0	0.5
EL	126	88.1	99	90.9	2.8	202	84.7	175	96.0	11.3	6,121	84.6	5,984	87.3	2.7
Eco Dis	237	78.5	203	84.2	5.7	270	82.2	232	89.7	7.5	10,955	80.1	10,475	83.7	3.6
SPED	25	40.0	22	22.7	-17.3	30	46.7	30	46.7	0.0	1,148	53.6	1,289	58.3	4.7
Grade Six															
All	581	41.7	377	36.6	-5.1	787	42.2	758	44.1	1.9	10,645	55.4	10,574	58.3	2.9
Hispanic	222	47.3	107	36.4	-10.9	556	45.7	526	45.1	-0.6	7,399	57.5	7,743	58.3	0.8
Af Amer	351	37.3	256	35.2	-2.1	207	32.4	194	42.3	9.9	2,246	46.3	2,058	51.3	5.0
White	*	*	*	*	*	13	30.8	8	50.0	19.2	447	81.9	484	83.3	1.4
EL	152	42.1	88	35.2	-6.9	448	42.4	419	41.3	-1.1	5,182	51.6	5,224	52.7	1.1
Eco Dis	462	41.1	376	36.7	-4.4	733	41.7	715	43.5	1.8	8,799	54.7	9,262	55.7	1.0
SPED	82	40.2	57	12.3	-27.9	92	33.7	88	29.5	-4.2	1,003	31.9	1,134	34.2	2.3
Grade Seven															
All	555	48.5	570	50.5	2.0	717	58.4	754	54.8	-3.6	10,503	62.8	9,959	66.1	3.3
Hispanic	222	57.7	206	54.9	-2.8	523	58.7	535	54.6	-4.1	7,363	64.4	7,216	67.3	2.9
Af Amer	323	41.8	353	48.4	6.6	180	58.3	178	53.4	-4.9	2,125	55.7	2,053	57.7	2.0
White	*	*	*	*	*	6	16.7	9	55.6	38.9	426	84.3	434	85.9	1.6
EL	148	54.7	143	45.5	-9.2	432	55.3	428	50.2	-5.1	4,948	57.7	4,826	60.3	2.6
Eco Dis	438	48.6	564	50.5	1.9	643	59.4	706	54.4	-5.0	8,508	63.1	8,741	63.6	0.5
SPED	67	37.3	78	29.5	-7.8	68	54.4	86	38.4	-16.0	855	38.5	995	40.0	1.5

table continues

Table (continued)

	ACE 1.0					ACE 1.0 Comparison					District				
	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts
	Tested	Appr+	Tested	Appr+		Tested	Appr+	Tested	Appr+		Tested	Appr+			
	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%		<i>n</i>	%			
Grade Eight															
All	571	62.0	541	61.9	-0.1	719	72.7	699	75.0	2.3	10,145	73.8	9,895	79.2	5.4
Hispanic	230	67.8	217	67.7	-0.1	500	70.6	507	74.0	3.4	7,206	75.0	7,277	80.3	5.3
Af Amer	325	57.2	311	58.5	1.3	202	78.7	164	76.8	-1.9	2,057	69.4	2,031	73.9	4.5
White	*	*	6	50.0	*	10	60.0	6	83.3	23.3	349	88.5	344	90.7	2.2
EL	166	62.7	148	61.5	-1.2	388	63.4	387	68.7	5.3	4,673	67.7	4,623	74.0	6.3
Eco Dis	429	65.5	533	61.7	-3.8	624	73.1	664	74.8	1.7	8,229	74.5	8,754	78.1	3.6
SPED	72	34.7	71	45.1	10.4	65	47.7	74	58.1	10.4	902	39.7	873	48.2	8.5
All Reading															
All	2,420	57.8	2,113	58.5	0.7	3,059	63.0	2,948	63.1	0.1	68,908	68.5	64,874	71.6	3.1
Hispanic	1,128	66.6	929	65.2	-1.4	2,317	65.0	2,212	64.6	-0.4	48,052	71.0	46,819	73.1	2.1
Af Amer	1,251	49.3	1,130	53.2	3.9	666	56.3	605	57.4	1.1	14,204	58.5	13,285	62.9	4.4
White	9	88.9	25	48.0	-40.9	38	47.4	31	71.0	23.6	2,962	86.5	3,045	87.2	0.7
EL	801	66.0	678	61.5	-4.5	1,847	63.1	1,750	62.6	-0.5	33,078	67.8	32,253	69.8	2.0
Eco Dis	1,980	59.0	2,076	58.1	-0.9	2,798	63.3	2,779	62.8	-0.5	57,806	68.3	57,169	69.7	1.4
SPED	286	37.8	267	29.2	-8.6	314	42.0	331	39.9	-2.1	6,036	43.4	6,719	45.4	2.0

Source: STAAR files dated June 20, 2018 (2018) and June 13, 2019 (2019) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. * = fewer than five students took test. - = zero students took test. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix N Table 5: 2018 to 2019 ACE 2.0, ACE 2.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Reading

	ACE 2.0					ACE 2.0 Comparison					District				
	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts
	Tested	Appr+	Tested	Appr+		Tested	Appr+	Tested	Appr+		Tested	Appr+			
	n	%	n	%		n	%	n	%		n	%			
Grade Three															
All	267	64.0	179	56.4	-7.6	227	74.0	212	75.0	1.0	12,491	71.7	10,974	71.8	0.1
Hispanic	102	77.5	66	57.6	-19.9	128	79.7	111	82.9	3.2	8,605	74.9	7,734	74.0	-0.9
Af Amer	158	54.4	103	54.4	0.0	61	65.6	59	71.2	5.6	2,556	60.1	2,289	60.4	0.3
White	*	*	*	*	*	*	*	*	*	*	592	85.3	626	86.1	0.8
EL	78	80.8	56	60.7	-20.1	151	77.5	141	75.2	-2.3	6,032	74.6	5,708	73.7	-0.9
Eco Dis	238	63.4	177	55.9	-7.5	205	73.7	190	74.2	0.5	10,377	70.9	9,658	69.7	-1.2
SPED	25	56.0	19	47.4	-8.6	23	60.9	25	68.0	7.1	1,045	50.7	1,169	48.1	-2.6
Grade Four															
All	287	50.5	232	65.9	15.4	260	62.3	225	68.0	5.7	12,597	65.0	11,667	68.6	3.6
Hispanic	98	62.2	99	70.7	8.5	153	71.2	129	67.4	-3.8	8,720	68.1	8,346	70.0	1.9
Af Amer	182	43.4	123	61.8	18.4	60	60.0	59	76.3	16.3	2,636	52.1	2,400	58.9	6.8
White	*	*	*	*	*	*	*	*	*	*	593	85.0	604	84.1	-0.9
EL	69	58.0	82	70.7	12.7	176	56.3	154	64.3	8.0	6,122	66.2	5,888	67.9	1.7
Eco Dis	271	49.8	232	65.9	16.1	242	62.4	209	66.0	3.6	10,938	64.1	10,279	66.1	2.0
SPED	31	35.5	30	50.0	14.5	26	34.6	22	54.5	19.9	1,083	43.2	1,259	42.3	-0.9
Grade Five															
All	271	66.8	232	75.4	8.6	236	80.9	262	76.7	-4.2	12,527	80.4	11,805	84.8	4.4
Hispanic	93	81.7	82	86.6	4.9	152	85.5	158	84.8	-0.7	8,759	83.9	8,503	87.4	3.5
Af Amer	169	57.4	144	68.8	11.4	58	77.6	61	73.8	-3.8	2,584	67.5	2,454	73.9	6.4
White	6	83.3	*	*	*	-	-	*	*	*	555	93.5	553	94.0	0.5
EL	79	88.6	62	91.9	3.3	156	82.1	181	73.5	-8.6	6,121	84.6	5,984	87.3	2.7
Eco Dis	256	66.4	229	75.1	8.7	216	81.5	241	75.5	-6.0	10,955	80.1	10,475	83.7	3.6
SPED	28	39.3	28	67.9	28.6	22	63.6	28	46.4	-17.2	1,148	53.6	1,289	58.3	4.7
Grade Six															
All	206	54.4	236	41.1	-13.3	319	50.5	14	100.0	49.5	10,645	55.4	10,574	58.3	2.9
Hispanic	156	55.1	154	43.5	-11.6	303	49.8	13	100.0	50.2	7,399	57.5	7,743	58.3	0.8
Af Amer	43	46.5	66	34.8	-11.7	12	66.7	1	100.0	33.3	2,246	46.3	2,058	51.3	5.0
White	*	*	*	*	*	*	*	-	-	-	447	81.9	484	83.3	1.4
EL	121	52.1	126	39.7	-12.4	199	46.7	9	100.0	53.3	5,182	51.6	5,224	52.7	1.1
Eco Dis	194	55.7	230	41.7	-14.0	308	50.6	14	100.0	49.4	8,799	54.7	9,262	55.7	1.0
SPED	31	32.3	34	20.6	-11.7	36	44.4	14	100.0	55.6	1,003	31.9	1,134	34.2	2.3
Grade Seven															
All	213	65.7	204	66.2	0.5	328	64.0	315	67.0	3.0	10,503	62.8	9,959	66.1	3.3
Hispanic	175	65.1	147	70.7	5.6	318	63.5	300	65.7	2.2	7,363	64.4	7,216	67.3	2.9
Af Amer	34	64.7	46	52.2	-12.5	6	100.0	10	90.0	-10.0	2,125	55.7	2,053	57.7	2.0
White	-	-	*	*	*	*	*	*	*	*	426	84.3	434	85.9	1.6
EL	135	63.7	111	67.6	3.9	201	62.7	193	59.1	-3.6	4,948	57.7	4,826	60.3	2.6
Eco Dis	201	66.2	199	65.8	-0.4	313	64.9	297	66.3	1.4	8,508	63.1	8,741	63.6	0.5
SPED	23	43.5	30	46.7	3.2	27	22.2	32	59.4	37.2	855	38.5	995	40.0	1.5

table continues

Table (continued)

	ACE 2.0					ACE 2.0 Comparison					District				
	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts
	Tested	Appr+	Tested	Appr+		Tested	Appr+	Tested	Appr+		Tested	Appr+			
	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%		<i>n</i>	%			
Grade Eight															
All	194	75.3	218	87.2	11.9	354	74.9	335	80.0	5.1	10,145	73.8	9,895	79.2	5.4
Hispanic	143	74.8	172	87.8	13.0	337	74.8	321	79.8	5.0	7,206	75.0	7,277	80.3	5.3
Af Amer	42	73.8	39	84.6	10.8	10	60.0	8	100.0	40.0	2,057	69.4	2,031	73.9	4.5
White	*	*	-	-	-	*	*	*	*	*	349	88.5	344	90.7	2.2
EL	113	73.5	128	86.7	13.2	209	69.4	178	71.9	2.5	4,673	67.7	4,623	74.0	6.3
Eco Dis	167	77.2	212	87.3	10.1	339	74.6	313	79.9	5.3	8,229	74.5	8,754	78.1	3.6
SPED	26	53.8	23	60.9	7.1	37	54.1	30	40.0	-14.1	902	39.7	873	48.2	8.5
All Reading															
All	1,438	62.2	1,301	65.4	3.2	1,724	67.1	1,363	73.8	6.7	68,908	68.5	64,874	71.6	3.1
Hispanic	767	68.2	720	69.6	1.4	1,391	68.0	1,032	75.5	7.5	48,052	71.0	46,819	73.1	2.1
Af Amer	628	53.3	521	59.7	6.4	207	68.1	198	75.8	7.7	14,204	58.5	13,285	62.9	4.4
White	18	88.9	16	75.0	-13.9	15	73.3	13	69.2	-4.1	2,962	86.5	3,045	87.2	0.7
EL	595	68.1	565	68.1	0.0	1,092	64.8	856	68.8	4.0	33,078	67.8	32,253	69.8	2.0
Eco Dis	1,327	62.2	1,279	65.4	3.2	1,623	67.2	1,264	72.9	5.7	57,806	68.3	57,169	69.7	1.4
SPED	164	42.7	164	47.6	4.9	171	46.2	151	57.6	11.4	6,036	43.4	6,719	45.4	2.0

Source: STAAR files dated June 20, 2018 (2018) and June 13, 2019 (2019) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. * = fewer than five students took test. - = zero students took test. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix N Table 6: 2018 to 2019 ACE Leadership 3.0, Comparison Cohort, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Reading

	ACE Leadership 3.0					Comparison Cohort					District				
	2018		2019		1 Yr Δ	2018		2019		1 Yr Δ	2018		2019		1 Yr Δ
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %	
Grade Three															
All	554	57.2	619	63.2	6.0	525	61.7	469	68.9	7.2	12,491	71.7	10,974	71.8	0.1
Hispanic	231	64.1	260	72.3	8.2	315	69.8	309	72.5	2.7	8,605	74.9	7,734	74.0	-0.9
Af Amer	294	50.7	328	55.2	4.5	198	49.5	149	62.4	12.9	2,556	60.1	2,289	60.4	0.3
White	7	85.7	12	75.0	-10.7	7	57.1	9	55.6	-1.5	592	85.3	626	86.1	0.8
EL	205	66.3	230	73.9	7.6	230	71.3	243	72.4	1.1	6,032	74.6	5,708	73.7	-0.9
Eco Dis	517	57.3	607	62.9	5.6	473	62.6	454	68.7	6.1	10,377	70.9	9,658	69.7	-1.2
SPED	47	36.2	74	48.6	12.4	56	42.9	64	51.6	8.7	1,045	50.7	1,169	48.1	-2.6
Grade Four															
All	545	45.7	641	61.2	15.5	553	53.5	499	59.5	6.0	12,597	65.0	11,667	68.6	3.6
Hispanic	256	51.2	276	65.6	14.4	310	62.3	306	65.0	2.7	8,720	68.1	8,346	70.0	1.9
Af Amer	268	39.2	333	57.4	18.2	226	42.5	176	50.6	8.1	2,636	52.1	2,400	58.9	6.8
White	7	71.4	7	57.1	-14.3	9	33.3	11	45.5	12.2	593	85.0	604	84.1	-0.9
EL	222	49.5	235	66.4	16.9	241	61.4	220	67.3	5.9	6,122	66.2	5,888	67.9	1.7
Eco Dis	531	45.8	629	61.2	15.4	531	53.1	477	59.5	6.4	10,938	64.1	10,279	66.1	2.0
SPED	60	41.7	92	39.1	-2.6	57	31.6	61	32.8	1.2	1,083	43.2	1,259	42.3	-0.9
Grade Five															
All	550	67.3	631	79.2	11.9	557	74.5	522	78.9	4.4	12,527	80.4	11,805	84.8	4.4
Hispanic	241	83.8	280	85.4	1.6	330	78.8	313	85.9	7.1	8,759	83.9	8,503	87.4	3.5
Af Amer	292	52.7	322	73.0	20.3	215	68.4	194	67.5	-0.9	2,584	67.5	2,454	73.9	6.4
White	*	*	7	100.0	*	7	57.1	6	66.7	9.6	555	93.5	553	94.0	0.5
EL	194	82.5	234	85.9	3.4	242	81.0	235	88.5	7.5	6,121	84.6	5,984	87.3	2.7
Eco Dis	525	66.3	618	78.8	12.5	530	74.5	502	78.7	4.2	10,955	80.1	10,475	83.7	3.6
SPED	59	42.4	86	58.1	15.7	59	59.3	57	49.1	-10.2	1,148	53.6	1,289	58.3	4.7
All Reading															
All	1,650	56.7	1,892	67.8	11.1	1,635	63.3	1,490	69.3	6.0	68,908	68.5	64,874	71.6	3.1
Hispanic	729	66.0	816	74.5	8.5	955	70.5	928	74.6	4.1	48,052	71.0	46,819	73.1	2.1
Af Amer	854	47.8	984	61.7	13.9	639	53.4	519	60.3	6.9	14,204	58.5	13,285	62.9	4.4
White	15	80.0	26	76.9	-3.1	23	47.8	26	53.8	6.0	2,962	86.5	3,045	87.2	0.7
EL	622	65.3	699	75.4	10.1	713	71.2	698	76.2	5.0	33,078	67.8	32,253	69.8	2.0
Eco Dis	1,574	56.4	1,855	67.6	11.2	1,534	63.4	1,433	69.2	5.8	57,806	68.3	57,169	69.7	1.4
SPED	166	40.4	252	48.4	8.0	172	44.8	182	44.5	-0.3	6,036	43.4	6,719	45.4	2.0

Source: STAAR files dated June 20, 2018 (2018) and June 13, 2019 (2019) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. * = fewer than five students took test. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix N Table 7: 2018 to 2019 ACE 1.0, ACE 1.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Writing

	ACE 1.0					ACE 1.0 Comparison					District				
	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %			
Grade Four															
All	227	65.6	206	67.0	1.4	267	73.8	263	71.1	-2.7	12,557	59.7	11,662	65.7	6.0
Hispanic	142	73.9	135	74.1	0.2	238	76.1	232	75.0	-1.1	8,705	64.4	8,335	69.0	4.6
Af Amer	84	52.4	64	51.6	-0.8	20	55.0	24	33.3	-21.7	2,636	42.3	2,407	49.6	7.3
White	*	*	*	*	*	6	66.7	*	*	*	593	76.6	603	82.4	5.8
EL	104	83.7	94	77.7	-6.0	184	84.8	182	81.3	-3.5	6,103	66.6	5,879	71.5	4.9
Eco Dis	209	65.1	198	65.7	0.6	256	74.2	251	70.9	-3.3	10,920	59.0	10,275	63.4	4.4
SPED	21	19.0	23	26.1	7.1	32	21.9	34	20.6	-1.3	1,081	32.7	1,255	36.7	4.0
Grade Seven															
All	559	44.2	564	42.2	-2.0	725	50.9	754	48.4	-2.5	10,529	57.0	9,986	59.2	2.2
Hispanic	221	46.2	202	44.1	-2.1	531	50.7	537	49.2	-1.5	7,390	57.6	7,238	60.5	2.9
Af Amer	328	42.7	351	41.3	-1.4	180	52.8	177	43.5	-9.3	2,135	52.9	2,056	49.2	-3.7
White	*	*	*	*	*	6	0.0	9	55.6	55.6	428	81.3	435	81.4	0.1
EL	150	40.0	139	34.5	-5.5	436	45.9	428	43.2	-2.7	4,970	48.4	4,840	52.8	4.4
Eco Dis	438	45.0	558	42.1	-2.9	651	51.9	706	48.3	-3.6	8,539	57.0	8,767	56.6	-0.4
SPED	65	32.3	76	21.1	-11.2	69	39.1	84	36.9	-2.2	865	32.5	1,001	32.4	-0.1
All Writing															
All	786	50.4	770	48.8	-1.6	992	57.1	1,017	54.3	-2.8	23,086	58.5	21,648	62.7	4.2
Hispanic	363	57.0	337	56.1	-0.9	769	58.5	769	57.0	-1.5	16,095	61.3	15,553	68.7	7.4
Af Amer	412	44.7	415	42.9	-1.8	200	53.0	201	42.3	-10.7	4,771	47.1	4,448	58.4	11.3
White	*	*	7	28.6	*	12	33.3	11	63.6	30.3	1,021	78.6	1,037	84.9	6.3
EL	254	57.9	233	51.9	-6.0	620	57.4	610	54.6	-2.8	11,073	58.4	10,706	64.4	6.0
Eco Dis	647	51.5	756	48.3	-3.2	907	58.2	957	54.2	-4.0	19,459	58.1	19,007	64.9	6.8
SPED	86	29.1	99	22.2	-6.9	101	33.7	118	32.2	-1.5	1,946	32.6	2,247	41.4	8.8

Source: STAAR files dated June 20, 2018 (2018) and June 13, 2019 (2019) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. * = fewer than five students took test. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix N Table 8: 2018 to 2019 ACE 2.0, ACE 2.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Writing

	ACE 2.0					ACE 2.0 Comparison					District				
	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %			
Grade Four															
All	284	48.2	232	65.1	16.9	261	57.5	226	64.6	7.1	12,557	59.7	11,662	65.7	6.0
Hispanic	98	68.4	102	78.4	10.0	153	68.0	129	70.5	2.5	8,705	64.4	8,335	69.0	4.6
Af Amer	179	36.9	120	54.2	17.3	60	50.0	60	56.7	6.7	2,636	42.3	2,407	49.6	7.3
White	*	*	*	*	*	*	*	*	*	*	593	76.6	603	82.4	5.8
EL	69	66.7	84	84.5	17.8	178	54.5	155	67.1	12.6	6,103	66.6	5,879	71.5	4.9
Eco Dis	269	46.8	232	65.1	18.3	243	58.0	210	62.9	4.9	10,920	59.0	10,275	63.4	4.4
SPED	29	37.9	31	48.4	10.5	26	23.1	22	45.5	22.4	1,081	32.7	1,255	36.7	4.0
Grade Seven															
All	213	55.9	205	60.0	4.1	332	58.7	319	61.4	2.7	10,529	57.0	9,986	59.2	2.2
Hispanic	175	53.1	148	61.5	8.4	322	58.7	304	60.2	1.5	7,390	57.6	7,238	60.5	2.9
Af Amer	34	64.7	46	52.2	-12.5	6	66.7	10	80.0	13.3	2,135	52.9	2,056	49.2	-3.7
White	-	-	*	*	*	*	*	*	*	*	428	81.3	435	81.4	0.1
EL	135	47.4	111	59.5	12.1	203	52.7	196	52.6	-0.1	4,970	48.4	4,840	52.8	4.4
Eco Dis	201	55.7	200	59.5	3.8	316	59.2	301	60.5	1.3	8,539	57.0	8,767	56.6	-0.4
SPED	24	16.7	30	36.7	20.0	28	21.4	33	51.5	30.1	865	32.5	1,001	32.4	-0.1
All Writing															
All	497	51.5	437	62.7	11.2	593	58.2	545	62.8	4.6	23,086	58.5	21,648	62.7	4.2
Hispanic	273	58.6	250	68.4	9.8	475	61.7	433	63.3	1.6	16,095	61.3	15,553	68.7	7.4
Af Amer	213	41.3	166	53.6	12.3	66	51.5	70	60.0	8.5	4,771	47.1	4,448	58.4	11.3
White	*	*	7	71.4	*	7	42.9	6	66.7	23.8	1,021	78.6	1,037	84.9	6.3
EL	204	53.9	195	70.3	16.4	381	53.5	351	59.0	5.5	11,073	58.4	10,706	64.4	6.0
Eco Dis	470	50.6	432	62.5	11.9	559	58.7	511	61.4	2.7	19,459	58.1	19,007	64.9	6.8
SPED	53	28.3	61	42.6	14.3	54	22.2	55	49.1	26.9	1,946	32.6	2,247	41.4	8.8

Source: STAAR files dated June 20, 2018 (2018) and June 13, 2019 (2019) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. * = fewer than five students took test. - = zero students took test. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix N Table 9: 2018 to 2019 ACE Leadership 3.0, Comparison Cohort, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Writing

	ACE Leadership 3.0					Comparison Cohort					District				
	2018		2019		1 Yr	2018		2019		1 Yr	2018		2019		1 Yr
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %	Δ %pts	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %	Δ %pts	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %	Δ %pts
Grade Four															
All	548	44.5	641	53.0	8.5	552	49.8	498	58.8	9.0	12,557	59.7	11,662	65.7	6.0
Hispanic	256	54.7	273	68.9	14.2	309	61.2	305	67.5	6.3	8,705	64.4	8,335	69.0	4.6
Af Amer	271	33.9	336	39.9	6.0	226	35.4	176	44.3	8.9	2,636	42.3	2,407	49.6	7.3
White	7	57.1	7	57.1	0.0	9	22.2	11	45.5	23.3	593	76.6	603	82.4	5.8
EL	222	55.4	234	73.1	17.7	240	63.3	220	72.7	9.4	6,103	66.6	5,879	71.5	4.9
Eco Dis	534	44.9	629	53.1	8.2	530	50.0	476	58.4	8.4	10,920	59.0	10,275	63.4	4.4
SPED	61	26.2	92	33.7	7.5	57	28.1	60	28.3	0.2	1,081	32.7	1,255	36.7	4.0

Source: STAAR files dated June 20, 2018 (2018) and June 13, 2019 (2019) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix N Table 10: 2018 to 2019 ACE 1.0, ACE 1.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Science

	ACE 1.0					ACE 1.0 Comparison					District				
	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts
	Tested	Appr+	Tested	Appr+		Tested	Appr+	Tested	Appr+		Tested	Appr+			
	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%		<i>n</i>	%			
Grade Five															
All	250	71.2	211	61.1	-10.1	280	70.7	249	70.3	-0.4	12,458	69.3	11,749	69.7	0.4
Hispanic	160	80.6	126	73.0	-7.6	245	69.8	217	69.6	-0.2	8,724	72.0	8,475	71.8	-0.2
Af Amer	90	54.4	80	41.3	-13.1	28	71.4	25	68.0	-3.4	2,560	57.5	2,434	57.8	0.3
White	-	-	*	*	*	*	*	*	*	*	549	88.7	547	87.8	-0.9
EL	126	81.7	99	73.7	-8.0	200	67.5	175	70.9	3.4	6,101	70.3	5,970	69.0	-1.3
Eco Dis	235	71.9	203	60.6	-11.3	266	70.3	230	70.4	0.1	10,897	68.7	10,424	67.7	-1.0
SPED	25	40.0	22	27.3	-12.7	30	50.0	29	37.9	-12.1	1,137	51.5	1,281	47.9	-3.6
Grade Eight															
All	556	55.2	511	57.5	2.3	729	62.1	696	65.1	3.0	10,336	66.3	10,270	74.7	8.4
Hispanic	228	62.3	204	57.4	-4.9	516	61.8	503	65.6	3.8	7,306	68.4	7,544	75.3	6.9
Af Amer	313	49.2	294	57.8	8.6	196	63.3	164	62.8	-0.5	2,066	56.9	2,041	68.6	11.7
White	*	*	7	57.1	*	9	55.6	6	83.3	27.7	416	86.1	438	90.6	4.5
EL	162	63.0	140	53.6	-9.4	409	55.5	394	61.9	6.4	4,869	62.6	4,932	69.6	7.0
Eco Dis	411	57.7	501	57.1	-0.6	633	62.6	656	64.8	2.2	8,282	66.5	8,936	72.9	6.4
SPED	67	29.9	68	42.6	12.7	62	46.8	74	51.4	4.6	884	37.9	865	50.8	12.9
All Science															
All	806	60.2	722	58.6	-1.6	1,009	64.5	945	66.5	2.0	22,794	67.9	22,019	72.0	4.1
Hispanic	388	69.8	330	63.3	-6.5	761	64.4	720	66.8	2.4	16,030	70.3	16,019	73.5	3.2
Af Amer	403	50.4	374	54.3	3.9	224	64.3	189	63.5	-0.8	4,626	57.2	4,475	62.8	5.6
White	*	*	11	72.7	*	11	63.6	9	88.9	25.3	965	87.6	985	89.0	1.4
EL	288	71.2	239	61.9	-9.3	609	59.4	569	64.7	5.3	10,970	66.9	10,902	69.3	2.4
Eco Dis	646	62.8	704	58.1	-4.7	899	64.8	886	66.3	1.5	19,179	67.8	19,360	70.1	2.3
SPED	92	32.6	90	38.9	6.3	92	47.8	103	47.6	-0.2	2,021	45.6	2,146	49.1	3.5

Source: STAAR files dated June 20, 2018 (2018) and June 13, 2019 (2019) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. * = fewer than five students took test. - = zero students took test. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix N Table 11: 2018 to 2019 ACE 2.0, ACE 2.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Science

	ACE 2.0					ACE 2.0 Comparison					District				
	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts
	Tested	Appr+	Tested	Appr+		Tested	Appr+	Tested	Appr+		Tested	Appr+			
	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%		<i>n</i>	%			
Grade Five															
All	268	63.4	229	63.8	0.4	234	59.8	260	53.1	-6.7	12,458	69.3	11,749	69.7	0.4
Hispanic	92	76.1	82	73.2	-2.9	150	60.0	156	56.4	-3.6	8,724	72.0	8,475	71.8	-0.2
Af Amer	167	55.7	141	58.2	2.5	58	62.1	61	52.5	-9.6	2,560	57.5	2,434	57.8	0.3
White	6	83.3	*	*	*	-	-	*	*	*	549	88.7	547	87.8	-0.9
EL	79	75.9	62	74.2	-1.7	154	55.8	180	46.7	-9.1	6,101	70.3	5,970	69.0	-1.3
Eco Dis	253	62.8	226	63.3	0.5	215	60.9	239	52.3	-8.6	10,897	68.7	10,424	67.7	-1.0
SPED	26	57.7	28	42.9	-14.8	22	63.6	28	25.0	-38.6	1,137	51.5	1,281	47.9	-3.6
Grade Eight															
All	202	64.4	221	82.8	18.4	370	75.9	335	83.6	7.7	10,336	66.3	10,270	74.7	8.4
Hispanic	151	61.6	176	83.5	21.9	355	76.6	321	83.2	6.6	7,306	68.4	7,544	75.3	6.9
Af Amer	42	69.0	38	78.9	9.9	11	63.6	7	100.0	36.4	2,066	56.9	2,041	68.6	11.7
White	*	*	-	-	-	*	*	*	*	*	416	86.1	438	90.6	4.5
EL	118	58.5	136	81.6	23.1	230	73.9	181	79.0	5.1	4,869	62.6	4,932	69.6	7.0
Eco Dis	175	66.3	213	82.6	16.3	356	75.6	312	83.3	7.7	8,282	66.5	8,936	72.9	6.4
SPED	26	46.2	23	52.2	6.0	35	42.9	30	53.3	10.4	884	37.9	865	50.8	12.9
All Science															
All	470	63.8	450	73.1	9.3	604	69.7	595	70.3	0.6	22,794	67.9	22,019	72.0	4.1
Hispanic	243	67.1	258	80.2	13.1	505	71.7	477	74.4	2.7	16,030	70.3	16,019	73.5	3.2
Af Amer	209	58.4	179	62.6	4.2	69	62.3	68	57.4	-4.9	4,626	57.2	4,475	62.8	5.6
White	8	87.5	*	*	*	*	*	*	*	*	965	87.6	985	89.0	1.4
EL	197	65.5	198	79.3	13.8	384	66.7	361	62.9	-3.8	10,970	66.9	10,902	69.3	2.4
Eco Dis	428	64.3	439	72.7	8.4	571	70.1	551	69.9	-0.2	19,179	67.8	19,360	70.1	2.3
SPED	52	51.9	51	47.1	-4.8	57	50.9	58	39.7	-11.2	2,021	45.6	2,146	49.1	3.5

Source: STAAR files dated June 20, 2018 (2018) and June 13, 2019 (2019) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. * = fewer than five students took test. - = zero students took test. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18.

Appendix N Table 12: 2018 to 2019 ACE Leadership 3.0, Comparison Cohort, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Science

	ACE Leadership 3.0					Comparison Cohort					District				
	2018		2019		1 Yr	2018		2019		1 Yr	2018		2019		1 Yr
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %	Δ %pts	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %	Δ %pts	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %	Δ %pts
Grade Five															
All	543	49.2	628	68.8	19.6	554	56.9	519	60.7	3.8	12,458	69.3	11,749	69.7	0.4
Hispanic	240	61.3	279	72.0	10.7	329	58.4	312	67.0	8.6	8,724	72.0	8,475	71.8	-0.2
Af Amer	286	36.7	320	65.3	28.6	213	55.4	192	49.5	-5.9	2,560	57.5	2,434	57.8	0.3
White	*	*	7	85.7	*	7	28.6	6	50.0	21.4	549	88.7	547	87.8	-0.9
EL	194	57.7	234	71.4	13.7	242	56.6	235	65.5	8.9	6,101	70.3	5,970	69.0	-1.3
Eco Dis	518	47.7	615	68.8	21.1	528	56.4	499	59.9	3.5	10,897	68.7	10,424	67.7	-1.0
SPED	59	33.9	85	55.3	21.4	58	53.4	56	42.9	-10.5	1,137	51.5	1,281	47.9	-3.6

Source: STAAR files dated June 20, 2018 (2018) and June 13, 2019 (2019) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. * = fewer than five students took test. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18.

Appendix N Table 13: 2018 to 2019 ACE 1.0, ACE 1.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Social Studies

	ACE 1.0					ACE 1.0 Comparison					District				
	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts
	Tested	Appr+	Tested	Appr+		Tested	Appr+	Tested	Appr+		Tested	Appr+			
	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%		<i>n</i>	%			
Grade Eight															
All	555	60.5	517	38.5	-22.0	705	61.4	683	61.5	0.1	10,071	59.7	9,862	62.4	2.7
Hispanic	224	64.7	208	40.4	-24.3	493	57.6	497	59.6	2.0	7,138	60.1	7,216	62.3	2.2
Af Amer	315	57.1	296	36.8	-20.3	196	70.4	159	65.4	-5.0	2,000	56.2	1,987	57.0	0.8
White	*	*	6	50.0	*	9	66.7	*	*	*	400	80.8	415	83.6	2.8
EL	161	63.4	143	37.8	-25.6	383	50.9	380	53.9	3.0	4,616	51.8	4,565	53.8	2.0
Eco Dis	416	62.7	509	38.3	-24.4	612	60.9	649	61.0	0.1	8,124	59.8	8,631	60.4	0.6
SPED	68	30.9	67	38.8	7.9	61	47.5	74	55.4	7.9	871	35.2	856	41.4	6.2

Source: STAAR files dated June 20, 2018 (2018) and June 13, 2019 (2019) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. * = fewer than five students took test. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18.

Appendix N Table 14: 2018 to 2019 ACE 2.0, ACE 2.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Social Studies

	ACE 2.0					ACE 2.0 Comparison					District				
	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts	2018		2019		1 Yr Δ %pts
	Tested	Appr+	Tested	Appr+		Tested	Appr+	Tested	Appr+		Tested	Appr+			
	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%		<i>n</i>	%			
Grade Eight															
All	190	65.8	217	77.4	11.6	352	66.5	331	72.2	5.7	10,071	59.7	9,862	62.4	2.7
Hispanic	142	62.7	172	76.2	13.5	335	66.3	318	72.3	6.0	7,138	60.1	7,216	62.3	2.2
Af Amer	39	71.8	38	81.6	9.8	10	60.0	7	100.0	40.0	2,000	56.2	1,987	57.0	0.8
White	*	*	-	-	-	*	*	*	*	*	400	80.8	415	83.6	2.8
EL	113	60.2	128	71.9	11.7	207	59.9	176	64.2	4.3	4,616	51.8	4,565	53.8	2.0
Eco Dis	163	66.9	211	77.3	10.4	337	65.9	309	71.8	5.9	8,124	59.8	8,631	60.4	0.6
SPED	26	42.3	23	39.1	-3.2	37	45.9	29	34.5	-11.4	871	35.2	856	41.4	6.2

Source: STAAR files dated June 20, 2018 (2018) and June 13, 2019 (2019) for students enrolled on the PEIMS snapshot dates of October 27, 2017 (2017-18) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. * = fewer than five students took test. - = zero students took test. Rates include scores for the first and second administrations of all versions of STAAR. Although all scores are included, some test scores may have been adversely affected by online testing issues in 2017-18.

Appendix O

Appendix O Table 1: 2017 to 2019 ACE 2.0, ACE 2.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Mathematics

	ACE 2.0					ACE 2.0 Comparison					District				
	2017		2019		2 Yr Δ %pts	2017		2019		2 Yr Δ %pts	2017		2019		2 Yr Δ %pts
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %			
Grade Three															
All	245	50.6	179	72.1	21.5	271	66.4	212	76.9	10.5	12,570	71.0	10,969	76.5	5.5
Hispanic	100	56.0	66	87.9	31.9	167	71.9	111	82.0	10.1	8,949	74.0	7,734	78.8	4.8
Af Amer	139	46.8	103	62.1	15.3	50	58.0	59	67.8	9.8	2,717	57.5	2,284	64.9	7.4
White	*	*	*	*	*	*	*	*	*	*	616	85.9	626	89.0	3.1
EL	75	52.0	56	92.9	40.9	191	65.4	141	77.3	11.9	6,337	72.5	5,709	78.7	6.2
Eco Dis	209	50.2	177	71.8	21.6	247	69.6	190	76.3	6.7	11,334	70.2	9,653	74.8	4.6
SPED	18	38.9	19	52.6	13.7	18	27.8	25	68.0	40.2	889	48.8	1,166	53.7	4.9
Grade Four															
All	250	44.4	231	80.5	36.1	243	60.5	226	75.2	14.7	12,370	69.3	11,666	76.0	6.7
Hispanic	100	56.0	100	86.0	30.0	157	58.6	129	76.0	17.4	8,896	72.8	8,346	78.8	6.0
Af Amer	144	36.1	122	75.4	39.3	53	54.7	60	73.3	18.6	2,647	53.9	2,400	63.0	9.1
White	6	50.0	*	*	*	-	-	*	*	*	576	81.3	604	86.3	5.0
EL	82	61.0	82	86.6	25.6	161	60.9	154	77.9	17.0	6,251	72.5	5,888	78.6	6.1
Eco Dis	214	47.7	231	80.5	32.8	225	60.4	210	73.8	13.4	11,231	68.7	10,278	74.3	5.6
SPED	28	17.9	29	69.0	51.1	16	56.3	22	68.2	11.9	973	43.5	1,259	50.2	6.7
Grade Five															
All	251	57.4	232	87.9	30.5	246	85.4	262	84.7	-0.7	11,828	81.4	11,805	88.6	7.2
Hispanic	89	68.5	82	96.3	27.8	129	89.1	158	86.7	-2.4	8,407	84.5	8,503	90.3	5.8
Af Amer	161	50.9	144	82.6	31.7	70	84.3	61	83.6	-0.7	2,651	69.9	2,455	81.6	11.7
White	*	*	*	*	*	*	*	*	*	*	527	90.7	552	93.3	2.6
EL	66	74.2	62	98.4	24.2	162	84.6	181	80.7	-3.9	6,101	84.2	5,985	89.8	5.6
Eco Dis	216	58.8	229	87.8	29.0	228	86.4	241	84.6	-1.8	10,740	81.1	10,475	87.8	6.7
SPED	21	23.8	28	85.7	61.9	17	52.9	28	60.7	7.8	1,045	58.9	1,288	69.8	10.9
Grade Six															
All	219	54.3	235	71.9	17.6	351	61.5	14	100.0	38.5	10,292	65.6	10,568	75.0	9.4
Hispanic	186	54.3	154	78.6	24.3	340	61.8	13	100.0	38.2	7,467	67.1	7,740	76.5	9.4
Af Amer	30	50.0	66	56.1	6.1	5	40.0	1	100.0	60.0	2,160	55.6	2,056	65.8	10.2
White	*	*	*	*	*	*	*	-	-	-	453	84.5	485	87.0	2.5
EL	140	53.6	126	77.0	23.4	222	64.4	9	100.0	35.6	5,282	63.8	5,224	73.7	9.9
Eco Dis	207	54.1	229	72.1	18.0	338	61.5	14	100.0	38.5	9,177	64.7	9,255	73.5	8.8
SPED	24	25.0	34	58.8	33.8	31	25.8	14	100.0	74.2	872	46.2	1,132	49.1	2.9

table continues

Table X (continued)

	ACE 2.0					ACE 2.0 Comparison					District				
	2017		2019		2 Yr Δ %pts	2017		2019		2 Yr Δ %pts	2017		2019		2 Yr Δ %pts
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %			
Grade Seven															
All	151	41.7	167	58.7	17.0	303	45.5	235	68.1	22.6	7,256	47.3	7,168	59.6	12.3
Hispanic	116	40.5	121	65.3	24.8	287	46.0	221	66.1	20.1	5,338	50.4	5,107	62.5	12.1
Af Amer	27	48.1	40	42.5	-5.6	10	30.0	10	100.0	70.0	1,658	37.3	1,719	50.1	12.8
White	-	-	-	-	-	*	*	*	*	*	134	48.5	182	71.4	22.9
EL	100	40.0	90	60.0	20.0	193	43.0	156	65.4	22.4	3,918	47.6	3,683	59.8	12.2
Eco Dis	135	43.0	165	58.8	15.8	284	45.8	224	67.4	21.6	6,513	47.3	6,608	58.9	11.6
SPED	25	20.0	30	46.7	26.7	33	39.4	32	75.0	35.6	861	32.8	967	45.8	13.0
Grade Eight															
All	160	68.1	223	93.7	25.6	329	81.5	350	92.3	10.8	9,975	80.6	10,454	88.0	7.4
Hispanic	128	68.8	174	95.4	26.6	315	83.2	335	92.2	9.0	7,268	82.0	7,708	89.1	7.1
Af Amer	28	60.7	38	86.8	26.1	10	40.0	8	100.0	60.0	2,043	74.2	2,054	82.5	8.3
White	*	*	*	*	*	*	*	*	*	*	451	86.0	436	94.0	8.0
EL	90	68.9	133	94.7	25.8	187	83.4	185	91.9	8.5	4,810	78.9	5,071	86.9	8.0
Eco Dis	143	69.2	215	94.0	24.8	300	83.7	325	91.7	8.0	8,725	80.7	9,123	87.2	6.5
SPED	18	22.2	23	69.6	47.4	30	43.3	30	66.7	23.4	867	49.9	884	62.4	12.5
Grade Eight Algebra I															
All	41	100.0	32	100.0	0.0	55	100.0	68	100.0	0.0	2,240	99.3	2,326	99.4	0.1
Hispanic	32	100.0	25	100.0	0.0	54	100.0	68	100.0	0.0	1,591	99.4	1,687	99.5	0.1
Af Amer	*	*	6	100.0	*	-	-	-	-	-	356	98.3	313	98.7	0.4
White	*	*	-	-	-	-	-	-	-	-	211	100.0	236	100.0	0.0
EL	19	100.0	16	100.0	0.0	38	100.0	32	100.0	0.0	666	99.7	679	99.7	0.0
Eco Dis	38	100.0	31	100.0	0.0	53	100.0	64	100.0	0.0	1,841	99.3	1,771	99.3	0.0
SPED	*	*	-	-	-	-	-	-	-	-	19	100.0	21	100.0	0.0
All Mathematics															
All	1,317	54.0	1,299	79.1	25.1	1,798	67.5	1,367	81.9	14.4	66,531	71.5	64,956	77.9	6.4
Hispanic	751	58.7	722	85.0	26.3	1,449	68.0	1,035	83.3	15.3	47,916	74.0	45,138	81.2	7.2
Af Amer	532	46.4	519	70.9	24.5	198	63.6	199	77.4	13.8	14,232	59.9	12,968	69.4	9.5
White	12	75.0	16	75.0	0.0	15	53.3	13	61.5	8.2	2,968	85.0	2,885	89.4	4.4
EL	572	58.4	565	84.4	26.0	1,154	67.6	858	80.2	12.6	33,365	71.9	31,560	79.5	7.6
Eco Dis	1,162	55.2	1,277	79.0	23.8	1,675	68.5	1,268	81.3	12.8	59,561	71.0	55,392	77.8	6.8
SPED	135	24.4	163	63.8	39.4	145	39.3	151	70.9	31.6	5,526	47.2	6,696	55.5	8.3

Source: STAAR files dated June 15, 2017 (2017 grades three to eight), June 22, 2017 (2017 Algebra I EOC), June 13, 2019 (2019), and June 4, 2019 (2019 Algebra I EOC) for students enrolled on the PEIMS snapshot dates of October 28, 2016 (2016-17) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. EOC = End-of-Course. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. * = fewer than five students took test. - = zero students took test. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix O Table 2: 2017 to 2019 ACE 2.0, ACE 2.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Reading

	ACE 2.0					ACE 2.0 Comparison					District				
	2017		2019		2 Yr Δ %pts	2017		2019		2 Yr Δ %pts	2017		2019		2 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %			
Grade Three															
All	246	43.5	179	56.4	12.9	271	61.3	212	75.0	13.7	12,569	63.4	10,974	71.8	8.4
Hispanic	100	55.0	66	57.6	2.6	167	61.1	111	82.9	21.8	8,948	66.1	7,734	74.0	7.9
Af Amer	140	34.3	103	54.4	20.1	50	70.0	59	71.2	1.2	2,716	49.3	2,289	60.4	11.1
White	*	*	*	*	*	*	*	*	*	*	617	83.1	626	86.1	3.0
EL	75	50.7	56	60.7	10.0	191	57.1	141	75.2	18.1	6,336	64.2	5,708	73.7	9.5
Eco Dis	210	44.8	177	55.9	11.1	247	62.3	190	74.2	11.9	11,334	62.0	9,658	69.7	7.7
SPED	18	33.3	19	47.4	14.1	18	27.8	25	68.0	40.2	888	42.6	1,169	48.1	5.5
Grade Four															
All	250	37.2	232	65.9	28.7	243	63.4	225	68.0	4.6	12,363	60.9	11,667	68.6	7.7
Hispanic	100	45.0	99	70.7	25.7	157	70.1	129	67.4	-2.7	8,894	63.7	8,346	70.0	6.3
Af Amer	144	30.6	123	61.8	31.2	53	50.9	59	76.3	25.4	2,643	46.1	2,400	58.9	12.8
White	6	66.7	*	*	*	-	-	*	*	*	575	81.9	604	84.1	2.2
EL	82	47.6	82	70.7	23.1	161	66.5	154	64.3	-2.2	6,252	62.6	5,888	67.9	5.3
Eco Dis	214	38.3	232	65.9	27.6	225	64.0	209	66.0	2.0	11,224	59.5	10,279	66.1	6.6
SPED	28	17.9	30	50.0	32.1	16	50.0	22	54.5	4.5	974	39.0	1,259	42.3	3.3
Grade Five															
All	251	59.4	232	75.4	16.0	246	78.0	262	76.7	-1.3	11,831	78.0	11,805	84.8	6.8
Hispanic	89	76.4	82	86.6	10.2	129	84.5	158	84.8	0.3	8,409	81.7	8,503	87.4	5.7
Af Amer	161	49.7	144	68.8	19.1	70	77.1	61	73.8	-3.3	2,653	64.0	2,454	73.9	9.9
White	*	*	*	*	*	*	*	*	*	*	526	89.5	553	94.0	4.5
EL	66	81.8	62	91.9	10.1	162	78.4	181	73.5	-4.9	6,102	82.6	5,984	87.3	4.7
Eco Dis	216	62.5	229	75.1	12.6	228	79.4	241	75.5	-3.9	10,743	77.4	10,475	83.7	6.3
SPED	21	19.0	28	67.9	48.9	17	47.1	28	46.4	-0.7	1,046	48.9	1,289	58.3	9.4
Grade Six															
All	219	37.4	236	41.1	3.7	351	46.7	14	100.0	53.3	10,321	53.7	10,574	58.3	4.6
Hispanic	186	37.6	154	43.5	5.9	340	45.9	13	100.0	54.1	7,497	53.3	7,743	58.3	5.0
Af Amer	30	30.0	66	34.8	4.8	5	60.0	*	*	*	2,160	48.5	2,058	51.3	2.8
White	*	*	*	*	*	*	*	-	-	-	453	81.2	484	83.3	2.1
EL	140	32.9	126	39.7	6.8	222	45.0	9	100.0	55.0	5,296	46.5	5,224	52.7	6.2
Eco Dis	207	38.6	230	41.7	3.1	338	47.6	14	100.0	52.4	9,200	52.1	9,262	55.7	3.6
SPED	24	16.7	34	20.6	3.9	31	16.1	14	100.0	83.9	876	32.6	1,134	34.2	1.6
Grade Seven															
All	173	46.8	204	66.2	19.4	364	54.4	315	67.0	12.6	9,729	59.9	9,959	66.1	6.2
Hispanic	133	48.9	147	70.7	21.8	346	54.3	300	65.7	11.4	7,095	60.4	7,216	67.3	6.9
Af Amer	32	46.9	46	52.2	5.3	10	30.0	10	90.0	60.0	2,000	52.6	2,053	57.7	5.1
White	-	-	*	*	*	*	*	*	*	*	414	84.1	434	85.9	1.8
EL	109	45.9	111	67.6	21.7	228	50.9	193	59.1	8.2	4,905	53.8	4,826	60.3	6.5
Eco Dis	154	48.7	199	65.8	17.1	340	55.3	297	66.3	11.0	8,536	58.8	8,741	63.6	4.8
SPED	25	16.0	30	46.7	30.7	34	32.4	32	59.4	27.0	877	28.3	995	40.0	11.7

table continues

Table X (continued)

	ACE 2.0					ACE 2.0 Comparison					District				
	2017		2019		2 Yr Δ %pts	2017		2019		2 Yr Δ %pts	2017		2019		2 Yr Δ %pts
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %			
Grade Eight															
All	179	62.6	218	87.2	24.6	324	75.9	335	80.0	4.1	9,367	75.9	9,895	79.2	3.3
Hispanic	143	62.9	172	87.8	24.9	311	76.8	321	79.8	3.0	6,885	76.7	7,277	80.3	3.6
Af Amer	26	46.2	39	84.6	38.4	10	60.0	8	100.0	40.0	2,004	72.0	2,031	73.9	1.9
White	*	*	-	-	-	*	*	*	*	*	288	83.3	344	90.7	7.4
EL	100	57.0	128	86.7	29.7	191	72.3	178	71.9	-0.4	4,460	69.5	4,623	74.0	4.5
Eco Dis	162	64.8	212	87.3	22.5	297	77.4	313	79.9	2.5	8,308	75.8	8,754	78.1	2.3
SPED	19	5.3	23	60.9	55.6	29	34.5	30	40.0	5.5	874	38.4	873	48.2	9.8
All Reading															
All	1,318	47.3	1,301	65.4	18.1	1,799	62.3	1,363	73.8	11.5	66,180	65.3	64,874	71.6	6.3
Hispanic	751	52.3	720	69.6	17.3	1,450	62.3	1,032	75.5	13.2	47,728	67.1	46,819	73.1	6.0
Af Amer	533	39.0	521	59.7	20.7	198	64.6	198	75.8	11.2	14,176	55.0	13,285	62.9	7.9
White	12	83.3	16	75.0	-8.3	15	60.0	13	69.2	9.2	2,873	83.9	3,045	87.2	3.3
EL	572	49.7	565	68.1	18.4	1,155	60.3	856	68.8	8.5	33,351	63.6	32,253	69.8	6.2
Eco Dis	1,163	49.1	1,279	65.4	16.3	1,675	63.2	1,264	72.9	9.7	59,345	64.2	57,169	69.7	5.5
SPED	135	17.8	164	47.6	29.8	145	32.4	151	57.6	25.2	5,535	38.5	6,719	45.4	6.9

Source: STAAR files dated June 15, 2017 (2017), and June 13, 2019 (2019) for students enrolled on the PEIMS snapshot dates of October 28, 2016 (2016-17) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. * = fewer than five students took test. - = zero students took test. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix O Table 3: 2017 to 2019 ACE 2.0, ACE 2.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Writing

	ACE 2.0					ACE 2.0 Comparison					District				
	2017		2019		2 Yr Δ %pts	2017		2019		2 Yr Δ %pts	2017		2019		2 Yr Δ %pts
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %			
Grade Four															
All	251	33.5	232	65.1	31.6	245	65.7	226	64.6	-1.1	12,389	62.3	11,662	65.7	3.4
Hispanic	101	40.6	102	78.4	37.8	158	69.6	129	70.5	0.9	8,901	65.6	8,335	69.0	3.4
Af Amer	144	29.2	120	54.2	25.0	53	58.5	60	56.7	-1.8	2,655	47.9	2,407	49.6	1.7
White	6	16.7	*	*	*	-	-	*	*	*	580	76.7	603	82.4	5.7
EL	83	41.0	84	84.5	43.5	163	68.1	155	67.1	-1.0	6,263	66.6	5,879	71.5	4.9
Eco Dis	215	34.4	232	65.1	30.7	227	64.8	210	62.9	-1.9	11,245	61.4	10,275	63.4	2.0
SPED	28	17.9	31	48.4	30.5	16	50.0	22	45.5	-4.5	973	35.4	1,255	36.7	1.3
Grade Seven															
All	174	42.5	205	60.0	17.5	361	48.8	319	61.4	12.6	9,780	55.6	9,986	59.2	3.6
Hispanic	133	39.8	148	61.5	21.7	344	49.4	304	60.2	10.8	7,137	55.6	7,238	60.5	4.9
Af Amer	33	54.5	46	52.2	-2.3	10	10.0	10	80.0	70.0	2,010	49.7	2,056	49.2	-0.5
White	-	-	*	*	*	*	*	*	*	*	414	81.9	435	81.4	-0.5
EL	108	38.9	111	59.5	20.6	226	45.1	196	52.6	7.5	4,929	48.4	4,840	52.8	4.4
Eco Dis	155	42.6	200	59.5	16.9	338	49.1	301	60.5	11.4	8,585	54.3	8,767	56.6	2.3
SPED	25	16.0	30	36.7	20.7	33	21.2	33	51.5	30.3	886	23.6	1,001	32.4	8.8
All Writing															
All	425	37.2	437	62.7	25.5	606	55.6	545	62.8	7.2	22,169	59.3	21,648	62.7	3.4
Hispanic	234	40.2	250	68.4	28.2	502	55.8	433	63.3	7.5	16,038	61.1	15,553	68.7	7.6
Af Amer	177	33.9	166	53.6	19.7	63	50.8	70	60.0	9.2	4,665	48.7	4,448	58.4	9.7
White	6	16.7	7	71.4	54.7	*	*	6	66.7	*	994	78.9	1,037	84.9	6.0
EL	191	39.8	195	70.3	30.5	389	54.8	351	59.0	4.2	11,192	58.6	10,706	64.4	5.8
Eco Dis	370	37.8	432	62.5	24.7	565	55.4	511	61.4	6.0	19,830	58.3	19,007	64.9	6.6
SPED	53	17.0	61	42.6	25.6	49	30.6	55	49.1	18.5	1,859	29.7	2,247	41.4	11.7

Source: STAAR files dated June 15, 2017 (2017) and June 13, 2019 (2019) for students enrolled on the PEIMS snapshot dates of October 28, 2016 (2016-17) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. * = fewer than five students took test. - = zero students took test. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix O Table 4: 2017 to 2019 ACE 2.0, ACE 2.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Science

	ACE 2.0					ACE 2.0 Comparison					District				
	2017		2019		2 Yr Δ %pts	2017		2019		2 Yr Δ %pts	2017		2019		2 Yr Δ %pts
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %			
Grade Five															
All	248	52.4	229	63.8	11.4	245	60.8	260	53.1	-7.7	11,721	66.2	11,749	69.7	3.5
Hispanic	89	48.3	82	73.2	24.9	129	52.7	156	56.4	3.7	8,358	67.5	8,475	71.8	4.3
Af Amer	158	54.4	141	58.2	3.8	70	72.9	61	52.5	-20.4	2,606	57.6	2,434	57.8	0.2
White	*	*	*	*	*	*	*	*	*	*	517	87.6	547	87.8	0.2
EL	66	48.5	62	74.2	25.7	161	55.9	180	46.7	-9.2	6,065	65.2	5,970	69.0	3.8
Eco Dis	213	53.1	226	63.3	10.2	227	60.8	239	52.3	-8.5	10,645	65.2	10,424	67.7	2.5
SPED	21	23.8	28	42.9	19.1	17	35.3	28	25.0	-10.3	1,036	46.2	1,281	47.9	1.7
Grade Eight															
All	167	43.1	221	82.8	39.7	328	73.8	335	83.6	9.8	9,867	67.0	10,270	74.7	7.7
Hispanic	135	43.0	176	83.5	40.5	312	74.7	321	83.2	8.5	7,237	67.5	7,544	75.3	7.8
Af Amer	25	32.0	38	78.9	46.9	9	33.3	7	100.0	66.7	1,980	60.4	2,041	68.6	8.2
White	*	*	-	-	-	*	*	*	*	*	437	87.0	438	90.6	3.6
EL	98	39.8	136	81.6	41.8	182	71.4	181	79.0	7.6	4,740	60.5	4,932	69.6	9.1
Eco Dis	151	45.0	213	82.6	37.6	302	74.2	312	83.3	9.1	8,645	66.2	8,936	72.9	6.7
SPED	16	6.3	23	52.2	45.9	30	43.3	30	53.3	10.0	852	37.7	865	50.8	13.1
All Science															
All	415	48.7	450	73.1	24.4	573	68.2	595	70.3	2.1	21,588	66.6	22,019	72.0	5.4
Hispanic	224	45.1	258	80.2	35.1	441	68.3	477	74.4	6.1	15,595	67.5	16,019	73.5	6.0
Af Amer	183	51.4	179	62.6	11.2	79	68.4	68	57.4	-11.0	4,586	58.8	4,475	62.8	4.0
White	*	*	*	*	*	*	*	*	*	*	954	87.3	985	89.0	1.7
EL	164	43.3	198	79.3	36.0	343	64.1	361	62.9	-1.2	10,805	63.1	10,902	69.3	6.2
Eco Dis	364	49.7	439	72.7	23.0	529	68.4	551	69.9	1.5	19,290	65.7	19,360	70.1	4.4
SPED	37	16.2	51	47.1	30.9	47	40.4	58	39.7	-0.7	1,888	42.4	2,146	49.1	6.7

Source: STAAR files dated June 15, 2017 (2017) and June 13, 2019 (2019) for students enrolled on the PEIMS snapshot dates of October 28, 2016 (2016-17) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. EOC = End-of-Course. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. * = fewer than five students took test. - = zero students took test. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix O Table 5: 2017 to 2019 ACE 2.0, ACE 2.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Social Studies

	ACE 2.0					ACE 2.0 Comparison					District				
	2017		2019		2 Yr Δ %pts	2017		2019		2 Yr Δ %pts	2017		2019		2 Yr Δ %pts
	Tested	Appr+	Tested	Appr+		Tested	Appr+	Tested	Appr+		Tested	Appr+			
	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%		<i>n</i>	%			
Grade Eight															
All	172	36.0	217	77.4	41.4	322	65.2	331	72.2	7.0	9,576	55.2	9,862	62.4	7.2
Hispanic	140	33.6	172	76.2	42.6	309	65.4	318	72.3	6.9	7,000	54.7	7,216	62.3	7.6
Af Amer	10	60.0	38	81.6	21.6	10	60.0	7	100.0	40.0	1,992	50.9	1,987	57.0	6.1
White	*	*	-	-	-	*	*	*	*	*	377	81.2	415	83.6	2.4
EL	97	27.8	128	71.9	44.1	189	63.5	176	64.2	0.7	4,433	44.8	4,565	53.8	9.0
Eco Dis	155	36.8	211	77.3	40.5	295	65.4	309	71.8	6.4	8,394	54.3	8,631	60.4	6.1
SPED	17	5.9	23	39.1	33.2	29	41.4	29	34.5	-6.9	853	32.1	856	41.4	9.3

Source: STAAR files dated June 15, 2017 (2017) and June 13, 2019 (2019) for students enrolled on the PEIMS snapshot dates of October 28, 2016 (2016-17) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. EOC = End-of-Course. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. * = fewer than five students took test. - = zero students took test. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix P

Appendix P Table 1: 2015 to 2019 ACE 1.0, ACE 1.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Mathematics

	ACE 1.0					ACE 1.0 Comparison					District				
	2015		2019		4 Yr Δ %pts	2015		2019		4 Yr Δ %pts	2015		2019		4 Yr Δ %pts
	Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %	Tested n	Appr+ %		Tested n	Appr+ %			
Grade Three															
All	261	51.7	207	71.5	19.8	321	75.7	221	80.5	4.8	12,627	64.9	10,969	76.5	11.6
Hispanic	156	60.9	136	77.9	17.0	282	78.0	191	81.2	3.2	8,911	68.5	7,734	78.8	10.3
Af Amer	99	36.4	67	61.2	24.8	36	58.3	20	75.0	16.7	2,872	49.3	2,284	64.9	15.6
White	*	*	*	*	*	*	*	*	*	*	604	83.8	626	89.0	5.2
EL	120	61.7	106	78.3	16.6	228	82.0	158	84.8	2.8	6,397	67.8	5,709	78.7	10.9
Eco Dis	245	50.6	201	70.6	20.0	306	76.8	209	80.9	4.1	11,402	64.0	9,653	74.8	10.8
SPED	14	35.7	16	25.0	-10.7	30	30.0	19	47.4	17.4	870	46.8	1,166	53.7	6.9
Grade Four															
All	217	41.5	205	82.9	41.4	268	60.1	265	76.6	16.5	12,163	61.2	11,666	76.0	14.8
Hispanic	115	59.1	135	88.1	29.0	226	62.4	234	79.9	17.5	8,676	65.4	8,346	78.8	13.4
Af Amer	98	21.4	63	71.4	50.0	39	43.6	24	50.0	6.4	2,686	42.8	2,400	63.0	20.2
White	*	*	*	*	*	*	*	*	*	*	571	83.0	604	86.3	3.3
EL	90	63.3	94	84.0	20.7	185	60.5	183	78.7	18.2	6,320	64.0	5,888	78.6	14.6
Eco Dis	208	41.8	198	82.3	40.5	247	61.5	253	76.7	15.2	10,940	60.4	10,278	74.3	13.9
SPED	12	16.7	23	60.9	44.2	22	22.7	34	26.5	3.8	858	36.7	1,259	50.2	13.5
Grade Five															
All	246	39.0	212	86.8	47.8	270	71.9	251	94.4	22.5	11,607	67.2	11,805	88.6	21.4
Hispanic	144	43.1	127	92.1	49.0	234	73.9	219	95.0	21.1	8,370	71.0	8,503	90.3	19.3
Af Amer	100	34.0	80	78.8	44.8	32	53.1	25	88.0	34.9	2,529	49.9	2,455	81.6	31.7
White	*	*	*	*	*	*	*	*	*	*	492	87.4	552	93.3	5.9
EL	105	41.9	99	90.9	49.0	187	72.2	175	97.7	25.5	6,080	70.0	5,985	89.8	19.8
Eco Dis	233	38.6	203	86.7	48.1	246	72.4	232	94.8	22.4	10,451	66.6	10,475	87.8	21.2
SPED	21	4.8	22	45.5	40.7	24	41.7	30	70.0	28.3	1,026	36.5	1,288	69.8	33.3
Grade Six															
All	595	38.5	374	57.0	18.5	883	49.0	761	65.7	16.7	10,309	60.6	10,568	75.0	14.4
Hispanic	209	43.1	108	55.6	12.5	572	55.9	528	66.7	10.8	7,473	63.4	7,740	76.5	13.1
Af Amer	376	35.6	252	56.0	20.4	296	36.1	195	64.1	28.0	2,247	47.2	2,056	65.8	18.6
White	*	*	*	*	*	7	14.3	8	75.0	60.7	368	81.5	485	87.0	5.5
EL	142	37.3	89	55.1	17.8	449	55.0	421	65.3	10.3	5,332	60.5	5,224	73.7	13.2
Eco Dis	546	37.9	373	57.1	19.2	798	50.3	718	65.9	15.6	9,209	59.8	9,255	73.5	13.7
SPED	80	36.3	56	25.0	-11.3	101	30.7	88	47.7	17.0	955	34.7	1,132	49.1	14.4

table continues

Table (continued)

	ACE 1.0					ACE 1.0 Comparison					District				
	2015		2019		4 Yr Δ %pts	2015		2019		4 Yr Δ %pts	2015		2019		4 Yr Δ %pts
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %			
Grade Seven															
All	506	23.1	503	47.5	24.4	876	44.9	664	58.6	13.7	7,641	43.9	7,168	59.6	15.7
Hispanic	173	27.2	180	50.0	22.8	547	48.4	453	59.6	11.2	5,480	47.1	5,107	62.5	15.4
Af Amer	329	20.7	314	45.5	24.8	305	38.0	171	53.2	15.2	1,870	32.2	1,719	50.1	17.9
White	*	*	*	*	*	16	50.0	8	62.5	12.5	164	62.2	182	71.4	9.2
EL	111	21.6	130	50.0	28.4	453	45.9	367	56.4	10.5	3,777	41.5	3,683	59.8	18.3
Eco Dis	450	23.1	500	47.8	24.7	784	46.0	621	57.8	11.8	6,811	43.6	6,608	58.9	15.3
SPED	90	18.9	78	44.9	26.0	100	20.0	86	54.7	34.7	920	22.9	967	45.8	22.9
Grade Eight															
All	560	43.9	522	73.9	30.0	811	54.6	690	86.1	31.5	10,429	63.9	10,454	88.0	24.1
Hispanic	224	48.7	201	74.6	25.9	525	60.2	498	86.3	26.1	7,529	65.9	7,708	89.1	23.2
Af Amer	333	40.2	307	73.3	33.1	282	43.6	165	86.1	42.5	2,300	52.0	2,054	82.5	30.5
White	*	*	7	71.4	*	*	*	6	66.7	*	421	85.0	436	94.0	9.0
EL	138	42.0	139	71.9	29.9	362	53.9	401	84.5	30.6	4,244	56.8	5,071	86.9	30.1
Eco Dis	517	44.7	512	74.0	29.3	719	55.8	651	86.2	30.4	9,142	62.9	9,123	87.2	24.3
SPED	95	22.1	70	58.6	36.5	86	20.9	74	73.0	52.1	907	25.2	884	62.4	37.2
Grade Eight Algebra I															
All	54	87.0	89	95.5	8.5	88	96.6	100	100.0	3.4	2,337	97.6	2,326	99.4	1.8
Hispanic	28	89.3	44	95.5	6.2	79	96.2	90	100.0	3.8	1,689	97.7	1,687	99.5	1.8
Af Amer	26	84.6	44	95.5	10.9	8	100.0	8	100.0	0.0	357	95.5	313	98.7	3.2
White	-	-	-	-	-	-	-	*	*	*	218	99.1	236	100.0	0.9
EL	8	75.0	23	100.0	25.0	24	91.7	46	100.0	8.3	367	94.0	679	99.7	5.7
Eco Dis	51	86.3	89	95.5	9.2	82	96.3	99	100.0	3.7	1,925	97.3	1,771	99.3	2.0
SPED	*	*	*	*	*	-	-	*	*	*	12	91.7	21	100.0	8.3
All Mathematics															
All	2,439	39.4	2,112	67.5	28.1	3,517	55.5	2,952	74.6	19.1	67,113	62.6	64,956	77.9	15.3
Hispanic	1,049	47.3	931	73.5	26.2	2,465	61.3	2,213	76.5	15.2	48,128	65.8	45,138	81.2	15.4
Af Amer	1,361	33.0	1,127	62.1	29.1	998	41.0	608	68.3	27.3	14,861	47.3	12,968	69.4	22.1
White	16	62.5	25	72.0	9.5	34	55.9	31	74.2	18.3	2,838	84.1	2,885	89.4	5.3
EL	714	44.3	680	71.9	27.6	1,888	58.6	1,751	75.2	16.6	32,517	62.1	31,560	79.5	17.4
Eco Dis	2,250	39.4	2,076	67.3	27.9	3,182	56.8	2,783	74.6	17.8	59,880	61.8	55,392	77.8	16.0
SPED	76	31.3	266	44.7	13.4	363	25.6	332	55.1	29.5	5,548	33.8	6,696	55.5	21.7

Source: STAAR files dated September 1, 2015 (2015 grades three to eight), August 11, 2015 (2015 Algebra I EOC), June 13, 2019 (2019 grades three to eight), and June 4, 2019 (2019 Algebra I EOC) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. EOC = End-of-Course. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance.

* = fewer than five students took test. - = zero students took test. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix P Table 2: 2015 to 2019 ACE 1.0, ACE 1.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Reading

	ACE 1.0					ACE 1.0 Comparison					District				
	2015		2019		4 Yr Δ %pts	2015		2019		4 Yr Δ %pts	2015		2019		4 Yr Δ %pts
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %			
Grade Three															
All	263	47.1	207	72.5	25.4	321	68.8	221	79.2	10.4	12,623	63.0	10,974	71.8	8.8
Hispanic	157	55.4	136	73.5	18.1	282	68.8	191	80.1	11.3	8,908	65.5	7,734	74.0	8.5
Af Amer	100	33.0	67	74.6	41.6	36	69.4	20	70.0	0.6	2,874	51.1	2,289	60.4	9.3
White	*	*	*	*	*	*	*	*	*	*	602	84.4	626	86.1	1.7
EL	121	52.9	106	72.6	19.7	228	71.5	158	83.5	12.0	6,396	64.1	5,708	73.7	9.6
Eco Dis	247	46.2	201	71.6	25.4	306	69.0	209	78.5	9.5	11,397	62.0	9,658	69.7	7.7
SPED	16	25.0	16	12.5	-12.5	30	36.7	19	47.4	10.7	871	40.0	1,169	48.1	8.1
Grade Four															
All	219	36.1	206	71.4	35.3	268	63.4	265	72.1	8.7	12,149	60.3	11,667	68.6	8.3
Hispanic	116	50.0	136	69.1	19.1	226	64.6	234	75.2	10.6	8,674	63.2	8,346	70.0	6.8
Af Amer	99	20.2	63	74.6	54.4	39	53.8	24	41.7	-12.1	2,675	45.9	2,400	58.9	13.0
White	*	*	*	*	*	*	*	*	*	*	571	83.0	604	84.1	1.1
EL	90	48.9	94	67.0	18.1	185	62.2	183	77.0	14.8	6,314	61.9	5,888	67.9	6.0
Eco Dis	209	37.3	199	70.4	33.1	247	64.4	253	71.9	7.5	10,926	59.1	10,279	66.1	7.0
SPED	13	15.4	23	39.1	23.7	22	22.7	34	20.6	-2.1	859	34.3	1,259	42.3	8.0
Grade Five															
All	247	56.3	212	84.0	27.7	270	78.9	251	89.2	10.3	11,649	78.2	11,805	84.8	6.6
Hispanic	144	61.8	127	89.0	27.2	234	82.1	219	90.0	7.9	8,398	80.4	8,503	87.4	7.0
Af Amer	101	48.5	80	76.3	27.8	32	53.1	25	80.0	26.9	2,540	68.3	2,454	73.9	5.6
White	*	*	*	*	*	*	*	*	*	*	497	91.8	553	94.0	2.2
EL	105	61.0	99	90.9	29.9	187	82.4	175	96.0	13.6	6,088	80.1	5,984	87.3	7.2
Eco Dis	234	54.7	203	84.2	29.5	246	81.3	232	89.7	8.4	10,489	77.5	10,475	83.7	6.2
SPED	22	18.2	22	22.7	4.5	24	25.0	30	46.7	21.7	1,033	41.7	1,289	58.3	16.6
Grade Six															
All	604	41.9	377	36.6	-5.3	889	48.4	758	44.1	-4.3	10,294	58.1	10,574	58.3	0.2
Hispanic	213	41.3	107	36.4	-4.9	576	48.6	526	45.1	-3.5	7,470	58.6	7,743	58.3	-0.3
Af Amer	380	42.6	256	35.2	-7.4	298	48.0	194	42.3	-5.7	2,237	52.1	2,058	51.3	-0.8
White	*	*	*	*	*	7	28.6	8	50.0	21.4	366	80.9	484	83.3	2.4
EL	144	31.9	88	35.2	3.3	452	44.2	419	41.3	-2.9	5,327	53.1	5,224	52.7	-0.4
Eco Dis	555	40.9	376	36.7	-4.2	803	49.1	715	43.5	-5.6	9,195	56.7	9,262	55.7	-1.0
SPED	80	35.0	57	12.3	-22.7	101	18.8	88	29.5	10.7	950	26.1	1,134	34.2	8.1
Grade Seven															
All	575	34.1	570	50.5	16.4	938	45.7	754	54.8	9.1	10,080	56.4	9,959	66.1	9.7
Hispanic	206	35.9	206	54.9	19.0	605	45.5	535	54.6	9.1	7,256	56.7	7,216	67.3	10.6
Af Amer	365	32.9	353	48.4	15.5	307	46.6	178	53.4	6.8	2,219	50.3	2,053	57.7	7.4
White	*	*	*	*	*	17	41.2	9	55.6	14.4	403	82.4	434	85.9	3.5
EL	128	26.6	143	45.5	18.9	496	41.1	428	50.2	9.1	4,602	46.1	4,826	60.3	14.2
Eco Dis	516	33.5	564	50.5	17.0	840	47.0	706	54.4	7.4	8,788	55.0	8,741	63.6	8.6
SPED	93	15.1	78	29.5	14.4	101	21.8	86	38.4	16.6	943	19.9	995	40.0	20.1

table continues

Table (continued)

	ACE 1.0					ACE 1.0 Comparison					District				
	2015		2019		4 Yr Δ %pts	2015		2019		4 Yr Δ %pts	2015		2019		4 Yr Δ %pts
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %			
Grade Eight															
All	560	59.1	541	61.9	2.8	854	69.8	699	75.0	5.2	10,414	75.8	9,895	79.2	3.4
Hispanic	229	60.7	217	67.7	7.0	558	71.5	507	74.0	2.5	7,506	77.1	7,277	80.3	3.2
Af Amer	328	57.6	311	58.5	0.9	290	66.2	164	76.8	10.6	2,327	68.3	2,031	73.9	5.6
White	*	*	6	50.0	*	*	*	6	83.3	*	403	92.1	344	90.7	-1.4
EL	133	48.9	148	61.5	12.6	353	60.3	387	68.7	8.4	3,818	63.1	4,623	74.0	10.9
Eco Dis	515	59.4	533	61.7	2.3	758	70.2	664	74.8	4.6	9,163	75.2	8,754	78.1	2.9
SPED	97	33.0	71	45.1	12.1	86	23.3	74	58.1	34.8	909	33.4	873	48.2	14.8
All Reading															
All	2,468	45.5	2,113	58.5	13.0	3,540	58.2	2,948	63.1	4.9	67,209	65.4	64,874	71.6	6.2
Hispanic	1,065	50.2	929	65.2	15.0	2,481	59.9	2,212	64.6	4.7	48,212	67.1	46,819	73.1	6.0
Af Amer	1,373	41.7	1,130	53.2	11.5	1,002	54.0	605	57.4	3.4	14,872	55.8	13,285	62.9	7.1
White	17	47.1	25	48.0	0.9	35	54.3	31	71.0	16.7	2,842	85.7	3,045	87.2	1.5
EL	721	44.0	678	61.5	17.5	1,901	55.2	1,750	62.6	7.4	32,545	62.2	32,253	69.8	7.6
Eco Dis	2,276	45.1	2,076	58.1	13.0	3,200	59.1	2,779	62.8	3.7	59,958	64.4	57,169	69.7	5.3
SPED	321	26.2	267	29.2	3.0	364	22.8	331	39.9	17.1	5,565	32.6	6,719	45.4	12.8

Source: STAAR files dated September 1, 2015 (2015) and June 13, 2019 (2019) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance.

* = fewer than five students took test. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix P Table 3: 2015 to 2019 ACE 1.0, ACE 1.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Writing

	ACE 1.0					ACE 1.0 Comparison					District				
	2015		2019		4 Yr Δ %pts	2015		2019		4 Yr Δ %pts	2015		2019		4 Yr Δ %pts
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %			
Grade Four															
All	218	41.3	206	67.0	25.7	268	66.4	263	71.1	4.7	12,160	63.1	11,662	65.7	2.6
Hispanic	116	52.6	135	74.1	21.5	226	67.3	232	75.0	7.7	8,680	65.7	8,335	69.0	3.3
Af Amer	98	28.6	64	51.6	23.0	39	59.0	24	33.3	-25.7	2,683	50.7	2,407	49.6	-1.1
White	*	*	*	*	*	*	*	*	*	*	570	80.0	603	82.4	2.4
EL	90	53.3	94	77.7	24.4	185	67.6	182	81.3	13.7	6,317	65.6	5,879	71.5	5.9
Eco Dis	208	41.8	198	65.7	23.9	247	66.8	251	70.9	4.1	10,932	62.2	10,275	63.4	1.2
SPED	13	23.1	23	26.1	3.0	22	18.2	34	20.6	2.4	856	30.7	1,255	36.7	6.0
Grade Seven															
All	576	28.8	564	42.2	13.4	940	43.5	754	48.4	4.9	10,088	55.7	9,986	59.2	3.5
Hispanic	206	29.1	202	44.1	15.0	606	42.1	537	49.2	7.1	7,257	56.5	7,238	60.5	4.0
Af Amer	366	28.4	351	41.3	12.9	309	45.3	177	43.5	-1.8	2,224	47.5	2,056	49.2	1.7
White	*	*	*	*	*	17	58.8	9	55.6	-3.2	405	80.5	435	81.4	0.9
EL	128	18.8	139	34.5	15.7	498	37.8	428	43.2	5.4	4,603	45.6	4,840	52.8	7.2
Eco Dis	517	28.0	558	42.1	14.1	841	44.7	706	48.3	3.6	8,795	54.1	8,767	56.6	2.5
SPED	93	12.9	76	21.1	8.2	101	17.8	84	36.9	19.1	943	19.6	1,001	32.4	12.8
All Writing															
All	794	32.2	770	48.8	16.6	1,208	48.6	1,017	54.3	5.7	22,248	59.7	21,648	62.7	3.0
Hispanic	322	37.6	337	56.1	18.5	832	48.9	769	57.0	8.1	15,937	61.5	15,553	68.7	7.2
Af Amer	464	28.4	415	42.9	14.5	348	46.8	201	42.3	-4.5	4,907	49.3	4,448	58.4	9.1
White	*	*	7	28.6	*	19	63.2	11	63.6	0.4	975	80.2	1,037	84.9	4.7
EL	218	33.0	233	51.9	18.9	683	45.8	610	54.6	8.8	10,920	57.2	10,706	64.4	7.2
Eco Dis	725	32.0	756	48.3	16.3	1,088	49.7	957	54.2	4.5	19,727	58.6	19,007	64.9	6.3
SPED	106	14.2	99	22.2	8.0	123	17.9	118	32.2	14.3	1,799	24.9	2,247	41.4	16.5

Source: STAAR files dated September 1, 2015 (2015) and June 13, 2019 (2019) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. * = fewer than five students took test. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix P Table 4: 2015 to 2019 ACE 1.0, ACE 1.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Science

	ACE 1.0					ACE 1.0 Comparison					District				
	2015		2019		4 Yr Δ %pts	2015		2019		4 Yr Δ %pts	2015		2019		4 Yr Δ %pts
	Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %	Tested <i>n</i>	Appr+ %		Tested <i>n</i>	Appr+ %			
Grade Five															
All	247	34.8	211	61.1	26.3	270	59.6	249	70.3	10.7	11,611	56.8	11,749	69.7	12.9
Hispanic	144	37.5	126	73.0	35.5	234	61.5	217	69.6	8.1	8,375	58.1	8,475	71.8	13.7
Af Amer	101	30.7	80	41.3	10.6	32	40.6	25	68.0	27.4	2,526	46.0	2,434	57.8	11.8
White	*	*	*	*	*	*	*	*	*	*	495	85.7	547	87.8	2.1
EL	105	34.3	99	73.7	39.4	187	59.9	175	70.9	11.0	6,082	54.3	5,970	69.0	14.7
Eco Dis	234	33.8	203	60.6	26.8	246	61.0	230	70.4	9.4	10,456	55.4	10,424	67.7	12.3
SPED	22	4.5	22	27.3	22.8	24	12.5	29	37.9	25.4	1,027	31.6	1,281	47.9	16.3
Grade Eight															
All	622	29.6	511	57.5	27.9	877	44.0	696	65.1	21.1	12,387	62.0	10,270	74.7	12.7
Hispanic	251	31.9	204	57.4	25.5	581	46.0	503	65.6	19.6	8,848	63.0	7,544	75.3	12.3
Af Amer	368	28.0	294	57.8	29.8	290	39.3	164	62.8	23.5	2,651	50.1	2,041	68.6	18.5
White	*	*	7	57.1	*	*	*	6	83.3	3.3	646	89.8	438	90.6	0.8
EL	143	22.4	140	53.6	31.2	369	31.4	394	61.9	30.5	4,332	45.9	4,932	69.6	23.7
Eco Dis	575	30.6	501	57.1	26.5	780	43.3	656	64.8	21.5	10,692	60.3	8,936	72.9	12.6
SPED	97	20.6	68	42.6	22.0	86	15.1	74	51.4	36.3	910	24.3	865	50.8	26.5
All Science															
All	869	31.1	722	58.6	27.5	1,147	47.7	945	66.5	18.8	23,998	59.5	22,019	72.0	12.5
Hispanic	395	33.9	330	63.3	29.4	815	50.4	720	66.8	16.4	17,223	60.6	16,019	73.5	12.9
Af Amer	469	28.6	374	54.3	25.7	322	39.4	189	63.5	24.1	5,177	48.1	4,475	62.8	14.7
White	*	*	11	72.7	*	7	85.7	9	88.9	3.2	1,141	88.0	985	89.0	1.0
EL	248	27.4	239	61.9	34.5	556	41.0	569	64.7	23.7	10,414	50.8	10,902	69.3	18.5
Eco Dis	809	31.5	704	58.1	26.6	1,026	47.6	886	66.3	18.7	21,148	57.9	19,360	70.1	12.2
SPED	119	17.6	90	38.9	21.3	110	14.5	103	47.6	33.1	1,937	28.2	2,146	49.1	20.9

Source: STAAR files dated September 1, 2015 (2015) and June 13, 2019 (2019) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance. * = fewer than five students took test. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix P Table 5: 2015 to 2019 ACE 1.0, ACE 1.0 Comparison, and District STAAR Rates of Students at Approaches Grade Level or Above Standard by Grade and Student Group – Social Studies

	ACE 1.0					ACE 1.0 Comparison					District				
	2015		2019		4 Yr Δ %pts	2015		2019		4 Yr Δ %pts	2015		2019		4 Yr Δ %pts
	Tested	Appr+	Tested	Appr+		Tested	Appr+	Tested	Appr+		Tested	Appr+			
	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%		<i>n</i>	%			
Grade Eight															
All	622	28.6	517	38.5	9.9	877	32.3	683	61.5	29.2	10,353	51.4	9,862	62.4	11.0
Hispanic	251	32.7	208	40.4	7.7	581	33.6	497	59.6	26.0	7,469	52.0	7,216	62.3	10.3
Af Amer	368	25.8	296	36.8	11.0	290	29.0	159	65.4	36.4	2,310	42.3	1,987	57.0	14.7
White	*	*	6	50.0	*	*	*	*	*	*	399	84.0	415	83.6	-0.4
EL	143	23.8	143	37.8	14.0	369	21.1	380	53.9	32.8	3,798	33.3	4,565	53.8	20.5
Eco Dis	575	28.9	509	38.3	9.4	780	32.3	649	61.0	28.7	9,116	49.9	8,631	60.4	10.5
SPED	97	22.7	67	38.8	16.1	86	17.4	74	55.4	38.0	901	22.2	856	41.4	19.2

Source: STAAR files dated September 1, 2015 (2015) and June 13, 2019 (2019) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15) and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Appr+ = attained Approaches Grade Level or Above performance standard. Δ = difference. Yr = year. %pts = percentage points. Af Amer = African American. EL = English learner. Eco Dis = economically disadvantaged. SPED = special education. ^a = Prior to 2017, Approaches+ was called Level II: Satisfactory Academic Performance.

* = fewer than five students took test. Rates include scores for the first and second administrations of all versions of STAAR.

Appendix Q

Appendix Q Table 1: 2019 Percentage of ACE Students Attaining STAAR Progress Measures by Grade Level and Campus – Mathematics

Campus	Tested <i>N</i>	Limited		Expected		Accelerated	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade Four							
Blanton	91	14	15.4	29	31.9	48	52.7
U. Lee	67	35	52.2	21	31.3	11	16.4
Mills	39	22	56.4	11	28.2	6	15.4
ACE 1.0	197	71	36.0	61	31.0	65	33.0
Comp 1.0	254	100	39.4	91	35.8	63	24.8
Carr*	41	18	43.9	14	34.1	9	22.0
Ervin	72	20	27.8	25	34.7	27	37.5
Titche	101	39	38.6	40	39.6	22	21.8
ACE 2.0	214	77	36.0	79	36.9	58	27.1
Comp 2.0	212	90	42.5	83	39.2	39	18.4
Chavez	111	33	29.7	32	28.8	46	41.4
Dunbar	73	23	31.5	34	46.6	16	21.9
Hotchkiss	97	44	45.4	39	40.2	14	14.4
King	62	17	27.4	22	35.5	23	37.1
Maple Lawn	105	46	43.8	37	35.2	22	21.0
Pease	65	36	55.4	22	33.8	7	10.8
Rhoads	93	27	29.0	32	34.4	34	36.6
ACE 3.0	606	226	37.3	218	36.0	162	26.7
Comp 3.0	481	172	35.8	199	41.4	110	22.9
District	11,440	4,460	39.0	4,167	36.4	2,813	24.6
Grade Five							
Blanton	75	16	21.3	20	26.7	39	52.0
U. Lee	88	19	21.6	45	51.1	24	27.3
Mills	38	15	39.5	17	44.7	6	15.8
ACE 1.0	201	50	24.9	82	40.8	69	34.3
Comp 1.0	245	28	11.4	96	39.2	121	49.4
Carr*	48	7	14.6	20	41.7	21	43.8
Ervin	86	7	8.1	48	55.8	31	36.0
Titche	93	10	10.8	38	40.9	45	48.4
ACE 2.0	227	24	10.6	106	46.7	97	42.7
Comp 2.0	242	48	19.8	101	41.7	93	38.4
Chavez	117	6	5.1	49	41.9	62	53.0
Dunbar	79	3	3.8	22	27.8	54	68.4
Hotchkiss	97	4	4.1	21	21.6	72	74.2
King	73	8	11.0	19	26.0	46	63.0
Maple Lawn	105	18	17.1	46	43.8	41	39.0
Pease	57	10	17.5	30	52.6	17	29.8
Rhoads	74	16	21.6	42	56.8	16	21.6
ACE 3.0	602	65	10.8	229	38.0	308	51.2
Comp 3.0	504	89	17.7	235	46.6	180	35.7
District	11,680	2,248	19.2	5,128	43.9	4,304	36.8
Grade Six							
Dade	250	154	61.6	81	32.4	15	6.0
Zumwalt	105	59	56.2	41	39.0	5	4.8
ACE 1.0	355	213	60.0	122	34.4	20	5.6
Comp 1.0	725	440	60.7	253	34.9	32	4.4
Carr	36	10	27.8	22	61.1	4	11.1
Rusk	186	140	75.3	41	22.0	5	2.7
ACE 2.0	222	150	67.6	63	28.4	9	4.1
Comp 2.0	470	299	63.6	145	30.9	26	5.5
District	10,515	6,309	60.0	3,490	33.2	716	6.8
Grade Seven							
Dade	230	133	57.8	79	34.3	18	7.8
Pinkston	144	108	75.0	33	22.9	3	2.1
Zumwalt	99	42	42.4	45	45.5	12	12.1
ACE 1.0	473	283	59.8	157	33.2	33	7.0
Comp 1.0	610	276	45.2	249	40.8	85	13.9

table continues

Table (continued)

Campus	Tested <i>N</i>	Limited		Expected		Accelerated	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade Seven							
Rusk	156	68	43.6	75	48.1	13	8.3
ACE 2.0	156	68	43.6	75	48.1	13	8.3
Comp 2.0	221	78	35.3	100	45.2	43	19.5
District	7,069	3,262	46.1	3,060	43.3	747	10.6
Grade Eight							
Dade	229	47	20.5	153	66.8	29	12.7
Pinkston	146	68	46.6	69	47.3	9	6.2
Zumwalt	121	16	13.2	77	63.6	28	23.1
ACE 1.0	496	131	26.4	299	60.3	66	13.3
Comp 1.0	652	154	23.6	386	59.2	112	17.2
Rusk	215	19	8.8	131	60.9	65	30.2
ACE 2.0	215	19	8.8	131	60.9	65	30.2
Comp 2.0	333	59	17.7	205	61.6	69	20.7
District	10,291	2,126	20.7	6,395	62.1	1,770	17.2
Grade Eight Algebra I							
Dade	45	18	40.0	11	24.4	16	35.6
Pinkston	23	10	43.5	11	47.8	2	8.7
Zumwalt	21	6	28.6	7	33.3	8	38.1
ACE 1.0	89	34	38.2	29	32.6	26	29.2
Comp 1.0	100	15	15.0	33	33.0	52	52.0
Rusk	32	0	0.0	0	0.0	32	100.0
ACE 2.0	32	0	0.0	0	0.0	32	100.0
Comp 2.0	67	0	0.0	5	7.5	62	92.5
District	2,336	188	8.0	480	20.5	1,668	71.4
All Mathematics							
Blanton	166	30	18.1	49	29.5	87	52.4
U. Lee	155	54	34.8	66	42.6	35	22.6
Mills	77	37	48.1	28	36.4	12	15.6
Dade	754	352	46.7	324	43.0	78	10.3
Pinkston	313	186	59.4	113	36.1	14	4.5
Zumwalt	346	123	35.5	170	49.1	53	15.3
ACE 1.0	1,811	782	43.2	750	41.4	279	15.4
Comp 1.0	2,586	1,013	39.2	1,108	42.8	465	18.0
Carr*	125	35	28.0	56	44.8	34	27.2
Ervin	158	27	11.9	73	32.2	58	25.6
Titche	194	49	25.3	78	40.2	67	34.5
Rusk	589	227	38.5	247	41.9	115	19.5
ACE 2.0	1,066	338	31.7	454	42.6	274	25.7
Comp 2.0	1,545	574	37.2	639	41.4	332	21.5
Chavez	228	39	17.1	81	35.5	108	47.4
Dunbar	152	26	17.1	56	36.8	70	46.1
Hotchkiss	194	48	24.7	60	30.9	86	44.3
King	135	25	18.5	41	30.4	69	51.1
Maple Lawn	210	64	30.5	83	39.5	63	30.0
Pease	122	46	37.7	52	42.6	24	19.7
Rhoads	167	43	25.7	74	44.3	50	29.9
ACE 3.0	1,208	291	24.1	447	37.0	470	38.9
Comp 3.0	985	261	26.5	434	44.1	290	29.4
District	50,995	18,405	36.1	22,240	43.6	10,350	20.3

Source: STAAR files dated June 13, 2019 (STAAR grades four through eight) and June 4, 2019 (grade eight Algebra I) for students enrolled on the PEIMS snapshot day of October 26, 2018.

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Comp = comparison campuses. Progress measures provide information about the improvement or progress that students have achieved between the previous year and the current year within the same content area. Because performance standards are not the same across grades and content areas, progress target values will differ from grade to grade and across content areas. Expected progress target is defined as the distance between the performance standards from the previous year grade and the current year grade in the same content area. Accelerated progress target is a designation reserved for those students who have demonstrated significant progress over the course of the year, beyond that of the Expected progress range. If the student has a gain score less than the Expected progress target, the student is classified as having Limited progress.

Appendix Q Table 2: 2019 Percentage of ACE Students Attaining STAAR Progress Measures by Grade Level and Campus – Reading

Campus	Tested	Limited		Expected		Accelerated	
	N	n	%	n	%	n	%
Grade Four							
Blanton	91	49	53.8	27	29.7	15	16.5
U. Lee	67	27	40.3	23	34.3	17	25.4
Mills	36	21	58.3	9	25.0	6	16.7
ACE 1.0	194	97	50.0	59	30.4	38	19.6
Comp 1.0	248	137	55.2	81	32.7	30	12.1
Carr*	41	24	58.5	8	19.5	9	22.0
Ervin	69	27	39.1	22	31.9	20	29.0
Titche	101	50	49.5	37	36.6	14	13.9
ACE 2.0	211	101	47.9	67	31.8	43	20.4
Comp 2.0	210	105	50.0	69	32.9	36	17.1
Chavez	111	51	45.9	45	40.5	15	13.5
Dunbar	73	28	38.4	12	16.4	33	45.2
Hotchkiss	95	35	36.8	32	33.7	28	29.5
King	61	18	29.5	27	44.3	16	26.2
Maple Lawn	100	65	65.0	26	26.0	9	9.0
Pease	64	34	53.1	21	32.8	9	14.1
Rhoads	90	38	42.2	36	40.0	16	17.8
ACE 3.0	594	269	45.3	199	33.5	126	21.2
Comp 3.0	469	215	45.8	153	32.6	101	21.5
District	10,809	5,199	48.1	3,674	34.0	1,936	17.9
Grade Five							
Blanton	69	17	24.6	31	44.9	21	30.4
U. Lee	84	15	17.9	26	31.0	43	51.2
Mills	37	14	37.8	14	37.8	9	24.3
ACE 1.0	190	46	24.2	71	37.4	73	38.4
Comp 1.0	211	25	11.8	97	46.0	89	42.2
Carr*	49	4	8.2	20	40.8	25	51.0
Ervin	86	18	20.9	38	44.2	30	34.9
Titche	88	11	12.5	34	38.6	43	48.9
ACE 2.0	223	33	14.8	92	41.3	98	43.9
Comp 2.0	218	50	22.9	90	41.3	78	35.8
Chavez	116	21	18.1	54	46.6	41	35.3
Dunbar	79	7	8.9	19	24.1	53	67.1
Hotchkiss	95	6	6.3	28	29.5	61	64.2
King	70	7	10.0	15	21.4	48	68.6
Maple Lawn	104	19	18.3	44	42.3	41	39.4
Pease	55	13	23.6	22	40.0	20	36.4
Rhoads	71	13	18.3	31	43.7	27	38.0
ACE 3.0	590	86	14.6	213	36.1	291	49.3
Comp 3.0	489	96	19.6	219	44.8	174	35.6
District	10,825	1,938	17.9	4,627	42.7	4,260	39.4
Grade Six							
Dade	198	148	74.7	39	19.7	11	5.6
Zumwalt	91	62	68.1	25	27.5	4	4.4
ACE 1.0	289	210	72.7	64	22.1	15	5.2
Comp 1.0	392	263	67.1	101	25.8	28	7.1
Carr	29	18	62.1	9	31.0	2	6.9
Rusk	98	67	68.4	27	27.6	4	4.1
ACE 2.0	127	85	66.9	36	28.3	6	4.7
Comp 2.0	359	251	69.9	83	23.1	25	7.0
District	7,045	4,671	66.3	1,863	26.4	511	7.3
Grade Seven							
Dade	261	84	32.2	113	43.3	64	24.5
Pinkston	167	71	42.5	63	37.7	33	19.8
Zumwalt	113	29	25.7	48	42.5	36	31.9
ACE 1.0	541	184	34.0	224	41.4	133	24.6
Comp 1.0	703	212	30.2	257	36.6	234	33.3

table continues

Table (continued)

Campus	Tested	Limited		Expected		Accelerated	
	N	n	%	n	%	n	%
Grade Seven							
Rusk	193	48	24.9	78	40.4	67	34.7
ACE 2.0	193	48	24.9	78	40.4	67	34.7
Comp 2.0	300	74	24.7	112	37.3	114	38.0
District	9,853	2,864	29.1	4,050	41.1	2,939	29.8
Grade Eight							
Dade	247	87	33.5	97	37.3	63	24.2
Pinkston	148	57	38.5	65	43.9	26	17.6
Zumwalt	122	38	31.1	50	41.0	34	27.9
ACE 1.0	517	182	33.2	212	38.7	123	22.4
Comp 1.0	667	202	30.3	291	43.6	174	26.1
Rusk	210	53	25.2	103	49.0	54	25.7
ACE 2.0	210	53	25.2	103	49.0	54	25.7
Comp 2.0	319	101	31.7	147	46.1	71	22.3
District	9,842	2,863	29.1	4,462	45.3	2,517	25.6
All Reading							
Blanton	160	66	41.3	58	36.3	36	22.5
U. Lee	151	42	27.8	49	32.5	60	39.7
Mills	73	35	47.9	23	31.5	15	20.5
Dade	707	319	45.1	250	35.4	138	19.5
Pinkston	315	128	40.6	128	40.6	59	18.7
Zumwalt	326	129	39.6	123	37.7	74	22.7
ACE 1.0	1,732	719	33.6	631	29.5	382	17.9
Comp 1.0	2,221	839	37.8	827	37.2	555	25.0
Carr*	119	46	38.7	37	31.1	36	30.3
Ervin	155	45	29.0	60	38.7	50	32.3
Titche	189	61	32.3	71	37.6	57	30.2
Rusk	501	168	33.5	208	41.5	125	25.0
ACE 2.0	964	320	24.5	376	28.8	268	20.5
Comp 2.0	1,406	581	41.3	501	35.6	324	23.0
Chavez	227	72	31.7	99	43.6	56	24.7
Dunbar	152	35	23.0	31	20.4	86	56.6
Hotchkiss	190	41	21.6	60	31.6	89	46.8
King	131	25	19.1	42	32.1	64	48.9
Maple Lawn	204	84	41.2	70	34.3	50	24.5
Pease	119	47	39.5	43	36.1	29	24.4
Rhoads	161	51	31.7	67	41.6	43	26.7
ACE 3.0	1,184	355	30.0	412	34.8	417	35.2
Comp 3.0	958	311	32.5	372	38.8	275	28.7
District	48,374	17,535	36.2	18,676	38.6	12,163	25.1

Source: STAAR files dated June 13, 2019 (2019) for students enrolled on the PEIMS snapshot day of October 26, 2018.

Note: ACE = Accelerating Campus Excellence. PEIMS = Public Education Information Management System. STAAR = State of Texas Assessments of Academic Readiness. Comp = comparison campuses. Progress measures provide information about the improvement or progress that students have achieved between the previous year and the current year within the same content area. Because performance standards are not the same across grades and content areas, progress target values will differ from grade to grade and across content areas. Expected progress target is defined as the distance between the performance standards from the previous year grade and the current year grade in the same content area. Accelerated progress target is a designation reserved for those students who have demonstrated significant progress over the course of the year, beyond that of the Expected progress range. If the student has a gain score less than the Expected progress target, the student is classified as having Limited progress.

Appendix R

Appendix R Table 1: 2015 to 2019 ACE Level I, II, and III Disciplinary Offenses

	2014-15	2016-17	2017-18	2018-19	1 Yr Δ	2 Yr Δ	4 Yr Δ
	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
ACE 1.0							
Blanton	48		1	6	5		-42
U. Lee	162		24	12	-12		-150
Mills	32		21	6	-15		-26
ACE 1.0 ES Avg	81		15	8	-7		-73
Comp 1.0 ES Avg	22		15	10	-5		-12
Dade	1,139		118	82	-36		-1,057
Edison/Pinkston ^a	1,237		302	413	111		-824
Zumwalt	696		24	23	-1		-673
ACE 1.0 MS Avg	1,024		148	173	25		-851
Comp 1.0 MS Avg	703		210	206	-4		-497
ACE 1.0 Total	3,314		490	542	52		-2772
Comp 1.0 Total	2,176		674	648	-26		-1528
ACE 2.0							
Carr ^b		157	87	56	-31	-101	
Ervin		327	56	83	27	-244	
Titche		243	28	20	-8	-223	
ACE 2.0 ES Avg		242	57	53	-4	-189	
Comp 2.0 ES Avg		36	16	10	-6	-26	
Rusk		762	110	148	38	-614	
ACE 2.0 MS Avg		762	110	148	38	-614	
Comp 2.0 MS Avg		522	597	273	-324	-249	
ACE 2.0 Total		1,489	281	307	26	-1,182	
Comp 2.0 Total		631	646	292	-354	-339	
ACE Leadership 3.0							
Chavez			48	8	-40		
Dunbar			109	6	-103		
Hotchkiss			3	84	81		
King			116	7	-109		
Maple Lawn			0	21	21		
Pease ^c	591	58	24	21	-3	-37	-570
Rhoads			220	75	-145		
ACE 3.0 ES Avg			74	32	-42		
Comp 3.0 ES Avg			30	34	4		
ACE 3.0 Total			520	190	-330		
Comp 3.0 Total			211	153	-58		
Summary							
District ES Avg	45	46	22	19	-3	-27	-26
District MS Avg	545	337	253	247	-6	-90	-298
District Total	36,171	24,938	18,690	17,737	-953	-7,201	-18,434

Source: District student discipline files dated August 5, 2015 (2014-15), July 10, 2017 (2016-17), July 19, 2018 (2017-18), and xxx, 2019 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. ES = elementary school. MS = middle school. Avg = average. Yr = year. Δ = difference. ^a=Students at Pinkston at 2014-15 and 2016-17 included students from Edison; 2018-19 numbers are for students in grades seven and eight at Pinkston. ^b = Because Carr and Carver merged in 2017-18, 2016-17 numbers for Carr include both Carr and Carver; 2017-18 numbers are for Carr only. ^c = In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0. Averages shown are rounded to the nearest whole number.

Appendix S

Appendix S Table 1: 2015 to 2019 ACE Attendance Rates

	2014-15	2016-17	2017-18	2018-19	1 Yr Δ	2 Yr Δ	4 Yr Δ
	%	%	%	%	%pts	%pts	%pts
ACE 1.0							
Blanton	96.0		96.0	96.6	0.6		0.6
Dade	93.2		94.5	95.4	0.9		2.2
Edison/Pinkston ^a	93.4		93.3	92.3	-1.0		-1.1
U. Lee	95.5		95.9	95.7	-0.2		0.2
Mills	95.4		94.4	94.3	-0.1		-1.1
Zumwalt	90.1		92.0	92.7	0.7		2.6
ACE 1.0	94.0		94.5	94.9	0.4		0.9
Comp 1.0	96.0		95.7	95.8	0.1		-0.2
ACE 2.0							
Carr ^b		95.7	95.0	94.8	-0.2	-0.9	
Ervin		95.2	95.9	97.4	1.5	2.2	
Titche		95.7	96.3	96.3	0.0	0.6	
Rusk		95.2	95.8	96.4	0.6	1.2	
ACE 2.0		95.4	95.8	96.4	0.6	1.0	
Comp 2.0		96.1	95.9	96.1	0.2	0.0	
ACE Leadership 3.0							
Chavez			96.0	95.6	-0.4		
Dunbar			94.1	95.5	1.4		
Hotchkiss			96.8	96.7	-0.1		
King			95.5	96.5	1.0		
Maple Lawn			96.4	96.3	-0.1		
Pease ^c	94.7	93.5	94.0	93.2	-0.8	-0.3	-1.5
Rhoads			95.2	96.3	1.1		
ACE 3.0			95.5	95.8	0.3		
Comp 3.0			95.8	96.1	0.3		
District	95.6	95.4	95.2	95.3	0.1	-0.1	-0.3

Source: District attendance files dated June 29, 2015 (2014-15), June 20, 2017 (2016-17), June 11, 2018 (2017-18), and June 4, 2019 (2018-19) for students enrolled on the PEIMS snapshot dates of October 31, 2014 (2014-15), October 28, 2016 (2016-17), October 27, 2017 (2017-18), and October 26, 2018 (2018-19).

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. PEIMS = Public Education Information Management System. Δ = difference. %pts = percentage points. ^a = Students at Pinkston at 2014-15 and 2016-17 included students from Edison; 2018-19 numbers are for students in grades seven and eight at Pinkston. ^b = Because Carr and Carver merged in 2017-18, 2016-17 scores for Carr include both Carr and Carver; scores after 2016-17 are for Carr only. ^c = In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0. Attendance rates meeting or exceeding goal of 96 percent (rounded) are in **blue bold**.

Appendix T

Appendix T Table 1: 2019 ACE Student Experience Survey Percent Favorable Ratings by Category

	Classroom Environment		Expectations and Rigor		Pedagogical Effectiveness		Student Engagement		Supportive Relationships		Overall	
	N	%	N	%	N	%	N	%	N	%	N	%
ACE 1.0												
Blanton	510	86	513	93	511	93	515	89	515	82	515	89
U. Lee	420	91	421	96	420	98	421	95	421	92	421	94
Mills	218	66	218	77	218	82	216	72	217	63	218	72
ACE 1.0 ES	1,148	84	1,152	91	1,149	93	1,152	88	1,153	82	1,154	88
Comp 1.0 ES	1,383	82	1,380	90	1,384	91	1,378	82	1,380	77	1,385	85
Dade	1,201	73	1,191	74	1,202	72	1,190	57	1,193	66	1,202	68
Edison/Pinkston	1,745	81	1,737	76	1,760	74	1,726	55	1,723	66	1,760	70
Zumwalt	578	73	576	75	582	75	576	62	571	65	582	70
ACE 1.0 MS	3,524	77	3,504	75	3,544	73	3,492	57	3,487	66	3,544	69
Comp 1.0 MS	3,662	81	3,614	82	3,664	79	3,588	64	3,569	74	3,667	76
ACE 2.0												
Carr	291	79	292	90	292	90	290	83	290	82	292	85
Ervin	372	79	376	91	376	91	376	87	374	80	376	86
Titche	479	89	478	93	479	94	476	92	478	88	479	91
ACE 2.0 ES	1,142	83	1,146	92	1,147	92	1,142	88	1,142	84	1,147	88
Comp 2.0 ES	1,127	82	1,127	90	1,131	90	1,119	85	1,113	77	1,131	85
Rusk	1,118	79	1,115	83	1,120	80	1,115	58	1,111	71	1,120	74
ACE 2.0 MS	1,118	79	1,115	83	1,120	80	1,115	58	1,111	71	1,120	74
Comp 2.0 MS	1,070	83	1,070	81	1,071	78	1,065	54	1,067	65	1,071	72
ACE Leadership 3.0												
Chavez	581	72	579	84	584	86	577	78	574	70	584	78
Dunbar	374	78	376	89	376	90	377	89	376	79	377	85
Hotchkiss	515	83	516	91	516	90	498	85	499	81	516	86
King	319	95	319	99	319	99	319	97	318	96	319	97
Maple Lawn	619	82	617	89	618	92	618	83	613	76	619	84
Pease	297	77	295	91	297	92	295	88	294	80	297	86
Rhoads	448	78	452	89	452	90	452	85	448	77	452	84
ACE 3.0 ES	3,153	80	3,154	90	3,162	91	3,136	85	3,122	79	3,164	85
Comp 3.0 ES	2,583	80	2,583	89	2,592	90	2,555	85	2,552	76	2,592	84
District												
District 3-5	60,997	84	61,011	91	61,134	91	60,632	86	60,537	79	61,188	86
District 6-12	113,887	81	113,082	77	114,082	74	112,837	57	112,691	67	114,116	71

Source: Data provided by the Office of Institutional Research dated June 19, 2019.

Note: ACE = Accelerating Campus Excellence. Comp = comparison campuses. ES = Elementary school. MS = middle school. Elementary averages include students in grades three to five. Secondary averages include students in grades six to 12. Favorable percentages that met or exceeded the district for grade level are in **blue bold**.

Appendix T Table 2: 2015 to 2018 ACE Student Experience Survey Overall Favorable Ratings

	2015 %	2017 %	2018 %	2019 %	1 Yr Δ %pts	2 Yr Δ %pts	4 Yr Δ %pts
ACE 1.0							
Blanton	78		95	89	-6		11
U. Lee	74		90	94	4		20
Mills	83		79	72	-7		-11
Dade	62		74	68	-6		6
Edison/Pinkston ^a	66		68	70	2		4
Zumwalt	69		81	70	-11		1
ACE 2.0							
Carr ^b		77	85	68	-17	-9	
Ervin		72	82	86	4	14	
Titche		79	91	91	0	12	
Rusk		62	75	74	-1	12	
ACE Leadership 3.0							
Chavez			79	78	-1		
Dunbar			84	85	1		
Hotchkiss			71	86	15		
King			74	97	23		
Maple Lawn			80	84	4		
Pease ^c			76	86	10		
Rhoads			84	84	0		
Summary							
District Elementary	79	84	84	86	2	2	7
District Secondary	65	70	71	71	0	1	6

Source: Campus-level Student Experience Survey reports from program office on May 27, 2016 (2015) and June 13, 2017 (2017) and district data dated June 7, 2016 (2015), May 24, 2017 (2017), June 5, 2018 (2018), and June 19, 2019 (2019).

Note: ACE = Accelerating Campus Excellence. Yr = year. Δ = difference. %pts = percentage points. ^a = Because Edison was consolidated with Pinkston in 2018-19, rates for 2017-18 and previous years were for Edison only and rates for 2018-19 were for all students at Pinkston. ^b = 2016-17 (pre-ACE) favorable rate for Carr is comprised of the simple average of favorable rates for both Carr and Carver because campuses were combined in 2017-18. ^c = In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0. Elementary averages include students in grades three to five. Secondary averages include students in grades six to 12. Favorable percentages that met or exceeded the district for grade level (elementary or secondary) are in **blue bold**.

Appendix U

Appendix U Table 1: 2017 to 2019 Campus Positive Response Rate and Growth on Parent/Guardian Survey

	2017		2018		2019		1 Yr Δ	2 Yr Δ
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	%pts	%pts
ACE 2.0								
Carr ^a	106	84.7	81	79.0	76	87.4	8.4	2.7
Ervin	84	68.7	83	79.8	83	85.6	5.8	16.9
Titche	86	79.8	85	90.5	84	92.0	1.5	12.2
Rusk	83	75.8	70	85.3	84	88.9	3.6	13.1
ACE Leadership 3.0								
Chavez			70	87.3	87	84.0	-3.3	
Dunbar			55	78.0	81	86.0	8.0	
Hotchkiss			87	83.6	88	86.8	3.2	
King			50	79.6	79	82.7	3.1	
Maple Lawn			65	95.1	83	87.7	-7.4	
Pease			51	80.8	80	85.8	5.0	
Rhoads			74	77.8	84	85.5	7.7	
District	18,441	88.0	17,185	90.0	20,658	87.6	-2.4	-0.4

Source: District PEI Parent/Guardian Survey data files dated June 6, 2017 (2017), July 16, 2018 (2018), and June 19, 2019 (2019).

Note: ACE = Accelerating Campus Excellence. Yr = year. Δ = difference. %pts = percentage points. ^a = Because Carr and Carver merged in 2017-18, 2017 numbers include the sum of respondents for Carr and Carver and the simple average of positive response rates for both schools. ^b = In 2018-19, Pease transitioned from ACE 1.0 to ACE Leadership 3.0. Italicized 2018 response rates denote sample sizes that were below validity requirements; results for these campuses should be reviewed with caution. To allow comparison across years, calculations shown are for the 10 questions included each year since 2017.

Appendix V

Parent/Guardian Survey Questions (10 Items)

- I believe what my child learned this year is what he or she needed to learn to be ready for the next grade.
- My child's school has a respectful learning environment.
- My child's school has a safe learning environment.
- I am satisfied with the school's maintenance and cleanliness.
- My child's school informs me about my child's grades and learning progress throughout the year.
- My child's school welcomes parent involvement and engagement.
- My child's school responds to my concerns in a timely manner.
- I feel comfortable interacting with school personnel (teachers and administrators).
- My child's school stresses the importance of preparing for/attending college after high school.
- I am satisfied with the direction and the success of my child's school.